

Primary 6 · English · PSLE English Oral

Anticipating the examiner's questions

Time **40 min** Marks **40** Questions **3**

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

How the three angles work

Read this once, then use it for the two topics that follow.

- 1 A worked example. Study how the same stimulus produces three different questions, and how each response is built.

The stimulus: a notice pinned outside a school canteen

- Heading: **Clean Plate Challenge, this Friday.**
- A cartoon of an empty plate with a smiling face drawn in the last few grains of rice.
- Text: *Order only what you can finish. Every clean plate earns a sticker for your class. The class with the most stickers wins an extra recess.*
- Small print: *Last term, our canteen threw away 40 kg of food a week.*

- (a) Angle 1, relate to self: "Do you usually finish the food on your plate? Why or why not?"

MODEL RESPONSE

Topic sentence: Honestly, not always, and the reason is usually that I order more than I can eat. **Details:** At recess I am hungry after PE, so I ask for a large portion of chicken rice, and then halfway through I am full and leave the rest. **Feelings:** I feel a little guilty when I scrape it into the bin, especially now that I know the canteen throws away forty kilograms a week. **Link:** So a challenge like this would actually help me, because it makes me think before I order rather than after.

The four moves are labelled here so you can see them. In the exam you would not say the labels.

- (b) Angle 2, relate to school or community: "Would this challenge work in your school? What might go wrong?"

MODEL RESPONSE

Topic sentence: I think it would work for a week or two, but it needs a rule about portion sizes to last. **Details:** In my school the stall aunties give the same amount to everyone, so a small Primary 1 pupil gets the same plate as a Primary 6 boy. Unless pupils can ask for less, some will not be able to finish however hard they try. **Feelings:** I would want the challenge to feel fair, otherwise the classes with younger pupils would give up. **Link:** With a "less rice, please" option and the sticker reward, I believe most classes would take part enthusiastically.

Notice the response does not simply say yes. Spotting a practical problem and suggesting a fix is exactly what the examiner is listening for.

- (c) Angle 3, the wider issue: "Why does it matter if a school wastes food?"

MODEL RESPONSE

Topic sentence: It matters because food waste is money, effort and land thrown away, and because habits formed in school last. **Details:** Forty kilograms a week is roughly two thousand kilograms a year from one canteen. Multiply that by every school in Singapore and the amount is enormous, and all of it had to be grown, shipped in, cooked and then sent to the incinerator. **Feelings:** I find it uncomfortable that we waste this much when we import almost all our food. **Link:** If pupils learn to order only what they can finish, they will carry that habit home, so a small challenge in one canteen can have a much larger effect.

The wider angle needs a fact or a piece of reasoning beyond personal experience, here a rough calculation, plus a link back to the school setting.

Topic A: A neighbourhood fitness corner

20 marks

- 2 Write your own question for each angle, then a full response. Speak your responses aloud once you have drafted them.

The stimulus: a banner tied to the fence of a new outdoor fitness corner beside an HDB playground

- **Heading:** Move More, Live More: Fitness Corner Now Open.
- Photograph of a few pieces of outdoor gym equipment: a leg press, pull-up bars at three heights, and a stepping machine. An elderly man is on the stepping machine; two teenagers are at the pull-up bars.
- Text: *Free for all residents. Lights on until 10 pm.* *Sunday 8 am: group exercise for seniors, led by volunteers.*
- Small print: *Please wipe down the equipment after use. Children under 12 must be supervised.*

- (a) Angle 1, relate to self. My question: [6]

MODEL RESPONSE

Possible question: Would you use a fitness corner like this one? **Model response:** Yes, I would, because it is free and it is right beside the playground where I already go. At the moment the only exercise I get outside PE is cycling with my father on Sunday mornings, so I could use the pull-up bars on weekday evenings after homework. I would start with the lowest bar; I can manage two pull-ups now and I would like to reach ten by the end of the year. It would feel good to have a goal I can measure, and the fact that the lights stay on until ten means I could go even after dinner.

Any sensible question earns credit, provided the response answers it. Reward a specific piece of equipment and a measurable goal over "I like exercise".

- (b) Angle 2, relate to family or community. My question: [7]

MODEL RESPONSE

Possible question: Which people in your neighbourhood would benefit most from this corner? **Model response:** I think the seniors would benefit most, especially with the Sunday morning session led by volunteers. My grandfather lives with us and he spends most of the day in front of the television since he retired. He would never go to a gym, but if his neighbours were stepping and stretching downstairs every Sunday, I am quite sure he would join them, partly for the exercise and partly for the company. I have seen this happen before with the tai chi group at the pavilion; it began with four people and now there are more than twenty. A fitness corner gives people a reason to come down from their flats, and that matters as much as the exercise itself.

Full marks: a named group, a real person or observed example, and an explanation of the benefit beyond fitness.

