

Message 1

My life

See page 8 of the Introduction for ideas on how to use the Message opening pages.

Answers

1 c 2 a 3 d 4 b

1

Getting started

STEP 1

Revision:

be
There is/are
can/can't
have/has got
verbs: live, eat, etc.

Communicative tasks:

Talking about facts
Writing facts about the class

1 Reading What do you know?

BACKGROUND

Chimpanzees have been taught to communicate using up to 240 hand signs from American Sign Language, a visual language for the deaf.

The Big Apple is a name for New York. Its origin is uncertain, but it was probably first used, referring to New York, in the saying 'There are lots of apples on the tree, but there's only one big apple.'

Little Italy, Chinatown and El Barrio are all districts of Manhattan. The population of El Barrio (also known as Spanish Harlem) is mainly from Latin America and Puerto Rico.

Although coffee is also very popular, tea is still the favourite hot drink in Britain. People usually drink it with milk and sometimes also with sugar.

The tree known as General Sherman is the largest of the giant sequoias in California's Sequoia National Park. It is named after a military commander in the American Civil War.

- a
- Focus on each photo in turn and ask students what they can see. Activate as much vocabulary as possible, writing words on the board as students suggest them. You can prompt them with questions, for example: *Where is it? What is it?* However, don't teach new words from the texts at this stage.
 - You may want to explain that the *Manchester Evening Gazette* is the name of a local newspaper.

- Remind students of the question *What does ... mean?* and elicit possible replies: *I think it's ... I don't know. Let's ask the teacher. Let's look at the dictionary.*
 - Set the time limit. Ask students to read the texts themselves and pick out unknown words. In pairs, students find out what they mean. Encourage them to guess meanings wherever possible by looking at the context and referring to the photos.
 - Drill the pronunciation of new words and check understanding by inviting students to ask each other: *What does ... mean?*
 - Make sure that students say the numbers correctly. You could revise further by writing other numbers on the board for the students to say.
- b
- Ask students to match the sentence parts. They can do this individually or in pairs.

Answers

- 2 e People in Britain drink a lot of tea.
3 g There are cheetahs in Africa and Asia.
4 i Owls have got powerful eyes.
5 h The red-kneed tarantula lives in Mexico.
6 d Penguins can't fly.
7 j 'General Sherman' is a very tall tree.
8 b In New York you can hear Spanish, Italian and Chinese.
9 f Matt Long hasn't got a mobile phone.
10 a Chimpanzees can understand sign language.

2 Grammar revision Verbs

- Remind students of the difference between singular and plural forms, and elicit the full form of *There's*, *can't* and *haven't*.
- Students work individually to complete the sentences, then check with the whole class.
- If fuller revision of the verb forms is needed, there are examples in Progress check 1 at the end of Unit 2.

Answers

- 2 eat 3 have got, can't 4 There's 5 haven't got
6 is 7 are 8 There are 9 has got, lives

OPTION

As you check the answers, you can follow up with further questions, preparing for work on question forms in Step 3. For example:

- 1 Are there any owls in (your country)?
- 2 Do you often eat pizza?
- 3 Can penguins swim?
- 4 What language do they speak in El Barrio?
- 5 How many legs have they got? (etc.)

3 Reading and speaking Facts and opinions

- a
 - Read out the sentences and ask the questions.
 - Refer back to the texts in Exercise 1. Ask students which text expresses opinions (*the letter in the newspaper*). Compare this with the other texts (*the purpose is to present information*). Draw attention to the personal approach of the letter and the language used for opinions (*I want, I think, I don't think*).
 - Invite students to read out and comment on some of the facts in the first five texts.

Answers

The first sentence is a fact. The second sentence is an opinion.

- b
 - Students can work individually or in pairs or small groups to complete the sentences with factual information.
 - Choose different students to say their sentences to the class. Encourage others to comment: *Yes, that's right/true. No, I don't think that's right/true. I think ...*

Example answers

- 2 There are ... million people in our country.
- 3 We eat a lot of rice and pasta.
- 4 Bats can't see very well.
- 5 Chicago is an American city.

- c
 - Invite students to make other factual statements to the class.

OPTION

Ask pairs or groups to write some true and some false sentences. They read out their sentences to the others in the class, who have to decide which are true and which are false.

4 Speaking and writing Facts about us

- Look at the examples. Ask students to substitute different information to make these sentences true about their class.
- Elicit some other ideas for the information they could provide. For example:

- There are ... girls/boys in the class.
- We have English classes in Room ...
- Our classroom/teacher is / has got ...
- We ...

- Students write their own sentences giving factual information.
- If there isn't enough time for students to design a poster in class, you could ask them to complete it for homework, adding illustrations as they choose. Display the posters in the classroom and allow time for students to read each other's work.

