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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 rhyming words

When two words end with the same sound, they rhyme with each other.

a stanza  Tell students there may be one or two pairs of rhyming words in each stanza of a poem. They appear at the end of each line. There are different rhyming patterns in different poems. For example, a four-line-stanza poem can follow the AABB/ABCB/ABAB pattern.

Say goodbye to the old year.

Get ready for the new one.

This special time is getting near.

Get ready to have some fun.

rhyming words

rhyming words

Explain to students that some rhyming words may look like each other, e.g. 'year' (/jɪə/) and 'near' (/nɪə/), while some rhyming words look completely different from each other, e.g. 'one' (/wʌn/) and 'fun' (/fʌn/).

Before listening

- Look at the example in the question. Read the target word silently and pay attention to its ending sound.

e.g. 'Year' rhymes with 'near'. Which word rhymes with 'one'?

target word

While listening

- Listen carefully to what the narrator says. Pay special attention to the ending sound of each option.

A old

B time

C say

D fun



Let's practise!

Pre-listening:

Remind students that they will not see the words in each option. They have to listen carefully for the correct option that rhymes with the target word.

Sam is listening to a poem. Listen and tick (✓) the correct boxes.

- 1 'Shopping' rhymes with 'popping'. Which word rhymes with 'sweets'?

A

B

C

D

- 2 'Necklace' rhymes with 'gorgeous'. Which word rhymes with 'ring'?

A

B

C

D

- 3 'Hop' and 'top' is a pair of rhyming words. Which of the following pairs of words rhyme?

A

B

C

D

It's Chinese New Year

Pre-listening:

- Recap with students different kinds of Chinese New Year food.
- Ask students to look at some of the given words. Help them predict what could be in the blanks, e.g. numbers or items.
- Remind students to add 's' to a noun to make it plural.

Part 1A

Joyce and her dad are talking about shopping for Chinese New Year. Joyce is writing some notes. Listen to the conversation. Help Joyce complete the notes.

Chinese New Year shopping list

- 1 5/five bags of sweets
- 2 2/two big bags of nuts
- 3 3 turnip cakes
- 4 some new red paper
- 5 some flowers

Remember to add 's' for more than one thing.

Pre-listening:

- Recap with students the activities before and during the Chinese New Year.
- Invite students to talk about the pictures in Q2 and Q4.

Part 1B

Joyce is listening to a poem about Chinese New Year in her English class. Listen to the poem. Choose the best answer by blackening ● the circle.

- 1 What is the best title for this poem?
 - A 'Chinese New Year food'
 - B 'Getting ready for Chinese New Year'
 - C 'The mandarin tree'
 - D 'Things to see at Chinese New Year'
- 2 What does the writer see in Stanza 1?
 - A
 - B
 - C
 - D



3 According to the guest, people clean their houses before Chinese New Year because _____.

- A dirty houses do not look nice
- B their houses are old
- C they have a holiday
- D they want to sweep away bad luck

Listen for the word 'because'.

4 What snacks does the guest talk about?

- 1 chocolates
- 2 peanuts
- 3 potato chips
- 4 sweets
- A 1 and 2
- B 1 and 4
- C 2 and 3
- D 2 and 4

5 According to the guest, the word 'turnip' sounds like '_____ ' in some areas of China.

- A good health
- B good luck
- C happy children
- D lots of money

6 'Healthy' and 'wealthy' is a pair of rhyming words. Which of the following pairs of words rhyme?

- A
- B
- C
- D

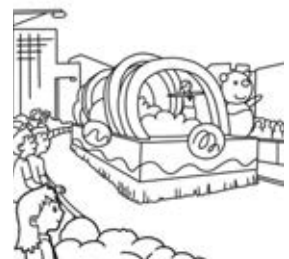
7 According to the guest, which of the following is true about flower markets?

- A Flower markets are open for a week.
- B Lots of people like going there.
- C Many people do not like the crowds.
- D People can only buy flowers there.

Put a cross next to the incorrect sentences. The sentence without a cross is the correct answer.

8 What will the speakers talk about after the break?

- A
- B
- C
- D



Pre-listening:

- Remind students that there will not be any beeps in the conversation. They should try to answer as many questions as they can when listening to the conversation and then check the answers at the end.

Date:

- Invite students to talk about the pictures in Q2.
- Ask students to highlight the keywords in Q3 and Q5.

Joyce and Mark are meeting to watch the fireworks.

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

1 Where are Joyce's grandparents from?

A Australia

C the UK

B China

D the US

2 How does Mark feel about the number of red packets he got?

A

B

C

D



3 Why does Joyce go out to watch the fireworks every year?

A She does not like watching them on TV.

B She lives very close to the harbour.

C Her father does not like staying at home.

D Her father knows a very good place to watch them.

Joyce tells the reason in the sentence '..., so...'

