

EL Upper Primary Webinar

*For best viewing experience, please use the Zoom application.
Music is being played in the background.
Do ensure that you are able to hear the audio.*



What will be covered today

Writing

- Situational Writing & Continuous Writing

Reading Comprehension

- Selected Open-Ended Questions

EL Components

Components	EL	FEL
Oral	30 marks	30 marks
Listening Comprehension	20 marks	20 marks
Writing	55 marks	40 marks
Language Use	95 marks	60 marks
Total	200 marks	150 marks

EL Paper 1 - Writing

	EL	FEL	Duration
Situational Writing	15 marks	10 marks	1h 10 mins
Continuous Writing	40 marks	30 marks	
Total	55 marks	40 marks	



SITUATIONAL WRITING

Situational Writing

Purpose and Intent

- Write creatively for a variety of purposes, audiences, contexts and cultures
- Write to respond to a given situation

Situational Writing

Types

email

letter

report

Purpose

to inform

to make a request

to recommend

to commend

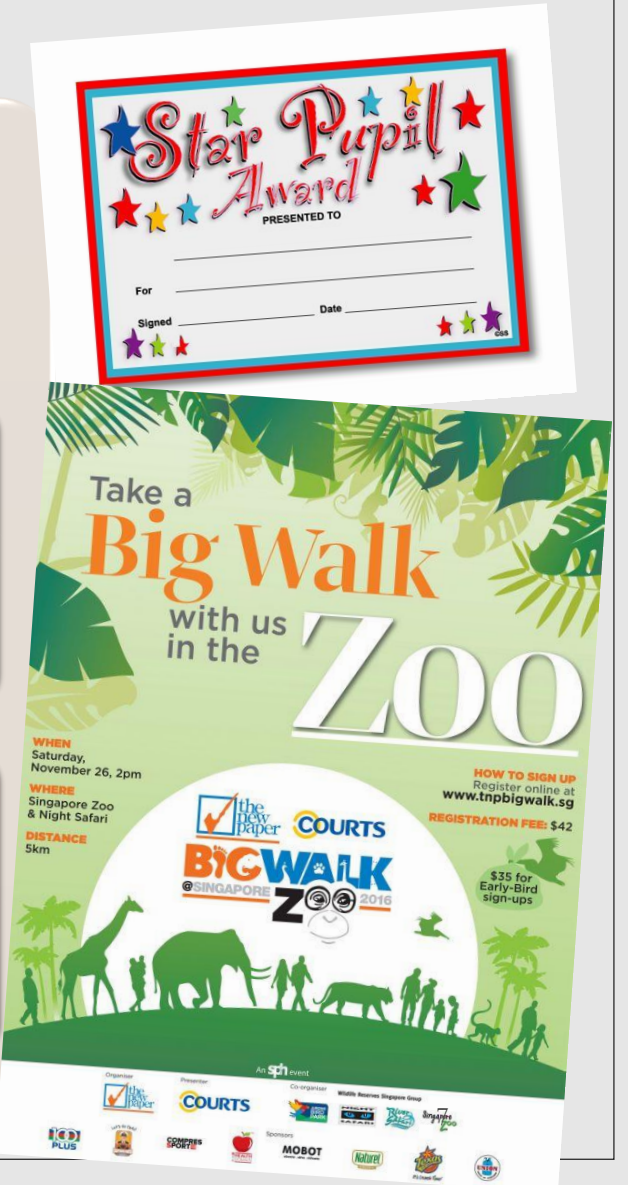
Tone

formal

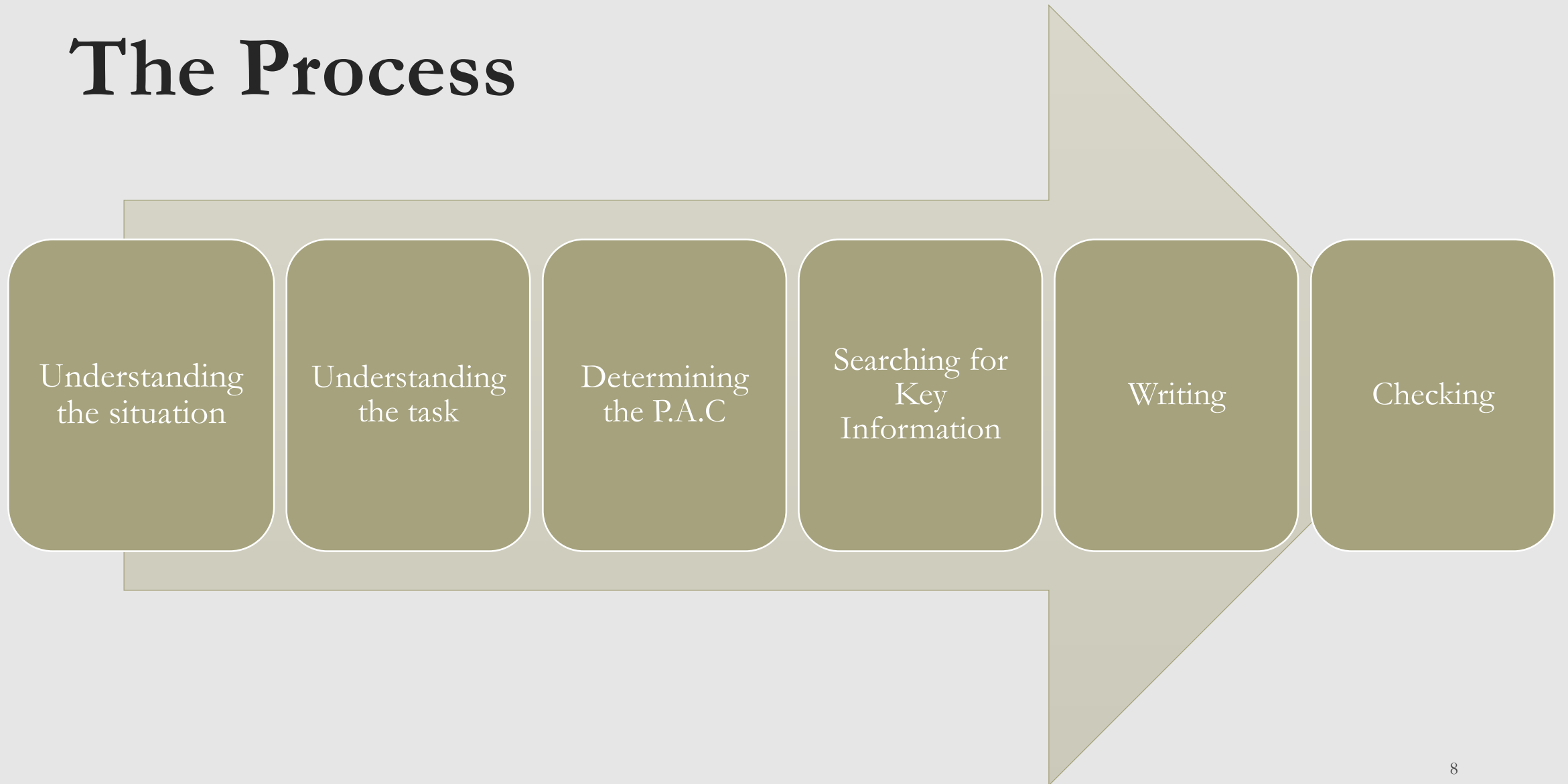
(people in authority /
people you do not
know)

