


# Contents

<b>Listening skill 1</b>		2
<b>Listening 1</b>	What is the weather like?	3
<b>Listening 2</b>	Seasons of fun	6
<b>Listening skill 2</b>		9
<b>Listening 3</b>	He does not sleep at night!	10
<b>Listening 4</b>	Busy me!	13
<b>Listening skill 3</b>		16
<b>Listening 5</b>	Festival show	17
<b>Listening 6</b>	Fable time	20
<b>Speak up A</b>	(Units 1–2)	23
<b>Speak up B</b>	(Units 3–4)	25
<b>Speak up C</b>	(Units 5–6)	27
<b>Self-assessment</b>		29
<b>Peer assessment</b>		31



This section teaches students a listening skill for dealing with some questions in Units 1 and 2. Questions or parts that test the listening skill taught in this section are marked with .

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



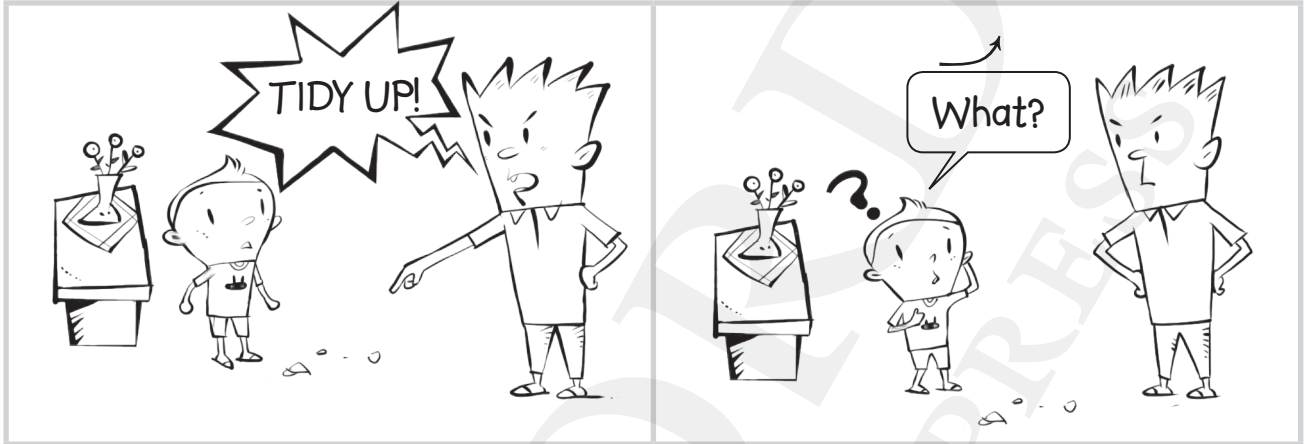
# Listening skill 1

Pre-listening:

• Explain to students that we speak with a rising tone when we are puzzled and a strong tone when we are angry. Demonstrate with these examples: 'Can you say it again?' and 'You are late!'

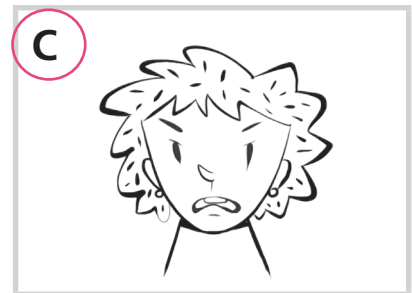
 **Listening for the speaker's feelings** • Read aloud the words below. Exaggerate the tone for students' easy recognition.

We speak in a loud voice when we are angry. We speak with a rising tone when we are not sure.

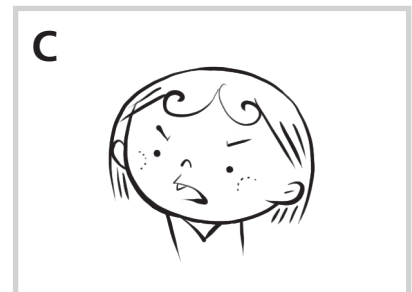
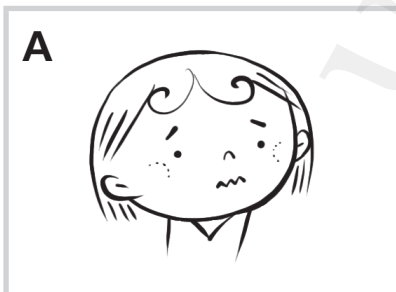


Jessy is talking to her mother. Listen to what they say. Circle the correct letters.

1 How does Mum feel?



2 How does Jessy feel?



# What is the weather like?

## Part 1

Timmy and his mother are packing for a trip.

Listen to the conversation. Choose the best answer by blackening ● the circle.

