English Language Briefing for Parents (Primary 5 & 6)

Rivervale Primary School
18 February 2017
## PSLE ENGLISH OVERVIEW

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Marks</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Situational Writing</td>
<td>15</td>
<td>27.5%</td>
</tr>
<tr>
<td></td>
<td>Continuous Writing</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Booklet A</td>
<td>28</td>
<td>47.5%</td>
</tr>
<tr>
<td></td>
<td>Booklet B</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Listening Comprehension</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Oral Examination</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>
EL Paper 1

• Part 1: Situational Writing (15 m)
  Task Fulfilment – 6 m
  Language – 9 m

• Part 2: Continuous Writing (40 m)
  Content – 20 m
  Language – 20 m
EL Paper 2

Paper 2 (Language Use and Comprehension)

Booklet A - MCQ
• Grammar 10 m
• Vocabulary 5 m
• Vocabulary Cloze 5 m
• Visual Text 8 m

Comprehension

Total: 28 marks
EL Paper 2

Paper 2 (Language Use and Comprehension)

Booklet B – Open-ended
• Grammar Cloze 10 m
• Editing for Spelling & Grammar 12 m
• Comprehension Cloze 15 m
• Synthesis & Transformation 10 m
• Comprehension OE 20 m

Total: 67 marks
Paper 3 (Listening Comprehension)

• 20 questions

Total: 20 marks
EL Paper 4

Paper 4 (Oral)

• Reading Aloud 10 m
• Stimulus-Based Conversation 20 m

Total: 30 marks
Paper 1

Situational Writing

Continuous Writing
Situational Writing
Situational Writing are writing exercises designed to:

• expose students to various contexts and situations

• develop their ability to effectively communicate such information in the form of emails, letters and reports.
Situational Writing

• It consists of a stimulus which is in the form of a visual text.

• It places emphasis on how well pupils address the given context.

• The mark scheme is aligned to the emphasis on purpose, audience, and context.
EL Paper 1 – Situational Writing
Mark Scheme

• Task fulfilment (6 marks)
  o Content (6 points)
  o Context (purpose, audience, context)
  o Understanding of the set task
  o All required points dealt with fully and in a well-organised manner
  o Awareness of the situation and audience
  o Appropriate format
  o Tone and register are appropriate
Criteria for Task Fulfilment

TONE AND REGISTER

- **Tone** refers to formal or informal writing
- **Register** is about whether you have chosen the right kind of language for the situation

Tone and register are like good manners of writing
EL Paper 1 – Situational Writing

Mark Scheme

• Language and Organisation (9 marks)
  - ability to present information/ideas clearly
  - accuracy in expression and use of language
## Types of Situations

<table>
<thead>
<tr>
<th>Email</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>Announcement</td>
</tr>
<tr>
<td>Postcard</td>
<td>Reply</td>
</tr>
<tr>
<td>Letter</td>
<td>Enquiry</td>
</tr>
<tr>
<td>Complaint</td>
<td>Invitation</td>
</tr>
<tr>
<td>Compliment</td>
<td>Request</td>
</tr>
<tr>
<td>Report</td>
<td>Review</td>
</tr>
</tbody>
</table>
Below is a page of your weekly planner.

**My Weekly Planner**

**MONDAY**
Mathematics - Complete Exercise 3
Due on Wednesday

**TUESDAY**
Science - Exercise on Flowering Plants
Hand in on Wednesday

**WEDNESDAY**
Mother Tongue - Finish Workbook Exercise
(page 60)
Due on Thursday

**THURSDAY**
English - Exercise on Completion of Sentences
Must hand in on Friday

**FRIDAY**
Class Outing (2 - 5:30 pm)
Extra Basketball practice (3 - 5 pm)

**SATURDAY & SUNDAY**
Play with Tom on Sunday

__Hooyay!__

---

**Email**

**Your Task**
It is now Friday evening and the end of a busy week for you.

Write an email to your best friend, Tom, telling him of the busy week you have had and your plans for the weekend.

You should refer to your weekly planner on page 2.

In your email, include the following information:

- all the subjects that you had homework in
- why Tuesday’s homework was difficult
- what you chose to do on Friday and why
- what you have planned for the weekend
- how you feel about your weekend plan

You may reorder the points. You should write in complete sentences.
Hi Tom,

How are you? It has been a busy week at school and I am glad it is Friday. This week, I had homework in English, Mathematics, Science and Mother Tongue. Tuesday’s Science homework was difficult as I needed to do some research.

