

H2

# F.M.B. Chun Lei Primary School

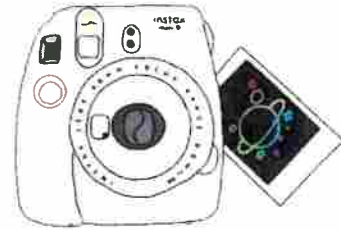


2<sup>nd</sup> Term

Writing Practice 5

Level B

P4



## Writing an e-mail:



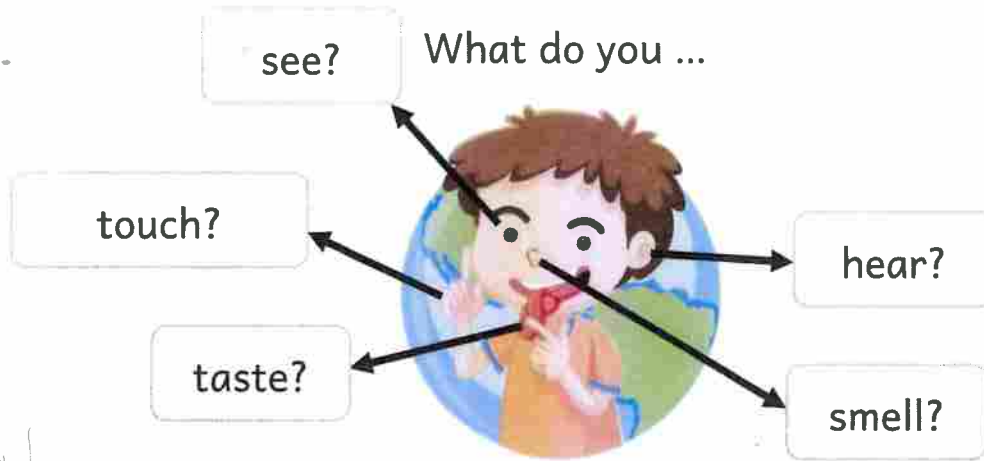
## A day trip



Name: Lam Yi Chun, Aidan ( 11 )






Class: 4 c

## Using Five Senses To Write

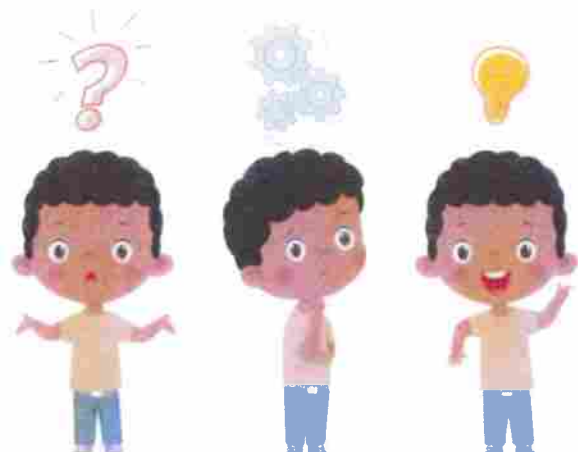


Read

There are some words of five senses.

see 	touch 	taste 	hear 	smell 
<b>Verbs</b>				
see, watch	do, walk, visit, play, ride	eat, drink, taste	hear, listen to, scream, laugh	smell
<b>Adjectives</b>				
colourful, round, shiny, fast, slow, small, big	fluffy, smooth, hard, soft	sweet, spicy, juicy, flavourful, delicious, yummy, tasty	noisy, quiet	fresh

You can use any of them to think about your writing.



Red: noun  
Blue: verb

A. Vickie writes an e-mail to her friend, Anna about a day trip. Read it.

**New message**

**To:** anna@clam.edu.hk

**From:** vickie@clam.edu.hk

**Subject:** A day trip in Shenzhen

Hi Anna,

How are you? I'm so excited that you'll **visit** the **Greater Bay Area** next Sunday! I would like to show you some interesting places in Shenzhen.

First, we'll **visit** **Splendid China Folk Village** in the morning. It **is** spectacular. We will **see** some Chinese **buildings** and **watch** some traditional **performances** there. They **are** wonderful.

In the afternoon, we'll **go** to **Shenzhen Safari Park**. We'll **see** different **animals** such as **tigers**, **giraffes**, **zebras** and **pandas**. We'll **watch** the **tiger performance**. It **is** wonderful. We can also **feed** the **giraffes**. They **are** so cute.

Then we'll **eat** **Haidilao Hot Pot** for **dinner** at **Lo Wu Shopping Centre**. The **soup** **is** spicy and the **food** **is** delicious. We can **eat** and **chat** a lot! After dinner, we'll **go** back to **Hong Kong** by **High Speed Rail**.

It'll be a wonderful trip and we'll **learn** more about our country. I can't **wait** to see you!

Vickie

about



**B. Read the e-mail again and learn the features.**

**Features of an e-mail**

**New message**



To: anna@clam.edu.hk Receiver's e-mail address


From: vickie@clam.edu.hk Sender's e-mail address


Subject: A day trip in Shenzhen Topic of the e-mail


Greeting: Hi Anna, Receiver's name


Introductory paragraph: How are you? I'm so excited that you'll visit the Greater Bay Area next Sunday! I would like to show you some interesting places in Shenzhen.

Main paragraph 1: the first place to go: First, we'll visit Splendid China Folk Village in the morning. It is spectacular. We will see some Chinese buildings and watch some traditional performances there. They are wonderful.  

Main paragraph 2: the second place to go: In the afternoon, we'll go to Shenzhen Safari Park. We'll see different animals such as tigers, giraffes, zebras and pandas. We'll watch the tiger performance. It is wonderful. We can also feed the giraffes. They are so cute. 

Main paragraph 3: the last place to go: Then we'll eat Haidilao Hot Pot for dinner at Lo Wu Shopping Centre. The soup is spicy and the food is delicious. We can eat and chat a lot! After dinner, we'll go back to Hong Kong by High Speed Rail. 

To end an e-mail: It'll be a wonderful trip and we'll learn more about our country. I can't wait to see you! 

Sender's name: Vickie 

**C. Read the e-mail again and fill in the table.**

- Where will you go? • What is special about the place? • What will you do there?
- e.g. Art Park (a great place to look at the view of the harbour), have a picnic lunch

A day trip in Shenzhen.

Shenzhen ✓ in the Greater Bay Area



Place 1: splendid China Folk village ✓

	Things to do	Adjectives
	see some Chinese buildings ✓	spectacular ✓
	watch some traditional performances ✓	wonderful ✓



Place 2: Shenzhen Safari park ✓

	Things to do	Adjectives
	see different animals ✓	
	watch the tiger performance ✓	wonderful ✓
	feed the giraffes ✓	cute ✓



Place 3: Lo Wu Shopping centre ✓

	Things to do	Adjectives
	eat Hadilao Hot Pot ✓	delicious ✓
	eat and chat a lot ✓	

(spicy) ✓

### Task

You and your friend would like to go on a day trip in one city in the Greater Bay Area next Sunday. You will visit 2-3 places there. Plan the day trip and write an email to share it with your friend.

#### Step 1: Group work

Which city will you go? What places will you visit there? What will you do / see / eat there? Work in groups and find information to help you plan your trip.



There are different ways for you to find information about your trip. Put a tick in the circle if you will do it.

Read the information / brochure from your teachers (page 6 of booklet).

Search for ideas on the Internet.



Ask your family if they know about the places.



Others:



#### Step 2: Individual work

Find out about the city and write your plan for the day trip on page 8-9 of the booklet.



Stick the brochure here

Yellow → adj

Let's explore the GREATER BAY AREA

Wonderful Tours

## Shenzhen Tour

Shenzhen is very close to Hong Kong. It only takes 15 minutes to get there by high-speed rail. Come and visit these popular spots!



\$1,388

### Highlights



#### Shenzhen Safari Park 深圳野生動物園

Come and meet 300 kinds of wild lives such as giant pandas and south China tigers. Watch their amusing performances and enjoy the thrilling night show.

funny



#### Mission Hills Ocean World 觀瀾海洋世界

Here you can walk under the underwater tunnel and see thousands of amazing sea animals closely. It is a paradise for animal lovers!

exciting



#### Karoo Ice and Snow World 卡魯冰雪世界

Enjoy skiing and ice-skating in all seasons. Here you can learn about fun winter sports and build a snowman with your family.



#### Sam's Club 山姆超市

It is the largest shopping outlet open recently. Here you can enjoy a spacious and comfortable shopping environment. You can buy a Peking duck for dinner here.

\$100 off for those under 3 or above 65.

Tour available every Friday, Saturday and Sunday.



Scan the QR code and watch a video about a day tour from Hong Kong to Shenzhen.

D. Here is some information about Hong Kong in the Greater Bay Area.

**Hong Kong in the Greater Bay Area**

**Sai Kung**

- eat seafood at the pier



- look at the rocks at Hong Kong Geopark



- go on a boat ride

**The Peak**

- ride on the Peak Tram
- enjoy the view of Victoria Harbour



**West Kowloon Cultural District**

- have picnics at the Art Park & enjoy the coastal view



- visit the museums (M+ Museum, Hong Kong Palace Museum, Xiqu Centre)



- watch the light show



**Mong Kok**

- go shopping at Ladies' Market



- try local snacks (e.g. fish balls, egg waffles)

**Central**

- ride on the Hong Kong Observation Wheel



- look at the exhibits in Tai Kwun Museum



**Stanley**

- buy souvenirs at Stanley Market
- have afternoon tea at the seaside cafes



**Cheung Chau**

- visit Cheung Po Tsai cave
- try local food / street food



**Lantau**

- ride on the Ngong Ping 360 cable car
- eat a vegetarian meal at Po Lin Monestery
- take photos of the Big Buddha





## A day trip

Hong Kong ✓ in the Greater Bay Area



No past tense!

To start the e-mail:

I am going to share ~~my day~~ the trip with you.

Place 1: Disneyland hotel ✓

Morning

	Things to do	Adjectives
	eat	
	<del>ate</del> yummy breakfast	yummy
	<del>played</del> in the playground <span style="color: red; font-size: 0.8em;">play ↓ games? hide-and-seek?</span>	exciting ✓



Place 2: Disneyland

Afternoon

	Things to do	Adjectives
	<del>I</del> <sup>buy</sup> bought different souvenirs ✓	different ✓
	<del>I</del> watched Disney parade ✓	interesting ✓

Place 3 (Optional): Disneyland ↓

Evening

	Things to do	Adjectives
	eat	
	<del>ate</del> delicious dinner	delicious
	<del>watched</del> the fireworks	funny

To end the e-mail:

~~Thank you for watch my day trip. I~~  
 I hope you will enjoy the

E. Write the e-mail in at least 60 words.

**New message** [Close]

To: Alvin Ho ✓@clam.edu.hk

From: Aidan ✓@clam.edu.hk

Subject: A day trip in Hong Kong ?

Hi Alvin Ho, ✓

① How are you? I'm so excited that you'll visit the Greater Bay Area next Sunday! I would like to show you some interesting places in Hong Kong. ✓

② First, we'll <sup>go to</sup> ~~in~~ the Disneyland Hotel in the morning. We'll eat a yummy breakfast. <sup>We can try the</sup> ~~it will have~~ <sup>and</sup> bacon, sausages, corn <sup>eggs</sup>. We'll play hide-and-seek in the playground. <sup>it will be</sup> ~~it will be~~ exciting. <sup>After that</sup>

③ Then, <sup>we'll go to</sup> ~~We'll~~ <sup>go on</sup> ~~play~~ the amusement rides. <sup>the</sup> ~~it~~ roller coaster <sup>is</sup> ~~will~~ so scary, because it is <sup>super</sup> ~~so~~ fast and it ~~will~~ <sup>is</sup> rocks up and down. We'll <sup>also</sup> watch the Disney parade. <sup>It is</sup> ~~It will~~ interesting. We'll buy different souvenirs. <sup>too</sup>

④ <sup>In the evening</sup> ~~last, we also in~~ Disneyland. We'll <sup>eat</sup> ~~have a~~ delicious buffet dinner. <sup>There are</sup> ~~it will have many~~ <sup>different kinds of</sup> food. We'll watch the beautiful fire <sup>displays</sup> ~~works~~. We'll go back to the Disneyland Hotel. <sup>After dinner,</sup>

⑤ It'll be a wonderful trip and we'll ~~learn more about our~~ <sup>I hope you will enjoy it.</sup> ~~country~~. I can't wait to see you.

Aidan ✓

Use '.' full stops to end the sentences.

Good use of adjectives ★  
Err ② - ⑤

F. Check your writing using the checklist below. Tick (✓) or cross (×). Then swap with a partner and check each other's writing. Correct your mistakes.

