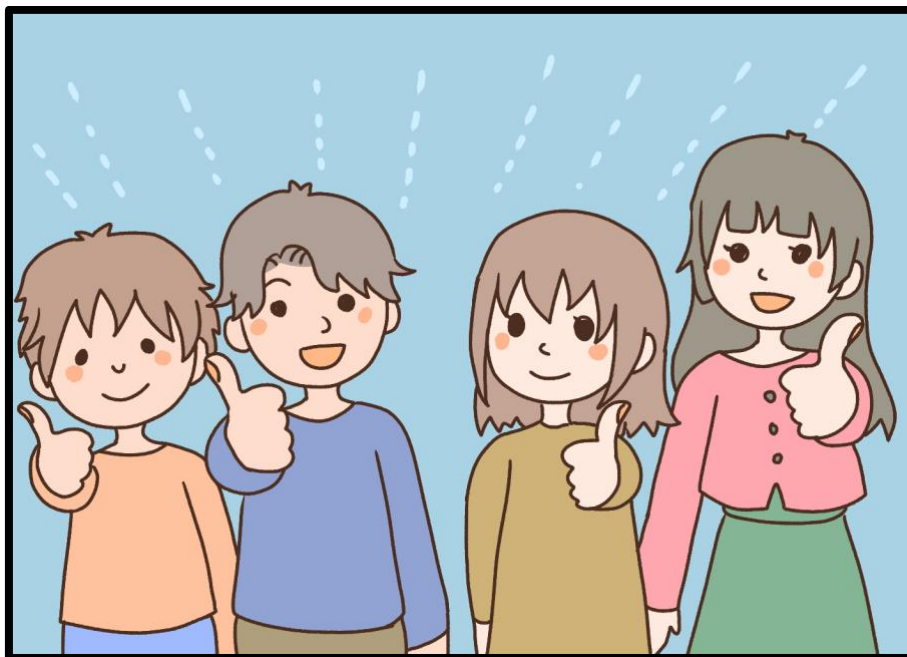


# Primary 2

## English Language

### Good Children



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

**Class:** P.2 (      )

**Class No.:** (      )

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# GOOD CHILDREN – READING

## Pre-unit Self Assessment

### Task 1 Good Children Checklist

How can you describe good children? Look at the list and tick the words which best describe good children.

<input type="checkbox"/> helpful	<input type="checkbox"/> kind	<input type="checkbox"/> hard-working
<input type="checkbox"/> untidy	<input type="checkbox"/> rude	<input type="checkbox"/> unkind
<input type="checkbox"/> greedy	<input type="checkbox"/> unhelpful	<input type="checkbox"/> tidy
<input type="checkbox"/> polite	<input type="checkbox"/> honest	<input type="checkbox"/> generous
<input type="checkbox"/> selfish	<input type="checkbox"/> lazy	<input type="checkbox"/> naughty



### Task 2 Rate Yourself

Which picture in the box below can best describe your understanding of the vocabulary which describes good children? Circle the appropriate picture.

