



P4 English Language



STELLAR 2.0

Strategies for English Language Learning and Reading

The EL **instructional programme** for primary schools that provides the instructional materials, teaching strategies and training to enable teachers to implement the EL syllabus.



EL Syllabus 2020 & STELLAR 2.0

STELLAR 2.0 lessons will:

Empathetic Communicator

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

Discerning Reader

Term	Titles	Text Purpose
1	Making Ice Cream	Texts that recount
	Life of a Vet ⁺	
	<i>A Nasty Accident (Supplementary)*</i>	
2	The Paralympic Games ⁺	Texts that describe and inform
	The World Beyond Us ⁺	
3	Ruby's Sunflower	Texts that entertain
	Dinosaurs Exist!	
	Heartbeats in the Dark	
4	All the Buzz About Honey	Texts that explain
	What Happens When You Laugh	
	<i>Rats' Nests (Supplementary)**</i>	Text that entertains



Strategies in **STELLAR** 2.0 from P1 to P4

	Lower Primary	P3	P4	Think- Aloud*
Reading & Viewing	Shared Book Approach (SBA) up to P3A			
		<ul style="list-style-type: none">• Explicit instruction of Reading Comprehension*<ul style="list-style-type: none">• Annotation*• Supported Reading• KWL		
	Reading for Pleasure (through Extensive Reading)			
Writing & Representing	<ul style="list-style-type: none">• Modified Language Experience Approach (MLEA)<ul style="list-style-type: none">• Guided Writing*	Writing Process Cycle (expanding repertoire of writer’s craft, strengthening awareness of PACC)		
Oracy	<ul style="list-style-type: none">• Weaved in areas of language learning<ul style="list-style-type: none">• Explicit Instruction			
Vocabulary	<ul style="list-style-type: none">• Taught in context			
Grammar	Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)*			

*strategies emphasized in STELLAR 2.0



Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens



(Applied Learning Programme)

Confident Communicator Programme

Instructional Text v2.0 Flip

Pupils may opt for a 'live' presentation in front of their classmates.



Objectives of programme

Plan and present information and ideas for a purpose

Use appropriate skills, strategies and language to convey and construct meaning during interactions



Materials:

- Paper insect
- Tape
- Scissors
- Lollipop
- Stickers
- Glue
- Colouring materials

Procedures:

- 1. Cut the paper insects**
- 2. Cut 2 slits between the lines in the middle of the insects**
- 3. Decorate**
- 4. Slit a lollipop in the holes**
- 5. At last place googly eyes on the lollipop.**







Name: _____

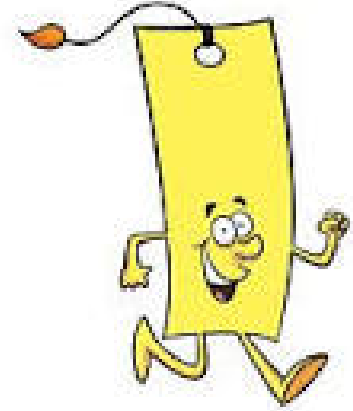
Class: _____

Parent's Signature : _____

	Criteria	😊	😊😊	😊😊😊	😊😊😊😊
Presentation	Voice projection	Voice is soft and not clear	Voice is loud and clear in some parts	Voice is loud and clear in most parts	Voice is loud and clear throughout
	Eye Contact	Does not look at the camera/ audience at all and looks down throughout	Looks at the camera/ audience and looks down	Looks more at the camera/ audience than looks down	Looks at the camera/ audience appropriately most of the time
	Explanation	A lot of hesitation during presentation. Difficult to understand	Some hesitation during presentation	Smooth presentation	Presentation is smooth and systematic
	Delivery (Tone variation /vocal & or facial expression)	Flat tone: Little or no appropriate vocal and facial expressions to make presentation interesting	Slight attempt to vary tone; Little appropriate vocal and facial expressions to make presentation interesting	Regular attempts to vary tone; Some vocal and facial expressions to make presentation interesting	Good tone variation. Appropriate vocal and facial expressions to make presentation interesting and lively
	Pronunciation	Many words are pronounced inaccurately and with poor diction	Some words are wrongly pronounced and with poor diction	Most words are pronounced accurately and with generally clear diction	All words are pronounced accurately and with clear diction
Language	Content/ Spelling, Punctuation & Grammar	Steps are poorly organised and disjointed	Some steps are organised	Most of the steps are organised	Steps are very well organised
		Rarely uses appropriate spelling, punctuation, grammar and vocabulary	Uses appropriate spelling, punctuation, grammar and vocabulary some of the time	Uses appropriate spelling, punctuation, grammar and vocabulary most of the time	Uses appropriate spelling, punctuation, grammar and vocabulary all the time