**Checklist for self-assessment and peer assessment**

Checked by:    myself            my partner

<p>Did you write an e-mail with the correct format?</p> <p>★Sender's e-mail address      ★Receiver's e-mail address</p> <p>★Greeting      ★ Receiver's name      ★Sender's name</p>	<p>✓</p>	<p>✓</p>
<p>Did you use the future tense to talk about things you plan to do?</p> <p>e.g. <i>We'll take photos of the dolphin show.</i></p> <p><i>We'll ride on the cable car.</i></p>	<p>✓</p>	<p>✓</p>
<p>Did you use the correct time words or phrases to show the sequence of activities?</p> <p>e.g. <i>First, we'll watch the dolphin show.</i></p> <p><i>Then, we'll go on the rides.</i></p> <p><i>After that, we'll have lunch.</i></p>	<p>✓</p>	<p>✓</p>
<p>Did you spell all the words correctly?</p> <p>e.g. <i>beautiful</i> ✓    <i>baautiful</i> ×</p>	<p>✓</p>	<p>✓</p>



Writing Marking Scheme 作文評分紙表

	Good	Satisfactory	Weak	Poor
<b>Content</b> (11 marks)	<b>9-11 marks</b> Students provide relevant and interesting information/ideas with supporting details. 內容切題、充實、有趣，描述詳盡。	<b>5-8 marks</b> Students provide relevant information/ideas with some supporting details. 內容切題、但描述欠詳盡。	<b>1-4 marks</b> Students provide very limited information/ideas or unclear /disconnected information / ideas that may confuse the readers. 內容貧乏、鬆散、含糊，描述混淆。	<b>0 marks</b> Students provide totally irrelevant information or make no attempt to write. 內容完全離題或學生未曾作出嘗試。
	The overall meaning is clear.  文意十分清晰。	The overall meaning is quite clear.  文意頗清晰。	The overall meaning can be understood but with considerable difficulty.  讀者大致能理解文章內容，但思路欠清晰。	The meaning is unintelligible.  文意令人費解。
	11			
<b>Language</b> (13 marks)	<b>10-13 marks</b> The overall communication of ideas is clear and coherent with few / no errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰、連貫，詞彙、語法、標點及拼字大致準確。	<b>5-9 marks</b> The overall communication of ideas is clear with some errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰，惟部份詞彙、語法、標點及拼字出現錯誤。	<b>1-4 marks</b> The overall communication of ideas is ineffective with frequent errors in vocabulary, grammar, punctuation and spelling.  整體傳意欠效能，詞彙、語法、標點及拼字常顯錯誤。	<b>0 marks</b> Comprehension is seriously impeded with constant and significant errors in vocabulary, grammar, punctuation and spelling.  文意表達嚴重受阻，詞彙、語法、標點及拼字重複出現嚴重錯誤。
	Good range of vocabulary and sentence structures.  詞彙及句式豐富、多樣化。	Reasonable range of vocabulary and sentence structures.  詞彙及句式尚算恰當。	Limited range of vocabulary and sentence structures.  詞彙及句式頗貧乏。	Meaning cannot be conveyed given the very limited range of vocabulary and sentence structures.  詞彙及句式極度貧乏單調，嚴重阻礙文意表達。
	11			
<b>Organization of Ideas</b> (6 marks)	<b>5-6 marks</b> The organization of ideas is clear, logical and coherent.  文章結構清晰，條理分明及思路連貫。	<b>3-4 marks</b> The organization of ideas is generally clear and logical.  文章結構大致清晰及有條理。	<b>1-2 marks</b> The organization of ideas is often confusing. Comprehension is frequently impeded.  文章結構混亂，文意表達嚴重受阻。	<b>0 marks</b> The ideas are muddled and impossible to follow.  文章結構糊亂，令人無法理解文意。
	5			
<b>Total:</b>	<b>27 /30</b>			

Name	Lam Yi Chun, Aidan
Class	P. 4C
No.	( ) ( ) ( )

English Writing

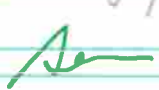
Date: \_\_\_\_\_

Marks	Content 內容 :
	Language 語法 :
	Organization 組織 :
Parent's Signature	

First, we'll go to the Disneyland Hotel in the morning. We'll eat a yummy breakfast. We can try the bacon, sausages, corns and eggs. After that, we'll play hide-and-seek in the playground. It will be exciting. ✓

Then, we'll go to Disneyland. We'll go on the amusement rides. The roller coaster is so scary because it is super fast and it rocks up and down. We'll also watch the Disney parade. It is interesting. ✓  
We'll buy different souvenirs too. ✓

In the evening, we'll have a delicious buffet dinner. There are many different <sup>kinds</sup> of food. After dinner, we'll watch the beautiful firework displays. We'll go back to the Disneyland Hotel. ✓

It'll be a wonderful trip and I hope you will enjoy it. I can't wait to see you. ✓ 

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

Class : P.4 \_\_\_\_\_

**A. Plan a reasonable route**

- \* Ocean Park → Lantau Island → Aberdeen
- \* Lantau Island → The Peak → Sai Kung

**Suggested route:**

- ✓ Ocean Park (whole day)
- ✓ Tsim Sha Tsui → The Peak

**B. Use time markers to show the order of activities**

e.g. First, / Then, / Next, / After that, / Finally, . . . . .  
in the morning, / in the afternoon, / in the evening

**C. Use future tense (*will* + verb)**

e.g. We will go to The Peak.

**D. Add supporting details**

☹ We will go to The Peak. <sup>^</sup>  
where?

☹ . . . We will look at the view of Hong Kong there. <sup>^</sup>  
To-do-what?

☺ . . . . . It is beautiful.  
How?

☹ We will go to Ocean Park. We will go on the rides. <sup>^</sup>  
where? To-do-what?

☹ . . . . . For example, the roller coaster and Ferris wheel. <sup>^</sup>  
What?

☺ . . . . . They are exciting.  
How?

**E. Useful adjectives:**

beautiful, cute, exciting, interesting, amazing, delicious/scrumptious, fresh, spectacular, fantastic

F. Proofread the following text and correct the mistakes.

Hi Tommy ☐:

How are you ☐, I am excited that you'll visit Hong Kong next Sunday! I would like to show you some interesting places here.

Frist, we will go to Sai Kung. We will go on a boat ride. The view is spectcular! We can take beautiful photos there. Then we will eat seafood at a resturant. There have different seafood like crabs and prawns.

They are fresh and delicious.

In the afternoon, we will went to Mong Kok. We will go shopping at Ladies Market. You will buy some toys. Then we can try the street food like egg tart and fish balls. It is tasty.

In the evening, we will eat a buffet dinner in a hotel.

It is fantastic. I'm sure you will ^ happy.

The trip will be funny. I hope you will like it.

Love ☐

Alan

1. \_\_\_\_\_ (pun.)

2. \_\_\_\_\_ (pun.)

2. First (sp.)

3. spectacular (sp.)

4. restaurant (sp.)

5. has <sup>is</sup> (v.)

6. delicious (sp.)

7. go (T.)

8. can (ww.)

9. tarts (pl.)

10. They are (agr.)

11. have (ww.)

12. be (v.)

13. fun (ww.)

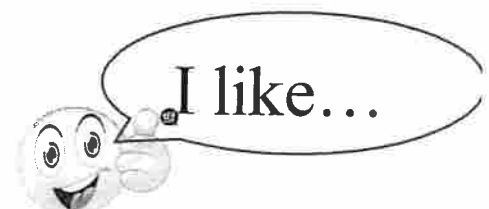
14. \_\_\_\_\_ (pun.)

23-24 WP (5) Good Work from Class 4C

Dave	We'll go to Macau Science Museum in the morning. We'll watch an amazing 3D show about the universe and learn about the wonderful space science. I think it is amazing!
Adian	Then, we'll go on the amusement rides. The roller coaster is so scary because it is super-fast and it rocks up and down. We'll also watch the Disney parade. It is interesting. We'll buy different souvenirs too.
Sareff	In the afternoon, we'll go to Sai Kung. We'll look at the rocks at Hong Kong Geopark. Then we'll eat seafood at the pier. It is delicious. We'll also go on a boat ride and enjoy the view. It is spectacular.
Alston	...we'll have lunch at a Chinese dim sum restaurant. We'll enjoy traditional dim sum there. We cannot miss out their tasty shrimp dumplings, pork bun and spring rolls.
Hailie	In the evening, we'll watch the circus show there. It is amazing! After the show, we will eat hamburgers. They are yummy. After dinner, we will ride on the Ferris Wheel. We can look at the beautiful night view.
Sidney	<p>Hi Kaylie,</p> <p>How are you? I'm so excited that you'll visit Hong Kong next Sunday! I want to share about some interesting places in Mong Kok.</p> <p>First, we'll visit Goldfish Market. We can look at the lively fish. It will be wonderful! If we are hungry, we can try some local snacks like fish balls, egg waffles and egg tarts. Then, we'll go shopping there. The shopping malls there will be bustling with people.</p> <p>Then, we'll go to Flower Market Road in the afternoon. We will look at the variety of plants. You'll feel so refreshing to smell those plants. Then we'll go to the coffee shop. We can share a piece of cake. It'll be so relaxing to chill out there. We'll buy some colourful flowers before we leave.</p> <p>At last, we'll go shopping at Langham Place. We can see the mall fashionable design and decorations. They are amazing! We will pose for photos with the adorable mascots. We can also take sticker photos together. I think that will be amusing. In the evening, we'll enjoy the scrumptious meal at the restaurant. I think we may leave the café with a bulging belly.</p> <p>I hope you will like this plan and know more about the culture of Hong Kong.</p> <p>Sidney</p>

Write down two words, phrases or sentences that you like.

1. refreshing ✓
2. scrumptious ✓







## Writing an e-mail:



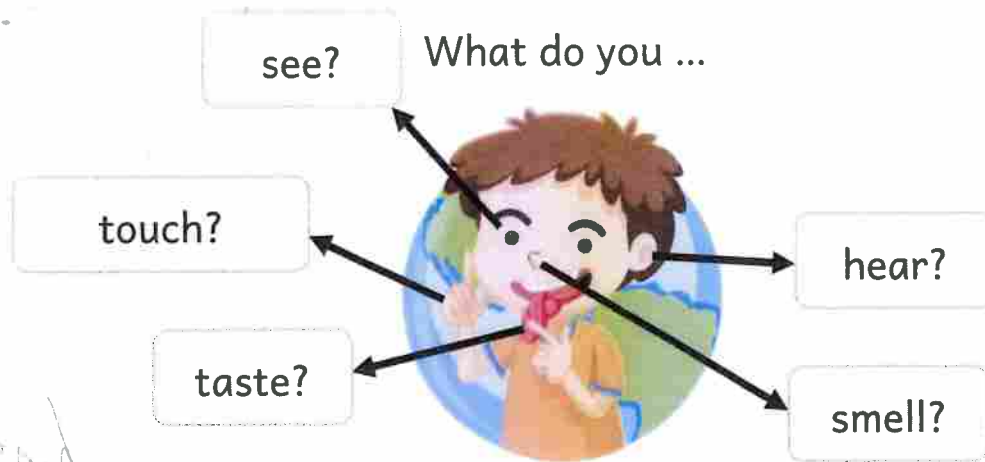
## A day trip



Name: Wong Lai Yan, Sidney (21)






Class: 4C

★  
Using Five Senses To Write

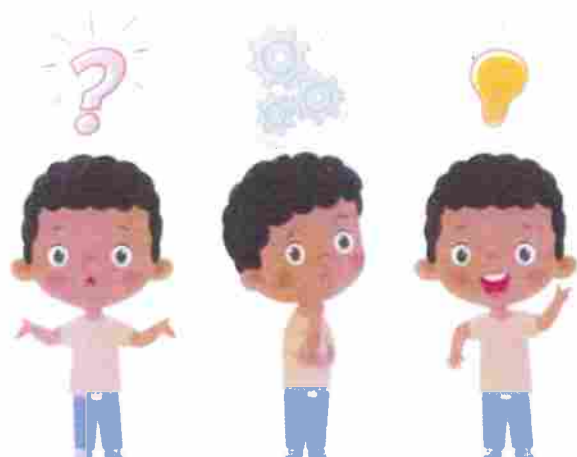


*Read*

There are some words of five senses.

see 	touch 	taste 	hear 	smell 
<b>Verbs</b>				
see, watch	do, walk, visit, play, ride	eat, drink, taste	hear, listen to, scream, laugh	smell
<b>Adjectives</b>				
colourful, round, shiny, fast, slow, small, big	fluffy, smooth, hard, soft	sweet, spicy, juicy, flavourful, delicious, yummy, tasty	noisy, quiet	fresh

You can use any of them to think about your writing.



Red = Noun  
blue = Verb

A. Vickie writes an e-mail to her friend, Anna about a day trip. Read it.

**New message** [Close]

**To:** anna@clam.edu.hk

**From:** vickie@clam.edu.hk

**Subject:** A day trip in Shenzhen

Hi Anna,

How are you? I'm so excited that you'll **visit** the **Greater Bay Area** next Sunday! I would like to show you some interesting places in Shenzhen.






First, we'll **visit** **Splendid China Folk Village** in the morning. It **is** spectacular. We will **see** some Chinese **buildings** and **watch** some traditional **performances** there. They **are** wonderful.

In the afternoon, we'll **go** to **Shenzhen Safari Park**. We'll **see** different **animals** such as **tigers**, **giraffes**, **zebras** and **pandas**. We'll **watch** the **tiger performance**. It **is** wonderful. We can also **feed** the **giraffes**. They **are** so cute.

Then we'll **eat** **Haidilao Hot Pot** for **dinner** at **Lo Wu Shopping Centre**. The **soup** **is** spicy and the **food** **is** delicious. We can **eat** and **chat** a lot! After dinner, we'll **go** back to **Hong Kong** by **High Speed Rail**.