Today, I attended Basketball practice over a class outing as there is a Finals next week.

I am looking forward to playing with Tom on Sunday after a tiring week.

How was your week at school?

Love,
Bobby
Report

Your Task

You saw a van hit a car while it was reversing in the school car park. You immediately took down some details about the accident.

You informed the Principal of the accident and he asked you to write a report of what you had seen.

You are to refer to the given pictures and details for your report.

In your report, include the following information:

- the date and time of the accident
- what the driver was doing while reversing his van
- two details about the van
- what the driver did when he realized that his van had hit the car

You may reorder the points. Remember to write in complete sentences.
To: The Principal

An accident in the school car park

On 3 October at 10am, I saw a van hit a car while it was reversing in the school car park. The driver was talking on his handphone then.

It was a white van and the licence plate number was GM 4343P.

The driver sped off immediately when he realised that the van had hit the car.

Reported by: Sally
Study the pictures below carefully.

Your Task

Imagine you are the boy in the pictures.

Write a letter to the manager of Kico CD Shop to ask for an exchange for the CD which you discovered was broken.

You are to refer to the given pictures on page 5 for your letter.

In your letter, include the following information:

- the date you bought the CD
- what was wrong with the CD
- when you went back to the shop and what happened there
- how you felt about the incident
- why you should be given a new CD

You may reorder the points. Remember to write in complete sentences.
Dear Sir/ Madam,

Re: Request to exchange a broken CD

On 1 October 2007, I went to Kico CD Shop to buy a CD titled ‘Top 10 Children’s Songs’. When I got home, I realised the CD was broken.

I hurried back to the shop at 5pm that afternoon and was glad Ms Jane Tan, the cashier who served me, was there. I asked for an exchange and she refused to do so. I was very angry.

I believe I should be given a new CD as the receipt stated clearly goods can be exchanged within 3 days of purchase.

I hope you will look into the matter and get back to me soon.

Yours faithfully,
Johnny
Continuous Writing
Students are required to write a composition of at least 150 words:

(1) a piece of narrative writing based on a topic and a pictorial stimulus
Task:
- One item (no option)
- Write a composition about the given topic
- Based on 1 or more of the 3 given visuals
- Pointers provided

Required response:
- Continuous writing
- Make use of at least 1 out of the 3 given visuals in any order
- Address the 2 pointers given in any order and include any other relevant points
Mark Scheme
Mark Scheme

Content (20 Marks)

– **Relevance** of ideas - related to given topic
– **Development** of ideas and interest value
Mark Scheme

Language and Organisation (20 Marks)

– Almost no errors in grammar, spelling and punctuation
– Wide and appropriate use of vocabulary
– Good sequencing, paragraphing and linking of ideas and facts
## Skills Taught

<table>
<thead>
<tr>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using effective introductions</td>
</tr>
<tr>
<td>Using effective conclusions</td>
</tr>
<tr>
<td>Developing the story</td>
</tr>
<tr>
<td>Avoiding overused words</td>
</tr>
<tr>
<td>Proofreading, editing and revising</td>
</tr>
</tbody>
</table>
Planning
Writing a story – planning     Name: .............................

Opening – write about you characters and the setting. Set the mood.

Build up – here write about some events that happen, the characters are going to do something to lead up to the problem.

Dilemma (Problem) – something goes wrong. It could be a mystery, a fight. Is it something terrible, is it a problem?

Resolution – now the problem is sorted out in some way. Everything is made right.

Ending – Think about what has happened. What has been learnt? How have characters changed?
Striving for accuracy - To be accurate in identifying in the focus of story

Para 1: Captivate Reader (Setting)

Para 2: Build-up (Problem)

Para 3: Climax (events)

Para 4: Resolution

Para 5: Ending
A Trip to the Zoo

Introduction

Last weekend, my family went to Mandai Zoo to see the new baby elephant.

When we got to the zoo, we parked the car, bought the tickets and went into the zoo. We went to see the monkeys first. The monkeys were very active that morning, and they were making a lot of noise.

After that, we went straight to the elephant enclosure to see the baby elephant. The baby’s name was Minah, and she was still staying very close to her mother.

