

English Reading Comprehension Worksheet 2 - Growing Good Character Week

Every term, the students of Maple Ridge College participate in a school programme called “Growing Good Character.” The programme was introduced several years ago after teachers noticed a gradual shift in student behaviour. Many students were becoming discouraged by constant competition, comparison, and pressure to achieve perfect grades. Although academic success was important, the school believed that students also needed guidance in developing qualities that would help them become responsible, compassionate, and resilient individuals. The programme was designed to remind students that success is not only measured by test scores, but also by the kind of person they choose to become.

This year, the theme of the programme was “Small Actions, Big Impact.” The teachers wanted students to understand that positive character traits—such as honesty, patience, responsibility, empathy, and perseverance—can influence the people around them in powerful ways. Even simple actions, like offering help to a classmate or apologising sincerely after making a mistake, can create a ripple effect that encourages others to act kindly as well. Throughout the week, teachers encouraged students to observe examples of good character in their daily lives, both inside and outside the classroom.

To begin the programme, a youth counsellor named Ms. Leung visited the school to give a talk. She had worked with young people for over twenty years and had seen how character shaped their choices, relationships, and futures. She explained that building good character often requires effort, self-control, and reflection. “Doing the right thing isn’t always easy,” she said. “Sometimes it means admitting you were wrong, or choosing patience when you feel frustrated. But every time you choose kindness or honesty, you strengthen your character, just like exercising a muscle.” Many students said her message made them think about the small decisions they made every day—decisions they usually ignored or rushed through without much thought.

After the talk, students participated in a variety of activities designed to help them practise positive character traits. One class created a “Kindness Wall,” where students wrote colourful notes recognising classmates who had shown helpfulness, encouragement, or generosity. Some notes were simple, such as “Thank you for lending me your ruler,” while others described more meaningful moments, like “You stayed behind to help me clean up when I was feeling overwhelmed.” As the wall filled

up, students realised how many acts of kindness happened quietly around them, often unnoticed.

Another class took part in a teamwork challenge that required them to solve a large puzzle without speaking. At first, the activity seemed fun and easy, but students quickly discovered that communication without words was difficult. Some students grew impatient, while others tried to take control of the task. Eventually, the group learned to slow down, observe one another's gestures, and cooperate more thoughtfully. When they finally completed the puzzle, they reflected on how important patience, cooperation, and respect were when working with others—especially when misunderstandings occurred.

A group of students also interviewed school staff members who demonstrated strong character in their daily work. One student spoke with the school caretaker, Mr. Chan, who often stayed late to ensure the campus was safe and clean. He shared that he took pride in his work because he wanted students to feel comfortable at school. "Responsibility means doing your best even when no one is watching," he said. "It's not about praise. It's about knowing you've done something meaningful." His words made many students realise that people around them were quietly contributing to their well-being every day.

Another group interviewed the school librarian, Ms. Wong, who was known for her patience and gentle manner. She explained that she believed in treating every student with respect, even when they were noisy or careless with books. "Everyone has bad days," she said. "Sometimes a little understanding can change someone's whole mood." She shared a story about a student who used to visit the library only to avoid class. Instead of scolding him, she offered him small responsibilities, like organising shelves or recommending books to younger students. Over time, the student became more confident and eventually joined the library volunteer team. Her story showed students how empathy and encouragement could help others grow.

Throughout the week, students also completed personal reflection journals. They wrote about moments when they had shown good character, as well as times when they wished they had acted differently. Some students admitted that they often lost their temper or avoided responsibilities. Others wrote about how they wanted to become more patient, more honest, or more helpful at home. Teachers guided students to set small, achievable goals, such as "I will listen without interrupting," or "I will finish my tasks before playing games." These reflections helped students

understand that character development is a gradual process that requires awareness and practice.

On Thursday, the school organised a “Character in Action Day,” where students participated in community-building activities. Some classes visited a nearby elderly centre to play board games and chat with seniors. Others helped clean up a local park or prepared thank-you cards for bus drivers, security guards, and cafeteria workers. Many students were surprised by how meaningful these simple actions felt. One student wrote, “I didn’t realise how much joy a small conversation could bring to someone. It made me want to be more thoughtful every day.”

At the end of the week, the school held a presentation assembly. Each class shared what they had learned through posters, short videos, or skits. One group performed a short drama about a student who learned to apologise sincerely after hurting a friend’s feelings. Another group created a video showing examples of good character around the school, from students helping each other carry heavy bags to teachers patiently explaining difficult concepts. The assembly helped students see that character was not something abstract—it was something they could practise in real, everyday situations.

During the closing ceremony, the principal reminded students that character development is a lifelong journey. “Good character grows through practice,” she said. “It grows when you choose honesty over excuses, kindness over anger, and responsibility over convenience. When we act with integrity, we make our school—and our world—a better place.” Her words encouraged students to continue applying what they had learned long after the programme ended.

By the end of the week, many students felt inspired to make positive changes in their behaviour. They realised that character was not something fixed or predetermined. Instead, it was something they could build through their choices, habits, and attitudes. The programme helped them understand that even small actions—like offering help, showing patience, or speaking truthfully—could have a big impact on the people around them.

Part B — Vocabulary (Multiple Choice)

1. The word “discouraged” is closest in meaning to:

- A. excited
- B. disappointed
- C. confused
- D. relaxed

2. The phrase “took pride in his work” means:

- A. felt embarrassed
- B. felt proud and responsible
- C. wanted to quit
- D. worked only for rewards

Part C — Comprehension Questions (Closed-Ended)

3. Why was the programme introduced?

- A. Students needed more homework
- B. Students were discouraged by competition
- C. Teachers wanted fewer lessons
- D. Parents requested more events

4. What was this year’s theme?

- A. Helping the Environment
- B. Small Actions, Big Impact
- C. Learning Through Games
- D. Respecting School Rules

5. What strengthens character, according to Ms. Leung?

- A. Winning competitions
- B. Memorising rules
- C. Choosing kindness and honesty

D. Avoiding challenges

6. What was the purpose of the Kindness Wall?

- A. To decorate the classroom
- B. To recognise acts of kindness
- C. To record homework
- D. To display announcements

Part D — Open-Ended Questions

7. How did the Kindness Wall help students understand the impact of small actions?

8. Why was the librarian's story meaningful for the class?

9. Which activity from the programme do you think was most effective? Why?

10. Describe a time when you had to practise a positive character trait. What did you learn?

11. Do you agree that small actions can create a ripple effect? Explain with an example.

12. If your school organised a similar week, what activity would you design? What trait would it teach?

Answer Key

Part B — Vocabulary

1. B

2. B

Part C — Comprehension (Closed-Ended)

3. B

4. B

5. C

6. B

Part D — Open-Ended (Suggested Guidance)

Answers will vary. Accept any reasonable, well-supported response.

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