

# EL Middle 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

**Components of an EL  
paper**

**Paper 1  
Continuous Writing**

**Oracy  
Reading Aloud**

**Oracy  
Stimulus-based  
Conversation**



# Components of an EL Paper (Middle Primary)

# Components of an EL paper (P3 and P4)

	<b>Marks</b>	<b>Duration</b>
<b>Paper 1 Continuous Writing</b>	20 marks	50 mins
<b>Paper 2</b>	50 marks	1 hour 15 minutes
<b>Oral</b>	16 marks	About 20 minutes
<b>Listening</b>	14 marks	About 40 minutes
<b>Total</b>	<b>100 marks</b>	



# Paper 1

## Continuous Writing

# Continuous Writing (P3 & P4)

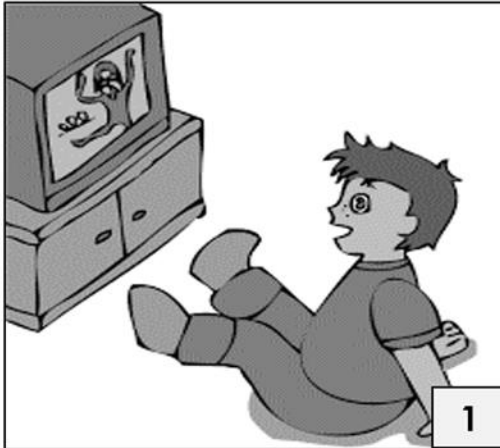
## Purpose and Intent

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

# Creative Writing

# P2

## Beginning

Beetle [illegible]



# P3

# P4

GREE

## Lost in a Mall Stage 1: Pre-Writing WRITING PROMPT

Name: \_\_\_\_\_ ( )

Write a composition of at least 100 words about the day you were lost in a mall.

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 were you doing at the mall?
- What happened at the mall?
- How did you feel when you realised that you were lost?
- What happened in the end?

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

### Helping words:

- newly-opened mall
- spacious
- excited
- curious
- window display
- wandered off
- panicked
- burst into tears

NAME: \_\_\_\_\_

CLASS: PRIMARY 3

PARENT'S SIGNATURE: \_\_\_\_\_

## GREENDALE PRIMARY SCHOOL WRITING PACKAGE PRIMARY 4



## COMPOSITION 1: A DISRUPTED TRAIN SERVICE

NAME: \_\_\_\_\_

CLASS: PRIMARY 4 -

PARENT'S SIGNATURE: \_\_\_\_\_

## A Disrupted Train Service Stage 1: Pre-Writing WRITING PROMPT

Name: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

Write a composition of at least 120 words about the day you experienced a disrupted train service.

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:

- Why was there a train disruption?
- What did the commuters do?
- How did the commuters feel?
- What happened next?

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

### Helping words:

- peak hour
- crowded
- platform
- packed like a can of sardines
- bus service
- late for school
- worried
- rushed to board





**Lost in a Mall**  
**Stage 1: Pre-Writing**  
**WRITING PROMPT**

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P3

**A Disrupted Train Service**  
**Stage 1: Pre-Writing**  
**WRITING PROMPT**

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- crowded
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- bus service
- late for school
- worried
- rushed to board



P4

**What are we  
looking  
out for?**



# Continuous Writing (P3 & P4)

	<b>EL</b>	<b>Duration</b>
<b>Content</b>	10 marks	50 mins
<b>Language</b>	10 marks	
<b>Total</b>	<b>20 marks</b>	

