

Lighthouse – simply better!



Light Up
Your Path to Better English



Educational Publishing House

The world is changing ...



In the changing world, we need to ...

enhance students' ability to use
English confidently
anytime, anywhere.

What do the new generation
of students need?

We need
richer learning
contents.

We need
fun and
interesting ways
of learning
English.

We need to
further
strengthen
our essential
skills.

We need
exciting global
exposure.



Global Localisation of English Coursebook Series



Educational Publishing House



Richmond

Educational Publishing House developed the new primary English coursebook series – ***Lighthouse for Hong Kong*** – with the support of internationally renowned publisher, Richmond in order to meet the needs of the **New Generation** of learners.

Leading local publisher – Educational Publishing House

Founded in Hong Kong in 1960 as the educational publishing arm of Popular Holdings, Educational Publishing House (EPH) has now been a textbook and supplementary materials publisher for over 50 years. With its 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.

Leading global publisher – Richmond

Founded in 1992, Richmond is a leading global company specialising in ELT publishing. Its outreach extends from Europe to the Americas and to Asia, and it enjoys a reputation as an innovative international publisher around the globe. This is the first time a Hong Kong company has collaborated with Richmond on a coursebook series specially for Hong Kong, and the material benefits from the international experience and resources of Richmond, coupled with the well-established local experience of Educational Publishing House.



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Lighthouse – simply better!

Educational Publishing House proudly introduces ...

For centuries, lighthouses have guided ships and they continue to light the way in our modern world. In the same way, the **Lighthouse for Hong Kong** coursebook series is designed to guide Primary students through the sometimes-rough waters of their adventures as they learn English.

Lighthouse for Hong Kong

A New 2014 Primary English Coursebook Series
for the NEW GENERATION

Achieving
Better Results
through
Polishing
Essential Skills

Developing
Higher-order
Thinking Skills

Widening
Global Vision

Encouraging
Independent
Learning

Blended
Learning with
e-Learning
Resources

Catering
for
Learner
Diversity

Enhancing
Teaching
Effectiveness

Diversified
Learning
Components



Light Up
Your Path to Better English

Preface



Ms Judith Cunningham

ELT Publishing Director
Educational Publishing House

Welcome to ***Lighthouse for Hong Kong***, Educational Publishing House's brand new Primary coursebook series, published in collaboration with internationally renowned ELT publisher Richmond.

But why the name 'Lighthouse'? Well, just as lighthouses guide ships away from treacherous waters and into safe waters, so this brand new series is designed to steer Hong Kong students in the right direction as they brave the challenges of learning English.

Lighthouse for Hong Kong's carefully developed curriculum provides students with a solid foundation in grammar, giving them not only clear grammar explanations but also offering them tips to avoid pitfalls. Coupled with extensive exposure to a wealth of vocabulary, it gives students just the scaffolding and support they need to become competent learners — and users — of English.

Lighthouse for Hong Kong pays great attention to the development of the all-important four skills of reading, writing, speaking and listening, ensuring that students are well equipped for a smooth transition from input to output, reading to writing. Mastering the essential skills and learning how to apply them helps students become independent learners and prepares them to use English with ease in the real world.

In addition, ***Lighthouse for Hong Kong*** exposes students to a world of knowledge, opening their eyes not only to their own environment but also to the world at large through its international content, and preparing them to become the global citizens of the future.

We hope you and your students enjoy using ***Lighthouse for Hong Kong*** as much as we have enjoyed producing it and that, as you teach, you will discover how it can light up English learning and teaching!

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Achieving Better Results through Polishing Essential Skills — Reading

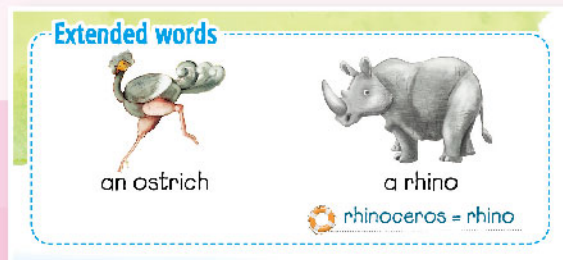
Light Up Reading

helps students develop reading skills and become fluent readers



A wide range of vocabulary is first introduced to allow students to become familiar with the topic before they move on to the main reading text.

- Around 14 ~ 20 new words with themed topic in each unit (Over 1,000 new words in total)
- A wide range of topics is introduced to broaden students' vocabulary range



Extended words to cater for more able students

Useful reading skills are taught in every unit (Key Stage 1) to help students understand the texts better and become fluent readers.

Light up reading

Identify base words

- Some words have a smaller word inside them, for example, **smelly** → **smell**, **seeing** → **see**. You can use these words by themselves in sentences.
- We call these smaller words 'base words'. Read the story and find THREE base words.

- Key points are given prior to reading to help students understand the text more effectively

Let's check!

- These are some of the base words in the story: **interesting** → **interest** **painting** → **paint** **funny** → **fun**
- Base words help us understand the meaning of the longer words.

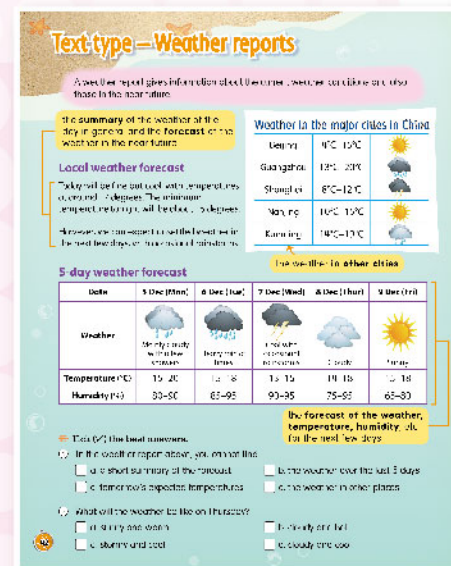
- Explanations and answers are given at the end of each section to consolidate students' learning

GREATER exposure to vocabulary

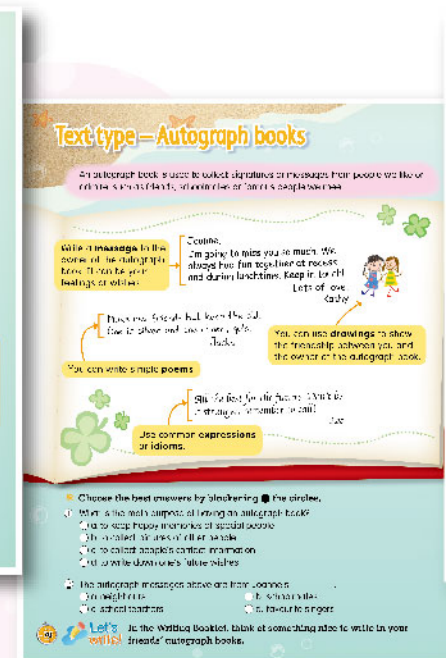
Strengthen students' familiarity with a wide range of topics

Understand the text better and become fluent readers

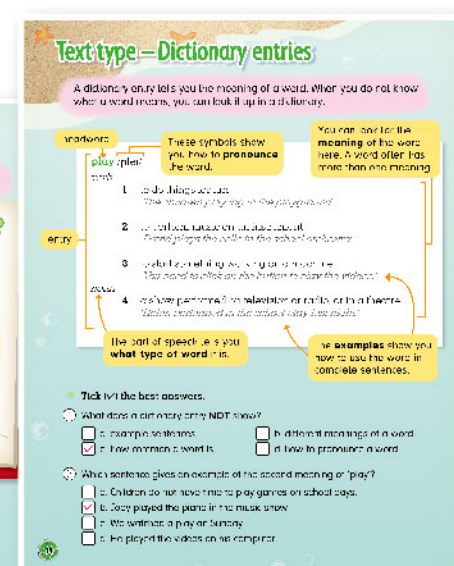
- Exposure to a wide variety of text types



Weather reports



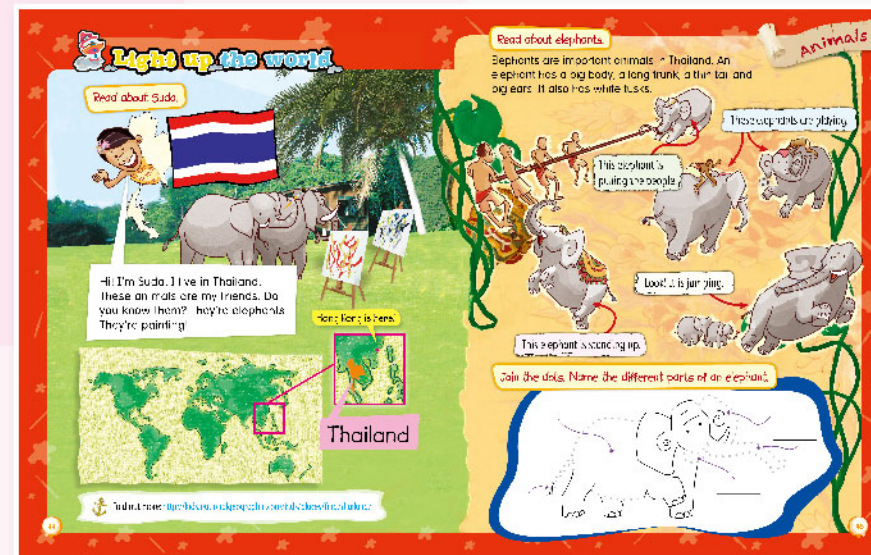
Autograph books



Dictionary entries

- Extra learning sections strengthen students' reading skills

Light up the world exposes students to different cultures and the relevant vocabulary.