informal

(family &
friends)



The Process



1. Understanding the Situation

Please refer to
PSLE 2020 Paper 1
Question Paper

Please refer to
PSLE 2018 Paper 1
Question Paper

- The situation depicted in
- a picture or
- a series of pictures.

2. Understanding the Task

3. Determining the PAC

Please refer to PSLE 2018 Paper 1 Question Paper

○ Purpose

○ Audience

○ Context

(Tone: formal / informal)

4. Searching for Key information

Please refer to PSLE 2018 Paper 1 Question Paper

Dear Mr Tan,

My name is Peter Lee. I am a prefect. I am writing this email to inform you of an incident which took place on 26 September 2018.

I was on duty at the canteen at 10.15am when the incident happened. John. John Ong was queuing in front of the noodles stall when another student, Gina Lim, pushed him and jumped the queue. Gina asked John to let her purchase her food first as she was really hungry. However, John refused and was unhappy with Gina as he was first in the queue. Also, he had nearly landed on the floor when she pushed him. Gina flatly denied that he was lying.

At that moment, I approached the two of them and asked them to stop causing a commotion in the canteen. I told them I had no choice but to inform you about the incident. I hope you would look into this matter. Thank you.

Yours sincerely,

Peter Lee

5. Writing

6. Checking

- relating the incident to the Discipline Master, Mr Tan, in a email
- including **all** the key information in **grammatically correct** sentences
- using an appropriate tone

Dear Mr Tan,

My name is Peter Lee. I am a prefect. I am writing this email to inform you of an incident which took place on 26 September 2018.

I was on duty at the canteen at 10.15am when the incident happened. John. John Ong was queuing in front of the noodles stall when another student, Gina Lim, pushed him and jumped the queue. Gina asked John to let her purchase her food first as she was really hungry. However, John refused and was unhappy with Gina as he was first in the queue. Also, he had nearly landed on the floor when she pushed him. Gina flatly denied that he was lying.

At that moment, I approached the two of them and asked them to stop causing a commotion in the canteen. I told them I had no choice but to inform you about the incident. I hope you would look into this matter. Thank you.

