



Parents' Workshop 2022

English Language



House-keeping Matters

- Use earpiece for better audio clarity.
- Keep your audio on mute until you want to speak. This will help to limit background noise.
- Name yourself in the following format:
Form Class_name of child (e.g. 3Empathy_John Tan)
- Turn on your video/camera.



Objectives of Workshop

To provide an overview of the English Language curriculum at the various levels



Programme

- Introduction
- Context-Setting
- Read@Greenwood
- Level-specific Sharing

Breakout room 1 : P3 & P4

Breakout room 2 : P5 & P6



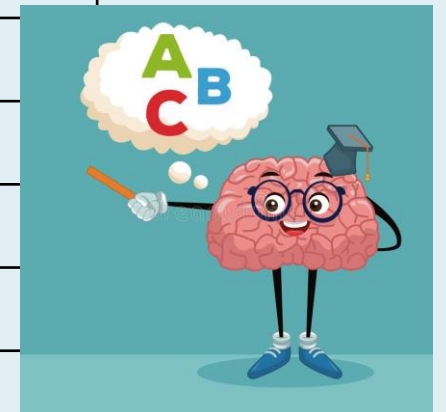
Level-Specific Sharing

- Breakout Room 1 – P3 & P4 Parents
- Breakout Room 2 – P5 & P6 Parents

*Parents may leave the workshop from the respective Breakout Rooms.
There is no need to gather back in the main session.*

English Committee 2022

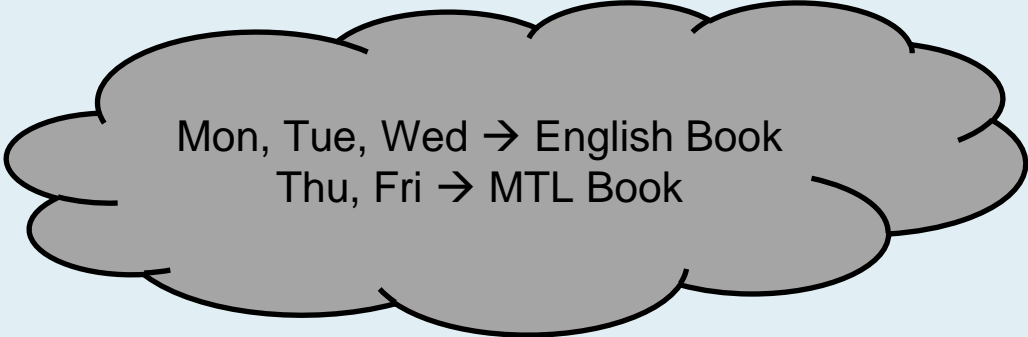
Ms Eilina Look	Head of Department
Mdm Noraini Nanyan	Level Head
Mdm Banun Mohamed	Senior Teacher
Mdm Siti Sarah Mohamad Saleh	P3 & P5 Level Rep Mentor / STELLAR Mentor
Mdm Azreenah Kamit	P1 Level Rep Mentor / P4 SDR Teacher
Mrs Ali Noorazimah Banu	P1 Level Rep / P3 SDR Teacher
Mrs Winnie Yan	P2 Level Rep
Mrs Tracy Tho	P3 Level Rep
Mdm Goh Mei Chen	P4 Level Rep / P4 RRP Teacher IC
Mr Rasyid	P5 Level Rep
Ms Shaalini Gejendhiran	P6 Level Rep
Mdm Lesley Teh	LSP Mentor
Mdm Nazeera Sulaimi	P3 RRP Teacher IC




Read@Greenwood

Reading Programme Objectives:-

- To promote a **sustainable reading culture** in Greenwood Primary School.
- To provide pupils with a **fun and engaging environment** in the learning of the English Language.
- To **arouse pupils' interest in English Language** through fun, engaging activities that are beyond the prescribed syllabus.



Mon, Tue, Wed → English Book
Thu, Fri → MTL Book



Top 5 Ways to Talk to Your Child About Books

- Make connections

Make connections between your child and characters in the book.

- Activate prior knowledge

Use what your child already know to talk about topics in the book.

- Ask questions

Ask your child about his/her views on the characters, plot, illustrations.

- Make inferences

Engage your child in conversation to understand what he/she understands from the story, what he/she considers right/wrong, predict the ending.

- Look at the book's print and pictures

Appreciate the pictures and colours in the book, discuss with your child how the illustrations complement the story.



Little Free Library (LFL)

- Little Free Libraries (LFL) in classrooms to allow pupils to freely share books with their classmates.
- Every Primary 3 - Primary 6 class will be given a set of story books.
- Books have been carefully selected and pitched at our pupil's reading ability.
- Contemporary and classic titles that children enjoy.

AVID Reader Card

- Motivate and enthuse pupils to read
- To be rolled out in Term 2
- Differentiated tasks for P1 – P6 pupils

Greenwood Primary School

AVID Reader Card

Adventurous Voracious Inquisitive Discerning READERS

Instructions:

1. You may carry out the activities independently or with your parents.
2. Present your completed activities to your English teacher for acknowledgement.
3. When you have earned 10 stars, submit the card to your English teacher to qualify for the AVID Reader Award.

Reading Explorer: (Your Name) _____

() () () 2. ♥ Activity 10 ♥ Reading Challenge!