It'll be a wonderful trip and we'll **learn** more about our country. I can't **wait** to see you!

Vickie



## B. Read the e-mail again and learn the features.

### Features of an e-mail

*about*

**New message**

**To:** anna@clam.edu.hk Receiver's e-mail address

**From:** vickie@clam.edu.hk Sender's e-mail address

**Subject:** A day trip in Shenzhen Topic of the e-mail


**Greeting**

Hi Anna, Receiver's name 🙄


**Introductory paragraph**

How are you? I'm so excited that you'll visit the Greater Bay Area next Sunday! I would like to show you some interesting places in Shenzhen.


**Main paragraph 1: the first place to go**

First, we'll visit Splendid China Folk Village in the morning. It is spectacular. We will see some Chinese buildings and watch some traditional performances there. They are wonderful. 


**Main paragraph 2: the second place to go**

In the afternoon, we'll go to Shenzhen Safari Park. We'll see different animals such as tigers, giraffes, zebras and pandas. We'll watch the tiger performance. It is wonderful. We can also feed the giraffes. They are so cute. 


**Main paragraph 3: the last place to go**

Then we'll eat Haidilao Hot Pot for dinner at Lo Wu Shopping Centre. The soup is spicy and the food is delicious. We can eat and chat a lot! After dinner, we'll go back to Hong Kong by High Speed Rail. 

**To end an e-mail**

It'll be a wonderful trip and we'll learn more about our country. I can't wait to see you! 

**Sender's name**

Vickie 

**C. Read the e-mail again and fill in the table.**

- Where will you go? • What is special about the place? • What will you do there?
- e.g. Art Park (a great place to look at the view of the harbour), have a picnic lunch

A day trip in shenzhen

ShenZhen ✓ \_\_\_\_\_ in the Greater Bay Area



Place 1: Splendid China Folk Village ✓

	Things to do ↓	Adjectives
👁️👁️	see some Chinese buildings ✓	Spectacular ✓
	watch some traditional performances ✓	wonderful ✓



Place 2: ShenZhen Safari Park ✓

	Things to do	Adjectives
👁️👁️	see different animals ✓	
	watch <sup>the</sup> tiger performance ✓	wonderful ✓
👋	feed the giraffes ✓	cute ✓



Place 3: Lo Wu Shopping Centre ✓

	Things to do	Adjectives
👄	eat Haidilao Hot Pot ✓	spicy and delicious ✓
	<del>eat and chat</del> with friends.	

### Task

You and your friend would like to go on a day trip in one city in the Greater Bay Area next Sunday. You will visit 2-3 places there. Plan the day trip and write an email to share it with your friend.

#### Step 1: Group work

Which city will you go? What places will you visit there? What will you do / see / eat there? Work in groups and find information to help you plan your trip.



There are different ways for you to find information about your trip. Put a tick in the circle if you will do it.

Read the information / brochure from your teachers (page 6 of booklet).

Top 10 places in Hong Kong

Search for ideas on the Internet.

Google



Ask your family if they know about the places.



Others:



#### Step 2: Individual work

Find out about the city and write your plan for the day trip on page 8-9 of the booklet.



Stick the brochure here

Let's explore the GREATER BAY AREA

Wonderful Tours

## Shenzhen Tour

Shenzhen is very close to Hong Kong. It only takes 15 minutes to get there by high-speed rail. Come and visit these popular spots!



\$1,388

### Highlights

#### Shenzhen Safari Park 深圳野生動物園

Come and meet 300 kinds of wild lives such as giant pandas and south China tigers. Watch their **amusing** performances and enjoy the **thrilling** night show.

#### Mission Hills Ocean World 觀瀾海洋世界

Here you can walk under the underwater tunnel and see thousands of **amazing** sea animals closely. It is a paradise for animal lovers!

#### Karoo Ice and Snow World 卡魯冰雪世界

Enjoy skiing and ice-skating in all seasons. Here you can learn about **fun** winter sports and build a snowman with your family.

#### Sam's Club 山姆超市

It is **the largest** shopping outlet open recently. Here you can enjoy a **spacious** and **comfortable** shopping environment. You can buy a Peking duck for dinner here.

\$100 off for those under 3 or above 65.

Tour available every Friday, Saturday and Sunday.



Scan the QR code and watch a video about a day tour from Hong Kong to Shenzhen.

D. Here is some information about Hong Kong in the Greater Bay Area.

**Hong Kong in the Greater Bay Area**

**Sai Kung**

- eat seafood at the pier



- look at the rocks at Hong Kong Geopark



- go on a boat ride

**The Peak**

- ride on the Peak Tram
- enjoy the view of Victoria Harbour



**West Kowloon Cultural District**

- have picnics at the Art Park & enjoy the coastal view



- visit the museums (M+ Museum, Hong Kong Palace Museum, Xiqu Centre)



- watch the light show



**Mong Kok**

- go shopping at Ladies' Market



- try local snacks (e.g. fish balls, egg waffles)

**Central**

- ride on the Hong Kong Observation Wheel



- look at the exhibits in Tai Kwun Museum



**Stanley**

- buy souvenirs at Stanley Market
- have afternoon tea at the seaside cafes



**Cheung Chau**

- visit Cheung Po Tsai cave
- try local food / street food



**Lantau**

- ride on the Ngong Ping 360 cable car
- eat a vegetarian meal at Po Lin Monastery
- take photos of the Big Buddha





Sidney

### A day trip

Mong Kok in the Greater Bay Area

To start the e-mail:

I'm <sup>so</sup>exciting<sup>ed</sup> to share about ~~I visit~~ <sup>that you'll visit Hong Kong next Sunday. I want to</sup> ~~Mong Kok.~~ <sup>some interesting places in</sup>

Place 1: Goldfish Market

Morning

	Things to do	Adjectives
	watch the lively fishes	wonderful
	Try local snacks	delicious
	go shopping at Goldfish Market	exciting

Place 2: Flower Market Road

Afternoon

	Things to do	Adjectives
	look at the variety of plants	enjoyable
	<sup>enjoy</sup> eat a cake at the coffee shop	yummy
	buy some colourful flowers	beautiful

Place 3 (Optional): Langham Place

Evening

	Things to do	Adjectives
	watch the mall layout and decorations	amazing
	eat food at different kinds of restaurant	tasty
	take sticker photos with family	amusing

To end the e-mail:

I ~~think~~ <sup>hope</sup> you may learn more about Mong Kok and enjoy this plan.

E. Write the e-mail in at least 60 words.

New message

To: Kaylie @clam.edu.hk

From: Sidney @clam.edu.hk

Subject: A day trip in Mong Kok

Hi Kaylie, Hong Kong,

① How are you? I'm so excited that you'll visit Hong Kong next Sunday! I want to share about some interesting places in Mong Kok.

② First, we'll visit Goldfish Market. We can look at the lively fishes. It will be wonderful! If we are hungry, we can try some local snacks like fishballs, egg waffles and egg tarts. Then, we'll go shopping there. ~~I think~~ The shopping mall there ~~it~~ will be bustling with activities people.

③ Then we'll go to Flower Market Road in the afternoon. We will look at the variety of plants. ~~It~~ feels so refreshing to smell those plants. Then we'll go to the coffee shop. We can share a piece of cake. ~~It~~ will be so relaxing to chill out there. We'll buy some colourful flowers before we leave.

④ At last, we'll go shopping at Langham Place. At there, we can see the mall's fashionable design and decorations. They are amazing. We can also take sticker photos together with family. I think that will be amusing. We'll enjoy the sumptuous meal at the restaurant. I think we may leave the cafe with a bulging belly. // I hope you will enjoy this.

Sidney

In the evening

- Detailed description of the places.
- A range of adjectives were used. (see (2) (4))

F. Check your writing using the checklist below. Tick (✓) or cross (×). Then swap with a partner and check each other's writing. Correct your mistakes.

**Checklist for self-assessment and peer assessment**

Checked by:    myself    my partner

<p>Did you write an e-mail with the correct format?</p> <p>★Sender's e-mail address      ★Receiver's e-mail address          ★Greeting      ★Receiver's name      ★Sender's name</p>	<p>✓</p>	<p>✓</p>
<p>Did you use the future tense to talk about things you plan to do?</p> <p>e.g. <i>We'll take photos of the dolphin show.</i>  <i>We'll ride on the cable car.</i></p>	<p>✓</p>	<p>✓</p>
<p>Did you use the correct time words or phrases to show the sequence of activities?</p> <p>e.g. <i>First, we'll watch the dolphin show.</i>  <i>Then, we'll go on the rides.</i>  <i>After that, we'll have lunch.</i></p>	<p>×</p>	<p>×</p>
<p>Did you spell all the words correctly?</p> <p>e.g. <i>beautiful</i> ✓    <i>baautiful</i> ×</p>	<p>✓</p>	<p>✓</p>

How well did you do?




and <sup>know</sup> learn more about ~~Hong Kong~~ <sup>the culture of Hong Kong.</sup>

Writing Marking Scheme 作文評分紙表

	Good	Satisfactory	Weak	Poor
<b>Content</b> (11 marks)	<b>9-11 marks</b> Students provide relevant and interesting information/ideas with supporting details. 內容切題、充實、有趣，描述詳盡。	<b>5-8 marks</b> Students provide relevant information/ideas with some supporting details. 內容切題、但描述欠詳盡。	<b>1-4 marks</b> Students provide very limited information/ideas or unclear /disconnected information / ideas that may confuse the readers. 內容貧乏、鬆散、含糊，描述混淆。	<b>0 marks</b> Students provide totally irrelevant information or make no attempt to write. 內容完全離題或學生未曾作出嘗試。
	The overall meaning is clear.  文意十分清晰。	The overall meaning is quite clear.  文意頗清晰。	The overall meaning can be understood but with considerable difficulty.  讀者大致能理解文章內容，但思路欠清晰。	The meaning is unintelligible.  文意令人費解。
	11			
<b>Language</b> (13 marks)	<b>10-13 marks</b> The overall communication of ideas is clear and coherent with few / no errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰、連貫，詞彙、語法、標點及拼字大致準確。	<b>5-9 marks</b> The overall communication of ideas is clear with some errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰，惟部份詞彙、語法、標點及拼字出現錯誤。	<b>1-4 marks</b> The overall communication of ideas is ineffective with frequent errors in vocabulary, grammar, punctuation and spelling.  整體傳意欠效能，詞彙、語法、標點及拼字常顯錯誤。	<b>0 marks</b> Comprehension is seriously impeded with constant and significant errors in vocabulary, grammar, punctuation and spelling.  文意表達嚴重受阻，詞彙、語法、標點及拼字重複出現嚴重錯誤。
	Good range of vocabulary and sentence structures.  詞彙及句式豐富、多樣化。	Reasonable range of vocabulary and sentence structures.  詞彙及句式尚算恰當。	Limited range of vocabulary and sentence structures.  詞彙及句式頗貧乏。	Meaning cannot be conveyed given the very limited range of vocabulary and sentence structures.  詞彙及句式極度貧乏單調，嚴重阻礙文意表達。
	12			
<b>Organization of Ideas</b> (6 marks)	<b>5-6 marks</b> The organization of ideas is clear, logical and coherent.  文章結構清晰，條理分明及思路連貫。	<b>3-4 marks</b> The organization of ideas is generally clear and logical.  文章結構大致清晰及有條理。	<b>1-2 marks</b> The organization of ideas is often confusing. Comprehension is frequently impeded.  文章結構混亂，文意表達嚴重受阻。	<b>0 marks</b> The ideas are muddled and impossible to follow.  文章結構糊亂，令人無法理解文意。
	6			
<b>Total:</b>	29 /30 ☆			

Name	Wong Lai Yiu Sidney
Class	P. 4C
No.	( 21 )

English Writing

Date: \_\_\_\_\_

Marks	Content	內容 :
	Language	語法 :
	Organization	組織 :
Parent's Signature		

3. Then we'll go to Flower Market Road in the afternoon. We'll look at the variety of plants. You'll feel so refreshing to smell those plants. Then we'll go to the coffee shop. We can share a piece of cake. It'll be so relaxing to chill out there. We'll buy some colourful flowers before we leave. ✓

4. At last, we'll go shopping at Langham Place. We can see the mall fashionable design and decorations. They are amazing. We will pose for photos with the adorable mascots. ✓

We can also take sticker photos together. I think that will be amusing. In the evening we'll enjoy the sumptuous meal at the restaurant. ✓

I think we may leave the restaurant with a bulging belly. // I hope you will like and know more about the culture of Hong Kong. ✓

✓  
A

Name : Wong Lai Yiu Sidney (21)

Class : P.4 C

**A. Plan a reasonable route**

- \* Ocean Park → Lantau Island → Aberdeen
- \* Lantau Island → The Peak → Sai Kung

**Suggested route:**

- ✓ Ocean Park (whole day)
- ✓ Tsim Sha Tsui → The Peak

**B. Use time markers to show the order of activities**

e.g. First, / Then, / Next, / After that, / Finally, . . . . .  
in the morning, / in the afternoon, / in the evening

**C. Use future tense (*will* + verb)**

e.g. We will go to The Peak.

**D. Add supporting details**

☹ We will go to The Peak. <sup>^</sup>  
where?

