



# P5

## English Language





# Outcomes of English Proficiency

- All pupils to be able to use English to express themselves.
- All pupils to attain foundational skills, particularly in grammar, spelling and basic pronunciation.
- The majority of pupils to attain a good/high level of competency in English, in both speech and writing.





# Areas of Language Learning

- **Listening, Reading & Viewing**  
(Receptive Skills)
- **Speaking, Writing & Representing**  
(Productive Skills)
- **Grammar & Vocabulary**  
(Knowledge about Language)





# English @ OLN

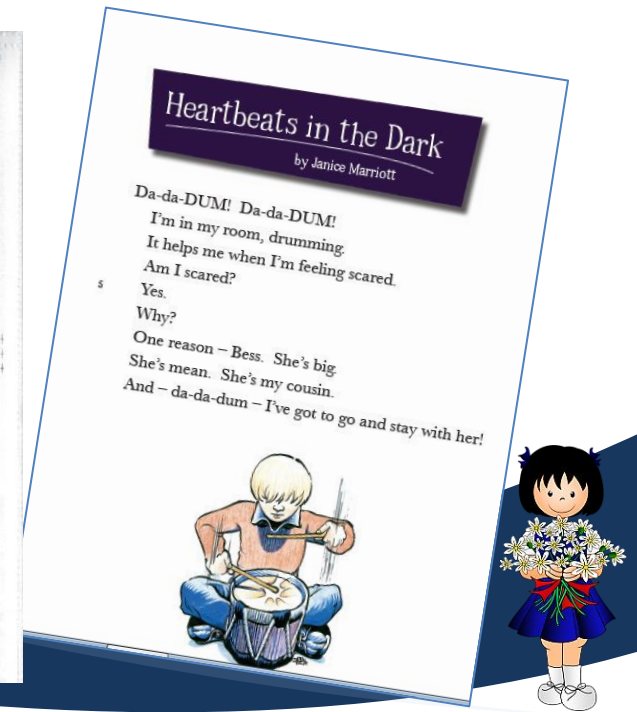
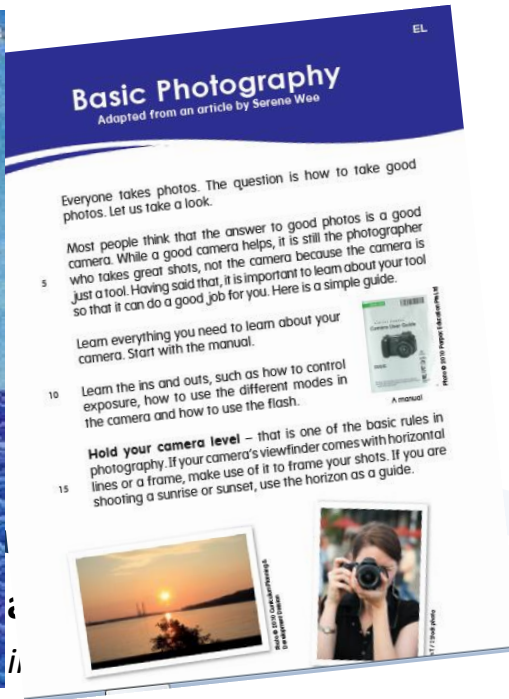
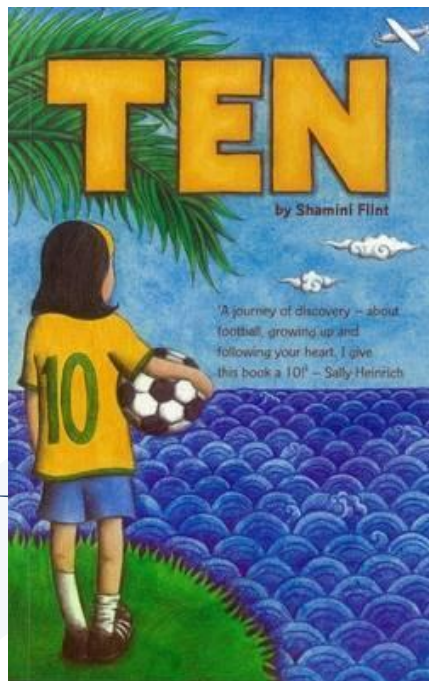
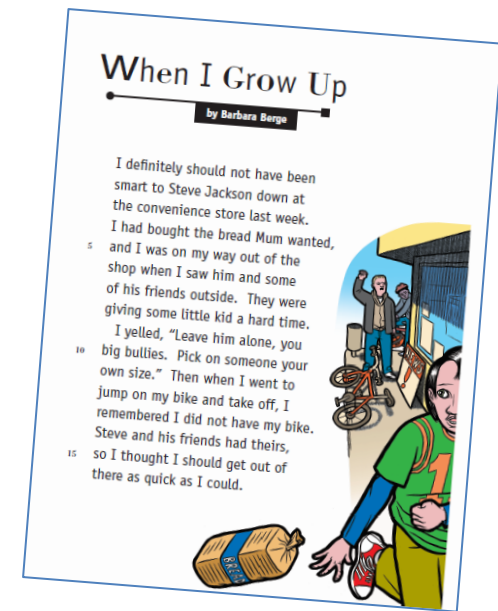
## NATIONAL CURRICULUM

