



**St Andrew's Secondary School
English Department
Revision Booklet
Sec 4E/5N**

Formal Letter (Proposal)

Structure	Formal Letter	Language
Name of Sender Rank, Organisation Sender's Address Date Recipient's Name Recipient's position Recipient's Address	Kenny Tan President, The Eco-friendly Society 10 Amber Road Singapore 123678 16 April 2022 Mr Lee Han Hwa Principal St Andrew's Secondary School 15 Francis Thomas Drive Singapore 359342	
Greeting (Audience) Subject (Purpose & Context)	Dear Mr Lee <u>Proposed activities for Earth Day</u>	
Paragraph 1 Introduction – states purpose and context of the email	As the President of the Eco-friendly Society, I would like to thank you on behalf of the society's members for giving us the opportunity to share our <u>ideas and suggestions</u> on <u>how to support a cause</u> which is important to saving our Earth.	Use of modal verbs eg would to express a polite tone.
Paragraph 2- BODY – Reasons and objectives and: This paragraph states reason why the writer wants to organise this campaign and states the objectives of the Earth Day campaign	<u>In support of Earth Day</u> , the Eco-friendly Society is keen to start an Earth Day campaign on our very own school grounds to <u>help students and teachers be more aware</u> of the green movement and to translate this awareness into <u>action and a change in behaviour</u> . We would like to propose two interesting activities to meet these objectives.	Sentence Variety: Use of prepositional phrase at the start of a sentence "In support of..." to show why the campaign was started.
Paragraph 3- BODY – suggest first activity and elaborate using the 5W1H Point – suggest who it will involve, what kind of activity and when it will take place	Firstly , we propose to engage (who) <u>students and teachers</u> in a (what) <u>simple activity that is environmentally friendly</u> on (when) 22 April 2013, Earth Day itself. This should be something they would normally not do. For example , (how) students who are staying within walking distance of the school could walk to school instead of taking the bus. Students who would normally buy plastic-wrapped takeaway food could instead bring their own lunch packed in a reusable container. Teachers could turn off the air-conditioning in the staff room in the morning for an hour and	Use of connectors to: -show sequence of points eg Firstly, Secondly. -provide examples eg For example

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Elaboration – suggest how and where it will take place Link – describe the benefit of the activity	use the fan instead. This simple activity <u>will instil</u> in everyone the awareness that going green is not a herculean task and we believe everyone will be encouraged to continue doing his or her part in going green.	Use of modal verb eg will to show confidence
Paragraph 4- BODY: suggest second activity and elaborate using 5W1H Point – suggest who it will involve, what kind of activity Elaboration – suggest how and where it will take place Link – describe the benefit of the activity	<u>Secondly</u>, we could hold a swap session, where everyone brings at least one old but still serviceable item to school. These items could be deposited in a central area, then collected and sorted by the Eco-friendly Society. We will arrange an attractive display in the school hall, and students and teachers can then browse the collection and pick whatever catches their fancy. <u>To ensure that</u> students do not take this event as an opportunity to discard their unwanted junk, perhaps an element of competition should be introduced by getting people to vote on the most popular item. I am sure that this activity will get people to think twice before throwing things away and to be less wasteful.	Use of prepositional phrase at the start of a sentence “To ensure that...” to propose ways to avoid problems. Confident and persuasive tone : “I am sure that..”
Paragraph 4- BODY: suggest two ways to promote the campaign successfully through -Posters -competition	The campaign will only be a success <u>if it is publicised well ahead of time</u>. A good time to do so would be in the month of February. <u>Posters</u> designed by the students can be put up around the school promoting these two activities. A Best Poster <u>competition</u> could be held and prizes given to the three best posters. Another fun competition that can be a publicity tool for the campaign is a Dress Up the Trash Bin competition, which will also add a fun element to this campaign.	
Paragraph 5 – Conclusion- repeat how the suggestions will boost the success of the event.	<u>I am confident that</u> if organised well, Earth Day this year will prove to be an educational and fun-filled affair, where everyone will go away with a heightened awareness of and an increased sense of responsibility for the state of Mother Earth.	Confident and persuasive tone : “I am confident that..”
Sign off Signature Sender’s full name	Yours sincerely, <i>Kenny Tan</i> Kenny Tan	If your salutation is Dear Sir/Madam, end with “Yours faithfully”. If you address the person by surname, in this case Mrs Tan, end with “Yours sincerely”.

Formal Letter Question and Exemplar

You should look at the printout of a webpage on page 4, study the information carefully and plan your answer before beginning to write.

Your school has decided to organise some post examination activities for the Secondary Two Express students after the year-end examinations. The Year Head, Mrs Carol Yap, is requesting for students to send in their suggestions for her consideration. You came across a website advertising activities for teenagers. These activities you suggest should **encourage bonding** and **instil school values** in the students.

Write a formal letter to the Year Head suggesting

- **two activities** from the webpage (1a, 1b)
- **reasons** why you have chosen these activities (2)
- how these activities **encourage bonding** and **instil school values** in the students (3a,3b)

You must write your formal letter in clear, accurate English and in an **enthusiastic** and **persuasive** tone so that the Year Head will accept your proposal.

You must use your own words as far as possible.

Purpose: To persuade the Year Head to accept your proposal of two activities for the post examination activities

Audience: Year Head, Mrs Carol Yap

Context: The Sec 2 Express students will be engaged in activities after the examinations.

Format: Formal Letter (I date you! I – your name and address, Date, and You- Recipient's name, rank, organisation and address)

Organisation : 5 paragraphs (Introduction, 3 body paragraphs and Conclusion)

Visual Stimulus: Pick out 2 activities out of the 4 activities

Language: Future tense (eg. Would be, will be) , Positive adjectives

Tone: Formal, enthusiastic and persuasive tone (use of positive adjectives and polite language)

Use your own words to rephrase some of the words from visual stimulus or the requirements from the question

Words from visual stimulus/question	Your own words
sandcastle building with a meaningful touch	valuable /worthwhile activity that encourages friendship and camaraderie
encourage bonding	<u>strengthen</u> cohesiveness <u>facilitates</u> social interaction <u>establish</u> friendship deepen relationship foster friendships and camaraderie
instil school values	These activities inculcate the values of... There were opportunities to exhibit /demonstrate/ show/ practise.....

Words from visual stimulus/question	Your own words
Discover important historical landmarks	Explore places with historical significance
discover wildlife habitats	appreciate the flora and fauna of the island
Discover restored buildings	Wander through refurbished old buildings and soak up the old-world (describing places of the past that look attractive) charm

Cool Activities for Teenagers



Sandcastle Building

For sandcastle building with a meaningful touch, come down to the white, sandy beaches of East Coast Park and join Castle Beach, a non-profit organisation that provides sandcastle teambuilding activities for teenagers.



Cycling

Why not rent a bicycle at any of our Park Connector Network (PCN) Pitstops found along the Eastern Coastal Loop (ECL) and North Eastern Riverine Loop (NERL). You can even pick up your bicycle at one pitstop and return it at another within each loop without the need to backtrack.



High Elements

Calling adrenaline junkies! If heights are your thing, check out Singapore's first and only treetop obstacle, Forest Thrills, at Pulau Ubin. Forest Thrills has four different heights and 63 crossings in three age-appropriate courses that are based on height restrictions. It has a range of different thrill activities you can try, ranging from zip-lining and free-falling to a high ropes adventure course.

Hike

Join us on a hike to rediscover Pulau Ubin's kampung heritage and journey through the island's cultural, economic and natural history. On this 2.5 km walk, you will discover important historical landmarks, wildlife habitats and restored buildings that have defined life on the island.

Structure	Exemplar from Shridhar Raj 2A 2020	Language
Name of Sender Position Organisation Sender's Address Date Recipient's Name Recipient's position Recipient's Address	Shridhar Raj Student, Secondary 2 A St Andrew's Secondary School 29 Nemesu Avenue Singapore 576261 3 August 2020 Mrs Carol Yap Year Head for Secondary Two St Andrew's Secondary School 15 Francis Thomas Drive Singapore 359342	
Greeting	Dear Mrs Yap <u>Proposal of Post Examination activities</u>	
<u>Paragraph 1</u> Introduction – states purpose of the formal letter.	I am writing to you to suggest some post examination activities for the Secondary Two Express students' after the year-end examinations. Recently a website advertising fun activities for teenagers gave me a few ideas to suggest to you.	
<u>Paragraph 2- BODY</u> – Propose the first activity from the webpage and give reasons why it was chosen.	Firstly , we could take part in a sandcastle building activity called 'Castle Beach' at East Coast Park. This unique activity would be a breath of fresh air for the students as I am sure that many of them would not have taken part in such an activity before. I chose this activity as I think that it would be a fun and engaging way for Saints to unleash their creativity and let their imagination run wild, especially after months of studying to prepare for their examination. Due to the teambuilding aspect of the activity,	Use of modal verbs eg would to express a polite tone. Use of connectors to show sequence of points.

Structure	Exemplar from Shridhar Raj 2A 2020	Language
Point – name of the activity selected from the visual stimulus. Explanation – Give a reason why this activity was chosen Elaboration- give details how activities encourage bonding and instil values	students will get to cultivate closer bonds with one another, resulting in a more harmonious cohort. The school value of unity would be instilled in them as they work together to build the most elaborate sandcastle. Therefore, I think that this activity would be a great way for us to let out steam while developing camaraderie.	
<u>Paragraph 3- BODY</u> Propose the second activity from the webpage and give reasons why it was chosen Point – name of the activity selected from the visual stimulus. Explanation – Give a reason why this activity was chosen Elaboration- give details how activities encourage bonding and instil values	Next, the ‘Forest Thrills’ activity at Pulau Ubin is another ideal choice. Students will get the opportunity to go through Singapore’s first and only treetop obstacles. Our fitness and dexterity will be put to the test as we advance through a course deemed appropriate for our age. I think that this activity would be appropriate as being boys, many of us are thrill-seekers. The activity would provide us with a good opportunity to challenge ourselves and try something exciting. Students will get a deeper understanding of one another as they move through the obstacles as a group. They can cultivate the value of empathy by encouraging their friends to push their limits and be patient with members of their group who may feel anxious. Resilience would also be instilled in them as they try their best to advance to the next crossing. Hence, I believe that this activity should be chosen as it cultivates many values in us and forges a close connection between students.	Variation of sentence beginnings: 1 Conjunctions 2 Article 3 Object 4 Pronoun 5 Subject Enthusiastic tone – use of the exclamation mark
Paragraph 4 – Conclusion	I hope that you will consider the activities that I have suggested for our post examination activities. I think that they are effective in letting the Secondary Two students unwind but also teaches them many values that they can take away from the hardships that they may face. I believe that through these activities, students will forge a close bond that can only be made by experiencing such a memorable event together. Thank you for giving me the opportunity to send in my suggestions for your consideration.	persuasive tone : “I believe that...
Sign off	Yours sincerely	If your salutation is Dear Sir/Madam, end with “Yours

Structure	Exemplar from Shridhar Raj 2A 2020	Language
Signature	<i>Raj</i>	faithfully". If you address the person by surname, in this case Mrs Yap end with "Yours sincerely".
Sender's full name	Shridhar Raj	

Structure	Exemplar from Darrian Shaedon Sec 2E 2020	Language
Name of Sender Position Organisation Sender's Address Date Recipient's Name Recipient's position Recipient's Address	Darrian Shaedon Student of Secondary 2 E St Andrew's Secondary School Blk 41, Tampines Street 2 #03-141 Singapore 413041 3 August 2020 Mrs Carol Yap Year Head St Andrew's Secondary School 15 Francis Thomas Drive Singapore 359342	
Greeting	Dear Mrs Yap <u>Proposal of post examination activities</u>	
<u>Paragraph 1</u> Introduction – states purpose of the formal letter.	I am writing to you to suggest two activities for the Secondary Two Express students' post examination activities after the year-end examinations.	
<u>Paragraph 2- BODY –</u> Reasons why you have chosen these activities	Firstly , I would like to thank you for giving me an opportunity to bring up my ideas for this programme. I feel that the Secondary Two students deserve to have a fun and exciting time during these two activities. These students have been faced with immense pressure and hardship to excel and do well as it has been their streaming year. Students are emotionally and physically-fatigued as they have worked very hard throughout the entire year to achieve good results. The two activities I have proposed would allow Saints to let loose and let all their bottled emotions out .	Use of modal verbs eg would to express a polite tone. Use of connectors to show sequence of points.