Writing

Reading

Smoother

Transition

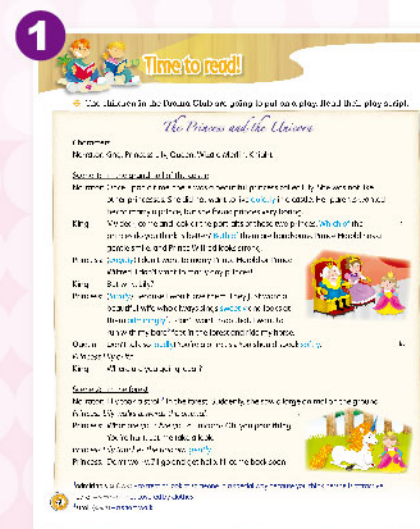
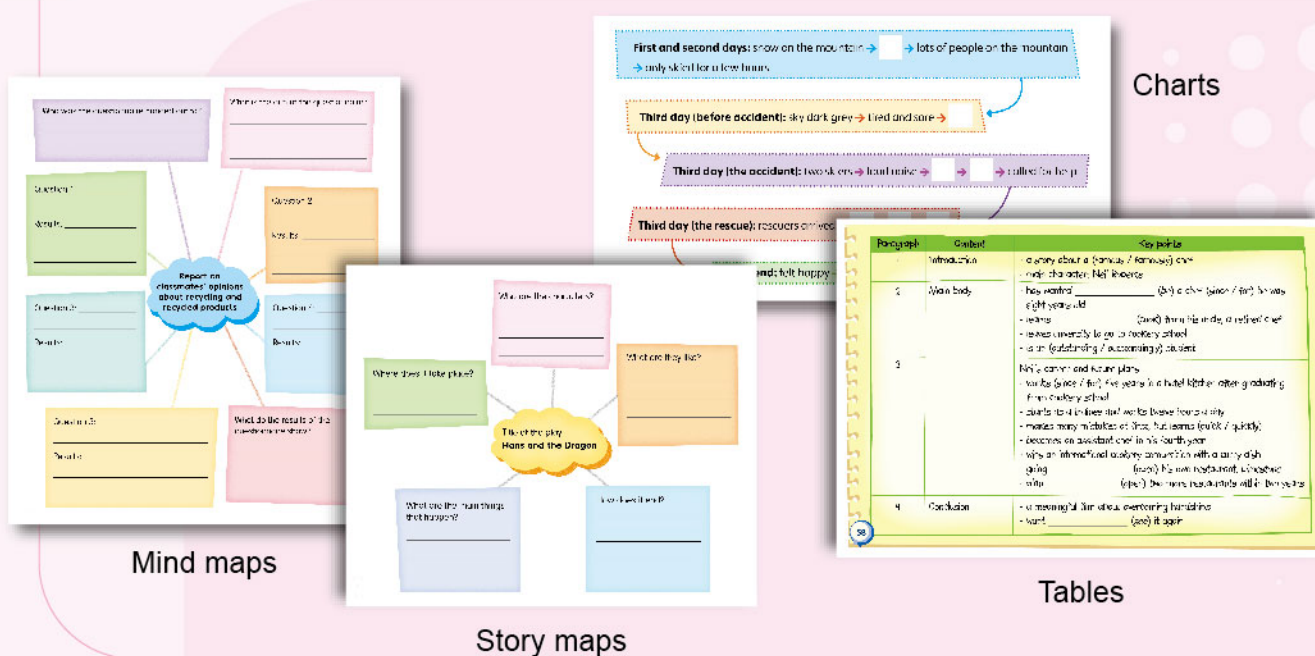
Writing

Light Up Writing

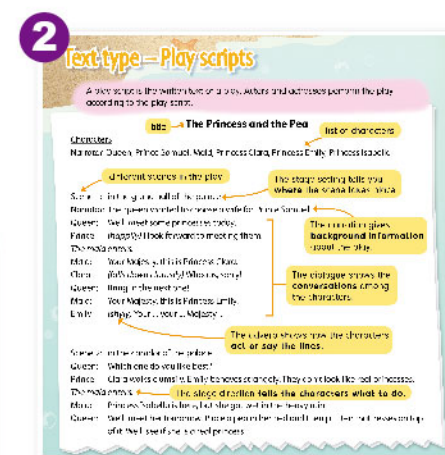
helps students develop writing skills and become competent writers

- Graphic organisers guide students from gathering information to creative writing in a logical order
- Help students develop essential writing skills

- Students are guided step by step from the reading text to the final assignment



Model text to introduce the text type



Understand the structure of the text type



Brainstorm ideas

- Tips for helping students develop skills to advance their writing

Develop editing skills

Once you have finished a piece of writing, it is always a good idea to read through it again to check for mistakes. This is called editing, and it should be part of the writing process. When you edit, check for any incorrect...

- punctuation
- spelling
- use of words
- sentence structure

You can use some proofreading marks to show what you need to amend in your piece of writing. For example:

| Mark | Meaning | Mark | Meaning |
|------|-------------------|------|--------------------------|
| \$ | wrong spelling | T | wrong tense |
| P | wrong punctuation | A | add a word or some words |
| # | new paragraph | Δ | |

Editing skills

Use the correct connectives

A connective is a word or phrase that links two parts of a sentence or paragraph. The correct use of connectives can improve the flow of your piece of writing.

| Connective | Usage | Example |
|--------------------------|--------------------------|---|
| and, too, also, moreover | link two similar ideas | Iva is a cheerful and polite flight attendant. Moreover, she works very hard. |
| but, however, although | link two different ideas | Although Josh cannot speak English fluently, his Spanish is excellent. |

Connectives

Use the correct parts of speech

A word's 'part of speech' tells you what type of word it is, such as a noun or a verb. Knowing the parts of speech can help you write correct sentences. Here are some basic parts of speech:

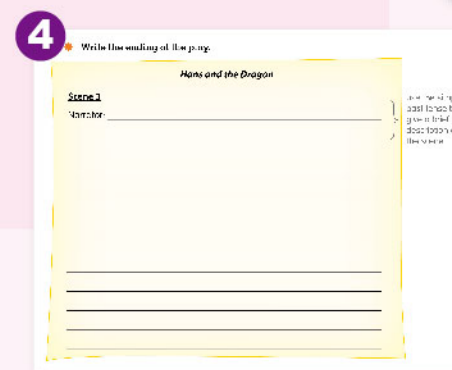
Nouns
These words usually refer to people, animals, things, places and feelings.
Examples: The boy is polite. The cat is busy.

Verbs
Most verbs are action words, but some of them are not actual actions, such as 'be' or 'have'. In sentences, the verb normally comes after a noun or a pronoun. There should be at least one verb in a sentence.
Examples: The girl was sad. The sister is happy. The cat was asleep.

Instructions often start with a verb, e.g. 'Wake up, Susan!'

Adjectives
These words tell you more about a noun. They can come after the verb 'be', or before the noun.
Examples: The boy is outgoing. That slip girl speaks Spanish.

Parts of speech



Writing assignment

Checklist to review writing and consolidate writing skills

Write the characters' names on the left-hand side of the script.

Give an interesting name to the play.

Use adjectives to describe how the characters act things.

Use the correct exclamation to show the characters' feelings.

Use 'which' to ask questions about people or things.

Use 'both' to talk about two people or things.

Use 'both' as pronouns correctly.

Use the correct tense.

Use the correct tense.

Use the correct tense.

Checklist to review writing and consolidate writing skills

Listening

A variety of listening activities are included throughout the series. Listening activities follow TSA/HKAT formats and incorporate the language items that have been taught.

Practice exercises

- A wide range of listening activities and formats to test different listening skills

Strengthening Grammar Skills

Grammar is the backbone of *Lighthouse for Hong Kong* and receives attention in evenly distributed sections in each unit, through explanations and exercises.

Separate tip boxes allow students to focus on what is particularly important or exceptional

many, a few, a lot of → countable nouns

How many biscuits are there?
There are **a few** biscuits.

a few



a lot of



much, a little, a lot of → uncountable nouns

How much orange juice is there?
There is **a lot of** orange juice.

a little



a lot of



words of thinking and feeling + to
Add 'to' after some words about thinking and feeling, for example, 'want' and 'hope'.

I **try to** reuse the bottles as vases. She **wants to** give away her old dress.

Do not change the form of the word after 'to'.

Write sentences with the words given.

○ We / want / clean up / classroom

○ He / decide / make / poster / for Earth Day

Illustrative examples to highlight common mistakes

Speaking

Contextualised speaking activities are included in every unit, enabling students to use English purposefully in real-life situations and ultimately become fluent English speakers.

Phonics

- Letter sounds are introduced through simple rhymes to enable students to read more effectively

Speaking activities

Pair work activities

Role plays

present continuous tense (3)

What **is** the rabbit **doing**?
It **is running**.

To talk about what animals or people are doing now, you often add -ing to the action word. For some action words, there are special rules.

What **are** the hamsters **doing**?
They **are dancing**.

| Action word | What you do | Example |
|----------------------------|----------------------------|--------------------------------|
| Most action words | + ing | jump → jumping |
| Action words ending in 'e' | - e + ing | dance → dancing |
| Some special action words | double the consonant + ing | run → running sit → sitting |

Complete the sentences. Use the correct forms of the words given.

- Look, the cat _____ (climb)!
- Look at the dogs! They _____ (dance)!

