



Faculty of **Education**
The University of Hong Kong



優質教育基金
Quality Education Fund

Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)

Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (2019-2020)

Primary 5

English Language

Accidents

Look Out!

Name: _____

Student No.: _____

Class: _____

Table of Contents

<i>Accidents – Reading</i>	1
Pre-reading Stage	1
Task 1 – Dangers in the kitchen.....	1
While-reading Stage	3
Post-reading Stage	4
Task 1 – Reading Comprehension	4
Task 2 – Text summary with grammar exercise – Past tense	5
<i>Accidents – Writing</i>	6
Writing task	6
Pre-writing Stage	7
Task 1 – Text Analysis.....	7
Task 2 – What accidents may happen at home?	8
Task 3 - ‘When/While’ grammar practice with pictures given/ Pick&Tell.....	10
While-writing Stage	12
Task 1 – Write the beginning of the story.....	12
Task 2 – Individual Writing.....	13
Post-writing Stage	14
Task 1.1 – Self-assessment checklist on language.....	14
Task 1.2 – Writing rubrics (together with a complete self-assessment checklist).....	15

Copyright disclaimer

This project is supported by Quality Education Fund (Project No. EDB/QEF 51/17)
 The Trustee of the Quality Education Fund is the owner of the copyright of this product.
 Any reproduction of this product for commercial purposes is strictly prohibited unless prior
 written consent has been obtained from the Trustee of the Quality Education Fund.

此計劃由優質教育基金贊助 (計劃編號 EDB/QEF 51/17)