1 Who is Timmy's cousin?

A Candy

C Mandy

B Sandy

D Wendy

2 How does Timmy feel?

A

B

C

D



3 What can Timmy do on the plane?

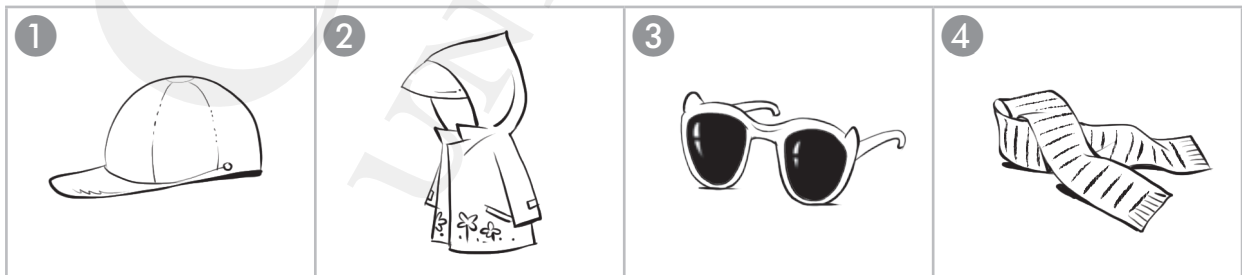
A do puzzles

B play games

C read books

D sleep

4 What does Mum ask Timmy to pack?



A 1 and 2

C 2 and 4

B 1 and 3

D 3 and 4

Pre-listening:

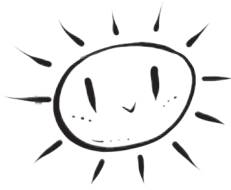
**Part 2** • Recap different weather with students, for example, cold, dry, hot, wet, sunny and windy.

Timmy is talking to his father about what to do on Saturday.

Listen to the conversation. Choose the best answer by blackening ● the circle.

1 What is the weather like today?

1



2



3



4



A 1 and 2

C 2 and 4

B 1 and 3

D 3 and 4

2 Where is the cinema?

A near a shopping centre

B near the library

C near Timmy's home

D near Timmy's school

3 Timmy's dad wants to have \_\_\_\_\_ after the film.

A a barbecue

C hotpot

B a picnic

D tea

4 Timmy wants to watch a film about \_\_\_\_\_.

A animals

C friends

B food

D toy

5 In the film, a boy gets lost in the \_\_\_\_\_.

A

B

C

D



6 How does Timmy feel?

A

B

C

D



7 Why is Timmy sad?

A He and his dad are late for the film.

B His friend is late.

C The cinema is not open today.

D The cinema is not showing the film he wants to see.

8 What can Timmy and his dad do now?

A

B

C

D



9 How does Timmy feel at the end?

A

B

C

D



10 \_\_\_\_\_ is Timmy's best friend.

A Brad

C Ned

B Fred

D Ted

## Pre-listening:

- Recap different seasons with students.
- Remind students to listen for the change of intonations.

## Part 1

Leo is talking to his sister Annie.

Listen to the conversation. Choose the best answer by blackening ● the circle.

1 Who is Annie's English teacher?

- A Miss Ho                      ○ C Miss Lo  
○ B Miss Ko                      ● D Miss So

2 Which seasons does Annie like? ●

Pay attention to the word 'and'.

- ① spring  
② summer  
③ autumn  
④ winter
- A ① and ②                      ○ C ② and ④  
● B ② and ③                      ○ D ③ and ④

3 Leo wants to \_\_\_\_\_.

- A eat ice cream  
○ B have a barbecue  
● C go hiking  
○ D go swimming

4 How does Annie feel? ●

Annie speaks in a loud voice.

- A                      ● B                      ○ C                      ○ D



## Pre-listening:

- Recap different seasons and the activities in different seasons with students.
- Recap how to listen for the intonation of an angry and puzzled feeling.

**Part 2**

Leo is talking to his classmate Alex at recess.

Listen to the conversation. Choose the best answer by blackening ● the circle.

1 Why does Leo like spring? He can \_\_\_\_\_.

- ① go to the park  
 ② see beautiful flowers  
 ③ see the birds  
 ④ take photos in the park
- A ① and ②  
 B ① and ③  
 C ② and ③  
 D ③ and ④

2 What does Alex do in spring?

- A       B       C       D



3 What is Alex's favourite season?

- A spring       C autumn  
 B summer       D winter

4 How does Leo feel?

- A       B       C       D



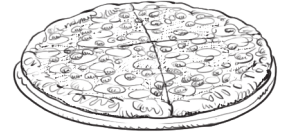
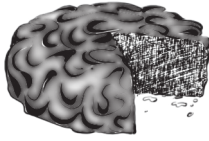
5 What food can Alex's grandmother make?

A

B

C

D



6 Who is Alex's cousin?

A Berry

B Jerry

C Kerry

D Terry

7 How does Alex feel?

Does Alex's voice go up or down?

A

B

C

D



8 Alex thinks that exercise is \_\_\_\_\_.

A

B

C

D





This section teaches students a listening skill for dealing with some questions in Units 3 and 4.

Questions that test the listening skill taught in this section are marked with .

Pre-listening:

Date:

- Go through the pictures with students. Ask them the time in each picture. Recap days of the week with students. Invite them to talk about their weekly activities.
- Let students know that we use 'in' before morning and afternoon, 'on' before days of the week, and 'at' before time, e.g. on Sunday, at five o'clock. Ask them to pay attention to the information after 'on' and 'at' as they listen.



