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# Listening skill 1

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 for main ideas

- A main idea tells us the most important point about a topic.

### Before listening

- Underline the keywords in the options.

e.g. Patrick is talking about \_\_\_\_\_.

- A** his weekend activities       **C** the best place for hiking  
 **B** how to stay healthy       **D** why he likes hiking

### While listening

Tell students the first sentence usually introduces the topic. We call this sentence the topic sentence. The sentences that follow usually give more details. To get the main idea, they may have to listen to the whole message.

- Pay attention to the topic sentence. Then get the main idea after listening to the details.

topic: I like hiking with my friends. It is good for our health.

details: We can chat together. We can also enjoy the fresh air and the views.

Patrick

Lily is talking to her brother Tom. Listen and tick (✓) the correct boxes.

### 1 What is Lily talking about?

- A** doing a school project       **C** how to write a report  
 **B** her favourite subject       **D** some healthy habits

### 2 Tom talks about \_\_\_\_\_.

- A** how to get more information  
 **B** when he watched TV  
 **C** who the doctor is  
 **D** why he missed the TV show

### 3 What is the TV show about?

- A** a popular family doctor       **C** how to choose healthy food  
 **B** healthy cooking       **D** why we have to stay healthy

# The story of Princess Milky (Part 1)

## Pre-listening:

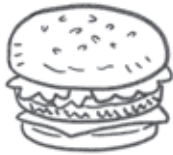
- Explain to students that they are going to listen to a conversation in a radio advertisement.
- Ask whether students have been to events like a food festival before. Briefly tell them what they can see at a food festival.

## Part 1A

John is listening to a radio advertisement.

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


- 1 The event will take place on \_\_\_\_\_.
- A 6 November                       C 16 November
- B 26 November                       D 28 November
- 2 The woman does NOT mention \_\_\_\_\_.
- A                       B                       C                       D



- 3 Who is the judge for the cooking competition?
- A Eva Lee                       C Ginny Lee
- B Gina Lee                       D Tina Lee
- 4 The man says 'I'll eat like a horse.' It means he will eat \_\_\_\_\_.
- A plenty of food
- B in a noisy way
- C in a quick way
- D vegetables only

Post-listening: Explain to students 'eat like a horse' is an idiom that means eating a large amount of food.

What can the man see and do at the event?

-  5 What is the radio advertisement about?
- A a cooking competition
- B a food festival
- C different kinds of food
- D the new Jolly Club website

What do the woman and the man say in the beginning and at the end?

## Part 1B

John is talking to his friend Bella about a food festival.

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

1 How does John feel?

A



B



C



D



2 Who is Bella's aunt?

A Aunt Ada

C Aunt April

B Aunt Amy

D Aunt Maple

3 Why did Bella ask John to buy his ticket early?

A It is difficult to buy tickets online.

B She wants John to go with his family.

C The ticket is cheaper now.

D There are not many tickets left.

4 What does Bella say about her brother?

A Her aunt cannot take care of her brother.

B Her brother does not like eating.

C Her brother does not like going out with his aunt.

D Her brother may not enjoy the food festival.

Listen carefully to what Bella says after 'I don't think'.

5 Which of the following is true?

A Bella will eat lots of pizza.

B Bella will eat plenty of mango pudding.

C Both John and Bella like pizza.

D John likes pizza and desserts.

Listen carefully to what Bella and John like or do not like.

**Part 2** Pre-listening: If necessary, recap vocabulary about food with students before they do the listening task.

John is listening to a play script about Princess Jojo and Prince Benny. Listen to the play. Choose the best answer by blackening ● the circle.

1 What is Princess Jojo doing?

- A preparing snacks  
 ○ B putting up decorations  
 ○ C writing invitation cards  
 ● D writing thank-you cards

Pay attention to what Princess Jojo says after 'I want to give every friend'.

2 What will Princess Jojo give to her friends?

- A                      ○ B                      ● C                      ○ D



3 How does Princess Jojo feel?

- A                      ○ B                      ● C                      ○ D

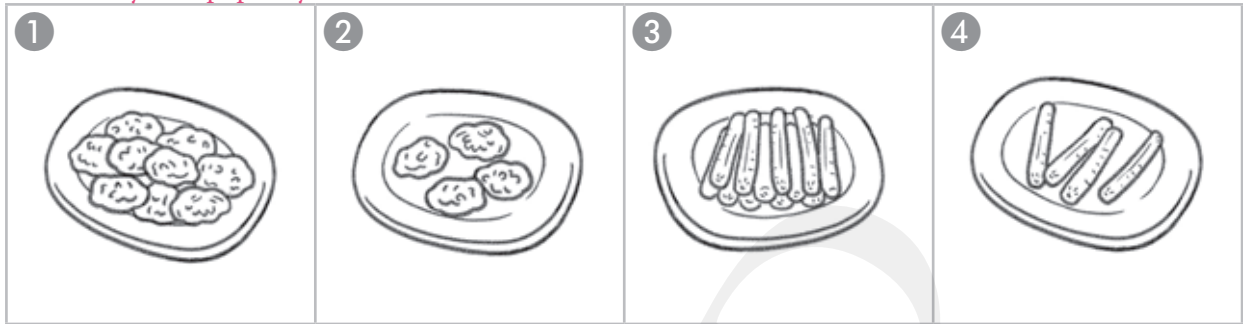


4 Who will eat plenty of garlic bread and onion rings?

- A Prince Benny  
 ○ B Prince Benny and Princess Jojo  
 ○ C Princess Jojo  
 ○ D Princess Jojo and her friends

## 5 What will Uncle Harry and Aunt Vivian eat at the party?

If necessary, recap 'plenty of' and 'a few' with students.