How to make a bookmark



How to tie your shoelaces



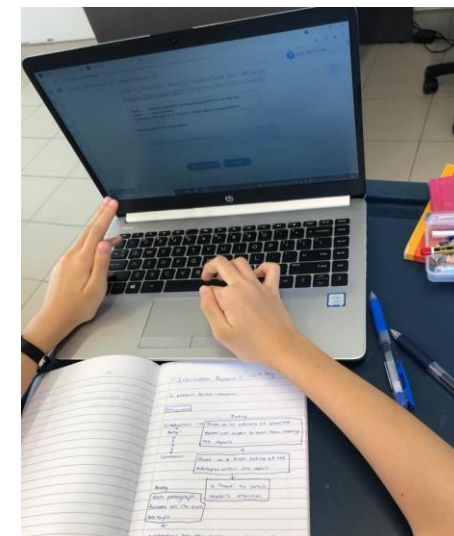
How to make a DIY musical instrument



Key Department Strategies

COMPREHENSION

- Annotation/ Visualisation
- Circle Underline Bracket (C.U.B)





What does annotating mean?

Annotating means stopping briefly to make notes about what the reader thinks as he/she reads the text, through writing or drawing. Leaving short, visible notes on the text helps the reader remember what he/she has read.



Purpose of Annotation

- To keep track of the story development
- To gain a deeper understanding of the text read



5Ws and 1H

Who?

Where?

When?

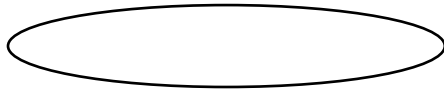





What?

Why?

How?



Symbols for Surface Annotation

Circle the characters (who)	
Box the setting (where) and the time (when)	
Underline and round bracket the problem (what)	
Underline and square bracket the solution (what)	
Draw a squiggly line below words that we do not understand	
Use double-headed arrows to link the pronouns/other noun phrases with their referents	



Who

Jack put his homework aside. He opened the

bedroom

drawer beside his bed and pulled out a small,

Jack

handmade book. For the hundredth time, he stared at

the title on the cover, "10 Magic Rhymes for Annie and

Jack". For weeks, Jack had kept the book hidden,

wondering when he and Annie would be able to use its

magic again.



Circle Underline Bracket (CUB)

Circle **Underline** **bracket**

Where did (Jack keep the book)?

Jack kept the book in the drawer beside his bed.

Jack kept it in the drawer beside his bed.

Jack kept it in his drawer beside his bed.



Key Department Strategies

- **A.R.O.(PE)**



A - Answer

R - Reason

O - Opinion

(PE) – Personal Experience

P4 – A.R.O



(a) Look at the picture. Which one of these activities would you choose to take part in? Tell me why.

(A) I would be a librarian for a day.

(R) ... because it would help me understand the job of a librarian better especially the problems they might face while doing their duty such as shelving the books, keeping the library clean and controlling the noise level in the library.

(O) In my opinion, being a librarian is interesting as I can recommend interesting books to my friends. I also like to decorate the library corners with my favourite books.

Pupils are encouraged to share/ relate personal experience.

(P.E) Once, I had the chance to be the class librarian. It was fun as my best friend was selected to be one too. We had to make sure that the library corner was neat and tidy. We also had to stock check the books at the end of the year.



