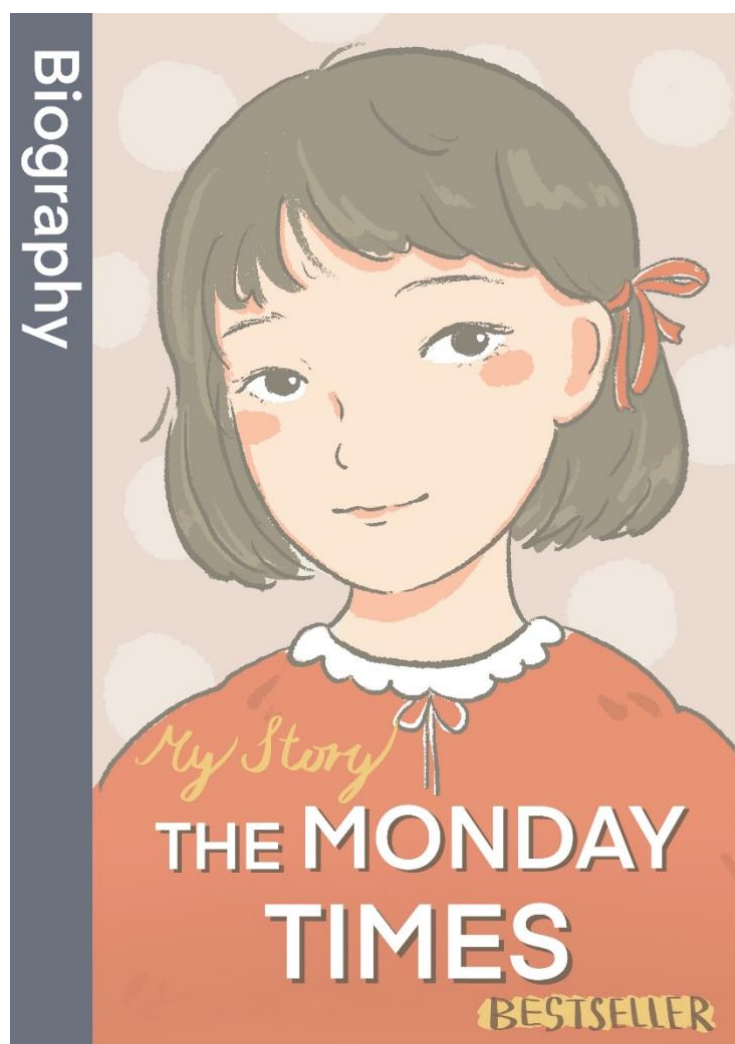




Secondary 3

English Language

Biography



Name: _____ ()

Class: S. 3 ()

Table of Contents

Biography – READING	4
Pre-reading stage.....	4
Task 1 Vocabulary building.....	4
While-reading stage	5
Task 2 Reading comprehension and target reading strategies	5
Text 1 Biography.....	5
Task 2.1 Learning Four Target Reading Strategies	7
Post-reading stage	16
Task 1 Reading Comprehension Questions	16
Task 2 Reading Skill Self-Assessment Form.....	18
Task 3 Grammar Practice - Simple present, simple past and past perfect tense	19
Task 4 Grammar Practice - Present Participle Phrases	22
Task 5 Grammar Practice - Past Participle Phrases	28
Biography – WRITING	34
Pre-writing stage	34
Task 1 Text Analysis of Biography	34
Task 2 Useful Sentence Patterns	36
Task 2.1 Present participle & past participle phrases.....	36
Task 2.2 Time Connectives	37
Task 2.3 Despite the fact that / Even though.....	40
Task 2.4 Appositives	42
Task 3 Writing Topic	45
Task 4 Biography Research Report.....	46
Part A	46
Part B The Outline of the Biography	47
Part B The Outline of the Biography	48
While-writing stage.....	49
Task 1	49
Post-writing stage.....	51

Task 1 Task-specific Rubrics Cum Self, Peer and Teacher’s Feedback.....	51
Task 2a Grammar Self-Assessment Checklist	54
Task 2b Content Self-Assessment Checklist	54
Task 3 T.A.G. Feedback.....	56
Task 4 Two Stars and a Wish	57
Appendix 1 Teachers’ marking rubrics	58

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Biography – READING

Pre-reading stage

Task 1 Vocabulary building

Self-study and self-assessment on Quizlet

8 vocabulary items of Text 1

adversity	corporation	crucial	dedicated
evident	obsessed with	pursue	visionary



Teacher's note: A Quizlet activity is designed here for vocabulary learning. Teachers could create their own vocabulary list on Quizlet and ask their students to study the words using Quizlet before reading lessons.

Text 1_Are you an Innovator?

adversity	a difficult or unpleasant situation	★ 🔊 ✎
corporation	a large company or group of companies that is controlled together as a single organization	★ 🔊 ✎
crucial	extremely important	★ 🔊 ✎
dedicated	working hard at something because it is very important to you	★ 🔊 ✎
evident	easily seen	★ 🔊 ✎
obsessed with	to completely fill your mind so that you cannot think of anything else, in a way that is not reasonable or normal	★ 🔊 ✎
pursue	to do something or try to achieve something over a period of time	★ 🔊 ✎
visionary	with the ability to imagine how a country, society, industry, etc. will develop in the future	★ 🔊 ✎



While-reading stage

Task 2 Reading comprehension and target reading strategies

You have found a biography about a young innovator in a magazine. Read the biography.

Text 1 Biography

RaC: Technology

Teacher's note: Due to the copyright issue, the pictures of Miss Hillary Yip and MinorMynas App cannot be shown.

Picture of Miss Hillary Yip	MinorMynas App Picture of MinorMynas App
-----------------------------	--

Hillary Yip, the founder and owner of the online language learning app MinorMynas

Hillary Yip – World's Youngest CEO

1 [1] Hillary Yip Ying-hei, a visionary young entrepreneur and inventor, pursues a vision that helps children learn languages from each other in a safe environment. Hillary founded MinorMynas when she was just 10. **She** first presented her ideas in the AIA Emerging Entrepreneur Challenge in 2015
 5 and was named the winner. Thus, she was funded to turn her ideas into reality – launching the MinorMynas app. Her success is evident. She has featured on major media platforms such BBC, CCTV, SCMP and appeared on events hosted by international corporations like HSBC and Microsoft.

[2] Returning from a life-changing summer camp for Mandarin in Taiwan in
 10 2005, Hillary decided to create an online version of the language camp. She aims to create a children-only community that encourages kids to video-chat with others around the world, making language learning more fun and interactive. Designed by a kid for the kids, the online educational platform MinorMynas received 65,000 downloads in 2019 and now connects children

15 from over 60 countries. Users of the app can share knowledge on the topics
that they are passionate about as well as gain valuable understanding of other
cultures.

[3] Born and raised in Hong Kong, Hillary was a quiet but creative girl who
once got bullied at school. Her parents pulled her out of the school and
20 started homeschooling for her. Being free to choose the subjects that
genuinely interested her, Hillary regained confidence in learning and social
interactions. When asked about her success factor, Hillary encourages
people to read more. She once shared, ‘I’ve been obsessed with books since
I was a little kid. My only hobby is reading and there are at least 1,000 books
25 in my bedroom!’. These days, Hillary keeps reading 20 books per week.

