

CPD SINGAPORE
EDUCATION SERVICES
PTE LTD

- ▶ Pre-School Level
- ▶ Primary Level
- ▶ Secondary Level
- ▶ A-Level

CATALOGUE 2022

Click on the ▶ to toggle between the different levels and subjects.

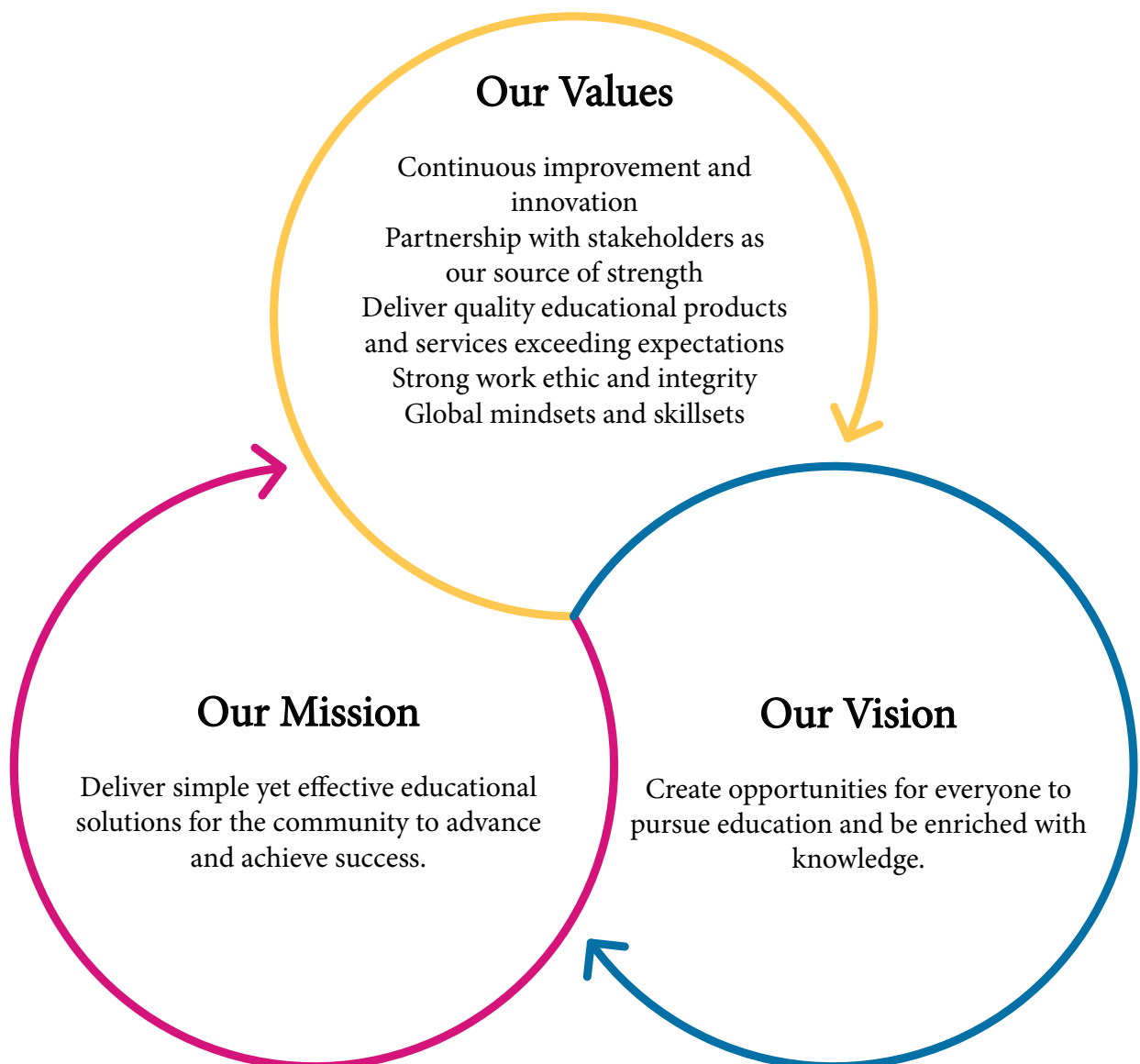
About Us

CPD Singapore Education Services Pte Ltd is an education consultancy firm consisting of a local network of university professors, former National Institute of Education (NIE) lecturers, and ex-Ministry of Education (MOE) curriculum specialists. We embody a global nexus of like-minded organisations and individuals from diverse fields across more than 30 countries, allowing us to adopt a global approach in meeting clients' needs in the education sector.

Having published more than 400 assessment books from pre-school to pre-university levels, to having developed educational resources and comprehensive curriculums, CPD Singapore Education Services Pte Ltd is committed to transforming the field of education in the international community.

Understanding our clients' needs and safeguarding their interests are top priorities of our consultancy as we collaborate with them to achieve their vision. We are also committed to ensuring sustainability in the educational strategies and practices we introduce, as well as viability and relevancy long after the consultancy period.

Our Vision, Mission & Values



Global Presence

Driven by our belief and vision, we have brought education closer to individuals in more than 10 countries globally. As we move forward, we hope to reach out to more people around the world to transform the way of learning.



Australia
Cambodia
Canada
China
Germany
Hong Kong
India
Indonesia
Japan
Korea

Malaysia
Myanmar
Pakistan
Philippines
Saudi Arabia
Singapore
Sri Lanka
Thailand
Vietnam

◀ Pre-School Level

▶ English

▶ Mathematics

▶ Science

▶ Chinese

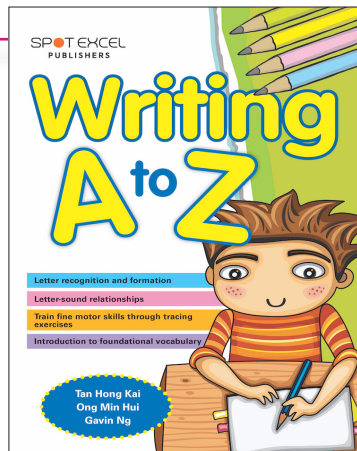
▶ Tamil

▶ Coding

▶ Parents' Guide

Handwriting

Even in this technological, computer-literate age, good handwriting remains fundamental to our children's educational success. Help your child to develop fast, fluent and legible handwriting!

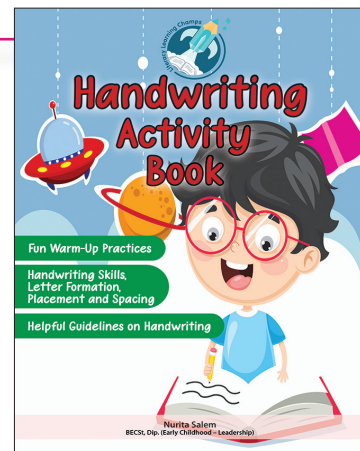


Writing A to Z

ISBN: 9789811176937

This book helps to achieve the following:

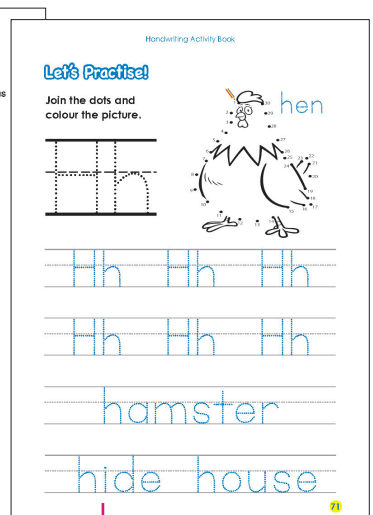
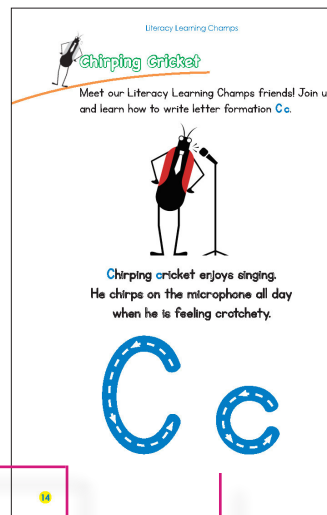
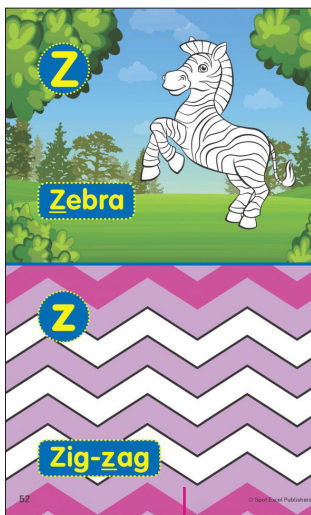
- letter recognition and formation
- letter-sound relationships
- train fine motor skills through tracing exercises
- introduction to foundational vocabulary



Handwriting Activity Book

ISBN: 9789811463594

This book is crafted to help children learn through fun and interesting letter characters. It is the perfect start for any child to learn how to write and read comprehensively.



Relatable Objects & Characters

Vivid and interesting pictures are included along with writing activities to allow children to learn and recognise words effectively.

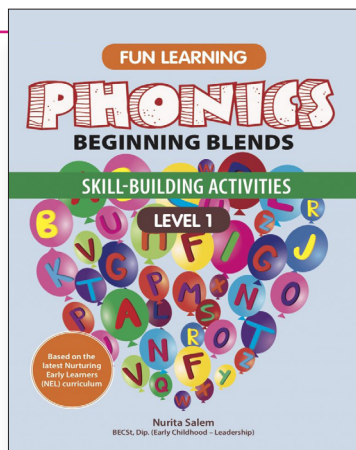
Practices

Number guides and crucial letter formation activities - beginning to join, securing the joins, practicing speed and fluency. Includes new words to grow their vocabulary.

Fun Learning Phonics

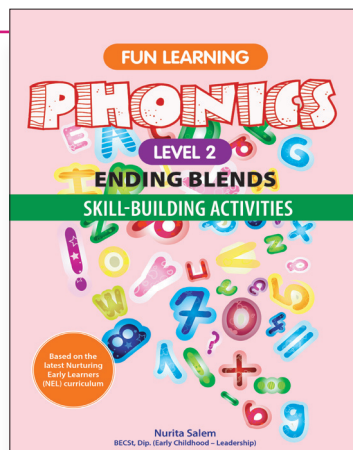
Phonics is one of the basic building blocks of the English language. It is the relationship between the sound (phonemes) and the letters (graphemes) of a word.

This series aims to introduce early learners to phonetic skills and engage them in fun and interactive hands-on activities of various skill levels. Interesting and challenging activities await learners who are looking to achieve success in preparation for their primary school education.



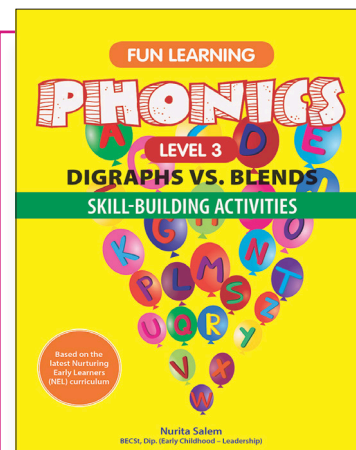
ISBN: 9789811404955

In Level 1, learners will be formally introduced to blends. These beginner activities will prepare learners for the more advanced activities in the following levels.



ISBN: 9789811417528

In Level 2, learners may need some help sounding out some of the complex sounds and understanding how some blending sounds work. This encourages reinforcement and clarification of learners' blending skills to allow learners to gain confidence for the next level.



ISBN: 9789811423024

Before starting this level, learners should already have mastered the first two levels. In Level 3, students should already be able to think of words that begin with specified blends. In this book, they will learn about digraphs. The word and concepts used in this level are more challenging than the previous two levels.

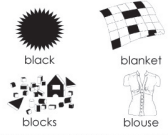
Engaging Activities

Drawing, colouring, matching and sticker activities help children develop early critical-thinking and comprehension skills.

At higher levels, activities like Word Patterns, Search Me Blends, and Crack the Codes gently introduce children to phonics so that they are confident when they hit the classroom.

Beginning Consonant Blends

bl



black blanket
blocks blouse

Choose the correct word.
blood blocks

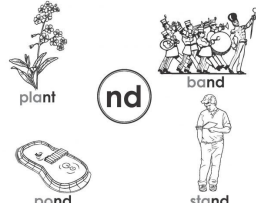
There is a _____ stain on your shirt.
blanket blow

Let's _____ the candles.

Draw a blueberry.

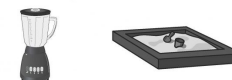
Ending Blend - nd

Colour the pictures that end with the **nd** blend.



plant band
pond stand

Fill in the missing blend.



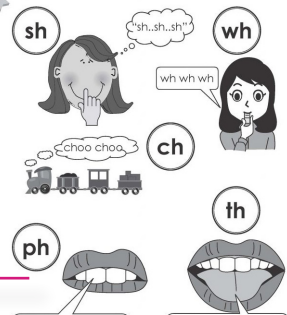
b l e _ _ s a _ _

Knowing Your Digraphs

sh **wh**
"sh..sh..sh"
wh wh wh

ch
choo choo

ph **th**



Upper teeth on lower lip and blow air out over the bottom lip

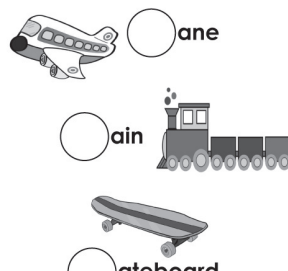
The tip of the tongue protrudes from the mouth a little to produce sound

Verbal Recognition

Pronunciation guide with visual aids to facilitate learning.

My Favourite Toys

We all have our favourite toys that we love so much! Place the correct sticker button blend in front of each word.



ane
ain
ateboard

Digraphs vs. Blends

What is the difference between digraphs and blends?

A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. The most common beginning consonant blends include: **bl, br, cl, cr, dr, fr, fl, gl, gr, pl, pr, sl, sm, sp** and **st**.

Digraphs are "voiceless" combinations of two consonants. Following are examples: **sh, ch, th, wh, ph**.

Engaging Topics

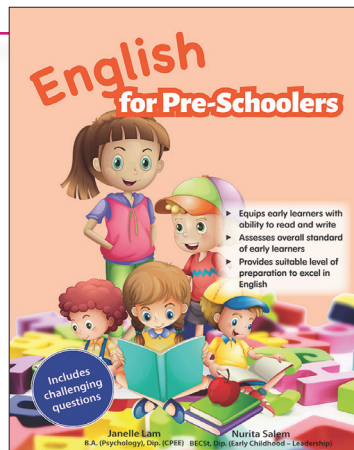
Fun and relatable topics such as "Things Around Me" and "Food and Fruits" introduce children to skills and vocabulary that are essential for developing their language abilities.

Progressive Learning & Explanations

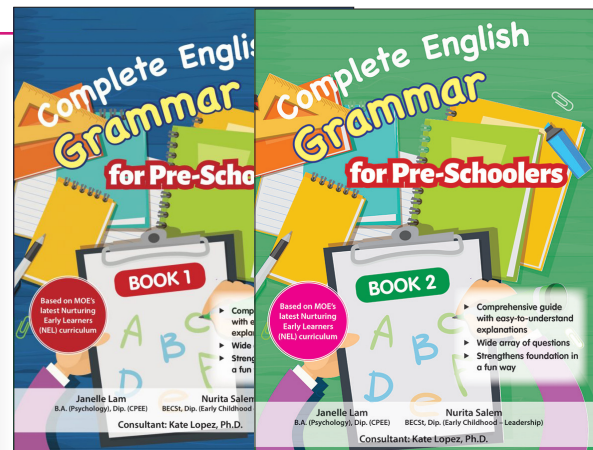
Blends and digraphs are covered progressively and practiced in the series. Clear and simple explanations are also provided to assist in learning.

English for Pre-Schoolers

The aim of this series is to equip children who are moving into Primary 1 with the ability to read and write eloquently. They contain comprehensive assessments which can be used to assess the overall standard of the child and provide the level of preparation necessary to excel in English at the primary school level.



ISBN: 9789811423048



Book 1 ISBN:
9789811404979

Book 2 ISBN:
9789811497704

Clear Learning Objectives

Clear learning objectives and recaps at the start of every chapter helps children understand the concepts and their applications within the English language.

Instructions

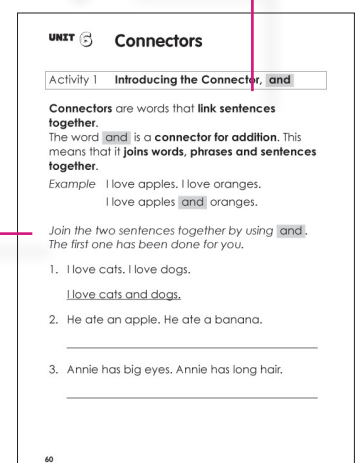
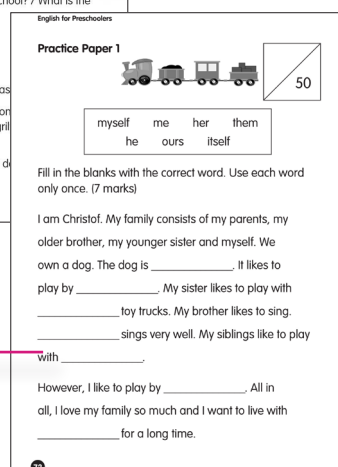
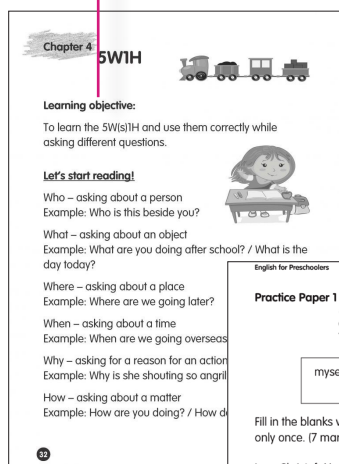
This series supports studying by encompassing both the teaching and learning aspect.

Engaging Activities

Activities stimulate childrens' thinking which helps develop early critical-thinking skills.

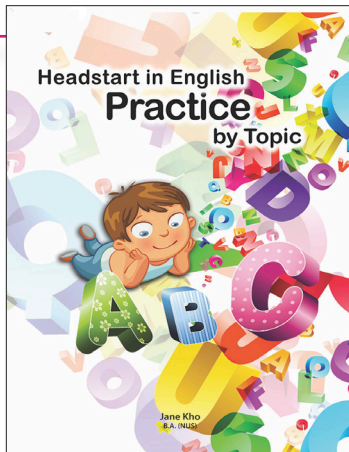
Progressive & Graded Learning

Wide array of practice papers help children strengthen their foundation. Each practice paper comes with grading so that children's progress can be tracked.



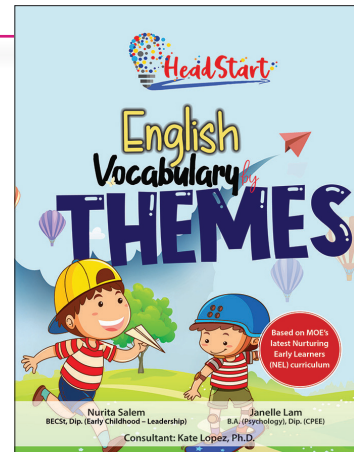
Headstart in English

The Headstart series prepares students for primary school through exercises that encourage them to learn and develop the relevant skills and knowledge to master the English language.



ISBN: 9789811415562

Headstart in English: Practice by Topic is designed to equip students between the ages of 6 and 7 with the necessary skills to tackle English grammar and vocabulary. Students will have an enriching learning experience as they are presented with a wide array of interactive question types to encourage them to put on their thinking caps.



ISBN: 9789811415579

Headstart English: Vocabulary by Themes is designed to equip students between the ages of 6 and 7 with the necessary skills to tackle English vocabulary. Students will be presented with a wide array of fun-filled question types to provide them with an enriching learning experience.

Headstart in English - Practice by Topic

Exercise 5

Write down what the boy is doing.

 B _ t h _ _ g	 E _ t _ _ g
 R e _ _ _ n _	 S _ _ _ _

Headstart in English - Practice by Topic

3. Write down **5** different living things.

4. Write down **5** different types of mammals.

Unit 2 Food

Section D: Draw the shapes

Draw circles around the pictures showing sweet food.
Draw rectangles around the pictures showing salty food.
Draw triangles around the pictures showing spicy food.

 Hamburger	 Chicken nuggets	 Cupcake
 Milkshake	 Curry	 Doughnut
 Chillies	 Pizza	 Lollipop

Headstart English: Vocabulary by Themes

Section E: Crossword puzzle

white	orange	yellow
Peas	red	Grapes

Down

1. _____ are purple.
2. Bananas are _____.
4. Tomatoes are _____.
5. _____ are green.
6. Cauliflower is _____.

Across

3. Carrots are _____.
4. _____ are green.
6. Cauliflower is _____.

Relatable Topics

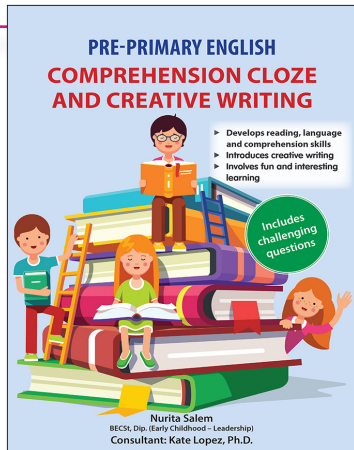
Topics such as "Daily activities" and "Living things" introduce children to vocabulary that they will use in their everyday life.

Engaging Activities

Fun-filled exercises encourage students to apply relevant skills and knowledge.

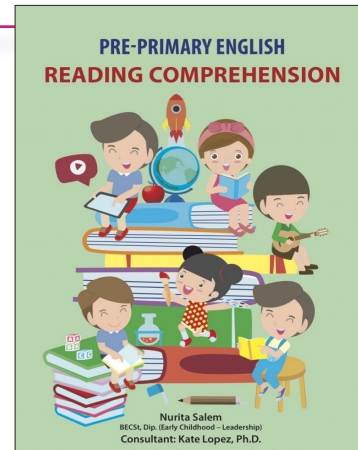
Pre-Primary English

The Pre-Primary English series aims to introduce comprehension cloze and creative writing, develop reading comprehension skills, and improve the grammar of preschoolers through engaging activities. The wide variety of challenging exercises stimulate pre-schoolers' brain development and maximises their learning potential so as to prepare them adequately for Primary 1.



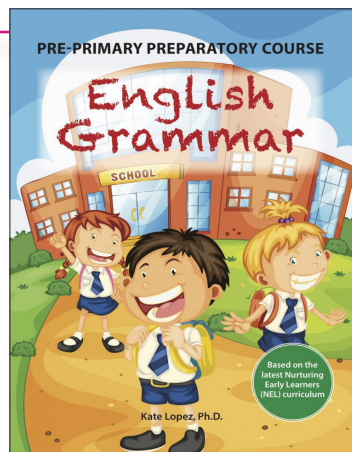
Comprehension Cloze and Creative Writing

ISBN: 9789811197697



Reading Comprehension

ISBN: 9789811415593



English Grammar

ISBN: 9789811404993

Practices

Provides additional practice for children to reinforce learning, and develop creativity.

Visual Text Comprehension practices teach students how pictures convey meaning and help children piece together the storyline. Reading the facial expression and body languages of characters as well as relating personal experiences to the setting of the story enhances comprehension.

Practice Papers

Section C Comprehension MCQ

Read the passage carefully.

Deepavali is celebrated by Hindus. It is also known as the Festival of Lights. Deepavali is in November this year and will be celebrated over five days.

Hindus observe this day by taking a ritual oil bath before daybreak. They do it as an act of self-cleansing. Little India in Serangoon will be decorated with beautiful bright lights throughout the Deepavali celebration.

Both locals and tourists will go to the streets of Little India to visit the bazaars selling sweets, nuts and other traditional delicacies.

The temples will be crowded too where the Hindus will come and pray by offering garlands of flowers and sweetmeat.

Pre-Primary English Comprehension Class and Creative Writing

Section C Visual Text Comprehension

Read the poster carefully. Answer the questions that follow.

Cookie Sale!

Date: 5th October 2018
Friday
Time: 12 pm to 4 pm
Venue: 1 Main Street Avenue

Fundraising for the Cherry Orphanage Home in conjunction with children's day celebration 2018

Types of Cookies

- Chocolate Chips
- Oatmeal Raisins
- M&M
- Peanut Butter

HURRY!

Price
\$6 per box
\$10 for 2 boxes

For bulk orders, please e-mail us at cookie.sale@mail.com

Let's Read

Develops reading and comprehension skills.

Let's Talk

Develops speaking skills.

22 Food for Fuel


Let's Read

Everything that is alive needs energy. All humans get the energy they need from food. Think of the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running.

Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants.

Since plants make their own food using sunlight, the sun's energy is found in plants. When we eat plants, we get more of the sun's energy than when we eat animals. That is why it is good to eat fruits and vegetables.

Let's Talk



Facilitative Questioning

- What can you see in this picture?
- What do you think the girl is doing?
- What does the sun provide?
- Have you planted anything before? When?
- What do you think happens if there's no sun? Why?

Learn & Do

Explanations are followed by exercises for children to apply new concepts. This helps children learn quickly and retain information more readily.

Unit 1 NOUNS

Type of nouns	Explanation
Common nouns	General name for a person, place, or thing in a class or group. Unlike proper nouns, a common noun is not capitalised unless it either begins a sentence or appears in a title. <i>Examples</i> boy, teacher, bear, pencil
Gender nouns	It is a form of noun classification that includes feminine and masculine categories. <i>Examples</i> lion and lioness, duke and duchess
Proper nouns	Names of people, places, things, organisations. Begins with a capital letter. <i>Examples</i> Mary, Ministry of Education, Statue of Liberty

Exercise 4

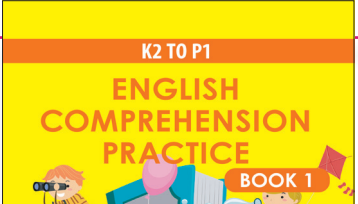
Underline or circle the correct option.

- There is still so (many / much) food left.
- The (army of / herd of) ants were carrying the bread crumb back to their nest.
- Christmas is here! There are so many (present / presents) under the Christmas tree.
- Kelly's favourite festival is (Chinese New Year / chinese new year).
- The calves are following their mother, the (cow / bull) around.
- Eric fell down. He asked for a (plasters / plaster) to cover his wound.

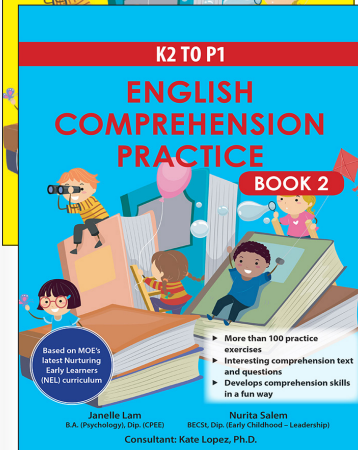


K2 to P1 English

This series completes a child's preparation for primary school in comprehension, grammar and vocabulary. It is equipped with comprehensive features including activities and practice questions which aim to stimulate greater interest in learning and improve children's knowledge of language through real-world contexts.



K2 TO P1
ENGLISH COMPREHENSION PRACTICE
BOOK 1



K2 TO P1
ENGLISH COMPREHENSION PRACTICE
BOOK 2

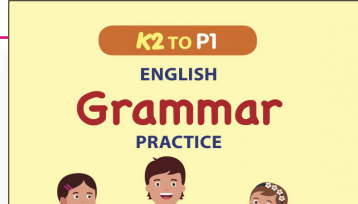
- Based on MOE's latest Nurturing Early Learners (NEL) curriculum
- More than 100 practice exercises
- Interesting comprehension text and questions
- Develops comprehension skills in a fun way

Janelle Lam
B.A. (Psychology), Dip. (CPPE)
Nurita Salem
BECSt, Dip. (Early Childhood - Leadership)
Consultant: Kate Lopez, Ph.D.

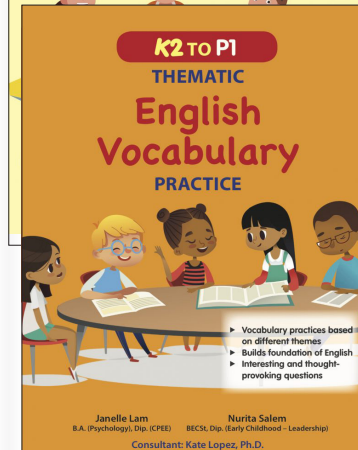
English Comprehension Practice

Book 1 ISBN:
9789811199639

Book 2 ISBN:
9789811401183



K2 TO P1
ENGLISH Grammar PRACTICE



K2 TO P1
THEMATIC English Vocabulary PRACTICE

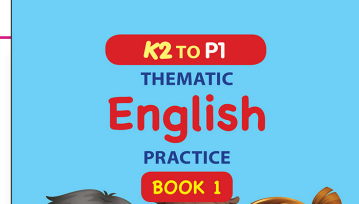
- Vocabulary practices based on different themes
- Builds foundation of English
- Interesting and thought-provoking questions

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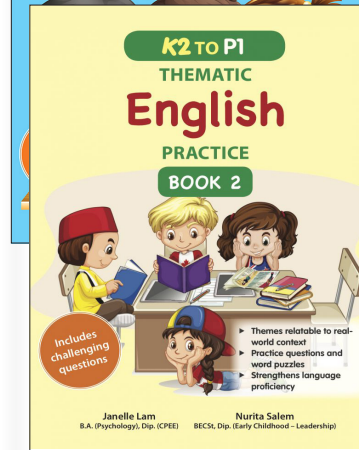
Thematic English Practice

Grammar ISBN:
9789811415586

Vocabulary ISBN:
9789811409424



K2 TO P1
THEMATIC English PRACTICE
BOOK 1



K2 TO P1
THEMATIC English PRACTICE
BOOK 2

- Themes relatable to real-world context
- Practice questions and word puzzles
- Strengthens language proficiency

Janelle Lam
B.A. (Psychology), Dip. (CPPE)
Nurita Salem
BECSt, Dip. (Early Childhood - Leadership)

Thematic English Practice

Book 1 ISBN:
9789811197680

Book 2 ISBN:
9789811419201

Captivating Storylines

Storylines with interesting characters set in familiar contexts help children infer meanings of new words and enhance comprehension independently.

Practice 27 Jane and Her Blocks

Jane likes to play with big blocks. She has a big box of blocks at home. Whenever she is free, she would play with the blocks. Jane makes many things using the blocks. From castles to houses and even trains. Yesterday, Jane made a tall castle.



Underline the correct answer.

- Jane likes to play with (blocks / toy cars).
- She has a (small / big) box of blocks at home.
- Jane makes castles, houses and (trucks / trains) using the blocks.
- Yesterday, Jane made a tall (tower / castle).

Practice 41 A Day at Adventure Cove

It is the first day of the school holidays. Fanny and her family decide to go to Adventure Cove. Fanny is excited as it is her first time going to a water park.

Fanny and her family are the first to enter Adventure Cove. They change into their swimming costumes in the changing room. There are many things to do at Adventure Cove. There are water slides, play pools for children and even a wave pool.

Fanny wants to try going down the water slide but is afraid to do so alone. Her father decides to go with her. Fanny sits on her father's lap and they go down the water slide on a big float.

After trying the water slide, Fanny and her family decide to try the other attractions at Adventure Cove.

Choose the correct answer (a, b or c). Write it in the brackets.

- Where did Fanny and her family go?
(a) Adventure Cove
(b) Disneyland
(c) Universal Studios ()

Theme 1 All about me

Section A Introduce yourself!

Draw a portrait of yourself in the space and fill in the blanks.

My name is _____

I am _____ years old.

My favourite colour is _____

During my free time, I love to _____

Unit 2 At the beach



Vocabulary list

Word	Meaning
surfing	A sport where an individual rides a wave to the shore using a board or small sail
swimming	An activity that people can do at the beach or a swimming pool

Relatable Topics

Everyday topics such as "All about me" and "At the beach" introduce children to vocabulary that they can easily apply in other contexts.

Recap Components

This series supports learning by encompassing the elements of teaching, reinforcement and practice within each chapter.

K2 to P1 Thematic English Practice Book 2

Section B Punctuation

Let's Recap!

Full stop (.)	Marks the end of a sentence. Ends any sentence that is not a question or an exclamation.
Question mark (?)	Marks the end of a question.
Exclamation mark (!)	Used at the end of a word or sentence that shows the feelings of the speaker.

Read each sentence. Fill in the blanks with the correct punctuation.

- Wow Look at that colourful rainbow in the sky!
- Auntie Anne bought some red apples from the market
- Did you see my pink pouch anywhere
- Ouch I got bitten by a red ant.
- If you mix red and yellow together, you will get orange

Making Learning Fun

Drawing, colouring and matching activities engage childrens' interest and develop early critical-thinking and comprehension skills. Word search, crossword puzzles, jumbled words, and spelling activities further help to develop their vocabulary.

K2 to P1 English Grammar Practice

Section C: Connect the dots

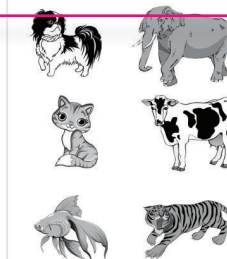
Draw a line to match the words that rhyme. word can only be matched once.

Hide	•	•	Crane
Train	•	•	Groan
Stone	•	•	Lied
Chair	•	•	Hum
Sum	•	•	There

Theme 11 Pets

Section A: Animals we keep as pets

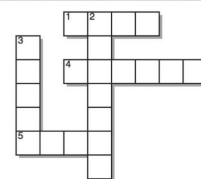
Which animals can we keep as pets? Circle them.



Section H: Crossword puzzle

Solve the puzzle by filling in the boxes using the clues provided.

tooth reading crow family hymn



Clues

- Across**
- Which word has three consonants?
 - Which word has two different vowels?
 - This word has no vowels.
- Down**
- This word has three different vowels.
 - This word contains the same vowel twice.

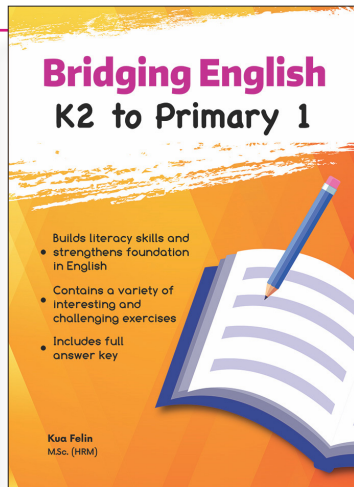
Section D: Sort the words

Write the words given in the box below in the correct circle. Each word can only be used once.

key flower rag face
flag trolley power lean

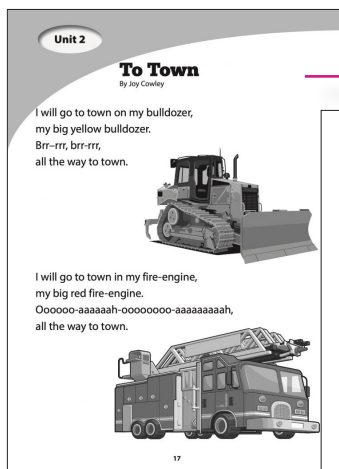
- Words that rhyme with me
- Words that rhyme with shower
- Words that rhyme with drag
- Which word rhymes with race?
- Which word rhymes with queen?

Bridging English



ISBN: 9789811490088

Bridging English: K2 to Primary 1 is specially designed for students to learn, practise and improve their English language skills in a simplified way. This book covers grammar, vocabulary, sentence structuring, spelling and reading. Students who are currently in kindergarten will learn new vocabulary words and grammar usage. As such, this can vastly improve their English language aptitude. There are simple illustrated stories and passages for students to practise their pronunciation and reading skills. Answers to all exercises are included as well. Through these exercises, students will have fun, while learning the English language in the most interesting way possible.



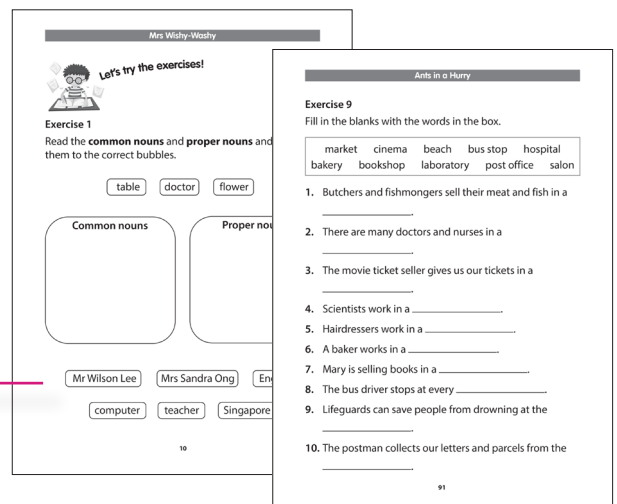
The Hungry Giant		
Past continuous tense	Present perfect tense	Simple future tense
He / She / I was stamping. We / They / You were stamping.	He / She has stamped. We / They / You / I have stamped.	He / She / We / They / You will stamp. I shall stamp.
He / She / I was beating. We / They / You were beating.	He / She has beaten. We / They / You / I have beaten.	He / She / We / They / You will beat. I shall beat.
He / She / I was hitting. We / They / You were hitting.	He / She has hit. We / They / You / I have hit.	He / She / We / They / You will hit. I shall hit.
He / She / I was putting. We / They / You were putting.	He / She has put. We / They / You / I have put.	He / She / We / They / You will put. I shall put.
He / She / I was holding. We / They / You were holding.	He / She has held. We / They / You / I have held.	He / She / We / They / You will hold. I shall hold.
He / She / I was kicking. We / They / You were kicking.	He / She has kicked. We / They / You / I have kicked.	He / She / We / They / You will kick. I shall kick.
It was squeaking.	It has squeaked.	It will squeak.

Easy to Understand

Skills and concepts are taught with simple illustrated passages and table formats for easy reading and understanding.

Challenging Exercises

A variety of exercises will challenge students and push them to develop their skills. Full answer keys to exercises are also provided.



Comprehension for Early Learners



ISBN: 9789811803697

This book is written to give kindergarten students a head start in their journey of learning English. By completing the comprehension exercises, they will not only be able to enrich their vocabulary banks, they will also be able to gain understanding and application skills. The exercises are also tailored to match the standards of kindergarten students who are keen on advancing their English and being ahead of their peers.

Comprehension Exercises

40 comprehension exercises with short and simple passages for students to hone their comprehension skills.

Comprehension for Early Learners

Practice 1

Read the passage carefully and answer the questions.

On a breezy Sunday morning, Cheryl's parents decided to have a family picnic at the beach. They packed sandwiches, canned drinks and fruits into two big baskets before setting off. Arriving at the beach, they chose a cool spot under a coconut tree to lay their picnic mat. Cheryl and Charlie helped to spread the delicious food and started chattering happily. A few hours later, it was time for them to leave. Cheryl and Charlie were both reluctant. They had enjoyed themselves very much. Seeing their sad faces, their parents promised to bring them to the beach again the following week. Both children cheered in glee.

Section A - Basic Comprehension Exercises

- When did Cheryl and her family go to the beach?

- What did they pack for the picnic?

- Where did they choose to lay their picnic mat?

- Who helped to spread the food out on the cloth?

Fill in the Blanks

35 fill in the blanks practices to further build students' understanding and application of vocabulary.

Comprehension for Early Learners

Practice 1

Read the passage carefully.

Josh lives with his grandparents in the countryside. He loves the pumpkins that grow in the large patch behind the house. Every three months, he pleads with his grandparents to allow him to help them harvest the fully-grown pumpkins. Although his grandparents do not want him to do it himself, they always agree to his request. After harvesting the pumpkins, Josh watches his grandparents make pumpkin paste, pumpkin pies, pumpkin soup and pumpkin porridge. His only job is to taste the food. Josh likes to eat pumpkins, so he does not complain.

Tick the correct answers.

- Josh lives with his

cousins	
grandparents	
parents	

- Josh lives in the

jungle	
kampong	
countryside	
- Josh wants to help

harvest	
water	
cook	

 the pumpkins.
- One food that his grandparents make is

rice	
jelly	
paste	

 pumpkin.
- Josh's job is to

mash	
taste	
store	

 the food.

Answer Key

Answers are provided to check accuracy of understanding.

ANSWER KEY

SECTION A

Practice 1

- Cheryl and her family went to the beach on a breezy Sunday morning.
- They packed sandwiches, canned drinks and fruits for the picnic.
- They chose a cool, shady spot to lay their picnic mat.
- Cheryl and Charlie helped to spread the food out on the cloth.
- Their parents promised to bring them to the beach again the following week.

Practice 2

- John and Jim are brothers.
- They enjoy playing with toy trains.
- John's toy train broke into two and could not be fixed.
- She heard John crying.
- Jim felt guilty for stepping on John's toy train.

Practice 3

- Hannah likes Furry because she is cute and playful.
- Hannah brings Furry to the nearby park for a walk every day.
- Furry is attracted to butterflies.
- Hannah bathes Furry twice every day.
- Hannah's mother is pleased with her because she takes good care of her pet.

Practice 4

- Nicole likes to eat fruits and vegetables, unlike most children.
- Nicole likes to eat apples the most.
- Nicole's favourite vegetable is broccoli.
- Nicole likes eating broccoli because it is crunchy and can even be eaten raw.
- She knows that chocolate and sweets will cause tooth decay.

Practice 5

- Tim's grandparents, close relatives and friends are invited to his birthday party.
- The house is decorated with balloons and streamers.
- The house becomes lively after people arrive.
- Tim blows out all the candles on his birthday cake after everyone sings him a birthday song.
- Tim feels very grateful for the celebration.

Practice 6

- Katie asks questions whenever she has something that she does not know.
- Katie spends plenty of time with her teachers.
- Katie finishes all her homework before watching the television.
- Katie enjoys reading books because she likes imagining herself as a character in the book.
- Katie goes to sleep at 8 o'clock.

Practice 7

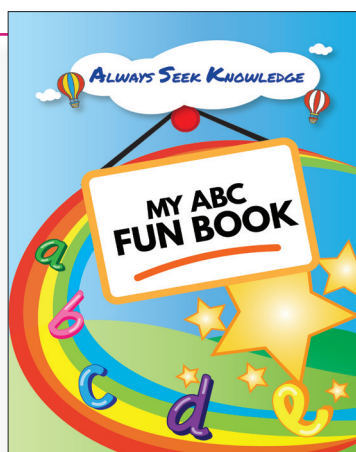
- Lisa wants to dress up as a princess.
- Lisa's dress is pink.
- She is happy about her costume.
- She is very pleased that everyone says she looks extremely pretty.
- Lisa thanks her mother for the wonderful costume that she made for her.

Practice 8

- People are chattering happily and taking pictures of everything.
- Sam sees a kangaroo with a pig in her pouch.
- He shouts in delight and runs off to take a picture with the mother kangaroo.
- Simon shudders in fear and walks away from it.
- The buns look like pandas.

Always Seek Knowledge - Fun Learning

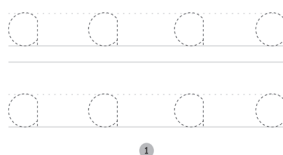
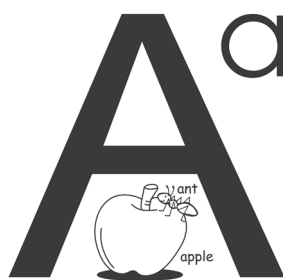
This series of preschool books is specially written to help children learn in a fun and creative way. The books come equipped with flash cards of pictures and words that will help enhance learning. The flash cards and activities in these books are designed to help children recognise, recall and review through visual and sound stimulation. With the guidance of parents, teachers and tutors, it is hoped that children will acquire the necessary skills for each level before proceeding to the next.



My ABC Fun Book

ISBN: 9789811498169

This book is written to help children learn the alphabet in a fun and creative way. Each activity comes equipped with pictures and words that will also help enhance vocabulary. The exercises are designed to help children recognise, recall and review through writing, listening, matching and colouring activities.



Draw an apple.

apple

Colour the picture that begins with 'a'.



aeroplane



book

Flash cards - Read, Recognise and Review
Cut and paste on a piece of cardboard.

apple

aeroplane

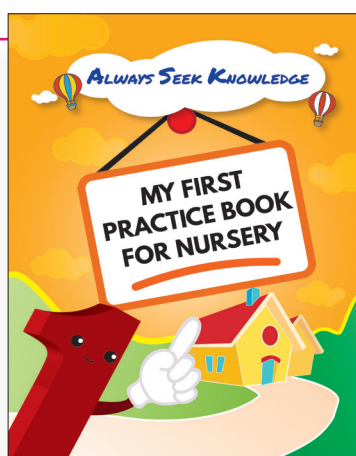
ant



boy

ball

balloon

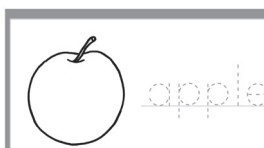


**My First Practice Book
for Nursery**

ISBN: 9789811498152

This book is written to help children learn handwriting skills in a fun and creative way. Each letter of the alphabet comes with tracing activities to guide children on the proper steps to writing complete words. The activities are designed to help children recognise, recall and review through writing, listening, matching and colouring.

Trace and write.



Read, Recognise and Review.
Flash card game: Cut and paste on card-board.



apple

ball

cat

dog

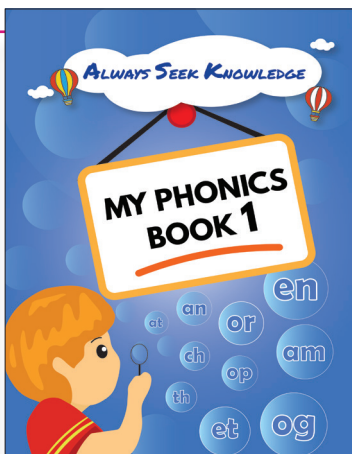
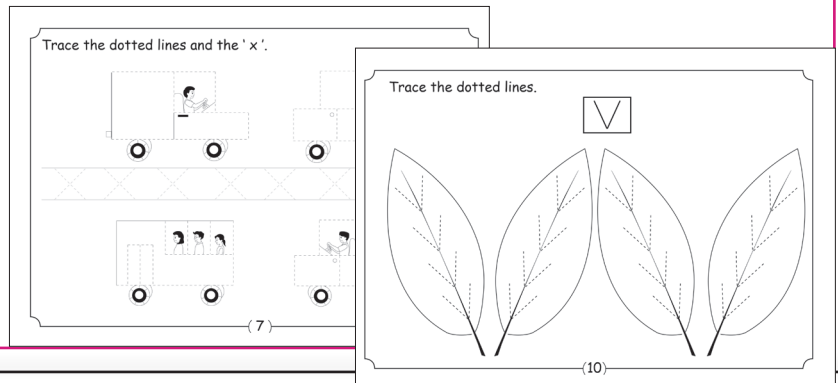
elephant



Penmanship - Foundations to Perfect Writing for Nursery

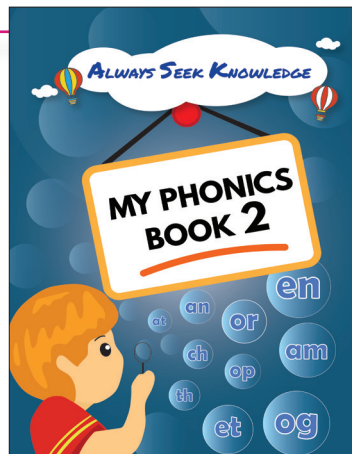
ISBN: 9789811498237

This book introduces children to the basics of writing.



My Phonics Book 1

ISBN: 9789811498176



My Phonics Book 2

ISBN: 9789811455513

These books help children on their reading journey through phonics. The activities in these books teach children how to identify letter sounds, how these sounds are represented alphabetically, and how to sound them. These books are essential for children to become successful readers and spellers in the early years of schooling and beyond.

Day: _____ Date: _____

Read and say the words.

an

can, van, man, pan, fan

Day: _____ Date: _____

Cut out the words on page 39. Paste the correct word below each picture.

Day: _____ Date: _____

Colour all the pictures that rhyme with 'can' red. Colour all the pictures that rhyme with 'fat' yellow.

Book 1

Day: _____ Date: _____

Fill in the blanks and read the sentence aloud.

A _____ on a _____.

A _____ on a _____.

Day: _____ Date: _____

Creative Writing
Describe the pictures. Use the words in the box to help you.

fat big long small short

Day: _____ Date: _____

Can you form sentences with the words on the previous page? You can include words not found on the previous page.

1. _____

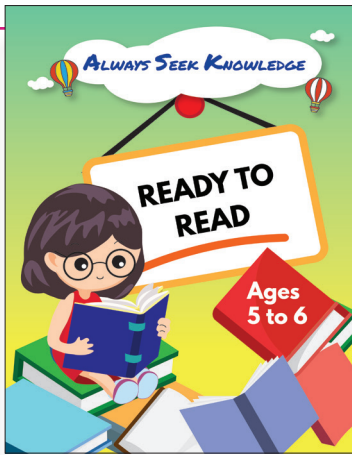
2. _____

3. _____

4. _____

Book 2

















More challenging activities.

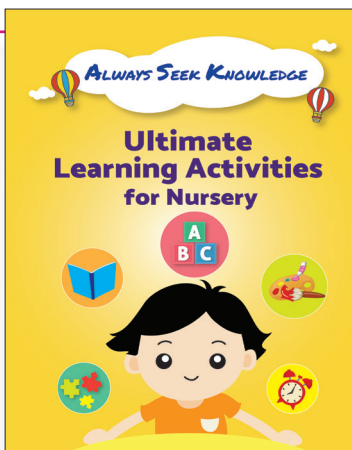


Ready to Read

ISBN: 9789811498183

This book introduces children to reading readiness skills. These skills include the ability to distinguish similarities and differences, to recognise letters of the alphabet and the sounds that they stand for. With these basic skills, the children will be ready to progress to more advanced language skills.

<p>Day: _____ Date: _____</p> <p>Look at the pictures and the words. Place the words in alphabetical order.</p> <div style="display: flex; justify-content: space-around;">    </div> <div style="display: flex; justify-content: space-around;">    </div> <ol style="list-style-type: none"> ant b 	<p>Day: _____ Date: _____</p> <p>Word Box of Cc and Dd. List more words in the boxes.</p> <div style="display: flex;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> cat can cap cup </div> <div> <p>Write the word for each picture.</p> <ol style="list-style-type: none">  _____  _____  _____  _____ </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> dog doll draw drum </div>	<p>Day: _____ Date: _____</p> <p>Look at the pictures carefully. Say the word and write the first letter of each word. Copy the word below.</p> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div>  <p>__ c __ o __ w COW</p> </div> <div>  <p>__ a __ n</p> </div> <div>  <p>__ r __ a __ s __ s</p> </div> <div>  <p>__ a __ r</p> </div> <div>  <p>__ o __ r __ s __ e</p> </div> <div>  <p>__ e __ l __ l __ y</p> </div> </div>
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Ultimate Learning Activities for Nursery

ISBN: 9789811498244

This book supplements a child's early learning. The activities in this book help build the framework for self-development, from cognitive skills to emotional and social development. This book emphasises the importance of parent-child interaction through many fun activities which include writing, matching and colouring.

Developmental Focus

Each activity has a pedagogical focus and builds multiple intelligences.

Did You Know?



Fun facts are included for added knowledge.

Let's Try This!

Additional activities to make learning more fun.

How old are you?

How old is Jacky? _____ How old is Jenny? _____

Do you know how old you are?

Mummy has made a big birthday cake for you! Let's draw in the candles to show how old you are.

I am _____ years old.

Did you know?

We all grow older by one year on every birthday. The number of candles on the birthday cake will tell people how old you are.



My handprints and footprints!

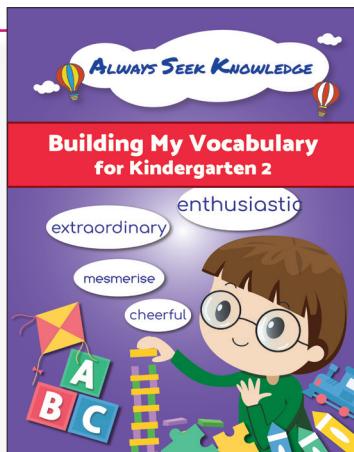
- Place your hand/foot on the paper and draw the outline of your hand/foot.
- Or you may paint over the palm of your hand/foot before pressing it onto a piece of paper.

Let's try this!

You can make wonderful pictures with handprints. Press two painted handprints on a piece of paper side by side and you can see a butterfly!

Always Seek Knowledge - Fundamentals of English

This series is meticulously crafted to create a strong foundation of the English language in children through a variety of engaging activities. Each book in this series covers a different aspect of the English language. This series aims to equip students with a strong language foundation which is essential for developing proficiency in the English language.



Building My Vocabulary for K2

ISBN: 9789811498190

This book helps children develop a fundamental repertoire of vocabulary. The exercises are designed to assist children in their language development by introducing new words that will improve their reading and writing skills. The exercises are based on topics relating to what they see, know or experience in everyday life.

Day: _____ Date: _____	Day: _____ Date: _____									
<p>My Family (1) Hi, everybody, I am Tom. Let me introduce my family to you.</p> <p>This is my father and my mother. This is my brother, Pat, and my sister, Pam. This is my baby sister, Tammy, and I. They are my nuclear family.</p>	<p>Fill in the correct word.</p> <ol style="list-style-type: none">1. My _____ and my _____ are my parents.2. Pat is my _____.3. My _____, Tammy, is sleeping in the cot.4. My _____, Pam, loves to swim.5. I enjoy playing with my _____ and _____.6. I love my _____ very much.									
<p>Activities A Family Can Enjoy Together Name the activities in the empty boxes below.</p> <table border="1"><tr><td>swimming</td><td>cycling</td><td>badminton</td></tr><tr><td>travelling overseas</td><td>picnic</td><td>visiting the zoo</td></tr><tr><td>watching television</td><td></td><td></td></tr></table> <p>My family and I enjoy _____ together.</p> <p>Note: The child can list any activity he/she enjoys if they are not listed above.</p>		swimming	cycling	badminton	travelling overseas	picnic	visiting the zoo	watching television		
swimming	cycling	badminton								
travelling overseas	picnic	visiting the zoo								
watching television										

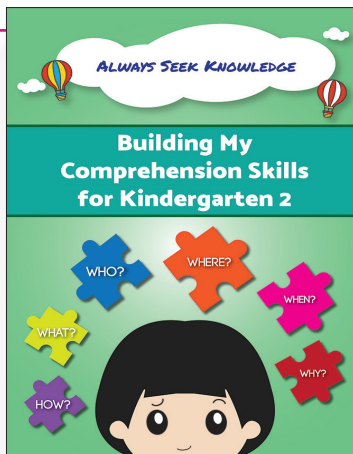


Building My Grammar for K2

ISBN: 9789811498206

This book introduces children to the fundamentals of grammar. They will learn parts of speech, tenses, plural and singular forms of words, gender and other aspects of grammar through a series of exercises. This book aims to equip students with a strong foundation in grammar which is essential for constructing well-structured sentences.

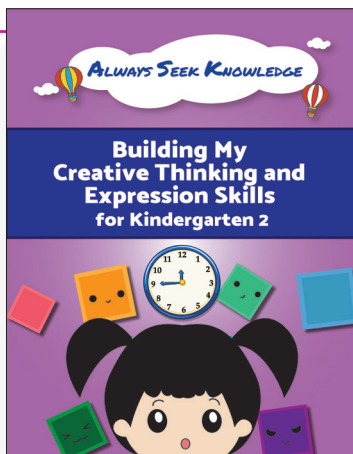
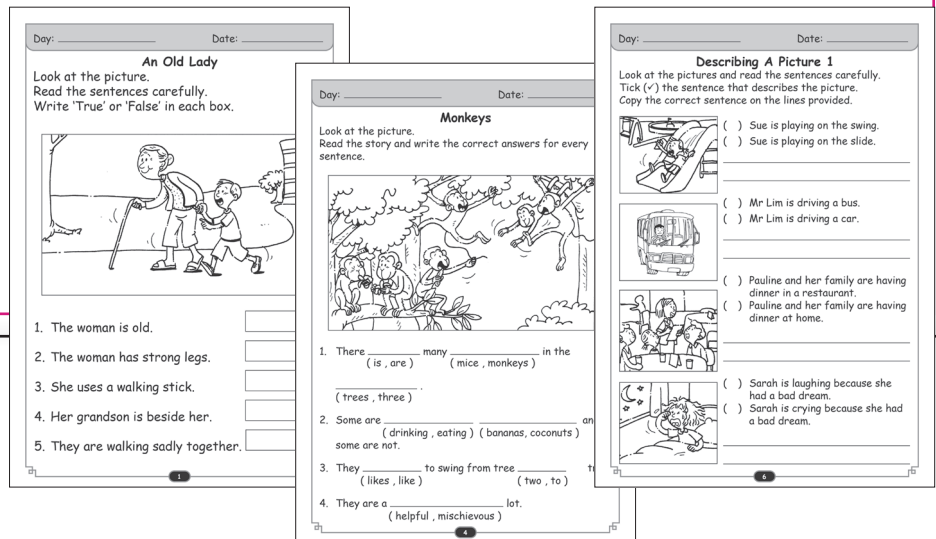
Day: _____ Date: _____	Day: _____ Date: _____	Day: _____ Date: _____															
<p>Nouns Nouns are names of people, animals, places things. Circle the nouns in the sentences.</p> <ol style="list-style-type: none">1. Mr Tang is a policeman.2. Mingli goes to the stadium for a jog.3. The crocodile is in the river.4. Apples are sweet but lemons are sour.5. Aunt May is cooking in the kitchen.6. Lily is sewing a dress.	<p>Helping Verbs is are am</p> <p>Read the sentences carefully. Underline the correct word.</p> <ol style="list-style-type: none">1. My friend (is / are) on the swing.2. The children (is / are) playing with their pets.3. This skirt (is / are) too short for me.4. I (is / am) going for a jog.5. Henry and Harry (is / are) brothers.	<p>Helping Verbs is are am</p> <p>Read the words carefully. Make as many sentences as you can with the correct verb.</p> <table border="1"><tr><td>The children</td><td>is</td><td>playing with a ball.</td></tr><tr><td>My sister</td><td>are</td><td>sweeping the floor.</td></tr><tr><td>I</td><td>am</td><td>eating ice cream.</td></tr><tr><td>The girls</td><td></td><td>running a race.</td></tr><tr><td>Tom</td><td></td><td></td></tr></table>	The children	is	playing with a ball.	My sister	are	sweeping the floor.	I	am	eating ice cream.	The girls		running a race.	Tom		
The children	is	playing with a ball.															
My sister	are	sweeping the floor.															
I	am	eating ice cream.															
The girls		running a race.															
Tom																	



Building My Comprehension Skills for K2

ISBN: 9789811498213

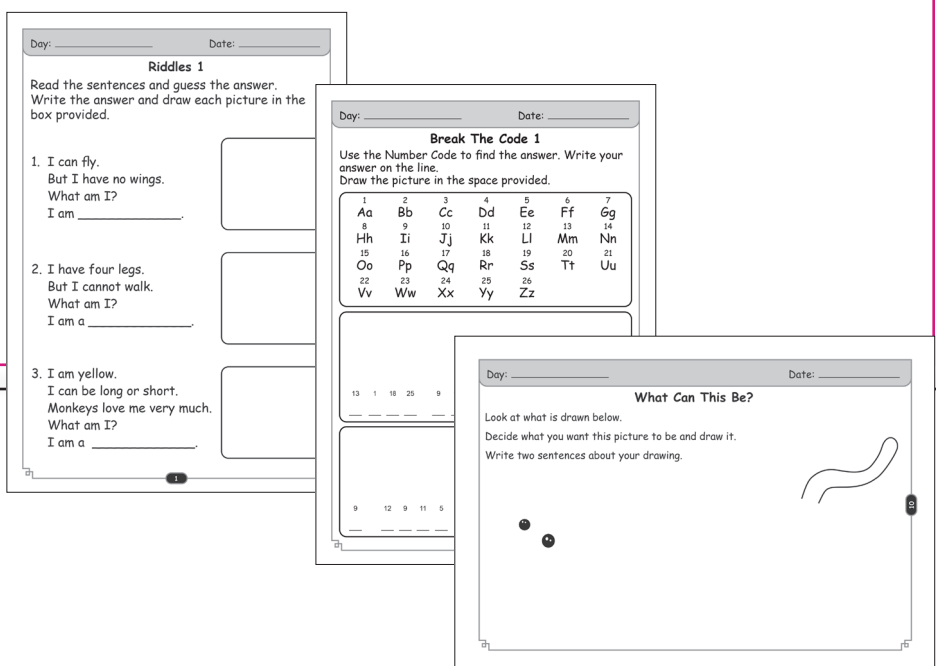
This book offers a variety of engaging exercises for children to practise their reading and writing skills. Exercises are crafted to help children think and answer critically, gain exposure to different forms of texts, and expand on their literacy skills. Listening and visual exercises are included to help children develop all elements of comprehension.



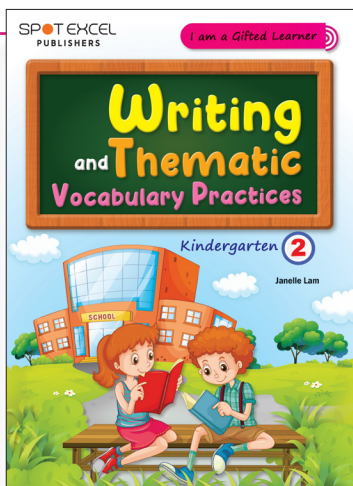
Building My Creative Thinking and Expression Skills for K2

ISBN: 9789811498220

This book is a fun and engaging exercise book that develops a child's imagination and critical thinking skills. Hands-on activities offer children a chance to look beyond their books to come up with their own creations, broadening their thinking and encouraging creative expression.

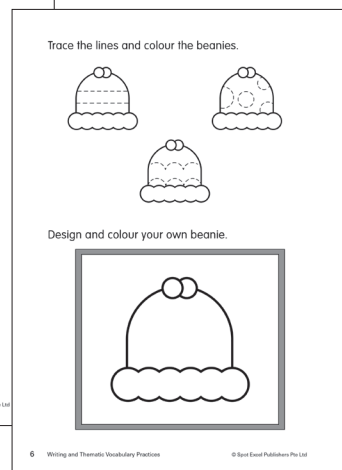
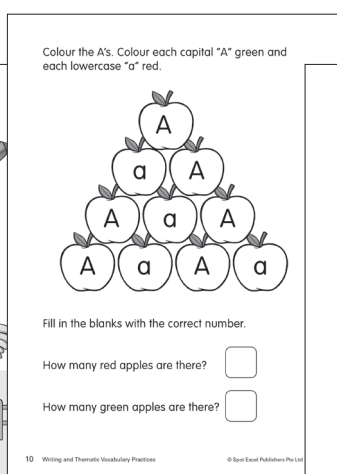
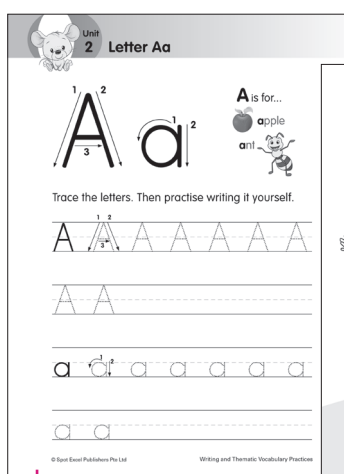


Writing and Thematic Vocabulary Practices



ISBN: 9780811805707

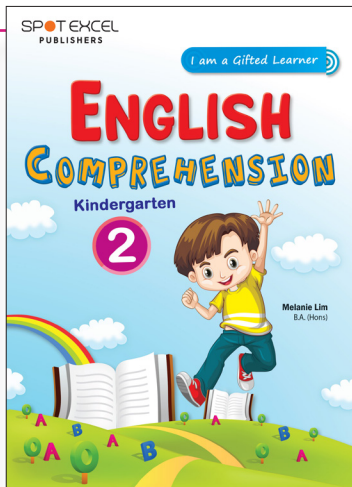
Writing and Thematic Vocabulary Practices provides pre-schoolers with an all-rounded education. Following the Nurturing Early Learners Curriculum Framework, fun-filled activities covering different themes commonly taught in pre-schools await the inquisitive child. Each of these activities helps to build the child's foundation in early literacy skills, establishing basic vocabulary, handwriting and reading.



Fun-filled Activities

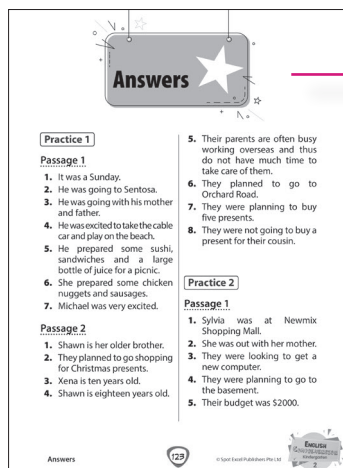
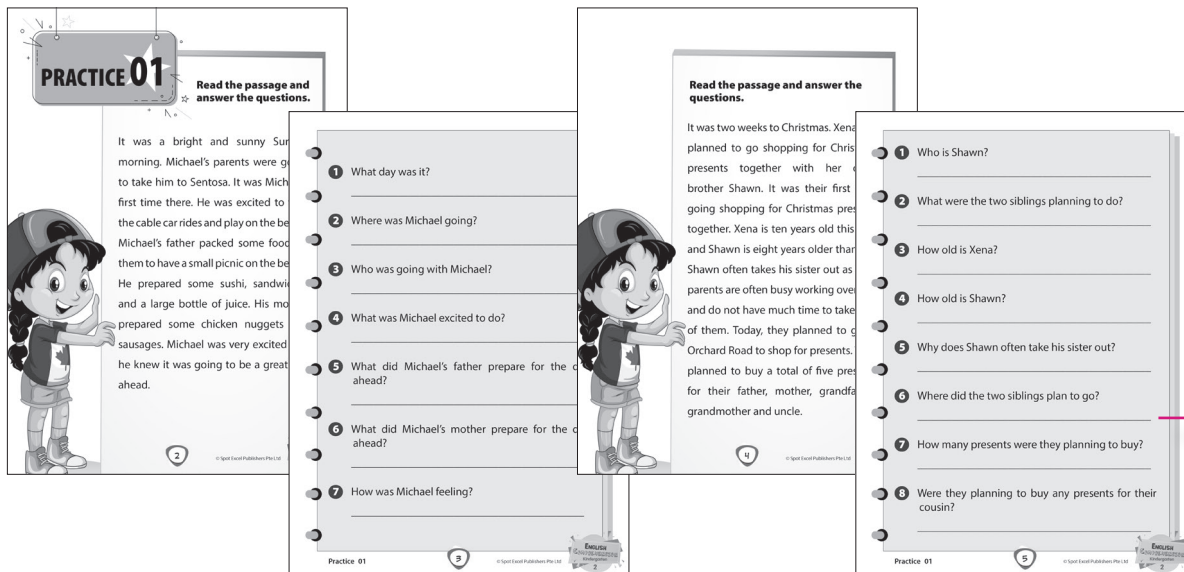
A variety of activities help children learn to read and write in a fun manner.

English Comprehension



ISBN: 9789811805066

English Comprehension (Kindergarten 2) is designed to help pre-schoolers hone their comprehension skills before they enter primary school. The series of comprehension passages covers a range of topics so that pre-schoolers are exposed to a variety of content and vocabulary. The exercises aim to give students the confidence to tackle different types of questions.



Comprehension Practices

Each practice comes with two passages and questions for students to answer accordingly.

Answers

Answers to all questions are provided.

SPOT EXCEL
PUBLISHERS

I am a Gifted Learner

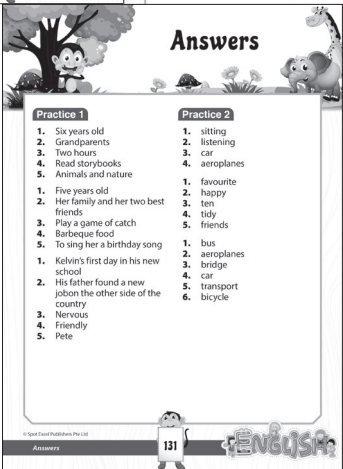
Challenging English Practices

Kindergarten

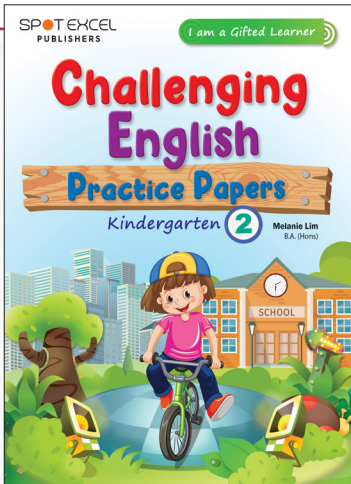
2

Melanie Lim
B.A. (Hons)

Challenging English Practices (Kindergarten 2) comprises exercises that aim to develop pre-schoolers' vocabulary, comprehension and reading skills. With a range of challenging and diverse content, this book hopes to strengthen the writing and answering skills of pre-schoolers, ultimately preparing them for their entry into primary school.

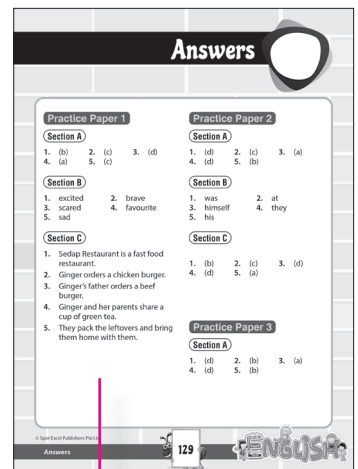
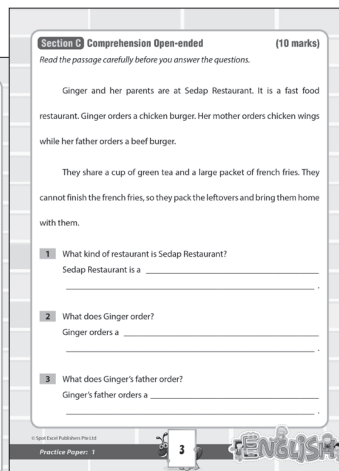
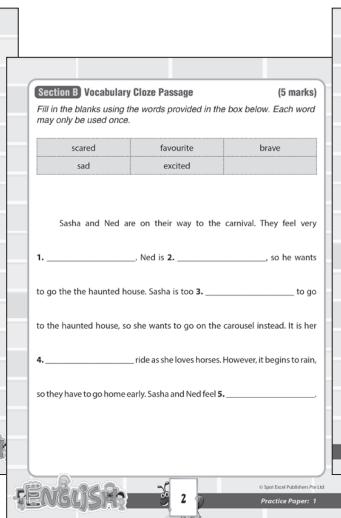
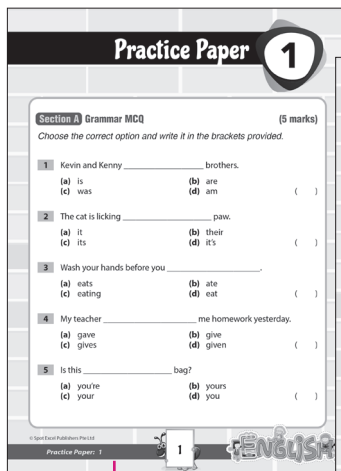


Challenging English Practice Papers



ISBN: 9789811805073

Challenging English Practice Papers (Kindergarten 2) focuses on helping pre-schoolers develop their comprehension, vocabulary and grammar skills, in order to prepare them for Primary 1. This book contains comprehensive exercises with a range of question types, from MCQ to open-ended questions, to help pre-schoolers strengthen their language skills.

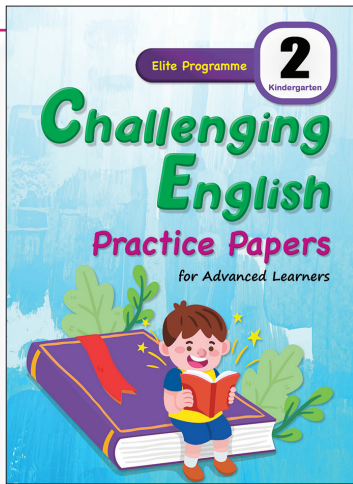


Practice Papers

Consisting of grammar multiple-choice questions, vocabulary cloze passages and open-ended comprehension questions, students will be better prepared for English language lessons in Primary 1.

Answers

Answers to all questions are provided.



For Advanced Learners
ISBN: 9789814996341

Elite Programme K2: Challenging English Practice Papers for Advanced Learners comprises 24 practice papers on grammar, vocabulary and comprehension for K2 learners preparing for primary school.







Practice Papers

Consisting of vocabulary, grammar and comprehension questions in multiple-choice, fill in the blanks and open-ended formats.

Practice Paper 1

Name: _____ Marks: ☒ 50
Date: _____ Parent's signature: _____

Section A – Vocabulary
(I) Look at each picture carefully and circle the correct word. (10 marks)

1. 	2. 
ladle spoon butter spreader	fork knife tin-opener
3. 	4. 
water switch tap	bowl mug plate
5. 	6. 
scoop toothpicks chopsticks	mug teacup glass

PRACTICE PAPER 1

(III) Fill in the blanks with the most suitable word from the box. (5 marks)

careful truthful proud loyal fair

- Jia Ming never lies to his parents. He is always _____.
- Joseph's parents are rich, but he is a very humble boy. Joseph is never _____.
- Audrey is a very careless girl. Her teachers have told her to be more _____.
- Thomas believes that everyone must be treated equally. He is a _____ person.
- Razali has always been good friends with Hock Chai and will never say anything bad about him. He is very _____ to his friend.

PRACTICE PAPER 1

Section B – Grammar
(I) Fill in the blanks with the correct answer. (10 marks)

- My best friend _____ (like/likes) animals very much and has many pets.
- Sandra _____ (has/have) a few tickets for the match tonight.
- My neighbour's dog always _____ (bark/barks) at strangers.
- Aisha _____ (goes/go) to the park every evening.
- I would like to _____ (sleep/sleeps) in the bed now, so please turn off the radio.
- Do you know that my brother-in-law likes to _____ (drink/drinks) his tea from a saucer?
- My mother has just _____ (finish/finished) having her shower.

PRACTICE PAPER 1

- Last night, Huimin and I _____ (had/have) dinner at a posh restaurant.
- My daughter is very playful. Sometimes she _____ (pretend/pretends) to sleep during dinnertime.
- Lionel _____ (enjoy/enjoys) having so many pets in his home.

(II) Fill in the blanks with the most suitable word. Write the number 1, 2, 3 or 4 in the brackets. (10 marks)

- _____ is your ruler, the long one or the short one?
(1) Which (2) What (3) How (4) Who ()
- _____ did you start going to school?
(1) What (2) How (3) When (4) Which ()
- _____ is she crying?
(1) How (2) What (3) Why (4) Which ()
- _____ did you cut your finger?
(1) Whose (2) What (3) Which (4) How ()

PRACTICE PAPER 1

Section C – Comprehension
Read the passage below and answer the questions that follow. Write the number of the correct answer in the brackets. (5 marks)

Grunt is a pig that loves food more than anything else. One day, he saw some big watermelons at a fruit stall. A sign with the word 'Free' was placed on them. Grunt became very excited. He decided to eat all the watermelons.

Greedy Grunt finished all five huge watermelons. He felt very pleased with himself and went home smiling. The next day, Grunt could not move and had to call for the doctor. He was suffering from a bad stomach upset due to overeating.

- Greedy Grunt's favourite pastime is _____.
(1) sleeping (2) running (3) eating (4) playing ()
- He saw the watermelons at the _____.
(1) fruit stall (2) market (3) supermarket (4) hawker centre ()

Answers

Practice Paper 1

Section A (I)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (II)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (III)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (IV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (V)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (VI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (VII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (VIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (IX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (X)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XIV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XVI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XVII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XVIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XIX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXIV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXVI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXVII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXVIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXIX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXIV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXVI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXVII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXVIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XXXIX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XL)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLIV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLVI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLVII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLVIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (XLIX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (L)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LIV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LVI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LVII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LVIII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LVIX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LX)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LXI)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LXII)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LXIII)

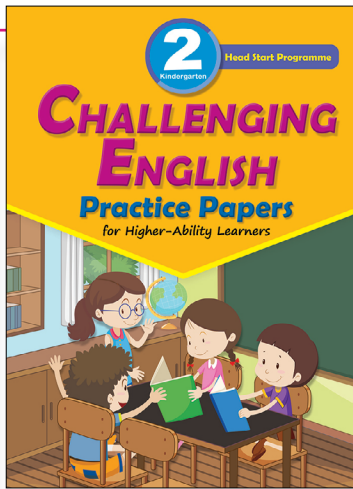
- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LXIV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
- jug

Section A (LXV)

- spoon
- fork
- ladle
- bowl
- chopsticks
- glass
- plate
- glass
- knife
-



For Higher-Ability Learners

ISBN: 9789814996396

This book is specially written for high-ability pre-schoolers preparing for Primary 1. It is suitable for young learners who can ask reflective and probing questions, possess a rich vocabulary and are able to learn quickly, on top of having good memory, the ability to reason at a level usually found in students some years older and a preference for independent work. This book is ideal for parents who are looking to stretch their children to their fullest potential in the English Language.

Test Paper 2

Name: _____ Marks: _____

Date: _____

Time: 1 hour Parent's Signature: _____

Section A (5 questions × 1 mark)

Fill in each blank with the most suitable word from the box.

pen	group	market	book	eraser
soup	florist	ruler	cut	tricycle

- My mother went to the _____ to buy some fish and vegetables.
- I love to have a large bowl of hot chicken _____ cold, rainy day.
- During the school holidays, my classmates and I go out _____ We visit places of interest and have a good together.
- My sister loves flowers. She wants to be a _____ she grows up.
- Do not touch the blade of the knife! You might get _____

Section B (10 questions × 1 mark)

Choose the most suitable answer and write its number in the brackets.

- The librarian neatly _____ the books on the bookshelves.
(1) collects (2) arranges (3) dumps (4) throws ()
- Ahmad keeps guppies in his _____.
(1) aquarium (2) warehouse (3) storeroom (4) kitchen ()
- Mrs Leong is my aunt. I am her _____.
(1) son (2) father (3) niece (4) cousin ()
- Look into the _____ if you want to know exactly where China is.
(1) album (2) dictionary (3) atlas (4) encyclopaedia ()
- I like to go fishing at the _____.
(1) fish tank (2) sink (3) river (4) aquarium ()
- The dogs _____ loudly at the stranger.
(1) barked (2) hissed (3) moored (4) neighed ()
- Madam Norlitzah is feeding the chickens in the _____.
(1) coop (2) stable (3) kennel (4) forest ()
- The young of a goat is called a _____.
(1) cub (2) goatlet (3) foal (4) kid ()

Section D (5 questions × 1 mark)

Fill in the blanks with a suitable form of the word given in brackets.

- The prince is one of the _____ men I have ever seen. (tall)
- Bala _____ his cat twice a day. (feed)
- My father _____ me two rabbits as a present. (buy)
- An old man _____ to see Mrs Lim two hours ago. (come)
- He ran _____ in order to catch the bus. (quick)

Section E (2 questions × 2 marks)

Rearrange these words to form sentences. Begin each sentence with a capital letter and end it with a full stop or question mark.

36. during vacation dry season the taking Do enjoy you a _____

37. school the public take every bus I day to _____

Section F (2 questions × 2 marks)

Write a question for each of the answers given.

38. When _____ ?
You can see the doctor at 3.30 pm.

39. What _____ ?
I saw a rainbow across the sky.

Test Papers

Consisting of more challenging question formats such as rearranging words to form sentences, question-forming and knowledge of written expressions.

Section G (1 question × 2 marks)

Join the sentences to form one sentence without changing its meaning.

40. Mr Harold is very rich. Mr Harold is not happy.

Section H

Comprehension (10 questions × 1 mark)

Read this passage carefully.

One bright Sunday morning, Cheng Lim goes to the beach with his family. They drive there in the family car. It is a sunny day. The sky is clear, and there is a cool breeze blowing all around. The sea is blue and the sand is white and soft. Cheng Lim plays beach ball with his father, while his mother relaxes in the shade, reading a book. At noon, they enjoy a meal of sandwiches and some refreshing lemonade. In the afternoon, Cheng Lim goes swimming with his parents. He also makes sandcastles with a plastic spade and cups. In the evening, Cheng Lim returns home. He enjoyed his day at the beach very much.

Now answer these questions. Write the number of the correct answer in the brackets.

- Cheng Lim went to the beach on _____.
(1) Monday (2) Wednesday (3) Sunday (4) Saturday ()
- They took the _____ to the beach.
(1) train (2) bus (3) boat (4) family car ()

Section I

Written Expression (5 × 2 marks)

Look at the picture carefully. Write five sentences about what you see.

- _____
- _____
- _____
- _____
- _____

Answers

An answer key is included for parents to evaluate their child's progress.

Answers

Test Paper 1

Section A (10)

- (2)
- (3)
- (4)
- (2)
- (1)
- (3)
- (3)
- (1)
- (2)
- (1)

Section B (10)

- largest
- heat
- penicillin
- books
- bookshop

Section C (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section D (10)

- market
- soup
- group
- eraser
- cut

Section E (10)

- (2)
- (1)
- (8)
- (9)
- (10)
- (11)
- (12)
- (13)
- (14)
- (15)

Section F (10)

1. playground
- car
- angel
- kittens
- knife

Section G (10)

1. largest
- heat
- penicillin
- books
- bookshop

Section H (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section I (10)

1. largest
- heat
- penicillin
- books
- bookshop

Section J (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section K (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section L (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section M (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section N (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section O (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section P (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section Q (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section R (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section S (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section T (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section U (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section V (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section W (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section X (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section Y (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section Z (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AA (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AB (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AC (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AD (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AE (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AF (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AG (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AH (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AI (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AJ (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AK (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AL (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AM (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AN (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AO (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AP (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AQ (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AR (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AS (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AT (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AU (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AV (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AW (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AX (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AY (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section AZ (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section BA (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
- False
- True
- False
- False

Section BB (10)

1. go to the cash counter to pay for the things I buy.
- A cashier tells us how much we have to pay, and packs up our things in plastic bags.
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Section BC (10)

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Section BD (10)

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Section BH (10)

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Section BI (10)

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Section BJ (10)

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Section BK (10)

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Section BP (10)

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Section BR (10)

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Section BT (10)

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Section BX (10)

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Section BY (10)

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Section BZ (10)

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Section CA (10)

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Section CB (10)

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Section CE (10)

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Section CH (10)

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Section CI (10)

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Section CJ (10)

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Section CK (10)

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Section CL (10)

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Section CM (10)

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Section CN (10)

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Section CO (10)

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Section CP (10)

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Section CQ (10)

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Section CR (10)

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Section CS (10)

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Section CT (10)

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Section CU (10)

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Section CV (10)

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Section CW (10)

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Section CX (10)

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Section CY (10)

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Section CZ (10)

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Section DA (10)

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Section DB (10)

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Section DE (10)

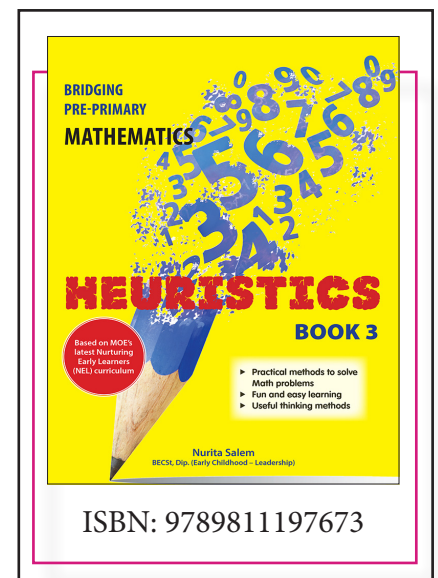
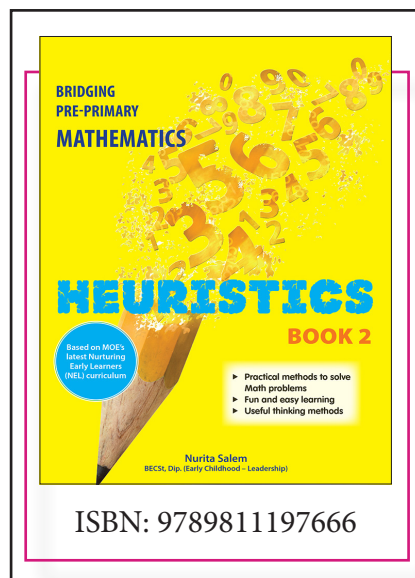
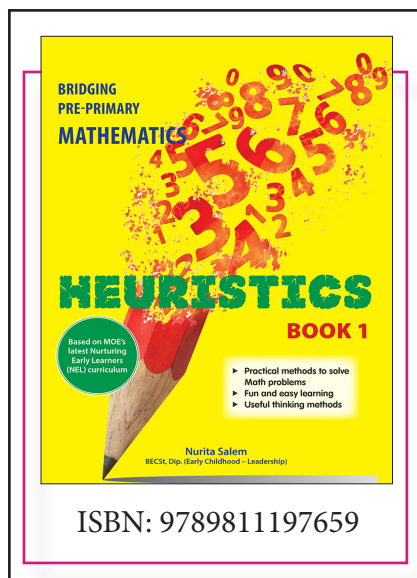
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Heuristics

Math heuristics are strategies that students can use to solve complex word problems. The Heuristics series provides comprehensive worked examples coupled with step-by-step solutions, fostering a deep understanding of the heuristics covered and the necessary skills to apply them appropriately. The examples are followed by a set of practice questions for students to apply their learning and assess their understanding of the heuristics taught.

The complete series covers all possible heuristics for every topic, stating the conditions for the use of each heuristic technique clearly. Organised by topic, this series gives ample examples and practice to help students master the skill of application, using the appropriate problem-solving strategy to solve a given mathematical problem.

Through the structure above, it is hoped that students will learn progressively and become confident problem-solvers. Educators may also find this series a valuable resource for teaching heuristics in the classroom.




Clear Topics

Topics are stated clearly at the beginning of each unit so that students can be active learners.

Topic Outline

Math vocabulary provides a quick summary for children to reinforce or consolidate learning.

Unit 5 Ordinal Numbers

 Ordinal numbers are numbers defining the position of something, such as 'first', 'second', or 'third'.

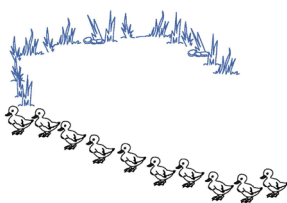
Knowing your ordinal numbers.

1 st – first	2 nd – second
3 rd – third	4 th – fourth
5 th – fifth	6 th – sixth
7 th – seventh	8 th – eighth
9 th – ninth	10 th – tenth

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Unit 5 Ordinal Numbers

Ordinal Numbers (1st to 10th)
Look at the picture and follow the instructions below.



1. Colour the 1st and 8th duck.
2. Circle the fifth and tenth duck.
3. Draw a bow for the sixth duck.
4. Colour the seventh duck brown.
5. Colour the webbed feet of the third and fourth duck orange.

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Multiple Practices

Apply new skills and concepts learnt.

Number Bonds 1 to 10

Complete the number bonds.

1. There are 6 marbles altogether in the two bowls.
There are 4 marbles in Bowl A.
How many marbles are there in Bowl B?

2. There are 8 marbles altogether in the two bowls.
There are 3 marbles in Bowl B.
How many marbles are there in Bowl A?

Unit 1 Addition within 50

Addition without

Method 1

Add by Counting On

Example:

Count on 3 steps from 25

$$25 + 3 = 28$$

1. Count on 4 steps from 36.

$$36 + 4 = \square$$

Progressive Difficulty

Mathematical variation is used, where the concept being taught remains the same but the difficulty of questions varies by increments. By looking at mathematical concepts from various perspectives, the child's understanding of math will deepen.

Methods

We understand that there may be many solutions to the same question. Hence, by showcasing different methods of solving questions, children learn to become more flexible in their problem-solving skills.

Engaging Activities

Fun activities are incorporated to allow students to discover interesting ways to achieve mastery of concepts taught.

Unit 7 Shapes

Find the missing shapes and match them correctly.

Higher Order Thinking Practices

Challenging questions stretch a learner's mind to its fullest.

Unit 3 Adding and Subtracting

Study the figures and fill in the missing numbers.

Unit 3 Adding and Subtracting

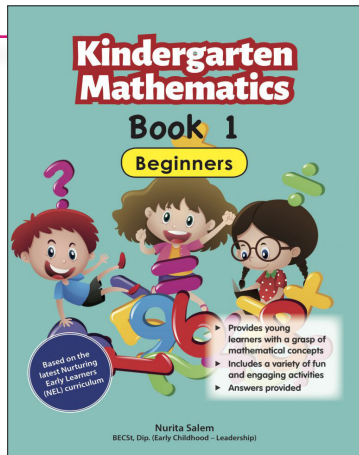
★5. $\square + 3 = 37 \rightarrow \square + 7 = \square \rightarrow \square - 6 = \square$

★6. $\square + 3 = 31 \rightarrow \square + 5 = \square \rightarrow \square - 4 = \square$

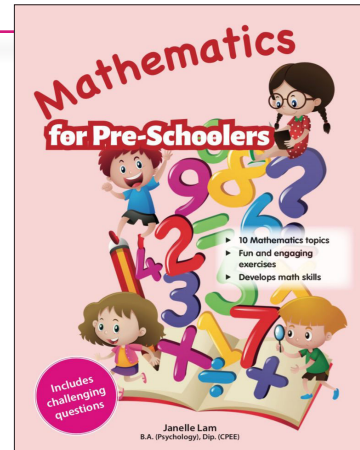
★7. $\square - 2 = \square \rightarrow \square + 9 = 21 \rightarrow \square - 8 = \square$

Mathematics for Pre-Schoolers

This series contains fun-filled activities rich in mathematical content to engage children. When children have fun while they learn, they are engaged in learning and grasp mathematical concepts better.



ISBN: 9789811415548



ISBN: 9789811404962





Continuous Challenges

To ensure that students have exposure to questions of all difficulty levels, mathematical variation is used. Each concept taught has questions which gradually increase in difficulty, deepening a child's understanding.

Mathematics for Pre-Schoolers

Activity 3 Add and match

Count and add the number of items together. Fill in the blanks and draw a line to match the question on the left to the correct number.

	$2 + 2 = \square$	9
	$4 + \square = \square$	8
	$6 + \square = \square$	7
	$4 + \square = \square$	4

34

Unit 3 Addition and Subtraction within 10

Activity 4 Word problems – addition

Complete the word problems.

1. Dan has 1 fish. His mother bought him 1 more fish. How many fishes does Dan have altogether?

$$\begin{array}{|c|} \hline 1 \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

Dan has _____ fishes altogether.

2. The dog has 2 balls. Sally gave the dog 4 more balls. How many balls does the dog have altogether?

$$\begin{array}{|c|} \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

The dog has _____ balls altogether.

3. Sam has 3 cats. He adopted 2 more cats. How many cats does Sam have altogether?

$$\begin{array}{|c|} \hline 3 \\ \hline \end{array} + \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

Sam has _____ cats altogether.



35

Unit 9 Graphs

Activity 6 Favourite fruits

Everyone in the class has a different favourite fruit. The graph below shows the number of children who like each fruit.

Look at the graph and fill in the blanks. $\text{😊} = 1$ child.

Apple	
Mango	
Watermelon	
Banana	

- _____ children like apple.
- _____ children like mango.
- _____ children like watermelon.
- _____ children like banana.
- _____ more children like apple than banana.
- _____ fewer children like watermelon than mango.

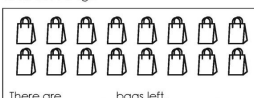
P8

3. Cross out 5 umbrellas.



There are _____ umbrellas left.

4. Cross out 9 bags.



There are _____ bags left.

5. Cross out 8 trolleys.



There are _____ trolleys left.

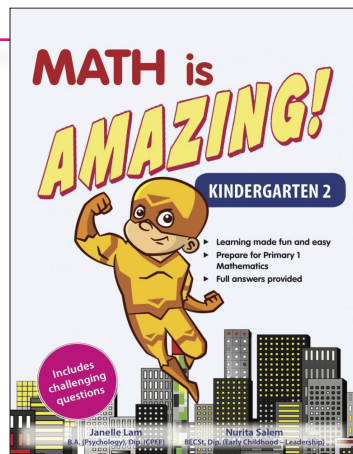
32

Real-life Applications

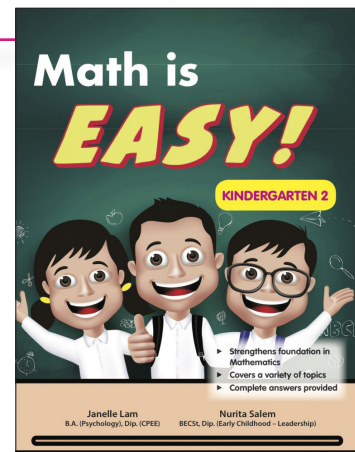
Children can uncover new mathematical ideas and connect numbers with their environment.

What is Math Series

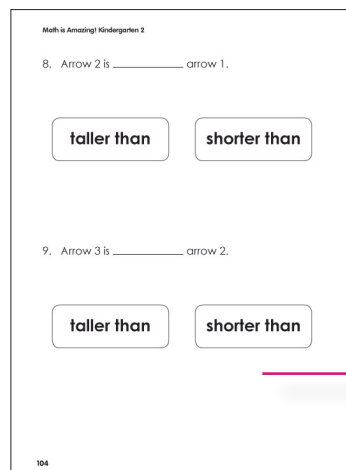
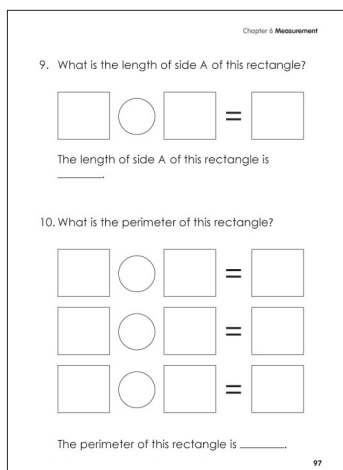
Pre-schoolers are actually no strangers to Math. They naturally sort and organise. They build and design. These mathematical skills are the starting points of their development. With that in mind, we ensure that our titles are developmentally appropriate for pre-schoolers, but at the same time provide comprehensive and fun exercises around counting, adding, subtracting, comparing sizes, lengths, weights and more.



ISBN: 9789811408410



ISBN: 9789811408403



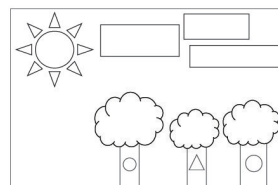
Assorted Practices

Practices are given in different formats to reinforce learning, and develop creativity.

Real-life Applications

Children can uncover new mathematical ideas and connect numbers with their environment.

Look at the box below and answer Questions 26 to 30.



26. Colour all the rectangles above blue.
27. Colour all the triangles above red.
28. Colour all the circles above yellow.

8. How many **more** chocolates did Chase's friends each get than Chase?



Chase's friends each got _____ more chocolate than Chase.

Read the given information carefully and answer Questions 9 and 10.

Matt organised a farewell party.

He bought 30 gifts for his friends.

He evenly distributed the gifts among 10 friends.

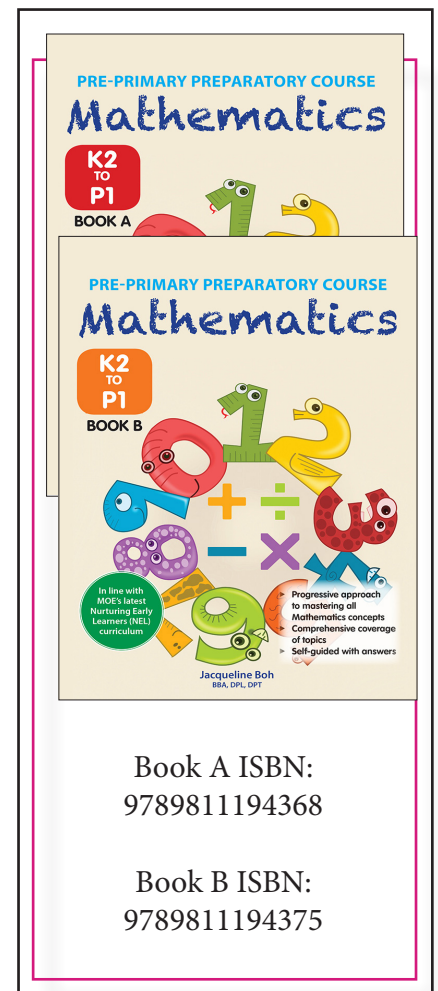
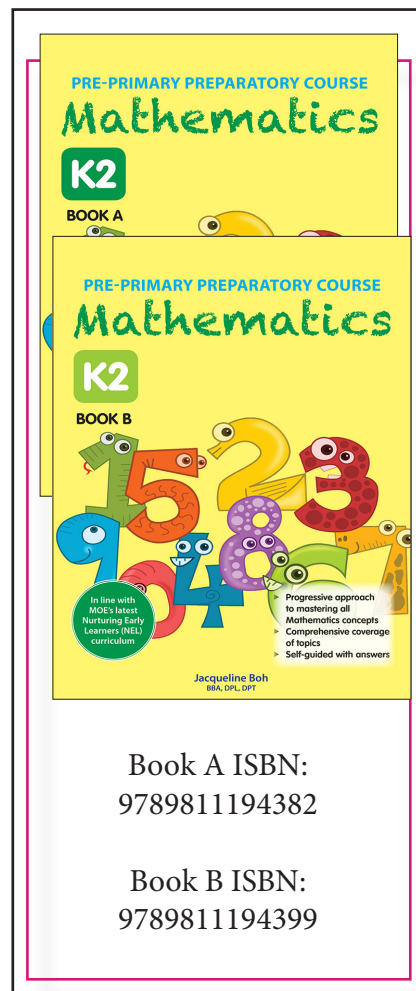
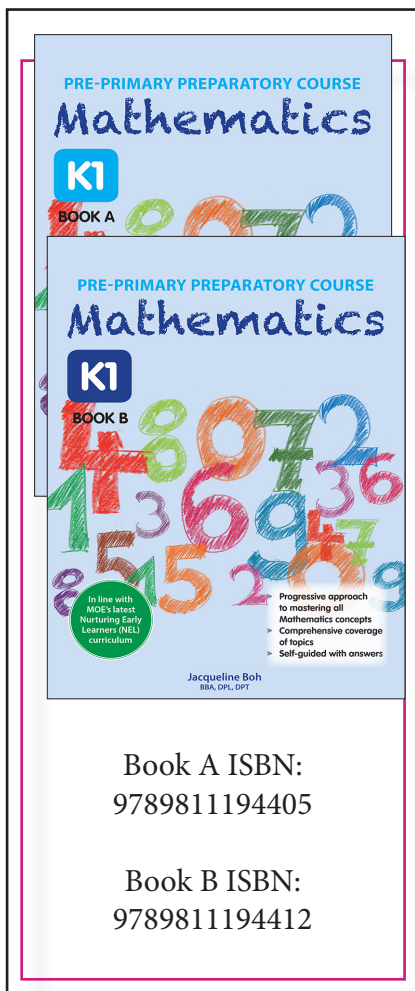
However, two of his friends could not make it to the party.

Pre-Primary Preparatory Course

This series of 6 titles is designed primarily for children in Kindergarten One and Kindergarten Two. More advanced learners in Nursery Two can start developing their mathematical skills through this preparatory course as well.

To excel in Mathematics in primary school education and beyond, it is important to understand all essential basic mathematical skills well so that children are able to grasp more advance mathematical concepts in the future. Therefore, this series helps build that foundation in a progressive and systematic manner.

It is comprehensive by providing sufficient practice for each concept in a straightforward and targeted approach. Interesting illustrations and pictures are used to allow children to make connections between the real world and mathematical concepts, and thus help children to develop a stronger grasp of each concept.



Unit 5 Number Bonds

Practice 5.7 Number Bonds of 10

Complete the number bonds.

a. There are **10** vegetables altogether. Complete the number bond.

b. There are **10** vegetables altogether. Complete the number bond.

c. There are **10** vegetables altogether. Complete the number bond.

Pre-Primary Preparatory Course Mathematics K2 Book 8

Practice 7.2 Subtract Using Number Bond

Subtract using number bond. Fill in the missing numbers.

a.

b.

c.

Pre-Primary Preparatory Course Mathematics K1 Book 8

Practice 3.3 Count and Add

Draw circles, count and add. Complete the addition equations.

a.

b.

c.

d.

Unit 1 Counting From 0 to 10

Practice 1.1 Count 0, 1 and 2

Count and write the number in each box.

a. The boy has eyes.

b. He has nose.

c. He has pair of glasses.

d. He has mouth.

e. He has ears.

f. He has cap.

Learn by Doing

Children are encouraged to take a hands-on approach to their learning by actively participating in the exercises.

Unit 2 Comparing Numbers

Practice 2.4 More

Circle the group with **more** things.

a.

b.

c.

d.

Unit 4 Length

Practice 4.6 Measuring in Units

Fill in the blanks and boxes (is one unit).

a. The floor lamp is units tall.

b. The sofa is units tall.

c. The cupboard is units tall.

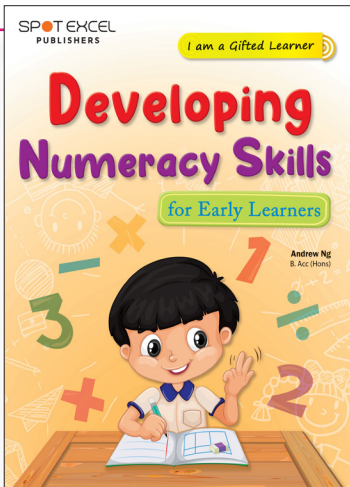
d. The _____ is the **tallest**.

e. The _____ is the **shortest**.

Real-life Applications

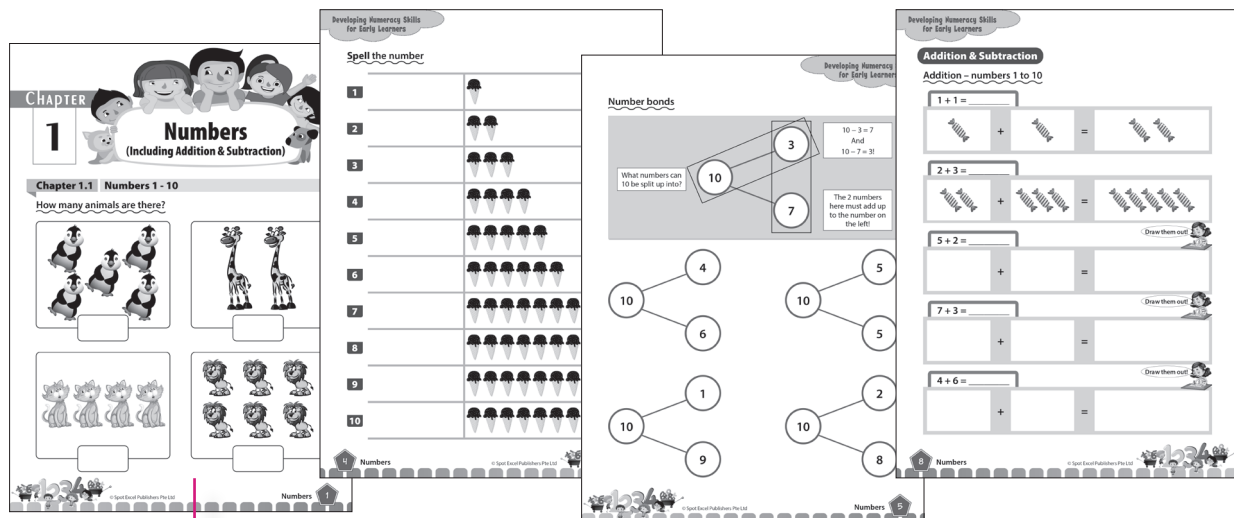
Children can uncover new mathematical ideas and connect the concepts with their environment.

Developing Numeracy Skills



ISBN: 9789811805080

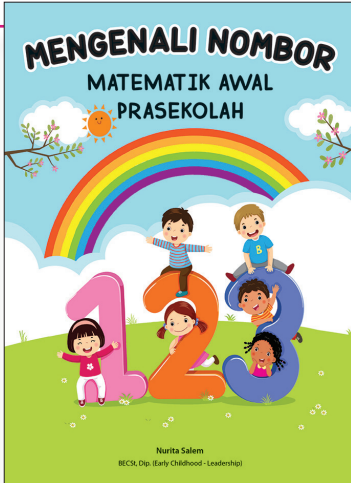
Developing Numeracy Skills for Early Learners focuses on building counting and problem-solving skills in early learners. This book contains engaging visuals and exercises to make learning about numbers exciting for young children, so as to strengthen their foundation in Mathematics and prepare them for more challenging topics in the future.



Engaging Exercises

Various exercises with guiding points and examples for children to learn and explore the wonders of numbers.

Knowing Numbers – Pre-school Mathematics







ISBN: 9789811499210

Knowing Numbers – Preschool Mathematics is written in Malay for children ages four to six. The book aims to introduce basic mathematical foundation and concepts that are interactive. The six different exercises will help stimulate interest in Mathematics among early learners using the Malay language.



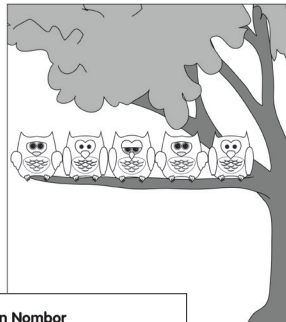
Mari Kita Lihat Carta Bentuk!
Teliti dan baca bentuk-bentuk di bawah secara lantang.

Bentuk	Ejaan
	segi empat tepat
	empat segi
	bulat
	segi tiga



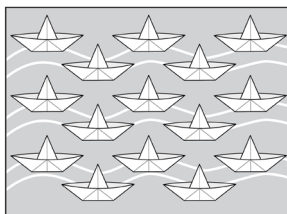
Tentukan Urutan

Tampilkan pelekat  pada burung yang ketiga dari kiri.

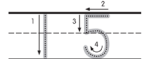


Surihkan Nombor

Warnakan kapal-kapal kertas di bawah mengikut warna kegemaran kamu. Kemudian, surihkan nombor di bawah.



Terdapat



kapal kertas.

Interactive Activities

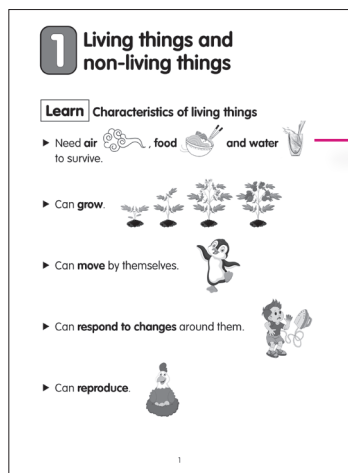
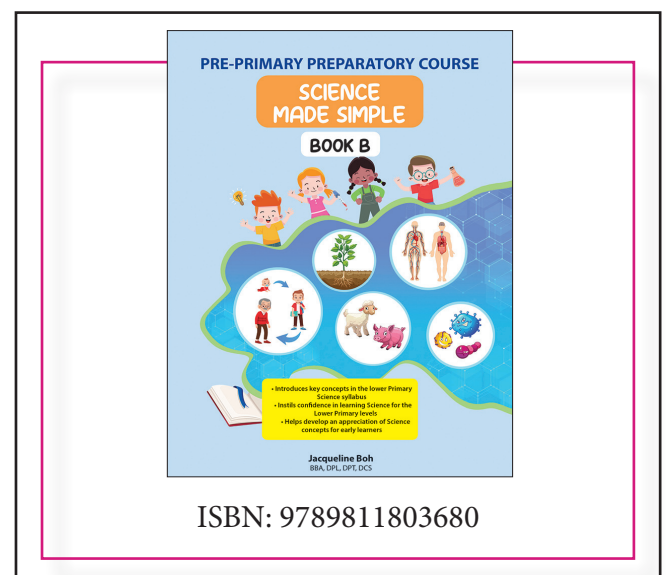
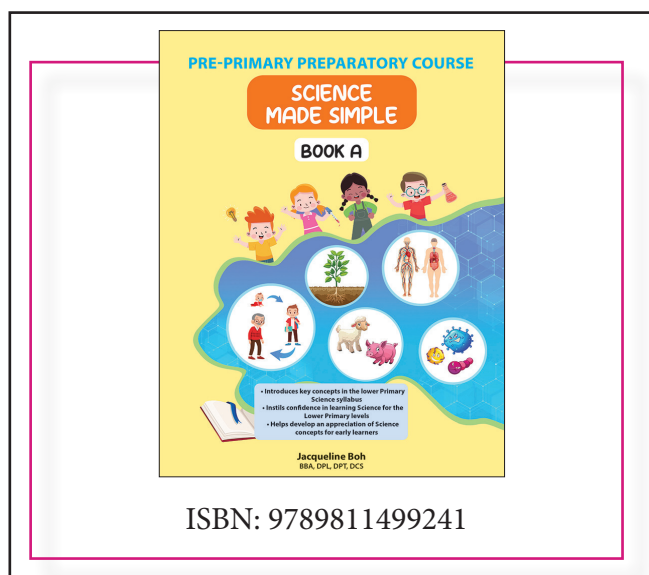
Various interactive activities with fun illustrations aid children in learning Mathematics.



