

# **2015 Parents' Seminar**

## **EL Sharing for P3**



# **Components in Primary 3 English Language Semestral Assessment**



## **4 Main Components:**

1. Language Use and Comprehension
2. Listening Comprehension
3. Composition
4. Oral Communication



# Language Use

1. Vocabulary
2. Grammar
3. Modified Cloze
4. Synthesis



## **Vocabulary**

### **Purpose?**

For students to build up a pool of words over the years

### **What are usually tested?**

Nouns, adjectives, verbs and adverbs

Words that students will be exposed to in their daily reading.



# Vocabulary

## How to prepare for it?

1. Read widely
2. Be observant to see how words are used in context
3. Collocations

<https://www.englishclub.com/vocabulary/collocations.htm>



## **Grammar**

### **Purpose:**

To develop students' awareness and understanding of grammar so that they can apply it to other components of the English Language

### **What are usually tested?**

Items covered in STELLAR worksheets, Grammar Smart book and supplementary materials



# Grammar

Grammar items to note:

1. Subject-verb agreement
2. Tenses
3. Pronouns





## Subject-verb agreement

1. The dogs gobble up the meat.
2. The dog gobbles up the meat.



## Past tense

past

2. P We \_\_\_\_\_ in the field just now but we did not see them.

(1) is

(2) are

(3) was

(4) were

(4)

## Fact → Present Tense

3. P Clouds \_\_\_\_\_ made up of tiny water droplets.

(1) is

(2) are

(3) was

(4) were

(2)

## Direct Speech → Present Tense (Happening)

★ "Look up there! A flock of birds \_\_\_\_\_ back to their nests!" gushed Siti excitedly. <sub>3</sub>

(1) fly

(2) flies

(3) is flying

(4) has flown

(3)

# Grammar

## How to prepare for it?

1. Be familiar with grammar rules

<http://englishpage.com/>

2. Learn to identify clues

3. When reading, observe the context in which grammar is used



# Grammar

Hands on activities time!

1. Identify the grammar clues to find the answers
2. Grammar games
  - Demonstrative pronouns
  - Learning irregular verbs ([Forms of the Verbs List.docx](#))



# Demonstrative Pronouns

Singular	Near	This
Plural	Near	These
Singular	Far	That
Plural	Far	Those



1 The children pointed excitedly at \_\_\_\_\_  
peacocks perched high up in the trees.

1) this

1) that

1) these

1) those

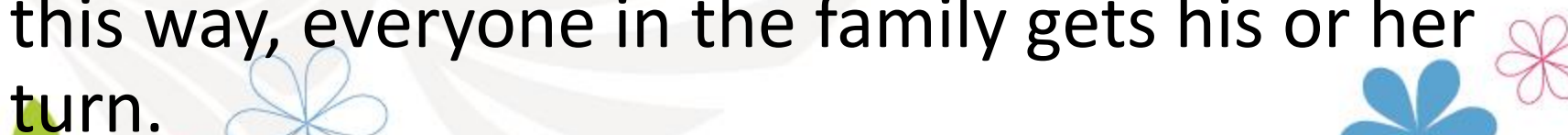
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## Modified Cloze

A) make	B) special	C) about
D) choose	E) and	F) then

Our family usually watches movie videos at home. We only go to the cinema on 1) B) special occasions to watch a movie on the big screen. If it is Mother's Day, my mother gets to 2) D) choose ← the movie. If it is my birthday, 3) F) then I make the choice. In this way, everyone in the family gets his or her turn.



## Synthesis

Purpose:

To develop in students an awareness of the different sentence structures. This will help students to vary the kind of sentence structures used in their composition writing.





# Synthesis

1. My sister went out of the house. She did not lock the door.

My sister went out of the house

without locking the door.

2. That boy is my friend. I was just telling you about him.

That boy

whom I was just telling you about is my friend.

## Synthesis

How to prepare for it?