- **STELLAR**

**ST**rategies for English Language Learning And Reading  
(reading, discussing and language learning through a variety of texts)

- **The STELLAR Vision**

Children who love reading and have a strong foundation in the English Language





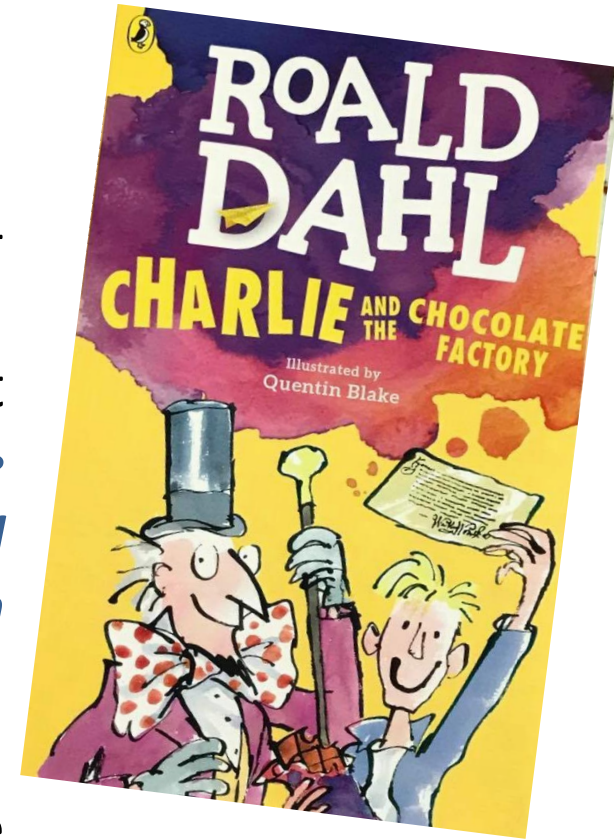


# English @ OLN

## STRETCH Reading Programme –

### REAL (**R**ich, **E**nduring & **A**ctive **L**earning)

- ✓ Use authentic, rich texts to create a language-rich environment
- ✓ Promotes love of reading through enjoyment of beloved children's stories (*link to The STELLAR Vision - Children who love reading and have a strong foundation in the English Language*)
- ✓ **P5 readers –**
  - Roald Dahl's 'Charlie and the Chocolate Factory'





# English @ OLN

- **The Writer's Workshop**  
(writing programme)
- **Metacognitive Approach to**  
**Comprehension**





# English @ OLN

- Applied Learning Programme,

# LEAP



Apart from traditional oral skills of Reading Aloud and engaging in a conversation, students will be nurtured to:

- Express, articulate and justify responses, opinions and arguments
- Use appropriate registers to communicate effectively
- Participate actively and respectfully in discussions, presentations and performances
- Gain and maintain interest of listeners &
- Speak audibly and fluently in Standard English
- Discover their **voice** and use it for expression and advocacy





# English @ OLN

## ICT-enriched lessons

- Use of media
- Use of Web 2.0 tools
- Use of Student Learning Space (SLS)



- Google Classroom within Student Icon



- ICT Tool for Oracy:







# Discussion of Current Affairs

‘What’s Up’ (monthly edition)





# English @ OLN

## Talent Development (beyond curriculum)

- Royal Commonwealth Society Essay Competition

*Depending on National Posture with regard to SMM:*

- Trinity Guildhall Speech and Drama Elective Enrichment – After curriculum-hours
- Plain Good English Speaking Award (PESA) Competition





# English @ OLN

## Support Structures

- After-school Support Lessons (Semester 1 & 2)
- Schedules will be released termly





# EL Assessment

## Types of Assessment

- Formative Assessment (throughout the year) in all areas of language learning
- Reviews (WA)
- Year-End Summative Assessment

## Purpose of Formative Assessment

- Identify pupils' strengths & weaknesses
- Monitor pupils' progress in acquisition of literacy skills
- Adjust pedagogy to meet the needs of children
- Give feedback to parents on their child's progress at appropriate stages of learning
- Provide information on pupils' readiness for the next level of education





# Termly Assessment

Term 1	Term 2	Term 3	Term 4
<b>Weighted Assessment (WA)</b>	<b>Weighted Assessment (WA)</b>	<b>Weighted Assessment (WA)</b>	<b>End-of-Year Exam (EYE)</b>
Listening Comprehension Review	Language Use & Comprehension Review	Writing Review (better of 2)	Situational and Continuous Writing  Language Use and Comprehension  Listening Comprehension  Oral







# Format of End-Of-Year Exam

Paper 1	Paper 2	Paper 3	Paper 4
Situational & Continuous Writing	Language Use and Comprehension <b>Booklet A</b> Grammar, Vocabulary, Vocabulary Cloze & Visual Text Comprehension <b>Booklet B</b> Grammar Cloze, Editing, Comprehension Cloze, Synthesis and Transformation & Comprehension OE	Listening Comprehension Listening and responding to texts	Reading Aloud & Stimulus-based Conversation
Open- ended	Booklet A – MCQ Booklet B – Open-ended	MCQ	Open-ended (Face-to-face interaction)





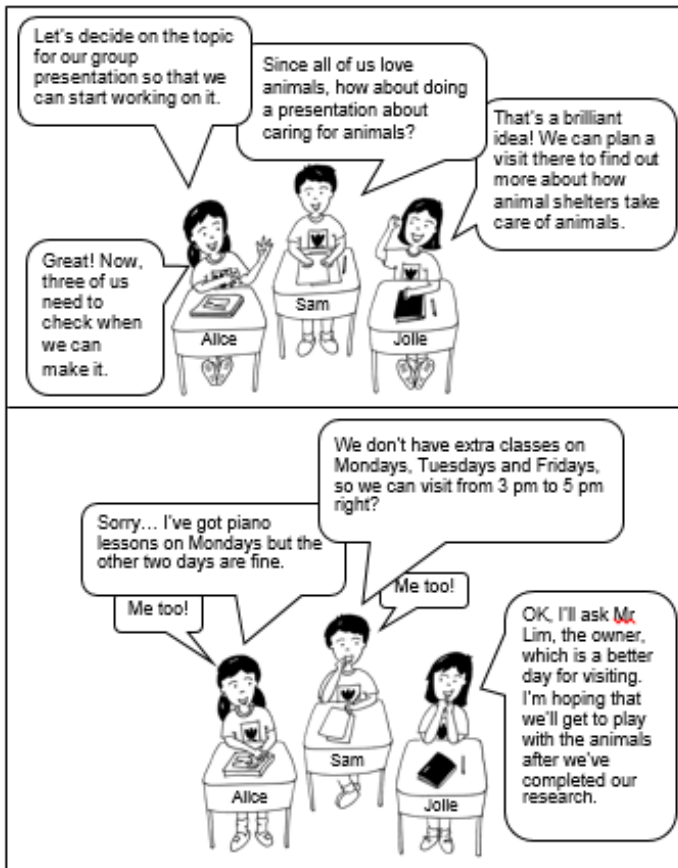
# What's Different from P4?

## Introduction to Situational Writing

### Part 1: Situational Writing (15 marks)

#### Question 1

The picture below shows three classmates discussing plans to visit an animal shelter. Study the pictures carefully.



