

# CONTENTS



## Listening

Units	Themes	Strategies	Page	
1	Meeting a new friend	Tracks 01–04	<i>Identifying the main idea</i>	6
2	Sports Day	Tracks 05–08	<i>Identifying details that support a main idea</i>	10
3	Eating culture	Tracks 09–12	<i>Locating specific information</i>	14
4	TV guide	Tracks 13–16	<i>Listening for inference</i>	18
5	A new shopping centre	Tracks 17–20	<i>Listening for tones and attitude to identify the speaker's feeling</i>	22
Revision 1	Visiting Italy	Tracks 21–24	<i>Testing the strategies from Units 1–5</i>	26
6	Chinese New Year	Tracks 25–28	<i>Predicting the likely development of the topic</i>	30
7	Special talents	Tracks 29–32	<i>Understanding the connection between ideas</i>	34
8	English Fun Week	Tracks 33–36	<i>Understanding poems</i>	38
9	Helping the environment	Tracks 37–40	<i>Integrated listening and reading exercise</i>	42
Revision 2	A new wardrobe	Tracks 41–44	<i>Testing the strategies from Units 6–9</i>	46

\* QR codes are provided for easy access to the recordings in this part.



## Reading

Units	Themes	Strategies	Page
10	Dinner buffet	<i>Identifying the main idea</i>	50
11	A perfect prefect	<i>Identifying details that support a main idea</i>	54
12	A trip to Tokyo	<i>Locating specific information</i>	58
13	Shopaholic	<i>Distinguishing facts from opinions</i>	62
14	A Christmas party	<i>Making reference</i>	66
Revision 3	Hiking fun	<i>Testing the strategies from Units 10–14</i>	70

15	Cookery class	<i>Working out the meanings of unknown words and expressions</i>	74
16	A bad day	<i>Making inference</i>	78
17	A trip to Europe	<i>Identifying key words</i>	82
18	At the beach	<i>Understanding literary features</i>	86
<b>Revision 4 Sports World</b>		<i>Testing the strategies from Units 15–18</i>	90



## Writing

Units	Themes	Strategies	Page
19	Summer holiday	<i>Understanding the format / requirements of an e-mail</i>	94
20	Finding a school post	<i>Understanding the format / requirements of a formal letter</i>	96
21	A pen friend from England	<i>Understanding the format / requirements of an informal letter</i>	98
 22	A travel experience	<i>Understanding the requirements of a suggestion letter</i>	100
 23	A new classmate	<i>Understanding the requirements of a description</i>	102
24	Learn outside the classroom	<i>Understanding the format of an article</i>	104
25	A holiday dream	<i>Understanding the requirements of a story</i>	106
26	A boat trip	<i>Understanding the requirements of a diary entry</i>	108
27	A farewell party	<i>Understanding the requirements of an article</i>	110

\* Students may refer to the Grammar part to help themselves with the extended writing in this part.



## Speaking

Units	Themes	Strategies	Page
28	A new school	<i>Individual presentation: Reading a mind map</i>	112
29	Famous dishes	<i>Individual presentation: Elaborating ideas</i>	114
30	Mid-Autumn Festival	<i>Individual presentation: Giving explanations of ideas</i>	116
<b>Pre DSE</b> 31	In my collection	<i>Group interaction: Seeking information</i>	118
32	Summer camp	<i>Group interaction: Giving suggestions and reasons</i>	120



## Grammar

Units	Grammar points	Page
33	Modals ( <i>Yvonne <b>can</b> speak and write English fluently.</i> )	122
34	The present tenses ( <i>Jack <b>is</b> a film lover. He <b>watches</b> a film every week.</i> )	123
35	Prepositions ( <i>We will have the party <b>at</b> Sarah's home <b>on</b> Monday.</i> )	124
36	Adjectives ( <i>Judy is <b>good-looking</b>. She has <b>big</b> eyes.</i> )	125
37	The past tenses ( <i>Sam <b>had</b> a nightmare last night. He <b>was</b> very frightened.</i> )	126
38	Pronouns ( <i><b>I</b> had dinner with <b>my</b> friends last week. <b>We</b> had a great time.</i> )	127
39	Gerunds and to-infinitives ( <i>I like <b>shopping</b>. I want <b>to buy</b> a dress this time.</i> )	128