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

Prince Benny and Princess Jojo mention two activities. Pay attention to what they will do this year.

## 6 What will Prince Benny and Princess Jojo do at the birthday party?

- A
- B
- C
- D



## 7 Why CAN'T Prince Benny tell Princess Jojo about the cake?

- A He needs to keep it a secret.
- B He wants to buy a new cake.
- C Mum and Dad ate the cake.
- D The cake is not very good.

Pay attention to what Prince Benny says after 'because'. What does Prince Benny and his parents want to give Princess Jojo?

## 8 What is the play script about?

- A Princess Jojo and Prince Benny's favourite food
- B Princess Jojo and Prince Benny's favourite party
- C Princess Jojo's birthday party
- D Princess Jojo's friends and family

# The Story of Princess Milky (Part 2)

## Pre-listening:

- Ask students whether they have got sick after eating too much before.
- If necessary, recap vocabulary about healthy diet with students.

### Part 1

Rita is talking to her cousin Leo.

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

1 How does Rita feel?

- A       B       C       D



2 Leo did NOT \_\_\_\_\_ last night.

- A do his homework  
 B get enough sleep  
 C go to his classmate's birthday party  
 D have dinner

3 What did the doctor tell Leo? He should \_\_\_\_\_.

- A do more exercise  
 B not eat too much fried food  
 C stay at home for three days  
 D wash his hands before he eats

Pay attention to what Leo says after 'She also said I should'.

If necessary, recap 'too many', 'too much', 'more', 'fewer' and 'less' with students.

4 Rita talks about \_\_\_\_\_.

- A a story about a food pyramid  
 B good and bad things about a food pyramid  
 C the different parts of a food pyramid  
 D where we can find a food pyramid

5 Rita thinks vegetables \_\_\_\_\_.

- A are expensive
- B are good for our bones
- C do not give us enough energy
- D give us enough energy

6 Leo drinks too much \_\_\_\_\_.

- A
- B
- C
- D



7 Rita thinks Leo does NOT spend enough time \_\_\_\_\_.

- A exercising
- B playing
- C sleeping
- D studying

Listen carefully to what Rita says Leo should do. What does she say is more important?

8 What are Rita and Leo talking about?

- A doing more exercise
- B healthy habits
- C how to spend their free time
- D preparing healthy food



## Pre-listening:

- Briefly explain to students that the recording is about having a balanced diet and the importance of it.
- Ask them whether they understand what a balanced diet means and whether they have a balanced diet.

## Part 2

Rita is listening to a story.

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

1 Prince Fred got sick three times \_\_\_\_\_.

- A last month                       C this month  
 B last week                         D this year

2 What is the name of Prince Fred's friend?

- A Prince Alan  
 B Prince Alex  
 C Prince Andy  
 D Prince Andrew

3 Which of the following DIDN'T Prince Fred and his friend eat?

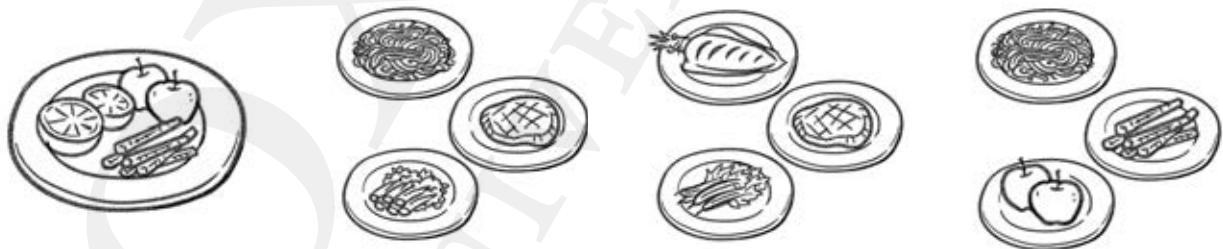
- A fried food  
 B meat  
 C pasta  
 D seafood

Write notes about the food as you listen. Which food group does each kind of food belong to?

Remind students that they may not hear the options in the recording. Ask them to brainstorm examples of food under each option before listening.

4 Which of the following did Prince Fred eat the following week?

- A                       B                       C                       D



5 What happened to Prince Fred after he followed a new diet? He became \_\_\_\_\_.

- A healthy  
 B strong  
 C thin  
 D weak

What couldn't he do after he followed a new diet? How did Prince Fred feel?

6 How did the king feel?

A

B

C

D



7 How did Prince Fred feel?

A

B

C

D



8 What did the king do?

A He asked Prince Fred to join a healthy eating class.

B He asked some fairies to cook for Prince Fred.

C He found a new cook for Prince Fred.

D He sent Prince Fred to live with some fairies.

9 In the end, Prince Fred \_\_\_\_\_.

A ate a little bread and cereals

B ate fewer vegetables

C did not need to stop eating his favourite food

D stopped eating his favourite food

How did Prince Fred's eating habit change?

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



# Listening skill 2

Pre-listening:

- Explain the focus of the listening skill to students. Remind them to pay attention to the connectives like 'and', 'both' and 'too'. They suggest that there is more than one idea to listen for.

## Listening for the connection between ideas ('and', 'both' and 'too')

<p>I like hamburgers and pizza.</p> 	<p>Both children and adults can go there.</p> 	<p>He's hungry. He's tired too.</p> 
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Remind students to study the questions and answer options carefully. The options may give them clues on what they are going to hear about.