4 Joyce and Mark think watching the fireworks will be _____.

A boring

B exciting

C surprising

D tiring

5 Which of the following is NOT true?

A Joyce and Mark like playing card games.

Mark wants to play card games with Joyce.

B Joyce's family was smart to get to the place early.

Mark thinks Joyce's family was so smart to be at the place early.

C Mark likes being in crowds.

Mark doesn't like crowds.

D There are too many people now.

The venue is starting to get crowded.

Part 1A

Pre-listening:

- Recap with students different accessories and materials.
- Ask students to highlight the keywords in Q5.

Joey is listening to a poem.

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

- What is the best title for this poem?
 - A 'Police at my house'
 - B 'Teddy is the king'
 - C 'The lost ring'
 - D 'The teddy'
- How does the woman feel?
 - A happy
 - B surprised
 - C tired
 - D worried
- How long will it take for the police to get to the woman's home?
 - A 10 minutes
 - B 20 minutes
 - C 40 minutes
 - D 60 minutes
- 'Soon' rhymes with 'noon'. Which word rhymes with 'place'?
 - A C
 - B D
- Which of the following is true?
 - A The ring is in the teddy's hand.
The ring is on the teddy's head.
 - B The ring is on the teddy's head.
The woman's daughter gives the teddy bear a kiss.
 - C The woman's daughter does not like teddy bears.
The woman's daughter has a teddy bear.
 - D The woman's son has a teddy bear.

Say the word 'place' silently before you choose the answer.

Pre-listening:

- Remind students the words and phrases to talk about time.
- Recap with students the words for describing appearances.
- Invite students to talk about the pictures in Q3.
- Ask students to underline the keywords in Q5.

Date:

Part 1B

Joey saw a strange man near her building today. A police officer is asking her about the man.

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

Remind students the ways to express time if necessary.

1 Joey saw the strange man at around _____.

- A 4:15 p.m.
- B 4:30 p.m.
- C 4:45 p.m.
- D 5:30 p.m.

2 How tall was the strange man?

- A about 165 cm
- B about 170 cm
- C about 175 cm
- D about 180 cm

3 What does the strange man look like?

- A
- B
- C
- D



4 The strange man might be _____ years old.

- A 26
- B 34
- C 44
- D 54

You will not hear the exact number. Listen for the words 'between ... and ...'.

5 Which of the following is true?

- A The strange man was a basketball player.
This is not mentioned in the recording.
- B The strange man was carrying a blue sports bag.
The man was with a black sports bag.
- C The strange man was in a spotted T-shirt.
The man was in a striped T-shirt.
- D The strange man's T-shirt was red and yellow.

Pre-listening:

- Part 2**
- Invite students to talk about the pictures in Q3.
 - Ask students to underline the keywords in Q2, Q5, and Q9.

Joey is listening to the radio programme 'Police Report'.

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

- 1 Who is speaking on the radio programme? *If necessary, pronounce the names with students before the listening task.*
- A Heidi Lai
- B Henry Lai
- C Holly Lai
- D Howard Lai
- 2 What did the man steal from the shop?
- A diamond necklaces and diamond rings
- B diamond necklaces and gold rings
- C gold necklaces and gold rings
- D silver necklaces and silver rings
- 3 What did the man look like? *Be careful of identifying 'left' and 'right', 'shirt' and 'T-shirt' in the pictures.*
- A B C D



- 4 Miss Yau went to the wet market to buy _____.
- A clothes C fruit
- B fish D vegetables
- 5 What did Miss Yau wear to the market?
- A a black and blue spotted dress
- B a black and blue spotted shirt and dark-coloured trousers
- C a black and blue spotted shirt and light-coloured skirt
- D a black and blue striped shirt and dark-coloured trousers

- 6 Why did Bonnie write the poem?
- A because her father is a policeman
- B for a class project
- C for a competition
- D for fun
- 7 Where does Bonnie read the poem?
- A at her home
- B at a funfair
- C at the police station
- D in the school hall
- 8 You will hear four pairs of words. Which of the following pairs of words rhyme?
- A
- B
- C
- D
- 9 Which of the following tips will you likely hear after the break?
- A how to cross the road safely
- B how to go cycling safely
- C how to keep your home safe
- D where to find a police officer

Listen for the words 'be back with'. Pay attention to what the tips are about.

Part 3 Remind students that there will not be any beeps in the conversations. Tell them to write as much as they can while they are listening.

Two students are talking to Miss Chan at the lost-property office. Listen to the conversations. Complete the notes.

Lost-property Note

Date: 15 October

- 1 Item found: a purple and yellow striped jacket
- 2 Place found: hall
- 3 Name of finder: Sam Fung

Lost-property Note

Date: 15 October

- 4 Item found: a black and white spotted hat
- 5 Place found: Room 204B
- 6 Name of finder: Joey Chu

I want to be ...