**Pre DSE**

refers to the taught Pre-DSE exam skills

**Appendix**

Mock Papers (Listening, Reading, Writing, Speaking)

Answer Key



# 7

## Special talents

Listening



### Listening strategy Understanding the connection between ideas

- ◆ There is often more than one idea within a sentence or a paragraph. We can listen to the transition words to know the connection between ideas.
- ◆ Here are some examples of transition words:
  1. Addition: e.g. and, too, also, in addition
  2. Contrast: e.g. but, however
  3. Purpose: e.g. in order to
  4. Cause-and-effect: e.g. because, since, therefore
  5. Sequence: e.g. first, then, after that, lastly

### Vocabulary building



Track 29

**A** Serena is talking about her classmates who have special talents in different aspects. Listen to what she says. Write the correct letters in the boxes.

- a. Susan    b. Alex    c. Karen    d. Joe



Listen to various transition words to develop awareness.

1.



playing the violin

2.



doing ballet

3.



storytelling

4.



painting

### Warm-up exercise



Be careful of transition words that indicate contrasts.



Track 30

**B** Serena, the chairperson of the Student Union, is going to help organise a talent show at Christmas. Listen to the conversation between Serena and her teacher Mr Cheung. Help Serena complete her notes.

#### Serena's notes

1. Performance(s):

- |                              |                                    |                                |
|------------------------------|------------------------------------|--------------------------------|
| <input type="radio"/> drama  | <input type="radio"/> singing      | <input type="radio"/> painting |
| <input type="radio"/> ballet | <input type="radio"/> storytelling | <input type="radio"/> jazz     |
| <input type="radio"/> violin | <input type="radio"/> piano        | <input type="radio"/> magic    |

2. Club(s) to inform:

- |                                    |                                    |                                  |
|------------------------------------|------------------------------------|----------------------------------|
| <input type="radio"/> Drama Club   | <input type="radio"/> Dance Club   | <input type="radio"/> Music Club |
| <input type="radio"/> English Club | <input type="radio"/> School Choir | <input type="radio"/> Art Club   |


**Reading strategies revised:**

	Part 1	Part 2
Identifying the main idea	✓	✓
Identifying details that support a main idea		✓
Locating specific information		✓
Distinguishing facts from opinions	✓	
Making reference	✓	✓

**Part 1 Polly is reading a leaflet about hiking. Read the leaflet. Choose the best answer.**

### All about Hiking

Hiking is a healthy and enjoyable activity. It is a great way for people to improve their physical fitness. Not only can we become healthier, but we can also relax in the countryside. We can have a great time with our companions.

The Leisure and Cultural Services Department has recommended 44 hiking trails to the general public in Hong Kong. These trails are divided into four categories: nature routes, scenery routes, heritage routes and family routes. Considering the locations, distances and levels of difficulty, we can choose the route suitable for our family and friends.

There are a number of safety rules to follow. Before we go hiking, we should brief our companions on the route so that everyone knows if there are any possible danger spots. We should check the weather conditions to ensure that the weather is suitable for hiking. We should tell our family about the details of the hike, such as where we are going and when we expect to return.

We should bring along some necessary items. Food and water can provide us with energy. We should also have mosquito repellents, a cap and an umbrella in our backpack. Most importantly, we must bring a map of the hiking route and a mobile phone. In case of emergency, a first-aid kit, a flashlight and a whistle will be very helpful.

With all the preparations done, all of us will be able to experience the pleasure of hiking. Enjoy the fresh air and the panoramic view of nature!

