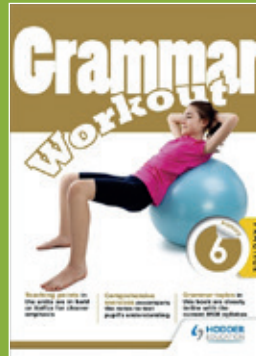
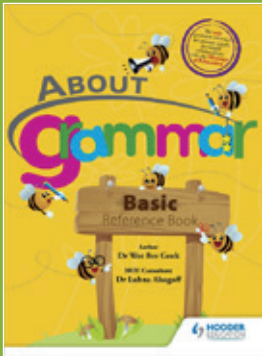


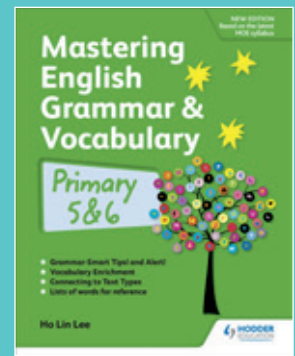
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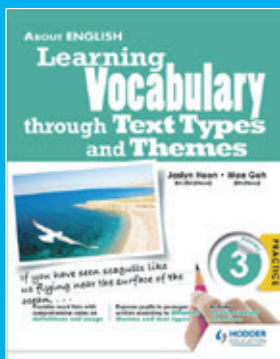
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GRAMMAR & VOCABULARY p.3

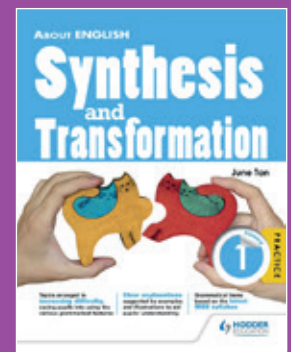
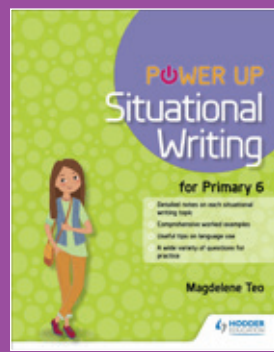
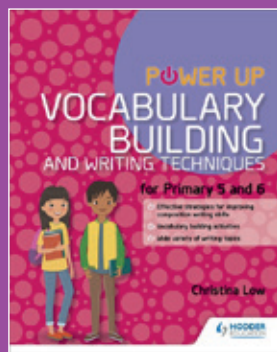


VOCABULARY p.3



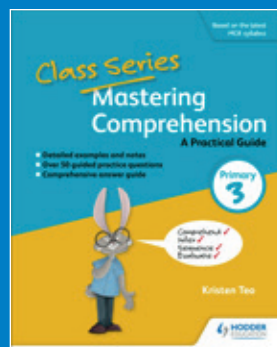
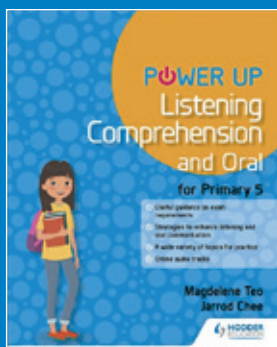
WRITING

p.4-5



COMPREHENSION

p.6-7



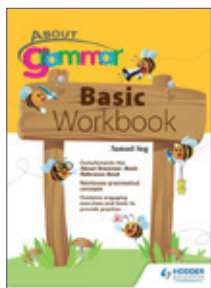
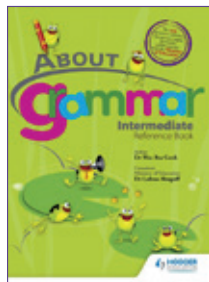
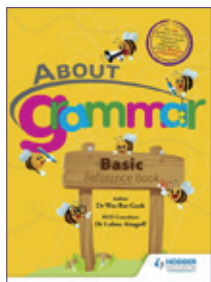
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- Develop an understanding of how language works in a systematic manner.
- Apply grammatical understanding to writing and speech.

