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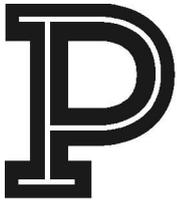
OUR PRESENT PERFECT STORY

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*



FOREWORD

FOREWORD

Dear Reader,

Welcome to The Essay Issue! This issue supports students in preparing for the requirements of the Cambridge O Level 1128/01 English Language Paper One Section C and B writing examination.

This year's Essay Issue provides closer integration of skills with content. Each skill section is followed directly with sample essays that illustrate the application of these skills in the context of essay responses to the 2018 O Level English Language Paper One Section C continuous writing examination. Throughout the issue, we offer tips and thinking questions that allow students to refer to and reflect on how they can apply these skills in their writing.

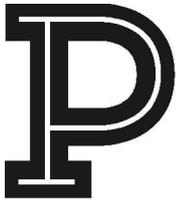
This issue compares writers to space explorers undertaking a mission. Just as an astronaut goes through extensive preparations in order to become mission-ready, each student goes through a multi-faceted journey to learn different skills to prepare himself or herself for their examinations and for life.

Examination drills and assessments can at times get dry. Our dedicated writers, editors, designers and teachers hope to inject some humour, whimsy and fun in examination preparation to lighten the hearts and minds of our readers. We hope that our magazine shares not only useful skills, but also reflection and laughter to keep you company on your teaching and learning journey.

Claryce Lum
Editor, *Present Perfect*

LESSON IDEAS:

- Refer to essays you have written before. Which writing tools (**sensory details, figurative language, contrast and irony, connectors, reasoning, P.E.E.L.**) do you already use? Which methods are more suitable for different types of essays? Which methods would you like to try out?
- Choose an essay and identify the use of writing and organising methods, including: **plot structure, compare and contrasting, argumentation**, and/or **P.E.E.L./cause-effect/problem-solution**.
- Discuss the task requirements of past year O Level questions. Can you identify what text types they would need to use to meet the requirements of each question? Which essay organising structures and writing tools can you use for which question requirement?



THINKING SKILLS

THINKING SKILLS: ESSAY PLANNING

Question Analysis and Essay Organisation Skills

This section highlights key thinking skills and provides students with actionable steps to help them break down and fully understand task requirements of each question and consider how content points could be relevant and organised before they start writing.

Directional Words and Indicated Tasks of Sample Past-year Section C Questions

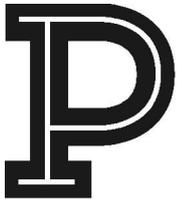
Key words that call for specific approaches are often featured in the O Level English Language 1128/01 Section C writing task stems. Some questions call for a blend or a hybrid of two or more approaches. To fulfil all tasks and show understanding of the question, and ensure that your essay includes sections that answer all required tasks.

Directional words	Examples of past year O Level Section 3 continuous writing questions
Descriptive writing: 'describe'	<ul style="list-style-type: none"> • Describe an event you looked forward to which turned out to be disappointing. Explain why you were excited about it and why it did not live up to your expectations. (O Level 1128/01 2018 Section C Q1) • Describe a place which means a great deal to you. Why is it so important? (O Level 2017 1128/01, Section C Q1) • Describe a childhood toy, or a game you played, which still means a great deal to you. Why is it so important? (O Level 2016 1128/01 Section C Q1) • Describe the possession that matters most to you and explain why you would never be prepared to part with it. (O Level 2015 1128/01 Section C Q1) • Describe how you celebrated an important family occasion. Why will this event always remain in your memory? (O Level 2014 1128/01 Section C Q1)
Recount writing: 'write about', 'you', 'your'	<ul style="list-style-type: none"> • I've never seen my friend laugh so much!' Write about a time when this happened. (O Level 1128/01 2018 Section C Q2) • 'The best things in life are free.' Write about some of the occasions when you have found this to be true. (O Level 1128/01 2014 Section C Q4) • Which modern invention is essential to you and your family and which one could you and your family live without? Explain your views.(O Level 1128/01 2018 Section C Q4) • Describe an event you looked forward to which turned out to be disappointing. Explain why you were excited about it and why it did not live up to your expectations. (O Level 1128/01 2018 Section C Q1) • Describe a place which means a great deal to you. Why is it so important? (O Level 2017 1128/01, Section C Q1) • Describe a childhood toy, or a game you played, which still means a great deal to you. Why is it so important? (O Level 2016 1128/01 Section C Q1) • Describe the possession that matters most to you and explain why you would never be prepared to part with it. (O Level 2015 1128/01 Section C Q1) • Describe how you celebrated an important family occasion. Why will this event always remain in your memory? (O Level 2014 1128/01 Section C Q1)



