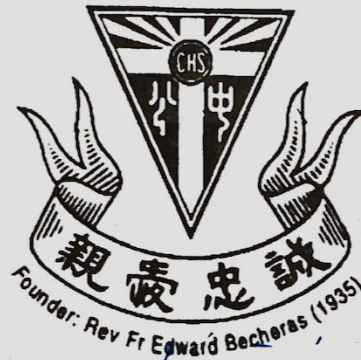


SPEAK WELL



CATHOLIC HIGH SCHOOL

ENGLISH LANGUAGE

PRIMARY 6

NAME: _____ ()

CLASS: _____

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

ORAL EXAMINATION GUIDELINES

Components

1. Reading Aloud (10 marks)
2. Stimulus-based Conversation (20 marks)

Reading Aloud

Criteria for assessment:

1. Pronunciation & Articulation:

To read a text with accurate pronunciation and clear articulation of words

2. Rhythm & Fluency:

To use appropriate rhythm and stress to achieve a well-paced, fluent reading of a text

3. Expressiveness:

To read with appropriate variation of pitch and tone to convey the information, ideas and feelings in a text

A student with good reading skills has:

- ✓ Audible and consistently accurate pronunciation
- ✓ Fluent reading delivered with appropriate pauses and without hesitations
- ✓ Appropriate variation of pitch and tone that suits the mood of the text

Some guidelines for you...

1. Read the passage to determine what the **text type** is and what the content is about.
 - For stories, read expressively.
 - For expositions, read in an authoritative voice.
 - For advertisements, read in a light-hearted and engaging manner.
2. Read the passage aloud to yourself at least **three** times before the actual task.
For words you cannot pronounce, settle on one pronunciation and stick to it.

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

Most importantly... ..

To score well, *practise* reading aloud *diligently*.

An example of a reading passage:

Sam was helping his mother in the kitchen. He was slicing a cucumber when he felt a piercing pain in his left index finger.

"Ouch!" he cried. Blood oozed out of the wound and stained the chopping board.

Sam's mother helped him to dress the wound. "You'll be fine in no time. It's just a small cut," she assured him.

That evening, Sam took out his violin to practise for the coming school concert. As he pressed on the strings, the stinging pain from his injured finger made it unbearable for him to play the violin, even for a few minutes.

"What if my cut doesn't heal in time?" he wondered anxiously. "I won't be able to perform!"

Sam took special care to wash his wound regularly. He also put a plaster on it to prevent any infection. Fortunately, his wound healed within a few days. He was overjoyed when he was able to resume his daily routine of practising the concert pieces on his violin.

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

ORAL EXAMINATION GUIDELINES

Components

1. Reading Aloud (10 marks)
2. Stimulus-based Conversation (20 marks)

Stimulus-based Conversation

Criteria for assessment:

1. Personal response:

To give personal responses with adequate elaboration and examples

2. Clear Expression:

To express oneself clearly in a conversation, with the correct pronunciation, using a wide range of appropriate vocabulary and accurate sentence structures

3. Engagement in Conversation:

To interact with the examiner in an engaging and forthcoming manner

A student with good conversation skills:

- ✓ Gives well-developed personal responses
- ✓ Expresses oneself clearly and with confidence, using a wide range of appropriate vocabulary and grammar/sentence structures, supported by correct pronunciation
- ✓ Interacts very well with the examiner and shows initiative in introducing new ideas

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

Some guidelines for you...

1. Do not look down. Establish eye contact with the examiner.
2. Listen carefully to the questions asked. Respond relevantly and appropriately.

The first question will be based on the given stimulus (a picture). The subsequent questions will revolve around a theme arising from the stimulus.

3. Speak in complete sentences. **Do not use slang or Singlish.**

E.g. "bucks" for dollars

"I kena bully before." for "I was bullied last year."

4. Do not stop at "Yes" or "No" in your answers. Elaborate on your responses without prompting from the examiners. **Your responses must always be substantiated with an explanation.**
5. Smile and show interest. Respond enthusiastically.
E.g. "Yes, I would love to... In fact, I have just..."
6. Do not shrug your shoulders or reply with "I don't know".
7. When in doubt, do not say "Hah?" or "What?"
Say *"Could you please repeat your question?" OR "I beg your pardon?" OR "I'm sorry. I do not understand your question."*
8. Use dialogue fillers such as *"Hmmm..."*, *"Well..."* and *"Uh-huh..."* **sparingly** when you need time to process your thoughts. Excessive usage kills the ideas/meaning you intend to convey.
9. Share **real-life experiences** or stories with the examiner to enhance your responses.
10. Draw ideas from the picture stimulus to help you elaborate on your points.

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

11. If you are given a topic you know nothing about, do not panic. Think of how you can talk around the topic.

E.g. "No, I did not go to the cinema in the past year but I did watch a very good film that was aired on television..."

Note:

- The Stimulus-based Conversation is **not** an oral question-and-answer examination.
- It is **neither** a test of how much you know about a topic.
It is simply **a test of how well you can communicate in Standard English.**
- Interact with the examiners and give them eye contact.
- Keep the conversation alive by introducing new ideas as you go along. Show your ability to speak fluently and coherently.
- Do not depend on the examiners to prompt you all the time.
- Likewise, this is a conversation, not a monologue. Do not go on and on without giving the examiner a chance to speak.

Remember:

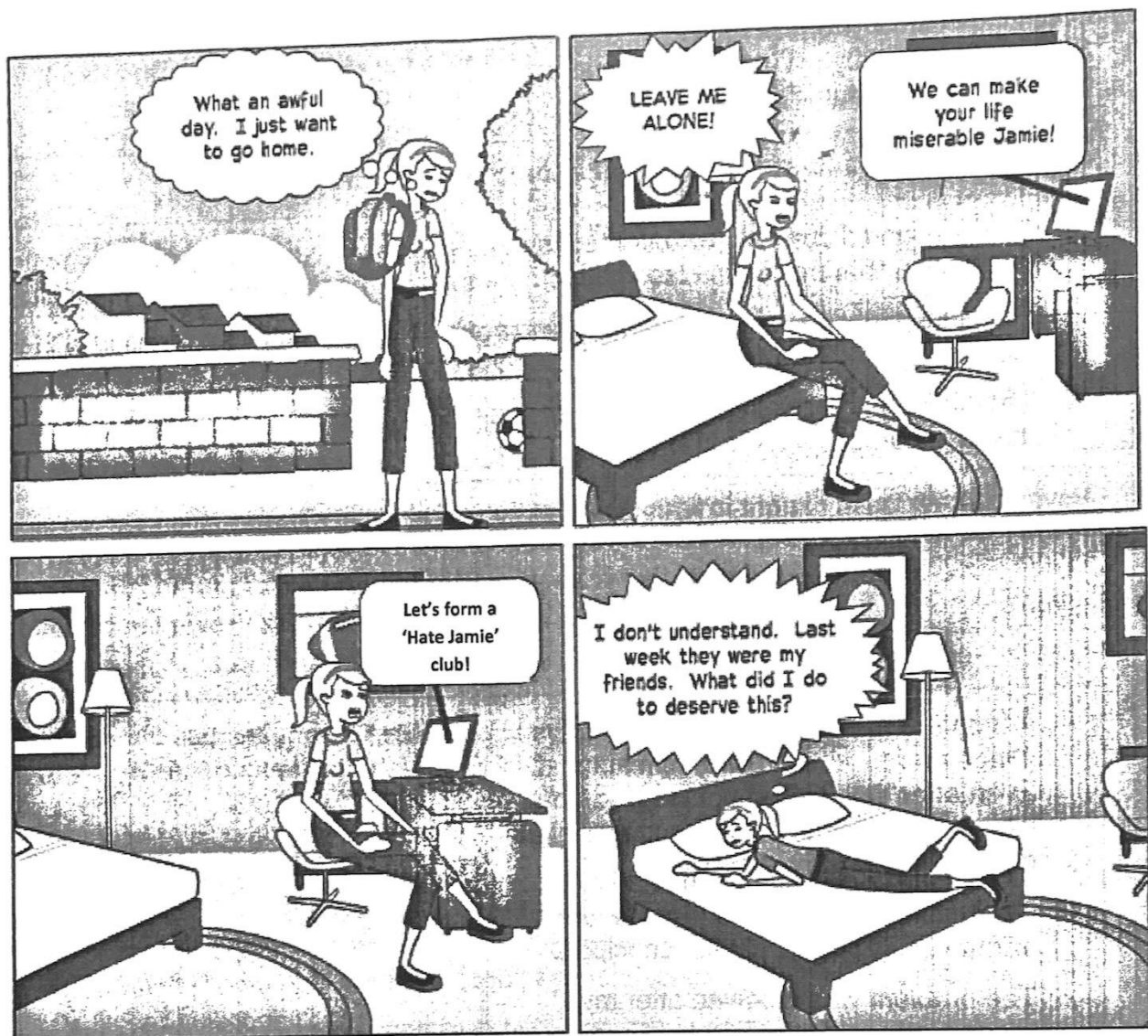
Greet the examiner at the beginning of the examination.

Introduce yourself by stating your name and index number.

Thank the examiner before you leave.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

A Stimulus-Based Conversation Sample



**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

General Steps to Take when Tackling a Question

Step 1: **Answer** the question by giving a personal response

Step 2: **Develop** your response

Step 3: Respond by **giving an explanation**

Step 4: Share a **real-life experience**

a) Look at the comic strip. What should the girl do?

- The girl should consult her parents / teachers / discipline master about this matter. Let them know that there are classmates/friends doing mean things to her via online media.
- The girl should stop all contact with this group of people and then proceed with the first step.
- The girl should take a picture, save or screenshot all the messages from the bullies so that she can use it as evidence.

Have you ever been caught in a similar situation? Tell me more about it.

Yes, I have encountered a similar scenario before.

- A friend of mine started messaging mean things to me, so I spoke to him about it. Even after that, he did not stop, so I had to approach my teacher about it as I was getting emotionally affected.
- The teacher then alerted the relevant authorities (parents, police, principal).
- The problem was resolved after my teacher stepped in.

No, I have not encountered a similar scenario before. However, I have heard from a friend that ...

- Give examples (use the examples given in the column on the left)

b) Do you know of schoolmates who are bullies or have been victims of bullying?

Yes, I know of schoolmates who are bullies or have been victims of bullying.

- Bully – I know of a schoolmate who says mean things in school and online all the time. The words he says hurt, even if he

No, I do not know of schoolmates who are bullies or have been victims of bullying, but I have heard of an incident where...

- Give examples (use the examples given in the column on the left)
- In the U.S., bullying is a very big problem

