

# Sharing on English Language

Primary 6

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Yuhua Primary School

*Growing our Hearts and Minds*



# Overview



- ❖ Examination Format (FEL & EL)
- ❖ Key Programme
- ❖ Strategies (selected components)
- ❖ Home Support

# Examination Format - FEL



Paper	Component	Weighting	Duration
1	Situational Writing (10m) Continuous Writing (30m)	26.7%	1h 10min
2	Language Use & Comprehension (60m)	40%	1h 20min
3	Listening Comprehension (20m)	13.3%	≈ 35 min
4	Oral Communication (30m)	20%	≈ 10min
<b>TOTAL: 150m</b>		<b>100%</b>	

# Examination Format - EL



Paper	Component	Weighting	Duration
1	Situational Writing (15m) Continuous Writing (40m)	27.5%	1h 10min
2	Language Use & Comprehension (95m)	47.5%	1h 50min
3	Listening Comprehension (20m)	10%	≈ 35 min
4	Oral Communication (30m)	15%	≈ 10min
<b>TOTAL: 200m</b>		<b>100%</b>	

# Key Programme – Current Affairs@YHPS



- Integrated seamlessly into the EL curriculum
- Aims:
  1. Widen pupils' general knowledge
  2. Read articles with discernment and critical thinking
  3. Express opinions on issues confidently and persuasively

# Key Programme – Current Affairs@YHPS



## Themes

**Heroes**

**Environment**

**Media**

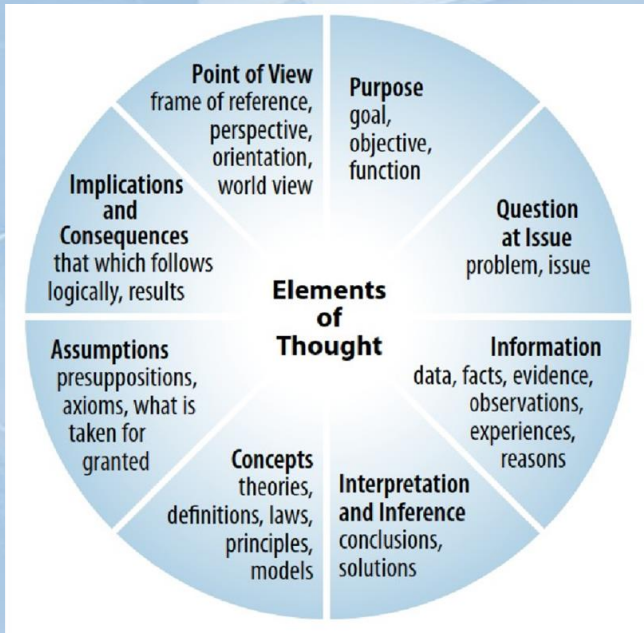
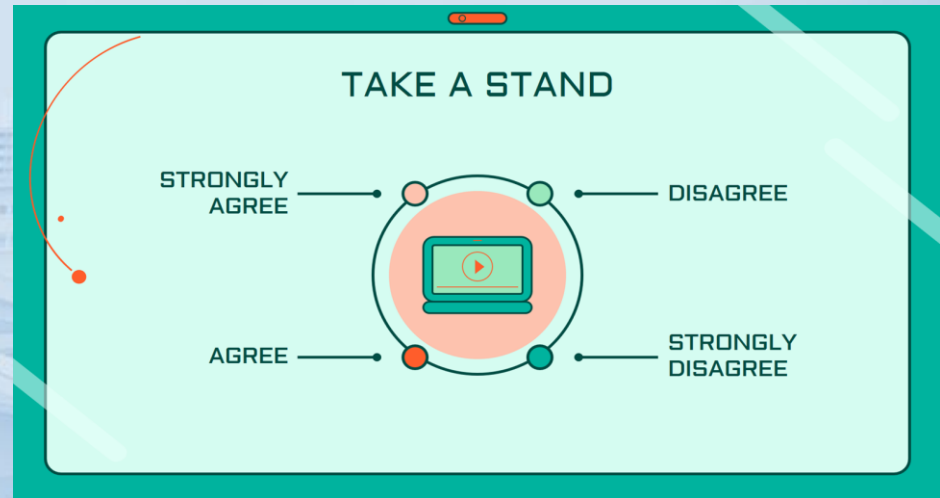
**Science &  
Technology**

**Arts &  
Culture**

**Sports &  
Health**

# Key Programme – Current Affairs@YHPS

**Elements of Thought**  
used as a framework to guide pupils to think and analyse contemporary issues critically.



**STUDENT ARTEFACTS**

**STEPHANIE CHUA LE LE**

Edited on 15 Sep 2021 04:40 PM  
Last commented 16 Sep 2021 08:09 AM

Topic : Is the Internet good or bad?

