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



Listening skill 1

Pre-listening:

- Remind students that the list of examples below is not exhaustive. There are many other types of specific information, e.g. dates, time, activities, names of people and places.

Listening for specific information

Before listening

- Read the question word and the options.

e.g. **How old** is the girl?

- A three
- B four
- C five
- D six

age

Specific information

- names
- places
- time
- age
- numbers
- activities
- ...

While listening

- Pay attention to the keywords about age, a name or an activity.

I am four years old!



age

Amy got a B in Maths.



name

His favourite sport is cycling.



activity



Let's practise!



Jack and Tracy are talking about their friends. Listen and tick (✓) the correct boxes.

1 How old is Gina?

- A eight
- B nine

- C ten
- D eleven

2 How many marks did Harry get in the English test?

- A 85
- B 90

- C 95
- D 100

Pay attention to the number Harry says.

3 What did Tracy and Harry do on Open Day last year?

- A played a game
- B read a poem

- C sang a song
- D saw a play

How I lost the game

Part 1A

Lisa is talking to Peter about weekend activities.

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

Pre-listening:

If necessary, recap adverb phrases about frequency with students before they do the listening task.

- 1 How often does Peter go skateboarding?
- A once a week C once every two weeks
- B twice a week D twice a month
- 2 Peter goes jogging with his dad because _____.
- A he is free at the weekend
- B he likes going to the park
- C he likes talking to his dad
- D he loves jogging
- 3 Where does Lisa play the ukulele? ●
- A at a concert
- B at home
- C in the music room
- D in the park
- 4 Who is Lisa's karate teacher?
- A Mr Chan C Mr Chiu
- B Mr Ching D Mr Chong
- 5 How does Peter feel?
- A B C D

Listen carefully to what Lisa says after the words 'play the ukulele'.



Is Peter happy about Lisa's karate class? Does he want to know more about it?

Part 1B

Lisa is reading a poem in class.

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

Pre-listening: Brief students on what a poem is.

1 What is the best title for this poem?

- A 'Classes at the weekend'
 ● B 'I like weekends'
 ○ C 'My classmates and I'
 ○ D 'My favourite activities'

A title tells us what the poem is about.

2 What DOESN'T Lisa talk about?

- A ○ B ● C ○ D



3 What do some classmates do at the weekend?

- ① do sport
 ② have drama classes
 ③ have painting lessons
 ④ practise dancing
- A ① and ② ○ C ② and ③
 ○ B ① and ③ ○ D ③ and ④

4 How does Lisa feel at the end of the poem?

- A ○ B ○ C ○ D



Remind students that they may not hear the adjectives, so they should pay attention to the speaker's tone and phrases he/she uses.

Part 2

Pre-listening:

- Ask students whether they have busy weekends.
- Ask them to share what they did last weekend.

Lisa and her friend David are talking on a beach.

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

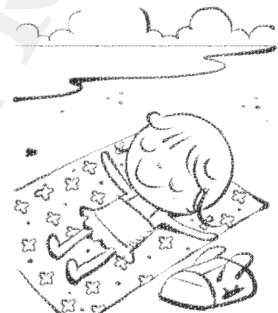
1 How often does David play volleyball?

- A once a week
- B twice a week
- C once a month
- D twice a month

Listen carefully for the day(s) of the week David talks about.

2 What does Lisa like doing on the beach?

- A B C D



3 What does Lisa always do on Saturday afternoon?

- A B C D



4 What time does David usually start playing volleyball?

- A 10 a.m. C 11 a.m.
- B 10:30 a.m. D 11:30 a.m.

5 David usually plays volleyball for _____.

- A 10 minutes C 30 minutes
- B 15 minutes D 60 minutes

Remind students that there are 60 minutes in an hour.

6 Where does the concert take place?

- A at school
 B in the children's centre
 C in the park
 D on the beach

Listen carefully to the words after the preposition 'in', 'on' or 'at'.

7 How does Lisa feel?

- A B C D



8 Which of the following is true about David?

Listen carefully after the words 'like' and 'good at'.

- A B C D



9 Lisa is practising the song _____ for the concert.

- A 'Beautiful rainbow'
 B 'Colourful rainbow'
 C 'Happy rainbow'
 D 'Lovely rainbow'

Part 1

Pre-listening: Recap with students 'the same' and 'different' to make comparisons.

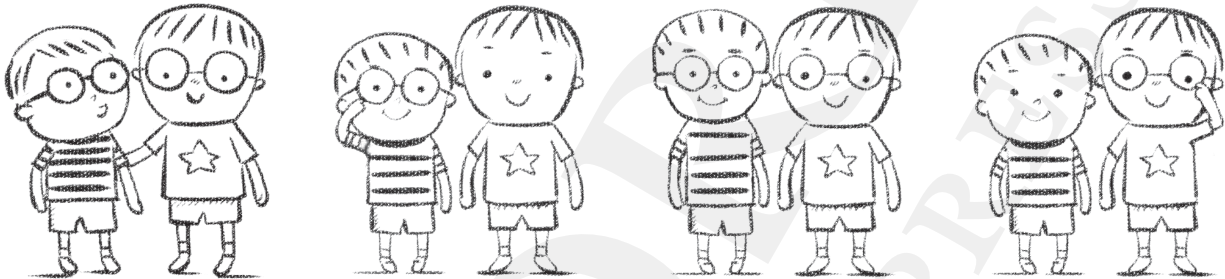
Joe and his friend Patrick are talking about brothers and sisters.

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

1 Which is the correct picture of Patrick and his brother?

Ask students to think of some keywords like 'glasses' and 'height' about each picture.

