

# ENGLISH LANGUAGE SYLLABUS 2001

## For Primary and Secondary Schools

Curriculum Planning and Development Division, Ministry of Education, Singapore

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# CHAPTER ONE

## INTRODUCTION

### Status of English

English is one of four official languages in Singapore. As the language of public administration, education, commerce, science and technology, and global communication, it has become the medium by which most Singaporeans gain access to information and knowledge from around the world. The ability to speak and write English effectively, therefore, has become an essential skill in the workplace, and a mastery of English is vital to Singapore's pupils.

### The English Language Curriculum

The English Language curriculum in school will help pupils become independent lifelong learners, creative thinkers and problem solvers who can communicate effectively in English. To achieve this, there will be many curricular and co-curricular activities for pupils to use English in a variety of situations and contexts. Pupils will read widely, learn how to analyse and evaluate language and the media, and respond creatively to problems and new technology.

### Context for Learning English

The context for learning English is multi-cultural Singapore, Asia and the rest of the world. Pupils will be exposed to the cultures in Singapore as well as to other cultures outside Singapore, and to the different standard varieties of English spoken in other parts of the world.

## AIMS OF THE SYLLABUS

At the end of their primary and secondary education, pupils will be able to communicate effectively in English.

They will be able to:

- listen to, read and view with understanding, accuracy and critical appreciation, a wide range of fiction and non-fiction texts from print, non-print and electronic sources.
- speak, write and make presentations in internationally acceptable English\* that is grammatical, fluent and appropriate for purpose, audience, context and culture. At higher levels of proficiency, pupils will speak and write for academic purposes and creative expression, using language that is inventive and imaginative.
- think through, interpret and evaluate fiction and non-fiction texts from print and electronic sources to analyse how language is used to evoke responses and construct meaning; how information is presented; and how different modes of presentation create impact.
- interact effectively with people from their own or different cultures.

## PHILOSOPHY OF LANGUAGE UNDERLYING THE SYLLABUS

The following insights into the nature of language have shaped this syllabus:

- Language is a system for making meaning.
- It is a means of communication and expression.
- Language use is determined by purpose, audience, context and culture.
- Language has a grammar and linguistic structures and patterns, which can be used to create various discourse forms or text types depending on the linguistic choices made. Learners have to be taught how to make these linguistic choices to suit purpose, audience, context and culture.

\* 'Internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture' refers to the formal register of English used in different parts of the world, that is, standard English.



## PRINCIPLES OF LANGUAGE LEARNING AND TEACHING

The following principles are embodied in the syllabus. They form part of the framework and spirit in which this syllabus is to be implemented as an instructional programme in the classroom.

- **Learner Centredness**

The learner is at the centre of the learning process. Teaching approaches, lessons and curriculum materials are differentiated according to learners' needs and abilities.

- **Process Orientation**

Language skills are process skills. Teaching and modelling the processes of reading, writing and oral communication are as important as testing the acquisition of these skills.

- **Integration**

The integration of reading, writing and oral communication as well as the integration of language materials and areas of language use in a lesson or context contribute to meaningful learning.

- **Contextualisation**

Language skills, grammatical items and structures are taught and learnt in the context of language use. Contextualisation demonstrates how purpose, audience, context and culture determine the register or appropriateness of speech and writing in both formal and informal situations.

- **Spiral Progression**

Language skills, grammatical items and structures, text types and other language components are taught and revised at increasing levels of difficulty and sophistication.

- **Interaction**

Learners' participation and interaction are important in language learning, and in fostering self-confidence and social relationships among pupils from different cultural backgrounds and religions. Such social relationships and interaction, within the context of learning English, will nurture in pupils a sense of their common Singaporean identity.

## MAIN FEATURES OF THE SYLLABUS

The syllabus is conceptualised as a single document for primary and secondary levels to maintain continuity in language teaching and allow for greater flexibility in catering to pupils' needs. It focuses on language use, learning outcomes, text types and grammar.

### Language Use

Pupils need to know how to communicate fluently, appropriately and effectively in internationally acceptable English. They need to understand how the language system works and how language conventions can vary according to purpose, audience, context and culture, and apply this knowledge in speech and writing in both formal and informal situations.

Language learning and teaching are organised around three major areas of language use (See Figure 1 on Page 6):

- **Language for Information**

As speaker, writer, reader, listener and viewer, the learner will access, retrieve, evaluate, apply and present information derived from print, non-print and electronic sources.

- **Language for Literary Response and Expression**

As speaker, writer, reader, listener and viewer, the learner will respond creatively and critically to literary texts, relate them to personal experience, culture and society, and use language creatively to express self and identity.

- **Language for Social Interaction**

As speaker, writer, reader, listener and viewer, the learner will use English effectively, both in its spoken and written form, to establish and maintain positive interpersonal relationships, taking into account purpose, audience, context and culture.

## Learning Outcomes

The Learning Outcomes are the expected attainment targets for pupils at the end of each two-year period. This two-year period for the attainment of each set of Learning Outcomes will give teachers time and flexibility to cater to the different learning needs and abilities of their pupils.

The Learning Outcomes are specific, measurable and / or demonstrable, attainable, relevant and time-referenced. These sets of Learning Outcomes will give teachers a bird's-eye view of the continuum of English Language learning from the primary to the secondary levels.

- Primary Two
- Primary Four
- Primary Six (EM1 and EM2)
- Primary Six (EM3)
- Secondary Two (Special / Express / Normal Academic)
- Secondary Two (Normal Technical)
- Secondary Four / Five (Special / Express / Normal Academic)
- Secondary Four / Five (Normal Technical)

The language skills, strategies and attitudes listed below each Learning Outcome will help teachers make informed decisions about what they have to teach in order to help their pupils attain the Learning Outcomes.

## Text Types

The choice of text types is determined by purpose, audience, context and culture. The variety of text types from print, non-print and electronic sources that pupils listen to, read and view will ensure that they learn English from many models of language use. This will help them to speak and write effectively.



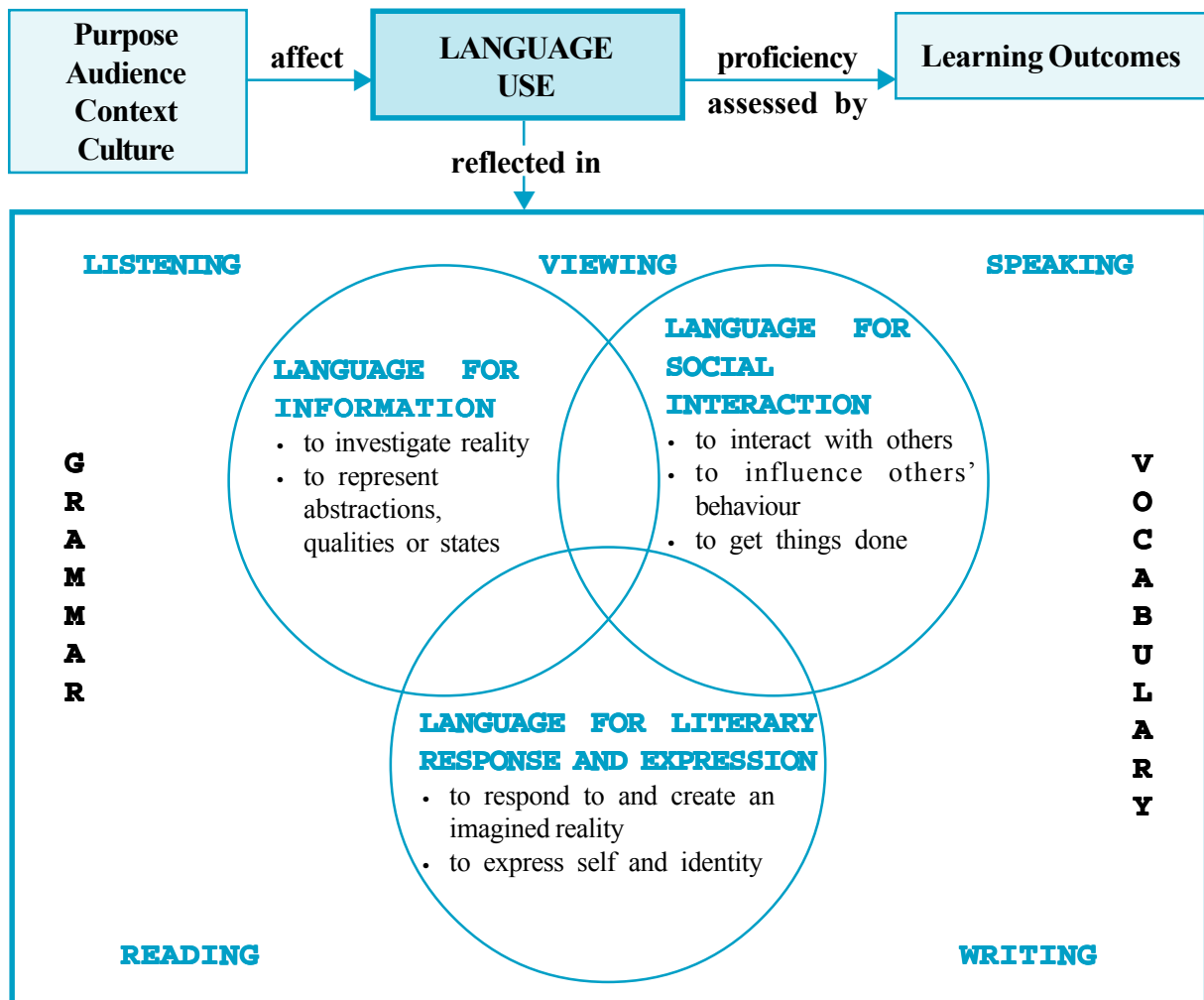
## Grammar

Knowledge of grammar and how it functions contributes to effective language use. The study of grammatical features and lexis is closely related to the study of text types. Grammar and lexis contribute to the meaning of a text.

The section on **Conventions of Grammar** lists the grammatical items and structures to be taught during each two-year period, that is, Primary One and Two, Primary Three and Four, and Primary Five and Six. Teachers at the secondary level can use this section as a reference to revise and reinforce the grammatical knowledge of their pupils.

The section on **Grammatical Features of Text Types** builds on the foundation laid at the primary level. Grammatical items and structures associated with different text types will be taught in the context of reading, writing and oral communication. Teachers at the primary level can use this section as a reference or as a resource to extend the grammatical knowledge of their upper primary pupils.

*Figure 1: A Language Use Model*



## PLACE OF THE NATIONAL INITIATIVES IN THE SYLLABUS

The national initiatives of National Education, Thinking Skills and Information Technology (IT) have been incorporated into the syllabus in the areas of language use, learning outcomes, skills and text types.

## LANGUAGE AND LITERACY DEVELOPMENT

- Literacy development is the heart of an English Language instructional programme in school. Basic literacy is the ability to read and write. All pupils will be able to read and write in English when they leave school.
- Literacy acquisition is dependent on the integrated teaching of listening, reading, viewing, speaking and writing, and the engagement of learners.
- An integrated approach to literacy development integrates reading, viewing and writing with oral communication. What pupils know about, they can talk about; what they can talk about, they will read and write about.
- A balanced and integrated approach to language and literacy development is advocated. From the primary to the secondary levels, there will be many opportunities for listening, reading, viewing, speaking and writing to help pupils become competent and critical listeners and readers, and confident and expressive speakers and writers of English.

## Reading

### Primary Level

- Children begin to read at different ages.
- Background experience and exposure to books and other forms of print and non-print sources as well as electronic sources affect children's reading ability.
- Learning to read is a highly complex task. It involves decoding and comprehension.
- A balance between decoding and meaning-based instruction, word recognition and passage comprehension, phonics and whole language, and principles and practice is advocated.
- The teaching of decoding skills (knowledge of the letters of the alphabet, knowledge of letter-sound correspondence, phonemic awareness, etc.) will not be taught in isolation or only through drill and practice. It will be balanced by activities that involve the construction of meaning.
- Pupils will be guided through the beginning reading stage to the independent reading stage.



## Secondary Level

- To develop higher levels of literacy, materials other than the textbook will be used to encourage reading, language acquisition and self-access learning.
- Knowing how to apply reading comprehension strategies enhances pupils' ability to comprehend at the literal, interpretive and evaluative levels.
- The development of critical reading is an important aspect of a secondary pupil's development.

## Writing

### Primary Level

- Pupils will learn:
  - how letters are combined to form words, how words are combined to form sentences and how punctuation marks are used.
  - how ideas are expressed in writing and composed into texts.
- They will be taught the processes of planning, drafting and editing.
- They will learn how to use various writing tools such as the pencil and the computer.
- They will be given opportunities to engage in joint construction with the teacher, in collaboration with peers as well as to write independently.

### Secondary Level

- Pupils will be able to write effectively to suit purpose, audience, context and culture.
- They will be taught how to compose and create cohesive texts as well as to edit and revise their own writing.
- They will be taught how to write in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture.

## Oral Communication: Listening and Speaking

### Primary Level

- The development of listening and speaking skills is as important as the development of reading and writing skills. The more pupils listen to and speak English, the better will be their language use.
- Pupils will be given opportunities to speak for various functional and creative purposes.
- They will be exposed to a wide variety of spoken texts in order to develop listening and speaking competence to communicate effectively and appropriately according to purpose, audience, context and culture.
- In face-to-face interaction, listening involves understanding verbal and non-verbal cues. Pupils will be taught to observe social convention and etiquette in oral communication, and to give the appropriate verbal response.

## Secondary Level

- Knowing how to apply listening comprehension strategies enhances pupils' ability to comprehend at the literal, interpretive and evaluative levels.
- The development of critical and accurate listening is an important aspect of a secondary pupil's development.
- Pupils will be given opportunities to speak for various functional, academic and creative purposes.
- They will be able to understand internationally acceptable English as well as other standard varieties, and distinguish differences between formal and informal speech.
- They will be able to speak and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture.

## The Learning Environment

The learning environment affects language acquisition and language use. The school and classroom will provide a variety of language experiences which offer rich and stimulating language input.

## Role of the Teacher

Teachers are critical to pupils' learning. They are models of appropriate language use in school. Through teachers, pupils are introduced to good models of spoken and written English.



# CHAPTER TWO

## LANGUAGE USE AND LEARNING OUTCOMES

The essential components to consider when planning an instructional programme to implement the syllabus are:

- Areas of Language Use: Language for Information, Language for Literary Response and Expression, Language for Social Interaction
- Learning Outcomes
- Text Types
- Grammar Focus

### Note

1. **Learning Outcomes** are stated in bold. The language skills, strategies and / or attitudes for the level are listed below each learning outcome.
2. Learning Outcomes 1 – 7 pertain to all the three Areas of Language Use while Learning Outcomes 8 – 10 pertain to specific Areas of Language Use.

## LEARNING OUTCOMES BY THE END OF PRIMARY TWO

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Pupils will:</b></p> <ol style="list-style-type: none"> <li><b>1 Read and respond to a variety of texts and demonstrate a positive attitude towards reading and language</b> <ol style="list-style-type: none"> <li>a) Recall, talk and write about books read</li> <li>b) Enjoy the creative use of language in e.g. similes, poems and jokes</li> <li>c) Respond creatively and imaginatively e.g. act out a story</li> </ol> </li> <li><b>2 Listen for information from a variety of sources</b> <ol style="list-style-type: none"> <li>a) Listen for a sustained period of time: when a teacher is reading a book aloud</li> <li>b) Demonstrate understanding that audio cues (tone, volume) convey meaning</li> </ol> </li> <li><b>3 Speak fluently and expressively on a range of topics</b> <ol style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Pronounce words clearly</li> <li>c) Speak to convey meaning using intonation: rising tone for question</li> </ol> </li> <li><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b> <ol style="list-style-type: none"> <li>a) Do a show-and-tell; recite rhymes; retell stories</li> <li>b) Select a central idea with teacher guidance</li> <li>c) Monitor peers' oral presentation / recitation to ensure audibility and visibility</li> </ol> </li> <li><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b> <ol style="list-style-type: none"> <li>a) Use print script</li> <li>b) Space letters, words and sentences appropriately</li> <li>c) Apply knowledge of spelling conventions and strategies to their own writing</li> <li>d) Write paragraphs that develop a central idea</li> <li>e) Use grammar, punctuation and vocabulary appropriately</li> <li>f) Draft, revise and edit a text with their teacher</li> </ol> </li> </ol>		



## Primary Two

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <p>a) Understand concepts about print: print is written from left to right and top to bottom, capitalisation, spacing between words, differences between letters, words and sentences</p> <p>b) Understand and use appropriately terms relating to:</p> <ul style="list-style-type: none"> <li>- books: cover, title, author, illustrator, page number</li> <li>- text types e.g. fairy tale: hero, character, beginning / ending of a story</li> <li>- electronic books: arrows, icons</li> </ul> <p>c) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></p> <p><b>7 Use reading strategies to construct meaning</b></p> <p>a) Use phonological awareness strategies:</p> <ul style="list-style-type: none"> <li>- Blend sounds of consonants and vowels to make words</li> <li>- Identify and produce rhyming words</li> <li>- Separate spoken words into beginning and ending sounds</li> <li>- Distinguish long and short vowels in words</li> <li>- Match spoken words to printed words</li> <li>- Understand that as letters of words change, so do the sounds</li> <li>- Read common, irregular sight words e.g. <i>the, have, said</i></li> <li>- Read aloud to check pronunciation and understanding</li> </ul> <p>b) Use meaning-based strategies:</p> <ul style="list-style-type: none"> <li>- Relate words to pictures</li> <li>- Use knowledge of cohesive devices: connectors to do with time, sequence</li> <li>- Use contextual clues: pictures, title</li> <li>- Use prior knowledge: familiar words, word association</li> <li>- Recognise text types</li> <li>- Ask questions about the texts studied</li> </ul>		

## Primary Two

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content using title, visuals</p> <p>b) Identify gist / main idea(s) in e.g. simple information texts</p> <p>c) Follow simple oral / written instructions</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about storyline, characters using their own experience and contextual clues</p> <p>b) Identify gist / main idea(s) in e.g. stories</p> <p>c) Identify the beginning, middle and ending of e.g. stories</p> <p>d) Describe characters, events, setting</p> <p>e) Recall details at the literal level: who, what, when, where, why, how</p> <p>f) Infer and draw conclusions about characters, sequence of events</p>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist in e.g. messages, dialogues</p> <p>b) Recall details in e.g. messages, dialogues</p>



## Primary Two

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Locate information using author, title, table of contents</p> <p>b) Gather information using alphabetical order / categories</p> <p>c) Organise information: list and sequence</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response to a story, saying whether they like or dislike it</p> <p>b) List, organise information about characters, sequence of events or setting to complete a story web</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response to e.g. a request</p> <p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address and tone</p> <ul style="list-style-type: none"> <li>- Address and greet familiar people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> </ul>