[4] Despite the fact that she had suffered adversity in life, she managed to
overcome it with the support from her family. Motivated by her dream of
building a safe online learning environment for kids around the world,
Hillary has been a dedicated and determined innovator. She holds a strong
30 belief, ‘If you don’t believe in your own idea, then you won’t get anyone
else to believe in it – no matter how hard you try’. Reading her life story, we
can see that having the right mindset is really crucial to succeed in anything.

Word count: 447

Task 2.1 Learning Four Target Reading Strategies

Skill 1 - Locating specific information by identifying key words

This tests readers on whether they can identify key words in reading questions and a reading passage.

To tackle this type of questions, read the reading questions. Find and underline key words in the reading questions. Then, skim and scan the reading passage. Find and underline the key words there. The answer is usually around the key words.

** The key words are sometimes synonyms or similar words. They are not the exact keyword as given in the passage and so you can try to understand its meaning to relate it well with the right paragraph.

** Apart from the key words, you need to pay attention to **Wh-question words**. Both can give you a clearer idea about what information you look for.

Wh-question words	Information you look for	Examples might appear in passages
Who / Whom (object)	a person/ people	names – Peter, Betty, etc. person – his/ her father/ mother/ friends
Whose	Possession	** When tackling ‘whose’ questions, you should pay attention to the words after ‘whose’ e.g. Whose books are these? => Jane’s books
What	thing(s)	books, action, etc. ** When tackling ‘what’ questions, you should pay attention to the words after ‘what’ and the key words in the questions. This narrows down the focus and you will know what specific information you are looking for. e.g. What time is it? =>ask for time What size shoes do you take? => ask for size
When	Time	9am/ pm, 28 th February, etc.
Where	A place	A library, Mong Kok, etc.

Which	Choices	pay attention to the words after 'which' and the key words in the questions. e.g. Which of the desserts did you have? => ask for desserts
How	the manner, condition or quality	pay attention to the words after 'how' and the key words in the questions. How old => ask for age How much => ask for price How many => ask for number How often => ask for frequency, e.g. always How far => ask for distance How long => ask for amount of time
Why	a reason	pay attention to the cause-and-effect connectives, e.g. because, since and so.

Practice 1:

Where did Hillary Yip join a summer camp for Mandarin?

- A. Hong Kong
- B. Taiwan
- C. Singapore
- D. Malaysia

Challenge Question: 2020 HKDSE English Language Paper 1A Question 1

Steps to tackle the question

1. Read the question carefully and identify the key words. Underline them.

Where did Hillary Yip join a summer camp for Mandarin?

- ⇒ The question word '**Where**' suggests that we need to find information about a **place**. Pay attention to the places mentioned in the passage to help locate the answer.

[2] Returning from a life-changing summer camp for Mandarin in Taiwan in 2005, Hillary decided to create an online version of the language camp. She aims to create a children-only community that encourages kids to video-chat with others around the world, making language learning more fun and interactive.

[3] Born and raised in Hong Kong, Hillary was a quiet but creative girl who got

2. Read the passage and see whether you find the exact wording or synonyms that are relevant to the keywords in the question or choices

Where did Hillary Yip join a summer camp for Mandarin?

- ⇒ The question word '**Where**' suggests that we need to find information about a **place**. Pay attention to the places mentioned in the passage to help locate the answer.

[2] Returning from a life-changing summer camp for Mandarin in Taiwan in 2005, Hillary decided to create an online version of the language camp. She aims to create a children-only community that encourages kids to video-chat with others around the world, making language learning more fun and interactive.

[3] Born and raised in Hong Kong, Hillary was a quiet but creative girl who got



Skill 2 - Locating details which support the main ideas from different parts of a text

This tests readers on whether they can identify details which support the main ideas from different parts of a reading passage.

To tackle this type of questions, read the reading questions. Find and underline key words in the reading questions. Then, skim and scan the reading passage. Find and underline the relevant details that support the main idea.

**Focus on paragraph 3 only.

**Pay attention to participle phrases as they often show reasons.

Practice 2:

According to paragraph 3, why did Hillary lack confidence in learning and social interactions in the past?

It is because _____

Challenge question: 2020 HKDSE English Language Paper 1B Question 29

Steps to tackle the question

1. Read the question carefully and identify the key words. Underline them.

According to paragraph 3, why did Hillary lack confidence in learning and social interactions in the past?

- ⇒ The question gives you the first hint that you should find your answer in paragraph 3. So, let's take a closer look at paragraph 3.
- ⇒ The question word '**why**' suggests that we need to find information about **reason(s)**.
- ⇒ Read the keywords again - Hillary lack confidence in learning and social interactions. Hillary lack confidence in two areas – learning and social interactions. This suggests we might need to find **two reasons – one related to learning while another one related to social interaction**. Also, **use our life experience and/ or prior knowledge to predict the answers** of why Hillary lacked confidence in learning and social interactions, e.g. poor academic performance and she got bullied.

2. Read the paragraph 3 and see whether you find the exact wording or synonyms that are relevant to the keywords in the question or choices as well as your predicted answers. If so, circle them first.

According to paragraph 3, why did Hillary lack confidence in learning and social interactions in the past?

[3] Born and raised in Hong Kong, Hillary was a quiet but creative girl who got bullied at school. Her parents pulled her out of the school and started homeschooling for her. Being free to choose the subjects that genuinely interested her, Hillary regained confidence in learning and social interactions.

3. Now, use our grammar knowledge to help find the answer.
4. Pay attention to the word 'regain'. 're-' is **prefix** and it means 'again'. 'Regain confidence' means 'gain confidence again'. This suggests Hillary lost/lacked confidence in the past.
5. Read the last sentence of paragraph 3. Pay attention to the first part of the sentence. It is a **present participle phrase** and it is used to **give a reason**.
6. Now, we locate the first answer – 'Being free to choose the **subjects** that genuinely interested her' which is related to the first reason – **learning**. Since this statement describe her current situation, we need to **modify the answer because we know that it is different from the past**.
7. Find an antonym of a word 'free' → e.g. 'not allowed'



8. Rewrite the first answer - ‘not allowed to choose the **subjects** that genuinely interested her’
9. Now, find the second reason **related to social interaction**. We should find any information about **her social interaction with friends or classmates at school in the 3rd paragraph**. When reading the first sentence, we know that **Hillary got bullied at school**. This should be the second reason.

Skill 3 - Identifying reference

This tests readers on whether they can identify what the reference words or phrases refer to. For example, if it is a pronoun, readers should identify what word the pronoun is replacing. Below are some common reference words you see in reference questions:

a.	Subject pronouns:	he, she, it
b.	Object pronouns:	him, her, it
c.	Demonstrative pronouns:	this, that, these, those,
d.	Possessive adjectives:	his, her, its
e.	Other reference words:	the former, the latter, one, ones, another, other, others

To tackle this type of questions, read the sentences where the reference word is located, and then read a few sentences that come before or after it.

Practice 3:

In line 3, ‘she’ refers to ...