THINKING SKILLS

Expository writing: 'which', 'explain', 'why'	<ul style="list-style-type: none">• Describe an event you looked forward to which turned out to be disappointing. Explain why you were excited about it and why it did not live up to your expectations. (O Level 1128/01 2018 Section C Q1)• Describe a place which means a great deal to you. Why is it so important? (O Level 2017 1128/01 Section C Q1)• Some people like to stand out from the crowd; others just want to be part of it. Which do you prefer and why? (O Level 1128/01 2018 Section C Q3)• Which modern invention is essential to you and your family and which one could you and your family live without? Explain your views. (O Level 1128/01 2018 Section C Q4)
Argumentative writing: 'do you agree' 'what are your views' 'what is your opinion'	<ul style="list-style-type: none">• It is often said that people are too concerned with getting things and spending money. What is your opinion? (O Level 2017 1128/01, Section C Q3)• To what extent do you agree with the idea that some teenagers lead an unhealthy lifestyle? Give reasons for your views. (O Level 2016 1128/01, Section C Q4)• 'The world would be a very dull place without music.' What are your views? (O Level 2015 1128/01, Section C Q2)• 'The way we dress reveals who we are.' What are your views? (O Level 2013 1128/01, Section C Q3)



THINKING SKILLS

Organisation Types and Application to 2018 Section C and Section B Questions

The organisation tools in this section are designed to support students' understanding of how to plan their essays to support question analysis and ensure task fulfilment. Here are how the four ways to organise essays can be mapped to the 2018 'O' Level essay questions:

1. BY PLOT STRUCTURE (RECOUNTS, DESCRIPTIVE ESSAYS AND HYBRIDS)

Use this for:

Q: 'I've never seen my friend laugh so much!' Write about a time when this happened.

(RECOUNT) See Essays 3 and 4 (pp. 22-27)

Q: Describe an event you looked forward to which turned out to be disappointing. Explain why you were excited about it and why it did not live up to your expectations.

(HYBRID) See Essays 5 and 6 (pp. 34-39)

Besides following a typical plot structure, a descriptive essay requires additional sensory detail to enable readers to experience the person, place or object being described. Use some of the following figurative language devices to describe:

- Visual imagery
- Personification
- Hyperbole
- Onomatopoeia
- Symbolism

2. BY COMPARING and CONTRASTING (EXPOSITORY AND ARGUMENTATIVE ESSAYS)

Use this for:

Q: Which modern invention is essential to you and your family and which one could you and your family live without? Explain your views.

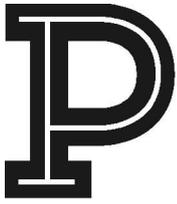
(EXPOSITORY) See Essays 1 and 2 (pp. 10-15)

Q: Some people like to stand out from the crowd; others just want to be part of it. Which do you prefer and why?

