







# REPRESENT


## TEACHING RESOURCES AND ANSWER KEY

### NEVER WORK A DAY: THE MEDIA ISSUE

ACTIVITIES			LEARNING NOTES		
 <p><b>ACTIVITY 1:</b> Classroom Debate: Never Work A Day?</p>	<p><b>DO:</b> As a class, split into two for a debate about the magazine's central issue.</p>	p. 2	 <p><b>LEARNING NOTES</b> Thinking Skills</p>	<ul style="list-style-type: none"> <li>'Search For Learning Tips' Answers</li> </ul>	p. 5
 <p><b>ACTIVITY 2:</b> Self-Concept Close-Up (Thinking Skills &amp; Games)</p>	<p><b>SPEAK/SHARE:</b> Split into groups and prepare a lesson plan for each learning type!</p>	p. 3	 <p><b>LEARNING NOTES</b> Grammar Skills and Makeover</p>	<ul style="list-style-type: none"> <li>'Edgy Adjectives' Answers</li> <li>Grammar Exercise Answers</li> </ul>	p. 6  p. 6
 <p><b>ACTIVITY 3:</b> Real-World Connections (Situational Writing)</p>	<p><b>WRITE:</b> Learn how to send a good email!</p>	p. 4	 <p><b>LEARNING NOTES</b> Narrative Comprehension</p>	<ul style="list-style-type: none"> <li>Narrative Comprehension Answers</li> </ul>	p. 7

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

<b>ACTIVITY 1:</b>	
 <b>Classroom Debate:</b> Never Work A Day?	<b>DO:</b> Split into two groups for a debate whether the magazine's central issue is true or false.

Split your classmates into two groups, one group representing the affirmative viewpoint and the other, the negative. Allow yourselves 30 minutes for research in one lesson and 30 minutes for the debate during the next lesson. Use *Around the World*, *Cover Story and Essay* in the magazine to support your research.

<b>Debate Planning Sheet</b>	
<p><b>Affirmative:</b> Pursuing your passions means that 'work' will never feel like actual work.</p> <p><b>Negative:</b> <u>Hard work</u> is still required even if you pursue what you really love.</p> <p>Each side should prepare <b>three</b> clear points with <b>evidence and examples</b> (3 minutes max) and <b>three</b> potential rebuttals in response to the other side (2 minutes max). You should also be prepared to come up with rebuttals on the spot, in case the other team makes a point your team didn't anticipate. Make sure that everyone in the group has a chance to speak in your discussions. At the end of your research and preparations, nominate 3 speakers to share your one point and one rebuttal each on behalf of your team!</p>	<p><b>Guiding Questions:</b></p> <p>What makes 'work' and 'play' different from one another?</p> <p>What if what you are passionate about doesn't necessarily help you to make money?</p> <p>Does enjoying the work you do automatically make you work better/harder?</p>
Point #1: Example/Evidence: <span style="float: right;">(3 minutes)</span>	What are the drawbacks of making your passion/play your occupation?
Point #2: Example/Evidence: <span style="float: right;">(3 minutes)</span>	Do you always have to sacrifice passion for financial security?
Point #3: Example/Evidence: <span style="float: right;">(3 minutes)</span>	<p><b>Relevant Sections of the Magazine:</b></p> <p><i>Around the World</i> (pp. 6-11)</p> <p><i>Cover Story: Never Work A Day</i> (pp. 17-21)</p> <p><i>Essay</i> (pp. 24-26)</p>
Rebuttal #1: <span style="float: right;">(2 minutes)</span>	
Rebuttal #2: <span style="float: right;">(2 minutes)</span>	
Rebuttal #3: <span style="float: right;">(2 minutes)</span>	

**Objectives:** Planning a debate is similar to an expository essay. Having a debate will allow you to think about how to build an argument, incorporating rebuttals or counterpoints.

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

### ACTIVITY 2:



**Self-Concept Close-Up:**  
V.A.R.K. Learning Types

**SPEAK/SHARE:** Split into groups and prepare a lesson plan tailored to each learning type.

Split your classmates into four groups equally, and choose one of the four V.A.R.K. learning types (Visual, Auditory, Reading/Writing, Kinaesthetic) for your group. Using *Thinking Skills and Games* (pp. 12-16) of the magazine as a guide, design a lesson plan for your assigned learning type and present it to the class. Use the table below as a guide to help you!

