



HEAD START

*Keeping you
one step ahead*



Educational Publishing House

Introduction

The aim of this new series is to give learners a **Head Start** in their English language learning.

According to the *Cambridge Advanced Learner's Dictionary & Thesaurus*, **Head Start** means 'an advantage that someone has over other people in something such as a competition or race', and this is exactly what we hope to achieve.

Head Start's carefully developed curriculum presents engaging content, tasks and situations to stimulate learners to read, think, talk and use English to solve problems, play games, exchange information, and create and interpret real texts in real contexts.

The underlying principle behind **Head Start** is to make English learning fun and achievable. 'Learning is not a race for information; it's a walk of discovery.'

We want to give learners all the support they need to discover and excel at their own pace.



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What we have to offer ...



Systematic and explicit teaching of **ESSENTIAL SKILLS**

TASK-CENTRED APPROACH to give purpose for learning



Effective teaching strategies to **CATER FOR LEARNER DIFFERENCES**

Practical suggestions for **SELF-DIRECTED LEARNING**



About Educational Publishing House

Founded in Hong Kong in 1960 as the educational publishing arm of Popular Holdings, Educational Publishing House (EPH) has been a textbook and supplementary materials publisher for over 50 years. With its many years of experience, EPH enjoys a reputation as a publisher with a proven track record of offering Hong Kong schools carefully developed teaching solutions for the Pre-school, Primary and Secondary levels.

Head Start ENGAGES and MOTIVATES students through rich and fun-filled content delivered in print and electronic formats.



Fun, motivating
and interactive
**E-LEARNING
RESOURCES**



**FLEXIBLE and
EDITABLE**
learning and
teaching
MATERIALS

TAILOR-MADE
professional
educational
SUPPORT



Keeping you one step ahead



SKILLS TRAINING

Rich and diversified contexts for the development of language skills, exam skills and thinking skills, with a strong emphasis on the integrative use of generic skills.

Essential language skills

Ensure that students are well equipped with the essential skills to help them learn independently and prepare them to use English effectively.

Reading

Text type: Fact sheets

Jim writes a fact sheet about his father's job. Fact sheets tell us important facts about people or things.

Ice cream tasters

- They work in factories and shops.
- They taste ice cream.
- They wear hats at work.

Choose the best answers by blackening (●) the circles.

① Read line 9. What does the word 'like' mean? **Dictionary skills**

like verb
1. to want
'I'd like to buy a pair of earrings.'
2. to enjoy
'I like going shopping.'

like preposition
3. in the same way
'He is wearing a suit like mine.'
4. for example
'The shop sells accessories like earrings and sunglasses.'

a. 1 b. 2 c. 3 d. 4

② Read line 22. Who does 'she' refer to? **Referencing skills**

a. Crystal b. Miss Bill c. Mrs Campbell d. Detective Mel

Read lines 28–30. How did Detective Mel feel? Circle the correct number.
not surprised at all a little surprised quite surprised very surprised

← 1 2 3 4 →

Answer the questions in complete sentences.

① What do you think the neighbours will do next? **Understand feelings**

Predict the likely development of a topic

2B Unit 3 P.29

6A Unit 2 P.50

Writing

Look at the table below and find out what you need to write in the pamphlet.

Healthy eating	
3-2-1 lunch box	<ul style="list-style-type: none"> Divide a lunch box into 6 parts: <ul style="list-style-type: none"> 3 parts – grains 2 parts – vegetables 1 part – meat or fish Give examples for each food group
What to eat/drink	<ul style="list-style-type: none"> We should: <ul style="list-style-type: none"> eat/drink more ... eat/drink fewer/less ...
Healthy eating habits	<ul style="list-style-type: none"> We should / should not ...

You can refer to the food pyramid on page 58 to find examples for each food group.

You can refer to the survey results on page 62.

You can refer to the eating habits on pages 59 and 61.

Clear guidelines to help students successfully create the final product

5A Unit 6 P.64

Grammar

Have you/they ever eaten red chillies?	Yes, I/they have eaten red chillies. No, I/they have never eaten red chillies.
Has John/May ever climbed a tree?	Yes, he/she has climbed a tree. No, he/she has never climbed a tree.

Use 'ever' in questions.

Use 'never' in negative sentences to mean we have not had a certain experience before.

5A Unit 2 P.21

Listening

Spencer is asking his mum and Uncle Joe about some experiences they have had. Listen to what they say and complete the table.

	Mum	Uncle Joe
① see snow	Yes: 3 time(s) No	Yes: _____ time(s) No
② eat snakes	Yes: _____ time(s) No	Yes: _____ time(s) No
③ meet a film star	Yes: _____ time(s) No	Yes: _____ time(s) No
④ ride on an elephant	Yes: _____ time(s) No	Yes: _____ time(s) No

Listen to a conversation and write the prices on the poster.

STAR TOY SHOP Opening Sale 1/12–18/12

SALE \$36	SALE \$50	SALE \$20
SALE \$45	SALE \$38	SALE \$20

2A Unit 5 P.54

5A Unit 2 P.22

Easy-to-grasp explanations together with special tips where appropriate

Speaking

Work in groups of six. Ask your friends where they live and how they come to school. Complete the table.

Where do you live, Anna? I live on Hong Kong Island.

How do you come to school? I come to school by bus.

school → go → home
home → come → school

2A Unit 1 P.14

Listening exercises are incorporated into the tasks or learning activities in every module

Communicative learning activities which require students to work in pairs or groups



Exam skills

Familiarise students with the latest exam formats via a variety of text types and exam formats.

Extensive coverage of text types

Examples

Leaflets

Little Green Farm
Happy farms do no environmental harm!

Do you ...
 ☺ like animals?
 ☺ enjoy fresh vegetables?
 ☺ care about the environment?
 Then Little Green Farm is the ideal place for you!

Look at what you can see and do on our farms.

photo → **caption** → Play with our farm animals happily. Listen to our rooster singing beautifully. Come and visit us!

information about the place

Opening times:
 Mon-Fri 10:00 a.m.–4:30 p.m.
 Weekends 9:30 a.m.–5:00 p.m.
 Public holidays CLOSED

Address: 30 Lucky Road, Vine Village, Forest City
 For more information, please go to www.littlegreenfarm.com

4B Unit 6 P.59

Book covers

The Dragon Princess
 Story by Cathy Lark
 Pictures by Ann White
 POP PRESS

Princess Penny makes friends with a good fairy. A witch does not like Princess Penny, so she turns her into a dragon. What will Penny do? Read and find out.