(ARGUMENTATIVE) See Essays 7 and 8 (pp. 46-51)

While argumentative essays require you to present opposing viewpoints and rebut them, expository essays typically do not. Compare and contrast:

- Physical features
- Functions and contexts
- Different stakeholders' perspectives
- Emotional significance

**THINKING SKILLS****3. BY ARGUMENTATION (DISCURSIVE AND ARGUMENTATIVE ESSAYS)**

Use this for:

Q: Some people like to stand out from the crowd; others just want to be part of it. Which do you prefer and why?
(ARGUMENTATIVE)

If you take a stand, A, for a certain topic, then, B, is the opposing viewpoint. Here are 2 ways the sample essays are organised:

See Essay 7 (pp. 46, 47, 48):

Introduction	Body paragraphs			Conclusion
A	B	A	A	A

See Essay 8 (pp. 49, 50, 51):

Introduction	Body paragraphs			Conclusion
A	A	A	B	A

4. BY REASONING (EXPOSITORY ESSAYS AND HYBRIDS)

Use this for:

Q: Describe an event you looked forward to which turned out to be disappointing. Explain why you were excited about it and why it did not live up to your expectations.

(HYBRID) See Essay 5 (pp. 34-36)

The words "Explain" and "why" indicate that reasons need to be given and supported with illustrations.

Q: Which modern invention is essential to you and your family and which one could you and your family live without? Explain your views. (EXPOSITORY ESSAY) See Essays 1 and 2 (pp. 10-15)

This is a straight-forward question with 2 parts to it. For each invention, give up to 2 reasons behind your choice. Reasons could include:

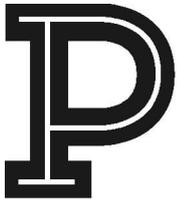
- Tangible benefits
- Intangible benefits
- Lack of benefit
- Harm caused

Q: Write and email to your Principal to explain which new facility your school should build and why.

(EXPOSITORY) See Essays 9 and 10 (pp. 62-65)

For your choice of facility, give up to 3 reasons. Reasons should include:

- Tangible benefits to you
- Tangible benefits to your school community
- Tangible benefits to the parents of students



THINKING SKILLS

Further notes on Essay 1

Synonyms and phrases expressing key words and showing task fulfilment include:

'essential':

1. indispensable
2. vital
3. staple
4. would otherwise not be possible
5. cannot imagine a world without

'live without':

1. redundant
2. unnecessary
3. dispensable

Further notes on Essay 2

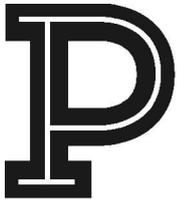
Essay sections addressing the 2 main tasks include:

Task 1: Which modern invention is essential to you and your family:

1. **Introduction, context and thesis statement:** 'The one appliance that my family surely cannot live without is our washing machine ...'
2. **Body Paragraph 1, P. E. E. L.:** 'the washing machine... it is truly a machine that my family cannot live without.'

Task 2: which one could you and your family live without:

1. **Introduction, context and thesis statement:** 'while our dryer ... is definitely one that we can easily live without.'
2. **Body Paragraph 2, P. E. E. L.:** 'the dryer ... did not make the cut in my family's list of essential appliances'

**WRITING SKILLS****THINKING SKILLS: BRAINSTORMING**

Content Generation Skills

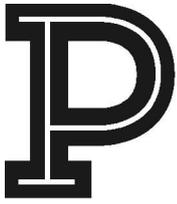
This section highlights thinking skills and provides students with actionable steps and visual frameworks to help them think about and develop relevant content to meet the task requirements of each question.

5W+1H Practice Application to Past-year Section C Questions

Based on your understanding of the tasks required for O Level English Language 1128/01 Section C writing tasks (pp. 3-4 of this document), use the **5W+1H tool** to generate ideas for essay content.

5W+1H	Which modern invention is essential to you and your family and which one could you and your family live without? Explain your views. (O Level 1128/01 2018 Section C Q4)	Describe an event you looked forward to which turned out to be disappointing. Explain why you were excited about it and why it did not live up to your expectations. (O Level 1128/01 2018 Section C Q1)	Describe a place which means a great deal to you . Why is it so important? (O Level 2017 1128/01, Section C Q1)	Pick your own O Level English Language 1128/01 Section C Question from pp. 3-4.
Who				
What				
Where				
When				
Why				
How				

Use 5W+1H as well for Section B Situational Writing prompt analysis and brainstorming. See pp. 56-58 of the Essay Issue for an example of how this is useful. This tool ensures that your essays answer all required tasks.



