



LONGMAN
Welcome
to English

智华外文书店



Reading and Writing Skills

智华外文书店

Teacher's Edition

 **Pearson**

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1A

Contents

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Text type(s) : Stories

Reading skill(s) : Recognise familiar words in new texts

Recognise common abbreviations

A Read the story.

1

Good morning, boys and girls.
I am Mr Li.

2

This is your teacher.

My name is Miss Chan.

Good morning, Mr Li.

Good morning, Miss Chan.

3

Goodbye, Miss Chan.

4

Goodbye. This is Mrs Wong.



Date: _____

B Label the people.

Text type(s) : Labels

Reading skill(s) : Distinguish between capital and small letters

Question type(s) : Comprehension

1



Mr _____ Li _____

2



Miss _____ Chan _____

3



Mr _____ Wong _____ Mrs _____ Wong _____

Writing skill(s): Use capital and small letters

Provide information based on a model provided

Write your English teacher's name.

Teacher's note: Remind pupils to use a capital letter for people's names.

M _____ (pupils' own answers)

Text type(s) : Conversations
Writing skill(s): Use capital and small letters
Combine letters to form words

Date: _____

Write the missing letters.

Teacher's note: Remind pupils to use a capital letter for the first word in a sentence.

1

Go o d morn i n g, bo y s and g i r ls! M y n a m e is Danny.

2

Goo d afte r n o on, Danny!

Oh yes! Good a f t e r noon.

3

Go o db y e, b o ys and g i r ls!

Text type(s) : Stories

Reading skill(s) : Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world

Date: _____

Writing skill(s) : Put words in a logical order to make meaningful phrases or sentences

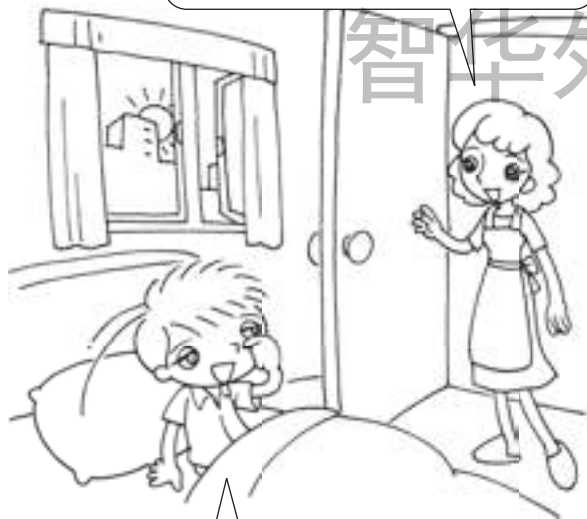


D Finish the story. Fill in the bubbles.

Teacher's note: Remind pupils to use a capital letter for the first word in a sentence and a full stop at the end of a sentence.

1

Good morning, Sam.



Good morning, Mum.

2

Goodbye, Dad.



Goodbye, Sam.

3



Look. / Look, Mak. / Hello, Mak.

4

Good morning, Miss.



Good morning?

(Accept any reasonable answers.)

Assessment		
Content	Creativity	Accuracy

Text type(s) : Stories

Reading skill(s): Recognise familiar words in new texts

Guess the meaning of unfamiliar words by using contextual or pictorial clues

Understand the connection between ideas by identifying cohesive devices

Date: _____

A Read the story.

1

Welcome! I am Ken Lo.



2

Nice to meet you, Wendy.
My name is Joe Lo.Nice to meet you, Mr Lo.
My name is Wendy.

Nice to meet you, Joe.

3

Wendy, this is Cathy.
She is my sister.

How are you, Wendy?

4

I like your dad, Joe. He is funny.
I like your sister too.
She is pretty.

I am fine, thank you.

Reading skill(s) : Understand the connection between ideas by identifying cohesive devices

Question type(s): Comprehension

Date: _____



B Circle the correct words.



Joe is my friend. **He** / **She** is happy.

Cathy is Joe's sister. **He** / **She** is pretty.

Mr Lo is Joe's father. **He** / **She** is funny.

