






































































# Unit 2 Just for fun!

**Overview:** This unit is about hobbies. Students will read, listen and talk about different kinds of hobbies. They will also complete a task (writing an article about a hobby for a school magazine) using the vocabulary and language items presented in the pre-task support.

	<b>Objectives</b> To enable students to ...	<b>Resources</b> Available online  / for download  / in print  (▶ Assignable by teacher / ❖ Accessible by student)
<b>Warm-up p. 29</b> Complete a matching activity and talk about hobbies 10 minutes	<ul style="list-style-type: none"> <li>• identify common hobbies</li> <li>• talk about hobbies</li> </ul>	<b>Alternative warm-up resources:</b> <ul style="list-style-type: none"> <li>▶ Topic Intro Video </li> <li>▶ Topic Intro Worksheet  </li> </ul>
<b>Reading 1 &amp; Comprehension 1</b> <i>pp. 30–33</i> <b>Interview:</b> <i>My tiny world</i> <b>Value:</b> Make good use of your time <b>Reading skill:</b> Working out the meaning of words and phrases (I) 2 lessons	<ul style="list-style-type: none"> <li>• acquire knowledge about collecting miniatures</li> <li>• learn about ways of talking about a hobby</li> <li>• reflect on and discuss the value 'Make good use of your time'</li> <li>• learn and apply the skill of working out the meaning of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>▶ Reading PPT  </li> <li>▶ Reading Skill PPT  </li> <li>▶ Comprehension PPT  </li> <li>▶ Extra Comprehension Questions </li> <li>▶ Simplified Reading Text &amp; Comprehension Exercise </li> <li>▶ Level up! Comprehension Sheet </li> <li>❖ Audio &amp; Animated Text </li> <li>❖ Online Comprehension Exercise </li> <li>▶ Workbook </li> </ul>
<b>Reading 2 &amp; Comprehension 2</b> <i>pp. 34–36</i> <b>Article:</b> <i>Dance to the beat of K-pop</i> <b>Value:</b> Work hard to achieve your goal 1.5 lessons	<ul style="list-style-type: none"> <li>• acquire knowledge about K-pop dancing</li> <li>• study the features of an article to prepare for writing one in the Task</li> <li>• apply and develop the value 'Work hard to achieve your goal'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Reading PPT  </li> <li>▶ Comprehension PPT  </li> <li>▶ Extra Comprehension Questions </li> <li>▶ Simplified Reading Text &amp; Comprehension Exercise </li> <li>▶ Level up! Comprehension Sheet </li> <li>❖ Audio &amp; Animated Text </li> <li>❖ Online Comprehension Exercise </li> <li>▶ Workbook </li> </ul>
<b>Word Families p. 37</b> Parts of speech 1 lesson	<ul style="list-style-type: none"> <li>• identify words of different parts of speech and use them effectively</li> </ul>	<ul style="list-style-type: none"> <li>❖ Online Word Families Exercise </li> <li>▶ Workbook </li> </ul>
<b>Vocabulary 1–2</b> <i>pp. 38–39</i> <b>1:</b> Hobbies <b>2:</b> Reasons to have hobbies 1–2 lessons	<ul style="list-style-type: none"> <li>• develop vocabulary for hobbies</li> <li>• develop vocabulary for reasons to have hobbies</li> </ul>	<ul style="list-style-type: none"> <li>▶ Graded Vocabulary Worksheets </li> <li>❖ Online Vocabulary Study </li> <li>❖ Online Vocabulary Exercises </li> <li>▶ Workbook </li> <li>▶ Vocabulary Booster </li> </ul>

	<b>Objectives</b> To enable students to ...	<b>Resources</b> Available online  / for download  / in print  (▶ Assignable by teacher / ❖ Accessible by student)
<b>Language 1–3 &amp; Language Roundup</b> <i>pp. 40–44</i> <b>1:</b> Asking for different kinds of information ( <i>Wh</i> -questions) <b>2:</b> Talking about people, places or things (Indefinite and definite articles) <b>3:</b> Talking about possibility ( <i>Can</i> )  3–4 lessons	<ul style="list-style-type: none"> <li>• use <i>wh</i>-questions to ask for different kinds of information</li> <li>• use indefinite and definite articles to talking about people, places or things</li> <li>• use <i>can</i> to talk about possibility</li> </ul>	<ul style="list-style-type: none"> <li>▶ Grammar PPTs  </li> <li>▶ Graded Grammar Worksheets </li> <li>▶ Diagnostic Grammar Assessment (for 1)  </li> <li>❖ Online Language Exercises </li> <li>❖ Grammar Revisions </li> <li>❖ Online Language Roundup Exercise </li> <li>▶ Grammar Book Units 17, 5, 19 </li> <li>▶ Workbook </li> </ul>
<b>Listening p. 45</b> A survey interview about hobbies <b>Listening skill:</b> Listening for factual information  1 lesson	<ul style="list-style-type: none"> <li>• learn and apply the skill of listening for factual information</li> </ul>	<ul style="list-style-type: none"> <li>❖ Online Listening Exercise </li> <li>▶ Listening Book </li> </ul>
<b>Speaking p. 46</b> Talking about a collection <b>Speaking skill:</b> Short vowels  1 lesson	<ul style="list-style-type: none"> <li>• learn and apply the correct ways to pronounce short vowels</li> </ul>	<ul style="list-style-type: none"> <li>▶ Speaking PPT  </li> <li>❖ Online Speaking Exercise </li> </ul>
<b>Task pp. 47–52</b> Write an article about a hobby <b>Writing skill:</b> Using titles and subheadings  3–4 lessons	<ul style="list-style-type: none"> <li>• acquire knowledge about the stylistic, structural and linguistic features of an article</li> <li>• learn and apply the skill of using titles and subheadings</li> <li>• produce an article using what they have learnt in the unit</li> </ul>	<ul style="list-style-type: none"> <li>▶ Task PPT  </li> <li>▶ Task Sheet </li> <li>▶ Task Model </li> <li>❖ Online Task Exercise </li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>▶ Unseen Dictation  </li> <li>▶ Unit Test </li> <li>❖ Vocabulary Bank Audio </li> <li>❖ e-Dictation </li> <li>❖ Self-assessment </li> <li>▶ Workbook </li> </ul>	<b>Enrichment</b>
		<ul style="list-style-type: none"> <li>❖ Skill-based Reading Practice </li> <li>❖ Extra Listening Practice </li> <li>▶ Extra Reading Practice </li> <li>▶ Vocabulary Booster </li> </ul>

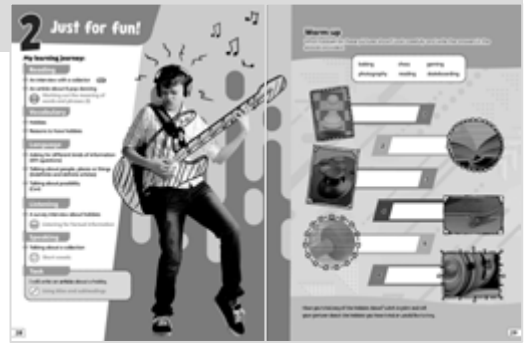
## OPENING PAGE & WARM-UP (pp. 28–29)

### Resources

- ▶ Topic Intro Video [WEB](#)
- ▶ Topic Intro Worksheet [WEB](#) [DL](#)

### Lead-in

- *What do you do for fun in your free time?*
- *Do you collect anything? If so, what do you collect and why?*
- *What kinds of things have you learnt from your hobbies and interests?*



### Teaching ideas

- Tell students that they are going to do match some close-up pictures with the hobbies in the box. Start by checking students' understanding of the six hobbies. Help **weaker students** by giving them clues, e.g. *This hobby is a game that is played on a board. (chess)*. **Stronger students** can be asked to work in groups of three with each person thinking of two things they know about each hobby.
- To go over the answers, ask students to tell the class what they see in each picture (1: a chess piece (pawn) on a chessboard, 2: the spine and pages of a book, 3: the control buttons on a console, 4: a wheel of a skateboard, 5: the end of a rolling pin, 6: the lens of a camera).
- Check students' responses to the discussion question by asking: *Have you tried any of the hobbies above?* After students have discussed in pairs, they can share their experiences of the hobbies with the class. Encourage **stronger students** to say why they would like to try a hobby, e.g. *I would like to try baking because I love cupcakes.*

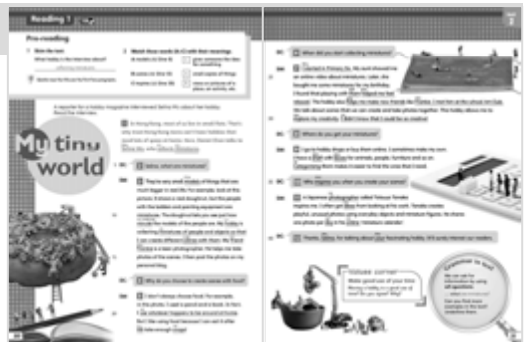
### Note

- In this unit, students will learn about the hobbies of collecting miniatures (Reading 1), K-pop dancing (Reading 2) and photography (p. 48 of the Task).

