



# ENGLISH LANGUAGE

## Requirements for Primary 6

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# The Learning of EL

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**“The limits of my language  
are the limits of my world.”**

~ Ludwig Wittgenstein

**“The English Language is so elastic  
that you can find another word to say  
the same thing.”**

~ Mahatma Gandhi



# Standard English Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing	OE	14	25%	1 h 10 min
	Continuous Writing	OE	36		
2	Language Use and Comprehension	OE / MCQ	90	45%	1 h 50 min
3	Listening Comprehension	MCQ	20	10%	About 35 min
4	Oral Communication	OE	15 25	20%	About 10 min
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	9	25%	1 h 10 min
		OE	16		
2	Language Use and Comprehension	OE / MCQ	40	40%	1 h 20 min
3	Listening Comprehension	MCQ	15	15%	About 35 min
4	Oral Communication	OE	8 12	20%	About 10 min
Total			100	100%	

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

# PAPER 1: WRITING

## Part 1: Situational Writing

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### Standard 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

***NEW for  
Standard EL***

**One of the bullet points will require students to offer their own ideas.**

# Part 1: Situational Writing (Example)

## Your Task

Imagine you are Susan.

Write an article for your school's science magazine to share your experience growing your own papaya tree. You are to refer to the pictures and information for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following:

- Why you wanted to grow a papaya tree
- How you decided on where to plant the seeds
- How you made sure you remembered to water the plant daily ← NEW!
- Other than watering the plant, give two ways how you cared for it
- How long it took for your papaya tree to bear fruit

You may reorder the points. Remember to write in completed sentences.

Students are taught:

Purpose (why the text is written)

To share your experience

Audience (who you are writing to)

To write an article for the school

Context (the situation in the question)

Formal tone & language

# Part 1: Situational Writing

	Standard EL	Foundation EL
Task Fulfilment	6 marks	9 marks
<ul style="list-style-type: none"><li>• Response shows understanding of purpose, audience &amp; context</li><li>• Response includes all required information</li></ul>		
Language & Organisation	8marks	16 marks
<ul style="list-style-type: none"><li>• Language is accurate (grammar, expression, spelling &amp; punctuation)</li><li>• Ideas are presented clearly (proper sequencing)</li></ul>		
Total	14 marks	25 marks

## Part 2: Continuous Writing

### **Standard EL**

- Write a composition of at least 150 words on a given topic.
- 3 pictures are provided on the topic offering different angles of interpretation.
- The writing must be based on at least one of the given pictures.
- Students may come up with their own interpretation.

### **Foundation EL**

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



# 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.



## Part 2: Continuous Writing (Standard EL)

Students have to do the following:

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1. Interpret the topic correctly

An Embarrassing Situation

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

e.g. falling asleep in class was embarrassing

3. Include the points provided

e.g. explain the embarrassing situation

4. Develop the ideas

5. Use appropriate vocabulary effectively

# Part 2: Continuous Writing (Foundation EL Example)

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

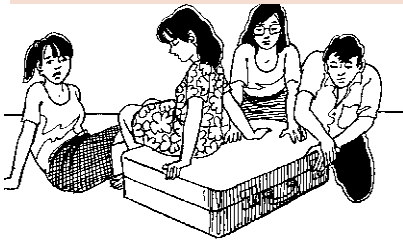
Based on these pictures, write a story of at least 120 words.

(a)



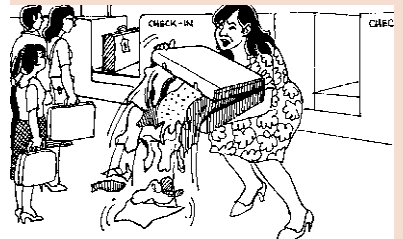
packing  
overseas holiday  
excited

(b)



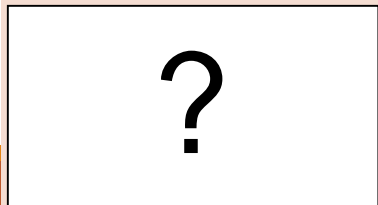
sat on luggage  
help from parents  
succeeded

(c)



burst open  
shocked  
felt helpless

(d)



Students have to do the following:

1. Interpret the situation correctly.
2. Include ideas & helping words provided with the pictures.
3. Develop the ideas.
4. Suggest an ending.
5. Use appropriate vocabulary effectively.

