TEACHING RESOURCES AND ANSWER KEY

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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*

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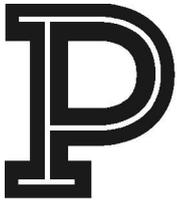
AROUND THE WORLD

AROUND THE WORLD
Current Affairs

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

LESSON IDEAS:
Discussion: With reference to the quotations and thinking questions in "The Issue" (pages 4 and 5) and content in "Around the World" (pages 4 and 5), invite students to share their thoughts on what it the future of work looks like. Thinking questions include:

1. How old will you be in 2030? What does the quote by the Institute for the Future for Dell Technologies mean for you? What are some new jobs you imagine might exist in 2030?
2. What do you think Wong Kong-Kat means by his quote? What are some boring or repetitive types of work that exist today? How can these be automated by technology? What more useful things do you think we can use human abilities and time to do more of?
3. Have you encountered robots at work that are similar to Nadine in your daily life? Do you agree with the predictions of Faith Popcorn?
4. What science fiction books, films or series do you enjoy? What do these say about your values?
5. What problems do we require solutions for? What unique skills and strengths can you develop as a creative problem solver and lifelong learner? How will Singapore's initiatives impact your future?

Debate: Defend one of the following two stands in a debate!

1. Divide the class into two teams.
2. Each team adopts one of the stands below, and prepares arguments, evidence, and 3 speakers to defend their stand in a debate.
3. Each team takes turns to field one speaker who speaks for 90 seconds each. Nominate a timekeeper.
4. Your teacher will be the judge of the debate winners.

Stand One:
1) This House believes that **humans will lose their jobs to technology**; machines will excel in all areas that humans used to dominate in, making human labour inferior and unnecessary; jobless, humans will become increasingly poor and will suffer from poverty. Machines will take over our society, and humans will become obsolete. Oh no!

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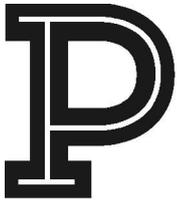
AROUND THE WORLD

Stand Two:

2) This House believes that **humans will be enabled by technology**; they will become empowered to do more fun and meaningful work; humans will either find new tech-enabled ways to work ('UBERians') or the government will provide a universal basic income ('UBIans') because technological progress will produce everything we need, and humans will live lives of leisure. Yippee!

(Read more from Boyle's 2019 article in the further resources below).

[Approx. time allocation for a 1-hour lesson: 15mins introduction of activity and nomination of roles; 15mins research and preparation using magazine content and online news sources; 15mins debate; 15mins sharing of debate winners and summary of learning outcomes]

Resources for further learning:

- ARTICLE: 'Silicon Valley's grand experiment in jobs means employees are the guinea pigs.' Katherine Boyle, *The Washington Post*, 18 Jan. 2019. Retrieved from: https://www.washingtonpost.com/opinions/silicon-valleys-grand-experiment-in-jobs-means-employees-are-the-guinea-pigs/2019/01/18/606887bc-18d6-11e9-8813-cb9dec761e73_story.html?noredirect=on&utm_term=.b6b136dc511a

- ARTICLE: 'Commentary: Giant touchscreens at McDonald's have made me an unpaid staff member.' Gavin Jackson, *Channel NewsAsia*, 29 Jan. 2019. Retrieved from: https://www.channelnewsasia.com/news/commentary/giant-touchscreens-mcdonalds-made-unpaid-robot-employee-11174538?cid=FBcna&fbclid=IwAR3lcnsE5vgw5RViuR00eMnU6Z6A_2IhQEJYvv_GPfEo9_Jhg8adwtgmTO8

- ARTICLE: 'Commentary: The future of work looks like unwanted jobs and higher inequality.' Stephen Grenville, *Channel NewsAsia*, 31 Jul. 2018. Retrieved from: https://www.channelnewsasia.com/news/commentary/commentary-the-future-of-work-looks-like-unwanted-jobs-and-10567878

- NEWS ARTICLE: 'NTU debuts robots Nadine and Edgar: 5 other impressive Singapore robots.' Lee, Min Kok, The Straits Times, 29 Dec. 2015. Retrieved from: https://www.straitstimes.com/singapore/ntu-debuts-robots-nadine-and-edgar-5-other-impressive-singapore-robots

