

# Introduction

Welcome to *Messages*, a lower-secondary course providing **80–90 hours of classwork** per level. *Messages* is designed to meet the needs of you and your students by making both learning and teaching **simple and effective**. It has a **clearly structured** progression in both grammar and vocabulary, and a wealth of opportunities for students to practise the language they are learning.

We hope that students will find *Messages* an enjoyable, engaging course, with its clear signposting of aims, **interesting and motivating themes**, and a wide range of **rich resources**. Teachers will find it offers **practical, easy-to-use material** that can be adapted to **mixed-ability classes**. *Messages 1* is designed for students who have studied English previously at primary level, but includes revision of all basic structures.

## Course components

### Student's Book

- Six modules of two units each
- Module opening pages
- Extra exercises page with KET-style activities
- Extra readings on Life and Culture
- Continuous story *The Silent Powers*
- Review sections at the end of every module, containing grammar and vocabulary summaries, consolidation exercises, study skills and a progress check
- Coursework
- Reference section that contains:
  - Grammar index
  - Communicative functions index
  - Wordlist
  - Spelling notes
  - Lexical sets
  - Song lyrics
  - Phonetic symbols

### Workbook

- Full range of exercises, including more KET-style activities
- Extension activities for stronger learners
- Learning diary
- Comprehensive grammar notes
- CD-ROM Extra with a range of fun interactive activities practising grammar, vocabulary and reading. Also includes Workbook audio, pattern drills and animated tour of the Infoquests

### Teacher's Book

- Step-by-step, easy-to-follow instructions
- Student's Book answers
- Background information on texts
- Guidelines for how and when to include supplementary material
- Ideas for language games in the classroom
- Tapescript for the Student's Book audio
- Workbook answer key

### Teacher's Resource Pack

- Photocopiable activities:
  - Entry test
  - Communicative activities
  - Grammar worksheets
  - Module tests
  - Final test
- Pattern drills
- Teaching notes and answers

### Audio CDs/Cassettes

- Student's Book audio
- Tests audio

### Web material

- Infoquests at [www.cambridge.org/elt/messages/infoquest](http://www.cambridge.org/elt/messages/infoquest)
- Downloadable worksheets and Teacher's guides for Infoquests at [www.cambridge.org/elt/messages/teacherquest](http://www.cambridge.org/elt/messages/teacherquest)
- Downloadable grammar worksheets for weaker learners at [www.cambridge.org/elt/messages](http://www.cambridge.org/elt/messages)

### DVD/VHS videos for Levels 1 and 2

- a collection of eight drama-style programmes based around two friends, Emily and Paul
- activity booklet including worksheets, teacher's notes, answer key and full video scripts

## About Messages

### A sense of purpose and achievement

In *Messages*, there are three levels at which students focus on what they can do in English:

- The units are divided into three steps. The step begins with a description of the target language and the communicative task(s) (*Use what you know*) which students will be able to do, using that language. Each step takes students through a series of related activities, which lead them quickly from 'input' of new language to meaningful, communicative 'output'. Short, carefully prepared and guided tasks ensure that even weaker students can enjoy a sense of success.
- At the end of each module, students complete one part of a portfolio of personal information entitled 'All about me'. This is a continuous *Coursework* project, based on different aspects of the overall theme of the book (see below) and on the language of the preceding units. Language is recycled and revised in the modules themselves and in the reviews, tests and additional material.
- There is an overall purpose to each year's work. Each book has its own theme, exemplified in the six *Coursework* tasks. In Book 1, the theme is 'Everyday life' and, by the end of the year, students should be able to describe themselves, their interests and everyday lives in simple English.

### Authentic and meaningful language learning

Although the language in *Messages 1* is, of necessity, simple and controlled, it is as natural and realistic as possible, presented and practised in authentic contexts. Students will learn about their English-speaking counterparts, and about the world around them.

### Active, responsible learners

In the units, students engage actively with the material and use a range of cognitive skills such as guessing, deducing, comparing, matching, sequencing. Students are asked to discover sentence patterns and grammar rules for themselves, to make their own exercises and to 'test a friend'. There are frequent opportunities for students to talk about themselves and their interests.

In the reviews, a series of exercises and tasks help learners to monitor what they can do. In *How's it going?* they make their own assessment of their grasp of the language points covered. This is reinforced when they complete the *Learning diary* in the Workbook.

