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A helping hand

Pre-listening: Ask students if they have participated in any voluntary work.

Part 1A

Mark and Grace are talking about a poster for Volunteer Day.

in the unit with them.

Listen to the conversation. Complete the poster.

Volunteer Day

Let's be volunteers! Let's ① help others !

Date: Friday, ② 27 September

Time: ③ from 9 a.m. to 4 p.m.

What you can do to help people on that day:

- ④ go on a walkathon
- ⑤ sell flags
- visit an elderly home
- visit sick children

Look at the other two charity work. Use the base form of the verb.

To sign up for this event, come to the ⑥ school
hall at lunchtime on 13 September.



Part 1B

Mark and Grace are talking about a fund-raising fair.

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

- The fund-raising fair this year raises money for _____.
 - A a children's hospital
 - B animals
 - C sick children
 - D the elderly
- Grace thinks it is good to have the fund-raising fair in November because _____.
 - A it will not be rainy
 - B it will not be very hot
 - C she can have fun after the exams
 - D she does not have tests that month
- Grace thinks the playing area will be _____.
 - A boring
 - B comfortable
 - C dirty
 - D popular
- Which of the following is NOT Mark and Grace's suggestion?
 - A
 - B
 - C
 - D

You may not hear the same word in the options. Listen carefully to what Grace says.




Remind students that they will not hear these adjectives in the recording. They should pay attention to what Grace says to work out the answer.



Ask students to think of some keywords for the pictures before the listening task.

Self-assessment

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

			
I can understand the conversations.			
I can complete the poster.			
I can listen for the words about charity work.			

Part 2

Mark and Grace are telling their schoolmates about their experiences of doing voluntary work.

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

Invite students to talk about the pictures in Q2, 4 and 6 before the listening task.

1 Mark likes doing voluntary work for Animal Care because he can _____.

- A help animals find new homes
- B learn to look after animals
- C meet people who love animals
- D play with the animals

Think about what Mark is doing in the pictures. Listen for descriptions of his 'job'.

2 What does Mark do at Animal Care?

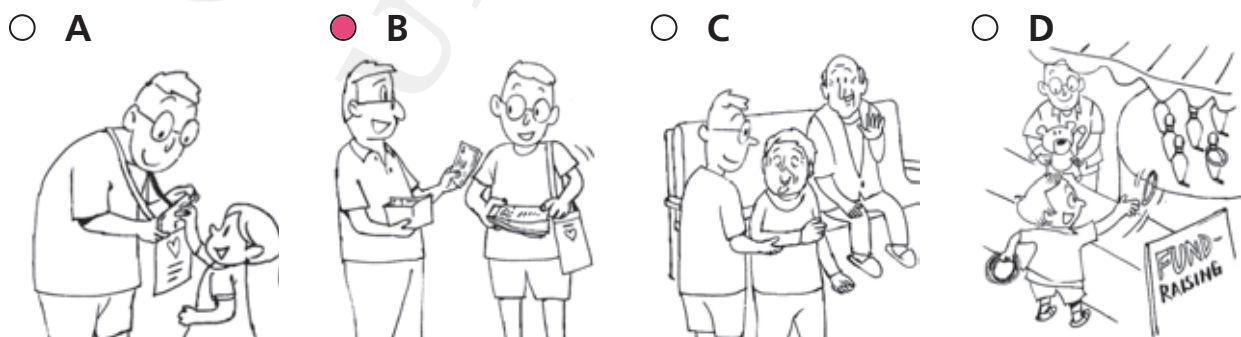


- A 1 and 2
- B 2 and 3
- C 2 and 4
- D 3 and 4

3 Why did Mark feel tired at the fund-raising fair?

- A He had to look after many animals.
- B He had to stand for a long time.
- C He had to talk a lot.
- D There were too many people.

4 What will Mark do next week?



Ask students to underline some keywords in the options before the listening task.

5 Which of the following is NOT true?

- A Grace and other volunteers filled 20 bags of rubbish.
- B Grace enjoyed cleaning the beach.
- C Grace thought cleaning up the beach was difficult.
- D Grace was shocked to see a lot of rubbish.

When you are listening, tick the correct sentences. The option without a tick is the correct answer.

6 Arrange the things that Grace did at the elderly home in the correct order.



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

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

7 How did the elderly feel about walking in the park?

- A bored
- C happy
- B disappointed
- D touched

8 What will Grace do next weekend?

- A go on a walkathon
- B sell flags
- C take part in a fund-raising fair
- D visit an elderly home

Self-assessment

What can you do in this part? Tick (✓).

I can understand the sharing.			
I can listen for the words about charity work.			

Part 3

Mark is talking to Miss Ko at Pet Care Centre.

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

- 1 Why is Mark at Pet Care Centre? B
 A He does voluntary work there.
 B He wants to adopt a dog.
 C He wants to buy a pet.
 D He wants to play with the dogs there.
- 2 Mark wants a _____ dog. C
 A big and cute
 B fat and cute
 C small and cute
 D small and quiet
- 3 How long has Buddy been at Pet Care Centre? C
 A 6 weeks
 B 16 weeks
 C 6 months
 D 16 months
- 4 Buddy is at Pet Care Centre because his owner _____. B
 A did not like him any more
 B moved back to the UK
 C moved to a smaller flat
 D was not good to him
- 5 Which of the following is true about Fluffy? C
 A She barks a lot.
 B She is brown and white.
 C She likes Mark.
 D She stayed with a nice family in the past.