I think that the Internet is good as it helps us to complete tasks more efficiently. It also lets us access online platforms anywhere and anytime. We can use online payment and it saves us the hassle of having to count out the money and having a lot of change. Students can also use the Internet to do their homework and learn in the comfort of their own homes. Therefore, we can conclude that the Internet is good.

Pupils learn to **take a stand** and **substantiate** their responses with **well-thought-out reasons and examples.**

# Strategies (selected components)



## Situational Writing (EL)

### Task

Writer/Sender

Imagine you are Jim.

Write an email to your  
cousin, Paul, to tell him of

Recipient

the exciting weekend  
that you and your family  
have planned for him.

The purpose - to inform (to tell)





# Strategies (selected components)

## Situational Writing (EL)



### Task (cont'd)

In your email, include the following key information:

- 1 who will receive him at the airport
- 2 where he will be staying during the visit
- 3 where you will be taking him
- 4 what two sporting activities you can do there with him
- 5 what new experience he can look forward to



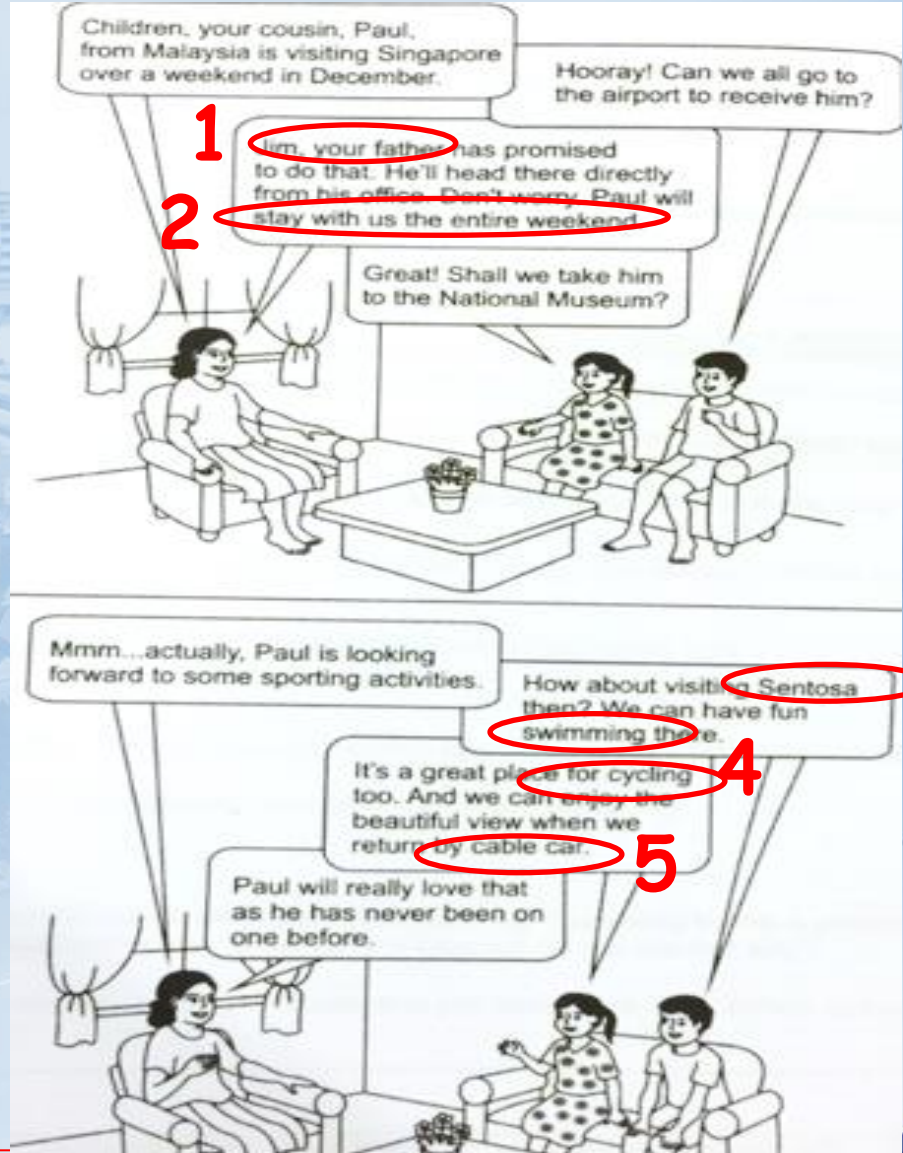
# Situational Writing (EL)

