



# ACTIVITY KIT AND LEARNING NOTES

## THE FUTURE ISSUE

PRESENTING			PERFECTING		
 <b>ACTIVITY 1:</b> <b>Envision</b> (Around the World)	<b>DO:</b> <b>Wish list for the future:</b> What would you like the future to look like?	p. 2	 <b>LEARNING NOTES</b> <b>Section 1:</b> Language Skills	<ul style="list-style-type: none"> <li>• 'How to Build a Metaphor' exercise</li> <li>• Grammar Exercise Answers</li> <li>• Grammar Exercise for N Level Format</li> <li>• Answers to Grammar Exercise for the N Level Format</li> </ul>	<p>p. 5</p> <p>p. 6</p> <p>p. 7</p> <p>p. 8</p>
 <b>ACTIVITY 2:</b> <b>Empathise</b> (Thinking Skills & Games)	<b>SPEAK/SHARE:</b> <b>What does your circle think?</b> Find out more about the future thinking profiles of your family and friends!	p. 3	 <b>LEARNING NOTES</b> <b>Section 2:</b> Comprehension Exercises	<ul style="list-style-type: none"> <li>• Summary Exercise Answers</li> <li>• Visual Compre Answers</li> <li>• Expository Compre Answers</li> </ul>	<p>p. 9</p> <p>p. 10</p> <p>p. 11</p>
 <b>ACTIVITY 3:</b> <b>Explore</b> (Essay Writing: Discursive, Narrative/ Personal Recount, Situational)	<b>WRITE:</b> <b>Social impact case file:</b> Spark the change you want to see!	p. 4	 <b>LEARNING NOTES</b> <b>Section 3:</b> Brainstorming Exercises	<ul style="list-style-type: none"> <li>• 'How to Apply Your Future Thinking Skills' exercise</li> <li>• Oral Communication responses</li> </ul>	<p>p. 13</p> <p>p. 14</p>

# ACTIVITY KIT AND LEARNING NOTES

## PRESENTING



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

DO:

#### Wish list for the future:

What would you like the future to look like?

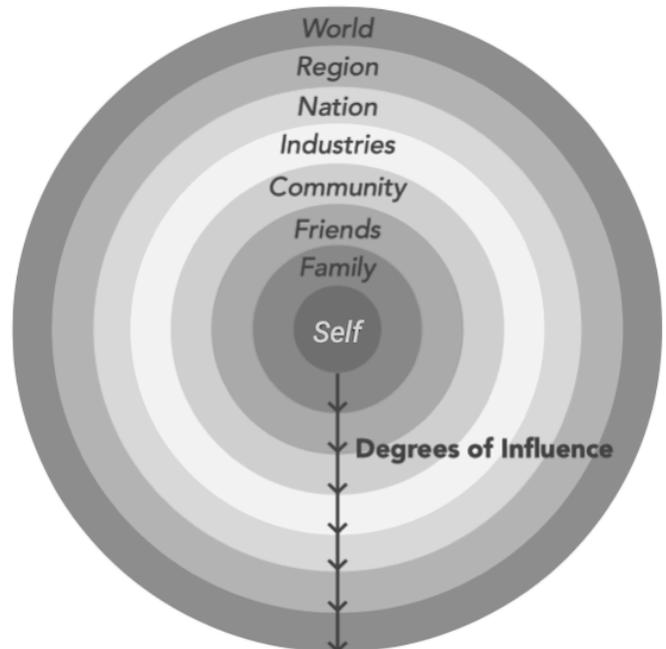
What would you like the future to look like? No matter what challenges lie ahead, we have the ability to imagine how things can change for the better. Take 30 minutes to complete the worksheet, then share or compare your answers with friends.

Pick out one issue that resonates with you from **Around the World** (pp. 6-11).

1. Which circle(s) of influence does this issue impact and why?
2. How do you hope the future of this situation will unfold?

What else would you like to see in the future?  
Make a wish list for your ideal future.

1. What are some hopes, dreams and aspirations you might have?
2. What are some changes, developments or improvements you would like to see? Why is this important to you?



### My wish List for the Future

I wish for...

I hope that my family...

For my friends, I wish that...

I want my community to...

Industries will hopefully...

My nation will...

In Asia, the future will...

In the world, I hope that...

Objective: To develop resonance with current world events and reflect on personal stake in future possibilities.

