

Primary 6 · English · PSLE English Oral

Reading aloud and stimulus-based conversation

1

Time **30 min** Marks **30** Questions **2**

Answers are printed in red after each question, with the working where it matters. Marks in brackets show how a marker would split them.

Part 1: Reading aloud

10 marks

- 1 Read the passage aloud. Pay attention to the change in mood between the paragraphs.

Priya had been looking forward to the school's Family Day for weeks. Her grandmother had promised to come, and Priya wanted to show her the science display that her class had spent a whole term building.

On the morning itself, the sky turned grey and a steady drizzle began to fall. "She won't come in this weather," Priya muttered, staring at the puddles forming on the field. Her teacher, Mrs Rahman, noticed her glum face and said gently, "Give her a chance. Grandmothers are tougher than you think."

At ten o'clock, a small figure in a bright yellow raincoat appeared at the school gate, umbrella held high against the wind. Priya's heart leapt. She dashed across the wet field, ignoring the water splashing up her socks.

"You came!" she cried, throwing her arms around her grandmother.

"Of course I did," her grandmother replied with a laugh. "A little rain has never stopped me before. Now, where is this famous science display?"

POINTERS

- **Text type:** a story. Read expressively, and let your voice change with Priya's feelings: eager in paragraph 1, flat and disappointed in paragraph 2, excited from paragraph 3 on.
- **Pronunciation to check:** *drizzle* (DRIZ-zul), *muttered* (MUT-terd, not MUT-ted), *puddles* (PUD-dulz), *glum* (one syllable, short u), *raincoat* (stress on RAIN), *famous* (FAY-mus).
- **Word endings:** sound the final consonants in *weeks*, *promised*, *leapt*, *dashed*, *splashing*. Dropped endings are the most common loss of marks.

- **Pausing:** pause at every full stop; a shorter pause at commas. In the dialogue, pause before *she muttered* and *her grandmother replied* so the speech and the tag are separate.
- **Expression in speech:** "She won't come in this weather" is quiet and low. "You came!" is loud and rising. "Of course I did" is warm and amused. The final question rises at the end.
- **Pace:** about 130 to 150 words a minute. The whole passage should take roughly one minute; if you finish in forty seconds you are rushing.

[10]

Criterion	What full marks sounds like	Score
Pronunciation and articulation	Every word is pronounced accurately, with clear consonants at the ends of words and no sounds dropped.	/ 4
Rhythm and fluency	Reads in sense groups with natural pauses at punctuation; no hesitation, backtracking or word-by-word reading.	/ 3
Expressiveness	Pitch and tone change with the mood; the two voices in the dialogue sound different from the narration.	/ 3

Part 2: Stimulus-based conversation

20 marks

The stimulus is a poster. It is described here in words; picture it before you plan.

- 2 Look at the poster and answer the examiner's prompts. Speak in complete sentences and give reasons and examples.

The stimulus: a poster on a community centre noticeboard

- Large heading across the top: **Bring a Book, Take a Book.**
- Below it, a drawing of a wooden shelf in the void deck of an HDB block, packed with books of every size. A boy is sliding a comic in; a woman with a shopping trolley is pulling a cookbook out.
- Three lines of text under the drawing: *Open every day. No cards, no fines, no fees.* *Leave a book you have finished. Take one you would like to read.* *Looked after by the residents of Block 214.*
- In the bottom corner, a small logo of the residents' committee and the words *Ask us about starting a shelf in your block*.

- (a) Look at the poster. Would you use a shelf like this? Why or why not? [6]

MODEL RESPONSE

Yes, I would use it, mainly because I finish books faster than my parents can buy them. At home I have a whole row of series I have read twice, like the Geronimo Stilton books, and they are just collecting dust. I would happily leave those on the shelf for a younger child and take something new for myself, perhaps a mystery I have not read. What I like most is that there are no fines. I once had to pay a library fine because I forgot a book under my bed for a month, so a shelf where I can simply swap books when I pass by on the way to school would suit me well. The only thing that might put me off is if the books were badly torn or if people used the shelf to dump old textbooks nobody wants.

Full marks need a clear position, at least two reasons, and a personal example. Notice the response also names a doubt, which shows balanced thinking. Weak answers stop at "Yes, because I like reading."

- (b) Have you seen people in your neighbourhood sharing things or helping one another? Tell me about it. [7]

MODEL RESPONSE

Yes. During the school holidays last year, the uncle who lives two doors from us noticed that many families on our floor had bicycles with flat tyres or rusty chains. He put a notice in the lift saying that he would fix bicycles for free on Saturday mornings at the void deck, and asked people to bring their own spare parts if they had any. On the first Saturday about ten children turned up. He showed us how to patch a tube and oil a chain instead of doing it all himself, so now most of us can do simple repairs on our own. What struck me was that he did not know most of the families before that; by the end of the holidays everyone on our floor knew one another by name. It made me realise that one person willing to share a skill can change the whole mood of a block.

The response is one specific incident told in order: who, what, the result, the feeling. Examiners reward a real example with details (the lift notice, ten children) over general statements such as "people in Singapore are very helpful".

- (c) Some people say that in a big city, neighbours no longer need one another. Do you agree? [7] [20]

MODEL RESPONSE

I do not agree, even though I understand why people say it. In a city like Singapore we can order food, buy almost anything online and call a repairman with one tap, so it can feel as if we do not need the people next door. But there are things an app cannot do. When my mother was in hospital for a week, it was our neighbour who took my little brother to kindergarten every morning because my father had to leave for work at six. No delivery service could have done that. Neighbours also notice things: an elderly person who has not collected the newspapers, a child locked out of the flat, smoke from a kitchen. I think the danger is not that we do not need neighbours but that we forget to get to know them until there is an emergency. That is why I like ideas like the book shelf on this poster; they give people a reason to talk to one another before the emergency comes.

This prompt tests the broader view. Full marks need a stance, an acknowledgement of the other side, a concrete example and a link back to the stimulus or to what the pupil would do.

Criterion	What full marks sounds like	Score
Personal response	Gives a clear opinion for every prompt, with reasons and at least one specific example from own experience.	/ 8
Clear expression	Speaks in complete, grammatical sentences with a range of vocabulary and correct pronunciation; ideas are easy to follow.	/ 6
Engagement in conversation	Maintains eye contact, responds to follow-up questions readily, and adds ideas without being pushed.	/ 6

Marking notes

- Reading aloud is out of 10 and the conversation out of 20, as in the PSLE. Use the checklists to score; the model responses show the length and depth expected for the top band, not the only acceptable content.
- For the conversation, a shorter response that is fluent and well organised scores higher than a long one that rambles. Encourage the pupil to use a simple shape: opinion, reason, example, link back.

END OF PAPER