



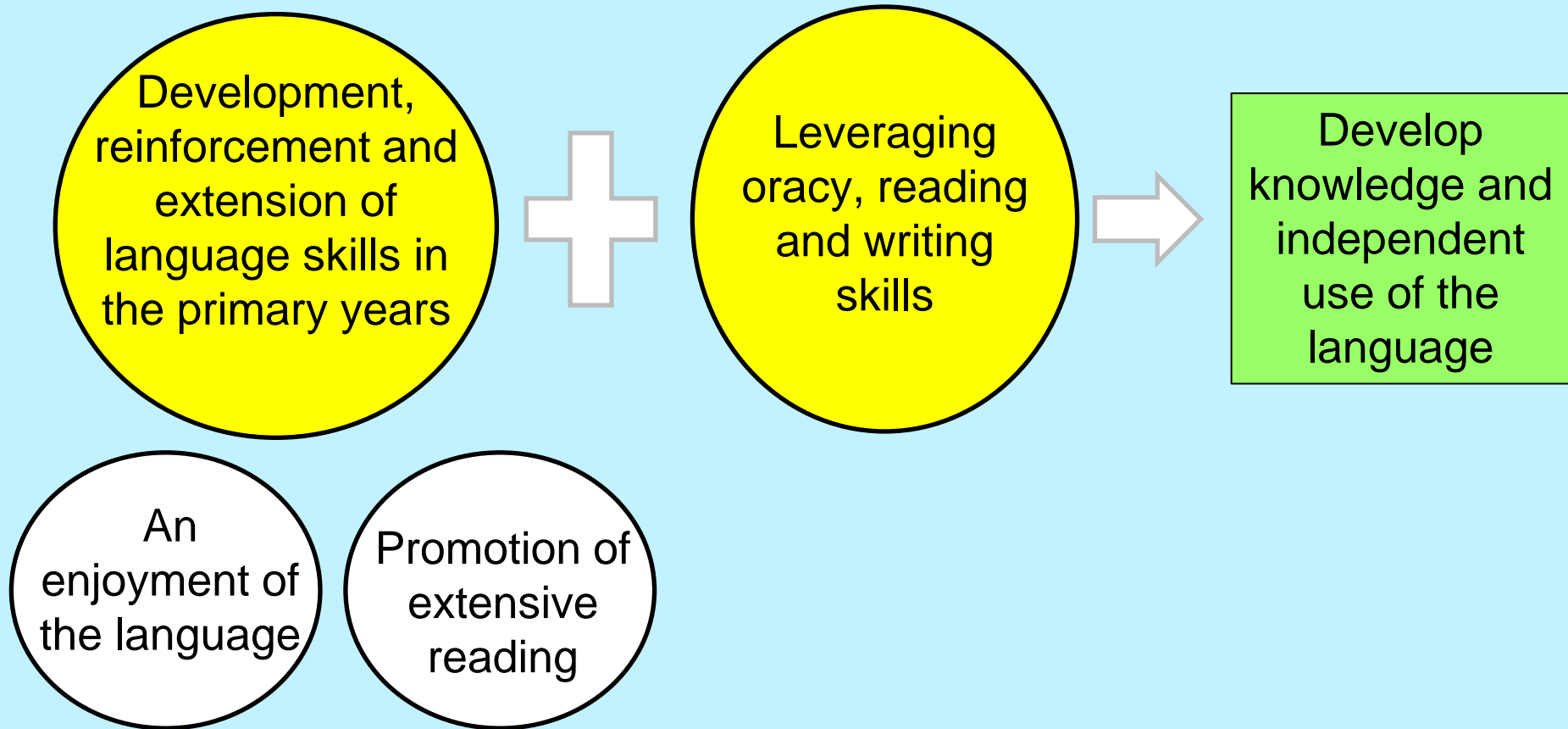
# ENGLISH LANGUAGE DEPARTMENT

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**Primary 4**

**Briefing on Subject Based Banding**

# ENGLISH LANGUAGE LEARNING AT THE PRIMARY LEVEL



# Skills for Writing

1. Plan and generate appropriate and interesting ideas
2. Develop, organise and express ideas coherently and cohesively
3. Write a story that readers find believable and can understand easily
4. Use techniques that sustain readers' interest
5. Use the right words at the right time
6. Review, revise, proofread and edit to improve the story

