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Hello

Thank you for buying this English Notes from EXAMGURU (carousell). I am sure that this notes will benefit you immensely and allow you to score your A1 in O Level English. Here, I have some tips for you:

- Read through the notes before attempting the questions.
- Copy the correct answers for every wrong answer that you have given.
- For every wrong answer, understand your mistake and make sure you will not repeat it again.

With that, I wish you all the best in your examinations. Good luck!

How to fully
understand the
requirements of
a **Situational
Writing** task to
ace Task
Fulfilment



Quick Recap

Task Fulfilment – 10 marks

Language – 20 marks

1. Personal Letter
2. Formal Letter
3. Speech
4. Report
5. News Report
6. Feature Article
7. Emails

**Refer to Hand out
on Standard
Layouts for SW
formats**

Analysis of Question

- (1) Purpose
- (2) Audience
- (3) Context
- (4) Task (eg. letter, report, speech)
- (5) Format (eg. formal / informal letter)
- (6) Required Points (number them RP1, RP2, RP3, etc)

Marking Rubric and Suggested Structure

O Level 1128 Marking Rubric – Band 1

Task Fulfilment (10 marks)

- Good understanding of purpose
- Clear awareness of context and audience
- Organisational structure and format entirely appropriate
- All required points developed in detail, fully amplified and well organised
- Given information and visual stimulus well-used to justify personal opinion and interpretation

L**ink****I****nformation****R****easoning****A****mplification**

Technique for Addressing and Amplification of Required Points

Link

Express link to key words in the required points.

Information

Use of relevant information from the question and visual stimulus (if available).

Reasoning

Valid reasoning to convince the reader of one's argument or personal opinion.

Amplification

Amplification in the form of elaboration and/or examples (supporting details for the given information).

Technique for Addressing and Amplification of Required Points

Link

Express link to key words in the required points.

Information

Use of relevant information from the question and visual stimulus (if available).

Reasoning

Valid reasoning to convince the reader of one's argument or personal opinion.

Amplification

Amplification in the form of elaboration and/or examples (supporting details for the given information).



In December, your school will be embarking on a one-day open-to-public fundraising project to help underprivileged senior citizens from the Mountbatten Constituency [context]. As the President of the Peer Leaders [role], you have been asked to deliver a speech [task] to the school [audience] to inform them of the two activities that you have chosen for the fundraising project [purpose 1]. Both activities will be held on the same day [context]. Your speech should also persuade them to join your team which will be managing the project [purpose 2].

In your speech [task],

- state the details on the fundraising project and its purpose [RP1].
- inform them of the two activities and explain why each activity would contribute to the success of the project [RP2 & RP3].
- suggest two reasons why they should be part of the organising committee [RP4 & RP5].

Write your speech in clear, accurate English and in a persuasive, enthusiastic tone. You should use your own words as much as possible.

Common Pitfall

- Students tend to amplify by **giving more details for no particular reason**

Example

The first activity will be a Charity Bazaar held in school. Students can set up different kinds of booths for games, drinks, food, photo-taking and others. We can have different zones for different age groups, such as balloon sculpturing for young children and street soccer matches for teenagers. The peer leaders can also set up sand art stations which has proved to be highly popular among young children in our past events. Hence, we will be able to raise more funds and make our project a success.

Common Pitfall

- Students tend to amplify by **giving more details for no particular reason**

Example

Link

The first activity will be a Charity Bazaar held in school. Students can set up different kinds of booths for games, drinks, food, photo-taking and others. We can have different zones for different age groups, such as balloon sculpturing for young children and street soccer matches for teenagers. The peer leaders can also set up sand art stations which has proved to be highly popular among young children in our past events. **Hence, we will be able to raise more funds and make our project a success.**

Info

Reasoning

Common Pitfall

- Students tend to amplify by **giving more details for no particular reason**

Example for RP2

Link

The first activity will be a Charity Bazaar held in school. Students can set up different kinds of booths for games, drinks, food, photo-taking and others. **We can have different zones for different age groups, such as balloon sculpturing for young children and street soccer matches for teenagers. The peer leaders can also set up sand art stations which has proved to be highly popular among young children in our past events.** Hence, we will be able to raise more funds and make our project a success.

Info

Reasoning

Overcoming Common Pitfall

Better Example for RP2

Link

The first activity will be a Charity Bazaar held in school. Students can set up different kinds of booths for games, drinks, food, photo-taking and others. We can have different zones for different age groups, such as balloon sculpturing for young children and street soccer matches for teenagers. The peer leaders can also set up sand art stations which has proved to be highly popular among young children in our past events. Hence, we can provide a platform for families to bond and have fun together. This will help to draw in more crowds as more people will come to our fun fair and we'll be able to raise more funds and make our project a success.

Info

Reasoning

Learning Point

- Amplification is a form of elaboration and/or examples (supporting details for the given information).
- It should be added in meaningfully to suit the purpose/objective of the SW task given.
- This can be done by
 - 1) providing extra but relevant information and
 - 2) using it to explain and support the overall purpose/objective of the SW.

In December, your school will be embarking on a one-day open-to-public fundraising project to help underprivileged senior citizens from the Mountbatten Constituency [context]. As the President of the Peer Leaders [role], you have been asked to deliver a speech [task] to the school [audience] to inform them of the two activities that you have chosen for the fundraising project [purpose 1]. Both activities will be held on the same day [context]. Your speech should also persuade them to join your team which will be managing the project [purpose 2].

In your speech [task],

- state the details on t
- inform them of the two activities and explain why each activity would contribute to the success of the project [RP2 & RP3].
- suggest two reasons why they should be part of the organising committee [RP4 & RP5].



How about purpose 2?

Write your speech in clear, accurate English and in a persuasive, enthusiastic tone. You should use your own words as much as possible.

Overcoming Common Pitfall

Best Example for RP2

[RP2/3] Most people like fun fairs **[link]** because they cater to the community. There will be something that everyone can enjoy **[reason]**. We can set up different fun fair booths **[information-text]** or even different zones for people of different age groups. For instance, we can have game booths **[information-image/text]** **such as balloon sculpturing stations for young children and street soccer matches for teenagers** **[amplification]**. Lucky draw booths would be more attractive to others. If our guests are hungry, our food booths **[information-image]** will deal with their growling bellies! **Furthermore, fun fairs serve as a platform for family to spend time together and enhance bonding between family members** **[amplification]**. That will really bring crowds to our fun fair. With more people coming to our fun fair, we'll be able to raise more funds and make our project a success **[link]**. **If you've the talent for running fun fair booths, join us! We need experts like you** **[purpose 2]**.

Common Pitfall

- Suggesting reason(s) that may address the RP but not helpful for overall objective

Example for RP4

You should join the organising committee for this fundraising event as there will be CIP hours awarded.

- *Do you think such a candidate will be a valuable member in the committee? Why would you want a person of such calibre in your team?*
- *Does this really suit the purpose of the fundraising event? (to help underprivileged senior citizens in the Mountbatten Counstituency)*

Common Pitfall

- Suggesting reason(s) that may address the RP but not helpful for overall objective

Example for RP4

You should join the organising committee for this fundraising event as you will be able to make many friends.

- *Do you think that is a convincing reason? Think about who is the target audience for this.*
- *Hint: People who are driven and genuinely there to contribute to the good cause of helping underprivileged senior citizens*

Common Pitfall

- Suggesting reason(s) that may address the RP but not helpful for overall objective

Better Example for RP4

You should join the organising committee for this fundraising event as you will be able to make many **like-minded** friends who also enjoy volunteering. The committee members are all passionate about contributing back to the society. You will have a enjoyable and meaningful experience making a huge positive impact on the lives of the senior citizens of the Mountbatten Constituency. So join us now!

- *Do you think that is a convincing reason? Think about who is the target audience for this.*
- *Hint: People who are driven and genuinely there to contribute to the good cause of helping underprivileged senior citizens*

Common Pitfall

- Suggesting reason(s) that may address the RP but not helpful for overall objective

Example for RP4

You should join the organising committee for this fundraising event as you will be able to learn many skills.

- *How can this reasoning be improved to suit the purpose of this SW?*
- *To appeal to people who are interested in volunteering, how can these skills learnt be useful for them?*

Common Pitfall

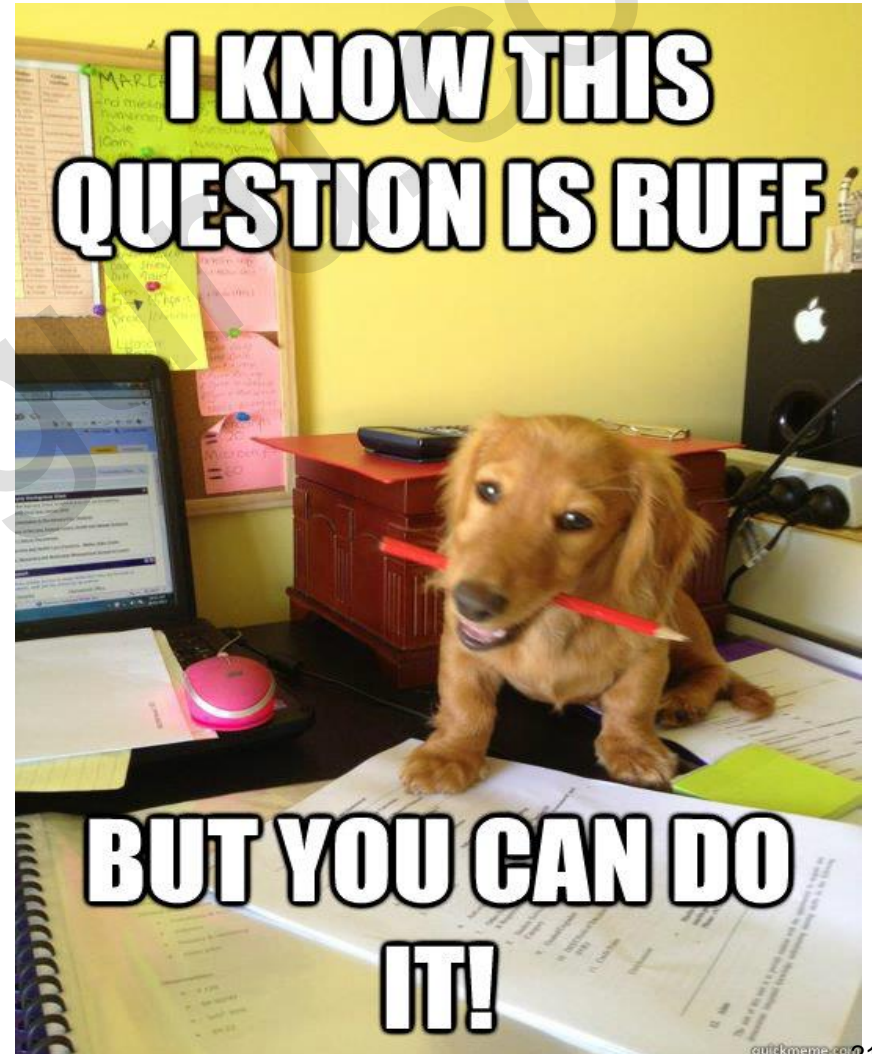
Better Example for RP4

You should join the organising committee for this fundraising event as you will be able to learn many skills. These skills, such as event management and leadership skills, will be useful in your future volunteering endeavours. We hope to share our experience through this fundraising project to anyone who is interested in volunteering and contributing back to the society. If you are interested but afraid that you are inexperienced, don't worry! We will here to work through all potential challenges together as a team and may this be the first of many meaningful projects to help the senior citizens of Mountbatten Constituency!

- *How can this reasoning be improved to suit the purpose of this SW?*
- *To appeal to people who are interested in volunteering, how can these skills learnt be useful for them?*

In a nutshell...

- Everything that is placed in the SW should have a reason for existing → to **support the overall purpose of the task**
- The easiest (and maybe only) way to do this is through **analysing the question** carefully and **planning!**



SECONDARY 4 POST PRELIMINARY EXAMINATION LECTURE

PAPER 1/1128: ESSAY WRITING REVISION

OVERVIEW OF LECTURE

1. Introduction
2. Revision: approaches to various essay types
3. Errors in Language Use

LEARNER OUTCOMES

1. to revise key points for:

- i. a discursive essay
- ii. an argumentative essay
- iii. a mixed genre essay: descriptive and reflective, discursive and descriptive
- v. narrative
- vi. descriptive
- vii. personal recount

2013 O Level question as example:

‘Parents often believe that it is better to be safe than sorry. Do you consider young people to be too protected?’

Structure of a Discursive Essay

1. **The Introduction:** the paragraph is structured in the following way:
 - 1. Write a **Preamble** (1-2 sentences) to begin essay by addressing the topic in the essay question. Use strategies to begin essay to interest reader. Eg use CATFISH
 - 2. **Define key words** (precise and complete) in essay question. Eg: 'young people' refers to males and females who are studying in primary schools and teenagers too.

Structure of a Discursive Essay

- **3. Establish the parameters for the essay.** This includes (usually place, time and other aspects too such as age group, gender)
- Eg: 'young people' refers to males and females aged who are studying in primary schools and teenagers too in Singapore in today's context.
- **4. Write a Thesis Statement.** This is a complete sentence that must make reference to the main/key points for the whole essay that will follow. Your stand is not required.

Structure of a Discursive Essay

- **The Body:**
- **It carries 4 key points** (fully developed using PEEL) and offers both points of view which address the question directly. Eg:
 - 2 key points which present the view that young people are too protected by their parents.
 - 2 key points which present the contrasting point of view that young people are not too protected by their parents and that the extent of such care is essential for their well-being.

Structure of a Discursive Essay

Other Approaches:

Present 3 key points + 1 contrasting point

Present 2 arguments + 1 contrasting point (note: less content likely to affect mark)

The Conclusion: Use a strategy (eg. CATFISH) to write a conclusion which is thought-provoking or reflective, perhaps, questioning.

It must include your stand on the topic, even if 2 'for' +2 'contrasting' points approach is used.

ARGUMENTATIVE ESSAY: INTRODUCTION

- i. Write a Preamble (1-2 sentences to start and enter topic) using CATFISH as a strategy
- ii. Define key terms/words in the topic/issue. [mostly necessary]
- iii. Establish parameters for any of the words in the statement [Mostly necessary]
- iv. Thesis statement (which constitutes one's firm stand on the topic/issue; setting the direction for the essay)

ARGUMENTATIVE ESSAY:STRUCTURE

1. **INTRODUCTION:** Write a brief Preamble, define key terms, set parameters, include thesis statement which briefly states 3 points which will follow in body of essay.

2. **BODY: give 3 arguments; note Point 3 needs OV, C, R.**

Point 1 [use the PEEL approach to expand]

Point 2 [use the PEEL approach to expand]

Point 3 [use the PEEL approach to expand]

+ Opposing View (OV) + Concession (C) + Rebuttal (R)

3. **CONCLUSION**

ARGUMENTATIVE ESSAY: A sample Introduction with a Thesis Statement stating all the 3 points that support topic/issue briefly

‘The way we dress reveals who we are.’ What are your views? O Level/2013

It has often been said that first impressions last and the way individuals dress is likely to be a reflection of themselves.

(Preamble) The word ‘dress refers to mode or way of dressing and who we are refers to the idea of one’s identity or personality. (Define terms). I agree with the view that the way we dress in Singapore today and other countries does reflect who we are as individuals as our dress sense almost always involves **personal choice** (P1), **the creation of our self-image is determined by the resources we have** (P2) and finally, **an individual’s lifestyle and culture also has an impact on the way he or she dresses.** (P3) (Thesis Statement).

ARGUMENTATIVE ESSAY: PHRASES FOR OPPOSING VIEW, CONCESSION, REBUTTAL

1. **Opposing View:**

Some X (people/critics/research etc- depends on context in your essay may argue/suggest/hold the view that...

2. **Concession:**

Although....X, it is also...Y

Although it may be the case that..., it is also essential to note that...

3. **Rebuttal:**

Therefore/ It is clear therefore that...

Structure of a Mixed Genre Essay: Personal Recount & Reflective Essay

WORKING EXAMPLE: Question 4 2013 Paper

What do you consider to be your greatest achievement? Why does it mean so much to you?

The Introduction: the paragraph is structured in the following way:

1. Write a Preamble (1-2 sentences) to begin essay by addressing the topic in the essay question. Use strategies to begin essay to interest reader. Eg use CATFISH

2. Define key words (precise and complete) in essay question. Eg: 'greatest achievement'. To me, the phrase 'greatest achievement' refers to an experience when I attained success which I wanted or achieved outcomes which I wanted and which mattered the most to me at that point in time.

Structure of a Mixed Genre Essay: Personal Recount & Reflective Essay

3. Write a Thesis Statement. This is a complete sentence that must make reference to the main/key points for the whole essay that will follow. **State your greatest achievement in the introductory paragraph.**

Outline of a Mixed Genre Essay: Personal Recount & Reflective Essay

The Body: this part of your essay should be structured in the following way:

1. Write a detailed recount of your greatest achievement (2-3 paragraphs)
2. Reflect in detail on why this achievement matters/ mattered so much to you. (2 paragraphs)

The Conclusion: this paragraph must offer closure to the entire experience; it can be an extension of your reflection but must not repeat the content expressed in the earlier 2 paragraphs; it should be thought-provoking and may be suggest implications for the future.

Structure of a Mixed Genre Essay: Personal Recount & Reflective Essay

WORKING EXAMPLE: Question 4 2013 Paper

What do you consider to be your greatest achievement?

Why does it mean so much to you?

How to approach/answer this question:

1. Decide on the greatest achievement you intend to write about.

i. Ensure it is a significant experience which required/requires much effort to achieve. This implies that you would have had to face struggles, challenges and even failure during the process.

ii. Essay must respond to both questions as 1 unified essay, not as 2 structured parts of an essay.

Outline of a Mixed Genre Essay: Personal Recount & Reflective Essay

Write a detailed recount on this achievement. These questions will help you develop your recount:

- i. What did you want to achieve and why was it important for you to achieve these outcomes?
- ii. Where did this experience occur?
- iii. What obstacles did you encounter?
- iv. What did you have to do to achieve what you wanted?
- v. How did you overcome these obstacles?
- vi. Who helped you?
- vii. How long did it take to achieve what you wanted?
- viii. What were your feelings and thoughts during this entire experience? Write them in your recount.

Outline of a Mixed Genre Essay: Personal Recount & Reflective Essay

3. Reflect on why this achievement matters/ mattered so much to you. These questions will help you develop your reflection:

- i. How has your greatest achievement affected you?
 - ii. What have you learnt about yourself, others, relationships, life, struggle, challenges and effort during the process?
 - iii. In what ways has it made an impact on your life in the past and in the present?
- (These questions can be used to write the concluding paragraph too, especially point (iii)).

O Level Markers' Comments for this Question

- Weaker candidates did not use tense and verb forms correctly to ensure a clear sequence of events in a narrative.
- A further problem with tenses sometimes arose from misreading of the question, or perhaps confusing 'achievement' with 'ambition', which led candidates to write about what they hoped would be their greatest achievements in the future, rather than those already gained.
- Generally, candidates structured their work well with no repetition or digression from the topic.

O Level Markers' Comments for this Question

- Many candidates adopted the personal narrative style to write about a sporting, musical, dramatic or academic success or of overcoming a personal issue such as obesity, illness, depression, injury, physical disability, speech impediment or a specific fear of water or heights.
- Good answers were well planned and sustained, showing skilled narrative techniques: an intriguing opening;
- the use of varied sentence structures, particularly the sudden short sentence or rhetorical question, for dramatic effect; coherent and cohesive paragraphing; logical development and a firm or unexpected conclusion.
- Many made a pleasing attempt to enliven the situation and develop character with a balance of description, narration and direct speech. There was some very sincere and effective writing, often clearly with the ring of truth, sustaining the interest of the reader.

Mixed Genre Essay Questions: O Level 2014

Personal Recount & Reflective Essays

1. Which person has the greatest influence over your life at the present time, and why?
2. 'The best things in life are free.' Write about some of the occasions when you have found this to be true.