# Continuous Writing

## Content

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

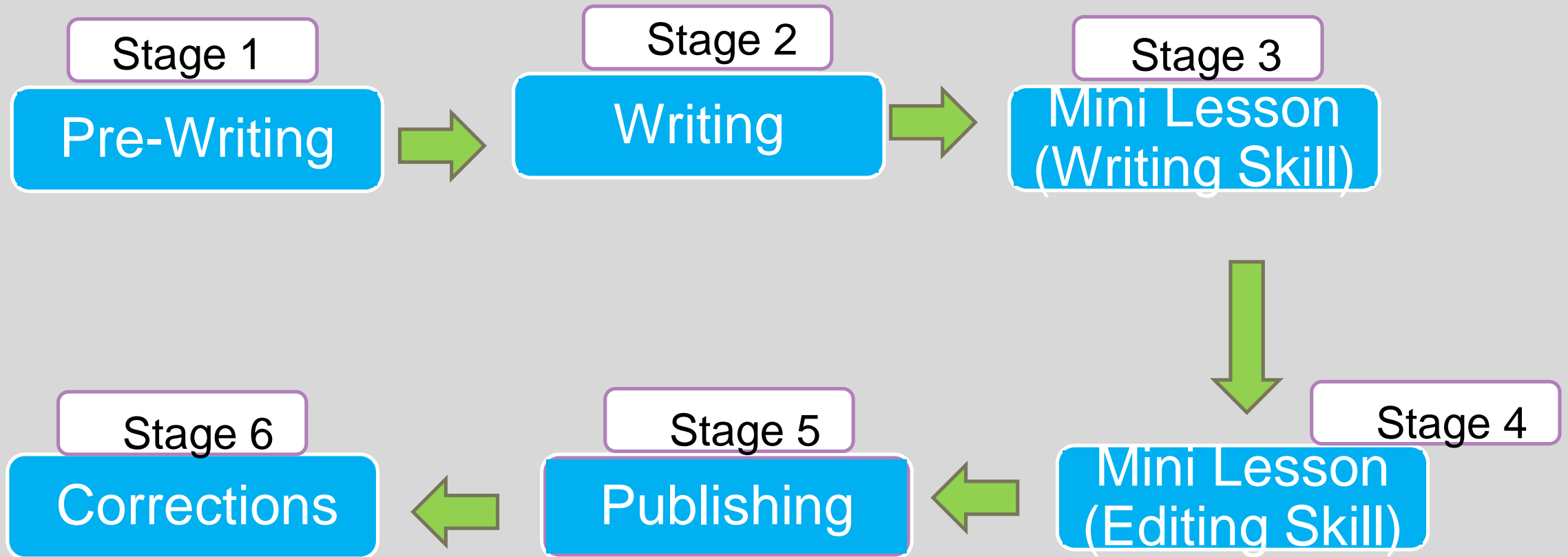
## Language

- 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



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

# Writing Process (P3 & P4)



# Writing Process (P3 & P4)

Stage 1

Pre-Writing



## Lost in a Mall Stage 1: Pre-Writing WRITING PROMPT

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Date: \_\_\_\_\_

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- burst into tears



## Story Mountain

- Refer to Writing Package



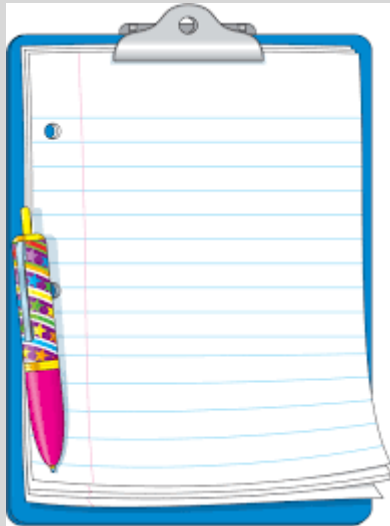
# Writing Process (P3 & P4)

Stage 2

Writing

Stage 3

Mini Lesson  
(Writing Skill)




**Show  
Not  
Tell**

Lost In a Mall  
Stage 3: Mini Lesson (Writing Skill)  
SHOW NOT TELL

Name: \_\_\_\_\_ ( ) Date: \_\_\_\_\_

Show, Not Tell is a writing skill which allows the reader to experience the story through actions, words, thoughts, senses, and feelings.



MENTOR TEXT 1

## **Tell sentences:**

My parents and I were going to the new mall. **I was excited.**

## **Show sentences:**

My **eyes lit up** and my **lips curled into a wide grin.** My **cheeks flushed red** as I tried to contain my excitement. I **ran towards my father** and **enveloped him** in a big hug.

# Writing Process (P3 & P4)

Stage 4

Mini Lesson  
(Editing Skill)



What is a paragraph?

A paragraph is a  
larger piece of  
writing that is a  
sequence of related  
sentences.

How do we start a paragraph?

Step 1: Leave a space.

Step 2: Leave a space.

## SPELLING

- Correct my spelling

## PUNCTUATION

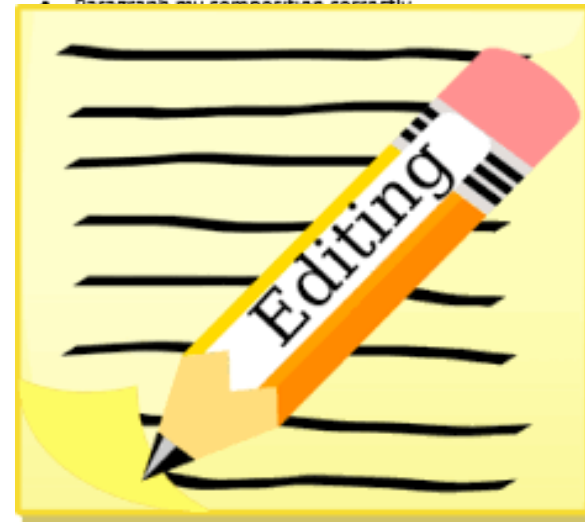
- Use appropriate punctuation at the end of sentences
- Punctuate dialogues correctly

## GRAMMAR

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

## PARAGRAPHING

- Indent every paragraph
- Paragraph my composition correctly



In this editing lesson, I learnt to:

# Writing Process (P3 & P4)

Stage 5

Publishing



Stage 6

Corrections



## Train Disruption

It was a Monday morning and I was going to school. I was in a secondary school and I had to go by train or bus. It was 7.00 a.m. and I was rushing to

reach the train station. **My heart sank** when I saw the station. It was my first time and I had no choice but to push my way through. As **I jostled and** I **saw people frowning at me**. My mouth fell open when I **was packed like a can of sardines!**

"Excuse me!" I exclaimed as I made my way through to the train.

