

# Contents

<b>Listening 1</b>	Going green	2
<b>Listening 2</b>	Don't kill them	7
<b>Listening 3</b>	Sick jokes	12
<b>Listening 4</b>	Ouch! That hurt!	17
<b>Listening 5</b>	Our graduation camp	22
<b>Listening 6</b>	Friendship forever	27
<b>Speak up A</b>	(Units 1–2)	32
<b>Speak up B</b>	(Units 3–4)	34
<b>Speak up C</b>	(Units 5–6)	36



# Going green

## Part 1

Pre-listening: Invite students to talk about the pictures before the listening task.

Emma and Carl are talking to Mr Chan.

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

1 What month is it?

- A January                       C October  
 B September                       D November

You will not hear the month. Listen for some clues about the school year.

2 Emma says, 'No problem.' What does she mean?

- A She can organize a meeting.  
 B She can suggest some activities for the Green Club.  
 C She can take notes for the meeting.  
 D She can talk to the other members of the Green Club.

3 How does Mr Chan feel about Carl's idea?

- A angry                               C excited  
 B doubtful                               D surprised

4 What will Emma and Carl do for the poster competition?

- 1 choose the winners  
 2 invite teachers to be judges  
 3 put up posters in the corridor  
 4 write rules for the competition
- A 1 and 3                               C 2 and 4  
 B 2 and 3                               D 3 and 4

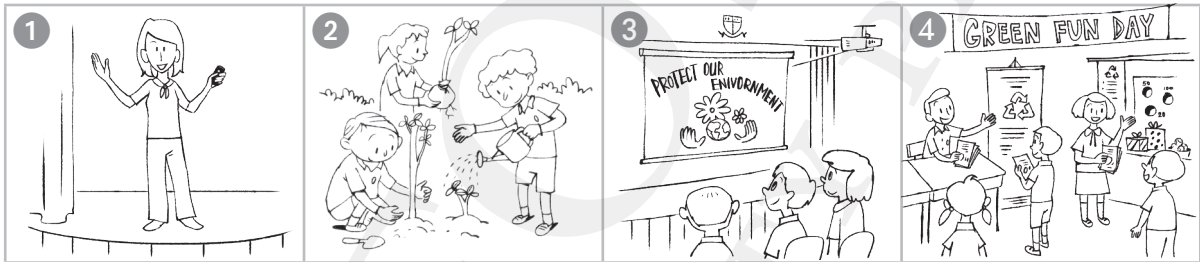
5 How does Carl feel about Emma's idea?

- A                               B                               C                               D



- 6 What is the video about?
- A cleaning up the school
- B planting trees
- C recycling and reusing things
- D saving energy
- 7 Which of the following is NOT true about Marian Kong?
- A She has written some books.
- B She is a video blogger.
- C She is popular among students.
- D She teaches in a secondary school.
- 8 Arrange the activities on Green Fun Day.

Underline the keywords in the options and try to listen for them in the recording.



- A 1 → 3 → 2 → 4
- C 3 → 1 → 2 → 4
- B 1 → 3 → 4 → 2
- D 3 → 2 → 1 → 4
- 9 How many stalls will there be at the funfair?
- A 5
- C 12
- B 10
- D 15
- 10 What will Mr Chan, Emma and Carl do in the next meeting?
- A design a poster
- C set up a game booth
- B discuss the activities
- D watch a video

## Self-assessment

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

I can understand the conversation.			
I can listen for the words about going green.			

**Part 2****Pre-listening:**

- Invite students to talk about what they can do to protect the environment.
- Discuss with students the pictures in Q3, Q4 and Q9 before the listening task.

Emma and her classmates are sharing about going green.

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

1 Emma and her friends clean up the beaches \_\_\_\_\_.

- A every weekend
- B on all public holidays
- C once a month
- D twice a month

2 What does Emma think about some people at the beach? They are \_\_\_\_\_.

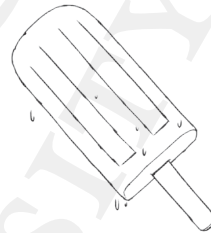
- A caring
- B humorous
- C impolite
- D selfish

What do the people do?

3 What do Emma and her friends give to swimmers?

If necessary, revise the adjectives with students.

- A       B       C       D



4 How does Emma feel about cleaning up the beaches?

- A       B       C       D



5 Helen's parents have a cafe in \_\_\_\_\_.

- A Safari Shopping Centre
- B Sandy Shopping Centre
- C Starry Shopping Centre
- D Sunny Shopping Centre

6 Helen's sharing is about how her parents \_\_\_\_\_.

- A reduce waste                       C save energy  
 B reuse paper                               D save water

7 Why are there more customers in the cafe now?

- A The new coffee tastes good.  
 B They can buy coffee at a lower price.  
 C They think it is comfortable.  
 D They think it is environmentally friendly.

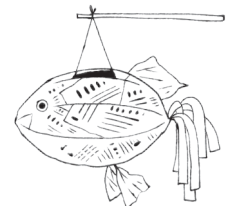
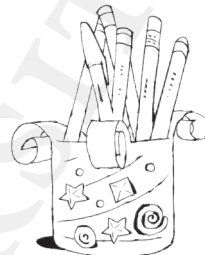
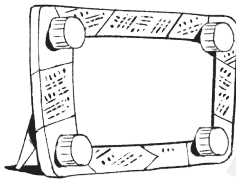
8 When does Ken's mum go to her shop?

- A at weekends  
 B every day  
 C every Monday and Friday  
 D on weekdays

Remind students that weekdays refer to Monday to Friday whereas weekends refer to Saturday and Sunday.

9 Which of the following DOESN'T Ken's mum make?

- A                       B                       C                       D






10 What does Ken encourage his classmates to do?

- A buy fewer clothes and accessories  
 B reuse things  
 C use less paper  
 D visit his mum's shop

Listen carefully when you hear 'if you have ... you can ...'

## Self-assessment

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

			
I can understand the sharing.			
I can listen for the words about going green.			

**Part 3**

Pre-listening: Invite students to talk about what they can do to protect the environment.

Emma is doing a survey for the Green Club. She is interviewing her classmate Victor. Listen to the interview and complete the form. The interview will be played ONCE only.

## Green Club Survey form

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 study the options carefully before listening.

1 Name: Victor Lee Class: 6B

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

2 \*Do you have these green habits?