Structure	Exemplar from Darrian Shaedon Sec 2E 2020	Language
Paragraph 3- BODY – First activity that is proposed Point – name of the activity selected from the visual stimulus. Explanation – Give a reason why this activity was chosen Elaboration- give details how activities encourage bonding and instil values	¹While doing my research, I stumbled upon a website offering cool activities for teenagers. ²The first activity I would like to suggest is Sandcastle Building. ³Sandcastle Building allows Saints to soak up the sun, get some fresh air and enjoy the great outdoors. ⁴This activity would allow us to demonstrate our school values of TRUE and WISE. Unity would be displayed as Saints would need to work together to build their sandcastle. ⁵Students would bond together and have a blast!	Variation of sentence beginnings: 1 Conjunctions 2 Article 3 Object 4 Pronoun 5 Subject Enthusiastic tone – use of the exclamation mark
Paragraph 4- BODY: Second activity that is proposed	Secondly, I would suggest a hike at Pulau Ubin. The hike would teach Saints the Kampung heritage and journey through the island’s cultural, economic and natural history. I believe that this hike also has educational purposes that Saints will enjoy as the biodiversity is stunning to look at. Saints will display the value of thanksgiving for the flora and fauna. Students will enjoy the wind in their hair as they explore historically important landmarks. This will encourage bonding as we would be united as one while walking together. Students would need to be resilient as there will be obstacles faced such as humid climate and blood-thirsty mosquitoes. Students should pack lots of water to remain hydrated and mosquito patches to repel the insects away.	
Paragraph 5 – Conclusion	All in all, Saints deserve a break and I believe that they will enjoy the two activities I personally selected them as boys love the outdoors. They would appreciate the time to relax and be thankful. These activities would allow them to catch up with friends and bring out their love for adventure and their competitive nature. I hope that you will take my suggestions into deep consideration. Thank you!	persuasive tone : “I believe that...
Sign off Signature Sender’s full name	Yours sincerely, <i>Darrian</i> Darrian Shaedon	If your salutation is Dear Sir/Madam, end with “Yours faithfully”. If you address the person by surname, in this case Mrs Leong, end with “Yours sincerely”.

Given information and visual stimulus well-used to address the demands of the question. There is a description of **HOW** these activities **encourage bonding** and **instil school values** in the students.

Exemplar from Kendric Chang 2A 2020

Firstly, I suggest taking a hike at Pulau Ubin's Kampung Heritage. After sitting in the classroom for so long, I think it is good for students to get some fresh air and enjoy the **idyllic environment** of Pulau Ubin. We could first embark on a tour where a guide can show us around and share about the history of Pulau Ubin which would inspire **a sense of wonder and awe** in students. Then students can be grouped and explore the area by themselves. While they walk, they could chat and share personal anecdotes, thus strengthening cohesiveness amongst the students.

Secondly, I suggest the sandcastle building activity at East Coast Park. We could have a group competition to see who builds the most impressive sandcastle. Students would need to work together as a **team and communicate effectively** if they want to build a great sandcastle. Students will surely have a good time while **building bonds** and learning from each other. Furthermore, it will also promote creativity and Students would definitely have fun especially since it is a **hands-on** activity.

Required points are developed in detail

Exemplar from Alston Yeo 2E 2020

The cycling activity would definitely **encourage bonding** as there would be **little chats** as we take short breaks. There could be **competitive racing** amongst our classmates to see which pair could reach their destination the fastest. **Furthermore**, the students would **exhibit a sense of wonder** when they admire the **amazing view** at Marina Bay. **Moreover**, if someone falls, another would go and help him out as **an act of unity and camaraderie**. Throughout all the activities, **the value of self-discipline would be demonstrated** as all would be at our best behaviour in view of public scrutiny especially since we would be **clad in our school uniform** and hence would be **determined to uphold the school's name with pride and dignity**.

Informal Letter

Structure	Informal Letter	Language
Sender's Address Blk 234 Potong Pasir Road #08-88 Singapore 123123 Date 23 March 2016 Salutation Dear Aunt Maggie		
Introduction -expresses her enthusiasm towards her aunt's visit	I'm delighted that you're visiting Singapore in two weeks' time! I wish you were able to stay slightly longer than what you have scheduled. ¹ Nevertheless, let's enjoy ourselves as much as we can for that one day you are here!	Use of contraction – informal tone Use of positive adjectives, verbs to show a <u>welcoming</u> and <u>enthusiastic</u> tone: I'm delighted, I wish, let's enjoy ourselves, I'm looking forward to...
Body Paragraph 1 -suggests the itinerary -suggests one tourist attraction shown in webpage (T1) -gives reason for choice (R)	Most of the shops and tourist attractions generally open after 10 a.m., so you can have a nice leisurely Western breakfast at Swissotel The Stamford before we take in the sights. <u>Shall I meet you at the hotel at 9 a.m.?</u> ¹ Then , we could visit the <u>National Museum of Singapore</u> (T1) which opens at 10 a.m. ¹ As you can see from the webpage printout which I am enclosing with this letter, the National Museum of Singapore is rather <u>near Swissotel</u> , <u>so we can walk there quite easily.</u> (R-criteria:convenience)	Use of rhetorical question (question that is asked in order to make a statement and for which an answer is not expected) to show a <u>informal register</u> . Criteria shows awareness of audience's needs.
Body Paragraph 2 -elaborates on the reasons for choice (R)	I know you love history, art and culture (R-criteria:passion) and what better way to introduce you to Singapore than through its artefacts and art? ² The National Museum is a must-go if you want to have a good sense of what Singapore is about – its past and present. ¹ After exploring all the galleries and viewing the various artefacts, photographs and video slips, you will have a fairly good idea of the historical and current landscape of Singapore.(R-criteria:impact) ⁴ Not only will you have a visual feast but you will also have an olfactory treat as you enter the food gallery – the exhibit includes the enticing aroma of spices used in our favourite local dishes.	Varied ways of beginning a sentence: (1) Connectors (2) Direct object (3) Question tag – Shall we – polite way of giving a suggestion (4) Not only...but (persuasive tone) Use of vivid vocabulary and complex punctuation (use of dash)
Body Paragraph 3	We will then proceed to lunch at Fort Canning Park. I know you love Asian cuisine (R-criteria:interest), so I'll take you to The Glass House (L) at Hotel Fort Canning, where local dishes such as laksa	Use of transition "We will then proceed" to

Structure	Informal Letter	Language
-suggests a place to go for lunch (L) - gives a reason for choice (R)	(noodles in a spicy soup) and chicken rice are served. <u>I am sure you will enjoy</u> this Singaporean traditional cuisine experience.	show progression from the other paragraph.
Body Paragraph 4 -suggests another tourist attraction (T2) - gives reasons for choice - suggests activities (A)	³ Shall we make some time in the afternoon <u>to stroll (A) around Fort Canning Park (T2)</u> ? Fort Canning Park is Singapore's most historic landmark. You mentioned in your letter that you would like a relaxing day (R), so I think you will prefer this to traipsing down the Orchard Road Shopping district. You will enjoy the idyll surroundings while appreciating nature's wonders (R). After that, I'd like to take you to Thann Sanctuary situated within Hotel Fort Canning, where you can have those tense shoulders <u>massaged (A)</u> . I hope you will find it a wonderfully fitting end to the day before heading back to the hotel and later to the airport.	Rhetorical question- to connect with audience
Conclusion -expresses anticipation to her visit Valedication (Complimentary Close) Signature	Well, I hope the itinerary sounds good to you, Aunt Maggie. <u>I'm really looking forward</u> to seeing you in two weeks' time! Your loving niece <i>Ming Li</i>	

Informal Email

Structure	Informal email	Language
Format of an email. State the main message/purpose of the email in the subject	To: Josephine.w@gmail.com From: mc.wong@gmail.com Date: 23 August 2018 Subject: Culinary delights in Singapore	
Salutation – greet the recipient	Hi Josephine!	
<u>Introduction</u> Friendly and enthusiastic tone – express excitement about your friend's visit.	It was indeed such a delight to know that you'll be visiting Singapore next month! You're definitely right when you said that Singapore is the place to visit for anyone who lives to eat. And who better to introduce you to all the mouth-watering dishes available on our sunny island than I?	Use of contraction-informal tone Beginning with "And" to show informal tone. Use of nouns to describe excitement eg delight. Use of exclamation mark to show enthusiasm
<u>Body Paragraph 1</u> Addresses the main content of the letter. Make full use of information in the visual stimulus.	You couldn't have chosen a better time to visit than next month because the annual Singapore Food Trail will be taking place then. You won't only get to sample delicious local cuisines, you'll enjoy a 10% discount at featured restaurants too. As a tourist, you'll get an extra 5% off. So remember to bring your passport along! There are three restaurants recommended this year, but I personally think that Chinese Kitchen and Yummy Jones should be top on your list.	Use of conjunctions to link sentences together: because, As, but etc
<u>Body Paragraph 2</u> Support your choice with made-up information about the audience. Possible reasons for your choice include the food being unavailable in the audience's home country or the experience being unique to Singapore.	Chinese Kitchen serves Chinese cuisine, or more specifically, Cantonese cuisine. Since you live in the suburbs, I believe authentic Cantonese food is hard to come by, so Singapore is the best place, next to Hong Kong, to introduce your taste buds to new flavours. While they serve classic home-cooked food like congee and roasted meats, I would recommend having dim sum there. Dim sum comes in small servings and is served in bamboo steamer baskets. The various shapes and colours would be aesthetically appealing as well as delicious. I am sure the photographs of the food would add to the joy of reading your food blog!	Use of verbs to express opinion: eg I believe, I would recommend, I think, I suggest etc
<u>Body Paragraph 3</u>	Yummy Jones serves western food which you're already familiar with. However, what makes this place unique is that they operate in the heartland area, in a food centre setting in the midst of other stalls serving a variety of local dishes. It'd make for an interesting experience as you'll get to people-watch while filling your tummy. I think this would be a great way for you to really soak up the whole experience of typical Singaporean-style dining. I suggest trying the Cajun chicken as it	Use of simple present tense to state facts about the food stall.

