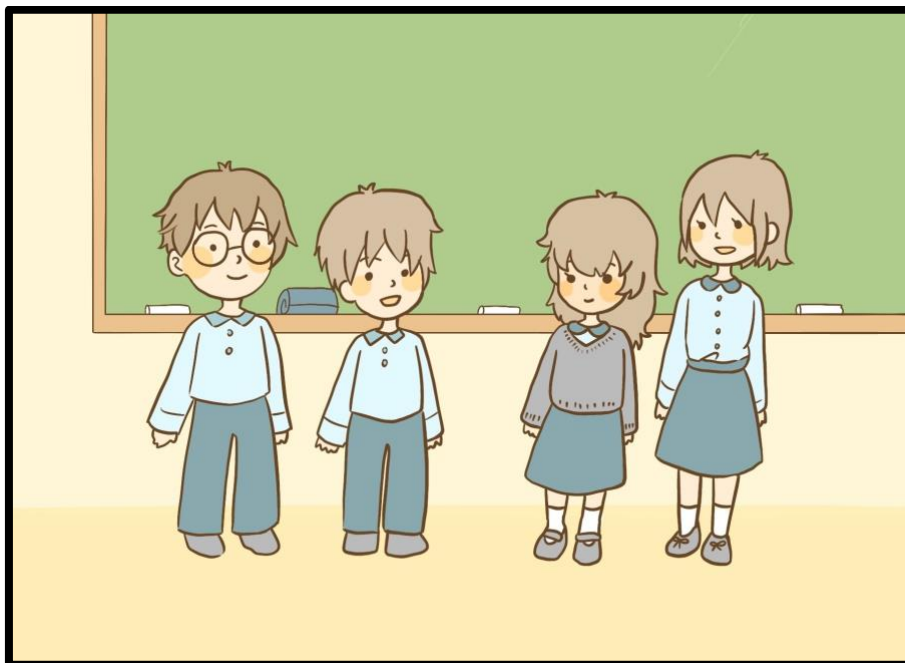


# Primary 3

## English Language

# My Classmates



**Name:** \_\_\_\_\_

**Class:** P.3 ( )

**Class No.:** ( )

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# MY CLASSMATES – READING

## Pre-unit Self Assessment




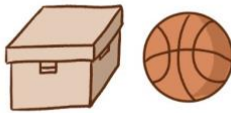





### Where is the Ball?

Here are some pictures showing the positions of a ball. Look at the pictures and fill in the blanks with the given words.

in    under    between    right    left

on    behind    next to    in front of



<p>1. It is _____ the box.</p> 	<p>2. It is _____ the box.</p> 	<p>3. It is _____ the table.</p> 
<p>4. It is _____ the box.</p> 	<p>5. It is _____ Box A and Box B.</p> 	<p>6. It is _____ the box.</p> 
<p>7. It is on my _____.</p> 	<p>8. It is on my _____.</p> 	<p>9. It is _____ the box.</p> 






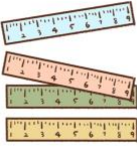



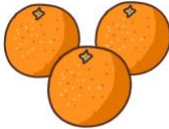

## Pre-reading Stage

### Task 1 **Let's Sing!**

Your teacher is going to show you a video about positions. Watch the video and sing together.