Before lunch, we saw the polar bears being fed. They were huge and were very good swimmers.

Events

We had a picnic lunch sitting on the benches looking into the orang utan enclosure. My brother had fun making faces at them.

After lunch, we rushed to the animal show. It was a very funny show, and some people got wet because the sea lions splashed water on them.

Conclusion

When we returned home, we were very tired but happy because we had so much fun.
Using Effective Introductions
Why is a good start important?

• is the first part of your writing the reader would read
• it leads the readers to the rest of your story
• introduces the main character in your story
• gives readers some background to your story
Techniques you can Adopt

You may start with:

1. Sound Effects
2. Spoken sentence
3. An action
4. Describing the weather
5. Flashback
1. Sound Effects

When we start a composition with a sound word, it gives our writing *immediacy*. It makes the reader feel that he/she is *present in the action* of your story.
1. Sound Effects

Eg:

“Arrrgh!” I screamed as I saw the digits on my alarm clock. It read ‘7:10 a.m.’. I was late for school! I quickly brushed my teeth and changed into my uniform before dashing out of the house with my uncombed hair.
2. Start with a spoken sentence

Starting with a spoken sentence has 2 advantages:
– introduces your character/characters
– shows the feelings of the characters
2. Start with a spoken sentence

E.g.

“It’s 7.10am!” Mother screamed into my ears. I woke up with a start and jumped out of bed.

“Oh no! I’m going to be late for school!” I groaned. I quickly brushed my teeth and changed into my uniform before dashing out of the house with my uncombed hair.
3. Start with an action

Starting with an action keeps a reader interested in your story. The action phrase should not be too long!
3. Start with an action

E.g.

Rubbing my tired eyes, I picked up my alarm clock. To my horror, it read ‘7:10am’. I was late for school! I quickly brushed my teeth and changed into my uniform before dashing out of the house with my uncombed hair.
4. Start by describing the weather

This may seem an easy way to begin your composition, but it is difficult to get a reader interested in your story.

- do not over-describe
- make sure that you understand what you have memorised and be consistent in the scenario you are describing.

For example, ‘fluffy white clouds’ is consistent with a sunny afternoon but it does not go with a night setting or a stormy weather. Unless the weather has changed as your story developed.
5. Flashback

In flashback, you describe an event in the story which leads to the memory of an event which happened earlier.

- plan story outline before starting to write
- remember to ‘return’ to the situation in the beginning
Using Effective Conclusions
Why is a good ending important?

A good ending will:

• provide a proper ‘full stop’ to the story and make it complete

• leave the reader feeling satisfied

• sometimes leave the reader wishing there was more to read

A good ending is just as important as the introduction.
Techniques you can Adopt

You may end with:

1. Resolution
2. Moral
3. Evaluation
4. Description of Feelings
5. Open Ending

Many good writers who share their reflections show depth and maturity in their writing.
Avoid these Endings

Avoid endings involving:

1. waking up from a dream
2. aliens
3. any unrealistic situations
Fortunately, the police rushed to the scene and stopped Tom, the infamous thief, in his tracks. To everyone’s relief, Tom was put behind bars and the loot was returned to its rightful owner.
I learnt a hard lesson that day. Do not judge a book by its cover.
I realised that I had spent too much time on the computer. As a result, I had neglected my family. I did not cherish them as much as I should.
This was the most humiliating day of my life. I wished I had never joined the talent contest in the first place.
(5) Open Ending

Create an open-ended closure, leaving your readers to draw his or her conclusion based on the story which has just been told.

The firemen came in the nick of time to put out the fire. Mother and child were brought to safety. The only burning question that remained, however, was “Who started the fire?”
Development of Story
Relevance & Clarity

• Is the writing relevant to the given question?
• Do the ideas make sense?
• Is there anything that has been left out?
• Are there repetitions that can be deleted?
• Is the organization confusing?
Elaboration & Development

• Is the central idea of the composition clear?
• Can I follow the development of the ideas?
• Are paragraphs used to sequence ideas logically?
• Are there enough details?
• Is there room for expansion of ideas?
Proofreading, Editing & Revising
What to look out for..

Grammar

– Subject Verb Agreement
  (Eg. They were/ She was)

– Tenses

It **was** a hot day.
(Use of Past tenses)
What to look out for....