- A B C D



2 Joe and his brother _____.

- A are the same age
 B have the same hobby
 C like the same film
 D like the same storybook

Listen carefully to the word after 'the same'.

3 Who is Joe's sister?

- A Dolly
 B Holly
 C Molly
 D Polly

4 Patrick sometimes gets angry because his brother _____.

- A does not play with him
 B does not talk to him
 C hides his books
 D shouts at him

5 How does Joe feel about his brother?

A



B



C



D



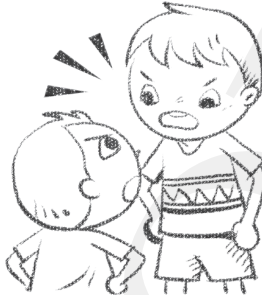
Post-listening:
Explain to students that we say 'I don't really mind.' when we are not angry.

6 Which is the correct picture of Joe and his brother?

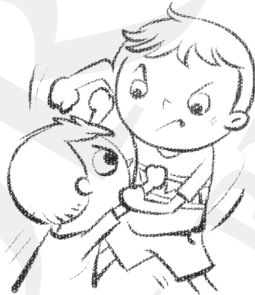
A



B



C



D



7 Patrick and his brother share their _____ with each other.

1 comics

2 room

3 snacks

4 toys

A 1 and 2

B 2 and 3

C 2 and 4

D 3 and 4

Listen carefully to what Patrick says after the words 'we sometimes share our ...'

8 Joe has to go home to _____.

A do homework

B do housework

C look after his sister

D play with his brother

What does Joe say he has to help his mum with?

Part 2A

Pre-listening:

- Ask students whether they know any twin brothers or sisters.
- Ask them to share anything interesting about twins.

Joe is listening to a story.

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

1 Which of the following is true about Annie and Jane?

- A They are different ages.
- B They like different games.
- C They like the same subject.
- D They like wearing different kinds of clothes.

2 Annie and Jane do NOT like _____.



3 Annie asked Jane to go to the English class for her because _____.

- A she did not do her homework
- B she thought it was fun
- C she was late
- D she was sick

Listen carefully after the words 'one day'. It tells what happened to Annie.

4 Who is the English teacher?

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

5 The teacher knew Jane went to the class for Annie because _____.

- A Annie and Jane have different handwriting
- B Annie never forgets to do her homework
- C some classmates told her
- D their parents called the school

Part 2B

Joe is talking to his uncle about his brother.

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

1 Who is Joe's uncle?

- A Uncle Barry C Uncle Larry
 B Uncle Harry D Uncle Terry

Pre-listening:
Ask students whether they have brothers or sisters studying in the same school.

2 George does NOT want to play with Joe because _____.

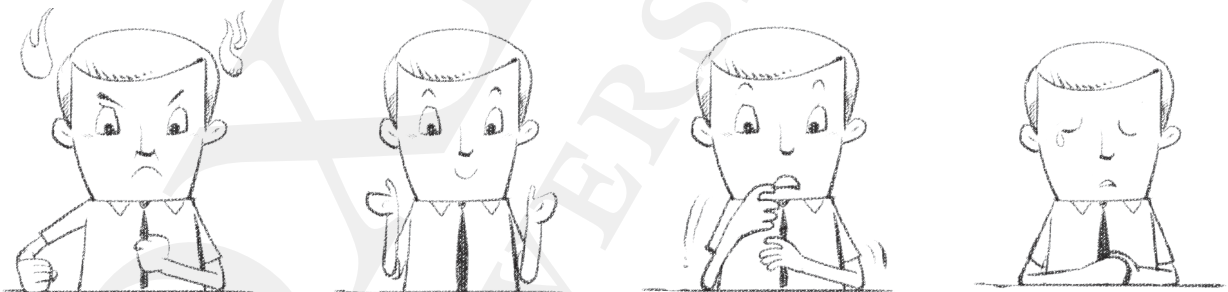
- A George has a new friend
 B George is busy
 C they always argue with each other
 D they like different games

3 George and his friend are in the same _____.

- A class C school club
 B park D school team

4 How does Joe's uncle feel?

- A B C D



Joe's uncle starts a sentence with 'Don't.' It explains his feeling.

5 What does Joe's uncle ask Joe to do?

- A look after George's friend
 B play with his own friends at school
 C talk to George's new friend
 D talk to his parents



Listening skill 2

Pre-listening:

- Ask students to take a look at the options to see if they have to discriminate the starting or ending sounds of the keywords.
- Ask students to underline the different sounds in the options.
- Read out the options with students and ask them to pay

Listening for words with similar sounds attention to the difference among the starting or ending sounds of different words.

Before listening

- Look at the differences in the options and underline them.

e.g. The book belongs to _____.

- | | |
|---------------------------------------|---------------------------------------|
| <input type="radio"/> A Mr <u>H</u> o | <input type="radio"/> C Mr <u>L</u> o |
| <input type="radio"/> B Mr <u>K</u> o | <input type="radio"/> D Mr <u>T</u> o |

Who is the tallest student in class?

- | | |
|--------------------------------------|--------------------------------------|
| <input type="radio"/> A <u>J</u> ane | <input type="radio"/> C <u>J</u> oe |
| <input type="radio"/> B <u>J</u> ay | <input type="radio"/> D <u>J</u> ohn |

starting sound

ending sound

While listening

- Pay attention to the sounds of the keywords.

The book belongs to Mr To.



John is the tallest student in class.



Let's practise!

Lily and Sam are talking about their teachers. Listen and tick (✓) the correct boxes.