On the train, I **saw a man lingering by the door**. **His eyes glued** to the door. I noticed the people rushing into the train. Suddenly, while going on the train's lights started to flicker and **the train jerked very to an abrupt halt**. All the commuters were shocked as they stood motionless. The lights and air-conditioners were down and the whole train was silent for a moment. After ten minutes, we heard an announcement from the **speakers**.



# 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 Cat

- Book
- Comi
- From
- From
- Infori
- Joke:
- Persc
- Poen
- Prim.
- Prim.
- Prim.
- Prim.
- Prim.
- Prim.
- Shor

The

## Trapped in a Lift

Sc

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

They c

But

Withc

Th

Had

But M

She saic

So we

They

I didn't c

I didr




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

- Invited pupils to submit writing pieces of their choice
- 2022: Prompts will be provided





How can you help your  
child?

# How you can help your child

- Read extensively
- 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)



# Paper 2

# Components of an EL paper 2 (P3 and P4)

Components	Primary 3	Primary 4
Grammar MCQ	8 questions	8 questions
Vocabulary MCQ	6 questions	6 questions
Grammar Cloze	2 passages 8 questions	2 passages 8 questions
Editing	3 questions	
Vocabulary Cloze	1 passage	
Comprehension Cloze		1 passage
Sentence Manipulation	3 questions	4 questions
Comprehension (open-ended)	2 passages	2 passages



# Paper 2 (Primary 3 & 4)

## Section A: Grammar

For each question answer. Make your choice (1, 2, 3 or 4). Write the letter (A to F) in each blank. **USE EACH WORD ONLY ONCE.** (4 marks)

1. Maria and next week.

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

2. The teacher by \_\_\_\_\_

- (1) itself
- (2) myself
- (3) you
- (4) there

3. David was uncomfortable

- (1) few
- (2) little
- (3) many
- (4) much

## Section B: Vocabulary MCQ

For each question from 9 to 14, four options are given. Make your choice (1, 2, 3 or 4). Write the letter (A to F) in each blank. **USE EACH WORD ONLY ONCE.** (4 marks)

9. Some \_\_\_\_\_ surrounded the not help him.

- (1) viewers
- (2) onlookers
- (3) spectators
- (4) passengers

10. Mrs. Lim is doing a \_\_\_\_\_ to find

- (1) test
- (2) survey
- (3) contest
- (4) competition

11. It has not rained for two weeks. The

- (1) as hot as lava
- (2) as dry as a bone
- (3) as smooth as silk
- (4) as tough as leather

## Section C: Grammar Cloze

### Passage 1

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 EACH WORD ONLY ONCE.** (4 marks)

- |        |         |          |
|--------|---------|----------|
| (A) it | (B) us  | (C) our  |
| (D) he | (E) his | (F) them |

It was a frightening experience for John and Sarah. Both of (15) \_\_\_\_\_ were relieved that they were finally safe from the bear. Sarah had used thick branches to hit (16) \_\_\_\_\_.

"Let's pack (17) \_\_\_\_\_ things and head home," Sarah said as she picked up both their bags. John nodded (18) \_\_\_\_\_ head. He folded the mats and the tent. He hoped that they would not have to face the bear again.

### Passage 2

Read the passage carefully. **Underline the correct word** from the words given in the brackets. (4 marks)

Henry is a student who enjoys reading. He (19) [ pick / picks ] up any book and instantly, his world is transformed. His favourite book (20) [ is / are ] "Harry Potter and the Sorcerer's Stone". Sometimes, Henry's parents buy books for him or (21) [ take / takes ] him to the library. His siblings (22) [ love / loves ] reading too. They can spend hours in the library every weekend.

- Grammar MCQ
- Vocabulary MCQ
- Grammar Cloze

# Paper 2 (Primary 3 & 4)

## Class Work:

1. Jane can mak

\_\_\_\_\_ or \_\_\_\_\_

2. The teacher h

Either \_\_\_\_\_

## Group / Pair Work

3. Jay can buy a

\_\_\_\_\_ or \_\_\_\_\_

4. The black box

Either \_\_\_\_\_

## Section F: Comprehe

Read the passage care



My father and I heard a lady crying for her handbag and ran and said that the thief figure sprinting away.

My father told r might be armed and hesitation, my father g what had happened. I

Twenty minutes arrived and apprehen

The lady was gr but we declined. St commended us for ou receiving a "Good Citi our award in the glass day to arrive!

For Q31 to 33, read each statement and tick ✓ "True" or "False". The first example has been done for you.