Science Made Simple

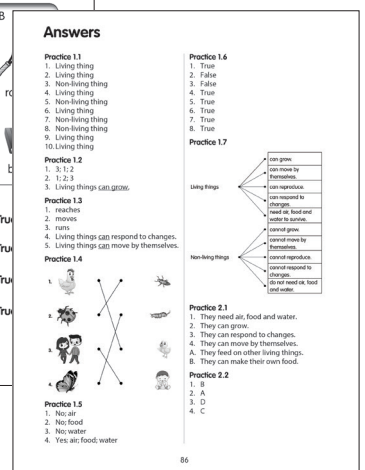
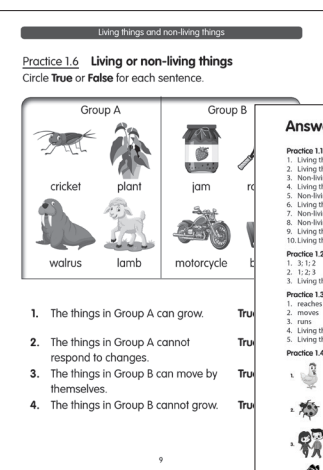
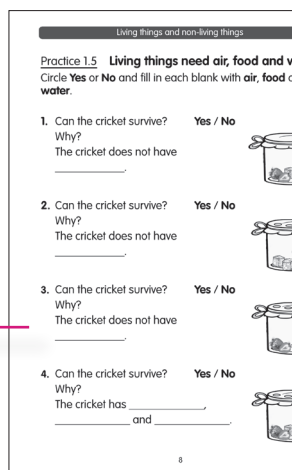
Science Made Simple comprises two books (Book A and Book B) and is designed to help children grasp all key Science concepts in the Lower Primary Science syllabus. Advanced learners from Kindergarten Two can start developing an appreciation for Science. Children from Primary One and Primary Two can also use these books to prepare themselves before they progress to Primary Three. Children from Primary Three and Primary Four can use these books for practice and examination preparation.

This series aims to achieve the above objectives and instil confidence for deeper Science learning and exploration. All fundamental concepts required for Lower Primary Science are introduced in Book A and B. After completing all practices, the books serve as examination revision notes for Primary Three and Primary Four.



Illustrations

Key learning points are illustrated for easier learning and understanding.



Each unit has several practices of varying difficulty, supported by answers at the end of the books.

Always Seek Knowledge – Chinese

It is only with a solid foundation that the rest of a house can be built. The Always Seek Knowledge 华文我最棒! series is meticulously crafted to create a strong foundation of the Chinese language in children through a variety of engaging activities.

The series builds upon the basics of the Chinese language. Children will learn everyday Chinese vocabulary as well as how to write Chinese characters. Activities in these books will build cognitive abilities in children, ranging from motor skills to problem-solving. Through these books, children will be able to develop a strong foundation in the language.



连连看

连一连:

练习

圈一圈正确的图:

写一写

读一读, 写一写。

早	安	早	安		
老	师	老	师		

填一填

填写正确的量词。

一个	一只
____ 太阳	____ 乌龟
____ 蚊子	____ 皮球
____ 头	____ 老鼠
____ 猫	____ 鼻子

Variety of Activities

Children will be exposed to a variety of activities with increasing difficulty to learn Chinese vocabulary and characters as they progress through the 3 books.

Tamil for Pre-Schoolers

Ideal for introducing the foundations of Tamil language to children. The various thematic practices included in this series aim to engage children with basic Tamil vocabulary and phrases, sentence structuring, simple Mathematics, engrossing word games and stimulating riddles! A must-have for encouraging the love for Tamil in children!

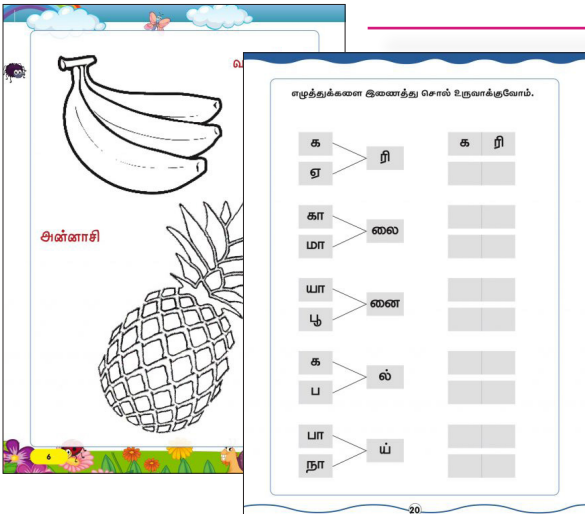


Writing Practices

Comprehensive writing practices that include the writing of letters and common words.

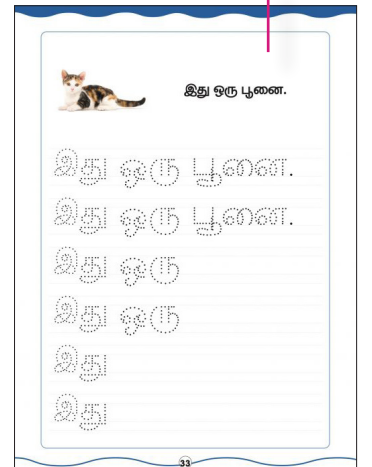
Simple Sentences

Children can put their vocabulary to use by practising sentence construction.



Engaging Activities

Encourage your child's enthusiasm towards the Tamil language through stimulating and comprehensive exercises that equip your child with a wide range of vocabulary.



Practice Guide



Tamil Practice Guide is suitable for Kindergarten 1 and Kindergarten 2 students, based on the latest MOE syllabus.

This book contains Tamil letters, simple vocabulary, numbers, shapes, basic proverbs and many more interesting exercises for kids to indulge in and to increase their exposure to the world of Tamil.

ISBN: 9789811498541

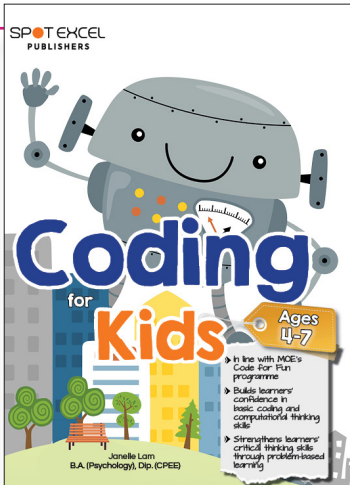
தமிழ் எழுத்துகள்									
உயிர் எழுத்துகள்	- 12								
வெய் எழுத்துகள்	- 18								
உயிர்வெய் எழுத்துகள்	- 216								
ஆய்ந்த எழுத்து	- 1								
வெந்தும்	- 247								
உயிர் எழுத்துகள்									
அ	ஆ	இ	ஈ	உ	ஊ	எ	ஏ		
ஐ	ஒ	ஔ	ஓ	ஔ					
ஆய்ந்த எழுத்து									
ஃ									
வெய் எழுத்துகள்									
க்	ங்	ச்	ஞ்	ட்	ண்	த்	ந்	ப்	ம்
ய்	ர்	ல்	வ்	ழ்	ள்	ற்	ன்		

<https://tamilguru.com.sg> 7

Introduction to Tamil Letters

Letters in the Tamil language are grouped into different categories. This book educates young students about the categories while introducing the letters to them.

Coding for Kids



ISBN: 9789811472619

Coding for Kids is an activity guidebook which is primarily designed for children aged 4 to 7 years old. It aims to introduce children to basic coding concepts such as algorithms, sequences, patterns, loops and debugging.

With topics developed to support the Ministry of Education's "Code for Fun" initiative, children will build a foundation in coding through simplified explanations and various fun and hands-on activities.

Guide for Parents

Tips are provided for teaching coding to children so that even parents with no experience in coding can help.

GUIDE FOR PARENTS

Dear Parents,

Coding may sound like a very complicated subject to teach, but the truth is that you do not need to have an extensive programming background to guide your child.

In this guide, I will be providing you with some tips on teaching your child the basics of coding while making the subject exciting and relevant.

Clear Explanations

Explanations are provided for children and their parents at the beginning of each unit as an introduction to the topic.

Unit 4: Sequences

What is a sequence?
The steps of an algorithm need to be in a correct order for it to work. The order of steps is called a sequence.

An example of a sequence of events that occurs around us is the life cycle of a butterfly.

Stage 4: Once the butterfly is ready to emerge, the case around the pupa splits again. The whole cycle then repeats itself in the same sequence.

Stage 1: A female butterfly lays her eggs usually on leaves or stems of plants. Inside these tiny eggs, caterpillars grow.

Stage 3: Once fully grown, the caterpillar forms itself into a "pupa" or "chrysalis".

Stage 2: Once ready, the caterpillar leaves its egg and enters the big outside world.

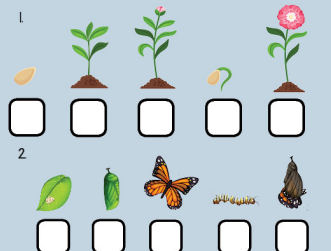
Let's Recap

'Let's Recap!' section at the start of each worksheet to reinforce concepts learnt before attempting practice.

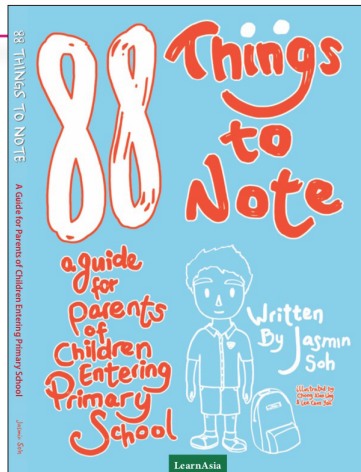
Sequences- worksheet

Let's recap!
The steps of an algorithm need to be in the correct order for it to work. The order of steps is called a sequence.

Look at the pictures below, they are not in order. Sequence them by filling in the blanks with the correct number (1, 2, 3, 4 or 5).



88 Things To Note: A Guide for Parents of Children Entering Primary School



ISBN: 9789811116896

88 Things to Note is written for parents by an experienced lower primary school teacher. This title is meant for parents with children just entering primary school. It provides insight to the selection of a primary school, explains the support parents can provide their children during the transition period, and highlights other factors that would effect a successful transition. Knowing what can be done before school officially starts helps parents to be more confident, and this in turn prepares the child to be mentally ready for the new milestone.

This book compiles more than 80 life hacks for parents and is written to help you prepare to send your child to school, as well as explain the workings of the school to you. This book will serve as a bridge between you and your child's teachers as well as help make the selection of a suitable primary school less frustrating and more enjoyable.

Illustrations

The illustrations help to improve understanding of points made.

Chapter 32 Use a Reward System & Specific Positive Words

... excessive extrinsic rewards are unnecessary and will only undermine the child's effort. This is often an area that parents overlook.

Using a reward system is one of the many classroom management strategies regularly used by classroom teachers. Reward systems promote desirable classroom behaviour. Teachers often use stickers, point systems or special treats like extra play time to motivate students to do activities or work. Using a similar extrinsic reward system for your child at home can help your child understand expected good behaviour, particularly if they are still young.

Young children are often motivated by extrinsic rewards, which are easy to implement and effective. However, this system is focused on reward, rather than action. Once the rewards are removed, your child may stop the positive behaviour. In fact, offering excessive rewards can actually lead to a decrease in intrinsic motivation, which originates inside the individual. One reason for the decrease in intrinsic motivation is that activities that initially feel like play or fun can feel like work or obligation when tied to an external reward.

It is therefore important to determine if your child is performing activities out of intrinsic or intrinsic motivation. If your child naturally enjoys working on assessment books, excessive extrinsic rewards are unnecessary and will only undermine the child's effort. This is often an area that parents overlook.

When it comes to praising your child for good behaviour, it also helps to be specific in your praise. For instance, instead of saying "you are such a clever boy", use phrases such as "you are very observant" or "you are following good words because of your willingness to solve problems". Remember to praise your child based on effort rather than an outcome. This will encourage your child to continue to put in effort.

PRE-SCHOOL	PRIMARY SCHOOL (PRIMARY 1 & PRIMARY 2)
Hybrid approach that covers six critical areas of learning experience: <ul style="list-style-type: none">Aesthetics & creative expressionEnvironmental awarenessLanguage and literacyMotor skills developmentNumeracySelf and social awareness	Similar to that of a preschool
Integrated learning - learning takes place seamlessly in structured and meaningful situations	Similar to that of a preschool in a larger classroom setting
Interactive learning - It is found that when there is extensive and meaningful interaction between children and adults in a nurturing and positive environment, children display more exploratory behaviour and better peer relationships	A combination of formal frontal teaching and interactive learning. Students have many opportunities for small group learning

PRE-SCHOOL	PRIMARY SCHOOL (PRIMARY 1 & PRIMARY 2)
Play as a medium for learning - research has shown that play is the best way for children to learn as it is very motivating for children to explore, discover, take risks, make mistakes, cope with failure and express their feelings	Significantly less time for free play and exploratory activities
Class size is about 15 to 25	Class size is about 30
Average of about two to three preschool teachers	Average about six primary school teachers teaching the same class
Almost all lessons are conducted in the same classroom	Expect some movements as some lessons are conducted in special rooms or outdoors

32 & 4 MONTHS BEFORE SCHOOL STARTS

Improving Writing Vocabulary

One of the oldest writing activities to do with children from age five onwards is to create a word web. Have your child pick out their top favourite words of the day and create a word web together. You can also name the words in the word family. Another activity is to add as many related words as possible to the word web - these words can be associated either by sound or by meaning. Creating a print-rich environment will also encourage your preschool child to regularly view print, keep reading and writing reading and fun!

Adult young writers in creating simple sentences with a mixture of words that they can read and/or spell. Stretch the sentences by adding interesting adjectives and descriptive phrases. You can also consider keeping a writing journal. Guide your child to start with a sentence like "I am happy". On the following day, ask your child to add details to the sentence and stretch it to become "I smile when I am happy". Stretching exercises in writing is full of fun and surprises.

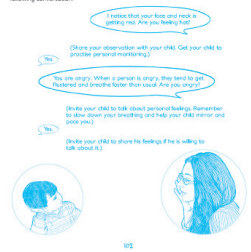
Encourage more competent writers to write daily. Make it fun and do not make it a chore for your child. Explore a topic for the day or change the ending of a familiar story. The key idea here is to encourage children to express themselves in spoken language as well as in print.



OTHER IMPORTANT LESSONS TO TEACH YOUR CHILD AT THE BEGINNING OF THE SCHOOL YEAR

Help your child recognise personal strengths and weaknesses and encourage your child to not focus only on the shortcomings. Discuss your child's strengths and weaknesses to help your child understand areas of proficiency and areas where improvements can be made. Try to share your own strengths and weaknesses openly with your child too. Many parents feel uncomfortable talking their children they are disappointed or upset - using this makes us feel like we are no longer our children's 'homework', it makes us vulnerable and less perfect. However, allowing your child to understand that no one is perfect gives them the affirmation that it is normal to have both strengths and weaknesses. With that understanding, your child will be more willing to work on weaknesses and improve them.

Self-monitoring is an essential skill that you can teach your child. Every emotion is commonly accompanied with some physical changes. Your child will be able to identify his emotions if he is fully aware of these physical changes. For instance, when your child is feeling angry, it is common to experience flaring of the face and a quickening of breath. Help your child identify emotions and calmly discuss with your child the various ways to manage emotions, especially negative ones. It is unwise to deal any feelings as undesirable. For instance, if you notice that your child is angry, you can have the following conversation:



Organised Information

Information is organised in such a way that it makes reading easier and makes for an overall more enjoyable experience.



Primary Level

▶ English

▶ Mathematics

▶ Science

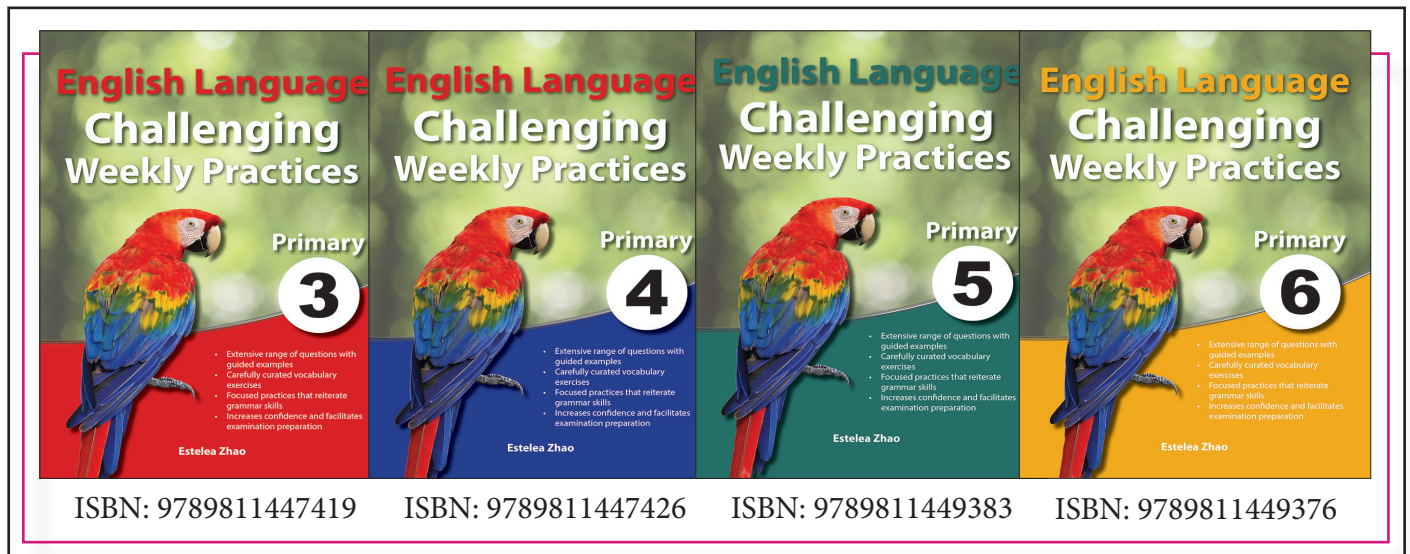
▶ Bahasa Melayu

▶ Tamil

Challenging Weekly Practices

This series aims to help students build on their vocabulary and grammar skills to score well in their examinations. Split across 38 weeks of the school year, they can use the books weekly to supplement their school work. The grammar and vocabulary in this series are carefully selected to expose students to words commonly seen at their level.

It also aims to build up students' confidence to facilitate their learning by providing revision for all components of the English paper.



Term 1 Week 1

Topic: Possessive Pronouns

Possessive pronouns are pronouns that can be used to show ownership.
Example This is my cousin. Her name is Alice.

We use the word 'her' to show that the name 'Alice' belongs to the speaker's cousin.

Examples of possessive pronouns			
her	his	our	
their	my	your	

Simple Practice

Draw a line to match the picture to the correct pronoun.

	•	• His
	•	• Their
	•	• Her
	•	• Its

Topics & Practice

English grammar topics are gradually introduced as the student progresses through the book. Each topic is followed by a grammar practice which will allow the student to practise the concepts learnt.

English Language Challenging Weekly Practices Primary 3

Grammar MCQ

For each question below, choose the most suitable option and write your answer in the brackets provided.

- My sister, Carol, lost _____ grip and fell from the monkey bars.
(1) its (2) his (3) her (4) our ()
- Mrs Ching is very proud of _____ son, who is a primary school principal.
(1) its (2) his (3) her (4) our
- My grand- _____ anniversary.
(1) our (2) his (3) her (4) their
- Jerald let _____ eyes peered into the darkness that filled his room. "Who is it?"
(1) its (2) his (3) her (4) our
- My pet cat _____ "Who are you?" screamed Nicholas as he (8) _____ in fear.
(1) its (2) his (3) her (4) their

Vocabulary Cloze

Read the following passage carefully. Choose the correct word from the box below and write the letter (A to H) in the blanks provided.
USE EACH WORD ONLY ONCE.

(A) turned	(B) checked	(C) rubbed	(D) shocked
(E) curious	(F) flipped	(G) wriggled	(H) quivered

Nicholas sat up on his bed nervously. He (6) _____ his eyes and peered into the darkness that filled his room. "Who is it?" Nicholas mumbled. Suddenly, he felt a tap on his left shoulder. He (7) _____ around and saw a shadowy creature. "Who are you?" screamed Nicholas as he (8) _____ in fear. The creature did not answer and walked away slowly. Feeling very (9) _____, Kevin followed it to the living room. However, the shadow went behind the sofa and disappeared.

English Language Challenging Weekly Practices Primary 3

Grammar Cloze 2

Read the following passage carefully. Underline the correct word given in the brackets.

Last Saturday, Grandfather brought my siblings and I to the fair in the downtown area. There 13. (are / were) many different stalls there. I was eager to try out some of the games at the stalls.

Looking around, I noticed my younger brother looking at

Editing

Correct the spelling of each underlined word. Write the correct word in the boxes provided.

Winston was really excited! He had done well in his exameenations and his parents had promised to bring him to a cooking class. Winston loved helping his mother in the kitchen and spent a lot of time looking up recipes and learning about different ingridients.

Winston woke up early, eager to begin the day. He looked up the address of the cooking school and enthusiastically gave directions to his father, who was driving.

In class, the head chaf spent some time going through recipes and teaching the students how to prepare the diferent dishes. He even taught them how to decorate the completed dishes.

Winston finished cooking his dish and proudly presented it to his parents.

Resource of Practices

Ample questions per worksheet to prepare students for the different sections of an English Language examination paper.

100 English Worksheets

100 English Worksheets Primary 5 & 6 is a series of workbooks based on the latest Primary English syllabus issued by the Ministry of Education, Singapore. With 100 practice worksheets in each book, they aim to help students gain confidence to excel in the English Language examination paper and achieve an outstanding grade in English.

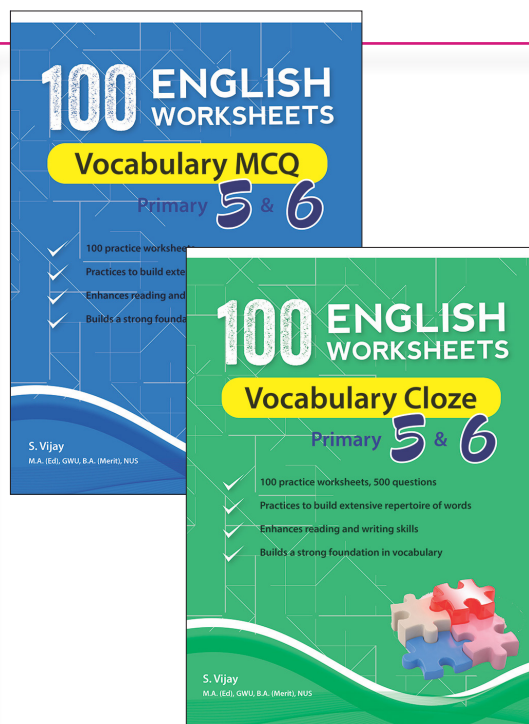


Grammar MCQ

ISBN: 9789811472145

Grammar Cloze

ISBN: 9789811472169

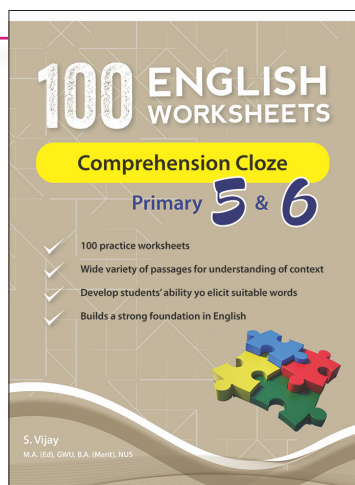


Vocabulary MCQ

ISBN: 9789811472138

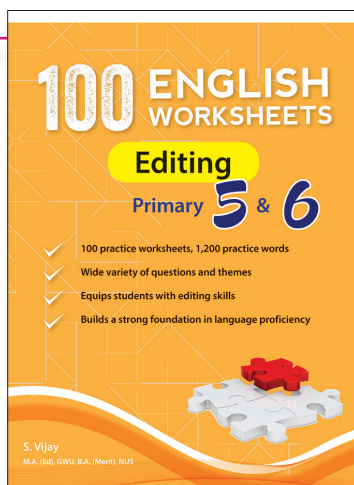
Vocabulary Cloze

ISBN: 9789811472152



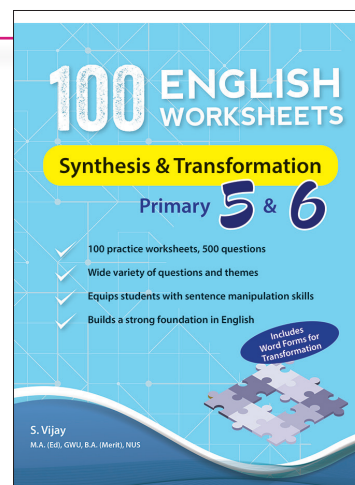
Comprehension Cloze

ISBN: 9789811479076



Editing

ISBN: 9789811472121

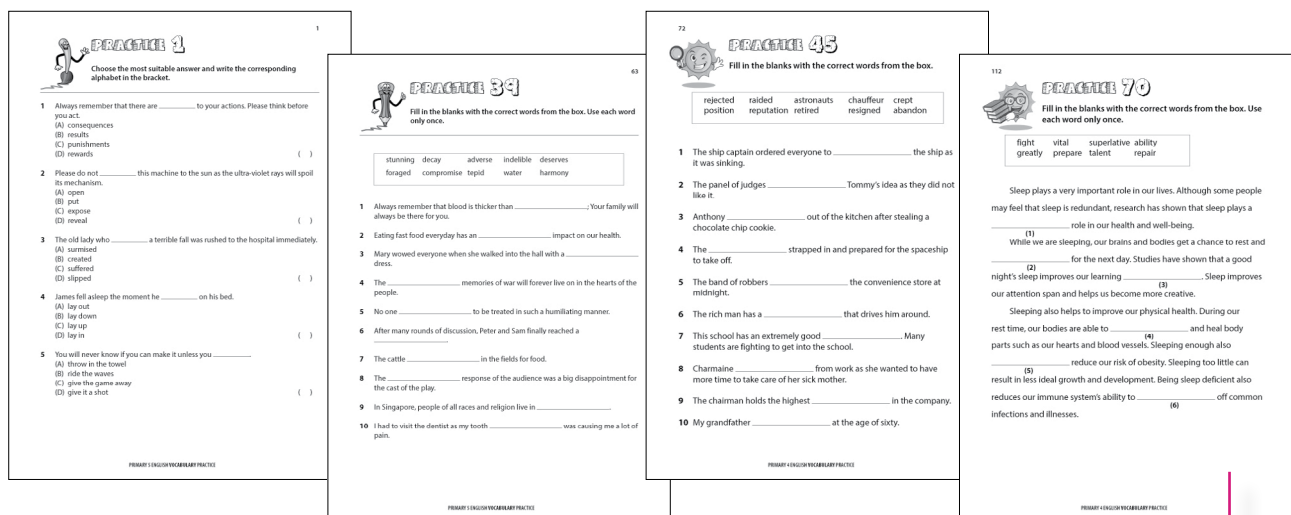
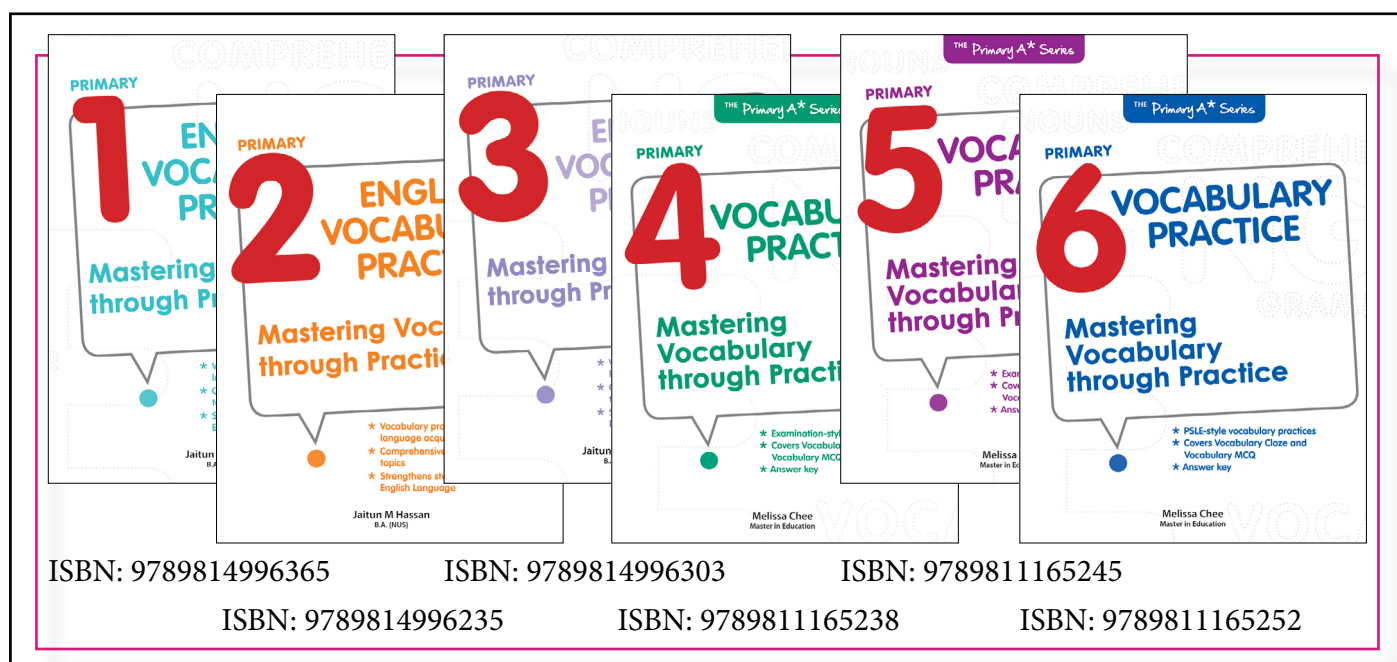


Synthesis & Transformation

ISBN: 9789811472114

Mastering Vocabulary

The Mastering Vocabulary series is specially designed for students to prepare for Paper 2 of the English examination. It is based on the latest Primary English syllabus issued by the Ministry of Education, Singapore. Besides the Vocabulary MCQ and Vocabulary Cloze in Paper 2, having a rich vocabulary also enables the student to answer questions in other sections of the examination paper more effectively. Through the practices in this book, students will be able to familiarise themselves with the commonly tested vocabulary questions and will be better equipped to attempt their tests and examinations. This series also serves as a good supplement for students to build a strong foundation in vocabulary, heighten their interest in English and help them achieve excellent results.



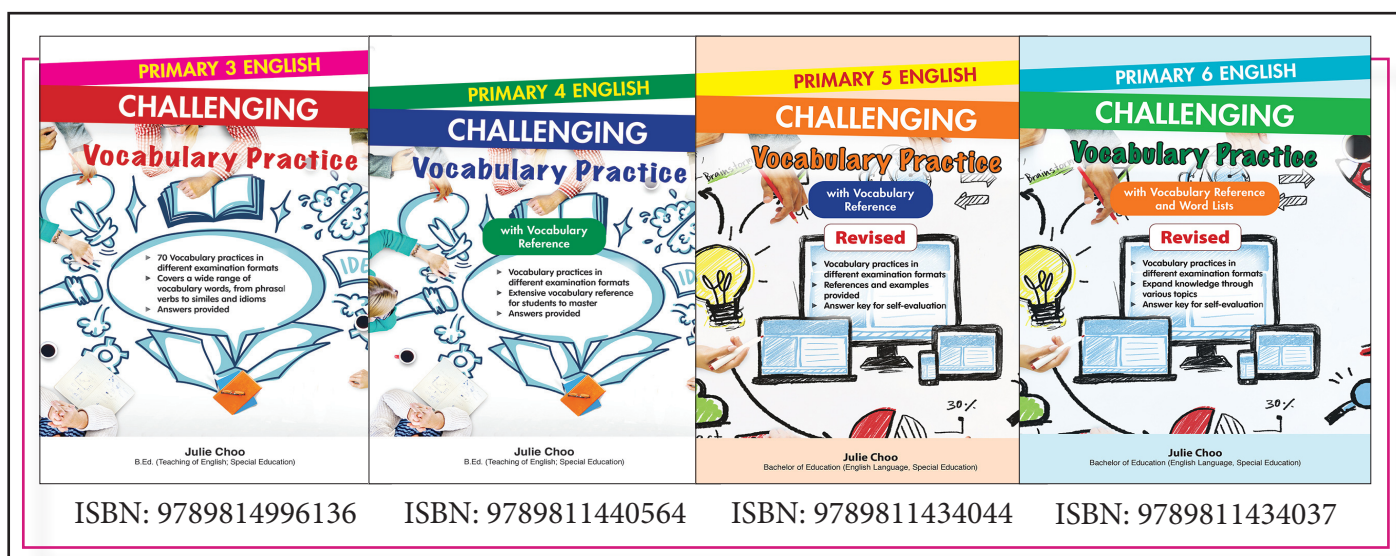
Progressive Difficulty

As they build their vocabulary through the practices, they will encounter increasingly difficult questions to stretch their abilities.

Challenging Vocabulary Practice

The main objective of the Challenging Vocabulary Practice series is to immerse the student in the joys of learning the wide range of English words. Vocabulary is indeed the 'colour' and 'music' of language and the wider one's range is, the better the mastery of the language.

It comprises questions on vocabulary, grouped according to distinct themes. The wide variety of visual and textual information is accompanied by a set of thought-provoking questions to set the student into the notion of in-depth thinking.



Vocabulary References	
<p>Synonyms for overused words Note: Usage depends on context</p> <p>big</p> <ul style="list-style-type: none"> astronomical colossal enormous gargantuan gigantic great huge immense large mammoth massive spacious substantial vast voluminous <p>small</p> <ul style="list-style-type: none"> dainty delicate diminutive little meagre microscope mini miniature minuscule minute petite puny tiny undisized 	<p>good</p> <ul style="list-style-type: none"> acceptable admirable adventurous angelic auspicious beneficial benevolent capable caring charitable commendable conscientious considerate decent delightful dependable dutiful efficient enjoyable ethical excellent exemplary expert fabulous fantastic favourable fine friendly gracious gratifying hard-working helpful honest honourable humane incredible just
<p>Occupations</p> <ul style="list-style-type: none"> accountant: one who manages a record of debts and credits acrobat: one who performs daring stunts actress/actress: one who plays a character in a drama actuary: one who makes the calculations connected with insurance admiral: one who commands a fleet of warships advertiser: one who organizes a case in court agriculturist: one who is skilled in growing crops anesthesiologist: one who looks after the comfort of passengers in an aircraft ambassador: an official usually sent for diplomatic engagements anesthesiologist: one who gives anaesthetic to patients before operations so they will not feel pain anatomist: one who is skilled in the science of the body structures of organisms announcer: one who reads the news and other information over radio or television anthropologist: one who studies human origins and evolution of human customs and beliefs antiquarian: one who studies, collects or sells relics of the past apergence: one who is attached to someone to learn or to trade archaeologist: one who studies the remains of ancient times architect: one who plans the design of buildings and oversees their construction archivist: one who looks after historic records, documents, etc. artist: one who is skilled in painting and drawings artistic: one who is skilled in painting and drawings assassin: one who commits murder for reward or political reasons astronomer: one who forecasts events by studying the stars astronaut: one who is engaged in space travel in a space vehicle athlete: one who is a competitor in bodily exercises such as running and jumping auctioneer: one who sells goods in public to the person who offers the most money for it author: one who writes literary works baker: one who produces bread banker: one who engages in the business of banking barman: one who mixes and serves drinks at a bar or hotel bartender: one who mixes and serves drinks at a bar or hotel batling: one who waits in a hotel, carrying the luggage of guests to their rooms biographer: one who writes an account of a person's life biologist: one who is an expert in the science of living things blacksmith: one who makes things out of iron bodyguard: one who guards and protects an important person bookkeeper: one who keeps accounts systematically botanist: one who is an expert in the scientific study of plants 	

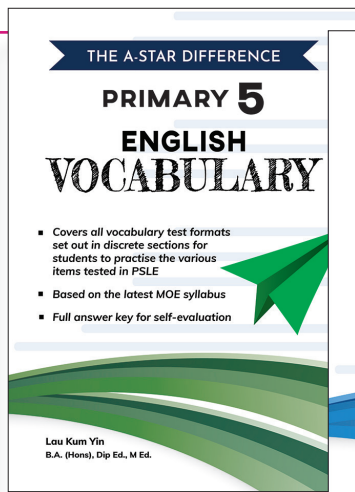
Vocabulary References

Vocabulary References are provided for students to expand their vocabulary and learn the meaning of each word.

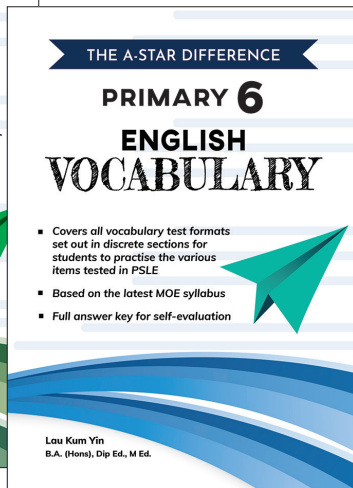
Challenging Practices

Exposes students to a wide range of vocabulary in different contexts.

The A-star Difference Vocabulary



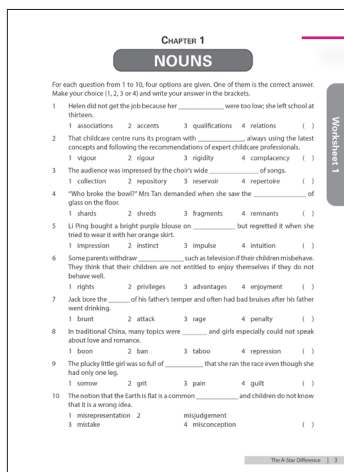
ISBN: 9789814996259



ISBN: 9789811494338

The A-star Difference English Vocabulary books aim to provide students with over a thousand vocabulary items used widely in tests. Some questions are deliberately set out to be self-learning.

Each book is divided into three sections that enhance students' awareness of key words and their meanings. In this way, their command of vocabulary will put them in the A-star category for English.

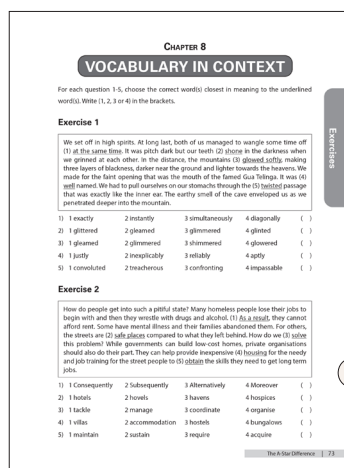


Section A - Multiple-choice questions

The questions emphasise the importance of contextual clues which help students to learn and remember word collocations and specific nuances in meaning. Students will learn new words as well as understand why one word is preferred over others in a given context.

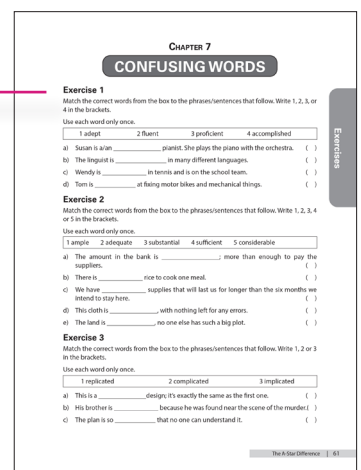
Section B - Commonly confused words

This self-explanatory section helps students remember when and how to use the word. The exercises do not set out to mislead but to guide. Each option can be used only once and if one mistake is made, it means that another sentence has the wrong answer as well.

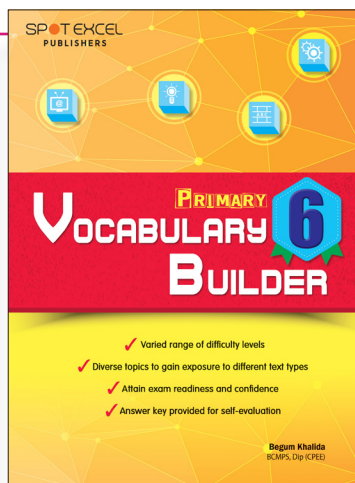


Section C - Text-based exercises

Many of the connecting devices in language are tested in this section. Many of the adverbial forms that make up the "ly" words are in this section too.



P6 Vocabulary Builder



ISBN: 9789811806377

Primary 6 Vocabulary Builder focuses on building up the vocabulary skills of students preparing for their PSLE. This book is structured to help students develop skills and confidence in creative writing, vocabulary cloze practices and vocabulary MCQ. It contains passages with diverse topics to give students exposure to different text types and to equip them with the necessary skills to answer a wide range of questions.

Introductions

Each chapter introduces the topic with explanations and examples for better understanding of the application of the different text types.

1 Chapter

Synonyms & Antonyms

Have you ever gotten tired of repeating the same words over and over again while writing a composition or while speaking? Well, that is why we have synonyms! Synonyms are words that share similar meanings.

In creative writing, using the same words repeatedly can become boring. Injecting synonyms into your work can help to create a more vivid and captivating story to the reader. The pairs of words in each row below are synonymous with one another.

Happy	Elated
Big	Enormous
Walk	Stroll
Funny	Hilarious
Look	Glance

Synonyms are words with similar meanings. But what about words with opposite meanings? They are called antonyms.

The pairs of words in each row below are antonyms.

Gentle	Rough
Visible	Invisible
Shiny	Dull
Whisper	Yell
Bald	Hairy

Worksheet 1

30

Section A (10 marks)

Read the words given in the box and read the passage below. Rewrite the passage by replacing the underlined words with the correct synonym from the box.

purchase began dejected discover checked hurried ravenous eat appalled pupils

When the recess bell rang, all the students rushed to the canteen and started queuing up at the food stalls. Timothy was hungry. He could not wait to back into his favourite bowl of noodles. As he looked into his wallet, Timothy was shocked to find out that his wallet was empty. He had no money to buy any food. Crestfallen, he sat down at the corner of the canteen and waited for the next bell to ring.

Section B (10 marks)

Read the passage below. Find a synonym for the words in the brackets in the blanks provided. Use the thesaurus for reference.

When Jemima turned ten years old, her parents (gifted) _____ a young puppy. Jemima was (excited) _____ to (have) _____ a puppy. She named her new pet Joy. Jemima and Joy spent together over the school holidays. She managed to (teach) _____ Joy many different tricks, including teaching the puppy how to _____.

One day, Jemima was given a (handout) _____ when she shopping centre. It was an invitation to (take part) _____ show! She (immediately) _____ signed up for the contest home to start practising some tricks with Joy.

Two weeks later, Joy and Jemima were (ready) _____ to _____ competition. Jemima had invited all her family members and watch the show. When her turn came, she walked onto the stage who (executed) _____ the ten tricks it was taught by Jemima was a (loud) _____ round of applause.

After all the performances were done, the judges started announcing the winners. To Jemima's pleasant surprise, she and Joy had won the grand prize!

Section C (10 marks)

For each question, write your answer (a, b, c or d) in the brackets provided.

- The pupils were exhilarated when their professor told them that their project idea was _____.
(a) deplorable
(b) sound
(c) clumsy
(d) healthy
- Kline grabbed the _____ when his parents asked if he wanted to visit Disneyland.
(a) choice
(b) permission
(c) circumstance
(d) opportunity
- Wendy _____ picked up the lost wallet on the classroom floor to pass it to her teacher.
(a) diligently
(b) sneakily
(c) cautiously
(d) eagerly
- Over the holidays, Benjamin decided to _____ at the local old folks' home with his friends.
(a) participate
(b) work
(c) volunteer
(d) meet

Section D (10 marks)

Fill in the antonyms at the bottom of the page. Find and colour your antonyms in the word search.

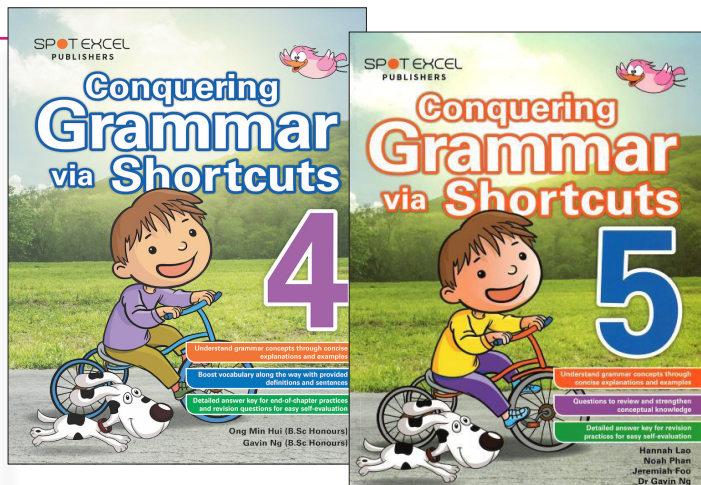
I	o	s	t	y	u	n	w	q	k
b	t	o	i	c	a	f	r	e	o
v	i	u	k	a	w	o	m	a	n
d	o	r	l	r	o	a	r	t	
w	n	o	r	m	a	i	g	l	i
e	a	z	p	y	x	i	u	y	m
a	r	o	l	s	y	s	w	o	u
k	c	o	x	y	m	h	x	l	n
y	o	u	n	g	o	w	o	r	k

- stressed _____
- play _____
- man _____
- old _____
- strong _____
- late _____
- strange _____
- sweet _____
- wise _____
- found _____

Worksheets

The worksheets of various question types come with scores for students to easily gauge their performance for the topic. Non-examination format type of questions are also included to make learning more interesting.

Conquering Grammar via Shortcuts



ISBN: 9789811164347

ISBN: 9789811176913

These books offer guidance in strengthening students' foundation in English in terms of grammar. They offer clear and concise explanations of grammar concepts based on everyday usage of spoken and written English. In addition, tips and explanations are also included to build their vocabulary as they work their way through these books.

1 Nouns - Introduction

What is a noun?
A noun can be a person, an animal, a place, or even an idea that you have in your head.

Let us look at some examples of nouns. Look at the example given to you, and try to come up with three other examples on your own.

	Examples
Person	teacher, fireman, mother
Animal	dog, cat, cow
Place	park, school, hospital
Thing/object	plate, spoon, bag
Idea	rules, love, happiness

***What is an idea?**
An idea can refer to a real idea you have for something, but it can also be a fantasy, or even a concept. Unlike other objects like animals or things which you can physically touch, ideas and concepts cannot be touched. We will go through this again in a later section under **abstract nouns**.

Let us now try to identify nouns in sentences.

Example:
Lionel brought some cards to play in school.

What is Lionel? Lionel is a person.
What are cards? Cards are an **object** that you can go to play with.
Recall: A person is a noun! Hence, Lionel is a noun.
What is a school? A school is a **place** that students go to everyday to study.
Recall: A place is a noun! Hence, school is a noun.

1 NOUN PHRASES

A noun is a word that names a person, place, thing or idea.

A noun phrase is a noun with a modifier which distinguishes it.

A noun phrase can come **before** or **after** the noun.

Modifiers that come before a noun might include articles, possessive nouns, possessive pronouns, adjectives, and/or participles.

There are only three articles: a, an and the.

Some examples of noun phrases with an article as the modifier:

a goldfish the car an umbrella

Possessive nouns are nouns with an apostrophe and an 's' to the noun. If the noun already ends with an 's', an apostrophe is added after the 's'.

Some examples of noun phrases with a possessive noun as the modifier:

Sarah's dress the children's toys Charlie's daughter

Possessive pronouns are pronouns indicating possession of the noun. Some examples of possessive pronouns are mine, yours, his, hers, its, ours, yours, and theirs.

Some examples of noun phrases with a possessive pronoun as the modifier:

our sister her computer their school bags

Explanations with Examples

Explanations are accompanied by examples when introducing topics so that concepts are easier for students to visualise.

Revision Practices

Revision practices are provided for students at the end of each topic to revise and cement concepts learnt.

NOUNS

	Examples
Person	teacher, fireman, mother
Animal	dog, cat, cow
Place	park, school, hospital
Thing/object	plate, spoon, bag
Idea	rules, love, happiness

1. animal: placemat; thing: the cat

2. A pond is a place or thing. For example, the fish lives in the pond. This pond has a pond (thing).

3. person: person; thing: thing

4. person: thing; thing: thing

5. thing: place; person: person

6. person: placemat; animal: the cat

7. thing: placemat; person: person

8. person: placemat; animal: the cat

9. thing: placemat; person: person

10. person: thing; thing: the cat

1. My grandfather went to the market to buy some fresh seafood.

2. Remember to return the money to your brother before he leaves the house.

3. Please keep the books and stationery neatly in your desk.

4. Sarah wanted to bring her sister to the zoo to pet the little rabbits.

5. I bought a new sweater for my mother at the mall last night.

6. You should be driving your car more cautiously especially in the heavy rain.

PROPER AND COMMON NOUNS

1. My grandfather went to the market to buy some fresh seafood.

2. Remember to return the money to your brother before he leaves the house.

3. Please keep the books and stationery neatly in your desk.

4. Sarah wanted to bring her sister to the zoo to pet the little rabbits.

5. I bought a new sweater for my mother at the mall last night.

6. You should be driving your car more cautiously especially in the heavy rain.

COUNTABLE AND UNCOUNTABLE NOUNS

1. cat is countable.

2. money is uncountable.

3. books are countable.

4. stationery is uncountable.

5. desk is countable.

6. rabbits are countable.

7. zoo is countable.

8. mother is countable.

9. mall is countable.

10. car is countable.

11. rain is uncountable.

NOUNS

Fill in the boxes the category that each noun should belong to.

1. My grandfather went to the market to buy some fresh seafood.

2. Remember to return the money to your brother before he leaves the house.

3. Please keep the books and stationery neatly in your desk.

4. Sarah wanted to bring her sister to the zoo to pet the little rabbits.

5. I bought a new sweater for my mother at the mall last night.

6. You should be driving your car more cautiously especially in the heavy rain.

NOUN PHRASES

Write a noun phrase with each noun given below.

1. cat _____

2. house _____

3. shoe _____

4. chair _____

5. library _____

Add modifier words to each noun given below to create a noun phrase.

Example: My _____ coach gave me an award.

Answer: My basketball coach gave me an award.

1. The _____ child was disruptive at the library.

2. The _____ horse galloped around the field.

3. I took the chocolates away from the _____.

4. We walked to the _____ farm during the holidays.

5. The _____ park was open until seven in the evening.

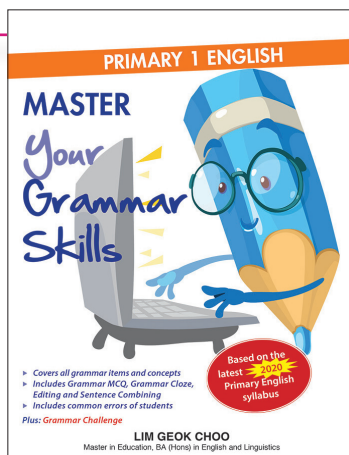
Answer Key

Answers are provided for students to do self-marking or for parents to check.

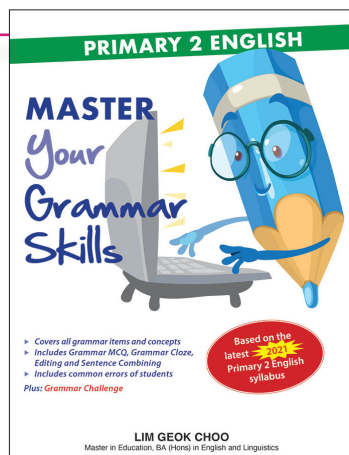
Mastering Grammar Skills

Each book in this series contains the following features:

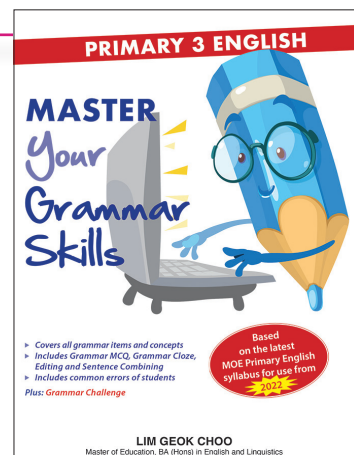
- Covers all grammar items and concepts required by the Primary English syllabus issued by the Ministry of Education, Singapore
- Comprehensive grammar exercises and tests on Grammar MCQ, Structural Cloze, Editing, and Synthesis and Transformation
- Exercises based on the latest CA/SA format clearly identified
- Includes definitions, explanations and examples of grammar concepts
- Includes common errors students make in grammar exercises



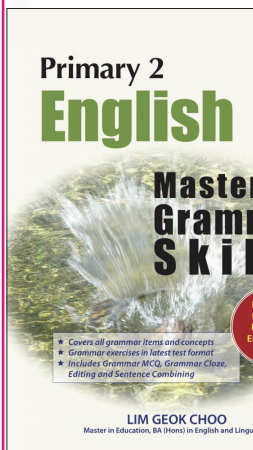
ISBN: 9789811434051



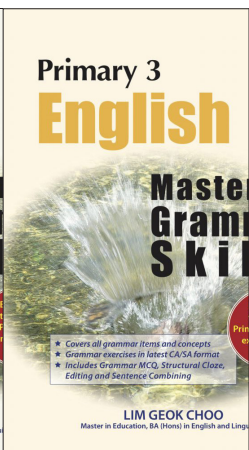
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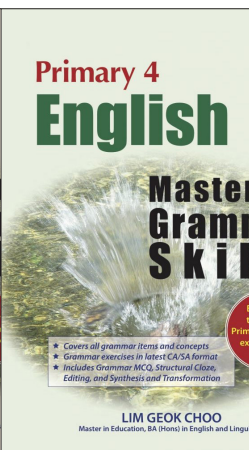
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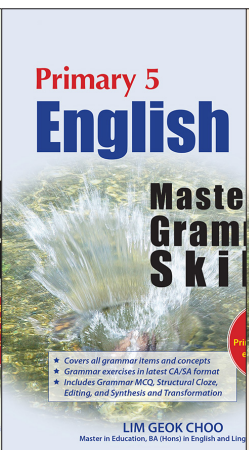
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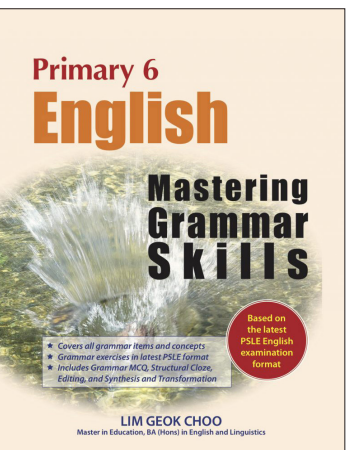
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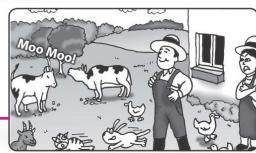
Introduction

An attractive visual stimulus introduces the grammar item or concept. This is followed by relevant definitions and explanations with examples to make the abstract grammar concepts more concrete and easier for learning.



Unit 1 **Nouns**

Introduction



Mr **Ang** is a **farmer**. This is his **farm**.
There are two **cows** on his **farm**. They are playing in the **mud**.
Mrs **Ang** is angry with them.

The highlighted words are called **nouns**.
Definition ► **Nouns** are words we use for animals, people, places and things.
Some of them are common nouns and some are proper nouns.
Definition ► **Common nouns** are words we use for animals, people, places and things. In the story, the words **farmer**, **farm**, **cows** and **mud** are common nouns.

Maintaining Grammar Skills Primary 3

Exercise 11

Fill in each blank with **into** or **onto**. The first one has been done for you.

1. My wallet fell out of my pocket **onto** the floor.
2. The children jumped _____ the pool to swim.
3. The baby spilled some milk _____ its clothes.
4. When you walk _____ the room, you will see the table and chairs.
5. Put everything _____ your bag before you leave the room.

Common Errors to Avoid

Be careful when using the words **passed** and **past**. **Passed** is a word in the past tense. It is not a preposition like **past**.

It is wrong to say We walk **passed** the shop. It is correct to say We walk **past** the shop.

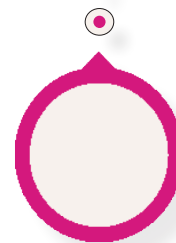
Exercise 12

Fill in each blank with **passed** or **past**. The first one has been done for you.

1. My coins from my wallet rolled **past** the door.
2. The children ran _____ the bus stop.
3. I was so busy that I did not see a bee fly _____ me.
4. Phil _____ the flag to a member of his team.
5. The children _____ their books to their friends.

Common Errors

Tips are given to warn students about common errors that they should avoid when they attempt exercises on grammar.



Exercises

Short grammar exercises on a specific item or concept are included to provide students with immediate practice. Exercises in the Continuous Assessment (CA) and Semestral Assessment (SA) formats are given so that students can apply what they have just learnt about specific grammar items in the individual units.

Linking verbs

Exercise 1

Look for 5 linking verbs in the sentences below and circle them. The first one has been done for you.


1. **am** in the kitchen with Grandma.
2. There are many things on the table.
3. Grandma is going to cook.
4. Do you like dumplings?
5. I have some dumplings for you.

Exercise 2

Read the rules to fill in the blanks with **is**, **are** and **am** correctly. The first one has been done for you.

Rule 1 When the subject is **singular** (only one), use **is**.
Rule 2 When the subject is **I**, use **am**.
Rule 3 When the subject is **you** or **plural** (more than one), use **are**.

1. You **are** a great cook.
2. I _____ excited.
3. She _____ making dumplings.
4. Grandma _____ teaching me to cook.
5. The dumplings _____ ready!



Connectors for Contrast

We use **but**, **though** and **although** to connect sentences with different or opposite meanings.

Example 1 I love experiments. I dislike tests.
One sentence is about liking something and another sentence is opposite, about disliking something.
I love experiment **but** I dislike tests.

Example 2 I wanted to give a magnet to Jerry. He did not accept it.
The second sentence gives an unexpected outcome.
Although I wanted to give a magnet to Jerry, he did not accept it.
I wanted to give a magnet to Jerry **but** he did not accept it.
Though I wanted to give a magnet to Jerry, he did not accept it.

Exercise 4 – Synthesis

Use **but** to combine each pair of sentences. The first one has been done for you.

1. The north pole of my magnet attracts the south pole of your magnet. It repels the north pole of your magnet.
The north pole of my magnet attracts the south pole of your magnet but repels its north pole.
2. The magnet attracted the metal clips. It did not attract the plastic clips.
3. I like experiments very much. I do not like tests at all.

Section E: Sentence Completion and Combining (6 marks)

Match and join the two parts to form a question. (1 mark each)

Column A	Column B
20. Who •	• happened to my pencil?
21. What •	• does school start every day?
22. When •	• is he talking to?

Join the sentences using the words in bold. The meaning of your sentence must be the same as the meaning of the given sentences. (1 mark each)

Example Andy played soccer. Andy also played basketball.
Andy played soccer **and** basketball.

23. Cinderella was sad. Cinderella did not cry or complain.
_____ **but** _____
24. Look left, right and left again. Then, you cross the road.
_____ **before** _____
25. Move the glasses and bottles. Be careful.
_____ **with** _____

Tests

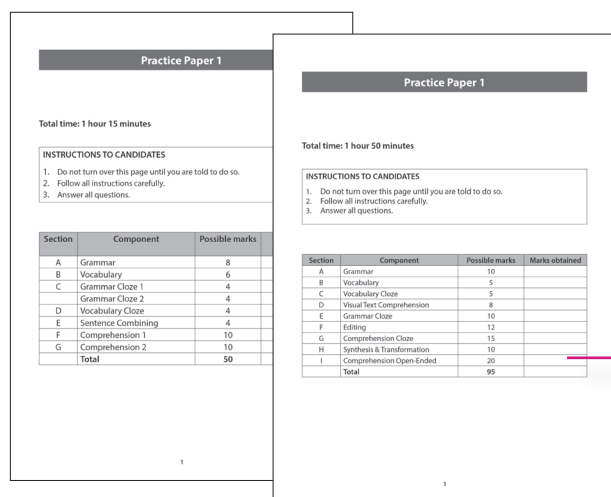
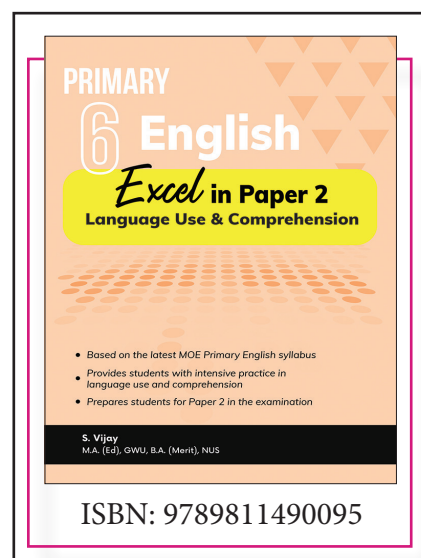
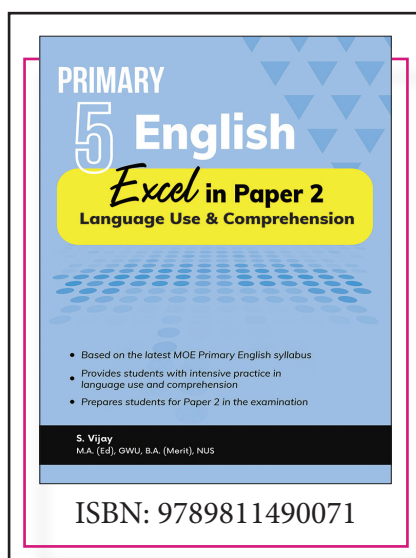
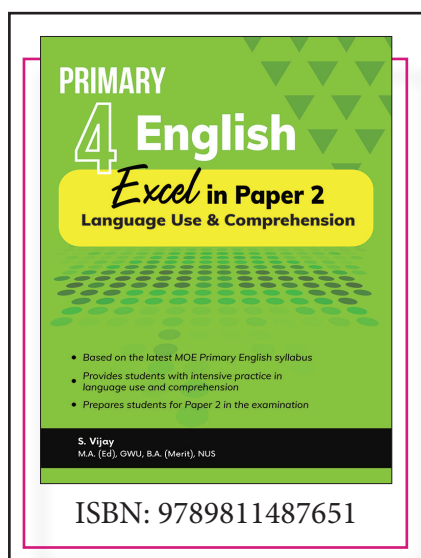
At the end of the guide, students can attempt mock tests that assess grammar items and concepts across several units, just like in their school CA and SA papers.



Excel in Paper 2

Language Use & Comprehension

This series is written based on the latest Primary English syllabus issued by the Ministry of Education, Singapore. There are eight practice papers in each book, designed for students who are looking for rigorous practice before the examinations, or those who want to consolidate their learning and gauge their level of English language proficiency. Students will not only get accustomed to completing their work under examination conditions, but also reinforce what they have learnt, expand their knowledge and be amply prepared for their examinations.

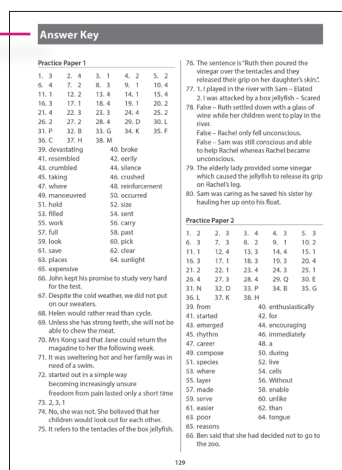


Variety of Questions

Modelled after the latest assessment formats, students will encounter questions that check their understanding of what is taught in schools as well as challenging questions that will extend their learning beyond the classroom.

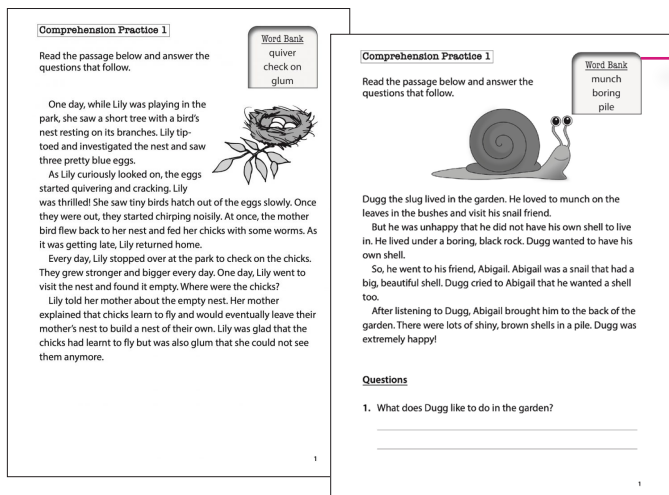
Answer Key

Answers are provided for students' self-evaluation.



English Comprehension Practice

The central purpose of this series is to provide students with the vital skills to comprehend English texts and take on comprehension questions with confidence. It builds a strong foundation through the use of interactive questions and stimulating passages to immerse them in active learning. The interdisciplinary element of this series engages students with its passages on various topics of interest, both fiction and non-fiction.

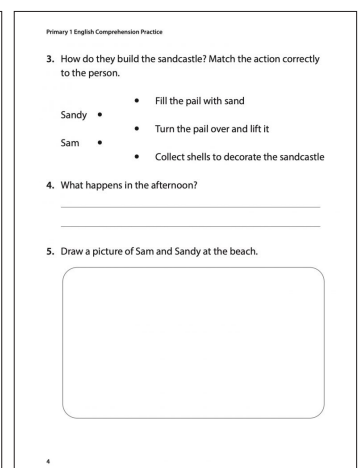
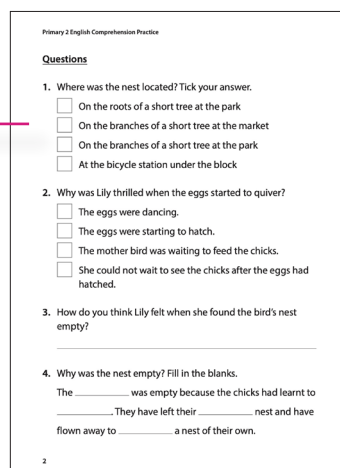


Word Banks

New vocabulary is highlighted for each comprehension passage.

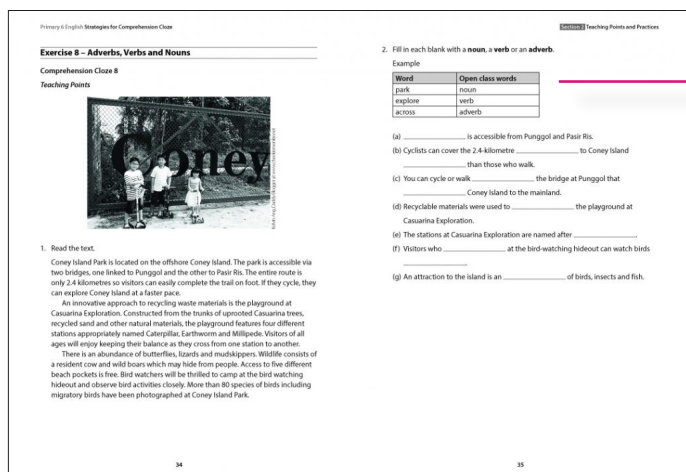
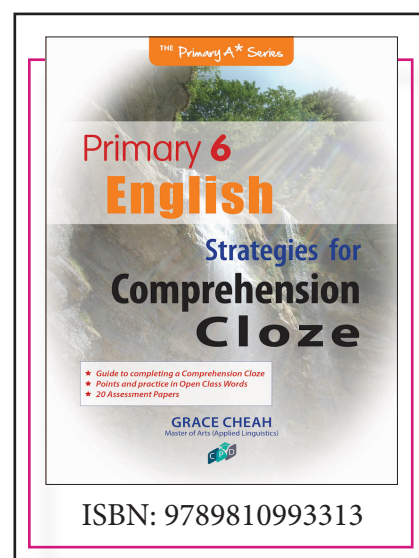
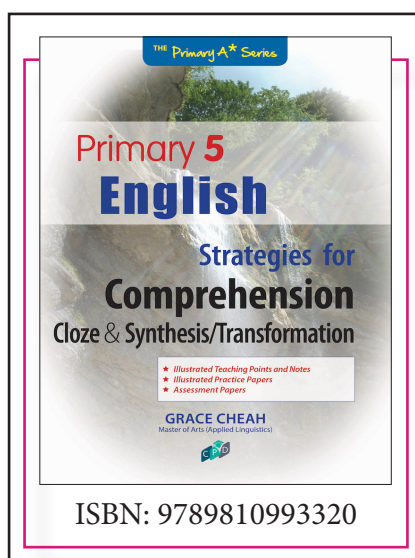
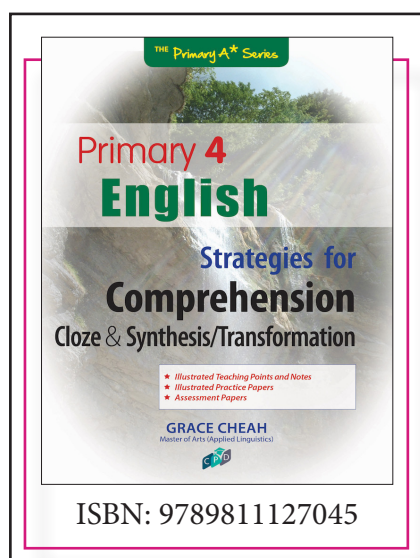
Creative Exercises

There are 60 comprehension practices in each book, with creative exercises designed to enrich students' comprehension skills and vocabulary.



Strategies for Comprehension Cloze

This series is designed to prepare students for the comprehension cloze in their semestral assessments. Students who are successful at comprehension cloze are those who are able to use their existing knowledge of both language and subject matter.

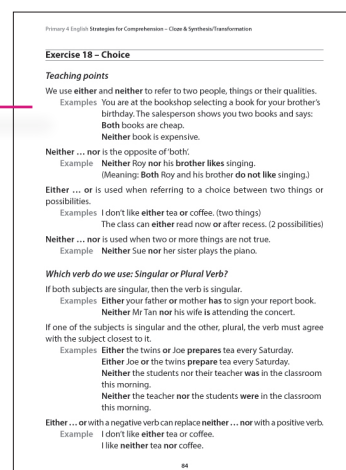


Open Word Classes

The guide begins with a recapitulation of Open Word Classes learnt in the classroom: nouns, verbs, adjectives and adverbs. This is followed by examples of contextual clues and connectors that students can make use of when completing a cloze passage.

Examples

Examples are provided with explanations so that students can get a better understanding of concepts taught.




Primary 5 English Strategies for Comprehension - Cloze & Synthesis/Transformation

Exercise 6 - Adverbs

Comprehension Cloze 6

Teaching Points



1. Read the text.

Birds are created to fly and to be with others of their kind in a natural environment. They make their homes in trees in the forest or city if separated from their flock, they call wildly to their flock mates. Other than flying, birds preen each other, feed, mate, build nests and take care of their brood. They are never alone. Many species of birds mate for life.

No bird was born to live in a cage. Yet people keep birds as a hobby. A bird owner feeds his bird and cleans the cage regularly. He also takes his bird outdoors to stretch its wings. However, new bird owners soon find out that birds need more attention than they think. If they are kept in a cage for too long, they become bored and behave abnormally.

Birds often display their frustrations by screaming, biting or being difficult. Others become aggressive and self-destructive. They pull out their feathers, pace back and forth, peck at cage bars, and shake or even collapse from anxiety.

On the other hand, some bird owners succeed in interacting with their pets. Bonding makes birds well-adjusted and well-behaved. Nevertheless, the bird will still escape if it has the chance. It is sad that caged birds pass away years before they would have in the wild.

2. Fill in each blank with an **adverb**.

(a) Birds live in flocks in the wild. They are _____ alone.

(b) Birds must be fed and their cages cleaned _____.

(c) If birds are left alone for too long, they begin to behave _____.

(d) Birds are well-behaved when their owners _____ interact with them.

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(e) When taken _____ by their owners, some birds may try to escape.

(f) Even when well-trusted, caged birds will _____ long for freedom.

(g) Birds in the wild have a life span of about a hundred years while caged birds die years _____ their time.

Practice Paper 6 (15 marks)

Pre-activity



1. Do you keep fish? If not, do you have a pet? _____

2. How do you take care of your pet? _____

3. Look at the aquarium above. How did the owner decorate it? _____

4. How would you decorate an aquarium if you own one? _____

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Exercises

Each exercise has two components: Teaching Points and Practice Paper. Students are advised to answer the questions in the 'Pre-activity' section which is a 'warming up' activity before they complete a cloze passage.


Assessment Papers

10 assessment papers are included for students to apply the skills they have acquired.

Primary 5 English Strategies for Comprehension Cloze

Assessment 6
(15 marks)

Pre-activity



1. Do you waste food at home and at hawker centres? _____

2. Why is it wrong to waste food? _____

3. "Food waste impacts the environment." Can you explain the statement? _____

4. How can we try to cut down food waste? _____

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Assessment Papers

Assessment
Fill in each blank with a suitable word.

Every day food waste is generated in Singapore by wet markets, supermarkets, hawker centres, restaurants and homes. Food is wasted when there is improper (1) _____ or handling, resulting in food spoilage. Leftovers from cooking are disposed of rather than kept (2) _____ for the next meal. Food that has passed the (3) _____ date by a day or two is not consumed. At wholesalers, vegetables are trimmed to (4) _____ them for sale at the wet markets and supermarkets. Fruits are discarded if they show the slightest damage.

(5) _____ food after buffets or celebrations end up as food waste. The full shelf (6) _____ of cakes, bread and pastries at most bakeries increase the likelihood of purchase. However, (7) _____ ones are thrown away at the end of the day. All waste goes into the (8) _____ plants which emit greenhouse gases into the environment.

For this (9) _____, we should encourage people to reduce food loss. Families can buy food supplies in bulk to save (10) _____. However, they should plan a shopping list so that they do not (11) _____. Leftover food can be recycled or (12) _____ with neighbours. Restaurants should not overstock food that may (13) _____ to be thrown away. Surplus food can be (14) _____ by volunteers and redistributed to the poor.

Cleaners and staffholders at hawker centres will be (15) _____ to operate food waste recycling machines which can recycle food waste to either water or compost. It is part of the Government's efforts to aim for zero waste and help save the environment.

Before you begin, check the tense of the text.

1. _____ 6. _____ 11. _____
2. _____ 7. _____ 12. _____
3. _____ 8. _____ 13. _____
4. _____ 9. _____ 14. _____
5. _____ 10. _____ 15. _____

Score: _____ / 15

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Synthesis/Transformation

This section in the Primary 4 and 5 books covers the use of connectors to join sentences, word formation which requires learners to convert one word class to another or add prefixes or suffixes, and changing of direct speech to reported speech and vice versa.

Primary 5 English Strategies for Comprehension - Cloze & Synthesis/Transformation

Synthesis/Transformation 7

Rewrite the sentence(s) given, using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as that of the sentence(s) given.

1. The twins showed their love for their mother. They baked her a birthday cake.
The twins showed _____

2. Jack's father will allow him to play soccer. He must come home on time for dinner.
As long as _____

3. The boy's dog was killed in an accident. The boy was heart-broken.
The boy _____

4. He has failed many times. He still hopes to succeed.
In spite of _____

5. Maria has not seen Peter for some time. She wonders how he is keeping.
Not having _____

6. They spoke quietly. They did not want to wake the children up.
_____ so as _____

7. The dismissal bell rang. We went home immediately.
As soon as _____

8. Jenny refused to follow Mr Ali's instructions. Mr Ali was frustrated.
Jenny's _____

90

Synthesis/Transformation 8

Rewrite the sentence(s) given, using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as that of the sentence(s) given.

1. Neither Adam nor Joy is convinced that they made a mistake.
Both _____

2. Mr Lee's children show no interest in horror movies.
Neither of _____

3. We will not give you the goodies bag if you do not request for it politely.
Unless _____

4. The lady lost her handbag. She broke into tears.
_____ whose _____

5. My teachers were patient. I passed my examination.
Because of _____

6. Pat is captivated by the flowers. They are beautiful and fragrant.
Pat is captivated _____

7. "Ahmad, I'm sorry. I was rude to you at the meetings," Alice said.
Alice apologised to _____

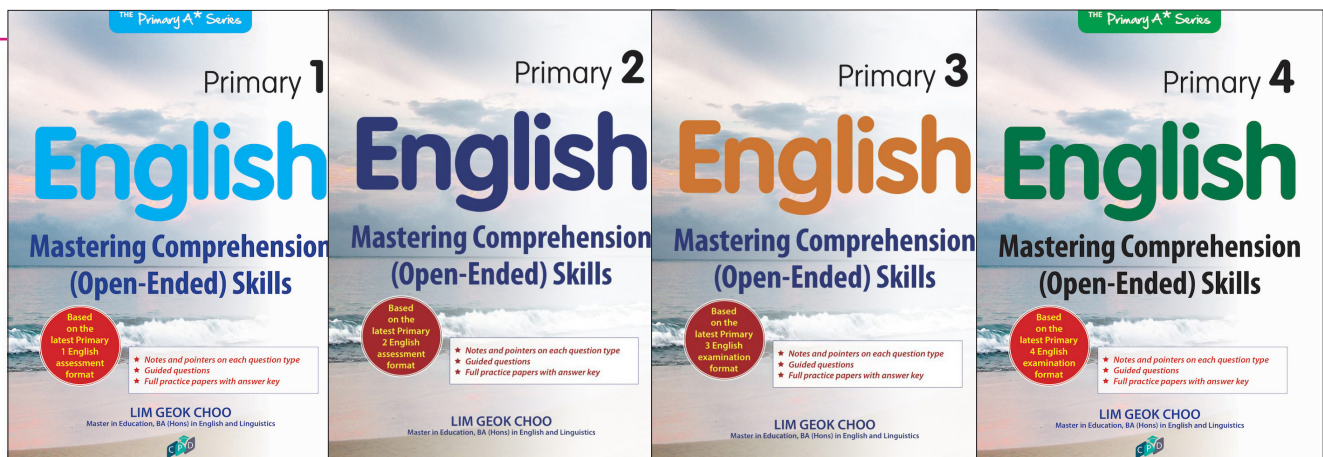
8. Mrs Lim reminded her pupils not to forget to bring their report books the following week.
_____ Mrs Lim reminded her pupils.

91

Mastering Comprehension (Open-Ended)

This series is written for students to use in the classroom with teacher supervision and/or at home for independent learning.

With the teaching notes, short practice exercises, tips on common mistakes to avoid and full practice papers, students will be more confident and better prepared to handle the demands of this new format of open-ended comprehension in the English Language examination.

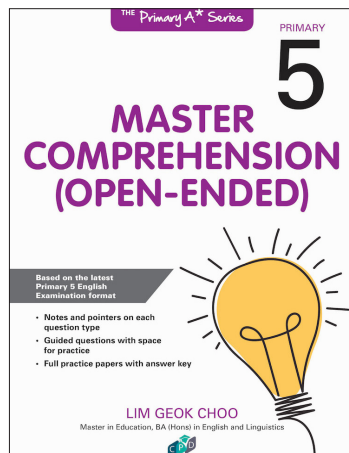


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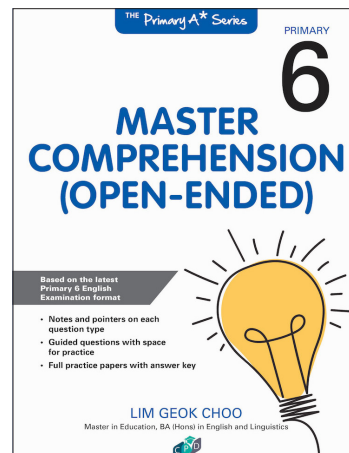
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ISBN: 9789811138034



ISBN: 9789811138041

Teaching and Explanation Notes

Notes and examples are given to explain the demands and expectations of open-ended comprehension.

Quoting the Text

Steps to use

- In each step, there is a guiding question to help you.
- Step 1 What is required? (A word? A phrase? A sentence?)
- Step 2 What is the given meaning?
- Step 3 Which word, phrase or sentence in the passage has this meaning?

Example

Mani and Lukman were good friends. They were travelling through a forest together. Suddenly a bear appeared. Mani did not know what to do. Lukman sprinted off, leaving his friend behind.

Mani tried to run but he fell instead. The bear came over and sniffed Mani, who had passed out. As Mani seemed lifeless, the bear walked away. It continued in search of Lukman.

Quote the 2-word phrase in the passage that means 'fainted':

Step 1 What is required?

A 2-word phrase

Step 2 What is the given meaning?

'Fainted' means 'blacked out' or 'became unconscious'.

Step 3 Which phrase in the passage has this meaning?

'Passed out' has the meaning 'fainted'.

Answer _____

Example

On his way home, Bei saw many dragonflies. They came flying in circles around his head. Irritated by the buzzing, he caught one and the rest flew away.

Then he met a woman and her son. The little boy exclaimed, "Mummy, dragonfly!"

Bei gave the dragonfly to the little boy. He received three oranges from the grateful woman.

Who gave Bei some food?

Step 1 The question word is 'who'.

Step 2 I must identify the person who gave Bei some food. In the story, Bei met a woman and her son. Bei gave a dragonfly to the little boy. Bei received three oranges from a woman.

Step 3 The person was the boy's mother.

Answer _____ The boy's mother gave Bei some food.



Common Errors to Avoid

Be Careful!

Do not read only parts of the story to decide if a sentence is true or false. Read everything.

Example

Some women looked at the apples. They were going to buy them if the price was right.

Put a tick (✓) in the box if it is true and a cross (X) if it is false.

The women bought the apples. ☐

Read the whole story to get the full picture. Then decide if the sentence is true or false.

Some women looked at the apples. They were going to buy them if the price was not high. The stall-holder said the apples cost one dollar each. The women shook their heads.

In this example, the women were going to buy the apples if they were not expensive. At one dollar each, the apples were expensive. The women shook their heads because they did not want to buy the apples.

The truth is they did not buy any apples because the price was high.

Common Errors

Pointers are provided to warn students about common pitfalls when they answer questions.

Guided Exercises

Guided exercises are included to provide students with immediate practice and guidance.

Full Practice Papers

Full practice papers are provided for students to test their ability to apply what they have learnt. To benefit from this book, students should complete the teaching section first. Then they can proceed to the full practice papers with greater confidence.

Full Practice Paper 8

Dear Diary,

Today our teacher told us about the reading competition. There was a buzz in the room after that. My classmates and I hoped our class could win.

"Joyce, you are the class leader. Any ideas?" Mrs Lim asked. Before I could reply, my best friend suggested that we could go to the library during recess. I was surprised. All my classmates agreed. I thought everyone wanted to play during recess.

"We can eat quickly. That way, we can still borrow books from the library," Jenny said.

Today, our class loaned a total of forty books. We plan to read them by tonight, so tomorrow we can get more books. I am confident that our class stands a good chance. We will be reading more books than other classes. Jenny's idea was a clever one.

Answer all the questions.

1. What did the pupils hope they could win? [1m]

They hoped they could win _____.

2. Why did Mrs Lim ask the writer for ideas? [1m]

Mrs Lim asked her for ideas because _____.

3. Who was the writer's best friend? [1m]

The writer's best friend was _____.

Full Practice Paper 9

King John loved his son very much. There was nothing he would not do to see him smile.

One day, the little prince fell ill. He would not eat his favourite food, fried rice. He would not take his medicine. He did not want to play with his favourite ball.

"What shall we do?" King John asked his queen.

"A pet!" said the advisor. "A cute little pet will cheer the prince up!" he added.

King John chose a puppy. The queen chose a kitten. When the prince saw the animals, he smiled. He cuddled and stroked them. He took his medicine and got well, thanks to the new pets!

Answer all the questions.

Put a tick (✓) in the correct box.

1. King John wanted _____ to be happy. [1m]

☐ the prince ☐ the puppy ☐ the queen

2. The advisor told the king to give his son _____. [1m]

☐ a kitten ☐ a puppy ☐ a pet

Put (✓) in the box if it is true and (X) if it is false. [4m]

3. The prince was not well. ☐

Answer Key

An answer key is provided for students' use when assessing their own answers so that they can learn from their mistakes. Practice makes perfect.

Exercise 6D

(a) connected

(b) brainstorming

(c) comprehension

Exercise 6E

(a) brainstorm

(b) sleepers into

(c) evening

Exercise 6F

It tells us that the players performed badly during the games and always lost to their opponent.

Unit 7

Exercise 7A

1. The reason of the character's poor performance is that he was too nervous to perform.

2. They made sure that he was always ahead of them by not overtaking him.

Exercise 7B

Step 1 The question word is 'why'.

Step 2 When his father found a large gold coin in the cake, he did not keep it for himself. He gave it to the poor man.

Step 3 Zui should be thankful to his father for being honest and telling him to return the gold coin.

Answer: Zui should be thankful to his father for being honest and telling him to return the gold coin.

Exercise 7C

The question word is 'how'.

Step 1 Ahmad gave a share to some children. He put a gold coin in each piece of cake of the person eating it.

Step 2 When the person returned the coin, Ahmad would know that he was honest.

Step 3 If the person did not return the coin, Ahmad would not offer him a job.

Answer: Ahmad chose a worker for his factory by giving each of his children a gold coin. If the person did not return the coin, he had put inside the cake.

Exercise 7D

The question words are 'what' and 'why'.

Step 1 His father cut the cake and found a large gold coin in it. He was honest and he gave it to the poor man.

Step 2 Ahmad told Zui to come to his factory the next morning to see him.

Step 3 Zui should be thankful to his father for being honest and telling him to return the gold coin.

Answer: Zui should be thankful to his father for being honest and telling him to return the gold coin.

Practice Paper 10

1. thoughtful

2. spending a long day shopping with friends for presents made him exhausted.

3. It was a short cut and he was impatient to reach home.

4. They were the crushing of sand and gravel under his boots and light footsteps behind him.

5. He was not alone in the park. There was someone else in the park besides him.

6. _____

True/False	Reason
True	It happened two weeks ago.
False	The writer thought that the stranger was not bad. He was kind. The stranger was a kind man who helped the writer.
False	The writer shouted at the stranger.
False	It was night. There was moonlight.

True/False	Reason
True	It happened two weeks ago.
True	The writer thought that the stranger was not bad. He was kind. The stranger was a kind man who helped the writer.
False	The writer shouted at the stranger.
False	It was night. There was moonlight.

8. 2, 1, 3
9. 2, 1, 3
10. I would feel embarrassed because my trousers were torn and I had scolded someone who was trying to help me.
- OR
- I would feel thankful because the kind and elderly man prevented other people from seeing my torn trousers.
- OR
- Any other reasonable response

Mastering Comprehension Visual Text & Cloze

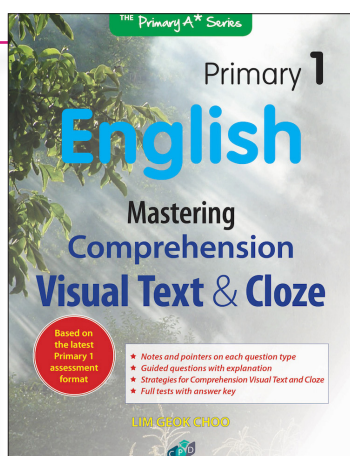
There are 2 main sections in each book:

Section 1: Visual Text Comprehension

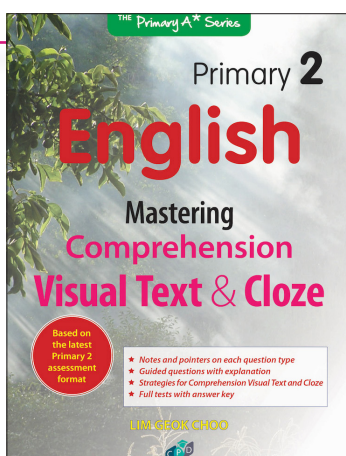
Visual text comprehension is different from open-ended comprehension. A visual text has images and words to convey meaning. These help to make the meaning of the information clearer for readers. Examples of visual texts are: web pages, flyers, posters, advertisements, brochures and newsletters. The following common types of questions in visual text comprehension are explained in this section: (a) True statement, (b) Vocabulary in context, (c) Important details, (d) Reasons, (e) Evidence, (f) Facts vs. non-facts, (g) Main aim and (h) Punctuation. 10 tests in visual text comprehension are included in this section.

Section 2: Comprehension Cloze

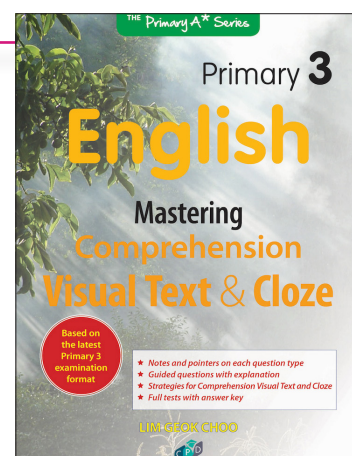
Comprehension cloze is a test of students' ability to comprehend a text. There are 15 deletions in each text from different word classes. The following are some useful strategies on comprehension cloze covered in this book: (a) Collocations, (b) Contextual clues, (c) Connectors, (d) Synonyms/Antonyms, (e) Summary, (f) Grouping, (g) Referring back and forward, (h) Cumulative and global comprehension. 10 tests in comprehension cloze are included in this section.



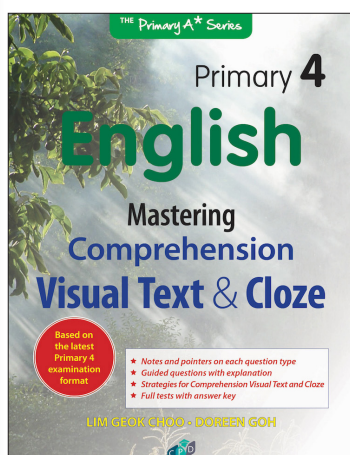
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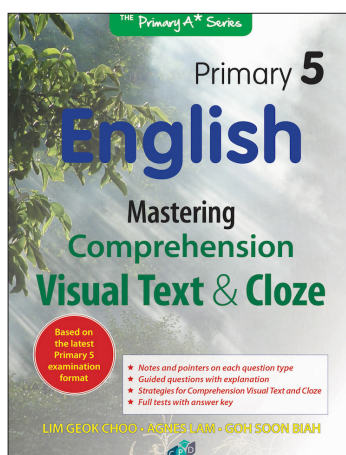
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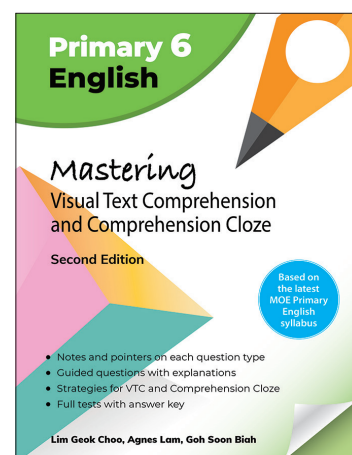
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ISBN: 9789811111686



ISBN: 9789811499203

Unit 12
Synonyms / Antonyms

Writers use synonyms (words with similar meanings) so that they do not have to repeat the same words in a paragraph. At times, they also use antonyms (words of opposite meanings) to express their ideas to avoid repetition.

Hence, an important strategy to remember when you need to find the correct word to fill in a blank is to think of a possible synonym or antonym that can fit into it.

Steps to use

1. Read words before and after the blank.
2. Study the clues to find out if the writer is using a synonym or an antonym.
3. Use a suitable synonym or antonym for the blank.

Example 12

Jack feels unhappy when he sees his best friend _____ about her lost pet.

Steps to use

Step 1 Read the words before and after the blank.
The words before the blank state that something is making Jack unhappy. The words after the blank tell me that Jack's unhappiness has to do with how his best friend is feeling when she loses her pet.

Step 2 Study the clues to find out if the writer is using a synonym or an antonym.
The clues tell us that the writer is stating that Jack's feeling of unhappy is linked directly to how his best friend is feeling over the loss of her pet. So both their feelings have to do with the loss of the pet, the writer is using a synonym for the word 'unhappy'.

Step 3 Use a suitable synonym or antonym for the blank.
The word for the blank must be able to replace the word 'unhappy'. Therefore, the answer is **upset**.

Answer: Jack feels unhappy when he sees his best friend **upset** about her lost pet.

Primary 6 English Reading/Visual Text Comprehension and Language Use

Practice 16

"I'm having a headache again," said Joe. "This story-writing competition is giving me endless trouble!" he thought to himself.

That afternoon, Joe went to the library in search of inspiration. He took some books down from the shelves and started reading some stories. Suddenly, he had an idea. He could just use one of them as his entry for the competition! He quickly set to work.

The next day, Miss Tan came to class early and read a story to the pupils. It was the prize-winning story last year. It was the story that Joe had copied and submitted as his entry.

For the next few days, Joe could not sleep or eat well. He was afraid he would be found out. Joe _____ stealing someone's work. He wished he had not done what he did. If only he could get his entry back. He would try his best to write an original story even if it was going to give him a headache again.

Steps to use

Step 1 Read each paragraph to get its main idea.

Paragraph 1 Joe was having problems trying to _____

Paragraph 2 Joe copied _____

Paragraph 3 Miss Tan read _____

Paragraph 4 Joe could not sleep or eat well for fear that _____

Step 2 Connect the main ideas of the individual paragraphs.
Joe was desperate for story so he _____ as his entry for _____

Steps to Use

Each unit contains a 'Steps to Use' section which provides students with a step-by-step guide on how to tackle different questions.

Common Mistakes

Showcases common mistakes made during comprehension so that students can avoid the same pitfalls.

Unit 2 Vocabulary in Context

Option (4): preserve

Step 1 Read each option to understand its meaning.
Option (4) means keep in its original state.

Step 2 Find the relevant part of the visual text to decide if the option is correct.

The natural resources on our planet earth are limited so we must make the most to conserve, recycle and reuse whenever possible.

This tells me that the resources must be kept in their original state.

The information helps me decide that Option (4) is not correct.

Answer: Option (1)


Common Mistakes to Avoid

Some options may be quite plausible and close to the correct answer. Do not be misled by such options but consider the context more closely. Be aware that some options offer only dictionary meanings and may not be suitable in the given context.

Practice 2

Joyce Lim – a student

I enjoyed myself very much. Besides some shrubs, we also planted nine Tembusu trees around the neighbourhood. I learnt that there is a tree of this type right in the heart of the Botanic Gardens. It has a unique low-hanging branch and is an icon of the Gardens. It is over 150 years old. The wood from the Tembusu is very hard, and resistant to termites and weevils, which makes it popular for building. It only flowers twice a year, with an **unmistakable** fragrance.



Primary 3 English Reading/Visual Text Comprehension and Language Use

Visual Text Test 9

Look at the poster. Answer Questions 1 to 4.





Sweet Smile Dental Clinic

38 Orchard Road, #08-11
Pax Building
Singapore 27883311

A clinic specially for children!

Our dentists are trained to help children overcome their fear of getting dental treatment.

Come and have a pleasant experience at our clinic when you need dental treatment. Read, rest or do some art activities while you wait for your dentist.

Primary 6 English Reading/Visual Text Comprehension and Language Use

Exercise 11

Fill in each blank with a suitable word.

1. We went to a fast-food restaurant. _____ we did not have a lot of money with us.
2. _____ soft drinks are tasty, water is healthier for you.
3. We had not eaten since we went on the hike. _____ we felt very hungry and could not walk very fast.
4. I hope they will come to my house. _____ I want to learn more about their overseas trip.
5. It started to rain heavily. _____ we could not leave the house.
6. _____ to the drought, the government is going to start water rationing.
7. It is important to exercise regularly. You must also have a balanced diet. Most _____ you must have enough sleep.
8. He did not win a prize. _____ the judge praised him for his commendable efforts.
9. People used bricks. _____ were sturdier than other building materials to build their houses.
10. They cite examples of sailors. _____ in the past, had to sail on the oceans for months without proper nutrition.
11. We should feel satisfied. _____ not stuffed at the end of each meal.
12. They cannot sleep. _____ they hug their favourite teddy bears.
13. Kite flying was introduced to India by travellers. _____ then, different types of kites have been flown by individuals.
14. You did not tell us you wanted to come to our group outing.
15. I think it is a good idea to buy your most _____ you should buy her the _____.

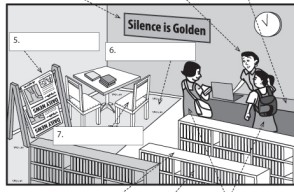
Context 2

Helping words: librarian, pupils, sign, shelf, books, carpet, chair, counter

This is a 1. _____

2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____



Unit 4 True Statement


Step 1 Read each statement to understand its meaning.

Option (1): You can have noodles with ice cream.
Option (1) means that when you order noodles, you also get ice cream.
It is not correct because the order is noodles and orange juice together.

Option (2): You can have burgers with ice cream.
Option (2) means that when you order burgers, you also get ice cream.
It is not correct because the order is burgers, fries and orange juice together.

Option (3): You can have pizza with ice cream.
Option (3) means that when you order pizza, you also get ice cream.
It is correct because the order is pizza and ice cream together.

Step 2 Find the correct part of the visual text to decide which statement is true.



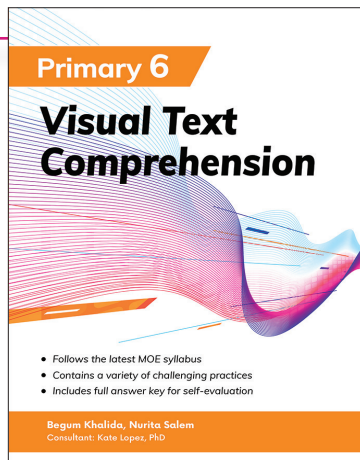
The text states that there is an order for pizza and ice cream together.

Answer: Option (3)

Practices with Answers

Students can test skills and concepts learnt, after which they can easily do self-evaluation with the help of the provided answers.

P6 Visual Text Comprehension



ISBN: 9789811494345

The objective of this Primary 6 Visual Text Comprehension is to equip Primary 6 students with the vital skills to face visual text comprehension questions in preparation for PSLE. The challenging visuals are presented in a myriad of ways to expose students to the varieties of visual texts that they could encounter in their examinations.

This book will strengthen the students' comprehension skills through the use of stimulating visuals that encourage sustained and mindful interaction between the reader and the visual texts.

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Extensive Practices

The book contains 50 visual texts for comprehensive practice.

Challenging Visuals

A variety of visual texts with questions following the latest MOE syllabus.

Primary 6 Visual Text Comprehension

VISUAL TEXT 1

Study the following bulletin and answer questions 1 to 8.

Organised by Birchwood Primary School

SCIENCE AND BEYOND

Calling our P5 & P6 students to join Birchwood's annual science fair!

3rd May & 4th May 2019

10 a.m. to 5 p.m.

Present this coupon to get 10% discount at the science fair food stalls.

Registration forms for participants are available at the general office. Alternatively, you can register online at www.birchwoodps.com.

Participants are to bring their project summary and present it in a file at the audition on 25th April. Selected Names of selected participants will be announced on 26th April.

Grand prize: Judging begins at 3 p.m. each day. 2 year subscription to a science magazine of choice. Winners will be announced on the second day of the fair at 4:30 p.m.

For each question from 1 to 8, choose the most appropriate option (a, b, c or d) and write it in the bracket provided.

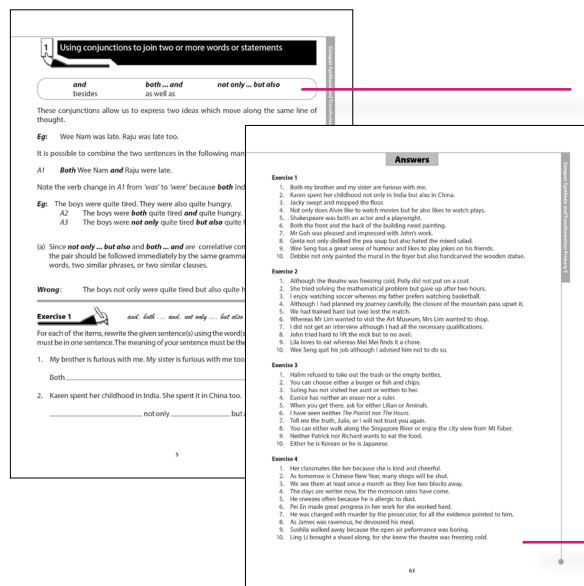
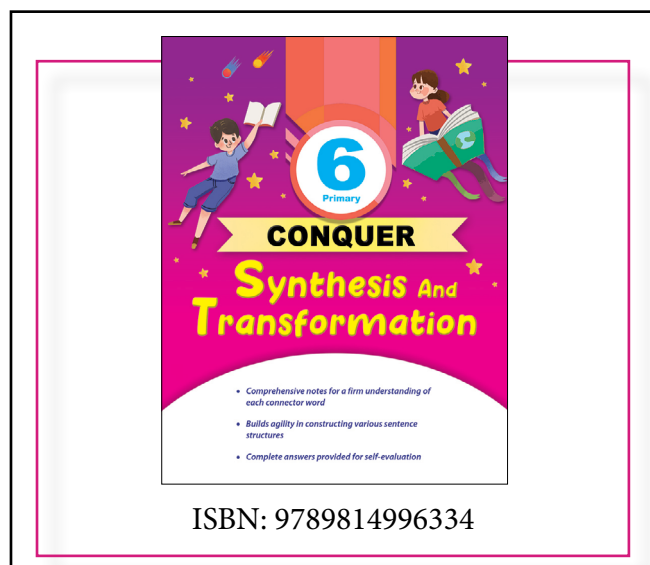
- Who can take part in the "Science and Beyond" science fair?
 - All school students.
 - Only Primary 5 and Primary 6 students.
 - Only Birchwood's Primary 5 and Primary 6 students.
 - Birchwood's science club students.
- Where can the registration form for the science fair be obtained?
 - From the science teachers.
 - From www.birchwoodps.com.
 - From the science fair judges.
 - From the general office.
- Why is the date "25th April" written in bold?
 - To make the date look pretty.
 - To draw people's attention to the audition process.
 - To make the date stand out.
 - To highlight when the selected participants will be announced.
- Who is the organiser of "Science and Beyond"?
 - Birchwood Primary School
 - Science and Beyond Magazine company
 - Birchwood Secondary School
 - Birchwood Science Club
- The 10% coupon is to be presented at the _____.
 - general office
 - science fair food stalls
 - audition for the judges
 - science fair booths
- Gerald is interested in participating in the fair. What does he need to prepare for the audition?
 - Project summary PowerPoint slides
 - Speech for the science fair
 - Project display
 - Project summary in a file

Conquer Synthesis and Transformation

Both the Primary 5 and Primary 6 Conquer Synthesis and Transformation books provide practice in constructing meaningful sentences, with the added aim of helping students learn to show how their ideas connect and emphasise the important ideas in their sentences. Students will develop a firm foundation in understanding the structure of English sentences as well as the confidence to use the acquired skills in their compositions.

The sentences in the practice exercises follow the sentence structures students should master at the end of Primary 6, as spelt out in the latest Ministry of Education syllabus for primary schools. Between the two books, the various strategies are comprehensively covered.

These books will help teachers, parents and pupils to identify and correct language errors. The highlighted skills are organised following a systematic approach. Following such an approach also means that pupils are exposed to a variety of ways in which each skill can be explored, building agility in writing and thinking.



Coverage in Each Unit

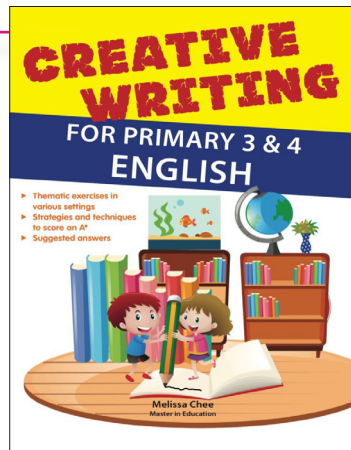
A box at the beginning of most units highlights the different words to be covered for that particular strategy. Those in bold are discussed in the book, while those which are not are introduced in the other.

Enhanced Learning

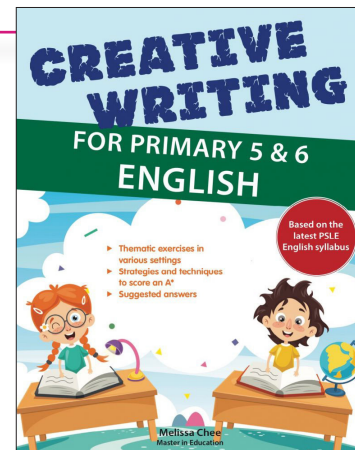
Since learning is enhanced through insight, explanatory notes and answers to the exercises accompany each unit.

Creative Writing

Writing a good essay requires a good command of the English language and clarity in expression. This series contains thematic exercises in various settings found in examinations. With many examples of good descriptive phrases from different themes, you will definitely improve your writing and build up your word bank. Suggested answers to practice questions are provided to facilitate learning and for students to eventually make use of the techniques in the answers to score an A* in Paper 1.



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Unit

1 Introduction

Devices that you can use to enhance your writing

There are various devices that you can use in your essays to make them better. Some of these devices are given below.

- Metaphor** A figure of speech where a word or a phrase is regarded as symbolic of an object or an action.
Example Pauline is feeling blue.
The statement is not literally stating that Pauline is feeling like the colour blue, but that she is feeling sad as the colour blue is often symbolic of sadness.
- Simile** A figure of speech used to compare two different things to emphasize on the description. Similes usually come in the form of: "as _____ as _____", "like _____".
Example The winner of the 100m race paraded around the track like a peacock.
A peacock is usually representative of pride and hence, stating that the winner of the race paraded around like a peacock just means that he was proud.
- Idiom** A figurative phrase that should not be taken literally as idioms often have meaning that cannot be derived from the words in the phrase itself.
Example Once in a blue moon
If someone says that something occurs once in a blue moon, it means that it happens rarely.

Unit

1 Introduction

Devices that you can use to enhance your writing

There are various devices that you can use in your essays to make them better. Below are some which you can consider.

- Personification** The assigning of human qualities and characteristics to something non-human, such as the weather.
Example The stars danced in the night sky.
Dancing is a human action and the stars did not literally dance in the night sky. It is used in this sentence metaphorically to mean that the night sky is filled with twinkling stars.
- Onomatopoeia** The formation of a word from a sound.
Example The rain pitter-pattered on the window pane.
Pitter-patter is the sound made by the rain when it falls on a surface. It can be used to further illustrate and describe the scene of the rain falling.
- Oxymoron** A contradiction of terms – often to add dramatic effect or meaning to a certain context.
Example The silence in the room was deafening.
'Silence' and 'deafening' are contradictory words. Deafening is usually associated with loud noises. In this case, 'deafening' emphasises on how extreme the silence was.
- Foreshadowing** A slight hint at what is coming, usually used to build up tension.
Example John beamed in pride. Little did he know that his joy would be short-lived.
Little did he know hints at the tragic events that could follow after, creating an atmosphere of suspense.

Progressive Difficulty

Creative Writing for Primary 3 & 4 helps students build a foundation in creative writing. Creative Writing for Primary 5 & 6 builds competence in students to write confidently.

Practices with Examples

Reinforces learning through using different expressions that can be used in essays. Students will have a better understanding of phrases through exposure to their usage in different contexts based on themes. It provides a structured way to improve creative writing.

During a fire in a shopping mall

Words related to the guidelines:

Hear	Fire alarm
See	calm down
Feel	People pan
Smell	Anxious
Taste	Smoke sme

Sample paragraph

"Ring! Ring! Ring!" the started panicking frantic on hot bricks [Feel]. After smoke rolling towards us on the noxious smoke w [See]. It was utter chaos b the PA system instructing in an orderly manner [He] I pushed my way through. Soon, the firefighters arri out of control and aid the

Now do the exercises in th

4 Scenery

Good weather

Examples

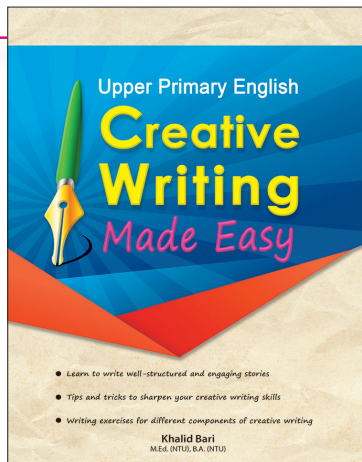
- The flowers blooming in the field c
- The sturdy trees bowed their boros
- From pastel flowers to tropical cat housing some of nature's finest cre
- I was mesmerized by the flowers in before me and a sweet aroma wa
- A butterfly flitted through the bea collect sweet nectar.
- The snow-capped mountains sto
- The rainbow shimmered beautif causing pedestrians to stop and g

Practice 10

- The air _____ as thunder and lightning waged war in the sky, producing low rumbling sounds that crescendoed into a cymbal crash.
- _____ of incessant rain pummelled down on the roof of our car.
- The air turned _____ and _____, heavy with the _____ of rain. Sprinkles of water fell from the sky, and soon enough, a wall of rain was drumming on our window.
- A streak of lightning _____ through the chilly night, briefly illuminating the sky.
- By the time I got home, my white shoes were caked with _____ and _____.



Creative Writing Made Easy



ISBN: 9789811490118

Some might think that a good composition is one that has flawless grammar, punctuation and spelling. However, correct writing is not the same as good writing. Those are only the basic expectations an English teacher has of any student's composition. Creative Writing Made Easy helps students share their imagination and present their stories creatively, the hallmarks of good writing.

Exercises

Writing exercises for different components of creative writing.

Creative Writing Tips

Help sharpen students' writing skills.

Upper Primary English Creative Writing Made Easy

EXERCISE

Create three characters that have both good and bad qualities.

Character	What does he/she do?	What is his/her positive quality?	What is his/her negative quality?
Example: Mr Lim	An old man who lives alone.	He takes care of stray cats.	He is a grumpy old man who dislikes children.