# ACTIVITY KIT AND LEARNING NOTES

## PRESENTING



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

**SPEAK/SHARE:**

**What does your circle think?**

Find out more about the future thinking profiles of your family and friends!

What do the people closest to you think about the future? Have their views influenced yours? Use this survey sheet to find out how they think and why, and which profile is a closest match for them.

Show people around you ones this headline and/or video. What responses do they have?



### Climate change, floods and drought: Here's how badly Singapore could be affected

21 Dec 2019, Derrick A Paulo and Ang Guangzheng, Channel NewsAsia

Here's how much deep water Singapore could be in: Jurong, Changi and coastal areas at definitely at risk. The rest of Singapore is under threat as well. By 2100, in-land areas like Geylang, Katong and Toa Payoh might be unliveable as well due to serious flooding.



Watch this!

<p> Name:</p> <p>Relationship:</p>	<p> Name:</p> <p>Relationship:</p>	<p> Name:</p> <p>Relationship:</p>
<p>Responses:</p> <ul style="list-style-type: none"> <li><input type="radio"/> I know about this, but we can't do anything to stop it.</li> <li><input type="radio"/> Are you sure? Let's find out more from other sources.</li> <li><input type="radio"/> There are many researchers and activists. Change will happen.</li> <li><input type="radio"/> This is important! Shall we write a petition or share the news with others?</li> <li><input type="radio"/> Other responses:</li> </ul>	<p>Responses:</p> <ul style="list-style-type: none"> <li><input type="radio"/> I know about this, but we can't do anything to stop it.</li> <li><input type="radio"/> Are you sure? Let's find out more from other sources.</li> <li><input type="radio"/> There are many researchers and activists. Change will happen.</li> <li><input type="radio"/> This is important! Shall we write a petition or share the news with others?</li> <li><input type="radio"/> Other responses:</li> </ul>	<p>Responses:</p> <ul style="list-style-type: none"> <li><input type="radio"/> I know about this, but we can't do anything to stop it.</li> <li><input type="radio"/> Are you sure? Let's find out more from other sources.</li> <li><input type="radio"/> There are many researchers and activists. Change will happen.</li> <li><input type="radio"/> This is important! Shall we write a petition or share the news with others?</li> <li><input type="radio"/> Other responses:</li> </ul>
<p>Reasons:</p> <p>Tell me more, what makes you think/say so?</p>	<p>Reasons:</p> <p>Tell me more, what makes you think/say so?</p>	<p>Reasons:</p> <p>Tell me more, what makes you think/say so?</p>
<ul style="list-style-type: none"> <li><input type="radio"/> Active Cynic</li> <li><input type="radio"/> Laid-back Sceptic</li> <li><input type="radio"/> Chill Dreamer</li> <li><input type="radio"/> Eager Optimist</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Active Cynic</li> <li><input type="radio"/> Eager Optimist</li> <li><input type="radio"/> Laid-back Sceptic</li> <li><input type="radio"/> Chill Dreamer</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Active Cynic</li> <li><input type="radio"/> Eager Optimist</li> <li><input type="radio"/> Laid-back Sceptic</li> <li><input type="radio"/> Chill Dreamer</li> </ul>

*Objective: To understand future thinking profiles and the reasons behind our and other people's beliefs, and reflect on personal stake in future thinking.*



# ACTIVITY KIT AND LEARNING NOTES

## PRESENTING



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

WRITE:

**Social impact case file:** Spark the change you want to see!

**Which social cause lies close to your heart?** Who are the stakeholders, what is stopping change from happening, and what can we do about it? Build a case file that will help you develop a possible solution!

<b>Cause</b> 	<b>Q1. Which <u>one</u> cause lies close to your heart?</b> Special needs, mental health, environmental sustainability, animal rights, gender equality, representation of disadvantaged groups
<b>Stakeholders</b> 	<b>Q2. Who are the stakeholders/ parties involved in each of these issues? Conduct research to find out!</b> Specific groups or people affected, location, frequency and scale of impact, relevant government and non-profit organisations
<b>Status</b> 	<b>Q3. Which programmes or actions are already in place?</b> Relevant programmes, initiatives and campaigns, types of effects and impacts
<b>Challenge</b> 	<b>Q4. What is limiting the impact of existing solutions, and causing this problem to continue?</b> what are some challenges for these existing programmes and initiatives?
<b>Solution</b> 	<b>Q5. How can these challenges be tackled, and what else is needed for improvement?</b> what needs to be done to increase impact or speed?

