

1 About me

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Tell me everything!

- Can you tell me your favourite colour?
- What's your favourite subject?
- What do you want to be?
- Are you happy, are you sad? Has your day been good or bad? Which songs can you sing? Do you like, and use everything?
- Can you tell me your favourite mouse?
- What's your favourite food to eat?
- And what's your dream holiday?
- Are you happy, are you sad? ...
- How many sisters and brothers have you got?
- How do you get to school?
- Are you happy, are you sad? ...

Read the answers to some of the questions in the song. Which questions do they answer?

1 I want to be a doctor and work in a hospital and	10 I like to go camping in the mountains for a week.
2 I like blue the best.	11 My sister brother Tom lives in there.
3 I like English, I like swimming and tennis.	
4 I like to play computer games and I'm good at them, too.	
5 I like to eat fish, I like to eat fish.	
6 I like to eat fish, I like to eat fish.	
7 I like to eat fish, I like to eat fish.	
8 I like to eat fish, I like to eat fish.	
9 I like to eat fish, I like to eat fish.	

Listen to Sophia answering some questions and fill in the table.

Name and surname	Sophia Evans
Age	
Favourite colour	
Like music	
Doesn't like	
Favourite sport	

Ask a friend questions and write their answers in the table. Tell the class about your friend.

Name	
Age	
Favourite colour	
Like music	
Doesn't like	
Favourite sport	

Listen and write the missing questions in the song.

Which games do you like to play? Which places would you like to see? Which music do you think sounds cool?

Listen again and sing the song.

Extra support: Practise pronouncing the questions, focusing on question words individually and then the inflection of whole questions.

Feedback: Have learners compare their answers in pairs. Then elicit the answers by calling out each line number (2, 6, 10).

Answers

- 2 Which places would you like to see?
- 6 Which games do you like to play?
- 10 Which music do you think sounds cool?

See page 60 for audioscript.

02 Task 2

- Play the song for learners to sing along. Tell them to follow the words on the page.
- Write the chorus on the board. Then ask learners to close their eyes. Erase a few words. Learners open their eyes and see if they remember the complete lines.

Extra support: Put learners into three groups and give each group one verse to sing. Encourage them to invent simple actions for each line. They can all join in for the chorus.

Feedback: Encourage learners to applaud their classmates' singing and to give praise at the end, e.g. *Well done!* or *Great singing!*

READING AND WRITING Task 3

Towards Part 2
Flyers **2**

- Write the following answers on the board: 1 *I'm happy today, thanks.* 2 (the names of some songs that learners sing at school together) 3 *It's been great.*
- Focus learners on the chorus of the song and ask them which questions go with the answers on the board. Then nominate individual learners to answer these three questions for themselves.
- Point to speech bubble A and say *Look! This is the answer to question nine*, pointing to line 9 in the song. Point to speech bubble B and elicit the corresponding question from the song. Have learners complete the rest of the matching task in pairs.
- Remind learners to read all of the alternatives before choosing the correct one. Spend time establishing which words in the response refer back to the first speaker's words.

Feedback: Ask volunteers to supply the answers orally. Praise learners for working well in pairs to find the answers.

Answers

B 3 C 4 D 11 E 1 F 8 G 12

EXAM PRACTICE

Reading and Writing Part 2, Speaking Part 1 (Introduction)

MATERIALS

Small pieces of paper (one per learner), a bag or box

Unit objectives

LISTENING	Listen and complete a song; listen to a dialogue to complete a table with personal information; listen to people talking about themselves for specific information.
SPEAKING	Ask and respond to questions about personal information, likes, dislikes and hobbies.
READING	Read and match personal questions and answers; read internet profiles for gist and detail.
WRITING	Write a simple personal profile.
VOCABULARY	Adjectives: <i>bad, boring, cool, difficult, friendly, funny, good, happy, interesting, kind, lazy, popular, rich, sad, tidy, tired, unfriendly, untidy</i> ; personal information: <i>favourite, name, surname</i>
NON-YLE VOCABULARY	<i>dream (adj), profile</i>

02 LISTENING Task 1

- Write these pairs of rhyming words on the board in random order: *cat, hat, day, say, boy, toy, cheese, trees, park, shark, bread, red, pear, chair, peach, beach, cow, now, street, meat.*
- Read the words and have learners repeat. Then tell them that there are ten pairs of rhyming words. Elicit an example pair. Then get learners to find the remaining pairs as quickly as possible. Check answers with the whole class.
- Focus learners on the three questions in the box. Then have them read the song to predict where they go. Point out that they can use rhyme to help.
- Play the song, pausing for learners to check their ideas and write the questions in each verse. Play the song again if necessary.