### Task 2 Matching Game

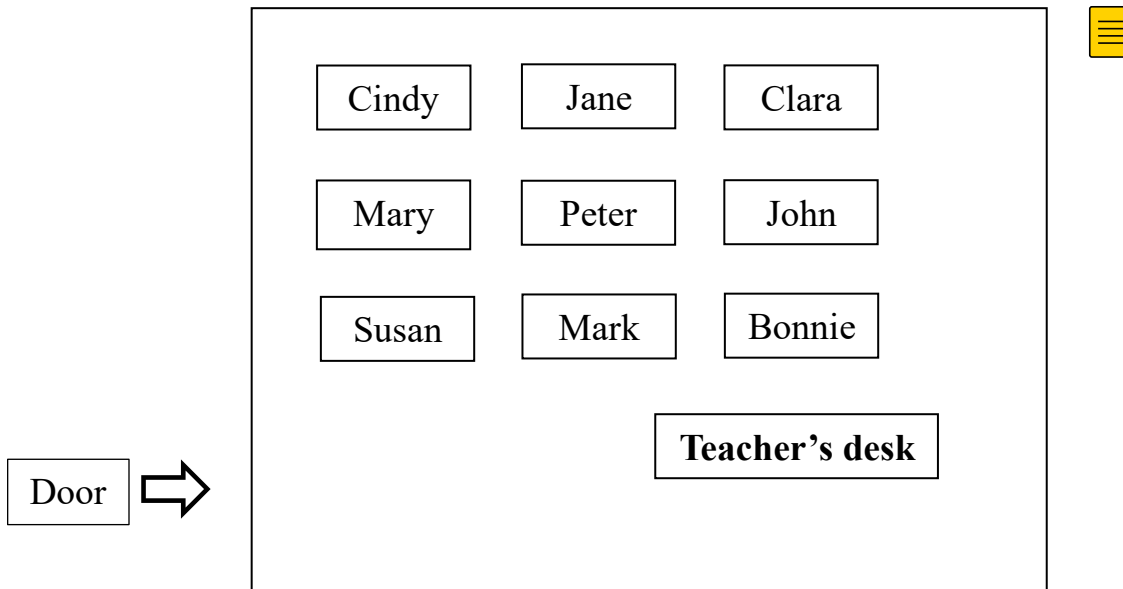
Here are some pictures. Put them in the correct positions as instructed by your teacher.

1. School bags 	2. Water bottles 	3. Apples 	4. Toys 
5. Mobile phones 	6. Rulers 	7. Cups 	8. Pencils 
9. Books 	10. Oranges 	11. Cookies 	

Left		Right	
Between			
Behind			

### Task 3 **Where is Peter?**


Here is a picture of the seating plan of Peter and his classmates in the English Activity Room. Look at the seating plan and fill in the blanks below.



1. Peter sits \_\_\_\_\_ Mary and John.
2. Jane sits \_\_\_\_\_ Peter.
3. The teacher's desk is \_\_\_\_\_ Bonnie.
4. Susan sits \_\_\_\_\_ Mark.
5. Clara sits \_\_\_\_\_ of the classroom.

### Task 4 Show and Tell

Your teacher shows you the picture card of Peter. Read the information about him and fill in the blanks in the table.

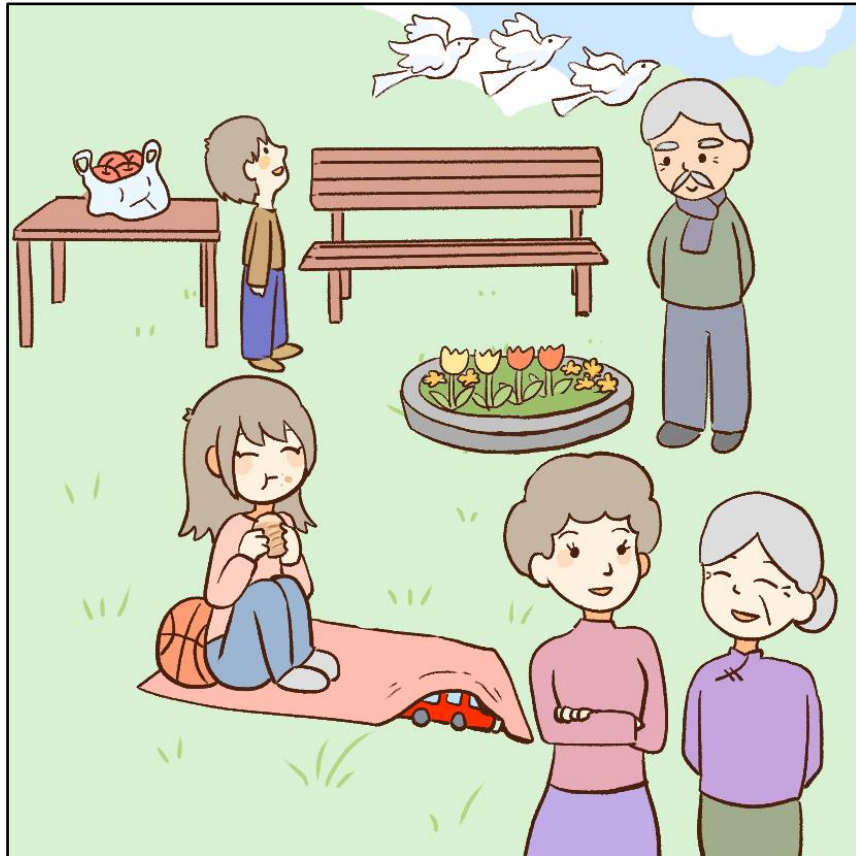
	<p style="text-align: center;"><i>What is it about?</i></p>
<p><b>Peter is a P.3 student.</b></p>	<p>e.g. <u>Class Level</u></p>
<p><b>He likes swimming and drawing.</b></p>	<p>_____</p>
<p><b>He is good at doing sums.</b></p>	<p>_____</p>
<p><b>His favourite subject is Chinese.</b></p>	<p>_____</p>
<p><b>I think he is very kind because he always helps me with my homework.</b></p>	<p>_____</p> <p>_____</p>

