



English Language Briefing for Parents (Primary 3)

Rivervale Primary School
5 March 2016

PR 3

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 6 m
- Grammar 8 m
- Visual Text Comprehension 5 m

EL Paper 2 (50 marks)

Language Use and Comprehension

Open-Ended

- Vocabulary Cloze 4 m
(1 passage with helping words)
- Grammar Cloze 8 m
(2 passages with helping words)
- Comprehension Cloze 5 m
(1 passage with no helping words)
- Sentence Combining 4 m
- Comprehension 10 m

EL Paper 3 (14 marks)

Listening Comprehension

- 2 questions on picture matching (1m each)
- 2 questions of sequencing (2 marks each)
- 5 questions for note-taking (1m each)
- 3 questions based on a text (1m each)

EL Paper 4 (16 marks)

Oral

- Reading Aloud 6 m
- Stimulus-Based Conversation 10 m

Paper 1

Composition

Pupils are required to write a composition of at least 100 (P3) words or 120 (P4) words :

(1) 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
- 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 of at least 120 words about the happiest day in your life.

The pictures, not arranged in sequence, are provided to help you think about the encounter. Your composition should be based on one or more of these pictures.

Consider the following points when you plan for your composition:

- When did it take place?
- Where did it take place?
- Why were you happy?
- What did you do on that day?

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

Helping Words:

surprise	holiday	parcel	overjoyed
theme park	memorable	excited	
dream	unwrap	joy	unbelievable



Mark Scheme



Mark Scheme

Content (10 marks)

- ☐ Relevant Ideas
- ☐ Story is thoroughly developed

Mark Scheme

Language and Organisation (10 marks)

- ❑ Almost **no errors** in grammar, spelling and punctuation
- ❑ **Wide and appropriate** use of vocabulary
- ❑ Good **sequencing, paragraphing and linking** of ideas and facts



**RIVERDALE PRIMARY SCHOOL
PRIMARY 3
ENGLISH LANGUAGE**

Name of Pupil:	Class:	Year:	Term:

Writing (Picture Composition)



Process Skill	Needs Guidance 0-2	Getting There 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Content (10 marks)	<ul style="list-style-type: none">Irrelevant ideasVague and confusing composition <input type="checkbox"/>	<ul style="list-style-type: none">Some relevant ideasUndeveloped composition <input type="checkbox"/>	<ul style="list-style-type: none">Relevant ideasSlightly developed composition <input type="checkbox"/>	<ul style="list-style-type: none">Relevant and interesting ideasSufficiently developed composition <input type="checkbox"/>	<ul style="list-style-type: none">Many good and relevant ideasThoroughly developed composition <input type="checkbox"/>
Language (10 marks)	<ul style="list-style-type: none">Contains numerous errors in spelling, punctuation and grammarInappropriate and limited use of vocabularyNo linking of ideas <input type="checkbox"/>	<ul style="list-style-type: none">Several errors in spelling, punctuation and grammarLimited use of vocabularyPoor linking of ideas <input type="checkbox"/>	<ul style="list-style-type: none">Some errors in spelling, punctuation and grammarMundane words usedInappropriate use of wordsSome linking of ideas <input type="checkbox"/>	<ul style="list-style-type: none">Few errors in spelling, punctuation and grammarAppropriate vocabulary usedMany ideas are linked <input type="checkbox"/>	<ul style="list-style-type: none">Hardly any errors in spelling, punctuation and grammarGood and varied vocabulary usedMost of the ideas are well-linked <input type="checkbox"/>

