

# English Language Briefing for Parents (Primary 3 & 4)

10 February 2022

*We will be starting the session shortly...*



**RIVERVALE  
PRIMARY SCHOOL**



# Assessment Weighting for P3

	<b>Weighted Assessment (Term 2)</b>	<b>Weighted Assessment (Term 3)</b>	<b>SA2 (Term 4)</b>
	Oral	Language Use and Comprehension	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li><li>• Listening Comprehension</li><li>• Oral</li></ul>
<b>Weighting</b>	15%	15%	70%

# Assessment Weighting for P4

	<b>Mid Year Examination (Term 2)</b>	<b>End Year Examination (Term 4)</b>
	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li><li>• Listening Comprehension</li><li>• Oral</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li><li>• Listening Comprehension</li><li>• Oral</li></ul>
<b>Weighting</b>	30%	70%

# PR 3 & Pr 4

## ENGLISH LANGUAGE

Paper	Component	Marks	Weightage
1	Composition	20	20%
2	Language Use & Comprehension	50	50%
3	Listening Comprehension	14	14%
4	Oral Examination	16	16%
	Total	100	100%

# EL Paper 1 (20 marks)

- 1 question with a topic
- Guided writing with picture prompts and helping words

# EL Paper 2 (50 marks)

## Language Use and Comprehension

### MCQ

- Vocabulary
- Grammar
- Visual Text Comprehension

# EL Paper 2 (50 marks)

## Language Use and Comprehension

### Open-Ended

- Vocabulary Cloze  
(1 passage with helping words)
- Grammar Cloze  
(2 passages with helping words)
- Comprehension Cloze  
(1 passage with no helping words)
- Sentence Combining
- Comprehension Open-ended

# EL Paper 3 (14 marks)

## Listening Comprehension

- picture matching (MCQ)
- sequencing (MCQ)
- note-taking (open-ended)
- comprehension questions based on a text (MCQ)



# EL Paper 4 (16 marks)

## Oral

- Reading Aloud
- Stimulus-Based Conversation

# Paper 1

# Composition

# Primary 3

Students are required to write a composition of at least 100 words.

- guided writing with a **topic**, **four connected pictures** and **helping words**

## **Task:**

- One question (no option)
- Write a composition about the given **topic** based on **the 4 given pictures.**
- **Pointers** provided
- **Helping words** provided

## **Required response:**

- Continuous writing of at least 100 words
- Address the 4 pointers given in any order and include any other relevant points
- Not compulsory to use the helping words given

## **Safe cycling**

*Look at the pictures below and answer the questions on the opposite page.*



helmet

uncomfortable

avoid

injured

hospital

dash out

not serious

cycle

# Primary 4

Students are required to write a composition of at least 120 words.

- guided writing with a **topic, picture prompts** and **helping words**.

## **Task:**

- One question (no option)
- Write a composition about the given **topic**
- Based on **1** or more of the 3 given pictures
- **Pointers** provided
- Helping words provided

## **Required response:**

- Continuous writing of at least 120 words
- Make use of at least 1 out of the 3 given visuals in any order
- Address the 4 pointers given in any order and include any other relevant points

Write a composition story of at least 120 words about **a brave act**.

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.

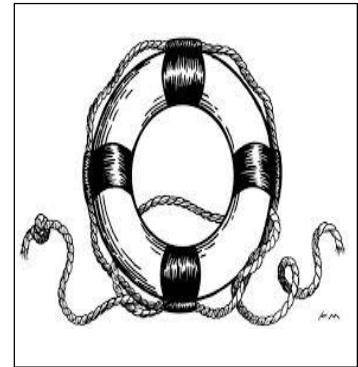
Consider the following points when you plan your composition:

- What was the brave act about?
- Where did the incident happen?
- Who was/were involved in the brave act?
- What happened in the end?

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

Helping words:

- notorious
- snarled
- heart was pounding
- head bobbing up and down in the water
- sprang into action



# Mark Scheme



# Mark Scheme

## Content (10 marks)

- Relevancy ideas
- How well the story is developed



# Mark Scheme

## Language and Organisation (10 marks)

- Grammar, spelling and punctuation
- Use of vocabulary
- Sequencing, paragraphing and linking of ideas and facts

# Teaching Writing

## Skills taught

- Planning
- Using effective introductions
- Using effective conclusions
- Developing the story
- Checking: Proofreading, editing and revising

### Exam tip!

Ensure that your child plans his/her story before attempting to write.

