

While we are unable to accurately predict the possible topics that may arise in the oral examination, we are able to **anticipate and ask the possible types of questions** which may be asked by the examiners. It is important that students are able to respond coherently and clearly to the stimulus/picture given by asking themselves a series of questions during the preparation time given, and actively **formulate responses** during the preparation time as well as during the oral examination.

Possible types of questions include:

(1) Relate to self – from personal experience or choice

E.g. How is this related to me? Do I have a similar experience or memory of the stimulus given? Which choice would I make based _____ on _____ my interests/preferences/abilities/experiences/values/knowledge?

(2) Relate to social grouping/community – from experience gathered or choice presented in school or family or community or other social settings/public places

E.g. Have I seen or experienced this in school or in my family? Is the stimulus presented applicable to other social settings/public places? Which choice is more appropriate or suitable to my school or family or community?

(3) Relate to broader theme/topic – from general knowledge and prior information about the stimulus given

E.g. What is the implication or consequence of the experience or choice I have presented? Is there a wider or broader relation to important social issues or current affairs?

Task: Let us try **anticipating and asking the possible types of questions** for possible topics/themes which may arise from the stimulus given, and also try **formulating responses** to these questions in the following topics. Please ask your own questions specifically in relation to the topic/theme, and write your own responses in logically clear and grammatically

correct sentences in the spaces provided below each question, as if you are engaged in conversation with the examiners.

Topic: Reduce, Reuse and Recycle/Environmental Conservation/Save the Earth Campaign

Relate the picture/stimulus to a broader topic, think of key words/phrases related to the topic and think of possible questions as well as responses.

(1) Relate to self

Do I have an experience or a role to play in environmental conservation?

(Topic Sentence/Main Idea) Yes, I do have a role to play in protecting the environment.

(Elaboration/Details) We all have a role to play in saving the Earth. People should engage in more recycling efforts as that can help to save our planet.

(Feelings) I feel that it is very important that we all contribute to environmental conservation as that would help to keep the planet healthy for future generations.

(Link) All in all, I think that it is everyone's responsibility to save the Earth.

Which individual choice would I make in order to save the Earth?

What are the ways I can personally contribute towards saving the Earth? Reduce, Reuse, or Recycle?

(2) Relate to social grouping/community

Have I participated in any environmental protection or "clean and green" campaigns in my school, in my family or in my community? What did we do?

(Topic Sentence/Main Idea) Yes, I have participated in many clean and green campaigns in school as well as in my community to help to protect the environment.

(Elaboration/Details) In school, we do spring cleaning of the classrooms every week to keep it spick and span, and also clean the common areas of the school to keep it litter-free. We ensure that the waste/garbage is sorted properly

and thrown into the correct recycling receptacles/bins to reduce unnecessary waste. In school, we also try to go paperless whenever we can. Sometimes, we type our compositions on the computer. At times, we also complete electronic assignments during home-based learning.

(Feelings) I think it is very useful for students to participate in clean and green projects in school as it teaches us the paramount importance of keeping our environment clean and healthy for everyone.

(Link) In conclusion, it is significant that we all play our part in protecting the Earth as it is the only planet we have.

Which choice would be appropriate for the social setting that I am in? Why is it appropriate?

(3) Relate to broader theme/topic

What is the consequence of my experience or choice on the Earth/community/society/humanity?

(Topic Sentence/Main Idea) I believe that the consequences of my decision to change the way I live and to save our planet would be significant/huge/enormous. If we do not start now, it might be too late to save the Earth.

(Elaboration/Details) We can start by cutting down on air pollution. It is one of the worst kinds of pollution I experience in my daily life. I happen to live in a block which faces a traffic junction. There are many vehicles using this junction which emit harmful exhaust fumes whenever they are going past the junction. Inhaling these exhaust fumes everyday gives me a bad headache, and I wish that there would be fewer cars on the road one day.

(Feelings) I am sad that many people still choose to drive around in cars wherever they go instead of using other modes of transportation which is better for our planet such as cycling or even walking. I feel that such irresponsible behaviour must stop so that we can leave a healthy environment behind for future generations.

(Link) Hence/Therefore, I think that the impact/result of my actions on planet Earth would be very important.

