



Unit 2

Description (A Person)

Who is your best friend? What do you want to write about him or her? Circle and write the correct words to complete the flowchart below.

(Suggested answers)

Paragraph 1	Paragraph 2	Paragraph 3
(Draw a picture of his / her face.)	(Draw a picture of him / her to show how he / she looks.)	(Draw a picture of you and him / her together.)
Who is this?	How does <u>she</u> look?	What does <u>she</u> do with me?
<u>Cathy Chan</u>	<u>tall</u> / short fat / thin	<u>draw pictures</u>
boy / <u>girl</u>	<u>long</u> / short hair	<u>go to the park</u>
my best friend	big / <u>small</u> eyes	every day
<u>kind</u> / naughty / cute	sporty / quiet / <u>friendly</u>	good / great / <u>wonderful</u>

Now write the description with the help of the flowchart. Write at least 25 words. (Suggested answers)

My Best Friend

This is Cathy Chan.

She is my best friend.

She is a kind friend.

Cathy is tall.

Her hair is long.

Her eyes are small.

She is friendly.

We draw pictures together.

We go to the park every day.

Cathy is wonderful!

Who is this?

How does he / she look?

What does he / she do with you?

What do you think about him / her?

(Draw or stick a picture of your best friend here.)

Unit 3 Comic Strip

Eddie is on his way to school. What happens to him? Match the buses to the correct letters.

A. Time (When) & Place (Where)

B. Characters (Who)

C. What happens?

D. What is wrong?

E. What to do then?

1. Eddie can't find his Octopus card.

C

2. Eddie, the bus driver, a kind man and other passengers

B

3. In the morning on the street

A

4. The kind man gives Eddie some coins.

e.g.

E

5. Some passengers want Eddie to get off the bus!

D

Now circle and write the correct words. Then put the correct letters in the circles to complete the comic strip.

- A. Phew! I can get on the bus!
 B. Wow! Thank you! You're nice!
 C. Oh! Don't go away! Wait for me!
 D. Take the coins!

1 Eddie is in a hurry in the morning.

2

3 (Mind / Minds) the doors, kid!

2 A

3 Eddie cannot find his Octopus card.

4 L e t me find my Octopus card.

5 D o n ' t stand here! People are waiting.

6 (Get / Gets) off the bus!

7 S o r r y, but I can't be late!

5 A kind man comes to Eddie...

8 (Don't / Dont) shout! 9 (Let's / Don't) worry, kid!

10 D

11 B

Get off now!

Unit 4 Chant

What can you find in your schoolbag? Draw what you can find and complete the mind map below. (Suggested answers)

Verse 1 : The snack box

- Number : 1
- Size : small
- Colour : grey
- Shape : square
- Look like : a fridge

(Draw a picture of the thing.)



(Draw a picture of what it looks like.)

Verse 2 : The books

- Number : 8
- Size : big
- Colour : colourful
- Shape : rectangular
- Look like : Lego bricks

(Draw a picture of the things.)



(Draw a picture of what they look like.)

My Schoolbag

Verse 3 : The schoolbag

- Number : 1
- Size : big
- Colour : orange and green
- Look like : a parachute

(Draw a picture of the thing.)



(Draw a picture of what it looks like.)

Now write a chant about your schoolbag and the things you can find in it with the help of the mind map. Write at least 30 words. (Suggested answers)

My Schoolbag

I have, I have one grey snack box.

This is my snack box.

It is small. It is square.

It is like a fridge.

This is my snack box !

I have, I have eight colourful books.

These are my colourful books.

They are big.

They are rectangular.

They are like Lego bricks.

These are my books !

I love, I love my schoolbag.

This is my schoolbag.

It is big.

It is orange and green.

It is like a parachute.

I love this schoolbag !

In each verse, write about the colour, the shape and what the thing looks / things look like.

Verse 1

There is ONE thing in your schoolbag. What is it?

Verse 2

There are MORE THAN ONE of THESE things in your schoolbag. What are they?

Verse 3

Do you love your schoolbag? Talk more about it.

You may use these sentence patterns:

'I have / I love...'

'This / These + is / are...'

'It is / They are...'

'It is / They are like...'


Unit 7

Thank-you Card

Do you want to say thank you to your parents and teachers? Write and circle the correct words in the flowcharts. (Suggested answers)

Thank-you card to Mum or Dad

Who gets the card?

Dad

To thank him / her for...

the harmonica

How I feel...

The harmonica : fun

The parent : nice

I play songs

every day / night. → I can

play music now.

Thank-you card to a teacher

Who gets the card?

Miss Chan

To thank him / her for...

the colour pens

How I feel...

The colour pens : great

The teacher : kind

I draw pictures

every day / night. → I like to

draw pictures now.