- A. children
- B. Hillary Yip Ying-hei
- C. MinorMynas
- D. Hillary Yip Ying-hei’s

Challenge question: 2020 HKDSE English Language Paper 1B Question 23

Steps to tackle the question

1. Read line 4 where the pronoun 'she' is located.

[1] Hillary Yip Ying-hei is a visionary young entrepreneur and inventor. Driven by a vision to help children learn languages from each other in a safe environment, Hillary founded MinorMynas when she was just 10. She first presented her ideas in the AIA Emerging Entrepreneur Challenge in 2015 and was named the winner. Thus, she was
5 funded to turn her ideas into reality – launching the MinorMynas app. Her success is

2. Read a few sentences that come before or after it. Look for a relevant noun that agrees with the pronoun in number and/or gender. Circle it.

➤ **pronoun in number:** She → singular pronoun → find a singular noun

➤ **gender:** She → a girl → find a name of a girl

** Sometimes, you might also deduce the answer by **eliminating wrong options**. Look at the options below.

A. children (plural noun → incorrect)

B. Hillary Yip Ying-hei (singular noun + a girl → correct)

C. MinorMynas (singular noun but it is an object → incorrect)

D. Hillary Yip Ying-hei's (possessive 's → incorrect)



Skill 4 - Working out the word meaning

This tests readers on whether they can use context and their general knowledge to work out the meaning of unfamiliar words.

To tackle this type of questions, you read for contextual clues in the sentence where the word is located and its nearby sentences. Then, try to connect the clues (i.e. the words you should know) to help you work out the word meaning.

**pay attention to connectives such as ‘and’ and ‘but’ as this may help you determine whether the unfamiliar word has a positive or negative meaning.

For examples:

*He is a **good** (+) and **generous** (+) person.*

*We are **tired** (-) but **happy** (+).*

**try to identify the part of the speech (e.g. noun, verb, adjective)

Sometimes, you may find the definition of unfamiliar words in the text. Pay attention to sentences that may have further explanations. Those sentences usually have structures like additional information given in brackets (e.g. as known as), quotation marks and relative clauses (e.g. which/who/ that). You may also break down the different parts of a word – base word, prefix and suffix to work out the word meaning.

Practice 4:

Find a word or phrase in paragraph 1 which has a similar meaning to ‘businessman’.

Challenge question: 2020 HKDSE English Language Paper 1A Question 2

Steps to tackle the question

1. Read the question carefully and identify the key words. Underline them.

Find a word or phrase in paragraph 1 which has a similar meaning to 'businessman'.

[1] Hillary Yip Ying-hei is a visionary young entrepreneur and inventor. Driven by a vision to help children learn languages from each other in a safe environment, Hillary founded MinorMynas when she was just 10. She first presented her ideas in the AIA Emerging Entrepreneur Challenge in 2015 and was named the winner. Thus, she was
 5 funded to turn her ideas into reality – launching the MinorMynas app. Her success is evident. She has featured on major media platforms such as BBC, CCTV, SCMP and appeared on events hosted by international corporations like HSBC and Microsoft.

2. Pay attention to the key word 'businessman' and identify its part of speech.
 * It is **a singular noun** and it refers to **a person** who works in business or has a higher position in a company.
3. Look for the relevant nouns (i.e. singular nouns and refers to a person) and circle them.
4. There are two possible answers – 'entrepreneur' and 'inventor' found in the 1st paragraph.
5. Read the noun 'inventor'. When breaking down the word, we find the base word 'invent' and suffix '-or'. The word 'invent' means 'to design and/or create something that has never been made before'. It is not about business. We can eliminate this answer.



Post-reading stage**Task 1 Reading Comprehension Questions**

Answer the questions using information from the biography on P.4-5. For multiple-choice questions, choose the best answer and blacken ONE circle only.

1. In 2015, in which competition did Hillary win? (ATM 2.4)

2. Name two big media companies mentioned in paragraph 1. (ATM 2.4)

3. In line 4, 'her' refers to ... (ATM 2.5)

A. children

B. Hillary Yip Ying-hei's

C. children's

D. Hillary Yip Ying-hei

A B C D
○ ○ ○ ○

4. In line 13, who does 'a kid' refer to? (ATM 2.5)

5. Find a word in paragraph 3 which means 'really'. (ATM 4.1)

6. In line 27, what does 'it' refer to? (ATM 2.5)

A. the support from Hillary's family

B. Hillary's dream

C. the fact

D. adversity in Hillary's life

A B C D
○ ○ ○ ○

7. Find a word or phrase which has a similar meaning to ‘way of thinking’.

(ATM 4.1)

8. Do you think Hillary Yip is a successful person? Give two examples to support your answer. (ATM 4.2) (3 marks)

9. a. After reading Hillary’s story, what key characteristics do successful people share? (ATM 4.5)

- b. Give two examples to support your answer. (ATM 4.2) (2 marks)

Score: /13

Task 2 Reading Skill Self-Assessment Form

Circle the score you got for each reading skill and review your performance by putting a tick under *Good*, *Fair* or *Poor*.

Question No.	Reading Skills Tested	Scores	Performance		
			Good (Score 2)	Fair (Score 1)	Poor (Score 0)
1, 2	Skill 1	0 / 1 / 2			
3	Skill 2	0 / 1 / 2			
4, 6	Skill 3	0 / 1 / 2			
5, 7	Skill 4	0 / 1 / 2			

i. Which reading skill are you good at?

ii. Which reading skill do you want to improve?

Task 3 Grammar Practice - Simple present, simple past and past perfect tense

I. Simple Present Tense

We use *Simple Present Tense* to talk about:

- ◆ facts
- ◆ feelings, opinions and preferences
- ◆ regular activities

Subject	Verb		Object (optional)
I	eat	do not eat	an apple.
You/We/They			
He/She/It	eats	does not eat	

Subject	Verb to be	complement
I	am / am not	smart (adjective). ----- ---
You/We/They	are / are not	
He/She/It	is / is not	a doctor (noun).

Question 1:

	I/ you/ we/ they	_____ (know)	Hillary Yip?
	he/she		



Yes,	I/ you/ we/ they		her.
	he/ she		

No.	I/ you/ we/ they		her.
	he/ she		

Question 2:

_____ (be)	Hillary Yip	an inventor?
------------	-------------	--------------



Yes,	she		an inventor.
------	-----	--	--------------

No,	she		an inventor.
-----	-----	--	--------------

II. Simple Past Tense

We use *Simple Past Tense* to talk about:

- ♦ completed actions or events

Subject	Verb	
I	played / ate / cut	did not play/eat/cut
He/She/It		
You/We/They		

Subject	Verb to be
I	was / was not
He/She/It	
You/We/They	were / were not

Question 1:

	Hillary Yip	_____ (go)	to a summer camp in 2005?
--	-------------	------------	---------------------------



Yes,	she		No,	she	
------	-----	--	-----	-----	--

Question 2:

_____ (be)	Hillary Yip	happy in school?
------------	-------------	------------------

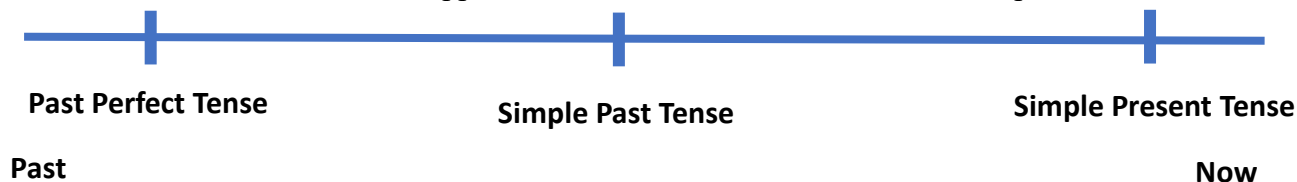


Yes.	She		happy in school.	No.	She		happy in school.
------	-----	--	------------------	-----	-----	--	------------------

III. Past Perfect Tense

We use *Past Perfect Tense* to talk about:

- ♦ Action or event that happened before another action or event in the past



Subject	Verb	
I/ You/ We/ They/ He/ She/ It	had	left
	had not	

Hillary Yip	_____ (found)	MinorMynas before she appeared at events of international corporations.
-------------	---------------	---

Practice: Write one sentence in simple present tense, simple past tense and past perfect tense respectively.