<input checked="" type="checkbox"/> recycle cans	<input checked="" type="checkbox"/> recycle plastic bottles
<input checked="" type="checkbox"/> reuse paper	<input type="checkbox"/> turn the air conditioner down
<input type="checkbox"/> turn the lights off	<input checked="" type="checkbox"/> use up leftovers

3 \*Do you have these non-green habits?

<input checked="" type="checkbox"/> have a long shower	<input type="checkbox"/> leave the tap on
<input type="checkbox"/> throw away cans	<input type="checkbox"/> use disposable batteries
<input type="checkbox"/> use plastic bags	<input type="checkbox"/> waste food

4 How often do you recycle?

always    often    sometimes    seldom    never

5 How green do you think you are? (5 = most green; 1 = least green)




5    4    3    2    1

6 What green ideas do you have for our school?

use lunchboxes which we can recycle

## 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 green and non-green behaviour.			

# Don't kill them

## Part 1A

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

Harry is not at home. His sister Jasmine is taking some messages for him.

Listen to the phone conversations. Help Jasmine complete the notes.

Remind students that the order of the answers may not be the same as that of the question numbers.

To: Harry

From: (1) Jonah

Message: • Meeting for the General Studies project will be at (2) 4/four p.m.  
tomorrow

• Jonah has got lots of information about (3) polar bears

To: Harry

From: Kelly

Message: • Meeting for the school project will be in Study Room (4) 12B  
in the (5) library

• Bring information about cheetahs and (6) rhinos

Use a capital letter for the room number, e.g. Room A.

## Part 1B

Pre-listening: Invite students to talk about the characteristics of the animals in Q2 and Q5.

Harry's teacher Miss Wong is reading some riddles to the class.

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

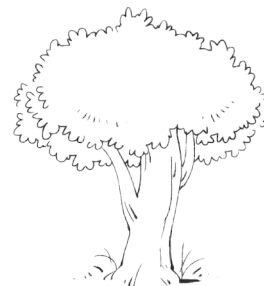
1 Which of the following does the writer use to describe the animal's legs?

A

B

C

D





2 What am I?

- A a cheetah  
 B a panda  
 C an elephant  
 D an otter

3 What am I?

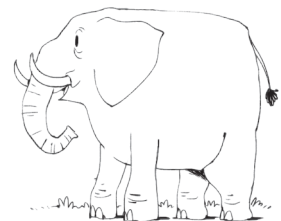
- A a monkey  
 B a polar bear  
 C a snake  
 D an otter

4 'Shiny' rhymes with 'tiny'. Which word rhymes with 'nice'?

- A  C  
 B  D

5 What am I?

- A  B  C  D



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




- A  C  
 B  D

If necessary, revise rhyming words with students.

Listen carefully to the ending sound of the words.

## Self-assessment

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

			
I can understand the phone conversations.			
I can complete the notes.			
I can understand the riddles.			
I can listen for the words about endangered animals.			



## Part 2

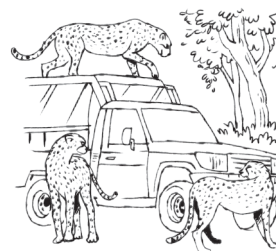
Harry is listening to a radio programme.

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

- 1 What is the name of the guest?
  - A Bobby Stone
  - B Dobby Stone
  - C Kobby Stone
  - D Robby Stone
  
- 2 Which of the following is true about Mr Stone?
  - A He has taken photos of animals for 45 years.
  - B He takes photos of people now.
  - C He usually works in Australia.
  - D He writes about endangered animals.
  
- 3 How did Mr Stone start taking photos of animals?
  - A He helped a friend.
  - B He helped a newspaper.
  - C He liked animals.
  - D He worked in a zoo.
  
- 4 According to Mr Stone, which of the following is true?
  - A His job is easier now.
  - B His job is not dangerous.
  - C Old cameras are better.
  - D There are very few animal photographers now.
  
- 5 What happened to Mr Stone when he was taking photos?
  - A
  - B
  - C
  - D

Post-listening: If necessary, explain to students that the speaker uses 'since then' to refer to the time he started photographing animals.

Pay attention to what Mr Stone says. Listen for the main idea.



- 6 How does Patty feel about Mr Stone's experience?
- A bored  C frightened  
 B excited  D worried
- 7 What was Mr Stone's worst injury?
- A A lion scratched him.  C He broke his leg.  
 B A snake bit him.  D Some villagers hit him.
- 8 Mr Stone likes his job because he can \_\_\_\_\_.
- 1 earn a lot of money  
 2 help people understand endangered animals  
 3 see beautiful animals  
 4 visit many zoos
- A 1 and 2  C 2 and 4  
 B 2 and 3  D 3 and 4
- 9 What will Mr Stone do next week?
- A  B  C  D



Pay attention to what Mr Stone says when he uses the simple future tense.




- 10 The listeners can call \_\_\_\_\_.
- A 5551 1239  
 B 5551 2239  
 C 5551 2339  
 D 5551 2399

The word 'double' means having two numbers that are the same.

Post-listening: Invite students to talk about what animals have become endangered and why.

## Self-assessment

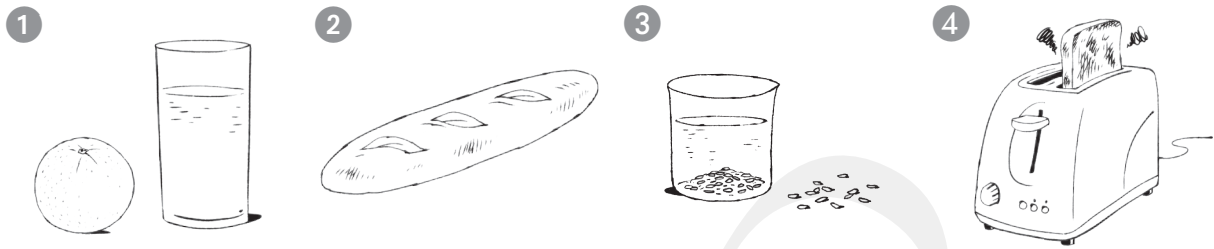
What can you do in this part? Tick (✓).

			
I can understand the radio programme.			
I can listen for the words about endangered animals.			





6 What food and drink does Dr Ho suggest for people who have stomach aches?



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

7 How does Ken feel about Dr Ho's advice?

- A angry  
 B calm  
 C excited  
 D surprised

You will not hear these adjectives. Pay attention to what Dr Ho says about the elderly.