1. Read widely
2. Be aware of the grammar rules for different sentence structures
3. Practise regularly



# COMPREHENSION



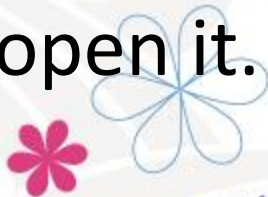
# *Comprehension Strategies*

- Semantic Web
- Timeline
- Comprehension questions
- Use of Authentic Texts



Once there was a man named David.  
He was not wealthy but was  
contented to live in a small country  
house.

One night, while David was  
preparing for dinner, there was a  
knock on the door and he went to  
open it.



There stood an old man in tattered clothes and ripped pants. He was carrying a basket full of vegetables. He asked David if he wanted to buy some vegetables from him. David quickly did because he wanted the old man to leave.



Thereafter, the man brought vegetables to David every week. Although blind in one eye, the old man was friendly. David began to enjoy his company and looked forward to his visits.



After he had delivered his vegetables one day, the old man said, “I had the greatest blessing yesterday! I found a basket of clothes outside my house that someone had left for me.”

David, knowing that the old man needed new clothes, said, “How wonderful!”





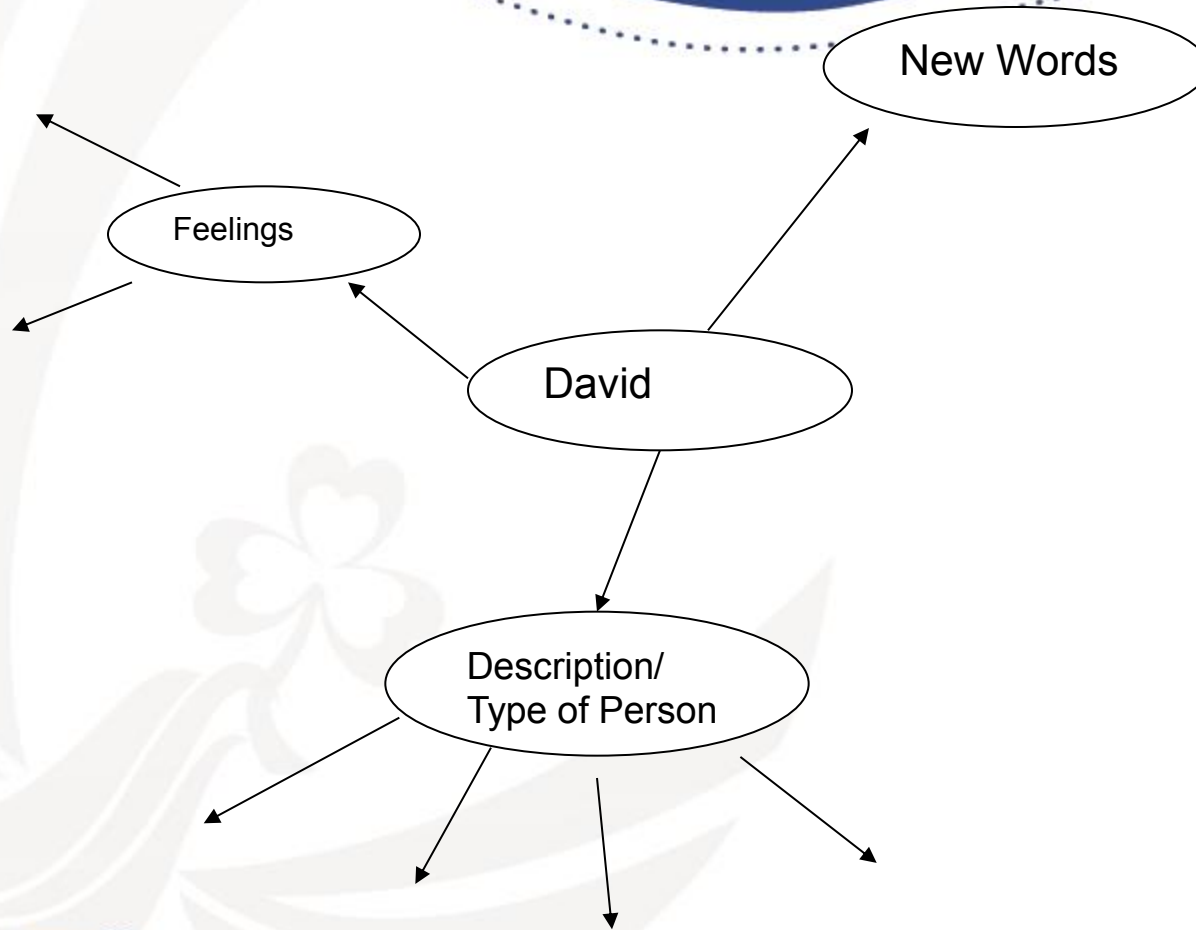
The old man said, “The most wonderful part is that I found a family that really needed the clothes.”