Structure	Informal email	Language
	is their signature dish. It's not only flavourful, but also moist and has a good texture.	
Conclusion Reiterate that your options are related to the uniqueness of Singapore's food scene. Express your excitement once again by making reference to how you are looking forward to her visit.	I hope you have found my recommendations useful. I personally think that these three places best represent the diversity of food we get here. If you have any questions, I would be more than happy to answer them. Otherwise, see you when you get here! Have a safe flight!	
Complimentary Close	Love, Mun Chee	

Report (Proposal)

Structure	Report
Recipient's name and designation (leave a line) Writer's name and designation (leave a line) Date of report (leave a line) Title of report (underlined and aligned left. Gives the main purpose of report.	To: Mrs Lucy Toh, Principal From: Jason Mak, Sec 4S3 Date: 20 July 2015 <u>Recommendation of event for school anniversary</u>
Paragraph 1-Introduction states recommended choice	Having reviewed and evaluated the three events, I have concluded that the Open House is the best choice to commemorate our school's fiftieth anniversary.
Paragraph 2- Body - Elaborates (using PEEL) about the commemorative value of the recommended choice. - First line-topic sentence (Point) - The rest of the paragraph: (Explanation, Examples) - Last line- (Link) back to point by summing up the points	The open house will add a commemorative value (R) to the celebration. It allows students, teachers and parents to come together to celebrate our fifty years of hard work and achievements. The inclusion of a 'Stories for Our Past' booth (A1), which displays pictures and memorabilia, short video clips of the school's highlights dating back to 1965 and a school tour (A2), will allow the alumni to reminisce about the good old days. The one-hour speech segment also befits the occasion since the guest-of-honour, Mr Benedict Lee, and ex-student and prominent eye surgeon, will be invited to speak about his schooldays, making it a very intimate affair for all of us. Without a doubt , the open house celebrates the support, success stories and accomplishments of our students and school community.
Paragraph 3- Body	The open house is also recommended for its potentially strong student participation (R) . Each class could be tasked with a specific responsibility, for example, setting up the booth. Another class could be in charge of the food.

Elaborates about the participative value of the recommended choice.	Every class and every student can be involved in one way or another, giving each student a sense of belonging and involvement in the celebration. No doubt, a school concert or drama night showcases our students' talents, but both events limit participation as only the band, choir, drama club members are involved. Since this is an occasion for everyone, every student should be involved in one way or another as far as possible.
Paragraph 4- Body Elaborates about the practical value of the recommended choice.	The open house is unquestioningly the most practical (R) consideration. It requires much less time commitment than the other two events, which involve highly time-consuming rehearsals and practice for the members involved. There is no reason why we should make certain groups commit more time than the rest of the students for a celebration which should include everyone. Admittedly, the school concert or drama night will be a glamorous event and students might be drawn to the 'glamour' factor, but I am of the view that this occasion is not so much about glamour as the bringing together of a strong community that has worked together for the past fifty years.
Paragraph 5- Conclusion Restates the recommended choice Report signed off with a legible signature	In summary, I strongly recommend that we opt for the open house as it will aptly mark the celebration of a 'golden' era for us, with its elements of nostalgia, meaningful interactive and collected efforts of both teachers and students. Report written by: <i>Jason Mak</i>

Elaboration Methods	
1.	Facts Facts are details that point to the truth. For example, body paragraph 3 in the model report uses a fact to expand on the topic sentence: <i>The open house is unquestioningly the most practical (R) consideration. It requires much less time commitment than the other two events, which involve highly time-consuming rehearsals and practice for the members involved.</i>
2.	Explanation and examples Explanation expands the topic sentence by logical reasoning, or further clarifies the examples given. Examples serve as illustrative evidence supporting the topic statement. Body paragraph 1 uses explanation and examples to elaborate the topic sentence. <i>The open house will add a commemorative value to the celebration. It allows students, teachers and parents to come together to celebrate our fifty years of hard work and achievements. The inclusion of a 'Stories for Our Past' booth, which displays pictures and memorabilia, short video clips of the school's highlights dating back to 1965 and a school tour, will allow the alumni to reminisce about the good old days.</i>
3.	Anecdotes An anecdote is a brief account of an incident that demonstrates the idea contained in the topic sentence.

	<i>Kelly has clearly shown that she has good leadership skills. During the interschool netball championship finals, the coach met with a minor road accident and could not turn up for the competition. The team members were left dispirited and demoralized, but Kelly took the initiative to organize the members and prepare them mentally for the match.</i>
4.	<u>Comparison and contrast</u> The qualities of people or things are compared and contrasted in the paragraph. In the model report, body paragraphs 2 and 3 use the comparison-and-contrast method to develop the paragraph. Use this method to highlight the differences between the options so that the readers are aware you have considered all the available options and to lend credibility to your choice.
5.	<u>Analogies</u> You are using an analogy when you make a comparison between two things which have similar features. An analogy helps to clarify an idea. <i>Her depression had become a cancerous tumour. She felt it growing bigger and bigger every day. Unless she did something to stop its progression, she feared that it would spread to her whole being and eat her alive.</i>
6	<u>Statistics</u> Statistics indicate trends across time and are a great aid in convincing your reader about a point. For example, you want to argue for capital punishment with main idea that capital punishment acts as a deterrent. You are more likely to convince your readers if you can cite statistics showing that countries which practice capital punishment have a comparatively lower rate of capital crimes than those capital punishment.
7.	<u>Definitions</u> Before you argue a point or explain a point, you sometimes have to define a term first. <i>Being a good friend is not easy. Being a good friend means being there for your friends, in the best of times and in the worst of times. Being a good friend means being patient, tolerant and understanding. Being a good friend means accepting your friends' flaws as well as embracing their goodness.</i>
8.	<u>Cause and Effect</u> The details in a cause-and-effect paragraph centre on the consequences of an action. <i>Since the majority of the students are not in favour of building a tennis court, going ahead with the proposed may send out the message that their views are not taken seriously; in future, they may be unwilling to offer constructive feedback with the belief that their views are likely to be disregarded.</i>
9.	<u>Quotations</u> A topic sentence may be clarified and given more solid ground if you are able to give a quotation from a figure of authority, someone who can be relied on to give relevant information, so as to convince your reader. <i>Each of us has a duty towards our country. As President John F. Kennedy said in his inaugural speech in 1961, 'Ask not what your country can do for you; ask what you can do for your country.'</i>
10.	<u>Counter-arguments and rebuttals</u> By addressing the opposing viewpoint and responding to it, you are more likely to convince your reader of your arguments. Other than body paragraph 2, body paragraph 3 in the model report also uses a counter-argument and rebuttal to justify the writer's recommendation.

*The open house is unquestioningly the most **practical** consideration..... Admittedly, the school concert or drama night will be a glamorous event and students might be drawn to the 'glamour' factor, but I am of the view that this occasion is not so much about glamour as the bringing together of a strong community that has worked together for the past fifty years.*

Note that a **mix of elaboration methods** may be used in a paragraph to expand on the topic sentence.

The key to good paragraph development is also to use **connectors** or **transitional expressions** to carry the ideas through logically and coherently.

Connectors		Useful words and phrases–	
		affirming choice	concede positive aspects of the rejected options but go to affirm your recommended choice
Contrast:	Comparison	Eg Without a doubt , the open house celebrates the support, success stories and accomplishments of our students and school community. The open house is unquestioningly the most practical consideration.	Eg Admittedly , the school concert or drama night will be a glamorous event and students might be drawn to the 'glamour' factor, but
Although	In the same way	Undoubtedly...	No doubt... but...
whereas	And	Undeniably...	Without a doubt...but...
but	Also	It cannot be denied that...	Undoubtedly...but...
however	In addition	Indisputably	It cannot be denied that...but...
conversely	As well as	Indeed...	Undeniably ... but...
On the other hand	Both	It is certainly...	Needless to say... but...
On the contrary	Neither	Needless to say...	Nobody denies/doubts.. but the fact remains...
In contrast	Just as...so	Evidently	Unquestioningly...but...
while	Similarly	Obviously...	Indisputably...but...
yet	Like	Not only...but also	It is true that... but...
unlike	too		Of course...but...
	The same		Some people may say that...but...
	likewise		
	equally		

Speech 1

Structure	Exemplar written by Reagan Joe Sec 4S1	Language
☒ Hook ☒ Greets audience ☒ Awareness of audience profile ☒ Purpose of speech is clear Date (D) and time of trip (T)	Good Afternoon, teachers and fellow members of the Eco-Club, As we all know, this will be our last official club meeting of the year. We have had an amazing year, marked by many achievements such as the Best Botany Award and the Leafy Legends Trophy. To celebrate the end of an amazing year, let me suggest that we pay a visit to the famed island of Sentosa, for a wonderful, exciting and fun-filled adventure! It will be held on the 1 st of December, and we could meet at the main entrance of Sentosa at 1.30 pm. Let me tell you what we can do together in Sentosa. Pay attention, everyone!	Use of inclusive language - 'our' and 'we' to connect to reader Rule of Three Use of Imperative and the exclamation mark to make it an enthusiastic tone.

Structure	Exemplar written by Reagan Joe Sec 4S1	Language
Paragraph 2 – Body– (A1) a fun activity proposed -Elaborates (using PEEL) -First line-topic sentence (Point) -The rest of the paragraph: (Explanation, Elaboration) -Last line- (Link) back to point by summing up the points	Firstly, we could head off to Sentosa Nature Discovery, where we could, as the name suggests, discovering nature at Sentosa! It's time to put our plant and wildlife-spotting skills to good use, as we will be exploring the diversity of the flora and fauna that can be found there. Sounds like fun, doesn't it? You would get to learn about nature and spend an incredible amount of time admiring the beauty of nature!	Good use of the Rhetorical questions and contractions eg doesn't to create a casual yet personable tone. Use of modals "could" "would" to suggest future possibilities Varied sentence lengths: a short one makes an impact
Paragraph 3- Body Body–(A2) a fun activity proposed Elaborate how activity is fun(4) and involves learning (5) Good use of information and photographs from the visual stimulus. Replace text from visual stimulus with own words eg 100 years to a century	Next, let's visit the Fort Siloso. If you're one of them in the know, Fort Siloso is a fort which is over a century old and can be found along the coastline of Sentosa. We can learn more about the war in Singapore which has been covered in our Secondary Three History syllabus., in case you did not know. We will also get to see the big guns that were used to repel those pesky Japanese invaders! Yup, you heard me right? However, do take note there is no live ammunition, so I expect to see all students in one piece after we leave Fort Siloso.	Use of rhetorical question to create a more informal , friendly and engaging tone. Use of Humour
Paragraph 4- Body Propose activity 3 (A3)	After which, we could proceed to the Tiger Sky Tower, the tallest observation tower on our sunny island! We would be able to spot many landmarks, and if we are lucky, we may even be able to see parts of Malaysia! The sky would have to be exceptionally clear on that day for it to happen, so if we want to learn more about the different landmarks in Singapore, let's pray for clear skies with no clouds in the way. Also there is no such thing as Maggi Merlion or the Coca-Cola Coaster, so please do not ask me if we can visit.	Alliteration and humour
Paragraph 4- Body– Propose activity 4 (A4) Interesting facts about marine animals added in to intrigue the audience (LOGOS)	Lastly, to round off the day, let's go to Underwater World, the famous marine exhibit! Live marine animals can be found here, and we can discover many interesting facts about them. Did you know that the male shark can rip apart a human in just 9 minutes? Or that the black leopard ray can deliver a killing blow to a human with a flick of its tail? If you are faint-hearted, don't visit the Vicious Animals Exhibit, The kids' exhibit is always available, with the scintillating starfish and seahorse to keep you company!	Use of positive adjective and alliteration eg scintillating- brilliantly lively