# Listening skill 2

## Listening for keywords (days and time)

We use 'on', 'in' and 'at' to talk about days and time.



day of the week



part of the day



time



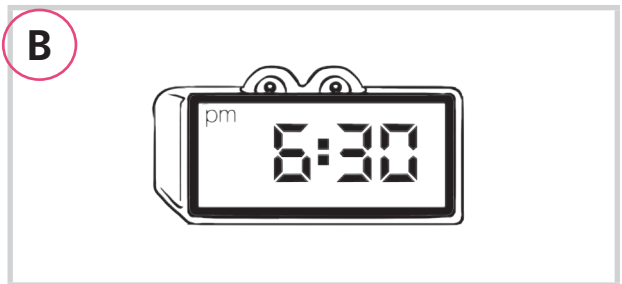
Let's practise!

Ben and Lucy are talking. Listen to what they say. Circle the correct letters.

1 What time does Ruby get up?



2 What time does Ruby read storybooks?



3 Ben reads books on \_\_\_\_\_.

A Monday

C Saturday

B Thursday

**D** Sunday

# He does not sleep at night!

Pre-listening:

**Part 1** • Read the questions and answer options with students. Help them identify the keywords.

Jacky is talking to his classmate Kelly.

Listen to the conversation. Choose the best answer by blackening ● the circle.

1 Who helps Kelly with her homework?

- A Jacky                                       C Kelly's father  
 B Kelly's brother                               D Kelly's sister

2 What does Jacky do at seven thirty?

- A does homework                               C has a shower  
 B goes home                                       D has dinner

3 What does Jacky's mum do with Jacky?

- ① cook  
② help with Jacky's homework  
③ read storybooks  
④ wash the clothes
- A ① and ②                                       C ② and ③  
 B ① and ③                                       D ③ and ④

4 Jacky has \_\_\_\_\_ storybooks.

- A 10     C 20  
 B 12     D 22

5 What time does Jacky go to bed?

- A                                       B                                       C                                       D



6 What does Kelly do at night?

- A plays with her dolls     C reads books  
 B plays with her mum     D sings songs

7 What are Kelly's favourite colours?

- 1 blue     3 pink  
 2 green     4 yellow  
 A 1 and 2     C 2 and 3  
 B 1 and 3     D 3 and 4

What does 'they' mean?

Pre-listening:

**Part 2** • Recap daily activities with students. Invite them to talk about what they do every day before they come to school. Jacky is listening to a story about some animals.

- Remind students to pay attention to different expressions of time as they listen.

Write down the time in numbers to help you.

Listen to the story. Choose the best answer by blackening  the circle.

1 What time does Little Rabbit get up?

- A     B     C     D



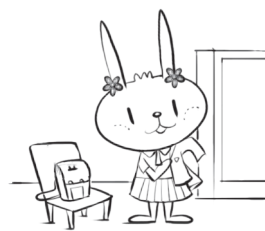
2 How does Little Rabbit feel in the morning?

- A     B     C     D



3 What does Little Rabbit do at seven fifteen?

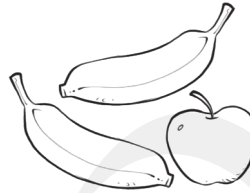
- A     B     C     D



She gets up and does two things. Listen for the correct one.

4 What does Little Rabbit eat for breakfast?

- A       B       C       D



5 How does Little Rabbit go to school?

- A by bus       C by tram  
 B by minibus       D on foot

6 Little Monkey is in Class \_\_\_\_\_.

- A 2A       C 2C  
 B 2B       D 2D

7 Little Rabbit and Little Monkey have sandwiches \_\_\_\_\_.

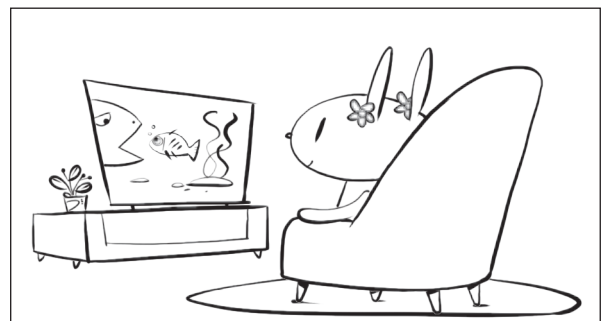
- A in the morning       C in the evening  
 B in the afternoon       D at night

8 It is six thirty in the evening now. Where is Little Rabbit?

- A       B



- C       D



# Busy me!

Pre-listening:

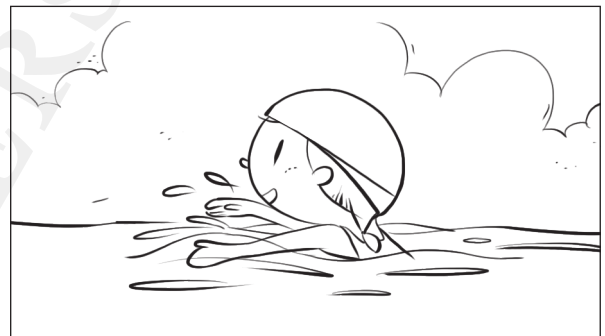
- Let students know that they will listen to a conversation about different activities. They should pay attention to the pronouns.

## Part 1

Bella is talking to her mum.

Listen to the conversation. Choose the best answer by blackening ● the circle.

