

# EL Middle Primary Webinar



Greendale Primary School

***For best viewing experience, please use the Zoom application.***

***Music is being played in the background.***

***Do ensure that you are able to hear the audio.***



# What will be covered today

Components of an EL  
paper

Paper 1  
Continuous Writing

Oracy  
Reading Aloud

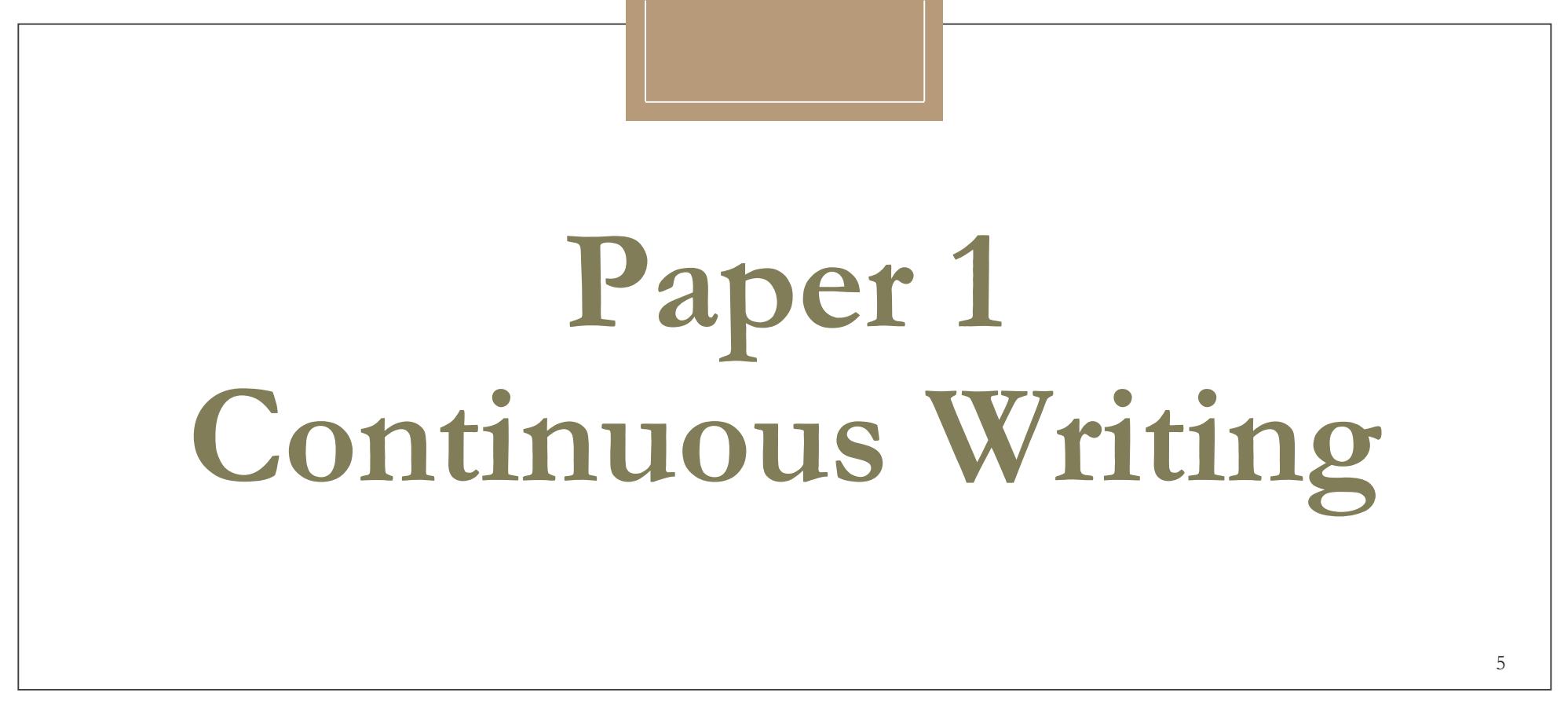
Oracy  
Stimulus-based  
Conversation



# Components of an EL Paper (Middle Primary)

# Components of an EL paper (P3 and P4)

	<b>Marks</b>	<b>Duration</b>
<b>Paper 1 Continuous Writing</b>	20 marks	50 mins
<b>Paper 2</b>	50 marks	1 hour 15 minutes
<b>Oral</b>	16 marks	About 20 minutes
<b>Listening</b>	14 marks	About 40 minutes
<b>Total</b>	<b>100 marks</b>	



# Paper 1

# Continuous Writing

# Continuous Writing (P3 & P4)

## Purpose and Intent

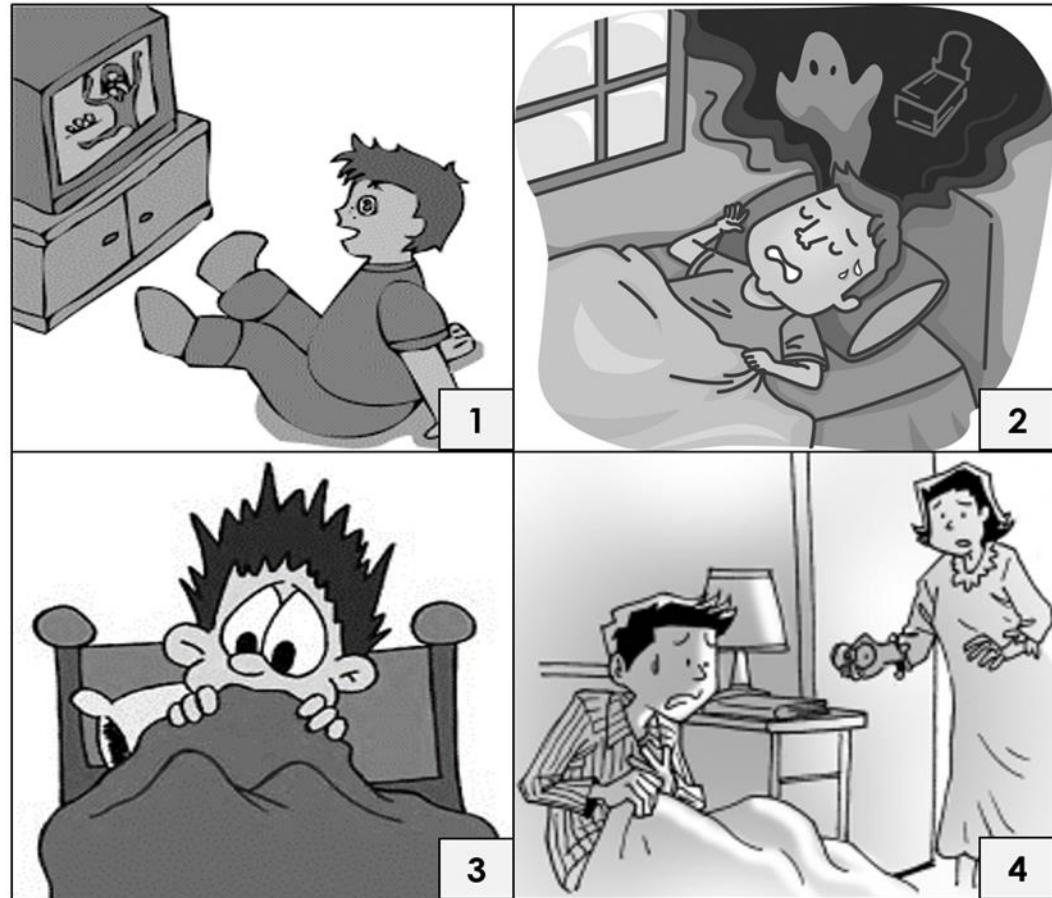
- Write creatively for a variety of purposes, audiences, contexts and cultures
- Develop, organise and express ideas coherently, cohesively and creatively in writing

