

TABLE OF CONTENTS

TABLE OF CONTENTS

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

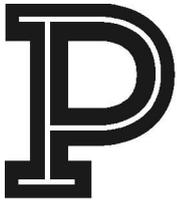
OUR PRESENT PERFECT STORY

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

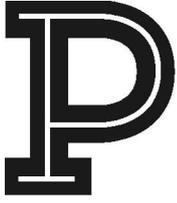
This section shares content (stories about people/case studies/news events/books/movies/exhibitions) to spark readers' interest in the theme and to build students' knowledge of current affairs which can support them in general knowledge, essay writing and social engagement.

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 6-11) invite students to share their thoughts on some key trends and trailblazers in environmental advocacy. Thinking questions include:

Resources for further learning:

- **VIDEO (2mins 02 secs):** ‘Greta Thunberg: The Swedish teen inspiring climate strikes.’ *BBC News*, 14 Feb. 2019. Retrieved from: <https://www.bbc.com/news/av/world-europe-47231271/greta-thunberg-the-swedish-teen-inspiring-climate-strikes>
- **ARTICLE and VIDEO (1min 05secs):** ‘Teen tells climate negotiators they aren’t mature enough.’ John Sutter and Lawrence Davidson, *CNN*, 17 Dec. 2018. Retrieved from: <https://edition.cnn.com/2018/12/16/world/greta-thunberg-cop24/index.html>
- **ARTICLE:** ‘Can Singapore ever be a zero-waste nation?’ Charmaine Khong, Youth Conversations, National Youth Council Singapore, 16 Aug. 2018. Retrieved from: <https://www.nyc.gov.sg/en/stories/youth-convo---zero-waste/>
- **ARTICLE:** ‘Style that’s sustainable: A new fast-fashion formula.’ Nathalie Remy, Eveline Speelman and Steven Swartz, McKinsey & Company, Oct. 2016. Retrieved from: <https://www.mckinsey.com/business-functions/sustainability/our-insights/style-thats-sustainable-a-new-fast-fashion-formula>
- **ARTICLE:** ‘Teacher Julia Mooney’s “One Outfit, 100 Days” Mission Highlights the Downside of Fast Fashion.’ Saksha Morjaria, *DOGONews ELA-Science Social Studies*, 25 Oct. 2018. Retrieved from: <https://www.dogonews.com/2018/10/25/julia-mooneys-one-outfit-100-days-mission-highlights-the-downside-of-fast-fashion/page/28>
- **ARTICLE, SLIDESHOW and VIDEO (2min 49sec):** ‘Climate change impacts worse than expected, global report warns.’ Stephen Leahy, *National Geographic*, 7 Oct. 2018. Retrieved from: <https://www.nationalgeographic.com/environment/2018/10/ipcc-report-climate-change-impacts-forests-emissions/>



TEACHING RESOURCES AND ANSWER KEY

AROUND THE WORLD

- **ARTICLE:** 'Limiting warming to 1.5 degree C would save majority of global species from climate change.' University of East Anglia, EurekAlert: The Global Source for Science News, 17 May 2018. Retrieved from: https://www.eurekalert.org/pub_releases/2018-05/uoea-lwt051118.php
- **ARTICLE and VIDEO (4min 40sec):** 'The afterlife of trash in Singapore.' Ashley Tan, Eco-Business, 28 Nov. 2018. Retrieved from: <https://www.eco-business.com/videos/the-afterlife-of-trash-in-singapore/>
- **ARTICLE:** 'Rubbish from HDB flats transported 80kmh underground to collection points.' Mothership.sg, 30 August 2018. Retrieved from: <https://mothership.sg/2018/08/hdb-high-tech-waste-disposal/>
- **INTERVIEW ARTICLE:** 'Young Eco Warriors for #NostrawDecember.' NTUC Income Eco Run. Retrieved from: <https://incomecorun.sg/straw-free.html>



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.

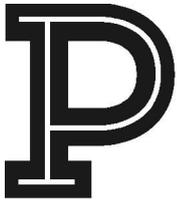
Personification: We are human too

LESSON IDEA:

Discussion: Invite students to identify natural bodies/endangered animals and design a persona and a publicity campaign to protect the rights of these natural bodies/endangered animals in the form of a poster. Create a gallery walk for these personified natural bodies/endangered animals.

