

# Primary 5 English Language Workshop for Parents 2024



# Overview



What to expect in P5 & P6 EL



Skills & Strategies



Home-School Partnership

# EL Syllabus and STELLAR 2.0

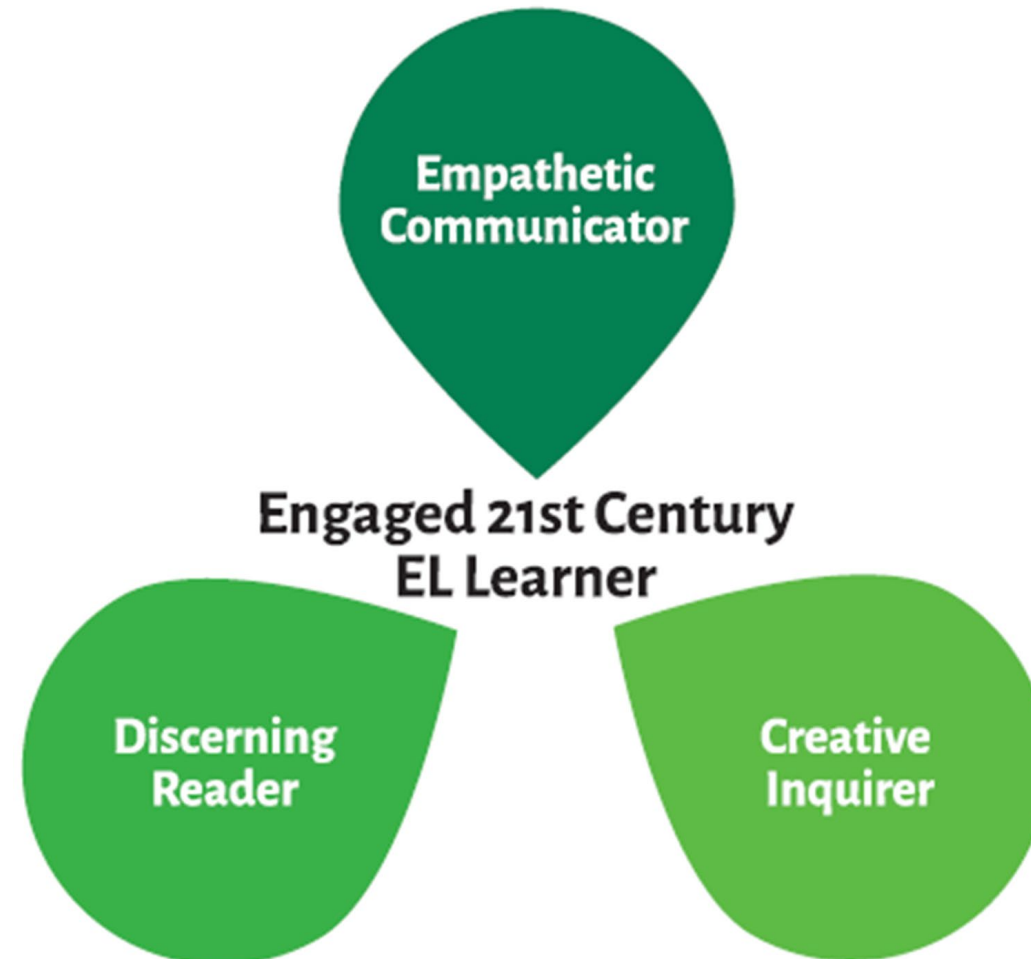
Strategies for English Language Learning And Reading 2.0

The 6 Areas of Language Learning are:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary

# English Language Syllabus 2020

## Desired Learner Outcomes



# EL Syllabus and STELLAR 2.0

To prepare students for the future, there is greater emphasis on:

1. Multiliteracies
  - expose students to different types of texts
2. Metacognition
  - develop self-regulation and self-monitoring skills
3. Inquiry through Dialogue
  - opportunities for students to discuss issues

# EL Assessment Format (w.e.f. PSLE 2025)

Component	Marks	Duration
<b><u>Paper 1</u></b> (Situational Writing & Composition Writing)	50	1h 10 min
<b><u>Paper 2</u></b> (Language Use & Comprehension)	90	1h 50 min
<b><u>Paper 3</u></b> (Listening Comprehension)	20	about 35 min
<b><u>Paper 4</u></b> (Reading Aloud & Stimulus-based Conversation)	40	about 10 min: 5 min preparation time and 5 min exam time

