

1 About me

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Hi, my name is Lily. I'm 10 years old. I live with my grandparents in a village near a big national park in the jungle. I love watching the animals through the telescope on our balcony. I can see parrots in the trees and sometimes elephants. I can also hear the bats and the waterfall at night when I'm in bed. My grandpa says I'm very brave because I'm never scared of the animal sounds.

On Saturday afternoons, I go to the town centre with my friends. Our favourite shops are the shopping centre and the roller disco. Roller skating is really, really, really fun! My grandpa is great at roller skating and his favourite drink is lychee milkshake. Lychees are his favourite fruit.

I don't have a pet, but a bat visits our balcony at night. I call him Charlie and he can hang upside down! Guess what Charlie likes to drink... Yes, that's right, lychee milkshake, the same as grandpa!

1 Lily wants to know about you! Write your answers below.

- Are you afraid of the dark? _____
- What can you hear outside your window at night? _____
- Can you buy lychees in your shop? _____
- What is your favourite milkshake? _____

2 Listen to the three children singing Lily's song. Say the words in your head.

Hey Lily!

A: Hey Lily!
B: Hey you!
A: What can we do in Kato Kinabalu?
B: We can watch elephants through my telescope!
A: Is that true?
C: Hey Lily!
B: Hey you!
C: What can we do in Kato Kinabalu?
B: We can go shopping and roller skating too!
A: Is that true?
C: Hey Lily!
B: Hey you!

A: What can we do in Kato Kinabalu?
B: We can drink milkshakes with Charlie the bat!
A: Is that true?
ABC: Yes, it's true!

3 Sing Lily's song in groups of three. Take turns to be A, B and C. Do the actions, click your fingers and be rappers!

4 Meet Lily. Look at the pictures and read the questions below. Don't read the text yet. Guess the answers with a friend.

- How old is Lily? _____
- Who does she live with? _____
- What does she like doing at home? _____
- What does she do at the weekends? _____

5 Now read Lily's description and check your guesses. Write your answers on the lines above.

6 Check your answers with your friend.

TIP! How old? = circle the numbers.
Who? = circle names of family members.
What? = underline names of activities.

- Read questions 1–4 with the class. Put learners into pairs and ask them to guess the answers to the questions. This is an opportunity to build deductive and critical thinking skills.
- Allow learners to note down their guesses in a notebook but remind them that the focus for this task is speaking.
- Ask learners to share their guesses about Lily.

Extension: During feedback, if learners make guesses that are not immediately obvious from the pictures, ask them to give reasons for their predictions.

Extra support: During the pairwork stage, input useful phrases for making guesses which learners can draw from according to their language ability, e.g. *I think she ...* (basic); *She might like ... / She probably likes ...* (more advanced).

EXAM PRACTICE MATERIALS

Reading and Writing Part 1
A photo of a child connected to you; a map of the world / South-East Asia or a globe; dictionaries; learners' photos with family and / or friends (optional); recorded music

Answers

Learners' own answers

READING Task 2

- Ask learners to work individually to read Lily's profile and check their guesses. Before reading, explain the following strategy on how to focus their reading to find the required information, e.g. *How old?* Circle the numbers; *Who?* Circle names of family members; *What?* Underline names of activities.
- Tell them to follow these stages to help find the information. Learners write their answers on the lines in task 1.

SPEAKING Task 3

- Have learners compare their answers with the person sitting next to them and check if they agree.
- Nominate learners to give answers; record answers on the board.

Answers

- 1 Ten / 10 years old
- 2 Her grandparents
- 3 She likes watching animals through the telescope on her balcony.
- 4 She goes to the shopping centre and roller disco with her grandpa.

WRITING Task 4

- Focus learners on the questions (1–4).
- Ask the questions to the whole class, making a note of learners' answers on the board, to help with the next stage.
- Explain that learners must write their answers. Hand out dictionaries for them to check spellings (or let learners know where dictionaries can be accessed).