Pre-listening:

- Invite students to talk about the pictures in Q4 and Q8 before the listening task.
- Ask students to underline the keywords in the options in Q3, Q5 and Q7.
- Recap with students different kinds of jobs.

Part 1

Tony is listening to a radio programme.

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

1 What is the name of the guest? *Ask students to read these names silently before the listening task.*

- A Fanny Ford C Flora Ford
 B Fiona Ford D Freda Ford

2 Miss Ford has been a singer for _____ years.

- A 13 B 14 C 18 D 24

3 Why did Miss Ford decide to come to Hong Kong?

- A She does not like the UK.
 B She found a great job in Hong Kong.
 C She is interested in Hong Kong's culture.
 D She likes the food in Hong Kong.

4 What does Miss Ford do in her spare time? *Invite students to talk about what Miss Ford is doing in each picture.*



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

5 Why is Miss Ford learning Putonghua?

- ① Her friends encouraged her to learn it.
 ② It is good for her work.
 ③ She is going to Beijing soon.
 ④ She wants to meet more new people.

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

Pay attention to what Miss Ford says after she talks about learning Putonghua.

6 Miss Ford thinks her students are _____.

- A funny
 B naughty
 C polite
 D smart

If necessary, explain these adjectives to students before the listening task.

You will not hear the adjective. Pay attention to how Miss Ford describes her students.

7 What do we know about Miss Ford's lessons?

- A She lets students watch music videos.
 B She teaches English with fun activities.
 C She teaches students how to write songs.
 D She tells funny stories.

8 How does the host feel about Miss Ford's advice?

- A B C D



Part 2A

Tony's teacher Miss Lam is reading riddles to the class. Listen to the riddles. Choose the best answer by blackening the circle.

Pre-listening: Revise the target vocabulary of this unit with students.

1 What is Clark's job?

- A an actor
 B a chef
 C a lawyer
 D a photographer

2 'Famous' rhymes with 'nervous'. Which word rhymes with 'magazine'?

- A C
 B D

If necessary, revise rhyming words with students.

- 3 Billy is _____.
- A an athlete C a lifeguard
 B a lawyer D a pilot

- 4 What is 'my' job?

- A a chef C a pilot
 B a driver D a waitress

Listen for three job duties in the riddle.

- 5 You will hear four pairs of words. Which pair of words rhyme?

- A C *Post-listening: Invite students to talk about what they want to be when they grow up.*
 B D

Part 2B Remind students that they should use capital letters for the first letter of the name and for the class.

Tony is talking to his friend Mandy about signing up to be in a play. Listen to the conversation. Help Tony complete the form.

We need actors and actresses for our play

The Wizard of Oz

- 1 Name: Tony Tang
- 2 Class: 5D
- 3 How many performances have you taken part in? 2/two
- 4 What was your most recent performance?
 I played the father in *Beauty and the Beast*.
- 5 What character(s) are you good at playing? You can choose more than one character.
 (Please put a '✓' in the appropriate .)
- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> animals | <input checked="" type="checkbox"/> funny people | <input type="checkbox"/> the king/queen |
| <input type="checkbox"/> bad people | <input checked="" type="checkbox"/> old people | <input type="checkbox"/> young children |

Post-listening: Ask students if they have watched a drama before.

- Remind students that there will not be any beeps in the conversation. Date:
- Tell them to answer as many questions as they can when listening to the conversation and then check the answers at the end.
- Invite students to talk about the pictures in Q5 before the listening task.

Tony and Gina are talking about their English homework.

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

1 Tony and Gina need to hand in their homework on _____.

C

- A Tuesday
- B Wednesday
- C Thursday
- D Friday

2 How does Gina feel about the correct day for handing in the homework?

D

- A disappointed
- B excited
- C scared
- D worried

3 Which of the following is true about Tony?

D

- A He has been a member of the school's swimming team for three years.
Tony has been in the school's swimming team for two years.
- B He has never won any competitions.
Tony has won a lot of medals.
- C He hates playing basketball.
Tony enjoys all kinds of sport, including basketball.
- D He wants to be an athlete.

Underline some keywords to help you choose the correct answer.

4 Gina will probably become _____.

C

- A an actress
- B a photographer
- C a singer
- D a teacher

What is Gina good at? What does Tony says about Gina?

5 What will Tony do next? *Invite students to talk about what Tony is doing in each picture. Help them with the vocabulary if necessary.*

A



Pre-listening:

- Part 1A**
- Revise the target vocabulary of this unit with students.
 - Ask students to underline the keywords in the options in Q5.

Anna and her classmates are sharing about the person they admire.

Listen to what they say. Choose the best answer by blackening the circle.