CATHOLIC HIGH SCHOOL

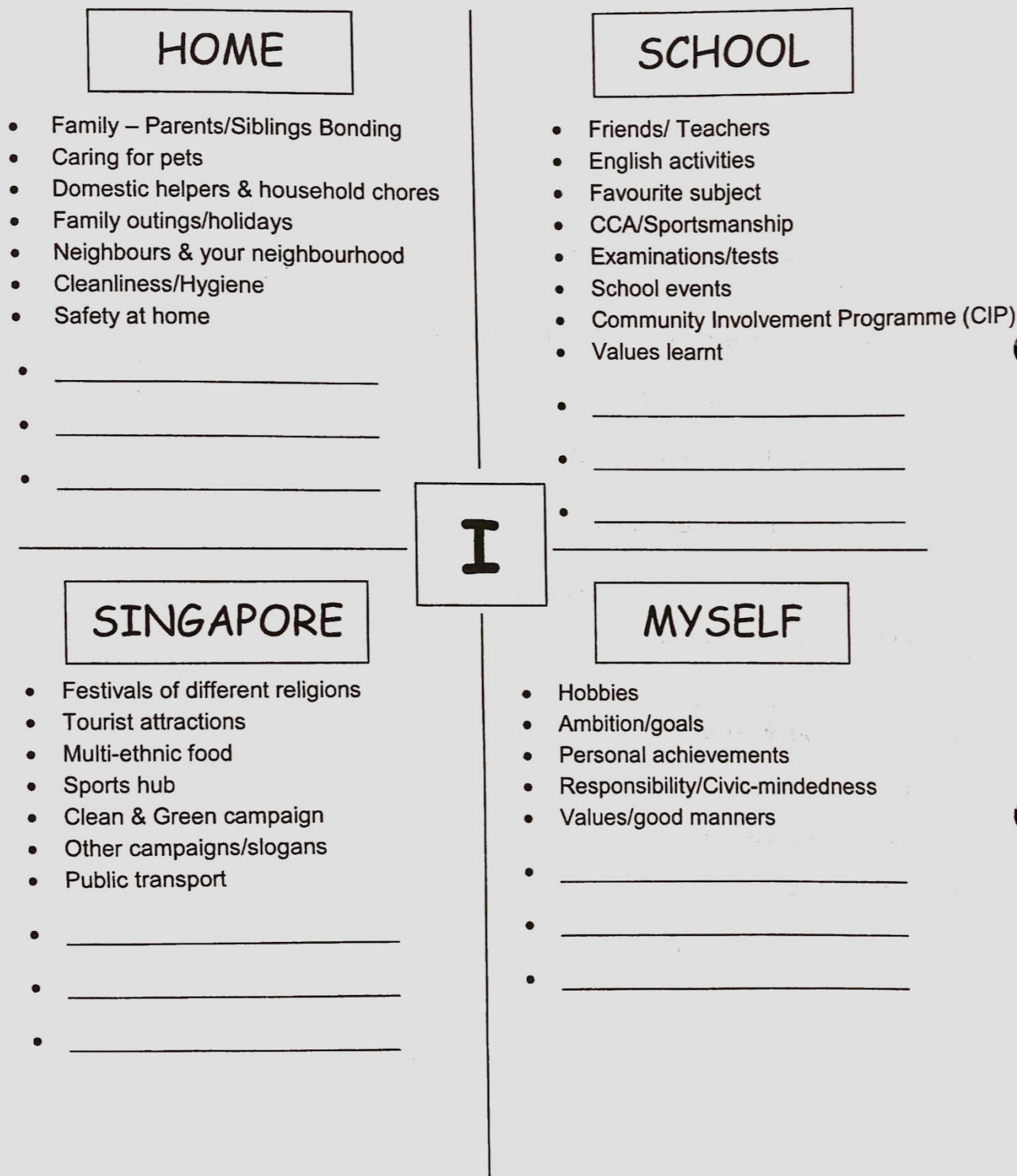
ENGLISH LANGUAGE

PRIMARY 6

means it as a joke. Some of us have already spoken to the teacher about him and I really hope he can change. Bullied – I know of a classmate who has been bullied physically by another pupil. He has been kicked and punched before, leaving bruises all over his body. Also, the bully will forcefully take his things without his permission all the time. The victim was frustrated because he had a hard time keeping track of where his stationery was. I felt very helpless at that point of time as I did not know how to help my classmate.	in school. Victims of bullying sometimes resort to drastic measures to stop the bullying, either hurting themselves or hurting the bully to stop the bullying from happening again. I feel very sad that this is happening more often now. Children need to be educated from young that words and actions have very real consequences.
Have you tried to help them? Why or why not?	
Yes, I have tried to help them.	No, I have not tried to help them.
- I have given them advice about what to do next: - Consult a teacher or a school counsellor - Talk to their parents or an adult - I have been their listening ear.	I feel that I do not know enough to help them, thus, have asked them to consult an adult for help
c) Why do you think taunting someone online is considered a form of bullying?	
- It can hurt a person emotionally and psychologically - The words / comments online may be mean, insulting or humiliating	
Do you know of other forms of bullying? Tell me about them.	
- Physical / Verbal abuse (teasing, hitting) - Ostracising people	

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

**Possible Topics Framework
(Can you think of more topics?)**



CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

READING ALOUD (10 MARKS)

Practice 1

"Hey, John! Would you like to come with me to a talk organised by the SPCA tomorrow afternoon?" asked Peter.

"What is the talk about? Saving stray animals?" chuckled John.

"Well... it's something like that. They are trying to recruit volunteers for their organisation and I thought that it might be something worthwhile we could embark on in our free time," explained Peter.

John and Peter met up the next day and went for the talk together. There, the boys learnt more about the organisation and its mission. They also found out about the different avenues in which volunteers could render their time and services. The talk was very informative and the speaker was entertaining too, peppering his speech with jokes and funny stories from his experience as a volunteer with the SPCA for the past three years.

After the talk, John turned to Peter and asked, "Shall we sign up? After all, both of us love animals and it's about time we did something for our community instead of always being at the receiving end."

Peter agreed wholeheartedly and the two boys picked up a form each and filled it up immediately. They could not wait to start working at the SPCA!

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 1

adopt → free

→ common misconception
- heavy responsibility

values

good language

Give it a shot

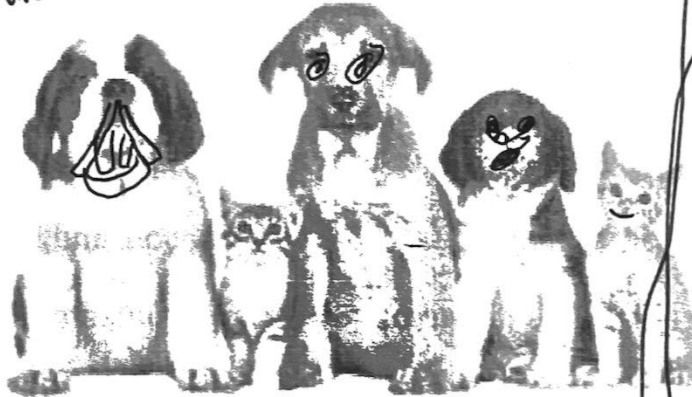


SPCA

SOCIETY FOR THE PREVENTION OF CRUELTY
TO ANIMALS, SINGAPORE

mandatory
directions may
be better
gets to doing
in operating
SPCA

Adopt A Pet Today!



①
you already have
a pet dog

put down
Sleep, can not
be helped,
it's often
cruel

more medical
costs

Other ways you can help:

Volunteer your time

1. at the SPCA & help
care for our
strays.



a better life

Learn the skills
from SPCA

→ bathing
→ feeding

→ Instead of just donating
you can personally
be there with
needs

→ animal lover
→ your parents don't allow you to keep
a dog as Mum is allergic

→ Pets need attention and love → best

→ SPCA → needs more people to offer

desperately their time and service

③
no time
need to
renew

too young
taking a dog
is a big
decision
for you

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 1

→ get your answer from the picture
(a) Look at the picture. How would you choose to help the organisation?

- Why do you think pets are abandoned?

(b) Would you like to receive a pet as a gift? Why or why not?

- What are the responsibilities of a pet owner?

(c) Tell me about a type of gift that you would like to receive.

- Is there a special gift you have received before? Tell me more.



P4C Activity: Refer to P6 P4C Resource for Practice

1

Event

→ How would you like to take part in this event?

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 2

Rose looked at the piece of paper in her hands and heaved a sigh of dismay. She was not surprised when she received the notification about enrichment classes during the June school holidays. In fact, her parents and relatives had told her to expect a lot of hard work as a Primary Six student. However, she was still taken aback when she saw the number of days she had to attend classes. It certainly looked like she was not going to have much of a holiday after all.

"Doesn't this look depressing? We'll have to be back in school for more than ten days!" Rose grumbled to her friend, Sue, grudgingly.

"Well, the teachers tried to pack in some fun for us by planning games on some days. They won't be enjoying their holidays much either, Rose," Sue commented.

After hearing what Sue said, Rose realised that she should not be complaining. Despite everything, she appreciated having such responsible and caring teachers who were willing to go the extra mile to help their pupils do well.

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 2



**Excel Primary School
June School Holidays
P6 Enrichment Programme**

perfect

improve your grade

more exciting than the usual

mandatory and paper assignment

use the computer to do assignment - enjoyable

choice to use electronics



Never do it before

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1 	2 	3 	4	5	6	7
8 	9 	10 	11 	12 	13	14
15 	16 	17 	18 	19 	20	21
22	23	24	25	26	27	28
29 School reopens	30	On all days with school-based activities, every pupil should bring stationery, a water bottle and some light snacks <i>have food to eat</i> Canteen stalls will operate on 17, 18 and 19 Jun for pupils to have lunch between classes and games. <i>want to bring</i>				

deal with teachers know them better





See a difference

learn certain values

relief stress

learn

Enrichment classes for all subjects (8 a.m. to 12 p.m.) *Benefit you*

Games with teachers (1 p.m. - 3 p.m.) *not so big*

Online lessons and homework (home-based learning)

too short will strengthen relationship with teacher

** entire course*

no not class with other activities

like

eat lunch

you can pull! and whenever

better in the morning

very fun

get to be fit other than playing

refresh

more relaxed

usually wake up can better!

help you understand the key concepts

are able to teach all concepts

concentrate in all subjects

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 2

(a) Look at the picture. Would you like your June holidays to be like the one in the picture? Tell me why / why not.

