

REPRESENT

TEACHING RESOURCES AND ANSWER KEY

BORN THIS WAY: THE IDENTITY ISSUE

ACTIVITIES			ANSWER KEY		
 <p>ACTIVITY 1: Making the Invisible Visible <i>(Around the World)</i></p>	<p>WRITE: Pen a letter to someone who inspires you!</p>	p. 2	 <p>LANGUAGE SKILLS</p>	Grammar Skills and Makeover Answers	p. 8
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 <p>ACTIVITY 2: Design for Good <i>(Thinking Skills & Games)</i></p>	<p>DO: Design an app for your family or friends!</p>	p. 3	 <p>NARRATIVE COMPREHENSION</p>	Narrative Comprehension Answers	p. 11

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ACTIVITY 1:



Making the invisible visible:
Show your admiration

WRITE: Pen a letter to someone inspires you!

In *Around the World*, we learnt about six people whose identities are much more complex than meets the eye. Think about someone you know and admire. What invisible characteristics do they have and why do you admire them?

Write a letter to the person about how their invisible characteristics have inspired you or touched you in some way. You can use the **template** below to help plan your letter!

<ol style="list-style-type: none"> 1. <div style="border: 1px dashed gray; height: 30px; width: 100%;"></div> 2. <div style="border: 1px dashed gray; height: 30px; width: 100%;"></div> 3. <div style="border: 1px dashed gray; height: 30px; width: 100%;"></div> 4. <div style="border: 1px dashed gray; height: 60px; width: 100%;"></div> 5. <div style="border: 1px dashed gray; height: 120px; width: 100%;"></div> 6. <div style="border: 1px dashed gray; height: 30px; width: 100%;"></div> 7. <div style="border: 1px dashed gray; height: 30px; width: 100%;"></div> 	<p>Seven steps to your informal letter!</p> <ol style="list-style-type: none"> 1. Write your address. 2. Write the date in full (date, month, year). 3. <u>Salutation:</u> Dear [Name]. 4. <u>Introduction:</u> Greet your reader and explain the purpose and context behind your letter. 5. <u>Body paragraphs:</u> In one to two paragraphs, 1) let your reader know about the invisible characteristics you've noticed about them and 2) how these characteristics have impacted and inspired you. You can use some phrases from the magazine's <i>10 Ways to Express Amazement</i> section! 6. <u>Conclusion</u> Thank your reader and end with some well wishes for them. 7. Sign off sincerely – since this is an informal letter, you can use any salutation! Use a quirky sign off to bring an extra smile to your reader. <p>Send it off! You can mail your letter to your reader, or simply take a picture of your letter and share it with them! If they respond, you can engage them in a dialogue on what you've learnt about visible and invisible identity traits!</p>
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Objectives: Sometimes, what we value most about someone's identity cannot be seen by others. Reflecting on and appreciating the invisible characteristics of the people around us can not only allow us to understand them better, but can provide an opportunity for us to affirm and encourage them!

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ACTIVITY 2:

 <p>DESIGN FOR GOOD: Persona Empathy Mapping</p>	<p>DO: Design an app for your family or friends!</p>
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In *Thinking Skills*, you gave some thought to the masks and monsters we have, and how it is helpful to be aware of them and find ways to express ourselves.

In this activity, you will design a phone app to help others express and record their thoughts and feelings. This activity can be done in groups or individually, in class or online/via home-based learning.

Step 1: Research and Experience

Look up available phone apps that help people express and record their thoughts and feelings. You may download them on your phone to try them out.

Here are some guiding questions to think about:

- What do the apps' features allow you to do?
- In what situations will each app be most useful?
- How does the design of each app make you feel?
- Is each app easy to use? Why or why not?

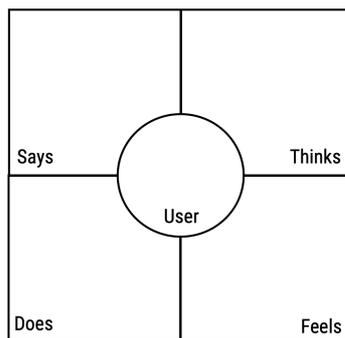
TIP! Check out some of these apps:

- [Sanvello](#)
- [Stop, Breathe & Think](#)
- [Daylio](#)
- [Journey](#)

Step 2: Persona Empathy Mapping

App designers need to ensure that their apps will best meet the needs of actual people. **Persona Empathy Mapping** is one of the tools they use to help them better understand who they are designing for and how to best meet their needs. Follow the steps to use this tool to guide you:

Step 2.1: Copy out the empathy map shown below.



TIP! If possible, you may also try asking the user you have in mind directly for information.

Step 2.2: Think about who you would like to design the app for (a group of people or a particular friend/family member) who will be your user.