Other fairy tales by Cathy Lark:
 • The Magic Tree
 • The King's Witch
 • Flower Fairies

3B Unit 6 P.58

Contents pages

Chapter	Page
1 LOVELY GIRAFFES	1
2 BEAUTIFUL PEACOCKS	6
3 SCARY SHARKS	9
4 STRONG GORILLAS	13
5 FRIENDLY DOLPHINS	17
6 CUTE GIANT PANDAS	21
7 BIG RHINOS	25
8 SMART CAMELS	29
9 PRETTY FLAMINGOES	33

what a chapter talks about

the starting page number of a chapter

3A Unit 6 P.59

Incorporation of different exam-type questions

Examples

MC questions

Choose the best answers by blackening (●) the circles.

- ① How do the children help Miss Fong?
- a. They help her choose the food for the class.
 - b. They ask her what food she likes.
 - c. They prepare the shopping list for her.
 - d. They push the trolley for her.

Cloze passages

A teacher from Hopeful School is talking to his class. Fill in each blank with ONE word only.



Good morning, class! There was an earthquake on 11th ① _____ in Japan. After the earthquake, a severe ② _____ occurred in the area. The water seriously damaged Tanaka School. The school lost a lot of furniture, school items and sports ③ _____. The school hopes that we can help them ④ _____ their school.

Matching

In which TV programmes might the following be heard? Match them with the names of the programmes. Write A, B, C or D in the boxes.

Extract	TV programme
A 'Great new song from Cathy Brown! It's going to be a big hit.'	① <i>Against the Clock</i> <input type="checkbox"/>
B 'Today we're going to make some cupcakes. Doesn't that sound great?'	② <i>Go and Explore</i> <input type="checkbox"/>
C 'The crystal clear water makes me want to jump in and swim! I'm so in love with this place.'	③ <i>Song-o-rama</i> <input type="checkbox"/>
D 'Please walk towards the challenge platform when you're ready.'	④ <i>Make It Your Way</i> <input type="checkbox"/>

Sequence questions

Put the sentences in the correct order. Write A, B, C or D in the .

- A A girl took Jason Rice's hat.
- B Jason Rice got out of his car.
- C The police arrested nine people.
- D Some girls ran towards Jason Rice.

→ → →

Put the instructions for making a paper lantern in the correct order. Write the numbers (1–4) in the boxes.



- A. Use a strip of paper to make a handle for the lantern.
- B. Cut the paper along the folded side. Leave about 3 cm at the end.
- C. Fold a piece of coloured paper in half.
- D. Unfold the paper and stick the two ends of the paper together.



SKILLS TRAINING

Effective reinforcement of language skills taught in the textbooks

Workbook

- Consolidate and reinforce the target vocabulary and language items
- Include challenge questions to extend students' understanding



A variety of exercise formats

3 Welcome to our school Date: _____

A. Complete the crossword puzzle. Use capital letters.

1. _____ O _____
 2. _____ U _____
 3. _____ R _____
 4. _____ S _____
 5. _____ C _____
 6. _____ H _____
 7. _____ O _____
 8. _____ L _____

B. Draw lines to match the floors with the correct words.

6/F	•	fifth floor
5/F	•	sixth floor
4/F	•	second floor
3/F	•	fourth floor
2/F	•	ground floor
1/F	•	third floor
G/F	•	first floor

3 Date: _____

C. Complete what May and her grandfather say.

Springtime Primary School	
roof garden	7/F
art room, P6 classrooms	6/F
P4-P5 classrooms	5/F
computer room, P3 classrooms	4/F
library, English room	3/F
music room, P1-P2 classrooms	2/F
school hall	1/F
playground, toilets	G/F

① Grandpa: Is there an art room in your school?
May: _____

② Grandpa: Where's the art room?
May: _____

③ Grandpa: _____ a swimming pool?
May: _____

④ Grandpa: Is there _____? (English room)
May: _____ It's _____.

⑤ Grandpa: Where's your classroom?
May: I'm in Class 2B. My classroom is _____.

⑥ Grandpa: I know there's a garden in your school. Where's the garden?
May: _____

Practice on target vocabulary and language items

Challenge questions

Grammar

- Reinforce and extend the application of the taught grammar items
- Include simple explanations of the target grammar items



Clear and concise grammar explanations

Common errors

Lesson 3 Date: _____

'too', 'either'

We use 'too' and 'either' to talk about similar ideas.
 We use 'too' to link positive ideas (⊕) and 'either' to link negative ideas (⊖).

Sue likes fish. ⊕ like → too
 Tony likes fish too.

Sue does not like carrots. ⊖ not like → either
 Tony does not like carrots either.

Common errors:
 I don't like noodles. Sally doesn't like noodles too. ✗
 I don't like noodles. Sally doesn't like noodles either. ✓

Fill in the blanks using 'too' or 'either'.

Jane is my friend. Jimmy is my friend ① _____. Jane is not tall. Jimmy is not tall ② _____. Jane has big eyes. Jimmy has big eyes ③ _____.

At school, Jane is good at English. Jimmy is good at English
 ④ _____ Jimmy doesn't like Maths. Jane doesn't like Maths
 ⑤ _____ I like both Maths and English! Jane, Jimmy and I always have lunch together. Jane likes beef. Jimmy likes
 ⑥ _____ Jane doesn't like prawns. Jimmy doesn't
 ⑦ _____ They always give all the prawns to me. I love prawns! Jimmy and Jane enjoy Japanese food. I enjoy ⑧ _____.

REVISION NOTES

Unit 1

'enjoy-ing'

What do you **enjoy doing** in your free time?
 I **enjoy playing** Chinese chess.

What does Sally **enjoy doing** in her free time?
 She **enjoys collecting** stickers.

'enjoy-ing' / present continuous tense

I **enjoy playing** the violin in my free time.
 I **am playing** the violin now.

'How often...?' / 'always', 'often', 'sometimes', 'seldom', 'never'

How often do your sisters play basketball?
 They **always** play basketball.

How often does your brother play tennis?
 He **never** plays tennis.

Mon	Tue	Wed	Thur	Fri	Sat	Sun
•	•	•	•	•	•	•

Unit 2

forming comparative adjectives

slow → slower thin → thinner tidy → tidier

'Who...?' / comparative adjectives

Who is older? Ray is older.

comparative adjectives

Ben's ball is smaller than Pam's ball.

Revision notes



Reading

- Provide extended and theme-based reading practice
- Develop students' essential reading skills



3 Amazing animals

Reading 1
Read the web page.

Amazing animals in Australia

Kangaroos
Kangaroos live in different parts of Australia. They live in groups. They mainly eat grass, flowers and leaves. The red kangaroo is the tallest type of kangaroo. It can be up to 2 metres tall. The smallest kangaroo is the musky rat-kangaroo, which is only 20 centimetres in height.

Kangaroos are the only animals that travel by hopping. They usually hop at about 30 kilometres an hour on two legs, and they can hop at up to 50 kilometres an hour. When they are feeding, they move slower.

Koalas
Like kangaroos, koalas live only in Australia. They live mainly in the south-eastern part of the country. They like to live on their own. Some of them are grey and some are brown.