- ARTICLE and SLIDES: 'A futurist lays out a wild vision for the future of work — here's what your career could look like in 2025." Richard Feloni, Business Insider, 12 Soar. 2015. Retrieved from https://www.businessinsider.com/faith-popcorn-on-the-future-of-the-workplace-2015-3/?IR=T

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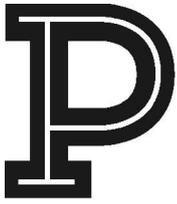
AROUND THE WORLD

- **ARTICLE**: "Future Shock: Soothsayer Predicts Radical Times Ahead In Adland." E.J. Schultz, *AdAge*, 08 Jan. 2018. Retrieved from: https://adage.com/article/cmo-strategy/future-shock-popcorn-s-predictions/311843/
- **ARTICLE**: 'How The TV Show "Black Mirror" Reflects Our Modern Society.' Oscar Michel, *Irish Tech News*, 11 Jul. 2017. Retrieved from: https://irishtechnews.ie/how-the-tv-show-black-mirror-reflects-our-modern-society/
- **ARTICLE**: '6 major ways transportation will change by 2045.' Danielle Muoio, *Business Insider,* 17 Nov. 2015. Retrieved from: https://www.businessinsider.com/6-predictions-about-the-future-of-transportation-2015-11/?IR=T/#to-increase-speed-airplanes-might-not-have-windows-by-2045-6
- **ARTICLE**: 'Self-driving cars will destroy a lot of jobs—they'll also create a lot.' Timothy B. Lee, *arsTechnica,* 24 Aug. 2018. Retrieved from: https://arstechnica.com/tech-policy/2018/08/self-driving-cars-will-destroy-a-lot-of-jobs-theyll-also-create-a-lot/
- **ARTICLE:** 'What are the 21st-century skills every student needs?' Jenny Soffel, *World Economic Forum*, 10 Mar. 2016. Retrieved from: https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/
- **ARTICLE**: 'Self-Service Kiosks Aren't a Job Killer. Here's Why.' Shad Stalians, *Revel*, 18 Nov. 2017. Retrieved from: https://revelsystems.com/blog/2017/11/18/self-service-kiosks-arent-job-killer-heres/
- **NEWS ARTICLE**: 'MySkillsFuture.sg portal launched to help Singaporeans chart learning, career paths.' Chan, Luo Er, *Channel NewsAsia*, 29 Oct. 2017. Retrieved from: https://www.channelnewsasia.com/news/singapore/myskillsfuture-sg-portal-launched-to-help-singaporeans-chart-9354972
- **WEBSITE**: 'Debatabase.' iDebate, International Debate Education Association. Retrieved from https://idebate.org/debatabase

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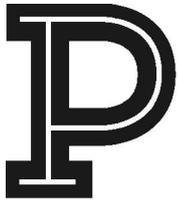
THINKING SKILLS AND CHOICES

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.

The Moral Machine; The Line Between What's Right and Wrong

LESSON IDEA:
Invite students to discuss which option they will choose and why. Some thinking questions include:

1. Which option would you choose if you were the driver? Why?
2. Do you agree with the analysis of your results? Why?
3. How would you design a car of the future? What features do you think are most important? Sketch your futuristic car on p. 16. Be as creative as you can! Students can vote for their favourite future car.
4. Can you think of examples of difficult ethical decisions that people have to make at school and at work each day? Who should decide which decisions are correct?
5. With reference to the MIT website Moral Machine link below, Participate in the MIT Moral Machine online study (13 questions) to share your views on what self-driving cars should do! See how your responses compare to others. Why do you think people whose these as the most saved and most killed characters? Do you agree with your moral profile?

Further learning resources:
- **WEBSITE, VIDEO (0mins 44 secs) and participatory survey**: Participate in the MIT Moral Machine online study (13 questions) to share your views on what self-driving cars should do! See how your responses compare to others. *Moral Machine.* Retrieved from: http://moralmachine.mit.edu/
- **ARTICLE** 'Should a self-driving car kill the baby or the grandma? Depends on where you're from.' Karan Hao, Technology Review, 24 Oct. 2018. Retrieved from: https://www.technologyreview.com/s/612341/a-global-ethics-study-aims-to-help-ai-solve-the-self-driving-trolley-problem/

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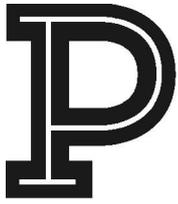
LANGUAGE SKILLS

PERSPECTIVES (ESSAY WRITING SKILLS)

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

LESSON IDEA:
VOICES

"Workers are being increasingly replaced by machines."
Are you for Team Machine or Team Man? Let us take a look at perspectives in Singapore on machines in workplaces!