Descriptive and Reflective Essay:

1. Describe how you celebrated an important family occasion. Why will this event always remain in your memory?

Discursive OR Discursive & Descriptive:

2. Which features of Singapore and its citizens make it a major tourist attraction for people from all over the world?

NARRATIVE ESSAY: STRUCTURE

- **Orientation/Exposition**
- Introduction to story, characters and setting
- **Complication/Conflict**
- Issue/Problem in plot
- **Sequence of events/Rising Actions**
- Plot unfolds in chronological order/flashback, in medias res, current
- **Climax**
- Pivotal/turning point in plot
- **Resolution**
- Winding down, end of plot

NARRATIVE ESSAY: TECHNIQUES

Appropriate techniques/approaches:

1. Use appropriate POV – 3rd person narration Objective /Subjective/Omniscient, 1st person, (no 2nd person –You)
2. Select a strong conflict.
3. Plot should be human interest type grounded in the human condition.
4. Use dialogue adequately to move the plot or reveal characters feelings, heighten tension in plot; don't over use dialogue.
5. Describe the feelings and thoughts of the main characters in some detail as the plot develops.
6. Consider character and relationship development/change if plot supports it.
7. Describe the setting with appropriate adjectives or even figurative language.
8. Consider a twist at the end/open-ended closing.

ERRORS IN LANGUAGE USE

Errors in essays: Tense Shifts

1. **Tense Shifts within a paragraph: Error:** paragraph begins in past tense then shifts to present tense along the way.

Correction: 1st sentence of paragraph is marker for tense most of the time.

2. **Tense shifts within a few paragraphs in essay:**

Error: first paragraph is in past tense then later paragraphs are in the present tense.

2. Correction: Be consistent with the tense in all the paragraphs.

ERRORS IN LANGUAGE USE

Errors in essays: over-use use of modal 'would' for past tense; use 'would' only for what was done often otherwise use the past tense verbs.

- We use **would** as the past tense of *will*:
 - 1. to talk about what people wanted to do or were willing to do:
 - Eg: We had a terrible night. The baby **wouldn't go** to sleep. He kept waking up and crying.
Eg: Dad **wouldn't lend** me the car, so we had to take the train.
 - 2. to talk about something that we **did often in the past** because we wanted to do it:
 - Eg: When they were children they used to spend their holidays at their grandmother's at the seaside. They **would get up** early every morning and they'd **have** a quick breakfast then they **would run** across the road to the beach

ERRORS IN LANGUAGE USE

- 3. Using 'would' correctly: in conditionals with words like ***if*** and ***what if***. In these sentences the main verb is usually in the past tense:
 - Eg: I **would give** her a call if I could find her number.
If I had the money I'd **buy** a new car.
Eg: You **would lose** weight if you took more exercise.
Eg: If he got a new job he **would probably make** more money.
Eg: What if he lost his job. What **would happen** then?

ERRORS IN LANGUAGE USE: SENTENCE SEPARATION

- Run-ons, comma splices, and fused sentences are all names given to compound sentences that are not punctuated correctly. The best way to avoid such errors is to punctuate compound sentences correctly by using one or the other of these rules.
- Join the two independent clauses with one of the coordinating conjunctions (and, but, for, or, nor, so, yet), and use a comma before the connecting word.
- When you do not have a connecting word (or when you use a connecting word other than and, but, for, or nor, so, or yet between the two independent clauses) use a semicolon (;).

ERRORS IN LANGUAGE USE: SENTENCE SEPARATION

- The original sentences are in italics. Corrected sentences are in bold.
- 1. *He enjoys walking through the country. He often goes backpacking on his vacations.*
- **He enjoys walking through the country, and he often goes backpacking on his vacations.**
- 2. *He often watched TV when there were only reruns. She preferred to read instead.*
- **He often watched TV when there were only reruns; she preferred to read instead.**
- **-OR-**
- **He often watched TV when there were only reruns; however, she preferred to read instead.**
- 3. *They weren't dangerous criminals they were detectives in disguise.*
- **They weren't dangerous criminals; they were detectives in disguise.**
- 4. *I didn't know which job I wanted I was too confused to decide.*
- **I didn't know which job I wanted, so I was too confused to decide.**

THE END

**CHUNG CHENG HIGH SCHOOL
POST PRELIMINARY EXAMINATION PROGRAMME 2015
EL DEPARTMENT CLINIC SESSIONS**

WORKSHEET 1

PAPER 1: MIXED GENRE ESSAYS

ERROR ANALYSIS: INTER-PARAGRAPH TRANSITION

TASK 1

Read the following paragraphs which are extracted from essays and correct the inter-paragraph transition errors.

- 1. Argumentative Essay: Read and edit the language and transition errors in the following paragraphs:**

Furthermore, rewards for top scholars may imbue secondary school students with the wrong value of education. Ministry of Education says in their website: "The goal of education is to foster generations with skills required by the society and right moral and social values. Thus, it is important for students to realise that moral values are equally important to achieving academic success. However, rewarding students who excel in studies fail to achieve that as it overemphasises the value of academy and paper qualification and neglects the importance of social and moral values because students are rewarded only based on their academic results but not their characters and studying attitudes. Therefore, it is natural for students to develop the idea that academic results are more important than any others, which is not the goal of education.

Giving rewards to top scholars also will not nurture students with the wrong value of education because rewards can make students to work hard to do well in their students. This is because physical awards such as cash rewards can make students happy easily. However, it is still wrong to give rewards to top scholars because education is not about rewards.

**CHUNG CHENG HIGH SCHOOL
POST PRELIMINARY EXAMINATION PROGRAMME 2015
EL DEPARTMENT CLINIC SESSIONS**

**WORKSHEET 2
ERROR ANALYSIS: GRAMMAR**

**Task 2:
EXERCISE 1: Tense Shifts**

Read the following paragraphs and correct the grammatical errors in tense shifts.

In the following passage from Alex Haley's Roots, some of the verbs have been deliberately omitted. Supply the appropriate tense for each missing verb, the plain form of which is given in brackets.

In Banjul, the capital of Gambia, I met with a group of Gambians. They [tell] me how for centuries the history of Africa has been preserved. In the older villages of the back country, there are old men called griots, who [be] in effect living archives. Such men [memorize] and, on special occasions, [recite] the cumulative histories of clans or families or villages as those histories [have] long been told. Since my forefather [have] said his name was Kin-tay (properly spelled Kinte), and since the Kinte clan [be] known in Gambia, the group of Gambians would see what they could do to help me. I was back in New York when a registered letter [arrive] from Gambia.

Words [have] been passed in the back country, and a griot of the Kinte clan [have], indeed, been found. His name, the letter said, [be] Kebba Kanga Fofana. I [return] to Gambia and [organize] a safari to locate him.

EXERCISE 2: Controlling Shifts in Paragraphs

Although the main tense in the following paragraph is past, the writer correctly shifts to present tense twice. Find these two verbs in present tense. If you encounter difficulty, try reading the paragraph aloud.

The Iroquois Indians of the Northeast regularly burned land to increase open space for agriculture. In fact, the early settlers of Boston found so few trees that they had to row out to the islands in the harbor to obtain fuel. Just how far north this practice extended is uncertain, but the Saco River in southern Maine appears to have been the original northern boundary of the agricultural clearings. Then, pressured by European settlement, the Iroquois extended their systematic burning far northward, even into the Maritime Provinces of Canada. (abridged from Hay and Farb, *The Atlantic Shore*)

Read the following paragraph through, and determine the main tense. Then reread it and circle the three verbs that shift incorrectly from the main tense.

For the past seven years, I have called myself a swimmer. Swimming, my one sport, provides a necessary outlet for my abundant energy. I have always drawn satisfaction from exertion, straining my muscles to their limits. I don't know why pushing forward in the water, as my muscles cried out in pain, sets off a booming cheer in my head. Many times when I rounded

the turn for the last lap of a race, my complaining muscles want to downshift and idle to the finish. My mind, however, presses the pedal to the floor and yells, "FASTER!" The moment that I touched the wall my muscles relax; the pain subsides. I am pleased to have passed the point of conflict. (adapted from Brendon MacLean, "*Harder!*")

You will notice several shifts in tense in the following paragraph describing action in a fictional narrative. Find the six faulty shifts in tense.

In "The Use of Force" William Carlos Williams describes a struggle involving a doctor, two parents, and their young daughter. The doctor must obtain a throat culture from the girl, who was suspected of having diphtheria. This ordinarily simple task is hindered by the frightened and uncooperative patient, Mathilda Olson. Adding to the doctor's difficulties were the parents, who had to struggle with their own conflicting emotions. They want their daughter helped, but they did not trust the doctor to do the right thing. Sensitive to the parents' uncertainty, the doctor became more and more frustrated by Mathilda's resistance. Williams gives considerable attention to how each of the Olsons react, but it is clear that his main interest was in the doctor and his responses. (adapted from a student essay)

EXERCISE 3: Sentence Fragments

These paragraphs need proofreading for possible fragments. Use the space below each paragraph for revising.

1. How can a person find patriotism in a local night club? Well, it did not take me too long. About four weeks ago in a little night club in Louisville, Kentucky, a couple of my friends, Rick and Lon, the duo who were providing the entertainment that night for the club.

2. For the past twenty years, the Survey Research Center at the University of Michigan has been measuring the level of Americans' trust and confidence in their politicians and quasi-political trust and confidence in their political institutions and their leaders. "Political" being all levels of government, and "quasi-political" churches, labor unions, large professional/business associations, educational institutions, and the like. The result is that a very sharp decline has taken place every year since 1964.

3. For 200 years Americans believed in better jobs, better homes, a better life for one's children. This confidence no longer exists. Polls now indicate that fewer Americans feel they are better off today than they were five years ago. A public-opinion analysis group has found that large numbers of Americans, at some times and in some places, see themselves as lower on the ladder. Adding worse living conditions and anticipation of further decline over the next five years.

4. Well, in looking at the picture at the left you see an old lady. She has a very funny look on her face. As if she's lonely and just wants to be left alone. She also looks as if she has seen a lot and experienced lots of things.

5. A president is an appointed leader. Someone who is a decision maker in the executive branch of our government. This doesn't necessarily mean that the person the people elect is capable. Just hopefully assumes. Assumes through his past record as a politician, over the years' buildup of experience and handling situations.

EXERCISE 4: Dangling Modifiers

Strategies for revising dangling modifiers:

1. Name the appropriate or logical doer of the action as the subject of the main clause:

Having arrived late for practice, a written excuse was needed. (wrong)

Who arrived late? This sentence says that the written excuse arrived late. To revise, decide who actually arrived late. The possible revision might look like this:

Having arrived late for practice, the team captain needed a written excuse. (correct)

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).

2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:

Without knowing his name, it was difficult to introduce him. (wrong)

Who didn't know his name? This sentence says that "it" didn't know his name. To revise, decide who was trying to introduce him. The revision might look something like this:

Because Maria did not know his name, it was difficult to introduce him. (correct)

**CHUNG CHENG HIGH SCHOOL
POST PRELIMINARY EXAMINATION PROGRAMME 2015
EL DEPARTMENT CLINIC SESSIONS**

WORKSHEET 1

PAPER 1: MIXED GENRE ESSAYS

ERROR ANALYSIS: INTER-PARAGRAPH TRANSITION

TASK 1

Read the following paragraphs which are extracted from essays and correct the inter-paragraph transition errors.

- 1. Argumentative Essay: Read and edit the language and transition errors in the following paragraphs:**

Furthermore, rewards for top scholars may imbue secondary school students with the wrong value of education. Ministry of Education says in their website: “The goal of education is to foster generations with skills required by the society and right moral and social values. Thus, it is important for students to realise that moral values are equally important to achieving academic success. However, rewarding students who excel in studies fail to achieve that as it overemphasises the value of academy and paper qualification and neglects the importance of social and moral values because students are rewarded only based on their academic results but not their characters and studying attitudes. Therefore, it is natural for students to develop the idea that academic results are more important than any others, which is not the goal of education.

Giving rewards to top scholars also will not nurture students with the wrong value of education because rewards can make students to work hard to do well in their students. This is because physical awards such as cash rewards can make students happy easily. However, it is still wrong to give rewards to top scholars because education is not about rewards.

EDITED VERSION

Furthermore, giving rewards to top scholars in secondary schools may emphasise imbue secondary school students with the the role and importance of education wrongly to students. wrong value of education. The Ministry of Education says in their website: "The goal of education is to foster generations with skills required by the society and having the right moral and social values too. Thus, it is important for students to realise that upholding moral values is are equally equally important to in achieving academic success. However, Therefore, rewarding students who excel in their studies fail fails to achieve this that as it overemphasises the importance value of academy and paper qualifications qualifications and neglects the importance of social and moral values because students are rewarded for their only based on their academic results and but not their character charaters and positive attitude towards their studies. studying attitudes. Therefore, it is/would be understandable natural for students to develop have the idea that academic results and rewards are more important than other goals as education is more than achieving strong academic results. than any others, which is not the only goal of education.

[OPPOSING VIEW TRANSITION] However, some educators and even parents may hold the view that giving rewards to students for their academic results should be carried out, as Giving rewards to top scholars also will not nurture in students with the wrong value of education because rewards can make encourage students to work hard to do well in their studies students.

[CONCESSION FOR OP] Although giving cash rewards my not be the best way to encourage students to excel in their studies, because physical awards such as these can make students happy easily, they do offer a way of getting students to work hard at the very least.

[REBUTTAL/COUNTER] Whilst rewards may be preferred by some as a means of encouragement, **it is more important to note that education is not about getting rewards; rather it is about preparing oneself for the future, upholding strong values and developing oneself to be a useful and successful citizen in the future.**

However, it is still wrong to give rewards to top scholars because education is not about rewards.

TASK 2

Answer: Tense Shifts Exercise 1

The verbs in bold in the following passage are each in the correct tense.

In Banjul, the capital of Gambia, I met with a group of Gambians. They **told** me how for centuries the history of Africa has been preserved. In the older villages of the back country, there are old men called griots, who **are** in effect living archives. Such men **memorize** and, on special occasions, **recite** the cumulative histories of clans or families or villages as those histories **have** long been told. Since my forefather **had** said his name was Kin-tay (properly spelled Kinte), and since the Kinte clan **was** known in Gambia, the group of Gambians would see what they could do to help me. I was back in New York when a registered letter **arrived** from Gambia.

Word **had** been passed in the back country, and a griot of the Kinte clan **had**, indeed, been found. His name, the letter said, **was** Kebba Kanga Fofana. I **returned** to Gambia and **organized** a safari to locate him.

Answer: Tense Consistency Exercise 2

*In this first paragraph, the two verbs in present tense--both appropriate for the situation--are indicated in **bold**.*

The Iroquois Indians of the Northeast regularly burned land to increase open space for agriculture. In fact, the early settlers of Boston found so few trees that they had to row out to the islands in the harbour to obtain fuel. Just how far north this practice extended **is** uncertain, but the Saco River in southern Maine **appears** to have been the original northern boundary of the agricultural clearings. Then, pressured by European settlement, the Iroquois extended their systematic burning far northward, even into the Maritime Provinces of Canada. (abridged from Hay and Farb, *The Atlantic Shore*)

*The main tense in this next paragraph is present. Incorrect shifts to past tense are indicated in **bold**.*

For the past seven years, I have called myself a swimmer. Swimming, my one sport, provides a necessary outlet for my abundant energy. I have always drawn satisfaction from exertion, straining my muscles to their limits. I don't know why pushing forward in the water, as my

muscles **cried out** in pain, sets off a booming cheer in my head. Many times when I **rounded** the turn for the last lap of a race, my complaining muscles want to downshift and idle to the finish. My mind, however, presses the pedal to the floor and yells, "FASTER!" The moment that I **ouched** the wall my muscles relax; the pain subsides. I am pleased to have passed the point of conflict. (adapted from Brendon MacLean, "*Harder!*")

Since the following paragraph describes action in a fictional narrative, the main tense should be present. The six incorrect shifts to past tense are underlined.

In "The Use of Force" William Carlos Williams describes a struggle involving a doctor, two parents, and their young daughter. The doctor must obtain a throat culture from the girl, who was suspected of having diphtheria. This ordinarily simple task is hindered by the frightened and uncooperative patient, Mathilda Olson. Adding to the doctor's difficulties were the parents, who had to struggle with their own conflicting emotions. They want their daughter helped, but they did not trust the doctor to do the right thing. Sensitive to the parents' uncertainty, the doctor became more and more frustrated by Mathilda's resistance. Williams gives considerable attention to how each of the Olsons react, but it is clear that his main interest was in the doctor and his responses. (adapted from a student essay)

Answer: Sentence Fragments Exercise 3

Here are some suggested answers. Incorrect segments are in italics with justifications and corrected sentences in bold. You may have had other solutions.

1. How can a person find patriotism in a local night club? Well, it did not take me too long. *About four weeks ago in a little night club in Louisville, Kentucky, a couple of my friends, Rick and Lon, the duo who were providing the entertainment that night for the club.* (*dependent clause*)

ANSWER: How can a person find patriotism in a local night club? Well, it did not take me too long. About four weeks ago in a little night club in Louisville, Kentucky, a couple of my friends, Rick and Lon, the duo who were providing the entertainment that night for the club, **opened with the Star Spangled Banner and then America, the Beautiful.**

2. For the past twenty years, the Survey Research Center at the University of Michigan has been measuring the level of Americans' trust and confidence in their politicians and quasi-political trust and confidence in their political institutions and their leaders. *"Political" being all levels of government, and "quasi-political" churches, labour unions, large professional/business associations, educational institutions, and the like.* The result is that a very sharp decline has taken place every year since 1964. (*no main verb*)

ANSWER: For the past twenty years, the Survey Research Center at the University of Michigan has been measuring the level of Americans' trust and confidence in their politicians and quasi-political trust and confidence in their political institutions and their leaders. **"Political" refers to all levels of government, and "quasi-political" includes churches, labour unions, large professional/business associations, educational institutions, and the like. The result is that a very sharp decline has taken place every year since 1964.**

3. For 200 years Americans believed in better jobs, better homes, a better life for one's children. This confidence no longer exists. Polls now indicate that fewer Americans feel they

are better off today than they were five years ago. A public-opinion analysis group has found that large numbers of Americans, at some times and in some places, see themselves as lower on the ladder. *Adding worse living conditions and anticipation of further decline over the next five years.* (**dependent clause**)

ANSWER: For 200 years Americans believed in better jobs, better homes, a better life for one's children. This confidence no longer exists. Polls now indicate that fewer Americans feel they are better off today than they were five years ago. A public-opinion analysis group has found that large numbers of Americans, at some times and in some places, see themselves as lower on the ladder **with** worse living conditions and anticipation of further decline over the next five years.

4. Well, in looking at the picture at the left you see an old lady. She has a very funny look on her face. *As if she's lonely and just wants to be left alone.* She also looks as if she has seen a lot and experienced lots of things. (**dependent clause**)

ANSWER: Well, in looking at the picture at the left you see an old lady. She has a very funny look on her face, **as if** she's lonely and just wants to be left alone. She also looks as if she has seen a lot and experienced lots of things.

5. A president is an appointed leader. *Someone who is a decision maker in the executive branch of our government.* (**no main verb**) This doesn't necessarily mean that the person the people elect is capable. *Just hopefully assumes.* (**no subject**) Assumes through his past record as a politician, over the years' buildup of experience and handling situations. (**no subject**)

A president is an appointed leader, someone who is a decision maker in the executive branch of our government. This doesn't necessarily mean that the person the people elect is capable. **This** just hopefully assumes **so based on** his past record as a politician, over the years' buildup of experience and handling situations.

