



English
Language

Languages



A Garden where Scholars Bloom



EL PSLE Format

| Paper 1 | Component | Item Type | Marks | Weighting | Duration |
|---------|--|------------------|-------|-----------|--|
| 1 | <u>Situational Writing</u> Continuous Writing | Open Ended | 55 | 27.5% | 1 h 10 min |
| 2 | Language Use and Comprehension | Open Ended / MCQ | 95 | 47.5% | 1h 50 min |
| 3 | Listening Comprehension | MCQ | 20 | 10% | About 35 min |
| 4 | Oral Communication | Open Ended | 30 | 15% | Prep time – 5 mins Exam time – 5 mins |
| Total | | | | | |

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Tackling Paper 2

Booklet A MCQ

- Grammar
- Vocabulary
- Vocabulary Cloze
- Visual Text Comprehension

Booklet B Fill-in-the-Blanks/ Open ended

- Grammar Cloze
- Editing for Spelling & Grammar
- Comprehension Cloze
- Synthesis/ Transformation
- Comprehension OE

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Tackling Paper 2

Visual Text Comprehension

Section D: Visual Text Comprehension (8 marks)

Study the pamphlet carefully and answer questions 21 to 28.

Holiday Getaway

@ FunCity

FunCity is a popular destination for travellers and well-liked by the locals. It has a family-friendly culture and it's safely tucked away on an island, away from the hustle and bustle of the city. The FunCity Tourism Centre has organised a wide range of activities that will definitely help visitors unwind and have a good time.

The streets of FunCity are lined with unique little shops that sell unusual gifts and toys that will intrigue visitors young and old. Most of the items sold are either handmade or made from recyclable products. The cafes are unique for their themed decorations. Whether you are into anime, comics or even animals, you will find a café that suits your needs.

To get to the island, there are ferries that operate from 7 a.m. to 11 p.m. daily. On the island itself, there are buses. If you are the adventurous type, you can rent a car and drive around the island. Cycling enthusiasts will be pleased to know there are bicycles for rental so visitors can ride around the island too.

transport
to island

Places To Look Out For

Themed Cafes

Treat yourself to hot snacks and drinks while playing some games.



Tourism Centre

Get all the maps and information needed here.



FunCity Museum

Learn about FunCity's exciting history.



- Highlight key words / source of answers

- Annotate to make thinking visible while reading





Tackling Paper 2

Comprehension Cloze

12-year old Valen Ng, got into gardening when his teacher gave him a green bean seed to plant at home. (51) _____ then, he has been having the time of his life enjoying his hobby. His garden is (52) _____ the corridor outside his home. He spends a lot of (53) _____ cutting away the weeds that (54) _____ the plants from growing well.

Valen has grown a (55) _____ of plants such as tomatoes, chillies, kangkong and bittergourd. He tries to grow plants that can be (56) _____ so that his family can save money on groceries. He also wants his family members to reduce packaging waste. When they go out to buy food, Valen will (57) _____ his family to bring along their own containers. Valen's (58) _____ for nature started when his mother, Madam Kuan, brought him along to many conservation activities. He does not mind getting his hands (59) _____ in the soil or (60) _____ litter at the beach.

- Look out for hints
- Contextual Clues
- Compare and contrast

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Tackling Paper 2

Synthesis & Transformation

- Direct speech to reported speech

Example:

Simple Past

"My father drove me to school yesterday," said the boy.

The boy said that his father had driven him to school the previous day.

Past Perfect

The past tense 'drove' has to be changed to the past perfect 'had driven' when transforming direct speech

The time marker 'yesterday' has to be changed to 'the previous day'

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Tackling Paper 2

Synthesis & Transformation

- Active to passive voice
- Agreement
- Word Transformation

Humble → **humility/ humbleness**

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Tackling Paper 2

Comprehension

- Annotate the text

1. **Circle** the **characters** (who)
2. **Box** the **setting** and the **time** (where and when)
3. **Underline** and put within round brackets the **problem** (what) (____)
4. **Underline** and put within square brackets the **solution** (what) [____]

- C.U.B. - the questions

- **C**ircle the question word
- **U**nderline the tense
- **B**racket the key words

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Tackling Paper 2

Comprehension

- Mark allocation

73. What was Jason's reward? (1m)

75. Why did the passengers have to push and shove? (2m)

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Listening & Speaking

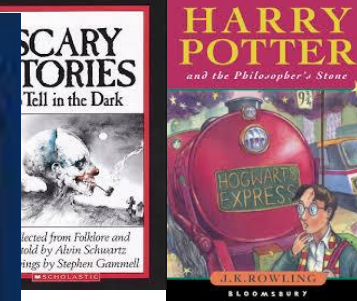
Classroom Focus:

- **Listening and viewing** attitudes and behaviours, for understanding and critical evaluation.
- **Oracy skills** – Speak confidently and effectively for a variety of purposes, audiences, contexts and cultures, both individually and collaboratively

At Home:

- Daily conversation with your child and show interest in their response.
e.g. What was your most memorable lesson for today?
- Talk about a shared experience, e.g. a television programme/ movie/ book/ news article both of you have watched or read. 

THE STRAITS TIMES



聯合早報

从在家办公到进军海外



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தமிழ் முரசு



THE STRAITS TIMES

Bankruptcy cases at 5-year low amid Covid-19 relief measures



At Home:

- Create a space at home where reading materials of various authors/ genres (books, newspapers, magazines etc) are kept.
- Set aside time for the family to read together.
- Visit the library regularly to borrow books.


Writing

Classroom Focus:

- **Writing and representing** – students are taught the processes of idea generation, selection, organisation, development, expression and revision
- **Feedback** – teacher provide specific feedback related to learning goals to move students forward.

At Home:

- Identify child's areas for growth based on teacher's feedback and work with him/her on ways to move forward.
- Create writing purposeful writing tasks e.g. emails, messages, thank-you notes, diary, reviews, etc.

| Primary 5 / 6 Continuous Writing | | | | | |
|---|---|---|--------------|---|---|
| Purpose | Ideas address the topic/theme. Ideas are exceptionally clear, focused and captivating. Main ideas are very well developed with lots of details. | | Organisation | Effectively organized in a logical and creative manner. | |
| | Ideas address the topic/theme. Ideas are clear, focused and interesting. Main ideas are developed with some details. | ✓ | | Effectively organized in a logical and conventional manner. | ✓ |
| | Ideas address the topic/theme. Ideas are easily understandable but partially developed. | | | Merely listing of events. | |
| | Ideas do not address the topic/theme. Ideas are vague, little or no supporting details. | | | Little or no organization. | |
| Elaboration | Development is original, complex and relevant. | | Mechanics | Follows writing conventions with patches of clear writing. Some variations of sentence structure. | ✓ |
| | Development is thorough and relevant. | | | Follows writing conventions but not consistent throughout the writing. | |
| | Development is simple. | ✓ | Style | Evidence of good vocabulary to create a deliberate effect on the reader. Use of figurative language or metaphor. | |
| | Development is minimal or non-existent. | | | The range of vocabulary used is simple enough to convey intended meaning. | ✓ |
| <p>  → refer to highlighted portion. dislike. </p> <p> How about using STEAL to rewrite the part on the argument between the siblings so that the readers can vividly picture what was going on during the argument. Seems that you focused more on the 'A'. Try to include the other aspects. </p> | | | | | |



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