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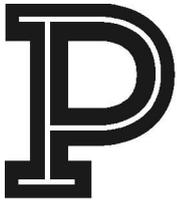
OUR PRESENT PERFECT STORY

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*



THINKING SKILLS AND CHOICES

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.

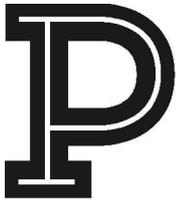
LESSON IDEAS:

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 issues in identity. Thinking questions include:

1. Describe your identity to a friend. How would you define yourself?
2. How connected do you feel to your community or society? Why?
3. Would you use hyphens in describing your identity? Why or why not?
4. What is one part of your identity that the world will never let you forget? Why?
5. Refer to the range of opinions on identity on pp. 6-11. Who defines our identities? What factors shape our identities? How much do you identify with race, religion, gender, nationality or professions as identity markers?
6. Do you think that people should be allowed to choose their own identity markers? Why or why not?
7. Should the state be able to control information on our identities and use this information for identification and access reasons? Why or why not?
8. What are your views on each of the discussion points on Singapore identity in Singapore Spotlight? What makes you support these views? Share your reasons with a friend.

Resources for further learning:

- **WEBSITE and VIDEO (5mins 23secs):** ‘About BINA48.’ *LifeNaut*. Retrieved from: <https://www.lifenaut.com/bina48/>
- **ARTICLE:** ‘The Case for Giving Robots an Identity.’ Pardes, A., *Wired*, 23 October 2018. Retrieved from: <https://www.wired.com/story/bina48-robots-program-identity/>
- **ARTICLE:** ‘Kim Kardashian West plans to become a lawyer without going to law school—here’s how.’ Hess, A., *CNBC*. Retrieved from: <https://www.cnbc.com/2019/04/17/how-kim-kardashian-can-become-a-lawyer-without-getting-a-law-degree.html>
- **ARTICLE on Singapore ID:** ‘Banks, hospitals in Singapore may soon verify identity with face scan.’ Tham, I., *Straits Times*, 11 November 2018. Retrieved from: <https://www.straitstimes.com/tech/banks-hospitals-may-soon-verify-identity-with-face-scan-0>



THINKING SKILLS AND CHOICES

- **ARTICLE and VIDEO (12mins 22secs):** 'Genetic ancestry tests don't change your identity, but you might.' Roth, W., *The Conversation*, 5 July 2018. Retrieved from: <https://theconversation.com/genetic-ancestry-tests-dont-change-your-identity-but-you-might-98663>
- **ARTICLE:** 'On football, identity and 'Frenchness.' Diallo, R., *Al Jazeera*. 2 August 2018. Retrieved from: <https://www.aljazeera.com/indepth/opinion/football-identity-frenchness-180801080257299.html>
- **ARTICLE:** 'Standing with Trevor Noah: a World Cup for France is a win for Africa too.' Khaled A Beydoun, *The Guardian*, 22 July 2018. Retrieved from: <https://www.theguardian.com/commentisfree/2018/jul/22/trevor-noah-world-cup-france-africa>
- **ARTICLE:** 'Race categorisation too rigid for increasingly diverse S'pore?' Sim, W., *Straits Times*. 8 November 2015. Retrieved from: <https://www.straitstimes.com/politics/race-categorisation-too-rigid-for-increasingly-diverse-spore>
- **ARTICLE:** 'Singapore submits nomination to inscribe hawker culture on UNESCO list.' Zaccheus, M., *Straits Times*, 28 March 2019. Retrieved from: <https://www.straitstimes.com/singapore/singapore-submits-nomination-to-inscribe-hawker-culture-to-unesco-headquarters-in-paris>
- **ARTICLE:** 'Commentary: Bicentennial can be a worthwhile endeavour.' Tan, T. *CNA*, 23 December 2018. Retrieved from: <https://www.channelnewsasia.com/news/commentary/understanding-the-ambivalence-about-the-bicentennial-11039360>
- **ARTICLE:** 'Redefining the Singaporean that we know.' Hou, M., *TODAYonline*. 22 May 2018. Retrieved from: <https://www.todayonline.com/commentary/redefining-singaporean-we-know>

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: Who Am I?