Read 20 books this semester!! The books can include picture books, chapter books, comic books or any other books! For each book you read, record the title and draw a picture of one of the books below! Happy Reading ☺

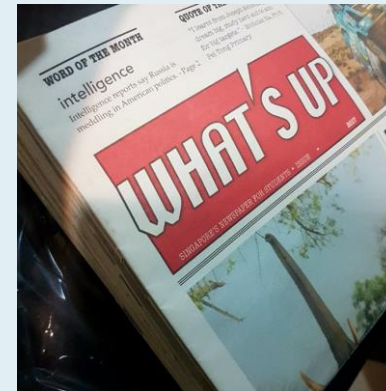
No.	Activity	No. of stars	Teacher's signature
1	Read a non-fiction book and jot down 5 interesting facts you learnt from it.	★	
2	You are a famous illustrator. The author has requested that you draw and design a new book jacket / cover.	★	
3	Vocabulary Explorer! Pick 3 new words / phrases you had learnt in the book. Write a new sentence for each word / phrase that you have chosen.	★	
4	Design a bookmark and write down a memorable phrase / quote you encountered in the book.	★ ★	
5	Design and create a movie poster to promote your favourite book to the class.	★ ★	
6	Do a research on your favourite author. List down 5 facts about the author.	★ ★	
7	Do a book report on a fictional story. Identify the Setting, Characters, Problem and Solution in the story.	★ ★	
8	Character Study: Describe a character in a book who displayed one of our school values. What did he / she do?	★ ★	
9	Who is your favourite character in the book? Draw the character and give reasons why you chose this character.	★ ★	
10	Imagine you are the author of the book and write about yourself	★ ★	
Total ★ collected			

() () () 2. ♥ Activity 8 ♥ Favourite Quotes

In the circles below, record the favourite quotes from the books that you have read.

Other Reading Resources

- Graded readers for lower readability level readers and authentic reading materials from Geisel Award (beginning readers), Caldecott Medal (most distinguished picture book for children) and Newbery Medal (most distinguished book for children).
- STAR Readers for lower primary 1 – 2 pupils (differentiated books) – partnership with parents
- Picture books, pop-up books, books suitable for reading aloud for teacher modelling, Singapore Literature books, etc.
- P4 – P6 Monthly subscription of What's Up Newspapers
- Online reading platforms (e.g. Vooks)



5 FINGER RULE

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

- | | |
|-----|----------------|
| 0-1 | Too Easy |
| 1-2 | Perfect Choice |
| 3-4 | Give It A Try |
| 5+ | Too Hard |



READING GENRES

FANTASY



a story that is not possible and may include talking animals or magical powers

MYSTERY



a suspenseful story about a puzzling event that is not solved until the end of the story

SCIENCE FICTION



a type of fantasy that uses science and technology (robots, time travel, machines)

REALISTIC FICTION



a story that uses fictional characters, but could happen

POETRY



verse written to create a response of thought and feeling from the reader; it often uses rhythm and rhyme

INFORMATIONAL



texts that provide facts about a variety of topics

AUTOBIOGRAPHY



the story of a real person's life that is written by that person

BIOGRAPHY



the story of a real person's life that has been written by another person

HISTORICAL FICTION



a fictional story that takes place in a specific time period; often the setting is real, but the characters are made up

TRADITIONAL LITERATURE



stories that are passed down from one group to another; (includes fairy tales, folk tales, myths, fables and legends)



Level-Specific Sharing

1. Breakout Room 1 – P3 & P4 Parents
2. Breakout Room 2 – P5 & P6 Parents

No need to gather back in the main session after the breakout session.



P3 & P4

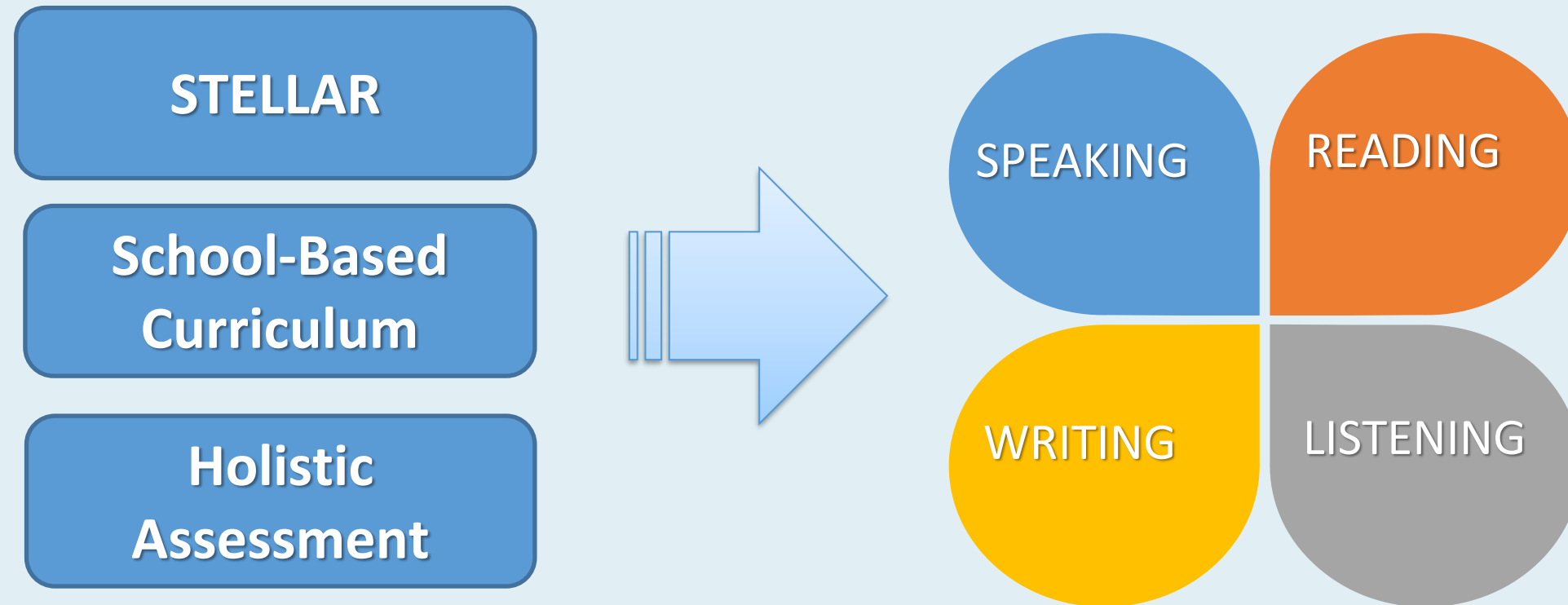
English Classroom



WHAT TO EXPECT

- Overview of P3 & P4 EL Curriculum
- What is different from P1 & P2?
- Assessment Plan
- Home-School Partnership