Billy and his mum are talking about a party. Listen and tick (✓) the correct boxes.

1 Who is going to join the party?

- A Billy's friends
- B Billy's family and friends
- C Dad's friends
- D Mum's friends and Jacky's friends

2 What is Billy's mum going to make?

- A
- B
- C
- D



3 What is Billy going to decorate with balloons?

- ① the chairs
- ② the door
- ③ the table
- ④ the walls
- A ① and ②
- C ② and ④
- B ① and ③
- D ③ and ④

# Museum Day

Pre-listening:

- Ask whether students have been to museums.
- If necessary, recap with students vocabulary about museums before they do the listening task.

## Part 1

Winnie is talking to her father at a museum.

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

- 1 Winnie's father does NOT want Winnie to \_\_\_\_\_ in the museum.
- A buy tickets for herself
  - B get lost
  - C play
  - D talk to strangers
- 2 Winnie's father wants to know about \_\_\_\_\_ from the information board.
- 1 activities for children this month
  - 2 different parts of the museum
  - 3 new exhibitions this month
  - 4 rules in the museum
- A 1 and 3
  - B 1 and 4
  - C 2 and 3
  - D 3 and 4
- 3 What time does the museum close?
- A 5 p.m.
  - B 5:30 p.m.
  - C 6 p.m.
  - D 6:30 p.m.
- 4 Why does Winnie want to take the escalator?
- A It is faster than the lift.
  - B It is safer than the lift.
  - C She wants to look at the museum as she goes up.
  - D There are too many people waiting for the lift.

Pay attention to the time phrase 'from ... to ...'.

Remind students the correct use of prepositions 'from' and 'to' to talk about duration of time.

Listen carefully for the reason after Winnie says 'I want to take the escalator.'

5 Which two signs do Winnie and her father see?

A

B

C

D



6 How does Winnie's father feel?

A

B

C

D



7 Which of the following is true about World of Maths?

A It is the biggest exhibition.

B It is the most popular exhibition.

C There are puzzle games in it.

D Winnie did not visit it last time.

Listen carefully to what Winnie says about World of Maths.

8 Who is Winnie's aunt?

A Aunt Daisy

B Aunt Macy

C Aunt Nancy

D Aunt Tracy

9 Winnie and her father are going to \_\_\_\_\_ before they leave.

A the children's zone

B the restaurant

C the souvenir shop

D the theatre

Winnie talks about two places, but only one of them is open today.

Pre-listening:

- Part 2A**
- Tell students the recording is about the Hong Kong Museum of History.
  - Help them predict the content they are going to hear.

Winnie is talking to her classmate Bob about the class outing to the museum.

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

1 Who took the class to the Hong Kong Museum of History?

- A Mr Chong                      ○ C Mr Kong  
● B Mr Fong                        ○ D Mr Wong

2 The teacher said the class must \_\_\_\_\_ in the museum.

- ① be punctual                      ③ listen to him  
② keep quiet                       ④ take notes  
○ A ① and ③                        ● C ② and ③  
○ B ① and ④                        ○ D ③ and ④

3 Bob liked the old fishing boat display because he could \_\_\_\_\_.

- A find out how people lived on the boat  
○ B learn how to make salt on the boat  
○ C play games on the boat  
○ D wear fishermen's clothes

Listen carefully to what Bob did on the boat.

4 What did Bob buy from the souvenir shop?

- A a bookmark                      ○ C a poster  
● B a postcard                        ○ D a stamp

Listen to what Winnie says about the photo. It tells you the number of people in it.

Post-listening:

- Remind students that the teacher helped Bob and Ken take the photo. It means he was not in the photo.

5 Which of the following photos does Bob show to Winnie?

- A                      ○ B                      ○ C                      ● D



Pre-listening:

- Part 2B**
- Explain to students that the coins we used in the past are slightly different from the ones we use now.
  - Ask whether students have seen the old coins before.

Winnie is talking to her mother about an old coin.

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

1 Which coin did Winnie find?

- A                       B                       C                       D

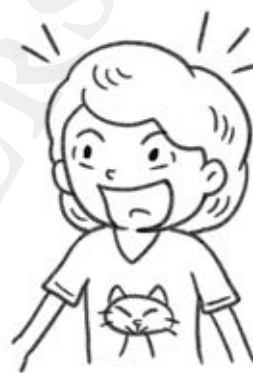


2 How did Winnie get the coin?

- A Her friend Jane gave it to her.  
 B Her mother gave it to her.  
 C She found it on the street.  
 D She got it after she bought an ice cream.

3 How does Winnie feel about the coin?

- A                       B                       C                       D



4 Winnie is going to look at displays and \_\_\_\_\_ at the weekend.

- A buy more old coins  
 B join activities about old Hong Kong  
 C learn more about Queen Elizabeth the Second  
 D watch videos

Pre-listening:

- Ask whether students have been to a funfair before.
- If necessary, recap with students vocabulary about funfair before they do the listening task.

### Part 1

Mike is listening to a story about a funfair.

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

1 Where was the funfair?

- A Bally Hill Park                       C Molly Hill Park  
 B Jolly Hill Park                       D Valley Hill Park

2 How did George feel about Aunt Kelly's talent?

- A                       B                       C                       D



Pre-listening:

- Help students identify the differences in the pictures and predict words they might hear, e.g. 'flowers', 'cats', 'stars' and 'butterflies'.