# Paper 1 – Writing

Component	Marks	Weighting
<p><u>Situational Writing</u> (14m) Write a short functional piece (e.g., email, letter, report) to suit the purpose, audience and context of a given situation.</p> <p><u>Continuous Writing</u> (36m) Write a composition of at least 150 words about a given topic. 3 pictures will be provided on the topic offering different angles of interpretation.</p>	<b>50</b>	<b>25%</b>

# Sample of Situational Writing (14m)

## Cake-R-Us Bakery

### 2024 June Holiday Baking Courses for Students

Calling all young and aspiring bakers! Cake-R-Us Bakery is conducting June school holidays baking classes for students. Our Chief Baker will teach participants the basics of cupcake and pastry making. At the end of each class, each participant will take home his or her own amazing creations!

#### Participants Will Learn:

- the basics of cupcake and pastry making;
- estimation, volume and weight using kitchen measures;
- good hygiene practices in food preparation;
- teamwork and sharing.



#### Cupcake Making Course

*Bake and create cupcakes with delightful toppings*

Date: 7, 14 and 21 June (Fridays)

Time: 7 p.m. to 9 p.m.



#### Pie Making Course

*Bake pastries with spicy and savoury fillings*

Date: 8, 15 and 22 June (Saturdays)

Time: 2 p.m. to 5 p.m.



#### Cost per person:

Member of Cake-R-Us: \$45

Non Member : \$65

: \$55 (if attending with a Cake-R-Us member)

For enquiries, please call Miss Candice (Tel. No. 62968911) during office hours from 8 a.m. to 5 p.m. daily.

#### Course Registration:

- Register at Cake-R-Us Office: Queenstown Mall, 180 Queenstown Road #08-03 Singapore 208539  
OR
- Register online at <http://www.cakerus.com.sg>

#### Your task

You are a member of Cake-R-Us Bakery. You received a flyer about the June Holiday Baking Courses conducted by the Chief Baker of Cake-R-Us Bakery. You want to tell your best friend, Colin, about it. Both of you like sweet treats.

**Write an email to Colin (who is not a member of Cake-R-Us) to ask him to attend the Baking Course with you.**

You should refer to the flyer on the previous page. The bullet point underlined below requires you to come up with your own information.

In your email, include the following information:

- who will be conducting the course
- the course you would like Colin to attend with you and why
- the advantage of attending the course with you
- how Colin can find out more details about the course
- how will Colin benefit after attending the course.

You may reorder the points. You should write your email in complete sentences.



# Sample of Paper 1 Continuous Writing (36m)

## Part 2: Continuous Writing (40 marks)

2 Write a composition of at least 150 words about a **challenge**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the challenge?
- Why was it challenging?

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



- **One topic** but with greater scope for writing from different perspectives
- **Pictures to provide ideas** for various perspectives
- Make use of **at least 1** given picture

# Continuous Writing Strategies

- Reading appropriate materials to adapt and adopt:
  - Comprehension passages
  - STELLAR Readers
- News articles
- Vocabulary building

# Paper 2 – Language Use & Comprehension

Component	Marks	Weighting
<u>Booklet A (Multiple Choice Questions)</u> Grammar (10m) Vocabulary (5m) Vocabulary Cloze (5m) Visual Text Comprehension (5m)	<b>90</b>	<b>45%</b>
<u>Booklet B (Open Ended)</u> Grammar Cloze (10m) Editing (10m) Comprehension Cloze (15m) Synthesis & Transformation (10m) Comprehension (20m)		

# Sample of Visual Text Comprehension (5m)

## Text 1

The text below shows a poster promoting the superhero movie, *Avengers: Age of Ultron* about an artificial intelligence system that plans to wipe out the human race.



## Text 2

The text below is information adapted from the Computer Weekly website.

Whether artificial intelligence (AI) is a friend or foe depends on how we use it. There are numerous ways in which AI is used in our lives. In one instance, a device was used to read the brain waves of a paralysed man, send instructions to his muscles enabling him to walk again. In another instances, we have seen AI being used extensively in the workplace and even plan holidays for us.

Moving forward, AI will be instrumental in helping us make informed decisions and generate impactful solutions to our current problems such as the climate crisis. Rather than replacing us, AI should be viewed as a partner to do repetitive tasks thus making our work easier.

To reap the benefits of AI, people must be educated on how to use technology responsibly and effectively. Discussing AI should not be used to instil fear, but to identify the risks and dangers of the technology and monitor them accordingly.

