ORAL SKILLS FOR EL
@ Punggol Green Primary School

EL Sharing for Parents (3rd February 2018)
EL PROGRAMME

VISION
An eloquent and confident student with a strong appreciation of the English Language

MISSION
Providing a rich curriculum that is enabling and enjoyable
SYLLABUS OUTCOMES
Tongue Twister

A proper copper coffee pot.

I slit the sheet, the sheet I slit, and on the slitted sheet I sit.

I thought a thought.
But the thought I thought wasn't the thought I thought I thought.
If the thought I thought I thought I thought had been the thought I thought, I wouldn't have thought so much.
Pronunciation & Intonation

- Pronounce clearly and use appropriate voice qualities in order to convey meaning
- Articulate clearly and accurately
- Adopt appropriate tones
- Vary pace, volume, tone and stress to enhance meaning
I am a ghost who's lost his boo,
my boo is gone from me,
and I'm without a single clue
to where my boo might be.
It makes me mope, it makes me pout,
it almost makes me moan,
a ghost is not a ghost without
a boo to call his own.

My boo was piercing, fierce, and loud,
I used to strut and boast,
for I was positively proud
to be a gruesome ghost.
But now that I'm without a boo,
I find it rather weird,
there's little for a ghost to do
whose boo has disappeared.

Although I hover here and there,
and haunt a hundred rooms,
it seems there's no one I can scare
unless my boo resumes.
I am a ghost who's lost his boo,
alas! A boo I lack,
if you should find my boo, then you
had better give it back.

JACK PRELUTSKY
Listen to the recording of the student. How would you score this reading?

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and consistently good</td>
<td>Fluent</td>
<td>Expressive, varied tone, pace and volume according to the meaning</td>
</tr>
<tr>
<td>A few errors</td>
<td>Few hesitations</td>
<td>Some variation in tone, pace and volume mostly to fit meaning</td>
</tr>
<tr>
<td>Many errors</td>
<td>Slow and hesitant, skipped words</td>
<td>Little variation in tone, pace and volume</td>
</tr>
<tr>
<td>Mispronounced/Skipped words</td>
<td>Very slow and jerky reading</td>
<td>No variation of tone, pace and volume according to the meaning</td>
</tr>
</tbody>
</table>
Interaction Skills

Negotiate meaning with others in order to convey their thoughts and ideas

- respond to questions
- elaborate on topics
- generate and explore ideas
- take turns
Stimulus Based Conversation

Assessment Expectations

- Able to articulate ideas fluently
- Able to elaborate on ideas
- Able to make interpretations
Stimulus Based Conversation

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PREPARING FOR PRIMARY ENGLISH

Have purposeful conversations
Teach self-introduction skills
Ask Open-Ended Questions

Speaking & Presenting
EL STAGE