## Steps:

1. Label the points in the task.
2. Label the answers on the stimulus.

Bear in mind:

Purpose of writing?  
Audience? Context?



# Situational Writing (EL)



	Formal	Informal
Salutation	Dear...,  Best regards, <b>full name</b>	Dear...,  Love, Best regards, <b>first name ONLY</b>
First para.	[I am ... .] I would like to seek your assistance in...	How are you? Guess what? I have ...
Middle para.	Dependent on stimulus	
Last para.	Thank you for taking time to read my email.	I'll see you in school tomorrow.

# Strategies (selected components)

## Continuous Writing (EL)



**Theme:**  
Being grateful

Thankful because somebody has done something kind for you or has done as you asked

Write a composition of at least 150 words about **being grateful**

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Who was grateful?
- Why was/were he/she/they grateful?

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



Select **1, 2, or 3** pictures to base your story on.

# Strategies (selected components)

## Continuous Writing (EL)



### Recommendation:

- To write a **narrative** based on **theme**
- Setting (where)
- Characters (who)
- Problem (what)
- Resolution (how)
- Coda\* (lesson learnt)

# Strategies (selected components)

## Continuous Writing (EL)



- Show NOT Tell & Explode the Moment

### Character Development Tool Box

- |                       |                     |               |
|-----------------------|---------------------|---------------|
| • Dialogues           | • Thoughts          | • Emotions    |
| • Body Motions        | • Facial Expression | • Five Senses |
| • Figurative Language |                     |               |

# Strategies (selected components)

## Continuous Writing (EL)



- Show NOT Tell (some examples)

- Dialogues

( "I couldn't have won without your help," gushed Amy.)

- Figurative Language

( Fear gripped me like an insidious monster when I saw the soccer ball hurtling towards me.)

\*Instead of 'I was terrified when I saw the soccer ball coming towards me speedily.'

# Strategies (selected components)

## Continuous Writing (EL)



- **Explode the Moment (example)**

- I was in a dilemma.

vs

- I was sitting on the fence and wavered between whether to claim the money and buy myself the latest MacBook Air or to contact the owner and meet with him or her to return the wallet. Beads of perspiration trickled down my forehead like rivulets. At that moment, every second seemed to be infinite.



# Strategies (selected components)

## Continuous Writing (FEL)



Pictures given  
are in sequence

Helping  
words/phrases

Required to come  
up with own  
ending

Part 2: Continuous Writing (30 marks)

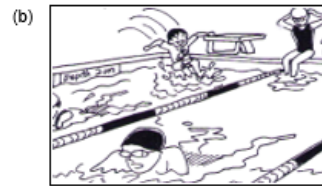
2. The pictures below show what happened at the swimming pool one morning.

Based on these pictures, write a composition of at least 120 words.

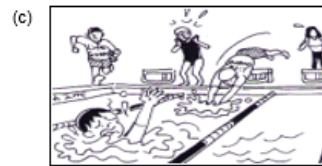
Give the story your own ending. You may use the given helping words and phrases.  
You may also include other details.