You may
use these
words:

cute

Dear

fun

kind

Miss

Mr

Mrs

nice

Date: _____

Now write your own thank-you cards with the help of the flowcharts.
Write at least 30 words. (Suggested answers)

Dear Dad _____, Greet the person you want to thank. Write 'Dear...' Why do you thank him / her? Write 'for...'

Thank you for the harmonica _____. The harmonica _____



is fun ____! I play songs _____ every day _____. I can _____

play music _____ now. What do you do?

How do you feel? You are nice _____! What can you do now?

Write the closing and sign your name. Love, _____

Samuel _____



Dear Miss Chan, _____ Greet the person you want to thank. Don't forget the comma. Why do you thank him / her? Write 'for...'

Thank you for the colour pens. They are great! I draw _____


pictures every night. I like to draw pictures now. _____

You are kind! _____ How do you feel? How do you feel?

What do you do? What do you like to do now?

Write the closing and sign your name. Love, _____

Samuel _____





Unit 8 Chant

What can you see at the zoo? Write a chant about it. Complete the writing plan below with your own ideas. (Suggested answers)

What to write?		
Big Topic	At the Zoo	
Smaller Topics — Animals at the zoo	Verse 1: a / an <u>snake</u>	Verse 2: <u>two sea lions</u>
More about the animals	Where? <u>In the lake.</u>	Where? <u>Near the shore.</u>
	What colour? <u>Green.</u>	What colour? <u>Brown.</u>
How to write?		
Sound words	<u>Hiss</u>	<u>Roar</u>
Repeated sentences / words	'What can you see?' ----- x 2 ' <u>Hiss</u> , <u>Hiss</u> .' (repeat the sound word) } ' <u>Roar</u> , <u>roar</u> .' (repeat the sound word) } x 2	
Similar lines	'I can see...' ----- x 2 'What colour is / are...?' ----- x 2	
Rhyming words	<u>snake</u> , <u>lake</u>	<u>roar</u> , <u>shore</u>
Any long lines?	✓	✓
Any short lines?	✓	✓

You may use these words:

bird - street - tweet

frog - oak - croak

elephant - shore - roar

snake - lake - hiss

Now complete the chant with the help of the writing plan. Write at least 35 words. (Suggested answers)

At the Zoo

Hiss , hiss .

Begin with the sound words.

Look over there.

What can you see?

I can see a snake .

Where is the animal?
Use 'in', 'near', 'under' etc.

In the lake .

What colour is the snake ?

Tell more about
the animal.

It is green .

Hiss , hiss .

Repeat the
sound words.

Look over there .

Write a repeated sentence.

Roar, roar .

Look over there .

What can you see ?

I can see two sea lions .

Near the shore .

What colour are the sea lions ?

They are brown .

Roar, roar .

Look over there .

Follow the
structure of
Verse 1 to
complete Verse 2.

Unit 9 Story

Terry and his new friend Juju are meeting for lunch at the canteen. Complete the flowchart below to see what happens to them.

Hi Terry,

Let's meet at the canteen at lunchtime.

Juju

Terry is kind. He orders the food and keeps Juju's lunchbox.

What's wrong?

There are no clean seats.

- dirty tray (x12) on each table

No one collects the trays.

- janitor (x0)

A student takes many non-reusable tools.

- straw (x3), paper plate (x3) and plastic spoon (x2)

→ What can Terry and Juju do?

Juju is helpful. He puts all the trays to the collection carts.

Terry cares about Juju.
' Is Juju upset?
Is he angry?'
he worries.

Juju feels upset. He is worried about Mr. Earth. He tells the students to clean their own tables and bring their own boxes and spoons.

Based on the flowchart, complete the story about what happens to Terry and Juju. Write at least 35 more words.

At the Canteen

It is lunchtime. Terry and Juju are going to have lunch together at the canteen.

Terry is kind. He orders the food and keeps Juju's lunchbox, but there are no clean seats at the canteen. He can see some seats, but there are twelve dirty trays on each table.

There are no janitors to collect the trays.

Juju is at the canteen now. He is helpful. 'There are four collection carts over there. Let's clean the tables ourselves,' he says. He puts all the trays to the collection carts.

Juju sees a student take three straws, three paper plates and two plastic spoons. He is upset, 'There are no recycling bins here! It is bad to Mr. Earth!' Juju says to other students, 'Let's bring our own boxes and spoons from now on!'

At last, Juju and Terry get the seats. Terry asks Juju, 'Are you angry?' 'No, I am not,' Juju replies, 'I'm just worried about Mr. Earth and I feel hungry...'

When and where does the story take place? Who are in the story?

What problem do Terry and Juju have?

How does Juju solve the problem?

Do they get the seats in the end? How does Juju feel?