

REPRESENT

TEACHING RESOURCES AND ANSWER KEY

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AROUND THE WORLD

Current Affairs

This section shares content (stories about people/case studies/news events/books/movies/exhibitions) to spark readers' interest in the theme and to build students' knowledge of current affairs which can support them in essay writing.

LESSON IDEA:

Discussions questions include:

1. Read the three quotes in "The Issue". Which stands out to you the most?
2. Many youths like Ryan Hickman or Greta Thunberg are standing up for the environmental causes. As a youth yourself, what comes to mind when people mention environmental causes?
3. Singapore named 2019 the year of Zero Waste. Think about what ways you and your family can reduce waste in your daily life, and share this with your friend.
4. Watch the video "Getting Grandma To Go Zero-Waste and Plastic-Free". What can we learn from it?

RESOURCES FOR FURTHER LEARNING

- VIDEO (5mins 43secs): 'Getting Grandma To Go Zero-Waste And Plastic-Free | On The Red Dot', CNA Insider, 6 Jul. 2018. Retrieved from: <https://www.youtube.com/watch?v=xx36Xlu2hNA>
- VIDEO (3mins 45secs): 'Ryan Hickman-Zoomin, TV LOCAL HERO episode', Ryan Hickman, 11 Feb. 2019. Retrieved from: <https://www.youtube.com/watch?v=cQHv3SHf0RY>
- WEBSITE and VIDEO (4mins 47secs): 'About Ryan's Recycling.' Ryan's Recycling Company. Retrieved from: <http://ryansrecycling.com/about/>
- ARTICLE: 'Nine Year Old Global Recycling Hero Swoops In To Help Save U.S. Recycling From Collapse.' Cision PR Newswire, 28 Feb. 2019. Retrieved from: <https://www.prnewswire.com/news-releases/nine-year-old-global-recycling-hero-swoops-in-to-help-save-us-recycling-from-collapse-300803890.html>
- VIDEO (1min 32secs): 'Recycling plastic for free public transport', TRT World, 4 Dec. 2018. Retrieved from: <https://www.youtube.com/watch?v=8jLDFcR7NYw>
- ARTICLE: 'Zero Waste project prompts huge steps for cleaner Turkey.' Daily Sabah, Turkey, 7 Mar. 2019. Retrieved from: <https://www.dailysabah.com/turkey/2019/03/07/zero-waste-project-prompts-huge-steps-for-cleaner-turkey>
- ARTICLE: 'Turkey's Zero Waste Project and Efforts to Protect the Environment.' Turkey Homes, 10 Dec. 2018. Retrieved from: <https://www.turkeyhomes.com/blog/post/turkey-s-zero-waste-project-and-efforts-to-protect-the-environment>
- NEWS ARTICLE: 'Thrift Stores Can't Keep Up With All The Junk and They're Saying the Signs Lead to Marie Kondo.' Time, 31 Jan. 2019. Retrieved from: <http://time.com/5517557/thrift-stores-donations-marie-kondo-effect/>
- ARTICLE: 'The 'Marie Kondo Effect' Comes at a Weird Time for Thrift Stores.' CityLab, 18 Jan. 2019. Retrieved from: <https://www.citylab.com/life/2019/01/tidying-up-with-marie-kondo-netflix-where-to-donate/580396/>