# Creative Writing

P2

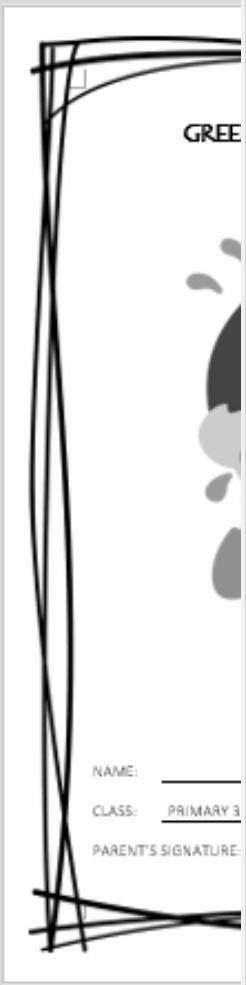
Beginning

Beetle



Handwriting practice lines for the four panels of the comic strip.

P3



**Lost in a Mall**  
Stage 1: Pre-Writing  
WRITING PROMPT

Name: \_\_\_\_\_ ( )

Write a composition of at least 100 words about the day you were lost in a mall.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

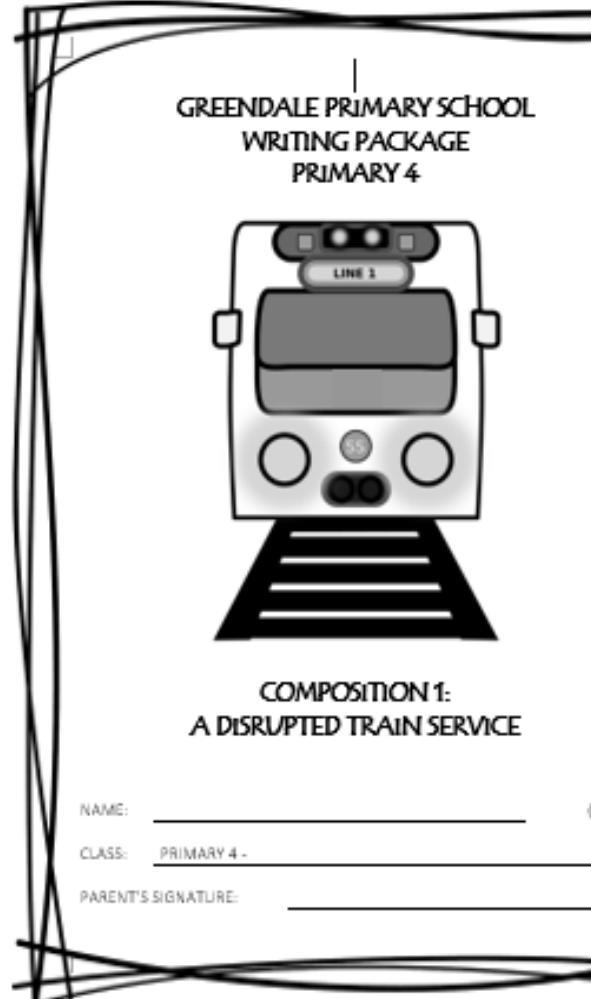
- What were you doing at the mall?
- What happened at the mall?
- How did you feel when you realised that you were lost?
- What happened in the end?

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

*Helping words:*

- newly-opened mall
- spacious
- excited
- curious
- window display
- wandered off
- panicked
- burst into tears

P4



**GREENDALE PRIMARY SCHOOL**  
**WRITING PACKAGE**  
**PRIMARY 4**

**A Disrupted Train Service**  
Stage 1: Pre-Writing  
WRITING PROMPT

Name: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

Write a composition of at least 120 words about the day you experienced a disrupted train service.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- Why was there a train disruption?
- What did the commuters do?
- How did the commuters feel?
- What happened next?

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

*Helping words:*

- peak hour
- crowded
- platform
- packed like a can of sardines
- bus service
- late for school
- worried
- rushed to board



**Lost in a Mall**  
**Stage 1: Pre-Writing**  
**WRITING PROMPT**

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P3

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**Stage 1: Pre-Writing**  
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P4

What are we  
looking  
out for?