Invite students to share their thoughts on the impact of machines on work and their future workplace. Some thinking questions include:

1. Describe your experiences of machines in your daily life. What recent experiences have you had?
2. Which of these perspectives do you agree with the most? Why?
3. (With reference to pp. 18-19) Do you agree that workers are being replaced by machines? What will your future workplace be like? What examples can you think of? Try to think of as many examples as possible from the following categories (you may refer to pp. 6-11, 20-21, 25, 42 and 44-45 for ideas):
    1. anecdotes (personal experiences or observations)
    2. statistics
    3. events
    4. trends

Discursive Writing

"Workers are being increasingly replaced by machines." What do you think your future workplace will look like?

PRACTICE:

Apply the same essay analysis steps on pp, 18 and 19 on one of the following essay questions:

1. Do electronic devices, such as tablets or smart phones, help or hinder students in their studies? (O Level 1128/01 2015)
2. 'I'm bored!' is so often the cry of teenagers today. What could be done about this? (O Level 1127/01 2009)
3. Nowadays, people live longer than ever before. What problems does this present and how can these problems be dealt with? (O Level 1127/01 2007)

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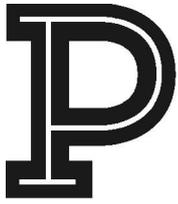
LANGUAGE SKILLS

Descriptive Text

Describe how technology can transform your classroom. What changes would you like to see?

LESSON IDEA:

Invite students to share their views about the impact of technology on transforming their classrooms.
Thinking questions include:

1. What forms of technology do you already experience in your classrooms?
2. What other technologies would you like to see? How will these change your learning experiences? How will these change the function of a classroom? Why?
3. Invite students to imagine different aspects of a futuristic classroom (for example, of seating plans, relationships between teachers and students, homework and assignments, tests, and learning resources). How can you use sensory language to describe one aspect of this experience? Write a paragraph of 5 sentences describing your experiences of this challenge (try to include all 5 senses in your description if possible).

Resources for further learning:

- **VIDEO (3mins)**: 'HP Classroom of the Future - Official Video – Taipei.' MobileGeeks.de and Hewlett Packard, 6 May. 2013. Retrieved from https://www.youtube.com/watch?v=mPUfwX4Nqy8
- **VIDEO (17mins 41 secs)**: 'Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDxLafayette.' TEDx Talks, 27 May 2015. Retrieved from: https://www.youtube.com/watch?v=UCFg9bcW7Bk
- **SPEECH:** Response to the Adjournment Motion: Maximising Every Student's Potential in Classrooms of the Future.' Perara, Leon. Speech, 7 Nov. 2017. Retrieved from: https://www.moe.gov.sg/news/speeches/response-to-the-adjournment-motion--maximising-every-student-s-potential-in-classrooms-of-the-future

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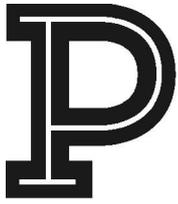
LANGUAGE SKILLS

Situational Writing

Internship Forum: Write a formal letter of application for an internship

LESSON IDEA AND WRITING TASK:

Invite students to share their views about the visual stimulus. Thinking questions include:

1. Which internship would interest you? Why?
2. What are some main points in the visual prompt that you could amplify in addressing the question requirements? What are some personal details or experiences that you might find relevant? Write a situational response to share your views on which internship you are applying for and why.
3. Is there a company in the real world that you would like to intern at? Why? Could you find out more information about what work they do, how you might be able to contribute, and who their HR contact persons are? (You might want to keep this information ready for when you are ready to apply for internships in the future!)

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.

TEACHING RESOURCES AND ANSWER KEY

LANGUAGE SKILLS

Writing Skills

Writing with Impact: Figurative Language

Suggested answers to the Figurative Language Metaphors exercise:

1. **'battery life':** The notion of a 'lifespan' is used to describe how long a device can be used, even though the Metaphone is an inanimate object, and does not have an actual 'life'.
2. **'surf':** As a sport, surfing refers to the act of riding waves using a surfboard. Here, it is used to symbolise a smooth transition between different webpages.
3. **'net':** The 'net' is short for the Internet, but it can also be read as a metaphor for the interconnected nature of data.