## Primary Two

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<ul style="list-style-type: none"> <li>- Ask for permission</li> <li>- Express thanks / good wishes</li> <li>- Give information about self</li> <li>- Invite people</li> <li>b) Participate in discussion               <ul style="list-style-type: none"> <li>- Agree / disagree at appropriate times</li> <li>- Speak in turn</li> </ul> </li> <li>c) Learn and contribute as members of groups               <ul style="list-style-type: none"> <li>- Follow agreed-upon rules for group work</li> </ul> </li> </ul>



## Primary Two

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Instructions e.g. recipes, instructions from craft books and computer programmes</li> <li>📄 Lists e.g. shopping lists, Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>📖 Narratives e.g. fairy tales, rhymes, riddles</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making arrangements, giving information about self</li> <li>😊 Short functional texts e.g. thank-you notes, messages</li> </ul>
TEXT TYPES for speaking / writing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 General knowledge texts e.g. simple non-fiction texts</li> <li>📄 Lists e.g. "to do" lists</li> <li>📄 Scrapbooks</li> </ul>	<ul style="list-style-type: none"> <li>📖 Narratives e.g. stories</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. giving information about self</li> <li>😊 Short functional texts e.g. greeting cards, thank-you notes, invitations</li> </ul>

## Primary Two

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>General Knowledge Texts</b></p> <ul style="list-style-type: none"> <li>• Simple Present Tense</li> <li>• Verbs</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Connectors to express sequence</li> <li>• Verbs: Imperatives</li> </ul> <p><b>Lists</b></p> <ul style="list-style-type: none"> <li>• Nouns and Noun Phrases</li> <li>• Quantifiers</li> </ul> <p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Connectors to do with time and sequence</li> <li>• Nouns and Noun Phrases</li> <li>• Pronouns</li> <li>• Punctuation</li> <li>• Simple Past Tense</li> <li>• Verbs</li> </ul> <p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions</li> <li>• Pronouns</li> <li>• Questions</li> <li>• Tense: Simple Present and Past</li> </ul>		

**LEARNING OUTCOMES BY THE END OF PRIMARY FOUR****Language for Information****Language for Literary Response And Expression****Language for Social Interaction**

**Pupils will:**

- 1 Read and respond to a variety of texts and demonstrate a positive attitude towards reading and language**
  - a) Recall, talk and write about books read
  - b) Enjoy the creative use of language in e.g. similes, idioms, poems, jokes and riddles
  - c) Respond creatively and imaginatively e.g. create a different ending to a story
- 2 Listen for information from a variety of sources**
  - a) Listen for a sustained period of time: when a teacher is giving an explanation
  - b) Demonstrate understanding that body language and audio cues (tone, volume) convey meaning
  - c) Take down details of messages e.g. day, date, time, activities and names
- 3 Speak fluently and expressively on a range of topics**
  - a) Use the stress patterns and rhythm of English appropriately
  - b) Use internationally acceptable pronunciation
  - c) Speak to convey meaning using intonation
  - d) Vary tone, pace and volume as required
  - e) Use appropriate vocabulary
- 4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences**
  - a) Plan and organise with teacher guidance a simple presentation on a familiar topic
  - b) Select an appropriate focus with teacher guidance when speaking / writing
  - c) Support ideas with audio / visual / print resources
  - d) Monitor peers' oral presentation / recitation to ensure audibility and visibility

## Primary Four

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Use cursive script</li> <li>b) Apply knowledge of spelling conventions and strategies to their own writing</li> <li>c) Write paragraphs that develop main ideas</li> <li>d) Use details that elaborate on main ideas: examples</li> <li>e) Use grammar, punctuation and vocabulary appropriately</li> <li>f) Draft, revise and edit a text with teacher / peers</li> </ul> <p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <ul style="list-style-type: none"> <li>a) Understand and use appropriately terms relating to:               <ul style="list-style-type: none"> <li>- books: cover, title, author, illustrator, page number, contents page, chapter, headings, sub-headings</li> <li>- text types / media e.g. brochure: heading, sub-headings, illustrations</li> <li>- software e.g. e-mail: address, subject</li> </ul> </li> <li>b) Identify the purpose of various text types</li> <li>c) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></li> </ul> <p><b>7 Use reading strategies to construct meaning</b></p> <ul style="list-style-type: none"> <li>a) Use phonological awareness strategies:               <ul style="list-style-type: none"> <li>- Match spoken words to printed words</li> <li>- Read common, irregular sight words e.g. <i>the, have, said</i></li> <li>- Decode words using common letter sounds / letter patterns e.g. <i>th~, ~tion</i></li> <li>- Use known parts of a word to make sense of the whole word</li> <li>- Read aloud to check pronunciation and understanding</li> </ul> </li> </ul>		



## Primary Four

**LEARNING OUTCOMES: Skills / Strategies and Attitudes**

**Language for Information**

**Language for Literary Response And Expression**

**Language for Social Interaction**

- b) Use meaning-based strategies:
- Construct meaning from visuals: pictures, simple charts, diagrams
  - Monitor and correct own reading e.g. pause or repeat words / phrases to check that what is read makes sense
  - Use knowledge of cohesive devices: connectors to do with time, sequence, comparison, contrast, reason
  - Use contextual clues: pictures, title, simple charts and diagrams, headings, sub-headings
  - Use prior knowledge: familiar words, word association, knowledge of the topic / similes
  - Skim for gist
  - Scan for details

## Primary Four

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <ul style="list-style-type: none"> <li>a) Make predictions about content using title, visuals, headings, sub-headings</li> <li>b) Identify gist / main idea(s) through using headings, sub-headings</li> <li>c) Recall information e.g. details, pictures that support a main idea</li> <li>d) Infer and draw conclusions from headings, sub-headings, pictures</li> <li>e) Follow a set of instructions</li> </ul>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <ul style="list-style-type: none"> <li>a) Make predictions about characters and their actions, events and setting using               <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> </li> <li>b) Identify gist / main idea(s) through looking at characters, events, setting</li> <li>c) Recall information e.g. details of events / plot</li> <li>d) Infer and draw conclusions about characters and their actions, events and setting, using prior knowledge, pictures and knowledge of cohesive devices</li> </ul>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <ul style="list-style-type: none"> <li>a) Identify gist in e.g. messages, dialogues</li> <li>b) Recall details in e.g. messages, dialogues</li> </ul>



## Primary Four

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using alphabetical order, contents page, headings, sub-headings, classification</p> <p>b) Organise information: list, sequence, compare, contrast, classify</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response to a character: saying whether they like or dislike him / her</p> <p>b) Organise information: list, sequence, classify information about characters and their actions, events</p> <p>c) Evaluate stories and poems for exaggeration</p> <p>d) Solve problems imaginatively and creatively e.g. identify problems faced by characters and generate possible solutions</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response to e.g. a message</p>

## Primary Four

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address and tone</p> <ul style="list-style-type: none"> <li>- Address and greet familiar people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> <li>- Ask for permission</li> <li>- Express thanks / good wishes</li> <li>- Give information about self and family</li> <li>- Give instructions on how to do something</li> <li>- Invite people</li> <li>- Leave a message</li> <li>- Make requests / enquiries</li> </ul>



# Primary Four

Primary Four

LEARNING OUTCOMES: Skills / Strategies and Attitudes

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
		b) Participate in discussion <ul style="list-style-type: none"> <li>- Agree / disagree at appropriate times</li> <li>- Ask questions to gather information</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Speak in turn</li> <li>- Support opinions / ideas with reasons</li> <li>- Understand non-verbal cues and respond appropriately</li> </ul> c) Learn and contribute as members of groups <ul style="list-style-type: none"> <li>- Follow agreed-upon rules for group work</li> <li>- Give opinions clearly and politely</li> <li>- Share responsibilities</li> <li>- Work towards achieving group goals</li> </ul>

## Primary Four

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Factual recounts e.g. news stories</li> <li>📄 General knowledge texts e.g. children's encyclopaedia</li> <li>📄 Instructions e.g. instructions for science experiments / computer programmes, rules of games</li> <li>📄 Lists e.g. catalogues</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / TV programmes</li> <li>📖 Narratives e.g. myths and legends, narrative poems</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making enquiries, giving information about family</li> <li>😊 Short functional texts e.g. informal letters, postcards, e-mail</li> </ul>
TEXT TYPES for speaking / writing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Factual recounts e.g. how zoo animals are fed</li> <li>📄 Instructions e.g. rules for group work</li> <li>📄 Lists e.g. Word Banks</li> <li>📄 Scrapbooks</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / TV programmes</li> <li>📖 Narratives e.g. stories, myths</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making enquiries, giving information about family</li> <li>😊 Short functional texts e.g. informal letters, postcards, e-mail</li> </ul>



# Primary Four

Primary Four

GRAMMAR FOCUS

**Language for Information**

**Language for Literary Response And Expression**

**Language for Social Interaction**

**Factual Recounts**

- Adverbs and Adverbials
- Nouns and Noun Phrases
- Prepositions
- Pronouns
- Simple Past Tense
- Verbs and Verb Phrases

**General Knowledge Texts**

- Nouns and Noun Phrases
- Simple Present Tense
- Verbs

**Instructions**

- Connectors
- Simple Present Tense
- Verbs: Imperatives

**Lists**

- Nouns and Noun Phrases
- Quantifiers
- Verbs: Imperatives

## Primary Four

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>GRAMMAR FOCUS</b>	<p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives and Adjectival Phrases</li> <li>• Adverbs and Adverbials</li> <li>• Compound Sentences</li> <li>• Connectors</li> <li>• Direct and Indirect Speech</li> <li>• Nouns and Noun Phrases</li> <li>• Pronouns</li> <li>• Punctuation</li> <li>• Tense: Simple Past and Past Continuous</li> <li>• Verbs and Verb Phrases</li> </ul>		
	<p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Tag Questions</li> <li>• Tense: Simple Present and Past</li> </ul>		

**LEARNING OUTCOMES BY THE END OF PRIMARY SIX EM1 & 2**

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<p><b>Pupils will:</b></p> <ol style="list-style-type: none"> <li><b>1 Respond to a variety of texts and demonstrate a positive attitude towards reading and language</b> <ol style="list-style-type: none"> <li>a) Recall, talk and write about books read</li> <li>b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and poems</li> <li>c) Respond creatively and imaginatively e.g. retell a story from a character's point of view</li> </ol> </li> <li><b>2 Listen for information from a variety of sources</b> <ol style="list-style-type: none"> <li>a) Listen for a sustained period of time: when a classmate is making a presentation</li> <li>b) Demonstrate understanding that body language and audio cues (tone, volume) convey meaning</li> <li>c) Take down notes on main ideas and details according to an outline</li> <li>d) Understand formal and informal English</li> <li>e) Use knowledge of cohesive devices to follow what is being said: connectors to do with time, sequence, contrast, reason, choice, place, condition, cause-and-effect, purpose</li> </ol> </li> <li><b>3 Speak fluently and expressively on a range of topics</b> <ol style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Use internationally acceptable pronunciation</li> <li>c) Use an appropriate register</li> <li>d) Vary pitch, tone, pace and volume as required</li> <li>e) Use grammar appropriate to speech, and vocabulary appropriate to the topic</li> <li>f) Understand and use verbal and non-verbal cues appropriately</li> </ol> </li> <li><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b> <ol style="list-style-type: none"> <li>a) Plan and organise with purpose and audience in mind e.g. to present a summary of a group discussion, a role play</li> <li>b) Select an appropriate focus and format, and develop main ideas relevant to the topic</li> <li>c) Support ideas with audio / visual / print resources</li> <li>d) Monitor and adjust presentation to sustain audience interest</li> <li>e) Emphasise salient points</li> </ol> </li> </ol>		

## Primary Six EM1 & 2

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <ol style="list-style-type: none"> <li>Write paragraphs that develop main ideas</li> <li>Compose multiple-paragraph texts that unify main ideas into a coherent whole</li> <li>Use details that elaborate on main ideas: examples, descriptions, personal experiences</li> <li>Use grammar, punctuation and vocabulary appropriately</li> <li>Use an appropriate register</li> <li>Draft, revise and edit a text with teacher / peers / individually</li> </ol> <p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <ol style="list-style-type: none"> <li>Understand and use appropriately terms relating to:           <ul style="list-style-type: none"> <li>- books: cover, title, author, illustrator, page number, contents page, chapter, headings, sub-headings, index</li> <li>- text types / media e.g. news story: headlines, caption, credit / byline</li> <li>- software e.g. word processing: edit, spellcheck</li> </ul> </li> <li>Understand how the purpose of various texts is achieved through text organisation, grammar and vocabulary</li> <li>Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></li> </ol> <p><b>7 Use reading strategies to construct meaning</b></p> <ol style="list-style-type: none"> <li>Use phonological awareness strategies:           <ul style="list-style-type: none"> <li>- Use known parts of a word to make sense of the whole word</li> <li>- Read aloud to check pronunciation and understanding</li> </ul> </li> <li>Use meaning-based strategies:           <ul style="list-style-type: none"> <li>- Construct meaning from visuals: pictures, charts, diagrams, symbols, graphs</li> <li>- Monitor and confirm understanding of texts read e.g. read aloud, re-read, read on</li> <li>- Use knowledge of cohesive devices: connectors to do with time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose</li> <li>- Use contextual clues: visuals, headings, sub-headings, word formation, punctuation</li> <li>- Use prior knowledge: familiar words, word association, knowledge of the topic / similes / idioms / proverbs</li> <li>- Skim for gist</li> <li>- Scan for details</li> </ul> </li> </ol>		



## Primary Six EM1 & 2

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content and development of ideas using title, headings, sub-headings, captions, key words, visuals</p> <p>b) Identify gist / main idea(s) through using title, headings, sub-headings, key words, visuals</p> <p>c) Recall information / details: descriptions, examples, explanations, visuals that support a main idea / point of view</p> <p>d) Infer and draw conclusions using contextual clues and knowledge of the topic</p> <p>e) Follow a set of instructions</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about storyline / content, characters using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through looking at characters, events, setting</p> <p>c) Recall details about characters, events, setting</p> <p>d) Infer and draw conclusions about characters, their actions and motives, events, setting</p> <p>e) Infer meaning using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> <li>- knowledge of familiar cultures in Singapore and South-East Asia</li> </ul>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist / main idea(s) in e.g. letters, conversations</p> <p>b) Recall details in e.g. letters, conversations</p> <p>c) Infer and draw conclusions about meaning, intention and feeling communicated by the speaker</p>

## Primary Six EM1 & 2

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using search options (e.g. subject, key words, author, title), contents page, classification, search engines</p> <p>b) Organise and summarise information using a variety of organisational patterns: list, sequence, comparison, contrast, classification, cause-and-effect</p> <p>c) Give reasons to support a response / an opinion</p> <p>d) Evaluate information for exaggeration e.g. claims in advertising materials</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / an opinion</p> <p>b) Organise and summarise information: list, sequence, compare, contrast, classify information about events, characters and their actions</p> <p>c) Evaluate texts for exaggeration</p> <p>d) Identify and analyse elements of effective story-telling: storyline, characterisation</p> <p>e) Solve problems imaginatively and creatively e.g. identify problems faced by characters, generate possible solutions and choose the best option</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / an opinion</p>



## Primary Six EM1 & 2

**LEARNING OUTCOMES: Skills / Strategies and Attitudes**

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address, tone and choice of vocabulary</p> <ul style="list-style-type: none"> <li>- Address and greet familiar people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> <li>- Ask for permission</li> <li>- Express thanks / good wishes</li> <li>- Give information about self, family and community</li> <li>- Give instructions on how to do something</li> <li>- Invite people</li> <li>- Leave a message</li> <li>- Make requests / enquiries</li> <li>- Explain why and how something happened</li> <li>- Express an opinion / dissatisfaction politely</li> </ul>

## Primary Six EM1 & 2

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			b) Participate in discussion <ul style="list-style-type: none"> <li>- Accept the contributions of others</li> <li>- Agree and disagree at appropriate times</li> <li>- Explain own views</li> <li>- Question and respond relevantly</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Speak in turn</li> <li>- Summarise what has been said for the benefit of the whole group</li> <li>- Support opinions / ideas with reasons</li> <li>- Understand and use verbal and non-verbal cues appropriately</li> </ul>



## Primary Six EM1 & 2

<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Language for Information</b>	<b>Language for Literary Response And Expression</b>	<b>Language for Social Interaction</b>
			c) Learn and contribute as members of groups <ul style="list-style-type: none"><li>- Follow agreed-upon rules for group work</li><li>- Give opinions clearly and politely</li><li>- Share responsibilities</li><li>- Work towards achieving group goals</li><li>- Assume a variety of roles in group interaction</li></ul>

## Primary Six EM1 & 2

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Explanations e.g. reference books, dictionaries</li> <li>📄 Expositions e.g. debates</li> <li>📄 Factual recounts e.g. news reports, eye-witness accounts</li> <li>📄 Information reports e.g. brochures, advertisements, documentaries</li> <li>📄 Instructions e.g. how-to-do kits</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films</li> <li>📖 Narratives e.g. stories, narrative poems, songs that tell a story</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making requests, explaining, giving information about community</li> <li>😊 Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>
TEXT TYPES for speaking / writing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Explanations e.g. explaining how things work</li> <li>📄 Factual recounts e.g. news stories, eye-witness accounts</li> <li>📄 Information reports e.g. reports of science experiments, brochures, advertisements</li> <li>📄 Instructions e.g. how-to-do kits</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films</li> <li>📖 Narratives e.g. stories, descriptions of people</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making requests, explaining, giving information about community, conversing with familiar adults on a formal occasion</li> <li>😊 Short functional texts e.g. formal / informal letters, post cards, e-mail, notices</li> </ul>



# Primary Six EM1 & 2

**GRAMMAR FOCUS**

**Language for Information**

**Language for Literary Response And Expression**

**Language for Social Interaction**

**Explanations**

- Connectors to show cause-and-effect, reason, choice
- Modal auxiliaries
- Simple Present Tense
- Verbs and Verb Phrases

**Expositions**

- Adjectives, Adjectival Phrases and Clauses
- Connectors
- Simple Present Tense
- Verbs and Verb Phrases

**Factual Recounts**

- Adverbs and Adverbials
- Nouns, Noun Phrases and Clauses
- Past Tense
- Prepositions and Prepositional Phrases
- Pronouns
- Verbs and Verb Phrases

**Narratives / Personal Recounts**

- Adjectives, Adjectival Phrases and Clauses
- Adverbs and Adverbials
- Compound and Complex sentences
- Connectors
- Direct and Indirect Speech
- Nouns, Noun Phrases and Clauses
- Pronouns
- Punctuation
- Tense: a range of tenses
- Verbs and Verb Phrases