1.	
2.	
3.	

Task 4 Grammar Practice - Present Participle Phrases

Present participle = V-ing e.g. living, going

Circle the present participle below.

1. Allowing you to create and share photos with friends, Instagram is the most popular social networking site.
2. Launching Instagram in 2010, Kevin Systrom, the founder, achieved huge success.

A. Uses of present participle phrases

We use *present participle phrases* for showing an **ACTIVE** meaning in:

◆ giving reasons

Reasons	Results
Needing money to go to university,	Kenny does part-time jobs after school.
<i>(=Kenny does part-time jobs after school because he needs money to go to university)</i>	
Being free to choose the subjects that genuinely interested her,	Hillary regained confidence in learning and social interactions.
[Lines 20-22]	

(=Hillary regained confidence in learning and social interactions because she was free to choose the subjects)

◆ showing **TWO** actions happening one after another

Actions 1	Actions 2
Feeling hungry,	the children finished everything on the table.
<i>(=The children felt hungry and finished everything on the table)</i>	
Returning from a life-changing summer camp for Mandarin in Taiwan in 2005,	Hillary decided to create an online version of the language camp. [Lines 9-10]

(=Hillary returned from a life-changing summer camp for Mandarin in Taiwan in 2015 and decided to create an online version of the language camp.)

◆ talking about conditions

Conditions	Results
Doing more sports,	you will be healthier.
<i>(=If you do more sports, you will be healthier.)</i>	
Working in Hong Kong,	Mr Jones will miss his family in New York.

(=If Mr Jones works in Hong Kong, he will miss his family in New York.)

For **NEGATIVE** statement:

NOT having enough rest, ⇒ Put <u>not</u> before the present participle	Sam is recovering slowly from his flu.
---	--

B. Warm-up exercises

Fill in the boxes below by using present participle phrases.

E.g.	Action 1	Action 2
	While the scientist was sitting under a tree,	he came up with a new theory.



E.g.	Action 1	Action 2	
	Present participle phrase	Subject	Verb + Object/ Complement
	Sitting under a tree,	the scientist	came up with a new theory.

1.	Action 1	Action 2
	After the woman had heard the bad news,	she burst into tears.



1.	Action 1	Action 2	
	Present participle phrase	Subject	Verb + Object/Complement

2.	Action 1	Action 2
	While the musician was walking onto the stage,	he was applauded by everyone in the hall.



2.	Action 1	Action 2	
	Present participle phrase	Subject	Verb + Object/ Complement

3.	Action 1	Action 2
	Jack lives on Lantau Island.	He takes the ferry to school every morning.



3.	Action 1	Action 2	
	Present participle phrase	Subject	Verb + Object/ Complement

4.	Result	Reason
	Janice left the entire page blank	because she did not know how to answer the questions.



4.	Reason	Result	
	Present participle phrase	Subject	Verb + Object/ Complement

5.	Result	Reason
	Matthew does not have many friends in Hong Kong	Since he is a new immigrant.



5.	Reason	Result	
	Present participle phrase	Subject	Verb + Object/ Complement

6.	Result	Reason
	Marco had breakfast on the school bus	as he did not have enough time at home.



6.	Reason	Result	
	Present participle phrase	Subject	Verb + Object/ Complement

7.	Condition	Result
	If Jackson rehearses more,	he will perform well in the musical.



7.	Condition	Result	
	Present participle phrase	Subject	Verb + Object/ Complement

8.	Condition	Result
	If tourists do not understand the sign,	they can ask the police officer for help.



8.	Condition	Result	
	Present participle phrase	Subject	Verb + Object/ Complement

9.	Result	Condition
	I would have gone to your party	if I had not been sick



9.	Condition	Result	
	Present participle phrase	Subject	Verb + Object/ Complement

C. Practice

Rewrite the sentences below by using present participle phrases.

E.g. Since Peter graduated with a degree in social work, he is a social worker now.



E.g.	Reason	Result
	Graduating with a degree in social work,	Peter is a social worker now.

1. Peter saw the lack of interest in Cantopop among teenagers. Therefore, Peter decided to produce Cantonese songs for the younger generation.



1.	Reason	Result

2. ViuTV recruited people who want to be a celebrity. It broadcasted ‘Good Night Show - King Maker’ in 2018.



	Action 1	Action 2
2.		

3. I would travel a lot if I won the lottery.



	Condition	Result
3.		

4. The band has received positive feedback for its music and it has planned to produce more songs.



4.

5. I hurt my knees, so I stopped running for three months.



5.

6. I will be paid double if I get the work finished by Friday.



6.

Remember to use the same subject!

(subject = the doer)

E.g. Since Peter graduated with a degree in social work, he is a social worker now.

(Peter is a boy. Use 'he' to refer to 'Peter' = same subject)

E.g. I will be paid double if I get the work finished by Friday.

(Use 'I' in if-clause and a main clause (result part))

D. Write a sentence to give reasons/ show two actions/ talk about conditions.



E. Rewrite the sentence from Part D by using the present participle phrase.

Task 5 Grammar Practice - Past Participle Phrases

Past participle e.g. *gone, done, forgotten*

Circle the past participle below.

1. Founded in 1993, Dyson is a brand well known for its handy household products.
2. Improved over many years, Dyson's vacuum cleaners have been widely used around the world.

A. Review on passive voice

Passive voice (=verb to be + past participle)

We use *Passive voice* to:

- ◆ **hide** the person who does the action

Tense	Pronoun	Verb to be	Past participle	Complement
Simple Present Tense	I	am	(not) allowed	to enter the room.
	You/We/They	are		
	He/She/It	is		
Simple Past Tense	I/He/She/It	was	(not) allowed	to enter the room yesterday.
	You/We/They	were		
Simple Present Tense	I/ You/We/They/ He/She/It	will (not) be	allowed	to enter the room later on.

B. Uses of past participle phrases

We use *past participle phrases* for showing a **PASSIVE** meaning in:

◆ **giving reasons**

Reasons	Results
Frightened by the dog,	Sophie hid behind her mother.

(=Sophie hid behind her mother because she was frightened by the dog)

Motivated by her dream of building a safe online learning environment for kids around the world,	Hillary has been a dedicated and determined innovator. [Lines 27-29]
--	--

(=Hillary has been a dedicated and determined innovator because she is motivated by her dream.)

◆ **Show TWO actions happening one after another**

Actions 1	Actions 2
Led to the dining table,	Rosie sat down and looked at the menu.

(=Rosie was led to the dining table by a waiter and she sat down and looked at the menu.)

◆ **Adding information about the subject of the main clause**

Born and raised in Hong Kong,	Hillary was a quiet but creative girl who got bullied at school. [Lines 18-19]
-------------------------------	---

(=Hillary was born and raised in Hong Kong. She was a quiet but creative girl who got bullied at school.)

