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

Listening for specific information

Pre-listening: Remind students that there are many types of specific information, e.g. dates and time.

Before listening

- Underline keywords in the questions and in the options.

e.g. Where is the bookshop?

- A** next to the bank **C** opposite the bank
 B next to the supermarket **D** opposite the supermarket

While listening

- Listen carefully for the keywords, e.g. names, numbers, objects and positions.

Remind students that listening for the prepositions of positions help them identify the location of a place.



Mary is asking for directions to the Science Museum. Listen and tick (✓) the correct boxes.

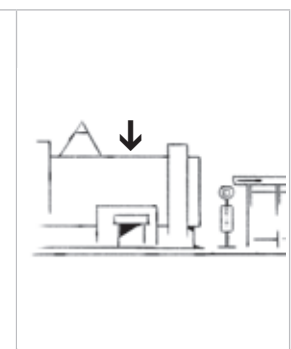
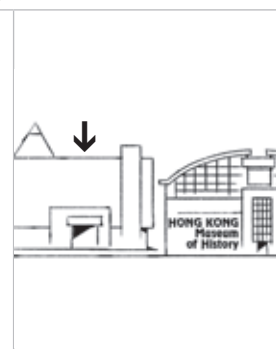
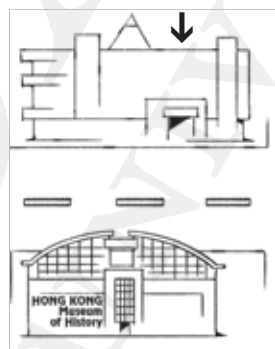
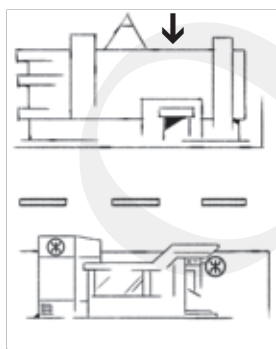
- 1 Mary needs to use _____.

- A** a footbridge **C** a subway
 B a pedestrian crossing **D** a tunnel

Listen carefully for the preposition 'next to' or 'opposite'.

- 2 Where is the Science Museum? _____

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



Help students identify the differences in the pictures.

- 3 How long does it take to walk to the Science Museum?

- A** 5 minutes **C** 25 minutes
 B 15 minutes **D** 35 minutes

All around the city

Part 1A

May and her classmate Tom are talking about the school picnic. May is writing some notes.

Listen to the conversation. Help May complete her notes.

Go through the items in the notes with students. Help them predict the type of information they might hear, e.g. names, time and numbers.

School picnic

- ① Place: Butterfly Beach,
Tuen Mun
- ② Date: Thursday, 11 October
- ③ Time: 9 a.m. to 4 p.m.
- ④ Cost: \$20 per student
- ⑤ Transportation: Coach
- ⑥ Travel time: 40 minutes

Part 1B

May is sharing her experience of a trip with her classmates.

Listen to what she says. Choose the best answer by blackening the circle.

- ① May is talking about her trip to the _____.
- A Science Club C Science Park
- B Science Museum D Science World

- ② When did the tour start? _____
- A 1 p.m. C 2:30 p.m.
- B 1:30 p.m. D 3 p.m.

If necessary, recap time phrases with students before they do the listening task.

You will hear two time phrases. Listen carefully to what May says.

- ③ May took green minibus number _____.
- A 15 C 27
- B 25 D 37

- ④ What did May think about the games? _____
- A boring C scary
- B exciting D tiring

Did May enjoy the games?

Remind students that they may not hear the adjectives, so they should pay attention to the May's tone and words she uses.

Part 2

May's cousin Lisa is visiting Hong Kong from Canada. She is talking to her grandpa about her day.

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

- 1 Lisa went to the park with her _____.
- A aunt
 - B dad
 - C grandma
 - D grandpa
- 2 Which park did Lisa go to today?
- A Hong Kong Park
 - B Kowloon Park
 - C Victoria Park
 - D Wetland Park
- 3 Lisa took a photo at the train station because _____.
- A she likes taking photos
 - B she likes trains
 - C the train station is beautiful
 - D there were a lot of people at the train station
- 4 Lisa's grandpa says, 'You're right.' What does he mean?
- A Hong Kong is smaller than Canada.
 - B It is hard to cross the road in Hong Kong.
 - C The train stations in Canada are big.
 - D There are a lot of people in Hong Kong.
- 5 What might find you at the fair? ●
- A clothes
 - B handmade cups
 - C snacks
 - D toys and board games

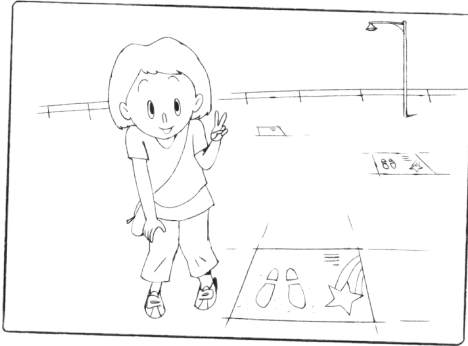
You may not hear these words in the recording. Listen for the theme of the fair and guess the answer.

6 What did Lisa buy?

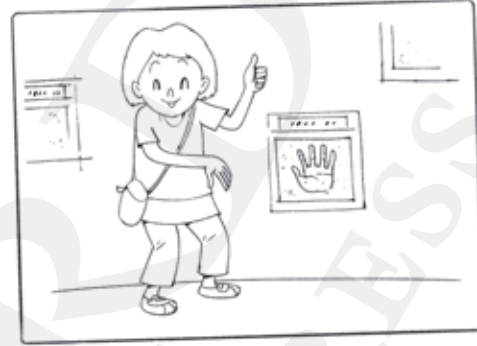
- A a hair clip C a jigsaw puzzle
 B a handkerchief D some handmade cookies

7 Which one is a photo of Lisa? *Ask students to think of some keywords about each picture.*

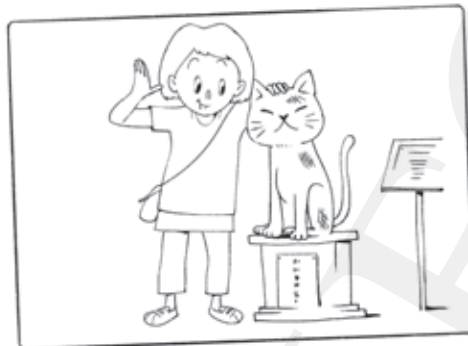
A



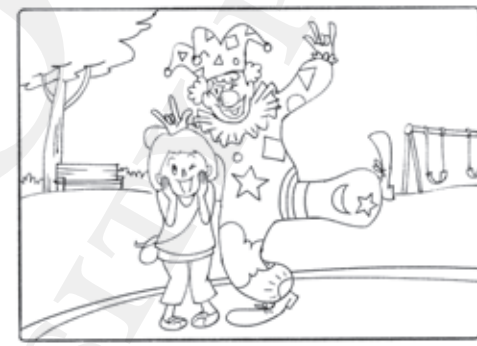
B



C



D



8 Which of the following is true about Lisa?

- 1 She does not want to eat sashimi.
 2 She does not want to go far.
 3 She is not very hungry.
 4 She likes Japanese food.

