

Requirements for Subjects Offered at PSLE (2023)

ENGLISH LANGUAGE

Standard English Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing Continuous Writing	OE OE	55	27.5%	1 h 10 min
2	Language Use and Comprehension	OE / MCQ	95	47.5%	1 h 50 min
3	Listening Comprehension	MCQ	20	10%	About 35 min
4	Oral Communication	OE	30	15%	About 10 min (5 min preparation time; about 6 min examination time)
Total			200	100%	

Note: The requirements for the different components are taught in class

Foundation English Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing Continuous Writing	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 (5 min preparation time; about 5 min examination time)
Total			150	100%	

Note: The requirements for the different components are taught in class

Paper I: Writing

Part I: Situational Writing

Standard EL and Foundation EL

- Students will be required to write a short functional piece to suit the purpose, audience and context of a given situation
- Examples:
Letter, Email, Report

Part I: Situational Writing (Example)

Your Task

You received a flyer promoting the opening of a children's gym. Write an email to your cousin, Maya, informing her of the opening promotion. You should refer to the flyer on page 1.

In your email, include the following information:

- why you are telling your cousin about the children's gym
- the opening promotion and the period of the promotion
- the stadium nearest to the location of the new outlet
- who the special programme is for
- what the special programme aims to do
- why Jumping Gym is the best fitness corner for children

Students are taught to be familiar with:

- **Purpose** (why the text is written) To inform the cousin about a promotion
- **Audience** (who you are writing to) To write to a cousin
- **Context** (the situation in the question) Informal tone & language

Part I: Situational Writing

	Standard EL	Foundation EL
Task Fulfilment	6 marks	5 marks
<ul style="list-style-type: none">• Response shows understanding of purpose, audience & context• Response includes all required information		
Language, Organisation and Context	9 marks	5 marks
<ul style="list-style-type: none">• Language is accurate (grammar, expression, spelling & punctuation)• Ideas are presented clearly (proper sequencing)		
Total	15 marks	10 marks

Paper 1: Writing

Part 2: Continuous Writing

Standard EL

- Write a composition of at least 150 words based on a given topic.
- 3 pictures are given to provide ideas for the topic offering different angles of interpretation.
- Students may come up with their own interpretation.

Foundation EL

Write a composition of at least 120 words based on a series of pictures given.

Part 2: Continuous Writing

(Standard EL Example)

Write a composition of at least 150 words about **an embarrassing situation**.

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the situation?
- Why was the situation embarrassing?

You may use the points in any order and include other relevant points as well.



Paper 1: Writing

Part 2: Continuous Writing (Standard EL)

Students have to do the following:

- Interpret the topic correctly

An Embarrassing Situation

- Make use of one or more of the pictures provided to write about the topic

e.g. falling asleep in class was embarrassing

- Include the points provided

e.g. explain the embarrassing situation

- Develop the ideas

- Use appropriate vocabulary effectively

Part 2: Continuous Writing

(Foundation EL Example)

The pictures below show what happened to your sister one day.

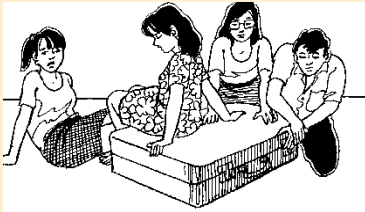
Based on these pictures, write a story of at least 120 words.

(a)



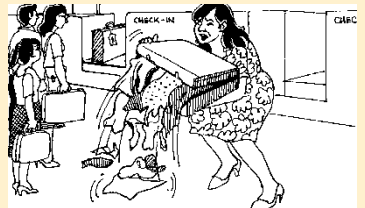
packing
overseas holiday
excited

(b)



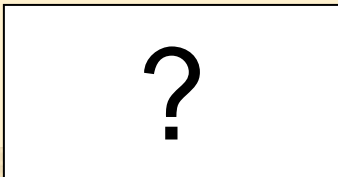
sat on luggage
help from parents
succeeded