Unit objectives

| | |
|--------------------|---|
| LISTENING | Listen and do actions to a song / rap; interview classmates and record their answers. |
| SPEAKING | Describe pictures with a partner; ask and answer questions about personal information. |
| READING | Identify and understand the main points from simple descriptions; read and match names to simple descriptions of pictures. |
| WRITING | Write short answers to questions about yourself; write short simple descriptions of other children; record short answers to simple requests for personal information. |
| VOCABULARY | <i>balcony, bat, jungle, milkshake, parrot, waterfall</i> |
| NON-YLE VOCABULARY | <i>lychee, national park, roller disco, telescope</i> |

SPEAKING Task 1

- Show learners a photo of a child of about 9–11 years old who is connected to you in some way, e.g. you as a child, your own or a friend's child. Ask learners to guess the child's connection to you, their age, where they live, their hobbies and weekend activities. Depending on time, this could become a mini-quiz with points given for correct guesses.
- If possible, have learners cover the texts in task 1 first before focusing them on the pictures. Introduce 'Lily' and ask learners what they can see in the images. Use this stage to pre-teach any unknown words, that will be useful in the next stage, e.g. *national park, balcony, lychees* (see Unit objectives, Vocabulary).

Remind learners that there are notes on the board (from the class discussion in the first stage) to help them when writing their answers.

- Give learners a time limit to write their answers, then allow them to check and compare with a partner.

Feedback: Monitor and circulate as learners are writing. If you spot errors in learners' written responses, encourage self- or peer-correction where possible.

Choose several learners to read their responses to the class.

Answers

Learners' own answers

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LISTENING Task 5

- Before listening to the audio, ask learners to remember what Lily likes doing at home and what she can see from her balcony. Ask them where they think she lives and show them where Kota Kinabalu is on a map or globe.
- Tell learners that they are now going to listen to Lily's song. Focus them on the lyrics on page 7 and ask them to say the words silently to themselves as they listen to the rap.

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Task 6

- Put learners into groups of three, and give each a role, A, B or C. Show them the three parts (A, B, C) in the lyrics in task 5 and explain that they are going to 'rap' Lily's song by taking turns.
- Play the audio, pausing after each line and indicating to learners playing each role to say the corresponding line. Encourage them to do actions and click their fingers in 'rapper' style as they say the lines. Suggested actions: 1 *Hey Lily!* A or C points to B; 2 *Hey you!* B points to A or C; 3 *What can we do in Kota Kinabalu?* A or C holds both hands up as if asking a question; 4 *We can watch elephants through my telescope!* B mimes looking through a telescope; 5 *Is that true?* A holds hands up with quizzical expression; 6 *We can go shopping and roller skating too!* B mimes roller skating actions; 7 *We can drink milkshakes with Charlie the bat!* B mimes drinking a milkshake and flapping arms like a bat.
- Once learners have practised their moves and lines, repeat the song to allow learners to put in a complete performance.

Feedback: Invite one or two groups to perform their raps in front of the class.

Extension: Ask learners if they like rap music. Who are their favourite rappers? (This activity could be used to introduce or wrap up task 6.)

Add any new vocabulary to the Word hub if available (see p.52).

See page 60 for audioscript.

1 Look and read about Lily's friends from around the world. Choose the correct names and write them on the lines. There is one example.

2 Talk about the two extra pictures with your friend. Write about the two children.

3 Ask and answer the questions with four friends. Tell them two true things and two false things about you. Write your friend's answers in the table.

4 Look at your friends' answers. What is true and what is false? Tell the class all the funny false things about your friends.

Friend's NAME **What do you do at HOME?** **What do you do at the WEEKEND?**

| Friend's NAME | What do you do at HOME? | What do you do at the WEEKEND? |
|---------------|-------------------------|--------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

1 I have no brothers or sisters. I'm watching TV with my parents on the sofa.
2 This is me with my dad and little brother. He's 8 years old.
3 This is me with my grandma, just like Lily! They are my favourite people!
4 This is me on my mum's boat! And my sister is on my dad's boat! We're going home.
5 I have no brothers or sisters. I'm watching TV with my parents on the sofa.