Further learning resources:

- **POWERPOINT:** 'The Giving Tree.' Shel Silverstein, 27 February 2010. Retrieved from: <https://www.slideshare.net/wicaksana/the-giving-tree-3293089>
- **NEWS ARTICLE:** 'It's only natural: The push to give rivers, mountains and forests legal rights.' The Guardian, 1 April 2018. Retrieved from: <https://www.theguardian.com/australia-news/2018/apr/01/its-only-natural-the-push-to-give-rivers-mountains-and-forests-legal-rights>
- **NEWS ARTICLE:** 'Ganges and Yamuna rivers granted same legal rights as human beings.' The Guardian, 21 March 2017. Retrieved from: <https://www.theguardian.com/world/2017/mar/21/ganges-and-yamuna-rivers-granted-same-legal-rights-as-human-beings>
- **ARTICLE:** 'Amazon Deforestation.' World Wildlife Fund. Retrieved from: https://wwf.panda.org/our_work/forests/deforestation_fronts/deforestation_in_the_amazon/
- **ARTICLE:** 'New Zealand's Mount Taranaki granted 'living person' status.' Lonely Planet, 14 June 2018. Retrieved from: <https://www.lonelyplanet.com/news/2018/06/14/mount-taranaki-maori/>



LANGUAGE SKILLS

PERSPECTIVES (ESSAY WRITING SKILLS)

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

Discursive Writing

“There are few reasons for young people to protect the environment.” Do you agree? Some feel that young people have little motivation to protect the environment. What do you think?

LESSON IDEA:

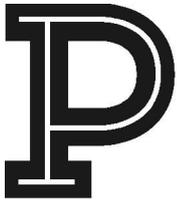
Invite students to share their thoughts on whether there are few reasons for young people to protect the environment. Some thinking questions include:

1. Describe your experiences with environmental protection. Do you think your experiences are common? Why?
2. Refer to the range of opinions on p. 17. Do you think that young people have a different stake in environmental protection compared to older people? Why?
3. (With reference to pp. 18-19) Do you agree that there are few reasons for young people to protect the environment? Is this sometimes, always or never true? What examples can you think of? Try to think of as many examples as possible from the following categories (you may refer to pp. 6-11, 20-21, 25, 42 and 44-45 for ideas):
 - i. anecdotes (personal experiences or observations)
 - ii. statistics
 - iii. events
 - iv. trends

PRACTICE:

Invite students to revamp an essay's introduction.

1. Refer to the introduction of a discursive essay you have written, and refer to the different types of hooks on p. 18 and the characteristics of effective transition statements and thesis statements. Which type(s) of hooks and features of a thesis statement do you already practise? Which type(s) of hooks and features of a thesis statement would you like to try using?
2. Choose one type of hook and look up relevant case studies or information to create an interesting hook to revamp the introduction for your essay. Ensure that your thesis statement is specific, purposeful and balanced.
3. Read your 'before' and 'after' versions introductions to a friend, without telling them which one is the revamped version. Can your friend guess which version is the 'improved' version? Why?



LANGUAGE SKILLS

Personal Recount

‘Describe a time when your environment was under threat. How did it impact you and what action did you take?’

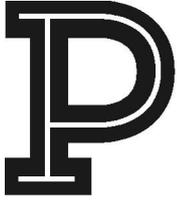
LESSON IDEA:

Invite students to share their views about current and future problems facing their environment. Thinking questions include:

1. What challenges do you see for your environment? Why? What examples can you think of? Try to think of as many examples as possible from the following categories (you may refer to pp. 6-11, 20-21, 25, 42 and 44-45 for ideas):
 - i. anecdotes (personal experiences or observations)
 - ii. statistics
 - iii. events
 - iv. trends
2. What do you think we can do to overcome these challenges? How should these solutions be carried out? Who should be in charge of these solutions? Why?
3. Invite students to share about their own personal experiences of environmental challenges. How can you use sensory language to describe your personal experiences? Write a paragraph of 5 sentences describing your experiences of this challenge (try to include all 5 senses in your description if possible).

Resources for further learning:

- **ARTICLE and VIDEO (2mins 49secs):** ‘Effects of global warming.’ National Geographic. Retrieved from: <https://www.nationalgeographic.com/environment/global-warming/global-warming-effects/>
- **ARTICLE and VIDEO (1 min 57secs):** ‘New Findings about Sea-Level Rise that could Impact Singapore’s Mangroves.’ Earth Observatory of Singapore, 12 Jul. 2018. Retrieved from: <https://www.earthobservatory.sg/blog/new-findings-about-sea-level-rise-could-impact-singapores-mangroves>



LANGUAGE SKILLS

Situational Writing

Our Green City Campaign: Write an email proposal for an environmental campaign

LESSON IDEA AND WRITING TASK:

Invite students to look up information on and explore the campaigns featured in Our Green City Campaign.