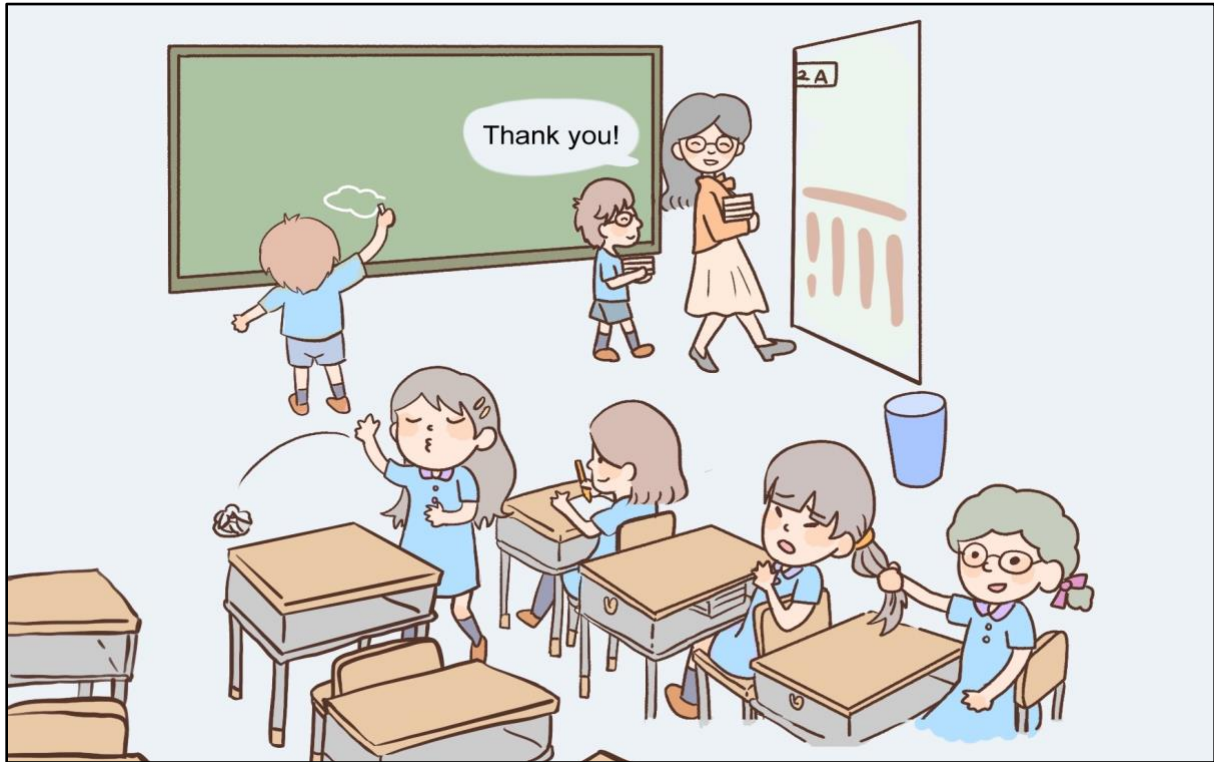
Let's Reflect!			
	Fair	Good	Excellent
<i>I know the vocabulary which describes good children.</i>			



## Pre-reading Stage

### Task 1A In the Classroom

Some students are in the classroom of P.2A. Look at the picture and fill in the blanks.



1. Peter is \_\_\_\_\_. He helps Miss Chan to bring the books. ☰
2. Miss Chan is \_\_\_\_\_. She thanks Peter for helping her.
3. Susan is \_\_\_\_\_. She is throwing rubbish on the floor.
4. Mary is \_\_\_\_\_. She is pulling Clara's hair.
5. Jane is \_\_\_\_\_. She is doing her homework.
6. Mark is \_\_\_\_\_. He is writing on the blackboard.

### Task 1B Think and Write











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

\*circle the appropriate answer ☰

## Task 2 Peter and His Family

Here are the pictures of what Peter and his family usually do at weekends. Look at the pictures and match the pictures with the best caption. Write the letter in the box below each picture.