1 Who is Sam's Maths teacher?

- | | |
|--|---------------------------------------|
| <input checked="" type="checkbox"/> A Miss Chong | <input type="checkbox"/> C Miss Kwong |
| <input type="checkbox"/> B Miss Fong | <input type="checkbox"/> D Miss Tong |

2 Who is Lily's Maths teacher?

- | | |
|------------------------------------|--|
| <input type="checkbox"/> A Mr Chiu | <input checked="" type="checkbox"/> C Mr Siu |
| <input type="checkbox"/> B Mr Liu | <input type="checkbox"/> D Mr Yiu |

3 Who is Sam's friend?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> A Cammy Chan | <input checked="" type="checkbox"/> C Carol Chan |
| <input type="checkbox"/> B Candy Chan | <input type="checkbox"/> D Carrie Chan |

Best friends

Part 1

Pre-listening:

If necessary, recap the vocabulary like 'calm', 'funny', 'noisy' and 'smart' with students before they do the listening task.

Lucy and her brother Mark are talking about their friends.

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

1 Which of the following is true about Tracy?

A

B

C

D



2 Mark does NOT know Gina very well because _____.

A Gina is a naughty student

B Gina is a shy student

C Mark does not like playing with Gina

D they were in different classes last year

3 Emily is the _____ student in class.

A calmest

B funniest

C naughtiest

D sportiest

4 What does Peter always do?

A gets good grades

B helps teachers and classmates

C tells jokes in class

D turns on and off the fans

What words does Lucy use to describe Peter?

5 Who is Mark's classmate?

- A Ivan Chan
- B Ivan Cheung
- C Ivan Chiu
- D Ivan Chow

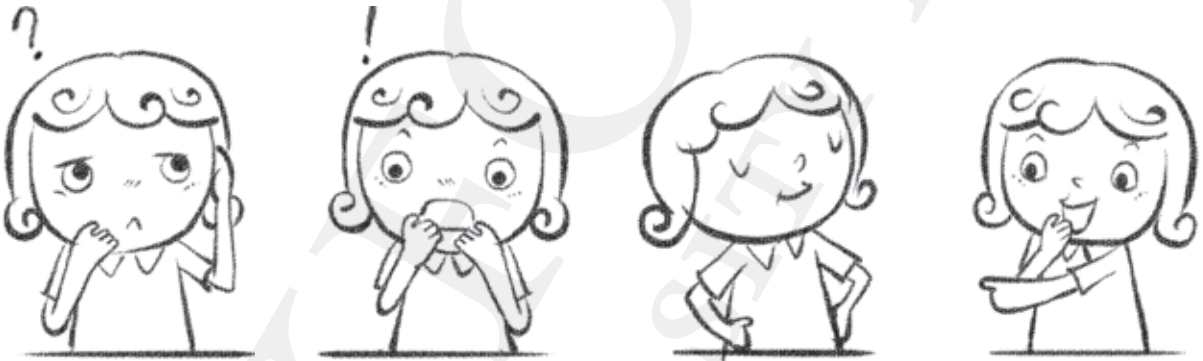
Pay attention to the ending sound of the person's surname.

6 Which of the following is true about Mark's classmate?

- A He always wears new school uniform.
- B He is a neat student.
- C He is a smart student.
- D He never talks in class.

7 How does Lucy feel?

- A
- B
- C
- D



8 Which of the following is true?

- A Lucy is the healthiest.
- B Mark is the healthiest.
- C Mark's classmate is the healthiest.
- D Mark's classmate is the weakest.

Pay attention to how often Mark and Lucy get sick.

Part 2A

Lucy's classmate Simon is reading a poem in class.

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

Pre-listening:

- Brief students on what a poem is.
- Explain to students that there is usually one question for each stanza in a poem.

1 Who is Simon's brother?

- A James
- B Jeff
- C Jim
- D Jones

2 What does Simon's brother like doing?



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

3 Simon's brother is _____.

- A humble
- B lazy
- C naughty
- D neat

'Roar' means to make a loud deep sound. Go through the options with students to make sure they understand them.

4 The word 'roars' means the _____ Simon's brother makes.

- A action
- B look
- C smell
- D sound

Pay attention to what Simon's brother does and how Simon reads this word.

Part 2B

Lucy and her friend Kenny are talking on the phone.

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

Pre-listening:

Ask students what they learnt in the last General Studies lesson.

1 How many hours did Kenny sleep last night?

- A two hours
- B four hours
- C six hours
- D eight hours

Pay attention to the time when Kenny slept and woke up last night.

2 Who was the General Studies teacher in Lucy's class today?

- A Miss Cheung
- B Miss Keung
- C Miss Leung
- D Miss Yeung

3 The General Studies teacher today was _____ than Miss Hui.

- A funnier
- B healthier
- C louder
- D older

Pay attention to the number of bones adults and children have.

4 Which of the following is true?

- A Adults and children have the same number of bones.
- B Adults have more bones than children.
- C Children have more bones than adults.
- D All people have different numbers of bones.

5 Which of the following is true about Jamie?

- A He always keeps his desk neat.
- B He is the oldest student in class.
- C He is the smartest student in class.
- D He often packs his things in his school bag.

What words do Lucy and Kenny use to describe Jamie and his things?

Part 1

Bob is listening to a radio interview.

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

Pre-listening:

- Recap with students comparative adjectives 'more ... than' and superlative adjectives 'the most ...'.
- Recap with students words about different types of stories.

