



# Parents' Seminar English Language Sharing 11 February 2017

## Tackling EL Paper 2 at Middle Primary Levels



# Content of Presentation

- **Primary 3 & Primary 4 EL Curriculum**
- **English Language Assessment Format**
- **Tackling the Challenging Components**
  - Grammar MCQ
  - Grammar Cloze Passage
  - Modified Cloze Passage
  - Comprehension
- **Q & A**





# Primary 3 & Primary 4 Curriculum

## Springdale English Curriculum

**Modified  
STELLAR**

**School-based  
curriculum**



# Primary 3 & Primary 4 Modified STELLAR Curriculum

- 10 STELLAR e-books for SBA / SR / KWL as baseline items
- E-books cover the various components of grammar, vocabulary, text types
- Student handouts used to teach the language features
- Remaining STELLAR e-books are covered as part of Learning Centres reading materials





# Primary 3 & Primary 4 School-based Curriculum

- Corresponding Companion Booklets
  - Parallel stories
  - Language features and Grammar
  - Vocabulary





# Primary 3 & Primary 4 School- based Curriculum

- Explicit Teaching of Language Skills
  - grammar
  - writing
  - oral
  - synthesis
- Listening Practices
- School-based worksheets
- Practice papers





# Learning Outcomes

Reading and Viewing – Develop reading and viewing skills, strategies, attitudes and behaviour and text-type-specific comprehension skills and strategies, strengthened by exposure to wide reading and viewing

Grammar – Develop knowledge of grammar for the purposeful use of language in word, phrase, sentence and text levels

Vocabulary – Use metalanguage in building and using vocabulary, and develop knowledge about vocabulary for the purposeful use of rich language





# Primary 3 & Primary 4 EL Assessment

The English Language Assessments assess a pupil's ability in:

- Speaking and Representing
- Listening and Viewing
- ***Reading and Viewing***
- ***Grammar***
- Vocabulary
- Writing and Representing





# Primary 3 & Primary 4 EL Assessment Format

Component	Content	Item Type	Marks	No. of Items
Oral	Reading Aloud, Stimulus Based conversation	Open-ended	16	3
Listening Compre	Picture Matching, Note-taking	Varied	14	14
Language Use and Compre	Vocabulary	MCQ	6	6
	Grammar	MCQ	8	8
	Grammar	Cloze FIB Passages with helping words	8	8
	Modified Cloze	Cloze FIB Passage	4	4
	Synthesis	Open Ended	4	4
	Comprehension	Varied	10	Up to 10
	Comprehension	Varied	10	Up to 10
Composition	Picture prompts	Open ended	20	





# Tackling Grammar MCQs



# Tackling Grammar MCQs

- In this section, there are eight questions.
- Pupils are tested on different grammar concepts.
- The concepts include subject-verb agreement, pronouns, tenses and quantifiers.
- For each question, they are given 4 options to choose from.



# Strategies

- 1) Identify the subject of the sentence.
- 2) Identify the tense marker, if any.



# Example 1

**Alex** \_\_\_\_\_ a helpful boy who likes to help his teachers carry books.

- |     |      |         |
|-----|------|---------|
| (1) | is   |         |
| (2) | are  |         |
| (3) | was  |         |
| (4) | were | (     ) |



# Example 1

- We identify the subject in the question.  
The subject is 'Alex', a singular noun.
- Therefore, the answer has to be singular.



## Example 2

Abigail \_\_\_\_\_ at the  
supermarket buying groceries **yesterday**.

- |     |      |         |
|-----|------|---------|
| (1) | is   |         |
| (2) | are  |         |
| (3) | was  |         |
| (4) | were | (     ) |



## Example 2

- We identify the tense marker 'yesterday'. The tense marker shows that the sentence is in the past tense.
- Therefore, the answer has to be in the past tense.





## Example 3

The coffee has too \_\_\_\_\_  
**sugar** in it and you need to **make it**  
**sweeter.**

(1) few

(2) little

(3) much

(4) many

( )



## Example 3

- We identify the noun after the quantifier 'sugar'. We know sugar is uncountable, so the quantifier has to be for an uncountable noun.
- To 'make it sweeter' means there is not enough sugar.



