

# Congratulations!

The Secondary 4 students of 2006 did extremely well in their examinations. There were many happy teachers in the staffroom the day the "O" level results were out – all the students were able to achieve their targets and their General Paper grades will help them pursue courses in the university.

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# aMuse

A CreativeHorizons™ Newsletter

## PAPER PLANES

– Let Your Words Take Flight.

A Creative Writing Contest will be held during the first week of the June holidays. There will be 5 categories: Lower Primary, Middle Primary, Upper Primary, Lower Secondary and Upper Secondary.



We have a stellar team of judges – a well-respected academic, an acclaimed writer, a veteran journalist, as well as one of our own prize-winning students.

The champions and runners-up for each category will receive cash prizes and vouchers. The top 10 entries for each category will receive vouchers.

**Pick up an entry form from the front desk or download it from our website.**



## Mid-year Holiday Courses

Join us for the Mid-year Holiday courses – Reading Right, Writing Craft, P6 Focus and "O" Level Focus. The courses run from 28 May to 8 June 2007. Pick up more information from the front desk.



*Recommend a friend and receive a \$30 voucher.*

## Come Meet Us – Parent-Teacher Meeting Term 2

Singapore	Malaysia
P2, P3, P5, S2, S3, JC1	All levels
Tuesday–Friday 8–11 May &	Monday 21 May 2007 &
Monday 14 May 2007	Friday 25 May 2007

### Creative Horizons Language Centre

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# TICKLE YOUR BRAIN WITH REBUSES



It's amazing how many word games you can play with just 26 letters of the alphabet – and a dash of creativity! We offer you, this time round, a little rebus fun.

## WHAT IS A REBUS?

A rebus is a representation of a catchphrase using pictures made with letters, words or symbols. A rebus is often presented in the form of a puzzle. Y? Just 4 some C8tive N tellilNgent fun! (There – that's a rebus!) Study the following examples and you will have an idea on how to encode – and decode – a phrase in a rebus.

- (a) **SHCRYAME**  
Ans: Crying shame  
(„cry“ in „shame“)
- (b) **TIME** (with an arrow pointing down to the 'I')  
Ans: End of time  
(the arrow points to the last letter of „time“)
- (c) **1111** over **TIME**  
Ans: Once upon a time  
(1s upon TIME)

## SERIOUSLY, WHY REBUS?

Rebuses serve as more than just an entertaining pursuit. They are used in IQ tests related to spatial intelligence – that part of the brain power which deals with visual information. What's more, language experts advocate the use of rebuses in reading for young children. In rebus books, words beyond a child's reading ability are represented in the text itself by little pictures, or rebuses.

## DECODE THESE REBUS PUZZLES!

Now, have a go at decoding these 12 rebus puzzles. Send us your answers by the end of Week 10 of Term 2, and you might just win a \$20 book voucher. (We expect a flood of winning entries; thus we may pick the winner through a lucky draw.) Go on – tickle those brain cells, and perhaps you will be tempted to create a few rebus puzzles of your own for your friends to solve!

1. **THOUDEEPGHT**
2. **HEAD** over **HEELS**
3. **AID AID AID** (with an arrow pointing down to the 'I' in the first 'AID')
4. **E**, **K**, **A**, **W** (arranged vertically)
5. **ci ii**
6. **egsg**, **eggs**, **esgg** (arranged vertically)
7. **cut** over **cut cut cut cut cut**
8. **ICEBERG** (with the 'I' and 'G' written in a larger font)
9. **WRONG** over **WRONG** over **RIGHT**
10. **MEAL** over **^**
11. **millio1n**
12. **NEW LEAF** (written upside down)

**DEFINITION**

In educational terms, over-achievers are students who perform above expectations of their natural ability. This can actually be a more serious problem than under-achieving because apart from performance, over-achievers may suffer from disappointment and depression.

# DANGERS OF OVER-ACHIEVING

## YOUNG OVER-ACHIEVERS

**Hot-housing**

Over-achieving sometimes happens when students are hot-housed from an early age. In the early years these students do very well because they can remember information well. They may even be top of their classes in Primary 1 and 2 because the work is very straightforward. Their lack of ability with lateral learning may not be noticed.

**Levelling**

Problems may surface in Primary 3 or 4 when the syllabus becomes more complex and other students catch up. 9 and 10 are considered the levelling years. At this time, over-achievers find themselves failing to excel as before.

