

Note to parents

How do I help my child learn?

You can help your child to enjoy learning by understanding how your child learns best. Different children have different learning styles, even if they come from the same family or background. Children may use different learning styles depending on what they are learning and the environment in which they learn. Learning styles may also change as the child ages. Different learning styles use different parts of the brain. The more brain we use, the better we learn!

Visual learning

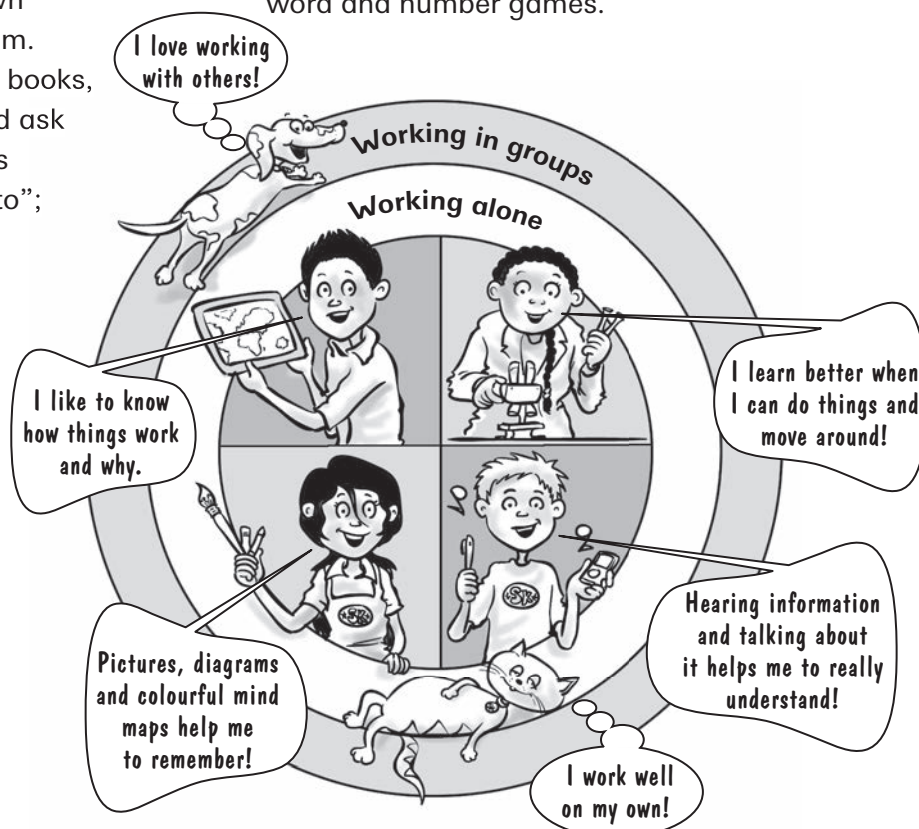
- Let your child focus on the pictures and drawings on the page and ask comprehension questions: what, who, where, when, how and why. (Visual comprehension is an important aspect of learning and assessment.) Encourage your child to visualise written information and draw what she sees.
- Encourage her to use mind maps with different colours and even pictures to remember information.
- Let her play with board games and jigsaw and picture puzzles to develop spatial skills. Let her watch educational DVDs and use interactive digital books.

Auditory learning

- Read aloud together.
- Encourage your child to write down or summarise what you read to him.
- Let him listen to a variety of audio books, music and news programmes, and ask comprehension questions, such as “Describe what you are listening to”; “Who is speaking? How do they feel and how do you know this?” “Where do you think this is set?”, etc.
- Record your child reading study notes and then let him play it back.
- Play word games such as *I spy* and do a variety of word puzzles to develop word association skills and vocabulary. Spelling puzzle answers out loud also reinforces visualisation of words and improves spelling.