As you are writing and presenting your characters in your story, you must give them a **personality**. Each character must have a distinct personality to separate the characters apart.

Creative Writing Tip

Limit your number of characters in your story if there are too many characters, the reader might be confused.

Chapter 2

What Makes a Story Great?

A good story boils down to two main features: an interesting character and an interesting storyline.

Good Story Feature: Interesting Character

When we are creating a character, that character must be relatable to our readers and more importantly to ourselves, the writer.

For instance, imagine that you are a Primary 5 student writing a composition for your English language teacher. Your main character in your story should be of someone who can be a student like yourself whose situation is similar to yours (for instance, having an argument with a friend, passing a difficult test, visiting a foreign country for the first time).

Creative Writing Tip

Create a main character whom you and your reader could relate to.

While you can create an interesting character who shares no similarity with you (like a 30-year-old woman who was recently retrained as an ex-offender who was just released from prison), you might not be able to convey the character effectively because you are unable to relate to the character's experiences.

The easiest way to create the main character in your story is with someone whom you know. It could be a friend you know, a relative you have or a neighbour whom you know very well. Better yet, you can create a character based on yourself.

Creative Writing Tip

Try to introduce your character's personality at the start of the story.

Build Better Vocabulary

Multiple sample phrases to describe scenarios are provided.

Phrases to describe evening or night

1. The evening sun beckoned me home after a brain-storming session in school.
2. The splendid sunset had us spellbound as we watched the sinking of the huge ball of fire amidst the splashes of warm hues of red, orange and yellow. Such was the splendour and grandeur of the sunset.
3. The moon was high in the sky, shrouded by misty grey clouds.
4. Beneath the silvery moon, the distant owl hooted and the silhouettes of the branches resembled ghostly limbs.
5. The ominous moon seemed to be in cahoots with the dark night.
6. The moon lost its place in the night sky as the blanket descended on the quiet neighbourhood.



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Chapter 3 - Building Better Vocabulary

Upper Primary English Creative Writing Made Easy

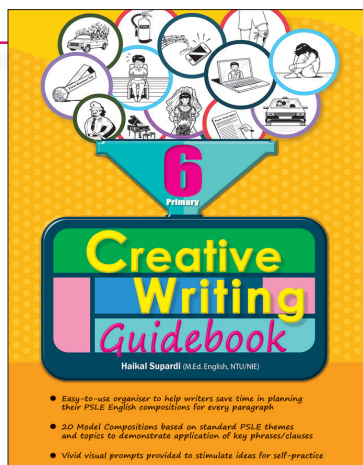
Phrases to describe a person's voice

1. A screeching voice
2. A tremulous voice
3. A voice so cruel, cold and ugly
4. A voice that brought my heart to my mouth
5. A cry that penetrated the silence of the night
6. A cry that rang through the night
7. Blurted out
8. Cried out in a trembling voice
9. Deep authoritative voice
10. Dry and caustic
11. Doofening roar
12. High-pitched voice
13. His or her voice faltered
14. High-pitched laugh
15. Hysterical and shrill laughter
16. Grunted breathlessly
17. Long hyena-like laugh
18. Loud and dictatorial voice
19. Momentary silence
20. Muffled laughter
21. Picked up the ears
22. Quivering voice
23. Raising his or her voice in an odd sing-song manner
24. Sounded calm and composed
25. Silence lingered in the air
26. Snapped scornfully
27. Soothing voice



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P6 Creative Writing Guidebook



ISBN: 9789811803673

This book serves to guide students in planning and writing creative compositions for the Continuous Writing component of the PSLE English Language Paper 1. Each chapter has been produced in consideration of previous PSLE questions over the years.

Each Writing Task in this book demonstrates a guided planning structure for every section of the composition known as F.A.S.T. (Feelings, Actions, Speech, Thoughts).

In this guidebook, students will have the opportunity to generate ideas for commonly tested topics such as crime, unfortunate events, school issues and values in action. Students may refer to the model compositions and identify phrases (written in bold) that can be applied in the 'Self- Practice' sections.

Planning: Character & Story Development (F.A.S.T.) - Sample

	Feelings	Actions	Speech	Thoughts
Intro / Conflict	- Anxious - Desperate - Frighted - Disappointed	Baxter suspected he was a victim of an online scam. He could not contact the seller anymore after promised delivery of the game. The account had been blocked from connecting the seller and the deposit was gone.	"Where on earth is that deliveryman? It's been 2 hours!" he hissed. "The number you just dialed is not in use," said the operator.	decided to contact the seller via that messenger on the website.
Backstory / Body	- Frighted - Inquisitive	Baxter used an online shopping website to order a game console for a long time. He engaged a seller by the username "Charles8" who asked for a deposit of \$100 to receive the product reservation.	"Charles8" refused his offer.	why did he request money, a sudden refusal?
Climax	- Desperate - Despondent	He decided to confirm his suspicion by checking the reviews. The seller's page was flooded with hundreds of complaints and warnings.	He finally acknowledged the scam.	finally acknowledged the scam.
Resolution / Conclusion	- Not willing to regret and self-pity for too long	He wrote a letter to the website helpline as well as the police. He was informed that the culprit had been apprehended.	"Yes, God answered my prayer! Justice is served!" Baxter hissed.	would be the same grudge was. Justice is served.

Self-Practice 1

	Feelings	Actions	Speech	Thoughts
Intro / Conflict				
Backstory / Body				

Planning Structure

Each Writing Task comes with a sample F.A.S.T planning structure and provides an opportunity for the students to practise and have their own version.

Model Composition

An Online Scam

"Where on earth is that deliveryman? It's been two hours!" Baxter howled. His disappointment over the late arrival of his game console quickly morphed into anxiety. Patience was not his strongest suit, especially when it concerned his games. Soon after, his patience reached its limit. He dialed the online seller's number hoping to get a reasonable explanation. Alas, within seconds of dialling, the next thing he heard was the start of an agonising nightmare.

"The number you just dialed is not in use."

The operator's dry voice sent shockwaves throughout Baxter's body. He was already three hours before Baxter transferred his deposit. Baxter finally acknowledged that he was a victim of such a simple yet deceptive scam. The sheer embarrassment overwhelmed his mind. If only he had been patient and cautious enough before buying, he would not have made such a blunder! Still, not one to wallow in regret and self-pity for too long, he swiftly reported the website helpline as well as the police. Leaving it to the authorities was the best he could do at that point.

Key Clauses / Phrases

Introduction

1. disappointment over the late arrival of his game console quickly morphed into anxiety
2. Patience was not his strongest suit
3. the next thing he heard was the start of an agonising nightmare

Body

4. The operator's dry voice sent shockwaves throughout his body
5. chest naturally swelled with anger started howling in him
6. was bursting with excitement when he paid a deposit
7. became suspiciously uncontactable all of a sudden
8. pangs had become excessively sweaty
9. decided to confirm his suspicions by checking the reviews
10. a hopeless gap escaped his lips
11. page was flooded with hundreds of complaints and warnings
12. finally acknowledged that he was a victim of such a simple yet deceptive scam
13. not one to wallow in regret and self-pity for too long
14. swiftly reported the scam to the website helpline as well as the police
15. informed that the culprit had been apprehended

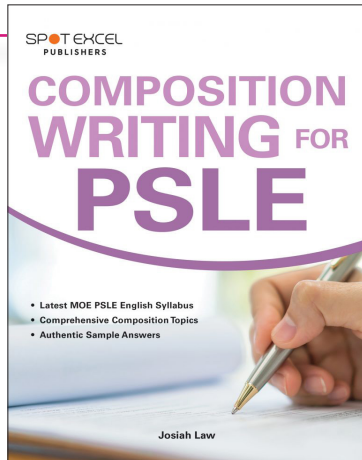
Conclusion

16. unsettled heart was rid of all despair
17. Justice was served
18. If only he had... would not have made such a blunder
19. did not forget, however, how he landed in the predicament in the first place
20. would not remain the same naive and glib boy he once was

Model Compositions

Each Writing Task also comes with a model composition with key clauses/phrases highlighted to further guide the students in their essay writing.

Composition Writing for PSLE



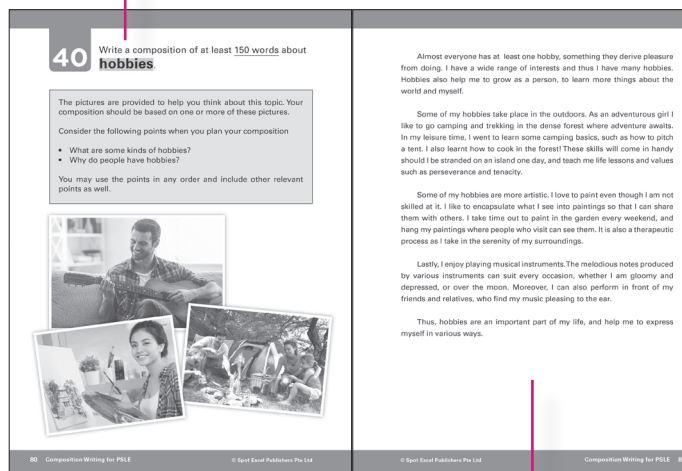
ISBN: 9789811170973

Composition Writing for PSLE is a guide book that helps students generate relevant ideas and express themselves in a coherent and cohesive manner.

With a variety of topics and exemplars, students are encouraged to use a variety of vocabulary creatively in order to suit the respective purpose, audience and context given in the examination questions. By modelling the sample essays, students can develop their own unique style of writing in a confident and enjoyable learning approach.

Comprehensive Topics

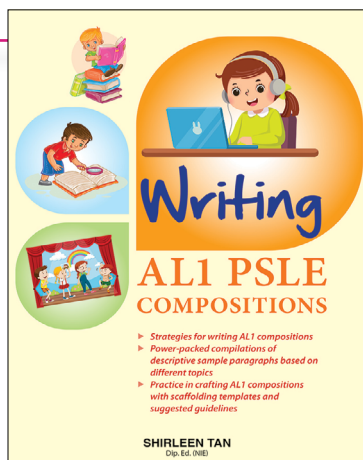
Chapters cover a wide range of topics to increase students' general knowledge.



Practices with Sample Answers

Supports learning with a sample composition passage for each practice.

Writing AL1 PSLE Compositions



ISBN: 9789814996471

Writing AL1 PSLE Compositions is a great tool to help students improve their writing skills. This book is crafted to teach students how to write more expressively, using the D.A.R.T method.

Writing AL1 PSLE Compositions is divided into three parts:

- Section 1: Strategies for writing AL1 compositions
- Section 2: Partial Composition Crafting Chronicles
- Section 3: Crafting AL1 Compositions

HOW TO D.A.R.T. YOUR COMPOSITION WRITING

Many students lack the patience to plan thoroughly before fleshing out their stories. A good storyteller takes time to plan, plot and present his story that will garner praises from his audience. You, the student, are the "storyteller", and the "audience" is your teacher/ marker/grades. To get a reader "hooked" on your story, a well-constructed plot is crucial. We have since developed a simple yet effective D.A.R.T. strategy to help our students strengthen their story plots and beef up their descriptive phrases. D.A.R.T. strategies aim to help students make an impactful presentation to the audience.

This is what D.A.R.T. stands for:

- D** Descriptive Phrases
- A** Adopt/Adapt Ideas
- R** Realistic Story Plots
- T** Twist in Ending



Writing Strategies

In Section 1, a detailed description of the D.A.R.T strategy aims to direct students into strengthening their story plots and beefing up their use of descriptive phrases. There are some exercises in this section for students to practise on, which help them to further improve the flow of their composition writing.

Practices with Sample Answers

In Section 3, students are shown how to flesh out their writing chops with the scaffolding templates and suggested guidelines given. This section is divided into three parts:
Part 1: Plot crafting
Part 2: Sample composition guides with process planning
Part 3: Proof that showing is better than telling

Section 3 Partial Composition Crafting Chronicles

Topic 3 Describing School

Compo Crafting 1:
Describe your first day at school.

I stepped eagerly into the school compound, wide awake and excited, as dawn broke. The morning sun filtered through the leaves and the air was warm and muggy. It sure was a good start. My shoes were squeaky clean and new, and my uniform was crisp and bright. I bade goodbye to my mother and walked with a spring in my step into the hall, led by one of the schoolteachers. My friends and I were ushered into our classrooms, where we put our belongings on our chairs. We were then told to follow the school prefect to the hall for our first formal assembly...

Compo Crafting 2:
Describe whether you like to be in school.

School is fun! I get to learn new things every day! I get to ask a myriad of questions and get them answered patiently by my teachers. I get to be away from my parents, who want to naff discipline and independence to build my character. I get to make new friends and learn from my peers. I get to eat healthy food during recess too! Although the school hours are longer compared to kindergarten and I tend to get sleepy, I still enjoy going to school. Although some teachers are fierce and scary, I still love my school!



Power-Packed Descriptive Paragraphs

Section 2 comprises a wide variety of power-packed compilations of descriptive sample paragraphs based on different topics. This resource is helpful for students when they need quick help in describing a particular scenario or a specific theme and have no idea how to start.

Sample Composition and Guide

Paragraphs

Planning process

"Click to win! Send my details within five minutes, and I can win a trip to the Trick Eye Museum! Interesting..." "Kian Seng mumbled to himself. He was using the family's laptop to complete his school project, when a pop-up advertisement caught his attention. Kian Seng had always wanted to tour the much-touted about museums, but his parents were always too busy with their work. "If I could just win the deal, I will go on my own!" Kian Seng decided there and then, and (i) after punching in some details feverishly on the keyboard and he clicked the "Enter" tab, Kian Seng was soon absorbed back into his school project, even forgetting what had transpired seconds ago.

"Seng! Time for lunch! Switch off the laptop and come right here at the table now!" (ii) a shrill voice burst through Kian Seng's train of thought as he was fully immersed in his school project. With a sigh, Kian Seng obediently saved his project in the laptop and walked towards the dining table. (iii) It was a Saturday afternoon, and although the sun was beating mercilessly on the earth, Kian Seng's house was sheltered by a lush array of trees which provided the much-needed relief and respite from the sun. The smell of his mother's home-made chicken pie and buffalo wings was strong enough to permeate the whole house. Kian Seng realised he was famished, no, ravenous! He joined his family members and was about to tuck into the warm and comforting food...

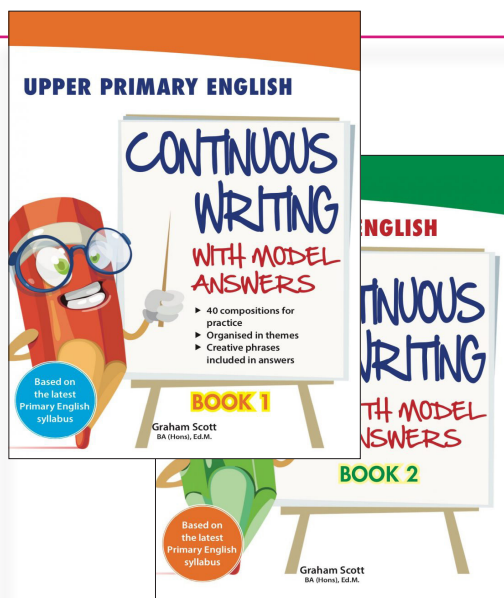
(iv) "Hey, why was I charged \$1,000 on my credit card an hour ago?" Kian Seng's father choked on a piece of chicken meat as he scrolled through his handphone message. Everyone looked at him in bewilderment. Kian Seng's older sister shook her head nonchalantly while his younger brother continued eating, not fully aware of the conversation. "It is from a 'Click To Win' advertisement."

- (i) Exposition: Introduction of character
- (ii) Change: Start of problem

- (iii) Introduction: Kian Seng's mother
- (iv) Description: the weather, his home, food

- (v) Rising action: Kian Seng's father was shocked to see the charge. Kian Seng was guilty.

Upper Primary Continuous Writing



Book 1 ISBN: 9789811401206

Book 2 ISBN: 9789811401473

Upper Primary English – Continuous Writing with Model Answers Books 1 and 2 provide a practical guide for students who will be sitting for the PSLE English examinations. Each book comprises 40 model compositions which are organised according to different themes.

There are many ways to write a great composition, and these ways typically involve writing elements such as organising the information in a logical sequence, generating interest to capture the reader's attention and giving the story proper closure. This series will help students learn about and prepare for their examinations in a more efficient and systematic way.

Question 1

Part 2: Continuous Writing (40 marks)

Write a composition of at least 150 words about **going into hiding**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Who went into hiding?
- Why did they go into hiding?

You may use the points in any order and include other relevant points as well.

Continuous Writing Book 1

Question 36

Part 2: Continuous Writing (40 marks)

Write a composition of at least 150 words about **the apprentice**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Why the apprenticeship came about?
- What kind of apprentice was the person(s)?

You may use the points in any order and include other relevant points as well.

Continuous Writing Book 1

Upper Primary English

Suggested answer

Grey dust clung on to the construction site's atmosphere like a shroud as the morning crew doled in and started dispersing to their respective stations. The wrecking ball operator, Max, sat in his small cabin and peered down at the line of migrants filing in one truckload after another. They would take up their shovels and wheel barrels to remove the rubble. At least Max had the ease of the machine to be grateful for. As the clock struck eight, he twisted the keys to the ignition and the machine rumbled to life. The constant high-pitched beeps of the machine, as it renewed and turned on the unrelieved ground, rang in Max's ears. But he has grown used to it over the past six years. It is routine now.

"Hi, dear?"

His supervisor's voice cracked through the dust-filled speakers of Max's walkie-talkie. The last building in this area is now ready for demolition. Max flicked the switch for the wrecking ball. He clenched his jaw and waited for the ball to swing over and strike the concrete. His cabin shook from the tremor as the ball smashed through the wall. Concrete dust plummeted out, like thick fog, from the fresh rubble. As Max backed his destruction machine to aim for another hit, the familiar voice boomed from his walkie-talkie.

"STOP! Someone has been hit!"

Max struck his foot on the emergency brake. His heart was hammering in his chest and his mind was immediately surging with thoughts about killing someone and returning to his village stripped of his livelihood. His luck finally run out?

Knowing that his voice would barely register above the roar of the engine, Max desisted his walkie talkie and made his way to the accident area. Upon reaching, he saw a migrant worker sitting down and clutching his head and blood oozed out like the Nile.

"He had been hit by one of the small concrete pieces as it fell on him from the crumbling building. We have called for the ambulance. You do not have to worry. It is not that serious."

Max's supervisor's voice sounded like a sweet lullaby in his ears. Despite feeling sorry for the victim, he heaved a sigh of relief upon realising that he will not be sent home after all.

Upper Primary English

Suggested answer

From behind the ragged cotton curtain, Adina watched as four men in brown uniforms ambled towards the house, after downing umbrellas from the push-cart across the street. Her glazed eyes were fixed on their red swastika armbands that were hard to miss under the blinding sunlight. Adina held her breath as the armbands awoke memories of what men in those uniforms did to her Jewish family.

Aunt Mary had hurriedly sent Adina to the basement when she heard their clomping military boots in the distance. She had no idea why they were approaching her house but all she knew was to ensure that Adina stays well out of their sight. The young girl was the only surviving member of the neighbour's family after the rise of the Nazis in Germany. Aunt Mary was determined not to let the Nazi ropes by their hands on Adina, as well.

Aunt Mary had just pushed the bookshelf to hide the basement entrance when the main door rattled violently as one the men banged on it relentlessly with his fist. Before the door could break open, Aunt Mary opened it.

"Good afternoon, Madam. Sorry to disturb you but a little bird has told us that there maybe someone of importance to us living under this roof. We would just like to have a look around and soon be on our way."

His malicious eyes staring at Aunt Mary betrayed the smile that was dancing on his lips. She led the soldiers in to snoop around her house, in their vigorous jinking of the tablecloths and shuffling of furniture, the suspicious men turned the house upside down. Aunt Mary stood rooted to a spot, silently praying that they do not move the bookshelf, when the men stopped all activities and dragged themselves towards the exit.

"We will take our leave, now. Do let us know if you know anyone who you would like to report to us." The men left her door while grumbling under their breaths.

"Over my dead body," Aunt Mary whispered and shut the door behind her.



Practices with Answers

Model essays provided have useful phrases highlighted for easy identification and efficient studying.

PSLE Continuous Writing

PSLE Continuous Writing

A Guide to Writing Better Compositions
Primary 5 & 6

- ▶ 30 writing practices with interpretations
- ▶ Tips on writing using a theme-based approach
- ▶ Helpful guidelines to unpack task requirements

Joshua Meyyappan
BA (Hons) Education, Master of Mass Communication
Gifted Education Programme Trained

ISBN: 9789811499227

In this book, the author shows students how to plan good compositions in a unique and entertaining way. This approach is novel because it focuses not on the plot, but on the theme. Using this approach, students will learn how to craft better compositions.

Understanding the Task

Helpful guidelines to unpack task requirements.

PSLE Continuous Writing - A Guide to Writing Better Compositions Primary 5 & 6

The Task

Write a composition of at least 150 words about **A Life**.

③ The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

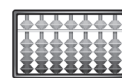
④ Consider the following points when you plan your composition:

- ▶ What was the life?
- ▶ What was the consequence of the life?

You may use the points in any order and include other relevant points as well.

- KEY
- ① Word Count
 - ② Theme
 - ③ Pictures
 - ④ Guiding Questions
 - ⑤ Other relevant points

1. Word Count (or Why count words when you can make words count!)



You may wonder why the task mentions a specific number of 150 words. You may have guessed or feared out that just writing 150 words may result in a dismal score. This does not mean, it is impossible. To understand the word count requirement, we must understand what the task is.

The task requires you to bring out the theme in a story using one or more of three pictures. To bring out the theme, a story must have a suitable introduction, events, problem, climax, resolution and conclusion. Is this all possible in 150 words? Maybe. It is easy to demonstrate well-developed content using advanced vocabulary in 150 words. Probably not.

Bear in mind the meaning of the words 'at least'. This is **not a word limit**. A word limit would begin with the phrase, 'at most'. This means that **without 150 words, a passing score is unlikely**. At the same time, even if a student writes 160 words (unlikely within the time limit), she or he will not pass if the writing is not based on the theme.

So, what is a good guide and do we actually count the words? Typically, a high scoring piece (above 30) would be about 3 sides of foolscap paper. This is not to say this is always the case. **What is important is whether the content is sufficient for the theme to come out clearly.**

Section B

5 Keys to Unlocking the Treasure Chest

The 5 Keys
- Using the example theme, 'Courage'

- **DEFINITION:**
What does 'courage' mean?
- **REASONS:**
Why be courageous?
- **CONSEQUENCES:**
What happens when we are not courageous?
- **EXAMPLES:**
What are examples of courage?
- **FEELINGS:**
What are some feelings that are experienced when we try to be courageous?

PSLE Continuous Writing - A Guide to Writing Better Compositions Primary 5 & 6

Introduction to the 5-Keys Approach

The 5 Keys Approach is a way to plan your compositions. **Though there are 5 keys, you do not always have to use all 5 keys to unlock a theme. You have the option of using as many of the 5 as you want.** This approach does not focus on the plot like different versions of the 'Story Mountain'. Instead, it focuses on the theme. The theme is the content and it has to come through a plot. Content marks are given for theme and plot and will try to convince you that even without a plot, you can get very good scores if you demonstrate deep understanding of the theme.

Why theme is all important

There have been students who have gone off the beaten track and tried something other than the usual narrative style of story writing to obtain scores in the elusive regions of above 35. Let me give you an example. For the theme of Forgiveness, someone wrote a letter from a grown-up daughter to her mother. In this letter, the daughter writes emotionally about how her mother was absent when she was growing up and how that had hurt her deeply. Now that the author (the daughter) was older, she realised her mother's difficulties in raising her and so she tells her mother that she forgives her for all the hurt. It was a very touching and heartfelt letter and the theme of forgiveness came through strongly. **There were no events, problems, climax and resolution and yet the student scored her writing task.** This suggests that the theme (more than the plot) is crucial.

With that out of the way, let us understand exactly how to go about what might seem (only initially) like a time-consuming exercise to uncover the theme.

Key #1: First Thing - Working Definition of Courage

The first thing to do when you receive your writing task is to take note of the theme. Then, you come up quickly with a working definition. **This is the first key and must be used first. All other keys can be used in any sequence.** As mentioned earlier, definitions are anything but definite (fixed and unchanging). Words take on different meanings depending on where they are found. This frees us from worrying too much about getting the definition 'right' in other words, you do not have to come up with something that appears like an entry in a dictionary.

Let us try by considering the theme, 'Courage'. How would you define 'courage'? To define 'courage', we have to come up with a few words or a sentence that shows the meaning of the word. Easier said than done.

Theme-based Approach

In-depth tips on writing using a theme-based approach.

PSLE Continuous Writing - A Guide to Writing Better Compositions Primary 5 & 6

Practice 1 - Forgiveness

What is forgiveness?

To forgive someone is to no longer be upset, angry or hold in your heart any other unpleasant feeling towards him because of something you feel he should not have done.

We have heard of the phrase, 'forgive and forget'. Forgiving someone does not necessarily mean we forget what has happened. What it does mean is that we no longer feel the sting of what he did.

We may or may not want to continue the relationship with the one we decide to forgive. It means we will no longer demand some kind of payment from the person we forgive.

When do we forgive?

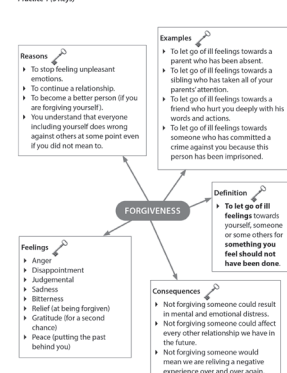
We assume that forgiveness can only be granted after someone has apologised. This need not be the case, especially if we no longer, for some reason, want to continue being friends. Forgiveness is a choice we make because we see how harmful holding a grudge is, to our emotional, mental and even physical well-being.

If a person apologises, it may be because he hopes to continue a relationship with the one he has done wrong against. It could also be because he feels a burden in his heart and he is angry with himself. He may not be expecting forgiveness. However, receiving forgiveness might help him feel lighter and believe he can be a better person.

Another assumption we make is that forgiveness is given by one person to others. Sometimes, we need to forgive ourselves. This means we stop blaming ourselves as try our best to not repeat our mistakes.

Section D 5 Keys Approach - Practising with Themes Possible Interpretations

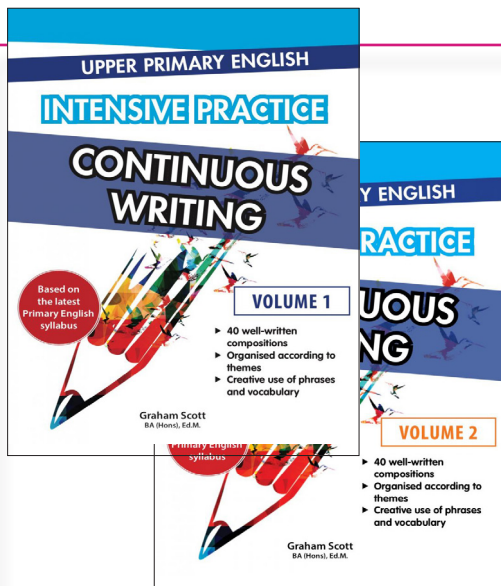
Practice 1 (5 Keys)



Writing Practices

30 writing practices with sample interpretations.

Intensive Practice Series



Continuous Writing

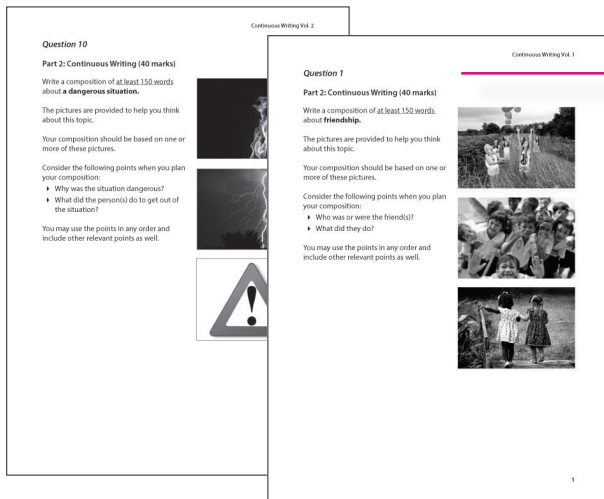
Volume 1 ISBN: 9789811401190

Volume 2 ISBN: 9789811401213

Intensive Practice – Continuous Writing is written to provide a practical guide for students who will be sitting for the PSLE English examinations. This book comprises 40 model compositions which are organised according to different themes.

There are many ways to write a great composition and it involves writing elements such as organising the information in a logical sequence, generating interest to capture the reader's attention and giving the story proper closure.

This series will definitely help students improve their writing and prepare for their examinations in a more efficient and systematic way.

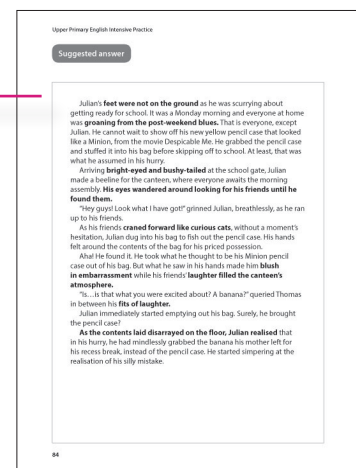


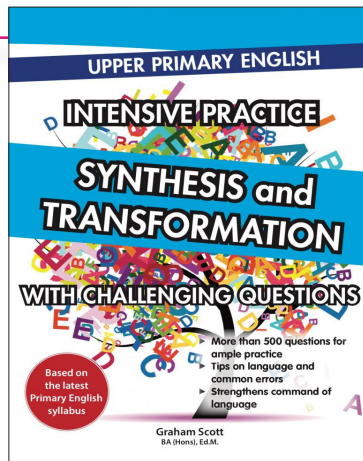
Comprehensive Topics

Topics covered are extensive to prepare students for any type of question they may receive in PSLE.

Suggested Answers

Allows students to learn useful vocabulary and phrases from model essays to apply in their own writing.





Synthesis and Transformation

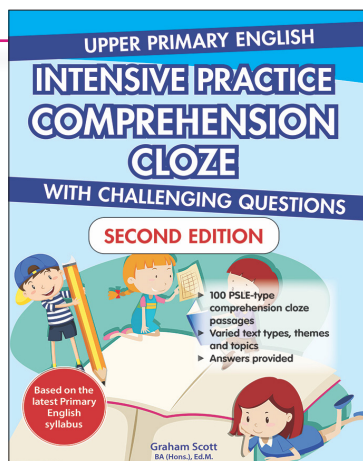
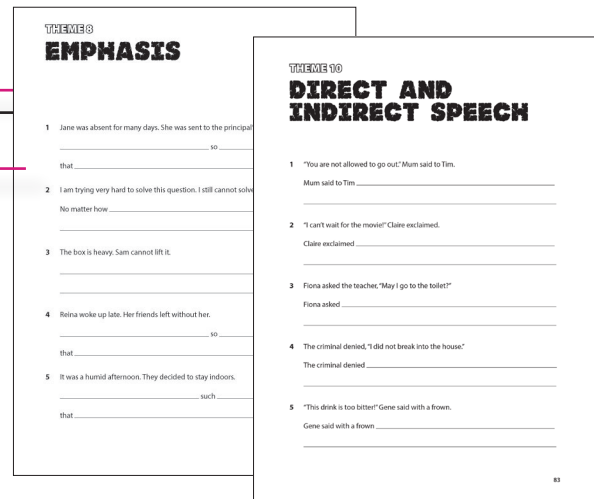
ISBN: 9789811199646

With more than 500 questions to practise combining and transforming sentences, this series prepares students for the Synthesis and Transformation section of the English Language examination paper.

Chapters are arranged thematically to expose students to the use of connectors in a variety of synthesis and transformation processes. Complete answers are provided for effective self-assessment.

Comprehensive Topics

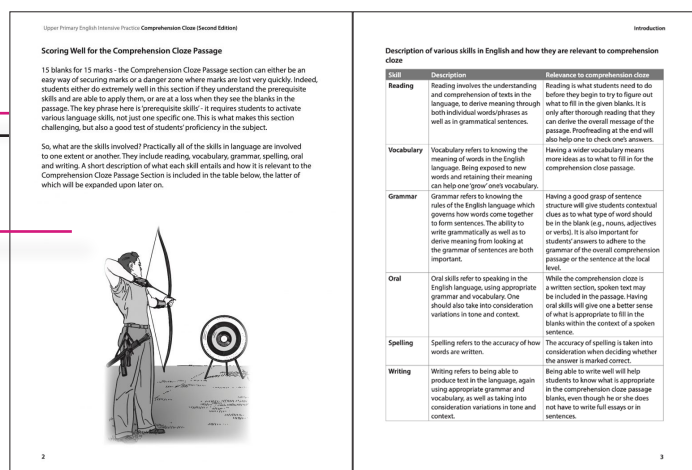
Topics cover an extensive range of connectors used in the synthesis and transformation process as well as aspects of grammar so that students are well-equipped to answer all variations of Synthesis and Transformation questions.



Comprehension Cloze

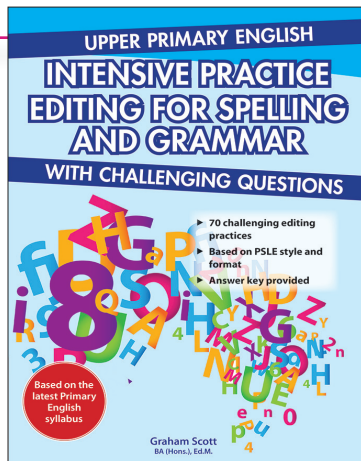
ISBN: 9789811487620

Mastering cloze passages requires practice. The Upper Primary English Intensive Practice Comprehension Cloze assessment book has 100 PSLE-type comprehension cloze passages for students to prepare for the PSLE examinations. In this assessment book, there are various text types on interesting themes and topics to encourage reading and pique curiosity in diverse subject matters, which makes learning enjoyable.



Tips

Tips are provided to guide students to score for comprehension clozes.



Editing for Spelling and Grammar

ISBN: 9789811487682

Upper Primary English Intensive Practice – Editing for Spelling and Grammar is a collection of editing exercises designed to provide students with sufficient practice to tackle the editing section. Students will be presented with a wide array of questions to equip them with the necessary skills to master spelling and grammar and tackle the editing section at the upper primary level.

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Practice 1 – The Only Child

Each of the underlined words contains either a spelling or a grammatical error. Write the correct word in each of the boxes. (12 marks)

I was an only child. It did get lonly sometime

I never allowed it to dampen my love for life. Life

unpredictable. No one will ever know for sure what

happen next. Such unpredictability keeps people o

toes and grants excitement to life. Life is like a se

rollercoaster rides, having both its ups and downs. A

who do not love rollercoaster rides? Having spent a dec

the soley child in my family, I had amassed various ti

tricks to alleviate my feelings of loneliness. Allow me to

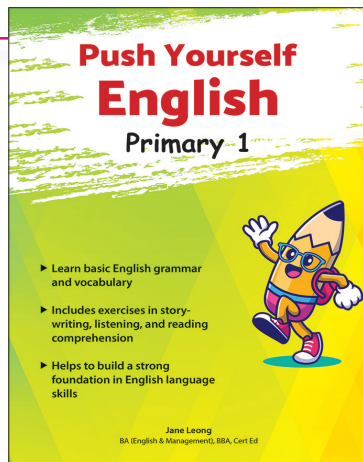
my secret. My life mostly revolved around self-enterta

Practices

70 challenging editing practices based on PSLE style and format.



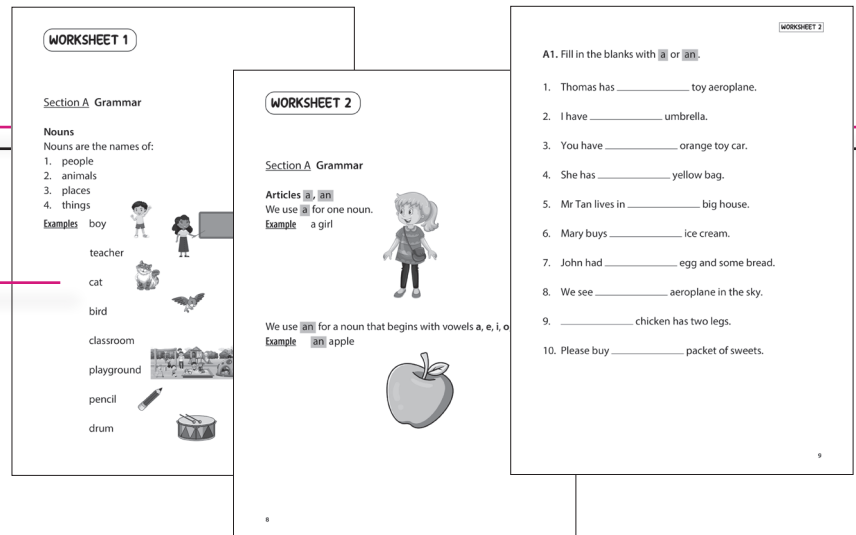
Push Yourself English



ISBN: 9789814996105

Push Yourself Primary 1 English is designed to help pupils to learn basic English grammar and vocabulary. Additional exercises in story-writing, listening, and reading comprehension are included.

It is recommended for parents or teachers to go through these exercises together with the students.

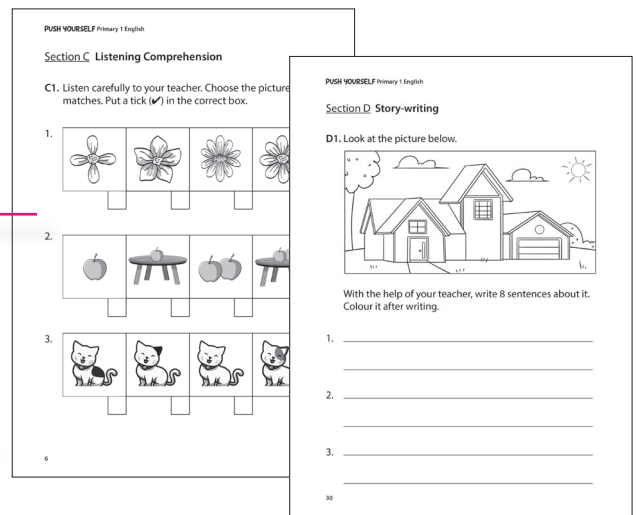
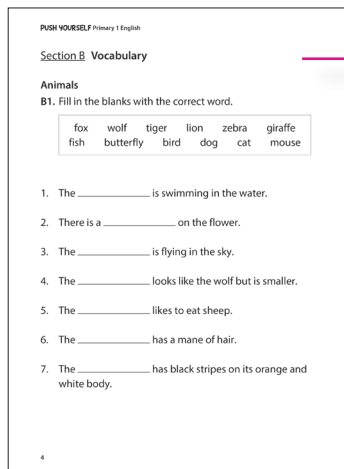


Section A

Each worksheet is structured with an introduction to a new concept in the English language. These are followed by exercises for students to practise the new concepts that they have learnt.

Section B

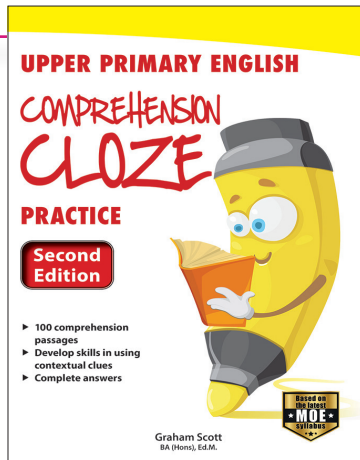
Students are introduced to new words and their usage in sentences to expand on their vocabulary knowledge for school.



Sections C & D

These sections are designed to help students build on their listening and reading comprehension skills.

Upper Primary English



Comprehension Cloze

ISBN: 9789811801464

This practice book contains 100 passages for students to have adequate practice for the comprehension cloze passage component of the English paper.

With more practice, students will be able to develop the skills needed to successfully identify the contextual clues and use them to find the right word needed.

Comprehension Cloze Practice 36

Fill in each blank with a suitable word. (15 marks)

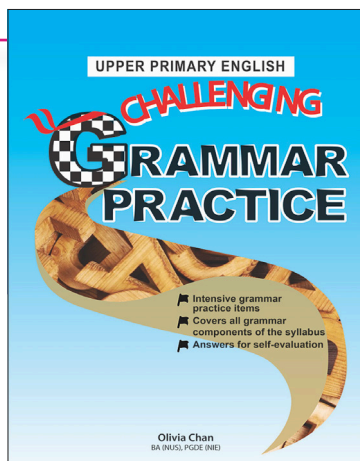
Music is a universal form of communication, cutting _____ all periods of history and all regions of the planet. Human beings were probably inspired to _____ music by the sounds they heard in the world of _____, like birdsong and animal cries, which formed the background of their daily existence. Even in primitive times, music played an important part in the _____ life of the community – events like birth, marriage and death had their own individual and _____ music.

The earliest written representations of musical sound are found in India, providing a beginning for a study of the history of music, and _____ such as flutes and various types of stringed instruments have been _____ from archaeological sites there. Because it has the _____ to touch individuals according to the moods and _____ in which they find themselves, people have also always found music to be _____ on a personal level.

Throughout history, music has had many _____ ranging from providing aesthetic pleasures to religious or ceremonial _____ in our own time, the advent of the internet has _____ our experience of music, because it affords us both increased access and increased choice. Think of such diverse _____ as primitive man sounding a horn while hunting his prey, a 85 mother soothing her baby with a lullaby, or the school orchestra at the end-of-term concert, and you have a glimpse of the importance of music, down through the _____.

Practices with Answers

The practices come with answers to allow students to perform a self-evaluation of their answers and learn from their mistakes.



Challenging Grammar Practice

ISBN: 9789811420276

This book is written to help students recognise and correct common errors in grammatical and structural language through practice. It provides students with ample practice to learn and understand the rules of grammar in order to achieve accuracy in using English. It also helps students to build a strong foundation in English grammar and do well in their examinations.

Challenging Exercise 1

Topic: Nouns

Write 1, 2, 3 or 4 in the brackets.

- Blood _____ oozing from the cut on her hand. We need to go.
(1) is
(2) are
(3) was
(4) were
- The cup of food tea and soup _____ with this set meal.
(1) come
(2) comes
(3) came
(4) coming
- This bottle of wine _____ a very fruity smell. I like it very much.
(1) having
(2) had
(3) has
(4) have
- This cake _____ a very weird taste. I do not like it.
(1) had
(2) have
(3) having
(4) has
- We were told to write an essay on the topic, 'Homely _____'.
(1) were
(2) are
(3) was
(4) is
- The antique vases in this shop _____ very expensive. We can't afford them.
(1) is
(2) are
(3) was
(4) were

Challenging Exercise 109

Revision

Write 1, 2, 3 or 4 in the brackets.

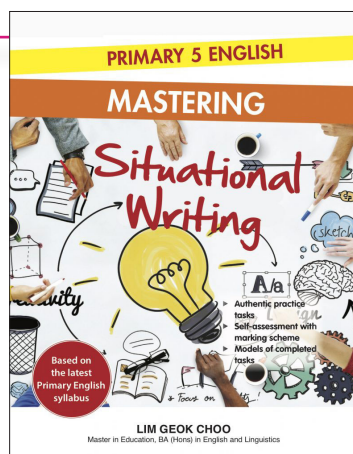
- _____ marks on my knees are scars from previous injuries.
(1) Those
(2) These
(3) That
(4) This
- It is my dad's birthday in two days. My brothers and I have thought of a perfect present for _____.
(1) himself
(2) hi
(3) his
(4) he
- _____ can be done to save the child. He has already stopped breathing.
(1) Everything
(2) Something
(3) Anything
(4) Nothing
- I always do meal preparation at home so I do not have to _____ out during lunch hours at work.
(1) eating
(2) eats
(3) ate
(4) eat
- While crossing the road, you should not be using your phone to avoid being _____.
(1) distraction
(2) distracting
(3) distracted
(4) distract
- Is there _____ price charming in this fantasy tale?
(1) a few
(2) some
(3) many
(4) any

Topical Exercises & Revisions

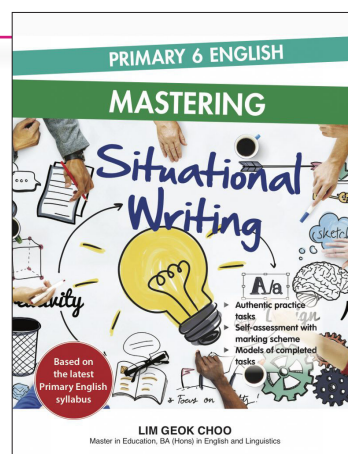
Exercises are arranged by topic and include revision exercises which contain questions on all topics.

Mastering Situational Writing

Situational writing is the writing of a short functional piece such as a letter, email, report, etc., that suits the purpose, audience and context (PAC) of a given situation.



ISBN: 9789811410666



ISBN: 9789811410673

Sample Stimulus

The pictures below show Mary and Andy talking about the good deeds of their classmate Alex. Study the given pictures and information carefully.

Sample Task

Your task

Imagine you are Andy Lee.

Write a letter to your principal, Mrs Quek, to nominate Alex Wan for the Youth Care and Compassion Award.

You are to refer to the given pictures and information for your letter.

In your letter, include the following information:

- what Alex does to help his classmate
- why his classmate needs help
- when Alex helps this classmate
- which class Alex is from
- another good deed Alex is doing
- when Alex is doing this good deed

You may reorder the points. Write in complete sentences.

Sample Stimulus and Task

Authentic tasks commonly found in interpersonal, social and cultural situations develop students' language ability based on context, purpose and audience.

Practices with Marking Schemes and Answers

Supports learning with answer keys that highlight examples of both good and inadequate understanding of the PAC. Answers are shown in a table format with bullet points to allow easy reading for better understanding.

Situational Writing Practice 1

Task Fulfillment (8 marks)

PAC	Good understanding and assessment	Inadequate understanding and assessment
Purpose	<ul style="list-style-type: none"> To nominate someone for the Caring Neighbour Award 	<ul style="list-style-type: none"> would like to tell you about Ben Loon
Audience	<ul style="list-style-type: none"> Dear Sir, Dear Madam, Dear Manager, 	<ul style="list-style-type: none"> Hi, Manager!
Context	<ul style="list-style-type: none"> Formal based on a 7 to 12 year old communicating with a respected adult 	<ul style="list-style-type: none"> Informal many contractions
Signing off	<ul style="list-style-type: none"> Yours faithfully, Full name e.g. Adrian Ben Mohamad Ali, Lee Tock Ming, Jerry Tan, Kumar Vito Raju 	<ul style="list-style-type: none"> Signing off Cheers, Love, Regards, First name/other names From/Written by

Relevant pointers

Relevant pointers	Acceptably key information	Inadequately relevant information
what you saw Ben Loon do to help a neighbour	he pushed the neighbour in a wheelchair to the nearby bus stop	he pushed the old lady stop
when you saw it happen	26 September 2021	26 Sept 2021
good deeds Ben Loon does on other occasions	helps younger students cross the road safely (after school)	helps younger students
where these deeds take place	at the (Banyu) road junction in front of the New City Community Club	at the community club
what Ben Loon shows through these deeds	care and concern for others	care and concern

Marking Scheme and Responses

Language and organisation (9 marks)

- Accuracy of language: grammar, expression, spelling and punctuation
- Clarity of presentation: linking and sequencing of ideas and facts

Refer to band descriptors in sample answer key on page 5.

A suggested response

Dear Sir,

I am Anne, a resident of New City housing estate and I would like to ask you to consider someone for the Caring Neighbour Award. He is Tan Ben Loon.

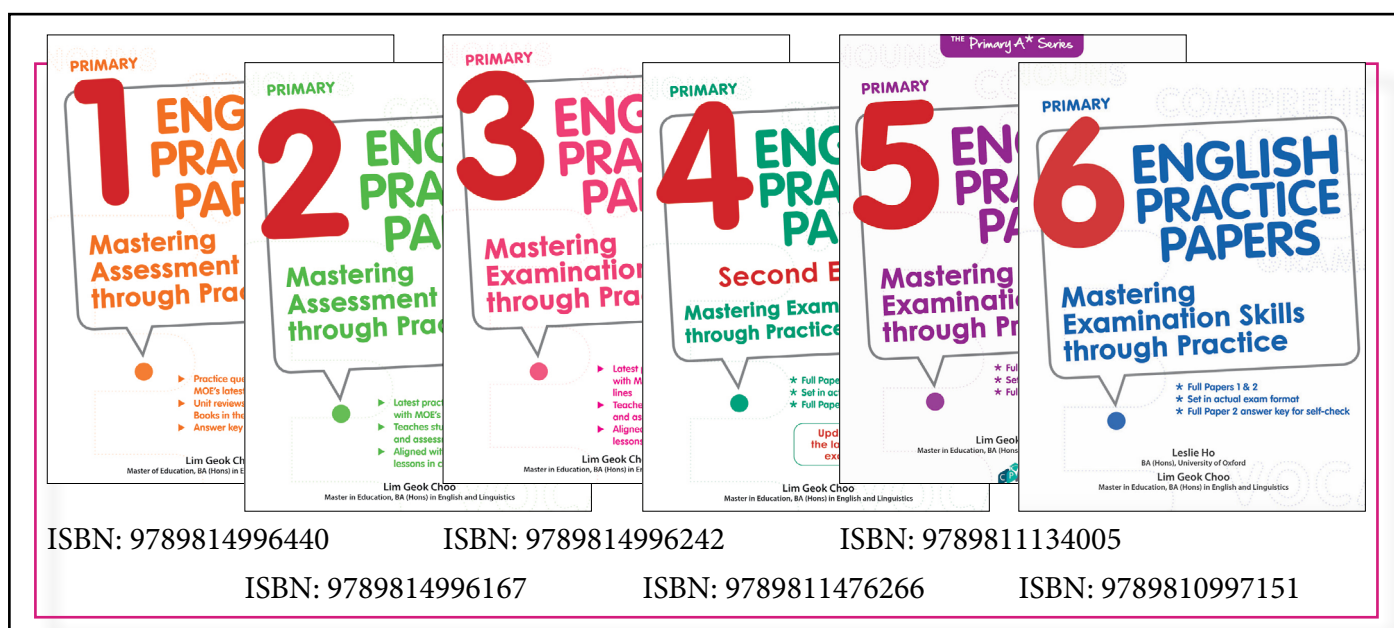
On 26 September 2021, I saw Ben Loon help an old lady in a wheelchair just in front of my school. He pushed her in the wheelchair to the nearby bus stop. Besides that, Ben Loon performs good deeds at other times. He helps younger students cross the road safely after school. The children want to cross the busy road junction in front of the New City Community Club. Ben Loon goes out of his way on countless occasions to guide them safely across. Through these actions, Ben Loon shows care and concern for others.

Ben Loon is a resident our community can be proud of. I hope you will consider him for the award. Thank you.

Yours faithfully,
Anne Koh

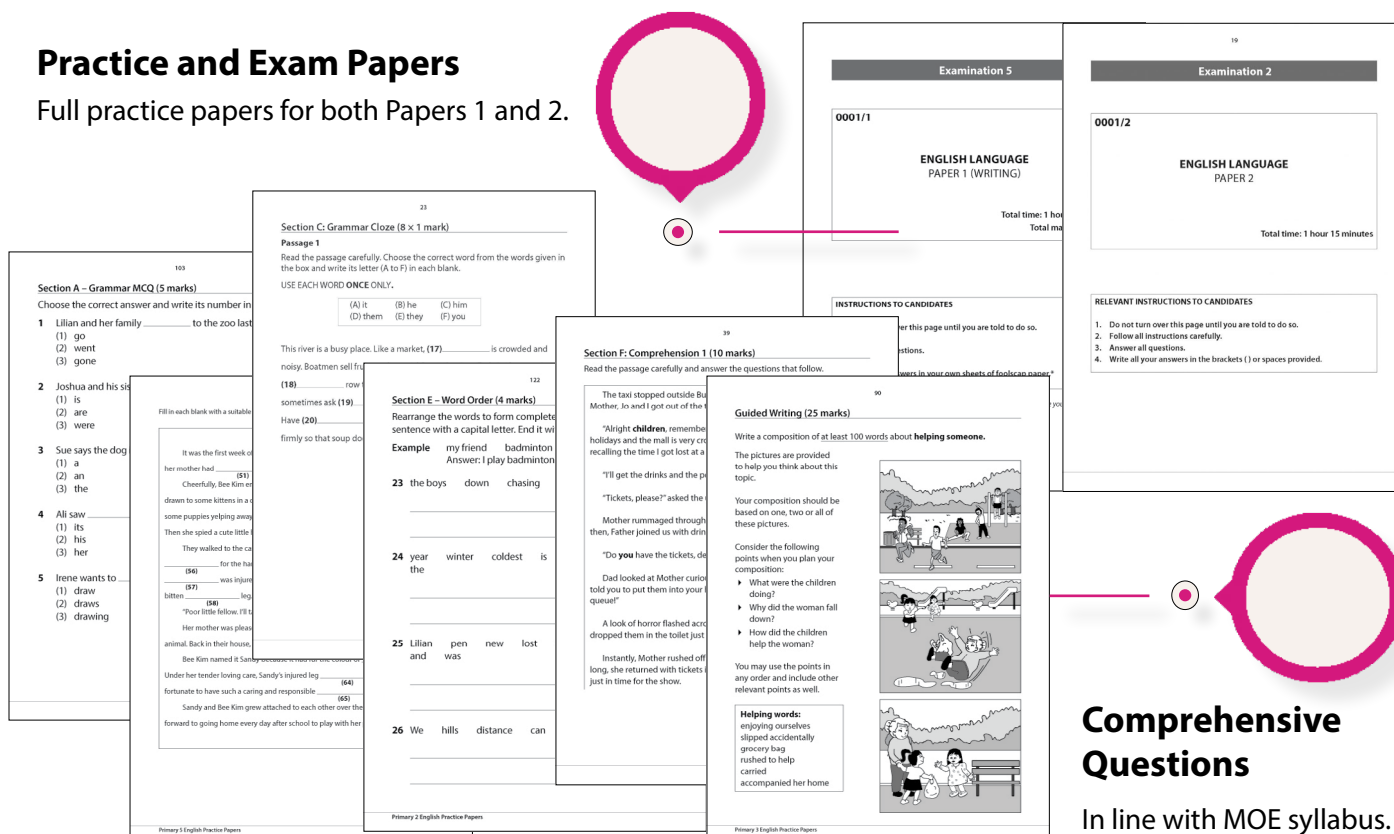
Mastering Assessment/Examination Skills

This series is a compilation of the latest practice questions in accordance with the latest syllabus issued by the Ministry of Education. With contributions from teacher consultants who have decades of experience, the examination practices in this series aim to be a one-stop and comprehensive guide for English learning. The questions are challenging and specifically hand-picked for their value in teaching students important concepts and examination techniques. Each book consists of 9 practice papers with full answers for Paper 2. These examination papers aim to teach students important concepts and help students discover weaknesses in their answering techniques which they may not be aware of.



Practice and Exam Papers

Full practice papers for both Papers 1 and 2.

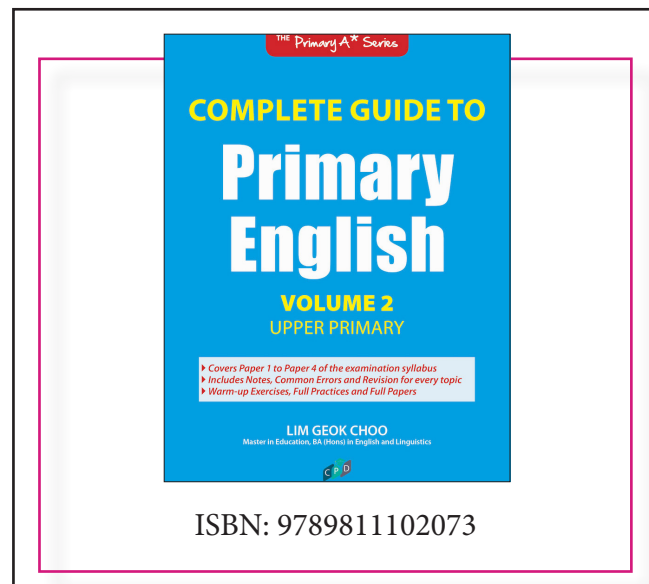
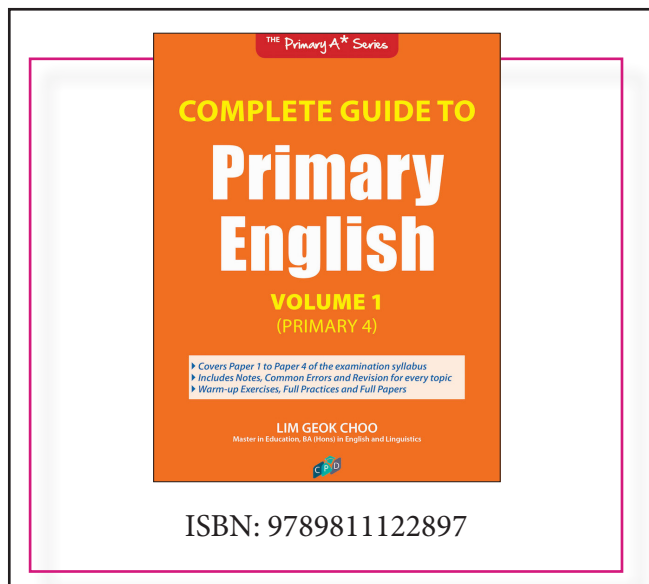


Comprehensive Questions

In line with MOE syllabus.

Complete Guide to Primary English

Comprehensive revision guide and practice books that cover all components of Upper Primary education leading up to the PSLE. They cover Paper 1 to Paper 4 of the examination, and are suitable for use in class and self-revision at home.

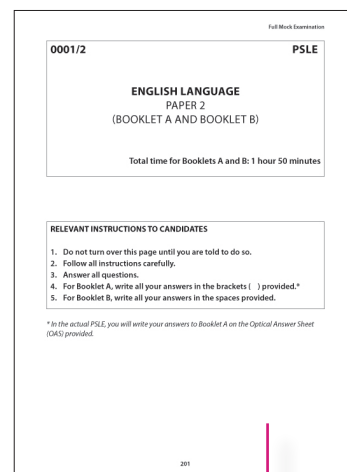
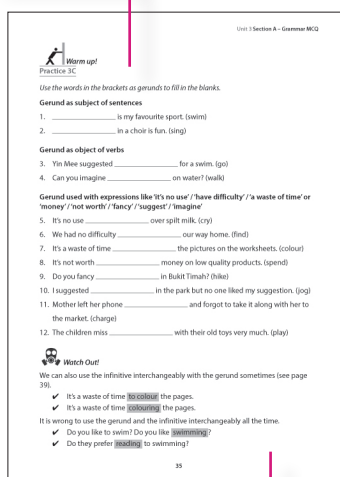
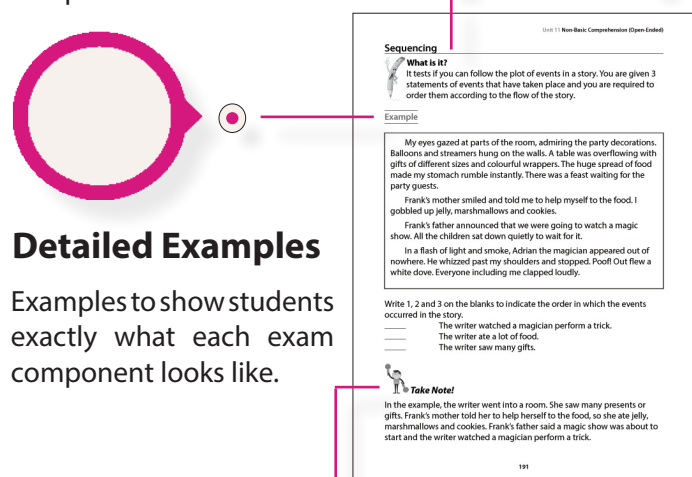


Definitions

Definitions to help students understand what each exam component assesses and the skills required to do well in that component.

Warm Ups

Short, skills-based practices as a warm up to the longer practices.



Detailed Examples

Examples to show students exactly what each exam component looks like.

Key Notes

Notes of key skills and knowledge.

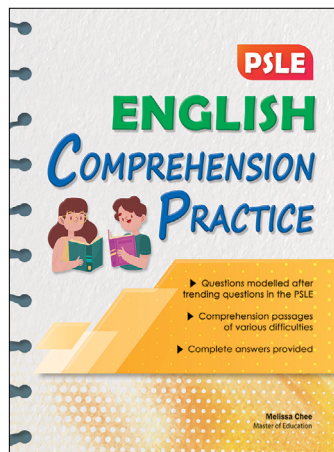
Common Mistakes

'Watch Out!' components to show where students often lose marks because of common errors, including advice and examples to show how students can avoid these pitfalls.

Mock Exam

A full mock examination with answers to all the 4 Papers for a final test before the real examination.

PSLE English

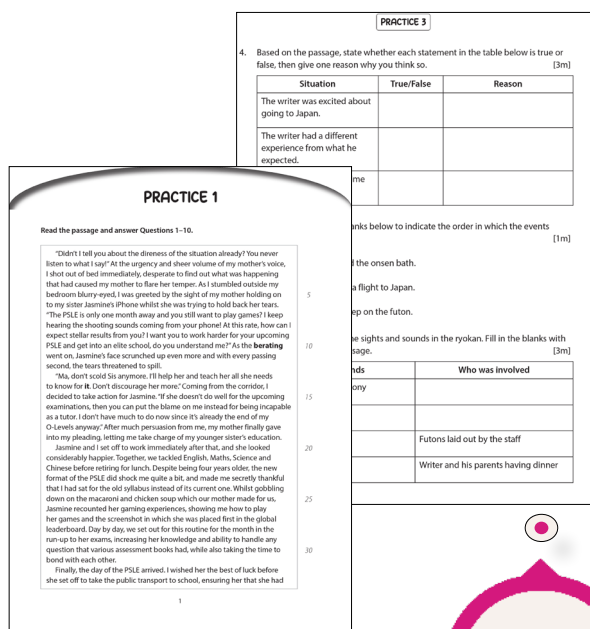


Comprehension Practice
ISBN: 9789814996419

The PSLE English Comprehension Practice book is written based on the latest MOE syllabus for the open-ended comprehension passages for the PSLE. This book thus caters to students who are sitting for the most recent PSLE.

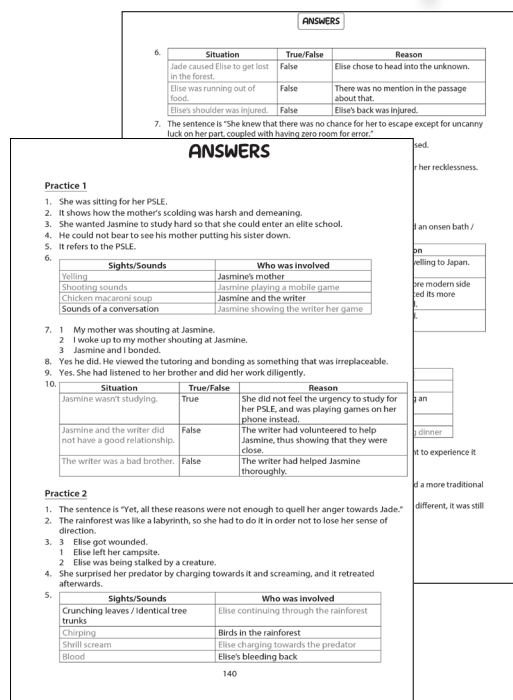
The questions in this assessment book are specially modelled after frequently-asked questions in the PSLE. In following the strict guides of the PSLE format, this would allow students to be more familiar with the examination, and thus have more confidence to tackle the open-ended comprehension passages.

This book aims to help students achieve success and score well in their PSLE.



Answers Provided

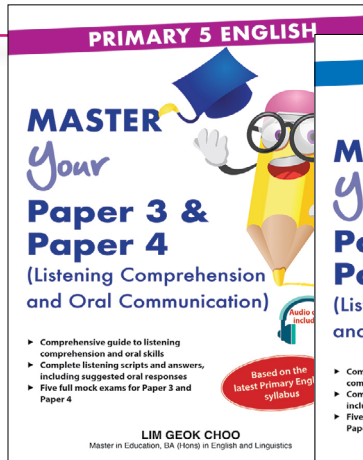
Complete answers to all questions are provided.



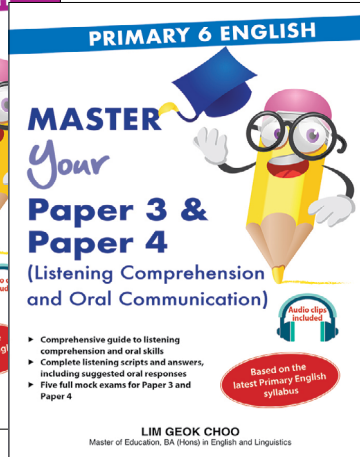
Comprehension Passages

This book has comprehension passages with various difficulties, in order to expose students to various types of comprehension questions.

Master Your Paper 3 & Paper 4



ISBN: 9789814996150



ISBN: 9789814996648

This is a comprehensive guide to listening comprehension and oral communication tested in Paper 3 and Paper 4 of the English examination.

It is closely aligned with the latest assessment objectives for primary level issued by the Ministry of Education, Singapore and includes online audio files of all texts of the listening scripts.

Unit 2 Multiple-Choice Questions

What is it?

It is a test of your ability to listen to a longer stretch of spoken text. There are 13 questions.

Take Note!

The options are not pictorial but in words. Instead of studying pictures, you have to read and understand the options. Then you can eliminate two of them to get the correct answer.

Spoken texts include:

- Interviews/speeches
- Extracts from news reports
- Narrative/folk tales
- Documentaries

Watch Out!

For example, the speaker could name a place like Best Primary School but one of the options could be Best Minds Primary School. This option is wrong because the name of the school is slightly different from what the speaker said. Accuracy is key!

Primary 5 English - Master Your Paper 3 & Paper 4 (Listening Comprehension and Oral Communication)

Try This!

Text for Multiple-Choice Questions

A man and his son were on their way to a market one morning. They walked alongside their donkey for a while. When they passed by a temple, they heard some people laughing at them. "What fools they are, walking alongside their donkey when they could be riding on it!"

The man thought they were right, so he put his obedient son on the donkey and continued their journey. As they passed by a village, an elderly man shouted at the boy. "Get down, boy! How can you ride on the donkey when your old father has to trudge along?"

1. Where were the man and his son going?

- to a temple
- to a village
- to a market

()

2. What did the elderly man think of the boy riding on the donkey?

- The boy was foolish.
- The boy was obedient.
- The boy was inconsiderate.

()

Take Note!

Notes on important skills and knowledge.

Watch Out!

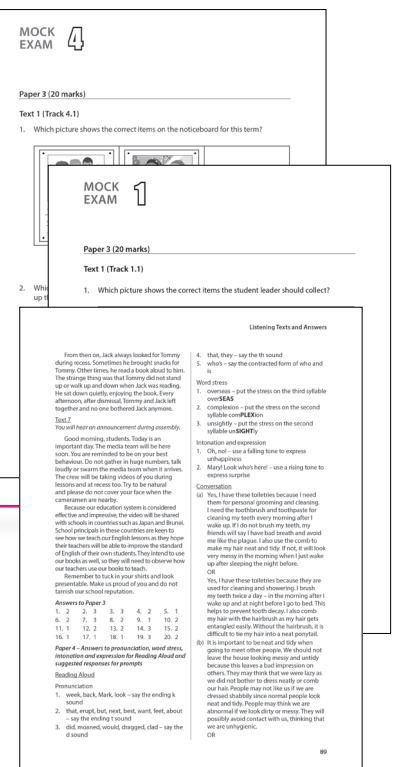
Common mistakes in reading and answering questions.

Try This!

Warm-up exercises for immediate application of skills learnt.

Mock Exam Papers

There are five full Mock Paper 3 and Paper 4 exam papers with complete listening scripts and answers, including suggested oral responses.



Ace Your Show-and-Tell

Ace Your Show-and-Tell

DEVELOPING ORAL COMPETENCE
FOR EXTRAORDINARY PRESENTATIONS

PRIMARY 1 & 2

- Promotes metacognition and critical thinking skills
- Enriches students' vocabulary to help them express themselves clearly
- Builds confidence for effective communication

Karen Tan
B.A. (HUS)

ISBN: 9789811493119

Most primary schools in Singapore that do not conduct examinations for Primary 1 students have instead implemented show-and-tell presentations or written expressions as formative assessments. This is in line with MOE's Primary Education Review and Implementation (PERI) recommendations to support learning through holistic assessment.

Show-and-tell is a form of public speaking. There are several benefits to performing show-and-tell, such as developing effective communication skills, honing emotional skills and nurturing listening skills. Children would also have to make eye contact and articulate with poise while talking to the class. This builds their self-confidence and self-esteem.

Tips

Tips and rubrics are included to help parents better prepare their child for show-and-tell.

Tips for Parents

How to help your child prepare for show and tell?

Preparing for show and tell is a wonderful activity for parents and children to bond over. It is a good chance to have conversations that you would not usually have. As a parent, you can not only help provide ideas for content, but also provide support as your child builds up his or her confidence in public speaking. Your role is to also provide constructive feedback that will help them improve on their vocal skills.

Here are some tips to take note of:

1. **Be encouraging.** If your child is shy, he or she may be scared and lacking in self-confidence. Help them build their confidence by praising areas in which he or she is good at. Also, be enthusiastic about the activity and remind them that it is a good opportunity to share something meaningful to their classmates and teacher.
2. **Get handy.** Usually, presenting something during show and tell sessions will be required. If it is a family photograph or a photograph of the object or event, help your child to enlarge the photograph and perhaps even laminate it so that he or she will be proud to hold on to it during his or her presentation.
3. **Ask questions.** As parents who want to help their children, it may be tempting to provide them with the answer. However, remember that the brainstorming process is just as important to their learning as the presentation itself. There is no right or wrong in show and tell. Your child will be proud and confident if he or she is sharing something they truly want to convey. If your child asks you a question, try saying "Let's find out the answer together!" rather than immediately handing him or her the answer. For example, look up a book or search the internet. Let your child discover the topic independently!
4. **Try drawing mindmaps.** This is helpful for children who are visual learners. Start off with a few points, then encourage them to further elaborate on points that he or she is more interested in, or whichever that fits the topic better.
5. **Be his or her first audience.** If your child can practice in front of an audience whom they are comfortable with, it will be extremely helpful in boosting their confidence. Ask your child some questions so that they will be better prepared to answer the questions their classmates may ask them. You may also wish to record his or her performance and show it to them after! This will improve their presentation skills.
6. **Demonstrate.** Provide ideas on how to use appropriate hand gestures to further enhance their performance.
7. **Focus on the process.** Remember that it is not so much the outcome that you and your child should focus on. Remind your child how they have improved with each show and tell practice session, so that they will be motivated to continue improving with each try!

Introduction

Checklist

- Did you ensure that the main ideas and points are easy for the audience to understand?
- Did you speak clearly, confidently and expressively?
- Did you speak at an appropriate pace?
- Did you maintain eye contact with the audience?
- Did you use suitable and natural hand gestures to emphasise your points?
- Did you engage your audience during the presentation?

Rubrics

	Beginners	Intermediate	Advanced
Content	Points are not well developed and elaborated. No examples are used, but not all of them are relevant.	Some points are developed and elaborated. Some examples are used and all of them are relevant.	Points are all well developed and elaborated. Examples are used and all of them are relevant.
	Points do not address the given topic at all. Student shows no knowledge of the topic.	Points address topic adequately but not fully. Student shows sufficient knowledge of the topic.	Points address the topic fully. Student shows in-depth knowledge of the topic.
	Points and examples are not particularly innovative or interesting.	Points and examples are fresh and insightful.	

Variety of Topics

More than 100 interesting topics that develop analytical and critical thinking skills.

CONTENTS

Introduction

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Ace Your Show-and-Tell

C3 At the hawker centre

Hawker food is something all Singaporeans love to dine on. Describe what you see, smell, feel, taste when you visit hawker centres!

What you see	Example: many people at the hawker centre Example: plates of food on every table
What you smell	Example: smoke coming from the hawker Example: aroma of fried noodles
How you feel	Example: hungry while waiting for the food Example: satisfied after eating
What you taste	Example: sweet desserts Example: savoury carrot cake

1. Which hawker centre do you often visit?
2. Is there a favourite hawker stall that you always visit?
3. What is your favourite hawker food?

Places

Fill in the blanks provided to talk about your hawker centre experience.

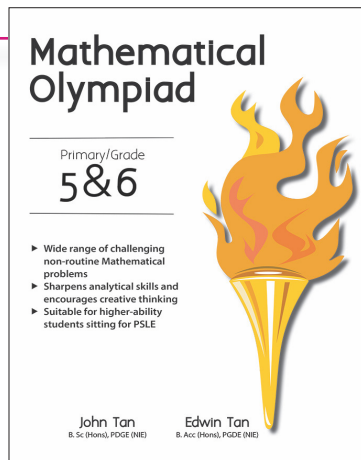
Good morning/afternoon/evening _____
(name of teacher) and fellow classmates. My name is _____

Today, I am going to share about my hawker centre experience. I often visit _____ as it is _____ and _____ The hawker centre has a large variety of food, but my favourite dishes are _____ and _____

These dishes are prepared so well that I just cannot resist their _____ and _____

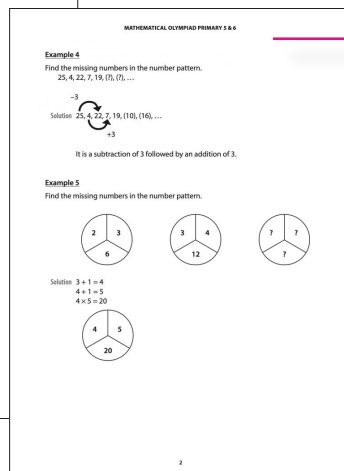
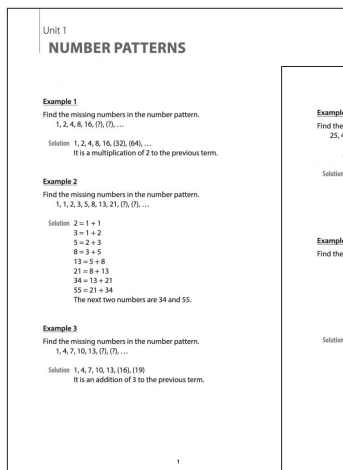
I hope everyone here has a chance to visit my favourite hawker centre, because it is an experience that you will never forget. This is the end of my presentation. Thank you for your attention!

Mathematical Olympiad



ISBN: 9789811481253

Mathematical Olympiad Primary 5 & 6 is specially written for students in Primary (or Grade) 5 and 6. It is also a useful resource for them to build a sound foundation for Mathematics Olympiad competitions. This book is packed with challenging non-routine Mathematical problem sums that will stimulate the brains of students and help sharpen their analytical and creative thinking skills. This book is also useful for preparation of the PSLE.



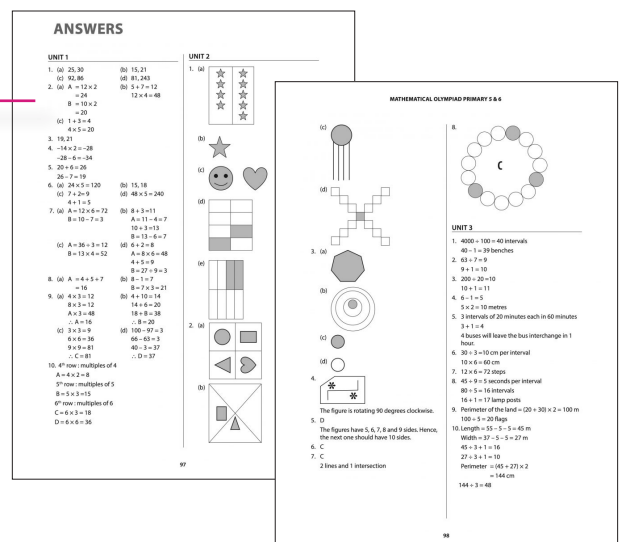
Examples

Several examples with solutions are provided for each unit to help students better grasp the different problem-solving skills.

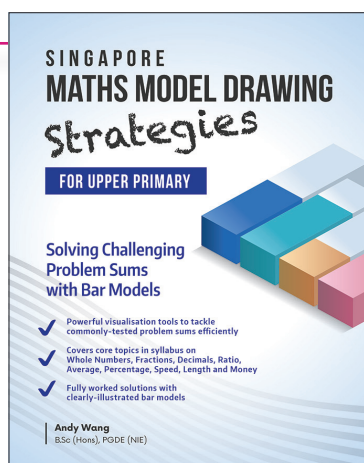


Answer Key

Full detailed solutions are given for students' self-evaluation.



Maths Model Drawing Strategies



ISBN: 9789811490125

The questions in this book are designed to enable progressive learning. Step-by-step solutions are provided to ensure students master the skill of model drawing in various core topics of the primary school mathematics syllabus such as whole numbers, fractions, decimals, ratio, average, percentage, speed, length, money, mass and volume.

Contents

BASIC COMPARISON MODEL CONCEPT	1
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Various Model Drawing Concepts

Students will acquire basic to advanced model drawing concepts upon completion of this book.



Clear Examples

Each concept is explained with straightforward step-by-step examples.



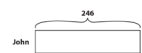
BASIC COMPARISON MODEL CONCEPT

The basic comparison model concept helps to illustrate the difference between two more parties. Keywords such as "less than" or "more than" will usually require the use of the comparison model concept.

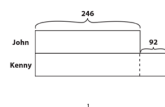
Example 1

John has 246 chocolates while Kenny has 92 more chocolates than John. How many chocolates does Kenny have?

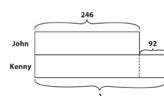
Step 1: Since we know the number of chocolates that John has, we can draw a bar and label it first.



Step 2: To complete a model, we need to draw another bar to represent the number of chocolates that Kenny has.



Step 3: We can therefore calculate the number of chocolates that Kenny has.



Number of chocolates that Kenny has $\rightarrow 246 + 92 = 338$
Kenny has 338 chocolates.

Example 2

Crystal and Stephanie have a total of 65 sweets. Given that Stephanie has 15 more sweets than Crystal, how many sweets does Stephanie have?

Step 1: We know the total number of sweets that the two girls have. We also know that Stephanie has more sweets. So, we draw two bars and label it.



Step 2: Next, since we know that Stephanie has 15 more sweets than Crystal, we label that in our model as well.



2

Exercises with Answers

Answers with models and full working steps are provided for each exercise question.

Exercise 1

(a) Peter scored 891 points in a game. Matthew scored 247 points less than Peter. How many points did Matthew score?

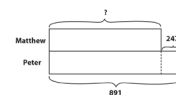
(b) Beatrice received \$40 from her parents. Her brother received \$2 did while her sister received $\frac{2}{3}$ of what her brother received. How much money did her sister receive?

ANSWER KEY

BASIC COMPARISON MODEL CONCEPT

Exercise 1

(a)



Number of points that Matthew scored $\rightarrow 891 - 247 = 644$
Matthew scored 644 points.

Master Math Models

The Master Math Models series was written based on methods developed and refined from two decades of teaching thousands of students with successful results. These results can be replicated by learning the techniques in this series.

The objective of the series is to empower: (a) parents and teachers with an easy-to-use tool for teaching, and (b) students to become independent learners.

This series is the first of its kind that is written in a style with clear step-by-step diagrams, instructions and explanations that allow independent learning. Parents and tutors will find this series self-explanatory and useful in guiding students. Much effort has been made to provide examples for easy reference, as they only need to point out the clear and concise explanations on each page.



Master Math Models
Primary 3 & 4
Book 1
Whole Numbers 1
Benjamin Low
B.A. (HONS), PGDE (NIE, NTU)

Whole Numbers 1
ISBN: 9789811497728



Master Math Models
Primary 3 & 4
Book 2
Whole Numbers 2
Benjamin Low
B.A. (HONS), PGDE (NIE, NTU)

Whole Numbers 2
ISBN: 9789811497735



Master Math Models
Primary 3 & 4
Book 3
Fractions
Benjamin Low
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Fractions
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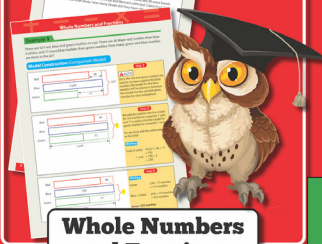
Master Math Models
Primary 3 & 4
The Solutions Book
Benjamin Low
B.A. (HONS), PGDE (NIE, NTU)

The Solutions Book
ISBN: 9789811497759

Master Math Models

Primary 5 & 6

Book 1



Whole Numbers and Fractions

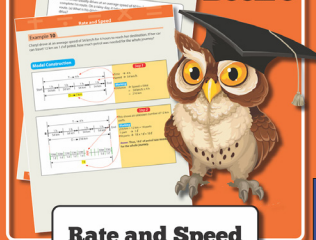
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Master Math Models

Primary 5 & 6

Book 3



Rate and Speed

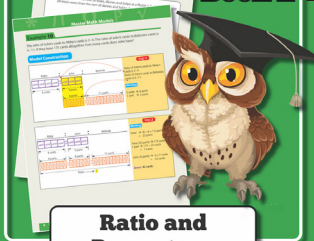
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Master Math Models

Primary 5 & 6

Book 2



Ratio and Percentage

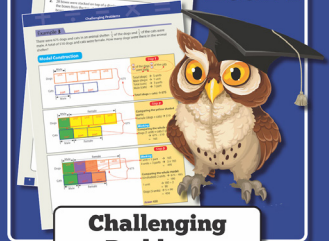
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Ratio and Percentage
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Master Math Models

Primary 5 & 6

Book 4



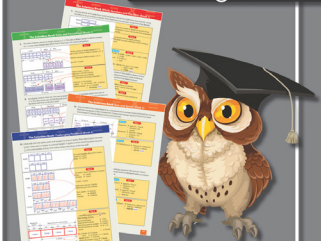
Challenging Problems

Benjamin Low
B.A. (NUSS), PGDE (NIE, NTU)

Challenging Problems
ISBN: 9789811446207

Master Math Models

Primary 5 & 6



The Solutions Book

Benjamin Low
B.A. (NUSS), PGDE (NIE, NTU)

The Solutions Book
ISBN: 9789811446214

Book 1 Whole Numbers and Fractions

Example 1

There are 627 red, blue and green marbles in a jar. There are 46 fewer red marbles than blue marbles, and 77 more blue marbles than green marbles. How many green and blue marbles are there in the jar?

Model Construction (Comparison Model)

Step 1

Red: 46 units
Blue: 1 unit
Green: 77 units

Step 2

We add 46 marbles into the model for red marbles to complete 1 unit, and 77 marbles into the model for the blue marbles to be equal to 1 unit. So we must add the same amount to the total.

Working

Total 13 units $\rightarrow 627 + 46 + 77$
1 unit $\rightarrow 750 \div 13$
 $= 58$

Step 3

Red: 250
Blue: 250
Green: 77

Working

Green: 250 - 77 marbles
= 173 marbles
Blue + Green: 250 + 173 marbles
= 423 marbles

Answer: 423 marbles

Book 1 Whole Numbers and Fractions

Example 2

Tristan has \$78 more than Stephen. James has \$40 more than Tristan and Stephen's total sum of money. James has \$350 more than Tristan. How much do they have altogether?

Model Construction (Rearrangement Model I)

Step 1

Stephen: 1 unit
Tristan: 1 unit
James: 1 unit

Step 2

James has \$350 more than Tristan.
James has \$40 more than Stephen.
We rearranged James' model for ease of comparison.

Working

1 unit $\rightarrow \$350 - \40
 $= \$150$

Step 3

Stephen: \$150
Tristan: \$150
James: \$150

Working

Tristan $\rightarrow \$150 + \$78 = \$228$
James $\rightarrow \$150 + \$350 = \$500$
Total $\rightarrow \$150 + \$228 + \$500$
 $= \$1478$

Answer: \$1478

Guided Examples

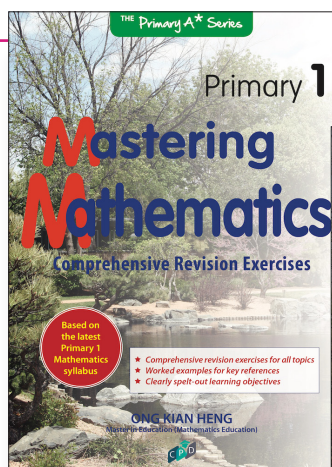
Colourful step-by-step examples are provided so that students can clearly understand the fundamentals behind each working or step.

Mastering Mathematics

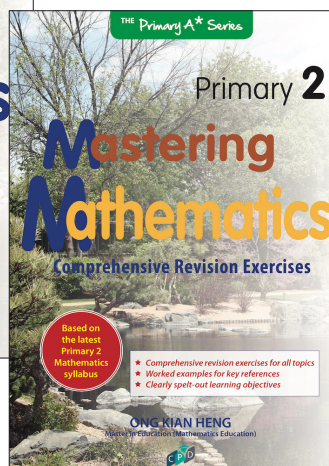
Mastering Mathematics was conceptualised and developed to provide students in primary schools with an organised approach to revising Primary Mathematics through comprehensive practices ranging in difficulty from basic to challenging. All topics in the Primary Mathematics syllabus issued by the Ministry of Education, Singapore, are covered. Examples are given in the form of worked questions in the exercises to give students a clear reference on how each type of question should be answered. An answer key is also given at the end of the book for students to assess their own answers so that they can learn from their mistakes. Parents and teachers can make use of this as well.

To maximise the book's benefits, students should first complete the exercises in Section A to strengthen their basic skills, concepts and processes before attempting the questions in Section B.

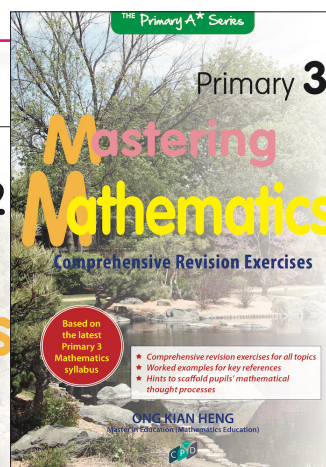
This book has been written for students to use in the classroom with teacher supervision; and/or at home, for independent learning or with parental guidance.



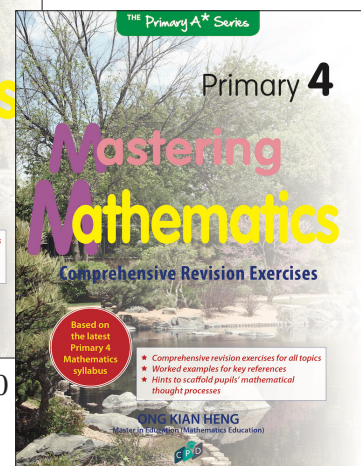
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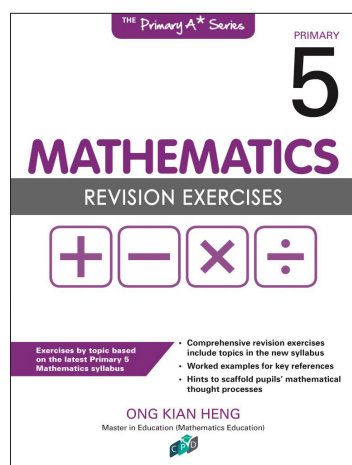
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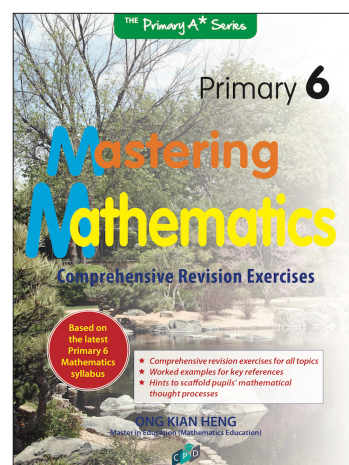
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ISBN: 9789810977672



ISBN: 9789811138027



ISBN: 9789810977696

Unit 1
Numbers to 100

Learning objectives

At the end of this topic, pupils should be able to do the following:

- Count to tell the number of objects in a given set.
- Read and write numbers in numerals and in words.
- Compare the numbers of objects in 2 or more sets.
- Compare and order numbers up to 100.
- Recognise ordinal numbers.
- Recognise number patterns.
- Recognise number bonds for numbers up to 10.

Section A

Exercise 1a

Write each of the following statements in numbers. The first question has been done for you.

1. Eight Answer: 8

2. Eleven Answer: _____

1

Learning Objectives

Learning objectives are clearly spelt out at the beginning of each topic, so students know what is expected of each topic in the curriculum.

Exercises

Comprehensive exercises for each learning objective of each topic.

Unit 3 Multiplication and Division

Exercise 2a

Divide the following numbers. The first question has been done for you.

1. $35 \div 5$
 $7 \times 5 = 35$
Answer: 7

3. $40 \div 8$
Answer: _____

5. $45 \div 9$
Answer: _____

7. $50 \div 10$
Answer: _____

9. $56 \div 8$
Answer: _____

11. $63 \div 7$
Answer: _____

21

Unit 3 Area of Triangle

11. Alex wants to tile the triangular floor shown. How much does he have to pay if 1 m² of tiling costs \$55.50?

12. In the figure, ABCD is a square of side 15 cm. The length of AB is three times the length of BE. Find the area of the shaded triangle.

13. The base of a triangle is 21 cm and its height is $\frac{2}{3}$ of its base. Find the area of the triangle.

39

Unit 3 Length

3. Cain is 1 m 38 cm tall. Don is 4 cm taller than Cain. What is the total height of the two men?

Answer: _____ m

4. Gao Ming has a piece of wire that is 90 cm long. He uses wire to make a square as shown below.

(a) What is the length of wire used to make the square?
(b) What is the length of wire left after making the square?

5. Hazel stacked some paper weights on a box as shown. What is the height of the box?

The height of the box is _____

Mastering Mathematics Primary 2

Exercise 2

Write your answers to each of the following questions in the space provided. For each question, write the number statements and show your working clearly in the space below it. The first question has been done for you.

1. A tailor has a piece of cloth 95 cm long. He cuts it into 3 pieces. The first piece is 25 cm long. The second piece is 15 cm longer than the first piece.
(a) What is the length of the second piece?
(b) What is the length of the last piece?

(a) Length of second piece = $25 \text{ cm} + 15 \text{ cm} = 40 \text{ cm}$
(b) Length of last piece = $95 \text{ cm} - 25 \text{ cm} - 40 \text{ cm} = 30 \text{ cm}$

2. Estelle has 3 strings. The total length of Strings A and B is 98 cm. The total length of Strings B and C is 72 cm. String C is 39 cm long. What is the length of String A?

The length of String A is _____

3. Fabian walks from his house to his school every morning. He has to walk past the park and the community centre. How far does he walk from his house to his school every morning?

He has to walk _____ m every morning.

56

Hints

Hints for selected questions are provided to scaffold the students' mathematical thought processes.

Progressive Difficulty

Questions arranged in an organised progression, from simple to difficult. Challenging questions stretch students' ability in problem-solving.

PRIMARY
SECOND EDITION

1
INTENSIVE MATHEMATICS PRACTICE
WITH CHALLENGING QUESTIONS

Based on the latest Primary Mathematics syllabus for use from 2021

Graded intensive short questions
More than 80 basic to challenging questions
Detailed working and answers

PRIMARY
2
INTENSIVE MATHEMATICS PRACTICE
WITH CHALLENGING QUESTIONS

Based on the latest Primary Mathematics syllabus

Graded intensive short questions
More than 80 basic to challenging questions
Detailed working and answers

PRIMARY
3
INTENSIVE MATHEMATICS PRACTICE
WITH CHALLENGING QUESTIONS

Based on the latest Primary Mathematics syllabus

Graded intensive short questions
More than 80 basic to challenging questions
Detailed working and answers

PRIMARY
4
INTENSIVE MATHEMATICS PRACTICE
WITH CHALLENGING QUESTIONS

Based on the latest Primary Mathematics syllabus

Graded intensive short questions
More than 80 basic to challenging questions
Detailed working and answers

PRIMARY
5
INTENSIVE MATHEMATICS PRACTICE
WITH CHALLENGING QUESTIONS

Based on the latest Primary Mathematics syllabus

Graded intensive short questions
More than 80 basic to challenging questions
Detailed working and answers

PRIMARY
6
INTENSIVE MATHEMATICS PRACTICE
WITH CHALLENGING QUESTIONS

Based on the latest Primary Mathematics syllabus

Graded intensive practice in all short questions and problem sums
Extensive questions arranged from basic to challenging
Detailed working and answers

ISBN: 9789814996280

ISBN: 9789811197703

ISBN: 9789811490101

ISBN: 9789811404948

ISBN: 9789811188749

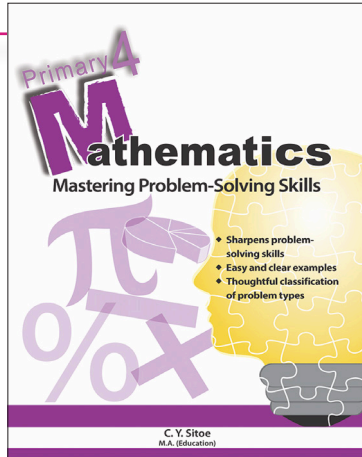
ISBN: 9789814996631

Each graded intensive practice covers one topic and comprises of short questions and problem sums to prepare for the examinations. The questions are challenging and require higher-order thinking skills.

Detailed answers are provided for students to recognise and correct their mistakes and misconceptions.

[illegible]

Mastering Problem-Solving Skills



ISBN: 9789811419218

This book aims to stimulate young minds and sharpen problem-solving skills using different approaches.

Thoughtful classifications to help your child recognise commonalities among some seemingly different problem sums.

Examples

Easy and clear guides that walk your child through the process to solve the different types of heuristic problem sums that they will face.

Practice and Revision

Comprehensive coverage for all topics.

Answer Key

Detailed answers are provided for students to do self-marking and ensure their workings contain the right steps.

Chapter 1 As Many As, More Than, Less Than

Example

At a funfair, three students shared a total of 355 tokens. Benny used thrice as many tokens as Ahmad while Kane used 40 more tokens than Ahmad. How many tokens did Kane use?

Working

B					
A					
K					
					355
					+40

Su + 40 → 355
Su → 355 - 40 = 315
Tu → 315 ÷ 5 = 63
Kane → 63 + 40 = 103

Ans: Kane used 103 tokens

1

Primary 4 Mathematics Mastering Problem-Solving Skills

Practice

1. Andy, Billy and Calvin shared 120 stickers among themselves. Andy received 12 more stickers than Billy. Calvin received 4 times as many stickers as Billy.
(a) How many stickers did Calvin receive?
(b) How many more stickers did Calvin receive than Billy?

2. Anita has 3 times as many stamps as Billy. They have 115 stamps in total. How many stamps does Anita have?

Revision 2

1. At a bookshop, exercise books are sold in sets of 9. Each set costs \$3. Alicia has \$16.40. What is the maximum number of exercise books she can buy?
2. This year, Mrs Lim's age is between 40 and 50 years old. Her age is a multiple of 8. Next year, her age will be a multiple of 7. How old is she now?

45

Answer Key

Chapter 1

1. Calvin
Billy
Andy

120 - 12 = 108
6 units → 108
1 unit → 108 ÷ 6 = 18
4 units → 18 × 4 = 72

- (a) Calvin received 72 stickers
3 units → 18 × 3 = 54
- (b) Calvin received 54 more stickers than Billy.

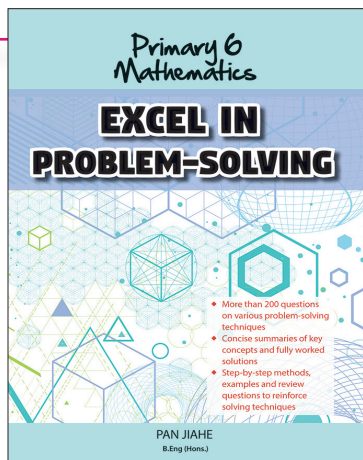
2. Billy
Anita
Sally

115 + 25 = 140
7 units → 140
1 unit → 140 ÷ 7 = 20
3 units → 20 × 3 = 60
60 - 25 = 35

Billy has 35 stamps.

51

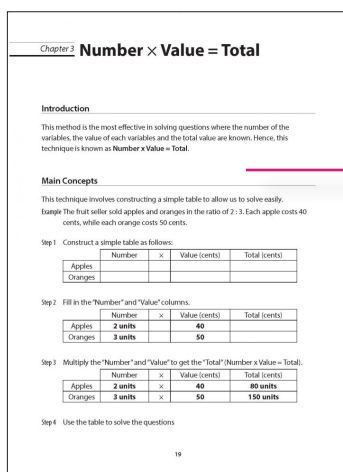
Excel in Problem-Solving



ISBN: 9789811440571

This book is a culmination of a decade of experience in teaching hundreds of students, and is written with one goal in mind - to teach and impart the key problem-solving techniques in tackling common to challenging problem sums to students, so that they can excel in their PSLE Mathematics examination, and find joy in the process of learning mathematics.

This book aims to achieve this by teaching students the key problem-solving techniques tested in PSLE Math in a structured and concise manner.



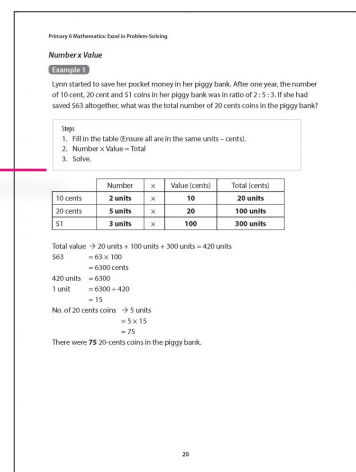
Introduction

Main concepts are introduced at the beginning of every chapter.



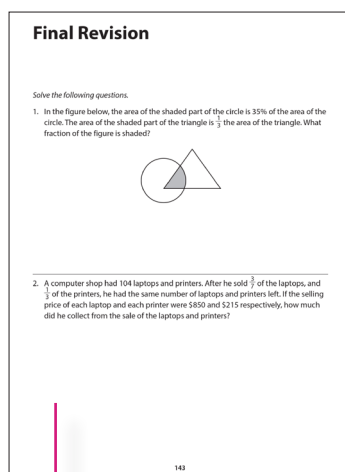
Guide

Step-by-step examples to coach students, which also serve as a revision guide.



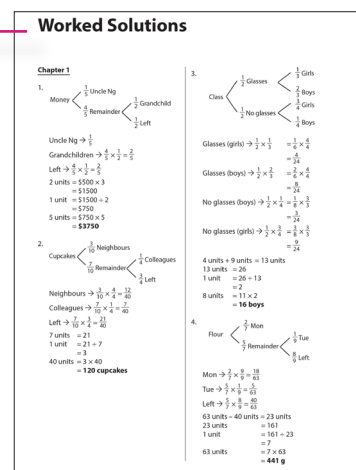
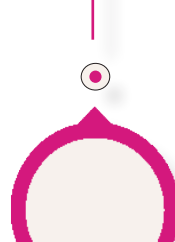
Exercises

Review and revision exercises for students to further reinforce their understanding.

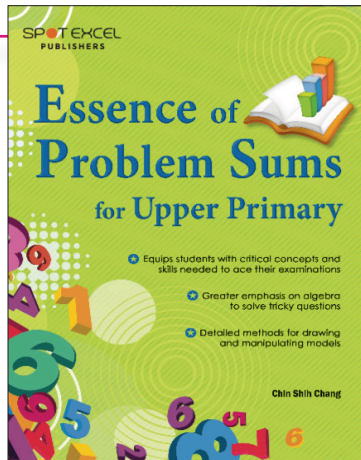


Solutions

Detailed worked solutions for students to learn at their own pace.



Essence of Problem Sums



ISBN: 9789811485879

Essence of Problem Sums for Upper Primary focuses on strategies for solving problem sums. This book consists of 10 chapters and each chapter includes the most common types of questions seen in school preliminary exams and the PSLE.

At the start of each chapter, students are taught the methods to solve the problem sums. Questions are then set to test the students' understanding. These questions are set in such a way that they are similar to PSLE and top schools' prelims.

This book is a good guide for students who are struggling with problem sums.

- Equips students with critical concepts and skills needed to ace their exams
- Greater emphasis on algebra as a method to solve tricky questions
- Detailed methods for drawing and manipulating models

Detailed Examples

Step-by-step solutions with detailed model drawing and explanation are provided for example questions.

Example 2

If Ali gives Tom \$20, Tom will have $\frac{5}{8}$ as much money as Ali. If Ali gives Tom \$35, Tom will have $\frac{3}{5}$ as much money as Ali.

a) How much money do they have altogether?
b) How much does Ali have more than Tom?

Solution:

Ali gives Tom \$20

Ali	20u	
Tom	20u	50u

Tom gives Ali \$35

Ali	5u	
Tom	45u	50u

Students should by now have no problem with the first 2 steps. However, finding the value of 1u is not so straightforward.

From the 1st model, Tom is 20u after receiving \$20 from Ali. So, looking at the 1st model, Tom at first will be (20u - 20).

From the 2nd model, Tom is 5u after giving \$35 to Ali. So, looking at the 2nd model, Tom at first will be (5u + 35).

Therefore,

20u - 20 = 5u + 35	20u - 5u = 35 + 20
15u = 55	15u = 55
11u = 55	11u = 55
1u = 5	11u = 55
52u = 5 × 52 = 260	20u = 20 × 5 = 100 (Tom's money at first)

a) They have **\$260.00** altogether. b) Ali has **\$160.00** more than Tom.

Example 3

If Ali gives Tom \$30 Ali will have $\frac{13}{10}$ as much money as Tom. If Ali gives \$80 to Tom, Ali will have $\frac{1}{2}$ as much money as Tom.

a) How much money do they have altogether?
b) How much does Ali have less than Tom?

Solution:

Ali gives Tom \$30

Ali	30u	
Tom	30u	65u

Tom gives Ali \$80

Ali	10u	
Tom	110u	120u

From 1st model, Ali at first → 30u + 30

From 2nd Model, Ali at first → 14u + 80

30u + 30 = 14u + 80	30u - 14u = 80 - 30
16u = 50	16u = 50
1u = 50 ÷ 16 = 2.5	125u = 125 × 2.5 = 312.5

a) They have **\$312.50** altogether.

b) Ali has **\$36.00** less than Tom.

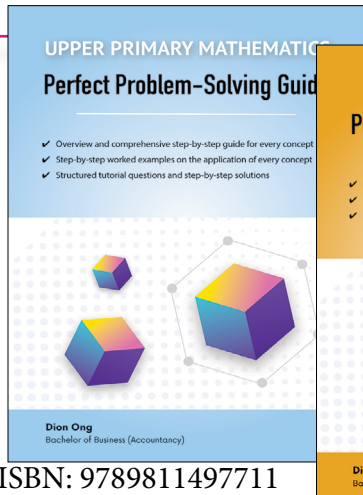
Practice Questions

Multiple practice questions of examination standard to test the students' problem sums solving skills.

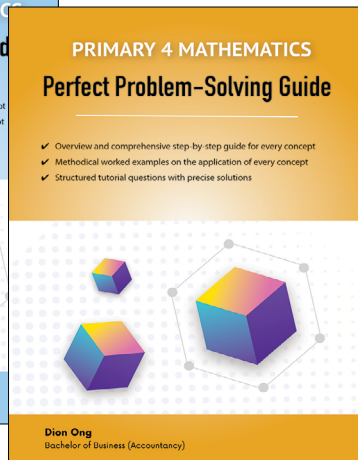
Practice Questions 2

- All and Tom have some money in the ratio of 1 : 7. Tom then gives \$1 to Ali. Tom now has 1 $\frac{1}{2}$ more money than Ali. How much money have at first?
- Fatty weighs $\frac{5}{8}$ as much as Obesey. Fatty then gives \$6.25 kg of Obesey. Fatty now weighs $\frac{11}{16}$ less than Obesey. How much weigh after losing weight?
- Tank A has $\frac{2}{3}$ as much water as Tank B. Ali then pours 32.5 ml from Tank A into Tank B. Tank A now has $\frac{1}{3}$ as much water as Tank B. How much water did Tank A have in the end?
- Pears are sold at \$3 each. For every 4 pears bought, the customer is allowed to buy the 5th pear at 40% discount. Ali has \$90 and he buys as many pears as possible. How much money does Ali have left?
- For every 3 pots that a customer buys, he/she will be given 1 free. Each pot costs \$3.55. Tom wishes to buy 207 pots. What is the minimum sum of money he must pay?
- All delivers letters for Tom's company. For every letter delivered on time, he is paid \$2.20. For every late delivery, he has to pay Tom's company \$1.40. One day, the number of letters delivered late by Ali is $\frac{1}{5}$ of the number of letters delivered on time. Ali is then paid \$92.40. How much more will Ali earn if he delivers all the letters on time?
- Tom owns a farm. There are $\frac{3}{5}$ as many chickens as ducks. There are $\frac{2}{3}$ as many ducks as pigs. All the pigs and chickens have 416 more legs than all the ducks. How many ducks does Tom have?

Perfect Problem-Solving Guide



ISBN: 9789811497711

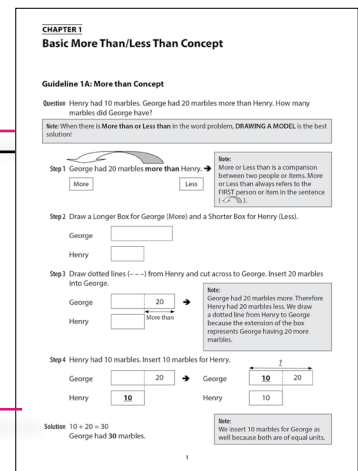


ISBN: 9789814996624

The Perfect Problem-Solving Guide Series is written based on the latest MOE Mathematics syllabus with easy-to-follow step-by-step practices and ample revision questions to deepen understanding of every concept. This book specifically helps students to hone problem-solving skills and critical thinking skills.

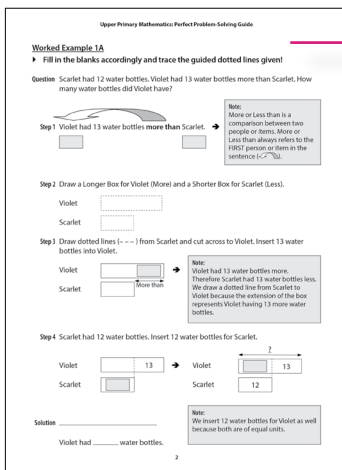
Guidelines

Each chapter contains guidelines of the concepts with clear explanations.



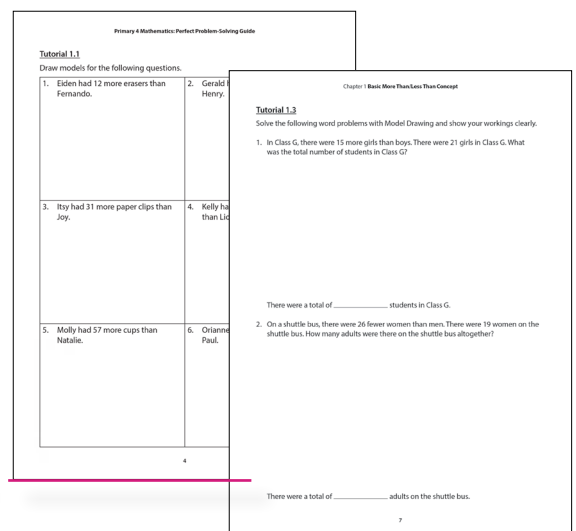
Worked Examples

Each concept is illustrated by a step-by-step worked example.



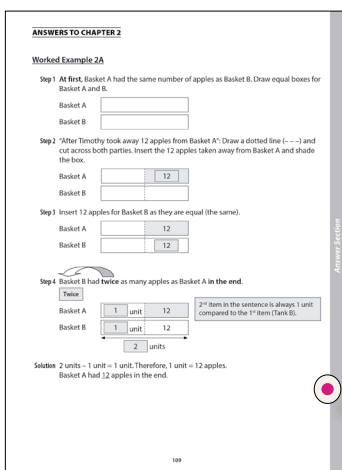
Tutorial Questions

There are structured tutorial questions for basic application of each concept, and further tutorial questions adapted from exams with varying levels of difficulty.

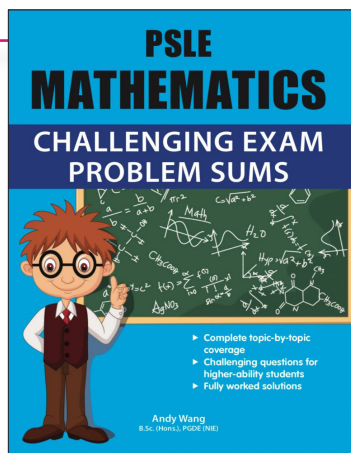


Answers

Step-by-step solutions are provided for all questions to optimise the learning of every student.