## Primary Six EM1 & 2

GRAMMAR FOCUS	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Information Reports</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying (e.g. <i>are called, belong to, can be classified as, are similar to</i>)</li> <li>• Pronouns: 3<sup>rd</sup> person</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Nouns and Noun Phrases</li> <li>• Simple Present Tense</li> <li>• Verbs: Imperatives</li> </ul> <p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Questions, Answers and Negative Statements</li> <li>• Tense: a range of tenses</li> </ul>		

**LEARNING OUTCOMES BY THE END OF PRIMARY SIX EM3**

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<p><b>Pupils will:</b></p> <ol style="list-style-type: none"> <li><b>1 Read and respond to a variety of texts and demonstrate a positive attitude towards reading and language</b> <ol style="list-style-type: none"> <li>a) Recall, talk and write about books read</li> <li>b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and simple poems</li> <li>c) Respond creatively and imaginatively e.g. create a different ending to a story</li> </ol> </li> <li><b>2 Listen for information from a variety of sources</b> <ol style="list-style-type: none"> <li>a) Listen for a sustained period of time: when a teacher is giving an explanation</li> <li>b) Demonstrate understanding that body language and audio cues (tone, volume) convey meaning</li> <li>c) Take down details of messages e.g. time, day, date, activities and names</li> <li>d) Use knowledge of cohesive devices to follow what is being said: connectors to do with time, sequence, contrast, reason, choice, place, condition, cause-and-effect, purpose</li> </ol> </li> <li><b>3 Speak fluently and expressively on a range of topics</b> <ol style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Pronounce words clearly</li> <li>c) Speak to convey meaning using intonation</li> <li>d) Vary tone, pace and volume as required</li> <li>e) Use appropriate vocabulary</li> </ol> </li> <li><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b> <ol style="list-style-type: none"> <li>a) Plan and organise with teacher guidance a simple presentation on a familiar topic</li> <li>b) Select an appropriate focus with teacher guidance when speaking / writing</li> <li>c) Support ideas with audio / visual / print resources</li> <li>d) Monitor peers' oral presentation / recitation to ensure audibility and visibility</li> </ol> </li> </ol>		

## Primary Six EM3

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Use cursive script</li> <li>b) Apply knowledge of spelling conventions and strategies to their own writing</li> <li>c) Write paragraphs that develop main ideas</li> <li>d) Use details that elaborate on main ideas: examples</li> <li>e) Use grammar and vocabulary appropriately</li> <li>f) Draft, revise and edit a text with teacher / peers</li> </ul> <p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <ul style="list-style-type: none"> <li>a) Understand and use appropriately terms relating to:               <ul style="list-style-type: none"> <li>- books: cover, title, author, illustrator, page number, contents page, chapter, headings, sub-headings</li> <li>- text types / media e.g. brochure: heading, sub-headings, illustrations</li> </ul> </li> <li>b) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></li> </ul>		



## Primary Six EM3

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<p><b>7 Use reading strategies to construct meaning</b></p> <p>a) Use phonological awareness strategies:</p> <ul style="list-style-type: none"> <li>- Match spoken words to printed words</li> <li>- Read common, irregular sight words e.g. <i>the, have, said</i></li> <li>- Decode words using common letter sounds / letter patterns e.g. <i>th~, ~tion</i></li> <li>- Use known parts of a word to make sense of the whole word</li> <li>- Read aloud to check pronunciation and understanding</li> </ul> <p>b) Use meaning-based strategies:</p> <ul style="list-style-type: none"> <li>- Construct meaning from visuals: pictures, simple charts, diagrams</li> <li>- Monitor and correct own reading e.g. pause or repeat words / phrases to check that what is read makes sense</li> <li>- Use knowledge of cohesive devices: connectors to do with time, sequence, comparison, contrast, reason</li> <li>- Use contextual clues: pictures, title, simple charts and diagrams, headings and sub-headings</li> <li>- Use prior knowledge: familiar words, word association, knowledge of the topic / similes</li> <li>- Skim for gist</li> <li>- Scan for specific information</li> </ul>		

## Primary Six EM3

<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Language for Information</b>	<b>Language for Literary Response And Expression</b>	<b>Language for Social Interaction</b>
	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content using title, visuals, headings, sub-headings</p> <p>b) Identify gist / main idea(s) through using headings, sub-headings</p> <p>c) Recall information e.g. details, pictures that support a main idea</p> <p>d) Infer and draw conclusions from headings, sub-headings, pictures</p> <p>e) Follow a set of instructions</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about characters and their actions, events and setting using:</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through looking at characters, events, setting</p> <p>c) Recall information e.g. details of events</p> <p>d) Infer and draw conclusions about characters and their actions, events and setting, using prior knowledge, pictures and knowledge of cohesive devices</p>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist / main idea(s) in e.g. messages, dialogues</p> <p>b) Recall details in e.g. messages, letters, dialogues, conversations</p> <p>c) Infer and draw conclusions about meaning, intention and feeling communicated by the speaker</p>



## Primary Six EM3

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using alphabetical order, contents page, headings, sub-headings, classification</p> <p>b) Organise information: list, sequence, compare, contrast, classify</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response to a character: saying whether they like or dislike him / her</p> <p>b) Organise information: list, sequence, classify information about events, characters and their actions</p> <p>c) Evaluate stories and poems for exaggeration</p> <p>d) Solve problems imaginatively and creatively e.g. identify problems faced by characters and generate possible solutions</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response to e.g. a message</p>

## Primary Six EM3

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>			<p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address, tone and choice of vocabulary</p> <ul style="list-style-type: none"> <li>- Address and greet familiar people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> <li>- Ask for permission</li> <li>- Explain how and why something happened</li> <li>- Express an opinion / dissatisfaction politely</li> <li>- Express thanks / good wishes</li> <li>- Give information about self, family and community</li> <li>- Give instructions on how to do something</li> <li>- Invite people</li> <li>- Leave a message</li> <li>- Make requests / enquiries</li> </ul>



# Primary Six EM3

Primary Six EM3

**LEARNING OUTCOMES: Skills / Strategies and Attitudes**

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
		<ul style="list-style-type: none"> <li>b) Participate in discussion               <ul style="list-style-type: none"> <li>- Accept the contributions of others</li> <li>- Agree and disagree at appropriate times</li> <li>- Explain own views</li> <li>- Question and respond relevantly</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Speak in turn</li> <li>- Summarise what has been said for the benefit of the whole group</li> <li>- Support opinions / ideas with reasons</li> <li>- Understand and use non-verbal cues appropriately</li> </ul> </li> <li>c) Learn and contribute as members of groups               <ul style="list-style-type: none"> <li>- Assume a variety of roles in group interaction</li> <li>- Follow agreed-upon rules for group work</li> <li>- Give opinions clearly and politely</li> <li>- Share responsibilities</li> <li>- Work towards achieving group goals</li> </ul> </li> </ul>

## Primary Six EM3

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Factual recounts e.g. news stories</li> <li>📄 General knowledge texts e.g. children's encyclopaedia</li> <li>📄 Instructions e.g. instructions for science experiments / computer programmes, rules of games</li> <li>📄 Lists e.g. catalogues</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / TV programmes</li> <li>📖 Narratives e.g. myths and legends, narrative poems</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making enquiries, giving information about family</li> <li>😊 Short functional texts e.g. informal letters, post cards, e-mail</li> </ul>
TEXT TYPES for speaking / writing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Factual recounts e.g. how zoo animals were fed</li> <li>📄 Instructions e.g. rules for group work</li> <li>📄 Lists e.g. Word Banks</li> <li>📄 Scrapbooks</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / TV programmes</li> <li>📖 Narratives e.g. stories, descriptions of people</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making enquiries, giving information about family</li> <li>😊 Short functional texts e.g. informal letters, post cards, e-mail</li> </ul>



# Primary Six EM3

**GRAMMAR FOCUS**

**Language for Information**

**Language for Literary Response And Expression**

**Language for Social Interaction**

**Conversations and Short Functional Texts**

- Adverbs and Adverbials
- Contractions of verb forms and modal auxiliaries
- Modal Auxiliaries
- Prepositions and Prepositional Phrases
- Pronouns
- Tag Questions
- Tense: Simple Present and Past

**Expositions**

- Adjectives, Adjectival Phrases and Clauses
- Connectors
- Simple Present Tense
- Verbs

**Factual recounts**

- Adverbs and Adverbials
- Nouns and Noun Phrases
- Prepositions
- Pronouns
- Simple Past Tense
- Verbs and Verb Phrases

**General Knowledge Texts**

- Nouns and Noun Phrases
- Simple Present Tense
- Verbs

**Instructions**

- Connectors
- Simple Present Tense
- Verbs: Imperatives

## Primary Six EM3

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>GRAMMAR FOCUS</b>	<p><b>Lists</b></p> <ul style="list-style-type: none"> <li>• Nouns and Noun Phrases</li> <li>• Quantifiers</li> <li>• Verbs: Imperatives</li> </ul> <p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives and Adjectival Phrases</li> <li>• Adverbs and Adverbials</li> <li>• Compound Sentences</li> <li>• Connectors</li> <li>• Direct and Indirect Speech</li> <li>• Nouns and Noun Phrases</li> <li>• Pronouns</li> <li>• Punctuation</li> <li>• Tenses: Simple Past and Past Continuous</li> <li>• Verbs and Verb Phrases</li> </ul>		



## LEARNING OUTCOMES BY THE END OF SECONDARY TWO S/E/N(A)

Secondary Two S/E/N(A) LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Pupils will:</b></p> <ol style="list-style-type: none"> <li><b>1 Respond to a variety of texts and demonstrate a positive attitude towards reading and language</b> <ol style="list-style-type: none"> <li>a) Recall, talk and write about books read</li> <li>b) Enjoy the creative use of language in e.g. puns and metaphors</li> <li>c) Respond creatively and imaginatively e.g. re-create a text from a different perspective</li> </ol> </li> <li><b>2 Listen for information from a variety of sources</b> <ol style="list-style-type: none"> <li>a) Listen for a sustained period of time: a discussion, a talk</li> <li>b) Demonstrate understanding that body language and audio cues (tone, pace, volume, intonation, stress patterns, rhythm) convey meaning</li> <li>c) Take down notes on main ideas and details according to an outline</li> <li>d) Understand formal and informal English</li> <li>e) Use knowledge of discourse markers to follow what is being said: connectors, fillers, pauses</li> <li>f) Understand different standard varieties of English: British and American</li> </ol> </li> <li><b>3 Speak fluently and expressively on a range of topics</b> <ol style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Use internationally acceptable pronunciation</li> <li>c) Use an appropriate register</li> <li>d) Vary pitch, tone, pace and volume to suit purpose</li> <li>e) Use grammar appropriate to speech, and vocabulary appropriate to the topic and context</li> <li>f) Understand and use verbal and non-verbal cues appropriately</li> </ol> </li> </ol>		

## Secondary Two S/E/N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Plan and organise with purpose, audience, setting and media in mind e.g. a sketch, a talk</li> <li>b) Select an appropriate focus and format, and develop main ideas               <ul style="list-style-type: none"> <li>- that are relevant to the topic</li> <li>- that support an opinion on the topic</li> </ul> </li> <li>c) Support ideas with audio / visual / print resources</li> <li>d) Monitor and adjust presentation to sustain audience interest</li> <li>e) Emphasise salient points</li> <li>f) Use cohesive devices to link ideas within a presentation</li> <li>g) Respond appropriately to questions raised during a presentation</li> </ul> <p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Select the text type which suits the intended purpose</li> <li>b) Use an appropriate organisational structure which unifies relevant main ideas</li> <li>c) Support / elaborate on ideas with relevant details: examples, descriptions, personal experiences, diagrams, opinions</li> <li>d) Use grammar, punctuation and vocabulary appropriately</li> <li>e) Use an appropriate register</li> <li>f) Draft, revise and edit a text with peers / individually</li> </ul> <p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <ul style="list-style-type: none"> <li>a) Understand and use appropriately terms relating to:               <ul style="list-style-type: none"> <li>- books: cover, title, author, page number, table of contents, chapter, headings, sub-headings, index, glossary, references</li> <li>- text types / media e.g. procedures, narratives, explanations, information reports, recounts</li> <li>- electronic resources: word processing, databases and other appropriate software, Internet</li> <li>- literary features: character, plot</li> </ul> </li> <li>b) Understand how the purpose of various text types is achieved through text organisation, grammar and vocabulary</li> <li>c) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></li> </ul>		



## Secondary Two S/E/N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>7 Use reading strategies to construct meaning</b></p> <ul style="list-style-type: none"> <li>a) Construct meaning from visuals: pictures, charts, diagrams, symbols, graphs, maps, tables</li> <li>b) Monitor and confirm understanding of texts read e.g. read aloud, re-read, read on</li> <li>c) Use knowledge of cohesive devices and text organisation e.g. knowing the structure of a news story leads a reader to expect details of the setting, events, participants</li> <li>d) Use contextual clues: visuals, headings, sub-headings, word formation, punctuation, association of words / ideas</li> <li>e) Use prior knowledge: familiar words, word association, knowledge of the topic / figurative language / connotations / culture</li> <li>f) Skim for gist</li> <li>g) Scan for details</li> </ul>		

## Secondary Two S/E/N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content and development of ideas using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through using title, headings, sub-headings, key words, visuals, topic sentences</p> <p>c) Recall information / details: descriptions, examples, explanations, visuals, opinions that support a main idea / point of view</p> <p>d) Infer and draw conclusions using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>e) Follow a set of procedures</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about storyline / content, characters using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through looking at characters, events, setting, plot</p> <p>c) Recall details about characters, events, setting, plot</p> <p>d) Infer and draw conclusions about characters, their actions and motives, events, setting</p> <p>e) Infer meaning using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> <li>- knowledge of familiar cultures in Singapore, Asia and the rest of the world</li> </ul>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist / main idea(s) in e.g. letters, conversations</p> <p>b) Recall details in e.g. letters, conversations</p> <p>c) Infer and draw conclusions about meaning, intention and feeling communicated by the speaker</p>



## Secondary Two S/E/N(A)

<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Language for Information</b>	<b>Language for Literary Response And Expression</b>	<b>Language for Social Interaction</b>
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using search options (e.g. subject, key words, author, title), table of contents, classification, glossary, search engines</p> <p>b) Organise, summarise and synthesise information using a variety of organisational patterns: sequence, comparison, contrast, classification, cause-and-effect, chronology</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / point of view / an opinion</p> <p>b) Organise and summarise information: list, sequence, compare, contrast, classify information</p> <p>c) Evaluate texts for reasonableness of ideas and persuasive language</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / point of view / an opinion</p> <p>b) Identify and apply strategies used to influence audiences e.g. emotive words, body language</p>

## Secondary Two S/E/N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<ul style="list-style-type: none"> <li>c) Explore possible factors relating to a topic / an issue: causes, consequences, reasons</li> <li>d) Give reasons to support a response / point of view / an opinion</li> <li>e) Evaluate information for truth, relevance, exaggeration or persuasive language</li> <li>f) Evaluate sources of information for credibility</li> <li>g) Establish a set of criteria for a specific purpose: to carry out / evaluate a task</li> <li>h) Solve problems imaginatively and creatively e.g. identify problems, generate and evaluate possible solutions and choose the best option</li> </ul>	<ul style="list-style-type: none"> <li>d) Explore possible factors relating to motives of characters / events in a story: causes, consequences, reasons</li> <li>e) Identify and analyse techniques used in different media to achieve a variety of purposes: special effects, music, use of language</li> <li>f) Abstract ideas / themes from a text</li> </ul>	



## Secondary Two S/E/N(A)

**LEARNING OUTCOMES: Skills / Strategies and Attitudes**

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address, tone and choice of vocabulary</p> <ul style="list-style-type: none"> <li>- Address and greet people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> <li>- Ask for permission</li> <li>- Express thanks / good wishes</li> <li>- Give directions</li> <li>- Give information about self, family and community</li> <li>- Give instructions on how to do something</li> <li>- Invite people</li> <li>- Leave a message</li> <li>- Make requests / enquiries</li> <li>- Persuade other people to do something</li> <li>- Explain why and how something happened</li> </ul>

## Secondary Two S/E/N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<ul style="list-style-type: none"> <li>- Express an opinion / dissatisfaction politely</li> <li>- Seek clarification</li> <li>- Sustain a short conversation with a guest on a formal occasion</li> <li>b) Participate in discussion               <ul style="list-style-type: none"> <li>- Accept the contributions of others</li> <li>- Agree and disagree at appropriate times</li> <li>- Explain own views</li> <li>- Question and respond relevantly</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Share / clarify ideas</li> <li>- Speak in turn</li> <li>- Summarise what has been said for the benefit of the whole group</li> <li>- Support ideas / modify opinions with reasons</li> <li>- Understand and use verbal and non-verbal cues appropriately</li> </ul> </li> </ul>



## Secondary Two S/E/N(A)

<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Language for Information</b>	<b>Language for Literary Response And Expression</b>	<b>Language for Social Interaction</b>
			c) Learn and contribute as members of groups <ul style="list-style-type: none"> <li>- Follow agreed-upon rules for group work</li> <li>- Give opinions clearly and politely</li> <li>- Share responsibilities</li> <li>- Monitor progress and make modifications to meet individual / group objectives</li> <li>- Work towards achieving group goals</li> <li>- Assume a variety of roles in group interaction</li> </ul>

## Secondary Two S/E/N(A)

TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<ul style="list-style-type: none"> <li>📄 Explanations e.g. reference books, encyclopaedia entries about how and why things work / happen</li> <li>📄 Expositions e.g. debates, reviews of documentaries</li> <li>📄 Factual recounts e.g. eye-witness accounts, historical accounts</li> <li>📄 Information reports e.g. brochures, documentaries, encyclopaedia entries</li> <li>📄 Procedures e.g. how to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films</li> <li>📖 Narratives e.g. stories, ballads</li> <li>📖 Personal recounts e.g. oral anecdotes, journal entries, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making suggestions, giving information about self, family and community, giving directions</li> <li>😊 Expositions e.g. a discussion on an issue, sales talk</li> <li>😊 Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>



## Secondary Two S/E/N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>TEXT TYPES for speaking / writing from print / non-print / electronic sources</b>	<ul style="list-style-type: none"> <li>📄 Explanations e.g. explaining how and why things work / happen</li> <li>📄 Expositions e.g. debates, reviews of documentaries</li> <li>📄 Factual recounts e.g. historical accounts</li> <li>📄 Information reports e.g. for a newspaper / magazine, brochures, flyers, encyclopaedia entries</li> <li>📄 Procedures e.g. how to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films</li> <li>📖 Narratives e.g. stories</li> <li>📖 Personal recounts e.g. oral anecdotes, journal entries, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making suggestions, giving information about community, giving directions</li> <li>😊 Expositions e.g. a talk persuading others to take part in a co-curricular activity</li> <li>😊 Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>