☹ ... We will look at the view of Hong Kong there. <sup>^</sup>  
To-do-what? *adj.*

☺ ... .. <sup>^</sup>  
It is beautiful.  
How?

☹ We will go to Ocean Park. We will go on the rides. <sup>^</sup>  
where? To-do-what?

☹ ... .. For example, the roller coaster and Ferris wheel. <sup>^</sup>  
What?

☺ ... .. They are exciting.  
How?

**E. Useful adjectives:**

beautiful, cute, exciting, interesting, amazing, delicious/*delicious* scrumptious, fresh, spectacular, fantastic  
*wonderful*

F. Proofread the following text and correct the mistakes.

Hi Tommy ☐:

How are you ☐, I am excited that you'll visit Hong Kong next Sunday! I would like to show you some interesting places here.

Frist, we will go to Sai Kung. We will go on a boat ride. The view is spectacular! We can take beautiful photos there. Then we will eat seafood at a resturant. There have different seafood like crabs and prawns.

They are fresh and delicious.

In the afternoon, we will went to Mong Kok. We will go shopping at Ladies Market. You will buy some toys. Then we can try the street food like egg tart and fish balls. It is tasty.

In the evening, we will eat a buffet dinner in a hotel.

It is fantastic. I'm sure you will ^ happy.

The trip will be funny. I hope you will like it.

Love ☐

Alan

1. \_\_\_\_\_, ✓ (pun.)

2. \_\_\_\_\_? ✓ (pun.)

2. First ✓ (sp.)

3. spectacular ✓ (sp.)

4. restaurant ✓ (sp.)

5. had x is (v.)

6. delicious ✓ (sp.)

7. go ✓ (T.)

8. can ✓ (ww.)

9. tarts ✓ (pl.)

10. They are ✓ (agr.)

11. have ✓ (ww.)

12. be ✓ (v.)

13. fun ✓ (ww.)

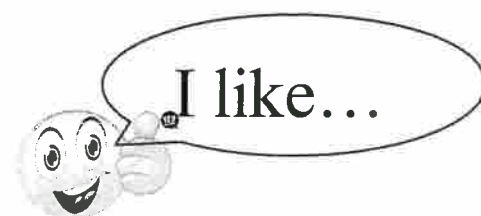
14. \_\_\_\_\_, ✓ (pun.)

23-24 WP (5) Good Work from Class 4C

Dave	We'll go to Macau Science Museum in the morning. We'll watch an amazing 3D show about the universe and learn about the wonderful space science. I think it is amazing!
Adian	Then, we'll go on the amusement rides. The roller coaster is so scary because it is super-fast and it rocks up and down. We'll also watch the Disney parade. It is interesting. We'll buy different souvenirs too.
Sareff	In the afternoon, we'll go to Sai Kung. We'll look at the rocks at Hong Kong Geopark. Then we'll eat seafood at the pier. It is delicious. We'll also go on a boat ride and enjoy the view. It is spectacular.
Alston	...we'll have lunch at a Chinese dim sum restaurant. We'll enjoy traditional dim sum there. We cannot miss out their tasty shrimp dumplings, pork bun and spring rolls.
Hailie	In the evening, we'll watch the circus show there. It is amazing! After the show, we will eat hamburgers. They are yummy. After dinner, we will ride on the Ferris Wheel. We can look at the beautiful night view.
Sidney	<p>Hi Kaylie,</p> <p>How are you? I'm so excited that you'll visit Hong Kong next Sunday! I want to share about some interesting places in Mong Kok.</p> <p>First, we'll visit Goldfish Market. We can look at the lively fish. It will be wonderful! If we are hungry, we can try some local snacks like fish balls, egg waffles and egg tarts. Then, we'll go shopping there. The shopping malls there will be bustling with people.</p> <p>Then, we'll go to Flower Market Road in the afternoon. We will look at the variety of plants. You'll feel so refreshing to smell those plants. Then we'll go to the coffee shop. We can share a piece of cake. It'll be so relaxing to chill out there. We'll buy some colourful flowers before we leave.</p> <p>At last, we'll go shopping at Langham Place. We can see the mall fashionable design and decorations. They are amazing! We will pose for photos with the adorable mascots. We can also take sticker photos together. I think that will be amusing. In the evening, we'll enjoy the scrumptious meal at the restaurant. I think we may leave the café with a bulging belly.</p> <p>I hope you will like this plan and know more about the culture of Hong Kong.</p> <p>Sidney</p>

Write down two words, phrases or sentences that you like.

- |    |   |        |
|----|---|--------|
| 1. | amusement ✓   | shrimp |
| 2. | We cannot miss out their tasty <u>shrimp</u> <u>dumplings</u> . |        |





# F.M.B. Chun Lei Primary School

2<sup>nd</sup> Term

Writing Practice 6

Level B

✍



## Writing a creative story:



## Develop good habits

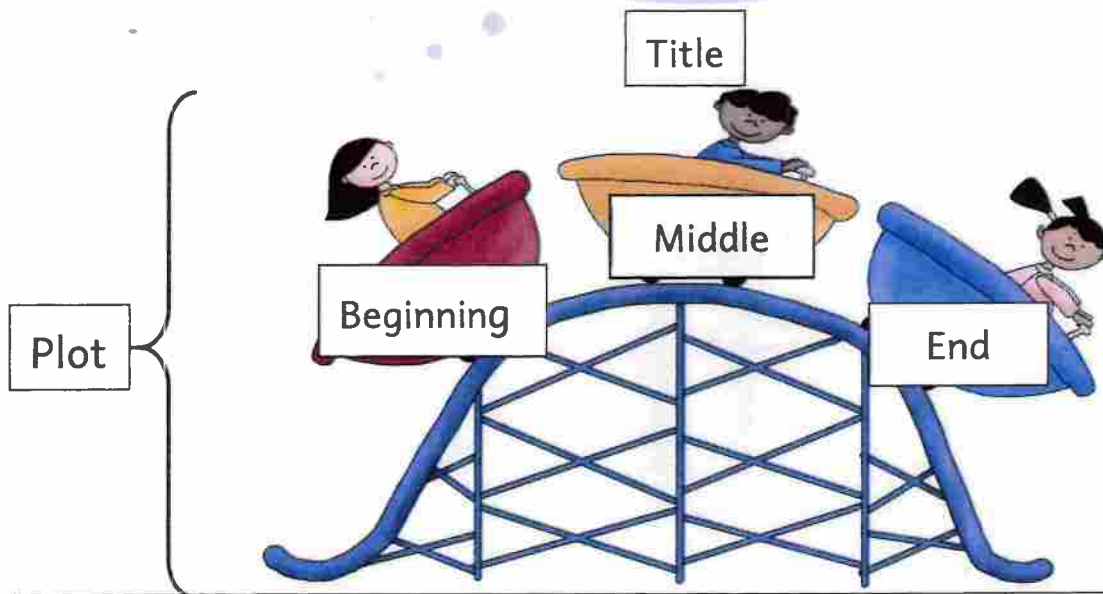


Name: Patrina ( 17 )

Class: 4 C

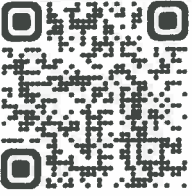

## Writing a story

What are the parts of a story?



Parts of a story		Wh-questions
Title	It is the <b>name of the story</b> .	<b>What?</b>
Beginning	It introduces the <b>setting [time / place]</b> , the <b>characters</b> and the <b>problem</b> .	<b>When? Where?</b> <b>Who? What?</b>
Middle	It tells <b>the events</b> that happen in the story and <b>how the characters face the problem</b> .	<b>What happened?</b> <b>How?</b>
End	It shows <b>how the characters solve the problem</b> and change.	<b>How?</b>

SDL: Watch the videos below to find out more:

	<p>Video 1:</p> <p>Plot Mountain!   The Plot Diagram Song   Scratch Garden. (2017, November 1). Scratch Garden.</p> <p><a href="https://www.youtube.com/watch?v=NpWHZJZQDSE&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=NpWHZJZQDSE&amp;ab_channel=ScratchGarden</a></p>
	<p>Video 2</p> <p>How Can You Identify Story Elements?   Story Elements for Kids   Reading Comprehension. (2023, September 11). Ms Dorismond's Virtual Corner.</p> <p><a href="https://www.youtube.com/watch?v=CucxX46BGpk&amp;ab_channel=Ms.Dorismond%27sVirtualCorner">https://www.youtube.com/watch?v=CucxX46BGpk&amp;ab_channel=Ms.Dorismond%27sVirtualCorner</a></p>

Which video do you like best? Choose and colour. 🌈

★ ♥ Video 1

♥ Video 2

**A. Read a story about Max. He had some bad habits.**



**Messy Max learnt a lesson**

Long ago, Messy Max was well-known for being stinky and lazy in the puppy world. He had no friends because he was stinky and lazy.

Max hated taking a bath. He only cleaned himself once a month! He was smelly and messy. He spent most of his time sleeping in his doghouse. When other puppies invited him to play, Max replied, 'Sorry! I only exercise three times a year!'

One Sunday morning, Max went hunting in the woods. Suddenly, he heard a low growling sound behind him. Oh no! There was a huge brown bear staring at him! Max was terrified and wanted to run away but he couldn't run fast! 'Oh dear! I'm so slow because I didn't do enough exercise!' exclaimed Max. The bear caught Max and yelled, 'Yum! I like this stinky, fat dinner!'

'No!' Max screamed. A dog named Ruby heard him. She jumped on the bear and knocked him down. Then, the bear fainted and fell on the ground. 'Thank you! You saved my life,' Max thanked Ruby.

Max learnt his lesson. He quickly rushed back home and took a long bath. After that, he ran to the lawn and did exercise with his new friend, Ruby. From that day on, Max became clean and fit!

**B. Read the story again and learn the features of a story. ✍ Take notes.**

Features of a story



**Beginning**

Paragraph 1:  
**Introduction of the setting, the main character and his problem**

Paragraph 2:  
**Details of Max's bad habits**



**Middle**

Paragraph 3:  
**The events and the problem**  
*What happened to Max and how he faced his problem in detail*



**End**

Paragraphs 4-5:  
**Ending**  
*How the characters solved the problem and how Max changed his bad habits*

**Title** *untidy / clean* **Messy Max learnt a lesson** **Introduction**

1 *(when?) (who?) (where?)* Long ago, Messy Max **was** well-known for being *(stinky)* stinky and lazy in the *(where?)* puppy world. He **had** no friends because he **was** stinky and lazy. *(problem)*

2 Max **hated** taking a bath. He **only cleaned** himself once a month! He **was** smelly and messy. He **spent** most of his time sleeping in his doghouse. When other puppies **invited** him to play, Max **replied**, 'Sorry! I **only exercise** three times a year!'

3 One Sunday morning, Max **went** hunting in the woods. Suddenly, he **heard** a low growling sound **Problem** behind him. Oh no! There **was** a huge brown bear *(looking)* staring at him! Max **was** terrified and **wanted** to run away but he **couldn't** run fast! 'Oh dear! I'm so slow because I **didn't do** enough exercise!' *(screamed)* **exclaimed** Max. The bear **caught** Max and **yelled**, 'Yum! I **like** this stinky, fat dinner!'

4 **Climax** 'No!' Max **screamed**. A dog **named** Ruby **heard** him. She **jumped** on the bear and **knocked** him down. Then, the bear **fainted** and **fell** on the ground. 'Thank you! You **saved** my life,' Max **thanked** Ruby. **Ending**

5 Max **learnt** his lesson. He quickly **rushed** back home and **took** a long bath. After that, he **ran** to the *(grass)* lawn and **did** exercise with his new friend, Ruby. From that day on, Max **became** clean and fit! *(land)*

C. Read the story again and complete the story map.

Question words	Title	
What?	Messy Max learnt a lesson	
When?	Setting	
Where?	Time: Long ago ✓	Place: the puppy world ✓
Who?	Main character and problem	
What?	Messy Max ✓	Personality: <sup>lazy</sup> lazy ✓
What?	Max's bad habits (Likes / dislike) (lazy ✓)	
How often?	1. hate <u>taking a bath</u> only cleaned himself <u>once a month</u>	
What?	2. seldom <u>do exercise</u> ✓ <u>exercise</u> (exercise ✓)	
What?	<ul style="list-style-type: none"> <li><u>sleeping</u> in his <u>doghouse</u> all day</li> <li>only exercised <u>three times a year</u></li> </ul>	
How often?		
	Events and the problem	
	Number the events in the correct order 1-5.	
When?	4 ✓ Max wanted to escape but he could not	
Where?	2 ✓ Max met a hungry bear which could smell him	
What happened?	5 ✓ because he did not do enough exercise.	
Why?	1 ✓ One Sunday morning Max went hunting in the forest.	
	3 ✓ because Max was stinky.	
	Ending	
What happened?	<ul style="list-style-type: none"> <li>Max <u>screamed</u> for help</li> <li><u>Ruby</u> attacked the bear and saved Max</li> <li>Max decided to <u>take</u> a <u>bath</u> and do <u>exercise</u> with his friend</li> <li>Max became <u>clean</u> and <u>fit</u></li> </ul>	
How the character solved the problem and how he changed		

## C. Step 1: Learn more about writing dialogues

Dialogues are important. They make your character think and speak!