P3 AND P4 CURRICULUM




STELLAR

Strategies for English Language
Learning and Reading



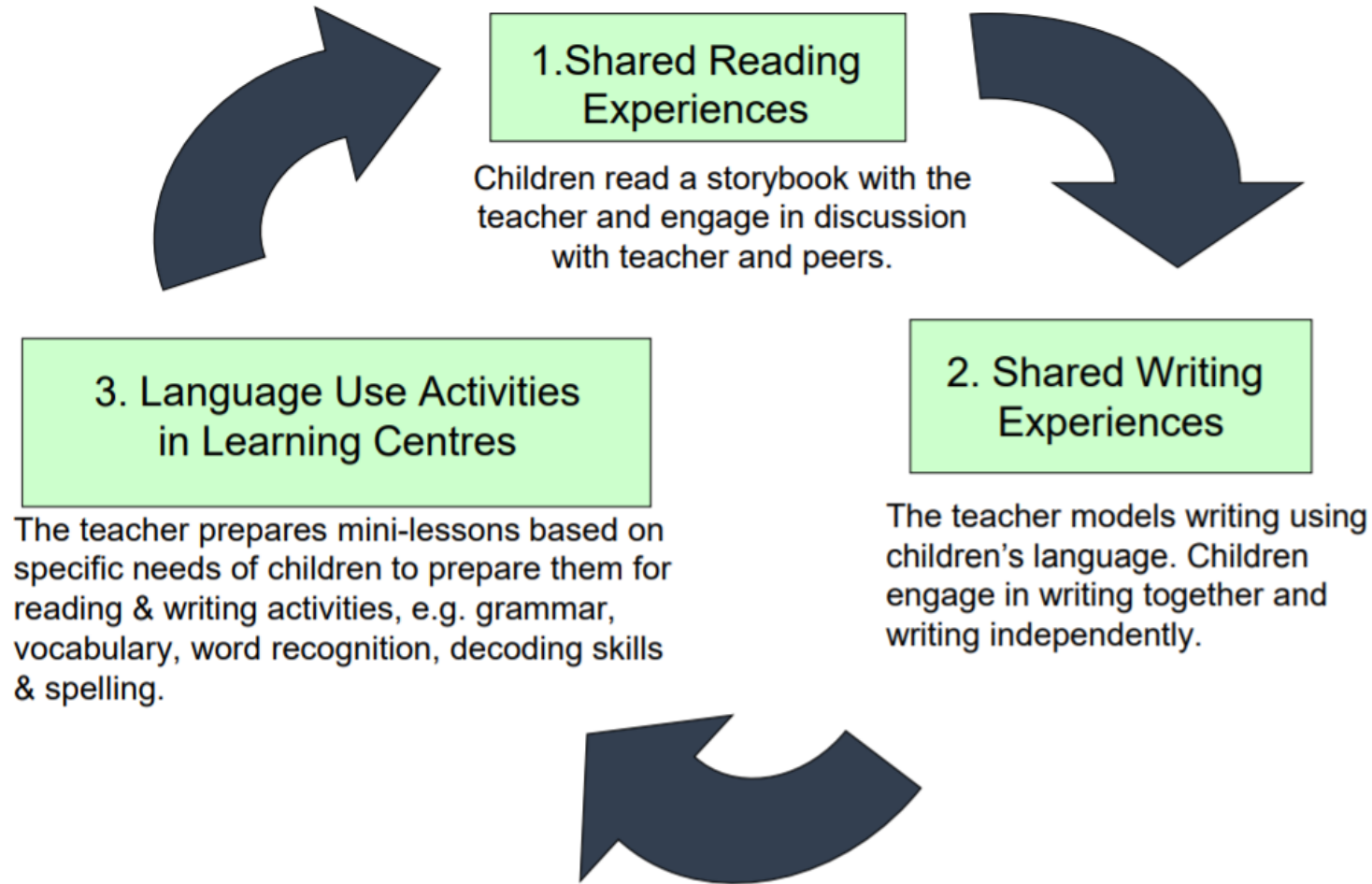
Social Skills



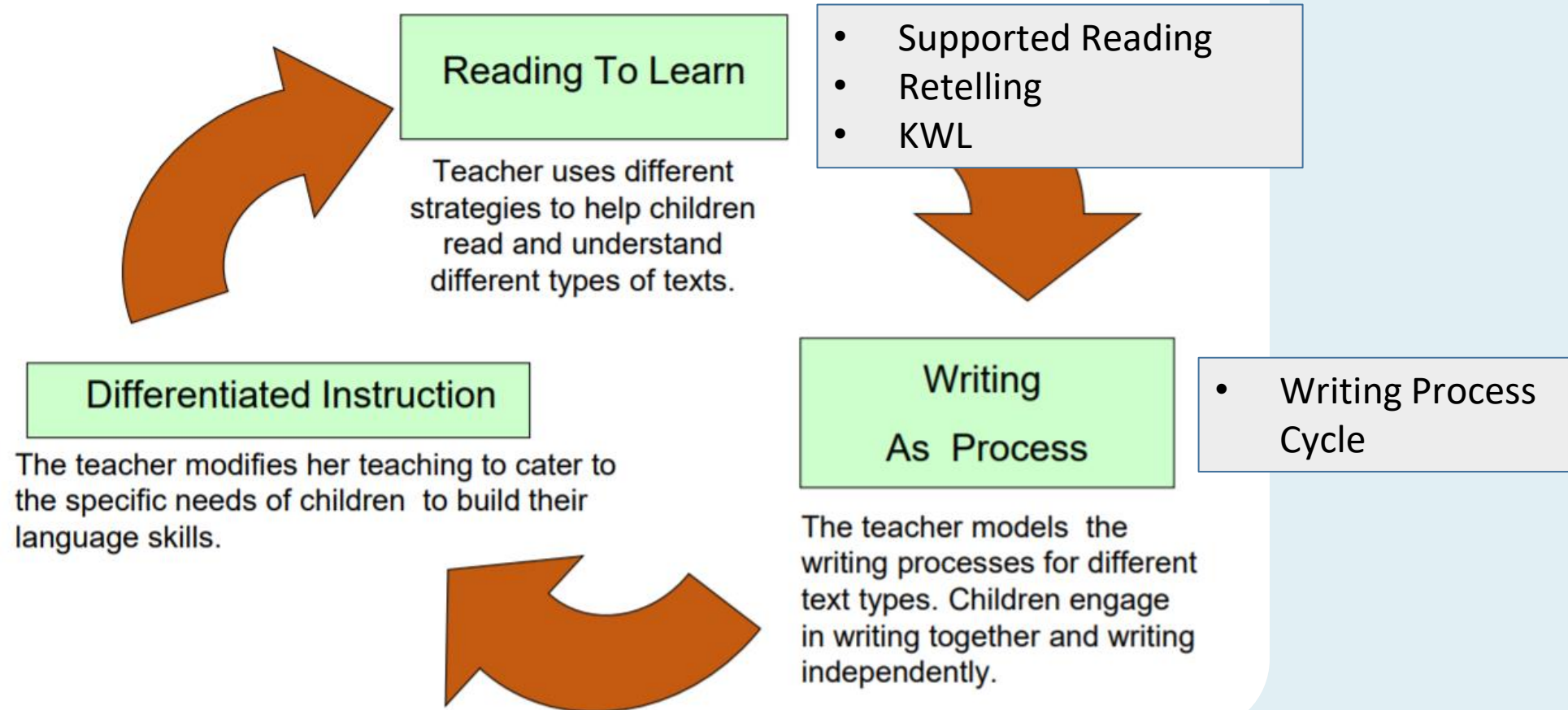
Language
Skills

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

What is a **lower** primary **STELLAR** lesson like?



What is an *upper* primary STELLAR lesson like?



Strategies in from P1 to P4

	Lower Primary	P3	P4
Reading & Viewing	Shared Book Approach (SBA) up to P3A		
		<ul style="list-style-type: none"> • Explicit instruction of Reading Comprehension* <ul style="list-style-type: none"> • Annotation* • Supported Reading <ul style="list-style-type: none"> • KWL 	
	Reading for Pleasure (through Extensive Reading)		

Strategies in **STELLAR**[®] 2.0 from P1 to P4

	Lower Primary	P3	P4
Reading & Viewing	Shared Book Approach (SBA) up to P3A		
		<ul style="list-style-type: none"> • Explicit instruction of Reading Comprehension* <ul style="list-style-type: none"> • Annotation* • Supported Reading • KWL 	