- Why do you think games with teachers were included in the programme?

(b) What kinds of holiday programmes would you enjoy? Tell me about them.

- Are you influenced by what your friends do during the school holidays?

(c) Many children often say that they have trouble balancing school work, tuition, CCA and play. How has this affected you and your friends?

- How can we strike a balance between work and play?

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 3

Jon was in a pharmacy, standing in front of a shelf lined with facial cleansers and seemed confused. He had told his mother that his friends were using special products to wash their faces. As a result, his mother had given him some money and asked him to get one for himself at the pharmacy nearby.

"How am I supposed to know which one to buy when there are more than twenty different types?" Jon remarked aloud in frustration.

One of the sales assistants must have heard Jon and gently asked, "Can I help you? Are you looking for anything in particular?"

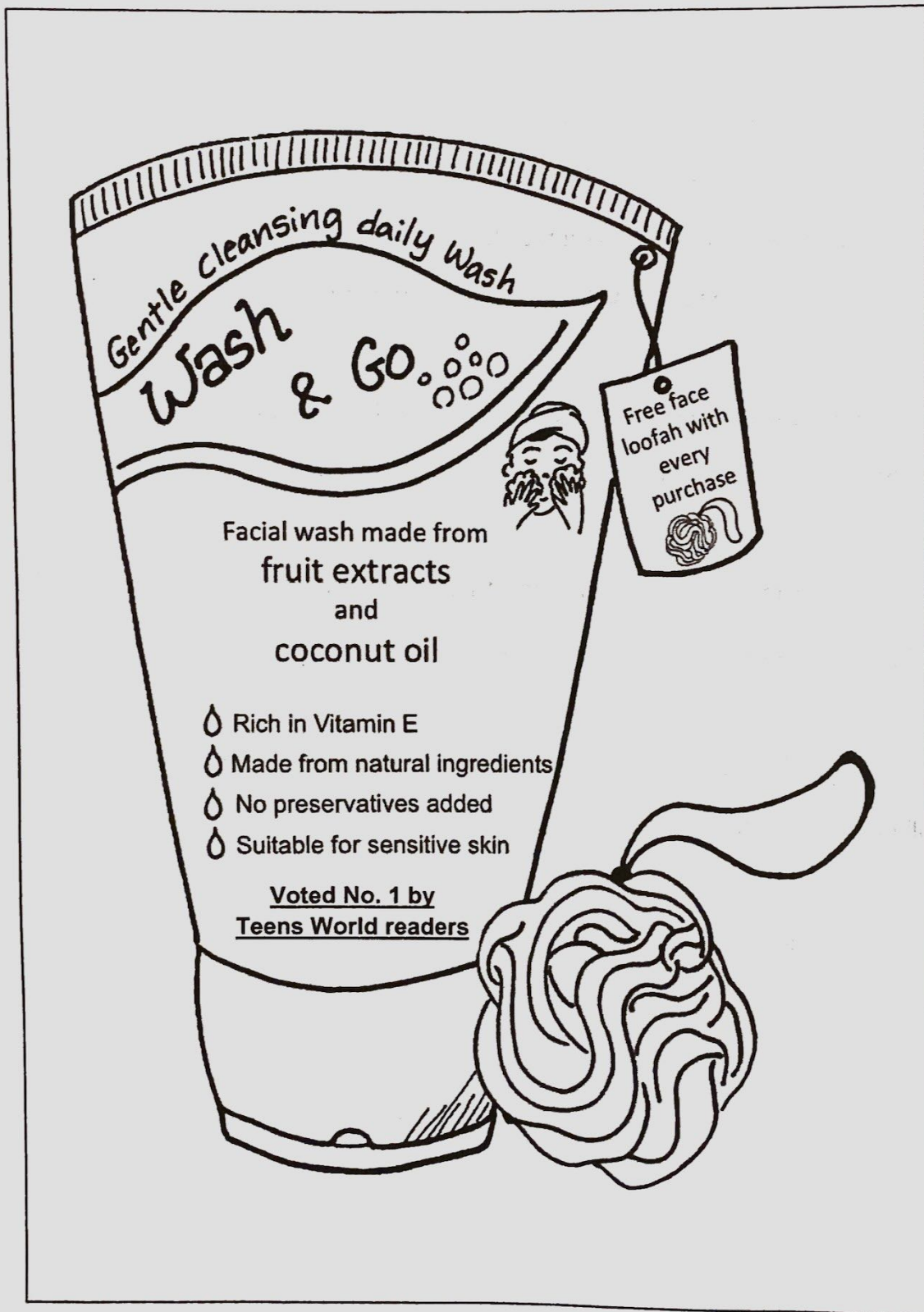
"I want to buy a facial cleanser but I don't know which one's good for me!" Jon replied, feeling appreciative of whatever help he could get.

The sales assistant gave Jon a reassuring smile and immediately selected a few facial cleansers to show him. She explained that those were more appropriate for boys like Jon as they were made from natural ingredients. She also patiently told Jon about their differences. Finally, Jon was able to confidently choose the right one.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 3



**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 3

- a) Look at the picture. Would you be interested to buy the facial wash?
Tell me why / why not.
- Why do you think a gift is given with every purchase?
- b) Do you make your own choices when it comes to purchasing things that you use? Why / Why not?
- Are you influenced to use items that your friends use?
- c) There are many food products in the market for children. What products can you think of and what do you think is put into these products to make them attractive to children?
- Are there specific features for certain products that catch your attention and cause you to want to buy something?

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 4

Sam was reading a news report with a heavy heart. A plane carrying more than two hundred passengers had crashed into the ocean the previous day. Rescue teams had been sent to search for survivors but they had not detected any signs of life. On top of that, the cause of the crash was still a mystery.

"Dad, it says here that the pilot was very experienced but had not sent any distress signals before the plane crashed . That's really strange, isn't it?" Sam said, sharing the tragic news with his father.

"Yes, it is rather out of the ordinary. Something might have happened suddenly and taken the pilot by surprise," Sam's father replied. He had been reading other news reports on the plane crash as well.

Curious to know more, Sam used the computer to search online for news about the crash. He could not find much information about ongoing investigations. However, many stories about the crew and passengers, and photographs of them had already been posted. Reading the stories made Sam feel even more saddened by the incident.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 4



**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 4

(a) Look at the picture. Would you be interested in reading an article like this? Tell me why / why not.

- Why do you think this article might be interesting to children?

(b) What kinds of news do you enjoy reading, and do you think you know enough about what is happening around the world?

- Are you influenced by what your friends and family read?