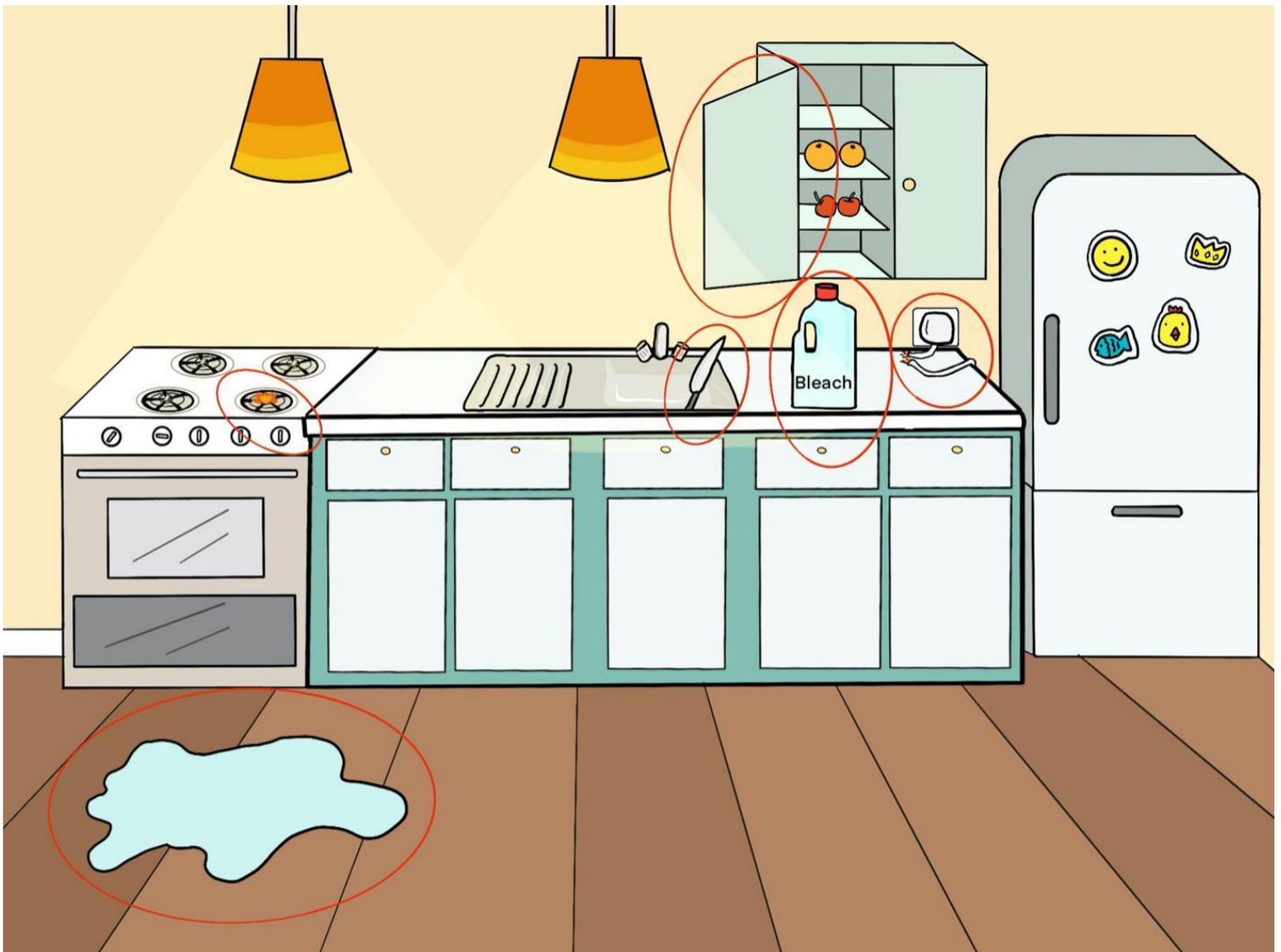
此計劃產品權屬優質教育基金擁有，未經許可，不得翻印以作商業用途。

Accidents – Reading

Pre-reading Stage

Task 1 – Dangers in the kitchen

- a. What are the dangers shown in the following picture? What possible accidents can be caused by these objects?



Dangerous objects	Possible accidents

- b. What other accidents can happen in the kitchen? Write down the possible accidents AND/OR what objects in the kitchen may make these accidents happen.

While-reading Stage

10th May, 2020 Sunday

Rainy

I had a terrible day today. This afternoon, I was doing my homework at home when I started to feel hungry. My mum was talking on the phone. ‘Mum is busy,’ I thought to myself, so I decided to get soup from the kitchen by myself.

I found a pot of hot soup on the stove. ‘That smells yummy! But the stove is a bit high’. I thought. I tried raising my arm to get the pot, but I was too short. Luckily, there was a stool in the kitchen. I stood on it but I was still a bit short. Finally, I could reach the soup on tiptoes.

However, I was pouring some soup into a bowl when I lost balance and fell down from the stool. I spilled the hot soup on myself and burnt my hands. I also twisted my ankle when I fell. I lay on the floor and felt very painful, so I cried loudly, ‘Mum!’

Mum heard the noise and rushed into the kitchen. She was very worried when she found me badly injured. ‘Are you OK?’ She asked. I could only answer her with tears. She quickly took me to the hospital to see the doctor. ‘Can you take a look at my daughter’s hands and ankle? She burnt herself with hot soup and also hurt her ankle!’ Mum said worriedly. ‘Don’t worry,’ the doctor replied. ‘I will put some cream on the wounds and cover them with a bandage.’

Before we left the hospital, the doctor asked me, ‘Are your hands painful?’ ‘No,’ I sobbed. But I could not stop crying because I was afraid there would be scars on my hands. I would surely be more careful with hot soup in the future.

Language focus:

- action verbs with ‘said’: asked, cried, replied, sobbed
- dialogue: direct speech
- adjectives to describe feeling: painful, worried
- reflexive pronouns: myself, herself

Post-reading Stage

Task 1 – Reading Comprehension

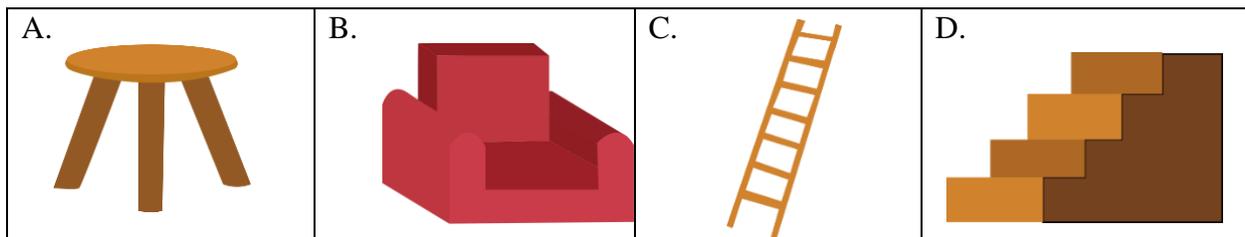
1. What type of the text is the above passage?

An email. / A poem. / A diary. / A procedure.

2. How did the writer feel when she was doing homework? (locating specific info)

Delighted. / Tired. / Dizzy. / Hungry.

3. Which of the following pictures is a stool? (word meaning)



4. Why did the writer need to take a stool when she wanted to take the soup? (locating specific info)

- A. It was because she was not tall enough to get the soup from the stove.
- B. It was because her mum asked him to do so.
- C. It was because she wanted to get the soup as fast as he could.
- D. It was because she thought it was fun.