	Reading for Pleasure (through Extensive Reading)		
Writing & Representing	<ul style="list-style-type: none"> • Modified Language Experience Approach (MLEA) <ul style="list-style-type: none"> • Guided Writing* 	Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)	



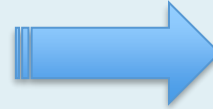
Strategies in **STELLAR**[®] 2.0 from P1 to P4

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

Making the transition

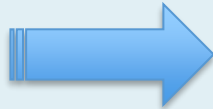
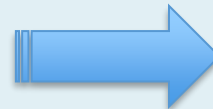
P1 to P3 (Semester 1)

- Learning to Read
- Shared Reading
- Big Books



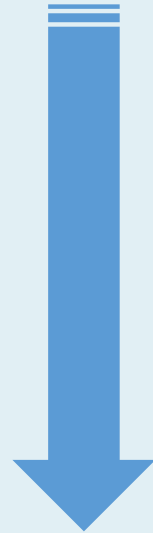
P3 (Semester 2) to P6

- Reading to Learn
- Independent Reading
- Range of Text Types



The Four Language Skills

- Listening
- Speaking
- Reading
- Writing



easy

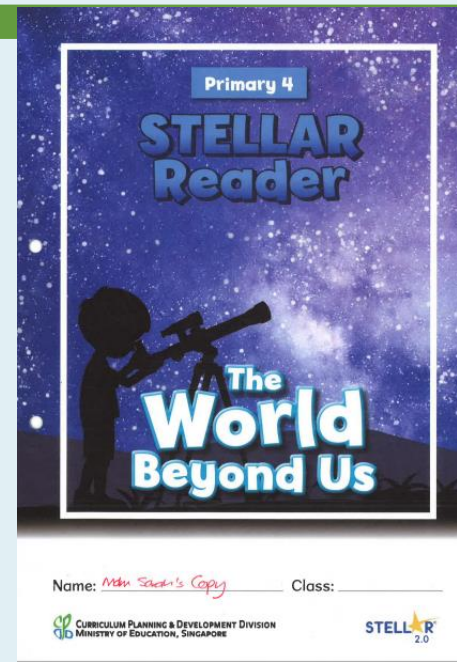
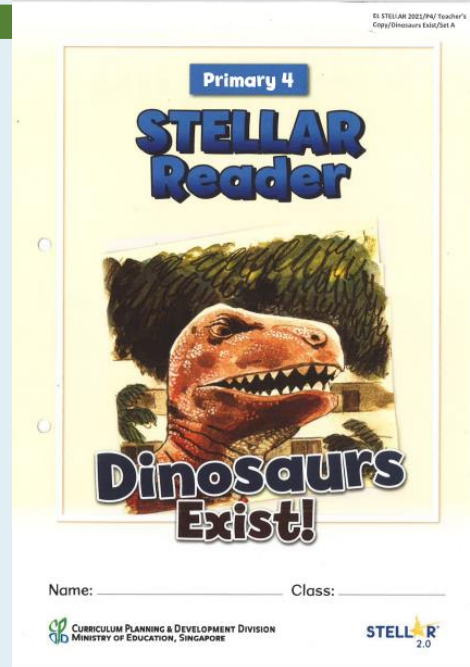
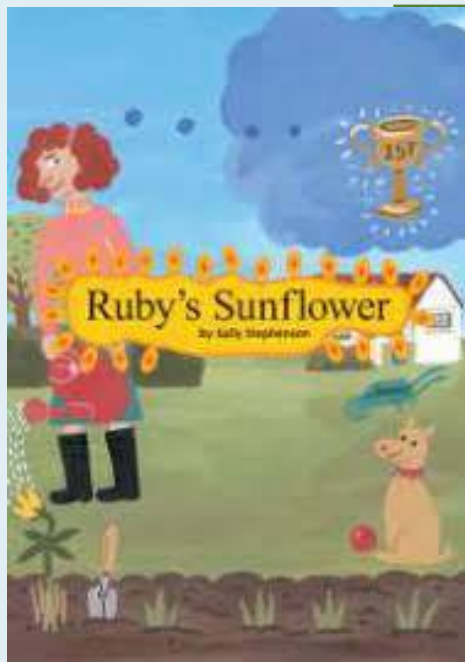
challenging