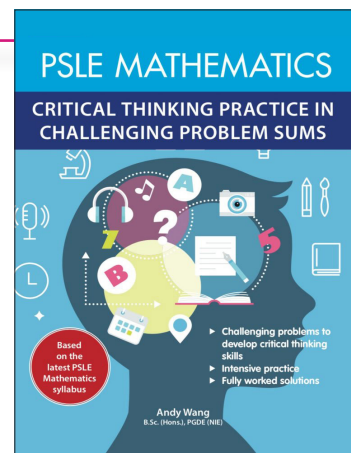
PSLE Mathematics



Challenging Exam Problem Sums

ISBN: 9789811404924

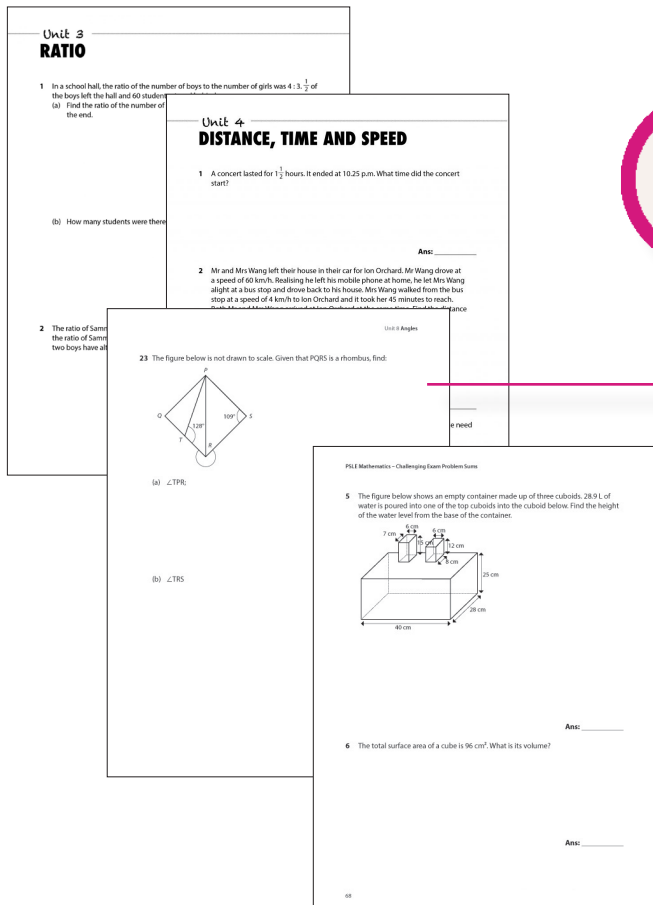
This book is a compilation of challenging mathematics questions for students. As most students usually avoid practising challenging questions, they do not have enough exposure to questions with such levels of difficulty. It is important for students to have adequate practice so that they can ace their examinations.



Critical Thinking Practice in Challenging Problem Sums

ISBN: 9789811404931

Students are often stumped by challenging problem sums. This book aims to help students develop critical thinking skills needed to solve such problems. The intensive practice aids in the mastery of mathematical concepts and builds confidence in students to answer challenging problem sums in their examinations. Full worked solutions are provided to facilitate in learning.

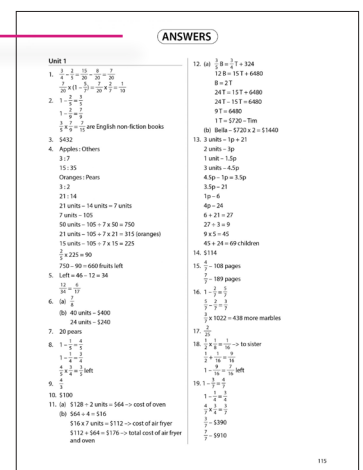


Topics

Complete topic-by-topic coverage of all PSLE topics with challenging questions.

Solutions

Fully worked solutions are provided for self-evaluation and learning.

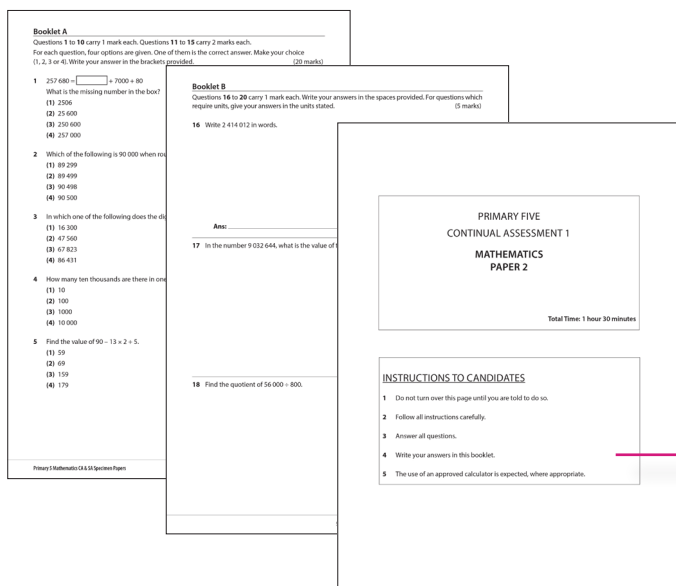
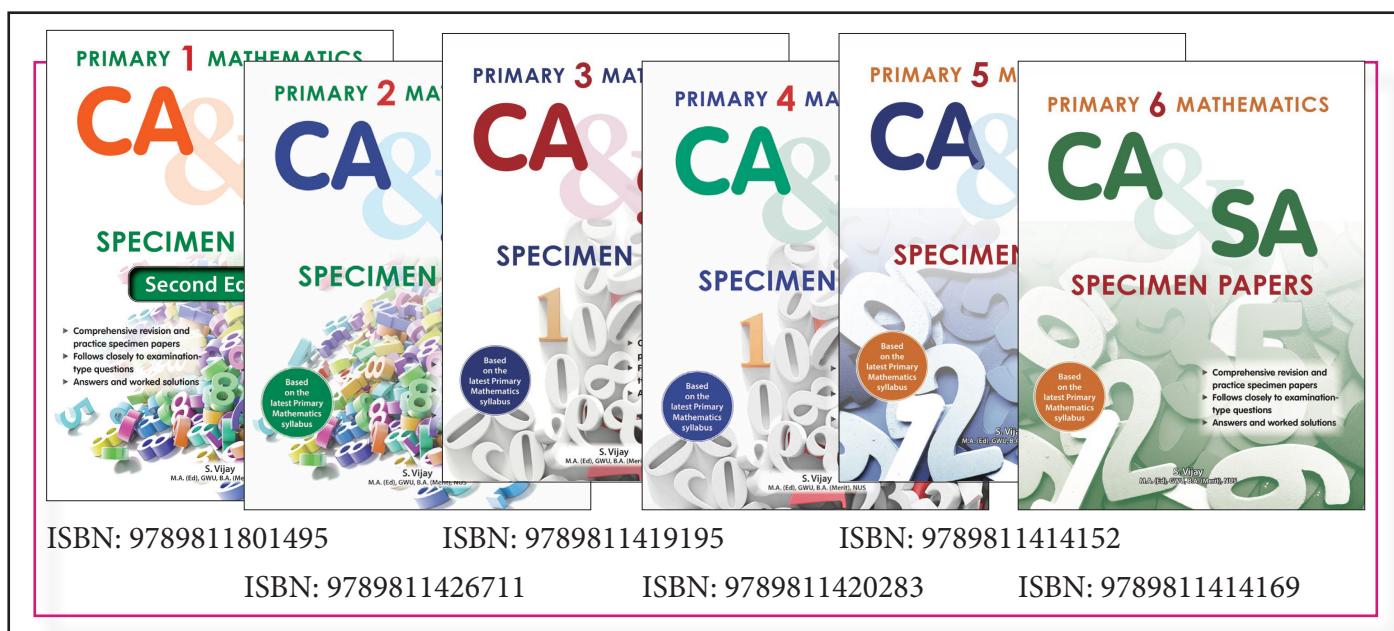


CA & SA Specimen Papers

Written based on the latest MOE Mathematics syllabus, this series provides students with comprehensive revision and practice for the actual continual and semestral assessments held in schools.

Each book in the series contains 8 specimen papers:

- 2 sets of Continual Assessment 1 (Specimen Papers 1 & 2)
- 2 sets of Semestral Assessment 1 (Specimen Papers 3 & 4)
- 2 sets of Continual Assessment 2 (Specimen Papers 5 & 6)
- 2 sets of Semestral Assessment 2 (Specimen Papers 7 & 8)



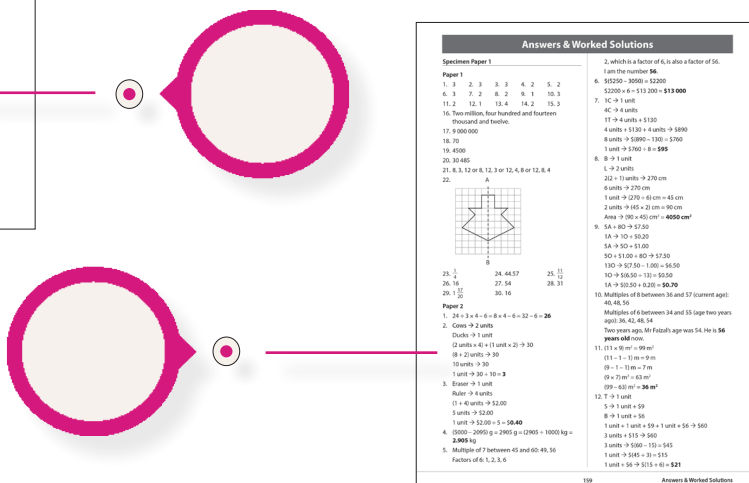
Aligned with PSLE Format

Each specimen paper follows the latest examinations format:

- Paper 1 Booklet A – 15 multiple-choice questions,
- Paper 1 Booklet B – 15 short-answer questions, and
- Paper 2 – 5 short-answer and 12 long-answer questions.

Comprehensive Answer Keys

All answers are provided. Worked solutions for the questions in Paper 2 are also provided to help students who have difficulties solving these sums.

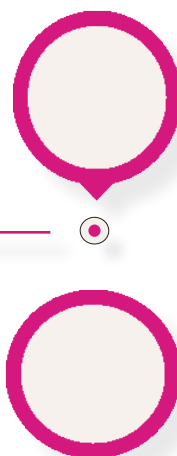
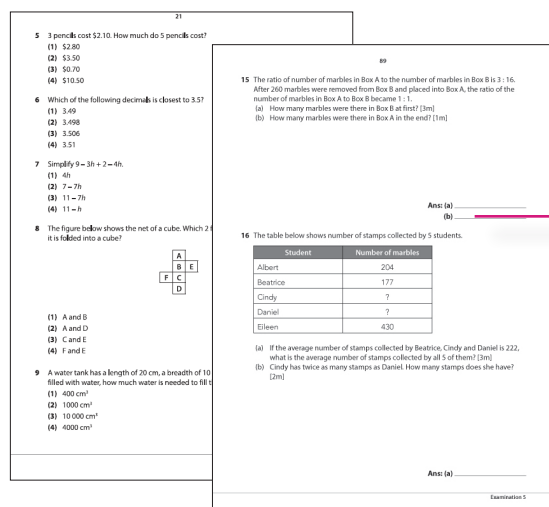
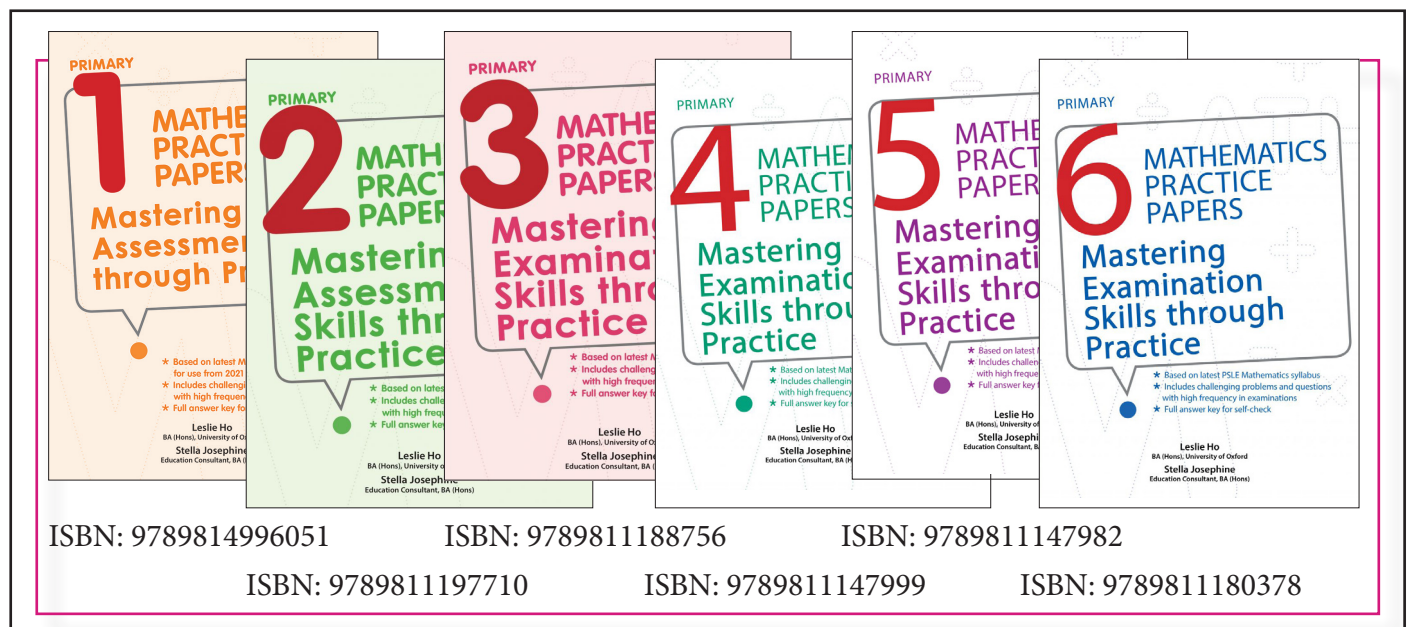


Mastering Assessment/Examination Skills

This series is a compilation of the latest practice questions in accordance with the latest PSLE Mathematics syllabus issued by the Ministry of Education. With contributions from teacher consultants with decades of experience, the examination practices in this book aim to be a one-stop and comprehensive guide for Mathematics learning.

The questions are challenging and specifically hand-picked for their value in teaching students important concepts and examination techniques. Each book consists of 9 practice papers with full answers and worked solutions for the problem sums.

These examination papers aim to teach students important concepts and help students discover weaknesses in their answering techniques which they may not be aware of.

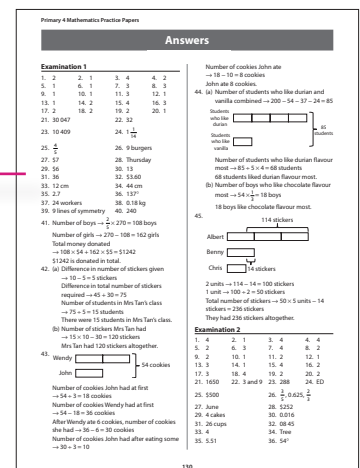


Challenging Problems

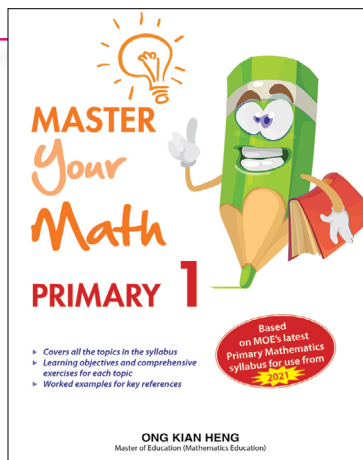
Challenging problems are included in this book as a way to test the students' understanding of the topics and to expose them to a wider variety of questions.

Answer Key

Answers are provided with worked solutions for students to review their answers.



Master Your Math



ISBN: 9789814996266

Master Your Math Primary 1 was conceptualised and developed to provide students in primary schools with an organised approach to revising Primary Mathematics through comprehensive practices ranging from the basic to the challenging. All topics in the latest Primary Mathematics syllabus issued by the Ministry of Education, Singapore, are covered.

Topic 1 Numbers to 10

LEARNING OBJECTIVES

At the end of this topic, students should be able to do the following:

- Count to 10.
- Read and write numbers in numerals and in words.
- Compare the number of objects in two or more sets.
- Compare and order numbers up to 10.

Section A

Exercise 1a

Write the numbers. The first question has been done for you.

- Eight 8
- Three
- Ten
- Seven
- Five
- Nine

1

Learning Objectives

Brief learning outcomes of each topic are clearly spelt out so students know what is expected of each topic in the curriculum.

Worked Examples

Examples are given in the form of worked questions in the exercises to give students a clear reference on how each type of question should be answered.

Master Your Math Primary 1

Exercise 4

Count and compare the two sets. Fill in each blank with the correct answer. The first question has been done for you.

1. Set A Set B

Set A has 3 oranges.
Set B has 5 oranges.
5 is greater than 3.
3 is smaller than 5.

2. Set A Set B

Set A has 5 muffins.
Set B has 4 muffins.
5 is greater than 4.
4 is smaller than 5.

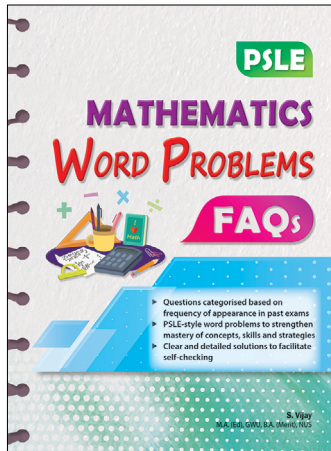
Answers

TOPIC 1	
Section A	
Exercise 1a	
1. 3	3. 10
2. 7	4. 9
3. 9	5. 2
4. 9	6. 8
5. 9	7. 2
6. 9	8. 2
Exercise 1b	
1. ten	3. nine
2. eight	4. four
3. eight	5. four
4. two	6. seven
5. one	7. seven
Exercise 2	
1. 6, 8	3. 7, 8
2. 5, 8	4. 5, 2
3. 10, 9, 6	5. 10, 9, 6
Exercise 3	
1. Tick Set A	3. Tick Set C
2. Tick Set B	4. Tick Set D
3. Tick Set E	5. Tick Set F
4. Tick Set G	6. Tick Set H
5. Tick Set I	6. Tick Set L
Exercise 4	
1. 7, 4, 7, 4, 4, 7	3. 2, 8, 6, 2, 2, 8
2. 6, 10, 10, 6, 10	4. 6, 10, 10, 6, 10
Exercise 5a	
1. smaller than	3. the same as
2. greater than	4. greater than
3. smaller than	5. smaller than
4. greater than	6. greater than
5. smaller than	7. smaller than
6. greater than	8. smaller than
9. smaller than	10. greater than
Exercise 5b	
1. 3	3. 1
2. 5	4. 2
3. 9	5. 3
4. 8	6. 4
5. 10	7. 5
Exercise 6a	
1. 1, 2, 3, 5	3. 4, 5, 6, 9
2. 1, 5, 7, 8	4. 1, 5, 7, 8
3. 9, 8, 3, 2	5. 9, 7, 5, 4
4. 7, 2, 2, 1	6. 7, 2, 2, 1
Section B	
Exercise 1	
1. 10	3. eight
2. 10	4. 9
3. 7	5. 9
4. 7	6. 7
5. 9	7. 1, 2, 5, 7, 9
6. 7	8. Box B
7. 1, 2, 5, 7, 9	9. Circle 7 and 8
8. Box B	10. Colour the sun with the number 6.
9. Circle 7 and 8	11. 3
10. Colour the sun with the number 6.	12. Accept any possible answer.
11. 3	Example Set 2
12. Accept any possible answer.	
TOPIC 2	
Section A	
Exercise 1a	
1. 11	3. 16
2. 11	4. 20
3. 16	5. 18
4. 20	6. 14
Exercise 1b	
1. twelve	3. seventeen
2. twelve	4. fifteen
3. seventeen	5. fourteen
4. fifteen	6. sixteen
Exercise 2	
1. 10, 20	3. 14, 12
2. 10, 20	4. 10, 18
3. 14, 12	5. 18, 20
Exercise 3	
1. 14, 12, 10	3. 9, 16, 18
2. 14, 12, 10	4. 7, 14, 8
3. 9, 16, 18	5. 7, 14, 8
4. 7, 14, 8	6. 7, 14, 8
Exercise 4	
1. 10, 16, 15	3. 9, 5, Q, P
2. 16	4. 18
3. 13	5. 2
4. 18	6. 2
5. 2	7. 14
6. 2	8. 17
7. 14	9. 10
8. 17	10. 10
Exercise 5a	
1. 6, 10, 15, 18	3. 12, 14, 17, 20
2. 6, 10, 15, 18	4. 12, 14, 17, 20
3. 12, 14, 17, 20	5. 12, 14, 17, 20
4. 12, 14, 17, 20	6. 12, 14, 17, 20
Exercise 5b	
1. 10, 16, 15	3. 9, 16, 18, 6
2. 16	4. 10, 16, 15
3. 13	5. 18, 20
4. 18	6. 7, 14, 8
5. 2	7. 14
6. 2	8. 17
7. 14	9. 10
8. 17	10. 10

Answers

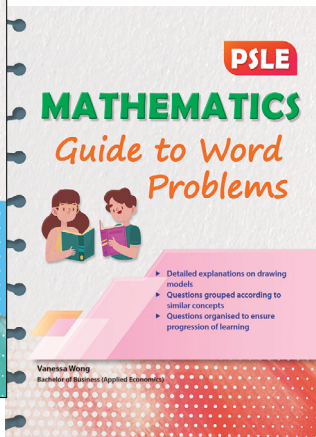
An answer key is also given at the end of the book for students to assess their own answers so that they can learn from their mistakes.

PSLE Mathematics



Word Problems FAQs

ISBN: 9789814996457



Guide to Word Problems

ISBN: 9789814996655

The FAQs title is written based on the latest Primary Mathematics syllabus by the Ministry of Education. The word problems in this book are crafted to model closely after past-year actual PSLE questions, allowing students to be familiar with the types of word problems they can expect to see in the PSLE Mathematics paper.

The Guide to Word Problems includes detailed explanations on how the steps on drawing models come about and pointers that give students the opportunity to ponder on the questions. The questions in this book are grouped the questions according to similar concepts and the level of difficulty to ensure a progression of learning.

Worked Examples

Each worksheet in the FAQs book begins with a worked example followed by seven related word problems for students to apply the concepts and strategies learnt.

FAQ #1 Intervals



When objects are arranged in a line with intervals between them, the total number of intervals is 1 less than the total number of objects.

In the example below, the number of intervals between the 1st shrub and the 30th shrub is $30 - 1 = 29$.

Example

30 shrubs are planted along a road. The shrubs are planted equally apart at 8 metres. What is the distance of the road from the first to the last shrub?

Solution

Distance between one shrub and the next = 8 m

Number of intervals between the first and the last shrub
= $30 - 1$
= 29

Distance of the road from the first to the last shrub
= 29×8
= 232 m

Practice Questions

The worksheets in the FAQs title are categorised according to the types of questions that have frequently appeared in past year papers. The questions are arranged with increasing levels of difficulty. Questions 1 to 3 of each worksheet are relatively easy to solve, Questions 4 to 5 are of average difficulty while Questions 6 to 7 are reasonably challenging.

PSLE Mathematics Word Problems **FAQs**

Practice

1. 50 trees were planted along one side of a straight road. The trees were planted equally apart at 15 metres. What is the distance between the first and the last tree?

Answer: _____

2. Mr. Tan planted 11 seedlings in a row. The seedlings were planted at the same distance apart. The distance between the 1st and the 6th seedling was 20 cm. What was the distance between the 1st and the 11th seedling?

Answer: _____

UNIT 1.1 BASICS OF FRACTIONS AND PERCENTAGES

1. Krislander had $\frac{1}{2}$ kg of sugar. She used $\frac{1}{4}$ kg of sugar to bake some cookies and $\frac{1}{4}$ kg of sugar to bake some muffins. How many kilograms of sugar had she left? Leave your answer in its simplest form.

Think and Ask

What do you observe to be the same in all these fractions? They all have a unit of measurement. So, we know exactly how many kilograms of sugar Krislander had and the kilograms of sugar that she used to bake some cookies and muffins. We do not have to draw models for any of the fractions as we already know how much sugar there was.

Step 1 Find the total amount of sugar used by adding the amount of sugar she used for baking cookies and muffins together. Change to the equivalent fractions by making both the denominators to be the same. The lowest common multiple of 4 and 6 is 12.

*It is not compulsory for students to illustrate the unit of measurement, kg, in their workings. But for better understanding, we will include the 'kg' in our presentations.

Step 2 Find the amount of sugar left by subtracting the amount of sugar used from the total amount of sugar Krislander had at first.

PSLE Mathematics Guide to Word Problems

8. Sunarti spent \$2 less than $\frac{1}{2}$ of her money on a dress. She then spent \$3 less than $\frac{1}{3}$ of the remaining money on a blouse. She spent the last \$95 on a pair of shoes. How much did Sunarti have at first?

Step 1 Draw 2 blocks to represent Sunarti's money at first. She spent \$2 less than $\frac{1}{2}$ of her money on a dress, hence \$2 exceeds the remainder is \$2 MORE than $\frac{1}{2}$ of her money. Label all the information in the model.

Step 2 Aligning the portion representing the remaining money, we will draw another model of 2 blocks below it.

Step 3 She spent \$3 less than $\frac{1}{3}$ of her remaining money on a blouse, hence \$3 means that she spent \$3 MORE than $\frac{1}{3}$ of her remaining money on the pair of shoes.

Step 4 Work backwards to find the amount of money at first. Equate \$3 more than $\frac{1}{3}$ of her remaining money to \$95 to find the remaining amount of money.

Step 5 Equate \$2 more than $\frac{1}{2}$ of her money to \$180 to find Sunarti's amount of money at first.

Total amount of money at first
= \$95 + \$3
= \$98
= \$90
= \$180
= \$178
= \$176
= \$174
= \$172
= \$170
= \$168
= \$166
= \$164
= \$162
= \$160
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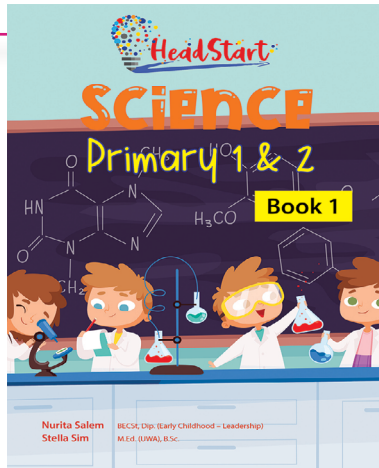
Total amount of money = $2 \times \$176$
= \$352
Sunarti had \$352 at first.

Think and Ask

Detailed explanations and helpful hints are provided in Guide to Word Problems to help students work through different questions.

Headstart in Science

The Headstart series prepares students for primary school through exercises that encourage them to learn and develop the relevant skills and knowledge in Science topics.



ISBN: 9789814996488

The Headstart Science Primary 1 & 2 series is specially designed to prepare Primary 1 and 2 children for Primary 3 and 4 Science by exposing them to a variety of exercises and topics that are covered in the primary school syllabus.

The exercises feature eye-catching pictures that stimulate visual learning. Interactive learning methods are used to encourage children to take ownership of their learning. This combination will help children develop an interest in Science.

Unit 1
Living Things and Non-Living Things

There are many kinds of things around us. Some are living things and the others are non-living things.


Let us find out the differences between living things and non-living things by looking at their characteristics.

	Characteristics of Living Things	Characteristics of Non-Living Things
1.	They need air, food and water to live.	They do not need air, food and water.
2.	They grow over time.	They do not grow.
3.	They respond to changes around them.	They do not respond on their own.
4.	They reproduce. Some give birth to their young and some lay eggs.	They do not reproduce.
5.	They can move on their own.	They cannot move on their own.

Unit 2 - Animals


Insects

- Have a hard outer body covering called an exoskeleton
- Have six legs
- Have three body parts




Fish

- Have scales as their outer body covering
- Breathe through gills
- Have fins for movement




Reptiles

- Have dry scales as their outer body covering



Amphibians


- Have moist, smooth skin
- Live on land and in water



Activity Time
Explore and Discover the Animals Around Us

Take a walk round your neighbourhood or make a visit to the zoo. Then try putting the animals that you have spotted into their correct animal groups.

Clue: You can use the **Main Characteristics of Some Different Groups of Animals** to help you in this activity.




Science Topics

Important Science topics are introduced with clear descriptions and examples.

Unit 1 - Living Things and Non-Living Things




Exercise 1: Match Up
Match each characteristic of living things to its meaning.

1. Move	•	• Produce offspring
2. Die	•	• Go to another place or position
3. Grow	•	• Increase in size and change physically
4. Reproduce	•	• React to something that has happened
5. Respond	•	• Stop being alive






Headstart Science Primary 1 & 2 Book 1

Exercise 2: Identify the Living Things
All living things need air. They take in oxygen and give out carbon dioxide. Look at the following pictures. Circle the pictures that show living things.



Baby Packet drink Zebra



Cupcake Cloud Tree

Engaging Activities

Fun-filled exercises encourage students to apply relevant skills and knowledge.

Science Olympiad Guide and Practice Books



ISBN: 9789811437229

ISBN: 9789811437212

It is important that science is taught in a captivating and enjoyable way so that students gain a passion for the subject.

This series aims to instil that passion in the hopes of nurturing future scientists. In line with the syllabus issued by the Ministry of Education, Singapore, questions involve critical thinking and picking out hidden hints. To make things more challenging, students might be required to read between the lines and pick out exactly what the question is asking for.

There are inference-based questions where students need to infer trends from diagrams, graphs or tables, or predict what would happen if factors are changed.

Application-based questions teach students how the science concepts they learn can be employed in their everyday lives. They also expose students to new inventions.

Interesting science facts and questions beyond the syllabus are also included for additional knowledge.

WORKED-OUT EXAMPLES

Answer: C
Explanation: Option A is incorrect. Diffusion occurs in both the liquid and gaseous state.
Option B is incorrect. Diffusion does not occur in the solid state as particles cannot move in the solid state.
Option C is correct. During diffusion, particles spread from where there are more particles to where there are less particles.
Option D is incorrect. During diffusion, particles spread from where there are more particles to where there are less particles.

Worked-out example 3 (Primary 4)
Melting point is the temperature where a substance changes from the solid state to the liquid state. Boiling point is the temperature where a substance changes from the liquid state to the gaseous state. When impurities are present, the melting point becomes lower while the boiling point becomes higher.
For example, water has a melting point of 0°C and a boiling point of 100°C . When salt is added to water, the salt is an impurity and the melting point will be about -2°C to -3°C and the boiling point will be about 101°C to 103°C . The melting point of potassium chloride is about 770°C .

What is the most likely boiling point of a sample of water that contains a small quantity of potassium chloride?

- A 773°C
- B 456°C
- C 90°C
- D 104°C

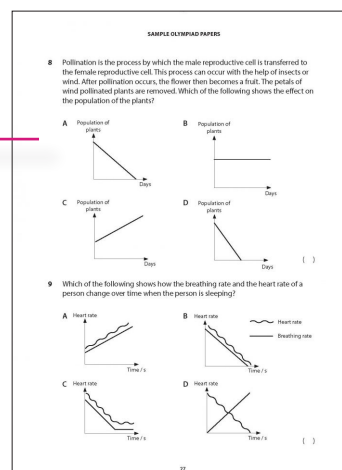
Answer: D
Explanation: Option A is incorrect. Potassium chloride is the impurity added. The boiling point should be related to that of water not potassium chloride. The boiling point of water should then increase and be slightly above 100°C .

Examples

Worked solutions are provided with examples so that students can learn the thought process and apply it to practice questions.

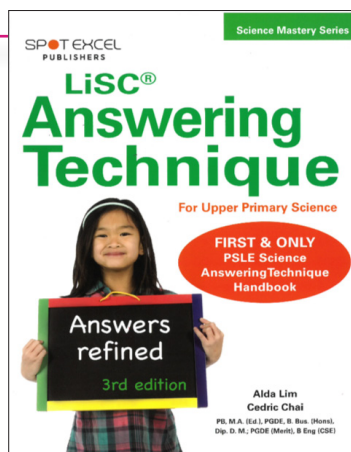
Sample Papers

Sample Olympiad papers are provided for students to practise concepts learnt.



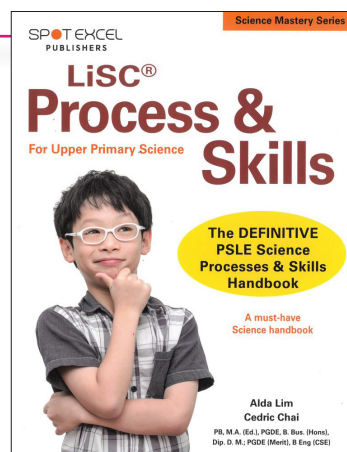
LiSC® Science Mastery Series

This series of books is the culmination of our years of research and experience in marking, teaching and guiding teachers and students in the differentiation of sound answers and questions. It provides a complete and comprehensive guide from the understanding of concepts to the mastery of processes and skills, to answering perfection, each targeting a different aspect to help students achieve excellence in Science examinations.



Answering Technique
ISBN: 9789811415258

This book aims specifically to help those who already have a good grasp of concepts and are seeking a breakthrough in their answering. Through this book, students will understand the meaning of active application of concepts to unfamiliar situations, bridge the gap they encountered in articulating their thoughts and thus attain improvement in their results from the minimisation of marks loss due to inaccurate, non-precise and incomplete answers.



Process & Skills
ISBN: 9789811415241

This book aims specifically to help students in the identification of key requirements in each process and skill, hereby equipping students with a set of practical and easy to apply consolidated processes and skills to successfully tackle examination questions which involve experimental set-ups and/or are investigative in nature. The 11 process skills stipulated in the current school syllabus are integrated into commonly tested examination items in this book, complete with detailed explanations and illustrations in easy-to-follow steps and visualisations.

Chapter 2: Unlinking the Question Diagram Key

EXAMPLES

1. LIFE SCIENCE

The diagrams below show two types of fish. Study them carefully and answer the question that follows.

Explain two ways in which Fish B is better adapted at survival than Fish A does not.

ANSWER

1. Fish B has adapted on its body to camouflage and hence hide. Fish A does not.

2. Fish B has a more streamlined body and hence can swim faster.

LiSC® Approach - DIAGRAM KEY:
Identification of **FEATURES** that differentiate the diagrams provided.

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Chapter 2: Unlinking the Question Diagram Key

EXPLANATION

Analyse the diagrams carefully. Identify features that only Fish B possesses.

Explaination for Answer to Part (i):

Applying the LiSC® approach	Formulation of Answer	Detailed Explanation
Identify the key (Diagram)	Fish B: Streamlined	The presence of stripes is a prominent feature of Fish B but Fish A does not have.
Identify the concept tested	Adaptations	As provided in the question, the concept or topic tested is on Adaptations (PS - Interactions).
Linking the Key to Concept tested	Camouflage	Stripes are linked to the concept of camouflage in the topic of Adaptations.
Final Answer	Hide better	Camouflaging refers to the same concept of hiding well.

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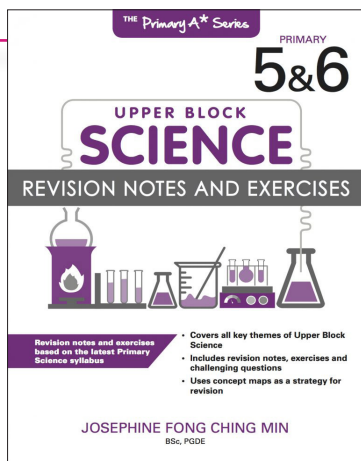
© Spot Excel Publishers Pte Ltd

Comprehensive Examples

Answers are provided for examples with key words underlined so that students can identify them easily and learn the structure to answering questions.



Science Revision Notes and Exercises



ISBN: 9789811148026

This is a revision guide in Upper Block Science for students in Primary 5 and Primary 6. It covers all the 4 themes in the Upper Block syllabus and features comprehensive revision notes and illustrations, exercises after each theme, and challenging questions at the end of the book. Key features of the book include:

1. Using concept maps as a strategy for revision
2. Linking themes to one another
3. Applications of science to everyday life in the Science in Our Life section
4. Inquiry and deep-thinking questions to extend the student's scope of the topic in the Thinking Out Loud section
5. Tagging of exercises with question-type so students know what skills they are tested on when they attempt a question. Suggested answers are also included for self-check.

Thematic Assessment 1

2. The table describes the features of flowers X and Y.

Feature	Flower X	Flower Y
Petal characteristics	Small, dull green	Large, bright red
Scent	No scent	Sweet scent
Location of the anther / stigma	Hangs outside the flower	Sits firmly inside the flower
Pollen characteristics	Light and smooth; present in large quantities	Spiky and sticky; present in moderate quantities

Which of the following statements is valid? (Application)

(1) Both flowers are pollinated by insects.
 (2) Both flowers are pollinated by wind.
 (3) Flower X is pollinated by insects and flower Y is pollinated by wind.
 (4) Flower X is pollinated by wind and flower Y is pollinated by insects. ()

3. Which of the following is the most probable reason why spores are microscopic? (Application)

(1) The size of the parent plants is also microscopic.
 (2) They are dispersed by wind.
 (3) They do not contain hereditary information.
 (4) They do not undergo sexual reproduction. ()

4. Which of the following statements is true about the sperm cell and the egg cell? (Knowledge)

(1) Fertilisation happens only in the body of a human female.
 (2) Millions of sperm cells are produced every day while only one egg cell is produced once a month.
 (3) Only one sperm cell can fertilise an egg cell.
 (4) The sperm cell is much larger than the egg cell. ()

43

Thematic Assessments

Practice questions after each unit to test the students' understanding of the topic.

Learning Outcomes

Learning outcomes stated at the start of every unit so that students can learn more effectively.

Systems
Unit 5

The Cell – A Unit of Life

LEARNING OUTCOMES

You are expected to be able to do the following:

- Show an understanding that the cell is a basic unit of life
- Identify the different parts of a typical plant cell and animal cell
- Relate the parts of a cell (plant and animal) to its functions
- Compare a typical plant and animal cell

Cells

1. All living things are made up of **cells** – the smallest unit of life.
2. Some living things are made of only one cell, while others are made up of more.

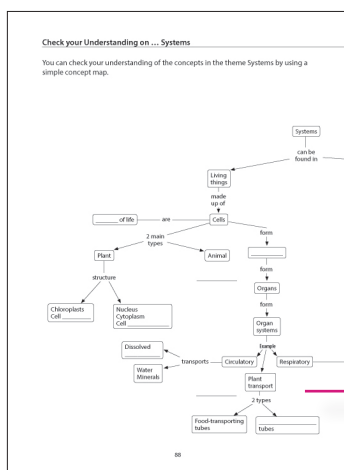
Single-cell living things

1. A single-cell living thing can perform all the functions of a typical living thing.
2. Examples: yeast, bacteria, amoeba

Multi-cell living things

1. We can classify the cells of a multi-cell living things into two major types: **plant cells** and **animal cells**

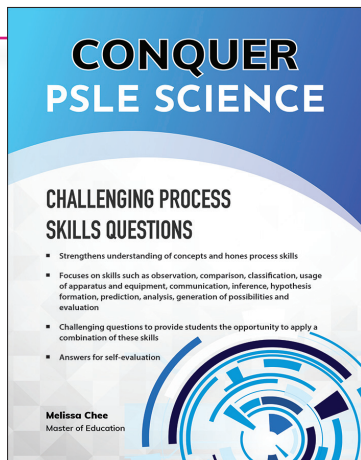
56



Concept Maps

Concept maps are used at the end of each unit to check the students' understanding of the topics.

Conquer PSLE Science



ISBN: 9789811447396

Conquer PSLE Science features questions that require the use of process skills in the science syllabus. Each of the 11 process skills has a chapter with both multiple-choice questions (MCQ) and open-ended questions to familiarise students with the various types of questions. These questions are taken from as many topics as possible to allow for breadth and exposure to content. There is also a short introduction on each process skill and knowledge required for that skill so students can be informed before starting on the questions. Answers are provided for self-evaluation.

Unit 3 Process Skill: CLASSIFYING

Classifying is a skill that requires you to group objects or events based on common characteristics and patterns. These common characteristics include the physical and behavioural characteristics of living organisms.

Classification allows us to group similar things together so that it is easier for researching. It also allows us to better understand the organism for further research by comparing it to other organisms which we observed to have similar characteristics as them.

Questions are often in the form of interpreting a classification chart or filling up parts of a classification chart. To begin, we must first know the aim of the classification. The question may directly state the aim, for instance: Flowering plants vs non-flowering plants. Only then can we begin to classify.

After that, take note of common traits present in the objects to be classified. For instance, do they reproduce by spores?

The classification table can then be filled up, with one side being the flowering plants section and the other being the non-flowering plants section. In some cases, the headings will have to be filled in.

The following are examples of questions:

Example 1 Classify these plants into the respective groups: icons, sunflower, ferns, moss.

Flowering plants	Non-flowering plants

Example 2 Label the headings of the 2 columns according to their common characteristics.

Icons	Ferns
Sunflower	Moss

21


Quick Notes & Examples

Notes and examples are provided in each unit to strengthen students' understanding of concepts.

Clear Diagrams

Aid understanding of questions and concepts.

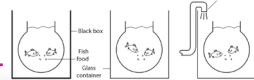
Conquer PSLE Science

26. 

What could have taken place at X?

- There was a sudden increase in the amount of food.
- There was an increase in the amount of grass.
- The cows started reproducing more quickly.
- Snakes were wiped out.

27. Jane made the following set-ups.



What observation was Jane trying to make?

- She was trying to conclude the effect of temperature on fish.
- She was trying to conclude the effect of the presence of food on fish.
- She was trying to conclude the effect of air on fish.
- She was trying to conclude the effect of light on fish.

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Conquer PSLE Science

Exercises on Classifying

1. Which parts of the digestive system produce digestive juices?

- Mouth, stomach, small intestine
- Mouth, gullet, stomach
- Mouth, stomach, large intestine
- Mouth, small intestine

()

2. Which of the organisms mentioned below is not a mammal?

- Spry antelope
- Guppy
- Chimpanzee
- Human

()

3. Joyce concluded that a seed was not a living thing as the seed did not move by itself when she placed it on a table. Is Joyce's statement correct?

- Yes, it is not a living thing as it does not respond to change.
- Yes, the seed does not grow.
- No, the seed does not reproduce.
- No, the seed is able to grow when provided with warmth, oxygen and water.

()

4. Which option shows the correct classification of animals based on their outer coverings?

	Hair	Shell	Scales	Feathers
A	Bat	Tortoise	Goldfish	Sparrow
B	Human	Snail	Whale	Rhinoceros
C	Ostrich	Tortoise	Goldfish	Bat
D	Giraffe	Crocodile	Guppy	Chicken

()

22

Exercises on Specific Process Skills

Allow students to apply process skills learnt.

Answers

Unit 1

1. D 2. D 3. C 4. A 5. B
6. C 7. D
8. Worker (a) because working a power conductor of heat than make heat loss from the body.
9. It has a hollow tube that allows it to take in air from the atmosphere.
10. The hot air will have a larger exposed surface area with the surrounding air. By continuously being passed from one cup to another, the hot air will lose more heat to the surrounding air and cool down faster.
11. Shadow
12. B, C, A
13. The seeds are dispersed by wind as it has wing-like structures that allow it to be carried away from the parent plant by the wind.
14. It obtains food from the storage root.
15. (Accept any other answers.)
16. Solving method is a way to recognise a magnetic object temporarily.
17. Cell wall (chloroplast)
18. It reproduces by underground stem.
19. The sun
20. Water is used for photosynthesis.
21. It has structures that help insects to feed. The nectar from the insects is then absorbed by the plant.
22. Friccion
23. Streamlined body of animals help them to minimise resistance when moving in water and in land.
24. The flower is wind-pollinated. The stigma protrudes out of the flower and are large and feathery to provide a large surface area to catch pollen floating in the air.
25. a. b
26. Heat loss

Unit 2

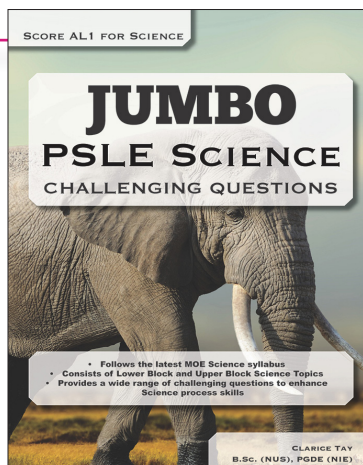
1. C 2. C 3. A 4. D 5. D
6. C 7. B 8. B 9. A 10. C
11. B 12. C
13. Difference (Any one):
1. Photosynthesis requires the presence of light energy (the space with respiration does not).
2. Photosynthesis releases oxygen and takes in carbon dioxide, while respiration releases carbon dioxide and takes in oxygen.
3. Photosynthesis only occurs when light is present while respiration occurs all the time.
14. Similarities:
1. They all live in water (part of the pond community).
2. Gills to absorb dissolved oxygen in water.
15. Both have shells that allow them to hide from predators.
16. White fossil fuels give off greenhouse gases when burnt to produce energy, leading to

123

Detailed Answers

Detailed answers are provided for easy self-evaluation.

Jumbo PSLE Science Challenging Questions



ISBN: 9789811487699

This book is specially written to cover all 5 themes in the latest MOE Science syllabus – Cycles, Systems, Diversity, Interactions and Energy. It contains multiple-choice questions and open-ended questions that will help to develop critical thinking and build examination confidence in students. The questions are set at a higher standard to encourage students to think about a problem at a deeper level in order to solve them. Complete solutions are provided at the end of the book for self-evaluation.

Full Range of Topics

Consists of both lower and upper primary Science topics.

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CHAPTER 1 Living and Non-living Things

Section A

1. Which of the following statements about living things is incorrect?
- (1) Living things require air, water and food to be able to survive.
 - (2) Living things do not grow over time.
 - (3) Living things can reproduce.
 - (4) Living things can respond to changes around them.

2. Pauline received a rabbit as a birthday gift. She placed the rabbit in a container as shown in the diagram below.



What is lacking in Pauline's set-up?

- (1) Pauline's set-up is not sealed.
 - (2) Pauline's set-up does not have water for the rabbit.
 - (3) Pauline's set-up does not have enough food for the rabbit.
 - (4) Pauline's set-up lacks toys for the rabbit to play with.
3. Which of the following characteristics is not sufficient to prove that John is a
- (1) John cries when a ball hits his face while playing soccer.
 - (2) John can no longer fit into his clothes that he used to wear when he was
 - (3) John needs air, food and water to survive.
 - (4) John can talk.
4. Which group of objects are objects that were made from things that were on
- (1) Rubber gloves, wooden chair, leather bag
 - (2) Leather wallet, plastic cup, wooden cabinet
 - (3) Woolen sweater, metal clip, plastic bottle
 - (4) Leather wallet, wooden chair, glass jar

Score AL1 for Science: Jumbo PSLE Science Challenging Questions

4. Benjamin visited the zoo and saw that the tiger there just gave birth to its young.
- (a) Which characteristic of living things does that show?

- (b) Why is it necessary for living things to do so?

5. Below is a picture of a robotic vacuum cleaner that can move on its own.



Many claims that it is a living thing because it can move while Nancy says that it is not.

- (a) (i) Who is correct?

- (ii) Explain your answer for part (i).

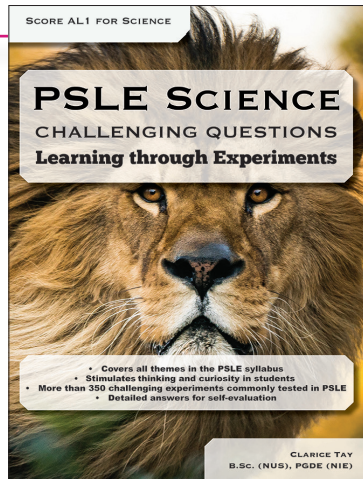
6. An elephant is observed to be fanning its ears when the weather is hot. What characteristic of living things does this show?

Challenging Questions

Provides a wide range of challenging questions to enhance Science process skills.

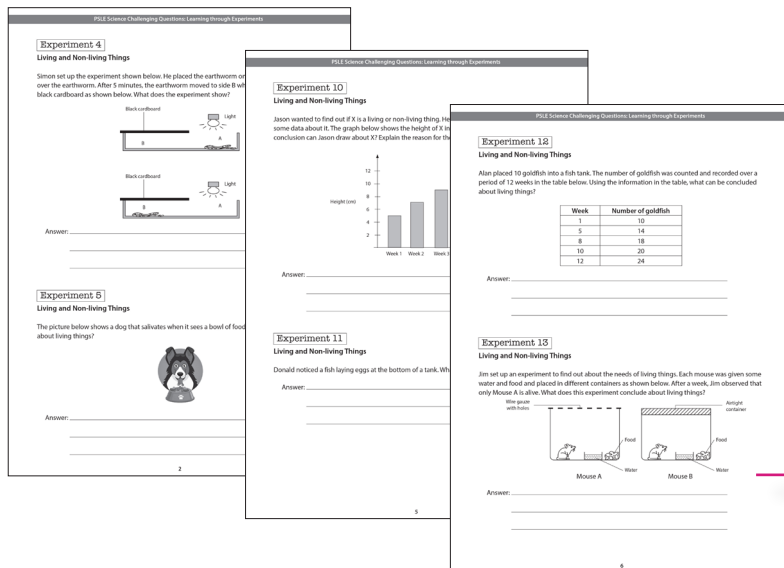
PSLE Science

Learning through Experiments



ISBN: 9789811490057

This PSLE book is based on the latest Ministry of Education syllabus. Themes covered in this series are Diversity, Cycles, Interactions, Systems and Energy. These activities allow students to go beyond the textbook and further explore the real-world context of Science. These experiments stimulate students' thinking and provoke curiosity in a fun and exciting manner. Students will be able to pick up skills such as observation, comparing, communicating, inferring, classifying, predicting, analysing and evaluating while carrying out the various experiments in this book. Complete answers are given for self-evaluation.

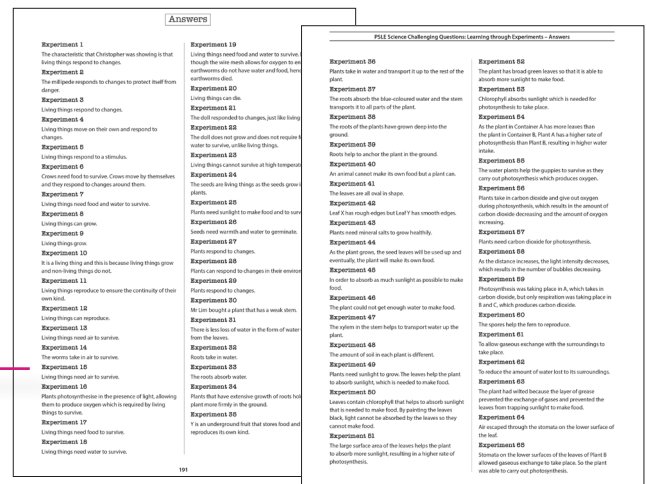


Challenging Questions

More than 350 challenging experiments commonly tested in PSLE.

Answers

Detailed answers for self-evaluation.



Malay Intensive Practice



ISBN: 9789811415609

Lestari Bahasa Kita Edition is written to help newly transited students from the pre-school to primary level. The book consists of intensive practice papers based on the latest syllabus. The content will help expand student's language ability and foundation in Malay language. The practice papers are relatable and suitable for students to expand their knowledge in their vocabulary, language usage and phrasing.

Practices

Various forms of practice questions to improve the child's Malay language proficiency and linguistic skills.

Latihan 3

- Liana nampak **cantik** dan kemas.
(1) busuk (2) wangi
(3) buruk (4) tinggi ()
- Cikgu berasa bangga apabila rami muridnya **tulus** dengan cemerlang.
(1) menang (2) gagal
(3) kalah (4) pandai ()
- Adik sedih kerana tidak dapat menonton televisyen yang sudah **rosak**.
(1) baik (2) elok
(3) baru (4) antik ()
- Pakcik Ahmad kelihatan **kurus**.
(1) gemuk (2) pendek
(3) tinggi (4) panjang ()
- Kita harus rajin memberus gigi agar selalu **bersih**.
(1) hitam (2) putih
(3) bau (4) kotor ()
- Lelaki itu sentiasa nampak **lamban** dan bergaya.
(1) bersih (2) tinggi
(3) segar (4) hadiah ()

Latihan 2

keping	biji	pasang	helai
buah	batang	ekor	orang

- Di kandang itu ada lima _____ harimau.
- Saya berasa kenyang selepas makan dua _____ epal.
- Atuk se _____ yang tegas dan berwibawa.
- Kereta itu terbalik setelah melanggar se _____ kayu di tengah jalan.
- Ibu gemar memakan dua _____ roti bakar dan secawan teh panas.
- Beberapa _____ kain yang bertumuran darah dijumpai di tempat kejadian.
- Polis telah berjaya menangkap se _____ penyeluk saku di pasar tadi.

Latihan 1 – Kefahaman Objektif

Baca petikan karangan di bawah ini dengan teliti.

Salman gemar berbasikal bersama teman-temannya di sebuah taman berdekatan. Mereka akan berbasikal di sana pada jam lima petang setiap hari. Pada suatu petang, Salman mencuba nasib dengan melakukan aksi yang berbahaya dengan menaikkan tayar basikalnya di atas papan gelangsar. Nasib Salman kurang baik. Dia terjatuh dari basikalnya dan tangan kirinya patah akibat dihempas oleh basikalnya. Seorang penduduk kawasan itu yang sedang berlari-lari anak terlihat kejadian itu. Dengan segera, dia datang menolong Salman. Dia menelefon ambulans dan ibu Salman.

Jawab soalan-soalan berikut dengan jawapan yang sesuai di tanda kurung () yang disediakan.

- Salman suka berbasikal bersama _____.
(1) adik-beradiknyanya
(2) jirannya
(3) seorang diri
(4) teman-temannya ()

Relatable Topics

Topics such as daily activities introduce children to vocabulary that they can easily relate to.

Buku Latihan Peperiksaan Cepak

Buku Latihan Peperiksaan Cepak (Primary 1 – Primary 6) Series is written especially to prepare and attune students to the latest exam format in accordance with MOE guidelines. The test exercises and questions are comprehensive for students of all levels. Aligned with the current Cepak textbook and activity book, the students will be keen and confident in tackling all types of questions.



ISBN: 9789814996709



ISBN: 9789814996716



ISBN: 9789814996723

3. Omar gemar berenang di _____.

1. kolam renang
2. taman permainan

4. Adik bekerja sebagai _____.

1. doktor
2. mekanik

5. Mai suka memelihara _____.

1. anab
2. kura-kura

6. Mereka berasa seronok mer _____.

1. kek
2. lukisan

7. Amir ingin membeli _____.

1. kabinet
2. rak-rak

BAHAGIAN 1: IMBUHAN (10 markah)

Arahan: Pilih perkataan yang paling sesuai bagi setiap tempat kosong dalam petikan karangan di bawah ini. Kemudian, tulis **angka jawapan** pilihan kamu di dalam kurungan () yang disediakan.

Razak dan Amir sedang bermain basikal di kolong blok. Razak (1) _____ sangat gembira pada hari itu.

Tiba-tiba, Razak hilang (2) _____.

mengerang kesakitan.

Amir (3) _____ dan dia mati akal. Amir ingin (4) _____ Razak ke klinik, namun, dia tidak mempunyai cukup wang.

Mujurah, ada seorang warga emas yang sedang (5) _____ tubuhnya di situ. Dia temampak akan kejadian yang berlaku sebentar tadi. Dia pun menghulurkan bantuan.

1. (1) dilihat (2) kelihatan
2. (1) dilihat (2) kelihatan
3. (1) dilihat (2) kelihatan
4. (1) dilihat (2) kelihatan
5. (1) dilihat (2) kelihatan

Comprehensive Questions

Questions test students' understanding of key topics and trains their language skills.

Answer Key

Detailed answer key provided for students to learn from their mistakes and to enhance their understanding.

KUNCI JAWAPAN
Darjah 2

UJIAN KECIL 1

Bahagian 1

1. 2 2. 1 3. 1 4. 1 5. 2
6. 1 7. 2 8. 1 9. 1 10. 1

Bahagian 2

11. 2 12. 2 13. 2 14. 2 15. 1

Bahagian 3

16. maki
17. kuali
18. lori
19. mengemas
20. kemudi

Bahagian 4

21. Amir mudi yang sangat rajin.
22. Dia dibayar sebagai seorang pengawal.
23. Buaya berenang dengan laju ke arah.
24. Amir mendengar suara buaya yang sangat.
25. Selain itu, dia juga seorang pekerja yang rajin.

Bahagian 5

26. Fuzi telah seorang pembuat roti.
27. Fuzi membeli bahan-bahan untuk membuat roti di Pasar Raya Juru atau kedai kedai.
28. Fuzi mengemaskan roti yang dia buat dengan hati-hati.
29. Apabila mendengar chef berkata di dapur.
30. Nama roti itu ialah Roti Gombak.

Bahagian 6

31. basikal empat roda
32. mendapat sebuah set
33. bu dan ayah
34. basikal pertama
35. setinggi satu setengah

UJIAN KECIL 2

Bahagian 1

1. 1 2. 2 3. 2 4. 1 5. 1
6. 2 7. 1 8. 1 9. 2 10. 1

Bahagian 2

11. 2 12. 2 13. 1 14. 1 15. 1

Bahagian 3

16. maki
17. kuali
18. lori
19. mengemas
20. kemudi

Bahagian 4

21. Rasi suka memetik.
22. Rasi suka memetik buah-buahan di ladang.
23. Rasi suka memetik buah-buahan yang sangat.
24. Rasi suka memetik buah-buahan yang sangat.
25. Selain itu, dia juga seorang pekerja yang rajin.

Bahagian 5

26. Mereka bersiar-siar di Taman Botani.
27. Mereka bersiar-siar di Taman Botani.
28. Mereka bersiar-siar di Taman Botani.
29. Mereka bersiar-siar di Taman Botani.
30. Mereka bersiar-siar di Taman Botani.

Bahagian 6

31. menyambung ulang tahunnya
32. semasa ulang tahunnya
33. semasa ulang tahunnya
34. semasa ulang tahunnya
35. semasa ulang tahunnya

Darjah 4
KUNCI JAWAPAN

Kata Berimbuhan)

2. 3 1
- 3

(Peribahasa)

- 1 8 8 9 7

(Meletakkan Teks)

- 5 12 9 13 3

Kefahaman 1)

- 2

Kefahaman Subjektif 2)

Ingemaran Amir ialah bola (markah) 1. Dia suka bermain bola di taman. (1 markah) 2. Dia suka bermain bola di taman. (1 markah) 3. Dia suka bermain bola di taman. (1 markah) 4. Dia suka bermain bola di taman. (1 markah) 5. Dia suka bermain bola di taman. (1 markah)

Bahagian 2

Bahagian A (Kata Berimbuhan)

- 1 2 2 4 3 2
- 4 3 5 2

Bahagian B (Peribahasa)

- 6 6 7 1 8 8 9 7

Bahagian C (Meletakkan Teks)

- 10 4 11 7 12 10
- 13 3 14 5

Bahagian D (Kefahaman 1)

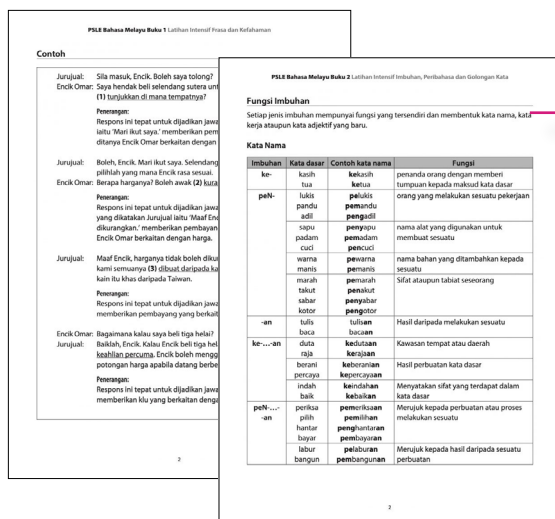
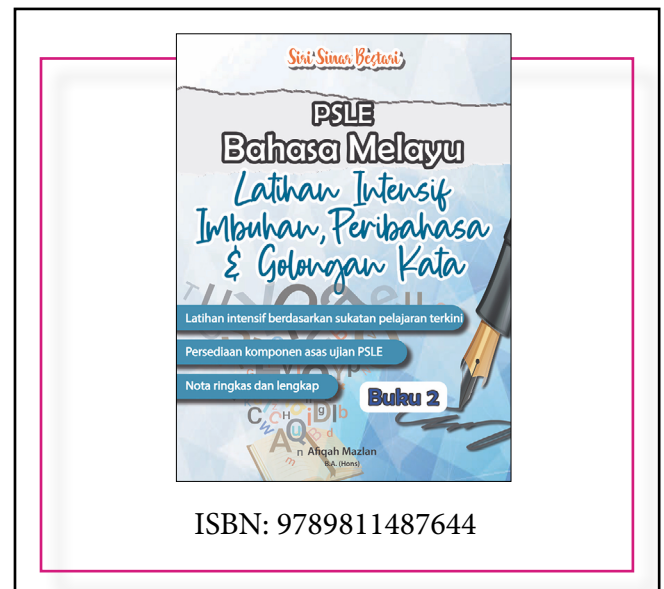
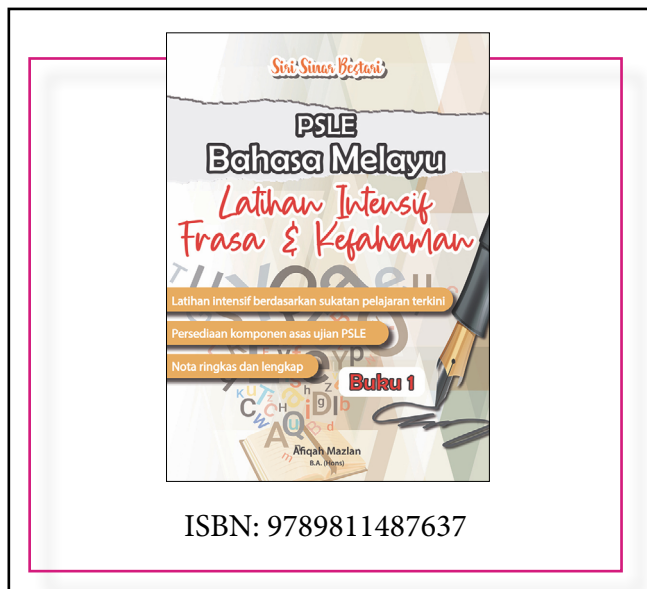
- 15 1 16 4

Bahagian E (Kefahaman Subjektif 2)

Ingemaran Amir ialah bola (markah) 1. Dia suka bermain bola di taman. (1 markah) 2. Dia suka bermain bola di taman. (1 markah) 3. Dia suka bermain bola di taman. (1 markah) 4. Dia suka bermain bola di taman. (1 markah) 5. Dia suka bermain bola di taman. (1 markah)

PSLE Bahasa Melayu

Siri Sinar Bestari is a collection of books that focuses on intensive practices based on the latest PSLE syllabus. Students are provided with challenging exercises similar to the PSLE examination. Each book comes complete with guided notes that emphasise Malay phrases and comprehension, and Malay prefixes/suffixes, proverbs and group words respectively.

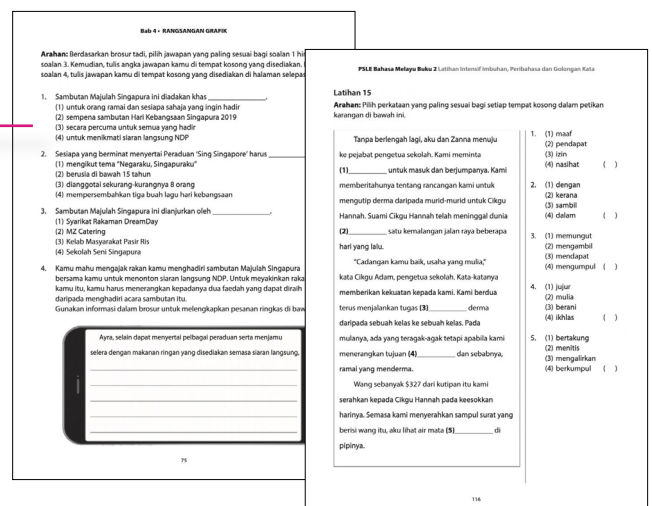


Guided Notes

Guided notes include comprehensive examples to explain the concepts of each chapter.

Practices

Practices formatted similarly to the PSLE examinations will allow students to be better prepared for the exams.



Tamil Specimen Papers

Each book in this series contains 8 specimen papers. The specimen papers are written based on the various sections found in examination papers. These will help students to learn Tamil and prepare well for their school assessments and examinations.

தொடக்கநிலை 1 தமிழ் தேர்வுத்தாள்கள்



Based on the
latest Primary
Tamil syllabus

- ✦ எட்டுத் தேர்வுத்தாள்கள் மாணவர்களின் பயிற்சிக்காக
- ✦ கல்வி அமைச்சின் புதிய பா.ததிட்டத்தின் அடிப்படையில் எழுதப்பட்டுள்ளன
- ✦ விடைகள் முதலத்தின் இறுதியில் காணப்படும்

S. Vijay
M.A. (Ed), GWU, E.A. (Ment), NUS

ISBN: 9789811481215

தொடக்கநிலை 2 தமிழ் தேர்வுத்தாள்கள்



Based on the
latest Primary
Tamil syllabus

- ✦ எட்டுத் தேர்வுத்தாள்கள் மாணவர்களின் பயிற்சிக்காக
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S. Vijay
M.A. (Ed), GWU, E.A. (Ment), NUS

ISBN: 9789811481208

தொடக்கநிலை 3 தமிழ் தேர்வுத்தாள்கள்



Based on the
latest Primary
Tamil syllabus

- ✦ எட்டுத் தேர்வுத்தாள்கள் மாணவர்களின் பயிற்சிக்காக
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S. Vijay
M.A. (Ed), GWU, E.A. (Ment), NUS

ISBN: 9789811460555

தொடக்கநிலை 4 தமிழ் தேர்வுத்தாள்கள்



Based on the
latest Primary
Tamil syllabus

- ✦ எட்டுத் தேர்வுத்தாள்கள் மாணவர்களின் பயிற்சிக்காக
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S. Vijay
M.A. (Ed), GWU, E.A. (Ment), NUS

ISBN: 9789811460562

தொடக்கநிலை 5 தமிழ் தேர்வுத்தாள்கள்



Based on the
latest Primary
Tamil syllabus

- ✦ எட்டுத் தேர்வுத்தாள்கள் மாணவர்களின் பயிற்சிக்காக
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S. Vijay
M.A. (Ed), GWU, E.A. (Ment), NUS

ISBN: 9789811444807

தொடக்கநிலை 6 தமிழ் தேர்வுத்தாள்கள்

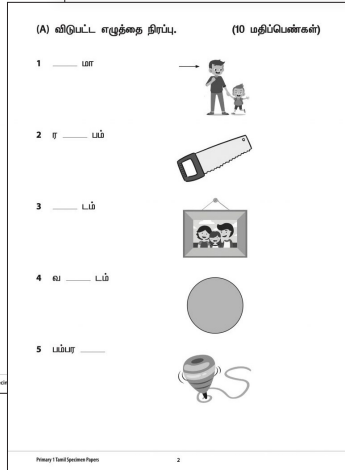
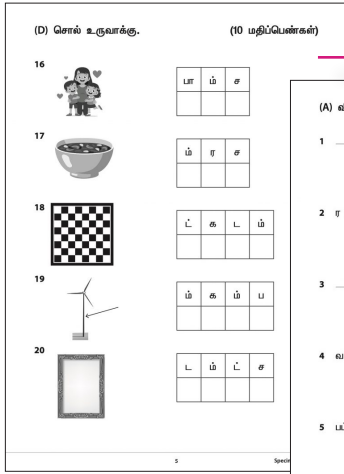


Based on the
latest Primary
Tamil syllabus

- ✦ எட்டுத் தேர்வுத்தாள்கள் மாணவர்களின் பயிற்சிக்காக
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S. Vijay
M.A. (Ed), GWU, E.A. (Ment), NUS

ISBN: 9789811444814

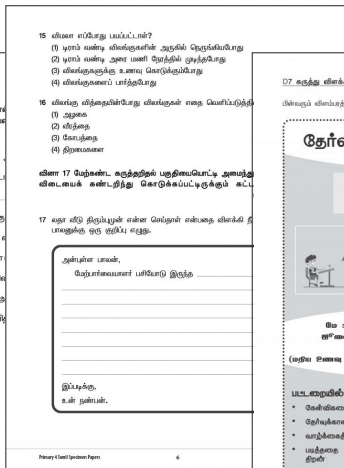
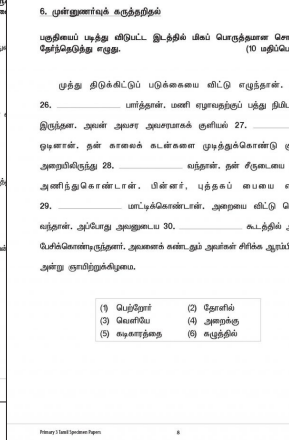
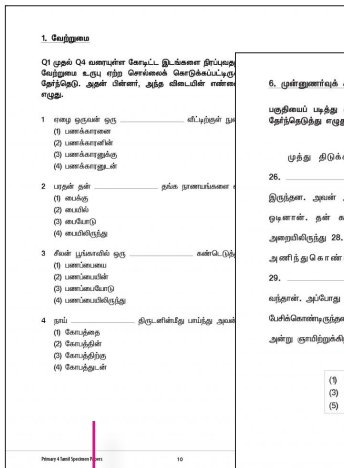
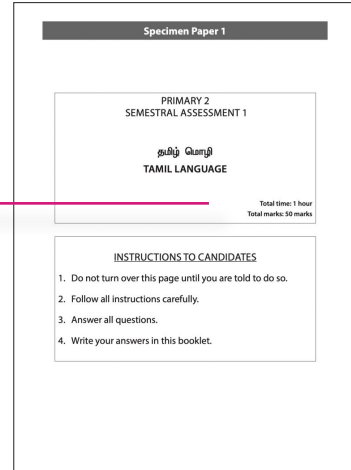


Creative Practices

As younger students are more attentive towards pictorial clues, many activities in the Primary 1 and 2 books use fun cartoons with creative exercises to be visually attractive to children.

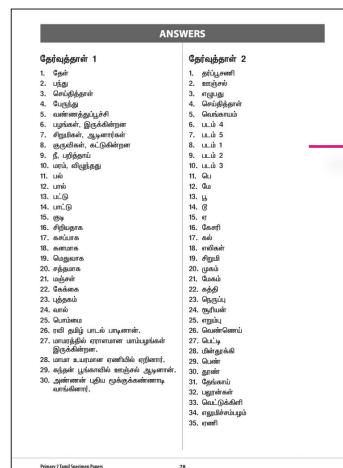
Exam Duration

Each of the 8 specimen papers in the book are formatted to mimic an exam paper, including the time given to complete each paper.



Comprehensive Practices

The examinable components in the specimen papers have been holistically prepared to test students in different areas of the Tamil language such as Grammar, Vocabulary and Comprehension in the form of multiple-choice, cloze passages, visual texts or open-ended questions. The questions also aim to stimulate students' critical thinking.

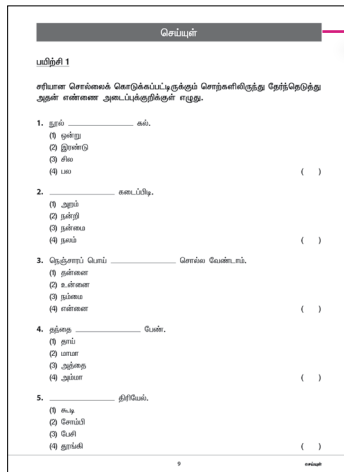


Answer Sheet

Answers are provided for all the papers so that students can check and correct their own answers.

Tamil Topical Exercises

This series contains Tamil language exercises essential for every Tamil student. All exercises in each book are based on the respective Tamil language syllabus. The books are divided into sections on proverbs, semantics, phonetic distinction, adjective and prepositions. There are also test/exam papers at the end of each book that will prepare students well for their school assessments/exams.

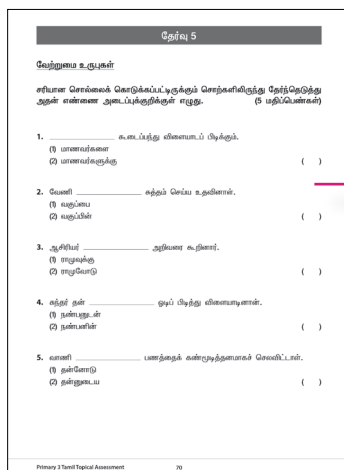


Topical Exercises

In targeting primary school students who want to master their Tamil language skills, this book consists of topical practices that target individual components of a typical test paper. These will help students master each topical component before moving to the next.

Creative Exercises

Apart from the typical MCQ and open-ended questions, there are creative exercises that engage students in their mastering of the Tamil language. Interesting activities that go beyond MCQs and open-ended questions will keep students engrossed in the variety of exercises.



Exam Papers

In order to ensure that students have grasped the language at an examinable level, this book also consists of eight test papers to assess students' language skills. Each test paper contains all the components that have been practised before.

◀ Secondary Level

▶ English

▶ Mathematics

▶ Science

▶ Bahasa Melayu

▶ Humanities

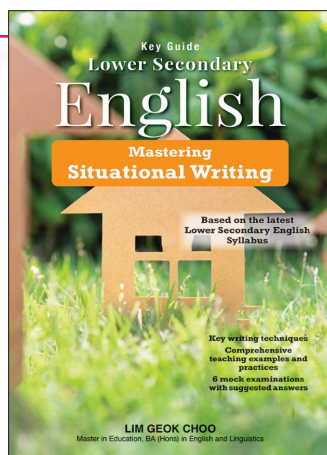
▶ Tamil

▶ Principles of
Accounts

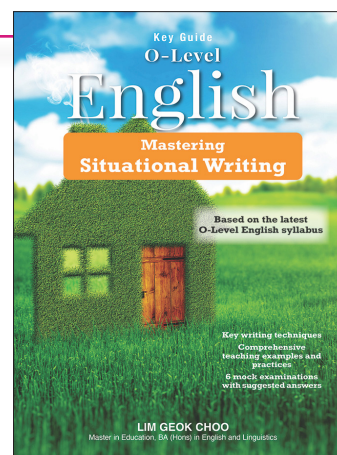
▶ IGCSE

Mastering Situational Writing

This series provides students with a smooth transition from the situational/functional writing task at the PSLE level to the more demanding task of situational writing at the secondary level. It helps students do a comprehensive revision of the situational writing component in Paper 1 of the English Language examinations.



ISBN: 9789811460517



ISBN: 9789811460524

Clear Explanations

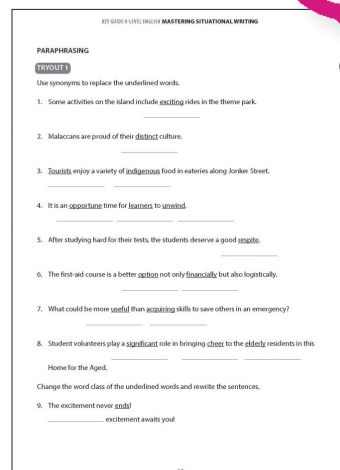
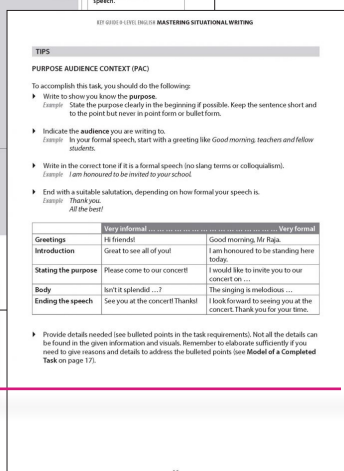
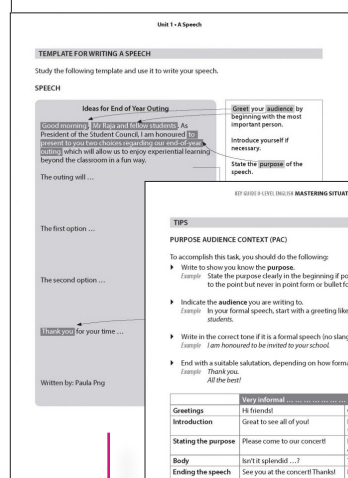
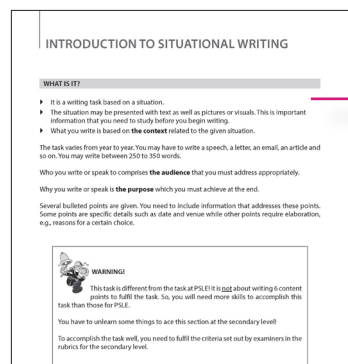
Each topic is clearly defined to help students understand what skills are needed to earn marks.

Teaching Examples

An example of each type of situational writing task is shown.

Practice Tasks

Students can immediately apply what they have learnt from the teaching examples. Suggested answers are also provided for students to understand what is expected for each writing task.

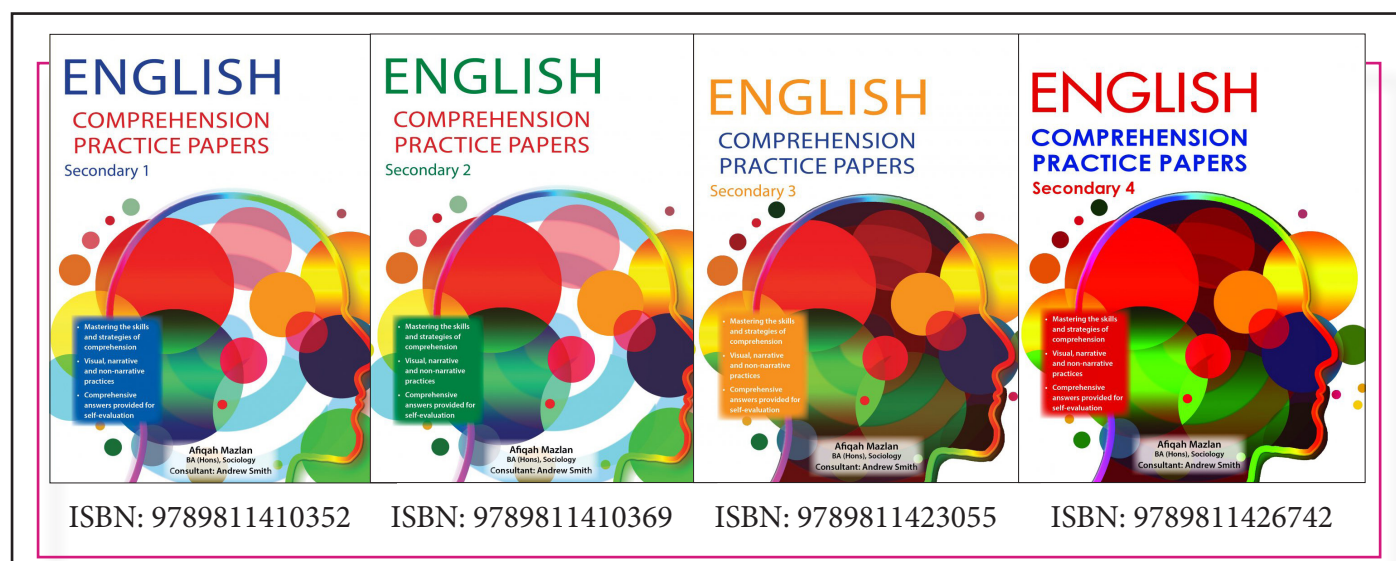


Comprehension Practice Papers

English Comprehension Practice Papers is a collection of comprehension exercises designed to help students gain confidence in their comprehension ability, and be better prepared to ace and handle the demands of English comprehension in Paper 2 of English Language examinations.

In this series, students will find a wide array of questions to equip them with the necessary skills and experience in answering comprehension questions at each level. These skills include reading and understanding, inferring, rephrasing and paraphrasing, comprehending language use for impact, analysing the use of figurative language, discerning vocabulary in context, and summary writing.

Each practice paper follows the Singapore Ministry of Education's comprehension format.



PRACTICE PAPER 10

SECTION A
Text 1
Study the advertisement below and answer Questions 1 to 4.

YOUTH DASH

It's never too early to start running!

Discover the joy of running with Youth Dash!

The race is a unique and fun chance for athletes in the making to experience the buzz of a big race.

Register now at youthdash@evergetfitness.com and enjoy special early bird price!

SECTION A (5 MARKS)
Refer to the advertisement (Text 1) to answer Questions 1 to 4.

- Who is the target group of the advertisement?
- Which sentence summarises the main message of the advertisement?
- Explain why the picture was chosen to illustrate the 'Youth Dash'.
- Each runner will receive an exclusive Youth Dash t-shirt, a finisher's medal and a goody bag. Why is this sentence effective in attracting readers?

Section A
Questions based on a visual text [5 marks]

SECTION B
Text 2
The text below is an excerpt from the short story 'Count Dracula' by Bram Stoker. Refer to Text 2 to answer Questions 5 to 15.

- When Dracula first appears, he is described as a 'pale, thin, and very old man'. What does this description tell you about his character?
- Which word from paragraph 2 shows that Count Dracula is safe in his coffin?
- Quote TWO phrases from paragraph 2 which tell you that the baker and his wife were easy prey for Count Dracula.
- In your own words, explain what Count Dracula did to ensure that his victims remain 'unsuspecting' (line 7) when he arrived at their doorstep?
- Why was the baker's wife surprised to see Count Dracula when she opened the door?
- Why did Count Dracula feel that he was in 'big trouble' (line 16)?
- ... the baker and his wife just shut (line 22). In your own words, explain why the baker and his wife reacted in this way.

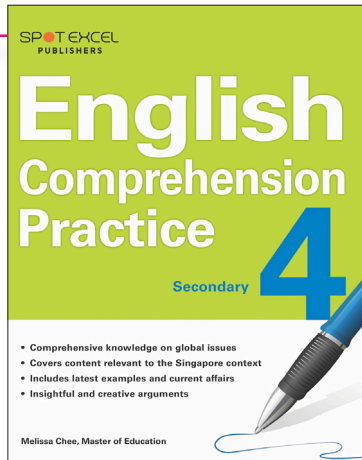
Section B
Questions based on a narrative passage [20 marks]

SECTION C
Text 3
The article below is about the Mediterranean monk seal. Read it carefully and answer Questions 1 to 10.

- From being mentioned in famous literary works of the past to images, to swimming in large groups in the Mediterranean and Black Sea, the monk seal has always enjoyed fame in one way or another. What do you see even one of these tinned creatures as they continue extinction?
- In the 19th and 20th centuries, thousands of fur-bearing sea animals died for meat and oil. The Mediterranean monk seal was no exception. What was the main reason for this?
- Now, the damage done is strikingly obvious. According to the text, what is the main reason for the decline of the monk seal?
- The monk seal seal gets its name because of the distinctive resemblance the habit of certain religious orders. It mainly inhabits cliffs and sea caves of the Northern Sporades Islands in the Aegean Sea. The monk seal can be found along the coasts of Africa and Portugal. What is one of the largest species of seal in the world, reaching a weight of 600 pounds?
- Distinctive features of the seal include a bulb-shaped head on black eyes, a snout with particularly large nostrils, tiny flippers for eyes and pudgy fins. Its body is covered with short, black or chocolate brown fur. The seal's skin is covered with scars, however, have long dark patches of white on their bellies.
- The low reproductive rate of the monk seal is one of the main reasons for its decline. Females give birth to only one pup a year and not all mature females produce offspring every year.
- Depletion of their natural habitat caused by pollution, too human activities has also contributed to the declining numbers. Reproductive rates and disappearing habitats combined do not cause threat.
- Over-fishing drastically reduces the monk seal's food supply, besides losing their homes. Have to work harder and struggle. And that is not all. Monk seals often get entangled with nets and fishermen. The rescue from the fishermen is that the seal have to be cut, and it is given closer and closer to extinction each day.
- It is ironic that humans, the monk seal's greatest threat, are also those who have been set aside for them. Numerous fields of studies have also been set up to help these magnificent animals. Only time will tell whether, hopefully, we will see monk seals basking in the sun once more.

Section C
Questions based on non-narrative passage [10 marks], and one question to test the student's summary skills [15 marks]

Comprehension Practice



ISBN: 9789811170959

This book focuses on Sections B and C (excluding the summary part) of a comprehension paper.

With passages on global issues and current affairs that bring insightful and creative arguments, this book aims to provide greater reading sources for students to have a better command of the English Language, and hence be able to better understand passages.

This book also includes a guide on identifying different types of questions and the literary and rhetorical devices of the English language.

Guide

Different question types and literary devices are introduced with examples.

About Comprehension Section B

Below are typical question types of the 'O' level syllabus. But be careful, some question types do overlap, especially in questions with parts.

Section B Question Types

Question Type	Example
Analysis of the writer's intent	In Paragraph 5, the narrator describes her excitement as 'childlike'. Explain why the word 'childlike' is effective in describing her emotions? In Paragraphs 5 and 10, the woman tells Manuel that the fish 'ought to be thrown back.' What is the intended effect of this repetition?
Direct/Literal	Give three reasons from Paragraph 3 why the visitor had attention drawn to her, apart from the fact that she had arrived with an infant.
Inference	What does the phrase 'dreams that had been my food and pleasant rest' in Paragraph 6 suggest about the narrator's view of his dreams?
Justification	Explain how the language used in this paragraph conveys the control she had over her performance with supporting details. Identify key words or phrases in the paragraph that supports the writer's intended effect and explain how in terms of context and connotations.

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Secondary 4 English Comp

Literary device	Definition	Example
Allegory	A representation of an abstract meaning. Sometimes it can be a single word or phrase. Often, it is a symbolic narrative that has not only a literal meaning, but a larger one understood only after reading the entire passage/story.	Feminine Queen by Edmund Spenser is a moral and religious allegory. In the story, the good characters are representative of the various virtues, whereas the evil characters are representative of the various vices.
Alliteration	Repeated consonant sounds at the beginning of words placed near each other in the same sentence. A somewhat looser definition is that it is the use of the same consonant in any part of adjacent words.	i) Fast and furious ii) We gett the gony.
Allusion	A brief reference to some person, historical event, work of art, Biblical, mythological situation or characters.	Chocolate is her Achilles' heel. In this manner, it means that chocolate is her weakness. Achilles in Greek mythology was thought to be invincible as his mother had dipped him in magical water when he was a baby. However, she had missed a spot, which was his heel as she had held him by the heel when she dipped him. Thus, his heel was his only weakness.

vii) Secondary 4 English Comprehension

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Practice 1

Text

The boy's shorts were faded, his feet barefoot. Carlos could see the patch of moist skin where from mosquito bites. The scales streaked with dirt lay in the gutter. The boy were dangling out over it waste.

A thud interrupted made one convulsive le pavement. The boy look gutter.

Carlos let his thought at it would be big ends in without breathing do accommodation in the cigarette and leaned as fishing.

A couple were appar seemed to have wander and portly, she was slim of warehouses. "What a nasal drawl as she bent of the lines of washing on it

"It's going to die if I Do you think he wants it He seemed on edge.

Practice 1

Questions

- What does the boy's appearance in Paragraph 1 tell you about his background?
- Which phrase in Paragraph 2 shows the desperate attempts to survive?
- Why do you think the boy tensed up?
- In paragraph 3, the woman is said to have addressed Man more respectful tone than she had used with the boy?
 - Why did the woman use a different tone of voice with Manuel?

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4 Secondary 4 English Comprehension

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Practice 1

Text

The depth of our intelligence hinges on our ability to transfer information from working memory, the scratch pad of consciousness, to long-term memory, the mind's filing cabinet. When we read a book, the which we can control by ve single-minded concentration information, thinkable by it the rich associations essent. On the Net, we face many of thimbale overflows as we re jumble of drops from differe. Psychologists refer to the info cognitive load. When the load is, we're unable to retain the memories. We can't translate ability to learn suffers, and

The Internet is an inte to scramble it. There's the p kinds of media coming at a numerous studies—includ surveyed people, and even users of two academic data

Practice 1

Questions

- What is the difference between long term memory and working memory?
- What happens when our cognitive load exceeds our mind's ability to process and store information?
- In Paragraph 5, it is said that "Office workers often glance at their inbox 30 to 40 times an hour." What is bad about this?
- Quote a phrase from Paragraph 6 that suggests that shifting our attention puts a mental strain on us?
- Here is a part of a conversation between Ryan and Brianna. Ryan: We are better able to retain information from books than the Net. Brianna: No the Net too brings us benefit.
 - Pick out two pieces of evidence from Paragraphs 2 and 3 that Bryan can use to explain his position.

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Secondary 4 English Comprehension 67

Practice 1

Text

- He came from a poor family and often had handbills, tattered shorts and "handful" suggest that the family is too poor to afford a new pair or afford a pair of shoes for him. "handful" and tattered suggest a hard life—one that definitely is not sheltered.
- The phrase is "one last convulsive leap." (First line of paragraph 2) (A phrase is a group of words that expresses an idea.)
- He did not know what the tourists wanted from him since he did not understand the language they spoke, thus he was wary of their intentions.
- Judging Manuel's clothes, she concluded that he was worthy of more respect given to him. "Clad in the cream-colored dress suit, she shone".
 - She is a person who judges people based on their appearance. ("with a more respectful tone than she had used with the boy")
- The woman is more concerned with the dying fish than the plight of the little boy.
 - "Tourist" ignorance of the society they visit and is current affairs may prevent them from seeing the bleak situation and hence empathising with them. In this case, the woman's ignorance of the boy's poverty or the current plight in which the falling village is being visited to make way for a new hotel prevented her from seeing the boy's poverty and hence empathising with him.
- As the boy faded, Manuel may have deduced that he is from the falling village which was being visited to make way for a new hotel and pitied him. He hoped to make the boy feel less uncomfortable when he was to die.
- His huge exterior appearance does not intimidate the woman as she is not afraid of him. ("stunned shoulders" suggests a lack of confidence). The woman clearly possesses dominance in their relationship through her "shuffling" he felt nervously behind her" and her "ignoring" him in the passage).
- It emphasises her discomfort in seeing animals abused.
- The woman has no regard for either Manuel or the boy.
- It was the boy's alien way of thinking Manuel and expressing his gratefulness for his help in selling the fish, hence helping the financial situation.

Section B: Answer Key

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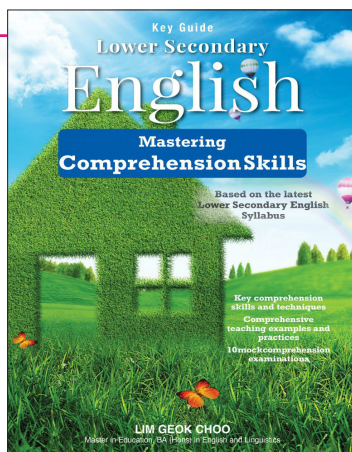
Secondary 4 English Comprehension 107

Practices with Answers

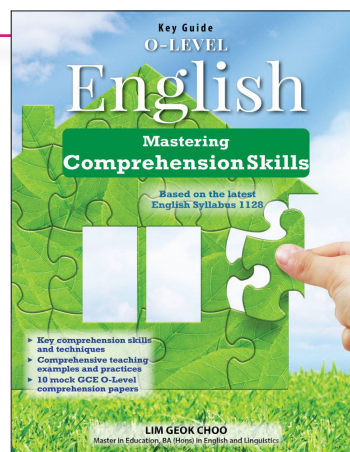
10 practice texts are included for each section, and each practice comes with an elaborate answer key for self-evaluation.

Mastering Comprehension Skills

This series helps students in their comprehensive revision of essential skills in all three sections of the comprehension component (Paper 2) of the English language examination. It is suitable for both class revision and self-revision at home.



ISBN: 9789811187889



ISBN: 9789811187872

1 TARGET READER QUESTION

WHAT IS IT?

- A visual text is written for an intended or target group of readers.
- This group could be the general public.
- This could also be a specific group of people.

The target reader question tests if you know who this target group is.

Some common examples of specific target groups include the following:

- Parents
- Students
- Teenagers
- Drivers
- Smokers
- Young couples
- Families with young children
- Tourists
- Pregnant women
- Gambling addicts
- Job-seekers
- Computer enthusiasts
- Sports groups such as cyclists, rock climbers, runners
- Information technology buffs
- Nature lovers
- Environmentalists

HOW TO ANSWER THE TARGET READER QUESTION!

1. Read the **headings and/or subheadings** for clues about the target reader.
2. Study the **pictures and information** that hint at the target reader.
3. Some visual texts may clearly state their target group of readers. Look for words that tell you this, e.g. **intended for ...**, **suitable for ...**, **for ...**, etc.

Detailed Explanations

Explanations of each question type help students understand how to get the correct answers to earn marks.

Examples

The examples come with answers and hints on how to answer the question effectively.

Mock Exams

Apart from practice questions, there are also 10 full mock examination papers with answers provided.

KEY GUIDE LOWER SECONDARY ENGLISH MASTERING COMPREHENSION SKILLS

EXAMPLE 1

Who is the target reader of the flyer?

In conjunction with Anti-Smoking Week 2020

Writing Competition for Secondary School Students

Every year, a variety of activities are conducted nationwide during Anti-Smoking Week to raise awareness of the harmful effects of smoking. This Writing Competition for Secondary School Students is one such activity. The competition offers participants the opportunity to express their personal opinions or share their experiences about the harmful effects of smoking.

1267 The competition is for secondary school students.

Answer The target reader is a secondary school student (who can write well).

MOCK EXAM 1

SECTION A Text 1

Home Our team Services Useful links

Family Centre: Family Help

A website that helps to strengthen family ties. By the Family Centre

Keys to Understanding your Parents Workshop Series 2

Through this series of workshops, Dr Chantelle Lee will help you understand how important it is to build a strong parent-child relationship on the four keys to a better understanding of the adults in your life.



About the Speaker
Dr Chantelle Lee is a psychologist registered with the Family Counselling Council. She has been counselling families for over 10 years. She is the author of 'Keys to Understanding your Parents'.

Committed to helping families grow in together
Recipient of National Day Silver Award 2018 and National Day of

MOCK EXAMINATION 3

SECTION C Text 3

The following text discusses the characteristics of mountain guides. Read the text carefully and answer Questions 14 to 16. (22 marks)

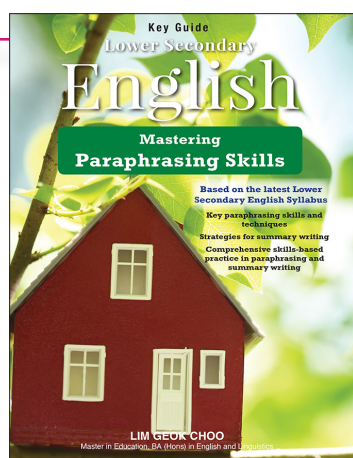
- 1 Mountain guides are supposedly among the most skilled climbers yet statistics show that many of them died in accidents that did not have to be fatal. The numbers are high, prompting an analysis of the personalities of risk takers. These people are supposed to have control of their environment and know how to respond in a crisis, but something went wrong. Importantly, what distinguishes the climbers who died from those who lived? Many climbers find perilous situations, but some make better decisions than others, despite the fact that they had similar training.
- 2 In a published report, one guide was leading a small expedition over a snow covered peak when an avalanche swept over them, leaving four members of the party buried in snow. The guide, not deep under the snow, got to the surface in about a minute. The other three members were under too much snow to dig their way out. Rather than try to save himself, the guide chose to go down the mountain to seek help. He returned thirty minutes later, but it was too late. The climbers had frozen to death. If the guide had tried to uncover them, he may have saved their lives because there was ample time and he knew where to locate them. Other guides and climbers have experienced similar crises, but they survive and so do members of their expeditions.
- 3 Perhaps the most important distinction between the survivors and those who did not avert disaster is an ability to recognize their own emotions. A disability or deficiency in processing emotions, in psychological terms, is called alexithymia. Those who understand their emotions can recognize when they are afraid, relaxed or calm, and most importantly, they know their limits. Climbers who cannot identify their own feelings do not know when they are up against a challenge beyond their ability to overcome safely.
- 4 In addition to alexithymia, there is again as well as strained relationships in many cases. Dangerous guides seek to impress with their daring feats. The more they build themselves up, the more likely they are to let others fall in jeopardy. Good guides do not need to boast about their skills. Dangerous guides also have a troubled family life. They have difficult relationships with parents or other family members. Alexithymia, these guides ignore the negative emotions caused by the strained relationship, developing emotional numbness. If they do not recognize anger, fear or sadness, they respond by taking risks. This is why emotional detachment is undesirable.

Mastering Paraphrasing Skills

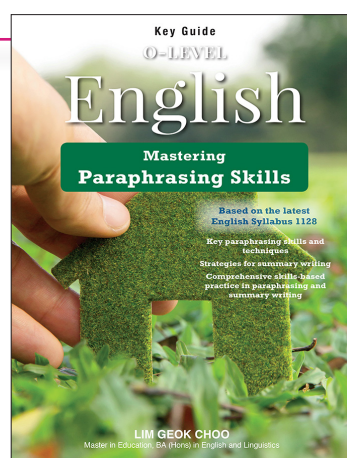
These key guides help students do a comprehensive revision of skills in sections of the comprehension component of the English Language examinations, where paraphrasing is required.

The key skills for paraphrasing, answering literal and inferential questions, and summarising are explained, with examples and comprehensive warm-ups and exercises. The warm-ups help students practice their paraphrasing skills, and acquire new vocabulary and skills that are reinforced during the later exercises.

Each book also includes a full comprehension test based on the latest syllabus and format. Answers to all exercises are also provided for self-evaluation.



ISBN: 9789811171864



ISBN: 9789811171857

7 TOPIC SENTENCES AND MAIN IDEAS

HOW TO SUMMARISE

To summarise is to give the **main idea**. It is something we do quite often without realising that we are doing it. For example, after watching a show, we tell our friends how much we enjoyed or hated it, giving them a synopsis of the plot. Other examples include studying for tests, for example, a history test, we make an outline of the chapter, noting the main events and why they happened. These tasks involve making summaries.

When you read the original text, ask yourself these questions if they help you see the point of the writing:

- What is the text about?
- What is the topic?
- What is the common important point in these sentences?
- What main idea do all these sentences tell me about?
- What does the author think/feel/believe?

Another useful tip to bear in mind is that authors may often begin or end a paragraph with a **topic sentence**, especially in expository texts.

Example The speaker listed an organisation to a country, with three levels of people in it. The emperor or monarch sits on top of the organisation, the workers are at the foundation level and the managers occupy the middle level. Each group has a different role to play to make the organisation a viable one.

Can you spot the topic sentence that tells you what the paragraph is about?

The topic sentence is 'The speaker listed an organisation to a country, with three levels of people in it.'

However, this is not the usual practice in many text types such as narratives and recounts. Then you need to ask the four questions listed earlier to help you arrive at the main points.

NOTE
If the author repeats an argument or an idea (even if it is stated differently), this signals that it is important.

108

How To

Each unit begins with a "How to" section, explaining the key skills, techniques and strategies through examples.

Warm-Ups

Comprehensive warm-ups exercises with answers provided on the same page allow students to practise and review their answers. They will then be able to attempt the subsequent exercises with confidence.



SECTION 4
Unit 1 - Word Substitution - Using Synonyms

ADJECTIVES (DESCRIBING WORDS)

EXERCISE 1 - MATCH-UP

Read the given sentences and choose the correct adjectives to replace the underlined words.

- The internet is becoming increasingly prevalent in school.
(1) widespread ()
(2) well-known
- The results can be catastrophic.
(1) disastrous ()
(2) harmful
- The idea was so preposterous that no one was in favour of it.
(1) disreputable ()
(2) ridiculous
- The internet is an indispensable part of our lives.
(1) essential ()
(2) elementary
- The star shot across the sky in a fleeting instant.
(1) idle ()
(2) brief
- Young people are more susceptible to fake news.
(1) invincible ()
(2) vulnerable
- The effects can be lethal.
(1) deadly ()
(2) noxious
- We are in a precarious situation.
(1) ridiculous ()
(2) dangerous

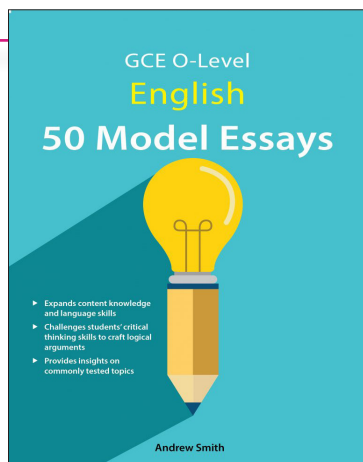
Did you substitute the adjectives correctly during the warm-up? Check your answers below before you attempt the next two exercises.

1	2	3	4
1	2	1	1
1	2	1	1

Answers

9

Model Essays

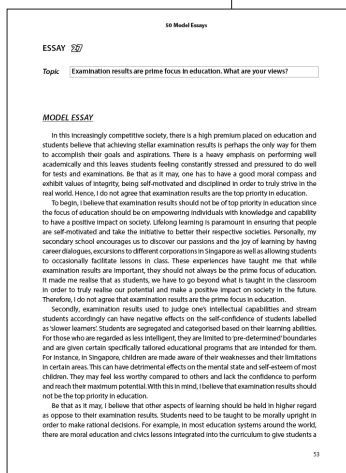
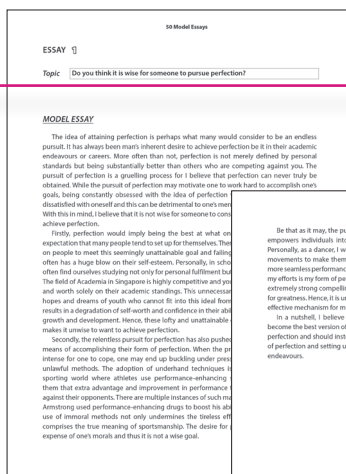


ISBN: 9789811413100

GCE O-Level English – 50 Model Essays is a collection of 50 model essays designed to present students with insights on commonly tested topics, including science, technology and the arts. This wide array of questions will equip students with the necessary skills to tackle essay writing at the secondary school level.

This book aims to prepare students for the O-Levels by providing ample examples of essay questions and answers that they can learn from. Students are encouraged to attempt the questions before referring to the respective model essays.

Contents	
Essay	Topic
1	Do you think it is wise for someone to pursue perfection?
2	"Travel can reduce prejudice: Do you agree with this statement?"
3	Passion is the prime consideration when one chooses a profession.
4	Would you rather live in the countryside or live in the city?
5	"Travel has made our lives more meaningful and interesting." What are your views?
6	"Technology has taken over from teachers: Is this a fair assessment of education today?"
7	Should humour be treated seriously?
8	Freedom is not a good thing. What are your views?
9	Discuss some of the advantages and disadvantages of social media.
10	"Sports has the ability to incite substantial change to the world." To what extent do you agree with this statement?
11	"Living in the city is isolating: Do you think that city life is lonely?"
12	"It is impossible to attain true happiness: Do you agree?"
13	"Young people lack the ability and knowledge to deal with the problems of the future: Discuss."
14	Do you think your society advocates diversity?
15	Write about a time you felt stressed and how you managed your emotions.
16	What are some of the most memorable times of your school life and how did they impact your growth as a person?
17	What is your idea of beauty? Describe some people, places and objects that you think are beautiful.
18	What are some of the problems and challenges you and other teenagers face? How do you overcome these difficulties?
19	Do you agree that it is important to read widely in today's modern society?

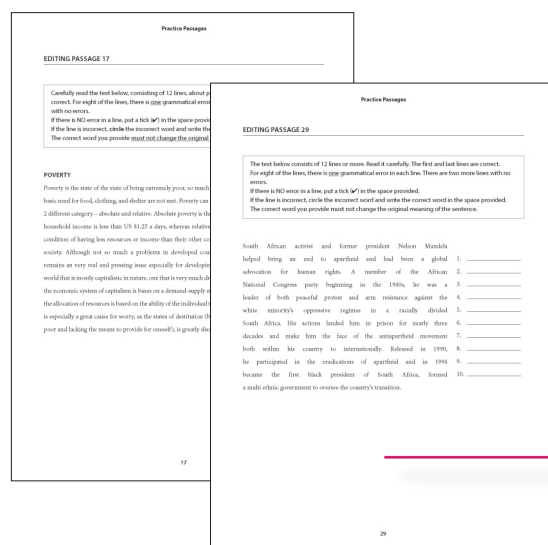
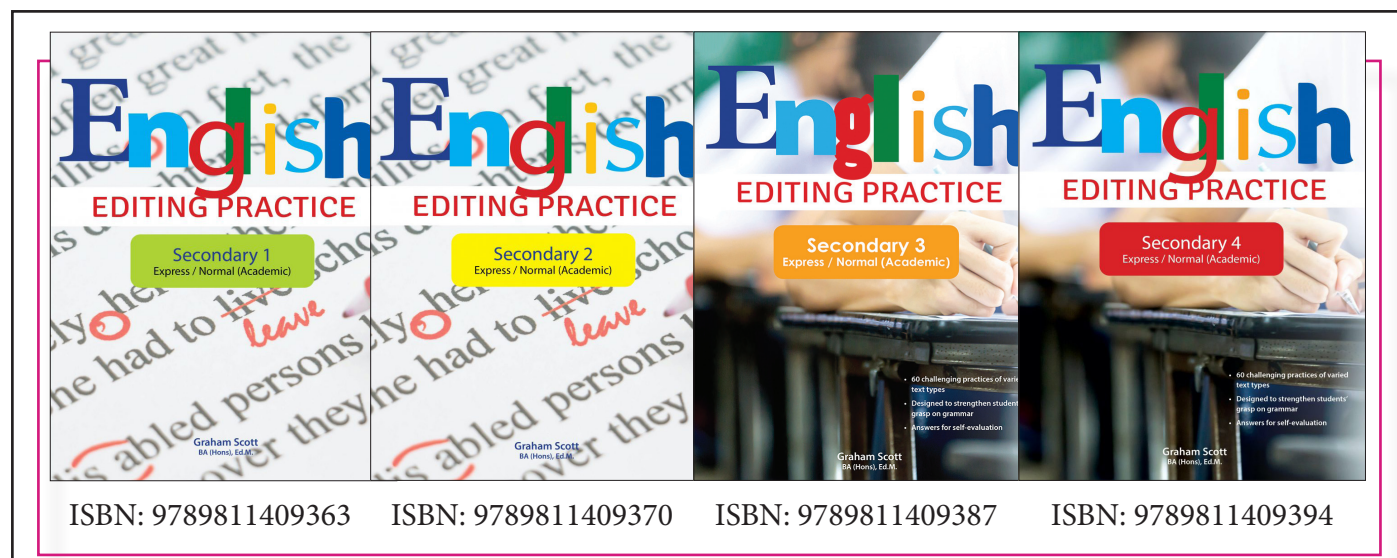


Extensive Topics

Model essays cover a broad list of topics so that students are equipped with the skills to tackle questions on any subject.

Editing Practice

The English Editing Practice series aims to develop both Express and Normal (Academic) students' editing skills, which require a good grasp of grammar in the English Language. Each book contains ample practices of varied text types for students to practise and strengthen their grammar knowledge. Answers are provided for self-evaluation and to learn from mistakes.

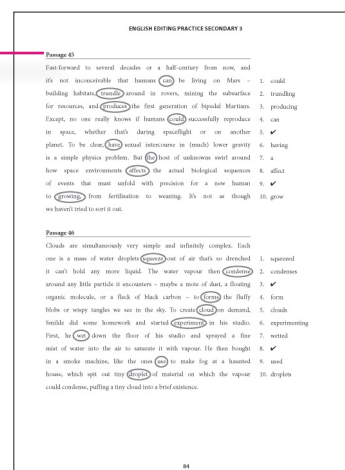


Comprehensive Topics

Topics covered in practices are extensive to expose students to the various subject matter they may encounter in other aspects of their English language papers.

Answers Provided

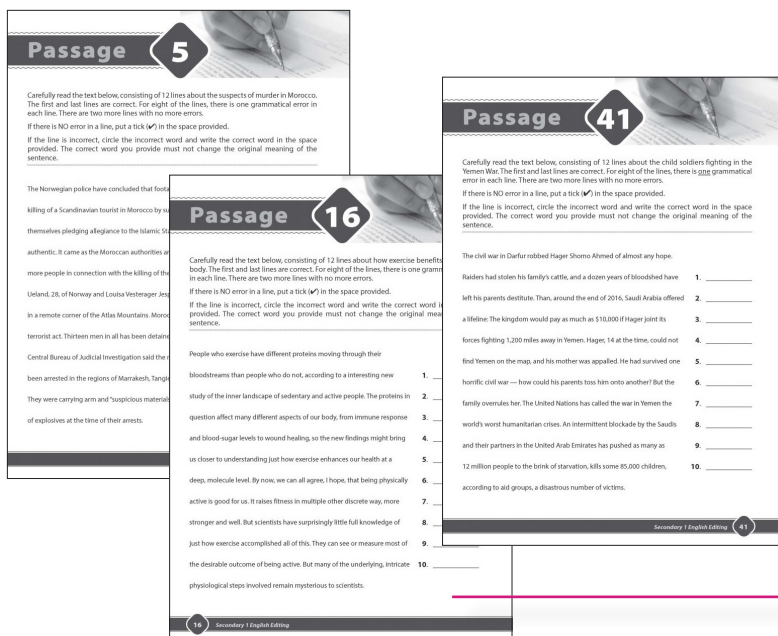
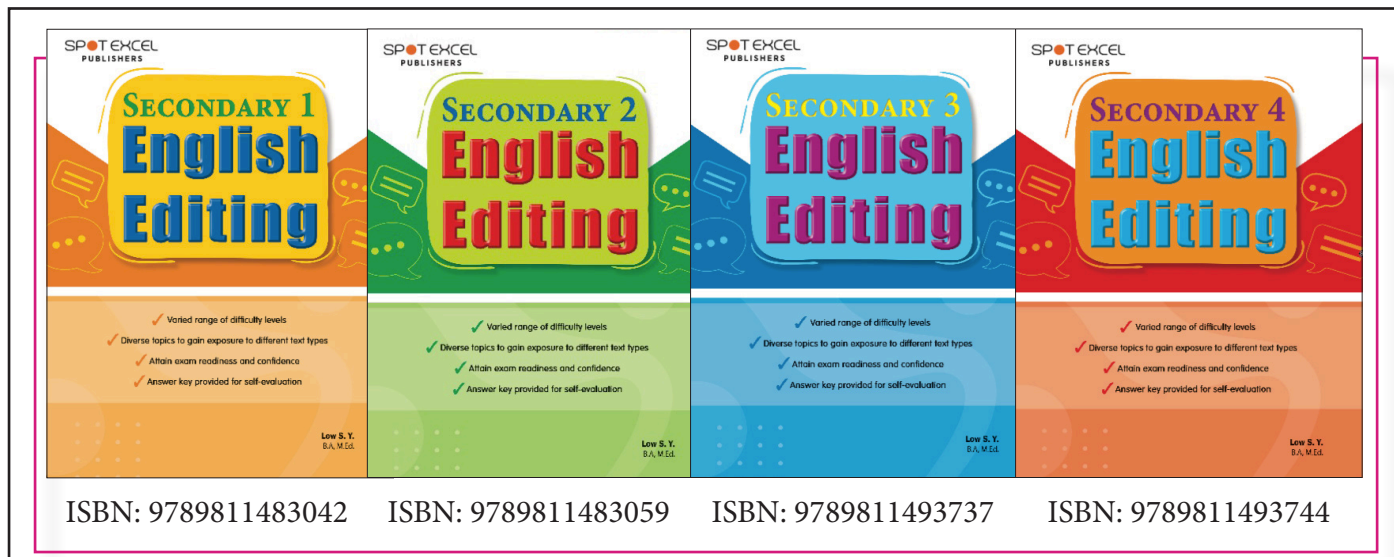
Answers for each practice are provided for students to check their own work against.