## READING 1 (pp. 30–31)

### Resources

- ▶ Reading PPT [WEB](#) [DL](#)
- ▶ Simplified Reading Text & Comprehension Exercise [DL](#)
- ▶ Extra Reading Practice [DL](#)
- ❖ Audio [WEB](#)
- ❖ Animated Text [WEB](#)
- ▶ Workbook [DL](#)



### Lead-in

- *Do you collect things? If so, what do you collect and why? If not, do you know anyone who collects things? What do they collect?*
- *Name some things that people commonly collect. (e.g. comics, fast food meal toys, key rings, magnets)*
- *Why do you think people like collecting things?*

### Teaching ideas

- **Q1:** This question encourages students to practise skimming. Draw their attention to the lightbulb tip. You can point out that the answer should be a gerund, i.e. a noun with an *-ing* ending. Help **weaker students** by giving them the clue that the person being interviewed likes *collecting* and then asking them what the person collects (*miniatures*).

- **Q2:** This question encourages students to practise guessing the meaning of words. Ask them to skim the whole text to get the gist quickly before they do the matching. Show students how knowing the part of speech of a word can help them match it with its meaning, e.g. *inspires* is a verb so they should match it with a meaning that starts with a verb.

### While-reading questions

- What do 'DC' and 'SW' stand for? (*Daniel Chan and Selina Wu*)
- Who is asking the questions? (*Daniel Chan*)
- According to paragraph 3, what does Selina do with the photos of the scenes? (*She posts them on her personal blog.*)
- Which photo on the pp. 30–31 is being described in paragraph 5? (*the photo in the bottom left corner of p. 30, showing five miniature people on a pencil on top of an open book*)
- Name one type of miniature in Selina's collection mentioned in paragraph 9? (*animals / people / furniture*)
- According to paragraph 7, who got Selina interested in her hobby? (*her aunt*)
- Who is paragraph 11 about? (*Tatsuya Tanaka*)

### Reading strategies

#### While-reading: Underlining key words and phrases

- When we read, it can be useful to underline key words and phrases that we think may be important information, e.g. some key words and phrases in paragraph 1 are *hobbies*, *Selina Wu* and *collects miniatures*. This could help students better remember key pieces of information and locate it more easily.

#### Post-reading: Expanding ideas

- Ask students to use the photographs in the text as inspiration for their own photos that combine figurines or other toys with real objects.

### Grammar in text

#### Wh-questions

... what are miniatures? (line 5)

Why do you choose to create scenes with food? (line 17)

When did you start collecting miniatures? (line 23)

Where do you get your miniatures? (line 31)

Who inspires you when you create your scenes? (line 35)

### Values corner — Make good use of your time

Sample answer: *I agree, because having a hobby can help us relax. / I disagree because a better use of our time is to study more so we can improve our grades.*

- Time management and how to achieve a good work-life balance is essential to a healthy, stress-free life. We can make good use of our time working and also relaxing. The key is to find the right balance between the two.

### Text analysis

- The text is an informal **interview**. It contains a series of questions and answers, and eye-catching photos of miniature scenes. It introduces the hobby of collecting miniatures and focuses on the interesting angle of how the collector, Selina Wu, uses miniatures to take interesting photos.
- The interview aims to find out about Selina's hobby. The tone is friendly. The use of open-ended *wh*-questions encourages Selina to give more information in her answers.

- The design of the title *My tiny world* emphasises the word *My* to show that it is about Selina's personal experience. A smaller size of the word *tiny* emphasises its meaning of 'very small'. The interaction of design and text is one way to make an article look interesting to readers.

	Purpose(s)
Paragraph 1	<ul style="list-style-type: none"> <li>to introduce the idea that not all hobbies are suitable for people who live in Hong Kong</li> <li>to introduce the interviewee, Selina Wu</li> </ul>
Paragraphs 2, 4, 6, 8, 10	<ul style="list-style-type: none"> <li>to ask questions about Selina's hobby</li> </ul>
Paragraph 3	<ul style="list-style-type: none"> <li>to explain what miniatures are</li> </ul>
Paragraph 5	<ul style="list-style-type: none"> <li>to provide more information about what Selina creates scenes with</li> </ul>
Paragraph 7	<ul style="list-style-type: none"> <li>to explain when and how Selina started her hobby and why she likes it</li> </ul>
Paragraph 9	<ul style="list-style-type: none"> <li>to give information about where Selina gets her miniatures</li> </ul>
Paragraph 11	<ul style="list-style-type: none"> <li>to introduce the Japanese artist, Tatsuya Tanaka, who inspired Selina</li> </ul>
Paragraph 12	<ul style="list-style-type: none"> <li>to conclude the interview</li> </ul>

### Background information

**Tatsuya Tanaka** was born in 1981 in Kumamoto, Japan. He is an artist well-known for his fun, creative photographs of miniatures. Since April 2011, he has been sharing one new photo per day on his online miniature calendar. His works have been exhibited around the world. Collections of his photographs have been published in books, which include *Small Wonders* and *Miniature Life*.

### Visual Arts (Photography)

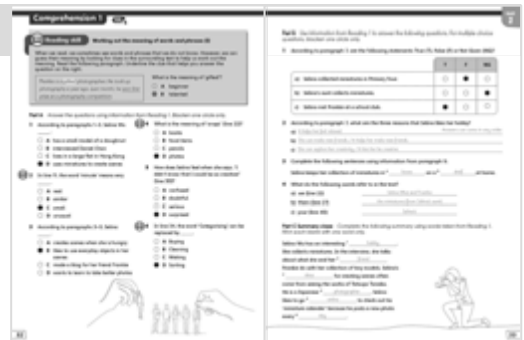
- The article about collecting miniatures and taking photos of them together with everyday objects can help students broaden their knowledge base in Visual Arts, which includes photography.

**Activity:** Take photos of or sketch figurines interacting with items of stationery or other categories of everyday objects (e.g. food) and write a brief description of each photo or sketch.

## COMPREHENSION 1 (pp. 32–33)

### Resources

- ▶ Reading Skill PPT [WEB](#) [DL](#)
- ▶ Comprehension PPT [WEB](#) [DL](#)
- ▶ Extra Comprehension Questions [DL](#)
- ▶ Level up! Comprehension Sheet [DL](#)
- ❖ Online Comprehension Exercise [WEB](#)
- ❖ Skill-based Reading Practice [WEB](#)
- ▶ Workbook [DL](#)



## Reading skill: Working out the meaning of words and phrases (I)

### Teaching ideas

- Go over the explanation in the Reading skill box. Point out that although we may not always know the exact meaning of a word, we can often work out the gist of its meaning. Words and phrases like *i.e.*, *such as*, *in other words*, etc. can also help signal the meaning. To illustrate this, use the following example to show how to work out what *trim* means:

*I collect bonsai trees and need to **trim** them regularly. In other words, I cut off some of their leaves and branches to keep them small.*

### Part A

- Q1:** Selina states that she creates *different scenes* (line 13) with *miniatures of people and objects* (line 12).
- Q2:** The context shows that Selina is describing size and the doughnut shows how small the figures are.
- Q3:** Selina uses *whatever happens to be around at home* (line 20), i.e. *everyday objects*.
- Q4:** The collocation with the verb *take* (line 22) is a clue that the answer is photos. *Snaps* is an informal word for *photos*.
- Q5:** The phrase *I didn't know that* (line 30) shows surprise at something unexpected. Selina's tone is positive because she is pleasantly surprised that she is able to show her creativity with her hobby.
- Q6:** The clues in the surrounding text show that Selina uses boxes for different types of miniatures to make it easier to find the miniatures, i.e. she uses boxes for sorting the miniatures.

### Part B

- Q1:** For True / False / Not Given questions, students can use the key words in the statements to help them quickly locate the relevant information in the text. If students have underlined key words while reading the text, they may find it easier to match them with key words from the statements.
  - a) Selina did not collect miniatures in Primary Four because she started collecting them in Primary Six.
  - b) No information is given about the aunt's hobbies.
  - c) In line 28, Selina states that she met Frankie at the school Art Club.
- Q2:** Since the question is asked in the simple present, answers must also be provided in the simple present. The phrase *helped me* (line 27) introduces the first reason, *also helps me* (line 28) introduces the second reason and *allows me* (line 29) introduces the third reason.
- Q3:** Gap fill questions require careful reading of the surrounding words. The use of prepositions in the sentence provides clues because something is put *in* boxes and *on* a shelf. The lack of an article before the first blank suggests a plural while the article 'a' before the second blank suggests a single noun.
- Q4:** For **weaker student**, point out that the three reference words refer back to something mentioned earlier in the text.
  - a) The pronoun *we* hints that the answer is more than one person and includes the person who says *we*.
  - b) The pronoun *them* indicates that the answer is a plural form.
  - c) The pronoun *your* hints that the answer is a personal possessive form.