5

10

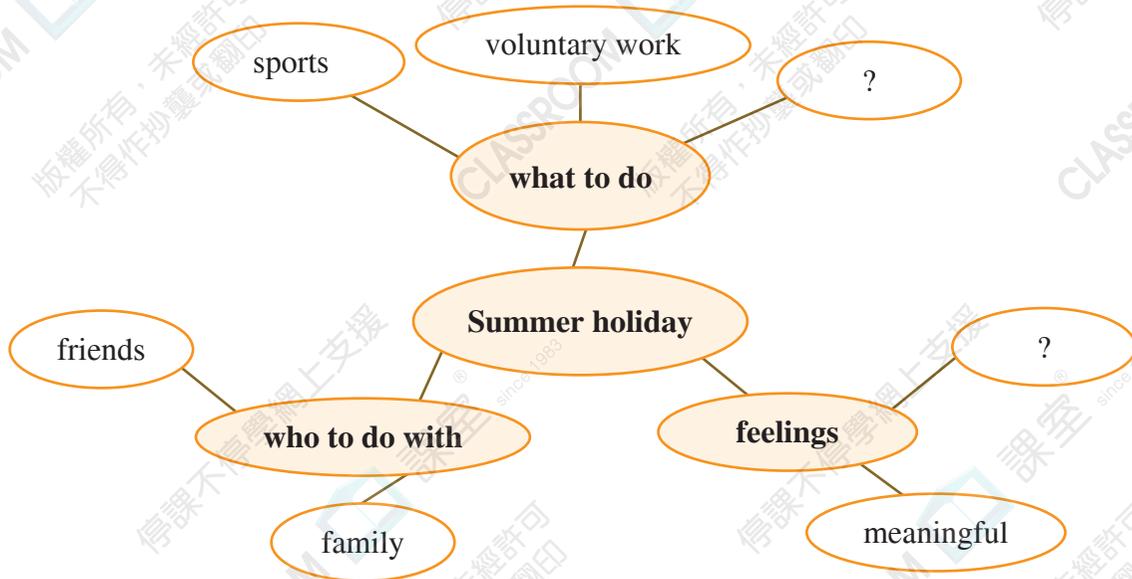
15

20

## Exercise: Extended writing

### C Alice has just received the e-mail from Janet.

You are Alice. Write a reply e-mail to Janet on a **separate** sheet of paper in about 110 words. Begin your e-mail with 'Hi Janet' and sign it with 'Alice'. You may use the mind map and the table below to help you.



<b>Beginning</b>	<ul style="list-style-type: none"> <li>• Hi Janet,</li> <li>• I'm glad to hear from you.</li> <li>• I'm fine, thanks.</li> <li>• It's good to get your e-mail.</li> </ul>
<b>Main body</b>	<p>In reply to 'Did you have a great time in your summer holiday?'</p> <ul style="list-style-type: none"> <li>• I played badminton with...</li> <li>• I participated in voluntary work...</li> <li>• I joined a summer course...</li> </ul> <p>In reply to 'Are you free to have lunch together next Sunday?'</p> <ul style="list-style-type: none"> <li>• I'll be free...</li> <li>• That's great to...</li> <li>• I'm sorry that I'm not available...</li> </ul>
<b>Ending</b>	<ul style="list-style-type: none"> <li>• See you next Sunday!</li> <li>• Have a nice weekend!</li> <li>• Alice</li> </ul>

## Exercise: Group interaction

**C** You and two other members of the Collection Club are going to organise the Collection Week at school. You are discussing your plans for the event.

In your discussion, you may include:

- when to have the event
- where to have the event
- what kinds of collections to show
- what students can do
- who to invite
- any other important details

### Pre-DSE Exam Skill

#### Responding with formulaic expressions

There are a set of expressions you may use during a group discussion. These expressions serve different purposes. Some ask for others' opinions (e.g. 'What do you think about it?'), some invite others to comment (e.g. 'Do you have any ideas?') and some comment on others' opinions (e.g. 'I think this idea is nice, but we have to consider...'). Remember to explain more on your opinions instead of just repeating others' ideas.



Don't talk about your ideas only. Invite your group members to give comments on your ideas. You can also encourage shyer group members to speak by asking them questions.

*You may begin by saying:*

We're going to organise the Collection Week very soon. What should we do?



# 33

## Modals (can, would, etc.)

\* This unit may help you with the extended writing in Unit 20.



### Grammar notes

#### Usage

- ◆ We use 'can' and 'could' to talk about the ability of someone or something.  
Yvonne **can** speak and write English fluently.  
The librarian **could** finish the job well on time.
- ◆ We can use 'could' and 'would' to make requests politely. We often use 'would' with 'like'.  
**Could** you please fill in the application form?  
I **would** like to gain more experience in helping schoolmates.