EXERCISE 4: Dangling Modifiers

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Who didn't know his name? This sentence says that "it" didn't know his name. To revise, decide who was trying to introduce him. The revision might look something like this:

Because Maria did not know his name, it was difficult to introduce him. (correct)

Transitions for purpose

For this purpose	In order to	To that end
In order that	So that	To this end

Transitions for argument or proof

Accordingly	Despite	In addition	Nevertheless	Therefore
Admittedly	Even so	In any case	Nonetheless	Thus
Although	Even though	In conclusion	Obviously	To be sure
At this level	Evidently	Indeed	Of course	Truly
Because	For	In fact	On the one	Whatever the
Besides	For the same	In light of this	hand... On	case may be
But	reason	evidence	the other hand	What's more
Certainly	Furthermore	In summary	Regardless	
Clearly, then	Granted	Meanwhile	Since	
Consequently	However	Moreover	That is	

Transitions for exemplification, illustration, addition or clarification

Additionally	For instance	More importantly	Specifically	The next part
Again	Further	Moreover	Such as	To add
Also	Furthermore	Most importantly	Take the case of	To clarify
And then	Generally	One characteristic...	That is to say	To demonstrate
As an illustration	speaking	Another characteristic	The final type	To explain
Besides	i.e., (that is)	One example...	The first	To illustrate
Besides that	In addition	another	(second, third)	To put it another
Case in point	In another case	example	category	way
Equally	In general	One kind... another	The last group	To rephrase it
important	In other words	kind	The most	What's more
Finally	In particular	One way... Another	important	
First	In the same way	way	component	
Following this	In this case	On this occasion	The most important	
further	In this situation	Point in fact	example... The	
For example	Like	Pursuing this further	next example	

Transitions for emphasis or repetition

Absolutely	Certainly	In brief	Obviously	To repeat
Always	Definitely	Indeed	Of course	Undeniably
As I have noted	Emphatically	In fact	Perennially	Undoubtedly
As I have said	Eternally	Naturally	Positively	Unquestionably
As has been noted	Extremely	Never	Surely	Without a doubt
Assuredly	Forever	Nobody denies	Surprisingly	Without reservation
By all means	In any case	No doubt	To be sure	

Transitions for comparison and contrast

Although	Despite	Likewise	hand.... On the	Vis à vis
After all	Even though	Meanwhile	other hand	Where
As	However	Nevertheless	Otherwise	Whereas
Balanced against	In comparison	Nonetheless	Similarly	While
But	In contrast	Of course	Still	Yet
By comparison	In the same way	Once in a while	Though	
Compared to	In spite of	On the contrary	Unlike	
Conversely	Like	On the one	Up against	

Transitions for concession and exception

Admittedly	Granted	Nevertheless	Once in a while	Though
Although this	However	Nonetheless	Perhaps	To be sure
may be true	In spite of	Of course	Regardless	True
Certainly	It is true that	Of course, it is	Sometimes	Yet
Despite	Maybe	true that	Still	

Transitions for cause and effect

Accordingly	Because	For this reason	The first	important cause
Another cause	Consequently	On account of	(second, third)	/ effect
Another effect	For	Since	cause / effect	Therefore
As a result	For that reason	So	The most	

Transitions for narration and process

After	At first	third	Meanwhile	(second, third)
After a few hours	At last	Firstly...	Nearly	step
(days, months, years)	At the same time	secondly... thirdly	Never	The next step
After that	Before	Formerly	Next	The last step
Afterwards	Before long	Frequently	Now	Then
Almost	By this time	Immediately	Once	Thereafter
Always	Earlier	In the first place	Previously	Two hours
As	Eventually	In the meantime	Soon	(days, months, years) later
As soon as	Finally	Later	Subsequently	When/While
	First... second...	Later on	The first	

Transitions for description

Above	Beyond	Inside	On one side... On the	The least important
Behind	In	Nearby	other side	The most important
Below	In back of	Next to	Outside	Under
Between	In front of	On	Over	

Transitional chains

Basically... similarly... as well	In the first place... pursuing this further... finally
First(ly)... second(ly)... third(ly)...	In the light of the... it is easy to see that
Generally... furthermore... finally	In this case... in another case
In the first place... also... lastly	To be sure... additionally... lastly
In the first place... just in the same way... finally	

Transitions for conclusion or summarization

Accordingly	Finally	In final analysis	In summary	To summarize
As a result	Hence	In final	Lastly	To sum up
As I have said	In brief	consideration	On the whole	Therefore
As I have shown	In conclusion	In general	Summing up	Thus
Consequently	Indeed	In sum	To conclude	

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The TYS on Inferential Questions

Answering Technique for Inferential Question

- Include both the clue from the passage and your own inference in your answer as much as possible.
- Accuracy of answers matters
 - Meaning - strong current (strength) versus rapid flow of water (speed)
 - Intensity - roused (strong interest) versus attentive (interest)
 - Connotation – slender (positive) versus emaciated (negative)

Types of Inferential Question (Note the signalling words that are underlined. Look out for inferential questions so that you know when you will need to make logical deductions, making use of the contextual clues.)

S/N	Type	Examples from TYS
1	<u>Inferential</u> Examples of questions: a. <u>Why/ what/ how/ who/ where do you think...</u> ? b. Why <u>might</u> she wish to? c. What is a <u>possible</u> reason for ...? d. What is the author <u>suggesting / implying</u> when he says that ...? e. <u>Why would the author</u> ...? f. What is the author <u>suggesting</u> with the inverted commas around the word 'x'? (Note: 'Why' questions may be a literal or an inferential question.)	2012:11b <u>Why</u> do you think the remaining horses were 'wilder than ever'? 2009:10 Say what you understand by shadows 'gaining ground' and explain <u>why this was happening</u> . 2009:11b <u>Why</u> were the antelope's hooves described as 'mute'?
2	<u>Content-Inferential Question</u> Example of questions: <u>Explain fully why...</u> ⇒ Include both the information from the passage as well as an inference based on that information. (1 mark each)	2009:7a <u>Explain fully why</u> , May Lin would be afraid to enter the bush in the evening. 2009:11a <u>Explain fully why</u> the antelope had been unable to sense the presence of May Lin's smell.

Type 1
2012

Passage B

Paragraph 3

As the horses reared up, Grady brought down one of them by lassoing its front legs. Before it could recover, Grady had squatted on its neck and was holding the horse's head against his chest, the hot sweet breath of it flooding up from its nostrils. As Grady held down the horse he could see that it was afraid, so he covered its eyes. Stroking the animal with his free hand, he never stopped talking to the horse. He spoke quietly, telling it all he intended to do and stroking the terror out. He then tied the horse's legs so that its movement was heavily restricted and carefully put a rope bridle over its head with the bit in its mouth, all the time talking to the horse in low, soothing tones. As Grady backed away, the horse struggled to its feet, but, every time it tried to move a leg, it fell. Eventually it lay quietly for a while thinking things over. When it got up, it stood still for a moment and, when it tried to move, it could only hop up and down; then it just stood there glaring at them.

Paragraph 4

By mid-morning eight of the horses stood tethered and motionless, waiting for they knew not what, with the voice of Grady still running in their brains. Hardly surprising, the other eight were **wilder than ever**, scattering along the fence and running in a sea of dust which increased as the day warmed.

11b. Why do you think the remaining horse were 'wilder than ever'? [1]

2009

The shadows were gaining ground. As she sat on the bare earth, with her back against a tree, the whole scene took on a dreamlike quality. She wanted always to be this still, with the sky cooling, wanted the sun to wait and the world to hold its pose. And just then, as she exhaled, a single male antelope stepped into a space between the trees. He had neither seen her, nor smelled her in the breathless air. He moved on mute hooves, his tails and ears flicking, his dark liquid eyes glancing back towards the open grassland, not expecting her alien presence. And, for that moment, May Lin felt she was not there, not bodily in the clumsy human form that trips and stamps and crushes; it was her dream self which was watching and waiting. In another instant the antelope saw her, or sensed her, and shied away with a sharp bark and skittered from the trees. He looked back at her, as if annoyed that he'd fallen for her ruse of silence, then twitched his tail and watched as she left the wood, following the zebra down towards the lake.

11b. Why were the antelope's hooves described as 'mute'? [1]

2004

Modern inventions have speeded up people's lives amazingly. Motor-cars cover a hundred miles in little more than an hour, aircraft cross the world inside a day, while computers operate at lightning speed. Indeed, this love of speed seems never-ending. Every year motor-cars are produced which go even faster and each new computer boasts of saving precious seconds in handling tasks. Then there is the speed with which we access information wherever we are. Pocket computers and mobile phones enable us to log on to news or contact our friends in seconds, even from some mountain top.

1b. Technology enables us to log on to news 'even from some mountain top'. What is the author emphasising in the phrase 'even from some mountain top'? [1]

Type 2
2009

She followed a cow path that rimmed the lake, planning to veer off north and then walk back towards the farm after an hour and be home in time for tea. In the evening she wouldn't dare to strike out into the bush like this, as hippos came ashore to graze, and leopards slipped down from their trees to hunt. Now she just had to keep a wary eye out for buffalo and choose paths through open ground. Whenever she did walk through an area of scrub, she felt her body tense and her senses sharpen, as eyes, ears, nose and brain scanned the air for the presence of one of the hulking grey beasts. Passing into the open again, she felt a small thrill of victory, as if she'd cheated one of those old brutes by slipping past unnoticed.

7a. Explain fully why May Lin would be afraid to enter the bush in the evening. [2]

More practices**2009**

The shadows were gaining ground. As she sat on the bare earth, with her back against a tree, the whole scene took on a dreamlike quality. She wanted always to be this still, with the sky cooling, wanted the sun to wait and the world to hold its pose. And just then, as she exhaled, a single male antelope stepped into a space between the trees. He had neither seen her, nor smelled her in the breathless air. He moved on mute hooves, his tails and ears flicking, his dark liquid eyes glancing back towards the open grassland, not expecting her alien presence. And, for that moment, May Lin felt she was not there, not bodily in the clumsy human form that trips and stamps and crushes; it was her dream self which was watching and waiting. In another instant the antelope saw her, or sensed her, and shied away with a sharp bark and skittered from the trees. He looked back at her, as if annoyed that he'd fallen for her ruse of silence, then twitched his tail and watched as she left the wood, following the zebra down towards the lake.

10. Say what you understand by shadows 'gaining ground' and explain why this was happening. [2]

11a. Explain fully why the antelope had been unable to sense the presence of May Lin by smell. [2]

2008

The custom of keeping cats spread slowly throughout the Middle East and beyond. A Sanskrit document of 1000 B.C. mentions a pet cat, and the Indian epics 'Ramayana' and 'Mahabharata' of about 500 B.C. both contain stories about cats. The Indians at that time worshipped a feline goddess called Sasti, and for decades Hindus were obliged to take responsibility for feeding at least one cat, to extend the life of their family members. By the twelfth century A.D., rich Chinese families were keeping yellow and white cats known as 'lion-cats', which were highly valued as pets, while less sophisticated breeds still continued to be used to control the problem of vermin. Pet cats were introduced into Japan from China and became just as highly prized. It is recorded that when, on the tenth day of the full moon, the Emperor's cat gave birth to five white kittens, a nurse was appointed to see that they were brought up as carefully as royal princes and princesses.

3. Explain fully why, in China, only 'less sophisticated' breeds of cats were used in vermin control. [2]

1	The sacred role of Mau, the cat, began in this manner. One day the Pharaoh, the King of Egypt, and his Queen were hunting in the Nile marshes, when the strikingly marked cat appeared abruptly from among the reeds with three waterfowl, one gripped in his jaws and the others held tightly in his claws.
2	The royal party was overwhelmed by the sudden presence of Mau, who, it seemed to them, was a re-incarnation of the cat depicted on the tomb painting of a former pharaoh. This pharaoh had also been on a hunting expedition when a cat with vivid markings similar to Mau's had materialised before him. The sudden appearance of Mau at this moment was taken to be a prophetic sign, and Mau returned with the Pharaoh and the Queen to the palace and was proclaimed sacred.
3	The life of a cat god was one of lavish pampering. At night, after having fed from a golden bowl on the Pharaoh's table, Mau often slipped out unobserved to tour the granaries. He prowled around the vast store-houses and diligently inspected the corn bins for rodents before returning to sleep on a golden silk cushion in a special shrine in the Temple. It was here that he made the acquaintance of Thut, a servant boy who was afforded the task of sweeping away dirt and dust with a broom fashioned from wood and rushes. Thut sometimes even stroked Mau, quite forgetting that he was a god and treating him like an ordinary cat.
4	When there were ceremonies in the inner sanctuary of the Temple, Mau was awakened by the sound of priests chanting paeans of praise. Sometimes they bathed him in perfume and put a collar of gold around his neck, while, on other occasions, he would be conveyed on a shrine by a procession of priests to the outer court of the Great Temple. Here, giant statues towered over him, and great columns rose to the roof, where their tops merged into paintings of reeds, papyrus flowers and lotus buds so vibrant that they seemed to be bathed in sunlight.
5	Mau's fortunes changed quite suddenly one night with the death of the great Pharaoh. The funeral procession would carry the mummified body from the Mortuary Temple to the Great Pyramid, where the Pharaoh would be laid to rest, and Mau would accompany him. Thut wept as he bade farewell to the cat.
6	'The god Mau will ensure the safe passage of our dead king into the afterlife,' said a priest. 'After Mau has helped to answer the many questions which will be posed in the course of this momentous journey, the great god, Osiris, will see that our beloved cat god is returned to us.'
7	The collar placed around Mau's neck was even more elaborate than usual, while a golden chain fastened him to the ornamental carved stool on which his silk cushion lay. The mouth of the tomb was closed with a shower of rocks and earth, leaving Mau alone in the musty darkness.
8	Many days passed and, when Mau was so weak from hunger and thirst that he could barely lift his head, sudden footsteps broke the silence of the tomb, the stealthy footsteps of grave robbers hoping to find jewels and riches beyond their wildest dreams. The light from their burning torches reflected off Mau's collar and, as the gnarled fingers of an elderly robber fumbled at the heavy clasp and snapped it open, Mau gathered all his little remaining strength and emitted an ear-splitting screech.
9	The robbers screamed in horror, dropping their torches as they ran, moaning with fear. When Mau brushed against their legs as he limped after them to be re-united with

	Thut, the touch of his fur sent them into further paroxysms of terror.
10	'Mau, the great god Mau,' they whimpered, as they stumbled through the darkness to the hole that they had hewn in the tomb wall. Little did they realise that they were but pawns in the hand of an even greater god, Osiris.

Inferential Questions:

From paragraph 5

9. Explain fully why Thut was weeping. [2]

From paragraph 7

10. Why do you think the collar placed around Mau's neck, on this occasion, 'even more elaborate than usual'? [1]

2006

The major impact made by human beings on living marine resources has occurred only in the last one hundred years or so, when over-exploitation of marine creatures for food and other uses has caused a considerable reduction in their numbers. The history of whaling in the twentieth century, which seriously reduced most of the large breeds of whale, is well known, but over-fishing is also seriously affecting more mundane marine life like herring and haddock. As soon as stocks become too low in one sector, the fishing fleets move on to other more profitable areas, leaving behind shattered communities of people on shore.

4. Why do you think fishing fleets leave behind 'shattered communities' when they move on? [1]

Some time later, the marine centre in Queensland received a call that an entangled humpback whale had been spotted and a rescue team was hastily assembled, consisting of two helicopters and a small boat with three divers. After several hours of fruitless searching, the captain of the boat received a message on his marine radio. One of the helicopter pilots had located the whale a little further out than expected. The pilot had something else to

report: the whale was not alone. Humpbacks sing to each other across vast stretches of ocean and support injured companions, so the whale had been joined by three others. Because there were now four whales present, the rescue mission had suddenly become potentially far more dangerous.

10. Why do you think the rescue mission 'had suddenly become potentially far more dangerous'? [2]

2005

The fight for survival is a drama played out every day on the wide plains of Africa. Here the herds of animals eat grass from dawn to dusk, constantly observed by the lions and cheetahs, for these grazing animals are their prey. These big cats move silently, hugging the ground, then burst into a brief but dazzling turn of speed. Frequently they work as a group, some chasing the herd, others isolating its slower members. Once the big cats pounce, their sharp claws and dagger-like teeth will swiftly bring the killing process to its inevitable conclusion.

3. What does 'isolating its slower members' tell us about the way the big cats go about their hunting? [2]

But nature has decreed that both the hunter and the hunted are equally matched in this contest for survival. Many of the grazing animals, such as gazelles, have exceptionally keen sight and hearing to alert them to possible danger. They also have great speed, which they can sustain over long distances. Through the ages the predators have continued to evolve in both agility and cunning, while their prey have become ever faster and their senses ever keener. Thus, nature has fine-tuned the disparate abilities of both sets of participants in the fight.

4a. Why do you think that, over time, gazelles have developed the ability to run as fast over the long distances? [2]

We were heading towards the Gobi Desert, on our route to liberty. Soon flat land delineated the beginnings of that sun-baked desert. We stopped for the night by a tiny river where we enjoyed our last drink of fresh water for a long, long time. We started out next morning, and the monotony of the parched landscape quickly took hold. Every so often Zaro hurried impatiently to the summit of a sand hill, only to see the same bleak panorama beyond. Two days elapsed. By now the heat was enveloping us, and mounting fatigue made our legs feel as if they were encased in iron. Next day came a further sign of our growing debility; Kolenos stumbled and looked up apologetically. 'That was silly of me, Rawicz. I must have tripped.' A few moments later I, too, was on my knees, though I was not conscious of having fallen. This pattern was reiterated for all three of us, but we simply could not capitulate. We had to repudiate those clutching fingers of death.

8b. What do you think the author wants you to understand by referring to these falls as the 'clutching fingers of death'?

2004

1	As an athletics coach, I constantly look for promising athletes and Zang Shu had caught my attention. He was powerfully built, but could be ruthless, determined to win by any means, foul or fair. He obviously needed a lesson and so I explained to two of my athletes, Chris and Lee Chang, what I wanted. Initially they protested but then they saw things from my angle.	5
2	Next day, Zang accompanied them on a trial run. Chris and Lee soon took the lead, with Zang just behind them. As Zang tried to overtake, Lee instantly slowed down, letting Zang move up behind Chris. Then Lee came up alongside Zang so that he was now boxed in between Chris and Lee. Desperately Zang tried to fight his way through, shoving Lee to one side, then barging into Chris. The demon within him had taken over; speed and victory were all that mattered. But Chris would not be shouldered out of the way. A flying elbow from him caught Zang in the stomach and that effectively ended the race for Zang.	10
3	Afterwards I told Zang he had not impressed me. 'But coach!' he pleaded, 'Chris fouled me! He – ' 'He <i>what?</i> ' I demanded fiercely. 'Oh,' Zang said, 'oh.' His eyes widened and he hung his head. The young man was no fool. I was pretty sure the lesson had been learned.	15
4	Our first athletics match was approaching and I had already lost a good runner through injury. I decided to take a gamble on Zang. 'Can you help me out?' I began, but got no further. Zang jumped with excitement. 'Do you mean I'm in the team?' 'Yes,' I replied, 'but let's hope we've learned a lesson,' and left him looking	20

	quietly at me.	25
5	On the day of the match I picked Zang to run in the 4 x 400 metre relay race, as last runner. Our first runner made a splendid start, handing over his baton half a metre or so ahead of his competitors. The next two laps followed much the same pattern, though our third runner could not quite hold on to the lead. It would be all down to Zang; victory here would clinch the match for us.	30
6	Zang took off after the leading runner with a fury that made me hold my breath. Surely he couldn't sustain such frenzied energy. Had his destructive demon taken over? Victory, at any cost: was this the thought driving him on? He caught up with the leading runner as they left the second bend of the track, and they raced shoulder to shoulder down the stretch ahead. They came to the last bend, but both were going too fast to take it safely, and Zang was on the outside. Why didn't the idiot slow down?	35
7	Then I saw something no-one else would have noticed. For a split second Zang's head jerked back slightly, as though a thought had suddenly thrust itself into his brain. At the same moment he swung wide, shunning his opponent as if he had the plague. Zang's momentum carried him into the iron railings at the side of the track. He had just about stumbled into his stride again when the crowd came to its feet with a great groan. Zang's opponent had leaned into the bend too heavily, lost his footing and tumbled to the ground. Fate had delivered victory to Zang, but only I knew what he must have been feeling; the victory was over himself, not just his opponent.	40 45

From paragraph 3

9. Zang 'hung his head'. Explain fully what you think made him do this. [2]

From paragraph 7

12. Explain fully why Zang's victory over himself was especially creditable. [2]

2002

For many years scientists have been piecing together the story of our ancestors on their long road to human civilization. Part of the story begins in East Africa, at a gorge called Olduvai, where scientists stumbled across the fossilised remains of animals. Their bones and tissues had, over thousands of years, turned into stone, and so provided an invaluable link with the past. The large numbers of the remains suggested that other creatures might have deliberately killed these animals. What is more, quantities of strangely-shaped stones were found nearby, which could have been crude tools for cutting and slicing meat. Then came other significant discoveries there – the fossilised remains of skulls, not altogether human,

but with features markedly similar to those of humans. Such finds, together with the strangely-shaped stones, were likely evidence of creatures which were developing a primitive intelligence, and not relying just on jaws and teeth to get their food.

1a. The scientists studying our early ancestors 'stumbled across' remains of animals. What does 'stumbled across' tell you about the way they had made this discovery? [1]

1b. Lots of remains of animals were discovered which might have been deliberately killed. What was the possible reason for killing them? [1]

Language for Impact Questions

(Types 2, 4 and 5)

Q. Explain how the language used in paragraph ____ makes the [subject] appear [description of the subject]. Support your ideas with [three] details from the paragraph.

Steps :

1. Identify the relevant phrases (details) based on the key word(s) in the question.
2. Interpret the effect of the phrases. (*Explain the contextual meaning of all the key words in each phrase.*)
3. Link the effect to the key word(s) in the question.
4. Phrase the answer to include a general explanation of the techniques used by the writer in the paragraph, the relevant phrases, the interpretation of their effect and the link to the key word(s) in the question.