# Continuous Writing (P3 & P4)

	EL	Duration
Content	10 marks	50 mins
Language	10 marks	
Total	<b>20 marks</b>	

# Continuous Writing

## Content

- Fully relevant ideas
- Highly interesting and thoroughly-developed composition

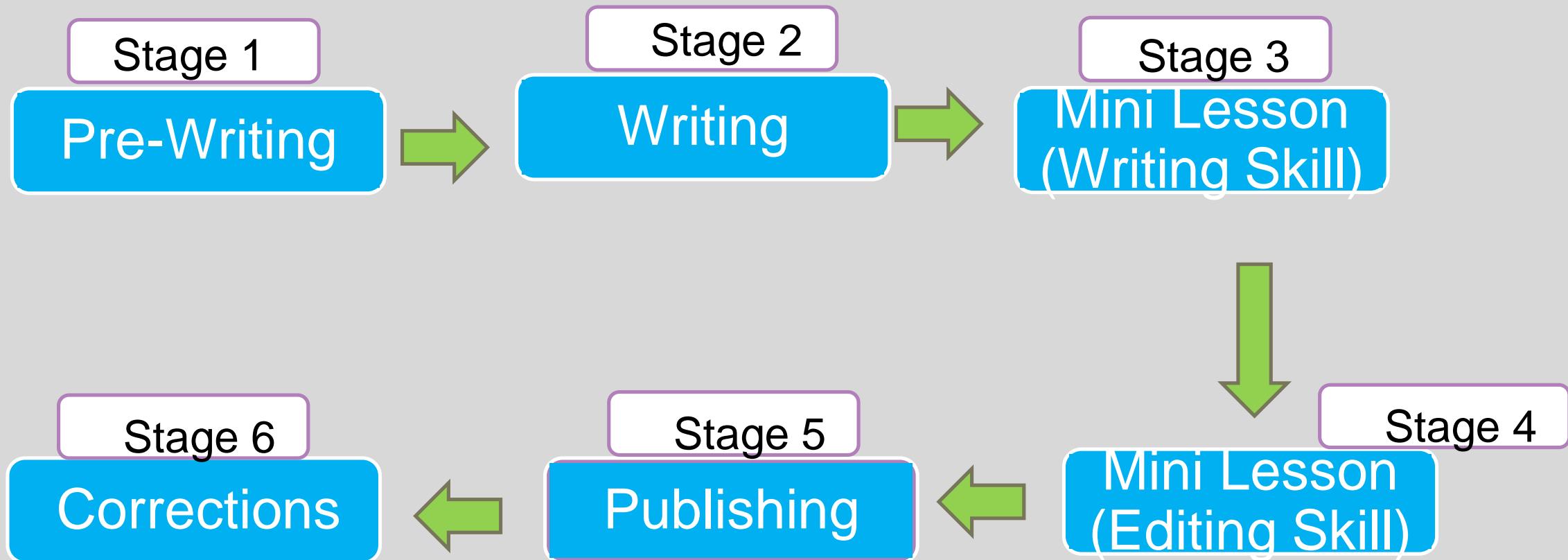
## Language

- Language is accurate with hardly any errors in grammar, expression, spelling and punctuation
- Wide and appropriate use of vocabulary
- Very good sequencing, paragraphing and linking of ideas and facts



How do we prepare  
your child for  
Continuous Writing in  
school?

# Writing Process (P3 & P4)



# Writing Process (P3 & P4)

Stage 1

Pre-Writing



**Lost in a Mall**  
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- panicked
- burst into tears

**Story Mountain**

- Refer to Writing Package

# Writing Process (P3 & P4)

Stage 2

Writing

Stage 3

Mini Lesson  
(Writing Skill)



Show  
Not  
Tell

Lost in a Mall  
Stage 3: Mini Lesson (Writing Skill)  
SHOW NOT TELL

Name: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

Show, Not Tell is a writing skill which allows the reader to experience the story through actions, words, thoughts, senses, and feelings.



MENTOR TEXT 1

## Tell sentences:

My parents and I were going to the new mall. I was excited.

## Show sentences:

My eyes lit up and my lips curled into a wide grin. My cheeks flushed red as I tried to contain my excitement. I ran towards my father and enveloped him in a big hug.

# Writing Process (P3 & P4)

Stage 4

Mini Lesson  
(Editing Skill)



**What is a paragraph?**

A paragraph is a larger piece of writing consisting of a sequence of sentences.

**How do we start editing?**

Step 1: Leave it as it is.  
Step 2: Leave it as it is.

**SPELLING**

- Correct my spelling

**PUNCTUATION**

- Use appropriate punctuation at the end of sentences
- Punctuate dialogues correctly

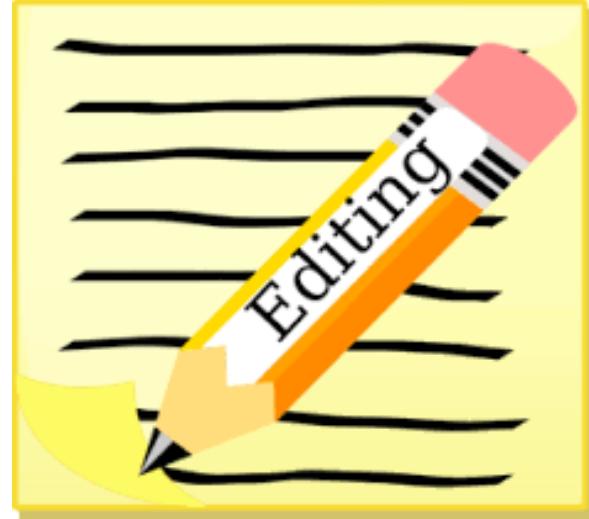
**GRAMMAR**

- Use the correct tense
- Check that the verb agrees with the subject (Subject-Verb Agreement)

**PARAGRAPHING**

- Indent every paragraph

In this editing lesson, I learnt to:



8

# Writing Process (P3 & P4)

Stage 5

Publishing

Stage 6

Corrections



**|Train Disruption**

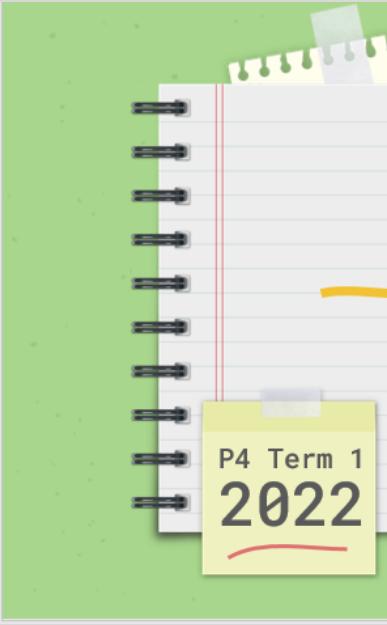
It was a Monday morning and I was going to school. I was in a secondary school  
and we had to go by train or bus. It was 7.00 a.m. and I was rushing to



ed the train station. **My heart sank** when I saw the station. It  
I no choice but to push my way through. As **I jostled and**  
**I saw people frowning at me**. My mouth fell open when I  
**was packed like a can of sardines!**

se me! " I exclaimed as I made my way through to the train.

e train, I **saw a man lingering by the door. His eyes glued**  
notice the people rushing into the train. Suddenly, while going  
the train's lights started to flicker and **the train jerked very**  
**to an abrupt halt**. All the commuters were shocked as  
ckly. The lights and air-conditioners were down and the whole  
or a moment. After ten minutes, we heard an announcement  
**speakers.**



## TERM 1, WEEK Show Not Tell (Fear)

Instructions: Rewrite the sentence using Show Not Tell.

I was walking home from school when I saw a ferocious dog. I was

Example:

I froze in my tracks. My eyes widened in horror. A drop of sweat trickled down my

### Adding Dialogue

Instructions: Complete the dialogue with a saying verb, emotion & action



Handwriting practice lines for the completed dialogue.

# The Write Project

a project by the English Department



## WELCOME, GREENDALITES!

You have reached the place where stories come alive!

Only a select few have been granted the privilege of entering this realm.

Prove that you are one of them. Click **HERE** and key in the password.

Hint: Check SLS announcements for the password!