Punctuation
- Full stop, Commas
- Inverted Commas (said, “...”)
- Capital Letters
- Apostrophes (‘s)
- Contractions (can’t)
What to look out for...

Spelling

Some commonly **misspelled** words...

<table>
<thead>
<tr>
<th>believed</th>
<th>received</th>
<th>realised</th>
<th>embarrassed</th>
<th>grateful</th>
</tr>
</thead>
<tbody>
<tr>
<td>relief</td>
<td>separate</td>
<td>license</td>
<td>immediately</td>
<td>principal</td>
</tr>
<tr>
<td>definitely</td>
<td>recognise</td>
<td>suspicious</td>
<td>mischievous</td>
<td>severely</td>
</tr>
</tbody>
</table>
Using wide and appropriate vocabulary
Widening our Vocabulary

• **Wide reading** is extremely important when developing your vocabulary.

• To learn new words, at times, pupils must slow down reading, look for **contextual clues** to see if meaning can be deduced or look up unfamiliar words in the dictionary.

• Knowing a word means knowing **context**

• Explore similarities and differences amongst related words.

• Keep **written documentation** of the words learned, their definitions, and the different ways the words can be used.
Widening our Vocabulary

JCU (James Cook University) 2009, JCU Study Skills Online – Active Learning, viewed 11 February, 2009
Word of Caution

• Students need to use vocabulary appropriately and accurately in their writing task.

• Overusing words memorised from lists of creative phrases can make it confusing, affecting the flow of the story.

• Instead, use these creative phrases strategically to enable readers to visualise the scene and feel for the characters.
Avoiding Overused Words
# Words Replacing ‘Said’

<table>
<thead>
<tr>
<th>Accused</th>
<th>Added</th>
<th>Admitted</th>
<th>Agreed</th>
<th>Announced</th>
<th>Answered</th>
<th>Apologized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argued</td>
<td>Assured</td>
<td>Babbled</td>
<td>Barked</td>
<td>Bawled</td>
<td>Begged</td>
<td>Bellowed</td>
</tr>
<tr>
<td>Blubbered</td>
<td>Blurted</td>
<td>Boasted</td>
<td>Boomed</td>
<td>Bragged</td>
<td>Breathed</td>
<td>Cackled</td>
</tr>
<tr>
<td>Cautioned</td>
<td>Challenged</td>
<td>Chanted</td>
<td>Chattered</td>
<td>Cheered</td>
<td>Chirped</td>
<td>Choked</td>
</tr>
<tr>
<td>Chuckled</td>
<td>Claimed</td>
<td>Commanded</td>
<td>Complained</td>
<td>Continued</td>
<td>Contributed</td>
<td>Coughed</td>
</tr>
<tr>
<td>Decided</td>
<td>Declared</td>
<td>Demanded</td>
<td>Discussed</td>
<td>Echoed</td>
<td>Exaggerated</td>
<td>Exclaimed</td>
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<td>Explained</td>
<td>Exploded</td>
<td>Expressed</td>
<td>Greeted</td>
<td>Groaned</td>
<td>Growled</td>
<td>Grunted</td>
</tr>
<tr>
<td>Grumbled</td>
<td>Hissed</td>
<td>Gulp</td>
<td>Hinted</td>
<td>Hollered</td>
<td>Howled</td>
<td>Inquired</td>
</tr>
<tr>
<td>Interrupted</td>
<td>Jabbered</td>
<td>Interjected</td>
<td>Interrogated</td>
<td>Jeered</td>
<td>Marveled</td>
<td>Moaned</td>
</tr>
<tr>
<td>Mumbled</td>
<td>Murmurred</td>
<td>Muttered</td>
<td>Nodded</td>
<td>Persisted</td>
<td>Persuaded</td>
<td>Plead</td>
</tr>
<tr>
<td>Predicted</td>
<td>Promised</td>
<td>Rambled</td>
<td>Reported</td>
<td>Screeched</td>
<td>Shrieked</td>
<td>Teased</td>
</tr>
<tr>
<td>Uttered</td>
<td>Wailed</td>
<td>Wined</td>
<td>Whimpered</td>
<td>Whined</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strive for accuracy**
in choosing the most appropriate word to replace ‘said’
EL Paper 2

