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# They are different now

Pre-listening:

- Recap the simple past tense with students. Remind them that we use 'is/am/are' to talk about the present and 'was/were' to talk about the past.
- Ask students to pay attention to the time and numbers.

## Part 1A

Betty is talking to her mum at home.

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

1 What time can Betty meet her dad?

- A                      ● B                      ○ C                      ○ D



2 Betty and her family want to have dinner in \_\_\_\_\_ Kitchen.

- A Annie's  
○ B Bonnie's  
○ C Connie's  
○ D Minnie's

3 There were \_\_\_\_\_ tables in the restaurant two years ago.

- A four                      ○ C eight  
○ B six                      ○ D ten

4 Who is polite and helpful?

- A                      ○ B                      ○ C                      ○ D



## Pre-listening:

- Let students know that they will hear a word in the recording that they are not familiar with. Ask them to pay attention to the sentence that follows. It can help them understand the meaning of the word.

**Part 1B**

Betty is talking to her friend Lucy on the phone.

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

1 What did Betty think about her birthday dinner?

A

B

C

D



2 The restaurant is on the \_\_\_\_\_ floor in Happy Shopping Centre.

A first

C third

B second

D fourth

3 How was Bobby two days ago?

A fat

C strong

B sad

D weak

4 Where does Bobby need to go?

A

B

C




D

**Self-assessment**

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

I can understand the conversations.

I can listen for opposite adjectives.

			
I can understand the conversations.			
I can listen for opposite adjectives.			

Pre-listening:

- Recap the phrases to express time in the past. Ask students to make sentences with those phrases, e.g. 'I was sick last week.'

**Part 2**

Betty's grandpa is telling her a story.

- Let students know that they will hear about Grandpa in the past and present. Remind them to be careful and not to mix up the information.

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

- Grandpa talks about his life \_\_\_\_\_ years ago.
 

<input type="radio"/> A 30	<input type="radio"/> C 50
<input type="radio"/> B 40	<input checked="" type="radio"/> D 60
- What was true about Grandpa and his family in the past?
 

<input type="radio"/> A They were a small family.
<input checked="" type="radio"/> B They were happy.
<input type="radio"/> C They were rich.
<input type="radio"/> D They were sad.
- Grandpa's \_\_\_\_\_ was hard-working and helpful.
 

<input checked="" type="radio"/> A brother	<input type="radio"/> C mother
<input type="radio"/> B father	<input type="radio"/> D sister
- What was NOT in Grandpa's house?
 

<input type="radio"/> A a bathroom
<input checked="" type="radio"/> B a bedroom
<input type="radio"/> C a kitchen
<input type="radio"/> D a living room
- Which picture shows Grandpa in the past?
 

<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D
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6 What does Grandpa usually have for dinner?

A

B

C

D



7 What does Grandpa do in the morning?

A

B

C

D



Pay attention to the sentence that tells you more about the activity.

8 Grandpa plays card games on \_\_\_\_\_.

A Monday




B Friday

C Saturday

D Sunday

## Self-assessment

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

			
I can understand the story.			
I can listen for opposite adjectives.			
I can listen for words and phrases about the past.			

# The royal family

Pre-listening:

- Recap regular verbs with students. Write some regular verbs on the blackboard and invite students to tell you their past form.

**Part 1** • Remind students to listen carefully to the speaker's tone and try to guess the meaning of the words they do not know.

Mike is talking to his cousin Karen about his visit to a castle.

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

1 How did Mike feel about his visit?

A

B

C

D



2 How did Mike and his family get to the castle?

A They rode on horses.

B They took a boat.

C They took the train.

D They walked up a hill.

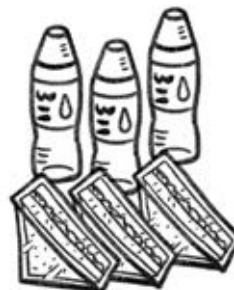
3 What did Mike and his family take to the castle?

A

B

C

D



4 How did the castle look?

1 big

3 small

2 dirty

4 old

A  1 and  2

C  2 and  3

B  1 and  4

D  3 and  4

5 Who was Ben? ————— What did he do at work?

A

B

C

D



6 How did Mike's dad feel about the castle?

A

B

C

D



7 What DIDN'T Mike buy in Germany?

A chocolates

C stickers

B postcards

D sweets

8 What can Karen see on her gift?

A

B

C

D






## Self-assessment

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

I can understand the conversation.

