

SHARING SESSION 2017

ENGLISH LANGUAGE DEPARTMENT

education

GUSTAVE
FLAUBERT

Georges
Duhamel

GUERRE
DU
FEU

P. FRÉDÉ
—
CHASSES
AUX
ALPES

LECLERCO
—
—
ESCALADES
DANS
LES PYRÉNÉES

E. MULLER
—
UN FRANÇAIS
EN
SINAI

STANLEY
—
TÉNÉBRES
DE
L'AFRIQUE

SHARING IN BRIEF

- the different components of the language paper
- implications of the each component
- ways to help your child

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Speaking and Writing

Giving pupils greater scope for providing responses in speaking and writing

- **Paper 1 : Continuous Writing & Situational Writing (27.5% - 55 marks)**
- **Paper 4 : Oral - Reading Aloud / Stimulus-based Conversation (15% - 30 marks)**

Listening and Reading

- **Paper 2 : Language Use and Comprehension**
(47.5% - 95 marks)

- **Paper 3 : Listening Comprehension**
(10% - 20 marks)

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Table of Specifications

PAPER	COMPONENT	WEIGHTING
1 (WRITING)	SITUATIONAL CONTINUOUS	15 (7.5%) 40 (20%)
2 LANGUAGE USE AND COMPREHENSION	GRAMMAR VOCABULARY VISUAL TEXT COMPREHENSION COMPREHENSION CLOZE SYNTHESIS AND TRANSFORMATION	95 (47.5%)
3 LISTENING COMPREHENSION	DIALOGUES INSTRUCTIONS	20 (10%)
4 ORAL	READING ALOUD STIMULUS-BASED CONVERSATION	10 (5%) 20 (10%)

PAPER 1 : WRITING (CW)

Continuous Writing

Flexibility to choose appropriate text type:

- Narrative (fictional / non-fictional)
- Descriptive / Recount
- Persuasive
- Argumentative

Assessment /on writing skills :

A given topic with 3 supporting pictures to offer different angles of interpretation

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PAPER 1 : WRITING

6

Part 2: Continuous Writing (40 marks)

- 2 Write a composition of at least 150 words about a **challenge**.

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:

- What was the challenge?
- Why was it challenging?

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



End of Paper

PAPER 1 : WRITING (CW)

HOW TO START WRITING?

- Begin with the end in mind (how would you like to conclude?)
- Are you able to relate to any similar situation, experience or text / story you can refer?
- Make a list of words or phrases you can use

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PAPER 1 : WRITING

PROBLEMS?

- Cliché introduction (overused expression, something that is used so many times that it becomes too common)
- Jumping from one sequence to another, without adequate description or elaboration.
- Problem and conflict is resolved too easily.
- Use of wrong words or phrases.
- Rushed conclusion.

PAPER 1 : WRITING (SW)

Your Task

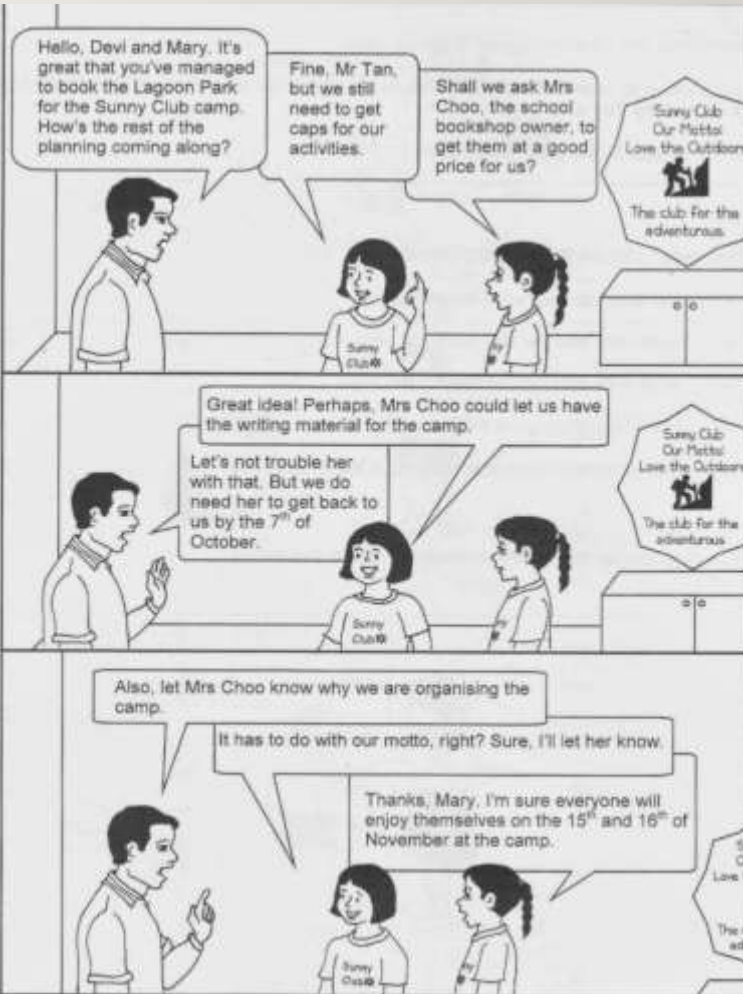
Imagine you are Mary, the president of the club. Write an email to Mrs Choo to request her help.