Start your child's learning with listening first

Support their reading too

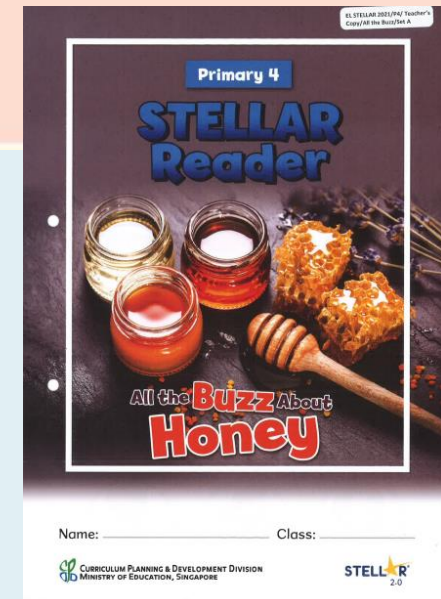
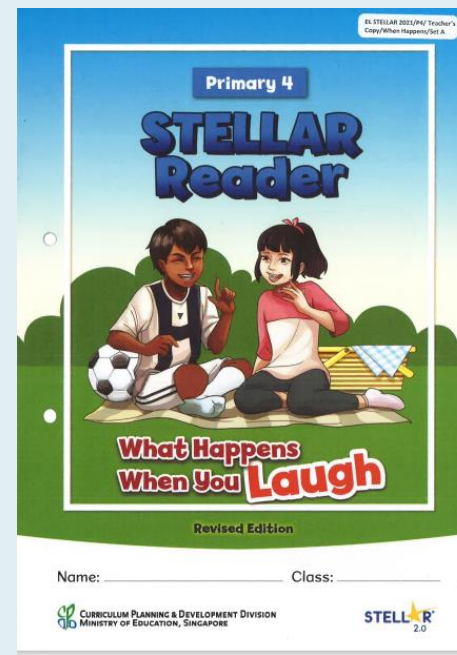
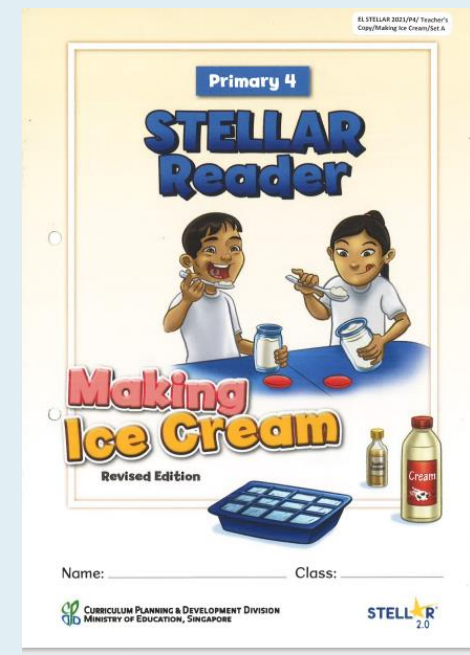
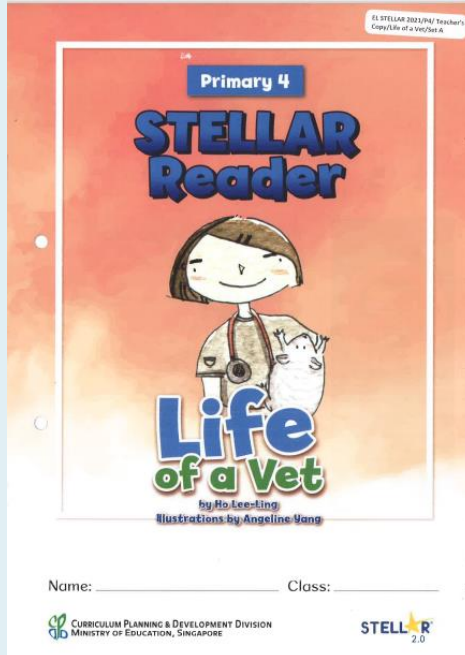
TRANSITION FROM P2 TO P3 → KEY DIFFERENCES

Primary 2	Primary 3
<ul style="list-style-type: none"> • Writing: Guided by <u>4 sequential pictures</u> with <u>helping words</u> • <u>At least 70 words</u>; • Content: More guided and narrower due to greater picture constriction on plot line 	<ul style="list-style-type: none"> • Writing: Based on the given <u>theme</u> and with <u>1, 2 or 3</u> of the random pictures which are loosely linked thematically. • <u>At least 100 words</u> • Fewer helping words • Content: More room for plot idea development with sound expression through descriptive vocabulary required
<ul style="list-style-type: none"> • Listening Comprehension: <u>Phonics</u>; <u>Picture Matching</u>; <u>Picture sequencing</u>; 	<ul style="list-style-type: none"> • <u>No more phonics</u> • NEW: Listening for understanding & detail – <u>Note-taking</u>; Listening for Info: Passage with MCQ
<ul style="list-style-type: none"> • Language Mastery: 1 x Comprehension OE; 140 – 200 words 	<ul style="list-style-type: none"> • Language Mastery: 2 x Comprehension OE which are greater in length; 180 – 220 words; 220 – 260 words • Require more inferential, higher-order skillsets (ie. cause and effect, identifying main idea, compare and contrast etc.)
<p>Oral: Apart from reading aloud, greater emphasis on students' ability to engage in stimulus-based conversation with accurate grammar and vocabulary structures</p>	



Reading

STELLAR 2.0 will emphasise teaching reading comprehension skills more systematically. Students will access different texts (multiliteracies), think about the texts and reflect on their own thinking (metacognition), and then talk about the texts with others (inquiry through talk).



