

Meredith Levy Diana Goodey

# Messages

Teacher's Book

2



CAMBRIDGE  
UNIVERSITY PRESS

Cambridge University Press  
978-0-521-61429-0 - Messages Teacher's Book 2  
Meredith Levy and Diana Goodey  
Frontmatter  
[More information](#)

---

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press  
The Edinburgh Building, Cambridge CB2 2RU, UK

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9780521614290](http://www.cambridge.org/9780521614290)

© Cambridge University Press 2005

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press.

First published 2005  
Reprinted 2006

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN-13 978 0 521 61429 0 Teacher's Book  
ISBN-10 0 521 61429 5 Teacher's Book

ISBN-13 978 0 521 54709 3 Student's Book  
ISBN-10 0 521 54709 1 Student's Book

ISBN-13 978 0 521 54710 9 Workbook with Audio CD  
ISBN-10 0 521 54710 5 Workbook with Audio CD

ISBN-13 978 0 521 61430 6 Teacher's Resource Pack  
ISBN-10 0 521 61430 9 Teacher's Resource Pack

ISBN-13 978 0 521 61431 3 Class Cassettes  
ISBN-10 0 521 61431 7 Class Cassettes

ISBN-13 978 0 521 61432 0 Class Audio CDs  
ISBN-10 0 521 61432 5 Class Audio CDs

# Contents

Map of the the Student's Book	4
Introduction	6
<b>Teacher's notes and keys</b>	
<b>Module 1 My life</b>	
1 Getting started	10
2 A slice of life	17
Module 1 Review	23
<b>Module 2 In the past</b>	
3 Stories	26
4 Entertainment	33
Module 2 Review	40
<b>Module 3 Out and about</b>	
5 On the move	43
6 Echoes of the past	50
Module 3 Review	57
<b>Module 4 It's different</b>	
7 Differences	59
8 Our incredible world	67
Module 4 Review	74
<b>Module 5 A healthy future</b>	
9 Looking ahead	76
10 Some ketchup, please!	83
Module 5 Review	90
<b>Module 6 Looking back</b>	
11 In the wild	92
12 Who cares?	99
Module 6 Review	105
Games	107
Workbook key and tapescripts	108
Acknowledgements	116