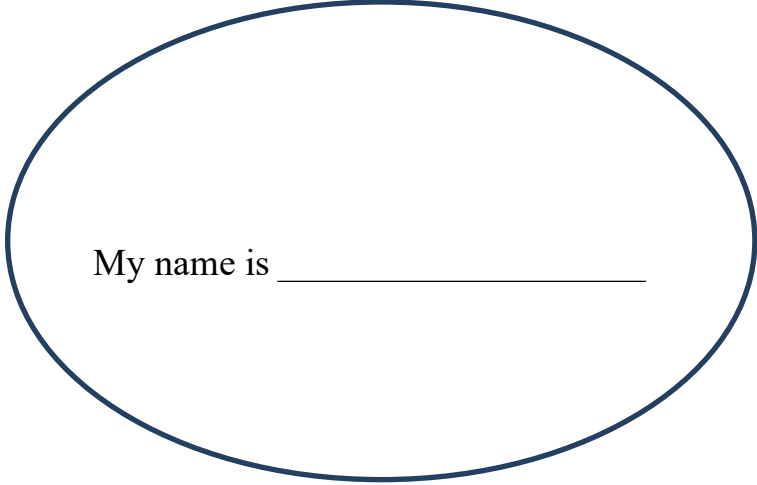



A.	Peter plays football in the park.
B.	Mum goes shopping in a supermarket.
C.	Peter tidies his room.
D.	Grandpa and Grandma eat in a restaurant.
E.	Peter draws pictures in the art class.
F.	Peter watches a film in the cinema with his family.
G.	Dad cleans his car.
H.	Peter studies for his exam.

1. 	2. 
<input type="checkbox"/>	<input type="checkbox"/>
3. 	4. 
<input type="checkbox"/>	<input type="checkbox"/>
5. 	6. 
<input type="checkbox"/>	<input type="checkbox"/>
7. 	8. 
<input type="checkbox"/>	<input type="checkbox"/>



### Task 3 Rate Yourself

Tell your teacher how well you can do in the following areas. Tick the appropriate box.

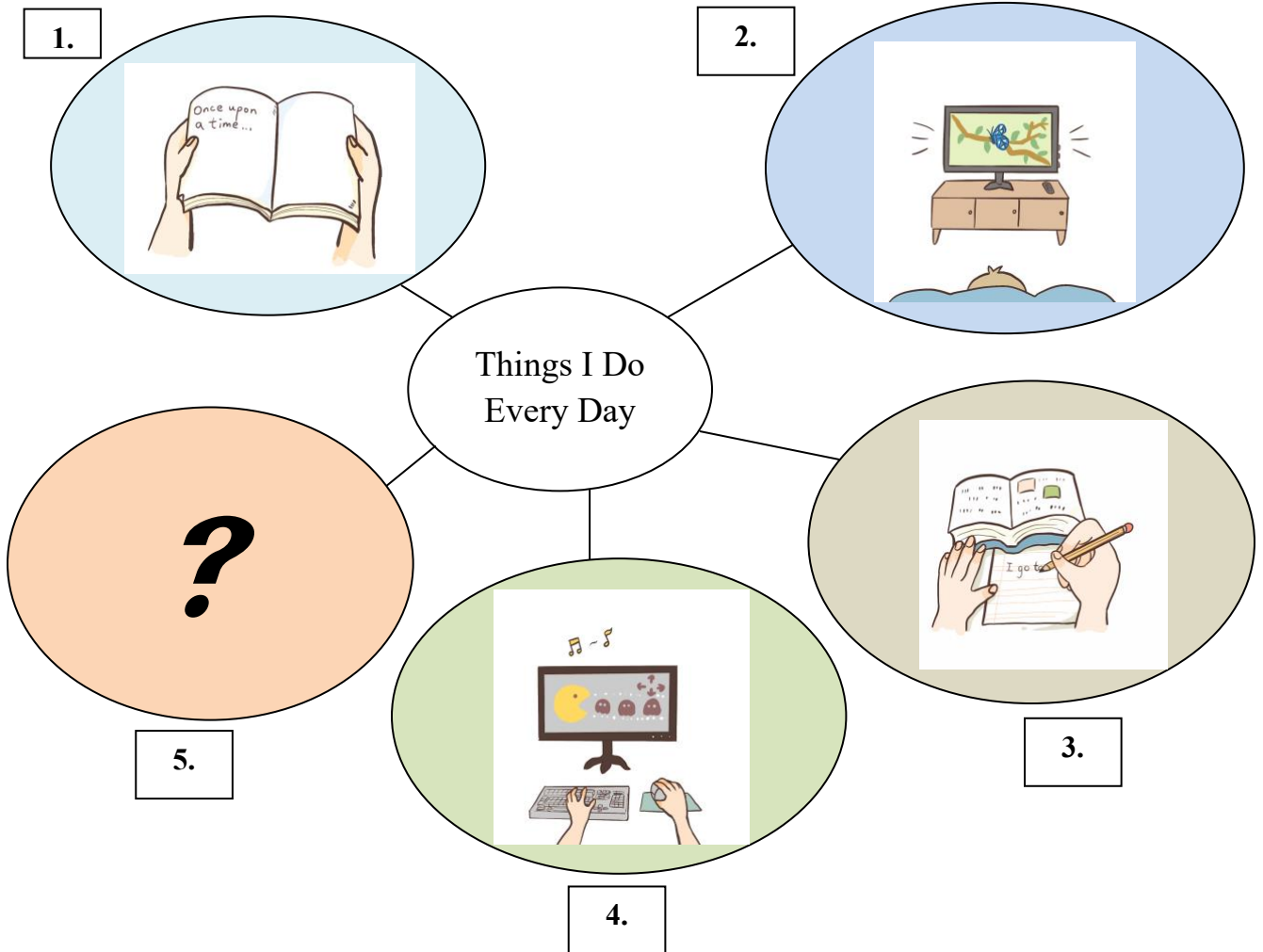
 <p>My name is _____</p>			
<i>I think...</i>			
			