- Bella wants to go to \_\_\_\_\_ Park.
  - A Bunny
  - B Funny
  - C Honey
  - D Sunny
- Andy plays football on Monday at \_\_\_\_\_.
  - A four o'clock
  - B four fifteen
  - C five o'clock
  - D five thirty
- Andy has a swimming lesson on \_\_\_\_\_.
  - A Monday
  - B Tuesday
  - C Wednesday
  - D Thursday
- What does Bella do on Friday?
  - A
  - B



5 What does Bella want to do in the park?

- ① have a picnic
  - ② play on the slide
  - ③ play on the swings
  - ④ run in the playground
- A ① and ②
- B ① and ③
- C ② and ③
- D ③ and ④

## Part 2

*Bella is listening to the story 'Busy Daisy'.*

*Listen to the story. Choose the best answer by blackening ● the circle.*

⑤ 1 Daisy studies with her tutor on \_\_\_\_\_.

- ① Monday
  - ② Tuesday
  - ③ Wednesday
  - ④ Thursday
- A ① and ②
- B ① and ③
- C ② and ③
- D ③ and ④

2 Who is Daisy's tutor?

- A Miss Fong
- B Miss Kong
- C Miss Tong
- D Miss Wong

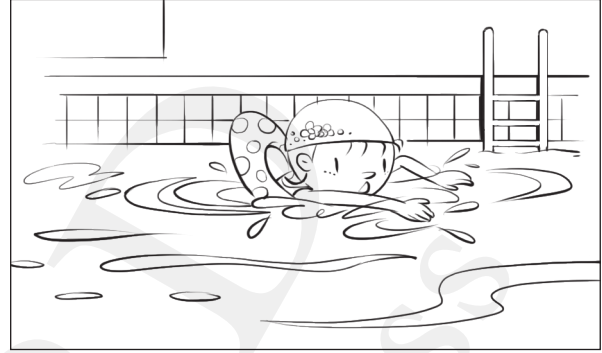
- 3 It is eight forty-five at night on Thursday.  
What is Daisy doing?

Daisy usually goes home late on Thursday.

A



B



C



D



- 4 Daisy goes to the library on Saturday \_\_\_\_\_.

A morning                       C evening  
 B afternoon                       D night

- 5 Daisy does NOT \_\_\_\_\_ on Sunday.

A have a painting lesson  
 B have lunch  
 C see her parents  
 D visit her grandparents

- 6 What does Daisy do on Sunday evening?

A does homework  
 B plays basketball  
 C plays the piano  
 D reads storybooks



## Listening skill 3

Pre-listening:

- Go through the pictures with students. Ask them to circle the unknown word (i.e. mandarin) in the conversation. Direct their attention to the sentences that follow and tell them to pay attention to the pronouns, action words and adjectives in those sentences.

### Working out the meaning of unknown words

When you hear a word you do not know, do not be afraid. Keep on listening. Other words and sentences can help you guess what the word means.

What do you do at Chinese New Year?

I buy a mandarin tree with my mum. The mandarins are round and orange. We can eat them. They are sweet!



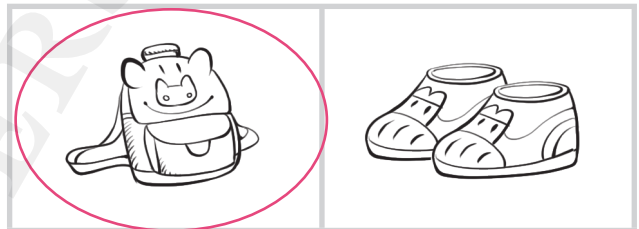
- Show students how to guess the meaning of 'mandarin' by looking at the pronouns and adjectives. Ask students what 'They' in the last sentence refers to. Underline 'round', 'orange' and 'sweet'. Invite students to guess what a mandarin tree is. Provide some more hints if necessary.



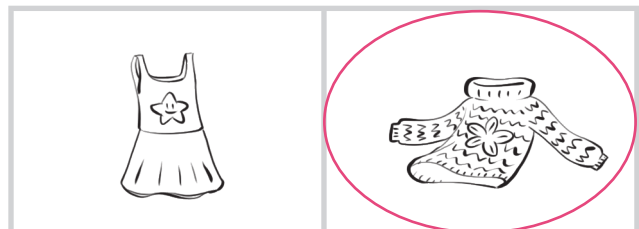
Let's practise!

Some people are telling Santa what they want for Christmas. Listen and circle the correct pictures.

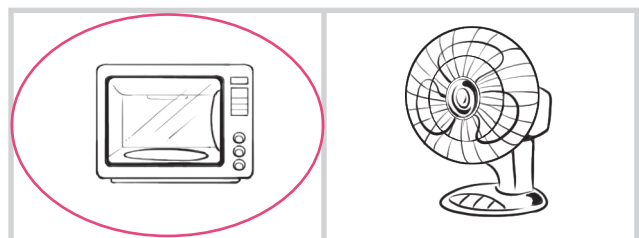
1 What does John want?



2 What does Kitty want?



3 What does Mrs Chan want?





## Pre-listening:

- Recap festival activities with students. Invite them to talk about what they do at different festivals.

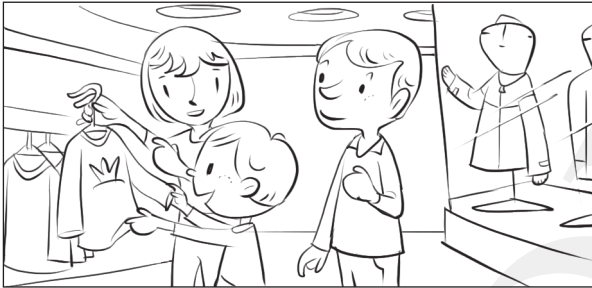
## Part 1A

Linda and Sam are talking about their favourite festivals.

