

English language

Reading & Viewing

Outline

- 1) What are the assessment objectives?
- 2) What are the strategies students can use for these components?

By Primary 6...

AO1	Demonstrate comprehension of a range of texts at the literal and inferential levels .
AO2	Show understanding of implied meaning and make judgement and evaluation, by reading and/or viewing closely and critically .
AO3	Show understanding of how contextual use of lexical and grammatical items shapes meaning.
AO4	Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts.

How are they tested?

1. Visual Text Comprehension (8m)

- 8 questions / 8 marks / MCQ

2. Comprehension Cloze (15 m)

- 15 questions

3. Comprehension O.E. (20m)

- About 10 questions
- Mark allocation for each question is different.
- Different format e.g. one-word answer, sequence order of events with numbers, fill in a table, etc.

Visual Text Comprehension

8 MCQ questions / 8 marks



Apex Creative Science Award 2014

**Unleash
your creativity
and invent a toy!**

The annual Apex Creative Science Award (ACSA) is back! This year's theme is 'Rock-Roll-Wobble!' Put your creativity and imagination to work by designing and building your very own toy! Toy-making is a fun activity and you will learn a lot of science along the way. ACSA helps you to develop your thinking skills and confidence through your invention.

The Scizkid Award comprises
2 categories:

- **Primary 1 & 2**
- **Primary 3 - 6**
- You are allowed to use any suitable material to create the toy.
- The toy must demonstrate at least one scientific principle.
- Remember the toy has to be sturdy and safe to play with.
- So put on your thinking caps and create a fun and unique toy that will impress the judges!



YOU COULD WIN!

Primary 1 & 2 Category
Merit Prizes: 16 GB thumb drive

Primary 3 - 6 Category
First Prize: A BRIGHT computer
Second Prize: A video recorder
Third Prize: A digital camera
Merit Prizes: 16 GB thumb drive

Apex Science Workshop

Creators of all shortlisted toys who are in Primary 3 to 6 will get to attend the Apex Science Workshop where they will learn how to make a unique gadget. This workshop will be conducted by trainers from the Apex Electronics Group.

Book these dates in your calendar!

Participants will need to submit toys with a write-up to the Science Centre Singapore by 30 May 2014.

All queries should be sent to the Science Centre.

Note:

All participants must abide by the rules of the contest.
All decisions of the judges will be final and binding.
No correspondence will be entertained.

Jointly organised by:



Interpreting Visual Texts

Different elements that make up the text includes:

- Words – Includes title, headlines, captions
- Typography – Type of font, font size
- Layout – Spatial arrangement of different elements in a text.
- Images
- Colours*

Technical Terms and Vocabulary

Examples:

- Organiser and sponsor
- Annual and biannual
- Mandatory
- Complementary

Comprehension Cloze

15 questions

Fill in each blank with a suitable word.

According to studies presented by US researchers at a meeting in Orlando, Florida, a daily dose of laughter may be good for the heart. Like exercise, a good laugh makes _____ vessels work more efficiently. Depression, on the (1)

_____ hand can raise the risk of dying from _____ failure. (2) (3)

We are not recommending that you _____ laugh and not exercise, but we do _____ that you try and laugh on a _____ basis. Thirty (4) (5) (6)

minutes of exercise three times a week and fifteen minutes of laughter daily _____ definitely good for the heart. Dr Miller and his _____ of (7) (8)

researchers showed two movies – one humorous _____ one stressful – to 20 (9)

healthy volunteers and tested the function of their blood vessels _____, (10)

during and after the viewing of the movies. They found that blood flowed _____ (11)

freely in 19 of the 20 volunteers _____ they laughed at funny movie (12)

segments. The blood flow _____ about 22 per cent during laughter and (13)

decreased 35 per cent _____ mental stress. They advised therefore (14)

_____ "*a laugh a day might just keep the doctor away!*" So have a daily dose (15)

of laughter to keep in good health.

COMPREHENSION CLOZE

15 MARKS

✘Lack the vocabulary to fill in the blanks.

✘Don't know what the text is about.

(Adapted from 'The Upside Down Girl' by Justin D'Ath)

What we should do:

(1) Read the passage to determine the text-type and main idea(s).

- Different text-types have different grammatical structures.
- Different topics/contexts require different vocabulary.

(2) Annotate while reading to start linking the **clues**.



TYPES OF CLUES IN COMPREHENSION CLOZE

1. Part of speech (Different word classes)
2. Word Collocation
3. Contextual Clues



PART OF SPEECH

Clues to look for;

- If the blank comes after a determiner → **Nouns**
- If it is describing a noun → **Adjective**
- Do I need a **verb** in this sentence?
- Is it a substitute for a noun? → **Pronoun**
- Do I need to connect ideas or event? → **Conjunctions**

COLLOCATIONS

- Words that are commonly used together
- Noun phrases e.g. 'fast food' 'short cut'
- Phrasal verbs e.g. 'to get together' 'to look up to'
- Other phrases e.g. 'black and white' 'in and out'

Examples:

- Make a difference / a mess
- Take a chance / a rest / a risk
- Break a promise / a record / the rules
- Had run out of money / time / patience
- Filled with horror / surprise

CONTEXTUAL CLUES

- **Context clues** are hints that an author gives to help define a difficult or unusual word.
- The **clue** may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence.

Example:

Jack traveled the world in his **catamaran**. His _____ used both **the wind** and fuel to **sail the oceans**.

Answer: boat / ship

Why? In the context of the sentence, the clues provided are catamaran (a type of boat), wind and sail the oceans!

Comprehension O.E. (20m)

- About 10 questions
- Different format e.g. one-word answer, sequencing, fill in a table, identify details, inference, etc.

Surface Annotation



Annotating Text (Narrative)

- i. Circle the **characters** (who).
- ii. Box the **setting** and the **time** (where & when).
- iii. Underline and put within parentheses the **problem** (what). (_____)
- iv. Underline and put within parentheses the **solution** (what). [_____]
- v. Draw a squiggly line below **key vocabulary that we do not understand**.
- vi. Use double-headed arrows to **link the pronouns with their referents**.

It was 2.50 a.m. when the captain of a Singapore-registered crude oil tanker woke to violent banging on his cabin door. On opening it, he was faced with six robbers armed with long knives. They had already tied up three of his crew earlier. The captain of *Eagle Corona* and his crew were unharmed, except for a small cut to the neck of one crewman, although they lost their cash and personal items. However, after the attack, anti-piracy efforts were stepped up with the deployment of more fire hoses to deter boarding attempts while the ship continued on its voyage.

Deep Annotation

To help me understand what I'm reading about , I can annotate my thoughts by



Symbol	Meaning	Sentence Starters
?	Asking Question about what puzzles me.	My question is I'm wondering..... I would like to know.....
C	Making Connection with what I have read with different parts of the text or connect what I have read with what I know.	This reminds me of..... I have a connection This makes me think about... I remember reading
S	Summarizing what I have read in my own words.	This paragraph is about.....
O	Forming Opinion about what I think about the text based on what I have read.	I think..... I feel..... In my opinion.....

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C: Based on prior knowledge, this is most likely a pirate attack.

O: Luckily, the pirates were not aggressive. Only one crewman was injured during the attack and it was a small cut.

?: What personal items did they lose?

S: Anti-piracy efforts increased after pirates hijacked a tanker.

Thank you.
