

Workshop for Parents Supporting Our Children in Learning English Language

12 APRIL 2024

Leaders of Character, Championing Service and Excellence





Objectives

- Provide insights into specific components of the PSLE English Language paper
- Share strategies on some components of the PSLE English Language paper

PSLE EL PAPER OVERVIEW



Paper	Component	Marks	Weightage
1	Situational Writing	15	27.5%
	Continuous Writing	40	
2	Booklet A	28	47.5%
	Booklet B	67	
3	Listening Comprehension	20	10%
4	Oral Examination	30	15%
Total		200	100%

Workshop flow



- 1) Paper 1 – Situational Writing (SW) Strategies**
- 2) Paper 1 – Continuous Writing (CW) Strategies**
- 3) Paper 2 – Comprehension Open-Ended (OE) Strategies**
- 4) Paper 4 – Reading Aloud (RA) Strategies**
- 5) Paper 4 – Stimulus-based Conversation (SBC) Strategies**



SITUATIONAL WRITING

Situational Writing



- 6 marks for task fulfilment
- 9 marks for language and organisation
- Purpose, Audience, Context (PAC)
- Writing must show a very good understanding and clear awareness of PAC

P-A-C	Key Question	Extension Questions
<u>P</u> urpose	Why am I writing this?	<ul style="list-style-type: none"> - To announce? - To inform? - To report? - To encourage? - To complain? - To apologise? - Have I written an appropriate closing statement?
<u>A</u> udience	Who am I addressing/ writing to?	<ul style="list-style-type: none"> - Is my audience someone important? - Someone of seniority? Or my peer? - Have I greeted my audience appropriately? - Am I using the right tone? - What style? Formal / informal?
<u>C</u> ontext	Under what circumstances am I writing this?	<ul style="list-style-type: none"> - Is it because the audience was unwell? - Is it because the audience was not present?



Situational Writing – Informal Register

Beginning	Dear Lucy, (No last name)
Closing	From, Susan (No last name)

Situational Writing – Formal Register

Beginning	Dear Sir/Madam, (if the name is not given to you) Dear Mrs Tan, (No middle name)
Closing	Yours sincerely, David Lee (Full name must be given)



Situational Writing PSLE 2020



When?
28 November 2020 (2 to 5 p.m.)

Where?
Orchid Bakehouse



Participants must

- be between 11 and 12 years old
- compete in teams of four
- have completed the Junior Bakers' Course at Greenwood Community Club

To register

Visit www.ob.sg/bakingcompetition
by 30 October 2020.
Registration is free.



Each registered participant
will receive a free baker's hat.

C4

Great! We'll have completed our Junior Bakers' Course by then. Hmm...but we need... Whom can we ask?

How about Devi? Remember the cake she made during our last baking class? It was indeed the best!

Jim, Sulin, look! There's a baking competition in two months.

Junior Baker
Rafi

Junior Baker
Jim

Junior Baker
Sulin

C3



Situational Writing

Your Task

Imagine you are Sulin.

Write an email to Devi to encourage her to join your team.

In your **C1** mail, include **C2** the following key information:

- the **C3** date and **C4** venue of the competition

C5 two reasons you want her to be in your team

C6 what the winning team can look forward to

the last day to register for the competition



Situational Writing

P-A-C	Key Question	Answer
<u>P</u> urpose	Why am I writing this?	To encourage Devi to join your (Sulin's) team for a baking competition
<u>A</u> udience	Who am I writing to?	Devi (baking school friend)
<u>C</u> ontext	Under what circumstances am I writing this?	To make up a team of four people (Sulin, Rafi, Jim & Devi) to participate in a competition



Tone:

- Casual
- Friendly

Salutation Dear Devi,

Introduction

How are you? Did you know that there's an upcoming baking competition? The competition will be held on **28 November 2020** at **Orchid Bakehouse** from 2 to 5 pm. Rafi, Jim and

C1

Purpose

I are keen to participate in it and we need another person to join form a team of four. We think that you are the best person to join our team!

C2

You are a talented baker who have baked the best cake during our last baking class. To join the competition, **participants need to have completed the Junior Baker's Course at Greenwood Community Club and all of us would have done so by then.**

C3

C4



Language/ expression:

- Standard English
- Straightforward

Registration in the competition is free and every participant will receive a free baker's hat. Here's the best part - **if we win, we'll get \$1000 in cash!**

C5

Registration closes on **30 October 2020**, so we're really looking forward to your favourable reply before then.

C6

See you at our next baking class!