Objective: To identify and understand a social cause and develop a plan of action for change.



# ACTIVITY KIT AND LEARNING NOTES

## PERFECTING



### LEARNING NOTES

Section 1: Language Skills

- 'How to Build a Metaphor' exercise

Here are suggested answers to our 'How to Build a Metaphor' exercise (page 34):

### Step One: Identify the Object's Characteristics

The future is something...	
we can control.	we cannot control.
clear, foreseeable and malleable	uncertain, unknowable, vague and up to chance

### Step Two: Think of Other Objects That Share These Characteristics

The future is...	
The future is something we can control.	The future is something we cannot control.
a blank canvas.	a game of dice.

### Step Three: Expand Your Story

The future is...	
The future is something we can control.	The future is something we cannot control.
a blank canvas, with a paintbrush in hand we can transform it into whatever we please.	a game of dice, and what happens next is completely in the hands of fate.



# ACTIVITY KIT AND LEARNING NOTES

## PERFECTING



### LEARNING NOTES

Section 1: Language Skills

### • Grammar Exercise Answers

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

<p>Many newspapers are changing the language they use to discuss environmental issues. This is because climate scientists <b>recommends</b> using stronger language to <b>describes</b> the urgency of our environmental crises. For example, instead of "climate change", recommended terms <b>includes</b> "climate emergency, crisis or breakdown", while "global heating" is <b>favour</b> over "global warming". According to the editor-in-chief of <i>The Guardian</i>, the decision to update the newspaper's use of environmental terms <b>were</b> made to ensure that its news reports would be scientifically accurate. The shift from passive to active terms <b>allow</b> journalists to emphasise the severity of environmental issues. These changes in the use of terminology <b>supports</b> environmental activists calling for stronger action around the world. In the words of Greta Thunberg, the Swedish teenager who <b>inspire</b> climate strikes around the globe, "Can we all now call it what it is?"</p>	<ol style="list-style-type: none"> <li>1. recommend</li> <li>2. describe</li> <li>3. include</li> <li>4. favoured</li> <li>5. ✓</li> <li>6. was</li> <li>7. allows</li> <li>8. ✓</li> <li>9. support</li> <li>10. inspired</li> </ol>
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Adapted from: "Why the Guardian is changing the language it uses about the environment," Damian Carrington, 17 May 2019, *The Guardian*. Retrieved from <https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment>

Nature of errors:

1. recommend → SVA, 'scientists'
2. describe → infinitive 'to'
3. include → SVA, 'terms'
4. favoured → word class, adjective
5. ✓
6. was → SVA, head noun 'decision'
7. allows → SVA, head noun 'shift'
8. ✓
9. support → SVA, head noun 'changes'
10. inspired → past tense



# ACTIVITY KIT AND LEARNING NOTES

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### LEARNING NOTES

Section 1: Language Skills

- Grammar Exercise for N Level Format

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

## Try This!

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

<p>Many newspapers are changing the language they use to discuss environmental issues. This is because climate scientists recommends using stronger language to describes the urgency of our environmental crises. For example, instead of "climate change", recommended terms includes "climate emergency, crisis or breakdown", while "global heating" is favour over "global warming". According to the editor-in-chief of <i>The Guardian</i>, the decision to update the newspaper's used of environmental terms were made to ensure that its news reports would be scientifically accurate. The shift from passive to active terms allow journalists to emphasise the severe of environmental issues. These changes in the use of terminology supports environmental activists calling for stronger action around the world. In the words of Greta Thunberg, the Swedish teenager who inspire climate strikes around the globe, "Can we all now call it what it is?"</p>	<p>1. _____  2. _____  3. _____  4. _____  5. _____  6. _____  7. _____  8. _____  9. _____  10. _____</p>
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*Adapted from: "Why the Guardian is changing the language it uses about the environment," Damian Carrington, 17 May 2019, The Guardian. Retrieved from <https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment>*

