SHARING IN BRIEF

• the different components of the language paper (EL new format)
• implications of the each component
• ways to help your child
Emphasis on the 21st Century competencies

Giving pupils greater scope for providing responses in speaking and writing

• Paper 1 : Continuous Writing (Composition)

• Paper 4 : Oral (Reading Aloud / Stimulus-based Conversation)
Greater emphasis on viewing skills integrated with listening and reading

• Paper 2 : Language Use and Comprehension

• Paper 3 : Listening Comprehension
<table>
<thead>
<tr>
<th>PAPER</th>
<th>COMPONENT</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ( WRITING )</td>
<td>SITUATIONAL CONTINUOUS</td>
<td>15 ( 7.5% ) 40 ( 20% )</td>
</tr>
<tr>
<td>2 LANGUAGE USE AND COMPREHENSION</td>
<td>GRAMMAR VOCABULARY VISUAL TEXT COMPREHENSION COMPREHENSION CLOZE SYNTHESIS AND TRANSFORMATION</td>
<td>95 ( 47.5% )</td>
</tr>
<tr>
<td>3 LISTENING COMPREHENSION</td>
<td></td>
<td>20 ( 10% )</td>
</tr>
<tr>
<td>4 ORAL</td>
<td>READING ALOUD STIMULUS-BASED CONVERSATION</td>
<td>10 ( 5% ) 20 ( 10% )</td>
</tr>
</tbody>
</table>
The EL curriculum adopts the Strategies for Teaching English Language And Reading (STELLAR) approach.
- Reading – Library books / USSR / Scheduled class reading / library period / supplementary reading materials

- Speaking - reading and stimulus-based conversation / EC modular package / presentation / Web 2.0 tools

- Listening - listening practice papers (MC)

- Language Use – Vocabulary / Grammar / Comprehension
  - STELLAR learning sheets / Comprehension Skills
  - Supplementary practice papers / past examination papers
  - Grammar and vocabulary textbooks
  - Synthesis and Transformation topical practice papers
  - Composition – writing skills / activities
  - Spelling / Journals / Dictionary & Thesaurus
Revised PSLE components

Continuous Writing

- Flexibility to choose appropriate text type
- Assessment on writing skills

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

* refer to sample copy
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.
How to start writing?

- Begin with an end in mind
- Make a list of good vocabulary to use (Spice up)

This is when the word bank comes in useful!
PSLE 2015 format for EL Paper 1
All forms of continuous writing are acceptable

• Narrative (fictional / non-fictional)
• Descriptive
• Expository
• Persuasive
Variations of Narrative Writing

1. Diary / Journal entry
2. Fairy Tale
3. Fable
4. Fantasy
5. Folk Tale
6. Legend
7. Myth
8. Biography

Descriptive Writing

1. Describes character, place or event in great detail
2. Often poetic in nature
3. Uses metaphors, similes and hyperboles
Expository Writing
1. Subject-oriented writing or explains a process
2. Relevant facts and figures
3. No personal opinions
4. Logical order / sequence

Persuasive Writing
1. Author’s opinions / stand
2. Biased writing meant to convince reader
3. Provides arguments, reasons and justifications
4. Often asks for a call or an action from the readers

Argumentative Writing
1. Debate in the written form
2. Develops both sides of the issue
3. Not about winning one side of the argument.
4. Makes a stand at the end.
Revised PSLE components

Paper 2 : Visual Text

• Merging of Graphic Stimulus and Comprehension
• Visuals - pictures, graphs, diagrams, etc with text

New
Text with Visuals ( 8 MCQ questions )

* refer to sample text
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 81777490.

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 splat 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 next page )
Revised PSLE components

Paper 2 : Comprehension Open-ended
Visual and Text

Text with 10 questions (e.g.: tables / sentences) to test sequencing, justification, comparison, etc.