You are to refer to the given information for your letter.

In your letter, include the following information:

- which club you belong to
- the purpose of the club
- when and where the camp will be held
- what specific need you need from Mrs Choo
- when Mrs Choo needs to reply you

You may reorder the points. Write in complete sentences.



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PAPER 1 : WRITING (SW)

PURPOSE : email to Mrs Choo to request for supply of materials for camp – caps and writing materials on behalf of Sunny Club

AUDIENCE : Mrs Choo (tone – formal – request)

CONTEXT : Mary , President of Sunny Club Camp : camp members

- inculcate love of outdoor & adventure
- needed supply for camp
- Lagoon Park (15th & 16th November)
- (reply by 7th October)

PAPER 2 : Visual Text Comprehension (VTC)

Study this flyer carefully and then answer questions 21 to 28.

ANNUAL STORY-WRITING COMPETITION



Write a story about any bird that can be found in the National Bird Park.

- Your story could be inspired by any interesting facts about birds, or simply by your own imagination.
- Top 3 entries will win free tickets to the National Bird Park
- Post your story to the National Bird Park by 31 December 2012
- More information on the rules and regulations of the competition can be found at www.birdpark.com/contest
- If you have any queries, you may call Joanne at 61777490



The following winning entry to last year's competition was inspired by the common observation that flamingos are pink and are often found in groups:

Flamingos like nothing better than to group together and "chatter" non-stop with each other. However, a long time ago, flamingos did more than just chatter harmlessly. It was a matter of pride for each flamingo to be able to share the juiciest gossip with each other. In order to boost their supply, they would sneak up on other animals to eavesdrop on their conversations. At that time, flamingos had green feathers. This allowed them to hide among the trees and bushes and indulge in their wrongful behaviour.

The animals in the forest were very annoyed with this behaviour. "It's not that we have any secrets we are ashamed of," the monkeys said guiltily. "No, no, we've not done anything wrong either," the leopards hurried to add, blushing. "But we should still stop them! After all, we don't gossip about them!" the giraffes huffed. The animals all agreed they had to stop the flamingos, but how?

Finally, the monkeys, who had the most secrets to hide, had an idea. They would make a huge pot of pink paint and splash the paint all over the flamingos! With a brilliant coat of pink, the birds would no longer be able to hide in the forest! What devious but clever monkeys! Now, do you think the animals were successful?



In case you're wondering about the real reason why flamingos are pink in colour...

Flamingos' feathers are tinted by their diet of shrimps and algae, which are rich in beta-carotene, a vitamin with a strong colouring effect.

Sponsored by The Bird Conservation Community



(Go on to the

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PAPER 2 : COMPREHENSION (OE)

Common problems faced by the pupils :

Do I understand what I have just read?

Do I know the main idea of the passage?