(c)



burst open
shocked
felt helpless

(d)



Students have to do the following:

- Interpret the situation correctly
- Include ideas & helping words provided with the pictures
- Develop the ideas
- Suggest an ending
- Use appropriate vocabulary effectively

Part 2: Continuous Writing

	Standard EL	Foundation EL
Content	20 marks	15 marks
<ul style="list-style-type: none">• Ideas are relevant & developed• Interest value is the ability to engage the reader effectively		
Language and Organisation	20 marks	15 marks
Grammar, expression, spelling, punctuation, vocabulary, sequencing, paragraphing		
Total	40 marks	30 marks



Paper 2:

Language Use and Comprehension

Standard EL and Foundation EL

Students will be assessed on their ability to use language correctly and to comprehend visual and textual information

Paper 2 (Standard EL)

	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS
Booklet A	Grammar	MCQ	10	10
	Vocabulary		5	5
	Vocabulary Cloze		5	5
	Visual Text Comprehension		8	8

Paper 2 (Standard EL)

	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS
Booklet B	Grammar Cloze	Open-Ended	10	10
	Editing for Spelling and Grammar		12	12
	Comprehension Cloze		15	15
	Synthesis/ Transformation		5	10
	Comprehension Open-Ended		10	20

Paper 2 (Foundation EL)

	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS
Booklet A	Grammar	MCQ	8	8
	Punctuation		2	2
	Vocabulary		5	5
	Comprehension (Visual Text)		5	5

Paper 2 (Foundation EL)

	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS
Booklet B	Form Filling	Open-Ended	5	5
	Editing for Grammar		6	6
	Editing for Spelling		6	6
	Comprehension (Completion of sentences)		5	5
	Synthesis		3	3
	Comprehension Cloze		5	5
	Comprehension (1)		3	4
	Comprehension (2)		4	6

Comprehension Cloze (Example)

Fill in each blank with a suitable word.

Egypt is located in the northeastern corner of the African continent. It is a fertile country and is fed by the River Nile, Egypt's (51)_____ source of water.

There is a small number of Egyptians who make their (52)_____ in the desert to the west. These people are called nomads. This means they (53)_____ from place to place to (54)_____ for food and water. They are called Bedouins.

Today, the Bedouins no longer live the roaming life. These days, the typical Bedouin family (55)_____ in a mud house. The Bedouin mothers are (56)_____ for the household chores like (57)_____ the family's clothes and keeping the mud house spick and span. It is also their duty to collect their daily (58)_____ of water from a nearby oasis at the start of each day. They have to collect (59)_____ amount of water to last the family for the whole day.

Students have been practising the following in class:

- 1st reading – Read the passage first to understand the context
- 2nd reading - Look out for contextual clues
- Read the passage again to check the answers

Comprehension Cloze

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Skills/Knowledge required:

- Understanding the text (= knowledge of context and **comprehension** of text)
- Appropriate words to fill up the blanks (= variety of **vocabulary** to choose from)
- Word class of the word(s) that fulfils the requirement of the blank e.g. an adjective comes before a noun (= **grammar** knowledge)

Synthesis & Transformation (Example)

For each of the questions from 66 to 70, rewrite the given sentence(s) using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given sentence(s).

66. The suspect did not want to talk to anybody. He would only talk to his lawyer.

other than _____.

67. "Don't pick up that sweet, Devi," said her father.

Devi's father told _____

_____.

68. Peter broke into tears. He learnt that his dog was dead.

On _____

- Ensure there is no change in the meaning when the two sentences are combined
- Make sure that the tenses, punctuation used and spelling of the words are correct

Synthesis & Transformation

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_____.

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On _____

Skills/Knowledge required:

- Understanding how the **meaning of sentences** based on structure and words used
- Knowing the functions of different **connecting words** and how sentences can be used together to create meaning

Comprehension OE (Example)

Read the passage below and answer Questions 71 to 80.