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### LEARNING NOTES

Section 1: Language Skills

- **Answers to the Grammar Exercise for the N Level Format**

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

<p>Many newspapers are changing the language they use to discuss environmental issues. This is because climate scientists <b>recommends</b> using stronger language to <b>describes</b> the urgency of our environmental crises. For example, instead of "climate change", recommended terms <b>includes</b> "climate emergency, crisis or breakdown", while "global heating" is <b>favour</b> over "global warming". According to the editor-in-chief of <i>The Guardian</i>, the decision to update the newspaper's <b>used</b> of environmental terms <b>were</b> made to ensure that its news reports would be scientifically accurate. The shift from passive to active terms <b>allow</b> journalists to emphasise the <b>severe</b> of environmental issues. These changes in the use of terminology <b>supports</b> environmental activists calling for stronger action around the world. In the words of Greta Thunberg, the Swedish teenager who <b>inspire</b> climate strikes around the globe, "Can we all now call it what it is?"</p>	<ol style="list-style-type: none"> <li>1. recommend</li> <li>2. describe</li> <li>3. include</li> <li>4. favoured</li> <li>5. use</li> <li>6. was</li> <li>7. allows</li> <li>8. severity</li> <li>9. support</li> <li>10. inspired</li> </ol>
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Nature of errors:

1. recommend → SVA, 'scientists'
2. describe → infinitive 'to'
3. include → SVA, 'terms'
4. favoured → word class, adjective
5. used → word class, noun for act of employing something
6. was → SVA, head noun 'decision'
7. allows → SVA, head noun 'shift'
8. severity → word class, noun for condition of being severe
9. support → SVA, head noun 'changes'
10. inspired → past tense



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### LEARNING NOTES

#### Section 2: Comprehension Exercises

- **Summary Exercise Answers**

Here are suggested answers to our summary exercise (page 37):

1	There are important economic and political reasons why Singapore should care about the well-being of its migrant workers. The causes of their psychological distress are associated with undesirable industry practices, such as repatriation threats and agency fee debt, which undermine Singapore's reputation as a global economic hub. The same distress factors are arguably behind workers' vulnerability to infection in a pandemic. Indebtedness and skewed employer-employee power dynamics are part of what makes workers willing to tolerate poor hygiene, crowded housing and transport, or going to work sick, if that is what it takes to keep their job.
2	Since the coronavirus outbreak in migrant worker dormitories, the Government has stepped in with a mammoth support operation of some 3,000 personnel, including from the military and the police. At the same time, aid groups have provided meals, essentials and counselling for workers during the circuit breaker, offering much needed resources to struggling dormitory operators and effectively supporting the Government's inter-agency task force.
3	The crisis shows that non-profits, businesses and the Government can pull together despite their traditional divisions to address problems as complex and pressing as a pandemic in a high-density environment. This constructive collaboration is the most appropriate response and must continue because the problems of and around the well-being of our migrant workers will remain complex and pressing.
4	The true measure of a society lies in how it treats its most vulnerable members. If we want to measure up to our first world status, Singaporeans need to see the migrant worker as one of us, and all the time. Our policies and attitudes must reflect that.

*Adapted from: "How to address 3 distress factors for Singapore's migrant workers," Christy Davis, Today Online, 5 June 2020. Retrieved from <https://www.todayonline.com/commentary/covid-19-how-address-3-distress-factors-singapores-migrant-workers>*

### Help provided to the migrant worker community in Singapore includes...

1	government intervention through major support programmes.
2	Welfare organisations supplied food, utilities/provisions and emotional/psychological support
3	and necessary dormitory aid
4	successfully supplementing cross-agency support efforts.
5	Volunteer groups, companies and authorities collaborated despite their disagreements/differences,
6	tackling challenging and urgent problems/crises.
7	Beneficial cooperation is the most suitable reaction and must be sustained.
8	The most important characteristic/greatest success of a society is its behaviour towards those needing the most protection.
9	We should always regard migrant employees as a crucial part of our society.

[78 words]



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Section 2: Comprehension Exercises

- Visual Compre Answers

Here are suggested answers to our visual comprehension exercise (page 43):

1. The headline reads "A Home for the Homeless." How does the headline persuade readers to read on?

The headline uses alliteration/opposites with the words "Home" and "Homeless" to emphasise the key message/need to provide shelter to those without a place to stay. [1] OR  
The headline uses the emotive word "Home" to appeal to the reader to read about those who need a home. (1)

[Language for impact question. Students must indicate ONE linguistic device used in the headline and state its effect on the reader.]

2. Who is the target audience of this poster?

The target audience is donors or volunteers who are keen to help the homeless community. (1)

3. Refer to the picture of Roslina in the poster.

"Having been homeless before, I understand what these workers are going through." Roslina Toh, 23

- i) What is the purpose of featuring a young person in the poster?