“That is truly selfless of you,” said David, touched and inspired by the old man’s kind deed.

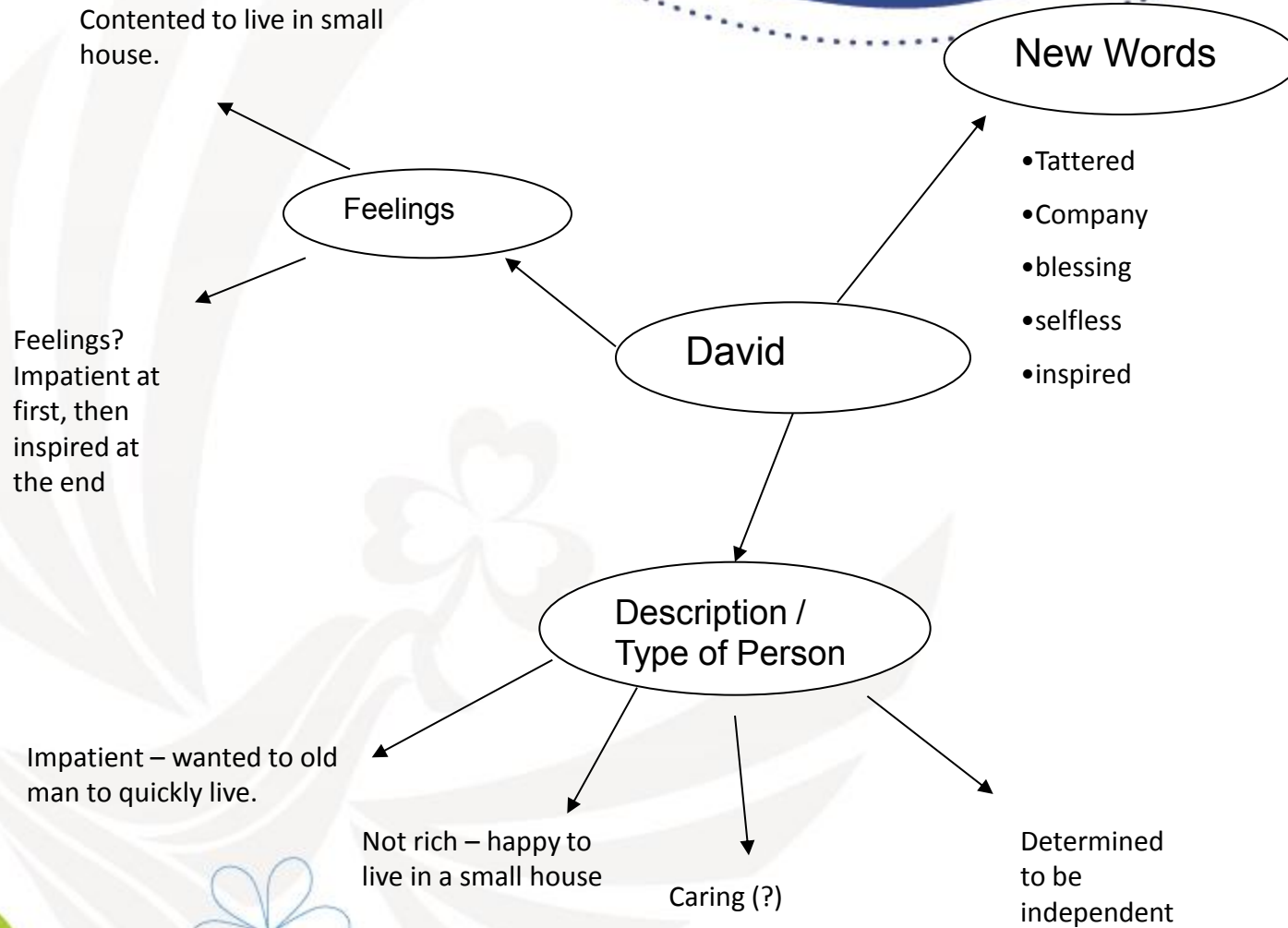
*Adapted from Chicken Soup for the Kid’s Soul*



