



**SMILE**Tutor

EFFICIENT . EFFECTIVE . EASY

# PSLE English Revision Notes

## Grammar

### Parts of a Sentence

#### Subject

- The subject is basically the “main character” of the sentence, that does the action in the sentence
- Subjects must be nouns

#### Action

- Actions are as the name suggests and must be verbs

#### Object

- The object is the receiving end of the action
- For example, in the sentence “Abbey eats bananas”, the object of the sentence is the bananas as they are being eaten
- Again, the object also must be a noun
- Direct Object - Direct objects are basically the main thing/person that is receiving the effects of the action
- Indirect Object - Indirect objects are someone or something that is affected by the action of verbs, but is not the main object of the sentence
  - For example, “John is giving Tony a book”, the indirect object is Tony while the direct object is a book

### Nouns

The simplest definition of a noun is a thing and nouns are the basic building blocks of sentences. These things can represent a person, animal, place, idea, emotion – almost anything that you can think of. Dog, Sam, we, ship, Chicago, courage and spaceship are all nouns.

#### Types of Nouns

- Proper Nouns - Proper nouns have two distinct features: They name specific one-of-a-kind items, and they begin with capital letters, no matter where they occur within a sentence. By one-of-a-kind items, we mean items, people or places that are unique.
  - Examples include Oreos, Burj Khalifa, Ariana Grande, Marina Bay Sands or Tommy
- Abstract/Concrete Nouns - Abstract nouns are those referring to ideas, concepts, emotions, and other “things” you can’t physically interact with. You can’t see, taste, touch, smell, or hear something named with an abstract noun.
  - Examples would be stupidity, ideas, intelligence, dreams, creativity and belonging.
- Collective Nouns - Collective nouns are names for a collection or several people or things. A collective noun is a word that refers to a group. It can be either singular or plural but is usually used in the singular form.

- Countable - In English grammar, countable nouns are individual people, animals, places, things, or ideas which can be counted.
- Uncountable Nouns - Uncountable nouns are not individual objects, so they cannot be counted such as water or air.
- Common - A common noun is a noun denoting a group of objects or a concept as opposed to a specific or individual.
  - A common noun is a non-specific person, place, or thing. Examples would be dog, girl, school, exam and alien

### Gerund Phrase

- A gerund is a noun formed with a verb ending in -ing. Words like swimming, tying, dreaming, eating, fishing, loving and drinking can all be used as gerunds.
- Now that we've refreshed your memory, let's look at the gerund phrase. A gerund phrase always follows these rules:
  - Gerund phrases always start with gerunds → E.g. loving chocolate
  - A gerund phrase always functions as a noun → E.g. since the phrase "loving chocolate" is referring to the act of loving chocolate and as such is a noun
  - Gerund phrases are always subjects, objects, or subject complements in sentences
  - An example is, "Having drank four glasses of wine before driving the car with his wife and son inside, it was inevitable that an accident would happen."
  - Gerund phrases might have "to" after the noun with -ing. The verb following the gerund phrase does not follow the "after to base form" rule, but instead is a verb in the continuous form.

### Infinitives

- The basic form of a verb, without being in a particular tense or subject
- Remember that a verbal is a form of a verb that functions as something else in a sentence.
- An infinitive is a verbal that can function as a noun, adjective, or adverb. It is formed by using "to" + the verb
  - E.g "to eat" or "to

### Verbs

Verbs are the action words in a sentence that describes what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place.

### Auxiliary Verbs

- Auxiliary (or helping) verbs are used together with a main verb to show the verb tenses or to form a negative or question. The most common auxiliary verbs are "have", "be", and "do".

- Auxiliary verbs, also known as helping verbs, add functional or grammatical meaning to the clauses in which they appear. They perform their functions in several different ways:
  - By expressing tense (providing a time reference, i.e. past, present, or future)
  - Grammatical aspect (expresses how the verb relates to the flow of time)
  - Modality (quantifies verbs) Voice (describes the relationship between the action expressed by the verb and the participants identified by the verb's subject, object, etc.)
  - Adds emphasis to a sentence
- Auxiliary verbs almost always appear together with the main verb, and though there are only a few of them, they are among the most frequently occurring verbs in the English language

### Stative Verbs

- Stative verbs are verbs that express a state rather than an action. They usually relate to thoughts, emotions, relationships, senses, states of being and measurements.
- These verbs are not usually used with -ing in progressive (continuous) tenses even though they may take on time expressions such as now and now. We use simple tenses for them.
  - Incorrect: Abraham is liking cookies
  - Correct: Abraham likes cookies
- However, there are some verbs that look like they should be stative but may appear in the -ing form. These verbs differ in meaning to the stative verbs.