Yours sincerely,

Peter Lee

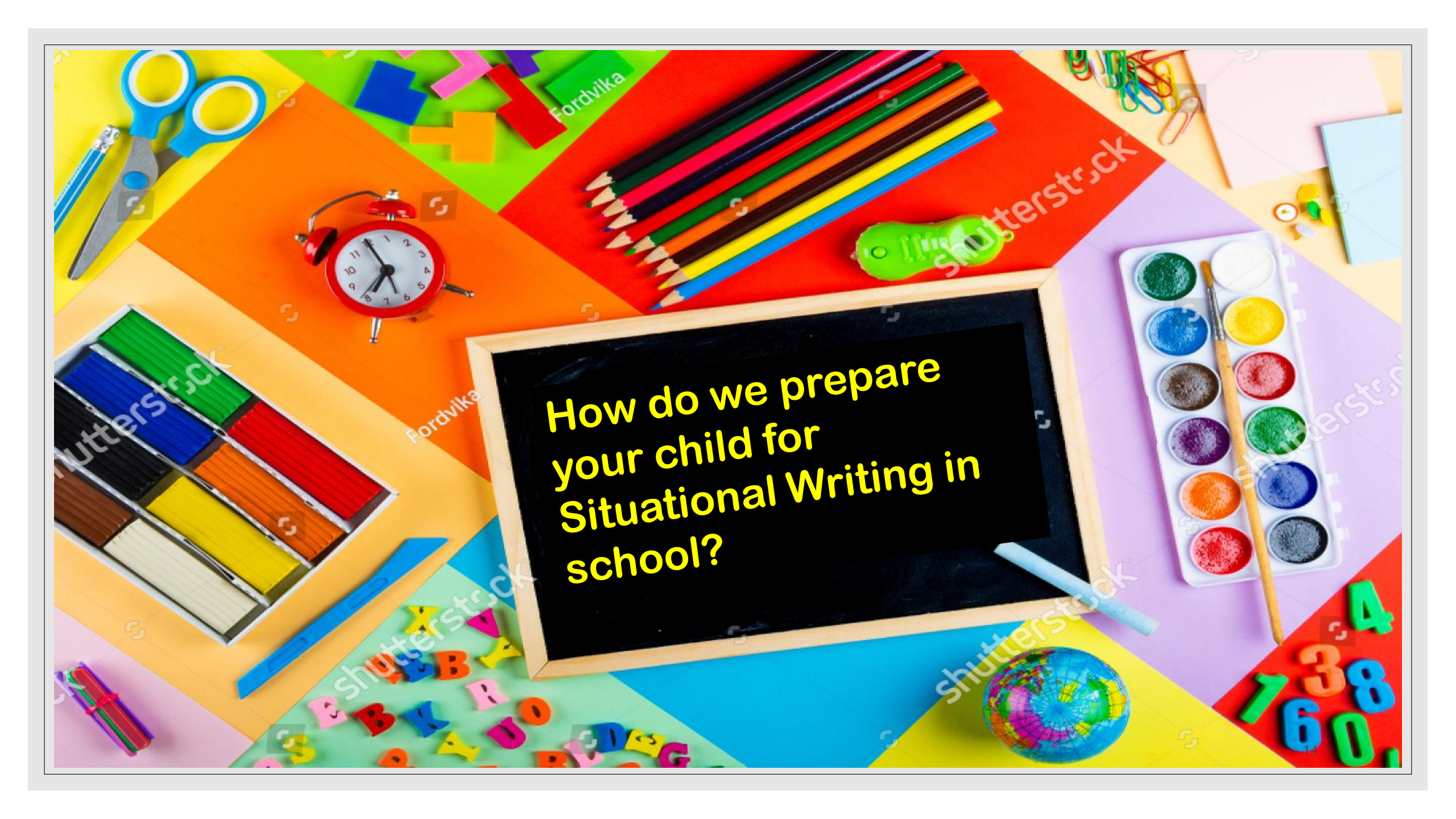
How the writing piece is assessed

Task fulfilment (6 marks)

- key information
- clear purpose, audience, context and tone

Language and organisation (9 marks)

- paragraphing, grammar, spelling, punctuation, sentence structure, sequencing of information

A vibrant collage of school and art supplies. In the center is a black chalkboard with a wooden frame, displaying the text 'How do we prepare your child for Situational Writing in school?' in yellow. Surrounding the chalkboard are various items: a red alarm clock, a pair of blue-handled scissors, a box of colored pencils, a green lightbulb, a watercolor palette with a brush, a small globe, a box of crayons, and scattered alphabet blocks. The background is a patchwork of bright colors like yellow, orange, red, green, and blue.

**How do we prepare
your child for
Situational Writing in
school?**

Situational Writing Structure of an Email / Letter

Fill in the blanks with

salutation

Complimentary Close

→

Dear

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How

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FORMAL

We use a formal tone when writing to a person with authority.

Tick (✓) the formal sentences.

1)	I hope prompt action will
2)	Do let me know if you need
3)	Hope to see you soon.
4)	I hope to receive a favour
5)	Kindly convey our apprec
6)	Please let me know if the
7)	Yours Sincerely, John Cena
8)	Cheers, Peter

Formal vs Informal

Informal
Has a greeting.
E.g. How are you?
Relaxed tone, may use exclamation
convey excitement
E.g. I have a piece of great news to
Informal choice of vocabulary

Examples

Salutation	Dear Mr Lim,
Purpose & Context	My name is Selena Ng and I was the prefect on duty during school recess on <u>1 February 2021</u> . I am writing to inform you about an incident that happened at the <u>school field</u> that morning.
Content	I saw a student, <u>Gavin</u> , <u>pulling the shirt of another student, Jacob</u> . Gavin had been playing football with his friend. Jacob had been playing with another group of boys and accidentally ran into Gavin. Gavin was upset because <u>Jacob had knocked into him and caused him to miss a goal</u> . I quickly alerted a teacher, Ms Teo. She told Gavin to <u>let go of Jacob's shirt</u> and <u>apologise to him</u> .
Personal Response	Please let me know if you need any other information. Thank you very much.
Complimentary Close Sign Off	Yours sincerely, Selena Chan

Salutation	Dear Principal of Victory Primary School,
Purpose & Context	I am Siti Sarah from Milton Primary School and I would like to commend two of your students.
Content	I was at Riverdale Public Library on Thursday, 15 March 2021 at around 3.30pm when a librarian tripped over the carpet and fell, dropping all the books she was carrying. Your pupils, Amy Tan and Devi Khan immediately rushed to her aid. I recognised their school uniform and saw their nametags. Amy helped the librarian to the nearest seat while Devi picked up all the scattered books.
Personal Response	I think your pupils were thoughtful and helpful. I hope you will commend their gracious act. Thank you.
Complimentary Close Sign Off	Yours faithfully, Siti Sarah

NAME:

CLASS:

PARENT'S SIGNATURE:

→

I hope

→

with

→

Choose

Situational Writing package

- Question booklet
- Answer booklet

How you can help your child

- Have timed practices at home – **15 minutes** including planning and checking
- Help your child identify the **Purpose, Audience, Context and Tone** for each situational writing exercise.
- Help your child to look for the **key information** in the pictures.



CONTINUOUS WRITING

Continuous Writing

Purpose and Intent

- Write creatively for a variety of purposes, audiences, contexts and cultures
- Develop, organise and express ideas coherently, cohesively, creatively and critically in writing

Continuous Writing

	EL	FEL
Content	20 marks	15 marks
Language	20 marks	15 marks
Total	40 marks	30 marks

Continuous Writing

- **Content**

- the relevance of ideas and storyline based on a given topic

- **Language**

- grammar, vocabulary, paragraphing, punctuation etc.

What are we
looking
out for?