One thing is certain: There is no substitute for human connection. In fact, text generated by AI can be imperfect in terms of tone, and even contain certain biases. It may not be able to consider different perspectives and be inclusive of everyone. While the advancements in AI may currently be creating more questions than answers, we cannot shy away from the debate.

# Sample of Visual Text Comprehension (14m)

Based on the poster in Text 1, which of the following best fits the film you expect to see?

(1) Horror

(2) Fantasy

(3) Comedy

(4) Documentary

( )

Why did Text 2 mention that there is no substitute for human connection?

(1) Technology is too risky and dangerous.

(2) It is believed that AI can replace humans.

(3) AI cannot perform tasks that require human emotions.

(4) Texts generated by artificial intelligence contain errors in terms of tone. ( )

We cannot trust the way Text 1 portrays artificial intelligence because Text 2 says \_\_\_\_\_.

(1) AI is imperfect with its biasness

(2) AI can be used to plan holidays

(3) AI will help humans tackle the problems we face

(4) AI is used to do mundane tasks and ease our workload

( )

# Editing (10m)

Sand tiger sharks are also known as sand tigers or grey nurse sharks. Like all sharks,

(1)

sand tigers breathe underwater, through their gills. However, they have one uneeqik

(2)

behaviour. It is the only shark that comes to the surface to gulps air but not to breathe.

(3)

The air ends up in its stomach, making the shark more boyyant, so that it can float

(4)

motionless in the water as it watches out its prey.

(5)

Sand tigers have big appetites. With a row of jagged teeth, they look furasious.

(6)

However, these fish are not very agresive towards people. Many aquariums keep sand

(7)

(8)

tiger sharks in its shark exhibits because they are so impressed to look at and survive

(9)

well in captivity.

Some sharks lay eggs while others, like the sand tigers, give birth to their young

(10)

alive. Their young are call pups. A pup can be at least a metre long.

- Tests students on EDITING skills
- Passage has 10 errors
- Words UNDERLINED contain either a spelling or grammatical error

# Editing - Spelling

- A spelling error occurs when a **nonsensical** word is given.
- E.g., daredecayted → a nonsensical word  
correct word: dedicated

# Editing - Spelling

Break the misspelt word into its syllables

Replace with a similar sounding word

Check:

- Does your word have the same number of syllables?
- Should the word end with “s” or “ed” or “ly”?

(given in the misspelt word)

**E.g., sygnifikantly** syg/ni/fi/kant/ly  
sig/ni/fi/cant/ly

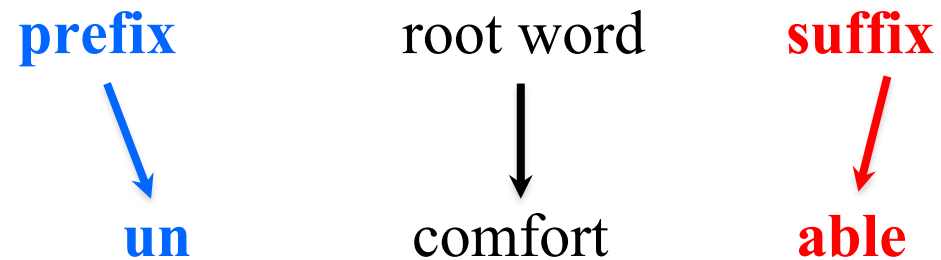
**significantly**





# Editing - Spelling

If a word consists of prefix or suffix, break it up and check the spelling of each part.



# Editing - Grammar

- Recognise that there are **four word forms**:  
**Nouns, Verbs, Adjectives, & Adverbs**
- All these **four word forms** share its central meaning.

e.g.,

noun



apology

verb



apologise

adjective



apologetic

adverb



apologetically

# Editing - Grammar

Language items that might be tested:

- ❖ Subject-Verb Agreement – singular or plural
- ❖ Parts of Speech – verb, noun, adjective, adverb
- ❖ Conjunctions – but, due to, either...or
- ❖ Prepositions – above, on, at
- ❖ Pronouns – you, which, themselves, somebody
- ❖ Determiners – a, the, my, this, some
- ❖ Modals – can, would, must
- ❖ Tenses – simple present/past, past participle, continuous tense

# Editing - Grammar

## Golden Rule:

Each grammatical error should be corrected according to the type of error made.

# Editing - Grammar

e.g., The strict teacher accepts either sloppy **nor** late work.

Do you know that 'either' is part of a paired conjunction, i.e., **either...or**?

**The correct answer must also be a conjunction.**

**neither... nor**

# Editing - Grammar

e.g., Participants which do not come for practice will not be allowed to take part in the competitions.