<b>Lesson Planning Guide</b>	Time Frame: 30 minutes
<p><b>Lesson Content:</b> <i>Choose 1 out of the 3 language skills and plan a 30-minute lesson based on it</i></p>	<p><u>Edgy Adjectives (pp. 33-37):</u></p> <ul style="list-style-type: none"> <li>Understand the different kinds of adjectives (quantity, number, quality, demonstrative, gradable, non-gradable)</li> </ul> <p><u>10 Ways to Express Anticipation (pp. 38-41):</u></p> <ul style="list-style-type: none"> <li>Use vocabulary to build anticipation in different ways in a piece of writing.</li> </ul> <p><u>Pro-Nouncing Long Words (pp. 42-35):</u></p> <ul style="list-style-type: none"> <li>Practise pronouncing long words for Oral Communication.</li> </ul>
<p><b>Activity:</b> <i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>Design a mind map or make a YouTube video <b>(visual)</b></li> <li>Write a song or a poem to help you remember the grammar rules <b>(auditory)</b></li> <li>Annotate a narrative piece of your choosing <b>(reading/writing)</b></li> <li>Charades <b>(kinaesthetic)</b></li> </ul>	<p>Describe the activities you have come up with for the class in a few sentences here. Make sure each activity is clearly understood by your fellow classmates.</p> <p>List down props and resources you need for each activity:</p>
<p><b>Learning Objectives/Assessment:</b> Outline the assessment for the activity here.</p>	<p>Discuss with members of your group what the key learning points would be for this activity, and outline <b>three</b> objectives here:</p> <p>How will you decide whether or not the activity has been successful? (Pop quiz? Presentation? Interactive activity?)</p>

**Objectives:** Take ownership over your own learning! Using the quiz in the magazine, find out your own learning style and how to use your strengths to help you learn better.

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

### ACTIVITY 3:



**Real-World Connections:**  
*Situational Writing*

**WRITE:** Learn how to send a good email!

The older you grow, the more important it is to be able to write a good email. However, it can be intimidating! Whether it is to contact your teachers, enquire about jobs or internships, follow up on online purchases with e-commerce companies, proper email etiquette can feel a lot more complicated than it seems. Compare and contrast the two emails below to get a sense of the do's and don'ts!

#### 'Making It Count': Email Etiquette

Discuss!

1. What is the writer's purpose in each email?
2. Can you spot the similarities and differences in the two emails?
3. Which email do you think is more effective, and why?

Using these examples, list the elements of a well-written formal email.

From: ashthepokemonmaster20@gmail.com

To: thesupremeteam@supreme.com

Subject: WHERE IS MY ORDER

Dear Sir/Madam,

I purchased from your store almost two weeks ago and my bag and phone case still hasn't arrived!

Asher

Sent from my iPhone.

From: ashtay.kl@gmail.com

To: thesupremeteam@supreme.com

Subject: Order Enquiry (3732)

Hi!

I hope this email finds you well.

I'm writing to enquire as to the location of my order (3732). I have not received any tracking information or shipping updates and it has been over 10 days since I made the purchase.

Sincerely,  
Asher Tay

**Objectives:** How can the skills learnt in school be applied to your daily life? Start thinking about how to develop skills for a range of different kinds of communication over email. Consider important conventions of formal writing (tone, grammar, conveying important details, etc).

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

### LEARNING NOTES




Thinking Skills

'Search for Learning Tips' (p. 16) Answers

E	O	U	I	Z	Z	E	S	A	N	N	N
X	A	A	N	N	O	T	A	T	I	O	N
P	A	A	N	N	E	T	I	T	I	N	N
E	O	U	U	O	N	S	O	T	I	N	R
R	N	D	N	D	D	E	A	T	S	O	O
I	O	L	C	I	I	R	A	T	E	O	L
M	A	I	O	A	T	O	R	A	N	E	E
E	L	R	A	S	S	A	B	I	P	E	P
N	O	H	U	S	H	T	O	O	E	Y	L
T	A	L	U	C	O	E	S	O	O	L	A
S	L	L	M	A	N	T	A	A	N	K	Y
I	L	O	H	A	N	C	L	O	N	N	S

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

LEARNING NOTES	
 <b>Grammar Skills &amp; Makeover</b>	Edgy Adjectives Answers Grammar Exercise Answers

### Edgy Adjectives

Some adjectives have irregular comparative and superlative forms. Do you know the following irregular adjective forms?

Adjective	Comparative	Superlative
<b>bad</b>	worse	worst
<b>far</b>	further	furthest
<b>good</b>	better	best
<b>little</b>	less	least
<b>much</b>	more	most

### Try This!

<p>In Singapore, there <b>is</b> a growing number of "student influencers". These teens, some as young as 14, take <b>in</b> marketing gigs for sponsors such as fashion brands, in <b>exchanged</b> for free products, discounts and even advertorial fees.</p> <p>These "influencers" often post photos of <b>herself</b> in trendy clothes. Among them is Secondary Four student Joey Heng, who <b>had</b> amassed a fan base of more than 20,000 followers. With each post receiving <b>a</b> average of 1,000 likes, it is clear why blogshops and <b>brand</b> are eager to collaborate with her. She has worked with over a hundred brands, including the <b>like</b> of luxury watch brand Daniel Wellington. <b>Lucky</b>, her parents seem to be quite <b>support</b> of this endeavour, with her mother being roped in to act as her photographer at times.</p>	<ol style="list-style-type: none"> <li>1. are</li> <li>2. on</li> <li>3. exchange</li> <li>4. themselves</li> <li>5. has</li> <li>6. an</li> <li>7. brands</li> <li>8. likes</li> <li>9. Luckily</li> <li>10. supportive</li> </ol>
--	---

