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# Unit 1

## Text type features: Riddles

Read the riddle below.

### Language features

Always use first person narrative (i.e. I am ...) when describing the object.

Use the simple present tense when talking about facts about the object, e.g. am, have, eat.

Keep all the sentences short and simple.

Some riddles may have rhyming words at the end of each sentence.

I am thin and tall.

I am brown and orange.

I have four legs and a long neck.

I eat leaves from tall trees.

What am I?

### Structure

Describe the object.

- Start with information that is not obvious
- Give more hints gradually

A question at the end: invite readers to guess the answer

# Reading 1

## Make a guess

sample

1-5 ✓ 6-8 ✓ 9-12 ✓  
POWER



### Reading passage

Here are four riddles. Try to guess what they are and tick the correct answers.

1

I am colourful.  
I come out after heavy rain.  
People always point at me.  
Everyone smiles when they see me.  
What am I?

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> a rainbow   | <input type="checkbox"/> a raincoat |
| <input type="checkbox"/> an umbrella | <input type="checkbox"/> the sun    |

2

I am a delicious snack.  
Taste me with your tongue.  
You hold me with a stick.  
I melt if you eat me too slowly.  
What am I?

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> a sweet | <input type="checkbox"/> an ice lolly |
| <input type="checkbox"/> ice     | <input type="checkbox"/> an ice cream |

3

I have buttons or a zip on the front.  
You don't need me in summer.  
I'll keep you from strong wind.  
What am I?

- |                                  |                                    |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> a scarf | <input type="checkbox"/> a shirt   |
| <input type="checkbox"/> a coat  | <input type="checkbox"/> a blanket |

4

I am red or green.  
I am crunchy.  
I am a healthy snack.  
Doctors stay away if you eat me every day.  
What am I?

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> a rainbow | <input type="checkbox"/> a raincoat |
| <input type="checkbox"/> an apple  | <input type="checkbox"/> the sun    |

### Writing level up: Describing an object

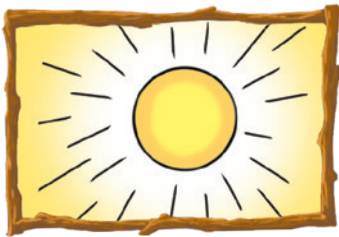
- Write about the main features/characteristics of the object only.
- Talk about the object's size, colour and texture.
- Write about when, how and why you use the object.



## A Multiple-choice questions

Choose the correct answers by blackening the circles.

1. In Riddle 1, how do people feel when they see 'it'?  
☐ A. sad      ☐ B. happy      ☐ C. angry      ☐ D. sleepy
2. In Riddle 2, what happens if you eat 'it' too slowly?  
☐ A. It melts.      ☐ B. It becomes sweet.  
☐ C. It becomes hot.      ☐ D. It turns yummy.
3. In Riddle 3, you need 'it' on a \_\_\_\_\_ day.



☐ A.



☐ B.



☐ C.



☐ D.

4. In Riddle 3, what does 'it' have on the front?  
☐ A. pockets      ☐ B. ice      ☐ C. hats      ☐ D. buttons
5. In Riddle 4, 'it' \_\_\_\_\_.  
☐ A. makes noise when we bite it  
☐ B. helps you become a doctor  
☐ C. is bad for our health  
☐ D. is colourful

## B Comprehension questions

Answer the questions.

1. In Riddle 1, when does 'it' come out?

\_\_\_\_\_

2. In Riddle 2, how do you taste 'it'? Answer in a complete sentence.

\_\_\_\_\_

3. In Riddle 4, what don't you need to do if you eat 'it' every day? Answer in a complete sentence.

\_\_\_\_\_

## C Vocabulary build-up

Fill in the blanks with the words in the passage.

### Riddle 1

I am ① \_\_\_\_\_.

I am made from potatoes.

I am not ② \_\_\_\_\_ because I have a lot of salt and oil.

What am I? Potato chips.

### Riddle 2

I am green on the outside and red on the inside.

I do not ③ \_\_\_\_\_ in the sun.

People like me when it is ④ \_\_\_\_\_.

