

## **Book Report** by Hailey Chan 6D

Title: Tom Sawyer

Author: Mark Twain

Main characters: Tom, Huch, Indian Joe

### **Why did I choose this book?**

I chose this book because I like Mark Twain's stories.

### **What is the book about?**

Tom Sawyer is a naughty boy who always get into trouble. One day he goes to a graveyard with his best friend, Huch. They meet evil Indian Joe who kills the doctor and gets away. After one month, Tom and Becky see Indian Joe in a huge cave which is full of treasure. At last, Joe is dead and Tom finds a lot of treasure.

### **What did you like / dislike about the book?**

I really like this book. I was never bored because the plot was surprising and exciting.

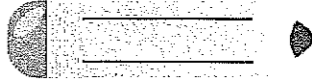
### **What would you do if you were the characters?**

If I were Tom, I would listen to Aunt Polly and live into a normal life.



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# ENGLISH WRITING (3)

  
P.6

2022  
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2023

Name: Lam Tsz Tung Hanah  
Class: 6D (15)

Date: 21st February 2023

Reading

People in Pakistan face a lot of problems. Following floods and war, many people in Pakistan are living in refugee camps. There are not enough camps and they are too crowded for people to live comfortably.

Besides, there are also hygienic problems. Since there are limited supplies of water and food, people need to queue for a long time for them. In some places, the water is too dirty for people to drink safely and they catch disease from it. There are very few doctors and nurses to help them all.

In order to help the people in Pakistan, we can donate second-hand things. We can donate money to charity too.

Pre-task:

Answer the questions. Give short answers.

1. What are the problems? (Give three examples)

- (i) limited supplies of water and food.
- (ii) The water is too dirty.
- (iii) very few doctors and nurses.

2. How can we help them? Suggest two ways.

- (i) donate second-hand things
- (ii) donate money to charity

3. List three adjectives used in the text.

safely      comfortably      dirty

4. Fill in the blanks with suitable words from the text.

- (i) not enough doctors and nurses
- (ii) very little food and water
- (iii) water is too dirty
- (iv) very few doctors and nurses

Write about the problems in Africa and how we can help in more than 100 words.

You may use the following pictures and questions to help you.