Since the underlined word is a pronoun, remember that the answer **MUST** be another pronoun, i.e., who, *whom*, *whose*, *that*, *which*, *when*, *where*



## Comprehension Cloze (15m)

- Passage contains 15 blanks
- Differentiates language mastery
- Blanks assess GRAMMAR and VOCABULARY



# Comprehension Cloze

## 1<sup>st</sup> Reading

Read through the passage once **without** filling in any blanks.

### How does this help?

Reading through the passage helps students get a flow of it and understand its content better. This is important for blanks which may be thematically linked.

# Comprehension Cloze

## 2<sup>nd</sup> Reading

- For blanks that require a verb, e.g., **fought, was, have**, students need to look for the doer (singular/plural) and time marker, e.g., **every week, tomorrow** (past/present).

## PSLE 2015

For **thousands of years**, human beings have enjoyed a close relationship with animals. Humans **at that time** relied mainly on hunting to obtain food.

# Comprehension Cloze

## 2<sup>nd</sup> Reading

Look for **contextual clues**, words that hint what the blank might be based on the content or language used.

### PSLE 2015

Goats were subsequently tamed to provide humans **with milk and meat**.

- 'milk and meat' provide the context
- 'with' provides the grammar clue [give (x) as it does not take the preposition, 'with']

# Comprehension Cloze

## Types of Contextual Clues

### 1. **Synonyms (Words with similar meanings)**

If a point is being emphasised, repeated or elaborated, it is likely that a synonym is needed.

### PSLE Specimen Paper

A wedding is an example of such occasion, where friends and relatives congratulate the **couple** on their happy union. Presents are often given to the **bride and groom**.

# Comprehension Cloze

## Types of Contextual Clues

### 2. Compare and Contrast

Look out for words that signal whether two events are the same or different, e.g., however, but, while, similarly

### PSLE 2015

For example, **it was common in the past** for lions and bears to be trained to perform tricks in circuses. **However**, it has become less common these days due to concerns about animal welfare.

# Comprehension Cloze

## Types of Contextual Clues

### 3. Cause and effect

Such clues require the student to identify the cause or effect in order to have an idea of what the other is.

### PSLE Specimen Paper

When **large amounts of excess or unwanted materials are thrown away**, more rubbish is therefore                     produced                    

**cause**  
**effect**

# Comprehension Cloze

## Types of Contextual Clues

### 4. Grammar

These include phrasal verbs (put **out** a *fire*, put **away** his *books*) and prepositions to indicate which word is suitable (**refrain** *from* shouting and not **avoid** *from* shouting).

### PSLE 2015

Animals have also been used to help patients recover  
**from** their **illness**.

- 'illness' gives the context of recovery
- 'from' acts as a grammar clue - 'cure' (x)

# Comprehension Cloze

## Tricky Situations

- Do NOT jump to conclusions
- Read forward and backward to pick up clues

e.g., There was once a **lazy** tailor named David, who employed **two young lads**. He worked \_\_\_\_\_ hard, and often kept **them** at work till late at night.

### Common error

He worked **very** hard, and often kept *them* at work till late at night.

### Answer

He worked **them** hard, and often kept *them* at work till late at night.



# Comprehension Cloze

## 3<sup>rd</sup> Reading

Read through the entire passage once more for **fluency** and to ensure that the correct tenses and word forms have been used.

# Synthesis & Transformation (10m)

- 5 questions, 10 marks
- Precision needed
- Common grammar items
- Synthesis: combining two sentences using a given connector
- Transformation: changing word class, reported speech, active & passive voice

# Synthesis & Transformation

Jack's friends respected him for helping the old lady.

Jack was respected by his friends  
for helping the old lady.

Jack's friends have always respected him.

Jack has always been respected  
by his friends.

# Synthesis & Transformation

Upon seeing the cat chase the toy mouse, the child laughed.

The child laughed at the \_\_\_\_\_  
**sight of the cat chasing the toy mouse** .