1 What is the name of Mr Ho's new book?

- A *A Cry in the Child*
- B *A Cry in the Mile*
- C *A Cry in the Nile*
- D *A Cry in the Wild*

What adjective does Janice use to describe Mr Ho's new book?

2 How does Janice feel about Mr Ho's new book?

- A B C D



3 In Mr Ho's new book, the woman _____ in the forest.

- A died
- B got lost
- C made friends with animals
- D wanted to live

Post-listening:

If necessary, remind students that 'nearly died' means 'did not die'.

4 *Light the Way* is the _____ book by David Lai.

- A sixth
- B eighth
- C sixteenth
- D eighteenth

Ask students to pay attention to the difference in the sounds between 'six' and 'eight'.

5 Which of the following is NOT true about *After Dark* and *The Lovely Horse*? ●

- A *After Dark* is a fairy tale.
- B David Lai wrote the two books.
- C *The Lovely Horse* is a love story.
- D There is a cartoon of *The Lovely Horse*.

Listen carefully for what 'his' and 'it' refer to.

6 Janice thinks *Walk with You* is _____ than *Deep Love*. ●

- A more exciting
- B more interesting
- C more popular
- D more touching

Pay attention to what Janice says after she mentions *Walk with You*.

7 Mr Ho thinks _____ are the most interesting of all.

- A adventure stories
- B detective stories
- C horror stories
- D love stories

8 Mr Ho plans to travel for _____.

- A a month
- B three months
- C six months
- D a year

Remind students that they may not hear the options in the recording. If necessary, explain to students 'half a year' means six months.

9 Mr Ho wants to travel because _____.

- A he enjoys reading when travelling
- B he is tired of writing
- C he wants to see new things
- D he wants to write a book about other countries

Part 2A

Bob and Helen are talking about storybooks.

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

- 1 What is the correct order of the pictures for *The House by the River*? Pay attention to words like 'then' and 'after that'.



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

- 2 How does Helen feel about *The House by the River*?

- A B C D



- 3 Bob read a detective story called _____.

- A *The Green Class* C *The Green Grass*
 B *The Green Glass* D *The Green Pass*

- 4 Helen thinks detective stories are _____ than love stories.

- A more boring C more interesting
 B more exciting D more popular

- 5 Which of the following is true about Helen?

- A She does not like true stories.
 B She does not want to read *I am Mavis Clark*.
 C She heard about Mavis Clark before.
 D She wants to borrow a book from the library.

Pay attention to what Helen says before 'love stories'.

Part 2B

Bob is talking to his father about going to the library.

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

Pre-listening:
Ask students whether they like going to the library and how often they go to the library.

1 Bob does NOT read books because _____.

- A he is very busy
 B the books at home are difficult
 C the books at home are old
 D the library is far from his home

2 Which of the following is NOT true about *The Long Wait*?

- A B C D



3 *The Golden Vase* is a _____.

- A detective story
 B fairy tale
 C love story
 D true story

Pay attention to what the story of *The Golden Vase* is about.

4 Who wrote *The Golden Vase*?

- A Patrick Thomson C Perry Thomson
 B Paul Thomson D Peter Thomson

5 What does Dad ask Bob to do?

- A do a book report
 B look for the books on the Internet
 C tidy the bookshelf
 D write down the names of the books

Post-listening:
Ask students whether they know how to look for books in the library.

This section teaches students a listening skill for dealing with some questions in Units 5 and 6.

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

Pre-listening:

- Remind students that the list of examples below is not exhaustive. There are some other feelings like disappointed, bored, surprised, doubtful and so on.

Listening skill 3

Listening for the speaker's feelings

- Pay attention to the way the speaker speaks (e.g. rising or falling tone) and the words they use. They tell you how the speaker feels.



Explain to students what the speaker talks about also gives them clues about his or her feeling.

Polly and her dad are talking. Listen and tick (✓) the correct boxes.

1 How does Polly feel?



2 How does Polly's dad feel?



3 How does Polly's dad feel at the end?



We love festivals!

Part 1A

Henry is talking to his friend Tina about festivals. *Pre-listening: Recap the words about festivals and festive activities with students.*

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

1 Tina talks about Halloween. How does Henry feel?

A

B

C

D



2 Why DOESN'T Tina like going trick or treating?

A She hates eating sweet food.

B She hates wearing costumes.

C She is afraid of her neighbours.

D She thinks it is boring.

3 What is Tina's favourite thing about Christmas?

A decorating a Christmas tree

B doing Christmas shopping with her dad

C exchanging Christmas gifts

D singing Christmas songs

Pay attention when Tina talks about 'the best part'.

4 What is the name of Tina's cousin?

A Benson

C Jason

B Carson

D Johnson

5 What did Henry wear at Halloween last year?

A

B

C

D



Help students identify the differences in the pictures. Help them predict the words they might hear, e.g. 'spider', 'pumpkin', 'devil' and 'tiger'.

Part 1B

Pre-listening:





Ask students to share what they usually do at the Mid-Autumn Festival.

Henry and Tina are talking about the Mid-Autumn Festival.

Listen to the conversation. Choose the best answer by blackening the circle.**1** What is Tina doing at the children's centre?

- A** drawing lanterns
- B** making lanterns
- C** painting lanterns
- D** playing with lanterns

2 How does Henry feel about the lantern?

- A** 
- B** 
- C** 
- D** 

3 Tina likes decorating _____ with lanterns.

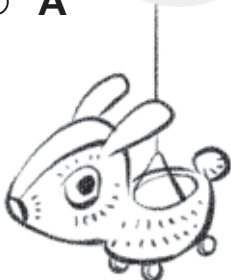


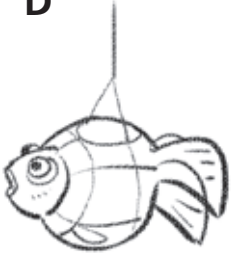
- A** the bookshelf
- C** the wall
- B** the door
- D** the window

Pay attention to the words after 'on'.

