

LPF Writing Exemplar

Chinese New Year (Student 2)

Task Description

Students wrote a short descriptive writing about their favourite festival. They had to include some information about the festival and describe the special food and activities related to the festival and their feelings about the celebrations.

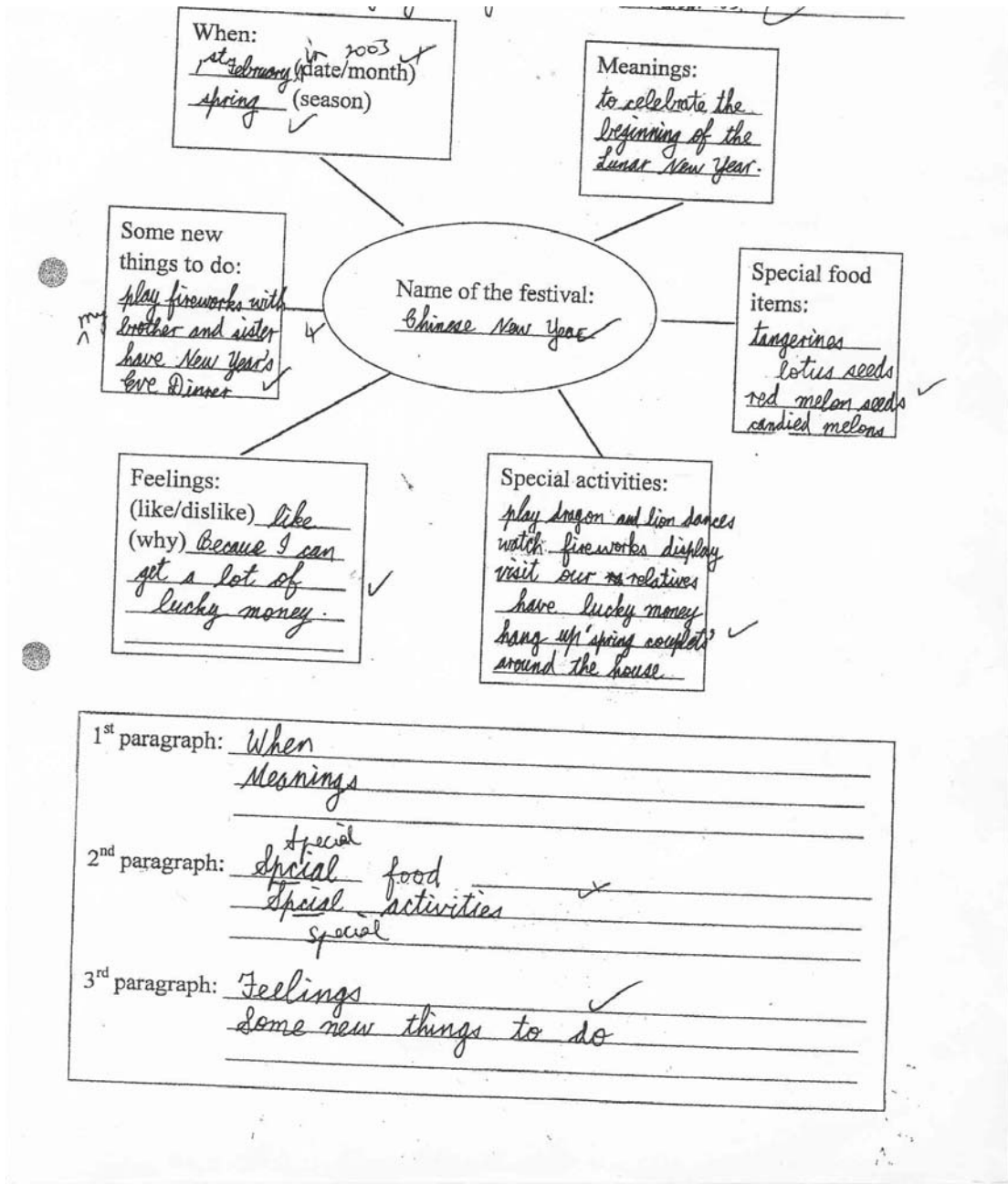
Preparation

Before writing about their favourite festivals, students learnt some simple vocabulary about some food and activities related to popular festivals in Hong Kong in a module called 'Festivals in Hong Kong'. They were also taught to use a mind map to organise ideas into paragraphs.

Learning Outcomes: ATM4

| Content | Organisation | Language and Style |
|---|--|--|
| <p>ATM4 Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration</p> | <p>ATM4 Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas</p> | <p>ATM4 Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types</p> |
| <p>The student can</p> <ul style="list-style-type: none"> • write a short and simple text to give some facts and information about the Chinese New Year, including the meaning of this festival, and the special food and activities that Chinese people usually have at this festival, with some details, e.g. ‘It has a lot of special activities too. We can play dragon and lion dances, watch fireworks display...’ • express his favourable feelings about the festival | <p>The student can</p> <ul style="list-style-type: none"> • establish links using a small range of cohesive devices, e.g. the connective ‘and’ to link ideas in ‘We can eat tangerines, lotus seed, red melon seeds and so on.’, ‘because’ to state the reason in ‘It is because I can get a lot of lucky money.’ • arrange relevant ideas in some paragraphs using topic sentences before providing details and reasons, e.g. ‘Chinese New Year has a lot of special food. (In Chinese New Year, there is a lot of special food.)’ is followed with a list of food items, ‘I like Chinese New Year.’ is followed with reasons • structure the text using three paragraphs including a brief introduction about the meaning of the Chinese New Year and a conclusion with the reasons why he likes the festival | <p>The student can</p> <ul style="list-style-type: none"> • use a small range of vocabulary related to the Chinese New Year, e.g. ‘celebrate’, ‘tangerines’, ‘lotus seeds’, ‘fireworks’, ‘relatives’, and spell nearly all the words correctly • use simple present and past tenses quite accurately, e.g. ‘Chinese New Year was on 1st February in 2003.’, ‘It is in spring.’ • use modals for some communicative functions, e.g. ‘can’ to talk about possibility in ‘I can get a lot of lucky money.’ • use common punctuation marks with accuracy, e.g. commas, full-stops |

An example of pre-task activity sheet: A mind map



Full text

Which festival do you like best? What do you do at the festival? Why do you like it? You can use the ideas and information in the lessons. You may also add some of your own ideas.

Remember to put in a title (e.g. Mid-Autumn Festival).

Chinese New Year

Chinese New Year ^{was} on 1st February

in 2003. It is in spring. Chinese New Year

is a festival to ^{celebrate} the beginning of

the Lunar New Year.

Chinese New Year has a lot of special

food. We can eat tangerines, lotus seeds, red

melon seeds and so on. It has a lot of

special activities too. We can play dragon and

lion dances, watch fireworks display, visit our

relatives, have lucky money and so on.

I like Chinese New Year. It is because

I can get a lot of lucky money. We can

have some new things to do. We can play

fireworks with my brother and sister, have New

Year's Eve Dinner with family too.