### Modal Verbs

- A modal is a type of auxiliary (helping) verb that is used to express: likelihood, ability, permission, request, capacity, suggestions, order, obligation, or advice.
- Modal phrases (or semi-modals) are used to express the same things as modals but are a combination of auxiliary verbs and the preposition "to".

### Phrasal Verbs

- A phrasal verb is a combination of words (a verb + a preposition or verb +adverb) that when used together, usually take on a different meaning to that of the original verb.
- When we use phrasal verbs, we use them like normal verbs in a sentence, regardless if it's a regular or irregular verb.
- Examples include broke in, hand in (not hand up), get over with and give up.

### Irregular Verbs

- Irregular verbs are verbs that don't take on the regular -d, -ed, or -ied spelling patterns of the past simple or past participle.
- Irregular verbs are also known as strong verbs. Here are nine that are used more often than the rest. These nine irregular verb examples also happen to be among the most commonly used words in the English language. Just some examples of them are:

- Go - Went
- Get - Got
- Say - Said
- See - Saw
- Think - Thought
- Make - Made
- Take - Took
- Come - Came
- Know - Knew
- Drink – Drank

### **Confusing Verbs** (not an actual thing)

- Confusing verbs, as they are labelled, are verbs which seem alike in meaning but cannot be used in the same
- An example would be to lend and borrow. To borrow would mean to take a loan, but to lend would be to issue a loan
- E.g you borrow a pencil from your friend VS you lend a pencil to your friend.

### **Passive Voice**

- The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than the subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.
- Conjugation is the change that takes place in a verb to express tense, mood, person and so on. In English, verbs change as they are used, most notably with different people (you, I, we) and different time (now, later, before).
- Conjugating verbs basically means altering them into different forms to provide context. If we regard verbs as the action part of the speech, conjugation alters verbs to tell us who is doing the action and when the action takes place. If we didn't conjugate the verb, leaving it in what is called the infinitive form (to think, to laugh, to whisper), the context (tense, person, mood, etc.) might be unclear or lost altogether.
- Consider the verb to be and the examples of how it is conjugated into the present tense.
  - I am 32 years old.
  - You are a terrific foot player.
  - Acoustics is the study of the properties of sound.

### **Tenses**

Probably the most frustrating part on English (or one of them) is the sequence of tenses so this is going to be a long one

#### **Present Simple**

- The simple present is used to describe a habit, unchanging situations, general truths or fixed arrangements (e.g. I dab - this is a habit, or this is an unchanging situation)

### **Present Continuous**

- The present continuous is basically a verb which ends with -ing and is used for actions happening now or actions that are still happening

### **Present Perfect Simple**

- To talk about things when there is a connection between the past and the present. It is basically used to show a link between the past and the present, like if a plant has been growing from 2000 to the present (e.g. He has written 16 books)

### **Present Perfect Continuous**

- Used when there is a connection between the past and the present but is used to address an activity that is unfinished (e.g. I have been reading the book that you gave me, and I have 50 pages remaining)

### **Past Simple**

- It is principally used to describe activities that have occurred in the past such as “I got kidnapped yesterday.”

### **Past Continuous**

- It describes an activity that took place in a time before the present, which is continuing to that time such as “I was watching television last night when you called.”

### **Past Perfect Simple**

- This refers to an activity that occurs before the activity that it is referring to (which took place in the past). E.g. “She had bought groceries before going back home.”