[3m]

	Statement	True	False
Example	A thief snatched the lady's handbag.	✓	
31.	The writer and his father were walking to the shopping mall when the incident happened.		
32.	The thief ran towards the park.		
33.	The writer's father caught the thief by himself.		

34. Tick ✓ your chosen answer.

The writer did not help to chase the thief as \_\_\_\_\_. [1m]

☐  
☐  
☐

it was dangerous

he wanted to stay with the lady

his father gave chase immediately

35. How did the writer help the lady?

a. \_\_\_\_\_ [1m]

b. \_\_\_\_\_ [1m]

- Sentence Manipulation
- Comprehension

# Paper 2 **P3**

## **P4**

### Section D: Vocabulary

Read the passage carefully and write its letter (A, B, C, D or E) in the box.

### Section E: I

Each of the boxes.

(A) clean

(E) fastest

Sally

Singapore h

(23) \_\_\_\_\_

time to get from place

heavy rain could cause

not do well.

(31)

The seats on

important as some (2)

was trueli h

Littering, eating

keep the trains (27) \_

It is also safe to

to (28) \_\_\_\_\_

she would s

somewhere, hop on a

### Section D: Comprehension Cloze

Fill each blank with a suitable word.

(4 marks)

It was Amirah's tenth birthday. Her parents bought her a bicycle as a birthday (23) \_\_\_\_\_. She was thrilled because she had always wanted to learn how to cycle.

The next day, her father took her to the park to try (24) \_\_\_\_\_ her new bicycle. Amirah was nervous. Her father told her to pedal slowly and look straight ahead at the nearby trees. Within a few seconds, Amirah lost her (25) \_\_\_\_\_. She fell to the ground with a loud thud and tears rolled down her cheeks.

"It's all right! Try again," encouraged her father. Amirah (26) \_\_\_\_\_ away her tears and got up. Soon, she was able to cycle. She was delighted that she could finally cycle.

- Editing for Spelling (P3)
- Vocabulary Cloze (P3)
- Comprehension Cloze (P4)





# Listening

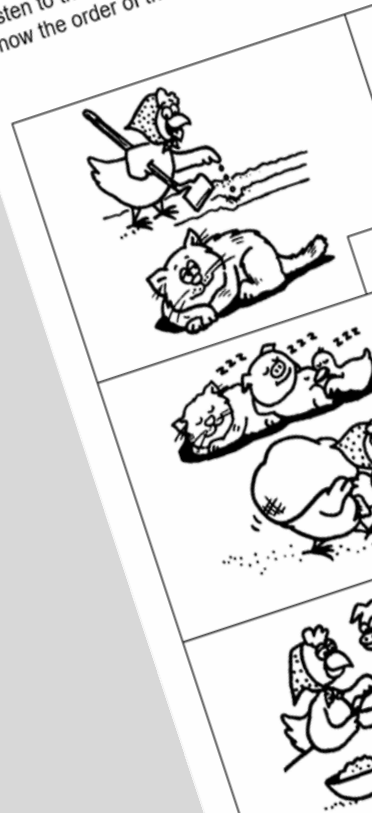
# Listening

## Primary 3 Listening Comprehension Booklet 1

Unit		Learning Focus	Page Number
1.	LISTENING ACTIVITY 1 Draw a Monster!	Listening for details for varied purpose	3
	LISTENING COMPREHENSION PRACTICE 1	14	4
2.	LISTENING ACTIVITY 2 Red Light Green Light!	Listening for details for varied purpose	-
	LISTENING COMPREHENSION PRACTICE 2	14	7
3.	LISTENING ACTIVITY 3 Story Sequencing	Listen and be able to identify gist / main idea	10
	LISTENING COMPREHENSION PRACTICE 3	14	11

## Story Sequencing

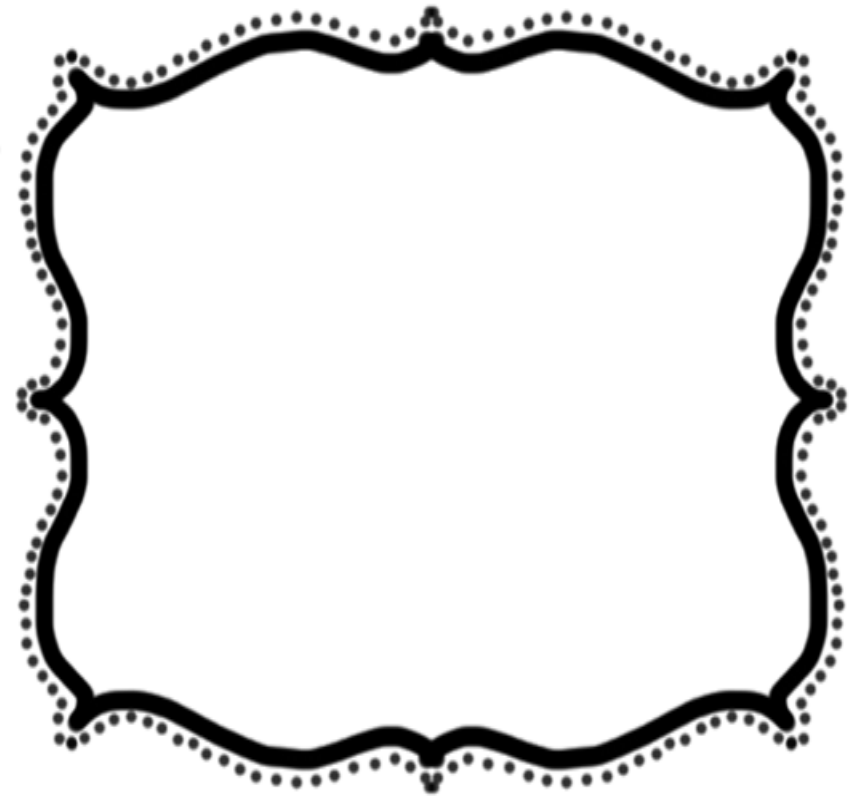
Listen to the story "Little Red Hen" and write in order to show the order of the story.



