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Unit 1

Text type features: Rhyme

Read the rhyme below.

Language features

Structure

My puppy

We have a puppy.

We name it Bobby.

Bobby likes eating

But not swimming.

Bobby has a big tummy

And he's quite funny.

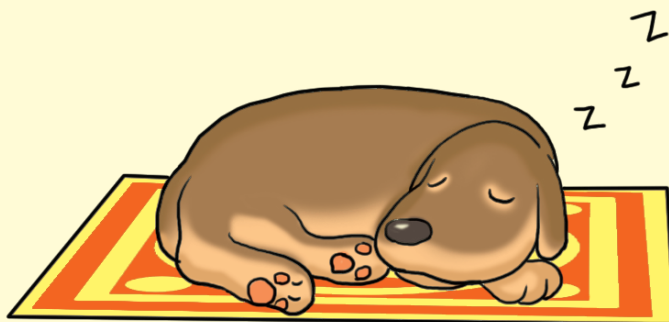
Title: tells readers what the rhyme is about

Content: description of the topic

Rhyming words

Use the simple present tense to talk about things that are true, e.g. have, likes.

Use adjectives to describe how somebody or something looks and what it is like.



Reading 1

My pet



Reading passage

Lisa writes a rhyme about her pet.

My pet

I have a pet.

It's a fat brown cat.

My cat is nice.

It likes fish and mice.

It sleeps in a hat

On a big green mat.



Writing level up: Rhyming words

- Rhyming words have the same last sound.
e.g. nice and mice
- Put rhyming words at the end of a line.
- Rhyming words make a text easier to read.

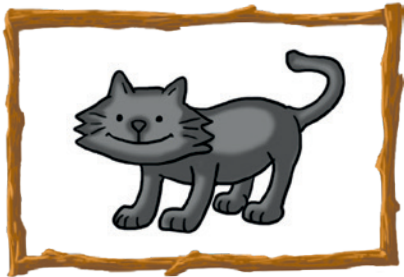
A Multiple-choice questions

Choose the correct answers by blackening the circles.

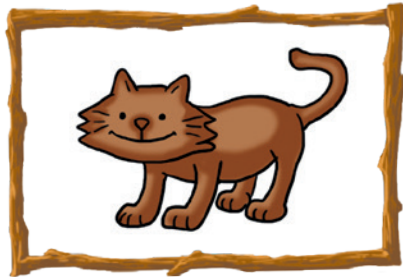
1. What is the title of the rhyme?

- A. My pet
- B. My cat
- C. Nice cat

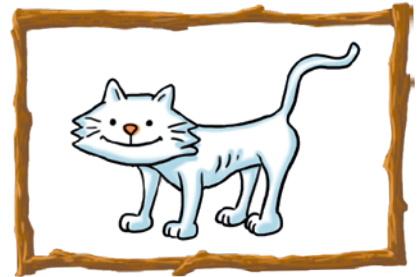
2. Which is Lisa's cat?



A.



B.



C.

3. Where does Lisa's cat sleep?



A.



B.



C.

4. Which pair of words rhymes?

- A. hat, mat
- B. pet, nice
- C. my, mice

B Comprehension questions

Answer the questions.

1. How many pets does Lisa have?

She has _____ pet.

2. What does Lisa's pet like to eat?

It likes to eat _____.

3. What does Lisa think about her pet?

She thinks her pet is _____.

C Vocabulary build-up

Fill in the blanks with the words in the passage.

Tommy has a ① p ____ ____.

It's a ② f ____ ____ dog.

It does not like ③ ____ ____ ____ h.

It likes bones.

It ④ ____ ____ ____ ____ in a basket.

On a big brown ⑤ ____ ____ ____.



Writing 1 Rhyme



You know more about rhymes now. Let's write one together!



Task : Colour the animals below. Then complete a rhyme of your own on the next page. You can use the words given.

Pets



Pat (cat)

bread fish
hungry mice
rice
sleeping
swimming



Biscuit (rabbit)

bread carrots
dirty eating
ice rice
swimming



Fog (dog)

bones busy
ice jumping
rice running
sweets

Date: _____

Objectives of the task

1. Identify rhyming words.
2. Understand the structure of a rhyme.



I have a rabbit.
 Its name is Biscuit.
 It likes eating,
 But not swimming.
 It gets angry,
 When it is dirty.
 It likes carrots and ice,
 But not bread or rice.

S Give a title to this rhyme. What is it about?

S Look at the words at the end of the lines. Which pair of words rhyme?

I have _____.

Its name is _____.

It likes _____,

But not _____.

It gets angry,

When it is _____.