3

Which of the following did Aunt Kelly learn to paint?

- A                       B                       C                       D



4 Why COULDN'T George go to the funfair with Aunt Kelly?

- A She had to go to a face-painting class.  
 B She had to take care of Ken.  
 C She had to work at the funfair.  
 D She wanted to go with her friends.

Listen carefully to what Aunt Kelly said she had to do that day.



Remind students they will hear different rides in the recording. Tell them they need to listen carefully for the words 'liked' and 'didn't like' to get the correct answer.

Date:

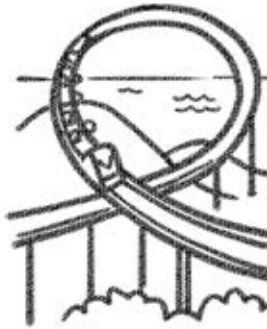
5 What did Ken like riding on?

A

B

C

D



6 How did George feel?

1 angry

3 hungry

2 bored

4 tired

A 1 and 3

C 2 and 4

B 2 and 3

D 3 and 4

7 Which of the following is true?

A George and Ken argued at the food stall.

B George and Ken met Aunt Kelly at the food stall.

C George met his friend at the food stall.

D George waited for Ken at the food stall.

8 Who wanted to ride on the bumper cars?

A George

B George and James

C George and Ken

D George, James and Ken

Do George and his brother like the same rides?

9 George took Ken to the face-painting stall because he wanted to \_\_\_\_\_.

A do face painting with Ken

B go home earlier

C go on exciting rides with James

D learn face painting from Aunt Kelly

What did Aunt Kelly say when she saw George and Ken?

Pre-listening:

**Part 2**

- Ask students to share their experience of going to a funfair.
- If necessary, recap with students the use of 'too', 'either', 'both ... and ...' and '... or ...'.

Mike is talking to his cousin Helen about his visit to the funfair.

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

1 Helen does NOT like riding on bumper cars because she \_\_\_\_\_.

- A got hurt in the past
- B made a boy cry in the past
- C thinks it is boring
- D thinks it is only for little boys

2 Children over \_\_\_\_\_ could ride on the bumper cars at the funfair.

- A six years old
- C eight years old
- B seven years old
- D nine years old

3 Who liked riding on the roller coaster?

- A Andy and Jill
- C Mike and Helen
- B Mike and Andy
- D Mike and Jill

Listen carefully to the sentence that begins with 'both'.

4 How does Helen feel?

- A
- B
- C
- D



5 Which of the following is true?

- A Helen likes both the photo-taking stall and the face-painting stall.
- B Helen likes the photo-taking stall but she does not like the face-painting stall.
- C Mike does not like the photo-taking stall or the face-painting stall.
- D Mike likes both the photo-taking stall and the face-painting stall.

Pre-listening:

- Help students identify keywords about the pictures, e.g. shoot, throw, basketball and spin wheel.

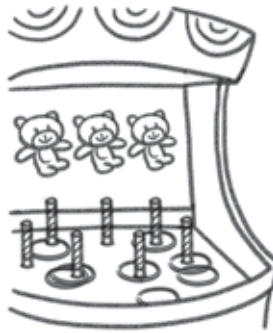
Date:

6 Which of the following game booths does Helen like?

A



B



C



D



7 Andy won at the game booth because \_\_\_\_\_.

A he has very good eyes

B he practised a lot

C it was an easy game

D no one played the game

Listen carefully to how Helen describes the game booth.

8 What did Mike and Jill do with the clowns?

1 did magic tricks

2 played games

3 took photos

4 twisted balloons

A 1 and 2

B 2 and 3

C 2 and 4

D 3 and 4

9 How did Andy feel about the clowns?

A

B

C

D





## Listening skill 3

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 .

### Listening for the sequence of events

- Listen for keywords like 'First', 'Next/Then/After that' and 'Finally'.



First, we wrote a card together. Then, we decorated the room. Finally, we took out the birthday cake.



First

Next/Then/  
After that

Finally

Pre-listening:

- Go through the pictorial options with students. Ask students to predict the keywords that they will likely hear in the recording.
- Ask students to number the options to show the sequence while they are listening, i.e. write '1' for the option they hear first, '2' for the option that follows, etc.



Let's practise!

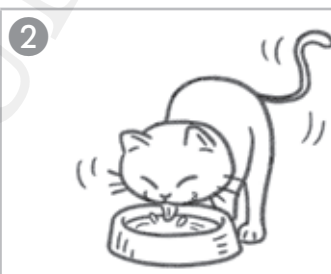
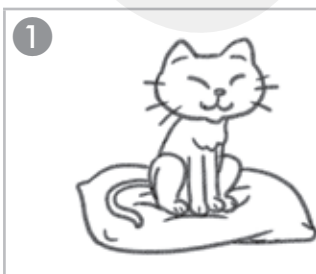
Leon is talking to his aunt. Listen and write 1–3 in the boxes or tick (✓) the correct boxes.

- What did Aunt Beth do? Arrange the things she did in the correct order.  
did housework  made lunch  visited Leon's grandma
- What did Leon do? Arrange the things he did in the correct order.



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

- What did the kitten do? Arrange the pictures in the correct order.



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

# Out with the Cubs

Pre-listening:

**Part 1** • Ask students whether they have joined the Cubs. Ask them to brainstorm activities the Cubs do.

Michelle is talking to her brother Mark about her camping trip.

