



Achievable outcomes

Ready empowers students to write
and speak with confidence



Systematic course structure

01

Input

- vocabulary
- grammar
- text types

02

Reinforcement

- grammar tasks
- text type feature practices

03

Output

module tasks
├── writing
└── speaking



Input



Reinforcement



Output



Achievable outcomes

Well-organized input

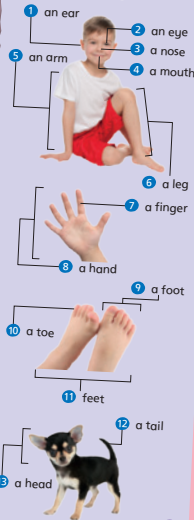
Vocabulary

6 I see a monster!

Sophie is playing at Iris and Irene's home. They dress up as different animals. Can you describe them?



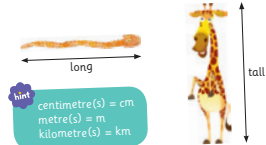
Vocabulary



Grammar

Grammar 2

How tall	is	the giraffe?
How long	is	the snake?
It is	five metres	(tall).
	three metres	(long).



We do not need these words when the meaning is clear.

Reading

Anna finds a magazine article about a Korean pop star's coming trip to Hong Kong. What attractions does the pop star want to visit? Let's find out with her.

K-Pop Weekly

5 December

K-Pop Super Star Yuna in Hong Kong for Christmas Concert

Text: Eva Photo: Sam

Korean pop singer Yuna Kim will come to Hong Kong for the fourth stop of her Christmas concert. It will be her first time visiting Hong Kong. During her interview with *K-Pop Weekly*, Yuna talked about her concert and travel plans.

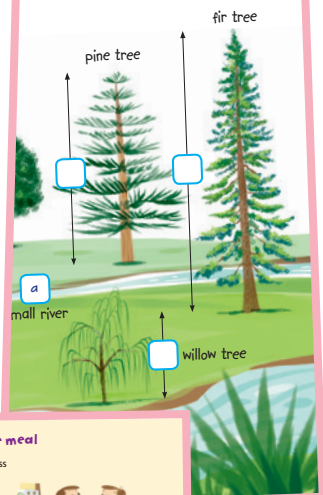
Eva: Hello, Yuna. Your new CD album *Candy Time* is out. Congratulations!

Yuna: Thank you, Eva. I'm glad that my fans like singing some of the songs from *Candy Time*. Christmas songs at the concert. I'll perform on stage! I hope all my fans will dance with me on Christmas Eve.

Eva: Is this your first concert in Hong Kong?

Yuna: Yes! It'll be my first time in Hong Kong to forward to my trip. I have a lot of fans in Hong Kong. I tell me Hong Kong is a beautiful city and it's everywhere! I'll go and visit some famous places. I want to take some photos and buy

... in the forest. They want to know ... Write the correct letters in the



A strange meal

Characters Jason, Thomas, waitress

Scene 1

Narrator: Jason and Thomas just woke up on a bench.
Jason: Oh! Where are we?
Thomas: I don't know. We were tired after the football practice. We slept on the train. And now we're here!
Jason: I'm hungry. Let's go to the restaurant over there.

Scene 2

Narrator: Jason and Thomas are in the restaurant.
Waitress: Hello, may I take your order?
Jason: Yes. Can I have a bowl of noodles and a can of cola, please?
Waitress: I'm sorry, we don't have these.

Reading

What did Andy and Eva do last weekend? Did they have a good time? Read their emails.

To: eva@jolly.com
From: andy@jolly.com
Subject: Weekend in Tai Mei Tuk
Attachments: dc256.jpg, dc278.jpg

Grammar Tip
We use the simple past tense to talk about past events in emails.

Hi Eva,
How are you? I went to Tai Mei Tuk with my family last Saturday. It is in Tai Po. We had a great time there. Look at the photos! Where did you go last weekend? What did you do? Please write back.
Your friend,
Andy



We are riding bicycles in Tai Mei Tuk. The marshmallows taste sweet!

Text types

Authentic reinforcement

Grammar tasks

Andy played an online game last Sunday. He wanted to tell his friends about it. Help him complete the notes.

A monster ① _____ (catch) the princess.
The prince ② _____ (go) into the castle
and ③ _____ (fight) the monster.

The monster ④ _____ (hurt) the prince.
The prince ⑤ _____ (hide) in a dark room.
There he ⑥ _____ (see) a bottle of blue smoke.

The prince ⑦ _____ (smell)
the smoke and ⑧ _____
(become) strong again. He beat
the monster and saved the princess.



27

I like making crafts, but I do not like making models.
She likes making crafts, but she does not like making models.

Miss Li is playing a game with Andy at the children's centre. Play the game.



Linda likes making models, but she doesn't like making crafts.

- 1 Linda 4 Tom and Joe
2 Mary 5 Kelly and her sister
3 Ken 6 I

8

Text type feature practices

Text type

Catalogues

A catalogue is a list of items that people can buy from a shop.

Grammar tip
We usually use adjectives to write about features in a catalogue.

