

# TABLE OF CONTENTS

## TABLE OF CONTENTS

1	Table of Contents and Our Story
2	Teaching Resources
2	Around the World (Current Affairs)
5	Thinking Skills and Choices (Critical Thinking and Social-Emotional Learning)
6	Perspectives (Essay Writing Skills)
6	Argumentative Essay
7	Personal Recount
8	Situational Writing
9	Answer Keys
9	Writing Skills
10	Compre Skills
12	Grammar Skills and Makeover
14	Visual Text Comprehension
15	Non-narrative Text Comprehension
18	Talk (Oral Communication)

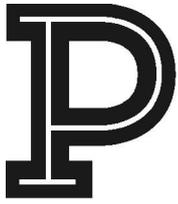
## OUR PRESENT PERFECT STORY

*Present Perfect* is at once a type of verb tense in the English Language and our vision for what readers of our magazine will gain from their reading experience. As a verb tense, the present perfect refers to an action that has occurred in the past and that has relevance to the present. This is a metaphor for our project. Alongside our sister magazines *Broader Perspectives* and *REPRESENT*, the *Present Perfect* team works to equip our readers with relevant skills and knowledge, and to empower our student readers to find relevance and joy in learning about the English Language. In addition, we work to help readers develop a sound understanding of the past and present contexts shaping our world. Lastly, we work to inspire our readers to find ways for meaningful personal and social engagement in the present to order to help realise the perfect version of *their* future society.

In the grand scheme of things, the measurable impact of a magazine is small. Still, we believe that the possibilities we can help to create will be greater than the sum of its parts. Thank you for coming along with us on this change-making journey as an educator, a student and a reader.

“Infinite past makes present tense.”

– Eleanor Wong, *The Campaign to Confer the Public Service Star On JBJ*



# AROUND THE WORLD

## 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 general knowledge, essay writing and social engagement.

### LESSON IDEAS:

**Discussion:** With reference to the quotations and thinking questions in “The Issue” (pages 4 and 5) and content in “Around the World” (pages 4 and 5), invite students to share their thoughts on some key trends and influential people in the world of the media. Thinking questions include:

1. Who are some local and international influencers in the media? What are they famous for?
2. Who are some influencers around you (in your personal or social circles)? What sort of influence do they have on you and why?
3. Do you agree with Walt Disney's quote? Can you recall any influential Disney movies? (For ideas, refer to the video link to Disney's *Frozen* “Let It Go”.) What are some ideals, objectives and values that these movies stand for? Do you agree with these ideals?
4. Do you agree with the writer that popular music bands such as BLACKPINK and activists such as Malala Yousazai can have a positive influence on people's support of equal rights? Why or why not?
5. Have you created content for social media platforms such as Tik Tok or Instagram? What sort of content do you create? What sort of content do you like to consume? Would you consider yourself an influencer, or do you aspire to be an influencer? Why or why not?
6. Does it matter if influencers buy ‘followers’? Why or why not?
7. Would you be interested in ‘following’ influencers created by artificial intelligence (AI)? Why or why not?
8. Would you be interested in ‘following’ social media profiles of influencers promoting educational content, such as Cheng Kai Ting's promotion of the National Budget? Why or why not?
9. Would you be interested in ‘following’ social media profiles of teachers promoting educational content, such as English, Mother Tongue, Mathematics or Science subjects? Why or why not?