Structure	Exemplar written by Reagan Joe Sec 4S1	Language
Conclusion Give reason why you think this trip would be a good way to celebrate the end of the school year.	I hope that all of you will enjoy this trip, and it should bring you fun, laughter, peace and joy which is much needed at the end of this exhausting but fruitful year. I hope all of you can make it! I will be open to texts regarding issues with the suggested trip. In the meantime, stay safe, healthy and happy! See you on the 1 st of December every one!	Rule of Three

Articles

Structure	Exemplar written by Shridhar Raj 2A 2020	Language
Headline Short and catchy headline	Hail the Home-based Happy Heroes!	Headline uses the imperative "Hail" to engage the audience to play their part. Clever use of Alliteration in the headline – repeated use of the first letter "H"
Byline This identifies the name of the reporter.	By Shridhar Raj	
Introduction The Lead (who, what, when, where, why?) -time period -8 th April -duration – a month long	On the 8th of April (WHEN), students and teachers (WHO) across the nation (WHERE) embarked on a month-long Home-Based Learning (HBL) programme (WHAT) that was a result of circuit-breaker measures put in place to limit the spread of the coronavirus.(WHY)	The active voice is used in the lead, placing the people involved as the subject and hence, main focus.
Body Paragraph 1 What happened during HBL	It was a tough month for educators and students in Singapore who had to scramble to accustom themselves to a flipped classroom. This was especially taxing for students who have to sit for national examinations at the end of the year. While the concept of a flipped classroom is not a new discovery, it certainly has not been carried out in such an extreme manner. Rather than groaning and moaning about their unfortunate situation, students worked themselves to the bone to try and decipher this system while juggling their studies, boredom and a myriad of distractions. The many efforts of our teachers also cannot be forgotten for without them, we would be lost in a sea of notes, error messages and looming deadlines . <i>Platforms such as Student Learning Space (SLS) where teachers could upload virtual assignments and zoom where a class could come together to have an online lesson were debuted.</i> Ironically, we were all alone but united in our struggles and worry for one another.	The past tense is used to show that the event has already taken place. Use of interesting idiomatic phrase eg "worked themselves to the bone) Use of the Rule of 3 to create a persuasive tone . Use of information from the visual stimulus
Body Paragraph 2 two aspects about the HBL which the students enjoyed	While a month-free of school seemed like a utopia for many students, navigating this new normal was not a cakewalk for most. Certainly, there were many perks to having online classes and assignments. Students got to take charge of their	Use of a wide range of vocabulary where appropriate utopia – a perfect society

Structure	Exemplar written by Shridhar Raj 2A 2020	Language
	own learning and work according to their unique needs. Furthermore, they got to finally have sufficient rest and sleep. Many of us, I am sure, enjoyed taking a break from the rat race, that is the education system.	cakewalk-something that is very easy to achieve
Body Paragraph 3 Two challenges faced by students or teachers	Ram Pratesh of Secondary 2A recounted, "I enjoyed sleeping for long hours and having time to spend with my family!" However, on the flip side, if students lacked the proper self-discipline and work ethic, they accumulated a mountain of work and had to rush through them at the eleventh hour . They also faced difficulties interpreting conflicting instructions from schedules and word-of-mouth and were often left confused and unsure of their tasks at hand. Timothy, from Secondary 3S1, remarked, "I did not know what to do half of the time! I was always so confused."	Accurate use of punctuation in direct speech.
Conclusion Final Thoughts	While it was a trying time for students and teachers alike, all rose to the occasion with heads held high . This just goes to show that if we as a community come together, we are capable of great things!	Use of positive idiomatic phrases, exclamation mark to create a positive and enthusiastic tone.

Structure	Exemplar written by Darrian Shaedon 2E 2020	Language
Headline Short and catchy headline	HBL Madness!	
Byline This identifies the name of the reporter.	By Darrian Shaedon	
Introduction The Lead (who, what, when, where, why?) -time period -8 th April -duration – a month long	The month of April was like an upside-down roller-coaster! Home-based learning (HBL) (WHAT) was implemented; teachers and students (WHO) had to scramble to teach and learn at home (WHERE) as schools closed from 8th of April to 4th of May 2020 (WHEN) to enhance the safe-distancing measures in order to alleviate the meteoric rise of the corona virus. (WHY)	Use of a simile (like an upside-down roller coaster) to describe the rather chaotic HBL period
Body Paragraph 1 What happened during HBL	The first few days of HBL proved to be the toughest for students as they needed to adapt to the new environment. Everything a student once knew about school had been thrown out the window . Instead of face-to-face lessons, students now had video conference calls on online platforms such as "Zoom" and "Google Meet". Instead of books and paper, work was mainly done through online assessments on the platform Student Learning Space (SLS).	The past tense is used to show that the event has already taken place. Use of idiomatic phrase eg "thrown out of the window" - forgotten, disregarded Use of information from the visual stimulus

Structure	Exemplar written by Darrian Shaedon 2E 2020	Language
<u>Body Paragraph 2</u> two aspects about the HBL which the students enjoyed	During HBL, besides engaging in online learning, students liked the aspect of spending quality time with loved ones in between learning. Parents who also had to work from home had the opportunity of being involved in their child's learning. This time allowed students to have conversations with their parents and to keep them informed about they were doing in school. The time together allowed families to catch up and have bonding time together. Iruss Eng, student of Secondary 2E commented, "I got to play fun and exciting games with my family." In addition, students enjoyed doing their work at their own pace. This resulted in more productive and quality work. Different students learnt at different pace. HBL allowed the students who were slower to work at a pace comfortable for them and not to miss out on anything while the fast learners could proceed as they pleased. "HBL was fun as I could relax and have my own time. After completing my work, I could also play my PS4," added Aden Lucas, another student of Secondary 2E, with delight.	Variation of sentence beginnings. Appropriate use of punctuation in direct speech.
<u>Body Paragraph 3</u> Two challenges faced by students or teachers	Although HBL was enjoyable, there were many challenges faced especially for teachers. Teachers had to go through the hardship of planning lessons for one month while checking on students' current work. "I had to attend to the needs of my students as well as the needs of my children," Mrs Cheen remarked. Students had to practise self-discipline as there were many distractions at home such as electronic devices or a pet that they would like to play with. Teachers had to learn to be comfortable with flipped classrooms as they had been used to teaching in a traditional classroom for years. It was a steep learning curve for some as they were not familiar with electronic devices and conducting lessons through online portals was certainly not a walk in the park!	Accurate use of punctuation in direct speech. Use of idiomatic phrases: a steep learning curve-involves learning very quickly a walk in the park-an easy and effortless task
<u>Conclusion</u> Final Thoughts	All in all, in the midst of the madness, there were moments of joy and satisfaction. HBL was a new experience for both educators and students – teachers mastered technological tools overnight and students surmounted the challenges through self-discipline and adaptability. Our Saints demonstrated the TRUE and WISE values, grew as people and became better learners.	Use of positive idiomatic phrases, exclamation mark to create a positive and enthusiastic tone.

Exemplar from Ethan 2A 2020

- Effective use of the Lead to introduce the main ideas – 5W
- Be accurate with the dates of HBL since opportunities for research was given

The **Home-Based Learning (HBL)** period (**WHAT**) that lasted from **April 8th to May 4th 2020 (WHEN)**, a total of 27 working days, was an opportunity for students (**WHO**) to learn from their respective homes (**WHERE**) to **enhance the safe-distancing measures** to curb the spread of COVID-19 (**WHY**).

Exemplar from Ryan Haziq 2A 2020

- Good use of quote to elaborate a point addressed
- Use of statistics to create a persuasive and hence positive tone

An overwhelming positive response **from an internal student survey** conducted suggested that majority of the students enjoyed HBL. First, the students said that they enjoyed learning from the comforts of their own home. Abdul Rahman from Secondary 2A recounted, "I enjoyed being able to learn and study at home because I could take a break anytime I wanted to and I could even listen to music." Secondly, **85% of the students surveyed** responded that they enjoyed being able to complete their tasks at their own time. HBL had handed them the **freedom and flexibility** to plan their day, especially if there were no online lessons being conducted on that day. HBL gave students and teachers a break from the long and **mentally-gruelling** schedule of lessons in school.

Exemplar from Xander 2A 2020

Engaging conclusion with a quote

In conclusion, HBL was an interesting and unique experience for everyone. It has taught both teachers and students a great deal of things; like the ability to adapt and values such as self-discipline. "We will fight on the hills, we will fight in our towns and homes, but we will never surrender!" Just like this quote from Winston Churchill, in these trying times, we should not give up but continue to forge ahead. Up and On!

Exemplar from Pujit 2A 2020

Engaging conclusion that ended on a positive and enthusiastic tone>

In conclusion, HBL was certainly a unique and totally unexpected experience for students and teachers alike. Students transformed into self-directed learners as they exhibited 21st century skills of adaptability, innovation and critical thinking. Teachers who were previously not tech-savvy also took this opportunity to familiarise with technology. All in all, I think that students and teachers made good use of this time to learn about the art of time management and to understand the need for self-discipline in every aspect of life.

Article**Question and Exemplar**

Your school's Co-Curricular Activities (CCA) Committee hopes to introduce one new CCA. The committee has shortlisted three possible CCAs and hopes to gather feedback from students. The CCA leaders in each class are encouraged to write about their preference for one of the proposed new CCAs in the school's newsletter, and the students in the school will vote for their preferred CCA, based on the writeup. As the CCA leader of your class, you decide to write an article on your preferred CCA. In your article, you should explain the reasons for your choice.

Your newsletter must include the following content:

- a title to attract readers' attention
- which CCA you will choose and why
- activities that should be included in this CCA
- what skills students will acquire by joining this CCA

Write your newsletter article in clear, accurate English and in a lively, engaging tone to encourage students to choose the CCA of your choice.

You should use your own words as much as possible.

Below is a sample newsletter article based on this question.

The Newsletter Article

The Importance of Oratorical Skills

By Jeannie Yap, Sec 3 Excellence

I was extremely glad to know that the Oratorical Club is one of the proposed new CCAs for our school. Oratory is the art of effective and eloquent public speaking. Not everyone may become exceptional orators, but I believe public speaking is an important skill for all students to acquire for several compelling reasons.