## Using Messages 1

You will find detailed suggestions for each activity in the unit notes that follow. In general:

### Module openers

These two pages allow teachers to 'set the scene' and create interest for their students. They contain a selection of visuals from the coming units, a list of what students will study in the module and what they will be able to do at the end of it, and a brief matching exercise.

You may need to translate some of the language points for weaker classes, but encourage all classes to say as much as they can about the pictures before they do the matching exercise.

With stronger classes, you may want to ask students to identify which language point each of the sentences relates to, or to supply similar sentences.

### Presentation

There is a wide variety of presentation texts and dialogues. They each present the new grammar point in a context which illustrates its concept and meaning, as well as providing plenty of natural examples of it.

Always begin by setting the scene (for example, by asking students to comment on the photos), so that learners can anticipate what they are about to hear.

In some cases, students listen first with their books closed (or the text covered). This will enable them to focus on the sounds of the language without being distracted – and sometimes confused – by its written equivalent.

Ask plenty of comprehension questions, and get students to repeat the key sentences. They should listen to/read the conversation/text at least twice during this phase of the lesson.

### Key grammar

Key grammar activities follow on from the Presentations and focus on the language within them. Give students a few moments to discuss and complete the examples and explanations orally. Then write the completed sentences on the board. In some cases, students translate the examples and compare them with the mother tongue equivalent.

### Practice

The controlled practice exercises which always follow Key grammar sections can be done orally with the whole class, and then individually in writing.

Students are often asked to then make their own 'exercise' and **Test a friend**. Look at the example in the book with the whole class first, adding further examples on the board if necessary. This is an excellent opportunity for students to focus actively on the new grammar and test their understanding. It also gives you a chance to monitor and deal with any difficulties they may have.

For additional oral practice, there is a set of **pattern drills** in the Teacher's Resource Pack, with the corresponding audio on the Workbook CD. Recommendations for when to use the pattern drills are made in the unit notes of the Teacher's Book. We suggest you play the complete drill through at least once, before pausing for the students to respond each time.

### Key vocabulary

These are mainly matching activities, many of them with a time limit. Most of the lexical groups include items which students should know from primary school, as well as some new words. Students can work alone or in pairs, and use their dictionaries for words they don't know.

The core vocabulary of each unit is practised further in the Workbook. Encourage students to start their own vocabulary notebooks and to record new vocabulary in them.

### Key pronunciation

*Messages 1* focuses on basic areas, such as stress in multi-syllable words, the pronunciation of final -s, weak forms, and stress and intonation in sentences.

Some of the pronunciation practice comes in the form of **rhythm drills** where students listen and then join in. The pronunciation activities are always linked to the language of the unit.

### Speaking

Students are encouraged to repeat key vocabulary and the key sentences of each presentation. In addition, new language is practised in meaningful contexts that involve an element of creativity on the part of the learner, with an emphasis on moving from accuracy to fluency. Students create and practise simple four-line dialogues, make quiz questions, invent sentences about themselves, their friends and families, and their wider environment.

Speaking can also be encouraged by giving students the chance to act **role plays**. The aim here should be to reproduce the situation rather than the original conversation word for word. Stronger students can work in groups and act a slightly different conversation.

## Writing

Writing is introduced gradually and is always carefully guided. There is a variety of task types, from simple sentences to a postcard, a diary and a letter.

For longer writing tasks, encourage students to first write a rough draft, then read through and check their work before writing a final version. They could also check each others' work from time to time.

## Use what you know

The **Use what you know** tasks at the end of each step enable students to use what they have learnt for an authentic, communicative purpose. Many of these tasks can be prepared in writing and then done orally, or vice versa. Students are always given examples to follow, and you will find a model answer where applicable in the notes that follow in this Teacher's Book.

Some of the tasks can be prepared in class and then done for homework.

## Listening

Attention to receptive skills is vital in the early stages of learning English, so there is an emphasis on providing abundant, varied input.

Students will listen to the presentation texts and dialogues, and have the chance to read them at the same time, and there is also a specific listening task in each unit, covering a variety of different text types (for example, conversations, a radio quiz, an interview etc.). These may include language which is slightly beyond the students' productive level. However, they are not expected to understand or reproduce everything they have heard. You should focus on the key sentences only. Remember that learners may need to listen more than twice during these activities.

## Songs

The six songs have been written as an integral part of the book – a musical form of listening comprehension. They can be used for:

- global comprehension (Unit 1)
- teaching and practising vocabulary (Unit 4)
- teaching and practising vocabulary and grammar (Units 5, 8, 10 and 12).

Once the specific work on the songs has been done, students may enjoy singing them! The words are given on page 144 of the Student's Book.