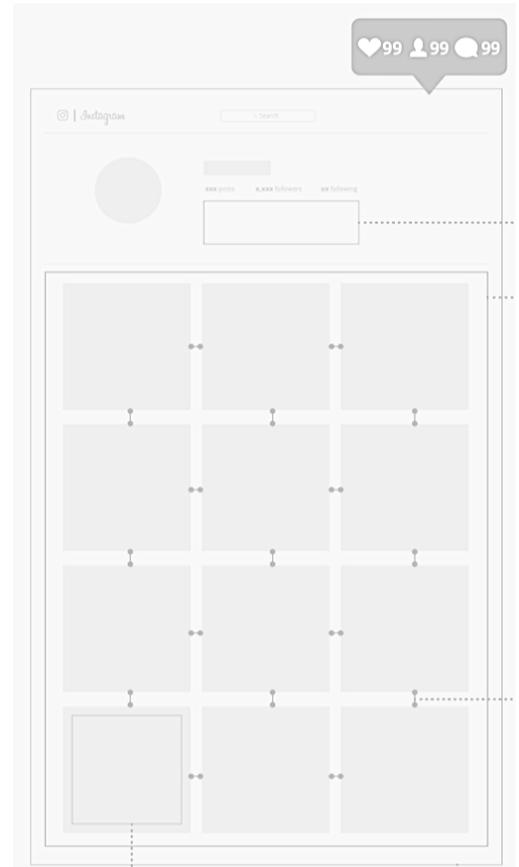
# AROUND THE WORLD

**Activity:** Create an influencer campaign.

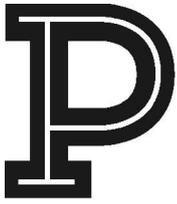
In teams of 3 to 5 students, design an influencer profile to promote a cause, a product or a subject. (TIP: refer to p. 19 for tips on components required to create a killer Instagram account)

1. On a large sheet of paper, create a sketch of a social media account with the following components:
  - a. One influencer personality (human or animal) display picture and bio.
  - b. One cause, product or subject that your account will promote
  - c. Drawings of at least 3 content posts relevant to the cause/product/subject. Each post must feature a different type of content (landscape photos, faces, food, images, quotations), a geotag and a caption.
2. Each team takes turns to field two speakers to present your influencer campaign to the class and to the judge (2 minutes per speaker). Nominate a timekeeper.
3. Entries will be judged according to the following criteria:
  - a. Originality of personality and campaign (1 to 10 points)
  - b. Social relevance and impact of campaign (1 to 10 points)
  - c. Relevance of posts (1 to 10 points)
  - d. Diversity of posts (1 to 10 points)
  - e. Aesthetic appeal (1 to 10 points)

The maximum possible score is 50 points.
4. Your teacher will be the judge of the campaign winners. The class can also vote for their favourite campaign.



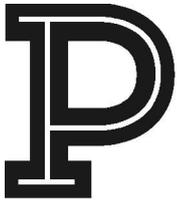
[Approx. time allocation for a 1-hour lesson: 10mins introduction of activity and nomination of roles; 20mins research and preparation using magazine content and online news sources; 20mins presentation; 10mins sharing of campaign winners and summary of learning outcomes]



## AROUND THE WORLD

### Resources for further learning:

- **VIDEO (4mins 2secs):** 'FROZEN -- Let It Go Sing-along -- Official Disney UK.' Disney UK, Youtube, 30 Jan. 2014. Retrieved from: <https://www.youtube.com/watch?v=LOMK7qz13bU>
- **NEWS ARTICLE:** 'Young teens with big following on social media' Calvin Yang, Straits Times, 10 Sep 2017. Retrieved from: <https://www.straitstimes.com/singapore/young-teens-with-big-followings-on-social-media>
- **NEWS ARTICLE:** 'Dip in grades prompts student influencer to call a halt.' Calvin Yang, The Straits Times, 10 Sep 2017. Retrieved from: <https://www.straitstimes.com/singapore/dip-in-grades-prompts-student-influencer-to-call-a-halt>
- **WEBSITE and VIDEO (1min):** 'Famed "Be Like Mike" Gatorade ad debuted 25 years ago.' Rovell, Darren, ESPN, 9 Aug. 2019, [http://www.espn.com/nba/story/\\_/id/17246999/michael-jordan-famous-mike-gatorade-commercial-debuted-25-years-ago-monday](http://www.espn.com/nba/story/_/id/17246999/michael-jordan-famous-mike-gatorade-commercial-debuted-25-years-ago-monday)
- **WEBSITE:** 'How Daniel Wellington Sold A Million Watches in a year via word-of-mouth.' Lee, Shannon, ReferralCandy Blog, 11 May, 2016, <https://www.referralcandy.com/blog/daniel-wellington-word-of-mouth-marketing/>



# THINKING SKILLS AND CHOICES

## THINKING SKILLS AND CHOICES

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. The section presents a famous story, framework or game to simplify critical thinking and social-emotional learning skills. A social justice angle is featured where possible. Skills are related to identifying and applying knowledge on cognitive biases, critical thinking models, ethical frameworks, emotional frameworks and ontological frameworks.