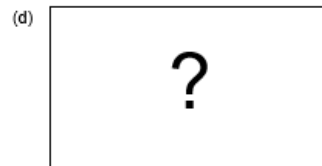
children's pool  
crowded with swimmers  
splashing happily



swim caps and goggles  
jumped into the deep pool  
water splashed out of the pool



struggling  
panic  
lifeguards



**Context:**  
events that  
happened at a  
swimming pool  
one morning

# Strategies (selected components)

## Continuous Writing (FEL)



### Planning:

- Perspective to write in (first person or third person)
- Appropriate vocabulary
- Characters, problem, resolution
- Coda\*

# Strategies (selected components)

## Comprehension (EL)



- Think Aloud strategy

Read the passage below and answer questions 71 to 80. (20 marks)

It was the National Track and Field Championship – the one we had been training for, for the past six months. My foot still had not healed from an earlier injury. As a matter of fact, I had pondered whether I should attend the meet. But there I was, preparing for the 3.2 km run.

"Ready...set..." The gun was fired and we were off. The other girls darted ahead of me. I realised I was limping and felt humiliated as I fell further and further behind. The first-place runner was two laps ahead of me when she crossed the finish line.

"Hooray!" shouted the crowd. It was the loudest cheer I had ever heard at a meet.

"Maybe I should quit," I thought as I limped on. "Those people don't want to wait for me to finish this race." Somehow, though, I decided to keep going. During the last two laps, I ran in pain and decided not to compete in the Track and Field team next year. It wouldn't be worth it, even if my foot did heal. I could never beat the girl who completed the race two laps ahead of me.

When I finally reached the finishing line, I heard a cheer – just as zealous as the one I had heard when the first girl passed the finish line. "What was that all about?" I asked myself. I turned around and sure enough, the boys were preparing for their race. "That must be it; they're cheering for the boys."

I went straight to the washroom where a girl bumped into me. "Wow, you've got courage!" she told me.

I thought, "Courage? She must have mistaken me for someone else. I just lost a race!"

"I would have never been able to finish those two laps if I were you. I would have quit in the first lap. What happened to your foot? We were cheering for you. Did you hear us?"

I couldn't believe it. A complete stranger had been cheering for me – not because she wanted me to win, but because she wanted me to keep going and not give up. "Yes!" Suddenly, I regained hope. I decided to remain in the Track and Field team next year. That girl saved my dream of becoming an outstanding athlete. She was like an angel in disguise.

That day I learned two things: First, a little kindness and confidence in people can make a great difference to them. Second, the number of medals and victories do not indicate strength and courage. Such are measured in the struggles we overcome. The strongest people are the ones who don't give up when they

lose.

35

I only dream that someday – perhaps as a senior – I will be able to win the race with a cheer as big as the one I got when I lost the race as a freshman.

*Adapted from Chicken Soup for the Teenage Souls by Ashley Hodgeson.*

71 Why was the writer hesitant to take part in the race at first? (1m)

72 Choose words from lines 1 to 7 which have similar meanings to the words below. (3m)

contemplated	
sprinted	
disgraced	

73 What does 'Those people' in line 10 refer to? (1m)

74 What made the writer think about quitting the Track and Field team during the race? (2m)

75 Compare the purpose of the first and second cheer in the passage. (2m)

76 Why do you think the girl in the washroom said "Wow, you've got courage!" to the writer? (2m)

Do not write anything in this space

# Strategies (selected components)

## Comprehension (EL)



It was the National Track and Field Championship – the one we had been training for, for the past six months. My foot still had not healed from an earlier injury. As a matter of fact, I had pondered whether I should attend the meet. But there I was, preparing for the 3.2 km run.

- Prestigious competition
- A had put in a lot of effort to train for this competition. => meant a lot to her
- How did A injure herself? Will she stand a high chance of winning?
- Despite her injury, A turns up for the competition.

# Strategies (selected components)

## Comprehension (EL) (cont'd)



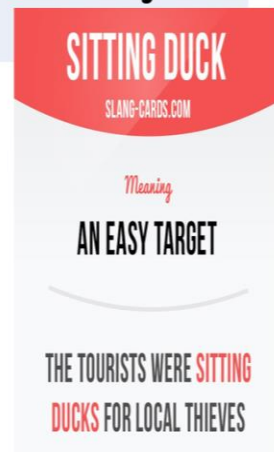
- Teaching slides
  - Make predictions
  - Make connections
  - Make inferences
  - Explore characters' perspectives
  - Delve into the characters

"I hate it! I hate primary school! I don't want to go!" the little boy screamed into his pillow after his alarm clock jolted him awake. He dreaded every morning, tossing around in bed. Every day, he dragged his feet to school, each step weighed down by the pains of being called ginger, bug-eyed and other humiliating names that would be chanted aloud. With a messy mop of natural orange hair and huge, thick glasses, the boy was a **sitting duck** for the brutal tongues of the 'tyrants' in school.