**Problems in Africa**

**How we can help**

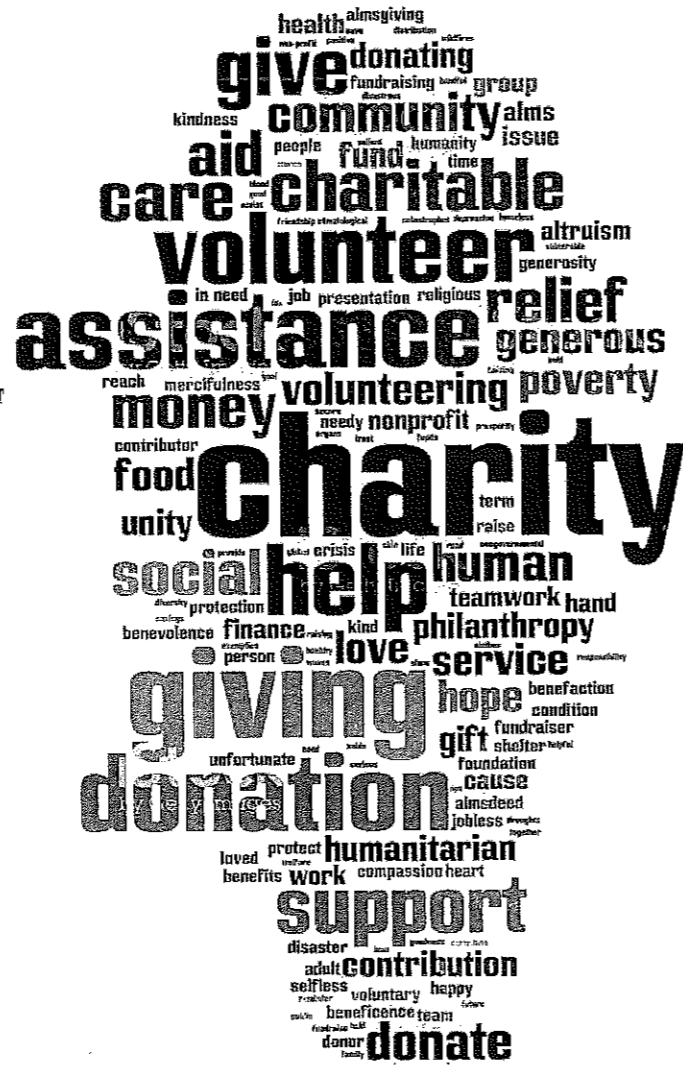
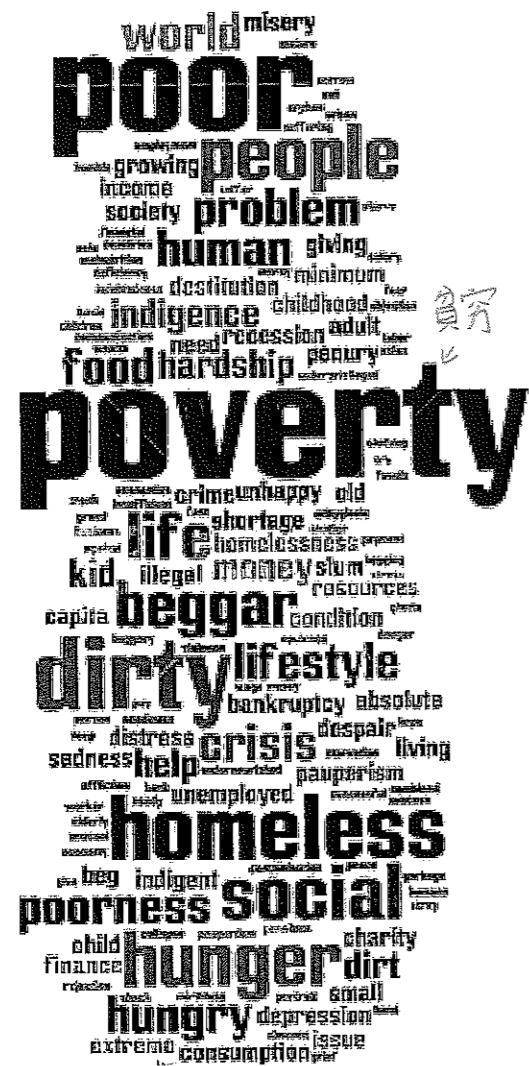
1. What problems do the people in Africa have? too weak (can't do work)      There are/ There is

2. How can we help them? Suggest three ways.

donate money to charity      walk, run a second-hand stall.  
too few/ not enough      either or  
too less      neither nor

Date : 24<sup>th</sup> February, 2023

My Writing Goals		Peer-evaluation	Self-reflection
Content	• C – Change	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• A – Add details	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• R – Read the sample reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• S – Senses (see, hear, smell, taste, touch)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Language	• C – Captial letters	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• U – Use correct grammar	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• P – Punctuation marks	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• S – Spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Organisation	• Organise the ideas in paragraphs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Time Management</b>			
⊕ Suggested Time : 25 mins    ⊕ Estimated Time : ____ mins    ⊕ Used Time : ____ mins			



**Opening**

There are a lot of problems in Africa. <sup>drought</sup> Such as <sup>the people are</sup> drought, too weak and can't work, too few doctors, very little medicine and too poor.

**Body**

First, <sup>it is the drought</sup> is the drought, there are not much rainfall so that they could not grow any plants. After that, they <sup>do</sup> have not <sup>have</sup> enough food to eat, so that they all became so weak. <sup>Since</sup> If they are too weak, they could not work. They are so poor. Neither desks nor chairs are enough. There are too few books to read so that they need to share with <sup>students</sup> from one another. Such as: five to ten people share only one book. And the Education system is <sup>poor</sup> and they don't

have enough stationery. Since this problem, WE NEED TO ...

**Ending**

• How can we help them? Suggest three ways.

To help the people in Africa, we can either donate money to charity or collect old clothers or old book so that we can run a second-hand stall.

Marking Scheme

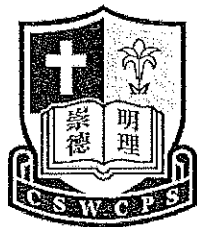
Area	Contents	Marks
Content 6%	<input type="checkbox"/> Write about the problems in Africa. <input type="checkbox"/> Give three suggestions. <input type="checkbox"/> Able to start with a short opening sentence, followed by a body and a proper ending.	6 %
Language 6%	<input type="checkbox"/> Write in the simple present tense. <input type="checkbox"/> Use adjectives to describe the people and the situations. <input type="checkbox"/> Use 'very few', 'very little', 'too' and 'not enough'.	5 %
Organisation 2%	<input type="checkbox"/> The organisation of the ideas is clear, logical and coherent.	2 %
<b>Total</b>		<b>/14%</b>
<b>Teacher's Comment:</b>		13

Corrections

Such as drought. People are too weak and can't work. There are too few doctors.