Teaching Writing

Skills Taught

Planning

Using effective introductions

Using effective conclusions

Developing the story

Proofreading, editing and revising

Planning



Narratives

- ❑ Setting/Orientation

 - ❑ Introduce the place and characters

- ❑ Conflict/Problem

- ❑ Resolution

- ❑ Ending

 - ❑ Something you have learnt

RECOUNT TEXT

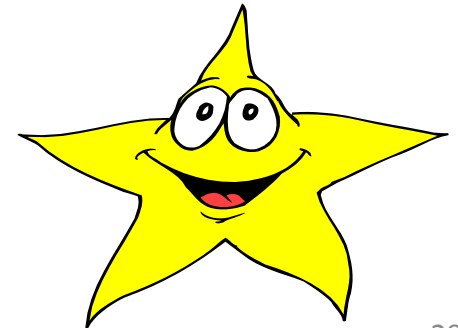
	<h3>A Trip to the Zoo</h3>	Title: Summarizes text
Introduction	<p><u>Last weekend</u>, my family went to Mandai Zoo to see the new baby elephant.</p>	Setting: when? who? where? why?
Events	<p><u>When</u> we got to the zoo, we parked the car, bought the tickets and went into the zoo. We went to see the monkeys first. The monkeys were very active that morning, and they were making a lot of noise.</p>	past tense
	<p><u>After that</u>, we went straight to the elephant enclosure to see the baby elephant. The baby's name was Minah, and she was still staying very close to her mother.</p>	
	<p><u>Before lunch</u>, we saw the polar bears being fed. They were huge and were very good swimmers.</p>	
Text cohesion provided by linking words.	<p>We had a picnic lunch sitting on the benches looking into the orang utan enclosure. My brother had fun making faces at them.</p> <p><u>After lunch</u>, we rushed to the animal show. It was a very funny show, and some people got wet because the sea lions splashed water on them.</p>	paragraphs in time order sequence
Conclusion	<p>When we returned home, we were very tired but happy because we had so much fun.</p>	Personal Comment

Using Effective Introductions



Why is a good start important?

- is the first part of your writing the reader would read
- it leads the readers to the rest of your story
- introduces the main character in your story
- gives readers some background to your story



Techniques you can Adopt

You may start with:

1. Sound Effects
2. Spoken sentence

1. Sound Effects

Eg:

“Ring!” My alarm clock rang. I opened my heavy eyelids as I suddenly recalled that it was the day of my class learning journey to the zoo. I sprang out of bed and rushed to get ready for school.

2. Start with a spoken sentence

E.g.

“Phew! Home at last!” I panted breathlessly. I was trudging wearily home after a long day at school. Fatigue was written all over my face.

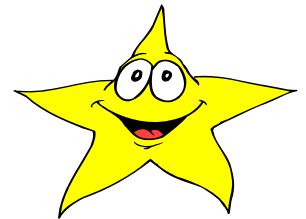
Using Effective Conclusions



Why is a good ending important?

A good ending will:

- **provide a proper ‘full stop’ to the story and make it complete**
- **leave the reader feeling satisfied**
- **sometimes leave the reader wishing there was more to read**



**A good ending is
just as important as the introduction.**

Techniques you can Adopt

You may end with:

1. Resolution
2. Moral
3. Description of Feelings

Many good writers who share their reflections show depth and maturity in their writing.

(1) Resolution

Work out a solution to the problem in your story.

After the incident, I was lectured severely by my parents and I have realised the harm that I have done to Karen. I was punished and grounded for a week. It was a hard lesson learnt and I promised myself I would never be so playful ever again.



(2) Moral

End with a “moral of the story”, such as a proverb or wise saying.

This was the first time I encountered a drowning incident. It taught me to always remember that life is very precious.



(3) Description of Feelings

Describe your feelings and why you felt that way.

This was the most humiliating day of my life. I wished I had never joined the talent contest in the first place.



Avoid these Endings

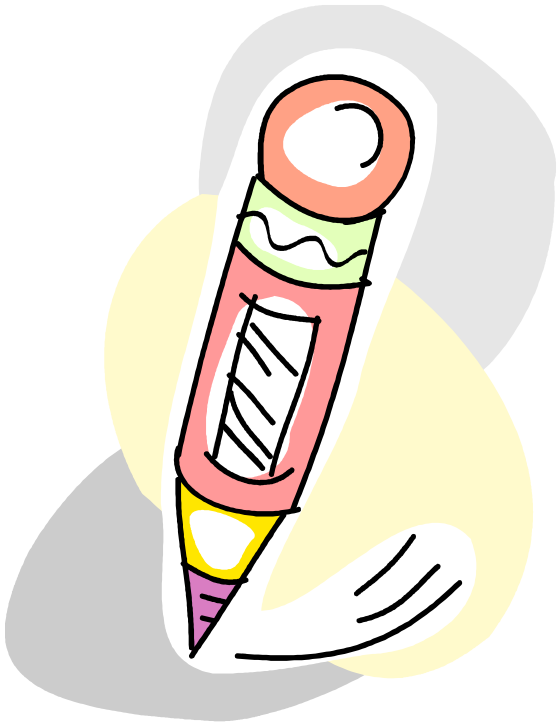
1. waking up from a dream
2. aliens
3. any unrealistic situations

Avoid these Endings...

I woke up suddenly,
perspiring. What a
nightmare!