# Skills for Listening

1. Listen and view **attentively with empathy and respect** and for a sustained period and **respond appropriately**
2. Use appropriate **skills and strategies to process meaning from texts** (e.g. identify details, make predictions, make inferences)
3. Use appropriate **skills and strategies to evaluate texts** (e.g. distinguish between fact & opinion, draw conclusions)
4. Listen to and view a **variety** of literary selections and informational/functional texts for enjoyment & understanding

# Skills for Oral Communication

1. Read aloud year level-appropriate texts with accuracy, fluency, comprehension and appropriate expression, pacing and intonation
2. Plan and present information and ideas for a variety of purposes
3. Use appropriate skills, strategies and language to convey and construct meaning during interactions (e.g. speak clearly, ask questions, respond to questions, present views confidently)
4. Speak accurately, fluently and coherently

# Skills for Language Use & Comprehension

## 1) Language items

- Understand and use the **different grammar items** learnt
- Knowing the **meanings of words** and how words make meaning when put into sentences
- Understanding the **meanings of sentences** based on structure and words used
- Use **contextual clues** to derive the answers
- Knowing the **spelling of a wide range of words**

## 2) Comprehension

- **Understanding the text** using the recommended strategy of annotation
- **Identifying main details and sequence of events**
- Knowing **what is true and what is false** in the text and justifying with reasons
- Knowing **word meaning in context**
- **Predicting** before and after a particular event/thought/action

# English Language Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	DURATION
1	Writing	OE	20	50 min
2	Language Use and Comprehension	OE / MCQ	50	1 h 15 min
3	Listening Comprehension	MCQ	14	About 20 min
4	Oral Communication	OE	16	About 5 min examination time
Total			100	

**Note: The requirements for the different components are taught in class**

# Paper 1: Writing

## Composition

Students will be required to write a composition of at least 120 words on a given topic.

- Three pictures will be provided on the topic offering different angles of interpretation.
- Students may come up with their own interpretation of the topic.
- Helping words are provided.



# Composition (Example)

Topic

Write a composition of at least 120 words about **an unexpected incident**.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- What event was it?
- How did the event go?
- What did the people do during the event?
- What happened in the end?

Include all the points

You may use the points in any order and include other relevant points as well.

Helping Words:

- *ecstatic*
- *beautifully wrapped*
- *decorated with streamers and balloons*
- *uneasy*
- *crouched down*
- *threw up*



Students have to do the following:

- Interpret the topic correctly
- Include the points provided
- Develop the ideas
- Use appropriate vocabulary effectively

# Composition (Example)

It was my birthday. When I woke up that morning, the first thought that entered my mind was, “What presents would I get from my parents?” I was full of expectations. What a wonderful day it would be.

**(1) What event was it?**

Little did I expect that no one seemed to remember my birthday. When I sat down for breakfast with my family, no one wished me happy birthday. I was too proud to remind them so I kept quiet. I was a little despondent about it. Perhaps they would remember that it was my birthday by the end of the day.

**(2) How did the event go?**

When I was at school, even my close friends seemed to have forgotten my birthday. I sighed throughout the day. When my friends asked me if anything was wrong, I replied no.

# Composition (Example)

I was late to get home that day because I had to help my best friend with her homework. When I finally came home, my eyes widened at an unexpected sight!

The living room was colourfully decorated with ribbons and balloons. In one corner, there stood a tall pile of beautifully wrapped presents. The dining table had tons of food laid out and a huge birthday cake in the middle. As I stepped through the door, my parents and friends, who had sneakily planned this surprise, shouted out, “Happy Birthday,

Joanne!”

**(3) What did the people do during the event?**

What a wonderful, unexpected birthday party I had that day.

**(4) What happened in the end?**

# Paper 3: Listening Comprehension

## Part 1: Picture Matching & Sequencing (6 marks)

- Select the picture that matches the sentence read.
- Order the pictures to match the sequence read.

