**English Paper 1 – Essay Writing (Situational Writing)**

**(1128/2)**

Instructions:

| **Paper 2 Comprehension [50 marks]**  Duration of Paper 2: 1 hour 50 minutes  This paper is divided into three sections.  **Section A** [5 marks]  This section contains Text 1 which will include visuals. Based on the visual text, candidates are required to answer a variety of questions testing comprehension, and on the use of visuals as well as the use of language for impact.  **Section B** [20 marks]  This section contains Text 2, which is narrative in nature, based on which candidates are to answer questions testing comprehension, vocabulary in context and the use of language for impact.  **Section C** [25 marks]  This section contains Text 3, which is non-narrative in nature, based on which candidates are required to answer questions testing comprehension, vocabulary in context and the use of language for impact. Candidates are also required to write a summary of about 80 words (excluding the introductory words that will be provided).  Texts 2 and 3 together will be about 1200 words long. |
| --- |

| **Type #1: Formal letter** |
| --- |

**A) To someone from another organisation**

| 50 Goodman Road  Singapore 439012  24 October 2020  Mr Lim Bee Seng  General Manager  Mighty Call Pte Ltd  44 Governor Loop  Singapore 131103  Dear Mr Lim,  Request for donation for fund-raising event  Introduction  Body (RPs)  Conclusion  Yours faithfully,  Tan Kim Kim  Tan Kim Kim (Mr)  Chung Cheng High School (Main) | *Sender’s address*  *Date*  *Recipient’s full name*  *Recipient’s designation / position*  *Recipient’s company*  *Company’s address*  *Dear Sir/ Madam / Mr…/ Mrs…./ Ms…, (Salutation)*  *Subject (underlined)*  ***Always use ‘Yours faithfully’ for a formal letter.***  *Signature*  *Sender’s full name*  *Sender’s organisation* |
| --- | --- |

**B) To someone from the same organisation as you (e.g. Principal / Form Teacher/ Teacher-in-charge of an event, etc.)**

| 24 October 2020  Ms Cindy Lim  Teacher-in-charge  Nature Club  Dear Ms Lim,  Proposal on Nature Club Bonding Activity  Introduction  Body (RPs)  Conclusion  Yours faithfully,  Tan Kim Kim  Tan Kim Kim (Mr)  Sec 4 Tenacity | *Date*  *Recipient’s full name*  *Recipient’s title / position*  *Recipient’s organisation*  *Dear Sir/ Madam / Mr…/ Mrs…./ Ms…, (Salutation)*  *Subject (underlined)*  ***Always use ‘Yours faithfully’ for a formal letter.***  *Signature*  *Sender’s full name*  *Sender’s Class* |
| --- | --- |

***\*Your address is not needed in such cases.***

| **Type #2: Informal letter** |
| --- |

Format

| Blk 123  Cascade Crescent  #01-1234  Singapore 432123  24 October 2020  Dear Susie,  Greetings (include a shared experience)  Body (RPs)  Conclusion  Yours sincerely,  *John* | *Sender’s address*  *Date*  ***Salutation***  *Greetings such as Dear, Hi and Hello are used.*  *Address the recipient by his or her first name.*  ***Close***  *\*Note: It is always a capital ‘Y’ and a small ‘s’.*  *Other possible alternatives: ‘Best wishes’ / ‘Love’ / ‘Lots of love’ / With hugs and kisses’*  *The letter is* ***signed off*** *with a name*. **A signature is required**. |
| --- | --- |