## Reading

There is a short reading task in each unit, covering a range of text types, for example: a magazine article, an announcement, a report, an advertisement etc. Students will usually read the text once for 'gist' and then move on to more detailed questions. The texts develop reading strategies such as skimming and scanning.

Extra reading practice is provided through:

- an extra reading text with each unit, dealing with **Life and culture** in the English-speaking world.
- the story *The Silent Powers*, which begins in Unit 3. This provides an opportunity for reading for pleasure. Students' confidence will be greatly enhanced by the knowledge that they can read and understand a continuous story. Each chapter

of the story is accompanied by a puzzle in the Student's Book, while background information, comprehension questions and detailed suggestions for its exploitation are given in the Teacher's Book.

The listening and reading activities include a range of **KET text types**.

## Consolidation and testing

At the end of each unit, there is a page of extra exercises on the language of the unit, providing practice of **KET-style tasks**.

At the end of every module, preceding work is pulled together in the **Review**. This, together with the following vocabulary summary, prepares and leads them into the **Coursework** task.

There is a model each time, based on the character Jack, for you to study with the whole class. Individual coursework can then be done at home over a period of a couple of weeks or so. At the end of the year, the student's **Coursework** comprises a coherent and self-contained set of assignments, based on a clear model.

In addition, the Review section includes work on **study skills** to help students become more independent and effective learners, and a chance for students to assess their own progress.

Further consolidation of the language in the modules can be achieved through the **communicative activities** and **grammar worksheets** from the Teacher's Resource Pack, which should be done at the end of each unit, and through the accompanying **Infoquests** on the web (see below).

Students' progress can be more formally tested through the use of the **photocopiable module tests** in the Teacher's Resource Pack. The audio for the listening element of the tests can be found on the class CDs/cassettes.

## Workbook

Workbook activities should, in the main, be done for homework, though they can be prepared in class with weaker students if necessary, and you can also give stronger students the Extension exercises if they finish earlier than their classmates. Make sure you have covered the relevant part of the step before students begin the corresponding Workbook exercises.

At the end of the unit, students complete their **Learning diary**. The **Workbook answer key** can be found on pages 104–112 of the Teacher's Book.

## Infoquests

Each module of the course is accompanied by an Infoquest, in which students are encouraged to find information on **pecially designed websites** and to work co-operatively. The websites are housed at <http://www.cambridge.org/elt/messages/infoquest> and are designed to reinforce the language of each module, and should therefore be done at the end of the module.

Free **accompanying worksheets** and clear **Teacher's guides** can be found at

<http://www.cambridge.org/elt/messages/teacherquest>. You will need to complete a simple form to register and then get access to these items, and will need to log in with your user name and password each time you want to use them.

## Classroom management

### Creating an 'English' atmosphere

Use every opportunity to bring 'the real world' into the classroom: maps, posters, magazines etc. Encourage students to look for examples of English 'text' outside the classroom: words from pop songs, instructions for a machine, English food packaging in a supermarket etc.

Use classroom instructions in English from the beginning, and get students to address you in English as much as possible.

### Making good progress

A wide variety of task types ensures regular changes of pace and activity, with frequent opportunities for students to work at their own level. Work at a lively pace and have the courage to move on even though students may not have learnt everything in a lesson perfectly. Some of the activities include a time limit, to encourage students to work quickly and to introduce a 'game' element.

### Dealing with classes of mixed ability

There are a large number of personalised and open-ended activities which allow students to respond in different ways, depending on their ability. The rubric **do at least** ... also enables students to work at their own level. Other activities (**If you have time. Try this!** and the **Extension** exercises in the Workbook) can also be used by pupils who finish early.

Try to make sure you involve all the students. For example, ask weaker students to suggest single words to describe a photo, while stronger students might think of a question to ask about it. When you ask a question, give everyone the chance to think of the answer before calling on individuals to do so. When doing individual repetition, ask stronger students first, but be careful not to make this too obvious by always varying the order, and who you call on.

Use the different skills of the students in as many ways as you can. The student who hates speaking may enjoy writing vocabulary on the board, while another student may be good at drawing, or making posters.

Try to build an atmosphere in which students communicate with you and with each other in a respectful, courteous and good-humoured manner. Never underestimate the importance of praise and encouragement: *That's great! Well done! Good!*

### Explaining new words

New vocabulary which arises other than in the Key vocabulary section can be explained using visual aids such as your own set of flash cards, pictures on the blackboard, mime, contextualised examples or, if necessary, translation. Encourage students to guess the meaning of new words as well as using their dictionaries.