## Secondary Two S/E/N(A)

GRAMMAR FOCUS	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Connectors to do with time, cause-and-effect</li> <li>• Passive Voice</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Expositions</b></p> <ul style="list-style-type: none"> <li>• Connectors to do with reason, cause-and-effect, condition, choice</li> <li>• Modal auxiliaries</li> <li>• Passive Voice</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Factual Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with time</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Passive Voice</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Quantifiers</li> <li>• Tense to express past time</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Information Reports</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying (e.g. <i>are called, belong to, can be classified as, are similar to</i>)</li> <li>• Pronouns: 3<sup>rd</sup> person</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul>		



## Secondary Two S/E/N(A)

GRAMMAR FOCUS	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Adverbs and Adverbials</li> <li>• Connectors to do with time and sequence</li> <li>• Direct and Indirect Speech</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Tense to express past time</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with sequence</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Quantifiers</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Questions, Answers and Negative Statements</li> <li>• Tense: a range of tenses</li> </ul>		

## LEARNING OUTCOMES BY THE END OF SECONDARY TWO N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Pupils will:</b></p> <ol style="list-style-type: none"> <li><b>1 Respond to a variety of texts and demonstrate a positive attitude towards reading and language</b> <ol style="list-style-type: none"> <li>a) Recall, talk and write about books read</li> <li>b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and simple poems</li> <li>c) Respond creatively and imaginatively e.g. role-play</li> </ol> </li> <li><b>2 Listen for information from a variety of sources</b> <ol style="list-style-type: none"> <li>a) Listen for a sustained period of time: when a classmate is making a short presentation to a group</li> <li>b) Demonstrate understanding that body language and audio cues (tone, volume) convey meaning</li> <li>c) Take down notes on main ideas and details according to an outline</li> <li>d) Use knowledge of discourse markers to follow what is being said: connectors, fillers, pauses</li> <li>e) Understand formal and informal English</li> </ol> </li> <li><b>3 Speak fluently and expressively on a range of topics</b> <ol style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Use internationally acceptable pronunciation</li> <li>c) Use an appropriate register</li> <li>d) Vary pitch, tone, pace and volume to suit purpose</li> <li>e) Use grammar appropriate to speech, and vocabulary appropriate to the topic and context</li> <li>f) Understand and use non-verbal cues appropriately</li> </ol> </li> </ol>		



## Secondary Two N(T)

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<p><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Plan and organise with purpose, audience in mind e.g. to present a summary of a group discussion, a role-play</li> <li>b) Select an appropriate focus and format, and develop main ideas relevant to the topic</li> <li>c) Support ideas with audio / visual / print resources</li> <li>d) Monitor and adjust presentation based on teacher feedback / peer evaluation</li> <li>e) Emphasise salient points</li> </ul> <p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Write paragraphs that develop main ideas</li> <li>b) Compose multiple-paragraph texts that unify main ideas into a coherent whole</li> <li>c) Support / Elaborate on ideas with relevant details, e.g. simple descriptions, personal experiences</li> <li>d) Use grammar, punctuation and vocabulary appropriately</li> <li>e) Use an appropriate register</li> <li>f) Draft, revise and edit a text with teacher / peers</li> </ul> <p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <ul style="list-style-type: none"> <li>a) Understand and use appropriately terms relating to:               <ul style="list-style-type: none"> <li>- books: cover, title, author, page number, contents page, chapter, headings, sub-headings, index</li> <li>- text types / media e.g. news story: headline, caption, credit / byline</li> <li>- software e.g. word processing: edit, spellcheck</li> </ul> </li> <li>b) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></li> </ul>		

LEARNING OUTCOMES: Skills / Strategies and Attitudes

Secondary Two N(T)

## Secondary Two N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>7 Use reading strategies to construct meaning</b></p> <p>a) Use phonological awareness strategies:</p> <ul style="list-style-type: none"> <li>- Use known parts of a word to make sense of the whole word</li> <li>- Read aloud to check pronunciation and understanding</li> </ul> <p>b) Use meaning-based strategies:</p> <ul style="list-style-type: none"> <li>- Construct meaning from visuals: pictures, diagrams, symbols, graphs</li> <li>- Monitor and confirm understanding of texts read e.g. re-read, read on</li> <li>- Use knowledge of cohesive devices: connectors to do with time, sequence, contrast, reason, choice, place, condition, cause-and-effect, purpose</li> <li>- Use contextual clues: visuals, headings, sub-headings, word formation, punctuation</li> <li>- Use prior knowledge: familiar words, word association, knowledge of the topic / similes / idioms / proverbs</li> <li>- Skim for gist</li> <li>- Scan for specific information</li> </ul>		



## Secondary Two N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content using title, headings, sub-headings, captions, key words, visuals</p> <p>b) Identify gist / main idea(s) using title, headings, sub-headings, key words, visuals</p> <p>c) Recall information / details: descriptions, examples, explanations, visuals that support a main idea / point of view</p> <p>d) Infer and draw conclusions using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>e) Follow a set of instructions</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about storyline / content, characters using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through looking at characters, events, setting</p> <p>c) Recall details about characters, events, setting</p> <p>d) Infer and draw conclusions about characters, their actions and motives, events, setting</p> <p>e) Infer meaning using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> <li>- knowledge of Singapore and Asia</li> </ul>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist / main idea(s) in e.g. messages, letters, dialogues, conversations</p> <p>b) Recall details in e.g. messages, letters, dialogues, conversations, talks</p> <p>c) Infer and draw conclusions about meaning, intention and feeling communicated by the speaker</p>

## Secondary Two N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using search options (e.g. subject, key words, author, title), contents page, classification, search engines</p> <p>b) Organise information using a variety of organisational patterns: list, sequence, comparison, contrast, classification, cause-and-effect</p> <p>c) Give reasons to support a response / an opinion</p> <p>d) Evaluate information for truth e.g. claims in advertising materials</p> <p>e) Solve problems imaginatively and creatively e.g. identify problems, generate possible solutions and choose the best option</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / an opinion</p> <p>b) Organise information: list, sequence, compare, contrast, classify information</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / an opinion</p>



## Secondary Two N(T)

**LEARNING OUTCOMES: Skills / Strategies and Attitudes**

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
		<p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address, tone and choice of vocabulary</p> <ul style="list-style-type: none"> <li>- Address and greet familiar people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> <li>- Ask for permission</li> <li>- Explain how and why something happened</li> <li>- Express an opinion / dissatisfaction politely</li> <li>- Express thanks / good wishes</li> <li>- Give information about self, family and community</li> <li>- Give instructions on how to do something</li> <li>- Invite people</li> <li>- Leave a message</li> <li>- Make requests / enquiries</li> </ul>

## Secondary Two N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<ul style="list-style-type: none"> <li>- Give directions</li> <li>- Persuade other people to do something</li> <li>- Seek clarification</li> <li>- Sustain a short conversation with a guest during a formal occasion</li> <li>b) Participate in discussion               <ul style="list-style-type: none"> <li>- Accept the contributions of others</li> <li>- Agree and disagree at appropriate times</li> <li>- Explain own views</li> <li>- Question and respond relevantly</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Speak in turn</li> <li>- Summarise what has been said for the benefit of the whole group</li> <li>- Support ideas / modify opinions with reasons</li> <li>- Understand and use non-verbal cues appropriately</li> <li>- Share / clarify ideas</li> </ul> </li> </ul>



## Secondary Two N(T)

<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Language for Information</b>	<b>Language for Literary Response And Expression</b>	<b>Language for Social Interaction</b>
			c) Learn and contribute as members of a group <ul style="list-style-type: none"> <li>- Assume a variety of roles in group interaction</li> <li>- Follow agreed-upon rules for group work</li> <li>- Give opinions clearly and politely</li> <li>- Share responsibilities</li> <li>- Work towards achieving group goals</li> <li>- Monitor progress and make modifications to meet individual / group objectives</li> </ul>

## Secondary Two N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Explanations e.g. reference books, dictionaries</li> <li>📄 Expositions e.g. discussions, assembly talks</li> <li>📄 Factual recounts e.g. news stories, eye-witness accounts</li> <li>📄 Information reports e.g. brochures, advertisements, documentaries</li> <li>📄 Procedures e.g. how-to-do kits</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films</li> <li>📖 Narratives e.g. stories, narrative poems, songs</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries, biographies, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>☺ Conversations e.g. making requests, explaining, giving information about self, family and community</li> <li>☺ Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>
TEXT TYPES for speaking / writing from print / non-print / electronic sources	<ul style="list-style-type: none"> <li>📄 Explanations e.g. explaining how and why things work / happen</li> <li>📄 Factual recounts e.g. news stories, eye-witness accounts</li> <li>📄 Information reports, e.g. reports of science experiments, brochures, advertisements</li> <li>📄 Procedures e.g. how-to-do kits</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films</li> <li>📖 Narratives e.g. stories, narrative poems, songs</li> <li>📖 Personal recounts e.g. oral anecdotes, diary entries, biographies, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>☺ Conversations e.g. making requests, explaining, giving information about self, family and community, conversing with familiar adults during a formal occasion</li> <li>☺ Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>



## Secondary Two N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>GRAMMAR FOCUS</b>	<p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal Auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Questions, Answers and Negative Statements</li> <li>• Tense: a range of tenses</li> </ul> <p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Connectors to show cause-and-effect, reason, choice</li> <li>• Modal Auxiliaries</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Expositions</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors</li> <li>• Simple Present Tense</li> <li>• Verbs</li> </ul> <p><b>Factual recounts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Nouns and Noun Phrases</li> <li>• Prepositions</li> <li>• Pronouns</li> <li>• Quantifiers</li> <li>• Simple Past Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Information Reports</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying (e.g. <i>are called, belong to, can be classified as, are similar to</i>)</li> <li>• Pronouns: 3<sup>rd</sup> person</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul>		

## Secondary Two N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>GRAMMAR FOCUS</b>	<p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Adverbs and Adverbials</li> <li>• Connectors</li> <li>• Direct and Indirect Speech</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Pronouns</li> <li>• Punctuation</li> <li>• Tense: a range of tenses</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Nouns and Noun Phrases</li> <li>• Simple Present Tense</li> <li>• Verbs: Imperatives</li> </ul>		



## LEARNING OUTCOMES BY THE END OF SECONDARY FOUR S/E OR SECONDARY FIVE N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Pupils will:</b>		
	<b>1 Respond to a variety of texts and demonstrate a positive attitude towards reading and language</b>		
	<ul style="list-style-type: none"> <li>a) Recall, talk and write about texts read</li> <li>b) Enjoy the creative use of language in e.g. witty expressions</li> <li>c) Respond creatively and imaginatively e.g. dramatise an excerpt from a text</li> </ul>		
	<b>2 Listen for information from a variety of sources</b>		
<ul style="list-style-type: none"> <li>a) Listen for a sustained period of time: a debate</li> <li>b) Demonstrate understanding that body language and audio cues (tone, pace, volume, intonation, stress patterns, rhythm) convey meaning</li> <li>c) Take down notes on main ideas and details</li> <li>d) Understand formal and informal English</li> <li>e) Use knowledge of discourse markers to follow what is being said: connectors, fillers, pauses</li> <li>f) Understand different standard varieties of English: British, American and others</li> </ul>			
<b>3 Speak fluently and expressively on range of topics</b>			
<ul style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Use internationally acceptable pronunciation</li> <li>c) Use an appropriate register</li> <li>d) Vary pitch, tone, pace and volume to suit purpose</li> <li>e) Use grammar appropriate to speech, and vocabulary appropriate to the topic and context</li> <li>f) Understand and use verbal and non-verbal cues appropriately</li> </ul>			

## Secondary Four S/E or Five N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Plan and organise with purpose, setting, audience and media in mind e.g. a speech in a debate, a multi-media presentation</li> <li>b) Select an appropriate focus and format, and develop main ideas               <ul style="list-style-type: none"> <li>- that are relevant to the topic</li> <li>- that support an opinion on the topic</li> </ul> </li> <li>c) Support ideas with audio / visual / print resources</li> <li>d) Monitor and adjust presentation to sustain audience interest</li> <li>e) Emphasise salient points</li> <li>f) Use cohesive devices to link ideas within a presentation</li> <li>g) Respond appropriately to questions raised during a presentation</li> </ul> <p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <ul style="list-style-type: none"> <li>a) Select the text type which suits the intended purpose</li> <li>b) Use an appropriate organisational structure which unifies relevant main ideas</li> <li>c) Support / elaborate on ideas with relevant details: examples, descriptions, personal experiences, diagrams, opinions, explanations, evidence</li> <li>d) Use grammar, punctuation and vocabulary appropriately</li> <li>e) Use an appropriate style, register and tone</li> <li>f) Draft, revise and edit a text with peers / individually</li> <li>g) Use cohesive and stylistic devices effectively</li> </ul>		



## Secondary Four S/E or Five N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <p>a) Understand and use appropriately terms relating to:</p> <ul style="list-style-type: none"> <li>- books: cover, title, author, page number, table of contents, chapter, headings, sub-headings, index, glossary, references, bibliography, acknowledgement</li> <li>- text types / media e.g. procedures, narratives, explanations, information reports, expositions</li> <li>- electronic resources: word processing, databases, spreadsheets, web pages and other appropriate software, Internet</li> <li>- literary features: character, plot, viewpoint</li> </ul> <p>b) Understand how the purpose of various texts is achieved through text organisation, grammar and vocabulary</p> <p>c) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></p> <p><b>7 Use reading strategies to construct meaning</b></p> <p>a) Construct meaning from visuals: pictures, charts, diagrams, symbols, graphs, tables, maps</p> <p>b) Monitor and confirm understanding of texts read e.g. read aloud, re-read, read on; use word recognition skills to check meaning</p> <p>c) Use knowledge of cohesive devices and text organisation e.g. knowing the structure of an argument leads a reader to expect a stand taken, evidence to support the stand and a re-statement of the stand</p> <p>d) Use contextual clues: visuals, textual clues, association of words / ideas and logical relationship of ideas</p> <p>e) Use prior knowledge: familiar words, word association, knowledge of the topic / figurative language / connotations / language varieties / culture</p> <p>f) Skim for gist</p> <p>g) Scan for details</p>		

## Secondary Four S/E or Five N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content and development of ideas using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through using title, headings, sub-headings, key words, visuals, topic sentences</p> <p>c) Recall information / details: descriptions, examples, explanations, visuals, opinions, illustrations, analogies that support a main idea / point of view</p> <p>d) Infer and draw conclusions using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>e) Follow a set of procedures</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about storyline / content, characters using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through looking at characters, events, setting, plot</p> <p>c) Recall details about characters, events, setting, plot</p> <p>d) Infer and draw conclusions about characters, their actions and motives, events, setting, atmosphere and writer's purpose</p> <p>e) Infer meaning using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> <li>- knowledge of cultures in Singapore, Asia and the rest of the world</li> </ul>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist / main idea(s) in e.g. letters, conversations, talks, speeches, discussions</p> <p>b) Recall details in e.g. letters, conversations, talks, speeches, discussions</p> <p>c) Infer and draw conclusions about meaning, intention, feeling and attitude communicated by the speaker</p>



## Secondary Four S/E or Five N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using search options (e.g. subject, key words, author, title), table of contents, classification, glossary, index, search engines</p> <p>b) Organise, summarise and synthesise information using a variety of organisational patterns: sequence, comparison, contrast, classification, cause-and-effect, chronology, hierarchy, topic</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / point of view / an opinion</p> <p>b) Organise and summarise information: list, sequence, compare, contrast, classify information</p> <p>c) Evaluate texts for reasonableness of ideas and persuasive language</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / point of view / an opinion</p> <p>b) Identify and apply strategies used to influence audiences e.g. emotive words, body language</p>

## Secondary Four S/E or Five N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<ul style="list-style-type: none"> <li>c) Explore possible factors relating to a topic / an issue: causes, consequences, reasons, points of view, solutions</li> <li>d) Give reasons to support a response / point of view / an opinion</li> <li>e) Evaluate information for truth, relevance, exaggeration or persuasive language</li> <li>f) Evaluate sources of information for credibility</li> <li>g) Establish a set of criteria for a specific purpose: to carry out / evaluate a task</li> <li>h) Solve problems imaginatively and creatively e.g. identify problems, generate and evaluate possible solutions and choose the best option</li> </ul>	<ul style="list-style-type: none"> <li>d) Explore possible factors relating to motives of characters / events in a story: causes, consequences, reasons, points of view</li> <li>e) Identify and analyse techniques used in different media to achieve a variety of purposes: special effects, music, use of language</li> <li>f) Abstract ideas / themes from a text and apply to a new situation</li> </ul>	



## Secondary Four S/E or Five N(A)

Secondary Four S/E or Five N(A)	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>		

## Secondary Four S/E or Five N(A)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<ul style="list-style-type: none"> <li>- Express an opinion / dissatisfaction / disapproval / disagreement politely</li> <li>- Seek clarification</li> <li>- Initiate and sustain conversations with adults during a formal occasion</li> <li>b) Participate in discussion               <ul style="list-style-type: none"> <li>- Accept the contributions of others</li> <li>- Agree and disagree at appropriate times</li> <li>- Explain own views</li> <li>- Question and respond relevantly</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Share / clarify ideas</li> <li>- Speak in turn</li> <li>- Summarise what has been said for the benefit of the whole group</li> <li>- Support / modify opinions with reasons</li> </ul> </li> </ul>



## Secondary Four S/E or Five N(A)

<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<b>Language for Information</b>	<b>Language for Literary Response And Expression</b>	<b>Language for Social Interaction</b>
			<ul style="list-style-type: none"> <li>- Understand and use verbal and non-verbal cues appropriately</li> <li>c) Learn and contribute as members of groups               <ul style="list-style-type: none"> <li>- Follow agreed-upon rules for group work</li> <li>- Give opinions clearly and politely</li> <li>- Share responsibilities</li> <li>- Monitor progress and make modifications to meet individual / group objectives</li> <li>- Work towards achieving group goals</li> <li>- Assume a variety of roles in group interaction</li> </ul> </li> <li>d) Demonstrate appropriate behaviour during an interview               <ul style="list-style-type: none"> <li>- Ask relevant questions</li> <li>- Impart information</li> <li>- Respond effectively to questions</li> <li>- Evaluate effectiveness of an interview</li> </ul> </li> </ul>

## Secondary Four S/E or Five N(A)

TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<ul style="list-style-type: none"> <li>📄 Explanations e.g. reference books, encyclopaedia entries</li> <li>📄 Expositions e.g. debates, review of documentaries, editorials, speeches</li> <li>📄 Factual recounts e.g. historical accounts</li> <li>📄 Information reports e.g. factsheets, brochures, compare-contrast reports, documentaries</li> <li>📄 Procedures e.g. how to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films, commentaries</li> <li>📖 Narratives e.g. myths &amp; legends, narrative poems, ballads</li> <li>📖 Personal recounts e.g. oral anecdotes, journal entries, biographies, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making suggestions, giving information about self, family and community, giving directions</li> <li>😊 Expositions e.g. speeches, discussions, debates</li> <li>😊 Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>