Video:

ACTION, SAYING AND THINKING OR FEELING VERBS | ENGLISH GRAMMAR LESSON | ENGLISH EXAM REVIEWER. (2021, February 14). POCKETFUL OF ENGLISH with Ms Inah.


<https://youtu.be/AixwtBiiil4?si=SITsR621KzkTBJ6I>

I. In a story, we can use many **saying / reporting verbs** to describe how the characters say something, e.g.

General	More interesting 👍👍
said 	<b>asked / enquired</b> 
	<b>replied / answered</b>
	<b>shouted / screamed / yelled</b> 
	<b>whispered</b> (to say something quietly)
	<b>exclaimed</b> (to say something suddenly and loudly) !!
<b>GRRR!</b> 	<b>growled</b> (to make a low, rough sound, usually in anger)
	<b>apologised</b> (to say sorry) 
	<b>laughed / giggled</b>

thinking verbs  
thought  
remember  
imagine

II. When writing dialogues, we...

- use **quotation marks** ' ' before and after the speaker's words 
- use the **comma** together with quotation marks (Example 1), or at the end of the quotation and before the quotation marks (Example 2)
- **capitalise** the first letter of the first word of a dialogue

See carefully each parts of a dialogue in Examples (1) and (2).

Who	V	C	Q		P	Q
(1) Rapunzel	asked	,	'	How often do you cut your fingernail	?	'

Q		C	Q	V	Who	P
(2) ' Once a month	,	'	replied	the prince	.	

\*V=verb , C=comma, Q=quotation mark , P=punctuation

**Task 1:**

Read the story on p.3 again, find and write down a dialogue which follows the rules in  Example (1).

	Who	V	C	Q		P	Q
1	Max	replied	,	'	sorry! I only exercise threetimes	!	'

a year ✓

**When we write or talk about habits, we ...**

- ✓ Use **frequency words and time words** to describe how often a person does something, e.g.

once a week      twice a month      three times a year

(1/week)

(2/month)

(3/year)

**Time words:**



- ✓ Use **ought to** to give an advice

**Task 2:**

Read the following picture and try to write the dialogues.



Rita

William

Rita Rabbit was curious why William Wolf couldn't run fast to catch her.

She enquired, 'How often do you exercise?' William answered, 'Once a month. How about you?' Rita replied and replied, 'Three times a week. You ought to do exercise more often.'

**D. Step 2: Analyze and set goals**

**'What makes a good story?'**

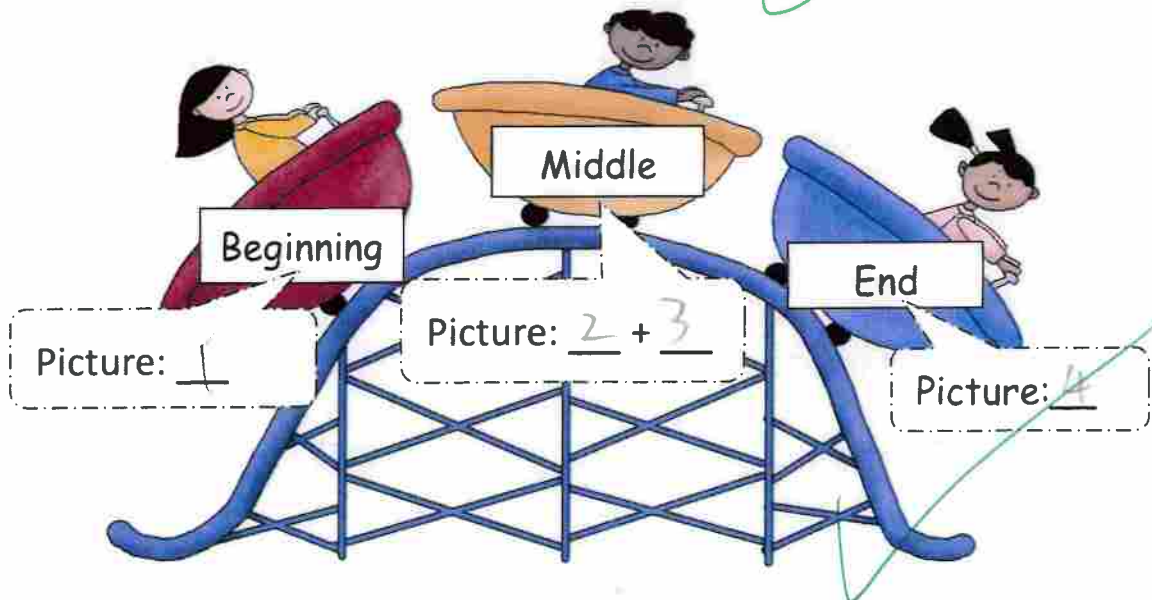
Can you find these elements in 'Messy Max learnt a lesson'?

Check  the boxes and fill in the blank.



A good story should have...	Does 'Messy Max learnt a lesson' (p.3) have...?	My story needs to include... <input checked="" type="checkbox"/>
✓ A <b>beginning, a middle</b> and an <b>end</b> that solves the problem	✓	✓
✓ Many <b>verbs</b> to describe what the characters do and how they say	✓	✓
✓ <b>Adjectives</b> to describe things and feelings	✓	✓
✓ <b>Dialogues</b> e.g. 'No way!' shouted Rita.	✓	✓
✓ <b>Values</b> to learn	✓	✓
✓ <b>Others:</b> _____ _____		

**Paragraphing**






**E. Write a story about William Wolf and Rita Rabbit. William Wolf had some bad habits.**

Read the pictures and the guiding questions below.

<p>1</p> <p>... exercise?      1 / month</p> <p>3 / week</p>	<p>2</p> <p>Mon &amp; Wed</p> <p>went      was at</p>
<p>catch / ought to</p>	<p>go running / go swimming</p>
<p>3 Three months later ...</p> <p>I want to ...</p>	<p>4</p>
<p>meet</p>	

- What happened in Picture 1? What did William and Rita say?
- What did William do in Picture 2?
- What did William want to do in Picture 3? How did Rita feel?
- What happened in the end?

## F. Step 3: Plan the story with the help of a story map.

Question words	Title	
What?	How William Wolf Get Rid of His Bad Habits	
When?	Setting	
Where?	Time: Long time ago ✓	Place: in the forest ✓
Who?	Main character(s) and problem	
What problem?	William Wolf ✓	Personality: lazy ✓
How often?	William's bad habits	
	<ul style="list-style-type: none"> <li>hate doing exercise ✓</li> <li>only exercised once a <u>month</u> month</li> </ul>	
	Events and the problem	
What happened and why?	<ul style="list-style-type: none"> <li>William want<sup>ed</sup> to run faster to catch more animals ✓</li> <li>He went running in the wood ✓</li> <li>twice a week △</li> <li>He went <sup>swimming</sup> in the lake every Saturday △</li> <li>Three months later, William became fit and strong △</li> <li>He met Rita Rabbit again △</li> </ul>	
When?		
Where		
How often?		
 Climax pic 2-3		
	Ending	
What happened?	Personality: (☺ <u>thankful</u> ✓ William v.s. ☹ <u>evil</u> ✓ William)	
How did he/she solve the problem?	<ul style="list-style-type: none"> <li>William wanted to thank <sup>Rita</sup> Rabbit ✓</li> <li>thank you for your <sup>kindness</sup> kindness</li> <li>they become friends <sup>Rita</sup> and enjoy doing all kinds of sports together</li> <li>doing sports make your feelings good</li> </ul>	<ul style="list-style-type: none"> <li>William wanted to eat <sup>Rita</sup> Rabbit</li> </ul>

brilliant while

- G. Step 4: Read the writing checklist on p.11 and self-study notes on p.12  
Step 5: Write the first draft of the story using the notes on p.5-8 and the story map on p.9. Write at least 60 words.

### How William Wolf Get Rid of His Bad Habits

① Long ago in the forest, there lived a lazy wolf called William. He hated doing exercise. He only exercised once a month. How lazy!

② One day, when he woke up, he thought he was starving. His stomach growled. Let me find something to eat. Suddenly, a rabbit called Rita hopped by. Brilliant! There goes my dinner, exclaimed William. So he chased after Rita. A while later, he found out that a young rabbit is hard to catch than he thought and now he was already exhausted. Rita was curious why William wolf couldn't run fast to catch her. She enquired, 'How often do you exercise?' William answered, 'Once a month. How about you?' Rita giggled and replied, 'Three times a week. You ought to do exercise more often.' 'Ok, I guess,' growled William.

③ William wanted to run faster to catch more animals. So he went running in the wood twice a week. He went swimming in the lake every Saturday. Three months later, William became fit and strong and he met Rita rabbit again. 'I want to...,' started William but Rita was already imagining what he is going to say. But instead

he enquired, 'I'm going to be friends with you and thank you for your kindness.' From that day on, Rita Rabbit and William Wolf became friends and enjoy doing all sorts of exercise together. He learnt that doing sports helped make your temper good.

\* Very interesting story!

\* Wide range of verbs and adjectives were used!

Mind the use of past tense.

Corr (3)

## H. Step 6: Checklist for Editing

① Check your writing using the checklist below. Tick (✓) or cross (✗).

② Then swap with a partner and check each other's writing. Correct your mistakes.

	①	②
• I wrote a beginning, a middle and an end that solves the problem.	✓	✓
• I used <b>frequency words</b> to talk about <b>how often</b> something happens. e.g. <i>I never do exercise.</i>	✓	
• I used <b>a variety of verbs and adjectives</b> .	✓	
• I used <b>dialogues</b> .	✓	
• I used the <b>correct tenses</b> .	✗	
• I <b>spelled the words correctly</b> .	✗	
• I used <b>connectives</b> to link the ideas.	✓	
• I wrote in <b>appropriate paragraphs</b> .	✓	

How well did you do?



## I. Self-study notes

### Use connectives to link ideas



Time	Reason/ Result	Addition	Opposition
first , next , then, after that , finally, just then, from that day on	because, so, therefore	and , also, moreover	although, but, however

### Word Bank:

Verbs	Nouns	Adjectives
hunt, catch eat, sleep, jog, do ought to, need to, give change, become meet, date thank, give <u>Saying/reporting verbs:</u> ask, reply, shout, yell, scream, exclaim, sigh, laugh, giggle	habits, nap, junk food activities, exercise advice, suggestion(s) present(s), gift(s) competition, race friend, prey	fat, chubby, tired, frustrated, plenty, more, less, fewer, fit, cool, healthy, strong scared, frightened, terrified, grateful, thankful naughty, wicked

### Marking symbols for writing

vb -verb

pron -pronoun

prep -preposition

^ -missing words/ideas

sp -spelling

ww -wrong choice of word

adv -adverb

adj -adjective

art -article

T -tense

// -start a new paragraph

## How William Wolf Get Rid of His Bad Habits

② William wanted to run faster to catch more animals, so he went running in the wood twice a week. He went swimming in the lake every Saturday. Three months later, William became fit and strong and he met Rita Rabbit again. 'I want to.....' started William but Rita was already imagining what he was going to say. But instead he enquired, 'I'm going to be friends with you and thank for your kindness.' From that day on Rita Rabbit and William Wolf became friends and enjoyed doing all sorts of exercise together. He learnt that doing sports helped make your temper good.

Se

Writing Marking Scheme 作文評分紙表

	Good	Satisfactory	Weak	Poor
<b>Content</b> (11 marks)  <i>Goals:</i> ☆Write a story with a beginning, middle and an end that solves the problem ☆Use WH-words to add supporting details ☆Dialogues ☆Values to learn	<b>9-11 marks</b> Students provide relevant and interesting information/ideas with supporting details. 內容切題、充實、有趣，描述詳盡。	<b>5-8 marks</b> Students provide relevant information/ideas with some supporting details. 內容切題、但描述欠詳盡。	<b>1-4 marks</b> Students provide very limited information/ideas or unclear /disconnected information / ideas that may confuse the readers. 內容貧乏、鬆散、含糊，描述混淆。	<b>0 marks</b> Students provide totally irrelevant information or make no attempt to write. 內容完全離題或學生未曾作出嘗試。
	The overall meaning is clear.  文意十分清晰。	The overall meaning is quite clear.  文意頗清晰。	The overall meaning can be understood but with considerable difficulty.  讀者大致能理解文章內容，但思路欠清晰。	The meaning is unintelligible.  文意令人費解。
	<span style="color: red;">✱ 11</span>			
<b>Language</b> (13 marks)  <i>Goals:</i> ☆Use a variety of verbs and adjectives ☆Write dialogues correctly	<b>10-13 marks</b> The overall communication of ideas is clear and coherent with few / no errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰、連貫，詞彙、語法、標點及拼字大致準確。	<b>5-9 marks</b> The overall communication of ideas is clear with some errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰，惟部份詞彙、語法、標點及拼字出現錯誤。	<b>1-4 marks</b> The overall communication of ideas is ineffective with frequent errors in vocabulary, grammar, punctuation and spelling.  整體傳意欠效能，詞彙、語法、標點及拼字常顯錯誤。	<b>0 marks</b> Comprehension is seriously impeded with constant and significant errors in vocabulary, grammar, punctuation and spelling.  文意表達嚴重受阻，詞彙、語法、標點及拼字重複出現嚴重錯誤。
	Good range of vocabulary and sentence structures.  詞彙及句式豐富、多樣化。	Reasonable range of vocabulary and sentence structures.  詞彙及句式尚算恰當。	Limited range of vocabulary and sentence structures.  詞彙及句式頗貧乏。	Meaning cannot be conveyed given the very limited range of vocabulary and sentence structures.  詞彙及句式極度貧乏單調，嚴重阻礙文意表達。
	<span style="color: red;">12</span>			
<b>Organization of Ideas</b> (6 marks)  <i>Goals:</i> ☆Paragraphing ☆Connectives	<b>5-6 marks</b> The organization of ideas is clear, logical and coherent.  文章結構清晰，條理分明及思路連貫。	<b>3-4 marks</b> The organization of ideas is generally clear and logical.  文章結構大致清晰及有條理。	<b>1-2 marks</b> The organization of ideas is often confusing. Comprehension is frequently impeded.  文章結構混亂，文意表達嚴重受阻。	<b>0 marks</b> The ideas are muddled and impossible to follow.  文章結構糊亂，令人無法理解文意。
	<span style="color: red;">6</span>			
<b>Total:</b>	<span style="color: red;">29/30</span> <span style="color: red;">Excellent!</span>			

FMB Chun Lei Primary School

2<sup>nd</sup> Term

Primary 4 Writing Practice (6) - Post-writing Task

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

Class : P.4 \_\_\_\_\_

Proofread the following text and correct the mistakes.