English Editing

Each book in this English Editing series is a collection of 60 editing passages designed to provide students with sufficient practice to tackle the editing section.

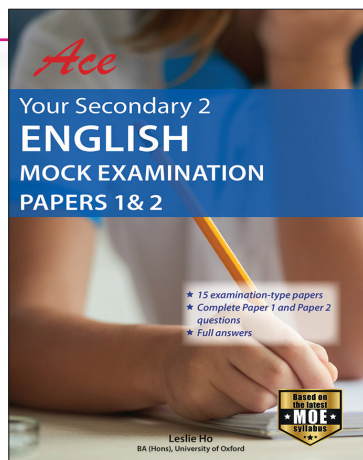
It aims to prepare students for the O-Levels by providing ample exercises to allow students to master the necessary skills to ace the editing section.



Extensive Practices

Passages of varied difficulty levels and diverse topics for students to gain exposure to editing different text types.

Ace Your Sec 2 English



ISBN: 9789811801501

This book is a compilation of the latest practice questions in accordance with the latest syllabus issued by the Ministry of Education.

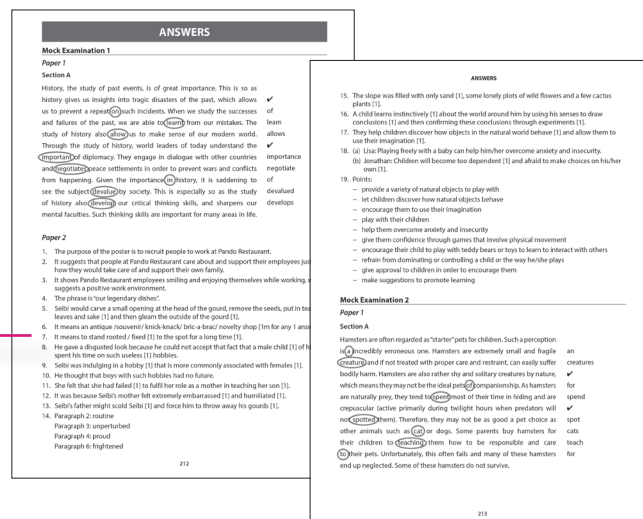
With contributions from teacher consultants who have decades of experience, the examination practices in this book aim to be a one-stop and comprehensive guide for English learning. The questions are challenging and specifically hand-picked for their value in teaching students important concepts and examination techniques.

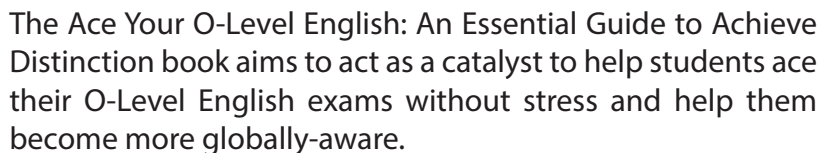
Mock Examination Papers

The book consists of 15 mock examination papers following the format of real examination papers. This allows students to be better prepared for the examinations.

Full Answers

Help students to discover weaknesses in their answering techniques which they may not be aware of.





There are ample opportunities for parents to add value to their child's journey in O-Level English. This book also prepares students for the A-Level General Paper and supports the flipped classroom learning concept.

ISBN: 9789811460531

Unit 1	Punctuation Recap	1
Unit 2	Books for Discussion	3
Unit 3	Quotation Analysis	9
Unit 4	Speech Analysis	19
Unit 5	Comprehension Passages	29
Unit 6	Further Readings to Review	37
Unit 7	Editing Exercises	43
Unit 8	Visual Practice	54
Unit 9	Visual Stimulus Practice	58
Unit 10	Parent's Zone	72
Unit 11	Discuss Different Scenarios	84
	Suggested Answers	104

The book covers key skillsets required to achieve distinction in the O-Level English exams.

Reading builds mental stamina and helps the student focus when attempting the reading comprehension component of the exam. The books in this section can be borrowed from most libraries.

Reading builds mental stamina and helps the student focus when attempting the reading comprehension component of the exam. The books in this section can be borrowed from most libraries.

Book 1
5000-1, the Leicester City story: How we beat the odds to become the Premier League Champions
- Tanner, Rob

1. Describe 3 interesting parts of this book.

2. What do you think Singaporeans can learn from this book?

Various books are recommended for reading, to build up students' reading comprehension. Questions are also posted for each book to test their understanding of the contents.

In this section, parents are encouraged to work with their children to improve results. In some activities, the children will get an insight into their parents' work.

Locate metaphors from here:
<http://www.mcamillanonline.com/famous-metaphors>

- Step 1** Select metaphors that motivate or describe a particular sentiment.
Step 2 Get cue cards and print each chosen metaphor on different cards.
Step 5 Pin them up and create a table of reference.

Here are some to get you going:

"The Big Bang."

— Fred Hoyle

*All the world's a stage, and all the men and women merely players. They have their exits and

– William Shakespeare

"Art washes away from the soul the dust of everyday life."

– Pablo Picasso

– Albert Einstein

"Chaos is a friend of mine."

— Bob Dylan

"All our words are but crumbs that fall down from the feast of the mind."
— Khalil Gibran

¹⁰If you want a free massage to be heard, it has not to be sent out. To keep a large humus, we

have to keep putting oil in it."

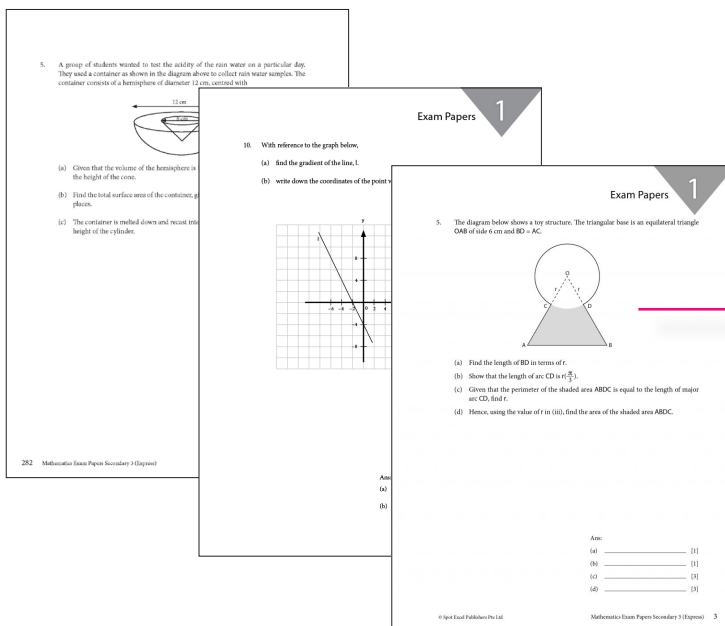
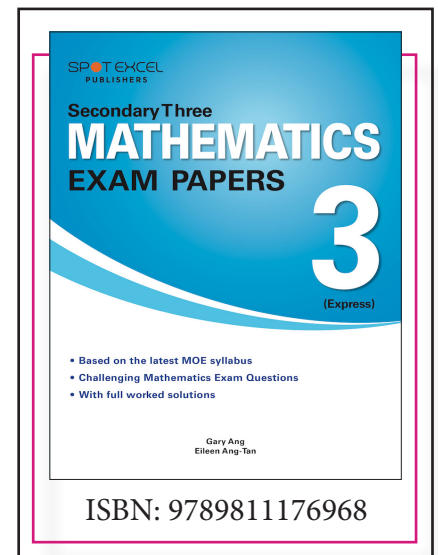
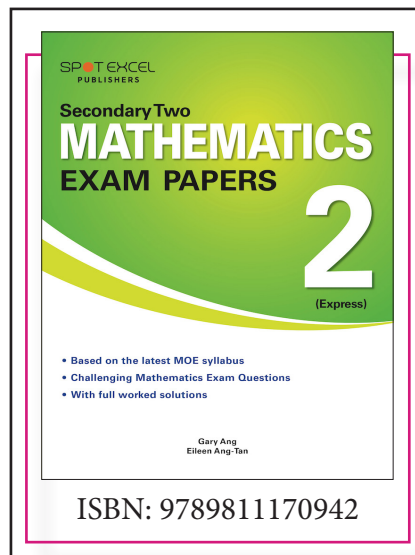
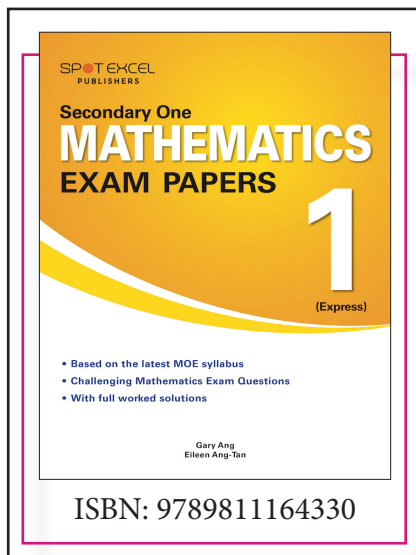
72

The flipped classroom learning concept is incorporated throughout the book, such as this supplementary activity example of creating a book review site.

Various activities are included in the Parent's Zone unit that encourage parents to work with their children to improve results.

Mathematics Exam Papers

The transition from primary mathematics to secondary mathematics may not be easy for some students. The transition to using equations, symbols, and negative numbers from solving problems using models can all add up to make mathematics difficult and not as enjoyable. Modelled after top schools' examinations, this series aims to provide students with more examination-styled questions so that they can further hone their skills to perfection. It is hoped that this series will help students become more confident and competent in their mathematics.



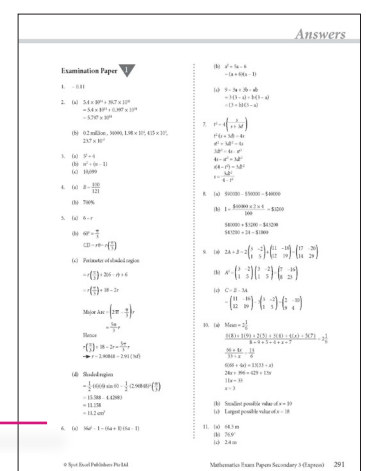
Challenging Problems

This series includes questions and problems that are more challenging to increase students' exposure to different types of questions.



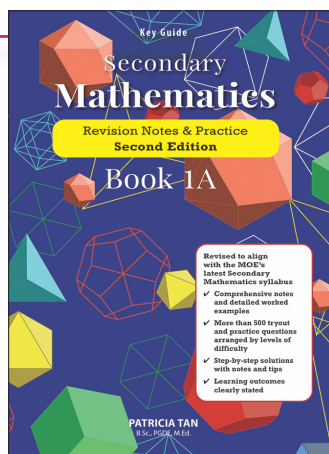
Answers Provided

Full worked solutions are provided so that students or parents can carry out self-checking.

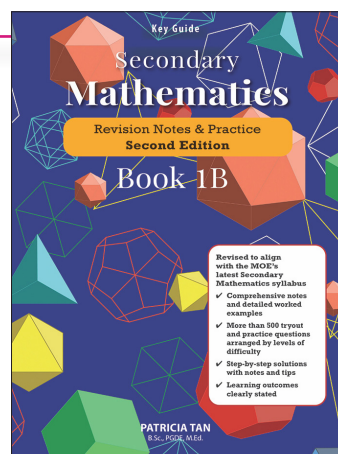


Revision Notes & Practice

Key Guide: Secondary Mathematics – Revision Notes & Practice is a two-volume guide (Books 1A and 1B) designed specifically for students who self-study. This Second Edition is revised to align with the latest Secondary Mathematics syllabus issued by the Ministry of Education, Singapore. A comprehensive set of notes, worked examples and practice questions with complete solutions are presented to help students better understand the fundamentals in mathematics, learn to manipulate mathematical objects as well as revise in a more effective and efficient manner.



ISBN: 9789811481222



ISBN: 9789811481239

Learning Outcomes

Help students focus on the key learning concepts of each topic.

Tips & Notes

These useful bubbles highlight manipulations, strategies and common pitfalls that students may make in the course of their learning.

Worked Examples

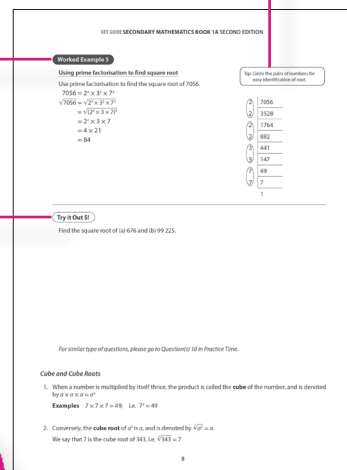
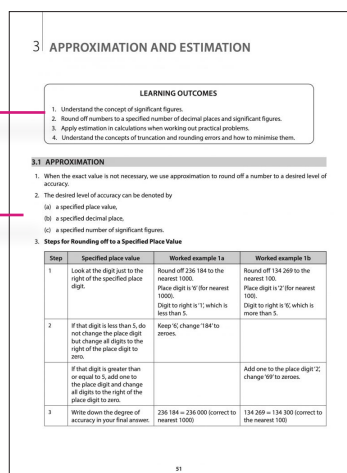
Illustrate mathematical concepts presented and help students see how mathematical concepts are applied.

Notes

Explains concepts and consolidates learning.

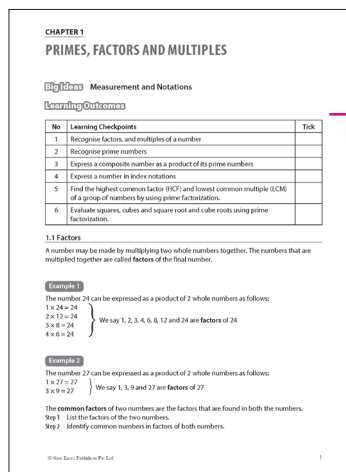
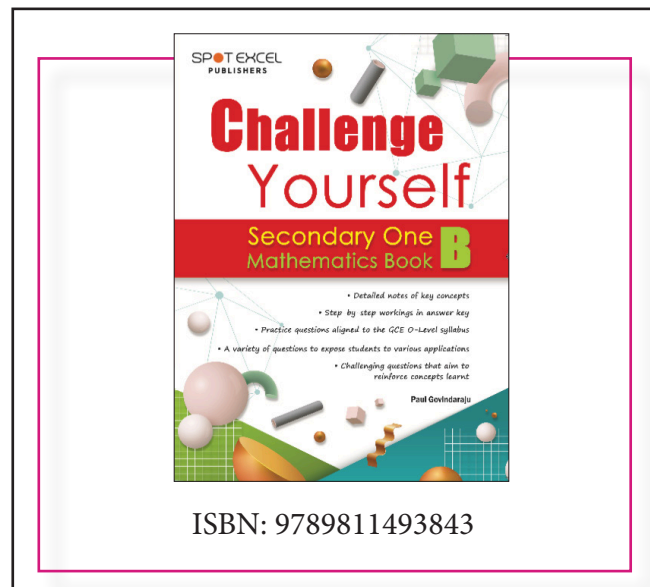
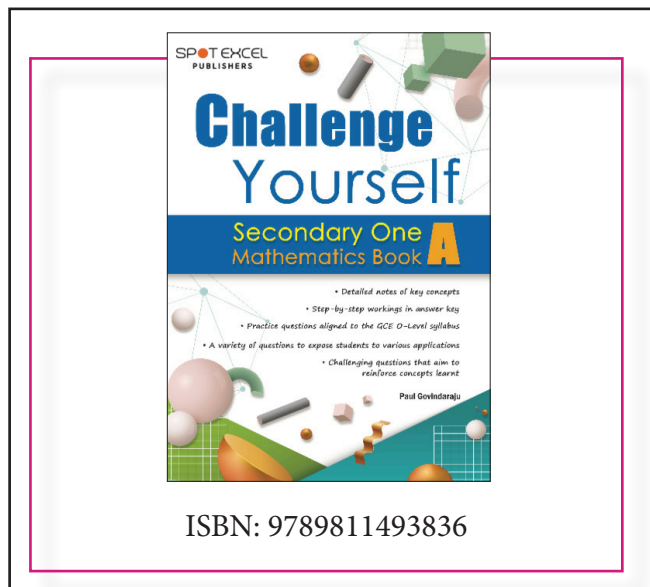
Try it Out!

The questions in this section are designed to dipstick and reinforce learning immediately after a concept, sub-topic or skill.



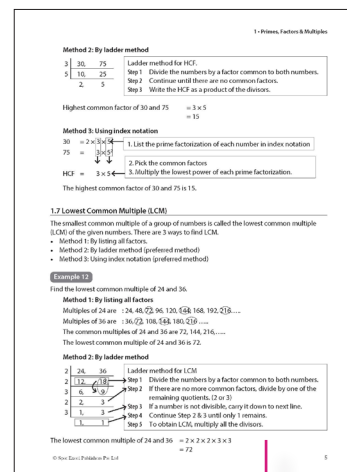
Challenge Yourself

This series of Challenge Yourself Mathematics books contains detailed notes of key concepts and a variety of practice questions aligned to the GCE O-Level syllabus to expose students to various applications. The questions are challenging and aim to reinforce concepts learnt. Step-by-step workings are also provided in the answer key for self-evaluation.



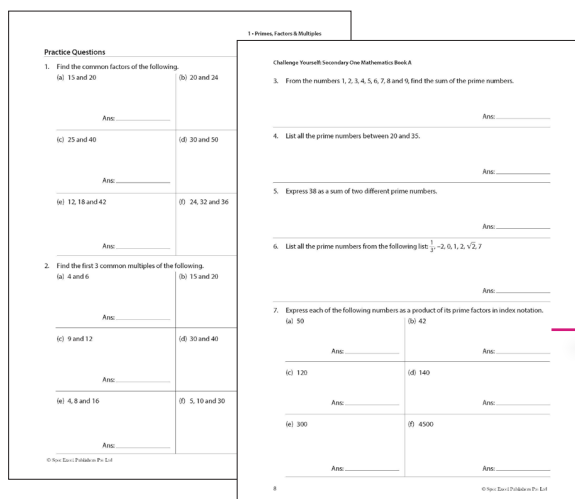
Learning Outcomes

A checklist of learning outcomes is included at the start of each chapter for students to track their learning progress.



Detailed Examples

Examples with various methods and clear step-by-step guides are provided.



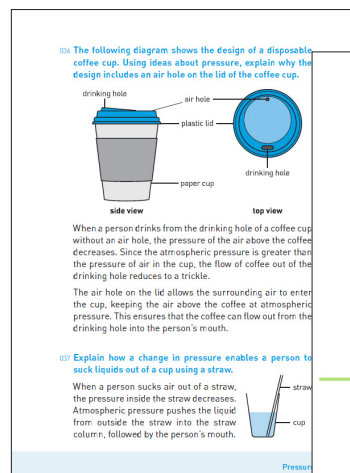
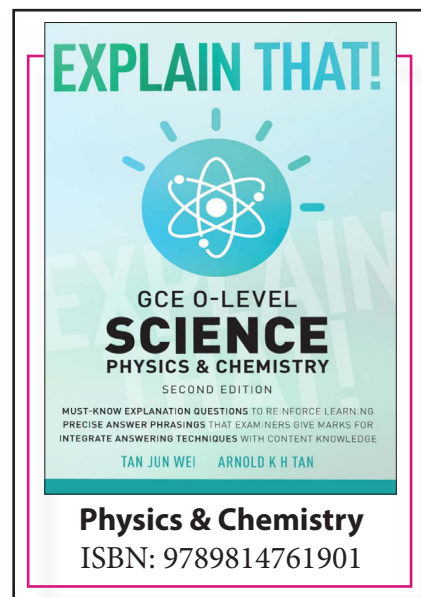
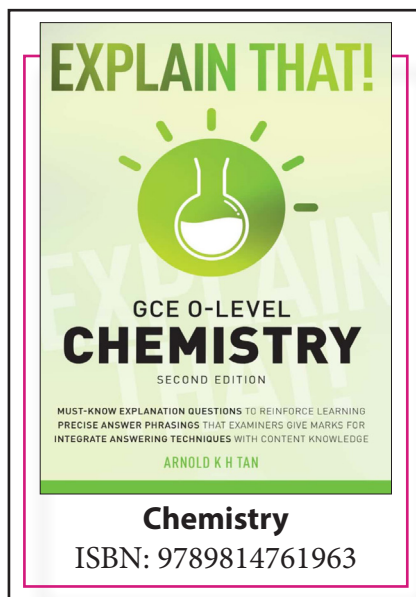
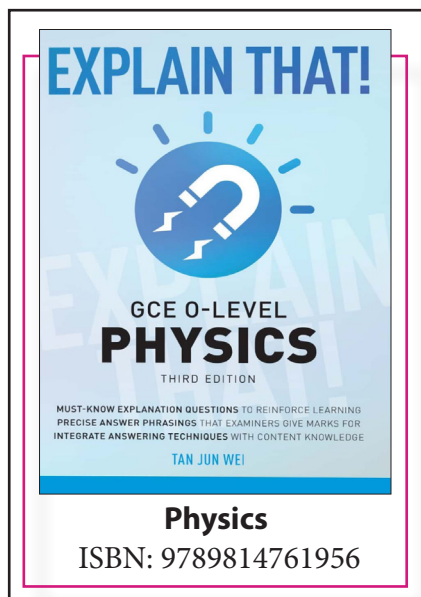
Practice Questions

Multiple practice questions for each concept to reinforce what was learnt.

Explain That!

Explain That! is a series of comprehensive guides designed to help students master the skill of answering qualitative questions. Each title comprises a well-curated selection of questions which cover a variety of key ideas and concepts. These books train students to construct their explanations using examiner-style phrasing, giving them greater confidence before and during examinations.

The Explain That! series of books contains questions that have been summarised, distilled and refined from over hundreds of exam papers, spanning different schools, and national and international examinations.



106 What are the metals which can be extracted using coke (carbon powder)?

All metals below carbon (zinc, iron, tin and lead) can be extracted by heating a mixture of a metal oxide with coke over a strong heat source, in the absence of oxygen.

$$\text{ZnO (s)} + \text{C (s)} \rightarrow \text{Zn (s)} + \text{CO (g)}$$

$$\text{PbO (s)} + \text{C (s)} \rightarrow \text{Pb (s)} + \text{CO (g)}$$

Any oxygen present will oxidise the metals formed. The more reactive the metal, the more stable the metal oxide, hence a stronger heat source is required. A constant stream of nitrogen or a noble gas can be used to provide an inert environment.

4.5 Iron

108 Apart from iron, which other element is always present in steel alloys? Explain why this is so.

Carbon is present in all steel alloys because there is always residual carbon during the manufacture of iron in the blast furnace.

Informative Diagrams

Detailed diagrams are provided to promote clear understanding of concepts.

Range of Questions

Each topic contains a wide range of questions to help explain concepts, and equip students with skills to answer them.

2.3 Ionic, Covalent and Metallic Bonding

109 Explain why the melting point of magnesium oxide is twice that of sodium chloride even though they have the same crystal lattice structure.

The charges on the magnesium and oxide ions are higher than the charges on the sodium and chloride ions, so magnesium oxide has a stronger ionic bond which requires more energy to overcome.

110 Why do ionic compounds conduct electricity only when molten or dissolved in water?

In a solid or lattice structure, ions are held in their fixed positions by strong electrostatic forces between oppositely charged ions. However, ions can move when molten or when dissolved in water to conduct electricity.

111 What is the difference between valence electrons and the valency of an element?

Valence electrons (or outermost shell electrons) refer to the electrons found in the outermost shell of each element, whereas valency is the number of electrons which an element can gain or lose from a hydrogen atom.

For example, a sodium atom has 1 valence electron and a valency of 1, since Na can lose an electron to a hydrogen atom, to form sodium hydride (NaH). A chlorine atom has 7 valence electrons but a valency of 1, since chlorine gains a single electron from hydrogen to form the chloride ion (Cl⁻).

112 Explain why a fuse must be placed in the live wire instead of the neutral wire.

If the fuse is placed in the neutral wire, the electrical appliance may become or remain live in the event of an electrical fault, as the large current that flows through the live wire will not flow through the neutral wire. By placing the fuse in the live wire, the electrical appliance will not be live when an electrical fault occurs as the fuse will melt and break the circuit, making the electrical appliance safe.

113 When choosing a fuse, explain why the fuse rating should not be too large compared to the working current of the electrical appliance.

If the fuse rating is too large, it allows an excessive amount of current to flow into the faulty appliance without melting. The amount of excessive current is much larger than the working current, and this may result in an electrical fire.

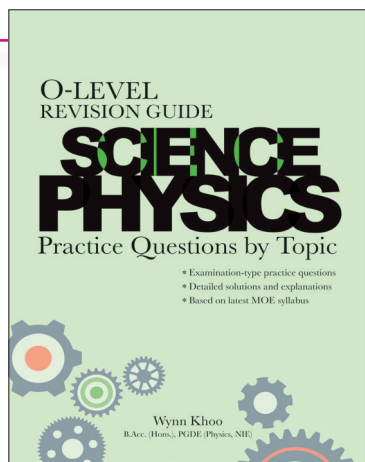
114 An appliance is rated 12 V, 8 W. Explain what this means.

When there is a potential difference of 12 V across the appliance, 8 W of power is dissipated.

115 Explain the importance of using a miniature circuit breaker in a consumer unit.

Circuit breakers are safety devices that trip and turn off the electricity supply whenever an excessive current flows through the live wire. This prevents the appliance from being live, and ensures the safety of the person handling the faulty electrical appliance.

O-Level Revision Guide Series

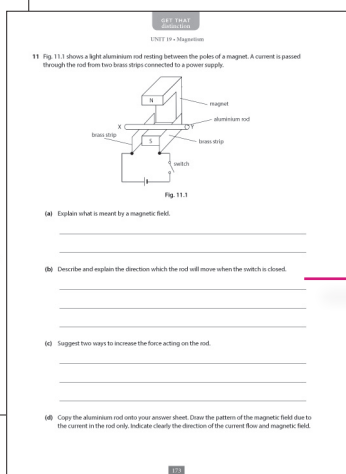
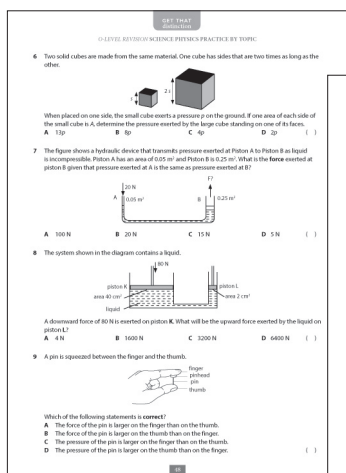


Science (Physics)
ISBN: 9789811130847

This revision practice book was written specially to help students comprehend the topics in the new Physics syllabus better. The contents are well organised and systematic to help students self-study and revise in an effective way.

The book begins with an introductory chapter on physical quantities and measurements and follows the sequence of the school textbooks closely. Each chapter consists of examination-type questions that will stretch and widen students' exposure to different variations of questions. Answers to the exercises are also provided for students to evaluate their own learning.

Today's education arena is very competitive. This book aims to equip students with the necessary knowledge and give them an additional edge in the examinations.

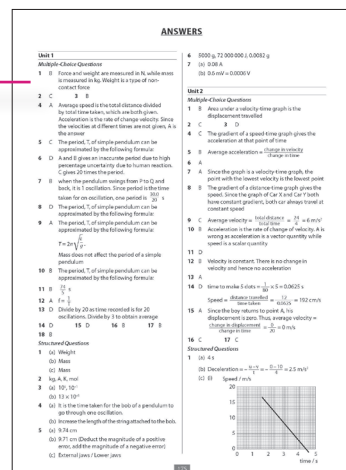


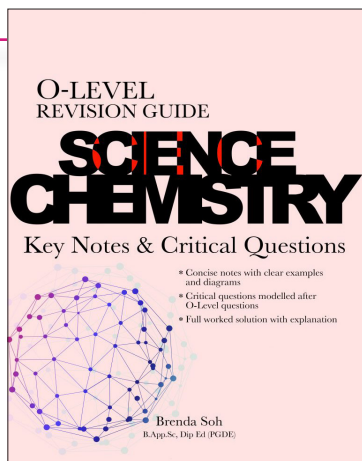
Examination-type Questions

Each chapter consists of multiple-choice questions and structured questions.

Detailed Solutions

Solutions come with detailed explanations, even for multiple-choice questions.





Science (Chemistry)
ISBN: 9789811133961

This guide covers the entire O-Level Science Chemistry syllabus. It is an ideal study guide for the preparation of assessments and examinations, with units arranged in chronological order under sub-topics.

Each unit consists of concise notes with clear examples and detailed diagrams to facilitate effective learning and knowledge building. The critical questions found at the end of each chapter consist of a range of essential questions modelled after O-Level questions to assess different aspects of the learning outcomes. Fully worked solutions with explanation are also provided.

UNIT 12
CHEMICAL ANALYSIS

12.1 TEST FOR CATIONS

- Cations can be identified by using sodium hydroxide solution or aqueous ammonia. These reagents are added dropwise to a sample, until the reagents are in excess.
- Cations can be identified by observing:
 - the colour of the precipitate formed on adding a few drops of reagents,
 - the solubility of the precipitate in excess reagents,
 - the evolution of ammonia gas on warming with sodium hydroxide solution.
- Both sodium hydroxide and aqueous ammonia are alkalis which contain hydroxide ions, OH⁻. The formation of precipitate is due to the formation of insoluble metal hydroxides.

$$\text{divalent } \text{Fe}^{2+}(\text{aq}) + \text{OH}^{-}(\text{aq}) \rightarrow \text{Fe}(\text{OH})_2(\text{s})$$

green solution from sodium hydroxide green precipitate
or aqueous ammonia
- The following table summarises the observations obtained when each of the cations is tested with sodium hydroxide solution and aqueous ammonia.

Cation	Sodium hydroxide, NaOH(aq)	Aqueous ammonia, NH ₃ (aq)
Al ³⁺ Aluminium	White precipitate formed, precipitate soluble in excess to form a colourless solution.	White precipitate formed, precipitate insoluble in excess.
Ca ²⁺ Calcium	White precipitate formed, precipitate insoluble in excess.	No precipitate formed.
Cu ²⁺ Copper(II)	Blue precipitate formed, precipitate insoluble in excess.	Blue precipitate formed, precipitate soluble in excess to form a deep blue solution.
Fe ²⁺ (aq)	Green precipitate formed, precipitate insoluble in excess.	Green precipitate formed, precipitate insoluble in excess.
Fe ³⁺ (aq)	Reddish-brown precipitate formed, precipitate insoluble in excess.	Reddish-brown precipitate formed, precipitate insoluble in excess.
Pb ²⁺ Lead(II)	White precipitate formed, precipitate soluble in excess to form a colourless solution.	White precipitate formed, precipitate insoluble in excess.
Zn ²⁺ Zinc	White precipitate formed, precipitate soluble in excess to form a colourless solution.	White precipitate formed, precipitate soluble in excess to form a colourless solution.
NH ₄ ⁺ Ammonium	No precipitate formed. On warming, colourless and pungent gas evolved which turns moist red litmus paper blue. Ammonia gas is evolved.	

Easy-to-read Tables

Detailed information is placed into tables for easier reading and better understanding.



Thinking Process

Thought process required to reach the answer are emphasised under 'Thinking Process' so that students can learn them easily.

O-LEVEL REVISION SCIENCE CHEMISTRY KEY NOTES & PRACTICE BY TOPIC

12.1 TEST FOR CATIONS

2. Insoluble salts are prepared by the **precipitation method**.

Example: Steps in preparing a dry sample of dry silver chloride salt

1. **Preparation:** Silver chloride is an insoluble salt. The method involves mixing two soluble salt solutions to precipitate insoluble salt.

Word equation: silver nitrate + sodium chloride → silver chloride + sodium nitrate
Chemical equation: $\text{AgNO}_3(\text{aq}) + \text{NaCl}(\text{aq}) \rightarrow \text{AgCl}(\text{s}) + \text{NaNO}_3(\text{aq})$

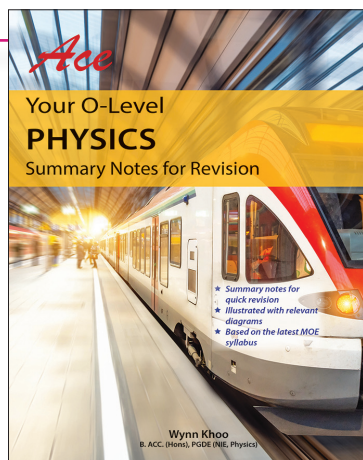
2. Add equal volumes of silver nitrate solution to sodium chloride solution in a beaker. Stir the mixture.

3. Filter the mixture to obtain silver chloride as residue and sodium nitrate solution as filtrate.

4. Wash silver chloride salt with distilled water.

5. Dry silver chloride salts between sheets of filter paper.

Ace Your O-Level Physics



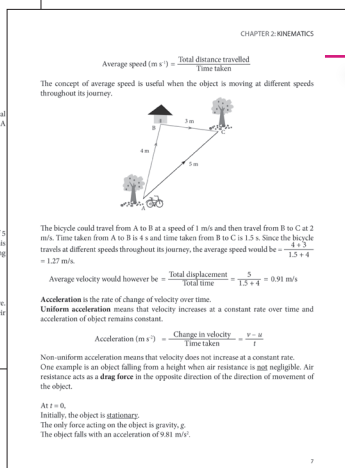
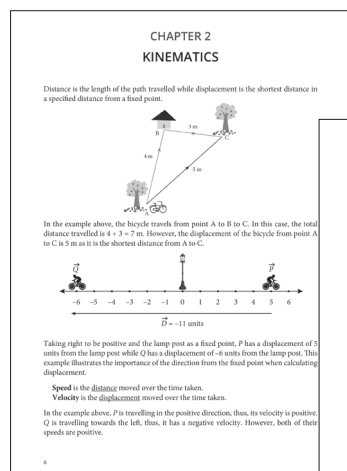
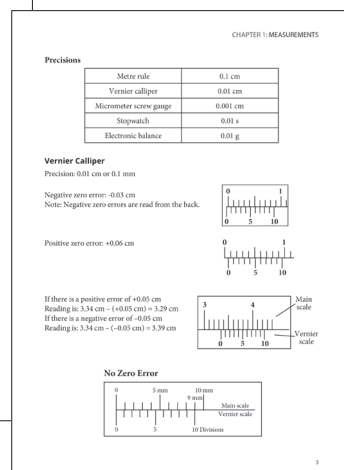
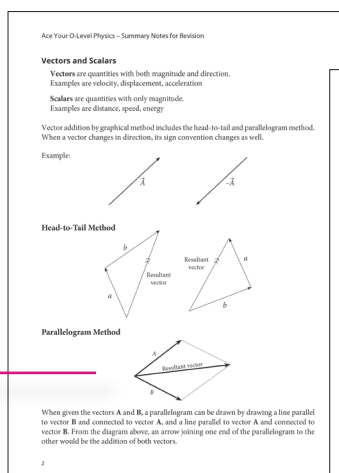
ISBN: 9789811803703

Ace Your O-Level Physics – Summary Notes for Revision is written based on the latest syllabus of code 6091 for students taking the O-Level examination from 2018 and beyond.

The book is organised by topic and provides notes that summarise the key concepts of Physics for students. The book aims to help students comprehend key concepts of Physics by following the syllabus requirements and topics closely.

Informative Diagrams

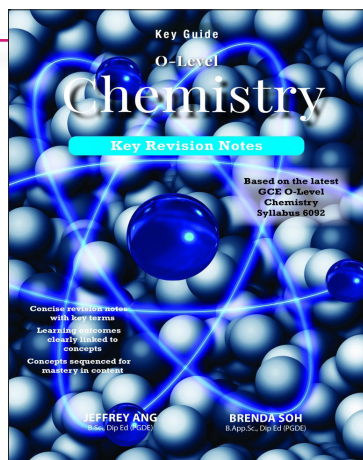
Diagrams are included in the notes to help students better understand and visualise the concepts. They also help students achieve success and excel in their O-Level Physics examination by making concepts easier to understand.



Examples

There are several worked examples in the book where answers are given. This is to help students apply the equations and concepts learnt to solve questions.

Chemistry Key Revision Notes

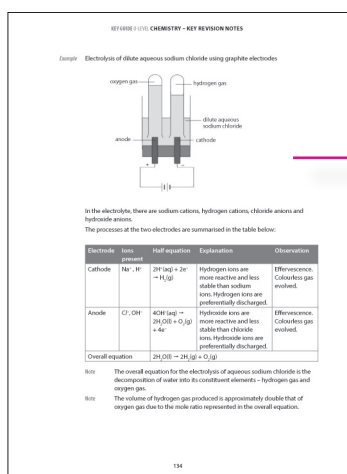


ISBN: 9789811172663

The main purpose of this guidebook is to enable students to master Chemistry effectively and efficiently. It incorporates insights the authors have acquired from their many years of teaching the subject in schools. Within a topic, sub-topics are carefully sequenced to build on existing prior knowledge and ensure a good grasp of fundamental Chemistry concepts. This prevents misconceptions which are common pitfalls of many students. This guidebook not only meets the requirements of the revised GCE O-Level Chemistry Syllabus but is also highly relevant to students who are in the Integrated Programme.

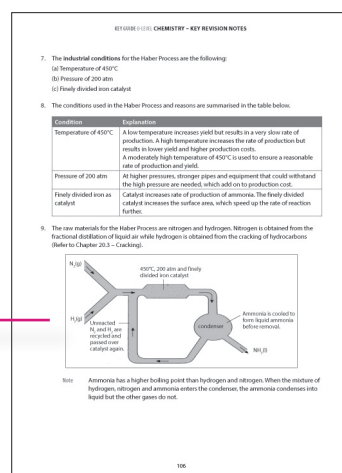
Clear Diagrams

Diagrams are provided to illustrate concepts for better understanding.



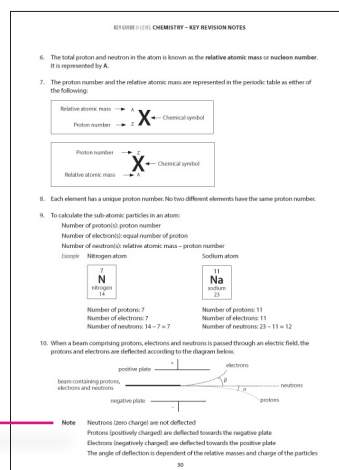
Notes

Important points to take note of are emphasised under Notes section for easier referencing.

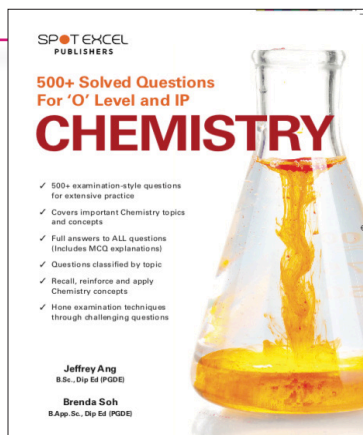


Detailed Examples

Examples are provided along with explanations to aid students' revision of topics.



500+ Solved Questions for O-Level & IP Chemistry



ISBN: 9789811489129

This book allows students to master Chemistry concepts and tackle questions with confidence in their Chemistry examinations. It meets the requirements of the revised GCE O-Level Chemistry Syllabus (6092) and is highly relevant to students who are in the Integrated Programme.

Questions are classified according to major topics in the syllabus to allow students to work methodically and hone their answering techniques. There are more than 500 examination-style questions for extensive practice and full answers to all questions are provided to facilitate independent learning and allow students to improve on their answering techniques.

This book should be used in conjunction with Key Guide O-level Chemistry Key Revision Notes by the same authors. The suggested answers complement the notes in the guidebook.

13. Three experiments were set up to investigate the reactivity of three metals, magnesium, copper and X, as shown below. A deposit was formed in all three test tubes.

Metals X could be

A. Aluminium
B. Calcium
C. Silver
D. Zinc

14. Four beakers of copper(II) sulfate solution were prepared. The reactions of zinc and magnesium powder were added separately into the beakers of copper(II) sulfate solution. How many blue solutions will be obtained after a few days?

A. 0
B. 1
C. 2
D. 3

15. The table below summarises the reactions of metals F and G with cold water, steam and dilute sulfuric acid.

metal	cold water	steam	dilute sulfuric acid
F	✓	✓	✓
G	✗	✗	✓

Which of the following statements is **not** correct?

A. F would displace G from a salt solution of G.
B. F can be extracted from its ore by heating with coke.
C. The carbonate of F is thermally more stable than the carbonate of G.
D. The oxide of F dissolves upon strong heating.

(b) When aqueous chlorine is added to potassium iodide, a chemical reaction takes place.

(i) Write an ionic equation for the reaction.

(ii) State and explain what would be observed during the reaction.

(c) Describe what would be observed when aqueous silver nitrate is added to separate tubes containing chloride and iodide ions respectively.

(d) Tin(IV) oxide was added to an acidified solution containing chloride ions. The balanced ionic equation is:

$$\text{SnCl}_4 + 4\text{Cl}^- + 2\text{H}^+ \longrightarrow \text{SnCl}_2 + \text{Cl}_2 + 2\text{H}_2\text{O}$$

(i) Write a balanced ionic equation for the reaction.

(ii) Explain, in terms of oxidation state, whether SnCl_4 is acting as an oxidising agent-reducing agent.

31. Terrene, Y, is a newly-discovered element. A few properties of terrene and its known compounds are shown in the table below.

	melting point / °C	boiling point / °C	electrical conductivity	solubility in water
terrene	72	180	poor	insoluble
barium terrene	2340	3000	high when molten	insoluble
iodine terrene	1380	2450	high when molten	soluble

(a) Explain why terrene is unlikely to be found in Group 0.

(b) Scientists discovered that barium terrene has the chemical formula of Ba_2Y . Which group of the Periodic Table is terrene likely to be found in?

(c) Using your answer in (b), explain why terrene exists as diatomic molecules.

(d) Suggest why the melting point of barium terrene is about twice that of the sodium terrene.

Practice Questions

A collection of examination-style questions for students to practise on.

Detailed Solutions

Full answers to all questions are provided, including explanations for multiple-choice questions.

No.	Answer
26	(a) The oxidation state of sodium, oxygen, nitrogen and hydrogen do not change in the reaction. Hence the reaction does not involve oxidation-reduction. Reaction of sodium carbonate with hydrochloric acid is an acid-base reaction. The oxidation state of oxygen changes from -2 in Na_2CO_3 to -2 in H_2O . The oxidation state of carbon changes from +4 in Na_2CO_3 to +4 in CO_2 . The oxidation state of sodium changes from +1 in Na_2CO_3 to +1 in NaCl .
27	A. The oxidation state of chlorine, sulfur and oxygen do not change in the reaction. Hence this is not a redox reaction. B. The oxidation state of chlorine changes from 0 in Cl_2 to -1 in NaCl and -1 in NaClO . C. The oxidation state of oxygen changes from 0 in O_2 to -2 in Na_2O and -2 in Na_2SO_4 . D. The oxidation state of sodium changes from +1 in Na_2O to +1 in NaCl and +1 in Na_2SO_4 . The oxidation state of sodium does not change in the reaction. Hence this is not a redox reaction.
28	A. The oxidation state of silver changes from +1 in AgNO_3 to 0 in Ag and the oxidation state of nitrogen changes from +5 in HNO_3 to +4 in NO_2 . B. The oxidation state of chlorine changes from 0 in Cl_2 to -1 in NaCl and -1 in NaClO . C. The oxidation state of oxygen changes from -2 in Na_2CO_3 to -2 in Na_2O and -2 in Na_2SO_4 . D. The oxidation state of sodium changes from +1 in Na_2O to +1 in NaCl and +1 in Na_2SO_4 . The oxidation state of sodium does not change in the reaction. Hence this is not a redox reaction.
29	(a) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (b) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (c) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (d) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (e) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (f) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (g) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (h) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (i) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (j) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (k) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (l) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (m) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (n) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (o) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (p) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (q) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (r) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (s) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (t) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (u) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (v) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (w) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (x) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (y) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$ (z) $\text{Fe}^{2+}(\text{aq}) + \text{Cl}_2(\text{g}) \longrightarrow \text{Fe}^{3+}(\text{aq}) + 2\text{Cl}^-(\text{aq})$

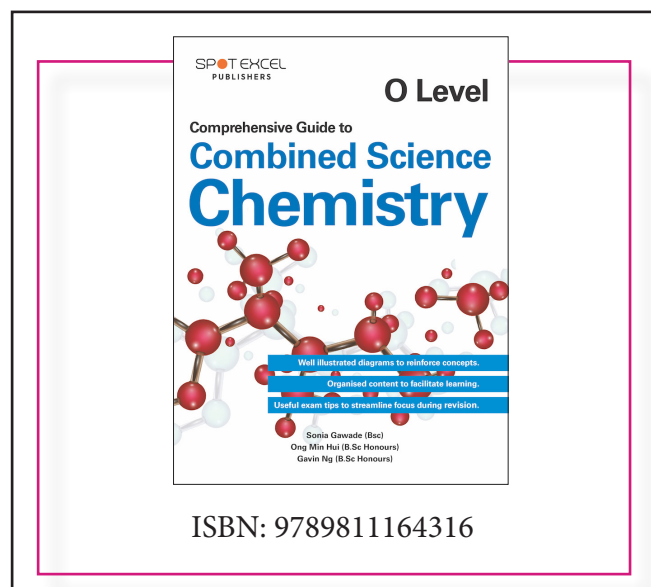
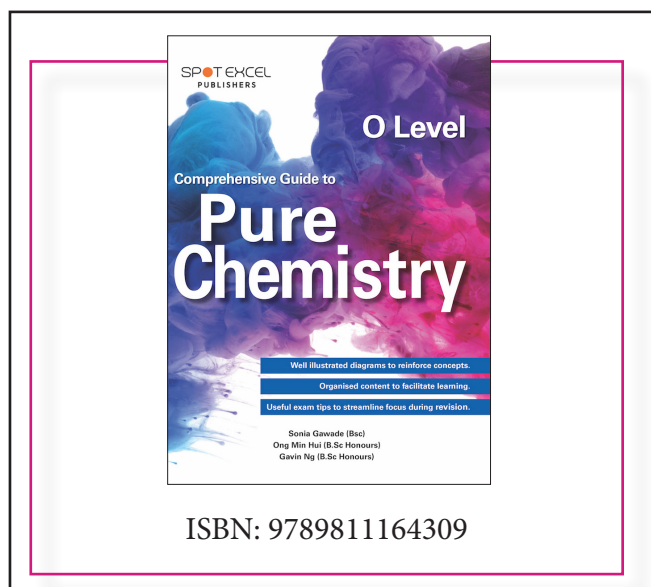
30. (a) $\text{CH}_3\text{COOH} + \text{H}_2\text{O} \rightleftharpoons \text{CH}_3\text{COO}^- + \text{H}_3\text{O}^+$
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Comprehensive Guide to Chemistry

This series distinguishes itself from other self-help books by:

1. Attempting to provide more comprehensive explanation behind concepts, so that students are able to grasp with better understanding for each section.
2. Providing examination focused tips to aid students to streamline importance during revision.
3. Organising content in such a way that only important examination concepts to be tested are focused on, as well as application concepts linking to other topics.

Given the varying content taught to students across Singapore for Chemistry, the author hopes that these guidebooks can help to standardise the content taught, so that each student is able to have a common understanding of what will be tested and avoid unnecessary content that may impede their learning progress.



Descriptive Diagrams

Includes informative diagrams which help to enhance learning for more effective memorisation.

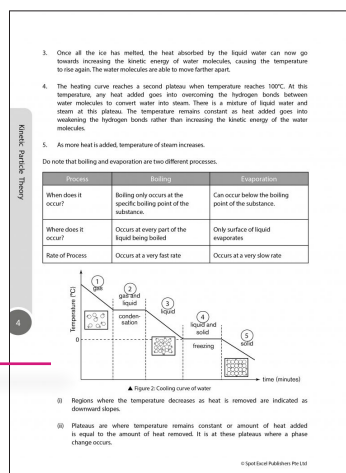


Table Format

Information is arranged in easy-to-read tables for better reading and an overall more efficient learning experience.

Characteristics	Solid	Liquid	Gas
Volume and Compressibility	Fixed Particles in a solid are very closely packed hence they have a fixed volume. Thus, a solid cannot be compressed.	Fixed Particles in a liquid are slightly further apart; however the liquid particles are still relatively packed closely together. Hence, liquids can be compressed only slightly.	Not fixed Particles in a gas are spread very far apart from one another as compared to particles in a liquid. The empty spaces between the gas particles, allow for a gas to be compressed. Hence a gas does not have a fixed volume.
Movement of Particles	Solid particles have only sufficient kinetic energy to vibrate and rotate around their fixed positions.	Liquid particles have more kinetic energy than solid particles, hence they are able to move in random motion at relatively fast speeds.	Gas particles possess a huge amount of kinetic energy that allows for them to move in random motion and at very high speeds.
Forces of Attraction	Very strong forces of attraction which help keep solid particles close to one another in an orderly manner.	Liquid particles have weaker forces of attraction as compared to solid particles. These weaker forces of attraction allow for liquid particles to flow.	Gas particles have negligible forces of attraction which allows for them to move very far apart from one another.

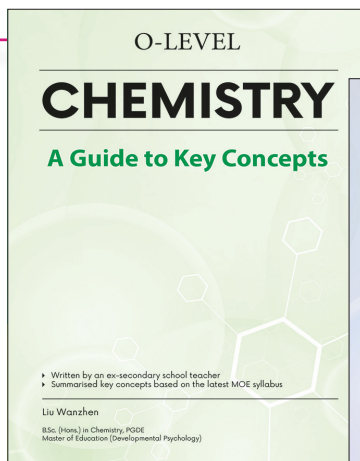
SOMETHING TO REMEMBER
It's good knowledge to practice drawing out the arrangement of solid, liquid and gas particles.

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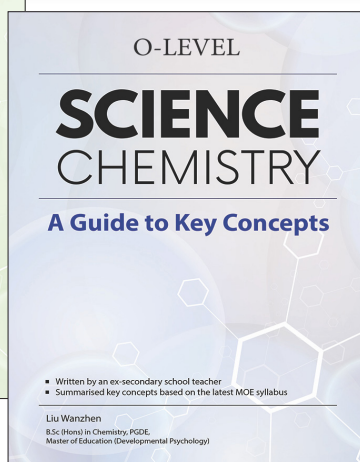
Exam Tips

Useful exam tips are included to help streamline focus during revision.

Chemistry: A Guide to Key Concepts



ISBN: 9789814996112



ISBN: 9789811479083

These books are guides to key concepts in O-Level Chemistry or Combined Science Chemistry based on the latest MOE syllabus.

Important Chemistry concepts are presented in simple and concise points for quick and easy reference, making it ideal for quick revision before a test or an examination. Relevant examples and diagrams are also provided to facilitate the understanding of important Chemistry concepts.

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Chapter 1 EXPERIMENTAL METHODS					
KEY CONCEPT 1 Physical quantities and their properties					
Physical quantity	SI unit	Other common units	Measuring instrument	Accuracy	Example of readings obtained
Mass	Kilogram (kg)	Grams (g) Tonnes (t)	Beam balance	± 0.01 g	25.03 g 0.03 g
Time	Seconds (s)	Minute (min) Hour (h)	Analytical balance Digital stopwatch	± 0.1 s ± 0.01 s	25.3 s 25.03 s
Temperature	Kelvin (K)	Degrees Celsius (°C)	Mercury or alcohol thermometer	± 0.5°C (round off to the nearest 0.5°C)	25.0°C 25.5°C 25.3°C (Cannot be 25.3°C, 25.4°C)
Volume of liquid	Cubic metre (m³)	Cubic centimetre (cm³) Cubic decimetre (dm³)	Beaker Measuring cylinder Burette	Inaccurate gives approximate measurement ± 0.5 cm³ (round off to the nearest 0.5 cm³) ± 0.05 cm³ (round off to the nearest 0.1 or 0.05 cm³)	About 50 cm³ About 100 cm³ 25.1 cm³ 25.00 cm³ 25.35 cm³ 25.35 cm³ (Cannot be 25.01 cm³, 25.03 cm³)
Volume of gas	Cubic metre (m³)	Cubic centimetre (cm³) Cubic decimetre (dm³)	Pipette Gas syringe	Exact volumes of 20.0 cm³ or 20.0 cm³ ONLY (in the syllabus) ± 1 cm³	20.0 cm³ 25 cm³

Key Concepts

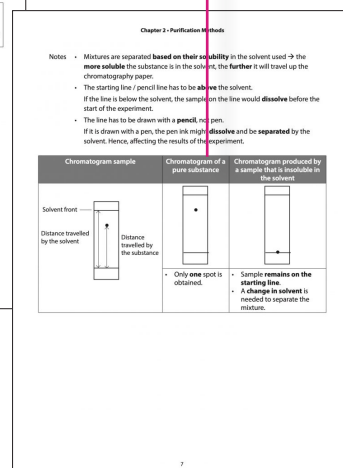
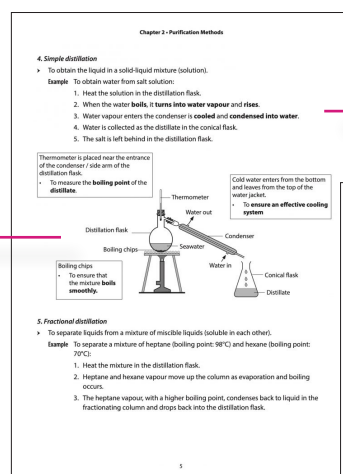
Key concepts covered are based on the latest MOE syllabus.

Simple and Concise Points

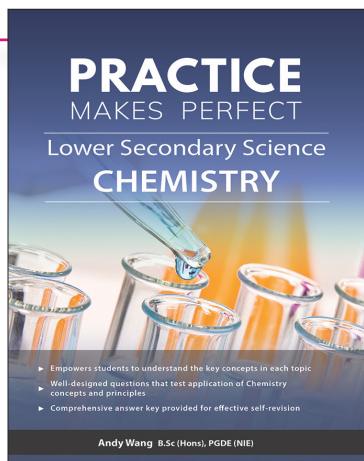
Points are simple and concise, with some in easy-to-read table formats for easier reading and better understanding.

Descriptive Diagrams

Includes informative diagrams which aid in effective memorisation.

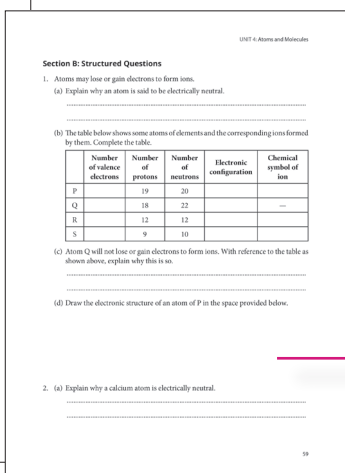
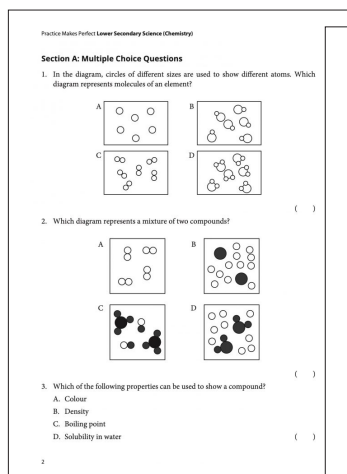


Practice Makes Perfect: Science (Chemistry)



ISBN: 9789811481581

Practice Makes Perfect: Lower Secondary Science (Chemistry) is written to help students master chemistry more effectively and efficiently. This book aims to help students apply the concepts they are taught in school such that they are able to tackle a variety of problems at the current level, as well as build up a strong foundation for them to proceed to take on chemistry at a higher level. The chapters are based on latest Lower Secondary Science syllabus issued by the MOE.



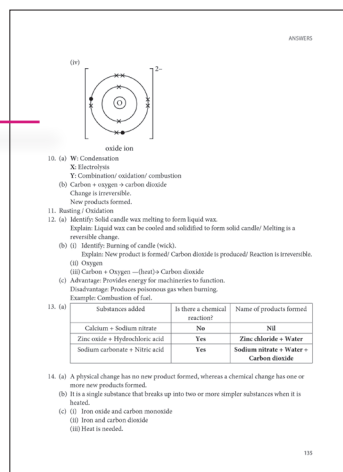
Topical Questions

Section A consists of MCQ questions and Section B consists of structured questions. The questions are selected to test the mastery of various concepts and application of the concepts taught in school.

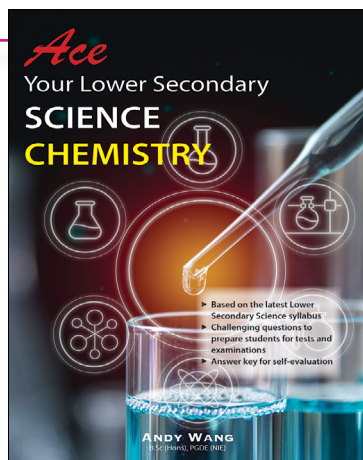


Answer Keys

The answer keys consist of key words and template for answering questions when students sit for tests or examinations.



Ace Your Science (Chemistry)



ISBN: 9789814996310

Ace your Lower Secondary Science (Chemistry) is written to help students master Chemistry more effectively and efficiently.

This book aims to help students apply the concepts they are taught in schools such that they are able to tackle a variety of problems in the current level, as well as build up a strong foundation for them to proceed to take on Chemistry at a higher level.

Ace your Lower Secondary Science (Chemistry)

Section A: Multiple Choice Questions

- Which of the following statements about elements is **not** true?
 - A. Elements are building blocks of all matter.
 - B. Elements cannot be broken down by chemical means.
 - C. Elements only occur naturally on Earth.
 - D. Elements combine to form compounds.
- Which of the following sets contains an element, a mixture and a compound?
 - A. air, copper, sodium chloride
 - B. air, pure water, copper(II) sulfate
 - C. magnesium, lead, copper
 - D. magnesium, steam, copper(II) sulfate
- Which of the following sets contains only elements?
 - A. Air, Neon and Oxygen
 - B. Mercury, Gold and Neon
 - C. Gold, Sodium and Brass
 - D. Hydrogen, Steel and Oxygen
- Diagrams X, Y and Z represent three different substances.

Atom of element P

Atom of element Q

Which row in the table correctly describes X, Y and Z?

	X	Y	Z
A	Compound	Element	Mixture
B	Compound	Mixture	Element
C	Mixture	Element	Compound
D	Mixture	Compound	Element

Ace your Lower Secondary Science (Chemistry)

Section B: Structured Questions

- Matter can be classified in many ways. Fill in the blanks below using the words provided.

Compounds
Metal

Elements
Solutions

Mixtures
Suspensions

Pure substances
Non-metal

MATTER
- The information of substances X, Y and Z are found in the table below.

Substances	Description
X	Speckled grey and white. The grey particles are attracted to a magnet.
Y	Has a fixed melting and boiling point. Decomposes into two elements when heated.
Z	Colourless gas. It burns in oxygen to form water vapour only.

Topical Questions

Topical exercise questions are divided into 2 sections: Section A consists of MCQ questions and Section B consists of structured questions.

Based on the MOE syllabus chapters, the questions are selected to test the mastery of various concepts and application of the concepts taught in school.

Answers

Answers consist of key words and templates in answering questions when students sit for tests or examinations.

ANSWERS

Unit 1 Exploring Diversity of Matter by its Chemical Composition

Section A: Multiple Choice Questions

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
C	A	B	D	C	B	D	C	D	D	B	C	A	D	A

Section B: Structured Questions

- MATTER**
- (a) Y

(b) X

(c) An element is a pure substance which cannot be broken down into simple by chemical processes/reactions.

(d) (i) Q and T

(ii) (i) S

(ii) Q

(c) Carbon Dioxide (Carbon and Oxygen), Nitrogen Dioxide (Nitrogen and Water (Hydrogen and Oxygen))

Ace your Lower Secondary Science (Chemistry)

Section A: Multiple Choice Questions

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
C	A	B	D	C	B	D	C	D	D	B	C	A	D	A

Section B: Structured Questions

- Atom of element P

Atom of element Q

Which row in the table correctly describes X, Y and Z?

	X	Y	Z
A	Compound	Element	Mixture
B	Compound	Mixture	Element
C	Mixture	Element	Compound
D	Mixture	Compound	Element
- (a) (i) Lead, selenium, mercury, cadmium

(ii) (i) Lead cathode ray tube (CRT) in computer monitors and TV sets, mobile phone

Selenium: keyboard

Mercury: switches and housing of the CPU, CRT in TV sets, mobile phone, batteries

Cadmium: semi-conductors in CPU, CRT in TV sets

Effects:

Lead: damage the vital organs, leading to coma or death from lead poisoning

Selenium: chemical pneumonia and tachycardia

Mercury: attacks the central nervous and endocrine systems and cause mental disturbances and neuromuscular changes

Cadmium: affects the lungs and kidneys

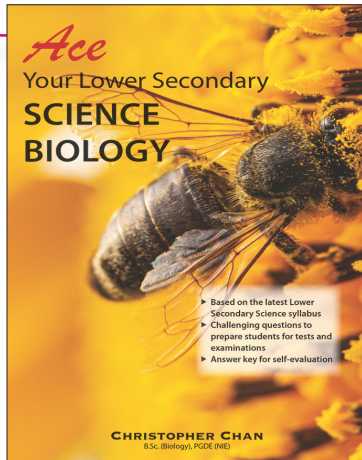
(a) (ii) Good electrical conductors; essential in electrical appliances.

High melting and boiling point; do not melt easily.
- (a) X: Compound

Y: Element

Z: Mixture

Ace Your Science (Biology)



ISBN: 9789811481246

Ace Your Lower Secondary Science (Biology) is written to help students understand Biology on a topic-by-topic basis. The content is organised to effectively aid students' revision. This book aims to equip students with the necessary knowledge and also provide them with an additional edge over others in examinations.

Each chapter of this book consists of questions that will challenge students while exposing them to a variety of possible questions. An answer key is also provided to allow students to evaluate their own learning.

UNIT 1 Model of Cells – The Basic Units of Life

Section A: Multiple Choice Questions

- Which of the following substances can pass through the cell membrane?
A. Starch and glucose
B. Proteins and malaise
C. Polypeptides and amino acids
D. Glycerol and amino acids
- The plasma membrane is _____
A. fully permeable
B. partially permeable
C. non-permeable
D. only permeable to gases
- Which cell structure is partially permeable to both oxygen and carbon dioxide?
A. Cell membrane
B. Cell wall
C. Cytoplasm
D. Nucleus
- Which of the following statements is false?
A. Energy is needed to repair damaged cells.
B. Food is needed to maintain body temperature.
C. Energy is not used while we are sleeping.
D. Energy obtained from the digestion of food sustains cellular activities.
- The figure below shows a liver cell and an onion cell.

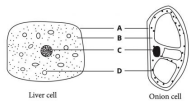
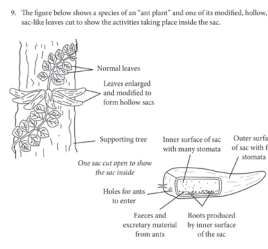


Fig. 7.1: Photosynthesis and Respiration



- Name the process used by the plant to manufacture carbohydrates.
- Explain how this process is beneficial to the ants living in the modified leaves.
- Apart from adapting to mineral poor soils, suggest one other abiotic factor that the "ant plant" needs to overcome. Explain how you arrived at your answer.

Topical Questions

Each topic includes a comprehensive set of multiple-choice and structured questions to prepare students for the examinations.

Answers

Model answers are provided for self-evaluation and learning.

ANSWERS

Unit 1 Section A

1	2	3	4	5	6	7	8	9
D	B	A	C	A	B	A	C	C
10	11	12	13	14	15	16	17	18
A	B	C	B	A	A	D	C	D

Section B

Animal cell	Plant cell
1 No cell wall, irregular shape	Cell wall present, regular shape
2 No chloroplast, numerous small vacuoles	Chloroplast present, One large vacuole
3 Jelly bean	Vacuole
4 (a) (i) Nucleus	Nucleus
(ii) The nucleus contains chromatin/genetic material which control cell division/reproduction.	
(b) Red blood cell has circular biconcave shape vs amoeba does not have a fixed regular shape / no nucleus vs amoeba has nucleus / Red blood cell has presence of haemoglobin vs amoeba has no haemoglobin.	

- The bacteria has no nucleus while the cells of the plant does. The plant cells do not have a flagellum which the bacteria do.

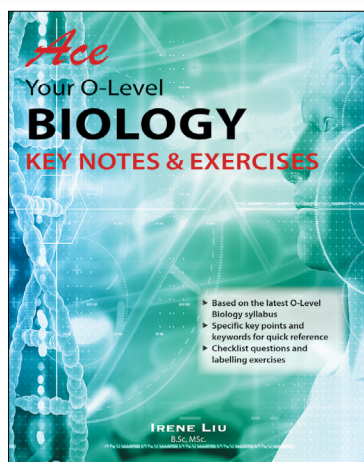
Unit 2 Section A

1	2	3	4	5	6	7	8	9	10
B	B	A	A	B	D	D	C	B	B
11	12	13	14	15	16	17	18	19	20
B	D	B	A	B	A	A	C	A	D

Section B

- (a) Diffusion, iodine molecules move from a region of higher concentration in the calophane bag into the water in the beaker, which is a region of lower iodine concentration.

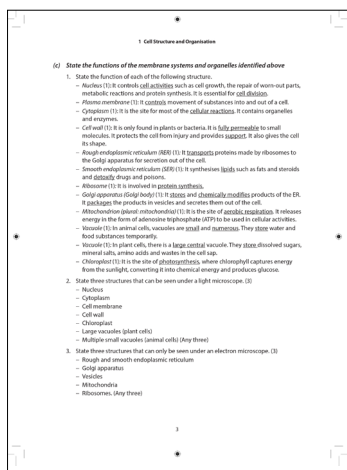
- (a) Osmosis is the net movement of water molecules from a region of higher water potential to a region of lower water potential through a partially permeable membrane.
(b) (i) A: No solute solution, B: Distilled water, C: 5% sucrose solution.
(ii) The water potential of liquid A is higher than in liquid C. Water molecules move out of Visking tubing containing liquid A, causing it to shrivel.
(c) Cell membrane
(d) Osmosis
(e) A, B, D, C (highest to lowest)
(f) The concentration of sugar solution that potato disc A is immersed in is higher than potato disc C. The difference in the water potential between potato disc A and sugar solution is higher as compared to potato disc B and its solution, hence more water molecules will move out of potato disc A than B by osmosis.
(g) Transport organs around the body from the lungs.
(h) The alveoli will have more red blood cells to transport more oxygen around the body, this will support efficient respiration during the competition.
(i) The water potential in the Visking tubing is lower than that in the beaker. Water molecules enter the Visking tubing via osmosis through the partially permeable membrane.
(j) Glucose, being smaller molecules, can leave the partially permeable membrane of the Visking tubing via diffusion. Income, being larger molecules, cannot escape the Visking tubing.
(k) X
(l) Y



ISBN: 9789814996228

Most students find Biology very difficult to score in examinations because knowing the content does not always ensure maximum marks. In order to score well in the exam, certain details and specific keywords have to be incorporated into their answers. As key points and keywords are essential to obtaining a good score in the Biology exam, this book presents suggested answers keys for students, which can be used as a quick reference source, enabling students to save time on revision.

The answers are given in a question and answer format in this book. The questions are designed based on the learning outcomes in accordance with the latest O-Level pure Biology syllabus issued by the Ministry of Education of Singapore.

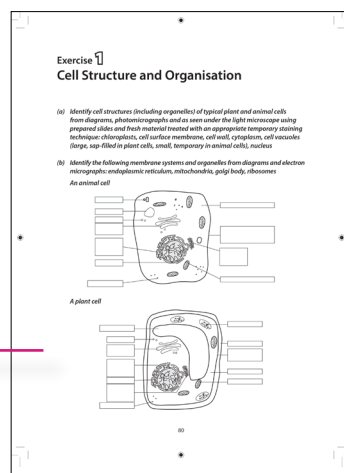


Learning Points

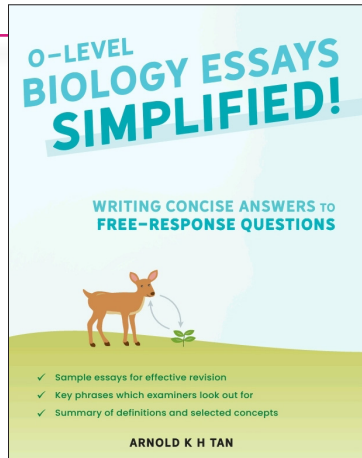
Specific key points and key words are highlighted for effective revision.

Revision Questions

Comprehensive questions, such as diagram-labelling exercises, are included to prepare students for examinations.



Biology Essays Simplified



ISBN: 9789814761796

Master the skill of answering O-Level Biology Essay Questions by using examiner-style phrasing to construct accurate responses. With a comprehensive selection of 239 free-response questions, students will learn how to write essays that score well at the examinations.

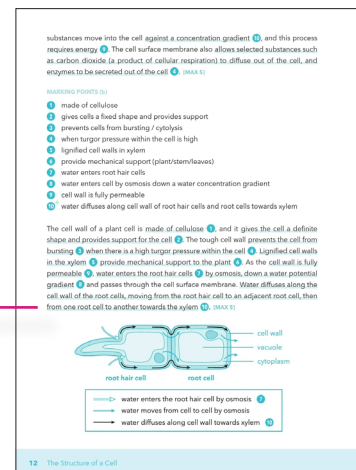
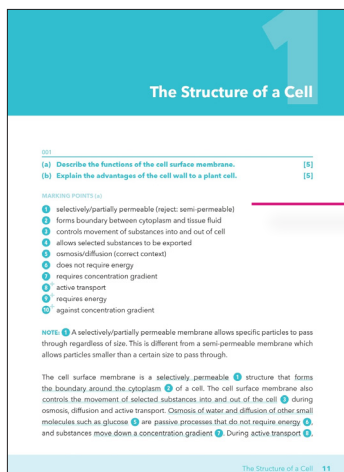
The sample essays included in this book demonstrate how students can organise the relevant marking points into a concise answer.

Model Essays

Model essays are provided for students to learn how to write them effectively.

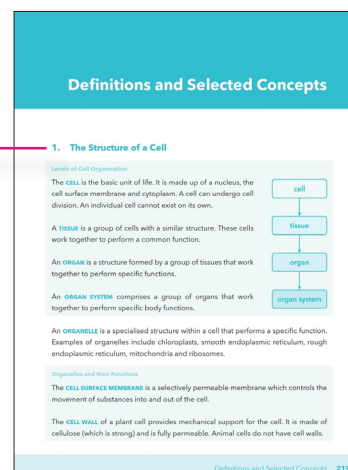
Marking Points

Key phrases for scoring are highlighted under the marking points section for easy learning.

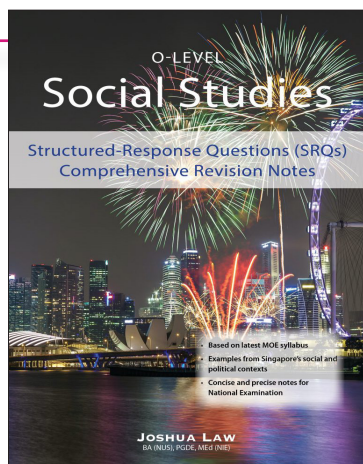


Summaries

Important definitions and selected concepts are summarised in one section for quick referencing.



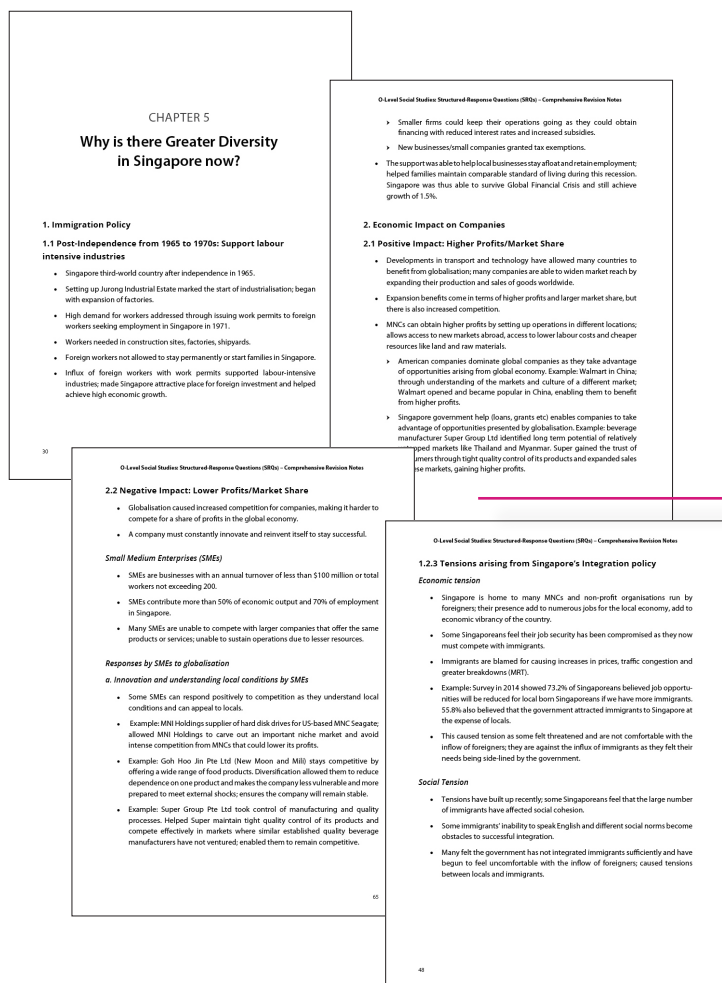
Social Studies SRQs



**SRQs Comprehensive
Revision Notes**
ISBN: 9789811417535

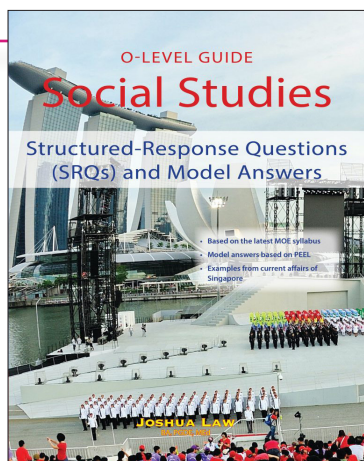
O-Level Social Studies: Structured Response Questions (SRQs) Comprehensive Revision Notes is a collection of revision notes designed to teach students how to tackle Social Studies SRQs. Students will be presented with concise notes to equip them with the necessary content and knowledge required to answer SRQs at the O-Levels.

This book aims to prepare students for the O-Level examinations by providing ample resources to allow students to master the subject.



Comprehensive Notes

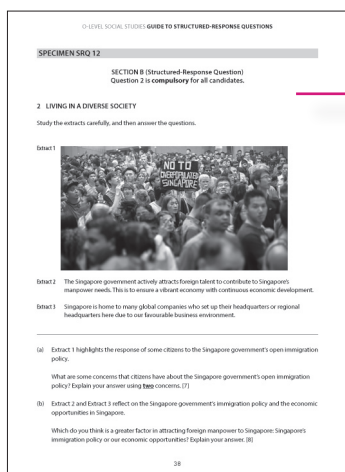
Includes examples on Singapore's social and political contexts.



SRQs and Model Answers
ISBN: 9789811409400

In light of the many challenges that students face in answering SRQs, this Model Answers for Social Studies book will help students to master skills and techniques to approach assessment requirements of the latest Social Studies syllabus.

Written in the P.E.E.L format (Point, Elaboration, Explanation, Link), this guidebook will give students many exemplars on how to craft a high-level response answer. Using examples discussed in the new syllabus course book and relevant current affairs topics, students are presented with a variety of model questions and detailed answers for the three Social Studies issues.

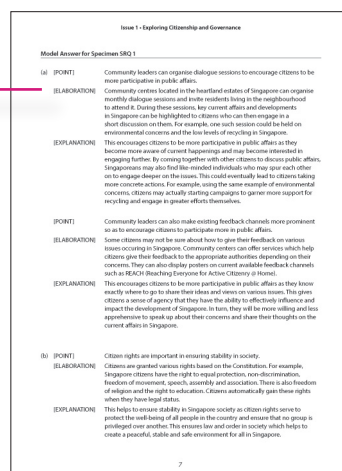


Current Affairs

Questions are based on current affairs in Singapore.

PEEL Format

Model answers are written in P.E.E.L format for students to learn to structure their writing.



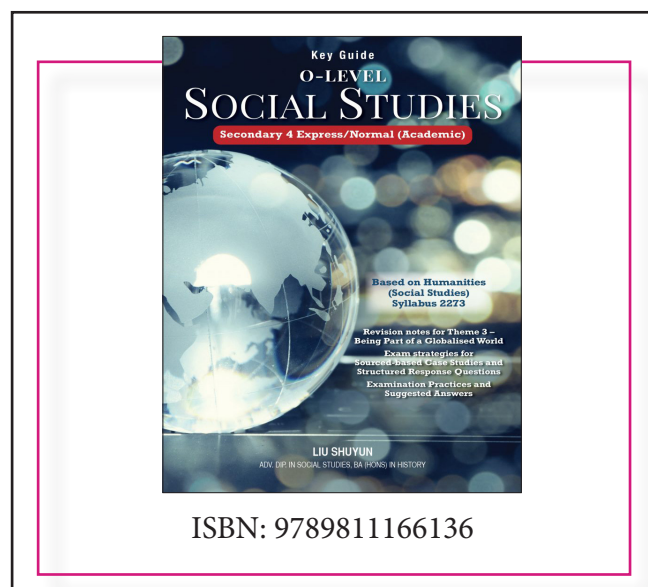
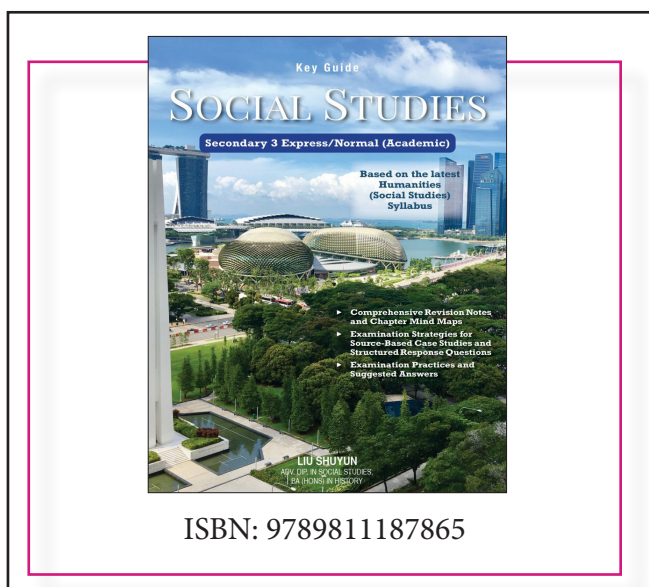
Social Studies Key Guides

This series is a teaching and learning tool written in three parts to summarise what students need to know to do well in their Social Studies examination.

Part 1 focuses on understanding the concepts in Social Studies and the assessment guidelines that frame the GCE O-Level and N-Level Social Studies examination.

Part 2 gives the learning outcomes and useful notes for students' revision. This includes understanding the Social Studies curriculum for the GCE O- and N-Level which will enable them to see how the various chapters are interlinked.

Part 3 presents literary approaches and devices that students can use to answer Source-Based Case Studies (SBSCs) and Structured Response Questions (SRQs).



VALUES

You will be able to learn:

- How can you understand citizenship?
- What are some characteristics of citizenship?
- What does it mean to be citizens of a country?

1. HOW CAN YOU UNDERSTAND CITIZENSHIP?

Citizenship can be seen as the relationship between a person and the state.

Thus, citizenship refers to the legal rights, duties and responsibilities that people owe and the way they are decided on are in a government.

The modern idea of citizenship came mainly from the West and only developed in the 19th century.

The term citizenship has generally Western origins and comes from Ancient City.

Athenian citizenship. Greek philosophers like Aristotle believed that a citizen is a person full potential and personality could not be achieved without citizenship.

Citizenship in a Greek polis or city-state gave a person benefits like education, his own well-being, a chance to win honour for glory and fulfilling his role in the community.

Roman citizenship. The Romans believed that citizenship had more to do with freedom on relationships between citizens and various rights of citizenship like voting rights, eligibility to hold government positions and the legal right to Roman law rights involved the right to marry and to travel.

Chinese, the Chinese, had a different idea of citizenship early on.

Confucian philosophy. According to the Chinese philosopher Confucius (551 should have been placed in society. Aristocracy was placed in moral order and some people wanted to be politically involved, but had to be loyal to the Imperial Chinese authority for the Civil Service. The highest honour was to serve the state and to be a citizen. According to Confucius, a citizen should be a person who is loyal to the state. Everyone was governed by heaven or the Universal Law. The duty is based on the observance of custom or law.

Malay kingdoms. In Malay culture, the Malay kingdom referred to the condotte rule. The kingdom was governed around the raja (king) and was based on an army.

Between the 17th century and 19th century, political philosophers and thinkers originating. Some of the prominent philosophers of citizenship include:

Thomas Hobbes (1588-1679). Hobbes was an English philosopher who lived during the 17th century. He was a member of Parliament and the King's House of Commons. He was influenced by scientific thought and had a great understanding of the complex nature of society. He felt that governments provided protection and order. He was a supporter of a strong central government.

John Locke (1632-1704). Locke was an English philosopher who lived during the 17th century. He was a member of Parliament and the King's House of Commons. He was influenced by scientific thought and had a great understanding of the complex nature of society. He felt that governments provided protection and order. He was a supporter of a strong central government.

John Stuart Mill (1806-1861). Mill was an English philosopher who lived during the 19th century. He was a member of Parliament and the King's House of Commons. He was influenced by scientific thought and had a great understanding of the complex nature of society. He felt that governments provided protection and order. He was a supporter of a strong central government.

Characteristics of citizenship

1. There are 4 ways for people to gain citizenship status in different countries.

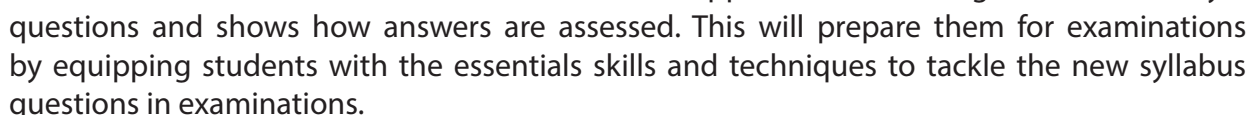
Scenario	1. By descent	2. By country of birth	3. By marriage	4. By naturalisation
One of your parents is a citizen of the country.	You are born in the country. Parents may not be citizens of the country.	You grow up and marry someone from another country. The foreigner takes up the citizenship of the spouse.	You migrate to a country to live and work there for a number of years. In some cases, you may need to pass a test to get citizenship.	

2. The following section explains how citizenship rules have changed in Singapore between 1957 and 2015.

Scenario	1. By descent	2. By country of birth	3. By marriage	4. By naturalisation
1957: Singapore sought to achieve self-government. Singapore was part of Malaya and a merger was important for Singapore's political and economic survival.	All residents born in Singapore and Malaya could be citizens.	Anyone born in Singapore or Malaya could apply to be a citizen.	A person married to a Singapore citizen could be a citizen.	(a) A person who had lived in Singapore for ten years could be a citizen. The age 22,000 foreign-born Chinese the right to be citizens and to vote in elections. (b) British citizens who were residents in Singapore for two years. (c) All residents must be willing to swear an oath of allegiance to Singapore.
1965: Singapore separated from Malaya on 9 August 1965. 2015: Singapore, 50 years after independence	Any child born to a Singapore citizen.	Not applicable.	A person married to a Singapore citizen could be a citizen. They need to live in Singapore for at least two years.	A person who has been a Permanent Resident (PR) for two to five years can apply for citizenship. A person who has been a PR for two to five years can apply for citizenship.

Learning Objectives

Key learning objectives and notes are summarised for easy revision.



Part 1 of this book focuses on understanding the concepts in Social Studies. This book provides the essential points that students must know, as well as information and insights into Singapore as a nation, and her past and present, enabling students to possess a more well-rounded view of topics in the syllabus.

Part 2 of this book provides up-to-date exercises for Structured Response Questions with suggested answers. This serves as a learning guide on how answers are layered and argued. The suggested answers provide students with a well-structured approach to tackling examination-style

questions and shows how answers are assessed. This will prepare them for examinations by equipping students with the essential skills and techniques to tackle the new syllabus questions in examinations.

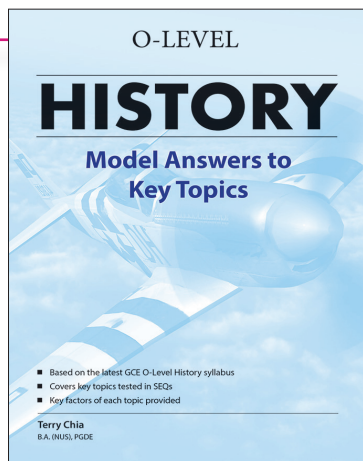
Key points for each topic in the syllabus are covered, with supporting examples.

Practices with Answers

Structured Response Questions come with suggested answers and marking schemes to allow students to learn how to structure their answers more effectively.

[illegible]

History Model Answers to Key Topics



ISBN: 9789811493188

This book is written for students taking the GCE O-Level History examinations. The book focuses on making History accessible through the provision of model essays for Structured-Essay Questions. The essays capture the main points of the content covered in the GCE O-Level History Syllabus (Code: 2273) in a format similar to what students might encounter in the O-Level examinations. Students can attempt the essays from the list of practice questions, after which, they can refer to the model essays to check their scripts.

Essay Writing Skills

The first chapter of the book provides tips on how to answer different types of essay questions.

1 Essay Writing Skills

STEPS TO ANSWERING AN ESSAY QUESTION

When encountering a history essay question, here are some steps you can take to produce good answers.

1. Identifying the requirements of the question

There are two types of history questions in the GCE O-Level Elective History Syllabus (Code: 2273). They are typically divided into a (a) type question worth 8 marks and a (b) type question worth 12 marks. There is a degree of overlap between the kind of answers expected from each type of question. However, there are also differences. Let us examine these similarities and differences.

Type of question	Requirements
(a) question	Explain two factors
(b) question	Explain two factors and weigh their importance in comparison to each other

Let us look at examples of such questions to better understand the difference.

(a) question

Explain two reasons why the League of Nations was weak in maintaining peace. [8]

In such a question, the topic that your essay should be written on is spelled out for you. In this case, it is the reasons why the League of Nations (LON) was weak in maintaining peace. To answer questions, you will need to write out two paragraphs (one for each reason) that explain the factors answer the question.

You will need to identify two of the weaknesses of the LON and then expand on them. For example, in this case, you can choose to expand on the limited membership of the LON and the post-World War I (WWI) attitudes of the major powers as your factors.

We will explore how to write such a paragraph later.

1-Essay Writing Skills

Let us explore some examples of PEEL paragraphs for the (a) type question below.

Explain two reasons why the League of Nations was weak in maintaining peace. [8]

Point	The attitude of the major powers was a reason why the LON was weak in maintaining peace.
Elaboration	The major powers viewed their own concerns and interests as more important than the LON's goal of maintaining world peace and security.
Example	Britain and France had suffered greatly during WWI and they were unwilling to fight another war. At the same time, the United States of America (USA) followed the policy of isolationism, which made the LON even more ineffective as the country which had supported the setting up of the LON was not involved in its decision-making processes.
Link	Thus, they allowed acts of aggression to go unpunished which weakened the LON as it was unable to maintain peace in the world.

Note that in some cases you may also shift around the position of the example and elaboration portions of a paragraph and instead use the elaboration to expand on how the example relates to the factor raised in the point. See the example below:

Point	The limited membership of the LON was a reason why it was weak in maintaining peace.
Example	For example, the USA was never a member of the LON. Moreover, countries like Germany and Russia were not allowed to join the LON initially.
Elaboration	The absence of the USA deprived the LON of the support of the world's most powerful country, leaving it without the USA's strength and wealth. On the other hand, Germany was not allowed to join at first as it was considered to have been guilty of causing WWI, while Russia was not accepted as it had recently been taken over by a communist government.
Link	This meant that some countries were cut out of the decision-making process and were therefore unlikely to go along with the LON's policies, thus making the LON weak. The limited membership thus weakened the LON greatly as it needed strong countries as members in order to enforce its sanctions effectively.

Writing two paragraphs in this format is enough to answer a (a) type question. However, to answer a (b) type question, we must also weigh the relative importance of the two factors.

2 Impact of World War I in Europe

BREAKDOWN OF TOPICS

To assist you in answering the sample questions for this chapter, here is a breakdown of the various topics it covers.

- The aims and motivations of the various countries that drafted the Treaty of Versailles at the Paris Peace Conference
 - Factor 1 The USA's aims and motivations
 - Factor 2 France's aims and motivations
 - Factor 3 Britain's aims and motivations
 - Factor 4 Italy's aims and motivations
 - Factor 5 Japan's aims and motivations

- The impact of the Treaty of Versailles on Germany
 - Factor 1 German humiliation
 - Factor 2 German territorial reductions
 - Factor 3 German military weakness
 - Factor 4 German economic weakness
 - Factor 5 Self-determination and the creation of new borders

- Weaknesses of the LON
 - Factor 1 Post-WWI attitudes of the major powers

- Structural weaknesses
 - Factor 2 Lack of authority and credibility
 - Factor 3 Limited membership of the LON

- Successes and Failures of the League of Nations
 - Factor 4 The LON's successes at handling territorial disputes in the 1920s
 - Factor 5 The LON's failures at handling territorial disputes in the 1930s

Breakdown of Topics

Each topic is broken down into their various factors to aid students in answering the sample questions for each chapter.

Model Answers

A model answer is provided for each sample question as a reference.

GCE O-Level History Model Answers to Key Topics

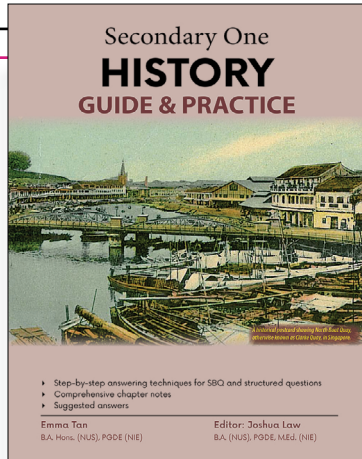
Question 1
Explain how the implementation of the Treaty of Versailles brought about peace in Europe in the 1920s. [8]

Model Answer

The implementation of the Treaty of Versailles brought about peace in Europe in the 1920s as the military reductions forced on Germany negated its ability to start another war. The harsh limitations placed on Germany's armed forces were meant to ensure that Germany would not be able to start another war. For example, the size of the German army was limited to only 100,000 men. In addition, the size of its navy was also limited to 15,000 tons. Finally, Germany was also not allowed to have an air force, tanks and submarines. The aim of all these restrictions was to ensure that Germany would no longer be in a position to use its military force to start another war and threaten its neighbours such as France again. Furthermore, this also meant that Germany was significantly less able to defend itself against the Allied powers in the event of a military attack from its neighbours. The demilitarisation of the Rhineland also meant that Germany was not allowed to defend its borders with France. As such, this brought about peace in Europe in the 1920s as the terms of the Treaty of Versailles had negated the threat that had previously been exhibited by Germany.

The territorial reductions, the War Guilt Clause and the reparations that it justified provided a severe deterrence to Germany and other potential aggressor states whilst providing closure for states that were damaged by Germany and the fighting. As part of the Treaty of Versailles, Germany was left with extremely punitive terms. For a start, the Germans had to accept the War Guilt Clause, whereby Germany had to take complete blame for causing WWI according to Article 231 of the Treaty. Germany also had to pay compensation for all the damages caused in the war. The reparations demanded in 1921 were 16,600 million. Finally, to make things worse for Germany, the Treaty of Versailles also saw to the removal of key German territories. Much of the land that belonged to Germany before the war was reallocated amongst the Allied powers. For example, Germany lost all its overseas colonies in Africa and the Asia-Pacific, Alsace-Lorraine and the profits from the coal-producing Saar region was handed over to France, and the territory between Germany and East Prussia became the Polish Corridor. Finally, Germany was also barred from uniting with Austria. The extremely heavy punishment meted out to Germany was designed to send a clear warning message to both Germany and any other potential belligerents to ensure that they would refrain from starting a new war. In addition, by punishing Germany severely, the Allied powers had also sent out some form of justice, allowing those states devastated by the war to move on. As such, the Treaty of Versailles had brought about peace in Europe in the 1920s by allowing countries seeking justice to move on while also sending a strong message to other countries from causing instability in the region.

Secondary One History Guide & Practice



ISBN: 9789814996464

This guide provides comprehensive Source Base Question (SBQ) skills and chapter content notes to prepare students for the examinations. It consists of the following features.

Answering Techniques for Section A and Section B

Section A: Source Based Questions (SBQ)

SKILL Inference

What is an inference?

- Inference is a conclusion about the past that can be obtained using details from sources.
- Inference questions are WHAT questions.

Examples of inference questions

- What does the source tell you about Singapore before 1819? Explain your answer.
- What can you learn from the source about Raffles? Explain your answer.
- What can you infer from this source? Explain your answer.

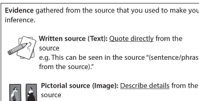
Example: What does Source A tell you?

Answering format

Inference: Source A tells me that ...

Explain: This is because ... as ...

Support: This can be seen in the source ...



*Note: If the source has 2 inferences, do it 2 times.

Step-by-step Answering Technique for SBQ and Structured Questions

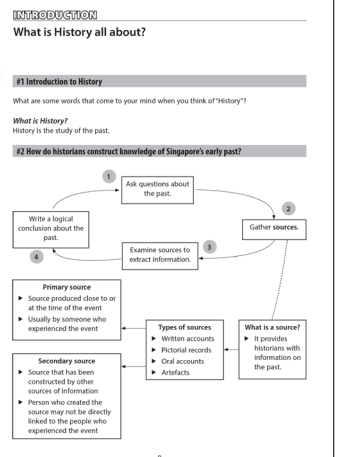
The skill notes provide student with the ability to identify question types and apply the appropriate answering format accordingly. Common mistakes and a success criteria checklist for each question type is also provided for students to avoid making careless mistakes and score well.

Comprehensive Chapter Notes

The chapter notes are organised and written in a concise manner for students to recall important details to be written for the structured questions.

Suggested Answers

The suggested answers are written according to schools' Level Of Response Marking (LORMS). This allows students to understand and check for their level of understanding for each question and to develop better answering techniques.



SECONDARY ONE HISTORY GUIDE & PRACTICE

Answering format

Point:

- What is the main point?
- Is the point given? If not, state the point.
- If the point is in the question, copy the given point and the question focus.
- Use the same phrasing and words from the question in order to **directly answer the question**.

Example 1: Explain the external developments that impacted Singapore's economy from 1869 to 1942.

Point is NOT given, you should state the point.

Example 2: Explain how the opening of Suez Canal and expansion of tin and rubber industries impacted Singapore's economy from 1869 to 1942.

Point is given, you just have to copy the given point and the question focus.

Example: One external development that impacted Singapore's economy from 1869 to 1942 was the opening of Suez Canal.

Example: The opening of Suez Canal impacted Singapore's economy from 1869 to 1942.

Explanation: Provide explanation - must refer to the **question focus** (what the question is asking for).

- What? - Give an elaboration on what the point means
- Why? - Explain how/why the point came about

Example: Provide relevant examples/evidence to support your point

- Examples must be **specific and detailed**
- Who? What? Where? When? (numbers, dates, etc)

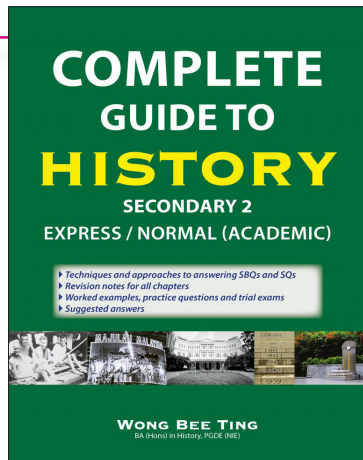
Link: Link the point/factor back to the question

- Explain the **impact/consequence** of the point in relation to the question
- Do not just repeat the point

Success Criteria: I have done the following for the Structured Question:

- I have answered the question by stating the point clearly
- I explained the 'what' and 'why' of the point
- I provided relevant examples to support the point, by using SWHH as far as possible
- I linked back to the Question Focus by explaining the impact of the point. Did not merely repeat the point.

History Complete Guides



ISBN: 9789811111730

This book is written as a guide for Lower Secondary students studying for their History examinations. All History examinations test students' abilities in handling Source-Based Questions (SBQs) and Structured Questions (SQs). This book offers guidance and tips on how to answer SBQs and SQs well and ace the examinations.

This book comprises the following:

- Chapters 1–4: Skills in answering SBQs
- Chapter 5: Skills in answering SQs
- Chapters 6–9: Revision notes for the Secondary Two History syllabus and practice questions
- 2 Semestral Examinations

CHAPTER 2 • Inferring on Purpose

Worked Example 2 – Full of Singapore

Study Source B.
Why do you think this was published? Explain your answer. [6]

Source B Adapted from a *South Times* editorial on 8 December 1941.

We have come to Malaya. Let us stand at once that the situation is well in hand. There is no cause for panic, but there is need for forthright personal discipline and instant obedience to every order given by an officer of the forces, the police and the defence services. ... The first air raid on Singapore shortly after three o'clock this morning (8 December 1941) was repulsed in only a few minutes.

Step	Details
1. Identify – ATQ	This was published because ...
2. Message	<ul style="list-style-type: none"> Content: Japanese troops had landed on Malaya in an attempt to conquer Malaya and Singapore. This had caused alarm among the people in Singapore. Message: The Japanese forces were no match for the British forces and everything was under British control. Infers on what the source is trying to tell you. This is evident from Source B, which states, "The situation is well in hand ... The first air raid on Singapore shortly after three o'clock this morning was repulsed in only a few minutes." Quote the evidence. "The situation is well in hand ... The first air raid on Singapore shortly after three o'clock this morning was repulsed in only a few minutes."
3. Audience	People in Singapore.
4. Outcome	<ul style="list-style-type: none"> Read the premise to find out about the target audience. To make the people feel confident about the British defence forces. To reassure the people in Singapore that the British had everything under good control so that they would continue to support the British forces and cooperate with them.

Suggested answer

This was published [1] because Japanese troops had landed on Malaya in an attempt to conquer Malaya and Singapore [2]. This had caused alarm among the people in Singapore. This was published to convince the people in Singapore [3] that the Japanese forces were no match for the British forces and everything was under British control [4]. This is evident from Source B, which states, "The situation is well in hand ... The first air raid on Singapore shortly after three o'clock this morning was repulsed in only a few minutes." This was published to reassure the people in Singapore that the British had everything under good control so that they would have confidence in the British [5] and continue to support the British forces and cooperate with them [6].

Worked Examples

Step-by-step worked examples to demonstrate how to answer the questions using the author's suggested steps.

Revision Notes

Revision notes include mind maps/graphic organisers to give an overview of the key points covered in the chapter. There is also a glossary of key terms and definitions, and detailed descriptions and explanations (wherever appropriate) of causal factors.

Chapter 9

REVISION NOTES

HOW FAR WERE PEOPLE'S LIVES TRANSFORMED AFTER INDEPENDENCE?

OVERVIEW

Developments that took place from 1965 to 1975

- 1. Promoting a common identity
- 2. Building Singapore's defence
- 3. Promoting economic development
- 4. Providing housing

(a) Introduction of National Service (NS)
(b) Promoting military cooperation with other countries
(c) Developing a defence industry

(a) Developing manufacturing industries
(b) Developing infrastructure
(c) Developing tourism and finance industries
(d) Impact of Singapore's economic development on the lives of Singaporeans

(a) Setting up the Housing and Development Board (HDB)
(b) Impact of public housing on the lives of the people

GLOSSARY

Term **Definition**

Conscription Refers to compulsory military service

Financial hub Refers to a city or country or a region that is considered to be a major centre for providing financial services such as banking

Infrastructure Refers to basic facilities that are needed to support a society, examples are communications, transport systems and power supply network

Multinational corporations (MNCs) Refer to huge companies that have their offices and factories in more than one country

Squatter settlements Refer to areas where people live that do not belong to them or have not been approved for residential purposes by the government. Such areas are often characterised by poor living conditions and lack of basic amenities

REVISION NOTES

Developments that took place from 1965 to 1975

Point 1 Promoting a common identity

Issue: People (see example, p. 100)

After independence, the government was concerned that some people did not feel a sense of belonging to Singapore and were indifferent toward Singapore's future. The government wanted to develop a common identity and instil a strong sense of belonging and loyalty among the people.

(a) The national symbols were important means to forge a common identity in the people

- National Flag (created in 1959 following Singapore's attainment of internal self-government)
- State Crest
- National Anthem

(b) Besides these national symbols, the government also introduced National Service (NS) to foster a sense of belonging where men of different races and backgrounds bond together as they undergo military training.

Point 2 Building Singapore's defence

Strategies to build up Singapore's defence forces

Issue: People (see example, p. 100)

It was urgent to develop Singapore's own defence forces quickly because:

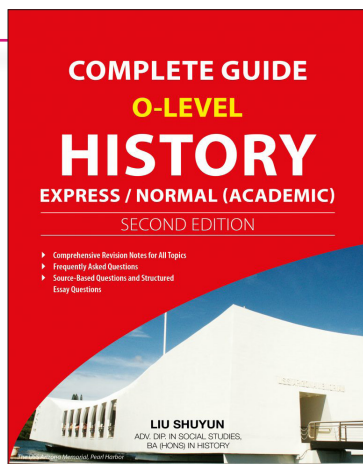
- Events such as the 1964 race riots and the Indonesian Konfrontasi showed that the lack of a strong defence force made Singapore vulnerable to external and internal threats.
- British decision to withdraw its military forces from Singapore in 1971 meant that Singapore was left with a very small and weak defence force.

(a) Introduction of National Service (NS)

- To conserve the potential of limited manpower resources, the government introduced National Service, a form of conscription, whereby male citizens had to undergo compulsory military training for a period of time as national servicemen.
- After completing their training, these men would continue to be part of the reserve forces.

Issue (cont.)

- The introduction of NS helps to increase the number of men who are trained to warfare and can defend Singapore in times of crisis. This helps to strengthen Singapore's defence forces and contributes to ensure the peace and security of the country.
- In addition, it also helps to instil a sense of national loyalty and foster a national identity among the people as it provides a platform for men of different races and backgrounds to interact and bond with one another. This common experience and bonding builds camaraderie and promotes racial integration among the people.



ISBN: 9789811434327

Updated for the latest syllabus, Complete Guide: O-Level History Second Edition is written as a guide for teachers and students taking the History Elective Paper on Modern World History at the GCE O-Level examinations in Singapore. It may also be used as a revision guide for students studying Modern World History (1918–1991) in various examination systems across the world. Understanding the main features of the book will enable users to make effective use of this revision guide.

History Bytes

Provide extra historical information which might be useful to gain deeper insight into the topics covered.

Viewpoints

Give different perspectives and historical interpretations of events.

Frequently Asked Questions

Provides brief and comprehensible answers to questions which students might have.

COMPLETE GUIDE: O-LEVEL HISTORY SECOND EDITION

THE COURSE OF WORLD WAR I

- The Central and Allied Powers fought to a stalemate along the Western Front, which had been dug from Belgium to the Swiss border. Barbed wire and protective fortifications were dug up and killed and was won. This battle strategy of trench warfare resulted in hundreds of thousands of deaths.
- Between 1912 and 1917, more powers got involved in the war. Christian Turkey fought on the side of the Central Powers. Italy and the USA fought on the side of the Allied Powers.
- 1917 was a decisive year because the USA entered the war on 17 April. President Wilson also made it clear that the USA was entering the war based on his 14 Points.
- Russia was, however, knocked out of the war in October 1917 because of the Russian revolutions. Tsar Nicholas II was overthrown and a new communist government was set up in Russia in October.

HISTORY BYTE

The USA and World War I

The USA entered the war because of the following reasons:

- Unrestricted submarine warfare:** This means that German submarines attacked ships carrying supplies to the Allied powers. Four passenger ships like the *RMS Lusitania* were sunk, which resulted in the loss of US civilian lives.
- The Zimmerman Telegram:** This was a telegram sent from the German foreign secretary, Arthur Zimmermann, to Mexico proposing a Mexican-German alliance in the case of war between the USA and Germany. It was leaked and published by US newspapers.
- Wilson's Internationalism and 14 Points:** When the USA entered the war, US President Woodrow Wilson issued his 14 Points as the basis for a proposed peace. It was to show how America should build on US ideas of internationalism. Some of the main ideas of the 14 Points included the following:
 - League of Nations: An international organisation to provide collective security and prevent war.
 - Self-determination: The right of peoples to freely choose their sovereignty and international political status without external interference.
 - Open diplomacy: Open agreements that are transparent and open for all to scrutinise. No secret alliances and agreements.

HISTORY BYTE

Treaty of Brest-Litovsk in March 1918 between Germany and Russia

The new communist government in Russia signed the Treaty of Brest-Litovsk in March 1918 and the terms were very harsh on Russia.

5% of its territory	2.4 million square km
20% of its industry	Independence of Ukraine, Georgia and Finland
Finland and the Baltic states (Lithuania, Latvia and Estonia) to Germany	Other territories were given to Austria-Hungary and Turkey

A large portion of its food, oil and raw materials (30% of its population)

55 million people

CHAPTER 3 • The Treaty of Versailles

Germans resented losses of territory

- Germany lost 13% of its territory and 12.5% of its population. These included the loss of Alsace and Lorraine to France, Eupen and Malmedy to Belgium, West Prussia to Poland, and the Saar outfields to France for 15 years.
- However, Germans who lived in Eupen, Malmedy, Upper Silesia, the Sudetenland and elsewhere were not consulted. These territories were simply given away. Ethnic Germans who lived in these places saw their nationality changed overnight to become ethnic minority groups in newly created states.

Self-determination not applied

- Wilson's principle of self-determination was applied to form new independent countries like Czechoslovakia, Hungary, Poland, Lithuania, Latvia and Estonia.
- However, Germans who lived in Eupen, Malmedy, Upper Silesia, the Sudetenland and elsewhere were not consulted. These territories were simply given away. Ethnic Germans who lived in these places saw their nationality changed overnight to become ethnic minority groups in newly created states.

VIEWPOINT ► Allied view to the Treaty of Versailles

Those who see the Treaty of Versailles as a fair treaty look at the many different perspectives and compromises that were made between the USA, Britain, France and others. The result was the following:

- Germany was not reduced into a nation made up of small states.
- They still had an army of 100,000 men and six battle ships.
- The Treaty of Versailles was also not as punishing as the Treaty of Brest-Litovsk that the Germans had imposed on the Russians.

Consequences of terms	Treaty of Versailles	Treaty of Brest-Litovsk
Territory lost	13%	125%
Population lost	12.5%	34%
Industry lost	Nearly 50%	50%
Coal industries lost	10%	40%
Reparations	132 billion marks / € 6.6 billion (1926)	4 billion marks

- Wilson's 14 Points were not formally adopted as the main principles necessary for harmonising the details of the Treaty of Versailles settlement. Germany had also ignored the 14 Points when it was announced in January 1918 because there was still German hopes for military success in that period. It therefore did not make sense to apply the question of self-determination to Germany.

COMPLETE GUIDE: O-LEVEL HISTORY SECOND EDITION

- To make matters worse, the aims of the League of Nations were threatened by the aggressive foreign policy of various countries.
 - Invasion of Manchuria in 1931
 - Italy's invasion of Abyssinia in 1935
 - Germany's decision to walk out of the League of Nations in 1933 and its foreign policy aims of rearmament and expansion in Europe.