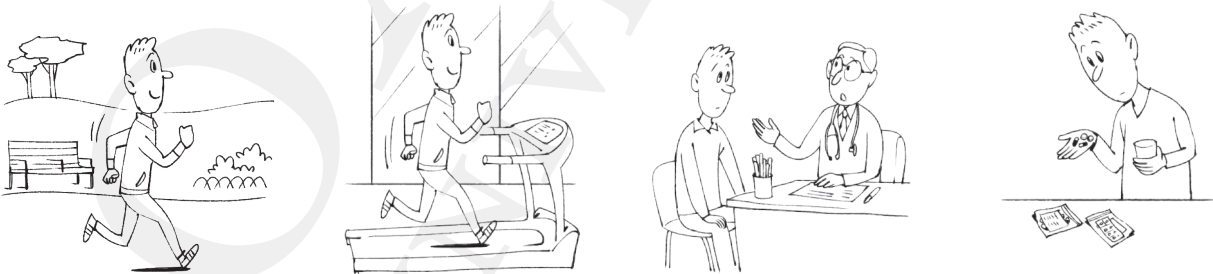
8 What does Dr Ho think about the elderly? They are \_\_\_\_\_.

- If necessary, recap these adjectives with students.*  
 A caring  
 B lonely  
 C unhealthy  
 D wise

What problem does Ken have?  
What is Dr Ho's advice?

9 What will Ken do after the show?

- A                       B                       C                       D



## Self-assessment

Post-listening: Ask students about their experience of getting sick and what they did.

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

I can understand the radio programme.			
I can listen for the words about illnesses and the doctor's advice.			

## Part 2

Grace's teacher Miss Brown is reading a poem to her class.

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

1 What is the best title for the poem?

- A 'I Do Not Like School'
- B 'My Head Hurts'
- C 'No School Today'
- D 'Not Really Sick'

Think about what the poem is mainly about.

Remind students that they need to listen for the main idea of the poem in order to choose the best answer.

2 How old is May?

- A 10 years old
- B 11 years old
- C 12 years old
- D 13 years old

Put a cross next to the incorrect sentences.

The one without a cross is the answer.

3 Which of the following is true about May?

- A She does not like her bed.  
*May wants to stay in bed.*
- B She has a problem with her ears.  
*In Stanza 2, May has got a cough.*
- C She wants another blanket.  
*She does not want Mum to take her blanket off.*
- D She wants to sleep more.

4 May says she has \_\_\_\_\_.

Ask students to talk about the illnesses in the pictures.



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



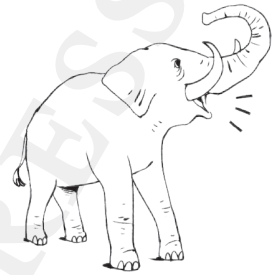
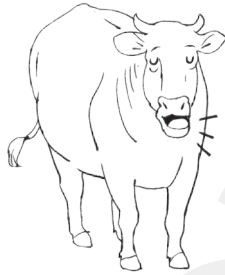
5 May asks her mum to look at her \_\_\_\_\_.

- A ear  
 B eyes  
 C mouth  
 D nose

What illness does May have?

6 Which of the following does May use to describe her voice?

- A                       B                       C                       D



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

*If necessary, revise rhyming words with students.*

- A  
 B  
 C  
 D

Pay attention to the ending sound of the words.

8 What will May do next?

- A                       B                       C                       D






## Self-assessment

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

I can understand the poem.

I can listen for the words about illnesses.

			
I can understand the poem.			
I can listen for the words about illnesses.			



**Part 3** Remind students that there will not be any beeps in the interview. Tell them to study the form carefully before listening write as much as they can when they are listening.

Grace's brother is not feeling well. Grace and her dad are at the clinic with him.

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

## Good Health Clinic Patient form

(Put a '✓' in the appropriate )

Name: \_\_\_\_\_ Tim Luk

Sex:  M  F

1 Age: \_\_\_\_\_ 8

2 Phone number: \_\_\_\_\_ 5558 8386

3 Home address: \_\_\_\_\_ Flat D, 32/F, Sunny Garden \_\_\_\_\_, Diamond Hill

What's the matter with you?




4 a fever for 2 days ( \_\_\_\_\_ 38 \_\_\_\_\_ °C)

5 \_\_\_\_\_ a sore throat \_\_\_\_\_ for 3 days

6 \_\_\_\_\_ a cough \_\_\_\_\_ for 1 day

### Self-assessment

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

			
I can understand the conversation.			
I can complete the patient form.			
I can listen for the words about illnesses.			

## 4

## Ouch! That hurt!

Date: \_\_\_\_\_

## Part 1A

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

Remind students that they may not hear the same words in the phone conversations as on the notes. They should study the notes carefully before listening.

Billy is at home. He is taking messages for his family.

Listen to the phone conversations. Help Billy complete the notes.

To: (1) \_\_\_\_\_ Mum

From: Clubhouse

Message: • No badminton lessons this month because the coach has  
(2) \_\_\_\_\_ twisted his ankle  
• Lessons will start again on (3) \_\_\_\_\_ 15 June/15/6  
• Call the clubhouse at 5553 6355 for any questions

To: Tommy

From: Healthy Body Clinic

Message: • New check-up time for your (4) \_\_\_\_\_ broken arm :  
(5) \_\_\_\_\_ 10:30 a.m. \_\_\_\_\_ on Saturday  
• Call Miss Chan at (6) \_\_\_\_\_ 5550 8818  
for any questions

The word 'double' means having two numbers that are the same. When we talk about a phone number, we sometimes say the letter 'O' to mean zero.

## Part 1B

Billy is talking to his classmate Sally at school.

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

1 Sally hurt her \_\_\_\_\_.

1 arms

2 head

A 1 and 2

B 1 and 3

3 leg

4 neck

C 1 and 4

D 2 and 4

2 How long does it take for Sally's leg to completely recover?

- A four weeks  
 B two months  
 C three months  
 D four months

Underline the keywords in the question.

3 How does Billy feel about what Sally says?

- A                       B                       C

Pay attention to Billy's tone.



4 Why did Sally get hurt?




- A She crashed into the flower bed in the park.  
 B She tried to do some bicycle tricks.  
 C She was riding the bicycle too fast.  
 D Two riders were chasing her in the park.

5 What will Billy do?

- A help Sally climb up the stairs  
 B help Sally take the lift  
 C take lunch for Sally  
 D take Sally's school bag

## Self-assessment

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

			
I can understand the phone conversations.			
I can complete the notes.			
I can understand the conversation.			
I can listen for the words about injuries.			