## Secondary Four S/E or Five N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>TEXT TYPES for speaking / writing from print / non-print / electronic sources</b>	<ul style="list-style-type: none"> <li>📄 Explanations e.g. explaining how and why things work / happen</li> <li>📄 Expositions e.g. debates, reviews of documentaries, editorials, speeches</li> <li>📄 Factual recounts e.g. historical accounts</li> <li>📄 Information reports e.g. factsheets, brochures, compare-contrast reports</li> <li>📄 Procedures e.g. how to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li>📖 Expositions e.g. reviews of books / films, commentaries</li> <li>📖 Narratives e.g. stories</li> <li>📖 Personal recounts e.g. oral anecdotes, journal entries, biographies, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>😊 Conversations e.g. making suggestions, giving information about community, giving directions</li> <li>😊 Expositions e.g. speeches, discussions, debates</li> <li>😊 Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>

## Secondary Four S/E or Five N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>GRAMMAR FOCUS</b>	<p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Connectors to do with time, cause-and-effect</li> <li>• Passive Voice</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul>		
	<p><b>Expositions</b></p> <ul style="list-style-type: none"> <li>• Connectors to do with reason, cause-and-effect, condition, choice</li> <li>• Modal auxiliaries</li> <li>• Passive Voice</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul>		
	<p><b>Factual Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with time</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Passive Voice</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Quantifiers</li> <li>• Tense to express past time</li> <li>• Verbs and Verb Phrases</li> </ul>		
	<p><b>Information Reports</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying (e.g. <i>are called, belong to, can be classified as, are similar to</i>)</li> <li>• Pronouns: 3<sup>rd</sup> person</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul>		



## Secondary Four S/E or Five N(A)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>GRAMMAR FOCUS</b>	<p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Adverbs and Adverbials</li> <li>• Connectors to do with time, sequence</li> <li>• Direct and Indirect speech</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Tense: a range of tenses</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with sequence</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Quantifiers</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Questions, Answers and Negative Statements</li> <li>• Tense: a range of tenses</li> </ul>		

## LEARNING OUTCOMES BY THE END OF SECONDARY FOUR N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Pupils will:</b></p> <ol style="list-style-type: none"> <li><b>1 Respond to a variety of texts and demonstrate a positive attitude towards reading and language</b> <ol style="list-style-type: none"> <li>a) Recall, talk and write about texts read</li> <li>b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and poems</li> <li>c) Respond creatively and imaginatively e.g. retell a story from a character's point of view</li> </ol> </li> <li><b>2 Listen for information from a variety of sources</b> <ol style="list-style-type: none"> <li>a) Listen for a sustained period of time: a discussion, a talk</li> <li>b) Demonstrate understanding that body language and audio cues (tone, pace, volume, intonation, stress patterns, rhythm) convey meaning</li> <li>c) Take down notes on main ideas and details according to an outline</li> <li>d) Use knowledge of discourse markers to follow what is being said: connectors, fillers, pauses</li> <li>e) Understand different standard varieties of English e.g. American English</li> </ol> </li> <li><b>3 Speak fluently and expressively on a range of topics</b> <ol style="list-style-type: none"> <li>a) Use the stress patterns and rhythm of English appropriately</li> <li>b) Use internationally acceptable pronunciation</li> <li>c) Use formal and informal English</li> <li>d) Vary pitch, tone, pace and volume to suit purpose</li> <li>e) Use grammar appropriate to speech, and vocabulary appropriate to the topic and context</li> <li>f) Understand and use verbal and non-verbal cues appropriately</li> </ol> </li> </ol>		



## Secondary Four N(T)

### LEARNING OUTCOMES: Skills / Strategies and Attitudes

Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<p><b>4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences</b></p> <p>a) Plan and organise with purpose, audience, setting and media in mind e.g. a sketch, a short speech</p> <p>b) Select an appropriate focus and format and develop main ideas</p> <ul style="list-style-type: none"> <li>- that are relevant to the topic</li> <li>- that support an opinion on the topic</li> </ul> <p>c) Support ideas with audio / visual / print resources</p> <p>d) Monitor and adjust presentation based on teacher feedback / peer evaluation</p> <p>e) Emphasise salient points</p> <p>f) Use cohesive devices to link ideas within a presentation</p> <p>g) Respond appropriately to questions raised during a presentation</p>		
<p><b>5 Write legibly, coherently and cohesively for different purposes and audiences</b></p> <p>a) Select the text type which suits the intended purpose</p> <p>b) Use an appropriate organisational structure which unifies relevant main ideas</p> <p>c) Support / elaborate on ideas with relevant details: examples, descriptions, personal experiences, diagrams, opinions</p> <p>d) Use grammar, punctuation and vocabulary appropriately</p> <p>e) Use an appropriate register</p> <p>f) Draft, revise and edit a text with peers / individually</p>		
<p><b>6 Demonstrate knowledge about language and text types from print / non-print / electronic sources</b></p> <p>a) Understand and use appropriately terms relating to:</p> <ul style="list-style-type: none"> <li>- books: cover, title, author, page number, table of contents , chapter, headings, sub-headings, glossary, index, references</li> <li>- text types / media e.g. facsimile: fax number, cover sheet, transmission reports</li> <li>- electronic resources: word processing and other appropriate software, Internet</li> </ul> <p>b) Understand and use grammatical items and structures: see Chapter Three <i>Grammar</i></p>		

## Secondary Four N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>7 Use reading strategies to construct meaning</b></p> <ul style="list-style-type: none"> <li>a) Construct meaning from visuals: pictures, diagrams, charts, symbols, graphs, maps, tables</li> <li>b) Monitor and confirm understanding of texts read e.g. predict, read aloud, re-read, read on</li> <li>c) Use knowledge of cohesive devices and text organisation e.g. knowing the structure of a news story leads a reader to expect details of the setting, events, participants</li> <li>d) Use contextual clues: visuals, headings, sub-headings, word formation, punctuation, association of words / ideas</li> <li>e) Use prior knowledge: familiar words, word association, knowledge of the topic / figurative language / connotations / culture</li> <li>f) Skim for gist</li> <li>g) Scan for details</li> </ul>		



## Secondary Four N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<p><b>8.1 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about content and development of ideas using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through using title, headings, sub-headings, key words, topic sentences, visuals</p> <p>c) Recall information / details: descriptions, examples, explanations, visuals, opinions that support a main idea / point of view</p> <p>d) Infer and draw conclusions using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>e) Follow a set of procedures</p>	<p><b>8.2 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Make predictions about storyline / content, characters using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> </ul> <p>b) Identify gist / main idea(s) through looking at characters, events, setting</p> <p>c) Recall details about characters, events, setting, plot</p> <p>d) Infer and draw conclusions about characters, their actions and motives, events, setting</p> <p>e) Infer meaning using</p> <ul style="list-style-type: none"> <li>- contextual clues</li> <li>- prior knowledge</li> <li>- knowledge of familiar cultures in Singapore, Asia and the rest of the world</li> </ul>	<p><b>8.3 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form</b></p> <p>a) Identify gist / main idea(s) in e.g. messages, letters, dialogues, conversations, talks, speeches, discussions</p> <p>b) Recall details in e.g. messages, letters, dialogues, conversations, talks, speeches, discussions</p> <p>c) Infer and draw conclusions about meaning, intention, feeling and attitude communicated by the speaker</p>

## Secondary Four N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>9.1 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Gather information using: search options (e.g. subject, key words, author, title), table of contents, classification, glossary, search engines</p> <p>b) Organise information using a variety of organisational patterns: sequence, comparison, contrast, classification, cause-and-effect, chronology</p> <p>c) Explore possible factors relating to a topic / issue: causes, consequences, reasons</p> <p>d) Give reasons to support a response / point of view / an opinion</p>	<p><b>9.2 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / point of view / an opinion</p> <p>b) Organise information: list, sequence, compare, contrast, classify information</p> <p>c) Evaluate texts for reasonableness of ideas</p> <p>d) Explore possible factors relating to motives of characters / events in an account: causes, consequences, reasons</p> <p>e) Identify and analyse techniques used in different media to achieve a variety of purposes: special effects, music, use of language</p>	<p><b>9.3 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes</b></p> <p>a) Give reasons to support a response / point of view / an opinion</p>



## Secondary Four N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>	<p>e) Evaluate information for truth and relevance</p> <p>f) Use a set of criteria for a specific purpose e.g. deciding which job to apply for</p> <p>g) Solve problems imaginatively and creatively e.g. identify problems, generate and evaluate possible solutions and choose the best option</p>		

## Secondary Four N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<p><b>10 Interact effectively with people from own or different culture(s) / religion(s)</b></p> <p>a) Use appropriate language, terms of address, tone and choice of vocabulary</p> <ul style="list-style-type: none"> <li>- Address and greet people appropriately according to age, gender, status</li> <li>- Ask / talk about people, places, things</li> <li>- Ask for permission</li> <li>- Explain how and why something worked / happened</li> <li>- Express an opinion / dissatisfaction / disapproval / disagreement politely</li> <li>- Express thanks / good wishes</li> <li>- Give directions</li> <li>- Give information about self, family and community</li> <li>- Give instructions on how to do something</li> </ul>



## Secondary Four N(T)























	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>LEARNING OUTCOMES: Skills / Strategies and Attitudes</b>			<ul style="list-style-type: none"> <li>- Invite people</li> <li>- Leave a message</li> <li>- Make requests / enquiries</li> <li>- Persuade other people to do something</li> <li>- Seek clarification</li> <li>- Initiate and sustain conversations with adults during a formal occasion</li> <li>b) Participate in discussion               <ul style="list-style-type: none"> <li>- Accept the contributions of others</li> <li>- Agree and disagree at appropriate times</li> <li>- Explain own views</li> <li>- Question and respond relevantly</li> <li>- Respond appropriately taking into account social norms and cultural values</li> <li>- Share / clarify ideas</li> <li>- Speak in turn</li> <li>- Summarise what has been said for the benefit of the whole group</li> <li>- Support / modify opinions with reasons</li> </ul> </li> </ul>

## Secondary Four N(T)

LEARNING OUTCOMES: Skills / Strategies and Attitudes	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
			<ul style="list-style-type: none"> <li>- Understand and use verbal and non-verbal cues appropriately</li> <li>c) Learn and contribute as members of groups               <ul style="list-style-type: none"> <li>- Assume a variety of roles in group interaction</li> <li>- Follow agreed-upon rules for group work</li> <li>- Give opinions clearly and politely</li> <li>- Monitor progress and make modifications to meet individual / group objectives</li> <li>- Share responsibilities</li> <li>- Work towards achieving group goals</li> </ul> </li> <li>d) Demonstrate appropriate behaviour during an interview               <ul style="list-style-type: none"> <li>- Ask relevant questions</li> <li>- Evaluate effectiveness of an interview</li> <li>- Impart information</li> <li>- Respond effectively to questions</li> </ul> </li> </ul>



## Secondary Four N(T)

	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
<b>TEXT TYPES for listening to / reading / viewing from print / non-print / electronic sources</b>	<ul style="list-style-type: none"> <li> Explanations e.g. reference books, encyclopaedia entries about how and why things work / happen</li> <li> Expositions e.g. discussions, talks</li> <li> Factual recounts e.g. eye-witness accounts</li> <li> Information reports e.g. brochures, documentaries, encyclopaedia entries about animals</li> <li> Procedures e.g. how to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li> Expositions e.g. reviews of books / films</li> <li> Narratives e.g. stories</li> <li> Personal recounts e.g. oral anecdotes, journal entries, biographies, autobiographies</li> </ul>	<ul style="list-style-type: none"> <li> Conversations e.g. making suggestions, giving information about self, family and community, giving directions</li> <li> Expositions e.g. a talk persuading others to join a co-curricular club</li> <li> Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>
<b>TEXT TYPES for speaking / writing from print / non-print / electronic sources</b>	<ul style="list-style-type: none"> <li> Explanations e.g. explaining how and why things work / happen</li> <li> Expositions e.g. discussions</li> <li> Factual recounts e.g. historical accounts</li> <li> Information reports e.g. brochures, documentaries, encyclopaedia entries</li> <li> Procedures e.g. how to carry out a task</li> </ul>	<ul style="list-style-type: none"> <li> Expositions e.g. reviews of books / films; descriptions of people, places and things</li> <li> Narratives e.g. stories</li> <li> Personal recounts e.g. oral anecdotes, diary entries, autobiographies, biographies</li> </ul>	<ul style="list-style-type: none"> <li> Conversations e.g. making suggestions, giving information about community, giving directions</li> <li> Expositions e.g. summary of a discussion</li> <li> Short functional texts e.g. formal / informal letters, postcards, e-mail, notices</li> </ul>

## Secondary Four N(T)

GRAMMAR FOCUS	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Conversations and Short Functional Texts</b></p> <ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Questions, Answers and Negative Statements.</li> <li>• Tense: a range of tenses</li> </ul> <p><b>Explanations</b></p> <ul style="list-style-type: none"> <li>• Connectors to do with time, cause-and-effect</li> <li>• Passive Voice</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Expositions</b></p> <ul style="list-style-type: none"> <li>• Connectors to do with reason, cause-and-effect, condition, choice</li> <li>• Modal auxiliaries</li> <li>• Passive Voice</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Factual recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with time</li> <li>• Nouns and Noun Phrases</li> <li>• Passive Voice</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Quantifiers</li> <li>• Tenses to express past time</li> <li>• Verbs and Verb Phrases</li> </ul>		



## Secondary Four N(T)

GRAMMAR FOCUS	Language for Information	Language for Literary Response And Expression	Language for Social Interaction
	<p><b>Information Reports</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying (e.g. <i>are called, belong to, can be classified as, are similar to</i>)</li> <li>• Pronouns: 3<sup>rd</sup> person</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Narratives / Personal Recounts</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Adverbs and Adverbials</li> <li>• Connectors to do with time and sequence</li> <li>• Direct and Indirect Speech</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Tenses to express past time</li> <li>• Verbs and Verb Phrases</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with sequence</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Quantifiers</li> <li>• Simple Present Tense</li> <li>• Verbs and Verb Phrases</li> </ul>		

# CHAPTER THREE

## GRAMMAR

Language has a grammar and linguistic structures and patterns which are resources for making meaning. Knowledge of grammar and how it functions contributes to effective language use. The study of the grammar of English, its structures and language conventions, including spelling and punctuation, is therefore an important aspect in the learning of English.

### Teaching of Grammar

In the early years of language learning, immersion in an English Language environment exposes pupils to and makes them aware of structural patterns in the language. Teachers can build upon this basic foundation and teach them how the rules in English grammar operate. When teaching these grammatical items and structures explicitly, teachers can use appropriate terminology with pupils. Explicit teaching of grammar in a meaningful context is advocated so that pupils will know how to use grammatical items and structures to communicate meaningfully.

A spiral progressive approach is recommended. Grammatical items and structures can be introduced at simpler levels and then revisited, revised and reinforced at more sophisticated levels. As pupils progress in their learning, grammatical items and structures can be taught at higher levels of complexity that are appropriate to the text types and pupils' needs and abilities.

### Learning of Grammar

The ability to speak, write and present effectively in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture is a critical part of a pupil's proficiency.

Pupils need to understand how the English Language works at the discourse / text, sentence, clause and word levels. They need to learn how to apply the knowledge of English grammar and its conventions to communicate effectively in speech and writing.

### Overview of Chapter

**A: Conventions of Grammar**

**B: Grammatical Features of Text Types**



## A: CONVENTIONS OF GRAMMAR FOR EM1/2 & S/E/N(A)



































- **Conventions of Grammar** lists the scope and sequence of the grammatical items and structures that pupils need to learn, but it is not an exhaustive list.
- It is intended as a **guide** to assist teachers in selecting the grammatical items and structures to focus on in their teaching. Teachers are encouraged to use other grammatical references if the need arises.
- Most of the grammatical items and structures are linked to the text types identified for each level. Those which are not linked to the text types are also important conventions that pupils need to know.

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### Key



- ~ Item / structure is explicitly taught
- ~ Item / structure is taught at a more sophisticated level
- ~ Item / structure is revised and reinforced

Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Capitalisation</b>			
First word of a sentence e.g. <i>The book is in my bag.</i>			
First word in direct speech e.g. Mother said, "She will go to the market tomorrow."			
The word <i>I</i>			
Names of people and pets e.g. <i>John, Lassie</i>			
Days of the week e.g. <i>Monday</i>			
Months of the year e.g. <i>January</i>			
Names of holidays e.g. <i>Vesak Day</i>			
Special places / events / groups e.g. <i>Singapore Science Centre, Speech Day, Girl Guides</i>			
Key words in titles of books e.g. <i>The Wind in the Willows</i>			
First word in greeting and closing e.g. <i>Good morning</i>			
Initials in names of people e.g. <i>T. K. Tan</i>			
Nationalities and languages e.g. <i>Indonesian, German</i>			
Titles of documents e.g. <i>Birth Certificate</i>			

**Key**

- ~ Item / structure is explicitly taught
- ~ Item / structure is taught at a more sophisticated level
- ~ Item / structure is revised and reinforced



Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Punctuation Marks</b>			
Full-stop at the end of a sentence e.g. They are playing by the pool.			
Full-stops in some abbreviations e.g. no. (number)			
Comma between names of places e.g. Raffles Place, Singapore			
Comma in a series of items e.g. book, paper, pencil and eraser			
Comma in direct address e.g. Miss Tan, may I be excused?			
Comma in a complex sentence e.g. As I was walking to my classroom, I saw the teacher leaving.			
Comma for appositives e.g. Devi, the class monitor, is my friend.			
Comma after 'yes' and 'no' e.g. Yes, thank you.			
Colon to list items which add meaning to the word before it e.g. Mother bought some groceries: rice, sugar, milk.			
Colon to indicate direct speech in a playscript e.g. Mr Eng: I am sure you'll be pleased, my dear.			
Apostrophe in a contraction e.g. I'm, don't			
Apostrophe to show ownership / possession e.g. Tom's book, passer-by's bag			
Quotation marks to denote direct speech e.g. He said, "My name is Ahmad."			
Hyphen to join words e.g. great-grandfather			
Question mark at the end of a question e.g. Where are they going?			
Exclamation mark at the end of a sentence showing strong feeling e.g. I am very cross with you!			