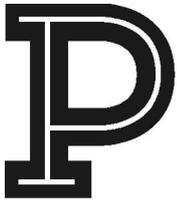
Some thinking questions include:

1. Which campaign do you find the most compelling and why?
2. How can you amplify each suggested point? Practise this using details from your experience and compare your points with a friend.
3. Write a situational response to share your views on which campaign you feel most strongly about.

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

Language Skills

Language skills: Irony

Suggested answers to the Language skills exercise on irony:

1. Mr Lim galvanised the class into cleaning the beach with his rousing speech of our actions' great impact. However, as we revelled in our triumph, a huge truck drove up behind us and deposited a large quantity of plastic waste.

Answer:

We would expect the actions of the class to be truly impactful in protecting the environment, especially since the students felt inspired to take action by Mr Lim.

In reality, their actions were futile, as shown when more waste was deposited at the location that they had just cleaned up, moving them back to square one.

2. Sam beamed with pride when he told us he was volunteering with green organisations. Yet, in the same breath, he admitted that he does not practise the 3Rs.

Answer:

We would expect Sam to integrate good environmentally-friendly practices into his daily lifestyle as he was a volunteer in support of green causes.

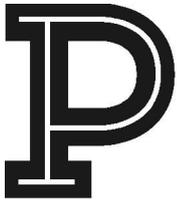
In reality, Sam is unable to live out what he preaches in all aspects of his life and fails to practise green habits that the organisation he supports encourages others to follow.

3. IKEA's promise to deliver sustainably-sourced furniture products fell through when a 2014 exposé revealed that their wood was sourced from ancient trees from the protected forests of Karelia, Russia.

Answer:

We would expect IKEA to deliver on their promise of sustainability, and endorse only environmentally-sustainable practices in the sourcing of their materials.

In reality, IKEA's actions contradict their promise and go against the grain, destroying ancient trees that were designated for preservation.



LANGUAGE SKILLS

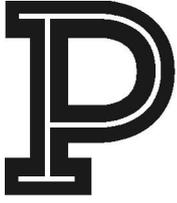
Comprehension Skills

Comprehension skills: Synonyms

Suggested answers for the Synonyms activity:

Word to replace	Phrasal Verb
explode	blow up
cause	bring about
revive	come to
postpone	put off
assemble, synthesise	put together
admire, respect, esteem	look up to
anticipate	look forward to
despise	look down on
resemble	take after
absorb	take in
astounded	bowled over

Phrasal Verb	Synonym
To print the name of interviewee, a writer must make sure of the interviewee's consent.	ensure
The data show various relationships that we had not picked up on .	noticed
The oceans will no longer put up with plastic litter.	tolerate
The custodian would see to the security of the building.	arrange
This new state takes after its regional neighbours.	resembles
At the beginning of his speech, Sam found it necessary to touch on the circumstances of the event.	mention



TEACHING RESOURCES AND ANSWER KEY

LANGUAGE SKILLS

Resources for further learning:

- **VIDEO (12min 52secs):** '10 "STEP" phrasal verbs in English: step up, step down, step in...' engVid.
Retrieved from <https://www.engvid.com/10-step-phrasal-verbs-in-english/>
- **WEBSITE:** 'Common phrasal verbs.' GuidetoGrammar, Capital Community College Foundation.
Retrieved from: <http://guidetogrammar.org/grammar/phrasals.htm>
- **WEBSITE:** '70+ useful phrasal verbs with PUT.' ESL, 24 December 2017. Retrieved from:
https://7esl.com/phrasal-verbs-with-put/#Put_out

LANGUAGE SKILLS

Grammar Skills and Makeover

Suggested answers to Grammar Skills and Makeover section:

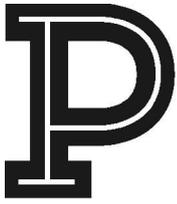
TRY THIS How could the following expressions be translated into standard English?
Match the statements using 'can' in Singapore English on the left to standard English expressions on the right!

A Can ah?	A Are you able to do this or not?
B Can lah.	C Are you sure you are able to do this?
C Can hah...	B Yes, I am able to do it.
D Can meh?	E It has already been done.
E Can liao.	D I am not sure that you are able to do this.

