

Confucian Tai Shing Primary School

2019-2020 1st Term

Good and Bad Behaviour



Read to write (1) ☀



NAME: Andrew (18) CLASS: P.5 (4)

Part A : Complete the crossword puzzle with the correct adverbs.

The crossword puzzle grid is shown with the following filled words:

- Down 1:** late
- Across 2:** quietly
- Across 3:** rudely
- Down 4:** noisily
- Across 5:** early
- Across 6:** late
- Across 7:** rudely
- Across 8:** politely
- Across 9:** softly
- Across 10:** patiently

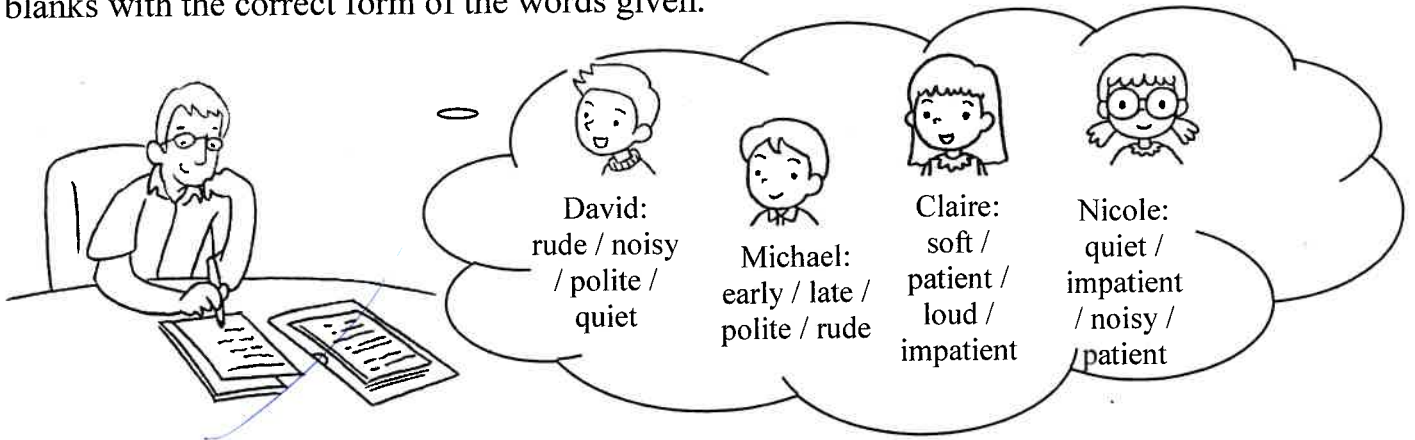
Down

- 1 We shouldn't talk noisily because Dad is taking a nap.
- 2 Class 5B are having a test now. They are all working quietly.
- 3 'When will the bus come? I don't want to wait any longer!' Betsy said impatiently.
- 4 Baby Jason is crying noisily because he is hungry.
- 5 Mum wakes up early and cooks us breakfast every morning.

Across

- 6 Joey is a good pupil. She never arrives late for school.
- 7 'Come here!' Kim said to her sister rudely.
- 8 Mr Ng gave me some good advice. I thanked him politely.
- 9 Mrs Lam is a gentle woman. She always talks softly.
- 10 Morgan always listens to us patiently. Everyone likes talking to him.

Part B : Mr Lau is writing some notes for Parents' Day. Look at the pictures and fill in the blanks with the correct form of the words given.



Comments about my pupils

David

David seldom behaves well. He always plays ① noisily ✓ with his friends in class. He sometimes shouts at his classmates ② rudely ✓.

Michael

Michael is the Star Pupil in class. He speaks ③ politely ✓ to teachers and classmates. He always says 'please' and 'thank you'. He arrives at school ④ early ✓ every day and he never hands in his homework ⑤ rudely ✗ (late) ✓.