◆ **Talk about conditions**

Conditions	Results
Used properly,	this machine will work for more than ten years.

(=If this machine is used properly, it will work for more than ten years.)

Not influenced by his friends,	Mike does not smoke.
--------------------------------	----------------------

(= Mike does not smoke if he is not influenced by his friends.)

For **NEGATIVE** statement:

NOT accepted by her friends, ⇒ Put <u>not</u> before the present participle	Lucy felt lonely.
--	-------------------

C. Warm-up exercises

Fill in the boxes below by using past participle phrases.

E.g.	Result	Reason
	The hungry dog wandered around the streets.	It was abandoned by its owner.



E.g.	Reason	Result	
	Past participle phrase	Subject	Verb + Object/ Complement
	Abandoned by its owner,	the hungry dog	wandered around the streets.

1.	Actions 1	Actions 2
	Alice was attracted by the window display.	Alice entered the boutique.



1.	Actions 1	Actions 2	
	Past participle phrase	Subject	Verb + Object/ Complement

2.	Actions 1	Actions 2
	Tommy is elected as class monitors.	He feels honoured about it.



2.	Actions 1	Actions 2	
	Past participle phrase	Subject	Verb + Object/ Complement

3.	Actions 1	Actions 2
	The woman was rescued by a passing cruise ship.	The woman was sent to hospital immediately.



3.	Actions 1	Actions 2	
	Past participle phrase	Subject	Verb + Object/ Complement

4.	Result	Reason
	I couldn't sleep last night	because I was bitten badly by mosquitoes.



4.	Reason	Result	
	Past participle phrase	Subject	Verb + Object/ Complement

5.	Result	Reason
	Shawn learnt painting.	since he was inspired by his father.



5.	Reason	Result	
	Past participle phrase	Subject	Verb + Object/ Complement

6.	Result	Reason
	Tim had to leave school and worked when he was 15	as he was born into a poor family.



6.	Reason	Result	
	Past participle phrase	Subject	Verb + Object/ Complement

7.	Condition	Result
	If this product is promoted widely,	it will sell better.



7.	Condition	Result	
	Past participle phrase	Subject	Verb + Object/ Complement

D. Practice

Rewrite the sentences below by using present participle phrases.

E.g. The rabbit was trapped in the bush and it was scared.



E.g.	Action 1	Action 2
	Trapped in the bush,	the rabbit was scared.

1. The boy's forehead got swollen as he was hit by a falling apple.



	Reason	Cause
1.		

2. The cake is decorated with chocolate chips. It looks delicious.



	Action 1	Action 2
2.		

3. The statue is made of gold and diamonds, so it is worth ten billion dollars.



3.

4. Kelly was invited by her teacher. Kelly joined the choir.



4.

Biography – WRITING

Pre-writing stage

Task 1 Text Analysis of Biography

Part A) Here are the topic sentences from the reading text about Hillary Yip. Read again and identify the main idea of each of them. Match them with the ideas in the box provided. Write the letters in the boxes provided.

A)	Most important details of the person, such as major achievements
B)	Obstacles or difficulties of a person
C)	Notable life events
D)	How the person overcame her obstacles
E)	A famous quote
F)	Interesting facts

Hillary Yip Ying-hei is a visionary young entrepreneur and inventor. Driven by a vision to help children learn languages from each other in a safe environment, Hillary founded MinorMynas when she was just 10.

Returning from a life-changing summer camp for Mandarin in Taiwan in 2005, Hillary decided to create an online version of the language camp.

Born and raised in Hong Kong, Hillary was a quiet but creative girl who got bullied at school.

Designed by a kid for the kids, the online educational platform MinorMynas received 65,000 downloads in 2019 and now connects children from over 60 countries.

When asked about her success factor, Hillary encourages people to read more.

She holds a strong belief, “If you don’t believe in your own idea, then you won’t get anyone else to believe in it – no matter how hard you try”.

Biography



Part B) Read the main ideas again. Try to rearrange the order for a biography.

A)	Most important details of the person, such as major achievements
B)	Obstacles or difficulties of a person
C)	Notable life events
D)	How the person overcame her obstacles
E)	A famous quote
F)	Interesting facts

	→		→		→		→		→	
--	---	--	---	--	---	--	---	--	---	--

Part C) Talk to your partner and suggest a reasonable tense can be used for each idea.

Give the reason why you are going to use the tense.

	Main ideas	Suggested tenses	Reasons
A)	Most important details of the person, such as major achievements		
B)	Obstacles or difficulties of a person		
C)	Notable life events		
D)	How the person overcame her obstacles		
E)	A famous quote	e.g. simple present tense	e.g. It is a fact. It is about the saying by a person.
F)	Interesting facts		

7 major tenses in English

Task 2 Useful Sentence Patterns

Task 2.1 Present participle & past participle phrases

Uses:

To show the reason why something happens

To show the sequence to 2 actions

Task 1: Identify and underline the present participle and past participle phrases in each sentence below.

Hillary Yip Ying-hei is a visionary young entrepreneur and inventor. Driven by a vision to help children learn languages from each other in a safe environment, Hillary founded MinorMynas when she was just 10.

Returning from a life-changing summer camp for Mandarin in Taiwan in 2005, Hillary decided to create an online version of the language camp.

Designed by a kid for the kids, the online educational platform MinorMynas received 65,000 downloads in 2019 and now connects children from over 60 countries.

Born and raised in Hong Kong, Hillary was a quiet but creative girl who got bullied at school.

When asked about her success factor, Hillary encourages people to read more.

She holds a strong belief, “If you don’t believe in your own idea, then you won’t get anyone else to believe in it – no matter how hard you try”.

Biogra



Revision : Revise the uses of present participle and past participle phrases on p.21-23.

Task 2.2 Time Connectives

Sentence Pattern 2 – Time Connectives

- **In (year), SV**
e.g. **In 2008**, he became CEO of Tesla.
- **Before SV, SV**
e.g. **Before** she was 50, she worked as a writer to earn money.
- **At the age of X/At a young age, SV**
e.g. **At the age of 12**, he created a game video.
- **Since SV, SV**
e.g. **Since** Jessie Lam was twenty years old, she has been writing stories.
- **When SV, SV**
e.g. **When** he was 13, he went to America to appear in a show for child musicians.
- **In his/her later years, SV**
e.g. **In her later years**, Mrs Roosevelt lived at Val-Kill in Hyde Park, New York.

A. Rearrange the following elements into correct sentences.

	Time Connectives	,	Events	.
1.	In 2000		he has been very busy	
2.	Before the firemen arrived here		Bonnie graduated from secondary school	
3.	At the age of 18	,	Mr Heisenberg moved to Japan	.
4.	Since Tom was back from vacation		I started my online business	
5.	When Hazel resigned from her job		a detective had come	
6.	In his later years,		she travelled around the world	

- _____
- _____

3. _____

4. _____

5. _____

6. _____

B. Complete the following sentences.

1. In 2020, _____

2. Before we have dinner, _____

3. At the age of 25, _____

4. Since Penny studied overseas, _____

5. When you are ready, _____

6. In his later years, _____

C. Make sentences by using the new sentence pattern, which can be applied to the biography.

1. _____

2. _____

3. _____

Task 2.3 Despite the fact that / Even though**Sentence Pattern 3 - Despite the fact that / Even though****Despite the fact that/ Even though SV, SV**

e.g. Despite the fact that / Even though **Pride and Prejudice** was not published under her name, **Jane Austen** was gaining some recognition for her writing.