In recent times, there have been numerous calls for climate justice and action. Leaders have admitted that we are the first generation to feel the impact of climate change, and the last generation that can doing something about it. They are right. However, if the fate of humanity is at stake, then where is the action we need? Empty promises will not safe our populations from starving, dying of thirst, and perish in floods. You are responsible for the pollution that has happened, and we cannot allow history to repeat ourselves. As young people, we demand that all leaders must reach an agreement that turns goals into reality. We needs a legally binding agree that ensures that we are taking action to manage the enduring effects of climate change on a just and fair way. We need strong adaptation measures, technology and financing. We no longer have the time to discuss what we can do, or what we wish we can have done. Instead, we must take action. Youth from all over the world are rising up to hold you to your promises. The time to act was yesterday. We have told you what you need to do. Get it done.

1. ✓
2. do
3. save
4. perishing
5. itself
6. need
7. agreement
8. in
9. could
10. ✓

Adapted from a speech by Nor Lastrina Hamid, delivered at the Paris climate talks in 2015 on behalf of youth. Nor Lastrina Hamid is co-founder of Singapore Youth for Climate Action (SYCA), a youth-led organisation championing environmental issues. 'Singapore youth delivers speech at Paris climate talks'. TODAYonline, 10 Dec. 2015. Retrieved from: <https://www.todayonline.com/singapore/singapore-youth-delivers-speech-paris-climate-talks>



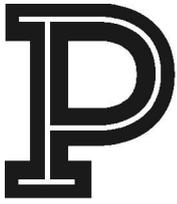
LANGUAGE SKILLS

Nature of errors:

1. ✓
2. do → main verb in root form without 'to' to follow modal verb 'can'
3. save → word class (from adjective form to verb form)
4. perishing → parallelism in alignment with gerunds 'starving' and 'dying'
5. itself → pronoun in alignment with 'history'
6. need → agreement with plural subject 'we'
7. agreement → word class (from verb form to noun form)
8. in → preposition of manner
9. could → past tense form of 'can'
10. ✓

Further learning resources:

- **WEBSITE:** "Can or could?" *Oxford Words*, Oxford Dictionaries. Retrieved from: <https://blog.oxforddictionaries.com/2013/07/01/can-or-could/>
- **VIDEO:** 'Modal verbs,' Khan Academy. Retrieved from: <https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-verb/verb-aspect-and-modal-verbs/v/modal-verbs-the-parts-of-speech-grammar>
- **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>
- **ARTICLE:** 'Why Singlish is So Efficient.' Angmodan.com, 28 Mar. 2014. Retrieved from: <https://www.angmohdan.com/singlish-efficient/>
- **ARTICLE and VIDEO (2mins 51secs):** 'Singapore youth delivers speech at Paris climate talks.' TODAYonline, 10 Dec. 2015. Retrieved from: <https://www.todayonline.com/singapore/singapore-youth-delivers-speech-paris-climate-talks>



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 ‘Our Oceans; Our Obligation’:

1. (i) The headline reads “Our Oceans; Our Obligation”. What is this line trying to establish? [1]

It is to **appeal to/persuade** the reader that the oceans are **everyone’s responsibility** since they **belong to us**. (1)

[Purpose must be stated. Paraphrase “obligation” and explain what “our” means.]

- (ii) How does the headline effectively establish this? [1]

It uses **repetition** of the word “our” or **alliteration** of “oceans” and “obligation” to emphasise the message of **ownership/shared responsibility**. (1)

2. Refer to the picture in the background. How does it illustrate the message in the box in the centre of the webpage? [1]

The picture of **marine debris** in the palm of a hand shows that **pollution** is both **caused by** and can be **solved by humans/our hands**. (1)

[Do not accept “marine pollution is caused by our hands”.]

[Key words: “global community”, “work together”, “we as humans created”]

3. Refer to the information under the sub-heading “There is no “away”. Explain why we should not thoughtlessly throw away things. **Answer in your own words**. [1]

The things we throw away do not just **vanish/disappear/break down** and may end up **harming the marine environment**. (1)

[Paraphrased from “destroyed”, “displaced”, “impact marine habitat and wildlife”]

4. Write down the phrase that shows that solving marine pollution can be done by people all over the world. [1]

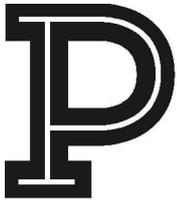
The phrase is “we as a global community can solve.” (1)

[Key words: “global community”]

Resource for further learning:

WEBSITE and VIDEO (4 mins): “The Majestic Plastic Bag – A Mockumentary,” The World Counts.