Remind students that they can underline some keywords in the options before the listening task to help them choose the best answer.

Put a cross next to the wrong sentence when you are listening. The option without a cross is the correct answer.

Post-listening: Ask students if they would like to adopt a pet. Invite them to talk about how they will take care of their pet.

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the conversation.			
I can listen for the words about adopting a pet.			

Remind students that they may not hear these words directly.
Ask them to pay attention to the time.

Date: _____

6 When did the earthquake hit China?

- A Tuesday morning
- B Tuesday night
- C Thursday morning
- D Thursday night

7 Why are rescue workers using helicopters?

- A It is faster than using trucks.
- B The natural disaster blocked the roads.
- C There are not enough trucks.
- D They wanted to carry more food.

Listen for the problem which rescue workers face.

8 People who have lost their homes will stay in _____.

- A hospitals
- B hotels
- C plastic houses
- D tents

9 According to Lawrence Tam, victims need _____.




- 1 blankets
 - 2 clothes
 - 3 food
 - 4 medicine
- A 1 and 2
 - B 1 and 3
 - C 2 and 3
 - D 3 and 4

10 How can people make a donation?

- A call the charity's hotline
- B go to the bank
- C send a text message to the charity
- D visit the charity's website

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the news broadcast.			
I can listen for the words about natural disasters and problems they cause.			

Part 2

Abby 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 radio programme?

- A 'All over the World'
- B 'Around the World'
- C 'Round the World'
- D 'Sounds of the World'

2 What does Asia Disaster Care do?

Ask students to talk about the pictures before the listening task.



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

3 Elsie does NOT mention _____ in the radio programme.

- A China
- C Indonesia
- B India
- D the Philippines

4 How long has Elsie worked for Asia Disaster Care?

- A 12 years
- C 22 years
- B 20 years
- D 32 years

5 Which of the following is true about the earthquake?

- A It destroyed Elsie's home.
- B It destroyed Elsie's school.
- C It happened at night.
- D Not many people got hurt.

Listen for words which have similar meaning as in the options, e.g. 'house' for 'home' and 'injured' for 'hurt'.

6 Why does Elsie say the charity workers were helpful?

- A They gave people something to eat.
- B They gave people warm clothes.
- C They helped people set up tents.
- D They played with the children.

7 Martin thinks that Elsie's story is _____.

- A exciting
- B frightening
- C meaningful
- D shocking

Explain the options to students if necessary.

Think about what Martin says after Elsie tells him her story.

8 According to Elsie, what is the most important for victims of a natural disaster?

You may hear about some of the options. Pay attention to the word 'most'.

A



B



C



D






9 The second part of the radio programme is about _____.

- A Asia Disaster Care's fund-raising fair
- B Asia Disaster Care's future plan
- C how volunteers help the flood victims
- D why natural disasters happen very often in some areas

Remind students that they should listen carefully to how the host gives a brief introduction of the second part of the radio programme.

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the radio programme.			
I can listen for the words about natural disasters and problems they cause.			


Part 3

Abby is helping her dad fill in a donation form.

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

Remind students that they may not hear the information in the same order as the donation form.

Asia Disaster Care Donation form



(Put a '✓' in the appropriate . You may put a '✓' in more than one .)

Name of donor: _____ *Wan Tin Ho* _____

Phone number: _____ *5551 2435* _____

Email address: _____ *bigfamily* _____ @jolly.com

I will donate:

1 **Money**
 Amount: _____ *\$2000* _____
 (South Bank account number: 384-589236-880)

2 **Clothes**
 Details: dresses jackets jeans/trousers
 T-shirts shorts sweaters
 others: _____




3 **Food**
 Details: _____

4 **Others**
 Details: _____ *toothbrushes and toothpaste* _____

Please send your donation form to donation@adc.org.

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the conversation.			
I can complete the donation form.			
I can listen for the words about making donations.			

Part 1A

Ada gets a phone call from her dad.

Listen to the phone conversation. Help Ada complete the shopping list.

Pre-listening: Ask students if they have ever done grocery shopping and what they usually buy.

Shopping list

- ① one bag of pasta
- ② _____ **200** _____ grams of chopped beef
- ③ one _____ **big onion** _____
- ④ one tin of _____ **tomato sauce** _____
- ⑤ _____ **four** _____ fresh tomatoes
- ⑥ some _____ **lettuce** _____

Part 1B

Ada and her dad are cooking the meat sauce.

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

Pre-listening: Ask students to talk about the pictures in Q1 and Q4.