- 1 What is the name of Anna's aunt?
- A Aunt Haley ○ C Aunt Hedy
- B Aunt Hana ○ D Aunt Helen

Ask students to read these names silently before the listening task and pay attention to the ending sound of the names.

-  2 Anna's aunt is _____.

- A caring
- B creative
- C gentle
- D patient

What does Anna say about her aunt?

- 3 When does Anna's aunt give art lessons?

- A every day
- B every Friday
- C every Saturday and Sunday
- D every Sunday

-  4 Tim's dad is _____.

- ① cheerful
- ② helpful
- ③ humorous
- ④ strong
- A ① and ② ○ C ② and ③
- B ① and ③ D ② and ④

You will not hear these adjectives. Listen carefully to how Tim describes his dad to figure out the correct answer.

- 5 Which of the following is NOT true about Lisa's mum?

- A She does not cook well.
- B She has three children.
- C She loves her job.
- D She teaches in a secondary school.

Post-listening: Invite students to talk about the person they admire.

Part 1B Pre-listening: Invite students to discuss the pictures in Q4 before the listening task.

Anna's teacher Mr Lo is reading a poem to the class.

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

- 1 What is the best title for the poem? *Remind students that the title of the poem shows what the poem is mainly about.*
- A 'Keep running'
 - B 'My PE performance'
 - C 'Thank you, teacher'
 - D 'Try harder'

2 The teacher is _____.

- A Mr Chan
- B Mr Chee
- C Mr Lee
- D Mr Sze

3 What DIDN'T the teacher do?

- A
- B
- C
- D

You also need to use your knowledge to guess what the teacher did.



4 You will hear four pairs of words. Which pair of words rhyme?

- A
- B
- C
- D

5 The teacher is _____.

- A calm
- B funny
- C kind
- D weak

7 Which of the following is NOT true about Danny's experience?

- A He did not stay with any children.
- B He saw some old paintings.
The artists drew the paintings more than 200 years ago.
- C He visited some museums.
The family took Danny to museums.
- D He went to some special restaurants.
The family took Danny to a lot of special places to eat.

8 Danny says, 'I hope you'll get the chance.'
What does he mean? He hopes Anna can _____.

- A get her dream job in the future
- B improve her English soon
- C make more friends
- D study overseas

Pay attention to the end of the conversation. What does Anna want to do?

Post-listening: Ask students if they want to study overseas.

HKAT

Part 3

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. Remind them that they may not hear the exact words in the options for some questions.

Anna is interviewing a famous child blogger about keeping a blog.

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

Interview Form

Blog name: Ben's world

(Please put a '✓' in the appropriate)

1 What is the full name of the blogger? Ben Wong

2 How long have you had a blog?

less than 1 month

1–6 months

6–12 months

more than 12 months

3 Why did you start your blog? to improve my writing

4 What do you usually write about in your blog?

funny things in my daily life

5 Who usually reads your blog? (You may put a '✓' in more than one)

family

friends

teachers

others: _____

6 How often do you update the blog each week?

once

twice


3–4 times

more than 4 times

Pay attention to words like 'from' and 'now'.



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 language features (simile and personification)

Pay attention when you hear some special phrases you have not heard before. Listen carefully to what the speakers are talking about.

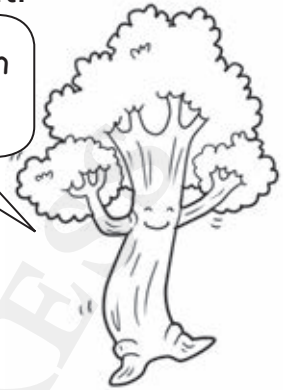


Simile:

when two people or things act or look like each other

I'm tall. I love dancing in the wind. What am I?

= a tree



Personification:

when something that is not human (an animal/a thing) acts like a person



Let's practise!

Pre-listening:

- Explain that for some questions, students need to understand the simile and personification to find out the answer.

Miss Wong is reading some riddles to her class. Listen and tick (✓) the correct boxes.

- 1 What am I? • Give students some time to study the questions.
• Ask students to circle the words that help them find the answers.
- A a minibus B a plane C a taxi D a train
- 2 What does 'pouring water from buckets' mean?
- A Someone is washing the street. C There is a little rain.
 B Someone is wasting water. D There is heavy rain.
- 3 How do the pedestrians walk?
- A B C D



An unforgettable experience

Pre-listening:

- Revise the target vocabulary of this unit. Ask students to act out each of the feelings to refresh their memory.
- Ask students to talk about the pictures in Q5 and Q9.

Part 1

Kelly and her classmates are sharing about their unforgettable experiences. Listen to what they say. Choose the best answer by blackening the circle.