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- ARTICLE and VIDEO (1min 39secs): 'What is Taiwan Doing Differently?' Dirty Humans, 11 Sep. 2016. Retrieved from: <http://blog.nus.edu.sg/dirtyhumans/2016/09/11/what-is-taiwan-doing-differently-waste-management-in-taiwan/>
- ARTICLE: 'How Taiwan Has Achieved One of the Highest Recycling Rates in the World.' Smithsonian.com, 3 Jan. 2019. Retrieved from: <https://www.smithsonianmag.com/innovation/how-taiwan-has-achieved-one-highest-recycling-rates-world-180971150/>
- WEBSITE: 'Swapaholic Events.' Swapaholic, Retrieved from: <https://swapaholicevents.com/about.php.html>
- ARTICLE: 'In India's Largest City, A Ban on Plastics Faces Big Obstacles.' Yale Environment 360, 28 Aug. 2018. Retrieved from: <https://e360.yale.edu/features/as-indias-largest-city-shows-banning-plastics-is-easier-said-than-done>
- ARTICLE: 'Plastic bans spread in India. Winners and losers aren't who you'd expect.' National Geographic, 8 Feb. 2019. Retrieved from: <https://www.nationalgeographic.com/environment/2019/02/india-single-use-plastic-bans-maharashtra-tamil-nadu/>
- ARTICLE: 'This man spent only \$8 on food in 2017, here's how he did it.' Asiaone, 9 Apr. 2018. Retrieved from: <https://www.asiaone.com/singapore/man-spent-only-8-food-2017-heres-how-he-did-it>
- NEWS ARTICLE: 'Singapore's 'freegans' find treasure in trash.' Channel NewsAsia, 27 Dec. 2018. Retrieved from: <https://www.channelnewsasia.com/news/singapore/singapore-s--freegans--find-treasure-in-trash-11058218>
- WEBSITE: 'About Insectta.' Insectta, Retrieved from: <https://www.insectta.com/>
- VIDEO (2mins 35secs): 'Zero-waste shopping at Unpackt', The Straits Times, 11 Feb. 2019. Retrieved from: <https://www.youtube.com/watch?v=ClFdO6Wi41k>
- NEWS ARTICLE: 'Zero-waste shopping? Packaging-free grocery store opening in Singapore.' Channel NewsAsia, 28 Apr. 2018. Retrieved from: <https://www.channelnewsasia.com/news/singapore/zero-waste-packaging-free-shopping-unpackt-singapore-10179492>
- ARTICLE: 'Here's what it's like shopping at S'pore's first locally-sourced, zero-waste store.' Mothership.sg, 16 Sep. 2018. Retrieved from: <https://mothership.sg/2018/09/unpackt-zero-waste-singapore-store/>

THINKING SKILLS AND GAMES

Critical Thinking and Socio-Emotional Learning Section

This section highlights pertinent 21st century thinking skills that help students gain the vocabulary and skills needed to critically assess and make decisions on issues relevant to their lives.

Answers to Thinking Skills and Games 'Can you name that bias?'

Delilah: Anchoring Bias

Solution: Buying sustainably does not mean dressing unfashionably. She could buy for less, by thrift shopping or doing some DIY projects with older clothes!

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Leena: Loss-Aversion

Solution: She could consider the long-term investment she is making by purchasing energy-efficient bulbs, both on her bills and the environmental impact. If a full switch is too much, Jade could consider switching out the bulbs she uses most often in her house – as a start!

Divya: Blind-Spot Bias

Solution: She could try reducing the amount of driving she does instead of cutting driving out completely. For example, Divya could consider cycling to nearby places or walking more often. She can also car-pool with friends if they are traveling to the same area.

Kai: Authority Bias

Solution: Perhaps Kai could consider finding out more about climate change. It may not affect some countries as much as others, but he should learn to consider all viewpoints before claiming that it isn't entirely true, especially if it will affect humankind!

LESSON IDEA:

1. Complete the decision map to find out what your cognitive biases are. Do you remember any incident when your bias let you to making the wrong decision? Share your story with your friends.
2. What cognitive biases do your friends have? Can you think of how you can advise them to make better decisions?

RESOURCES FOR FURTHER LEARNING:

- VIDEO (4min 53secs): 'Critical Thinking - Cognitive Biases: Anchoring,' Wireless Philosophy, 16 Sep. 2016. Retrieved from: <https://www.youtube.com/watch?v=NFiDdbguWJY>
- VIDEO (5min 57secs) 'Critical Thinking - Cognitive Biases: Reference Dependence and Loss Aversion,' Wireless Philosophy, 18 Sep. 2015. Retrieved from: <https://www.youtube.com/watch?v=LBntChg4t4k&t=2s>
- VIDEO (1min 35secs) 'How Our Blind Spots May Be Harming Us | Kelly Boys,' Sounds True, 13 Jul. 2018. Retrieved from: <https://www.youtube.com/watch?v=w4K0KKxV94g>
- VIDEO (1min 50secs) 'Authority Bias,' Bo Bennett, 24 Jun. 2017. Retrieved from: <https://www.youtube.com/watch?v=8OIG-yCzecc>
- VIDEO (5min 57secs) '12 Cognitive Biases Explained - How to Think Better and More Logically Removing Bias,' Practical Psychology, 30 Dec. 2016. Retrieved from: https://www.youtube.com/watch?v=wEwGBlr_Rlw

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ESSAY WRITING SKILLS

This section supports students in preparing for the requirements of the Cambridge O Level English 1128/01 Examination.