Writing skill(s): Use capital and small letters

Provide information based on a model provided

Who is your friend? Is he / she happy, pretty or funny?

Teacher's note: Remind pupils to use a capital letter for people's names and for the first word in a sentence.

_____ is my friend. _____ is _____ .
(pupils' own answers)

Text type(s) : Stories

Reading skill(s) : Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world

Date: _____

Question type(s): Comprehension

Finish the story. Fill in the bubbles.

I am Mark.

My name is Pat.

I am fine, thank you.

This is my friend, Chris.

Nice to meet you, Mark.

1

Hello. My name is Pat.

2

Nice to meet you, Mark.



Hello, Pat. I am Mark.

Nice to meet you too, Pat.

3

This is my friend, Chris.



Are you OK, Chris?

I am fine, thank you.

Text type(s) : Notes and messages

Date: _____

Writing skill(s): Use appropriate formats and conventions of short written texts



D Write a note to a new friend.

Teacher's note: Remind pupils to use a capital letter for people's names.

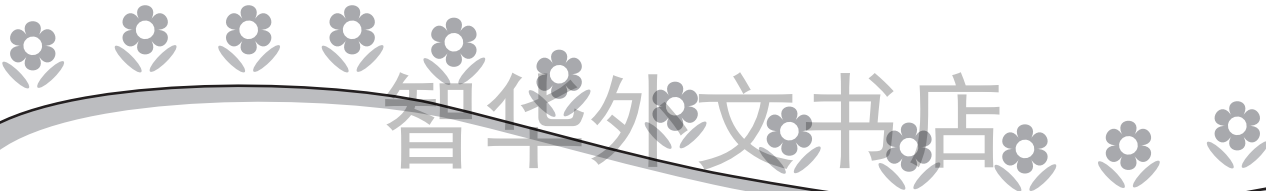


To _____ (pupils' own answers)
(your friend's name)

From _____
(your name)

I _____ your new _____ .

How _____ ?



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Assessment		
Content	Creativity	Accuracy

Text type(s) : Stories

Reading skill(s) : Recognise familiar words in new texts

Guess the meaning of unfamiliar words by using contextual or pictorial clues

Date: _____

A Read the story.

1

I have eight toys. I have a robot. I have three dolls.
I have a ball and two cars. I have a big teddy bear.

Mimi

Jim

I have one toy.

2

Let me see. Oh!
You have a soldier!

3

Oh! You have two soldiers!

4

Now you have ten soldiers!

Yes! Let's play.

Date: _____



Reading skill(s): Locate specific information in a short text in response to questions

B What toys does Mimi have and not have? Put a tick (✓) or a cross (X) in the correct boxes.

Question type(s): Comprehension

1 ☐ 1 robot ☒

2 ☐ 1 ball ☒

3 ☐ 1 pig ☒

4 ☐ 3 dolls ☒

5 ☐ 2 cars ☒

6 ☐ 1 soldier ☒

7 ☐ 1 small teddy bear ☒

8 ☐ 1 big teddy bear ☒

Which bag has Mimi's toys? Tick (✓). Question type(s): Comprehension

<p>1</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>2</p> <div style="text-align: right;"><input checked="" type="checkbox"/></div>
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Unscramble and write the correct words.



1 Ken has a big pig .
(bgi) (gip)

He has three robots and two buses .
(etrhe) (tobors) (otw) (ubsse)

He has five balls too.
(ivfe) (slalb)

2 I have a big teddy bear .
(dyted) (reab)

I have six dolls and four cars .
(xsi) (lodls) (uofr) (crsa)

I have a small teddy bear too.
(lasml) (ydedt) (rabe)

Text type(s) : Tables, expositions

Writing skill(s): Provide personal information based on a model provided

Date: _____



D Finish the table about your toys.

Example

My toys	
	five robots
	a doll



My toys	
	(pupils' own answers)



Draw your toys and write about them. Teacher's note: Less able pupils could refer to page 11 for reference.

(pupils' own drawing)

I have _____ (pupils' own answers) _____ .

I have _____ and _____ .