I can listen for things and places in stories.

			
I can understand the conversation.			
I can listen for things and places in stories.			

## Part 2

Mike is listening to a story.

Pre-listening:

- Remind students to pay attention to the adjectives that describe people's feelings.

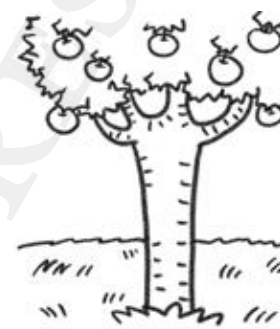
Listen to the story. Choose the best answer by blackening ● the circle.

1 The story is about \_\_\_\_\_.

- A Brad                                      ○ C Greg  
 B Fred                                      ○ D Ted

2 Where did the old man take the young man to?

- A                      ○ B                      ○ C                      ○ D



3 What did the young man see?

- A                      ○ B                      ○ C                      ○ D



4 How did the young man feel when he found out who the old man was?

- A                       B                      ○ C                      ○ D





5 What did the king give the young man?

- A       B       C       D



6 What DIDN'T the young man do in the castle?

- A clean the windows  
 B cook dinner  
 C wash the dishes  
 D water the plants

7 What time did the young man finish his work?

- A 7 p.m.       C 8 p.m.  
 B 7:30 p.m.       D 8:30 p.m.

8 The young man wanted to be a \_\_\_\_\_.

- A       B       C       D



## Self-assessment

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

I can understand the story.			
I can listen for the things and places in stories.			
I can listen for the words about feelings.			

# Hero Carlo

Pre-listening:

- Recap irregular verbs with students. Remind them the spelling rules of most verbs in the simple past tense.
- Ask students to pay attention to the adjectives in the conversation.

## Part 1A

Oscar is talking to his friend May about films.

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

1 May stopped telling Oscar about the film because \_\_\_\_\_.

- A Oscar was not interested in it
- B she wanted Oscar to watch it
- C she did not remember the story
- D she did not like it

2 What is the name of the film that May watched?

- A *The Magic Cone*
- B *The Magic Home*
- C *The Magic Phone*
- D *The Magic Stone*

3 What happened at the end of the film Oscar watched?

- A
- B
- C
- D



4 Oscar watched the film with his \_\_\_\_\_.

- A brother
- B cousin
- C father
- D mother

## Pre-listening:

- Let students know that they will hear a word in the recording that they are not familiar with. Ask them to pay attention to the sentence that follows. It can help them understand the meaning of the word.

**Part 1B**

Oscar is reading a poem about some animals.

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

1 All the animals hated the mouse because \_\_\_\_\_.

- A he did not let the animals enter his house
- B he was new to the forest
- C he was rude to the animals
- D they thought he was ugly

2 What could the mouse do?

- A                       B                       C                       D



3 Which of the following sentences is NOT true?

- A The hunter caught a lion.
- B The lion thought the mouse was weak.
- C The mouse kept the lion in the net.
- D The mouse wanted to help the lion.

4 What happened at the end of the story? ●

Was the lion free?

- A                       B                       C                       D

**Self-assessment**

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

I can understand the conversation.			
I can understand the poem.			
I can listen for the adjectives.			

## Pre-listening:

- Recap the phrases to express time in the past. Ask students to make sentences with those phrases, e.g. 'I was sick last week.'
- Let students know that Linda's feeling changed in the story.

**Part 2**

Oscar is listening to a story.

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

1 What time did Linda finish her lesson?

- A 1:15 p.m.  
 B 1:30 p.m.  
 C 3:15 p.m.  
 D 3:30 p.m.

2 How did Linda feel?

- A                       B                       C                       D



3 Linda did NOT like going to the beach because \_\_\_\_\_.

- A it was hot  
 B she did not know how to swim  
 C she did not like building sandcastles  
 D there were many people at the beach

4 What did Dad and Tom want to do?

- A build sandcastles with Linda  
 B play Frisbee  
 C swim in the sea  
 D teach Linda to swim

5 What did Linda want to do?

A

B

C

D



6 Which of the following sentences is true?

A Linda could float in the water.

B Linda did not go into the water.

C Linda was still afraid of swimming in the end.

D Tom showed Linda how to swim.

7 What did Mum give Linda?

A

B

C

D



8 Where did Linda want to go next Saturday?

A the beach




B the library

C the park

D the shopping centre

## Self-assessment

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

			
I can understand the story.			
I can listen for the adjectives.			