(c) Do you prefer watching the news or reading the newspapers or magazines? How else can you keep yourself updated on current affairs?

- Is there any interesting article or news that you would like to share?
Tell me more.
- How does knowledge of current affairs help you?

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 5

Neela and her parents love to travel and they have visited many countries. They also have many relatives living all over the world and they often visit them on their trips.

Whenever their relatives and friends visit Singapore, Neela loves to take them sightseeing. She is very proud of her country and thinks that Singapore has some of the best tourist attractions in the world.

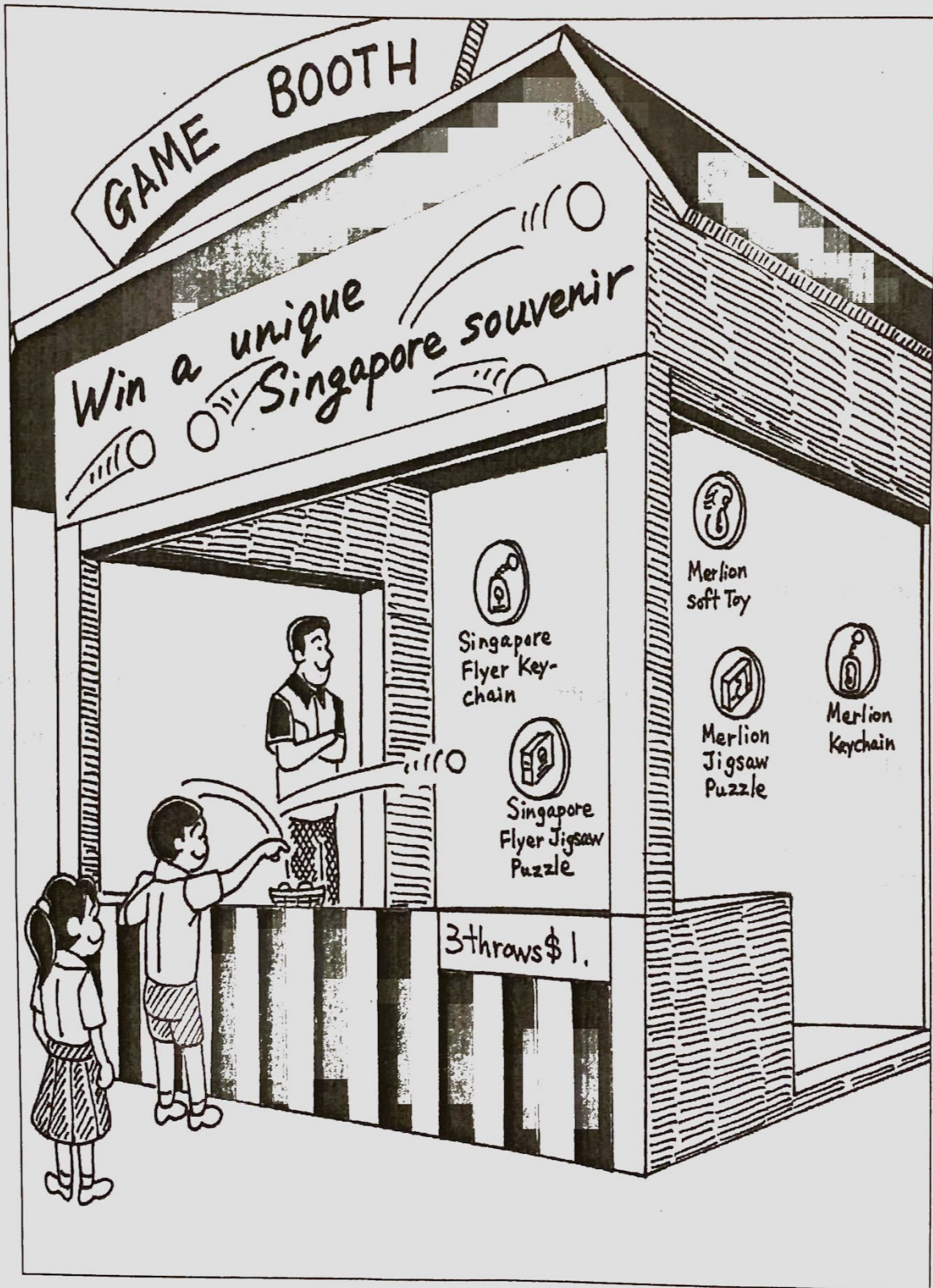
Neela wants to be a tour guide when she grows up. She reads many guide books about Singapore so that she can be like a tour guide and regurgitate information that she has read about all the attractions that they visit.

"The Singapore Flyer is the largest observation wheel in the world with twenty-eight capsules and you can see our neighbouring countries when you are at the highest point!" Neela proudly told her relatives. That day, everyone enjoyed themselves taking in the picturesque view. Everyone was very impressed that Neela was so knowledgeable.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 5



**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 5

**(a) Look at the picture. Would you be interested to play this game?
Tell me why/ why not?**

- If you play this game, which souvenir would you like to win? Why?

(b) What is your favourite tourist attraction in Singapore? Tell me about it.

- What would you recommend tourists to do there? Why?

(c) Are you proud to be a Singaporean? Why or why not?

- What can you do to promote Singapore to the rest of the world?



P4C Activity: Refer to P6 P4C Resource for Practice

5

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 6

Mrs Lee has green fingers and loves spending time in her enormous garden. One day, several officers from the National Environmental Agency showed up at her gate. They showed Mrs Lee their identification cards and asked for permission to enter the premises. Mrs Lee let the officers into her garden and they proceeded to look around the entire garden.

The officers were looking for stagnant water collected at the base of the potted plants. Thankfully, Mrs Lee was aware of the dangers of mosquito breeding and was conscientious in her daily routine of pouring stagnant water away.

"You have a beautiful garden, Ma'am," one of the officers commended Mrs Lee.

The officers thanked Mrs Lee for doing her part to keep the community safe from being bitten by mosquitoes and getting dengue fever.

"Yes, I make sure that I overturn all my unused pots so that water cannot collect in them. We must not be complacent and think that it is someone else's responsibility."

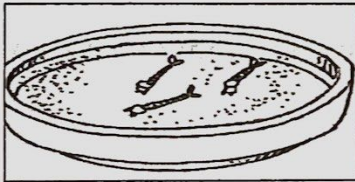
CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 6

Dengue Alert!

There is no vaccine to prevent dengue. The best way to prevent getting the disease is to avoid being bitten by an infected Aedes mosquito.



***Are you doing your
part to keep
mosquitoes away?***

***Don't let dengue fever
take your loved ones
from you.***

Did you know?

- The mosquito eggs can lie dormant in dry conditions for up to about 9 months, after which they can hatch if exposed to favourable conditions, i.e. water and food.

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 6

(a) Look at the poster. Do you think it will be effective in getting people to stop mosquito-breeding? Why/ Why not?

- Why do you think it is important to stop mosquito-breeding?