### Controlled oral repetition

The key vocabulary and the key sentences can be reinforced through choral and individual repetition. This helps students 'get their tongues round' the sounds of the new language. When asking a question, give everyone time to think of the answer before asking an individual student by name. When two or three individuals have responded, finish by getting the whole class to repeat.

Get students to ask as well as answer questions. Questions and answers can be drilled by dividing the class in two and getting the groups to take it in turns to ask and answer, before moving on to drilling with two individual students.

When drilling words or sentences, you can beat the stress of words and sentences with your hand to show where the main stress is – exaggerate slightly if necessary. You can also use your hand to show whether the sentence goes up or down at the end.

With long sentences, use 'back-chaining':

... *half past ten.*

... *to bed at half past ten.*

*I usually go to bed at half past ten.*

### Pairwork

Getting students to work in pairs will greatly increase the amount of English spoken in the classroom, even if some students may use the mother tongue. Walk round and listen whilst students are speaking. Vary the pairings so that students do not always work with the same partner. Always give examples of what you want students to do and check that they understand the activity clearly.

### Group work

Some of the activities in *Messages 1* can be done in groups if you wish. Ensure first that everyone is clear about what they are doing, then monitor their work and don't let the activity drag on for too long. Use mixed-ability groups and appoint a group leader.

### Correcting oral mistakes

When correcting students, be sensitive and realistic about what you can expect at their level. Give them an opportunity to correct their own or each others' mistakes whenever possible.

Focus on fluency rather than on accuracy. You can note down any important and recurring errors and go over them with the whole class at the end of the lesson.

Try to focus on content as well as on accuracy, and respond accordingly if something is interesting.

### Correcting written work

Make your corrections clear by indicating the type of error, for example, vocabulary, grammar, spelling etc. Comment positively on content where applicable, e.g. *This is very interesting, Carlos.*

Again, bear in mind the student's level and the focus of the activity, as you may not want to correct every mistake.

### Enjoy it

We hope that the material in *Messages 1* will motivate the students and facilitate their learning, and that the way the material has been structured will make your job as straightforward and effective as possible. Most of all, we hope it proves a rewarding experience for you and your students.

# Module 1

## Facts

See page 7 of the Introduction for ideas on how to use the Module opening pages.

### Answers

1 b 2 c 3 d 4 a

# 1 What do you remember?

Unit 1 is a revision unit and has no specific Key grammar and Key vocabulary sections. The structures covered will all be dealt with systematically in later units. The aim of the unit is to activate some of the language which students have already learnt and which will be essential for communication in the classroom. It's important, wherever possible, to speak in English in your lessons and encourage the students to do the same.

## STEP 1

### Revision:

Simple sentences with *My name's ..., I'm ..., I like ...* and *I've got ...*  
 Some common words

### Communicative tasks:

Making sentences  
 Giving personal information

- As an introductory exercise, revise greetings in English. Say *Hello* or *Hi* and encourage students to return the greeting. Then add *How are you?* and elicit appropriate responses: *Fine, thanks. / OK, thanks. / All right, thanks.*
- Ask students to turn to their neighbours and exchange greetings in English.
- When you come to the end of the lesson, say *Goodbye* and elicit the appropriate response: *Goodbye. See you tomorrow / on Monday / on Friday.*

## 1 Words

- a
- Ask the class to say the letters of the alphabet in order from A to Z and write them up on one side of the board. Tell students to write the letters in their notebooks, leaving a space beside each one.
  - Working as quickly as possible, students try to think of an English word beginning with each letter in the alphabet. Set a time limit of five minutes and get them working either individually or in pairs. Tell them not to worry too much about spelling and to move on quickly if they can't think of a word for any of the letters.
  - Finding a word starting with *x* will be very difficult, so you may choose to leave out this letter or to supply a word yourself at the beginning (for example, *x-ray*, *xylophone*).
  - At the end of five minutes, stop the activity. Go quickly

round the class to get several example words for each letter. If students had problems with more uncommon letters like *k*, *q* and *z*, you could give clues to elicit some of these words:

*K: king, key, kitten*

*Q: queen, quiz, question*

*Z: zoo, zip, zebra*

- b
- Write the four lists on the board. Invite students to come to the front and add words to the lists. Alternatively, you could write up the words yourself as students suggest them, or appoint one or two confident students to do so. Check understanding by asking for translations in the students' own language.
  - Remind students that it is a good idea to list new words in groups like this. The connections between them often make them easier to remember.