*Check for Understanding*

*How could you tell that this problem affected the boy badly?*

*What do you think he should do next?*



# Strategies (selected components)

## Comprehension (EL) (cont'd)



- Explain the phrase 'feeling **uncharacteristically brave**' in line 11 and **what he did as a result**. [2m]
- What **word** from **lines 1 to 4** would **best** describe how Ed viewed going to school every day? [1m]

# Strategies (selected components)

## Comprehension (EL) (cont'd)



- Motivation is a **key theme** in Ed's life story. State two **examples in his life** when he exhibited this theme. [2m]

Time Frame	What motivated Ed and how it changed him
Childhood	
Adulthood	

# Strategies (selected components)

## Comprehension @ home



- Making Connections
  - (Text-to-Self, Text-to-Text, Text-to-World)
- Ask Questions (5W1H)
- Create 'mind movies'
- Make inferences
- Figure out what's important



# Strategies (selected components)



## Oral (Reading Aloud)

- - th sounds (e.g. *three*, *birth*day, *with*)
- end consonants (e.g. *surprise* vs *surprised*)
- pitch and tone
- appropriate pauses
- Stress of certain words to bring across the intent of the passage (e.g. An hour later, the trio stood back and *gazed* at their banner.)

# Strategies (selected components)

## Oral (Reading Aloud @ home)



- Draw up a list of words with the th-sounds and check how your child pronounces them.
- Draw up a list of commonly mispronounced words and guide your child to pronounce them.
- Record your child reading aloud.
- Play your child's reading and review it with him/her.

# Strategies (selected components)

## Oral (Stimulus-based Conversation)



- Identify underlying theme(s).
- Look at the stimulus and predict a DIRECT question.
- Predict open-ended questions based on theme.
- Use **5W1H** to develop content.

# Strategies (selected components)

Oral (Stimulus-based Conversation @ home) 