### The Influencer's Secret Manual

#### LESSON IDEA:

Invite students to assess influencers in their lives with the following checklist. Some thinking questions include:

1. Who are some influencers around you (in your personal or social circles, or in the media and in the public)? What gives each person influence and why?
2. Are you an influential person in your personal or social circles? What gives you influence and why?

#### Influence Checklist

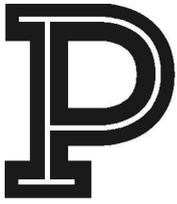
##### Authority:

- Are they competent in the subject matter?
- Do they have a credible track record?
- Do they seem reliable (consistent over time)?

##### Empathy:

- Do I sense that they care about me?
- Do I sense that their intentions are clear, and they do not have hidden agendas?
- Do I sense that they share a similar identity with me or have gone through similar experiences?

The more of these influence factors demonstrated, the more influence a person has!



# THINKING SKILLS AND CHOICES

## Emotional Appeal

### Background: Affect Heuristic: Why you are a slave to your emotions

Whether we like it or not, we are puppets of our emotions. We make complex decisions by consulting our feelings, not our thoughts and seemingly insignificant factors do affect our emotions. Against our best intentions, we substitute the question 'What do I think about this', with 'How do I feel about this?'

We evolved from ancestors who were quick decision-makers, and we rely on mental shortcuts called heuristics. An *affect* is a momentary judgement: something we like or dislike. When we see specific words or issues, they affect our emotions positively or negatively. This automatic, one-dimensional input prevents us from considering risks and benefits independently (they are, in fact, independent). **Our emotional reactions to issues determine how we assess their risks and benefits.** If we like something, you believe the risks are smaller and the benefits greater than they actually are. If you don't like something, the opposite is true. Risks and benefits appear to be dependent on our emotions. But in reality, they are not.

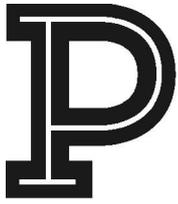
### LESSON IDEA:

Invite students to identify an example of an advertisement that appeals to their emotions. Bring the example in and share it with their friends. Some discussion questions include:

1. Which emotion does this advertisement appeal to? What makes you say that?
2. Are there details in the advertisement that create this emotion (choice of words, images, or colour)?

### Further learning resources:

- **ARTICLE:** 'Colour psychology: How colour meanings affect your brand.' Nicole Martins Ferreira, 4 Jul. 2018. Retrieved from: <https://sg.oberlo.com/blog/color-psychology-color-meanings>
- **ARTICLE and VIDEO (5mins 10 secs):** 'Colour psychology: How the colours you choose affect your mood.' Vanessa Edwards, Science of People. Retrieved from: <https://www.scienceofpeople.com/color-psychology/>



# LANGUAGE SKILLS

## PERSPECTIVES (ESSAY WRITING SKILLS)

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

### **Voices: What Are Influencers Saying?**

#### **LESSON IDEA:**

Invite students to share their thoughts on the trustworthiness of influencers. Some thinking questions include:

1. What are some reasons why people might trust influencers? What examples can you think of? (You may refer to content in Around the World, Choices and Thinking Skills, Talk and in the essay on pp. 18-19 for more ideas).
2. What are some reasons why people might NOT trust influencers? What examples can you think of? (You may refer to content in Around the World, Choices and Thinking Skills, Talk and in the essay on pp. 18-19 for more ideas).
3. (With reference to p. 17) On this spread, which influencer would you consider the most trustworthy, and which would you consider the least trustworthy? What are your reasons?

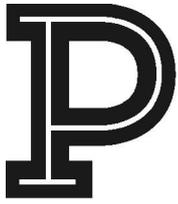
### **Discursive Writing**

It is often said that social media influencers cannot be trusted. What are your views?