http://www.theworldcounts.com/counters/waste_pollution_facts/plastic_bags_used_per_year



TALK (ORAL COMMUNICATION)

Comprehension Practice (Narrative Text)

Answers to comprehension exercise on 'Poached! The Tragic Story of Geza the Rhino':

1. In Paragraph 1, William describes his shock at the news that the rhinoceros was still alive. What is this shocking news compared to? [1]

A **sledge-hammer**. (1)

2. From Paragraph 2, what had happened to make the rhinoceros "hardly recognisable"? **Answer in your own words.** [1]

The rhinoceros's horns were forcibly **removed** from its head, so it **looked different**. (1)

3. In Paragraph 3, William describes the physical suffering of the rhinoceros through its actions. Explain how the language used emphasises this suffering. Support your ideas with **three** details from the paragraph. [3]

The quote "struggled forward" / "staggered forward" emphasises its **difficulty walking**. (1)

The quote "his left front leg provided no support and could only be dragged behind him" suggests that its leg was **seriously injured and could not function**. (1)

The quote "he used his mutilated muzzle and nose as a crutch" suggests that its face was so **badly deformed, yet it had to use it to move forward**. (1)

[Note: students must quote the actions by the rhino, not just the appearance.]

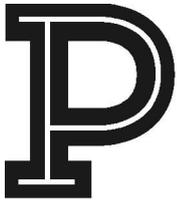
4. i) Write down **one** word in Paragraph 4 that describes William's overwhelming reaction towards the rhinoceros's appearance. [1]

"frozen" (1)

ii) How does the language used emphasise William's struggles to understand the animal's pain? Support your answer with **one** detail. [1]

His **repeated questioning** about **what the rhino could be feeling/thinking** emphasises William's struggles to understand it. (1)

[Note: do not accept merely quoting the questions but not identifying what they are. Students must state what the questions were about.]



TALK (ORAL COMMUNICATION)

5. “How low had we fallen to inflict so much suffering on such a magnificent creature whose care had been entrusted to us?” (lines 28-31)

i) What is William’s attitude towards the people who had caused this suffering? Give **one** reason for your answer. **Answer in your own words.** [2]

His attitude is **indignance** / righteous anger / condemnation. (1)
The rhino had been their **responsibility** to **protect**, yet the same people had **tortured** it. (1) OR
The same people who were **tasked to protect** the rhino had **cruelly tortured/abused** it. (1)

[Do not accept: anger / hatred / critical]

[Paraphrase: “How low had we fallen to inflict so much suffering on such a magnificent creature whose care had been entrusted to us”]

ii) Explain why William apologised to the rhinoceros. [1]

He felt **overwhelming remorse on behalf of the people** who tortured it/poachers. (1) OR
He felt **personally responsible for its suffering/pain** because he was one of the people put **in charge of caring for the rhinoceros** at the Reserve. (1)

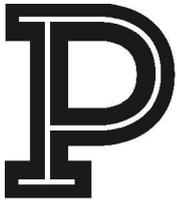
[Students must give a reason besides stating that he felt bad. Do not accept: he felt sorry for the rhino because it was suffering.]

6. In Paragraph 6, why did William expect the rhinoceros to attack him? [2]

He thought that the rhinoceros would be **enraged** and see him as a **threat/the enemy** (1) because it was **attacked/made to suffer by fellow humans**. (1)

7. Write down what William’s emotions in each of the phrases in Paragraph 6 are compared to. Write no more than **three** words in each box. [2]

Phrase	What the emotions are compared to
“vortex of emotions and pain”	A tornado / whirlwind / cyclone [1]
“weight of responsibility”	A heavy burden



TALK (ORAL COMMUNICATION)

[1]

8. i) Why would the rhinoceros's recovery be described as "spectacular" (line 49)? [1]

The rhino had **little chance of healing/too severely injured**, so recovery would be **miraculous/remarkable**. (1)

[Note: paraphrase "spectacular"]