Step 2.3: Brainstorm and fill in each box with what the user might say, think, do and feel as they use such an app.

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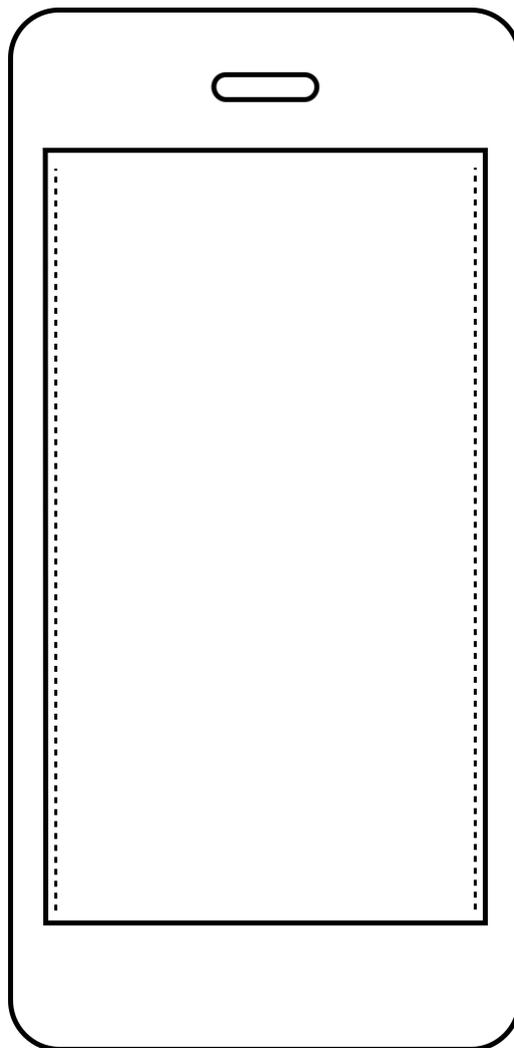
Step 3: Get Creative!

Design your app using a pen and paper, or through different digital media (Powerpoint, Keynote, Canva etc.). **How** your app will look like? **What** it would be able to do? **Who** it is designed to help? Refer to the empathy map you have worked out in Step 2 to help you with this.

For example, if your user is someone who is more private and while using the app might think, "What if someone sees this?" and feels unsafe to put down their true thoughts and feelings, perhaps you might design the app to have a password function on the welcome page.

If you would like to use pen and paper, we have prepared the following cut-out to aid your design process. You will need blank paper, scissors and writing materials.

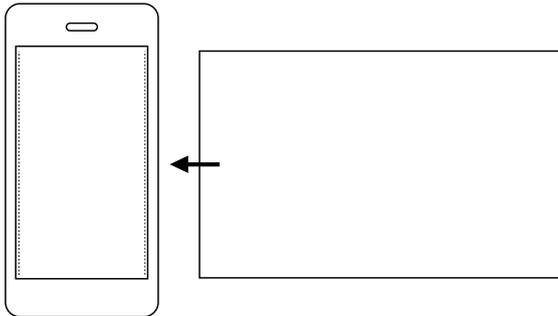
Step 3.1: Cut the following phone template out and cut along the two inner dotted lines to form two open slits.



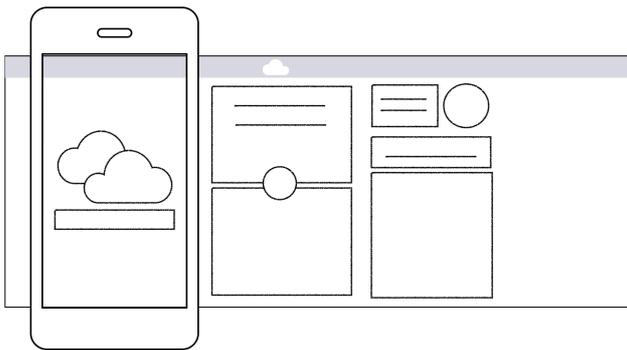
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Step 3.2: Measure and cut out a blank strip of paper that can be fit into the open slits. This strip of paper should be at least four times wider than the width of your phone cut-out.



Step 3.3: You can design your app on the blank strip of paper and slip it through the phone cut-out to test the flow of your design!



Step 4: Share and Review your Design

Share your design with the user you have in mind or your classmates, and listen to what they have to say.

Use their feedback to add to the information in the empathy map Step 2. Based on this new information, how would you tweak your design in Step 3?

Personal Reflections: Did you find the empathy map easy or difficult? How did it contribute to your final design? How does empathy play a part in our everyday life?

Psst! We would love to see what you have created! Upload your design on Instagram and tag us @presentperfectmag.