Explanations are given in tables for easy reference

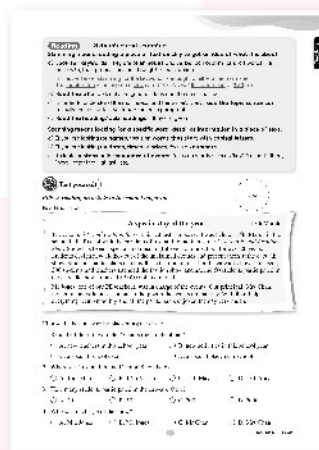
Stronger emphasis on grammar skills

Equipping Students for TSA/HKAT

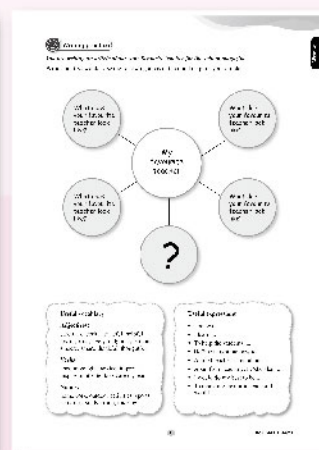
Developing Higher-order Thinking Skills

A variety of question formats and activities have been included throughout the series to help students become more familiar with the formats of TSA/HKAT.

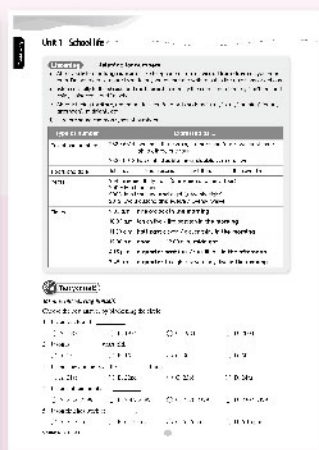
Practice activities



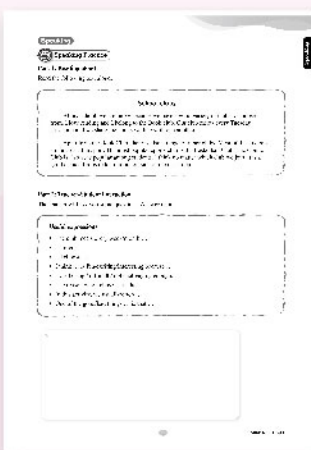
Reading



Writing



Listening



Speaking

Ample open-ended and personal questions have been included throughout each book to develop students' creativity and critical thinking.

Write FOUR sentences to describe Fred.

1. Fred is _____

2. _____

3. _____

4. _____

Answer the questions in complete sentences.

1. If you were on the beach, would you believe what Tilly said? Why? / Why not?

2. What would you do if you experienced a tsunami while you were on holiday?

Open-ended questions

Join us to celebrate as Penny the Piglet turns 4

On Sunday, 11th May
2pm - 5pm
at Pretty Farm

Personal experiences sharing

Personal questions

Dictionary skills, reading skills and glossary help students become independent learners

Dictionary skill — Root words

A root word is a word with nothing added at its beginning or end. It can stand on its own, but often other words or letters are added to it to make new words.

Root word: *aqua* (noun) — water

Words made from the root word: *aquarium* (noun) — a glass container for keeping fish; or animals that live in water. *aquatic* (adjective) — living or growing in or near water, related to water. *Many aquatic plants grow in this river.*

Other words made from the root word: *hydrant* (noun) — with no other people. *Hydrant* (verb) — to spend very sadly. *Disappointed* (adjective) — feeling upset because something is not as good as you hoped for. *Confident* (adjective) — have confidence that something is correct or true.

Dictionary skills

Light up reading

Locate specific information

Sometimes, you may want to find a piece of information in a text.

Pay attention to the key words and look for the useful parts of the text.

Read the text below. Find THREE things in hopscotch that you must and must not do when you hop on the squares.

Locate specific information

A variety of question formats

Choose the best answers by blackening ● the circles.

1. Which sentence is true about hares?

☐ a. They are slow. ☐ b. They live in trees.





☐ c. They live in nests. ☐ d. They don't eat grass.

MC questions

Tommy the Tortoise and Harry the Hare have a (1) _____. Harry is (2) _____ but Tommy is slow. Harry takes a rest. He (3) _____ under a tree. Tommy walks past Harry. In the end, Tommy (4) _____ the race!

Cloze passages

Arrange the things David needs to do to clean the kitchen in the correct order. Write A, B, C or D in the . Put them in the correct order.

A  B  C  D 

Sequence questions

Answer the question in a complete sentence.

Who would you like to thank at your school? Why?

Open-ended questions

home-made (adjective) — describes a thing someone made at home and not bought from a shop or made in a factory

passenger (noun) — a person travelling in a vehicle but not driving it

Glossary

Special HOT Skills sections in the Teacher's Guides give suggestions for teachers to develop students' higher-order thinking skills

HOT skills

Resources: Worksheet 2 (page 225) 5 WH questions

1. Distribute Worksheet 2 to students. Ask students to complete Part A after reading page 22.

2. Check answers and clarify any problems.

Suggested answers for Worksheet 2 Part A:

1. Who was Cindy's friend? — The teacher in the class.

2. What did Cindy have to do? — She had to make a speech at the Sports Day.

3. What was Cindy's friend's name? — Cindy's friend's name was Mr. Smith.

4. How did Cindy feel about the Sports Day? — She was very happy.

5. What was the result of the Sports Day? — The school won the Sports Day.

HOT skills

Resources: Worksheet 2 (page 226) Making predictions

1. Ask students to write down their answers on Part B of Worksheet 2.

2. Invite individual students to express their ideas. Praise students' good suggestions.

3. Compare the predictions suggested by students and say: Cindy, did something after talking to Grandma, tell us what she did and what happened on Sports Day.

Suggested answers for Worksheet 2 Part B:

What will Cindy do before Sports Day?

- Cindy will ask Uncle Joe for help.
- Uncle Joe will help Cindy.
- Cindy will practice for four weeks from the 25th of September to the 22nd of October.
- Cindy will have good food and enough sleep every day.

What will happen on Sports Day?

- Cindy will win the race.
- Cindy will finish in second/ third place.
- Cindy will lose the race.
- Grandpa will talk to Cindy on the phone before the race.
- Cindy will be happy to join the race.
- There will be a rainstorm and there will be no Sports Day.

Widening Global Vision

A special Light up the world section is introduced in *Lighthouse for Hong Kong*. Students are exposed to different cultures through interesting topics. More than 40 places are introduced in the series.

Light up the world

Australia

Read about this animal. Circle the correct words.

Kangaroos and koalas live in Australia. They are cute. Many people like them very much.

What are they? Are they kangaroos?

Australia has many fun animals. It has kangaroos and koalas.

Hi! My name is Kim. I am from Australia. Look at the photo. They are my friends.

Animals in Australia and New Zealand

Read the facts about New Zealand.

Read about birds.

Did you know?

Read the sentences and circle ✓ or ✗.

Light up the world

New Zealand

Read about birds.

Did you know?

Read the sentences and circle ✓ or ✗.

Light up the world

Indonesia

Read about a special animal and a special plant in Indonesia.

The Komodo dragon

The "corpse flower"

Unscramble the underlined word in each sentence and write the correct word.

Nature in Indonesia

Light up the world

France

Read the facts about France.

Fried frog legs and baked snails are famous French dishes. Some people like the taste, but some people think it is strange to eat frogs and snails. Would you like to try these dishes?

There is a famous bicycle competition in France every year.

Tourist attractions in France

Light up the world

France

Read about Paris.

Parks and gardens

Merry-go-rounds

Crêpes

Find and circle the words in the wordsearch.

Tourist attractions in France

Light up the world

Canada

Read about maple syrup and maple leaves.

Maple syrup is the sweet liquid that comes from maple trees. It has a special sweet taste. People use it to make different dishes.

Some people have you call it "maple syrup" for breakfast.

You may know maple syrup is a symbol of the autumn.

People in Canada like to use maple syrup to cook a turkey. It is made a syrup very much.

The maple leaf is the symbol of Canada.

Food and drink in Canada and Nepal

Read about food and drink.

Did you know?

Light up the world

Nepal

Read about food and drink.

Did you know?

Light up the world

India

Read about Gina's favourite festival, Holi.

Holi is a special festival in India. People celebrate it at the end of February or beginning of March. Holi marks the end of winter and the start of spring.

Another name for Holi is the Festival of Colours. This name comes from the coloured powder people throw at each other during the festival. The coloured powder represents the colours of spring. People play and perfume to water and splash each other with it. They dance and sing to celebrate the festival. At night, they light bonfires.

In the past, people made coloured powder from plants and flowers. Nowadays, they use man-made dyes instead because they are more colourful.

At Holi, many families make sweet dumplings. People give sweets and snacks to their friends as gifts. Parents also give children money and small toys.

How do people celebrate Holi? Unscramble the letters and fill in the blanks.