**Note:** The rule of consistency applies to the use of commas for the ‘salutation’ and ‘closing’.

| **Type #3: Formal email** |
| --- |

Format

| To : addressee’s name <email>  From : writer’s name <email>  Subject:  Mr Tan, (salutation)  …  Yours sincerely,  (writer’s name)  (writer’s position) |
| --- |

| **Type #4: Informal email** |
| --- |

Format

| To : addressee’s name <email>  From : writer’s name <email>  Subject:  Dear John, (salutation)  …  Your friend / cousin,  (writer’s name) |
| --- |

| **Type #5: Speech** |
| --- |

Format

| Fellow classmates, with regards to your choices for the December vacation courses, I would strongly recommend that you join the Personal Finance Management Course. As the upcoming batch of people to join the working sector, I find it most vital to equip ourselves with a certain level of management skills in our finances to ensure that we do not end up having to slog in our later years because we did not plan our finances well.  While the other courses may seem extremely meaningful, and to a certain extent, interesting, they do not produce an essential skill as compared with financial management when we enter the working sector. It is clearly more practical to understand the business world, which most of us would be entering, and have a feel of the fields we will be approaching.  On top of learning how to manage our finances, I am sure that most of us would acquire a certain level of organisation skills that have proven to be valuable assets in life. Far more than good looks and charm. Such a course would also give us a headstart in our finances by guiding us to build our wealth much earlier before most others. Somehow, it also enables us to upgrade ourselves as we learn to penetrate markets, make deals, and even become “little bosses”.  Therefore, I sincerely invite all who find sense in my words to make the right choice, and not waste away our vacation time learning nothing of great value to our emergence as adults. Thank you. | Introduction   * Greeting (in order of the appointment - name, followed by designation) * Self introduction * State purpose   Body (RPs)  Conclusion   * Reiterate key points * Reiterate call-to-action |
| --- | --- |

**Introduction**

Features

| Feature | Explanation | Examples |
| --- | --- | --- |
| 1. **Greet audience** | Level of formality varies | Good morning / afternoon / evening to   * ladies and gentlemen (general audience) * our principal, teachers and fellow students (official school function) * Mr Chairman, ladies and gentlemen (official function) * our distinguished guest, Mr …, ladies and gentlemen |
| 1. **Introduce yourself** | Include full name + organisation | I am (name) from (school / class)   * DO NOT introduce self to individuals who know you * Can state role |
| 1. **State purpose** |  | The purpose of my talk today is to make you realise the importance of looking after your food intake and how your health can be maintained through exercising. |

Consider:

1. **Purpose** – why
2. **Audience** – who
3. **Context** – what happen in background

Writing a good introduction

1. Greet audience (depends on formality, start from most distinguished person)
2. Introduce self + organisation
3. State purpose of speech
4. Use techniques of CATFISH

* relevant anecdote
* quote
* statistics
* define a word

**Persuasive techniques**

Attract attention of audience

| Technique | Explanation | Examples |
| --- | --- | --- |
| 1. **Appeal to audience** | 1. Appeal to reason  * Clear and logical (objective tone) * Support viewpoint with facts   + Statistics   + Research   + Facts   + Concrete examples  1. Appeal to emotion  * Establish connection * Evoke response  1. Appeal of credibility  * Be believable / worthy of trust |  |
| 1. **Inclusive language** | Use collective pronouns (we, our) | I do not stand here as your potential Student Council president. I stand here as one of you. Together, we will make a difference and ensure that our voices will be heard. As one of you, I understand how you feel and I will bring our concerns to those who can address them. |
| 1. **Repetition** | Repeat words | Regardless of the difficulties we might face, regardless of the obstacles we might have to overcome, regardless of our differences, we will come together as one voice, one people, and one family and attain greater heights and higher excellence. |
| 1. **Antithesis** | * Place 2 contrasting ideas in a parallel sentence structure * Issues   + Healthcare: disease VS good health   + War: violence VS peace   + Morality: good VS evil | If any family is devastated by disease, then I cannot be content with my own good health. |
| 1. **Parallelism** | Repetition of words → same level of importance | Tell me and I forget. Teach me and I may remember. Involve me and I will learn.  Today’s students can put dope in their veins or hope in their brains. If they can conceive it and believe it, they can achieve it. They must know it is not their aptitude but their attitude that will determine their attitude. |
| 1. **Rule of 3** | Place 3 words / ideas in succession | I came. I saw. I conquered.  Government of the people, by the people, for the people. |
| 1. **Rhetorical questions** | Question with obvious answer → make a point, persuade | Are we a nation that tolerates the hypocrisy of a system where workers who pick our fruit and make our beds never have a chance to get right with the law? Are we a nation that accepts the cruelty of ripping children from their parents’ arms? Or are we a nation that values families, and works to keep them together? |
| 1. **Best choice** | Tell everyone why it is the BEST choice | I am honoured and humbled to stand before you today. I sincerely appeal to each one of you to listen with an open mind, and consider the option that would be the best for the rest of your journey in Chung Cheng. |
| 1. **Metaphor** | Refer to sth that is considered to have similar characteristics to that person / object | The mind is an ocean  The city is a jungle |

