**Suggested Key Stage: KS2**

**Writing Task: A reply letter to give advice**

**Task Description**

Jenny, a primary school student, has some health problems. She has written to Amy, the chairperson of the school’s Health Club. Please help Amy to write a reply letter.

**Before writing**

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| **Part 1:** | **Read Jenny’s letter. Fill in the boxes to show different parts of a letter using the words given below.** |
| **main body date opening closing name greeting ending** | |

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| 30th March, 20XX  Dear Amy,  How are you? I know you are busy preparing for the “Healthy Month”. I have some health problems now. I would like to ask for your advice.  I like all kinds of sweet drinks. I buy different kinds of drinks such as juice and coke. I consume two cans of drinks in school every day. Taiwanese milk tea with herbal balls is my favourite. The creamy taste is wonderful. I have it every day after school. I don’t like drinking water as it has no taste.  I like eating. I especially like fried food and salty food. Every recess, I eat a packet of potato chips and five meat balls. For dinner, I always eat two bowls of rice and a lot of meat. I don’t like eating vegetables because they are tasteless.  Last week, I went to the clinic for a body check. The doctor said that I was overweight and had tooth decay.  Can you share some tips of staying healthy? I look forward to hearing from you soon.  Love,  Jenny |

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| **Part 2:** | **Read the letter again. Find out Jenny’s problems. Search for information from books or on the Internet about the kinds of food and drinks mentioned in the letter. Make notes for the reply letter in the table below.** |

**Tip 5**

**Use “such as” to give examples.**

**Tip 4**

**You may use “too many/much” to talk about something which is much more than enough.**

**Tip 3**

**You may use the following to give advice:**

**“You should…”**

**“You need to…”**

**“It is better to…”**

**Tip 2**

**Propose things to do to help Jenny to become healthier.**

**Tip 1**

**Propose things to do less to help Jenny to become healthier.**

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| **Jenny’s problem** | **Amy’s advice** |
| **Problem 1**  Jenny drinks too many sugary drinks such as soft drinks and Taiwanese milk tea with herbal balls. | **Advice (reasons)**  You should drink less sugary drinks.  (Sugar is bad for our teeth and it can make us fat.)  **Advice (reasons)**  You need to drink six to eight glasses of water every day.  (Water removes waste from our bodies. We may add a small slice of lemon into the water to make it tasty.) |
| **Problem 2**  Jenny eats too much \_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Advice (reasons)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Advice (reasons)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Problem 3**  Jenny eats too much \_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Advice (reasons)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Advice (reasons)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Part 3:** | **Think of the points for the ending paragraph of the letter. Make notes in the space provided below.** |
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**While writing**

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| **Part 4:** | **Help Amy to draft the reply letter.** |

**Tip 4**

**You may use “too many/much” to talk about something which is much more than enough.**

**Tip 7**

**Connect ideas within and across paragraphs.**

**Tip 3**

**You may use the following to give advice:**

**“You should…”**

**“You need to…”**

**“It is better to…”**

**Tip 6**

**Use the simple present tense to write about facts or events at present.**

**Tip 5**

**Use “such as” to give examples.**

**Tip 2**

**Propose things to do to help Jenny become healthier.**

**Tip 1**

**Propose things to do less to help Jenny become healthier.**

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Dear Jenny,  I am glad to receive your letter. As I know you are facing some health problems, I would like to \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  First of all, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**After writing**

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| **Part 5:** | **Complete the self-assessment checklist.** |

***Did I do the following? I…***

*(Please tick “✓”the box if you did it.)*

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| 🞎 | pointed out Jenny’s problems. |
| 🞎 | gave advice about what she should eat to stay healthy (e.g. You need to eat … .) and supporting details. |
| 🞎 | gave a conclusion about healthy eating. |
| 🞎 | used appropriate text features in a personal letter. |
| 🞎 | used connectives to link ideas within and across paragraphs. |

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| **Part 6:** | **Based on Part 5, revise the writing if necessary.** |

**Teachers’ Notes and Suggested Answers:**

**Task Description**

Jenny, a primary school student, has some health problems. She has written to Amy, the chairperson of the school’s Health Club. Please help Amy to write a reply letter.