### Part C

- An awareness of the main idea of each paragraph is helpful so that students can more easily focus their search for suitable words in the relevant paragraphs.
- Q1:** The phrase *an interesting* before the blank is a hint that the answer is a singular noun.
- Q2:** The pronoun *her* hints that the missing word describes Selina's relationship to Frankie.
- Q3:** Information about Selina's interest in Tatsuya Tanaka's work is in paragraph 11. The possessive form Selina's hints that the missing word is a noun.
- Q4:** Students can predict that the answer describes Tanaka's job.
- Q5:** The reference to the website *miniature calendar* is a clue that the missing word is *online*.
- Q6:** The word *every* before the blank is a clue that students must complete a phrase about frequency.

### Extra comprehension questions for weaker students

- 1 According to paragraph 3, what activity are the people in the doughnut photo doing? (*painting*)
- 2 What do Frankie and Tatsuya Tanaka have in common? (*They are both photographers / take photos of miniatures.*)
- 3 According to paragraph 7, why did Selina's aunt buy Selina her first miniatures? (*because it was Selina's birthday*)
- 4 Which two places does Selina buy miniatures? (*hobby shops and online*)
- 5 Which word in paragraph 5 shows that Tatsuya Tanaka's photos are fun? (*playful*)

### Extra comprehension questions for stronger students

- 1 Who is Daniel Chan? (*a reporter for a hobby magazine / the interviewer*)
- 2 According to paragraph 3, where can you see the photos that Frankie and Selina take? (*on Selina's personal blog*)
- 3 Based on Daniel Chan's question in paragraph 4, what does he think Selina always does? (*She always creates scenes with food.*)
- 4 Which phrase in paragraph 9 shows that Selina has more than three types of miniatures? (*and so on*)
- 5 What attitude towards Selina does Daniel show at the end of the interview? (*thankful / grateful*)

## READING 2 (pp. 34–35)

### Resources

- ▶ Reading PPT [WEB](#) [DL](#)
- ▶ Simplified Reading Text & Comprehension Exercise [DL](#)
- ▶ Extra Reading Practice [DL](#)
- ❖ Audio [WEB](#)
- ❖ Animated Text [WEB](#)
- ▶ Workbook [DL](#)



### Lead-in

- *Are you a fan of K-pop? Have you ever tried K-pop dancing?*
- *What is your favourite K-pop dance?*
- *Where can you do K-pop dancing?*
- *What are the health benefits of dancing?*

### Teaching ideas

#### Pre-reading box

- **Q1:** Remind students that skimming means reading a text quickly to get the gist. Draw students' attention to the light bulb. The title and the subheadings will often summarise the main idea of an article.
- **Q2:** Remind students that names are proper nouns, so they start with capital letters. For **weaker students**, you could tell them to scan paragraph 3 for the answer.

### While-reading questions

- What does the *K* in *K-pop* stand for? (*Korean*)
- According to paragraph 1, what are hip hop, jazz and breakdancing? (*[popular] dance styles*)
- According to paragraph 3, how do some dancers show their creativity? (*by coming up with their own dance moves*)
- According to paragraph 4, how long has Joey Hak been K-pop dancing for? (*a year*)
- According to paragraph 5, what school events give students a chance to K-pop dance? (*dance competitions*)

### Reading strategies

#### Post-reading: Summarising

- Encourage students to summarise the main point of the article by thinking of an alternative title, e.g. *Could K-pop dance be your new hobby?*

### Grammar in text

#### Definite articles

- the beat* (title)
- the dance* (line 3)
- the catchy music* (lines 7–8)
- The movements* (line 9)
- the right moves* (lines 15–16)
- the right time* (line 16)
- the song's lyrics* (line 20)
- the girl group* (line 21)
- the members* (line 22)
- the words* (line 23)
- the original dance moves* (lines 27–28)

#### Indefinite articles

- a great way* (line 1)
- an energetic dance style* (line 6)
- A K-pop dance fan's view* (line 31)
- a student* (line 32)
- a year* (line 33)
- an excellent way* (lines 37–38)
- a try* (line 45)

### Values corner — Work hard to achieve your goal

Sample answer: *It helps you stay focused. It also motivates you and gives you the confidence to do well.*

- Very few of us are lucky enough to achieve our goals without effort. Most of us need to work hard and practise often.

### Text analysis

- The text is an **article** about K-pop dance. It makes use of subheadings to make the information easier to digest. The title provides a positive start by encouraging readers to *Dance to the beat of K-pop* and colourful design is eye-catching.
- The opening paragraph uses a play on words (emphasised by design) when it spells the word *crazy* as *K-razy* with the letter *K* standing for *Korean*.
- The article is written for teenagers and is illustrated with photos of the target readers. The writing style is informal, making use of questions as subheadings to organise the text in a chatty way. The article aims to share the writer's positive feelings about K-pop dancing with readers, so the tone is enthusiastic.

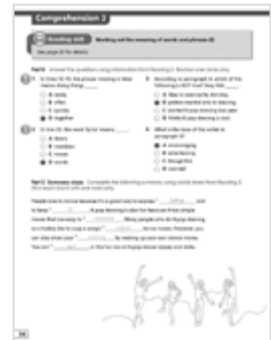


	Purpose(s)
Paragraph 1	<ul style="list-style-type: none"> <li>to introduce K-pop dancing</li> </ul>
Paragraph 2	<ul style="list-style-type: none"> <li>to describe the main features of K-pop dance</li> </ul>
Paragraph 3	<ul style="list-style-type: none"> <li>to explain what is special about K-pop dance moves</li> <li>to provide examples of K-pop dance moves</li> </ul>
Paragraph 4	<ul style="list-style-type: none"> <li>to give one person's reasons to choose K-pop dance as a hobby</li> <li>to show that students like K-pop dance</li> </ul>
Paragraph 5	<ul style="list-style-type: none"> <li>to give two examples of where to practise K-pop dancing</li> </ul>
Paragraph 6	<ul style="list-style-type: none"> <li>to sum up the writer's overall opinion of K-pop dancing</li> <li>to encourage readers to take up K-pop dancing</li> </ul>

## COMPREHENSION 2 (pp. 35–36)

### Resources

- ▶ Comprehension PPT [WEB](#) [DL](#)
- ▶ Extra Comprehension Questions [DL](#)
- ▶ Level up! Comprehension Sheet [DL](#)
- ❖ Online Comprehension Exercise [WEB](#)
- ▶ Workbook [DL](#)



### Teaching ideas

#### Part A

- Go over the six functions with students. The first and last paragraph of a text should be the easiest to match as they usually introduce and end the text respectively. This immediately narrows the choices to four.
- For **weaker students**, you could use the e-Book to highlight key words and phrases in the subheadings to give clues about their functions, e.g. paragraph 4 — *A K-pop dance fan's view* (line 31)

#### Part B

- Q1:** The writer states that K-pop dance is *performed in groups* (line 12), which is a clue that *moving in time* means doing things together.
- Q2:** The use of the possessive *the song's* (line 20) is a clue that options A and B cannot be correct as they are not related to the song. Option C does not make sense when inserted in the sentence.
- Q3:** Option B is false because Joey Hak says that K-pop dance is *more fun* (line 35) than martial arts.
- Q4:** The writer ends with the encouraging suggestion *why not give K-pop dancing a try* (lines 44–45).

#### Part C

- Q1:** In the text, the verb *express* (line 1) is followed by *feelings*. The verb phrase *express (one's) feelings* is a common collocation.
- Q2:** In the text, the verb *keep* (line 34) is followed by *fit*. The verb phrase *keep fit* is a common collocation.
- Q3:** The adjective phrase *are easy to* before the blank hints that the answer is a bare infinitive verb.
- Q4:** The missing word is an adjective to describe *dance moves* that people like to copy.
- Q5:** The possessive pronoun *your* hints that the answer is a noun.
- Q6:** We can say *join a club*, which means *become a member of a club*. However, we can also say *join in the fun* — here, *join* means *take part*.