1 Ada and her dad do NOT need _____.

A

B

C

D



2 Ada's dad thinks _____ makes cooking easier.

A buying fresh food

B having a large pan

C preparing things before cooking

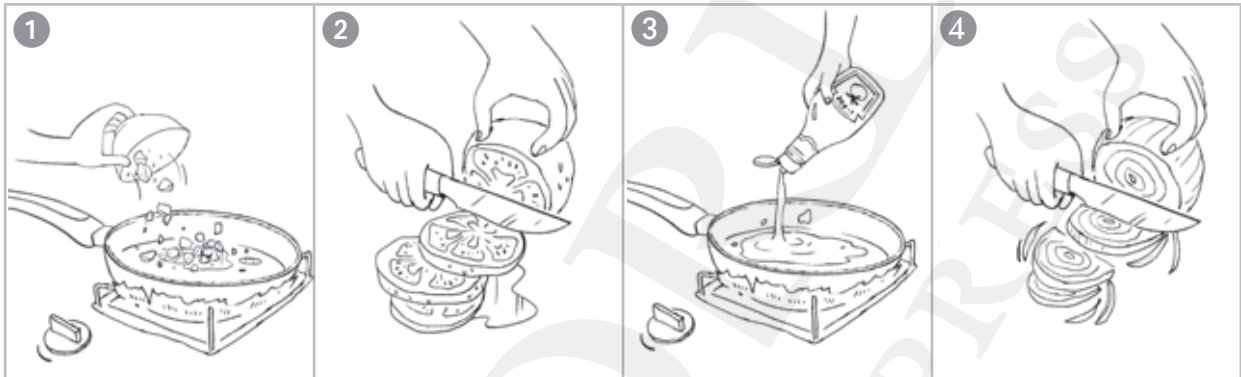
D reading a recipe

3 Why does Ada's dad ask Ada to be careful?

- A She is cleaning a knife.
- B She is cutting food with a knife.
- C She is near a hot pan.
- D She is pouring sauce into the pan.

Pay attention to the cooking actions and words like 'next', 'after' and 'then'.

4 Arrange the cooking steps in the correct order.






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

5 Which of the following is NOT true?

- A Ada helps cook the beef.
- B Ada stirs the beef so that it will not become hard.
- C Ada's dad adds the beef to the sauce.
- D The meat sauce will be ready after 20 minutes.

Self-assessment

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

			
I can understand the phone conversation.			
I can complete the shopping list.			
I can understand the conversation.			
I can listen for the words about food and cooking.			

7 Which of the following is true about Walter's cake?

- 1 He puts cheese at the bottom of the cake.
 2 He uses cheese from Italy.
 3 He uses hard cheese.
 4 It is a chocolate cake.

A 1 and 2

C 2 and 4

B 1 and 3

D 3 and 4

Pay attention to how Walter describes his cake. Put a tick next to the correct sentence.

8 How does Tommy feel about Walter's dessert?

A

B

C

D



Ask students to think of an adjective to describe how Tommy feels in each picture.

9 Arrange the steps Patty makes the dessert in the correct order.



A 1 → 2 → 3 → 4

C 2 → 1 → 4 → 3

B 1 → 2 → 4 → 3

D 2 → 4 → 1 → 3

10 What will Tommy do in the second part of the programme?

A make his own dessert

C talk to the other chefs

B talk to the judges

D try some of the desserts

Self-assessment

What can you do in this part? Tick (✓).

I can understand the cookery programme.			
I can listen for the words about food and cooking.			

HKAT**Part 3**

Ada is listening to a podcast.

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

Pre-listening: Explain to students that a podcast is a digital audio file from the Internet and it can be played on a computer or a portable device.

1 Joe started cooking _____ ago. B

A one year

C four years

B two years

D six years

2 Why does Joe talk about his mum's birthday? He wants to talk about _____. A

A how he started cooking

B how he washed the fish and shrimps

C how his mum taught him cooking

D what he cooked for his mum

Listen carefully to what Joe says. Think about the main idea.

3 Which of the following is **NOT** a way that Joe learns cooking now? C

A He cooks with his grandpa.

C He reads cookbooks.

B He goes to a cooking school.

D He watches cooking videos.

4 What special food does Joe cook for his family? C

A



B



C



D



5 What is Joe's favourite kind of food? A

A Chinese food




C Italian food

B Indian food

D Japanese food

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the podcast.			
I can listen for the words about cooking.			

Part 1

Susan is listening to a radio programme.

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

Pre-listening: Invite students to talk about the pictures in Q3, Q9 and Q10. Help them identify the differences.

1 Who is the host of the radio programme?

- A Sammy Lam C Shirley Lam
 B Sammy Tam D Shirley Tam

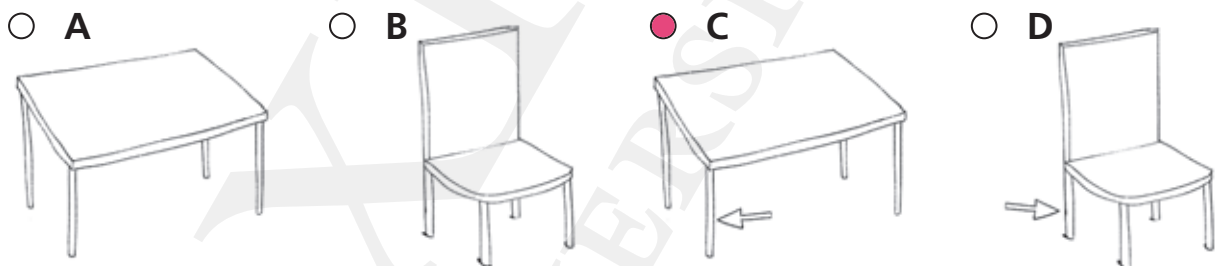
Read and say the words silently before you listen to the radio programme.

2 Which of the following is true about Geppetto?

- 1 He had very few friends.
 2 He knew magic.
 3 He was nice.
 4 He was young.
 A 1 and 2 C 2 and 3
 B 1 and 3 D 3 and 4

Listen for the adjectives Pinocchio uses to describe Geppetto.