COVER STORY: PERSONAL RECOUNT

Describe your efforts to protect the environment. What are some difficulties you faced?

This story is told from the point of view of Ang Zyn Yee, the founder of Straw Free Singapore, a movement to rid Singapore of single-use plastic straws through partnerships with companies and small businesses. Check out her movement on Instagram (@strawfreesingapore) today!

LESSON IDEAS:

Discussion questions:

1. Ang Zyn Yee is passionate about saving the environment. What are you passionate about? If you had to fight for a cause, what would it be?
2. Watch the video of Ang Zyn Yee's talk. Can you identify how words moved you?

RESOURCES FOR FURTHER LEARNING:

VIDEO (13mins 12secs): 'The Last Straw: How We Can Save The Planet – Ang Zyn Yee.' Thought Provoking Talks, 24 Jan. 2019. Retrieved from: <https://www.thoughtprovokingtalks.com/the-last-straw-how-we-can-save-the-planet-ang-zyn-yee>

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EXPOSITORY WRITING

LESSON IDEAS:

Everyone should play a part in protecting the environment. What are your views?

Invite students to share their own reasons for why they should play their part in protecting the environment. Discussion questions include:

1. 'Environment' is defined as the surroundings in which a person, animal, or plant lives or operates. What is the environment like in Singapore?
2. How will this environment change as a result of climate change?
3. How do you feel about the effect of climate change?
4. What are some of the perspectives that other stakeholders might have when it comes down to protecting the environment?
5. Do you think that such views are justified? Why or why not?

Scenario-based activity

This expository essay explores the opinions that different stakeholders. Imagine that you have been invited to a conference to speak up against climate change. What would you say to convince others to listen to you?

Split up the class according to a list of various stakeholders, and give them about 15 minutes to brainstorm for reasons why their assigned stakeholder should (or should not) try to protect the environment. They could also be given time to conduct research on possible examples to back up their reasoning. Once they are done, they can then present their ideas in front of the class.

List of stakeholders:

Youths

Politicians

Businesses

Engineers

Climate change scientists/ researchers

Animal conservationists

Climate change refugees

(This list is not exhaustive, feel free to generate more.)

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RESOURCES FOR FURTHER LEARNING:

- NEWS ARTICLE: 'Singapore must do more to protect environment, guard against climate change: PM Lee.' ChannelNewsasia, 3 Dec. 2018. Retrieved from: <https://www.channelnewsasia.com/news/singapore/pm-lee-climate-change-threat-singapore-global-warming-10894190>
- ARTICLE: 'It's our time to rise up': youth climate strikes held in 100 countries.' The Guardian, 15 Mar. 2019. Retrieved from: <https://www.theguardian.com/environment/2019/mar/15/its-our-time-to-rise-up-youth-climate-strikes-held-in-100-countries>
- NEWS ARTICLE: 'Singapore youth delivers speech at Paris climate talks.' Today Online, 9 Dec. 2015. Retrieved from: <https://www.todayonline.com/singapore/singapore-youth-delivers-speech-paris-climate-talks>
- VIDEO: 'You Are Stealing Our Future: Greta Thunberg, 15, Condemns the World's Inaction on Climate Change.' YouTube, 13 Dec. 2018. Retrieved from: <https://www.youtube.com/watch?v=HzeekxyFOY>
- VIDEO: 'School strike for climate - save the world by changing the rules | Greta Thunberg | TEDxStockholm.' YouTube, 12 Dec. 2018. Retrieved from: <https://www.youtube.com/watch?v=EAmUIEsN9A>

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Situational Writing:

Stop plastic pollution at its source: Write an information leaflet based on the website to educate people in your neighbourhood on this issue.