How can we all contribute towards saving the Earth as individuals, members of a social grouping or community as well as humanity as a whole?

What is happening in Singapore or in the world right now with regards to conservation efforts?

Topic: Inconsiderate Behaviour in a Public Place/Undesirable Conduct in the Community/Singapore Kindness Movement or Courtesy Campaign

(1) Relate to self

What kinds of inconsiderate behaviour have I witnessed or maybe even be guilty of in a public place?

(Insert your own question and response)

(Insert your own question and response)

(2) Relate to social grouping/community

How should we stop this kind of undesirable conduct in the community? Why should we stop this?

(Insert own question and response)

(Insert own question and response)

(3) Relate to broader theme/topic

What is the consequence of the inconsiderate behaviour or my decision on the community/society?

(Insert own question and response)

(Insert own question and response)

Topic: Taking care of personal possessions/Individual Responsibility and Accountability/Developing good habits and Inculcating values

(1) Relate to self

Have you experienced the loss of something important/precious/dear to you in the past? What would you do to prevent such an occurrence from happening again?

(Topic Sentence/Main Idea) Yes, I had been irresponsible and had lost something valuable in my possession when I was in Primary Four.

(Elaboration/Details) When I was in Primary Four, my mother sent me on an errand to buy my own lunch at the nearby shopping mall. As she did not have any small change, she gave me a fifty dollar bill and told me to get my lunch with that. A fifty dollar bill was at that time a huge sum of money and a big responsibility for a ten year old child so I was a little nervous but I was determined to carry out the task successfully. After buying chicken rice at the food court, I was given forty six dollars of change which I put inside my pocket for safekeeping. Then I started walking back home. Along the way, I walked past the neighbourhood playground and decided to play there for awhile with my friends since I was not too hungry. After playing on the slide and swing for about ten minutes, I started walking home again. When I reached home, I gleefully announced my return to my mother with the packet of chicken rice in one hand. However, when my other hand reached inside my pocket for the forty six dollars of change, I gasped in horror. The change was missing! I had lost the money while playing and failed in my errand. My mother did not reprimand me severely but that only made me feel worse.

(Feelings) I felt so guilty/regretful for losing that sum of money and for letting my mother down as I did not complete my task well. It was, and it still is, not a small amount of money, and we could do a lot of things with forty six dollars. I should not have allowed myself to be distracted by playing at the playground, and should have been more responsible in running the errand and in taking care of valuable possessions.

(Link) In conclusion, it was a very expensive lesson learnt in taking good care of the things I am entrusted with, and I have learnt to be much more responsible in my

belongings since then. I am glad/pleased to say that I have not lost something important or precious to me in the last two years as I regularly check that my belongings are with me at all times, and I will ensure that this will carry on in the future.

(2) Relate to social grouping/community

Have you helped anyone in finding/recovering an important lost belonging before? Have you ever found something which did not belong to you and what did you do with that item?

What should people/you do when people/you find something which does not belong to you?

(3) Relate to broader theme/topic

What are the steps/things we can do to ensure personal responsibility with our belongings/possessions?

What values can we learn from such experiences of taking good care of our possessions or experiences of helping others to find their belongings?

Topic:

(1) Relate to self

(2) Relate to social grouping/community

(3) Relate to broader theme/topic

Reminders for Reading Aloud:

E is for Enunciation – pronounce each and every word clearly, stress on the correct parts of the words, look out for the “th” sounds like “the”, “this”, “father”, “throw” as well as the “ed” sounds like “walked”, “carried”, “witnessed”, etc.

R is for Rhythm – get into a natural rhythm for your reading, read three to five words at a time in phrases instead of individual words, breathe at the punctuation

marks, not at the line break or in between words. Do not start every sentence in your conversation with "Errrrr" or "Ermmm", think silently and respond confidently.

P is for Pace – read at a steady pace, you should not be breathless at any point in time in your reading. There is no need or any additional marks to be scored for reading at the speed of a bullet train, read at a comfortable pace where you can enunciate clearly and read rhythmically.

Last but not least, be polite and smile pleasantly at the examiners. Be confident and be the best versions of yourselves on that day! Good luck to you!!