I gave him some candies despite the fact that/ even though **he** had already had a lot from me.

A. Rearrange the following elements into correct sentences.

Statement	Condition
1. She wears a coat	even though he is nice to me
2. We can manage to ask for sponsorship	despite the fact that he worked very hard
3. I am always afraid of him	even though it is a very hot day
4. He didn't pass the examination	despite the fact that I had a headache
5. I had a great birthday	despite the fact that it takes so much to find a sponsor
6. He still managed to be a CEO	even though he left school at 17

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B. Rewrite the following sentences with 'despite the fact that/ even though'.

1. I tried my best to perform in the talent show although I got a terrible stomachache.

2. I went to work as usual although it was the first day of Lunar New Year.

3. Despite the storm, we enjoyed the festival.

C. Complete the following sentences.

1. Even though products sold in online stores are not expensive, _____

2. Despite the fact that it has been snowing all day, _____

3. Despite the fact that the trip wasn't great, _____

D. Make sentences by using the new sentence pattern, which can be applied to the biography.

1. _____

2. _____

3. _____

Task 2.4 Appositives

Sentence Pattern 4 – Appositives

Appositives: provides information that further identifies or defines it

S, Noun phrase, V

e.g. **Elon Musk**, a natural leader, runs some of the world's most cutting-edge tech companies.

e.g. **Walter Mondale**, a former American vice president, died at the age of 93.

A. Fill in the blanks with the correct noun phrase in the box.

a very strong man	a musical drama film	an Italian polymath
our class monitress	a big and hairy spider	a famous fictional detective

- The goliath birdeater, _____ scared the children as they played in the garden.
- Uncle Cooper, _____ was able to carry the entire pallet of bricks by himself.
- Gloria, _____ always volunteered to help the teachers after class.
- Sherlock Holmes, _____ is still popular on screen and in print.
- Leonardo DaVinci, _____ painted *the Mona Lisa*.
- The Sound of Music*, _____ is a must-watch classic.

B. Rearrange the following elements into correct sentences.

	Subject	,	Noun phrase	,	Verb	.
1.	My car		my roommate		is Amy's favourite	
2.	The black skirt		a Bengal		is so hard	
3.	Mrs. Jacobs' class		the largest piece of furniture		will be under repair until March	
4.	Our family's cat	'	introduction to microbiology	'	lives in Toronto now	.
5.	That bookshelf		with flower patterns		crept up behind the kittens	
6.	Jerry		a small SUV		was moved into the house first	

1. My car, a small SUV, _____

2. _____

3. _____

4. _____

5. _____

6. _____

C. Complete the following sentences.

1. The puppy, a golden retriever, _____

2. Evan, my best friend, _____

3. Dr Wolowitz, the founder of the company, _____

D. Make sentences by using the new sentence pattern, which can be applied to the biography.

1. _____

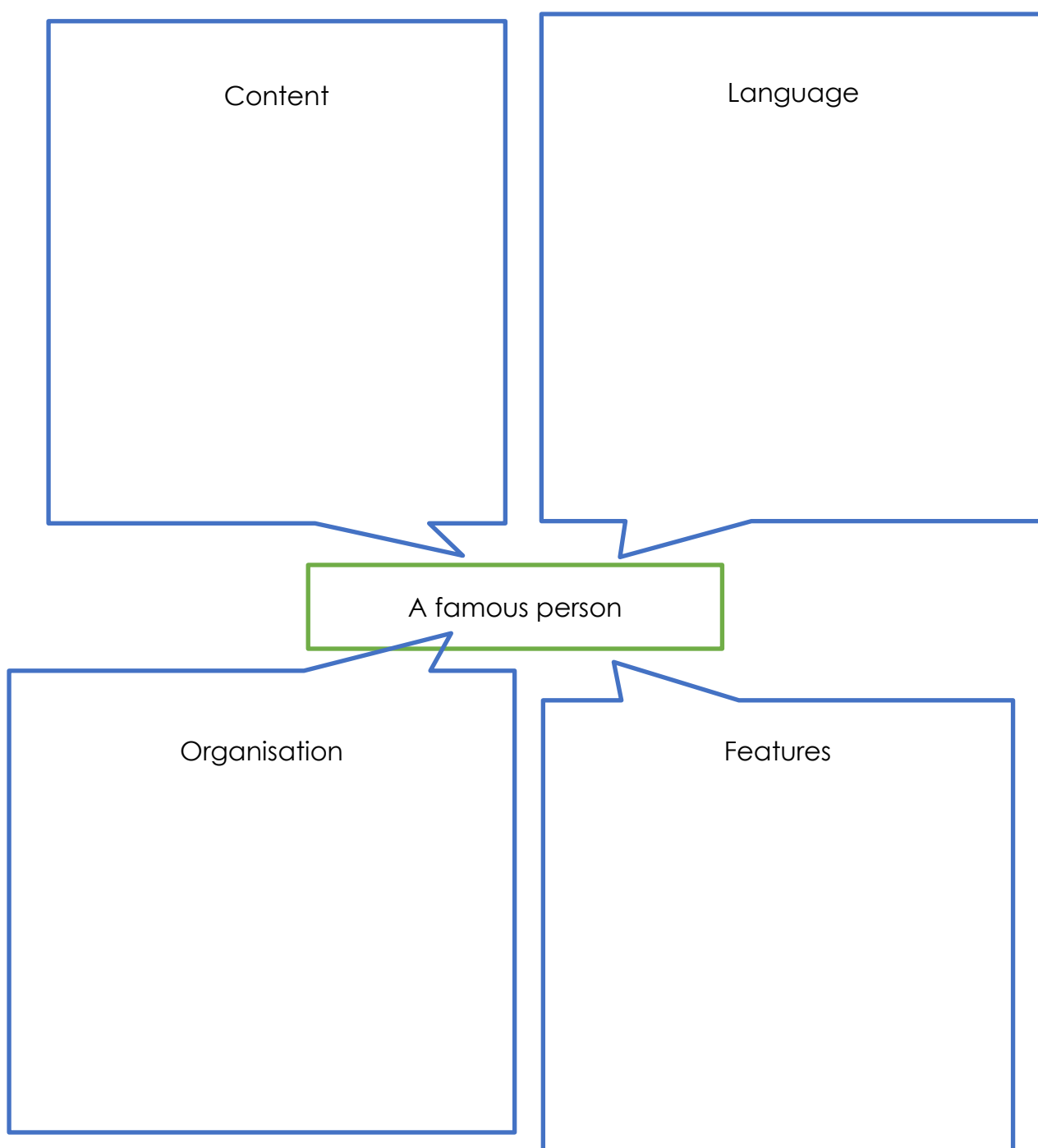
2. _____

3. _____

Task 3 Writing Topic 

You are writing a biography of a famous person. Write about 180 words.

When you are writing a biography, you should think about the content, language, organisation and features. Read the task-specific rubrics. Discuss with your classmates what you should write in terms of content, language, organisation and features. Fill in the boxes below after your discussion.



Task 4 Biography Research Report

Part A: Go home and research the famous person you want to write about and make notes in the report.

