

LPF Writing Exemplar

The Adventure of Bottles

Task Description

Students created a short story about the adventure of bottles in the form of a booklet with colourful illustrations.

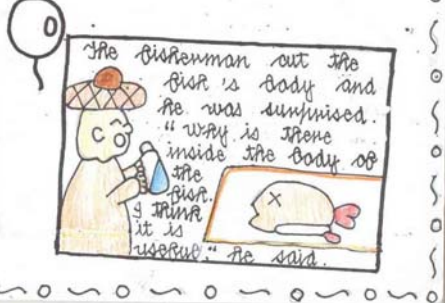
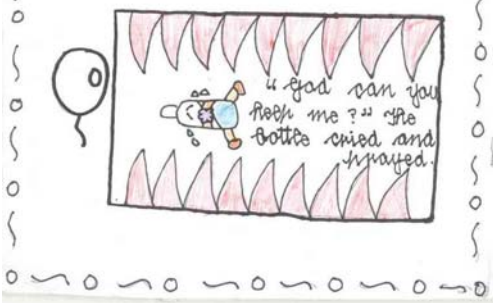
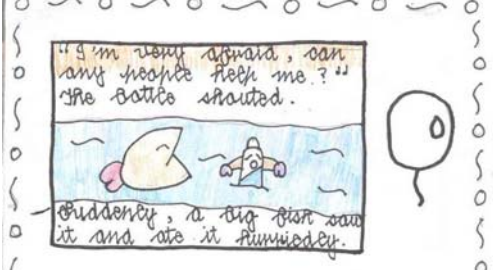
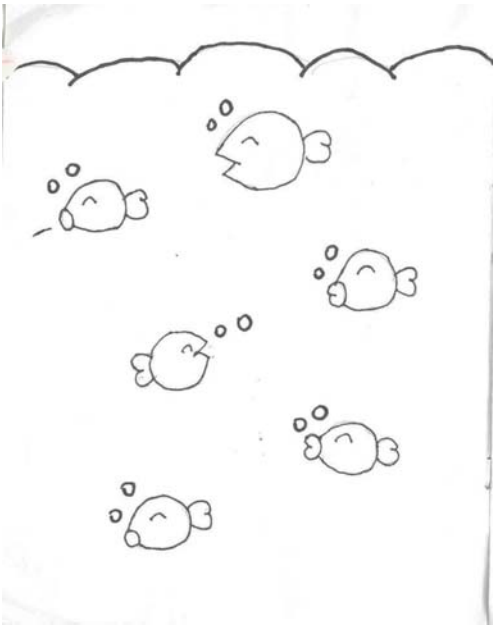
Preparation

Students learnt the concepts of '3Rs - reduce, reuse and recycle' in the General Studies and English lessons. They also participated in various learning activities, such as reading the storybook 'Trash to Treasure', watching a video on making recycled paper and making the recycled paper themselves. The teacher then guided them to choose the trash that interested them most and write a story to describe the adventure of the object chosen.

Learning Outcomes: ATM3

Content	Organisation	Language and Style
<p>ATM3 Writing short texts to convey simple information, ideas and personal experiences on familiar topics</p>	<p>ATM3 Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas</p>	<p>ATM3 Using simple language forms and functions, and simple formats quite appropriately and accurately</p>
<p>The student can</p> <ul style="list-style-type: none"> • write a short and simple story about an imaginative journey of a plastic bottle with an interesting plot demonstrating the idea of ‘reuse’ 	<p>The student can</p> <ul style="list-style-type: none"> • establish links in the story using some simple cohesive devices, e.g. the connectives ‘After that’ and ‘Then’ to sequence events, the personal pronouns ‘he’ and ‘it’ to refer to the man and the bottle • arrange relevant ideas in the story by sequencing events chronologically to show a generally clear focus to describe the adventure of a plastic bottle and providing clear illustrations to match the plot 	<p>The student can</p> <ul style="list-style-type: none"> • use a small range of simple vocabulary in the story, e.g. ‘bottle’, ‘threw’, ‘caught’, ‘prayed’ • use some word collocations, e.g. ‘look after’, ‘cut the bottle into half’ • use a small range of adjectives to describe teachers, e.g. ‘I’m very afraid...’, ‘...he was surprised.’ • use a small range of adverbs to describe the man’s action, e.g. ‘He threw the bottle into the water rudely.’, ‘A big fish saw it and ate it hurriedly.’ • use simple present tense, simple past tense and simple future tense quite appropriately, e.g. ‘One day, a man drank a bottle of water’, ‘I think it is useful.’, ‘I will look after the plant...’ • use most of the common punctuation marks quite appropriately, e.g. full-stops, question marks, open and close quotation marks, exclamation marks

Full text



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6 Jan - 2003