## Part 2: Note-Taking (5 marks)

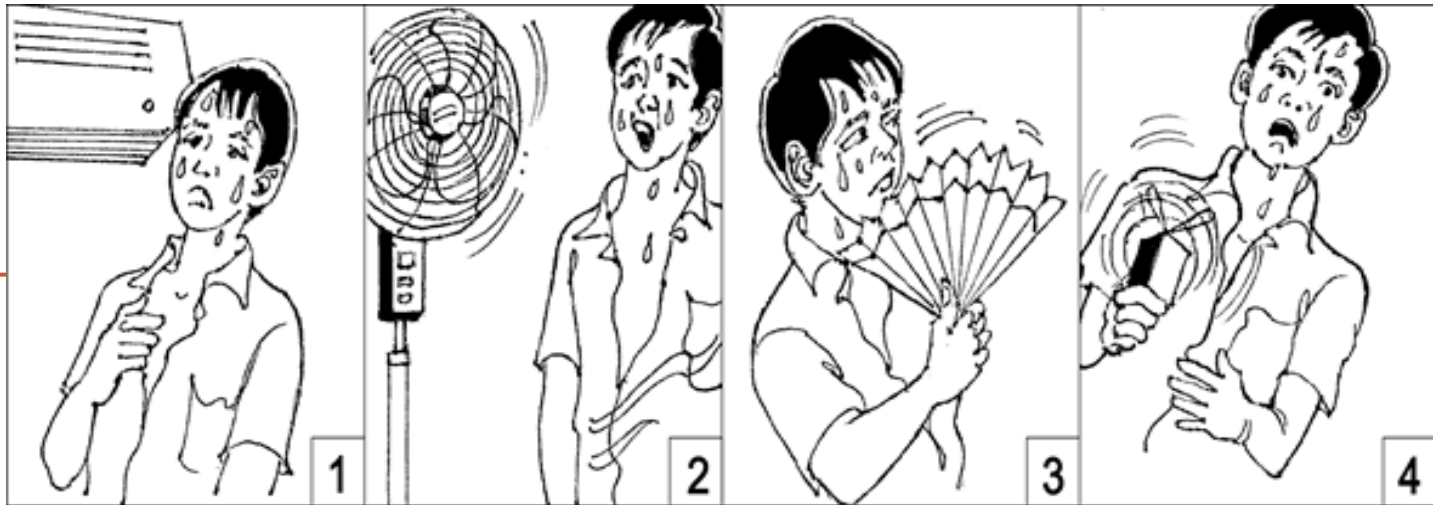
- Based on a passage read, identify required information and fill in the blanks.

## Part 3: Comprehension (3 marks)

- Based on a passage read, answer multiple-choice questions.