<i>I know the correct words to describe good children.</i>			
<i>I know how to match pictures with sentences in simple present tense correctly.</i>			



# While-reading Stage

## Task 1 Things I Do Every Day

Tell your teacher what you do every day. Look at the pictures and write short sentences about them.



e.g.

1. I read English books at home.

2. \_\_\_\_\_

3. \_\_\_\_\_



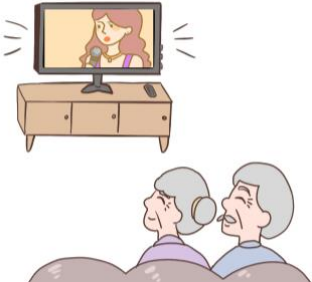

4. \_\_\_\_\_

5. \_\_\_\_\_



## Task 2 At Peter's Home

Here are some pictures of Peter's home. Look at the pictures and fill in the blanks with the given words.

He      She      We      They	
	<p>1. Peter's sister is reading at home.  <input type="text"/> is quiet.</p>
	<p>2. Peter's dad is cooking in the kitchen.  <input type="text"/> is busy.</p>
	<p>3. Peter's grandpa and grandma are watching TV.  <input type="text"/> are happy.</p>
	<p>4. Peter's mum says to Peter, "Peter, let's go."  <input type="text"/> are late."</p>



### Task 3 My Family and Friends

You are writing about your family and friends. Use adjectives to describe them. Here is an example for you. Circle the adjectives in the paragraph.

Kiki is hard-working. She studies in the library after school every day. Kiki is helpful. She waters the plants every day. She also helps me make Bibi cakes every week. Kiki is polite. She always says 'please' and 'thank you'.

Complete the information in the table below. The first one has been done for you.

	<i>I think...</i>	<i>Why?</i>
Grandpa/Grandma	he/she is <u>kind</u> .	<u>He/She brings me to school every day.</u>
Dad	he is _____.	_____
Mum	she is _____.	_____
brother/sister/ uncle/auntie*	he/she* is _____.	_____
My best friend _____	he/she* is _____.	_____

\*circle the appropriate answer





Choose the best answer by blackening the circle.