The lion turned to look over its shoulder. At the same time, numerous shots were fired and sent off spurts of dust off the ground where the bullets hit. At the lion's side, the wounded lioness dragged herself. Her jaw was open and there was blood on the teeth and tongue. They were firing from the truck, afraid to dismount. The lion was afraid too but also enraged.

They had killed one lioness and two half-grown cubs and had wounded another lioness. Now they were after **it** and the lion especially. They fired from the moving truck which was cruising across the desert but the aim was not sure.

The lions made for the bush. The female dragged her weight into the clawing tangle of bush. Hooked thorns ripped at her side and tore out tufts of hair. Behind her, the male pushed heavily, put his face down and let the thorns comb and crackle through his heavy mane. Deep in the tangle, the lioness burst into a dry hole of ant-eaten branches and fell on her side. The lion lay near and began to lick at her wound.

(Adapted from 'Drinker of the Bitter Water' by Jack Cope)

- **First reading** - Skim through the text to get a general idea
- Read all the questions and form predictions
- **Second reading** - Scan the text for specific information that answers the questions
- Inferential questions
Qn :What does the word 'it' in line 10 refer to?
Qn : Explain why the "**lions made for the bush**" in line 13.

Comprehension OE

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(Adapted from 'Drinker of the Bitter Water' by Jack Cope)

Skills/Knowledge required:

- **Understanding the text** using recommended strategy of **annotation**
- Identifying **main details** and **sequence of events**
- Knowing **fact vs opinion** made of what's in the text and **justifying with reasons**
- Knowing **word meaning in context**
- **Predicting** before and after a particular event/thought/action

Paper 3: Listening Comprehension

Standard EL and Foundation EL

- Comprises 20 multiple-choice questions (a total of 20 marks)
- Tests students' ability to understand spoken English
- The texts may be in the form of news items, announcements, advertisements, instructions, conversations, speeches and stories
- Graphic representations will be used for some questions

Paper 4: Oral Communication

Standard EL and Foundation EL

Part 1: Reading Aloud (10 marks)

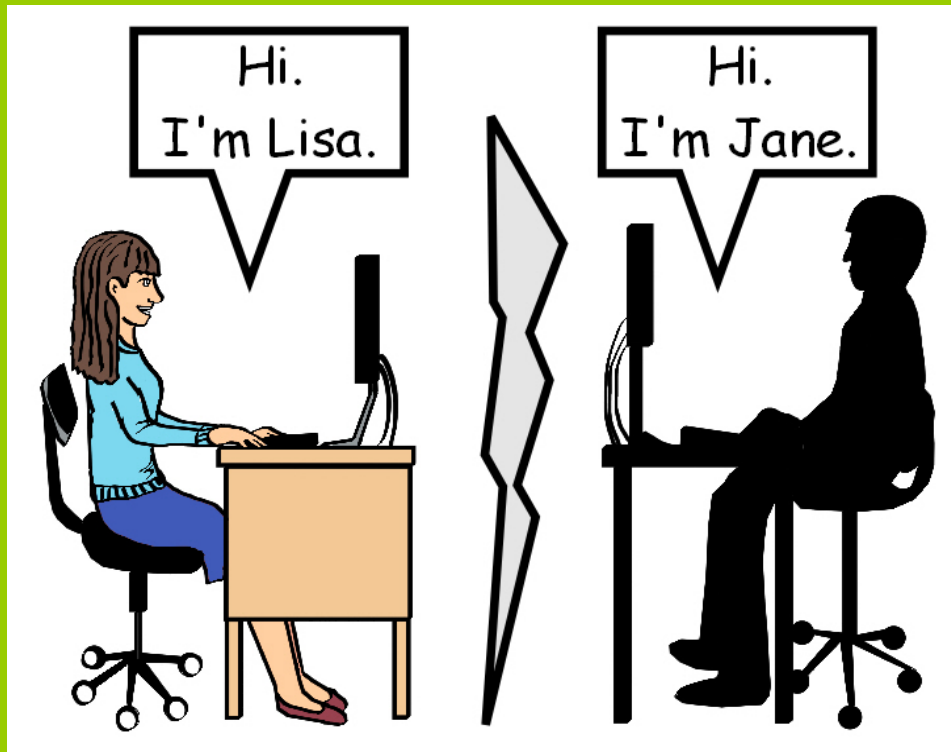
- Ability to pronounce and articulate words clearly
- Ability to read fluently with appropriate expression and rhythm