# All Cat

- Book
- Comi
- From
- From
- Infor
- Joke
- Perso
- Poen
- Prim
- Shor

The  
Sc

They c

But

Withc

Th

Had

But M

She said

So we

They

I didn't c

I didr

## Trapped in a Lift

• gdpswriteproject • October 11, 2021 • From September SLS collection, Primary 6, Short Stories • Edit

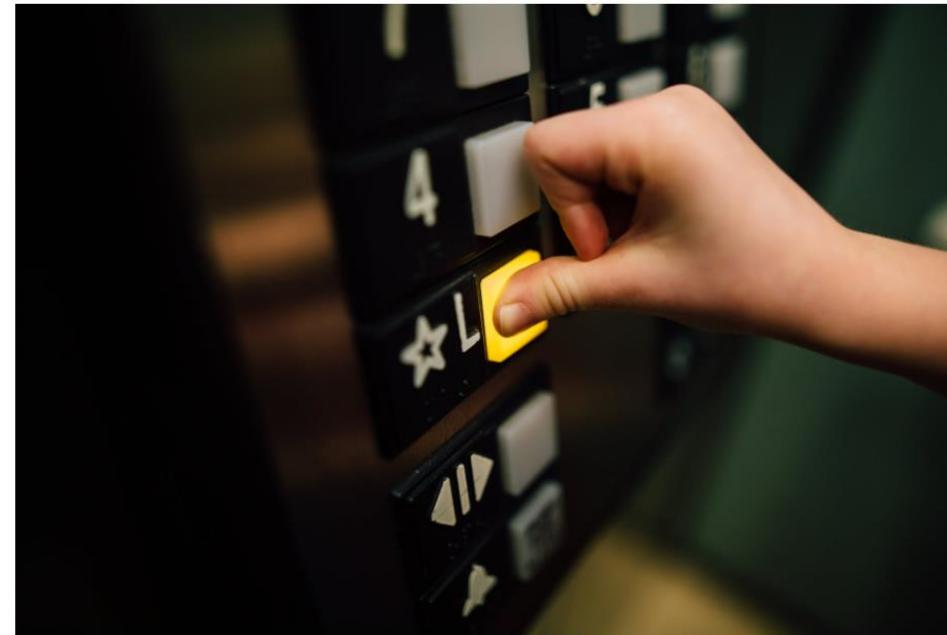


Photo by Kelly Lacy on Pexels.com

“Finally!” I thought, ecstatic that school was over. Exhausted by the long day at school, I rushed home so that I could relax. I soon reached the lift lobby. I patiently waited for the doors to open before I rushed in and pressed Level 7 repeatedly.

Suddenly, when the lift was in between Level 3 and 4, the fan of the lift stopped and there was pin-drop silence around me. The lift stopped. I was stunned, unable to comprehend the situation. At first, I tried to remain positive that the lift would restart in a couple of seconds but after a while, there was no denying it. I was trapped in the lift.

# The Write Project

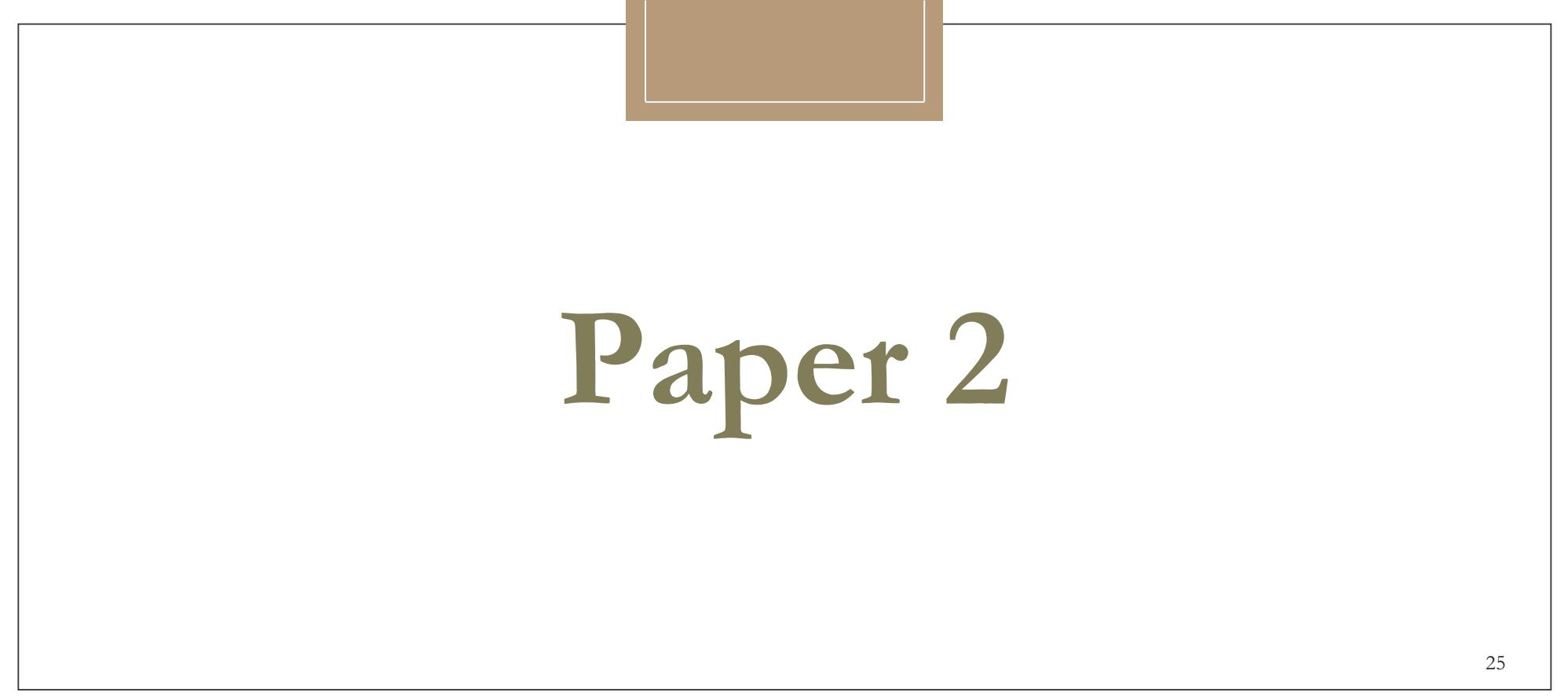
- Invited pupils to submit writing pieces of their choice
- 2022: Prompts will be provided



How can you help your  
child?

# How you can help your child

- Read extensively
- Read model compositions with your child, paying attention to writing styles and descriptive phrases
- Encourage your child to apply the writing strategies they have learnt in class for their practice pieces  
(refer to writing packages)



# Paper 2

# Components of an EL paper 2 (P3 and P4)

Components	Primary 3	Primary 4
Grammar MCQ	8 questions	8 questions
Vocabulary MCQ	6 questions	6 questions
Grammar Cloze	2 passages 8 questions	2 passages 8 questions
Editing	3 questions	
Vocabulary Cloze	1 passage	
Comprehension Cloze		1 passage
Sentence Manipulation	3 questions	4 questions
Comprehension (open-ended)	2 passages	2 passages

Paper 2 (Primary 3 & 4) Page 22 of 24

**Section B: Vocabulary MCQ**

## Section A: Gram

For each question  
answer. Make yo  
the Optical Answe

1. Maria and I will not help him next week.

9. Some \_\_\_\_\_ surrounded the house.

- |          |                |
|----------|----------------|
| (1) is   | (1) viewers    |
| (2) are  | (2) onlookers  |
| (3) was  | (3) spectators |
| (4) were | (4) passengers |

2. The teacher  
by \_\_\_\_\_ 10. Mrs Lim is doing a \_\_\_\_\_ to

- |     |        |     |             |
|-----|--------|-----|-------------|
| (1) | itself | (1) | test        |
| (2) | myself | (2) | survey      |
| (3) | you    | (3) | contest     |
| (4) | them   | (4) | competition |

3. David was uncomfortable.  
11. It has not rained for two weeks. The

- |            |                         |
|------------|-------------------------|
| (1) few    | (1) as hot as lava      |
| (2) little | (2) as dry as a bone    |
| (3) mar    | (3) as smooth as silk   |
| (4) muc    | (4) as tough as leather |

### **Section C: Grammar Cloze**

## Passage 1

For each question from 9 to 14, four options are given. Make your choice (1, 2, 3 or 4). Show the Optical Answer Sheet.