### Extra comprehension questions for weaker students

- 1 Which word in paragraph 2 shows that K-pop music is easy to remember? (*catchy*)
- 2 According to paragraph 2, why are K-pop movements easy to remember? (*because they are simple*)
- 3 What song is discussed in paragraph 3? (*Knock Knock*)
- 4 Where does Joey Hak live? (*Singapore*)
- 5 According to Joey Hak, apart from exercise, what are two other reasons to take up K-pop dance? (*It is cool and it is an excellent way to make new friends.*)

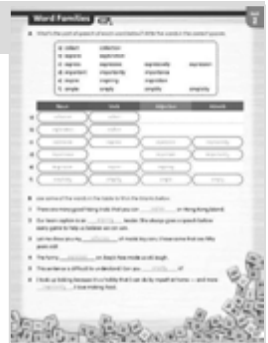
### Extra comprehension questions for stronger students

- 1 Which phrase in paragraph 1 suggests that K-pop dancing is very popular? (*the dance that everyone is K-razy about*)
- 2 According to paragraph 2, why does K-pop dance groups need lots of practice? (*to make sure that every member is doing the right moves at the right time*)
- 3 Which phrase in paragraph 3 has a similar meaning to 'inventing'? (*coming up with*)
- 4 Who does they? (line 28) refer to? (*people who take up K-pop dance*)
- 5 What is your favourite dance style and why? (Student's own answer)

## WORD FAMILIES (p. 37)

### Resources

- ❖ Online Word Families Exercise [WEB](#)
- ▶ Workbook [WB](#)



### Teaching ideas

#### Part A

- Draw students' attention to the following:
  - ▶ The word stress may change in different parts of speech within the same word family, e.g. *ex'plore* — *,explo'ration*; *in'spire* — *,inspi'ration*; *'simple* — *sim'plicity*.
  - ▶ In the pronunciation of *collect* and *collection*, the vowel sound of the first syllable is the short vowel sound /ə/. Remind students not to mispronounce it with a long /ɔ:/sound.
  - ▶ For **stronger students**, you could introduce the concept of primary stress and secondary stress in long words, e.g. *,explo'ration*, *,inspi'ration*.
- You could draw students' attention to the ending of the nouns, and ask for more examples of words with these endings. For **weaker students**, you can give them some words, but in a part of speech other than a noun and ask them to form the noun form, e.g.
  - ▶ *-ion*: *action, decision, completion, education,*
  - ▶ *-ance*: *acceptance, assistance, clearance, guidance*
  - ▶ *-ity*: *ability, activity, possibility, opportunity*

For **stronger students**, you could also ask them to change more words from the reading texts into nouns, e.g.

- ▶ *-ion*: *creation* (from *create* in Reading 1, line 13), *relaxation* (from *relaxed* in Reading 1, line 28), *fascination* (from *fascinating* in Reading 1, line 40)
- ▶ *-ance*: *remembrance* (from *remember* in Reading 2, line 10), *performance* (from *performed* in Reading 2, line 12)
- ▶ *-ity*: *reality* (from *real* in Reading 1, line 7), *creativity* (from *create* in Reading 1, line 13), *speciality* (from *special* in Reading 2, line 17), *originality* (from *original* in Reading 2, line 27), *popularity* (from *popular* in Reading 2, line 2)
- For **stronger students**, you can also introduce the term *suffix* to students.

**Part B**

- Tell students that they need to choose one word from each of the six groups of words in Part A.
- For **weaker students**, go over the six sentences before they complete them on their own. Give them clues as to what part of speech is required for each sentence.
  - ▶ **Q1:** The missing word is a verb (because it follows the modal verb *can*) and is an action related to hiking trails.
  - ▶ **Q2:** The blank is between an article and a noun, so the missing word should be an adjective describing the noun. The indefinite article *an* is a clue that it starts with a vowel sound.
  - ▶ **Q3:** The blank is between a possessive adjective and *of* + a noun / noun phrase, which hints that the answer is a noun.
  - ▶ **Q4:** The blank is before an adjective, which hints that the answer is a noun.
  - ▶ **Q5:** The context asks *you* to do something to a *sentence* that is difficult to understand, i.e. make it simpler.
  - ▶ **Q6:** The missing word is an adverb in a phrase that introduces a reason.
- To familiarise students with the use of the different parts of speech, you can show them the sentences in MORE EXAMPLES. Alternatively, you can use the sentences for extra practice.

**MORE EXAMPLES**






My sister has been **collecting** teddy bears since she was three years old.  
 My brother is interested in space **exploration**. His dream is to become an astronaut one day.  
 Please **express** yourself clearly so that we can all understand.  
 He often moves his arms around to be more **expressive** when he's talking.  
 The storyteller used her voice **expressively** to bring the characters in the story to life.  
 I don't think I need to remind you of the **importance** of a good night's sleep.  
 It is **important** that you read the instructions carefully before you use the machine.  
 The writer often gets a lot of **inspiration** from things happening around her.  
 The musician's enthusiasm has **inspired** a lot of students.  
 The **simplicity** of this game makes it very easy to learn how to play it.  
 It was a **simple** task so we finished it quickly.  
 If you want to join our club, **simply** fill in this form – that's all you need to do!

**Extension**

- Play a bingo game. Students make their own Bingo cards with nine words of their choice from the table. Say a word from the table and a part of speech, e.g. *simple, noun*. If students have the matching part of speech, i.e. *simplicity*, on their Bingo card, they should cross it out. First student to cross out all their words wins.

**VOCABULARY 1** (p. 38)

**Resources**

- ▶ Graded Vocabulary Worksheets 
- ❖ Online Vocabulary Study 
- ❖ Online Vocabulary Exercise 
- ▶ Workbook 
- ▶ Vocabulary Booster 



## Hobbies

### Teaching ideas

#### Part A






- You could start by asking students to guess what the most popular hobby in class is. Then do a quick poll.
- You might want to go over some of the more difficult items with students and familiarise them with the pronunciation by asking them questions, e.g.
  - ▶ *calligraphy* — *Who is learning calligraphy or has learnt calligraphy before? Is / Was it Chinese calligraphy or western calligraphy?*
  - ▶ *martial arts* — *Does anyone do any martial arts? What martial arts do you do?*
  - ▶ *vlogging* — *Does anyone know which two words the word 'vlogging' is made up of? (video + blogging).*
 For **stronger students**, you can introduce the term *portmanteau* to them. (A *portmanteau* is a blending of words in which parts of two or more words are combined into a new word.)
- Draw students' attention to the pronunciation of the word *gaming*. Make sure they pronounce it as /'geɪmɪŋ/, not /'gæmɪŋ/.
- To practise pronunciation, you can ask students to say which of the activities they like or do not like. You can also ask them which musical instruments they play and whether they have any collectibles.

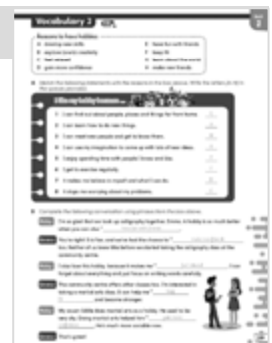
#### Part B

- Remind students that for *collecting ...* and *playing the ...*, they need an object. Also, remind them that they should include the definite article *the* before the name of the musical instrument, e.g. *playing the guitar / the piano / the violin*.
- Ask students to highlight the part of each speech bubble which gives them clues to the answer. This is good practice for training them to complete cloze passages:
  - Q1** — *exploring the countryside, finding amazing views*
  - Q2** — *play online*
  - Q3** — *buy a T-shirt as a souvenir*
  - Q4** — *formed a rock band, make music*
  - Q5** — *keep fit, protect myself*
  - Q6** — *traditional culture*
- You could draw students' attention to the pronunciation of the vowel sounds in the following words, which they may mispronounce:
  - Speech bubble 2** — *gaming* /'geɪmɪŋ/, not /'gæmɪŋ/
  - Speech bubble 3** — *souvenir* /suːvən'ɪə/, not /,səʊvən'ɪə/
  - Speech bubble 5** — *chose* /tʃəʊz/, not /tʃɔɪz/
  - Speech bubble 6** — *traditional* /trə'dɪʃənəl/, not /tɹeɪ'dɪʃənəl/

## VOCABULARY 2 (p. 39)

### Resources

- ▶ Graded Vocabulary Worksheets 
- ❖ Online Vocabulary Study 
- ❖ Online Vocabulary Exercise 
- ▶ Workbook 
- ▶ Vocabulary Booster 



## Reasons to have hobbies

### Teaching ideas

#### Part A

- Start by going over the reasons in the box with students. You could ask them to tell the class which of the reasons apply to them with their own hobbies.
- For **stronger students**, draw their attention to the verbs *develop*, *explore* and *gain* in the expressions. You can ask them to think of other expressions that collocate with the verbs, e.g.
  - ▶ *develop a sense of responsibility / confidence / (one's) talents*
  - ▶ *explore interests / possibilities*
  - ▶ *gain experience / knowledge / an understanding of (something)*
- For **stronger students**, you can ask students to think of other reasons people have hobbies, e.g. *discover (one's) talents, develop (one's) potential, know (one's) strengths and weaknesses, kill time.*

#### Part B

- Ask students to skim the conversation to get a gist of it before filling in the answers.
- You could remind students to highlight the parts of conversation which give clues to the answers.
 