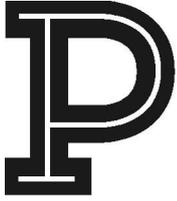
LESSON IDEA:

Discussion: Invite students to try out the personality quiz. Thinking questions include:

1. Do you agree with the outcomes of the quiz on p. 14? Why or why not? Can you find a person with a similar personality type in your class? What similarities and differences are there between you and this person? Does this person agree with the outcomes of the quiz? Why or why not?
2. Read about the cognitive biases on pp. 15 and 16. Have you had experiences in which you saw these biases take place? What happened and what did you do?
3. Can you think of other examples of such cognitive biases? Create a gallery walk for examples of these cognitive biases and see if your friends can identify which biases the examples show.

Suggested answers for the Connect That Bias activity on p. 16:



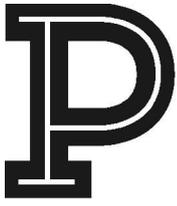


TEACHING RESOURCES AND ANSWER KEY

THINKING SKILLS AND CHOICES

Further learning resources:

- **ARTICLE:** '18 Cognitive Bias Examples Show Why Mental Mistakes Get Made.' Jeff Desjardins, *Visual Capitalist*, 3 March 2018. Retrieved from: <https://www.visualcapitalist.com/18-cognitive-bias-examples-mental-mistakes/>
- **WEBSITE:** 'Personality Types.' *Individual Differences Research Labs 2009–2019*. Retrieved from: <https://www.idrlabs.com/personality-types.php>



ESSAY WRITING

PERSPECTIVES (ESSAY WRITING SKILLS)

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

Discursive Writing

People's online identities are not the same as their identities in real life. Is this true of your experience?

LESSON IDEA:

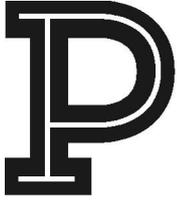
Invite students to share their thoughts on whether people's online identities are the same as their identities in real life or not. Some thinking questions include:

1. Describe your experience with online and offline identity. Are your online and offline identities the same or not? Do you think your experience is common? Why or why not?
2. Refer to the range of opinions on p. 17. Do you think that young people have a different view on online and offline identities as older people? Why?
3. (With reference to pp. 18-19) Which of these three thinking tools do you already know? Which of these might you want to try using?
4. Try applying these three thinking tools to generate content ideas for any one of the following essay questions:
 - a. Do electronic devices, such as tablets or smart phones, help or hinder students in their studies? (O Level, 1128/01 2015, Q4)
 - b. 'People should always tell the truth.' Do you think there are any situations in which this might not be the best thing to do? Explain your views. (O Level 2017 1128/01, Q4)
 - c. 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 2018, 1128/01, Q5)

PRACTICE:

Invite students to revamp an essay's introduction.

1. Choose one of the past-year O Level essay questions above. Brainstorm for ideas for this essay. What would you discuss in an essay response to this question?
2. Now, choose one of the thinking tools and apply it to the same question. Can you think of other content points or perspectives that you can include in your essay?
3. Refer to the introduction of an expository or argumentative essay you have written, and refer to the different types of idea-generation tools on pp. 18-19. Can you think of other types of content points or perspectives that you can include in your essay?



ESSAY WRITING

Hybrid Text Writing (Descriptive and Personal Recount)

Describe a hobby that means a lot to you. Why is it so important?