I help you stay cool.

What am I? A watermelon.

# Writing 1 Riddles

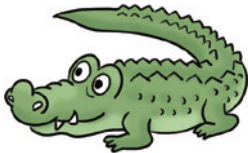
sample



Now it's your turn to finish some riddles!  
Are you ready?



**Task:** Complete the hints below and Riddle 1 on the next page. Then write Riddle 2 about another animal on your own.



crocodile

I'm writing about:



koala

**1st line**  
**(appearance)**

What does it look like?

(a)

Colour: black, brown, green, grey, white ...

**2nd line**  
**(home)**

Where does it live?

(b)

Place: forest, jungle, lake, river, sea ...

**3rd line**  
**(food)**

What does it eat?

(c)

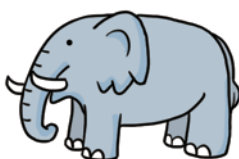
Food: fish, fruit, grass, leaves, meat ...

**4th line**  
**(features)**

What is special about it?

(d)

Feature: heavy, huge, scary, strong, tiny ...



elephant



rabbit



### Objectives of the task

1. Describe an animal clearly with appropriate adjectives.
2. Give hints step by step without telling the answer.

Date: \_\_\_\_\_

#### Riddle 1:

I am \_\_\_\_\_.

I live in \_\_\_\_\_.

I like eating \_\_\_\_\_.

I \_\_\_\_\_.

\_\_\_\_\_.

What am I ?

C

What does the animal look like?

C

Anything special about this animal?

C

Ask readers to guess the answer.

Now, write a riddle about another animal on your own.

#### Riddle 2:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

L

Use adjectives to describe the animal.

L

Give as many details as possible.

S

What do you put at the end of a riddle?

### Proofreading my writing

- ☐ I always **check for spelling mistakes** after writing.
- ☐ I **use the simple present tense** to write the riddles.
- ☐ I **use adjectives** to describe the animals clearly without telling the answers.



☐ I finished this writing!

# Narrative Texts

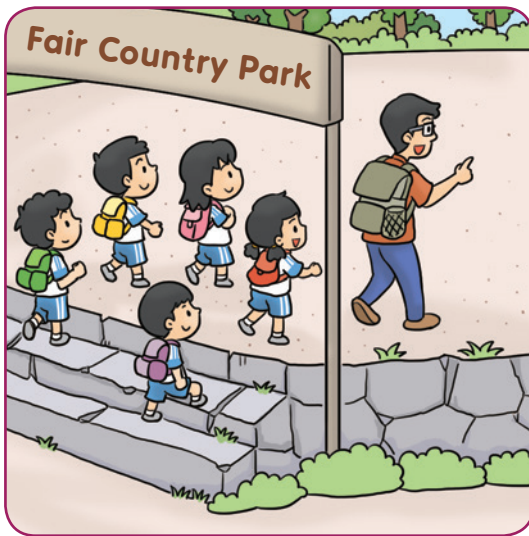
## Story

**You are writing a story about Sharon's hiking with her class.**

Look at the pictures and write the story in about 30 words.

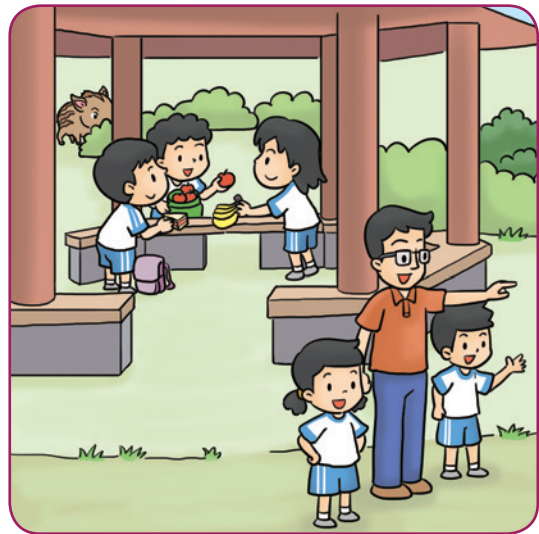
- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.