It was a frightening experience for John and Sarah. Both of (15) \_\_\_\_\_ were relieved that they were finally safe from the bear. Sarah had used thick branches to hit (16) \_\_\_\_\_.

"Let's pack (17) \_\_\_\_\_ things and head home," Sarah said as she picked up both their bags. John nodded (18) \_\_\_\_\_ head. He folded the mats and the tent. He hoped that they would not have to face the bear again.

## Passage 2

Read the passage carefully. **Underline the correct word** from the words given in the brackets. (4 marks)

Henry is a student who enjoys reading. He (19) [ pick / picks ] up any book and instantly, his world is transformed. His favourite book (20) [ is / are ] "Harry Potter and the Sorcerer's Stone". Sometimes, Henry's parents buy books for him or (21) [ take / takes ] him to the library. His siblings (22) [ love / loves ] reading too. They can spend hours in the library every weekend.

- Grammar MCQ
  - Vocabulary MCQ
  - Grammar Cloze

# Paper 2 (Primary 3 & 4)

## Class Work:

1. Jane can make

\_\_\_\_\_  
or \_\_\_\_\_

2. The teacher has  
Either \_\_\_\_\_  
\_\_\_\_\_

## Group / Pair Work

3. Jay can buy a

\_\_\_\_\_  
or \_\_\_\_\_

4. The black box  
Either \_\_\_\_\_  
\_\_\_\_\_

## Section F: Comprehension

For Q31 to 33, read each statement and tick ✓ "True" or "False". The first example has been done for you.

[3m]

	Statement	True	False
Example	A thief snatched the lady's handbag.	✓	
31.	The writer and his father were walking to the shopping mall when the incident happened.		
32.	The thief ran towards the park.		
33.	The writer's father caught the thief by himself.		

34. Tick ✓ your chosen answer.

The writer did not help to chase the thief as \_\_\_\_\_. [1m]

- it was dangerous
- he wanted to stay with the lady
- his father gave chase immediately

35. How did the writer help the lady?

a. \_\_\_\_\_ [1m]

b. \_\_\_\_\_ [1m]

- Sentence Manipulation
- Comprehension

# Paper 2 P3

P4

## Section D: Vocabulary

## Section D: Comprehension Cloze

Read the passage carefully and write its letter (A-E) in the boxes.

### Section E: I

Fill each blank with a suitable word. (4 marks)

Each of the  
the boxes.

- (A) clean
- (E) fastest

It was Amirah's tenth birthday. Her parents bought her a bicycle as a birthday gift. (23) \_\_\_\_\_ She was thrilled because she had always wanted to learn how to cycle.

Sally

Singapore has

(23) \_\_\_\_\_ ,

The next day, her father took her to the park to try (24) \_\_\_\_\_ her new

not do well.  
heavy rain could cause

bicycle. Amirah was nervous. Her father told her to pedal slowly and look straight ahead at the nearby trees. Within a few seconds, Amirah lost her (25)

(31) \_\_\_\_\_

The seats on  
important as some (26) \_\_\_\_\_ . She fell to the ground with a loud thud and tears rolled down her cheeks.

was truely  
Littering, eating

keep the trains (27) \_\_\_\_\_

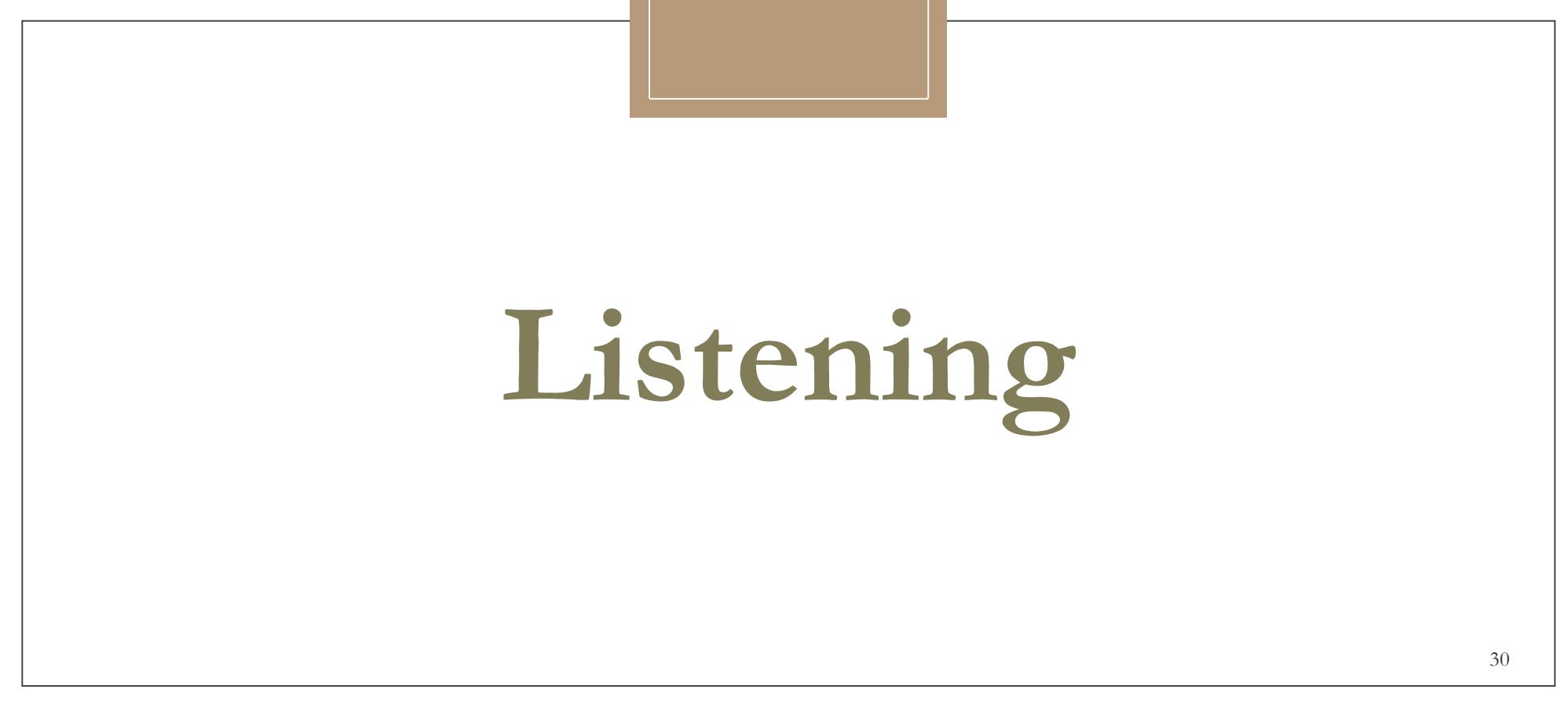
"It's all right! Try again," encouraged her father. Amirah (26) \_\_\_\_\_ away

she would s  
to (28) \_\_\_\_\_

her tears and got up. Soon, she was able to cycle. She was delighted that she could finally cycle.