# Part 1: Picture Matching (Example)

- Select the picture that matches the sentence read



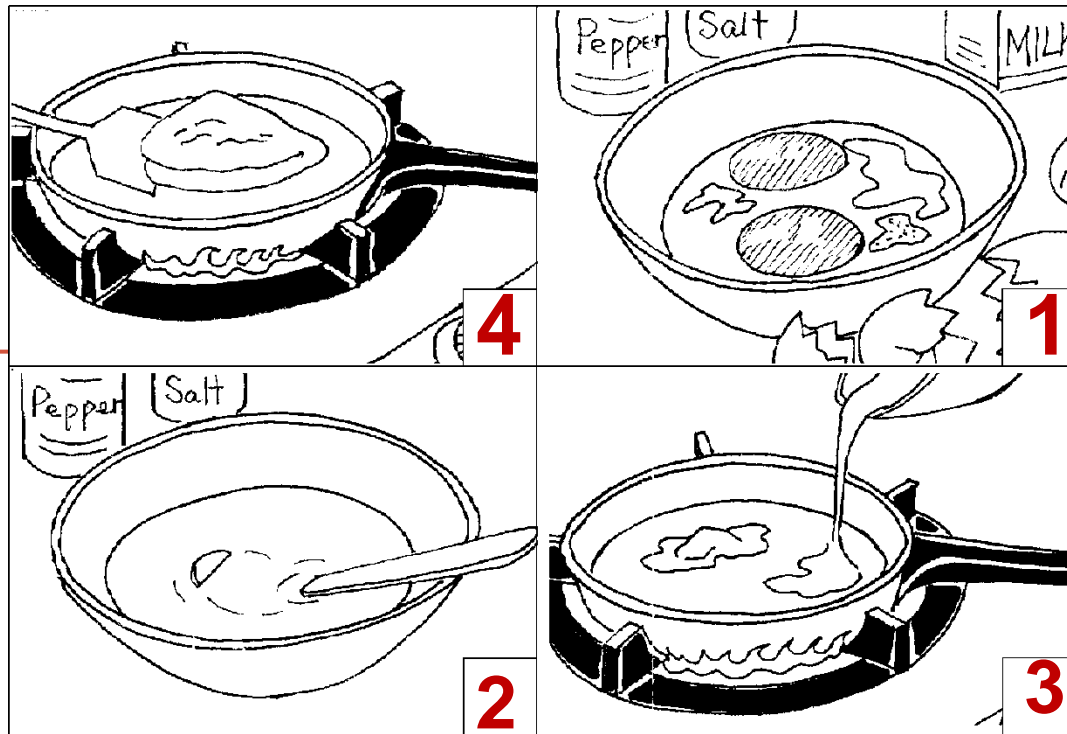
## Sentence

Mark was perspiring profusely despite using a battery-operated handheld fan to cool himself.

Answer: Picture (4)

# Part 1: Sequencing (Example)

- Order the pictures to match the sequence read



To make fried eggs, break 2 eggs in a bowl. Add salt and pepper to the eggs. Beat the mixture. Melt butter in a pan. Pour in the egg mixture. When cooked, fold in half.

## Part 2: Note-Taking (Example)

**Students listen to a text read by the teacher & fill in each blank with a word/words.**

Hello, I am Paul Lee. I went on a six-day canoe trip in the wild last month. I was very excited as it was my first time attempting such a trip. I knew there were no shops on the river, so I had to fit a lot of necessary gear like warm clothes, bags of food, pots and pans into my tiny canoe ...

### Examples of questions

Q1) Length of trip: Six / 6 days

Q2) Type of clothes: Warm clothes

## Part 3: Comprehension (Example)

Students listen to a text read by the teacher and answer the questions that follow.

Peter loves to play tricks on others. He put toothpaste into his sister's glass of milk. When she had a stomachache from drinking the milk, Peter had a good laugh.

"You must not be such a mischievous boy!" his mother scolded him. That did not stop Peter from playing more tricks on others...

**Why was everyone in the family upset with Peter?**

- (1) He laughed at his sister.
- (2) He played tricks on others.
- (3) He kept all kinds of animals.

**(2)**



# Paper 4: Oral Communication

## Part 1: Reading Aloud (6 marks)

- Pronounce and articulate words clearly
- Read fluently with appropriate expression and rhythm

## Part 2: Stimulus-Based Conversation (10 marks)

- Give a personal response to a visual stimulus
- Engage in a conversation on a relevant topic

# Stimulus-Based Conversation (Example)

## CCA DAY

Want to know more about our CCAs?  
Come to our booths to find out more.  
Choose the right one to join!

### Performing Arts

- Band
- Contemporary Dance
- Choir
- Indian Dance
- Malay Dance
- String Ensemble

### Sports

- Fun & Fitness Club
- Netball
- Soccer
- Basketball
- Sepak Takraw
- Golf

### Clubs

- Art
- Chinese Calligraphy
- Robotics
- Green

### Uniform Groups

- The Boys' Brigade
- The Girls' Brigade
- Brownies
- Scouts



**Date:** Friday 11 January 2013

**Time:** 1.30 p.m. to 4.30 p.m.

**Venue:** School Hall

Students will be given some prompts:

- Look at the picture. Do you think this event would help you in choosing your CCA? Tell me why.
- Have you taken part in a CCA? Tell me about it.
- Do you think it is important to join a CCA? Why/why not?

# Stimulus-Based Conversation (Example )

Suggested response:

**Answer the prompt**

This event will help me to choose my CCA. It will showcase the various CCAs available in my school. Booths will be set up where I can definitely find more information on the CCAs and their activities. I'm sure there will be CCA teachers-in-charge and students to answer any questions that I may have about the CCAs that I'm interested to join. Many students will certainly be interested in this CCA Day and I can even go with my classmates and join the same CCA to be able to spend more time with them. I think it will be an exciting and fun-filled event.