Land Transport Authority

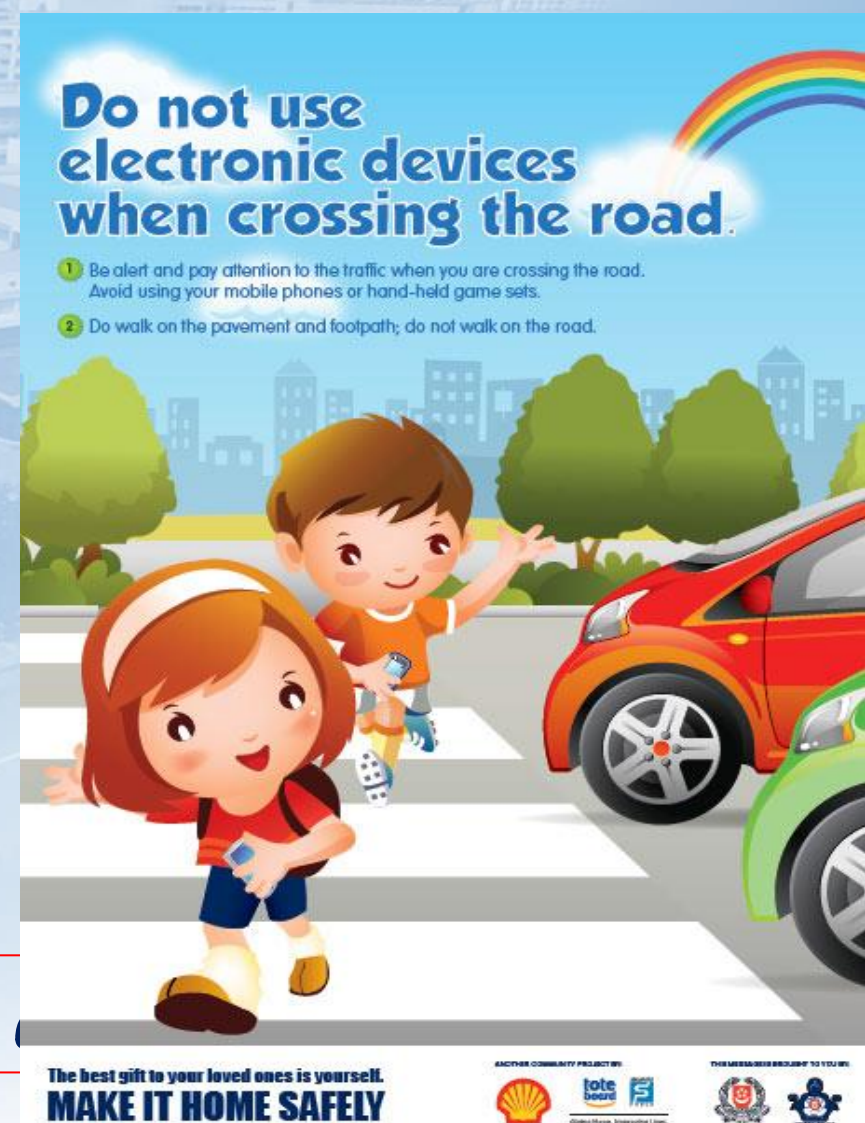
## SAFER TOGETHER

With new rules for safer path and road sharing

1. Ride not more than 10 km/h on footpaths\*
2. Stop and look before riding across road crossings
3. Slow down and give way at road crossings
4. Wear a helmet when cycling on roads
5. Device speed of PMAs\* not more than 10 km/h on public paths

Scan to visit [www.lta.gov.sg](http://www.lta.gov.sg) for more information.




\* Speed limit on shared paths (i.e. cycling paths and Park Connector Networks) remain at 25 km/h.  
\* PMAs refer to personal mobility aids such as motorised wheelchairs and mobility scooters.





## Do not use electronic devices when crossing the road.

- 1 Be alert and pay attention to the traffic when you are crossing the road. Avoid using your mobile phones or hand-held game sets.
- 2 Do walk on the pavement and footpath; do not walk on the road.

The best gift to your loved ones is yourself.  
**MAKE IT HOME SAFELY**

ANOTHER COMMUNITY PROJECT BY:   

THE MESSAGE BELONGS TO YOU!  

Giving Hope, Improving Lives.

# Strategies (selected components)

## Oral (Stimulus-based Conversation @ home)

- Use authentic brochures.
- Identify the underlying theme with your child.
- Predict the three main questions with your child.
  - 1<sup>st</sup> qn: DIRECTLY based on the brochure
  - 2<sup>nd</sup> & 3<sup>rd</sup> qn: an **experience** and **opinion** qn based on the identified theme
  - Have a **conversation** with your child.

# Home Support



- Reading
  - Encourage reading a **WIDE** genre of books and magazines (e.g. Biographies, Fantasy, Mystery Reader's Digest, National Geographic).
  - Be a role model and make time to read together. (e.g. ACE magazine).

# Home Support

## ACE Magazine (sample)



### Being An Upstander



"Leave her alone or I'm going to call a teacher right now," Anna's steely blue eyes seemed to pierce Stephanie's resolve.

She lowered her hand and snorted, "Have it your way this time blonde but watch yourself." Then she left.

The girl and I stared at Anna in amazement. "Are you ok?" she asked the girl. The poor terrified child yelped a tiny "yes" before running out of the toilet.

"That was very brave of you," I said to Anna.

"Why didn't you do anything?" Anna asked in genuine disbelief.

"You'll soon find out," I replied.

"Where's the iPad you promised me, mutant?" Stephanie snarled at the diminutive Secondary 1 girl cowering in the girls toilet cubicle.

"I'm so-ooorry," stuttered the girl, "but my father refused to get me a new iPad so I ca-aa-n't give you one."

I closed my eyes as I washed my hands, dreading the punishment that would soon be inflicted upon the unfortunate victim. Punishment that I was well-acquainted with when I had borne the brunt of it for six months before Stephanie moved on to her next target. Suddenly a familiar heavily accented voice interrupted my thoughts.

"What are you doing?" Anna asked as Stephanie raised her hand over the girl.