A 1 and 2

C 2 and 3

B 1 and 3

D 2 and 4

Put a tick next to the correct sentences and a cross next to the incorrect ones.

9 How does Lisa feel about taking a bus?

- A angry
 B disappointed
 C excited
 D tired

May is talking to her dad about their day.

Listen to the conversation. The conversation will be played **ONCE** only. Write your answers (A, B, C or D) in the below. *Pre-listening: Recap the means of public transport with students.*

1 May and her dad are going to the _____. D

- | | |
|------------------|------------------|
| A Art Museum | C Science Museum |
| B History Museum | D Space Museum |

2 May and her dad will take the Light Rail to _____. B

- A East Tsim Sha Tsui Station
- B Long Ping Station
- C Tsim Sha Tsui Station
- D Yuen Long Station

3 Which exit will May and her dad use at East Tsim Sha Tsui Station? B

A	B	C	D

4 How much do May and her dad have to pay to get in the museum? _____ B

- A \$3
- B \$10
- C \$13
- D \$16

Listen carefully for the admission fees for a student and an adult.

5 Which of the following is NOT true about May? _____ B

- A She is interested in two films.
- B She wants to watch a film about animals.
- C She wants to watch a film about robots.
- D She watched a film about animals last time.

Underline the keywords in the options. Tick the correct sentences when you are listening. The sentence without a tick is the answer.

Post-listening: Ask students to share their experiences of visiting museums in Hong Kong.

2

Date: _____

A tour in Hong Kong

Part 1A

Mandy is interviewing a tourist.

Listen to the interview. Help Mandy complete the form.

Pre-listening:

- Go through the form with students. Explain the items to them.
- Recap with students the names of countries to familiarize them with nationalities.

Tourist survey form

Sex: M / F

(Put a '✓' in the appropriate)

- Nationality:

<input type="checkbox"/> American	<input type="checkbox"/> Australian	<input type="checkbox"/> British
<input checked="" type="checkbox"/> Canadian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Korean
<input type="checkbox"/> Other(s): _____		
 - Frequency of travelling: once a year
 - No. of visits to Hong Kong: 1 2 more than 2
 - Length of stay: 3/three days
 - Places to visit in Hong Kong:

(You may put a '✓' in more than one)

<input type="checkbox"/> Hong Kong Disneyland	<input type="checkbox"/> Hong Kong Wetland Park
<input type="checkbox"/> Ocean Park	<input checked="" type="checkbox"/> Tai O
<input checked="" type="checkbox"/> The Big Buddha	<input type="checkbox"/> Stanley Market
<input checked="" type="checkbox"/> Other(s): <u>The Peak</u>	
- Interviewed by: Mandy Tong Date: 11 October

Part 1B

Pre-listening: Explain to students what a radio advertisement is. Give them a brief idea about what they are going to listen.

Mandy is listening to a radio advertisement about a bus tour.

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

- 1 The bus tour has _____ stops.
- | | |
|----------------------------|---------------------------------------|
| <input type="radio"/> A 2 | <input checked="" type="radio"/> C 22 |
| <input type="radio"/> B 12 | <input type="radio"/> D 32 |

2 Mandy's friend Andy will choose the blue route. He can visit _____.

- A Causeway Bay
- B Repulse Bay
- C some attractions in Central
- D some local markets in Kowloon

You will hear information about three different routes. Pay attention to the places.

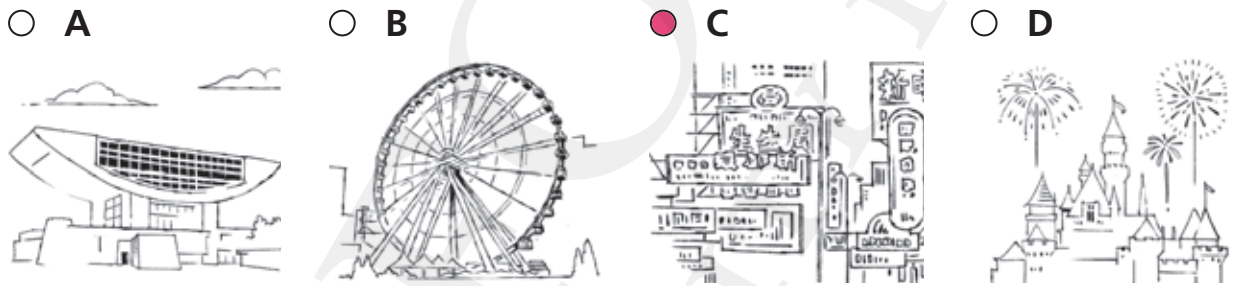
3 Mandy's friend Andy wants to visit Golden Bauhinia Square. Which route can he choose?

- A the blue route
- B the green route
- C the red route
- D any one of the three routes

Listen carefully for which route 'it' refers to.

4 What can tourists see on the Night Bus Tour?

Ask students to think of some keywords about each picture.

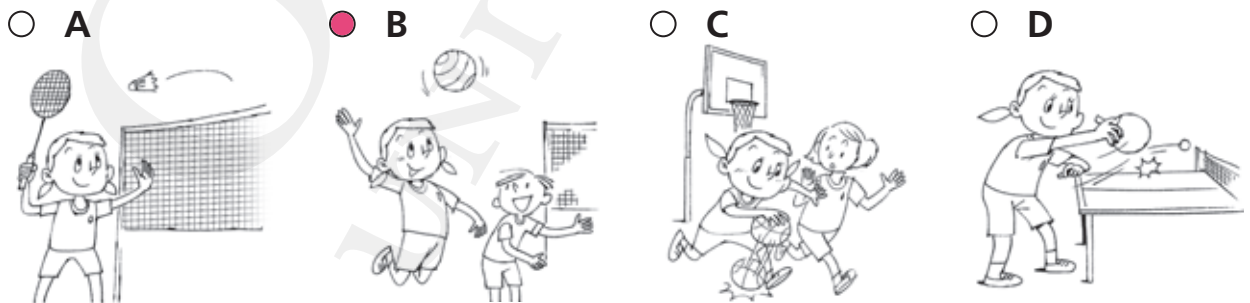


Part 2

Mandy's cousin Mark is visiting Hong Kong. He is talking to Mandy.