Q5. At the beginning of this text Deering and Angus are trapped on a mountain. Explain how the language used in Paragraph 1 emphasises the lack of visibility on the mountain. Support your ideas with three details from the paragraph. [2014 O level P2]

Ans:

The lack of visibility on the mountain is emphasised by the description of the dense fog and how it had blocked the declining light from the setting sun.

[general explanation] The detail 'thick as candy floss' suggests that the fog was dense, 'muffled' suggests that the sunlight was blocked and 'fading sun' suggests that the sun was setting and it was getting dark.

Explain the meaning/effect of ALL the key words!

Q5. At the beginning of this text Deering and Angus are trapped on a mountain. Explain how the language used in Paragraph 1 emphasises the lack of visibility on the mountain. Support your ideas with three details from the paragraph. [2014 O level P2]

Correct Answer

The lack of visibility on the mountain is emphasised by the description of the dense fog and how it blocked the declining light from the setting sun.
[general explanation] The detail 'thick as candy floss' suggests that the fog was dense, 'muffled' suggests that the sunlight was blocked and 'fading sun' suggests that the sun was setting
[effect] and it was getting dark. [link]

EXPLAIN ALL THE KEY WORDS!

Comprehension Language Use Notes

Incorrect Answer

The lack of visibility on the mountain is emphasised by the description of how (1) thick the fog was and that (2) one would not be able to see clearly as it was (3) getting dark.

Q5. At the beginning of this text Deering and Angus are trapped on a mountain. Explain how the language used in Paragraph 1 emphasises the lack of visibility on the mountain. Support your ideas with three details from the paragraph. [2014 O level P2]

Incorrect Answer	Explanation
The lack of visibility on the mountain is emphasised by the description of how (1) <u>thick</u> the fog was and that (2) <u>one would not be able to see clearly</u> as it was (3) <u>getting dark</u> .	<p>(1) 'Thick' is incorrect as it is found in the detail '<u>thick</u> as candy floss'.</p> <p>(2) 'one would not be able to see clearly' is incorrect as it explains the <u>lack of visibility</u> but does NOT explain the <u>meaning of 'muffled'</u>.</p> <p>(3) 'getting dark' is incorrect as it explains the <u>lack of visibility</u> but does NOT explain the <u>meaning of 'fading sun'</u>.</p> <p><u>Always explain the meaning of the key words</u> before you link your explanation to '<u>lack of visibility</u>'.</p>

9. Explain how the language used in paragraph 2 emphasises the lack of fear in the drivers. Support your ideas with three details from the paragraph. [CCHMS Prelim 2015]

The lack of fear is emphasised by the description of how the crowd were not intimidated by the police, their actions in shouting at them and their loud, incessant honking to demonstrate their anger.

‘determined not to be cowed by the situation’ suggests that the drivers were not intimidated [effect] by the protest. [self-explanatory, link is unnecessary] [1]

‘bellowed abuse at the police’ suggests that they were shouting unkind words to even the authorities [effect] and this shows that they did not fear being arrested. [link to ‘lack of fear’] [1]

‘blaring horns and revving engine’ suggests that the honking was loud and incessant and the drivers were stepping on their accelerator. [effect] This shows that they are demonstrating their anger / ready to charge forward. [link to ‘lack of fear’] [1]

Q. What is unusual and effective about the phrase 'X'?

Steps:

1. Explain the meaning of the words **in the context of the passage.**
2. Show why the meanings of the words are inconsistent with / contradict each other.
3. Explain why the effects of the words are appropriate to describe the subject matter in the context of the passage.

Suggested format for phrasing of the answer :

[X] is [characteristic of X] , just like the way [Y] is [characteristic of Y]. ***(State the similarities of X and Y.)***

OR

As [X] means [characteristic of X], it emphasises [characteristic of Y] about Y.

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6. What is unusual about the phrase 'calm tension' (lines 5)?
[CCHMS Prelim 2015]

'An air of calm tension hung around the army. The officers on foot carried batons at the ready. All the officers wore that look of phlegmatic preparedness. Not rattled by the demonstration that was unfolding before him, Bill tailed the crowd.'

Correct Answer:

Tension means that there is anxiety while calm means that the officers are collected. The two words contradict and therefore, they are unusual.

Incorrect:

Tension means anxiety while calm means stress-free so the two words contradict and is unusual.

The second answer is incorrect as 'stress-free' is an inappropriate explanation of the meaning of 'calm' in the CONTEXT of the passage.

Q12 Why is the simile 'like a dam bursting' (line 50) effective in describing the situation? [CCHMS Prelim 2015]

'... the crowd suddenly and violently broke through the police cordon, with an effect like a dam bursting.' (lines 49 to 50)

Ans:

It was effective as it shows that the situation became unmanageable/ police could not control the crowd.[1]

when the crowd suddenly and violently broke through the police cordon like the water bursting through the dam when it could not hold the pressure of the water. [1]

When a simile is given, state the SIMILARITIES between the simile and the context in the passage.

Q12. 'His spirit had been stirred by the sight of thousands flocking to see men slaughter one another, and in his simple-hearted zeal he had resolved to stop the cruelty or die' (lines 47-49). Why is the phrase 'simple-hearted zeal' effective in describing the hermit? [CCHMS MYE 2015]

Correct answer:

It is effective as it emphasises his **passion/fervour/strong desire [1]** to stop the slaughter of the men in the Coliseum and his **naïve/sincere belief** that he would succeed. [1]

Incorrect :

It is effective as it emphasises his innocence and enthusiasm.

The second answer is incorrect as the given meaning of 'simple-hearted' and 'zeal' is inappropriate in the CONTEXT of the passage.

Q. 'X is [.....]'

Explain why the writer chooses to describe X with the underlined words.

Steps

- 1. Explain the meaning of the words.**
- 2. Explain the writer's intention (what he wants to show/ emphasise).**

Q9. In paragraph 3 ‘It was announced by a stampede of animals, timid and savage, hurtling past each other; jaguars and pumas flashing by nimble stags of the pampas, bulky tapirs, no longer hunters, themselves hunted, outpacing fleet kinkajous, maddened herds of cattle, heads lowered, nostrils snorting, rushing through tribes of loping monkeys, chattering in a dementia of terror’ (lines 19-24). Why does the writer use the phrase ‘dementia of terror’? [CCHMS 2013 Prelim]

Ans:

The phrase ‘dementia of terror’ means to be in a state of great fear [meaning of the phrase] and the writer uses the phrase to emphasise the animals’ extreme fear of the ants. [inference of the writer’s intention]

Inferential Questions

Rule #1

Include **both** the clue from the passage and your own inference in the answer.

Inferences

- Cannot be found in the text.
- Derived from logical deductions drawn from the information / clues from the passage.
- Must be accurately phrased or marks will not be given
- E.g.

Meaning - strong current (strength) versus rapid flow of water (speed)

Intensity - roused (strong interest) versus attentive (interest)

Connotation – slender versus emaciated

2 types

1. Inferential

Examples of questions:

- a. Why/ what/ how/ who/ where do you think...?
- b. Why might she wish to?
- c. What is a possible reason for ...?
- d. What is the author suggesting / implying when he says that ...?
- e. Why would the author ...?
- f. What is the author suggesting with the inverted commas around the word 'x'?

(Note: 'Why' questions may be a literal or an inferential question.)

2012

11b. Why do you think the remaining horse were 'wilder than ever'? [1]

They were very afraid [inference] as they had seen what happened to the first horses [clue/info] and therefore did not want it to happen to them. [inference]

Learning point:

Clue + Inference (whenever possible)

2009

11b. Why were the antelope's hooves described as 'mute'? [1]

- **Mute – no sound**
- **They made no sound [inference] when the antelope moved [clue].**

X moved quietly, made hardly any sound.

Learning: Accuracy of description

2004

1b. Technology enables us to log on to news 'even from some mountain top'. What is the author emphasising in the phrase 'even from some mountain top'? [1]

- **The author is emphasising that the remoteness of a location does not pose an obstacle to technology.**
- **X technology had made it possible to log on 'wherever we are' [concentrating on the universality of technology rather than the inaccessibility of mountains]**
- **X rural / deserted [incorrect attempts to describe inaccessible]**

Type 2 – Content-Inferential

Example of questions:

- Explain fully why...
- Include both the information from the passage as well as an inference based on that information. (1 mark each)

2009

7a. Explain fully why May Lin would be afraid to enter the bush in the evening. [2]

- **In the evening, dangerous animals [inference/explanation – 1m] like the grazing hippos and hunting leopards would be in the bush. [clues/info -1 m]**
- Note: ‘in the evening’ and therefore buffalos should not be mentioned.

Learning points:

- Read the question carefully.
- Know the emphasis words, ‘in the evening’.
- Be mindful of the sequence of events.

Summary

- Read the question carefully. Look out for the emphasis word and the signal words.

Signal – why, explain fully why, suggest, possible reason

Emphasis – ‘in the evening’, ‘laboriously’, ‘afraid’

- Clue + Inference
- Use the right words
 - Accurate/close meaning
 - Intensity
 - Connotation

Language for Impact Questions (7 marks)**Passage A**

Mr. Halloran Beresford, pleasantly tired after a good day in the office, still almost clean-shaven after eight hours, his pants still neatly pressed, was pleased with himself particularly for remembering. He stepped out of the candy shop with a great box under his arm and started briskly for the corner. There were twenty small-size gray suits like Mr. Beresford's on every New York block, fifty men still clean-shaven and pressed after a day in an air-cooled office, a hundred small men, perhaps, pleased with themselves for remembering their wives' birthdays. Mr. Beresford was going to take his wife out to dinner, he decided, going to see if he could get last-minute tickets to a show, taking his wife candy. It had been an exceptionally good day, altogether, and Mr. Beresford walked along swiftly, humming musically to himself.

Adapted from Paranoia by Shirley Jackson

1. The paragraph begins 'Mr. Halloran Beresford, pleasantly tired after a good day in the office...' What is unusual and effective about the phrase 'pleasantly tired'? [2]

It is unusual because when people are tired, they find it exhausting and will not find the feeling pleasurable/enjoyable. [1]

It is effective because it shows how he did not mind being exhausted as he had enjoyed the day at the office. [1]

Passage B

Waves were reaching up, and their white foam, caught by the wind, were being whipped against the side of the ship. But I'd seen that on other days and the ship hadn't sunk. A cargo ship is a huge and stable structure, a feat of engineering. It's designed to stay afloat under the most adverse conditions. Weather like this surely wouldn't sink a ship? Why, I only had to close a door and the storm was gone. I advanced onto the deck. I gripped the railing and faced the elements. This was adventure.

It was dark still, but there was enough light to see by. Light on pandemonium it was. Nature can put on a thrilling show. The stage is vast, the lighting is dramatic, the extras are innumerable, and the budget for special effects is absolutely unlimited. What I had before me was a spectacle of wind and water, an earthquake of the senses that even Hollywood couldn't orchestrate. But the earthquake stopped at the ground beneath my feet. The ground beneath my feet was solid. I was a spectator safely ensconced in his seat.

Adapted from 'Life of Pi' by Yann Martell

2. Explain how the language used in paragraphs 1 and 2 of Passage B emphasises the writer's enjoyment of the storm. Support your ideas with three details from the paragraph. [3]

The writer's enjoyment of the storm is emphasised by the description of the storm as an exciting experience that he looked forward to and compared to a performance that was even more exhilarating than a movie. The word 'adventure' suggests that the writer viewed the storm as an exciting experience that he was looking forward to, [1] the detail 'thrilling show' suggests that the storm was like an exciting performance for him [1] and the phrase 'an earthquake of the senses that even Hollywood couldn't orchestrate' suggests that the writer found the experience to be so exhilarating that it was even more enjoyable than watching a movie. [1]

3. 'I was a spectator safely ensconced in his seat.' (Refer to the underlined sentence in the passage)
Why does the author use the word "spectator" to describe himself in this situation? [2]

It is to show that he could only watch what the storm was doing to the ship [1] [meaning of the word] without being able to contribute/help out/participate in the situation. [1] [writer's intention applied to the context]

The TYS on Inferential Questions

Answering Technique for Inferential Question

- Include both the clue from the passage and your own inference in your answer as much as possible.
- Accuracy of answers matters
 - Meaning - strong current (strength) versus rapid flow of water (speed)
 - Intensity - roused (strong interest) versus attentive (interest)
 - Connotation – slender (positive) versus emaciated (negative)

Types of Inferential Question (Note the signalling words that are underlined. Look out for inferential questions so that you know when you will need to make logical deductions, making use of the contextual clues.)

S/N	Type	Examples from TYS
1	<u>Inferential</u> Examples of questions: a. <u>Why/ what/ how/ who/ where do you think...</u> ? b. Why <u>might</u> she wish to? c. What is a <u>possible</u> reason for ...? d. What is the author <u>suggesting / implying</u> when he says that ...? e. <u>Why would the author</u> ...? f. What is the author <u>suggesting</u> with the inverted commas around the word 'x'? (Note: 'Why' questions may be a literal or an inferential question.)	2012:11b <u>Why</u> do you think the remaining horses were 'wilder than ever'? 2009:10 Say what you understand by shadows 'gaining ground' and explain <u>why this was happening</u> . 2009:11b <u>Why</u> were the antelope's hooves described as 'mute'?
2	<u>Content-Inferential Question</u> Example of questions: <u>Explain fully why...</u> ⇒ Include both the information from the passage as well as an inference based on that information. (1 mark each)	2009:7a <u>Explain fully why</u> , May Lin would be afraid to enter the bush in the evening. 2009:11a <u>Explain fully why</u> the antelope had been unable to sense the presence of May Lin's smell.

Type 1
2012

Passage B

Paragraph 3

As the horses reared up, Grady brought down one of them by lassoing its front legs. Before it could recover, Grady had squatted on its neck and was holding the horse's head against his chest, the hot sweet breath of it flooding up from its nostrils. As Grady held down the horse he could see that it was afraid, so he covered its eyes. Stroking the animal with his free hand, he never stopped talking to the horse. He spoke quietly, telling it all he intended to do and stroking the terror out. He then tied the horse's legs so that its movement was heavily restricted and carefully put a rope bridle over its head with the bit in its mouth, all the time talking to the horse in low, soothing tones. As Grady backed away, the horse struggled to its feet, but, every time it tried to move a leg, it fell. Eventually it lay quietly for a while thinking things over. When it got up, it stood still for a moment and, when it tried to move, it could only hop up and down; then it just stood there glaring at them.

Paragraph 4

By mid-morning eight of the horses stood tethered and motionless, waiting for they knew not what, with the voice of Grady still running in their brains. Hardly surprising, the other eight were **wilder than ever**, scattering along the fence and running in a sea of dust which increased as the day warmed.

11b. Why do you think the remaining horse were 'wilder than ever'? [1]

They were afraid [inference] as they had seen what happened to the first horses [clue/info] and therefore did not want it to happen to them. [inference]

2009

The shadows were gaining ground. As she sat on the bare earth, with her back against a tree, the whole scene took on a dreamlike quality. She wanted always to be this still, with the sky cooling, wanted the sun to wait and the world to hold its pose. And just then, as she exhaled, a single male antelope stepped into a space between the trees. He had neither seen her, nor smelled her in the breathless air. He moved on mute hooves, his tails and ears flicking, his dark liquid eyes glancing back towards the open grassland, not expecting her alien presence. And, for that moment, May Lin felt she was not there, not bodily in the clumsy human form that trips and stamps and crushes; it was her dream self which was watching and waiting. In another instant the antelope saw her, or sensed her, and shied away with a sharp bark and skittered from the trees. He looked back at her, as if annoyed that he'd fallen for her ruse of silence, then twitched his tail and watched as she left the wood, following the zebra down towards the lake.

11b. Why were the antelope's hooves described as 'mute'? [1]

They made no sound when the antelope moved.

X moved quietly, made hardly any sound.

2004

Modern inventions have speeded up people's lives amazingly. Motor-cars cover a hundred miles in little more than an hour, aircraft cross the world inside a day, while computers operate at lightning speed. Indeed, this love of speed seems never-ending. Every year motor-cars are produced which go even faster and each new computer boasts of saving precious seconds in handling tasks. Then there is the speed with which we access information wherever we are. Pocket computers and mobile phones enable us to log on to news or contact our friends in seconds, even from some mountain top.

1b. Technology enables us to log on to news 'even from some mountain top'. What is the author emphasising in the phrase 'even from some mountain top'? [1]

The author is emphasising that the remoteness of a location does not pose an obstacle to technology.

X technology had made it possible to log on 'wherever we are' [concentrating on the universality of technology rather than the inaccessibility of mountains]

X rural / deserted [incorrect attempts to describe inaccessible]

Type 2**2009**

She followed a cow path that rimmed the lake, planning to veer off north and then walk back towards the farm after an hour and be home in time for tea. In the evening she wouldn't dare to strike out into the bush like this, as hippos came ashore to graze, and leopards slipped down from their trees to hunt. Now she just had to keep a wary eye out for buffalo and choose paths through open ground. Whenever she did walk through an area of scrub, she felt her body tense and her senses sharpen, as eyes, ears, nose and brain scanned the air for the presence of one of the hulking grey beasts. Passing into the open again, she felt a small thrill of victory, as if she'd cheated one of those old brutes by slipping past unnoticed.

7a. Explain fully why May Lin would be afraid to enter the bush in the evening. [2]

In the evening, dangerous animals [inference/explanation – 1m] like the grazing hippos and hunting leopards would be in the bush. [clues/info -1 m]

Note: 'in the evening' and therefore buffalos should not be mentioned.

More practices**2009**

The shadows were gaining ground. As she sat on the bare earth, with her back against a tree, the whole scene took on a dreamlike quality. She wanted always to be this still, with the sky cooling, wanted the sun to wait and the world to hold its pose. And just then, as she exhaled, a single male antelope stepped into a space between the trees. He had neither seen her, nor smelled her in the breathless air. He moved on mute hooves, his tails and ears flicking, his dark liquid eyes glancing back towards the open grassland, not expecting her alien presence. And, for that moment, May Lin felt she was not there, not bodily in the clumsy human form that trips and stamps and crushes; it was her dream self which was watching and waiting. In another instant the antelope saw her, or sensed her, and shied away with a sharp bark and skittered from the trees. He looked back at her, as if annoyed that he'd fallen for her ruse of silence, then twitched his tail and watched as she left the wood, following the zebra down towards the lake.

10. Say what you understand by shadows 'gaining ground' and explain why this was happening. [2]

Clue: the sky cooling, wanted the sun to wait

Shadows 'gaining ground' meant that the shadows were growing longer and larger, covering more of the ground. [1]

This was happening, because evening was approaching and the sun was setting. [1]

X It was getting dark. -> no shadows at all

11a. Explain fully why the antelope had been unable to sense the presence of May Lin by smell. [2]

The breathless air [clue/info] tells us that there was no wind [inference – 1m] to blow May Lin's scent in the direction of the antelope. [inference / explanation – 1m]

2008

The custom of keeping cats spread slowly throughout the Middle East and beyond. A Sanskrit document of 1000 B.C. mentions a pet cat, and the Indian epics 'Ramayana' and 'Mahabharata' of about 500 B.C. both contain stories about cats. The Indians at that time worshipped a feline goddess called Sasti, and for decades Hindus were obliged to take responsibility for feeding at least one cat, to extend the life of their family members. By the twelfth century A.D., rich Chinese families were keeping yellow and white cats known as 'lion-cats', which were highly valued as pets, while less sophisticated breeds still continued to be used to control the problem of vermin. Pet cats were introduced into Japan from China and became just as highly prized. It is recorded that when, on the tenth day of the full moon, the Emperor's cat gave birth to five white kittens, a nurse was appointed to see that they were brought up as carefully as royal princes and princesses.