The About Grammar series is a product of many 'firsts'. It is:

- the first grammar series developed in collaboration with the Ministry of Education.
- the first series based on the English Language Syllabus 2010.
- the first to teach grammar explicitly using an approach where meaning is emphasised.



About English: Effective Grammar

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- Practice and reinforce understanding of grammar usage with carefully graded exercises, providing systematic coverage of essential grammar items.
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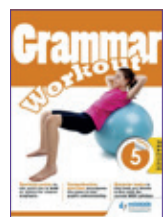
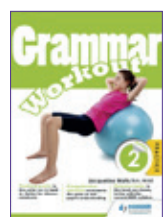
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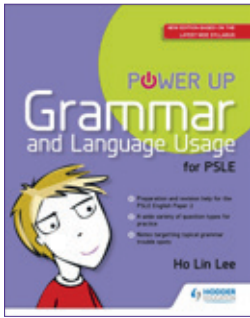
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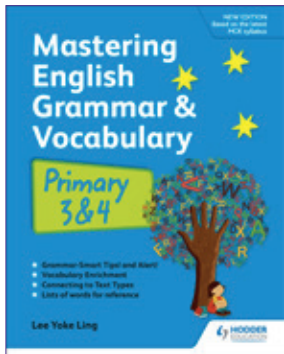
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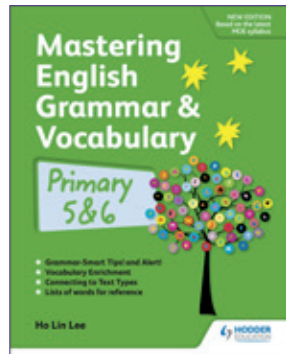
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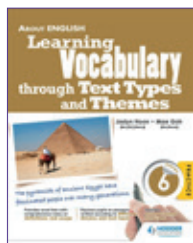
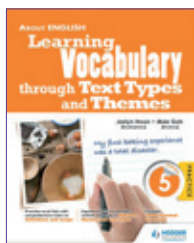
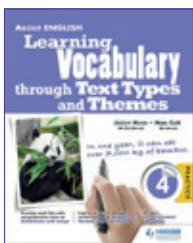
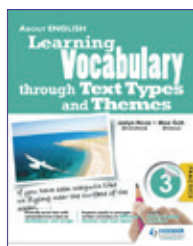
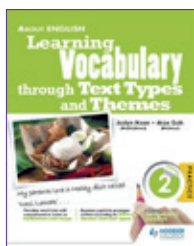
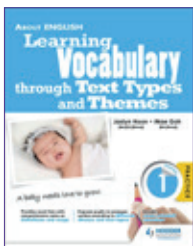