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

1 What did Mandy do after school?



2 Who took Mark to different places today?

- A Mandy
- B Mandy's aunt
- C Mandy's mum
- D Mark's mum

3 Which of the following did Mark do?



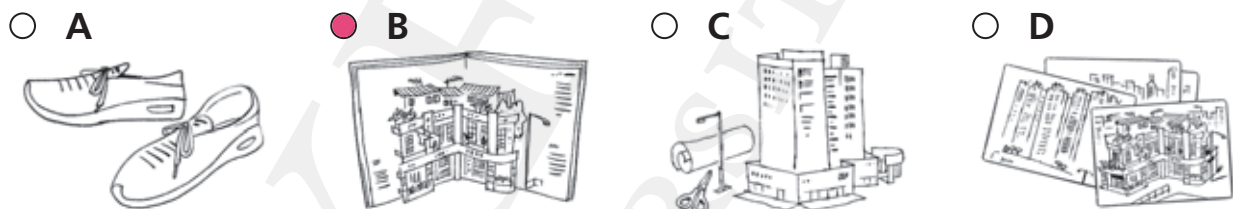
Think about the keywords for the pictures.

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

4 What was the weather like today?

- A cloudy and cool C sunny and hot
 B cloudy and warm D sunny and warm

5 What did Mark buy?



6 What does Mark want to have for dinner?



7 Where will Mandy and Mark have dinner?

- A Buddy Noodles C Bunny Noodles
 B Buffy Noodles D Buzzy Noodles

Listen carefully for the ending sound of the word before 'Noodles'.

8 How long does it take to go from Mandy's home to the restaurant?

- A 5 minutes C 10 minutes
 B 8 minutes D 15 minutes

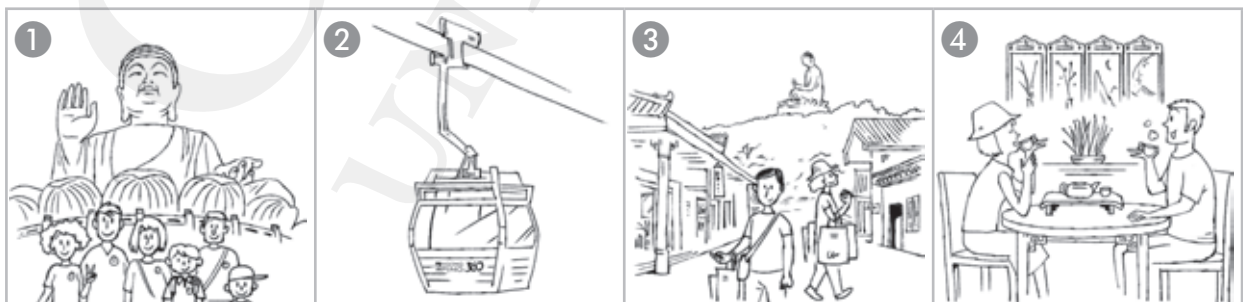
Remind students that they should try to answer as many questions as they can when listening to the conversation and then check the answers at the end.

Mandy and Mark are going to join a day tour in Hong Kong. The tour guide is talking about the day tour.

Listen to the announcement. The announcement will be played ONCE only. Write your answers (A, B, C or D) in the below.

- 1 Where will Mandy and Mark meet the tour guide? B
- A at Exit A of Tung Chung Station
B at Exit B of Tung Chung Station
C in Tai O
D near the fountain
- 2 When will the bus leave? *Recap the time phrases with students.* C
- A 8:30 a.m. C 9:30 a.m.
B 9:15 a.m. D 10:15 a.m.
- 3 How long is the dolphin-watching tour? C
- A 35 minutes C 45 minutes
B 40 minutes D 55 minutes
- 4 The tourist will NOT _____ in Tai O. D
- A have seafood for lunch
B take a boat tour
C visit the dry seafood market
D visit the hotel
- 5 Arrange the things that the tourists will do at Ngong Ping Village in the correct order. B

Underline some keywords in the options to help you get the correct answer.



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



Listening skill 2

This section teaches students a listening skill for dealing with some questions in Units 3 and 4. Questions that test the listening skill taught in this section are marked with

Listening for the connection between ideas (reasons)

- Listen for the words 'why' and 'because', e.g.

A: Why do you want to join the Basketball Club?

B: I want to join it because I'm good at playing basketball.

reason

- Pay attention to the sentences before or after someone's opinions.

A: I really like this computer game. It's interesting.

opinion

reason



Go through the options with students. Help them underline some keywords before they listen to the conversation.

Grandpa is talking to Freddy. Listen and tick (✓) the correct boxes.

1 Why does Freddy like watching basketball? It is _____.

- A easy
- B exciting
- C fun
- D interesting

2 Why did Freddy's grandpa play basketball when he was young?

- A Basketball was popular at his school.
- B He liked a cartoon about playing basketball.
- C He liked a famous basketball player.
- D He was in the basketball team.

Underline some keywords in the options to help you find the correct answer.

3 Freddy is NOT in the basketball team because _____.

- A he is in the football team
- B he is not good at playing basketball
- C he only likes watching basketball
- D his school does not have a basketball team

When Grandma was young

Part 1A Pre-listening: Ask students whether they play online games.

Leo is talking to his grandpa about online games.

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

1 What is Leo doing?

- A playing an online game
- B playing with his grandpa
- C talking on his phone
- D watching a video

2 Why does Grandpa say 'That's sad.'?

- A He cannot play the games.
- B He thinks Leo has no time to play.
- C He thinks people buy expensive phones.
- D He thinks people seldom talk to each other.

Pay attention to what Grandpa says about phones these days.

3 When Grandpa was young, he played sport because _____.

- A he did not like staying at home
- B he was weak and always got sick
- C it was cheap and easy
- D it was fun and healthy

Grandpa will talk about different kinds of sport. Pay attention to what he says about them.

4 What will Leo do? *Ask students to talk about what Leo is doing in each picture before the listening task.*

- A
- B
- C
- D



Part 1B

Leo is talking to his mum about a report for the things he could do.

Listen to the conversation. Help Leo complete the report.

Pre-listening: Go through the report with students. Revise the target vocabulary of this unit if necessary.