Part 2: Stimulus-Based Conversation (20 marks)

- Ability to give a personal response to a visual stimulus
- Ability to engage in a conversation on a relevant topic

Stimulus-Based Conversation (Example)

Do you REALLY know who
you are chatting with
online?



Students will be given
some prompts:

- Look at the picture.
What message does
it intend to send?
- Have you talked to a
stranger online?
Share with me your
experience.
- Would you
encourage others to
make friends online?

Common Mistakes Made

- 1) Not able to differentiate forms of a verb (e.g. present / past / past participle) & word classes (e.g. the verb 'sit' and the noun 'seat')
- 2) Did not check answers by reading and identifying clues from the text e.g. Grammar Cloze
- 3) Inaccurate when quoting word / phrase / answer (spelling or transference errors)
- 4) Not careful in how sentences are phrased for Comprehension (need to make sure meaning is correct)
- 5) Comprehension answers are not specific (wrote long answer but contains irrelevant info)

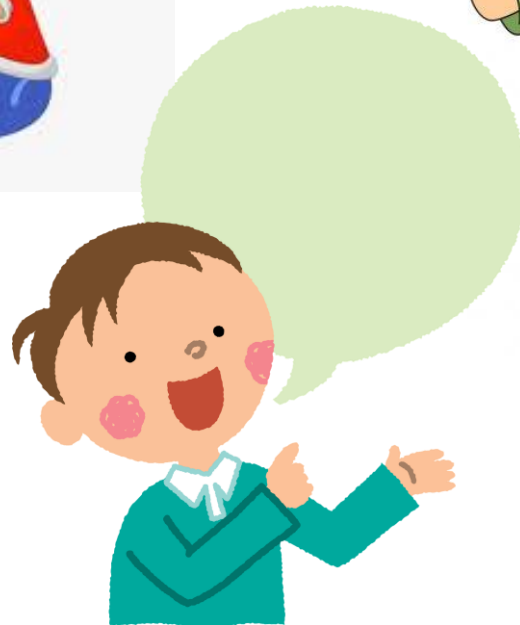
How to strengthen your child's use of EL?

COMPONENT	HOW PARENTS CAN SUPPORT
Reading	<ul style="list-style-type: none">• Encourage your child to <u>read storybooks, magazines & newspapers.</u>• As your child becomes an independent reader, encourage him/her to <u>select books and texts which are more challenging.</u>• As your child reads, he/she will pick up vocabulary. He/she could <u>build a list of vocabulary that describes feelings & actions</u> which could be used for writing.• Find opportunities to <u>have conversations about the books your child has been reading.</u>

How to strengthen your child's use of EL?

COMPONENT	HOW PARENTS CAN SUPPORT
Speaking, Listening & Writing	<ul style="list-style-type: none">• <u>Discuss the latest news</u> with your child. Encourage him/her to share his/her opinions on current affairs.• Encourage your child to <u>listen to a wide variety of spoken & audio texts</u> (e.g. radio broadcasts, live presentations & performances).• Encourage your child to read <u>model compositions</u> and <u>highlight useful words & phrases</u>. Your child has to make a conscious effort to use these phrases in his /her writing e.g. compositions, journals.• <u>Provide opportunities</u> for your child to practise writing (regardless of the length of writing) e.g. 10 minutes daily.

Language Skills Cannot Be Learnt Overnight



Thank You

For further queries, you may consult
your child's EL teacher