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

**1** What did Michelle and the Cubs do last Saturday? Arrange the things they did in the correct order.

- 1 went to the campsite
- 2 went to the scout centre
- 3 packed their rucksacks
- 4 practised marching

A 2 → 4 → 1 → 3

B 2 → 4 → 3 → 1

C 3 → 1 → 2 → 4

D 3 → 1 → 4 → 2

Listen for the keywords that tell you the order of events.

**2** What is the name of Michelle's friend?

A Dicky

B Micky

C Nicky

D Ricky

**3** Why did Michelle's friend go back to the campsite?

A He did not like hiking.

B He felt sick.

C He forgot to bring his bag.

D He hurt his knee.

**4** What did Michelle's friend do?

A

B

C

D



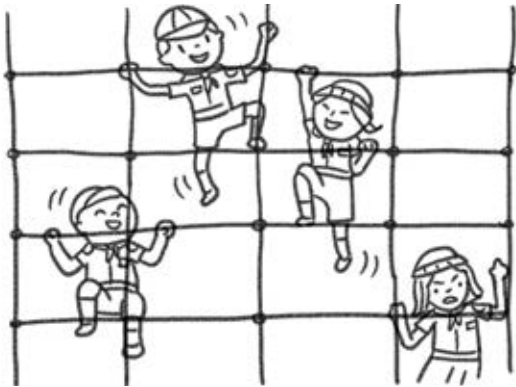
Post-listening:

- Ask whether students have played tug of war before. Introduce outdoor games like 'play on a rope course' and 'capture the flag'.

Date:

5 What did Michelle play at the camp?

A



B



What object does Michelle need to play the game? Look for it in the pictures.

C



D



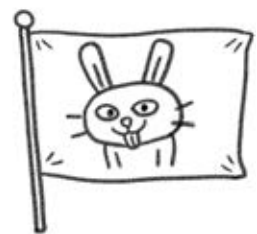
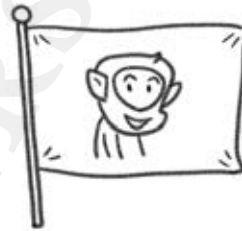
6 Which team was Michelle on?

A

B

C

D



7 When did the Cubs have dinner?

A 6 p.m.

C 7 p.m.

B 6:30 p.m.

D 7:30 p.m.

8 Which of the following is true?

A Michelle barbecued her food carefully.

B Michelle burnt her food carelessly.

C Michelle burnt her friend's food carelessly.

D Michelle shared her food with her friends.

What happened at the barbecue? Compare the options carefully.

If necessary, recap adverbs like 'carefully', 'carelessly' and 'happily' with students.

## Part 2A

Mark is reading a poem about going camping.

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

### 1 How do the Cubs feel?

 A

 B

 C

 D


### 2 What do the Cubs do? Arrange the activities in the correct order.

① chat with each other

② choose a team leader

③ go hiking

④ play games

 A ② → ① → ④ → ③

 C ③ → ② → ④ → ①

 B ② → ③ → ④ → ①

 D ④ → ② → ③ → ①

### 3 In the poem, the Cubs do NOT learn how to \_\_\_\_\_.

 A collect wood

 B cook in the countryside

 C light a campfire

 D read a map

Post-listening:

- Explain to students other things the Cubs may do such as solving riddles, tying knots, walking on a rope course and putting up tents.

### 4 What do the Cubs do before leaving the camp?

① pack their things

② play a game

③ say goodbye to each other

④ sing a song

 A ①, ② and ④

 C ① and ④

 B ①, ③ and ④

 D ③ and ④

Pay attention to the verbs. What do the Cubs do?

## Part 2B

Pre-listening:

Ask students if they have gone camping before.

Brainstorm some things to do at a campsite.

Mark is listening to a story.

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

1 Where was the campsite?

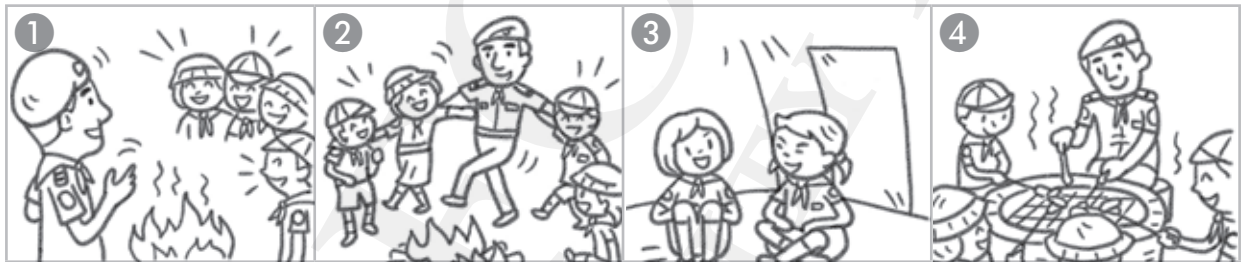
- A Doris Country Park       C Iris Country Park  
 B Forest Country Park       D Morris Country Park

2 Why did the Cubs set up the tents quickly?

- A It started to rain.  
 B The teacher asked them to be quick.  
 C The teacher helped them.  
 D They knew how to do it very well.

Listen carefully after you hear the word 'because'.

3 Which is the correct order of the events?



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

4 What was the weather like at night?

- A       B       C       D



5 Which of the following is NOT true?

- A The Cubs had to get up early the next day.  
 B The Cubs were tired on the first day of the camp.  
 C The Cubs stayed up late at night.  
 D There were many activities on the second day.