Suggested answers to the Language Skills Figurative Language Crossword exercise:

				W	I	N	D	O	W	S				
									E					
									B					
C	L	O	U	D	■	C	O	M	P	U	T	I	N	G
				E					A					
				S					G					
				K				M	E	M	O	R	Y	
				T					S					
				O										
				P										

[across]

1: [🪟] W I N D O W S ; 2: [☁]C L O U D C O M P U T I N G ;

3: [if you are forgetful, you have a bad 🧠] M E M O R Y S P A C E

[down]

1: [🖥] D E S K T O P ; 2: W E B [📄] P A G E

TEACHING RESOURCES AND ANSWER KEY

LANGUAGE SKILLS

Comprehension Skills

Comprehension skills: Contrast

Suggested answers for the comprehension skill exercise on contrast:

1.   "The lush greenery of the field my mother owned lay just beside the grimy and parched piece of land that I inherited from my father". Identify the contrast and explain its effect on the reader.

> Answer: Contrast: The "lush greenery" of the mother's field is contrasted to the "grimy and parched" land of the father. The mother's and father's role is also contrasted through their respective lands.
>
> Effect: The mother is associated with growth, happiness and health, while the father is associated with neglect, sadness and ill health.

2.   "The long road meandered past the valley and then up the winding mountain. The car halted and we awoke." Identify the contrast and explain its effect.

> Answer: A long, descriptive sentence is contrasted to a short, abrupt sentence.
>
> Effect: Tension is created when the car suddenly stops and they are forced to wake up after a long, relaxing and uninterrupted journey. Danger is expected because of this sudden stop.

3.   "Imagine, if you can, a small room, hexagonal in shape, like the cell of a bee. It is lighted neither by window nor by lamp, yet it is filled with a soft radiance. There are no apertures for ventilation, yet the air is fresh. There are no musical instruments, and yet, at the moment that my meditation opens, this room is throbbing with melodious sounds." *EM Forster, The Machine Stops*

Identify all the contrasts in the paragraph. What effect is the writer trying to create of the room?

> Answer: The contrasts are between the lack of conventional sources of light, air and sound, and the presence of artificial ones.
>
> Effect: The effect is the facade/appearance of normalcy in the room despite the absence of such conventional sources of air, light and sound.

P

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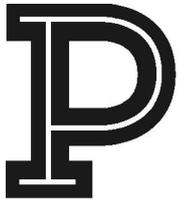
LANGUAGE SKILLS

4. "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair" *Charles Dickens, A Tale of Two Cities*

i) List the pairs of words in the paragraph above that are contrasted.

1	best	worst
2	wisdom	foolishness
3	belief	incredulity
4	light	darkness
5	spring of hope	winter of despair

ii) What is the effect of the contrasts in this opening paragraph of the novel?

It prepares the reader for the highs and lows paralleled in the story to come. It hooks the reader and entices them to continue reading. It builds suspense using these opposing ideas.

5.   "But soft, what <u>light</u> through yonder window breaks?
It is the <u>east</u>, and <u>Juliet</u> is the <u>sun</u>.
Arise, <u>fair sun</u>, and kill the envious (moon),
Who is already (sick) and (pale) with (grief)
That thou, her maid, art far more <u>fair</u> than she. . . .
The <u>brightness</u> of her <u>cheek</u> would (shame) those stars
As <u>daylight</u> doth a <u>lamp</u>; her <u>eye</u> in heaven
Would through the airy region stream so <u>bright</u>
That birds would sing and think it were not (night)."
William Shakespeare, Romeo and Juliet, (Romeo sees Juliet)

i)   Shakespeare contrasts light and dark in this speech by Romeo. <u>Underline</u> all the words that represent light and (circle) all the words that represent darkness.
<u>Answer: (as seen above)</u>

ii)   Explain the effect of Juliet symbolising the light against the darkness.