Why Oratorical Club

Firstly, picking up oratorical skills will help students develop confidence in speaking to an audience in both informal and formal settings. For timorous students like me, public speaking is one of our greatest fears. Our palms sweat and knees knock when speaking in front of a class of students and teacher. Students who join the oratorical club can learn to face their fears and overcome them. Secondly, to

be successful in the 21st century, we need more than just technical skills. Soft skills like being able to speak, present and empathise are much sought-after qualities in our competitive world. An American poet, Ralph Waldo Emerson, once said, "Speech is power, speech is to persuade, to convert, to compel". Some of the great orators we know are influential, persuasive and inspiring. Consider Greta Thunberg, a teenage climate activist, who has contributed immensely to the global discourse on climate change and inspired many young people to fight for their future and take action on environmental issues.

What activities should be included

I think students should learn through fun and interactive activities like drama and games to gain confidence in expressing themselves. Next, there should also be opportunities to learn from good speakers. The club can invite accomplished speakers to train the students and organise visits to debating clubs where students can witness different oratorical styles. Finally, as the saying goes, "I hear and I forget. I see and I remember. I do and I understand." I hope students have ample opportunities to participate frequently in both friendly and competitive oratorical competitions. Practice might not always make perfect speeches but allowing students a platform to speak regularly and receive feedback might help them deliver better speeches.

What skills students can gain

Firstly, students can develop better communication and linguistic skills like mastering intonation, pauses, rhythm and articulation. Students can also learn non-verbal communication skills like the use of body language and tone of voice. Secondly, students can hone their writing skills as they would need to write their own speeches. By learning to understand an issue from different perspectives, they will develop critical and analytical skills. They will also acquire research skills when they learn to examine different sources and to look for credible sources to support their arguments. Finally, students develop leadership skills. Students inspire, influence and lead others when they can communicate clearly and effectively. It is time for students to be empowered to stand up and speak out. I hope you will consider voting for the Oratorical Club.

Personal Recount

Question: Write about an **occasion** when you had to **step out of your comfort zone** (to do something that you may not feel comfortable doing) to complete a task.

Structure	Sample composition	Language
Introduction (1)Hook (Describing feelings-nervous)	While waiting for my turn, I tried to calm my nerves by doing mental sums. Nonetheless, instead of helping me to relax, it only contributed generously to my great height of anxiety. I was out of my comfort zone and was a nervous wreck. “The next contestant is Annette Lim from 3B. Please give her a big round of applause!” My heart skipped a beat when I heard my name being called. Biting my lip nervously, I strode (walked with big steps) onto the stage gingerly (carefully), my hands clammy (wet) from perspiration. “God, please help me!” I prayed desperately (urgently). However, when I saw the countless pairs of eyes staring at me, the rubber band of stress in me snapped.	Idiomatic phrases – Calm my nerves, nervous wreck Adverbs – nervously, desperately Metaphor
(2)Orientation (place, event, people, 5W1H)	It all happened about two months ago. I was in the girls’ changing room belting out my favourite song when my music teacher walked in. She commented that I had a mellifluous (melodious, pleasant) voice but I did not think much about it. The next thing I knew, she had signed me up for the Teachers’ Day Singing Contest. When I first learnt about it, I was flabbergasted (shocked) and protested (objected) immediately.	Adjectives – mellifluous, flabbergasted
(3)Problem/ Conflict	I had always been an awfully shy person who disliked any form of attention. I hardly spoke up in class or participated in group activities. Thus, it was not surprising that my history teacher of two years did not even know my name. Being in the limelight stressed me out, so asking me to perform on stage in front of the whole school was as good as telling me to jump off a plane without a parachute. The thought of it caused me severe emotional distress. I refused to come out of my cocoon and began to conceive a believable excuse to wriggle my way out.	Simile Metaphor Direct speech

Structure	Sample composition	Language
(4)Sequence of events	"I can't do this. I have a throat infection," I floundered(stumbled) in a trembling, almost stricken (troubled) voice. "Stop giving excuses, my dear. When was the last time you stepped out of your comfort zone to complete a task? You have the talent. You just need to have faith in yourself," my teacher said in her usual affirmative(encouraging) voice. She then showered me with many words of encouragement. Eventually (Finally), I decided to give the contest a shot as I did not want to let her down. Standing on the stage, I looked at the audience with mute horror (shocked silence). The music had started playing but I could not utter a single word. An irrational (crazy) fear overwhelmed me, causing my heart to palpitate (beating) so fast that it might just leap out from my mouth. I had never felt more nervous and embarrassed in my life before. How I wished the ground would open up and swallow me. "Calm down! There's nothing to be afraid of!" I psyched (assured) myself as beads of perspiration trickled down my forehead.	Simile Metaphor
(5)Climax (most exciting part)	I took a deep breath and asked the judges if I could start again. Perhaps out of pity, they agreed readily. The familiar music played once more. Shutting my eyes, I blocked out all negative thoughts in my mind and sang my heart out. To my surprise, the audience were so blown away(amazed) that they gave me a rapturous ovation (enthusiastic applause). Happiness bubbled up inside me as I walked off the stage. Although I could not see my own face, I knew I was glowing in delight.	
(6)Conclusion (final thoughts)	In the end, I came in first for the contest. Frankly, winning was not that important to me as I was just glad that I had listened to my teacher and stepped out of my comfort zone. That said the prize was definitely an added bonus.	

Argumentative Essay

Structure	"People should face stricter penalties for littering." Do you agree?	Language
Paragraph 1- Introduction 1.Hook (use of four single words to engage the reader – synonyms of rubbish were used) 2.State the Topic 3.Your Point of view 4. Brief outline of supporting arguments (3 main points)	Rubbish. Trash. Garbage. Waste. When disposed off indiscriminately, without consent and at an inappropriate location, they become litter. Why do you think people have a 'callous attitude towards the issue of littering? Can you imagine what it would be like if the world became a colossal trash can? Indeed, littering is a serious environmental issue in many countries. California alone spends US\$28 million a year cleaning up and removing litter along its roadways. In England, E1 billion is spent a year on collecting litter, Jakarta is prone to floods and one of the biggest contributing factors is rubbish blocking the drains. Even in an 'impeccably clean country like Singapore, with its 'clean city' label, rubbish woes still persist. Littering has become one of those pesky and incurable human sicknesses, I am convinced that people who are guilty of littering should be taken to task and penalised heavily to further protect the	Use of the Simple Present Tense to state facts. Use of the rhetorical question to interact with the audience. Use of statistics create a persuasive tone Use of thinking verbs eg I am

Structure	"People should face stricter penalties for littering." Do you agree?	Language
	environment and safeguard human health They should be given heavy fines or imprisonment.	convinced, I believe
Paragraph 2 Point 1 Explanation (Give reasons) Examples Explain the consequence of an impact. Link (restate point)	¹ The main reason for this is the serious impact littering has on our lives and on earth. One of the obvious effects of littering is the negative impact it has on the appearance of an area. Not only does littering harm the environment and leave us swimming in a sea of our own discarded rubbish, it also costs us a fortune. A litter-strewn location looks filthy and unsightly, making it an unpleasant environment for those who live in and use it. ⁴ When litter is on sidewalks or along curbs, it may get washed down into storm drains during heavy rain. ² Eventually this water leads to the nearest river or ocean. If the water becomes polluted from litter, we can no longer use it for drinking or recreation. Animals may mistake the items of litter floating in the water as food and could choke on them or they may get entangled in them. This is heartbreaking and can be avoided if stricter penalties are enforced to punish such undesirable behaviour	Use of connectors Eg. Not only does..., it also, Eventually, If, Nevertheless. Modal auxiliary verbs (eg may, will, should, could) to hedge and moderate a point of view. Use of adjectives of opinion eg heartbreaking, undesirable
Paragraph 3 Point 2 Explanation (Describe the impact) Elaborate on other consequences Link (restate point)	Littering can have a direct impact on human health and it adversely affects public health. Food, packaging and other materials left to rot provide a fertile breeding ground in which bacteria thrive. ³ This will result in a health hazard for those who come into contact with it. Litter can also create safety problems - items such as broken glass bottles and metal cans can injure people who step or fall on them. I believe we do not want to put our lives in jeopardy as a result of the thoughtless few. Such behaviour that can result in grave circumstances deserve stiffer penalties.	Variation of sentence structure- Begin with: 1.subject of the sentence 2.connector 3.Pronoun 4. Prepositional Phrase
Paragraph 4 Point 3 – opposing view eg Critics may argue that Rebuttal eg. Nevertheless... managed differently. Link (Recommendation)	Critics may argue that some people may be unaffected by stricter penalties. For example, those who are anti-establishment will go against the flow and break the norm, regardless of fines or even imprisonment. Nevertheless, this is a small group which would need to be managed differently. Stricter penalties should still be enforced for the larger majority, for whom they would still serve as an effective deterrent. With heavy fines, people would feel the pinch and with imprisonment, people would be deterred by the shaming and stigma.	Nominalisation – use of nouns or noun phrases to make it more concise and objective
Paragraph 5 Conclusion 1.Re-state your POINT OF VIEW;	Littering spoils the attractiveness of our landscapes , while creating serious health and safety issues that impact on humans and wildlife, as well as the general environment. There was a time when deliberately dropping a chocolate bar or sweet wrapper on the street would have led	Nominalisation – focus on the action rather than who does the

Structure	“People should face stricter penalties for littering.” Do you agree?	Language
2.SUMMARIZE briefly your reasons for thinking so; 3.Reinforce your arguments with a MEMORABLE ENDING (Call for action)	to catcalls of "Litterbug!" from your peers. A shameful head-hang later and you would be collecting the evidence of your folly and searching for the nearest bin. So what happened? When did picking up after yourself in public become so, well, 'uncool'? People cause litter problems, so only they can solve them. It is time people see the big picture and realise that common areas are for all of us. And the way to do that are heavy penalties like hefty fines and imprisonment.	action to make it more objective Eg Littering spoils

Hybrid

What is your idea of beauty? Describe some people, places or objects that you consider to be beautiful.