5. Why did the writer fell down from the stool? (locating specific info)

- A. It was because she was pouring some hot soup.
- B. It was because she lost balance.
- C. It was because she was afraid.
- D. It was because she was too short.

6. What does the word ‘cried’ mean in the following sentence: ‘...so I cried loudly...’? (word meaning)

- A. It means to produce tears as the result of a strong emotion.
- B. It means to call out loudly.
- C. It means a period of crying.
- D. It means the noise that a bird or animal makes.

7. What did Mum do at once when she heard the writer crying? (locating specific info)

- A. She took the writer to the hospital.
- B. She ran quickly to the kitchen.
- C. She called the ambulance.
- D. She made a phone call to the doctor.

8. What is the gist of paragraph 3? (main idea)

- A. It tells how the writer got hurt.
- B. It tells the writer's weakness.
- C. It tells how mum helped the writer.
- D. It tells what the writer did in the kitchen.

9. Was the writer injured seriously? Why? (inferencing)

10. Please write a synonym of the word 'sob'. (word meaning)

Task 2 – Text summary with grammar exercise – Past tense

I had an accident last Sunday. I ____ (feel) hungry in the afternoon so I ____ (try) to get some soup in the kitchen. The soup was too high for me, so I ____ (stand) on a stool. Unfortunately, I ____ (lose) balance and ____ (fall) from the stool. The hot soup ____ (burn) my hands and I also twisted my ankle. I felt very painful. Mum ____ (take) me to the hospital to see the doctor. The doctor put some cream on my wounds and ____ (tell) us not to worry too much. But I ____ (keep) crying because I ____ (be) afraid there would be scars on my hands.

Accidents – Writing

Writing task

Write a diary about an accident that happened at home in less than 80 words. Pay attention to the text features of a diary.

Pre-writing Stage

Task 1 – Text Analysis

Problem	Development	Solution	Ending	Beginning
---------	-------------	----------	--------	-----------

<p>10th May, 2020 Sunday <u>date</u> <u>day of the week</u></p>	<p>Rainy <u>weather</u></p>	
<p>[1] I had a terrible day today. This afternoon, I was doing my homework when I started to feel hungry. My mum was talking on the phone. <u>‘Mum is busy,’ I thought to myself,</u> so I decided to get soup from the kitchen by myself.</p>		
<p>[2] I found a pot of hot soup on the stove. <u>‘That smells yummy! But the stove is a bit high’.</u> I thought. I tried raising my arm to get the pot, but I was too short. Luckily, there was a stool in the kitchen. I stood on it but I was still a bit short. Finally, I could reach the soup on tiptoes.</p>		
<p>[3] However, I was pouring some soup into a bowl when I lost balance and fell down from the stool. I spilled the hot soup on myself and burnt my hands. I also twisted my ankle when I fell. I lay on the floor and felt very painful, so <u>I cried loudly, ‘Mum!’</u></p>		
<p>[4] Mum heard the noise and rushed into the kitchen. She was very worried when she found me badly injured. <u>‘Are you OK?’ She asked.</u> I could only answer her with tears. She quickly took me to the hospital to see the doctor. <u>‘Can you take a look at my daughter’s hands and ankle? She burnt herself with hot soup and also hurt her ankle!’ Mum said.</u> <u>‘Don’t worry,’ the doctor replied.</u> <u>‘I will put some cream on the wounds and cover them with a bandage.’</u></p>		
<p>[5] Before we left the hospital, <u>the doctor asked me, ‘Are your hands painful?’</u> <u>‘No,’ I sobbed.</u> But I could not stop crying because I was afraid there would be scars on my hands. I would surely be more careful with hot soup in the future.</p>		