LESSON IDEA:

Introduce the students to the 'Stop plastic pollution at its source' tips as well as the facts about plastic pollution. Invite them to share about the steps that they take to stop plastic pollution, and how they felt upon hearing these facts. Thinking questions include:

1. How did you feel upon reading the facts and statistics cited in the information leaflet? Were they new to you or had you heard about them before?
2. What other interesting facts do you know about plastic waste pollution that was not mentioned here? Share how you felt about it upon hearing about it.
3. How feasible do you think the tips in the information leaflet are?
5. Would you want to try out these tips in your own home? Why or why not?
6. People spread messages on the environment in many different ways. In this assignment, you were tasked to use an information leaflet to educate the public. Watch the video below to discover how artist Von Wong uses his craft to spread a similar message. How is this effective?
7. What are other creative ways you can think of to promote different causes?

RESOURCES FOR FURTHER LEARNING:

- ARTICLE: 'How to realistically reduce plastic pollution in everyday life.' The Ecologist, 25 Jun. 2018. Retrieved from: <https://theecologist.org/2018/jun/25/how-realistically-reduce-plastic-pollution-everyday-life>
- ARTICLE: 'What is Plastic Pollution?' Conserve Energy Future. Retrieved from: <https://www.conserve-energy-future.com/causes-effects-solutions-of-plastic-pollution.php>
- VIDEO (5min 47secs): 'Plastikophobia,' Von Wong, 16 Mar. 2019. Retrieved from: <https://www.facebook.com/thevonwong/videos/415927845619313/UzpfStc2MTA2MTUyOToxMDE1NzAzOTY5MTc2MTUzMA/>

LANGUAGE SKILLS

This section supports students in preparing for the requirements of the Cambridge O Level English 1128/01 Examination.

Vocabulary

10 Words and Idioms to Express Regret

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LESSON IDEA:

Invite students to share their understanding of 'regret'. Thinking questions include:

1. When we feel bad for hurting others or doing something wrong, we experience feelings of 'regret'. Have you experienced the scenarios illustrated through these words and idioms? What caused you regret in those instances? Have any of your actions on the environment caused you regret?
2. The next step to regret is turning over a new leaf, changing to make amends. If given the chance, how would you have done things differently?
3. Similarly, what can we do to help the environment, so that we do not experience regret towards it in the future?

RESOURCES FOR FURTHER LEARNING:

- VIDEO (9mins 49secs): 'My biggest regret.', Night Owl Cinematics, 7 Jul. 2017. Retrieved from: <https://www.youtube.com/watch?v=RHHCULSC0bA>

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Oral Communication

Reading tips for Oral Communication:

Consonant sound: st versus s	waste	ways
	way-st	way-s
Consonant sound: wh versus v	while	vile
	wh-ile	v-ile
Consonant sound: c versus z	once	ones
	w-uhns	w-uhnz
Consonant sound: s versus z	face	phase
	feis	feiz

LESSON IDEA:

Can you identify minimal pairs in your daily reading? Pick a passage from the 'Around the World' section (pp. 6-11) and read it with your friend. Are there any similar sounding words?

Watch the video below. Can you identify the words which sound the same or different?

RESOURCES FOR FURTHER LEARNING:

VIDEO (7mins 51secs): '15 MINIMAL PAIRS. Do you know the right pronunciation?' LetThemKnow, 16 Feb. 2018. Retrieved from: <https://www.youtube.com/watch?v=OOCCLNjWS7k>

WEBPAGE: 'Minimal pairs.' English Club, Retrieved from:

<https://www.englishclub.com/pronunciation/minimal-pairs.htm>

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Grammar Skills and Makeover

Answers to Grammar Skills and Makeover section:

Base	Comparative	Superlative
good	better	best
many	more	most
little	less	least
bad	worse	worst

Today, my school hold a water rationing exercise to mark Singapore World Water Day and teach us the importance of water conservation. The more impactful part was when the water coolers in school were all shut off. I ended up extreme thirsty as I forgot to refill my bottle in the morning. Thankfully, our friends shared some of their precious water supply with me. This made me realised how often I had taken clean drinking water for granted. After recess, we take part in a 'Water Pits and Pipes' activity, where we had to build our own filtration system. Unfortunate, our group failed miserably at the activity as the water that drain out was considered unfit for consumption. Now that I understood how precious clean water is, I will do my best to practise waters conservation techniques in my daily life.