Listen to the conversation. Choose the best answer by blackening ● the circle.

1 What does Sam do at the Mid-Autumn Festival?

A



B



C



D



2 Who is Sam's cousin?

A Bonnie

C Ronnie

B Connie

D Winnie

3 What does Linda do at Christmas?

A



B



C

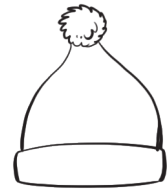


D



4 What does Linda want for Christmas this year?

- A       B       C       D



Pre-listening:

- Let students know that they will listen to a conversation about Christmas. Brainstorm some things we usually see at Christmas with students.

### Part 1B

Listen for the word 'it'. Linda can wear this on her body.

Linda is talking to her mum about Christmas.

Listen to the conversation. Choose the best answer by blackening  the circle.

1 Linda does NOT draw a Christmas card for her \_\_\_\_\_.

- A brother       C sister  
 B father       D mother

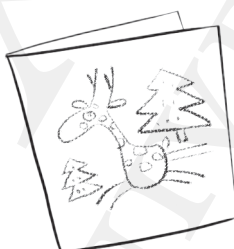
- Explain to students that there will be two questions on unknown words. Remind them to apply the listening skill and pay attention to the words that appear after the unknown words.

2 How many Christmas trees are there on Mum's Christmas card?

- A one       C three  
 B two       D four

3 Which card does Linda give to Ken?

- A       B       C       D



What does Ken like?

4 What is on the Christmas card?

Linda draws a thing that helps Santa.

- A       B       C       D



**Part 2** Pre-listening:

- Brainstorm some things we usually see at Chinese New Year with students.

Linda is listening to a story about Chinese New Year.

Listen to the story. Choose the best answer by blackening ● the circle.

1 What does Betty do at Chinese New Year?

- 1 buys flowers                       3 gets red packets  
 2 cleans the house                 4 visits relatives  
 A 1 and 2                               C 2 and 3  
 B 1 and 3                               D 3 and 4

2 How many teddy bears does Betty have?

- A five                                       C seven  
 B six                                         D eight

Pay attention to the two action words you hear.

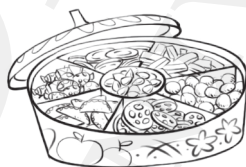
3 What do Betty and her parents do every Chinese New Year?

- A                                       B                                       C                                       D



4 What does Betty have at home? Pay attention to the words about shapes.

- A                                       B                                       C                                       D



5 What can Betty make clean and tidy?

- A her bed                                       C her desk  
 B the bookshelf                               D the floor



Pre-listening:

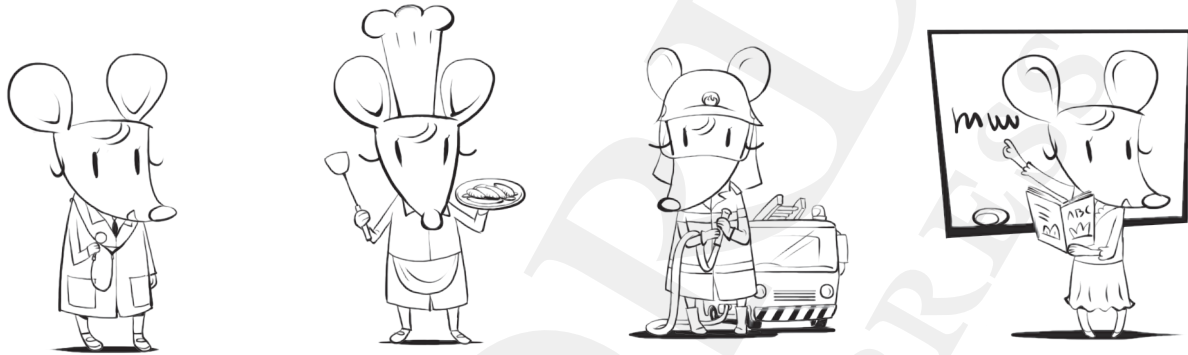
**Part 1B** • Ask students to pay attention to the sentences that appear after the unknown words. These sentences help explain the meanings of those words.

*Little Dog is talking to Miss Mouse.*

*Listen to the conversation. Choose the best answer by blackening ● the circle.*

1 What is Miss Mouse's job? — What does Miss Mouse do at work?

- A       B       C       D

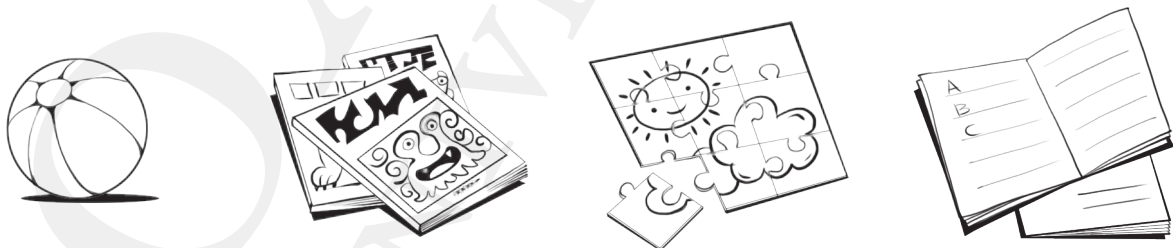


2 The baby animals are happy to \_\_\_\_\_.

- A cook  
 B eat  
 C meet new friends  
 D play ball games

3 What does Little Dog want to do with the baby animals?

- A       B       C       D



4 What time can Little Dog go to the centre?

- A 3:15  
 B 3:30  
 C 4:15  
 D 4:30

**Part 2**

• Let students know that they will listen to a story about some animals. Ask them to pay attention and think about the moral of the story as they listen.