C What pets do you have or what animals do you like?

C What does it like doing?

L Can you choose words that best describe the pet?



Proofreading my writing

- I always **check for spelling mistakes** after writing.
- I use **rhyming words correctly** in my rhyme.
- I start new lines with **capital letters**.



I finished this writing!

Jane likes writing stories. She is writing a story now.

Look at the pictures and help Jane write the story in about 20 words.

- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.

1



find

2



big eyes / wear

3



naughty / hide / behind

4



Date: _____



Objectives of the task

1. Describe a situation.
2. Use adjectives to give details.

Naughty David

Grandpa Joe cannot find David

L Use the simple present tense to tell a story.

C What is the boy like?

L Use the simple present tense to describe a person.

C How does the boy look?

L Use adjectives to give details.

Proofreading my writing

- I always **check for spelling mistakes** after writing.
- I describe **what happens** and **how they feel**.
- I **give an ending** to the story.



I finished this writing!

Proofreading 1

Read the sentences. Correct the underlined parts and write the correct words in the blanks.



e.g. This are bananas.



These

1. I have an toy dinosaur.

2. How is your name?

3. Close your book. Turn to page 10, please.

4. Sally is a girl. He is six years old.

5. The cats is small.

6. Linda drink some milk.

7. Harry have an English book.

8. How old dolls do you have?

I have six dolls.

9. How is this?

This is a toy car.



1A



✓
預備計劃

閱讀 - 寫作策略 Q & A

2

✓
實行計劃

20 星期爆分計劃介紹

3

20 星期爆分計劃流程建議

5

20 星期爆分訓練計劃表

6

✓
完成計劃

20 星期爆分訓練 Checklist

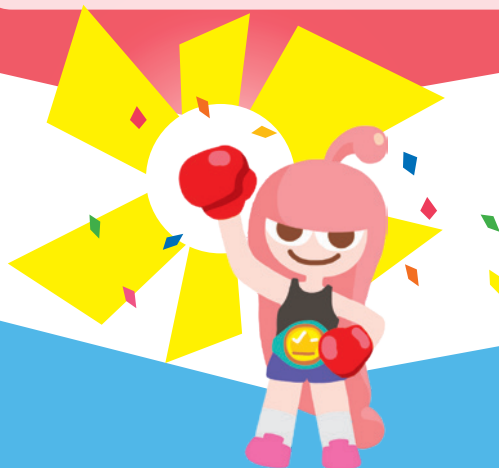
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寫作評分準則

12

答案詳解

14



20 星期 爆分計劃 流程建議



STEP

1

編排學習計劃

參考「20 星期爆分訓練計劃表」，家長引導子女編訂學習進度。

建立閱讀知識

編排特定時間完成《JumpStart Read and Write Power Pack》的閱讀理解練習，訓練閱讀能力，加強對文體的認識。

STEP

2

STEP

3

完成寫作練習

完成閱讀理解練習，掌握文體知識後，再完成《Power Pack》內相應的寫作練習，鞏固所學。

高階測考訓練

完成《Power Pack》內針對測考題型的「Exam-type writing」，而家長可先透過左頁 QR codes 與子女重温文體特色，並鼓勵子女記錄完成練習的日期。

STEP

4

STEP

5

試題實戰演練

完成計劃內的學習內容後，可嘗試做《Power Pack》內的改錯練習，並進而挑戰另附的測考試卷。



20 星期

爆分訓練計劃表

sample



WEEK 1



★ Narrative Texts Overview +
Text type features: Rhyme +
Reading 1 (Rhyme)

____ 月 ____ 日

WEEK 2

★ Writing 1 (Rhyme)

____ 月 ____ 日

WEEK 8

★ Exam-type writing 2 (Letter)

____ 月 ____ 日

WEEK 7

★ Exam-type writing 1 (Story)

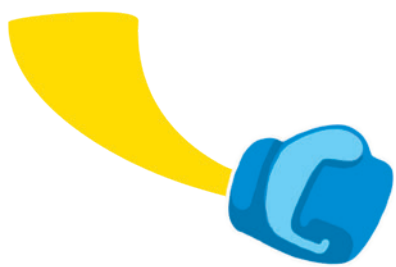
____ 月 ____ 日



WEEK 9

★ Proofreading 1

____ 月 ____ 日





20 爆分訓練 星期 Checklist

sample

- ✓ 配合《JumpStart Read and Write Power Pack》1A，整個學習計劃涵蓋以下文體。
- ✓ 按照「20 星期爆分訓練計劃表」完成練習，並填寫下面的學習紀錄。
- ✓ 發現對某個文體掌握較弱，就要重溫「Text type features」的知識了。