Koalas love to sleep. They can sleep for 20 hours a day. When they are not sleeping, they spend most of their time eating the leaves of eucalyptus trees. They do not need to drink much water because they can get water from the leaves.

A. Fill in the table.

	Kangaroos	Koalas
Habitat		
Food		

B. Choose the best answers by blackening ● the circles.

1 Kangaroos _____
 a. hop on two legs b. like to live on their own
 c. are all taller than 1 metre d. can only hop at one speed

2 How fast might kangaroos move when they are feeding their babies?
 a. at 70 km an hour
 b. at 50 km an hour
 c. at 30 km an hour
 d. at 20 km an hour

3 What do koalas do most of the time?
 a. hop b. eat
 c. sleep d. climb trees

4 Which of the following is NOT true?
 i Koalas do not like to live with other koalas.
 ii Koalas drink a lot of water every day.
 iii We can only find koalas in Australia.
 iv All koalas are grey in colour.
 a. i and ii b. i and iii
 c. ii and iv d. iii and iv

Tips for tricky questions
You cannot find the answer directly on the web page.

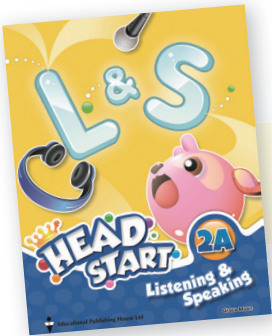
4A • Unit 3

A wide range of text types

Tips for tricky questions

Listening and Speaking

- Provide contextualised listening and speaking activities
- Develop students' essential listening and speaking skills



Happy festival!

Part A
David and Joyce are making an online video about the festivals in Hong Kong. Listen and choose the best answers by blackening ● the circles.

Listening skills
 Recognize intonation
 Identify keywords
 Identify main ideas
 Locate specific information
 Make inferences

1 What festival is it now?
 a. Chinese New Year b. Christmas
 c. Easter d. the Mid-Autumn Festival

2 Which two sentences are true?
 1. Chinese New Year is in January this year.
 2. Chinese New Year is in February this year.
 3. David does not always get many red packets.
 4. David enjoys watching lion dances.
 a. 1 and 3 b. 1 and 4
 c. 2 and 3 d. 2 and 4

3 Joyce's favourite festival is in _____ this year.
 a. spring b. summer
 c. autumn d. winter

4 What is Joyce's favourite activity?
 a. b. c. d.

5 What does Joyce NOT do at the Mid-Autumn Festival?
 a. eat fruit b. eat moon cakes
 c. play with lanterns d. hang lanterns in her home

Part B
David is reading a postcard from his friend, Simon. Listen and complete the information sheet.

Listening skills
 Identify keywords
 Locate specific information

The Hamamatsu Festival

☆ What does the Hamamatsu Festival celebrate?
 It celebrates the birth of _____.

☆ When is the Hamamatsu Festival?
 It is in _____.

☆ What do people do at the Hamamatsu Festival?
 • They _____ . They write children's _____ on the kites to wish them good health.
 • They also watch a parade at night. There are about _____ .

Exam question formats

Speaking practice 2

Part 1: Reading Aloud
Read the following text aloud.

The Mid-Autumn Festival
 I love the Mid-Autumn Festival. It is in September this year. I go to the toy shop and the supermarket with my mum.
 We buy lanterns and food.
 We eat moon cakes and tea riddles to the lanterns.
 We have fun at the Mid-Autumn Festival!

Part 2: Expression of Personal Experiences
Answer the teacher's questions.

1 What is your favourite festival?
 2 When do you celebrate _____ (student's favourite festival)?
 3 What do you do at _____ (student's favourite festival)?
 4 Do you like the Mid-Autumn Festival / Christmas?
 5 What do you do at the Mid-Autumn Festival / Christmas?
 6 Where can you buy lanterns / Christmas presents?

Part 3: Picture Description
Here is a picture of some shops. Look at the picture and answer the teacher's questions.

1 What is Shop C?
 2 When is the sale at Shop C?
 3 What can you buy at Shop B?
 4 At which shop can you buy clothes?
 5 How much is the T-shirt (Point to the T-shirt of Shop A)?
 6 What festival is it? How do you know?

4A • Unit 4

Specific skills in every exercise

Exam question formats



SKILLS TRAINING

Higher-order thinking skills (HOT)

Strengthen students' creative abilities, critical thinking and multi-perspective thinking through varied questions and activities.

Open-ended & values discussion questions

What can you say to disagree with your friends politely?

Respect for others

What can you do to support Hong Kong Green Day? Give one suggestion.

Commitment to society

If you were the Earthworm, would you risk your life to save your friends? Why or why not?

Humanistic quality

What was the book that Brad and Brenda found? Was it right for them to read the book? Why or why not?

Integrity

Brainstorming skills

Special things about the farm:

Name of the farm: _____

What people can do: _____

What people can see: _____

Opening times: _____

Other information: _____

Where is the place? _____

How can you get there? _____

Can you think of two adjectives to describe it? _____

A wonderful place to visit: _____

What can you see there? _____

What can you do there? _____

4B Unit 6 P.64

4A Unit 4 P.44

Creativity

Choose the pin you like best and tick (✓) the box next to it.



the butterfly pin



the tree pin



the bee pin



the Earth pin



the flower pin



(Draw your own pin.)

the _____ pin

3B Unit 4 P.44

HOT skills sections in the Teaching Planners offer a spectrum of teaching strategies for nurturing students' higher-order thinking skills, e.g. Bloom's taxonomy, 5W1H, concept wheel, SCAMPER, 6 thinking hats.

Paragraph analysis

Resources: Worksheet 2, Paragraph analysis

- Distribute Worksheet 2 to students. Let them analyse the paragraphs of the three habits by completing part A of the worksheet. Allow them to do it individually or in pairs, depending on their abilities.
- Check answers with students and clarify any problems.

Suggested answers for Worksheet 2 Part A:

Good habit 1: Be punctual.
 Arriving in the middle of an event can make us feel embarrassed.
 We won't miss out on anything.
 We look smarter when we're punctual.

Good habit 2: Never skip breakfast.
 Skipping breakfast makes us hungry and tired.
 It gives us energy in the morning.

Good habit 3: Help with the housework.
 We can learn to use the correct tools for different housework.
 Our parents can't do everything for us.
 It teaches us how to take care of the family and be responsible.

Teaching Planner 6A Unit 2 P.2.14

Bloom's taxonomy

Question category	Purpose	Question
Knowledge	Recalling information	How many Chinese knots have Calvin made so far? (He has made eighty knots.)
Analysis	Recognising hidden meanings	How many guests is Uncle John expecting? (He is expecting one hundred and fifty guests.)
Comprehension	Understanding information	How many kinds of dumplings will Aunt Susan make? (She will make three kinds of dumplings.)
Analysis	Examining information	Is flour a dumpling filling? What is its function? (No, it's not a filling. It is used to make the 'skin' of dumplings.)
Synthesis	Drawing conclusion	When will Aunt Susan buy the ingredients? (She will buy the ingredients after she has decided what to put in the dumplings.)