<u>Answer: It shows that Romeo is in love with Juliet and sees her as his hope and joy, someone who drives his sadness and loneliness away. She dispels all his sad feelings with her beauty (fairness) that surpasses the moon, stars and makes the birds sing.</u>

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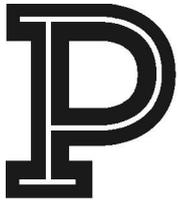
LANGUAGE SKILLS

Grammar Skills and Makeover

Answers to Grammar Skills and Makeover section:

With machines becoming increasingly powerful, it is hard to imagine jobs in which humans will remain better at than machines. This does not necessarily mean that our future will <u>been</u> bleak. Instead, with <u>machine</u> taking over our work, humans might be able to lead lives of leisure. Obviously, many of us will rather spend time on more important or valuable activities if we <u>has</u> more freedom and time. In addition, it is likely that there will always be work that humans <u>prefers</u> done by other humans. Even though machines might become amazing artists, it is likely that people will still prefer art produced by human artists <u>which</u> understand human experiences and emotions. In addition, mass-produced goods made by machines <u>would</u> become increasingly cheap. As a result, handmade items <u>make</u> with creativity and care will become rare and increasingly valuable and <u>appreciate.</u> Finally, humans will also increasingly appreciate and value social interactions with other people. No machine will truly express love like we do. The rise of intelligent machines will help us rediscover what qualities truly make us human.	1. be 2. machines 3. have 4. ✓ 5. prefer 6. who 7. will 8. made 9. appreciated 10. ✓

Adapted from:

'Will robots bring about the end of work?' Toby Walsh, *The Guardian*, 1 October 2017. Retrieved from: https://www.theguardian.com/science/political-science/2017/oct/01/will-robots-bring-about-the-end-of-work

Nature of errors:

1. be → modal verbs such as 'will' are always followed by root verb forms (without 'to)

2. machines → plural (refers to machines in general)

3. have → subject-verb agreement (with 'we')

4. ✓

5. prefer → subject-verb agreement (with 'humans')

6. who → pronouns

7. will → certainty

8. made → passive form

9. appreciated → word form

10. ✓

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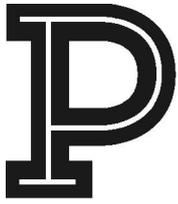
LANGUAGE SKILLS

Further learning resources:

- VIDEO: 'Modal verbs,' *Khan Academy.* Retrieved from: https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-verb/verb-aspect-and-modal-verbs/v/modal-verbs-the-parts-of-speech-grammar

- WEBSITE and WORKSHEETS: 'How to use "would".' *Perfect English Grammar.* Retrieved from: https://www.perfect-english-grammar.com/would.html

- WEBSITE and EXERCISES: 'Modal Verbs,' Dale Egan, *Bergen Community College*, New Jersey, U.S.A. Retrieved from: https://www.englishpage.com/modals/modalintro.html

- CHART: 'Overview of Modal Verbs in English,' Janet Lange and Ellen Lange, *Writing clearly: an editing guide* (1999) in Nancy Brenemann. Retrieved from: https://www.pinterest.de/pin/373235887846579013/?lp=true

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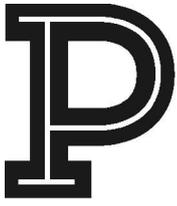
COMPREHENSION PRACTICE

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 SkillsFuture for Digital Workplace:

1.   The headline reads "SkillsFuture for Digital Workplace".

i) What is suggested by the term "digital workplace"?

It suggests that the modern workplace utilises/employs technology in an extensive/widespread manner/work has become highly mechanised. [1]

[vocab question]

ii)   Explain how the background graphic effectively illustrates the headline.

The background shows a modern cityscape with interconnected icons of digital devices/tech devices, illustrating a digital workplace. [1]

[inference]

2.   The workshop description states "step out of your comfort zone to try new technologies in a safe environment".

i)   What might the expression "comfort zone" refer to?

It refers to the place of security in the workplace that many people dare not venture out of/a place of security where technology does not frighten them. [1]

ii)   How might the word "safe" appeal to readers to attend the workshop?

It assures/comforts/promises people that learning new technology need not be a frightening or scary activity/is a comfortable activity. [1]

3.   Write down one sentence that states the message of the poster.

The sentence is "Prepare for digital transformation and be future-ready". [1]

[identify the one thing that the poster wants the reader to do]

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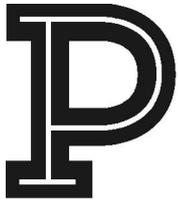
COMPREHENSION PRACTICE

Comprehension Practice (Non-Narrative Text)

Answers to comprehension exercise "The Machine Stops" by E. M. Forster:

1. Vashti gives two reasons for her son not to visit the earth's surface. Give **two** pieces of evidence to support these reasons in the table below. Answer **in your own words**.