### **Past Perfect Continuous**

- Constructed with had been + the verb’s present participle (root + ing). E.g. “had been drinking”, “had been frowning” it refers to an activity that started, continued and ended in the past “when”, “for” and “since” are words that you will commonly see with past perfect continuous

### **Future Simple**

- Basically, this is a future tense, e.g. “will start” and “will cry” and refers to something that has not happened yet
- the two common (and i think only) structures are will + root form of verb and conjugation of be + going to + root form of verb

### Future Continuous

- Used for things that happen in the future and have a duration. They don't just end immediately, like "I will meet him at the door" compared to "I will be meeting my boss". Once you meet "him", you are done with the action, but for the second example, it happens over a span of time

### Future Perfect Simple

- Again, this is basically future simple tense mixed and present simple. It's a mixture of will and have.
- E.g you will have been in school for ten years by the time i graduate

### Future Perfect Continuous

- A mix of future perfect simple and present continuous tense
- E.g. she will have been cooking food before you

### Adjectives

Adjectives are words naming certain characteristics of a noun or pronoun, describing them in more detail. They are not essential parts of a sentence, but they make it easier for the reader to understand the scenario and makes it more descriptive and engaging.

NOTE: overloading your piece of writing with adjectives does not make it a better sentence and might instead make it unreadable or confusing.

Determiner	Observation	Physical appearance				Origin	Material	Qualifier	Noun
		Size	Shape	Age	Colour				
A	beautiful					Italian		touring	
Some	expensive			old	purple				book
Five	pretty		long		red		silk		pants
Her				old		Chinese	wooden		chest
Our		big			indigo			hunting	coat
That			short			Indian		tennis	player

### Adjectival Clauses

Adjectival clauses consist of a subject and a verb or a verb phrase which begins with words such as that, which, when, where, who, whom, whose and why.

## Types of Clauses

- That and which - these words describe non-living things or animals
- When and where - pretty self-explanatory that these words describe the time and place respectively
- Whose - describes an object or animal which is owned by someone
- Why - modifies a reason (e.g. this is the reason why I decided to walk to school.)
- Who - this describes a person
- Whom - also describes a person but be mindful that the word that follows “whom” is NOT always a person
  - Whom is the subject of a verb or preposition, so a correct sentence containing “whom” could be “Whom are you talking to?” instead of the common (and colloquial) “Who are you talking to?”
  - A way to remember the correct usage of “who” and “whom” would be to replace the question with a statement. You can then decide whether “who” or “whom” is correct.
  - What I mean is “Whom are you talking to?” can be converted to the statement “I am talking to him/her”.
  - If the pronoun is “him” or “her”, the correct word would be “whom”, because “him/her” is the subject of a verb/preposition.
  - For the correct usage of who, here’s an example. “Who is she?” can be converted to “She is \_\_\_\_.” The pronoun “he” or “she” will then indicate “who” is the correct word to place in that sentence.

## Subject-Verb Agreement

- Basic rule: a singular noun (bird, dog, elephant, book) takes a singular verb (likes, reads, flies), while a plural noun takes a plural verb
  - e.g. a bird flies through the sky OR birds fly through the sky
- subjects that begin with the word ‘of’ are often causes of grammar mistakes
  - e.g. a herd of cows are grazing on the field (incorrect) VS a herd of cows is grazing on the field (correct)
  - this is because in this case, the verb is referring to the herd of cows rather than the cows themselves.
- two singular subjects that are connected by ‘either/or’ or ‘neither/nor’ are to be used with singular verb.
  - E.g. either John or Conan likes bananas.
- in the cases, where the sentence has both singular and plural verbs and ‘either/or’ or ‘neither/nor’ are being used, the tense of the verb should be based on the noun closest to it
  - e.g. neither Hannah, Jennifer nor the boys like chocolate.
- as a rule, plural nouns that are joined by the contraction ‘and’ are used with plural verbs
  - e.g. bananas and apples are my favourite fruits



- when subjects are separated with words like 'along with', 'as well as', 'besides' and more, ignore the subjects that follow these words
  - e.g Olivia, as well as the other students, is going to the party.
- Nouns in brackets should also not be counted
  - e.g Christina (and her dog) went for a walk in the park.
- In sentences that start with here/there, the verb always follows the true subject
  - e.g there are fifty chairs.
- Use singular verbs when describing nouns that are considered one unit such as for periods of time, distance, sums of money, etc.
  - e.g one hundred dollars is very expensive for a meal VS a hundred dollars (i.e dollar bills) were arranged across the table.
- When referring to a fraction or a percentage, use singular verbs
  - e.g one third of the girls wears glasses.
- When collective nouns such as group, jury, audience, population, the verb really depends on the writer's intention

## Synthesis and Transformation

### Common Formats

#### Unless

- We mostly follow this format - Unless [positive variable], [negative variable]
- This is a conditional statement, and the second part of the sentence is usually what would have been done at first should nothing change
- E.g. "Unless he agrees, we will not go out to eat" indicates that as of then, "we" would not go out to eat, but if "he" agreed to doing that, then "we" would go out to eat.
- Compare that with "Unless he disagrees, we will go out to eat". The reader would get the idea that "we" will go out to eat if there are no sudden changes, aka "him" disagreeing.