Teaching Planner 5A Unit 1 P.1.10

Examine all factors

Resources: Worksheet 2, Examine all factors

- Put students into pairs. Distribute Worksheet 2 to students.
- Let students talk about other reasons why there are animals at school and complete the worksheet.
- Invite each pair to tell the class one reason. Praise any creative ideas. Note that there are no fixed answers.

Suggested answers for Worksheet 2:

Why are there animals in the school?

1. Mr Wong keeps some animals at school.

2. Some teachers bring some animals to school for teaching.

3. Some students bring their pets to school.

4. Some animals go into the school at night.

Teaching Planner 2A Unit 3 P.3.11



Generic skills

Give students opportunities to go beyond mastery of the English language to meet the challenges of the 21st century and lay a strong foundation for lifelong learning.

Mathematical skills

Read page 48 again and complete the food order form for Joyce.

Food/Drink	Price	Qty	Subtotal
Salad	\$20	1	\$20
Beef satay (4 sticks)	\$25		
Spaghetti	\$50		
Chicken curry	\$60		
Pizza (1 slice)	\$30		
Baked oyster (each)	\$40		
Grilled octopus (each)	\$35		
Orange juice (1 carton)	\$10		
Cola (1 can)	\$5		
Water (1 bottle)	\$4		
Total			



1. Use an example to show students how to get the 'Total' if necessary.
2. Explain to students that they need to use multiplication to calculate the 'Subtotal' of each food/drink item first. Then, they need to use addition to add up all the subtotal to get the 'Total'.

① Diana, an Eat & Art member, is a skilful food-sculpture maker. She wants to buy a Food Sculpture Tool Kit for herself and a Food Art Sketchbook for her son. How much does she need to pay?

- a. \$300 b. \$350 c. \$500 d. \$550

Communication skills

Pair work

GRAMMAR (2) What colour...?

What colour is it? It is white.
are they? They are yellow.

Here are some fun pictures of fruit by Pam. Choose one picture you like from noticeboard A and one picture from noticeboard B. Work in pairs. Guess what your friend likes.

Noticeboard A		Noticeboard B	
1 banana	2 apple	1 pears	2 oranges
3 orange	4 mango	1 strawberries	2 bananas

Noticeboard A/B. What colour is it / are they?
You like picture ... It is / They are ...
Correct. It is / They are ...
Sorry. Try again.

Role-play

Joyden is at another restaurant and the waitress is asking about the food and drink items he prefers. Finish what they say.

Menu			
Soup	vegetable soup	mushroom soup	
Salad	garden salad	potato salad	
Desserts	mango pudding	waffles	
Starters	buffalo wings	sausage rolls	
Main Courses	roast chicken	grilled steak	
Drinks	orange juice	watermelon juice	

Which soup would you prefer?
I'd prefer the ... to the ...
Ed = I would

Group discussion

Let's have a ...
I don't agree. What about having a ...?
I agree. What time will it start?
How about starting it at ...?
That sounds great.
What time will it end?
Let's end it at ...
Good idea!

Collaboration skills

2 Make' your group's clothes with coloured paper.



3 Choose one of your group members to 'wear' the clothes. Tell the class about the clothes your group member is 'wearing'.

Karen is wearing a red and white hat. She is wearing a yellow T-shirt and ... She is wearing ...



Information technology skills

Suggested websites

Unit 1
Find out about different means of transport in Hong Kong on the Hong Kong Tourism Board web page.
<http://www.discoverhongkong.com/eng/plan-your-trip/accessible-hong-kong/transportation-in-hong-kong.jsp>

Unit 2
Listen to a song about playing in the playground on the British Council's LearnEnglish Kids web page.
<http://learnenglishkids.britishcouncil.org/en/songs/playing-the-playground>

Unit 6
STEM Find out about the Kids' Farm on the Smithsonian's National Zoo web page.
<http://nationalzoo.si.edu/Animals/KidsFarm/>

Suggested websites

Unit 1
Watch an animation about a boy who is not feeling well on the British Council's LearnEnglish Kids web page.
<http://learnenglishkids.britishcouncil.org/en/short-stories/im-too-ill>

Unit 3
STEM Learn about different weather conditions on the Hong Kong Observatory website.
<http://www.hko.gov.hk/content/htm>

STEM Learn to do some weather experiments on the Met Office (UK) website.
<http://www.metoffice.gov.uk/learning/weather-for-kids/experiments>

Unit 4
Learn about some eco-tours around Hong Kong on the Hong Kong Ecotours website.
<http://www.hkecotours.com>



SELF-DIRECTED LEARNING

Ample opportunities are offered to encourage students to become autonomous learners.

Self-directed learning suggestions in the Teaching Planners



Specific study skills

Worksheet 2
(for page 7, 'Vocabulary' section)

Name: _____ Class: _____

A. Put the following hobbies into suitable categories.

collect cartoon figures	collect stickers	do ballet
do drama	go rock climbing	go roller skating
play baseball	play Chinese chess	play the violin

Can play alone	
Must play with others	

B. Think of two other ways of categorising the hobbies.

Teaching Planner 4A Unit 1 P.1.27

Self-directed learning suggestions

Resources: Worksheet 2

- Distribute Worksheet 2 to students.
- Let students read the chant on pages 38–39 and circle the *-ing* words in the verses. (Watering, sweeping, feeding, setting, folding, making.)
- Introduce two more rules for forming *-ing* words to students and guide them to put the *-ing* words in the chant into different categories.

Answers for Worksheet 2:

What you do	Example(s) in the chant
+ 'ing'	1. water → watering 2. sweep → sweeping 3. feed → feeding 4. fold → folding
'g' + 'ing'	5. make → making
double the consonant + 'ing'	6. set → setting

Teaching Planner 2A Unit 4 P.4.13

Help students organise new knowledge using study skills like note-taking and categorisation

Instructional scaffolding

Self-directed learning suggestions

- Distribute Worksheet 2 to students. Ask them to write down the school subjects and the related school activities in the first two columns of the table.
- Let students think about what they have learned in 2A Unit 3 and write down the rooms/places in school that the school activities can be carried out in the last column. Write down the names of rooms/places on the board for students' reference if necessary.
- Let students write down on Worksheet 2 some of the activities on the board for future use in the 'Task' section.

