

Teaching synonyms and paraphrasing to year 5 /6 students will improve comprehension

Abstract

Reading involves the ability to decode words and then understand the intended meaning of these words. Many children are good at decoding but have difficulties trying to comprehend the intended meaning of the text.

The present investigation examines the effectiveness of teaching synonyms and paraphrasing to year 5/6 students to improve comprehension. A group of ten year 5 / 6 male and female students were tested on synonyms, paraphrasing and comprehension. The children were then divided into two seemingly equal groups, taking into account test results, age, sex, and year level. Five of these students were selected as a control group and five were taught ten lessons explicitly on synonyms and the strategy of paraphrasing. All children were then retested using the same tests and results compared. Students explicitly taught showed much better results in comprehension than the control group.

Explicit teaching of synonyms and paraphrasing will help to improve comprehension results. The implications of these findings and similar previous studies are far reaching.

To succeed in any type of learning students need to be able to read a text and comprehend the authors intended meaning. Students need to read and comprehend in all curriculum areas. The strategy of paraphrasing will enable children to do this more effectively.

Introduction

“Reading is the act of searching for and understanding the meaning of the written word.” (Bender,1996, cited in Sorrell, 1996) When reading many children are able to decode efficiently the written word but cannot understand the writers intended meaning of the word, sentence and/or text. John Munro explains that children who have difficulty converting written information to knowledge are at a severe disadvantage in the world of the twenty first century (2002, p. 23). This is exactly the problem that many of our children face. They do not have the strategies to comprehend what they read into useful, understandable language. They read words without extracting the meaning behind the words. They are then asked after reading a text to answer questions or use the knowledge they have learnt from reading a text to complete a task. They often can't do this, because they have not learnt anything after reading the text.

John Munro notes that this problem becomes even bigger when secondary education uses reading as a vehicle for learning information in all of the key learning areas (KLA's)(2002, p.23). So these children who have difficulty with comprehension may now experience problems in all areas of their education. Katims and Harris regarded being able to glean information from a text as arguably one of the most important skills for success in secondary schools (1997 p.121) .

It is now believed that for many students we need to teach them strategies to use when converting written information into knowledge. Gee tells us that not all readers acquire strategies automatically and need explicit instructions (1998 ,p.1) .In an action research project conducted by John Munro three secondary schools taught their students seven literacy teaching procedures (2003). The hope was that these strategies would later be used spontaneously and selectively by students when reading a text to gain knowledge. It was believed that unlike good readers who naturally used these strategies many students needed to be explicitly taught these skills. The research proved very successful with the biggest gains being seen by the less able readers initially.

One of the seven literacy strategies used was ‘paraphrasing’. Like John Munro, Ellis and Graves in another study also used paraphrasing as a strategy to aid in reading comprehension. They found the strategy greatly enhanced the reading comprehension of 47 middle school students with learning disabilities (1990,cited in Katims et al.1997). So what is paraphrasing and how can it help students comprehend text better? Paraphrasing is when one expresses meaning of a passage in other words (Oxford Dictionary, 1976). Kissner argues that the most important skill of reading comprehension is the ability to restate information in one’s own words (2006, cited in Sewell,2007). Fisk and Hurst speak about paraphrasing as a strategy that when taught to students can strengthen comprehension of both fiction and non-fiction text (2003). Munro obviously also thinks this, as he included it in his ‘high reliability literacy teaching procedures’ in his action research project (2003).

To explicitly teach the strategy ‘paraphrasing’ there are a variety of approaches. Schumaker Denton and Deshler use the acronym RAP (1984). Children are taught to:

Read a paragraph

Ask yourself; what were the main ideas and details in the paragraph?

Put the main ideas and details into your own words

John Munro’s approach to ‘paraphrasing’, in his action research project was to:

- get children to work with synonyms.
- ask children to read a sentence and say it in their own words
- hear or read alternative attempts at re-telling and select the most accurate
- practise writing paraphrases for sentences
- give a set of sentences and a paraphrase of each, but with the paraphrases jumbled and match them
- explain what they do when they paraphrase and comment on it

This last step of Munro’s where students are taught to talk about what they did, and why they used the strategy is an essential link to allowing children to evaluate the strategy’s usefulness. Munro wants the students to be able to use this technique themselves. This teaching of self-talk will allow the students to become independent users of the strategy. The scaffolding provided by the teacher will be able to be removed. Munro speaks about the children learning to manage and direct their learning by reading.(2003,p.329) Looking back at the problem we see many secondary students

facing, that of not being able to comprehend texts in the various KLA's, this self-talk suggested by Munro will help address their problems by making them independent users of the strategy.

Like many schools, the school in the present study addresses the problem of students being great at decoding but often poor at comprehension. In year 5/6 at this school there are a number of children that will experience difficulties in secondary school if their comprehension does not improve. This present study seeks to address teaching the use of synonyms and paraphrasing to a group of year 5 /6 students to improve their comprehension skills.

Hypothesis:

Teaching synonyms and paraphrasing to year 5 /6 students will improve comprehension.