- Booklet A: MCQ
- Booklet B: Open-ended (helping words and fill-in-the-blanks)

(1 hour 50 minutes)
EL Paper 2

Paper 2
(Language Use and Comprehension)

Booklet A - MCQ
- Grammar 10 m
- Vocabulary 5 m
- Vocabulary Cloze 5 m
- Visual Text 8 m

Comprehension

Total: 28 marks
EL Paper 2

Paper 2
(Language Use and Comprehension)

Booklet B – Open-ended
- Grammar Cloze 10 m
- Editing for Spelling & Grammar 12 m
- Comprehension Cloze 15 m
- Synthesis & Transformation 10 m
- Comprehension OE 20 m

Total: 67 marks
Long distance running is a sport. Typically, an athlete who **competition** in this sport **will** need to run at least three kilometres in a race. To prepare himself **adequately** for the race, the runner should go through a good
EL Paper 2
Comprehension Cloze

• 15 blanks of 1 mark each

• Blanks could include:
  1. Grammar - nouns, verbs, prepositions, connectors
  2. Key terms related to the topic

• Contextual clues - clues which are given within the text that help the reader to find the meaning.
Approach to Comprehension Cloze

1. Skim the passage first to get an idea of what the text is about.

2. Identify the type of text as well as the tenses used.

3. Scan the passage to look for clues about the purpose and meaning of the text.

4. Read the passage again. Consider each blank carefully. Ask “How does the word in the blank relate to or link with the other words in the sentence?”
5. Try to see how each underlined word **links** with the **preceding or following (before and after) sentences**.

6. **Draw arrows to words and phrases** that **provide the clues** to each of the underlined words.

7. Fill in **all** blanks. Then reread the passage and check if the answers fit.
Army ants have large, powerful jaws that ______ scissiors. 

These **scissor-like** jaws are ideal for cutting up and carrying off their prey. Even animals many ______ the size of an ant are not ______ from these **predators**. However, ______ to the popular **belief** that army ants devour every living creature that lies in their way, they often leave behind larger animals they have killed as their diet is mainly ______ **up** of insects and small animals.
EL Paper 2
Comprehension Open-Ended

What is assessed?

• Sequencing
• Distinguish between cause and effect
• Compare and contrast
• Categorise and classify given details
• Identify facts and opinions
• Draw conclusions
• Interpret and integrate information
• Identify problem-solution in the text
1. Skim over the entire passage first to get a main idea of the content of the passage.

2. Read through all the questions.

3. Read through the passage again carefully bearing in mind all the questions.

4. Underline or jot down the main points. Pause after each paragraph and briefly summarise the information. Read the paragraph again if you are not clear of the main idea.

5. Make use of contextual clues to make meaning of unfamiliar words and complex ideas.
(74) Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. (3m)

- question carries 3 marks
- requires pupils to evaluate statements and support it with reasons from the text (**do not copy from the text**)
- format of question (graphic organiser of statements, True/False with reasons)

<table>
<thead>
<tr>
<th>Statement</th>
<th>True / False</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Ho heard Ben crying when she was inside the house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs Ho was not interested in Ben’s apology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ben was pleased that he had categorised fifty books on the first morning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(75) Which two words from lines 22-24 show that Mrs Ho was annoyed with Ben? The words are found in separate sentences. (2m)

- Each answer carries 1 mark
- Only the answer is required (no need to write in complete sentence)
(78) Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the passage. (1m)

Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story. (1m)

____ Ben was scolded for categorising some books wrongly.

____ Mrs Ho opened a public library.

____ Ben read some books completely.

• question carries 1 mark
• Sequencing has to be all correct before 1 mark is awarded
(79) Which two of the following words correctly describes how Ben felt in lines 39-40? Put a tick √ in the box beside each of your answers.

grateful ☐ ☐ puzzled ☐ ☐
overjoyed ☐ ☐ satisfied ☐ ☐
proud ☐ ☐ surprised ☐ ☐

• Each tick carries 1 mark
(80) What do you think Mrs Ho meant by saying that Ben had ‘already done so’ (line 45)? Support your answer by stating how he had ‘done so’.