When I was in ...	I could ...
Kindergarten 3	① <u>comb</u> my hair by myself
Primary 1	② tie my <u>shoelaces</u> by myself
Primary 2	③ play the <u>violin</u>
Primary 3	④ <u>swim</u>
Primary 4	⑤ prepare a <u>meal</u>

Part 2

Leo is listening to a radio programme.

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

- 1 Amy _____ when she was young.
- A liked farm animals ● C liked running
- B liked going to school ○ D worked on a farm





- 2 Which of the following is true about Amy? ●

- ① Her mum did not like running.
- ② She always ran around the farm.
- ③ She could run faster than the boys.
- ④ She lived on Lantau Island.

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

Pay attention to what Amy says. Put a tick next to the correct sentence.

- 3 How does the host feel about Amy's dream?

- A  ○ B  ○ C  ○ D 

4 Amy did NOT take part in Sports Day when she was in _____.

- A Primary 1 C Primary 5
 B Primary 3 D Primary 6

5 Why did Amy always play with boys when she was young?

- A Only boys liked playing with her.
 B She did not like playing with girls.
 C She had three brothers.
 D She liked her brothers very much.

6 Amy climbed a tree because _____.

- A she liked sitting high in the tree
 B she wanted to do better than the boys
 C she wanted to find her brother
 D she was good at climbing trees

7 Why did Amy feel frightened?

- A She could not see her brother.
 B She did not like climbing trees.
 C She saw many worms on the tree.
 D She was high up in the tree.

Pay attention to what Amy says. You will hear a word which has the same meaning as 'frightened'.

8 What happened to Amy?

- A B C D



9 When Amy was a child, she _____.

- A could not play with her friends
 B often felt bored
 C had a lot of fun
 D had many toys

HKAT

Remind students that they should try to answer as many questions as they can when listening to the conversation and then check the answers at the end.

Part 3

It is Grandparents' Day at school. Two grandparents are talking to the class.

Listen to what they say. The recording will be played once only. Write your answers (A, B, C or D) in the below.

1 Who is the first speaker?

A Chloe's grandmother

C Clare's grandmother

B Clara's grandmother

D Claris's grandmother

 C

2 Which of the following is NOT true about Mrs Lo when she was young?

A She always helped her family.

B She could always play with her friends.

C She had little homework.

D She had many classmates.

 B

Listen carefully to what Mrs Lo says. You will not hear the same words in the options.

3 What DIDN'T Mrs Lo enjoy doing when she was young?

A



B



C



D


 B

Ask students what Mrs Lo is doing in the pictures.

4 Why did Mr Chan leave school after Secondary 1?

A He did not like going to school.

B He thought it was more important to play.

C His parents had no money.

D His parents wanted him to be a fisherman.

 D

5 Which of the following did Mr Chan draw?

What was Mr Chan good at drawing?

 C

A



B



C



D



Part 1

Gary is making a video blog about his summer holidays.

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

Explain to students that a video blog is a type of blog online. A person uses videos to share his experiences with others.

1 It is the _____ day of Gary's summer holidays.

- A fourth B fifth C sixth D tenth

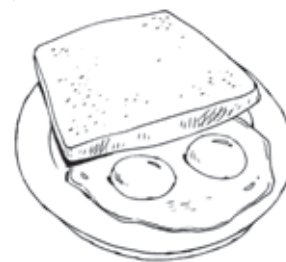
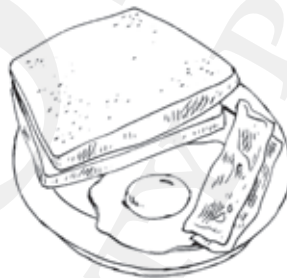
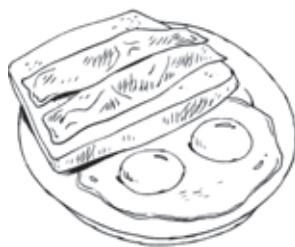
2 What is the weather like?

- A cloudy B dry C rainy D sunny

3 What did Gary have for breakfast?

Ask students to identify the differences among the pictures.

- A B C D



4 Why did Gary like the place he had breakfast?

- ① He could eat his favourite food.
 ② He could have lots of food to choose from.
 ③ He could look at the sea view.
 ④ He liked the decorations there.

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

5 Gary will _____ to share his experience later.

- A join a forum C share a link
 B publish a post D upload photos

6 Who could swing higher this time?

- A Gary C Gary's grandpa
 B Gary's dad D Gary's sister

You may not hear the same words. Pay attention to how Gary describes the place.

- 7 What did Gary order in the cafe?
- A a chocolate ice cream C a cup of chocolate
 B a coffee ice cream D a cup of coffee
- 8 Which of the following is NOT true?
- A Aunt Jenny and Uncle Ray have a big swimming pool in their house.
 B Gary is very weak in swimming now.
 C Gary swam with Abby.
 D The weather was good in the afternoon.
- 9 Gary says, 'They're the best in the world.' It means he likes _____.
- A having chicken wings for barbecue
 B his aunt and uncle
 C his family very much
 D his uncle's cheeseburgers

Underline the keywords in the options. Tick the correct sentences when you are listening. The sentence without a tick is the answer.

Listen carefully and find out what 'they' refers to.

Part 2

Gary went camping with his teachers and classmates. He is telling his mum about the camp.

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

- 1** Why is Gary so tanned?
- A He has paint on him.
 B He is dirty.
 C He stayed in the sun.
 D He went swimming.
- 2** The teachers and students went hiking because they wanted to _____.
- A do exercise
 B learn about nature
 C look at the sea view
 D watch the sunset

3 What DIDN'T Gary see during the hike?

Think about the keywords about the pictures.

A



B



C



D



4 Lily wore a _____.

A blue jacket

C red jacket

B red cap

D white cap

5 Gary and his teachers went hiking for _____.

A 2 hours

C 4 hours

B 3 hours

D 5 hours

6 Who took a photo for Gary and his classmates?

A Miss Lam

C Miss Lee

B Miss Law

D Miss Lo

7 How did Gary help prepare dinner at the camp? *Ask students to describe the actions in the pictures.*

A



B



C



D



8 What did Gary do on the second day? Arrange the things he did in the correct order.

Listen carefully for the words 'then', 'after that' and 'Lastly'.



A 2 → 4 → 1 → 3

C 4 → 1 → 3 → 2

B 2 → 4 → 3 → 1

D 4 → 2 → 1 → 3

9 How did Gary's mum feel about finding a starfish?

- A angry C scared
 B disappointed D surprised

Listen carefully to what Gary's mum says. Pay attention to her tone.