**Support with  
examples**

**Give personal  
opinion**

# Paper 2: Language Use & Comprehension

	Components	Total Qns	Basic Qns
Booklet A	Vocabulary MCQ	6	4
	Grammar MCQ	10	10
Booklet B	Grammar Cloze – 2 passages:	8	8
	Synthesis & Transformation	2	
	Editing for Spelling & Grammar	3	
	Editing for Punctuation	3	
	Comprehension – 2 passages: •Selected response •Open-ended item •Sequencing item	16	
<b>Total</b>		<b>50 marks</b>	<b>30 marks</b>

# Vocabulary MCQ

Example:

Before the race, the \_\_\_\_\_ did some warm-up exercises.

- (1) witnesses
- (2) onlookers
- (3) spectators
- (4) competitors

# Grammar MCQ

Example:

James and I followed the instructions and made the lantern \_\_\_\_\_.

- (1) myself
- (2) himself
- (3) ourselves
- (4) themselves

# Grammar Cloze (Personal Pronouns and/or Possessive Determiners)

Example:

Read the passage carefully. Choose the correct word from the words given in the box and write its letter (A to F) in each blank.

**USE A WORD ONCE ONLY.**

(A) me    (B) I    (C) us    (D) them    (E) her    (F) we

Hi Sally,

School has just re-opened. We like our teacher, Mrs Hoon, because she spends time to explain lessons that     F     find difficult. When \_\_\_\_\_ grow up, I would like to be a teacher just like \_\_\_\_\_. Jane...

# Grammar Cloze (Subject-Verb Agreement)

Example:

**Read the passage carefully. Underline the correct word from the words given in the brackets.**

Mrs Tan is a nurse. She (1) [enjoy / enjoys ]

looking after those who (2) [ is / are] sick.

Sometimes, she has to work long hours but she (3)

[do / does ] not mind as she is very responsible...



# Synthesis and Transformation

Example:

**Rewrite the given sentences as one sentence. The meaning of your sentence must be the same as the meaning of the given sentences.**

James went home. James slept till dinner time.

\_\_\_\_\_ and  
\_\_\_\_\_ .

Ans: James went home and slept till dinner time.

# Editing for Spelling and Grammar

Example:

Correct each word in **BOLD** for spelling and each underlined word for grammar. Write the correct word in the relevant box.

**lead**

Grandpa always advises us to led a healthy lifestyle.

Whenever he is free, he would share with us stories of his youth and the unhealthy lifestyle he used to lead. “We did

**importance**

not know the **impourtans** of nutrition then and we were too poor to buy good food,” he recalled.

# Editing for Punctuation

Example:

Fill in the correct punctuation marks in the boxes provided.

“Oh no! I think I have lost my watch again,” I cried out loud.

,

I have looked in the hall  in my room and in the

!

kitchen. I even looked in the bathroom! No watch

# Comprehension – Selected Response

## Example 1

Which word has the same meaning as ‘friendly’? Circle either (A) or (B).

I have made more friends because I am now more sociable and confident.

**(A)**

**(B)**

# Comprehension – Selected Response

## Example 2

Read each statement and tick ✓ “True” or ‘False’.  
Refer to paragraph 2 to help you. The first example has been done for you.

	<b>Statement</b>	<b>True</b>	<b>False</b>
<b>Example</b>	Mary leads a healthy lifestyle.		
Question	Mary chooses her food wisely.	✓	

# Comprehension – Open-Ended Item

## Example 1

Name one activity that Mary likes to do during her free time.

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## Example 2

What two things does Mary tell her sister to do?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

# Comprehension – Sequencing Item

## Example

Write **1**, **2** and **3** in the blanks below to show what Mary did first, next and last in paragraph 4.

\_\_\_\_\_ Mary thanked the sales assistant.

\_\_\_\_\_ The sales assistant helped Mary to choose a gift.

\_\_\_\_\_ Mary entered the gift shop.