READING Task 1Part
Movers **1**

- Draw learners' attention to the fact that this is an exam-style task. Focus them on the pictures and read through the corresponding names. Explain that these are Lily's friends from around the world.
- Ask learners to cover the texts at the bottom of task 1. Then give them time to study each picture. Ask them to identify the friend in each picture and ask *Who is he or she with? Which family members, do you think? How many? Where are they? What can you see?* Ask them to look and make a mental note of these features. Answer any vocabulary queries during this stage. Give a time limit.
- Have learners uncover the texts under the pictures. Read the example sentence together and have them match to a picture and say the child's name. Then ask them to work individually to do the same with the other texts (1–5), choosing the correct names and writing them on the lines. Give a time limit. Point out that there are two extra pictures.
- Ask learners to compare their answers with a partner. Then have them swap books so they can check and correct each other's work while you elicit the correct answers from the class.
- This task helps learners with accurate copying and identifying while reading. This is early in the book, so start giving learners time limits to help them manage their time and improve concentration. You could give 7–10 minutes for this task.

Answers

1 David 2 Katy 3 Holly 4 Harry 5 George

WRITING Task 2

- Focus learners on the two extra pictures in task 1. Explain that they are going to talk and write about the two children and ask what words and phrases would be useful. Write the following phrases on the board as examples. Point out that they are in the third person and draw learners' attention to the use of the preposition, *with*, in the second sentence:
She / He has two brothers.
She / He is with his / her sister.

Elicit more vocabulary for family members and write it on the board.

- Put learners into pairs and ask them to describe the pictures. To emphasise the use of the third person, elicit the first line of the description of Michael's picture: *This is Michael. He is with ...*
- After talking in pairs, ask learners to use the phrases they have practised to write short descriptions of the two children.
- As learners are talking and writing, monitor and circulate, offering support where needed. If you hear or spot any errors, encourage self- or peer-correction.

Extra support: Drill the phrases to describe the extra pictures and names for family members before having learners talk in pairs (see *Choral drilling*, p.52).

Extension: Ask learners to describe and write about their own photo with members of their family or friends. This could be an opportunity to practise other structures used in the texts in task 1, e.g. present continuous, prepositions of place, etc.

Suggested answers

This is Michael. He is with his father.

This is Sarah. She is with her five brothers and sisters.

SPEAKING Task 3

- Model this task by telling learners two true and two false facts about yourself. Write these down in a list so that the class can see. Use the themes of activities you do at home and at the weekend and write the sentences on the board. Put learners into small groups and have them first discuss the sentences, then offer guesses as to which are true and which are false. (You could give points to the first group with all the correct answers.)
- Tell learners that they are now going to think of two true and two false sentences about themselves to tell their friends. Read the two questions in the table, (*What do you do at home? What do you do at the weekend?*) and elicit some themes to help generate ideas, e.g. free time activities, sports, jobs in the house, etc.
- Give learners time to generate four sentences about themselves. During this stage, monitor and circulate to help if learners need support with vocabulary, forming sentences and pronunciation.
- Set up the next stage as a 'mingle' activity. Explain to learners that you are going to play music and they are going to stand up and walk around the classroom. When the music stops, they must turn to the nearest classmate; the new pair then write each other's names in the first space in the 'Friend's name' column; ask each other the first question (*What do you do at home?*) and write each other's answers in the correct space. The music will play again and learners repeat this process until they have four names and answers for the first question. The process is then repeated for the second question (*What do you do at the weekend?*).

- Do a practice run first, so learners get used to the procedure. Remind learners to use all four of their sentences in their answers so that everyone finishes the task with a mixture of true and false statements about each other.

Feedback: At the end of the task, check to see that learners have all or most of their spaces filled in preparation for the next task. Be sure to praise the class if this task has been completed well and a lot of speaking and interesting sentences and vocabulary have been generated.

Answers

Learners' own answers

Task 4

- Have learners sit back down at their desks. Ask them to read and study their answers and take a few minutes to mark which information, given by their classmates, is true and which is false.
- Ask learners to compare their answers in pairs and share their thoughts on which information in each other's tables is true or false.
- Nominate several learners, or invite volunteers to tell the class some funny or interesting information about their classmates. The rest of the class must decide whether the statements are true or false.

Feedback: Use the pairwork stage to monitor, looking closely at the information learners have collected during task 3, and hearing learners sharing with their partner. Give support where appropriate. If you hear or spot errors, encourage self-or peer-correction but make fluency the emphasis of this task, rather than accuracy, to encourage learners to express themselves and take risks with the language.

Answers

Learners' own answers