



# Si Ling Primary School Primary 6 Parents' Seminar 2018



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# PSLE Foundation English Language



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# Format of Paper

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# Paper 1 to 4

Paper	Component	Item Type	Marks	Weighting	Duration
1	<ul style="list-style-type: none"><li>Situational Writing</li><li>Continuous Writing</li></ul>	OE OE	40	26.7%	1 h 10 min
2	Language Use and Comprehension	OE/ MCQ	60	40%	1 h 20 min
3	Listening Comprehension	MCQ	20	13.3%	About 35 min
4	Oral Communication	OE	30	20%	About 10 min
	<b>Total</b>		<b>150</b>	<b>100%</b>	

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# Paper 1

Paper	Component	Item Type	No. of Items	Marks
<b>Paper 1 Writing</b>	• Situational Writing	OE	1	10
	• Continuous Writing	OE	1	30

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# Situational Writing

Pupils will be given a graphic stimulus to study such as:

- A report
- A poster
- An invitation
- A diary entry
- A note / message
- An e-mail message
- An informal letter

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Apply the PAC Rule before writing:

Purpose

Audience

Context

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## TIPS

- ☑ Choose the bits of information accurately. Look at the Writing Task given in the box. (Ensure that there are 5 points)
- ☑ Be focused. Use simple words.
- ☑ Use the appropriate register (formal / informal). This will depend on your audience.
- ☑ Check grammar, spelling and punctuation.
- ☑ Use accurate sentence structures.
- ☑ Do not use contractions (Eg; I'll, They're) , SMS language or Singlish.

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# Paper 2

Paper	Component	Item Type	No. of Items	Marks
<b>Paper 2</b> <b>Language Use and Comprehension</b>	<b>Booklet A</b>			
	•Grammar	MCQ	8	8
	•Punctuation	MCQ	2	2
	•Vocabulary	MCQ	5	5
	•Visual Text Comprehension	MCQ	5	5

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Paper	Component	Item Type	No. of Items	Marks
<b>Paper 2</b> <b>Language Use and Comprehension</b>	<b>Booklet B</b>			
	•Form Filling	OE	5	5
	•Editing for Grammar	OE	6	6
	•Editing for Spelling	OE	6	6
	•Comprehension (Completion of sentences)	OE	5	5
	•Synthesis	OE	3	3
	•Comprehension Cloze	OE	5	5
	•Comprehension (A&B)	OE	7	10

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# Paper 2-Booklet A

Qns No	Section	Strategies/Skills
Q1 – Q8	A. Grammar MCQ	Look at the clues for tenses, singular/plural nouns etc Underline <u>clues</u>
Q9 – Q10	B. Punctuation	Take note on the use of capital letters after full stops, exclamation marks, question marks; use of words signalling questions; use of inverted commas
Q11–Q15	C. Vocab MCQ	Underline <u>key words</u> in the sentence If unsure of answer, eliminate inappropriate responses
Q16–Q20	D. Visual Text Comprehension	Read question to determine focus for details Underline <u>key words</u> Locate key words/answers in the relevant section



# Paper 2-Booklet B

Qns No	Section	Strategies/Skills
Q21–Q25	E. Form Filling	Underline <b>key words</b> (eg. BLOCK LETTERS, circle/tick/delete) Take note of asterisks & footnotes Locate the relevant information in the paragraph
Q26–Q31	F. Editing (Grammar)	Underline <b>clues</b> Look at the clues to determine tenses, singular/plural form of the word, preposition, conjunction etc
Q32–Q37	G. Editing (Spelling)	As far as possible, use phonics/pronunciation as a guide Apply spelling rules (cvc / 'i' replacing 'y'...)

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# Paper 2-Booklet B

Qns No	Section	Strategies/Skills
Q38–Q42	H. Comprehension Sentence Completion	Read graphic stimulus for main idea <b>Read question to determine focus for details</b> Underline <b>key words</b> in the questions Locate key words/answers in the relevant section



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# Paper 2-Booklet B

Qns No	Section	Strategies/Skills
Q43–Q45	I. Synthesis & Transformation	In general, maintain the tenses to be used.





# Paper 2-Booklet B

Qns No	Section	Strategies/Skills
Q46–Q50	J. Compre Cloze	<b>Read the passage once to get the main idea</b> -Own vocabulary -Grammar rules -Contextual clues (Direct or Indirect) Apply contextual clueing (draw arrows from the clues to the blanks)

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# Paper 2-Booklet B

Qns No	Section	Strategies/Skills
Q51–Q57	K. Comprehension	<b>Understand passages &amp; paragraphs (annotation)</b> <b>Understand questions: analyse questions</b>



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## General Advice

Pupils should:

- Be mindful of time allocation and time management.
- Skip a question and circle the question number if unsure. Make a mark or indication on the page so that he/she can remember to attempt it later.
- Make sure he/she checks the answers for each section **before** proceeding to the next section.

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# Paper 3 & 4

Paper	Component	Item Type	No. of Items	Marks
<b>Paper 3</b>	Listening Comprehension (Common to EL and FEL)	MCQ	20	20
<b>Paper 4 Oral Communication</b>	Reading Aloud	OE	1 passage	10
	Stimulus-based Conversation	OE	1 stimulus	20
	<b>Total</b>			150

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# Tips for Oral Reading

## Pronunciation

- mother
- thing
- however

## Fluency

- pauses
- no hesitations

## Expressiveness

- vary pitch and tone

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# Tips for Stimulus-based Conversation

## Personal Response

- Yes or No
- Why or Why not?
- Elaborate on idea

## Clear Expression

- A test of how well one can speak in English

## Interaction

- Ability to speak fluently

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# How Parents Can Play Their Part

- Provide sufficient reading materials for your child at home eg; newspapers, Readers' Digest, National Geographic magazines.
- Bring your child to the library regularly.
- Watch the news with your child.
- Inculcate the habit and love for reading and writing.
- Be a role model to your child by speaking standard English at home.

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# How Parents Can Play Their Part

- Engage in meaningful conversations with your child during mealtime and leisure.
- Provide a conducive home environment where your child will feel supported and motivated.

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# Thank you



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