Continuous Writing

Content

- Fully relevant ideas
- Highly interesting and thoroughly-developed composition

Language

- Language is accurate with hardly any errors in grammar, expression, spelling and punctuation
- Wide and appropriate use of vocabulary
- Very good sequencing, paragraphing and linking of ideas and facts


Write a composition of at least 150 words about **teamwork**.

Please refer to **PSLE 2018 Paper 1 Question Paper**

- Group project
- Group Presentation

- Cooking competition
- Surprise for Mother

- Team sport e.g.
basketball

A vibrant collage of school and art supplies. In the center is a blackboard with the text 'How do we prepare your child for Continuous Writing in school?'. Surrounding it are various items: a red alarm clock, a pair of blue-handled scissors, a box of colored pencils, a set of watercolor paints with a brush, a small globe, a box of crayons, a green lightbulb, a set of alphabet blocks, and a set of number blocks. The background is a mix of bright colors like yellow, orange, red, and blue.

**How do we prepare
your child for
Continuous Writing in
school?**

Writing in GDPS

Writing

What things happen?
What clues are there?
What is said? How do you
build up the excitement?

Introduce the main
characters and describe
the setting. What will your
opening sentence be?

2. The Build-Up

1. The Beginning

NAME: _____

CLASS: _____

PARENT'S SIGNATURE: _____

THE STORY MOUNTAIN

3. The Problem

Bullying Stage 3: Mini Lesson (Writing Skill) Characterisation & S.T.E.A.L

Name: _____ ()

The 5 elements of characterization can be explained with the acronym S.T.E.A.L.

SPEAK = What (dialogue) and how (speaker tags & tone) a character speaks



THOUGHTS = What a character thinks, believes, values, and what motivates them

EFFECTS on OTHERS = The relationships the character has with other characters

ACTIONS = How a character behaves, including how they react to people and situations

LOOKS = A character's physical appearance. This includes physical features, clothing, and accessories

What can you tell about the character from these examples?

S.T.E.A.L	Examples
 Speech	"What do you mean you are closed? I want to speak to the manager now!" demanded Mrs Tan.
	"Erm... ex...excuse me... but that is my pencil case," whispered Thomas shakily.
	"Oh wow... you are so brave to wear that dress! I would not have the nerve to wear that if I were as heavy as you!" exclaimed Regina.
 Thoughts	"Oh great. David's here... Soon, everyone will fuss over him, laughing at every silly thing he says," thought Sam.
	"Should I? It's wrong... but no one would know..." thought Siti.
	"I can do this. I can do this. It'll be done soon." These thoughts keep replaying in my mind.

Bullying Stage 4: Mini Lesson (Editing Skill) LIST OF EDITING SKILLS

Name: _____ ()

Date: _____

In this editing
lesson, I learnt to:

SPELLING

- Correct my spelling

PUNCTUATION

- Use appropriate punctuation at the end of sentences
- Punctuate dialogues correctly

GRAMMAR

- Use the correct tense
- Check that the verb agrees with the subject (Subject-Verb Agreement)

PARAGRAPHING

- Indent every paragraph
- Paragraph my composition correctly
- Eg:** Start a new paragraph for a change in speaker (dialogues)

SENTENCE STRUCTURES

Level 1:

- Start every sentence with a capital letter
- Write in complete sentences

Level 2:

- Vary sentence beginnings
- Eg:** then, suddenly, in the nick of time
- Use appropriate transition words
- Eg:** and, but, then, so, also, because
- Expand sentences using adjectives and adverbs.

Level 3:

- Vary sentence structures
- Eg:** shorten run-on sentences, lengthen clipped sentences

The Magic of 3

Hint 1: You *see / hear / feel* something. You look, it's nothing. You keep moving on.

Hint 2: You *see / hear / feel* something faint / vague. Again, you try to find out what it is but it is nothing unusual. You start to worry.

Hint 3: You *see / hear / feel* something. You turn. You find out what it is.

RED FLAG WORDS AND PHRASES

<i>Suddenly</i>	<i>Just then</i>	<i>All of a sudden</i>
<i>A moment later</i>	<i>In the blink of an eye</i>	<i>Without warning</i>
<i>The next thing I knew</i>	<i>Instantly</i>	<i>To my surprise</i>

Red Flag word/phrase: All of a sudden 1st Hint: heard some rustling

Reaction (no discovery) : twirled around, shone a torchlight at the bushes, heart racing

Red Flag word/phrase: The next thing I knew 2nd Hint: a shadow darting across the path, too fast, could not make out what it was

Reaction (no discovery) : stood frozen in my tracks, heart pounding wildly, imagining all sorts, wondering what to do

Red Flag word/phrase: To my utmost horror 3rd Hint: There was a pair of yellow eyes glinting in the light, tusks

Reaction to discovery : my throat constricted, could feel blood draining from my face, my mind screamed for me to run away but my limbs would not obey

Examples of Writing Skills Taught

◦ Building Suspense – Magic of 3

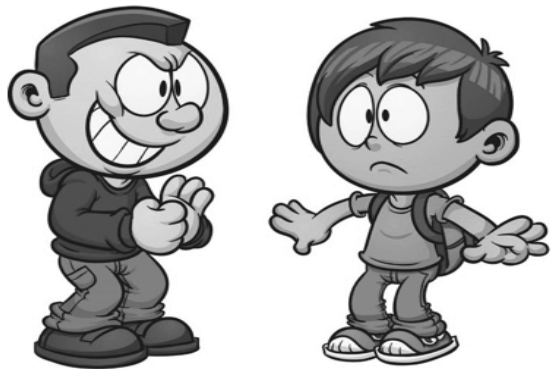
Look at how **S.T.E.A.L** is used to develop the character of **a bully victim**.