1



hike

2



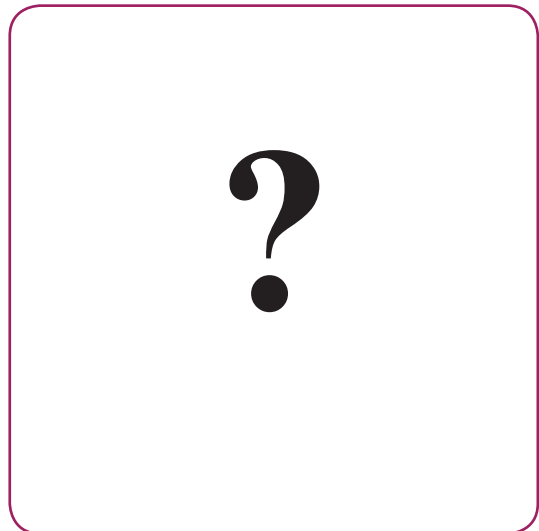
pavilion / boar

3



steal / scared / run

4







## Objectives of the task

1. Describe how the characters feel.
2. Describe the actions of the boar.

Date: \_\_\_\_\_

## Class hiking

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a light green decorative border at the top and bottom edges of the paper. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

C

What is the weather like?

**L**

Use the simple present tense to tell a story.

C

What are the characters doing?

C

How do the characters react when they see the boar?





C

What does the teacher do?

C

Does the boar leave or anyone drive it away?

## Proofreading my writing

-  ☐ I always **check for spelling mistakes** after writing.
-  ☐ I write the story in the **simple present tense**.
-  ☐ I write **in the order of how things happened**.
-  ☐ I **give a suitable ending to the story**.



☐ I finished this writing!

# Proofreading 1

Look at these sentences. Correct the underlined parts and write the correct words in the blanks.

e.g. What do you want to go?

Where

1. There isn't any sausages.

2. Should I have a glass of juice, please?

3. I want to eat a jar of delicious rice.



4. No, I can play basketball.

5. Do you want noodles and pizza? Choose one.

6. The PE lesson is at two o'clock to three o'clock.

7. Sports Day is on the thirty-one of October.

8. I want to buy two cup of lemon tea.



9. Kenny cannot swim and cycle.

10. David is hungry. He eats some breads.

11. We love eating fresh cherries and we don't like eating cherry-flavoured candies.



✓  
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

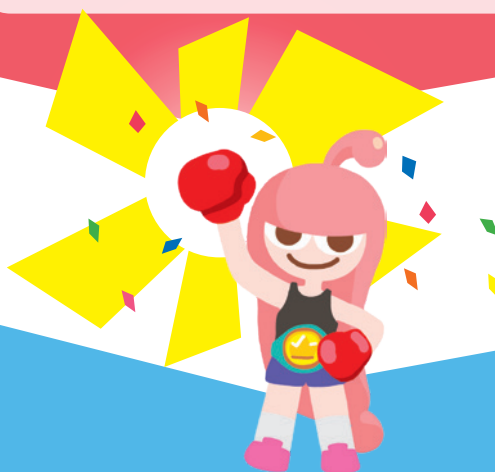
10

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

## WEEK 1



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

\_\_\_\_ 月 \_\_\_\_ 日

## WEEK 2

- ★ Writing 1 (Riddles)

\_\_\_\_ 月 \_\_\_\_ 日

## WEEK 8

- ★ Exam-type writing 2 (Diary)

\_\_\_\_ 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》3A，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: Riddles	<input type="text"/> ____ 月 ____ 日	
2	Writing 1: Riddles	<input type="text"/> ____ 月 ____ 日	
3	Reading 2: Diary	<input type="text"/> ____ 月 ____ 日	
4	Writing 2: Diary	<input type="text"/> ____ 月 ____ 日	
5	Reading 3: Menu	<input type="text"/> ____ 月 ____ 日	
6	Writing 3: Menu	<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