Assessment



Oral	Reading Aloud, Stimulus-based Conversation	Reading (6m) Stimulus-based Conversation (10m)	16%
Listening Comprehension (est 20 mins)	Picture Matching, Sequencing, Note- taking, Comprehension MCQ	Picture Matching & Sequencing (6m) Note-taking (5m) Comprehension (3m)	14%
Language Use (1 hr 15mins)	Grammar, Vocab (Discrete & Open ended)	Refer to next page	50%
Composition (50 mins)	Guided writing with picture series and helping words		20%



Language Use and Comprehension

Vocabulary MCQ

Grammar MCQ

2 passages

Grammar Cloze (A)

Grammar Cloze (B)

Editing SpG

Vocab Cloze

Sentence Combining

Comprehension (Discrete)

Comprehension Open-ended



Paper 1

Continuous Writing



PAPER 1



Writing

Assessment Objective:

Write an interesting
and thoroughly
developed
composition.

- Similes
- Metaphors
- Dialogues
- Sound Effects
- Conflicts
- Show Not Tell

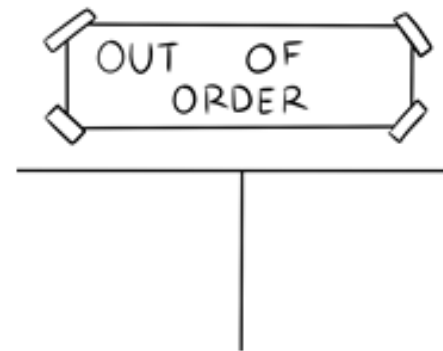
Picture 1



lift lobby

bags of groceries

Picture 2



sign

lift not working

Picture 3



helpful

took the stairs

grateful

Picture 4





Paper 3

Listening

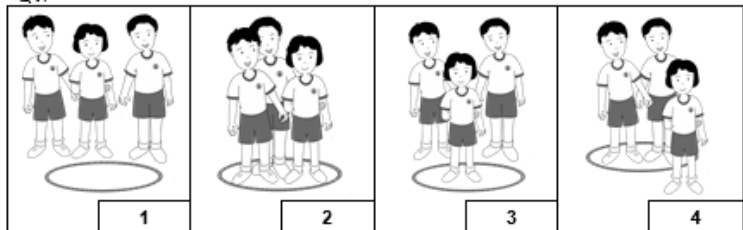
Comprehension



Picture-Matching (6 x 1 mark)

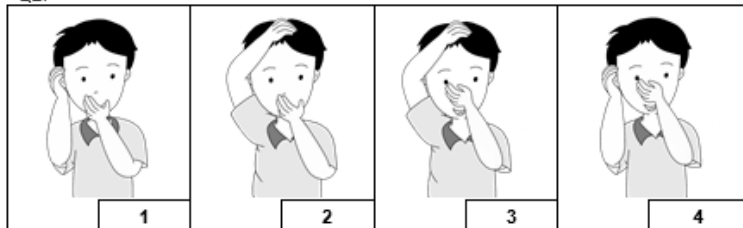
Look at the set of pictures. I am going to read a statement twice. Listen carefully. Then choose the picture that best describes what I have read. Write the number 1, 2, 3 or 4 in the brackets provided.

Q1.



()

Q2.



Note-Taking (5 x 1 mark)

Listen carefully to the following presentation. I am going to read it twice. Then, fill in each blank with the correct answer.

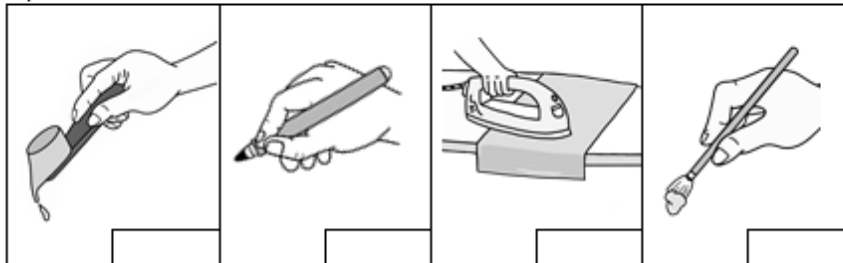
Fill in each blank from Q7 to Q11 with A WORD OR A SHORT PHRASE.