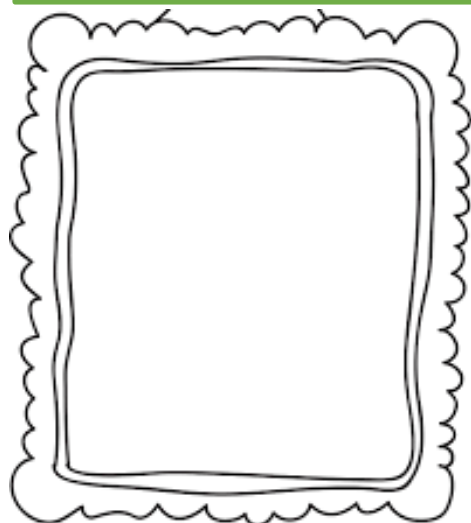
Name of the person: _____	
This person is famous for:	
<p style="text-align: center;">Portrait</p> <p>Born: _____</p> <p>Died: _____ (optional)</p>	<p>Quotable Quote</p> <p>Something important this person said</p>
<p>Life lesson</p> <p>Something important I learned from this person</p>	<p>In Five Words</p> <p>Five words that describe this person</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Two Interesting Facts</p> <p>Two things I want to tell you about this person</p> <p>_____</p> <p>_____</p>
<p>Additional information</p>	

Part B The Outline of the Biography - Version 1

There are some ideas of the biography. Please put the letters in the appropriate box and arrange them in an order.

A biography is a text to inform a reader about real person's life.

- A. What is the name of a person?
- B. Where and how did they grow up? What was their childhood like?
- C. What are some of their greatest accomplishments?
- D. What were this person's obstacles and tough time? How did this person deal with them?
- E. Why are or were they famous?
- F. What were some of their character qualities and why?
- G. How has this person (or people) inspired you? Have they done something that you hope to do in the future?
- H. What lesson can you learn from this person?
- I. Did this person say something important? What is his/her famous quote?
- J. Would you recommend this person to a friend?



Title:

Introduction (e.g. _____-> _____-> _____-> _____-> ...)

Body (e.g. _____-> _____-> _____-> _____-> ...)

Conclusion (e.g. _____-> _____-> _____-> _____-> ...)

Part B The Outline of the Biography - Version 2

There are some ideas of the biography. Answer the questions in each paragraph.

What is the name of a person?

Introduction (e.g. _____-> _____-> _____-> ...)

What are some of their greatest accomplishments?

Why are or were they famous?

Where and how did they grow up? What was their childhood like?

Body (e.g. _____-> _____-> _____-> _____-> ...)

What were some of their character qualities and why?

What were this person's obstacles and tough time? How did this person deal with them?

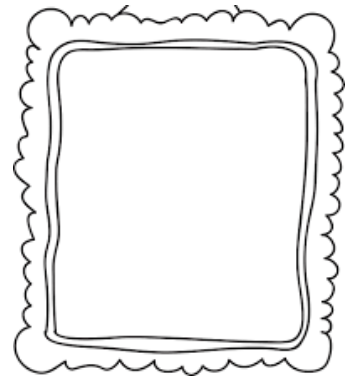
How has this person (or people) inspired you? Have they done something that you hope to do in the future?

What lesson can you learn from this person?

Conclusion (e.g. _____-> _____-> _____-> _____-> ...)

Did this person say something important? What is his/her famous quote?

Would you recommend this person to a friend?



While-writing stage**Task 1**

You are writing a biography of a famous person. Write about 180 words.

Introduction

Body 1

Body 2

Conclusion

Post-writing stage

Task 1 Task-specific Rubrics Cum Self, Peer and Teacher's Feedback



Colour the boxes to show the target goals for this writing. Read your and your friend's biography. Check if you have completed the following items.

Success criteria	Self-check	Peer review	Teacher's feedback	Marks
Content	(tick if you did that; underline and label it in your writing, e.g. C1, L1, O1)	(tick if your friend did that and give comments)		
1. To provide background information of the celebrity, e.g. age, educational qualification, major achievements				/12
2. To describe <u>one/ two/ three</u> significant life events of the celebrity				
3. To describe <u>one/ two/ three</u> difficulties the celebrity overcame				
4. To describe the celebrity's childhood and personal life				
5. To provide additional details about the celebrity and quote his/her famous quote				
6. To give the writer's opinion/ a short summary of the celebrity's impact on the world				

Language				
1. To demonstrate sustained and effective use of the following language items:				
<input type="checkbox"/> a. Use time connectives to talk about the order of events e.g. Hillary founded MinorMynas when she was just 10 .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> b. Uses factual language, e.g. simple present tense to give facts about the person e.g. Hillary Yip Ying-hei is a young entrepreneur and inventor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> c. Uses simple past tense to talk about actions and events that happened in the past e.g. Hillary founded MinorMynas when she was just 10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> d. Uses present participle and past participle phrases to give reasons/ talk about conditions/ show two actions happening one after another e.g. Being free to choose the subjects that genuinely interested her , Hillary regained confidence in learning and social interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> e. Uses descriptive and emotive language to describe people and events e.g. Hillary Yip Ying-hei, a visionary young entrepreneur and inventor...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> f. Uses direct speech to introduce a famous quote e.g. ‘If you don’t believe in your own idea, then you won’t get anyone else to believe in it – no matter how hard you try.’				
				/ 12

Organisation				
1. Text is organised effectively with all of the following items:				
<input type="checkbox"/> a. Opening statement introduces the celebrity and his/her major achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> b. Significant events are ordered chronologically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> c. Closing statement provides additional details with a famous quote from the celebrity, and sometimes give the writer's opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Paragraphs developed with supporting details/ description				/ 6
3. Coherent links within / between paragraphs and effective use of connective (e.g. in addition and time connectives)				
Features				
1. To give a title				/ 6
2. To use an informative and objective tone				
3. Written in formal language				
4. Written in 3rd person (written in 1st person if it is an autobiography)				
Bonus				
1. To use <u>1/ 2 / 3/ 4</u> target sentence patterns correctly				/4
Signature				Total: / 40

Task 2a Grammar Self-Assessment Checklist

While you are writing, you may want to check if you have used the following grammar items correctly. Put ‘√’, ‘x’ or ‘?’ in the box for each item and give examples to support your choices.

“√”, “x” or “?”	Grammar items	Examples
	I used simple present tense to give facts about the person. e.g. Elon Musk is an influential entrepreneur.	Four verbs in simple present tense to give facts about the person: 1. _____ 2. _____ 3. _____ 4. _____
	I used past tense to talk about actions and events that happened in the past. e.g. In 2008, he became CEO of Tesla.	Four verbs in past tense to give facts about the person: 1. _____ 2. _____ 3. _____ 4. _____
	I used ‘ because ’ to give reasons accurately. e.g. He moved to the US since/ because he aimed to study Physics there.	Write down one sentence using ‘because’
	I used prepositions of time to talk about when events happened e.g. in 2008/ at the age of 12	Write down one sentence using prepositions of time.
	*I used present participle phrases to show an active meaning. e.g. Aiming to study Physics, he moved to the US aged 21.	Write down one sentence using present participle phrases
	*I used past participle phrases to show an passive meaning. e.g. Motivated by his dream of building a better future, Elon has been a hard-working and determined leader.	Write down one sentence using past participle phrases

Task 2b Content Self-Assessment Checklist

While you are writing, you may want to check if you have used the following content items correctly. Put ‘√’, ‘×’ or ‘?’ in the box for each item and give examples to support your choices.