## While-reading Stage

### Task 1 Sam and His Family

Sam and his family are in the park. Look at the picture and fill in the blanks with the given words below.

behind      in front of      in      under      next to      on      between



1. Little Jane is sitting \_\_\_\_\_ a mat.
2. A ball is \_\_\_\_\_ Jane.
3. A toy car is \_\_\_\_\_ the mat.
4. Mum is standing \_\_\_\_\_ Grandma.
5. Grandpa is looking at the flowers. The flowers are \_\_\_\_\_ him.
6. Sam is standing \_\_\_\_\_ the table and the bench.
7. Some apples are \_\_\_\_\_ the bag.



## Task 2 Sam's Project

Sam is doing a project about his classmates. Read the information in the table and answer the questions.

<b>P.3A</b>			
<i>Name</i>	<i>I am good at...</i>	<i>I like...</i>	<i>I like it because...</i>
<b>John</b>	PE	cooking	it is fun
<b>Mary</b>	Computer Studies	playing computer games	it is exciting
<b>Judy</b>	English	reading	it is fun
<b>Sam</b>	PE	drawing	I enjoy it
<b>Peter</b>	Maths	making models	it is easy

Task 2 (*Version 1*) Choose the best answer by ticking the box.

1.	Judy is good at _____. <input type="checkbox"/> A. PE <input type="checkbox"/> B. English <input type="checkbox"/> C. Maths <input type="checkbox"/> D. Computer Studies
2.	Sam likes_____. <input type="checkbox"/> A. drawing <input type="checkbox"/> B. cooking <input type="checkbox"/> C. reading <input type="checkbox"/> D. making models
3.	Mary likes playing computer games because _____. <input type="checkbox"/> A. it is easy <input type="checkbox"/> B. it is fun <input type="checkbox"/> C. it is exciting <input type="checkbox"/> D. she enjoys playing them
4.	_____ likes making models. <input type="checkbox"/> A. Mary <input type="checkbox"/> B. Sam <input type="checkbox"/> C. Peter <input type="checkbox"/> D. Judy
5.	John likes cooking and Judy likes reading because _____. <input type="checkbox"/> A. it is exciting <input type="checkbox"/> B. they enjoy doing it <input type="checkbox"/> C. it is easy <input type="checkbox"/> D. it is fun

**Task 2 (*Version 2*)**









Write the correct answer in the blanks provided.



1. What is Judy good at? \_\_\_\_\_
2. What does Sam like doing? \_\_\_\_\_
3. Why does Mary like playing computer games? It is \_\_\_\_\_
4. Who likes making models? \_\_\_\_\_
5. Why do John and Judy like cooking and reading? It is \_\_\_\_\_

### Task 3 My Best Friend (*Version 1*)

Who is your best friend in class? Fill in the information about him/her.

My best friend _____		
1. <b>His/Her* Favourite Subjects:</b> ( <i>Please tick the box. You may tick more than one box.</i> )		
<input type="checkbox"/> Chinese	<input type="checkbox"/> English	<input type="checkbox"/> Maths
<input type="checkbox"/> PE	<input type="checkbox"/> Computer Studies	<input type="checkbox"/> Art
2. <b>He/She* likes</b> _____. ( <i>Please tick the box. You may tick more than one box.</i> )		
<input type="checkbox"/> singing 	<input type="checkbox"/> reading 	<input type="checkbox"/> playing football 
<input type="checkbox"/> watching TV 	<input type="checkbox"/> listening to music 	<input type="checkbox"/> making models 
<input type="checkbox"/> watching YouTube 	<input type="checkbox"/> playing computer games 	<input type="checkbox"/> _____
3. <b>He/She* is good at</b> _____.		
4. <b>I think he/she* is</b> _____. ( <i>Please tick the appropriate box. You may tick more than one box.</i> )		
<input type="checkbox"/> clever	<input type="checkbox"/> kind	<input type="checkbox"/> helpful
<input type="checkbox"/> beautiful	<input type="checkbox"/> shy	<input type="checkbox"/> playful
<input type="checkbox"/> hard-working	<input type="checkbox"/> honest	<input type="checkbox"/> polite
5. <b>I like my best friend because</b> _____.		