Monster 1

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!



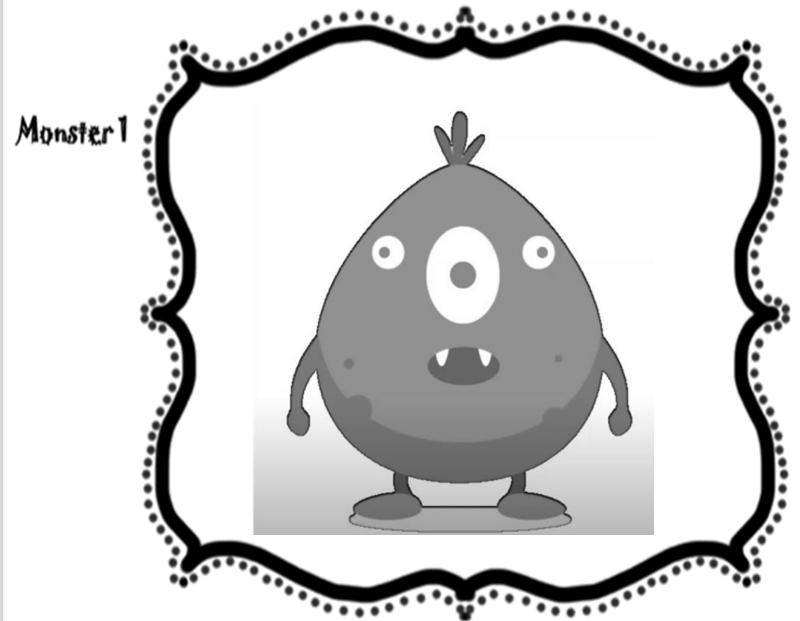
# Listening

## Monster 1:

- It is short, stout, and shaped like a pear.
- It has one big eye and two small eyes.
- It has a small mouth
- It has two sharp teeth
- It has three short hairs.
- It has two short legs and two short arms.

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!



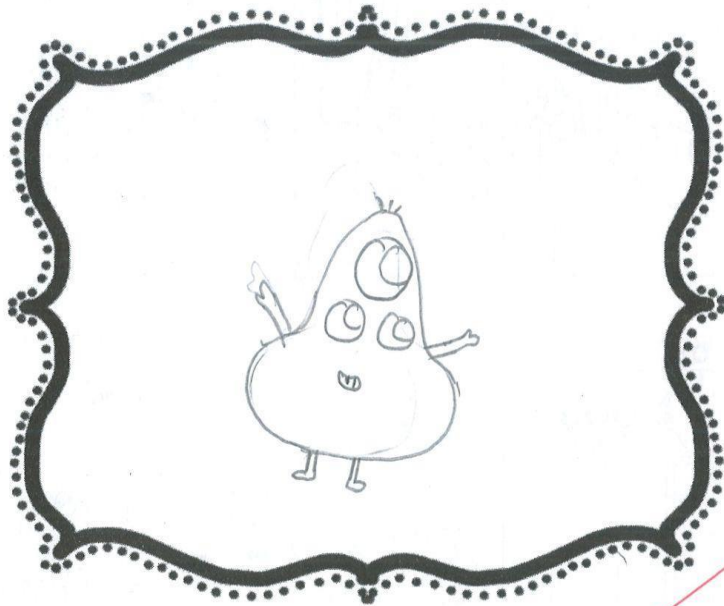
UNIT 1 Date: 17 January 2022

### Activity 1

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!