03

LISTENING Task 4

- Write your full name on the board. Circle your surname, point and say *My surname is* (surname).
- Ask three or four learners *What's your surname?* Then ask another three or four learners *How do you spell your surname?* Learners spell their surnames aloud, letter by letter.
- Focus learners on the table. Point to the first heading in the left column (*Name and surname*) and the example. Point to the second heading and ask *What's the question?* (*How old are you?*) Repeat the process with each heading in the table, eliciting learners' ideas and accepting any reasonable answers.
- Tell learners that they are going to hear a boy asking Sophia the questions. They will hear the audio twice: once to check which questions there are, and the second time with pauses to write the information
- Play the audio for learners to listen and check their ideas. Play the audio again, pausing it after each answer. Learners listen and complete the table.

Feedback: Copy the empty table on the board. Then have learners come up to the board and write the missing information. If necessary, play the audio again, pausing after each answer.

Extra support: Practise saying the alphabet together as a class, first in order, then pronouncing individual letters which can cause difficulty. Ask the class to spell words they know well aloud together.

Extension: Use the audioscript to ask additional questions about Sophia, e.g. *What does Sophia think about Pink Violin?* (*She thinks they're great.*) *What's Sophia's sister's name?* (*Lucy*)

Answers

Age: 10

Favourite colour: orange

Cool music: a band called Pink Violin

Sister(s) / brother(s): one sister, Lucy

Dream holiday: the beach for a week

Favourite sport: football

See page 60 for audioscript.

SPEAKING Task 5

Towards
Flyers

Part
1

- Do some drilling to practise the questions (see *Choral drilling*, p.52).
- Write learners' names on separate pieces of paper and put them inside a bag or a box. Have learners take one piece of paper each and read the name. This will be their friend for task 5, ensuring that no one is left out.
- Focus learners on the table. Remind them of the questions the boy asked in task 4 and, if necessary, tell them to look at the song in task 1 to find some of the questions. Then put learners into pairs with the friend they chose earlier, to ask and answer

the questions. Make sure they record their friend's answers in the table.

- Circulate and monitor as learners speak, encouraging them to extend their answers where appropriate and not just give single-word responses. Model extended answers and show enthusiasm when a learner does the same.
- In the test, the examiner's language is scripted to ensure fairness. Part 1 starts with the examiner greeting the candidate and asking for their name, surname and age. It is important that learners are comfortable and confident with these questions, so that the test begins well.

Feedback: Praise learners for speaking clearly, and ask them why clarity is important.

Extension: Give each learner a piece of paper. Ask them to write a short text about their friend, using the information in the table. Tell them to leave out the name and surname of the friend, but to write the name on the back of the paper. Then collect the papers in, number them and display them on a classroom wall or board. Learners read the texts and guess who is being described, writing down the number of the description and the name of the person they think it is about. At the end of the task, read out each number and the name of the person being described for learners to check. See who had the most correct guesses.

04 LISTENING Task 1

1. Focus learners on the four photos of people. Make sure learners understand that they should listen only for the names.

2. Play the audio for learners to listen and write the names.

3. Play the audio again, pausing at the names. Have volunteers spell the names for the rest of the class to check their spelling.

Feedback: Call out each name and elicit the corresponding number.

Extension: Ask learners which British names they know and if they know any which have short forms (e.g. Robert – Rob, David – Dave, Alexander or Alexandra – Alex). Practise saying and spelling the names.

Answers

1 Katy 2 Holly 3 Rob 4 Oliver

See page 60 for audioscript.