4 What does Henry do at Victoria Park?

- A** eat mooncakes
- B** look at the lanterns
- C** play with lanterns
- D** watch the moon

5 Which of the following lanterns does Henry like most?

- A** 
- B** 
- C** 
- D** 

Pre-listening:

Ask students whether they know the relationship between Qu Yuan's story and the Dragon Boat Festival. If necessary, recap Qu Yuan's story with students.

Part 2

Henry is talking to his new classmate Emily about the Dragon Boat Festival.

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

1 How does Emily feel?

 A B C D

2 Henry likes the Dragon Boat Festival because _____.

- ① he likes watching dragon boat races
- ② he loves the story about Qu Yuan
- ③ he takes part in dragon boat races
- ④ he thinks the dragon boats look great

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

3 How does Emily feel about Qu Yuan's story?

- A afraid
- B angry
- C puzzled
- D unhappy

What word does Emily use to describe Qu Yuan's story?

4 Who is Emily's Chinese teacher?

- A Miss Pak
- B Miss Pang
- C Miss Ping
- D Miss Poon

5 There are NOT any dragon boat races in _____.

- A Aberdeen C Sai Kung
 B Cheung Chau D Sheung Shui

Post-listening:
Ask students whether they have watched dragon boat races in those places.

6 Henry went to Stanley early in the morning because _____.

- A he wanted to get a good place to watch the races
 B he wanted to go swimming
 C he was not free in the afternoon
 D the races took place in the morning

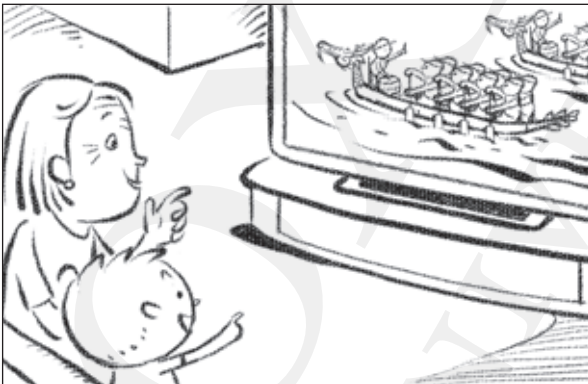
Pay attention to what Henry says after 'Luckily'.

7 What did Henry do at his grandma's home?

- A B



- C D



8 Which of the following is true?

- A Emily wants to try rice dumplings.
 B Henry is good at making rice dumplings.
 C Henry likes eating rice dumplings.
 D Henry wants to buy rice dumplings for Emily.

Want it? Do it.

Pre-listening:

- Recap the words about New Year's resolutions with students.
- Ask them what their New Year's resolutions are.

Part 1

Fiona is talking to her classmate Fred about New Year's resolutions.

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

1 How does Fred feel?

- A angry C happy
 B bored D sad

2 What did Fred always do last year?

- A arrived at school late
 B failed the tests
 C forgot to do his homework
 D went to bed late

3 What time does Fred's school bus arrive?

- A 6:15 a.m. C 7:15 a.m.
 B 6:45 a.m. D 7:45 a.m.

Do not mix up 'a quarter past' and 'a quarter to'. A 'quarter' is 15 minutes.

4 Fiona wants to stay healthy because _____.

- A she does not want to miss any lessons
 B she does not want to take medicine
 C she wants to have more time to play
 D she wants to play sport

5 Fred is going to _____.

- 1 do more revision
 2 read more storybooks
 3 set his study timetable
 4 study with his tutor
- A ① and ② C ① and ④
 B ① and ③ D ② and ③

6 Fiona is going to practise playing football more because _____.

- A she is weak in sport
- B she likes playing football with her friends
- C she wants to be strong and healthy
- D she wants to join the school football team

7 How does Fred feel about Fiona's New Year's resolution?





- A 
- B 
- C 
- D 

8 Who is the captain of the school football team?

- A Pansy Wong
- B Patty Wong
- C Perry Wong
- D Polly Wong

If necessary, pronounce the names with students before the listening task.

9 What are Fiona and Fred going to do next?

- A 
- B 
- C 
- D 

Pay attention to what Fred says after the bell rings.

Ask students to think of some keywords about each picture.

Part 2A

Fiona is talking to her cousin Ken on the phone.

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

Pre-listening:

- Ask students how they feel about last year.
- Ask them what they want to change about last year.

1 Why does Ken feel unhappy?

- A He does not have friends to talk to.
- B He did not do well in his exams last year.
- C He had no time for after-school activities last year.
- D He had too much homework last year.

2 How does Fiona feel about what Ken says?

- A B C D



3 Which of the following is true about Ken's new plan?

- A He is going to have more time for rest.
- B He is going to join more activities this year.
- C He is going to spend more time reading storybooks.
- D He is not going to join any activities this year.

4 When does Ken usually arrive home?

- A 3:15 p.m.
- B 3:45 p.m.
- C 4:15 p.m.
- D 4:45 p.m.

5 What is the name of Ken's dog?

- A Didi C Mimi
- B Gigi D Vivi

Why does Ken set a new timetable? What does Ken want to do in the new year?

Part 2B

Pre-listening:

- Ask students whether they have listened to a school radio programme.
- Ask them what they want to share on a school radio programme.

