



# ACTIVITY KIT AND LEARNING NOTES

## THE CONFLICT ISSUE

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# ACTIVITY KIT AND LEARNING NOTES

## PRESENTING



### ACTIVITY 1: Educate (Around the World)

DO:

#### Do you see what I see?

Take on the perspectives of different stakeholders

**Do you see what I see?** Conflicts are inevitable at many levels – individual, societal and national. It is part of what it means to be human. There are no quick fixes, and at times there may be no solutions at all.

However, conflicts also provide windows of opportunities to understand ourselves as an inter-connected human race. Let us take the opportunity to understand what each party cares about and how to better meet their needs.

- **Pick out one issue that resonates with you from Around the World (pp. 6-11).** If this is a class activity, your classmates can be split into 10 groups (of 3-4 students each), with one issue assigned to each so all are covered.
- **Do research on who the stakeholders in this issue are, and what their views might be.** Tip: Each group member can take on a different stakeholder's perspective.
- **Roleplay the scenario as conflicting parties and share your perspectives with the rest of the class.** Activity suggestion: Share your viewpoint without telling others your name, and let your classmates guess the party you represent. This enables them to reflect on and empathise with why each party might think this way. **Reflect on who has the most convincing point of view and why.**

### Q1. Which conflict are you investigating?

- Hero or Victim? Quayden Bayles
- Innovator or Outcast? He Jiankui
- Activist or Criminal? Joshua Wong
- Profit or Sustainability? The race for resources, and the Amazon's last breath
- Them or us? The fight to define who we are, and India's internet blackout
- Expression or censorship? How fear spreads online, and New Zealand's shootings
- Person VS Person: Racist remarks at condo security guard
- People VS Policies: Climate change rally
- Community VS Community: Discrimination against healthcare workers during Covid-19
- Nation VS Nation: Haze, South China Sea

### Q2. Who are the stakeholders/ parties involved in each of these issues? Conduct research to find out!

Stakeholder 1:

Stakeholder 2:

...

### Q3. Adopt the perspective of each stakeholder. What might each of them think or say about the issue and why? Write down three statements or perspectives.

a.

b.

c.

### Q4. Reflect on what the central conflict is. What trade-offs are involved? How can we better manage these in the future?

Objective: To resonate with stakeholder perspectives in current world events and understand that conflict is often multifaceted and complex.



# ACTIVITY KIT AND LEARNING NOTES

## PRESENTING



**ACTIVITY 2: Empathise**  
(Thinking Skills & Games)

**SPEAK/SHARE:**

**If you could turn back the clock...**

Reflect on a past conflict and how you could have responded in a different way

**If you could turn back the clock...** Think of a time when you were caught in a conflict with a friend and both of you fell out and went your separate ways because you were unable to find a resolution. Reflect on how you could have responded in a different way, taking into consideration:

- a. Your profile type and your friend's possible profile type
- b. Your cognitive biases and your friend's possible cognitive biases
- c. What you have learnt from your friend and how your strengths and weaknesses can complement each other.

Imagine that you have a chance to make amends and seek reconciliation with this friend. Write a text or letter to express your thoughts and reflections to him or her.

*Objective: To understand the conflict management profiles and cognitive biases reasons behind our and other people's actions, and learn how being aware of our biases can help us to better navigate conflict.*



# ACTIVITY KIT AND LEARNING NOTES

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**ACTIVITY 3:** Explore  
(Essay Writing)

WRITE:

**Let's play pretend:** Unleash the mediator in you!

**Let's play pretend:** Unleash the mediator in you!

**Consider the following scenarios below.** How would you react to it?

- A. **Imagine that you are the personal assistant of a well-known celebrity** (or a personality of your choice) who has been accused of plagiarising the song lyrics of another superstar. You have been asked to respond to a complaint sent by the latter (which has also been publicised to the media), or risk your celebrity being brought to legal action. Fill in the table below, and draft a press release in response to the complaint, defending your celebrity and convincing the complainant to settle this matter amicably.  
OR
- B. **Imagine that you are the personal assistant of a Minister of Parliament (MP)** who succeeded in outlawing the use of Personal Mobility Devices (PMDs) on pedestrian pathways. Your MP has received complaints from employees of food delivery companies like Food Panda, Grab Food and Deliveroo because this move has severely affected their business. Your MP has decided to meet these employees to address their concerns. Fill in the table below, and draft a speech on behalf of him or her, being sure to defend the policy and placate these people.