SOINREBS WERPOD

Festivals in India

Encouraging Independent Learning

Unit opener — gives an overview of the learning targets so that students can become active participants in their learning

Key Stage 1

Key Stage 2

Vocabulary

Reading skill

Language focus

Phonics

Text type

Values and attitudes

Vocabulary

Dictionary skill

Language focus

Writing skill

Text type

Values and attitudes

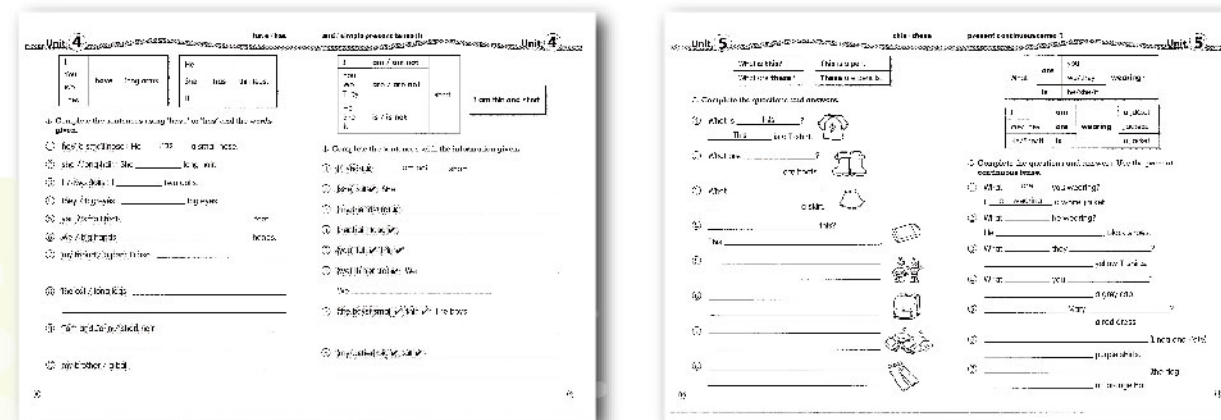
Time to check — summary of the learning targets for self-assessment

Light up the world — suggested web links for students to learn more about related topics

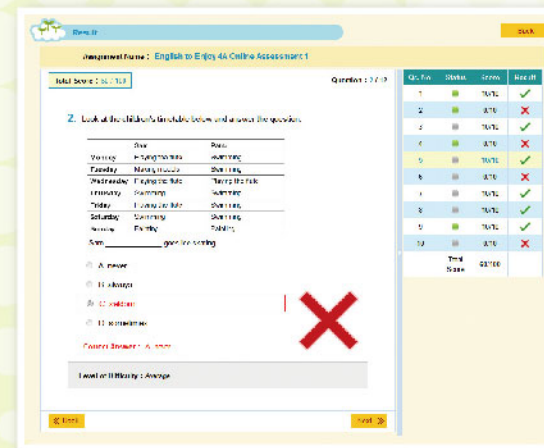


Find out more: <http://www.snowcity.com.sg/snowcity3/index.html>

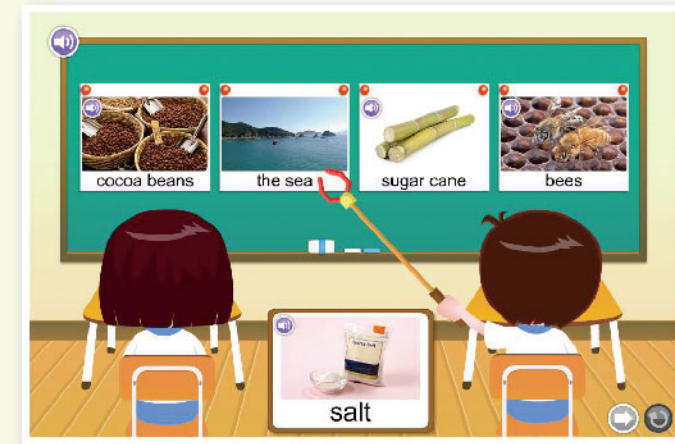
Practice Booklet — provides further grammar drilling for self-learning



e-Textbook — students can check their own answers to keep track of their learning progress



Practice programs — allows students to learn at their own pace



Simplified and additional reading passages — give students control over their own learning and allow them to challenge themselves

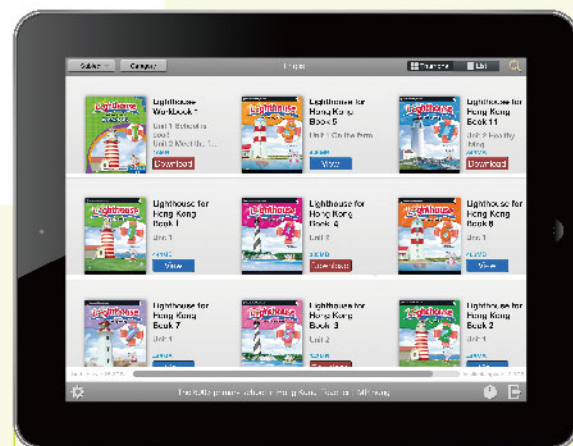
Additional reading passages

Simplified reading passages

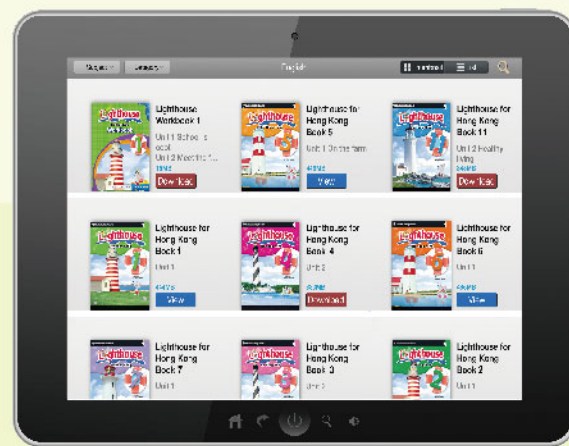
Parent's Guide

Blended Learning with Lighthouse e-Textbook

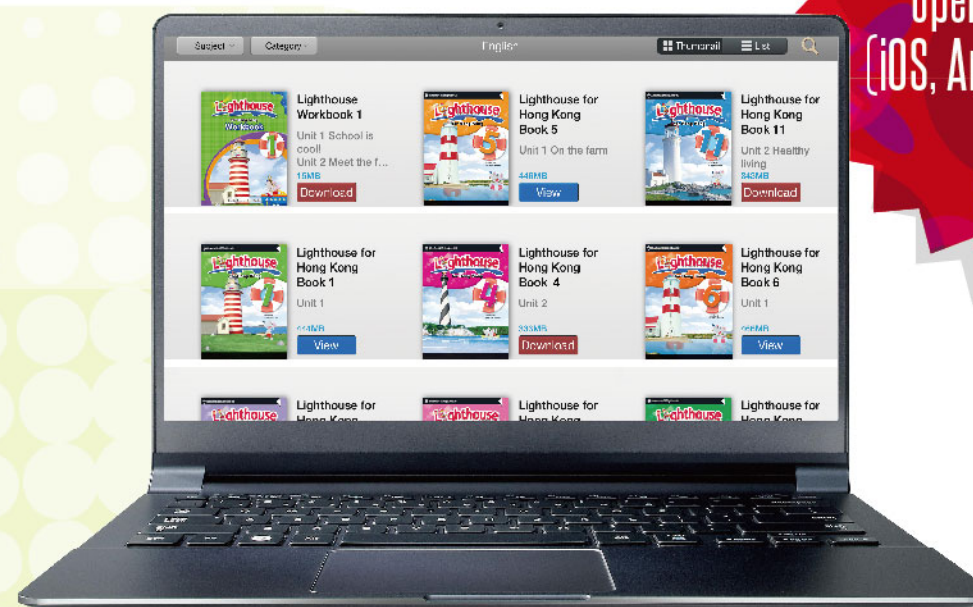
Using the latest technology, the cross-platform *Lighthouse e-Textbooks* contain many interesting features to arouse students' interest and to cater for learner diversity.



iOS



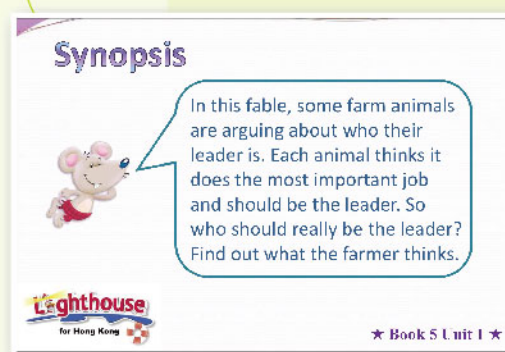
Android



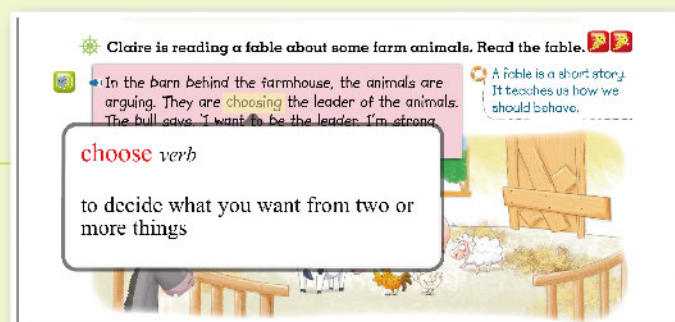
Windows

Compatible with various operating systems (iOS, Android, Windows)

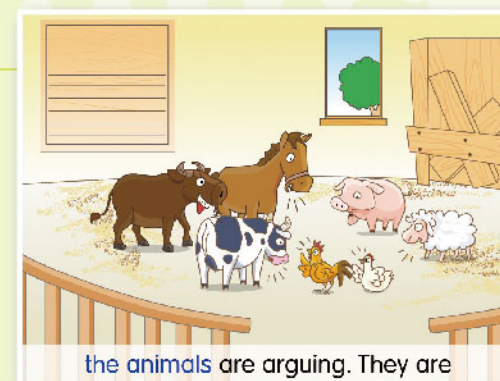
- Summary of the reading text to prepare students prior to reading



