









# Contents

P4





## Unit 1 My Beloved Ones

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Identifying main ideas	<ul style="list-style-type: none"> <li>Diary entry</li> <li>Story</li> </ul>	4
 <b>Grammar</b>	Adverbs of Frequency + Superlatives		8
 <b>Writing</b>	Using appropriate formats and applying conventions of short written texts	<ul style="list-style-type: none"> <li>E-mail</li> </ul>	10
 <b>Listening</b>	Identifying the sequence of events		12





## Unit 2 My Exciting School Life

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Identifying main ideas	<ul style="list-style-type: none"> <li>Notice</li> <li>Poster</li> <li>Chart</li> </ul>	14
 <b>Grammar</b>	Modal Verb – should + Adverbs of Manner		18
 <b>Writing</b>	Using appropriate formats and applying conventions of short written texts	<ul style="list-style-type: none"> <li>Diary entry</li> <li>Story</li> </ul>	20
 <b>Speaking</b>	Using pictorial cues to give a presentation		22





## Unit 3 When I Am Free

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Working out the meaning of words by using contextual clues	<ul style="list-style-type: none"> <li>Web page</li> <li>Film review</li> <li>Book report</li> </ul>	24
 <b>Grammar</b>	Question – How often + Adverbial Phrases – once / twice / three times		28
 <b>Writing</b>	Reviewing drafts	<ul style="list-style-type: none"> <li>Letter</li> </ul>	30
 <b>Listening</b>	Understanding the speaker's attitudes and feelings		32





## Unit 4 The Food We Like

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Understanding the connection between ideas by identifying cohesive devices	<ul style="list-style-type: none"> <li>• <b>Recount</b></li> <li>• <b>Conversation</b></li> </ul>	34
 <b>Grammar</b>	Adverbs of Sequence + Phrases of Quantity		38
 <b>Writing</b>	Organising content effectively	<ul style="list-style-type: none"> <li>• <b>Recipe</b></li> <li>• <b>Story</b></li> </ul>	40
 <b>Speaking</b>	Using simple phrases and sentences to communicate with others		42





## Unit 5 In My Neighbourhood

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Making references	<ul style="list-style-type: none"> <li>• <b>Story</b></li> <li>• <b>Application form</b></li> <li>• <b>Advertisement</b></li> </ul>	44
 <b>Grammar</b>	Gerunds – like + Both...and / or		48
 <b>Writing</b>	Applying brainstorming strategies	<ul style="list-style-type: none"> <li>• <b>Description</b></li> </ul>	51
 <b>Listening</b>	Listening for gist		53





## Unit 6 A Healthy Diet

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Skimming for gist	<ul style="list-style-type: none"> <li>• <b>Brochure</b></li> <li>• <b>Recipe</b></li> <li>• <b>Interview</b></li> </ul>	55
 <b>Grammar</b>	Modal Verb – ought to + Determiners – a lot of / a few / a little / fewer / less / more / too much / too many		59
 <b>Writing</b>	Describing facts and imaginative ideas	<ul style="list-style-type: none"> <li>• <b>Diary entry</b></li> <li>• <b>Article</b></li> </ul>	62
 <b>Speaking</b>	Giving a presentation based on a piece of text		64

## Unit 7 I Like Hong Kong

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Making inferences	<ul style="list-style-type: none"> <li>• Leaflet</li> <li>• Poem</li> <li>• Survey report</li> </ul>	66
 <b>Grammar</b>	Indefinite Pronouns – everybody / nobody + Simple Future Tense		70
 <b>Writing</b>	Writing a piece of text based on pictorial cues	<ul style="list-style-type: none"> <li>• Note</li> </ul>	73
 <b>Listening</b>	Predicting the likely development of the topic		75

## Unit 8 We Are Bookworms

Skill	Learning Focus	Text Type	Page
 <b>Reading</b>	Working out the meaning of words by using contextual clues	<ul style="list-style-type: none"> <li>• Notice</li> <li>• Play script</li> </ul>	77
 <b>Grammar</b>	Connectives – and / or / but / so / because / also		81
 <b>Writing</b>	Writing a piece of text based on pictorial cues and a mind map	<ul style="list-style-type: none"> <li>• Story</li> <li>• Film review</li> </ul>	84
 <b>Speaking</b>	Giving opinions effectively		86

## Revision of Five Skills

Getting Fitter

88





## Learning focus of this unit:

- |  |                  |  |
|--|------------------|--|
|  | <b>Reading</b>   | Identifying main ideas   |
|  | <b>Grammar</b>   | Adverbs of Frequency + Superlatives                              |
|  | <b>Writing</b>   | Using appropriate formats and conventions of short written texts |
|  | <b>Listening</b> | Identifying the sequence of events                               |



## Reading

Extended  
Reading

**Amy's mum is writing her diary. Read her entry. For Questions 1-2, choose the best answers. Then complete Questions 3-5.**

14 April (THUR)

Sunny

I'm the busiest person in my family.