# Example 4

Mrs Tan wanted <b>Ken and his classmates</b> to share the pizzas among _____.	
(1)	herself
(2)	himself
(3)	ourselves
(4)	themselves ( )



## Example 4

- The pizzas are meant for ‘Ken and his classmates’. Hence, the pronoun has to be in plural form.
- There is no pronoun ‘I’ or ‘we’ in the question stem, so the answer cannot be ‘ourselves’.





# Tackling Grammar Cloze Passages



# Tackling Grammar Cloze Passages

- In this section, there are two passages. The first passage has six options (helping words) for four blanks. Each word is to be used only once.
- The second passage has two options for each question. Students have to underline the correct option.



# Strategies

1. Read the whole passage first to understand the context before choosing the answer.
2. Identify the subject at the start of the sentence or in the earlier sentence.



# Example 1

(A)	it	(B)	he	(C)	me
(D)	we	(E)	she	(F)	they

One day, as Jenny was walking home from school, she noticed a man climbing into a window of a flat. (15) \_\_\_\_\_ was using a ladder to reach the open window. Jenny quickly called the police. When the policemen arrived, (16) \_\_\_\_\_ surrounded the building and ordered the burglar to surrender. "If you do not come out now, (17) \_\_\_\_\_ will break the door down!" a policeman shouted. The man looked out of the window and told the policemen that he was the owner of the flat and he had forgotten to bring his keys. Jenny felt embarrassed and (18) \_\_\_\_\_ apologised to the man and to the policemen. They smiled at her and told her not to feel bad about it.





# Example 1

Refers to the man

Refers to the policemen

(A)	it	(B)	he	(C)	me
(D)	we	(E)	she	(F)	they

One day, as Jenny was walking home from school, she noticed **a man** climbing into a window of a flat. (15) **B** was using a ladder to reach the open window. Jenny quickly called the police. When **the policemen** arrived, (16) **F** surrounded the building and ordered the burglar to surrender. "If you do not come out now, (17) **D** will break the door down!" a policeman shouted. The man looked out of the window and told the policemen that he was the owner of the flat, and he had forgotten to bring his keys. **Jenny** felt embarrassed and (18) **E** apologised to the man and to the policemen. They smiled at her and told her not to feel bad about it.

## Example 2

Jason likes going to the library to read. He usually (19) [spend / spends] a few hours there reading all types of books. Mystery stories excite him, and one of his favourite books (20) [is / are] 'Sherlock Sam'. While reading, he will (21) [write / writes] down unfamiliar words in his notebook, and use the dictionary to check the meanings of the words. As a result, his vocabulary (22) [has / have] improved. His love for reading always inspires his friends.

## Example 2

Refers to the singular noun 'book'

Refers to the singular noun 'Jason'

Jason likes going to the library to read. **He** usually (19) [spend / spends] a few hours there reading all types of books. Mystery stories excite him, and **one** of his favourite books (20) [is / are] 'Sherlock Sam'. While reading, he **will** (21) [write / writes] down unfamiliar words in his notebook, and use the dictionary to check the meanings of the words. As a result, his **vocabulary** (22) [has / have] improved. His love for reading always inspires his friends.

Refers to vocabulary which is singular

"will" is a modal. After a modal, infinite or base form



# Tackling Modified Cloze Passages





# Tackling Modified Cloze Passages

- In this section, a passage with 4 blanks is provided. No helping words are given.



# Strategies

1. Find contextual clues throughout the passage. These clues will provide the answers for the blanks.
2. Identify the word form of the answer (eg. noun, verb, adjective, adverb). This will narrow down the possible answers



# Example

One night, when Eric and his children were in the living room, they heard a loud noise. It seemed to have come from a bedroom upstairs and sounded as if someone or (23)\_\_\_\_\_ had fallen. Everyone was shocked as there was nobody upstairs. Immediately, Eric dashed (24)\_\_\_\_\_ up the stairs to investigate.

When Eric entered the bedroom and (25)\_\_\_\_\_ on the light, he saw a man at the window. He rushed forward to try to catch him, but he was too slow! The burglar had climbed down the window and disappeared (26)\_\_\_\_\_ the darkness. Eric looked around the bedroom and, fortunately, found that nothing was stolen.



Cannot be a person

Cannot be an adverb  
similar to 'quickly'

What action is used  
for the light?