#### **PRACTICE:**

Apply the same essay planning steps on pp. 18 and 19 on one of the following essay questions:

1. 'The world would be a very dull place without music.' What are your views? (O Level, 1128/01 2015, Q2)
2. 'It is better to never borrow or lend money.' What are your views on this advice? (O Level, 1127/01 2011, Q1)
3. Some people say that the Internet does more harm than good. What is your view? (O Level, 1127/01 2010, Q3)



# LANGUAGE SKILLS

## Personal Recount

“No action is too small when it comes to changing the world.” Recount how someone’s actions have influenced your life.

### LESSON IDEA:

Invite students to share their views about the impact of someone’s actions on their lives.

Thinking questions include:

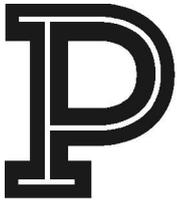
1. Do you agree with the quote, ‘No action is too small when it comes to changing the world?’ Why or why not? Can you think of examples to support your view?
2. Who are some influential people around you? What are some of their actions that have influenced your life? How and why?
3. What is one action you have recently done that you think has left a positive or negative impact on someone else?

Writing practice

1. Using the five senses, use sensory language to describe aspects of a person’s influence (either an influential person who has impacted you, or how you have impacted someone else). Write a paragraph of 5 sentences describing your emotional experiences of this influence (try to include all 5 senses in your description if possible).

### Resources for further learning:

- **NEWS ARTICLE:** Toh, Wen Li. 'Causes Week 2017: Needy kids get help in learning to read.' Straits Times, 5 Dec. 2017. Retrieved from: <https://www.straitstimes.com/singapore/needy-kids-get-help-in-learning-to-read>
- **SOCIAL MEDIA POST:** ‘Amanda Chong: Timeline – The ReadAble – Literacy for Life team is incredibly proud of Elliana.’ 12 Jul. 2017. Retrieved from: <https://www.facebook.com/photo.php?fbid=10158952151025576&set=a.10154834468800576&type=3&theater>
- **ARTICLE:** Ong, Tanya. 'Lawyer-poet Amanda Chong gives heartfelt speech on social justice and inequality in S'pore.' Mothership, 23 Oct. 2018. Retrieved from: <https://mothership.sg/2018/10/amanda-chong-singapore-youth-award-speech/>



# LANGUAGE SKILLS

## **Situational Writing**

Internship Forum: Write a formal letter of application for an internship

### **LESSON IDEA AND WRITING TASK:**

Invite students to share their views about the visual stimulus. Thinking questions include:

1. Which social media platform would you choose to share about for a speech on cyber wellness? Why?
2. What are some main points in the visual prompt that you could amplify in addressing the question requirements? What are some personal details or experiences that you might find relevant? Write a speech on cyber wellness to share your views on healthy uses of the platform you have chosen.

### **WRITING TIPS**

#### Planning:

1. Identify the Purpose, Audience and Context.
2. Highlight the key points you must cover based on the bulleted points (it is advised that you answer them in chronological order).
3. Identify your choice in the visual stimulus.
4. Highlight the key words in the relevant section of the visual stimulus that you intend to copy and those you intend to paraphrase.
5. Jot down any additional details you can add.
6. Plan how you will organise the content according to the bulleted points given.



# LANGUAGE SKILLS

## Writing Skills

Writing with Impact: Figurative Language

### **Suggested activity for the Active Voice Writing Skills section:**

**Try This:** Imagine that you are a food blogger writing about your experience dining at the Lau Pa Sat, one of Singapore's most famous hawker centres. Unfortunately, your post was written in the passive voice. To make your post more impactful and relatable to your readers, try your hand at converting the following paragraph into sentences that use the active voice!

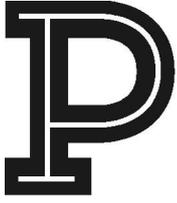
### **Text in passive voice:**

Lau Pa Sat was visited by my friends and I many times. Teeming with food, local delights from prata to sizzling char siew rice is offered by Lau Pa Sat. Indian Curry House, one of the many Indian food stalls there, first drew my attention. The Mutton Briyani was ordered by me. My taste buds were tantalised by the curry's spicy, tangy flavours.