Example of a speech: I Have a Dream (Martin Luther King, Jr.)

| **I am happy to join you today** in what will go down in history as the greatest demonstration for freedom in the history of **our** nation.  Five score years ago, a great American, in whose symbolic shadow **we** stand today, signed the Emancipation Proclamation. This momentous decree came as **a great beacon light of hope** to millions of Negro slaves who has been **seared in the flames of withering injustice**. It came as a **joyous daybreak to end the long night of their captivity**.  But **one hundred years later**, the Negro **still** is not free. **One hundred years later**, the life of the Negro is **still** sadly crippled by the **manacles** of segregation and the chains of discrimination. **One hundred years later**, the Negro lives on **a lonely island of poverty in the midst of a vast ocean of material prosperity**. **One hundred years later**, the Negro is **still** languished in the corners of American society and finds himself an exile in his own land. And so **we’ve come here today** to dramatise a shameful condition.  In a sense **we’ve come to our nation’s capital to cash a check**. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were **signing a promissory note** to which every American was to **fall heir**. **This note was a promise** that all men, yes, black men as well as white men, **would be guaranteed** the “unalienable Rights” of “Life, Liberty and the pursuit of Happiness”. It is obvious today that America has **defaulted on this promissory note**, insofar as her citizens of colour are concerned. **Instead of honouring** this sacred obligation, America has given he Negro people a **bad check**, a **check which has come back marked “insufficient funds”**.  But **we** refuse to believe that the **bank of justice is bankrupt**. We refuse to believe that there are **insufficient funds in the great vaults of opportunity of this nation**. And so, we’ve come to **cash this check**, a check that will give us upon demand the riches of freedom and the security of justice. | Inclusive language  Metaphor  Antithesis  Repetition  Metaphor  Inclusive language  Antithesis  Appeal to emotion  Inclusive language  Analogy  Appeal to reason  Inclusive language  Analogy  Antithesis |
| --- | --- |

**Construct RP paragraphs**

Analysis of question

1. **Purpose**
2. **Audience**
3. **Context**
4. **Task** (e.g. letter, report, speech)
5. **Role**
6. **Required Points** (number them RP1, RP2, RP3)
7. **Tone**

**Task fulfilment (10%)**

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

**Language (20%)**

* There must be a form of elaboration / provision of examples (supporting details for given information)
* It should be added in meaningfully (relevant) to suit purpose / objective of question
* Provide extra + relevant information using PEEL to explain and support overall purpose / objective

| **Type #6: Eyewitness report** |
| --- |

**Format**:

| To: Mr John Tan  Principal  Dakota Secondary School  From: Nicholas Lim Junxi  Student  Secondary 4G  Date: 22 May 2021  Subject: Account of what happened at the canteen  Include key information (5W1H)  Include events in chronological order (5W1H)  Conclusion (depends on context)  Reported by:  ***Nicholas***  Nicholas Lim Junxi | ***Recipient****’s full name*  *Recipient’s title* / *position*  *Recipient’s organisation*  ***Sender****’s full name*  *Sender’s position\**  *Sender’s class\* (\* omitted based on context)*  ***Date***  ***Subject*** *(underlined)*  *Signature*  *Full name* |
| --- | --- |