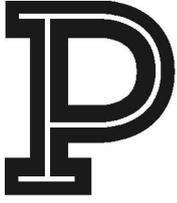
LESSON IDEA AND WRITING TASK:

Invite students to share their views about a hobby that means a lot to them and why this hobby is so important. Thinking questions include:

1. What are some common hobbies, and what are some uncommon ones?
2. Which hobby means a lot to you, and why is it so important? What does this hobby tell others about your sense of identity and what you value?
3. Share about your own personal experiences of a hobby that means a lot to you. How can you use sensory language to describe your personal experiences? Write a paragraph describing your experience of this hobby to “show” a reader why the hobby means so much to you. Can you create an experience for the reader so that they can see it from your perspective? (try to include all 5 senses in your description if possible).

Resources for further learning:

- **ARTICLE and VIDEO (2mins 6secs):** 'What is Multiple sclerosis (MS)?' *MS Society*. Retrieved from: <https://www.mssociety.org.uk/about-ms/what-is-ms>
- **ARTICLE:** '19 Cheap And Easy Hobbies That'll Make You Say, "Why Didn't I Think Of That?"' *BuzzFeed*. Retrieved from: <https://www.buzzfeed.com/tomvellner/cheap-easy-hobbies>
- **ARTICLE and VIDEOS (5mins 24secs):** '22 Best Examples of Hobbies and Interests to Put on a Resume (5+ Tips)' *Cleverism*. Retrieved from: <https://www.cleverism.com/22-best-examples-of-hobbies-and-interests-to-put-on-a-resume/>



ESSAY WRITING

Situational Writing

Bicentennial Heritage Tours: Write a proposal letter for an excursion for exchange students.

LESSON IDEA AND WRITING TASK:

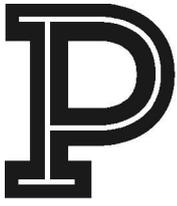
Invite students to look up information on and explore the campaigns featured in the Bicentennial Heritage Tours visual prompt. Some thinking questions include:

1. Which tour 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 proposal on which tour you feel most strongly about for the excursion for exchange students.

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

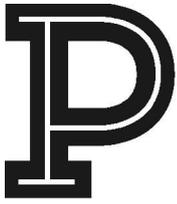
Language Skills

Language skills: Literary Devices

Suggested answers to language skills exercise Mad Libs:

Metaphors:

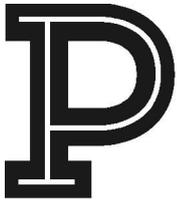
<p><i>Don't you tell me what you think that I can be. I'm the one at the sail, I'm the master of my sea.</i></p> <p>- Imagine Dragons, "Believer"</p>	<p><i>My lover's got humour. She's the giggle at a funeral. Knows everybody's disapproval. I should've worshipped her sooner.</i></p> <p>- Hozier, "Take Me to Church"</p>	<p><i>Oh, she's got her head in the clouds, and she's not backing down. This girl is on fire.</i></p> <p>- Alicia Keys, "Girl on Fire"</p>
<p><i>How to explain the metaphors:</i></p> <p>Just like how the person at the sail on a boat is in control of the steering of the vessel, the speaker is in control of his or her identity. Just like how a master holds absolute power over the people under his or her control, the speaker asserts full control of his or her destiny.</p> <p><i>(Show how the use of literal words such as 'sail' and 'sea' can have non-literal significance and meaning. Use 'just like' or 'similar to' to show comparison between two things.)</i></p>	<p><i>How to explain the metaphors:</i></p> <p>Similar to how a giggle at a funeral is unexpected and surprising, the speaker highlights how this person can see humour in an unlikely situation, even if it is inappropriate. Similar to how a worshipper shows adoration and reverence to a god or deity, the speaker expresses his idolism of this person.</p> <p><i>(Show how the use of literal words such as 'funeral' and 'worship' can have non-literal significance and meaning. Use 'just like' or 'similar to' to show comparison between two things.)</i></p>	<p><i>How to explain the metaphors:</i></p> <p>Just as having one's head in the clouds means that one cannot see what is around him or her, this person is not paying attention to what is happening around him or her, and is fully focused and unrelenting. Similar to the brightness and intense heat of being ablaze in flames, the speaker highlights how dazzling and energetic this person is.</p> <p><i>(Show how the use of literal words such as 'clouds' and 'fire' can have non-literal significance and meaning. Use 'just like' or 'similar to' to show comparison between two things.)</i></p>