Today I got up at six o'clock. I made breakfast for my family half an hour later. Then I cleaned the house at half past eight. I started cleaning the kitchen, then the bedrooms and the living room. It took me 2 hours to do all the cleaning. Then, I washed the clothes. I had a simple lunch at noon.

5

After lunch, I went to the supermarket to buy food for dinner with my daughter Amy. It was a difficult mission. My husband and my son Ken dislike fish. Amy does not like eggs and dairy products. At last, we bought some meat and vegetables.

10

I went jogging in the park at three o'clock. I need to lose some weight. After jogging, I had a bath and then started to prepare dinner. My husband was not at home. He went out with his friends. Ken is always lazy. He played his cell phone. Only my daughter helped me in the kitchen.

15

At seven thirty, we had dinner. I washed the dishes after dinner and read Amy a story before she went to bed. My husband needs to go to work at four so he went to bed early. I ironed the uniform for Ken and Amy at ten o'clock. Finally it's time for me to go to bed. Now, I am very tired.

20



## Grammar

**A** Amy is writing about her best friend, Tim. Read the table. Then complete her writing with the given words.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
wash the dishes	✓		✓		✓		✓
sweep the floor		✓	✓	✓	✓	✓	✓
make the bed	✓	✓	✓	✓	✓	✓	✓
visit her grandma	✓				✓		

often    always    never    usually    sometimes

Tim is my best friend. He's a good boy in his family. He

1. \_\_\_\_\_ makes his bed. He 2. \_\_\_\_\_ sweeps the floor and he 3. \_\_\_\_\_ washes the dishes. He 4. \_\_\_\_\_ visits his grandma. He's also a good student and he's 5. \_\_\_\_\_ late for school.



Amy

**B** Amy is telling her mum about her other friends. Complete what she says with the correct form of the given adjectives.

kind    nice    helpful    funny    hard-working

Mum: Who is the **e.g.** \_\_\_\_\_ nicest \_\_\_\_\_ person in your class?

Judy: Mary is the 1. \_\_\_\_\_ girl in my class. She often helps me with my homework. Sue is the 2. \_\_\_\_\_ and she often shares her food with me. Helen is the 3. \_\_\_\_\_ and she usually gets high marks in her tests. Paul is the 4. \_\_\_\_\_ and he always tells jokes.

## Writing

**A** Amy is writing an e-mail to Uncle Tony about her new friend. Help Amy finish her e-mail with the help of the profile.

**Name:** Bobo Fong  
**Appearance:** fat, cute  
**Personalities:** cheerful (always smiles), generous (often shares snacks with others)  
**Hobbies:** Read storybooks (5 times a week)



From: tonyjaa@coolmail.com  
 To: amyk@gomail.com  
 Subject: My New Friend

Dear 1. \_\_\_\_\_,

2. \_\_\_\_\_? I hope you and your family are well.

This year I met a new friend in my class. Her name is 3. \_\_\_\_\_. She is a bit 4. \_\_\_\_\_ but she is the 5. \_\_\_\_\_ girl in the class. She is the 6. \_\_\_\_\_ because she 7. \_\_\_\_\_. She is also the 8. \_\_\_\_\_ because she 9. \_\_\_\_\_. Both of us enjoy reading. We 10. \_\_\_\_\_ read storybooks together.

How's your life in Canada? Please write and tell me.

Love,

11. \_\_\_\_\_



## Listening

Listen now!



**A** Do you and your family do these? Circle the thing(s) that you and your family do.



**B** Tim and Amy are talking about their family. Fill in the blanks as you listen. For Questions 4 and 5, choose the best answers.

Tim loves his family because his parents 1. \_\_\_\_\_ well. Amy's dad often 2. \_\_\_\_\_. Her mum is always busy too. Tim suggests Amy to help her mum 3. \_\_\_\_\_ so her mum can spend more time with her.

4. How can Amy help her mum?

- ☐ A. by sweeping the floor
- ☐ B. by doing homework
- ☐ C. by writing letters
- ☐ D. by visiting Grandma

5. How many people in Amy's family are busy?

- ☐ A. 1
- ☐ B. 2
- ☐ C. 3
- ☐ D. 4

## Revision

## Getting Fitter

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

## Reading

**A** Tim is writing a poem about some games. Read the poem. For Questions 1-5, choose the best answers. Then fill in the blanks for Questions 6-7 and complete Question 8 in short.