Dinosaurs Exist!

by Neil Humphreys

Ryan packed his backpack in a hurry. He did not want to forget anything, not for such a dangerous expedition. He grabbed his notebook and ticked off each item: a water bottle, some food, insect repellent, a rope and a big stick. Ryan had grabbed the stick from the void deck near his flat. It might make a handy spear if he were suddenly attacked. He knew that a stick would not be big enough to kill a dinosaur, but the pointy end might slow the beast down. Ryan could then use the rope to tie the dinosaur's legs together.



Oracy

*STELLAR 2.0 has put a **premium on oracy** to promote effective engagement and interaction. Our students need to learn to **discuss and build their views** upon others', to **reflect and express their ideas confidently and persuasively**. Thus, in STELLAR 2.0 lessons, students have plenty of opportunities to explore their ideas through talk.*

Grammar – stronger fundamentals

- Grammar will be taught explicitly and in a more structured manner, contextualized from the STELLAR texts.
- The teaching of grammar will also employ the modified **Presentation, Practice and Production Approach**.



Hello! It's me, Phil! Before we begin today's lesson, let's take a look at the picture below.



Do you notice a pattern in these sentences?

Two children **were sitting** on the see-saw.

A boy **was running** happily around the playground.

Two children **were going** down the slides.

A girl **was waiting** for her turn to do the same.

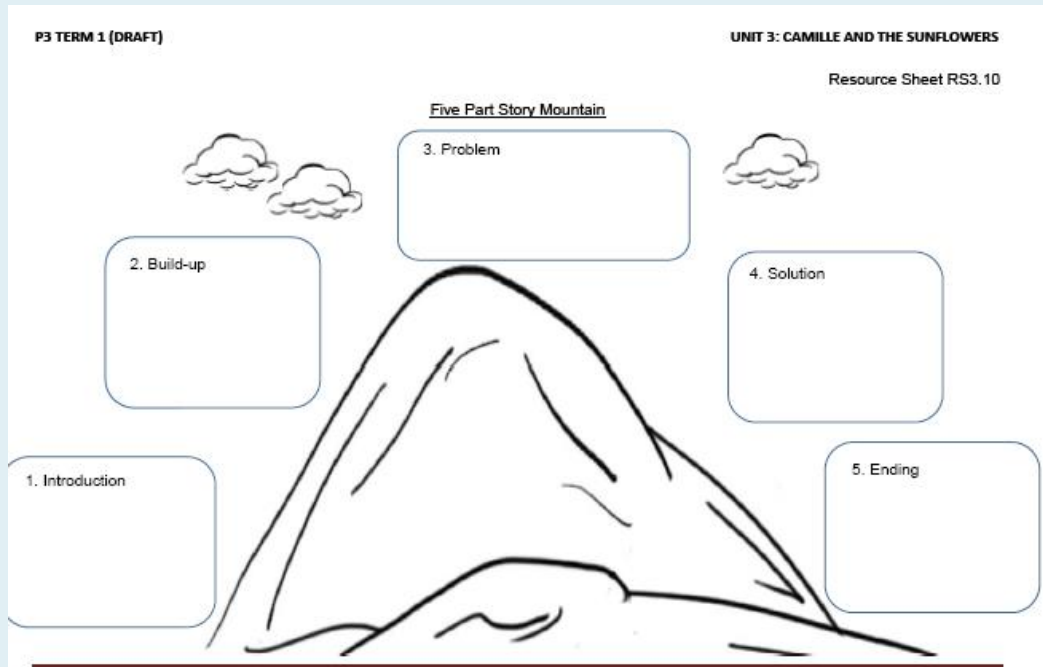
Two children **were playing** on the swings.

Sample of learning objectives

3	Guided Class Writing	<ol style="list-style-type: none">1. Analyse organisational patterns in a text for flow of ideas, e.g.,<ul style="list-style-type: none">○ problem-solution2. Demonstrate awareness of how a writer's style, e.g., choice of words, sentence variation, can enhance the effectiveness of a text to achieve impact
3	Group / Individual Writing	<ol style="list-style-type: none">3. Stimulate imagination, generate and/or gather ideas appropriate to the writing and representing tasks, topics and goals, both individually and collaboratively, using learner strategies, e.g.,<ul style="list-style-type: none">○ using visual techniques, e.g., story mountain4. Entertain the reader and represent experiences of the world by:<ul style="list-style-type: none">○ describing characters with elaboration to convey, e.g., physical appearance and actions○ using literary techniques to enliven the characters and to create vivid scenes, e.g., similes, direct speech

Writing – Systematic teaching of writing skills

In STELLAR 2.0, the **reading-writing connection** is strengthened to help students understand not just the form of the texts but the **purpose** of the texts and the intended message that the texts convey.



Writing organisers for narrative and information texts

P4 TERM 2: Texts that Inform (DRAFT) The World Beyond Us
[Resource Sheet RS4.6](#)

Planning Sheet for Main Ideas and Supporting Details

Sample 1

Topic:	
Main Ideas	Supporting Details (Indicate if it is a definition, a description or an example.)
1)	
2)	
3)	



Assessment Objectives

- Promote and improve students' learning through regular progress monitoring
- Establish what students can do based on the aims and learning outcomes in the syllabus
- Use assessment information to differentiate instruction and cater to students' different levels of learning readiness, interests and learning profiles
- Support self-directed learning



Types of Assessment Tasks

- Teachers will assess students both **formally and informally** using different modes of assessment.