### Nature of corrections:

1. are → SVA
2. on → preposition use
3. exchange → tenses
4. themselves → pronoun use
5. has → tenses
6. an → preposition use
7. brands → SVA
8. likes → SVA
9. Luckily → adverb use
10. supportive → adjective use

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

### LEARNING NOTES



#### Narrative Comprehension

#### Comprehension Answers

- Write down **two** consecutive words in Paragraph 1 that show that people in District 12 are poor. [1]

The words are **"scraping by"**. (1)

- In Paragraph 1, the writer describes Caesar Flickerman as an artificial-looking person. Explain how the language used in the paragraph highlights this artificiality. Support your answer with **three** details from the paragraph. [3]

Firstly, his "appearance has been virtually unchanged" for many/more than 40 years. This suggests that Caesar has **undergone surgery/physically altered** his face to look young. (1)

Secondly, he has the "same face under a coating of pure white makeup". This suggests that he wears a **thick layer/a lot of make-up** to cover his real face. (1)

Lastly, he has hair that **"he dyes a different color** for each Hunger Games", suggesting that he changes his hair colour at every Hunger Games. (1)

*(Quote and explain the phrase that emphasises the word "artificiality")  
Do not accept "ceremonial suit" – does not highlight artificial nature*

- What does the word "freakish" (line 12) imply about Caesar's aim as a host? [2]

Caesar's **outlandish/extreme/frightening appearance** as a host (1) aims to **frighten/shock the audience/capture the audience's attention**. (1).

- "With that flowing blonde hair, emerald green eyes, her body tall and lush... she is sexy all the way." (lines 16-17) What is the effect of using an ellipsis in the sentence? [1]

It **highlights the girl's sexy appearance** by creating a **continuous/never-ending description** of it (1).

- What is **one** redeeming quality that Caesar has in Paragraph 3? **Answer in your own words**. [2]

He **goes all out** (1) to enable the tributes to **stand out/excel**. (1)

*From passage: "he does his best to make the tributes shine".*

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

5. i) In the boxes below, write down phrases from Paragraph 4 of **no more than three words** each to match the description of the tributes in the left column. [2]

Description of tribute	Phrase from passage (of no more than three words each)
Murderous and mechanical	Ruthless killing machine (1)
Enchanting and delicate	Magical wisp (1)

- ii) In the boxes below, state how Katniss and Rue are feeling based on the descriptions from Paragraph 4 in the left column. State **one** emotion per box. [2]

Description of tribute	Emotion
"palms are sweating like crazy"	Anxious/anxiety/extremely nervous (1)
"tremulous voice"	Timid/frightened (1)

6. In Paragraph 5, Caesar states, "I wouldn't in a million years". Explain, **using your own words**, what he means by this statement. [2]

He means that **he would never doubt** (1) that Rue is a **strong competitor/tough participant/not easily defeated** (1) in the arena.

*From passage: "million years", "And if they can't catch me, they can't kill me. So don't count me out."*

*Students must explain "million years" to mean never or a very long time.*

7. "He's one of the giants, probably six and a half feet tall and built like an ox". (line 35) Give **two** physical characteristics of Thresh based on this sentence. [1]

**He is extremely tall and strong. (1)** (Both answers for 1 mark)



# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY

8. The structure of the text reflects Katniss Everdeen's observations. 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]

Answers:

- |  |
|--|
| <ol style="list-style-type: none"><li>I. Unsettling appearances</li><li>II. Experience, polish and pretense</li><li>III. Against the grain</li><li>IV. Green with envy</li></ol> |
|--|

# REPRESENT

## TEACHING RESOURCES AND ANSWER KEY



### ABOUT US

## OUR REPRESENT STORY

**REPRESENT** has grown from being a character and citizenship education magazine to the current affairs magazine you know and love today. Today, *REPRESENT* continues our journey to help readers find the vocabulary to best represent themselves and their values in a complex world. By equipping our readers with relevant skills and knowledge, we work to empower them to find relevance and joy in learning about the English Language. In addition, we aspire to inspire our readers to find their personal voice and better represent themselves and their values in their communities.

In the grand scheme of things, the measurable impact of a magazine is small. However, with our sister magazines, *Present Perfect* and *Broader Perspectives*, we believe that the possibilities we can create will be greater than the sum of our parts. Thank you for coming along with us on this change-making journey as an educator, a student and a reader.

"The aim of art is to represent not the outward appearance of things, but their inward significance."

– Aristotle, Greek philosopher, 384BC-322BC

## We want to hear from you!

Have a suggestion on how we can improve our magazines? Share your thoughts on *REPRESENT* with us!



Visit [bit.ly/talktoREP2020](https://bit.ly/talktoREP2020) or scan the QR code above.