\*circle the appropriate answer

### Task 3 My Best Friend (*Version 2*)

Here is the picture card of your best friend in class. Draw a picture of him/her. Fill in the blanks with the following information:

- Name
- Class level and class
- Things he/she likes
- Things he/she is good at
- Favourite subjects
- What do you think of him/her and why

**My Best Friend**

*(Draw a picture of your best friend)*

\_\_\_\_\_ is my best friend. He/She\* is in P. \_\_\_\_\_.

He/She\* likes \_\_\_\_\_ and \_\_\_\_\_.

He/She\* is good at \_\_\_\_\_.

His/Her\* favourite subject is \_\_\_\_\_.

I think he/she\* is \_\_\_\_\_ because \_\_\_\_\_.

\*circle the appropriate answer



## Task 4 My New Friends

Sam writes an email to his grandpa about his new friends. Read the email and answer the questions.

**To** : Grandpa

**From** : Sam

**Subject** : My New Friends

Hi Grandpa,

How are you? I have two new friends in my drawing class. Let me tell you about them.

David and Clara are both primary students. David is in P.5 and Clara is in P.4. David studies in Three Stars Primary School. He is tall. His favourite subject is Art. He is good at drawing cars and flowers. He also likes to play basketball in PE lessons. He is in the school basketball team.

Clara studies at Happy Primary School. She has short hair and wears a pair of glasses. She is cheerful. She sits between David and me. Clara likes drawing dogs and robots, but she likes drawing trees most. Clara also reads a lot. She reads English and Chinese books in her free time, but she does not play basketball. She loves playing table tennis and football.

I like my new friends because they are kind and polite.

Love,  
Sam

Choose the best answer by blackening the circle.

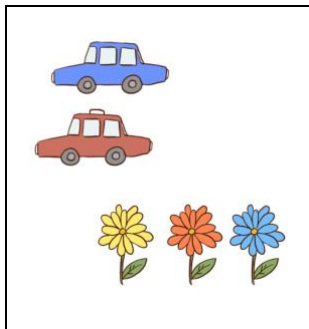
1. David is a \_\_\_\_\_ student.

- A. P.2
- B. P.3
- C. P.4
- D. P.5

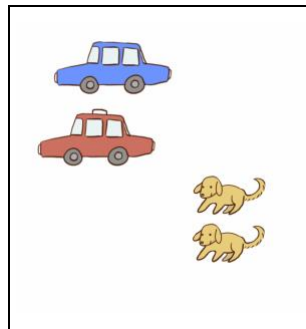
2. What is David's favourite subject?

- A. Chinese
- B. Art
- C. English
- D. PE

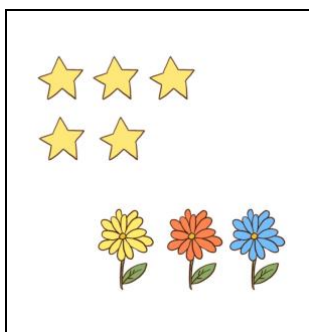
3. David is good at drawing \_\_\_\_\_.



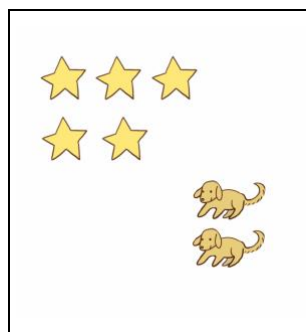
A.



B.



C.



D.

4. David is a member of the \_\_\_\_\_ team.

- A. basketball
- B. football
- C. table tennis
- D. tennis

5. Which picture shows Clara?



A.



B.