# Example

One night, when Eric and his children were in the living room, they heard a loud noise. It seemed to have come from a bedroom upstairs and sounded as if **someone or** (23) **something** had fallen. Everyone was shocked as there was nobody upstairs. **Immediately**, Eric **dashed** (24) **bravely** up the stairs to investigate.

When Eric entered the bedroom and (25) **switched on the light**, he saw a man at the window. He rushed forward to try to catch him, but he was too slow! The burglar had climbed down the window and **disappeared** (26) **into the darkness**. Eric looked around the bedroom and, fortunately, found that nothing was stolen.





## Hands-on Activity



# Possible Answers

Modified Cloze Passage	
Q1	shelter / refuge / safety
Q2	destroyed/squashed/many/most/ villagers'/some/people's
Q3	result/consequence
Q4	in





# Tackling Reading Comprehension



# P4 Reading Comprehension

## Passages

- Expository / Informational Text
- Narrative Text



# Why Annotate a Text?

- Connecting with the passage – ‘talking’ to the text
- A way to slow down thinking as we read a text
- An opportunity to sort out what we understand and what is still puzzling
- A way to keep track of our thinking



# 1 The Act

Date: 16<sup>th</sup> January 2017

Read the passage before answering the questions that follow.

Christine **loved to act**. She was always **making short dramatic speeches or little gestures** in front of her family and friends.

↳ movement of the hand, arm, body & head.

she wanted to act in a school play - One day, Christine saw her chance to act on stage. The school's Drama Society was putting on a play on the life of Princess Anastasia. They were holding auditions for actors. Christine wanted the role of the princess.

she found out Yvonne also tried the audition - Christine's friend, **Yvonne**, was also trying out for the same role. Christine knew that if she wanted to get the part, **her audition would have to be better than Yvonne's**. Part of the audition required each participant to come up with an original line for his or her character. **Christine spent days thinking of a line and practising it**. ↳ this shows that Yvonne might be better.

On the day of the audition, **Christine** was walking around outside the Drama Room when she saw **Yvonne** rehearsing for the audition.

↳ How did she feel? ↳ What did she rehearse?

Yvonne rehearsing her lines - "Is it true that I am the princess you are searching for?" Yvonne said hopefully. Then, her tone turned darker. "Tell me the truth, for it is worth far more to me than a crown of jewels!"



? Metaphor?

Christine was jealous, trying to cheat. - "Bats!" Christine muttered. Yvonne's line was great — in fact, it was better than hers. Yvonne was sure to impress the judges at the audition. **Christine bit her lip unhappily**. She wished she had come up with that line herself. Suddenly, **a thought occurred to her. That could be her line if she took it from Yvonne!** After all, her audition was before Yvonne's.

She carried out her mean plan. - Christine wanted the part of the princess badly. If this was what it took, then she would do it. Christine went in for the audition and delivered the line exactly the way Yvonne had said it. ↳ Why did she do it?

Judges like her. - "That was very good," the drama teachers said. "It's what we're looking for — an actress who can understand her character's struggles."

↳ Why did she do this?

Christine was crossing her fingers excitedly when Yvonne came in for her audition. Yvonne said the same line.

"You cannot copy what someone else has said," one of the teachers scolded Yvonne. "The rules clearly state this. I am afraid we have to **disqualify you**." } The judges disqualify Yvonne.

↳ cannot participate anymore

"But ... I ..." Yvonne stuttered. "That was my line!"

Why? - Christine held her breath. If Yvonne was disqualified, then her biggest competitor would be out of the audition! But then, Christine glanced at Yvonne. The look on **Yvonne's face made Christine's elation sink like an anchor into a sea of guilt**. She wanted to get the part, but not like this. } Christine felt guilty.

↳ a sad face that make Christine feel guilty.

Christine took a deep breath and uncrossed her fingers. She had to do the **right thing**. Christine plucked up her courage and confessed her dishonest act to the teachers. She also apologised to Yvonne. } Christine told the truth.

Any punishment?

Christine was not allowed to participate in the play anymore. However, she did not let this get her down. She was more than determined to act in the next play. So, she joined the school's Drama Society to get proper acting lessons.

Christine's punishment is move on.