**Confusion**

Young over-achievers do not understand why they fail to do as well as they used to. Parents and teachers may put pressure on them by continuing to expect a similar level of performance. The result can be a "good" student who starts becoming "difficult" or seemingly "lazy". These are coping mechanisms to protect them from expectations.

## OLDER OVER-ACHIEVERS

**Obsession**

When students perform well, they feel on top of the world. So performing well can become addictive, negative and disruptive – an obsession.

**Whatever It Takes**

Over-achieving students want that top-of-the-world feeling all the time. They are overly upset over any drop in performance. They believe they should always score well and they will do whatever it takes to get there. They study through the night. They skip exercise, rest and meals to study.

**Depression**

They start to tell themselves that they are not good enough and that they need to do better. These thoughts all support a negative emotional environment that can lead to depression, a mental breakdown, or eating disorders. The over-achievers can often feel alone or distant from others. At this point, the over-achievers are at their lowest point, the exact opposite from where they desperately want to be – the best.

**HELPING OVER-ACHIEVERS**

- \* Help them to understand that they are not weak students. Often they actually perform quite well though they may not be the top student.
- \* Over-achievers should have constant support from family and friends. They should value themselves for more than test performance.



# “Your Inner Poet” Competition

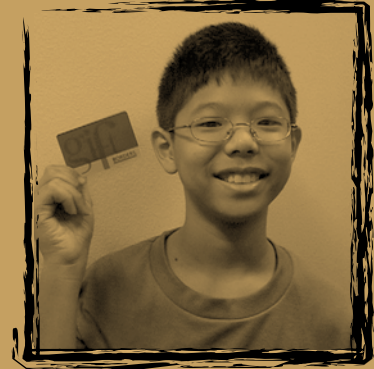


Jonathan Tan from P5 2007 sent in some fun rhyming attempts. Thanks. He receives a \$20 book voucher. Happy reading, Jonathan.

Here are some rhyming quartets from Jonathan.

**I rode a hot air balloon  
Bound for the moon.  
Then I took a side trip to the sun  
To have some solar fun.**

**I was in a plane  
That carried a crane.  
The crane was such a pain  
I threw it out of the plane.**



*Jonathan Tan, P5 2007*



## GOOD WRITING FOCUS

Chua Min Jia of S4 2007 wrote a great piece in a class exercise on Tone. Here's an extract from her piece called “The Split”.

His parents used to warn him not to cycle on the highways as there were big trucks there and the drivers might not see him. But Tom could not be bothered anymore. “Who cares about them?” he thought, “They are going to split up anyway.”

Tom's legs were aching badly but he ignored it. It seemed like a slow bitter pain was gradually filling up his legs and his whole body but his mind was a blank. He only knew one thing: keep cycling.

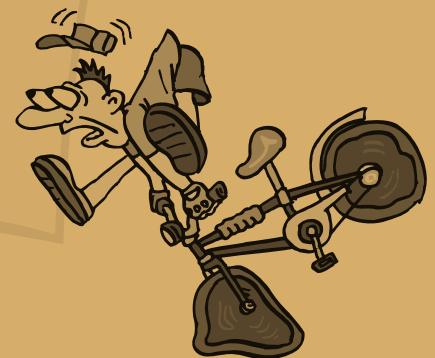
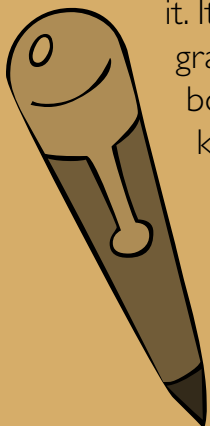
Horns screamed at him from behind but they were transformed into the screams of his parents' quarrels in his mind. Tom could not bear it any longer. All his pent-up emotions let themselves out in a scream of

his own. Tom never noticed the huge overwhelming shadow approaching him menacingly. He did not realise what was going to happen...

Beeeeep...Bang!

All was then silent for Tom. He felt himself flying, carefree. He felt no pain. And most importantly, he saw his parents together again.

*Chua Min Jia, S4 2007*



EMAIL US TODAY!

Comments, suggestions, questions about grammar, questions about creativity ...

Or just to share creative works or ideas.

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