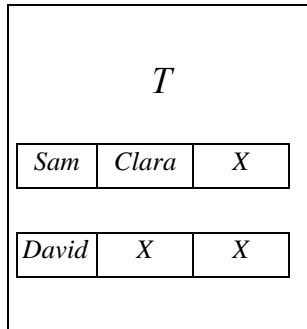
C.



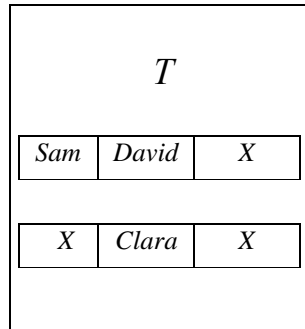
D.



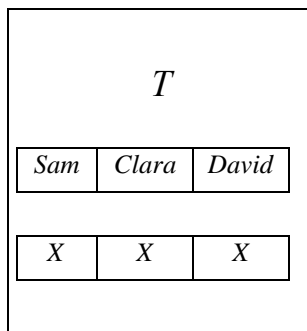
6. Where does Clara sit?



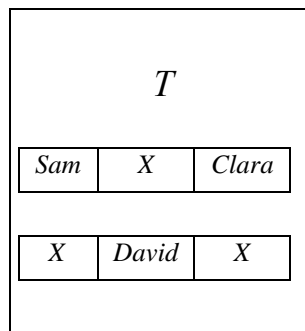
A.



B.



C.



D.

7. What does Clara like to draw most?

- A. flowers
- B. dogs
- C. robots
- D. trees

8. Why does Sam like his new friends?













- A. They are primary students.
- B. They are kind and polite.
- C. They like playing basketball.
- D. David is tall and Clara is cheerful.



## Post-reading Stage

### Self Evaluation Form

You have finished Task 4. Tell your teacher how you understand the following:

	<b>Circle the picture which best describes you!</b>		
<b>I understand the adjectives to describe people.</b>			
<b>I understand the sentences using simple present tense.</b>			
<b>I understand the prepositions which indicate positions.</b>			
<b>I understand the sentences using 'because' to give reasons.</b>			

# MY CLASSMATES – WRITING

## Pre-writing Stage

### Task 1 My Favourite Classmate

Mary wrote some notes about her best friend. Read the notes and complete the table. The first one has been done for you.

#### *My Favourite Classmate*

Susan is my favourite classmate. We are in P.3A.

Susan is 10 years old. She sits in front of me. She is short but strong. She always plays with me at recess. She is very friendly. Susan is good at English. She loves writing English stories and playing word games. Susan also likes singing in her free time. She goes to singing classes on Saturdays. She is busy at weekends. I think Susan is very smart because she always gets 100 marks in her tests!



<i>Notes about Susan</i>	<i>It is about...</i>
1. Susan is <u>10</u> years old.	e.g. <u>age</u>
2. She sits _____ me.	_____
3. She is short but _____.	_____
4. She always plays with me at recess. She is _____.	_____
5. Susan is good at _____.	_____
6. She also likes _____ in her free time.	_____
7. I think Susan is _____ because she always gets _____.	_____

## Task 2 My Classmate

Please provide information about your favourite classmate in the tables below. Some examples are given for your reference.