# Open-Ended Comprehension (20m)

- 10 questions, 20 marks
- Various question types, ranging from 1 to 4 marks
- Marks awarded for content
- No deduction for language errors unless meaning is distorted



## What usually happens when students attempt the Open-Ended Comprehension?

- Little deep reading
- Lack of questioning while reading
- Little understanding of the passage
- Do not spend time reading the questions carefully
- Unable to answer questions fully and accurately

# Reading Comprehension Strategies

- Making Connections
- Visualising
- Asking Questions
- Inferring

# Open-Ended Comprehension

- sequence details
- identify cause and effect
- compare and contrast
- categorise and classify given details
- distinguish fact and opinion
- draw conclusions
- interpret and integrate information
- identify problem and solution



# Open-Ended Comprehension

Based on the story, state whether the following statement is true or false, then give one reason why you think so. [1m]

	True/False	Reason
<u>Peter searched for the huge honeydew</u> because he wanted very much to taste the juicy fruit.	<b>False</b>	<b>He was curious to find out if what Sarah had said about the huge honeydew was true.</b>

Lines 18-20

... My curiosity aroused, I stepped into the patch and began searching for the spectacular fruit... The moment I saw it, my mouth watered and I longed for a taste of the juicy fruit.

# Open-Ended Comprehension

**Based on information from lines 21-39, fill in the blanks in the following table. [1m]**

How Peter felt	What made Peter feel that way	What Peter did as a result
ashamed	<b>He realised that the honeydew was meant as a birthday gift for Sarah's sister.</b>	He retrieved as many seeds as he could.

**Lines 32-33**

**“The fruit was for my little sister, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a taste of honeydew. Now I have nothing to give her.”**

# Open-Ended Comprehension

What do you think Mandy “instinctively understood” (line 44)? Support your answer with an example of how Mandy showed this understanding. [2m]

It was the value/importance of sharing.  
She invited all her friends to eat/share the  
(three giant) honeydews.

Lines 41-44

... Mandy immediately invited all her friends to her house. As we munched on our slices of honeydew, I thought with admiration that I was twice Mandy’s age, yet it had taken me a hard lesson before I learnt what she instinctively understood.

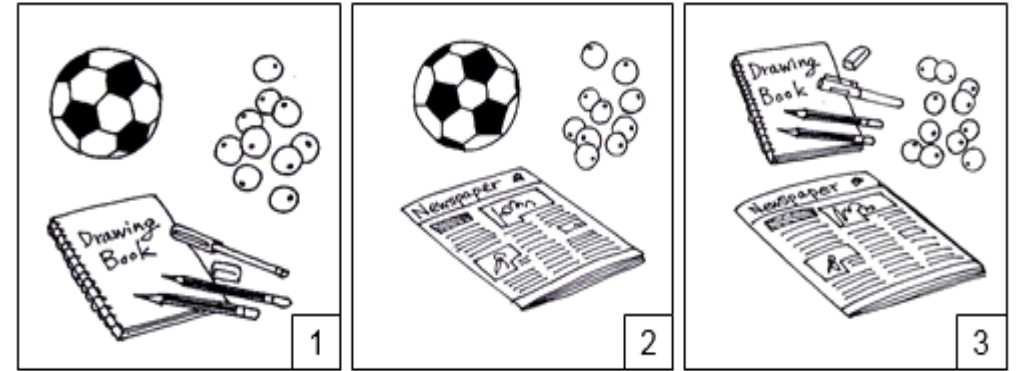
# Paper 3 – Listening Comprehension

Component	Marks	Weighting
Listening Comprehension (Multiple Choice Questions)	<b>20</b>	<b>10%</b>

# Paper 3 (Listening Comprehension)

- 20 MCQs, 1 mark each
- Texts read come in various forms
- 7 questions with graphic representations
- Each text will be read twice
- Time is given for students to read the questions

1 Which picture shows Shania's final CCA choices?



2 Which picture shows Paul's initial CCA choices?



# Paper 4 – Oral

Component	Marks	Weighting
<p><u>Reading Aloud</u> (15m) Read aloud a text to suit the purpose, audience and context of a given situation.</p>	<b>40</b>	<b>20%</b>
<p><u>Stimulus-based Conversation</u> (25m) Engage in a conversation with the examiner(s) on a topic based on a photo stimulus.</p>		

# Reading Aloud

Suzy was overjoyed. Her school had selected her to take part in the Inter-school Cycling contest!

A week after she had shared this piece of good news with her family, she returned home from school to see a shiny new bicycle at her front door. With a quickening heart, she ran up to the bicycle and stroked its beautiful, gleaming frame and sturdy leather seat. She was so engrossed in admiring the new bicycle that she did not realise her father had walked up to her.

"Do you like it?" he asked, grinning broadly.

"Oh yes! Thank you, Dad, thank you!" Suzy cried with joy and asked, "Is it really mine?"

"Yes, your mother and I noticed that your old bike is getting rusty. So, to encourage you in your love for cycling, we decided to give you this surprise gift."