↳ not giving up

"The next time I try out for a role, I'll get it all on my own," she told herself. And that was exactly what she did when the time came to audition for another role.



# Strategies

- Generating, Asking and Answering Questions
- Thinking Aloud
- Summarization
- Linking Ideas
- Contextual Clues



# How to Annotate

- Underline/circle unfamiliar words
- Draw arrows to show related ideas
- Summarize ideas in paragraphs in the margin
- Jot questions in the margin
- Make inferences







# Demonstration



big fire

Black smoke billowed out furiously from one of the windows of a tall office building. The fire was spreading slowly to the other floors above the building. Soon, a large crowd of people stood outside the building and witnessed the drama unfold before their eyes.

- Fire in a building
- Drama began

- Situation having vivid, emotional results

What?

Three fire-engines arrived at the scene of the fire and the firemen immediately rushed into action. The firemen armed with large hoses connected to the fire-engines and a fire-hydrant nearby, sprayed water on the fire to stop it from spreading to other parts of the building

- Fireman in action to put out fire

Where was this person? Who? What happened?

“Help! Over here! Somebody help me!” A piercing shriek filled the air and everyone let out a horrified gasp when they heard a lady’s voice pleading desperately for help. It came from one of the windows of the burning building. A sharp-eyed little boy in the crowd exclaimed, “There she is, on the fifth floor near the window!” He pointed agitatedly to the fifth floor of the building and sure enough, there was a lady waving frantically and doing her best to attract the attention of the firemen.

The drama – a lady trapped in the fire

disturbed, anxious

desperately



## Hands-on Activity



# Comprehension Questions

- Varied number of questions and mark allocation
- Total of 10 marks for each passage
- Answers must be based on what is written in the passage
- Different types of questions testing different skills
  - MCQ
  - 5W 1H
  - True/ False
  - Citation
  - Referencing
  - Matching
  - Sequencing





# Types of Comprehension Questions

- Multiple Choice Questions
  - Students read the question and choose the best option and write the number in the brackets

## Example:

A large crowd of people gathered outside the building to \_\_\_\_\_.[1m]

Write 1, 2, 3 or 4 in the bracket.

(1) act in a drama

(2) look at the firemen

(3) help put out the fire

(4) watch the fire that was spreading

(     )



# Types of Comprehension Questions

- 5W 1H Questions
  - Students answer in their own words in complete sentences

## Example:

1. How did the lady attract the attention of the firemen? [1m]
2. Why were the firemen holding on to the tarpaulin? [1m]



# Types of Comprehension Questions

- True/ False Questions
  - Based on the passage, students state their answers

State whether each statement below is true or false.	
Sentence	True/False
(i) In the early years, people recognised Tchaikovsky's musical talent.	[1m]
(i) In the later years, Tchaikovsky met the widow and thanked her for her help.	[1m]



# Types of Comprehension Questions

- Citation Questions
  - Answer is a word, a phrase or a sentence

## Example

- Which word in **paragraph 5** tells you that the fire was under control?  
[1m]





# Types of Comprehension Questions

- Referencing Questions
  - Students will be asked to reference a word (pronoun) or a phrase and identify the answer.

Example:

What does 'It' in line 13 refer to? [1m]

It refers to



# Types of Comprehension Questions

- Matching Questions
  - Students read the statements and match them.
  - Can come in different forms

## Example:

Tick ✓ whether the statements describe Mozart or Tchaikovsky.  
 Refer to paragraph 5 to help you. The first example has been done for you. [2m]

Statement		Mozart	Tchaikovsky
<b>Example</b>	He was born in Russia		✓
(i)	He composed the “Nutcraker Suite”.		
(ii)	He composed complex pieces.		





# Types of Comprehension Questions

- Sequencing Questions
  - Students are required to sequence events according to the passage





# Sequencing Question

## Example:

How did the firemen save the lady from the burning building?

Arrange the events in the right sequence, according to the flow of the story.

Write 1, 2 and 3 on the lines. [1m]

\_\_\_\_\_ The rest of the firemen held onto the tarpaulin.

\_\_\_\_\_ One of the firemen climbed up the ladder.

\_\_\_\_\_ The firemen activated the fire-engine ladder.





Thank you for your kind attention.

Questions?