## 2 Sentences

- a
- Look at the example and ask students to form another sentence starting with *I've got* (*I've got a camera, I've got twelve computers*). Then do the same with *I'm* (*I'm thirteen, I'm fine*) and *I + like* (*I like music, I like animals*).
  - Remind students that we only use *a/an* with a singular noun (NOT ~~*I've got a computers*~~).
- b
- Choose two students to read out the examples.
  - Give the class time to write at least two sentences about themselves. They can use the words in the balloons or they can add words of their own.
  - Choose students to say their sentences to the class.

## OPTION

With a small class, you could ask students to stand up and mingle, greeting each other and introducing themselves with their sentences.





## 3 Listening Song

- a
- Look at the picture and ask students to say what they can see.
  - Focus on the bottle and the jumbled words. Ask: *Can you make three words?* If students haven't seen these words before, there may be similar words in their own language that will help them to guess the English forms and to

work out the meanings. Ask them to identify the sea, the bottle and the message in the picture.

### Answers

bottle, message, sea

- b
-  Play the recording at least once to let students simply listen and enjoy the song.
  - Give them a few moments to look at the jumbled sentences and to think about the correct order of the words.
  -  Play the recording again. Students listen and read the sentences, concentrating on the correct order of the words when they hear them.
  -  Ask students to write the sentences correctly. Then play the recording once again. Students listen and check.
  - Check the answers with the class, but don't focus on punctuation at this stage.
  -  Ask students to turn to the song words on page 144 of the Student's Book. Play the song again and encourage them to sing along. The second time round, you can divide the class into two, with one half asking and the other half answering the questions, and everyone singing the chorus together.

### Answers

- 1 What is it?
- 2 It's a message in a bottle in the sea.
- 3 It's in English.
- 4 Do you understand?

## 4 Punctuation

- a
- Say the words in the box and ask students to repeat. If you think it is appropriate, ask them to explain the use of the different punctuation marks in their own language.
  - Explain or elicit the meaning of *at the beginning*, *at the end* and *in the middle*.
  - Students complete the explanation in the box. They can do this orally, in writing, or both.

### Answers

capital letter  
 full stop, question mark, exclamation mark  
 comma

- b
- Ask students to check their punctuation in 3b (the sentences from the song). Note that an exclamation mark could be used at the end of sentence 2 because the speaker seems to be expressing surprise and excitement.
  - Emphasise the use of capital letters at the beginning of words for nationalities and languages (for example, *English*).

## 5 Writing *Information about me*

- This exercise can be done in class or set for homework.

### OPTION

Ask students to write their sentences on a piece of paper and fold it. Collect the papers and put them together. Then ask students in turn to take one and read out the sentences, leaving out the person's name. The rest of the class have to guess who each person is.

### Revision:

Simple sentences with *I*, *he* and *she*  
 Classroom language

### Communicative tasks:

Communicating in the classroom  
 Reading a letter  
 Asking and answering about personal information

## STEP 2

## 1 Classroom language

- a
- Ask the question and brainstorm ideas, using the student's own language. As well as the suggestions in the box, answers might include:
    - Ask a parent or an older brother/sister.
    - Ask an English-speaking friend.
    - Use pictures and examples in the Student's Book to help you.
    - Look at a grammar book.
- b
- Look at the example and ask for other things we can say in English. Write good suggestions on the board. Answers might include:
    - *I don't know this word.*
    - *Sorry, I don't/can't understand this.*
    - *Can/Could/Would you repeat that, please?*
    - *Can/Could/Would you speak slowly, please?*
- c
- Tell students to check their list against the examples in the box and explain any new words (*guess*, *panic* etc.).
  - Drill the expressions for things you can say, both in the box and on the board. Start with choral repetition and then ask individuals to repeat.

## 2 Reading *A message in a bottle*

- a
- Make sure it's clear that this text is the message in the bottle from Step 1. Explain that some of the words are wet so we can't read them properly.
  - Tell students to look only at the complete words, and to pick out any of these that they don't understand (for example, *Exeter*, *southwest*, *tortoise*, *Lightning*).
  - In pairs, students ask each other about the words they have picked out. They may be able to explain or guess the meaning of some of their partner's words. If they


can't, they should use expressions from Exercise 1 to suggest a way to find out.