Logical learning

- Draw your child’s attention to how different elements of a text are related to each other.
- Expose your child to more non-fiction texts in books, in newspapers and even on the Internet.
- Ask questions about sequences where your child gives a step-by-step account of events in stories or factual articles, of what they did that day, or how to make or do something. This develops the child’s ability to think logically and to use logical connectors such as *first, then, before*, and so on.
- Do projects that have a practical purpose and explain the purpose of activities to your child if she does not understand them.
- Let her use interactive digital books and play educational computer games, including Scrabble, Soduko, crossword puzzles and other word and number games.



Kinaesthetic learning

- Use objects and gestures to show how things work.
- Encourage your child to act out his understanding of ideas through role-play and mime.
- Visit a variety of places where your child can touch and interact with animals, objects and people.
- Let him carry out experiments or build objects related to the themes he is learning about.
- Allow your child to move his body and small objects when he is concentrating.
- Play sports and games together.

Alone or in a group?

Some children prefer to work alone and others prefer to work in groups. It is important that your child learns to do both. Encourage your child to invite one or two classmates over to work on projects, study or explore new ways of working together over weekends. Arrange excursions to museums, galleries and natural sites so that your child can explore with a friend.

How can I make learning English fun?

- Read aloud with your child every day. Paired reading encourages closeness as you sit together reading from the same book.
- Let your child see you reading for your work (e.g. instructions, recipes, emails), for pleasure and for study purposes.
- Find out what your child is interested in and help her find books in line with her interests to read for fun.
- Talk about what your child is reading – who are the main characters in the story, what happened to them, why, was this good or bad?
- Cook or make things together – read recipes and labels together, or compile a family cook or craft book.
- Explore books together – ask questions about the book, point out new words and ideas, discuss pictures and characters. Ask your child how she feels about the characters or events and relate these to your family's life.
- Tell stories together. Talk together about your family history, and discuss your memories of your trips together.

- Write and draw with your child. Let her draw pictures, compile a photo album or slide show, or write down those experiences she really enjoyed or that make her happy.
- Keep a diary: Encourage her to also write about those things that make her scared or sad in a diary.
- Visit the library often, join family book clubs, choose favourite authors and join your child in looking for interesting books.

How can I help my child with homework?

- Your child should spend at least 20 minutes on homework every day.
- Talk with your child's teacher. Know the purpose of the homework, and the class rules.
- Show enthusiasm for school and homework.
- Set aside time each day for homework. Don't leave it for just before bedtime, when it's stressful.
- Work on big projects over the weekends, especially if they involve getting together with classmates.
- Break assignments into smaller, more manageable bits.
- Provide a quiet study area with paper, markers, a ruler, pencils and a dictionary.
- Never do your child's homework! Check with your child's teacher about correcting homework.
- Practise spelling difficult words with your child every day.

How and when should my child do these tests?

- There should be a quiet and well-lit area with a desk and chair where the child can work. Make sure that there is a ruler, pencils, a sharpener, eraser and blue, red and black pens.
- Set aside time when your child will be able to do the test without being interrupted. Choose a time when your child is well-rested, such as a weekend morning.
- Set aside about 1 hour 45 minutes:
Comprehension and language – 1 hour
Break – 15 minutes
Writing – 30 minutes

TEST 1

Date:

Time:

Comprehension total: 20	Language total: $30 \div 2 = 15$	Writing total: $15 + 15$
My total:	My total: $\div 2 =$	My total: $+$



Read the letter carefully and answer the questions that follow.

Toe whom it may concern!

19 Primrose Street
Hillview
3406
28 December 2013

Dearest Kate

- ¹ Thank you for a most interesting week. I have really enjoyed going to school with you. The jungle gym is just perfect without a rough piece of wood in sight.
- ² I just thought that I would drop you a line to remind you of the benefits of your new shoes. You know the ones with the enormous pink flowers on them?
- ³ I understand your frustration in getting them to behave and match the correct feet but please *persist*; they really are so very *pretty*.