Once upon a time, there was a lazy wolf call William Wolf. He lived in a forest. He hate doing exercises.

One day, he was hungry and wanted to caught Rita Rabbit for his lunch. But he can't run fast. Rita was curious and asked, How often do you do exercise? William reply, 'Once a month.' Rita exclaimed, 'Oh dear! You ought to exercise three time a week!'

After that, William want to be fit and strong. He went running twice a week and he went swiming every saturday.

Three months later, William become fit and strong. He met Rita again. He said, 'I want to thank you for help me! I can run fast now!' Rita felt pleased. 'Let's do exercise together !', suggested Rita. From that day on, they become good friends and learnt that doing exercise was importent.

1. called ✓ (T.)

2. hated ✓ (T.)

3. exercise ✓ (sp.)

4. catch ✓ (to-inf.)

5. couldn't ✓ (T.)

6. \_\_\_\_\_ ✓ (pun.)

7. replied ✓ (T.)

8. times ✓ (pl.)

9. wanted ✓ (T.)

10. swimming ✓ (sp.)

11. Saturday ✓ (pun.)

12. became ✓ (T.)

13. ~~\_\_\_\_\_~~ (agr.)

14. helping ✓ (ger.)

15. ! ✓ (pun.)

16. became ✓ (T.)

17. important ✓ (sp.)



Name : Patrina (17)

Class : P.4C

**A. Use Capital letter for names**

- \* william wolf → William Wolf / William
- \* Rita rabbit → Rita Rabbit / Rita

**B. Use different time markers to show the order of events**

e.g. One day, / Then, / Next, / After that, / Just then, / From that day on, / Finally,

*near the end*

*dialogues*

Use past tense and present tense correctly.

- e.g. William replied, 'I do exercise once a month.'
- e.g. The race started. At last, William won the race.

**C. Punctuation in a dialogue**

- e.g. William asked, 'Can I have a race with you?'
- e.g. 'I do exercise three times a week,' answered William.

**D. Add supporting details**

*(use SWITH)*

☹ One day, William Wolf wanted to catch Rita Rabbit. Where?

☹ Then, he went running on ... Where? He also went swimming on ... Why?

☺ ... in the wood. ...in the lake. He wanted to be fit and strong.

**E. Useful a variety of verbs:**

Saying/reporting verbs:

asked, enquired, replied, suggested, advised, shouted, yelled, growled, laughed

23-24 WP (6) Good Work from Class 4C

Eva	<p>William hugged Rita Rabbit and thanked her for helping him. He had better <u>self-discipline</u>. Rita felt pleased. At last, William learnt a lesson. It's important to do more sports.</p>
Chloe	<p>William said, 'Let's have a running race!' Rita laughed, 'OK. <u>Do you think you can run faster than me?</u>' William answered, 'Yes! I can run <u>faster than you now!</u>' At last William ran faster than Rita! William said, 'Thank you! You help me to become fit and strong.' Rita giggled, 'You are a thankful wolf! Let's be friends!'</p> <p>William learnt that doing sports was fun.</p>
Sidney	<p>After that William wanted to be fit and strong so he went to his hometown <u>Wolf Land</u> by train. He went running in a <u>cave</u> twice a week and went swimming in a <u>swamp</u> every Saturday. It was <u>hard at first</u>, but <u>hard work paid off</u>.</p> <p>Three months later, he had a <u>fit and strong</u> body. He met Rita again. He yelled, 'I will catch you this time!' Then he chased after Rita. This time William ran faster than Rita but he changed his mind. He thought Rita was the one who made him healthier. William was grateful so he apologized to Rita. In the end, they became friends. William learnt a lesson. He needed to exercise for a healthy body.</p>
Matthew	<p>Three months later, William became fit and strong and he met Rita Rabbit again. He played tag and had a running race with Rita. Rita never thought that William could run that fast so William won the race. Rita was sad. William said, 'Don't worry. We can travel to Japan and join the running training class on <u>Fuji Mountain</u> during the holiday.' Rita said, 'Yes, I would go with you.' At last, they became very fit and strong. They also ate the '<u>3,2,1 lunch</u>'. They thanked each other and became good friends.</p>
Christy	<p>William listened to Rita because he <u>wanted to play with the animals</u>. And he also wanted to be fit and strong to protect the animals. Then he went running on the highest mountain three times a week. He also went swimming in the <u>biggest sea</u> every Saturday.</p>
Matthea	<p>After that, William wanted to be the king of the <u>animal forest</u>. He went running on the highest mountain twice a week. He went swimming in the biggest sea every Saturday.</p> <p>Three months later, William looked very strong, like the animal's king. Later, he met Rita again. Then, he said, 'Thank you! I want to invite you to my home to drink some soup!' Rita was glad and promised to go. When Rita went to his home, William ate Rita for dinner.</p> <p>At last, William learnt a lesson--- <u>doing sports can save our lives</u>.</p>
Ernest	<p>Three months later, William became <u>muscular</u> and fit. He said, 'Thank you for teaching me how to become fit and muscular. I want to invite you to have dinner tonight.' At night, she went to William's house. William said, 'Let's drink this soft drink!' 'Thanks!' Rita replied. Suddenly, she fainted. William laughed, 'Ha! There is <u>arsenic</u> in the soft drink! Bye!' Then he cooked Rita. At last, he learnt a lesson--- doing sports was important.</p>

Good work sharing

## How William Wolf Get Rid of His Bad Habits

by Patrina Lon

Long ago in the forest, there lived a lazy wolf called William. He hated doing exercise. He only exercised once a month. How lazy!

One day, when he woke up, he thought, 'I'm starving!' His stomach growled. 'Let me find something to eat.' Suddenly, a rabbit called Rita hopped by. 'Brilliant! There goes my dinner!' exclaimed William. So he chased after Rita. A while later, he found out that the young rabbit was hard to catch than he thought and now he was already exhausted. Rita was curious why William Wolf couldn't run fast to catch her. She enquired, 'How often do you exercise?' William answered, 'Once a month. How about you?' Rita giggled and replied, 'Three times a week. You ought to do exercise more often.' 'OK, I guess,' growled William.

William wanted to run faster to catch more animals, so he went running in the wood twice a week. He went swimming in the lake every Saturday. Three months later, William became fit and strong and he met Rita Rabbit again. 'I want to ....., ' started William but Rita was already imagining what he was going to say. But instead he enquired, 'I'm going to be friends with you and thank for your kindness.' From that day on, Rita Rabbit and William Wolf became friends and enjoyed doing all sorts of exercise together. He learnt that doing sports helped make your temper good.

# F.M.B. Chun Lei Primary School

2<sup>nd</sup> Term

Writing Practice 6

Level B



## Writing a creative story:



## Develop good habits

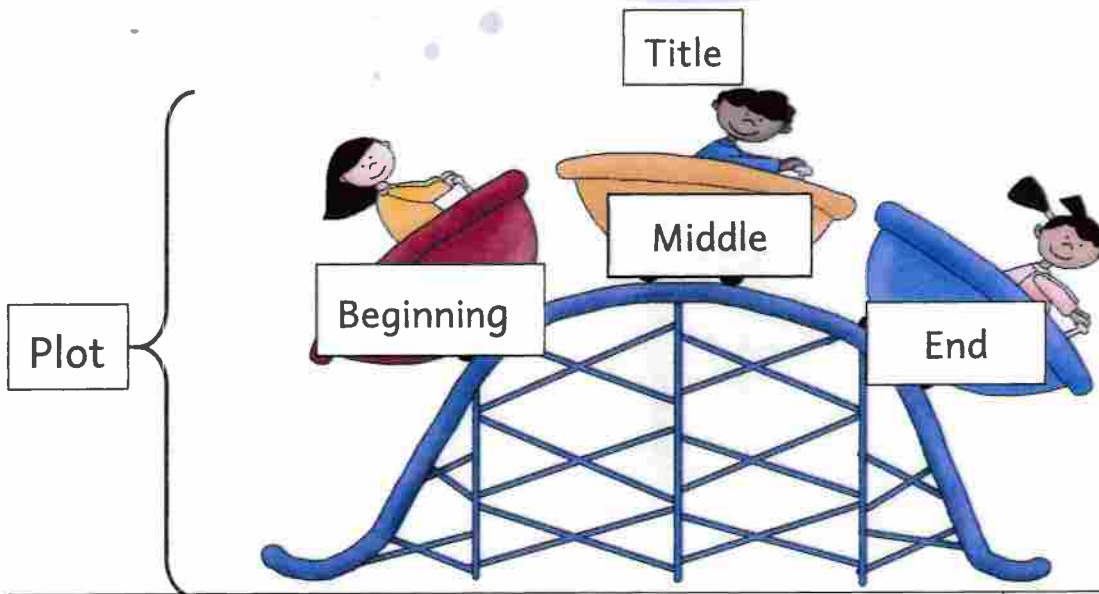


Name: Wong Lai Yiu, Sidney (21)

Class: 4 0

## Writing a story

What are the parts of a story?



Parts of a story		Wh-questions
Title	It is the <b>name of the story</b> .	<b>What?</b>
Beginning	It introduces the <b>setting [time / place]</b> , the <b>characters</b> and the <b>problem</b> .	<b>When? Where? Who? What?</b>
Middle	It tells <b>the events</b> that happen in the story and <b>how the characters face the problem</b> .	<b>What happened? How?</b>
End	It shows <b>how the characters solve the problem</b> and change.	<b>How?</b>

SDL: Watch the videos below to find out more:

	<p>Video 1: Plot Mountain!   The Plot Diagram Song   Scratch Garden. (2017, November 1). Scratch Garden. <a href="https://www.youtube.com/watch?v=NpWHZJZQDSE&amp;ab_channel=ScratchGarden">https://www.youtube.com/watch?v=NpWHZJZQDSE&amp;ab_channel=ScratchGarden</a></p>
	<p>Video 2 How Can You Identify Story Elements?   Story Elements for Kids   Reading Comprehension. (2023, September 11). Ms Dorismond's Virtual Corner. <a href="https://www.youtube.com/watch?v=CucxX46BGpk&amp;ab_channel=Ms.Dorismond%27sVirtualCorner">https://www.youtube.com/watch?v=CucxX46BGpk&amp;ab_channel=Ms.Dorismond%27sVirtualCorner</a></p>

Which video do you like best? Choose and colour. 🎨

♡ Video 1

♡ Video 2

A. Read a story about Max. He had some bad habits.



*untidy & clean*  
**Messy Max learnt a lesson**

*a dog*  
Long ago, Messy Max **was** well-known for being stinky and lazy in the **puppy world**. He had no friends because he was stinky and lazy.

Max hated taking a bath. He only cleaned himself once a month! He was smelly and messy. He spent most of his time sleeping in his doghouse. When other puppies invited him to play, Max replied, 'Sorry! I only exercise three times a year!'

One Sunday morning, Max went hunting in the woods. Suddenly, he heard a low growling sound behind him. Oh no! There was a huge brown bear staring at him! Max was terrified and wanted to run away but he couldn't run fast! 'Oh dear! I'm so slow because I didn't do enough exercise!' exclaimed Max. The bear caught Max and yelled, 'Yum! I like this stinky, fat dinner!'

'No!' Max screamed. A dog named Ruby heard him. She jumped on the bear and knocked him down. Then, the bear fainted and fell on the ground. 'Thank you! You saved my life,' Max thanked Ruby.

Max learnt his lesson. He quickly rushed back home and took a long bath. After that, he ran to the lawn and did exercise with his new friend, Ruby. From that day on, Max became clean and fit!