S.T.E.A.L	Elaboration
Speech	"I... I don't have any money today..." I stammered, failing miserably to hide the tremor in my voice.
Thoughts	Drake stood still. What would he do if he found out I lied? What would happen to me? Should I make a run for it? I would be beaten up into a bloody pulp if I stayed!
Effect on Others	All of a sudden, Drake raised his hand and I flinched. He found my reaction hilarious. He snorted and guffawed while I burned in humiliation.
Actions	I stopped cowering and pulled myself to my full height. I looked steadily into Drake's eyes and crossed my arms. He was thrown off by the sudden change in my demeanour.
Looks	I could see Drake assessing the situation. He realised that I was no longer shivering, fidgeting or mumbling. He also realised that I was no longer the same, short and scrawny Primary 3 boy.

NOTES

- S.T.E.A.L need not be used in sequence or all at the same portion in the story
- Not all aspects of S.T.E.A.L need to be elaborated. However, developing only a few aspects may result in a character that is not well-developed.



Examples of Writing Skills Taught

◦ Characterisation – S.T.E.A.L

You were a
You were b
but you trip
onto the flo
were **horrif**

Your teacher, Mrs Tan, found out that you had gone to play basketball instead of attending remedial.

“... ..” |
.....

“Explain yourself!” barked Mrs Lim angrily, eyebrows furrowed.

Name: _____ ()
Date: _____

Instructions: Rewrite the following scenario by adding dialogue. Be sure to add a saying verb, emotion and action in the speech tag.

Your teacher, Mrs Tan, found out that you had gone to play basketball instead of attending remedial.

[illegible]

Name: _____ ()
Date: _____

Instructions: Rewrite the underlined sentence using Show Not Tell.

[illegible]

The Write Project

a project by the English Department



WELCOME, GREENDALITES!

You have reached the place where stories come alive!

Only a select few have been granted the privilege of entering this realm.

Prove that you are one of them. Click **HERE** and key in the password.

Hint: Check SLS announcements for the password!

All Cate

- Book R
- Comic
- From M
- From S
- Inform
- Jokes
- Person
- Poems
- Primar
- Primar
- Primar
- Primar
- Primar
- Primar
- Short S

They tried it

So they de

They couldn't

But then the

Without the c

The result

Had marbles

But Mum mad

She said, "You c

So we hande

They did trip

I didn't care – gir

I didn't want

Trapped in a Lift

gdpswriteproject • October 11, 2021 • From September SLS collection, Primary 6, Short Stories • Edit



Photo by Kelly Lacy on Pexels.com

"Finally!" I thought, ecstatic that school was over. Exhausted by the long day at school, I rushed home so that I could relax. I soon reached the lift lobby. I patiently waited for the doors to open before I rushed in and pressed Level 7 repeatedly.

Suddenly, when the lift was in between Level 3 and 4, the fan of the lift stopped and there was pin-drop silence around me. The lift stopped. I was stunned, unable to comprehend the situation. At first, I tried to remain positive that the lift would restart in a couple of seconds but after a while, there was no denying it. I was trapped in the lift.

The Write project

Pupils are invited to submit their writing and selected pieces will be published.

How you can help your child

- Have timed practices at home – **50 minutes** including planning and checking
- Depending on your child's areas of improvement:
 - plan various storylines
 - build vocabulary (emotions & settings)

Building Vocabulary

- Range of emotions e.g. anger, fear, happiness, sadness etc.

Tell-Sentence	Show-Sentences
Mdm Nora was furious with me.	With her arms akimbo and eyebrow furrowed, Mdm Nora glared at me.

Building Vocabulary

- Different settings e.g. canteen, classroom, stadium, train station, park etc.

Tell-Sentence	Show-Sentences
I was at the crowded canteen.	The mouth-watering aroma of Tom Yum noodles filled my nostrils even before I reached the canteen. I could already hear utensils clanking and pupils chattering and laughing. I quickened my pace but my heart sank upon seeing the long snaking lines at my favourite stall.

How you can help your child

- Read model compositions with your child, paying attention to writing styles and descriptive phrases
- Encourage your child to apply the writing strategies they have learnt in class for their practice pieces (refer to writing packages)
- Cultivate a reading habit – A good reader makes a good writer