Design

The present study uses an OXO design and is an authentic study intended to track the improvement of children's comprehension. Ten year 5 / 6 male and female children were chosen for the study. All children were pre-tested. Five of the children were then taught ten lessons on synonyms and paraphrasing. This group will be referred to as the teaching group. The other five children were taught in the regular classroom. This group will be referred to as the control group. At the end of the ten lessons both groups were brought back together and retested using the same tests. The results were then compared.

Participants

All students chosen to participate in the research are presently in a year 5/6 class. The class teacher chose these children as their comprehension results at the beginning of the year were low in regards to what she would have expected, having prior knowledge of the children. As a result the pre-tests show a range of levels. Her hope was that with explicit teaching many of these children might show significant gains. Table 1 below shows relevant information about the selected participants.

Student	Teaching/control group	Age in months	Year Level	Male/Female	Earlier Intervention	Reading-decoding
A	T	132	5	M	No	Average
B	T	129	5	F	No	Very Good
C	T	139	6	F	No	Average
D	T	145	6	M	R.Recovery	Average
E	T	145	6	M	No	Very Good
F	C	132	5	F	No	Average
G	C	126	5	M	No	Very Good
H	C	133	6	F	ERIK(presently)	Below Average
I	C	139	6	M	No	Very Good
J	C	141	6	M	No	Average

Table 1: Background information on participants

The last column in table 1 headed Reading-decoding is from the student profile page. Each teacher at the end of the year fills out a student profile page summarising every child's academic, social and medical information. This page is so the new teacher can get an idea of each student in her class at a glance. It is interesting to note that all of the participants except for student H, who has issues with absenteeism, are average or above reading decoders. All of the participants read above level 28.

Procedure

All participants in the research project (both teaching group and control group) were pretested using three tests. The first test was the synonyms test of John Munro's (2006). This test was administered outside the classroom during the children's normal literacy block. All answers were written. The children were unsure of what synonyms were initially but after looking at the examples provided in the test, seemed to understand. The synonyms test was corrected by giving one point for each correct synonym the child wrote (Munro, 2006).

The next test administered was John Munro's paraphrasing test. Again the children originally seemed unsure of what paraphrasing meant but after going through the examples appeared to understand. This test was also written. The paraphrasing test was corrected using the process found at Appendix B.

The third test administered was the 'Torch Test' (2003). This was administered the next day as the children were beginning to look tired. This test was corrected using 'Torch Test' guidelines.

After all the testing was completed the tests were corrected and children divided into relatively even groups. Age, grade, sex, results on the tests etc were all taken into account in trying to make these two groups as compatible as possible.

The five children chosen for the teaching group were then taught for ten lessons outside the classroom. Each session ran for approximately 30-45 minutes. These sessions were held over two and a half weeks in the normal literacy block. The class teacher was asked to refrain from teaching the control group anything on paraphrasing until the teaching and the post-testing had been completed.

The first session began with the teacher explaining to the children that she was going to teach them a strategy which would help them with comprehension. She then asked them why being able to comprehend texts is so important. Each session after this began with the teacher asking the children what they had learnt the previous session.

The session followed a plan of trying to show the children how to do something as a whole group. Then the children would divide into pairs and try and do the same thing. They would then as a whole group check the pair work and discuss it. The teacher would then ask the children what they had learnt and where might they be able to use it outside the sessions. Then at the next session the children would be required to do the same thing but on their own. Again they would return to the big group to discuss it and say what they had learnt and how they might use it. This series of steps would ensure that the children were initially given a lot of scaffolding with this scaffolding gradually being reduced until the children were able to perform the tasks independently. This type of teaching follows the Collins model (1989).

For details of each of the lessons refer to Appendix A.

The children were then tested again to monitor any change in results. These post tests were administered three weeks after the pre-tests. The post tests were the same tests except for the 'Torch' test where another unseen text was used. These texts (in the 'Torch' test) are calibrated so as to allow results to be compared.

Materials

Tests used

Synonyms test 2006, John Munro

Comprehension- Paraphrasing test group 2006, John Munro

Torch Edition 1987 Text pre-test 'Earthquakes'

Text post-test 'Cats'

Lessons

Cardboard ,textas

Paper, pencil, ruler, eraser

Flashcards (Appendix A)

Texts taken from 'Comprehensive Assessment of Reading Strategies'

- Folktale from Africa (p. 1)
- Year 4 students with a secret (p.7)

Texts were levelled to year 4

N.B :Easier texts (year 4 level) were used when the strategy was first introduced to teach them the idea.

Texts taken from 'Comprehension and Written Expression ' by Alan Horsfield.

- Extract from 'The Miners Rest' by Robert L Muddyman
- 'The Search for Lasseter's Reef' by Mark Butler
- 'Antarctica' by John Collerson

These texts came from 'Pascal Press Violet Series' and were levelled using Fry's Readability Scale to year 6.

Data Analysis

The data was analysed by comparing the pre and post test results of the teaching group and the control group after the ten lessons had been taught.

Results

Teaching Observations

While teaching (the teaching group) the ten lessons the teacher observed many things which are worthy of mentioning.