WRITING SKILLS

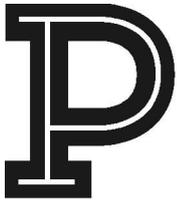
Emotions Practice Application to Past-year Section C Questions

Based on your understanding of the tasks required for O Level English Language 1128/01 Section C writing tasks (pp. 3-4 of this document), use the **Emotions tool** to generate ideas for essay content. Not all emotions need to be included in each essay, only the suitable ones. Which ones would you choose?

Emotions	Describe a childhood toy, or a game you played, which still means a great deal to you. Why is it so important? (O Level 2016 1128/01 Section C Q1)	Describe the possession that matters most to you and explain why you would never be prepared to part with it. (O Level 2015 1128/01 Section C Q1)	'The world would be a very dull place without music.' What are your views? (O Level 2015 1128/01, Section C Q2)	Pick your own O Level English Language 1128/01 Section C Question from pp. 3-4.
Joy				
Anticipation				
Sadness				
Anger				
Fear				
Surprise				

LESSON IDEA:

- Refer to the essays on pages 22 to 27 or 34-39. Choose an essay and identify examples of how **emotions**, are shown in characters' **voices, appearances** and **actions**.
- Enhance the emotional impact of a paragraph that you have previously written! Use one of the following methods: **use of sensory details, dialogue, figurative language, irony** and/or **contrast** to develop emotional tension in your writing.



WRITING SKILLS

Further notes on Essay 3

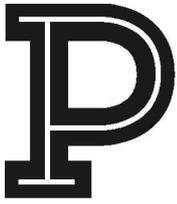
The five stages of a rollercoaster plot (p. 8) in this essay (pp. 22-24) are:

Stage 1: Exposition	-	Hook and Orientation: lines 1-14 (“Are you sure about this?” ... for balance.’)
Stage 2: Rising Action	-	Rising Action: lines 15-42 (“Oh well, here goes!” ... dodge the pesky children.’)
Stage 3: Climax	-	Climax: lines 43-50 (Almost inevitably... in the ten years I had known her.’)
Stage 4: Falling Action	-	Falling Action: lines 51-56 (‘I rushed forward ... laughter lingered in her voice.’)
Stage 5: Resolution	-	Resolution: lines 57-60 (‘We retrieved our bikes... we’re going to race.’)

Further notes on Essay 4

The five stages of a rollercoaster plot (p. 8) in this essay (pp. 25-27) are:

Stage 1: Exposition	-	Hook and Orientation: lines 1-29 (“Is that a new dress?” ... fluttered as cars sped by.’)
Stage 2: Rising Action	-	Rising Action: lines 30-70 (‘Suddenly, I heard... a sigh of relief.’)
Stage 3: Climax	-	Climax: lines 71-90 (‘What happened next... to avoid her anger.’)
Stage 4: Falling Action	-	Falling Action: lines 91-112 (‘At this moment... free of worry about her appearance.’)
Stage 5: Resolution	-	Resolution: lines 113-122 (‘As soon as Tammy... we walked away chuckling.’)



WRITING SKILLS

WRITING SKILLS: WRITING WITH IMPACT

Writing Skills

This section highlights writing skills (use of sensory details, figurative language, contrast and irony) and provides students with tools, visual illustrations and writing application samples to help them identify and understand the effect of these devices and apply these skills in their writing. These tools are also helpful to prepare students for writing for impact question practice exercises in the O Level Paper 2 Comprehension examination.

Sensory Details Practice Application

Choose a paragraph you have previously written and use sensory details (descriptions of sights, smells, sounds, touch and taste) to enhance the impact of your paragraph.