## Part 2: Continuous Writing

	Standard EL	Foundation EL
Content	18 marks	8 marks
<ul style="list-style-type: none"><li>• Ideas are relevant &amp; developed</li><li>• Interest value is the ability to engage the reader effectively</li></ul>		
Language and Organisation	18 marks	8 marks
Grammar, expression, spelling, punctuation, vocabulary, sequencing, paragraphing		
Total	36 marks	16 marks

# PAPER 1: WRITING SKILLS

## Standard and Foundation EL

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### Situational and Continuous Writing

Students will need to write with

1. Relevance to topic and develop ideas fully with examples
2. Accurate grammar, expression, spelling, punctuation
3. A wide range of vocabulary and sentence structures appropriately used
4. Good sequencing, paragraphing and linking of ideas

# Paper 2: Language Use and Comprehension

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## 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)

	<b>COMPONENT</b>	<b>ITEM TYPE</b>	<b>NO. OF ITEMS</b>	<b>MARKS</b>
<b>Booklet A</b>	<b>Grammar</b>	<b>MCQ</b>	<b>10</b>	<b>10</b>
	<b>Vocabulary</b>		<b>5</b>	<b>5</b>
	<b>Vocabulary Cloze</b>		<b>5</b>	<b>5</b>
	<b>Visual Text Comprehension</b>		<b>5</b>	<b>5</b>

# Paper 2 (Standard EL)

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



# Paper 2 (Foundation EL)

	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS
<b>Booklet A</b>	<b>Grammar</b>	<b>MCQ</b>	<b>5</b>	<b>5</b>
	<b>Punctuation</b>		<b>2</b>	<b>2</b>
	<b>Vocabulary</b>		<b>3</b>	<b>3</b>
	<b>Comprehension (Visual Text)</b>		<b>5</b>	<b>5</b>

# Paper 2 (Foundation EL)

	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS
<b>Booklet B</b>	Form Filling <i>(Revised)</i>	Open-Ended	3	3
	Editing for Grammar		3	3
	Editing for Spelling		3	3
	Synthesis		3	3
	Comprehension Cloze		3	3
	Comprehension OE		10	10

# 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:\_\_\_\_\_

1<sup>st</sup> reading – Read the passage first to understand the context.

2<sup>nd</sup> reading – Look out for contextual clues.

Read the passage again to check the answers.

# Comprehension Cloze

Fill in each blank with a suitable word.

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## Skills/Knowledge required:

1. Understanding the text (knowledge of context and **comprehension** of text).
2. Appropriate words to fill up the blanks (variety of **vocabulary** to choose from).
3. 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**\_\_\_\_\_

\_\_\_\_\_.

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1. Ensure there is no change in the meaning when the two sentences are combined.

2. Make sure that the tenses, punctuation used and spelling of the words are correct.

# 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

1. Skim through the text to get a general idea.
2. Read all the questions and form predictions.

## Second reading

1. Scan the text for specific information that answers the questions.

## *Examples of Inferential Questions*

- What does the word 'it' in line 10 refer to?
- Explain why the "**lion made for the bush**" in line 13.

# Comprehension OE

Read the passage below and answer Questions 71 to 80.

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

Skills/Knowledge required:

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

# Common Mistakes Made

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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).