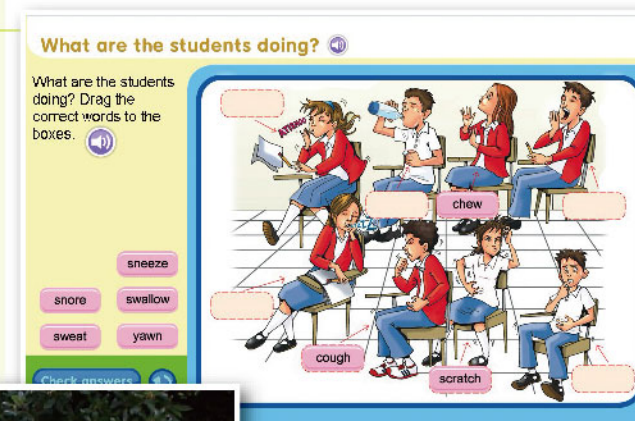
- Glossary of difficult words



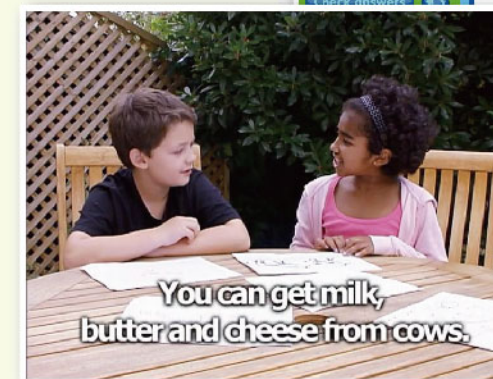
- Multimedia resources — a variety of resources such as animations, games and videos to arouse interest and extend learning



Animations

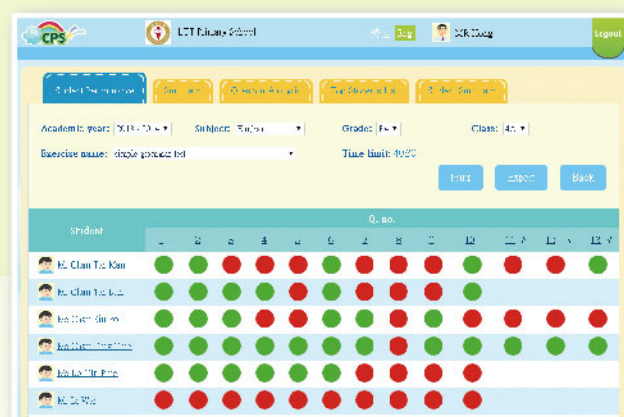


Games



Videos

- CPS (Classroom Performance System) is available at the end of the grammar section to provide interactive exercises for whole-class assessment



Blended Learning with AR Technology

AR technology is adopted to provide additional resources to enhance learning



3D models

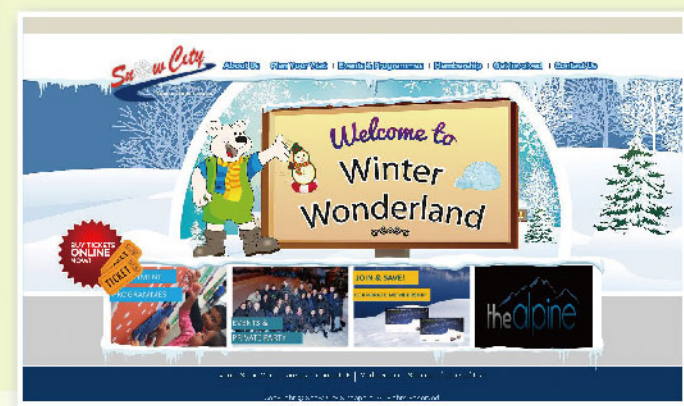
Augmented reality (AR) is cutting-edge technology that allows for a digitally enhanced view of the real world. It adds layers of digital information — videos, photos, sounds, 3D models — directly on top of the printed text, which can be viewed using smartphones or tablets.



Additional Resources



Videos / Slide shows



Web pages

And much more...

Blended Learning with Lighthouse for Hong Kong @ eSmart

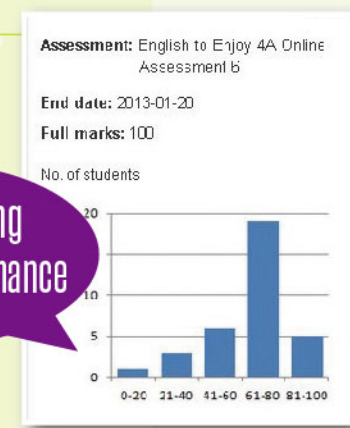
e-Smart Learning Management System is an electronic learning and teaching platform covering the main subjects of Primary level, providing abundant learning and teaching resources for teachers to suit the needs of teachers, students and parents.



Teachers can tailor make their own school-based/ class-based curriculum easily and conveniently.

- User-friendly Assessment System
- e-Smart provides auto-marking and manual marking functions. MC questions are automatically and accurately marked after submission. Teachers can also use the highlighting function to grade open-ended questions.

Charts showing students' performance



Submission Status

| Assignment results | | | | | | | More |
|--------------------|---------|------------|---|------------|------------------------------|---------------|------|
| Class | Subject | Unit | Assignment | Due date | No. of assignments submitted | Average score | |
| 4A | English | Hobbies | English to Enjoy 4A Online Assignment 6 | 2013-01-20 | 31/34 | 80 | |
| 4A | English | Sports Day | English to Enjoy 4A Online Assignment 5 | 2013-01-07 | 30/34 | 75 | |

Assessment Report

| Status | Class ▲ | Class No. ▲ | Name | Submission Date ▼ | Result |
|--------|---------|-------------|--------------|-------------------|--------|
| ● | 4A | 01 | Apple Chan | 16/01/2013 | 30/70 |
| ● | 4A | 02 | Ben Au Yeung | 15/01/2013 | |
| ● | 4A | 03 | Calvin Choi | | |
| ● | 4A | 04 | Dasiy Fung | | |
| ● | 4A | 05 | Irene Hui | | |

Teachers can easily review the submission status of students' work

Blended Learning with English Plus @ e-Smart

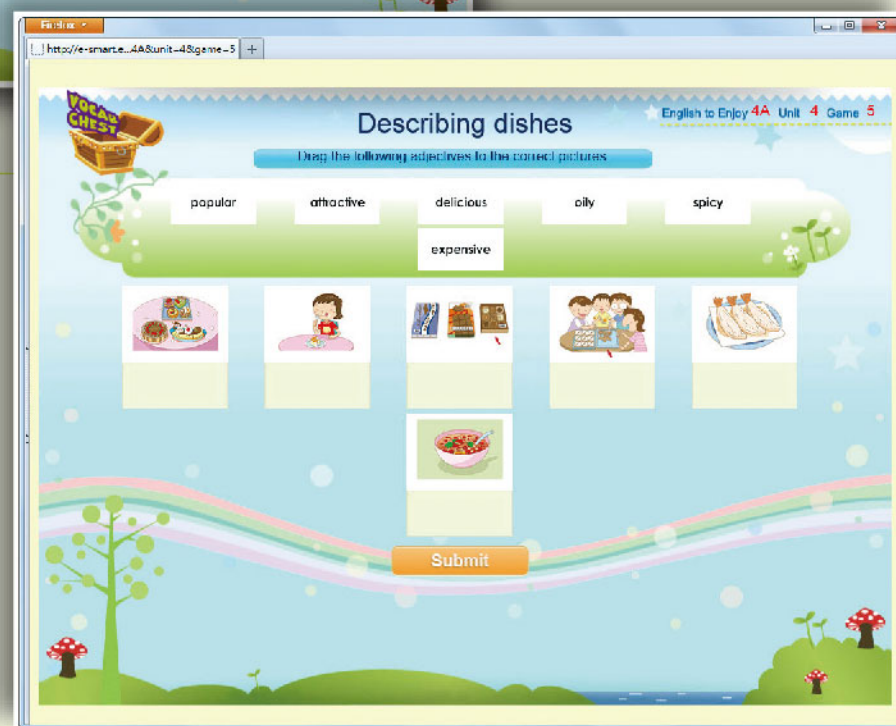
A comprehensive e-complement to enhance English learning and teaching

Vocabulary Chest

Interactive 'Drag and Drop' activities for vocabulary learning and teaching

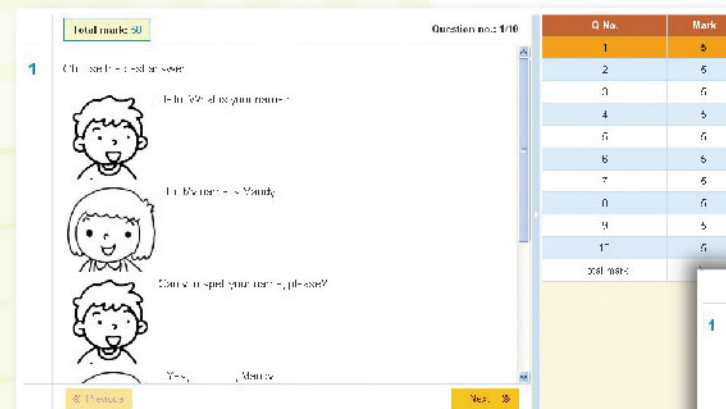


- Over **700** theme-based vocabulary items
- Over **75** vocabulary activities

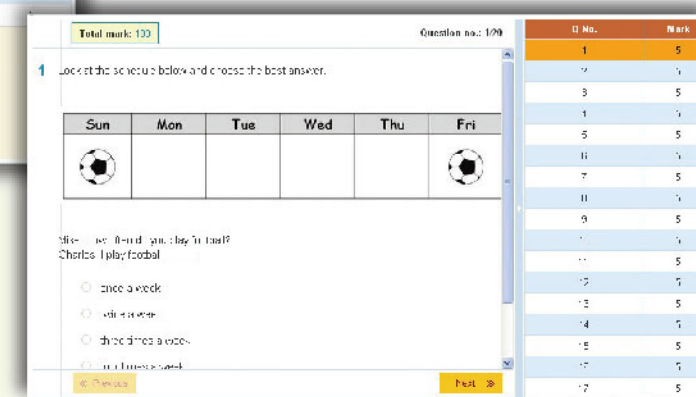


Grammar Chest

Extensive grammar practice to build a strong grammar foundation



- Over **280** graded grammar exercises
- Around **40** language items per level
- Detailed PowerPoint presentations to explain usage