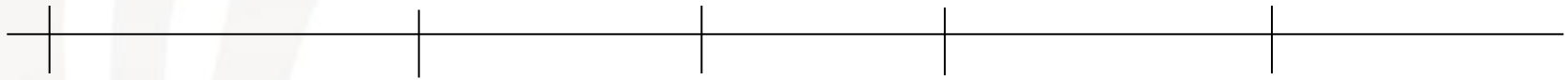
# A Semantic Web



# A Semantic Web



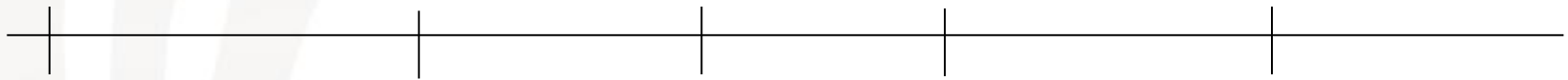
# ***A Timeline of Events***



- David preparing dinner.
- Heard knock on door.
- Opened it.

- David felt inspired.

# *A Timeline of Events*



- David preparing dinner.
- Heard knock on door.
- Opened it.
- Found old man standing at door.
- Tattered clothes, ripped pants.
- Carrying basket of vegetables.
- David bought vegetables from the man.
- Old man brought vegetables every week.
- Old man said he found a basket of clothes.
- David thought the man needed new clothes.
- Old man said he gave clothes to a family who needs them.
- David felt inspired.



**Thank you!**  
**Break Time**



# Oral Communication

1. Reading

2. Stimulus Based Conversation



## Reading

### **Purpose:**

To develop students to become fluent and expressive speakers





## Reading

3 key areas:

1. Pronunciation and articulation

Example: The future of education lies in our hands.

1. Fluency

2. Expressiveness



# Text for Reading Aloud

“Please tidy your room, Bob! It is a mess!” shouted Mother. Bob was a very messy boy. His books and clothes were everywhere – on the floor, on his bed and on his desk. He could never find anything in the mess.

His mother had been helping him to tidy his room but Bob’s room always got messy again after she had cleaned it up. Bob’s mother decided that it was time Bob did the tidying up.



## Reading

Pronunciation and articulation

1. Learn the correct pronunciation

<http://www.goodenglish.org.sg/site/category/improve/pronunciation-guide-say-it-right.html>

2. Practise!



## Reading

Pronunciation and articulation

1. Vocal Warm-ups
2. Vowel sounds-oo, oh, or, ah, ae, ee
3. Exaggerated pronunciation



# Reading

## Fluency

### 1. Pauses:

- at punctuations
- sense pauses

### 2. Practise reading aloud regularly



# Reading

Expressiveness

1. Pitch – High or Low
2. Pace – Fast or Slow
3. Emphasis



# Stimulus-Based Conversation

Purpose:

To develop students to be become effective communicators



# Stimulus-Based Conversation

2 Parts:

1. Answer based on the stimulus given
2. Conversation based on the theme of the stimulus given





## Stimulus-Based Conversation

4 key areas:

1. Make a choice and justify choice
2. Elaboration
3. Appropriate language use
4. Ability to engage in a conversation



**PP1:**

**I would like to have a dog as my pet. I find dogs very adorable as they are furry. They can also perform lots of tricks if you train them well.**

**There was once when my parents brought me to a pet shop. We saw a cute puppy. Its fur was white, black and brown! I asked my parents to buy it for me but they would not do so. They said I must learn to be a responsible child first! I am working towards that so that my dream can come true!**

### **Comments**

- ✓ Answered in complete sentences.
- ✓ Gave reasons for choosing dog as a pet.
- ✓ Explained in what ways dogs are adorable.
- ✓ Elaborated on what dogs can do.
- ✓ Shared a relevant personal experience.