- 1 When was the competition? _____ You will not hear the exact month. Listen for the season.
- A February
 B May
 C August
 D December
- 2 Who did Kelly meet?
- A Dan Lau
 C Dawn Lau
 B Dan Liu
 D Dawn Liu
- 3 Which of the following does Kelly use to describe how she feels?
- A a bee
 B a bird
 C a kite
 D a plane
- 4 Ken's accident happened _____.
- A on Friday night
 B on Saturday afternoon
 C on Saturday evening
 D on Sunday afternoon
- 5 Which of the following is likely to be a photo of the accident?
- A B C D



6 Where do you think Ken and his parents went next?

- A home
- B to the clinic
- C to the hospital
- D to the police station

This is an inferring question. If necessary, check if students understand what the nurse said.

7 Ken says, 'It's not as easy as erasing chalk marks.' What does Ken mean?

- A He cannot forget the accident easily.
- B He does not like writing with chalks.
- C He thinks Miss Wong should write his story on the blackboard.
- D He thinks people are weak.

8 Kate and her family probably ate _____.

- A fried rice
- B noodles
- C spaghetti
- D sushi

You will not hear the food item. Pay attention to the name of the restaurant.

9 What is correct order for the pictures?



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

As you are listening, mark the order next to the pictures. Choose the correct answer during the pause.

10 Which word best describes how Kate felt?

- A bored
- B excited
- C interested
- D touched

Post listening: Ask students to talk about their unforgettable experience and how they felt.

7 Which poem did Steve read?

- A 'Over the Hill' C 'Up the Hill'
 B 'Over on a Hill' D 'Up on a Hill'

8 What does Steve mean?

- A He likes cold weather. C He was afraid.
 B He felt cold. D He was thirsty.

9 Why did Steve become more nervous on the stage?

- A He could not move.
 B He forgot the words.
 C He saw many people looking at him.
 D He was the first one to perform.

10 According to Steve, students should _____ before the speech competition.

- A join speaking classes C practise reading aloud to others
 B practise alone D share their feelings with others

HKAT

Part 3

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. Ask them to scan the form quickly before listening.

Kelly is talking to her mum about the sports camp evaluation form.

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

Mountain Sports Camp Evaluation Form					
1	Name:	Kelly Au			
2	Date:	18	to	20 April	
(Put a '✓' in the appropriate <input type="checkbox"/>)					
3	Room	Poor	Fair	Good	Excellent
	Comment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		smelt strange			
4	Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Comment:	very tasty			
5	Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Comment:	great coaches			

2 What do we know about the Tong family?

- A They were angry.
- B They were hungry.
- C They were impolite.
- D They liked bears.

3 Why did the Tong family often jump the queue?

- A They did not like waiting.
- B They did not want to be late.
- C They wanted to get the seats first.
- D They were weak and sick.

4 Which of the following DIDN'T the Tong family do?

A



B



C



D



5 What did Mrs Tong mean?

- A Her dog was sick.
- B She did not feel well.
- C She wanted a dog.
- D She was hungry.

6 Where did Mr and Mrs Tong likely go next?

- A another train station
- B home
- C the hospital
- D a restaurant

What did the platform staff say to them?

7 How did Mr and Mrs Tong feel?

- A disappointed
- B frightened
- C sorry
- D tired

What did Mr Tong say to Mrs Tong?

8 The story teaches us to be _____.

- A cheerful
- B confused
- C considerate
- D creative



Speak up A

Part 1: Reading aloud

Read the following text aloud.

Before students start reading the text, you may remind them of the speaking skills learnt in Book 5A, i.e., linking sounds of words, using pauses and pronouncing the ending sounds correctly.

The missing ring

My younger sister Belle bought a gold plastic ring in the flower market. The ring was too big for her, but she liked it very much. At Chinese New Year, my grandparents came to visit us. Belle wanted to show them the ring, but it was missing. We looked around but could not find it. Belle was sad. She went to the sweet tray to get some chocolate. There, she found her ring!

Part 2: Teacher-student interaction

You want to know how your partner prepares for and celebrates Chinese New Year. In pairs, ask and answer questions about it.

Help students recap the activities before and during Chinese New Year. Encourage students to answer in full sentences.

What do you and your family usually do to prepare for Chinese New Year?

Where do your parents buy Chinese New Year food?

What's your favourite activity at Chinese New Year?

Why?

What's your favourite food at Chinese New Year?

Who do you meet at Chinese New Year?

We usually ...

My parents/They buy ...

My favourite activity is ...

My favourite food is ...

I ...



- Explain the skill to students. Tell them that body language helps us tell our ideas. If we use body language well, we can speak more confidently and with more power. Tell them that having good eye contact earns them one bonus mark.

Date:

Using body language in a presentation

Good body language can help make a presentation more interesting. Remember the following when you do a presentation:

- make eye contact with the teacher
 - keep smiling
 - stand/sit up straight
- To help students understand the importance of body language, model a short presentation without eye contact, facial expression or sitting straight. Then model the presentation using appropriate body language.
 - Ask students to practise using body language by reading the text in Part 1 to their partner.