**Q1** —took up calligraphy together

**Q2** —Neither of us knew Mia before we started taking the calligraphy class

**Q3** —I can forget about everything

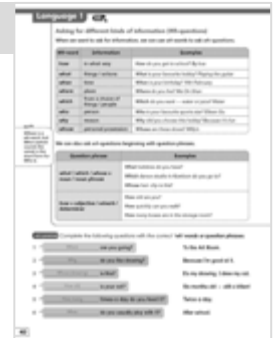
**Q4** —martial arts class, become stronger

**Q5** —used to be very shy, much more sociable now

## LANGUAGE 1 (pp. 40–41)

### Resources

- ▶ Grammar PPT [WEB](#) [DL](#)
- ▶ Graded Grammar Worksheets [DL](#)
- ▶ Diagnostic Grammar Assessment [WEB](#) [DL](#)
- ❖ Online Language Exercise [WEB](#)
- ❖ Grammar Revision [WEB](#)
- ▶ Grammar Book Unit 17 [EB](#)
- ▶ Workbook [EB](#)



## Asking for different kinds of information (Wh-questions)

### Lead-in

- Ask students a few *wh*-questions, e.g. *What is your favourite hobby? Where do you usually do it? Who do you usually do it with? When did you take up the hobby?* Then call on some students to identify the *wh*-question words, and what kind of information is being asked for in each question.
- Encourage students to think of other *wh*-question words and explain what kind of information each one asks for. Build up a list on the board.

### Teaching ideas

- Point out the difference between *what* and *which*. We use *which* when there is a choice, and *what* when we are not talking about choices, e.g.
  - ▶ *Which do you like better — playing ball games or gaming?*
  - ▶ *What is your favourite hobby?*
- Students often confuse the spelling of *whose* and *who's*, so draw their attention to the margin Note box on p. 40.

- To give practice in asking and answering *whose* questions, collect items from students and put them in a bag. Invite various students to take out one item at a time and ask: *Whose \_\_\_\_\_ is this / are these?* Then invite another student to answer the question, e.g. *It's Sandy's.*

### Question phrases

- Ask students which *wh*-words are used to form question phrases (*what* and *how*), and which ones are not used and why. ('*who*', '*when*', '*where*' and '*why*' because it is clear what these question words ask about, i.e. *people or a person, a time, a place, a reason respectively*).
- For **stronger students**, you could ask them to write down three more example sentences using question phrases beginning with *how*.
- We sometimes need to add a noun or noun phrase to *how many* (and *how much*) to specify what we are talking about, e.g. *How many toy cars do you have? How much money do you spend on toy cars?*
- For **weaker students**, you might need to remind them of the difference between *How many* (asking about countable nouns) and *how much* (asking about uncountable nouns). Students will learn about countable and uncountable nouns in Book 1B Unit 5.

### Notes

- Sometimes even if a choice is not explicitly given, we can still use *which* when it is obvious that we are talking about a specific group of things or people, e.g. *Which day of the week are you usually free?* or when you are looking at a map with a friend to choose a hiking route, you could say: *Which route should we choose?*
- Whose* is a question word asking about possession, e.g. *Whose shoes are these? They're Jasmine's, not They're Jasmine.*
- Who's* is the short form for *Who is*, e.g. *Who's the tallest in the class? Ada.*

### Let's practise

- Get students to skim the questions and the answers before completing the sentences.
- After student have completed the exercise. you might draw their attention to Q5 and ask them for another question phrase that can be used instead *How many times.* (*How often*)

### Wh-questions with *to be* and other verbs (p. 41)

- Point out the different tenses (simple present and simple past) used in the example sentences on p. 41. For **weaker students**, show to form *wh*-questions in different tenses by using the same *wh*-question word, e.g. *What is your favourite hobby? What was your favourite hobby when you were small? Why are the chess pieces under the bed? Why were the chess pieces broken?*
- As with *who* and *what*, when we use question phrases as the subject, we put the main verb immediately after the *wh*-phrase, e.g. *Which team won the last game? Whose dog bit the shuttlecock?*



### Notes

- For **Grammar in text**, you can use the e-Book to show examples of *wh*-questions in the reading texts in Reading 1 and Reading 2, or ask students to find the examples in the reading texts.

### MORE EXAMPLES

**Who** is a vlogger in our class?

**What** does a vlogger do?

**When** do you usually go hiking?

**Where** is the nearest sports centre?

**Why** is having a hobby important?

**Which** is easier to learn — cycling or ice-skating?

**How** did you become interested in calligraphy?

**What time** does the game end?

**Which type** of martial arts do you do?

**How many** players do you need?

**How far** is the park?

**How easy** is the puzzle?

**How heavy** is the ball?

**Whose** racket is this?

**Whose** glasses are these?

**Who's** the tallest student in our class?

**Who's** the fastest swimmer in the competition?



- *What are the seven wh-words you learnt in this section? (who, what, when, where, why, which, how)*
- Give four examples of *wh*-phrases using different *wh*-words. (e.g. what colour, which sports, whose pen, how long)
- Where do you put the main verb when *who* and *what* are used as the subject? Give an example. (immediately after the *wh*-word, e.g. Who taught you to play chess? What made you do it?)

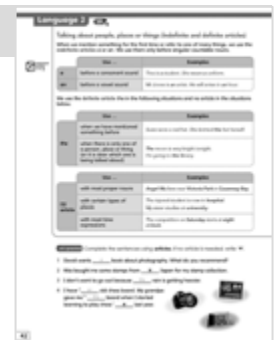
### Let's practise

- Remind students that it is an interview with a martial arts coach so they should use the subject *you* to address the coach. Ask them to read the whole interview before they start to work out the questions.
- For **stronger students**, tell them that they can use some of the words in the answers to form the questions.
- For **weaker students**, help them underline the parts of the answers which can be used to form the questions.  
**Q1** — *took up martial arts when*  
**Q2** — *Because* (For **stronger students**, encourage them to think of a way to ask the question other than repeating *Why did you take up martial arts?*)  
**Q3** — *I prefer*  
**Q4** — *My aunt encouraged me to do this hobby.*  
**Q5** — *I usually practise for about eight hours a week*  
**Q6** — *At home or at the gym*
- Remind students that some questions are in the simple present and some are in the simple past. Tell them to use the verbs in the answers to help them.

## LANGUAGE 2 (pp. 42–43)

### Resources

- ▶ Grammar PPT [WEB](#) [DL](#)
- ▶ Graded Grammar Worksheets [DL](#)
- ❖ Online Language Exercise [WEB](#)
- ❖ Grammar Revision [WEB](#)
- ▶ Grammar Book Unit 5 [WB](#)
- ▶ Workbook [WB](#)



## Talking about people, places or things (Indefinite and definite articles)

### Lead-in

- Write the following sentence on the board and ask students to complete the blanks with *a* or *an*:  
*Dad bought me a skateboard and an electric bike.*
- Ask students what type of word *a* and *an* are (*indefinite articles*). Then ask them why they used two different indefinite articles to complete each blank (*because 'a' is used before a consonant sound and 'an' is used before a vowel sound*).
- Write the following sentence on the board under the sentence above. Ask students what word they would use to complete it:
- The skateboard costs \$700 and the electric bike costs \$6,000.*  
Ask students what kind of word *the* is (*definite article*). Then ask them why they chose *the* to complete the sentence (*because the skateboard and the electric bike were mentioned in the first sentence*).

### Teaching ideas

#### Using indefinite articles

- Remind students of the difference between countable and uncountable nouns, e.g. by naming some nouns (*book, paper, chair, air, window, etc.*) and asking if they are countable or uncountable.
- To make sure students understand the idea of referring to one of many things, you can give more examples, e.g.
  - ▶ *She chose a red ball.* (= It is one of many balls in front of her.)
  - ▶ *Judo is a type of martial art.* (= It is one of many types of martial art.)

#### Note

- Students will learn more about countable and uncountable nouns in Book 1B Unit 5.