- Students follow their partner's advice until they are satisfied that they know the meanings of the new words. You will need to circulate so that they can ask you for meanings as necessary.
- b**
- Still in their pairs, students try to work out the illegible words in the message. Tell them to look carefully at the surrounding words to help them.
  - Look at the first sentence together before they start and elicit possible answers (*girl or boy*). Tell students that they won't be able to fill in the name of the writer at the end of the message, but they will find this out in Exercise 3.
  - Go through the answers with the class, but don't confirm or correct them at this stage.
  - Ask students about the writer of the message, without revealing that she is female: *This person lives in ...? (Exeter.) Nationality? (British.) How old is this person? (Twelve.)*

### Answers


girl; England; twelve; music;  
 computers; sister; a; called; nationality;  
 What's; name  
 (Sadie)

## 3 Meet Joe, Sadie, Sam and Jack!

- a**
- Give students a few moments to look at the photos of Sadie, Joe, Jack and Sam the dog. Introduce the names of the three characters and the dog and practise the pronunciation.
  - Tell students to close their books. Introduce the recording (*Listen to Joe, Sadie and Jack.*) and ask the question (*Who is the message from?*).
  -  Play the recording, several times if necessary. Students may at first come up with different answers – if so, discuss them together. (The writer isn't Jack because he lives at number 27, not 25. It isn't Joe because Sadie says her brother is 14, not 12. So it's Sadie – she's 12, and she's got a brother, a sister and a dog called Sam.)


### Answer

Sadie

- b**
-  Play the recording again. Students listen and read the paragraphs.
  - Draw attention to the Remember! examples. Ask students to choose the correct pronouns and complete the sentences about Sadie. Teach or revise the word *address*.
  - Students write out the sentences in full, supplying the correct information from the texts in Exercises 2 and 3.

### Answers

The message is from Sadie because she is 12 years old. She has got a brother, a sister, a dog and a tortoise. Her address is 18 Maple Road, Exeter, EX11 4NP, UK.

- c**
-  Play the recording of the message. Students listen and check their answers for 2b. Ask them what Sadie's surname is (*Kelly*) and write it on the board so that they can complete the message.

### Tapescript

- 18 Maple Road, Exeter EX11 4NP, UK.
- The 30th of August.
- Hi! This is a letter from a girl in the UK. I'm English. I live in Exeter, in the southwest of England. I'm twelve. I like music and I'm interested in computers. I've got a brother and a sister. We've got a dog called Sam and a tortoise called Lightning.
- What about you? What nationality are you? Where do you live? How old are you? What's your name?
- Please write to me.
- With best wishes from Sadie Kelly.

## 4 Writing and speaking *More about me*

- Elicit and drill the questions from the message in the bottle. Start with choral repetition by the whole class, and then ask individuals to repeat.
- Give students time to write their answers. If necessary, revise the names of students' nationalities.
- Choose students to ask and answer the questions across the class.
- In pairs, students ask and answer the questions.

### Revision:

*Can I ...?* for permission  
 Numbers and dates  
 The alphabet  
 More classroom language

### Communicative tasks:

Using numbers  
 Saying the date  
 Spelling words in English  
 Asking for permission and help

STEP 3

## 1 Numbers

- a**
- You could start by using flash cards to revise the numbers 1–100. Hold up cards in random order and ask the class to say the numbers. (Alternatively, you could write the numbers on the board.)
  - Look at the example. Ask the class to say the numbers (including the answer, 9). Then elicit the next two or three numbers in the series (*11, 13, 15*).
  - Ask the class to say all the numbers in each of the other series. They then work out the next number in each series.

- Play the recording. Students listen and check.
- Ask different students for their answers – they should read the whole series aloud. Then ask the class to say the next few numbers in each series.

### Tapescript/Answers

- 1 1, 3, 5, 7, 9
  - 2 2, 4, 6, 8, 10
  - 3 11, 12, 13, 14
  - 4 20, 30, 40
  - 5 65, 70, 75, 80
  - 6 21, 28, 35, 42
- b**
- Students now devise their own number series without letting anyone see what they have written.
  - In pairs, they read out their numbers to their partner, who must write them down and try to work out the next number in the series.
  - If there is time, students can form new pairs to repeat the exercise with different partners.

## 2 Dates

- You can again use flash cards or numbers written on the board to elicit ordinal numbers. Give special attention to the 'irregular' ordinals: *first, second, third, fifth*.
- Ask students to say the names of the months in order, from January to December.
- Ask: *What's the date today?* and elicit the correct answer. Drill the question and the answer, making sure that students say the words *the* and *of*.
- Read through the information in the Remember! box. Then ask a student to write today's date on the board. (It's good to establish the practice of asking for the date and inviting a student to write it on the board at the start of each lesson.)
- Ask the second question and elicit the correct answer in spoken and written form.