Answers for Worksheet 2:

School subject	Activity	Room/Place in school	School subject	Activity	Room/Place in school
Chinese	read Chinese books	classroom	English	listen to English stories	classroom/English room
Maths	do sums	classroom	General Studies	learn about the world	classroom
Music	sing songs	music room	PE	do exercise	playground
Visual Arts	do crafts	art room	Computer Studies	surf the Internet	computer room
Putonghua	speak Putonghua	classroom			

Teaching Planner 3A Unit 1 P.1.7

Give guidance to help students transfer and collect information for the task

Let students play a significant role in building their own learning resources



Independent learning skills

Self-directed learning suggestions

- Invites students to go to the website <http://www.starfall.com/> at home and learn more words starting with the initial **w** sound for enrichment.
- Guide students to enter the 'ABCs' section and choose the letter 'w'. Then, they can look at the 'w' slideshow and find three words that start with 'w'. ('Wolf', 'walk' and 'wig'.)
- For more able students, tell them to find two more words that start with 'w' at home and draw pictures to illustrate them. (e.g. 'Woman', 'window', 'wall', 'water', 'watch'.)
- Invite students to come out during the next lesson and introduce their words. Display good works on the noticeboard.

Teaching Planner 2A Unit 4 P.4.7





English Diagnostic System



would rather ... than ★
 play volleyball play football
 What would Jack rather do?

Grammar tutorials

Reinforce students' understanding of target grammar items and automatically provide guidance and practice

Flipped Classroom

Flipped Classroom Resources: e-Textbook (BBC video), Video Script

- Let students watch the BBC video 'Little Human Planet Episode 15: Homes around the world' in the e-Textbook and tell them to answer the follow-up questions before the lesson.

Summary of the video: (You can refer to the full video script on pages 4.25-4.27.)
 Six types of homes are shown, namely: 1. tree houses in the jungles, 2. houses made of cloths in the Sahara Desert, 3. houses with high wooden stilts in the oceans, 4. houses made of leaves and wood in the jungles, 5. houses made of mud and straw in India, and 6. houses made of brick in Madagascar.

- Watch the video with students again in class. Explain and clarify any problems with them if necessary.
- Check the answers of the follow-up questions with students.
- Ask students to tell the difference in terms of size and comfort between the homes in the video and those that students live in. Let students choose whether they prefer to live in their homes or those in the video. (Suggested answer: The homes in the video are small and simple. I prefer to live in my own home. It is big and beautiful.)

Teaching Planner 2A Unit 4 P.4.3

Empower students to become self-directed learners and allow them to acquire relevant information prior to class

Readers of different genres



Promote active learning outside the classroom

e-Dictation

Facilitate self-study and revision





CATERING FOR LEARNER DIVERSITY

Suggested teaching ideas and ready-to-use materials are provided to address different learning needs.

For less able learners



For more able learners

Synopses for pre-reading

HEAD START 5A Unit 5

Franco is reading the recipes for making two Korean dishes — kimchi pancake and beef and radish soup. Are they easy to make? Read the recipes to find out the ingredients, steps and cooking tips for these two Korean dishes.

Synopsis

Additional questions for post-reading

Unit 3 Welcome to our school (p26-35)

Default res... Online... Exercises

No. of questions: 8

1. Choose the best answer.

Mr Wong is Lily's _____

a. principal
 b. classmate
 c. father
 d. English teacher

2. Choose the best answer.

Look at picture 4. The cat is _____

a. in a box
 b. next to a table
 c. on a chair
 d. under a desk

3. Choose the best answer.

What are the students doing in picture 3?

1. borrowing books
2. drawing pictures
3. listening to music

Give short answers to the questions.

es the directory show? _____

ool hall? _____

Simplified reading texts

STARTING

Lily is a new student at Bright Star Primary School. Read a story about her first day at school.

Mr Wong shows Lily around her new school.

This is the school hall.

Is there a music room? I like music.

Yes, there is.

A rabbit!

They go to the music room.

There is an art room! I like painting.

They walk into a classroom on the first floor.

This is your classroom. Today is Pet Day.

Yes, there is. The art room is on the second floor.

Wow!

Text type: Directories

This is the directory of Lily's new school. A directory gives information about what is on each floor of a building.

name of the building	floor
school hall	5/F
music room, PS-5A classrooms	5/F
library	4/F
computer room, PS-5A classrooms	3/F
art room	2/F
P1-PS classrooms	1/F
playground	GF

Resources in the e-Textbooks

Extended reading texts

Extended Reading Text Head Start 2A Unit 3

Name: _____ Date: _____

Unit 3 Welcome to our school

Language focus: 'is there...?' 'yes' 'no' simple present tense

Look at the poster and read the conversation.

◆◆◆◆ Welcome to Blue Star Primary School ◆◆◆◆

☆ Open Day ☆

Date: 25th August, 20XX (Sunday)
Time: 10.00 a.m. - 5.00 p.m.

School tours

Tour A
Places: library → computer room → school hall → swimming pool
Starting time: 11.00 a.m.
Guide: Mr Chan

Tour B
Places: playground → art room → music room → canteen
Starting time: 2.00 p.m.
Guide: Miss Wong

◆◆◆◆◆◆◆◆ Please join us! ◆◆◆◆◆◆◆◆

Mr Choi: Hi, I'm the guide for this tour. This is our library. Do you like it?
Emily: Yes, I like it very much. It is big and there are many books.
I like reading books.
Mr Choi: Students can also watch videos and do their homework here.
Emily: Is there a music room? I like music.
Mr Choi: Yes, there is. It's on the third floor.
Emily: Can I go there?
Mr Choi: Yes, you can join Tour B in the afternoon to visit the music room.
Emily: Great!

Extended Reading Text Head Start 2A Unit 3

Name: _____ Date: _____

Choose the best answers.

1. Emily leaves the library. Then she goes to the _____.

a. _____
 b. _____
 c. _____
 d. _____

2. What do students NOT do in the library?
 a. do homework
 b. play games
 c. read books
 d. watch videos

3. Where is the music room?
a _____ 3/F
b _____ 2/F
c _____ 1/F
d _____ 6/F

a. _____
 b. _____
 c. _____
 d. _____

4. How can Emily visit the music room?
 a. by going to the fourth floor
 b. by going to the fifth floor
 c. by joining Tour A
 d. by joining Tour B

Give short answers to the questions.

1. Where is the Open Day?
2. Who is the guide for Tour B?
3. Is there a canteen?

Useful hints

Question no.: 1/3

1. What does Lily like?

1. music 2. reading 3. painting 4. watching videos

a. 1 and 2
 b. 1 and 3
 c. 2 and 3
 d. 3 and 4

Read what Lily says in pictures 1 and 5 again.

Reset Check answer

Extra information

tuck shop

third floor

fourth floor

fifth floor

sixth floor

ground floor

covered playground

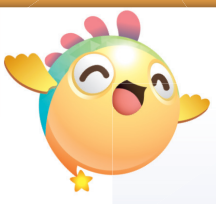
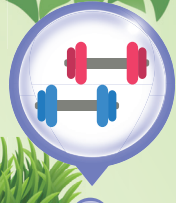
school office

tuck shop

Example:
We can buy snacks at the tuck shop.