First, it is the drought. They do not have enough food to eat. Since they are too weak. There are too few books to read so that students need to share with one another. Such as: ten people share only one book. And the Education system is poor and they don't have enough stationery.





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# ENGLISH WRITING (4)



P.6

2022  
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2023

Name: Chan Hoi Ching  
Class: 6D (1)

My Writing Goals		Peer-evaluation	Self-reflection
Content	• C – Change	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• A – Add details	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• R – Read the sample reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• S – Senses (see, hear, smell, taste, touch)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language	• C – Capital letters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• U – Use correct grammar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• P – Punctuation marks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• S – Spelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Organization	• Organize the ideas in paragraphs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins      ⌚ Estimated Time : <u>30</u> mins      ⌚ Used Time : <u>30</u> mins			

Title	
Opening	Amy and her sister Penny were at ( <u>Rainbow</u>
1. Where were Amy and Penny?	<u>Children Centre</u> ) last Saturday. They wanted to be helpers at the
2. How could they help?	Charity Fun Fair. They could make either <sup>cupcakes</sup> <u>cup cakes</u> or chocolate cookies. At last, they felt very excited. 'Shall we make <u>cup cakes</u> ?' asked Amy. 'Good idea!' replied Penny.

Body	<u>Soon Amy and Penny looked</u>
1. What problem did they face?	<u>disappointed. Neither Amy nor Penny can</u>
2. Who did they meet?	<u>make cup cakes or chocolate</u>
3. What did Mrs Chan ask?	<u>cookies. They felt worried. They decided</u>
4. How did Amy and Penny reply?	<u>to look for Mrs Chan. Mrs asked,</u>
	<u>'What's wrong?' 'Neither Amy nor</u>
	<u>I can make cup cakes or chocolate</u>
	<u>cookies. What can we do?' Mrs Chan</u>
	<u>said, 'We can make <sup>them</sup> together.' They are over</u>
	<u>the moon.</u>
	<u>llll</u>

It was a huge success! 'You are welcome!' replied Mrs Chan.

**Marking Scheme**

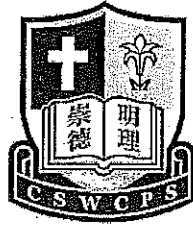
Area	Contents	Marks
Content 6%	<input type="checkbox"/> Provide ideas and with detailed elaboration about the story. e.g. What other charity work did the children do in the end? <input type="checkbox"/> Match ideas with the pictures. <input type="checkbox"/> Able to start with a short opening sentence, followed by a body and a proper ending.	%  6
Language 6%	<input type="checkbox"/> Use the simple past tense. <input type="checkbox"/> Use dialogues. <input type="checkbox"/> Use the connective 'neither...nor' to show two things that are not true or possible.	%  6
Organization 2%	<input type="checkbox"/> The organization of the idea is clear, logical and coherent.	%  2
	<b>Total</b>	%

**Teacher's comments**

Very lovely writing!  
Good use of idioms!

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# ENGLISH WRITING (5)



P.6

2022  
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2023

Name: Lam Ts2 Tung, Hannah  
Class: 6D (15.)

My Writing Goals		Peer-evaluation	Self-reflection
Content	• C – Change	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• A – Add details	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• R – Read the sample reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• S – Senses (see, hear, smell, taste, touch)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Language	• C – Capital letters	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• U – Use correct grammar	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• P – Punctuation marks	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	• S – Spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Organization	• Organize the ideas in paragraphs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins      ⌚ Estimated Time : ____ mins      ⌚ Used Time : ____ mins			

Title	Whenever Mark and the monster
<b>Opening</b> • What did villagers think of Mark? Why? • What could Mark do?	One day, the villagers saw Mark. They were admired him. One of the villagers said, "Oh my! He was as strong as an ox." "Oh! yes! I know him!" they (all villagers) said. They were all excited to see him.
<b>Body</b> (Problems and events) • What did the monster do? • Where did the monster live? • What did a villager show	One day, a fierce monster appeared in <sup>from</sup> a strange cave and it went to the village. It destroyed all the huts, trees and farmlands. Even worse, it was going to catch the village and eat them.