Structure		Language
Introduction Hook – Quote Transition statement – Different perspectives of beauty Point of View Thesis statement- summarises the main points	‘Beauty is in the eyes of the beholder’. Beauty is perceived differently by many people in this modern world. To some, it may be the perfect set of eyes, a sharp nose or an hourglass figure, regardless of the cost of plastic surgery or the mere fact that it is artificial. To others, it may be the value of a place, the rich history, the experience one has to go through and the deeper meaning or value a person or an object possesses. I, on the other hand, lie in the grey area. I do not define beauty in terms of appearances or values, but rather both. One must be unique and stand out from the norm to be considered a treasure, a true beauty.	The use of Simple Past Tense to highlight the perceptions of some people.
Body Paragraph 1 Describes beauty in people Describes society’s view of beauty based on appearance. Show contrast by giving example of a person who exudes beauty by showing love to others.	Models strutting down runways, wearing the latest Prada or Gucci, designer brands’ collections are a good example of beauty based on appearances. It depends on the amount of designer goods and how many thousands they are worth. On the other hand, the renowned figure, Mother Theresa, is an example of a person with values and wisdom. “You may not do great deeds, but only small ones with great love.” This quote from Mother Theresa shows her willingness to share her love, even for the sick and poor. That is her beauty.	Use of connectors to show contrast eg. On the other hand
Body Paragraph 2 Describes beauty in places, objects	Beauty is appreciated through the places that display uniqueness. Heritage sites like Chinatown in Singapore or even the Eiffel Tower in Paris are treasures in my heart. Chinatown’s history dates back to many years ago in Singapore, where majority of the people still travel on bicycles and trishaws, where the wet market still lay by the main road. This place contains a lot of history of Singapore- the rich culture, the people and the trade of a certain era tell a unique story. Chinatown is also one the few places in Singapore where there are colourful rows of shop houses, not just sky scrapers or terrace houses built, one after another. The festive atmosphere, especially during Chinese New Year also helps	Sentence Variety Vivid vocabulary to describe the scenes

Structure		Language
	make Chinatown vibrant , adding on its beauty. The Eiffel tower is a great showcase of modern technology. Not only does the structure of it leave many in awe, but the hard work and determination of those who worked on the Eiffel Tower is highly regarded and admired. Building the Eiffel Tower is no easy feat. It symbolises the intelligence and perseverance of man and can be considered a beauty, for it stands tall and proud in the heart of Paris. A masterpiece.	
Body Paragraph 3 Description of a person who is beautiful on the inside and out	To me, I also see Angelina Jolie as a true beauty. Appearance wise, she is beautiful and also very accomplished in her acting career. She has starred in many shows- like Tomb Raider or The Tourist- an idol in the film industry. Despite being rich and famous, she continues to think about the poor and disadvantaged. She personally travels to Africa to help the children there and even adopts children from less privileged families or countries. She does not simply hold her head up high, ignoring problems the world is encountering. She feels for those less privileged. She is able to share her love.	
Conclusion Quote Reiterate point of view	As the saying goes, 'Do not judge a book by its cover.' Indeed one must be able to see past the façade of objects or people to be able to view the true value of them. Having the best appearance, character and values is my idea of beauty.	

Discursive Composition

Question: 'Parents and teachers are partners in the education of children.' In what ways can parents and teachers contribute to the education of children?

Structure	Sample Composition	Language
Paragraph 1 Introduction Hook – Analogy (use of a simile) Topic – use of a rhetorical question Point of view Thesis statement – 3 points to be discussed	<i>Like an aeroplane</i> that needs both wings to fly, children need the support of both parents and teachers if they are to really soar and fulfil their potential. In what ways can parents and teachers contribute to the education of children? I believe that parents can help inculcate good values in their children and provide a supportive home environment , while teachers can make learning more engaging and interesting for their students.	Use of the simple present tense to present facts. Use of thinking verbs to present opinions eg. I believe
Paragraph 2 Point 1 Topic sentence Point – parents can inculcate good values Explanation – describe how parents can inculcate good values	Firstly, parents can inculcate good values in their children. Since children grow up under their care, they can act as role models who demonstrate sound values like discipline and perseverance. These values would help the children do better in their studies. For example , a father who works hard for the family and keeps himself free from vices for their sake would be modeling the ability to maintain a high level of self-discipline. A child who observes his or her father doing this would also	Use of connectors eg Firstly, Since, However, Therefore.

Structure	Sample Composition	Language
Example – gives an example of a father and child Objection (optional) Rebuttal (optional) Link	maintain self-discipline while studying. Some people may say that children may not pick up such habits simply by observing their parents. However, this can easily be solved if the parents take the time to explain their actions to the children. Therefore, parents can contribute to the education of children by inculcating good values in them.	
Paragraph 3 Point 2 Point – parents can provide supportive home environment Explanation – describe the problem children face Example – gives an example of a child who fails exams and support he gets Objection (optional) Rebuttal (optional) Link	Secondly, ¹parents can provide a supportive home environment. ²Children can often lose focus in their studies when they undergo emotional stress. They may suffer from poor relationships with their friends, or low self-esteem. A supportive environment at home would allow them to pick themselves back up and get back on track. For example, a child who fails his exams in school might be tempted to give up, but a word of encouragement from his supportive parents would give him the motivation to try harder next time. Some people argue that parents these days are too busy to lend their children a listening ear. However, it is up to the parent to prioritize his or her affairs properly and make time for the child. Therefore, parents can contribute to the education of children by providing a supportive home environment.	Variation of sentence structure. Use of 1.simple, 2.compound 3. complex sentences
Paragraph 4 Point 3 Point – teachers provide engaging lessons Explanation – describe the needs of children Example – gives an example of how teachers motivate learning Objection (optional) Rebuttal (optional) Link	Finally, teachers can also contribute to the education of children by designing lessons that engage their attention. Being young and immature, some children do not fully understand the value of education, and may not be attentive in class. Such children require the teacher to design lessons that will stimulate their curiosity. For example, some Science teachers bring their students out of the classroom on field trips when they want to teach them concepts in biology. They may ask the students to test the water of a river, or observe the flora and fauna in the area. Doing so will certainly help the students to be more engaged in their learning. Some people may say that it would be too tiring for teachers to make every lesson a fun-filled event. However, teachers need not make every lesson so engaging and only have to do so now and then to get their students interested. Therefore, teachers can contribute to children's education by designing engaging lessons.	Use of adjectives to describe opinion eg tiring, fun-filled, engaging
Paragraph 5 Conclusion -restate thesis statement Memorable ending -describe consequences	In conclusion, parents can help inculcate good values in their children and provide a supportive home environment, while teachers can make learning more engaging and interesting for their students. More often than not, parents and teachers join forces to nag and scold their children, and doing so only makes life miserable for everyone involved. I hope my essay has shown how they can work together in a way that will make the educational experience an enjoyable and enriching one instead.	Use of verbs to describe positive actions eg inculcate values, stimulate curiosity

Read, Learn and Practice

Read the exemplars and analyse the content and language. Underline the good vocabulary and take note of the variation of sentence structures. How can these compositions be improved? You can choose one to rewrite.

Q1: What is your idea of excellence?

Excellence—we often ask ourselves, “What are the qualities which embody such a virtue?” Is it courage to stand up for our cause? Is it merely being the best in what we do, to be the apex of society? Or is it the complete encapsulation of humanity and humanity’s melange of values in one body? Personally, I am in favour with all.

Firstly, the courage to be at ease with ourselves and all our little flaws is tantamount to having excellence. The moral courage and determination to stand up for what you believe in—even when the odds are against you—is excellence. In the past, The Earth was believed to be the centre of the universe: that all things revolved around us. When Galileo debunked the belief set up for years by philosophers and polymaths, he was met with ridicule and imprisonment. Despite the odds, he never stopped trusting his judgement. It is his observation that brought all of mankind out from the dark and brought humanity forward into the bright light of knowledge. Only with courage to stand up for your cause can one be seen to possess true excellence.

Next, brilliance and excellence are mutually inclusive, as I see it. One cannot propagate while the other dies; they are intertwined. The very root word ‘excel’ means ‘to do well above the pack’. It is such a quality that one cannot replace. The greatest scientific mind of the 20th century — Albert Einstein — is the epitome of brilliance. Without his intellect, the world would not be where it is today: sending shuttles into space and understanding the miracles of science in our world. His contribution to humanity is what makes him excellent. He possessed intelligence way above the average, he excelled above us and that is excellence.

Lastly, the most abstract idea of ‘excellence’ is to just be human, or like how some Christians I know would say: “To live in the image of God and do good to humanity.” It entails allowing the best in our human qualities to shine through the darkness of life and to fulfil one’s life. This is what actually completes Maslow’s hierarchy of needs: self-fulfilment. It is my belief that excellence is doing what you love and concurrently feeling self-fulfilled and complete at the end of each day. Having a strong purpose to wake up every morning and to be a blessing to someone is in its way ‘excellence’. At the end of the day, it matters most what you think of yourself and when you live life to the fullest in serving the needs of others, you would feel excellent.

Excellence is what gives posterity a better life. It is also our duty to ensure posterity understands the truest meaning of the word. My idea of excellence is: to dare to be different and to be self-fulfilled. (475 words)

Written by: Chong Yao (4SA) Edited by: LSF

Qn 2: “I can’t be myself!” is a cry among some teenagers. What can be done to deal with this situation?

Ever since men started to cluster together and form communities, they have been expected to conform to social norms. However, as society becomes more civilised and world culture more

homogeneous, we cannot help but wonder if we have indeed lost our distinct individuality. The **impressionable** teenagers are especially **besotted** with this identity crisis. *To combat this state of affair, teenagers are encouraged to develop a personal interest and to exercise more independence and maturity of thought. Governments are also encouraged to invest in the arts for the disenfranchised youths.*

Firstly, to express their individuality, teenagers should take up a sport or hobby that matches their personal interests. In this way, it will help them develop a passion for what they love and to have a stronger will to overcome obstacles; they will not then merely conform to societal expectations. They will instead have a clear goal and it will steer them towards a certain future they have created for themselves. Developing an interest would also help some teenagers – especially females – to overcome the ‘**glass ceiling effect**’ that society places on women. The late British Prime Minister, Margaret Thatcher, was such an example. She left behind a **legacy** despite growing up in a male-dominated British post-war society that **frowned upon** female leadership. Thus, teenagers must pursue an interest that will drive them through the **vagaries of life** with focus and convictions in order not to get sucked in by the **vacuum of conformity**.

Next, parents can help their children develop independence and maturity from a young age. They can start by slowly allowing their children to make **informed decisions** of their own. It can progress from a micro-level of choosing what pens to buy for school to something more macro like enabling their children to choose their desired tertiary education path. As a result, teenagers – already busy **navigating the shoal of adolescence** – will feel less **constricted** and trapped by the wishes of their parents. By **harnessing** the skill to make informed choices at a young age, teenagers will feel more in control of their own destinies in the **vicissitudes of life**.

Moving on to societal level, governments should invest more in the arts that will cater to youths. “Arts,” as someone once proclaimed, “cleanses the soul from the dust of day-to-day living.” Arts empowers its practitioners to creatively express their individuality. Through painting, sculptures or drama, teenagers will be able to harness an **unbridled** and **unrestricted** form of creative expressions to let of steam or stamp their identity. As a result, teenagers will have a shared cultural identity that will add to the **vibrancy** of their very own personalities, thus allowing them to be who they are.

In conclusion, teenagers should continuously seek to explore new possibilities through creativity and innovation, which will help create their unique legacies. Adults should stop insisting teenagers be **square pegs in a round hole**, lest society risks losing its distinct characteristics. That is a travesty. (490 words)

Written by: Chong Fu Shan (4SA), Edited by: LSF

- Good use of hook and thesis statement (*italicised* here for effect) in Intro
- Apt and wide vocab
- Use of metaphor and imagery
- Good use of a clear topic sentence with elaborations in each body paragraph

Question 3: “Everyone has a part to play in saving our world.” Do you agree?

Just as you have finished reading this sentence, another child in Africa has just lost his life due to hunger. The media has informed us of the dying Earth that is suffering from different problems: poverty, global warming, and extinction of species. The responsibility to rescue planet Earth lies in the hands of everybody. As the saying goes, "Today's wastage is tomorrow's shortage." Hence, it is imperative for us to start making a difference to prevent future generations from inheriting the consequences of our selfish acts. The responsibility of this lies in the hands of international organisations, individual countries and private individuals.