Objectives: Practicing persona empathy mapping helps us to understand the feelings and needs of people around us. The same thinking framework can also be applied in everyday situations such as planning a class outing – thinking of the needs of your friends will ensure that everyone can have fun and enjoy themselves!

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ACTIVITY 3:



Classroom discussion: Some say that our experiences are what shapes us the most. What are your views?

SPEAK/ SHARE: Split into small groups to share your unique take on the factors that shape our identity.

Split into small groups of four to five people. Take 20 minutes to think through the discussion question, research and plan your response. After that, share your responses with the class in a group discussion (20 min). Do make sure all your group members have a chance to share their thoughts! You can refer to the *Cover Story*, *Hybrid Essay* and *Around the World* sections to support your brainstorming.

Discussion Question: Some say that our experiences are what shapes us the most. What are your views?

Oral Response Planning Sheet

Your oral response should include two to three clear points with examples to support them. You can use the PEEL structure to guide your thinking too!	
Your view: <i>I agree/disagree that our experiences are what shapes us most because...</i>	
Point #1: <i>One reason why I agree/disagree is... (thoughts, memories, feelings, relationships)</i>	<p>TIP! This questions presents one factor that shapes our identities: <u>our experiences</u>. Are there other factors that shape our identities even more, such as the people around</p>
Explanation: <i>This shapes us the most because...</i>	
Example: <i>An example of this is...</i>	
Link: <i>This is why I think...</i>	<p>TIP! When brainstorming for examples, you can draw on your own experiences to support your point!</p>
Point #2: <i>In addition, ...</i>	
Explanation: <i>The impact of this on us is...</i>	
Example: <i>To illustrate, ...</i>	
Link: <i>This goes to show that...</i>	
Point #3: <i>Lastly, ...</i>	
Explanation: <i>Our identities are shaped by this because...</i>	
Example: <i>For instance, ...</i>	
Link: <i>Therefore...</i>	

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Challenge yourself! Here are some vocabulary words taught in this issue. Try using as many of these words as you can in your response, and see who in your group uses them the most effectively!

Perception	Compels	Persona	Symbolises
Indispensable	Manifested	Monumental	
Emulate	Delight	Awe	Articulate Fruition

TIP! Look through the Vocabulary sections in the magazine to find out what these words

Objectives: Learn key skills to help you think critically, plan and present your thoughts in a clear and substantiated manner. This framework can be applied in both Oral Communication and Essay examinations.

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ANSWER KEY	
 Language Skills	Grammar Exercise Answers

Suggested answers to the personal pronouns exercise:

Adam is hungry. **He** makes a sandwich.

I am tired. Can you help **me** to pick up that box?

Ying and Ama are friends. **They** like to sit together in class.

Suggested answers to Stretch Task:

Jessica is looking for **her** mask. "Has anyone taken **it**?"

"**What** are **you** looking for?" Ben asks.

"The reusable mask that **I** stitched by **myself** on Friday."

"Do you mean **this** mask? I used **it** during **my** walk this morning."

Suggested answers to the Grammar exercise:

<p>Mrs Twit was no better than her husband. She did not, of course, have a hairy face. It was a pity he did not because that would have hidden some of her fearful ugliness. Take a look at her. Have you ever seen a woman which has an uglier face than hers? The funny thing is that Mrs Twit is not born ugly. She had quite a nice face when she was young. The ugliness had growing upon her year by year as she got older. Why would that happen to she? Let me tell you why. If people has ugly thoughts, these thoughts begin to show on their faces. If this person has ugly thought every day, every week, every year, this person's face gets uglier and uglier until we gets so ugly you can hardly bear to look at it. If you have good thoughts, they will never be ugly. You can have a bent nose, a crooked mouth or stick-out teeth, but if you have good thoughts, it will shine out of your face like sunbeams and you will always look lovely.</p>	<ol style="list-style-type: none"> 1. she 2. who 3. was 4. grown 5. her 6. have 7. thoughts 8. it 9. you 10. they
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Nature of corrections:

1. she → personal pronouns (third person), ref. "Mrs Twit"
2. who → relative pronouns, ref. "a woman"
3. was → verb tenses
4. grown → verb tenses
5. her → possessive pronouns, ref. "Mrs Twit"
6. have → verb tense
7. thoughts → subject-verb agreement
8. it → personal pronouns (third person), ref. "this person's face"
9. you → personal pronouns (second person), ref. "you"
10. they → personal pronouns (third person), ref. "good thoughts"

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ANSWER KEY	
 Language Skills	Three Levels of Stress Exercise Answers