• Remind them to pay attention to the pronouns, adjectives and verbs that appear after the unknown words.

*Polly is listening to the story 'Lazy Franky'.*

*Listen to the story. Choose the best answer by blackening ● the circle.*

1 Where are the animals?

A



B



C



D



2 Andy goes home from \_\_\_\_\_.

A the farm

C the park

B the market

D school

Carrie wants to make something for her babies.

3 What does Carrie buy in the market?

A



B



C



D



4 What does Franky want to do?

A



B



C



D



5 How does Franky feel in the end?

1 happy

3 hungry

2 hot

4 cold

A 1 and 2

C 2 and 3

B 1 and 3

D 3 and 4

# Speak up A

## Sight word practice

Read the following words aloud.

her his like my our wear weather

## Part 1: Reading aloud

Read the following text aloud.

Pay attention to student's intonation when they read the text. They should apply a falling tone when they see a wh-question.

**What is the weather like in summer?**

It is hot. Dad wears his T-shirt.

It is rainy. Mum wears her raincoat.

It is sunny. I wear my sunglasses.

We swim in the sea. We like the beach very much!



Go through the conversation with students. In pairs, ask students to take turns in asking and answering the questions.

## Part 2: Expression of personal experiences

You want to talk to your friend about different seasons. In pairs, ask and answer the questions.

What is your favourite season?  
What do you wear in this season?  
What do you do in this season?

My favourite season is ...  
I ...  
I ...



### Part 3: Picture description

Ask students what the people are doing in each picture.

Here are some pictures of different seasons. Study the pictures. In pairs, ask and answer the questions with your partner.



Look at Picture 1. Does the boy eat ice cream in summer?

Yes, he does.

Look at Picture 2.  
What is the weather like?

It is ...

Look at Picture 3.  
What does the family do in winter?

The family ...

Look at Picture 4.  
What does the girl do in spring?

She ...





# Speak up B

## Sight word practice

Read the following words aloud.

after free my restaurant school takes

### Part 1: Reading aloud

Recap the days of the week with students.

Read the following text aloud.

#### After school

On Monday, I play football. On Wednesday, I go to the library and study with my tutor. On Friday, I am free. My mum takes me to a restaurant after school. What do you do after school?



Go through the conversation with students. In pairs, ask students to take turns in asking and answering the questions. Remind them to use the simple present tense.

### Part 2: Expression of personal experiences

You want to know what your partner does every day. In pairs, ask and answer the questions.

What time do you go to school?

I go to school at ...

What time do you have a shower?

I have a shower at ...

What time do you have dinner?

I have dinner at ...

What do you usually do on Saturday?

I ...

What do you and your family usually do on Sunday?