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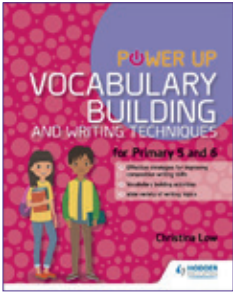
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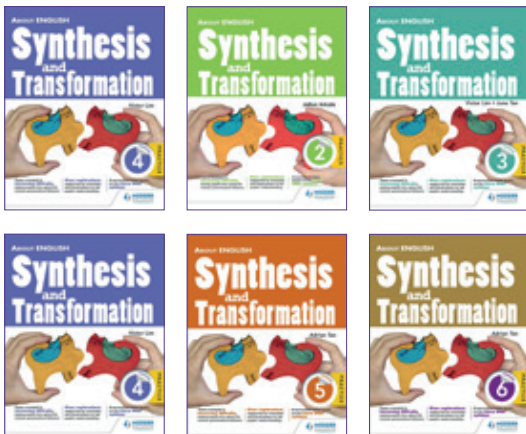
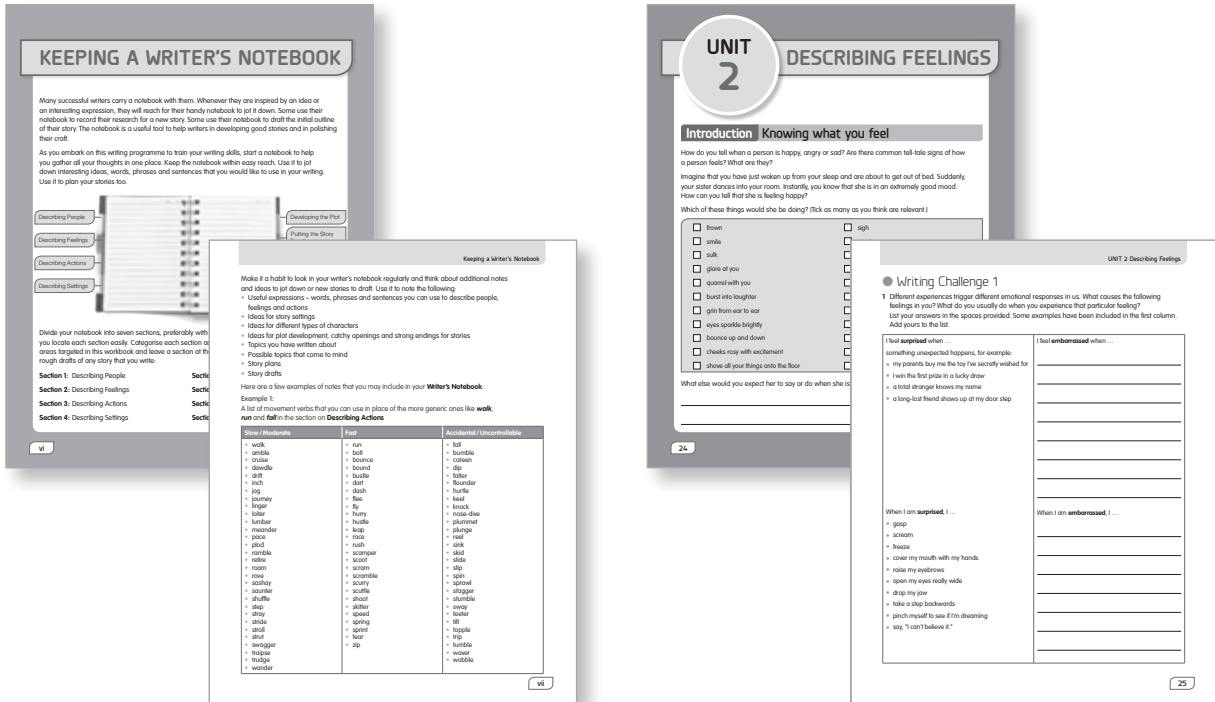
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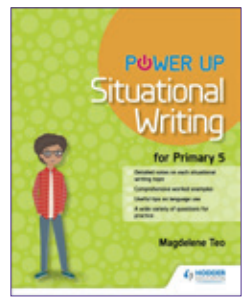
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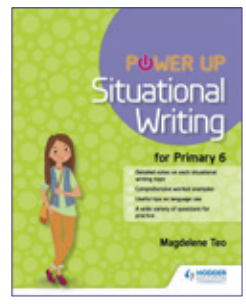
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- Improve exam techniques with clear explanations and analysis of question types that look at format, style and language, grammar and spelling.
- Practise, revise and reinforce the skills required with exam-style practice papers and activities.
- Assess revision and progress with annotated worked examples, transcripts and answers.

OVERVIEW Situational Writing

Fig 2. Underline or highlight the pieces of information in the picture that corresponds to each question prompt and number each one accordingly.

Model Answer 1

In this model answer, the question prompts are responded to in the order they are presented. The email is to the point, with little additional information known in...

Dear Mr. Chen,

A quarter task place in the Art Room during recess this morning.

At 20.30 on 7 July 2020, I was working in the Art Room when I saw a boy named Mr. Chen. He was looking at the Art Room sink when I saw him. He was looking at the Art Room sink when I saw him. He was looking at the Art Room sink when I saw him.

I quickly approached him to break up their quest. I also said that I would report their quest to the school.