Example of Sensory Detail Application

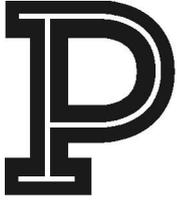
Before:

The Singapore Zoo is set in a rainforest environment. As I walk through, I am amazed by the impressive greenery. The trees are so tall that they cover the sky. I walk along a wooden platform and take in the sight of the crocodiles and turtles resting in the sun. On the branches above, other animals such as parrots and lemurs are flitting from branch to branch. Here, away from the city, I have the chance to witness wildlife up close and be inspired by the wonders of nature.

After:

The Singapore Zoo is set in a lush rainforest environment that teems with greenery. Once I step into the park, I immediately feel as small as a dwarf. The tall trees soar high above me, their sturdy branches reaching towards the sky. Sunlight dances through the canopy of leaves that offers visitors cool shade and respite from the scorching heat. The air tickles my nose with the rich odours of leafy undergrowth, animal manure and human perspiration. I walk along a wooden platform and I take in the sight of a shimmering pool under me, teeming with crocodiles and turtles basking lazily in the sun. On low-hanging branches, tiny, colourful parrots twitter and squawk like children quarrelling playfully over their toys. Tiny leaping lemurs swing from branch to branch above my head, pausing sometimes to savour sweet and juicy treats plucked straight from the vines. Here, away from the bustling concrete jungle that is the city, I have the chance to witness wildlife up close. It is here where I feel inspired by the wonders of nature.

[X] Sight
[X] Smell
[X] Sound
[X] Touch
[X] Taste



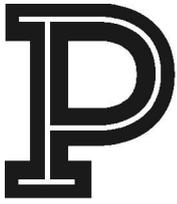
TEACHING RESOURCES AND ANSWER KEY

WRITING SKILLS

Process Writing Practice

Develop your paragraph through the use of sensory details here.

- Sight
- Smell
- Sound
- Touch
- Taste



WRITING SKILLS

Further notes on Essay 5

Examples of sensory details (p. 29) in this essay (pp. 34-36) are:

Sight	-	Para 1: 'ocean of styrofoam lids... poisoned by our pollution.'
Smell	-	Para 1: 'rancid odour'; Para 3: 'tangy whiff... sweet aroma.'
Sound	-	Para 2: 'booming voices'; Para 3: 'rallying cries', 'raucous applause'

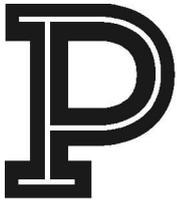
Examples of irony and contrast (pp. 32-33) in this essay (pp. 34-36) are:

Irony	-	Para 4: 'Suddenly, I stopped short... the situation seemed almost comical.'
Contrast	-	Para 9: 'In actual fact, such acts of hypocrisy happen all the time ... large carbon footprints.'

Further notes on Essay 6

Examples of figurative language (pp. 30-31) in this essay (pp. 37-39) are:

Metaphors	-	Para 2: 'my heart leapt'; Para 5: 'her voice cracked', 'pillar of strength'
Similes	-	Para 1: 'the sound of birds... was like a promise of newness'
Personification	-	Para 5: 'flower... dancing in the breeze'
Repetition	-	Para 2: 'giddy with glee', 'wary and watchful'; Para 4: 'wispy and white'
Onomatopoeia	-	Para 2: 'rickety', Para 4: 'rattled off'
Parallelism	-	Para 3: '... a complete stranger who I knew nothing about, and who knew nothing about me'



WRITING SKILLS

WRITING SKILLS: WRITING WITH PERSUASION

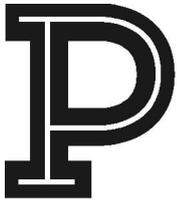
P.E.E.L. Exercise Reasoning Examples and Practice Application

Here are some examples of other types of reasoning applied to the 'Expansion' and 'Example' sections (p. 45):