**Key**































~ Item / structure is explicitly taught



~ Item / structure is taught at a more sophisticated level



~ Item / structure is revised and reinforced

Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Nouns, Noun Phrases and Clauses</b>			
Countable and Uncountable nouns e.g. marbles, water (see section on Quantity)			
Number (singular and plural) e.g. book / books			
Nouns with no change in number in the singular form e.g. trousers, clothes, scissors, news			
Nouns with no change in number in the plural form e.g. bread, chalk, advice			
Nouns which can be either singular or plural e.g. crowd e.g. <i>The crowd was screaming</i> as the singer started to sing. (Singular Use: referring to the crowd as one group of people) e.g. <i>The crowd were screaming</i> and many people fainted when the famous singer arrived. (Plural Use: referring to the crowd as consisting of many people)			
Gender e.g. king, queen, lion, lioness			
Common and proper nouns e.g. man, Leonardo			
Possessive form e.g. Leonardo's face, the dog's paws, James' car / James's hat, mother-in-law's house			
Collective nouns and classifiers e.g. a swarm of bees, a pail of water			
Nouns used as adjectives e.g. a shoe shop, a paint factory			
Abstract nouns e.g. love, fear			
Nouns in apposition e.g. My brother, <i>Tom</i> , is five years old.			
Noun phrases and clauses in apposition e.g. John, <i>the captain of the basketball team</i> , is a very capable boy. The news <i>that agreement had been reached</i> was announced.			

**Key**
































- ~ Item / structure is explicitly taught
- ~ Item / structure is taught at a more sophisticated level
- ~ Item / structure is revised and reinforced



Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Pronouns</b>			
Personal pronouns: • as subject: I, he, she, it, you, they, we e.g. <i>We live in Yishun.</i> • as object: me, him, her, it, you, them, us e.g. <i>Mr Lim gave the book to me.</i>			
Reflexive pronouns e.g. myself, themselves			
Demonstrative pronouns e.g. this, that, those, these (see section on Determiners)			
Possessive pronouns e.g. mine, yours, his, hers, ours, theirs, its			
Relative pronouns e.g. which, who, that, whose, where			
Interrogative pronouns e.g. who, what, which, whose, whom			
Reciprocal pronouns e.g. each other, one another			
<b>Verbs and Verb Phrases</b>			
Action verbs e.g. jump, talk			
Stative verbs e.g. verbs of perception such as seem, appear, consider			
'Be' as a full verb e.g. <i>She is clever.</i>			
'There' + 'be' e.g. <i>There is a fly in my soup.</i>			
'Have' as a full verb meaning 'possess' e.g. <i>I have no money.</i>			
'Have' as a full verb meaning 'eat', 'enjoy' e.g. <i>I had my lunch.</i>			
'Do' as a full verb e.g. <i>I do housework every day.</i>			
The imperative e.g. <i>Open the door.</i>			
Regular and irregular verbs e.g. walk / walked, see / saw			
Transitive and Intransitive verbs e.g. <i>She bought a pen.</i> <i>The tiger roared.</i>			
Participles e.g. writing (present participle), written (past participle)			
Gerunds and gerund phrases e.g. <i>Shopping / Window shopping is fun.</i>			
Infinitives and infinitive phrases e.g. <i>I like to shop / to window shop.</i>			

**Key**

- ~ Item / structure is explicitly taught
- ~ Item / structure is taught at a more sophisticated level
- ~ Item / structure is revised and reinforced

Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Tenses</b>			
<p><b>Simple Present Tense</b> e.g. eat, write</p> <ul style="list-style-type: none"> <li>• for habitual actions e.g. I <i>visit</i> the dentist twice a year.</li> <li>• for timeless and universal statements e.g. The sun <i>rises</i> every morning.</li> <li>• for current facts which may change or hold true indefinitely e.g. Singapore <i>is</i> the world's busiest port.</li> <li>• for the instantaneous present e.g. I <i>write</i> my name and <i>draw</i> a margin.</li> <li>• for scheduled future actions e.g. The match <i>begins</i> at half past three.</li> </ul>	    	    	    
<p><b>Present Continuous Tense</b> e.g. is eating, are writing</p> <ul style="list-style-type: none"> <li>• for an action taking place at the time of speaking e.g. She <i>is baking</i> a cake now.</li> <li>• for activities planned for the future e.g. We <i>are going</i> to the zoo tomorrow.</li> </ul>		 	 
<p><b>Simple Past Tense</b> e.g. ate, wrote</p> <ul style="list-style-type: none"> <li>• for completed actions, with or without mention of a specific time e.g. The game <i>started</i> at 4.00 pm.</li> <li>• to indicate a past habit e.g. I <i>stayed</i> with my grandmother for six years.</li> <li>• after 'wish' e.g. I <i>wish</i> I had a sister.</li> </ul>		 	  
<p><b>Past Continuous Tense</b> e.g. was eating, were writing</p> <ul style="list-style-type: none"> <li>• for actions that were in progress at some time in the past e.g. Last week, we <i>were writing</i> poems under a tree. Note: The past continuous tense is often used to give a descriptive background to a narrative or a recount in the past tense, e.g. It <i>was raining</i> when I left Bedok. Everyone <i>was driving</i> slowly because the roads were slippery. A crowd of students <i>were standing</i> at the bus stop...</li> <li>• to mark an action which was going on when a second one took place e.g. They <i>were sleeping</i> when the fire broke out.</li> </ul>		 	 

**Key**

~ Item / structure is explicitly taught




















~ Item / structure is taught at a more sophisticated level



~ Item / structure is revised and reinforced



Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Tenses</b>			
<p><b>Present Perfect Tense</b> e.g. has eaten, have written</p> <ul style="list-style-type: none"> <li>for actions begun in the past and continuing up to the present moment (and possibly into the future) e.g. Muthu <i>has lived</i> in Singapore all his life.</li> <li>for actions occurring at an unspecified time (with or without adverbials such as 'just', 'already', 'yet', 'recently') e.g. I <i>have</i> already <i>done</i> my homework.</li> </ul>			  
<p><b>Present Perfect Continuous Tense</b> e.g. has been eating, have been writing</p> <ul style="list-style-type: none"> <li>for an action which began in the past and is still continuing, or has only just finished e.g. I <i>have been studying</i> very hard in the past week.</li> </ul>			
<p><b>Past Perfect Tense</b> e.g. had eaten, had written</p> <ul style="list-style-type: none"> <li>to show a sequence of actions in the past e.g. He went back because he <i>had forgotten</i> his keys.</li> </ul>			
<p><b>Past Perfect Continuous Tense</b> e.g. had been eating, had been writing</p> <ul style="list-style-type: none"> <li>to mark an action going on in the past when a second one took place e.g. I <i>had been working</i> for only an hour when the computer broke down.</li> </ul>			
<p><b>Expressing future time</b></p> <ul style="list-style-type: none"> <li>using 'will / shall' + infinitive e.g. I <i>will go</i> to the library tomorrow.</li> <li>using 'be going to' + infinitive e.g. My parents <i>are going</i> to attend the concert.</li> <li>using 'will / shall' + be + continuous form for planned events e.g. When she arrives, I <i>will be waiting</i> at the door for her.</li> <li>using 'be about to' + infinitive to refer to the immediate or near future e.g. I <i>am about to leave</i> the house.</li> <li>using the simple present tense to express an unalterable plan e.g. Tomorrow <i>is</i> a holiday.</li> <li>using the present continuous tense e.g. The Prime Minister <i>is coming</i> to our school next week.</li> </ul>	  	 	           

**Key**



















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~ Item / structure is revised and reinforced

Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Modal Auxiliaries and Related Verbs</b>			
Use of modals to express ability and inability e.g. can / cannot I <i>cannot</i> touch the floor. She <i>can</i> play the piano very well.			
Use of modals to express permission and prohibition e.g. may / may not, should / should not <i>May</i> I borrow your pencil please? <i>May</i> I come in, sir?			
Use of modals to express obligation or compulsion e.g. must / must not You <i>must</i> be home by six o'clock this evening.			
Use of modals to express duty e.g. ought, should You <i>ought</i> to leave some cake for your younger brother.			
Use of modals for offers, requests and suggestions e.g. may, can, should, could <i>Shall</i> I open the window? <i>Could</i> you please let me know when the postman comes?			
Use of modals to express advice, preference, etc e.g. would / would not I <i>would not</i> do that if I were you. I <i>would</i> like coffee, please.			
Use of modals to express habit e.g. used to, will, would Richard <i>used to</i> be a professional football player. He <i>would</i> go to the library whenever he was free.			
Use of modals to express possibility e.g. can, may Even experts <i>can</i> make mistakes. You <i>may</i> have the right answer.			
Use of modals to show insistence or determination e.g. shall, will I <i>shall not</i> give up so easily. I <i>will</i> run after him until I catch up with him.			
Use of modals to express intention e.g. shall, will I <i>shall</i> celebrate my birthday this Sunday. I <i>will</i> come as soon as the meeting ends.			
'Need' and 'dare' as modals 'Need' to express doubt / necessity e.g. Need Mr Lim go now? You <i>need</i> to study hard. 'Dare' to express outrage or strong disapproval e.g. Don't you <i>dare</i> touch my books. [Note: 'Need' and 'dare' should also be taught as full verbs e.g. I <i>need</i> a piece of paper. They <i>dared</i> him to climb the tree.]			

**Key**

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~ Item / structure is revised and reinforced



Conventions of Grammar	P1-2	P3-4	P5-6
<b>Adjectives, Adjectival Phrases and Clauses</b>			
Types of adjectives (quantity, quality, size, origin, colour) e.g. much, soft, large, Chinese, blue			
Formation of adjectives e.g. gold - golden			
Position of adjectives e.g. the <i>old</i> man (before a noun), the boy was <i>mischievous</i> (after a verb)			
Order of adjectives e.g. an old, rusty, Japanese oil drum			
Adjectives that behave as nouns e.g. the sick and poor			
Adjectives that have '-ed / -ing' endings e.g. <i>excited, exciting; interested, interesting</i>			
Possessive adjectives, e.g. my, your, his, her, its, their, our			
The comparison of adjectives: • regular e.g. fast, faster, fastest; expensive, more expensive, most expensive • irregular e.g. good, better, best		 	 
Adjectival phrases e.g. Our new typist is <i>neat and responsible</i> . He coaches only <i>disciplined and dedicated</i> athletes.			

**Key**

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- ~ Item / structure is revised and reinforced

Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Adverbs and Adverbials</b>			
Adverbs of manner e.g. carelessly			
Adverbials of manner e.g. in a careless way, as was shown on television			
Adverbs of time e.g. soon			
Adverbials of time e.g. as soon as possible, as I was going to school			
Adverbs of place e.g. there			
Adverbials of place e.g. over there, where the emperor was buried			
Adverbs of reason e.g. since			
Adverbials of reason e.g. because of, because there was a great demand for it			
Adverbs of frequency e.g. seldom, often			
Adverbials of frequency e.g. once a week			
Adverbs of degree e.g. rather, quite			
Adverbials of degree e.g. not very eager			
Adverbs of duration e.g. briefly, permanently, overnight			
Adverbials of duration e.g. for a week			
Intensifiers e.g. very, so, extremely			

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Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Prepositions and Prepositional Phrases</b>			
Prepositions of position e.g. on, at, in, by			
Prepositions of time e.g. on Monday			
Prepositions of direction e.g. along, through			
Other uses of prepositions e.g. go fishing <i>with</i> , run <i>for</i> safety, a loaf <i>of</i> bread			
Phrasal verbs e.g. get up, keep off, put up with			
<b>Types of Sentences</b>			
Declarative e.g. Tom is my brother.			
Interrogative e.g. Who is Tom?			
Exclamatory e.g. Wow! What a beauty!			
Imperative e.g. Call Tom.			

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Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Sentence Structure</b>			
The simple sentence: verbs with and without objects (see Transitive and Intransitive verbs on page 102)			
The simple sentence: direct and indirect objects e.g. I gave Mary <i>some money</i> . (direct object) e.g. Mrs Tan asked <i>him</i> a question. (indirect object)			
The compound sentence (made up of two or more independent clauses or simple sentences joined by conjunctions) e.g. He tried hard but failed. You can make yourself some ham sandwiches or you can boil an egg.			
The complex sentence (made up of an independent or main clause with one or more dependent or subordinate clauses) e.g. I cried because I was very sad.			
The complex sentence with relative clauses e.g. Sarah found a purse which contained ten dollars and two bus cards.			
The complex sentence with adverbials of manner, time, place e.g. Walking slowly and gingerly up the stairs, he made his way to his study without waking up his parents.			
The complex sentence with adverbials of reason and contrast e.g. Compared with Marcus, Alex is taller and thinner.			
The complex sentence with adverbials of purpose, result and comparison e.g. He went from shop to shop so that he could compare prices before making his purchase.			
Sentence word order			

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~ Item / structure is revised and reinforced



Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Conditional Sentences</b>			
1 <sup>st</sup> conditional to express a real possibility (if + present...will + infinitive) e.g. If it rains, we will not go to the park.			
2 <sup>nd</sup> conditional to refer to a situation that is unlikely to happen or one that is unreal (if + past... would + infinitive) e.g. If I had a million dollars, I would give you a treat.			
3 <sup>rd</sup> conditional (if + past perfect...would have + past participle) e.g. If she had asked me, I would have helped her.			
Other uses of conditionals e.g. If + present + present e.g. If you leave a piece of iron out in the rain, it soon begins to rust.			
<b>Subject and Verb Agreement</b>			
<b>Active and Passive Voice</b>			
<b>Questions, Answers and Negative Statements</b>			
Yes / No questions, Yes / No answers, negative statements			
Tag questions (usually used for emphasis) e.g. Tom sings, doesn't he? We can't talk, can we?			
Question-word questions: who, what, when, where, which, why, how			

**Key**

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Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Direct and Indirect Speech</b>			
Direct speech e.g. "Wait for me."			
'Said', 'told', 'asked' to introduce indirect speech e.g. Tom asked us to wait for him.			
Indirect statements with tense changes e.g. He said, "There are some oranges in the bowl." → He said that there were some oranges in the bowl.			
Indirect statements without tense changes e.g. He said, 'The sun rises in the east.' → He said that the sun rises in the east.			
Indirect questions with tense changes e.g. She asked, "Are there any oranges in the bowl?" → She asked whether there were any oranges in the bowl.			
Punctuation of direct speech: capitalisation, quotation marks, commas, full-stops			
<b>Connectors</b>			
• to join two or more words or statements e.g. and, as well as, not only ... but also ..., both ... and ...			
• to show contrast e.g. but, yet, still, however			
• to show choice e.g. or, or else, either... or..., neither... nor...			
• to show reason e.g. because, as, since, for			
• to show purpose e.g. that, so that			
• to express time / sequence e.g. as, when, while, before, since, firstly, next, then			
• to show place e.g. where, wherever			
• to show condition e.g. if, unless			
• to show cause-and-effect e.g. therefore			
• to show result e.g. consequently, thus			

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Conventions of Grammar for EM1/2 & S/E/N(A)	P1-2	P3-4	P5-6
<b>Determiners</b>			
The indefinite article: a / an e.g. <i>a</i> book, <i>an</i> apple			
The definite article: the e.g. <i>the</i> Principal			
No article needed e.g. I like curry.			
Demonstratives e.g. this, that, these, those (see section on Demonstrative pronouns)			
<b>Quantity</b>			
Quantifiers + countable and uncountable nouns e.g. a few oranges, some orange juice, much water, many cups of water (see Countable and Uncountable nouns on page 101)			
'Some', 'any', 'no' and 'none'			
'Much', 'many', 'a lot of', '(a) little', 'fewer', 'less'			
'Both' and 'all'			
'All (the)', '(a / the) whole', 'each' and 'every'			
'Another', '(the) other(s)', 'either', 'neither', 'each (one of)'			

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## B: GRAMMATICAL FEATURES OF TEXT TYPES FOR EM1/2 & S/E/N(A)

- **Grammatical Features of Text Types** lists the predominant language features of the major text types identified.
- It is intended as a **guide** to assist teachers in selecting the main grammatical items and structures to focus on when teaching the language features of particular text types.
- If pupils have difficulty with certain language features, teachers can refer to the *Conventions of Grammar* to revise the specific grammatical items and structures.
- Some of the grammatical items and structures listed here are not found in the *Conventions of Grammar*, but they are necessary for the study of the text types identified for the secondary levels. Teachers are encouraged to use other grammar references if the need arises.