3. Explain fully why, in China, only 'less sophisticated' breeds of cats were used in vermin control. [2]

Technique:

Clue + Inference/explanation

The less sophisticated breeds of cats are not as highly valued [clue/info – 1m] and the lion cats were deemed too special to perform such mundane and lowly tasks like controlling vermin. [explanation / inference – 1m]

- | | | |
|---|---|-------------|
| 1 | The sacred role of Mau, the cat, began in this manner. One day the Pharaoh, the King of Egypt, and his Queen were hunting in the Nile marshes, when the strikingly marked cat appeared abruptly from among the reeds with three waterfowl, one gripped in his jaws and the others held tightly in his claws. | |
| 2 | The royal party was overwhelmed by the sudden presence of Mau, who, it seemed to them, was a re-incarnation of the cat depicted on the tomb painting of a former pharaoh. This pharaoh had also been on a hunting expedition when a cat with vivid markings similar to Mau's had materialised before him. The sudden appearance of Mau at this moment was taken to be a prophetic sign, and Mau returned with the Pharaoh and the Queen to the palace and was proclaimed sacred. | 5

10 |
| 3 | The life of a cat god was one of lavish pampering. At night, after having fed from a golden bowl on the Pharaoh's table, Mau often slipped out unobserved to tour the granaries. He prowled around the vast store-houses and diligently inspected the corn bins for rodents before returning to sleep on a golden silk cushion in a special shrine in the Temple. It was here that he made the acquaintance of Thut, a servant boy who was afforded the task of sweeping away dirt and dust with a broom fashioned from wood and rushes. Thut sometimes even stroked Mau, quite forgetting that he was a god and treating him like an ordinary cat. | 15 |
| 4 | When there were ceremonies in the inner sanctuary of the Temple, Mau was awakened by the sound of priests chanting paeans of praise. Sometimes they bathed him in perfume and put a collar of gold around his neck, while, on other occasions, he would be conveyed on a shrine by a procession of priests to the outer court of the Great Temple. Here, giant statues towered over him, and great columns rose to the roof, where their tops merged into paintings of reeds, papyrus flowers and lotus buds so vibrant that they seemed to be bathed in sunlight. | 20 |
| 5 | Mau's fortunes changed quite suddenly one night with the death of the great Pharaoh. The funeral procession would carry the mummified body from the Mortuary Temple to the Great Pyramid, where the Pharaoh would be laid to rest, and Mau would accompany him. Thut wept as he bade farewell to the cat. | 25 |
| 6 | 'The god Mau will ensure the safe passage of our dead king into the afterlife,' said a priest. 'After Mau has helped to answer the many questions which will be posed in the course of this momentous journey, the great god, Osiris, will see that our beloved cat god is returned to us.' | 30 |
| 7 | The collar placed around Mau's neck was even more elaborate than usual, while a golden chain fastened him to the ornamental carved stool on which his silk cushion lay. The mouth of the tomb was closed with a shower of rocks and earth, leaving Mau alone in the musty darkness. | 35 |
| 8 | Many days passed and, when Mau was so weak from hunger and thirst that he could barely lift his head, sudden footsteps broke the silence of the tomb, the stealthy footsteps of grave robbers hoping to find jewels and riches beyond their wildest dreams. The light from their burning torches reflected off Mau's collar and, as the gnarled fingers of an elderly robber fumbled at the heavy clasp and snapped it open, Mau gathered all his little remaining strength and emitted an ear-splitting screech. | 40 |
| 9 | The robbers screamed in horror, dropping their torches as they ran, moaning with fear. When Mau brushed against their legs as he limped after them to be re-united with Thut, the touch of his fur sent them into further paroxysms of terror. | |
| | 'Mau, the great god Mau,' they whimpered, as they stumbled through the darkness to the hole | 45 |

that they had hewn in the tomb wall. Little did they realise that they were but pawns in the hand of an even greater god, Osiris.

Inferential Questions:

From paragraph 5

9. Explain fully why Thut was weeping. [2]

Thut was saying goodbye to Mau forever. [clue/info – 1m]

Thut was upset as he had grown fond of Mau. [explanation / inference – 1m]

From paragraph 7

10. Why do you think the collar placed around Mau's neck, on this occasion, 'even more elaborate than usual'? [1]

Mau had a very important role to play. [1] OR

He would be greeted by the Great God, Osiris. [1] OR

It was a very grand occasion. [1]

X He was going to accompany the Pharaoh.

X It was to chain him down.

2006

The major impact made by human beings on living marine resources has occurred only in the last one hundred years or so, when over-exploitation of marine creatures for food and other uses has caused a considerable reduction in their numbers. The history of whaling in the twentieth century, which seriously reduced most of the large breeds of whale, is well known, but over-fishing is also seriously affecting more mundane marine life like herring and haddock. As soon as stocks become too low in one sector, the fishing fleets move on to other more profitable areas, leaving behind shattered communities of people on shore.

4. Why do you think fishing fleets leave behind 'shattered communities' when they move on? [1]

There is now no work for the inhabitants on shore. OR

Those involved in the fishing industry on shore are now unemployed. OR

Those involved in the fishing industry have lost their livelihood.

X There was no fish for them to eat.

Some time later, the marine centre in Queensland received a call that an entangled humpback whale had been spotted and a rescue team was hastily assembled, consisting of two helicopters and a small boat with three divers. After several hours of fruitless searching, the captain of the boat received a message on his marine radio. One of the helicopter pilots had located the whale a little further out than expected. The pilot had something else to report: the whale was not alone. Humpbacks sing to each other across vast stretches of ocean and support injured companions, so the whale had been joined by three others. Because there were now four whales present, the rescue mission had suddenly become

potentially far more dangerous.

10. Why do you think the rescue mission 'had suddenly become potentially far more dangerous'? [2]

Other than the trapped whale, the three additional whales had joined it [clue/info – 1m], and they may attack the rescuers. [inference – 1m]

2005

The fight for survival is a drama played out every day on the wide plains of Africa. Here the herds of animals eat grass from dawn to dusk, constantly observed by the lions and cheetahs, for these grazing animals are their prey. These big cats move silently, hugging the ground, then burst into a brief but dazzling turn of speed. Frequently they work as a group, some chasing the herd, others isolating its slower members. Once the big cats pounce, their sharp claws and dagger-like teeth will swiftly bring the killing process to its inevitable conclusion.

3. What does 'isolating its slower members' tell us about the way the big cats go about their hunting? [2]

They worked strategically [inference on the way they hunt] by working as a group [clue], [1m]

singling out those potential preys [inference] that could not run as fast or could not keep up with the rest. [explain 'isolating its slower members.'] [1m]

But nature has decreed that both the hunter and the hunted are equally matched in this contest for survival. Many of the grazing animals, such as gazelles, have exceptionally keen sight and hearing to alert them to possible danger. They also have great speed, which they can sustain over long distances. Through the ages the predators have continued to evolve in both agility and cunning, while their prey have become ever faster and their senses ever keener. Thus, nature has fine-tuned the disparate abilities of both sets of participants in the fight.

4a. Why do you think that, over time, gazelles have developed the ability to run as fast over the long distances? [2]

Gazelles need to be able to run at least as fast as their predators and keep going longer [Clue/info with comparative element – 1m]

so that they can outrun their predators which cannot keep going for so long. [inference with comparative element – 1m]

X gazelles developed the ability to run fast over long periods because the predators became more agile and cunning [lack of comparative element]

We were heading towards the Gobi Desert, on our route to liberty. Soon flat land delineated the beginnings of that sun-baked desert. We stopped for the night by a tiny river where we enjoyed our last drink of fresh water for a long, long time. We started out next morning, and the monotony of the parched landscape quickly took hold. Every so often Zaro hurried impatiently to the summit of a sand hill, only to see the same bleak panorama beyond. Two days elapsed. By now the heat was enveloping us, and mounting fatigue made our legs feel as if they were encased in iron. Next day came a further sign of our growing debility; Kolenos stumbled and looked up apologetically. 'That was silly of me, Rawicz. I must have tripped.' A few moments later I, too, was on my knees, though I was not conscious of having fallen. This pattern was reiterated for all three of us, but we simply could not capitulate. We had to repudiate those clutching fingers of death.

8b. What do you think the author wants you to understand by referring to these falls as the 'clutching fingers of death'?

These falls indicated or were a sign that they were close to death.

X They were dying.

2004

1	As an athletics coach, I constantly look for promising athletes and Zang Shu had caught my attention. He was powerfully built, but could be ruthless, determined to win by any means, foul or fair. He obviously needed a lesson and so I explained to two of my athletes, Chris and Lee Chang, what I wanted. Initially they protested but then they saw things from my angle.	5
2	Next day, Zang accompanied them on a trial run. Chris and Lee soon took the lead, with Zang just behind them. As Zang tried to overtake, Lee instantly slowed down, letting Zang move up behind Chris. Then Lee came up alongside Zang so that he was now boxed in between Chris and Lee. Desperately Zang tried to fight his way through, shoving Lee to one side, then barging into Chris. The demon within him had taken over; speed and victory were all that mattered. But Chris would not be shouldered out of the way. A flying elbow from him caught Zang in the stomach and that effectively ended the race for Zang.	10
3	Afterwards I told Zang he had not impressed me. 'But coach!' he pleaded, 'Chris fouled me! He – ' 'He <i>what?</i> ' I demanded fiercely. 'Oh,' Zang said, 'oh.' His eyes widened and he hung his head. The young man was no fool. I was pretty sure the lesson had been learned.	15
4	Our first athletics match was approaching and I had already lost a good runner through injury. I decided to take a gamble on Zang. 'Can you help me out?' I began, but got no further. Zang jumped with excitement. 'Do you mean I'm in the team?' 'Yes,' I replied, 'but let's hope we've learned a lesson,' and left him looking quietly at me.	20
5	On the day of the match I picked Zang to run in the 4 x 400 metre relay race,	25

	as last runner. Our first runner made a splendid start, handing over his baton half a metre or so ahead of his competitors. The next two laps followed much the same pattern, though our third runner could not quite hold on to the lead. It would be all down to Zang; victory here would clinch the match for us.	30
6	Zang took off after the leading runner with a fury that made me hold my breath. Surely he couldn't sustain such frenzied energy. Had his destructive demon taken over? Victory, at any cost: was this the thought driving him on? He caught up with the leading runner as they left the second bend of the track, and they raced shoulder to shoulder down the stretch ahead. They came to the last bend, but both were going too fast to take it safely, and Zang was on the outside. Why didn't the idiot slow down?	35
7	Then I saw something no-one else would have noticed. For a split second Zang's head jerked back slightly, as though a thought had suddenly thrust itself into his brain. At the same moment he swung wide, shunning his opponent as if he had the plague. Zang's momentum carried him into the iron railings at the side of the track. He had just about stumbled into his stride again when the crowd came to its feet with a great groan. Zang's opponent had leaned into the bend too heavily, lost his footing and tumbled to the ground. Fate had delivered victory to Zang, but only I knew what he must have been feeling; the victory was over himself, not just his opponent.	40 45

From paragraph 3

9. Zang 'hung his head'. Explain fully what you think made him do this. [2]

He hung his head as he was ashamed of his own actions. [inference – 1m]

He realised that he himself often fouled others / He had tried to foul Chris first.

[clue/info – 1m]

From paragraph 7

12. Explain fully why Zang's victory over himself was especially creditable. [2]

Zang had overcome his desire to win at all costs [inference/explanation of creditable – 1m]

as he had won the race without fouling his opponent but relied on himself instead.

[information/clue – 1m]

2002

For many years scientists have been piecing together the story of our ancestors on their long road to human civilization. Part of the story begins in East Africa, at a gorge called Olduvai, where scientists stumbled across the fossilised remains of animals. Their bones and tissues had, over thousands of years, turned into stone, and so provided an invaluable link with the past. The large numbers of the remains suggested that other creatures might have deliberately killed these animals. What is more, quantities of strangely-shaped stones were found nearby, which could have been crude tools for cutting and slicing meat. Then came other significant discoveries there – the fossilised remains of skulls, not altogether human, but with features markedly similar to those of humans. Such finds, together with the strangely-shaped stones, were likely evidence of creatures which were developing a primitive intelligence, and not relying just on jaws and teeth to get their food.

1a. The scientists studying our early ancestors 'stumbled across' remains of animals. What does 'stumbled across' tell you about the way they had made this discovery? [1]

They made this discovery by chance / accidentally.

1b. Lots of remains of animals were discovered which might have been deliberately killed. What was the possible reason for killing them? [1]

Clue: Such finds, together with the strangely-shaped stones, were likely evidence of creatures which were developing a primitive intelligence, and not relying just on jaws and teeth to get their food.

It was for food.

Language for Impact Questions (7 marks)**Passage A**

Mr. Halloran Beresford, pleasantly tired after a good day in the office, still almost clean-shaven after eight hours, his pants still neatly pressed, was pleased with himself particularly for remembering. He stepped out of the candy shop with a great box under his arm and started briskly for the corner. There were twenty small-size gray suits like Mr. Beresford's on every New York block, fifty men still clean-shaven and pressed after a day in an air-cooled office, a hundred small men, perhaps, pleased with themselves for remembering their wives' birthdays. Mr. Beresford was going to take his wife out to dinner, he decided, going to see if he could get last-minute tickets to a show, taking his wife candy. It had been an exceptionally good day, altogether, and Mr. Beresford walked along swiftly, humming musically to himself.

Adapted from Paranoia by Shirley Jackson

1. The paragraph begins 'Mr. Halloran Beresford, pleasantly tired after a good day in the office...' What is unusual and effective about the phrase 'pleasantly tired'? [2]

Passage B

Waves were reaching up, and their white foam, caught by the wind, were being whipped against the side of the ship. But I'd seen that on other days and the ship hadn't sunk. A cargo ship is a huge and stable structure, a feat of engineering. It's designed to stay afloat under the most adverse conditions. Weather like this surely wouldn't sink a ship? Why, I only had to close a door and the storm was gone. I advanced onto the deck. I gripped the railing and faced the elements. This was adventure.

It was dark still, but there was enough light to see by. Light on pandemonium it was. Nature can put on a thrilling show. The stage is vast, the lighting is dramatic, the extras are innumerable, and the budget for special effects is absolutely unlimited. What I had before me was a spectacle of wind and water, an earthquake of the senses that even Hollywood couldn't orchestrate. But the earthquake stopped at the ground beneath my feet. The ground beneath my feet was solid. I was a spectator safely ensconced in his seat.

Adapted from 'Life of Pi' by Yann Martell

2. Explain how the language used in paragraphs 1 and 2 of Passage B emphasises the writer's enjoyment of the storm. Support your ideas with three details from the paragraph. [3]

3. 'I was a spectator safely ensconced in his seat.' (Refer to the underlined sentence in the passage)
Why does the author use the word "spectator" to describe himself in this situation? [2]

**EXPLORING ELEMENTS OF VISUAL TEXT
THAT SUPPORT THE OVERALL MESSAGE (M) CRAFTED BY ITS
CREATOR**

AND

**THE SUBSEQUENT COURSE OF ACTION THAT ITS CREATOR
WANTS YOU (A) TO TAKE (O)**

VISUAL TEXT

**PAPER 2
SECTION A
5 MARKS**

YOUR TARGET: 4 OUT OF 5 MARKS

TODAY'S FOCUS

(NOT ON LANG – THAT'S LFI)

- 1st: M A O of the Visual Stimulus
- 2nd: **visual** Elements
- 3rd: Putting It Together
(Answering Questions –
Excluding LFI Qs)



- Answering based on clues from the text
- Addressing the question

Based on the
2015 Prelims
+
Feedback from
Teachers



- Understanding the different functions of the visual stimulus
- Making sense of the overall purpose of the visual stimulus

NEEDS IMPROVEMENT

Print is a visual text

The type on this page
has a visual aspect:

the size

the shape

the design

the white space.

WHAT IS THE VISUAL TEXT?

Type	webpage, advertisement, poster, etc.
Source	print (<i>*usually an advertisement</i>) <u>or</u> electronic publication (<i>*usually a website</i>)
Subject matter	topic (<i>i.e. What is it about?</i>)
Context	social, workplace, personal, cultural, historical (<i>in order of commonality</i>)
Audience	Who is the <u>targeted</u> or <u>intended</u> audience?
Message - for the audience	raise awareness, inform, etc.
Outcome – (Main purpose) – What do you want them to do?	persuade them to take an action (after having a mindset change)



TODAY'S 1ST FOCUS:

Message

Audience

Outcome


LET'S TALK ABOUT THE AUDIENCE (YOU!!!)

Type	webpage, advertisement, poster, etc.
------	--------------------------------------

- **Webpage:** **Usually** no one in particular in the same country (i.e to netizens, readers, etc)
- **Advertisement:** Often **very specific** (parents, smokers, men, women, students)
- **Poster:** Depends on the context

Why is this useful to know?

It aids you in getting the correct  and .

<i>context</i>	social, workplace, personal, cultural, historical (<i>in order of commonality</i>)
 udience	Who is the <u>targeted</u> or <u>intended</u> audience?

HANGING BY A THREAD

ILLEGAL TRADE IN RHINO HORN is threatening the survival of these incredible animals.

3 of the 5 living species of RHINOS are classified as **CRITICALLY ENDANGERED** by the **IUCN RED LIST**.

SOURCE COUNTRY
South Africa

DEMAND COUNTRY
Viet Nam

POACHING IS EVOLVING

Over the years poachers have gone from using bows, arrows and spears to high powered rifles, helicopters, night vision equipment and veterinary tranquilizers. Some are also putting poison into carcasses to avoid vultures that may call attention.

DEMAND IS RISING

Originally associated with reducing temperature (especially internal heat in the blood) and purging the body and blood of toxins, rhino horn has recently been attributed also as a cure for cancer and as an aphrodisiac.

KILL THE TRADE THAT KILLS THE RHINO

Follow our
Campaign against **ILLEGAL WILDLIFE TRADE** at wwf.panda.org
Find us on facebook/WWF to **JOIN THE FRONTLINE**
and Tweet to
#killthetrade

EXAMPLE 1: AUDIENCE

Qns: What two practical actions does the WWF request from the audience? (2015 AHS MYE, P2SAQ4)

- Follow WWF's campaign against illegal trade at www.panda.org
- Show support for the campaign by going to facebook/WWF to join the frontline
- Tweet #killthetrade to show support for their campaign

(Any two answers for 2m)

- X join the frontline (no practical action stated – cannot be done by the Audience)
- X support the campaign against illegal trade (no practical action stated)

EXAMPLE 2: AUDIENCE

Qns: What is the main purpose of this print advertisement? (2015 AHS MYE, P2SAQ2)

Ans: Encourage the audience to show their support for campaign against illegal rhino trade (1m).

X create awareness of the plight of the rhinos (need to know the function of 'social media' elements - **Visual** Elements)

X to have the audience stop poaching rhinos. (need to know the **Audience** and what they can or cannot do)

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EXAMPLE 3: AUDIENCE

- Explain how the illustration links to the writer's message in the text. (2015 GMSS MYE, P2SAQ1) - requires understanding the message and why the image was chosen.
- Who is the target audience of this advertisement? (2014 GMSS MYE, P2SAQ2) - requires the use of 'context'

context

social, workplace, personal, cultural,
historical (*in order of commonality*)

LET'S TALK ABOUT THE **OUTCOME (IMPACT)**

(COURSE OF ACTION THAT ITS CREATOR WANTS YOU (A) TO TAKE (O))

- **Webpage:** *Donate* / Sign up or register for a programme / Pledge / Participate
- **Advertisement:** Convince you to purchase and use the item / Find out more about the product, etc
- **Poster:** Sign up / Change in mindset/attitude (and) adopt a new action / Find out more about the subject/item

Outcome – (Main purpose) – **What do you want them to do?**

persuade them to take an action (after having a mindset change)

EXAMPLES: **OUTCOME** **(IMPACT)**

- What is the main purpose of this print advertisement? (2015 AHS MYE, P2SAQ2)
- Why do you think this advertisement was created? (2015 TKGS MYE, P2SAQ2)

- Which sentence gives the main purpose of the advertisement? (2015 CresentsGS MYE, P2SAQ5)
- Which sentence in the section **Dogs for Adoption** gives the main purpose of the webpage? (2014 AHS Prelim, P2SAQ2)

LET'S TALK ABOUT THE MESSAGE (1)

(FROM THE READERS' POINT-OF-VIEW')

Usually:

A “convincing” problem is presented (Posed by the creator)

→ Washing is not an easy household chore.

A “proposed” solution offered by the VT's creator (Outcome you should take) → **Using Brand XYZ detergent makes it easy for you. It is extremely effective, etc.**

OR

A change in attitude/perspective/behavior SO THAT you will take the creator's prescribed course of action.

Why is this important to know?

It allows you to reverse engineer. Through the easy-to-attain O, you can verify your M. Some questions require you to find supporting information to support the M. Yet they do not tell you what the M is!

 **essage**

raise awareness, inform, etc.

EXAMPLES: MESSAGE

- Explain how the headline “Employ a lifetime of experience” supports the main message. (2014 GMSS MYE P2SAQ3) – phrase supports the message
 - In which **two** ways does the illustration below the main heading highlight the writer’s message in the section ‘**Give me some natural beauty tips!?**’ (2014 Damai Prelim, P2SAQ1) – image supports the message
 - Explain how the visual used in this advertisement helps to reinforce the key message. (2014 GMSS MYE P2SAQ4) – image supports the message
-
- What idea is the image of the man on the surfboard trying to establish? (2015 TKSS MYE, P2SAQ1) – image supports the message
-
- Which sentence carries the main message of the poster? (2015 TKSS MYE, P2SAQ4)
 - What is the main message of this advertisement? (2014 GMSS MYE, P2SAQ2)

WE KNOW **VISUAL** ELEMENTS IN THE
VISUAL TEXT PLAY A MAJOR ROLE IN...
IT GRABS OUR ATTENTION...
IT "BRINGS" THE MESSAGE TO US...