- 4 But it is not just because of the way that they look that I beg you to wear them. Their design is so clever that their soles can be removed for washing or for stuffing into another pair of shoes to make them fit us better. Their soft woollen inners remind me of when you dig us gently into the cat's unsuspecting tummy for a quick wriggle before he wakes up. What a sensation! The flowery footwear offers a softness that is quite a comfort from the usual dust, pebbles, grimy hot tar and occasional thorn piercing.
- 5 Because I am the biggest and have the most to do with balance, I always seem to be the one that gets injured, then smothered in that awful pink cream that reeks of burnt cinnamon, and covered by a super-hero plaster.
- 6 I must beg you to reconsider your bare feet and spare a thought for the challenges of your *phalanges*. I am rather attached to you and would like to remain so. No more stubbings, no more pink cream and no more strangulation super-hero plasters, please. Please wear the shoes!

Podiatarily yours
Big Toe



Comprehension

1. To whom is the letter written? (1)

2. Complete the sentence below by ticking the box next to the correct answer. (1)

The letter is written by ...

- Kate's mother.
- Kate's sister.
- Kate's teacher.
- Kate's big toe.

3. Is the statement *The shoes are cleverly designed* true or false?
Give a reason for your answer. (2)

4. Complete the sentence below by ticking the box next to the correct answer. (1)

The cream used on a scrape is described as smelling like ...

- reeking. burnt cinnamon.
 sweat. vinegar and cheese on a cream cracker with a touch of pesto.

5. Re-read the first and second paragraphs to help you complete the sentence below. Use one word only. (1)

The shoes are aesthetically pleasing therefore they are very ...

6. What two things in paragraph 6 make Big Toe unhappy? (2)

7. Complete the following sentence by filling in the missing words. Choose from the box below. (3)

corn plasters	remember	high heels	wear	foot	paw
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Kate tends not to _____ her shoes because she can't

_____ which _____ each must go on.

8. Describe the sensation that Big Toe enjoys. Quote from paragraph 4 to support your answer. (2)

9. What do you think Big Toe means when he says that he is attached to Kate and wishes to stay that way? (2)

10. What is Kate's big toe trying to achieve by writing her this letter? (1)

11. Explain why Big Toe is best qualified to write this letter. (2)

12. What would your reaction be to receiving a letter from your big toe? Explain. (2)

Language

13. Rewrite the following simple present tense sentence into the simple past tense: (1)

The jungle gym is just perfect without a rough piece of wood in sight.

14. Underline the auxiliary verb in the following sentence: (1)

I have really enjoyed going to school with you.

15. The words *reek* and *smell* are very similar in meaning. What do we call words that have a similar meaning? (1)

16. Look at the punctuation used in the word *cat's*.

16.1 What is the punctuation mark called? (1)

16.2 What is the purpose of this punctuation mark? (1)

17. What does the abbreviation P.S. stand for? Tick the box next to the correct answer. (1)

- Postage Stamps
- Pickled Sausages
- Post Script
- Postman Sergeant

18. Rewrite the following sentence with the correct punctuation: (4)

thank you said big toe for a most interesting week

19. Read the following contents page at least twice and then answer the questions.

Contents page	
<i>Introduction by Author Prof. Cal Caneus</i>	2
<i>Basic Anatomy of the Ten Phalanges.....</i>	5
<i>Naming each of the 250 000 sweat glands.....</i>	7
<i>Foot Health and Wellbeing: Diagnosing and Treating Tapping Disorders and Bunions.....</i>	20
<i>Ingrown Toenails: The Right and Left Tools for Surgery.....</i>	30
<i>Pedicure Etiquette: A Doctor's Guide to Footside Manner.....</i>	35
<i>Bromodosis: All's Well That Smells Well</i>	36

19.1 On what page does the chapter *Basic Anatomy of the Ten Phalanges* begin? (1)

19.2 Complete the sentence by ticking the box next to the correct answer. (2)

The shortest chapter in the book is:

- Pedicure Etiquette* and it is 8 pages long.
- Ingrown Toenails* and it is 4 pages long.
- Bromodosis* and it is 1 page long.
- Pedicure Etiquette* and it is 1 page long.

19.3 *Ingrown Toenails: The Right and Left Tools for Surgery*

a. What is the function of the colon in the chapter heading above? (1)

b. The word *Right* has two possible meanings. Write an antonym for each meaning of *Right*. (2)

_____ and _____

c. Complete the sentence by ticking the box next to the correct answer. (1)
Toenails is a/an:

- complex noun.
- compound noun.
- adjective.
- adverb.