Part 3: Presentation

You are going to tell your class a story about Wendy and her family at Chinese New Year. Use the pictures below to help you talk about the story.



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

These questions may help you.

- What did Wendy wear for Chinese New Year?
- What did Wendy's grandparents give her? What did she say?
- Who was at the door?
- What did Wendy's cousin wear? How did the two girls feel?
- Where did Wendy go? What did they see?
- What happened in the end?

Good morning/afternoon, everyone.
 Today I'm going to talk about ...
 Wendy was in ... She was with ...
 Her grandparents ... She said ...
 Then, Wendy's ...
 Wendy noticed that ... She wore ...
 After dinner, Wendy ...
 That's all for my sharing today.
 Thank you.





- Explain the skill to students. Tell them that some words in a sentence are more important than the others. These words usually tell us the topic of the sentence. When we stress these words, we can draw our listeners' attention and make them understand the sentence better.

Date:

Speak up B

- To help students understand the importance of stress, read the example sentences without stressing the keywords, and then do the opposite. Ask students to think about the difference as listeners.

Stressing keywords in a sentence

Keywords tell us the important information in a sentence. We often say these words with a louder voice or a stronger tone.

e.g. I'd like to **travel** around the **world**.

I'm good at **cooking**.

I like taking **pictures**.



- Remind students of the speaking skills they have previously learnt, e.g. linking sounds of words, using pauses and pronouncing the ending sounds correctly, using body language.
- Read the first two sentences with stresses to students. Ask them to underline the keywords in the sentences as they listen and check if they have underlined the correct words. Then ask students to underline the keywords in the remaining sentences before they read in pairs or groups.

Part 1: Reading aloud

Underline the keywords in the sentences. The first one has been done for you. Then read the text aloud.

When I grow up ...

When I grow up, I want to be a travel photographer. I like travelling around the world and taking pictures. I have learnt photography from my father since I was seven. It is his hobby. He knows a lot about cameras. He likes taking pictures in the city, but I like going to parks or beaches to take pictures.

Part 2: Teacher-student interaction

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

What do you want to be when you grow up?
 What does a/an ... need to do?
 What are you good at?
 What are you weak in?
 Why do you want to be a/an ... when you grow up?
 What do you think is the most difficult thing about your dream job?

I want to be a/an ...
 A/An ... needs to ...
 I'm ...
 I'm ...
 I want to be ... because ...
 I think the ...

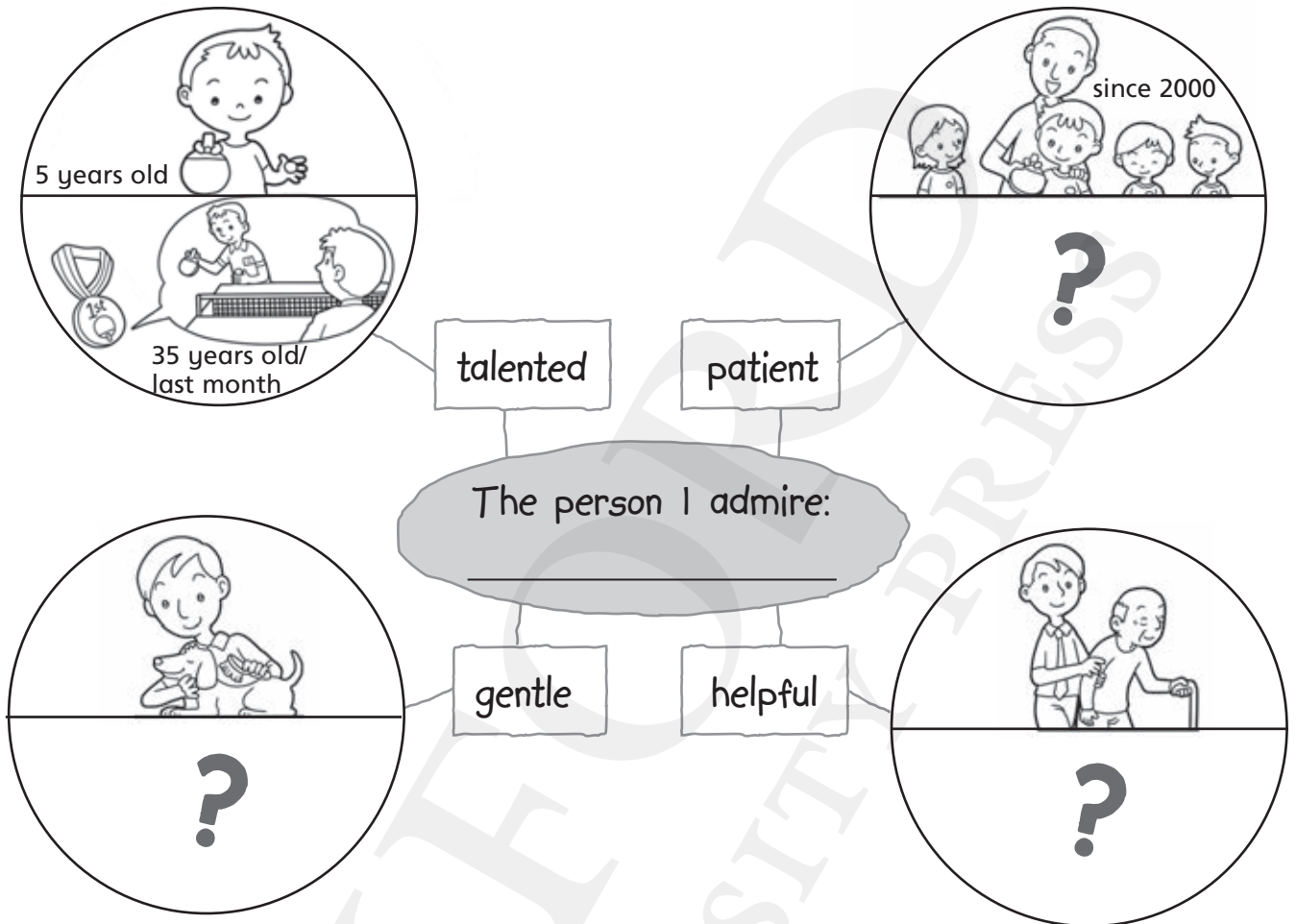
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Encourage students to brainstorm more ideas. Tell them they may think of other adjectives and incidents that are not included in the mind map. Help them with the vocabulary if necessary.