Student A

Student A often seemed to lack concentration during the teaching sessions. While his answers in class showed that he was taking in some information the teacher expected him to either improve little or not at all. In pair work she felt he allowed his partner to do most of the work. The teacher reminded him often that eventually he would be doing this on his own so he should be getting ready for this.

Student B

Student B missed two teaching sessions. When she was there she seemed to listen intently and try to follow instructions. When she worked with a partner she seemed to start very enthusiastically but by the end of the session this enthusiasm would wane.

Student C

Student C appeared to work well and stay on target right through each session. Although usually not offering answers to questions, she was happy to answer when asked.

Student D and E

Student D worked well and volunteered answers often. The teacher was expecting significant improvement from him. Student E was very similar to Student D. He was enthusiastic and answered up often. Orally both of these children seemed to understand the strategy of paraphrasing the best out of all the students in the teaching group. The teacher also felt both had a good vocabulary range.

Paraphrasing results of **teaching group** pre and post testing.

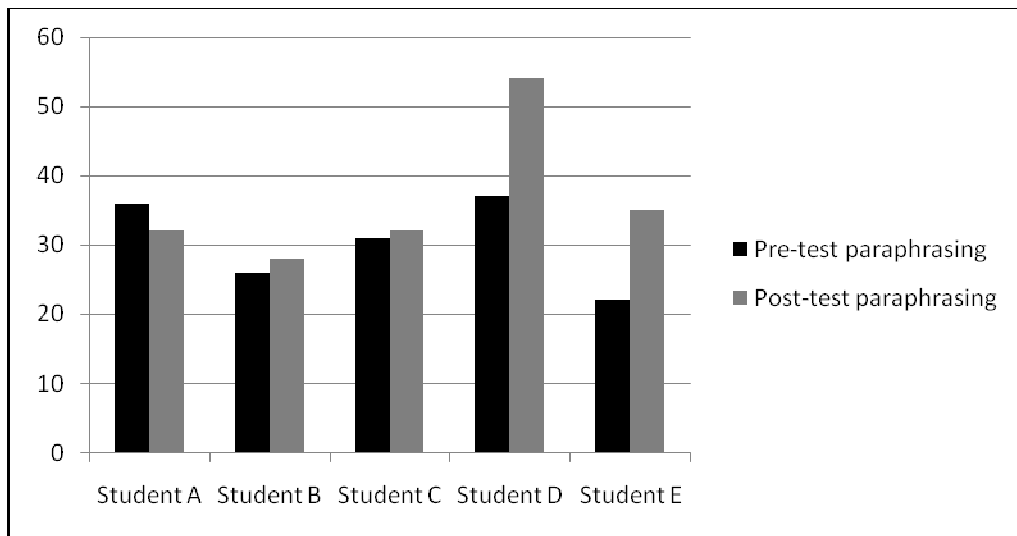


Figure 1

Out of the five children in the teaching group four of the children improved their results after the explicit teaching. Both Students D and E by a significant amount. Student A's results did drop but by a very small margin.

Pre and Post testing of the **control** group for paraphrasing

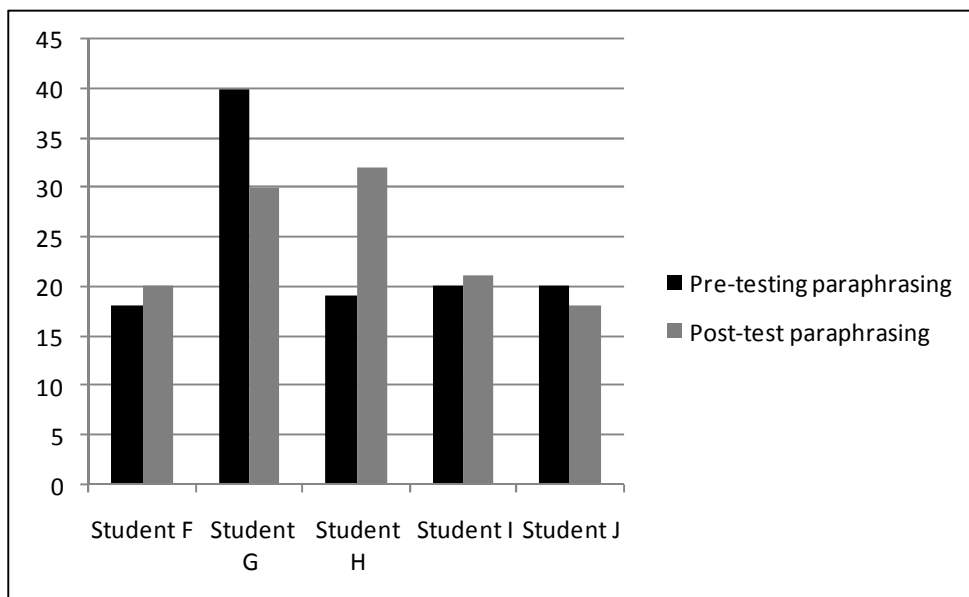


Figure 2

The control groups results were very interesting. Students F, I and J showed very little change in their results from pre- testing to post-testing which is as expected. However both Students G and H results changed significantly. Interestingly Student H also improved significantly on the synonyms post-test. As both of these tests were carried out on the same day this may suggest that perhaps the

pre-testing day she was not feeling well. The classroom teacher did comment to me that the children had had a number of tests over the previous few days preparing them for the 'National Testing'. Perhaps Student H was tired of doing tests. Interestingly Student G paraphrasing results declined from pre-testing to post-testing yet his synonym results improved significantly. A possible explanation for this maybe that the paraphrasing test was administered as the second test and by that stage, student G had had enough, and just wanted to finish quickly regardless of the result.