6 Kelly hurt her \_\_\_\_\_.

- A                       B                       C                       D



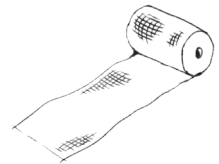
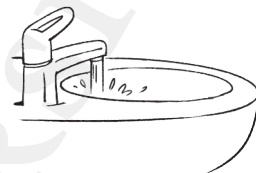
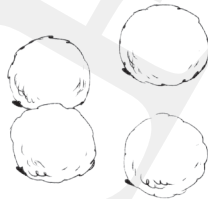
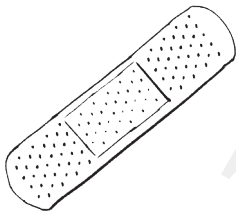
7 According to Kelly, her grandma was \_\_\_\_\_.

- A cheerful  
 B creative  
 C gentle  
 D smart

You will not hear these adjectives. Think about what Kelly says.

8 Which of the following DIDN'T Kelly's grandma use?

- A                       B                       C                       D



When you are listening, tick the things that Kelly's grandma used.

9 When Kelly's mum saw the cut, she was \_\_\_\_\_.




- A angry  
 B calm  
 C sad  
 D worried

Post-listening: Invite students to talk about their experience of getting hurt.

What did Kelly's mum say?

## Self-assessment

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

			
I can understand the sharing.			
I can listen for the words about injuries and things in a first-aid kit.			

**HKAT**

**Part 3** Remind students that they should try to answer as many questions as they can while listening to the conversation and then check the answers at the end.

Billy is talking to his mum.

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

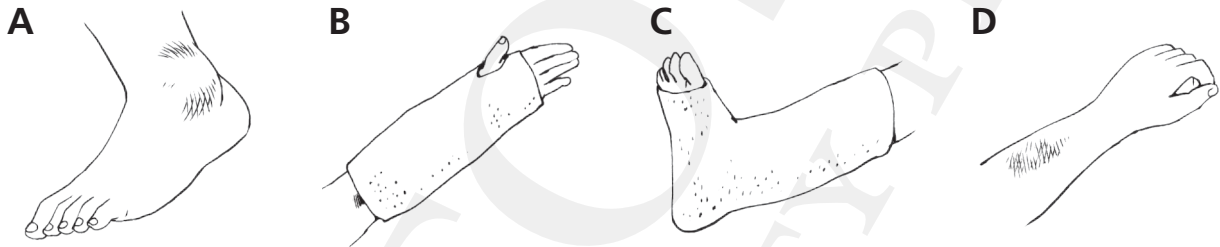
1 Billy wants to join a first-aid course. How does his mum feel?

- A disappointed                      C surprised  
B happy                                  D upset

2 Billy can take the course on \_\_\_\_\_.

- A Monday                                C Wednesday  
B Tuesday                                D Thursday

3 What happened to Gary?



4 Billy's mum says, 'You're right.' What does she mean?

- A Billy should be careful when he is playing basketball.  
B First aid is useful to know.  
C It was right for the teacher to use a bandage.  
D People can treat their injuries by themselves.

Listen carefully when Billy says 'I think ...'




5 What does Billy want to be when he grows up?

- A an athlete                              C a nurse  
B a doctor                                 D a PE teacher

Remind students that they may not hear all the jobs in the recording and that they may have to use other information to work out the answer.

## Self-assessment

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

			
I can understand the conversation.			
I can listen for the words about injuries and things in a first-aid kit.			

# Our graduation camp

**Part 1A** Pre-listening: Revise the target vocabulary of this unit with students.  
Invite them to talk about the pictures in Q4 before the listening task.

Tommy and his classmate are promoting the graduation camp on the school radio.

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

1 What is the name of Tommy's classmate? *Ask students to read these names silently before listening.*

- A Sue  C Suzanne  
 B Susan  D Suzy

2 According to Tommy, how do some students feel?

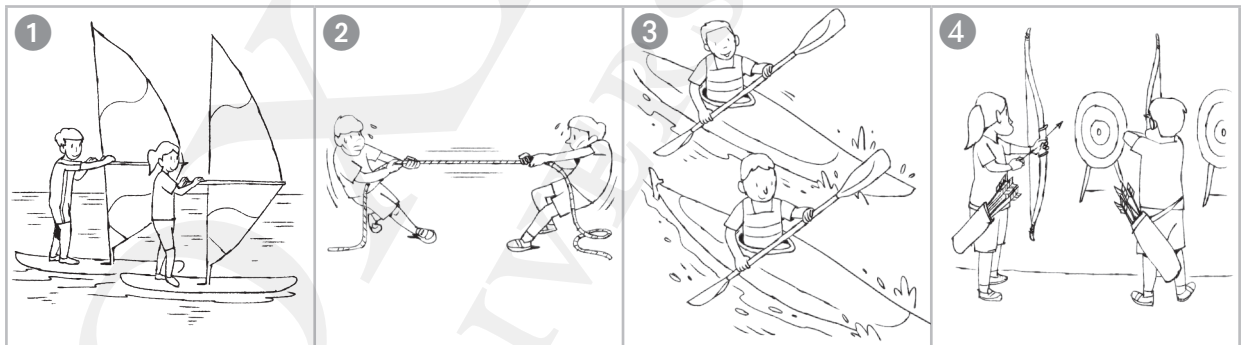
- A bored  C unhappy  
 B confused  D worried

3 When is the graduation camp?

- A 1 June to 3 June  
 B 11 June to 13 June  
 C 1 July to 3 July  
 D 11 July to 13 July

You may not hear the exact dates. Listen for the words related to the dates.

4 Which activities does Tommy mention?



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

5 Which of the following is true?

- A Parents can join the camp too.  
*This is not mentioned in the recording.*  
 B Students need to hand in the form to Tommy.  
*Students need to hand in the form to their class teacher.*  
 C The camp is free of charge.  
*Students need to pay a fee.*  
 D The last day to hand in the form is 5 May.

As you are listening, put a cross next to the incorrect sentences. The sentence without a cross is the correct answer.



**Part 1B** Pre-listening: Ask students to underline keywords in the questions and answer options.

Tommy is talking to Rita about the activities at the graduation camp.