# Good weekend, bad weekend

## Pre-listening:

- Recap regular and irregular verbs with students. Write some verbs on the board and invite students to tell you their past form.

**Part 1** • Remind students to listen carefully to the speaker's tone and try to guess the meaning of the words they do not know.

Betty is talking to Ben about her visit to a farm.

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

1 What did Ben do at the weekend?

A



B



C



D



2 Which of the following sentences is true?

A Ben went to a farm in Yuen Long.

B Betty's father has a farm.

C Betty planted a tree on a farm.

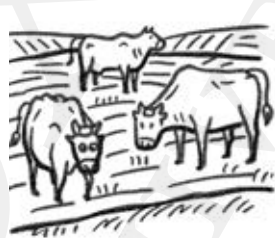
D Betty's uncle works on a farm.

3 What animals DIDN'T Betty see?

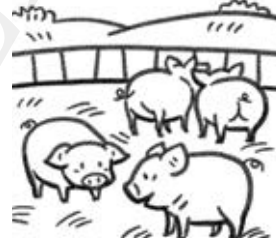
A



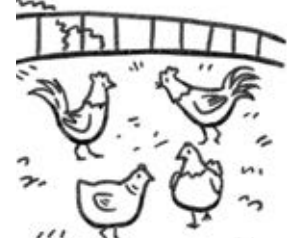
B



C



D

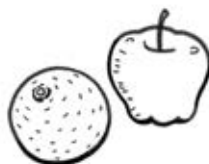


4 What did Betty eat?

A



B



C



D



5 What did Betty do on the farm?

- ① blew soap bubbles
- ② chased butterflies
- ③ flew a kite
- ④ rode a bicycle

- A ① and ②
- B ① and ④

- C ② and ③
- D ③ and ④

6 What did Betty help her uncle do?

- ① bought food
- ② chopped some fruit
- ③ set the table
- ④ washed the dishes

- A ① and ②
- B ① and ④

- C ② and ③
- D ③ and ④

7 How did Ben feel?

A

B

C

D






8 Ben can go to Yuen Long from Causeway Bay \_\_\_\_\_.

- A by boat
- B by bus

- C by minibus
- D by MTR

## Self-assessment

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

			
I can understand the conversation.			
I can listen for the words about activities.			

**Part 2**

Pre-listening:

- Remind students to pay attention to the times.
- Recap prepositions of positions with students.

Betty is talking to her grandpa.

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

1 What does Grandpa like best about the farm?

- A the animals  
 ○ B the flowers  
 ○ C the trees  
 ● D the vegetables

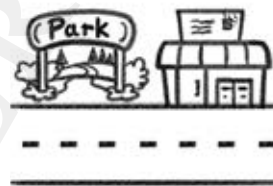
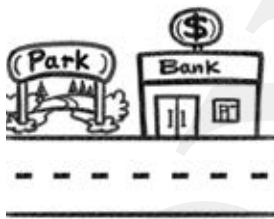
2 What time did Grandpa wake up on Saturday?

- A                      ● B                      ○ C                      ○ D



3 Where is the park?

- A                      ● B                      ○ C                      ○ D



4 What does Betty want to do in the park?

- ① blow soap bubbles  
 ② fly a kite  
 ③ play badminton  
 ④ take photos
- A ① and ②                      ○ C ② and ③  
 ○ B ① and ③                      ● D ③ and ④






- 5 What is the name of the restaurant?
- A Pasta and Ham
- B Pasta and Jam
- C Pasta and Lamb
- D Pasta and Pan
- 6 What did Grandpa do on Saturday evening?
- A  B  C  D



- 7 Grandma and Grandpa watched a film in the \_\_\_\_\_.
- A bedroom
- B cinema
- C dining room
- D sitting room
- 8 Betty wants to watch cartoons because \_\_\_\_\_.
- A Grandpa has many cartoon DVDs
- B she likes the cartoon characters
- C she wants to draw pictures of the cartoons
- D they are funny

## Self-assessment

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

			
I can understand the conversation.			
I can listen for the words about activities.			

# Wonderful chefs

Pre-listening:

- Recap different food items with students. Ask them what their favourite food item is.
- Remind students to pay attention to the information about quantity and positions.

## Part 1

Jack and his mum are preparing some food for a birthday party.

