

## **Kong Tsz Yau Hannah 3B(15)**

### **Name of the sandwich:**

Yummy Cheese and Ham Sandwich

### **I need:**

- One slice of bread
- Some cheese
- Some ham
- Some butter
- Some sugar

### **Steps:**

1. First put some butter into a pan and heat it.
2. Then put a slice of bread, some sugar into a pan
3. And heat it.
4. Cut some ham and some cheese into small pieces.
5. Put them on the bread.
6. Put the bread on a plate. Put some butter on it.
7. Sit down and enjoy your Yummy Cheese and Ham Sandwich.

Hu Kai Ying Hazel 3B

**We are hungry!**

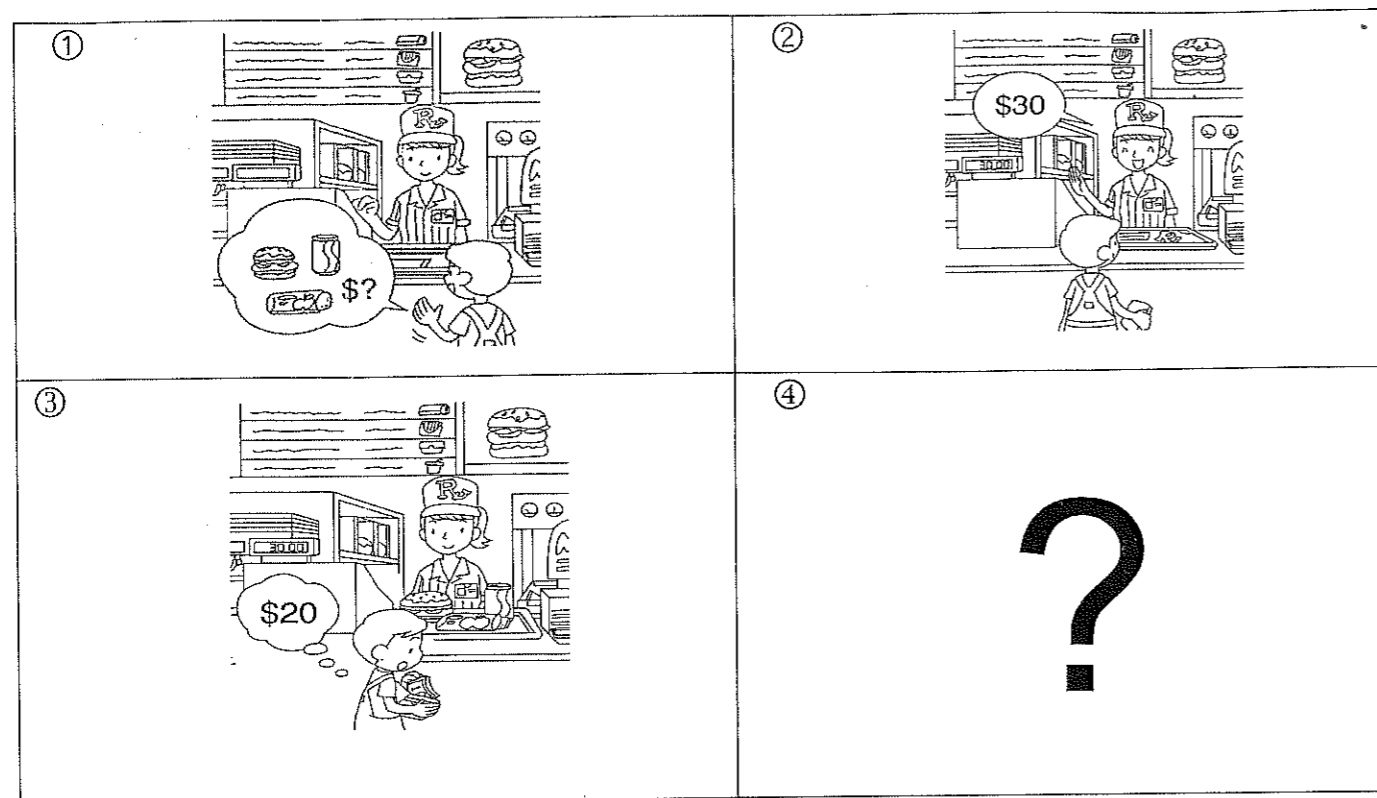
It is a cool and sunny in the morning. Mary and Susie are in the kitchen. They want to eat sandwiches.