"Mind your own business blonde," threatened Stephanie.

**Incredulous:** Indicating or showing disbelief.

**Cronies:** A negative term for a group of friends, or people who work for someone in authority.

**Trepidation:** Fear or worry about what is going to happen.

**Cut from a different cloth:** An idiom that means someone is different.

**Cross paths:** To encounter or meet someone, especially unexpectedly.

**Snarl:** To speak or say something angrily and forcefully.

**Borne the brunt:** Withstood the worst part or the strongest part of something, such as an attack.

Word Bank



### Being An Upstander

Anna saw the refusal in my eyes.

"Pei Lin, you're safe now, but I'm not. And after me, it will be someone else who will feel the fear and suffer the misery. It's not right. Bullies like Stephanie think they're invincible, but they only have power if we let them have the power. She needs to be stopped, and we can stop her if we do it together."

Anna's conviction was infectious and it gave me the courage to put aside my cowardice. Together, we convinced three other victims to lodge a report against Stephanie.

She was immediately put on suspension, and after a week of investigations, she was expelled from school.

Anna's parents, horrified by what had transpired, took her out of our school two weeks later.

I never saw or spoke to Anna after that, but I will never forget her. She taught me an invaluable lesson on courage that will stay with me for the rest of my life.



Watch these two contrasting videos. What would you do if you saw someone being bullied?

**Taunt:** To intentionally annoy and upset someone by making unkind remarks to them, laughing unkindly, etc.

**Conviction:** A strong opinion or belief.

**Transpired:** When a previously secret or unknown fact becomes known.

Word Bank

- 1 What would you do if you were in the shoes of the narrator?
- 2 In the story, Anna said, "Bullies like Stephanie think they're invincible, but they only have power if we let them have the power." Do you agree or disagree?

Let's Discuss!

# Home Support

- Reading
  - Visit the library
  - Five-finger rule in choosing a book
- Speak in Standard English

## Five Finger Rule

0-1 = too easy

**2-3 = just right**

4 = okay to try

5+ = too hard



- Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •



# Home Support (cont'd)



- Websites

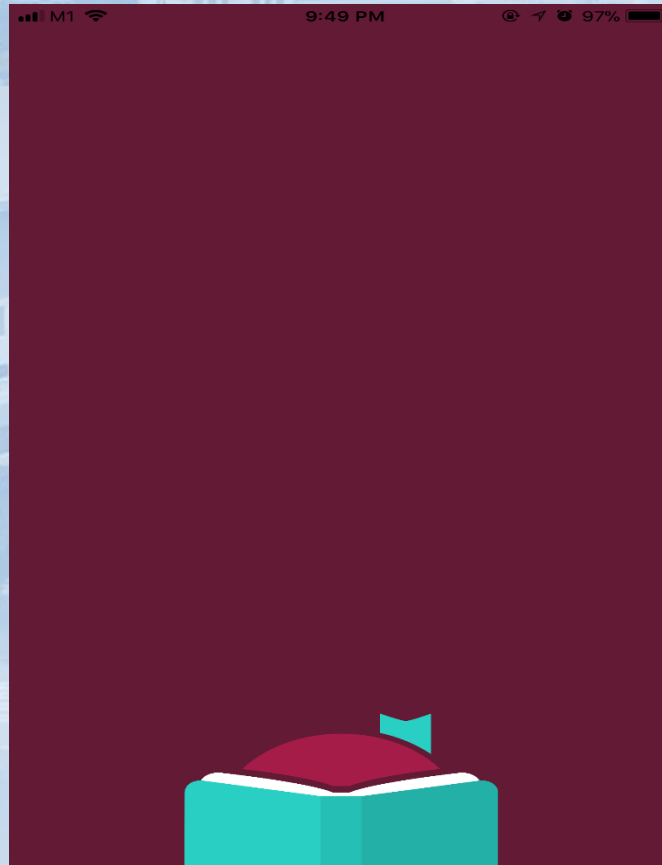
- <http://www.bbc.co.uk/learningenglish/>
- <http://visuwords.com/>
- <http://www.timeforkids.com/>
- <http://www.nationalgeographic.com/>
- <https://www.oxfordlearnersdictionaries.com/>