Vocabulary:

Expressing opinions

Adjectives for opinions

Communicative tasks: Understanding, asking for and expressing opinions

STEP 2

1 Key vocabulary Expressing opinions

- a
 - Ask students to look at the photos. If they have studied *Messages 1*, ask them to say what they remember about the six young people. For example: They live in Exeter. Sadie is Joe's sister. Lisa is Sadie's best friend. Ben is in their class at school. Jack lives next door to Sadie and Joe. Mel is the singer in Joe's band. If they are new to the course, identify Ben and make it clear that the other five people are his friends.
 - Read out Ben's words, or get a student to read them, and use the picture to demonstrate the meaning of *giant* (note that this word can be used as a noun or an adjective).
 - Check that students understand the question *What do you think of it?* and ask them to repeat it. Give special attention to the intonation (only *What* and *think* are stressed) and to the /ə/ sound of the unstressed *do* and *of*.
 - Read out the five opinions on Ben's artwork. Discuss whether they are positive, negative or somewhere in the middle, and ask students for their ideas about which photo(s) could match each opinion. Don't correct or confirm their answers at this stage.
- 1.2 b
 - Play the recording. Students listen and write the correct names.
 - Play the recording again. Pause after each sentence and ask students to repeat.
 - Point out that *I don't like it very much* is negative but not strongly negative. Similarly, *It's OK* (or *It's not bad*) is positive but not enthusiastic.
 - Explain that we can use either *I don't know* or *I'm not sure* when we haven't got a definite opinion.


Tapescript/Answers

- 1 JOE: It's a bit strange. I don't like it very much.
• ANSWER: That's Joe.
- 2 SADIE: I don't agree. I really like it. I think it's funny.
• ANSWER: That's Sadie.

CHAPTER 2 *Wild Flowers*
Tom wants to find out

BACKGROUND

In the UK, some exam papers are set and marked outside the school by a state body. When they are sent out to schools, they are locked up securely so that there is no danger of cheating.

- Ask students questions to revise the first chapter of the story, for example: *Who's the main character? (Tom.) What do you know about him? (He's a student. He doesn't usually like school but he really enjoys science.) Who's his best friend? (Neesha.) Who's Mr Roberts? (He's their science teacher.) In Chapter 1 was Mr Roberts at school? (No, he wasn't.)*
 - Focus on the first picture and ask: *Where are they? (In the science room/lab.)* Ask students to identify Tom and Miss Kay. Tell them that the other woman is a teacher called Mrs Price. Use the picture to teach the verb *hide* and explain that the past form is irregular: *hid*.
 - Focus on the second picture and again ask: *Where are they? (In the library.)* Ask students to identify the girl (Neesha).
- 1.29 ●  Read out the chapter (or play the recording if you prefer) while students follow in their books. Elicit or explain the meaning of key words (for example, *find out, exam paper, cupboard, office, terrible*).
- Ask questions 1–3 and discuss them with the class. If you wish, you could ask students to write answers to the questions.
 - Make sure students understand the issue about the exam paper. Ask: *Did Mr Roberts write the science exam? (No, he didn't.)* Ask why a teacher might want to steal an exam paper. (*To prepare his students for the questions in the exam and to get good results for his class.*)
 - Ask how Tom thinks the exam paper got into Mr Roberts' desk. What are some possible answers to Neesha's questions 'Who? And why?' What can Tom and Neesha do about the situation?

Example answers

- 1 Because he wanted to find out more about Mr Roberts.
- 2 She opened her cupboard and found that the science exam paper wasn't there. After that she found the paper in Mr Roberts' desk.
- 3 No, he doesn't.

OPTION

Divide the class into pairs. Ask students to practise reading the chapter as two dialogues (first Miss Kay and Mrs Price, then Tom and Neesha), leaving out the narration. You could choose two pairs to perform the dialogues for the class.

Grammar review 4

1 Rules

Come noti, ci sono due tipi di domande a risposta chiusa. Quali sono?
Did + soggetto + verbo oppure was/were + soggetto.
Con quale verbo si deve usare l'inversione soggetto-verbo? Il verbo *essere*.
Con gli altri, come si costruisce la domanda?
Con l'ausiliare *did*.
Le risposte brevi, come si formano?
Yes, + soggetto + did. No, + soggetto + didn't.

Answers

- 2 Did you watch a video last night? Yes, we did.
- 3 Did Lisa enjoy the concert? No, she didn't.
- 4 Did she stay at home yesterday? Yes, she did.
- 5 Was Jack happy to see you? Yes, he was.
- 6 Was the film interesting? No, it wasn't.
- 7 Were The Beatles a pop band? Yes, they were.