# 3A 答案詳解

## Reading 1 Make a guess

### 文體速遞

Riddle(謎語)是一種字謎，我們從問題估出它的答案。

#### Reading passage

1. a rainbow
2. an ice lolly
3. a coat
4. an apple

#### A Multiple-choice questions

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



### 解題特訓

1. 大家看到「it」的時候都會微笑。當我們感到高興的時候會微笑。

#### B Comprehension questions

1. After heavy rain.
2. I taste it with my tongue.
3. I don't need to see the doctor if I eat 'it' every day.



### 解題特訓

3. 「Stay away from something」的意思是保持距離。與醫生保持距離的意思是指不需要去看醫生。

#### C Vocabulary build-up

1. crunchy
2. healthy
3. melt
4. summer

## Reading 2 A great day in Hong Kong

### 文體速遞

Diary(日記)用作記錄人們的生活故事，人們用記下發生的事情、經歷及想法。一些人會每天都寫日記。

#### A Multiple-choice questions

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



### 解題特訓

1. Katie 在 7 月 22 日寫這篇日記時，是她在香港的第二天。換言之，她在 7 月 21 日抵達香港。

#### B Comprehension questions

1. Sunny.
2. The clown could juggle balls and ride a unicycle.
3. Katie and her parents did some shopping (in a big shopping mall) in Central.



### 解題特訓

1. 在日記文體中，天氣一般會記錄在文章上方的位置。

#### C Vocabulary build-up

1. Chinese
2. performance
3. mall
4. waterfront



## Fast pass to Narrative Texts

#### A True or false

1. F
2. T
3. T
4. F

#### B Sequencing

- C → E → F → B → D → A

## Writing 1 Riddles

I'm writing about: crocodile

(a) green, big (b) rivers/lakes (c) meat (d) has (e) has sharp teeth, scary

(Suggested answers)

Riddle 1:

I am green and big.

I live in rivers or lakes.

I like eating meat.

I have sharp teeth and people are afraid of me /

I look scary.

What am I?

Riddle 2:

I am grey and huge.

I live in forests or zoos.

I like eating fruit and vegetables.

I have a long trunk and big ears.

What am I?



### 寫作攻略

- 根據提示完成謎語 1，之後用相同的結構創作關於另一類動物的謎語 2
- 多加描寫該動物的細節



### 詞匯升級

可活用以下詞語來豐富寫作內容

- 形容詞 purple, sharp, tiny
- 名詞 muscle, tail, teeth
- 動詞 hop, rest, sneak

## Writing 2 Diary

(Suggested answers)

(a) 18th November (Sunday)

## JumpStart Read and Write

## Power Pack

Primary 3

First Term

General English Test

Name : \_\_\_\_\_ ( )

Marks : \_\_\_\_\_ / 100

Class : \_\_\_\_\_

**Extra credit** \_\_\_\_\_ / 3

Date : \_\_\_\_\_

Parent's signature : \_\_\_\_\_

⌚ Time allowed: 40 minutes

**A** Fill in the blanks with the correct words in the boxes. (12 marks @2 marks)

First Then

cover heat leave turn

To make hard boiled eggs, e.g. \_\_\_\_\_ first \_\_\_\_\_ put the eggs into a pan. ① \_\_\_\_\_ add water into the pan. ② \_\_\_\_\_ the eggs with water to a level higher than the eggs. ③ \_\_\_\_\_ ④ \_\_\_\_\_ the pan. ⑤ \_\_\_\_\_ off the heat when the water boils. ⑥ \_\_\_\_\_ it for 10 minutes and serve the eggs.

**B** Fill in the blanks with the correct words. (12 marks @2 marks)

Ivy e.g. \_\_\_\_\_ has \_\_\_\_\_ (have) no school during weekends. She likes ① \_\_\_\_\_ (go) shopping with her mum. Ivy ② \_\_\_\_\_ (ask) her mum, 'Where ③ \_\_\_\_\_ we \_\_\_\_\_ (go) now?' Mum ④ \_\_\_\_\_ (say), '⑤ \_\_\_\_\_ you \_\_\_\_\_ (want) to go to the new shopping mall?' Ivy ⑥ \_\_\_\_\_ (answer), 'Yes! That's great!'