19.4 The word *calcaneus* is the anatomical word for the human heel. Explain why this makes the name of the author humorous and say what literary device was used. (3)

19.5 What does the abbreviation *Prof.* stand for? (1)

19.6 Complete the sentence by ticking the box next to the correct answer.

In the chapter *Basic Anatomy of the Ten Phalanges* the word *Ten* is: (1)

an adjective.

an ordinal number.

a noun.

19.7 Complete the sentence by ticking the box next to the correct answer.

The word *Disorders* has a: (1)

prefix meaning not, or opposite.

suffix meaning not, or opposite.

presuffix meaning certainly not.

19.8 Form a complete sentence by adding a finite verb and predicate to the phrase below: (2)


Naming each of the 250 000 sweat glands _____.

19.9 The chapter entitled *Bromodosis: All's Well That Smells Well* has an idiom that has been changed to fit in with the theme of the book. Underline the changed idiom and rewrite it in its traditional form on the line provided. (2)

19.10 Underline the preposition in *Introduction by Author Prof. Cal Caneus*. (1)

19.11 Give the feminine form of the word *author*. (1)

19.12 Rewrite the following title in the passive voice: Prof. Cal Caneus wrote the introduction to the book. (2)



21. Write a dialogue between you and your ear lobe or thumb. Your dialogue must be ten sentences long. (15)

Answers

Test 1

Comprehension					
Question level	Skill level	Question numbers	Similar questions in other tests		
			Test 2	Test 3	Test 4
Literal	Learner is able to find answers in the text	1; 2; 6	1; 6; 7	3; 4	2; 3; 5
Reorganisation	Learner is able to manipulate information found in the text	4; 5; 7	2; 3; 10	2; 7	1; 4; 10
Inference	Learner is able to understand the text and reason on information	3; 9; 11	4; 8; 12	1; 5; 8	6; 7; 11; 12
Evaluation	Learner is able to make judgements based on evidence from the text	8; 10	5; 9	6	8; 9
Appreciation	Learner is able to respond intellectually and emotionally to the values implied in the text	12	11; 13	9	13
Language					
Question level	Skill focus	Question numbers	Similar questions in other tests		
			Test 2	Test 3	Test 4
Spelling and vocabulary	Word meaning Abbreviations	15; 19.11 17; 19.5	18; 20; 22	14; 21	14; 19.7–19.8
Punctuation	Apostrophe Direct speech punctuation	16 18	14; 19	15	15; 19.3
Grammar	Parts of speech	14; 19.6–19.8; 19.10	21; 23	10; 11.2–11.4; 12; 13; 16; 20; 21	19.1–19.2; 19.4–19.6; 19.9
Writing sentences	Tenses Passive voice	13 19.12	15; 16; 17; 24; 25	11.1; 17; 19	17; 18
Understanding specialised texts	Contents page	19.1–19.3		18	16

Comprehension

- The letter is written to Kate. (1)
- Kate's big toe. (1)
- The statement is true because, according to the text, their soles can be taken out and washed as well as used in other shoes to make them fit feet better. (2)
- burnt cinnamon. (1)
- The shoes are aesthetically pleasing therefore they are very pretty. (1)
- Being stubbed and covered in pink cream and a tight plaster. (2)
- Kate tends not to wear her shoes because she can't remember which foot each must go on. (3)
- Big Toe enjoys softness. "The flowery footwear offers a softness that is quite a comfort ..." (2)
- It could be either of the following interpretations: Big Toe is literally attached to Kate as a body part but this also suggests affection for her and ultimately he would like neither of the states or conditions to change. (2)
- Big Toe would like Kate to wear shoes more often to prevent him from being hurt. (1)
- Big Toe is the biggest of the toes and is always the one who seems to get injured. (2)
- Answers will vary. Award one mark for the reaction and another mark for logical support of that reaction. *Example*: I would be very shocked as toes are not expected to be able to communicate independently of the body to which they are a part. (2)