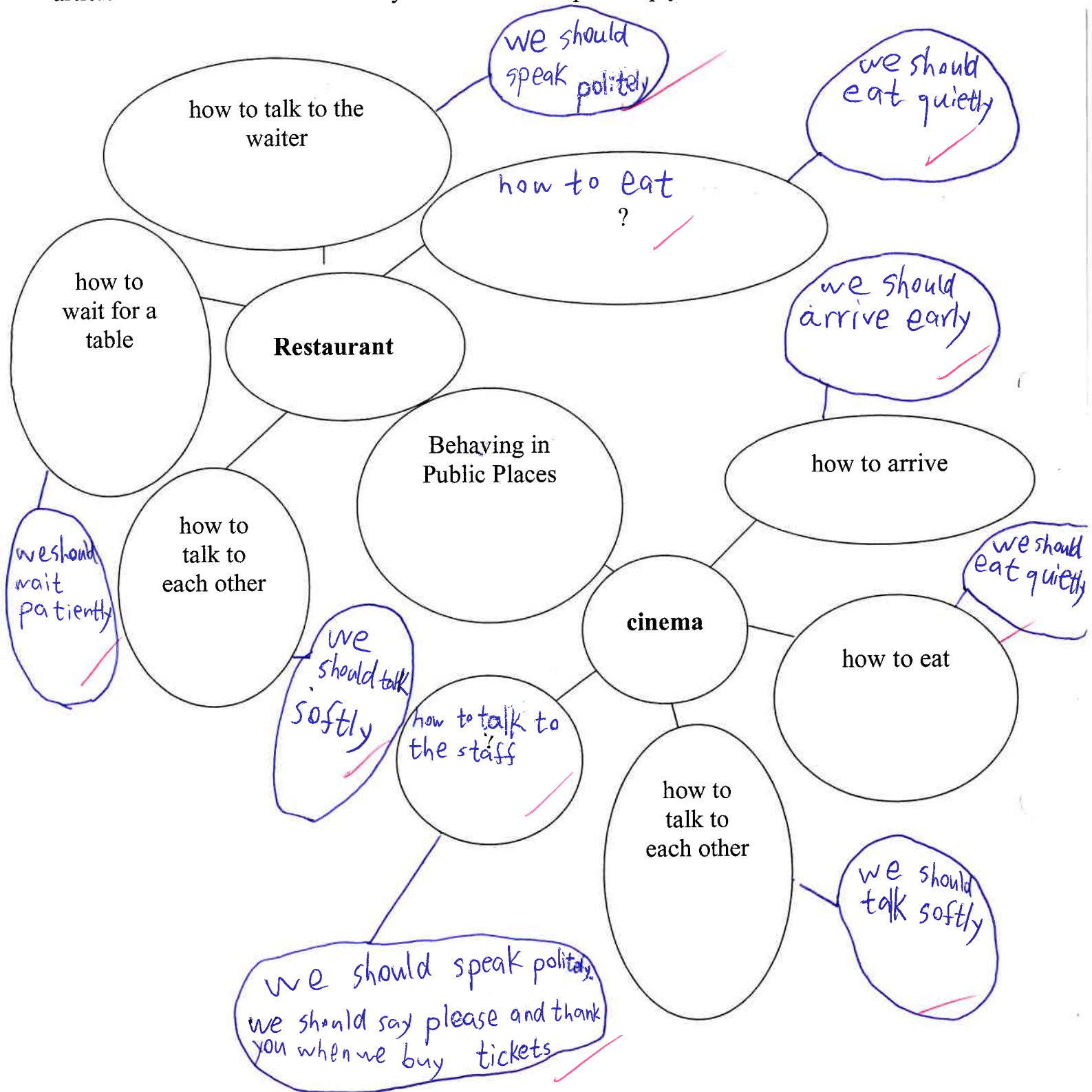
Claire

Claire is shy. She speaks ⑥ softly ✓. She has a lot of friends because she seldom gets angry. She always listens to her friends ⑦ impatiently ✗ (patiently) ✗.

Nicole

Nicole helps her classmates a lot. She is a nice girl but she needs to learn some good manners. She sometimes jumps the queue at the tuck shop. She shouldn't wait ⑧ patiently ✗ (impatiently) ✓. Also, Nicole should learn how to eat ⑨ quietly ✓. She is quite noisy when she eats.

Part C : Jim is writing an article about how to behave in public places. You are Jim. Write the article in about 70 words. You may use the mind map to help you.



Good job ✓

Now, write the story in not less than 80 words

Good and Bad Behaviour

It is important to behave well when we are in public places.

In the restaurant,

we should wait patiently and speak politely. We shouldn't eat noisily or speak rudely. We should eat quietly.

In the cinema,

We should arrive in the cinema early. We should eat quietly and talk softly. We shouldn't speak loudly and eat noisily. We should

speak politely. We should say 'please' and 'thank you' when we buy tickets.

We should always respect one another and behave well when we are in public places.