GRAMMATICAL FEATURES OF TEXT TYPES FOR EM1/2 & S/E/N(A)		
Text Type	Purpose	Grammatical Features
<b>Procedures</b> e.g. procedures involved in carrying out a task	To tell / record in sequential order the steps taken to do or make something	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses to describe materials / objects</li> <li>• Connectors to do with sequence e.g. <i>then, after this, next</i></li> <li>• Nouns, Noun Phrases and Clauses to refer to materials / objects</li> <li>• Quantifiers e.g. <i>some, many, much, a lot of, a little</i></li> <li>• Simple Present Tense</li> <li>• Verbs - Imperatives e.g. <i>stir, fold</i> Verb Phrases e.g. <i>cutting the stalk at an angle</i></li> </ul>



GRAMMATICAL FEATURES OF TEXT TYPES FOR EM1/2 & S/E/N(A)		
Text Type	Purpose	Grammatical Features
<p><b>Explanations</b> e.g. explaining how and why things happen</p>	<p>To explain how and why something works in a particular way or why something happened</p>	<ul style="list-style-type: none"> <li>Connectors to do with time, and cause-and-effect e.g. <i>next, then, so, therefore</i></li> <li>Passive Voice</li> <li>Tense - Simple Present Tense for timeless statements; Past Tense</li> <li>Verbs - action verbs e.g. <i>press, open</i>; verbs of perception and appearance e.g. <i>see, seem</i> Verb Phrases e.g. <i>joined to each other</i></li> </ul>
<p><b>Expositions</b> e.g. reviews, arguments, debates</p>	<p>To take a position on an issue and justify it</p>	<ul style="list-style-type: none"> <li>Connectors to do with reason, cause-and-effect, condition, choice e.g. <i>because, therefore, unless, either ... or ...</i></li> <li>Modal auxiliaries to express ability / inability, obligation / compulsion, certainty, determination / insistence e.g. <i>can / could, shall / should, will / would, must</i></li> <li>Passive Voice</li> <li>Simple Present Tense for timeless statements and current facts</li> <li>Verbs - verbs of belief and knowledge e.g. <i>maintain, consider</i> Verb Phrases e.g. <i>believing in the existence of the yeti</i></li> </ul>

GRAMMATICAL FEATURES OF TEXT TYPES FOR EM1/2 & S/E/N(A)		
Text Type	Purpose	Grammatical Features
<b>Factual recounts</b> e.g. magazine articles	To record the particulars of an incident	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with time e.g. <i>then, after, five minutes later</i></li> <li>• Expressions for past time</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Passive Voice</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns - personal (3<sup>rd</sup> person)</li> <li>• Quantifiers e.g. <i>some, many, much, a lot of, a little</i></li> <li>• Verbs - action verbs e.g. <i>hide, fall</i>; verbs of perception and appearance e.g. <i>see, seem</i>; verbs of belief and knowledge e.g. <i>consider, understand</i> Verb Phrases e.g. <i>running away from the tiger</i></li> </ul>
<b>Information Reports</b> e.g. fact sheets	To document and organise factual information	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying e.g. <i>are called, belong to, can be classified as, are similar to</i></li> <li>• Pronouns - 3<sup>rd</sup> person</li> <li>• Simple Present Tense for timeless statements</li> <li>• Verbs - relational verbs e.g. <i>is, are</i>; action verbs e.g. <i>glide, swim</i>; verbs of perception and appearance e.g. <i>see, seem</i> Verb Phrases e.g. <i>are more poisonous than</i></li> </ul>




GRAMMATICAL FEATURES OF TEXT TYPES FOR EM1/2 & S/E/N(A)		
Text Type	Purpose	Grammatical Features
<p><b>Narratives</b> e.g. stories, fables</p> <p><b>Personal recounts</b> e.g. anecdotes, diary / journal entries, biographies, autobiographies</p>	<p>To entertain, tell a story, teach or inform</p> <p>To retell an activity that the writer / speaker has been personally involved in</p>	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Adverbs and Adverbials</li> <li>• Connectors to do with time and sequence e.g. <i>soon, later, next, after this</i></li> <li>• Direct and Indirect Speech (including the appropriate punctuation for direct speech)</li> <li>• Expressions for past time</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns - personal, reflexive, demonstrative, possessive, interrogative, relative</li> <li>• Verbs - action verbs e.g. <i>run, jump</i>; saying verbs e.g. <i>ask, comment</i>; verbs of perception and appearance e.g. <i>see, seem</i>; verbs of belief and knowledge e.g. <i>consider, understand</i>; verbs of emotion, desire and attitude e.g. <i>like, want, deserve</i> Verb Phrases e.g. <i>dashing out of the car</i></li> </ul>

GRAMMATICAL FEATURES OF TEXT TYPES FOR EM1/2 & S/E/N(A)		
Text Type	Purpose	Grammatical Features
<p><b>Conversations and short functional texts</b> e.g. dialogues, formal / informal letters, postcards, e-mail, notices</p>	<p>To relay messages for transactional or interactive purposes</p>	<ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Question, Answers and Negative Statements</li> <li>• Tense: a range of tenses</li> </ul>



## A: CONVENTIONS OF GRAMMAR FOR EM3 & N(T)







































































- **Conventions of Grammar** lists the scope and sequence of the grammatical items and structures that pupils need to learn, but it is not an exhaustive list.
- It is intended as a **guide** to assist teachers in selecting the grammatical items and structures to focus on in their teaching. Teachers are encouraged to use other grammar references if the need arises.
- Most of the grammatical items and structures are linked to the text types identified for each level. Those which are not linked to the text types are also important conventions that pupils need to know.
- Where it is indicated as an item to be explicitly taught at the teachers' discretion ()\*, teachers will teach it only when they feel that their pupils are ready.

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### Key



- ~ Item / structure is explicitly taught at teachers' discretion
- ~ Item / structure is explicitly taught
- ~ Item / structure is taught at a more sophisticated level
- ~ Item / structure is revised and reinforced

Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Capitalisation</b>			
First word of a sentence e.g. <i>The book is in my bag.</i>		  	  
First word in direct speech e.g. Mother said, "She will go to the market tomorrow."		  	  
The word <i>I</i>		  	  
Names of people and pets e.g. <i>Muthu, Puteh</i>		  	  
Days of the week e.g. <i>Monday</i>		  	  
Months of the year e.g. <i>January</i>		  	  
Names of holidays e.g. <i>Vesak Day</i>		  	  
Special places / events / groups e.g. <i>Singapore Science Centre, Speech Day, Girl Guides</i>		  	  
Key words in titles of books e.g. <i>The Adventures of Tom Sawyer</i>			
First word in greeting and closing e.g. <i>Good morning</i>		  	  
Initials in names of people e.g. <i>T. K. Tan</i>			
Nationalities and languages e.g. <i>Indonesian, German Titles</i>			
Titles of documents e.g. <i>Birth Certificate, Passport Number</i>			

**Key**































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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Punctuation Marks</b>			
Full-stop at the end of a sentence e.g. They are playing by the pool.			
Full-stops in some abbreviations e.g. <i>no.</i> (number)			
Comma between names of places e.g. She works at Raffles Place, Singapore.			
Comma in a series of items e.g. book, paper, pencil and eraser			
Comma in direct address e.g. Miss Tan, may I be excused?			
Comma in a complex sentence e.g. As I was walking to my classroom, I saw the teacher leaving.			*
Comma for appositives e.g. Devi, the class monitor, is my friend.			*
Comma after 'yes' and 'no' e.g. Yes, thank you.			
Colon to list items which add meaning to the word before it e.g. Mother bought some groceries: rice, sugar, milk.			*
Colon to indicate direct speech in a playscript e.g. Mr Eng: I am sure you'll be pleased, my dear.			
Apostrophe in a contraction e.g. I'm, don't			
Apostrophe to show ownership / possession e.g. Tom's book, a passer-by's bag			
Quotation marks to denote direct speech e.g. He said, "My name is Ahmad."			
Hyphen to join words e.g. great-grandfather			
Question mark at the end of a question e.g. Where are they going?			
Exclamation mark at the end of a sentence showing strong feeling e.g. I am very cross with you!			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Nouns, Noun Phrases and Clauses</b>			
Countable and Uncountable nouns e.g. marbles, water (see section on Quantity)			
Number (singular and plural) e.g. book / books			
Nouns with no change in number in the singular form e.g. trousers, clothes, scissors, news			
Nouns with no change in number in the plural form e.g. bread, chalk, advice			
Nouns which can be either singular or plural e.g. crowd e.g. <i>The crowd was screaming</i> as the singer started to sing. (Singular Use: referring to the crowd as one group of people) e.g. <i>The crowd were screaming</i> and many people fainted when the famous singer arrived. (Plural Use: referring to the crowd as consisting of many people)			
Gender e.g. king, queen, lion, lioness			
Common and proper nouns e.g. man, Leonardo			
Possessive form e.g. Leonardo's face, the dog's paws, James' car / James's hat, mother-in-law's house			
Collective nouns and classifiers e.g. a swarm of bees, a pail of water			
Nouns used as adjectives e.g. a shoe shop, a paint factory			
Abstract nouns e.g. love, fear			
Nouns in apposition e.g. My brother, <i>Tom</i> , is five years old.			
Noun phrases and clauses in apposition e.g. John, <i>the captain of the basketball team</i> , is a very capable boy. The news <i>that agreement had been reached</i> was announced.			

## Key



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~ Item / structure is revised and reinforced



Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Pronouns</b>			
Personal pronouns: • as subject: I, he, she, it, you, they, we e.g. <i>We</i> live in Yishun. • as object: me, him, her, it, you, them, us e.g. Mr Lim gave the book to <i>me</i> .			
Reflexive pronouns e.g. myself, themselves			
Demonstrative pronouns e.g. this, that, those, these (see section on Determiners)			
Possessive pronouns e.g. mine, yours, his, hers, ours, theirs, its			
Relative pronouns e.g. which, who, that, whose, where			
Interrogative pronouns e.g. who, what, which, whose, whom			
Reciprocal pronouns e.g. each other, one another			
<b>Verbs and Verb Phrases</b>			
Action verbs e.g. jump, talk			
Stative verbs e.g. verbs of perception such as seem, appear, consider			
'Be' as a full verb e.g. She <i>is</i> clever.			
'There' + 'be' e.g. There <i>is</i> a fly in my soup.			
'Have' as a full verb meaning 'possess' e.g. I <i>have</i> no money.			
'Have' as a full verb meaning 'eat', 'enjoy' e.g. I <i>had</i> my lunch.			
'Do' as a full verb e.g. I <i>do</i> housework every day.			
The imperative e.g. <i>Open</i> the door.			
Regular and irregular verbs e.g. walk / walked, see / saw			
Transitive and Intransitive verbs e.g. She <i>bought</i> a pen. The tiger <i>roared</i> .			
Participles e.g. writing (present participle), written (past participle)			
Gerunds and gerund phrases e.g. <i>Shopping</i> / <i>Window shopping</i> is fun.			
Infinitives and infinitive phrases e.g. I <i>like to shop</i> / <i>to window shop</i> .			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Tenses</b>			
<p><b>Simple Present Tense</b> e.g. eat, write</p> <ul style="list-style-type: none"> <li>• for habitual actions e.g. I <i>visit</i> the dentist twice a year.</li> <li>• for timeless and universal statements e.g. The sun <i>rises</i> every morning.</li> <li>• for current facts which may change or hold true indefinitely e.g. Singapore <i>is</i> the world's busiest port.</li> <li>• for the instantaneous present e.g. I <i>write</i> my name and <i>draw</i> a margin.</li> <li>• for scheduled future actions e.g. The match <i>begins</i> at half past three.</li> </ul>	    	    	    
<p><b>Present Continuous Tense</b> e.g. is eating, are writing</p> <ul style="list-style-type: none"> <li>• for an action taking place at the time of speaking e.g. She <i>is baking</i> a cake now.</li> <li>• for activities planned for the future e.g. We <i>are going</i> to the zoo tomorrow.</li> </ul>		 	 
<p><b>Simple Past Tense</b> e.g. ate, wrote</p> <ul style="list-style-type: none"> <li>• for completed actions, with or without mention of a specific time e.g. The game <i>started</i> at 4.00 pm.</li> <li>• to indicate a past habit e.g. I <i>stayed</i> with my grandmother for six years.</li> <li>• after 'wish' e.g. I <i>wish</i> I had a sister.</li> </ul>		 	  
<p><b>Past Continuous Tense</b> e.g. was eating, were writing</p> <ul style="list-style-type: none"> <li>• for actions that were in progress at some time in the past e.g. Last week, we <i>were writing</i> poems under a tree. [Note: The Past Continuous Tense is often used to give a descriptive background to a narrative or a recount in the past tense, e.g. It <i>was raining</i> when I left Bedok. Everyone <i>was driving</i> slowly because the roads were slippery. A crowd of students <i>were standing</i> at the bus stop...]</li> <li>• to mark an action which was going on when a second one took place e.g. They <i>were sleeping</i> when the fire broke out.</li> </ul>		 	 

## Key



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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Tenses</b>			
<p><b>Present Perfect Tense</b> e.g. has eaten, have written</p> <ul style="list-style-type: none"> <li>for actions begun in the past and continuing up to the present moment (and possibly into the future) e.g. Muthu <i>has lived</i> in Singapore all his life.</li> <li>for actions occurring at an unspecified time (with or without adverbials such as 'just', 'already', 'yet', 'recently') e.g. I <i>have already done</i> my homework.</li> </ul>			  
<p><b>Present Perfect Continuous Tense</b> e.g. has been eating, have been writing</p> <ul style="list-style-type: none"> <li>for an action which began in the past and is still continuing, or has only just finished e.g. I <i>have been studying</i> very hard the past week.</li> </ul>			
<p><b>Past Perfect Tense</b> e.g. had eaten, had written</p> <ul style="list-style-type: none"> <li>to show that one action happened before another e.g. He went back because he <i>had forgotten</i> his keys.</li> </ul>			
<p><b>Past Perfect Continuous Tense</b> e.g. had been eating, had been writing</p> <ul style="list-style-type: none"> <li>to mark an action going on in the past when a second one took place e.g. I <i>had been working</i> for only an hour when the computer broke down.</li> </ul>			
<p><b>Expressing future time</b></p> <ul style="list-style-type: none"> <li>using 'will / shall' + infinitive e.g. I <i>will go</i> to the library tomorrow.</li> <li>using 'be going to' + infinitive e.g. My parents <i>are going to attend</i> the concert.</li> <li>using 'will / shall' + 'be' + continuous form for planned events e.g. When she arrives, I <i>will be waiting</i> at the door for her.</li> <li>using 'be about to' + infinitive to refer to the immediate or near future e.g. I <i>am about to leave</i> the house.</li> <li>using the Simple Present Tense to express an unalterable plan e.g. Tomorrow <i>is</i> a holiday.</li> <li>using the Present Continuous Tense e.g. The Prime Minister <i>is coming</i> to our school next week.</li> </ul>	  	  	            

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Modal Auxiliaries and Related Verbs</b>			
Use of modals to express ability and inability e.g. can / cannot I <i>cannot</i> touch the floor. She <i>can</i> play the piano very well.			
Use of modals to express permission and prohibition e.g. may / may not, should / should not <i>May</i> I borrow your pencil please? <i>May</i> I come in, sir?			
Use of modals to express obligation or compulsion e.g. must / must not You <i>must</i> be home by six o'clock this evening.			
Use of modals to express duty e.g. ought, should You <i>ought</i> to leave some cake for your younger brother.			
Use of modals for offers, requests and suggestions e.g. may, can, should, could <i>Shall</i> I open the window? <i>Could</i> you please let me know when the postman comes?			
Use of modals to express advice, preference, etc. e.g. would / would not I <i>would not</i> do that if I were you. I <i>would</i> like coffee, please.			
Use of modals to express habit e.g. used to, will, would Richard <i>used to</i> be a professional football player. He <i>would</i> go to the library whenever he was free.			
Use of modals to express possibility e.g. can, may Even experts <i>can</i> make mistakes. You <i>may</i> have the right answer.			
Use of modals to show insistence or determination e.g. shall, will I <i>shall not</i> give up so easily. I <i>will</i> run after him until I catch up with him.			
Use of modals to express intention e.g. shall, will I <i>shall</i> celebrate my birthday this Sunday. I <i>will</i> come as soon as the meeting ends.			
'Need' and 'dare' as modals 'Need' to express doubt / necessity e.g. Need Mr Lim go now? You <i>need</i> to study hard. 'Dare' to express outrage or strong disapproval e.g. Don't you <i>dare</i> touch my books.  [Note: 'Need' and 'dare' should also be taught as full verbs e.g. I <i>need</i> a piece of paper. They <i>dared</i> him to climb the tree.]			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Adjectives, Adjectival Phrases and Clauses</b>			
Types of adjectives (quantity, quality, size, origin, colour) e.g. much, soft, large, Chinese, blue			
Formation of adjectives e.g. gold - golden			
Position of adjectives e.g. the <i>old</i> man (before a noun), the boy was <i>mischievous</i> (after a verb)			
Order of adjectives e.g. an old, rusty, Japanese oil drum			
Adjectives that behave as nouns e.g. the sick and poor			
Adjectives that have '-ed' / '-ing' endings e.g. excited, exciting; interested, interesting			
Possessive adjectives, e.g. my, your, his, her, its, their, our			
The comparison of adjectives: <ul style="list-style-type: none"> <li>regular e.g. fast, faster, fastest; expensive, more expensive, most expensive</li> <li>irregular e.g. good, better, best</li> </ul>		 	 
Adjectival phrases e.g. Our new typist is <i>neat and responsible</i> . He coaches only <i>disciplined and dedicated</i> athletes.			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Adverbs and Adverbials</b>			
Adverbs of manner e.g. carelessly			
Adverbials of manner e.g. in a careless way, as was shown on television			
Adverbs of time e.g. soon			
Adverbials of time e.g. as soon as possible, as I was going to school			
Adverbs of place e.g. there			
Adverbials of place e.g. over there, where the emperor was buried			
Adverbs of reason e.g. since			
Adverbials of reason e.g. because of, because there was a great demand for it			
Adverbs of frequency e.g. seldom, often			
Adverbials of frequency e.g. once a week			
Adverbs of degree e.g. rather, quite			
Adverbials of degree e.g. not very eager			
Adverbs of duration e.g. briefly, permanently, overnight			
Adverbials of duration e.g. for a week			
Intensifiers e.g. very, so, extremely			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Prepositions and Prepositional Phrases</b>			
Prepositions of position e.g. on, at, in, by			
Prepositions of time e.g. on Monday			
Prepositions of direction e.g. along, through			
Other uses of prepositions e.g. go fishing <i>with</i> , run <i>for</i> safety, a loaf <i>of</i> bread			
Phrasal verbs e.g. get up, keep off, put up with			
<b>Types of Sentences</b>			
Declarative e.g. Tom is my brother.			
Interrogative e.g. Who is Tom?			
Exclamatory e.g. Wow! What a beauty!			
Imperative e.g. Call Tom.			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Sentence Structure</b>			
The simple sentence: verbs with and without objects (see Transitive and Intransitive verbs on page 122)			
The simple sentence: direct and indirect objects e.g. I gave Mary <i>some money</i> . (direct object) e.g. Mrs Tan asked <i>him</i> a question. (indirect object)			
The compound sentence (made up of two or more independent clauses or simple sentences joined by conjunctions) e.g. He tried hard but failed. You can make yourself some ham sandwiches or you can boil an egg.			
The complex sentence (made up of an independent or main clause with one or more dependent or subordinate clauses) e.g. I cried because I was very sad.			
The complex sentence with relative clauses e.g. Sarah found a purse which contained ten dollars and two bus cards.			
The complex sentence with adverbials of manner, time, place e.g. Walking slowly and gingerly up the stairs, he made his way to his study without waking up his parents.			
The complex sentence with adverbials of reason and contrast e.g. Compared with Marcus, Alex is taller and thinner.			
The complex sentence with adverbials of purpose, result and comparison e.g. He went from shop to shop so that he could compare prices before making his purchase.			
Sentence word order			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Conditional Sentences</b>			
1 <sup>st</sup> conditional to express a real possibility (if + present...will + infinitive) e.g. If it rains, we will not go to the park.			
2 <sup>nd</sup> conditional to refer to a situation that is unlikely to happen or one that is unreal (if + past... would + infinitive) e.g. If I had a million dollars, I would give you a treat.			
3 <sup>rd</sup> conditional (if + past perfect...would have + past participle) e.g. If she had asked me, I would have helped her.			
Other uses of conditionals such as If + present + present e.g. If you leave a piece of iron out in the rain, it soon begins to rust.			
<b>Subject and Verb Agreement</b>			
<b>Active and Passive Voice</b>			
<b>Questions, Answers and Negative Statements</b>			
Yes / No questions, Yes / No answers, negative statements			
Tag questions (usually used for emphasis) e.g. Tom sings, doesn't he? We can't talk, can we?			
Question-word questions: who, what, when, where, which, why, how			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Direct and Indirect Speech</b>			
Direct speech e.g. "Wait for me."			
'Said', 'told', 'asked' to introduce indirect speech e.g. Tom asked us to wait for him.			
Indirect statements with tense changes e.g. He said, "There are some oranges in the bowl." → He said that there were some oranges in the bowl.			
Indirect statements without tense changes e.g. He said, 'The sun rises in the east.' → He said that the sun rises in the east.			
Indirect questions with tense changes e.g. She asked, "Are there any oranges in the bowl?" → She asked whether there were any oranges in the bowl.			
Punctuation of direct speech: capitalisation, quotation marks, commas, full-stops			
<b>Connectors</b>			
• to join two or more words or statements e.g. and, as well as, not only ... but also ..., both ... and ...			
• to show contrast e.g. but, yet, still, however			
• to show choice e.g. or, or else, either... or..., neither... nor...			
• to show reason e.g. because, as, since, for			
• to show purpose e.g. that, so that			
• to express time / sequence e.g. as, when, while, before, since, firstly, next, then			
• to show place e.g. where, wherever			
• to show condition e.g. if, unless			
• to show cause-and-effect e.g. therefore			
• to show result e.g. consequently, thus			

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Conventions of Grammar for EM3 & N(T)	P1-2	P3-4	P5-6 EM3
<b>Determiners</b>			
The indefinite article: a / an e.g. a book, an apple			
The definite article: the e.g. the Principal			
No article needed e.g. I like curry.			
Demonstratives e.g. this, that, these, those (see Demonstrative Pronouns on page 122)			
<b>Quantity</b>			
Quantifiers + countable and uncountable nouns e.g. a few oranges, some orange juice, much water, many cups of water (see Countable and Uncountable nouns on page 121)			
'Some', 'any', 'no' and 'none'			
'Much', 'many', 'a lot of', '(a) little', 'fewer', 'less'			
'Both' and 'all'			
'All (the)', '(a / the) whole', 'each' and 'every'			
'Another', '(the) other(s)', 'either', 'neither', 'each (one of)'			

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## B: GRAMMATICAL FEATURES OF TEXT TYPES FOR EM3 & N(T)

- **Grammatical Features of Text Types** lists the predominant language features of the major text types identified.
- It is intended as a **guide** to assist teachers in selecting the main grammatical items and structures to focus on when teaching the language features of particular text types.
- If pupils have difficulty with certain language features, teachers can refer to the *Conventions of Grammar* to revise the specific grammatical items and structures.
- Some of the grammatical items and structures listed here are not found in the *Conventions of Grammar*, but they are necessary for the study of the text types identified for the secondary levels. Teachers are encouraged to use other grammar references if the need arises.