Fiona is listening to Tom's sharing on the school radio programme.

Listen to the radio programme. Choose the best answer by blackening the circle.

1 When is the radio programme?

- A 1 December
- B 24 December
- C 31 December
- D 4 January

What does Tom mean when he says 'now'?

2 Tom is NOT going to _____.

- A get up early
- B have a healthy diet
- C join the school team
- D play sport

3 Why is Tom going to join a camp? He wants to _____.

- A improve his English
- B learn how to stay healthy
- C make new friends
- D practise sport

 4 How does Tom feel at the end?

- A
- B
- C
- D



Speak up **A**

Explain the skill to students. Tell them what a syllable is and ask them to come up with words with more than one syllable. Ask them to pronounce the syllables in the examples. If necessary, write other words on the board and invite students to break them down into syllables and read them aloud.

Breaking words into smaller parts

Syllables are smaller parts of words. When you see a long word, you can break it into syllables. It can help you read the word.

e.g. Halloween → Hal/lo/ween television → te/le/vi/sion
Saturday → Sat/ur/day weekend → week/end



Part 1: Reading aloud

Read the following text aloud.

Help students break up some multi-syllabic words into smaller parts. Let them practise saying the words before reading the text aloud.

Weekend activities

I have many activities at the weekend. On Saturday, Mum and Dad usually take me and my brother to the park. We go cycling and skateboarding. On Sunday, I read storybooks, do jigsaw puzzles and watch TV at home. I love weekends!

Part 2: Teacher-student interaction

You want to know about what your partner does at the weekend. In pairs, ask and answer questions about it.

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

What do you usually do at the weekend?
Which weekend activity do you like most? Why?
How often do you do this activity?
Who do you do this activity with?

On Saturday/Sunday, I usually ...
I like ... most because ...
I do it every .../... time(s) a ...
I do it with ...

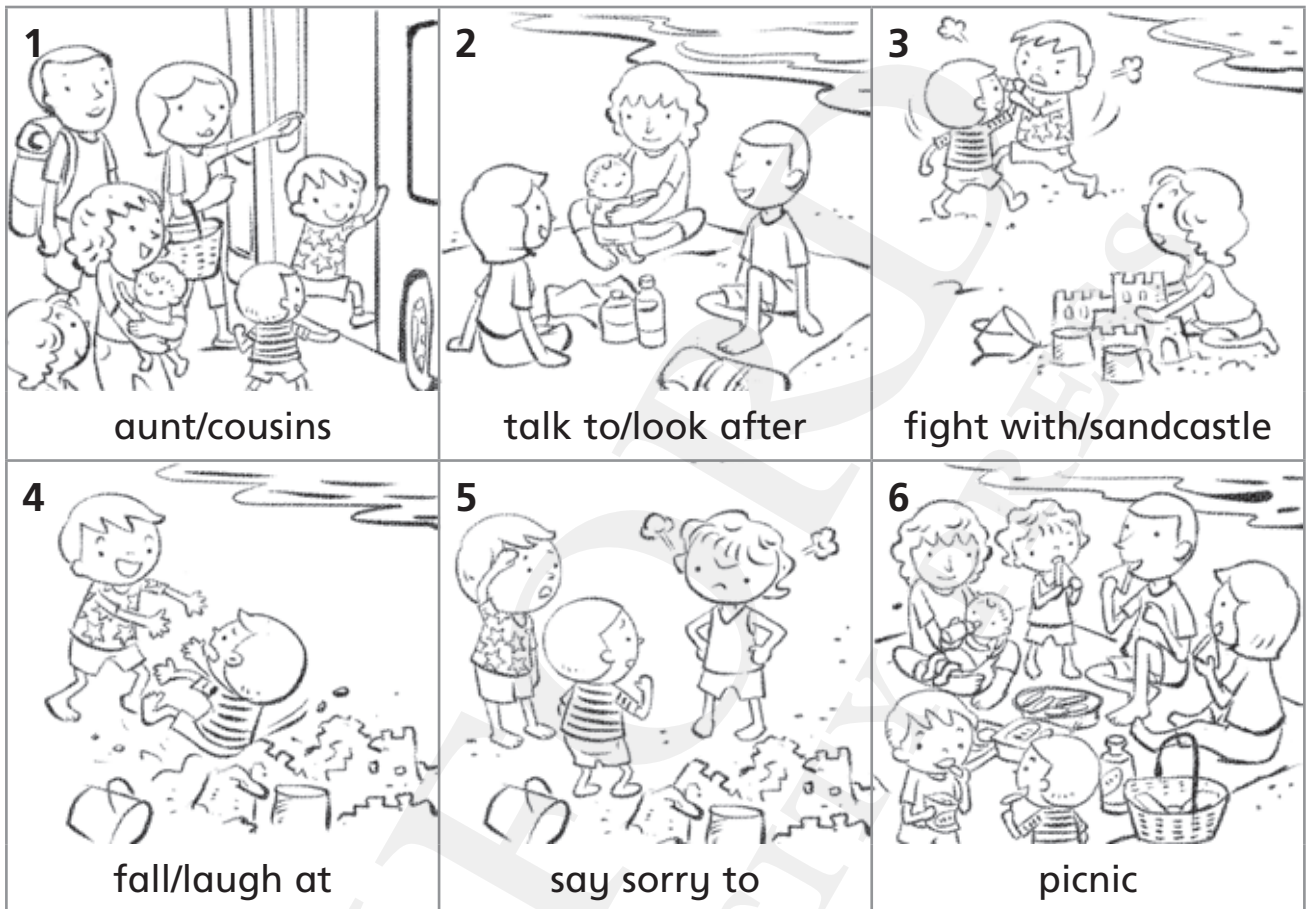


Part 3: Presentation

Ask students to pay attention to the details in the pictures. Tell them that they can talk about how the people feel by looking at their facial expression. Provide vocabulary and help them make complete sentences if necessary.