They are going to the fridge. 'Is there any cheese?', asks Susie. Mary answers, 'Yes, these is some cheese.' 'Is there any ham?' asks Susie. 'Yes, there is some ham.' Says Mary. Susie says, 'Great! We can make ham and cheese sandwiches. But, there isn't any bread in the kitchen.'

Mary and Susie go to supermarket and buy some bread. Mary says, 'Now, we can make ham and cheese sandwiches.' Susie and Mary are happy and they make the sandwiches at home.

Date: 14<sup>th</sup> November, 2022

Jason is at a fast food shop. Look at the pictures and write the story in more than 60 words.



My Writing Goals		Peer-evaluation	Self-reflection
Content Language	<ul style="list-style-type: none"> <li>● C – Capital letters</li> <li>● U – Understanding</li> <li>● P – Punctuation: ( ' / ' / . / , / ? )</li> <li>● S – Spelling</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Organisation	<ul style="list-style-type: none"> <li>- Write in paragraphs.</li> <li>- The organisation of the idea is clear, logical and coherent.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins		⌚ Estimated Time : <u>26</u> mins	

**Ordering food in fast food shop**

Opening

(It is Sunday afternoon, <sup>Jason</sup> Mary and I <sup>is</sup> are hungry. ~~We~~ <sup>he</sup> wants to go to the fast food shop for lunch. So <sup>he</sup> ~~we~~ goes to the fast food shop <sup>to order</sup> ordering some food. )  
Jason <sup>cola?</sup>

Body

Oh no! I <sup>only</sup> have twenty dollars! <sup>he</sup> I say. I can help <sup>to</sup> you pay for the lunch, Mary says. Thank you! <sup>he</sup> I says. Here you are, Mary says. Thanks <sup>for</sup> here or to us? The shop assistant asks, <sup>he</sup> please. I answers. Ok. The shop assistant says.

Ending	At last, we have a yummy lunch in the fast food shop. What a nice day it is!

**Marking Scheme**

Area	Contents	Marks
Content 6%	<input checked="" type="checkbox"/> Write about the problems and the solutions. <input checked="" type="checkbox"/> Write dialogues.	4%
Language 6%	<input checked="" type="checkbox"/> Use the simple present tense. <input checked="" type="checkbox"/> Use action verbs correctly. <input checked="" type="checkbox"/> Use dialogues properly. <input checked="" type="checkbox"/> Use adjectives to describe feelings. <input checked="" type="checkbox"/> Use time markers correctly.	4%
Organisation 2%	<input checked="" type="checkbox"/> Write in paragraphs. <input checked="" type="checkbox"/> The organisation of the idea is clear, logical and coherent.	1%
<b>Teacher's comment</b> Remember this is a story of Jason.		<b>Total</b> 9 / 14%

Date : 9th January, 2024

My Writing Goals		Peer-evaluation	Self-reflection
Content	- Write about what happens with the picture clues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	- Write about the problem and solution	<input type="checkbox"/>	<input type="checkbox"/>
	- Clear setting with a meaningful ending	<input type="checkbox"/>	<input type="checkbox"/>
Language	- Use the simple present tense.	<input type="checkbox"/>	<input type="checkbox"/>
	- Use action verbs correctly.	<input type="checkbox"/>	<input type="checkbox"/>
	- Use dialogues properly.	<input type="checkbox"/>	<input type="checkbox"/>
	- Use adjectives to describe feelings.	<input type="checkbox"/>	<input type="checkbox"/>
	- Use time markers correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Organisation	- The organisation of the idea is clear, logical and coherent.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins		⌚ Estimated Time : <u>20</u> mins	

Title	<u>Buying a present</u>
Opening	<u>It is Saturday morning, Chris wants to buy a</u>
Picture 1	<u>book for his friend, Hazel because it is her birthday.</u>
• When does the story take place?	<u>(He goes to a shopping centre and he goes up</u>
• Where does the story take place?	<u>third floor to a book shop, X)</u>
• Who is in the story?	
• What does he want to do?	
• Why does he want to do it?	

Body

Picture 2 & 3

- Where does he go?
- What does he do/think?
- Who does he meet?
- What do they say?