Pre and Post testing of the **teaching group** for synonyms

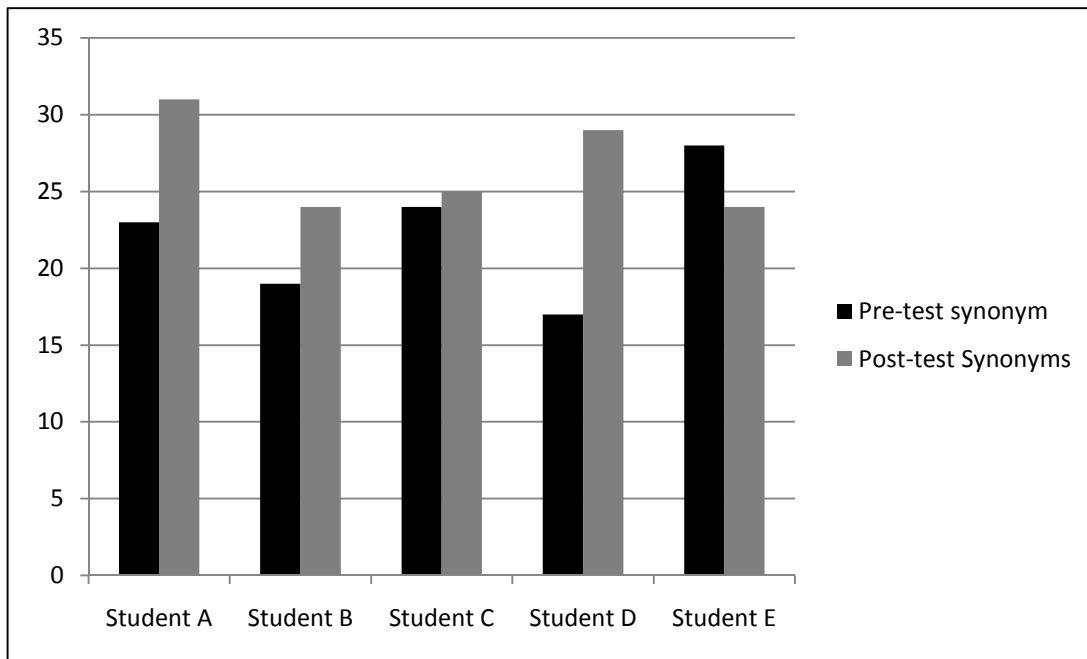


Figure 3

All children in the teaching group showed some improvement from the synonyms pre-testing to post-testing, except for Student E who had a 14% decline which is quite significant. The teacher mentioned this to the class teacher saying how not only had he declined significantly in synonyms but the way he answered orally in the teaching sessions she had expected him to show great improvement. The class teacher replied that both Student D and Student E often didn't seem to achieve the results she would expect from them on written tests. She said that orally both seemed to know a lot but when asked to write their answers they often didn't produce the same level of answers.

Pre and post testing of **control group** for synonyms

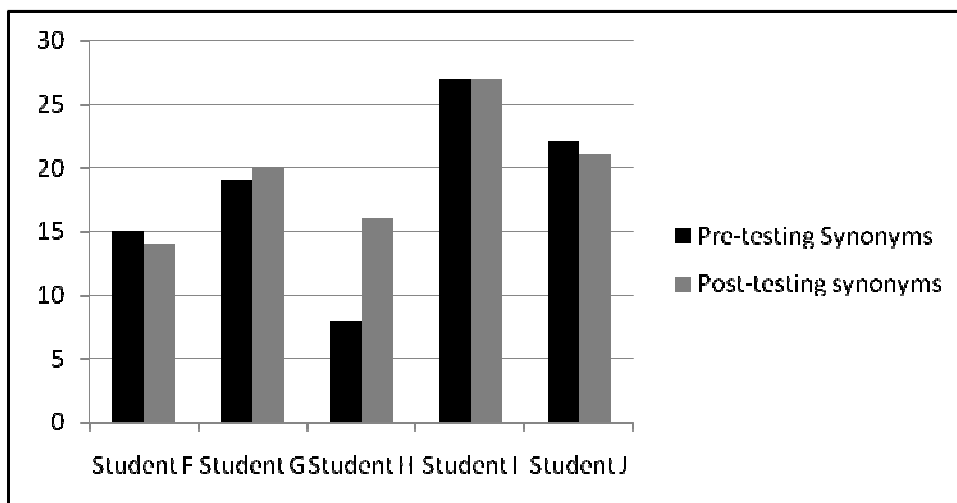


Figure 4

The control group performed as expected in the pre and post-testing achieving results that were relevantly similar. The only student that stands out in these results is Student H. Again as in the paraphrasing test, this may also support the fact that the day she was pre-tested she was either not feeling well or tired of doing tests.