# **EL Paper 2 (50 marks)**

- Multiple Choice Questions
- Open-ended Questions

# EL Paper 2

## Multiple Choice Questions

- Vocabulary MCQ
- Grammar MCQ
- Visual Text Comprehension MCQ

# EL Paper 2

## Vocabulary MCQ

### Section A: Vocabulary MCQ

For each question from 1 to 6, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Then shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (6 marks)

1. John has sent out all the \_\_\_\_\_ to his friends to attend his birthday party.  
(1) orders  
(2) presents  
(3) requests  
(4) invitations ( )
2. Jenny \_\_\_\_\_ when she found that she had passed the Mathematics test for the first time.  
(1) smiled  
(2) yawned  
(3) frowned  
(4) grumbled ( )
3. Some parts of Central Singapore were flooded as there was a heavy \_\_\_\_\_.  
(1) drizzle  
(2) typhoon  
(3) downpour  
(4) snowstorm ( )

# EL Paper 2

## Grammar MCQ

### Section B: Grammar MCQ

For each question from 7 to 14, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Then shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet. (8 marks)

7. \_\_\_\_\_ shop at the end of the road sells healthy food.

- (1) This
- (2) That
- (3) These
- (4) Those

( )

8. Someone \_\_\_\_\_ at the door now.

- (1) knocked
- (2) is knocking
- (3) are knocking
- (4) was knocking

( )

# EL Paper 2

## Visual Text Comprehension MCQ

### Section C: Visual Text Comprehension

Read the text below and answer questions 15 to 19.

(5 marks)

### **15<sup>th</sup> Pablo Art Exhibition**

**Date: 5<sup>th</sup> – 11<sup>th</sup> June 2017 (Mon – Sun)**

**Time: 11 a.m. – 6 p.m. daily**

**Venue: Pablo Arts School**

**33 Grande Road**

**Singapore 455033**

**- Free Admission -**

The annual Pablo Art Exhibition is back, featuring the paintings and sculptures done by our very own students. In conjunction with the 15<sup>th</sup> year, our school has also included a series of workshops and activities for your child to participate in!

#### **Fringe Activities**

Date: 5<sup>th</sup> – 11<sup>th</sup> June, 11 a.m. – 6 p.m.

Venue: Pablo Art School, Main Atrium

Cost: Free-of-charge

Activities: Henna drawing, Face painting, Balloon Sculpting

#### **Workshops**

Name of workshop	Introduction to Crayon Colouring	Introduction to Painting	Introduction to Clay Sculpting
Date	10 <sup>th</sup> and 11 <sup>th</sup> June	10 <sup>th</sup> and 11 <sup>th</sup> June	10 <sup>th</sup> and 11 <sup>th</sup> June
Time	11 a.m. – 6 p.m.	11 a.m. – 6 p.m.	11 a.m. – 6 p.m.

# EL Paper 2

## Visual Text Comprehension MCQ

For each question from 15 to 19, choose the most appropriate option and write its number (1, 2, 3 or 4) in the brackets provided.

Then shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet.

15. You need to pay a fee to attend the \_\_\_\_\_?
- (1) Henna drawing
  - (2) Balloon sculpting
  - (3) 15<sup>th</sup> Pablo Art Exhibition
  - (4) Introduction to painting workshop ( )
16. Which of the following statement is true?
- (1) The exhibition lasts one week.
  - (2) The workshops are held once a month.
  - (3) The art exhibition only features paintings.
  - (4) Participants will not be able to bring back their artwork. ( )
17. The exhibition is held \_\_\_\_\_.
- (1) yearly
  - (2) monthly
  - (3) biannually
  - (4) fortnightly ( )
18. If a child is nine years old, he or she will be able to attend \_\_\_\_\_.
- (1) Introduction to Painting
  - (2) Introduction to Crayon Colouring



# EL Paper 2

## Open-ended questions

- Vocabulary Cloze
- Grammar Cloze
- Comprehension Cloze
- Sentence Combining
- Comprehension OE

# EL Paper 2

## Sentence Combining

- Join 2 sentences using connectors such as 'because', 'and', 'but' ...

37. Jane likes to eat peas. Tom likes to eat peas too.

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

38. Ting Ting was not paying attention. Dad was trying to teach her how to solve the question.

\_\_\_\_\_ but  
\_\_\_\_\_.

39. Aunt Kacie likes to cook. She frequently invites her friends over for dinner.

\_\_\_\_\_ so  
\_\_\_\_\_.