### OPTION

Follow up with other questions, for example:  
*What's the date tomorrow?*  
*What's the date on Saturday?*  
*When's your birthday?*

## 3 The alphabet

- a**
- Look at the photos and say the names of the characters, emphasising the vowel sounds in each one. Students repeat.
  - Say the names again, followed by the letters with the same sound. Students repeat.
- b**
- Focus on the remaining letters in the list. Encourage students to say the letters aloud to help them decide which group they belong to.
  - Play the recording. Students listen and check.

### Tapescript/Answers

- KATE: Kate – A, H, K, J
- LEE: Lee – B, C, E, P, T, V, D, G
- MEL: Mel – F, L, M, X, Z, N, S
- MIKE: Mike – I, Y
- JOE: Joe – O
- SUE: Sue – Q, W, U
- MARK: Mark – R

### OPTION

For further listening practice, give students a 'secret message'. Ask them to draw an empty grid of 7 x 4 squares. Read out the letters line by line, from left to right. Students fill in the letters, and then work out the message by reading down the columns.

(Answer: *Hi! My name is Sadie. I live in Exeter.*)

H	N	I	D	L	I	E
I	A	S	I	I	N	T
M	M	S	E	V	E	E
Y	E	A	I	E	X	R

## 4 Things in the classroom

- a**
- Ask students to look around and say as many words as they can for things in the classroom. Test their understanding by pointing to things and asking *What is it?* Elicit: *It's a ...*
- b**
- Play the recording. Students listen and write down the letters. When they give their answers, ask them to say the word and spell it out.

### Tapescript/Answers

- 1 R-U-L-E-R
- 2 D-E-S-K
- 3 W-I-N-D-O-W
- 4 D-I-C-T-I-O-N-A-R-Y

### OPTIONS

- 1 Play 'Simon says', using the command *Point to ...* and the words for classroom things. See Games, page 103 in the Teacher's Book.
- 2 Play 'I spy'. Write up the rhyme:  
*I spy with my little eye  
 something beginning with ...*  
 Say the rhyme and give the first letter of a classroom object. Students make suggestions until someone guesses the object you are thinking of. This person then starts the next round of the game.



## 5 Asking for permission


- a
- Read out the three questions and ask students to match them with the pictures.
  - Drill the questions, with students repeating all together and then individually. Pay attention to the intonation, with the words *Can I* being unstressed. For example: *Can I look at your dictionary, please?*

### Answers


1 c 2 a 3 b

- b
- Drill the two replies to the question.
  - Give prompts to elicit questions and replies, for example: *Window? (Can I close the window?)* Shake your head (*No, sorry.*)
- c
- Look at the example in 5c. Substitute some other words to elicit new questions, for example: *Door? (Can I close/open the door?) Pen? (Can I use your pen?) Book? (Can I look at your book?)*
  - In pairs, students take it in turns to ask and answer.

## 6 Asking for help

- a
- Make sure students can identify the people in the photo (Sadie and Jack). Ask: *Where are they? (At home / In their bedrooms.) Are they in the same house? (No – Jack is next door.) What are they doing? (Homework.)*
- b
- Tell students to close their books and listen. Ask the question.
  -  Play the recording. With books closed, students listen for the correct answer.

**Answer** French.

- c
-  Play the recording again. Students listen and read. They then put the questions in order and reply with true answers.
  - Drill the questions *Can you help me?, How do you say ...?* and *How do you spell ...?* Give special attention to the pronunciation of *do you /dʒu/*, but don't discuss the grammar in any detail at this stage.
  - In pairs, students ask and answer.

### Answers

1 How do you say 'It's great' in your language?  
 2 How do you spell 'great'?

- d
- Give pairs time to practise the dialogue. Encourage them to substitute their own names for *Sadie* and *Jack*. Students taking *Jack's* role can also substitute a question about English, using a word or phrase in their own language (*How do you say ... in English?*).

- Invite one or two pairs to perform their dialogue for the class.

## 7 Writing A letter to Sadie

- Tell students to re-read Sadie's message on page 8 before they write, and to make sure they answer her questions.
- Elicit some example sentences for the prompts in the example. Point out that the address and date go at the top of the letter.
- Walk round the class, giving help where necessary. Encourage students to ask questions in English when they need help.
- Collect the letters to mark, and choose two or three to read out in the next lesson.