**Assessment Objective:**

To assess students’ ability to:

* write a reply letter;
* use the language structures (e.g. “…need to...”; “It is better to…”; “You should…”) to give advice;
* use “too many/much” to talk about something which is much more than enough;
* name food items (e.g. strawberries, bananas) and food groups (e.g. sugary drinks, junk food) and use them for elaboration;
* use “such as” to give examples;
* use the simple present tense to write about facts or events at present; and
* use connectives/phrases to connect ideas within and across paragraphs (e.g. “and”, “but”, “so”, “then”, “also”, “besides”, “because”, “moreover”, “however”, “finally”, “first of all”, etc.)

**Part 1**

**date 🡪 greeting 🡪 opening 🡪 main body 🡪 ending 🡪**

**closing 🡪 name**

**Part 2**

(Accept any reasonable answers.)

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| **Jenny’s problem** | **Amy’s advice** |
| **Problem 2**  Jenny eats too much fried food and salty food at recess such as potato chips and meat balls. | **Advice (reasons)**  You should eat less fried food and salty food.  (Eating too much junk food can make us fat and unhealthy.)  **Advice (reasons)**  You need to prepare some fruit to eat at recess.  (Fruits such as bananas and strawberries contain a lot of vitamins and minerals.) |
| **Problem 3**  Jenny eats too much rice and meat for dinner. | **Advice (reasons)**  It is better to eat less rice and meat.  (Rice can give us energy to study and play. Meat contains a lot of protein and helps us grow strong. However, eating too much rice and meat can make us fat.)  **Advice (reasons)**  You should include vegetables in our meals.  (Vegetables have a lot of vitamins, minerals and fibres. They help us recover from illness quickly.) |

**Part 3**

(Accept any reasonable answers.)

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| Suggested points for the ending paragraph:   * To eat wisely, why not follow the food pyramid? * It is necessary to have a balanced diet and eat according to the food pyramid. * It is better to eat different types of healthy food. |

**Parts 4-6**

(Accept any reasonable answers.)

**Teachers’ marking criteria for the writing task**

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| **Score** | **CONTENT** |
| 4-5 | In the reply letter, the student provided   * **all** the **problems** of Jenny**;** * some **advice** about eating healthily with **many** supporting details; and * a **clear and appropriate** conclusion. |
| 2-3 | In the reply letter, the student provided   * **some of** the **problems** of Jenny; * some **advice** about eating healthily with **some** supporting details; and * a **clear** conclusion. |
| 1 | The student’s ideas were **limited**. |
| 0 | The student’s ideas were **irrelevant to the writing topic**. |

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| **Score** | **LANGUAGE** |
| 3 | The student used   * **a range of vocabulary** to describe Jenny’s problems and give advice; * **a range of language items and patterns** to describe Jenny’s problems and give examples and advice; * **appropriate tenses** with **few or no** grammatical and spelling mistakes; and * **appropriate text features** in the letter. |
| 2 | The student used   * **some vocabulary** to describe Jenny’s problems and give advice; * **some language items and patterns** to describe Jenny’s problems and give examples and advice; * **appropriate tenses** with **some** grammatical and spelling mistakes; and * **some text features** in the letter. |
| 1 | The student used   * **a very limited range of vocabulary** to describe Jenny’s problems and give advice; * **a very limited range of language items and patterns** to describe Jenny’s problems and give examples and advice; * **tenses** with **many** grammatical and spelling mistakes; and * **a few text features** in the letter. |
| 0 | The student made **a lot of** grammatical and spelling mistakes that may affect meaning. |

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| **Score** | | **ORGANISATION** |
| 2 | The student linked **some** of the ideas **within and across** paragraphs.  You write in correct format. | |
| 1 | The student linked **a few** of the ideas **within or across** paragraphs.  With some mistakes in the format of a letter. | |
| 0 | The student**’s ideas** were **unclear** and not **connected**. | |

Overall comments:

**Total Score: /10**