From that day onwards, Suzy practised cycling in the park every morning with her father. It became such a habit with them that long after the competition was over, they still continued with their daily exercise.



**PALM VIEW PRIMARY SCHOOL**  
**END OF YEAR EXAMINATION**  
**ENGLISH LANGUAGE**  
**ORAL ASSESSMENT**  
**PRIMARY 5**

Reading Aloud	15
Conversation	25
Total	40

Name: \_\_\_\_\_ ( ) Date: \_\_\_\_\_

Class: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

**Reading Aloud**

Criteria					
<b>Pronunciation</b>	Clear and consistently good pronunciation <input type="checkbox"/>	Clear pronunciation <input type="checkbox"/>	Generally clear pronunciation <input type="checkbox"/>	Generally intelligible pronunciation <input type="checkbox"/>	Occasionally intelligible pronunciation <input type="checkbox"/>
<b>Expressiveness</b>	Effective variation of pitch and tone	Appropriate variation of pitch and tone	Some variation of pitch and tone	Some attempt at using appropriate pitch and tone	A slight attempt at intonation
<b>Fluency</b>	Fluent reading delivered with appropriate pauses and without hesitations <input type="checkbox"/>	Smooth delivery with almost no hesitations <input type="checkbox"/>	Generally smooth delivery <input type="checkbox"/>	Some instances of fluent delivery <input type="checkbox"/>	A slight attempt at fluency <input type="checkbox"/>



# Stimulus-based Conversation



- a) How do you think the people in the photograph might be feeling? Why?
- b) What kind of activities do you enjoy doing with your friends?
- c) Do you think it is important to be a good friend? Why or why not?

## Stimulus-based Conversation

Criteria		☺☺☺☺☺	☺☺☺☺	☺☺☺	☺☺	☺
<b>Personal Responses</b>		Gives personal responses which are well-developed	Gives personal responses with some development	Gives personal responses with a little development	Gives a few personal responses with simple development	A slight attempt to respond to the prompt(s)
<b>Clarity of expression</b>	<b>Fluency</b>	Clear and confident	Generally clear	Clear at times	Occasional hesitations and/or false starts	Long pauses
	<b>Language Use and Pronunciation</b>	Uses a wide range of appropriate vocabulary and structures, supported by clear pronunciation	Uses a range of largely appropriate vocabulary and structures, supported by mostly clear pronunciation	Some attempt to use appropriate vocabulary and structures, with fairly clear pronunciation	Uses mostly simple vocabulary and structures, with generally intelligible pronunciation	A few instances of simple vocabulary and structures; occasionally intelligible pronunciation
<b>Engagement</b>		Interacts very well, sometimes extending the conversation beyond the prompt(s)	Interacts well by responding appropriately to the prompt(s)	Interacts reasonably well with some encouragement from the examiner	Able to interact with encouragement from the examiner	A slight attempt to engage in a discussion

Comments (if any):

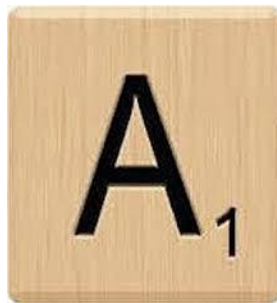
---



---

# Conversation Strategies

- Decision making opportunities
- Authentic situations / prior experiences
- Journalling
- Discussions / conversations



Answer



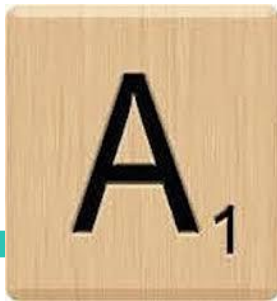
Reason



Elaborate

# Conversation Strategies

- Decision making opportunities
- Support decision with reasons



Answer



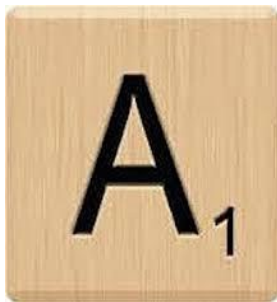
Reason



Elaborate

# Conversation Strategies

- Realia
- Make comparisons



Answer



Reason



Elaborate

# Conversation Strategies

## STELLAR Themes (Primary 3 to 6)

- Journalling life experiences

My experiences	School	Neighbourhood	Values	Relationships
Illness	Sports	How do people live, work & play	Being helpful	Making new friends
Emotions	Cyberwellness	Road safety	Truthfulness	Friendship
Fear	Subjects	Natural disasters	Bravery	Bullying
Hobbies - Art - Photography	Examinations	Conservation and caring for endangered animals	Appreciation	Family relationships / bonds
Challenges	CCA	Transportation	Honesty	Conflict
Celebrations	VIA	Environmental pollution and awareness	Responsibility	Animal-man partnership
Travel	Camps	Places of interest	Wise counsel	Making amends
Party Games	Learning journey		Care	Pets
Overcoming fears / odds	School events		Respect	
Aspiration			Resilience	
Healthy Living			Integrity	