Language

13. The jungle gym was just perfect without a rough piece of wood in sight. (1)
14. I have really enjoyed going to school with you. (1)
15. synonyms (1)
- 16.1 It is an apostrophe. (1)
- 16.2 It shows the possessive case of the noun *cat* – it indicates that the tummy belongs to the cat. (1)
17. Post Script (1)
18. “Thank you,” said Big Toe, “for a most interesting week.” (4)
- 19.1 The chapter begins on page 5. (1)
- 19.2 *Pedicure Etiquette* and it is 1 page long. (1)
- 19.3 a. The colon introduces the focus of the chapter on ingrown toenails. (1)
- b. wrong and left (2)
- c. compound noun. (1)
- 19.4 This is a literary device known as a pun. It intentionally plays on words or themes

- to highlight them. In this case, it is funny that a man named after a part of the foot actually writes about feet. (3)
- 19.5 Professor (1)
- 19.6 an adjective. (1)
- 19.7 prefix meaning not, or opposite. (1)
- 19.8 Answers will vary. *Example:* is a difficult thing to do. (2)
- 19.9 The chapter entitled *Bromodosis: All’s Well That Smells Well*. The correct idiom is “All’s well that ends well.” (2)
- 19.10 *Introduction* by Author Prof. Cal Caneus. (1)
- 19.11 authoress (1)
- 19.12 The introduction to the book was written by Prof. Cal Caneus. (2)

Writing

20. You can use the following rubric to assess your child’s letter. (15)

Format (5 marks)					Total for format
Correct and consistently applied letter format (used without error). 5 marks	Mostly correct letter format applied. 4 marks	Inconsistently applied letter format. 3 marks	Mostly mis-applied letter format. 2–1 marks	Entirely absent letter format. 0 marks	
Grammar (5 marks)					Total for grammar
No punctuation and spelling errors. 5 marks	Minimal punctuation and spelling errors. 4 marks	Several punctuation and spelling errors but on the whole, meaning is clear. 3 marks	Many punctuation and spelling errors that obscure meaning. 2–1 marks	Many errors in punctuation and spelling with the result that meaning is totally obscured. 0 marks	
Content (5 marks)					Total for content
All relevant, on-topic cohesive sentences that convey creativity. A variety of sentence types are used. An engaging read. 5 marks	Mostly relevant, on-topic cohesive sentences that convey creativity. A variety of sentence types are used. An interesting read. 4 marks	Some relevant, on-topic cohesive sentences that convey creativity. No sentence type variety. A fair read. 3 marks	Lacking relevance, off-topic; creativity stifled with no sentence variety. A poor read. 2–1 marks	Not relevant at all; repetition of content. A poor read. 0 marks	
Grand total					

21. You can use the following rubric to assess your child's dialogue.

(15)

Format (5 marks)					Total for format
Correct and consistently applied dialogue format (used without error). 5 marks	Mostly correct dialogue format applied. 4 marks	Inconsistently applied dialogue format. 3 marks	Mostly mis-applied dialogue format. 2-1 marks	Entirely absent dialogue format. 0 marks	
Grammar (5 marks)					Total for grammar
No punctuation and spelling errors. 5 marks	Minimal punctuation and spelling errors. 4 marks	Several punctuation and spelling errors but on the whole, meaning is clear. 3 marks	Many punctuation and spelling errors that obscure meaning. 2-1 marks	Many errors in punctuation and spelling resulting in meaning being obscured. 0 marks	
Content (5 marks)					Total for content
All relevant, on-topic cohesive sentences that convey creativity. A variety of sentence types are used. An engaging read. 5 marks	Mostly relevant, on-topic cohesive sentences that convey creativity. A variety of sentence types are used. An interesting read. 4 marks	Some relevant, on-topic cohesive sentences that convey creativity. No sentence type variety. A fair read. 3 marks	Lacking relevance, off-topic; creativity stifled with no sentence variety. A poor read. 2-1 marks	Not relevant at all; repetition of content. A poor read. 0 marks	
Grand total					