Closing

Signing
off

Cheers,
Sulin



CONTINUOUS WRITING

Continuous Writing



- One topic with good scope for writing from different perspective
- Visuals: 3 pictures
- Any appropriate text type, in continuous prose

Importance of Theme



- Write using at least 1 pictures
- Address the given theme, **A MUST**



Part II: Continuous Writing (40 marks)

Write a composition of **at least 150 words** about true **friendship**.

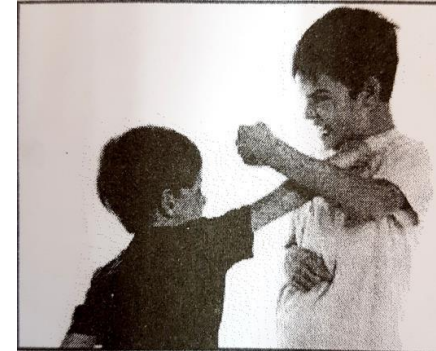
The pictures are provided to help you think about this topic.

Your composition should be based on one or these pictures.

Consider the following points when you plan your composition

- Who was the friend?
- How was he a true friend?

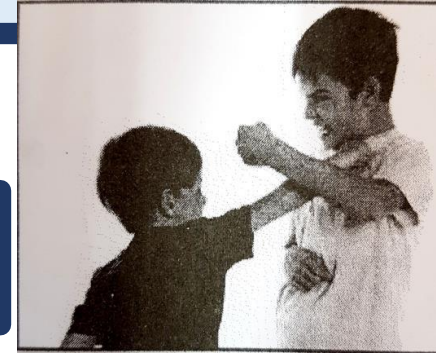
You may use the points in any order and include other relevant points as well



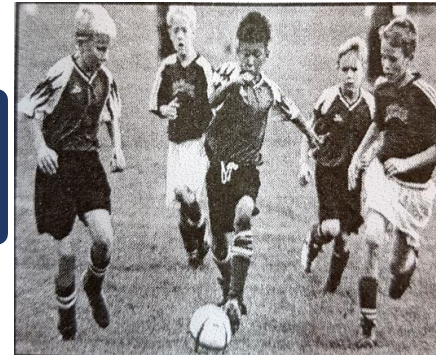


Theme – True Friendship

Two boys fighting



Children playing soccer



Helping hands



Addressing the Visuals



- Flexibility in interpretation
- Picture of helping hands can be interpreted as:
 - Lending a hand / providing support
 - Helping someone up
- Picture must be used to support the theme, mere mention is not enough

Addressing the Theme using the visuals



School soccer
CCA. Members
were having a
match.

Description of the
soccer match

Version 1

Everyone was
upset except for
one of the friends.

DETAILS

One of the players
failed to score a
last-minute goal.

Addressing the Theme using the visuals



Two friends enjoyed playing soccer.



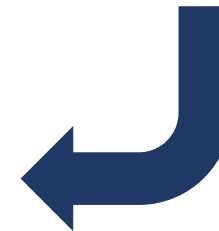
Lost a match due to an error – fell out with one another.

Learnt the meaning of true friendship.

DETAILS



In another game, one of them got injured. The other gave up the chance of scoring and rushed over to help.