**Writing technique**:

* Description

| Sequence of events | People |
| --- | --- |
| * + Describe in detail   + Events leading up to incident, before it   + Events involved during time of incident   + Events immediately after incident | * + Unusual / distinguishing characteristics, key details   + Physical - gender, height, size, skin colour, hair colour, style, birthmarks, tattoos, injuries, etc.   + Clothes and accessories - colour, design, headgear, jewellery, spectacles, footwear   + Items carried - bags, haversack, plastic bags |

* Unbiased
  + Do not involve personal emotions / opinions
  + Maintain objectivity
  + e.g. biased statements:
    - I feel that the cyclist was very inconsiderate. (personal opinion)
    - I feel that the victim should not have … . She was also at fault … (personal opinion)
    - I was so shocked. (personal emotion → irrelevant)
* Facts and figures
  + The first explosion blew up near the front of the counter of the fast food restaurant.
  + Some patrons and the crew at the counter had their limbs burned.
  + There was chaos because people were trying to rush out of the burning area.
  + A lot more people were down due to a stampede.
  + Mr Zack Ng made and put tourniquets on the injured with their own clothes.
  + He is a member of the St John’s Ambulance Brigade.
* Recommendations
  + Tailor recommendations specifically to required points
  + Analyse question properly
  + e.g. How to prevent such fights in the future
    - Have more police patrols to check on suspicious individuals
    - Tougher laws to discourage potential offenders
* Body paragraphs: **PEEL**
  + P = Point
  + E = Evidence
  + E = Explanation
  + L = Link
* Note:
  + Factual
  + Chronological
  + Unbiased (no personal opinions / emotions)
  + Formal language
  + Short and to the point

It is September 2019. You witnessed a near collision between a Personal Mobility Device (PMD) rider and a pedestrian along a footpath (refer to the video stimulus). The Traffic Police have asked those who were present at the scene to provide an eyewitness account of the near collision.

In your report, the police would like you to include :

* details about who, where, when & how the near collision occurred
* details on what happened after the near collision
* one suggestion to prevent such incidents from happening again

Write your eyewitness report in a clear and objective tone, to provide the Traffic Police with useful information on the potential dangers of having PMDs on footpaths.

You may add any other details of your own which you think will be helpful.