<b>What?</b> 	<b>Q1. Which conflict are you investigating?</b>
<b>Who?</b> 	<b>Q2. Who are the stakeholders/ parties involved in each of these issues? Conduct research to find out!</b>  Stakeholder 1:  Stakeholder 2:  ...
<b>Why?</b> 	<b>Q3. Adopt the perspective of each stakeholder. What might each of them think or say about the issue and why?</b>
<b>How?</b> 	<b>Q4. Reflect on what the central conflict is.</b> What trade-offs are involved? How can we better manage these in the future?

*Objective: To understand how identifying the nature of conflict can motivate us to work on navigating and managing conflict instead of avoiding it.*



# ACTIVITY KIT AND LEARNING NOTES

## PERFECTING



### LEARNING NOTES

Section 1: Thinking Skills and Games

- **Fallacies Exercise Answers**

*Here are suggested answers to our language skills exercise on fallacies:*

Example	Answer and explanation
<b>A:</b> "In my previous term, I improved the transportation network in our city and constructed two new hospitals. The crime rates also decreased significantly because of my new policies!"	<b>Cherry-picking information</b> While what candidate A said may be true, did you consider that there may be other impacts of his policies that he failed to mention? For example, he could have been irresponsible with the budget, resulting in the country being in a deficit and the economy slowing down.
<b>B:</b> "Last year, when A was President, there was a viral epidemic that caused our productivity rates to slow dramatically and many citizens to fall ill. How can we trust him to handle the problems of our nation?"	<b>Fallacy of the single cause</b> Candidate B is assuming that A is the main cause of the epidemic being so disruptive to the country, since he was the president. However, you should keep in mind that there are many factors that led to the epidemic, that were possibly out of A's control. Thus, it would be unfair to entirely place the blame on A.
<b>A:</b> "In the previous elections, I won by a landslide victory, securing 80% of the votes. So many of our citizens trust me, so why shouldn't you?"	<b>Ad Populum</b> Candidate A is appealing to his popularity to persuade you to vote for him. However, you should remember that the most popular opinion may not always be right, and you should consider A's proposals and policies before casting your vote.
<b>B:</b> "You'll definitely regret if you vote for a selfish and spendthrift president like A! Did you know that he has three sports cars and owns a gigantic house?"	<b>Ad Hominem</b> Candidate B is personally attacking A's spending habits, which is not directly relevant to his presidential campaign. You should be wary of whether his accusations are relevant to A's ability as a president.

# ACTIVITY KIT AND LEARNING NOTES

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### LEARNING NOTES

Section 1: Language Skills

- Grammar Exercise Answers

Here are suggested answers to our grammar exercise on subject-verb agreement:

<p>Everyone seems to be angry about something nowadays. When was the last time you logged on to social media without <b>see</b> a post that was intended to cause outrage? Often, a full-blown battle between keyboard warriors ensues. These conflicts happen <b>since</b> of the bandwagon effect: one person <b>say</b> something, another is quick to agree, and soon everyone is leaving angry comments. <b>On</b> 2017, a Singaporean couple became infamous online when a video of them abusing <b>the</b> elderly man at a hawker centre in Toa Payoh emerged online. Netizens <b>is</b> overly quick to demand justice and <b>mistake</b> identified the couple as United Overseas Bank (UOB) employees. This caused UOB to receive unwarranted criticism, including a call for Singaporeans to boycott the bank's services. Such instances <b>showed</b> the negative impact of keyboard vigilantism in sowing seeds of discord.</p>	<ol style="list-style-type: none"> <li>1. seeing</li> <li>2. ✓</li> <li>3. because</li> <li>4. says</li> <li>5. In</li> <li>6. an</li> <li>7. were</li> <li>8. mistakenly</li> <li>9. ✓</li> <li>10. show</li> </ol>
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### Nature of errors:

1. seeing → verb tenses
2. ✓
3. because → conjunction use
4. says → subject-verb agreement
5. In → preposition use
6. an → article use
7. were → tenses
8. mistakenly → word classes, adverbs
9. ✓
10. show → verb tenses



# ACTIVITY KIT AND LEARNING NOTES

## PERFECTING



### LEARNING NOTES

Section 1: Language Skills

- Grammar Exercise for N Level Format

Here is an alternative grammar exercise for the N Level format:

## Try This!

Carefully read the text below. There is one grammatical error in each line. Circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Everyone seems to be angry about something nowadays. When was the last time you logged on to social media without see a post that was intended to cause outrage? Often, an full-blown battle between keyboard warriors ensues. These conflicts happen since of the bandwagon effect: one person say something, another is quick to agree, and soon everyone is leaving angry comments. On 2017, a Singaporean couple became infamous online when a video of them abusing the elderly man at a hawker centre in Toa Payoh emerged online. Netizens is overly quick to demand justice and mistake identified the couple as United Overseas Bank (UOB) employees. This caused UOB to received unwarranted criticism, including a call for Singaporeans to boycott the bank's services. Such instances showed the negative impact of keyboard vigilantism in sowing seeds of discord.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
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Adapted from:

<https://www.youth.sg/Our-Voice/Opinions/2017/5/Our-angry-Singaporean-internet>



# ACTIVITY KIT AND LEARNING NOTES

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### LEARNING NOTES

Section 1: Language Skills

- Answers to the Grammar Exercise for the N Level Format

Here are the answers to the grammar exercise for the N Level format:

<p>Everyone seems to be angry about something nowadays. When was the last time you logged on to social media without <u>see</u> a post that was intended to cause outrage? Often, <u>an</u> full-blown battle between keyboard warriors ensues. These conflicts happen <u>since</u> of the bandwagon effect: one person <u>say</u> something, another is quick to agree, and soon everyone is leaving angry comments. <u>On</u> 2017, a Singaporean couple became infamous online when a video of them abusing <u>the</u> elderly man at a hawker centre in Toa Payoh emerged online. Netizens <u>is</u> overly quick to demand justice and <u>mistake</u> identified the couple as United Overseas Bank (UOB) employees. This caused UOB to <u>received</u> unwarranted criticism, including a call for Singaporeans to boycott the bank's services. Such instances <u>showed</u> the negative impact of keyboard vigilantism in sowing seeds of discord.</p>	<ol style="list-style-type: none"><li>1. seeing</li><li>2. a</li><li>3. because</li><li>4. says</li><li>5. In</li><li>6. an</li><li>7. were</li><li>8. mistakenly</li><li>9. receive</li><li>10. show</li></ol>
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### Nature of errors:

1. seeing → verb tenses
2. a → article use
3. because → conjunction use
4. says → subject-verb agreement
5. In → preposition use
6. an → article use
7. were → tenses
8. mistakenly → word classes, adverbs
9. receive → infinitive verb form following 'to'
10. show → verb tenses



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### LEARNING NOTES

Section 1: Language Skills

- Global Questions Exercise Answers

Here are suggested answers to our language skills exercise on global questions:

### Possible answers

relaxed and pleased

an impulsive urge

a welcome reassurance

an adrenaline rush

an aching sensation

at ease with the surroundings

### Flow chart:

Paragraph 1:

(i) at ease with the surroundings



Paragraph 2:

(ii) relaxed and pleased

### Paragraph 1:

Emotion: "comfort"

Clues: "part of this marketplace/ life around her"

Options: either "relaxed and pleased" or "at ease with the surroundings". Best answer: "at ease with the surroundings", as there is no evidence of her being pleased in this paragraph.

### Paragraph 2:

Emotions: "unstrung", "smile", "liked it", "sudden impulse", "ache". Predominant emotion is a happy one, so we cross out "impulse" and "ache".

Best answer: "relaxed and pleased".