#### Your Task

Imagine you are Jolie.

Write an email to Mr Lim, the owner of the animal shelter, to tell him about the visit that you and your friends have planned to the animal shelter.

You are to refer to the pictures and information on page 1 for your email.

In your email, include the following information:

- the purpose of the visit
- the number of people going for the visit
- the days and time you and your classmates can visit
- what you and your classmates hope to do at the animal shelter after the research
- what information you need from Mr Lim

You may reorder the points. Write in complete sentences.





# What's Different from P4?

## Paper 2 Format changes – Vocabulary Cloze

For each question from 16 to 20, choose the word(s) closest in meaning to the underlined words. Shade your answer (1, 2, 3 or 4) on the Optical Answer Sheet. (5 marks)

About three percent of children develop Amblyopia or "Lazy Eye". It is a problem in the way the brain interprets visual images from one or both eyes. This makes it harder for kids to do things like read a blackboard from a distance or catch a ball. As a result, many kids with amblyopia report having trouble with schoolwork or participating in gym class. Amblyopia can go undetected for months or even years because parents attribute poor grades or athletic ability to a child not being academically or athletically gifted.

Treatment for amblyopia can correct the way the brain processes visual images and strengthen vision. The earlier treatment starts, the better. Waiting or not getting a proper diagnosis for a child could lead to irreversible vision loss later. The solution is as easy as visiting the eye doctor.

Adapted from <http://kidshealth.org/en/parents/amblyopia.html>

- 16 (1) solves  
(2) inspects  
(3) considers  
(4) understands
- 17 (1) unseen  
(2) unknown  
(3) unexplored  
(4) undiscovered
- 18 (1) refer  
(2) trace  
(3) ascribe  
(4) connect
- 19 (1) rectify  
(2) revise  
(3) change  
(4) improve
- 20 (1) fatal  
(2) constant  
(3) inevitable  
(4) permanent






# What's Different from P4?

## Paper 2 Format Changes – Visual Text Comprehension

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

**The National Food Bank is recruiting Junior Foodbankers aged 5 to 12 to encourage volunteerism from young!**


**Junior Foodbankers will have a chance to:**

- 1. Volunteer at our Warehouse**
  - Assist in food donation sorting and packing, learn about the operations of National Food Bank and our mission in reducing food waste
- 2. Host Food Drives**
  - Organise collections of excess food in schools and at home
- 3. Arts & Crafts**
  - Help create appreciation cards and posters
- 4. Be an Ambassador**
  - Spread the word about foodbanking and raise awareness of food wastage and hunger issues in Singapore
- 5. Excursions and External Volunteering Opportunities**
  - Educational tours to various local farms and food production factories
  - Visits to National Food Bank's beneficiary centres/homes

**Membership is FREE!**

Junior Food bankers can get a National Food Bank Juniors Club T-shirt at \$15.

Join me as a Food Bank Ambassador!



**Benny Bean**  
-National Food Bank Ambassador-

To join National Food Bank Juniors Club, email [enquiries@nationalfoodbank.sg](mailto:enquiries@nationalfoodbank.sg)

### Food Wastage in Singapore

Food is an important part of our lives and food waste is created in Singapore every single day. A survey has shown that Singapore generated 788 600 tonnes of food waste in the previous year. In other words, 140 kg of food per person is wasted – that is equivalent to everybody in Singapore throwing two bowls of rice in the trash daily!



That is not all! Food waste has risen by half in the last decade. This poses a problem for our environment. At this rate of increase, Singapore will need new incineration plants and landfills. Food wastage also needlessly produces greenhouse gases, contributing to global warming and climate change!

### What is a Food Bank?

A food bank is a place where companies or people can come and deposit or donate their unused or unwanted food which will then be collected and allocated to the needy.

### Why a Food Bank?

As the price of food continues to rise, many middle to low income families have problems putting food on the table as salaries are not increasing as quickly. At the same time, there is a great deal of unused food being wasted which can be put to better use.

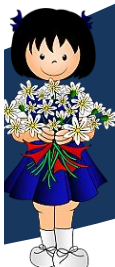
Come lend a helping hand.  
You are never too young to play a part!