Reason	Evidence from passage
not advantageous	Contains dirt; nothing exists there. *From passage: "dust and mud"* [1]
uninhabitable	Instant death for anyone who breathes there. (1) *From passage: "no life remains on it, and you would need a respirator, or the cold of the outer air would kill you. One dies immediately in the outer air"* [1]

[Clue: Look for words and phrases associated with disadvantages and uninhabitable conditions. How do they demonstrate drawbacks and threats to survival?]

2. i) "His image in the blue plate faded." (line 16) What did Kuno do to demonstrate his unhappiness? (1)

He cut off communication with his mother. (1)

[Clue: Look for words associated with Kuno's action. What do these words tell you about what he did?]
[Not accepted: "he faded"]

ii) What does his action reveal about his attitude towards the Machine? (1)

He did not approve of the Machine/disapproving/distrustful/defiant. (1)

[Clue: What does Kuno's action tell you about his feelings and perceptions?]

3. "For a moment Vashti felt lonely. Then she generated light, and the sight of her room, flooded with radiance and studded with electric buttons, revived her." (lines 19-20) (1)
i) How does the writer create contrast in these two sentences?   (1)

The writer begins with a short sentence, followed by a long and descriptive sentence. OR by word choice: "lonely" in the first sentence, and "revived" in the second. (1)

[Clue: What is different about the two sentences? Pay attention to word choice and meanings, as well as sentence length or type. Go to page 35 to learn more about contrast.]

TEACHING RESOURCES AND ANSWER KEY
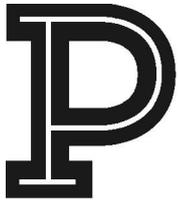
COMPREHENSION PRACTICE

ii) Explain the effect of this contrast. (2)

> It emphasises Vashti's dramatic change in mood due to the lights and technology: from feeling isolated, (1) to feeling refreshed/rejuvenated. (1)

[Clue: What effect does this contrast have on the reader's understanding of Vashti's experiences?]

4. "The room, though it contained nothing, was in touch with all that she cared for in the world." (lines 25-26) Explain what the writer implies in this sentence about physical possessions in the age of technology. (2)

> The writer implies that physical possessions do not have much significance/value (1) because Vashti did not need any in her room to be happy/content. (1)

[Clue: What are physical possessions, and what are some non-physical ones? When all that Vashti cares about can be found in an empty room, what does this tell you about the value of physical possessions?]

5. In Paragraph 3, the writer describes the intrusive nature of technology in Vashti's life. Explain how the language used emphasises this. Support your ideas with **two** details from the paragraph. (2)

> The first is the phrase, "all the accumulated notifications of the last three minutes burst upon her", that suggests that a large amount of technology suddenly bombarded/interrupted her. (1) The second is the repeated use of questions, which suggests how the Machine was relentless/persistent in questioning/demanding answers from her. (1)

[Clue: What does 'intrusive' mean? Which words or phrases in the paragraph relate to this?]

6. Write down **two** consecutive words in Paragraph 4 that reflect the rapid pace of life due to technology. (1)

> The words are "accelerated age". (1)

[Clue: What does a 'rapid pace of life' look like? Identify two relevant successive words, no more and no less!]

7. In Paragraph 6, the writer describes Vashti's actions that express her devotion towards the Book of the Machine. Write down **three** words or phrases (of not more than four words each) in the box below that describe this attitude. (3)

Attitude	Word or phrase
devoted	"reverently" or "took it reverently" [1]
	"Thrice she kissed it" [1]
	"ritual performed" or "ritual" [1]

[Clue: What does 'devotion' mean? Which of Vashti's actions show this attitude?]
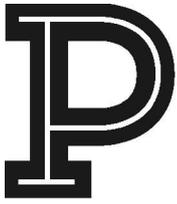
TEACHING RESOURCES AND ANSWER KEY

COMPREHENSION PRACTICE

8. Vashti says "I have not the time." (line 50) What is the impression of Vashti as a mother that the writer is trying to create? (1)

> The impression is that Vashti is an uncaring or cold/distant mother. (1)

[Clue: What are some expectations people might have of mothers? How does this line support or contradict these expectations?]