Tablets		Smartphones	
Type of item			
Name of item	Jolly FUN Tablet F2 \$1,500	XM Art 3 \$3,900	Price
Features	<ul style="list-style-type: none"> A basic 8-inch tablet for surfing the Internet and sending emails. Very light. 	<ul style="list-style-type: none"> Draw and write freely on this smartphone with your fingertip. 	
	Jolly FUN Tablet F4 \$3,200	Jolly Blue Notes N1 \$4,600	
	<ul style="list-style-type: none"> A high speed 10-inch tablet. Great for playing games, music and videos. 	<ul style="list-style-type: none"> Top speaker for the best music playback. Comes with free earphones. 	
	Smart FLASH X5 \$1,899	Z-Mobile Z-Wing \$5,200	
	<ul style="list-style-type: none"> The best tablet for learning and reading. Available in black, silver and white. 	<ul style="list-style-type: none"> 5-inch display. Great camera for perfect photos. 	
Buy at Happy Electronics		Shop online: www.happyelectronics.com	
Name of shop		Website	

Answer the questions. Write short answers or tick (✓) the correct box.

- How much is the Z-Mobile Z-Wing?

- Which smartphone is the best for listening to music?

- Betty's dad wants a new tablet to watch videos. Which model should he choose?
☐ A Jolly Blue Notes N1 ☐ C Smart FLASH X5
☐ B Jolly FUN Tablet F4 ☐ D XM Art 3

37

Grammar tip to help students understand the use of the target grammar in context



📌 Purposeful output


Module tasks

Module task Write a formal letter to the principal of a school

You've had an unforgettable experience on public transport. A student behaved very well. You don't know his/her name, but you know his/her school's name from his/her uniform. You're going to write a formal letter to his/her school principal to praise him/her.

Get ready!

A What happened? Choose one of the pictures or think of your own incident.



empty seats/tired/ rucksack/give/seats young people/play/ step/foot/disturb purse/open/money/ fall/floor/pick

Get set!

B Write some notes about what happened.

- 1 What was the problem? (e.g. My grandmother needed to sit down.)
- 2 What did the student do? (e.g. The student let my grandmother have his seat.)
- 3 How did that make you feel? (e.g. I felt touched./It was touching.)

Module task

Write a formal letter to the principal of a school



You've had an unforgettable experience on public transport. A student behaved very well. You don't know his/her name, but you know his/her school's name from his/her uniform. You're going to write a formal letter to his/her school principal to praise him/her.

Get ready!

A What happened? Choose one of the pictures or think of your own incident.



empty seats/tired/
rucksack/give/seats



young people/play/
step/foot/disturb



purse/open/money/
fall/floor/pick

Get set!

B Write some notes about what happened.

- 1 What was the problem? (e.g. My grandmother needed to sit down.)
- 2 What did the student do? (e.g. The student let my grandmother have his seat.)
- 3 How did that make you feel? (e.g. I felt touched./It was touching.)

58

Get set!

to prepare students for the task through brainstorming and discussion

Get ready!

to revise the language items and text type features learnt

Purposeful output


Units 5–6

C Now write your formal letter to the school principal.

	<div style="border: 1px solid black; padding: 2px;">Your address</div> <div style="border: 1px solid black; padding: 2px;">Date</div>
The Principal _____ _____ _____	<div style="border: 1px solid black; padding: 2px;">School's name and address</div>
Dear _____,	<div style="border: 1px solid black; padding: 2px;">Polite greeting</div>
<p style="text-align: center;">A good student from your school</p> <p>I am writing to you today to praise the behaviour of one of your students. I do not know the student's name, but I saw that (his / her) uniform was from your school.</p> <p>I had an unforgettable experience _____. I was on the _____ with _____. _____ _____</p> <p>Then I saw a (boy / girl) in a school uniform. (He / She) _____ _____ _____ _____</p> <p>Thank you very much for reading my letter. I know your students will keep up their good behaviour.</p> <p>Yours _____,</p> <p>_____ _____</p>	
	<div style="border: 1px solid black; padding: 2px;">When it happened</div> <div style="border: 1px solid black; padding: 2px;">Means of transport and who you were with</div> <div style="border: 1px solid black; padding: 2px;">What the problem was</div> <div style="border: 1px solid black; padding: 2px;">What the student did and how you felt</div> <div style="border: 1px solid black; padding: 2px;">What we ought (not) to do</div>
	<div style="border: 1px solid black; padding: 2px;">Polite closing</div> <div style="border: 1px solid black; padding: 2px;">Your signature and full name</div>

D Share your letter with the class. Read it aloud.

59

 **Go!** to complete the writing or speaking tasks with the language items learnt

Writing task

1 Get ready!

Task introduction

Text type features

Language games

2 Get set!

Task introduction

Sentence patterns

Brainstorming

3 Go!

Task introduction

Drafting and publishing

Sharing

4 +

Task introduction

Discussion

Feedback and evaluation

Copyright © Oxford University Press (China) Ltd.

Power Tools for Writing to guide students to complete module tasks in a fun and interactive way

Speaking task

Remember these:

- 1 Say **Good morning.** or **Good afternoon.** to your classmates.
- 2 Look at your classmates when you speak.
- 3 Say **Thank you.** at the end.