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




- 1 Why do Tommy and Rita want to go windsurfing?
- A They are good at windsurfing.
- B They have not gone windsurfing before.
- C They think it is the most exciting activity.
- D They want to do water sport.
- 2 How long will Tommy and Rita go windsurfing?
- A 30 minutes  C 60 minutes
- B 45 minutes  D 90 minutes
- 3 How does Tommy feel about wall climbing?
- A bored  C happy
- B excited  D scared
- 4 Arrange the activities Tommy and Rita will do in the correct order.
- 1 do archery  3 have lunch
- 2 go canoeing  4 play tug of war
- A 1 → 3 → 2 → 4  C 2 → 3 → 1 → 4
- B 1 → 3 → 4 → 2  D 4 → 2 → 3 → 1
- 5 What will Tommy and Rita do next?
- A go canoeing
- B go windsurfing
- C have breakfast
- D talk to a teacher

Pay attention to what Tommy and Rita say at the end of the conversation.

Post-listening: Invite students to talk about the activities they like at the graduation camp.

## Self-assessment

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

			
I can understand the radio advertisement.			
I can understand the conversation.			
I can listen for the words about outdoor activities.			

**Part 2** Pre-listening: Invite students to talk about the pictures in Q1, Q7 and Q9 before the listening task.

Tommy is talking to his mum about the graduation camp.

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

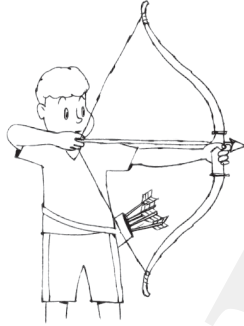
1 Which activity DIDN'T Tommy do?

A

B

C

D



2 What time did Tommy go to bed at the camp?

A 9:30 p.m.

B 10 p.m.

C 10:30 p.m.

D 11 p.m.

3 How many people were in Tommy's room?

A four

C six

B five

D seven

You will not hear the number. Count the number of names Tommy mentions.

4 Who is Tommy's Maths teacher?

A Mr Lam

B Mr Lee

C Mr Sze

D Mr Yee

5 Tommy thinks his Maths teacher was nice because he \_\_\_\_\_.

A gave Tommy and his friends some snacks

B let Tommy share a room with his good friends

C played with Tommy and his friends

D told Tommy and his friends some funny stories

Ask students to underline some keywords before listening.

6 How does Mum feel when she hears what happened?

- A angry                       C doubtful  
 B calm                               D surprised

Does Mum use a rising or a falling tone?

7 What happened to Patrick?

- A                       B                       C                       D



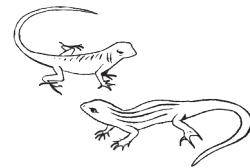
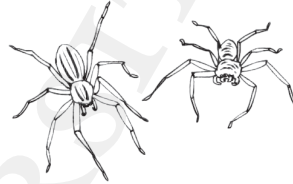
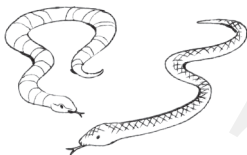
8 Ken and Martin are \_\_\_\_\_.

- A caring  
 B noisy  
 C patient  
 D relaxed

You will not hear these adjectives. Listen for what Ken and Martin did.

9 Tommy describes Ken and Martin as \_\_\_\_\_.

- A                       B                       C                       D






10 What will Mum probably do next?

- A go to the supermarket  
 B make some sandwiches  
 C take a shower  
 D tidy up Tommy's bedroom

## Self-assessment

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

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

**Part 3**

Tommy and his mum are talking at home.

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 study the form carefully before listening. While they are listening, they should write as much as they can.

**Jolly Primary School**  
**Graduation Camp Survey Form**

**1 Name:** Tommy Cheung

**2 Class:** 6A

**3 Email address:** tommymouse @jolly.com

(Please put a tick '✓' in the appropriate )




**4 Which THREE activities did you enjoy most?**  
 archery     canoeing     fishing     orienteering  
 wall climbing     windsurfing     others: \_\_\_\_\_  
 Comment(s): \_\_\_\_\_

**5 What do you think about the room?**  
 poor     fair     good     excellent  
 Comment(s): \_\_\_\_\_ *very clean*

**6 What do you think about the food?**  
 poor     fair     good     excellent  
 Comment(s): \_\_\_\_\_ *too salty*

**Self-assessment**

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

			
I can understand the conversation.			
I can complete the survey form.			
I can listen for the words about outdoor activities.			

## Part 1A

Eva's teacher Miss Yip is reading a poem to her class.

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

1 What is the poem about?

- A being thankful  
 B going to secondary school  
 C having close friends  
 D planning for the future

2 'Near' rhymes with 'fear'. Which word rhymes with 'scared'?

- If necessary, revise rhyming words with students.  
 A  C  
 B  D

Listen for the ending sound of the words.

3 According to the writer, students should not worry about \_\_\_\_\_.

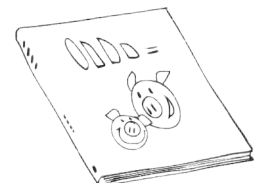
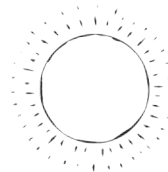
- ① doing much homework *This is not mentioned in the recording.*  
 ② losing our friends *'Don't worry about our friendship.'*  
 ③ meeting our teachers *'Don't worry about the future.'*  
 ④ what will happen next *This is not mentioned in the recording.*

Pay attention when you hear 'Don't worry about ...'

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

4 According to the writer, learning is like \_\_\_\_\_.

- A  B  C  D



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

- A  C  
 B  D

**Part 1B** Remind students that they may not hear the same words in the conversation. They should study the notes carefully before listening.

Eva is talking to her classmate Mike. They are writing some thank-you notes.

Listen to the conversation. Help them complete the notes.

From: (1) Mike Lo, Class 6C

To: (2) Miss Wong

Message: I'm thankful for your help. I'm doing better in  
(3) Chinese now. Thank you so much! I'll miss you!

From: (4) Eva Man, Class 6A




To: (5) Mr Chan

Message: Thank you for helping me improve my English.  
I'm (6) not frightened of speaking English in class now.

You may have to write more than one word in each blank.

## Self-assessment

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

			
I can understand the poem.			
I can understand the conversation.			
I can complete the notes.			
I can listen for the adjectives describing emotions.			

**Part 2** Pre-listening:

- Invite students to talk about the pictures in Q5 and Q9 before the listening task.
- Help them with the vocabulary if necessary.

Eva is listening to her classmates' sharing about their favourite school event.

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

1 Daisy took part in \_\_\_\_\_ events on Sports Day.

- A two  C four  
 B three  D five

Think about what happened to Daisy.

2 Daisy says, 'My face was red and hot.' This means she was \_\_\_\_\_.

- A angry  C excited  
 B embarrassed  D frustrated

Remind students that they may not hear the words in the options, so they should pay attention to how Daisy describes her experience.