1. John is the class monitor. What does he do to help his classmates?

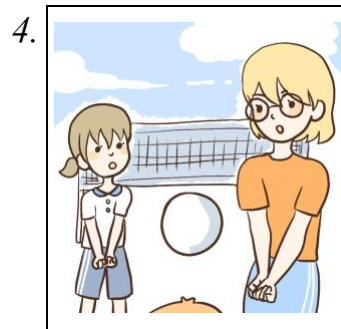
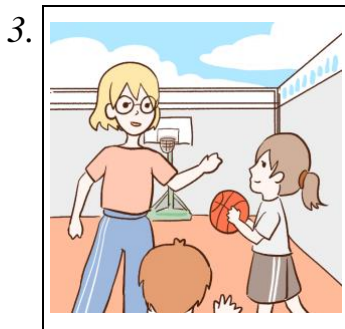
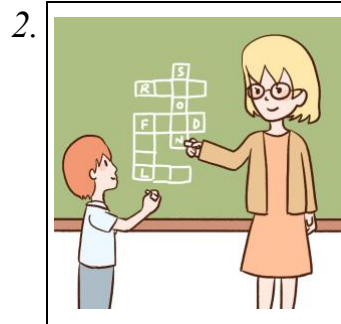
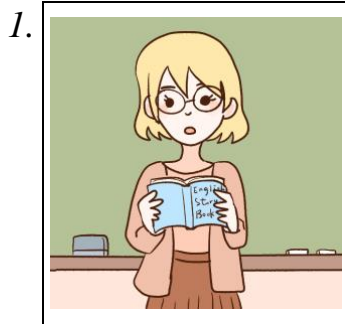
1. He collects homework from his classmates.
2. He brings the homework to the teacher.
3. He reads stories to his classmates.
4. He plays word games with his classmates.

- A. 1 and 2
- B. 1 and 3
- C. 2 and 4
- D. 3 and 4

2. Miss White comes from \_\_\_\_\_.

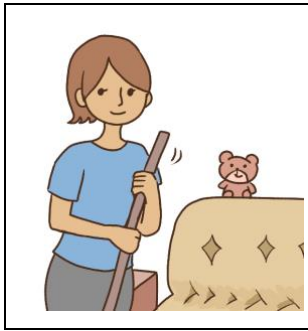
- A. the Philippines
- B. Canada
- C. the US
- D. Australia

3. What does Miss White do in the lessons?

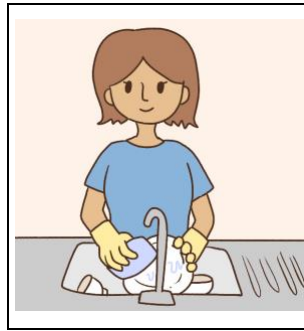


- A. 1 and 2
- B. 1 and 4
- C. 2 and 3
- D. 3 and 4

4. Miss Grace Bargado does not like \_\_\_\_\_.



A.



B.



C.



D.

5. Read line 16. Who does 'She' refer to?

- A. Miss White
- B. Auntie Ping
- C. Miss Grace Bargado
- D. Peter's mum

6. Peter goes to the market on \_\_\_\_\_.

- A. Mondays
- B. Fridays
- C. Saturdays
- D. Sundays

7. What does Peter think of Auntie Ping?

Peter thinks she is \_\_\_\_\_.

- A. beautiful
- B. nice
- C. strong
- D. sweet

8. Read line 22. The word 'They' refers to \_\_\_\_\_.

- A. Miss White and Mr Lee
- B. the chicken wings
- C. the grapes and strawberries
- D. Peter and his mum






## Post-reading Stage

### Self Evaluation Form

Please tick the box below to show how well you do in the following areas.



<i>After doing the reading task...</i>			
			
<i>I know the adjectives to describe people.</i>			
<i>I know the subject pronouns to describe people (e.g. he, she).</i>			
<i>I know how to use simple present tense to describe actions.</i>			



# GOOD CHILDREN – WRITING

## Pre-writing Stage

### Task 1 My Class Monitor

Peter writes some notes about 'Helpful People'. Read the notes about John and fill in the blanks.