For more information, please log on to [www.nationalfoodbank.sg](http://www.nationalfoodbank.sg)  
Contact us: +65 6831 5322 31 Keppel Road #05-02/04, Tanjong Pagar District, Singapore 089065

Adapted from [www.foodbank.sg](http://www.foodbank.sg)

(Go on to the next page)





# What's Different from P4?

## Paper 2 Format Changes – Grammar Cloze

There are 10 blanks, numbered 29 to 38, in the passage below. From the list of words given, choose the most suitable word for each blank. Write its letter (A to Q) in the blank. The letters (I) and (O) have been omitted to avoid confusion during marking. (10 marks)

EACH WORD CAN BE USED ONLY ONCE

(A) along	(D) in	(G) off	(K) through	(N) who
(B) for	(E) into	(H) on	(L) to	(P) whose
(C) from	(F) of	(J) over	(M) until	(Q) with

Have you been to Thailand? If you like night markets, be sure to stay in Chiang Mai \_\_\_\_\_ the weekend. On Saturday, savour traditional Thai coconut sweets and (29) barbecued fish from Wualai Walking Street, a short walk \_\_\_\_\_ Tha Pae Gate. (30) On Sunday, Tha Pae Walking Street comes \_\_\_\_\_ life from 4pm. As you shop, (31) pop into the various cafes and recharge \_\_\_\_\_ a street-side foot massage. (32)

For a different experience, visit one of Thailand's famous floating markets on the river. While \_\_\_\_\_ your way to Damnoen Saduak Floating Market, take a look (33) at how the locals go about their morning activities. Once there, choose from hundreds of boat vendors \_\_\_\_\_ sell everything from vegetables to freshly cooked noodles. (34) You can also take a boat ride \_\_\_\_\_ the canal to visit rice fields and orchards. (35) You will be able to get a glimpse \_\_\_\_\_ Thai-style houses and temples. (36)

You can head \_\_\_\_\_ Amphawa too. It is located outside Bangkok. (37) Here, the weekend Amphawa Floating Market operates from 3pm till 11pm, which means you can shop to your heart's delight, well \_\_\_\_\_ the night. Amphawa is very (38) popular with the locals, including the young and trendy set.

(Go on to the next page)

Score: \_\_\_\_\_







# What's Different from P4?

## Paper 2 Format Changes – Editing & Comprehension Cloze

Each of the underlined words contains either a spelling or grammatical error. Write the correct word in each of the boxes. (12 marks)

(39)

*I would never forget that experience. I was on a first big backpacking*

(40)

*adventure of my life as I hiked through the forest. I had dilleegerntli entered every*

(41)

*detail of my journey into a notebook. To my great deeserpointmerit, however, it*

(42)  (43)

*rained for six long days without letting on. We slogs through mud and shivered when*

(44)

*the cold rain numbed our skin. Once, a fewrous rainstorm caught us far from cover.*

(45)  (46)

*There was nothing we would do but stand still and wait for them to pass.*

(47)

*Just as I was about to erbanderrn all hope of ever seeing the sun again,*

(48)

*someone shouted, "Hey! Look at that!" I was speechless by the sight. There hung in*

(49)  (50)

*the sky a purfact rainbow. Feelings of hope and orptemesrm arose in me when I stared*

*at the rainbow. It was too beautiful for words.*

Adapted from "How to Find a Rainbow" by Jeff Ruppick.

(Go on to the next page)

Score:

Fill in each blank with a suitable word.

(15 marks)

Roughly a million different kinds of insects have been discovered and named up to now. Hundreds of new species are (51) discovered every year, especially in tropical areas. Very few insects live in the sea but they have (52) to conquer just about every other place on earth.

Insects (53) many enemies, such as birds, spiders and lizards. Therefore, they have various (54) of protecting themselves. Quick reactions enable many insects to (55) from approaching enemies, as you will know if you have ever (56) to swat a fly. However, it is even better to avoid detection altogether. Many insects are very good at this. Grasshoppers (57) beautifully with their leafy surroundings and are hard to spot even when you can (58) them chirping near you. Some resting moths look just (59) dead and shrivelled leaves. Some even (60) bird droppings. This is a great way of avoiding the attention of a bird. Some insects actively disguise (61). For example, the larva of the green tortoise beetle covers itself with its own droppings. After it has (62) so, one would think it is a bird dropping sitting on a leaf.