Assessment Timeline

Term 1	Term 2	Term 4
Oral (16 marks)	Language Use and Comprehension (50 marks)	Year End Semestral Assessment (100 marks)

Term 1 – Weighted Assessment 1 (16 marks)

Reading Assessment Objectives:

- Read with good pronunciation, clear articulation and appropriate intonation in order to convey the information, ideas and feelings in a passage
- Produce a well-paced, fluent reading of a passage

Oral (16 marks)	Reading Aloud	6
	Stimulus based conversation	10





Reading Passage

Larry enjoyed drawing very much. Whenever he had any free time, he would be drawing away in his room. His favourite subject in school was Art.

One day, his Art teacher, Miss Tan, told him about an Art competition. Larry rushed home to start on his drawing at once. The next day, he handed in his drawing to Miss Tan. She looked very pleased with Larry's work.

A month later, Miss Tan called Larry up and gave him the good news. Larry won the first prize! Larry was delighted. "Thank you, Miss Tan! I wouldn't have been able to win without your help!" beamed Larry.

FAB Booklet : Reading Aloud Rubrics

CRITERIA	NEED IMPROVEMENT 	FAIR 	GOOD 	EXCELLENT 
PRONUNCIATION	<ul style="list-style-type: none"> I pronounced many words wrongly or skipped many words. 	<ul style="list-style-type: none"> I pronounced some words wrongly. 	<ul style="list-style-type: none"> I pronounced a few words wrongly. 	<ul style="list-style-type: none"> I pronounced every word clearly and correctly.
Tick (✓) here				
FLUENCY	<ul style="list-style-type: none"> I read very slowly with many pauses and stops at the wrong parts of a sentence. 	<ul style="list-style-type: none"> I read slowly with some hesitations. 	<ul style="list-style-type: none"> I read quite fluently with few hesitations. 	<ul style="list-style-type: none"> I read fluently.
Tick (✓) here				
EXPRESSIVENESS	<ul style="list-style-type: none"> I read without variation in my tone, speed and volume level. 	<ul style="list-style-type: none"> I read with variation in my tone, speed and volume level. 	<ul style="list-style-type: none"> I read with some variation in my tone, speed and volume level. 	<ul style="list-style-type: none"> I read expressively with appropriate tones, speed and volume level.
Tick (✓) here				
APPROPRIATENESS OF VOICE QUALITY FOR THE PURPOSE, AUDIENCE AND CONTEXT (PAC)	<ul style="list-style-type: none"> I am not aware of the purpose, audience and context. 	<ul style="list-style-type: none"> I am slightly aware of the purpose, audience and context. 	<ul style="list-style-type: none"> I am quite aware of the purpose, audience and context. 	<ul style="list-style-type: none"> I am aware of the purpose, audience and context.
Tick (✓) here				

Term 1 – Weighted Assessment 1 (16 marks)

Stimulus Based Conversation (SBC) Assessment Objectives:

- Express personal opinions, ideas and experiences clearly and effectively in conversing with the examiner
- Speak fluently and with grammatical accuracy, using a range of appropriate vocabulary and structures

Oral (16 marks)	Reading Aloud	6
	Stimulus based conversation	10



Using **ARIES Strategy** to answer SBC prompts/questions...

ANSWER: **ANSWER** the question by giving your ideas / opinions













REASONS: Give **REASONS** to support your answers

INTERPRET: **INTERPRET** the given stimulus and elaborate your ideas.

**EXAMPLES
&
EXPERIENCE:** Share your personal **EXPERIENCE** by giving **EXAMPLES**

re**S**tate your
Opinion: **RESTATE** your opinion to conclude

FAB Booklet : Stimulus Based Conversation Rubrics

		Excellent	Very Good	Good	Developing
Personal Response	You are able to give and develop personal responses using the ARIES Strategy.				
Engagement in Conversation	You have good eye contact.				
Clarity of Expression	You express clearly with accurate pronunciation and accurate sentence structures.				

Using ARIES Strategy to answer SBC prompts/questions...

A-Answer the questions.

R- Give Reasons to support your answers.

I- Interpret the picture stimulus.

E- Share personal Experiences by giving **Examples**.

S- ReState your opinion to conclude.

Stimulus-based Conversation



Term 2 - Weighted Assessment 2 (50 marks)

AREA	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Paper 2 Language Use & Comprehension (50 marks) (Duration : 1h 15 min)	Booklet A			
	Vocabulary	MCQ	6	6
	Grammar	MCQ	8	8
	Editing for punctuation	MCQ	3	3
	Booklet B			
	Grammar	FIB (cloze with helping words)	8	8
	Vocabulary Cloze	Cloze with helping words (Fiction & non-fiction)	4	4
	Word Order	OE	2	2
	Synthesis	OE	3	3
	Comprehension Passage 1	A variety of items : MCQ, Checking (✓), sequencing, FIB + 2 OE questions	Up to 8 items (1 to 2 marks each)	8
	Comprehension Passage 2	A variety of items : MCQ, Checking (✓), sequencing, FIB + 2 OE questions	Up to 8 items (1 to 2 marks each)	8
TOTAL				50m

Term 4 – Year End Semestral Assessment (100 marks)

AREA	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Oral (16 marks)	Reading Aloud	OE	1	6
	Stimulus based conversation	OE	1	10
Listening Comprehension (15 marks)	Picture-Matching (a)	MCQ	5	5
	Listening to a text (b)	MCQ	5	4
	Note-Taking (c)	FIB	5	5
Paper 2 Language Use & Comprehension (50 marks) (Duration : 1h 15 min)	Booklet A			
	Vocabulary	MCQ	6	6
	Grammar	MCQ	8	8
	Editing for punctuation	MCQ	3	3
	Booklet B			
	Grammar	FIB (cloze with helping words)	8	8
	Vocabulary Cloze	Cloze with helping words (Fiction & non-fiction)	4	4
	Word Order	OE	2	2
	Synthesis	OE	3	3
	Comprehension Passage 1	OEA variety of items : MCQ, Checking (✓), sequencing, FIB + 2 OE questions	Up to 8 items (1 to 2 marks each)	8
	Comprehension Passage 2	A variety of items : MCQ, Checking (✓), sequencing, FIB + 2 OE questions	Up to 8 items (1 to 2 marks each)	8
Composition (Duration : 50 min)	Guided Writing	OE	1	20
TOTAL				100m

Continuous Writing Assessment Objective:

- Write an interesting and thoroughly developed composition

Write a composition of at least 120 words about **a robbery**.