#### Form

- ◆ We use a modal with a bare infinitive.
- ◆ Modals do not change their form in the third person singular.
- ◆ We can add 'not' to show negative meaning, e.g. 'cannot', 'could not'.
- ◆ We use a to-infinitive with 'would like', e.g. 'would like to do'.

### Exercise

#### A Circle the modals. State the function (Ability / Request) of the modals.

- Gigi can speak more than six languages. ( )
- Would you help me lift the box? It's heavy. ( )
- Fion could not swim in the past but she can swim fast now. ( )
- I would like to invite you to my graduation party. ( )
- Could you teach me how to do the Geography homework? ( )

#### B Complete the application letter by filling in the boxes with the correct letters.

a. can    b. cannot    c. could    d. could not    e. would

Dear Sir / Madam,

I 1.  like to apply to be a volunteer in your society. I know your society devotes to saving poor animals. I am an animal lover. I 2.  join your society in the past because I was too busy with my schoolwork. Now I am available to help, and I 3.  like to take care of the animals. I 4.  take good care of them well as I have two dogs in my home. Although I 5.  type Chinese, I 6.  type English fast. I hope I 7.  have the chance to join your society. It 8.  be an invaluable experience for me. Thank you.

Yours faithfully,  
Timmy Chan



## Part 2

Track 46

*Tina, a 10-year-old girl, is talking with her mum about what they did last night.*

You have 30 seconds to read the questions below.

The six dialogues will be played once only. Listen to the dialogues and answer each question that follows when you hear the beep.

1. Where did Tina and her mum go last night? They went to the \_\_\_\_\_.
  - A. zoo
  - B. circus
  - C. pet shop
  - D. safari
2. Mum thinks that the tiger wouldn't get hurt easily because \_\_\_\_\_.
  - A. the tiger is clever
  - B. the fire hoop is not dangerous
  - C. the tiger is well-trained
  - D. the trainers would save them
3. Tina finds that some trainers are \_\_\_\_\_.
  - A. interesting
  - B. greedy
  - C. poor
  - D. cruel
4. Mum thinks that some people keep animals \_\_\_\_\_.
  - A. to take care of them
  - B. to make money
  - C. as their friends
  - D. to save money
5. The groups take photos of the injured animals because they want to \_\_\_\_\_.
  - A. get help from the vet
  - B. be famous
  - C. show people the truth
  - D. threaten the circus
6. How will Tina find more information?
  - A. ask her friends
  - B. call the staff
  - C. join the groups
  - D. surf the Net

### Part 3

Read the following short descriptions about magazines. Choose one which would be best for each youngster.

1. Mania

This is a monthly magazine featuring interviews with crazy collectors who collect a lot of interesting things. Readers can submit articles and photographs of their collections to the magazine to share their stories.

2. Trend Weekly

Each issue features the news, interviews and photographs of Hong Kong pop singers. Fans can join the lucky draws to win posters or cards of their idols. The magazine also arranges gatherings to let fans meet and chat with their idols.

3. Past & Present

This magazine aims to let teenagers know more about Hong Kong's history. It contains interviews with the elderly in Hong Kong, old articles and photographs. The last issue featured an interview with a retired postman and photographs of stamps in the 50s.

4. Pop Magazine

See what the pop singers do every day! This weekly magazine keeps you updated with the latest news of pop stars in Hong Kong and all over the world. It also features a TV guide and horoscopes of the week.

5. Get! for Teens

Articles about family, friendship, studies, love and money are included in each issue. Readers are encouraged to write to the experts of the magazine about their problems. The experts will comment on the problems and give advice.

Choose the best answer and blacken the circle in the Answer Booklet.

1. Alan is a big fan of Linda Chan, a pop singer in Hong Kong. He wants to know everything about her. He loves reading her interviews. He is also a fan of some new pop singers in Hong Kong, but he is not interested in any foreign singers.

A good magazine for Alan is \_\_\_\_\_.

- A. *Get! for Teens*
- B. *Trend Weekly*
- C. *Past & Present*
- D. *Pop Magazine*