Monster 1



17 January 2022

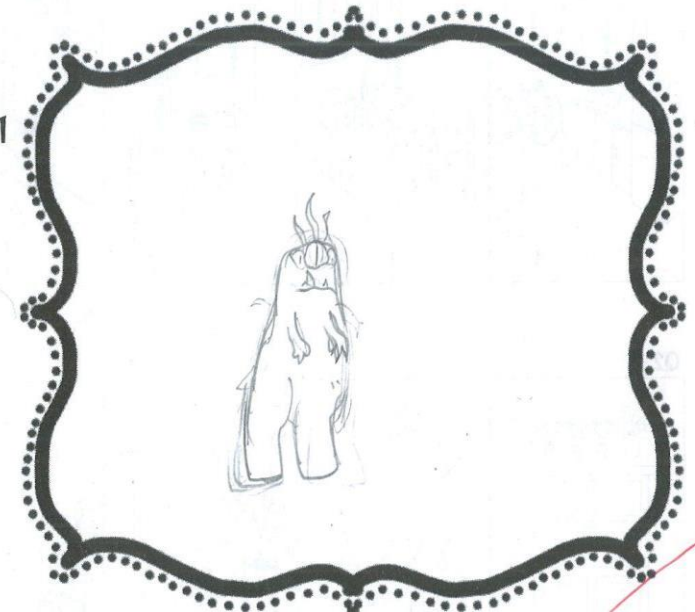
UNIT 1

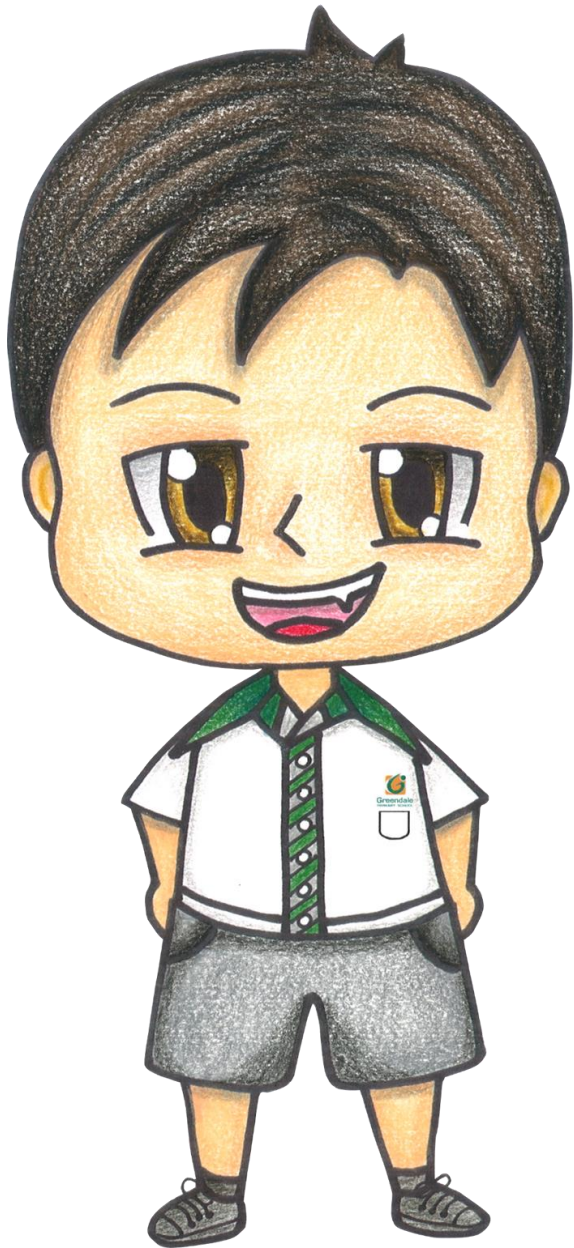
### Activity 1

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!

Monster 1





# Oral Examination

- Reading Aloud
- Stimulus-based Conversation



# Reading Aloud

# Reading Aloud

## Purpose and Intent

Develop accuracy and fluency in reading, in terms of

- good pronunciation and clear articulation
- appropriate rhythm and stress
- appropriate variation of pitch and tone

*Adapted from EL Syllabus 2020*



# Reading Aloud

	Marks
Reading Aloud	6
Stimulus-based Conversation	10
Total	16

Total time  
given for  
preparation:  
**4 minutes**

**What are we  
looking  
out for?**



# Reading Aloud

- **Clear and consistently good pronunciation.**
- Read every single word in the passage.
- Avoid skipping any words, even if they are unsure.
- Break the unfamiliar word into syllables, blend and pronounce it.

# Reading Aloud

- Fluent reading delivered with appropriate pauses and without hesitations.
- Read at a consistent speed.
- Avoid reading using a monotonous tone.
- Pause at appropriate places.
- Chunk words into meaningful units.