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### LEARNING NOTES

Section 2: Comprehension Exercises

- Visual Compre Answers

Here are suggested answers to our visual comprehension exercise:

1. The headline reads "Together we keep Singapore strong".

i) Write down **one** way the headline attracts the readers' attention. [1]

The headline has the word "Together" in larger font than the rest of the words to capture the reader's focus and emphasise the main message of the importance of collective effort. [1]

[Students must indicate device used in the headline and explain its effectiveness.]

ii) Explain how the language used in the headline effectively supports the key message.

It uses the word "we" to emphasise collective or shared effort to maintain Singapore's strength. [1]

OR

It uses alliteration in the words "Singapore strong" to place emphasis on how keeping Singapore strong is a combined/collective effort. [1]

[Students must indicate ONE linguistic device used in the headline and explain its effectiveness.]

2. Look at the icon above "Social Defence". How does it support the line "Show empathy and compassion to those affected" in the text beside it? [1]

The icon shows a man holding his heart, illustrating that empathy and compassion means having a heart for people/loving those in need [1]

[Inference – students must link picture to headline words.]

3. Write down **one** sentence that instructs the reader about what they should do. [1]

The sentence is "Put Total Defence into action against Covid-19". [1]

[Students must identify the overall call to action, not the specific ways this can be done.]



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### LEARNING NOTES

Section 2: Comprehension Exercises

- Narrative Compre Answers

Here are suggested answers to our narrative comprehension exercise:

1. From Paragraph 1, write down **two** separate words that describe the environment as “dim”. [1]

The words are “softly-illuminated” [1] and “flickered” [1].

[Vocabulary: Look out for relevant words that point to the environment’s light conditions]

2. In Paragraph 1, the writer describes the Hound as both living and non-living. Explain how the language used emphasises this. Support your ideas with **three** details from the paragraph. [3]

The first phrase, “lived but did not live”, suggests that the Hound seemed alive/like a real animal but it was not alive/real because it was a machine. [1]

The second phrase, “the steel of the faintly trembling beast” suggests that it was able to shake like a living thing yet it was made of metal/steel. [1]

The third phrase, “nylon-brushed nostrils” shows that its nostril hairs were not natural but made of man-made material, nylon. [1]

[Vocabulary: Look out for relevant words and phrases that show that the Hound is both living and non-living. Alternative acceptable answer: “rubber-padded paws” shows that the Hound had paws like a real hound but they had rubber, a man-made substance, stuck to them. [1]]

3. “It was like a great bee that had come home from some field where the honey is full of poison wildness, of insanity and nightmare” (lines 10-11). Explain how this description of the Hound is unusual and effective. [2]

It is unusual as bees carrying honey are supposed to bring health/be life-giving but are compared to the Hound that brings poison/causes insanity/nightmares [1].

It is effective because it emphasises the evil/sinister /destructive nature of the Hound [1].

[Language for impact: Identify what people would usually expect but is unusual in this case, and explain why this is both unusual and also effective in emphasising a main idea about the Hound.]

4. i) Suggest **two** reasons why the Hound’s killing of animals is considered a “game” in Paragraph 3. [2]

i) Firstly, it is a game because the firemen see it as entertainment in their dull lives. [1] Secondly, it is a game because they bet which animals the Hound would catch first. [1]

[Identify some features of games, and how the Hound’s killing of animals is similar.]



# ACTIVITY KIT AND LEARNING NOTES

ii) Identify the contrast in the phrase "gripped in gentling paws" (lines 19). [2]

ii) The word "gripped" suggests the Hound is violently/aggressively holding the animals to kill them. [1] This is contrasted to the word "gentling" to describe the paws, meaning tender/soft paws. [1]

[What two words are contrasting here and what do they refer to?]

5. In Paragraph 4, what are the sounds of the animals compared to? [1]

The sounds are compared to musical instruments. [1]

[Identify the point of comparison related to the animals' sounds.]

6. In Paragraph 5, state **two** actions of the Hound that reveal its distrust of Montag. [2]

i) The Hound growled at Montag. [1]

ii) The Hound looked/stared at Montag intently. [1]

[Do not accept "looked suspiciously" / "growled suspiciously" for the second answer.]