READING COMPREHENSION

OPEN-ENDED

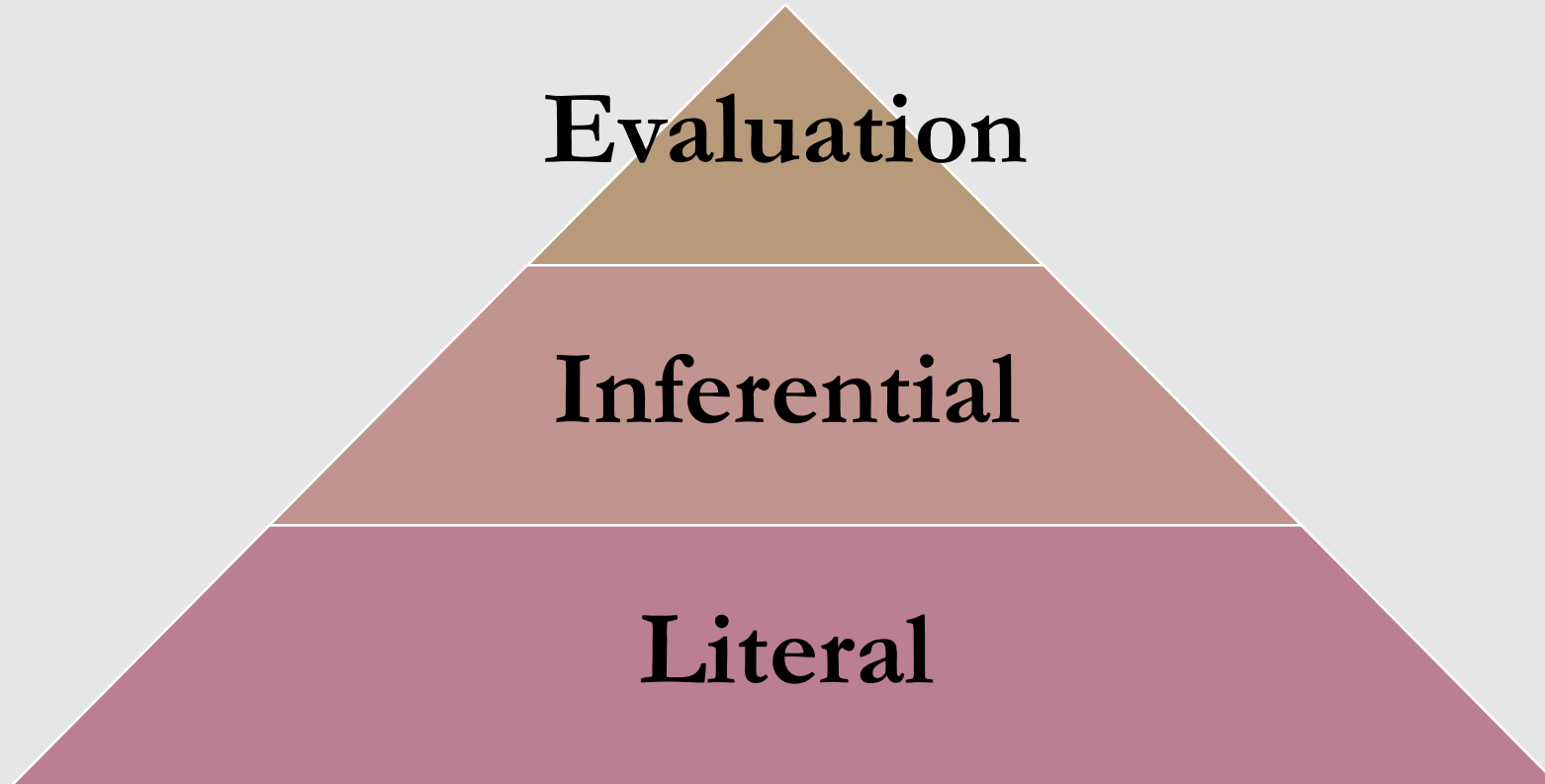
EL Paper 2 Booklet B

Components	No. of Items	Marks
Grammar Cloze	10	10
Editing	12	10
Comprehension Cloze	15	15
Synthesis & Transformation	5	10
Comprehension	5	20

Assessment Objectives

- Process and understand age-appropriate texts by focusing on literal and inferential meaning
- Analyse, evaluate and appreciate age-level texts by focusing on implied meaning, higher-order thinking and judgement

3 Levels of Reading Comprehension Skills



Literal Questions

- Require pupils to locate and identify **ideas explicitly stated in the text**

Examples:

'Where did James find the wallet?'

'Which two-word phrase shows that Peter had not taken his medicine?'

Inferential Questions

- Require pupils to use information from the text and prior knowledge as a basis for **conjectures and hypotheses**

Examples:

‘Do you think Kay realised his mistake at the end of the story? Support your answer with information from the text.’

‘What does Ryan’s reaction to the news tell us about him?’

Look at the table below. What do the words in the left column refer to in the passage? Write your answer in the column on the right.

Word(s) from the passage	What the word(s) refer(s) to
it (line 21)	
that (line 27)	

Evaluation Questions

- Require pupils to make an evaluative judgement by **comparing ideas** presented in the **text** and **their world knowledge, experience and values**

Examples:

'Explain fully with information from the text why it was wrong for John to steal the loaf of bread to feed his family.'

Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so.

	True/False	Reason
Roger always did well for his tests when Miss Wilson was in school.		
Roger and his classmates lay on the floor to rest.		

3 Levels of Reading Comprehension Skills

Evaluation



Requires pupil to make an evaluative judgement by **comparing ideas** presented in the **text** and **their world knowledge, experience and values**

Inferential



Requires students to use information from the text and prior knowledge as a basis for **conjectures and hypotheses**

Literal



Requires students to locate and identify **ideas explicitly stated in the text**

How do we prepare
your child for
Reading
Comprehension OE
in school?

GREEN
EN

READING



NAME: _____

CLASS: PRIMARY

PARENT'S SIGNATURE

- 3 Complete the table below to show what the boar at the beginning of the story

	Jenny's thoughts
About Jenny	pale and
About the boar	

- 4 How was the boar alerted to Jenny's

- 5 State what the boar did on two separate occasions.

(i) _____

(ii) _____

- 6 Explain Jenny's realisation which made her

- 7 Write 1, 2 and 3 in the blanks provided to show the order in which the events occurred in the passage. (1m)

_____ Jenny felt sad when she stared

_____ Jenny saw the wild boar for the first time

_____ Jenny heard stories about a wild boar

- 4 How did Charlie stop his father from falling further? [2m]

- 5 Based on information from lines 8 - 34, fill in the blanks in the following table. [3m]

How Charlie felt	What made Charlie feel that way	What Charlie did as a result
	the thought that his father might die	
relieved		He abseiled down to join his father while following his father's instructions

- 6 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
Charlie had never tried any rock climbing before Bighorn Crag.		
David was injured on his third climb at Bighorn Crag.		
David fell off the cliff because he dislodged a small stone.		