[Not accepted: "busy"/"mean"/"rude".]

9. The structure of the text reflects the stages of Vashti's state of mind. Complete the flow chart by choosing the most suitable expression from the box that summarises the main focus in each part of the text. There are some extra expressions in the box that you do not need to use.   [4]

> i) caution (1); ii) busyness (1); iii) obsession (1); iv) indifference (1)

TEACHING RESOURCES AND ANSWER KEY
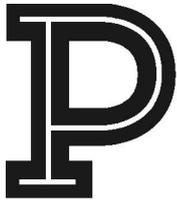
TALK (ORAL COMMUNICATION)

Talk (Oral Communication)

Sample response to Q1: Are smartphones useful for work, or are they a distraction?

Introduction	Smartphones are increasingly used in daily life in many societies. Smartphones are powerful because a single device allows for a wide range of operations, such as (list some functions that are available on your smartphones), and the system is constantly upgraded with new functions.
Body	Smartphones are useful because certain functions will be helpful for individual work. (Elaborate on usefulness in what ways exactly). They are also useful for group work because (elaborate on usefulness in what ways exactly). However, Smartphone are sometimes distracting because (elaborate on distractibility in what ways exactly). >> Here is just one way to structure this section. Can you think of other ways to do so?
Conclusion	On overall, I think that smartphones are more (useful/distracting) because (weigh the factors and make an overall assessment) for work because (justify your answer). >> Bonus: Add in your own insights! An example: Smartphones are becoming more and more commonplace nowadays. While it may be distracting at times, it will be good if we can realise the potential of smartphones to help us with our work. [You can mention (1) how distractions from your smartphone can be reduced (e.g. by turning off notifications alert), or (2) suggest how smartphones can be better used to help with our productivity (e.g. downloading specific applications).]

>> Note: Remember to furnish your arguments with personal examples!

Sample response to Q2: Which scientific and technological changes in society are significant to you?

(1)	Recently, the government has been pushing for a cashless society, and developing and encouraging the use of applications such as PayLah and PayNow.
(2)	In the past, cash and debit/credit cards are the dominant mode of payment, and personally, I pay for food and things mostly in cash. Now I have both PayLah and PayNow installed on my phone, and they are linked to my DBS bank account.
(3)	The availability of such payment modes has brought greater convenience to me. I can simply pay with the click of a button and transfer money to my friends using only our mobile numbers. (Provide a concrete example of your experience with the change.) However, I do admit that online transactions do make it harder to for me to watch my spending, unlike when I am handling out my cash physically – I feel more of the pain!
(4)	In general, I find the change to be quite helpful. This is especially so because I do forget about my wallet sometimes, but I will always have my phone with me.

TEACHING RESOURCES AND ANSWER KEY
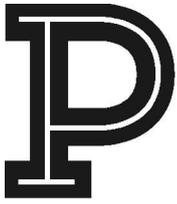
TALK (ORAL COMMUNICATION)

(5)	Lastly, it will be good if online payment applications such as PayLah and PayNow can be synchronised and used across different banks in Singapore. Otherwise, it is really confusing for us with all the many applications having different functions, and it will be hard to keep track of our transactions.

Sample response to Q3. How can science and technology support people who may be disadvantaged?

Disadvantaged communities may include those with **economic disadvantages** and **disabilities**.

We can utilise assistive technologies to enable people to work around their impairments and help them reach their personal and professional goals. The following might give you some ideas.

Visual impairments	Devices such as screen readers can help blind people to interact with a website or application. Information displayed visually can be identified and read out loud electronically.
Speech impairments	Communicative applications such as communication boards, communication enhancement software and voiced word processing can be used to help with unintelligible pronunciation and for people incapable of speech. As in the case of Stephen Hawking, computer-machines helping with speech can be operated with our cheeks.
Physical impairments	For people with physical disabilities, wheelchairs and self-propelled walkers are different types of technology that can help them move around. It is however, also important to have wheelchair-friendly infrastructure for technology to serve its purpose effectively. We can also make use of special capability switches or buttons to operate a computer and activate devices. Voice-activated devices for instance, can also installed to help people with difficulties moving around operate devices at home, so that they can turn on and off the lights, the television, or to work on a computer by simply using their voice.