#### To (Name)'s

- This should always be followed by the noun form of the adjective or verb (e.g disapproved should be changed to disapproval)
  - E.g Much to Chase's dismay, he only got a 75 out of 100 for his math examinations

#### Neither... nor/Either...

- This is self-explanatory but take note that the form the verb takes (plural or singular) follows the rule of proximity which is basically the noun closer to the verb. If the noun closer to the verb is "I", then use "am".
- Also, be mindful if the sentence also has a "their" or "they" in it as you will have to also change it according to the rule of proximity
  - e.g John and Jeff do not like their water bottles should be changed to neither John nor Jeff likes his water

**Despite his...**

- The adjective or verb describing the person should be changed to the noun form
  - From: His mother was loyal to her favourite clothing store, but she has never gotten a discount
  - To: Despite his mother's loyalty to her favourite clothing store, she has never gotten a discount

**No sooner had... than...**

- This should be no sooner had something happened than something else followed
  - e.g. No sooner had Jane closed the door than someone knocked on it again.

**It was with/With...**

- After the with, put a noun, which is usually the noun form of an adjective (e.g. With dismay, Christina acknowledges that she failed her calculus test)

**Who/Whom/Where/When**

- Who is used to refer to the subject of a sentence (Who is coming for the barbecue? He is coming), while whom is used in (Whom should I believe? I should believe him) referring to the object of a sentence.

**As well as/together with**

- Ignore the secondary clause that follows after as well as/together with and take the subject of the sentence to be the first noun of the sentence.
- E.g. David is going to the birthday party. Xin Yi is going too. = David, as well as Xin Yi, is going to the birthday party. David is the main subject and hence the verb form is based on David.

**Not only... but also...**

- Not only goes with but also
  - E.g. Mdm Tan is not only humorous but also kind.
- You cannot put two antonyms or words with drastically different meanings together.
  - E.g. Changbin is not only serious but stupid. One of these two adjectives is positive, while the other has a negative meaning. Hence, you cannot put them together.

**Direct speech -> Reported Speech**

- This refers to converting dialogue to something that is being repeated afterwards by someone else
  - E.g Mark said, "What is Johnny doing tomorrow?" would be converted to Mark asked what Johnny would be doing the following day.

- Now — then
- Today — that day
- Tomorrow — the next day
- Yesterday — the previous day
- Next week — the following week
- Last week — the previous week
- This morning — that morning
- This — that
- These — those
- Three months ago — three months before
- Come — go
- Must — had to
- Soon — soon (Unchanged)

### **Before/After**

- A misconception is that the sequence of events determines the tense. However, if you're using "... before...", "...when..." or "... after...", both actions should be the same tense. If one is past tense, the other should also be in past tense.

### **Lest/In case**

- Lest and in case both mean "in the event that (something happens)". They have the intention of preventing (something undesirable)
  - E.g. Jane should turn off her phone lest it rings in the middle of her interview.
- In order to check your answer, you can simply replace 'lest' or 'in case' with 'in the event that' and make sure that the sentence flows smoothly

### **Grammar**

- Whom always comes between two subjects, and a noun follows it immediately, e.g. The actress, with whom Kelly has a good relationship with, has been chosen to act in Mulan.
- Usually, we would put the preposition before whom, e.g. The short haired girl, to whom you saw Sophie talking to, is Kira instead of the short haired girl, whom you saw Sophie talking to, is Kira.
- Theoretically, both are grammatically correct. However, the former is more commonly used and generally more accepted.

## **Spelling and Grammar**

### **Common Questions**

#### **-ize or -ise**

- This is a test of American spelling VS British spelling and since we follow the British English, make sure you spell using -ise

### **-our or -or**

- Once again this is British VS American English, always make sure you spell using -our
- This doesn't work for some words like "humorous". When "humour" is on its own without an -ous, there is a "u". However, when a -ous is added behind, the only option is "humorous" and not "humourous".