Some insects bluff their way out of (63) by pretending to be larger or fiercer than they (64) are. The eyed hawkmoth is one of the best examples. It displays the face of an owl or cat, (65) to the alarm of curious birds. The praying mantis also uses bluff to scare birds and lizards.

Adapted from "Insects" by (Michael) Chloek.

(Go on to the next page)

Score:





# What's Different from P4?

## From Sentence Combining to Synthesis & Transformation

For each of the questions 66 to 70, rewrite the given sentence(s) using the words provided. Your answer must be in **one** sentence. The meaning of the sentence must be the same as the meaning of the given sentence(s). (10 marks)

66 Mrs Seah has five sons. Tom is the tallest of the five sons.

Among \_\_\_\_\_  
\_\_\_\_\_.

67 That lady is a famous singer. Mabel spoke to her earlier.

\_\_\_\_\_ whom  
\_\_\_\_\_.

68 Pamela has been on medical leave for two weeks now.

\_\_\_\_\_ since  
\_\_\_\_\_.

69 You cannot buy the bag. You do not have enough money.

Unless \_\_\_\_\_  
\_\_\_\_\_.

70 Dan said that he had gone to the library the previous week.

Dan said, " \_\_\_\_\_  
\_\_\_\_\_."

(Go on to the next page)

Score: \_\_\_\_\_





# What's Different from P4?

## From 2 passages to 1 passage, 10 questions

Read the passage below and answer questions 71 to 80.

(20 marks)

Daryl and ~~Shama~~, professional photographers of wildlife, had set up base in the rest camp of Kruger National Park in South Africa in order to search for ~~Tshokwane~~, a mighty elephant with tusks nearly ten feet long. During one search, Daryl spotted a lone elephant feeding in a dense patch of bush some distance away. ~~Shama~~ was very short-sighted and she had broken her glasses a few days ago. She advised her husband, Daryl, to walk in for a closer look while she stayed behind to read a book. Gathering his camera equipment and strapping on a ~~gunbelt~~ that held a gun, Daryl promised to come back and fetch ~~Shama~~ if it was ~~Tshokwane~~. 5

Daryl crept closer to the elephant. He identified it as ~~Tshokwane~~ based on pictures he had seen. As he adjusted his camera's focus, ~~Tshokwane~~ suddenly gave a tremendous bellowing trumpet, lowered his head and charged at Daryl. Daryl's face paled as he turned to run. Soon, he felt a punch in his back which laid him out flat on his face in a bare patch of ground. The elephant was then on him, monstrous legs stamping wildly. Daryl rolled wildly beneath, desperately trying to evade the ~~huge stumps~~ that flew down on him while the blood pounded in his ears. 10

Then the thought of leaving ~~Shama~~ behind galvanised him. He threw his arms around ~~Tshokwane's~~ right foreleg, hoping to ride out the attack. The leg was so thick that he could only get a grip by pressing tightly against the sandpaper-like skin and prickly black hairs. Daryl's cheek and inner arms were rubbed raw, but he clung like a leech as ~~Tshokwane~~ repeatedly dragged him to and fro, trying to dislodge him. 15

The elephant stepped back. Suddenly, crushing pain shot through Daryl's left leg as the elephant stood on it. Screaming in pain, he jerked his mangled leg away. Then he felt a python-like tightening above his knee. ~~The trunk!~~ Soon, he was whipped 30 feet into the sky like a rag doll. Daryl arched through the air and crashed heavily to the ground. 20

Great pain wracked his body. He looked up to see ~~Tshokwane~~ aiming a massive tusk at his face. Desperately, he twisted away but the tusk bounced off the side of his head, and Daryl lost consciousness. ~~Tshokwane~~ tried to crush his enemy by kneeling on him, but his magnificent tusks were so long that they prevented him from completing the final, gruesome act. 25