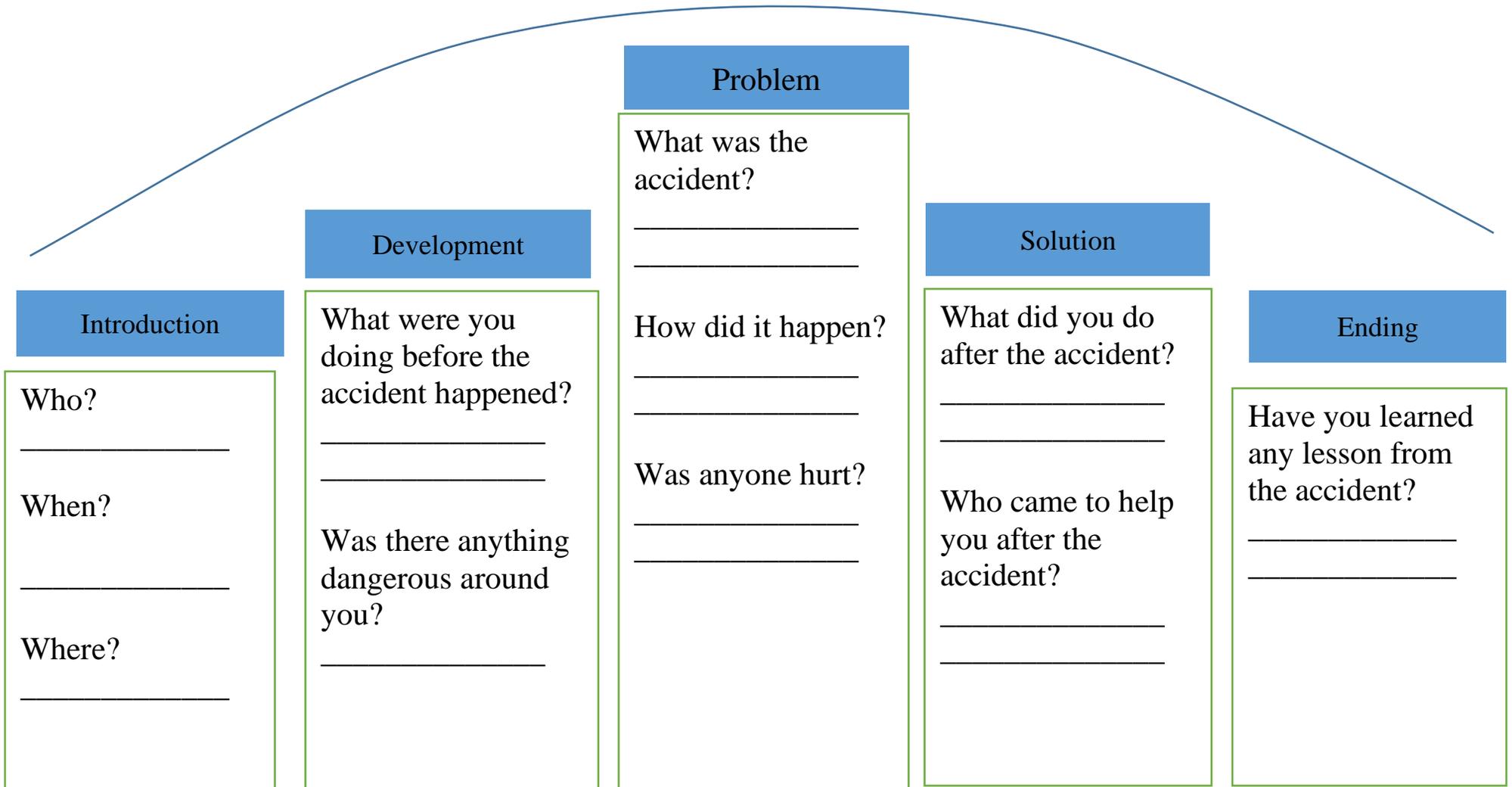
Task 2 – What accidents may happen at home?

Fill in the table below with the suitable remedial actions given for different accidents & injuries.

A. Stop bleeding (applying pressure to the wound)	B. Put a bandage on the wound	C. Call an ambulance & go to the hospital
D. Cool the burnt area with running water	E. Put on cream for burns	F. Have an examination
G. Turn off electricity	H. Have my leg in plaster	I. Apply an ice bag

Possible accidents	Possible Injuries/symptoms	Remedial actions
1. Cut my finger	Finger bleeding	
2. Burn my hand	Burnt finger	
3. Electric shock	Burnt (body) area	
4. Trip and fall (Slip and fall)	Broken leg	
5. Food poisoning	Vomit	
6. Bang my head	Swelling bruises	

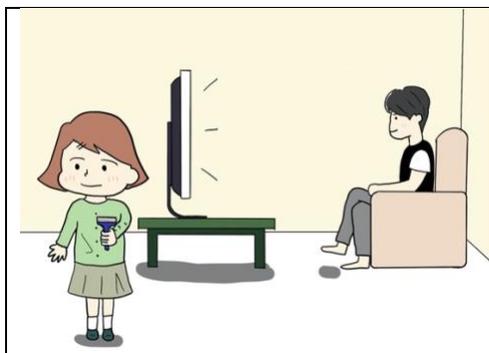
Now Brainstorm ideas for each part of your story with the help of the story hill.