3 Which of the following is NOT true about Daisy?

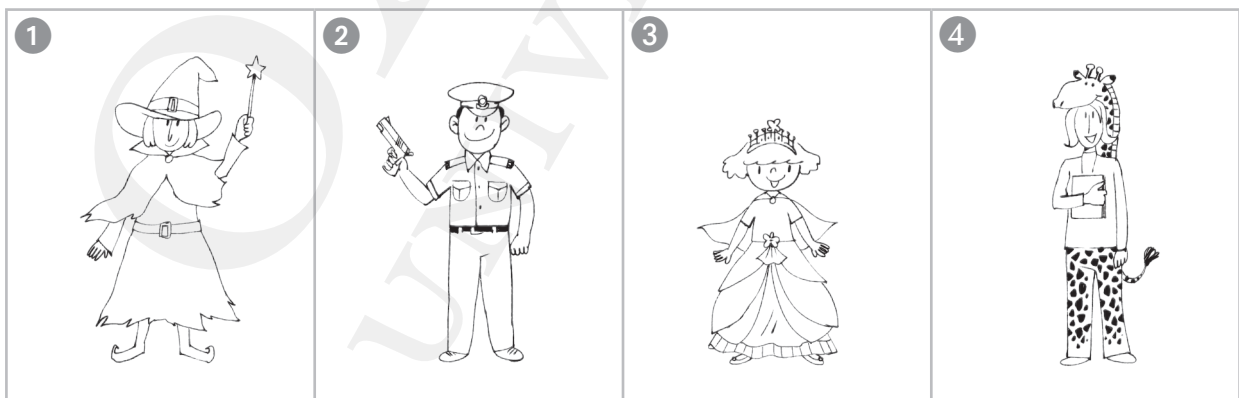
- A She could jump further the second time. *Daisy jumped much further than she did before.*  
 B She fell during the jumping event. *Daisy fell the first time.*  
 C She was happy with her performance. *Daisy was proud of herself.*  
 D She was the winner in the jumping event.

4 James is excited about Fancy Dress Day because he \_\_\_\_\_.

- A can buy new costumes  
 B does not like his school uniform  
 C likes acting in a drama  
 D likes dressing up

Listen carefully for the words 'first', 'next', 'then' and 'finally'.

5 Arrange the people James saw in the correct order.



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

Ask students to put down the number of order on the pictures. Then match the number of order with the picture numbers.



- 6 Which of the following is true about the teachers?
- A They dressed up as lions. *It is not mentioned in the recording.*
  - B They knew James dressed up as a lion. *Neither Miss Chan nor Mr Ho could recognise James.*
  - C They met James in the classroom. *James saw Miss Chan and Mr Ho in the playground.*
  - D They thought James' costume was funny. *Miss Chan and Mr Ho laughed.*
- 7 Why did Tammy try the activities?
- A Her friends asked her to try them.
  - B Her teachers asked her to try them.
  - C She thought they were easy.
  - D She thought they were exciting.
- 8 What is the name of Tammy's best friend?
- A Candy
  - B Cara
  - C Carol
  - D Cathy
- Ask students to read these names silently before listening.*
- 9 How did Tammy's best friend feel?
- A
  - B
  - C
  - D






- 10 What has Tammy learnt?
- A Her friends do not like to try new things.
  - B She does not like orienteering.
  - C She is very good at doing archery.
  - D She should believe in herself.

Listen carefully to what Tammy says at the end of her sharing.

*Post-listening: Invite students to talk about their favourite school event of the year.*

## Self-assessment

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

			
I can understand the sharing.			
I can listen for the adjectives describing emotions.			



# 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
  - stressing important words in a sentence
  - using intonation when asking and answering 'Wh-' questions.
- Remind students that 'envelope' is read as either /envəloʊp/ or /ɒnvəloʊp/.

### Let's reduce rubbish

Nowadays, lots of paper, bottles, cans, disposable batteries and food are thrown away every day. Where does the rubbish go? It goes to the landfills. Sadly, our landfills will soon be full. Therefore, we need to start caring for the Earth. So what can we do? We can reuse paper and envelopes, use up leftovers and recycle plastic bottles and cans. Unless we work together to reduce waste, we will continue to live in a world full of rubbish.

## Part 2: Teacher-student interaction

You want to know about your partner's green habits. In pairs, ask and answer questions about it. Recap with students some green and non-green behaviour.

What do you usually throw away every day?  
 What can you do to reduce waste?  
 How long do you usually have a shower?  
 What can you do to save water?  
 Do you think your family goes green? Why?  
 What else can you do to go green?

I usually throw away ...  
 I can ...  
 I usually have a shower for ...  
 I can ...  
 I think my family ... because ...  
 I can ...