### **A or E**

- What this means is that we tend to spell using "a" instead of spelling with the correct letter "e" and vice versa (e.g. separte instead of separate and desparate instead of desperate)

### **ence or -ance**

- Always be mindful of your tricky suffixes and don't fall prey to these spelling errors :)

### **-sion, -tion or -cion**

- Words ending in -sion
  - When the ending comes after an -l, it's always spelt -sion: compulsion; revulsion; expulsion.
  - When the ending follows an -n or -r, it's often spelt -sion, especially if the word is related to one that ends in -d or -se. e.g. immersion, comprehension.
  - Nouns based on words that end in -ss or -mit always end in -sion: permission comes from permit and discussion comes from discuss.
- Words ending in -tion
  - If the noun is related to a word ending in -ate, then the ending will be -ation, e.g. donation (donate) or vacation (vacate).
  - If the ending comes after any consonant apart from -l, -n, or -r, then the ending is spelled -tion: action; connection; reception; affection.
  - After -n and -r, the ending can be -tion or -sion. It's more likely to be -tion if it is related to another that ends in -t or -tain, e.g. assertion (assert) or retention (retain).
- Words ending in -cion
  - n There are just three common nouns that end in -cion: suspicion, scion and coercion.

## Cloze Passage

### Expansion Method

- Look at the sentence itself for any possible clues.
- If there are none in the sentence, then look at the sentences before and after for clues
- If there are still no obvious hints, look at the paragraphs behind or after the blank for clues
- It is best to read the entire cloze passages itself before filling any blanks
- This is so you have a general idea of the theme of the passage
- If you are short on time, a recommended method is to just do a brief scan instead to get the gist of the story

### Prepositions

#### Of

- Familiarise yourself with the usual words that precede or follow the word 'of'
- e.g. part, consists, example

#### Into and in

- Into is used when there is movement
  - e.g mom always tucks us into bed at night
- In is used to describe something that is already present at a location
  - E.g Sophie is being lazy and staying in bed

### Common “phrases”

#### Comprises, consists

- Comprises is used ALONE
- Consists of

#### Includes

- Use includes when the blank is not followed by a preposition

## Comprehension Open-Ended

- do not start by reading the passage and instead read the questions, this is so that you have a good idea of what to look out for in the text
- do not rely on “trigger words” that you find in the comprehension passage that matches with ones in the question
- don’t simply rephrase the text
- do not copy entire paragraphs, this is called ‘hedging’ and does not prove that you understand the text that you are reading and could potentially cause you to get zero marks for the question
- always start by answering the question and not explaining from the opposite viewpoint
  - e.g what did he do?
  - ans: he did not.... (this is wrong because you are answering it from the wrong point of view)
- in most cases, it is unnecessary to copy the question before writing your answer
  - e.g. why did Jaquiesha leave the Singing club?
  - instead of writing “Jaquisha left the Singing club because...”, it’s easier to get straight to the point with “Jaquiesha was disappointed with how the club committee were spending their finances on concert tickets.”
- when it comes to answering questions where they ask you to copy phrases or words from the text, unless they provide you with a box to just insert your answer, write in a full sentence
  - e.g It is “[insert word or phrase]”.
- unless the question asks for a sentence, only add the full stop after the quotation marks
  - e.g It is “chocolates”.
- when answering “yes/no” question, make sure you start the answer with “yes, they/I...” and always be sure that the “yes/no” does not end with just a full stop.
- write in full sentences and never one-word sentences.

## Situational Writing

### Take Note:

- Read “Task” carefully especially the five bullet points
- Highlight the required information (the five bullet points)
- Write at least three paragraphs
- Check after completed:
  - Names are correct
  - Intention stated in first paragraph
  - Tone is correct
  - All points have been mentioned
- Include FULL DATE
- Do not add additional information that was not stated
- Do be sure to check who you are writing to
  - If it is someone you are not too familiar with or older than you, use a formal tone
  - If it is your friend/peer use informal language but still be sure to not add in acronyms or jokes like LOL