3 Antonio wanted to use the piece of wood to make a _____.



4 What did Antonio think about the talking wood? He thought it was _____.

- A exciting C interesting
 B frightening D shocking

You will hear another word that has the same meaning as the correct answer.

If necessary, recap these adjectives with students. Make sure that they understand the differences.

5 Why was Geppetto angry?

- A Pinocchio hurt Geppetto's head.
 B Pinocchio played with Geppetto's hair.
 C Pinocchio ran away.
 D Pinocchio shouted at Geppetto.

6 Pinocchio says he was like a bird. What does he mean?

- A He could fly.
 B He was free.
 C He was frightened.
 D He was small.

Pinocchio says 'as ... as'.
Which adjective does he use?

7 How did Pinocchio hurt his feet?

- A He fell down from a tree. C He slept in the street.
 B He played in the street. D He slept next to a fire.

8 Why did Pinocchio have money to buy a ticket for the puppet show?

- A He sold Geppetto's coat.
 B He sold his books.
 C He took the money from Geppetto.
 D He took the money from Puppet Master.

Listen carefully to what Pinocchio says after he mentions the puppet show.

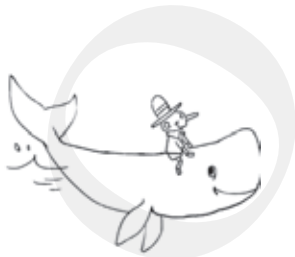
9 How does the host feel about Pinocchio?

- A B C D






10 What will the host and Pinocchio talk about after the break?

- A B C D



Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the radio programme.			
I can listen for the adjectives to describe characters.			

Part 2

Susan is talking to her classmate Mark.

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

Pre-listening: Invite students to share a book that they have read recently. Ask them to describe the story and the characters.

- When does Mark need to hand in the book report?
 - A today
 - B tomorrow
 - C next week
 - D two weeks later
- How many books does Mark read in a week?
 - A one
 - B two to three
 - C four to five
 - D more than five
- What does Mark want to be when he grows up?
 - A
 - B
 - C
 - D



- How does Susan feel about Mowgli's life?
 - A excited
 - B surprised
 - C touched
 - D worried
- What animals did Mowgli grow up with?
 - A
 - B
 - C
 - D

Pay attention to Susan's tone. Does her voice go up or down?



6 Which of the following is true about the tiger? It wanted to _____.

- A be Mowgli's friend C find Mowgli's family
 B eat Mowgli D help Mowgli

7 The black cat wanted to take Mowgli to a village so that Mowgli could _____.

- A be safe C have fun
 B find his parents D make new friends

8 Why DIDN'T Mowgli go to the village?

- ① He thought he could fight the tiger.
 ② He wanted to protect the wolves.
 ③ He wanted to stay in the jungle.
 ④ He was afraid of the people in the village.

Underline some keywords in the options.

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

Listen carefully to what Susan says at the end of the conversation.

9 What will Susan do tomorrow?

- A B C D



Self-assessment

What can you do in this part? Tick (✓).

I can understand the conversation.			
I can listen for the adjectives to describe characters.			

Part 3

Pre-listening: Invite students to share about their reading habit. You may ask them what stories they like and their favourite story or book.

Susan is interviewing her classmate Martin about the school's reading website.

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

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.

Jolly Primary School Reading Website Survey Form

Name: Martin Tong Class: 6C

(Put a '✓' in the appropriate)

1 How many hours do you spend on the reading website every week?

1-2 3-4 5-6 more than 6

2 What kind(s) of stories do you like most?

adventure stories and horror stories

3 What kind(s) of reading passages do you like most?

reading passages on how to be a wise person

4 Which of the following would you like to read on the website?

(You may put a '✓' in more than one)

news play scripts poems
 riddles travel blogs others: _____




5 Suggestion(s) for the website:

provide recordings of the stories and articles

6 What is your favourite book? Holes

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the interview.			
I can complete the survey form.			
I can listen for the words about reading.			

6 Which of the following is true?

- 1 Sam and his sister heard the lions roar.
 2 Sam took a train with closed windows.
 3 Sam was frightened of the lions.
 4 Sam's sister was excited about seeing the lions.

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

7 What was the name of the performance?

Ask students to read the options silently before the listening task.

- A 'Billy's Circle' C 'Milly's Circle'
 B 'Dilly's Circle' D 'Willy's Circle'


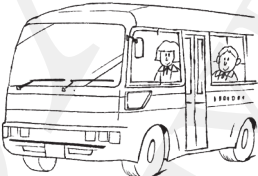

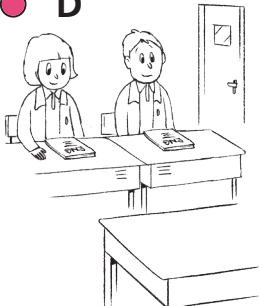
Pay attention to how Sam describes the performance.

8 What did the performers do inside the ball?

- A  B  C  D 




9 What will Sam and Kate do next?

Invite students to talk about what Sam and Kate are doing in the pictures before the listening task.

- A  B  C  D 

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the conversation.			
I can listen for the words about a safari park and a circus.			