1. Position: Where does he/she sit?

in front of	between...and...	behind



2. Appearance: How does he/she look like?

tall	thin	fat
big eyes	small mouth	short hair

3. Character: What kind of person is he/she?

kind /nice	helpful	cheerful
hard-working	smart	clever
shy		

4. Strength: What is he/she good at?

Chinese	English	Maths
running	singing	drawing

5. Hobby: What does he/she like doing in his/her free time?

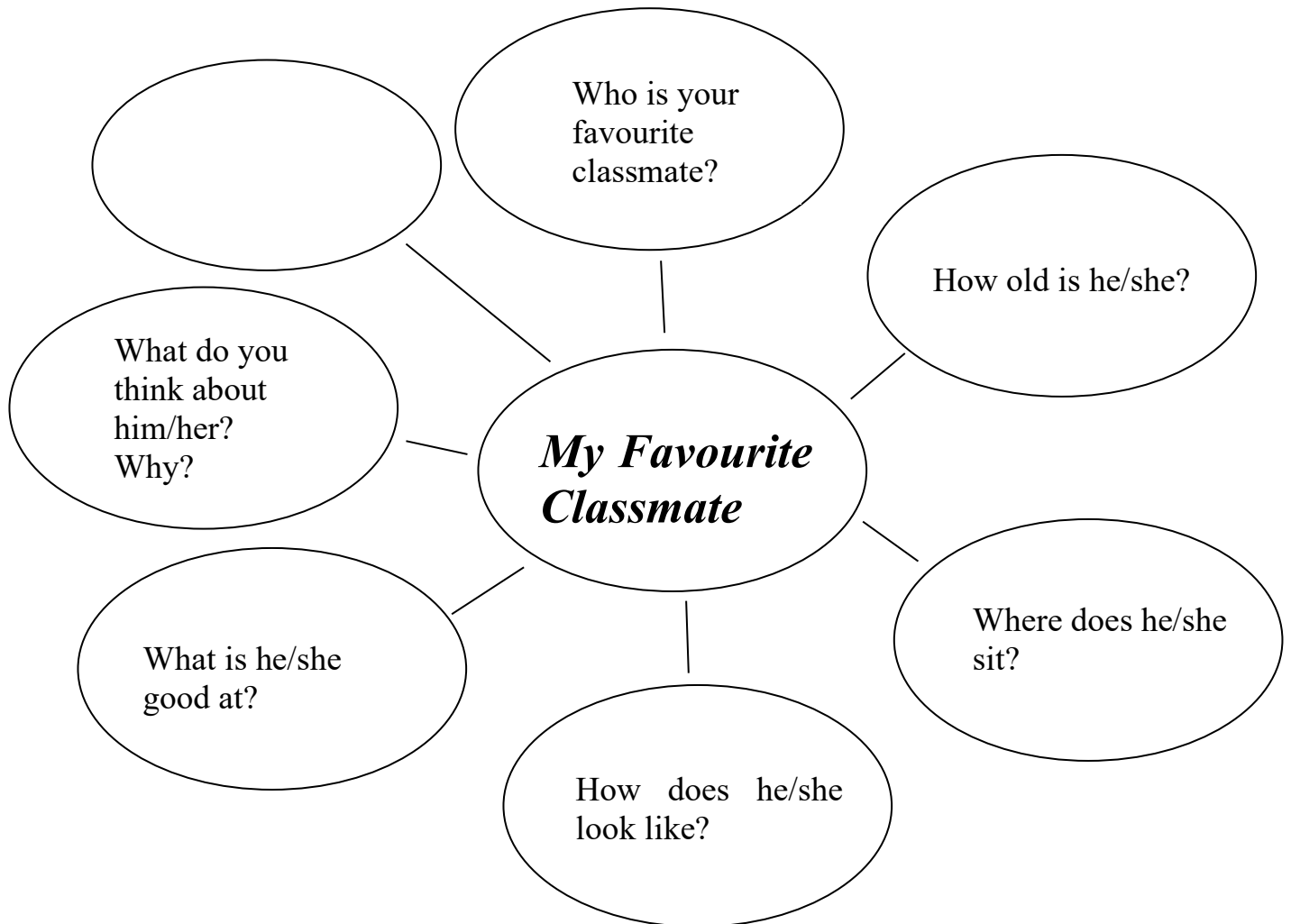
reading storybooks	playing basketball	making models

6. Write what you think about your best friend in the conclusion. Here is a useful sentence pattern.

I like him/her because \_\_\_\_\_ is my wonderful classmate.

## While-writing Stage – My Favourite Classmate

You are writing about ‘**My Favourite Classmate**’. Write in about 40 words. You may use the questions in the mind map to help you.



**My Favourite Classmate**

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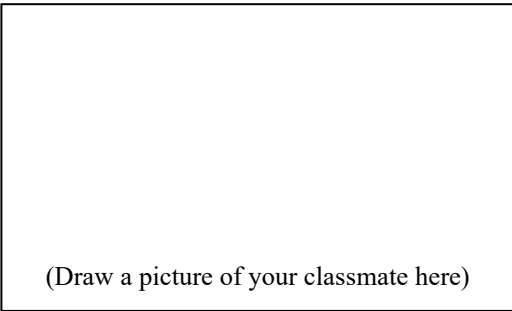
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## Post-writing Stage

### Task 1 Rate yourself

Tell your teacher how well you can do the writing task by circling the appropriate picture.