#### The indefinite articles *a* or *an*

- Point out to students that we use:
  - ▶ *a* before words that begin with a vowel letter but have a consonant sound, e.g. *a university /ju:ni'vɜ:sɪti/, a one-minute video /wʌn-'mɪnət/.*
  - ▶ *an* before words that begin with a consonant letter but have a vowel sound, e.g. *an honest person /'ɒnɪst/, an MTR train /em ti: a:l/.*
  - ▶ You can use the letters of the alphabet to illustrate consonant and vowel sounds. Ask students to add *a* or *an* in front of each letter of the alphabet and say them out loud. (*an A, a B, a C, a D, an E, an F, a G, an H, an I, a J, a K, an L, an M, an N, an O, a P, a Q, an R, an S, a T, a U, a V, a W, an X, a Y, a Z*)

#### The definite article

- Tell students that *the* has a different pronunciation before a consonant and a vowel sound.
  - ▶ We usually say /ðə/ before words that begin with a consonant sound, e.g. *the book /ðə bʊk/.*
  - ▶ We usually say /ði/ before words that begin with a vowel sound, e.g. *the apple /ði 'æpl/.*
  - ▶ We can also say /ði:/ when we want to stress the word *the*, e.g. *This is the best game I've played.*
- Point out that we can use *the* with countable singular and plural nouns and uncountable nouns.
- You could remind students that *the* is often used before superlative adjectives and adverbs, e.g. *the best player, the most interesting game.*
- For **stronger students**, you could introduce them to other uses of *the* in Grammar Note 4.



### Using no article

- You may want to point out that we do not use an article before a possessive noun (e.g. *Nisha's friend*) or a possessive adjective (e.g. *my friend*).
- When you go over the point about using no articles with certain types of places, point out that this is true when the place is used for its intended purpose. However, when the place is used for other purposes, the definite article *the* is used. You can illustrate this with pairs of sentences, e.g.
  - ▶ *Grandma was taken to hospital.* (= to get medical treatment)  
*Mum has gone to the hospital to visit Grandma.*
  - ▶ *Greg goes to church with his parents every Sunday morning.* (= to worship)  
*Mr Lam went to the church to take some photos.*
  - ▶ *Pat was sent to prison for robbery.* (= as punishment for the crime)  
*His parents go to the prison to visit him every month.*
  - ▶ *I usually go to bed at eleven.* (= to sleep)  
*Stop jumping on the bed!*

### Notes

- For **Grammar in text**, you can use the e-Book to show examples of definite and indefinite articles in the reading texts in Reading 1 and Reading 2, or ask students to find the examples in the reading texts.

#### MORE EXAMPLES

Mum has **a friend** who learnt how to do magic tricks from watching videos online. **The friend** is now a professional magician.

We have **an English lesson** every day. We always play games in **the lessons**.

**The weather** is good today. There isn't **a cloud** in **the sky**.

Grandpa lives close to **Kowloon Park** in **Tsim Sha Tsui**. He goes for **a walk** in **the park** every evening.

**Shanti** broke her leg when she was ice-skating. She was taken to **hospital**.

My brother is coming back from **Canada** tomorrow. We'll meet him at **the airport**.



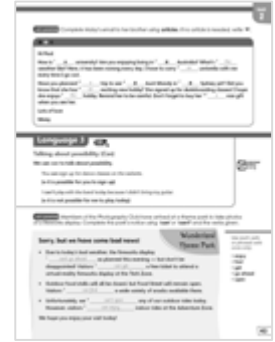
- Which article or articles do you use to mention something for the first time? (*a, an*)
- What nouns can you use 'a' and 'an' with? (*singular countable nouns*)
- Which article or articles do we use to talk about a thing that has just been mentioned? (*the*)
- Name four kinds of words that we do not use articles with. (e.g. *most proper nouns, certain types of places, most time expressions, nouns for things in general*)

#### Let's practise

- For **weaker students**, you could tell them how many of each answer there are. (*a* — 1, *an* — 1, *the* — 2, *x* — 2)
- As you go over the answers, you can ask students to explain them:
  - Q1** — The *book* is mentioned for the first time.
  - Q2** — We normally do not use an article with proper names such as names of countries.
  - Q3** — There is only one of it, i.e. the rain outside.
  - Q4** — The *chess board* is mentioned for the first time and *old* begins with a vowel sound.
  - Q5** — The *board*, i.e. the *chess board*, has been mentioned before.
  - Q6** — We do not use an article with adverbs of time.

**Let's practise** (p. 42)

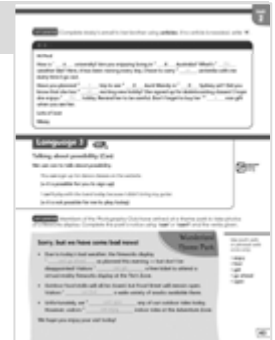
- For **weaker students**, you could tell them how many of each answer there are. (*a* – 2, *an* – 2, *the* – 2, *x* – 4)
- As you go over the answers, you can ask students to explain them:
  - Q1** – We do not use an article with *university* when it refers to a place of study.
  - Q2** – We normally do not use an article with proper names such as names of countries.
  - Q3** – There is only one of it.
  - Q4** – The *umbrella* is mentioned for the first time and *umbrella* begins with a vowel sound.
  - Q5** – The *trip* is mentioned for the first time.
  - Q6** – We normally do not use an article with proper names such as names of people.
  - Q7** – We normally do not use an article with proper names such as names of cities.
  - Q8** – The *hobby* is mentioned for the first time and *exciting* begins with a vowel sound.
  - Q9** – The *hobby* has been mentioned before.
  - Q10** – The *gift* is mentioned for the first time.



**LANGUAGE 3** (p. 43)

**Resources**

- ▶ Grammar PPT [WEB](#) [DL](#)
- ▶ Graded Grammar Worksheets [DL](#)
- ❖ Online Language Exercise [WEB](#)
- ❖ Grammar Revision [WEB](#)
- ▶ Grammar Book Unit 19 [DL](#)
- ▶ Workbook [DL](#)



**Talking about possibility (Can)**

**Lead-in**

- Ask students to write down sentences about school using the *wh*-question words and phrases they learnt on pp. 40–41 and *can*, e.g. *When can we arrange our skateboarding competition? Who can I ask about the opening hours of the library? Which classrooms can we use for our club meetings?*

**Teaching ideas**

- Write the following sentences on the board to show that *can* is used to talk about a general possibility of something happening.
  - ▶ *You can make a lot of friends through school clubs.*
  - ▶ *I can't help you with your vlog because I'm too busy.*
- Point out that the negative form of *can* is *can't* or *cannot* (in the full form). It is used to talk about something that is impossible, e.g. *You can't/cannot play well if you don't practise.* For **stronger student**, you could also tell them that we can also say *I don't think you can play well if you don't practise.*

**Notes**

- For **Grammar in text**, you can use the e-Book to show examples of *can* to talk about possibility in the reading texts in Reading 1 and Reading 2, or ask students to find the examples in the reading texts.

### MORE EXAMPLES

Players **can** form teams of five or eight.  
 You **can** borrow the equipment from the sports centre.  
 The game **can** be very exciting sometimes.  
 I **can't** explain the rules to you without the equipment.  
 We **can't** play in such a small room.



- Look at the following sentence: *For the dance competition, you can perform individually, in pairs or as a group. What choice does the verb 'can' suggest? (The competitors have a choice about their number of dancers.)*

### Let's practise

- Ask students to skim the notice before they complete it. Make sure they understand the words given in the margin. For **weaker students**, you might need to explain what *go ahead* means in the context (*to happen, especially as planned*).
- For **weaker students**, you might want to tell them that three of the answers are in the positive form and two are in the negative form.

### Extension

- Ask students to play a guessing game. Individual students make sentences using *can / cannot / can't* to describe a hobby. The other students must guess the hobby.

## LANGUAGE ROUNDUP (p. 44)

### Resources




- ❖ Online Language Roundup Exercise [WEB](#)
- ❖ Self-assessment [WEB](#)
- ▶ Workbook [WB](#)

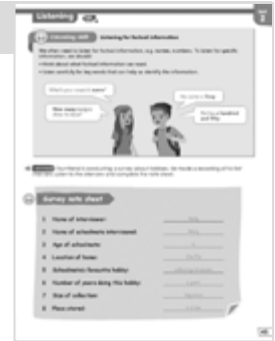


### Teaching ideas

- Go over the instructions with students. Since this is the first proofreading exercise in Book 1A, it is a good idea to work on the first couple of lines together as a class before asking students to work on their own.
- Point out to students that sometimes they need to look at the following line to work out the answer.
- Remind them that there is a mistake only in the numbered lines, not in every line.
- For **weaker students**, you may want to give them some help, e.g. by telling them whether it is an incorrect word or a missing word. You can also tell them how many of each of the language items they need to correct.
  - ▶ *Wh*-questions (including the worked example) — 4
  - ▶ articles — 6
  - ▶ *can / can't* — 2

**LISTENING** (p. 45)**Resources**

- ❖ Online Listening Exercise 
- ❖ Extra Listening Practice 
- ▶ Listening Book 


 **Listening skill: Listening for factual information**
**Teaching ideas**

- Start by asking some factual questions, e.g. *How many interest classes do you go to? Which one is your favourite? How many brothers and sisters do you have? How old are they?* After a student has given an answer, ask another student what he / she said. Then tell students that the information given are all factual information, which is true and usually short.
- As you go over the two questions in the Listening skill box, ask students what kind of information they expect to hear in the response to each:
  - ▶ *What's your cousin's name? (a person's name)*
  - ▶ *How many badges does he have? (a number)*
- You can tell students that they hear a lot of factual information in their everyday lives. You can ask them for examples, e.g. what time their friend left for school in the morning, how they got to school, what someone had for dinner last night, who someone chatted online.