10 Gary wants to upload some photos because he _____.

- A is doing an online school project
 B is going to join an online photo competition
 C wants to invite his grandparents to go camping next time
 D wants to show his friends the photos

HKAT Part 3

Gary is helping his mum complete an evaluation form.

Listen to the conversation and complete the form. The conversation will be played **ONCE** only. *Remind students that there will not be any beeps in the conversation. Tell them to write as much as they can when they are listening. Let them know that they may not hear the information in same order as the question numbers.*

◀ ▶ ↺ ✕ 🏠
🔍 ☰

Wonderland Park

Evaluation Form

(Put a '✓' in the appropriate)

1 Name: _____ *Cindy* _____ Chung

2 Email address: _____ *chowfamily* _____ @jolly.com

3 When did you visit the park?

spring summer autumn winter

4 Comments about the park:

(i) The park was *very crowded*.


(ii) The staff were *polite*.

5 How would you rate the park?
(1 = Poor; 3 = Good; 5 = Excellent)

1 2 3 4 5



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 .

Working out what will happen next

Before listening

- Identify the question with words like 'will', 'be going to', 'next' and 'tomorrow'.

e.g. What is the next TV programme about?

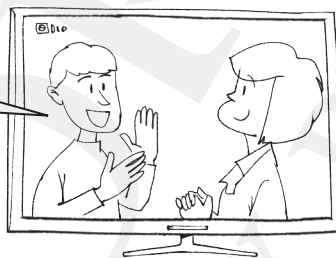
- A beaches B schools C sports D travelling

While listening

Brainstorm some words related to the options with students, e.g. 'sea', 'teach', 'basketball' and 'travel'.

- Listen carefully for the content about the future.

... Next week, we'll travel around beautiful South Africa with Sam. Don't miss it!



Go through the text with students. Ask them to find the correct answer for the above question.



Let's practise!

Mike is talking to his classmate Mandy. Listen and tick (✓) the correct boxes.

- 1 What will Mike do tomorrow?

- A eat some strawberries
 B feed the horses
 C look at Mandy's photos

- 2 What will Mandy do this weekend?

- A B C



Mandy has something to do next month. What is it?



- 3 Mike and Mandy will have _____ lessons on Wednesday.

- A Computer Studies
 B PE
 C Visual Arts

A wonderful weekend

Part 1

Pre-listening:

- Recap different activities on a holiday farm with students.
- Ask students to share about what they did last weekend.

Betty and Carl are talking to their cousin Grace about their trip to a holiday farm.

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

1 What DIDN'T Betty do on the holiday farm?

A



B



C



D



2 What will Betty do at home?

A bake bread

B make some candles

C make some cards

D make some cookies

Listen carefully for what 'ones' refer to. What does Betty want to give to her family and friends?

3 What is the name of the horse?

A Ellie

B Elsa

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

C Elsie

D Esther

4 Why did Carl feel scared when he rode the horse?

A He does not like horses.

B He has never ridden a horse before.

C The horse moved a lot.

D The horse was very big.

5 Carl went horse-riding. Which of the following is NOT true about his experience?

A Carl learnt how to ride a horse on his own.

B Carl liked horse-riding most.

C Carl thought the horse was pretty.

D The horse was brown.

6 Betty thinks playing on a rope course was _____.

- A boring C hard
 B easy D tiring

Pay attention to the word with the same meaning as one of the options.

7 How long was the rope course?

- A 10 metres C 30 metres
 B 20 metres D 40 metres

8 When will Carl and Grace go to a holiday farm in Hong Kong?

- A tomorrow C in November
 B next week D in December

Pay attention to what Grace says about tomorrow morning.

 9 What do you think Grace will do tomorrow? _____

- A B C D



Part 2

Betty and Carl want to go to a holiday farm. They are planning what to do. Listen to the conversation. Choose the best answer by blackening ● the circle.

1 When will Betty and Carl go to the holiday farm?

- A 5 November C 15 November
 B 11 November D 25 November

2 How does Carl feel about feeding the animals?

- A B C D



3 What is the name of the holiday farm?

- A Famous Holiday Farm
 B Festive Holiday Farm
 C Finest Holiday Farm
 D Forest Holiday Farm

Pay attention to the ending sound of the word before 'Holiday Farm'.

4 Which of the following animals is NOT on the holiday farm?

- A B C D



5 What can Betty and Carl feed the animals?

- 1 bread 3 grass
 2 carrots 4 milk
 A 1 and 2 C 2 and 3
 B 1 and 3 D 3 and 4

Tick the activities Betty and Carl talk about. The picture without a tick is the answer.

6 What WON'T Betty and Carl do on the holiday farm?

- A B C D



7 What will Betty and Carl make?

- A bread and paper tigers
 B bread and soap
 C paper lions and paper birds
 D soap and paper tigers

Remind students that Betty and Carl may not mention directly what they will make. Tell them to pay attention to the words they use to describe the classes they will choose.

Tell students that they will hear more than one ticket price, so taking notes can help them find the correct answer more easily.

Date: _____

8 Betty is 11 years old. How much is her ticket?

- A \$0 C \$40
 B \$20 D \$50

Write some notes about the fees when you are listening.

9 What will Carl eat?

- A bread
 B ice cream
 C sushi
 D vegetable salad

Listen carefully to what Betty says. It belongs to the kind of food she mentions.

HKAT Part 3

Betty is interviewing a boy on a holiday farm.

Remind students that there will not be any beeps in the interview. Tell them to write as much as they can when they are listening.

Listen to the interview and complete the form. The interview will be played ONCE only.

Happy Holiday Farm Survey Form

- 1** Name: Tommy Hong
- 2** How often do you come to the holiday farm?
three/3 to four/4 times a year
- 3** Who do you come here with?
(You may put a '✓' in more than one .)
 family friends teachers other(s): _____
- 4** Which activity do you like most?
horse-riding/riding horses
- 5** Do you have any suggestions for the holiday farm?
(i) There should be a climbing wall.
(ii) There should be more umbrellas in the barbecue area.

While Aunt was away

Pre-listening:

- Study the notes with students. Help them guess what type of information may be filled in the blanks, e.g. numbers, nouns or verbs.
- Recap with students different kinds of housework.

Part 1A

Leo's mum is talking to Leo on the phone. She is asking him to do several things. Leo is writing some notes.

Listen to the phone conversation. Help Leo complete the notes.

My notes

Need to buy:

- 1 _____ *two tomatoes* _____
- 2 one bag of _____ *pears* _____
- 3 _____ *twelve eggs* _____

At Aunt Sue's home:

- 4 _____ *vacuum* _____ the rug
- 5 take out the _____ *rubbish* _____

Part 1B

Leo is inviting his friend Tracy to go to a theme park with him on the phone.