(b) Have you been hospitalised before? How did you feel?

- What do you think we can all do to keep ourselves healthy?

(c) Singapore is known as a clean and green city. What can we do to keep our environment clean?

- What else can we do to maintain our reputation as a garden city?

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 7

My elder brother, Albert, was at the door, putting on his school shoes in a hurry.

"I've packed your sandwich in a plastic bag so that you can eat it when you've reached school," my mother said, handing him a neat little package.

"Thanks, Mum!" Albert exclaimed as he sprinted towards the lift.

I was puzzled by Albert's unusual behaviour. He was definitely not late for school and I could not understand the urgency. When my mother saw the bewildered look on my face, she smiled and explained. It was the first day commuters were being offered free rides if they reached their destinations before seven o'clock in the morning.

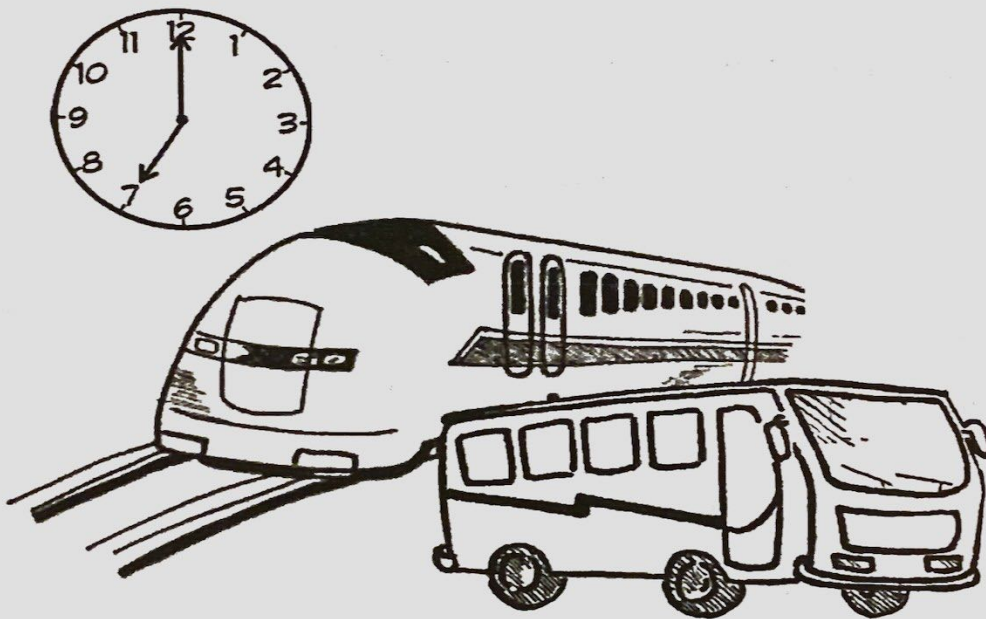
"Albert wants to see whether he can save some money by making an effort to travel earlier," my mother added, sounding very proud of Albert. "He is saving up to buy himself a new mobile phone. He's an excellent role model for you, Jennie."

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 7

**Travel during off-peak hours
and SAVE!**



SINGAPORE: The new Off-Peak Pass (OPP) for public transport, which offers commuters unlimited travel on rail services and basic bus services during off-peak hours, will go on sale from June 28.



Enjoy FREE RIDES* on buses and trains when you reach your destinations before 7 every morning!

** Not valid on weekends and public holidays*

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 7

(a) Look at the picture. Would you be interested to travel during off-peak hours? Tell me why / why not.

- Why do you think free rides are being offered to commuters who travel early on weekdays?

(b) Are there other things that can be done to encourage commuters to travel during off-peak hours?

- Do you think your family and friends will change their travelling patterns because of such offers?

(c) We can save money by spending less on transport, food and things that we do not really need. Do you have a habit of saving money? Why / Why not?

- What are some good ways for young people to save money?

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 8

Kate enjoys going to the beach with her family. Last weekend, they planned to spend a relaxing day at the beach. However, upon arriving at the beach, they noticed to their disappointment, that the whole stretch of beach was dotted with litter, mostly empty drink cans. There were also many empty glass bottles near the barbeque pits.

"The beach is filthy today!" Kate exclaimed.

"Looks like many people were here last night and did not bother to clean up before leaving!" Kate's mother added.

Kate could not help feeling terribly disgusted. It was unsightly and unhygienic to have so much waste left behind. Children playing on the beach could get hurt by the sharp edges of cans or broken glass bottles.

"Dad, can we write in to the relevant authorities to place recycling bins for people to discard the cans and bottles?" Kate asked.

Kate's parents looked at each other and smiled as they thought that Kate's suggestion was a brilliant one and encouraged her to contact the authorities herself.

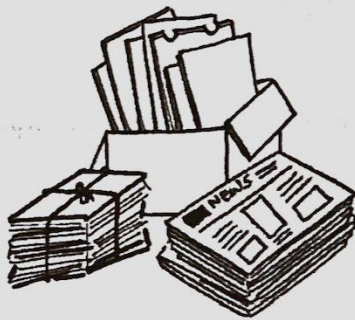
CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 8

Remember the 3 Rs
Reduce, Reuse, Recycle

Paper



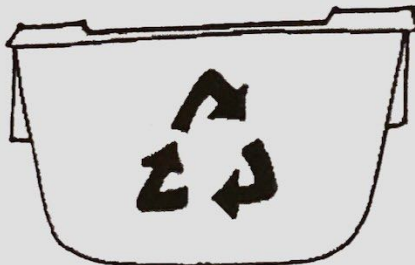
Plastic



Metal



Glass



Collection Point is located at the
staircase landing beside the Eco-Garden

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 8

(a) Look at the picture. Do you think all schools should have a recycling collection point? Tell me why / why not.

- Choose one item that you think would form a large part of recycling in school? Why?

(b) In what way does your school practise the 3 Rs? Do you think the school is doing enough in reinforcing the importance of practising the 3 Rs?

- Which of the 3Rs Recycle, Reduce and Reuse do you tend to practise most of the time? Tell me more.

(c) Do you think Singapore is a clean city? Tell me why / why not?

- What can you do to play a part in keeping your surroundings clean?



P4C Activity: Refer to P6 P4C Resource for Practice

8

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

READING ALOUD (10 MARKS)

Practice 9

The examinations were just around the corner and Jean was studying at the library with her friend, Eve. Jean was rather concerned about Eve as she had noticed that Eve appeared anxious and depressed lately.

"Is anything bothering you?" Jean asked as they left the library and headed home at the end of the day. "You're not your usual chirpy self."

Eve was deep in thought and looked more miserable, but remained silent.

"Are you worried about the upcoming examinations?" Jean probed.

This time, Eve nodded her head and began to sob uncontrollably. She confided in Jean that she was facing difficulties grasping some concepts. Jean was afraid to see Eve putting too much pressure on herself.