RAINBOW TUCK SHOP





For less able learners



For more able learners

Task suggestions (e.g. simplified tasks, information sheets)

Task suggestions (e.g. task sheets, extended writing)

Teaching Planner 5A Unit 5 P.5-9

Information Sheet
(for pages 41, 44-45)

Name: _____ Class: _____

Vocabulary list — In a house *learned in 2B Unit 2

Action word	Furniture	Tools	Rooms / Places
clean	armchair	bed*	chair*
dust	cupboard*	desk*	shelf
feed	sofa*	table*	wardrobe
fold	Divider		
iron	door	wall	window
make	Household products		
mop	<u>in the sitting room</u>	<u>in the bedroom</u>	<u>in the bathroom</u>
polish	carpet	alarm clock	basket*
rub	cushion	blanket	mirror
set	fish tank*	curtain	plant
sweep	lamp*	mirror	tap
wash	photo frame	pillow	towel
water	TV*		
wipe	vase*		

Teaching Planner 2A Unit 4 P.4-31

Learner Diversity (For less able students) Resources: Word Cards (page 73)

Students can choose either of the suggestions below and do part of the task.

Version 1 — Write about the content of the cards only

- Prepare 4 to 5 cards for each of the four types of word cards, with words on both sides of the cards. Make enough copies for the groups. Put one set of cards into an envelope.
- Put students into groups of four and give each group a set of cards. Ask students to take out the cards and arrange them into four piles face down.
- Let students take turns to pick one card from each pile and write the words in the correct columns of the table on page 45.
- Use the example under the table to illustrate how to form sentences about the guessing game results. Invite students to make two sentences using any one row of the table, e.g. *My sister is setting the table in the bathroom. She is angry.* Students can also refer to Worksheet 1 to see how to form sentences.
- Ask students to read out their sentences to the class before writing them down.
- Allow students enough time to write sentences about the guessing game results.

Version 2 — Write two verses of a chant with teacher's assistance

- Prepare 4 to 5 cards for each of the four types of word cards, with words on both sides of the cards. Make enough copies for the groups. Put one set of cards into an envelope.
- Put students into groups of four and give each group a set of cards. Ask students to take out the cards and arrange them into four piles face down.
- Let students take turns to pick one card from each pile and write the words in the correct columns of the table on page 45.
- Write the following lines on the board and demonstrate how to use one row of the table to write one verse of the chant.
Who's in the _____?
It's _____ / It's _____
He/She's _____ / He/She's _____ the _____ (adjective).
- Provide the following adjectives to students so that they can use them to describe the object or animal in line 3 of the chant: happy, funny, naughty, magic, long, big, any colours.
- Ask students to choose two rows of the table and write two verses of the chant in groups.
- Invite students to present their chants to the class.

Teaching Planner 2A Unit 4 P.4-22

Task Sheet
(for pages 54-55)

Name: _____ Class: _____

Write the recipe for the dessert.

Ingredients

Instructions

- First, peel the _____ and _____ into small pieces.
- _____ the _____ until they _____
- _____ take them out and _____
- _____
- _____
- _____

(Draw or stick a picture of the dish here.)

Suggestions

- You can _____
- _____
- _____

Learner Diversity (For more able students)

Students can choose either of the suggestions below and write at least 100 words about the extended housework.

The extended housework can be something chosen from the info window*, etc. Students can also mention the tools used for each suggested answer.

Who's in the bathroom?
She's dusting the cupboard with a duster, the big yellow cupboards, she's tired, very tired!
Who's in the sitting room?
It's Uncle Paul! It's Uncle Paul!
He's wiping the windows with a cloth, the funny windows, he's scared, very scared!

Version 2 — Writing about places and activities in a school Resources: Task Sheet

This version is more difficult as students need to organise things they have learned in other units and create ideas in another context. Students can complete the task on the separate task sheet. A suggested list of words and phrases for the school context is also provided on the sheet.

Suggested answers for the Task Sheet:

Funny school time

Who's in the playground?
It's David! It's David!
He's feeding the rabbits, the hungry rabbits.
He's happy, very happy!
Who's in the computer room?
It's Cathy! It's Cathy!
She's listening to music, the noisy music.
She's excited, very excited!

Teaching Planner 2A Unit 4 P.4-23

Graded Vocabulary and Grammar Worksheets

Tips:
Q: Is there ...?
A: Yes, there is. / No, there is not (isn't).

Unit 3 W
Grammar
Complete

Name: _____ Class: _____ Date: _____

Unit 3 Welcome to our school
Grammar Worksheet 3.1A

Circle the correct answers.

Starry Primary School Directory

5/F	P5-P6 classrooms	school office	toilets
4/F	P3-P4 classrooms	staff room	toilets
3/F	P1-P2 classrooms	computer room	toilets
2/F	school hall	library	toilets
G/F	art room	music room	toilets
		playground	toilets

- Milly: Is there a music room?
Mr Lee: Yes, there is. / No, there isn't. / Yes, there isn't. / No, there is.
- Milly: Where's the music room?
Mr Lee: It's in / on / under the first / second / fifth floor.
- Milly: Is there / There is / Are there a science room?
Mr Lee: Yes, there is. / No, there isn't. / No, there is.
- Milly: Is there / There is / Are there an art room?
Mr Lee: Yes, there is. / No, there isn't. / Yes, there isn't.
- Milly: Where's the art room?
Mr Lee: It's on / in / on the first / ground / fifth floor.
- Milly: There is / Is there / Are there a computer room?
Mr Lee: Yes, there is. / No, there isn't. / Yes, there isn't.
- Milly: Where's the computer room?
Mr Lee: It's on / in / on the first / third / second floor.
- Milly: Are there / Is there / There is an English room?
Mr Lee: Yes, there is. / No, there is. / No, there isn't.

Unit 3 W
Grammar
Complete

Name: _____ Class: _____ Date: _____

Unit 3 Welcome to our school
Grammar Worksheet 3.1B

Complete what Milly and Mr Lee say using the words in the box.

Fifth first fourth ground second sixth third

Starry Primary School Directory

5/F	P5-P6 classrooms	school office	toilets
4/F	P3-P4 classrooms	staff room	toilets
3/F	P1-P2 classrooms	computer room	toilets
2/F	school hall	library	toilets
G/F	art room	music room	toilets
		playground	toilets

- Milly: Is there a music room?
Mr Lee: Yes, _____ floor.
Milly: Where's the music room?
Mr Lee: It's on the _____ floor.
- Milly: _____ a science room?
Mr Lee: No, _____.
- Milly: _____ an art room?
Mr Lee: _____.
- Milly: Where's the art room?
Mr Lee: It's _____ floor.
- Milly: _____ a computer room?
Mr Lee: _____.
- Milly: Where's the computer room?
Mr Lee: _____.
- Milly: _____ an English room?
Mr Lee: _____.