somewhere, hop on a

- Editing for Spelling (P3)
- Vocabulary Cloze (P3)
- Comprehension Cloze (P4)



# Listening

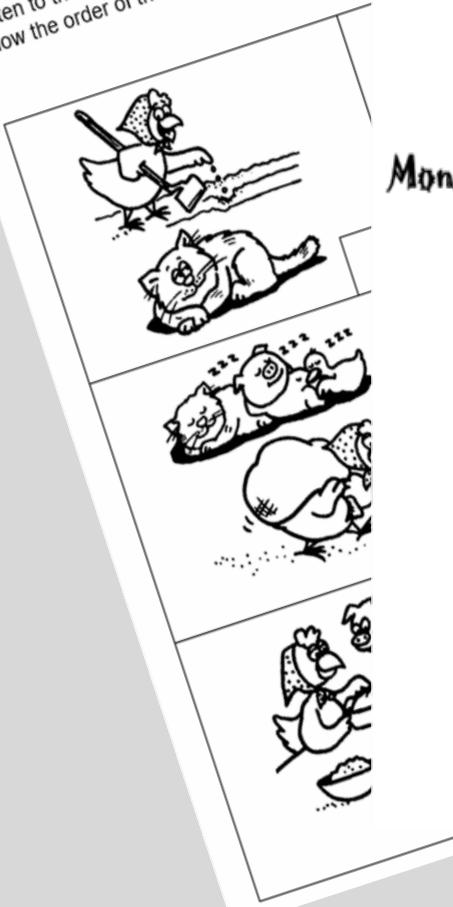
# Listening

## Primary 3 Listening Comprehension Booklet 1

Unit		Learning Focus	Page Number
1.	LISTENING ACTIVITY 1 Draw a Monster!	Listening for details for varied purpose	3
	LISTENING COMPREHENSION PRACTICE 1		4 14
2.	LISTENING ACTIVITY 2 Red Light Green Light!	Listening for details for varied purpose	-
	LISTENING COMPREHENSION PRACTICE 2		7 14
3.	LISTENING ACTIVITY 3 Story Sequencing	Listen and be able to identify gist / main idea	10
	LISTENING COMPREHENSION PRACTICE 3		11 14

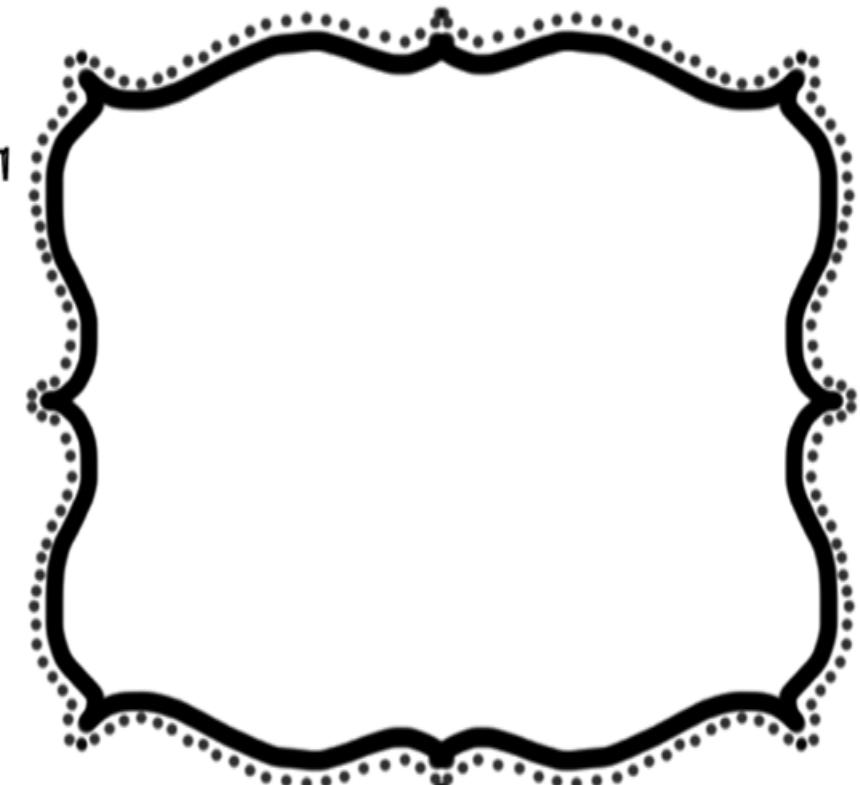
Story Sequencing

Listen to the story "Little Red Hen" and write in the boxes to show the order of the story.



Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!

## Draw a Monster!



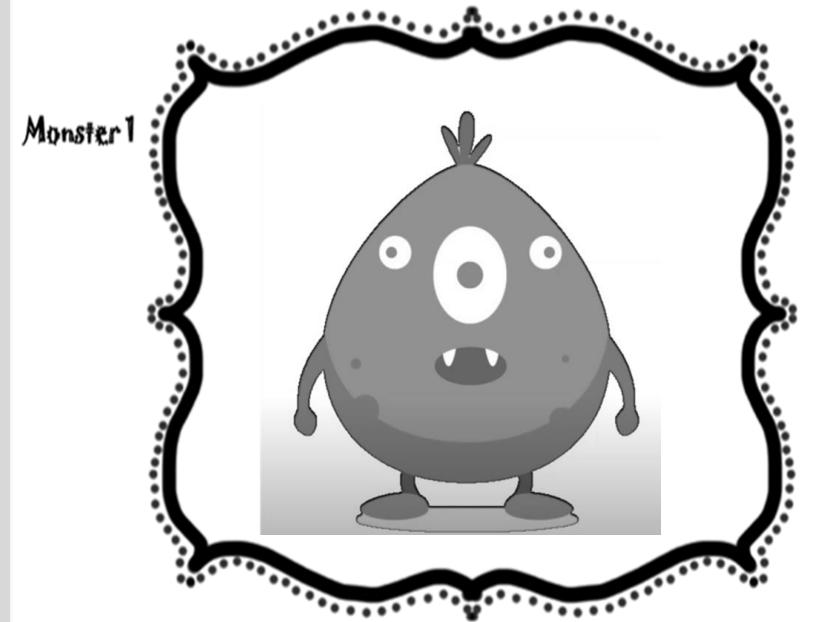
# Listening

## Monster 1:

- It is short, stout, and shaped like a pear.
- It has one big eye and two small eyes.
- It has a small mouth
- It has two sharp teeth
- It has three short hairs.
- It has two short legs and two short arms.

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!