_____ too.

Assessment		
Content	Creativity	Accuracy

Text type(s) : Stories

Reading skill(s) : Recognise familiar words in new texts

Guess the meaning of unfamiliar words by using contextual or pictorial clues

Date: _____

A Read the story.

1

Good morning, Tom.

Good morning, Charlie.
How are you?

I am fine, thank you.



2

This is my new bag.
It is blue and red.This is my old bag.
It is brown.

3

You have a bag and
I have a bag too.
Let's play football.

4

Ready?

Yes.

Good idea!





Reading skill(s): Identify key words for the main idea in a sentence

Date: _____

B Fill in the blanks. Colour the bags.

Text type(s) : Captions

Question type(s): Comprehension

Teacher's note: Remind pupils to use a full stop at the end of a sentence.



This is Tom's bag.
It is blue and red / red and blue.
(colours)



This is Charlie's bag.
It is brown.
(colour)

Finish the sentences. Question type(s): Comprehension

He old bag football new They

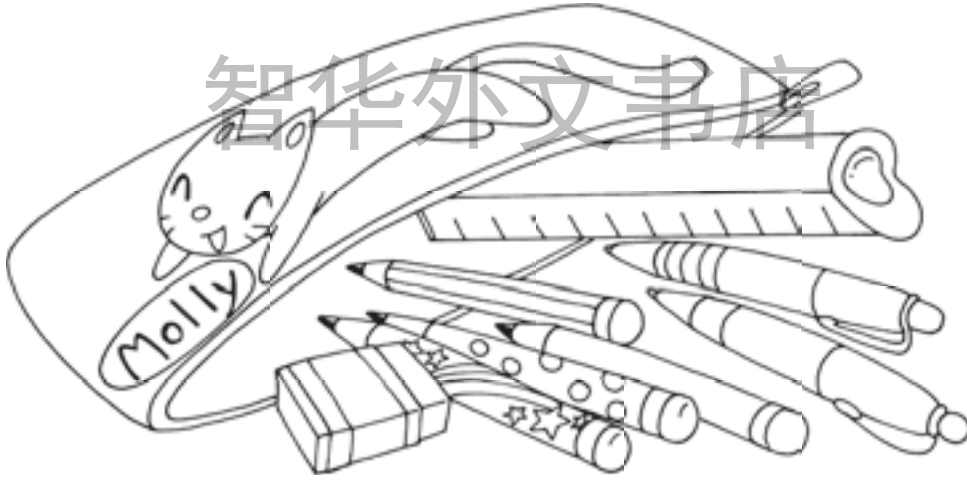
- 1 Tom's bag is new.
- 2 Charlie's bag is not new. It is old.
- 3 Charlie has a football in his bag.
- 4 Charlie and Tom have an idea. They play football.

Text type(s) : Expositions
 Writing skill(s): Use capital and small letters
 Space words
 Use basic sentence punctuation

Date: _____



**C Rewrite the sentences. Use capital letters and full stops.
 Colour the things in Molly's pencil case.**



Teacher's note: Remind pupils to use a full stop at the end of a sentence.

1 thisismolly'spencilcase

This is Molly's pencil case.

2 mollyhasaruler

Molly has a ruler.

3 itispink

It is pink.

4 shehasagreeneraser

She has a green eraser.

5 shehasfourpencils

She has four pencils.

6 theyarered

They are red.

7 shehasayellowpenandabluepen

She has a yellow pen and a blue pen.

Text type(s) : Expositions

Writing skill(s): Put words in a logical order to make meaningful phrases or sentences