### Example answer

Dear Sadie,

I've got your message. My name's Pietro. I'm 12. I'm Italian and I live in Ancona. I've got a brother called Stefano and I've got a cat called Mimi. I like animals and I'm interested in films.

With best wishes from Pietro.

## Extra exercises

The Extra exercises can be used flexibly, as consolidation, either during or at the end of the unit. The teaching notes explain how they can be exploited in class, but they can also be given as homework, depending on time available.

- 1
- Students write the questions in the correct order. Remind them to use a capital letter at the beginning.
  - As you check the answers, ask for example replies to all questions except 3. For question 5, point to something in the classroom.

### Answers

2 How do you spell your name?  
 3 What does it mean?  
 4 Can you help me?  
 5 What is it?  
 6 How are you?  
 7 Can I use your rubber?  
 8 Do you understand?

- 2
- Look at the example with the class. Ask students to suggest other replies that would be correct for this question (*Fine, thanks. / OK, thanks.*) Elicit questions that fit with replies b and c. (b: *What's your name?* c: *How is he?*)
  - Students read the questions and choose the correct replies.

**Answers**

2 b 3 c 4 a 5 b

- 3**
- Look at the example and the alternative answers. Ask: *What's Sadie's surname? (Kelly.) What's her nationality? (English.)*
  - Students choose the correct words for the other sentences.

**Answers**

2 b 3 b 4 b 5 c

- 4**
- Tell students that we use *and* (or *plus*) for the + sign and *is* (or *equals*) for the = sign. Teach *minus* (–) and *times* (x).
  - Read out the example (*Fifty minus ten is forty.*).
  - Students do the sums and give the answers in words. If some students finish early, they could work in pairs, setting each other new sums to work out.

**Answers**

2 thirty-seven 3 fifty 4 twenty-three  
 5 seventeen 6 fourteen 7 nineteen  
 8 ninety 9 sixty-four 10 eighty-eight

- 5**
- Look at the example with the class. Ask: *Why is 'brother' different?* Establish that the other three words are names of animals.
  - When you go through the answers, ask students to give reasons for their choices.

**Answers**

2 teacher 3 September 4 sea 5 university

- 6**
- Test students' understanding of the sentences by asking them to suggest replies in English, for example:
    - K-A-T-E.*
    - It means ...*
    - I can help you. It means ...*
    - Yes, of course.*
    - Yes. What's the problem?*
    - Yes, of course. Here you are.*
  - Ask students to work on the translations in pairs or small groups, and then discuss with the whole class.

## Extra reading

### Alphabet world

#### Lead in

- Ask students: *How many letters are there in your alphabet?*
- Invite them to compare (in their own language if necessary) their alphabet with the English alphabet in other ways. Are there any consonants in English that aren't used, or are only rarely used, in their language?

Are there accents for vowels or consonants in their language that don't exist in English?

- If there are any differences in the forms of punctuation between the two languages, you could draw attention to these. For example, there may be different ways of indicating direct speech, or words that have a capital letter in English but a small letter in the students' language.

### Task

- Introduce the words *vowel* and *consonant*, (and drill the pronunciation /vauəl/ and /'kɒnsənənt/). Say some English words and ask students to say if they begin with a vowel or a consonant.
- Explain the meaning of *symbol*. You could use Egyptian hieroglyphs as an example of a language that uses pictorial symbols.
- Ask students to read the text and match the letters from different alphabets with their names in the text. Check answers, then read out the text while they follow in their books.
- Look at the example (question 1) and ask: *Why is it false? (Because some alphabets use symbols, not letters.)*
- Students write *True* or *False* for the other four sentences. Ask them to correct the false sentences.

**Answers**

2 True.  
 3 True.  
 4 False. (It's from Cambodia/Asia.)  
 5 False. (It's got 6,500 symbols.)

### About alphabets

For more on runes, see the background information for the first chapter of *The Silent Powers* on page 31 of the Teacher's Book.

**OPTION**

You can write out the runes with their English sounds, photocopy them and hand them out.

**Runic alphabet**

ƒ	f	X	g	ʃ	e	M	e
∩	u	Ɔ	w,v	Ɔ	p	M	m
Ɔ	th	N	h	Y	z	l	l
ƒ	a	Ɔ	n	Ɔ	s	◇	ng
R	r	l	i	↑	t	◇	o
<	k	⇒	j,y	B	b	⊗	d

Use the above alphabet to write three or four simple English words, using runes. Ask the students to 'decode' the words back into English.