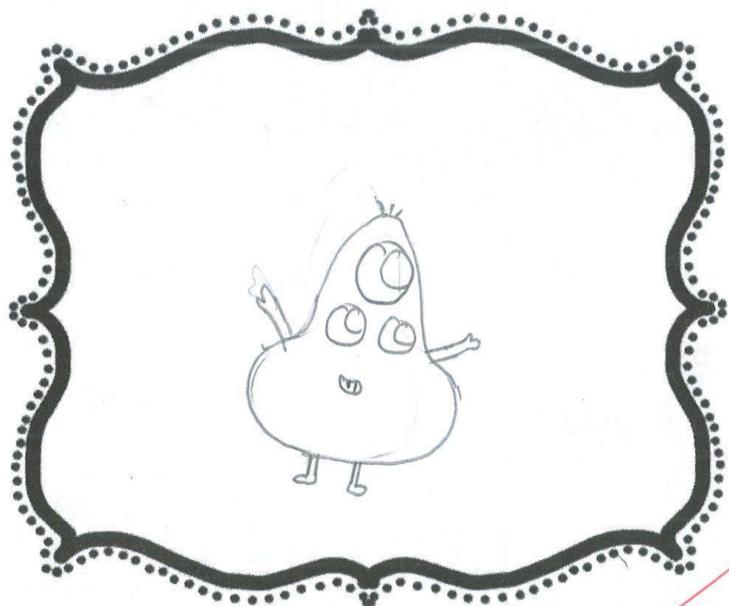
**UNIT 1** Date: 17 January 2022

**Activity 1**

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!

Monster 1



17 January 2022

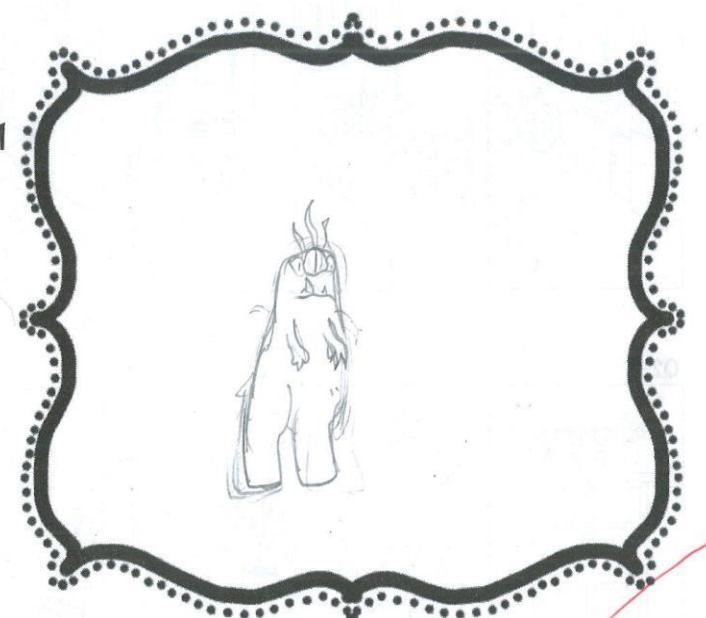
**UNIT 1**

**Activity 1**

## Draw a Monster!

Listen to the sentences read by your teacher. Follow the instructions closely and see if your monsters are the same as your teacher's!

Monster 1





# Oral Examination

- Reading Aloud
- Stimulus-based  
Conversation



# Reading Aloud

# Reading Aloud

## Purpose and Intent

Develop accuracy and fluency in reading, in terms of

- good pronunciation and clear articulation
- appropriate rhythm and stress
- appropriate variation of pitch and tone

*Adapted from EL Syllabus 2020*

# Reading Aloud

	Marks
Reading Aloud	6
Stimulus-based Conversation	10
Total	16

Total time given for preparation:  
**4 minutes**

What are we  
looking  
out for?



# Reading Aloud

- **Clear and consistently good pronunciation.**
  - Read every single word in the passage.
  - Avoid skipping any words, even if they are unsure.
  - Break the unfamiliar word into syllables, blend and pronounce it.

# Reading Aloud

- Fluent reading delivered with appropriate pauses and without hesitations.
  - Read at a consistent speed.
  - Avoid reading using a monotonous tone.
  - Pause at appropriate places.
  - Chunk words into meaningful units.