FREQUENTLY ASKED QUESTIONS

Impact of World War I

- Why was Britain and France the two most important powers in the League of Nations?

It was because the USA did not want to involve itself in European affairs. The USA felt that World War I occurred because the European powers were competing with each other for colonies.

It was also because Russia was communist and Lenin wanted to spread communism overseas through revolutions. This made his government distrust the USSR. Moreover, in 1917 Lenin signed the Treaty of Brest-Litovsk, which ended World War I. The Allies saw this move as an act of betrayal to the Allies.

Germany was not invited to join because it was a defeated power in World War I and the European countries were determined to make Germany pay for the war economically and morally. That left the world with only two European countries that would be the most important members in the League – Britain and France.
- Did Germany want to enter the League of Nations?

Germany was at first not allowed to join because it was defeated in World War I. However, Germany became a member of the League in 1926. This was under Chancellor Gustav Stresemann, who was willing to pay reparations and to improve relations with the West through such treaties as the Locarno Treaty.
- What is the Locarno Treaty?

The Locarno Treaty is a treaty signed between Italy, Britain, Belgium, France and Poland in 1926. Germany promised to keep the borders in the west and not to take back Alsace and Lorraine.

In 1926 the German foreign minister, Gustav Stresemann, proposed that France, Germany and Belgium should recognise as permanent their frontiers that were agreed at Versailles. This included the promise not to send German troops into the Rhineland and the acceptance that Alsace-Lorraine was permanently part of France. The French foreign minister, Aristide Briand, agreed with Stresemann's proposals and signed the treaty. However, as Germany refused to guarantee its eastern frontiers, France agreed to protect Poland and Czechoslovakia by signing treaties with them.

The Treaty of Locarno was signed in October 1925. This enabled Germany to be admitted to the League of Nations. However, Adolf Hitler revoked the treaty when he was sent in the German Army into the Rhineland in 1936.
- What is the Rapallo Treaty?

On 16 April 1922, representatives of the governments of Germany and the USSR signed the Rapallo Treaty at a World Economic Conference at Genoa in Italy. The treaty re-established diplomatic relations, renounced financial claims on each other and pledged future cooperation between the USSR and Germany.

Key Guide
O-LEVEL
HISTORY

Source-Based Questions

Based on the latest Humanities (History) Syllabus 2273

Key skills to answer basic and hybrid SBQs

Key answering steps and worked examples

Practice questions on skills and case studies

WONG BEE TING
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Key Guide
O-LEVEL
HISTORY
Structured-Essay Questions

**Based on 2018
Humanities (History)
Syllabus 2273**

- Comprehensive notes for
revising O-Level topics
- Examples and techniques on
answering SEQs
- Overview of key points and
special guide to ace SEQs

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ISBN: 9789811148033

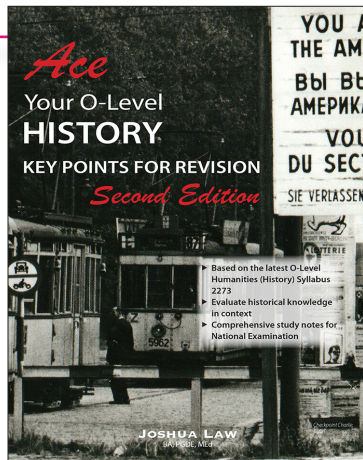
Key Notes

Key skills or contents for each chapter are summarised in easy-to-read formats.

Worked Examples/Answers

Examples are worked out with clear steps and guidance on scoring for the questions.

Ace Your O-Level History



ISBN: 9789811440595

This book contains content notes on the World History for students taking History Elective. The aim is to engage students actively in historical enquiry so as to develop critical thinkers, enabling students to acquire knowledge and an understanding of history.

Through the contents of this book, students will be equipped with necessary historical knowledge, understanding, dispositions and skills to score well in their GCE O-Level examinations.

MOE Syllabus

Chapters are based on the latest O-Level Humanities (History) Syllabus.

Contents

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Chapter 10	The Cuban Missile Crisis	131
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Comprehensive Notes

Notes are presented in point and table forms for students to study more efficiently for exams.

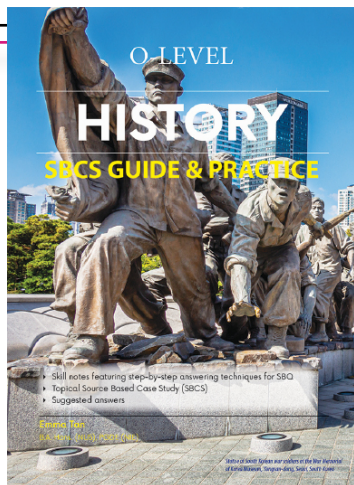
Impact of the Treaty of Versailles

- 1. German Humiliation**
 - Germans angered at accepting total blame for the war – called the treaty 'diktat' (dictated peace).
 - German people felt humiliated and wronged – felt they did not deserve to be blamed.
 - New Weimar government forced to agree.
 - Many accused politicians who signed the treaty as betraying German politicians called 'November Criminals'.
 - Weakened the credibility and support of the Weimar Government.
- 2. German Territorial Reductions**
 - Land losses of about 13% of Germany's total land area.
 - By claiming territories that were valuable economically, it became for Germany to pay reparations.
 - Germany lost colonies and resource-rich Rhineland, Saar coal region, Poland – injured German pride & economy.
 - Treaty prevented further German expansion through merger territories – especially former Austria-Hungary.
 - Many German nationalists wanted German-speaking Austrians to Germany.
 - When hard times came, extremists like Hitler played on weakness power.
- 3. German Military Weakness**
 - Demilitarisation meant to ensure Germany would not start a significantly less able to defend itself.
 - No other country made to demilitarise.

2. Key terms of the Treaty

War Guilt Clause	Reparations	Armed Forces
Treaty stated that Germany had to accept blame for all the loss and damage to Allied countries. Germans felt this clause was unfair. Felt that responsibility should be shared.	Germans made to pay compensation to Allies for civilian damages (Reparations Committee set up) \$6.6 billion – mostly to Belgium & France. Germans made to pay unreasonable amount for the war, were concerned reparations would cripple them.	Severe limits placed on German army/navy. Army limited to 100 000 men. Navy restricted to 6 battleships, 24 smaller ships, no submarines, aeroplanes/tanks/heavy guns banned. German troops not allowed into Rhineland (became demilitarized buffer zone). Germany felt that an army of 100 000 men was not enough to defend Germany. It was also unfair that only Germany was disarmed (not the UK or France).

O-Level History SBCS Guide & Practice



ISBN: 9789814996433

Upper Secondary History Elective: SBCS Guide & Practice provides comprehensive Source Base Question (SBQ) skills to prepare students for the examinations. This book consists of the following features:

Step-by-step Answering Technique for SBQ

The skill notes provide student with the ability to identify question types and apply the appropriate answering format accordingly. Common mistakes and a success criteria checklist for each question type is also provided for students to avoid making careless mistakes and score well.

Topical Source Based Case Study (SBCS)

Each SBCS is set according to the relevant examination format. This allows students to be familiar with the national examination style so that they can be prepared for the varied question types.

Suggested Answers

The suggested answers are written according to schools' Level Of Response Marking (LORMS). This allows students to understand and check for their level of understanding for each question and to develop better answering techniques.

Chapter 1 Notes on SBCS Skills

SKILL INFERENCE

Inference questions are WHAT questions.

Examples of Inference Questions

- What can you infer about...? Explain your answer.
- What does the source tell you about...? Explain your answer.
- What is the message of the cartoon? Explain your answer.

Suggested Answering Frame: IEE + CK

I
E
E
infer
xplain
vidence

C
K
ontextual
nowledge

Example: What can you infer about Source A? Explain your answer.

Step 1 Use the IEE method to address the question. Remember to explain your inference.
I can infer from Source A that... as... (E). This can be seen from the source, "...". (E).

If there is a second inference:
I can also infer from Source A that... as... (E). This can be seen from the source, "...". (E).

Step 2 Provide Contextual Knowledge.

Based on my contextual knowledge, ...
Provide some factual information on the topic that either supports or disagrees with the inferences you have made from the source(s).

O-LEVEL HISTORY SBCS GUIDE & PRACTICE

SKILL PURPOSE

Purpose questions are WHY questions.

Examples of Purpose Questions

- Why do you think the cartoonist drew this cartoon? Explain your answer.
- Why did Stalin make this speech? Explain your answer.
- Why was the poster published? Explain your answer.
- What is the purpose of the source? Explain your answer.

Suggested Answering Frame: PAMIE + CK

P
A
M
I
E
urpose word
udience
essage
mpact
vidence

C
K
ontextual
nowledge

What does PAMIE stand for?

P Purpose: Think Purpose words involve an action. Include words like:
For positive: Praise, encourage
For neutral: Convince, persuade, influence, appeal
For negative: Mock, ridicule, condemn, criticise

A Audience: Who is this source targeted at? People from which country or community (i.e. gender, race, age group)? Or could it be the international community as a whole?

M Message: What do you think this source is trying to tell you?

I Impact: What will the audience do after looking at the source? Take note the impact must be an action done by the audience you have identified earlier.
i.e. This is so that the Russians (A) will support Stalin's 5 year plans and work harder for the country.

E Evidence: This can be seen from the source, "...".

CK Contextual Knowledge: Based on my contextual knowledge, ...

4



O-LEVEL HISTORY SBCS GUIDE & PRACTICE

(6) Study Source D.

How useful is this source as evidence of Trotsky as a leader? Explain your answer. (6)

Level: ... Description: ... Marks: 1-2

L1 Yes or No, Usefulness based on provenance

Repeats information from the source

e.g. Source D is useful, as it is written by Lenin. [1] As Lenin had worked with Trotsky since the days of the October Revolution, he would know Trotsky well. [2]

L2 Yes or No, Usefulness based on content

Award 2m for valid inference, supported

Award 2m for valid inference, supported

e.g. Source D is useful as evidence of Trotsky as a leader. Source D tells me that Trotsky was an incapable incompetent leader as he did not have clear ideas of his own beliefs as a leader. This can be seen from Source D. "He has never yet held a firm opinion on any important issue about Communism."

L3 Yes or No, Usefulness based on cross-reference to contextual knowledge

Award 4m for valid inference, supported

Award 4m for valid inference, supported

e.g. Source D is useful as it is supported by my contextual knowledge. Based on my contextual knowledge, Trotsky was not a competent leader as his ideologies were neither convincing nor popular amongst the people. Trotsky promoted the idea of permanent revolution but failed to convince fellow Party members to support him as they were tired of war and violence after WWI and the Civil war in Russia. Instead, many of them preferred Stalin's idea of Socialism in one country. The inability to convince his party members shows that Trotsky was indeed incapable. As Source D is supported by my contextual knowledge, it is reliable and thus a useful source.

Note: Can only C/K to CK as all sources provided in this case study are unreliable sources.

4-5

O-LEVEL HISTORY SBCS GUIDE & PRACTICE

(6) Study Source D.

How useful is this source as evidence of Trotsky as a leader? Explain your answer. (6)

Level: ... Description: ... Marks: 1-2

L1 Yes or No, Usefulness based on provenance

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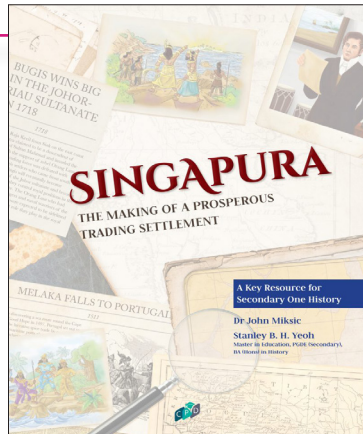
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Note: Can only C/K to CK as all sources provided in this case study are unreliable sources.

4-5

Singapura



ISBN: 9789811138898

The Practising History section consists of notes and 3 practice papers for students to apply the skills learnt on source-based and structured questions.

Singapura: The Making of a Prosperous Trading Settlement is a vital resource for students learning History as well as teachers teaching History at Secondary One.

Closely aligned to the Ministry of Education's Lower Secondary History syllabus, this book has been designed to supplement budding young historians with more information about Singapore's rich and interesting history, including additional sources to provide more in-depth knowledge about the role Singapore played in the region throughout the 14th to 19th century.

Timeline

The book features a running timeline on the sides for quick and easy chronological reference.

Engaging Illustrations

Comics-style illustrations to help students visualise past events.

Archaeological Evidence

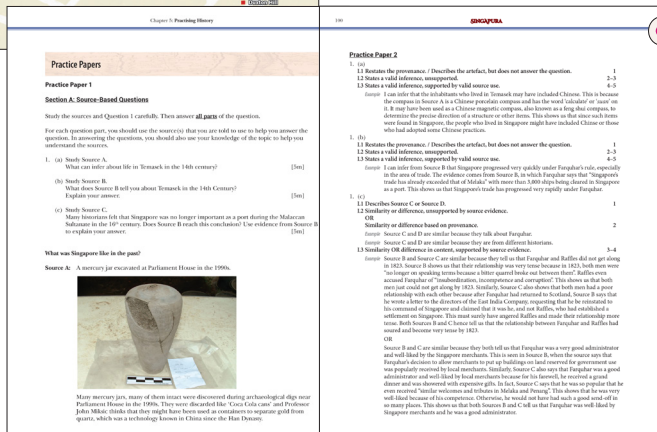
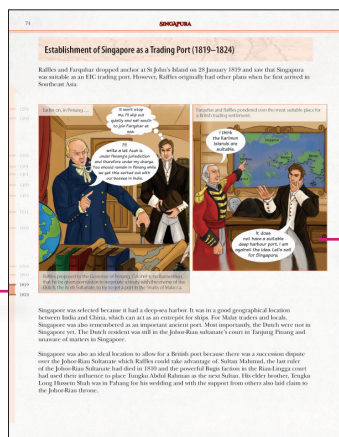
Actual archaeological sources are provided for activities in investigation.

Practice Papers

The practice papers come with answer schemes for students to learn the different levels of answers required.

Glossary

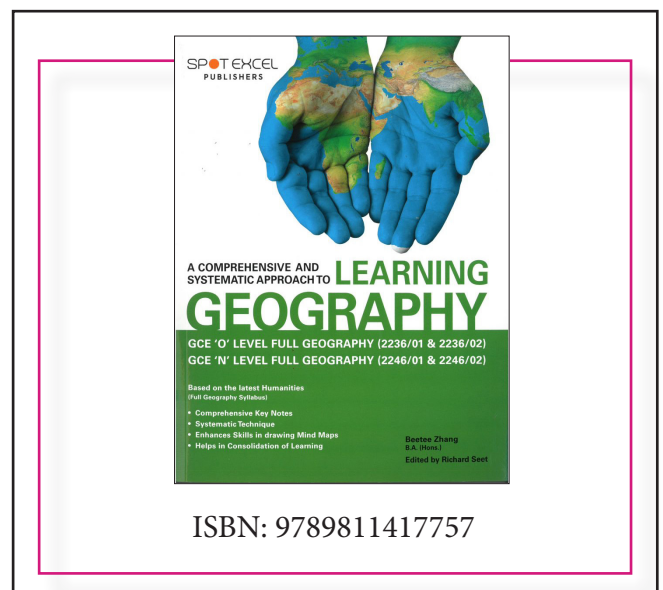
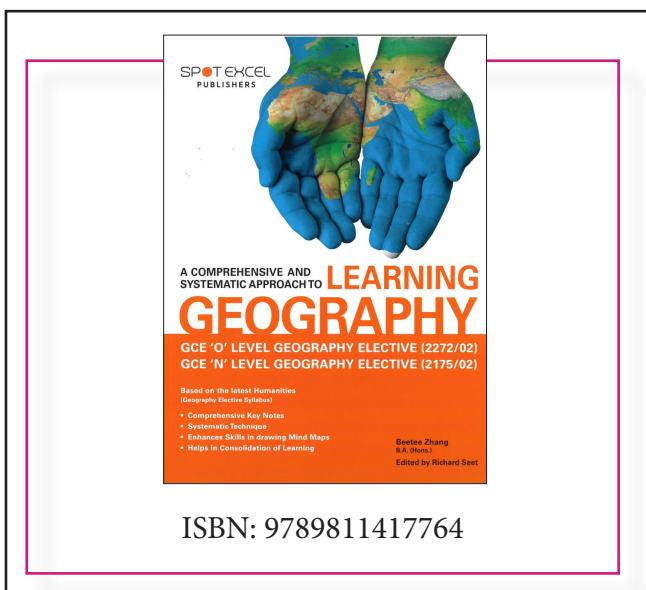
Explanations and detailed information about historical terms found in a chapter.



Learning Geography

This Comprehensive and Systematic Approach to Learning Geography series has been specially designed and written in simple language and at times in point form, to assist students in extracting factors, reasons, strategies and roles of stakeholders in relation to an issue at a glance. It is hoped that the comprehensive and systematic format will help students consolidate their learning. Students are advised to use the books as guides to enhance their proficiency in drawing their own mind maps to understand and apply the information faster and better.

Students are also advised to use the guide books along with other learning resources used by their schools such as the textbook for maps, diagrams and graphs to describe distribution, explain formation of physical features and analyse trends as well as videos, hands-on activities, online interactive activities, concepts and inquiry skills taught in class.



What phenomena are found at plate boundaries and how are they formed? Earthquakes	
<p>Earthquakes & Aftereffects</p> <p>Earthquakes is a series of sudden vibrations within plates diverge, converge or slide past each other, or the plates move, earth's crust is subject to enormous friction & stress.</p> <p>Great amounts of stored energy build up within the rocks. When capacity of rocks to withstand increasing stress is exhausted, stress is transferred to rocks on, and break along fracture (fault lines), releasing many stresses.</p> <p>Stored energy is suddenly released through a series of shock waves (seismic waves) moving in all directions (seismic waves travel in all directions).</p> <p>Point of energy release is the focus and point of energy release is the epicentre.</p> <p>After an earthquake, stress within the rocks may cause smaller earthquakes (secondary earthquakes) to occur along the fault line.</p>	<p>Factors that affect extent of earthquakes</p> <ol style="list-style-type: none"> 1. Magnitude (energy released from the earth) measured by Richter scale. For each increasing magnitude, seismic waves take long time to reach surface, energy is lost in travel hence seismic waves are weak. Eg 2005, 7.8 magnitude earthquake in Japan caused as much as 100,000 deaths. 2. Depth of focus (where earthquake occurs) measured by Richter scale. For each increasing magnitude, seismic waves take long time to reach surface, energy is lost in travel hence seismic waves are weak. Eg 2005, 7.8 magnitude earthquake in Japan caused as much as 100,000 deaths. 3. Population density (number of people living in the area). Eg 2005, 7.8 magnitude earthquake in Japan caused as much as 100,000 deaths.

Learning Exercises

Exercises are provided in the books as checkpoints for the students' learning.

Summary Highlights

A summary highlights is included at the end of each book for a quick recap on the topics.

Column Layout

Information is presented in columns and key words are bolded or underlined for easier learning.

From the description, state how people use coasts.	
Description	Use of coasts by people
<ul style="list-style-type: none"> Due to increasing demand for fish and declining fish stock resulting from overfishing, fishermen need to resort to this activity. This activity contributes about 33% of world's fish supply. Coastal areas are homes of fishermen who build their houses on stilts in the water. Wooden walkways are built to link the houses. Boats serve as a means of transport and communication along the coast. Living near the coast is a way of life for fishermen. Daily debris household waste. Coastal areas are scenic, windy, peaceful and great places for relaxation and recreation. Local authorities make full use of coastal areas by building resorts, spas, theme parks and conservation of marine ecosystem to attract tourists. Due to some coastal areas being endowed with deep, well sheltered harbours, local authorities capitalise on such advantages by building ports. Port activities eg airport trade boost the economy of countries eg Singapore. 	

SUMMARY HIGHLIGHTS

COASTS: Should Coastal Environments Matter?

Q1: How and why are coastal environments different and dynamic?

What **FACTORS** cause coastal environments to change and be dynamic?

1. Waves	2. Tides	3. Currents	4. Geology	5. Types of ecosystems	6. Human activities
----------	----------	-------------	------------	------------------------	---------------------

What are the two main types of waves?

1. Constructive waves <ul style="list-style-type: none"> • Powerful crash • Weak backwash • Wash more powerful than backwash 	2. Destructive waves <ul style="list-style-type: none"> • Weak wash • Powerful backwash • Wash less powerful than backwash
--	--

What are the three main coastal processes?

1. Sediment erosion <ul style="list-style-type: none"> • Hydraulic action • Abrasion • Solution (Corrosion) 	2. Sediment transport <ul style="list-style-type: none"> • Transported by longshore drift • Influenced by longshore current • Zig-zag movement of beach and backwash along coast 	3. Sediment deposition <ul style="list-style-type: none"> • Usually at gently sloping coasts • Beach stronger than backwash
---	--	--

What are the main types of erosional landforms?

1. Cliffs and shore platforms (wave-cut platforms)	2. Headlands and bays	3. Caves, arches and stacks
--	-----------------------	-----------------------------

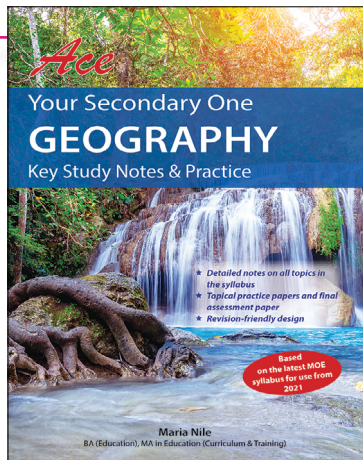
What are the main types of depositional landforms?

1. Beaches	2. Spits	3. Tombolos
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Summary Highlights - Extra Material 138

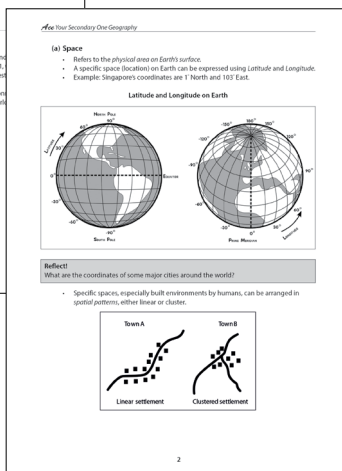
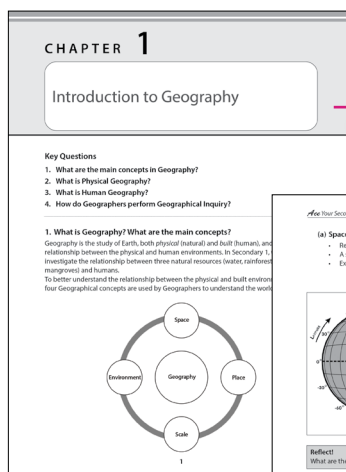
Ace Your Geography



Secondary 1

ISBN: 9789814996273

This book was designed based on the latest Lower Secondary Geography Syllabus issued by the Ministry of Education in 2021, with the intent of guiding Secondary 1 students new to the subject of Geography. The book aims to equip new students with both content knowledge and geographical skills aligned with the learning outcomes in MOE's syllabus, as well as to assess their learning through various forms of written assessment.

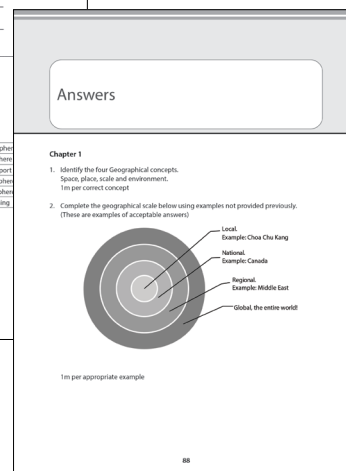
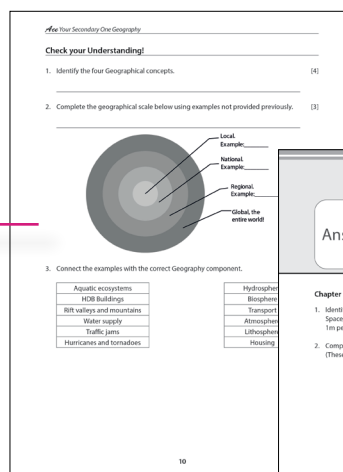


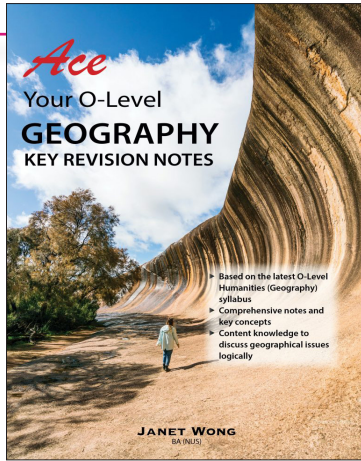
Practices

Topical practice papers and a final assessment paper with answers detailing the mark allocation are provided.

Detailed Notes

Each chapter consists of detailed notes covering key questions. Illustrations and reflection questions are also included for easier revision and encouraging thought processes.





O-Level

ISBN: 9789811426735

This guide book is specially designed to help students in their revision for the O-Level examinations. It contains comprehensive Geography notes and key concepts that students are required to apply to their answers. All notes are based on the latest MOE Geography Elective syllabus.

This book equips students with the necessary knowledge to be able to discuss geographical issues in a logical manner. Students will also be able to apply this knowledge seamlessly to form sound explanations and provide clarity in their answers. The notes are organised in a clear manner to aid in students' revision.

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MOE Syllabus

Notes are based on the latest O-Level Humanities (Geography) Syllabus.

Comprehensive Notes

Comprehensive notes are provided with key concepts and illustrations for effective revision.

Unit 1 - Coasts: Should Coastal Environments Matter?

What are waves and how are they generated?

- Waves are generated when wind energy blowing across oceans is transferred to water surfaces. Movement is affected by wind direction. E.g., onshore winds push waves towards the coast and crash onto shore.

Wave terminology

- Wave length: Horizontal distance from crest to crest/trough to trough.
- Wave height: Vertical distance between the crest and trough.
- Wave crest: Highest part of a wave.
- Wave trough: Lowest part of a wave.
- Wave particles: Move in an orbit, motion decreases with depth.

Wave energy depends on the following factors

Factor	Strength and size of waves
Wind speed	The faster the wind blows, the stronger the waves.
Wind duration	The longer the wind blows, the stronger the waves.
Fetch (distance travelled by the wind over sea and oceans)	The greater the fetch, the more powerful the waves.

- The amount of energy in waves can be observed from the wave steepness.
- The higher the wave energy, the steeper the wave, the shorter the wave.

Waves in the open ocean

- They have long wave lengths and low wave heights. Wave particles move in an orbit (motion decreases with depth).

Waves close to the coastline

- Although water particles move in circular motion, this motion changes as waves approach the coastline.
- Nearer the coastline: Water is shallow, interacts with the seabed and starts to become steeper and topples over, leading to the wave breaking and releasing energy.
- When energy within the wave is released on the coast, it breaks rocks all into smaller particles which are transported to other parts of the coast. Forces in the changing or creation of coastal environments.

3

Unit 1 - Coasts: Should Coastal Environments Matter?

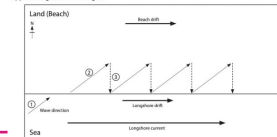
Why do coastal landforms and features vary from place to place?

Coastal erosion

- Hydraulic action:** When waves strike against the rock surface, air is trapped and compressed within the joints, exerting pressure on joints. After repeated compression of air, joints are weakened and rocks shatter eventually.
- Attraction (corrosion):** As waves break, sediments such as sand and rocks (which are carried by waves) are hurled against the coast. The loosened sediments will knock and scrape against coastal cliffs, weakening the surface and breaking down the coast. Over time, it can undercut a cliff.
- Accretion:** When rock particles rub or collide against each other, they break into smaller pieces and become smoother and rounder over time.
- Solution (corrosion):** Seawater reacts chemically with water-soluble minerals in rocks and dissolves them. E.g., Limestone rocks are soluble and easily eroded by carbonic acid. Hence, the rocks will wear and eventually disintegrate.

Sediment transport

Sediments transported along coasts through longshore drift and beach drift (waves approaching coast at an angle).



- Waves approach at an angle.
- Sediments move up the beach at an angle via wash.
- Due to gravity, sediments are brought back in the sea at right angle (move perpendicularly downwards) through backwash.

5

Ace Your O-Level Geography - Key Revision Points

- Repeated wash and backwash will cause zigzag movements of sediments along the coast called beach drift.
- When waves approach the coast at an angle, they generate longshore currents. Together with longshore currents, beach drift moves sediments away from the coast forming the longshore drift. Longshore drift is most rapid when waves approach straight coast at an angle of 40° to 50°.

Sediment deposition

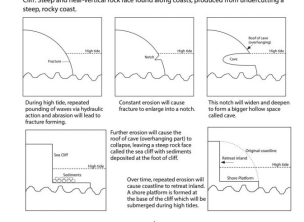
- Deposition occurs when waves lose energy and are no longer able to transport sediments. Location of coasts influences the deposition of sediments.
- Deposition of fine sediments happens at sheltered areas with calm waters. E.g., mangrove coasts create sandy beaches. It also takes place in shallow waters with gentle-sloping coasts.
- Coarser sediments are usually deposited in more exposed and smaller bays with higher energy waves to remove finer sediments, leaving behind bigger sediments which form storm beaches.

In what ways do coastal landforms and features vary from place to place?

Coastal landforms

Cliffed coasts

- Cliffs and Shore Platforms:** Cliff: Steep and near-vertical rock face found along coasts, produced from undercutting a steep, rocky coast.



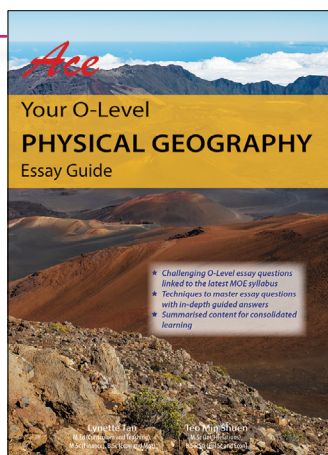
Over time, repeated erosion will cause coastline to retreat inland. A shore platform is formed at the base of the cliff which will be submerged during high tides.

6

Ace Your O-Level Physical/Human Geography – Essay Guide have been written in accordance with the latest syllabus taught by the Ministry of Education, Singapore. The books focus on the essay techniques and effective ways to answer Physical/Human Geography questions. Questions in these books are set to be more challenging so that students can gain insights to answering questions that are more difficult.

Using a step-by-step explanation guide with suggested phrasing of answers, the books aim to help students master the skill of effectively structuring their essays to obtain maximum marks. Ultimately, they hope to strengthen students' foundation in Physical/Human Geography essay writing and enable them to independently develop their own answers.

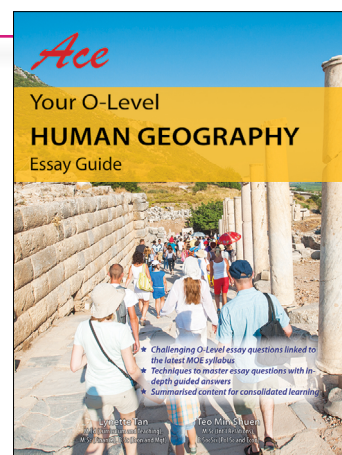
The books serve as guides to both teachers and students preparing for the O-Level Pure Geography and Elective Geography Examinations (Physical/Human Geography) and are suitable for students taking both Pure and Elective Geography.



O-Level Physical Geography

ISBN: 9789814996181

The book covers the topics:
(i) Essay Writing Skills; (ii) Coasts;
(iii) Weather and Climate; and (iv) Living with Tectonic Hazards.



O-Level Human Geography

ISBN: 9789814996174

The book covers the topics:
(i) Essay Writing Techniques; (ii) Tourism;
(iii) Food Resources; and (iv) Health and Diseases.

Chapter 2 Tourism Essay Questions

Gateway 1 How does the nature of tourism vary from place to place?

1.1 How do tourist destinations differ from one another?

Sample Essay 1
"A destination with rich culture and heritage will always be attractive to tourists." How far do you agree with this statement? Explain your answer with relevant examples.

Analysing the question
Topic: Tourism (Gateway 1) How the nature of tourism varies from place to place.
Sub-topic: Different factors attracting tourists to different destinations.
Identify the given factor:
- Places with rich culture and heritage (Heritage tourism; Film-induced tourism; Heritage tourism)
Other keywords:
- Always attractive
Other factors which can be attractive to tourists:
1. Places with scenic beauty (Honey-pot tourism)
2. Places with conflicts (Dark Tourism)
3. Places with good facilities (MICE Tourism; Theme Parks; Medical Tourism)

Paragraph 1
Introduction.
I agree to a limited extent that a destination with rich culture and heritage (learning point 2) will always be attractive to tourists as tourists are also drawn to places with (learning point 3) scenic beauty.

Learning points
"Apart from the given factor (rich culture and heritage) which must be discussed in the first body paragraph, you are free to choose any other factors that can differentiate a place either like."

1. Depending on your preference, 'is (not) always' is not compulsory if just helps you to answer the question directly.
2. You must always address the given factor (rich culture and heritage) in the question before discussing other factors in the introduction.
3. You can choose any of the other factors that you are comfortable discussing.

Paragraph 3
Body: Explain one other factor of your choice.
Places with scenic beauty
(This statement – learning point 3. However, apart from visiting a place with rich culture and heritage, tourists often visit places with scenic beauty as these landscapes are unique and can offer something different to tourists who are nature lovers (landscape). Honey-pot tourism refers to tourism that draws a significant number of tourists due to a place being highly scenic. These scenic sites are unique to different areas and attract people to these unique physical features. (Source) For instance, the Grand Canyon National Park in the US attracts a large number of tourists every year due to its unique combination of geologic colours and distinctive features. (Link) Hence, a place with scenic beauty attracts tourists because tourists visit these destinations in order to get close to nature, as well as to explore different landforms and physical features in different parts of the world.

OR

Learning point 4 Other possible factors
Places with Conflicts – Dark Tourism
(This statement) Tourists are also attracted to places with conflicts to understand how past events associated with death and tragedy could unfold. (Signature) Dark tourism refers to tourists travelling to different sites where genocide, assassination, incarceration, ethnic cleansing, war or disaster – either natural or accidental – have occurred. People travel to such places to gain more understanding of the different events, and to sympathise with those who have been the victims of these events. (Example) For example, the Cu Chi Tunnels in Vietnam offers tourists an experience into the tunnels dug by the North Vietnamese in their fight against the Americans during the Vietnam War. Guided tours bring tourists into these caves, allowing them to experience how war was fought. These allow them to have first-hand experience with the events that occurred in the past, allowing them to gain a deeper insight about how events had unfolded. (Link) Hence, tourists are attracted to places with conflicts because it allows them to better understand political events and tragedy that have occurred.

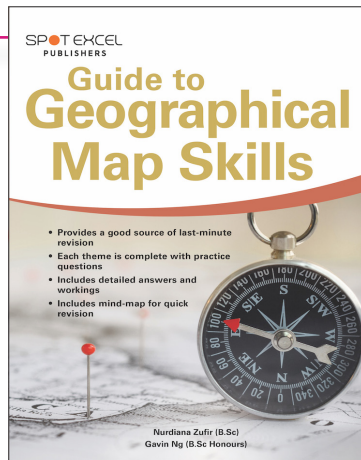
4. Address the other factor (the one of your choice) and answer directly to the question with a strong point statement surrounding your argument. Follow the PEEEL format as taught above.

5. You can decide to use any of the other factors instead in the 2nd paragraph. You may also add this in as an additional content paragraph (optional if you are able to write 3 content paragraphs in depth).

Comprehensive Sample Essays

Each topic includes several sample essays with an analysis of the question, in-depth guidance on what to write for each paragraph and accompanying learning points.

Geographical Map Skills

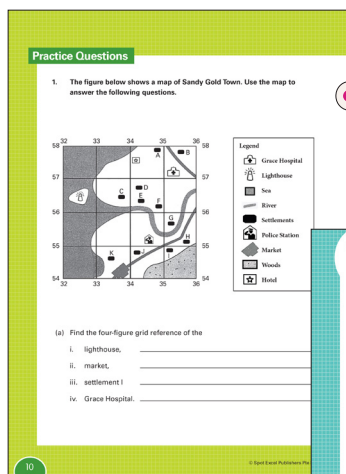


ISBN: 9789811164354

This Geography Topographical Map Skills guidebook is designed to help students understand each theme concisely. The illustrated diagrams and detailed workings provided give students a step-by-step breakdown of answering map skills questions in Geography.

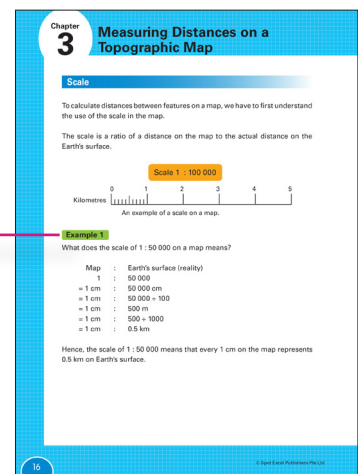
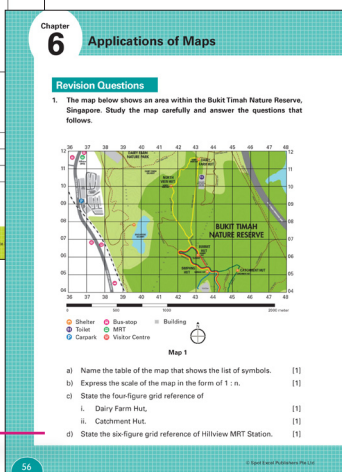
The guidebook is broken down into several main themes that are tested under geographical map skills. Each theme is equipped with practice questions to test students' understanding of the concepts. This book also includes a set of relevant application questions that students can use for revision.

Through this book, students will become familiar with the common types of questions in geographical map investigations and will hopefully be able to answer examination questions confidently.



Practice Questions

At the end of each chapter, there are some practice questions to reinforce the concepts learnt.



Worked Examples

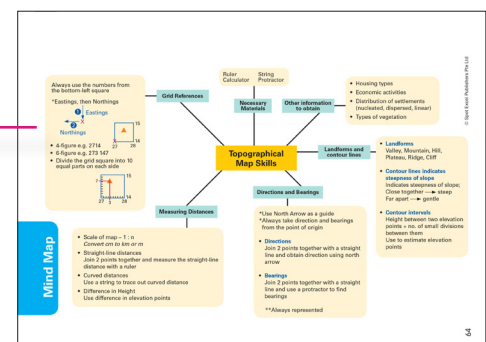
Examples are provided after each concept is discussed, demonstrating how the concepts can be used to solve the problems given.

Revision Questions

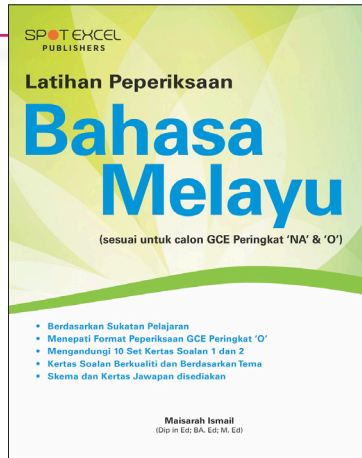
In the last chapter, there are some revision questions based on unique maps, testing different concepts discussed in the book.

Summary Mind Map

A summary mind map is included at the end of this book to help recap the various concepts discussed.



Exam Practices



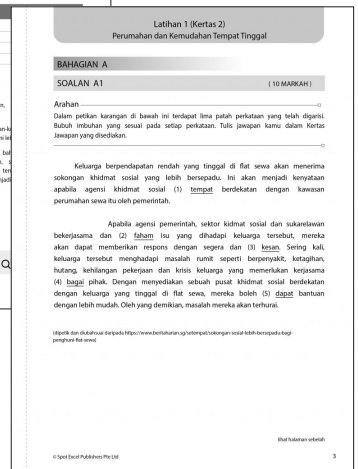
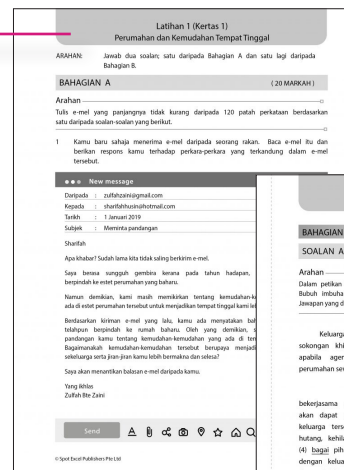
ISBN: 9789811407970

The practices in this book are based on the latest syllabus for the Malay language and prepare students for the GCE NA and O-Level examinations. Each practice contains two parts, namely Paper One and Paper Two. All aspects of the exam items are covered, including email and stimulus graphics.

With this series of exam practices, students will gain more confidence to achieve excellent results for their Malay language examination.

Practice Papers

There are 10 practice papers for students to master various word associations in the Malay language.



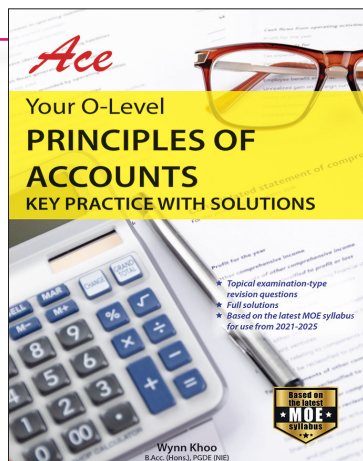
Answer Schemes

Answer schemes with mark allocations are provided so that students can evaluate their own answers and learn how to score marks.

SKEMA JAWAPAN LATIHAN 7		
No.	KOMPARATIF	MARKAH
BAHAGIAN A		
A1. Bincanglah (Soalan 1 - 6)		
1	alasan (2 markah)	2 m
2	menyatakan (2 markah)	2 m
3	bersempitan (2 markah)	2 m
4	perubahan (2 markah)	2 m
5	sewa (2 markah)	2 m
A2. PERBINCANGAN (Soalan 8 - 10)		
8	(8) bertapak sudah tentu tidak akan bertahan. (2 m)	2 m
9	(9) gangguan baru apa pun sampai jadi orang. (2 m)	2 m
10	(10) baik kerana sebab-sebab, baik kerana sebab-sebab. (2 m)	2 m
11	(11) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
12	(12) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
BAHAGIAN B		
B1. Menganalisis (Soalan 11 - 12)		
11	balas (2 markah)	2 m
12	selesai (2 markah)	2 m
13	menyatakan (2 markah)	2 m
14	selesai (2 markah)	2 m
15	selesai (2 markah)	2 m
BAHAGIAN C		
C1. Menganalisis (Soalan 13 - 14)		
13	(13) bertapak sudah tentu tidak akan bertahan. (2 m)	2 m
14	(14) gangguan baru apa pun sampai jadi orang. (2 m)	2 m
15	(15) baik kerana sebab-sebab, baik kerana sebab-sebab. (2 m)	2 m
16	(16) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
17	(17) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
18	(18) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
19	(19) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
20	(20) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
BAHAGIAN D		
D1. Menganalisis (Soalan 15 - 16)		
15	(15) bertapak sudah tentu tidak akan bertahan. (2 m)	2 m
16	(16) gangguan baru apa pun sampai jadi orang. (2 m)	2 m
17	(17) baik kerana sebab-sebab, baik kerana sebab-sebab. (2 m)	2 m
18	(18) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
19	(19) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
20	(20) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m

SKEMA JAWAPAN LATIHAN 7		
No.	KOMPARATIF	MARKAH
BAHAGIAN A		
A1. Bincanglah (Soalan 1 - 6)		
1	alasan (2 markah)	2 m
2	menyatakan (2 markah)	2 m
3	bersempitan (2 markah)	2 m
4	perubahan (2 markah)	2 m
5	sewa (2 markah)	2 m
A2. PERBINCANGAN (Soalan 8 - 10)		
8	(8) bertapak sudah tentu tidak akan bertahan. (2 m)	2 m
9	(9) gangguan baru apa pun sampai jadi orang. (2 m)	2 m
10	(10) baik kerana sebab-sebab, baik kerana sebab-sebab. (2 m)	2 m
11	(11) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
12	(12) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
BAHAGIAN B		
B1. Menganalisis (Soalan 11 - 12)		
11	balas (2 markah)	2 m
12	selesai (2 markah)	2 m
13	menyatakan (2 markah)	2 m
14	selesai (2 markah)	2 m
15	selesai (2 markah)	2 m
BAHAGIAN C		
C1. Menganalisis (Soalan 13 - 14)		
13	(13) bertapak sudah tentu tidak akan bertahan. (2 m)	2 m
14	(14) gangguan baru apa pun sampai jadi orang. (2 m)	2 m
15	(15) baik kerana sebab-sebab, baik kerana sebab-sebab. (2 m)	2 m
16	(16) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
17	(17) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
18	(18) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
19	(19) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
20	(20) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
BAHAGIAN D		
D1. Menganalisis (Soalan 15 - 16)		
15	(15) bertapak sudah tentu tidak akan bertahan. (2 m)	2 m
16	(16) gangguan baru apa pun sampai jadi orang. (2 m)	2 m
17	(17) baik kerana sebab-sebab, baik kerana sebab-sebab. (2 m)	2 m
18	(18) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
19	(19) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m
20	(20) yang tidak mungkin, siapa yang tidak mungkin. (2 m)	2 m

Ace Your O-Level Principles of Accounts



ISBN: 9789814996006

This guidebook on revision and practice was written specially to help students comprehend the topics in the new syllabus better. The contents are well-organised and systematic to help students self-study and revise in an effective way.

The book begins with an introductory chapter on accounting, following the order of the MOE-approved textbook closely. Each chapter includes examination-type questions to widen students' exposure to different variations of questions.

2 THE ACCOUNTING INFORMATION SYSTEM

- Stanley is starting a business and requires an explanation of the following financial terms.
 - State the purpose for **each** of the following source documents:
 - Receipt
 - Credit note
 - Explain the difference between a cash transaction and a credit transaction.
- Amanda owns Am's Jewellery, a business selling accessories and jewellery. Am's Jewellery had the following transactions in the month of March 2006.

Date	Source Document	Issued or received
Mar 1	Bought \$7 200 worth of jewellery on credit from supplier Magic Co.	
Mar 8	Returned \$1 800 worth of jewellery to supplier Magic Co. as they were spoilt.	
Mar 17	Sold jewellery for \$4 600 on credit to customer Shermaine. The cost of the jewellery was \$2 200.	
Mar 25	Bought a computer for \$1 870 and paid by cash.	

 - Explain the difference between a cash transaction and a credit transaction.
 - Amanda uses source documents to record her business transactions. State and explain the accounting concept related to the use of source documents in recording business transactions.
 - Identify the source documents for the above transactions and whether the business will issue or receive them.

Date	Source Document	Issued or received
Mar 1		
Mar 8		
Mar 17		
Mar 25		

PRINCIPLES OF ACCOUNTS

- Jermaine buys and sells hair accessories. The following transaction took place in her business in the month of January 2006.

Date	Source Document
Jan 1	Payment voucher
Jan 3	
Jan 17	
Jan 19	
Jan 20	

Date	Source Document
Jan 1	Payment voucher
Jan 3	
Jan 17	
Jan 19	
Jan 20	

- The following transactions took place in Lynette's business.

Date	Source Document	Issued or received
June 1	Paid maintenance expense, \$2 000, by cheque	
June 3	Sold goods on credit to Chun Kang for \$1 600.	
June 5	Chun Kang returned spoilt goods invoiced at \$70.	
- Complete the table below for **each** of the above transactions. The first item has been completed as an example.

Date	Source Document	Issued or received
June 1	Payment voucher	
June 3		
June 5		
- Explain the going concern concept.

Examination-type Questions

Revision exercises comprise of examination-type questions arranged by topic.

Answers

Full solutions with tables are included for students to evaluate their own learning.

ANSWERS

1. Introduction to Accounting

- Greater funds/capital to run the business. Banks are more willing to provide loans.
 - To enable business to determine its performance, at certain accounting intervals and make the necessary decisions. This is based on accounting period theory.
- Decision making: Accounting provides financial statements to communicate financial information to stakeholders to make informed decisions regarding the business.
 - Internal stakeholders: Sole proprietor/manager. To plan, control and monitor the performance of the business. Employees: To assess job prospect and stability.
 - External stakeholders: Bank/other lenders: To decide whether to grant loans for the business. Suppliers: To decide whether to allow the business to buy on credit. Government: To decide on tax obligations of the business. Customers: To decide if the company is stable to provide good after-sales service. Competitors: To decide on how to improve their business.
 - Employee
 - Employees want to know if the business is profitable to evaluate their career prospects with the business and whether to expect any bonuses.
 - Government
 - The government needs to decide how much tax to collect from businesses.

Business situation	Accounting Theory
1. The owner proposes for accounting period to be 12 months only.	Accounting Period Theory
2. Through the value of the office building, the owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
3. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
4. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
5. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
6. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
7. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
8. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
9. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
10. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
11. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
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13. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
14. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory
15. The owner decides to sell the building at a profit of \$100 000 at the end of the year.	Accounting Period Theory

Practice Guide



ISBN: 9789811498527

ISBN: 9789811498534

These Practice Guides are suitable for Secondary 3 and 4 students, based on the latest MOE syllabus.

The Standard Tamil book contains a wide range of cloze passages, idioms, creative phrases, sentence structuring exercises, MCQ and open-ended comprehension along with a vocabulary list.

The Higher Tamil book contains a wide range of cloze passages, editing, word blending, MCQ and open-ended comprehension and summary practices, along with a vocabulary list.

Both books also contain several tips and tricks for students to score their desired 'A' grade.

மொழித் தொடர்கள் கிணை மொழிகள்

அ. எண்	தமிழ் தொடர்	ஆங்கிலம்	அ. எண்	தமிழ் தொடர்	ஆங்கிலம்
1.	தூக்கம் வரவில்லை	Unable to sleep	16.	தூக்கம் வரவில்லை	Unable to sleep
2.	தூக்கம் வரவில்லை	Unable to sleep	17.	தூக்கம் வரவில்லை	Unable to sleep
3.	தூக்கம் வரவில்லை	Unable to sleep	18.	தூக்கம் வரவில்லை	Unable to sleep
4.	தூக்கம் வரவில்லை	Unable to sleep	19.	தூக்கம் வரவில்லை	Unable to sleep
5.	தூக்கம் வரவில்லை	Unable to sleep	20.	தூக்கம் வரவில்லை	Unable to sleep
6.	தூக்கம் வரவில்லை	Unable to sleep	21.	தூக்கம் வரவில்லை	Unable to sleep
7.	தூக்கம் வரவில்லை	Unable to sleep	22.	தூக்கம் வரவில்லை	Unable to sleep
8.	தூக்கம் வரவில்லை	Unable to sleep	23.	தூக்கம் வரவில்லை	Unable to sleep
9.	தூக்கம் வரவில்லை	Unable to sleep	24.	தூக்கம் வரவில்லை	Unable to sleep
10.	தூக்கம் வரவில்லை	Unable to sleep	25.	தூக்கம் வரவில்லை	Unable to sleep
11.	தூக்கம் வரவில்லை	Unable to sleep	26.	தூக்கம் வரவில்லை	Unable to sleep
12.	தூக்கம் வரவில்லை	Unable to sleep	27.	தூக்கம் வரவில்லை	Unable to sleep
13.	தூக்கம் வரவில்லை	Unable to sleep	28.	தூக்கம் வரவில்லை	Unable to sleep
14.	தூக்கம் வரவில்லை	Unable to sleep	29.	தூக்கம் வரவில்லை	Unable to sleep
15.	தூக்கம் வரவில்லை	Unable to sleep	30.	தூக்கம் வரவில்லை	Unable to sleep

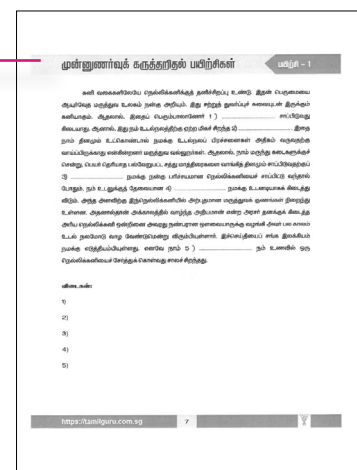
https://tamilsu.com.sg

Idioms Examples & Exercises

The Standard Tamil book contains pages of idioms with explanations (in both Tamil and English) to help students understand and memorise the phrases.

Comprehension Cloze Exercises

The Higher Tamil book contains challenging exercises of comprehension cloze that train students' vocabulary usage.



Essay, Speech and Email



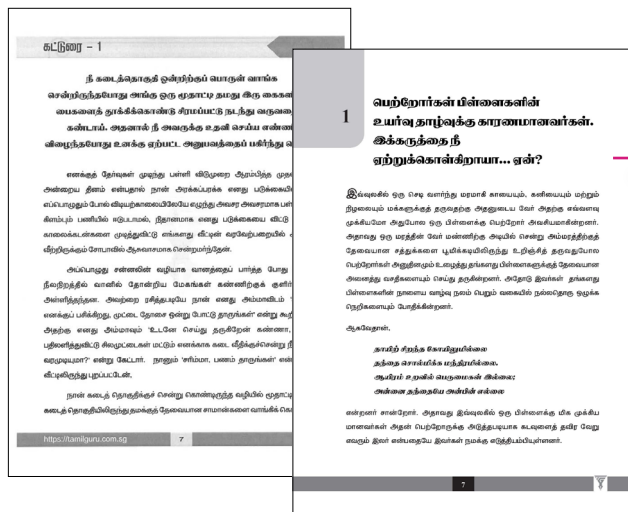
ISBN: 9789811805790



ISBN: 9789811412158

The Tamil Essay, Speech and Email Practice Guides are based on the latest MOE syllabus, targeting Secondary to JC students who want to master their creative writing skills in the Tamil language.

These books contain essays (persuasive essay, descriptive essay, argumentative essay and narrative essay), short speech and emails (formal and informal), along with mind maps, a thirukkural list, proverbs and suitable phrases to help students write with rich content to score distinctions.

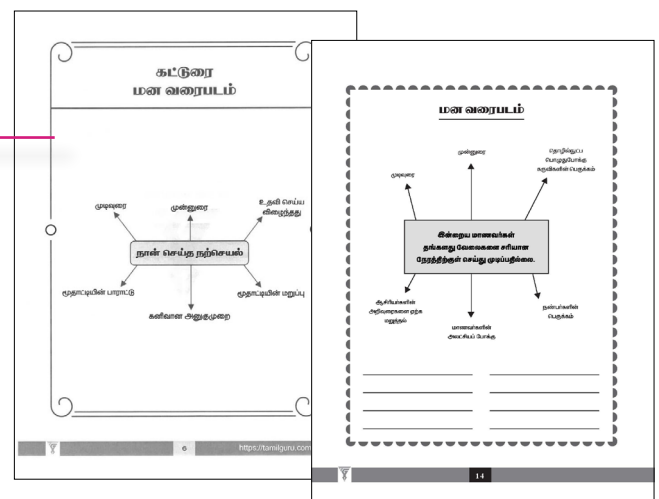


Introductory Paragraphs

Introductions for each sample essay in the books are designed in such a way that they can be used for a variety of topics according to students' preference.

Brainstorms

Brainstorming pages have been included for the composition topics given in the books, so that students can plan their work before writing.



Oral Examination Guide



ISBN: 9789811412165

Targeting secondary school students who want to master their Tamil oral language skills, this book consists of 30 oral practices with guiding starters. In order to guide students to focus their conversation on the given topic, each practice in the book comes with short pointers to help students.

The book is based on the latest MOE syllabus where important topics have been covered. Moreover, proverbs and common sayings have been included towards the end of the book for students to include in their oral practice.

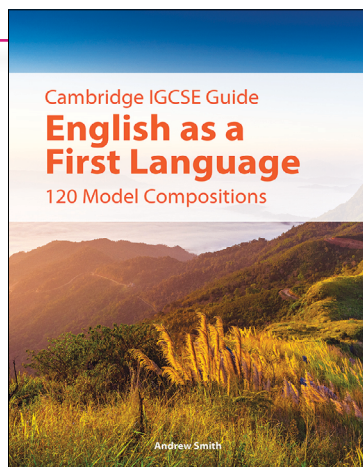
Overall, this book is ideal for Tamil students who want to excel in their oral examinations.

Wide Variety of Topics

From local culture to current themes, such as online shopping, this oral book is ideal for exposing students to diverse topics to practice their oral on.

பொருளடக்கம்	
பக்கம்	பக்கம்
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English as a First Language



120 Model Compositions
ISBN: 9789814996037

This book consists of 120 model essays written in the different essay styles tested at the IGCSE for English as a First Language: Descriptive, Narrative and Argumentative style. There are 40 essays in each writing style.

Cambridge IGCSE Guide English as a First Language 120 Model Compositions

Descriptive Essay 1
Describe your favourite place to relax in.

The quiet. The calm. The peace. The soft thudding of shoes against the smooth cement floor. The hushed whispers. The rustling of pages; some yellowed over time and some as new as a baby. The library.

My favourite place to relax is at the library near my house. It was recently renovated and has six floors for people to enjoy. Although all floors have something for everyone, my favourite floor is the top floor where the adult section of English and Chinese books are at. The floor is not frequented by many people and most of them there are either the elderly flipping through newspapers, or avid readers, like me, engrossed in a good book.

The interior of the top floor of the library is amazing. It is spacious with wide cement floors. In the middle, there are chairs, sofas and a set of wide wooden tables to relax. The area is carpeted, minimising the sound of shoes thudding against cement floor. To further enhance the cosy atmosphere in the library, every equipped with a small lamp giving out soft, warm light that can be switched on or off by a pull switch. On an average day, you can see people either reading a book, magazines or taking a light nap on one of the comfortable chairs.

My favourite spot in the library is a wide chair with a thick blanket placed is located next to the floor-length window. I can see my whole neighbourhood being able to people-watch is a relaxing pastime of mine. Not only that, but when it rains, can be breathtaking too; the view of the grey skies and ever simplicity in the heavy rain is something I never fail to appreciate. This is especially when the floor resonates with the sound of the raindrops hitting the rooftop and I would curl up on the wide chair while taking sips of hot tea from my tumbler, drowsy me into another world.

As such, my favourite place to relax is in the library. Its quiet atmosphere brings and warmth which are enhanced by the solid furniture in the library. Being in me a sense of peace and comfort, thereby giving me time and space to relax.

Part 1 Descriptive Essay

Descriptive Essay 2
Describe the time when you lost something/someone important to you.

Once, when I was much younger and therefore more immature, I did something I came to regret. I lost my best friend because of my childish feelings of hatred, envy and jealousy. However, that was what I was like back then, and how I wish I could turn back time to correct my mistake.

In middle school, I was determined to achieve excellent academic grades and attain a prestigious scholarship. I participated in a variety of activities, joined a number of co-curricular clubs and even held a couple of leadership positions. My grades were decent and I was a teacher's pet. Naturally, everyone, including myself, thought that I would be a scholarship recipient.

Both my best friend and I had applied for the same scholarship. She and I thought that I would be the recipient of the scholarship. On the day of the results, the two of us sat side by side with our eyes glued to our email inboxes on our phones. At exactly ten in the morning, my mailbox chimed. I tapped on my phone excitedly, expecting the words 'Application Successful' to appear on my screen. However, what I saw put me in a state of shock.

"Dear Lydia, we regret to inform you that your scholarship application was unsuccessful." The dreadful words were written in bold, black capital letters. I was devastated. I stared at my phone screen for a full minute, speechless. Meanwhile, my best friend had a huge toothy grin on her face as she waved her phone eagerly in my face.

"I got it! I got it! You did, too, right? Oh my, I am so happy for us! We can go for all those courses and study in all those countries together..." she blabbered on and on passionately, her arms waving about in the air wildly.

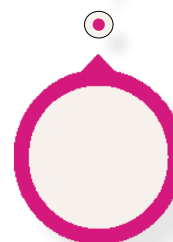
Feelings of sadness, disappointment and self-hatred bloomed in my chest. Why didn't I get it? What made me less worthy of that scholarship than her? Why? Subsequently, feelings of envy, jealousy and hatred directed towards my best friend arose as well. She obviously could not be better than me. She did not hold any form of leadership position nor were her results as good as mine. She should not have gotten the scholarship. She did not deserve it.

When my best friend realised my silence and saw my confounded face, she immediately grabbed my phone, read the email, and opened her mouth to speak. "Lydia, I am so—" "No!" I snapped. "Don't. You don't deserve it. I should have gotten it. Sorry, but we can't be friends anymore!" With that, I stood up and walked away from her. I have not spoken to her since then. Neither has she.

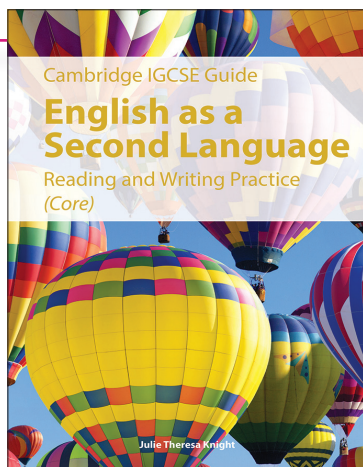
Looking back at the incident now, I am still overcome with regret and shame. It was horrible for me, as a best friend and as a human being, to treat someone in that manner. I now realise that perhaps the interviewers saw my real character in that short span of an hour and decided I did not deserve the scholarship. My then best friend did. And I completely agree.

Model Essays

A collection of more model essays on various topics, genres and issues for students to learn from.

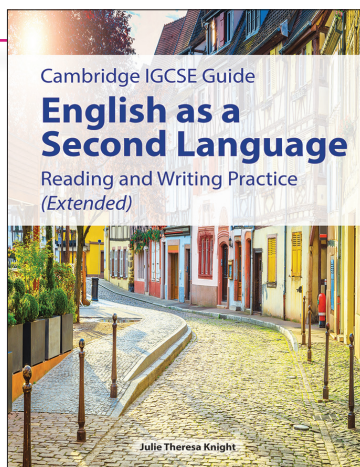


English as a 2nd Language



Reading and Writing Practice (Core)

ISBN: 9789811449291



Reading and Writing Practice (Extended)

ISBN: 9789814996013

These books are excellent for students to prepare for the final examinations. Students can focus on the areas of the reading and writing paper that they are weak in while practising other sections. Students can also use one practice from each section to complete a whole paper. They may wish to do this to practise completing a full exam paper within the time limit.

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Note Making	
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Summary Writing	
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Review Writing	
English as a Second Language	
Speaking practices	
Suggested Answers	

IGCSE Guide English as a Second Language Reading and Writing Practice (Extended)

EXERCISE 1A

Read the following newspaper article about a lighthouse keeper and answer questions 1 to 6.
Total mark: 12

On the Rocks

Mark McFarlane works independently doing one of the loneliest and most important jobs in the world. He is the single lighthouse keeper at the Braich Rock station, in the Atlantic Ocean, off the west coast of Scotland. He lives alone for two months at a time, noting passing ships, and most importantly, keeps the light shining to guide ships so that they can safely pass by the dangerous rocks. It is a job that he inherited from his father. He has been doing this for over 17 years.

Mark is taken out to the lighthouse every three months by a local boat from the port of Lligodur. He changes places with the other permanent keeper. They also exchange logbooks, news and important technical details about the light and the generation that supplies all the electricity in the lighthouse. Mark is also a skilled practical engineer, and this is a useful skill to have in a place where there is no one to come and help if things go wrong.

He sleeps, eats, cooks and relaxes in a small circular room which has the very basic equipment needed to live comfortably for two months. There is a small bed, a table, two chairs and basic cooking facilities. Mark says that it is important to be able to entertain yourself and manage your own time while you are on duty. As there is often limited internet access, he reads a lot and listens to the radio during the long evenings. For Mark, his favourite part of the job is this isolation, the chance to see nature up-close and the fact that it is a useful job. On the negative side, long periods of bad weather mean that he is cut off from other humans for days.

Mark says that he has always had a huge interest in the sea and was brought up as a child to the lighthouse by his father, the previous keeper. Through him, Mark learnt the tricks of the trade, the functions of a good keeper and the practical skills needed to keep the light bright and visible for the ships that pass by.

QUESTIONS

- In which country is the lighthouse? (1)
- How long does Mark work for at a time? (1)
- How does the lighthouse get electricity? (1)
- What is unusual about his living room? (1)
- Give ONE positive and ONE negative aspect of the job. (2)
- Who taught him the skills needed for the job? (1)
- How many rescues has he been involved in? (1)
- When will he retire from the job? (1)
- What skills do you need to be a successful lighthouse keeper? (4)

Speaking Cards

The speaking cards contain advice and tips on how to use them to prepare for this part of the examination.

Examination Components

Reading comprehension, note-making, summary writing, email writing, essay writing and speaking practices are included in the books.

Email and essay titles can provide students adequate practice in planning their essays as this is a skill they will need in the examination.

Students can study the exemplar essays and summaries when checking their own work, and take notes on specific areas such as style, linking words and paragraphing.

IGCSE English as a Second Language Speaking Practices

SPEAKING CARD 7

Housing

Candidate's Card

We all have to live somewhere.

- You are going to talk about this topic with the examiner.
- You have 2-3 minutes to prepare and to ask the examiner any questions.

Please use these bullet points, in the order given, to structure the conversation:

- talk about the place that you live in
- describe your dream home
- explain what the leisure facilities are like in your local community
- compare the benefits of a city and a countryside house
- suggest ways of improving housing conditions of poor people
- explain how far you support the idea of building houses from recycled materials

You may also talk about other ideas of your own related to the topic.

Remember, you are not allowed to make any written notes.

NOTES ON SPEAKING PRACTICES

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Additional Mathematics

Cambridge IGCSE Guide Additional Mathematics Examples & Practices Book 1

- Based on the latest IGCSE syllabus
- Key words, formula list and comprehensive study notes for each topic
- Fully worked examples and practice questions with detailed solutions

Sng Tat Ming

ISBN: 9789811449369

Cambridge IGCSE Guide Additional Mathematics Examples & Practice Book 2

- Based on the latest IGCSE syllabus
- Key words, formula list and comprehensive study notes for each topic
- Fully worked examples and practice questions with detailed solutions

Sng Tat Ming

ISBN: 9789811493140

The motivation behind the Cambridge IGCSE Guide: Additional Mathematics series is to provide students with a guidebook which is both comprehensive and easy to understand, so that they can take the IGCSE Examination (Syllabus 0606) with greater confidence.

These books can help to strengthen students' overall understanding and appreciation of the topics taught in Additional Mathematics (0606) and increase their chances of scoring a distinction in the Cambridge IGCSE Examinations.

UNIT 1 FUNCTIONS

Syllabus Outcomes

- Understand the terms: function, domain, range (image set), one-one function, inverse function and composition of functions.
- Use the notation $f(x) = y$ when $x = a$, $y = f(a)$, $f(a) = b$, $f^{-1}(b) = a$ and $f(f^{-1}(b)) = b$.
- Understand the relationship between $y = f(x)$ and $y = f^{-1}(x)$, where $f(x)$ may be linear, quadratic or trigonometric.
- Explain in words why a given function is a function or why it does not have an inverse.
- Find the inverse of a one-one function and form composite functions.
- Use sketch graphs to show the relationship between a function and its inverse.

KEY WORDS
function
rule
domain
range
one-one function
inverse
composite

Formula List and Study Notes

- A function is a relation or rule, that maps each input x -value into a unique output y -value for a defined set of input values.
- Functions can be classified into **one-one function**, **many-one function** and **one-many function**.
- The set of input values of a function is called the **domain** of the function.
- The set of output values of a function is called the **range** of the function.
- The domain of a function is always stated in the function.
- To determine the range of a given function, sketch the graph of the function and determine the maximum and minimum y -values that the function can take.

One-one functions

- A function f is **one-one** if and only if any horizontal line $y = k$, for all $k \in \mathbb{R}$, cuts the graph of $y = f(x)$ at one and only one point. To show that a function f is not one-one is to provide a counterexample. This can be done either algebraically, where we need to find two different elements in the domain of f that give the same image, or prove graphically by finding a line $y = k$ that intersects the graph of f at more than one point.
- If a given function f is not one-one, we can restrict the domain to obtain a one-one function with the same rule f .

1

Overview of Chapter

At the start of every chapter, there are the syllabus outcomes, key words, formula list and study notes for students to have a quick overview of the chapter.

Worked Examples

Worked examples for each new key concept are provided so that students can learn how to apply them in contexts.

Comprehensive Notes

Comprehensive notes are also included for each section within a chapter.

1 Permutations and Combinations

Examination-type Practice Questions

- A delegation of 3 girls and 2 boys is to be selected from a class of 18 girls and 12 boys. Find the number of possible delegations that can be formed.
- Find the number of arrangements of the eight letters of the word **MATEMATICS** in which:
 - the first letter is S and the last letter is T.
 - vowels are not to be separated.
 How many 5-letter code words can be formed from the eight letters?
- 3 boys, 2 girls and a dog sit in a straight line. How many ways can they be arranged?
 - if the puppy is to be seated between the 2 girls.
 - any 2 boys.
 - if the 2 boys sit next to one another?
- In how many ways can a committee of 5 be formed from 4 boys, 4 girls and a brother-sister pair if:
 - there is no restriction on the selection.
 - the committee must include the brother-sister pair.
 - among the 9 people, a particular girl refuses to serve as a particular boy?
- A family of 7, consisting of 2 sisters, 3 brothers and their parents, are to be seated at a round table. Find the number of ways in which the family can be seated.
 - one parent is standing at the front and one parent is sitting at the back.
 - the person standing is between the parents is one of the 2 sisters.
- A teacher wants to set a class test for her class of 25 students. Find the number of questions she can set.
 - Sally has 12 boxes of chocolates in 4 different flavours:

Flavour	White	Milk	Dark
Number	4	3	4

 Sally intends to give one box of chocolates each to 3 of her friends. Find the number of ways she can do so.
 - Sally remembers that one particular friend among the 3 should not be given the hazelnut chocolate bar. Find how many ways she can give the chocolates.

9

SOLUTIONS

Chapter 9

- Number of ways = ${}^4P_3 \times {}^4P_2$

- Since the first letter S and the last letter T are fixed, we only need to arrange the remaining 6 distinct letters.

Number of arrangements = $6! = 720$

(b) Group the 3 vowels together and consider them as 1 unit. There are a total of 5 units: "M", "T", "B", "C", "V". All 5! = 120.

The 3 vowels can permute themselves in 3! ways.

Number of arrangements = $5! \times 3! = 1440$

Alternatively, we can permute them in 5P_3 ways, since ${}^5P_3 = {}^5P_2 \times {}^5P_1$.
- (a) Group the 2 girls and puppy together as 1 unit. Then, the 4 units can be arranged in 4! ways and the 2 girls can permute themselves in 2! ways.

- (a) First, since the 2 boys must sit 3 boys to sit with the puppy in 4P_3 ways. Then, the 4 units can be arranged in 4! ways and the 2 girls can permute themselves in 2! ways.
- (b) Since the boys are separated, we use the slotting method.

Slot 1	Slot 2	Slot 3	Slot 4	Slot 5
get	get	get	get	get

 The 2 girls and puppy can permute themselves in 3! ways. There are 4 spaces to slot the 3 boys such that they are separated. So we choose 3 slots out of 4 slots in 4P_3 ways, and the 3 boys can permute themselves in 3! ways.

Total number of ways = $3! \times {}^4P_3 \times 3! = 144$

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1 Functions

1.1 Concept of a Function
A function is a relation or rule that maps each input x -value into a unique output y -value for a defined set of input values.

The table below shows the common types of functions.

One-one	Many-one	One-many
For each input value, there is a unique output value. An x -value of x_0 corresponds to a unique output value of $y = f(x_0)$. Example: $y = x + 1$.	For two input values (same or different) there is one output value. Two different input values of $x = x_1$ and $x = x_2$ give two different output values of $y = f(x_1)$ and $y = f(x_2)$. Example: $y = x^2$.	For one input value there are two output values. One input value of $x = x_0$ gives two different output values of $y = f(x_0)$ and $y = f(x_0)$. Example: $y = \pm\sqrt{x}$.

Worked Example 1

Determine whether each of the following is a one-one, many-one or one-many function.

- $(a) x \mapsto 2x + 3, x \in \mathbb{R}$

- $(b) x \mapsto x^2, x \in \mathbb{R}$

- $(c) x \mapsto x^2, x \in \mathbb{R}$

- $(d) x \mapsto \sqrt{x}, x \geq 0$

- $(e) x \mapsto \frac{1}{x}, x > 0$

- $(f) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(g) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(h) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(i) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(j) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(k) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(l) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(m) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(n) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(o) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(p) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(q) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(r) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(s) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(t) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(u) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(v) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(w) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(x) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(y) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(z) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(aa) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ab) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ac) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ad) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ae) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(af) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ag) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ah) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ai) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(aj) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ak) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(al) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(am) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(an) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ao) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ap) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(aq) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(ar) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(as) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

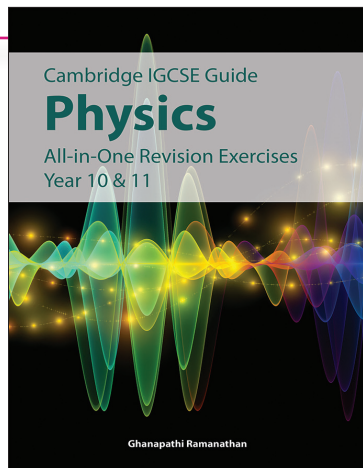
- $(at) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

- $(au) x \mapsto \sqrt{x}, x \in \mathbb{R}, x \geq 0$

Examination-styled Practice Questions

Examination-styled practice questions for concept consolidation and mastery for exam preparation, which come with detailed and well-structured solutions.

Physics All-in-One Revision Exercises

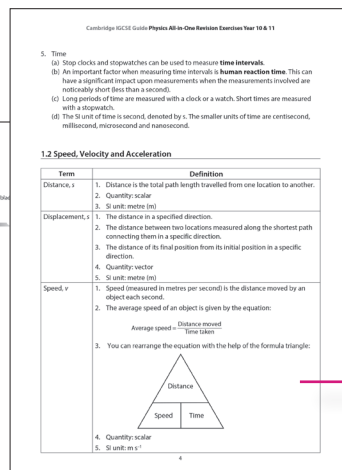
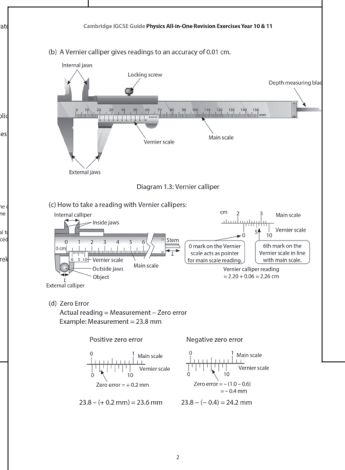
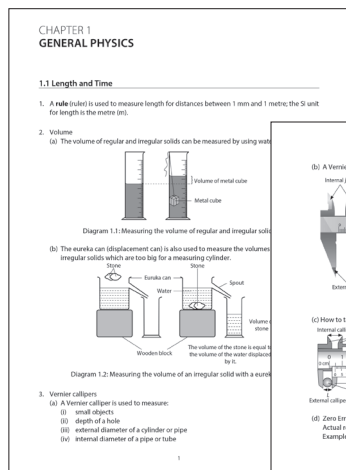


ISBN: 9789811449260

Cambridge IGCSE Guide: Physics All-in-One Revision Exercises is written based on the latest Cambridge IGCSE Physics syllabus (0625) for Year 10 & 11 students. The content is specifically tailored to hone critical thinking and problem-solving skills in students.

Diagrams & Tables

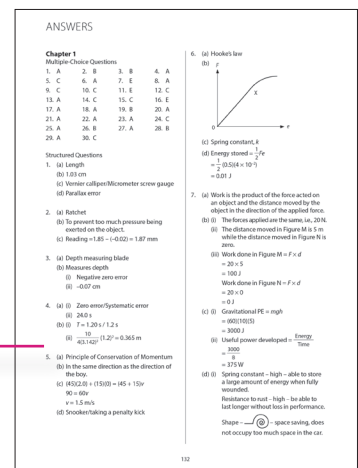
This book presents comprehensive explanations and detailed diagrams to give students the most salient information they need.



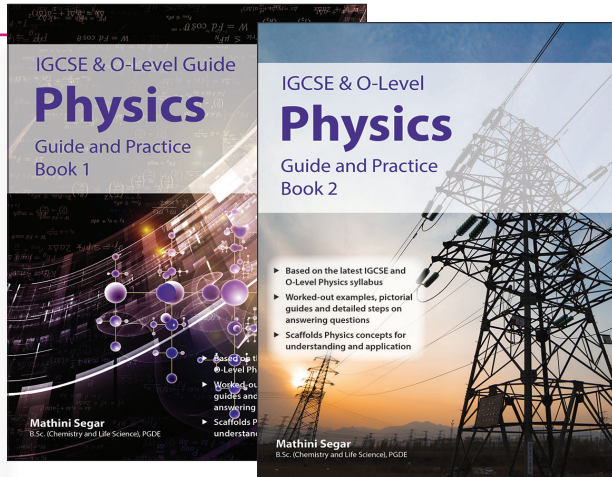
Answers

Multiple-choice and structured questions at the end of each chapter test and reinforce students' understanding of concepts and formulae.

Clear, step-by-step solutions are provided as an easy way to check students' workings and answers.



IGCSE & O-Level Physics Guide and Practice



ISBN: 9789811493102

ISBN: 9789811493126

These books are foolproof Cambridge IGCSE Physics (0625) guides. The books will scaffold concepts and have diagrams that guide students to understand and apply concepts learnt.

The worked-out examples, pictorial guides and detailed steps on how to answer questions will indeed guide students to score well. There are sufficient questions to aid them in checking their understanding on all topics.

CHAPTER 1 PHYSICAL QUANTITIES, UNITS AND MEASUREMENT

LEARNING OUTCOMES

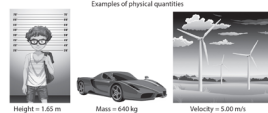
- Show an understanding that all physical quantities consist of a numerical magnitude and a unit.
- Recall the following base quantities and their units: mass (kg), length (m), time (s), current (A), temperature (K), amount of substance (mol).
- Use the following prefixes and their symbols to indicate decimal sub-multiples and multiples of the 7 units: nano (n), micro (μ), milli (m), centi (c), deci (d), kilo (k), mega (M), giga (G).
- Show an understanding of the orders of magnitude of the sizes of common objects, ranging from a typical atom to the Earth.
- Describe how to measure a variety of lengths with appropriate accuracy by means of tapes, rules, micrometers and callipers, using a Vernier scale as necessary.
- State what is meant by scalar and vector quantities and give common examples of each.
- Add two vectors and determine a result by the graphical method.

KEY WORDS

physical quantity	accuracy	magnitude	substance	speed
derived quantity	main scale	temperature	instrument	
base quantity	length	Vernier callipers	inside jaws/outside jaws	
measuring tapes	Vernier scale	micrometer screw gauge		

Physical quantities

A physical quantity is a quantity that can be measured. It consists of a numerical magnitude and unit. Some examples of physical quantities are shown below.



Learning Outcomes & Key Words

Key learning outcomes and key words are listed for each chapter so students know what to focus on.

Guide Notes

Guide notes consist of detailed pictures, steps and examples for easy understanding and revision of each concept.

1 Physical Quantities, Units and Measurement

Micrometer Screw Gauge

To measure the diameter of fine wires, the thickness of a piece of paper and other short lengths, a micrometer screw gauge (commonly known as micrometer) can be used. The micrometer allows us to measure to a precision of 0.01 mm. The micrometer has two scales – the main scale on the sleeve and the circular scale on the thimble. There are 50 divisions on the thimble. One complete turn of the thimble moves the spindle by 0.50 mm. Hence, each division represents a length of $0.50 \text{ mm}/50 = 0.01 \text{ mm}$.

Taking measurements using a micrometer screw gauge

Step 1: Check for zero error.
Clean surfaces of anvil and spindle and check for zero error.

Step 2: Place the object between the anvil and spindle to take a measurement.
Place the object between the anvil and the spindle from the ratchet a few times and tighten the lock. This will ensure that there are no gaps between the anvil and spindle. The thimble should never be too tight as it may damage the screw mechanism in the instrument and compress the object being measured.

Step 3: Take reading from the main scale.

Step 4: Take reading from the circular scale where the line exactly coincides with the datum line on the sleeve.

IGCSE & O-Level Physics Guide and Practice Book 1

Methods to deal with zero error after taking measurements with the micrometer are shown below.

Dealing with zero error for a micrometer

Checking for zero error	Observed reading	Corrected reading
The two zero marks coincide: no zero error	Reading = 0.00 mm	0.00 mm (No zero error correction required)
Zero mark on the datum line to the left: a positive zero error of +0.03 mm	Reading = 8.90 mm	$8.90 \text{ mm} - (+0.03) = 8.87 \text{ mm}$ (The positive zero error is subtracted from the reading)
Zero mark on datum line to the right: a negative zero error of -0.03 mm	Reading = 8.87 mm	$8.87 \text{ mm} - (-0.03) = 8.90 \text{ mm}$ (The negative zero error is added to the reading)

Measurement of time

To measure a time interval, a timing device is used. Such devices may be mechanical or electronic. They include ordinary clocks and watches, stopwatches, ticker-tape timers and electronic light gate timers. Timing devices need to be checked periodically to ensure that they do not run too fast or too slow. The SI unit for time is the **second**.

Stopwatch

Stopwatches are used to measure short intervals of time. There are two types of stopwatches: the digital stopwatch and the analogue stopwatch. The digital stopwatch is more precise as it can measure time in intervals of 0.01 s while the analogue stopwatch can only measure time in intervals of 0.1 s.

Digital stopwatch **Analogue stopwatch**

Practice Questions

Practice questions with answers allow students to test their understanding of each concept and self-evaluate.

1 Physical Quantities, Units and Measurement

Practice

Summary Questions

- Fill in the blanks.
 - A physical quantity is a quantity that can be measured and **unit**.
 - There are two types of physical quantities: **scalar** and **vector**.
 - List three examples of base quantities: **mass, length, time**.
 - List three examples of derived quantities: **area, volume, speed**.
 - The precision of a metre rule is **1 mm**.
 - The precision of the Vernier callipers is **0.02 mm**.
 - The precision of a micrometer screw gauge is **0.01 mm**.
 - Scalar quantities are quantities that have **only magnitude**.
 - Vector quantities are quantities that have both **magnitude and direction**.
 - List three examples of scalar quantities: **mass, length, time**.

Multiple-Choice Questions

- A pendulum swings backwards and forwards passing through Y, O, oscillation.
 - The first time the pendulum passes through Y, a stopwatch is started. The pendulum passes through Y, the stopwatch is stopped. The period of the pendulum is **1.2 s**.
 - The period of the pendulum is **1.2 s**.
 - The period of the pendulum is **0.6 s**.
 - The period of the pendulum is **2.4 s**.
- A micrometer is used to measure the thickness of a sheet of glass. The micrometer reading is shown in Diagram 1. When the glass sheet, the micrometer reading is shown in Diagram 2.
 - What is the thickness of the glass sheet?
 - 2.05 mm
 - 2.30 mm
 - 2.35 mm
 - 2.60 mm
- Object X is placed against a ruler.
 - What is the length of object X?
 - 1.0 cm
 - 1.5 cm
 - 2.0 cm
 - 2.5 cm

ANSWERS

Chapter 1

- (a) numeric value, unit
(b) base quantities, derived quantities
(c) mass, time, temperature
(d) density, speed, weight
(e) 0.1 cm
(f) 0.01 cm
(g) 0.01 mm
(h) magnitude
(i) magnitude, direction
(j) mass, time and temperature
2. D 3. C 4. A 5. B 6. C
7. B 8. A 9. A 10. B 11. B
12. A 13. D 14. B 15. A 16. C
17. A 18. D
19. Using a scale of 1 cm : 1 N, the resultant force, R is 5.3 N and it makes an angle of 10° with the 0 N force.
20. (a) A vector quantity is a physical quantity that has both magnitude and direction. A scalar quantity is a physical quantity that has magnitude only.
(b) Acceleration
(c) As the forces are in equilibrium,
 $T_1 = T_2 \cos 30^\circ$
 $= 200 \text{ N} (0.866)$
 $= 173 \text{ N}$
 $T_3 = T_1 \sin 60^\circ$
 $= 200 \text{ N} (0.85)$
 $= 170 \text{ N}$

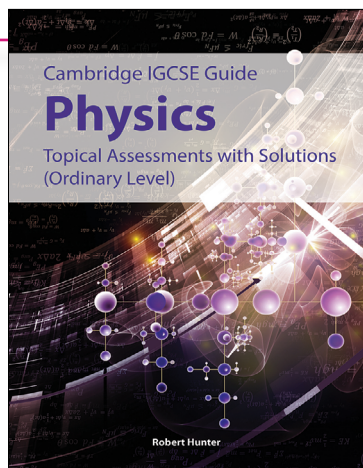
Chapter 2

1. B 2. D 3. B 4. C 5. B
6. A 7. B 8. A 9. C 10. A
11. A
12. (a) Distance = $12 \times (20 - 12)$
 $= 96 \text{ m}$
(b) $\frac{20 - 12}{12 - 8} = 2.0 \text{ m/s}$
(c) Distance travelled in 30 s
 $= \frac{1}{2} \times 40 \times 10$
 $= 200 \text{ m}$
- The distance between the entry point and end-point of the town is 10.0 m. Hence, the second car will not be able to reach the end of town in 30 s.
13. (a) The stone falls with constant acceleration. The speed of the stone is increasing at a uniform rate.
(b) Area under the speed-time graph between A and B is greater than that between C and D.
(c) (i) Speed is a scalar quantity, requiring only magnitude to be defined.
(ii) Velocity is a vector quantity, requiring both magnitude and direction to be defined.
(d) 2 m/s
(e) $(80/10) - (40/10) = 4 \text{ m/s}$

Chapter 3

- (a) resistance
(b) resultant force, resultant force, acceleration
(c) an object remains at rest or in uniform motion in a straight line unless a force is applied to it.
(d) mass and acceleration, same as (c)
(e) the centre of the circle
(f) $F = kx$, where
 F = elastic spring force, k = spring constant,
 x = extension / compression of spring
(g) (i) length
(ii) direction
(iii) label

Physics Topical Assessments with Solutions



ISBN: 9789811449277

This book is written based on the latest Cambridge IGCSE Physics syllabus (0625) to hone critical thinking and problem-solving skills in students.

A balanced mix of simple and challenging questions tests and reinforces students' understanding of concepts and formulae. Answers are provided for reference.

Extensive Chapters

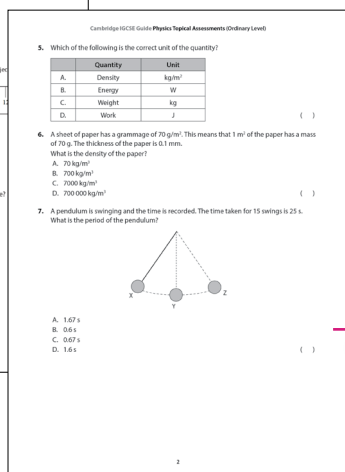
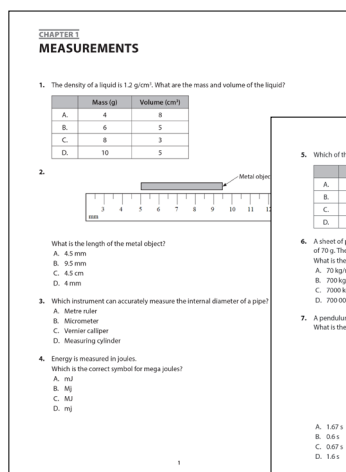
The five topics of the syllabus are divided into 24 chapters that each provide a focused and comprehensive coverage of the subject matter.

Contents

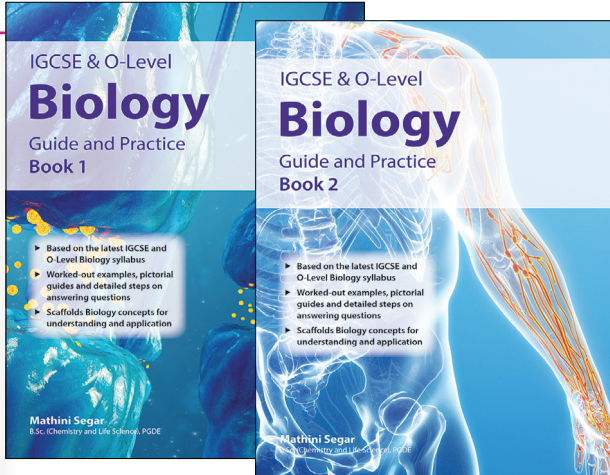
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Multiple-Choice Questions

Meticulously crafted, multiple-choice questions are presented in this book to test students regarding the most salient content in the syllabus.



IGCSE & O-Level Biology Guide and Practice



ISBN: 9789814996198

ISBN: 9789814996495

This book is an extremely easy to use guide for Cambridge IGCSE and O-Level Biology. The book will scaffold concepts and has diagrams that guide students to understand and apply concepts learnt.

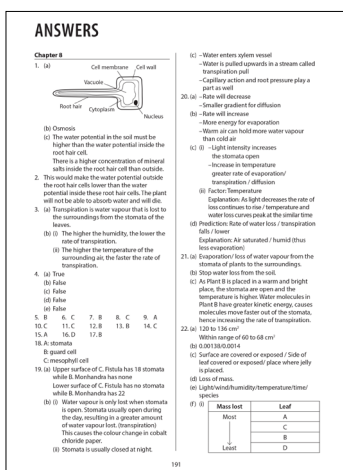
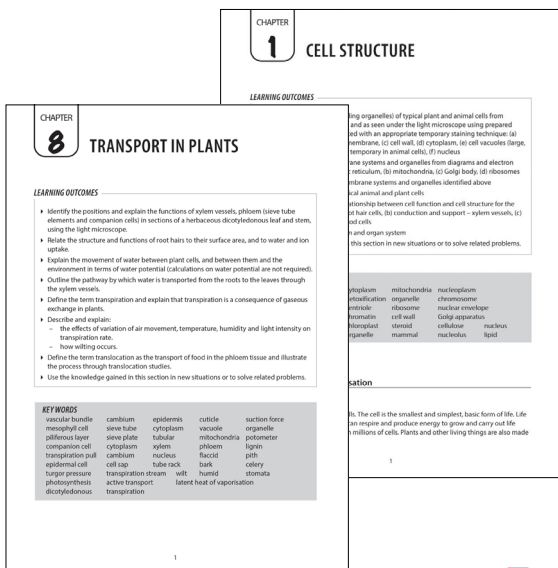
The worked-out examples, pictorial guides and detailed steps on how to answer questions will equip students to score well. There are sufficient questions that would aid them to check their understanding on all topics.

Organised Chapters

Includes learning objectives and key words to help students in their revision.

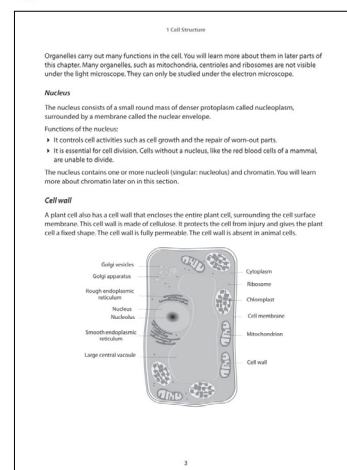
Detailed Diagrams

Diagrams are detailed to enhance understanding of key topics.

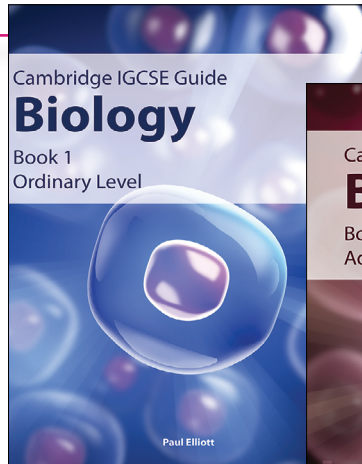


Answer Key

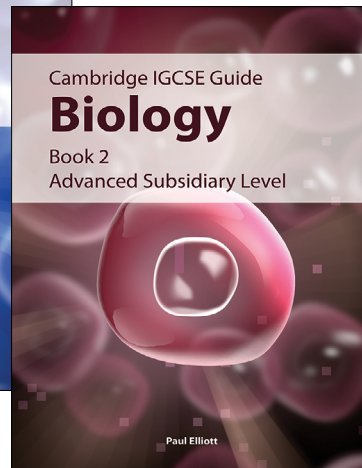
Answer key provided for effective revision.



Biology



ISBN: 9789811449246



ISBN: 9789811449253

New biological discoveries are made each day, which add to our knowledge and understanding of the world and make it a safer and healthier place to live. These books explore these discoveries in a way that not only provides an assessment of facts, but also considers the moral, ethical and economic implications which they present.

These books aim to make a successful evaluation of students' study. They will help students to reach their highest potential and achieve the best possible grade. Unlike traditional revision guides, they also give advice on improving answers, helping to show what examiners expect of candidates.

Contents

1	THE MICROSCOPE	1
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	ANSWERS	89

ASSESSMENT 1

1. A living organism cell obtains energy to survive by performing its own metabolic reactions and getting rid of metabolic by-products. Which characteristics are these?
 - A. Nutrition and movement.
 - B. Metabolism and excretion.
 - C. Sensitivity and respiration.
 - D. Respiration and excretion.
2. Mimosa pudica leaves defend themselves by drooping and folding inwards when touched or shaken. The leaves re-open a few minutes later. What other five processes must Mimosa pudica carry out to stay alive?
 - A. Excretion, sensitivity, growth, respiration and movement.
 - B. Excretion, movement, growth, nutrition and respiration.
 - C. Nutrition, growth, reproduction, respiration and excretion.
 - D. Nutrition, movement, reproduction, sensitivity and excretion.
3. Euglena is a genus of single cell protist that has chloroplasts and moves towards light by the means of the flagella. Which characteristics are these?
 - A. Growth, respiration and movement.
 - B. Nutrition, sensitivity and movement.
 - C. Nutrition, respiration and movement.
 - D. Growth, sensitivity and movement.
4. Cyanobacteria are a phylum of bacteria that obtain their energy through photosynthesis. Their colonies can be produced through binary fission. Which characteristics are these?
 - A. Nutrition, excretion and reproduction.
 - B. Nutrition, sensitivity and reproduction.
 - C. Nutrition, sensitivity and reproduction.
 - D. Growth, sensitivity and respiration.

Cambridge IGCSE Guide Biology Book 2 Advanced Subsidiary Level

10. Which structure synthesizes proteins for use outside the cell?



11. Which organelle(s) in plant cells have a double phospholipid bilayer?

- I. Chloroplast
- II. Lysosomes
- III. Mitochondria
- IV. Nucleus

- A. I and III
- B. II and III
- C. B and IV
- D. I, B and III

12. Which of the following properties about plant and animal cells are correct?

Plant Cell	Animal Cell
A. Has both cell wall and plasma membrane; may contain glycogen	Has no cell wall but has plasma membrane; may contain starch
B. Has both cell wall and plasma membrane; may contain starch	Has no cell wall but has plasma membrane; may contain glycogen
C. Has no cell wall but has plasma membrane; may contain glycogen	Has both cell wall and plasma membrane; may contain starch
D. Has no cell wall but has plasma membrane; may contain starch	Has both cell wall and plasma membrane; may contain glycogen

13. What is the function of the cell wall in a plant cell?

- A. Active transport of ions.
- B. Communication with other cells by means of glycoproteins.
- C. Formation of vesicles for transport of large molecules.
- D. Prevents excessive water uptake by the cytoplasm.

Aligned to Syllabus

The chapters are arranged in the same sequence as the O level, AS level and A2 level Cambridge Biology syllabus. The assessment questions cover the requirements as well.

ANSWERS

Chapter 1
1. A 2. A 3. B 4. A 5. B
6. C 7. C 8. A 9. D 10. B

Chapter 2
1. A 2. C 3. B 4. C 5. B
6. C 7. C 8. D 9. B 10. C
11. C 12. B 13. D 14. D 15. C
16. A 17. A 18. B 19. B 20. C
21. B 22. B 23. B

24. The Golgi body is a stack of flattened sacs / cisternae [1]
More than one Golgi body may be present in a cell [1]
The stack is constantly being formed at one end from vesicles which bud off from the ER [1] and are broken down again at the other end to form Golgi vesicles [1]
The Golgi body collects, processes and sorts molecules (particularly proteins) from the rough ER [1] to prepare these molecules for transport in Golgi vesicles to either other parts of the cell or out of the cell (secretion) [1]

25. The ER, an extensive system of flattened membranes sac-like structure running through the cytoplasm [1] is continuous with the outer membrane of the nuclear envelope [1]
The rough ER is covered with many tiny organelles called ribosomes [1]
These ribosomes have a 25-nm diameter and are composed of two subunits: a large subunit and a small subunit [1]
The ribosomes which are composed of ribulic ribonucleic acid and protein [1] are the sites of protein synthesis [1]

26. Centrioles consist of a pair of centrioles at right angles [1] that are situated in nuclear division [1] and act as MTOCs [1]
A centriole is formed by a ring of microtubules which act as the MTOCs for the assembly of the microtubules [1] that make up the spindle during nuclear division [1]

Centrioles are found at the bases of cilia and flagella, where they are known as basal bodies [1]

The antibodies act as MTOCs which are essential for the beating movements of these organelles [1]

27. Mitochondria are usually about 1 µm in diameter and can be in various shapes, often sausage-shaped [1]
They are surrounded by 2 membranes (an inner membrane which projects into the matrix, or cristae). The inner membrane is much more selective and controls precisely what ions and molecules can enter the matrix [1]
Mitochondria carry out aerobic respiration which produces ATP [1] through a process known as oxidative phosphorylation [1]
The ATP produced in the mitochondria rapidly diffuses to parts of the cell where energy is needed [1]

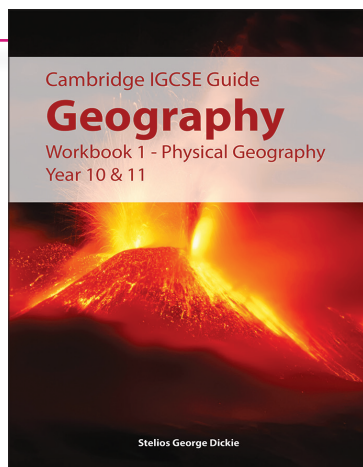
The mitochondrion is polarized to have modified from bacteria as it shares the same ribosome size (70S) and circular DNA features as bacteria [1]

28. Lysosomes are spherical sacs with a diameter of 0.5-0.8 µm [1] and are surrounded by a single membrane and have no internal structure [1]
The lysosomes contain digestive (hydrolytic) enzymes [1] and are responsible for the breakdown (digestion) of unwanted structures such as old organelles or even whole cells [1]
29. The main function of chloroplasts is to carry out photosynthesis [1]
Chloroplasts have a diameter of about 3 to 10 µm and have a highly organized membrane system [1]

Answers

Answers provided come with clear breakdowns of the mark allocations.

Physical Geography



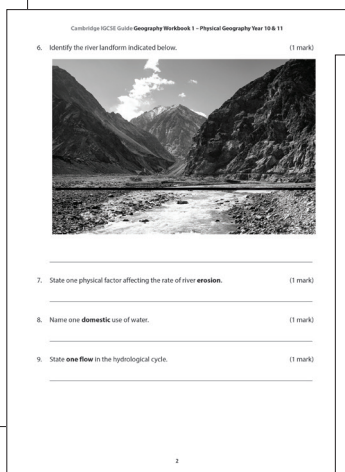
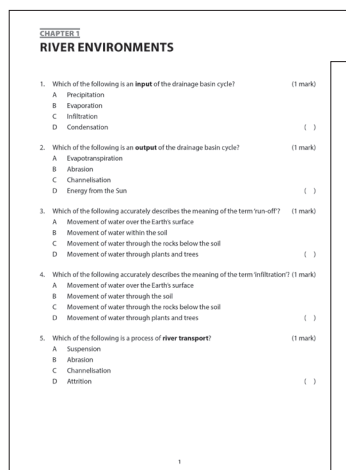
ISBN: 9789811449338

Cambridge IGCSE Guide: Geography Workbook 1 – Physical Geography Year 10 & 11 is written based on the latest IGCSE Geography syllabus.

The questions are designed to stimulate and reinforce the different skills required for the examination.

Various Practice Questions

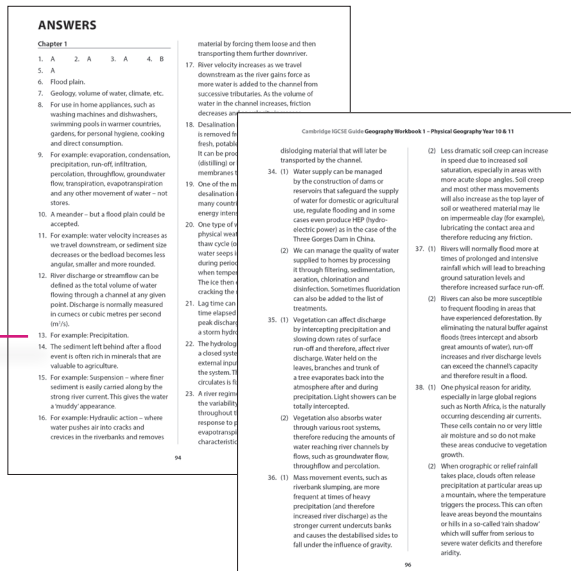
This book features multiple choice, structured and short essay questions that thoroughly cover the subject matter.



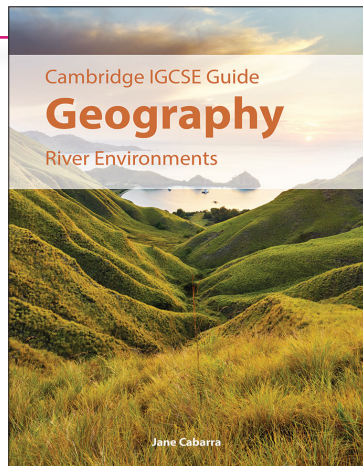
Answers

Detailed answers for structured and short essay questions are provided to teach students how to construct their answers in a cogent manner.

Answers also impart to students real-world information and statistics that are essential to tackle case study questions.



Geography – River Environments



ISBN: 9789811449284

Cambridge IGCSE Guide: Geography – River Environments is written based on the latest IGCSE Geography syllabus. This book provides comprehensive information on the processes, features and management of river environments.

Topic Summaries

Each chapter provides a convenient summary of the various key terms and concepts.

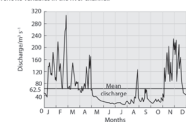
CHAPTER 3 RIVER REGIMES AND HYDROGRAPHS

The amount of water that flows down the river is called **discharge**. Discharge is the amount of water in a river measured at a certain point. The amount of river discharge varies over time and is also influenced by both physical and human factors. Hydrographs are used to show the changes that take place in a river over time. It is important to understand the factors that affect river discharge as a significant rise in a river's discharge could lead to flooding.

HYDROGRAPHS

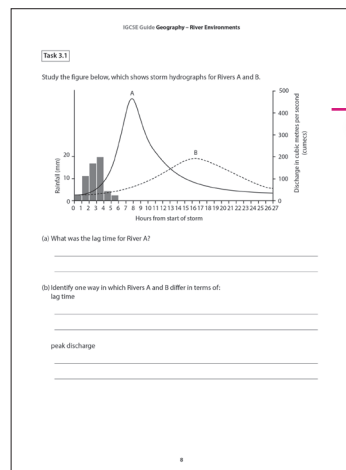
All rivers have a **river regime**. This is the day-to-day variations of a river's discharge (measured in $\text{cm}^3 \text{ s}^{-1}$). The regime of a river is connected to the climatic conditions of that area. For example, a **hydrograph** for Bangladesh will show high rainfall during the monsoon season and very little at other times of the year, whereas a river in the UK will likely see fluctuations and variations.

A hydrograph shows variables in the river channel.



STORM HYDROGRAPHS

A storm hydrograph is used to measure the changes in discharge as a result of a storm event. The hydrographs show two variables: the amount of rainfall and discharge in the river as a result of this event. It records the discharge in the river after a rainstorm. You need to know and be able to label the key terms, such as lag time, peak flow (peak discharge), base flow, throughflow and rising and falling limbs, and explain what they mean.



Tasks

Students can attempt tasks to recall and apply their knowledge.

Exam Questions, Model Answers

This is a chapter with tips and guides on how to answer and attain full marks for each question in a typical examination.

CHAPTER 13 EXAM QUESTIONS, MODEL ANSWERS

When answering exam questions, first look at the use of command words such as **describe**, **explain** and **evaluate**. These words will give you an idea of the details needed. Then, look at the **marks allocated**. If the exam question is asking for one example but is worth 3 marks, then you need to expand and give further explanation of the initial point raised. **Only write what the question is asking for**. If it is asking you to describe something, do not waste time on explanations or reasons for this.

MODEL ANSWERS

Question 1

Answer to include any relevant point referring to river erosion:

- Climate/temperature/rainfall
- Slope/gradient
- Geology/resistance of rocks
- Altitude
- Aspect
- Velocity/energy

Question 2

To achieve the full 2 marks, there needs to be an initial point about physical weathering (AO1) then an explanation of this fact (AO2).

- Freeze-thaw is a type of physical weathering. Water gets inside cracks in rocks. As the temperature drops and the water freezes, the water expands. This pushes the crack further apart and the rock breaks.
- Wind can blow grains of sand against rocks which can result in the rocks being worn away.

Question 3

Answer can be any of the following:

- Traction
- Suspension
- Solution

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Fieldwork

A detailed, step-by-step guide to river fieldwork prepares students before they embark on their field trips. Students can monitor their learning progress by referring to the checklist.

CHAPTER 14 FIELDWORK

Students are required as part of this specification to carry out two fieldwork tasks. One of these is from the topic studied in Section A of the course.

Skills that will be examined are practical skills, map skills, interpretation of photographic evidence and on-site sketching.

Following on from the practical tasks, students are expected to be able to demonstrate their ability to analyse data, use statistical skills such as those needed to present and analyse results, evaluate findings and be able to identify errors or unreliable data.

Fieldwork will be based on familiar and unfamiliar situations. Those set in the familiar context will require students to interpret, analyse, evaluate and make judgements on their own fieldwork experience (AO3). Students will be asked to communicate their findings (AO4).

Questions in the unfamiliar setting will use data obtained from a fictitious fieldwork event. For this, students will need to apply their fieldwork skills to interpret and analyse the data.

OVERVIEW OF FIELDWORK REQUIREMENTS

An investigation of river processes through the use of primary and secondary data.

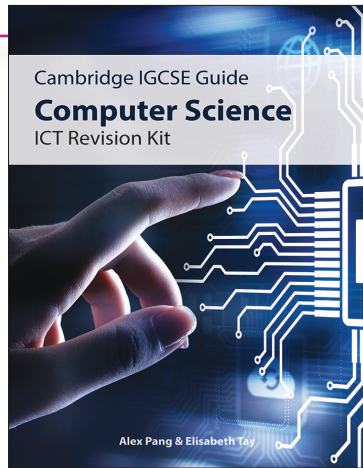
Primary data

- Quantitative
 - Channel measurements – velocity, width, depth and gradient
 - Measurements of bedload – size and shape
- Qualitative
 - Annotated field sketches of the river channel and its features
 - Photographs of the river to show downstream changes

Secondary data

- Quantitative
 - Use of GIS, such as ArcGIS online, Google Earth
 - Local data on river regimes (Environment Agency)

Computer Science ICT Revision Kit



ISBN: 9789811449345

This book has been written to meet the requirements of students who are reading the IGCSE 0417 syllabus. Ever since this syllabus was introduced, there has been a demand for a guide with questions and answers.

A dedicated attempt has been made to make the book useful and stimulating. Students often lack confidence when answering certain questions due to a lack of practise. In response, this book aims to equip both students and teachers with a basic approach to answering questions.

Comprehensive Questions & Tasks

The questions cover the topics in the syllabus. There are also tasks that are a combination of different topics as the applications can be overlapping.

Contents

QUESTION SECTION

- Introduction
- Chapter 1 Types and Components of Computer Systems
- Chapter 2 Input and Output Devices
- Chapter 3 Storage Devices and Media
- Chapter 4 Networks and the Effects of Using Them
- Chapter 5 The Effects of Using IT
- Chapter 6 ICT Applications
- Chapter 7 The Systems Life Cycle
- Chapter 8 Safety and Security
- Chapter 9 Audience
- Chapter 10 Communication

COMBINED TASKS FOR CHAPTERS

Tasks 1 to 12

ANSWERS TO QUESTIONS

ANSWERS TO COMBINED TASKS FOR CHAPTERS

CHAPTER 1 TYPES AND COMPONENTS OF COMPUTER SYSTEMS

1. Name and explain two components of a computer.

2. Name three internal hardware devices and explain their functions.

3. (a) Name three parts that make up a CPU.

(b) State the function of a CPU.

4. (a) List two types of main memory.

Cambridge IGCSE Guide Computer Science ICT Revision Kit

7. Choose the correct word from the helping words given and match it to each device pictured below.

CD-ROM	Printer	Flash drive	Monitor	Memory card	Projector
Keyboard	Barcode reader	Speakers	Microphone	External hard drive	

A _____ B _____
C _____ D _____
E _____ F _____
G _____ H _____
I _____ J _____
K _____

4

Answers

Answers are provided for self-evaluation and understanding of how to answer the questions.

Cambridge IGCSE Guide Computer Science ICT Revision Kit

Task 1

- (i) Graphics manipulation allows bitmaps and vector images to be changed.

(ii) Video editing software allows a user to manipulate videos to produce an edited video.