A young person serves to show that even young people can help to make a difference in the lives of the homeless. (1) / A young person that is relatable to readers serves to create more empathy/ compassion/ sympathy for the homeless.

[Inference question. Students must link the message to the purpose of the image.]

- ii) What is the intended effect of her statement?

Her statement lends authenticity/credibility/is a source of hope to the message of volunteering to serve the homeless/less fortunate. (1)

[Textual cohesion question. Students must identify the overall call to action.]

4. Who is the target group that Transit Point @Margaret Drive serves?

It serves displaced Malaysians and Singaporeans/rough sleepers who were affected by the pandemic/ COVID-19. (1)

[Textual cohesion question. Students must identify the category of beneficiaries and not specific examples.]

# ACTIVITY KIT AND LEARNING NOTES

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Section 2: Comprehension Exercises

- Expository Compre Answers

Here are suggested answers to our expository comprehension exercise (page 46):

1. i) Write down **one** word from Paragraph 1 that describes how global migration is at a level that has never been seen before. [1]

i) "unprecedented". (1)

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

ii) What are the characteristics of today's challenges described in Paragraph 1? Answer in **your own words**. [2]

ii) These challenges are not explained by (1) or limited within countries/geographical boundaries. (1)

[Passage: neither **defined nor contained by physical barriers**]

2. From Paragraph 2, besides economic and political reasons, state **one** environmental reason why people migrate. [1]

They leave because of devastating/catastrophic weather linked to climate change. (1)

[Passage: catastrophic weather linked to climate change]

3. From Paragraph 3, how has technology helped migrants and their families? Answer in **your own words**. [2]

Technology enables the money migrants earn to be **electronically transferred/sent back to their families** (1) OR

It helps migrants **connect with their families in different countries at any time**. (1)

[Passage: money is wired home and pays for the passage of the next migrant; allows those who left to keep in constant contact with those who remain behind, across oceans and time zones.]

4. Pei En and Prakash are having a conversation about attitudes towards migrants.



i) Give **one** piece of evidence from Paragraph 3 that Pei En can use to explain her position. [1]

Migrants are productive and in 2015 they generated about 9 per cent of global GDP. (1)

ii) How can Prakash support his view? State **one** detail from Paragraph 4 to back up his claim. [1]

Some countries lock down borders, narrow social safety nets and discard long-standing humanitarian commitments to those in need. (1)

# ACTIVITY KIT AND LEARNING NOTES

5. From Paragraph 7, what is **one** societal challenge facing migrants like Eman Albadawi? Answer in **your own words**. [2]

Ideas and beliefs/Prejudice/Discrimination against migrants (1) is increasing (1) in society.

[Passage: anti-immigrant rhetoric is on the rise]

6. **Using your own words as far as possible**, summarise how migrants have helped host countries and what more can be done to better manage new migrants now and in the future.

**Use only information from Paragraphs 5 and 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).

*New migrants bring many advantages to the host country, including ...* [15]

	From the passage	Paraphrased
1	entrepreneurs and innovators,	By being entrepreneurial/creators
2	by providing inexpensive labour,	And supplying cheap labour.
3	overwhelmingly repay in long-term economic contributions	They compensate financially in the long term to host countries,
4	newcomers often act as an economic boon to aging nations down the road	Especially aging nations.
5	To maximize that future good, governments must act rationally to establish humane policies	For future success, governments must logically ensure fair systems/laws/procedures for migrants
6	and adequately fund an immigration system equipped to handle an influx of newcomers.	And provide money to better manage the processes for the arrival of migrants.
7	wealthy nations ...to rationalize their immigration policies	Rich nations need to justify migrant laws/systems,
8	streamline asylum systems to eliminate torturous wait times	Co-ordinate/standardise procedures to cut waiting times,
9	create a better system of temporary work visas and	And make attaining temporary work visas more efficient.
10	consider offering safety nets to the low-wage native-born workers	They should also aid low-income workers affected by migrant labour.

Accept any 8 points for 1 mark each.