Part 3: Presentation

You are Kelvin. You are going to talk about a person you admire.

Use the mind map to help you brainstorm ideas.



These questions may help you.

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

- What is the person's job?
- What is he talented in? How long has he been doing that?
- Why do you think he is patient/gentle/helpful? What does he do?
- Why do you admire him?
- Is he a role model to you? What can you learn from him?

Good morning/afternoon, everyone.
 Today I'm going to talk about the person I admire the most. The person is ...
 He's a/an ... He's good at ...
 He's a talented ... He has been ...
 He's patient because ...
 He's gentle because ...
 He's helpful because ...
 That's all for my sharing today.
 Thank you.



Speak up

- Explain the skill to students. Demonstrate using the falling tone with the arm gesture that denotes 'falling down'.
- Ensure students make their voice go down at the end as they ask and answer questions in Part 2.

Using intonations when asking and answering *Wh*-questions

When we ask and answer *Wh*-questions, our voices go down at the end.



e.g. Where's the camp?

It's on Lamma Island.

What did you have for lunch?

I had a bowl of noodles.

- Remind students of the speaking skills they have previously learnt, e.g. linking sounds of words, using pauses and pronouncing the ending sounds correctly, using body language and stressing keywords.
- Invite some students to locate the question and answer in the passage before reading the text aloud.

Part 1: Reading aloud

Read the following text aloud.

A winter trip to Beijing

Where did you go last Christmas? My family and I went to Beijing last winter. It was cold, but it was full of fun. I saw and touched snow for the first time in my life. It was amazing to see the ground covered with snow. We went to a park and made a snowman. We threw snowballs too. We were all excited. Did you enjoy your Christmas?

Part 2: Teacher-student interaction

You want to know about your partner's most unforgettable experience. In pairs, ask and answer questions about it.

What was your most unforgettable experience?

When did it happen?

Who were you with?

Why was this experience unforgettable? What happened?

How did you feel?

My most unforgettable experience was ...

It happened in .../... ago.

I was with ...

It was unforgettable because ...