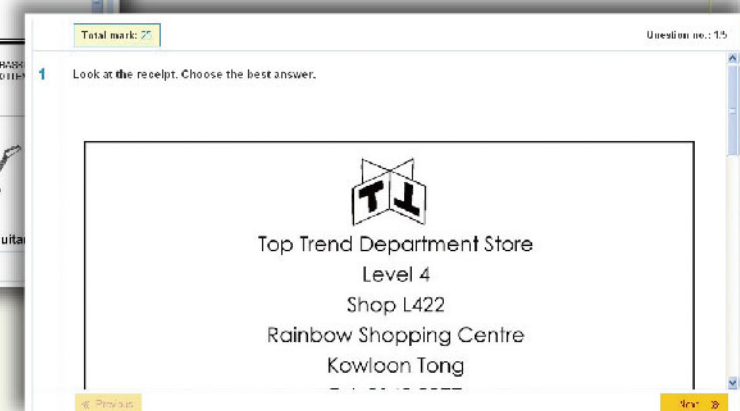


PISA Station

Reading literacy platform to prepare students for PISA assessment in later years



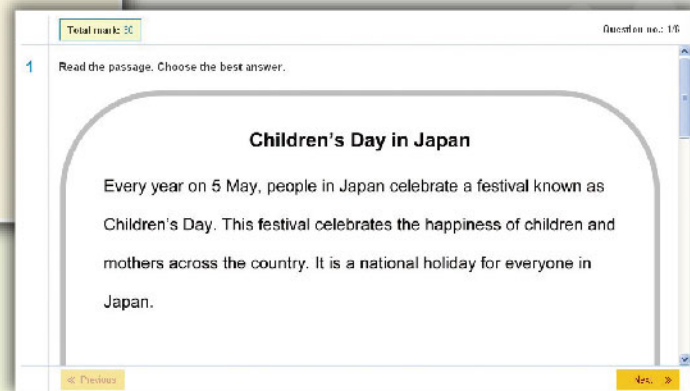
- A great variety of text types
- **250 ~ 350** MC questions
- Over **300** continuous and non-continuous texts



Blended Learning with English Plus @ eSmart

A Passage a Day

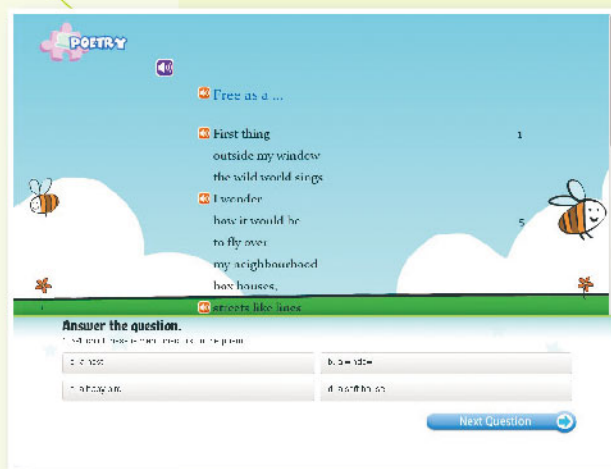
Daily reading passages covering a wide variety of topics



- 200 passages per level
- 800 ~ 1,200 MC questions per level
- 600 ~ 1,000 closed and open-ended questions per level

Language Arts Chest

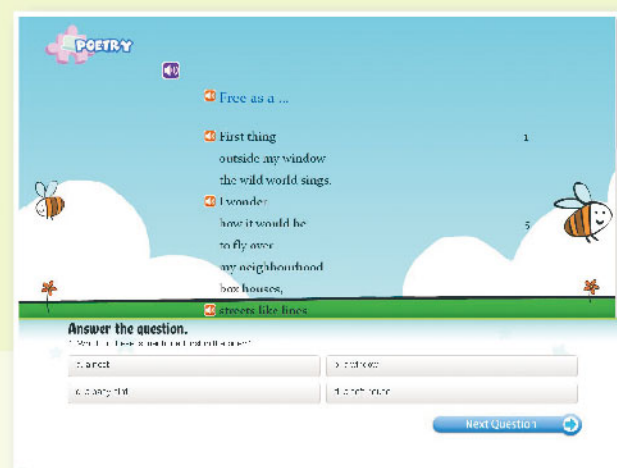
A bank of poems and playscripts to promote language appreciation



Poetry strand

- 66 plays with audio recordings, comprehension questions and extended activities

- 96 poems with audio recordings and comprehension questions



Reader's Theatre strand

Catering for Learner Diversity

For less able students

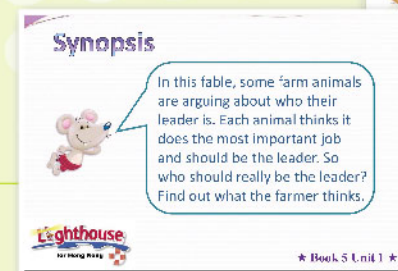
For more able students



Fun with words



Extended words

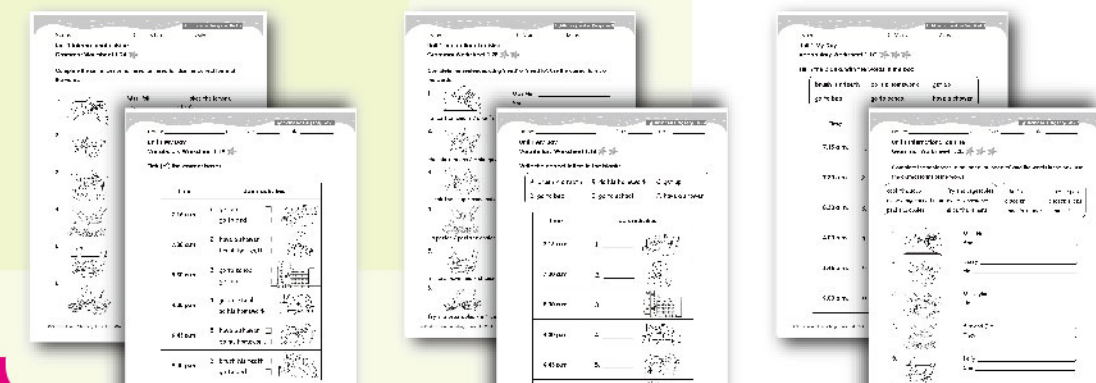


Additional input and simplified reading passages in e-Textbooks for less able students



Additional reading passages and questions in e-Textbooks for more able students

Graded Vocabulary and Grammar Worksheets



Easy

Average

Challenging

Enhancing Teaching Effectiveness — Teacher's Guide

- Unit rundown — summary of the teaching and learning activities for each unit, with the skills involved, to aid lesson planning

| Activities (page no. / time) | Overview | Extended activities | Generic skills |
|--|---|--|--|
| Light up (page 5 / 15') | <ul style="list-style-type: none"> Finding out the missing animals in a picture of a party | | <ul style="list-style-type: none"> Critical thinking skills |
| Fun with words (pages 6–7 / 70') | <ul style="list-style-type: none"> Identifying parent and baby animals Learning the sounds of animals Learning about people and things on a farm | <ul style="list-style-type: none"> Matching game e-Classroom Wordsearch puzzle Show and Tell | <ul style="list-style-type: none"> Collaboration skills Communication skills Study skills |
| Language in use (page 7 / 10') | <ul style="list-style-type: none"> Practising saying formulaic expressions to ask people to be quick | <ul style="list-style-type: none"> Role-play | <ul style="list-style-type: none"> Communication skills Creativity |

- Learner diversity — suggestions to cater for high achievers and developing learners

Learner diversity — Developing learners

- Put students into pairs to role-play the two situations.
- One student has to say the situation while the other needs to say the phrases.
- Ask students to swap roles for the next situation.
- Invite some pairs to role-play the conversation with his/her partner in front of the class.

Learner diversity — High achievers

Resources: Conversation Cards

- Put students into pairs.
- Ask students to make a conversation based on one of the two situations in the book. They should include the target sentence in their conversation. You may also use the Conversation Cards at the end of this unit.
- Invite some pairs to role-play the conversation with his/her partner in front of the class.

- Teaching plan — detailed teaching steps to guide teachers through each activity

Light up grammar (2) (page 21) Suggested teaching time: 35 minutes

Learning objectives:

- To make up sentences by joining simple sentences
- To use 'and' to link similar ideas
- To use 'but' to link contrasting/different ideas

Suggested activities:

- Turn to page 12 of the e-Textbook. Alternatively, use the PowerPoint presentation in the e-Textbook to introduce this grammar item. Go through the examples in the grammar box one by one. Highlight the keywords or key expressions 'small' and 'cute' in Example 1 and 'small' and 'has many animals' in Example 2.
- Ask students to evaluate whether the two sets of words or expressions express similar or contrasting/different ideas.
- Explain to students that 'small' and 'cute' can express similar ideas because here they both convey positive comments about the pig, so we use 'and' to connect the sentences. 'Small' and 'has many animals' express contrasting/different ideas because normally 'small' would suggest only a few animals, so we use 'but' to connect the contrasting/different ideas.
- Read out the two sentences in Question 1. Ask students to say what the keywords are. ('Hot', 'snow')
- Invite students to say whether the keywords express similar or contrasting/different ideas. ('Similar ideas')
- Guide students to join the sentences using 'and'.
- Ask students to do Question 2 by themselves.