# The great escape

**Part 1** Pre-listening: Ask students whether they have visited a zoo before. If necessary, recap with them the vocabulary about wild animals and scenery.

Sandy is talking to her friend Jason about her trip to the zoo.

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

1 Which of the following animals DIDN'T Sandy talk about?

A



B



C



D



2 Why did the zookeepers take the visitors to the restaurant?

A It was a safe place.

B It was lunchtime.

C The zoo was crowded.

D There was a special animal show.

3 Who was the zookeeper?

A Gaby Adams

C Gloria Adams

B Gina Adams

D Grace Adams

4 How long was the snake?

A four metres

C six metres

B five metres

D seven metres

5 How does Jason feel?

A



B



C



D



- 6 Which of the following is true?
- A Jason and Sandy are the same weight.
  - B The snake and Jason are the same weight.
  - C The snake weighs 24 kilograms.
  - D The snake is heavier than Sandy.

Listen carefully for phrases that describe the weight of Jason, Sandy and the snake.

- 7 Which of the following pictures of the snake's cage is correct?

A



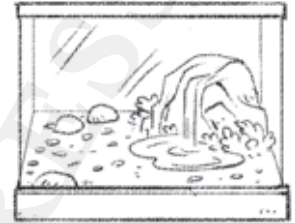
B



C



D



- 8 What is the correct order of the pictures?



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

## Part 2

Sandy is listening to a radio programme.

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

1 What is the radio programme about?

- A asking people to see animals in the wild
- B explaining how animals live in the wild
- C introducing animals in the wild
- D talking about how people help animals in the wild

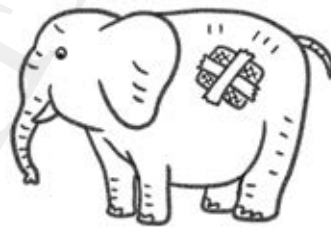
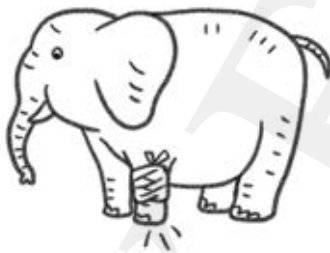
Listen for the name of the radio programme. It can give you an idea about the show.

2 Who is the guest in today's programme?

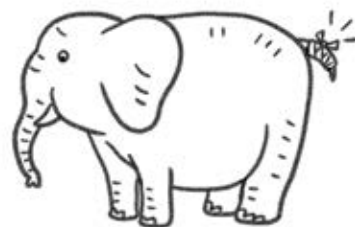
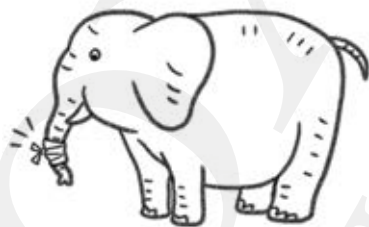
- A Catherine Fok
- B Cathy Fok
- C Cathy Kwok
- D Cathy Mok

3 The guest talks about an elephant. Which of the following is the correct picture?

- A
- B



- C
- D



4 How heavy was the elephant?

- A 400 kilograms
- B 4,000 kilograms
- C 5,000 kilograms
- D 6,000 kilograms

If necessary, recap 'how heavy', 'how tall', 'how long' and 'how high' with students.

5 How tall was the elephant?

- A 1.5 metres
- B 2.5 metres
- C 3.5 metres
- D 4.5 metres

6 How does Ben feel about the snake?

A

B

C

D



Go through the options with students. Help them predict what words they are likely to hear, e.g. 'net', 'gloves', 'stick' and 'bag'. Ask them to put a tick next to each option they hear about in the recording.

7 The guest did NOT use \_\_\_\_\_ to rescue the snake.

A

B

C

D



8 Why does Ben think it is better to keep the animals in the zoo?

① The animals may live longer.

② They can make friends with other animals.

③ People can visit them.

④ Zookeepers can take care of them.

A ① and ②

C ② and ④

B ② and ③

D ③ and ④

9 The guest went to different countries this year. Arrange them in the correct order.

① Africa

③ Japan

② India

④ the US

A ① → ④ → ③ → ②

B ② → ① → ③ → ④

C ③ → ① → ② → ④

D ③ → ② → ① → ④

Listen carefully for the place names in the options. Put a number next to them when you are listening.



# Speak up A

## Part 1: Reading aloud

Read the following text aloud.

The food items in the text are taught in Unit 1. If necessary, read aloud the vocabulary with students.

### A birthday party

I will go to my friend Paul's birthday party on Sunday. His mum is good at cooking. She will prepare plenty of food! I want to eat a little garlic bread, a few sausages and plenty of chicken nuggets. My favourite food is chicken nugget. I will buy some chocolate with nuts for Paul. He loves chocolate.

## Part 2: Teacher-student interaction

You want to know what your partner likes eating at a party. In pairs, ask and answer questions about it.

What do you like eating at a party?  
 What do you like drinking at a party?  
 Do you want to eat ... or ... at a party?

Will you prepare any food for a party? Why/Why not?

What food will you prepare?/What else will you prepare for a party?

I like eating ...

I like drinking ...

Yes, I want to eat both ... and ... at a party./No, I don't want to eat ... or ... at a party./I want to eat ... but I don't want to eat ...

Yes/No, ... because ...

I'll prepare ...



Explain the skill to students. Tell them it is important to start and close a presentation properly. Prompt them to find the presentation topic from the instructions or mind map in Part 3. If necessary, write the complete opening and closing sentences on the board and ask students to read them aloud.