Part 2 Pre-listening: Ask students if they have ever been to a resort.
Invite them to talk about the activities at a resort.

Sam's classmate Kelvin is sharing about a trip to a resort.

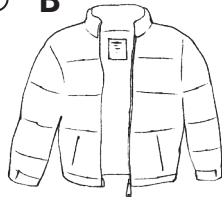
Listen to what he says. Choose the best answer by blackening ● the circle.

1 What did Kelvin have to wear for the ride?

A



B



C



D



2 Which of the following is true about the ride?

1 It rained in some parts.

3 It was only for children.

2 It showed some real animals.

4 It went through a jungle.

A 1 and 2

C 2 and 4

B 1 and 4

D 3 and 4

3 What did Kelvin think about the ride? It was _____.

A boring

C funny

B exciting

D frightening

4 How did Kelvin go to the 'Snake Area'?

A by boat

C by train

B by shuttle bus

D on foot

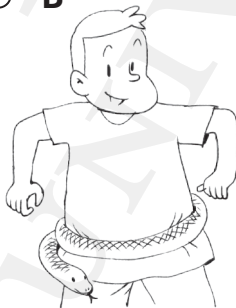
Listen for the adjective that Kelvin uses to describe the ride.

5 Which is a photo of Kelvin? Ask students to describe the pictures before the listening task.

A



B



C



D



6 'Hiss' is the sound of _____.

A a shuttle bus

C a snake keeper

B a snake

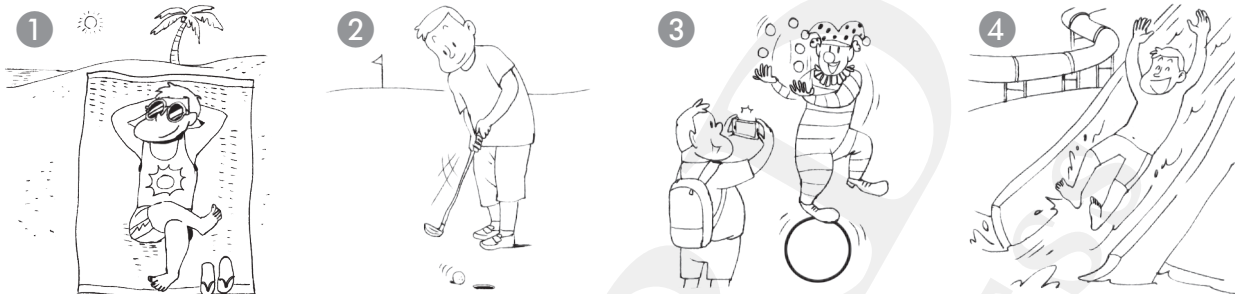
D rain

7 How long was the longest snake in the 'Snake Area'?

- A one metre C three metres
 B two metres D four metres

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

8 Arrange what Kelvin did on the second day in the correct order.



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

9 Kelvin did NOT enjoy the show because _____.

- A it was boring
 B it was too long
 C the clowns looked scary
 D the tricks were dangerous

10 What will Kelvin do if he goes to the resort again?




- A feed a snake
 B go to the circus
 C have a buffet dinner
 D join a cooking class

Kelvin did not do something on his last visit. What was it?

Post-listening: Ask students to talk about their favourite activity at a resort.

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the sharing.			
I can listen for the words about activities at a resort.			

Part 3

Sam is helping his mum complete a 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. Remind them that they may not hear the information in the same order as the question numbers.

Family Fun Resort

Evaluation form

Name: Irene Wu

1 Dates: 27 November to 28 November




2 Email address: happygirl@jolly.com

How did you feel about the following? Please put a tick (✓) in the appropriate . We appreciate your comments.

	Poor	Fair	Good	Excellent
3 The animal shows	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comment(s): _____				
4 The circus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comment(s): _____	<i>too short</i>			
5 The food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment(s): _____	<i>not enough vegetables</i>			
6 The room	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment(s): _____	<i>beds were not comfortable</i>			

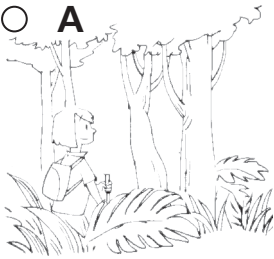
Self-assessment

What can you do in this part? Tick (✓).

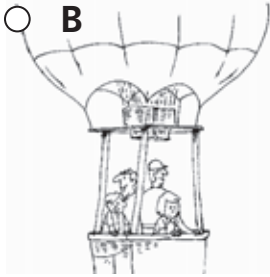
			
I can understand the conversation.			
I can complete the form.			
I can listen for the words about commenting on a resort.			

2 Which activity DIDN'T Abby do?

A



B



C



D



3 How does Grandpa feel about Abby's favourite activity?

A



B



C



D



Is Grandpa interested in the activity? Why or why not?

4 Which of the following is true about the hot-air balloon ride?

① Abby saw a gold palace.

③ Abby's mum did not go on the ride.

② Abby saw a yellow river.

④ The ride lasted for 20 minutes.

A ① and ②

C ② and ③

B ① and ③

D ③ and ④

5 Why DIDN'T Abby's brother enjoy the hot-air balloon ride?

A He lost his sweets.

B He thought it was slow.

C He was frightened.

D He was ill.

You will hear another word that has the same meaning as the word in the correct option.