- 7 Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. [2m]

it (line 30)	
there (line 38)	

Reading Comprehension in GDPS

P5 Comprehension Booklets -

Level 2 – Strategy Practice (I)

Let's practice the strategy and

(passage extracted from STELLAR t

"Your great-

40 ticket system. In

expenses to Singa

Hint: Look back
to pay off this debt.

enough money to s

"Wasn't it h

45 John asked.

"He was to

things. Anyway it's

Instruction	Word(s) from the passage
Class discussion	2a) this debt (line 42)
It's my turn	2b) that (line 42)
It's my turn	2c) that kind of wor (line 44)

6 Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. [3m]

Word(s) from the passage	What the word(s) refer(s) to
a) that (line 45)	
b) that (line 100)	
c) a job like yours (line 154)	

7 Fill in each blank with one word. [2m]

How Jade reacted	How Jade felt	What made Jade feel that way
Jade was 	Jade was 	When the policewoman asked Jade if she had stolen from Centre City Books before (lines 74-78)

8 Tick ✓ the two words which best tell you the police's impression of Jade from lines 145 to 150. DO NOT TICK MORE THAN TWO BOXES. [2m]

- ☐ selfless
☐ resilient
☐ regretful
- ☐ proud
☐ repentant
☐ committed

9 Based on the passage, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]

	True/False	Reason
a) Mrs Hall gave Jade a fright at the doorway of the store.		
b) Jade only said sorry to Mrs Hall as an apology.		

10 Give two reasons to explain why Jade was "lucky in a lot of ways" (lines 158-159). [2m]

Reading Comprehension in GDPS

P6 Comprehension Booklets -

NAME:
CLASS:
PARENT'S S



REFERENCING QUESTIONS

How to identify a referencing question?

- You are given a referent e.g. it, there
- It is usually in a table form

E.g.

Word(s) from the passage	What the word(s) refer(s) to
there (line 30)	

WHAT TO DO

Step 1



Find the word or phrase correctly in the passage

E.g.

there (line 30)

- ✓ Check that you are looking at the correct line.
- ✓ It is usually in bold letters in the passage.

WHAT TO DO

Step 2

Be specific in your answer



All of us knew about the wild honeydew patch that lay neglected halfway between the school and the village where most of us lived. The honeydews that grew **there** were very small and never ripened.

E.g. there (line 30)

honeydew patch



WHAT TO DO

Step 3



Look before AND after the word or phrase

Sometimes the answer can be located a few sentences before/after the word/phrase.

WHAT TO DO

Step 4

Fill in the answer



Word(s) from the passage	What the word(s) refer(s) to
there (line 7)	the wild honeydew patch



HOW TO FIND THE ANSWERS?





STEP 1

Example 1

LOCATE THE WORD/PHRASE IN THE PASSAGE

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and confessed in a small voice, “It was me. I was **the one**.”

“The fruit was for my little sister, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”



STEP 1

Example 1

LOCATE THE WORD/PHRASE IN THE PASSAGE

Qn: Look at the table below. What do the words in the left column refer to in the passage?

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	



STEP 1

Example 1

LOCATE THE WORD/PHRASE IN THE PASSAGE

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and said, “It was me. I was **the one**.”

“The fruit was for her birthday,” I lied. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”

The referent is
usually in bold



STEP 2

Example 1

IDENTIFY WHETHER THE WORD/PHRASE REFERS TO A NOUN OR AN ACTION

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and confessed in a small voice, “It was me. I was the one.”

It’s a noun

“The fruit was gone, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”



STEP 3

Example 1

READ THE SENTENCES BEFORE AND AFTER THE WORD/PHRASE

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

My annotation

Someone had taken the honeydew.

I bowed my head guiltily and confessed in a small voice, “It was me. I was the one.”

The writer felt guilty and confessed.

“The fruit was for my little sister, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”

The writer had taken the honeydew.



STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF NECESSARY

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and confessed in a small voice, “It was me. I was the one.”

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	somebody has taken it





STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF NECESSARY

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	somebody has taken it

- ❑ pronoun too general and does not fit 'the one'
- ❑ 'the person' is a better replacement



STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF NECESSARY

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	somebody has taken it

- ❑ unclear what 'it' refers to
- ❑ again, not specific



STEP 4

Example 1

**TRANSFER THE ANSWER AND *REPHRASE* IF
NECESSARY**

CORRECT ANSWER:

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	the person who took the honeydew



TRUE / FALSE QUESTIONS

True / False Questions

- Compare written sources of information (in the question) with what is stated in the text to before judgement towards agreement and disagreement; and completeness and incompleteness.

True / False Questions

74 Based on lines 8-19, state whether each statement is true or false, then give one reason why you think so.

	True/False	
a) Nanny Choo was a total stranger to Po.		
b) Po's mother did not seem to care about his complaint.		
c) Po was sorry that he had complained about Nanny Choo.		