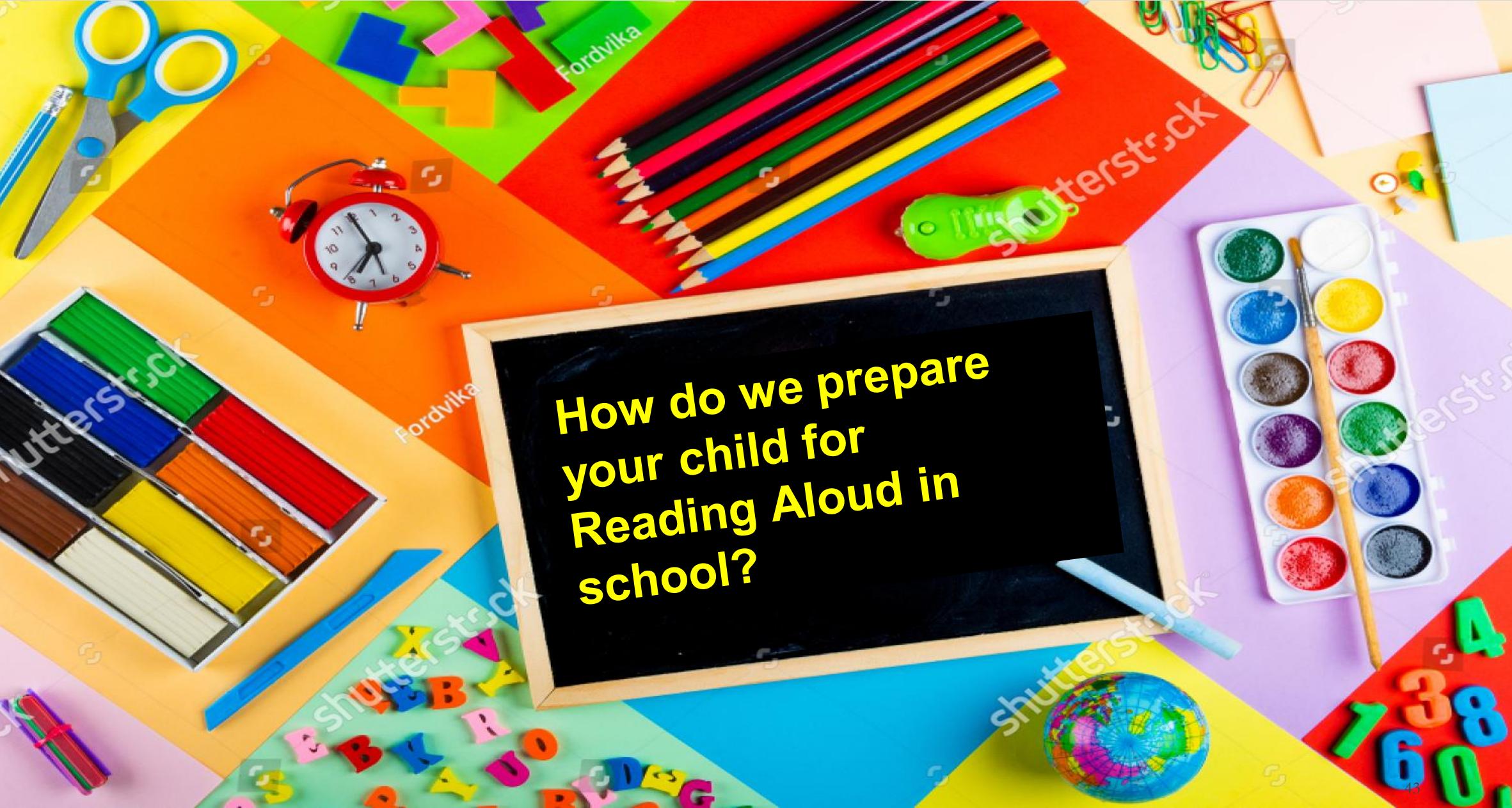
# Reading Aloud

- Appropriate variation of pitch and tone.
  - ✓ Read with expression.
  - ✓ Look out for dialogues.
  - ✓ Stress on the correct words.

# Reading Aloud



One day, to Sam's horror, Paul suggested,  
“Come on, Sam! Let's take the stairs!”



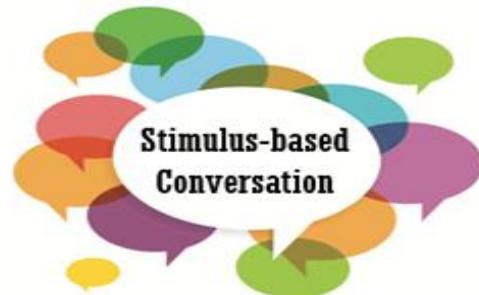
**How do we prepare  
your child for  
Reading Aloud in  
school?**

GREENDALE PRIMARY SCHOOL  
ENGLISH DEPARTMENT

# READING

*ALOUD*

&



**PRIMARY 3**  
**Worksheet 3**

NAME: \_\_\_\_\_

( )

il speed

CLASS: PRIMARY 3 -

ake one sound.

l:

phlegm	Physician
heasant	Physic
Phew	Phrase
phantom	Pharmacist

out each word.

at	Their
se	Thermos
nk	Then
in	Them

arly when you are reading aloud.

ng, humming or flowing sounds, **you wily and hold it a bit longer.**





How can you help your  
child?

# How can you help your child?

- Get your child to practise reading aloud regularly.
- Listen to them when they read. When your child skips or mispronounces a word, point to the word, say it, and have your child repeat it.

# How can you help your child?

- Go to online dictionary to check the correct pronunciation of words.
- Get your child to record his/her reading and play it back to hear how he/she sounded.



# Stimulus-based Conversation

# Stimulus-based Conversation

## Purpose and Intent

- Ability to express ideas clearly through speaking.
- Use accurate grammatical features of spoken language.  
*(pronunciation, articulation, expression, correct use of volume, stress and intonation to convey meaning)*
- Speak confidently for a variety of purposes, audiences and contexts.

What are we  
looking  
out for?



# Stimulus-based Conversation

Provide well-developed responses to questions.

- Avoid one-word answers
- Elaborate their ideas
- Share their own personal experiences

# Stimulus-based Conversation

Use a wide range of appropriate vocabulary.

Instead of...

I like...

It is nice...

Try...

- I am fond of
  - I am passionate about
  - I am interested in
- 
- delightful
  - spectacular
  - stunning

# Stimulus-based Conversation

Use varied sentence structures.

- |               |                |                 |                         |
|---------------|----------------|-----------------|-------------------------|
| • Furthermore | • Last         | • To illustrate | • As revealed by        |
| • Also        | • Lastly       | • For example   | • By the same token     |
| • Too         | • Further      | • Such as       | • To demonstrate        |
| • Next        | • Again        | • For instance  | • In line manner        |
| • Secondly    | • In addition  | • Still         | • Likewise              |
| • Second      | • As well      | • Finally       | • Along with            |
| • And         | • Then         | • Along         | • Not only ... but also |
| • Or          | • Moreover     | • Uniquely      | • What's more           |
| • Nor         | • Besides      | • And all       | • Except for            |
| • First       | • Specifically | • Like          | • By the same           |

# Stimulus-based Conversation

Able to introduce new ideas into the conversation.

- Draw on their prior experiences or interests

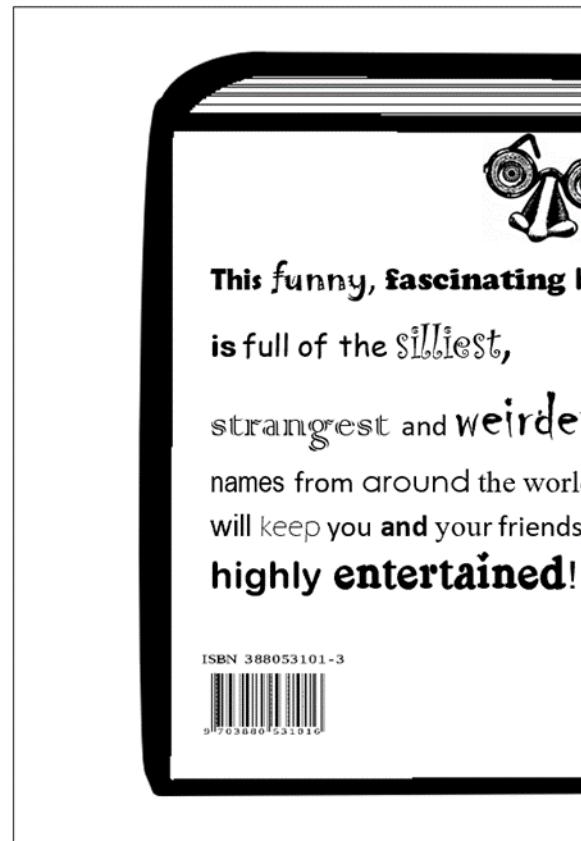
Expresses ideas clearly and interacts well.

- Does not rely heavily on examiner's prompts



**How do we prepare  
your child for  
Stimulus-based  
Conversation in  
school?**

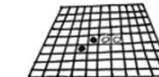
Stimulus-based Conversations



## Games Fiesta

23 May 2019, Friday

Relax and have fun after the exams!



Lots of prizes  
to be won!



Question: (a) Look at the picture. Would you be interested to read this book? Why / Why not?

Use the PEEL Structure as a guide	Sample response
<b>Point</b> <i>This sentence answers or addresses the question.</i>	Yes. I would be interested to read this book.

**PEEL Strategy**  
**Refer to your child's Oral Booklet.**



How can you help your  
child?

# How can you help your child?

- Explore different themes with your child and ask him/her questions based on their experiences
- Encourage your child to apply the strategies taught in class (PEEL)
- Speak to him/her on different topics and encourage him/her to elaborate on answers
- Discuss interesting newspaper reports
- Provide opportunities for him/her to speak to different people to build confidence



THANK YOU!