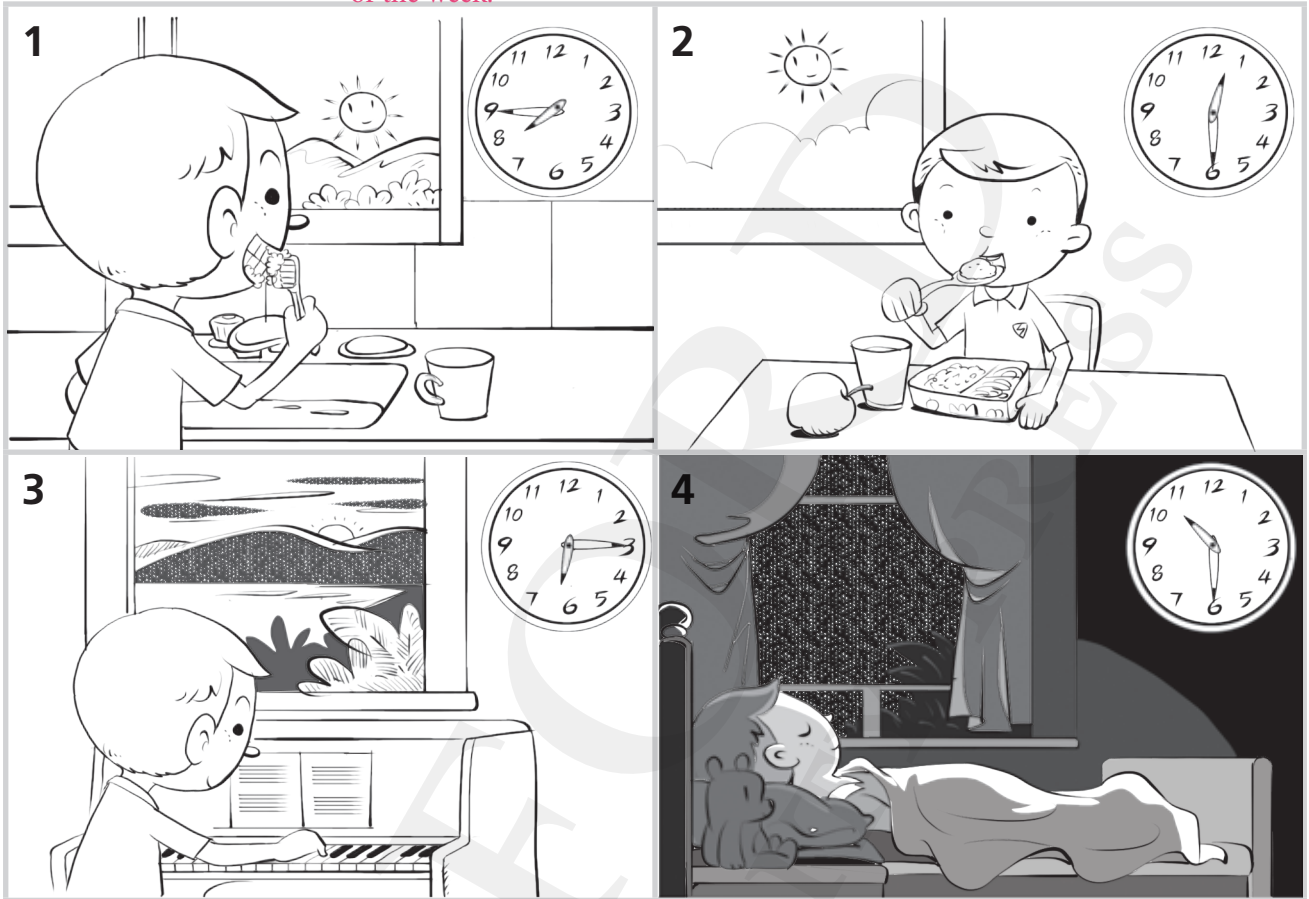
We ...



## Part 3: Picture description

Here are some pictures about Tom. Study the pictures and answer your partner's questions.

Go through the pictures with students. Ask them to pay attention to the clocks in the pictures. Remind them that we use 'at' before time and 'on' before days of the week.



Look at Picture 1. What is Tom doing?

What time is it?

Look at Picture 2. What is Tom doing at twelve thirty in the afternoon?

Look at Picture 3. What is Tom doing?

What time is it?

Look at Picture 4. What time does Tom go to bed?

He is ...

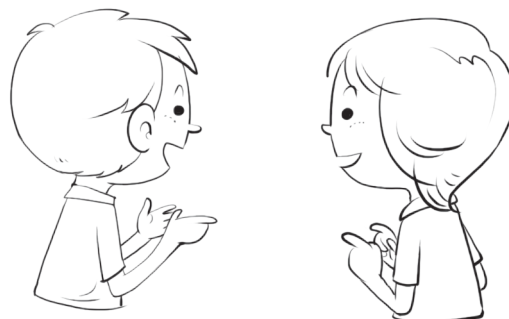
It is ...

He is ...

He is ...

It is ...

He ...



# Speak up C

## Sight word practice

Read the following words aloud.

a lot of all find gets gifts likes

## Part 1: Reading aloud

Read the following text aloud.

### Festivals

Peter likes Chinese New Year. He gets a lot of red packets. Lily likes Christmas. She gets many gifts. I like Easter. I go on an egg hunt in the park. I can find all the Easter eggs!



Go through the conversation with students. In pairs, ask students to take turns in asking and answering the questions. Help students think about the reasons for liking or disliking a festival if necessary.