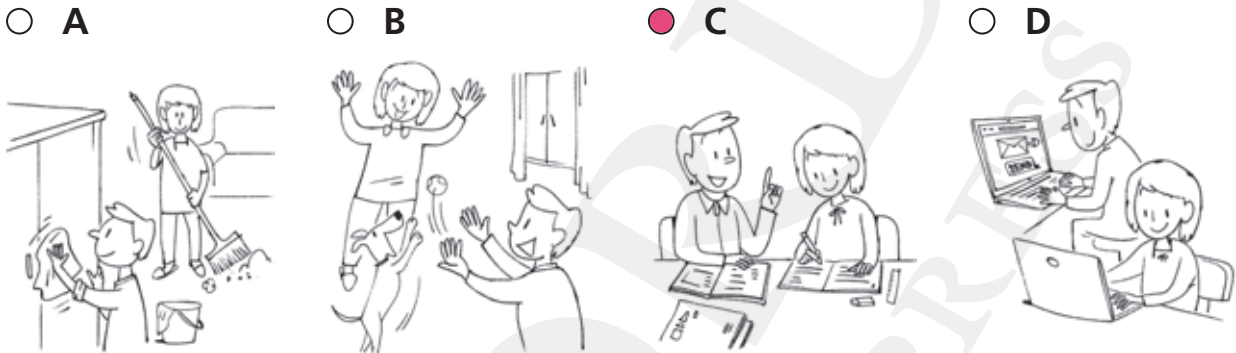
Listen to the phone conversation. Choose the best answer by blackening ● the circle.

- 1 When will Leo go to the theme park?
 - A Saturday morning
 - B Saturday afternoon
 - C Sunday morning
 - D Sunday afternoon
- 2 Tracy CANNOT go to the theme park because _____.
 - A her mum is not feeling well
 - B she has to do her homework
 - C she is not feeling well
 - D she needs to help her sister with her homework

- 3 Which of the following is true about Tracy?
- A She does not have much homework.
 - B She needs to look after the dog.
 - C She will do the grocery shopping with her mum.
 - D She will go for a walk with her mum.

- 4 What will Leo do with Tracy?

Think about the keywords about the pictures.



- 5 What do we know about Leo? Leo is _____.

- A bored
- B busy
- C honest
- D kind

You will not hear these words in the conversation. Think about what Tracy says.

Part 2 Pre-listening: Ask students to share about their experience of holding or attending a birthday party.

Leo's mum is talking to Leo about Aunt Sue's birthday party.

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

- 1 Aunt Sue is going to be _____ years old.
- A 40
 - B 45
 - C 50
 - D 55
- 2 Leo should NOT tell Uncle Max about the surprise birthday party because _____.
- A it is not Uncle Max's birthday
 - B Uncle Max does not like secrets
 - C Uncle Max is too old
 - D Uncle Max will tell other people
- 3 What is Aunt Sue's favourite dish?
- A fried rice with chicken
 - B pork dumplings
 - C shrimp noodle soup
 - D vegetable salad

4 Leo thinks Aunt Jane's pork dumplings are _____.

- A delicious C spicy
 B hard D sweet

5 Why does Leo need to help order some takeaway?

- ① Aunt Sue likes takeaway food.
 ② Children like snacks.
 ③ Mum and Aunt Jane do not have enough time to cook.
 ④ Mum does not know how to make snacks.

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

6 Leo will order takeaway from _____.

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

- A Food Palace C Food Planet
 B Food Place D Food Plaza

7 What food WON'T Leo order?

- A B C D



8 Which birthday cake will Leo and his mum buy for Aunt Sue?

Help students identify the differences among the pictures before the listening task.

- A B C D



9 What will Leo's mum buy?

- A balloons C plastic cups
 B party hats D plastic spoons

What does Leo's mum need these things for?

10 How does Leo feel about the birthday party?

- A bored C surprised
 B excited D tired

HKAT
Part 3

Remind students that they should try to answer as many questions as they can when listening to the conversation and then check the answers at the end.

Leo's mum has just come home. Leo is talking to her.

Listen to the conversation. The conversation will be played **ONCE** only. Write your answers (A, B, C or D) in the below.

1 What is Leo doing?

A hanging the clothes

C tidying his room

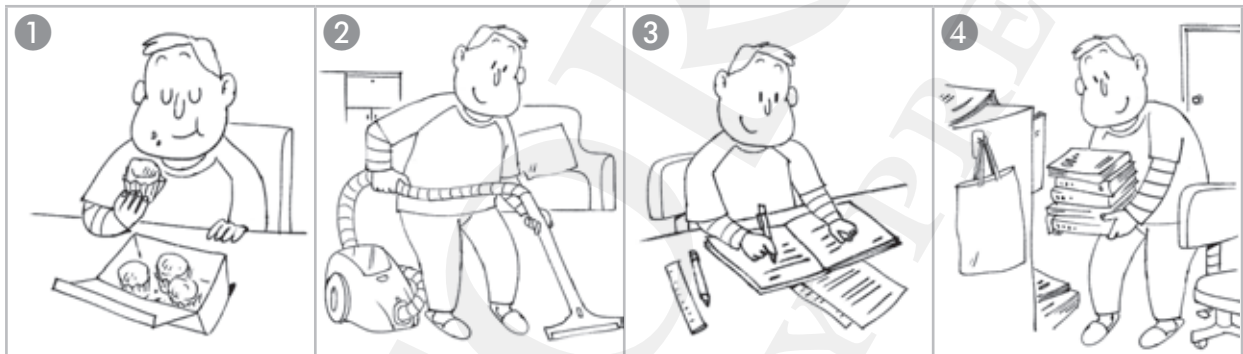
B ironing the clothes

D vacuuming the floor

 A

2 Leo did many things. Arrange the things he did in the correct order.

Listen for words like 'then' and 'after that'.

 A


A ① → ③ → ② → ④

C ③ → ① → ④ → ②

B ① → ④ → ③ → ②

D ③ → ② → ① → ④

3 Why does Leo's mum want Leo to walk the dog now?

A His sister needs to sleep.

B She needs to cook a meal for his sister.

C She wants Leo to take out the rubbish.

D She wants to take a rest.

 A

4 What did Leo's mum do before she came home?

A bought a gift for Leo's sister

B did the grocery shopping

C picked up the takeaway

D took Leo's sister to the park

Where did Leo's mum go?