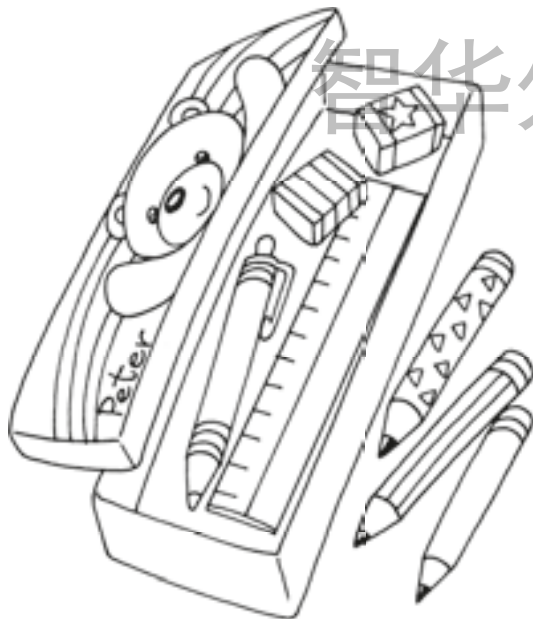
Date: _____



D Colour the things in one of the pencil cases. Write.

Teacher's note: Less able pupils could refer to page 15 for reference.

1



1 pen, 1 ruler, 2 erasers, 3 pencils

2



1 sharpener, 1 eraser, 1 ruler, 3 pens, 2 pencils

This is _____'s pencil case. (pupils' own answers)

_____ has _____.

(It / They) _____.

(He / She) _____.

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Assessment		
Content	Creativity	Accuracy

Text type(s) : Stories

Reading skill(s) : Recognise familiar words in new texts

Guess the meaning of unfamiliar words by using contextual or pictorial clues

Date: _____

A Read the story.

1

Ron

Sara

Ada

Paul

Ted

Helen

They can run very well. They are very fast.

2



Ready? Go!

3

Sara cannot run.
But her dog Lucky can.

4

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Well done, Lucky!



Date: _____



Reading skill(s): Locate specific information in a short text in response to questions

B**Finish the list.**

Text type(s): Lists

Question type(s): Comprehension

These children can run very fast:

- 1 _____ Sara _____
- 2 _____ Ron _____
- 3 _____ Ada _____
- 4 _____ Paul _____

Teacher's note: The answers can be given in any order.

Finish the bubbles. Question type(s): Comprehension

1

I cannot run now!

2



Well done, Lucky !

Who wins the race? Lucky / Sara's dog. Question type(s): Comprehension

(Accept any reasonable answers.)

Text type(s) : Captions

Date: _____

Writing skill(s): Put words in a logical order to make meaningful phrases or sentences

What can the children do and not do? Write about them.

Teacher's note: Remind pupils to use a full stop at the end of a sentence.

write

walk

swim

jump

see

run

fast

high

1

May

2

Fanny

3

Nick

4

Kate

5

Ann

6

John

1 May can jump (high).2 Fanny cannot write.3 Nick can run fast.4 Kate cannot swim.5 Ann cannot see.6 John can walk.

Text type(s) : Personal descriptions

Writing skill(s): Provide personal information based on a model provided

Date: _____



D Can you do these things? Draw the correct face in the box. Write about yourself.



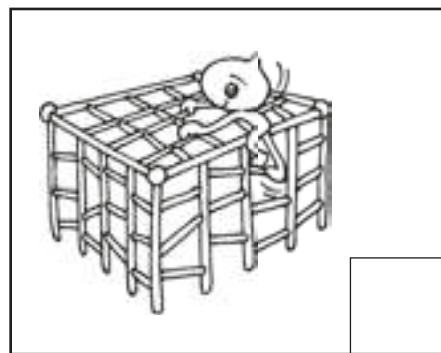
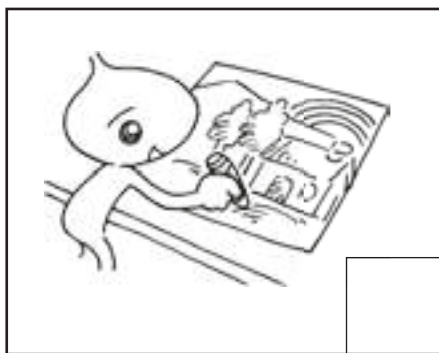
= can



= cannot

Example

I can swim.



(pupils' own answers)

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Assessment

Content

Creativity

Accuracy

Text type(s) : Stories

Reading skill(s) : Locate specific information in a short text in response to questions

A Read the story.