**B. Read the story again and learn the features of a story. ✍ Take notes.**

Features of a story



Paragraph 1:  
**Introduction of the setting, the main character and his problem**

Paragraph 2:  
**Details of Max's bad habits**



Paragraph 3:  
**The events and the problem**  
*What happened to Max and how he faced his problem in detail*



Paragraphs 4-5:  
**Ending**  
*How the characters solved the problem and how Max changed his bad habits*

**Title**

**Messy Max learnt a lesson**

**Introduction**

① *when* Long ago, Messy Max *was* well-known for being stinky and lazy in the puppy world. *where* He had no friends because he *was* stinky and lazy. *problem*

② Max *hated* taking a bath. He *only* cleaned himself once a month! He *was* smelly and messy. He *spent* most of his time sleeping in his doghouse. When other puppies *invited* him to play, Max *replied*, 'Sorry! I only *exercise* three times a year!'

③ One Sunday morning, Max *went* hunting in the woods. Suddenly, he *heard* a low growling sound **Problem** behind him. Oh no! There *was* a huge brown bear *(looking)* staring at him! Max *was* terrified and *wanted* to run away but he *couldn't* run fast! 'Oh dear! I' so slow because I *didn't* do enough exercise! *(scared)* *(shouted)* exclaimed Max. The bear *caught* Max and *yelled*, 'Yum! I *like* this stinky, fat dinner!'

**Climax**

④ 'No!' Max *screamed*. A dog *named* Ruby *heard* him. She *jumped* on the bear and *knocked* him down. Then, the bear *fainted* and *fell* on the ground. 'Thank you! You *saved* my life,' Max *thanked* Ruby. **Ending**

Max *learnt* his lesson. He quickly *rushed* back home and *took* a long bath. After that, he *ran* to the *lawn* and *did* exercise with his new friend, Ruby. From that day on, Max *became* clean and fit!

C. Read the story again and complete the story map.


Question words	
What?	Messy Max learnt a lesson
When?	<b>Setting</b>
Where?	Time: Long ago ✓ Place: puppy world ✓
Who?	<b>Main character and problem</b>
What?	Messy Max ✓ Personality: lazy ✓
How often?	Max's bad habits (Likes / dislike)
What?	1. hate taking a bath. ✓
What?	only cleaned himself once a month
How often?	2. seldom do exercise ✓
What?	• sleeping in his doghouse all day
What?	• only exercised three times a year
How often?	
	<b>Events and the problem</b>
	<u>Number the events in the correct order 1-5.</u>
When?	4 ✓ Max wanted to <sup>run away</sup> escape but he could not
Where?	2 ✓ Max met a hungry bear which could smell him
What happened?	5 ✓ because he did not do enough exercise.
Why?	1 ✓ One Sunday morning Max went hunting in the forest.
	3 ✓ because Max was stinky.
	<b>Ending</b>
What happened?	• Max screamed ✓ for help
	• Ruby ✓ attacked the bear and saved Max
How the character solved the problem and how he changed	• Max decided to take ✓ a (long) path ✓ and do exercise ✓ with his friend
	• Max became clean ✓ and fit ✓











## C. Step 1: Learn more about writing dialogues

Dialogues are important. They make your character think and speak!



	<p>Video:                  ACTION, SAYING AND THINKING OR FEELING VERBS   ENGLISH GRAMMAR LESSON                    ENGLISH EXAM REVIEWER. (2021, February 14). POCKETFUL OF ENGLISH with Ms                  Inah.  <a href="https://youtu.be/AixwtBiiil4?si=SITsR621KzkTBJ6I">https://youtu.be/AixwtBiiil4?si=SITsR621KzkTBJ6I</a></p>
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I. In a story, we can use many **saying / reporting verbs** to describe how the characters say something, e.g.

General	More interesting 
<p>said </p> <p></p> <p></p>	<p>asked / enquired </p> <p>replied / answered</p> <p>shouted / screamed / yelled </p> <p>whispered (to say something quietly)</p> <p>exclaimed (to say something suddenly and loudly) </p> <p>growled (to make a low, rough sound, usually in anger)</p> <p>apologised (to say sorry) </p> <p>laughed / giggled</p>

Thinking Verb  
 thought  
 remember  
 imagined

II. When writing dialogues, we...

- use **quotation marks** ' ' before and after the speaker's words
- use the **comma** together with quotation marks (Example 1), or at the end of the quotation and before the quotation marks (Example 2)
- **capitalise** the first letter of the first word of a dialogue

See carefully each parts of a dialogue in Examples (1) and (2).

	Who	V	C	Q		P	Q
(1)	Rapunzel	asked	,	'	How often do you cut your fingernail	?	'

	Q		C	Q	V	Who	P
(2)	'	Once a month	,	'	replied	the prince	.

\*V=verb , C=comma, Q=quotation mark , P=punctuation

### Task 1:

Read the story on p.3 again, find and write down a dialogue which follows the rules in Example (1).

	Who	V	C	Q	P	Q
1	Max	replied	✓	'	Sorry! I only exercise three times a	! ? Year ✓

### When we write or talk about habits, we ...

- ✓ Use frequency words and time words to describe how often a person does something, e.g.

once a week      twice a month      three times a year

(1/week)

(2/month)

(3/year)

### ★ Time words:

never      seldom      sometimes      often      always

- ✓ Use ought to to give an advice

### Task 2:

Read the following picture and try to write the dialogues.



Rita

William

Rita Rabbit was curious why William Wolf couldn't run fast to catch her.

She asked, 'How often do you exercise?' ✓

'once a month,' William replied. ✓

Rita was surprised and she exclaimed, 'You ought to exercise three times a week?' ✓

**D. Step 2: Analyze and set goals**

**‘What makes a good story?’**

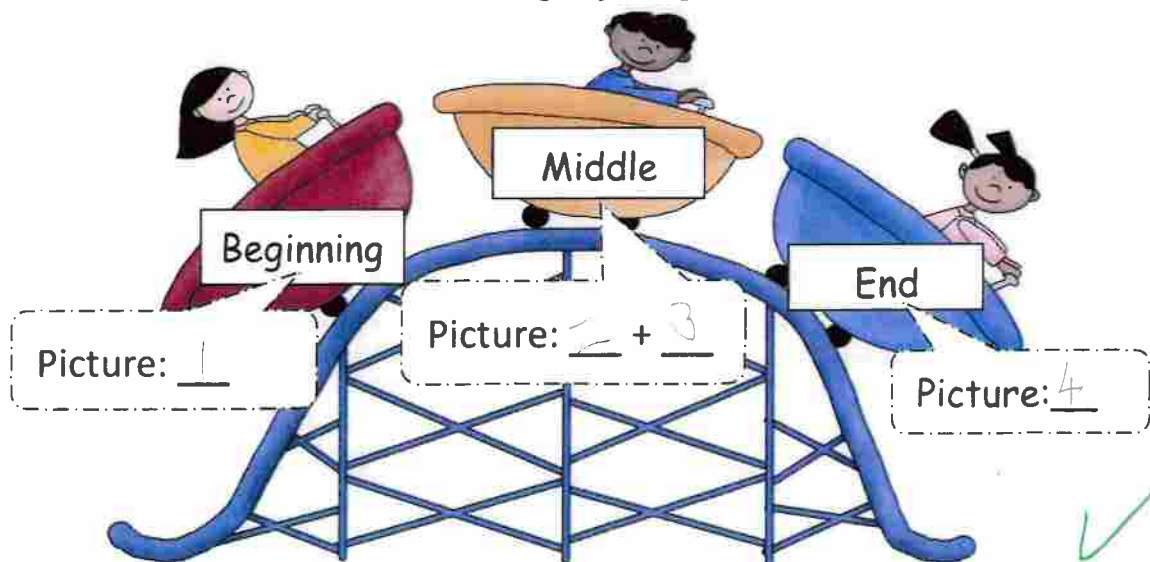
Can you find these elements in ‘Messy Max learnt a lesson’?

Check  the boxes and fill in the blank.



A good story should have...	Does ‘Messy Max learnt a lesson’ (p.3) have...?	My story needs to include... <input checked="" type="checkbox"/>
✓ A <b>beginning, a middle and an end</b> that solves the problem	✓	✓
✓ Many <b>verbs</b> to describe what the characters do and how they say	✓	✓
✓ <b>Adjectives</b> to describe things and feelings	✓	✓
✓ <b>Dialogues</b> e.g. ‘No way!’ shouted Rita.	✓	✓
✓ <b>Values</b> to learn	✓	✓
✓ <b>Others:</b> _____ _____		

**Paragraphing**



**E. Write a story about William Wolf and Rita Rabbit. William Wolf had some bad habits.**

Read the pictures and the guiding questions below.

<p>1</p> <p>... exercise? 1 / month</p> <p>3 / week</p>	<p>2</p> <p>Mon &amp; Wed</p> <p>went went Sat</p>
<p>catch / ought to</p>	<p>go running / go swimming</p>
<p>3 Three months later ...</p> <p>I want to ...</p>	<p>4</p>
<p>meet</p>	

- What happened in Picture 1? What did William and Rita say?
- What did William do in Picture 2?
- What did William want to do in Picture 3? How did Rita feel?
- What happened in the end?

F. Step 3: Plan the story with the help of a story map.

<p><b>Question words</b></p> <p>What?</p>	<p><b>Title</b></p>	
<p>When?</p> <p>Where?</p>	<p><b>Setting</b></p>	
<p>Who?</p>	<p>Time: <u>Once upon a time</u> ✓</p>	<p>Place: in <del>an</del> <u>the</u> animal's world</p>
<p>What problem?</p>	<p><b>Main character(s) and problem</b></p>	
<p>How often?</p>	<p><u>William Wolf</u> ✓</p>	<p>Personality: <u>lazy</u> ✓</p>
<p>What problem?</p>	<p><u>William's</u> bad habits</p>	
<p>How often?</p>	<ul style="list-style-type: none"> <li>• hate <u>doing exercise</u> ✓</li> <li>• <u>only exercised once a month</u> ✓</li> </ul>	
<p><b>Events and the problem</b></p>		
<p>What happened and why?</p>	<ul style="list-style-type: none"> <li>• <u>William wanted to be fit and strong</u> ✓</li> </ul>	
<p>When?</p>	<ul style="list-style-type: none"> <li>• <u>William wanted to be the king of the animal's world</u> ✓</li> </ul>	
<p>Where?</p>	<ul style="list-style-type: none"> <li>• He <del>was</del> <u>went</u> running in a cave / <u>swimming</u> <sup>in the</sup> ✓</li> </ul>	
<p>How often?</p>	<ul style="list-style-type: none"> <li>• <u>twice a week</u></li> </ul>	
<p>How often?</p>	<ul style="list-style-type: none"> <li>• <u>every Saturday</u></li> </ul>	
<p>How often?</p>	<ul style="list-style-type: none"> <li>• <u>Three month/s</u> later, William became</li> </ul>	
<p><b>Climax</b></p>	<ul style="list-style-type: none"> <li>• <u>fit and strong</u> ✓</li> </ul>	
<p>(pic 2-3)</p>	<ul style="list-style-type: none"> <li>• He met Rita <u>Rabbit</u> <sup>again</sup></li> </ul>	
<p><b>Ending</b></p>		
<p>What happened?</p> <p>How did he/she solve the problem?</p>	<p>Personality: (☺ <u>thankful</u> William v.s. ☹ <u>evil</u> William)</p>	
<p>What happened?</p> <p>How did he/she solve the problem?</p>	<ul style="list-style-type: none"> <li>• <del>was</del> <sup>repeatedly</sup> <u>running</u> and <u>swimming</u></li> <li>• <u>became fit and strong</u></li> <li>• <u>met Rita rabbit to battle</u></li> <li>• <u>He win</u> / They became <u>good friends</u> ✓</li> </ul>	<ul style="list-style-type: none"> <li>• <del>was</del> <u>running</u> and <u>swimming</u></li> <li>• <u>became fit and strong</u></li> <li>• <u>wanted to catch and eat</u> Rita</li> <li>• He caught Rita and <u>ate</u> her</li> </ul>

→ lesson

have a running race.

- G. Step 4: Read the writing checklist on p.11 and self-study notes on p.12
- Step 5: Write the first draft of the story using the notes on p.5-8 and the story map on p.9. Write at least 60 words.

### How William Wolf Get Rid of His Bad Habits

- ① Once upon a time, a wolf named William. He ~~was~~ lived in ~~the~~ animal's world. He was very lazy. He ~~hated~~ doing sports and always eats <sup>a lot of</sup> snacks. He only exercises <sup>once</sup> once a month.
- ② One day William was hungry. He saw a rabbit ~~named~~ named Rita. William was delighted. He ~~couldn't~~ wait to eat Rita. Rita heard a low growling sound. "Wolf! Run!" She screamed. Then Rita ran fast like a car. William chased after Rita. However William didn't exercise <sup>much</sup> so he couldn't caught Rita. He was tired <sup>so</sup> he stopped. Rita saw ~~William~~ <sup>that</sup> so she also stopped. She asked, "How often do you exercise?" "Once a month," William replied. Rita was <sup>surprised</sup> and exclaimed, "You ought to exercise three times a week."
- ③ After that  
(From that day on) William wanted to be fit and strong <sup>so</sup> he <sup>goes</sup> to his hometown Wolf Land by train. He went running in a cave twice a week and <sup>new</sup> swimming in a swamp every Saturday.