# EL Paper 2

## Comprehension Open-Ended

- Read the passage carefully and answer the questions that follow

The moonlight splashed down its watery white-silver glow onto the village houses, lighting them up.

Suddenly, a loud shriek pierced through the stillness of the air. "Argh!" Jess yelled. She sat up on her bed and panted heavily.

"What on earth was that noise?" she wondered, as she glanced around her bedroom. Her heart was palpating wildly. She took a few deep breaths of air to calm herself down and soon felt her fluttering pulse become normal. 5

The sound had seemed to come from her neighbour, Mrs. Tan's unit. Now wide awake and curious, she decided to investigate. Like a mouse, Jess crept stealthily towards her neighbour's house to see what had happened. 10 Cautiously, she peered over the fence and her jaw dropped at the sight that greeted her.

Her eyes widened in alarm when she saw Mrs. Tan lying at the doorstep of her house. There was a broken flower pot on the ground.

A sudden movement on the right caught Jess' attention. Jess turned 15 and her heart nearly stopped. A long slimy body, a forked tongue and the

# Types of Questions

(1) Which word in paragraph 3 tells you how Ginny felt when she failed her examinations. (1m)

- No need to write in complete sentence
- No need to use inverted comma for the word (“.....”)

# Types of Questions

For questions 45 and 46, put a tick (✓) in the box for the character which matches the statement. [2m]

Question	Statement	Joe	Ethan
45	Terrified of birds		
46	Interested in birds		

➤ Marks will be deducted for extra ticks.

# Types of Questions

	Sentences	True / False
(i)	John's friends were late.	
(ii)	John saw his friends approaching him before he slotted the coin into the machine.	
(iii)	John and his friends took a bus to Sentosa.	
(iv)	There were many people at the beach.	

➤ All blanks must be filled with either 'True' or 'False'.

# Types of questions

Write **1**, **2** and **3** in the boxes below to indicate the order in which the events occurred in the story. [1m]

(i)	His teacher asked him to help carry the snacks from the bus to the picnic area.	
(ii)	Joe was fascinated about what he read about birds on the Internet but was terrified of them.	
(iii)	During the learning journey to the Bird Park, Joe dreaded going into the walk-in aviary and stood outside the gate.	

➤ **The sequence must be all correct for 1 mark to be awarded.**

# Types of questions

Was Tom a kind man? Explain your answer. (2m)

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- Question requires a personal opinion
- Answers need to be supported by details found in the text

## Exam tip!

Revise through past practice papers and school worksheets to familiarise themselves with the structure of the various sections.



# **EL Paper 3**

## **Listening Comprehension**

### **(14 marks)**

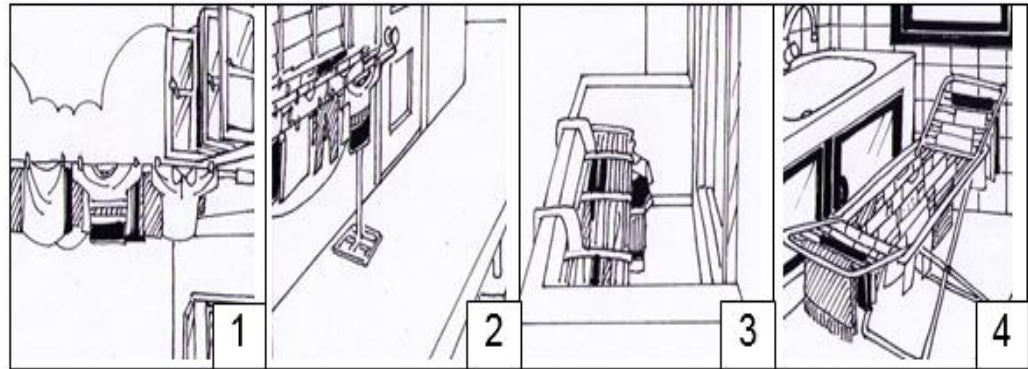
- Picture-matching MCQ
- Note-taking (Fill-in-the-blanks)
- Comprehension MCQ

# Picture-Matching

- A sentence will be read aloud to the students
- Student's copy will consist of 4 different pictures
- 1 mark for selecting the correct picture that matches the sentence read

## Part 1: Picture Matching

For Question 1 and Question 2, look at the set of pictures. I am going to read to you a sentence or a paragraph. Listen carefully. Then choose the picture that describes what I have read. Write the number 1, 2, 3 or 4 in the brackets provided.