TODAY'S 2ND FOCUS:

VISUAL ELEMENTS - FUNCTIONS

- **Q:** How do the visual elements combine to give meaning?

→ You need to know this at the national exams.

The visual elements work together to support the visual text's () and () .

- **Q:** How do the visual elements combine with other communication modes (e.g. words, images, videos, audio, etc)?

→ You need to know this at the national exams.

Headings	Call-to-action	Testimonials	Video Clips (YouTube)	Audio Clips
Social Media Links ('Share' Icons)	Logos (of partnering companies)	Images (Main + Supporting)	Words (Connotation s)	Words (Text)
Facts / Figures / Statistics	Use of bullet points			

TESTIMONIALS

- **Enhances** the credibility/reliability of the product/service

Testimonial

Melissa
from Kent Vale Secondary School

The YES program has made a significant change in my life. Before, I would go to school grumpy and upset due to things that had occurred the day before. I discovered a new energy in myself.

Mdm Toh, Parent of Neng Hui
from Hai Tong High School

The Youth Empowerment Seminar has helped my son immensely. He used to perform poorly in school and would lash out at people for no reason. After attending the YES programme, he used the breathing techniques to calm himself down and was no longer grumpy and upset, but jolly and confident. His grades improved.



Dear CVS,
Last month, my insurance stopped covering the medication I'd taken for years. I got so frustrated I was ready to give up. But my CVS pharmacists refused to. They took care of everything. I can't thank you enough.

Sincerely,

Learn More:
[CVS.com/transfernnow](https://www.cvs.com/transfernnow)
1-800-864-2467

VIDEO / AUDIO CLIPS

- Allows people to find out more about the...
- Visual experience of ... without going to the venue...

About Us Courses Projects Teachers Founder

Home > Courses > YES

Take control of your life!

The Youth Empowerment Seminar (YES!)



Videos



3D Animation & Visual Effects School

The role of the animator in the entertainment industry has radically expanded over the past several decades and the animation school at the New York Film Academy reflects these changes. With a focus on immersing students in the fundamentals of 3D animation and visual effects, our award-winning faculty has designed an intensive, hands-on curriculum to prepare the next generation of animators and visual effects artists for an ever-growing and competitive industry, making it one of the best animation schools in the world.

An unparalleled animation institute, the animation school at the New York Film Academy provides students with state-of-the-art facilities and hands-on experience with the industry standard Maya, ZBrush, Mudbox, Motion Builder, and Nuke software and top-notch equipment.



ANIMATION COURSES

Students interested in taking an animation program at the New York Film Academy's 3D Animation & Visual Effects School can expect to take many of the below animation courses depending on the workshop or program in which they enroll.

Modeling	Rigging	Introduction to Shaders
Lighting & Cameras	Screenwriting	Materials and Textures
Storyboard	Character Design	Introduction to Animation
3D Computer Modeling	UV Mapping	Rendering, Editing & Compositing
Animation	Lighting	Hard Surface Nurbs Modeling
Acting for Animation	MEL and Python	Particle Dynamics and Visual Effects
ZBrush	Mental Ray	Professional Development in Animation
Compositing with Nuke	Advanced Rigging	Storyboard & Animatic

SOCIAL MEDIA

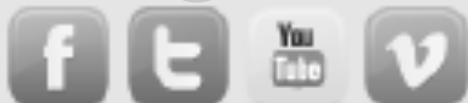
- Find up-to-date news on ...
- Share the information to ...

KILL THE TRADE THAT KILLS THE RHINO

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and Tweet to
#killthetrade

GET SOCIAL WITH SHARK SAVERS

Join us on Facebook, Twitter, YouTube and Vimeo for social updates.



Every Drop Counts.
#sgworldwaterday

Be a Friend of Water and Celebrate
**SINGAPORE
WORLD
WATER
DAY**



View your photos

marathon-photos.com

Green Corridor Run
 Like



Green Corridor Run

March 22 at 2:59pm

Wish we could share this chocolate mud cake with all Green Corridor Run participants. It's almost big enough!



6,579 people like Green Corridor Run.



Facebook social plugin

RESULTS

Find us on Facebook

LOGOS (OF PARTNERING COMPANIES)

- Increase credibility/ trustworthiness/ reliability
- Show that the site is secure for electronic transactions

Beauty? It comes naturally.



by Central Narcotics Bureau on 21 May 2014

Looking good does not have to come at a hefty price. They say some things in life are free, and beauty is just one of them! Here are a few tips for quick and easy ways to flaunt your best side using all-natural ingredients. Whether it is frizzy hair or puffy eye bags, we have a solution just for you.

Mirror mirror on the wall, who's the slimmest of them all?

At some point in time, many of us have been concerned about our weight; it is natural to be self-conscious about how you look in front of your friends. Stories of drug-aided slimming processes are also aplenty, but these fables do not have a happy ending. The use of drugs for the wrong purposes leads to devastating consequences that do more harm than good. Despite the fact that there are some celebrities who consume drugs or smoke, there is no correlation between their vice practices and their seemingly attractive looks.



You can make a difference. Help these children rebuild their lives.



An initiative by:
Tripartite Committee on Employability of Older Workers

IMAGES (SUPPORTING THE...)

- Draw your attention
- Related to the  and the 
- e.g. tug heart strings

image of an abused dog to evoke the sympathy of the reader to volunteer his/her service.

CYBERCRIME: A WOLF IN SHEEP'S CLOTHING



Use strong passwords and ALWAYS update your computer.
DON'T BE FOOLED.
The bad guys are getting smarter.

**You are not just
burning off calories...**



Bicycles don't have tailpipes belching poisonous fumes into the atmosphere. For every kilometre you don't drive, you'll save about 200 grams of carbon dioxide.

Besides, you're saving your health too! The health benefits of regular aerobic exercise are well-known. Depending on your riding style and local road conditions, you could easily burn 600 calories an hour through brisk cycling. Most bike commuters report losing 8 to 10 kilogrammes during their first year in the saddle without changing their eating habits.

So leave that car in the driveway and start covering pavement on two wheels. Let's ride!



The greatness of a nation and its moral progress can be judged by the way its animals are treated
Mahatma Gandhi, 1869-1948.

www.donperrito.com



Oscar (HDB Approved Under Project ADORE)

- * Local crossbreed, Male, 1.5 years old
- * Sterilised, Vaccinated
- * Low energy, prefers slow walks, grass trained



Silence.
 He picks up the
 needles so very
 slowly hesitating,
 as if regretting his
 decision to have
 come this far. The
 syringe drips men-
 acingly. He looks
 down on his arm: it
 bore the marks of
 many nights of
 abuse that he has
 inflicted upon him-
 self. The reddish,
 inflamed wounds
 that oozed out
 pus, the slight bl-
 eeding whenever
 they itched so
 bad he couldn't
 help scratching.....

He couldn't resist the craving; how he longed
 to feel the drug pumping in his veins. He
 stuck the needle in, wincing at the thro-
 bing pain
 in his arm,
 pushing it,
 injecting the evil drug. He was
 floating, floating away now,
 so so far away from his life.....

NEED HELP?
1800-733-4444

FACTS / FIGURES / STATISTICS / OBJECTIVE FACTUAL INFORMATION

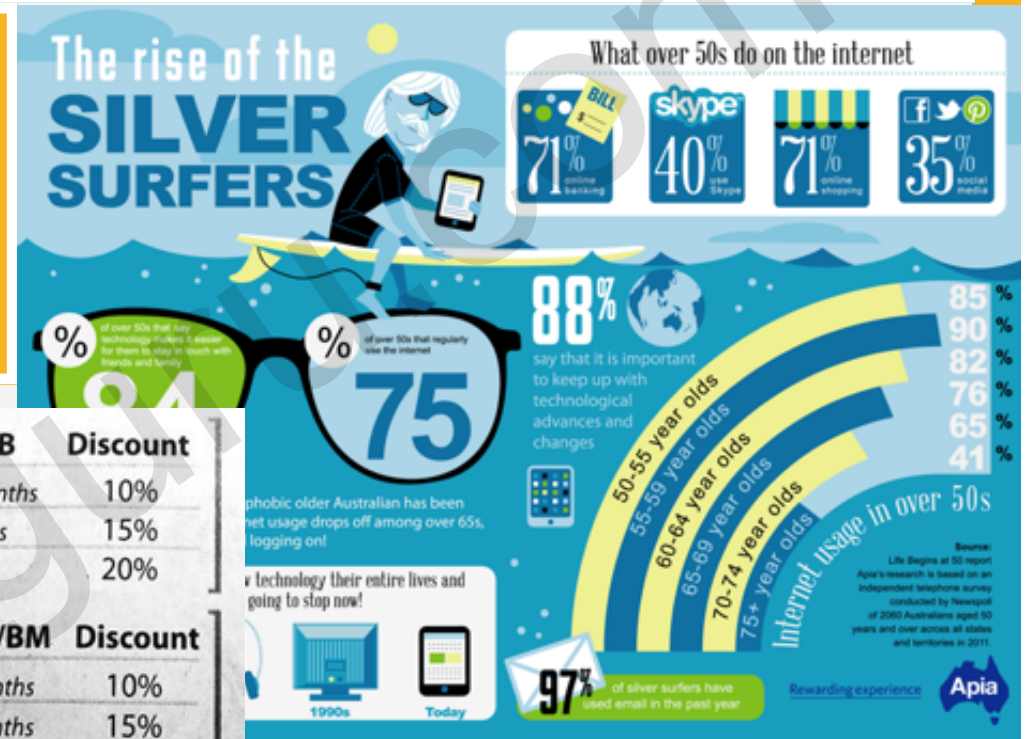
- **Emphasizes** the
 - Reliability / Seriousness / Severity / Importance
 - Superiority



With 380 bhp the Touareg Hybrid is one of the most powerful hybrid SUVs on the road. Its supercharged 3.0 V6 TSI engine, together with an E-motor, propel it from 0–100 km/h in just 6.5 seconds.

ST, SUT and LHZB	Discount
26 - 51 Ads in 3 months	10%
> 52 Ads in 3 months	15%
Daily within 90 days	20%

WB, SM, TNP, BH/BM	Discount
13 - 25 Ads in 3 months	10%
26 - 51 Ads in 3 months	15%
> 52 Ads in 3 months	20%



aerobic exercise are well-known. Depending on your riding style and local road conditions, you could easily burn 600 calories an hour through brisk cycling. Most bike commuters report losing 8 to 10 kilogrammes during their first year in the saddle without changing their eating habits.

- In 2003, there were 13,285 donors, 25,473 transplants, and 83,731 on the waiting list; in 2013, there were 14,257 donors, 28,954 transplants, and 121,272 on the waiting list. The reality is that the number of candidates waiting continues to dwarf the number of donor organs available, and only you can change this—by registering as an organ donor and encouraging others to do so as well.

ENDORSEMENT BY /REFERENCE TO CELEBRITIES / IMPORTANT-FAMOUS PEOPLE / REAL PEOPLE



I'm FINISHED With FINs-- teaser video

Shark Savers' campaign to reduce consumption of shark fin soup is called "I'm FINISHED with FINs". Joined by hundreds of celebrities and community leaders and our partners National Geographic Channel, WildAid, and World Wildlife Foundation, this new video is airing across Asia in 25 countries! Join our campaign, support us by pledging to not eat shark fin soup, share and promote this to friends and family!



- **Celebrities:** Follower syndrome / Fan-followers
- **Important/Famous People (endorsement):**
- **Real People:** Creates the idea that if ordinary people can 'do' it, the reader can 'do' it too / **Authenticity** / If ordinary people finds it useful, it should be useful / if ordinary people (housewife) uses it, it should also be safe/reliability, etc to use it.

Age 68 and Beyond

C. Kunalan
Assistant Professor
(Physical Education & Sports Science)
National Institute of Education

Today, they oversee the next generation of champions.

Age 68 and Beyond

C. Kunalan
Assistant Professor
(Physical Education & Sports Science)
National Institute of Education

Older employees are invaluable to any company – big or small. They are hardworking, dependable and loyal. More importantly, they also bring onboard a lifetime of knowledge and experience. So start recruiting, retaining and re-employing older employees, even before the Re-Employment Legislation takes effect from January 2012. For more information on how your business can be re-employment ready, visit www.re-employment.sg

EMPLOY A LIFETIME OF EXPERIENCE.



Animal products have no place in a healthy diet. As a champion boxer, I need to keep my body in top physical shape. Since I've stopped eating meat, I'm stronger, faster, and ... happier! My whole life is better.

I AM MAUREEN SHEA, AND I AM A

VEGETARIAN

SHEA

PETA.org



"Everything was just perfect and exactly what we wanted. We're already getting another room done!"

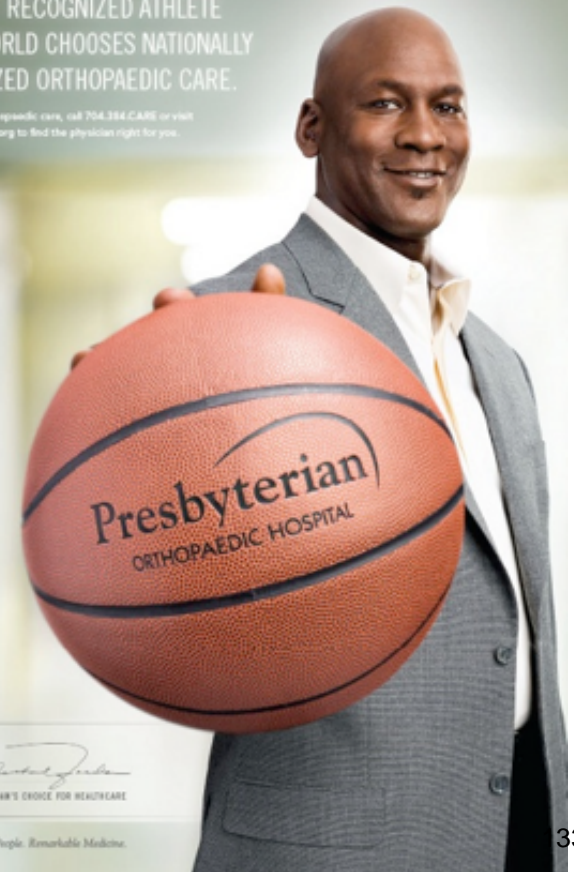
- Jennifer, Norwell MA

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Michael Jordan
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LET'S TALK ABOUT THE TEXT + IMAGES

(CHOICE – EFFECTIVENESS –
SUPPORTING THE M AND O
/ IMPACT AND EFFECTIVENESS ON
READERS

- The choice of words (Idioms, Expressions, Puns, Word Play)/ **Images** (visual stimulus) supports the M that the creators wish to transmit.
- It draws the viewer's attention to find out more.

- The visual stimulus can come in the form of **FONT
TYPES**



Get this
in your head:
**Smoking can lead
to a stroke.**

This is the damage done to a brain by a minor stroke. Every time you inhale tobacco smoke, thousands of chemicals enter your bloodstream. Some of them create blood clots. A stroke occurs when a blood vessel in your brain becomes blocked or when a blood vessel bursts and bleeds into the brain. The next time you want to light up, think about what you may be doing to your brain.

Every cigarette is doing you damage.

FONT TYPES

What is the intended effect created by the use of the fonts?

IT TAKES A COMMUNITY TO RESOLVE A COMMUNITY ISSUE

Caregivers live and learn and so do estate management officers. There are more and more areas in Singapore where caregivers and management officers work hand in hand to address issues that residents may face. They know that culling year on year has not worked, so they target the issues, not the cats.

I am a community cat. I have a caregiver.

She feeds me daily.
She never leaves a mess.



She sterilises us to
keep us tame and quiet.
No more unwanted
kittens!

She helps estate management
officers to resolve complaints.

My estate is familiar with
the 'vacuum effect' and
the futility of removing cats
as a solution to complaints.
More cats will just come in
to take their place.



The caregiver can help resolve cat issues more
effectively with the support of their estate
management officer. This inclination towards
cooperation, harmony and tolerance is often
reflected in other aspects of the community.

According to surveys by the Agri-food & Veterinary Authority, 96% of people in Singapore do not want cats to be sent to their deaths. But they continue to be culled year after year in some estates, despite efforts of the caregivers. Should 4% hold sway on the current culling policy? How do we become a more gracious nation when we keep rewarding apathy?



- The image of this cat **DRAWS attention.**
- **Audience:** It calls out to people who like cats

EXAMPLES: **TEXT** *[CHOICE OF WORDS]* **WORDS** **[CONNOTATIONS]**

- Refer to the section entitled 'POACHING IS EVOLVING'. What can you infer about how poaching has changed over the years? (2015 AHS MYE, P2SAQ2)
 - How do the series of posters make the reader feel personally involved? (2015 Damai MYE, P2SAQ1)
-
- Refer to the first paragraph of the advertisement. What does the word 'research intensive' suggest about the nature of the education one would receive at Nanyang Technological University? (2015 CrescentGS MYE, P2SAQ3)
 - Why does the creator of the poster use the term 'silver surfers'? (2015 TKSS MYE, P2SAQ2)

EXAMPLES: IMAGES / VISUAL STIMULUS

- Look at the photograph on the right at the top of the advertisement. With reference to the advertisement, how does the photograph illustrate any attribute Nanyang Technological University students should have? (2015 CresentGS MYE, P2SAQ1)
- How does the visual text complement the phrase “miracle of life” in the headline?
 - (i) From the visual (2015 TKGS MYE, P2SAQ2i)

ANS: The visual features a man who is visibly pregnant. Considering that men cannot be pregnant (only women can), this phenomenon is a “miracle of life”. [1]
- Explain how the visual used in this advertisement helps to reinforce the key message. (2014 GMSS MYE P2SAQ4)
- Is this poster a reliable source? Give a reason why. (2015 Damai MYE, P2SAQ4) – Logos

- How would the picture of the dog in the middle and the information above it be useful to the target audience? (2014 AHS Prelim, P2S2Q2)
- In the section **Give me some natural beauty tips!**, the writer uses bullet points. Why do you think the writer has chosen to use bullet points to present the tips? (2014 Damai Prelim, P2SAQ3)

Ans: Easier for the reader to take note / read. [1]

SOME (MORE) COMMON QUESTIONS

- How do the series of posters make the reader feel personally involved?
- **By directly addressing the reader with “you”. [1] (2015 Damai MYE P2SAQ1)**

Text 3

The article below is about thistle growing in the plains of Argentina. Read the text carefully and answer Questions 18 to 24 in the Question Paper Booklet.

- 1 The appearance of the plain was different in what was called 'thistle year'. The giant 3-metre tall thistles, which usually grew in isolated patches, suddenly sprang up everywhere. In these luxuriant years the plants grew as thickly as rushes. The wonder was to see plants which throw out such vast leaves producing stems so close together as to be virtually touching. Standing among the thistles in the growing season one could almost hear them growing, as the huge leaves freed themselves with a jerk from a cramped position, producing a crackling sound. 5
- 2 To the gaucho¹ who lives half his day on his horse and loves his freedom as much as a wild bird, a 'thistle year' was a hateful period of restraint. His small, low-roofed house was like a prison to him, for the thistles hemmed it in completely. On his horse he was compelled to keep to the narrow tracks and to draw in or draw up his legs to keep them from the prickling spines. In those distant, primitive days the gaucho, if he was a poor man, wore nothing on his feet but a pair of iron spurs. 10
- 3 The thistles when dead were just as great a nuisance as the living thistles. In their dead, dry condition they could sometimes stand all through December and January when the days were hottest and the threat of fire was ever present. At any moment a careless spark might kindle a dangerous blaze which could threaten the gauchos' low wooden houses. At such times the sight of a smoke would cause every man who saw it to mount his horse and fly to the danger spot to try to stop the spread of the fire by making a broad path in the thistles some fifty to a hundred metres ahead of its course. One way to make the path was to lasso and kill a few sheep from the nearest flock and drag them up and down at a gallop through the dense thistles until a broad space was cleared. Then any approaching flames could be beaten out with horse-rugs. But the sheep to be used in this way were not always to be found on the spot and, even when a broad space could be made, if a hot north wind was blowing, the fire could still travel on. 15 20
- 4 During December and January, this desert world of thistles, dead and dry, continued standing, a menace and a danger. The one desire and hope of everyone was for the pampero – the south-west wind – which in hot weather is apt to come with startling suddenness, and to blow with extraordinary violence. And it would come at last, usually in the afternoon of a stifling day, after the north wind had been blowing persistently for days with a breath as hot as a furnace. At last the hateful north wind would drop and a strange gloomy cloud would cover the sky. In a little while it would cover half the sky, and there would be thunder and lightning and a torrent of rain. At the same moment the wind would strike and roar in, bending trees and shaking houses. In an hour or two it would perhaps be all over, and next morning the detested thistles would be gone, or at all events levelled to the ground. 25 30
- 5 After such a storm, the gaucho would feel an enormous sense of relief for he could now mount and gallop forth in any direction freely and see the wide, wide earth once more. He was like a prisoner released from his cell, or a sick man who, having regained his lost vigour, breathes freely and walks again. 35
- 6 A gaucho was ever so tied to his horse, so parasitically that they were like conjoined twins. On very rare occasions, this union gives the gaucho a thrill, or perhaps it would be better to say the ghost of a thrill, when he remembers the relief he felt after one of these great thistle-levelling winds. Then, it was a rare pleasure to gallop his horse over wide brown stretches of level land, to hear the horse's hard hoofs crushing the hollow desiccated stalks which covered the earth in millions, like the bones of countless perished foes. It was a queer kind of joy, a mixed feeling with a dash of gratified revenge to give it a sharp savour. 40 45

¹ A gaucho is a South American cowboy

- 7 After all this abuse of the giant thistle, it may sound odd to say that a 'thistle year' was a blessing in some ways. Admittedly, it was an anxious year on account of the risk of fire, and a season of great apprehension, too, when reports of robberies and other violent crimes were widespread. But a 'thistle year' was also called a fat year, since the animals there could gorge themselves on the huge leaves and soft, sweetish-tasting stems. The fattened animals were in turn feasted on by the gauchos. However, the only drawbacks were that the riding-horses lost strength as they gained in fat, and their milk did not taste inviting.