"You should try exercising or listening to music to unwind. Such activities help you to relax. All work and no play makes Eve a dull girl," Jean said and gave Eve an encouraging smile.

Eve nodded her head and smiled, heartened to have a friend like Jean.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 9

What can we do to de-stress?

answer
→ example

Comic book

Listen to music

Chat on the phone

Read

Play electronic games

Exercise

Bin

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 9

(a) Look at the picture. Which two activities would you choose to do to relax? Tell me why.

- Why do you think it is important to find ways to relax?

(b) Do you enjoy indoor or outdoor activities? Tell me more.

- How do the activities help you bond with your friends and family members?

(c) Confiding in another person is one way to help us relax. Whom do you enjoy speaking to and why?

- How can a friend or family member help you to de-stress? Tell me more.
- What do you do in your leisure time? Tell me more.

outdoor
when we are
outside we
are forced to
have a talk
to make feel
on a line

compared to

With the global pandemic
→ best way to relax is
to talk to someone

control your nervousness
→ slow down
→ don't forget
→ check on the phone
→ creating a situation

able to relax in
a calm reality
with a

day to day catch up
what allowed to talk

role me
when

need to
Treat

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 10

Yi Wei had always enjoyed eating fast food. Unfortunately, during the recent health check in school, he was informed that he was overweight. The doctor advised him to cut down on unhealthy food after finding out more about his diet.

"You need to cultivate good eating habits from young so as to avoid serious health issues in future," the doctor advised her. She also reminded him to eat healthily. He had to make a concerted effort to consume lots of fruits and vegetables on a daily basis.

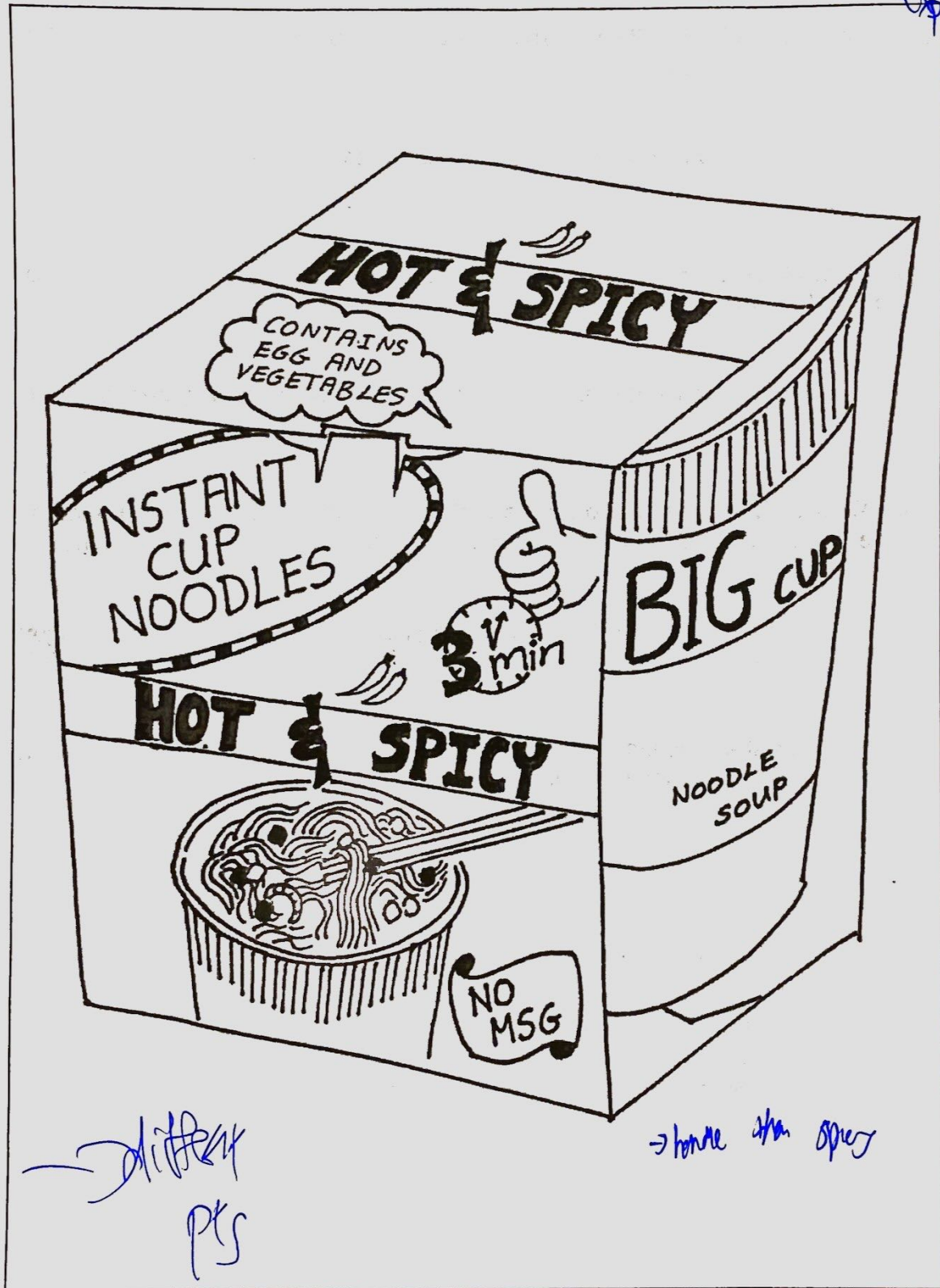
When Yi Wei showed his parents the report, they were concerned. They realised that they had neither been strict with Yi Wei's diet nor guided him in making wise food choices.

"From now on, your mother and I will take turns to prepare home cooked meals. We should start taking better care of our bodies," Yi Wei's father said with a look of conviction.

Without a minute to lose, Yi Wei's parents surfed the internet to search for healthy food recipes that they could try out.

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 10



**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 10

(a) Look at the picture. Would you like to try this cup of instant noodles? Tell me why / why not.

- Why do you think 'NO MSG' is stated on the packaging?

(b) What kinds of instant food or fast food do you enjoy eating? Do you think they are good for your health?

- Other than healthy eating, what else can you do to stay healthy? Tell me more.

(c) Most children love to consume fast food. Some even have them almost every day. Do you think it is a good idea for them to do that and why?

- Tell me about the food served in your school canteen that you enjoy eating.
- Are there healthy food choices that you think are delicious and would like to recommend to other children? Tell me more.



P4C Activity: Refer to P6 P4C Resource for Practice

10

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

READING ALOUD (10 MARKS)

Practice 11

After our principal, Mrs Lee, finished making her announcement, the school was abuzz with excitement. To encourage us to lead active lifestyles, a group of parents had volunteered to organise different sports and games for us to participate in during recess. Mrs Lee said that they intended to change the activities regularly in order to arouse our interest and allow us to try out as many activities as possible.

"This is great news, isn't it? We won't feel bored during recess anymore!" I told my best friend, Jack.