| To: Inspector Keegan Lee  Senior Police Officer  Maxwell Traffic Police  From: Christopher Tan  Date: 22 September 2019  Report on near collision between PMD and pedestrian |  |
| --- | --- |
| I am Christopher Tan from Secondary 4 Tenacity of East Coast Secondary School. I am writing this in response to the Traffic Police’s call for witnesses to report on what they saw on 22 September 2019. In my report, I will provide details of where and how the near collision between a PMD rider and pedestrian occurred, a description of what happened immediately after, and one suggestion to prevent such incidents from occurring again. | * Introduce yourself * State purpose of the report (draw on the task but UYOW) * Give broad overview of the report (draw on the RPs) |
| The near collision occurred on 22 September 2019. It was about 3pm and I was walking back home along the footpath that connects Bedok MRT Station to the nearby bus stop. The footpath runs parallel to Blk 506 Bedok Street 51. [Where & When] A young Malay teenager was riding his personal mobility device (PMD) along the footpath. I saw him coming down the footpath as I was in the opposite direction. As he passed by the Sheng Siong supermarket, a middle-aged lady moved forward and attempted to walk across the footpath. [Who & How] | * Be specific about WHO, WHERE, WHEN and HOW * LOGIC: Do note that you could not have been walking behind him (he would have moved too fast for you to see what happened), so think about where to situate yourself |
| She did not seem to have seen the PMD rider coming. She took about two steps onto the footpath and stuck her umbrella out with her right hand, as if she was attempting to hail a taxi. Just as she did so, the PMD rider came towards her and nearly crashed into the Malay lady and her umbrella. The PMD rider had to brake all of a sudden and tuck his head in order to dodge the outstretched umbrella. The PMD rider did not appear to be riding at a very high speed, as he was able to brake fairly quickly and avoid the near collision. [Who & How] |
| The young PMD rider, who had braked very suddenly to avoid the near collision, appeared to be in shock. He paused on his PMD and turned around to tell the Malay lady, ‘Please don’t do that again.’ He shook his head in dismay but was not rude in his tone. I had stopped walking due to the near collision and stood watching from the side of the footpath. There were a few other bystanders who had also stopped and they were also watching the PMD rider and the pedestrian. I saw the Malay lady put her umbrella down and lean on it to stabilise herself. She bent down to pick up the plastic bags that she had dropped and a few bystanders went forward to help her. She muttered, ‘Sorry’, to the PMD rider and continued to cross the footpath. The PMD rider moved off and continued travelling along the footpath. I continued walking in the direction of home. | * Share what happened right after the near collision * Base your report on facts, and not your personal judgement or reflections |
| After witnessing this incident, I can understand some of the recent concerns raised by members of the public about the dangers of PMDs along footpaths. Since the Traffic Police have asked me to include one suggestion to prevent such incidents from happening again, I would like to suggest a ban of PMDs along footpaths. In this incident, neither the pedestrian nor the PMD rider intended to collide into one another, and I believe both exercised care and restraint once they saw that a near collision had taken place. However, if the PMD rider had been travelling at a faster speed, he would not have been able to brake in time, and would have crashed headlong into the Malay lady, resulting in disastrous consequences.  The footpath is a space which is currently shared by both pedestrians and PMD riders. While it is a good idea to impose speed restrictions for PMD riders, this episode shows that accidents could still happen inadvertently even if the PMD riders ride at low speeds [incorporating an OVR]. This is due to the high traffic along footpaths – both PMDs and pedestrians. Thus, for the safety of all, I would suggest a ban of PMDs along footpaths. | * Share your suggestion in a humble, objective tone. * Rem the PACC: you are offering your suggestion to the Traffic Police, so do not adopt a superior tone. * Do not be emotional in your writing. |
| Reported by:  *Christopher Tan*  Christopher Tan | Signature |