### Tone

	Formal	Informal
Date	(DAY) (MONTH NAME) (YEAR IF SPECIFIED)	(DAY) (MONTH NAME)
Salutation	Dear... Madam/Sir (if name is unknown) Mrs/Mr [surname] (if name is known)	Dear [name]
Purpose	I am writing to... [insert purpose] This could be phrased like: - Inform you.... - Ask you... - Give you feedback... - Tell you... - Inquire about...	How are you? How have you been? followed by I can't wait to tell you... Guess what? I saw an interesting...
Content	All the points the task asked for: I patronised your establishment last evening and was pleasantly surprised at... I was stunned at the attitude with which the waiter served me...	All the points the task asked for: My mom said I could invite you... I think you'll enjoy this!
Contractions	NOT ALLOWED	ALLOWED but inadvisable because contractions are not generally used

	Formal	Informal
Link Back	I look forward to your reply. I hope you will be able to assist me in... Should you require more details, please contact me at [contact number/email] I hope this information will be of used to you. Thank you. (This is a must in every formal SW)	I can't wait to hear from you! I hope to hear from you soon! Let me know as soon as possible! Get well soon!
Sign Off	Yours sincerely (if you don't know the person's name but this can be used for any situation) Yours faithfully (if you used sir or madam in the salutation)	Love, (for family and friends) Best wishes Best regards/Regards, Cheers, Yours sincerely
Name	First name with surname	First name only (avoid nicknames)



## Continuous Writing

### Requirements

- Clarity of expression
- Good, non-repetitive vocabulary
- Logical plotline that isn't plothole-ridden
- Descriptive and not direct
- Good grammar and punctuation
- Must have a conflict (NO MUNDANE PLOT)
- Make sure to centre around the THEME
- Remember to not use short forms of words such as exam instead of examination or photo instead of photograph

If you can:

- Sophisticated writing style
- Link between opening and denouncement
- Interesting and original

### Advice

- Follow the theme and picture you choose closely
- Replace your words with synonyms but please do not force yourself to do so as sometimes the words you replace them with do not work
- Read widely — both nonfiction and fiction books give you great information for your stories and plotlines
- Stock up on reflections and store your brain with words and synonyms of positive character traits E.g. generous, courageous, compassionate and humility
- Remember NEVER to waste your precious time during the examination and do not dwell on any one area for too long.
- Finishing your composition and having enough time to proofread at least once could give you an extra mark or two
- Speed write and do not think that you have a lot of time because that will cause you to underestimate the time you need to write something
- Do not use too much dialogue and only use it to advance the plot or if necessary
- When writing dialogue, start a new paragraph so it looks neater.
- Write neatly & leave lines, you would not want to give your marker a headache from reading your handwriting

## Oral Communication

### Reading

- In your 5 minutes of preparation time, first, quickly scan the paper and see if you have any words you are unsure of.
- If you have any words you are not sure of, use phonics to sound them out. For example, the word cartridge - sound out “cart” and “ridge” separately and then put them together.
- Next, quietly read the passage out loud with appropriate expressions and tone
- Re-read the sentences which you have trouble saying out loud until you can fluently read it
- During the exam, lift the paper up, or in whatever position is comfortable for you just try not to face downwards as that affects your voice projection and the teacher may not be able to hear you
- It is extremely important to make sure you pronounce the “ending/beginning sounds” properly like “-th”, “-t”, “ch-” etc.
- Speak at an appropriate noise level (conversational voice, not too loud or too soft)
- Don’t be afraid to be dramatic and expressive when reading!

### Conversation

- When prepping, always try to think of possible questions that they may ask.
- Answer these questions according to your own personal preference. DON’T (at least try not to) make up fake answers because it causes you to have less to talk about
- Don’t worry about the teacher judging you and think out of the box. The teachers have probably been there for hours listening to the same stale answers so try to spice it up with personal experiences or opinions
- Use a wide vocabulary and try not to use simple language meaning words such as happy or sad which are overused
- Use connecting words to connect your thoughts to make you seem more fluent with the language.
- Even when you are thinking, try to only pause for a maximum of 10 seconds and refrain from using filler words like “uhh” or “like”. If you are desperate, simply use phrases like “in my personal opinion” or “well, i think that...” and try not to look like you’re buffering.
- Instead, elaborate more on what you have already said and give personal experiences as you think
- Practising more always helps. You can even talk to your computer screen or into a mirror if you want, and record yourself so you hear what you’re saying and know which parts sound off
- Please do not try to put up a fake accent while you’re speaking because teachers can tell when you do this and you just end up sounding unauthentic and weird

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