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

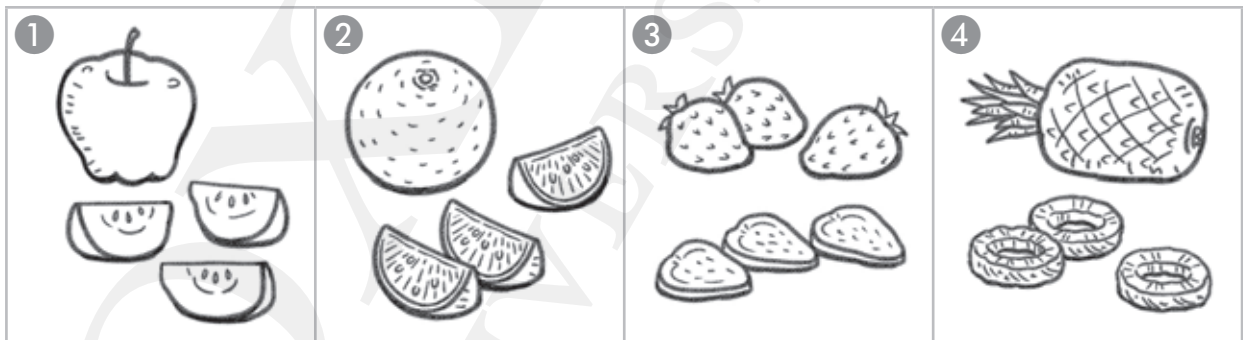
1 It is \_\_\_\_\_'s birthday.

- A Gigi
- B Kiki
- C Lily
- D Mimi

2 Jack \_\_\_\_\_ some vegetables.

- A buys
- B chops
- C cooks
- D washes

3 What kinds of fruit does Mum add to the salad?



- A ①, ② and ④
- B ① and ④
- C ②, ③ and ④
- D ② and ④

4 What does Mum ask Jack to do?

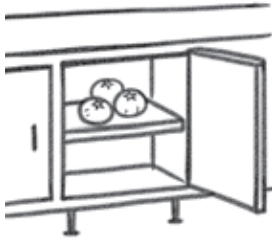
- A cut the vegetables
- B mix the salad
- C put the fruit in a bowl
- D wash the fruit

5 How many honey chicken wings does Mum make?

- A 10  
 B 15  
 C 20  
 D 25

6 Where are the tomatoes?

- A                       B                       C                       D



7 How does Jack feel?

- A                       B                       C                       D






8 The supermarket is in \_\_\_\_\_ Shopping Centre.

- A Bunny  
 B Funny  
 C Honey  
 D Sunny

## Self-assessment

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

			
I can understand the conversation.			
I can listen for the food items.			

**Part 2**

Pre-listening:

- Recap 'some' and 'any' with students.
- Ask students to pay attention to the change of the character's feelings in the story.

Jack is listening to a story.

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

1 What time did Kate and her parents arrive at the restaurant?

- A 6:15 p.m.                      ○ C 7:15 p.m.  
○ B 6:45 p.m.                      ● D 7:45 p.m.

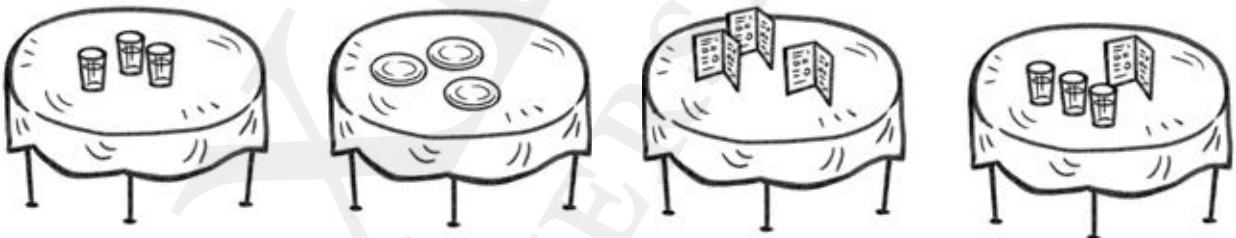
2 How did Kate feel?