Suggested answers to the word stress exercise:

characteristics	<p> ka-rək-tə-rIS-tiks (International Phonetic Alphabet)</p> <p>ə ə</p> <p>cha-rac-te-ris-tics</p> <p>ka-rak-te-RIS-tiks (phonetic respelling)</p>
idiosyncratic	<p> Id-ɪə-(u)-sɪŋ-krat-ɪk (International Phonetic Alphabet)</p> <p>ə ə ə ə</p> <p>id-i-o-syn-cra-tic</p> <p>id-i-oo-sin-KRA-tik (phonetic respelling)</p>
possibility	<p> pɒ-sɪ-bɪ-lɪ-ti (International Phonetic Alphabet)</p> <p>ə ə ə</p> <p>pos-si-bi-li-ty</p> <p>pos-si-BI-li-ti (phonetic respelling)</p>

Suggested answers to the word stress challenge exercise:

heterogeneity	<p> hɛt(ə)rə(u)dʒɪni:ɪti (International Phonetic Alphabet)</p> <p>ə ə ə ə ə</p> <p>het-e-ro-ge-ne-i-ty</p> <p>het-uh-roh-juh-NEE-i-tee (phonetic respelling)</p>
autobiographical	<p> ɔ tə baɪ ə græf ɪ kəl (International Phonetic Alphabet)</p> <p>ə ə ə ə</p> <p>au-to-bi-o-graph-i-cal</p> <p>aw-tuh-bai-uh-GRAF-i-kuh (phonetic respelling)</p>

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ANSWER KEY	
	Narrative Comprehension
Comprehension Answers	

Suggested answers:

1. Write down **one** word in Paragraph 1 that shows that the talent show resulted in failure. [1]

The word is **"fiasco"**. (1)

2. "I wedged myself more tightly in front of the TV." (lines 4-5) What can you infer about the attitude of the daughter based on this sentence? [1]

She was **reluctant/unwilling** to obey her mother. (1)

3. In Paragraph 3, the daughter mentions that her "true self had finally emerged". Explain **in your own words** what she means. [2]

She means that her **independent/wilful spirit** came through in her reply to her mother. (1)
She was no longer just an obedient/passive daughter but someone with **an opinion/a mind of her own**. (1)

From passage: "No!"/"stronger"/"inside me all along"

4. State what the mother did when her daughter refused to play the piano in Paragraph 4. [2]

She **pulled and lifted her** (1) to the **piano bench** and placed her there to **force her to play the piano**. (1)

Excess denied for answers that are too long or unnecessary (-1)

5. Which phrase in each of the paragraphs shows that one character seemed to be enjoying the other one's misery? Write down **one** phrase per box. [2]

Paragraph 4	"smiling crazily as if she were pleased I was crying" (1)
Paragraph 9	"I wanted to see it spill over" (1)

6. i) In Paragraph 7, the daughter felt her words were "like worms and toads and slimy things crawling out of my chest". Explain fully how this phrase is both unusual and effective. [2]

Unusual: It is unusual because **worms and toads do not come out of a human body**. (1)
Effective: It is effective because it **emphasises the harsh and mean words** the daughter spoke, which **felt like disgusting/hateful/ugly creatures**. (1)

Answer must explain the association that "worms and toads and slimy things" bring.

- ii) Explain the contrast created in the following phrase, "but it also felt good, as if this awful side of me had surfaced, at last"? [2]

The contrast is between the good and awful feelings: the **powerful feeling of revenge/satisfaction** (1) and the **mean/ugly/cruel part of her** when she used such **harsh words on her mother**. (1)

Key words "good" and "awful" must be explained

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7. What were the “magic words” the daughter refers to in Paragraph 9? [1]

They were the **reference to/mention of the dead babies** that her mother had left behind in **China**. (1)

8. In Paragraph 9, the writer describes the mother’s intense reaction to her daughter’s words. Explain how the language used in the paragraph highlights this intensity. Support your answer with **three** details from the paragraph. [3]

Firstly, her “anger rising to its breaking point”, shows the mother’s fury **increasing rapidly and about to burst/overflow**. (1)
Secondly, “her face went blank, her mouth closed, her arms went slack, and she backed out of the room”. This suggests that she was so **offended/dumbstruck by the daughter’s words that no words came to her and she decided to leave the room**. (1)
Lastly, she was “stunned, as if she were blowing away like a small brown leaf, thin, brittle, lifeless”, suggesting that she was so **shocked by the words that she became fragile and weak, just like a dead leaf**. (1)

*Language for impact (quote and explain the phrase that emphasises the word “intensity”).
The meaning of quoted words are explained in the bolded parts of the response above.*

9. The structure of the text reflects the daughter’s behaviour. 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. cold and indifferent (1)
II. resentful and upset (1)
III. brazen and insolent (1)
IV. self-aware and assured (1)

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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

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