Unit 3 W
Vocabulary
Look

Name: _____ Class: _____ Date: _____

Unit 3 Welcome to our school
Grammar Worksheet 3.1C

Complete what Milly and Mr Lee say.

Fifth first fourth ground second sixth third

Starry Primary School Directory

5/F	P5-P6 classrooms	school office	toilets
4/F	P3-P4 classrooms	staff room	toilets
3/F	P1-P2 classrooms	computer room	toilets
2/F	school hall	library	toilets
G/F	art room	music room	toilets
		playground	toilets

- Milly: Is there a _____?
Mr Lee: Yes, _____ floor.
Milly: Where's the _____?
Mr Lee: It's _____ the _____ floor.
- Milly: _____ a science room?
Mr Lee: No, _____.
- Milly: _____ an art room?
Mr Lee: _____.
- Milly: Where's the art room?
Mr Lee: It's _____ floor.
- Milly: _____ a computer room?
Mr Lee: _____.
- Milly: Where's the computer room?
Mr Lee: _____.
- Milly: _____ an English room?
Mr Lee: _____.

3 levels of difficulty to cater for learner diversity

Easy

Average

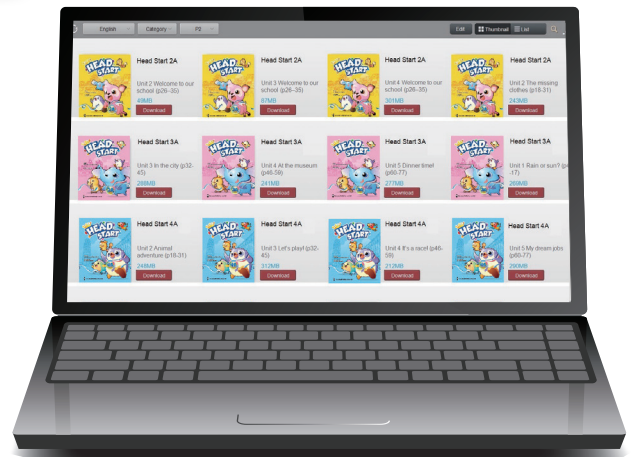
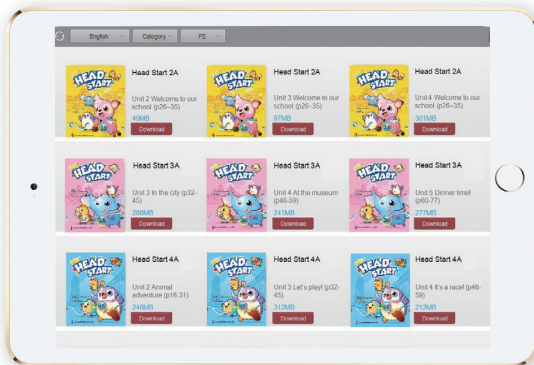
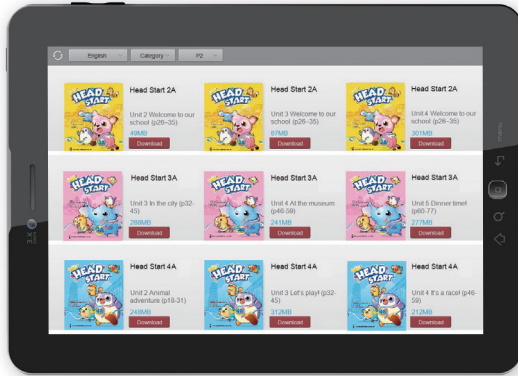
Challenging



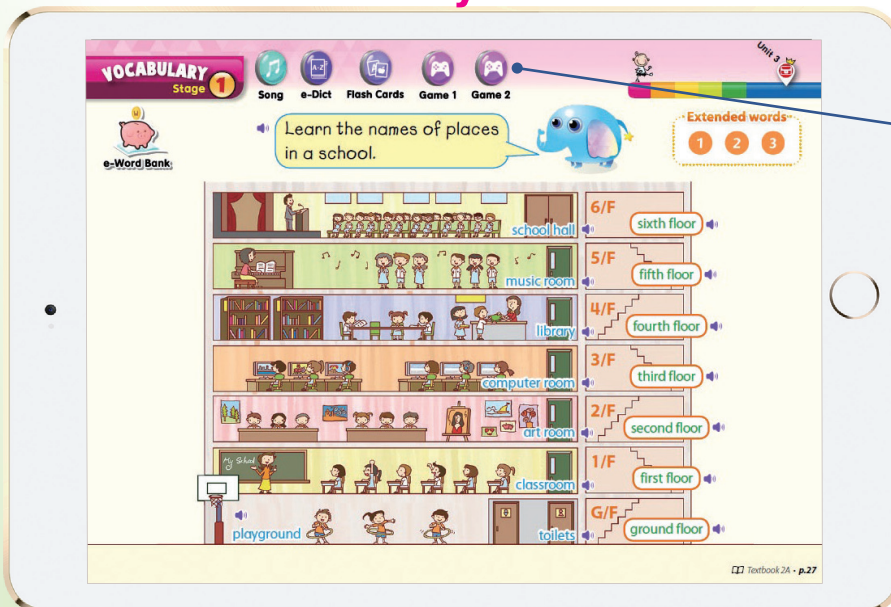
E-LEARNING RESOURCES

A wide range of electronic resources help increase students' motivation and engagement in learning by appealing to multiple learning styles.

e-Textbook

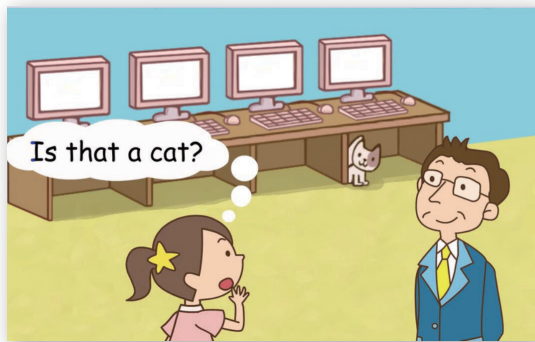


User-friendly interfaces



The learning and teaching materials needed for each lesson are available at the touch of a button





Original



Simplified

Animation (two versions)

Games

What do the students do at school?

What do Lily and her classmates do at school? Look at the pictures. Drag the correct answers to the blanks.

Easy mode

listen
listens

back next
Check answer

Advanced mode

borrow
borrows
the library
the classroom
the playground

back next
Check answer

Ordinal numbers

seven
three
second

Task demonstration

Is there an ice cream bar?

Songs and chants

With karaoke function

We all love to stay at school.

0:25 1:00

PowerPoint presentations

HEAD START 2A Unit 1

The blue part is the sea.

Feature animated mascots

Map of Hong Kong

e-Flash cards

You can drag the cards to move them around on the page.