Mark? Why? • What happened when Mark was outside the cave? • How did Mark feel when he saw the monster? • What did Mark do? In return we will... for you continued Mary friend Mark replied Sure Finally they set off to the monster lived it.	It was as fierce as a tiger. Mark's friend, May asked Mark to help. She said, "In <sup>at</sup> first, I think it was easy to catch it. However, I <sup>am</sup> wrong. I am not a good village head. I think I "kill" a lot of people..." Mark said, "Don't be silly! This thing never happened!" Mark's friend, May said, "Thank you, but the monster..." Mark said, "That's okay, Don't worry. <sup>Take</sup> I took me to there." "Ok" May said. When Mark arrived where the monster lived, it was sleeping. Mark cried, "Hello! Can you <sup>hear</sup> heard me? You can't to catch the people!" The monster woke up and wanted to catch him. Mark was <sup>as</sup> timid <sup>as a mouse</sup> of that.
<b>Ending</b> (Solutions) • What happened at the end? • How did Mark and the villagers feel?	At last, Mark fell out the a cake, <sup>fell out from Mark's pocket.</sup> The monster said, "Oh! It was <sup>yummier</sup> yummy <sup>human being</sup> than people!" Mark asked, "you can <sup>talk</sup> speak? Wow! It was funny! But, why you go <sup>to the village</sup> here?" The monster <sup>replied</sup> replied, "Because I am so hungry, this thing was yummy. May I have one more?" Mark said, "Sure, I will give you a lot, but you need to leave!" "Okay!" said the monster.

Marking Scheme

Corrections

Area	Contents	Marks
Content 6%	<input type="checkbox"/> Write about what happened with the picture clues. <input type="checkbox"/> Use story map to organize the ideas and write the story with setting, characters, problems, events and solutions. <input type="checkbox"/> Write an interesting story ending.	6 %
Language 6%	<input type="checkbox"/> Write in the simple past tense. <input type="checkbox"/> Use dialogues to make the story more interesting. <input type="checkbox"/> Use connectives to link up ideas e.g. and, but, because, first, next, then, after that, suddenly, finally. <input type="checkbox"/> Use different reporting words. <input type="checkbox"/> Use 'as...as' and 'like' to make comparisons in similes.	6 %
Organisation 2%	<input type="checkbox"/> The organisation of the idea is clear, logical and coherent.	2 %
<b>Total</b>		14/14%

Teacher's feedback:	
Very fruitful story! Good use of similes! Keep it up!	

When Mark arrived the cave, the monster  
 on the cave. Suddenly, Mark woke the monster up by  
 \_\_\_\_\_ing \_\_\_\_\_ly. The monster felt \_\_\_\_\_ and ran into  
 Mark.

mark is .... as ....

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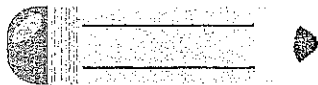
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# ENGLISH WRITING (6)

  
P.6

2022  
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2023

Name: Bobby  
Class: 6D (31)

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

Now write the second part of the story using your story map in more than 100 words.

My Writing Goals		Peer-evaluation	Self-reflection
Content	• C – Change	<input type="checkbox"/>	<input type="checkbox"/>
	• A – Add details	<input type="checkbox"/>	<input type="checkbox"/>
	• R – Read the sample reading	<input type="checkbox"/>	<input type="checkbox"/>
	• S – Senses (see, hear, smell, taste, touch)	<input type="checkbox"/>	<input type="checkbox"/>
Language	• C – Capital letters	<input type="checkbox"/>	<input type="checkbox"/>
	• U – Use correct grammar	<input type="checkbox"/>	<input type="checkbox"/>
	• P – Punctuation marks	<input type="checkbox"/>	<input type="checkbox"/>
	• S – Spelling	<input type="checkbox"/>	<input type="checkbox"/>
Organisation	• Organise the ideas in paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>
Time Management			
⊕Suggested Time : 25 mins   ⊕Estimated Time : ___ mins   ⊕ Used Time : ___ mins			

<p><b>Body</b></p> <p>What did Eric want to do then?</p> <p>What did the genie suggest?</p> <p>What did they do next?</p> <p>Did they find the wizard?</p>	<p>They did not know what to do. Then the genie had an idea. ‘Let's climb the mountain and find the wizard’, he suggested.</p> <hr/> <p>Then, Eric and the genie climbed the mountain and reached the top. They got into the house. The wizard was sitting there.</p> <hr/> <hr/> <hr/> <hr/>
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**Ending**

- What happened at the end?