Pre and post testing **teaching group** for 'Torch'

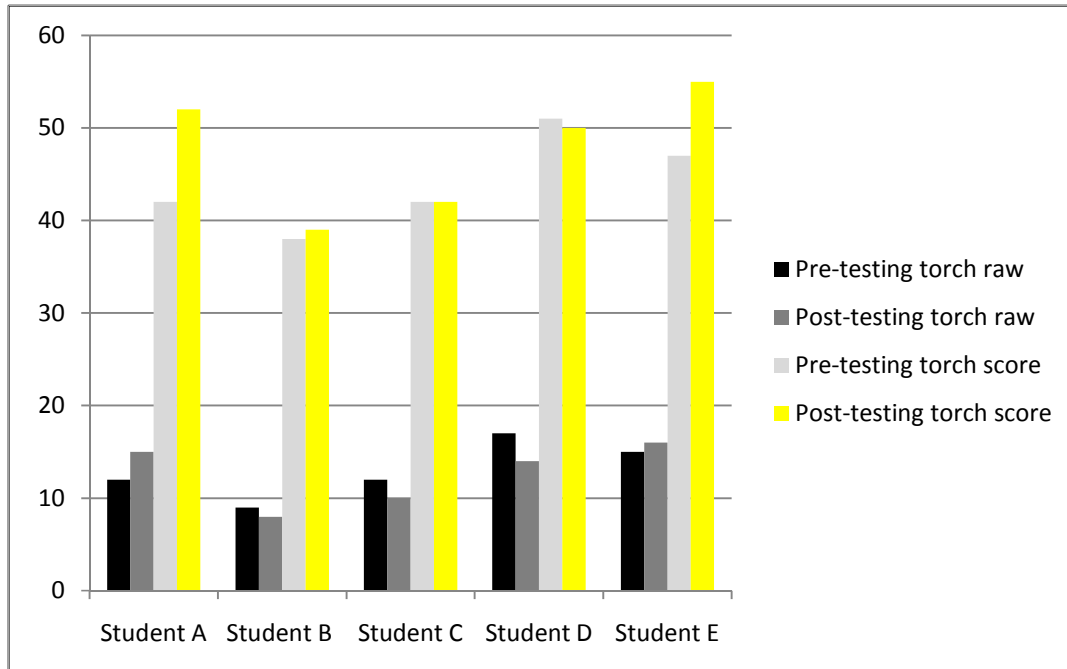


Figure 5

All children performed as well as they did in the pre-testing as the post except for Student D who dropped slightly. At first glance these results show little improvement. However after correcting the

'control' groups results and comparing them to the teaching group they appear much better. Both groups obviously found the second story 'Cats' much harder than 'Earthquakes'. A possible reason might be that the children had studied 'Earthquakes' previously and so were quite familiar with the topic.

Student A did extremely well in the 'Torch' test. The teacher spoke to the class teacher about this expressing her surprise. She mentioned to her that she felt out of all the teaching group he had seemed to have the most difficulty keeping on task. The class teacher was not surprised by this but said she felt he was a very intelligent child but in a classroom situation could not pay attention. She felt he benefited greatly from smaller groups where the teacher could keep bringing him back on task.

Pre and post testing for torch test for **control group**

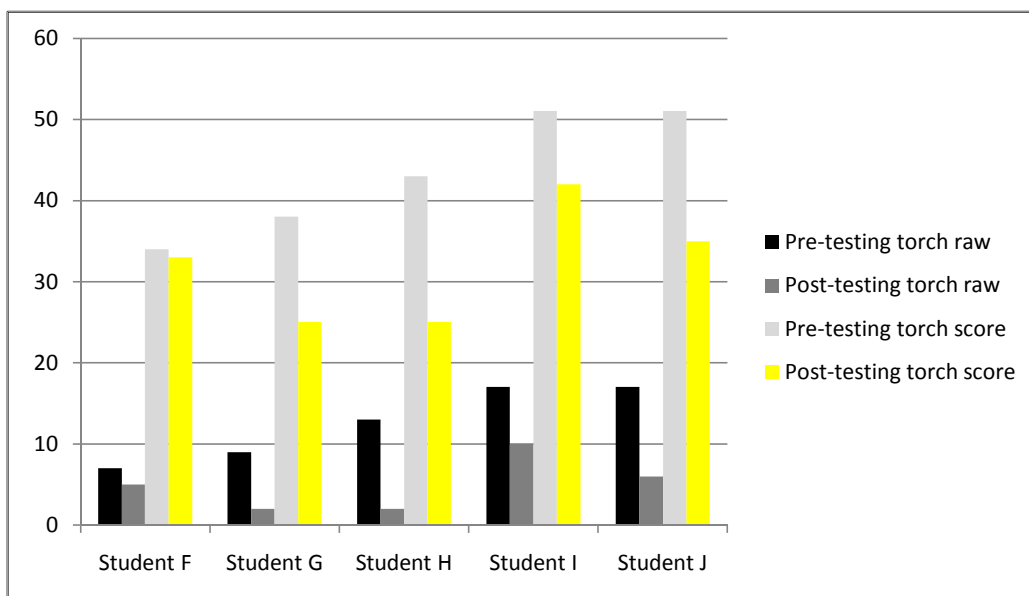


Figure 6

Looking at the results all of the 'control' group experienced difficulties with the post-test text 'Cats'. Again it probably suggests that having prior knowledge of the topic 'Earthquakes' may have made the pre-test easier for all students.