Yours sincerely,
Audrey Nguyen

OVERVIEW Situational Writing

Model Answer 2

In this model answer, additional information is provided about the student's actions. It is done so succinctly and coherently.

Dear Mr. Chen,

I am writing to inform you about a quarter task place in the Art Room during recess this morning.

At 20.30 on 7 July 2020, I was working in the Art Room when I saw a boy named Mr. Chen. He was looking at the Art Room sink when I saw him. He was looking at the Art Room sink when I saw him. He was looking at the Art Room sink when I saw him.

I quickly approached him to break up their quest. I also said that I would report their quest to the school.

Yours sincerely,
Audrey Nguyen

UNIT 1 INFORMAL LETTER

1 What is an Informal Letter?

An informal letter is a piece of writing that is often friendly in tone. The recipient is usually someone familiar to you, such as a friend or a family member. He or she could also be someone whom you are getting to know. Use a pen pal.

There are many reasons for writing an informal letter, such as to catch up with someone, to thank someone and even to comfort someone.

An informal letter is traditionally handwritten on notepaper and delivered in an envelope. The handwritten content, together with its triple fold which allows you to touch and feel the letter, contributes to the direct and personal nature of an informal letter. It can be presented differently these days—typed on plain paper or delivered some envelope, for instance—but its key features remain the same: a warm tone and a personal touch.

Taken from Power Up: Situational Writing Primary 5

OVERVIEW SITUATIONAL WRITING

The Primary School Leaving Examination (PSLE) English Language Paper 1 (Writing) also candidates an open-ended writing. It comprises two parts: Situational Writing (15 mark Continuous Writing (40 marks). The entire paper is 1 hour and 10 minutes (70 minutes).

1 Common Text Types

Situational Writing aims to develop your ability to effectively communicate information, different contexts, using a variety of text types.

Books and letters (both formal and informal) as well as reports are some examples of that have considerably come up in the PSLE. To be adequately prepared for the Situational component, you should be familiar with these text types.

It is also advisable to equipt yourself with other text types, such as postcards, news product reviews, in case they appear in the paper.

The following table illustrates the different text types commonly tested, what they are used for and the tone with which they are written.

Text type	Purpose	Tone
Letter	<ul style="list-style-type: none"> To lodge a complaint To make a suggestion To comment someone 	Usually formal
Report	<ul style="list-style-type: none"> To inform someone of something To record—and sometimes, explain—a series of events To update someone about something 	Usually formal, as you are typically addressing someone in authority
Postcard	<ul style="list-style-type: none"> To share about where you are To show that you're thinking of someone To tell someone about what you are doing or the weather 	Always informal, as the content is personal
Announcement	To notify the public or a specific audience about an important matter or an upcoming event	Formal or informal, depending on the audience and when the announcement would appear
Review	<ul style="list-style-type: none"> To tell others what you think or how you feel about an event, such as a performance a place, such as the National Gallery a product, such as a game a service, such as that offered at a restaurant 	Formal or informal, depending on the audience and where the review would appear

OVERVIEW Situational Writing

Of course, these are just general guidelines. The tone you use to convey your message depends very much on the given situation and your audience. You can, for instance, write an informal letter to comment someone, or write a formal email to encourage someone to do something.

2 How Much Time Should You Spend on Situational Writing?

You are recommended to spend no more than 20 minutes on this component. Real Paper 1 also includes Continuous Writing; you will need the rest of the time allocated to write your composition.

3 What Is The Mark Weightage of Situational Writing?

Situational Writing carries 15 marks, with a maximum of 5 marks awarded for task fulfilment. To score well in Situational Writing, you must convey the required information in a way that is clear and concise, demonstrating an awareness of your assigned role and to put it simply, task fulfilment pertains to what you need to show, while language and pertains to how you show it.

Task Fulfilment

It is important to note that task fulfilment does not comprise only content. To score the 5, here, you must also get the purpose, audience, context, format, and tone and register writing right.

Example

The pictures below show two friends, Audrey and Dorian, discussing a poster they come across on their way home from school. Study the picture carefully.