"May!" her mother called. May
opened her eyes and realised she
was in her own room. It had been a
dream after all.

Development of Story



Relevance & Clarity

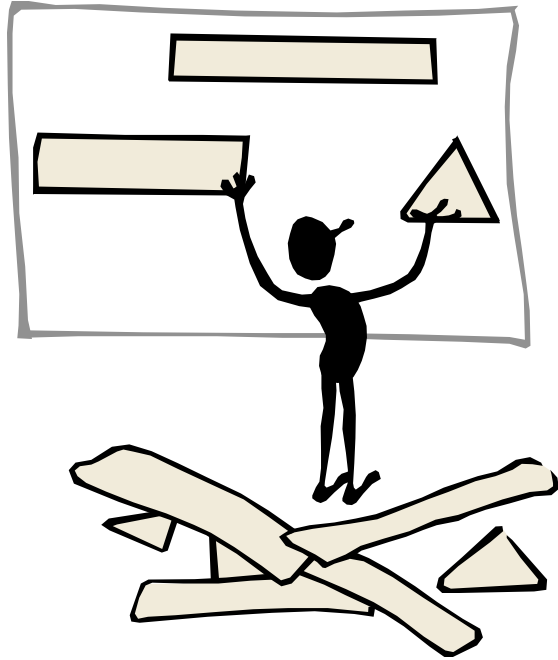
- Is the writing **relevant** to the given question?
- Do the ideas **make sense**?
- Is there anything that has been **left out**?
- Are there **repetitions** that can be deleted?
- Is the organization **confusing**?

Elaboration & Development

- Is the central idea of the composition **clear**?
- Can I follow the development of the ideas?
- Are **paragraphs** used to sequence ideas logically?
- Are there enough **details**?
- Is there room for **expansion of ideas**?

Creativity, Imagination & Interest Value

- Is the introduction **appropriate/interesting**?
- Is the conclusion **effective/appropriate**?
- Is the story believable?
- What is most **striking/interesting** about the writing?
- How original is the writing?



Proofreading, Editing & Revising

Composition Checklist	Tick
Are there any ideas I want to add/delete?	
Can I improve my writing by changing some parts?	
Can I improve my writing by rearranging parts?	
Can I combine any sentences?	
Can I add any adjectives and adverbs to expand some sentences?	
Is my grammar correct?	
Did I use words correctly, e.g. to, too, two, your, you're, here, hear, etc.?	
Did I avoid over-use of some words?	
Did I begin my writing in an interesting way?	
Is the ending to my writing interesting?	
Did I write in complete sentences?	
Did I check my spelling?	
Did I indent the beginning of each paragraph?	
Did I start all my sentences with a capital letter?	
Did I use capital letters for proper nouns?	
Did I end each sentence with the correct punctuation?	
If I wrote conversations, did I use quotation marks?	

EL Paper 2

(50 marks)

- MCQ
- Open-ended questions

EL Paper 2

MCQ

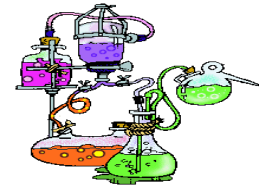
- Vocabulary MCQ (6 marks)
- Grammar MCQ (8 marks)
- Visual Text Comprehension MCQ (5 marks)

EL Paper 2

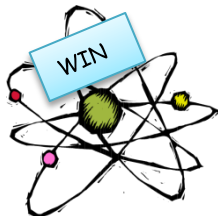
Visual Text Comprehension MCQ

Study the advertisement carefully and answer questions 15 to 19.

Science Buskers Festival **Organised By** **Science Centre Singapore**



Science is all about interesting things around us. Come and show off your talents to communicate science in fun and creative ways. A panel of advisors from A*STAR will guide you along. You can walk away with attractive prizes when visitors vote YOU as their favourite Science Buskers!



ATTRACTIVE PRIZES (for Top 3 votes)

Individual Category

3-day tour package to Bali**

Group Category

(Maximum 3 buskers and at least one busker is less

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. Science Buskers Festival is organised by _____.