# Reading Aloud

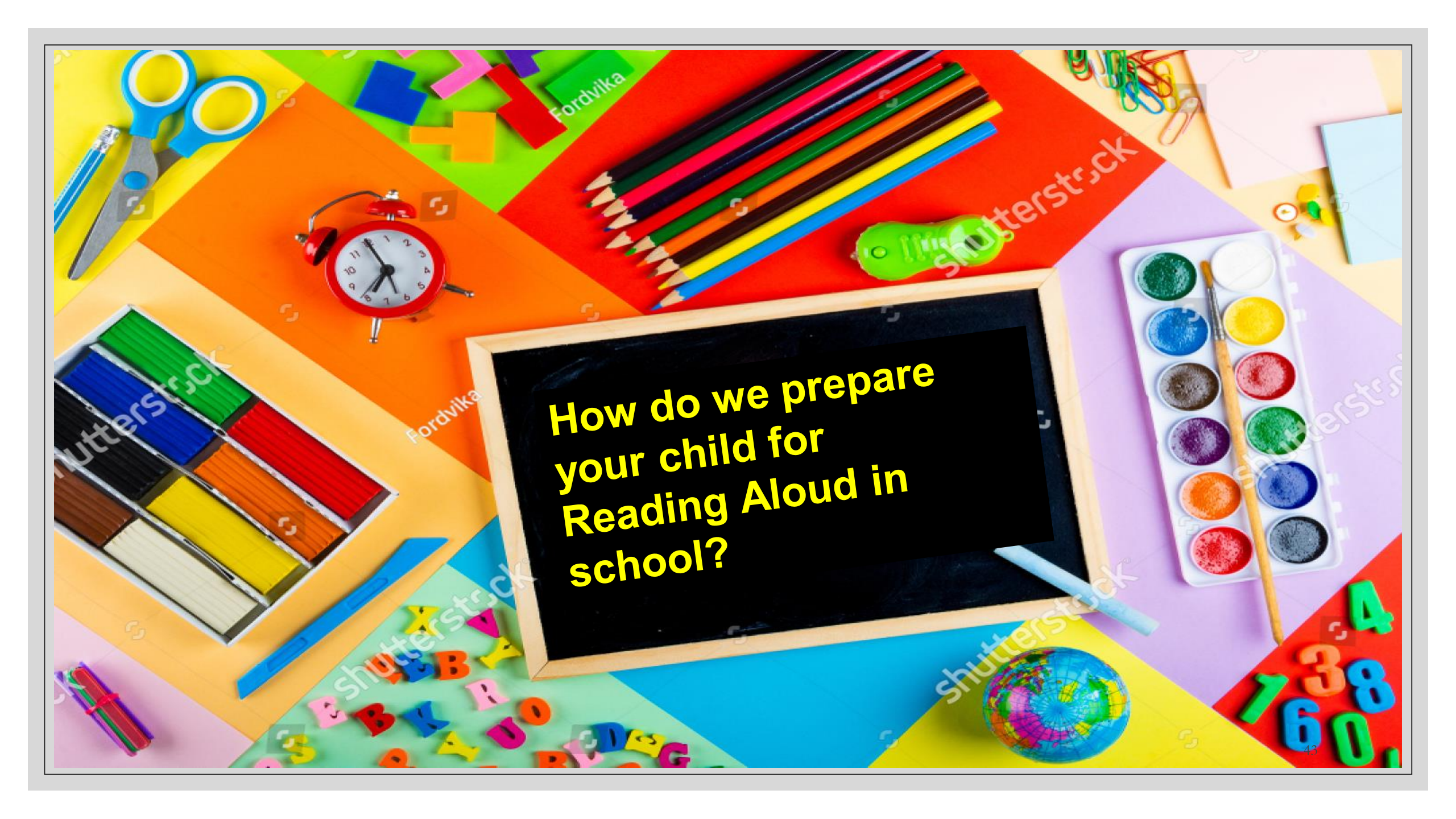
- Appropriate variation of pitch and tone.
- ✓ Read with expression.
- ✓ Look out for dialogues.
- ✓ Stress on the correct words.

# Reading Aloud



One day, to Sam's horror, Paul suggested, "Come on, Sam! Let's take the stairs!"



A vibrant collage of various school and office supplies arranged on a multi-colored background. In the center is a black chalkboard with a wooden frame, containing the text 'How do we prepare your child for Reading Aloud in school?'. Surrounding the chalkboard are numerous items: a pair of blue-handled scissors, a red alarm clock, a box of colored pencils, a set of watercolor paints with a brush, a small globe, a box of markers, a green eraser, a string of colorful paper clips, and several colorful geometric shapes and alphabet blocks. The background is composed of large, overlapping triangles in shades of yellow, orange, red, purple, and blue.

**How do we prepare  
your child for  
Reading Aloud in  
school?**

GREENDALE PRIMARY SCHOOL  
ENGLISH DEPARTMENT

# READING

## *ALOUD*

&



PRIMARY 3  
Worksheet 3

NAME: \_\_\_\_\_ ( )

CLASS: PRIMARY 3 -

Take one sound.

1:

Phlegm	Physician
Heasant	Physic
Phew	Phrase
Phantom	Pharmacist

Write out each word.

at	Their
se	Thermos
rk	Then
in	Them

Start early when you are reading aloud.