LANGUAGE SKILLS

Juxtapositions:

<p>“Everything we see hides another thing; we always want to see what is hidden by what we see.”</p> <p>- Belgian artist, René Magritte</p>	<p>“Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.”</p> <p>- Former President of the United States, John F. Kennedy, “Inaugural Address”</p>
<p><i>How to explain the juxtaposition:</i></p> <p>Seeing and hiding are juxtaposed to highlight a paradox. Paradoxes are contrasting statements or actions that may seem contradictory, but are both true, and this often reveals a hidden or unexpected truth. We expect that when we are able to see, more is revealed to us in our sight or our knowledge. However, the speaker contrasts what we expect with another truth, which is that our act of seeing means that there are other things that we are unable to see. This statement is also true, creating an unexpected truth or realisation for dramatic effect.</p> <p><i>(State the expectation using ‘meant to’ or ‘expected to’, and then the opposite reality using ‘but’, ‘however’ or ‘instead.’)</i></p>	<p><i>How to explain the juxtaposition:</i></p> <p>Pairs of contrasting words, such as ‘well or ill’ and ‘friend or foe’, are juxtaposed to highlight the large range of support and the intensity of difficulties lying ahead. The word ‘any’ is repeated to show the extent of the speaker’s resolve and determination to secure survival and freedom.</p> <p><i>(Identify the contrasting words and what these words refer to. Practise backwards/forwards referencing (see pp. 35-36) to find out what the speaker is ultimately asserting or supporting.)</i></p>



COMPREHENSION SKILLS

Comprehension Skills

Comprehension skills: Inferring a Writer's Intention

Suggested answers for the comprehension skills exercise Method in Madness: Inferring A Writer's Intention:

1 i) What is the narrator implying about his high school self with the phrase "thought I knew so much about everything"?

He is implying that his high school self was arrogant/judgemental/self-righteous.

ii) "What kind of woman puts herself into a catalogue so that she can be bought?" What can you infer of the narrator's tone of voice in this question?

The narrator's tone of voice is condescending/contemptuous.

2 i) How does the writer emphasise that she struggles in her efforts to help the homeless?

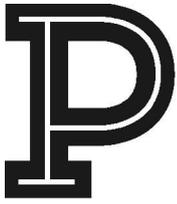
She uses two dashes and states "not always knowing what to do" to indicate that she struggles to help them.

ii) What is the writer's intention of having the word "lazy" in inverted commas?

It is to indicate that she does not think the homeless are lazy, like she once assumed. There are other factors behind their homelessness.

Resources for further learning:

- **SHORT STORY:** Liu, Ken. 'The Paper Menagerie.' *Gizmodo*. Retrieved from:
<https://io9.gizmodo.com/read-ken-lius-amazing-story-that-swept-the-hugo-nebula-5958919>



GRAMMAR SKILLS

Grammar Skills and Makeover

Suggested answers to Grammar Skills and Makeover section:

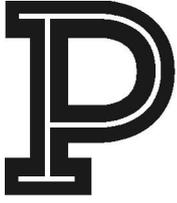
<p>Who are you, and who are you on your way to becoming? The story of your life that you tell others, and more importantly to yourself, is an expression of who you are. Very often, your life story is not a biography of facts. Instead, you usually select facts and weave <u>it</u> together to <u>explains</u> which events are important to you and why. This narrative becomes a form of identity because the story <u>reflect</u> who you are and who you want to become. Often, life stories are influenced by the culture of society. Certain cultural stories have <u>became</u> standard narratives that people follow when structuring their own stories. One such standard is <u>a</u> story of going to school, graduating, getting a job, <u>get</u> married, and having kids. This can be a helpful script for what the arc of life can look like. <u>Because</u>, this may also provide unrealistic expectations of happiness for those <u>which</u> follow this script. In addition, people who do not follow this closely may be stigmatised. By changing how you tell your life story, you can shape who you are and who you wish to become. Telling and retelling your life story is a fundamental part of being human.</p>	<ol style="list-style-type: none">1. ✓2. them3. explain4. reflects5. become6. the7. getting8. However/ Yet9. who10. ✓
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Adapted from the following article:

'Life's Stories.' Julie Beck, The Atlantic, 10 August 2015. Retrieved from: <https://www.theatlantic.com/health/archive/2015/08/life-stories-narrative-psychology-redemption-mental-health/400796/>

Nature of errors:

1. ✓
2. them (plural pronoun corresponding to 'facts')
3. explain (to infinitive)
4. reflects (subject-verb agreement)
5. become (present perfect)
6. the (article referring to 'one such standard story')
7. getting (parallelism/gerund)
8. However/ Yet (contrasting conjunction)
9. who (pronoun corresponding to 'those people')
10. ✓

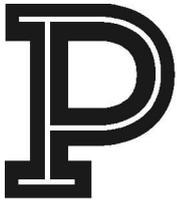


TEACHING RESOURCES AND ANSWER KEY

GRAMMAR SKILLS

Further learning resources:

- **ARTICLE and HANDOUTS:** 'Section A – Editing Notes.' *O Level English Fun... Let's ace and have fun!* Retrieved from: <https://olevelenglishfun.wordpress.com/2016/06/15/section-a-editing-notes/>
- **ARTICLE:** 'Seven Most Common Editing Errors.' *RG Channel Future School*. Retrieved from: https://rgchannel.edu.sg/education/common_editing_errors/
- **WEBSITE:** 'Grammar 101 for Writers: Tenses.' Jacky Dahlhaus, *One Stop Fiction*. Retrieved from: <https://onestopfiction.com/community/blog-for-authors/grammar-101-for-writers-tenses>
- **MAGAZINE:** 'Tenses Cheat Sheets: Time Clues and Time Lines.' *The Cities Issue, Present Perfect*, Issue 6 2018. Pp. 35-37.



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 'Would You Like to Go Back in Time?':

1. The headline reads "Would you like to go back in time?" What is the effect of the headline on the reader? [1]

It **arouses the reader's curiosity** about **returning to the past/time travel** and makes them want to know more.

2. Refer to the three speech bubbles in yellow. How does the language used here support the message of the poster? [2]

Three questions are given in the speech bubbles. (1) All the questions appeal to young people to become youth documenters who will record stories from history. (1)

OR

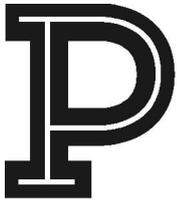
The three questions have the word "**you**" repeated (1), directly **addressing/involving** youth and persuading them to be a youth documenter. (1)

3. Refer to the human figures in the visual. How do they illustrate the message of becoming a youth documenter? [1]

The pictures shows **many youths of different races**, which relates to the message of **being part of a team of youths** to document Singapore's history together. (1)

4. Write down **one** word that shows that this initiative is a rare one. [1]

The phrase is "**once-in-a-lifetime.**" (1)



TEACHING RESOURCES AND ANSWER KEY

COMPREHENSION PRACTICE

Resources for further learning:

- **WEBSITE:** 'About the Singapore Bicentennial.' *SG Bicentennial*. Retrieved from: <https://www.bicentennial.sg/about/>
- **VIDEO (1min):** "The Bicentennial Experience.' *Little Day Out*, 29 May 2019. Retrieved from: <https://www.littledayout.com/2019/05/29/video-singapore-to-singaporean-the-bicentennial-experience/>
- **ARTICLE:** 'Year-long calendar of events for bicentennial in 2019.' M. Zaccheus, *Straits Times*, 1 January 2019. Retrieved from: <https://www.straitstimes.com/singapore/year-long-calendar-of-events-for-bicentennial-in-2019>
- **ARTICLE and VIDEO (30mins 30secs):** 'Singapore Budget 2019: 10 things to know, from Bicentennial Bonus to Merdeka Generation Package.' Ng H, *Straits Times*, 18 February 2019. Retrieved from: <https://www.straitstimes.com/singapore/singapore-budget-2019-10-things-to-know-from-bicentennial-bonus-to-merdeka-generation>



COMPREHENSION PRACTICE

Comprehension Practice (Expository Text)

Answers to comprehension exercise on 'Redefining the Singaporean That We Know':

1. From Paragraph 2, what would explain the descriptions of Singaporeans in Paragraph 1 as “competitive” and “results-oriented” (line 4)? [1]

Singapore's focus on economic development. (1)

Clue: Read this paragraph carefully to identify main and supporting points!

2. i) From Paragraph 2, what is the common belief held by people about Singapore's need to survive? **Answer in your own words.** [2]

i) Singapore is a tiny country, so it needs to always be the best financially/financially viable (1) and be on top of world affairs (1) in order to survive.

Clue: Read this paragraph carefully to identify this common belief, and remember to paraphrase key words used. From passage: Singapore as a small nation needs to constantly remain economically competitive and at the forefront of global developments, in order to survive.

2. ii) Write down **one** three-word phrase that shows that the writer does not agree with this belief. [1]

“some may argue” (1)

Clue: Textual cohesion—Infer writer's intention through backward-forward referencing. Go to pages 35 to 37 to learn more.

3. From Paragraph 3, write down **two** separate and contrasting words that sum up Singapore's strength and weakness. [1]

“competence-related” and “warmth-related” (1)

Clue: Which vocabulary words describe “strength” and “weakness”? Identify contrasting ideas in the paragraph.

4. Explain what the writer means by the phrase “pale in comparison” in Paragraph 3. [1]

It means to have less importance/significance when juxtaposed/contrasted with something. (1)

Clue: Language for impact—identify the metaphor and explain its contextual and non-literal meaning in relation to the topic. Note: students must paraphrase both “pale” and “comparison”.

COMPREHENSION PRACTICE

5. Ravi and Sok Lee are having a conversation about the Singaporeans' attitudes towards their country.



i) Identify **two** pieces of evidence from Paragraph 2 that Ravi can use to support his position. [1]

i) Changi Airport is consistently rated as the world's best airport, Singapore was top in the Global Smart City Performance Index, Singapore hosted the Youth Olympic Games, Singapore is a global financial, biomedical sciences, and maritime hub.

(Any 2 for 1 mark)

ii) How can Sok Lee support her view? State **one** piece of evidence from Paragraph 3 to back up her claim.

Answer in your own words. [1]

ii) Singapore **lost out to/came after** Malaysia, Indonesia, Thailand and Philippines in a 2016 survey for the **most ideal/top** country **globally**. (1)

Clue: Textual cohesion and perspective-taking—Read the texts carefully to identify supporting details that are relevant to each perspective. Rephrase “best in the world”, “ranked behind”.

6. What does “backdrop” (Paragraph 4) refer to? [1]

It refers to the fact/idea that Singaporeans have a **weak/poor/unstable national identity**. (1)

Clue: Textual cohesion—Infer writer's intention through backward-forward referencing. Go to pages 35 to 37 to learn more. Do not accept: “Singaporeans thinking that economic development is not everything.”

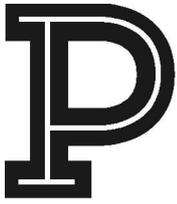
7. “In this light, the Youth Conversations is one commendable example” (Paragraph 5). What can you infer about the writer's attitude towards the Youth Conversations? [1]

He has an attitude of **respect/admiration/approval**. (1)

Clue: Language for impact—Read words or phrases carefully and infer writer's intent. How do these point out the writer's thoughts on the topic?