<p><b>I can use adjectives to describe people.</b></p>	
<p><b>I can use prepositions to talk about positions.</b></p>	
<p><b>I can use simple present tense to describe my favourite classmate.</b></p>	
<p><b>I can give reasons using 'because'.</b></p>	

### Task 2 Teacher's Feedback

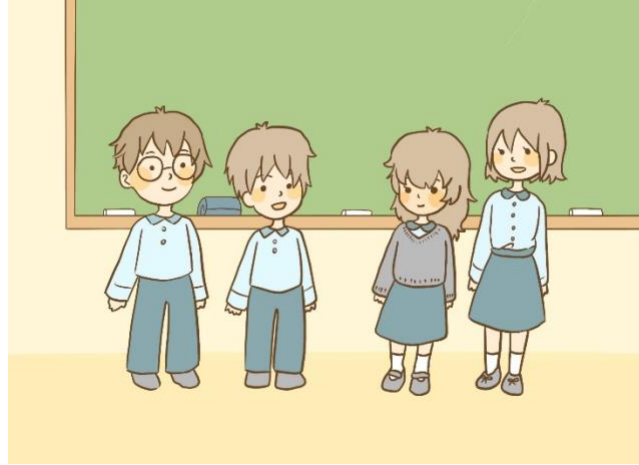
The teacher thinks you have completed the writing task well. See his/her comments below.



<p><b>You can write the content with the help of questions.</b></p>	
<p><b>You can use adjectives to describe people.</b></p>	
<p><b>You can use prepositions to talk about positions.</b></p>	
<p><b>You can use simple present tense to talk about your favourite classmate.</b></p>	
<p><b>You can give reasons using 'because'.</b></p>	

### Task 3 A Good Classmate

Tell your teacher how you can be a good classmate by colouring the appropriate word in the circle.



I want to be a good classmate.  
I should be...

polite

helpful

greedy

lazy

honest

rude

kind





### Task 4 Task Specific Marking Scheme – ‘My Favourite Classmate’

<i>Score</i>	<i>Content</i>	<i>Language</i>
6	<ul style="list-style-type: none"> <li>• Provide relevant ideas* to the questions, with many supporting details.</li> <li>• The ideas are very clear and coherent.</li> </ul> <p>*Relevant ideas with supporting details:</p> <ul style="list-style-type: none"> <li>➤ Good at: (e.g. <i>Susan is good at English. She loves writing English stories and playing word games.</i>)</li> <li>➤ Things to do: (e.g. <i>She goes to singing classes on Saturdays.</i>)</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Provide relevant ideas to the questions, with some supporting details.</li> <li>• The ideas are clear and coherent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of vocabulary, sentence patterns and cohesive devices* appropriately, with few or no grammatical and spelling mistakes.</li> </ul> <p>*Sentence patterns, vocabulary and cohesive devices:</p> <ul style="list-style-type: none"> <li>➤ simple present tense: (e.g. <i>She is short but strong. She is very friendly.</i>)</li> <li>➤ vocabulary to describe people: (e.g. <i>She is busy at weekends.</i>)</li> <li>➤ cohesive devices: (e.g. <i>Susan also likes singing in her free time.</i>)</li> </ul>

<i>Score</i>	<i>Content</i>	<i>Language</i>
3	<ul style="list-style-type: none"> <li>• Provide brief and relevant ideas to the questions, with almost no supporting details. <ul style="list-style-type: none"> <li>➤ Age: (e.g. <i>Susan is 10 years old.</i>)</li> <li>➤ Position: (e.g. <i>She sits in front of me.</i>)</li> </ul> </li> <li>• The ideas are quite clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a small range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes.</li> </ul> <p>*able to use the given prompts to write with basic and appropriate sentence patterns.</p>
2	<ul style="list-style-type: none"> <li>• Provide some irrelevant ideas to the questions. OR</li> <li>• Provide unclear or disconnected ideas which confuse the reader. OR</li> <li>• The ideas/responses to the questions are very limited.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a very limited range of vocabulary, sentence patterns, with many grammatical and spelling mistakes.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Practically make no attempt at all. OR</li> <li>• Provide totally irrelevant/incomprehensible ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Make no attempt at all.</li> <li>• Provide totally irrelevant/incomprehensible ideas.</li> </ul>