- (c) Angle 3, the wider issue. My question: [7]

MODEL RESPONSE

Possible question: Why is it worth spending public money on outdoor fitness corners? **Model response:** I believe it is worth it because keeping people healthy is far cheaper than treating them when they fall ill. Singapore's population is ageing, and older people who exercise regularly are less likely to have falls or heart problems, so a few thousand dollars of equipment could save far more in hospital bills later. The risk is that the corner is neglected: equipment rusts, people leave litter, or children use it unsafely. That is why the small print about wiping down the machines and supervising children matters. If residents treat the corner as theirs and look after it, it will still be used in ten years, which is when the real benefit shows.

The wider angle needs a reason beyond the individual (here, public health and cost), an awareness of risks, and a link back to the stimulus.

Criterion	What full marks sounds like	Score
Questions asked	One relevant, answerable question for each of the three angles.	/ 3
Personal response	Each response has a topic sentence, details with an example, feelings and a link; content is specific to the stimulus.	/ 8
Clear expression	Complete grammatical sentences, varied vocabulary, accurate pronunciation.	/ 5
Engagement	Responds readily to follow-up, extends ideas, sounds interested.	/ 4

[20]

Topic B: Losing and finding things

20 marks

- 3 Write your own question for each angle, then a full response.

The stimulus: a laminated sign at the counter of a public swimming complex

- **Heading: Lost Something? Found Something?**
- Two columns of small drawings: on the left, a water bottle, a pair of goggles, a house key and a smartwatch; on the right, a lifeguard holding out a box labelled *Lost and Found*.
- Text: *Hand in anything you find to the counter. Items are kept for 30 days.*
Last month: 62 items handed in, 19 collected.
- Footer: *Label your belongings. A name and a phone number get things home faster.*

- (a) Angle 1, relate to self. My question: [6]

MODEL RESPONSE

Possible question: Have you ever lost something important, and what did you learn from it? **Model response:** Yes. In Primary Four I left my wallet, with my EZ-Link card and the week's pocket money, on a bench at the swimming complex while I was drying off. By the time I remembered, it was gone. I felt sick walking home, and even worse when I had to tell my mother, who had warned me that very morning to keep it in my bag. She did not scold me much, which somehow made me feel more responsible for the mistake. Since then I keep a small pouch clipped inside my bag and I check it before I leave any place. I have not lost anything since, and I now understand why the sign says to label your belongings.

Look for a specific incident, the feeling at the time, and a changed habit. The link to the sign at the end is what turns a story into an answer.

(b) Angle 2, relate to family or community. My question: [7]

[20]

MODEL RESPONSE

Possible question: What should a person do when they find something that does not belong to them? **Model response:** They should hand it in at once to whoever is in charge of the place, and if there is a name on it, they should try to contact the owner. Last year my sister found a smartwatch on the MRT platform. She was tempted to keep it for a day to see if anyone came back, but our father pointed out that the owner was probably searching right then, so she gave it to the station staff. The owner collected it that evening and sent a thank-you message through the station. I think the important thing is to imagine yourself as the owner. Nobody would want their lost item to sit in someone's drawer while they worry.

Full marks: a clear rule, a real example, and the reasoning behind the rule (put yourself in the owner's place).

(c) Angle 3, the wider issue. My question: [7]

MODEL RESPONSE

Possible question: The sign says only nineteen of sixty-two items were collected last month. Why do you think that is, and does it matter? **Model response:** I think many people simply did not bother to come back, because a water bottle or a pair of goggles seems too cheap to be worth the trip. It does matter, though, for two reasons. First, the things still had to be made, and throwing away forty items a month from one pool adds up to a lot of waste. Second, it shows a habit of not valuing what we own. If a child learns to shrug off a lost bottle, it becomes easier to shrug off a lost wallet later. Taking care of small things is how we practise responsibility for bigger ones. Labelling belongings, as the sign suggests, is a small habit, but it is the kind of habit that shows a person takes ownership of their own things.

The best responses use the figure on the sign, offer an explanation, and draw out a value (responsibility) rather than only restating the problem.

Criterion	What full marks sounds like	Score
Questions asked	One relevant, answerable question for each of the three angles.	/ 3
Personal response	Each response has a topic sentence, details with an example, feelings and a link; content is specific to the stimulus.	/ 8
Clear expression	Complete grammatical sentences, varied vocabulary, accurate pronunciation.	/ 5
Engagement	Responds readily to follow-up, extends ideas, sounds interested.	/ 4

Marking notes

- The worked example carries no marks. Topics A and B are each out of 20, matching the conversation component of the PSLE oral.
- Accept any question that fits the angle. Score the response on structure (topic sentence, details, feelings, link), specificity and delivery, not on whether it matches the model.
- If the pupil is practising alone, have them record each response on a phone and listen back with the checklist.

END OF PAPER