**PP2:**

**I would choose a dog for a pet because it is very cute. It will be fun to dress it up. Imagine my dog wearing my school PE t-shirt! It would look so funny!**

**Last week, my father and mother bought me a present. It was a teddy bear. I like it very much! I call it Power Bear. I hug it to sleep every night.**

### Comments

- ✓ Answered in complete sentences.
- ✓ Gave reasons for choosing dog as a pet.
- ✓ Explained in what ways dogs are cute.
- ✓ Gave an example of how dogs could look funny.
  
- Personal experience shared **was not relevant** to the topic.

**PP3** **Dogs. Very cute.**

T Please answer in complete sentences. Which of the animals would you like to keep as pets?

**PP3** **I think dogs.**

T Teacher: Why is that so?

**PP3** **They very cute.**

T In what ways are they very cute?

**PP3** **They have many fur.**

T You seem to like pets with fur. Why is that so?

**PP3** **It is nice to touch fur animals. I like to touch soft and fur things.**

### Comments

- ✓ Able to give reasons for choosing dogs as a pet
- ✓ Requires constant prompting
- Did not share a relevant personal experience

PP4	<b>[student points to the dog in the picture]</b>
T	Tell me which one of them would you want to keep as your pet?
PP4	<b>Dog.</b>
T	Please answer in complete sentence. Which one of them would you want to keep as your pet?
PP4	<b>I want the dog.</b>
T	Why do you want a dog as your pet?
PP4	<b>Cute mah.</b>
T	In what ways do you find them cute?
PP4	<b>Err... very cute like that. Very nice.</b>
T	If you have a dog as your pet, what are some things that you would do with your pet?
PP4	<b>Play.</b>
T	When you say play, what exactly would you use to play with your dog?

### Comments

- Attempt to elaborate
- Did not answer questions fully
- Must avoid just giving one-word response and use of Singlish particles

## Stimulus-Based Conversation

Practise:

1. Speaking in complete sentences
2. Give specific answers instead of vague ones
3. Elaborating on daily experiences
4. Conscious use of descriptive words





Look at the pictures.  
Which movie do you  
want to watch and why?



# WRITING





# ***How to Write Good Compositions***

- Experience
- Reading
- Strategies



# *Parts of a Composition*

- Introduction
- Problem
- Solution



## ***Content: How parents can help with ideas***

- Encourage reading (newspapers, magazines, cartoons, comics)
- Read with children
- Share what children/you have read
- Discuss experiences
- Use the 1H 5W technique



## ***5W 1H***

- Who
- What
- When
- Where
- Why
- How





Helping words:

hopscotch

joyfully

argument

accused

apologised

reprimanded



# Expanding Sentences

**Ways in which sentences can be expanded and content made interesting.**

- Add adjectives – tell us more about the person/object/animal/place
- Add adverbs – tell us more about the action
- Use descriptive words

**“Show, not tell”**



# Expanding Sentences

How can we make this sentence more interesting in terms of words used?

The teacher went into the room.

Eg. The teacher *stormed* into the room; *eyes flashing, nostrils flaring.*



# Expanding Sentences

The man ran away.

Eg. The *small, cunning* man *hurried*  
away *stealthily*.

Eg. The *tall, athletic* man *glided*  
across the field *effortlessly*.





## *3 ways to improve writing*

- **Read**

- *Read*

- Read



## *The Typical Essays*

One hot sunny afternoon...

Yesterday was a fine day. John and his friends...

Last Saturday, my family and I...