When you are reading, humming or flowing sounds, **you** *wily and hold it a bit longer.*

Read at speed








How can you help your  
child?

# How can you help your child?

- Get your child to practise reading aloud regularly.
- Listen to them when they read. When your child skips or mispronounces a word, point to the word, say it, and have your child repeat it.

# How can you help your child?

- Go to online dictionary to check the correct pronunciation of words.
- Get your child to record his/her reading and play it back to hear how he/she sounded.



# Stimulus-based Conversation



# Stimulus-based Conversation

## Purpose and Intent

- Ability to express ideas clearly through speaking.
- Use accurate grammatical features of spoken language.  
*(pronunciation, articulation, expression, correct use of volume, stress and intonation to convey meaning)*
- Speak confidently for a variety of purposes, audiences and contexts.

**What are we  
looking  
out for?**



# Stimulus-based Conversation

Provide well-developed responses to questions.

- Avoid one-word answers
- Elaborate their ideas
- Share their own personal experiences

# Stimulus-based Conversation

Use a wide range of appropriate vocabulary.

**Instead of...**

**Try...**

**I like...**

- I am fond of
- I am passionate about
- I am interested in

**It is nice...**

- delightful
- spectacular
- stunning

# Stimulus-based Conversation

Use varied sentence structures.

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"><li>• Furthermore</li><li>• Also</li><li>• Too</li><li>• Next</li><li>• Secondly</li><li>• Second</li><li>• And</li><li>• Or</li><li>• Nor</li><li>• First</li></ul> | <ul style="list-style-type: none"><li>• Last</li><li>• Lastly</li><li>• Further</li><li>• Again</li><li>• In addition</li><li>• As well</li><li>• Then</li><li>• Moreover</li><li>• Besides</li><li>• Specifically</li></ul> | <ul style="list-style-type: none"><li>• To illustrate</li><li>• For example</li><li>• Such as</li><li>• For instance</li><li>• Still</li><li>• Finally</li><li>• Along</li><li>• Uniquely</li><li>• And all</li><li>• Like</li></ul> | <ul style="list-style-type: none"><li>• As revealed by</li><li>• By the same token</li><li>• To demonstrate</li><li>• In line manner</li><li>• Likewise</li><li>• Along with</li><li>• Not only ... but also</li><li>• What's more</li><li>• Except for</li><li>• By the same</li></ul> |
|--|--|--|---|

# Stimulus-based Conversation


Able to introduce new ideas into the conversation.

- Draw on their prior experiences or interests

Expresses ideas clearly and interacts well.

- Does not rely heavily on examiner's prompts



A vibrant collage of school and art supplies. In the center is a black chalkboard with a wooden frame. Surrounding it are various items: a red alarm clock, a pair of blue-handled scissors, a box of colored pencils, a paint palette with a brush, a small globe, a box of crayons, a green lightbulb, a string of colorful paper clips, a set of colorful geometric blocks, and a collection of colorful alphabet blocks. The background is a patchwork of bright colors like yellow, orange, red, green, blue, and purple.

**How do we prepare  
your child for  
Stimulus-based  
Conversation in  
school?**



**This funny, fascinating book**  
**is full of the silliest,**  
**strangest and weirdest**  
**names from around the world**  
**will keep you and your friends**  
**highly entertained!**

ISBN 388053101-3



## Games Fiesta

23 May 2019, Friday

Relax and have fun after the exams!

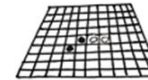
Team relays



Board games



Ball games



Lots of prizes  
to be won!



Question: (a) Look at the picture. Would you be interested to read this book? Why / Why not?

Use the PEEL Structure as a guide	Sample response
<b><u>P</u>oint</b> <i>This sentence answers or addresses the</i>	Yes. I would be interested to read this book.

**PEEL Strategy**  
**Refer to your child's Oral Booklet.**



A top-down view of a collage of children's toys and school supplies. The items are arranged on a background of colorful geometric shapes (yellow, orange, red, purple, blue, green). In the center is a small black chalkboard with a wooden frame. 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-shaped object, a set of alphabet blocks, a set of number blocks, a set of geometric blocks, and a set of colorful paper clips. The text "How can you help your child?" is written in yellow on the chalkboard.

**How can you help your  
child?**

# How can you help your child?

- Explore different themes with your child and ask him/her questions based on their experiences
- Encourage your child to apply the strategies taught in class (PEEL)
- Speak to him/her on different topics and encourage him/her to elaborate on answers
- Discuss interesting newspaper reports
- Provide opportunities for him/her to speak to different people to build confidence



A black and white photograph of a person's hands clapping. The person is wearing a plaid shirt. In the foreground, there is a wooden desk with an open notebook and a smartphone resting on it. A tablet is also visible in the background. A dark grey rectangular box with a white border is overlaid on the left side of the image, containing the text 'THANK YOU!'.

THANK YOU!