Julie's hobby is collecting stickers. She has (Q7) _____

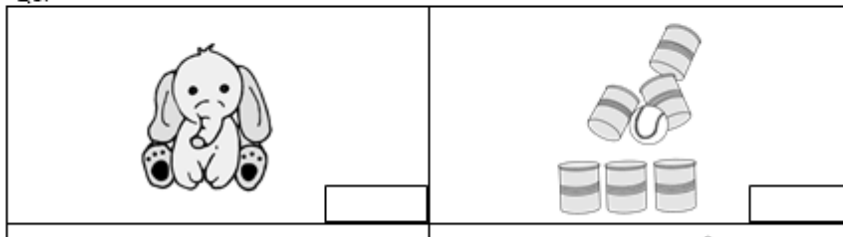
stickers altogether and keeps them in two sticker (Q8) _____.

Look at the set of pictures. I am going to read a statement twice. Listen carefully. Then arrange the pictures in the order that best describes what I have read. Write the numbers 1, 2, 3 and 4 in the correct boxes.

Q5.



Q6.



Text Comprehension (3 x 1 mark)

Listen carefully to the following text. I am going to read it twice. Then, choose the most suitable answer for each question. Write the number 1, 2 or 3 in the brackets provided.

Q12. How did Aileen feel at the beginning of the story?

- (1) worried
- (2) confident
- (3) humiliated

()

Q13. What made Aileen's father think that something was wrong?

- (1) Aileen could not sit still during dinner.
- (2) Aileen ate more than usual during dinner.
- (3) Aileen did not say anything during dinner.

()



Paper 2



SECTION A: VOCABULARY MCQ (6 X 1 MARK)

For each question from 1 to 6, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct ovals in the Optical Answer Sheet.

MCQ Sections

1. The bodybuilders in the competition flexed their _____ to impress the judges.

SECTION B: GRAMMAR MCQ (10 X 1 MARK)

(1) For each question from 7 to 16, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct ovals in the Optical Answer Sheet.

(2)

(3)

(4)

7. Mirza bought the art supplies he needed and did the school project _____.

- (1) itself
(2) herself
(3) himself
(4) yourself

NAME : _____
CLASS : _____
DATE : _____

SUBJECT: _____

EXAMPLE: IF YOU THINK THE 2ND OPTION IS THE CORRECT ANSWER SHADE THE OVAL ☒ LIKE THIS:

WRITE	SHADE OVALS			
INDEX	1	2	3	4
NUMBER	1	2	3	4
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
5	1	2	3	4
6	1	2	3	4
7	1	2	3	4
8	1	2	3	4
9	1	2	3	4
10	1	2	3	4
11	1	2	3	4
12	1	2	3	4
13	1	2	3	4
14	1	2	3	4
15	1	2	3	4
16	1	2	3	4
17	1	2	3	4
18	1	2	3	4
19	1	2	3	4
20	1	2	3	4
21	1	2	3	4
22	1	2	3	4
23	1	2	3	4
24	1	2	3	4
25	1	2	3	4
26	1	2	3	4
27	1	2	3	4
28	1	2	3	4
29	1	2	3	4
30	1	2	3	4
31	1	2	3	4
32	1	2	3	4
33	1	2	3	4
34	1	2	3	4
35	1	2	3	4
36	1	2	3	4
37	1	2	3	4
38	1	2	3	4
39	1	2	3	4
40	1	2	3	4
41	1	2	3	4
42	1	2	3	4
43	1	2	3	4
44	1	2	3	4
45	1	2	3	4
46	1	2	3	4



Grammar Cloze

Read the passage carefully. Underline the correct word from the words given in the brackets.

Everyone has an ambition. An ambition (27) [is / are] something you want to do or achieve when you grow up. Some people (28) [want / wants] to be a doctor, an artist or a pilot. I (29) [has / have] an ambition. I want to be a soccer player. My father (30) [enjoy / enjoys] watching many soccer matches on television with me. I hope that one day I would make him proud.

Original text

Assessment objective:

Apply knowledge of grammatical rules at word phrase & read critically as well as with understanding.



Sentence Combining

30. The children have their breakfast. The children brush their teeth first.

_____ before

- Apply knowledge of grammatical rules at word phrase & sentence levels.
- Use a variety of connectors to express relationships of the sentences.



It was Sports Day. Kate was anxious. At the stadium, music and laughter filled the air as everyone looked for the best seats. Kate had trained hard and was determined to win.

Then, the announcer yelled, "All students participating in the 4 by 100m relay event, please take your positions."