The average difference between the pre-testing and post-testing results for the teaching and control groups

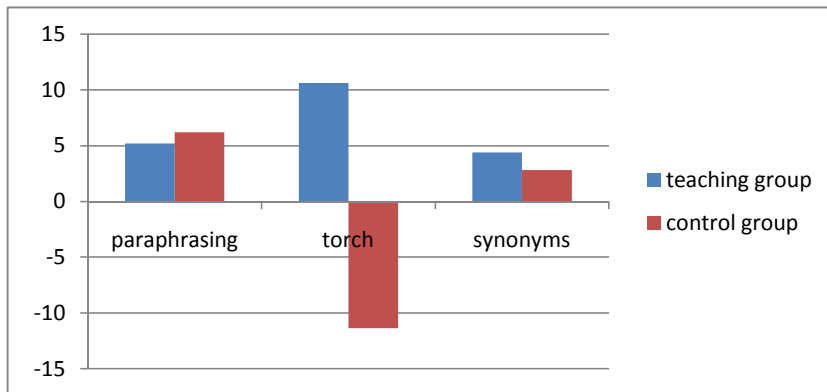


Figure 7

Out of all of the graphs this graph probably best shows how teaching paraphrasing and synonyms does improve a student's comprehension ability. While on average the control group has performed slightly better in paraphrasing and slightly worse in the synonym test the hypothesis said that teaching these strategies would improve comprehension results and this graph shows it has clearly done that. As discussed previously a possible reason why the control groups results were worse than in the pre-test may relate to the fact that all of these children had previously done some work on 'Earthquakes' so the pre-test results where the text was about earthquakes would have been easier for all of the children. This information was not known at the time of the pre-testing but discovered later. However allowing for this variable the teaching group significantly outperformed the control group in the post-test.

Discussion

While the results show that teaching synonyms and paraphrasing to year 5 /6 students does improve their comprehension this present study didn't do the hypothesis justice for a number of reasons. Firstly ten lessons was not enough. While the teaching content was enough the children needed more practise using games. For example sending the children back with the flashcards of words/synonyms that were used in the sessions, for the children to play memory games during the week, would reinforce the lessons and build their word knowledge.

Furthermore the children in the present study didn't have extensive vocabulary knowledge. To be able to use the strategy of paraphrasing well readers need to know the meaning of lots of words. To improve this in the normal classroom children may be asked to find three difficult words a week that they either come across in the classroom or in their home reading or even in the newspaper and using a dictionary and/or a thesaurus to find two synonyms for each of them. These words would be then put on flashcards so that they are building their vocabulary knowledge while they are playing memory games.

Future studies may also require the teacher to get each of these children to bring along one sentence per day from their night reading and paraphrase it. This does two things. It reinforces the paraphrasing strategy and shows them other situations where they may be able to use this strategy to help them.

While teaching synonyms and paraphrasing has helped improve the comprehension abilities of these children other strategies are needed. Teaching one reading strategy in isolation can help but it often shows up other problems that need to be addressed. This backs up Munro's research project where in line with contemporary strategy teaching he taught seven strategies simultaneously rather than one strategy at a time. (2003) Perhaps a possible direction for future studies maybe to teach paraphrasing in conjunction with visualising to improve comprehension, as these two strategies support one another.

There was a number of things in the present study that seemed to help the children in their learning. Firstly in using the Collin's Model (1989) the children progressed from being totally dependent on the teacher and other students, in using the strategy, to totally independent by the end.

Also following Munro's approach, at the beginning of each lesson children were asked what they did in the last lesson and finishing off each lesson the children were asked what they did and how they might use this strategy to help them in other situations. Munro speaks about enabling students to build their personal set of reading comprehension strategies that they can use spontaneously and selectively (2002 p.24). This self-talk helps children to do this.

The last area where the teaching group may have been helped was through the strategy of visualising. While the teacher never taught the strategy or mentioned it herself, in one of the first teaching lessons on paraphrasing one of the children did. From then on all the group seemed to mention it in conjunction with paraphrasing. While at first there was a concern this may have affected the results after speaking to the class teacher the teacher was made aware that both the 'control' group and the 'teaching' group had been taught this strategy in the classroom. So both groups were aware of the strategy. However it could be argued that it being mentioned in front of the 'teaching group' may have reminded some of the students of this strategy who may otherwise have forgotten about its existence.