The World Bank defines poverty as those who live with less than US\$1 per day. Currently, 63% of people in Central Africa suffer from poverty. This phenomenon branches out to uncountable consequences such as starvation, lack of access to clean water and even deaths. However, steps have been taken by international organisations to reduce the impacts of it. For example, the United Nations Millennium Development Programme (UNMDP) has 15 aims; one of which is to reduce the population of poor people by many means. For example, in Ahmedabad in India, the UNMDP helps to build a bridge linking a rural area and urban area. By doing so, the cumulative causation will render a spread effect that will enrich the lives of the people in the rural areas. For example, the rural folks can sell goods to the urban folks after the construction of the bridge. This would help reduce poverty.

Global warming is the phenomenon where temperatures have risen throughout the world. It is brought about by the greenhouse gases released into the atmosphere that trap heat on Earth's surface and thus cause warmer temperatures. Industrial activities, large-scale deforestation and agricultural activities have enhanced the greenhouse effect. To counter this, the Kyoto Protocol was initiated and signed by many countries. The contract gave countries five years to reduce carbon emission by 5%. Hence, as countries come together, they can make Earth less hot than it is now. Scaling down, individual countries can also play a role to combat global warming. The Ministry of Forests (MOF) in Kalimantan, Indonesia, has set out policies to combat deforestation by afforestation, the process of replanting trees. MOF has recovered 10 000 hectares of forest land to date. They also implemented laws and fines for illegal loggers. Selective cutting was also recommended. It is a process in which commercially valuable trees were selected and then logged.

Lastly, the private individuals can play an important role in preventing exploitation of resources. As a tourist, we can refuse to buy coral reefs that are sold as gifts. As each individual makes the decision to stop buying, demand for corals would go down. Hence, locals would not destroy coral reefs as it would not be beneficial. Another example would be shark's fin soup. It has led to the cruel deaths of sharks. Sharks are thrown back in the seabed after having their fins chopped. By choosing not to order it at a restaurant, we will lower its demand and by doing so, save the sharks from extinction.

Alex Gueh once said, "The change in the world starts with the change in us." The United Nations, countries involved in the Kyoto Protocol, Ministry of Forests have played their part in saving the world. However, every one of their policies and programme have boiled down to the heart of the individual. Corruption found deep in the forests of Kalimantan while profit-minded factory managers emitting ridiculous amount of harmful gases have hindered the policies of the Ministry of Forest and Kyoto Protocol respectively. Once again, it boils down to our vision and passion towards saving earth. Today, the change does not start with the implementation of policies; it starts with us. (634 words)

Written by: Lucas Ng (4SA), Edited by: LSF

Q4: Abraham Lincoln: "You cannot escape the responsibility of tomorrow by evading it today." Have you always been a responsible person?

I closed my eyes, the whirlwind of knowledge and facts scattered in my head. My fruitless attempt at organising and memorising only yielded a frustrated growl from my throat. I glanced at my watch: only 10 minutes until the test would begin for others but only 10 until doomsday for me.

By no means a good student, I had no flair for memorizing or studying; nor was I diligent or responsible by anyone's standards. Now I would pay the prize. My irresponsibility would be my downfall. There was no way to escape my failure from this common test this time.

Or was there?

Out of the corner of my eye I saw John, one of my closer friends and a brilliant student. He was engrossed in his notes. Often his spectacles would slide down his nose, but John would hardly take notice of it. He seemed smart now -- very, very smart -- and also my only ladder out of the mess I was in.

Not blessed with many skills, but fortunately smooth talking was one of them. Not long after, I had convinced John to help a friend in need. "I only need a few answers, enough to help me pass," I reasoned. "Just write them on a paper, fold it, then slide it on the floor," I assured him with my winning smile; but inside, I was really shaking. This was not one of the safest methods to cheat. There was a huge risk. But what else could I do?

As expected, the test was extraordinarily hard for me. Time for the plan: I tapped my fingers on the desk -- soft but loud enough just for John to hear. To any invigilator, I would look like I was thinking hard or frustrated. John cautiously surveyed the classroom. The invigilator was already in front of him. John quickly scribbled down some answers on the extra paper provided, but hesitated to slide to me. The fool! He was too slow. I glanced up, and panicked at what I did not see. The invigilator was not anywhere in front of the classroom, which would only mean...

Plan failed. Culprits caught. Mastermind identified.

John was banned from taking the test. He had to see the Discipline Master to answer for his actions. He tried to defend himself, but to no avail. He stood up dejectedly, as the eyes of the whole class followed him. He would be branded a traitor, a cheater -- all because of my irresponsibility. Before walking out of the door, John turned and looked at me straight in the eye: a look filled with hate, betrayal and sorrow. He was reduced from the crème-de-la-crème of the class to the scum of the earth in mere minutes.

I turned and stare at my exam paper; I could not meet John's eyes anymore. I felt regret and shame. Of course I should! It was because of my irresponsibility that I had not studied for the test. It was my irresponsibility that had framed someone for cheating. It was my irresponsibility that cost me dearly: no one trusted me from then on. *(522 words)*

Written by: Joshua Kon (4S2); Edited by: LSF

Cedar Girls' Prelim 1 2017 Suggested Answers

O Level

Question 1

"Hard work leads to success". Describe some occasions where you found this to be true.

Definitions of Key Terms

- Hard work – acts of work that require a great deal of effort and endurance
- Leads – guide in the direction of
- Success - the attainment of wealth, position, honours, or the like, or writer determines what is success in her life.
- Describe – recount with appropriate details

Approach

This is a multiple-event essay that requires you to provide descriptions of events (occasions) whereby you have put in effort, endured or struggled towards getting an achievement. The event can be recounted or retold using narrative techniques but should not include a full-blown plot-line, characterizations or climax (i.e. you're not writing a story). A reflective statement or short paragraph should follow each event which should clearly show how you benefited from working hard, its impact on you and how it has changed you into a better person.

Suggested points

- Success in studies, CCA or skills (music, art, sports etc)
- Success in strengthening relationships with others (friends, family, colleagues etc)
- Success in obtaining an achievement (outside of school or school-related e.g. winning an indie band competition)

Notes

How might the following extract for this essay be improved? Provide reasons for your improvement.

Hard work definitely leads to success, I do agree. There are many times where I have worked hard and I have achieved great achievements. Working hard in studies, sports as well as friends is important. In this essay, I'll explain some of the occasions whereby my hard work has led to success.

Hard work indeed leads to success. When I was in Secondary 2, I wanted to make sure I can take at least 3 Science subjects so I asked my parent to buy me many assessment books in order to practice as many assignments as I can do in a day. I also asked my teacher for some time to discuss questions I did not know with her so that I will be able to gain more knowledge. It was really hard work and I left school almost at 6pm everyday. In addition, I also have CCA and it was also competition time so ended up I was so tired at night I could not revise and end up sleeping. However, I told myself it is important to achieve my success so in the end, I still tried my best to push forward and persevere. Finally, I was given the option I wanted which is to join the triple science class! Indeed, we reap what we sow and hard work definitely leads to success.

Question 2

What are your strengths or weaknesses? How would these help or hinder you in the future?

Definitions of Key Terms

Strengths – positive traits, the emotional or mental qualities necessary in dealing with difficult or distressing situations.

Weaknesses – negative traits, flaws, defects

“in the future” – in one’s future career, family life, social life etc

Approach

The essay can be written in a clean PEEL structure. Start with a topic statement identifying your strength and explain this strength in context of your current role as a student or teenager. You can also further describe how this strength has supported you on an occasion or situation. Next, allude to a future scenario e.g. a career (be specific) or family whereby this strength will support you through these future difficulties (what kind of difficulty?). The same approach can be used with your weaknesses.

Suggested points

Possible Strengths	Possible Weaknesses
Compassionate, kind, easy-going	Too helpful, unable to say no, too obliging
Determined, resilient, goal-oriented	Stubborn, pushy, overly focused on results
Honest, truthful	Critical, lack of empathy (being too honest)
Enthusiastic, energetic, sociable	Loud, disrespectful (of others’ personal spaces)
Hardworking	Ineffective, does not work “smart”
Patient	Slow, procrastinates

Notes

How might the following extract for this essay be improved? Provide reasons for your improvement.

One of my strengths is that I am a very resilient person. Being resilient means I am able to stay strong despite difficulties and obstacles. For example, my CCA is swimming and it is a very taxing CCA. Every week, I will have practices at the pool for four times a week as well as on the weekend. It is very tiring but I believe practice makes perfect and I must continue with it so that I will become an even better swimmer. One of the dreams I have is that one day, I would be able to swim in the SEA Games thus my resilience plays a role in ensuring that I continuously practice. This strength of mine will support me next time in my career as a professional swimmer as I will definitely need to persevere in order to win medals and become stronger. After the SEA Games, I hope to represent Singapore in the Olympic Games too, thus resilience will help me push my limits and achieve my highest potentials. Of course, there will be obstacles like feeling tired and I also would like to go to university so there will be my studies to worry about. Resilience will definitely help me overcome these hurdles.

Question 3

Describe a time when you went on a school trip or camp. How did it change or reinforce your views about your family?

Definitions of Key Terms

“describe a time” – write a recount, with appropriate details to support

“change or reinforce” – alter(in a positive light) or strengthen

Approach

Based on a single event “a school trip” or “camp”, you have to provide various examples whereby the difficulty of the situation have made you think about the role of your family in your life. E.g. having to cook your own meals and do your own laundry might be tough as it was your parents who did it before for you, your siblings being there/cheering you up but now you’re alone to face difficulties. This essay can be written using a PEEL structure or using narrative storytelling techniques by recounting important episodes throughout the camp and adding a short paragraph of reflection.

Suggested points

Possible difficulties	Possible Reflections
Cooking own meals, field-cooking, unpalatable food, going hungry	More appreciative of parents taking time to prepare food for you and have mealtimes together
Washing own laundry, ironing clothes	Similar to above – appreciate parents’ or family role in taking care of your needs
Cleaning shared areas e.g. kitchen, toilet	Appreciate family coming together to create a clean environment for you to live in
Lack of interaction, sibling or parent cheering you on, being there for you	Appreciate family’s presence and resolve to spend more time with family to interact

Notes

How might the following extract for this essay be improved? Provide reasons for your improvement.

The camp that I attended was an adventure camp in Brunei. It was held in one of the nature reserves. We were instructed to pack like a minimalist for we won’t be sleeping at a resort or a lodge for long. Most of the times we will be in tents or sleeping in the open. I was apprehensive at first about joining this camp but my sister said it would definitely be an eye-opener as she has gone on this camp herself a few years ago and she really liked it a lot because it made her a stronger person. Trusting my beloved sister of course, I signed up.

We were showed some bunks the moment we arrived. The lodge was run-down and although there were beds, the mattress was thin and littered with dead insects. I shuddered looking at the graveyard littered across the yellowed bedsheet. Well, my sister always said When in Rome, do what the Romans do, so I nonchalantly just swept all the dead bugs to the floor while my bunkmates kept protesting and making shrill noises of disgust. This was where we slept that night and that very first night, I could not sleep although my bunkmates all were snoring into oblivion. I suddenly missed the presence of my sister who shared the room with me back home. We would talk a lot before sleeping and share with each other secrets and stuff. It was like my magical elixir before I sleep and her presence and voice comforted me. Now she is not here, I just feel very empty and lost.