## Part 2: Expression of personal experiences

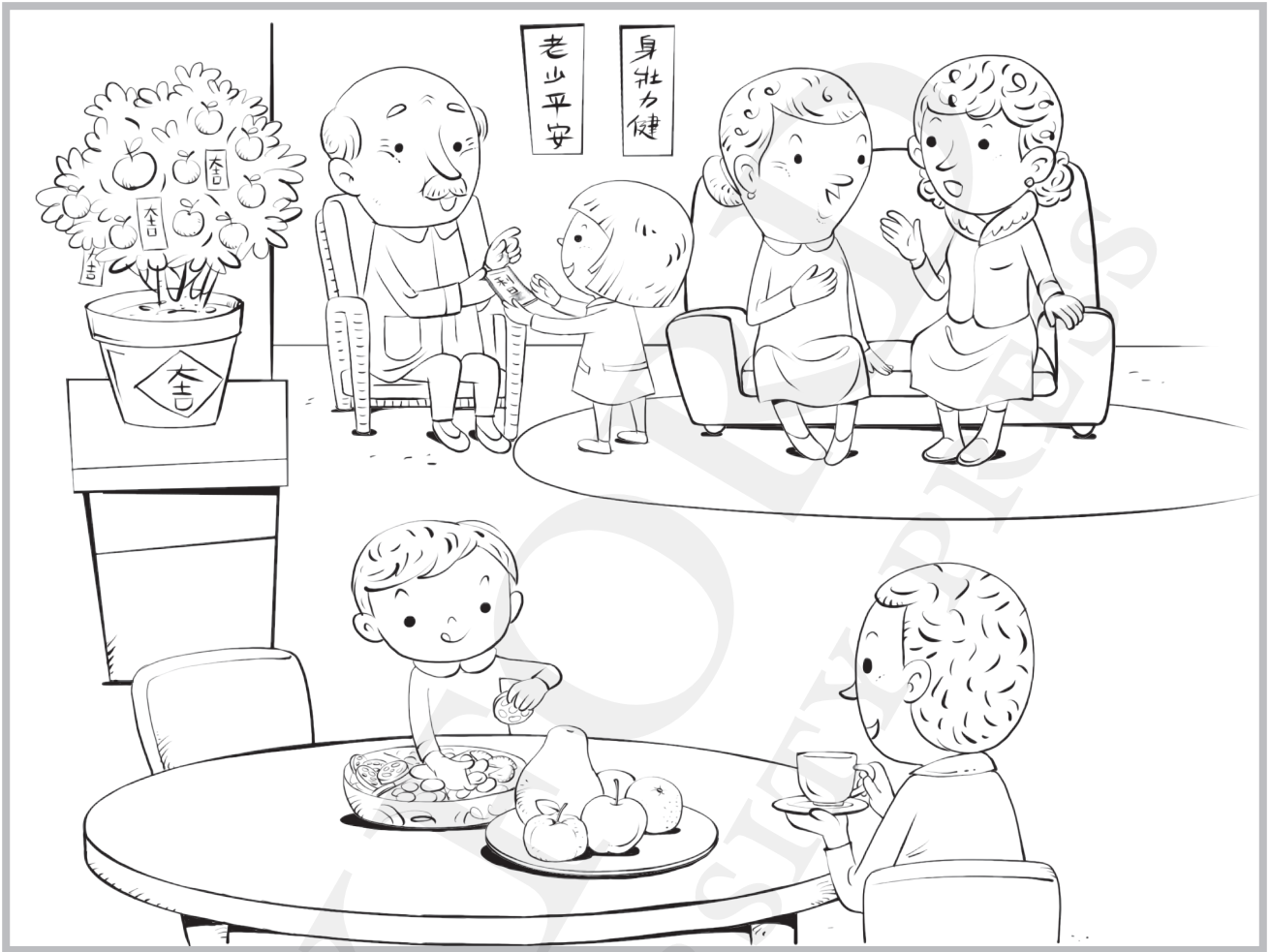
What do you do at Christmas?  
 What do you eat at Christmas?  
 What do you do at the Mid-Autumn Festival?  
 What do you eat at the Mid-Autumn Festival?  
 Which festival do you like most?

I ...  
 I eat ...  
 I ...  
 I eat ...  
 I like ...



### Part 3: Picture description

Here is a picture of a festival. Study the picture and answer your partner's questions.



What festival is it?  
 What is the girl doing?  
 What do you think the girl says?  
 Do you think the girl is polite or rude?  
 What is the boy doing?  
 What do you think about the boy?




It is ...  
 She is ...  
 She says ...  
 I think she is ...  
 He is ...  
 I think he is ...






# Self-assessment

What can you do in these listening units? Tick (✓).




## Listening 1

			
I can listen for the speaker's feelings.			
I can understand the conversations.			
I can listen for the words about weather.			




## Listening 2

			
I can listen for the speaker's feelings.			
I can understand the conversations.			
I can listen for the words about seasons.			




## Listening 3

			
I can listen for keywords (days and time).			
I can understand the conversation.			
I can understand the story.			
I can listen for the words about daily activities.			




## Listening 4

			
I can listen for keywords (days and time).			
I can understand the conversation.			
I can understand the story.			
I can listen for the words about weekly activities.			

## Listening 5

			
I can work out the meaning of unknown words.			
I can understand the conversation.			
I can understand the story.			
I can listen for the words about festivals.			




## Listening 6

			
I can work out the meaning of unknown words.			
I can understand the conversation.			
I can understand the story.			
I can listen for the adjectives describing people.			




# Peer assessment

What can you do in these speaking units? Ask your partner to tick (✓).




## Speak up A

			
My partner can read the sight words correctly.			
My partner can read aloud the text correctly.			
My partner can talk about his or her favourite season with me.			
My partner can talk about some pictures of different seasons with me.			

## Speak up B

			
My partner can read the sight words correctly.			
My partner can read aloud the text correctly.			
My partner can talk about things he or she does every day with me.			
My partner can talk about some pictures of daily activities with me.			

## Speak up C

			
My partner can read the sight words correctly.			
My partner can read aloud the text correctly.			
My partner can talk about his or her favourite festival with me.			
My partner can talk about the picture of a festival with me.			

**OXFORD**

UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

Published in Hong Kong by  
Oxford University Press (China) Limited  
39th Floor, One Kowloon, 1 Wang Yuen Street, Kowloon Bay,  
Hong Kong

© Oxford University Press (China) Limited 2017

First Edition published in 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press (China) Limited, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press (China) Limited, at the address above

You must not circulate this work in any other form  
and you must impose this same condition on any acquirer

Illustrated by Wildman

ISBN: 978-0-19-047546-8

1 3 5 7 9 10 8 6 4 2

**Teacher's Edition**

**ISBN: 978-0-19-047558-1**

**1 3 5 7 9 10 8 6 4 2**