# Little Red Dot

- Exposure to contemporary issues to encourage critical thinking
- Use of photos, illustrations and graphics to build students' multiliteracies
- Range of reading activities conducted by EL teachers

# Little Red Dot

## Editing Roald Dahl: Help children to navigate history, don't try to rewrite it

There are layers of covert censorship that affect the production of children's books

Michelle Smith

Although several of his best-known children's books were first published in the 1960s, Roald Dahl is among the most popular authors for young people today. The recent decision by publisher Puffin, in conjunction with The Roald Dahl Story Company, to make several hundred revisions to new editions of his novels has been described as censorship by Salman Rushdie and attracted widespread criticism.

The changes, recommended by sensitivity readers, include removing or replacing words describing the appearance of characters, and adding gender-neutral language in places. For instance, Augustus Gloop in *Charlie And The Chocolate Factory* is no longer "fat" but "enormous". Mrs Twit, from *The Twits*, has become "beastly" rather than "ugly and beastly". In

Matilda, the protagonist no longer reads the works of Rudyard Kipling but Jane Austen. While the term "cancel culture" has also been used to describe these editorial changes, there is actually a long history of altering books to meet contemporary expectations of what young people should read.

Should we consider children's literature on a par with adult literature, where altering the author's original words is roundly condemned? Or do we accept that children's fiction should be treated differently because it has a role in inducting them into the contemporary world?

### 'BOWDLERISING' LITERATURE

Thomas Bowdler's *The Family Shakespeare* was published in 1807 and contained 20 of the author's plays. It removed "words and expressions... which cannot with propriety be read aloud in a family", specifically in front of

women and children.

"Bowdlerising" has since come to refer to the process of altering literary works on moral grounds, and bowdlerised editions of Shakespeare continued to be used in schools throughout the 20th century.

While Shakespeare's works were not intended specifically for children, the fiction of Enid Blyton is a more recent example of bowdlerisation of works regarded as classics of children's literature. There have been several waves of changes made to her books in the past four decades, including to *The Faraway Tree* and *The Famous Five* series.

While Blyton's fiction is often regarded as formulaic and devoid of literary value, attempts to modernise names and remove references to corporal punishment, for example, nevertheless upset adults who were nostalgic for the books and wished to share them with children and grandchildren.

### HOW IS CHILDREN'S LITERATURE DIFFERENT?

Children's literature implicitly shapes the minds of child readers by presenting particular social and

cultural values as normal and natural. The term we use for this process within the study of children's literature is "socialisation".

People do not view literature for adults as directly forming how they think in this way, even if certain books might be seen as obscene or morally repugnant.

While many people are outraged at the overt censorship of Dahl's novels, there are several layers of covert censorship that have an impact on the production of all children's books.

Children's authors know that certain content and language will prevent their book from being published.

Publishers are aware that controversial topics, such as sex and gender identity, may see books excluded from libraries and school curriculums, or targeted for protest. Librarians and teachers may select, or refuse to select, books because of the potential for complaint, or because of their own political beliefs.

Several of Dahl's books have previously been the subject of adult attempts to rewrite or ban them. Most notably, *Charlie And The Chocolate Factory* (1964) was

partially rewritten by Dahl in 1973 after pressure from the National Association for the Advancement of Coloured People and children's literature professionals.

Dahl's original *Oompa Loompas* were "a tribe of tiny miniature pygmies" whom Willy Wonka "discovered" and "brought over from Africa" to work in his factory for no payment other than cacao beans.

While Dahl vehemently denied that the novel depicted black people negatively, he revised the book. The *Oompa Loompas* then became residents of "Loompaland" with "golden-brown hair" and "rosy-white skin".

### HISTORICAL CHILDREN'S BOOKS TODAY

Children's literature scholar Phil Nel suggests in *Was The Cat In The Hat Black? The Hidden Racism Of Children's Literature And The Need For Diverse Books* that we have three options when deciding how to treat books containing language and ideas that would not appear in titles published today.