Grammar Tips

- 'And' can be used to connect two or more words/clauses. Remind students to only use one 'and' and put it between the last two words/clauses. Use commas to separate the others.

1 I like apples **and** oranges **and** mangoes **and** grapes **and** watermelon. ✗
1 I like apples, oranges, mangoes, grapes **and** watermelon. ✓

Tips and reminders to provide additional suggestions

- HOT skills — a variety of strategies to develop students' higher-order thinking skills

- Extension — interesting suggestions for games and extended activities to consolidate the target language items

Extension — Matching parent animals and their babies

Resources: Pieces of paper with animal names written on them, a stopwatch

- Divide the class into three teams of twelve. Each team takes turn to play this game.
 - Invite the first team to play.
 - Give each student of the team a small piece of paper with the name of a farm animal on it. Remind students not to turn over or peer at their paper before the game starts.
- | | | | | | | |
|----------------------|----------|----------|-------|----------|--------|--------|
| Mother/Father | hen/cock | cow/bull | sheep | duck | pig | donkey |
| Baby | chick | calf | lamb | duckling | piglet | foal |
- Ask students to spread out in the classroom.
 - Start timing and ask students to read their paper. Then they should say **I am a ...** and walk around the classroom to find their mother/father or baby.
 - When all the team members have found their mother/father or baby, the game ends. Check if students have done the matching correctly. Record the time taken for the first team to finish the game.
 - Repeat the same procedure for the other two teams. The team who spent the least amount of time doing the matching correctly wins the game.

HOT skills

- How do the animals feel? (They are angry.)**
- Who talks first? (The bull.)**
- Do you think the bull makes a good leader? (No, I don't think so. The bull is strong, but a good leader does not need to be physically strong.)**
- Why does the cow speak loudly? (It is proud that cheese can be made from its milk.)**
- Why are all the animals quiet in the third paragraph? (They are waiting for the hen's answer. / They know that the hen produces fresh eggs.)**

Bloom's Taxonomy

- Interpreting
- Understanding
- Evaluating
- Recognising hidden meanings
- Recognising hidden meanings

HOT skills

- Who takes the farmer to the market every Saturday morning? (The donkey takes the farmer to the market every Saturday morning.)**
- How do the horse and the cock feel? (They feel very angry with each other.)**
- How do you know the cock is angry? (Its voice is loud when it talks to the horse.)**

Bloom's Taxonomy

- Understanding
- Generalising from given facts
- Verifying evidence




Enhancing Teaching Effectiveness — Teacher's Guide

Small class — detailed teaching plan with worksheets and game card copymasters

| Stage | Teaching steps | Setting/Grouping |
|-------|--|--|
| | <p>Ask students if the two descriptions are positive or negative quality or "Fat" is a negative quality but "Fast/quick" is a positive quality.</p> <p>Conclude that the descriptions express contrasting/different ideas, so the connective "but" is used to join them.</p> <p><i>The rabbit is fat but fast/quick.</i></p> <p>Put students into groups of four to play a game. They have to take it in turns to use adjectives from Worksheet 2 to make sentences.</p> <p>Students should decide whether to use "and" or "but" to connect the adjectives.</p> <p>To start the game, the first student makes a sentence using "and" or "but". The second student needs to use the other part of the sentence to start his/her sentence and complete it with "and" or "but".</p> | <p>Round Robin</p> <p>(Groups of four)</p> |

Game Cards 3
(for Small class teaching plan)

Cut out and fold the following game cards and play the guessing game with your team members.

It is

It is

It is

e-Classroom — detailed teaching plan with suggestions on how to use apps or multimedia resources to facilitate e-learning and e-teaching

| Learning objectives: | |
|---|--------------------|
| <ul style="list-style-type: none"> To learn the names of farm animals To know what sounds the animals make | |
| Suggested activities | Remarks |
| <p>'Meet the animals on Farmer Spencer's farm!'</p> <p>Warm-up</p> <p>Identifying farm animals</p> <p>1. Tell students that they are going to visit two big farms. Ask them to guess what animals they can usually find on a farm. Prompt students' responses.</p> <p>2. Play 'Farm Animals' (Lesson 1) flash video online. Please refer to the Instruction Manual on page 1.6 for the URL and details. Ask students to pay attention to what the boy says.</p> <p>3. Pause at each mother and baby animal pair. Point at the names of the mother and baby animals. Ask students to read the words aloud. Read out the words to students where necessary.</p> | <p>Flash video</p> |

| Suggested activities | Remarks |
|--|-------------------------|
| <p>'Play a guessing game — Which animal makes a ... sound?'</p> <p>Matching animals and their sounds</p> <p>1. Play a guessing game with students using the animal sounds from either of the following apps. Please refer to the Instruction Manual on page 1.8 for the URL and details.</p> <ul style="list-style-type: none"> For iOS users: <i>Farm Animals Sounds Free</i> (free) For Android users: <i>Animals Sounds</i> (free) <p>2. Tap the cow and ask <i>'Which animal makes a "moo" sound?'</i> Elicit the answer from students. <i>'A cow makes a "moo" sound.'</i> Repeat several times with different farm animals to familiarise students with the animal sounds.</p> <p>3. Continue the guessing game by inviting individual students to the front to tap the animals and ask the class the question.</p> | <p>iOS/Android apps</p> |

Grammar Tips

1. 'And' can be used to connect two or more words/clauses. Remind students to only use one 'and' and put it between the last two words/clauses. Use commas to separate the others.

I like apples **and** oranges **and** mangoes **and** grapes **and** watermelon. ✗

I like apples, oranges, mangoes, grapes **and** watermelon. ✓

2. 'But' can be used to contrast two different concepts. The concepts can be in words or in clauses.

Susan is a beautiful, lazy girl. ✗

Susan is a **beautiful but lazy** girl. ✓

contrast

Mr Chan likes fishing **and** hates swimming. ✗

Mr Chan **likes fishing but hates swimming.** ✓

contrast

3. When expressions are joined by 'and', 'but' or 'or', we often leave out repeated words such as articles, prepositions, pronouns, etc.

Please pass me a fork **and** (a) spoon.

We can enjoy our holidays either in England, (in) France **or** (in) Italy.

Grandma likes apples **but** (she does) not (like) oranges.

Grammar tips — detailed explanation of grammar items

Knowledge Bank

- New Zealand**

It is a country located in the Southern Hemisphere, close to Australia. It comprises two main islands, the North Island and the South Island, and several smaller islands. It has a population of approximately 4.3 million people as of 2013. Because of its remote location, it is one of the last areas of land to be reached by humans.

English sailors discovered New Zealand in the 1600s. Nowadays, many English-speaking people live in New Zealand. For this reason, English is the official language.

The warmest months in New Zealand are December, January and February. In summer, the average maximum temperature ranges between 20–30°C and in winter 10–15°C.

The capital of New Zealand is Wellington and the largest city is Auckland, both located in the North Island. New Zealand is famous for its wool and dairy products.
- Kiwis**

A kiwi has a brown body and a long beak. It cannot fly but it can run quickly. It is easily frightened; that is why it is only active at night.

Kiwis have a good sense of smell. They like to eat seeds, worms, fruit and small fish. The female bird lays one egg per season. The egg can weigh up to 450 g, which is about a quarter of the weight of a female bird.

There are two kinds of kiwis in the world. Two of them are endangered species because of deforestation and

Knowledge bank — additional information about different countries

Show and Tell — Farm animals

- Each student brings a photo or toy of a farm animal to class.
 - Ask students to think of six to eight sentences to describe the farm animal. They can talk about the farm animal's size, colour, body parts, abilities as well as jobs done by it, etc.
 - Invite students to come out with their photos or toys and talk about the farm animals.
- e.g. a cow
- It is big.
 - It is black and white in colour.
 - It has strong legs and a long tail.
 - It can walk and run.
 - It works on a farm.
 - It produces/gives milk and beef.

Show and Tell — suggestions for conducting 'Show and Tell' to develop students' communication skills

Flash video

iOS/Android apps

Instruction Manual

- For *Flash video from TURTLEDIARY.com*

This introduces the names of farm animals, their babies, their homes and their sounds. There are eight animals in Lesson 1 and seven animals in Lesson 2.

Step 1: Enter the URL (<http://www.turtlediary.com/kindergarten-games/science-games/farm-animals.html>) in the browser. When the video is ready, click the 'PLAY' button.

Step 2: Click the 'menu' button at the top right-hand corner or the triangular buttons at the bottom right-hand corner to switch between 'Lesson 1', 'Game 1', 'Lesson 2' or 'Game 2'.
- For *Farm Animals Sounds Free (iOS)*

Step 1: Download and install the app.

(<https://itunes.apple.com/us/app/farm-animal-sounds-free/id397060192?mt=8>)

Step 2: Tap the animal one at a time to make the animal sound.
- For *Animals Sounds (Android)*

Step 1: Download and install the app.