1 Ladies and gentlemen, here come the clowns!

2 This is Lulu. She is tall and thin. She has long hair and small eyes. She can jump!

3 This is Pogo. He has curly hair. He has big eyes and a big mouth. He can run and jump!

4 And here is Jojo. He is short and fat. He has small ears and a big nose. He can ... Oh, no! He ...

Which clown is a girl? Write her name. Question type(s) : Comprehension

Lulu is a girl clown.



Reading skill(s) : Identify key words for the main idea in a sentence

Question type(s): Comprehension

Date: _____

B Circle the correct pictures. Write the missing words.

1 Lulu is tall .



2 She has long hair .



3 Pogo has a big mouth .



4 He has curly hair .



5 Jojo is fat .



6 He has small ears .



C Help Jane finish her homework about herself and her friend.

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I am Jane.

I am thin and short .

I have small eyes.

I have curly hair.

This is my friend, Cindy.

She is fat and tall .

She has big eyes.

She has curly hair too.

She has glasses.

Text type(s) : Expositions

Writing skill(s): Use capital and small letters

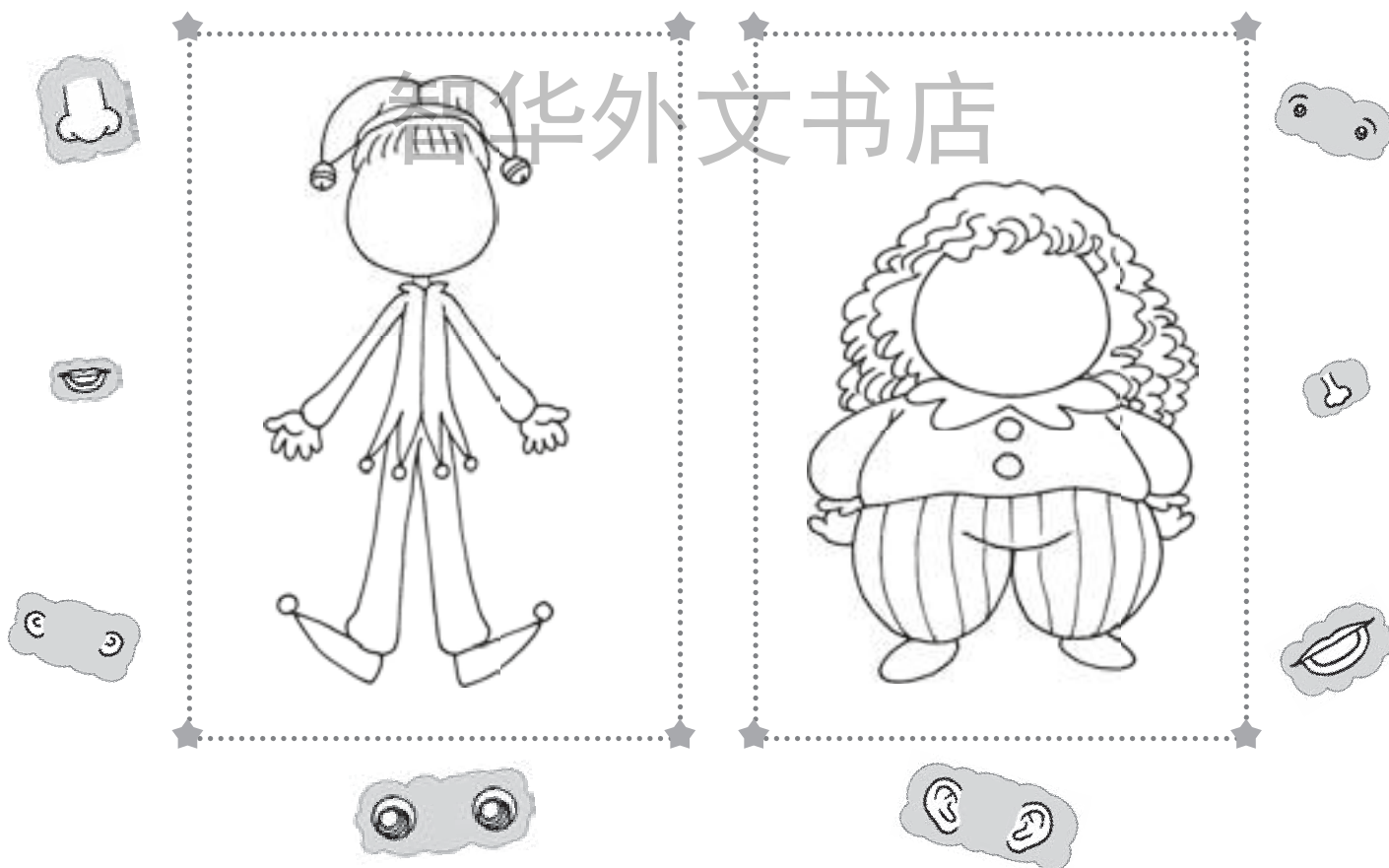
Date: _____

Put words in a logical order to make meaningful phrases or sentences



D Choose a clown. Draw his or her face. Write about your clown.

Teacher's notes: 1 Less able pupils could refer to page 23 for reference.
2 Remind pupils to use a capital letter for people's names.



This is my clown, _____ (pupils' own answers) .
(name)

(He / She) _____

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Assessment		
Content	Creativity	Accuracy

Text type(s) : Stories

Reading skill(s): Recognise familiar words in new texts

Guess the meaning of unfamiliar words by using contextual or pictorial clues

Date: _____

A Read the story.

1 Oh! It is a dog!
It is big and white.

2 My name is Max. I am very
strong. I can run. I can jump.

Tim gets a present.

I am Gary.

3 Help! What is that loud noise?

4 Do not be afraid, Max.

Teacher's note: Teachers could ask pupils what Max is
afraid of. The answer is 'The loud noise.'

Max is not brave. He is afraid.

Thank you, Gary. You are
a good friend.

5 Come and meet my new friend, Max.
He is big. He has black ears and short legs.