1. held
2. most
3. extremely
4. my
5. realise
6. took
7. unfortunately
8. drained
9. understand
10. water

Nature of corrections:

1. held → follows adverb of time 'Today'
2. most → comparative to superlative form
3. extremely → adjective to adverb
4. my → pronoun aligned with 'I'
5. realise → infinitive form
6. took → past tense
7. unfortunately → adjective to adverb
8. drained → past tense
9. understand → base form 'understand' follows adverb of time 'now'
10. water → uncountable noun

Resources for further learning:

BOOK: Wee, Bee Geok and Alsagoff, Lubna (2017). *About Grammar: Intermediate Reference Book*. Singapore: Hodder Education.

COMPREHENSION SKILLS

Narrative Text Practice

LESSON IDEA:

The issue of tiger poaching can be considered on a more personal level through this narrative text.

Thinking questions include:

1. How has tiger poaching been represented by the writer?

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2. How do you feel about this issue? Are there animals that you think deserve protection in Singapore?

Answers to 'Waste Not, Want Not'

1. In Paragraph 1, which parts of the tiger's body made her alert to potential prey? [1]

The body parts were her eyes, ears and tail. (1)

(Excess denied for extra answers)

[Identify main ideas: Which part of the paragraph states that the tiger is alert?]

2. State two qualities of the tiger's "curved, baseball-mitt paws" (line 6) that help her fight for food. [2]

- (i) The first quality is their shape or curved shape. (1)
(ii) The second quality is their size or large size. (1)

[Inference: What does 'curved' or 'baseball-mitt' suggest?]

3. The writer states in Paragraph 1, "What a kill she would make." Explain the irony in this sentence. [2]

The expectation was that the tiger would kill a prey in order to feed her cubs with it. (1) However, she did not realise that she would be the prey, the "kill" for poachers. (1)

[Language for impact: State the expectation in the sentence, then state the reality. Remember to paraphrase the key words.]

4. Write down words from Paragraph 2 that have similar meanings to the words below. Write one word per box. [2]

Words to replace	Answer
i) outward appearance	façade (1)
ii) broke into	infiltrated (1)

[Vocabulary: Which words in the paragraph match these descriptions?]

5. i) In Paragraph 2, what did the poachers do to disguise themselves? [1]

They disguised themselves as street vendors. (1)

[Identify main ideas: Which part of the paragraph describes the poachers' disguise?]

- ii) Give two reasons why they had to do this. Answer in your own words. [2]

This is because poaching is against the law/prohibited (1) and so they had to avoid being caught/blend in with others and escape detection. (1)

(Excess denied for extra answers)

[Inference: What reasons in the text indicate a need for disguise?]

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6. In Paragraph 3, the writer describes the cruelty of a tiger trap. Explain how the language used emphasises this cruelty. Support your answer with two details from the paragraph. [2]

The quote “crushing a tiger’s limb” emphasises the **violent impact** of the trap on the body of the tiger. (1)

The quote “die a drawn-out, agonising death” suggests a **slow** process of dying, **prolonging the tiger’s pain**. (1)

[Textual cohesion and inference: Identify the phrases used to describe the effects of the trap? How do they convey the idea of cruelty?]

7. Write down **one** word from Paragraph 4 that shows a tiger does not intend to get caught in the trap. [1]

The word is “Inadvertently”. (1)

[Vocabulary: Which word suggests that the tiger has no choice?]

8. In the box below, the description of the poacher on the left is matched with two four-word phrases with similar meanings in Paragraph 5. Write down each of the phrases in the blanks below. [2]

Description	Four-word phrase
haughty expression	“smirk on his face” (1)
arrogant and cruel	“boasted the ruthless killer” (1)

[Vocabulary: How has the poacher been described? Find the phrases in the description which convey these two ideas.]

9. “They were orphaned, lost and alone.” Why do you think the writer ends the story with this sentence? [1]

The writer ends with this line in order to evoke pity/sympathy/compassion for tigers which are poached/tigers and the families they leave behind. (1)

Do not accept: “shock the reader”, “make people take action/hate the poachers”

[Language for impact: How does ending with the image of the orphaned cubs make you feel?]

10. The structure of the text reflects the stages of the hunt by the poachers. Complete the flow chart by choosing the most suitable expression from the box that summarises the main focus in each part of the text. There are some extra expressions in the box that you do not need to use. [4]

Paragraph 1	i) a victim’s ignorance (1)
Paragraphs 2-3	ii) strategic focus (1)
Paragraph 4	iii) a guaranteed catch (1)
Paragraphs 5-6	iv) the spoils of victory (1)