Task 3 - 'When/While' grammar practice with pictures given/ Pick&Tell

Based on the picture, decide whether you should use 'when' or 'while' for each sentence and fill in the blanks.

	<ul style="list-style-type: none"> I was walking down the stairs _____ I lost balance and fell down.
	<ul style="list-style-type: none"> The man was talking on the phone _____ he was driving his car.
	<ul style="list-style-type: none"> I was walking in the living room _____ I tripped over a fallen chair on the floor.
	<ul style="list-style-type: none"> I was listening to music _____ the hot coffee mug fell and burnt my foot.



- I was playing with my daddy's razor _____ he was watching TV.

While-writing Stage

Task 1 – Write the beginning of the story

Based on the beginning of the sample writing passage, work in groups and write the beginning of your story.

[1] I had a terrible day today. This afternoon, [2] I was doing my homework at home
who when where
when I started to feel hungry. My mum was talking on the phone. ‘Mum is busy,’ I
what who
 thought to myself, so I decided to get soup from the kitchen by myself.
why

- Useful sentence [1]: I had a terrible day.
- Useful sentence [2]: I was doing my homework when I started to feel hungry.

I had a _____ day. _____, I was _____
 _____ at/in _____ when _____

Does your paragraph have all
the wh- elements?

Task 2 – Individual Writing

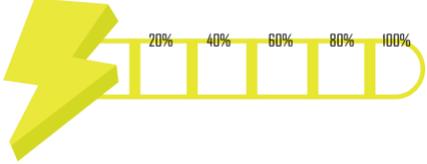
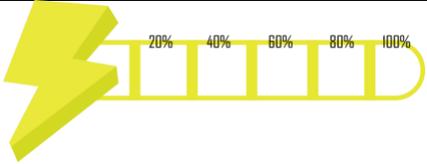
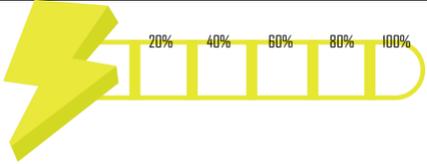
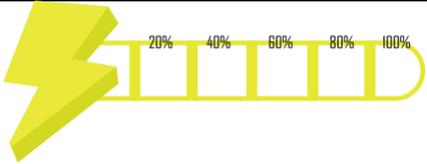
Title	
1st paragraph - Beginning: (setting: time, place, characters)	
2nd paragraph – Development:	
3rd paragraph - Problem:	
4th paragraph - Solution:	
5th paragraph - Ending:	



Post-writing Stage

Task 1.1 – Self-assessment checklist on language

Colour the energy bars to indicate how well you achieve each goal in this unit.

Use 1 st person 'I'		<u>Example:</u>
Use verbs in past tense to describe actions (e.g. banged)		<u>Example:</u>
Use 'when' 'while' to talk about two actions		<u>Example:</u>
Use past continuous tense with 'when' and 'while'		<u>Example:</u>

Task 1.2

– Writing rubrics (together with a complete self-assessment checklist)

Evaluation Form:			Teacher's marking		
C	Can you write a good story? Put a tick in the appropriate boxes below.  Yes No		Achieved with a lot of interesting/creative details <input type="checkbox"/>	Mostly achieved with some extra meaningful details <input type="checkbox"/>	Partly achieved with only basic details / some inconsistency <input type="checkbox"/>
	Include 5 story elements	<input type="checkbox"/>	Teacher's comments:		
	Include 5W1H in paragraph 1	<input type="checkbox"/>			
L	Put a tick in the appropriate boxes below.  Yes No		Mostly achieved with good use of language <input type="checkbox"/>	Partly achieved with only a few language mistakes. <input type="checkbox"/>	Write sentences with a number of mistakes <input type="checkbox"/>
	Use 1 st person 'I'	<input type="checkbox"/>	Teacher's comments:		
	Use verbs in past tense to describe actions (e.g. banged)	<input type="checkbox"/>			
	Use 'when' 'while' to talk about two actions	<input type="checkbox"/>			
	Use past continuous tense with 'when' and 'while'	<input type="checkbox"/>			
O	Put a tick in the appropriate boxes below.  Yes No			Achieved with clear/logical flow <input type="checkbox"/>	Partly achieved with some inconsistency <input type="checkbox"/>
	Include 5 paragraphs	<input type="checkbox"/>	Teacher's comments:		
	Include features of a diary: date, day of the week, weather	<input type="checkbox"/>			
Overall comments: _____					