In the end, the wizard said, 'I don't <sup>have</sup> ingredients  
, you and Genie need to help me find the ingredient.'  
Genie, 'Sure!' They went to find the ingredient and  
got back to the wizard. But the wizard lied to them and  
even from the top to the bottom of the mountain  
made them drop  
I have learnt that do not blindly trust  
others

**Marking Scheme**

Area	Contents	Marks
Content 6%	<input type="checkbox"/> Write an interesting story. <input type="checkbox"/> Give suggestions to the problem. <input type="checkbox"/> Write a body and a proper ending.	6 %
Language 6%	<input type="checkbox"/> Write in simple p_____ tense. <input type="checkbox"/> Use similes. <input type="checkbox"/> Use _____ adjectives to describe people and the situation. <input type="checkbox"/> Use adverbs or adverb phrases to express time. <input type="checkbox"/> Use dialogues to express ideas.	6 %
Organization 2%	<input type="checkbox"/> The organisation of the idea is clear, logical and coherent.	2 %
<b>Total</b>		<b>/ 14%</b>

**Teacher's comments:**

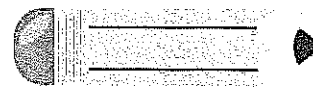
Good use of dialogues!





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# ENGLISH WRITING (2)



P.6

2022  
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2023

Name: Geung Mabley  
Class: 6D ( 1 )

Now write the story more than 100 words.

My Writing Goals		Peer-evaluation	Self-reflection
Content	<input type="checkbox"/> C - Change	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> A - Add details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> R - Read the sample reading	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> S - Senses (see, hear, smell, taste, touch)	<input type="checkbox"/>	<input type="checkbox"/>
Language	<input type="checkbox"/> C - Capital letters	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> U - Use correct grammar	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> P - Punctuation marks	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> S - Spelling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Organize the ideas in paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins      ⌚ Estimated Time : 25 mins      ⌚ Used Time : 25 mins			

Title	A day tour in Hong Kong
<b>Opening</b> • Who met Miss Morris in the airport? • What did Miss Morris say at the bus stop?	<p>Miss Morris was an Australian tourist visiting Hong Kong for work. She greeted her friends at the airport, "It's been so long since I saw you." said Morris happily.</p> <p>They arrived at the bus stop and Morris was grasping for air, "The traffic makes so much noise. The buses produce gas." Mary looked at her confused.</p> <p>"Ok, let's go to your hotel, we have a busy day waiting" said Henry.</p> <p>They arrived at Mong Kok for a</p>

**Body**

- Where did Miss Morris go afterward?
- What did Miss Morris say when she saw the leather handbags?
- Finally where did they go?
- What did her friends want to eat?
- What did Miss Morris suggest?

shopping  
 shopping spree, they saw a store that sold cheap bags and offered 50% off so they went in. for these bags  
 "Hunters will keep killing animals unless we stop buying these bags." Shouted Morris.  
 Then Henry was starving so they looked for a restaurant to eat at, "Perfect! look! a discount oh my favourite soup!" screamed Henry  
 "No! It's not good! Hunters will-" "Shut up!"  
 "You are annoying, I don't care about the animals ok?"  
 "If you want to keep talking about endangered animals then leave."  
 Which Morris did? She went back to her country and never talked to them again.

Ending	
• Where did they go for dinner in the end?	
• Could they help protect the environment?	

**Marking Scheme**

Area	Contents	Marks
<b>Content</b> 6%	1) What did Miss Morris do in Hong Kong? 2) Where did Miss Morris and her friend go in Hong Kong? 3) How did Miss Morris feel in Hong Kong?	6 %
<b>Language</b> 6%	1) Write in simple past tense 2) Use so much / so many 3) Use stop __ing form 4) Use connectives to link up ideas e.g. and, but, because, unfortunately, if	5 %
<b>Organization</b> 2%	1) The organization of the idea is clear, logical and coherent.	2 %
<b>Total</b>		13 /14%

Teacher's feedback:

Very creative ideas!  
Good use of the words!