- (1) A*STAR
- (2) VivoCity
- (3) Trip Easy Company
- (4) Science Centre Singapore

()

16. The _____ of the Festival will decide the top 3 favourite Science Buskers.

- (1) visitors
- (2) advisors
- (3) sponsors
- (4) organisers

()

EL Paper 2

Open-ended

- Vocabulary Cloze (4 marks)
- Grammar Cloze (8 marks)
- Comprehension Cloze (5 marks)
- Sentence Combining (4 marks)
- Comprehension (10 marks)

EL Paper 2

Sentence Combining

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

38. Danny bought a computer. Danny also bought a printer.

_____ and
_____.

Approach to Comprehension Open-ended

1. **Read** the entire passage first to get a main idea of the content of the passage.
2. Read through the **questions**.
3. Read through the passage again carefully bearing in mind the questions.
4. **Underline or highlight** the main points. Read the paragraph again if you are not clear of the main idea.
5. Make use of **contextual clues** to make meaning of unfamiliar words and complex ideas.

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)

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

EL Paper 3

Listening Comprehension

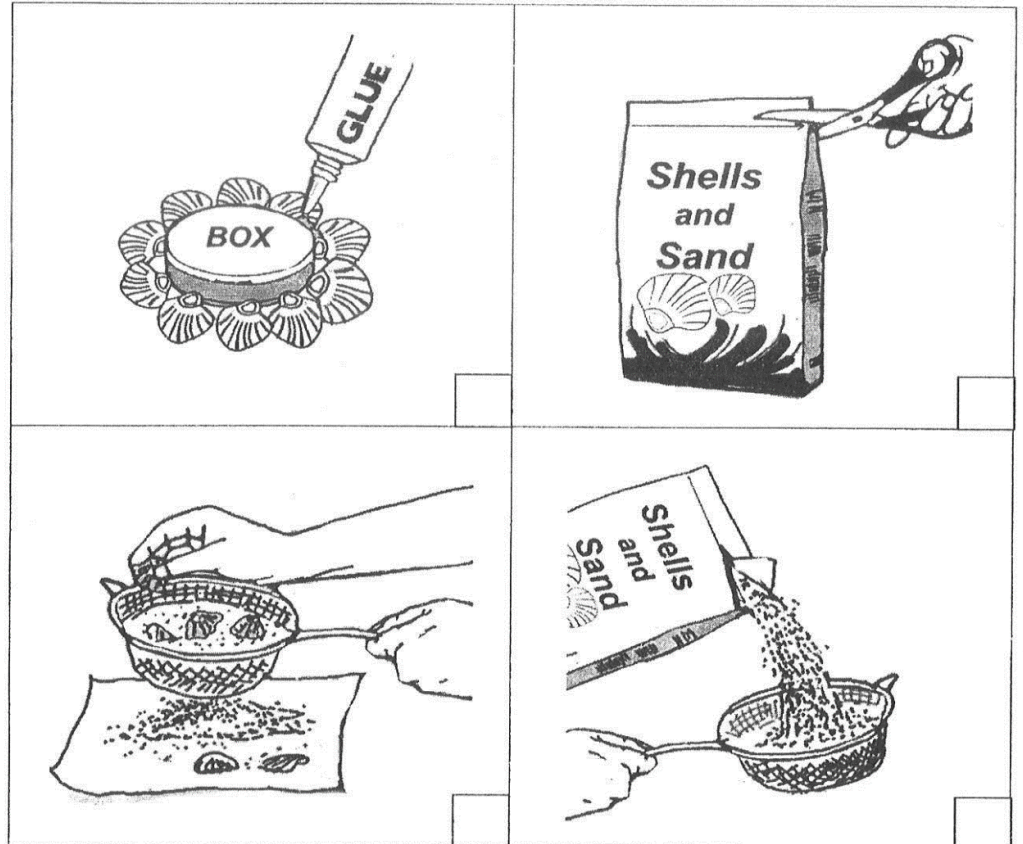
(14 marks)

- Picture-matching MCQ (6 marks)
- Note-taking (fill-in-the-blanks)
(5 marks)
- Comprehension MCQ (3 marks)

Picture-Matching

- The text will be read aloud to the students.
- Student's copy will consist only of the pictures.
- 2 marks for sequencing question.

To make sunflower using seashells, first you have to remove the contents from the packet. Next, pour the contents into a sieve so that the seashells can be separated from the sand. After that, pick the seashells from the sieve and glue them one at a time around a circular box.