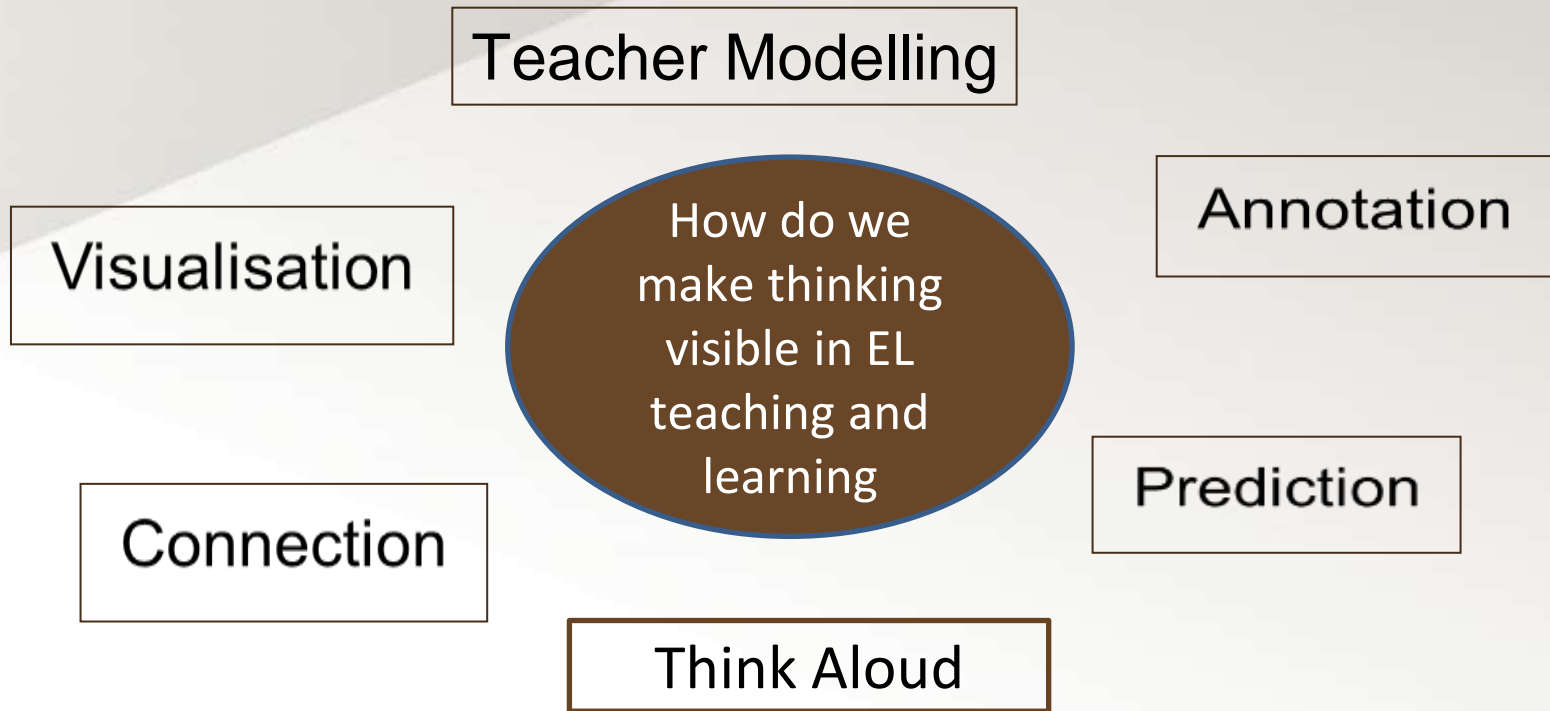
Do I know what the writer is trying to communicate to me?

Do I know the answer to the question?

Do I know how to ask questions while reading?

PAPER 2 : COMPREHENSION (OE)

Visible Thinking in an English Language classroom.



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PAPER 2 : COMPREHENSION (OE)

Example : What **thrill** was Keith experiencing?

about to go surfing

was he swimming?

It was the break of dawn. Tony, with his (**surfboard under his arm**), was standing on the shore watching his buddy in the sea. Keith (**was paddling with his hands in the water**), trying to catch the incoming wave. In one swift moment, (**he thrust himself up and was riding the perfect wave,**) contented with the thrill he was experiencing.

why ?

he was not swimming...probably surfing

setting : seaside , dawn

characters : Tony and his buddy, Keith

PAPER 2 : COMPREHENSION CLOZE

TACKLING COMPREHENSION CLOZE

HAVE YOU

LOOKED AT THE CLUES!

HIGHLIGHTED THE CLUES!

A decorative graphic at the bottom of the slide featuring several red books of varying heights and thicknesses. The word "education" is written in a large, light green, sans-serif font across the bottom, partially overlapping the books.

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PAPER 2 : COMPREHENSION CLOZE

First Sentence Clue

Two <u>cars</u> <u>crashed</u> just outside our <u>school</u> yesterday morning.	accident, injured, blood, ambulance, fatal, responsibility, students
I had the best birthday party ever.	fun, excitement, food, best birthday celebration...
Two years ago, a medical examination at school revealed that I was short-sighted.	school, health check, vision is not perfect, needs glasses ...
Many children drown every year because they do not know how to swim.	drowning cases, reports, age group, swimming pool, misadventure, misery of parents, cause of accident...
Bob was in such a rush to get to work on Friday morning that he slammed his hand in the car door.	woke up late, stayed up late, alarm did not ring, meeting that morning, carelessness due to the rush...

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PAPER 2 : COMPREHENSION CLOZE

The Experience Clue

Example:

Jenny is straining her eyes to read what the teacher writes on the board. She needs to have her eyes _____ .

Chameleons have unique eyes as they can move independently of the _____. The chameleon can look in two directions at once and this helps it _____ its prey

PAPER 2 : COMPREHENSION CLOZE

The Comparison-And-Contrast Clue

Example:

As soon as I put my spectacles on, the usual **blur** that I had been accustomed to seeing around me was gone. I could see everything very _____.