Over Green Community Club

Calling candidates for children

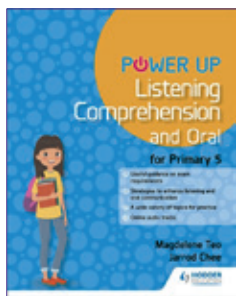
Over Green Community Club is a club for children aged 10 to 12. We are looking for members who are interested in environmental issues and who are willing to help the community.

The competition is open to children aged 10 to 12. All participants must be accompanied by an adult. Please register online by 7 June 2020. For more details, visit www.overgreen.sg.

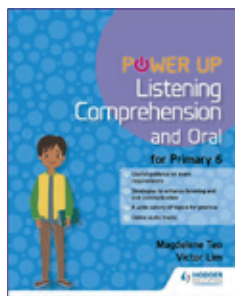
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- Assess revision and progress with annotated worked examples, transcripts and answers.

SECTION A Listening Comprehension

EXAMPLE - During Listening

Text 3

You will hear about Tawo and her day out.

Tawo stepped out of the mall and her heart sank upon seeing the heavy rain. She did not have an umbrella with her and she had to get home for an important family dinner. She reached into her pocket for her mobile phone and realised in dismay that she had left it at home.

Tawo sighed. She had met a friend of the library at around four o'clock to return a map she had borrowed from him for a project. She then headed to a nearby bookstore to find a book on growing orchids at home. She wanted to buy it for her grandfather, whose birthday they were celebrating that night. After selecting the right book, she spent another hour browsing in the bookstore. She now wished she had gone home earlier.

Tawo glanced at the watch of a passerby and saw that it was almost time for dinner. She looked at the passing taxi and took a deep breath. She decided to dash through the rain. Although she made it home in time for dinner, her parents were shocked to see the state she was in. Her topsack was soaked through but the book was fortunately shrink-wrapped and well-protected inside.

5. Which picture shows where Tawo was when she was looking for her phone?

1 2 3

7

SECTION A Listening Comprehension

4. Where did Tawo find her present for her grandfather?

1 2 3

4 5 6

7. Which picture shows the state of the present after Tawo arrived home?

1 2 3

NOTES

The underlined words are the keywords in the audio text you should identify note down.

Text Type: A Narrative
Purpose: To give an account of what happened to Tawo before and after she had found her grandfather's birthday gift.

Q5: The text tells us that she was outside a mall when she was looking for her phone.
Answer: (3)

Q6: A book on growing orchids would be under "Gardening" (Option 2). You might confuse it with "Agriculture" (Option 1) but agricultural plants are mainly grown on a large scale to be sold.
Answer: (2)

9

SECTION A Listening Comprehension

NOTES (continued):

Q7: The text tells us that the book was "shrink-wrapped and well-protected" so the book should look clean and undamaged.
Answer: (1)

During Listening (Second Time)

Concentrate on the audio text again. Being focused now is important as this is an opportunity to verify your answers.

Listen intently to:

1. Ensure that your answers are correct.
 - Is there new information that you've missed during the first playback? Have you overlooked any relevant information?
 - Are you clear about the sequence of events in the text that refers to locations and movements? Have you been misled by the order in which things happen?
 - Have you been misled by any distractors in the form of words with similar sounds or meanings?
2. Ensure that you have shaded the correct ovals in your OAS.
 - Do your shaded ovals match your selected answers?
 - Have you missed any lines?
 - Have you fully shaded the ovals?

Once you have verified your answers, you can hand in your OAS confidently!

TIP

You must use a 2B pencil to shade your answers on the OAS. Ensure that you have at least 2 pencils on the day of the examination.

9

Taken from **Power Up: Listening Comprehension and Oral Primary 5**

SECTION A Listening Comprehension

EXAMPLE - Before Listening

Text 6

14. How might Portia's power help her to win a wand from the lucky draw?

1 It would allow her to detect one of the winning balls.
2 It would point out which ball is in order to win.
3 It would reveal the guilty ball to her.