Three months later

It was hard at first, but hard work pays off.  
 He had <sup>and</sup> fit <sup>strong</sup> body. He met Rita again. He yelled, "I will catch you this time!" Then he chased Rita. This time, William ran faster <sup>than</sup> Rita but he changed his mind. He thought Rita <sup>the one</sup> who makes him healthier. William was grateful <sup>so</sup> he apologized to Rita. In the end, they became friends. William learnt a lesson that he needs to exercise for a healthy body.

A very interesting story with a variety of verbs and adjectives used.

Corr (3)

### H. Step 6: Checklist for Editing

- ① Check your writing using the checklist below. Tick (✓) or cross (✗).
- ② Then swap with a partner and check each other's writing. Correct your mistakes.

	①	②
• I wrote a beginning, a middle and an end that solves the problem.	✓	
• I used <b>frequency words</b> to talk about <b>how often</b> something happens. e.g. <i>I never do exercise.</i>	✓	
• I used <b>a variety of verbs and adjectives</b> .	✓	
• I used <b>dialogues</b> .	✓	
• I used the <b>correct tenses</b> . T.	✓	
• I <b>spelled the words correctly</b> . Sp.	✗	
• I used <b>connectives</b> to link the ideas. (so, because.....)	✓	
• I wrote in <b>appropriate paragraphs</b> .	✓	



## I. Self-study notes

Use connectives to link ideas



Time	Reason/ Result	Addition	Opposition
first , next , then, after that , finally, just then, from that day on	because, so, therefore	and , also, moreover	although, but, however

### Word Bank:

Verbs	Nouns	Adjectives
hunt, catch eat, sleep, jog, do ought to, need to, give change, become meet, date thank, give ☆ <u>Saying/reporting verbs:</u> ask, reply, shout, yell, scream, exclaim, sigh, laugh, giggle	habits, nap, junk food activities, exercise advice, suggestion(s) present(s), gift(s) competition, race friend, prey	fat, chubby, tired, frustrated, plenty, more, less, fewer, fit, cool, healthy, strong scared, frightened, terrified, grateful, thankful naughty, wicked

### Marking symbols for writing

vb -verb	pron -pronoun
prep -preposition	^ -missing words/ideas
sp -spelling	ww -wrong choice of word
adv -adverb	adj -adjective
art -article	T -tense
// -start a new paragraph	



## J. Second draft / Corrections

### How William Wolf Get Rid of His Bad Habits

After that, William wanted to be fit and strong so he went to his hometown Wolf Land by train. He went running in a cave twice a week and went swimming <sup>at</sup> in a swamp every Saturday. It was hard first, but the hard work paid off. Three months later, he had a fit and strong body. He met Rita again. He yelled, 'I will catch you this time!' Then he chased Rita. This time William ran faster <sup>than</sup> Rita but he changed his mind. He thought Rita <sup>the one</sup> was who <sup>made</sup> made him healthier. William was <sup>so</sup> grateful grateful he apologised to Rita. In the end, they became friends. William learnt a lesson. He needed to exercise for a healthy body.

See

Writing Marking Scheme 作文評分紙表

	Good	Satisfactory	Weak	Poor
<b>Content</b> (11 marks)  <i>Goals:</i> ☆Write a story with a beginning, middle and an end that solves the problem ☆Use WH-words to add supporting details ☆Dialogues ☆Values to learn	<b>9-11 marks</b> Students provide relevant and interesting information/ideas with supporting details. 內容切題、充實、有趣，描述詳盡。	<b>5-8 marks</b> Students provide relevant information/ideas with some supporting details. 內容切題、但描述欠詳盡。	<b>1-4 marks</b> Students provide very limited information/ideas or unclear /disconnected information / ideas that may confuse the readers. 內容貧乏、鬆散、含糊，描述混淆。	<b>0 marks</b> Students provide totally irrelevant information or make no attempt to write. 內容完全離題或學生未曾作出嘗試。
	The overall meaning is clear.  文意十分清晰。	The overall meaning is quite clear.  文意頗清晰。	The overall meaning can be understood but with considerable difficulty.  讀者大致能理解文章內容，但思路欠清晰。	The meaning is unintelligible.  文意令人費解。
	11			
<b>Language</b> (13 marks)  <i>Goals:</i> ☆Use a variety of verbs and adjectives ☆Write dialogues correctly	<b>10-13 marks</b> The overall communication of ideas is clear and coherent with few / no errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰、連貫，詞彙、語法、標點及拼字大致準確。	<b>5-9 marks</b> The overall communication of ideas is clear with some errors in vocabulary, grammar, punctuation and spelling.  整體傳意清晰，惟部份詞彙、語法、標點及拼字出現錯誤。	<b>1-4 marks</b> The overall communication of ideas is ineffective with frequent errors in vocabulary, grammar, punctuation and spelling.  整體傳意欠效能，詞彙、語法、標點及拼字常顯錯誤。	<b>0 marks</b> Comprehension is seriously impeded with constant and significant errors in vocabulary, grammar, punctuation and spelling.  文意表達嚴重受阻，詞彙、語法、標點及拼字重複出現嚴重錯誤。
	Good range of vocabulary and sentence structures.  詞彙及句式豐富、多樣化。	Reasonable range of vocabulary and sentence structures.  詞彙及句式尚算恰當。	Limited range of vocabulary and sentence structures.  詞彙及句式頗貧乏。	Meaning cannot be conveyed given the very limited range of vocabulary and sentence structures.  詞彙及句式極度貧乏單調，嚴重阻礙文意表達。
	12			
<b>Organization of Ideas</b> (6 marks)  <i>Goals:</i> ☆Paragraphing ☆Connectives	<b>5-6 marks</b> The organization of ideas is clear, logical and coherent.  文章結構清晰，條理分明及思路連貫。	<b>3-4 marks</b> The organization of ideas is generally clear and logical.  文章結構大致清晰及有條理。	<b>1-2 marks</b> The organization of ideas is often confusing. Comprehension is frequently impeded.  文章結構混亂，文意表達嚴重受阻。	<b>0 marks</b> The ideas are muddled and impossible to follow.  文章結構糊亂，令人無法理解文意。
	6			
<b>Total:</b>	<b>29/30</b>	<b>Well done!</b>		

Name : Wong Lai Yung Sidney (1)

Class : P.4 C

Proofread the following text and correct the mistakes.

<p>Once upon a time, there was a lazy wolf <u>call</u></p>	<p>1. <u>called</u> ✓ (T.)</p>
<p>William Wolf. He lived in a forest. He <u>hate</u> doing <u>exercises</u>.</p>	<p>2. <u>hated</u> ✓ (T.) 3. <u>exercise</u> ✓ (sp.)</p>
<p>One day, he was hungry and wanted to <u>caught</u> Rita Rabbit for his lunch. But he <u>can't</u> run fast. Rita was</p>	<p>4. <u>catch</u> ✓ (to-inf.) 5. <u>couldn't</u> ✓ (T.)</p>
<p>curious and asked, 'How often do you do exercise?' William <u>reply</u>, 'Once a month.' Rita exclaimed, 'Oh dear! You ought to <u>exercise</u> three <u>time</u> a week!'</p>	<p>6. _____ ✓ (pun.) 7. <u>replied</u> ✓ (T.) 8. <u>times</u> ✓ (pl.)</p>
<p>After that, William <u>want</u> to be fit and strong. He went running twice a week and he went <u>swimming</u> every <u>saturday</u>.</p>	<p>9. <u>wanted</u> ✓ (T.) 10. <u>swimming</u> ✓ (sp.) 11. <u>Saturday</u> ✓ (pun.)</p>
<p>Three months later, William <u>become</u> fit and strong. He met Rita again. He said, 'I want to thank you for <u>help</u> me! I can run fast now!' Rita felt</p>	<p>12. <u>became</u> ✓ (T.) 13. _____ ✓ (agr.) 14. <u>helping</u> ✓ (ger.)</p>
<p>pleased. 'Let's do exercise together' suggested Rita. From that day on, they <u>become</u> good friends and learnt that doing exercise was important.</p>	<p>15. _____ ✓ (pun.) 16. <u>became</u> ✓ (T.) 17. <u>important</u> ✓ (sp.)</p>

Name : Wong Lai Yin Sidney (21)

Class : P.4 C

**A. Use Capital letter for names**

- \* william wolf → William Wolf / William
- \* Rita rabbit → Rita Rabbit / Rita

**B. Use different time markers to show the order of events**

e.g. One day, / Then, / Next, / After that, / Just then, / From that day on, / Finally, / At last

near the end



Use past tense and present tense correctly.

- e.g. William replied, 'I do exercise once a month.'
- e.g. The race started. At last, William won the race.

show the change

**C. Punctuation in a dialogue**

- e.g. William asked, 'Can I have a race with you?'
- e.g. 'I do exercise three times a week,' answered William.



**D. Add supporting details**

(Use 5W1h)

☹ One day, William Wolf wanted to catch Rita Rabbit. Where?

☹ Then, he went running on ... Where? He also went swimming on... Why?

☺ ... in the wood. ...in the lake. He wanted to be fit and strong.

**E. Useful a variety of verbs:**

Saying/reporting verbs:

asked, enquired, replied, suggested, advised, shouted, yelled, growled, laughed

23-24 WP (6) Good Work from Class 4C

Eva	<p>William hugged Rita Rabbit and thanked her for helping him. He had <b>better self-discipline</b>. Rita felt pleased. At last, William learnt a lesson. It's important to do more sports.</p>
Chloe	<p>William said, 'Let's have a running race!' Rita laughed, 'OK. Do you think you can run faster than me?' William <b>answered</b>, 'Yes! I can run faster than you now!' At last William ran faster than Rita! William said, 'Thank you! You help me to become fit and strong.' Rita <b>giggled</b>, 'You are a <b>thankful wolf!</b> Let's be friends!' William learnt that doing sports was fun.</p>
Sidney	<p>After that William wanted to be fit and strong so he went to his <b>hometown</b> Wolf Land by train. He went running in a cave twice a week and went swimming in a <b>swamp</b> every Saturday. <b>It was hard at first, but hard work paid off.</b></p> <p>Three months later, he had a fit and strong body. He met Rita again. He <b>yelled</b>, 'I will catch you this time!' Then he <b>chased</b> after Rita. This time William ran faster than Rita but he changed his mind. He thought Rita was the one <b>who made him healthier</b>. William was <b>grateful</b> so he <b>apologized</b> to Rita. In the end, they became friends. William learnt a lesson. He needed to exercise for a healthy body.</p>
Matthew	<p>Three months later, William became fit and strong and he met Rita Rabbit again. He played <b>tag</b> and had a running race with Rita. Rita <b>never thought that</b> William could run that fast so William won the race. Rita was sad. William said, 'Don't worry. <b>We can travel to Japan and join the running training class on Fuji Mountain during the holiday.</b>' Rita said, 'Yes, I would go with you.' At last, they became very fit and strong. They also ate the '3,2,1 lunch'. They thanked each other and became good friends.</p>
Christy	<p>William listened to Rita because he wanted to play with the animals. And he also wanted to be fit and strong <b>to protect the animals</b>. Then he went running on the highest mountain three times a week. He also went swimming in the biggest sea every Saturday.</p>
Matthea	<p>After that, William wanted to be the king of the animal forest. He went running on the highest mountain twice a week. He went swimming in the biggest sea every Saturday.</p> <p>Three months later, William looked very strong, like the animal's king. Later, he met Rita again. Then, he said, 'Thank you! I want to invite you to my home to drink some soup!' Rita <b>was glad and promised</b> to go. When Rita went to his home, William ate Rita for dinner.</p> <p>At last, William learnt a lesson--- doing sports can save our lives.</p>
Ernest	<p>Three months later, William became <b>muscular</b> and fit. He said, 'Thank you for teaching me how to become fit and muscular. I want to invite you to have dinner tonight.' At night, she went to William's house. William said, 'Let's drink this soft drink!' 'Thanks!' Rita replied. Suddenly, she <b>fainted</b>. William laughed, 'Ha! <b>There is arsenic in the soft drink!</b> Bye!' Then he cooked Rita. At last, he learnt a lesson--- doing sports was important.</p>



Good work sharing

## How William Wolf Get Rid of His Bad Habits

by Patrina Lon

Long ago in the forest, there lived a lazy wolf called William. He hated doing exercise. He only exercised once a month. **How lazy!**

One day, when he woke up, he thought, 'I'm starving!' **His stomach growled.** 'Let me find something to eat.' Suddenly, a rabbit called Rita hopped by. 'Brilliant! There goes my dinner!' exclaimed William. So he chased after Rita. **while later**, he found out that the young rabbit was hard to catch than he thought and now he was already **exhausted**. Rita was **curious** why William Wolf couldn't run fast to catch her. She **enquired**, 'How often do you exercise?' William **answered**, 'Once a month. How about you?' Rita giggled and replied, 'Three times a week. You ought to do exercise more often.' 'OK, I guess,' **growled** William.

William wanted to run faster to catch more animals, so he went running in the wood twice a week. He went swimming in the lake every Saturday. Three months later, William became fit and strong and he met Rita Rabbit again. 'I want to ....., ' started William but **Rita was already imagining what he was going to say**. But **instead** he enquired, 'I'm going to be friends with you and thank for your kindness.' From that day on, Rita Rabbit and William Wolf became friends and enjoyed doing all sorts of exercise together. He learnt that doing sports **helped make your temper good**.