**Game A** John, Paul, Nick and Ben,  
All come along and play.  
Shoot the ball into the net,  
'Cheers!' is what the audience say.

**Game B** Mum, Dad, Jane and Ken, 5  
All put your arms so high.  
Aim and hit with the racket,  
See it fly with wings in the sky.

**Game C** Small friends and big friends, 10  
All come to the table and play.  
Bounce the little ball over the net,  
Beware of making it lose its way.

**Game D** Tall friends and short friends, 15  
All take a leap, at a similar pace.  
Keep jumping and turning the rope,  
Be careful not to let it hit your face.



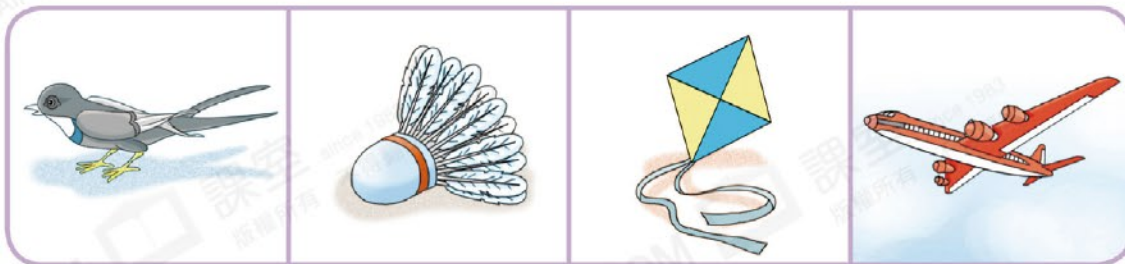
1. Read lines 3-4. How do the audience feel?

- ☐ A. upset      ☐ B. angry      ☐ C. excited      ☐ D. scared

2. Read line 5. Who are Jane and Ken?

- ☐ A. Tim's sister and brother      ☐ B. Tim's friends  
☐ C. Tim's parents      ☐ D. Tim's aunt and uncle

3. Read line 8: And see it fly with wings in the sky.  
What is 'it'?



- ☐ A.      ☐ B.      ☐ C.      ☐ D.

4. What is Game D?

- ☐ A. hopscotch      ☐ B. skipping rope  
☐ C. hurdles      ☐ D. high jump

5. How will Tim become if he plays these games every week?



- ☐ A.      ☐ B.      ☐ C.      ☐ D.

6. Game C is \_\_\_\_\_.

7. In the poem, the word '\_\_\_\_\_' means 'be careful'.

8. In lines 2 and 4, 'play' rhymes with 'say'. Write the remaining rhyming pairs.

Reading

## Unit 1 My Beloved Ones

1	difficult 困難的 <b>adjective</b> Synonym: <i>hard</i> P.4	e.g. It is <b>difficult</b> for little Joe to go to school alone.
2	mission 任務 <b>noun</b> Synonym: <i>task</i> P.4	e.g. The soldiers' <b>mission</b> was to destroy the bridge.
3	prepare 準備 <b>verb</b> P.4	e.g. The Smith family is <b>preparing</b> to move to Australia.
4	cell phone 手提電話 <b>noun</b> Synonym: <i>mobile phone</i> P.4	e.g. <b>Cell phones</b> are becoming important to our daily life.
5	save 拯救 <b>verb</b> Synonym: <i>rescue</i> P.4	e.g. Our neighbours <b>saved</b> the children from the fire.
6	lift 舉起 <b>verb</b> P.6	e.g. Mr Wong can <b>lift</b> the two heavy boxes easily.
7	sporty 擅長運動的 <b>adjective</b> P.7	e.g. A personal fitness trainer needs to be <b>sporty</b> and strong.
8	trainers 運動鞋 <b>noun</b> Synonym: <i>sneakers</i> P.9	e.g. Mike's mother bought him a pair of new <b>trainers</b> .
9	competition 比賽 <b>noun</b> Synonym: <i>contest</i> P.9	e.g. She won the inter-school dancing <b>competition</b> .
10	generous 慷慨的 <b>adjective</b> P.10	e.g. The <b>generous</b> man made a large donation to the orphanage.
11	glad 高興的 <b>adjective</b> Synonym: <i>happy</i> P.11	e.g. Miss Chan was <b>glad</b> to know Peter scored high in the English test.
12	spend 花時間 <b>verb</b> P.12	e.g. In some poor countries, children may need to <b>spend</b> a few hours to walk to school.



Try to pronounce the last word in each line of the same stanza. 高小