"Oh yes! I can't wait for the activities to start. I hope they will arrange to have inter-class sports and games. It's more fun when we play in a group," Jack added, and I nodded in agreement.

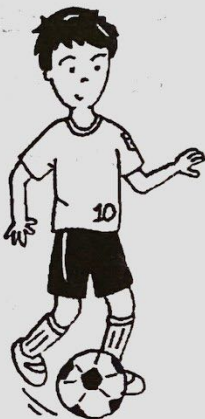
Being a gregarious duo, Jack and I love playing soccer, but our classmates prefer board games. So, we only got to play soccer with our neighbours in the evenings. Hopefully, we would get to know other schoolmates who shared similar interests through these sports and games.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 11

Spring Palms Primary School



Sporty Fridays

Try out different sports during recess!
Get fit and healthy with your friends!



Where?
Indoor Sports Hall

Who?
Primary 3 to 6 pupils



How?
Register online

HURRY!

To avoid disappointment, visit
www.spps.edu.sg/sportyfridays
to book your slots now!

Limited vacancies!



**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 11

(a) Look at the picture. Would you be interested to take part in the recess activities? Tell us why / why not.

- Why do you think pupils need to register if they want to take part?

(b) Is there any sport or game you enjoy playing with your family or friends? Tell us about it.

- Have you taken part in competitions in or out of school? Tell us more.

(c) Tell us about a school event that you celebrated.

- How did you feel about it? Why?



P4C Activity: Refer to P6 P4C Resource for Practice

11

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

READING ALOUD (10 MARKS)

Practice 12

Feeling flustered, Jane tugged at the sleeve of her mother's blouse and hurried her to leave. The book fair was just too crowded for Jane's liking! To her dismay, her mother gestured for her to wait and carried on her conversation with a sales lady promoting a magazine subscription. She was listening intently to the sales lady and seemed very interested. Jane's curiosity was aroused as she knew that her mother always carefully selected what she bought for her to read.

"Mum, that's a new magazine, isn't it? I've never seen it before," Jane asked when the sales lady went off to get some materials to show her mother.

"Yes, it is. I'm sure it's the first of its kind. If we subscribe to it, we will also be given access to a learning portal! I think it's worth the price," Jane's mother said. She sounded like she had already made up her mind to go ahead with the subscription. Judging from the cover, Jane had a feeling that she would enjoy reading the magazine.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

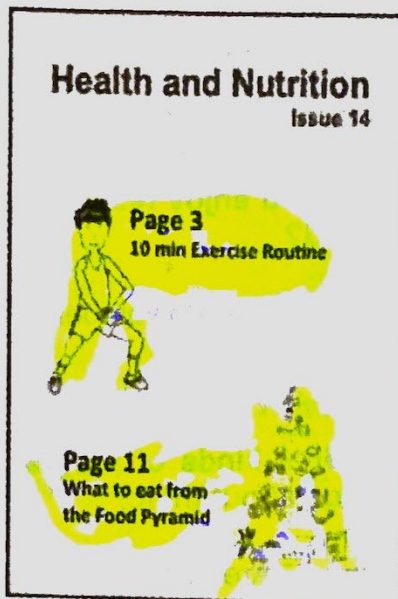
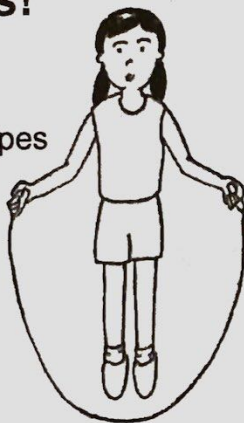
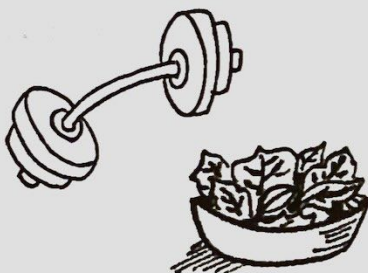
STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 12

Subscription Form

Singapore's 1st monthly
Health and Nutrition
magazine for kids!

- ✓ Health Tips
- ✓ Simple Healthy Recipes
- ✓ Special Features



Pay ONLY \$40 for a 1-Year subscription and get 12 Issues!

Name: _____

Register No: _____ Class: _____

Address: _____

Telephone No: _____ Email: _____

Submit this form with cash payment to your teacher by 1 July!

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

STIMULUS-BASED CONVERSATION (20 MARKS)

Practice 12

(a) Look at the picture. Would you be interested to subscribe to the magazine? Tell me why / why not.

- Why do you think the 3 bullet points are included in the subscription form?

(b) Do you enjoy reading? What kinds of books or materials do you like to read?

- How do you benefit from reading widely?

(c) What kinds of programmes do you enjoy watching with your family? Tell us about them.

- Are there things that you and your family members do together? Tell us about it.

**CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6**

READING ALOUD (10 MARKS)

Practice 13

One evening, Roy's father came home looking very stern. Right after putting down his bag, he told Roy and his younger brothers, Jay and Tom, to gather in the living room. None of the boys knew what was wrong. They were puzzled and anxious. They looked at one another and shrugged their shoulders, certain that they had not gotten into any trouble at school.

"I've just received last month's electricity bill and it's appalling! What have you boys been up to?" Roy's father said, glaring at the boys.

After some thought, Roy realised what might have caused the huge bill. "It's been so warm the past few weeks that we've turned the air conditioners on full blast the moment we got home from school," he managed to muster the courage to explain.

Before their father could say anything, the boys quickly apologised and promised to be more mindful about saving electricity. Looking at the sheepish looks on their faces, his anger subsided. He knew that they had learnt their lesson.

CATHOLIC HIGH SCHOOL
ENGLISH LANGUAGE
PRIMARY 6

STIMULUS-BASED CONVERSATION (20 MARKS)

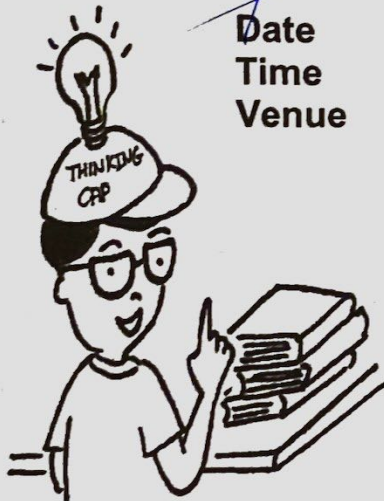
Practice 13



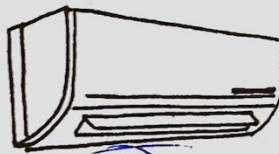
**"Let's Save Energy!"
Exhibition**



Wondering how you can reduce your electricity bill?
Come and find out how you can save energy at home!



Date : 1 to 7 December 2020
Time : 10 am to 10 pm daily
Venue : Auditorium
Prince Town Community Centre



Drop this lucky draw coupon into the box at the entrance of
the exhibition and stand to win attractive prizes!

Name: _____

Address: _____

Telephone No: _____

Email: _____