(iii) Virtual Reality is an artificial environment which is controlled by software.

(iv) Database is used to organise, manipulate and store data.

(v) Photo editing allows a user to manipulate digital photographs stored on a computer.

(vi) Device drivers are the programs that enable one or more hardware devices to communicate with the computer's operating system.

(vii) Motherboard is a printed circuit board found in all computers.

(viii) Linker is a computer program that takes one or more object files produced by a compiler and combines them into a single program that can run on a computer.

(ix) Utilities are software that has been designed to carry out specific tasks on a computer.
- (a) True
(b) False
(c) False
(d) True
(e) True
(f) True
(g) False
(h) True
(i) True
(j) True
(k) False
(l) True
(m) False
(n) True
(o) True
(p) False
(q) True
(r) True
(s) False
- (i) Visual verification: Types of data is visually compared with original data.
O.C. data entry: Data is typed in twice and a computer compares the two versions.
(ii) Name: Gender, Customer number/ID, Address, Postal code, Phone/Mobile/phone number, Email address, Car registration number(s).
(iii) Button to save the form, Button to the first record/form, Button to the next record/form, Button to the previous record/form, Button to the last record/form, Submit/confirm button, Space to enter required record number, Search facility/lookup, Button to go to side forms.

(a) Flight/pilot simulation/training: Large scale chemical experiments, Design of foreground ideas, Design of large buildings/bridges, Traffic control, Building the simulation, Car driving simulation, Drug trials.
(b) Real thing may be too expensive to build, Real thing requires too large a time scale, Real thing would waste too many materials, Real thing is too vast a scale to carry out, Real thing may occur too rarely, Rate of change can be adjusted for the human eye to detect.

3. Keyboard/typing in data: A barcode (reader), A magnetic stripe (reader), Touch screen: Scanning barcodes/typing magnetic stripe/ touch screen allows for fast data entry/typing in data manually can be slow, Scanning barcodes/typing magnetic stripe/ touch screen reduces entry/typing in data manually can lead to data errors, Keyboard/touch screens are reduced barcodes can be blurry.

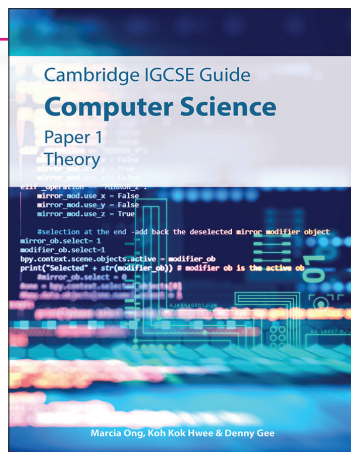
Task 2

- (i) Questionnaire, Interview, Examination of documents, Observation.
(ii) To detect typing errors/data entry errors/ transcription errors.

124

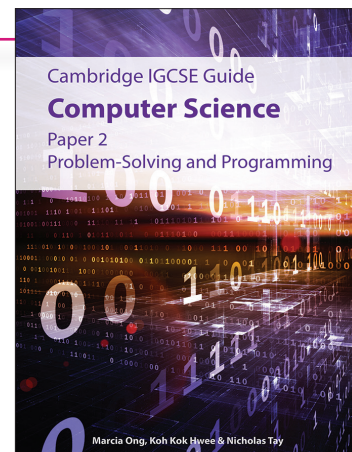
Computer Science

These books were written to aid students in their revision for the Cambridge IGCSE Computer Science examination. The questions and answers were selected to be representative of what students should expect to encounter in the actual examination. It is our hope that using this book as a revision aid will adequately prepare students for the nature and difficulty of the questions they will likely encounter, and the appropriate way to answer them.



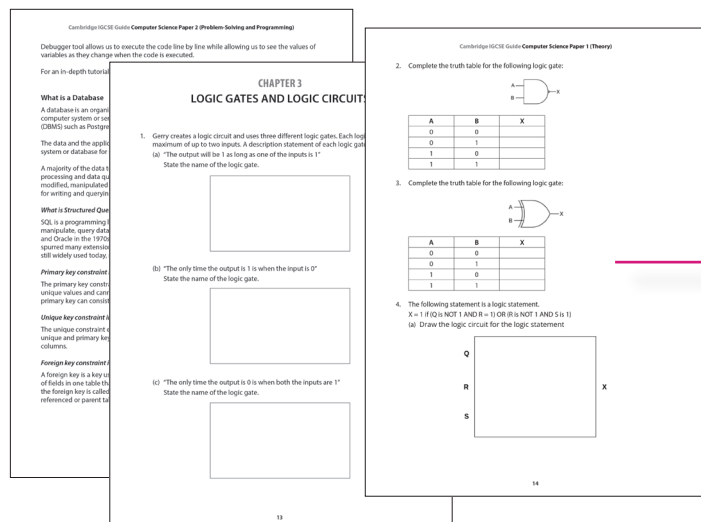
Paper 1
ISBN: 9789814996099

The first chapter of this book serves as a quick introduction to the tools students will need as well as some basic information to get started. The next three chapters contain practice questions to prepare for the examination.



Paper 2
ISBN: 9789814996020

The questions included in this book have been split into eight chapters for the students' ease in identifying and revising for the assessed topics in the syllabus.

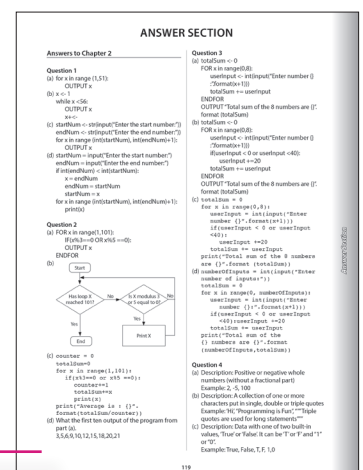


Answers

Answers can be found at the back of the books for marking and correction after the practice questions have been attempted.

Practice Questions

Plenty of practice questions for students to apply what was learnt for each chapter.





A-Level

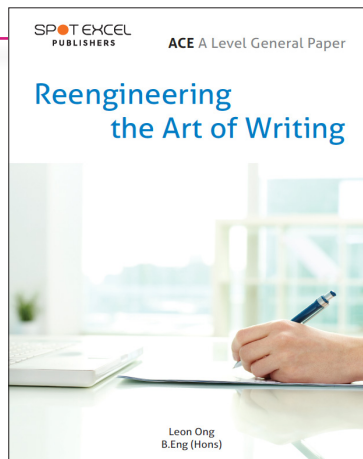
▶ General
Paper

▶ Mathematics

▶ Science

▶ Economics

Reengineering the Art of Writing



ISBN: 9789811476525

Reengineering the Art of Writing aims to help JC students tackle the nuances behind effective writing. A book like no other, it expands on the TEEL formula. The author explores in great detail what conditions a student must fulfil to accomplish a great Topic Sentence, Elaboration, Example and Evaluation as well as a noteworthy Conclusion. Along with other techniques to spice up a paragraph, the reader is left with the takeaway that elegant writing can be practised in an enjoyable way.

As part of the book, the author also imparts a revolutionary formulaic approach to writing – the Science and the Arts approach. Through this methodology, students will be able to identify the most relevant examples and permanently retain them. Couple this approach with the ability to fully address the crux of any question at hand and pre-examination preparation for Paper One will be a breeze.

TEEL Format

Teaches students an effective way to structure their essays for better writing.

As a recap, we have covered the TEEL formula with the inclusion of a "Regulation" for better level management. The time is now ripe to showcase the main difference between the Secondary School expository paragraph and that in Junior College.

Presenting... the basic JC paragraph.

Abbreviation	Level	Sample Sentence
T Topic Sentence	Global	Technology elevates the quality of life of people as its ability to overcome human physical weakness has allowed greater independence to and empowerment in its users.
E Elaboration	Global	In particular, technology excels remarkable prowess in leveling the playing field between the healthy and the disabled. By instilling confidence and independence, technology has allowed man to achieve greater equality and brotherhood in our weaker ranks.
E Example & Evaluation	Example	One good example is Oscar Pistorius, the South African Blade Runner, who as a double amputee and with the help of prosthetics, was able to compete on an equal footing with fully able-bodied runners at the 2012 Olympics.

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Back to basics Chapter 1 8

Question Parameters

Show strategies for planning of essays.

Parameters For Assignment Question 02

Question	Science gathers knowledge much faster than society gathers wisdom (Isaac Asimov). Do you agree?
Function	Enough Regulations (previously Play God)
Domains	AI (Supported by similar Example cloning)
Examples	(SG, 2019) AI Regulation Framework
Logic	Disagree with question, show that man has shown wisdom in his pursuit of Science
Clue 01	What are the values exemplified by man here to show wisdom?
Clue 02	What is the difference between and purpose of the principles? What are the broad areas that these two principles are trying to govern?
Clue 03	You might wish to consider this regulation from the perspective of "curb the harm and allow the benefits to pass through"

98 Chapter 7 Practice Assignments

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4 Writing The Example & Evaluation

In my own classes, I often find it easier to address the Example and the Evaluation together as they reside on the same level in writing – the Example level.

Instead of starting with what we should do, let's begin with one common mistake we should avoid.

COMMON MISTAKE - DO NOT STACK EXAMPLE

This is a common mistake made by many students. Most students find it highly intuitive to regurgitate their examples in sequence, especially students who are well read and have many similar examples at their disposal. Let's return to the S&T question to have a look at why this might be a problem.

Below are a few similar examples on "Prosthetics"

Country	Individual	Description
(South Africa)	Oscar Pistorius	Oscar Pistorius, the South African Blade Runner, is a double amputee who, with the help of prosthetics, was able to compete on equal footing with able-bodied runners at the 2012 Olympics.
(USA)	Bethany Hamilton	Bethany Hamilton returned to professional surfing after suffering a shark attack with the help of a prosthetic arm.
(UK)	Kieran Sorkin	Kieran Sorkin was born without ears – a condition called microtia. Doctors in UK performed a cosmetic medical procedure to craft ears for him from the cartilage of his ribs. His psychological well-being improved as he stopped standing out from his friends and other children stopped teasing him. After the operation, he was able to interact at an elevated social capacity.

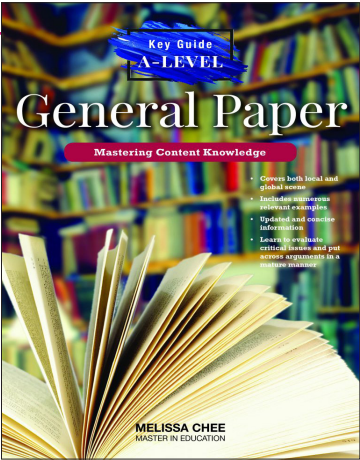
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Writing the example & evaluation Chapter 4 41

Common Mistakes

Common mistakes are shown so that students can learn not to make them.

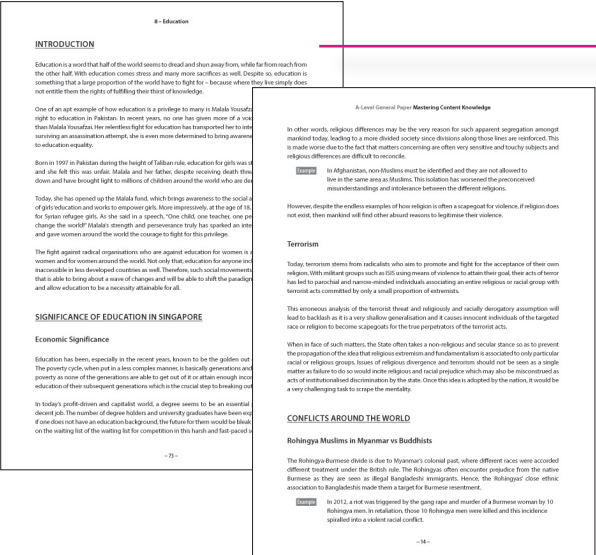
Content Knowledge



Mastering
Content Knowledge
ISBN: 9789811184345

Following the syllabus, this book covers a diverse range of topics including the broader subjects such as education, equality, sports, governance, etc. It aims to present updated and concise information on specific topics, while offering inter-topic linkages and all rounded arguments. This encourages students to make use of their critical thinking to look at issues that affect not just themselves, but others around the world. Multiple conflicts and examples, along with explanations and evaluations are also presented to help students learn to evaluate issues and put across their arguments in a mature manner.

While students will be given a stepping stone in content by the end of the book, they should supplement their skills by brainstorming other arguments to add in their personal voices. This way, they will be able to craft creative yet mature essays quickly during the examination.

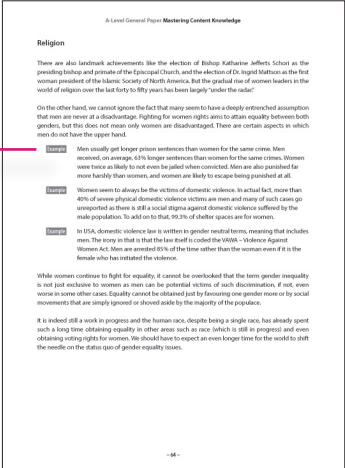


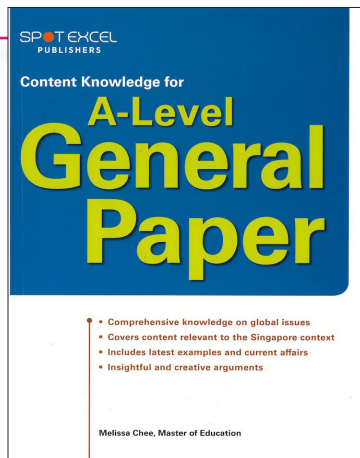
Global Issues

Content includes both national and international issues for a greater scope.

Examples

Relevant examples are included for each topic referenced to increase students' knowledge.



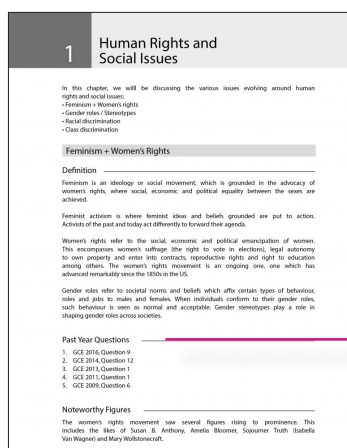


Content Knowledge for A-Level GP

ISBN: 9789811164323

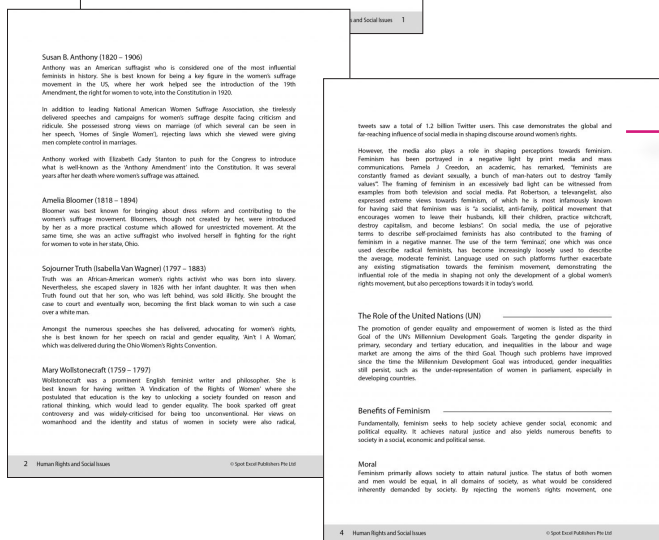
Students must carefully study the arguments and add their personal voices to ensure that at the end of the book, they have a competitive advantage in expressing creative, critical and mature responses under tight time conditions.

As per the syllabus demands, this book discusses a range of topics including, but not limited to, science and technology, the arts, global concerns and local interests. It aims to deliver alternative perspectives, inter-topic linkages and evaluation, along with plain content. This stimulates the student's ability to develop mature understanding of the environment in which we live in, to think about the issues that plague our world today, and helps to broaden their outlook while remaining mindful and grounded to our local experiences. Multiple arguments and conflicts are also provided as suggestions to guide students to evaluate issues according to their implications and significance on individuals and society as a whole.



Past Year Questions

The appearance of the topic in past years' GCE A-Level examinations is listed.

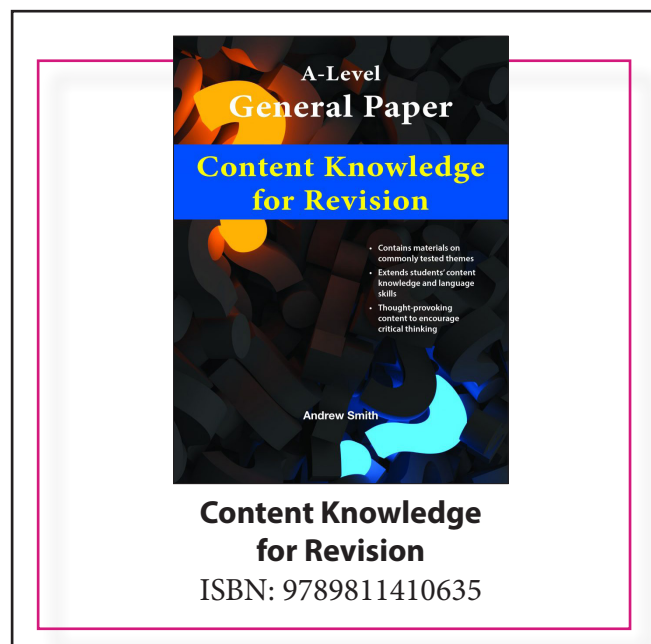
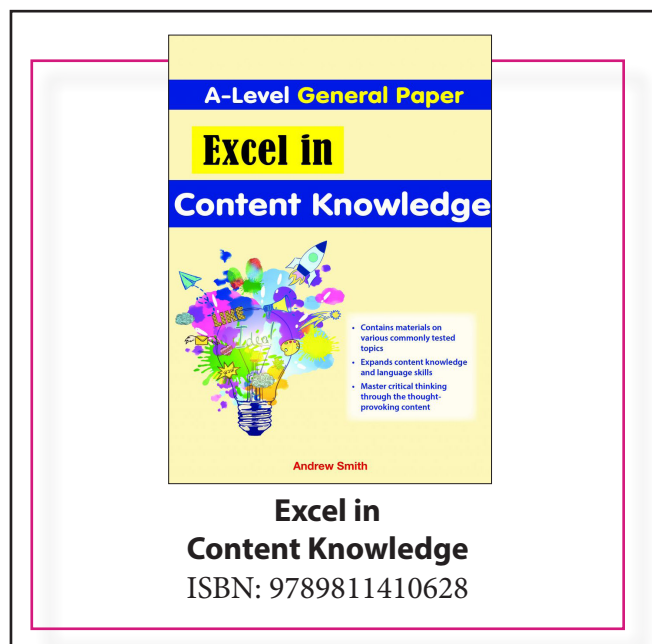


Comprehensive Content

Information such as definition, noteworthy figures, roles and benefits are also included to broaden students' knowledge on the topics.

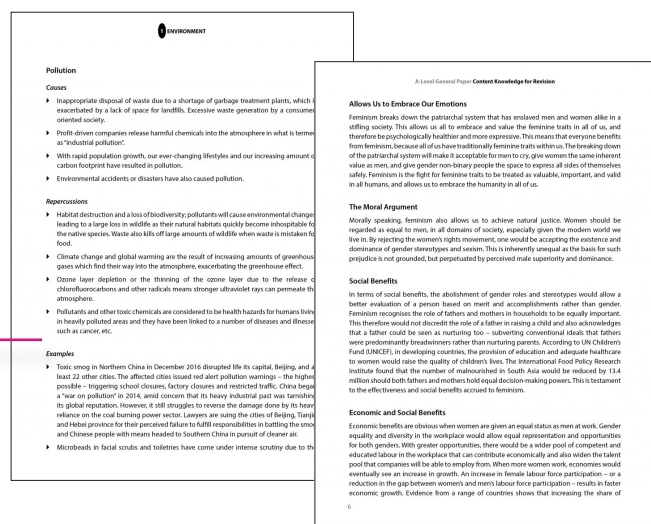
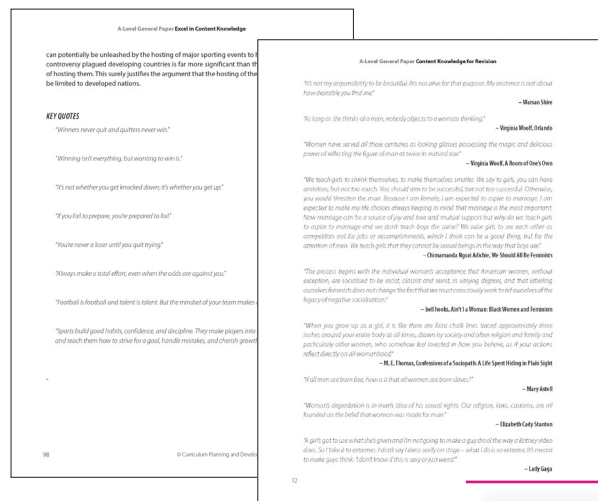
A-Level General Paper: Excel in Content Knowledge and A-Level General Paper: Content Knowledge for Revision are designed to provide students with a wealth of relevant knowledge. The books consist of a wide array of topics, covering all topics commonly tested at the A-levels. Each topic is specially crafted to enable students to gain a deeper understanding of each topic.

The books aim to prepare students for the A-Levels by providing content that is summarised without forgoing the details. The information is crafted into meaningful insights to allow students to effectively evaluate and argue their positions, giving them the confidence to do their General Paper examination.



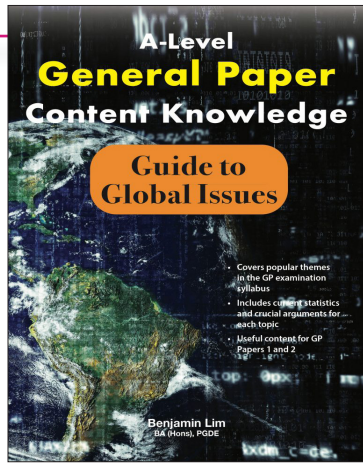
Extensive Content

Insightful and thought-provoking content such as causes, repercussions, examples, arguments and benefits are covered for each topic.



Key Quotes

Each unit ends with meaningful quotes relevant to the topic which students can adapt for their essays.



Guide to Global Issues
ISBN: 9789811410642

A-Level General Paper Content Knowledge – Guide to Global Issues is written to provide students with a broad overview of the plethora of themes, ideas and examples that are explored in the General Paper. Understanding these various themes and issues will help students have a better grasp of the complexity of the world today. Students must carefully study the arguments in this book and add in their personal voice to ensure that they are given a competitive advantage in their A-Level examinations.

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Range of Themes

Covers popular themes in the General Paper examination syllabus.

Great Leaders

- An Indian children's book, *Great Leaders*, that listed Nazi dictator Adolf Hitler among history's amazing world leaders was withdrawn by its publisher following widespread criticism.
- Pictured Hitler on its cover and also featured biographies of Barack Obama, Nelson Mandela and Gandhi.

Objective Documentary Award

- A new award by arts space Objectif, Documentary Award, will provide two Southeast Asian photographers with financial and professional support over six months.
- Encourage photographers to develop work that addresses social issues in their home country.

To Kill A Mockingbird

- A representation of Harper Lee's (the author of the classic novel, *To Kill A Mockingbird*) estate sued in 2018 claiming Oscar-winning writer Aaron Sorkin's script deviates too much from the beloved 1960 novel about race relations in the Depression-era US South.
- The producers of the Broadway adaptation sued the author's estate saying the premiere cannot go ahead as scheduled and the production may have to be scrapped entirely unless a legal dispute is settled soon.

Fake Paintings

- An investigation into the collection at the Temu Museum, an art museum dedicated to the work of the painter Etienne Temu in Elne France, found 82 of its 140 paintings were fake.
- Elne's mayor said the discovery was a "catastrophe".

Shubigi Rao

- Singaporean artist Shubigi Rao is among 15 artists from the region and Central Asia who have been nominated for the triennial Signature Art Prize.
- Nominated works range from sculptures to an interactive installation of drawings, videos and text.
- Her installation, titled *A Short Biography Of The Banished Book*, Vol I: Written In The Margin (2014-2016), is part of a 10-year project on the destruction of books and libraries which began in 2014.
- Includes video testimonials from people involved in saving or destroying books.
- Friedrichs who tried to save the burning national library of Saraguro during civil unrests in the 1990s.

2 - Crisis

Cholera Outbreak

- Yemeni cholera outbreak is now the largest in history, having already surpassed one million confirmed cases, despite international assistance.
- In the last decades, African countries reported over three million suspected cholera cases to the World Health Organization and new cases are cropping up in 2018 in Africa's east-central and southern regions.

Cancer

- Within the next five years, there could be more than one million cancer deaths annually in Africa, a surge in mortality that would make cancer one of the continent's top killers.
- Africa receives only 5 percent of global funding for cancer prevention and control.
- On average, African countries have fewer than one trained pathologist for every one million people, meaning most diagnoses come from lab tests.
- According to University of Chicago oncologist Chikamkpa Chikamkpa, a diagnosis of cancer in Africa is "nearly always fatal".

Gun Violence

- At least 17 people were shot dead at a school in Florida.
- A 19-year-old suspect, Nikolas Cruz, who had been expelled, was arrested. He posted on YouTube his desire to be a "professional school shooter". This was America's worst shooting since the Sandy Hook massacre in 2012. In response, Donald Trump issued an order to ban bump stocks, devices that convert some weapons into fully automatic rifles.
- Wal-Mart and Kroger raised the age requirement to purchase firearms to 21.
- Della and other discredited discounts for NFL members.
- Dick's Sporting Goods stopped selling assault rifles.
- Survivors of the mass shooting at Marjory Stoneman Douglas High School in Parkland said in June they will spend the summer registering voters across the country and advocating for gun reform. They travelled in two groups by bus to 20 states and every district of Florida.

Russia Building Up Arms

- In 2016, Putin said that Russia has launched the development and testing of state-of-the-art systems of strategic arms, such as the Sarmat heavy intercontinental ballistic missiles and the Kinzhal hypersonic complex.
- Russia has also created a small-size super-powerful nuclear power plant that can be installed on a cruise missile, which will ensure an unlimited flight range and invulnerability to missile and air defence systems. Russia has also developed an unmanned underwater vehicle capable of carrying nuclear warheads.

A-Level General Paper Content Knowledge – Guide to Global Issues

- The lower house of Malaysia's parliament passed a bill that would impose prison sentences and fines on those who spread "fake news".
- A Danish national is expected to be the first person to be charged under the new anti-fake news legislation after he allegedly made false claims about the police's response time to the shooting of Palestinian lecturer Fadi al-Bataineh on 21st April 2018.
- India government retracted new rules that would have rescinded the credentials of journalists found to have published falsehoods.

Fake News - Whatsapp

- The authorities in north-eastern India have cut internet access after crazed mobs beat three people to death in the latest cases of lynching sparked by false rumours spread on smartphone messaging service Whatsapp.
- Sparked by false rumours of gangs of child kidnappers.

Fake News - Statistics

- Reuters Institute for the Study of Journalism's Digital News Report 2017 revealed, 94 percent news consumers say that established media organisations (e.g. The New York Times) accurately differentiate fact from fiction. For social media, this share is only 24 percent.
- This means that 60 percent of news consumers regard the legacy media as being careless with facts.
- The same report highlighted that 29 percent of respondents (70,000 internet users in 36 countries) said that they were avoiding news altogether because the producers' preferences for negative news put them in a bad mood and they view the reporting as politically slanted and therefore untrustworthy.

Tech-Journalism

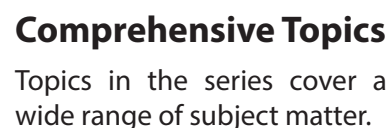
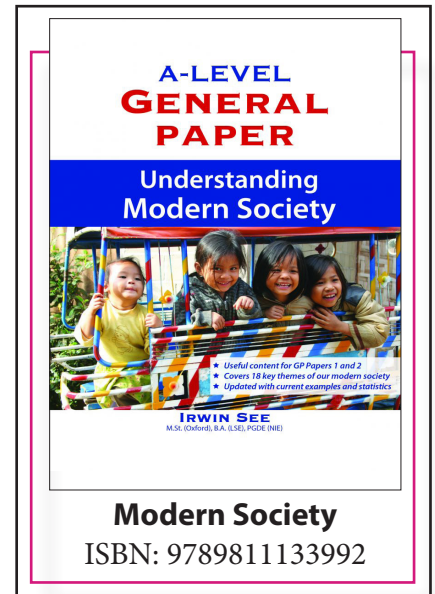
- Preference for traditional journalism – Huffington Post scaled back its platform for unpaid bloggers and Facebook decided to ask users to rank news sources by trustworthiness.
- 2018 Edelman Trust Barometer shows rising confidence in traditional media.
- In the 28 countries where the survey was conducted, 59 percent trust journalists, up from 54 percent a year ago.
- Trust in social media platforms has declined from 53 percent to 51 percent.

Statistics

Current statistics are included to support arguments.

Understanding Series

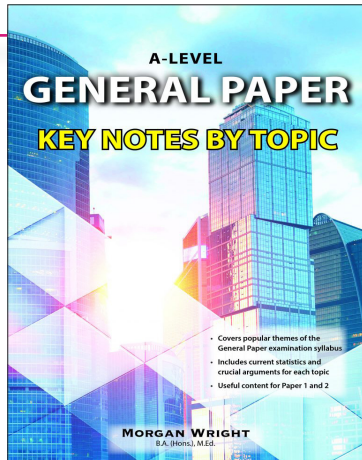
For each topic, an introduction is given before several issues related to the topic are presented and explored in greater detail. This can also serve as a starting point for students to explore these issues even further, and to do more research. At the end of each topic, a table is provided for students to fill in ongoing developments, trends and news for the topic as GP is a dynamic and constantly evolving subject.



Tables are provided for students to add more information or issues as they do more self-research.

[illegible]

Key Notes by Topic



ISBN: 9789811176203

A-Level General Paper Key Notes by Topic is written for students preparing for the General Paper at the A-Levels. This book is a collection of up-to-date examples and crucial arguments needed to write a good General Paper essay. It covers a range of popular themes in the General Paper examination syllabus. This book will not only be of immense help for the essay paper but for the comprehension paper as well, especially the application question.

CONTENTS	
TOPIC 1 THE ENVIRONMENT 1. China's national cap on coal usage 2. Paris climate accords by the United Nations Framework Convention on Climate Change (UNFCCC) 3. Water pollution effects 4. E-waste in Singapore 5. Plastic consumption 6. Big corporations are culprits 7. El Niño 8. Health effects of diesel cost European taxpayers 9. Population growth 10. Sustainable Blueprint 2015 11. Singapore's EPI 12. Urban spaces 13. Too much effort? 14. Ozone layer 15. Pollution in Delhi 16. Surabaya's initiative 17. Children under 5 in Yemen 18. Haze 19. Is the US doing enough? 20. Kyoto Protocol 21. Extinction of animals 22. Endangered animals 23. Solar panel blinds 24. The world must triple effort 25. Singapore's ranking 26. Farming practices	TOPIC 2 EDUCATION 1. Integrated Programme (SG) 2. New York 3. Giving priority Primary 1 admissions 4. Applied learning 5. Aims of education 6. Compulsory Education Act 7. Global literacy rates 8. Spending on education 9. Education being too stressful 10. Best education system 11. Education in Yemen 13. Pros and cons of an examination system 14. Homeschooling 15. Reasons to carry out character education 16. Benefits of reading 17. Schools being a place for peer pressure 18. Lifelong learning TOPIC 3 SCIENCE AND TECHNOLOGY 1. How technology helps with education 2. Big data and fashion 3. China's advanced technology in an attempt 4. Technology could redefine doctor-patient 5. Improved quality of life 6. Advancement may not always be good 7. Can technology help poverty? 8. Are corporations out to make profits without missing? 9. Biotechnology 10. Cybersecurity 11. 2015 Singapore cyber attack 12. Doing enough for cybersecurity? 13. Importance of updating cybersecurity 14. Pro and cons of space exploration
TOPIC 4 THE ARTS 1. Korea's 'Hallyu' wave 2. Banksy 3. Kampung Pelangi 4. Art therapy in Singapore 5. Art stage 6. Using interactive theatre to develop empathy 7. Literature 8. Music 9. BP's sponsorship of Tate Britain Museum 10. Singapore's efforts 11. To make a statement 12. Advantages and disadvantages of busking in Singapore 13. Foster identity and togetherness 14. Love, Simon 15. Singapore's spending on the Arts TOPIC 5 THE MEDIA 1. Selling products 2. The price to pay for an opinion 3. Social media usage in Singapore 4. Benefits of watching television and movies 5. Benefits of music 6. Political campaigns 7. To raise awareness 8. Mass media and the law 9. Connectivity TOPIC 6 POLITICS AND PREJUDICE 1. Florida's voting system 2. Two Saudi sisters 3. Ballet shows 4. US sanctions on Iran 5. Israeli advertisement 6. Merck 7. Syrian chef goes back 8. Wildlife in the US	TOPIC 7 FAMILY, THE OLD AND YOUTH 1. Singaporeans' views on family 2. The ageing population in Singapore 3. Pioneer Generation and Merdeka Package 4. Love of a parent 5. Josiah Hy 6. Spending cost rising 7. Divorce rates 8. Youth's communist culture 9. Large families in poor countries 10. Youth in Singapore have higher affluence 11. Anxiety and depression 12. Umbrella movement 13. Singapore's ageing population TOPIC 8 SPORTS, HEALTH AND LEISURE 1. Fighting against doping 2. Sporting in Singapore 3. Heat waves 4. A drunken doctor performs Caesarean 5. International Breast Cancer Padder's Commission Dragonboat Festival 6. Paralympics 7. People engaging in dangerous sports 8. Dangers of extreme sports 9. Cristiano Ronaldo 10. Xeno-transplant

Comprehensive Topics

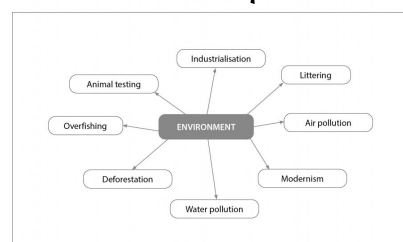
Extensive range of topics covered to expand students' content knowledge.

Easy Revision

Information is arranged in easy-to-read points and each topic comes with a mind map for more efficient revision.

- 1 - The Environment**
- 4. E-WASTE IN SINGAPORE**
- As of February 2018, NEA reported that 60000 tonnes of e-waste were produced every year.
 - A study by United Nations University estimates that about 109000 tonnes of e-waste were generated in Singapore in 2014, making Singapore the largest generator of e-waste in the region. This amounts to 19.5 kilograms of e-waste per person.
 - A 2017 global report estimated that the world generated 44.7 million tonnes of e-waste in 2016, which is equal to more than 11 Great Pyramids of Giza.
 - Washing machines made up 32% of this waste and refrigerators made up 23%. When dismantling these household appliances, Freon gas is given out when taking the compressor out. Freon gas is a toxic gas that can cause asthma, skin allergies and mental disorders. This causes only 6% of all e-waste to actually be recycled.
 - In Singapore, VEMAC is the only company that safely extracts gases from appliances. However, they only deal with commercial purposes, since it is expensive to properly dispose of the gas. Hence, they choose to deal with commercial businesses to make sufficient profits since household appliances would not produce enough gas to make any form of profits.
 - Many may not be aware of such a thing as e-waste, however, it is increasingly relevant.
 - There is also an increasing trend of consumerism and people tend to throw things away if it is functioning.
 - This can increase the e-waste in countries especially since, in today's world, everyone tries to stay up-to-date and does not want to be left behind in terms of being trendy.
 - Hence, the amount of e-waste is set to increase.
 - With only one company specialising in the safe removal of gases, and only for corporate appliances, this poses a big problem since a lot of waste is also made up from household appliances and one company will be unable to cover all the e-waste and the parts that could actually be recycled would be unable to be recycled due to the lack of companies helping in dismantling electronic devices.
- 5. PLASTIC CONSUMPTION**
- As of July 1, 2018, Queensland and Western Australia will ban single-use, lightweight plastic bags from major retailers, with South Australia, Victoria and Tasmania set to follow leaving only New South Wales without a proposed ban.
 - However, thicker and more durable plastic will be available for sale in most supermarkets.
 - If consumers continue to use heavy-duty plastic bags at the same rate as lightweight bags, it may be worse. Heavy-duty plastic bags need to be reused at least 4 times to make up for the increase in greenhouse gas emissions caused by their production when compared to a single-use plastic bag.

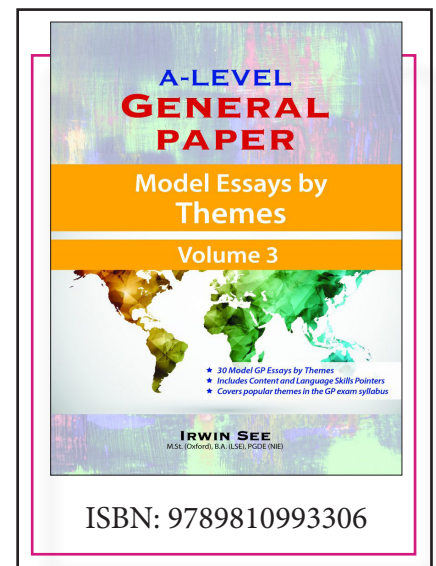
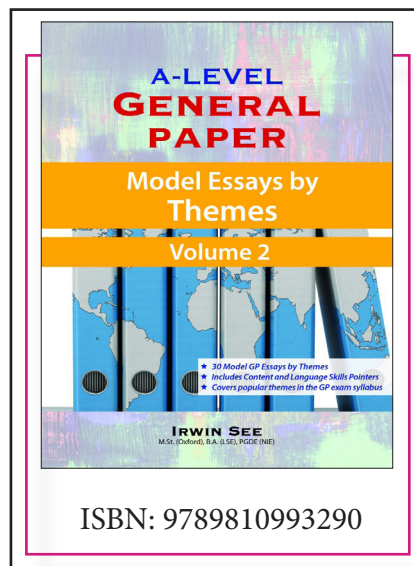
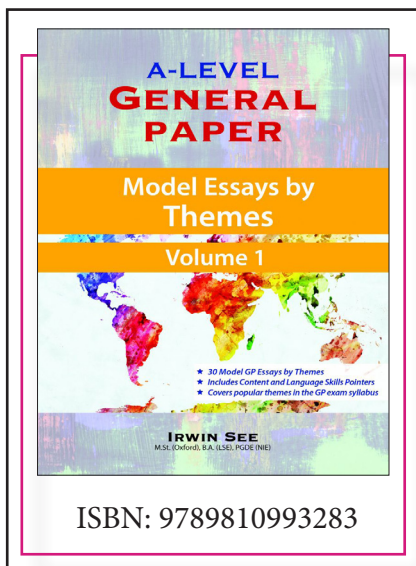
Mind map



Model Essays

Many students often feel lost as to how to analyse and learn from model essays effectively. This series of Model Essays by Themes strives to be different from other essays books: they aim to help students not merely to increase their exposure and understanding of various General Paper issues and themes, but also to learn how to improve their language skills through examining and analysing various essays in the books. At the end of each essay, there is a section titled 'How to Make Use of This Essay' where students can take time to extract useful content, writing techniques and language skills from the essay they have just read.

The exercises train students to build their own repository of useful GP resources from other future essays they may come across. In addition, due to the wide-ranging perspectives on various issues of the day, the essays in this book deliberately take on different (and sometimes opposing) stances on the same issue. This is so that students can be exposed to a diversity of viewpoints which would hopefully help them to think deeper and reflect on their own positions regarding different topics and themes in GP.



How to Make Use of Each Essay

Students will be guided in preparing for the two key aspects that are assessed for General Paper Paper 1 (Essay).

Content: Picking out points, arguments, counter-arguments, examples, statistics, etc.

Language: Picking out useful words, phrases, connectors, transitional phrases, etc.

THEME 4
ESSAYS ON
EDUCATION

Essay 12
"Competition essential for effective education?" Discuss.

Model essay

"Intelligence plus character – that is the true goal of education." This quote by Martin Luther King Junior succinctly summarises the purpose of securing an education. In order to push students' boundaries, and to inculcate in them values like determination and diligence, some believe that an element of competition and ranking is necessary. However, in my opinion, if competition is in excess, the education system will be rendered counter-productive due to the negative effects of encouraging hyper-competitiveness in students. Therefore, while competition is an important factor in moulding people of character that will contribute to society, safeguards need to be in place to ensure that the extent of competition in the education system does not become excessive or obsessive.

Why is competition important? One of the key reasons is that it offers a very clear goal and motivation for students to do better at their studies. Take the Chinese education system, for example. Though certain parties would term it an 'exam', it is undeniably that China has managed to produce many bright talents especially in the areas of science and mathematics due to the competition in schools. With such a large student population and a relatively tiny number of spaces in the most prestigious local universities like Beijing University, competition is a motivator for students as it pushes them to secure a bright future on their own. This is closely based on the Chinese idea that only the fittest survive, which encourages students to strive to be classified as the 'fittest', and reap the rewards of being so. Therefore, competition is necessary to bring out the best in people, and also to stretch their potential.

Moreover, one cannot forget that competition does not always mean competition with one's peers in school. It also includes competition against oneself. This is the reason why schools often have awards for 'Best Progress' or 'Most Improved' student. Such awards allow students to compete with themselves and prevent them from becoming complacent. It also pushes students, even weaker ones, to strive for improvement in all areas of their studies, which will ultimately help promote a sense of perseverance in them – an important character trait in today's society.

However, the idea of competition in schools has met with growing opposition in recent years, and for good reasons too. Excessive competition can definitely

not making themselves redundant. Hence it is evident that they are changing with time by incorporating this aspect of independent learning so that students are still taught the principles and fundamentals of that subject, while being able to remain competitive by seeking out new information. Consequently, schools will still exist in the future and may in fact be more important than before.

In the final analysis, schools may be threatened with closure if they do not change their teaching methods. However, learning can be more fun and interactive should schools move with time and adopt various teaching methods. Who ever said that school was boring? It will not be in the near future as the development of 'creative classrooms' will have the potential to captivate and motivate students to learn. Hence I believe that schools will continue to exist in the future and serve as even more important role.

How to Make Use of this Essay

Picking out [KEYWORDS] to use in your own essays

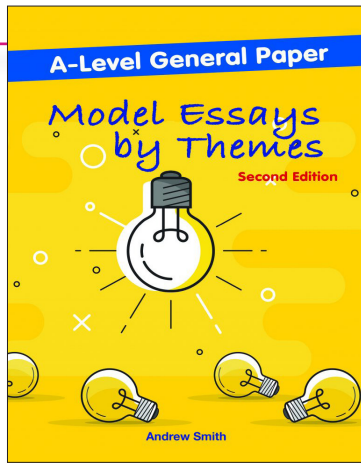
 - The purposes of education?
 - The role of the Internet?
 - Advancements in science and technology
 - 'Creative Classrooms' and changing pedagogy

(Pick out other useful points, arguments, counter-arguments, examples)

Picking out [SENTENCES] to use in your own essays

 - exists all this very day
 - we cannot deny the fact that ...
 - very extensive
 - on this note
 - In other words ...

(Pick out other useful words, connectors, phrases)

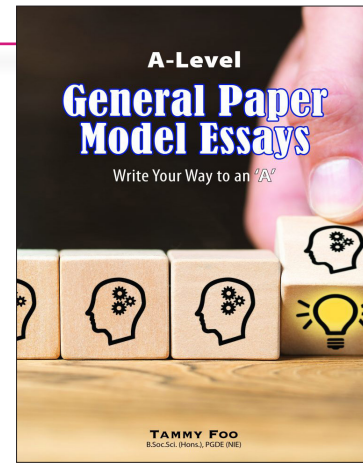


ISBN: 9789811440588

This book is a collection of model essays categorised into commonly tested themes. Students will be presented with a wide array of question types that will equip them with the necessary skills to score for General Paper essays at the Advanced Level.

This book aims to deepen students' skills in evaluation of arguments and opinions, promote extensive and independent reading, develop maturity of thought and encourage the application of critical reading and thinking skills.

In preparation for the A-Level examinations, this book will provide students with a broad range of diverse key issues including current affairs, science and technology, social issues and many more.



ISBN: 9789811417559

This book is written based on the latest MOE syllabus for GCE A-Level General Paper. It caters to students taking their examinations from 2019 onwards.

This book has a wide variety of questions, covering key issues on a range of topics. For each essay, examples and analysis are given to equip students with the ability to expand on their thesis statements and points. Students will be able to observe the style of writing of the essays and examples given and use them to improve on their essay-writing.

In a nutshell, this book aims to help students achieve success and score well in the GCE A-Level General Paper examination through improving their language competency and sound reasoning.

Comprehensive Topics

Model essays in these books cover an extensive range of topics to prepare students for the various topics they may encounter in the national exams.

ESSAY 1

The only way to live sensibly in this world is without rules.
How far do you agree?

We are often told that a life of freedom without rules is a desirable lifestyle. Pushing beyond the boundaries of our understanding and existence, the sciences and the arts, the words of John F. Kennedy, the enemy of growth. However, having complete freedom to indulge in the pleasures of life, with no restrictions to curb our imagination and our growth, especially in the sciences and technology, could risk us in the transition from natural philosophy of the scientific Renaissance into a scientific revolution against the majority of scientific concepts that were to propel human knowledge of the world to the introduction of modern science. Similarly, in the case of established norms in the many fields of the arts, it would be to modern dance companies, and even in the such as rock and roll, hip hop and electronic, direct systems of democracy can be traced back to many where brutal and unjust monarchic systems of governance were replaced by more democratic systems of governance. In the light, living without blindly following the social well-being and progress in human development, will be hampered to progress to greater heights. Rules can be used to pursue happiness and justice.

In the context of our rapidly changing world, rules to be able to live by adding to their own morals and ethics, then not, rules are representative of our societal values should evolve as well. However, given the rapid the effects of globalisation, such societal values and nature of values and morals can be seen that they may have to be revised and discriminatory. Such is

1- International Affairs, Rules and Violence

ESSAY 30

The pen is mightier than the sword.
Do you agree?

"Before all else, be honest" wrote the brilliant Florentine politician and philosopher Niccolò Machiavelli, a man famed for his unflinching pragmatism and grasp of the darker truths of life. While a master of the written word, he also understood the brutal reality of physical weapons. The irony of Machiavelli's influential assertion is that it proved the power of the written word over while arguing for the supreme might of military capability. For the purpose of this essay, I shall interpret the 'pen' to refer to the written word and the 'sword' to denote military power - in accordance with what I consider to be the spirit of the original quote. The pen is mightier than the sword. While military armaments give more immediate and visible results in the use of technology, however, the power of the written word is, and always will be, more powerful than any force of arms.

Scipio's will argue that military muscle - whether in the form of swords, gun or fighter planes - can allow any authoritarian or totalitarian leader to dominate the masses and intimidate them into submission. Those who speak the language of violence may scoff at the power of the pen, for in modern-day equivalent, the book is often the only weapon of the oppressed, and the weapon of the oppressor. The issue of a book being easily crushed under the boot of physical weapons, noted the writer of words of dissent can be silenced with just a word or a bullet. A case in point is the burning of books by Mao Zedong during the Cultural Revolution. The pen seemed to be almost spent by the last line of the sword, and indeed many eminent writers were mercilessly dispatched.

However, we should remember that the pen often has profound influence over those who wield the sword. Mao himself, we must remember, was profoundly influenced by the writings of an intellectual - Karl Marx, the writer of The Communist Manifesto. It was a book which, for better or worse, took the world by storm and sparked revolutions from West to East. North to South - including the Communist Revolution in China which ended Mao's power. We should also recall that Mao used the power of the written word to control the people in the form of communist literature which was used to indoctrinate young and old in the political ideology he espoused. The anti-war literature of 1950s America also fomented fear protests and demonstrations against America's involvement in the Vietnam War, and drove the United States' U.S. government - who were ostensibly in control of the military - to withdraw from Vietnam in 1975. In a democracy, the will of those who control the military often bends to the will of the people, who are often swayed by the written word. Indeed, democracy itself was spread by the written word of majestic writers such as Thomas Jefferson. When it's said and done, the sword or the gun cannot kill anyone by itself. Every weapon requires human agency to become an instrument of death, and it is the pen which most influences human thought and behaviour as is the most elegant way to convey ideas.

Proponents of the primacy of the sword will contend that all the words and books in the world count for nothing if one's country is unable to defend itself against military invasion. Indeed, all the writers and books in Ireland seemed helpless and ineffectual in the face of German military might during World War Two, nor did Malaysian literature seem to count for much when the country confronted the

A-Level General Paper Model Essays

ESSAY 2

"Fashion is serious business," Diogenes.

When one thinks about high heels today, they are instantly linked to impracticality, with the stereotype of pretty women strutting about the streets, shopping and shopping. They give a general feel of superficiality and the constant need to update desirable appearances associated with femininity. Yet, many of us are unaware that high heels, in fashion, have a long history, served as added height for easier horseback riding in earlier years. In today's modern world, especially in affluent cities like London and Paris, there has been an increase in the number of fashionistas who own a pair of high heels. Hence, it is safe to say that fashion is undeniably associated with high price tags and branded models. However, the fact that fashion has been an integral part of our lives goes to show that it is indeed of value to mankind and that beyond the superficial appearance, it has shaped society and hence I believe that fashion is indeed a serious business - one worthy of our attention and praise.

Fashion is an important platform through which one expresses one's individuality. People from all over the world have been using fashion to make a statement. Lady Gaga, famous for her her fashion style has been embedded into her identity, has shown all possible types of outfits including a meat dress and a lion-paw dress. Through her wide variety of choice of outfits, she makes bold fashion statements that express her unique individuality. The rise of streetwear has also been especially prominent in recent years, capitalising on the unique styles of dressing, topped down to the absurdity of the street, and hence dislodging from the unchangeable perfection of catwalks. Individuals explore different and unique styles best suited to their preferences. Wearing bright prints together convey a bold statement of the self and is loaded with meaning and gives the individual a sense of personal touch. On the other hand, individuals who are unable to afford high-end fashion are picking up second-hand items and donated clothing that differentiate themselves from the norm. In exchange for the comfort they obtain through these clothing, in light of the aforementioned, it can be seen that fashion has indeed played a significant role in allowing oneself to express one's individuality in many different ways and hence can be concluded that fashion is serious business.

Another reason why fashion is serious business is because of how it can be used as a political tool and an indirect way for voicing one's opinion and stand on certain societal issues. With effect of the annual Pink Dot event to support the LGBT in the society, supporters of the campaign would don pink outfits on the day of the event to show their support for an inclusive society - one that promotes all types of love. Through this, individuals show that they are of the view that equal rights should be given to the involved individuals, hence appearing in pink outfits is a means of expressing their views. In the political sphere, white supremacists who appeared in white polo shirts and hula hula shirts at Charlottesville, expressed their belief that the whites are superior to people of other races and therefore should be dominant over them. As such, it can be seen that fashion is used as a political tool for individuals to express their views on certain political issues. Therefore, fashion is serious business as it can be used to create communities that support each other and give people the ability to state their political stand.

It can be argued, however, that for the society, fashion is often not a priority, especially in Asia where frugality is valued as seen from the term 'Asian values of thrift', or in poorer countries where people

ESSAY 3

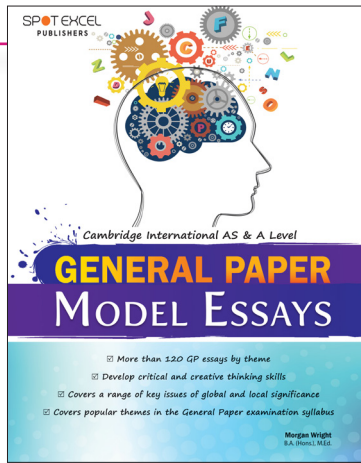
One of the worst things a migrant can hear is 'Go home'!

Those who are very welcoming of migrants are those who see it as a big sacrifice to be of his comfort zone to work in a foreign country to earn himself a handsome living for his own family. However, reality in today's globalised and competitive world is that many of them are seen to be bringing more potential harm than benefits. However, not necessarily the case and migrants do actually bring significant benefits to the country they migrate to. Personally, I believe that while about benefits for the country, they still have the potential to its and posing security dangers to the society. Hence, it is a justifiable country in today's world.

Those who are very welcoming of migrants are those who see it as a big sacrifice to be of his comfort zone to work in a foreign country to earn himself a handsome living for his own family. However, reality in today's globalised and competitive world is that many of them are seen to be bringing more potential harm than benefits. However, not necessarily the case and migrants do actually bring significant benefits to the country they migrate to. Personally, I believe that while about benefits for the country, they still have the potential to its and posing security dangers to the society. Hence, it is a justifiable country in today's world.

However, upon deeper analysis, it is reasonable to believe that not all migrants do not pose a threat to the host country. Some migrants do pose a threat to the host country, but it is not a threat to the society due to the many benefits reaped by a country that migrants bring. While it is perfectly possible behaviour on the migrant, on the other hand, it is not a threat to the society due to the many benefits reaped by a country that migrants bring. While it is perfectly possible behaviour on the migrant, on the other hand, it is not a threat to the society due to the many benefits reaped by a country that migrants bring.

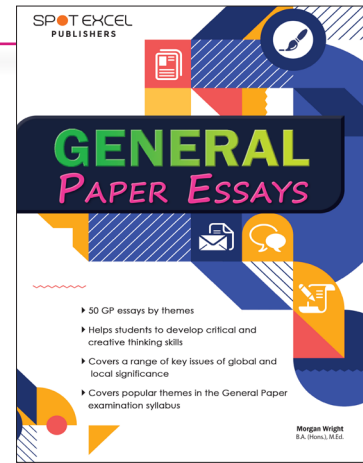
Furthermore, migrants can cause more prominent and obvious harm to a country, thus posing a threat. Many migrants do not see the importance of adapting to the host country's culture and behaviour.



ISBN: 9789811496219

This book aims to help students develop their ability to think critically and deliver their arguments and opinions in a clear and concise manner.

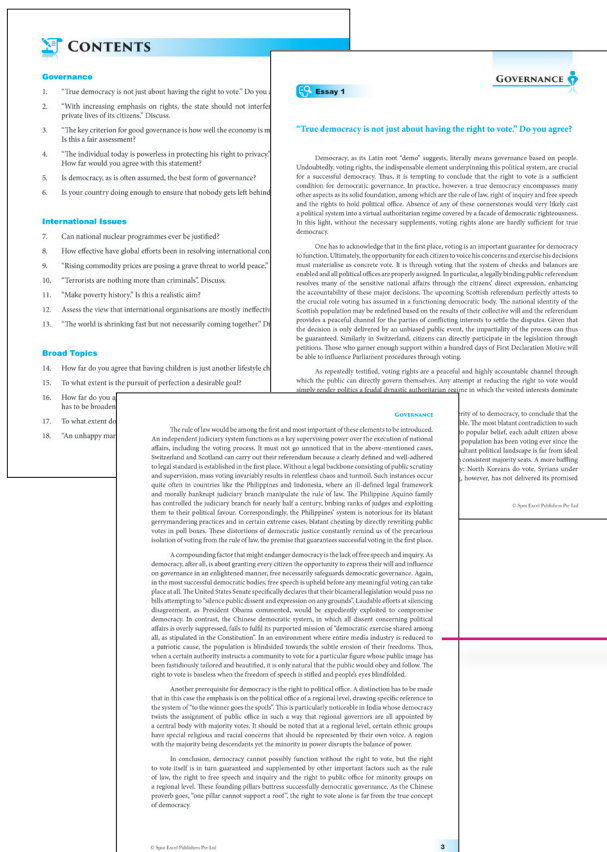
The model essays in this book cover a wide variety of topics and question types. Essays use both global and local examples that will help students develop a broad understanding on a range of subject matter. By reading these model essays, students can learn how to express understanding as well as develop critical and creative thinking through informed personal responses.



ISBN: 9789811805714

General Paper Essays contains 50 essays, covering topics of both global and local significance. The book is designed to help students develop critical thinking and creative thinking skills, and is structured according to the popular themes tested in the General Paper syllabus.

Students will learn how to write more effective and nuanced essays, while developing a deeper understanding of issues concerning them.

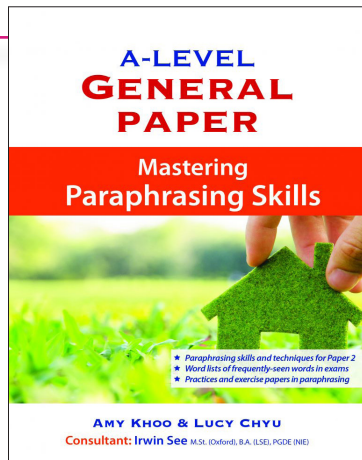


Comprehensive Topics

Model essays in these books cover an extensive range of topics on popular themes in the General Paper examination syllabus.



Mastering Paraphrasing Skills



ISBN: 9789811138904

Paraphrasing is a key skill for the General Paper as it allows students to express the same idea using a variety of different words and expressions. The Comprehension Paper (Paper 2) in the examination contains many questions that require students to be able to paraphrase accurately and concisely. Possessing a wide range of synonyms will also help students improve their language marks for the Essay Paper (Paper 1) as they are able to use different sentence forms to convey various ideas. This useful guide also includes word lists and paraphrasing practice questions (with answers) to help students improve their paraphrasing and writing skills.

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Key Skills and Techniques

This book focuses on five key paraphrasing skills, as well as other important paraphrasing techniques needed.

Tips and Examples

Tips and examples teach students how to arrive at the correct answers.

Table 1: Additional Techniques for the Summary Question in Paper 2

Tips for paraphrasing

A. Varying the sentence structure where possible

Normally, examiners give a provisional language mark (a total of 15 marks) based on the quality of the summary answer, and give the final mark after considering the language in the Application Question (AQ). Thus it is crucial to fully showcase your language proficiency in your summary answer so as to ensure that your language mark is in the high range. A good way to do so is to vary your sentence structure.

You can do this by changing the word form.

Example

Original text	Paraphrased version	Paraphrased version
There are issues of personal safety.	Option 1: There are problems of individual security [without change in word form]	Individual security is problematic.
	Option 2: Individual security is problematic. [with change in word form]	

We can see that both options have same elements. They are both acceptable because all the key terms are paraphrased correctly. However, for the summary question, Option 2 is preferred because it shows the word form and thus the sentence structure, adding value to the language mark.

Practice 1

Write down two forms of paraphrase for each sentence (a) without a change in the word form, and (b) with a change in the word form.

1. We all shared a common set of facts.

- (a) _____
(b) _____

Practice 1

Paraphrase the underlined words in each sentence.

- Placing segments of the manuscript...
- We also fear that they may bring problems to public attention.
- The 'right' which animal rights were over-zealously followed by...
- As we have developed in power and correspondingly developed and...
- But these actions are prompted by resources or to enrich our environment.
- Animals are inferior to us because...
- This is the intellectual case of human...

10 EXERCISE PAPERS

Exercise Paper 1

Section A

Select the best word(s) or phrase(s) to substitute the underlined words.

- Until about a century ago, the deep-ocean floor was completely inaccessible.
A. unapproachable
B. unobtainable
C. unobtainable
D. unobtainable
- Deep-ocean sediments provide a climatic record stretching back hundreds of millions of years, because they are largely isolated from the mechanical destruction and the intense chemical and biological activity that rapidly destroy much land-based evidence of past climates.
A. are well-protected
B. have land-based evidence
C. are in isolation
D. have a longer history
- To encourage more young people to join their game, some groups have started offering activities training programmes to give the growing number of dispirited young people an avenue to release their frustration and come together against marginalisation.
A. originality
B. principal
C. movement
D. reason

11 WORD LISTS

Word List 1 - Basic Words

Word	Synonyms
ability	capability / skill / talent
accept	receive / embrace
accessible	approachable / reachable / attainable
accurate	exact / correct
accustomed	habitual / usual / routine / familiar
act	take measures / behave / perform
admit	confess / acknowledge
advantage	edge / upper hand / benefit
advocate	champion / recommend / uphold
agree	concur / consent / decide on
alone	by oneself / on one's own / independently
ambitious	eager / zealous / ambitious
angry	resent / furious / outraged
appearance	looks / manifestation
approach	visit / respect / investigate / probe
argue	state towards / speak to
around the world	global / worldwide / global
ask	inquire / question / request / demand
attack	assault / criticize
attention	concentration / attention / notice / care
authority	government / expert / permission / power
avoid	keep away from / evade / prevent / refrain from
behave	conduct / expect / proceed / particularly pleasing
begin	start / commence
benefit	think / view
benefit	be advantageous / helpful / useful to
biased	prejudiced / partial / one-sided / discriminatory

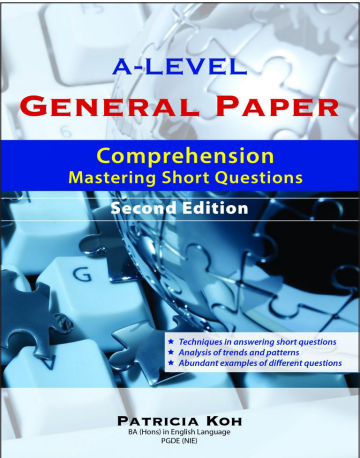
Practices and Exercises

Paraphrasing practices for each skill followed by exercises with suggested answers.

Word Lists

Equip students with necessary vocabulary to tackle paraphrasing questions.

Mastering Short Questions

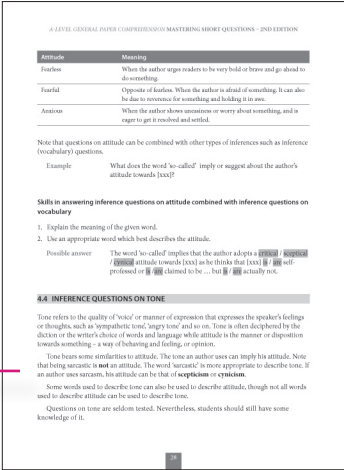


ISBN: 9789810977641

This book is written for students who need to understand what the General Paper Short Questions are about and require a comprehensive self-help guide to help them sort out and make sense of the different types of short questions. This book is written with the aim of helping students to conquer this section by providing comprehensive framework and skills in how to tackle the various types of short questions. The methods here have been tested and proven to work for many cohorts of students, helping them to do well for short questions, with a number scoring close to or even full marks for their school papers and examinations.

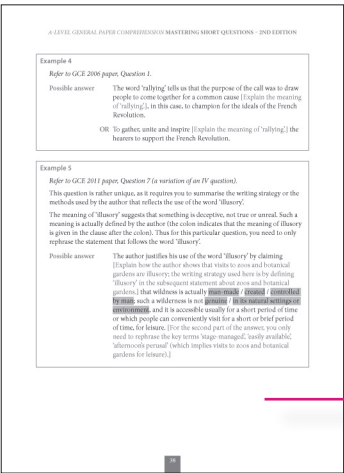
Detailed Explanations

Provide comprehensive framework and skills in how to tackle the various types of short questions.



Examples

Examples reference previous exam questions and guide students on how techniques can be applied.



Ten-Year Series Answer Book

GCE A-LEVEL
TEN-YEAR SERIES
ANSWER BOOK

GENERAL PAPER

Year 2008 to 2017

- Paper 1 Model Essays with Learning Points
- Paper 2 Complete Answers with Answering Techniques
- Sample Answers and Tips for Application Question (AQ)

IRWIN SEE
M.ST. (OXFORD), B.A. (LSE), PGDE (NE)

ISBN: 9789811165016

This Answer Book Includes 60 essays covering different General Paper topics and themes, with comments on style, structure and content to improve students' essay-writing and techniques for Paper 1. Students can refer to the essays as a guide to how they can tackle the questions.

Full Paper 2 answers (including Summary and Application Questions) are also given with useful answering skills and techniques to sharpen students' comprehension skills.

Answers 2015 Answers

Paper 1

QUESTIONS

- 1. This question requires an understanding of history and various situations between countries, although war may be the most common reason why a country could be engaged in conflict.
- 2. The definition of 'forgive' should also be analysed, as what counts as forgiveness for one party may not be for another.

SAMPLE ESSAY

Countries are often interacting with each other, whether for greater cooperation or in times of conflict. In the latter case, nations are uncooperative actions may sometimes occur, leading to pain and hurt for certain countries, and thus grudges etched in their national consciousness. Compared with another nation in the past however, now we are choosing to base their policies on pragmatism, choosing to forgive instead. Therefore, I believe that grudges mutual effects have both positive coupled with the help of regional platforms, it is very possible for one country to forgive another for its past actions.

Some may claim that the possibility of forgiveness between two countries for past animosity depends highly on the severity of the past incidents. While some actions can be compensated, others still haunt and affect the present lives of many people today, making reconciliation an unattainable concept for many. While governments do have the power to forgive the other, they are often enticed as it does not always reconcile well with their citizens, and hence efforts to make peace usually result in more hostility. For instance, in the Middle East, most of the Arab states still continue to impose economic sanctions towards Israel and follow the UNO's (Resolution 242, Resolution 194, No Peace, No Negotiations, No Recognition). As this action has gradually evolved with time, with religious fundamentalism adding on a new layer to this conflict, it is unlikely that the Arab states can forgive Israel without compromising on the Palestinian issue and a greater extent, their personal affront to Islam. Hence, whether countries can forgive each other is tightly linked to the severity of the action, which when linked to ethnic, religious, racial, can sometimes make it much harder to forgive and forget.

However, the actions of the aggressor in post-aggression situations also play a part in determining whether one country can successfully forgive another country. If the country remains unrepentant or has acted against itself, it makes it harder for the other party to forgive. For one to forgive the other, some actions must be forthcoming. As the saying goes, actions speak louder than words. If the aggressor nation only shows taken gestures while engaging in activities that demonstrate otherwise, it becomes difficult for the aggrieved nation to forgive. For instance, despite Japanese officials having made official apologies, were government officials still visit the Yasukuni Shrine that pays tribute to those who died during the

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LEARNING POINTS

This point serves as a reminder for students to be aware of the context of the essay.

This point serves as a reminder for students to be aware of the context of the essay.

Sample Essays

Paper 1 sample essays along with question analysis and learning points make it a better learning experience.

Summary Question

The Summary Question section is presented in a table format to guide students through the process of picking out relevant points and paraphrasing them.

A-Level Answer Book General Paper

9. The author sees the previous results as people replacing authentic relational bonds with artificial ones, leading to loneliness and isolation. He also points out the wide variety of those who are lonely people, and how not all are under-appreciated due to the proliferation of media which is produced for anyone with average ability. Finally, the existing and pervasive nature of the digital world makes us detached from reality.
- Answering technique: This is a paraphrase question that requires you to paraphrase all the details of the text of the revolution which the author lists in paragraph 8.

10. (No longer in current exam syllabus)

Summary Question

Relevant Points	Paraphrasing
Play can be reactive, is often related and random ...	Reactive activities that are neither stimulus, or goal-oriented
... we do for no reward other than itself ...	And is intrinsically enjoyable
... it is not necessary to our survival ...	Not essential for life
... and is something we choose to do when we are not at work ...	They are voluntary activities done in our free time
... others use their leisure in the stimulus pursuit of goals ...	However, some people use play to attain challenging aspirations as well
... children play is a vital element in their growth to maturity ...	Playing for children is crucial for their development
... they learn the nature of the world they live in ...	as they become accustomed to rules within society
... and how to relate to their peers ...	and how to interact with others
A rank order is soon established ...	Social stratification develops
not unlike the hierarchy ... essential for their success in the free for all of our society	which teaches them about thriving in the future
This organized, social form of play continues to be a major feature in the patterns of adults, either actively pursued ...	Sport is another form of play, either engaged for individuals
... or enjoyed in spectacle	or witnessed passively by people
Participants keep themselves fit ...	Sport boosts physical well-being
enjoy the satisfactions of developing particular skills ...	nurtures certain aptitudes
and achieving personal targets ...	accomplishes individual objectives
and experience the stimulus of competition ... sense of order and completion which is rules and time limits imposed ... works the endless and arbitrary flow of events in our everyday lives	provides the thrill of outdoing one another

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Application Question

The Application Question answers are provided as a useful reference, but students should also feel free to consider other relevant issues not highlighted in the passages.

A-Level Answer Book General Paper

12. Sample Answer for Application Question

Sample generally welcomes the Internet for its potential as a tool for disseminating information, but also notes about its possible effects on individuals and society. I agree with most of her observations, although I believe that they do not apply to a large extent to my own society, Singapore.

Singapore believes that one potential benefit of the advent of the Internet is the possibility for 'active participation and collaboration with others' (line 12), which is highly applicable in the case of my society. In Singapore, the Internet is widely used, and is increasingly used as a platform for individuals from different walks of life to meet each other, discuss ideas and work together. For example, online Facebook groups and platforms such as 'Venture.com' and 'yabber' have become a powerful way for people with similar interests to meet each other. First online, then in real life. People who join these groups often find themselves meeting people who they can then later work or socialize with. At the same time, online discussions have become the norm, as everyone who is behind a keyboard can comment and participate actively in civic discourse. Increased civic participation in discussion about important issues is definitely a positive development in Singapore, where equity used to be more prevalent.

However, Singlight also cautions that the use of the Internet caters to qualities such as 'transcendence' (line 61), which is undesirable. This may also be observed in Singapore, where the use of platforms such as Instagram has led to the proliferation of selfie and 'OOTD' (Outfit of the Day) photos which may lead to narcissism and exhibitionism as observed by Singlight. The sheer implication of such behavior is the increasing emphasis on appearance, as people strive to make their life picture perfect - literally.

Singlight also argues that the Internet is creating 'a generation who don't learn from their mistakes, who click from source to source without real enquiry or the need to understand the context or credibility of knowledge' (lines 42-43), which I feel is a handy generalization. While it is true that people may not read whatever they see on their Facebook pages and prefer reading online articles as opposed to books, I believe that there has simply been a shift in how information is processed. There is a multitude of information on the Internet, which should be seen as an asset, rather than a distraction. The reading of short, concise articles also serves as a paraphrase for deeper engagement, rather than superficial skimming as deemed by Singlight.

In conclusion, rather than the increased ego-centric behavior observed in my society, I believe that the Internet can potentially bring more benefits than harm to the new generation of Singaporeans for participation as well as information consumption.

LEARNING POINTS

There is a distinction between general and applicable to Singapore context.

Examine the passage and apply the concept to Singapore.

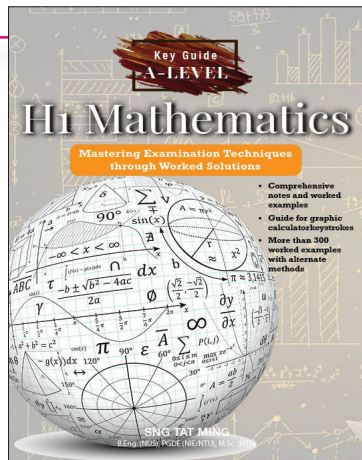
Further evaluation of possible implications is done.

There can be agreement on the phenomenon observed, but individual analysis is positive or negative analysis for Singaporeans.

A good benefit analysis is done to emphasize the benefits of the Internet.

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H1 Mathematics



ISBN: 9789811188763

This key guide book for H1 Mathematics provides a great way for students to engage in independent learning. With comprehensive notes and more than 350 worked examples, students will be able to get a better understanding of each concept and method. Examination-styled practice questions based on the latest syllabus prepares students for their upcoming examinations. Fully worked solutions and alternative methods are provided to gauge the progress of students' learning.

Syllabus Outcomes

Clearly defined outcomes for each unit to guide students' learning.

1 GRAPHING TECHNIQUES

SYLLABUS OUTCOMES

- To understand the concept of function as a rule or relationship where for every input there is only one output.
- To use the function notation such as $f(x) = x^2 + 5$.
- To use a graphic calculator to graph a given function.
- To understand the characteristics of graphs such as symmetry, intersections with the axes, turning points and asymptotes (horizontal and vertical).
- To select the appropriate 'window' of a GC that would display the critical features of the functions when sketching graphs.

1. Basic Functions and their Graphs

A function is a rule or relationship where for every input there is only one output. An example of a function is $f(x) = x^2 + 5$. Now let $y = f(x) = x^2 + 5$. We can see that for every value of x , there is only one value of y .

To graph a function, the calculator has to be in **FUNCTION** Graphing Mode.

Press **MODE** to go to the Mode Menu.

Make sure that the **FUNCTION** is highlighted. If not, press **◀** to select **FUNCTION** and press **ENTER**.

To go back to the Home Screen, press **2ND** or **QUIT** or **QUIT** to quit.

Linear Function: $f(x) = mx + c$
m: gradient, c: y-intercept



Quadratic Function: $f(x) = ax^2 + bx + c$, $a \neq 0$

For $a > 0$, the curve has a minimum point; for $a < 0$ the curve has a maximum point.

Note that a quadratic function can also be written in the form:

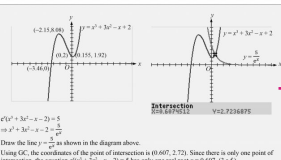
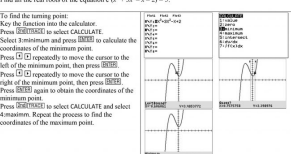
1. $y = k(x - p)^2 + q$, where (p, q) is the turning point.

2. $y = k(x - r)(x - s)$, where $x = r$ and $x = s$ are the x-intercepts.

Worked Examples

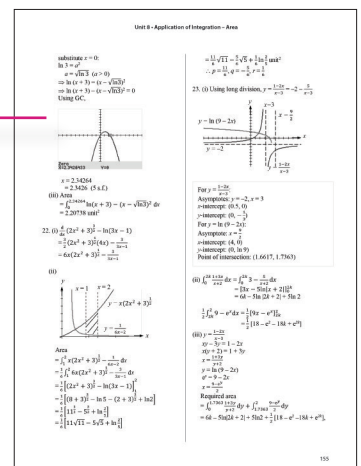
More than 300 worked examples so that students can learn how to apply techniques.

Example 2
Sketch the graph of $y = x^2 + 3x^2 - x - 2$, stating the coordinates of the axes intercepts and the turning points.
Find all the real roots of the equation $x^2 + 3x^2 - x - 2 = 0$.

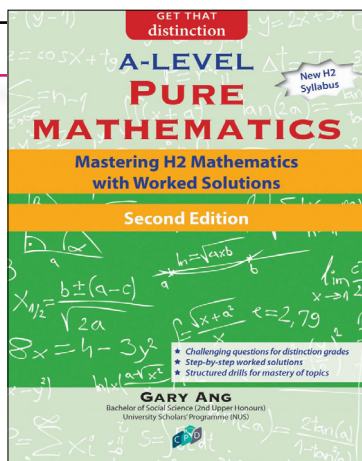


Answer Key

Worked solutions to questions are provided for self-checking. Alternative methods are included as well.



H2 Mathematics



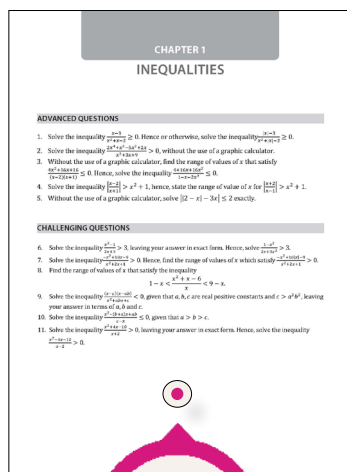
This book is specially designed for students who want to test their mathematical skills at a higher level. Though the Advanced Questions here are of a slightly higher standard than those in the A-Level examinations, students should be able to solve them. The Challenging Questions are designed to push the student's limits, though the skills needed to solve them are within the student's scope of knowledge. Detailed worked solutions enable students to learn from their mistakes and at the same time coach themselves on certain concepts.

A-Level Pure Mathematics Mastering H2 Mathematics with Worked Solutions (Second Edition)

ISBN: 9789811116902

This Second Edition addresses the new H2 Mathematics syllabus where more emphasis is placed on the application of mathematics in real-world contexts. Such questions can be found in this book in topics like Arithmetic Progression (AP) and Geometric Progression (GP), and applications of differentiation and differential equations.

Questions in this book also include solving real-world financial problems using AP/GP and carbon dating using differential equations. It is hoped that through exposure to these problems, students can have a better appreciation of the mathematics that they are learning.

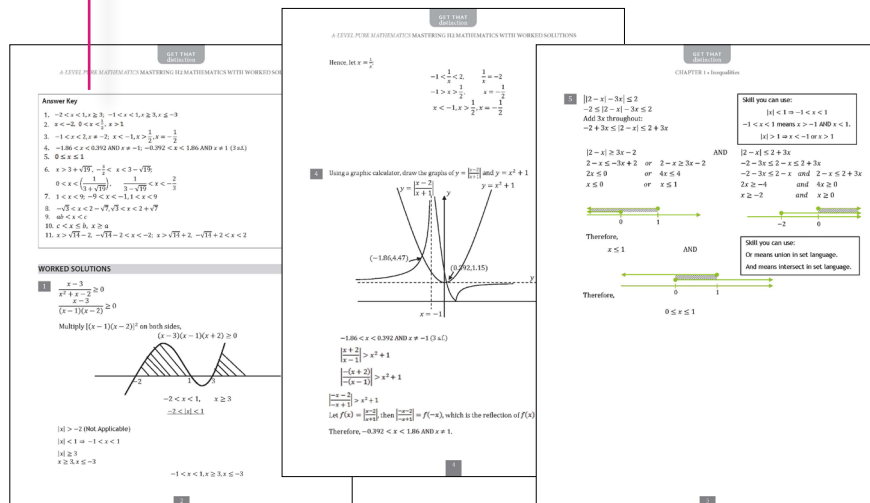


Advanced & Challenging Questions

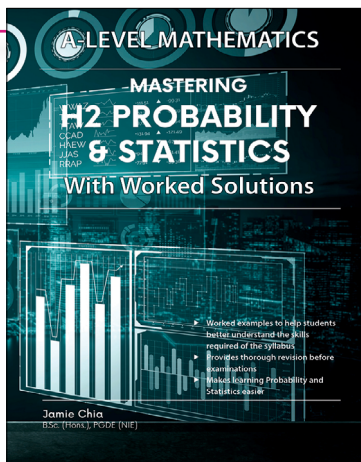
Two levels of questions per chapter for students to challenge themselves.

Answers & Solutions

Answers and worked solutions are provided separately for students to have a quick check on the final answer before looking at the solutions. Additional notes and tips are also included in the solutions for greater understanding.



A-Level: Mathematics



A-Level Mathematics Mastering Probability & Statistics with Worked Solutions

ISBN: 9789814996662

Following the Probability and Statistics topic of the GCE A-Level Mathematics Higher 2 syllabus, this book offers additional practices for students. The materials contain worked examples to help students better understand the skills required of the syllabus and provides thorough revision before examinations.

Permutations and Combinations

8. Lily has four identical star shaped ornaments and six identical heart shaped ornaments.

(a) Find the number of ways in which Amy can arrange the ten ornaments in a line.

(b) Find the number of ways in which Lily can arrange the ten ornaments in a line such that exactly five heart shaped ornaments are next to each other.

(c) Lily then decides to arrange the ten ornaments in a circular manner. Find the number of ways in which all ornaments of the same colour are next to each other.

9. A group of eight people consists of one pair of sisters, Amy and Betty, and six others. The group stands in a queue in random order.

(a) Find the number of ways of arranging if either Amy is first or Betty is last (or both).

(b) Find the number of ways of arranging if the sisters are sit together.

(c) Find the number of ways of arranging if the sisters are directly opposite each other.

10. Three families comprising of six adults and three children go on an outing to a theme park.

(a) There are a total of 15 amusement rides in the theme park. A child insists on trying out at least 2 of the 15 amusement rides. Calculate the number of ways in which this can be done.

(b) One of the highlights in the theme park is the "Mummy Surprise" rollercoaster ride, where the passengers are seated in a passenger car with seats arranged in 3 rows and 3 columns in the diagram.

(i) Calculate the number of ways in which the three families can be seated if there are no restrictions.

(ii) Tom, the youngest child in the group, is fearful of the ride and insists on sitting next to his mother before he agrees to get onto the passenger car. Calculate the number of ways in which this can be done.

(c) The three families proceed to the restaurant for lunch. They are allocated a circular table with 9 seats. Calculate the number of possible seating arrangements for the group if none of the children sit together.

(d) The letters of the word STATISTICS can be arranged

(i) all the consonants (T, S) are not all together.

(ii) all the vowels (A, I) cannot be next to one another.

(c) How many ways can 3 letters be selected from the letters of the word STATISTICS

Mastering H2 Probability & Statistics with Worked Solutions

Recent arrangements of the twelve letters of the word STATISTICS which the consonants and vowels alternates.

scary password is to be designed using the above letters.

subtle passwords that can be formed when more than 3 letters and repetition of letters is not allowed.

if arranging the letters of the word STATISTICS

der are both A, and the 2Ms are together but the 2Ts must be separated.

to arrange six married couples if each at least one man not standing next to his wife, with exactly five men standing next to their wives.

ways to arrange the twelve letters of the word PERSEVERANCE

such that the vowels are placed adjacent to one another.

if at random from the twelve letters of the word STATISTICS, the code word can contain at most two letters of the word.

4 adults and 3 children goes for dinner at a Japanese restaurant. 4 of adjacent seats in front of the Sushi Conveyor belt, suitable seating arrangements if all the 3 children will sit together.

4 seats for dessert after dinner and they sit at a round table, suitable seating arrangements if at most two children can be seated together.

in which the letters of the word STATISTICS can be arranged

(i) all the consonants (T, S) are not all together.

(ii) all the vowels (A, I) cannot be next to one another.

(c) How many ways can 3 letters be selected from the letters of the word STATISTICS

Answers & Solutions

Answers and worked solutions are provided for students to check their answers and to learn from their mistakes.

Advanced & Challenging Questions

A variety of challenging questions for students to test their understanding of key concepts.

Permutations and Combinations

Worked Solutions

1. (a) No. of ways without restriction = $\frac{10!}{2! \times 2! \times 2!} = 453\,600$ ways

(b) No. of ways = $453\,600 - 7! = 448\,560$ ways

(c) No. of ways = $\frac{10!}{2! \times 2! \times 2!} = 453\,600$ ways

(d) Case #01 (Letter I is not between the 2 Ds) = $4C1 \times 2! \times \frac{8!}{2! \times 2!} = 20\,160$ ways

Case #02 (One letter I is between the 2 Ds) = $2! \times 7! = 10\,080$ ways

No. of ways = $10\,080 + 20\,160 = 30\,240$ ways

2. (a) No. of ways = $12C9 \times 9! = 79\,833\,600$ ways

(b) No. of ways = $3! \times 4! \times 2! \times \frac{8!}{2!} = 34\,560$ ways

(c) No. of ways = $79\,833\,600 - 2! \times 11C8 \times 8! = 66\,528\,000$ ways

OR = $79\,833\,600 - 2! \times \frac{11!}{3!} = 66\,528\,000$ ways

(d) No. of ways = $3C1 \times 4C1 \times 2! \times \frac{10!}{2!} = 14\,515\,200$ ways

3. (a) No. of ways = $9! \times 10C3 \times 3! = 261\,273\,600$ ways

(b) (i) No. of ways = $(6-1)! \times (2!)^2 = 7680$ ways

(ii) No. of ways = $(2-1)! \times 6! \times 6! = 518\,400$ ways

(iii) No. of ways = $(6-1)! \times 6! = 86\,400$ ways

(iv) No. of ways = $86\,400 \times 12 = 1\,036\,800$ ways

4. (a) Case #01 (4 same colour) = $3C1 = 3$

Case #02 (3 same colour) = $3C1 = 3$

Case #03 (2 same colour, other 2 different colour) = $4C1 \times 3C2 = 6$

Case #04 (2 same colour, another 2 of another same colour) = $4C1 = 4$

Case #05 (all different) = $4C1 = 1$

No. of ways = $3 + 3 + 12 + 6 + 1 = 25$

A-Level Mathematics: Mastering H2 Probability & Statistics with Worked Solutions

5. No. of possible adjacent paired lots = $(7-1) + (5-1) = 10$ ways

(a) No. of ways = $12! - 10C1 \times 2! \times 10! = 468\,425\,600$ ways

(b) No. of ways = $52! - 4C2 \times 2! \times 10! \times 4! = 43\,545\,600$ ways

(c) No. of ways = $10C2 \times 2! \times 2! \times 12! \times (12-4)! = 14\,515\,200$ ways

(d) No. of ways = $12C10 \times 10! = 239\,500\,800$

OR = $\frac{12!}{2!} = 239\,500\,800$

6. (a) No. of ways = $26! \times 10! = 676\,000$ ways

(b) No. of ways = $52! \times 5! = 338\,000$

(c) No. of ways = $52 \times 50 \times 10 \times 9 \times 8 = 1\,872\,000$ ways

(d) No. of ways = $26C1 \times 3 \times 2! \times 10C1 \times 9 \times \frac{21!}{2!} = 42\,120$ ways

7. (a) No. of ways = $\frac{9!}{2!} = 60\,480$ ways

(b) No. of ways = $6! \times 3! = 4320$ ways

(c) No. of ways = $(3-1)! \times 6! = 1440$ ways

OR = $3! \times 6! \times 3 = 1440$ ways

(d) No. of ways = $(2C1)^2 \times (2!)^2 \times 3! \times 3! = 2304$ ways

8. (a) No. of ways = $\frac{10!}{4! \times 6!} = 210$ ways

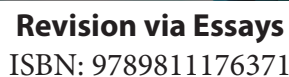
(b) In order to have exactly 5 heart shaped ornaments next to each other, the remaining single heart must be separated from the group of 5 hearts.

No. of ways to slot the group of 5 hearts and the single heart into separate slots = $5C2 \times 2!$

Required number of ways = $4! \times 6C5 \times 5! \times 5C2 \times 2! = 345\,600$

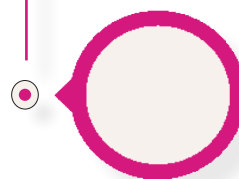
(c) 2 Red, 2 Green, 2 Yellow, 2 Purple, 1 Black and 1 White

No. of ways = $(6-1)! \times 2! = 1920$

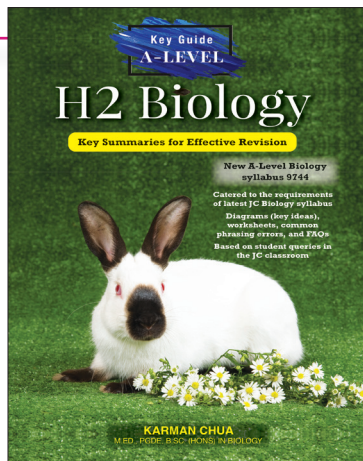


More than 100 biology essays that cover all the topics needed for the national examinations.

Key terms for scoring are highlighted at the start of each essay.



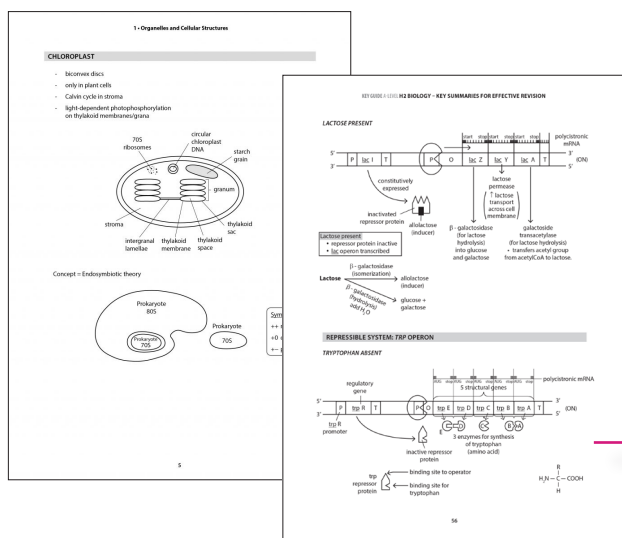
Key revision points and teacher's comments are shown so that students can improve their answer structure.



Key Summaries for Effective Revision

ISBN: 9789811180385

This book is the product of an accumulation of ten years' worth of on-the-ground teaching experience in JC H2 Biology classrooms. It caters to the requirements of the latest JC Biology syllabus 9744. The book features diagrams (as key ideas), worksheets, and common phrasing errors in answering questions. The FAQs enclosed are based on student queries and feedback in the JC classroom.

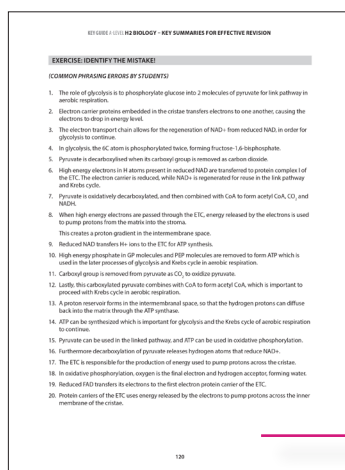


Diagrams

Key ideas of each topic are presented in a clear and summarised manner with diagrams for easy reading and quick referencing.

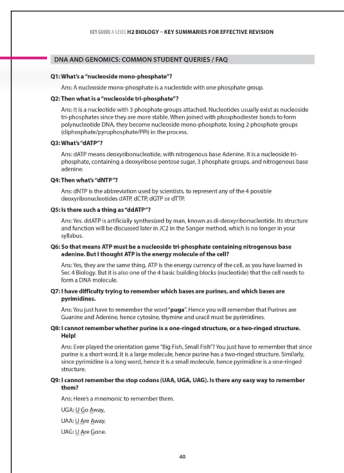
Common Student Queries

Answers to common student queries are provided for additional information and better understanding of key ideas taught.

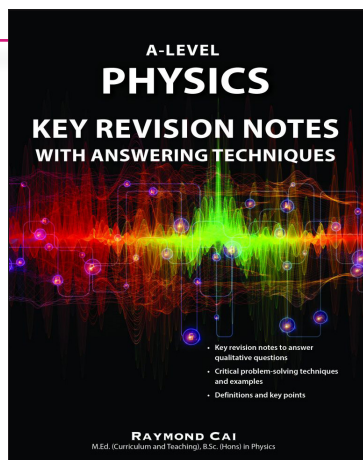


Exercises

Exercises such as identifying common phrasing errors are included to reinforce concepts learnt.



Physics



Key Revision Notes with Answering Techniques
ISBN: 9789811427299

This book is specially designed for students who want to grasp the essence of each topic in the A-Level H2 Physics syllabus as well as gain exposure to common qualitative questions, a component where many students stumble.

In the examination, students are required to recall and apply key definitions and formulas. This book serves as a quick reference guide in attempting practice questions as well as a handy revision prior to a test or a quiz. Critical problem-solving techniques are illustrated through worked examples to help students understand how the formulas can be applied, while sample qualitative questions are compiled to help students pick up the key words that examiners look out for.

CRITICAL PROBLEM-SOLVING TECHNIQUES

Key formulae

1. Spring force, $F = kx$
2. Upthrust, $U = \rho_{\text{fluid}} V_{\text{displaced}} g$
(vector, unit N)
Upthrust is numerically equal to the weight of fluid displaced.
3. Pressure of a column of fluid, $P = h\rho g$
(scalar, unit Pa), where h is the depth below the fluid surface, ρ is the density of the fluid, and g is acceleration due to gravity.
4. Torque of a couple = $2 \times d \times \text{force}$, where d is the perpendicular distance between the lines of action of the forces.

Example 1
A 1.0 kg mass is attached to a spring balance of spring constant 100 N m^{-1} . The mass with spring balance is then hung inside an elevator. Find the extension of the spring when
(a) the lift is stationary
(b) the lift is accelerating upwards at 1 m s^{-2} .

Solution
(a) Since acceleration = 0, $h = mg = 0$
 $100x = 10 \times 9.81 \Rightarrow x = 0.098 \text{ m}$
(b) Since acceleration is upwards, $h = mg = 10 \times 9.81 - 10 \times 1 = 88.1 \text{ N}$
 $100x = 88.1 \Rightarrow x = 0.881 \text{ m}$

Key Formulas

Key formulas of each topic are listed.

Examples

Carefully selected questions used as examples help students see beyond the formulas.

Expressing and finding derived uncertainty

- For addition and subtraction, e.g. $T = m \pm n$, where m and n are constants, derived **absolute uncertainty** $\Delta T = \Delta m \pm \Delta n$.
- For product and division, e.g. $T = k \frac{a^p b^q}{c^r}$, where k , a , b and c are constants, derived **fractional uncertainty** $\frac{\Delta T}{T} = \frac{\Delta k}{k} + p \frac{\Delta a}{a} + q \frac{\Delta b}{b} + r \frac{\Delta c}{c}$.
- Uncertainty is expressed in the form of $A \pm \Delta A$, where ΔA is the uncertainty expressed to 1 s.f. and A is the measurement expressed to same number of d.p. as the uncertainty.

Example 2
The fall of a small metal sphere is timed. The following data are obtained for the time t taken for the sphere to fall a vertical distance s from rest.
 $s = 1.13 \pm 0.01 \text{ m}$
 $t = 0.220 \pm 0.005 \text{ s}$

- Using these data, determine
 - the acceleration of free fall, g , to three significant figures.
 - the actual uncertainty in the value of g .
- Hence give a statement of g , with its uncertainty, to an appropriate number of significant figures.
- Suggest two reasons why the value of t may not be accurate although it is precise.

Solution

- Making g the subject of the formula $s = \frac{1}{2}gt^2$,
 $g = \frac{2s}{t^2} = \frac{2 \times 1.13}{(0.220)^2} = 9.837 \approx 9.84 \text{ m s}^{-2}$ (3 s.f.)
 - $\frac{\Delta g}{g} = \frac{\Delta s}{s} + 2 \frac{\Delta t}{t}$
 $\Delta g = 9.837 \left(\frac{0.01}{1.13} + 2 \times \frac{0.005}{0.220} \right) = 0.3 \text{ m s}^{-2}$ (1 s.f.)
- $g = 9.8 \pm 0.3 \text{ m s}^{-2}$
- The time may be smaller than actual value due to air resistance.
 - Incorrect calibration of the timer can result in the timer running faster. So measured time is larger than actual time.

Tips
Remember to make the quantity for which the uncertainty is to be derived the subject of the formula.
For fractional uncertainty, there is no need to change to SI units.
Note: Uncertainty is to 1 s.f., and value of g is same d.p.

TACKLING QUALITATIVE QUESTIONS

When each blank needs a suitable key word or term from the box below, list all key words used to be used. Some may be used more than once.

base	derived	physical quantities	physical units	random
systematic	scatter	deviation	near direction	both directions
true	mean			

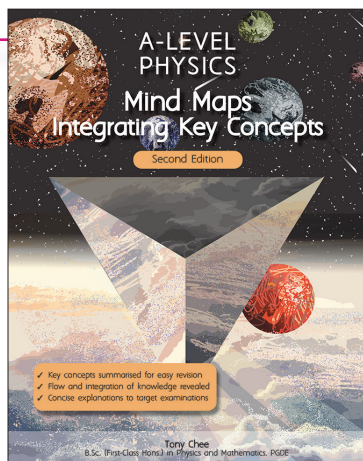
1. Explain why the unit of force is said to be a derived unit.
Signpost error
The unit of force, Newton (N), can be derived from the equation $\text{Force} = \text{mass} \times \text{acceleration}$, and can be expressed as the product and quotient of _____ units as kg m s^{-2} .
2. Explain why it is technically incorrect to define power as work done per second.
Signpost error
The second is the unit for the physical quantity of time. Power is a physical quantity and should be defined in terms of other _____. In this case, power should be defined as work done per unit time.
3. Give 2 reasons why, while a physically correct equation must be homogeneous, a homogeneous equation need not be physically correct.
There are two possible reasons:
(a) The value of the _____ may be incorrect.
(b) There may be missing or extra terms that have the same _____.
4. A student uses vernier calipers to measure the inner diameter of a beaker. He fails to notice that, when the calipers are fully closed, the reading is not zero.
(a) Explain whether this will introduce a systematic or random error into the readings of the diameter.
(b) Explain why the readings are precise.
Signpost error
(a) It will introduce a _____ error, as due to the zero error, there will be a _____ of the readings about the true value.
(b) The readings are precise because vernier calipers give readings that have a small _____ about the _____ value.

Qualitative Questions

Sample qualitative questions have key words intentionally left out so that students pay attention to the key words and ideas, which will come in handy during examinations.

Tips

Learning points, notes and tips help ensure students remember the steps and formulas.



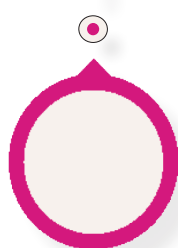
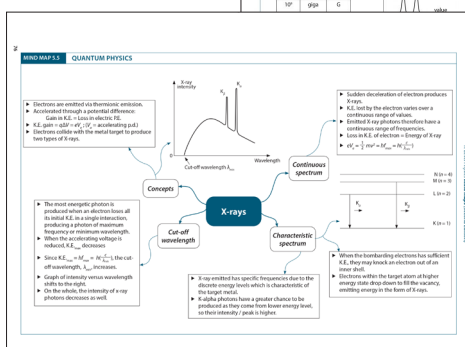
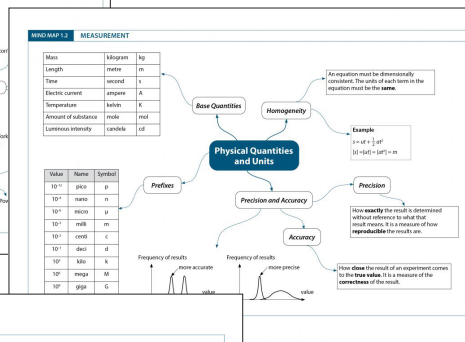
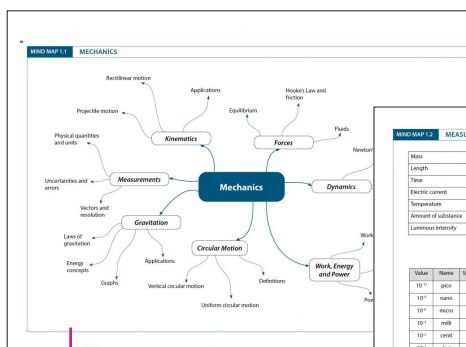
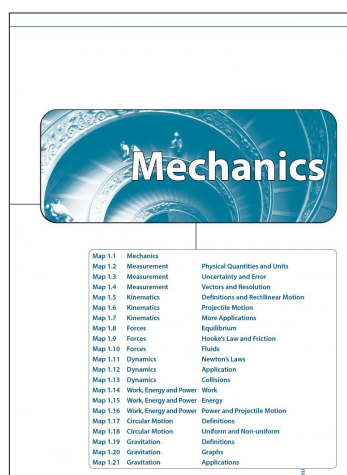
Mind Maps Integrating Key Concepts

ISBN: 9789811447402

A-Level Physics Mind Maps is written for students who are taking the GCE A-Level Physics examinations. In this Second Edition, various changes according to the latest syllabus modifications as well as improvements to existing content have been made to ensure that the mind maps continue to enhance the learning of physics concepts.

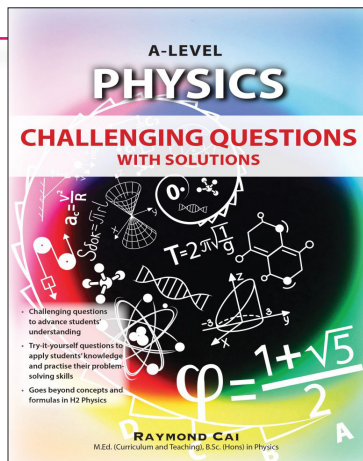
The contents are arranged in order of topic and laid out according to the Cambridge syllabus. The contents have been organised into concise notes to facilitate quick and easy revision for students. Each topic is then further divided into smaller sub-topics from which the main concepts are distilled. It is around these main concepts that the mind maps are built upon.

Students can use the contents of this book to systemise and compartmentalise their understanding of each topic. In each mind map, the flow of the thought processes from one concept to another is shown by arrow connectors. With these connectors, the links between concepts and how they integrate to form the larger ideas of each topic should become clearer.



Topical Mind Maps

Mind maps are created and arranged by topic. Within each topic mind maps are further divided by key concepts.

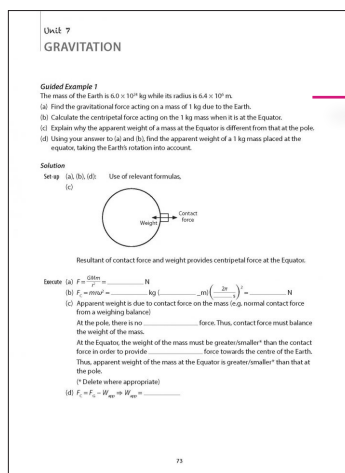


Challenging Questions with Solutions

ISBN: 9789811427282

This book is specially designed for students who want to go beyond the concepts and formulas in each topic of the new 2017 A-Level H2 Physics syllabus. In examinations, students are required to show understanding of and apply key concepts to often novel and challenging scenarios.

This book serves as a compendium of selected challenging questions to advance students' understanding. Key concepts are illustrated through worked examples, while try-it-yourself questions give students the chance to apply their knowledge and practice problem solving skills. Each topic ends off with a spot-the-mistake exercise to help students identify common errors and misconceptions.



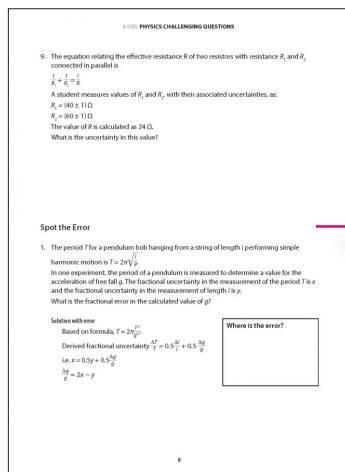
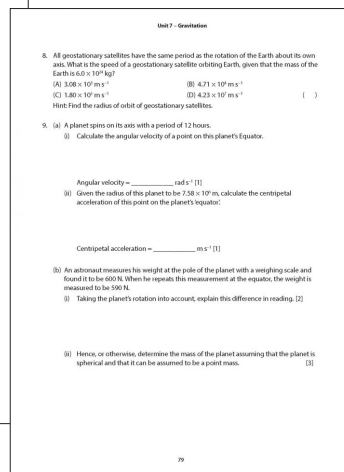
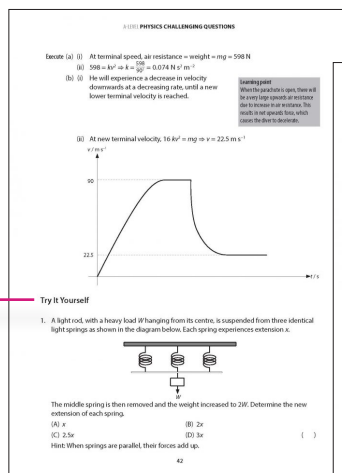
Guided Examples

Solutions in guided examples are interactive so students can be involved in the solving process and learn more efficiently.



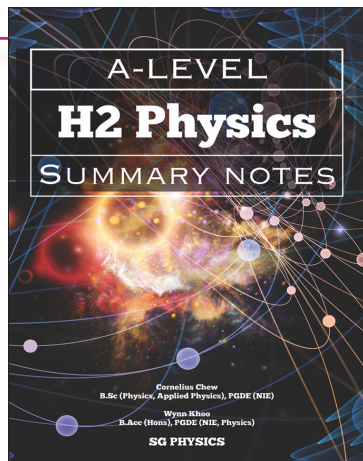
Try it Yourself

Selected challenging MCQs and structured questions are included, with hints provided.



Spot the Error

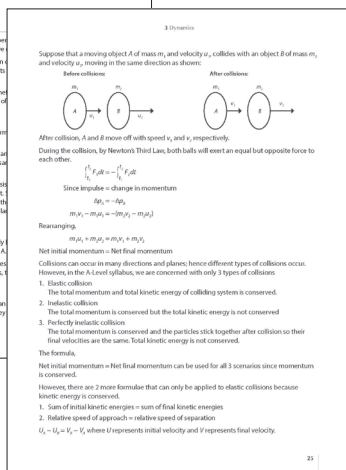
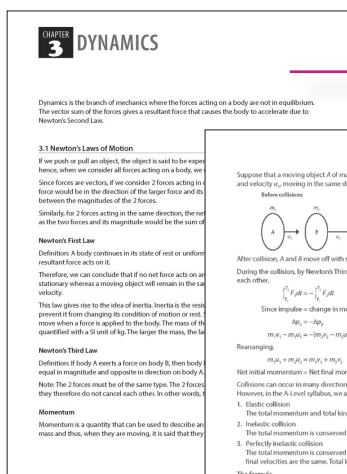
Spot the Error sections allow students to identify mistakes and be more aware of similar mistakes in their own answers.



Summary Notes
ISBN: 9789811460548

This revision guidebook is written specially to help students comprehend the main concepts in the new A-Level H2 Physics syllabus better. The chapters are well organised in a systematic way to help students study independently and revise in an effective way.

The book begins with an introductory chapter on physical quantities and measurements and follows the sequence of the MOE-approved textbook closely. Each chapter consists of simple and easy to remember explanations of key Physics concepts using the appropriate technical jargon required to score full credit in the examinations.

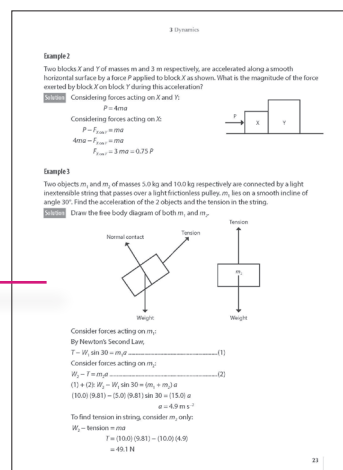


Key Concepts

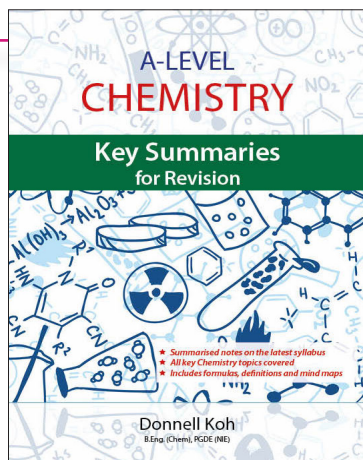
Detailed explanations of each key concept, with definitions, formulas and example scenarios.

Worked Examples

Each concept is further explained with worked examples to emphasise how to apply the concepts learnt.



Chemistry



Key Summaries for Revision
ISBN: 9789811102059

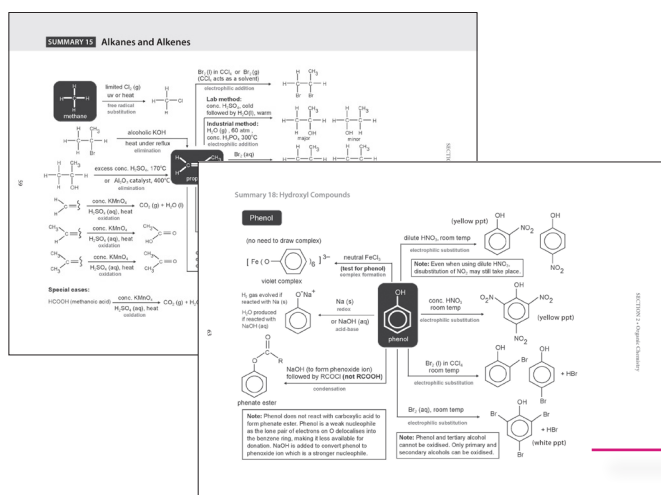
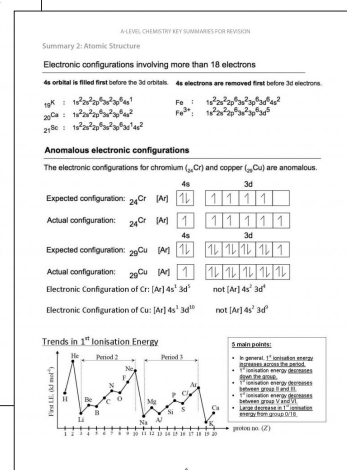
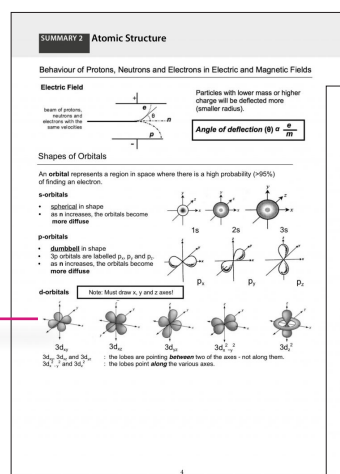
A-Level Chemistry is a content heavy subject. Students may feel overwhelmed with the vast amount of information that they need to process. This book aims to help students understand the key concepts of Chemistry easily by extracting the key concepts required for each topic.

Key features include:

- Summarised notes for all key Chemistry topics based on the latest revised syllabus.
- Complete list of definitions and key formulas in each Physical Chemistry topic for quick reference.
- Comprehensive Organic Chemistry mind maps and summaries for easy learning.
- Key summaries in Inorganic Chemistry presented in point form for easy memorisation.

Detailed Diagrams

This book contains numerous detailed diagrams to aid students in their revision.



Mind Maps

Mind maps are used to summarise key points, which provide a visual stimulus for quick referencing and more effective revision.