Post-listening: Ask students if they are interested in flying in a hot-air balloon.

Self-assessment

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

I can understand the phone conversation.			
I can understand the conversation.			
I can complete the notes.			
I can listen for the words about travelling activities.			

Part 2

Abby and her brother are talking about some photos from their trip in Thailand.

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

1 Abby wants to share the photos with _____.

- A Ben and Sally
- B Ben and Sandy
- C Dan and Sally
- D Dan and Sandy

Read the names silently before listening.

2 How does Tim feel when he sees the photo?

- A angry
- B excited
- C surprised
- D worried

3 Why was Tim wet in the rainforest?

- A He fell into the river.
- B He was playing with water.
- C He was swimming.
- D It was raining.

4 Abby and Tim joined an activity. It was mainly about _____ in the rainforest.

- A dangers
- B food
- C nature
- D people

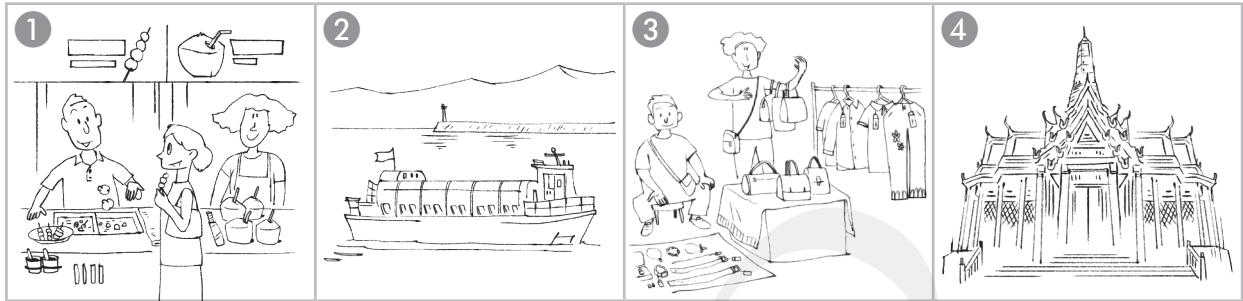
If necessary, help students brainstorm some keywords related to the options before listening.

You will not hear the words in the options. Listen for the main idea when Abby and Tim talk about the activity.

5 What do we know about the photo of the fireworks? They are _____.

- A difficult to see
- B good photos to share with others
- C the best photos from the trip
- D too bright

6 Arrange the places Abby and her family went to in the correct order.



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

7 Which of the following is NOT true about the sightseeing?

- A Abby bought souvenirs at low prices.
 B The food at the food market was delicious.
 C The palace was small.
 D There were many people in the street market.

Underline some keywords to help you choose the correct answers. You may not hear the same words in the conversation.

8 Why was Abby crying?

- A She bit her tongue.
 B She got hurt because of a fire.
 C She was eating spicy noodles.
 D She was sad.

Listen carefully to what Abby says about a kind of thing.

9 Abby took a photo of Tim sleeping when they were _____.

- A in the hotel
 B on the cruise
 C on the plane
 D on the shuttle bus

Remind students that they will not hear the correct answer directly. Help them brainstorm some words that are related to each option before listening.

You will hear words which are related to the correct answer.

Self-assessment

What can you do in this part? Tick (✓).

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

HKAT**Part 3**

Abby's teacher Mr Smith is telling the class about how he spent the Christmas holiday. Listen to what he says. The recording will be played **ONCE** only. Write your answers (A, B, C or D) in the below. *Pre-listening: Invite students to share what they did/will do during their Christmas holiday.*

1 Where did Mr Smith go this year? C

A Australia

C Japan

B China

D Korea

2 What do we know about Mr Smith and his family? C

A They are weak in skiing.

B They do not like cold weather.

C They like skiing.

D They think skiing is tiring.

3 Mr Smith says, 'it was very chilly'. What does he mean? C

A The hot-air balloon ride was wonderful.

B The hot-air balloon was very big.

C The weather was very cold.

D The weather was comfortable.

Pay attention to what Mr Smith says after he mentions the word 'chilly'.

4 Something happened during the hot-air balloon ride. How does Mr Smith feel about it? B

A angry

C touched

B surprised

D unhappy

Listen carefully to Mr Smith's voice.

5 What was Mr Smith's favourite part of the guided tour? D

A ice-fishing

C the boat trip




B seeing the penguins

D the light show

Post-listening: Ask students if they are interested in skiing.

Self-assessment

What can you do in this part? Tick (✓).

			
I can understand the sharing.			
I can understand the words about travelling activities.			



Speak up A

Part 1: Reading aloud

Read the following text aloud.

Recap with students some speaking skills that they have learnt, e.g. using pauses correctly, pronouncing the ending sounds of the words correctly and stressing important words in a sentence. If necessary, revise the pronunciation of years and numbers with them before they read the text aloud.

Pet Care Centre — About us

The Pet Care Centre started in 2003. We are a group of people who love pets. We started with only four people, but now our team has grown to more than 30 workers and over 150 volunteers. Our job is to look after the dogs and cats and find loving homes for them. More than 7,000 people have adopted pets in our centre since 2003.

Part 2: Teacher-student interaction

You want to know about what voluntary work your partner does. In pairs, ask and answer questions about it.

Recap with students different kinds of voluntary work. If students haven't done any voluntary work before, tell them to talk about what voluntary work they would like to do.