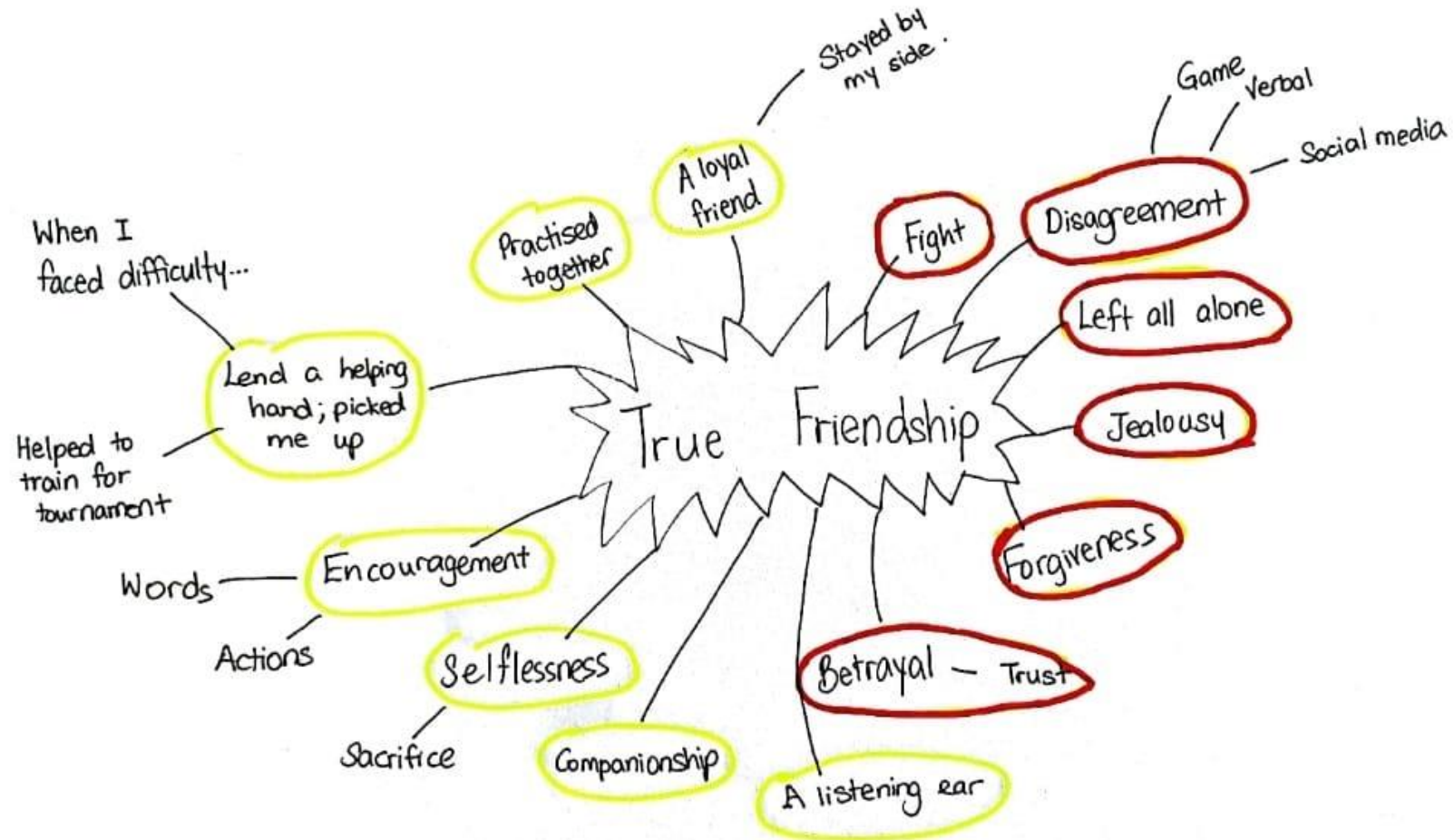
Version 2

How to Help Your Child



- 1) Generation of Ideas
 - Topic blast
 - Free writing
- 2) Selection of Ideas
- 3) Development of Ideas
 - Story Mountain
- 4) Enhancing Language Use
 - Show, not Tell

Topic Blast



Free Writing

True Friendship

A friend is someone who cares for you, listens to you, supports you, trusts you, and stands up for you.

I believe Jenny is my true friend. We have been classmates for three years. We have spent good and bad times together. I share some of my secrets with Jenny and till date, she kept them safe. Jenny always encourages me whenever I am feeling down. There was once when both of us took part in a singing contest in school, but lost due to a blunder I made. I was guilty and felt bad towards Jenny, but instead of putting the blame on me, she comforted me. I was really touched and this was just one incident that reminded me how special Jenny is, unlike any other friend.

A true friend is someone whom I can share my joys and sorrows with. Jenny is my true friend.





Story Mountain

Climax

This is when the problem reaches a high point!



Rising Action

This includes the events leading up to the main problem or conflict.

Falling Action

This is when the characters work to solve the problem or conflict.

Background

This includes the introduction of characters and setting.

Resolution

This is how things end up in the story.



Descriptive phrases

Describing Anger:

- eyes narrowed with contempt
- seething with rage
- glared at me with dagger-like eyes
- stood there with her arms akimbo
- mounting exasperation tightened his throat
- enraged words seared my heart
- bloodshot eyes scared the wits out of everyone
- furrowed eyebrows hinted anger
- clenched fists
- his wrath became more apparent as he shot me an icy stare
- anger coursed through her veins





COMPRE OE

Common problems



- Lack of deep reading
- Lack of questioning while reading
- Did not spend time reading the questions carefully
- Unable to answer questions fully

Reading Comprehension Strategies



- Making Connections
- Visualising
- Asking Questions

Making Connections



- Activates background knowledge
- Makes links between old and new knowledge

A good reader notices pieces of text that relate to him or her and reminds of his or her past experiences.