2 Rules

Come si costruisce una frase negativa al passato con la maggioranza dei verbi inglesi?
Soggetto + *did not* + verbo forma base.
Di solito si usa la forma contratta, cioè *didn't*.
Conosci dei verbi che non seguono questa regola? *Have got, be, can*.
L'ausiliare *didn't/did not* cambia secondo il soggetto? *No*.
Didn't è la forma negativa contratta di *did + not*; in questi esempi, aiuta i verbi a formare la frase negativa.

Answers

- 2 You and Sadie didn't invite Jack to the party.
- 3 Lisa didn't talk to the Brooklyn Boys.
- 4 We didn't like the film on TV.
- 5 Jack and Joe didn't want the Brooklyn Boys' autographs.
- 6 I didn't wait for the bus.
- 7 There wasn't a big party at my house last night.

3 Rules

Per i verbi regolari come *sailed* si aggiunge la desinenza *-ed* per formare il passato. I verbi irregolari, come quelli regolari, rimangono *invariati*, cioè sono sempre uguali rispetto al soggetto che compie l'azione.

3a

Answers

- | | |
|----------------------|----------------------|
| 1 to come – venire | 2 to go – andare |
| 3 to have – avere | 4 to run – correre |
| 5 to say – dire | 6 to see – vedere |
| 7 to sleep – dormire | 8 to take – prendere |

3b

Answers

- 1 I went to Sardinia last summer. I took the ferry from Civitavecchia.
- 2 My friends and I slept in a tent at a campsite.
- 3 Mum and Dad came with us.
- 4 One night Jack saw a spider in our tent and he said, 'Don't worry. I love spiders!'
- 5 The spider ran across the tent.
- 6 We all had a scary experience.

4

Answers

- 2 My dad worked in Tokyo last year.
- 3 We went shopping yesterday afternoon.
- 4 Paul and Annie went to a great pop concert in September.
- 5 My little sister was born two months ago.
- 6 My aunt made a beautiful chocolate cake this morning.

Extra exercises

1

Answers

- 1 a 2 c 3 b 4 c 5 b 6 c

2

- Look at the example with the class and count back with them from Monday to Friday.
- For question 2, remind students of the word *minute*.
- Ask students to read out the whole sentence when they give their answers. For questions 3 and 5, explain that it's possible to say *one year/week ago*, but more normal to use *a*.

Answers

- 2 20 minutes ago 3 a year ago 4 five months ago
- 5 a week ago 6 13 years ago 7 six days ago
- 8 an hour ago

3

- Look at the example with the class. If your students are having any problems with question forms, go through the whole exercise orally before they write.
- Elicit example answers for each of these questions.

Answers

- 2 Who was your favourite teacher last year?
- 3 Did they buy a lot of records last month?
- 4 Did Mel sing at the concert on Saturday?
- 5 When did you go to New Zealand?
- 6 Were Jack and Ben at Lisa's party last night?
- 7 Why did you put my shoes in the cupboard?
- 8 Were Joe and his band on TV?
- 9 Did Matt run to school this morning?
- 10 How did you do that?

4

- Students choose the correct answer for each question.
- You could elicit possible questions for some of the unused alternatives.

Answers 1 b 2 a 3 b 4 c 5 a

5

Answers

- 2 Lisa didn't get their autographs.
- 3 Jack didn't go to the concert.
- 4 Matt didn't run very fast.
- 5 The ferry didn't arrive early.
- 6 We didn't have a good time.

6

- Ask students to work on the translations in pairs or small groups, and then discuss with the whole class.

- 1 Sei stato/a fortunato/a!
- 2 È stato veramente bello/carino.
- 3 Non sorridevano nemmeno./Non hanno neppure sorriso.
- 4 Non m'importa./Me ne infischio. Non è importante.
- 5 Perché è di cattivo umore Lisa?
- 6 È salito/a al numero uno.

Extra reading

Life and Culture Quiz: The UK and the USA
Task

- Read out the quiz questions and help with new vocabulary. For question 7, make sure that students are aware that America was a British colony before they fought a war to gain their independence.
- Ask students to go through the quiz and choose the answers they think are correct. Allow them to discuss their answers in pairs or small groups before you check with the whole class.
- Discuss the answers with the class. Ask questions to elicit extra information, for example:
 - 1 Which state is separated from the rest of the USA by Canada?
 - 2 What are the four countries?
 - 3 Where's Hollywood? Where's the Statue of Liberty?
 - 4 Who lives at Buckingham Palace? Where does the US president live?
 - 6 What was the name of their ship?
 - 7 Were the British happy to give America independence?
 - 8 Who is the prime minister of that country now?
 - 9 Who is the president now, and who is his wife?
 - 10 Which country's flag is The Stars and Stripes? How many stars are there on the flag?