15. What kind of expression did Portia have on her face before she picked her ball?

1 a nervous expression
2 a riled expression
3 an expectant expression

16. Which of the following best describes the shape of the lucky draw container?

1 cylindrical
2 pricy
3 round

17. How do you think Portia felt when she caught a glimpse of the ball she had drawn?

1 elated
2 restless
3 sore

NOTES

The underlined words are the keywords in the questions you should pay attention to.

- Which type of text is it likely to be?

Question 14 indicates that it is most likely a narrative as it mentions "Portia's power". This reference to a seemingly supernatural ability tells us the text might be an imaginary story.

- What could be the subject of the text?

Questions 14 to 17 refer to Portia and her experience with a lucky draw.

4

SECTION A Listening Comprehension

NOTES (continued):

- Which aspects of the subject is the text likely to be concerned with?

Question 14 refers to Portia's ability. Questions 15 and 17 refer to Portia's feelings during the lucky draw. Question 16 refers to the shape of the lucky draw receptacle.

During Listening (First Time)

TIP

Listen attentively. Do not be distracted. You only have two chances to listen to the text!

As you listen:

1. Visualise what is being presented in the audio text. Creating a mental picture will help you to arrive at the correct answers.
2. Identify the text type and determine its purpose. (Refer to the table on pages 2-3)
3. Very quickly jot down the information that is revealed in—and can be inferred from—the audio text. For instance:
 - Who are the characters in the text?
 - Where are they with?
 - Where are they?
 - What are they doing?
 - How are they doing this?
 - Why are they doing this?
 - How are they feeling?
 - Why are they feeling this way?
 - What has happened before this?
 - What might happen after this?
4. Take note of important information such as dates, directions, figures, locations, prices, quantities and times. Questions 1 to 7 (the Graphic Questions of texts 1 to 3), in particular, will require you to recognise these details.

5

SECTION A Listening Comprehension

5. Take note of the sequence of events. Connectors such as "after", "before", and "near" will tell you what happens when, and will aid you in answering questions concerning sequence or time. Questions 3 and 4 (Text 2) usually focus on the path taken by someone, often referring to different locations and the actions that happen there.
6. Make inferences from the information that is given, using clues in the text and/or your background knowledge.
7. Pay attention to intonation. Emphasis on certain words might offer insights into the subject of the spoken text, and sometimes provides clues to the correct answer.
8. You might come across a difficult word or two. Just like in any close passage exercise, try your best to figure out what they mean within the context of the given situation.
9. As with all MCQ questions, eliminating the more unlikely answers might also help you.
10. Circle each answer on your question paper, then shade the answer in the Optical Answer Sheet (OAS).

Try not to skip questions on the OAS, as this can create confusion. When you miss a question, you might fill in the OAS wrongly and mess up the order of your entire answer sheet.

Instead, complete the OAS to the best of your ability. For questions that you are unsure of, make a mark on the question paper so that you can go over them again during the second audio playback.

TIP

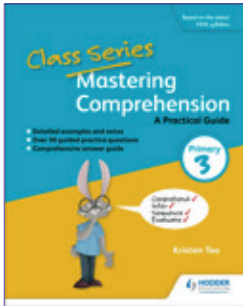
Do not answer impulsively or hurry through the questions. Read them carefully before shading your answers.

6

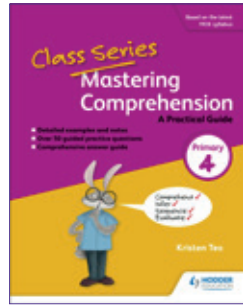
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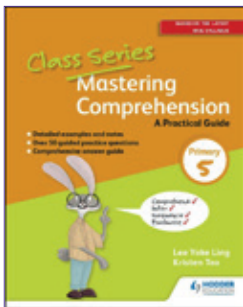
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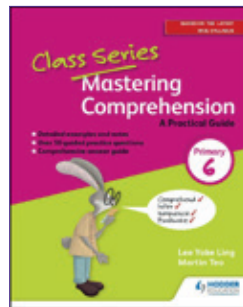
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