- A                      ○ B                      ● C                      ○ D



3 What were on the table?

- A                      ○ B                      ○ C                      ● D



4 There were NOT any \_\_\_\_\_ in the restaurant.

- ① bread                      ③ sausages  
② ketchup                      ④ cheese
- A ① only  
○ B ② and ③  
○ C ③ only  
● D ③ and ④

5 Where did Kate want to go?

- A the cafe  
 B the fast-food shop  
 C the supermarket  
 D the toy shop

6 What was Kate's favourite dish?

- A                       B                       C                       D



7 What did Dad give Kate?

- A                       B                       C                       D






8 Mum and Dad gave Kate a surprise dinner because \_\_\_\_\_.

- A Kate did well in her test  
 B Kate helped a lot with the housework  
 C it was Kate's birthday  
 D it was Kate's first day of school

## Self-assessment

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

			
I can understand the story.			
I can listen for the food items.			

# Time to eat!

Pre-listening:

- Recap the quantity of food and drinks with students. Invite them to make sentences with 'a ... of ...'
- Remind students to pay attention to the information about the quantity and the price.

## Part 1

Connie is talking to Mr Wong at the school canteen.

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

1 What does Connie want for lunch?

A

B

C

D



2 Connie does NOT like ketchup because \_\_\_\_\_.

A it is cold

B it is sour

C she does not like red

D she does not like tomatoes

3 What is NOT on the pizza?

A

B

C

D



4 Connie is feeling unwell because \_\_\_\_\_.

A her mum was sick

B she ate too much fried food

C she forgot to bring an umbrella

D she forgot to wear her jacket

5 What can Connie eat?

A

B

C

D



6 What drink does Connie choose to have?

A a can of cola

B a carton of milk

C a glass of apple juice

D a glass of orange juice

7 How much does Connie pay?

A \$25.50

C \$35.80

B \$28.50

D \$38.50

8 Where are Connie's classmates?

A

B




C

D



## Self-assessment

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

			
I can understand the conversation.			
I can listen for the words about different food and drinks and the price.			

**Part 2** Pre-listening:

- Remind students to pay attention to the information about dates, time and quantities.

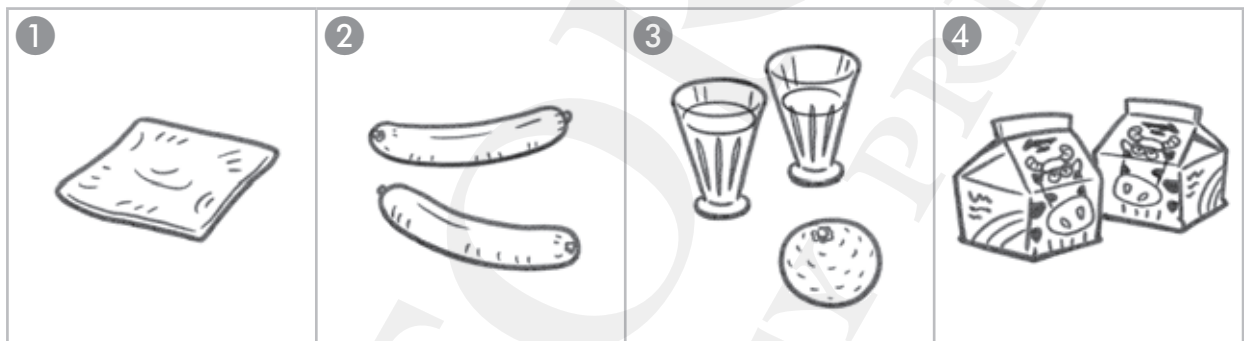
Connie is listening to a story.

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

1 What time did Mary and her dad have breakfast?

- A 9:15 a.m.
- B 9:30 a.m.
- C 10:15 a.m.
- D 10:30 a.m.

2 What did Mary and her dad have for breakfast?



- A ① and ②
- B ① and ④
- C ② and ③
- D ② and ④

3 Who wanted to make hot dogs?

- A Jay
- B Jack
- C Joe
- D John

4 Why did Dad take Mary to a small supermarket?

- A The bread was fresh there.
- B The fruit was fresh there.
- C The supermarket was near their home.
- D Things were cheap there.



5 How much was an apple?

- A \$3.80  
 B \$4.20  
 C \$5.20  
 D \$5.80

6 What did Mary and her dad buy?

- 1 chocolate                       3 oranges  
 2 milk                                       4 cola
- A 1 and 2  
 B 1 and 4  
 C 2 and 3  
 D 3 and 4

7 How did Mary feel in the country park?

- A                       B                       C                       D






8 When did the story take place?

- A 13 May  
 B 23 May  
 C 30 May  
 D 31 May

## Self-assessment

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

			
I can understand the story.			
I can listen for the words about different food and drinks and the price.			