(<https://play.google.com/store/apps/details?id=com.pxlapps.app.android.soundeffects3&hl=en>)

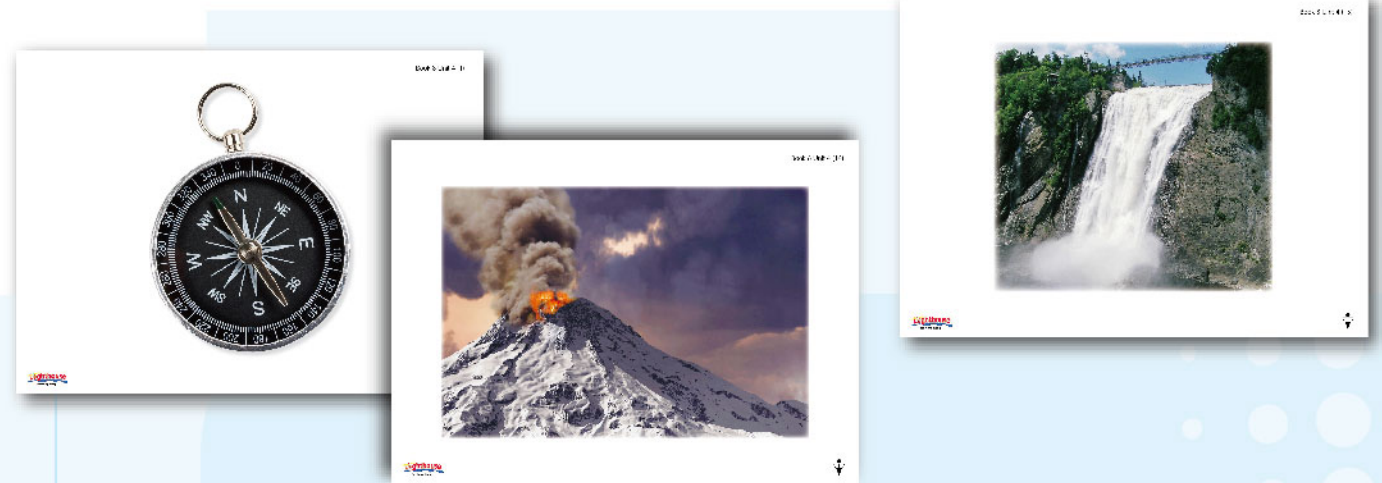
Step 2: Tap 'SOUNDS' and choose 'Farm'.

Step 3: Tap the animal one at a time to make the animal sound.

Enhancing Teaching Effectiveness — Teaching Aids

Diversified Learning Components — List of Components

Picture Cards



Word Cards



Posters



Learning Resources

| | |
|---------------------------|-------------------------------------|
| Student's Book | Book 1 ~ Book 13 |
| Student's Workbook | Book 1 ~ Book 13 |
| Student's e-Textbook | Book 1 ~ Book 12 |
| <i>Light Up</i> Listening | Book 1 ~ Book 13 |
| <i>Light Up</i> Grammar | Book 1 ~ Book 12 |
| <i>Light Up</i> Writing | Book 1 ~ Book 12 |
| <i>Light Up</i> Skills | Volumes 1 ~ 4 (For Primary 5 and 6) |
| Audio CDs | Book 1 ~ Book 13 |

Teaching Resources

| | |
|---|-------------------------------------|
| Teacher's Guide | Book 1 ~ Book 12 |
| Workbook (Teacher's Edition) | Book 1 ~ Book 13 |
| Teacher's e-Textbook | Book 1 ~ Book 12 |
| <i>Light Up</i> Listening (Teacher's Edition) | Book 1 ~ Book 13 |
| <i>Light Up</i> Grammar (Teacher's Edition) | Book 1 ~ Book 12 |
| <i>Light Up</i> Writing (Teacher's Edition) | Book 1 ~ Book 12 |
| <i>Light Up</i> Skills (Teacher's Edition) | Volumes 1 ~ 4 (For Primary 5 and 6) |
| Teaching Resources CD-ROMs | Book 1 ~ Book 12 |
| Picture Cards and Word Cards | Book 1 ~ Book 12 |
| Posters | Book 1 ~ Book 12 |

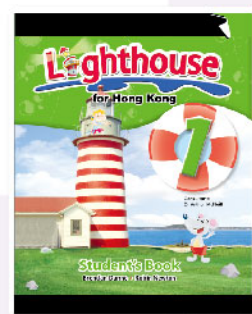
Other Resources

| |
|---|
| <i>Lighthouse for Hong Kong</i> @ e-Smart |
| English Plus @ e-Smart |
| Parent's Guide (Book 1 ~ Book 12) |

Diversified Learning Components

Lighthouse for Hong Kong comprises a comprehensive range of learning and teaching resources, in print and electronic formats

Learning Resources

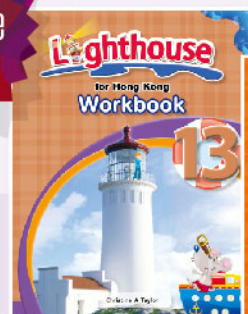


Student's Books



Student's Book 13

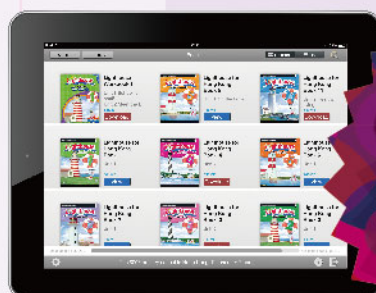
Catering for more able students



Workbook 13



Workbooks



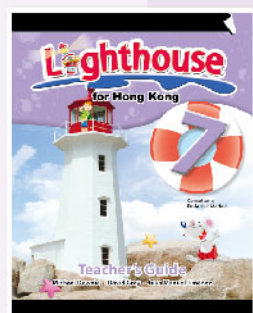
Student's e-Textbook

The only series in the market at the moment that has a student e-Textbook that is cross-platform compatible

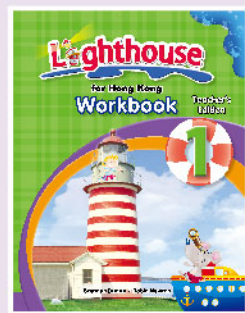


Audio CDs

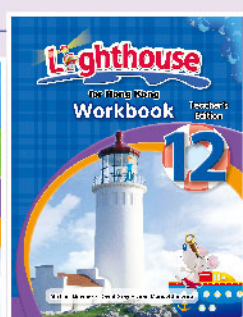
Teaching Resources



Teacher's Guides



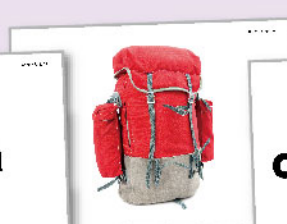
Teacher's Edition of the Workbooks



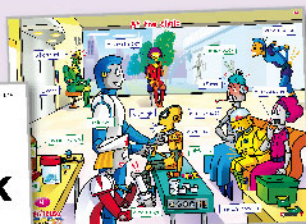
Teaching Resources Packs & CD-ROMs



a torch



a rucksack

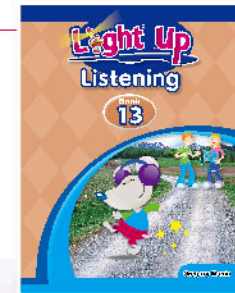


Teaching Aids

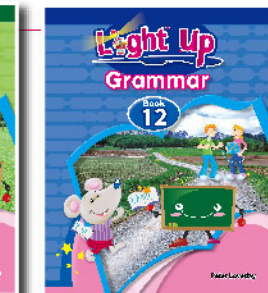
To further enrich the coursebook series, other complementary components are also available



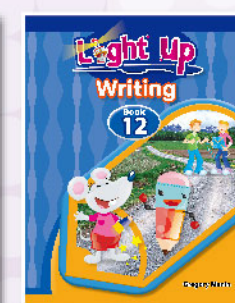
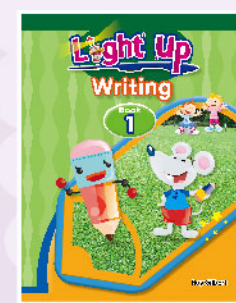
Light Up Listening Books 1 ~ 12



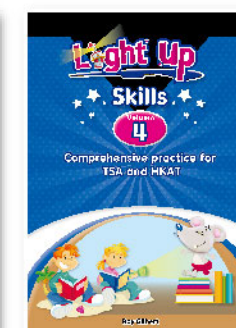
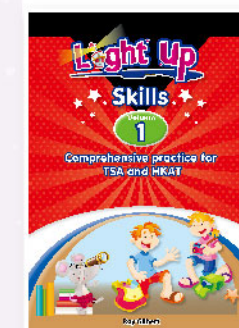
Light Up Listening Book 13



Light Up Grammar Books 1 ~ 12

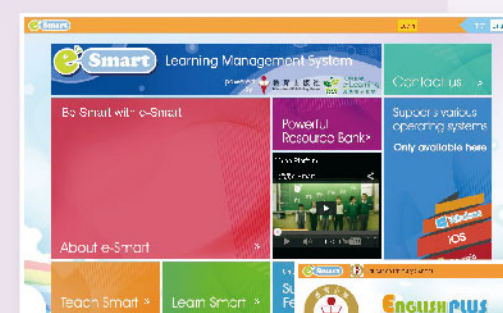


Light Up Writing Books 1 ~ 12



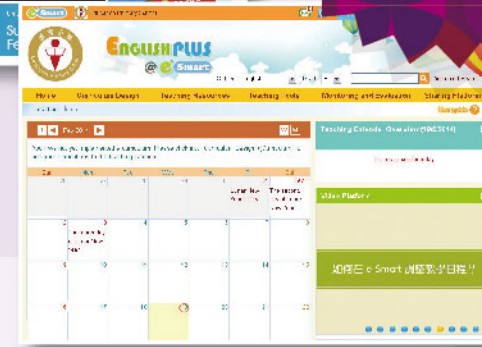
Light Up Skills Volumes 1 ~ 4 (For Primary 5 and 6)

Other Resources



e-Smart

Linking to the powerful e-Smart online platform which allows teachers to access a wide spectrum of resources



EnglishPLUS@e-Smart



Parent's Guides



Lighthouse Channel:
<http://www.youtube.com/user/EPHLighthouse>



Educational Publishing House



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Tel : (852) 2942 9338

Fax: (852) 2408 8510

E-mail : yukchoi@popularworld.com

Website : <http://www.ephhk.com>