## How to open/close a presentation

### Open a presentation

- Greet your audience, e.g. Good morning, everyone.
- Introduce the topic, e.g. Today I'm going to talk about ...

### Close a presentation

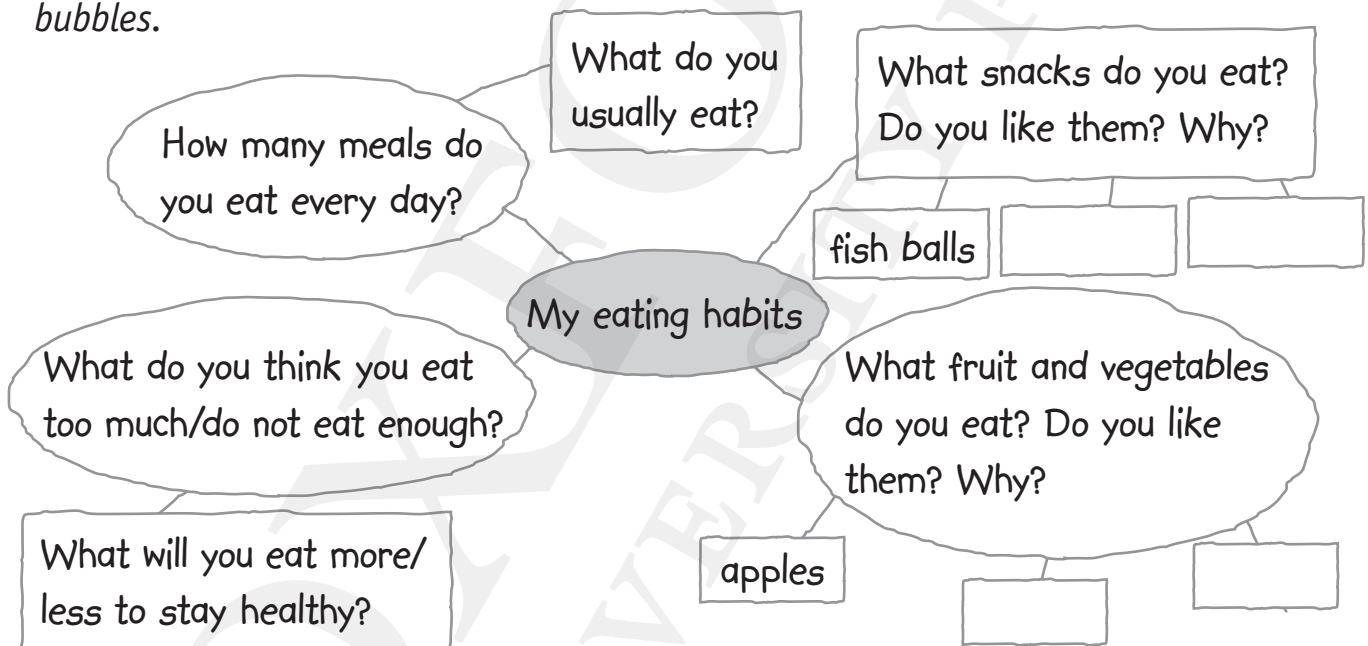
- Conclude and say thank you, e.g. That's all I want to share with you today. Thank you.

Encourage students to brainstorm more food items. Tell them they may use some of the vocabulary they have learnt in Units 1 and 2. Help them with the vocabulary if necessary. Remind students to open and close their presentation properly.

## Part 3: Presentation

You are going to tell your class about your eating habits.

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



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



(opening)

I eat ... meals every day.

At ..., I usually have ...

I like/don't like eating ... I eat plenty of/a few/a little ...

I think it's/they're ...

I think I eat too much .../don't eat enough ...

I'll eat more/less ...

(ending)

# Speak up **B**

Explain the skill to students. Tell them what a silent letter is and tell them not to pronounce that silent letter when saying the word. You may also illustrate the difference by reading the words with the silent letter pronounced before demonstrating the correct pronunciation. Remind students that the list of examples below is not exhaustive. If necessary, write other words like 'daughter' and 'honest' on the board and invite students to pronounce them.

## Pronouncing words with silent sounds

Silent letters are letters we cannot hear when we say the word.

e.g. castle	climb	exhibition	ghost
half	island	knock	listen

Help students identify an example of silent sounds of words in the text (e.g. 'ghost'). Let them practise saying the word before reading the text aloud.

### Part 1: Reading aloud

*Underline the silent letters in the words. The first one has been done for you. Then read the following text aloud.*

#### On the way to the exhibition

I went to a train exhibition last Wednesday. I saw a man on the train. He wore strange clothes. I wanted to know what he was doing. I went closer to take a look. But there was no one! Was he a ghost? I was frightened and ran away. Then I saw the same man. He was eating a sandwich in the snack bar. Oh, he was a helper at the exhibition and it was his lunchtime!

### Part 2: Teacher-student interaction

*You want to know about your partner's experience at a museum. In pairs, ask and answer questions about it.*

Do you like going to a museum?  
 What do you like doing at a museum?  
 Who do you usually go to a museum with?  
 How many hours do you usually spend at a museum?  
 Which is your favourite museum? Why?