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

Consider the following points when you plan your story:

- What was the boy doing?
- What did the boy see?
- What happened in the end?

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

Helping words:

- walked by
- jewellery shop
- frightened
- men in masks
- armed with weapons
- caught red-handed



Vocabulary Cloze

Assessment Objective:

- Read critically and with understanding

Section D : Vocabulary Cloze (5 x 1 mark)

Read the following passage carefully. Choose the correct word from the words given in the box and write its letter (A to F) in each blank. Use each word only **ONCE**.

Passage A

- | | | | |
|-------------------|----------------|---------------|--------------|
| (A) attract | (C) exhausting | (E) important | (G) shout |
| (B) concentration | (D) hopeless | (F) protect | (H) terrible |

Natural disasters can happen without any warning. This is especially true of an earthquake. As the earth begins to shake, it is _____ to keep calm. (23)

You should be alert and try to _____ yourself from falling objects. If trapped under debris, call out for help or knock on objects to _____ rescuers' attention. (24) (25)

Continuous screaming is _____ and can wear you out physically and mentally. When you are very certain that help is near, _____ with all your strength. You should also try to move your limbs often to improve blood circulation while waiting to be rescued. (26) (27)

Synthesis

Assessment Objective:

- Apply knowledge of grammatical rules at word phrase and sentence levels

Section E: Synthesis (3 x 1 mark)

For each question, combine the sentences to make **one** sentence using the word(s) given. The meaning of the sentence must be the same as the sentences given.

28) Kim had a high fever. She was hospitalised.

_____ because
_____.

29) You are in great danger now. You have discovered the truth.

Since _____
_____.

30) We can go for the tournament. Everyone in the team is well prepared.

_____ unless
_____.

Comprehension

Assessment Objective:

- Read critically and with understanding of different text types

Section F : Comprehension 1 (10 marks)

Read the passage carefully and answer the questions that follow.

The word 'tsunami' comes from a Japanese phrase which means 'harbour wave'. Strong vibrations in the water could cause these powerful destructive waves. Earthquakes, volcanic eruptions or even falling meteorites could trigger these vibrations.

Tsunami is very strong. It can destroy an entire town near the coast. So, it is 5
important to educate people living within the danger zones to heed tsunami
warnings so that they can be safe.

Some countries depend on tsunami warning systems. These systems will
send warnings to governments so that they can get their residents out of affected
areas. Japan is one of the countries which uses the system. 10

When an earthquake is detected, the tsunami warning system centre will first
receive information of the seismic waves. A recorder placed on the seabed is part of
this warning system. It monitors the water pressure and wave movements. The
information is then sent to a sensor which is floating on the sea. From there, the
same information is sent by satellite to the ground station. If there is a possibility of 15
a tsunami, the ground station will quickly issue warnings to the various national
systems to alert them. The countries that receive the warning will then take
appropriate actions.

Adapted from : <http://www.tsunami-alarm-system.com>

Comprehension Assessment Objective:

- Read critically and with understanding of different text types

Q31.	Hurricane	Earthquakes	Volcanic eruptions	High tides
Two factors which cause tsunami				

32. Which word has the **same** meaning as 'inform'? Circle either (A) or (B)

So, it is important to <u>educate</u> people living within the danger zones to <u>heed</u> warnings. (A) (B)

Statement		How a tsunami warning system works	Where a tsunami warning system is found
Example:	It observes the water pressure and wave movements.	✓	
Q33.	The countries that receive the warning will then warn the people and help save lives.		
Q34.	A recorder is placed on the bottom of the sea.		

Comprehension

Assessment Objective:

- Read critically and with understanding of different text types

"Please stay within the speed limit," hissed Jess to Michael as he swerved suddenly to avoid hitting the motorcyclist on the road.

"Don't worry. I am in control," he told her. Less than five minutes, they were involved in a nasty accident with a truck. The impact of the crash ripped off both the front doors of their car. Jess was flung ten metres away from the collision. Michael's right leg was severed while he was pinned between his seat and the steering wheel. The truck driver had a deep gash on his forehead after he struck the windscreen.

The victims were rushed to the hospital in an ambulance. The surgeons performed a six-hour emergency operation to re-attach Michael's right leg. The doctors said that Michael would walk with a limp permanently as his nerves had been severely damaged. Jess was unconscious when the paramedics found her. She was warded in the hospital for observation for many days. The truck driver had ten stitches and was arrested for reckless driving.

Two years later, Jess and Michael walked down the same stretch of road where the accident had taken place. Limping, with a walking stick in one hand and his other around Jess, Michael apologised profusely for not heeding her advice. He had been punished for his moment of carelessness.

Adapted from : <http://www.rdasia.com/stories>

Comprehension Assessment Objective:

- Read critically and with understanding of different text types

42. These are the events which happened during the nasty accident. Put them in the **correct sequence**, according to the comprehension passage. Write 1, 2 and 3 on the lines. [1m]

_____ Jess, Michael and the truck driver were seriously injured.

_____ Jess was worried about Michael's driving speed.

_____ A nasty accident happened between their car and a truck.

43. What **two** things happened to the truck driver? [2m]

_____.

44. Was Michael able to walk normally again? Explain your answer. [2m]

Home-School Partnership

- Building up your child's "stamina" to complete assessments
- Have regular conversations with your child
- Work with your child's teachers
- Ensure that your child has sufficient rest



Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development.
- Check the teachers' preferred mode of communication - they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.



Ministry of Education
SINGAPORE



Question & Answer

Thank YOU



We value your feedback to help us to make continuous improvement.