50

Adapted from ***Far Away and Long Ago*** by W.H. Hudson

Clinic 2: Strategies for scoring well in Summary by Ms Margaret Ng

Read the 1994 Passage and try out this summary by applying a few key strategies to produce a successful summary.

Using your own words as far as possible, summarise the disadvantages (-) and advantages (+) for the gauchos and animals during a thistle year.

Use only information from paragraphs 2 to 7.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

The gaucho found a thistle year a hateful time because...

Do this checklist after reading the passage and summary question/task:

Prompts/questions to consider before writing your summary	✓ if yes
1. To respond to this summary task/question, do you need to signpost clearly through a distinct internal organization structure within your summary?	
2. Have the first 10 words given to you assisted you in creating an internal organisation within your summary? If yes, please indicate what part of the summary:	
3. Which suitable linking/transitional word(s) will be appropriate to show the contrast of the summary points?	
4. Are you able to conflate some of the summary points?	
5. Are you attempting to paraphrase?	

Practice 1

1. In the passage, pick out at least 8 - 9 points from the passage you think are the points required by the summary task.
2. Paraphrase the bold and underlined words.
3. Re-organise these points and write the signposting words/linking words.
4. Re-write the sentence structures by considering compound, complex, active, passive sentences.
5. Try to write at least two conflating sentences.

No	Original texts	Paraphrased
1	Hateful year of <u>restraint</u> .(L8)	
2	His <u>small, low-roofed house</u> was like a prison to him, for the thistles <u>hemmed it in completely</u> .(L8 - 9)	
3	<u>On his horse</u> he was <u>compelled to keep to the narrow tracks</u> (L9 – 10)	
4	and <u>to draw in or draw up his legs to keep them</u> (L10)	
5	if he was a poor man, <u>wore nothing on his feet but a pair of iron spurs</u> . (L11 – 12)	
6	from the <u>prickling spines</u> (L10).	
7	the <u>threat of fire</u> was <u>ever present</u> (L15)	
8	a dangerous blaze which <u>could threaten the gauchos' low wooden houses</u> (L16)	
9	when <u>reports of robberies</u> and other <u>violent crimes</u> were <u>widespread</u> .(L48 - 49)	
10	the <u>riding-horses</u> <u>lost strength</u> as they <u>gained in fat, and their milk did not taste inviting</u> .(L51 - 52)	
11	the animals there could gorge themselves on the <u>huge leaves and soft, sweetish-tasting stems</u> (L49 – 50)	
12	<u>fattened animals</u> were in turn <u>feasted</u> on by the gauchos.(L51)	

Write your summary here:

The gaucho found a thistle year a hateful time because

Final check:

- i. *Have you checked that your summary addresses the summary task/question? Read the question/task again to ensure.*
- ii. *Have you checked the accuracy of your writing?*
- iii. *Have you checked the punctuation and spelling errors? Should be 0 error.*

No of words: _____

Approx time taken to complete summary: _____

Clinic 2: Strategies for scoring well in Summary by Ms Margaret Ng (on 30 Sept 2015)

Read the 1994 Passage and try out this summary by applying a few key strategies to produce a successful summary.

Using your own words as far as possible, summarise the disadvantages and advantages for the gauchos and animals during a thistle year.

Use only information from paragraphs 2 to 7.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

The gaucho found a thistle year a hateful time because...

Do this checklist after reading the passage and summary question/task:

Prompts/questions to consider before writing your summary	✓ if yes
1. To respond to this summary task/question, do you need to signpost clearly through a distinct internal organization structure within your summary?	
2. Have the first 10 words given to you assisted you in creating an internal organisation within your summary? If yes, please indicate what part of the summary:	
3. Which suitable linking/transitional word(s) will be appropriate to show the contrast of the summary points?	
4. Are you able to conflate some of the summary points?	
5. Are you attempting to paraphrase?	

Practice 1

1. In the passage, pick out at least 8 - 9 points from the passage you think are the points required by the summary task.
2. Paraphrase the bold and underlined words.
3. Re-organise these points and write the signposting words/linking words.
4. Re-write the sentence structures by considering compound, complex, active, passive sentences.
5. Try to write at least two conflating sentences.

No	Original texts	Paraphrased	No
1	Hateful year of <u>restraint</u> .(L8)	Gauchos' freedom was restricted (-)	1
2	His <u>small, low-roofed house</u> was like a prison to him, for the thistles <u>hemmed it in completely</u> .(L8 - 9)	His small home was entirely encircled by thistles (-)	2
3	<u>On his horse</u> he was <u>compelled to keep to the narrow tracks</u> (L9 – 10)	on horseback, his riding was confined to the narrow paths/routes (-)	3
4	and <u>to draw in or draw up his legs to keep them</u> (L10)	Tucked in his legs upwardly to prevent his feet from injury (-)	4
5	if he was a poor man, <u>wore nothing on his feet but a pair of iron spurs</u> . (L11 – 12)	since they were not protected (-)	5
6	from the <u>prickling spines</u> (L10).	from spiky thistles (-)	6
7	the <u>threat of fire</u> was <u>ever present</u> (L15)	Dry thistles were a constant fire risk (-)	7
8	a dangerous blaze which <u>could threaten the gauchos' low wooden houses</u> (L16)	which could burn down their dwellings/wooden homes (-)	8
9	when <u>reports of robberies</u> and other <u>violent crimes</u> were <u>widespread</u> .(L48 - 49)	Serious crimes were rampant (-)	9
10	the <u>riding-horses lost strength</u> as they <u>gained in fat, and their milk did not taste inviting</u> .(L51 - 52)	horses lost their robustness/vigour as they gained weight and the milk quality produced was affected (-)	10
However , (use a signposting transitional/linking word to indicate you are addressing the second part of the summary (i.e. disadvantages))			
11	the animals there could gorge themselves on the <u>huge leaves and soft, sweetish-tasting stems</u> (L49 – 50)	The animals satiated their appetite on the succulent, tender thistles shrubs/stalks. (+)	11
12	<u>fattened animals</u> were in turn <u>feasted</u> on by the gauchos.(L51)	which the gauchos dined on. (+)	12

Please note:

As the summary question requires both disadvantages and advantages and the passage provides only 2 advantages. So the maximum marks for disadvantages should be 6, leaving 2 marks to be awarded for the advantages.

How do I know whether to start with the list of disadvantages or advantages first?

Tip 1: Usually the given phrase will give you a clue. For this case, the phrase, '**hateful time**' explicitly informs the candidate to start with 'disadvantages' as both sound negative.

Addressing the first part of the summary: **the disadvantages** of the thistle year.

The gaucho found a thistle year a hateful time because his freedom was restricted (1) when his tiny home was entirely encircled by thistles (2). On horseback, his movement was confined to the narrow paths (3) as the thistles grew everywhere. The thistles posed a constant fire risk (7) that could destroy his dwelling (8). Crimes were rampant (9). His horse lost its vigour from overeating which affected the quality of milk produced (10). **However**, the succulent, tender shrubs satiated the animals' appetite (11) where the fattened animals in turn was feasted on by the gaucho community (12).

Addressing the second part of the summary: **the advantages** of the thistle year.

Internal Organisation: To ensure there is a distinct internal organisation of the two parts within this summary, the transitional/linking word, '**However**' aptly signals the examiner that the second part of the summary is being addressed.

80 words
(7 disadvantages, 2 advantages)

Other tips:

Tip 2 to address the conflation of points: To increase your chance of including as many points as possible, use the skill of conflating logical points within a sentence. For example, you can conflate points 1 - 2 ; 4 - 6, 7 - 8, 9 - 10, 11 - 12.

Tip 3 to address the range of constructions (of sentences): Within a summary, you must make conscious effort to increase the range of compound and complex sentences instead of just using simple sentences. Let me show you the various examples of the different types of sentences in the sample above:

- ❖ **Simple sentence** for Point 9.
- ❖ **Complex sentence** for Points 3, 11 & 12

Tip 4 to address the attempt to use your own words as far as possible: Heed my advice as mentioned in the slide.

Tip 5 to ensure the accuracy of your writing: Ensure your summary represents the passage without compromising its context or meaning. For example, for Point 2, the phrase '**hemmed it in completely**' was paraphrased with precise accuracy with this phrase, '**entirely encircled by thistles**.'

Tip 6 to ensure you will do a final check on your spelling, punctuation and your tenses. In this summary, past tense is used for both parts of this summary. I took cue from the passage and the first given word, '**found**' in the given phrase.

Clinic Practices (on MAO / Visual Elements)

ONE TEAM SG

With just over four months to go before Singapore hosts the 28th SEA Games, organisers are intensifying efforts to bring the spirit of the Games to the local community.

- Make-A-Nila souvenirs for medallists**
4,500 mascots have been hand-made by over 10,000 Singaporeans to connect the athletes and the public
- Team Singapore rally on Pedestrian Night along Orchard Road**
A massive party in town on March 7 from 6-11pm culminating with the SEA Games archway being lit
- 50-day countdown**
Each day starting from April 16, local schools and companies across the island will organise events to show their support for the 2015 SEA Games
- Two large-scale carnivals that will run through the 12-day Games**
Day-long festivals will be held at the Sports Hub and the Marina Bay clusters, offering spectators a variety of entertainment and F&B options
- SEA Games sports festivals every weekend from March**
Around 100 local schools across the island will be engaged in a series of SEA Games-specific outreach activities, while SportsSG centres will host SEA Games roadshows
- The SEA Games torch in the heartlands**
Team Singapore athletes will parade the SEA Games torch over two weekends in May alongside grassroots events in 15 clusters
- Fringe mass sports activities during the Games**
An open-water event will be held in conjunction with the triathlon competition, and a 10-12km mass run for up to 10,000 amateur runners will coincide with the marathon to give Singaporeans a first-hand experience of being part of the Games

BY THE NUMBERS

\$324.5m
Cost of Games

Over **7,000**
athletes and officials

402
events across
36 sports

More than **17,000**
volunteers, with
40 per cent youth and students

Source: SINGSOC
ST GRAPHICS

VS 15/MYE 3SA1/EL/2

Message: _____

Audience: _____

Outcome: _____

1. What idea is the multiple illustrations of Nila at the top of the information sheet trying to establish?

[1]

Requirement(s):

- Identifying what Nila refers to
- Establish the objective of the visual text

4. Which phrase gives the main purpose of the information sheet?

[1]

Requirement(s):

- Understanding that this is created to inform (information sheet)
- Is there any "real" action involved by the audience?



St Patrick's School 15/MYE 4N/EL/2

Message: _____
 Audience: _____
 Outcome: _____

2. What impression of Changi Airport is conveyed by the visuals in the advertisement?

[1]

Requirement(s): - The visual should support message

4. Provide a possible reason for why the advertisement includes links to social media sites such as Facebook, Twitter and Instagram.

[1]

Requirement(s): - Recognize the function of social media
 - Recognize that creator wants the readers to spread this piece of information to others



Tiger Balm® ACTIVE
Step Up. Get Active.

To all active individuals. The courts are ready. The gym is waiting. The road is calling. Step up and give your best with Tiger Balm® ACTIVE, the new range of muscle rubs, gels and sprays. Specially formulated by Tiger Balm® the name you can trust, ACTIVE is what you need for warm-ups as well as relief of your muscular aches and pains. So go on. Step up and get Active!

ACTIVE is great for warm-ups

Relief of muscular aches and pains

Ideal for cool down and rub-downs

Ping Yi SS 2015/MYE 3E/EL/P2

Message: _____

Audience: _____

Outcome: _____

1. What is the purpose of this advertisement?

_____ [1]

3. What is the advertiser's intention in mentioning that 'the courts are ready', 'the gym is waiting' and 'the road is calling'?

_____ [1]

Requirement(s): Text will support the objective (message/objective) of the source.

4. The advertisement shows the shadow of a tiger behind a basketball player. What does this suggest about the basketball player's ability after using the product?

_____ [1]

Requirement(s): Text will support the objective (message/objective) of the source.



Nursing Course in UK
Age 22

Set Up 16
Operating Theatres
Age 43

Post Basic Operating
Theatre Diploma
Age 45

Matron
Age 48

**This heart has
saved countless lives.**
Today, it gives patients
peace of mind.

**Age
66
and Beyond**

Angie Ng
Director of Operating Theatre
Thomson Medical Centre

Older employees are invaluable to any company – big or small. They are hardworking, dependable and loyal. More importantly, they also bring onboard a lifetime of knowledge and experience. So start recruiting, retaining and re-employing older employees, even before the Re-Employment Legislation takes effect from January 2012. For more information on how your business can be re-employment ready, visit www.re-employment.sg

EMPLOY A LIFETIME OF EXPERIENCE.

 **MINISTRY OF MANPOWER**  **ntuc**  **SNEF**

An initiative by:
Tripartite Committee on Employability of Older Workers

Message: _____

Audience: _____

Outcome: _____

KC 2015/MYE 4E/EL/P2

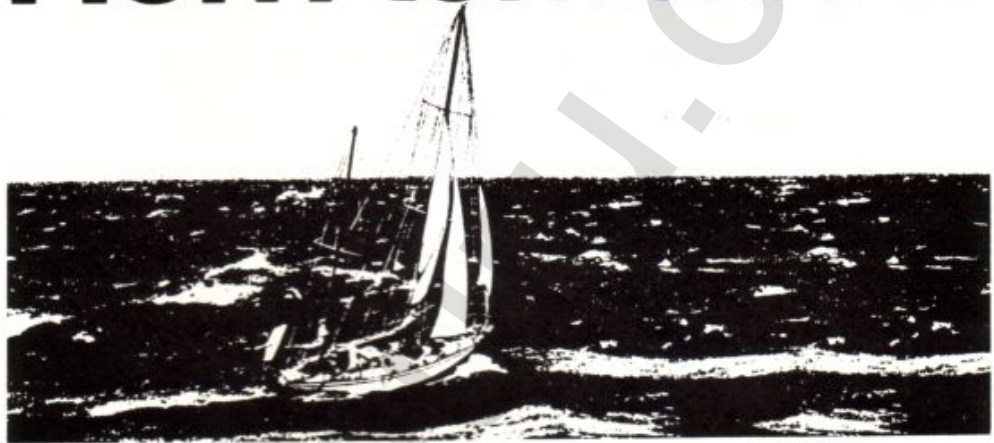
1. Who is the target audience of this text?

[1]

3. How does the visual text reinforce the message? [2]

The visual....	Its effect...
Angie in her uniform against the backdrop of an operating theatre	
Angie's present age '66 and beyond' engraved on a medal	

If you were sailing alone around Cape Horn tomorrow



you'd wear a Rolex

Most fine watches look the same. But you can a Rolex Oyster from the other end of a 53 ft. yacht.

Its classic shape is crafted out a solid block of hardened Swedish stainless shell or gold.

The result is Oyster case... so waterproof you scrub it down with soap and water to clean it.

The heart of this protection is a self-winding, officially certified chronometer movement.

Because so much of the work is done by hand, it takes us more than a year to build a Rolex.

Sir Francis Chichester felt it was time well spent.

The watch he depended on for his entire voyage was the Rolex 1002.



Message:

Audience:

Outcome:

Source: <http://yeomansweblog.wordpress.com/2009/10/08/singapore-watch-ads-from-the-60s>

1. Who do you think the advertisement is targeting? [1]

2a. What does "if you were sailing alone around the Cape Horn tomorrow, you'd wear a Rolex" suggest about a Rolex watch? [1]

Requirement(s): - Recognize the CONTEXT

2b. Sir Francis Chichester, aviator and sailor was knighted by Queen Elizabeth II for becoming the first person to sail single-handed around the world in nine months and one day.

"The watch he (Sir Francis Chichester) depended on for his entire voyage was the Rolex 1002."

How does the usage of Sir Francis Chichester, a well-known figure in the advertisement support your answer in 2a? [1]

Requirement(s): - Recognize the function of prominent figures

3. Give two piece of evidence from the advertisement that suggests that the Rolex Oyster is an expensive item. [2]

HOW TO DESTROY CANADA'S ANCIENT BOREAL FOREST, IN 3 EASY STEPS:

STEP 1: PULL OUT A KLEENEX FACIAL TISSUE

STEP 2: PUT IT TO YOUR NOSE

STEP 3: BLOW



Canada's ancient Boreal forest, essential in the fight against global warming and home to woodland caribou and billions of migratory birds, is being clearcut to supply the Kimberly-Clark Corporation with hundreds of thousands of trees to make disposable tissue products, including Kleenex facial tissue. Every day, the Boreal forest is flushed down the toilet or thrown away by unsuspecting consumers across Europe.

By choosing more recycled fibre and less trees for its disposable tissue products, and by committing to environmentally sound logging operations, Kimberly-Clark could end its part in the destruction of ancient forests like the Boreal.

Tell Kimberly-Clark that you want it to stop destroying the Canada's Boreal forest. Visit www.stapleenex.com

GREENPEACE

1. What kind of group do you think the creator of the advertisement belong to? [1]

2. Based on the use of the headline and the '3 easy steps, what is the intended effect on readers? [2]

3. Who do you think the creator of the advertisement is attributing the blame of the loss of Canada's Ancient Boreal Forest to? [1]

4. How can you help in this cause? [1]

Clinic Practices (on MAO / Visual Elements)**Answers****VS 15/MYE 3SA1/EL/2**

M: to inform readers (Singaporeans) that there are many programmes created to allow Singaporeans to feel the spirit of the 28th SEA Games.

A: readers (Singaporeans)

O: Raise awareness / Support the 28th SEA Games by going for it.

Q1: A **variety** of different sports will be on display during the SEA Games
X many sports (many does not convey the idea of difference)

Q4: To bring the spirit of the Games to the local community

Note: Key word in this question is PHRASE – a lot of candidates gave sentences, especially *bring the spirit of the Games to the local community* which is an imperative

St Patrick's School 15/MYE 4N/EL/2

M: Changi airport is better than other airports in the world

A: Unknown

O: Travel at Changi Airport / Visit Changi Airport

Q2: *Magical / extraordinary / different from other airports / mesmerizing place / fun and interesting place / unique place / a place that is full of beauty*

Not accepted: "A good impression"

Q4: *-Interested travelers can find out more information about Changi airport. / -To get further updates on Changi airport /*

-So they can share information about Changi Airport to others on social media /

-To reach a wider audience as readers can share these information through social media

Ping Yi SS 2015/MYE 3E/EL/P2

M: to promote Tiger Balm ACTIVE that it can help you in...

A: Active people

O: Buy the product and use it.

Q1: To introduce/ promote a new range of products (Tiger Balm ACTIVE)

Q3: The advertiser is reaching out to active individuals that their performance can be enhanced with the use of the product.

Q4: The basketball player is able to play more aggressively/ powerfully than before / as ferocious and power **like a tiger**.

KC 2015/MYE 4E/EL/P2

M: Older employers are still valuable

A: Employers

O: Hire older employers

Q1: Employers/companies/business owners are the target audience.

Also accepted:

Employers who do not employ older employees / how have not been recruiting those of an older age.