 B

5 Where will Leo and his family have dinner?

A Burger Garden

C Uncle Wing's Congee

B Sushi Palace

D Yummy Noodles

 B

Ask students to think of the kind of dishes Leo and his family can order in these restaurants.



Explain the skill to students. Tell them that when we link words together, the pronunciation is different from saying the words individually. Read

Date:

Speak up **A**

the text with them. Explain to them that when the next word starts with a vowel sound, we link the ending consonant sound of the previous word with it, e.g. 'took out'. When the beginning consonant sound of the next word is the same as the ending consonant sound of the previous word, we only pronounce the consonant once, e.g. 'went to'. When two 'o' or 'oo' sounds are linked, we say the /w/ sound, e.g. 'go over'.

Linking sounds of words in a sentence

We often link words together when we speak English.

- Consonant sound + vowel sound, e.g. The **tourists** **are** tired.
- Same consonant sound, e.g. They **want** **to** take a taxi.
- 'o' + 'o' → the /w/ sound, e.g. They **go** **over** the footbridge to the taxi rank.

Pronounce the sentences with students. Check if they can pronounce the sentences correctly. If necessary, recap consonant sounds and vowel sounds with them.

Help students identify some examples of linking sounds of words in the text (e.g. 'go out', 'is easy' and 'lots of fun'). Let them practise saying the phrases before reading the text aloud.

Part 1: Reading aloud

Add \frown to link the words. The first one has been done for you. Then read the following text aloud.

Getting around \frown in Hong Kong

In Hong Kong, we can take different public transport when we go out. It is easy to go to places far away from our home. We can take the MTR or bus to lots of fun places. Besides, we can take the tram on Hong Kong Island and the Light Rail in the New Territories West. When we visit Lantau Island, we can take the ferry too.

Part 2: Teacher-student interaction

You want to know about your partner's use of public transport. In pairs, ask and answer questions about it.

Which public transport do you usually take to school?
 Why do you like taking ...?
 How often do you take ...?
 How long does it take to go from your home to ...?
 What do you usually do when you're on ...?

I usually take ...
 I like taking ... because ...
 I take ...
 It takes ...
 I usually ...

Recap some famous tourist attractions with students. Go through the mind map with them. If necessary, help them with the pronunciation of some words.

Part 3: Presentation

You are going to tell your class about some tourist attractions in Hong Kong. Use the mind map below to help you brainstorm ideas.



These questions may help you.

- Where are the tourist attractions?
- How can we go there?
- What can we do there?

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

Good morning/afternoon, everyone. Today I'm going to talk about ...
 On Hong Kong Island, we can go to ... Besides, we ...
 In Kowloon, ... is a popular tourist attraction. To go there, we can ... We can do many things there. For example, ...
 What's more, ...
 Finally, we can visit ...
 That's all for my sharing today. Thank you.



Speak up **B**

Explain the skill to students. Tell them that when a sentence is long, it might be hard for listeners to digest the meaning. Using pauses can help students express their ideas more clearly. Ask them to pronounce the example sentences and check if they use pauses correctly. If necessary, write other example sentences on the board and invite students to add pauses in them.

Using pauses

When we speak, we use pauses (/) to help listeners understand what we say. Pauses are very quick and short. We add pauses:

- before words like 'and', 'because', 'but' and 'when', e.g.
My sister could put on her shoes / **when** she was in Primary 1.
- after some punctuation marks, e.g.
In the past, / we used to write letters. / Nowadays, / we send messages and emails.



Part 1: Reading aloud

Add pauses (/) to the sentences. The first one has been done for you. Then read the following text aloud.

Ask students to separate the sentences into different groups of words and add pauses accordingly. Offer help if necessary.

My grandparents

When my grandparents were young, / they worked in Taiwan. /
Nowadays, / they live in Hong Kong. / I see them every day / because
they live very close to us. / Every morning, / they come to our home. /
Grandpa cooks breakfast for me and my younger sister / and
Grandma helps my sister tie her hair up. / We love our grandparents
very much / because they are kind and caring.

Part 2: Teacher-student interaction

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

Ask students to talk about their aunt and uncle if they do not have grandparents now.

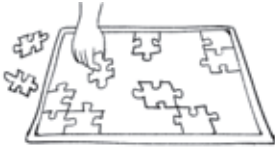
Where do your grandparents live?
How often do you visit them?
What do you usually do with them?
What do you think of your grandparents? Why?

They live in/on ...
I visit them ...
I usually ...
I think ... because ...

Part 3: Presentation

You are going to tell your class about what you used to do in the past and what you usually do now.

You can talk about the activities below or think of other activities.



do jigsaw puzzles



go cycling



play basketball



play Frisbee



play on a swing



play online games



read storybooks



ride a scooter



send messages



shop online



surf the Internet



upload photos



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

These questions may help you.

- What did you use to do in the past? Why?
- How often did you do it?
- Who did you do it with?
- What do you usually do now? Why?
- How often do you do it?
- Who do you do it with?

Good morning/afternoon, everyone.
 Today I'm going to talk about ...
 In the past, I used to ... because ...
 I did it ... with my ... We ...
 Also, I used to ... because ...
 Nowadays, I usually ... because ...
 I like ... too. It's ...
 That's all for my sharing today.
 Thank you.



Speak up

Explain the skill to students. Tell them that if the verbs end with a voiced consonant, the '-ed' is pronounced as /d/. If the verbs end with a voiceless sound, the '-ed' is pronounced as /t/. If the verbs end with 'd' or 't', the '-ed' is pronounced as /id/.

Pronouncing the ending sounds

Pay attention to the '-ed' ending sound of the verbs in the simple past tense and present perfect tense.

- 1 /d/: climbed, lived, loved, opened, played
- 2 /t/: laughed, liked, talked, walked, watched
- 3 /id/: needed, painted, visited, waited, wanted

Pronounce the words with students. Exaggerate your movement to help them grasp the speaking skill.



Part 1: Reading aloud

Underline the verbs that end with '-ed'. The first one has been done for you. Then read the following text aloud.

Invite some students to pronounce the verbs before reading the text aloud. Before they start reading the text, you may also remind them of the previous two speaking skills, i.e., linking sounds of words and using pauses.

Note that 'excited' and 'tired' are past participles used as adjectives instead of verb, but we use the same skill when we pronounce the '-ed' ending sound.

Going to a holiday farm

I have wished to go to a holiday farm for many years and my parents finally took me there today. The farm was so large! I was excited and I wanted to do many things. First, I joined some outdoor activities. I played on a rope course and rowed a boat. Then, I baked bread and learnt to make soap indoors. I was tired, but I enjoyed the day so much.