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# ENGLISH WRITING (8)



P.6

2022  
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2023

Name: Charlie Cheu  
Class: 6D (4)

Date : 24<sup>th</sup> May 2023

My Writing Goals		Peer-evaluation	Self-reflection
Content	<input type="checkbox"/> C – Change	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> A – Add details	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> R – Read the sample reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> S – Senses (see, hear, smell, taste, touch)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Language	<input type="checkbox"/> C – Captial letters	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> U – Use correct grammar	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> P – Punctuation marks	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> S – Spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Organization	<input type="checkbox"/> Organize the ideas in paragraphs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins      ⌚ Estimated Time : 25 mins      ⌚ Used Time : 25 mins			

Title	Farewell my friend
<b>Opening</b> 1. What is his / her name? 2. How do you describe his / her character? 3. What does he / she always do?	<p>Dear Judy,</p> <p>I'm so upset that we will be going to different secondary schools soon. We've been friends for six years.</p>

<b>Opening</b> 1. What is his / her name? 2. How do you describe his / her character? 3. What does he / she always do?	<p>You are always loyal to me.</p> <p>You are on my side when I am feeling sad. You are kind too. You never argues with me. Thank you for being so warm to me!</p>
<b>Body</b> 1. What is the most unforgettable memory you have shared with him / her?	<p>We've had a lot of unforgettable memories. I'll never forget that day when we had a drawing competition. It was very hot outdoors and I wanted to give up, but you cheered me on.</p>

**Body**

1. What is the most unforgettable memory you have shared with him / her?

and gave me a warm hug. I will

never forget that feeling. At last,

we won the competition! I was  
cloud

on cloud nine!

**Ending**

1. What do you hope for his / her future?

I hope you can make

your dreams come true one

day. I wish we can always

keep in touch!

Love,

Charlie





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# ENGLISH WRITING (9)



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2022  
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2023

Name: Chan Hoi Ching  
Class: 6D (1)

Date : 12<sup>th</sup> June, 2023

Now write the story in more than 100 words.

My Writing Goals		Peer-evaluation	Self-reflection
Content	<input type="checkbox"/> C – Change	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> A – Add details	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> R – Read the sample reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> S – Senses (see, hear, smell, taste, touch)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language	<input type="checkbox"/> C – Captial letters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> U – Use correct grammar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> P – Punctuation marks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> S – Spelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Organization	<input type="checkbox"/> Organize the ideas in paragraphs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Time Management</b>			
⌚ Suggested Time : 25 mins      ⌚ Estimated Time : 30 mins      ⌚ Used Time : 30 mins			

Title	Losing the race <i>Cheng</i>	
Opening	Last Sunny Sunday Cheng Sha Wan Sports Day	
	Catholic Primary School had a race	
	about running. Jacky, Dan, Tony and	
	Kelvin joined 4x100 relay race. Tony	
		wanted to win gold medals. They

Opening	4. When was the race?	were full of confident and beans.
	5. Who joined the race?	
	6. What did they want?	
	Body	
	1. Who was the last runner?	Then the race starts Jacky, Day.
	2. What happened to him?	Kelvin and other children cheered for
3. How did he feel?	him excitedly. Suddenly Tony tripped	
4. What did the cheering team do?	and fell over. He broke his leg. He	
5. How did the children feel after the race?	came last.	
6. What did they do / say?	Next Dan shouted at Tony angrily.	
		Tony upset about it and cried. Jacky
		and Kelvin were disappointed with

him but they didn't say anything.

Finally his friends knew he fell

down but he never gave up so

they didn't shout at him anymore.

They were proud of him and said,

'We know you ~~ne~~ never give up. Don't be

unhappy. Next time we join together!'

Tony felt over the moon. <sup>again</sup>

### Ending

1. What happened in the end?
2. What did they do / say?
3. How did they feel?

**Marking Scheme**

Corrections

Area	Contents	Marks
Content 6%	<input type="checkbox"/> Write about what happened with the picture clues. <input type="checkbox"/> Write about the characters' feelings. <input type="checkbox"/> Give a proper ending.	6 %
Language 6%	<input type="checkbox"/> Use adjectives to describe feelings. <input type="checkbox"/> Use adverbs to give more information about the verbs. <input type="checkbox"/> Use dialogues. <input type="checkbox"/> Write in past tense.	6 %
Organization 2%	<input type="checkbox"/> The organization of the idea is clear, logical and coherent.	2 %
<b>Total</b>		14 / 14%
Teacher's feedback:		

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