| To: Mr Han Hai Hao  Discipline Master  Apple Tree Secondary School  From: Lin Lei Li  Prefect  3 Honesty  Apple Tree Secondary School  Date: 14 August 2020  Report of a quarrel between our students and a resident at Block 60, Dakota Road | -Be respectful  -Use the title given in the question **- PAC**  -You can give yourself a suitable role. ‘you have decided to write a report’ **- PAC**  -This is the only accepted format for dates. |
| --- | --- |
| I am Lin Lei Li from Secondary 3 Honesty. On 13 August 2020, at around 4 p.m., I witnessed an incident that took place between some students of our school and a neighbourhood resident at the void deck of Block 60 at Dakota Road, which is near our school. In this report, I have included a few photographs taken at the scene to facilitate any investigation that may be needed. I will also provide details about how the incident occurred, those involved and the causes of the quarrel. | -At least 2 of the 5W1H should be given to make the subject meaningful. **– PAC** |
| I was on the way to meet some classmates from 3 Honesty to work on a project when I heard very loud noises. There were five students from our school being scolded by someone at the void deck of Block 60, where I was supposed to meet my classmates. I recognised some of them. My classmates, Jeffrey and Jackson, also witnesses of the incident, were already there and had taken seats at a clean round table at the other end of the void deck. They filled me in on what had happened before I joined them. | -A gist/summary in the introduction.  -Make the connection to the photographs that were taken  - Give brief overview of contents of report  -Relate to the GI (walking past)  -Relate to the GI (two witnesses + “related to you what had happened’) |
| The five students were eating at a table at the void deck. Then, they left plates of leftover food and spilled drinks uncleared and started playing football. Sporadically, they would cheer in triumph when they scored, or cry out in dismay when they missed a shot at their makeshift goalposts. At times, there were some missed shots and the football slammed loudly against the wall near the lift lobby. At around 4 p.m., a resident exited from the lift. He looked quite angry as he turned his head to scan the area. That was when Jackson heard ‘DUCK’ being shouted. The next thing he knew, he saw a football flying towards the resident’s head. Due to the spinning motion of the ball, it deviated from its flight path and landed barely one palm’s distance from the resident’s face, against the lift door. The resident was visibly shocked. Later on, Jackson said that one of the taller boys, whom we do not recognise, had kicked the ball too forcefully after wrestling it from another shorter boy with spiky hair. The resident stomped over and yelled at all of them. That was when I arrived. | **RP1: details** about **how** the **incident occurred**  -Relate to image 1 and 3,+ the corresponding texts (loud noise + messy table).  -“Missed shots” -- Setting the stage on how the incident happened + details about HOW the incident occurred.  -Exit the lift (a signal that he is a neighbourhood resident - **PAC**)  -Relate to GI (nearly hit by a ball)  -Details about HOW the incident occurred. |
| Four boys and one girl were involved. I know two of the four boys. They are Bernard from 3 Tenacity, and Amar from 3 Honesty. Even though I cannot identify the remaining two boys, they should be from the school’s football team because all of the boys were wearing the school’s black football jersey. The unknown taller boy who nearly hit the resident with the ball had a red headband on his head while the last boy with spiky hair wore a pair of white-rimmed spectacles. The tallest person in the group was a girl with a bob haircut and she wore a white tee shirt with the words ‘Chinese Chess’ printed on it. Jeffrey, my other classmate, recognised the neighbourhood resident as Mr Teo who lives on level two of the block. They are neighbours. | **RP2: details** on **who** were **involved**  -Five students (based on the GI)  -If there is any investigation, the DM will need to have details of these students in order to identify them. **- PAC**  -Be as detailed as possible  -It will not be wise to state that you do not know any of them OR state that you were too far away to see their features.  -If you know all of them, then you will not be able to elaborate or give details as required by the question. |
| From what I observed and learnt from my classmates, the quarrel took place because of a few reasons. Mr Teo had berated the boys for creating a ruckus in the estate. He exclaimed that the noise from the cheering and jeering, coupled with the slamming of the ball, had disturbed his family’s rest. The girl tried to explain that they were sorry for making too much noise in the excitement. **However, Mr Teo cut her off and said they were just being ‘stupid and bratty’. Some of the boys, in particular, Amar, started arguing back** that they were playing at a public space, which Mr Teo dismissed by pointing at a sign that read ‘No ball games.’ Mr Teo also **expressed strongly how he could be severely injured if the ball had come into contact with his head**. The girl, who seemed to be the leader of the group, apologised profusely. Then, Mr Teo **gestured repeatedly at the table near them which was in a mess with plates of leftover food and spilled drinks.** **Every time the students tried to explain, Mr Teo would flare up. That made the students infuriated. From then on, the quarrel escalated**. **Amar, from my class, retaliated verbally when Mr Teo’s finger nearly came into contact with his head. He yelled, pointed aggressively at Mr Teo and said,** “Stop it. We are already sorry. Stop cutting us off. You should stop pointing and insulting us!” Then, he left with the rest of the students after a string of profanities. Mr Teo threatened to report the matter to the school and left. This is the end of my report of the incident. I hope the details will be adequate in helping the school to conduct any investigation. | **RP3: details** on the **causes** of the **quarrel**  -Build up to the quarrel.  -Cause of the quarrel (1) with details + Reference to image 2  -Cause of the quarrel (2) with details (using image 3)  -Cause of the quarrel (3) with details  -Cause of the quarrel (4) with details + relate to image 2 |
| I am writing this report of my own accord because I wish to present a more complete picture of the encounter to the school, so that any punishment would be made with more consideration of what had happened. Even though the neighbourhood resident was aggressive, our students were also in the wrong for playing ball at a place where they were not supposed to. Furthermore, they had dirtied the estate by not clearing up after they ate. Then, some used profanities. I propose issuing demerit points as a punishment based on each act on a case-by-case basis. After all, not everyone should be given the same punishment because some were apologetic. According to the demerit point system that the school already has, it will also bar some of them from taking part in competitions in the next few months. At the same time, it will affect their next conduct grade. Hopefully, this painful lesson will help them to comprehend the severity of their actions so that they think twice before acting. In this way, it may also deter other students from committing such inconsiderate acts in the future.  **OR**  In view of the incident that occurred, I recommend that the school deal with the students involved by helping them to understand the reasons why their actions were wrong. One way to do so is to task the students involved in the incident with cleaning the school campus every day for a month after school.In this way, they can better understand the hardships that cleaners and janitors go through and may be more likely to clean up after themselves in future. Having witnessed the incident, I was greatly concerned as I felt that the students had tarnished the reputation of the school with their rude and inconsiderate actions and mannerisms. Punishment should be meted out to deter the culprits and other students from committing such inconsiderate acts.However, I suggest that it be something that is not merely punitive, but which enables the students to understand and learn about what it means to be a civic-minded and considerate citizen of the community. | **RP4:** **one** **recommendation** for the school investigating the incident **to carry out appropriate punishment** if **necessary**  -There are many ways to understand what is appropriate (fair, necessary, effective, +ve outcome)  -Connect this RP4 to your decision to write the report (shown in the task instructions: ‘you have decided to write a report’ **– PAC)**  -On why a punishment is appropriate and necessary  -The punishment  -Issuing an appropriate punishment  -on why this is appropriate  -elaboration of the punishment  -on why it may work (appropriateness)  -on why it is necessary  -P: Relate to the question (ONE recommendation)  -E: Explain by justifying your recommended punishment  -E: Elaborate on why students should be punished  -L: explain how students will learn a lesson from being punished |
| Reported by: *Lin Lei Li*  Lin Lei Li | Signature |