**John Wong is the class monitor in our class. He is tall. He collects our homework and brings them to our teachers. He is helpful. I think he is strong because he can carry 22 books at one time!** John is my best friend in class. I play football with him in the park on Fridays.



## Task 2 Task Specific Marking Scheme – ‘A Helpful Person’

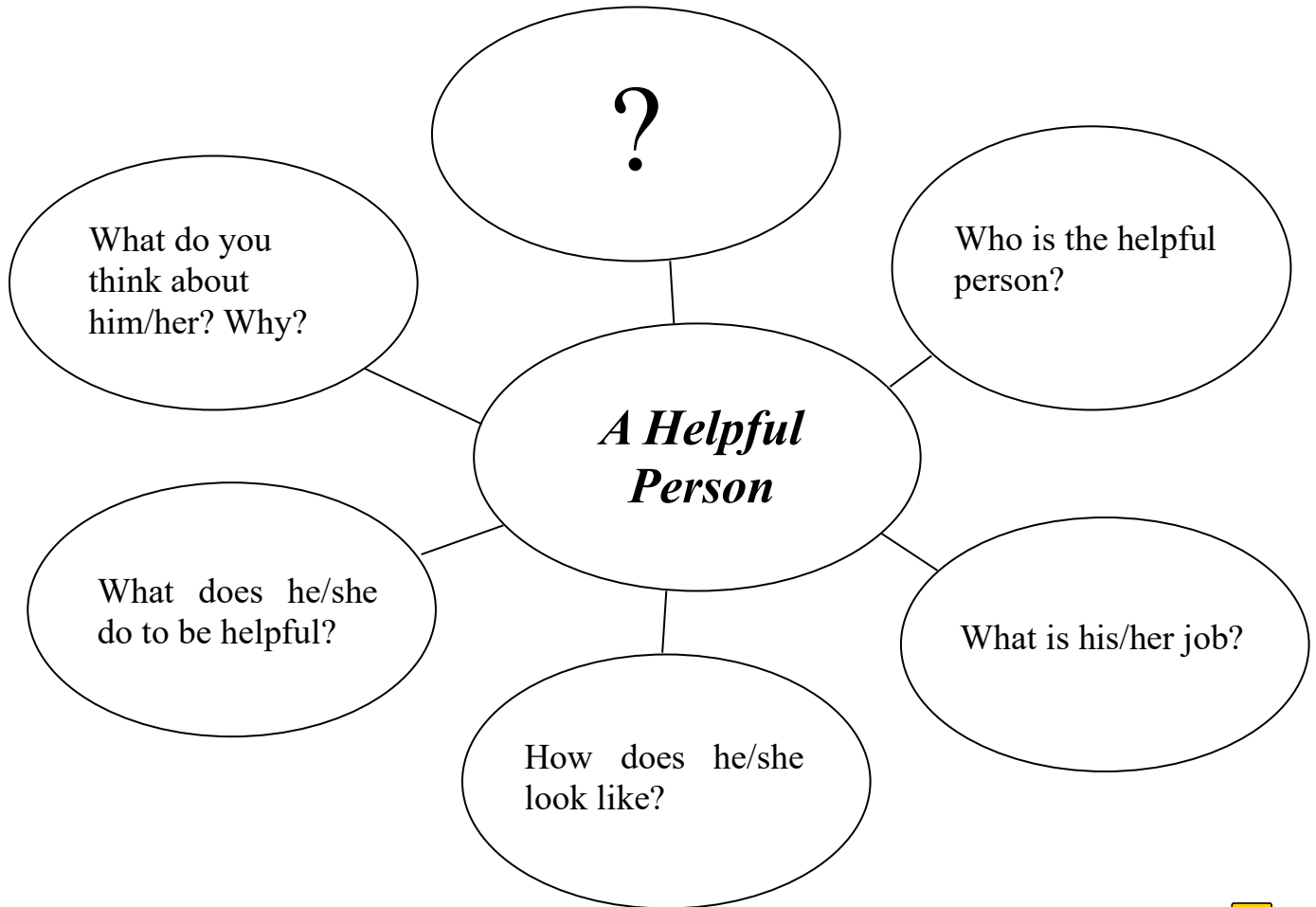
<i>Score</i>	<i>Content</i>
10 – 12	<ul style="list-style-type: none"> <li>● Provide relevant ideas* to the questions, with many supporting details.</li> <li>● The ideas are very clear and coherent.</li> </ul> <p>*Relevant ideas with supporting details:</p> <ul style="list-style-type: none"> <li>➤ Things to do to be helpful: (e.g. <i>He collects our homework and brings them to our teachers. He is helpful.</i>)</li> <li>➤ Think about the person and why: (e.g. <i>I think he is strong because he can carry 22 books at one time!</i>)</li> </ul>
7 – 9	<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>
4 – 6	<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>➤ Name of the helpful person: (e.g. <i>John Wong is the class monitor in our class.</i>)</li> <li>➤ Appearance: (e.g. <i>He is tall.</i>)</li> </ul> </li> <li>● The ideas are quite clear.</li> </ul>
1 – 3	<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>
0	<ul style="list-style-type: none"> <li>● Practically make no attempt at all. OR</li> <li>● Provide totally irrelevant/incomprehensible ideas.</li> </ul>