Note-taking

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

Q5. Title of the talk for children aged 4 to 6:
‘Endangered _____’

Q6. Number of languages used for storytelling:

Q7. The hero of ‘Trickster Tales’:
Kancil the _____

Q8. The animal he tricked:

Q9. The country mentioned in the passage:

Comprehension MCQ

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

11) What traditional food is served on Thanksgiving Day? ()

- (1) Sugar cane
- (2) Mooncakes
- (3) Turkey

EL Paper 4

Oral Communication

(16 marks)

- Reading aloud (6 marks)
- Stimulus-based Conversation (10 marks)

A common theme across components :

Reading Passage:

- taking a walk at the park

Stimulus-Based Conversation:

- Conversation based on a picture with activities at the park

Reading Aloud (6 marks)

Pupils are assessed on:

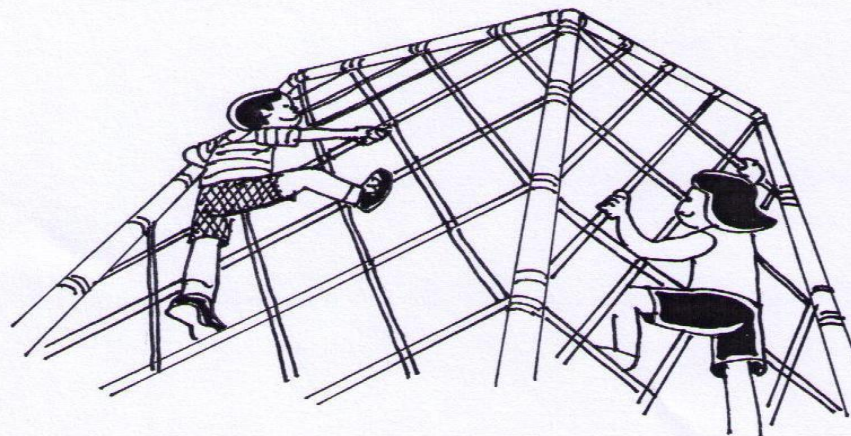
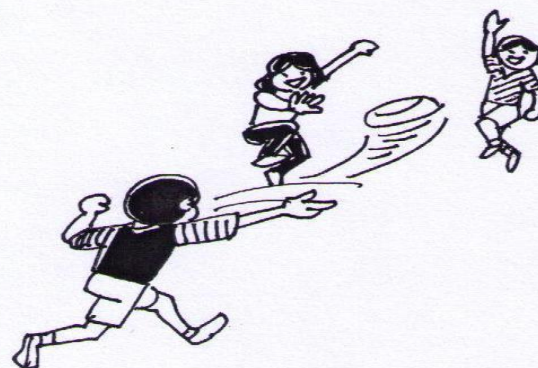
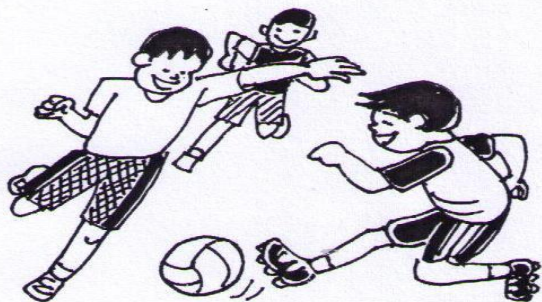
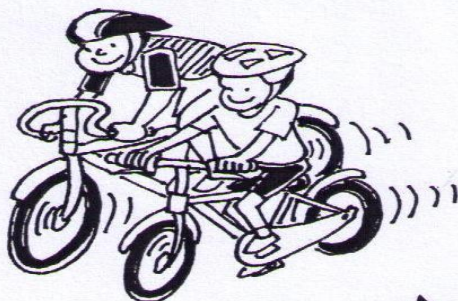
- ✓ pronunciation and articulation
- ✓ fluency and rhythm
- ✓ appropriate expression

Pointers

- 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 (moth**er**)
- Pay attention to **word endings** (loves, tookk)

Stimulus-Based Conversation

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



Stimulus-based Conversation

- 3 main prompts will be given
- The first prompt relates to the stimulus
(Which activity would you take part in?
Tell me why.)

Stimulus-based Conversation

- Next **two prompts** relate to the conversation **topic**

(If you go to a park, what would be the first thing you would want to do? Why?)

(There are many parks in Singapore. Name some parks you have been to or would like to visit someday.)

- All 3 prompts are broadly **linked** to the stimulus and reading passage

Stimulus-Based Conversation (10 marks)

Pupils 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
- **Do not** give 'yes' or no' responses
- **Do not** shrug shoulders

Points to Note

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

Points to Note

- Gain Knowledge
Newspapers, educational magazines, Discovery Channels, books, etc
- Success will depend largely on your knowledge, experiences, readings
- Be Yourself
Talk about real experiences instead of imagination



[illegible]