Week	範疇 / 文體	Power Pack 練習 完成時間	實力儲備
1	Reading 1: Rhyme	<input type="text"/> __ 月 __ 日	
2	Writing 1: Rhyme	<input type="text"/> __ 月 __ 日	
3	Reading 2: Fairy tale	<input type="text"/> __ 月 __ 日	
4	Writing 2: Fairy tale	<input type="text"/> __ 月 __ 日	
5	Reading 3: Personal description	<input type="text"/> __ 月 __ 日	
6	Writing 3: Personal description	<input type="text"/> __ 月 __ 日	
7	Exam-type writing 1	<input type="text"/> __ 月 __ 日	
8	Exam-type writing 2	<input type="text"/> __ 月 __ 日	
9	Proofreading 1	<input type="text"/> __ 月 __ 日	___ 分
10	Test	<input type="text"/> __ 月 __ 日	___ 分

閱讀 | 寫作

高手排行榜



微高手

1-3個最高實力指數



小高手

4-7個最高實力指數

1A 答案詳解

Reading 1 My pet

文體速遞

Rhyme (押韻詩) 是短詩的一種，通常是為小孩而寫的。我們可在押韻詩句的結尾找到押韻字。

A Multiple-choice questions

1. A 2. B 3. C 4. A



解題特訓

4. 'hat' 的讀音 (/hæt/) 與 'mat' 的讀音 (/mæt/) 同樣以 /æt/ 音結束。

B Comprehension questions

1. one 2. fish and mice 3. nice



解題特訓

1. Lisa 指 'I have a pet'。由此可推斷她只有一隻寵物。

C Vocabulary build-up

1. et 2. at 3. fis
4. sleeps 5. mat

Reading 2 The frog prince

文體速遞

Fairy tale (童話故事) 是為小孩而寫的短故事。內容通常涉及幻想和魔法元素。

A Multiple-choice questions

1. C 2. A 3. B 4. C



解題特訓

2. 公主因為皮球掉進水裏而覺得傷心。由此可推斷，她想拿回皮球。

B Comprehension questions

1. a ball 2. kiss 3. happy



解題特訓

3. 故事結束時提到公主 'live happily ever after'，因此她感到高興。

C Vocabulary build-up

1. rince 2. ater 3. arden 4. ry

Fast pass to Narrative Texts

A Identifying rhymes

1. house 2. grey 3. mat

B Tick the correct answers

1. ✓ 4. ✓ 6. ✓

Writing 1 Rhyme

(Suggested answers)

Pets

I have a cat / a dog.
Its name is Pat/Fog.
It likes sleeping/jumping,
But not swimming/running.
It gets angry,
When it is hungry/busy.
It likes fish and mice, / bones and rice,
But not bread or rice. / sweets or ice.



寫作攻略

- 每段分兩組，每兩行一組
- 每組句尾的詞語需押韻



詞匯升級

可活用以下詞語來豐富寫作內容

- 形容詞 sleepy, thirsty
- 名詞 beet, meat
- 動詞 barking, hopping

Writing 2 Fairy tale

The Fish Princess

Once upon a time / Long, long ago, there was a prince. One day, he plays with a ball in the garden/palace. He sees a fish by the pond. He puts the fish back into the water.

Suddenly, the fish turns into a beautiful princess. The prince asks her to stay in the palace. They live happily ever after.



寫作攻略

- 使用簡單現在式
- 用圖畫下方詞語來形容每幅圖



詞匯升級

可活用以下詞語來豐富寫作內容

- 形容詞 beautiful, lively
- 名詞 castle, crown
- 動詞 hold, release

JumpStart Read and Write

Primary 1

First Term

General English Test

Name : _____ ()

Marks : _____ / 100

Class : _____

Extra credit _____ / 3

Date : _____

Parent's signature : _____

⌚ Time allowed: 40 minutes

A Match the correct greetings and put '.' or '?' into the correct boxes. (16 marks @2 marks)

- e.g. Good morning, students . C A. I am nine years old.
1. What is your name B. Hi, Macy. Nice to meet you.
2. How old are you C. Good morning, Miss Li.
3. This is Peter. D. I am fine, thank you
4. Hello, I am Macy. E. Hi, Peter.
5. How are you? F. My name is Cindy.

B Fill in the blanks with the correct pronouns. (8 marks @2 marks)

I He She We You

My name is Sam. e.g. _____ I _____ have two good friends, Ivy and John. Ivy is six years old. ① _____ is tall. John is seven years old. ② _____ is nice. ③ _____ are from Class 1B. ④ _____ like playing with my friends.