In future studies a greater number of participants in the study may show clearer results. With the numbers being so small variables like how children are feeling on the day have a massive effect on the overall results.

Overall the teaching group performed best in the 'Torch' test when compared to the 'control' group. As already discussed prior knowledge of 'Earthquakes' may have meant that all of the children performed better in the pre-test than perhaps they otherwise would have. But the comprehension results of the teaching group were much better than the 'control' group. This supports Fisk and Hursts' belief paraphrasing for comprehension is an effective reading strategy that helps students process and comprehend what they are reading and learning. (2003 p. 184)

In conclusion teaching synonyms and paraphrasing to year 5 / 6 students does improve comprehension.

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Appendix A

Teaching Unit

Session 1

Teaching Synonyms

- Teacher: What is a synonym?
- Children offer suggestions
- Teacher: Synonyms are words that have about the same or similar meanings.(This definition is then pinned up in the room).
- Teacher gives examples. Children offer more examples.
- Then a row of words are put out on the table.
- Children are given 4 flashcards with synonyms on them. They must put the correct synonyms under the appropriate words. As a group children discuss whether they think the words have the correct synonyms placed under them. Together they can choose to make changes.

unfair	wild	make	try	funny	ugly	woman	give	like	worry
One-sided	fierce	build	attempt	comical	horrible	lady	donate	desire	panic
unjust	ferocious	construct	experiment	amusing	grotesque	female	grant	enjoy	fret

- Teacher asks the children again what a synonym is.
- As a group the words with their synonyms are looked at, discussed and evaluated.
- Children are then put into pairs. They are given a w/s with a list of words and a list of matching synonyms. With their partner they must match them up. Then the pairs are brought back to the group and the work discussed and evaluated as a whole.
- Teacher: What did we learn today?
- What two words can define synonyms? (A: similar / same)
- Like synonyms both these words start with 's' so that may be something that might help you to remember what the definition of a synonym is.

Session 2

- Teacher: What is a synonym?
- As a group children given words that they need to suggest a synonym/s for.

strong	stop	scared	shy	sick	noise
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- Children realise without a sentence the answers can vary greatly.
- They must choose the synonym that matches the word.

Rich	River	Job	Search	Distressed
pretty	sea	task	dazed	worried
wealthy	creek	path	seek	excited
spend	rain	modest	pot	angry

- Children are then given the same thing again but there are a couple of synonyms for each word. They must choose which they are:

Save	Satisfactory	Rotten	Rough	Pain
hold	wonderful	decayed	silky	agony
give	passable	spoiled	lumpy	ache
keep	all right	eatable	course	leg

- Children are given sentences with words or phrases underlined. They must try and think of synonyms for them.
Sentences taken from lesson 3 Book 4 **Comprehensive Assessment of Reading Strategies (CARS)** by Deborah Adcock. All texts levelled to year 4.
- Teacher: What are synonyms and how can we use them?
Were the sentences easier to understand when we changed the underlined words?
When might finding synonyms for words in a sentence or story be useful?

Session 3

- Teacher: What is a synonym?
Were the sentences easier to understand when we changed the underlined words?
When might finding synonyms for words in a sentence or story be useful?
- Teacher: When we alter words or phrases in a sentence or paragraph to make it easier to understand we are using a strategy called 'paraphrasing'.
- Children copy the definition of paraphrasing from the board

Paraphrasing is saying something in your own words
--

- Teacher: When I get a sentence that I find difficult to understand I paraphrase it to make it easier for me. To do this I underline words or phrases that I find difficult and I change them into easier to understand words.
Children are shown some sentences and the teacher models this process. She underlines words or phrases that are difficult to understand
Sentences taken from lesson 1 Book 4 **Comprehensive Assessment of Reading Strategies (CARS)** by Deborah Adcock. All texts levelled to year 4.
- Children suggest possible synonyms that they might use to make these words easier to understand
- Reread the paraphrased sentence
- In pairs children are given sentences. They must underline words or phrases that they wish to change to make them easier to understand.
- Come back as a group and share which words they underlined
- Teacher: What have you learnt today?
What is paraphrasing?
When might you use it?

Session 4

- Teacher: What did we learn in our last lesson?
- As a group we look at the sentences we used yesterday and the words or phrases we underlined, we then put these in our own words using words that are easier to understand
- Teacher: How might this be useful if we had to read a text and answer comprehension questions on it?
- Teacher: What is paraphrasing and where might we use it?

Session 5

- Teacher: What did we learn in our last session?
- In pairs children given 2 sentences. They must underline difficult words or phrases and then change these into simpler ones
Text: Miners Rest (p. 21)
- Text taken from Comprehension and Written Expression Year 6 by Alan Horsfield
- Come back as a group and discuss and correct what they have done
- In pairs children are given 3 more sentences. They must underline difficult words or phrases and then change these words/phrases into simpler ones
- Teacher: What did we do today?
What is this strategy called?
When might you use it?