The Mini Pot with noodles from Song Kee Fishball Noodles can be ordered by you if you are still feeling hungry. The steaming hot pot is filled to the brim with sumptuous ingredients such as minced meat, fishballs crab sticks and vegetables. Great value is represented by this dish as it just costs \$5. Slurping down the savoury soup based is always enjoyed by me. This dish is always ordered by me when I go to Lau Pa Sat.

### **Further learning resources:**

- **WEBSITE:** 'Change Passive Voice to Active Voice.' Grammar, YourDictionary.com. Retrieved from <https://grammar.yourdictionary.com/style-and-usage/change-passive-voice-to-active-voice.html>
- **WEBSITE:** 'PASSIVE VOICE TO ACTIVE VOICE.' Education First. Retrieved from: <https://www.ef.sg/english-resources/english-grammar/passive-voice-active-voice/>.

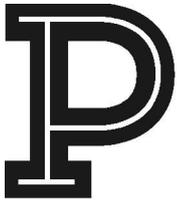


## LANGUAGE SKILLS

### Suggested solution in active voice:

I have visited Lau Pa Sat with my friends many times. Teeming with food, Lau Pa Sat offers local delights from prata to sizzling char siew rice. My attention was first drawn to Indian Curry house, one of the many Indian food stalls there. I ordered the Mutton Briyani. The curry's tangy spicy flavours tantalised my taste buds.

If you are still feeling hungry, you can order the Mini Pot with noodles from Song Kee Fishball Noodles. Sumptuous ingredients such as minced meat, fishballs, crab sticks and vegetables fill the steaming mini hot pot to the brim. This dish represents great value as it just costs \$5. I always enjoy slurping down the savoury soup base. When I go to Lau Pa Sat, I always order this dish.



# LANGUAGE SKILLS

## Comprehension Skills

Comprehension skills: Synonyms

### Suggested answers for the Synonyms activity:

1. a) filtering  
b) evaluating  
c) dissecting  
d) **distributing** (D)
  
2. a) unethical  
b) controversial  
c) **dissenting** (C)  
d) creative
  
3. a) diverse  
b) legitimate  
c) ethical  
d) **conventional** (D)
  
4. a) hammered  
b) **motivated**  
c) forced  
d) proven (B)
  
5. a) **validity**  
b) ethics  
c) information  
d) intelligence (A)

# LANGUAGE SKILLS

## Grammar Skills and Makeover

### Suggested answers to Grammar Skills and Makeover section:

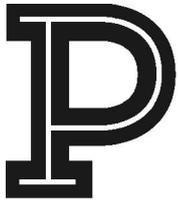
**TRY THIS** What are the most likely connotations in the following questions?  
Match the statements on the left to the connotations on the right!

<b>A</b> Shall we have a lesson on Monday?	<b>A</b> The speaker is making a <b>polite suggestion</b> . Perhaps the lesson on Monday is not expected or required.
<b>B</b> Can we have a lesson on Monday?	<b>C</b> The speaker is seeking <b>advice</b> . Perhaps the speaker is not sure if it is a good idea to have a lesson on Monday.
<b>C</b> Should we have a lesson on Monday?	<b>D</b> The speaker is requesting for <b>permission</b> . The statement shows low certainty. It seems like the speaker is implicitly consulting the listener's schedule.
<b>D</b> Could we have a lesson on Monday?	<b>E</b> The speaker is asking for <b>confirmation</b> . Perhaps there are regularly scheduled lessons and the speaker wants to confirm that the next one is happening.
<b>E</b> Will we have a lesson on Monday?	<b>B</b> The speaker is asking about <b>possibility</b> . Perhaps the speaker is not sure about permission or ability. It could be that classrooms might be occupied on Mondays, making it impossible for a lesson then. Alternatively, if the speaker is speaking informally, the speaker could be asking for <b>permission</b> .