**Let's listen****Preparing for listening**

- Read the rubric with students and ask what they think a survey about hobbies aims to do. (*to find out what hobbies someone has, what their favourite hobby is, how often / where / with whom they do it, etc.*)
- For **stronger students**, ask them to look at the eight headings on the note sheet and get them to predict questions that they might hear. For **weaker students**, you can ask them to predict the questions as a class and write them on the board, e.g.
  - Q2** — *What is your name?*
  - Q3** — *How old are you?*
  - Q4** — *Where do you live?*
  - Q5** — *What is your favourite hobby?*
  - Q6** — *How long have you been doing this hobby?*
  - Q7** — *How many items have you collected? / How big is your collection?*
  - Q8** — *Where do you store ...?*
- Remind students that there could be different ways to ask a question.
- For **weaker students**, you might want to give more support by asking them the following questions:
  - ▶ *Which of the answers will begin with a capital letter? (Q1, Q2, Q4)*
  - ▶ *Which of the answers will be a place name? (Q4)*
  - ▶ *Which of the answers will have numbers in them? (Q3, Q6, Q7)*

**While listening**

- Remind students to read ahead of what they hear so that they do not miss any questions.

**Extension**

- Invite the class to do a survey about their classmates' favourite hobbies. Each student can interview two to three students.

**AUDIO SCRIPT** 

**Announcer:** Your friend is conducting a survey about hobbies. He made a recording of his first interview. Listen to the interview and complete the note sheet.

**Andy:** Hello! My name's <sup>1</sup>Andy and I'm doing a survey about hobbies. Do you mind if I interview you? I just have a few questions.

**Mary:** Well, ... OK, Andy. As long as you're quick. I have an English Club meeting in ten minutes.

**Andy:** No problem. First, what's your name?

**Mary:** My name's <sup>2</sup>Mary.

**Andy:** OK, good! M-A-R-Y. I haven't seen you before, Mary. Are you in Form One?

**Mary:** (*shocked and a little outraged*) No! I'm in Form Four and I turned <sup>3</sup>fifteen yesterday!

**Andy:** Whoops! Happy birthday, Mary! You're the same age as my sister. She's fifteen too, but she goes to another school ... in Sha Tin.

**Mary:** <sup>4</sup>Sha Tin? That's where I live.

**Andy:** Great! You've answered my next question. You live in Sha Tin.

**Mary:** How many questions do you have? I don't want to be late for my meeting.

**Andy:** Just a few more. Do you have any hobbies? If so, which is your favourite?

**Mary:** Let me think ... (*talks to herself as if counting*) going shopping, playing the piano, collecting miniatures. I have three hobbies.

**Andy:** Which hobby is your favourite?

**Mary:** Definitely <sup>5</sup>collecting miniatures. I've been collecting them for <sup>6</sup>five years now.

**Andy:** Five years! That's a long time. You must have a large collection by now?

**Mary:** I do. I have <sup>7</sup>two hundred and fourteen pieces.

**Andy:** That's great. Two hundred and fourteen pieces is a very big collection. Where do you store them all?

**Mary:** <sup>8</sup>In a box.

**Andy:** Are they safe in a box?

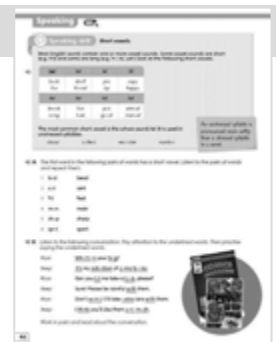
**Mary:** Of course! It's a special box that I bought at a hobby shop.

**Andy:** Awesome! That's the end of the interview. Thanks, Mary.

**SPEAKING** (p. 46)

**Resources**

- ▶ Speaking PPT [WEB](#) [DL](#)
- ❖ Online Speaking Exercise [WEB](#)



 **Speaking skill: Short vowels**

**Teaching ideas**

- For each pair of words in the table, you could start by pronouncing the short vowel sound, to draw attention to how it sounds.
- You could draw particular attention to the following sounds, which some students often have problems with: /æ/, /e/, /ʊ/.
- Point out that the schwa is the most common vowel sound in English. Some students often mispronounce a word because they stress a syllable which has the schwa sound, e.g. mispronouncing the word *collect* /kə'lekt/ as /kɔ:'lekt/ or the word *photographer* /fə'tɒgrəfə/ as /fəʊ'tɒgrəfə/.

- You can ask students to find words from Reading 1 and Reading 2 or think of examples with the different vowel sounds and practise saying them out loud (see MORE EXAMPLES).

**Part A**

- Students might find it difficult to distinguish between the pairs *shop-sharp* and *spot-sport*. Try exaggerating the vowel sounds when you demonstrate them.
- To help students build confidence, let them practise as a class before inviting individual students to read the words aloud. You can invite students to read out a word from a pair and let the others say which one it is.

**Part B**

- Tell students to practise the underlined words first before asking them to practise the conversation.
- When students practise in pairs, they could start by emphasising the *highlighted vowel sounds*, making them distinct. After that, they can practise the conversation in a natural way.
- For **stronger students**, you might want to invite some students to act out the conversation for the class.

**MORE EXAMPLES**

/æ/	fl <u>a</u> t	h <u>a</u> ppen	s <u>a</u> ps	J <u>a</u> panese	cal <u>a</u> ndar
/e/	h <u>e</u> lp	sh <u>e</u> lf	m <u>e</u> mber	p <u>e</u> ncil	ex <u>e</u> rercise
/ɪ/	b <u>e</u> cause	en <u>o</u> ugh	v <u>i</u> deo	ex <u>e</u> mple	rel <u>a</u> xed
/i/	an <u>y</u>	em <u>p</u> ty	heav <u>y</u>	slow <u>y</u>	happ <u>y</u>
/ɒ/	bl <u>o</u> g	h <u>o</u> bby	l <u>o</u> ts	sh <u>o</u> p	mod <u>o</u> ls
/ʌ/	cl <u>u</u> bs	ju <u>s</u> t	su <u>n</u>	oth <u>e</u> r	every <u>o</u> ne
/ʊ/	bo <u>o</u> k	loo <u>o</u> k	pu <u>u</u> ll	under <u>u</u> stood	w <u>o</u> uld
/u/	ann <u>u</u> ally	bi-ann <u>u</u> al	contin <u>u</u> al	contin <u>u</u> ally	man <u>u</u> ally
/ə/	all <u>o</u>	ar <u>o</u> und	to <u>o</u> gether	per <u>o</u> form	stud <u>e</u> nt

**TASK** (pp. 47–52)

**Resources**

- ▶ Task PPT [WEB](#) [DL](#)
- ▶ Task Sheet [DL](#)
- ▶ Task Model [DL](#)
- ❖ Online Task Exercise [WEB](#)



**Write an article about a hobby**

**Teaching ideas**

- You could invite students to share some interesting articles that they have recently read. Encourage them to read more articles as this will be a major text type they will come across in secondary school.
- After introducing the context, you can ask students to go back to the article in Reading 2 and tell you what information is included in it. (*what K-pop dance is, what is special about the dance moves, what a K-pop dance fan thinks about it, and where it can be practised*)

### Step 1 Get ready

- Go over the G.A.P.S. with students. For **weaker student**, you could remind them what the acronym stands for and give some information about them (see Unit 1, p. T22).
- Remind students that the article is for the school magazine so it should be appropriate for students in particular.
- To help students, you might want to tell them how many options they should pick for each aspect.
- As you go over the answers, you might want to invite students to explain their choice of options, e.g.
 

*Audience:* The school magazine is mainly read by students, but teachers may also be likely to read it. It may interest some parents too. However, it is not aimed at hobby shop owners.