Question 4

Dreams are important. What are your views?

Definitions of Key Terms

“Dreams” – this keyword should be defined clearly by the student as it can be easily mistaken for “goals” or “ambitions”. Ambition usually refers to somebody having a desire — a much stronger feeling than a dream. A dream is something that we can idly pursue, without taking any steps to achieve it.

E.g. I have the ambition to become a doctor. I have a dream that one day all people will have enough to eat.

- Dream/Aspiration : believed to be nobler thoughts or desires than ambitions.
- Ambition : Ambition is actually the desire or what drives a person. It is a will that a person has that enables him to go on and continue to achieve better and greater things in life.
- Goal : A goal is a desired result that a person wishes to achieve. It is a target that a person wants to reach.

“Important” – of great value, plays a vital role, essential

Approach

This essay is expository in nature and can be approached using a PEEL structure to write. Topic statements should present what are the roles of having dreams in our lives, provide examples of how dreams of specific people in history have resulted in gainful or beneficial impacts. Anecdotal accounts like writing about your personal dream is fine if sufficient and appropriate detail is provided (not when it ends up being a personal recount). The writer should be careful to separate what is a dream, what is a goal. It is possible to state the dream and then offer various steps to show how this dream can be turned into a goal in the end.

Suggested points

- Having and chasing a dream allow us become an inspiration to others
- chasing our dream make us courageous and dare to take risks
- dreams enable us to learn to be independent as we turn our dreams into goals
- dreams serve as a source of innovative new ideas

Counterargument – dreams can be unrealistic or need too many resources to turn them into goals or reality; would be wasteful if it's not successful or practical

Rebuttal – there are various means of sourcing for funds and resources to support people's dreams e.g. the Kickstarter platform aim to bring creative projects to life using crowdfunding sources – many seemingly unrealistic projects are able to take shape and benefit the public.

To stand out and be more original in approach, avoid the use of mainstream and overused examples,

Common Errors

Type of Error	Sentence	Correction
Every day vs everyday The choice between everyday, one word, and every day, two words, depends on how it's used. Everyday, one word, is an adjective meaning "used or seen daily," or "ordinary." Eg. The phone calls were an everyday <u>occurrence</u>. Every day, two words, is an adverb phrase meaning "daily" or "every weekday." Eg: They go to the coffee shop every day. One trick to remember which is to see if you can put another word between "every" and "day," as in "every single day." If you can, you want the two-word adverb.	We decided to play chess everyday.	We decided to play chess every day.
Me and my friend vs My friend and I "My friends and I" is grammatically correct when it is placed before the verb and is the subject of the sentence. "I and my friends" is also correct but less common as it is <u>more polite</u> to put your friends first. My friends and I are going to the cinema. The most important thing to remember is that "I" is the subject pronoun(the person that does the action) and "me" is the object pronoun(the person that receives the action). You can read more about subject and object pronouns here. Subject verb I play tennis. Subject verb object She loves me Subject verb My friends and I play tennis When to use "Me and my friends" "Me" is an object pronoun that means that you receive the action. Eg He punched me. You can only use "me and my friends" when you and your friends receive the action. Eg They started a fight with me and my friends. Eg The artist painted a picture of my friends and me. Again, it is just a form of politeness to put "my friends" before "me".	The second invention that is essential for me and my family is the refrigerator	The second invention that is essential for my family and I is the refrigerator

Type of Error	Sentence	Correction
Plural nouns: passers-by or passer-bys ? passer-by: someone who is <u>going past a particular place</u>, especially when something unusual happens. Plural noun:passers-by Eg.The gunmen opened fire, killing passers-by.	I saw a group of children selling cold drinks to passer-bys.	I saw a group of children selling cold drinks to passers-by.
Relative Pronouns when and where We can use when with times and where with places to make it clear which time or place we are talking about: Eg. England won the World Cup in 1966. It was the year when we got married. Eg. I remember my twentieth birthday. It was the day when the tsunami happened. Eg. Do you remember the place where we caught the train? Eg. Stratford-upon-Avon is the town where Shakespeare was born.	There were times where they made noise.	There were times when they made noise.
Comma Splice (https://www.lexico.com/grammar/the-comma-splice) A comma splice happens when a comma inappropriately links two independent clauses. Eg She is an outstanding student, she will go far. Why 'splice'? If you splice something together, you join two things that were originally separate. The comma splice splices together two clauses that are each complete in their own right. There are four ways of avoiding the comma splice: (4) Make the two clauses into separate sentences: She is an outstanding student. She will go far. (2) Use a conjunction such as and or but, or as, because, so, if there is a causal connection. This works well when the meaning of the second clause only loosely relates to the first: She is an outstanding student and She will go far.	It was a Monday morning, I was reporting to school.	4. It was a Monday morning. I was reporting to school. 2. It was a Monday morning and I was reporting to school. 3. It was a Monday morning; I was reporting to school. 4. It was a hectic Monday morning: I had to report in the hall at 7 a.m. and help the teacher take attendance.

Type of Error	Sentence	Correction
(3) Use a semicolon (😞) She is an outstanding student; She will go far. (4) Use a colon (😊) One of the colon's principal functions is to present the part of the sentence following it as an explanation, expansion, or result of what comes before it. It may not work so well for the example above. Here is a better example: Eg. There are two main reasons for avoiding Greece in the summer: it can be extremely hot, and popular locations can be wildly overcrowded.		(the second half is an explanation of why it was hectic)
<u>Use of the semi-colon</u> (i) We use a semi-colon to join two closely related clauses (a clause has a subject and a verb). The second clause is not linked by a connector and is usually an explanation of the first one. E.g. The haze is getting bad; more and more forest fires are burning out of control. (ii) We use a semi-colon to separate a group of items from the others in the same sentence. While the comma separates single items, the semi-colon helps to assign them to specific groups. E.g. Jane bought beach mats, chairs and a beach ball; Steve bought sandwiches, hot dogs and a carton of canned fruit juice; I bought a portable music player and our favourite CD albums. (iii) We use a semi-colon to separate clauses that come after however, indeed, moreover and therefore in the middle of a sentence. In a casual context, a comma is used instead of a semi-colon. E.g. Oil palm is grown in many parts of the world; however, Malaysia still grows the most oil palms and produces the most oil palm products. (iv) We may use a semi-colon to replace a comma in separating clauses in a sentence. The semi-colon is used before the connector. In this situation, we can use the semi-colon and the comma interchangeably E.g. Gina is intelligent; but she is not diligent.	He is incredibly passionate about what he does; playing football.	He is incredibly passionate about what he does- playing football.
<u>Dash</u> (i) We use a dash to indicate extra information or an additional thought. E.g. The open lot was quiet at least - freakishly (strangely) so. E.g. Ms Chan has gone on a trip to Macau – near Hong Kong – for a week. E.g. The students – Tom, Eric and George – will take part in the singing contest. (ii) We use a dash to indicate an interruption, a break or change in thought, a special emphasis or a summary of items.		

Type of Error	Sentence	Correction
E.g. We will be able to take the next flight out – at least, I hope so. E.g. Most people owe their happiness to the most valuable virtue in man - love.		
<u>Vocabulary: Instil</u> <u>instil</u> Meaning: to put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way that person thinks or behaves: Eg. It is part of a teacher's job to instil confidence in/into his or her students. (It requires someone to instil in another person) <u>nurture</u> meaning: to help someone or something develop by encouraging that person or thing. (It requires someone to nurture another person) Eg. As a record company director, his job is to nurture young talent. <u>foster</u> meaning: to encourage the development or growth of ideas or feelings. (It requires someone to foster something in another person) Eg. I'm trying to foster an interest in classical music in my children. Eg. They were discussing the best way to foster democracy and prosperity in the former communist countries. <u>cultivate</u> meaning: to try to develop and improve something. Eg. She has cultivated an image as a tough negotiator. (can be cultivated /developed in oneself) <u>develop</u> meaning: to (cause something to) grow or change into a more advanced, larger, or stronger form: Eg. I'm looking for a job which will enable me to develop my skills/talents.	I hope I can instil in myself good values.	I hope I can develop/cultivate good values in myself.
<u>Capital Letters for Proper Nouns</u> Use capital letters for proper nouns: the names of people, places, title/rank (Principal Mrs Tan) days of the week, months, holidays, schools, subjects, parks, streets, Co-curricular activity (CCA)	st andrew's secondary school 15 francis Thomas drive	St Andrew's Secondary School 15 Francis Thomas Drive
<u>"a lot" is a phrase made up of two words</u>	It involves alot of teamwork.	It involves a lot of teamwork
<u>Subject verb agreement (SVA)</u> https://examples.yourdictionary.com/examples-of-subject-verb-agreement.html Here are some examples of subject-verb agreement in singular subjects and verbs (the subject is bolded and the verb underlined): Eg. My dog <u>waits</u> for the postal carrier. Subject-verb agreement examples with plural subjects and verbs include: Eg. Basketballs <u>roll</u> across the floor. <u>Compound Subjects</u> Sugar and flour <u>are</u> needed for the recipe. Neither my dad nor my brothers <u>know</u> how to ski.	In this essay, we will be looking at my participation with outdoor learning and surprising benefits and	In this essay, we will be looking at my participation with outdoor learning and surprising benefits and

Type of Error	Sentence	Correction
Pepperoni and cheese are great on a pizza.	challenges that comes with it.	challenges that come with it.
Spell out numbers below ten:	The 3 advantages have all benefitted me.	The three advantages have all benefitted me.
Idiomatic Phrases give/hand something to someone on a (silver) platter idiom. to allow someone to get something very easily, without having to work for it: If you sell your share in the company now, you're handing the ownership to him on a silver platter.	Many young students live life on a silver platter	Many young students have many luxuries handed to them on a silver platter
Pronouns	Some parents may also feel that it is too dangerous for <u>its</u> child to go for the activity.	Some parents may also feel that it is too dangerous for their child to go for the activity.
Quantifiers : fewer or less	This means that there will be an increased number of camps and <u>less</u> of us sitting in class.	This means that there will be an increased number of camps and fewer of us sitting in class.

Spelling Error	Correction
privellege	privilege
alot	A lot (2 words)
prefered	preferred
unprecented	unprecedented
gurantees	guarantees
preasure	pressure
Eventhough	Even though
On the flipside	On the flip side
instill	Instil (British Spelling)
oppurtunity	opportunity
definetly	definitely
excercise	exercise
program	programme
prefrences	preferences
reselience	resilience
perservere	persevere

Spelling Error	Correction
privellege	privilege
intresting	interesting

More misspelt words:

Dissatisfaction	Perseverance
Succeed	Occur
Orienteering	Occurred
Resilience	Occurrence
Foreign	Two-storey
Obstacles	Persevered
Valuable	Necessary
Definitely	Separated
Embarrassment	Instil (US) instill (US)
	Independence

Synonyms:

Important: essential, crucial, vital, necessary, paramount importance, imperative

common: widespread, prevailing, universal, pervasive, extensive, ubiquitous, prevalent