(2m)

• question carries 2 mark
• requires an explanation in your own words (inference question)
• answers need to be supported by details found in the text
Types of questions

(76) Why did Peter hide in the bush? (1m)

- question carries 1 mark
- requires a reason
- Need to infer from the passage
Types of questions

(78) Based on information from lines 21-39, fill in the blanks in the following table. (4m)

<table>
<thead>
<tr>
<th>How Peter felt</th>
<th>What made Peter feel that way</th>
<th>What Peter did as a result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the thought that he might get scolded for enjoying the honeydew on his own</td>
<td></td>
</tr>
<tr>
<td>guilty</td>
<td>seeing Sarah so upset about her lost honeydew</td>
<td></td>
</tr>
<tr>
<td>ashamed</td>
<td></td>
<td>retrieved as many seeds as he could</td>
</tr>
</tbody>
</table>
(79) Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. The first one has been done for you. (3m)

<table>
<thead>
<tr>
<th>Word(s) from the passage</th>
<th>What the word(s) refer(s) to</th>
</tr>
</thead>
<tbody>
<tr>
<td>us (line 3)</td>
<td>Peter and the other children</td>
</tr>
<tr>
<td>there (line 7)</td>
<td></td>
</tr>
<tr>
<td>the one (lines 30-31)</td>
<td></td>
</tr>
<tr>
<td>offer (line 39)</td>
<td></td>
</tr>
</tbody>
</table>

- Each answer carries 1 mark
EL Paper 4
Oral Communication

• Reading aloud (10 marks)
• Stimulus-based Conversation (20 marks)
A common theme across components - Healthy Living

1) Reading Passage

2) Stimulus-Based Conversation:
   - 3 main prompts will be asked
   - 1 more prompt will be asked after each main prompt
   - these prompts will not be shown to the students during silent reading
(1) Read Aloud

Students are assessed on:

✓ pronunciation and articulation

✓ fluency and rhythm

✓ appropriate expression
Pointers

• Read **loud enough** for the examiner to hear
• Read **clearly** and calmly
• Read **fluently** with appropriate pauses and without hesitations
• Deliver with appropriate **variation** of pitch and tone
• Read **expressively** to convey the information, ideas and feelings
• **Pronounce** words clearly (**mother**)  
• **Pay attention to word endings** (**loves**, **took**)
“Why don’t you arrange a study session with Ming at the library?” Peter’s mother suggested.

“Oh, I’m sure Ming is too busy making friends in his new neighbourhood to want to meet me,” Peter sulked.

Just then, the phone rang. It was Ming asking Peter if he would like to go over to his new flat for tea! Peter was elated and immediately turned to his mother to ask for permission.

......

(excerpt from the oral passage)
Stimulus-Based Conversation

• Total of 20 marks
• Combination of picture discussion and conversation
• Stimulus is a springboard for conversation
• Themes in the topics under this section will be broadly linked to those in the reading passage
• Emphasis on expressing one’s opinions clearly and effectively during the conversation
Stimulus-Based Conversation

Marina Primary School

**SUPPORTIVE FRIEND AWARD**

Helps me

Plays with me

Listens to me

Collect a nomination form from the General Office.
Stimulus-based Conversation

• 3 main prompts will be asked by the oral examiner (these prompts will not be shown to the students during silent reading)

• The first prompt relates to the stimulus (Would you like to have a schoolmate like this? Why? / Why not?)

• Next two prompts relate to the conversation topic (making friends, being a buddy to younger students in the school)

• All 3 prompts are broadly linked to the stimulus and reading passage
(2) Stimulus-Based Conversation

Students are assessed on:

✓ Personal response
✓ Ability to speak clearly
✓ Level of engagement during interaction
✓ Use of correct grammar and a range of appropriate vocabulary
Points to Note

• Establish **eye contact** with the examiner
• **Smile** and show interest
• **Listen** carefully to the question and give **relevant and appropriate** responses
• **Elaborate** on responses (reasons, opinion, personal experiences, examples) without prompting
• Do not give ‘yes’ or no’ responses
• Do not shrug shoulders
Points to Note

• Examiners will try his/her best to involve the pupil with prompts to engage the pupil

• Students will be penalised when they give uninterested (“I don’t know”) and monosyllabic (“No”, “Yes”) answers
Points to Note

• Gain Knowledge
  Newspapers, educational magazines, Discovery Channels, books, etc

• Success will depend largely on your knowledge, experiences, readings

• Be Yourself
  Talk about real experiences instead of imagination
thank you