PAPER 2 : SYNTHESIS & TRANSFORMATION

Transformation involving change in the form of words

Bob was **absent frequently**. His classmates noticed it.
Bob's frequent **absence** was noticed by his classmates.
(adjective → noun)

Jane saw a dead rat in the kitchen. That filled her with **horror**.
Jane was **horrified** to see a dead rat in the kitchen.
(noun → verb)

The stranger suddenly **appeared** behind Sue. He gave her a shock.
The stranger's sudden **appearance** behind Sue gave her a shock.
(verb → noun)

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PAPER 2 : SYNTHESIS & TRANSFORMATION

Combining two sentences into one without changing its original meaning:

Examples

1. *John went to bed early because he was too tired to complete the project.*

Answer

- *Too tired to complete his project, John went to bed early. ✓*

Common Mistake

- *Too tired , John went to bed early. ✗*

PAPER 2 : SYNTHESIS & TRANSFORMATION

2. *Rose asked Tom if he had taken the money on the table.*

Common Mistake

• *Rose asked Tom, “**Had** you taken the money on the table?”* ✘

Answer

• *Rose asked Tom, “**Have** you taken the money on the table?”* ✔

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PAPER 2 : SYNTHESIS & TRANSFORMATION

3. *The watch is too expensive. It is a waste of money to buy it.*

Answer

• ***To buy the expensive watch is a waste of money. ✓***

Common Mistakes

• ***To buy the watch is too expensive and is a waste of money. ✗***

• ***To buy the watch is too expensive and it is a waste of money to buy it. ✗***

PAPER 4 : READING ALOUD / STIMULUS-BASED CONVERSATION

Paper 4 : Oral

Read Aloud Passage (10 mark)

Stimulus-based Conversation (20 mark)

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PAPER 4 : READING ALOUD / STIMULUS-BASED CONVERSATION

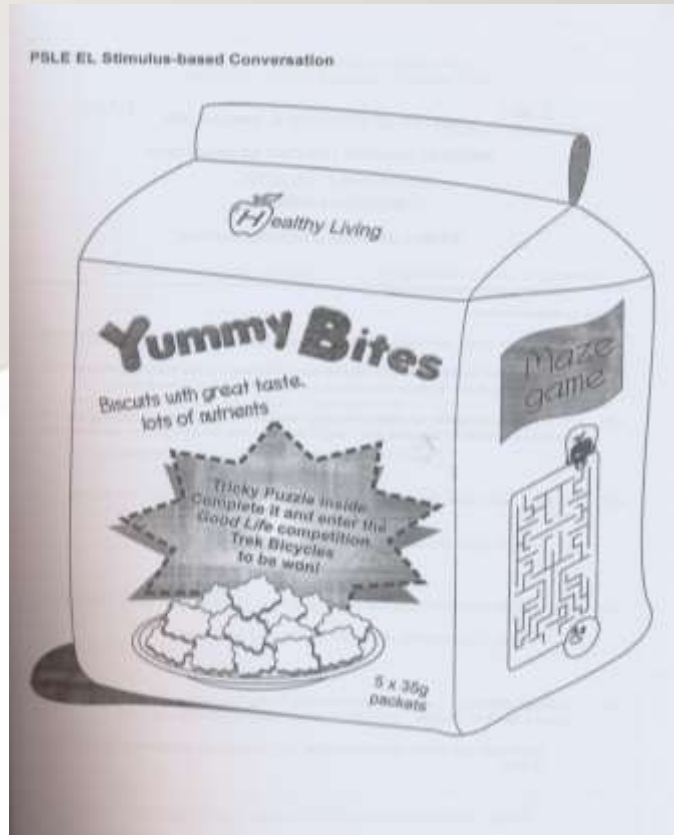
Reading Aloud : How to score?

- clear and consistently good pronunciation
- fluent reading delivered with the appropriate pauses and without any hesitation
- appropriate variation of pitch and tone (expression)

PAPER 4 : READING ALOUD / STIMULUS-BASED CONVERSATION

Sample Prompts :

- Would you be interested to buy the biscuits? Tell me why or why not?
- Why do you think a maze game is given?



Classroom Activities / Lessons

Questioning Techniques and

Strategies :

- CLARIFY
- JUSTIFY
- POINTS OF VIEW

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PAPER 4 : READING ALOUD / STIMULUS-BASED CONVERSATION

Stimulus – based conversation :
How to score?

- gives personal responses which are relevant and well-developed
- expresses clearly and confidently using a wide range of vocabulary and good structures
- interacts well with examiner and shows initiative in introducing relevant ideas


Learning
is a treasure
that will
follow its owner
EVERYWHERE

-Chinese Proverb-



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When I Look At My Students:
I See
UNlimited
Possibilities!



Unique Teaching Resources

THANK YOU

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