Have you ever done any voluntary work?

When was the last time you did it?

Where did you do the voluntary work?

Who did you help?

What did you do to help them?

What other kind of voluntary work would you like to do in the future? Why?

Yes, I ...

It was ...

I went to ...

I helped ...

I ...

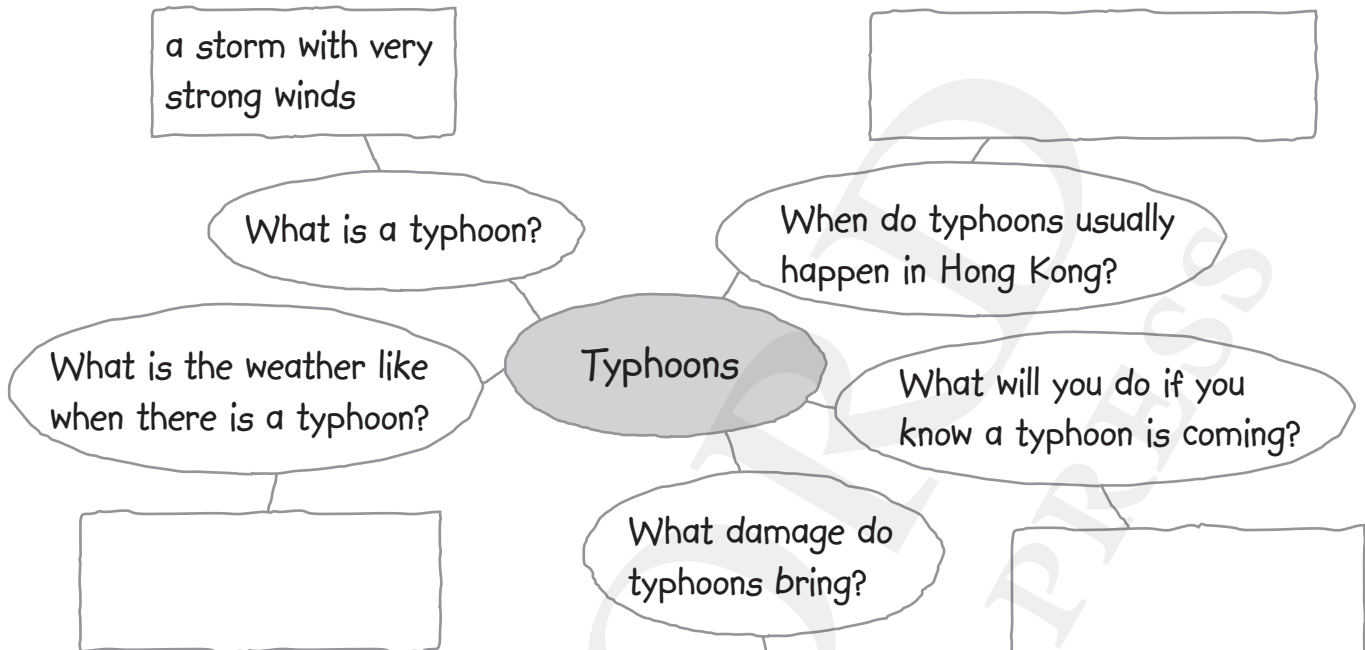
I'd like to ...



Part 3: Presentation

You are going to tell your class about typhoons.
Use the mind map below to help you.

Encourage students to brainstorm more ideas. Help them with the vocabulary if necessary.



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






Good morning/afternoon, everyone. Today I'm going to talk about typhoons. A typhoon is ...
In Hong Kong, typhoons usually happen in ... When there's a typhoon, ...
Typhoons can be very damaging. They ...
If I know a typhoon is coming, I'll ...
That's all for my sharing today. Thank you.



Peer assessment

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

			
My partner can read aloud the text correctly.			
My partner can talk about voluntary work with me.			
My partner can tell the class about typhoons.			



Speak up B

Part 1: Reading aloud

Read the following text aloud.

Remind students that they should use pauses and appropriate intonation when reading the text aloud.

Making chocolate biscuits

Do you know how to make chocolate biscuits? It's as easy as ABC. Before you start, preheat the oven to 180 degrees. Then, beat the eggs, sugar and butter in a bowl. After that, pour in the flour and chocolate mixture and stir the ingredients in the bowl. Next, make some flat shapes on the baking tray and bake them. The biscuits will be ready after 15 minutes. Wow! They're yummy!

Part 2: Teacher-student interaction

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

If students don't like cooking, tell them to talk about who usually cooks for them.

Do you like cooking? Why or why not?
What can you cook?
Who teaches you to cook?
What can you learn from cooking?
What dish would you like to learn to cook? Why?

Yes, I like cooking because ...
I can cook ...
... teaches me to cook.
I can ...
I'd like to learn to cook ...



Part 3: Presentation

You are going to tell your class a story about Melody.
Use the pictures below to help you talk about the story.

Before students tell the story, ask them to talk about the pictures in groups and think of a creative ending.



These questions may help you.

- What did Melody like doing?
- What were her classmates like?
- What did Melody tell or ask them to do or not to do?
- How did her classmates change in the end?
- How did Melody feel in the end?

Good morning/afternoon, everyone.
Today I'm going to tell you ...
Once upon a time, there was a little girl.
Her name was ...
One day, she met two new classmates at school ... Then ...
After ..., they ...
In the end, ...