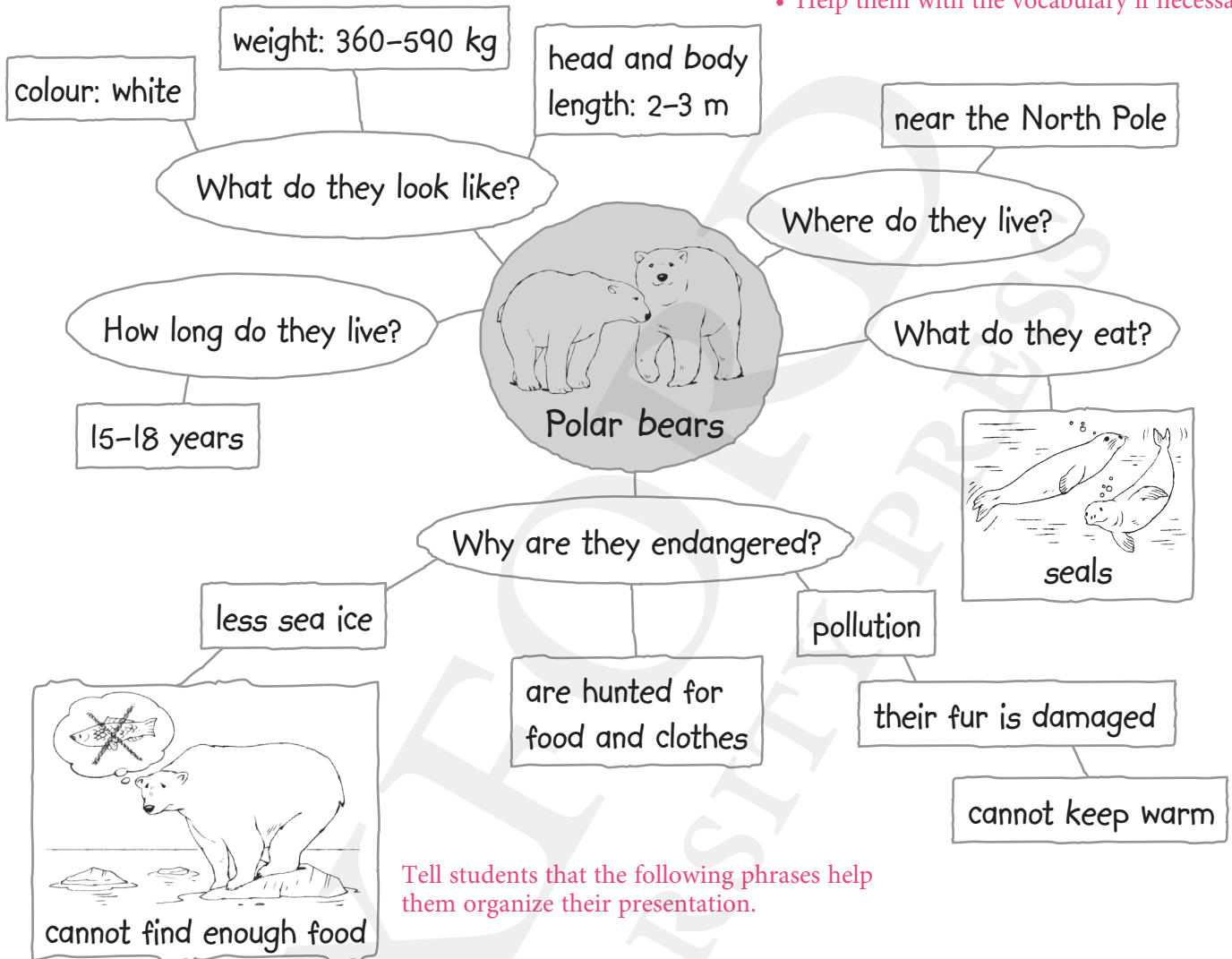


### Part 3: Presentation

You are going to tell your class about polar bears.

Use the mind map below to help you brainstorm ideas.

- Remind students that they should present the ideas in an organized way so that the audience can follow.
- 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 polar bears.  
 Polar bears ... They ...  
 Polar bears are endangered now because ... Also, ...  
 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 his/her green habits.			
My partner can tell the class about polar bears.			



# Speak up B

**Part 1: Reading aloud** Remind students that they should use pauses in appropriate places when the sentence is long. If necessary, ask them to put pauses (/) in sentences before reading the text aloud.

Read the following text aloud.

## Taking care of a cut

What could we do if we cut ourselves? We can take care of the cut easily. First, clean the cut with running tap water so that the dirt is washed away. Then, cover the cut with a plaster or bandage. After that, make sure the cut does not get wet. We also have to change the plaster or bandage daily. Do not touch or scratch the wound since bacteria may get inside. If we treat it carefully, it will heal in a few days.

## Part 2: Teacher-student interaction

You want to know about your partner's experience of getting hurt. In pairs, ask and answer questions about it. Recap the target vocabulary of Unit 4 with students.

When was the last time you hurt yourself?

Where were you?

Which part of your body did you hurt?

How did you get hurt?

How did you feel?

How long did it take for your wound to heal?

I hurt myself ...

I was ...

I hurt my ...

I ...

I felt ...

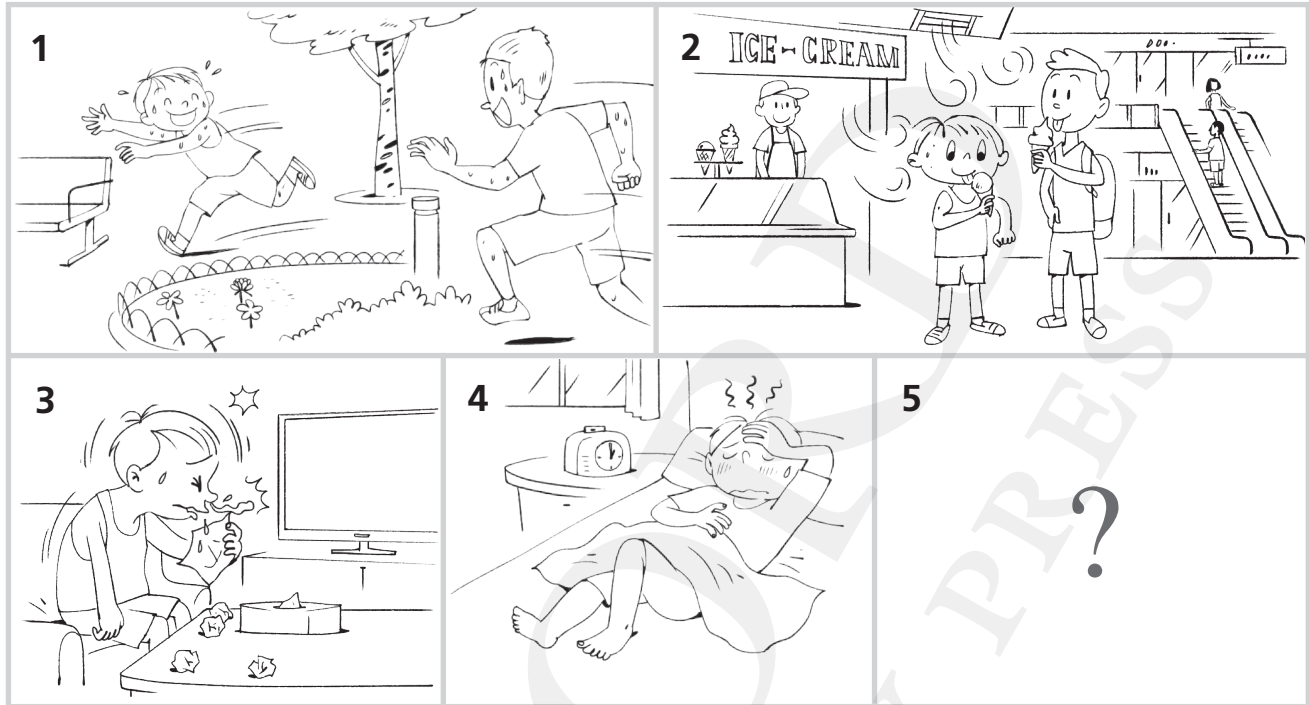
It took ...



### Part 3: Presentation

You are going to tell your class what happened to Jack last week.