# PAPER 2: LANGUAGE USE SKILLS

## Standard and Foundation EL

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Students will need to

1. Understand when to use correct and appropriate grammar and vocabulary (Grammar and Vocabulary MCQ and Cloze, Synthesis/Transformation)
2. Infer details and information from Visual Text Comprehension
3. Identify and infer details and information for Comprehension Open-Ended



# PAPER 3: LISTENING COMPREHENSION SKILLS

## Standard and Foundation EL

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Students will need to

1. Understand spoken EL from a variety of texts, including news items, announcements, advertisements, instructions, conversations, speeches, stories and even graphic representations.
2. Listen for details.

# **Paper 4: Oral Communication**

## **Standard EL and Foundation EL**

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### **Part 1: Reading Aloud**

To read a given passage.

### **Part 2: Stimulus-Based Conversation**

To answer 3 prompts.

# Stimulus-Based Conversation (Example)

- The photograph shows a birthday celebration.
- EL and FEL share the **same photo stimulus and first main prompt.**



# Stimulus-Based Conversation Prompts(Example)

EL	FEL
a) How do you think the people in the photograph might be feeling? Why?	<b>a) How do you think the people in the photograph might be feeling? Why?</b>
b) Do you like to celebrate birthdays? Why or why not?	<b>b) Tell us about a Children's Day celebration you remember.</b>
c) Do you think it is important to have celebrations? Why or why not?	<b>c) Besides children, who else do you think we should have a special day for? Why?</b>

Prompt (a) will be the same for both EL and FEL

# PAPER 4: ORAL COMMUNICATION SKILLS

## Standard and Foundation EL

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### Reading Aloud

- 1. Pronunciation and Articulation:** to read a passage with good pronunciation and clear articulation of the words
- 2. Rhythm and Fluency:** to use appropriate rhythm and stress to achieve a well-paced, fluent reading of a passage
- 3. Expressiveness:** to read with appropriate variation of pitch and tone in order to suit purpose, audience and context

# PAPER 4: ORAL COMMUNICATION SKILLS

## Standard and Foundation EL

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### Stimulus-based Conversation

- 1. Personal response:** to give and develop personal responses
- 2. Clarity of Expression:** to express oneself in a conversation, with clear pronunciation and using a wide range of appropriate vocabulary and accurate sentence structures
- 3. Engagement in Conversation:** to interact with the examiner

# How to strengthen your child's use of EL?

COMPONENT	HOW PARENTS CAN SUPPORT
Reading	<ul style="list-style-type: none"><li data-bbox="575 456 1919 581">• Encourage your child to <u>read storybooks, magazines &amp; newspapers.</u></li><li data-bbox="575 695 1919 889">• As your child becomes an independent reader, encourage him/her to <u>select books and texts which are more challenging.</u></li><li data-bbox="575 1003 1919 1198">• As your child reads, he/she will pick up vocabulary. He/she could <u>build a list of vocabulary that describes feelings &amp; actions</u> which could be used for writing.</li><li data-bbox="575 1312 1919 1442">• Find opportunities to <u>have conversations about the books your child has been reading.</u></li></ul>



# How to strengthen your child's use of EL?

COMPONENT	HOW PARENTS CAN SUPPORT
Speaking, Listening & Writing	<ul style="list-style-type: none"><li data-bbox="562 461 1953 586">• <u>Discuss the latest news</u> with your child. Encourage him/her to share his/her opinions on current affairs.</li><li data-bbox="562 613 1953 808">• Encourage your child to <u>listen to a wide variety of spoken &amp; audio texts</u> (e.g. radio broadcasts, live presentations &amp; performances).</li><li data-bbox="562 836 1953 1101">• Encourage your child to read <u>model compositions</u> and <u>highlight useful words &amp; phrases</u>. Your child has to make a conscious effort to use these phrases in his /her writing e.g. compositions, journals.</li><li data-bbox="562 1128 1953 1323">• <u>Provide opportunities</u> for your child to practise writing (regardless of the length of writing) e.g. 10 minutes daily.</li></ul>

# Language Skills are NOT Learnt Overnight

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I Love  
EL!



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# Thank You!

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