(2) He chooses <sup>an</sup> a interesting book to buy for Hazel.)

(3) He feels happy. Then, Chris meets a friend, Jim.

Chris asks, "Hi! How are you?" "Why do you come to the book shop?" asks Jim. "I'm fine, thank you."

"I want to buy Hazel a gift for her birthday," answers Chris. (4) (Later, and they leave together.)

<p>Ending</p> <p>Picture 4</p>	<p>In the end, Chris and Jim go to Hazel's  <sup>5</sup> home, they are having a birthday party, they          feel joyful. ✓</p>
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### Marking Scheme

Area	Contents	Marks
<b>Content</b> 6%	<input checked="" type="checkbox"/> Write about what happened with the picture clues. <input checked="" type="checkbox"/> Write about the problem and the solution. <input checked="" type="checkbox"/> Clear setting with a meaningful ending.	5 %
<b>Language</b> 6%	<input checked="" type="checkbox"/> Use the simple present tense. <input checked="" type="checkbox"/> Use action verbs correctly. <input checked="" type="checkbox"/> Use dialogues properly. <input checked="" type="checkbox"/> Use adjectives to describe feelings. <input checked="" type="checkbox"/> Use time markers correctly.	5 %
<b>Organisation</b> 2%	<input checked="" type="checkbox"/> The organisation of the idea is clear, logical and coherent.	1 %
<b>Teacher's comment</b> (5) Good to add some new characters in the story and the use of feeling words		<b>Total</b> 11 / 14%

Date: 16th February 2019

My Writing Goals		Peer-evaluation	Self-reflection
<b>Content</b>	<ul style="list-style-type: none"> <li>- Write about what happens with the pictorial clues.</li> <li>- Use dialogues to give interesting details to the story.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Language</b>	<ul style="list-style-type: none"> <li>- Use simple present tense.</li> <li>- Use different saying words.</li> <li>- Use punctuations correctly.</li> <li>- Write the date correctly.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>- The organization of the idea is clear, logical and coherent.</li> <li>- Write at least three paragraphs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins		⌚ Estimated Time : <u>20</u> mins	

<b>Title</b>	<u>Jane's Day</u>
<b>Opening</b>	① (It is a cloudy morning. ✓)
<b>Picture 1</b>	It is a very <u>thirsty</u> morning.
• What time is it today?	② (Mum wakes up at 7 AM. Mum says to me)
• Who is in the story?	It is <u>Jane</u> and Mum
• What happens?	at the clock and Mum does it too and (they feel)
• What does Mum say?	<u>worry.</u> (✓ worried)
• How does Jane feel?	



④ Then,

When she

ody

icture 2 & 3

- What does Jane do?
- What does Mum do?
- What doesn't Jane take?

She wears school uniform, gets dressed,  
 and Mum gets Jane's breakfast and say  
 'You should have some breakfast.' And <sup>Later,</sup> Jane leaves  
 the home <sup>and</sup> to go to school, <sup>but,</sup> she  
 does not take <sup>her</sup> homework. X )

Ending  
Picture 4  
What happens?  
How do they feel?

③ In the end, Jove finds out <sup>that</sup> it is fifth of June. (It's school holiday! And they feel shocked and make a mistake. X)  
find out that they

### Marking Scheme

Area	Contents	Marks
Content 6%	<input checked="" type="checkbox"/> Write about what happens with the pictorial clues <input checked="" type="checkbox"/> Use dialogues to give interesting details to the story	5%
Language 6%	<input checked="" type="checkbox"/> Use simple present tense <input checked="" type="checkbox"/> Use different saying words <input checked="" type="checkbox"/> Use punctuations correctly <input checked="" type="checkbox"/> Write the date correctly	4%
Organization 2%	<input checked="" type="checkbox"/> The organization of the idea is clear, logical and coherent. <input checked="" type="checkbox"/> Write at least three paragraphs.	1%
<b>Teacher's comment:</b> (3) ideas are clear. (2) Add more dialogues		<b>Total</b> 10%

11 FEB 2022

**Title** A Fun Fun Holiday Camp for Eric

**From:** Jimmy  
**To:** Eric  
**Subject:** Fun Fun Holiday Camp  
**Date:** 22/12/20XX

- Opening**
- Say 'Hi' / 'Hello' in an e-mail to friends.
  - Tell Eric that you want to go to Fun Fun Holiday Camp with him.