Peer assessment Remind students that when they are telling the story, they may use different tone to make their sharing more lively and interesting.

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

My partner can read aloud the text correctly.			
My partner can talk about his or her cooking experience with me.			
My partner can tell the class a story.			



Speak up C

Part 1: Reading aloud

Read the following text aloud.

Recap with students some speaking skills that they have learnt e.g. using pauses correctly, pronouncing the ending sounds of the words correctly and stressing important words in a sentence.

A fun day

I went to a safari park with my family yesterday. We watched several animal shows. I was quite disappointed because the shows were boring. We got a chance to get close to some wild animals too. It was exciting! We also visited a crocodile house where I held a baby crocodile. I was shocked when it suddenly kissed me! How amazing!

Part 2: Teacher-student interaction

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

If students haven't been to a resort, tell them to say something about where they went to last weekend.

Have you ever been to a resort?
When was the last time you went to a resort?
Where was it?
Who went there with you?
How long did you stay?
What did you do there?
What did you like doing most? Why?

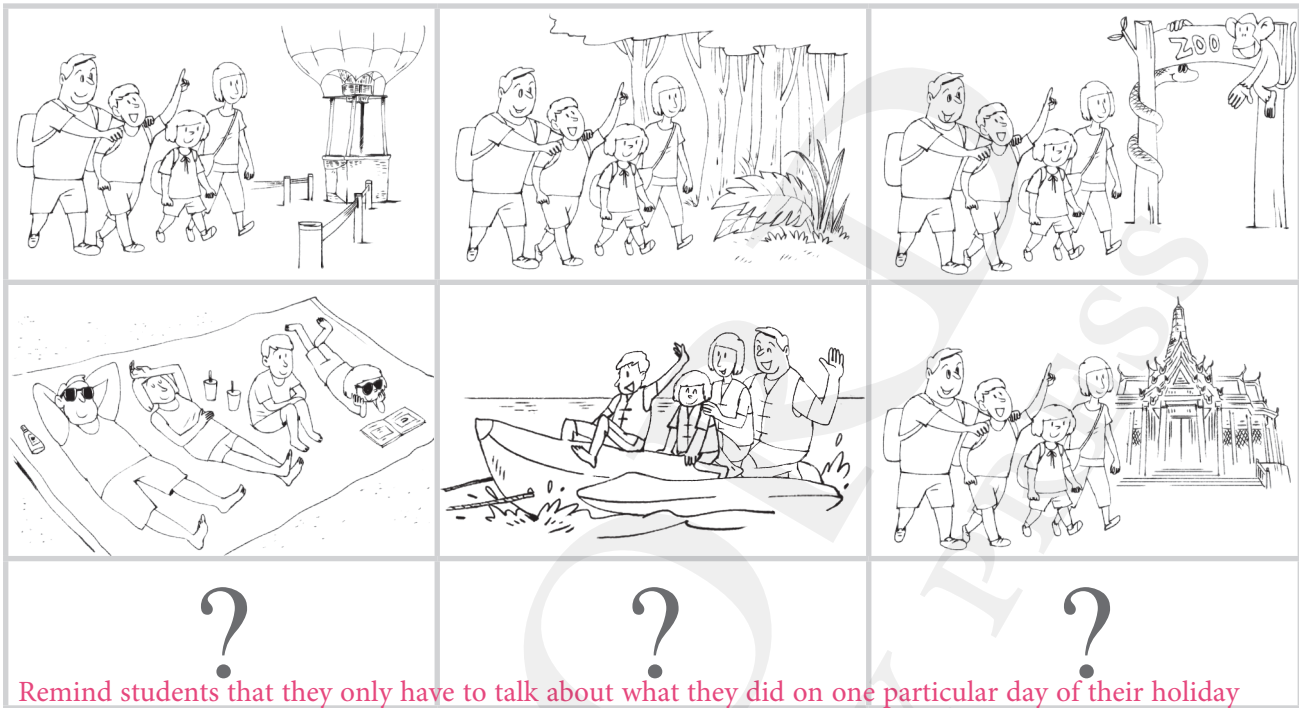
Yes, I ...
It was ...
It was ...
... went there with me.
I stayed ...
I ...
I liked ...



Part 3: Presentation

Invite students to share what they usually do when they go travelling. Encourage them to think about more activities.

You had a holiday in Thailand. You are going to tell your class about a day in Thailand. You may use the pictures to help you or talk about other activities.



Remind students that they only have to talk about what they did on one particular day of their holiday in their presentation and they can think of other activities.

These questions may help you.




- Which day do you want to talk about?
- What were you doing at ... a.m./p.m.?
- What did you see?
- How did you feel about the activities?

Remind students that they can use time phrases, e.g. 'in the morning', 'before' and 'after', to link their ideas.

Good morning/afternoon, everyone.
 Today I'm going to tell you about a day in Thailand. I went to ...
 At ... a.m., I ... Then ...
 At ... p.m., ...
 In the evening, ... At ... p.m., ...
 I had a great time in Thailand.
 I hope to ...
 That's all for my sharing today.
 Thank you.

Peer assessment

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

			
My partner can read aloud the text correctly.			
My partner can talk about going to a resort with me.			
My partner can tell the class about a holiday in Thailand.			

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