Employers who are able to reemploy older employees.

Not accepted:

people who open an operating theatre

patients (who need medical assistance)

the elderly (who can still walk)

older (unemployed) people / senior citizens

the elderly (who have retired or got fired because of old age)

employers who want to employ experienced employees

Excess Denies (no mark awarded):

Employers and/or older employees (who are aged 60 and above).

Business recruiters who want to employ people and people who are willing to help others.

Companies that want to reemploy older employees.

Companies that have older workers or are hiring workers.

Q3:

The visual....	Its effect...
Angie in her uniform against the backdrop of an operating theatre	It emphasizes the role she performs in her job and provides a setting against which she is expected to fulfil her duties. OR Accepted: Portrays her as a professional
Angie's present age '66 and beyond' engraved on a medal	It emphasizes that her age is not a handicap but an advantage which allows her to bring experience, dedication and loyalty to her job. Her past achievements are glorified through the engraving on the medal. OR Accepted: It represents her accomplishments in her career.

Y

Watch Ad

1. Who do you think the advertisement is targeting? [1]

- people who sails (not the best answer as it is too specific for this ad)
- people who are often out at sea
- people who are into water sports [1]

X rich people (rich or poor, if they have no use for the watch, they will not get it)
 X people who love watches
 X people who work near the sea, etc.

2a. What does "if you were sailing alone around the Cape Horn tomorrow, you'd wear a Rolex" suggest about a Rolex watch? [1]

- dependable, durable, tough, the watch can be trusted to function/work [1]

X waterproof (from the text. The question mentioned 'suggest' → infer!)

2b. Sir Francis Chichester, aviator and sailor was knighted by Queen Elizabeth II for becoming the first person to sail single-handed around the world in nine months and one day.

"The watch he (Sir Francis Chichester) depended on for his entire voyage was the Rolex 1002."

How does the usage of Sir Francis Chichester, a well-known figure in the advertisement support your answer in 2a? [1]

It has been proven that a Rolex watch can still work in face of harsh conditions **[The support]**. If Sir Francis Chichester depends on it when he set sails, the product must be trustworthy **[The HOW]**. [any answer that supports this idea] [1]
 Note: ans MUST support the stand given in 2a

3. Give two piece of evidence from the advertisement that suggests that the Rolex Oyster is an expensive item. [2]

- "Because so much of the work is done by hand, it takes us more than a year to build a Rolex. [1] (due to the cost of workmanship, shows effort)
- "Its classic shape is crafted out a solid block of hardened Swedish stainless steel or gold." [1] (expensive item)

X heart... self-winding... → nope. Most watches have this function

Kleenex Ad

1. What kind of group do you think the creator of the advertisement belong to? [1]

- Environmental activist / Environmentalists / People who care for the environment or nature [1]

X Greenpeace (the question is asking for the kind of group and not THE group)

2. Based on the use of the headline and the '3 easy steps, what is the intended effect on readers? [2]

-to draw the attention of readers [1] by presenting an irony/controversial information so that they will continue reading further to find out more [1]

3. Who do you think is the creator of the advertisement attributing the blame of the loss of Canada's Ancient Boreal Forest to? [1]

- Kimberly-Clark Corporation [1]

X Kimberly-Clark (person)

X People who buy Kleenex

X People who buy products from Kimberly-Clark Corporation

4. How can you help in this cause? [1]

-Visit www.stopkleenex.com and follow the instructions shown/indicated on the website. [1]

X Stop buying Kleenex Facial Tissue/products from Kimberly-Clark (no given in the ad)

X Write a petition

Additional Practices (on Text-Words)



School of Chemical and Biomedical Engineering

REALISE YOUR HIGHEST ASPIRATIONS

with a global university
on a rapid rise. **NTU.**



Young and research-intensive, Nanyang Technological University (NTU Singapore) is the fastest-rising university in the world's Top 50 and ranked 39th globally. NTU is also placed 1st amongst the world's best young universities. Its College of Engineering (COE) has a research output among the top four universities globally and is 4th most cited in the world.

The School of Chemical and Biomedical Engineering (SCBE) at COE aims to equip graduates with strong fundamentals in engineering sciences and the ability to provide innovative solutions to challenging research and industrial problems.

SCBE invites applications for the following graduate programmes for admission in August 2015:

Master of Science in Biomedical Engineering (by Coursework)

Applicants must have at least a Bachelor's degree from a recognised university. Relevant working experience is an advantage.

Apply now at <http://admissions.ntu.edu.sg/graduate/coursework>.

- Doctor of Philosophy in Chemical and Biomolecular Engineering (by Research)
- Doctor of Philosophy in Bioengineering (by Research)

Recognised Engineering/Science Bachelor's degree (2nd class upper and above or its equivalent) is required. Attractive research scholarships will be awarded to successful candidates.

Apply now at <http://admissions.ntu.edu.sg/graduate/R-Programs>.

For more information on the above programmes, please visit www.scbe.ntu.edu.sg

Enquiries

Email: scbe_postgraduate@ntu.edu.sg

Tel: 6513 8146 / 6592 7588 Fax: 6794 7553

CGS/S4MYE2015/ELP2

Message: _____

Audience: _____

Outcome: _____

SECTION A (5m)**TEXT 1**

Refer to the print advertisement (TEXT 1) on page 2 of the Insert and answer Questions 1-5.

1. Look at the photograph on the right at the top of the advertisement. With reference to the advertisement, how does the photograph illustrate any attribute Nanyang Technological University students should have? (1m)

2. Refer to the first paragraph of the advertisement. What does the word 'research-intensive' suggest about the nature of the education one would receive at Nanyang Technological University? (1m)

3. With reference to the second paragraph, which two consecutive words tell us that learning the basics is given much emphasis in the courses offered by the School of Chemical and Biomedical Engineering? (1m)

4. Refer to the section that states the details of the graduate programmes offered at Nanyang Technological University. What is the benefit that may appeal to potential students? (1m)

5. Which sentence gives the main purpose of the advertisement? (1m)

Refugee families deserve a brighter future

IKEA Foundation is helping to bring solar power to refugee children and families. With partners that include the UN Refugee Agency (UNHCR), we are planning the use of solar lighting. It allows people in refugee camps to learn, to work or just to move about safely after sundown.



We're committed to creating a better everyday life for the world's most vulnerable children and families. IKEA Foundation assures the funding for further bright ideas – all to give refugees a brighter future.

➤ Learn about this and other projects at www.IKEAFoundation.org

IKEA Foundation



Manjusri Secondary School/SA1/2015/Paper 2

Message:

Audience:

Outcome:

Section A

- 1** With reference to the heading 'Refugee families deserve a brighter future', what are the two intended meanings to the word '*brighter*'?

i) _____ [1]

ii) _____ [1]

- 2** (i) Which sentence in the caption tells you that IKEA Foundation's intention of giving 'a brighter future' to the refugees has yet to materialise?

_____ [1]

- (ii) How does the visual graphic support the answer in part (i) above?

_____ [1]

- 3** Besides informing readers of the intent to install solar lights in refugee camps, what is another objective of IKEA Foundation reflected in the advertisement?

_____ [1]



Text from the Visual: Often we do not realise that persons with disabilities lack alternative routes to get around. To enable them to go about their daily lives, we just need to observe these simple rules. Avoid using elevators, seats and toilets designated for persons with disabilities. Also, do not park in front of ramps and in parking lots meant for them. Remember, their biggest disability is our apathy.

Cedar/S3SA1/2015/Paper 2

Message: _____

Audience: _____

Outcome: _____

Section A [5 marks]

1. What idea is the photograph trying to establish? [1]

.....

.....

2. Refer to the headline "To you it's the easy way. To him it's the only way". What effect does it have on the reader and how is this relayed through the style of language used? [2]

.....

.....

.....

3. Refer to the text information provided. Suggest a practice that the public could adopt to ease the lives of persons with disability. [1]

.....

.....

4. How is irony portrayed through this phrase 'their biggest disability is our apathy'? [1]

.....

.....

Additional Practices (on Text-Words)

Answers

CGS/S4MYE2015/ELP2

M: NTU can give you what you need as it is...

A: Post graduates (X students → text asked for Master / PhD)

O: Study at NTU

1. Look at the photograph on the right at the top of the advertisement. With reference to the advertisement, how does the photograph illustrate any **attribute** Nanyang Technological University students should have? (1m)

(Engagement with Visual)

(LO2: Use contextual clues and make inferences based on contextual information)

The photograph shows students **doing investigative / research work (using the image)** suggesting that they should be **inquisitive / curious / interested / keen to learn (suggestion)**.

Acceptable Answer	Unacceptable Answer/ Remark
	Studious, hardworking, diligent in learning.

2. Refer to the first paragraph of the advertisement. What does the word '**research-intensive**' suggest about the nature of the education one would receive at Nanyang Technological University? (1m)

(Language for impact)

(LO3: Recognise writer's intention through their use of words)

It is **in-depth / discovery** in nature.

Acceptable Answer	Unacceptable Answer/ Remark
Inquiry-based	A lot of research / research-oriented /
More hands-on experience	(need to explain what it means by the word "research")
	Many students focused on the characteristics of the students when they should talk about the education received there.

3. With reference to the second paragraph, which two consecutive words tell us that learning the basics is given much emphasis in the courses offered by the School of Chemical and Biomedical Engineering? (1m)

(Quotation)

(Vocab LO2: Deduce meaning of words from how they relate to one another)

"strong fundamentals"

Manjusri Secondary School/SA1/2015/Paper 2

M: to inform readers that IKEA has corporate social responsibility

A: General audience (not to be used for Social Studies); IKEA shoppers (it's not clear in the ad. This is just created to enhance the image of IKEA)

O: proceed to www.IKEAfoundation.org / continue support of IKEA

1 With reference to the heading 'Refugee families deserve a brighter future', what are the two intended meanings to the word '*brighter*'?

- i) To have lights installed in their refugee camps. (Literal) [1]
- ii) To have a better future / hope / opportunity. [1]

2 (i) Which sentence in the caption tells you that IKEA Foundation's intention of giving 'a brighter future' to the refugees has yet to materialise?

'With partners that include the UN Refugee Agency (UNHCR), we are planning the use of solar lighting'. [1]

(ii) How does the visual graphic support the answer in part (i) above?

Unlike the tents / camps, the lamp posts do not look real but are hand-drawn to show that they have not been installed. [1]

3 Besides informing readers of the intent to install solar lights in refugee camps, what is another objective of IKEA Foundation reflected in the advertisement?

IKEA Foundation also provides funds for any other bright ideas to support refugees. [1]

Cedar Girls/Sec3SA1/2015/Paper 2

M: to appeal to people that... to raise awareness...

A: General audience

O: give way / be considerate to.... By...

1. What idea is the photograph trying to establish? [1]

The inconsideration of the abled people/ public and the inconvenience they pose for the disabled.
OR The helplessness of the disabled due to the inconsideration of others (Students should explain with descriptions from the photograph.

Also Accepted:

- Abled people are taking away the only route for a disabled person to move around, without trying to empathise with the disabled.
- Selfish behaviour towards people with disability /selfishness of people as they remain in the lift pretending not to see the disabled
- People are often caught up with their needs that they neglect the people who need it more than they do.
- Due to our convenience, people with disability are hampered by us.
- Description of the picture: disabled people are not able to get into the lift due to people using the lift as a convenient way to move around. (idea of people not showing consideration is implied.)
- Should show respect/concern for the disabled instead of showing/feigning ignorance & using alternative routes made for them

Not accepted:

- Make reader feel guilty
- Urge public to give way to disabled (how?)
- Convince public to be more gracious and give way to disabled (how?)
- Inform readers who are of normal ability to let disabled have priority to use facilities specially for them (how?)
- We should use other ways to get around rather than a route that's meant for the disabled (preaching. why?)
- The picture shows a crowded lift with no room for a man in a wheelchair to enter, hence showing people should give way to people with disability. (Preaching. Inconsideration/ helplessness not reflected)
- It shows how we have misused facilities meant for people with disabilities. (Lift is open to all to use)

Inferential

2. Refer to the headline "To you it's the easy way. To him it's the only way". What effect does it have on the reader and how is this relayed through the style of language used? [2]

Effect: To remind the reader to look beyond our own convenience and show more consideration for people with disabilities/ To allow the reader to empathise with/ relate to/ be aware of the plight of the disabled people [1]

Also Accepted:

- Make people realise that we must give way to the disabled
- allow people to reflect that abled people have alternative means of moving around but disabled does not.
- sympathise with disabled people & allow them to take the lift as it is their only route
- feel pity towards the disabled as people misuse facilities for their own convenience.

Not accepted: - tell the reader to make way whenever necessary - Realise that taking the lift is our luxury which is disabled people's only option - make reader feel guilty for not helping the disabled

Style of language: through the use of contrast where different perspectives of the disabled and the abled reader are shown OR through different word choice of 'easy' and 'only' which shows the limited options for the disabled in contrast with the abled [1] **Note: must mention both 'easy' and 'only' if highlighting word choice and diction**

Also Accepted:

- Comparison between disabled and abled person

Not accepted:

- 'only way' is to make reader sympathise with disabled people so that reader will make a change ('easy' is not explained)
- Repetition of the word 'way' emphasises how we can present bringing disabled inconvenience
- Repetition of 'to' to compare importance of facility??
- Use of short sentences to give crisp and clear tone?

3. Refer to the text information provided. Suggest a practice that the public could adopt to ease the lives of persons with disability. [1]

Avoid using elevators, seats and toilets (infrastructure) designated for persons with disabilities. OR Do not park in front of ramps and in parking lots meant for them.

Also accepted:

- Avoid using services/areas/facilities designated for the disabled.
- Do not park in front of ramps (ok to accept this by itself without the phrase 'designated for disabilities')

Not accepted: - Avoid using things that are specially made for them. - Could make way for the disabled instead of obstructing their path & make it easy for them (how?) - use stairs/ escalators instead of the lift

4. How is irony portrayed through this phrase 'their biggest disability is our apathy'? [1]

One would expect the disabled to be hampered by their own physical limitations, but in reality, the inconsideration/ lack of concern posed by the public serves as a greater hindrance to the functioning of people with disability. (Note: what is expected and the actual opposite outcome must be contrasted.)

Also accepted:

- Our apathy causes them to be more disabled that they already are.
- Biggest challenge faced is not their handicapped state but rather the selfish nature of people.
- Greatest obstacle is not getting the support from normal people & instead makes their lives more difficult.
- Disability is the inability to move around but main factor resulting in them not able to move around freely is the inconsideration of people.
- Irony is portrayed when disability lies with others and not themselves.

Not accepted:

- Their disability is not their disabled body parts but abled people not being understanding towards disabled people. (degree not highlighted)
- They already have disability, but they still have another disability which is our cold shoulder towards them.

Tips and Common Errors in Editing and Comprehension

Editing

- **Errors** must be **CIRCLED**.
- Identify the **text type(s)**. It **may** help you in **identifying the *correct verbs*** used - past, present and future. A writer may use flashback (**past tense**) or discuss a hypothesis about a situation in the year 2030 (**future tense**) **Do not be overly obsessed with VERBS only.**
- Examples:
 - Narrative – generally in the past tense
 - News report – mixed tenses
 - Information report – generally in the present tense but will be in the past tense for examples of past incidents.

Editing

- Look out for flashbacks or talk about the Future or a current hot topic which has a long history e.g. dinosaurs, history of violence. The discussion can go back in time, be current, or projected into the Future. So your tenses

Can be **past**, **present**, **future** or any permutation.

Editing

- Be careful of ***modals** and **perfect tenses**
e.g. I will go; They will have eaten...;
- We should sit ...; I should have known better;
- They have encountered difficulties.
- *Modals: will, would, shall, should, can, could, may, might,

Editing

- Must read the instructions and **Background Information** on top. It can give you clues to the text to be edited.
- Always use the present tense for **social truths** and **universal truths**. For example in 2013 'O' Level Editing passage.
- The passage has a social truth i.e. National Day in Singapore is always and forever a public holiday.

"What did you do on your birthday this year?" asked my grandmother.

I am very lucky because I was borned on August 9th, a special day in Singapore,

when we celebrate our independent from Malaysia, which was declared on that

date in 1965. I never have to go for school on my birthday as all the schools are

closed on that day. I enjoy my birthday tea at my house and my friends and me

usually watch the National Day parade on TV. This year was different, although.

"My father got tickets for the family for an amazed evening at Marina Bay," I said.

"We all wore red and white clothes and sit down at our seats. First came the

Parade; then the Prime Minister and the President arrived. This year's highlight

was the fabulous Red Lion skydivers, which jumped from helicopters

on to the floating stage. Finally, we stood for the Pledge and the firework display."

"What a great birthday celebration for you and Singapore!" said my grandmother.

1

2

3

4

5

6

7

8

9

10

Tips and Common Errors in Comprehension

Tips for Answering Comprehension Questions

- Circle or underline the **key words** in the question.
- **Phrase** your answers to address the key words in the question.

Eg. What does the phrase 'X' suggest about the attitude of the people towards the event?

Ans: It shows that they disapprove of the event.

X It shows that they are angry about the event.

Ensure that your answer is in the form of an 'attitude', NOT a 'feeling'!

Tips for Answering Comprehension Questions

- For Vocabulary and LFI questions, **ALL** words in the given phrase must be addressed.

Example:

What does 'an inmate of flesh and blood' suggest about the occupants of the toolshed?

Ans: a real-life prisoner (correct)

X a real-life person

X a prisoner

Tips for Answering Comprehension Questions

- Always provide **specific** answers.
Do NOT use vague words eg.
good/bad/positive/negative.
- Include **ALL** relevant details in your answers.
Incomplete answers will be awarded zero mark.

Tips for Answering Comprehension Questions

- Recognise an inferential questions through the following signals:

do you think

suggest

might

possible (reason)

- *why (may be literal or inferential)*

Tips for Answering Comprehension Questions

- Include ***BOTH*** the clue from the passage and your inference in the answer.

Q. With reference to the webpage, why has the Singapore Food Festival been an annual event for the past 21 years? Suggest one reason.

Ans: The Singapore Food Festival has been well-received by Singaporeans [inference] who are passionate about / love food. **[clue]**

Tips for Answering Comprehension Questions

Be careful of **ED** (excess denies) i.e.

Giving more in your answer than the question asks! (or irrelevant details) *The marker will feel that you did not understand the question and award you Zero!*

e.g. What is your name?

My name is Alec Smart and I live in Katong. My dad is called Hero.

You will get ZERO

Tips for Answering Comprehension Questions

ED rule also applies in Vocab, IYOW and LFI questions!!!

Examples:

Q. Give the meaning of 'laboriously'

'laboriously' means 'requiring a lot of hard work (correct) and is tedious/boring' (incorrect - ED)

Q. What does 'torrent' suggest about the crowd?

Ans: Uncontrollable (correct)

X Uncontrollable and angry (incorrect – ED)

Tips for Answering Comprehension Questions

- For Vocabulary questions, replace **ALL** the words in the quote (nouns, verbs, adjectives, adverbs) and give the **Contextual** meaning. The word may have more than one meaning in the dictionary. Always choose the meaning that ***fits in the context of the passage.***
- It is the same for **IYOW** and **LFI** questions.
- **Do NOT use the same **root word** when replacing the key words of the given phrase.**

Tips and Common Errors in Writing and Comprehension (eg. Don't use 'dark' to explain 'darkness')

Tips for Answering Comprehension Questions

- Use **modifiers, adverbs, intensifiers** to signal shades of meaning, e.g.
 - a. shove – **push** hard/with force
 - b. nudge – **push** gently
 - c. pristine – perfectly/very **clean**
 - d. wailed – **cried** loudly and in a high pitch
 - e. more impact – greater **influence**

***Examine all possible synonyms/substitutes in your head for ‘best fit’ contextually**

Tips for Answering Comprehension Questions

- Distinguish between a clause and a phrase.
- Do NOT include the verb when you are asked to quote a phrase.

Example:

Q. Quote a phrase in paragraph 1 that suggests the police were calm and collected.

Ans: 'phlegmatic preparedness' [1]

X 'wore that look of phlegmatic preparedness'

Summary

Get the main points right (**8pts get maximum 8m**) even if you have to sacrifice a bit of STYLE (Language) which is 7m.

This advice is for those who are not very strong at Summary esp using Style (Language)

Summary

- If you really cannot use own words then direct lifting of points is a better option because in using own words, if you are not very skilful, *you may change the meaning of the original point and you will not score a mark for that point.*

Summary

- If you are not confident about the substitution of the words in the passage with your own, you should at least change the sentence structure. This also constitutes rephrasing.
- Make use of linking devices e.g. **moreover, in contrast, eventually, furthermore, in addition**