| **Reports** |
| --- |

If the task requires a **proposal** but it does not state if it is a letter or a report, adopt the layout for a **report**.

**A) To a figure of authority such as your Principal / Form Teacher / Teacher-in-charge of Co-curricular Activity/ event**

| To : Mr Chan Ying Yin  Principal  Chung Cheng High School (Main)  From : Koh Ling Ling  Chairperson, Basketball Team  Sec 4 Tenacity  Date : 24 October 2020  Subject : Proposal to set up a charity bazaar  to raise funds for the needy students  Introduction  Body (RPs)  Conclusion  Submitted by :  *Koh Ling Ling*  Koh Ling Ling | *Recipient’s full name*  *Recipient’s title / position*  *Recipient’s organisation*  *Sender’s full name*  *Sender’s position*  *Sender’s class*  *Date*  *Subject (underlined)*  Signature  Name |
| --- | --- |

**B) To a figure of authority such as your Principal / Form Teacher / Police Officer** (Incident/ Eye-witness)

| To : Officer Mike Tan  Staff Sergeant  Bedok Police Station  From : Koh Ling Ling  Date : 24 October 2020  Subject : Account of what happened at the  canteen on 23 October at 10.40 a.m.    Include key information such date, time, location, people involved. (What? Who? Where? When?)  Include what happened in chronological order (How? Why?)  Conclusion  Reported by :  *Koh Ling Ling*  Koh Ling Ling (Ms) | *Recipient’s full name*  *Recipient’s title / position*  *Recipient’s organisation*  *Sender’s full name*  *\*Sender’s position*  *\*Sender’s class (\*may be omitted for a report to the police)*  Date  *Subject (underlined)*    Signature  Name |
| --- | --- |