Making Connections – Example



*“ If I brought it home with me, **would I get scolded for opening it in my own?** Filled with fear, I kicked one half of the opened fruit.” (line 24-25)*

Text-to-self: Fear of facing the music

Being afraid of owning up to a mistake and trying to cover up their mistakes.

Visualising



*“Proficient readers spontaneously and purposely **create mental images while and after they read**. The images emerge from all five senses and are anchored in a reader’s prior knowledge.”*

- Keene and Zimmerman (2007)



When asking your children to visualise



- Encourage them to form mental pictures
- Bridge in connecting how words and images connect to meaning-making
- Make them aware of the five senses and use these to connect to characters, events and ideas to clarify pictures in their heads

Visualising – Example



*“Sarah said to me, I walked into the patch today, and guess what I saw? **A honeydew this huge!**” She placed her hands in front of her, palms spaced apart to show a width of about thirty centimetres. (lines 9 - 11)*

Using prior knowledge as stimulus:

- ❑ **Imagine the size of the honeydew:** based on the size of honeydews students have seen, they can imagine how big the honeydew being described is.

Some additional points on visualisation



- Especially useful for students who struggle with comprehension
- Encourage your child to draw and talk about the drawings

Asking Questions



- Questions pop up in the mind as the reader reads deeply
 - What is the author trying to say?
 - Do I know something about this topic?
- Helps with understanding

Asking Questions – Example



“I **hastily plucked the fruit from its stem** and staggered with it to a nearby tangle of bushes. Then, hidden by the bushes, I cracked the honeydew open on a rock and set about devouring the juicy fruit. I ate until I could no more, then wondered what to do with the rest of the fruit.”

(lines 21 – 23)

Why did he pluck the fruit hastily?

Ans: He did not want to be seen as he was doing something wrong.

What was he doing that was wrong?

Ans: He was plucking the fruit that Sarah had seen – the fruit was not his.

Asking Questions – Example



“I hastily plucked the fruit from its stem and **staggered with it** to a nearby tangle of bushes. Then, hidden by the bushes, I cracked the honeydew open on a rock and set about devouring the juicy fruit. I ate until I could no more, then wondered what to do with the rest of the fruit.”
(lines 21 – 23)

What does ‘stagger’ mean?

Why was he staggering with it.

Ans: Stagger must mean to walk with difficulty as I know that the honeydew was big from the previous paragraph.

He must be staggering with it as he must have found it difficult to walk while carrying such a big honeydew.



Answering techniques in Comprehension

Highlighting the key words in the question



71. **Why** did Peter check the time in the **first paragraph**?

↳
Reason

... Sarah ran in, panting. I glanced at the clock on the wall.
“Sarah, you’re late! (lines 1 – 2)

Peter glanced at the clock before saying, “Sarah, you’re late!”

ANS: He wanted to check the time to confirm if Sarah was really late for school.

Looking for evidence from the passage



	True/false	Reason
Peter searched for the huge honeydew because he wanted very much to taste the juicy fruit.	False	Peter searched for the huge honeydew to confirm if what Sarah had said was true. He <u>only</u> wanted to eat the fruit after finding it.

Could what Sarah said be true? My curiosity aroused, I stepped into the patch and began searching for the spectacular fruit. When I reached the far end of the patch, I found it! **The moment I saw it, my mouth watered and I longed for a taste of the juicy fruit.**

Backward and Forward referencing



Words from the passage	What the words refer to
there (line 7)	It refers to the wild honeydew patch that lay neglected halfway between the school and village.

All of us knew about **the wild honeydew patch that lay neglected halfway between the school and the village** where most of us lived. The honeydews that grew **there** were very small and never ripened.



ORAL (RA and SBC)



Component	Marks	Weighting
Reading Aloud (RA) – 10 Stimulus-based Conversation (SBC) – 20	30	15%

Reading Aloud

ACE

Appropriate pauses

Clear Pronunciation

Expressive



Stimulus-based Conversation



SUPER

S – Take a **S**tand

U – **U**se information from the stimulus

P – **P**ersonal opinion

E – **E**laborate

R – **R**espond to examiner

How to Help Your Child

- **Discussion / Conversations about daily events**
- **Being a good listener**

Parents' Support



- ▶ **Exposure** – English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities rather than use of worksheets alone.
- ▶ **Be a Role model** – read and write notes and messages in front of your child. Have regular conversations.
- ▶ **Home support** – help your child learn English by providing English language reading materials at home.
- ▶ **Activate child's interest** – show your child that you believe learning English is both enjoyable and useful in your daily life.

Thank You