Q: Should students be given more homework?		
Point	Students should not be given more homework because they are already heavily burdened by existing workloads.	
Expansion	[Ethos: Appeal to trustworthiness] Having been a student for almost ten years, I have had first-hand experience of the heavy workloads and demanding expectations students today face.	[Pathos: Appeal to motivations] Additional homework means that teachers themselves will also be faced with increased amounts of marking to give meaningful feedback to students on their performance, putting stress on teachers themselves.
Example	[Pathos: Appeal to emotions] Imagine this: each day, thousands of students spend hours labouring over homework in a painful way that does not inspire joy nor a love for learning. Wouldn't you agree that this would be a sorry sight?	[Ethos: Appeal to intelligence] Finland, a country whose students regularly score well in Programme for International Student Assessment (PISA) assessments, is an example of an education system that deemphasises homework in favour of experiential learning methods.
Link	Thus, with the heavy workloads they already have, students should not be given more homework.	

Now that you have seen how Ethos, Pathos and Logos can be used in persuasive writing, try your hand at constructing a paragraph in support of more homework. Pay attention to your use of reasoning and connectors!

Q: Should students be given more homework?		
Point	Students should be given more homework because...	
Expansion		[] Ethos [] Pathos [] Logos
Example		
Link		



WRITING SKILLS

Further notes on Essay 7

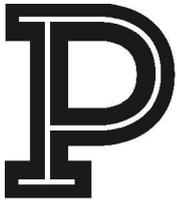
Examples of connectors (p. 41) in this essay (pp. 46-49) are:

Introduction	-	Evidently... However... While... I prefer...
Body Para 1 (Why standing out is valuable)	-	To begin with... To some extent, I find this true... To illustrate... As such... Thus..., hence...
Body Para 2 (Why standing out is detrimental)-	-	However... it could even... For instance... Clearly... can in fact...
Body Para 3 (Why fitting in is valuable)	-	In addition... This explains why.. Furthermore... Thus... Hence...
Conclusion	-	To summarise... Indeed... Nevertheless...

Further notes on Essay 8

Examples of reasoning (pp. 42-44) in this essay (pp. 50-51) are:

Introduction	-	Pathos: Appeal to emotions (sympathy) through example of a young illegal immigrant's experience (Sophie Cruz)
Body Para 1 (Why standing out is valuable)	-	Pathos: Appeal to emotions (admiration) of Malala Yousafzai's courage
Body Para 2 (Why standing out is valuable)	-	Logos: Appeal to logic (cause effect) in example of competitive swimming
Body Para 3 (Why fitting in can be helpful)	-	Ethos and Logos: Appeal to intelligence (Julia Coultas as a reliable academic source) and appeal to logic (cause effect) in personal application to BTS



SITUATIONAL SKILLS

SITUATIONAL SKILLS

The sample essays provide reasons in support of the building of a Performance Arts Centre and a Fitness Centre. On pp. 56-60, you are taught three essential steps (**Analyse**, **Brainstorm** and **Organise**) to tackle the situational essay. Can you apply these steps in planning and developing an essay response that supports the building of a Science and Technology building?

Further notes on Essay 9

Connectors Practice: Can you identify connectors in this essay (pp. 62-63) and replace them with connectors with the same meaning (p. 41)? (For eg. Replace 'For instance' with 'To elaborate')

Reasoning Practice: Can you identify the types of reasoning (pp. 42-44) used in each paragraph, and replace these with examples and elaboration of a different type of reasoning? (For eg. Replace an example of Pathos with Logos)

Further notes on Essay 10

Connectors Practice: Can you identify connectors in this essay (pp. 64-65) and replace them with connectors with the same meaning (p. 41)?

Reasoning Practice: Can you identify the types of reasoning (pp. 42-44) used in each paragraph, and replace these with examples and elaboration of a different type of reasoning? (For eg. Replace an example of Pathos with Logos)