# Speak up A

## Part 1: Reading aloud

Read the following text aloud.

### Getting sick

I was sick yesterday. I was tired and weak. I did not feel hungry and I did not want to eat. The doctor gave me some medicine. I took a good rest. Today, I am strong and happy.

## Part 2: Expression of personal experiences

You want to know about your partner's changes. In pairs, ask and answer questions about them.

How did you look eight years ago?

I was ...

Did you study in this primary school four years ago?

Yes/No, I ...

Were you naughty last year?

Yes/No, I ...

What are your changes over the past three years?

Three years ago, I was ... Now, I'm ...

How do you feel about your changes?

I feel ...



### Part 3: Picture description

Here is a picture about a royal family. Study the picture and answer your partner's questions.



Where were the royal family yesterday?  
 What did the king do?  
 Did the queen ...?  
 Did the prince ...?  
 What did the princess do?  
 Did the royal family enjoy their day? Why?




They were in the ...  
 He ...  
 Yes/No, she ...  
 Yes/No, he ...  
 She ...  
 Yes/No, they ...

Ask students to pay attention to the details in the picture. Remind them that they should talk about the people one by one. They may talk about their actions, appearances, feelings, etc. Provide vocabulary if necessary.



### Peer assessment

What can you do in this unit? Ask your partner to tick (✓).

			
My partner can read aloud the text correctly.			
My partner can talk about his/her changes with me.			
My partner can talk about the picture of a royal family with me.			



# Speak up B

## Part 1: Reading aloud

Read the following text aloud.

### Picnic fun

I went to the country park with my family last Sunday. The park was beautiful. I blew soap bubbles. My brother rode a bicycle. Mum made us some sandwiches. We went home in the evening. We had fun in the park.

## Part 2: Expression of personal experiences

You want to know what your partner did last weekend. In pairs, ask and answer questions about it.

Where did you go last weekend?

Who did you go there with?

What did you do/eat/see there?

How did you feel about your weekend? Why?

I went to ...

I went there with ...

I ...

I felt ...



## Part 3: Picture description

Here are some pictures of what a family did last weekend. Study the pictures and answer your partner's questions. Ask students to pay attention to the details in the pictures. Provide vocabulary and help them make complete sentences if necessary.



Look at Picture 1. Where did the family go?  
 What did the old man say?  
 Why did he say that? What did he think about the ...?

Look at Picture 2. What did the parents do? Why?




Look at Picture 3. What did the boys do?

Look at Picture 4. What did the man give the girl?

They went to ...  
 He said ...  
 He said that because he thought the ... was ...  
 They ... because they wanted to ...  
 They ...  
 He ...

## Peer assessment

What can you do in this unit? Ask your partner to tick (✓).

			
My partner can read aloud the text correctly.			
My partner can talk about what he/she did last weekend with me.			
My partner can talk about pictures of a family's weekend with me.			



# Speak up C

## Part 1: Reading aloud

Read the following text aloud.

### At the food court

'Are there any hot dogs?'

'Yes, there are some hot dogs.'

'Can I have a hot dog and a can of cola, please?'

'Here you are.'

'How much are they?'

'They are \$33.60.'

## Part 2: Expression of personal experiences

You want to know about your partner's favourite food. In pairs, ask and answer questions about it.

What do you like eating most? Why?

I like eating ... because ...

What do we need to make this dish?

We need ...

Where do you usually buy/eat it/them?

I usually buy/eat it/them at/in ...

How much is it/are they?

It's/They're ... dollars and ... cents.

What other food do you want to eat?

I want to eat ...



## Part 3: Picture description

Here are some pictures of people at a food court. Study the pictures and answer your partner's questions.



Look at Picture 1. What does the woman say?

How much are they?

Look at Picture 2. What do the people order?

Look at Picture 3. What does the girl want to have?

Look at Picture 4. Is there any juice on the tray?

She says ...

They're ... dollars and ... cents.

They order ...

She ...




No, there ...

Ask students to pay attention to the details in the pictures. Tell them to pay attention to the food items in the pictures and remind them to use the correct partitives. Provide vocabulary and help them make complete sentences if necessary.



## Peer assessment

What can you do in this unit? Ask your partner to tick (✓).

			
My partner can read aloud the text correctly.			
My partner can talk about his/her favourite food with me.			
My partner can talk about the pictures about people at the food court with me.			

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