Ask students to talk about what they usually do on a holiday if they have never been to a holiday farm.

Part 2: Teacher-student interaction

You want to know about your partner's experience of going to a holiday farm. In pairs, ask and answer questions about it.

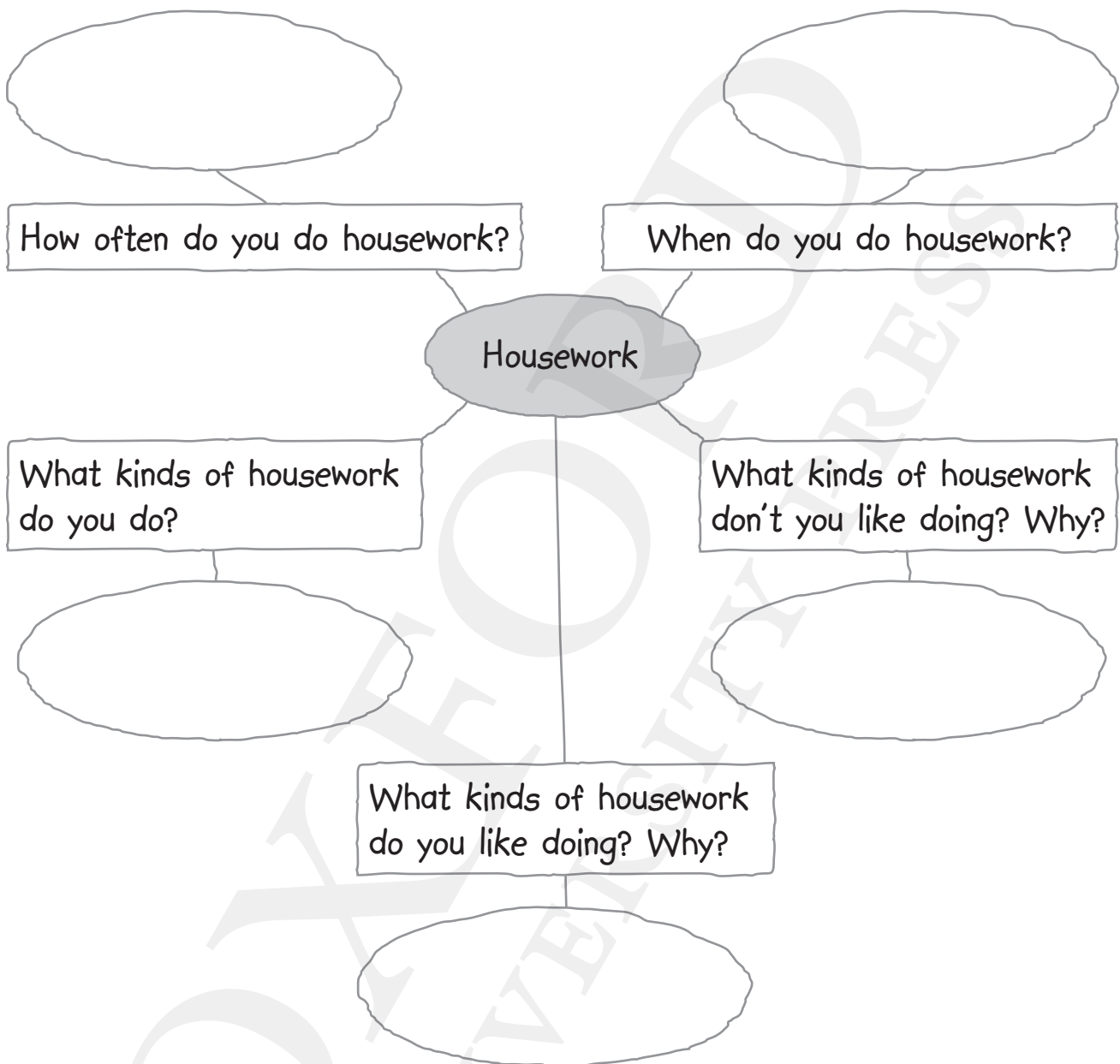
Have you ever been to a holiday farm before?
When was the last time you went there?
Where was the holiday farm?
Who did you go there with?
What did you do there?
Which activity did you like best? Why?

Yes, I ...
It was ...
It was ...
I went there with ...
I ...
I liked ... because ...

Part 3: Presentation

You are going to tell your class about the housework you do.

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



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

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

I do housework ... I do it ...

I do different types of housework. I ... Also, I ...

Sometimes, I ... too.

I like ... because ... However, I don't like ... because ...




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 complete the notes.			
I can understand the sharing.			
I can understand the conversations.			
I can listen for the words about transport facilities.			




Listening 2

			
I can listen for specific information.			
I can complete the form.			
I can understand the interview.			
I can understand the radio advertisement.			
I can understand the conversation.			
I can understand the announcement.			
I can listen for the words about tourist attractions in Hong Kong.			




Listening 3

			
I can listen for the connection between ideas (reasons).			
I can understand the conversations.			
I can complete the report.			
I can understand the radio programme.			
I can understand the sharing.			
I can listen for the words about things which people can do by themselves.			




Listening 4

			
I can listen for the connection between ideas (reasons).			
I can understand the video blog.			
I can understand the conversations.			
I can complete the form.			
I can listen for the words about online activities.			

Listening 5

			
I can work out what will happen next.			
I can understand the conversations.			
I can understand the interview.			
I can complete the form.			
I can listen for the words about activities on a holiday farm.			




Listening 6

			
I can work out what will happen next.			
I can understand the phone conversations.			
I can complete the notes.			
I can understand the conversations.			
I can listen for the words about housework.			




Peer assessment

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




Speak up A

			
My partner can understand linking sounds of words in a sentence.			
My partner can read aloud the text correctly.			
My partner can talk about the use of public transport with me.			
My partner can tell the class about some tourist attractions in Hong Kong.			

Speak up B

			
My partner can use pauses correctly.			
My partner can read aloud the text correctly.			
My partner can talk about grandparents with me.			
My partner can tell the class about what he or she used to do in the past and what he or she usually does now.			

Speak up C

			
My partner can pronounce the ending sounds of past form verbs correctly.			
My partner can read aloud the text correctly.			
My partner can talk about going to a holiday farm with me.			
My partner can tell the class about the housework he or she does.			

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

© Oxford University Press (China) Limited 2017

First Edition published in 2017

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Illustrated by Ko Man Ho

ISBN: 978-0-19-047551-2

1 3 5 7 9 10 8 6 4 2

Teacher's Edition

ISBN: 978-0-19-047563-5

1 3 5 7 9 10 8 6 4 2