After some time, Daryl awoke with an unbearable pain in his right hip. It was high noon and the sun blazed down upon him. ~~Tshokwane~~ was nowhere to be seen. Daryl spotted his gun some distance away. He had to get to it for if he could fire three shots, ~~Shama~~ would recognise their prearranged distress signal and come to his aid. Gritting his teeth, he dragged himself toward it inch by inch. Several times, he screamed in agony. Finally, with great effort, he grabbed the gun, raised it over his head and fired three shots. He managed to drag himself into the shade of a ~~thornbush~~ before passing out. 30

When ~~Shama~~ heard the shots, she went cold. She drove frantically into the bush in the direction of the shots but the bush thickened, and she could see no more than a few feet ahead of her. Fear and panic threatened to overwhelm her. 35

Adapted from 'Attack of a Giant Tusker' by Garth King

(Go on to the next page)

71 What were Daryl and ~~Shama~~ doing in Kruger National Park? [1m]

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72 How did Daryl feel when his face turned pale? Give a reason for your answer. [2m]

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73 What does the 'huge stumps' (line 12) refer to? [1m]

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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]

Statement	True/False	Reason
<del>Tshokwane</del> kicked Daryl 30 feet into the sky.		
Daryl fainted when <del>Tshokwane</del> stepped on his leg.		
<del>Tshokwane</del> could not kneel on Daryl.		

Do not write in this space

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# What's Different from P4?

## From 2 passages to 1 passage, 10 questions

- 75 Choose words from paragraphs 3 to 5 which have similar meanings to the words below. [3m]

roused	
remove	
horrible	

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

\_\_\_\_\_ Daryl fell flat on his face.  
\_\_\_\_\_ Daryl flew through the air.  
\_\_\_\_\_ Tshokwane hit Daryl's back.

- 77 The table below describes the problems Daryl faced and the solutions that he came up with to overcome them. Fill in the blanks using information from the story. [3m]

Problem	Solution
Tshokwane stamped wildly on Daryl.	
Daryl was badly injured by Tshokwane and needed help.	
	Daryl dragged himself into the shade of a thornbush.

- 78 Why did Daryl grit his teeth when making his way towards the gun? [2m]

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- 79 Give two reasons why Sharna could not see more than a few feet ahead of her. [2m]

Reason 1	
Reason 2	

- 80 How would you describe the relationship between Daryl and Sharna? Support your answer with information from the passage. [2m]

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Score:

End of Paper  
Please check your work.

(Go on to the next page)





# What's Different from P4?

## Paper 3 Format Changes

- **No** more testing of Note-Taking.
- 20 questions which test listening skills across graphic and non-graphic questions.







# Home-School Collaboration

**READING & SPEAKING STANDARD ENGLISH** are imperative to success in English!

Please support your daughter by:

- **Modelling good language use** practices at home. i.e. speaking SE
- **Encouraging READING** on a daily basis (this is where vocabulary is acquired and grammar structures taught in school internalised)
- **Encouraging your kid to READ WIDELY** (novels, news, guide books, visual images, short stories, information texts)
- **Talking** to your kid about what's current and what she has read. This helps her make sense of the world and gets her speaking and thinking on her feet.



**CHIJ Our Lady of the Nativity**

*Simple in Virtue, Steadfast in Duty*



**THANK YOU**

GRACIAS  
ARIGATO  
SHUKURIA  
JUSPAXAR  
DANKSCHEEN  
TASHAKKUR ATU  
YAQHANYELAY  
SUKSAMA  
EKGHMET  
MEHRBANI  
POLDIES  
BOLZIN  
MERCY  
BIYAN  
SHUKRIA  
TINGKI  
HATUR  
EKOJU  
SIKOMO  
MINMONCHAR  
MAKETAI  
UNALCHEESH  
DENKAUJA  
NENACHALHYA  
ATTO  
ANHA  
DHANYABAD  
WABEEJA  
MAITEKA  
HUI  
YUSPAGABATAM  
CHALTU  
NUHUN  
SNACHALHYA  
SPASSIBO  
MERASTAWHY  
GAEJTHO  
GOZAIMASHITA  
EFCHARISTO  
AGUYJE  
FAKAAUE  
KOMAPSUMNIDA  
MAAKE  
LAH  
TAVYAPUCH  
MEDAWAGSE  
BAUKA

**CHIJ Our Lady of the Nativity**  
*Simple in Virtue, Steadfast in Duty*

