## Paper 1 to 4

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Item Type</th>
<th>Marks</th>
<th>Weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Situational Writing, Continuous Writing</td>
<td>OE OE</td>
<td>55</td>
<td>27.5%</td>
<td>1 h 10 min</td>
</tr>
<tr>
<td>2</td>
<td>Language Use and Comprehension</td>
<td>MCQ/OE</td>
<td>95</td>
<td>47.5%</td>
<td>1 h 50 min</td>
</tr>
<tr>
<td>3</td>
<td>Listening Comprehension</td>
<td>MCQ</td>
<td>20</td>
<td>10%</td>
<td>About 35 min</td>
</tr>
<tr>
<td>4</td>
<td>Oral Communication</td>
<td>OE</td>
<td>30</td>
<td>15%</td>
<td>About 10 min</td>
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<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
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</table>
## Paper 1: Writing

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Item Type</th>
<th>Marks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Situational Writing</td>
<td>OE</td>
<td>15</td>
<td>27.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>Continuous Writing</td>
<td>OE</td>
<td>40</td>
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Situational Writing

Requires pupils to write a short functional piece (e.g. letter/email/report) to suit the purpose, audience and context of a given situation.
Continuous Writing

Requires pupils to write a composition of at least 150 words in continuous prose on a given topic.

Three pictures provided on the topic, composition should be based on at least one of the pictures.
<table>
<thead>
<tr>
<th>Paper 2 Language Use and Comprehension</th>
<th>Component</th>
<th>Item Type</th>
<th>No. of Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Booklet A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>MCQ</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>MCQ</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Cloze</td>
<td>MCQ</td>
<td>5</td>
<td>5</td>
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<tr>
<td></td>
<td>Visual Text Comprehension</td>
<td>MCQ</td>
<td>8</td>
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## Paper 2

<table>
<thead>
<tr>
<th>Paper 2 Language Use and Comprehension</th>
<th>Component</th>
<th>Item Type</th>
<th>No. of Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklet B</td>
<td>Grammar Cloze</td>
<td>OE</td>
<td>10</td>
<td>10</td>
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<tr>
<td></td>
<td>Editing for Spelling and Grammar</td>
<td>OE</td>
<td>12</td>
<td>12</td>
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<tr>
<td></td>
<td>Comprehension Cloze</td>
<td>OE</td>
<td>15</td>
<td>15</td>
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<tr>
<td></td>
<td>Synthesis/Transformation</td>
<td>OE</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Comprehension OE</td>
<td>OE</td>
<td>10</td>
<td>20</td>
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</table>
## Paper 3

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Item Type</th>
<th>No. of Items</th>
<th>Marks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 3 (Listening Comprehension)</td>
<td>Listening Comprehension</td>
<td>MCQ</td>
<td>20 questions</td>
<td>20</td>
<td>10%</td>
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</tbody>
</table>
## Paper 4

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Item Type</th>
<th>No. of Items</th>
<th>Marks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 4 Oral Communication</td>
<td>Reading Aloud</td>
<td>OE</td>
<td>1 passage</td>
<td>10</td>
<td>15%</td>
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<tr>
<td></td>
<td>Stimulus-based Conversation</td>
<td>OE</td>
<td>1 visual stimulus</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
### Oral : Reading

#### Pronunciation
- clear pronunciation
- e.g. mother, thing, however

#### Fluency
- appropriate pauses
- no hesitations

#### Expressiveness
- vary pitch and tone to express feelings, ideas

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# Stimulus-based Conversation

## Personal Response
- Yes or No
- Why or Why not?
- Elaborate on idea

## Expression
- Ability to express clearly and confidently
- Appropriate vocabulary and structure
- Correct pronunciation

## Interaction
- Ability to interact with examiner
Parental Support
Language Skills

- Listening
- Speaking
- Reading
- Writing
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Listening & Speaking

- Make time each day to have a conversation with your child.

For example, on a school day, ask them about what happened in school. Show interest in their response and develop the conversation from there.

When asking questions, ask “why” or “how” questions so that they have to respond with more than a simple “yes” or “no”.

Listening & Speaking

- Talk about a shared experience, e.g. a television programme/movie/book/news article both of you have watched or read.

Share your opinion about it and encourage your child to share his/her opinion.
Reading

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

India will help keep sea lanes free: Modi

Getting word-wise
Writing

- Writing tasks
  (shopping lists, telephone messages, appreciation notes)

- Letters/ Emails

- Reviews

- Diary/ Journal
Making Learning Fun

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mySciLEARN

Student Login

Si Ling Primary School That's not my school or district

* Username:

* Password:

Please contact your teacher if you have trouble with this step.

Log In

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Learning Management System
www.mconline.sg
Remember....

- Speaking/ Listening - Have genuine conversations
  - chat
  - interview
- Reading/ writing for pleasure
  - discuss with them and solicit their opinion
  - test them on the information in the story

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Thank You!

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