(82 words)

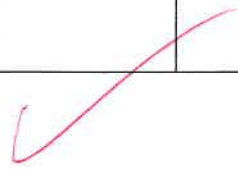
Content	Language	Organization	Creativity	Total:
10 / 10	10 / 10	6 / 6	4 / 4	30 / 30



Self Assessment

(✓ Tick the appropriate boxes)




Assessing Items	 I can always do it.	 I can sometimes do it.	 I can seldom do it.
Ideas: <ul style="list-style-type: none"> I can write about several main ideas. I can expand the main ideas with supporting details. 	✓		
Organization: <ul style="list-style-type: none"> I have a clear plan before I write. The writing includes an introduction, a body of 1-2 paragraphs and a conclusion. I have used connecting words to guide the reader toward the key points. 	✓		
Conventions: <ul style="list-style-type: none"> I have checked the spellings and grammar of my writing. 	✓		
Word Choice: <ul style="list-style-type: none"> I can choose different adverbs to give more information and modify verbs, clauses and other adverbs in the sentence. 	✓		
Sentence Fluency: <ul style="list-style-type: none"> I can use different sentence structures to write. I know how to connect sentences to link up the ideas. 	✓		
Voice / Creativity: <ul style="list-style-type: none"> My views and choices are clear. I like my writing. 	✓		



Peer assessment

Name of the proof reader: Alan

(✓ Tick the appropriate boxes)

Assessing Items	 He/She can always do it.	 He/She can sometimes do it.	 He/She can seldom do it.
Ideas: <ul style="list-style-type: none"> • My classmate can write about several main ideas. • My classmate can expand the main ideas with supporting details. 			/
Organization: <ul style="list-style-type: none"> • My classmate has a clear plan before he/she writes. The writing includes an introduction, a body of 1-2 paragraphs and a conclusion. • My classmate has used connecting words to guide the reader toward the key points. 			/
Conventions: <ul style="list-style-type: none"> • My classmate has checked the spellings and grammar of my writing. 			/
Word Choice: <ul style="list-style-type: none"> • My classmate can choose different verb phrases, adjectives or describing phrases to help create pictures in the reader's mind. 			/
Sentence Fluency: <ul style="list-style-type: none"> • My classmate can use different sentence structures to write. • My classmate knows how to connect sentences to link up the ideas. 			/
Voice / Creativity: <ul style="list-style-type: none"> • My classmate's views and choices are clear. • I enjoy my classmate's writing. 			/

Teacher's Feedback

Comments:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Creative | <input type="checkbox"/> Interesting | <input type="checkbox"/> Well described |
| <input checked="" type="checkbox"/> Good ideas | <input checked="" type="checkbox"/> Well-organized | <input checked="" type="checkbox"/> Precise writing |
| <input type="checkbox"/> Insufficient length | <input type="checkbox"/> Thin content | <input type="checkbox"/> Off topic |
| <input type="checkbox"/> Good to use the target structure / vocabulary | | <input type="checkbox"/> Disconnected ideas |
| <input type="checkbox"/> Beware of grammatical mistakes | | <input type="checkbox"/> Improvement needed |
| <input type="checkbox"/> Beware of spelling mistakes | | |

Suggestions:

Content:

- | | |
|---|--|
| <input type="checkbox"/> Add more details or information | <input type="checkbox"/> Tell more about the story |
| <input type="checkbox"/> Pay attention to the question(s)/topic | <input checked="" type="checkbox"/> Others: <i>May use write some more adverbs.</i> |

Language:

- | | |
|---|---|
| <input type="checkbox"/> Check spelling | <input type="checkbox"/> Use different kinds of sentences |
| <input type="checkbox"/> Proofread the tense markers | <input type="checkbox"/> Use complete sentences |
| <input type="checkbox"/> Use correct punctuation | <input type="checkbox"/> Use proper singular and plural forms |
| <input type="checkbox"/> Mind the use of prepositions | <input type="checkbox"/> Mind the use of articles |

Format / Organization:

- | | |
|--|---|
| <input type="checkbox"/> Use paragraphs | <input type="checkbox"/> Outline ideas before write |
| <input type="checkbox"/> Try to write in order | <input type="checkbox"/> Group your ideas |

Creativity:

- Use original and imaginative ideas

Others:

- Need to improve your
handwriting
-
-

Parent's Feedback:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Good job! | <input checked="" type="checkbox"/> Nice work! |
| <input type="checkbox"/> Keep it up! | <input type="checkbox"/> Work harder! |

Others:
