

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

- 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*

- 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

- 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*~~).
- 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

- 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:
1 K-A-T-E.
2 It means ...
3 I can help you. It means ...
4 Yes, of course.
5 Yes. What's the problem?
6 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

F	f	X	g	J	e	M	e
Π	u	P	w,v	C	p	M	m
P	th	H	h	Y	z	I	l
F	a	T	n	S	s	◇	ng
R	r	I	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.