GRAMMATICAL FEATURES OF TEXT TYPES		
Text Type	Purpose	Grammatical Features
<b>Conversations and short functional texts</b> e.g. dialogues, formal / informal letters, postcards, e-mail, notices	To relay messages for transactional or interactive purposes	<ul style="list-style-type: none"> <li>• Adverbs and Adverbials</li> <li>• Contractions of verb forms and modal auxiliaries</li> <li>• Modal auxiliaries</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns</li> <li>• Question, Answers and Negative Statements</li> <li>• Tense: a range of tenses</li> </ul>



GRAMMATICAL FEATURES OF TEXT TYPES FOR EM3 & N(T)		
Text Type	Purpose	Grammatical Features
<p><b>Explanations</b> e.g. explaining how and why things happen</p>	<p>To explain how and why something works in a particular way or why something happened</p>	<ul style="list-style-type: none"> <li>Connectors to do with time, reason, choice and cause-and-effect e.g. <i>next, then, so, therefore</i></li> <li>Passive Voice</li> <li>Tense - Simple Present Tense for timeless statements; Past Tense</li> <li>Verbs - action verbs e.g. <i>press, open</i>; verbs of perception and appearance e.g. <i>see, seem</i> Verb Phrases e.g. <i>joined to each other</i></li> </ul>
<p><b>Expositions</b> e.g. reviews, discussions, talks</p>	<p>To take a position on an issue and justify it</p>	<ul style="list-style-type: none"> <li>Connectors to do with reason, cause-and-effect, condition, choice e.g. <i>because, therefore, unless, either ... or ...</i></li> <li>Modal auxiliaries to express ability / inability, obligation / compulsion, certainty, determination / insistence e.g. <i>can / could, shall / should, will / would, must</i></li> <li>Passive Voice</li> <li>Simple Present Tense for timeless statements and current facts</li> <li>Verbs - verbs of belief and knowledge e.g. <i>maintain, consider</i> Verb Phrases e.g. <i>believing in the existence of the yeti</i></li> </ul>

GRAMMATICAL FEATURES OF TEXT TYPES FOR EM3 & N(T)		
Text Type	Purpose	Grammatical Features
<b>Factual recounts</b> e.g. news stories	To record the particulars of an incident	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Connectors to do with time e.g. <i>then, after, five minutes later</i></li> <li>• Expressions for past time</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Passive Voice</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns - personal (3<sup>rd</sup> person)</li> <li>• Quantifiers e.g. <i>some, many, much, a lot of, a little</i></li> <li>• Verbs - action verbs e.g. <i>hide, fall</i>; verbs of perception and appearance e.g. <i>see, seem</i>; verbs of belief and knowledge e.g. <i>consider, understand</i> Verb Phrases e.g. <i>running away from the tiger</i></li> </ul>
<b>Information Reports</b> e.g. brochures	To document and organise factual information	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Language for comparing, contrasting, defining, classifying e.g. <i>are called, belong to, can be classified as, are similar to</i></li> <li>• Pronouns - 3<sup>rd</sup> person</li> <li>• Simple Present Tense for timeless statements</li> <li>• Verbs - relational verbs e.g. <i>is, are</i>; action verbs e.g. <i>glide, swim</i>; verbs of perception and appearance e.g. <i>see, seem</i> Verb Phrases e.g. <i>are more poisonous than</i></li> </ul>



GRAMMATICAL FEATURES OF TEXT TYPES FOR EM3 & N(T)		
Text Type	Purpose	Grammatical Features
<p><b>Narratives</b> e.g. stories, fables</p> <p><b>Personal recounts</b> e.g. anecdotes, diary / journal entries, biographies, autobiographies</p>	<p>To entertain, tell a story, teach or inform</p> <p>To retell an activity that the writer / speaker has been personally involved in</p>	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses</li> <li>• Adverbs and Adverbials</li> <li>• Connectors to do with time and sequence e.g. <i>soon, later, next, after this</i></li> <li>• Direct and Indirect Speech (including the appropriate punctuation for direct speech)</li> <li>• Expressions for past time</li> <li>• Nouns, Noun Phrases and Clauses</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Pronouns - personal, reflexive, demonstrative, possessive, interrogative, relative</li> <li>• Verbs - action verbs e.g. <i>run, jump</i>; saying verbs e.g. <i>ask, comment</i>; verbs of perception and appearance e.g. <i>see, seem</i>; verbs of belief and knowledge e.g. <i>consider, understand</i>; verbs of emotion, desire and attitude e.g. <i>like, want, deserve</i> Verb Phrases e.g. <i>dashing out of the car</i></li> </ul>

GRAMMATICAL FEATURES OF TEXT TYPES FOR EM3 & N(T)		
Text Type	Purpose	Grammatical Features
<p><b>Procedures</b> e.g. how to carry out a task</p>	<p>To tell / record in sequential order the steps taken to do or make something</p>	<ul style="list-style-type: none"> <li>• Adjectives, Adjectival Phrases and Clauses to describe materials / objects</li> <li>• Connectors to do with sequence e.g. <i>then, after this, next</i></li> <li>• Nouns, Noun Phrases and Clauses to refer to materials / objects</li> <li>• Quantifiers e.g. <i>some, many, much, a lot of, a little</i></li> <li>• Simple Present Tense</li> <li>• Verbs - Imperatives e.g. <i>stir, fold</i> Verb Phrases e.g. <i>cutting the stalk at an angle</i></li> </ul>



## STARTER LIST FOR PRIMARY ONE TO FOUR

This list of words is meant for teachers to use as a basic vocabulary list to help pupils read and write simple texts. The words have been selected for one or more of the following reasons:

- They are high frequency words essential for reading simple texts.
- Many of them are important structural words.
- Some of them have irregular forms of spelling.
- Others may be difficult for pupils to understand and use, so they have to be taught explicitly.
- Some of these words are also required for the study of other subjects.

Pupils are not expected to master the list in any one-year level. However, at the end of Primary Four, they are expected to be able to:

- recognise these words
- read them aloud
- spell them
- understand their meaning in context
- use them correctly in context

Teachers are encouraged to assess their pupils' needs and abilities, and supplement this list with other spelling and vocabulary lists if necessary.

Starter List				
a	a pair (of)	a part (of)	a piece (of)	about
above	across	act	add	after
afternoon	again	against	all	along
always	an	and	another	answer
any	April	around	as	ask
at	August	away	back	because
before	begin	beginning	behind	bend
best	between	big	birthday	bite
black	blow	blue	boil	both
bottom	breathe	bring	brown	brush
build	buy	call	carry	catch
change	choose	circle	clean	climb
close	come	continue	copy	count
cut	dance	date	December	decrease
depth	describe	dig	discover	distance
divide	do	draw	drink	drop
each	early	east	eat	either
end	enough	evening	every	explain
fall	far	February	few	fight
find	finish	first	fix	follow
Friday	from	front	funny	get
give	go	green	half	hang
has	hear	height	help	hit
hold	hole	hope	hour	how
if	in	increase	inside	January
join	July	jump	June	just
keep	kick	a kind (of)	last	late
laugh	learn	left	lend	length
like	line	little	long	look
a lot (of)	many	March	May	mean
measure	middle	minute	Monday	month
more	morning	most	move	much
multiply	near	need	neither	never
new	night	no	north	not
November	now	nowhere	number	October
of	off	old	on	one (and other numerals)



Starter List (continued)				
only	open	opposite	or	other
outside	over	pass	past	place
please	point	pour	practise	prepare
prove	pull	push	put	quarter
read	rectangle	red	repeat	right
row	run	same	Saturday	say
see	send	September	several	sew
shape	shout	show	side	sign
sit	size	small	smell	smile
some	soon	south	speak	speed
spell	square	stand	star	start
stop	study	Sunday	take	talk
teach	tear	tell	term	test
that	the	these	this	those
through	throw	Thursday	time	to
today	tomorrow	tonight	too	top
touch	towards	Tuesday	turn	under
understand	until	up	upon	use
very	visit	wait	walk	wash
watch	wear	Wednesday	week	weight
well	west	what	when	where
which	white	who	whole	whom
whose	why	width	wish	with
word	year	yellow	yes	yesterday

# CHAPTER FOUR

## ASSESSMENT

### Aim

The aim of assessment is to provide information on what a pupil can do as an English Language user / learner in relation to the syllabus and its Learning Outcomes. This information will enable teachers to improve pupils' learning and the quality of instructional programmes.

### Objectives

Pupils will be able to:

- demonstrate an understanding of what they have heard, read or viewed, and communicate an informed response to a variety of texts.
- speak, write and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture.
- demonstrate an understanding of how the language system works and how language conventions can vary according to purpose, audience, context and culture.
- apply this knowledge in speech and writing in both formal and informal situations.

### Principles

A sound system of assessment adheres to the following general principles:

Validity	assessment tasks measure what they intend to measure
Reliability	a piece of work receives the same grade when assessed by different markers or at different times by the same marker
Discrimination	assessment tasks set are able to separate the higher ability performers from the lower ability performers; the more able pupils do better than the less able pupils
Transparency	the procedure, expectations, criteria for assessment and performance indicators are made known to pupils

### Implications

Assessment over a two-year period will meet all the syllabus requirements. However, Continuous Assessment for a particular term or Semestral Assessment need not contain all the features listed under **Implications for Assessment**.



Syllabus Requirements	Implications For Assessment
<p><b>Language Use, Text Types and Grammar</b></p>	<p><b>What Teachers Need To Do</b></p>
<p>Language learning and teaching are organised around the three areas of language use:</p> <ul style="list-style-type: none"> <li>• <i>Language for Information</i></li> <li>• <i>Language for Literary Response and Expression</i></li> <li>• <i>Language for Social Interaction</i></li> </ul> <p>Pupils will be taught to listen to, read, view, speak and write a wide variety of discourse and text types from these three areas of language use.</p> <p>Pupils will be taught how to use English effectively to suit purpose, audience, context and culture.</p> <p>Pupils will be taught the grammar, language structures and patterns of English so that they can use the language effectively.</p>	<ul style="list-style-type: none"> <li>• Ensure that assessment tasks and resources reflect the following: <ul style="list-style-type: none"> <li>- the three areas of language use</li> <li>- a range of text types (spoken and written)</li> <li>- a range of media (print, non-print and electronic sources)</li> </ul> </li> <li>• Assess pupils on their ability to listen to, read and view materials for information, literary response and expression, and social interaction.</li> <li>• Assess pupils on their ability to speak, write and make presentations on a variety of topics using language for information, literary response and expression, and social interaction.</li> <li>• Ensure that assessment tasks are set in the context of meaningful language use. The context can be a situation or a text type.</li> <li>• Design assessment tasks which evaluate pupils' grammatical accuracy at the word, sentence as well as text levels.</li> </ul>

Syllabus Requirements	Implications For Assessment
<p><b>Learning Outcomes: Skills, Strategies and Attitudes</b></p>	<p><b>What Teachers Need To Do</b></p>
<p><b>Learning Outcomes</b> state the expected attainment targets.</p> <p><b>Skills, Strategies and Attitudes</b> are stated below the Learning Outcomes.</p> <p><b>Skills, Strategies and Attitudes</b> list the processes / attitudes that pupils will develop / master in order to attain the Learning Outcomes. They also state the degree to which each learning outcome is to be attained by the end of each two-year period.</p> <p>Pupils will acquire the language skills and develop the appropriate attitudes to attain the Learning Outcomes in each area of language use.</p>	<ul style="list-style-type: none"> <li>• Assess formally / informally the skills and strategies for listening, reading, viewing, speaking and writing as well as the attitudes listed under each learning outcome.</li> <li>• Design assessment tasks to measure the attainment of the Learning Outcomes. Where it is not possible to do so formally, assess pupils informally e.g. attitudes can be assessed through observation and checklists.</li> <li>• Assess the processes or stages of learning as well as the products of learning.</li> <li>• Assess pupils on their ability to use internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture.</li> <li>• Assess pupils' spoken English in a variety of contexts, which require them to speak formally / informally and to respond to an audience.</li> </ul>



## FORMAL AND INFORMAL ASSESSMENT

Pupils will be assessed both formally and informally. Teachers will adopt a broad-based and multi-dimensional approach to assessment. Apart from pen-and-paper tasks such as written tests and worksheets, teachers will include oral presentations and portfolios in their assessment of pupils.

### Some Examples Of Assessment Tasks

- Class tests and quizzes
- Performance assessment (tasks allow teachers to assess pupils' skills in carrying out an activity e.g. follow a set of instructions)
- Portfolios - these include pupils' written work, video and audio productions, learning logs / journals, which record pupils' best achievements for the year, teachers' comments and pupils' reflections
- Pupil profiling through the use of checklists / classroom observation by teachers or through self-evaluation by pupils
- Pupil-teacher conferencing

When selecting assessment tasks, teachers will take into account pupils' ability levels and the appropriateness of the tasks to measure the intended Learning Outcomes.

### Informal Assessment

Informal assessment is an ongoing, formative process. It is intended to help pupils in their development rather than measure their achievements or rank them. Therefore, informal assessment should not replicate formal assessment.

Teachers will use informal assessment to:

- monitor their pupils' progress in specific areas / skills
- identify their pupils' strengths and weaknesses
- provide meaningful and immediate feedback on what their pupils are doing to achieve specific Learning Outcomes
- modify teaching methods and materials to suit the needs and abilities of their classes or the individual pupil
- review teaching programmes to improve learning

By the end of each two-year period (Primary Two, Primary Four, Primary Six, Secondary Two and Secondary Four / Five), pupils will have been assessed informally in all of the following skills:

- listening
- speaking
- oral communication
- reading
- viewing
- writing
- presentation

### Formal Assessment

Formal assessment is intended to be a summative indicator of pupils' achievement. It is carried out at the end of a period of study, e.g. at the end of a semester or year.

Formal assessment helps teachers to make decisions on placement / streaming / promotion of pupils.

The Research and Testing Division (RTD) provides guidelines for assessment at the various levels.



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- 
- Ang Mo Kio Secondary School
  - Assumption English School
  - Bartley Secondary School
  - Bedok North Secondary School
  - Bendemeer Secondary School
  - Boon Lay Secondary School
  - Braddell Secondary School
  - Broadrick Secondary School
  - Bukit Merah Secondary School
  - Bukit Panjang Government High School
  - Buona Vista Secondary School
  - Catholic High School
  - CHIJ Katong Convent
  - Chong Boon Secondary School
  - Christ Church Secondary School
  - Chua Chu Kang Secondary School
  - Chung Cheng High School (Branch)
  - Commonwealth Secondary School
  - Damai Secondary School
  - Delta Secondary School
  - First Toa Payoh Secondary School
  - Gan Eng Seng Secondary School
  - Geylang Methodist Secondary School
  - Hong Kah Secondary School
  - Jurong Secondary School
  - Nan Hua Secondary School
  - Northland Secondary School
  - North View Secondary School

- Outram Secondary School
- Pasir Ris Secondary School
- Pei Dao Secondary School
- Ping Yi Secondary School
- Pioneer Secondary School
- Queenstown Secondary School
- Raffles Girls' School (Secondary)
- Riverside Secondary School
- Serangoon Secondary School
- Siglap Secondary School
- Singapore Chinese Girls' School
- St Anthony's Canossian Secondary School
- St Hilda's Secondary School
- St Joseph's Institution
- St Margaret's Secondary School
- St Patrick's Secondary School
- St Thomas Secondary School
- Tampines Secondary School
- Tanjong Katong Secondary School
- Telok Kurau Secondary School
- The Chinese High School
- Thomson Secondary School
- Upper Serangoon Secondary School
- Whitley Secondary School
- Woodlands Secondary School
- Xinmin Secondary School
- Yishun Town Secondary School
- Yusof Ishak Secondary School

- Admiralty Primary School
- Ahmad Ibrahim Primary School
- Alexandra Hill Primary School
- Ang Mo Kio Primary School
- Anglo-Chinese Junior School
- Bedok North Primary School
- Bendemeer Primary School
- Bukit Panjang Primary School
- CHIJ (Katong) Primary School
- Chongfu Primary School
- Chongzheng Primary School
- Dazhong Primary School
- Gongshang Primary School
- Henry Park Primary School
- Jagoh Primary School
- Jing Shan Primary School
- Kebun Baru Primary School



- Keng Seng Primary School
- Kranji Primary School
- Loyang Primary School
- Maha Bodhi School
- Mayflower Primary School
- Moulmein Primary School
- Paya Lebar Methodist Girls' Primary School
- Pearl's Hill Primary School
- Pasir Ris Primary School
- Red Swastika School
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