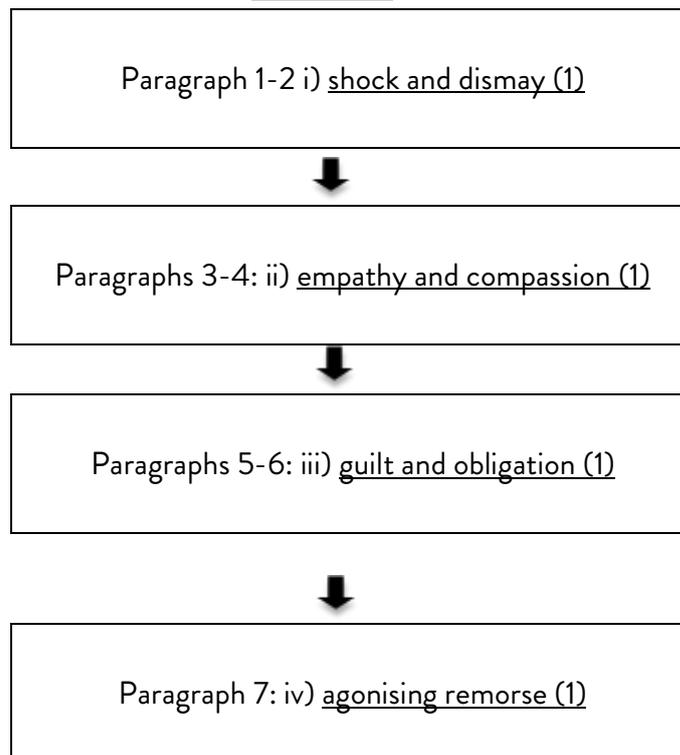
ii) What would likely be the realistic outcome?

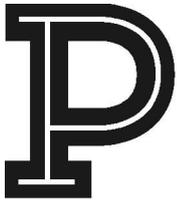
The rhino would most probably **die**. (1)

[Clue: "little chance of healing" / he tried hard to think of rhinos that actually recovered.]

9. The structure of the text reflects the emotions experienced by William. 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





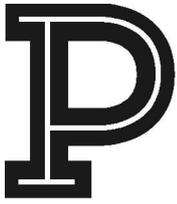
TALK (ORAL COMMUNICATION)

Talk (Oral Communication)

Sample response to Q3: Is it the government’s responsibility to address environmental issues?

Further elaboration for Q3 that students can draw on:

	Governments	Individuals	Businesses
Role	<p>Governments are responsible for imposing rules and laws and for regulating citizen and corporate behavior.</p> <p>On a global scale, larger, more powerful governments have an obligation to take leadership in addressing climate change.</p> <p>Yet, governments are also committed to other priorities such as economic growth and development. These goals might come into conflict with environmental policies.</p>	<p>Individuals alone have a small impact on the environment and depend heavily on institutional forces to make good choices for the environment.</p> <p>However, individuals acting together have the largest impact on the environment – be it by pressuring governments and businesses to adopt environmentally-friendly policies or practices, or by leading eco-friendly lifestyles as a collective whole.</p>	<p>Businesses are fundamentally profit-driven. Thus, they often take the most cost-effective route even if it is damaging to the environment. Production costs in many sectors do not include the costs of environmental damage. As a result, businesses often ignore any pollution or damage to the environment as it is not reflected in the costs of their operations.</p> <p>However, businesses are bound by laws imposed by the government and are responsible for listening to the demands of their customers. They are also at the forefront of innovation and can play a role in ushering a new era of environmentally-friendly products.</p>
Examples	The Montreal Protocol, signed by countries around the world in 1987, was successful in phasing out a number of ozone-depleting	“Nocarrierpls” is an Instagram account started by a young Singaporean to encourage others to use less plastic when taking out food. The Instagram page has	DuPont, a significant producer of chlorofluorocarbons (CFCs), played a significant role in the success of the Montreal Protocol. It developed an alternate substance to CFCs,



TEACHING RESOURCES AND ANSWER KEY

TALK (ORAL COMMUNICATION)

	substances. It demonstrated the ability of governments to work together to address climate change.	over three thousand followers since its founding in 2017. Movements like this show that individuals have the power to impact their community.	which was a major ozone-depleting substance. Therefore, they stood to gain from the regulations put forth by the Montreal Protocol because they would have a competitive edge over other businesses, which did not have such technology. The DuPont example shows how businesses marry profitability with environmental sustainability through innovation.
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Weigh the roles and limitations that each player has and explain whose responsibility it is to address various environmental issues.

“Everyone has a role to play in addressing environmental issues. However, governments should be the most responsible for leading the charge as they have the power to impose rules that citizens and businesses should abide by. They should make institutional changes to citizens’ lifestyles such that citizens can easily adopt eco-friendly lifestyles. They should regulate business behavior and ensure that businesses take responsibility for any damage done to the environment by their business operations. Concurrently, individuals and businesses should do their parts to minimize environmental damage.”