Session 6

- Teacher: What did we learn in our last session?
- In pairs children given 2 sentences. They must underline difficult words or phrases and then change these into simpler ones
- Come back as a group and discuss and correct what they have done
In pairs children are given 3 more sentences
Text: Miner's Rest (p.21)
Text taken from Comprehension and Written Expression Year 6 by Alan Horsfield
- Come back as a group and correct what they have done
- They must underline difficult words or phrases and then change these into simpler ones
- Teacher: What did we do today?
What is this strategy called?
When might you use it?

Session 7

- Teacher: What did we learn in our last session?
- Individually children given 2 sentences. They must underline difficult words or phrases and then change these into simpler ones
- Come back as a group and discuss and correct what they have done

- Individually children are given 3 more sentences. They must underline difficult words or phrases and then change these into simpler ones
Text: Miner's Rest (p.21)
Text taken from Comprehension and Written Expression Year 6 by Alan Horsfield
- Come back as a group and correct what they have done
- Teacher: What did we do today?
What is this strategy called?
When might you use it?

Session 8

- Teacher: What did we do in our last session?
- Teacher: Today we are going to continue paraphrasing but look at a whole paragraph rather than just individual sentences
As a group we underline difficult words or phrases and then paraphrase these. Children are asked how doing a whole paragraph might make the paraphrasing easier. (Context might help them with some unknown words or phrases.)
Text: Desert Gold (p. 49)
Text taken from Comprehension and Written Expression Year 6 by Alan Horsfield
- Repeat the procedure as a whole group on another paragraph
- Teacher: What did we learn today?
What is paraphrasing?
How might paraphrasing a whole paragraph help us?

Session 9

- Teacher: What did we do in our last session?
- Teacher: Today we are going to continue paraphrasing looking at a whole paragraph rather than just individual sentences
- In pairs children are given a paragraph. They underline difficult words or phrases and then paraphrase these.
Text: Desert Gold (p.49)
Text taken from Comprehension and Written Expression Year 6 by Alan Horsfield
- Discuss and correct as a whole group
- Repeat the procedure in pairs on another paragraph
- Discuss and correct as a whole group
- Teacher: What did we learn today?
What is paraphrasing?
How might paraphrasing a whole paragraph help us?

Session 10

- Teacher: What did we do in our last session?
- Teacher: Today we are going to continue paraphrasing looking at a whole paragraph rather than just individual sentences
- Individually children are given a paragraph. They underline difficult words or phrases and then paraphrase these.

Text: Antarctica (p. 36)

Text taken from Comprehension and Written Expression Year 6 by Alan Horsfield

- Discuss and correct as a whole group
- Repeat the procedure individually on another paragraph
- Discuss and correct as a whole group
- Teacher: What did we learn today?
 - What is paraphrasing?
 - How might paraphrasing a whole paragraph help us?

Appendix B

Method of marking paraphrasing test

For each word or phrase underlined children must give a synonym or a phrase for that word to be given a point. Students must maintain the meaning of the sentences whilst paraphrasing them.

Passage sentence	Number of ideas/points
The <u>young man</u> and his <u>friend</u> <u>rode</u> on the <u>bike</u> .	4 marks
<u>They</u> were <u>enjoying</u> themselves.	2 marks
The <u>birds</u> were <u>singing</u> in the <u>trees</u> .	3 marks
The <u>two friends</u> <u>chatted</u> . They were not <u>paying attention</u> to <u>anything</u> .	4 marks
<u>They</u> were <u>supposed</u> to <u>watch</u> where they were <u>going</u> .	4 marks
The <u>track</u> became <u>narrow</u> and <u>twisted</u> .	3 marks
<u>Suddenly</u> it began to <u>slope down</u> and the <u>bike</u> <u>sped up</u> .	4 marks
<u>People</u> in the <u>park</u> <u>watched</u> and <u>gasp</u> ed as it went <u>faster and faster</u> .	5 marks
The <u>two riders</u> <u>weren't</u> <u>smiling</u> and <u>chatting</u> <u>any longer</u> .	5 marks
<u>Now</u> <u>they</u> were <u>gripping</u> the <u>bike</u> as <u>tightly</u> as they could, <u>showing fear on their faces</u> .	6 marks
<u>People</u> in the <u>park</u> had <u>stopped</u> what they were	6 marks

doing and <u>started to yell</u> , “ <u>Stop</u> ” or “ <u>Be careful</u> ”.	
All of a <u>sudden</u> the <u>path</u> goes <u>around</u> a <u>sharp curve</u> .	4 marks
<u>Ahead</u> they see in the <u>middle</u> of the <u>path</u> , a <u>huge stone</u> .	5 marks
The <u>closer</u> <u>they</u> get to it, the <u>more enormous</u> it <u>becomes</u> .	5 marks
As they <u>fly towards</u> it, their <u>hearts</u> are <u>beating louder and louder</u> and they try to take <u>avoidance action</u> .	7 marks
There is <u>loud thud</u> , the <u>front wheel crumples</u> and the <u>young couple</u> is <u>airborne</u> , <u>flying over</u> the <u>obstacle</u> to the <u>grass</u> on the <u>side</u> of the <u>path</u> .	13 marks