Total: 15 marks

- Content: 8 marks
- Language: 7 marks

(grammar, spelling, punctuation, vocabulary)



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### LEARNING NOTES

Section 3: Brainstorming Exercises

- 'How to Apply Your Future Thinking Skills' exercise

Here are suggested answers to our 'How to Apply Your Future Thinking Skills' exercise (page 16):

Tweet	Relevant Future Thinking Skill
<p>Why is everyone trying to be so environmentally friendly all of a sudden? We're all already doomed anyway, how will things change?</p>	<p><b>Forecasting</b> This questioning netizen might feel disempowered due to his or her ability to identify complex challenges quickly. To feel more empowered, he or she can think about the causes and impact of climate change on the world, as well as the efforts being made to curb it. This might just help him or her to turn problems into possibilities.</p>
<p>I'm so sure that I'm going to get an F for this group project I've already done everything I can but my group mates are no help at all!</p>	<p><b>Collaboration</b> This worried groupmate would benefit from hearing another perspective to the predicament. He or she can share the situation with friends and family, who may be able to provide alternative views or solutions. He or she could also reach out to these groupmates, sort out differences and find out how to work better together.</p>
<p>I shouldn't leave my home unless the number of COVID-19 cases falls to zero. Now if only this virus would quickly die out...</p>	<p><b>Simulation</b> This anxious person assumes that the only thing determining how safe it is to go out is the death of the virus. To consider other possibilities, he or she could think about other factors involved, such as self-protection measures to take, the medical community's advice on safe distancing, and the likelihood of community transmission.</p>
<p>The humanitarian crisis in Yemen is heart-breaking. I really hope that the people there get the food and resources they need soon.</p>	<p><b>Action</b> This concerned netizen can pitch in by thinking about what he or she can do to make her desired future of aid and support become a reality. For instance, he or she could do some research on possible NGOs to donate to and motivate others to do the same.</p>



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### LEARNING NOTES

Section 3: Brainstorming Exercises

- Oral communication responses

Here are suggested answers to our Talk oral communication exercise (page 49):

## Q2: What is one problem that will impact your community or your country in the future?

<b>Point</b> What is your main idea?	One problem that my country faces is the real threat of global warming and climate change.
<b>Elaboration</b> Why do you feel this way?	This is a particularly difficult problem for Singaporeans because our small island country that is vulnerable to global ecological changes which will affect our lives and livelihoods.
<b>Examples</b> Can you show why?	To illustrate, climate scientists studying the impact of global warming are predicting that sea levels could rise 10 times faster than previously predicted, amounting to 3 meters by 2065. This could wipe out large swaths of Singapore and other low lying countries. People and businesses in areas close to our rivers, reservoirs and coasts, such as reclaimed land in Jurong, Tuas and Marina Bay, as well as Bedok, East Coast and Punggol, as well as our underground infrastructure such as our transportation lines, will all face the risk of flooding and destruction if we are unable to protect ourselves against environmental crises.
<b>Link</b> And, this shows that...	This is just one of the serious effects of climate change that we are facing, and this is why I believe that global warming is a serious problem that will impact our future in the years to come.



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## Q3: Do young people look forward to or fear the future?

Young people fear the future	Young people look forward to the future
<p>[P] I believe that some young people view the future with some fear, as we are expecting an uncertain future with many challenges.</p> <p>[E] Due to measures implemented to slow the spread of COVID-19, Singapore is facing the most severe economic recession since our independence. Young and old people alike are facing unemployment and the lack of jobs.</p> <p>[E] To illustrate the problem, the International Monetary Fund has described the global economic downturn as the worst since the Great Depression of the 1930s. Young people who are forging our own paths, whether it is in pursuing our passions, careers or social causes, will find it increasingly difficult to find opportunities.</p> <p>[L] Therefore, for young people faced with difficult times ahead, the future ahead does look daunting.</p>	<p>[P] From what I have observed, some young people look forward to the future and the possible innovations it will bring.</p> <p>[E] Even though we are facing economic and ecological crises, the speed of scientific and technological development means that we may be able to find solutions to our problems, creating better lives for us all.</p> <p>[E] For example, in a race to manage the global pandemic, scientists across the world are focusing their efforts on developing vaccines which will be ready as early as 2021. If successful, this will make it possible for us to become more resilient and hopefully recover from the pandemic stronger than before.</p> <p>[L] On the whole, young people are optimistic about the future and the possibilities technology brings.</p>



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## ABOUT US

*Our Present Perfect Story*

## OUR PRESENT PERFECT STORY

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

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

"Infinite past makes present tense."

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

### We want to hear from you!

Tell us what you think! Scan this code or visit our site to share your thoughts. Three respondents will be randomly picked to win a specially curated magazine bundle!



<http://tiny.cc/ppfeedback>