You are going to tell your class about your day on the beach.

Use the pictures below to help you.



These questions may help you.

- When did you go to the beach?
- Who did you go there with?
- How did you go to the beach?
- What did you do in the morning?
- What did you do in the afternoon?
- How did you feel?

Good morning/afternoon, everyone.

Today, I'm going to talk about ...

I went to ... with ...

I went there by ...

In the morning, Mum and Dad ...

My aunt ... I ... My cousins ...

In the afternoon, we ...

We had a ... day on the beach. That's all for my sharing today. Thank you.



Tell students that the above phrases help them organize their presentation.

Speak up **B**

Explain the skill to students. Pronounce the words with students. Exaggerate the ending sounds to help them grasp the speaking skill. Ask students to think of more words with different ending sounds. If necessary, write other words on the board and invite students to pronounce the ending sounds.

Pronouncing the ending sounds of words

Pay attention to the words with different ending sounds.

e.g. beef l cook k clinic n foot t leave v left f
 lunch h museum m sand d shoes s sit t test t



Part 1: Reading aloud

Help students identify words with different ending sounds. Let them practise saying the words before reading the text aloud.

Read the following text aloud. Pay attention to the ending sounds of words.

My best friend

My best friend is Jack. He is older than me. I am ten years old. He is twelve. We like reading books together in the library. His mum is a good cook. She often makes snacks for him. Jack likes sharing them with me. Jack is good at sport. He is in the school football team. I always watch him play in football matches.

Part 2: Teacher-student interaction

You want to know about your partner's best friend. In pairs, ask and answer questions about him or her.

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

Who's your best friend?
 Why do you like him/her?
 How often do you see each other?
 When did you become good friends?
 What activities do you usually do together?

My best friend is ...
 I like him/her because ...
 We see each other every .../... time(s) a ...
 We became good friends ...
 We usually ... together.



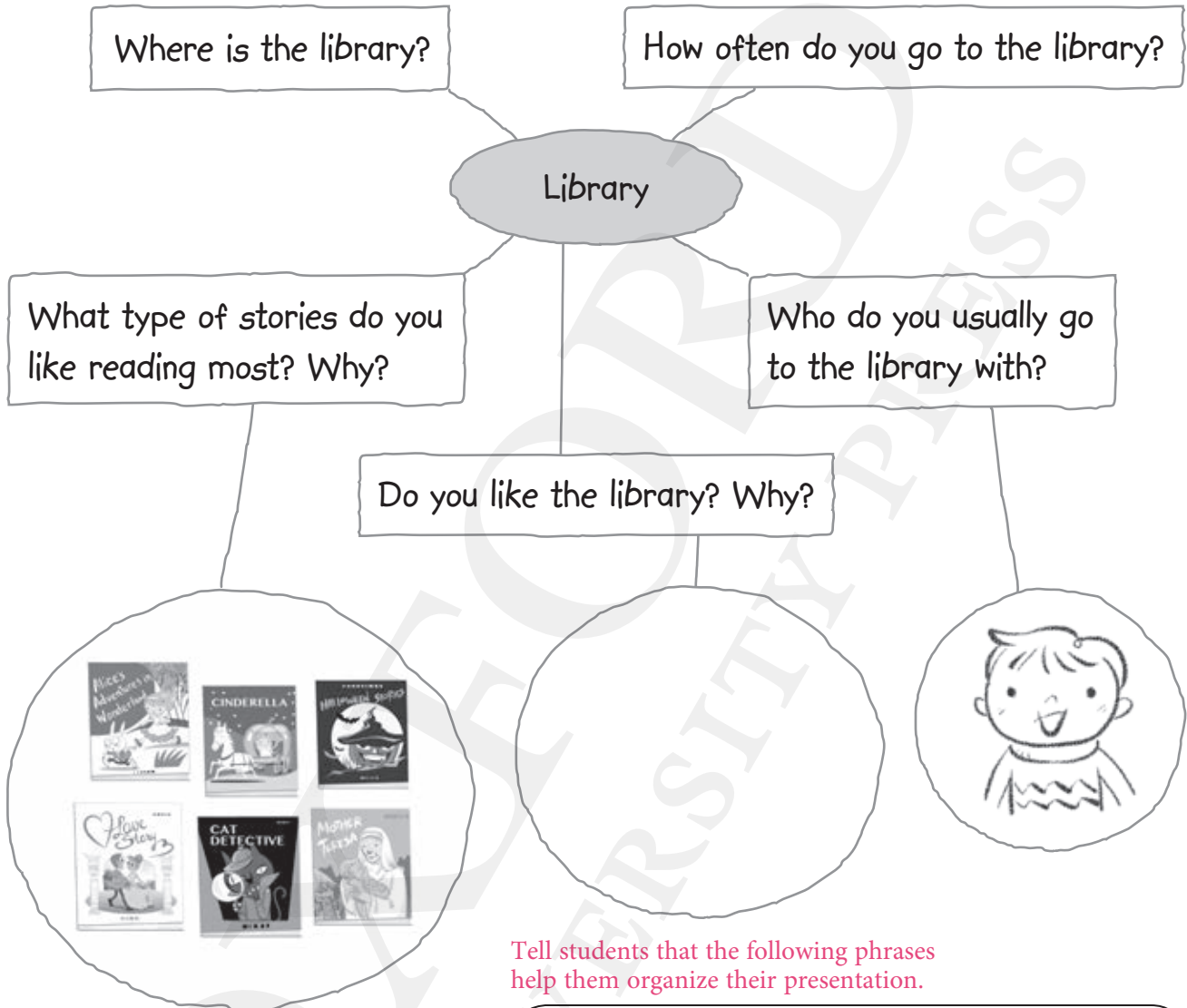
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Part 3: Presentation

Encourage students to brainstorm more ideas. Tell them they may think of other ideas that are not included in the mind map for their presentation. Help them with the vocabulary if necessary.