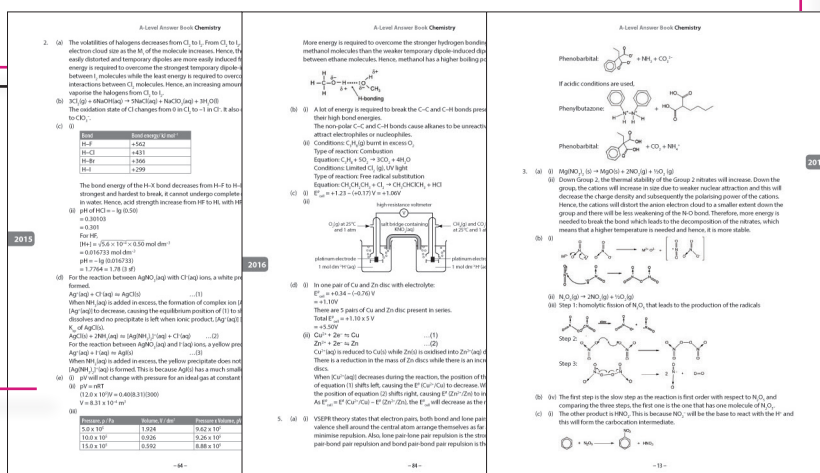


Practising using real A-Level questions also familiarises students with the way these papers are set. While this year's paper will no doubt be different from that of last year's, it does not hurt to see and feel the general standard of the A-Level paper.

This Answer Book is designed to show students effective answering techniques so they can use them to their benefit when they take their A-Level Chemistry examination.

Comprehensive Answers

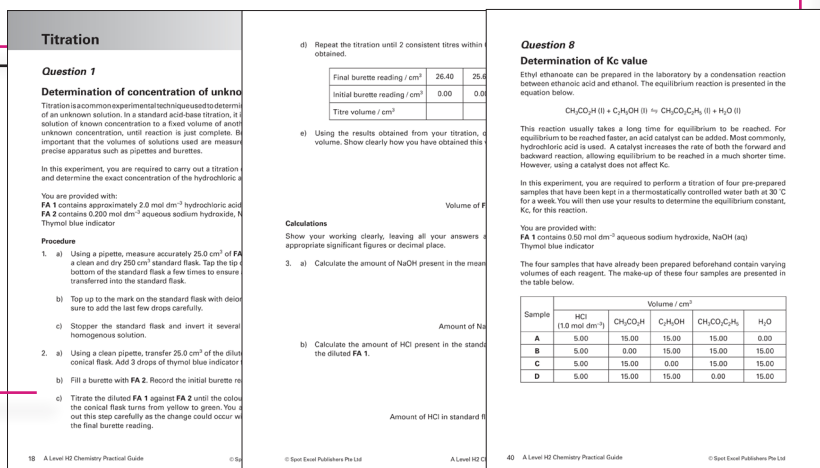
Answers are supported by diagrams and graphs so that students can do self-revision.

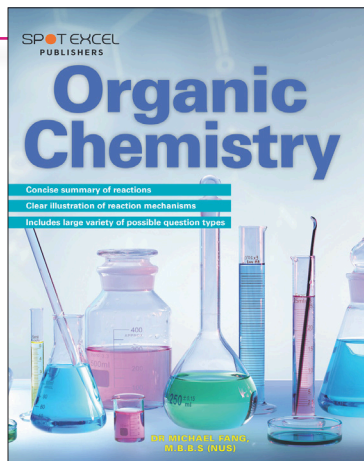


Written according to the current A-Level syllabus, this book touches on the major chemistry topics including stoichiometry, kinetics, energetics, organic and inorganic synthesis, etc. Using as many question types as possible, these questions are meant to give students an insight to the variety and range of possible questions. Experimental procedures have also been written with great care and exposes students to as many different experimental approaches as possible. This will be a useful framework to scaffold students' learning for the planning component of chemistry practicals.

Comprehensive Questions

Questions cover a wide range of question types so that students are equipped to answer questions for any skills that may be thrown their way during examinations.





Organic Chemistry

ISBN: 9789811407987

Being a content heavy topic, studying organic chemistry becomes easier only when the content is concise and arranged neatly. This book gives a broad but in-depth overview of the important concepts, reactions and mechanisms that are crucial in mastering organic chemistry. Countless numbers of reactions have been organised neatly for easier studying. Questions have been crafted to expose students to as many question types as possible.

Cycloalkanes can also exhibit geometric isomerism.

Note: Cycloalkanes with more than 8 carbon atoms do not exhibit geometric isomerism. They only exist as cis isomers as the trans would result in severe angle strain.

Other geometric isomerism structures:

Chemical Properties

1. Acid reactions

Since hydroxy compounds are acidic, they exhibit acidic properties and are able to react with bases and metals like other acids.

Reagent: Na (s)

E.g. alcohol: $\text{CH}_3\text{CH}_2\text{OH} + \text{Na} \rightarrow \text{CH}_3\text{CH}_2\text{O}^-\text{Na}^+ + \frac{1}{2}\text{H}_2$
 E.g. phenol: $\text{C}_6\text{H}_5\text{OH} + \text{Na} \rightarrow \text{C}_6\text{H}_5\text{O}^-\text{Na}^+ + \frac{1}{2}\text{H}_2$

Observations: slow effervescence of H_2 observed for alcohols / rapid effervescence observed for phenols

Reagent: NaOH (aq)

Alcohols however, are not strong enough acids to react with bases. They are only able to react with metals. Phenols, as stronger acids, are able to react with both metals and bases.

E.g. phenol: $\text{C}_6\text{H}_5\text{OH} + \text{NaOH} \rightarrow \text{C}_6\text{H}_5\text{O}^-\text{Na}^+ + \text{H}_2\text{O}$

Observations: cloudy mixture dissolves to form a colourless, homogenous solution

2. Reactions with hydroxy compounds

Alkene $\xleftarrow{\text{A}}$ ROH $\xrightarrow{\text{B}}$ $\text{O}=\text{C}-\text{R}$
 (carboxylate ion)

A. Elimination

- strong conc. H_2SO_4
- heat
- $\text{OH}^-/\text{Al}_2\text{O}_3$
- heat

B. Condensation / Nucleophilic Substitution (S_N2)

- conc. H_2SO_4
- heat
- $\text{OH}^-/\text{Al}_2\text{O}_3$
- heat
- Condensation reaction is reversible
- Phenols unable to undergo condensation as lone pair on O delocalises into benzene ring, lone pair is less available for nucleophilic attack.

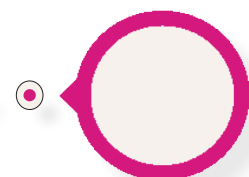
C. Step down Oxidation (Sodium)

- I_2 (aq), NaOH (aq)
- warmth
- yellow precipitate of CHI_3 observed

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Concise Summaries

Key concepts, reactions and mechanisms are presented in neat and easy-to-read formats supported by illustrations.



Practice Questions

This book contains practice questions to test the students' knowledge. Answers are provided for self-evaluation.

1. Which of the following option best explains the difference in boiling points between the two compounds below?

compound A compound B

a) Compound A is spherical while compound B is linear.
 b) Oxygen is more electronegative than nitrogen.
 c) Compound A has 3 lone pairs of electrons while compound B has 4 lone pairs of electrons.
 d) Hydrogen bonding is stronger than dipole-dipole interactions. ()

2. Which of the following compounds below, has the highest carbon to hydrogen ratio in its general formula?

a) haloalkanes
 b) alkenes
 c) alcohols
 d) carboxylic acids ()

3. Leaf alcohol is a stereoisomer that is formed when insects such as caterpillars eat green leaves. The structure below is that of a leaf alcohol.

a) Draw the displayed formula of the other stereoisomer of the leaf alcohol.

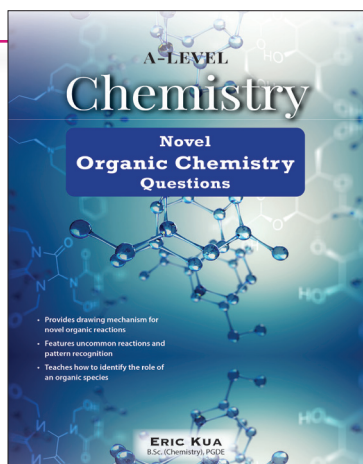
b) The leaf alcohol reacts with HCl to form compound X.
 i. Draw the structure of compound X.

ii. Name the stereoisomerism exhibited by compound X and illustrate this form of isomerism using drawn structures.

c) Explain how stereoisomerism arises in
 i. the leaf alcohol
 ii. compound X

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Novel Organic Chemistry Questions

ISBN: 9789811410659

Novel Organic Chemistry Questions is written for H2 Chemistry students preparing for GCE A-Level examination. Its aim is to expose students who are competent in basic organic concepts to higher-order application questions.

The organic reactions featured in this guide are used to help students draw parallels and extrapolate from their existing knowledge. They are also expected to predict possible products from novel organic reactions.

In this guide, students will learn the following:

- Pattern recognition for novel organic reactions
- Novel mechanism drawing
- Synthesis based on novel reactions
- Broad classification of organic species
- Thought process in organic elucidation questions

CONTENTS	
Question 1	Aromatic Substitution
Question 2	Claisen Condensation
Question 3	Diels
Question 4	Structural Synthesis
Question 5	Functional Group Level
Question 6	DBAL
Question 7	Wittig Reaction
Question 8	1,2-methyl shift
Question 9	Cationic
Question 10	Grignard reagent
Question 11	Claisen Condensation
Question 12	Formose Reaction
Question 13	Kolbe electrolysis
Question 14	Bayer-Villiger oxidation
Question 15	Oxidation reactions
Question 16	Bicyclic formation
Question 17	Decarboxylation
Question 18	Pinacol-pinacolone rearrangement
Question 19	Diels-Alder reaction
Question 20	Protecting group - Acetal
Question 21	Degree of Unsaturation
Question 22	Ozonolysis
Question 23	Acid catalyzed condensation
Question 24	Tiffeneau-Desmarces Rearrangement
Question 25	Resonance
Question 26	Cyclization
Question 27	Free Radical Substitution
Question 28	Hemiacetal Formation
Question 29	Displacement
Question 30	Curtius rearrangement
Worked Solutions	

Questions

The book contains 30 questions covering the full range of topics and question types for students to practice and apply concepts learnt.

Worked Solutions

Worked solutions include tips, explanations and common mistakes. Patterns in the novel reactions are also highlighted for clarity.

Worked Solutions

In the mixture of methyl ethanoate and ethyl methanoate, two different Claisen condensation products are formed.

Decarboxylation is an isotope of hydrogen.

Pattern recognition

Predict the structures of β -keto esters formed when ethyl ethanoate is mixed with methyl propionate under suitable reaction conditions.

Remove an -OR group and a H atom from each ester

Ethyl ethanoate methyl propionate

2 methyls \rightarrow likely to be 2 products

Note: The esters can undergo self-condensation. So there are 4 possible products e.g. A, B, C, D.

Worked Solutions

(b) Nitriles can also be reduced to give aldehydes by another reducing agent, diisobutyl aluminium hydride, DBAL.

$\text{RCN} \rightarrow \text{RCHO}$

Novel Reducing Agent can reduce nitrile to aldehyde. You will need to use this reaction.

(c) By considering the change in oxidation states of the reacting carbon, suggest why the conversion of nitrile to an aldehyde is a reduction reaction. The oxidation state of carbon changes from +2 in nitrile to +1 in aldehyde. [1]

In organic molecules, you need to assign +1 and -1 charge based on electronegativity for every bond. If it is a double bond, assign +2 and -2 for C-H bond. In pairs +1 and C gets -1.

(d) Compound A can be synthesized in 4 steps from bromoethane as shown below, using DBAL as one of the steps.

Target molecule has 2 more C. Synthesis 2 step-up reactions.

Target molecule has COOH and OH on the same C. implies a carbonyl intermediate. Then use of DBAL to get peroxide molecule.

Suggest reagents and conditions for the 4 steps and draw the structures of all intermediates. [5]

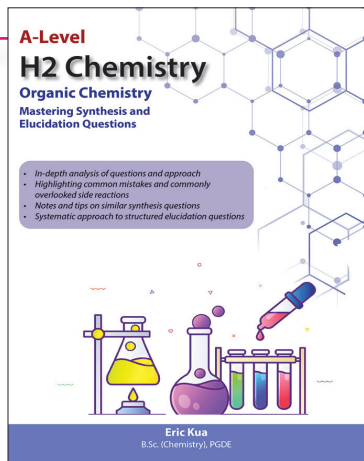
1. $\text{CH}_3\text{CH}_2\text{Br} \xrightarrow{\text{NaCN}} \text{CH}_3\text{CH}_2\text{CN}$ (1)

2. $\text{CH}_3\text{CH}_2\text{CN} \xrightarrow{\text{DBAL}} \text{CH}_3\text{CH}_2\text{CHO}$ (1)

3. $\text{CH}_3\text{CH}_2\text{CHO} \xrightarrow{\text{H}_2\text{SO}_4/\text{H}_2\text{O}} \text{CH}_3\text{CH}_2\text{COOH}$ (1)

4. $\text{CH}_3\text{CH}_2\text{COOH} \xrightarrow{\text{H}_2\text{SO}_4/\text{H}_2\text{O}} \text{CH}_3\text{CH}_2\text{COOH}$ (1)

5. $\text{CH}_3\text{CH}_2\text{COOH} \xrightarrow{\text{H}_2\text{SO}_4/\text{H}_2\text{O}} \text{CH}_3\text{CH}_2\text{COOH}$ (1)

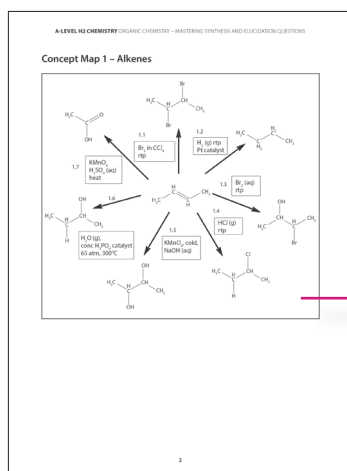


H2 Organic Chemistry Mastering Synthesis and Elucidation Questions

ISBN: 9789811497698

Written for students taking the GCE A-Level Higher 2 Chemistry examination, this guidebook covers two of the five major types of organic questions: Organic Synthesis and Structure Elucidation. Understanding the thought processes of how to approach synthesis and elucidation questions is the main goal of this book. Rather than just presenting answers matter-of-factly, there will be in-depth analysis coupled with highlighting of common mistakes made by students.

The questions are arranged in order of difficulty to help students gradually get comfortable with the analysis method. For synthesis questions, the number of steps required to achieve the target organic molecule are stated at the start of the questions to avoid ambiguity. Students should note that they need to select the shortest synthesis route whenever possible.

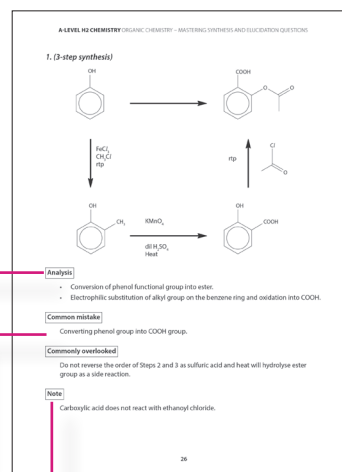


Concept Maps

Concept maps are provided for quick reference and revision.

Analysis

In-depth analysis of question and approach.

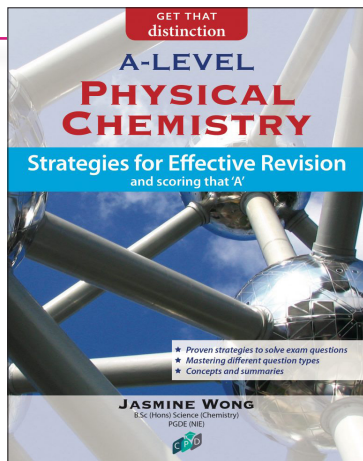


Common Mistake & Commonly Overlooked

Common mistakes and commonly overlooked side reactions are highlighted.

Note

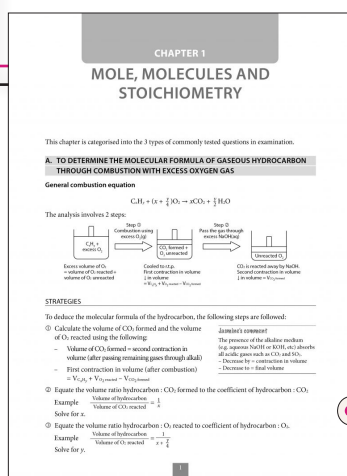
Notes and tips on similar synthesis questions.



Physical Chemistry
ISBN: 9789810977658

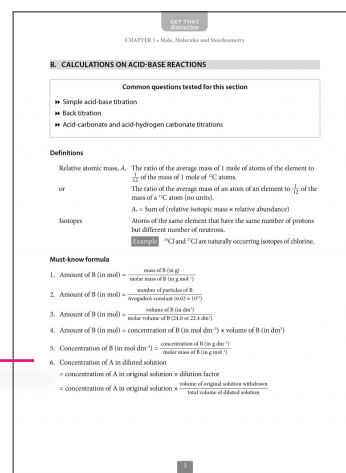
Exposure to different question types is a far more effective strategy for studying than merely practising as many question as there are available. This book illustrates and delivers the power of condensing the required questions and information for students and shows them the types of questions that are likely be tested in the A-Level Chemistry examination, and in doing so prepares their mindset for scoring well in their examinations.

This book is the students' recipe to scoring an 'A' in Chemistry, the secret of which lies in the organisation of relevant information from the Chemistry syllabus. In this way, the student masters Chemistry by breaking each topic into the different types of questions that he or she will possibly encounter in the examination.



Easy-to-follow Strategies

Strategies are provided in a step-by-step manner.



Practices

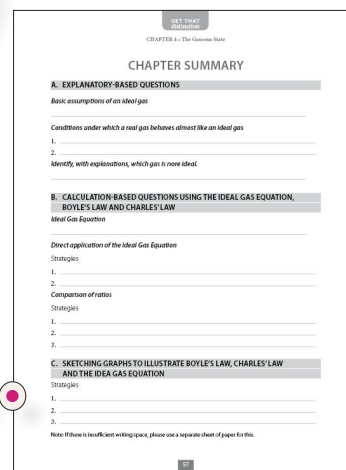
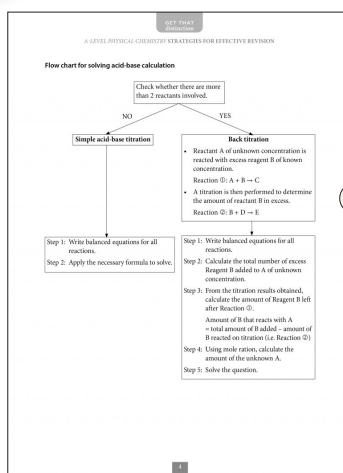
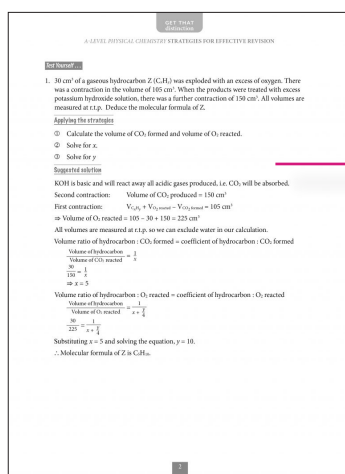
Test Yourself sections allow students to check their understanding of strategies and concepts.

Definitions and Formulas

Important definitions and formulas are presented together to improve efficiency in learning.

Flow Charts

Flow charts provided for easy revision.

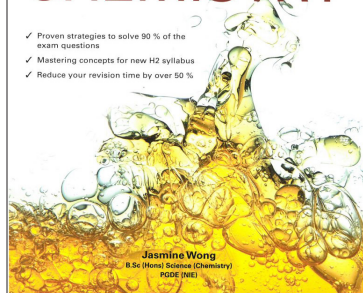


Chapter Summaries

Summaries at the end of each chapter for students to consolidate their learning which makes for better revision and quicker referencing.

Strategies for Effective Revision A LEVEL PHYSICAL CHEMISTRY

- ✓ Proven strategies to solve 90 % of the exam questions
- ✓ Mastering concepts for new H2 syllabus
- ✓ Reduce your revision time by over 50 %



Jasmine Wong
B.Sc (Hons) Science (Chemistry)
PGCE (MSci)

Physical Chemistry
ISBN: 9789811415234

The secret to scoring an 'A' in Chemistry lies in the organisation of relevant information. This book helps students to master Physical Chemistry by breaking each topic into the different types of examination questions.

It uses proven strategies that allow students to solve at least 90% of all Physical Chemistry questions in the examination. It is also about understanding failure, where strategies to understand and be aware of the mistakes made by students from the examiner's perspectives are included.

Easy-to-follow Strategies

Strategies are provided in a step-by-step manner.

Test Yourself

This book includes Test Yourself sections to ensure that students master each concept in every chapter. Suggested answers are provided as well.

Flow Charts

Flow charts provided for easy revision.

Chapter 1 Mole, Molecules and Stoichiometry

This chapter is categorised into the 3 types of commonly tested questions in examination.

1. Determine the Molecular Formula of Gaseous Hydrocarbon through Combustion with Excess Oxygen Gas

General combustion equation

$$C_xH_y + (x + \frac{y}{4})O_2 \rightarrow xCO_2 + \frac{y}{2}H_2O$$

The analysis involves 2 steps:

Step 1: Combustion using excess O_2

Step 2: Pass the gas through excess $NaOH(aq)$

Excess volume of O_2 = volume of O_2 reacted + volume of O_2 unreacted

Corrected CO_2 = CO_2 formed + CO_2 unreacted

Corrected H_2O = H_2O formed + H_2O unreacted

Strategies

To deduce the molecular formula of the hydrocarbon, follow these steps:

- Calculate the volume of CO_2 formed and the volume of O_2 reacted using the following:
 - Volume of CO_2 formed = CO_2 formation in volume (after passing remaining gases through alkali)
 - 1st contraction volume (after combustion) = $V_{CO_2} + V_{O_2, unreacted} - V_{CO_2, formed}$
- Equate volume ratio of hydrocarbon : CO_2 formed to the coefficient of hydrocarbon : CO_2

Example: Volume of hydrocarbon = $\frac{1}{x}$

Volume of CO_2 reacted = $\frac{1}{x}$

Solve for x.
- Equate volume ratio of hydrocarbon : O_2 reacted to coefficient of hydrocarbon : O_2

Example: Volume of hydrocarbon = $\frac{1}{x}$

Volume of O_2 reacted = $\frac{1}{x}$

Solve for y.

© Spot Excel Publishers Pte Ltd. Mole, Molecules and Stoichiometry 1

Strategies for Effective Revision

8. Calculations on Acid-Base Reactions

Common questions tested for this section:

- Simple acid-base titration
- Back titration
- Acid-carbonate and Acid-hydrogen carbonate titrations

Definitions

Relative atomic mass, A_r

The ratio of the average mass of 1 mole of atoms of the element to $\frac{1}{12}$ of the mass of ^{12}C atoms.

A_r

The ratio of the average mass of an atom of an element to $\frac{1}{12}$ of the mass of a ^{12}C atom (in units).

A_r = Sum of relative isotopic mass \times relative abundance

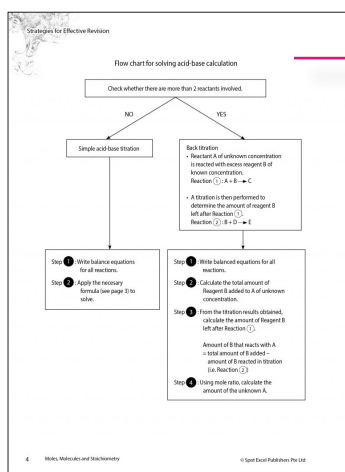
Isotopes: Atoms of the same element that have the same number of protons but different number of neutrons.

Example: ^{12}C and ^{13}C are naturally occurring isotopes of carbon.

Must know formula

- Amount of B (in mol) = $\frac{\text{mass of solid B (g)}}{\text{molar mass of B (g mol}^{-1}\text{)}}$
- Amount of B (in mol) = $\frac{\text{number of particles in B}}{\text{Avogadro constant } (6.02 \times 10^{23})}$
Use $10 \text{ dm}^3 \text{ mol}^{-1}$ for gas
Use $24 \text{ dm}^3 \text{ mol}^{-1}$ for gas
- Amount of B (in mol) = $\frac{\text{volume of gas B (in dm}^3\text{)}}{\text{molar mass of B (g mol}^{-1}\text{)}}$
- Amount of B (in mol) = concentration of B (in mol dm $^{-3}$) \times volume of solution B (in dm 3)
- Concentration of B (in mol dm $^{-3}$) = $\frac{\text{amount of B (in mol)}}{\text{volume of solution B (in dm}^3\text{)}}$
- Concentration of A in diluted solution = dilution factor
= concentration of A in original solution \times dilution factor
= concentration of A in original solution $\times \frac{\text{volume of original solution withdrawn}}{\text{total volume of diluted solution}}$

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Strategies for Effective Revision

Test Yourself

1. 20 cm 3 of a gaseous hydrocarbon Z (C_xH_y) was ignited with an excess of oxygen. There was a contraction in the volume of 100 cm 3 . When the products were treated with excess potassium hydroxide solution, there was a further contraction of 150 cm 3 . All volumes are measured at r.t.p.

Deduce the molecular formula of Z.

Solving the strategy

- Calculate the volume of CO_2 formed and volume of O_2 reacted
- Solve for x.
- Solve for y.

Suggested solution

With a base and will react away of acidic gases produced. i.e. CO_2 will be absorbed.

Second contraction: Volume of CO_2 produced = 150 cm 3

First contraction: $V_{CO_2} + V_{O_2, unreacted} = 100 \text{ cm}^3$

\Rightarrow Volume of O_2 reacted = $100 - 150 = -250 \text{ cm}^3$

All volumes are measured at r.t.p. so we can use volume ratio in our calculation.

Volume ratio of hydrocarbon : CO_2 formed = coefficient of hydrocarbon : CO_2 formed

Example: Volume of hydrocarbon = $\frac{1}{x}$

Volume of CO_2 reacted = $\frac{1}{x}$

$\frac{1}{x} = \frac{1}{250}$

$\Rightarrow x = 250$

Volume ratio hydrocarbon : O_2 reacted = coefficient of hydrocarbon : O_2 reacted

Volume of hydrocarbon = $\frac{1}{x}$

Volume of O_2 reacted = $\frac{1}{x}$

$\frac{1}{x} = \frac{1}{250}$

$\Rightarrow x = 250$

Substituting x = 250 and solving the equation, y = 150.

\therefore Molecular formula of Z is $C_{250}H_{150}$.

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CHAPTER SUMMARY

A. PREDICTING THE PRODUCTS FORMED AT THE RESPECTIVE ELECTRODES AND WRITING THE HALF-EQUATIONS

Strategies

-
-

B. CALCULATIONS ON QUANTITATIVE ELECTROLYSIS

Application of $Q = It$ and $Q = n_e \times F$

Must-know formula

Determination of the Oxidation Number of a metal, M

Must-know formula

C. INDUSTRIAL APPLICATIONS OF ELECTROLYTIC CELL

Strategies

-
-
-

Anodising of aluminium

Purification of copper

Electrolysis of brine

Electroplating

Note: If there is insufficient writing space, please use a separate sheet of paper for this.

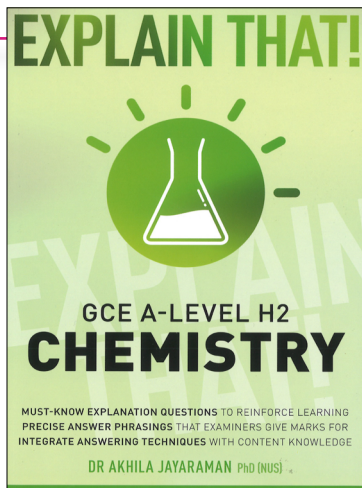
© Spot Excel Publishers Pte Ltd. Electrochemistry 2 - The Electrolytic Cell 157

Must-know Formula

Important formulas are highlighted for easy reference.

Chapter Summaries

Each chapter ends with a chapter summary for the students to fill in. This acts to test the students' knowledge before they move on to new material.



H2 Chemistry
ISBN: 9789814761994

Explain That! H2 Chemistry is a comprehensive guide designed to help students master the skill of answering qualitative questions. It comprises a well-curated selection of questions which covers a variety of key ideas and concepts. The questions have been summarised, distilled and refined from over hundreds of exam papers, spanning different schools, national and international examination papers.

This book trains students to construct their explanations using examiner-style phrasing, giving them greater confidence before and during examinations.

104 Explain why alkanes are unreactive.

Since C and H have similar electronegativities, the C-H bond is non-polar. Since alkanes do not have electron-rich or electron-deficient sites and are non-polar, they are unreactive to attack by nucleophiles or electrophiles. Also, C-C and C-H are strong covalent bonds that are difficult to break under normal conditions.

105 Explain why most free radical reactions are considered as chain reactions.

A free radical reacts in one or more chain steps to form another free radical, which allows the reaction to continue.

106 Explain why the reaction of ethane with bromine is a free radical substitution.

Homolytic fission of the Br-Br bond produces free radicals. Since the Br• free radicals replace atoms in ethane, the reaction is a free radical substitution.

107 Explain why only a flash of ultraviolet light is needed to initiate the reaction of alkanes with halogens.

The chain reaction is self-sustaining as the free radical is regenerated in the propagation step. Only a flash of ultraviolet light is needed to produce some free radicals to initiate the reaction. Prolonged radiation causes explosion as too many reactive radicals are produced.

109 Calcium oxalate (CaC_2O_4) found in certain foods is often considered as the cause of kidney stones. Using relevant data from the data booklet, explain whether magnesium oxalate or calcium oxalate decomposes at a lower temperature.

The Mg^{2+} ion (0.065 nm) has a smaller ionic radius than the Ca^{2+} ion (0.099 nm). The Mg^{2+} ion has a higher charge density, and hence a greater polarisation power than the Ca^{2+} ion. Therefore, the Mg^{2+} ion polarises the electron cloud of the $\text{C}_2\text{O}_4^{2-}$ ion to a greater extent compared to the Ca^{2+} ion. The C-O bonds are weakened to a greater extent, i.e. magnesium oxalate is less thermally stable and decomposes at a lower temperature compared to calcium oxalate.

110 Explain why lithium carbonate decomposes but other group 1 carbonates do not decompose.

Lithium shares a diagonal relationship with magnesium. The charge density of the Li^+ ion is high enough to polarise the electron cloud of the CO_3^{2-} ion and weaken the C-O bonds.

For other group 1 carbonates, the cation has a lower charge density due to a larger ionic radius and is unable to distort the electron cloud of the CO_3^{2-} ion, hence decomposition does not occur.

Reference Answers

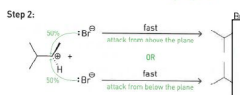
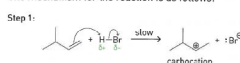
A collection of common must-know qualitative questions accompanied by concise reference answers with examiner-style phrasing.

Diagrams

Clear diagrams for better visualisation and understanding.

111 When 3-methylbut-1-ene undergoes an electrophilic addition reaction with HBr (g) at room temperature, the product formed does not show any optical activity. Explain why this is so using a mechanism.

The mechanism for the reaction is as follows:



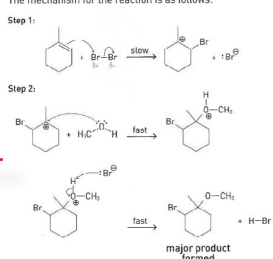
In the carbocation intermediate formed in the first step, the carbon atom is sp^2 hybridised and the geometry of the carbon atom is trigonal planar. In the fast step, the nucleophile attacks the carbocation from both above and below the plane with equal probability, giving rise to an equimolar (1 : 1) mixture of two enantiomers, i.e. a racemic mixture is obtained and no optical activity is observed.

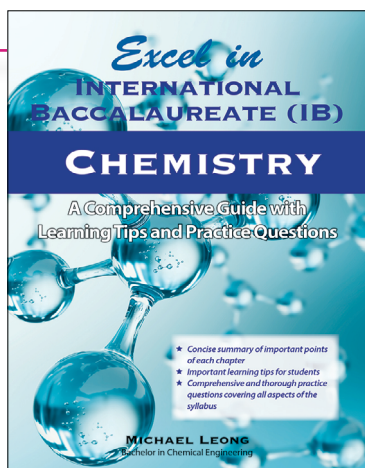
112 Predict the major product formed when compound A is reacted with a solution of bromine in methanol.



Using the curly arrow notation, show the mechanism for the reaction.

The mechanism for the reaction is as follows:



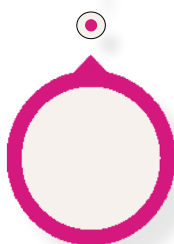
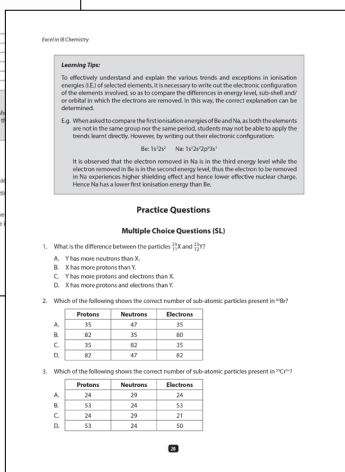
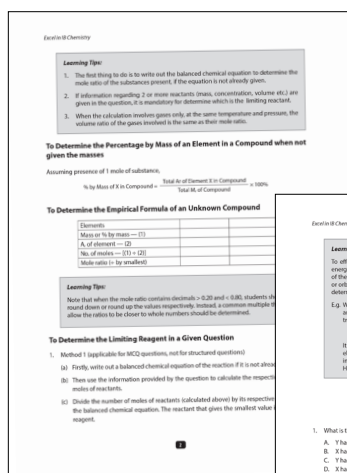


Excel in International Baccalaureate (IB) Chemistry

A Comprehensive Guide with Learning Tips and Practice Questions

ISBN: 9789814996679

Excel in IB Chemistry is a revision guide and an assessment book that caters to the latest IB syllabus. All important points are short and concise to assist students to remember key points. The most important feature of this book is the "Learning Tips", where common mistakes and important notes are highlighted for students. This book contains 11 chapters of the core topics in IB, comprising SL and HL materials, which includes relevant and application-based IB Chemistry practice questions. This is definitely a useful volume to make up for the lack of practice questions from past-year IB Papers.

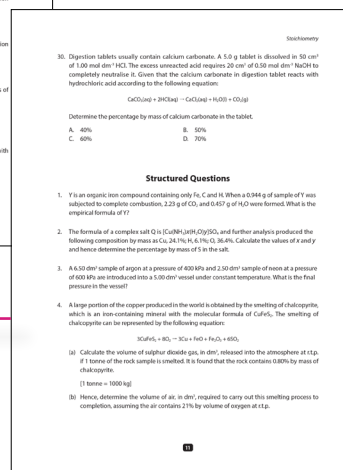
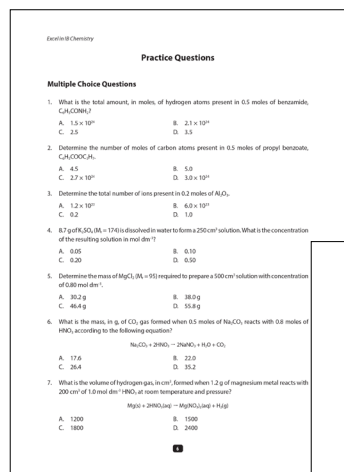


Learning Tips

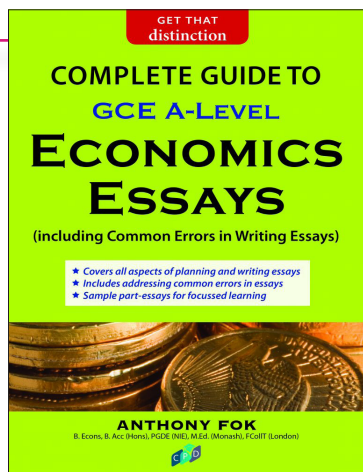
Common mistakes and important tips are highlighted so that students will know what to take note of during revision.

Comprehensive Questions

Practice and structured questions included for ample revision.



Essay Questions

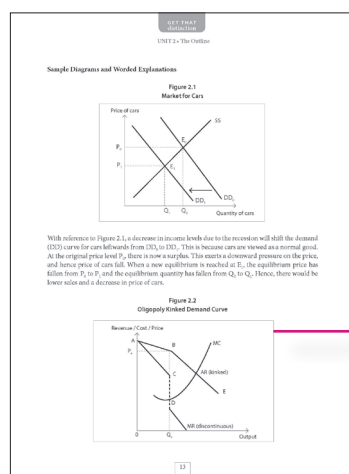


Complete Guide to Economics Essays
ISBN: 9789811130830

This Complete Guide to Economics Essays book is specially written to cater to the needs of students sitting for the Higher 1 and Higher 2 GCE A-Level Economics examination. This book will teach students how to write a good introduction, the topic sentences in each paragraph, draw quality Economics diagrams and write evaluative comments in the conclusions. Numerous examples have been written to better help students grasp the skills required to score a distinction in Economics essay writing. A section on common errors in writing essays is also included to help students avoid such errors.

Sample Essay Questions & Answers

Teach students how to write good essay answers.



Sample Diagrams & Worded Explanations

Diagrams with explanations are provided to guide students on how to draw quality diagrams and how to present them in answers.

Errors & Corrections

Common errors are identified so students can avoid them.

UNIT 3 – Sample Essay Questions (By Topic)

For example, prices of input ingredients such as vegetables and meats, fluctuate frequently for hawker stalls. The MPC model suggests that when marginal cost changes, prices should change accordingly. However, hawker food prices have been fairly stable despite frequent fluctuations in costs of input ingredients. The food sellers prefer to absorb the costs, rather than raise the prices, and would only do otherwise if given no other choice. This rigidity in price is better explained using the Kinked Demand Curve Theory as explained for oligopolistic firms, which assumes hawkers do consider the possible reactions of nearby stalls when deciding whether to adjust their prices.

CONCLUSION
In conclusion, the market structure models are, to a large extent, useful in explaining the different behaviours of F&B sellers in Singapore. However, due to real world conditions such as government intervention and other non-economic considerations, it is not possible to completely categorise any industry as belonging to a particular market structure. Due to the slight differences in their products and consumers' constantly changing tastes and preferences, every firm in the same industry will have different degrees of market power. As such, firms would seldom follow exactly their theoretical behaviours, should they be classified according to a market structure.

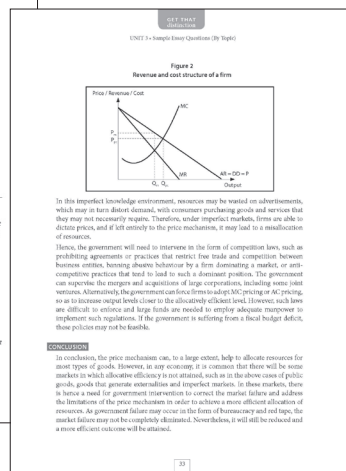
MARKET FAILURE

SAMPLES
Discuss whether it is possible to achieve efficiency in resource allocation in a free market without government intervention.

INTRODUCTION
The need to allocate resources arises from the problem of scarcity. A free market uses the price mechanism to allocate resources to their various uses (i.e. to decide what and how much to produce, how to produce) and as a rationing device (i.e. to decide for whom to produce). The price mechanism will only achieve efficiency in resource allocation if the conditions of a perfect market are met; in other words, if there is no source of market failure. Otherwise, some form of government intervention is necessary to achieve efficiency in resource allocation.

CONC
Explain what is meant by efficiency in resource allocation – allocative efficiency and productive efficiency at society level.

Allocation efficiency is a situation in which the limited resources of a country are allocated in accordance with the wishes of consumers. This means that an "optimal mix" of goods and services is produced such that no reallocation of resources will be able to make someone better off without making someone else worse off. Using the marginalist principle, this



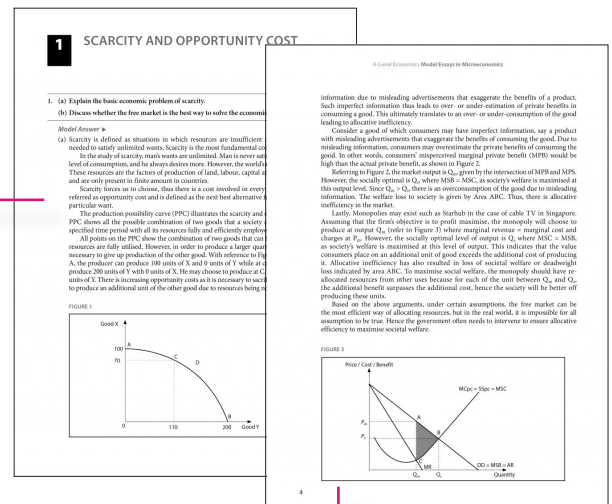
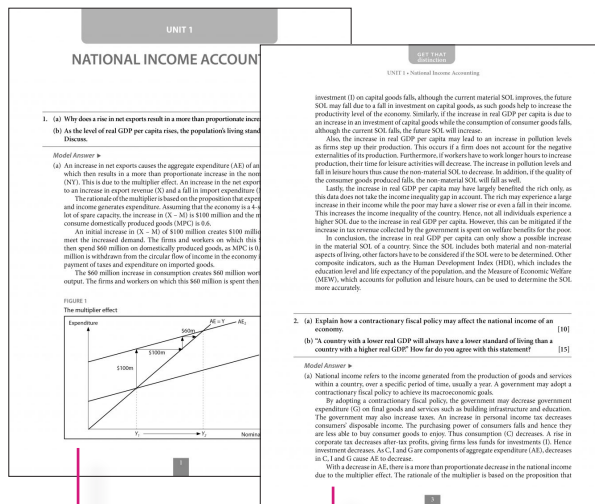
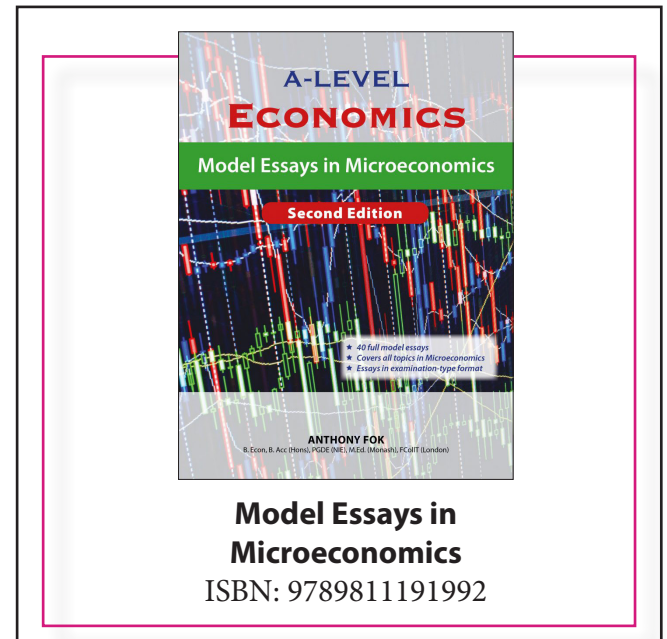
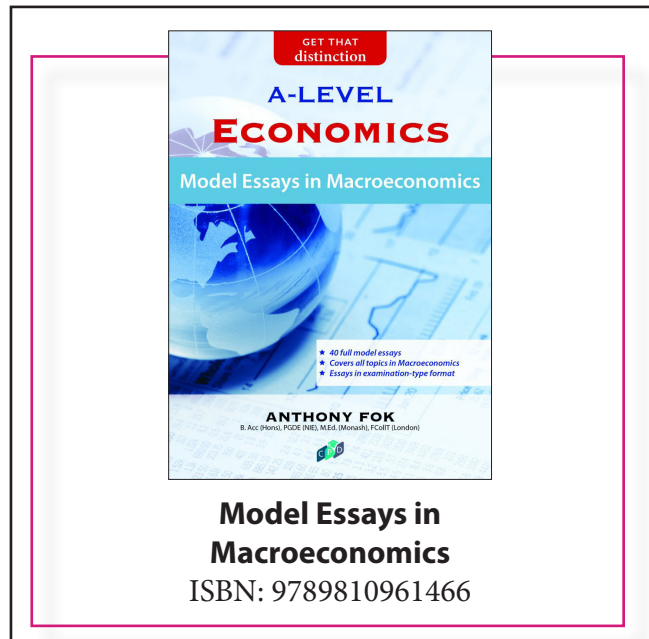
UNIT 3 – Sample Essay Questions (By Topic)

COMPLETE GUIDE TO A-LEVEL ECONOMICS ESSAYS

INT	Greater market power allows for a firm to enjoy supernormal profits in the long run as it can restrict its output and charge high prices for its goods and services.
CONC	The presence of significant barriers to entry allows for a firm to reap supernormal profits in the long run as the entry of new firms into the industry is hindered, preventing the erosion of the existing firm's supernormal profits.
INT	Marginal cost pricing will result in subnormal profits.
CONC	Losses will be incurred only in natural monopolies. However, in other monopolies, the average cost curve determines whether marginal cost pricing does indeed result in subnormal profits or not.
INT	A firm should shut down once it yields subnormal profits (when total cost exceeds total revenue).
CONC	When a firm faces subnormal profits in the short run, its decision to shut down should be based on its ability to cover the total variable cost with its total revenue. (Note that this is the same regarding its ability to cover the average variable cost with its average revenue.) Should the firm earn revenue exceeding the total variable cost, it can be used to cover a portion of the total fixed cost. Nevertheless, a firm may decide to shut down if it continues to make subnormal profits in the long run. This is because in the long run, all production costs are variable. Hence, resources could instead be diverted to other more profitable industries.
INT	All firms would always want to maximise the prices of their goods and services in order to maximise their profits.
CONC	In some cases, a firm might want to lower their prices to undercut its competitors. Its engagement in price wars could potentially help it gain a market share. Nonetheless, once a larger market share is gained in the future, the firm would likely raise prices to maximise its profits.
EXPLAN	Firms have many aims, although we often assume that they prioritise profits.
INT	The reduction of an inefficiency helps to lower only average costs, helping to improve profits.
CONC	The reduction of an inefficiency also helps to lower marginal costs apart from average costs.
INT	When a firm faces an increase in rent or other overheads, total cost, average cost and marginal cost increase.
CONC	When a firm faces an increase in rent or other overheads, only total cost and average cost increase.
INT	Rent and other overheads are considered fixed costs. They do not increase as the firm increases its output level. Hence, there is no change in marginal cost as such fixed costs increase. Marginal cost only increases when variable costs increase such as in the case of increased factor prices and such.

In order to do well in the GCE A-Level Economics examination today, students must display evidence of higher-order thinking skills (Application, Analysis, Synthesis and Evaluation) through the essays that they write. Students must be able to explain current economic events in terms of the relevant economic principles that they have learnt. They also have to integrate the different topics learnt to construct a coherent line of argument and reconcile conflicting ideas. In addition, they have to evaluate the effectiveness and limitations of the various economic policies from their lecture notes. Finally, the 'flow' of their ideas must be logical, clear and concise. Students should also be aware that there are many ways of interpreting and answering an Economics essay question.

The model essays in these 2 books serve as a guide to aid their revision on the types of essays they can present to help them score well in the examination.

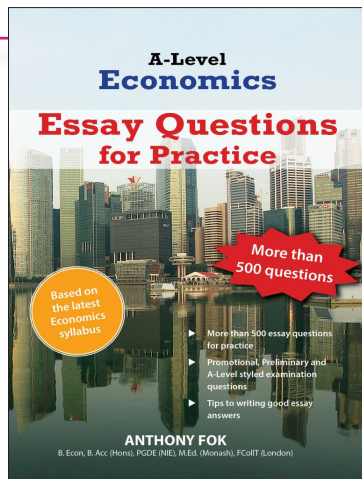


Diagrams

Detailed diagrams provided to supplement the essays.

Model Essays

40 full model essays per book for students to familiarise themselves with examination-type questions and answers.

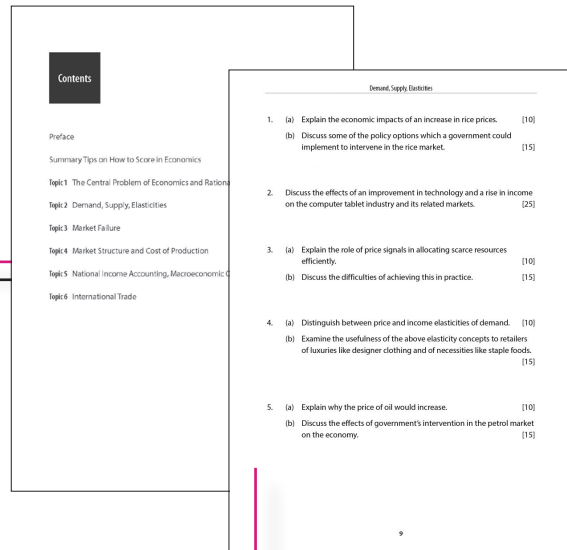


Essay Questions for Practice

ISBN: 9789811191978

Economics essay writing requires a strong grasp of economic concepts and more practice in writing points in a clear manner so that students can get their points across to the marker.

This book aims to expose students to different types of questions in Economics essay writing.



Summary Tips on How to Score in Economics

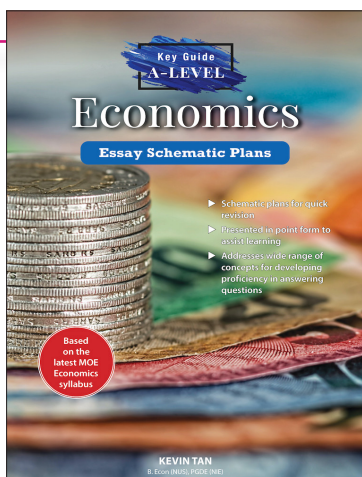
- Students must have knowledge of:
- specialised economic terminology and expressions;
 - specific facts relating to economics and institutions;
 - ways of presenting economic information and data;
 - definitions of main concepts; formulae and economic theories.
- Students must be able to:
- analyse and dissect the question correctly;
 - know the meaning of the cue words such as 'suggest', 'explain', 'discuss', etc.;
 - select and apply the economics theories to problems or context;
 - bring in evaluative element into essays by weighing the relative significance/importance of the factors; recognise alternative explanations or identify unstated assumptions, etc.;
 - write neatly, draw accurate and properly labelled diagrams, which should also be explained in words.
- A well-written economics essay shows:
- excellent understanding of the requirements of the question;
 - rigour in economic analysis and development;
 - outstanding attempts at contextualisation with a variety of relevant examples.

Tips for Scoring

Summary tips on how to score in Economics for effective answering.

Comprehensive Topics

More than 500 essay questions that cover all key Economics topics needed for the A-Level exams.



Essay Schematic Plans

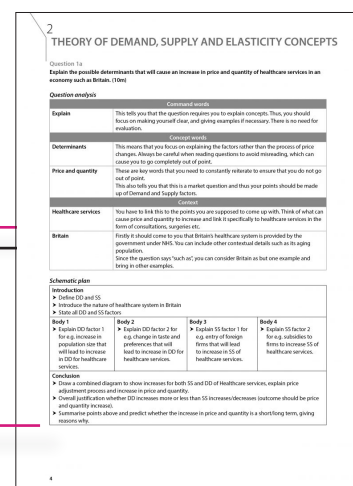
ISBN: 9789811176197

This book is for students who need a quick revision for essay questions. Based on the latest MOE Economics syllabus, the schematic plans provide answers in point form and short sentences to assist in learning by focusing on main points and helping students in essay planning. A variety of question types address the wide range of concepts needed and answer requirements that questions may seek.

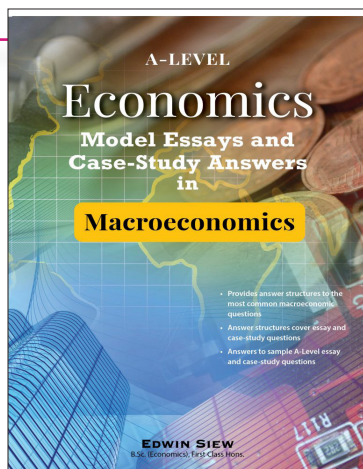
Ultimately, this book aims to help students prepare and develop the proficiency in tackling examination questions.

Question Analysis

Questions are broken down and analysed for students to learn how to tackle similar questions.



Case Study Questions



Model Essays and Case-Study Answers in Macroeconomics
ISBN: 9789811408427

This book seeks to impart exam skills and structures for answering essay and case study questions. From students' feedback, these exam skills and structures are most useful. The examples given are of questions commonly tested in the A-Level and prelim examinations. For essay questions, this book teaches students how to interpret questions and come up with a structure to score L3 marks, specifically, the thesis, anti-thesis and a solid evaluation with relevant examples. The book also addresses common answer structures to the high-level questions which make up most of the marks in both the 30-mark case studies (for H2 students) and 45-mark case studies (for H1 students).

Unit 3: Macroeconomic Policies and Goals

Inflation

- Which policy works best in achieving low rate of inflation depends on the nature and state of the economy.
- If it's a small country like Singapore, better to use depreciating exchange rates to achieve low inflation. This is because Singapore depends a lot on the X-M component for growth compared to C & I. Singapore also does not control its interest rate due to the policy intention of giving up interest rates control over free capital mobility and exchange rates.
- If big country like China, India or US, better to use contractionary fiscal policy or monetary policy in the form of interest rates. Since they depend a lot more on C & I for growth.
- Overall, demand-side policies must be complemented by supply-side policies so as to ease the constraint on resources. Reduce demand-pull inflation by expanding the capacity of the economy, i.e. technological investments, skills re-training efforts must be done.

Question 4

Discuss the alternative policies which the Singapore government might use to achieve a healthy Balance of Payments (BOP) balance. (15)

Structure

The question above is essentially the same. The word 'alternative' can mean 'various'. Students have to list out both the transmission mechanism and limitations of each of the four policies to achieve a healthy BOP balance. Then, evaluate which is the best policy for Singapore. Since the question specifically states Singapore, answers and examples must be specific to the country.

Body

(i) Expansionary fiscal policy – Reduce taxes, increase government expenditure

- Lowering corporate taxes would attract foreign MNCs to invest and set up base here. More foreign capital flow into Singapore and capital account increases. Low personal income taxes attract skilled expats to want to work in Singapore. Since they need to rent apartments for their stay here, this would fuel the demand for foreign investments into real estate in Singapore. At 17%, Singapore's corporate taxes is one of the most competitive in the world and it has successfully attracted foreign MNCs to set up bases here in the 1970s and 80s. Our personal income taxes are also very low as expats do not have to pay social security tax. The increased flow of expats renting apartments here have fuelled large investments by rich Chinese nationals into the private condominiums in Singapore for 2007 to 2012.

Sample Essay Questions

Sample essays are dissected for easier understanding and to improve writing skills.

Sample Case Studies

Multiple comprehensive case studies with suggested answers are provided for each topic.

A-LEVEL ECONOMICS MODEL ESSAYS AND CASE-STUDY ANSWERS IN MACROECONOMICS

Case Study 1

Economic growth in Singapore and other countries

Extract 1

Countries with high living standards

When the United Nations released the 2015 rankings of countries based on Human Development Index (HDI), Finland headed the rankings for the 17th below shows the top 15 countries in rank order. (Some countries are not in the table as they are not in the latest World Bank GDP per capita figure for the same or figure for the Gini coefficient.

Table 1

Living standards data for selected countries, 2015

Rank order according to HDI index	GDP per capita (USD)	Gini coefficient
1. Finland	61 473	0.267
2. Australia	45 414	0.304
3. Switzerland	60 514	0.287
4. Denmark	48 650	0.249
5. Netherlands	48 458	0.251
6. Germany	47 267	0.271
7. Ireland	54 653	0.340
8. United States (US)	53 836	0.451
9. Canada	44 310	0.320
10. New Zealand	36 981	0.362
11. Singapore	45 210	0.464
12. Hong Kong	56 720	0.358
13. Liechtenstein	89 400	0.361
14. Sweden	49 420	0.250
15. United Kingdom (UK)	41 329	0.325
World Average	15 467	0.394 (estimate)

Extract 2

Contrasting growth performance in New Zealand and Singapore

New Zealand's commodity-rich economy expanded at an annual rate of second quarter of 2016, its fastest rate since 2012. This caps a remarkable year of no recession for the country. Rising exports have more than offset in firm investments, particularly in the mining industry. In the second quarter there was also a pre-election increase in government spending. November

Unit 3: Macroeconomic Policies and Goals

Extract 1

Ensuring that growth is more inclusive

As Singapore positions herself for the next phase of economic development, policies must make sure that no one is left behind. Policies must be put in place, such as encouraging workers to improve their skills throughout their careers. Older, lower-paid workers in particular, whilst not at the time, the Singapore government needs to ensure financial sustainability.

Question 1

(a) With reference to Table 1, explain how the Gini coefficient is calculated. (3)

(b) Compare the two measures shown for Australia. (3)

(c) With reference to Extract 2 and using AD/AS, explain why New Zealand's economy in 2016 was able to achieve faster growth than Singapore. (6)

(d) Describe the view that increased labour productivity and training is the best way to achieve faster growth. (3)

(e) Discuss the case for government policy to address income inequality in Singapore. (10)

Suggested answer

(a) (i) The Gini coefficient is used to measure inequality in a population. It is calculated by taking the difference in incomes between the top 10% and bottom 10% of a population. (ii) GDP per capita (USD): Australia – 45,414; Singapore – 45,210. Singapore's GDP per capita is slightly lower than Australia's. However, Singapore's material standard of living is higher than that of Australia. Citizens in Singapore have more income, thus, made to enjoy a better standard of living.

Gini Coefficient

Australia – 0.304; Singapore – 0.464. Singapore has a higher income gap than Australia despite having a much higher GDP per capita. That means to say, income is more unevenly distributed in Singapore. The rich have much more than the poor in Singapore as a result of Australia.

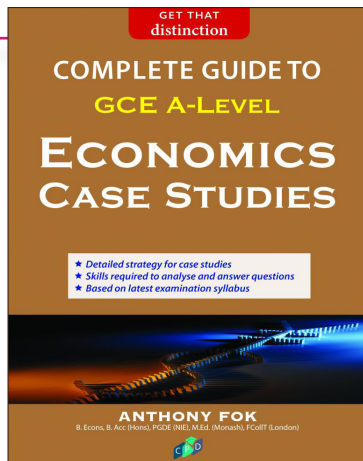
(b) Short run

- Increase in exports will offset weakness in firm investments in increasing economic growth and real GDP.
- AD will increase, resulting in decrease of cyclical unemployment.
- Rise in exports from "booming export sector" complemented by a "pre-election rise in government spending during the quarter".
- Interest rates cut going to increase household consumption further.

Long run

- Lack of firm investments into R&D will keep supply stagnant.
- AS remain stagnant → max economic capacity which New Zealand can reach.
- Resulting in demand-pull inflation.
- New Zealand (NZ) is in a full-employment level already as it has not had a recession in 25 years.
- Confirmed by statement that central bank will increase inflation from 0.25% per annum to a "medium-term inflation target of 2.5% per annum".

(c) In New Zealand, firm investments "weakness in investment, in particular in the mining industry" and household consumption levels "consumer demand has grown relatively slowly, by only 1.3% during the past year" are very low. Further reducing interest rates from a record low of 1.4% will help to kickstart increase in household consumption and firm investments.



Complete Guide to Case Studies

ISBN: 9789811133978

subject, the author has designed this book to be easy to follow and to facilitate understanding of the case studies.

A list of key words is also included to help students analyse questions in case studies.

In the case studies section of the GCE A-Level Economics examination today, the challenge is in how they demand a variety of skills from the students, and within a short period of time. Students need to process a whole mass of information from the case studies, read and comprehend the questions, and respond to them accurately and adequately. Students thus have to develop all these skills, and be comfortable with deploying them during a timed trial – the examination.

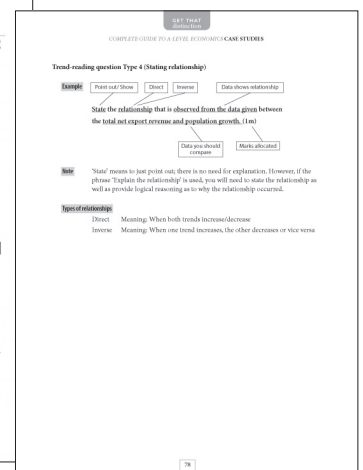
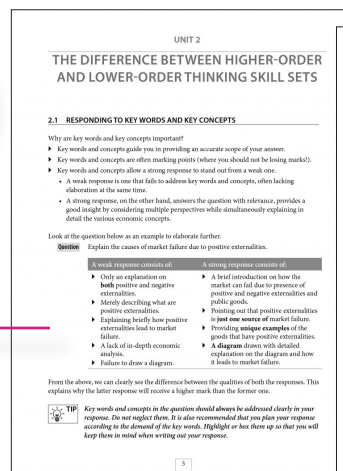
This guide is thus designed to help students develop the necessary skills and practise them. Knowing what to do is most important, so that students do not practise mindlessly, which may not only be unhelpful but counter-productive. Based on his many years of experience teaching students the

Tips & Examples

Help students understand what different types of questions are looking for, and guide them to answer questions more effectively.

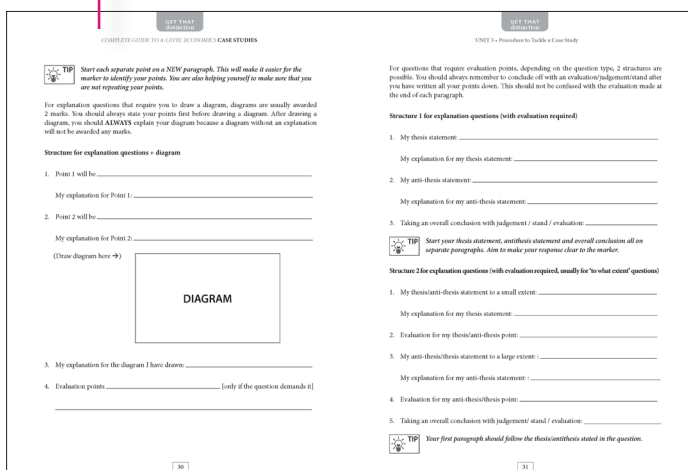
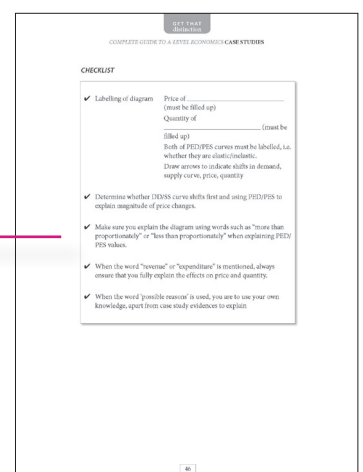
Structure for Answers

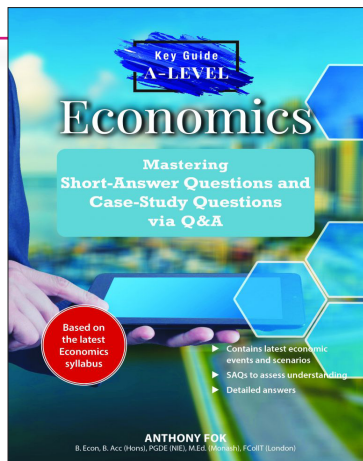
Recommended structures are included for students to use as a template when answering questions.



Checklists

Checklists are provided as reminders of key things to note when answering a question.





Mastering Short-Answer Questions and Case-Study Questions via Q&A

ISBN: 9789811176210

Mastering Short-Answer Questions and Case-Study Questions aims to aid students in the application of content knowledge. The latest economic events and real-life scenarios used in this book help students better understand the key concepts in Economics. The Short-Answer Questions assess students' progress on their knowledge of the topics. Detailed answers with evaluation points and relevant examples help to facilitate students' learning in developing answering skills.

A-Level Economics: Mastering SAQ and Case-Study Questions via Q&A

5. How does the production possibility curve (PPC) illustrate concepts of scarcity, choice and opportunity cost? [3]

Suggested Answer:

- Scarcity is illustrated by the unattainable points beyond the PPC.
- Choice is illustrated by the different points inside and on the PPC and movement along the PPC represents a change in choice.
- Opportunity cost is illustrated by the downward negative slope of the PPC.

6. Explain the concept of increasing opportunity cost. [3]

Suggested Answer:

- The PPC is concave to the origin, implying that as more of a good is produced, larger and larger quantities of the alternative good must be sacrificed. There is increasing opportunity cost due to resources being imperfect substitutes for each other.
- As the economy concentrates on the production of one good, it has to start using resources that are less and less suitable – resources that would have been better at producing other goods.
- To produce an additional unit of a good would entail sacrifice of a greater amount of the alternative good as increasingly greater amount of resources would have to be moved from the production of the alternative good.

7. Distinguish between free goods and economic goods. [2]

Suggested Answer:

- Free goods are goods available in large amounts relative to popular demand, are not produced using scarce resources and consumption of such goods does not involve any opportunity cost while economic goods are goods limited in quantity relative to popular demand, are produced using scarce resources and consumption of such goods involves an opportunity cost.

8. Explain two ways in which an economy might move from a point within its production possibility curve (PPC) to a point on it. [6]

Suggested Answer:

- A point within the PPC represents inefficient allocation of resources where there is unemployment or underemployment of resources.
- The government can adjust demand-side policies to increase aggregate demand which can induce producers to increase output by engaging more of the unemployed resources or to boost the productivity of existing employed resources.

4

Short-Answer Questions

Sample questions are shown together with suggested answers presented in point form for clearer understanding.



Case-Study Questions

Sample questions are presented with suggested answers and include relevant diagrams.



Section B: Case-Study Questions

QUESTION 2 Singapore and the Global Recession

Extract 1

Singapore adopts a managed float exchange rate policy, is allowed to fluctuate within an undisclosed band, and, strong, the Monetary Authority of Singapore (MAS) steps in.

The SGD sits at one of its weakest points during this response, the MAS adopted a loose monetary policy in at the very least, slow down the rate of depreciation.

In recent years, as the economy starts to recover as a net exporter on the exchange rate, allowing the SGD to resume a 2014, the SGD has strengthened considerably against the US dollar.

Extract 2

In view of the worsening economic conditions, caused government spending increased by S\$2.5 billion, the MAS enhanced the cash flow and competitiveness of firms, not long-term capabilities.

The largest share of the package went to the stimulus bank loans were enhanced and a new risk-sharing facility for investors in hopes that capital inflow into the economy.

The most targeted component was the Job for Singapore employment, sales, several employment schemes were the MAS Programme for Upgrading and Resilience (PMUR) 2015. The PMUR aimed to assist workers to switch to the economy, underwent major reforms. The MAS, on the wages and retirement savings of older low-wage workers.

The enactment of the Resilience Package has also measures for the first time ever. This shows the economic changes.

Extract 3

As a small, open economy, Singapore has always been in trade with more than 150% of its GDP on average, as trade with Malaysia, Singapore's largest trading partner, only a mere 14.7% of its total trade. Therefore, it does not

economy contracted severely following a plummeting external demand after the 2008 financial crisis. As external demand falls, firms scramble to cut losses, retrenching workers and reducing production processes. Some firms shut down altogether. Foreign investors withdrew funds, and local businesses entrepreneurs are hesitant to venture forth.

In the face of uncertainty, the Singapore government has to step up and face for such a small and open economy.

Most importantly, the government has to face the problems left by the only has to encourage trade, but also ensure that the exports are price-competitive in the global market. This has to be done in the face of a 20% food prices at the end of January 2009 had risen by 55% globally and price prices in general have risen by 20%.

Unless appropriate measures are taken to reduce the inflation rate, the be looking at a long and bumpy journey ahead towards recovery.

Questions

(a) Justify the Monetary Authority of Singapore's use of exchange rate. [2]

(b) Discuss the effectiveness of the Singapore government's measures of the 2008 financial crisis. [10]

Suggested Answer:

(a) The Monetary Authority of Singapore uses a floating exchange rate to strengthen of the Singapore Dollar (SGD) is allowed to fluctuate within of when the economy becomes too weak or too strong, the Monetary Authority steps in to adjust the strength of the SGD (Extract 1).

When the Singapore economy is doing well, MAS enforces a profit. This is because when the SGD appreciates, foreign imports will appear. This causes quantity of imports to increase. This includes raw materials, goods which Singapore relies on other countries in order to obtain, the and resource costs. Not only will this increase our purchasing power, it will allow producers to be able to increase their profit margins and keep push inflation low. Even though Singapore's exports are price elastic in of competitors such as Hong Kong and Taiwan which allows them to be fulfilled, and an appreciation in currency will cause a worsening balance of production will be able to boost our value-added industries to grow that are for more price competitive, which makes up for the loss of cost appreciating currency.

Another benefit of an appreciating currency is that it keeps domestic

Stimulation bank lending will not only increase the amount of entrepreneurship in the economy, but also increase the amount of investments in the economy. Stimulation bank lending allows greater risk bearing between private investors and the government, as an initiative to lower the economic uncertainty caused by the recession, which could be deterring potential investors from investing in Singapore. Since investment is a component of aggregate demand, an injection of investment expenditure will cause the aggregate demand of the economy to increase. Investments due to stimulation bank lending will also cause a capital inflow into the economy, which increases the productive capacity of the economy, and cause an increase in long-run aggregate supply of the economy.

Another benefit of stimulation bank lending is that besides attracting foreign direct investments, lower risks created will spur entrepreneurship as there will be greater support and development of Small-Medium Enterprises in Singapore. It will be made cheaper and easier to loan money and carry out transactions for these enterprises, making entrepreneurship more viable in the long run. With better use of existing resources, it will increase the productive capacity of the economy.

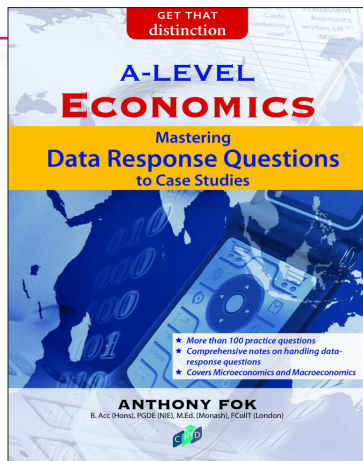
Schemes such as the Skills Programme for Upgrading and Resilience (SPUR) as well as the Workforce Income Supplement (WIS) aim to equip workers with new skills that will be more relevant to the economy, as well as enable them to take up higher-wage jobs that offer higher pay. By upgrading the quality of the human capital in the economy, the productive capacity of the economy is expanded as more output can be produced given the same amount of input resources.

Here aggregate demand will increase from AD_1 to AD_2 , due to an increase in investment, while long-run aggregate supply will increase from $LRAS_1$ to $LRAS_2$, due to an increase in productive capacity due to investment and entrepreneurship in Figure 1.

Figure 1

From the diagram, when there is an increase in aggregate demand, there is an unplanned fall in inventories, hence production is increased. National income increases via the multiplier process which is built on the proposition that expenditure creates income, income creates expenditure. This causes actual growth from Y_1 to Y_2 , which pulls Singapore out of recession.

14



Mastering Data Response Questions to Case Studies

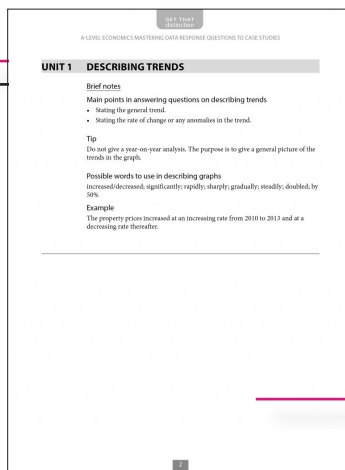
ISBN: 9789810936105

This guidebook in Economics Data Response Questions for Case Studies is written specially to prepare students in analysing and interpreting data in the form of tables, charts and graphs in the GCE A-Level Economics examination.

The case study paper in the Economics examination usually consists of tables, graphs and charts that students need to learn how to read, analyse and interpret. The questions and suggested solutions in this book are specially developed to help students improve their skills in tackling such data response questions, which is an essential case study component of the GCE A-Level Economics examination.

What's inside:

- More than 100 practice questions covering key Economics concepts in the A-Level Economics syllabus
- Answers to all practice questions
- Questions cover concepts in Microeconomics and Macroeconomics

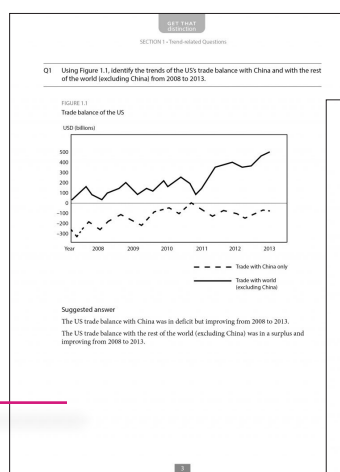


Brief Notes

Each chapter starts with brief notes to focus the students' attention on certain points when answering questions, creating a more efficient way of learning.

Suggested Answers

Suggested answers are provided along with the question so that students can refer to them easily when doing self-evaluation.



SECTION 2 - Table-related Questions

Q2 Using Table 1.2, describe the main features of Singapore's fiscal balance between 2011 and 2013.

TABLE 1.2
Singapore government revenue and expenses (SGD, millions)

	2011	2012	2013
Government revenue	120,445	140,221	140,335
Government expenses	99,455	98,866	48,580

Suggested answer:
Singapore was in a fiscal surplus during that period.
The fiscal surplus increased between 2011 and 2013.

Q3 Using Table 1.3, describe the trend in Singapore's GDP between 2005 and 2012.

TABLE 1.3
Economic data for selected countries, 2005–2012 (GDP, constant prices, % change)

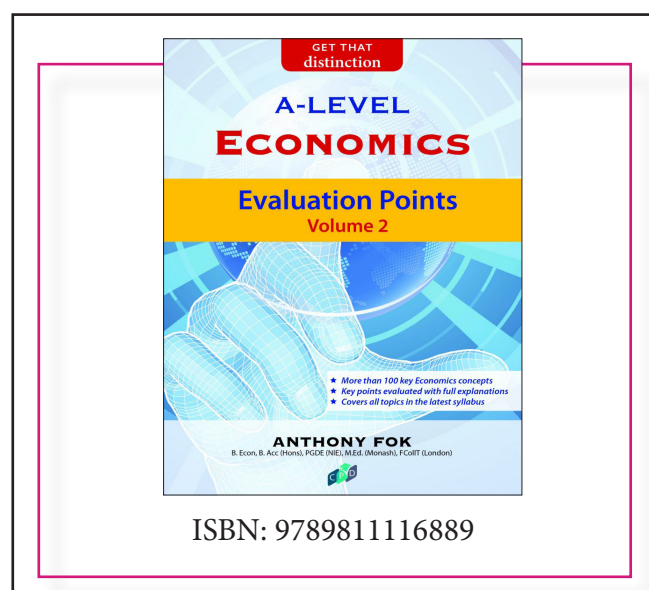
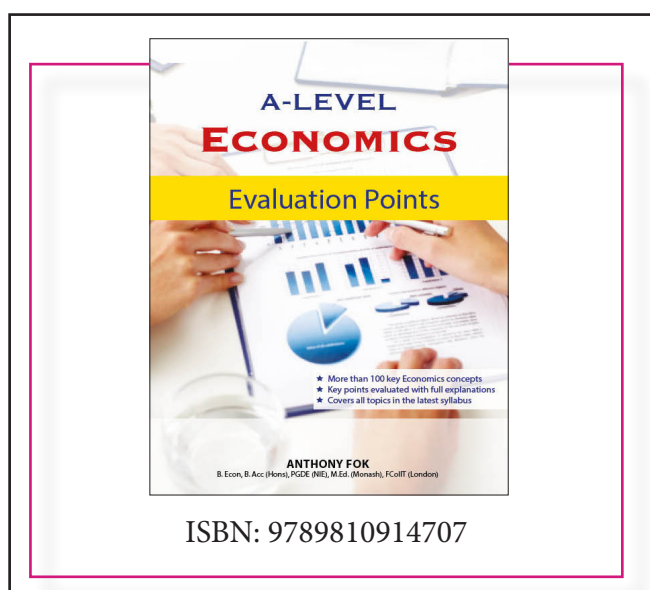
	2005	2006	2007	2008	2009	2010	2011	2012
Malaysia	3.77	3.47	3.87	2.58	1.91	-0.34	-1.49	3.83
Singapore	4.40	9.24	7.38	8.70	8.78	1.49	-0.77	2.32

Suggested answer:
Overall, Singapore's real GDP was increasing at a decreasing rate from 2005 to 2008, but real GDP fell in 2011.

Evaluation Points

In recent GCE A-Level Economics examinations, there has been less emphasis on testing lower-order thinking skills of knowledge and comprehension. In order to do well in examinations now, students have to display higher-order thinking skills, such as application, analysis, synthesis and evaluation. Unknown to many, regurgitation of lecture notes will only hamper a student's ability to achieve high marks. If a student wants to score a distinction in the Economics examination, it is important to write evaluative comments in the essays. However, many students find it challenging to evaluate alternative theoretical explanations and perspectives of economic problems, issues and policy decisions.

The Evaluation Points series will help students generate possible evaluation points for the theoretical content that they have learnt in class, thereby helping them to achieve their desired distinction grade in the A-Level Economics examination.



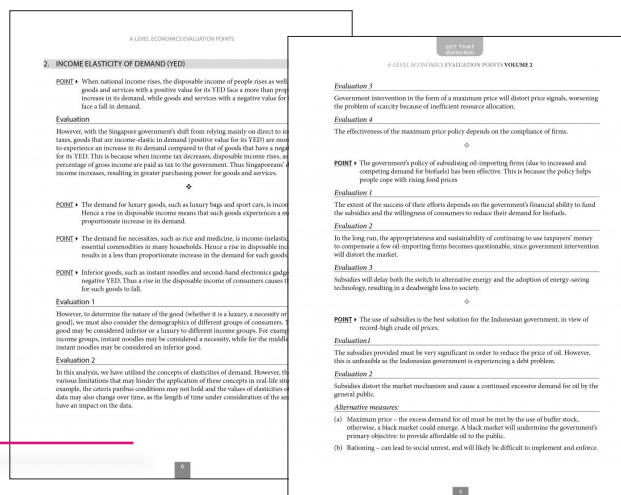
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PART 1: MICROECONOMICS	
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Comprehensive Topics

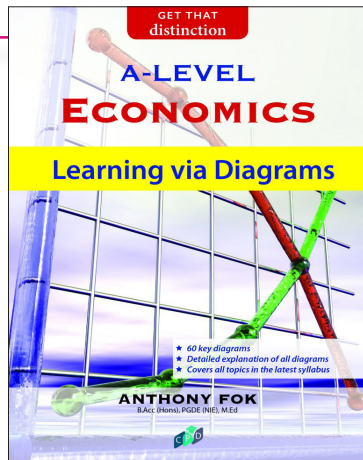
More than 100 key Economics concepts are covered, encompassing all topics required for the A-Level Economics examination.

Points and Evaluation

Points and their evaluations are presented in an easy-to-read manner for more effective studying.



Learning via Diagrams



ISBN: 9789810912109

Many candidates sitting for the GCE A-Level Economics examination find it challenging to reproduce the detailed diagrams required and apply them appropriately. It is essential that candidates are aware that no marks are awarded if key diagrams are simply drawn without explanations or the correct labelling. Marks are awarded for correct explanations of diagrams as well. Having well-drawn and labelled diagrams with their respective explanations enable students to get closer to getting a full mark for their answer.

In this guidebook, key diagrams in the A-Level Economics syllabus are collated together with the topics to which they belong. The diagrams are presented under their respective topics and explanations are clearly given for each diagram. The detailed explanations are included to help students link the topics to the diagrams for a more holistic understanding of each topic. Definitions for key terms are also provided to give a clearer understanding of their relationship with the diagrams.

Detailed Diagrams & Explanations

This book contains 60 key Economic diagrams that are detailed and help to illustrate important concepts. Explanations provided along with the diagrams are informative and help with revision.

UNIT 1 THE PRODUCTION POSSIBILITY CURVE (PPC)

DEFINITION The PPC or the production possibility frontier shows all the different maximum attainable combinations of goods and services that can be produced in an economy within a specified time period, with a given state of technology and a fixed amount of resources, and with all of its resources fully and efficiently employed, as shown in Figure 1.

In Figure 1,

- Point A shows the maximum amount of consumer goods produced when all resources are used in the production of consumer goods, but no resources are used in the production of capital goods.
- Point E shows the maximum amount of capital goods produced when all resources are used in the production of capital goods, but no resources are used in the production of consumer goods.
- Points B, C and D show different combinations of consumer goods and capital goods produced when the economy's resources are allocated efficiently.
- Points on the PPC represent full employment of all available resources in the economy.

UNIT 2 THE DEMAND CURVE

DEFINITION Demand refers to the different quantities of goods and services that consumers are willing and able to buy at each possible price during a given time period, ceteris paribus.

The Law of Demand states that there is an inverse relationship between the price of a good and the quantity demanded of the good, ceteris paribus. The lower the price of a good, the greater the quantity demanded, ceteris paribus. Hence this gives rise to a negative slope of the demand curve.

In Figure 2, when the price of a good falls from P_1 to P_2 , the quantity demanded increases from Q_1 to Q_2 . This can be illustrated by a movement along the demand curve, from point A to point B. This is a downward movement along the demand curve. The reverse is also true.

UNIT 3 SUPPLY CURVES

DEFINITION Supply refers to the various quantities of a good a producer is willing and able to offer for sale over a given period of time, at various prices, in a given market, ceteris paribus.

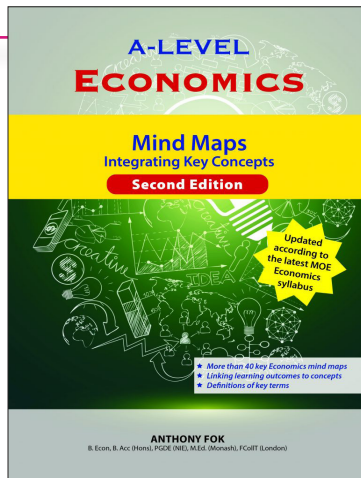
The Supply Curve

The Law of Supply states that a direct relationship exists between the price of a good and the quantity supplied of a good, ceteris paribus. Therefore, the higher the price of the good, the greater the quantity supplied, and vice versa, ceteris paribus.

In Figure 3, an increase in the quantity supplied involves an upward movement along the supply curve when the price of a good rises. Hence if there is a rise in the price of the good in question, from P_1 to P_2 , there will be an increase in the quantity supplied of the good, ceteris paribus. This is reflected in an upward movement along the supply curve, from point A to point B. The reverse is true as well.



Mind Maps



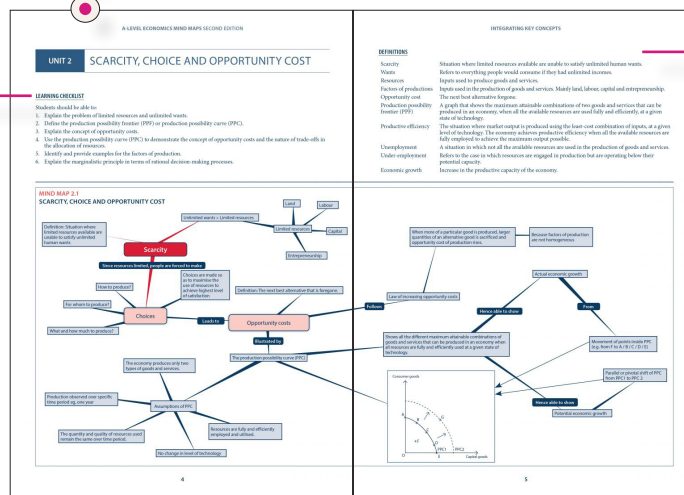
ISBN: 9789811192012

It is a known fact that working with mind maps helps learners understand concepts and organise their ideas better. Mind mapping also improves our retention rate and enhances thinking and learning skills.

Therefore, this book on GCE A-Level Economics Mind Maps has been specially written to help students quickly master the key points in Economics through the use of mind maps. This book also consists of a compilation of important definitions and learning objectives that will help students in their self-study and reference in their preparations for the A-Level Economics examination.

Informative Mind Maps

More than 40 mind maps covering 100 key concepts in the A-Level Economics syllabus.



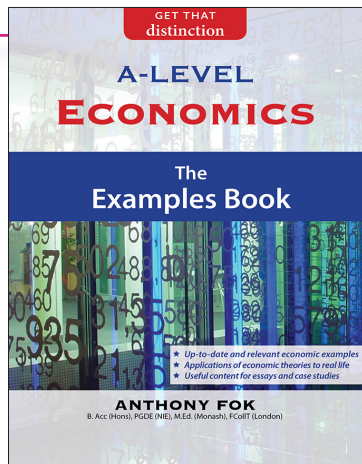
Learning Checklist

Checklist of learning outcomes to link content to concepts required for the examination.

Definitions

Definition list of key Economics terms for revision.

The Examples Book



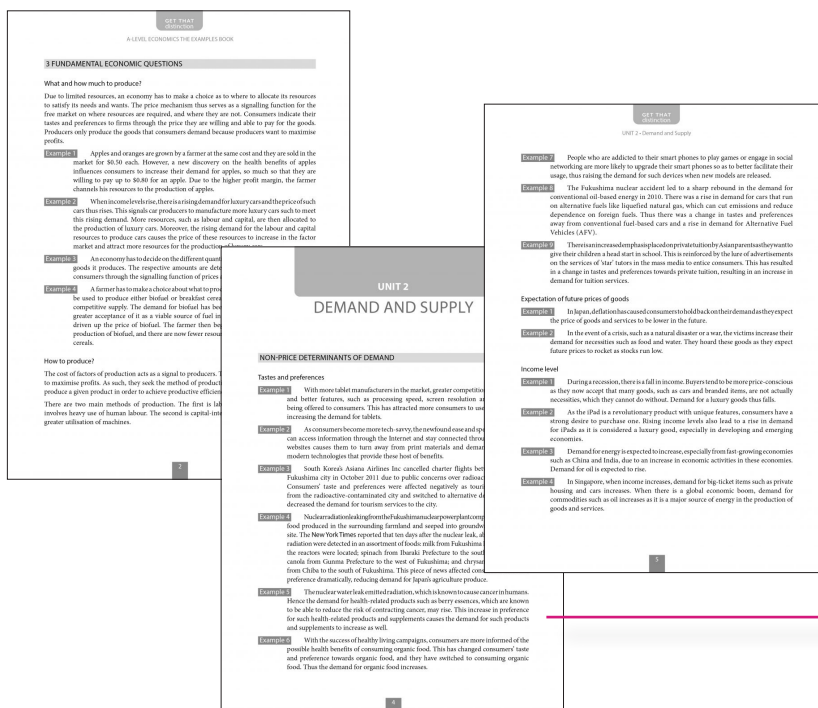
ISBN: 9789810990091

If there is one thing Economics students tend to lack, it is examples. Students spend their time memorising and digesting Economics concepts, which is a prerequisite for doing well. But to help answers shine, students need to use relevant examples. This is because every student will have the same access to the theories and concepts, but not everyone will spend the effort and time to accumulate examples and use them appropriately when crafting their answers.

The other reason why students should read examples is that they help them to understand abstract concepts better. When students struggle to comprehend how a particular theory works, an example will come in handy.

Lastly, examples also help students bridge the gap between concept and reality. When students appreciate how concepts work in the real world after they have read the examples, they become more adept at case studies and essays, where application is essential to doing well.

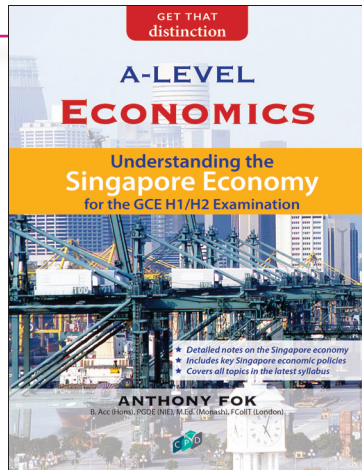
This book, which contains examples neatly categorised by topic and concept, serves as a good start for students to grow their own store of examples.



Comprehensive Examples

Examples are explained well and linked to concepts learnt for easier application in answers.

Understanding the Singapore Economy



ISBN: 9789810918941

Many candidates sitting for the GCE A-Level Economics examination find it difficult to apply Economics concepts and principles learnt in school at the national level, that is, applying them in the Singapore context. It is essential that students are able to contextualise their essays based on the requirements of each essay question.

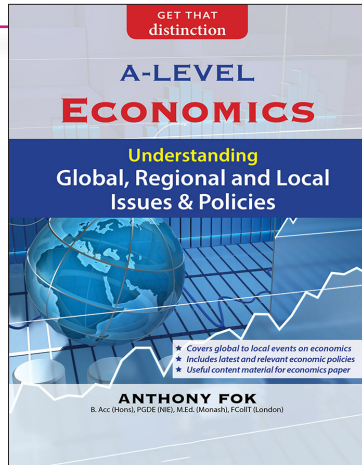
Therefore, this book of examples and policies in the context of the Singapore economy was compiled for students to cut short their learning curve and apply these examples directly into the examination questions.



Detailed Notes

Detailed notes on Singapore's economy with examples and diagrams to facilitate understanding and equip students with knowledge necessary to answer questions with more depth.

Understanding Global, Regional and Local Issues & Policies



ISBN: 9789810990084

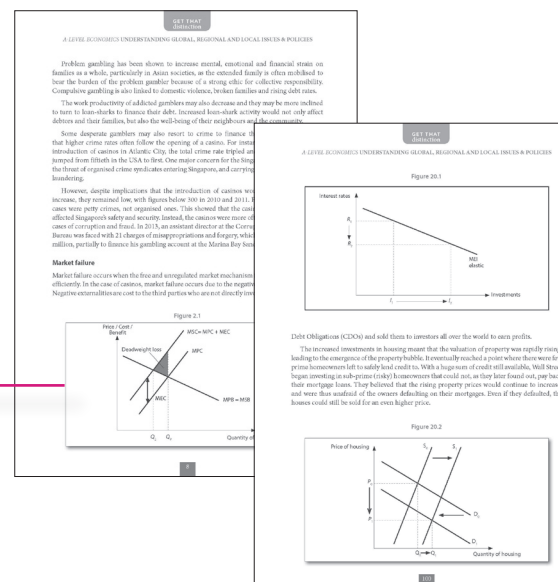
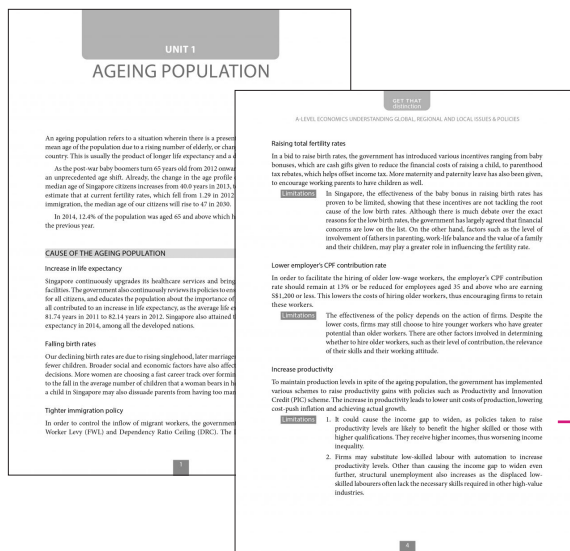
Economic issues and policies can be fascinating to study but trying to understand their complex natures can be difficult and daunting.

Many of the issues and policies discussed in this book – at the global, regional and local level – should not sound foreign to students, including issues like the haze problem in the region or the Fukushima nuclear disaster, presented from the perspective of Economics.

This book will help students become more attuned to how Economics plays out in the real world through pertinent issues and policies. This book also helps students understand global, regional and local issues and policies to better appreciate these economic concepts. These issues and policies are also likely to appear in case studies or even essays in Economics examinations and tests.

Comprehensive Content

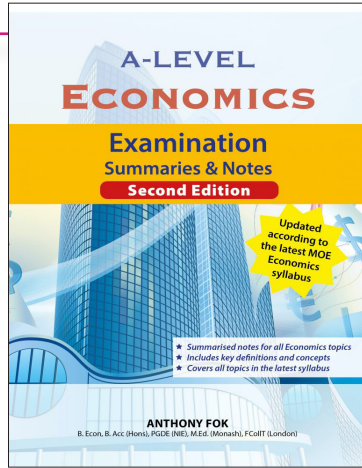
Content is covered very thoroughly and is organised in such a way that it analyses the different content and prepares students for the evaluation section of the Economics exam.



Diagrams

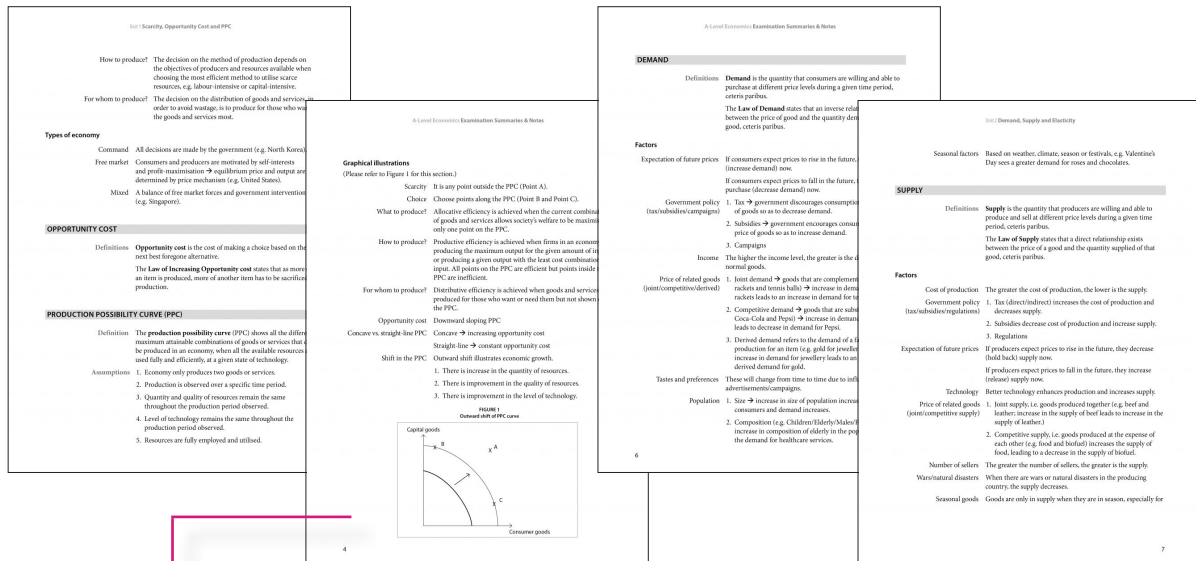
Relevant diagrams are provided when needed to enhance the answers to ensure better scores.

Examination Summaries & Notes



ISBN: 9789811192005

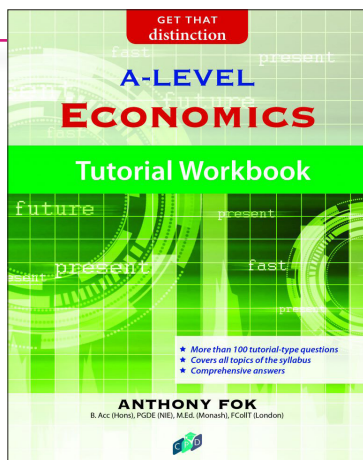
This book serves as a quick guide for students to revise for their GCE A-Level Economics examinations. The notes are prepared in accordance with the latest syllabus and are designed to help students understand quickly what is required in the syllabus and learn how to apply them in the examination. Summarised notes of all key Economics topics in the latest syllabus for examination revision help students to revise systematically. Key definitions and concepts are highlighted for concise and quick revision. The notes are presented in point form for easy memorisation.



Key Concepts and Definitions

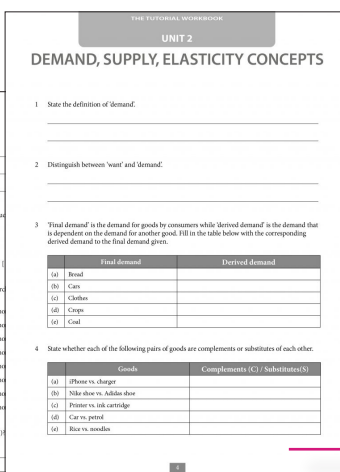
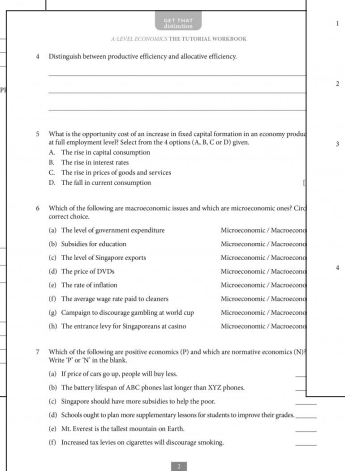
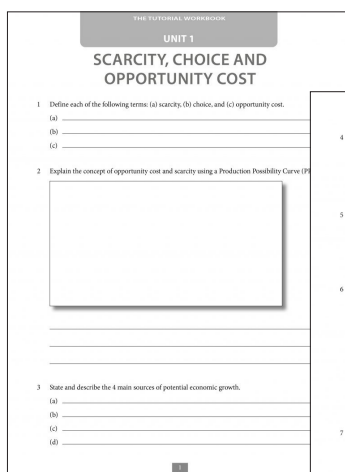
Definitions and key concepts are highlighted so students can revise more efficiently.

Tutorial Workbook



ISBN: 9789810944940

This GCE A-Level Economics Tutorial Workbook is written specially to help students develop their understanding of Economics and to build up skills to enable them to assess their own progress. There are structured questions, multiple-choice questions and fill-in-the-blanks questions to help students track their understanding of the subject. Although such questions are not in the examination format of the GCE A-Level Economics paper, it is through such practices that students can gain better content mastery and ferret out existing gaps in their knowledge. Full solutions are provided to guide students so that they will have a better understanding of the underlying Economics theories and principles involved.

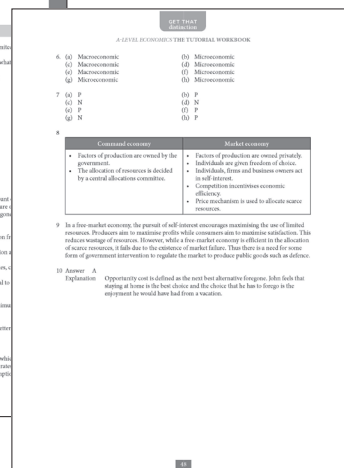
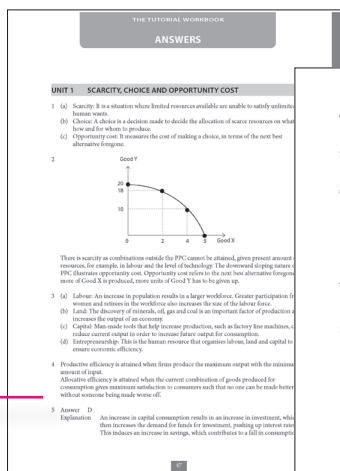


Tutorial Questions

Test students' understanding of different concepts covered in the syllabus.

Detailed Answers

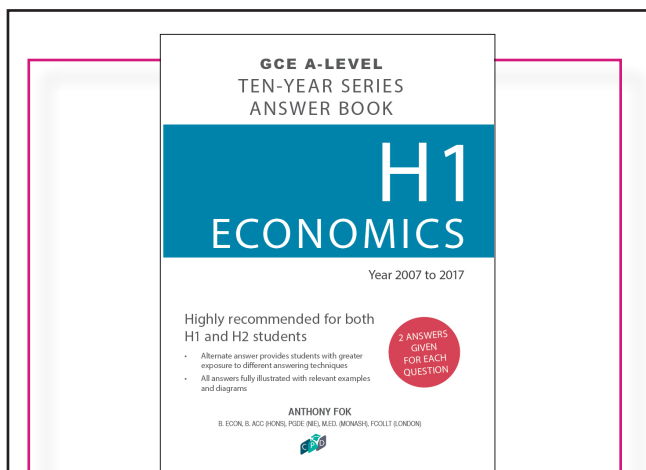
Answers provided are detailed for self-checking.



Ten-Year Series Answer Book

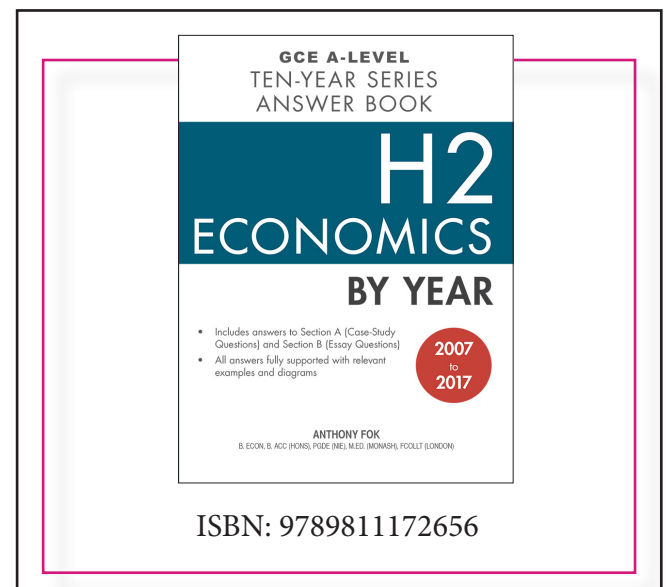
These Answer Books contain full answers to all questions in Section A (Case Studies Questions) and Section B (Essay Questions). All answers are fully supported and illustrated by diagrams as well as relevant evaluation points to score a distinction.

The model answers in these book are written under examination time constraints, showing that it is possible to write such lengthy essays within the limited time available in the A-Level examination. Students must also be aware that there are many ways of interpreting and answering an Economics essay question.

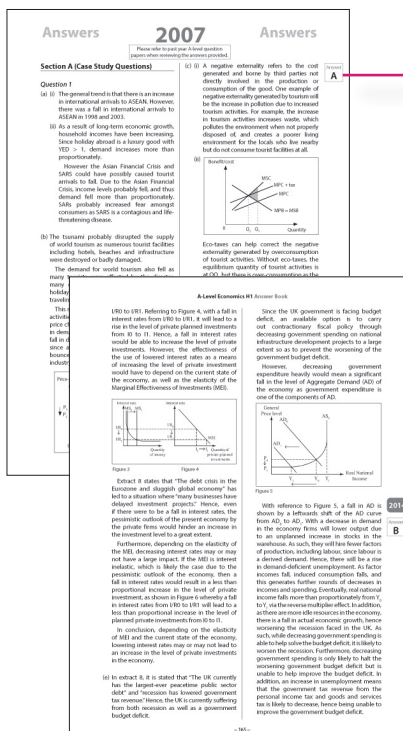


ISBN: 9789811165009

In this book, an alternative answer (Answer B) is also provided for every question to give students greater exposure to different answering techniques.

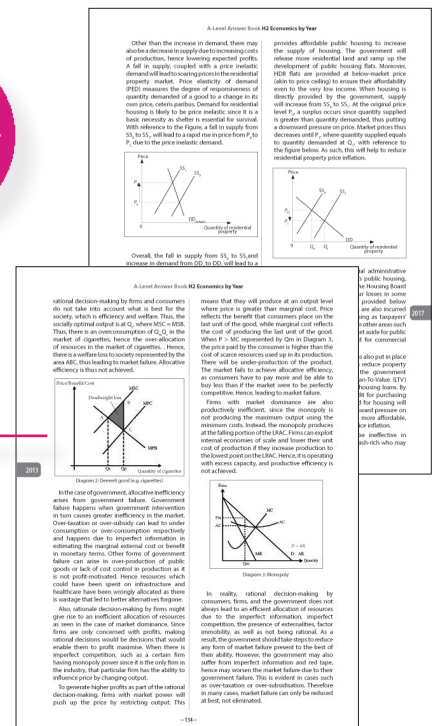


ISBN: 9789811172656



Alternative Answers

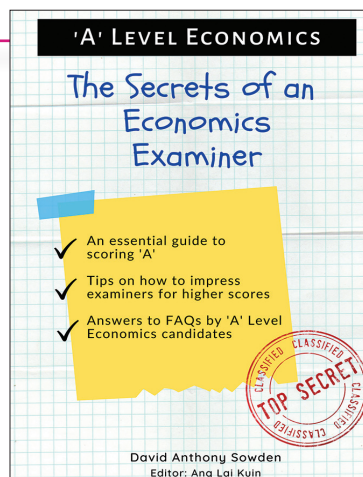
Students have greater exposure to different answering techniques.



Diagrams Included

Answers are detailed and include relevant diagrams.

The Secrets of an Economics Examiner



ISBN: 9789811801518

This book was written by a former Cambridge (Singapore) examiner, Mr. David Anthony Sowden. He has taught Economics since 1975.

In this book, students will gain insights on marking, tips on answering A-Level Economics examination questions as well as answers to Frequently Asked Questions (FAQs) that Economics candidates are likely to ask. It includes sections that give advice on diagrams, the case-study paper and past examination questions. This book will help students find out how to impress examiners for higher scores in Economics.

Contents

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Insightful Tips

Understand the Economics examination from an examiner's point of view through various tips and advice.

Characteristics of Successful Students

To be honest, I was not entirely sure to include this section! However, if you are already fully aware of my recommendations, then at least you can be sure you are on the right track!

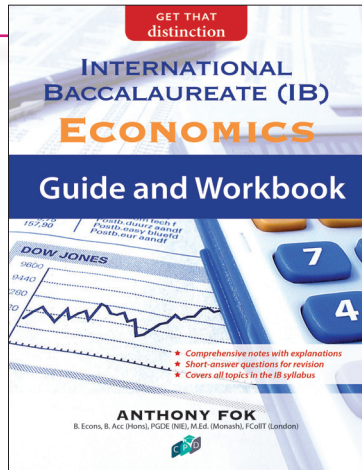
There are many such lists; should you encounter something similar that seems to be important, please feel free to add it to your own collection!

1. Be goal-driven
2. Be intellectually curious
3. Be self-motivated
4. Be creative and original
5. Develop effective communication skills
6. Think broadly, in other words, see the big, or bigger, picture
7. Develop your ability to perform under pressure
8. Develop competent writing, reading and analytical skills
9. Develop efficient time management
10. Be disciplined, responsible and self-reliant
11. Be optimistic
12. Avoid procrastination

Big Ideas in Economics

1. Choice
2. Comparative Advantage
3. Competition
4. Diminishing Returns
5. Division of Labour
6. Economies of Scale
7. Efficiency
8. Externalities
9. Incentives
10. Invisible Hand
11. Market Failure
12. Markets
13. Maximisation
14. Opportunity Cost
15. Optimisation
16. Price
17. Rationality
18. Rationing
19. Resources
20. Scarcity
21. Stocks and Flows
22. Utility
23. Value
24. Welfare

International Baccalaureate Guide and Workbook



ISBN: 9789811107139

Key features:

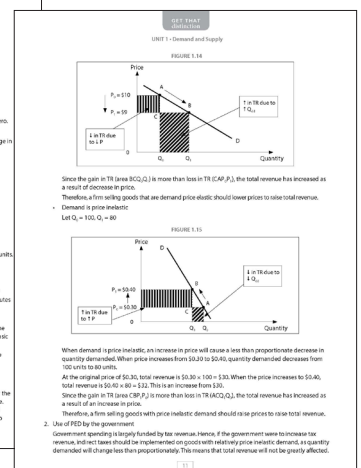
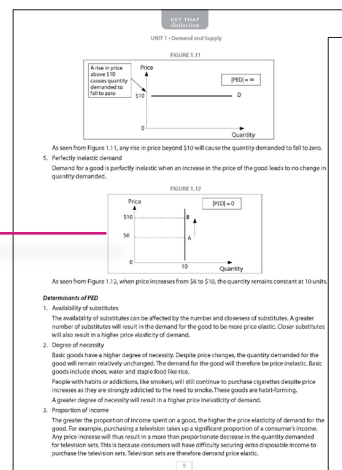
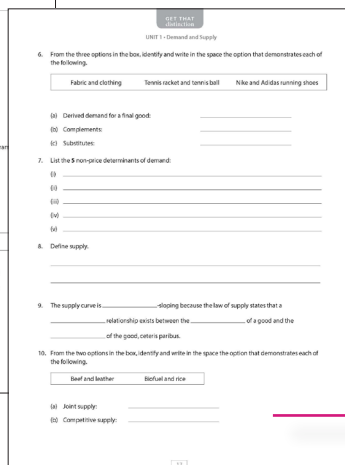
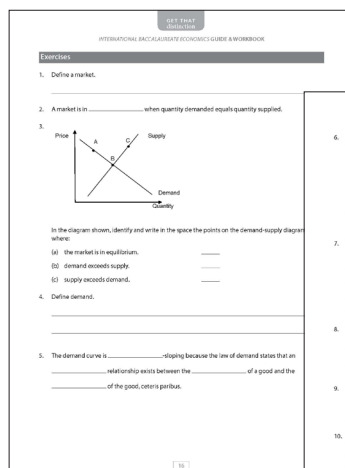
- Comprehensive notes with detailed explanations using diagrams.
- Short-answer questions to test students' understanding of key economic concepts, principles and theories.
- Full solutions provided for self-check and discussion with teacher.
- Covers all topics in the IB syllabus.

While the IB syllabus is not entirely different from the A-Level syllabus for Economics, the two are also not interchangeable. Thus, there is still a need for a resource that comprehensively guides IB students taking the subject.

This book is meant to be a point of reference for students whenever they are unsure about a particular concept, and thus it is clearly structured and easy to navigate. It is also useful as a summary of all the necessary concepts, and can be used before a test for revision.

Detailed Diagrams

Notes are accompanied by detailed diagrams which aid in the understanding of concepts.



Short Answer Questions

Short answer questions are provided for students' revision and to cement concepts learnt.



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