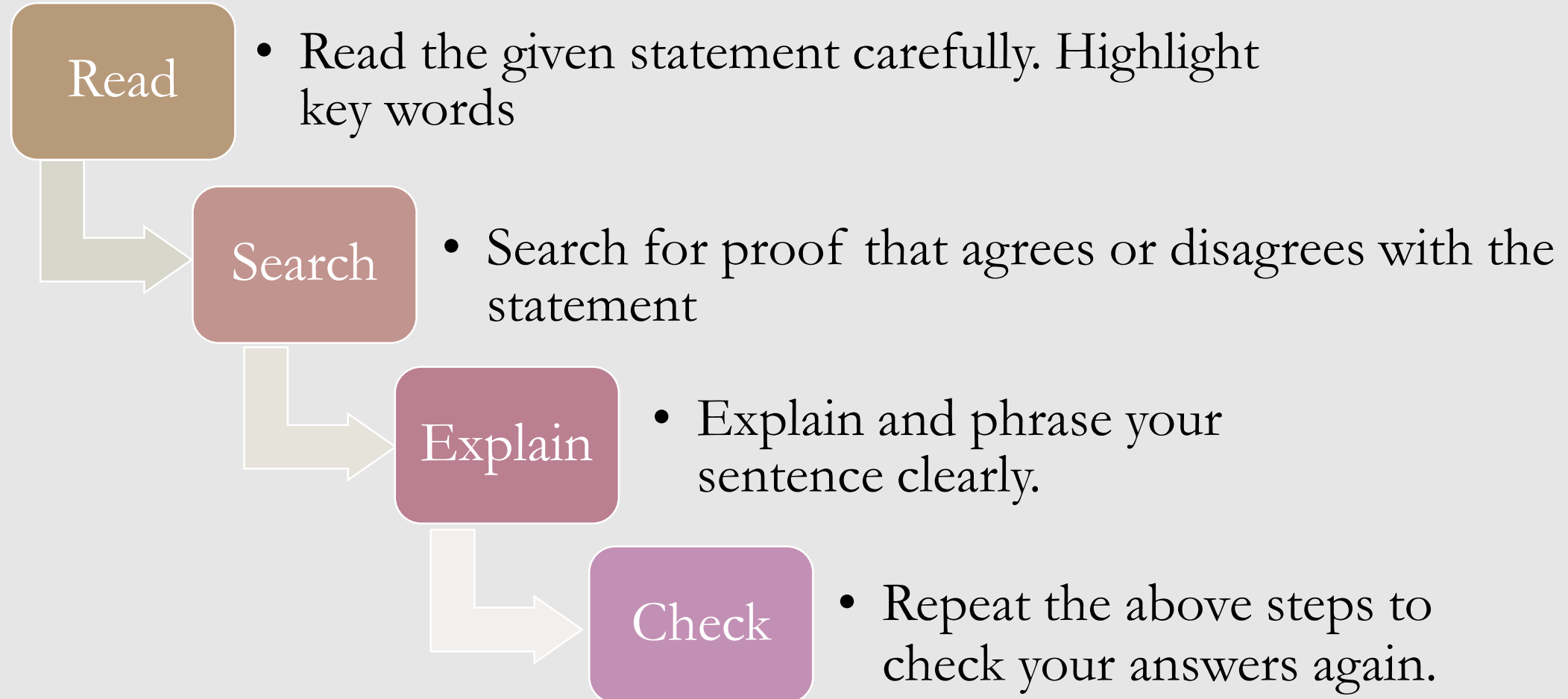
PSLE 2020

74 Based on lines 4-20, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]



	True/False	Reason
a) Dan denied being the last person to leave the dance room.		
b) Shanthi agreed with Bryan's first suggestion.		

PSLE 2019



True / False Questions





Bryan was thankful for his best friend. As they were friends since kindergarten, Ivan knew how badly Bryan had stuttered. He was subjected to many years of ridicule and humiliation. Because of that, Bryan learnt not to speak up in class and avoided public speaking altogether. Even though speech therapy had improved his speech by leaps and bounds, he only dared to speak to his family and closest friends.

	True / False	<div>Incorrect evidence</div>
Bryan <u>still</u> spoke with a bad stutter, even after speech therapy.	True 	Ivan knew how badly Bryan had stuttered. 

Bryan was thankful for his best friend. As they were friends since kindergarten, Ivan knew how badly Bryan had stuttered. He was subjected to many years of ridicule and humiliation. Because of that, Bryan learnt not to speak up in class and avoided public speaking altogether. Even though speech therapy had improved his speech by leaps and bounds, he only dared to speak to his family and closest friends.

	True / False	Merely stating the opposite.
Bryan <u>still</u> spoke with a bad stutter, even after speech therapy.	False 	Bryan did not speak with a bad stutter. 

Bryan was thankful for his best friend. As they were friends since kindergarten, Ivan knew how badly Bryan had stuttered. He was subjected to many years of ridicule and humiliation. Because of that, Bryan learnt not to speak up in class and avoided public speaking altogether. Even though speech therapy had improved his speech by leaps and bounds, he only dared to speak to his family and closest friends.

	True / False	Reason
Bryan <u>still</u> spoke with a bad stutter, even after speech therapy.	False 	Speech therapy had improved Bryan's speech by leaps and bounds. 



“Hey, B... B...Bryan! Why d...d...didn’t you s... s... say anything?”
Shawn called out mockingly when class had ended. Used to his taunts and snickers, Bryan ignored him as he packed his belongings.

Use of Proper Nouns instead
of pronouns.



	True / False	
Shawn knew that Bryan had a stutter.	True	<u>Shawn</u> made fun of <u>Bryan</u> by stuttering. / <u>Shawn</u> called out mockingly to <u>Bryan</u> when the class ended.

“Stop it, Shawn!” snapped Ivan as he steered Bryan out of the classroom. Bryan sighed deeply. Shawn had claimed that since Bryan was so afraid of speaking up, he would present their project to the class. However, Shawn insisted that Bryan had to do the rest of the work Bryan wished he could do something to stop Shawn from taking over the class.

Lifting / Including
dialogues in answers.

	True / False	Reason
Ivan was a good friend to Bryan	True 	“Stop it, Shawn!” snapped Ivan as he steered Bryan out of the classroom. 

“Stop it, Shawn!” snapped Ivan as he steered Bryan out of the classroom. Bryan sighed deeply. Shawn had claimed that since Bryan was so afraid of speaking up, he would present their project to the class. However, Shawn insisted that Bryan had to do the rest of the work Bryan wished he could do something to stop Shawn from taking advantage of him.

	True / False	Reason
Ivan was a good friend to Bryan	True 	Ivan stopped Shawn from mocking Bryan. 

Answering True / False Questions

- Avoid giving direct opposite statement. Look for proof in the passage
- Avoid using pronouns such as 'he', 'she', 'it', 'they' etc. in the first instance. Mention the noun clearly.

Jaime

- E.g. She screamed the moment when she fell off the chair.

- Avoid lifting sentences and dialogues from the passage. Rewrite them in your own words.

How you can help your child

- Get your child to **reading widely**, consistently and exposing your child to a wide variety of text types and general knowledge helps expand his/her prior knowledge.
- Take a look at the types of questions and see which ones your child needs some help with and provide them with **practice** to answer those questions **with rigour**.
- Ensure your child **annotate** the key words and ideas in the question stems as they practise answering comprehension questions

Thank
you