8. Using your own words as far as possible, summarise how Singapore can redefine the Singaporean identity and why it should do so, according to the writer. Use only information from Paragraphs 4 to 6.

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).



COMPREHENSION PRACTICE

Clue: Do you notice how this question has more than one requirement? Remind students to focus only on relevant sections and points.

Summary:

	From the passage	Paraphrased
1	focus on shifting self-stereotypes from the competence domain to the warmth domain	Should centre on changing self-perceptions from achievement to emotion/care .
2	Need to know that...we are more than just our standards of living	Singaporeans must realise that we are more than our lifestyles
3	becoming a more gracious and kind society	and need to be a more caring nation.
4	redefinition of the Singaporean identity must come earlier rather than later	This redefinition must be done soon .
5	Safeguarding a positive sense of national identity is	Protecting a strong Singaporean identity
6	the most important foundation in ensuring social resilience	is the basis for securing social tenacity/strength .
7	engage our young Singaporeans at an early stage, to sit down and think about what it means to be Singaporean	We need to involve the youth to consider what being Singaporean means .
8	Youth Conversations...ensure that the foundations of our future social fabric are set correctly	Such discussions of social issues will build social stability/unity/togetherness .
9	deliberate effort at the national level in a timely manner	Nation-wide efforts must be made at the right time
10	to address the fundamental concerns ... what it means to be a Singaporean	to discuss important issues and the Singaporean identity.

Accept any 8 points for 1 mark each.

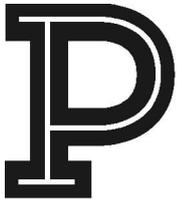
Total: 15 marks

- *Content: 8 marks*
- *Language: 7 marks*

(grammar, spelling, punctuation, vocabulary)

Sample answer:

Redefining the Singaporean identity is vital and should focus on changing self-perceptions from achievement to care. Singaporeans must realise that we are more than our lifestyles and need to be a more caring nation. This redefinition must be done soon. Protecting a strong Singaporean identity is the basis for securing social tenacity. We need to discuss with the youth what being Singaporean means. Discussions of social issues will build social stability. Nation-wide efforts of important issues and the Singaporean identity must be made at the right time. (9 points, 80 words)



TALK (ORAL COMMUNICATION)

Talk (Oral Communication)

Sample responses to Q3: National identity not important to young people. What are your views?

National identity is important to me.	National identity is unimportant to me.
<p>[P] National identity is important to me because it creates a sense of belonging and connectedness that I share with my loved ones.</p>	<p>[P] National identity is not important to me because I feel greater belonging and identification with communities around the world.</p>
<p>[E] Young people travel abroad often today due to globalisation and rising affordability. However, travelling in fact helps me to have a deeper appreciation of my national identity and my family and friends back home.</p>	<p>[E] Young people today have access to the internet and communication technology, which makes us much more connected globally to people of different nationalities now than ever.</p>
<p>[E] For example, when travelling abroad, I experience inconveniences and difficulties which make me appreciate things such as Singapore's efficiency and cleanliness. In addition, I often feel homesick and stay in close contact with my friends and family through Whatsapp, Instagram and Telegram.</p>	<p>[E] For instance, as an admirer of K-pop band BTS, I communicate closely with members of BTS Army (Adorable Representative MC for Youth), a large worldwide community of fans. No matter our nationality or the languages we speak, we bond over the latest news and developments on BTS, our favourite memories and emotions, and our latest projects and campaigns.</p>
<p>[L] Hence, national identity is important to me as it creates a sense of belonging to the place I call home.</p>	<p>[L] Thus, with the meaningful relationships I have that span across national borders, national identity is less important to me compared to my sense of belonging to groups that transcend national borders.</p>