“√”, “×” or “?”	Content items	Examples
	Basic information about the person <ul style="list-style-type: none"> ● When and where was he/she born? ● Where did she study? ● What subject did he/she study in the university? 	
	Life events, interesting facts and contributions in a person’s life <ul style="list-style-type: none"> ● What are his/her major achievements? 	
	Childhood and family information <ul style="list-style-type: none"> ● How did he/she grow up? ● What was his/her childhood like? 	
	Challenges and struggles <ul style="list-style-type: none"> ● What were his/her difficulties? ● How did he/she overcome them? 	
	Life lesson <ul style="list-style-type: none"> ● Which quality can you learn from him/her? ● How does he/she influence other people? ● How did he/she make a difference in the world? 	

Task 3 T.A.G. Feedback



Optional

Take out your **task-specific rubrics** again. Ask one of your classmates to read your biography and give you some comments. Please T.A.G. your classmates' biography.

T

Tell me what you like about my biography.

My classmates like:

Language support

I liked how you ...

A

Ask a question about my biography.

My classmates' questions:

What ... Where ...
When ... Why ...
Who ... How ...
5W 1H

G

Give a suggestion to my biography.

My classmates' suggestions:

I think it would be better if you ...



How many stars will you give to my work?

Task 4 Two Stars and a Wish

Review your work, your classmates' feedback and your teacher's suggestions. Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Two Stars and a Wish



I like ...
 I enjoyed the part where ...
 I learned ...
 I used ...
 I am proud of myself because ...



Next time, I would ...
 Next time I could add more detail
 by ...
 I think I might want to ...
 It would be great if ...

Appendix 1 Teachers' marking rubrics

Marks	Content (12)	Language (12)	Organisation (6)	Features (6)	Bonus (4)
10-12	<p>All relevant content:</p> <ul style="list-style-type: none"> - Provide background information of the celebrity, e.g. age, educational qualification, major achievements - Describe three significant life events of the celebrity - Describe three difficulties the celebrity overcame - Describe the celebrity's childhood and personal life - Provide additional details about the celebrity and quote his/her famous quote - Give the writer's opinion/ a short summary of the celebrity's impact on the world 	<p>Sustained and effective use of the following language items:</p> <ul style="list-style-type: none"> - Use time connectives to talk about the order of events - Uses factual language, e.g. simple present tense to give facts about the person - Uses simple past tense to talk about actions and events that happened in the past - Uses present participle and past participle phrases to give reasons - Uses descriptive and emotive language to describe people and events - Uses direct speech to introduce a famous quote 			
7-9	<p>Most relevant content (Any 4-5)</p> <ul style="list-style-type: none"> - Provide background information of the celebrity, e.g. age, educational qualification, major achievements - Describe three significant life events 	<p>Mostly sustained and effective use of the following language items:</p> <ul style="list-style-type: none"> - Use time connectives to talk about the order of events - Uses factual language, e.g. simple present tense to give facts about the person - Uses simple past 			

	<p>of the celebrity</p> <ul style="list-style-type: none"> - Describe three difficulties the celebrity overcame - Describe the celebrity's childhood and personal life - Provide additional details about the celebrity and quote his/her famous quote - Give the writer's opinion/ a short summary of the celebrity's impact on the world 	<p>tense to talk about actions and events that happened in the past</p> <ul style="list-style-type: none"> - Uses present participle and past participle phrases to give reasons - Uses descriptive and emotive language to describe people and events - Uses direct speech to introduce a famous quote 			
4-6	<p>Some relevant content (Any 2-3)</p> <ul style="list-style-type: none"> - Provide background information of the celebrity, e.g. age, educational qualification, major achievements - Describe three significant life events of the celebrity - Describe three difficulties the celebrity overcame - Describe the celebrity's childhood and personal life - Provide additional details about the celebrity and quote his/her famous quote - Give the writer's opinion/ a short 	<p>Some use of the following language items:</p> <ul style="list-style-type: none"> - Use time connectives to talk about the order of events - Uses factual language, e.g. simple present tense to give facts about the person - Uses simple past tense to talk about actions and events that happened in the past - Uses present participle and past participle phrases to give reasons - Uses descriptive and emotive language to describe people and events - Uses direct speech to introduce a famous 	<ul style="list-style-type: none"> ● Text is organised effectively with <u>almost all/ all</u> of the following items: <ul style="list-style-type: none"> - Opening statement introduces the celebrity and his/her major achievements - Significant events are ordered chronologically - Closing statement provides additional details with a famous quote from the celebrity, and sometimes give the writer's opinion ● Paragraphs developed with supporting details/ description ● Coherent links within / between paragraphs and effective use of connective 	<ul style="list-style-type: none"> ● Features generally used correctly including <u>almost all/ all</u> of the following items: <ul style="list-style-type: none"> - Gives a title - Uses an informative and objective tone - Written in formal language - Written in 3rd person (Written in 1st person if it is an autobiography) 	<ul style="list-style-type: none"> ● Uses 3 – 4 target sentence patterns correctly (3-4 marks)

	summary of the celebrity's impact on the world	quote			
1-3	<p>Limited content (Any 1)</p> <ul style="list-style-type: none"> - Provide background information of the celebrity, e.g. age, educational qualification, major achievements - Describe three significant life events of the celebrity - Describe three difficulties the celebrity overcame - Describe the celebrity's childhood and personal life - Provide additional details about the celebrity and quote his/her famous quote - Give the writer's opinion/ a short summary of the celebrity's impact on the world 	<p>A few use of the following language items:</p> <ul style="list-style-type: none"> - Use time connectives to talk about the order of events - Uses factual language, e.g. simple present tense to give facts about the person - Uses simple past tense to talk about actions and events that happened in the past - Uses present participle and past participle phrases to give reasons - Uses descriptive and emotive language to describe people and events - Uses direct speech to introduce a famous quote 	<ul style="list-style-type: none"> ● Text is organised effectively with some of the following items: <ul style="list-style-type: none"> - Opening statement introduces the celebrity and his/her major achievements - Significant events are ordered chronologically - Closing statement provides additional details with a famous quote from the celebrity, and sometimes give the writer's opinion ● Paragraphs generally developed based on prompts ● Use of simple connectives and sequencers (and, but, first, then, etc) 	<ul style="list-style-type: none"> ● Features generally used correctly including some of the following items: <ul style="list-style-type: none"> - Gives a title - Uses an informative and objective tone - Written in formal language - Written in 3rd person (Written in 1st person if it is an autobiography) 	<ul style="list-style-type: none"> ● Uses 1 – 2 target sentence patterns correctly (1-2 marks)
0	<ul style="list-style-type: none"> ● Content undeveloped ● Irrelevant ideas 	<ul style="list-style-type: none"> ● Uses few or no language patterns ● Numerous errors in grammar, spelling, punctuation and capitalisation which affect the meaning 	<ul style="list-style-type: none"> ● Paragraphs lack organization/ details ● Scattered ideas with few connectives ● Incomprehensible 	<ul style="list-style-type: none"> ● Basic features not evident 	<ul style="list-style-type: none"> ● Doesn't use any target sentence patterns