~~Little puffs of whitish clouds moved lazily across the azure blue sky.~~ My family and I decided to go to Tampines Mall...

## *Creative ways in which to start a composition*

- dialogue
- sound
- question
- action
- flashback



- Sound  
“Zoom!” The car went past just as Jane was about to cross the road.
- Flashback  
Each time I looked at my dented bicycle, my heart ached.
- Dialogue  
“Bye, Mum. See you later,” Andrew said as he left the house.
- Question  
Have you ever had such a bad day you wished it was just a dream? Well, I did.



## *Beginning With Sounds*

**Bang!** A loud explosion shattered the wee hours of the morning. Sumei was awakened rudely by the commotion. She was shocked and alarmed! Usually, the flat she was staying at was peaceful and quiet. Soon, she started to have a whiff of the acrid smell of smoke.



## *Other Sound Words*

Zip!

Crash!

Zoom!

Clang!

Ring!

Sputter!

Hiss!

Boom!



## *Beginning With Sounds*

(The Inventing Room)...was like a witch's kitchen! All about him were black metal pots *boiling* and *bubbling* on huge stoves, and kettles were *hissing* and pans were *sizzling*, and strange iron machines were clanking and *sputtering*...

From Charlie and the Chocolate Factory by Roald Dahl



## *Beginning With A Dialogue*

**“Help! Someone help me!”** the cries of a woman shattered the wee hours of the morning. Sumei woke up suddenly. She was shocked and alarmed! Usually, the flat she was staying at was peaceful and quiet. Soon, there was a whiff of the acrid smell of smoke.





# *Beginning With A Dialogue*

**“What have you done?”**

“Nothing,” Amelia muttered lowering her head.

“Nothing? Nothing? You did nothing and yet the whole house is a mess! I wonder what would have happened if you had done something!” her mother retorted.



## ***Beginning With Describing An Action***

**The door to the three-room flat flew open with a bang!** The sound shattered the peaceful neighbourhood on a sleepy afternoon. Out came a skinny, tanned man in his twenties, wearing a yellow collared T-shirt and blue jeans with women's stockings over his head. In one hand, he was carrying a leather bag full of dollar notes and jewellery like diamonds and pearl necklaces. Following him close behind was Simon, screaming for help.



## *Beginning With Describing An Action*

The swirling wind picked up some loose dirt and scattered it all over the stone pavement and my feet. I quickened my pace and wrapped my hands around my shoulders. It was nearing midnight. The way home from the cinema was rather long and I intended to get home as quickly as possible.



## *The Typical Essays - Ending*

In the end, the three girls apologised.

Finally, the culprit was caught and sent to jail.

After an exciting day, we went back home to sleep.

## *Ending: How to end a composition*

- dialogue
- moral
- a twist (an unexpected ending)



- **Dialogue**

Ashamed, Ali said, “I’m sorry, Mrs Lee. I promise never to steal your mangoes again.”

- **Moral**

Aijia learnt her lesson and promised not to lie again.

**Twist in endings**

- A thief who turned out to be a friend (vice versa)
  - A robbery which turned out to be a filming shoot
- \*Must be plausible and developmentally sound.



## *Ending With A Moral*

Aijia realised how her actions had caused unhappiness to others. She promised to be truthful and never lie again.



## *More examples of morals*

Since that incident, Clarissa became more determined and was no longer afraid of challenges.

The siblings pledged their kindness to their grandparents.





## *Ending With A Dialogue*

Just at that moment, the principal walked past and saw what was happening. Mr Zaki told the principal that Lisa had been caught bullying the younger students.

*Hanging her head in shame, Lisa whispered, "I'm sorry. Please don't tell my parents. I promise I'll turn over a new leaf."*



## Ending With A Twist

The policemen were shocked to find some animals in the house. Suddenly, Mr and Mrs Lim heard laughter! Puzzled, both of them went into the house to investigate. They saw the “animals” laughing and some of them were taking off their masks. Then Mr and Mrs Lim realised that they had walked into a costume party. Both of them started to join in the laughter. They felt very embarrassed. Eventually they were persuaded to join the party.





# The End