Hi, Eric,

Thank you for your e-mail. It's great to hear from you. I  
am free from 26<sup>th</sup> to 27<sup>th</sup> December.  
So, I want to go to Fun Fun Holiday  
Camp with you.

- Body**
- Tell Eric which camp you want to join and why.
  - Give reasons with 'because'.
  - Link the sentences with 'and', 'but', 'or'.
  - Tell Eric that you are good at sports / music.
  - Tell Eric why you want to take classes at the camp.

I want to go to Chinese chess Camp  
because I'm good at Chinese chess.  
I can play Chinese chess and Ludo.

I want to go to Sports Camp  
because I'm good at sports. I can  
play badminton and bowling.

I don't want to go to Music Camp  
because I'm not good at music. I cannot  
play the piano or the violin.

So, I want to take Chinese chess class.

<p><b>Ending</b></p> <p>Ask Eric to write back.</p> <p>Write 'Best wishes' / 'Best regards' to end the e-mail.</p> <p>Write your name as 'Jimmy' here.</p>	<p>I'm really looking forward to seeing you soon!</p> <hr/> <p>Pleas write back soon!</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Best wishes,</p> <p>Jimmy</p>
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**Marking Scheme**

E MAY 2002

Area	Contents	Marks
<p><b>Content</b></p> <p>6%</p>	<ul style="list-style-type: none"> <li>- Write about which camp to go and the reasons.</li> <li>- Write about the things the writer can or cannot do.</li> <li>- Write about what you are good at.</li> </ul>	<p>5 %</p>
<p><b>Language</b></p> <p>6%</p>	<ul style="list-style-type: none"> <li>- Use modals 'can' / 'can't'.</li> <li>- Use connectives 'and', 'or', 'but'.</li> <li>- Use simple present tense.</li> </ul>	<p>5 %</p>
<p><b>Organisation</b></p> <p>2%</p>	<ul style="list-style-type: none"> <li>- The organisation of the idea is clear, logical and coherent.</li> <li>- There are at least three paragraphs of e-mail.</li> </ul>	<p>1 %</p>
<p><b>Teacher's feedback:</b></p>		<p><b>Total</b> 11 / 14%</p>

Date : 27<sup>th</sup> April, 2023

✓ My Writing Goals		Peer-evaluation	Self-reflection
<b>Content</b>	<ul style="list-style-type: none"> <li>- Write about what happens with the picture clues</li> <li>- Write about the problem and solution</li> <li>- Clear setting with a meaningful ending</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Language</b>	<ul style="list-style-type: none"> <li>- Use the simple present tense.</li> <li>- Use action verbs correctly.</li> <li>- Use dialogues properly.</li> <li>- Use adjectives to describe feelings.</li> <li>- Use time markers correctly.</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>- The organisation of the idea is clear, logical and coherent.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Time Management

⌚ Suggested Time : 25 mins

⌚ Estimated Time : \_\_\_ mins

<b>Title</b>	<u>Best friends</u>
<b>Opening</b> at school Picture 1 <ul style="list-style-type: none"> <li>• Where does the story take place?</li> <li>• Who is in the story?</li> <li>• Are they good friends?</li> <li>• Why?</li> </ul>	<p>Jimmy and Ken are best friends because they always play together. Jimmy sits next to Ken.</p>



## Body

Picture 2 & 3

- How does Ken feel?
- What does Ken do?
- Who do they do next?

One day at recess, Ken wanted to play basketball, so he said, "Let's play basketball together!" But Jimmy wanted to buy some snacks. (so, he replied, "I don't want to play basketball. I'm hungry, let's go to the tuck shop <sup>to</sup> buy some snacks!") ~~shouts~~

(2) (Later, Ken is angry and shouted to Jimmy, "Why don't you play basketball with me? I hate you very much!") Then, they don't talk to each other. ~~anymore~~