# Home Support (cont'd)



- SMART phone Application (Also accessible via Web)

- Libby (NLB)



# Home Support (cont'd)



## - Libby (NLB)


NATIONAL LIBRARY BOARD SINGAPORE

Over 115,800 titles >

Popular Collections

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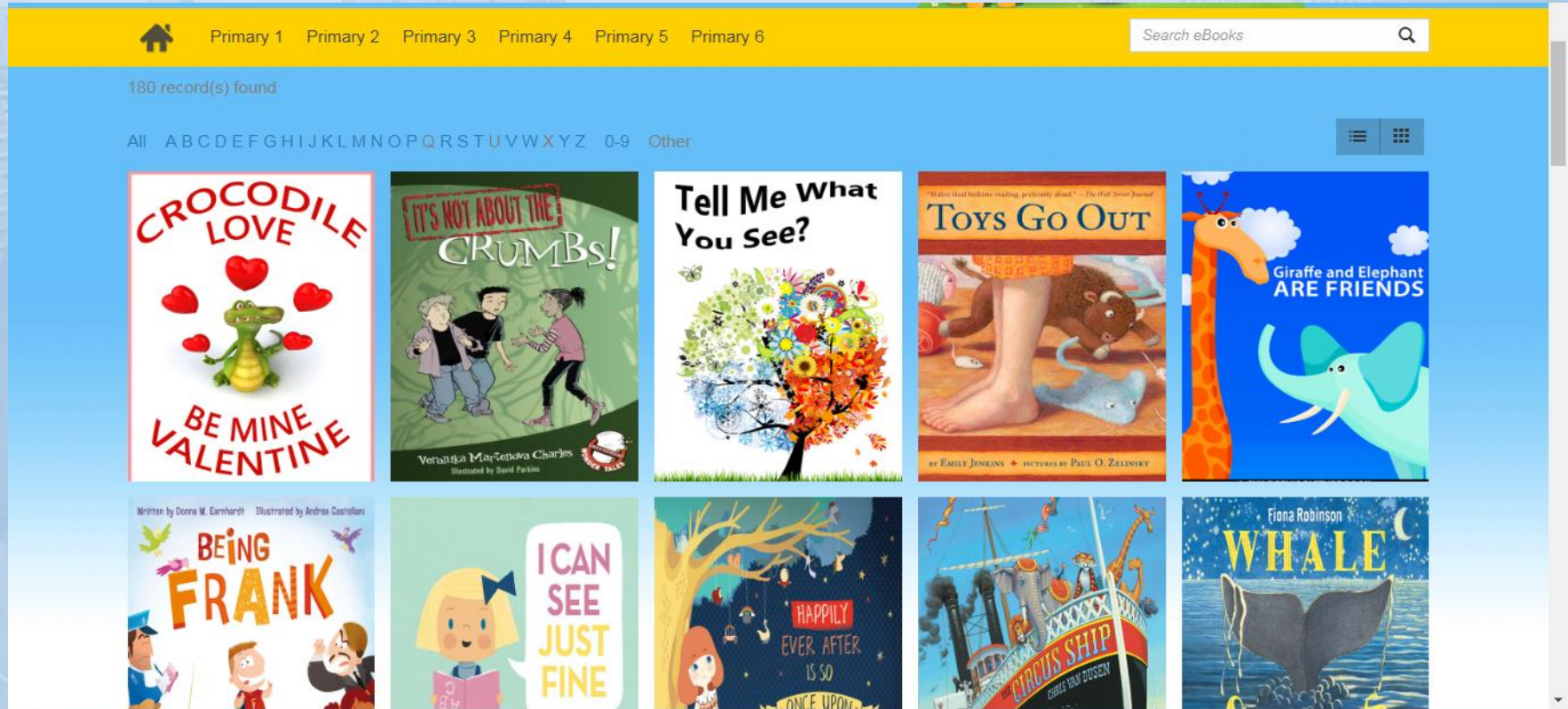
Library  Shelf

# Home Support (cont'd)

- Libby (NLB)



# Discovereads



<http://www.nlb.gov.sg/discovereads/>



# READING

*is to the*

# MIND

what

exercise

*is to the* **BODY.**

Sir Richard Steele



# Thank you!