First, we can consider these books as "cultural artefacts" with historical significance, but which we discourage children from reading. This option works as a covert form of censorship, given the power adults hold over what books children can access.

Second, we can permit children to read only bowdlerised versions of these books, like those recently issued by Dahl's publisher. This

undermines the principle that literary works are valuable cultural objects, which must remain unchanged. In addition, revising occasional words will usually not shift the values now regarded as outdated in the text, only make it harder to identify and question them.

Third, we can allow children to read any version of a book, original or bowdlerised. This option allows for the possibility of child readers who might resist the book's intended meaning.

It also enables discussion of topics such as racism and sexism with parents and educators, more easily achieved if the original language remains intact. While Professor Nel favours this approach, he also acknowledges that refusing to alter texts may still be troubling for segments of the readership (for example, black children reading editions of Mark Twain's *Huckleberry Finn* in which the "N" word has not been removed).

Dahl's novel *Matilda* emphasises the power of books to enrich and transform the lives of children, while also acknowledging their intelligence as readers.

Although many aspects of the fictional past do not accord with the ideal version of the world we might wish to present to children, as adults we can help them to navigate that history, rather than hoping we can rewrite it.

Michelle Smith is senior lecturer in literary studies at Monash University in Australia. This article was first published in *The Conversation*.

## Parrot ill-treated by woman in viral video rescued

Yang Li Xuan

A parrot that was ill-treated in the back by a woman and fed saliva in a viral video has been rescued by an animal welfare society.

Parrot Society Singapore said in an Instagram post on Sunday night that the parrot will be taken to a vet the next day.

A spokesman said: "The Straits Times said the parrot was rescued on Sunday with the help of Instagram and members of the public who came forward."

Parrot Society Singapore is a non-profit animal welfare society established in 2007 by a group of dedicated parrot owners. It aims to improve the welfare of parrots kept in Singapore through education and outreach, and to provide a sustainable rescue through which abandoned, neglected and mistreated parrots can be saved.

In the video that garnered much attention on Sunday, the woman flung her saliva on the parrot and flicking its back several times. Later, she feeds it her saliva.

The footage was initially shared online on a Instagram-owned bird gossiping Facebook, and the video was said to have gone viral after it landed the first parrot. The original post has been taken down.

According to the society, the parrot is a green-cheeked amazon native to South America and one language, so it is likely an escapee pet.

The video sparked condemnation online, with one netizen on Reddit calling it "horrifying", and

another saying it was "hideous". In another post on Facebook, the woman uploaded 107 photos of the parrot eating a chicken-flavoured paper Mung snack.

The society explained that flicking a parrot's back is like flicking a person's lips and teeth. "This is the same amount of disgusting pain the parrot would have suffered," its spokesman said.

Parrots are also physiologically different from mammals, as their immune systems might not be able to fight certain types of bacteria present in the woman's saliva, the spokesman added.

The society has contacted the parrot's owner, and said it intends to take it to a vet this week to check on its health on Monday. Puffin is being taken care of by a volunteer now, but the society hopes to reunite the parrot with its owner if that is successful. It may put Puffin up for adoption.

The society advised that if the public were to encounter a bird which they think is a escapee, they should try to secure the bird first. If they fail, they could alert rescue groups such as Local Bird Rescue SG or R.I.B.E. (Birds Alive in Rescued Singapore) Helpline, or contact the society via Facebook or Instagram.

It's Jessica Koo, group director of the Animal and Veterinary Services (AVS), said on Monday that AVS has received the bird, and is looking into the case. Five-time offenders caught abusing an animal can be fined up to \$10,000, jailed up to 18 months, or both.

enquiries@ps.org.sg



The parrot, a green-cheeked amazon, was seen in a viral video being ill-treated in the back and being fed saliva by a woman. It was rescued by Parrot Society Singapore on Sunday (PHOTO: PARROT SOCIETY SINGAPORE)



# Partnering Parents



# Home-School Partnership



Share what is learnt in school.



www.bmawordwall.com | Copyright © Dutch Renaissance Press LLC

Talk about issues happening locally and around the world, allowing your child to develop their opinions.



Promote good reading habits & provide opportunities to read.



Encourage your child to explore ideas, concepts and areas of interest.

# Supporting your child at home



## Authentic experiences

- different settings, different opportunities
- e.g., supermarket, playground, public transport



## Building knowledge, vocabulary and opinions

- encourage good reading habits
- provide opportunities to read and discuss issues



# Library activities at home

1. Free e-books
  2. Journal
  3. Visit the local library
- 