VOCABULARY Task 2

- Have learners close or cover their books. Dictate the words in the box for learners to listen and write. Then ask them to open their books and check their spelling. Explain that these are words we use to describe people's personality or character.
- Focus learners on the example in the first box. Check they understand that positive words belong in the left box and negative words in the right box.
- Put learners into pairs to complete the task. Then check answers by saying each word aloud and getting learners to smile for a positive word or frown for a negative word. Ask questions to check comprehension, e.g. *What does a tidy person usually do?*
- Play the audio again, pausing after each description to give learners time to copy the words from the box under each of the names in task 1.

Feedback: Draw a simple version of the table in task 1 on the board and invite different learners to write the

adjectives under each name. Praise learners for correct spelling. If they spell a word incorrectly, encourage them to try again by giving clues, e.g. *You need another letter.*

Extension: Have a discussion about the adjectives in the word box. Encourage learners to give examples of behaviour that reflects each quality, e.g. *Friendly people always say 'Hello!'* Ask learners if they can add any other personality adjectives to the table. Encourage them to think of members of their family and people they know outside school.

Answers

Positive adjectives: funny, interesting, popular, cool, tidy, kind

Negative adjectives: lazy, boring, untidy

Katy: interesting, cool, unfriendly

Holly: kind, untidy

Rob: funny, lazy

Oliver: popular, boring, tidy

Task 3

- Make sure learners realise that the sentences in this task refer back to the audio in task 1.
- Focus learners on the example (0). Then put learners into pairs to complete the task.

Feedback: Nominate different learners to read aloud the complete sentences. Praise good pronunciation at every opportunity.

Answers

1 boring 2 kind 3 unfriendly 4 popular 5 cool

SPEAKING Task 4

- Focus learners on the two speech bubbles. Then put them into pairs to talk about who they would like to be friends with from the four people in task 1.

Feedback: Circulate and monitor as learners speak, encouraging them to give reasons for their choices and asking *Why?* Extending answers is a useful skill to develop for the speaking exam. Invite volunteers to stand up and say who they'd like to be friends with, and why.

Extra support: Write some more speech bubbles on the board with examples, e.g. *I'd like to be friends with Katy because she is interesting and because I like playing the violin, too.*

Extension: Have learners repeat the task with a new partner. This repetition is useful for confidence-building, as learners will have already practised what they want to say. Alternatively, they can choose to talk about famous people they'd like to be friends with.

READING Task 5

- Focus learners on the internet profiles and check they know what a profile is. Explain that they are about two of the four people from the 'Friend Finder' in task 1.

- Ask learners to speculate about the 'Friend Finder': to say what they think it is and whether it's a good idea. Encourage them to give reasons.
- Have learners read the two profiles and write the correct names in the spaces.

Answers

Top profile: Rob

Bottom profile: Katy

Task 6

- Ask how the internet profiles in task 5 could be better. Learners share their thoughts.
- Point out that the text in task 6 explains how to write a good internet profile. First have learners read the text, then decide in pairs which profile in task 5 follows the guidelines best.

Feedback: Ask *Why is Rob's profile better?* Write learners' ideas on the board in a list.

Answers

Rob's profile is fewer than 50 words long, it includes things about himself, it focuses on positive things and it doesn't repeat words.

WRITING Task 7

- Explain that learners are going to write their own internet profiles. Give them a few minutes thinking time to decide what they are going to include.
- Focus learners on the steps they need to follow to write their profiles. First they think of three adjectives to describe themselves. Then they refer back to the song on page 6 for ideas.
- Hand out sheets of paper. Monitor learners as they work. Learners can copy their final version into the book. Alternatively, collect the papers, read out each profile and ask learners to guess who wrote it.

Feedback: Give learners some general feedback about their writing. Focus on the good things they have done. Collect any general errors and address them on the board with the whole class, without saying who made each error. Play a game of *Noughts and Crosses* using nine sentences with learners' common errors in the grid (see p.52).

Extension: Use learners' internet profiles to create a simple *Find someone who* game for the following lesson. Choose key information from the profiles and write 8–12 sentences starting *Find someone who ...*, e.g. *Find someone who plays two musical instruments. Find someone who likes making cakes.* Draw a line next to each sentence for learners to write the answer (a name). Make copies of the sentences and hand them out to each learner. Then get learners to mingle, asking and answering questions until they find all of the people from the sentences and write their names on the paper.