You are going to tell your class about the library you usually go to.

Use the mind map below to help you brainstorm ideas. Write your notes in the bubble.



Tell students that the following phrases help them organize their presentation.



Good morning/afternoon, everyone. Today I'm going to talk about ...

The library is ...

I go there ... time(s) a ...

I usually go to the library with ...

I like the library because ...

I like reading ... stories most because they're the most ... of all stories.

That's all for my sharing today. Thank you.

Speak up

Explain the skill to students. Introduce students to the 'sh' sound from words with the letters 'ch', 'ci' and 'ti'. Provide words that have this sound and ask students to think of more examples.

Pronouncing the 'ch/ci/ti' sound

We sometimes pronounce the letters 'ch', 'ci' and 'ti' in words like 'sh'.

e.g. machine special action



Help students identify words with the 'ch/ci/ti' sound. Let them practise saying the words before reading the text aloud. Remind students that the letters may not have the 'sh' sound every time, e.g. 'activities'.

Part 1: Reading aloud

Read the following text aloud. Pay attention to the words with the 'ch/ci/ti' sound.

My New Year's resolution

Last year, I did not spend much time on different activities. I want to take part in more activities in the coming year. I am going to learn to cook because I want to make special dishes for my friends and family. I am going to pay attention to the teacher. I hope I can prepare delicious food like a chef.

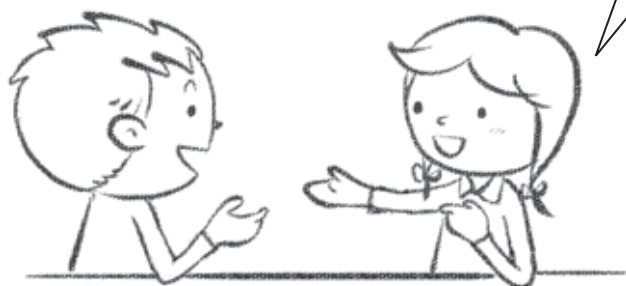
Part 2: Teacher-student interaction

You want to know about your partner's New Year resolution. In pairs, ask and answer questions about it.

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

What's your New Year's resolution?
Why did you make this resolution?
What are you going to do?
When are you going to start doing it?
Who are you going to do it with?

My New Year's resolution is to ...
I made it because ...
I'm going to ...
I'm going to ...
I'm ...








Part 3: Presentation

Ask students to talk about the pictures in groups. Ask them what they want to learn to make in a cooking class.

You are going to tell your class about your cooking class at Christmas.

You may use the pictures below to help you.

<p>1  </p> <p>children's centre</p>	<p>2 </p> <p>roast turkey/chocolate cake</p>
<p>3 </p> <p>take photos</p>	<p>4 </p>

These questions may help you.



Tell students the following phrases help them present their ideas clearly.

- When did you join a cooking class?
- Where did the cooking class take place?
- Who did you go with?
- What time did the class start?
- How many dishes did you make?
- How did you feel? Why?
- Which dish are you going to make at home?

Good morning/afternoon, everyone. Today I'm going to talk about ...

I joined a cooking class ...

It took place at ... I went with ...

The class started at ...

We made ... dishes. I made ... and my friend made ...

I felt ... because ...

I'm going to make ... at home.




That's all for my sharing today. Thank you.






Self-assessment

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




Listening 1

			
I can listen for specific information.			
I can understand the conversations.			
I can understand the poem.			
I can listen for the words about weekend activities.			




Listening 2

			
I can listen for specific information.			
I can understand the conversations.			
I can understand the story.			
I can listen for the words about friendly and unfriendly actions.			




Listening 3

			
I can listen for words with similar sounds.			
I can understand the conversations.			
I can understand the poem.			
I can listen for the adjectives describing people.			



Listening 4

			
I can listen for words with similar sounds.			
I can understand the conversations.			
I can understand the radio interview.			
I can listen for the words about different types of stories.			

Listening 5

			
I can listen for the speaker's feelings.			
I can understand the conversations.			
I can listen for the words about festivals and festive activities.			




Listening 6

			
I can listen for the speaker's feelings.			
I can understand the conversations.			
I can understand the radio programme.			
I can listen for the words about New Year's resolutions.			




Peer assessment

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




Speak up A

			
My partner can break words into smaller parts.			
My partner can read aloud the text correctly.			
My partner can talk about weekend activities with me.			
My partner can tell the class about his or her day on the beach.			

Speak up B

			
My partner can pronounce the ending sounds of words correctly.			
My partner can read aloud the text correctly.			
My partner can talk about best friends with me.			
My partner can tell the class about the library he or she usually goes to.			

Speak up C

			
My partner can pronounce the 'ch/ci/ti' sound correctly.			
My partner can read aloud the text correctly.			
My partner can talk about New Year's resolutions with me.			
My partner can tell the class about his or her cooking class at Christmas.			

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