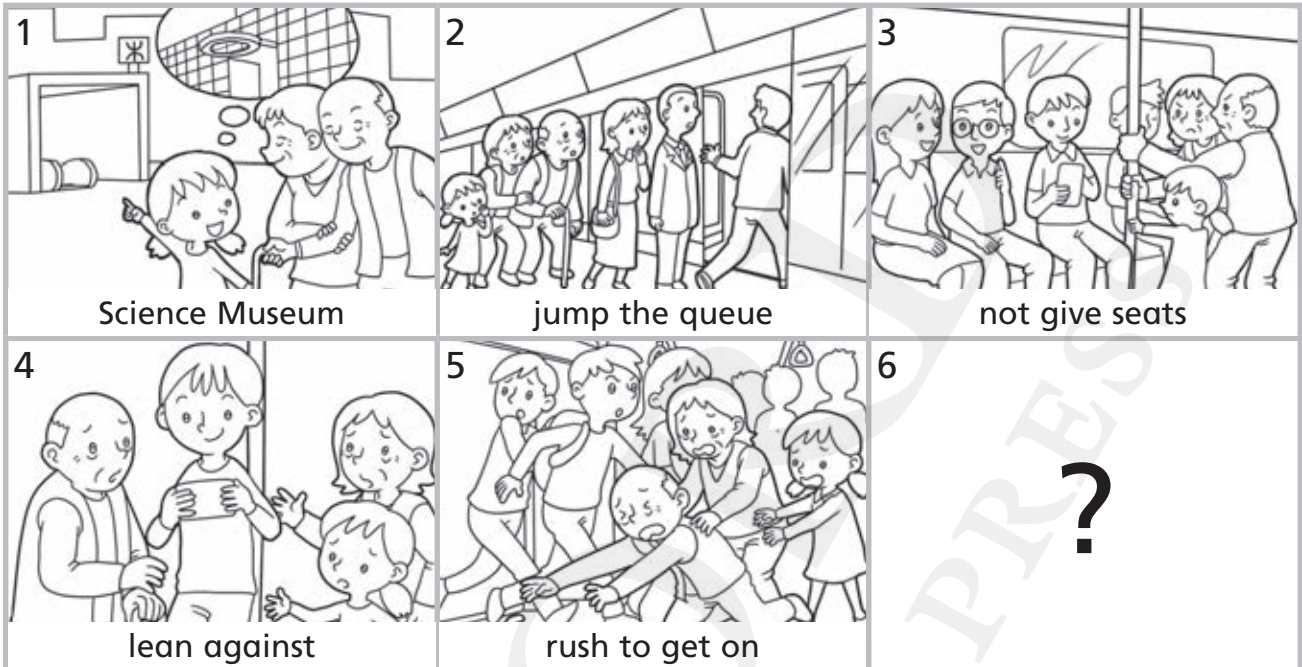
I was ...

Ask students to pay attention to the passengers' behaviour in the pictures. Ask them how they would feel if they are Maggie and her grandparents. Provide vocabulary to students and help them make complete sentences if necessary.

Part 3: Presentation

You are going to tell your class a story about Maggie and her grandparents.

Use the pictures below to help you talk about the story.



These questions may help you.



- Where did Maggie and her grandparents want to go?
- How did they want to go there?
- What happened when the train came? How did Maggie feel?
- Were there any seats on the train? What did the people do?
- Could they hold onto the pole? How did Maggie feel?
- Could they get off the train easily?
- What happened in the end?

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

Good morning/afternoon, everyone.
 Today I'm going to talk about ...
 One day/Last ..., Maggie and her grandparents wanted to go to ... by ...
 When the train came, ...
 There weren't ... The people were ... but ...
 Maggie and her grandparents wanted to ..., but ... they couldn't ...
 When ..., many people ... Maggie's grandfather ...
 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 rhyming words.			
I can understand the conversations.			
I can understand the poem.			
I can understand the interview.			
I can complete the notes.			
I can listen for words about activities at Chinese New Year.			




Listening 2

			
I can listen for rhyming words.			
I can understand the poem.			
I can understand the conversations.			
I can understand the radio programme.			
I can complete the notes.			
I can listen for words describing accessories and appearances.			




Listening 3

			
I can listen for inferences (making guesses).			
I can understand the radio programme.			
I can understand the riddles.			
I can understand the conversations.			
I can complete the form.			
I can listen for words about jobs.			




Listening 4

			
I can listen for inferences (making guesses).			
I can understand the sharing.			
I can understand the poem.			
I can understand the conversation.			
I can understand the interview.			
I can complete the form.			
I can listen for adjectives describing different people.			

Listening 5

			
I can listen for language features (simile and personification).			
I can understand the sharing.			
I can understand the radio programme.			
I can understand the conversation.			
I can complete the form.			
I can listen for words about feelings.			




Listening 6

			
I can listen for language features (simile and personification).			
I can understand the poem.			
I can understand the interview.			
I can understand the story.			
I can understand the radio broadcast.			
I can complete the notes.			
I can listen for words about dos and don'ts on public transport.			




Peer assessment

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




Speak up A

			
My partner can use body language in a presentation.			
My partner can read the text aloud correctly.			
My partner can talk about his or her Chinese New Year with me.			
My partner can tell the class about a family's Chinese New Year.			

Speak up B

			
My partner can stress keywords in a sentence.			
My partner can read the text aloud correctly.			
My partner can talk about his or her dream job with me.			
My partner can tell the class about a person he or she admires.			

Speak up C

			
My partner can use intonations when asking and answering 'Wh-' questions.			
My partner can read the text aloud correctly.			
My partner can talk about his or her unforgettable experience with me.			
My partner can tell the class a story about an MTR ride.			

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