<p>Fyre Festival was a planned epic music festival that never materialised. The event was marketed through <u>a</u> online influencer campaign in 2017, which advertised Fyre Festival as a glamorous music event taking place on an exclusive island. Many famous social media influencers promoted the event positively although they did not reveal that they <u>has</u> been paid to do so. Unfortunately, the festival <u>were</u> a disaster, with insufficient preparations for food, accommodation, safety and transportation. <u>On</u> 2018, the main organiser of the event was sentenced to jail. However, hundreds of workers and investors <u>remained</u> unpaid even today. Social media commentators argue that influencers <u>shall</u> be held more accountable for the trust others have in them. For example, instead of keeping the money they made for their <u>advertise</u>, influencers can be given the responsibility to support people <u>which</u> are negatively impacted by their actions. As social media influencer marketing becomes increasingly popular, credibility and trustworthiness will become increasingly valued traits as people become more aware of the dangers of blind trust.</p>	<ol style="list-style-type: none"> <li>1. an</li> <li>2. ✓</li> <li>3. had</li> <li>4. was</li> <li>5. In</li> <li>6. remain</li> <li>7. should</li> <li>8. advertisements</li> <li>9. who</li> <li>10. ✓</li> </ol>
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Adapted from:

'Fyre Festival: Inside the world's biggest festival flop.' Michael Baggs, BBC News, 18 Jan. 2019. Retrieved from: <https://www.bbc.com/news/newsbeat-46904445>



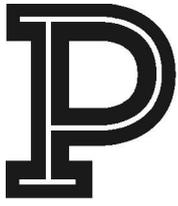
# LANGUAGE SKILLS

**Nature of errors:**

1. an → article that follows a word beginning with a vowel sound ('online')
2. ✓
3. had → past perfect (clues: 'did' and 'promoted')
4. was → subject verb agreement with 'festival' in past tense
5. In → preposition of time
6. remain → present tense ('today') in agreement with plural subject ('workers and investors')
7. should → modal verb of recommendation ('argue')
8. advertisements → word class (plural noun)
9. who → pronoun aligned with 'people'
10. ✓

**Further learning resources:**

- **WEBSITE:** 'Difference between 'shall' and 'should'.' They Differ, 5 Dec. 2017. Retrieved from: <https://theydiffer.com/difference-between-shall-and-should/>
- **FORUM:** 'Usage of 'shall' in questions.' English Language Learners Stack Exchange. Retrieved from: <https://ell.stackexchange.com/questions/22651/usage-of-shall-in-questions>
- **WEBSITE and EXERCISES:** 'Modal Verbs,' Dale Egan, Bergen Community College, New Jersey, U.S.A. Retrieved from: <https://www.englishpage.com/modals/modalintro.html>
- **CHART:** 'Overview of Modal Verbs in English,' Janet Lange and Ellen Lange, *Writing clearly: an editing guide* (1999) in Nancy Brenemann. Retrieved from: <https://www.pinterest.de/pin/373235887846579013/?lp=true>
- **WEBSITE:** 'Singapore Influencers: Here's How to Calculate Your Income Tax.' Singapore Legal Advice, 15 Feb. 2018. Retrieved from: <https://singaporelegaladvice.com/law-articles/singapore-influencers-income-tax>
- **ARTICLE and VIDEO (1min 42 secs):** 'Fyre Festival: Inside the world's biggest festival flop.' Michael Baggs, BBC News, 18 Jan. 2019. Retrieved from: <https://www.bbc.com/news/newsbeat-46904445>



# COMPREHENSION PRACTICE

## COMPREHENSION

This section supports students in preparing for the requirements of the Cambridge O Level English 1128/02 Examination.