Q1.....( )

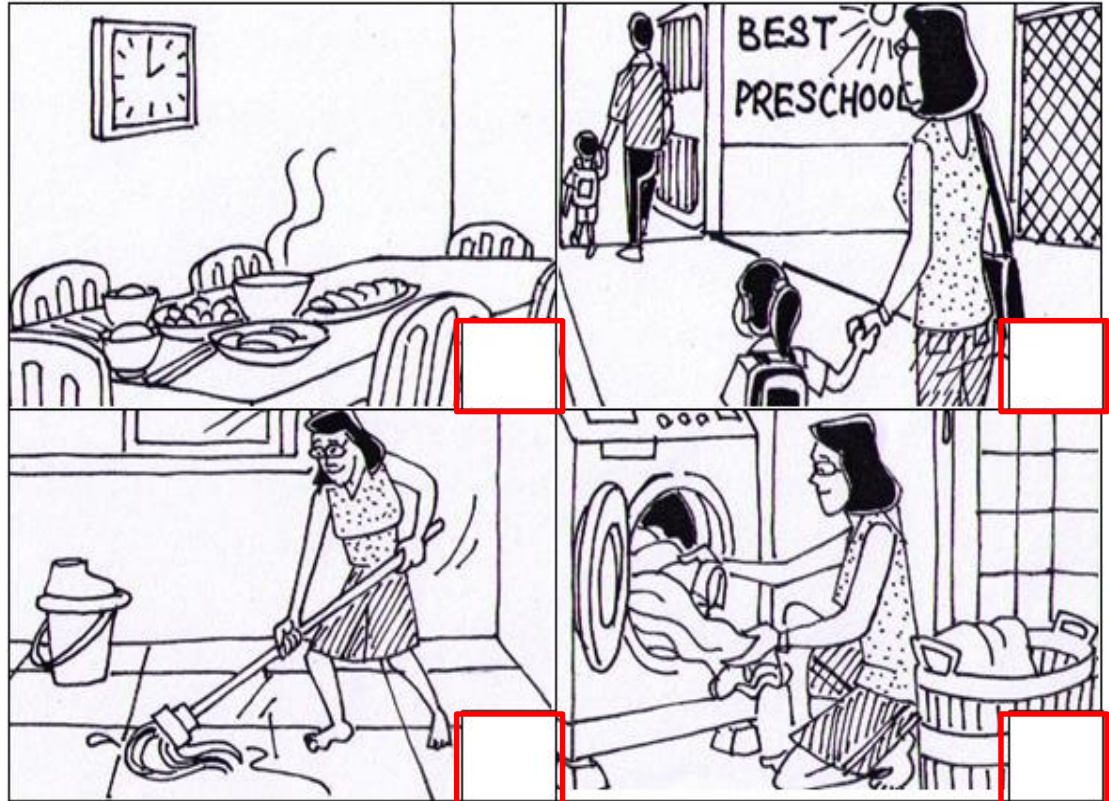


# Picture-Matching

- The text will be read aloud to the students
- Student's copy will consist of 4 sequential pictures
- 2 marks for sequencing question
- All the numbers must be correct before 2 marks is awarded

For Questions 3 and 4, look at the set of pictures. I am going to read to you a set of instructions. Listen carefully. Then choose the pictures that show the correct sequence of what I have read. Write the number 1, 2, 3 and 4 in the box provided.

Q3.



# Note-Taking

- The text will be read aloud to the students
- 1 mark per question

## Part 2 – Note-taking

Q5 to Q9 is a note-taking test.

You have been assigned to buy the items for a class barbecue. Your class monitor is telling you what to buy. Take down some notes so that you will not forget what he says. This is what he says.

As you listen, take down the missing information by filling in each blank numbered Q5 to Q9 with **one word or a short phrase**.



### Class Barbecue – Things to Note

Q5. Time to meet: \_\_\_\_\_.

Q6. Charcoal : \_\_\_\_\_ packet/ packets

Q7. Number of tongs: \_\_\_\_\_.

Q8. Other items to buy: Plates, cups, forks and spoons,

# Comprehension MCQ

- The text will be read aloud to the students
- 1 mark per question

## Part 3 – Comprehension

Q10 to Q12 is a comprehension test.

Listen carefully to the passage and answer the following questions. For each question, choose the correct answer and write the correct number in the brackets provided.

**Q10.** When will the National Badminton Competition be held? ( )

- (1) January
- (2) March
- (3) December

**Q11.** What was the school's achievement in the previous year's competition? ( )

- (1) They were champions.
- (2) They were first runners up.
- (3) They were second runners up.

**Q12.** Which of the following statement is not said by the coach? ( )

- (1) Daniel has made tremendous improvement in the past three years.
- (2) The school team may win the title if they continue to train hard.

**Exam tip!**

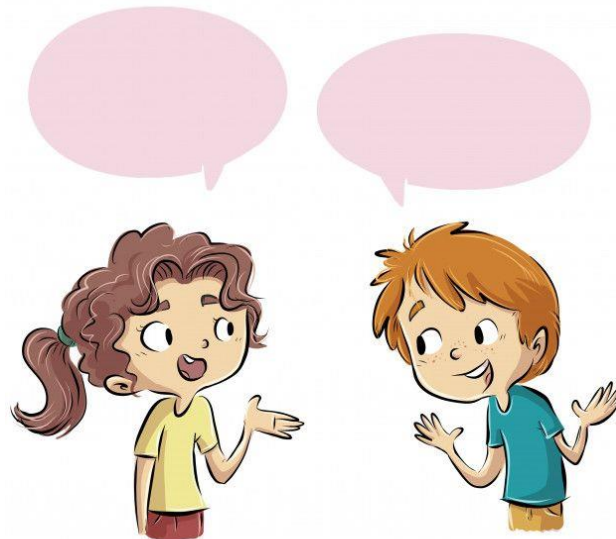
**Read through the questions prior to listening to the audio passages.**

# EL Paper 4

## Oral Communication

### (16 marks)

- Reading aloud
- Stimulus-based Conversation



# Reading Aloud (6 marks)

**Students are assessed on:**

- ✓ pronunciation and articulation
- ✓ fluency and rhythm
- ✓ appropriate expression

# Points to Note

- Read **loud** enough for the examiner to hear
- Read **clearly** and calmly
- Read **fluently** with appropriate pauses and without hesitations
- Deliver with appropriate **variation** of pitch and tone
- Read **expressively** to convey the information, ideas and feelings
- **Pronounce** words clearly (**this**, **thing**)
- Pay attention to **word endings** (loves, tookk)



# Stimulus-Based Conversation (10 marks)

- Stimulus (picture) is a springboard for conversation
- Themes in the topics under this section will be broadly **linked** to those in the reading aloud passage
- Emphasis on expressing one's **opinions** clearly and effectively during the conversation

# Example:

## Reading Aloud Passage:

- A Birthday Celebration



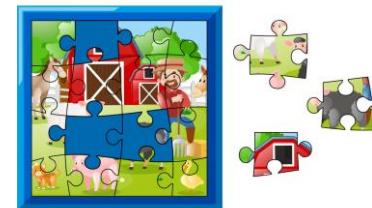
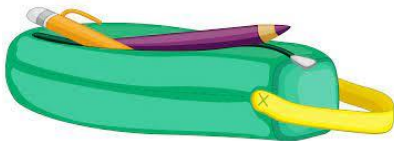
## Stimulus-Based Conversation:

- Gift ideas



# Stimulus-Based Conversation

- **3 main prompts** will be given
- **Additional prompts** will be given if students are unable respond to the main prompts
- The **first prompt** relates to the **stimulus**
  - (a) Which one of the items would you choose to buy as a present for your classmate's birthday? Tell me why?



# Stimulus-based Conversation

- Next **two prompts** relate to the conversation **topic**
- (b) Do you have a special birthday present that you have given to someone? Tell me about it.
  - In what way is the present special?
- (c) What are some meaningful gifts or acts of kindness that you have received? What made you appreciate the gift(s)?
  - Is there such a gift you would like to give to someone?
- All 3 prompts are broadly **linked to the stimulus and reading passage**

# Stimulus-Based Conversation (10 marks)

Students are assessed on:

- ✓ **Personal** response
- ✓ Ability to speak **clearly**
- ✓ Level of **engagement** during interaction
- ✓ Use of correct **grammar** and a range of appropriate **vocabulary**

# Points to Note

- Establish **eye contact** with the examiner
- **Smile** and show interest
- Listen carefully to the question and give relevant and appropriate **responses**
- **Elaborate** on responses (reasons, opinion, personal experiences, examples) without prompting
  
- **Avoid** giving 'yes' or no' responses
- **Avoid** giving single word responses

# Points to Note

- Students will be penalised when they give uninterested (“I don’t know”) and monosyllabic (“No”, “Yes”) answers
- Examiners will try his/her best to involve the student with **prompts** to engage him/her

**Exam tip!**

Read widely to gain more knowledge on different topics.



**THANK  
YOU**