* refer to sample text
71 What does 'They' in line 4 refer to? [1m]

72 Which word from lines 1-6 tells us that Christine saw the book as a strange object? [1m]

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

   The technician adjusted Christine's teacher.
   Tommy's teacher was taken away.
   Christine learnt about human teachers.

74 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

<table>
<thead>
<tr>
<th>Finding a paper book was exciting.</th>
<th>True/False</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine was not working hard enough.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tommy thought Christine was ignorant.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

75 Did Christine like the idea of having a human being as a teacher? Give two reasons for your answer. [2m]


0001/02(B)
Revised PSLE components

Paper 4 : Oral
Merging of picture discussion and conversation
Themes will be linked to the passage

New

Read Aloud Passage ( 10 mark )
Stimulus-based Conversation ( 20 mark )

* refer to sample text
Yummy Bites

Biscuits with great taste.
lots of nutrients

Tricky Puzzle inside.
Complete it and enter the
Good Life competition.
Trek Bicycles
to be won!

5 x 35g packets
Ways to help your child

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)
Ways to help your child

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
Area of Weakness

Comprehension : Common Errors

• giving incorrect answers (pupils do not know what the questions are asking)

• giving impartial answers

• tendency to give answers with little/no evidence of having referred to the passage

• Not quoting correctly
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?
Visible Thinking in an English Language classroom.

How do we make thinking visible in EL teaching and learning

Teacher Modelling

Annotation

Prediction

Visualisation

Connection
It reminds me of when I read .... because .... (text to text)
It reminds me of the time I .... because .... (text to self)
It reminds me of something I read because.... (text to text / text to world)
It reminds me of something I heard about because .... (text to world)
Observe or notice

What do you wonder?

Link it to your life
Annotation

When you annotate you add in extra information by:

- asking yourself questions
- writing notes to help you understand better
- draw arrows to make inference
What to annotate?

5 W 1 H

WHO - Characters
WHAT - Things / Events
WHEN - Time / Setting
WHERE - Setting / Context
WHY - Reasons
HOW - Process...Procedure
What to annotate?

- Main point in each paragraph
- Connections within and between paragraphs
- Definition of words, phrases (in bold)
- Contextual clues
- Writer’s choice of words
Example: What **thrill was Keith experiencing?**

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.

he was not swimming...probably surfing

setting: seaside, dawn

characters: Tony and his buddy, Keith
Have you ever?

LOOKED AT THE CLUES!

HIGHLIGHTED THE CLUES!

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

Example:

1. The baby is hungry. He wants his ____.

2. Mr Lim fainted and was rushed to the ____.

3. Mum came home late so she went to the supermarket and bought _____ dinners.
The Comparison-And-Contrast Clue

Example:

1. 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 ________.
Synthesis and Transformation

Transformation involving change in the form of words

Bob was regularly absent. His classmates noticed it. Bob’s regular **absence** was noticed by his classmates.

\[(\text{adjective} \rightarrow \text{noun})\]

Jane saw a dead rat in the kitchen. That filled her with horror. Jane was **horrified** to see a dead rat in the kitchen.

\[(\text{noun} \rightarrow \text{verb})\]

The stranger suddenly appeared behind Sue. He gave her a shock. The stranger’s sudden **appearance** behind Sue gave her a shock.

\[(\text{verb} \rightarrow \text{noun})\]
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. ×
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?” X

Answer
• Rose asked Tom, “Have you taken the money on the table?” ✓

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. X
• To buy the watch is too expensive and it is a waste of money to buy it. X
Things to note for other language components:

• analyse mistakes made in daily work and correct them

GRAMMAR ITEMS

• tend to write the answers first before they even identify the contextual clues
• do not identify the correct subject

Example:

Samuel, as well as the group leaders always ________ the class to hand in their work on time.

(1) remind  (2) reminds  
(3) are reminding  (4) has been reminding
Example :

Janice watched her sister ________ at the Victoria Concert Hall last Saturday.
1. sing  2. sung
3. sang  4. sings