<p><b>Ending</b></p> <p>Picture 4</p> <ul style="list-style-type: none"> <li>• What happens at the end?</li> <li>• Where do they go?</li> <li>• What do they do?</li> <li>• How do they feel?</li> </ul>	<p style="text-align: center;">3</p> <p>On the next day, Ken <u>says</u> sorry to Jimmy. 'I'm sorry, Jimmy. Could we be friends again?' <sup>Ken asked</sup> Jimmy <sup>replies</sup> 'Ok, I forgive you - this time.' <sup>become</sup> In the end, Jimmy and Ken <u>be</u> friends forever. <sup>best</sup></p>
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### Marking Scheme

Area	Contents	Marks
<p><b>Content</b> 6%</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Write about what happens with the picture clues.</li> <li><input checked="" type="checkbox"/> Write about the problem and the solution.</li> <li><input checked="" type="checkbox"/> Clear setting with a meaningful ending.</li> </ul>	<p>5%</p>
<p><b>Language</b> 6%</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use the simple present tense.</li> <li><input checked="" type="checkbox"/> Use action verbs correctly.</li> <li><input checked="" type="checkbox"/> Use dialogues properly.</li> <li><input checked="" type="checkbox"/> Use adjectives to describe feelings.</li> <li><input checked="" type="checkbox"/> Use time markers correctly.</li> </ul>	<p>5%</p>
<p><b>Organisation</b> 2%</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The organisation of the idea is clear, logical and coherent.</li> </ul>	<p>1%</p>
<p><b>Teacher's comment</b>          (1) Try to write short and simple sentence so as to make your ideas clear.</p>		<p><b>Total</b> 11 / 14%</p>

Date : 19<sup>th</sup> May, 2023

My Writing Goals		Peer-evaluation	Self-reflection
Content Language	• C- Capital letters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• U – Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• P – Punctuation: Have you used these punctuations (‘ ’ ? . , !)?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• S –Spelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Time Management			
⌚ Suggested Time : 25 mins		⌚ Estimated Time : ____ mins	

<p><b>Opening</b></p> <p>Write the day, date, weather and the feeling at the beginning.</p> <p>Picture 1 (4 questions)</p> <p>very ↗</p>	<p style="text-align: center;"><u>Grandpa's birthday</u></p> <hr/> <p>It was Grandpa's birthday today. In the morning, it was hot and sunny. My family and I went to the Lamma Island by ferry. I was excited.</p>
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Body

In the afternoon, Write what happened in Pictures 2 and 3.

Write about the feelings.

On Lamma Island, we went to the beach. Grandpa and Grandma built a sandcastle with me, it was funny! Mum <sup>was</sup> is reading a book and Dad <sup>was</sup> is swimming in the sea.

In the evening, we went to a Chinese restaurant to <sup>have</sup> dinner. Then, I gave a gift for Grandpa and said, 'Happy birthday, Grandpa!' Grandpa <sup>answered</sup> asked, 'What is the gift?' 'It's a purse,' I said. He felt cheerful. 'This purse is useful for me,' he said.

He

Ending

Write what happened in the end.

Write about the feelings.

Picture 4 (2 questions)

In the end, Dad said, 'We will have a staycation at the hotel.' We were joyful. What a lovely day! 'Yeah!' I yelled.

My Writing Goals		Peer-evaluation	Self-reflection
Content Language	• C- Capital letters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• U – Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• P – Punctuation: Have you used these punctuations (‘ ’ ? . , !)?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• S –Spelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>Time Management</b>		
⌚ Suggested Time : 25 mins		⌚ Estimated Time : (36 mins)	

Title	I Got Lost!!
Opening	<p>Yesterday, I went to the shopping mall with my parents. I was very cheerful. Suddenly, I could not find my parents. 'I got lost!' I cried. I felt scared.</p>



Body	<p>After that, I passed a bakery and I saw some cakes and bread. 'I'm hungry. I want to eat some cakes and bread, it looks so yummy!' I said.</p> <p>Later, I saw an apple juice. 'I'm thirsty. I want to drink some apple juice, it looks so yummy!' I said. But I had no money to buy some cakes, bread and apple juice! Then, I started to cry.</p> <p>Then, a policeman came to me and asked, 'Why are you crying?' 'I lost my family!' I cried. 'I can help you to find your family,' he said. Then, the policeman helped me to find my parents.</p>
Ending	<p>In the end, I found my parents. I said to the policeman, 'Thanks a lot.' 'That's OK,' the policeman said. Then, my parents took me to a restaurant and we had a buffet lunch. We felt cheerful.</p>