### Comprehension Practice (Visual Text)

#### Answers to Visual Comprehension Exercise ‘Send a Virtual Red Packet!’:

1. The words below the headline read “Because Love Goes the Distance”. What is the purpose of this line? [1]

It is to **persuade** the reader to **send virtual red packets** via WeChat to **express their love** to the recipients/family/loved ones living **far away**. [1]

[Also accept: It is to persuade the reader that love should go **beyond physical boundaries** through virtual red packets from WeChat. (1) “goes the distance”]

2. Refer to the information below the graph. What might a large amount of money in the recipient’s red packet indicate about their relationship with the sender? [1]

It might indicate that the relationship is a **close/important** one. [1]

[Inference: identifying corresponding patterns]

3. Write down three consecutive words that show that the giving of red packets is not a recent or modern practice. [1]

“time-honoured customary practice” [1]

[Vocabulary: synonyms for ‘not recent or modern’]

4. Refer to the graph in the centre of the webpage. How does it support the message of the webpage? [1]

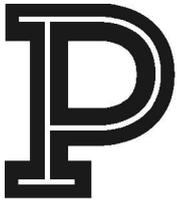
The graph provides **data** to support the message that **WeChat** was the **most preferred/popular channel** of sending red packets during Lunar New Year in **2018**. [1]

[Descriptive answers such as the following are not accepted because these numbers do not show the **extent of popularity compared to other methods**: “80% of people used WeChat to send virtual red packets in 2018.”]

5. “More social. More fun.” How does this tagline persuade the reader to sign up for WeChat? [1]

It **repeats** the word “more”, **emphasising** the **popularity/superiority** of WeChat as the preferred **social tool/tool for enjoyment/communication**. [1]

[Purpose: Identify the one message or action that the poster wants the reader to receive or do.]



# COMPREHENSION PRACTICE

## Comprehension Practice (Non-Narrative Text)

Answers to comprehension exercise on 'How digital tools and social media can cause our brains to waste away':

1. From Paragraph 1, write down **two** ways the hand-held computer has made life more convenient for people. **Answer in your own words.** [2]

Evidence from passage	
When we are <b>stumped for directions</b> , we might use an application like Google Maps to <b>navigate our way</b> .	i) We can easily use Google Search to find our way when we are lost. [1]
In the past, we might have reached for a dictionary collecting dust in the nook of our bookshelf to satisfy our <b>curiosity</b> about a word in English. Today, the answer is just a few <b>taps away</b> on our <b>palm-sized</b> computer – also known as our smartphone.	ii) We can use our smartphone to quickly check how to translate a word. [1]

[Identify main points. Do not accept any of the copied words in bold.]

2. Explain why “digital brain” is an effective term for the smartphone. [2]

It is effective because **just like** a **brain that thinks and solves problems** [1], the smartphone is able to **use technology to think for us and solve our problems**. [1]

[Language for impact; identify metaphor and explain its effect. Students must paraphrase the word “digital” and state the similar features of a brain and a smartphone.]

3. From Paragraph 2, write down **one** word that has the same meaning as “start”. [1]

The word is “onset”. [1]

[Vocabulary]

## COMPREHENSION PRACTICE

4. Gabriel and Nelly are having a conversation about the impact of over-reliance on digital tools.

"In the future, our brains may decline as a result of our overreliance on digital tools!"



GABRIEL

"Maybe so, but relying on our brains, instead of the computer, to solve problems now can strengthen them and prevent such decline."



NELLY

i) Give **one** reason from Paragraph 2 that Gabriel can use to explain his position. [1]

An artificial intelligence expert, Vivienne Ming, predicted that within a generation, we might see widespread early onset dementia because the apps that we use deprive our brains of needed exercise. [1]

[Textual cohesion and perspective-taking: read the texts carefully to identify supporting details that are relevant to each perspective.]

ii) How can Nelly support her view? State **one** piece of evidence from Paragraph 3 to back up her claim. [1]

A London cab driver study found the parts of the brain linked with memory grew larger after the taxi drivers started memorising the different routes to navigate the city [1].

[Identify supporting details. Excess denied if too much information is given for either answer.]

5. i) What does the writer compare critical thinking to in Paragraph 6? [1]

Mastering/Playing a musical instrument. [1]

[Textual cohesion]

ii) Explain how this is an effective analogy. **Answer in your own words.** [2]

It is effective because similar to **actively playing** a musical instrument instead of watching a performance [1], a child develops **critical thinking skills** when he is able to **understand/analyse/evaluate/filter online information** instead of just passively receiving/accepting it. [1]

[Inference: words in bold must be stated in order to get the mark.]

**COMPREHENSION PRACTICE**

6. **Using your own words as far as possible**, summarise the problems the young face today with the use of digital media, and suggested solutions.

**Use only information from Paragraphs 5 to 7.** Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

*One problem the young face with digital media today is ...* [15]

**Summary:**

	From the passage	Paraphrased
1	length of time ... worse cognitive and language development	declining mental and language development with frequent usage.
2	social media, has a negative impact on the socio-emotional wellbeing of children	Social media adversely affects their emotional health,
3	anxiety and depression due to technology-based negative social comparison	with some children feeling anxious and depressed because of social comparisons online.
4	avoidance of social interaction because of substituted digital media use	Others may neglect face-to-face social interaction because of digital media,
5	worries about being inadequately connected	worry over insufficient online interaction
6	and mood issues resulting from cyberbullying.	or develop mood problems from online bullies.
7	not be passive recipients of information... engage in critical thinking	Children must be critical, not passive, thinkers when accessing and understanding online information.
8	Setting limits on the duration of use will not be sufficient. Rather, the importance lies in how our children use such digital media	Besides setting limits on the frequency of usage, adults should guide children on how to use digital media.
9	teenagers who used Instagram to follow strangers and engage in social comparisons had higher depression symptoms ... those who followed close friends and engaged in fewer social comparisons had fewer symptoms.	Avoiding social comparisons and following only close friends online prevent negative impacts.

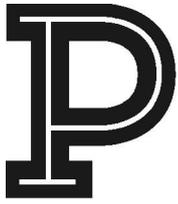
**Sample summary:**

...declining mental and language development with frequent usage. Social media adversely affects their emotional health, with some teens feeling anxious and depressed because of social comparisons online. Others may neglect face-to-face social interaction because of digital media, worry over insufficient online interaction or develop mood problems from online bullies. Children must be critical, not passive, thinkers when accessing and understanding online information. Besides setting limits on the frequency of usage, adults should guide children on how to use digital media. (80 words)

Accept any 8 points for 1 mark each.

Total: 15 marks

- Content: 8 marks
- Language: 7 marks (grammar, spelling, punctuation, vocabulary)



# TALK (ORAL COMMUNICATION)

## Talk (Oral Communication)

Sample response to Q3: Do you think that online influencers offer more than just entertainment value to young people? Why or why not?

Point	Online influencers offer educational content that goes beyond entertainment and can benefit to young people.
Evidence	For instance, two online influencers who provide educational content include Donal Skehan, who runs a cooking show on Youtube, or Numberphile, who teaches scientific and mathematical concepts.
Explanation	Such educational content from influencers can help to improve the knowledge base of their viewers, especially of young people who may not find it easy to learn cooking or keep up with their studies on their own.
Link	Overall, I think that while some online influencers provide entertainment and not much useful content, there are also many influencers who create educational content that can make a positive impact on the lives of young people.

### Further learning resources:

- **WEBSITE:** 'Yip Pin Xiu: Singapore's first Olympic-level gold medal winner.' Singapore Women's Hall of Fame, Singapore Council of Women's Organisations (SCWO). Retrieved from: <https://www.swhf.sg/profiles/yip-pin-xiu/>
- **NEWS ARTICLE:** Mohktar, Faris. 'Paralympic swimmer Yip Pin Xiu is youngest among 9 NMPs to be appointed.' TODAY, 17. Sep. 2018. Retrieved from: <https://www.todayonline.com/singapore/paralympian-swimmer-yip-pin-xiu-set-be-youngest-among-9-nmps-be-appointed>
- **NEWS ARTICLE:** Chew, Joan. 'Paralympics: Yip Pin Xiu wins 2nd gold at Rio Games, says 'words cannot describe how I feel now.' Straits Times, 16 Sep. 2017. Retrieved from: <https://www.straitstimes.com/sport/paralympics-history-maker-yip-pin-xiu-wins-gold-in-womens-50m-backstroke-s2-second-title-of>