1/F 2/F 3/F 4/F
5/F 6/F art room classroom

Select Reset Shuffle Next





E-LEARNING RESOURCES

e-Writing

e-Writing guides students through the writing process and assists them as they develop writing skills for different contexts and text types.

1

Banana Pancakes

Serving size: 2
Preparation time: 15 min
Cooking time: 5 min

Ingredients:

- 6 eggs
- 20 g sugar
- 300 ml milk
- 100 g flour
- 3 bananas
- 50 g butter

Instructions:

1. First, beat the eggs in a bowl.
2. Then, add the eggs, sugar and milk into the flour.
3. After that, mix the ingredients to form the batter.
4. Next, slice the bananas into small pieces.
5. Then, melt the butter and pour the batter into the pan. Fry the pancake on both sides until it is golden brown.
6. Finally, put the banana slices on the pancake and serve the dish.

Brainstorm

Learn from model texts

2

Use graphic organisers

5

Submit and save work in the e-Portfolio

Review and comment on one another's work

Publish

Draft

3

Start a rough draft

Edit

4

Revise and publish



Other tools and resources

BBC videos

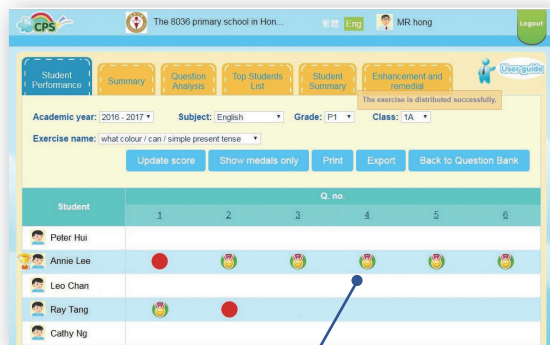


360° slideshows



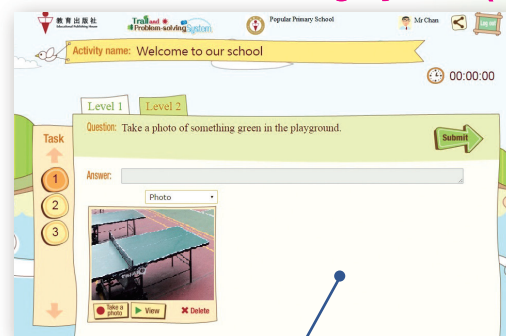
Interesting videos are available at your fingertips to get students immersed in the topics

Classroom Practice System (CPS)



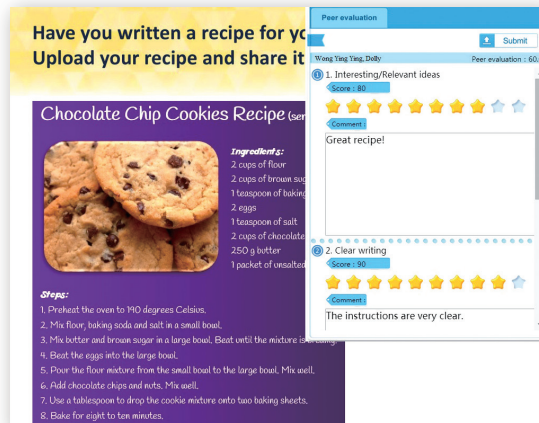
Interactive exercises for whole-class assessment

Trail and Problem-solving System (TPS)



Real-time interactivity through the completion of mini tasks

Sharing System (SS)



Shareable activities to foster communication

e-Smart Online Platform



Allow teachers to access a wealth of resources

Offer a range of e-courses with online assignments:





DIVERSIFIED LEARNING AND TEACHING COMPONENTS

A comprehensive range of learning and teaching resources, in print and multimedia formats, is readily available to fit all your students' needs.

Learning resources

Support
landscape and
portrait modes



Student's Books



Student's e-Textbooks



Workbooks



Grammar



Listening and Speaking



Reading





Teaching resources



Teacher's Books



Teaching Planners



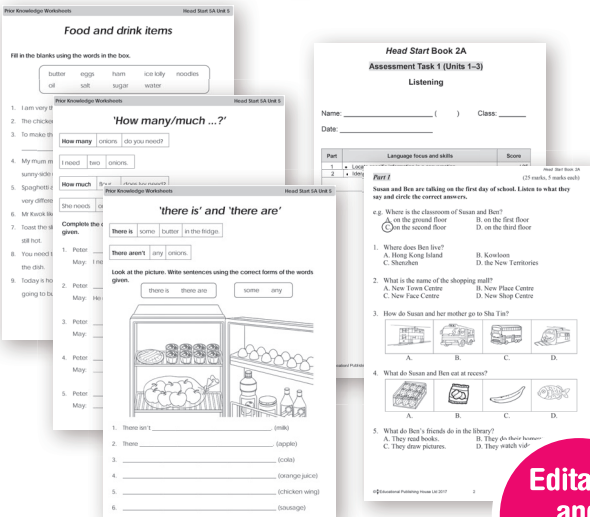
Teacher's Editions of the Workbooks

Other resources

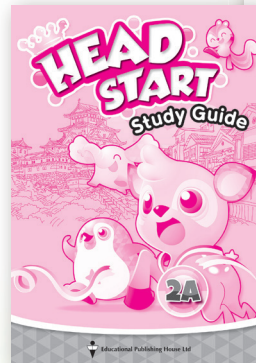
Additional learning and teaching resources can be accessed and downloaded from our online platform.



Teaching Aids



Teaching Resources



Study Guides





LIST OF COMPONENTS

Print (for students)

Student's Book	1A-6B
Workbook	1A-6B
Grammar	1A-6B
Listening and Speaking	1A-6B
Reading	1A-6B

Print (for teachers)

Teacher's Book	1A-6B
Teaching Planner	1A-6B
Workbook (Teacher's Edition)	1A-6B
Grammar (Teacher's Edition)	1A-6B
Listening and Speaking (Teacher's Edition)	1A-6B
Reading (Teacher's Edition)	1A-6B

Multimedia

Student's e-Textbook	1A-6B
Teacher's e-Textbook	1A-6B
Teaching Resources (worksheets, test papers, etc.)	1A-6B
Teaching Aids (picture and word cards, posters, etc.)	1A-6B
Study Guides	1A-6B
Online Platform (Teacher's website, student's website, etc.)	
<i>Head Start @ e-Smart</i>	
<i>English Plus @ e-Smart</i>	





SCHOOL SUPPORT SERVICES

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Seminars and workshops on different topics are held regularly to enable teachers and students to keep abreast of the latest developments in English teaching and learning.

Teachers' and Students' Workshops



English Fun Day

To enhance students' learning of English outside the classroom, we have over 50 sets of game booth materials available for loan to schools. The games are graded into Key Stage 1 and Key Stage 2.

Thematic games and grammar games have also been designed to encourage students to use English in different contexts.



Game booth materials include colourful banners, game manuals with detailed instructions, player notes and set-up diagrams.





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