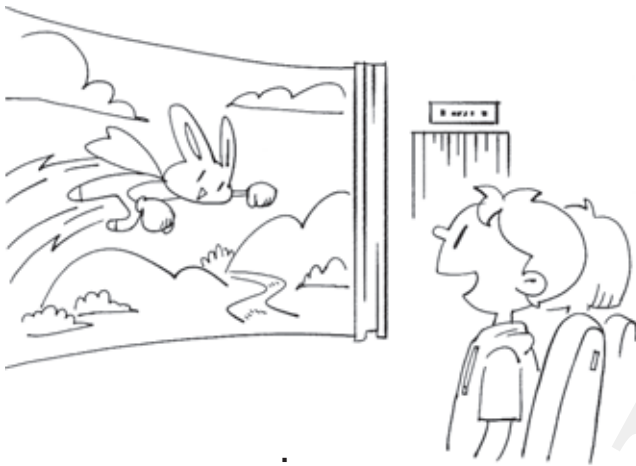
Yes, I like ....  
 I like ... I like ... too.  
 I usually go with ...  
 I usually spend ... hour(s)  
 at a museum.  
 My favourite museum is ...  
 because ...

### Part 3: Presentation

Before students give their presentation, ask them to talk about the pictures in groups and think about what they must not do in each place.

You are going to tell your class about some places you go to in your free time.

Use the pictures below to help you.



cinema



library



pool



shopping centre

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

These questions may help you.

- Which place is more fun?
- Who do you go to these places with?
- What can you do there?
- What mustn't you do there?

Good morning/afternoon, everyone.

Today I'm going to tell you about ...

... is more fun than ... I go there with ...

I can ... I like ... I like ... too. I mustn't ... in the ...

I like ... I think ... is more fun than ...

I go there with ... I can ... I like ...

I like ... too. I mustn't ... in the ...







# Speak up **C**

Date:

Explain the skill to students. Tell them identifying the root word can help them work out the pronunciation and meaning of an unfamiliar word. Encourage them to pronounce the long words in the box. If necessary, write the root words on the board before attempting to read the long words.

## Identifying the root word in long words

When you do not know the meaning of a word, you can try to find its root word(s). It can sometimes help you guess the meaning of the word.

e.g.	<u>b</u> akery	<u>c</u> arelessly	<u>h</u> elpful
	<u>h</u> ometown	<u>r</u> ainbow	<u>z</u> ookeeper

**Part 1: Reading aloud** Help students identify the root words from the underlined words in the text. Let them practise saying the words before reading the text aloud.

Read the following text aloud.

### A camping trip

I went camping with the Cubs last week. We arrived at the campsite in the morning. Our teachers taught us how to set up our tents. They were very helpful. Then, we collected firewood from the forest and lit a campfire. After dinner, some Cubs told us horror stories. I was frightened and did not fall asleep until midnight. I had a nightmare. I had a headache the next day. But I liked the trip because it was exciting.

Students may replace camping and hiking with other outdoor activities if they have not done both activities before.

### Part 2: Teacher-student interaction

You want to know about your partner's camping or hiking experience. In pairs, ask and answer questions about it.

When was the last time you went camping/hiking?

Where did you go?

Who did you go with?

What did you do on the trip?

Did you like the trip? Why/Why not?

I went camping/hiking ...

I went camping/hiking in/on ...

I went with ...

First, ... Next, ... Then, ... Finally, ...

I liked/didn't like it because ...

### Part 3: Presentation

You are going to tell your class about your day at the zoo.

Use the pictures below to help you.



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

These questions  
may help you.

- Who went to the zoo with you?
- What animals did you see in the morning?
- What did you see after that? How did you feel? What did you do?
- What did you see in the afternoon? How heavy was it?
- What did you see next? How tall was it? What was it like?
- When and where did you have lunch?
- What did you see there? How did you feel?




Good morning/afternoon, everyone.  
 Today I'm going to talk about ...  
 I went to ... with ...  
 In the morning, I saw ...  
 Then, I saw ... I was ...  
 In the afternoon, I saw ... It was ...  
 Next, I saw ... It was ... tall. It was ...  
 We had lunch in ... at ...  
 We saw ... and ...  
 We ...  
 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 main ideas.			
I can understand the radio advertisement.			
I can understand the conversation.			
I can understand the play.			
I can listen for words about food items.			




## Listening 2

			
I can listen for main ideas.			
I can understand the conversation.			
I can understand the story.			
I can listen for words about types of food.			




## Listening 3

			
I can listen for the connection between ideas.			
I can understand the conversations.			
I can listen for words about museums.			




## Listening 4

			
I can listen for the connection between ideas.			
I can understand the story.			
I can understand the conversation.			
I can listen for words about activities and things at the funfair.			

## Listening 5

			
I can listen for the sequence of events.			
I can understand the conversation.			
I can understand the poem.			
I can understand the story.			
I can listen for adverbs to describe actions.			




## Listening 6

			
I can listen for the sequence of events.			
I can understand the conversation.			
I can understand the radio programme.			
I can listen for words about wild animals and the scenery.			




# Peer assessment

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

## Speak up A

			
My partner can read aloud the text correctly.			
My partner can talk about what he or she eats in a party with me.			
My partner can open and close a presentation properly.			
My partner can tell the class about his or her eating habits.			

## Speak up B

			
My partner can pronounce words with silent sounds.			
My partner can read aloud the text correctly.			
My partner can talk about his or her experience in a museum with me.			
My partner can tell the class about some places he or she go in his or her free time.			

## Speak up C

			
My partner can identify the root word in long words.			
My partner can read aloud the text correctly.			
My partner can talk about his or her camping or hiking experience with me.			
My partner can tell the class about his or her day at the zoo.			





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