<i>Score</i>	<i>Language</i>
7 – 8	<ul style="list-style-type: none"> <li>● Use a range of vocabulary, sentence patterns and cohesive devices* appropriately, with few or no mistakes in grammar, vocabulary, punctuation and spelling.</li> <li>*Sentence patterns, vocabulary and cohesive devices:               <ul style="list-style-type: none"> <li>➤ simple present tense: (e.g. <i>John Wong is the class monitor in our class.</i>)</li> <li>➤ vocabulary to describe people: (e.g. <i>He is helpful.</i>)</li> <li>➤ cohesive devices: (e.g. <i>He collects our homework and brings them to our teachers.</i>)</li> </ul> </li> </ul>
5 – 6	<ul style="list-style-type: none"> <li>● Use a small range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some mistakes in grammar, vocabulary, punctuation and spelling.</li> <li>➤ *able to use the given prompts to write with basic and appropriate sentence patterns</li> </ul>
3 – 4	<ul style="list-style-type: none"> <li>● Use a limited range of vocabulary and sentence patterns, with quite a lot of mistakes in grammar, vocabulary, punctuation and spelling.</li> </ul>
1 – 2	<ul style="list-style-type: none"> <li>● Use a very limited range of vocabulary and sentence patterns, with a lot of mistakes in grammar, vocabulary, punctuation and spelling.</li> </ul>
0	<ul style="list-style-type: none"> <li>● Make no attempt at all.</li> <li>● Provide totally irrelevant/incomprehensible ideas.</li> </ul>



## While-writing Stage – A Helpful Person

You are writing about ‘A Helpful Person’. Write in about 30 – 40 words. You may use the questions in the mind map to help you.





## Post-writing Stage

### Task 1 Self-checklist and Peer-checklist

In the writing task, how well can you/your classmate do the following? Tell your teacher by circling the appropriate picture which can best describe you/your classmate.

	Self-checklist	Peer-checklist Name of Classmate: _____
<i>I/You can use adjectives to describe people.</i>		
<i>I/You can use simple present tense to write sentences correctly.</i>		
<i>I/You can give reasons using 'because'.</i>		



### Task 2 Teacher's Feedback

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

<i>You can write the content with the help of questions.</i>	
<i>You can use adjectives to describe people correctly.</i>	
<i>You can use new words you learned in your writing.</i>	
<i>You can use simple present tense to talk about the helpful person correctly.</i>	
<i>You can give reasons using 'because'.</i>	