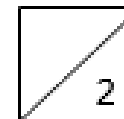
Being the last runner of her team, Kate stepped into position on the track. Her heart was beating fast. Bang! The gunshot signalled the start of the race. All the runners

5

For questions 34 and 35, read each statement and tick (✓) "True" or "False". Refer to paragraphs 2 to 3 to help you. The first example has been done for you. [2m]

Within minutes, Kate was in the lead. Kate kept running.

Statement		True	False
Example	The announcer instructed the runners to take their positions.	✓	
34.	Kate took part in the relay event.		
35.	A bell was used to signal the start of the race.		

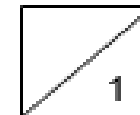




At around 2 p.m., **the mall** was reopened to the public. The mall **spokesman** apologised for the bad shopping experience due to the fire. He also said that he would work closely with the authorities to investigate the incident to prevent it from happening again.

25

46. Which four-word phrase in paragraph 7 tells you that the mall was functioning and people could visit it? [1m]



At first, many shoppers in the mall were unaware of the raging fire in the **store**. Passers-by could see the fire from the outside as the store's glass panels were facing the **mall's drop off point**. There were large cracks on them. The fire had also damaged the store's signage.

12

15

43. Which word from lines 12 to 15 has the same meaning as 'did not know'? [1m]



It was Sports Day. Kate was anxious. At the stadium, music and laughter filled the air as everyone looked for the best seats. Kate had trained hard and was determined to win.

Then, the announcer yelled, "All students participating in the 4 by 100m relay event, please take your positions."

Being the last runner of her team, Kate stepped into position on the track. Her heart was beating fast. Bang! The gunshot signalled the start of the race. All the runners in the different teams dashed off.

Within moments, Kate's teammate passed the baton to her. She was in the lead. Kate looked over her shoulder. She saw Betty, the best runner from another team. Betty sped up and ran past her. Kate was frustrated and slowed down. She was about to give up when she heard the cheers from her supporters. She remembered her parents and team who were supporting her.

"I should not let them down," Kate thought. She ran as fast as she could and crossed the finishing line before Betty. Her team came in first. They were overjoyed.

At the prize-giving ceremony, Kate received the striking and shimmering trophy from the guest-of-honour. Betty walked up to Kate and shook her hand.

Betty said, "That was a good race!" That day, Kate learnt the importance of sportsmanship.

Adapted from <https://www.kidsworldfun.com/story-contest/2017-2/a-sports-day.php>

5

10

15

39.

Write 1, 2 and 3 in the blanks below to show the sequence of what happened in the story. [1m]

_____ Kate was in the lead at first.

_____ Kate heard her supporters cheering her on.

_____ Kate was upset and ran slower.



At the prize-giving ceremony, Kate received the striking and shimmering trophy from the guest-of-honour. Betty walked up to Kate and shook her hand.

Betty said, "That was a good race!" That day, Kate learnt the importance of sportsmanship.

20

For questions 36 and 37, tick (✓) whether the statements describe Kate or Betty. Refer to paragraphs 6 and 7 to help you. The first example has been done for you. [2m]

Statement		Kate	Betty
Example	She picked up speed and overtook her.		✓
36.	She won the race and received a trophy.		
37.	She said that the race was a good one.		



SECTION G: COMPREHENSION – PASSAGE B (10 MARKS)

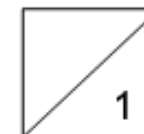
Read the passage carefully and answer the questions that follow.

Rahul had a habit of jaywalking. He would not use pedestrian crossings as he found it too troublesome. He would also cross the road without looking out for incoming vehicles. He was proud that this habit of his had never caused an accident. As a result, Rahul always made fun of people who took a long time to cross the road.

5

One day, as Rahul was about to cross the road, he saw a motorcycle approaching at a very fast speed. When the motorcycle was very close to the road, unfortunately, the rider did not brake in time. Both the rider and Rahul were injured. The rider was taken to the hospital.

43. Why could the rider not brake his motorcycle in time? [1m]





How can parents help at home?

1. Encourage reading
 - get your child to borrow books of their interest and get them to retell the story.
2. Engage your child in a conversation on daily/ weekly experience.
3. Encourage your child to apply the strategies taught when completing their reading comprehension passages and apply “C.U.B” strategy & **affirm** them for their effort.



Thank You.