Use the pictures below to talk about what happened. *Ask students to look at the pictures and think about what is happening to Jack in each picture.*



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

The following questions may help you.

- What was the weather like?
- Where was Jack? What did he do with his friends?
- What happened to Jack after he went home?
- How did Jack feel?
- What happened in the end?

Good morning/afternoon, everyone. Today I'm going to talk to you about ...  
 Last week, it was ...  
 Jack went to ...  
 After Jack went home, ...  
 At midnight, he ...  
 In the end, ...  
 That's all for my sharing today. Thank you.

### Peer assessment

Remind students that they should present the ideas in an organized way so that the audience find it easier to follow.

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/her experience of getting hurt.			
My partner can tell the class about what happened to a boy.			





# 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, stressing important words in a sentence and using intonation when asking and answering 'Wh-' questions.

### Outdoor activities I like

What would you rather do in your free time? I like outdoor activities. I would rather go out than sit at home. Therefore, neither reading books nor watching TV is my favourite activity. I enjoy doing wall climbing since I like trying hard to reach a difficult goal. Besides, Dad sometimes drives us to Sai Kung. I either go canoeing or go fishing with him. I feel relaxed when I do these activities.

## Part 2: Teacher-student interaction

Invite students to brainstorm some outdoor activities before they do this part in pairs.

You want to know about your partner's favourite outdoor activity. In pairs, ask and answer questions about it.

What's your favourite outdoor activity?  
Why do you like it?  
How often do you do it?  
Where do you usually do it?  
Who do you usually do it with?  
How do you feel when you do it?

My favourite outdoor activity is ...  
I like it because ...  
I do it ...  
I usually ...  
I usually ...  
I feel ...

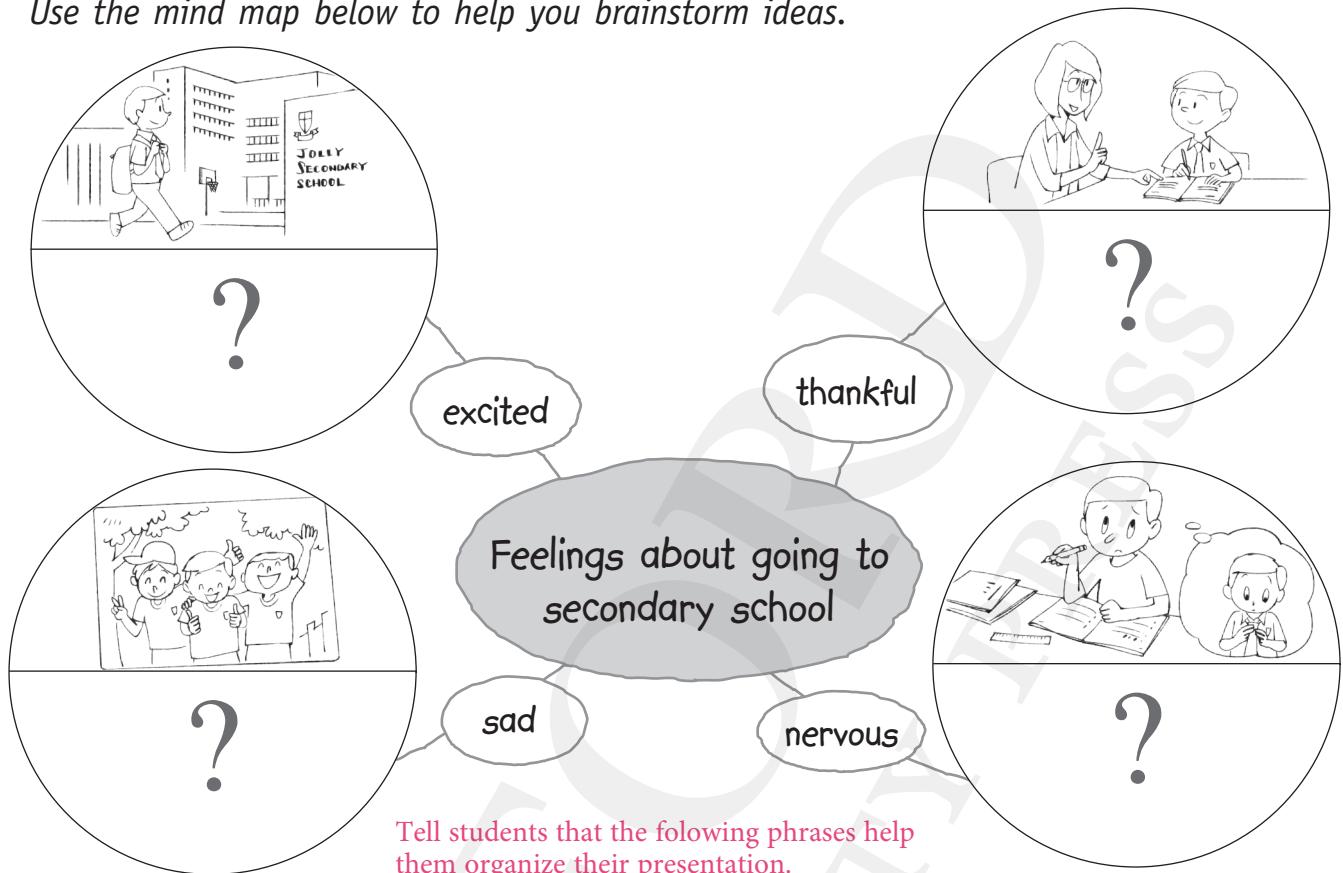




### Part 3: Presentation

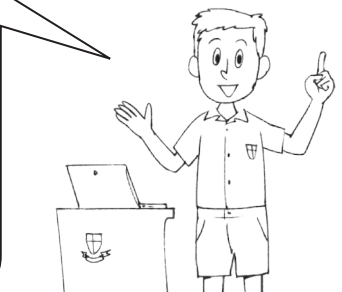
You are going to tell your class your feelings about going to secondary school.

Use the mind map below to help you brainstorm ideas.



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

Good morning/afternoon, everyone. Today I'm going to share with you my feelings about going to secondary school.  
 I'll go to ... soon. I feel ... because ...  
 I'm also ...  
 At the same time, I'm ...  
 Finally, I ...  
 That's all for my sharing today. Thank you.



### Peer assessment Remind students that they can think of examples to illustrate their feelings and use more adjectives in their presentation.

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

My partner can read aloud the text correctly.			
My partner can talk to me about his/her favourite outdoor activity.			
My partner can tell the class about his/her feelings about going to secondary school.			





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