# Common Mistakes made by students

## 1) Stimulus-Based Conversation

- Mainly one-word response with little elaboration (not able to share more ideas to support the response)

## 2) Weak in grammar

- Unclear of the difference between singular & plural
- Not able to differentiate the different forms of a verb (i.e. present / past / past participle) e.g. write, wrote, written
- Poor understanding of subject-verb agreement e.g. The boy is ... vs The boys are

## 3) Did not check answers by reading and identifying clues from the text e.g. cloze passage

## 4) Not able to identify the right reason(s) from the text to support answers for comprehension e.g. True/False questions requiring reason



# Spelling strategy

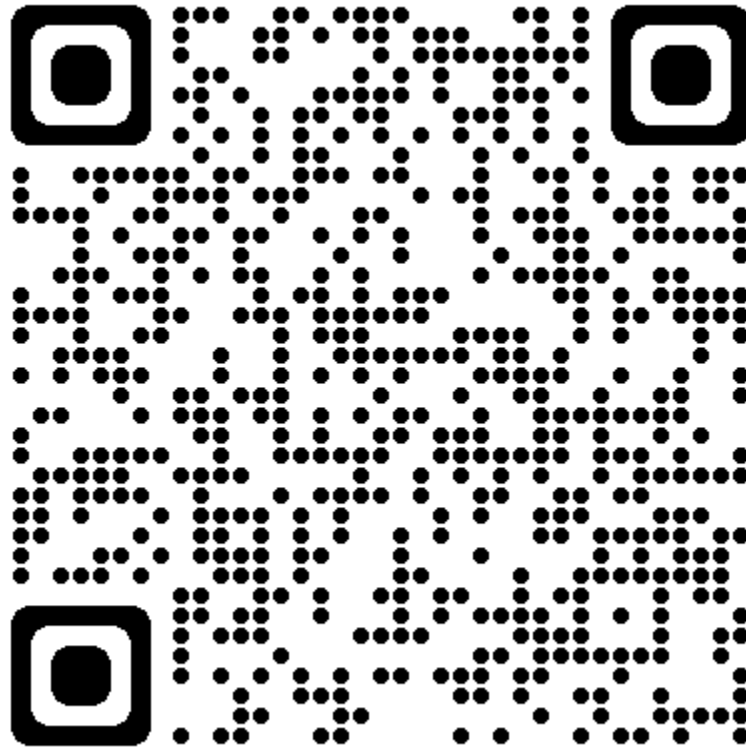
‘**Look Say Cover Write Check**’ is one common method that you may use to help your child practise spelling. With this method, your child will start with a list of words written down on paper.

- 1. Look at the word carefully.** Pay attention not just to the letters and their order, but also to the shape the word makes on the page.
- 2. Say it aloud.** Say the word both as you would usually say it, and then again enunciating any silent letters, e.g. Tues – day.
- 3. Cover the word** with a piece of paper or your hand.
- 4. Write the word** down from memory.
- 5. Check** your answer letter by letter. If you’ve got it wrong, write it out again correctly.

\*Children are usually encouraged to repeat this once a day.

# Link to other Spelling strategies

[9 strategies for learning primary school spellings | TheSchoolRun](#)



# How to strengthen your child's use of EL?

## Reading

- Encourage your child to read storybooks, magazines & newspapers.
- As your child becomes an independent reader, encourage him/her to select books and texts which are more challenging.
- As your child reads, he/she will pick up vocabulary. He/she could build a list of vocabulary that describes feelings & actions which could be used for writing.
- Find opportunities to have conversations about the books your child has been reading.

# How to strengthen your child's use of EL?

## Speaking, Listening & Writing

- Discuss the latest news with your child. Encourage him/her to share his/her opinions on current affairs.
- Encourage your child to listen to a wide variety of spoken & audio texts (e.g. radio broadcasts, live presentations & performances).
- Encourage your child to read model compositions and highlight useful words & phrases. Your child has to make a conscious effort to use these phrases in his /her writing e.g. compositions, journals.
- Provide opportunities for your child to practise writing (regardless of the length of writing) e.g. 10 minutes daily.

# Language Skills Cannot Be Learnt Overnight



# ENGLISH LANGUAGE AT THE PRIMARY LEVEL - OUR SHARED VISION

We love  
to read!



We love  
the English  
language!



# Thank You

For further queries, you may consult  
your child's EL teacher