7. "He was trembling and his face was green-white." (lines 45-46) Explain why Montag felt this way. Answer **in your own words**. [2]

Montag felt extremely nervous/terrified because he had just been spared from/narrowly missed [1] the Hound's near attack / almost got attacked by the Hound [1].

[Students should paraphrase "trembling", "face was green-white".]

8. The structure of the text reflects the stages of the narrative. 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]

## Flow Chart

i) ominous observations [1]

ii) sinister amusement [1]

iii) weary indifference [1]

iv) terror [1]



# ACTIVITY KIT AND LEARNING NOTES

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### LEARNING NOTES

Section 3: Brainstorming exercises

- Oral communication responses

Here are suggested answers to our Talk oral communication exercise:

**Q2: Tell us about an occasion in which you had a disagreement with someone. Why was this memorable?**

<b>Point</b> What is your main idea?	One incident that stands out in my memory is when I had a serious disagreement with my best friend, which almost jeopardised our friendship.
<b>Elaboration</b> Why do you feel this way?	On the occasion of my 15 <sup>th</sup> birthday, my best friend and I had a huge fall out because we did not see eye to eye on how my ideal celebration should be.
<b>Examples</b> Can you show why?	To explain, I was going through a very stressful period, and my best friend thought that to cheer me up, it would be a good idea to organise a surprise birthday video call with my basketball teammates. I was unprepared for it and refused to turn up for the call. I felt overwhelmed and frustrated that my friends did not understand that all I wanted was as little stress as possible, and my ideal birthday would be one spent alone. To be fair, my best friend could not understand why I was so uncooperative, and he was upset and angry because I did not show appreciation for his efforts. After the incident blew over, we had a long discussion on what happened, and we both apologised for our emotional outbursts and unspoken assumptions that had made things difficult for the other person.
<b>Link</b> And, this shows that...	This experience has taught me that conflicts can arise easily if we do not take the time and effort to communicate our perspectives and values, and to show empathy and initiative in understanding the views of others.



## ACTIVITY KIT AND LEARNING NOTES

### Q3: Do you think that conflict is something that we should always avoid?

YES, conflict is something that we SHOULD ALWAYS AVOID	NO, conflict is NOT something that we SHOULD ALWAYS AVOID
<p>[P] I believe that conflict is something that we should always avoid because of the potential harm it can cause when conflicts become violent.</p> <p>[E] No matter what the issue is, there are often peaceful alternatives we can use to resolve these disagreements before they escalate into violent conflicts.</p> <p>[E] For instance, when two people disagree on something, it is not constructive for them to go head-to-head in conflict, especially when this escalates into a physical brawl, which can be harmful and dangerous. There is a saying that goes, "before you speak, ask yourself: Is it kind, is it true, is it necessary, and does it improve upon the silence?" Engaging in conflict is not always necessary. Staying silent about disagreements can often be most effective way of keeping the peace.</p> <p>[L] Therefore, in my personal view, it is always in our best interests to avoid conflict as best as we can, and if we cannot, to look for peaceful ways to resolve disagreements as much as possible.</p>	<p>[P] From what I have observed, there are some examples of conflict that cannot be avoided, especially if inaction is likely to lead to serious trouble or danger ahead.</p> <p>[E] There are some key conflicts that people engage in because of the urgency of our needs. Inaction or peaceful action is sometimes inadequate for there to be urgent responses to crises.</p> <p>[E] For example, environmental crises have resulted in sustained protests on the slow responses and even inaction of corporations and governments in response to the causes of climate change. Even though these conflicts are not welcomed by law enforcement and have been criticised by authorities, protestors have persisted because they think that these causes are urgent and require action to avert environmental crises.</p> <p>[L] On the whole, there are some conflicts that cannot be avoided, especially if these are in response to needs that we must address or suffer serious consequences for.</p>



# ACTIVITY KIT AND LEARNING NOTES



## ABOUT US

*Our Present Perfect Story*

## 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*

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