Hello, Max.



Reading skill(s) : Confirm meaning by re-reading

Question type(s) : Comprehension

Date: _____

**B Put the sentences about the story in the correct order.
Write 1 to 8.**



a 4 Max meets Gary.



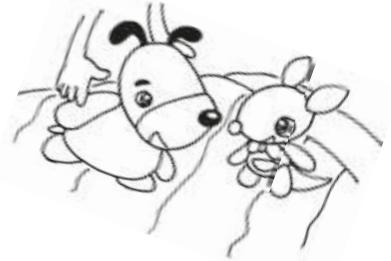
b 5 There is a loud noise. Max is afraid.

c 3 Tim puts it on his bed.

d 7 Gary is kind to Max.



e 1 Tim has a present.



f 6 He runs to Gary.

g 8 Now Max and Gary are friends.

h 2 He opens it. It is a dog.



Reading skill(s) : Confirm meaning by re-reading

Question type(s) : Evaluation

Date: _____

C What does Max think about Gary? Put a tick (✓) in the correct heads. Finish what Max says.

✓

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brave

new

cute

✓

big

kind

✓

nice

Writing skill(s): Gather information, ideas and language by using strategies

Gary, you are a good friend.

You are brave . Teacher's note: The adjectives can be given in any order.

You are kind .

You are nice too.

Thank you!

Text type(s) : Cards

Writing skill(s): Provide information based on a model provided

Date: _____

Use appropriate formats and conventions of short written texts



D Do you have a good friend? Draw him / her or stick a photo of him / her in the box.

(photo or pupils' own drawing)



What do you think about your good friend? Finish the card below to him / her.

Teacher's notes: 1 Less able pupils could refer to page 27 for reference.

2 Remind pupils to use a capital letter for people's names and a full stop at the end of a sentence.

Dear _____ , (pupils' own answers)
(your friend's name)

You are a _____ friend.

You are _____

You _____ too.

Thanks!

Love,

(your name)

Assessment

Content

Creativity

Accuracy

Assessment Record

Chapter

1

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	

Chapter

2

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	

Chapter

3

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	

Chapter

4

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	

Chapter

5

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	

Chapter

6

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	

Chapter

7

Content	Creativity	Accuracy	Teacher's comments	
			Parents' comments	