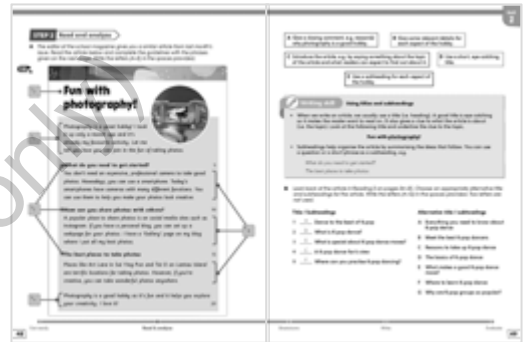
*Purpose:* Since the article is about a hobby that students have, it should help the reader know more about the hobby and probably encourage the reader to try it. Reporting on its popularity would probably be found in a survey report.

*Style:* To engage the reader, the profile should be light-hearted and sound friendly. It could even be slightly playful. It should contain interesting information about the hobby and sound positive and encouraging, e.g. what benefits it has and why it is enjoyable.
- You could also bring in different magazines catered for different audiences, e.g. different age groups, different fields, different levels of formality, and ask students which ones they would be interested to read. This may help them become more aware of the importance of content and the style in their writing.

### Step 2 Read and analyse (pp. 48–49)

#### Part A

- After students have read the article, ask them a few questions to check comprehension (see CHECK COMPREHENSION) before they do the labelling activity.
- As you go over the answers for the labelling activity, you can draw students' attention to important points by asking them the following questions:
  - ▶ *How is the title eye-catching? (It uses the word 'fun' and an exclamation mark to arouse the reader's emotions.)*
  - ▶ *In the introduction, how does the writer create a positive tone? (by using words such as 'great', 'favourite', 'fun' and stating how quickly it became his / her favourite hobby)*
  - ▶ *Why is it a good idea to include subheadings in the article? (They give an idea of what each part is about.)*
  - ▶ *In the second paragraph, what tip does the writer give readers? (They do not need to spend a lot of money on professional cameras to take good photos because they can use their own smartphone to do so.)*
  - ▶ *In the third paragraph, what aspect of photography does the writer talk about? (ways to share photos with others)*
  - ▶ *In the fourth paragraph, what aspect of photography does the writer talk about? (places to take photos)*
  - ▶ *What is the purpose of the closing paragraph? (to encourage the reader to try photography)*
- After students have read the article, you could ask them to go back to the G.A.P.S. on p. 47 and discuss how it has fulfilled the different criteria.
- For **Grammar in text**, you can use the e-Book to show examples of the following language items in the profile:
  - ▶ Asking for different kinds of information using *Wh*-questions
  - ▶ Talking about people, places and things using indefinite and definite articles
  - ▶ Talking about possibility using *can*



### CHECK COMPREHENSION

- 1 How long has the writer been doing photography? (*for one month*)
- 2 What are two advantages of using a smartphone to take photos? (*It is not expensive and there are many different functions to make your photos look creative.*)
- 3 According to the article, how can people share their photos? (*on social media sites and on their personal blogs*)
- 4 Name two popular places in Hong Kong for taking photos mentioned in the article. (*Art Lane in Sai Ying Pun and Tai O on Lantau Island*)
- 5 Why does the writer like photography? (*It is fun and it helps him / her to explore his / her creativity.*)

### Writing skill: Using titles and subheadings

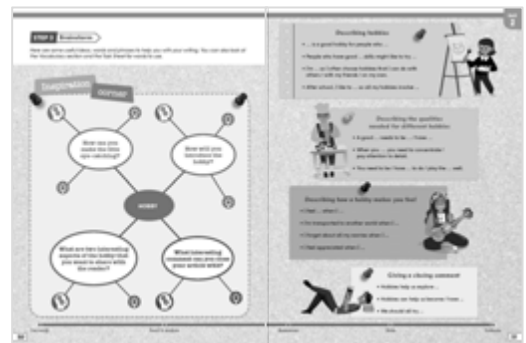
- Ask students to read the title *Fun with photography!* and tell you what mood it conveys. (*fun / excitement, etc.*)
- Point out to students that they can use words related to the hobby instead of the name of the hobby to be more creative. (For another example, refer them back to the title of Reading 1 *My tiny world.*) However, they have to make sure that there is a connection that the reader can pick up on easily, e.g. *Looking after furry friends* — keeping pets, *On two wheels* — cycling, *All you need is a pencil* — sketching.
- Tell students that a question can also make a good title. However, no matter whether it is a question or a phrase, it should not be too long. You could suggest students use no more than six words.
- Point out to students that they should only include information and ideas relevant to the corresponding subheading. They should either take out any irrelevant parts or revise the subheading.
- Remind students to end the title and / or subheadings with a question mark if they use a question.

#### Part B

- You may want to remind students that Statement 1 *Dance to the beat of K-pop* is the title of the article.
- Point out that *Everything you need to know about ...* is quite a common way to introduce a particular activity, object, person, etc.
- For **stronger students**, you could ask them to think of an alternative title and subheadings for the article on p. 48, e.g.
  - ▶ *Fun with photography!* → *Everything you need to know about photography*
  - ▶ *What do you need to get started?* → *Equipment*
  - ▶ *How can you share photos with others?* → *Sharing your photos*
  - ▶ *The best places to take photos* → *Where can you take good photos?*

### Step 3 Brainstorming (pp. 50–51)

- Before students brainstorm ideas, remind them of the audience and purpose of the article. Make sure they choose information that is interesting to the target audience. Point out that they should not make it too personal, e.g. by describing what they did on a certain day.
- For **stronger students**, encourage them to do some research on the hobby so that they can include some interesting facts about it, e.g. its origin, interesting rules, noteworthy facts and figures.
- For **weaker students**, you can prompt them using questions, e.g.
  - ▶ Title — *How can you make the title eye-catching?*  
(*by using a question, e.g. Do you know ...? Do you want to ...? What is ...? Why do people love ...?; by including words such as 'The best ...', 'Top ...', 'Having fun with ...', 'Everything you want to know about ...'; by using a 'How to' phrase*)





- ▶ Beginning the article — *How can you begin your article to engage the reader immediately? (by starting with a question, e.g. Have you ever thought about ...? Why do people ...?; include positive adjectives related to the hobby, e.g. Jogging is a wonderful way to keep fit. Hip Hop dancing is great fun!)*
- ▶ Two interesting aspects — *What information do you think will interest the reader? (e.g. the origin of the hobby, equipment, tips, where to do the hobby, places where it is particularly popular)*
- ▶ Interesting comments — *How can you encourage the reader to do the hobby? (e.g. by stating how popular it has become; by stating what benefits it brings, by showing how much fun it is)*

#### Step 4 Write (p. 52)

- Before students write their article, remind them of the structure by referring them back to the articles in Reading 2 and p. 48.
- Remind students to use the simple present to talk about things that are still true and the simple past to describe specific past experiences.

#### Step 5 Evaluate

- Go over the statements with students before they do their evaluation.
- For **stronger students**, you can get them to do peer evaluation, and focus particularly on one aspect, e.g. audience awareness.



#### Extension

- After the articles have been completed and revised, you can invite some students to read out their article. Ask students if they would like to try the hobbies after they have heard what their classmates have told them.

### TASK MODEL

#### Exploring Hong Kong one step at a time

Most visitors to Hong Kong expect bright lights and tall buildings. They don't expect to find some of the best hiking trails in the world. I felt the same way until I joined the school Hiking Club. Now I go hiking with the club every weekend and I love it.

#### Best trail in Hong Kong

Hong Kong has 610 kilometres of hiking trails. The most amazing trail is the newly-opened 65-kilometre long Coastal Trail. Follow this route and you can walk all the way around Hong Kong Island.

#### When is the best time to go hiking?

Autumn is the best time to hike in Hong Kong because the weather is mainly cool and dry.

#### Why do I love hiking?









I love it because I can have fun with friends. I've also developed new skills like map reading and first-aid skills.

We live in a beautiful part of the world and hiking is a great way to explore it.

- The highlighted text shows examples of the target items from the Language section.

## VOCABULARY BANK (p. 53)

### Resources

- ▶ Unseen Dictation  
- ▶ Unit Test 
- ❖ Vocabulary Bank Audio 
- ❖ e-Dictation 
- ❖ Self-assessment 
- ▶ Workbook 
- ▶ Vocabulary Booster 



### UNSEEN DICTATION PASSAGE

I have many hobbies. For example, I like **ice-skating**, **hiking** and **gaming**. Which hobby is my favourite? It's **ice-skating**. I took up this exciting activity because I wanted to **have fun with my friends** and **keep fit** too. As time went by, I found that ice-skating could help me in other ways too. It helps me **gain more confidence** and **make new friends**. It also helps me **explore my creativity**.

Next year, I'm thinking of taking up **calligraphy** and **martial arts**. I want to explore new interests and **develop** some **new skills**. What's more, I want to learn more about Chinese culture.

- The text in bold is from the Vocabulary Bank.

Pearson  
(Sample only)