	Grammar	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks	
Module 1 My life	<b>Unit 1</b> Getting started	<ul style="list-style-type: none"><li>Revision: <i>be, there is/are, can, have got, live ...</i></li><li><i>Like + -ing</i></li><li>Revision: Question forms</li></ul>	<ul style="list-style-type: none"><li>Expressing opinions</li><li>Revision: adjectives</li><li>Interests and activities</li></ul>	<ul style="list-style-type: none"><li>Read a variety of short texts</li><li>Listen to different opinions</li><li>Read about a British teenager</li><li><i>Story: Wild Flowers 1</i></li><li><i>Life and culture: I live in New York</i></li></ul>	<ul style="list-style-type: none"><li>Write about your class</li><li>Exchange opinions</li><li>Write the results of an opinion poll</li><li>Talk about your interests</li><li>Ask for and give personal information</li></ul>
	<b>Unit 2</b> A slice of life	<ul style="list-style-type: none"><li>Present simple: affirmative, negative, questions</li><li>Frequency adverbs</li></ul>	<ul style="list-style-type: none"><li>Expressions of frequency</li><li>Everyday routines</li><li>Link words</li><li><i>/s/ /z/ and /ɪz/</i></li></ul>	<ul style="list-style-type: none"><li>Read about teenagers in the USA</li><li>Read about everyday routines</li><li>Listen to a song</li><li><i>Story: Wild Flowers 2</i></li><li><i>Life and culture: Making music</i></li></ul>	<ul style="list-style-type: none"><li>Write about life in your country</li><li>Talk about your routines</li><li>Do a questionnaire</li><li>Write about your average day</li></ul>
	<b>Review</b>	<i>Study skills:</i> Using your book <i>How's it going?:</i> Progress check <i>Coursework:</i> Life in Britain			
Module 2 In the past	<b>Unit 3</b> Stories	<ul style="list-style-type: none"><li>Past simple of <i>be</i></li><li>Past simple of regular and irregular verbs: affirmative, negative</li></ul>	<ul style="list-style-type: none"><li>Numbers and dates</li><li>Holidays</li><li>Pronunciation: <i>13, 30, 30th</i></li></ul>	<ul style="list-style-type: none"><li>Listen and find the right picture</li><li>Read a text and guess the missing words</li><li>Read a poem</li><li><i>Story: Wild Flowers 3</i></li><li><i>Life and culture: The garden-chair pilot</i></li></ul>	<ul style="list-style-type: none"><li>Invent and talk about 'a world record'</li><li>Write about a holiday</li><li>Discuss and write a short story</li></ul>
	<b>Unit 4</b> Entertainment	<ul style="list-style-type: none"><li>Past simple: questions and short answers</li><li>Questions with <i>What, Which, How</i>, etc.</li></ul>	<ul style="list-style-type: none"><li>Jobs</li><li>Past time expressions</li><li><i>/t/ /d/ and /ɪd/</i></li></ul>	<ul style="list-style-type: none"><li>Listen and answer personal questions</li><li>Read and order a story</li><li>Listen to a song</li><li><i>Story: Wild Flowers 4</i></li><li><i>Life and culture: Making movies</i></li></ul>	<ul style="list-style-type: none"><li>Write and ask questions for a quiz</li><li>Talk about an amazing weekend</li><li>Write and act an interview with a star</li><li>Write about a visit to the cinema</li></ul>
	<b>Review</b>	<i>Study skills:</i> Punctuation <i>How's it going?:</i> Progress check <i>Coursework:</i> Biographies			
Module 3 Out and about	<b>Unit 5</b> On the move	<ul style="list-style-type: none"><li>Present continuous: affirmative, negative, questions</li><li>Present continuous and present simple</li></ul>	<ul style="list-style-type: none"><li>In town</li><li>Directions</li><li>Stress in words</li></ul>	<ul style="list-style-type: none"><li>Read a notice and a newspaper article</li><li>Listen to directions and follow on a map</li><li>Read and listen to a rap</li><li>Listen to short conversations at a station</li><li><i>Story: Wild Flowers 5</i></li><li><i>Life and culture: The Eco-Challenge Race</i></li></ul>	<ul style="list-style-type: none"><li>Ask for and give directions</li><li>Talk about what you're doing at the moment</li><li>Write and act a telephone conversation</li><li>Write about an imaginary person</li></ul>
	<b>Unit 6</b> Echoes of the past	<ul style="list-style-type: none"><li><i>There was / It was</i></li><li>Past continuous: affirmative, negative, questions</li><li><i>could/couldn't</i></li></ul>	<ul style="list-style-type: none"><li>Places</li><li>Intonation in questions</li></ul>	<ul style="list-style-type: none"><li>Read a short history text</li><li>Listen to and identify sounds</li><li><i>Story: Wild Flowers 6</i></li><li><i>Life and culture: The first Americans</i></li></ul>	<ul style="list-style-type: none"><li>Talk about life in the past</li><li>Talk and write about your town in the past</li><li>Describe what was happening at a particular time</li><li>Write a ghost story</li><li>Talk about things someone could and couldn't do</li></ul>
	<b>Review</b>	<i>Study skills:</i> Remembering vocabulary <i>How's it going?:</i> Progress check <i>Coursework:</i> A weekend in Manchester			

	Grammar	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks
Module 4 It's different!	<b>Unit 7 Differences</b> <ul style="list-style-type: none"><li>Comparatives: <i>-er/more ... than</i></li><li><i>as ... as</i></li><li>Possessive pronouns</li><li><i>Whose ... ?</i></li></ul>	<ul style="list-style-type: none"><li>Adjectives</li><li>Computers</li><li>Modern inventions</li><li>Rhythm drill: /ə/</li></ul>	<ul style="list-style-type: none"><li>Listen to a telephone conversation</li><li>Read a newspaper article</li><li><i>Story: Swim! 1</i></li><li><i>Life and culture:</i> Poem – Mum, Dad and Me</li></ul>	<ul style="list-style-type: none"><li>Write an advert and compare things</li><li>Talk about differences and similarities</li><li>Talk about people's possessions</li></ul>
	<b>Unit 8 Our incredible world</b> <ul style="list-style-type: none"><li>Superlatives</li><li>The future with <i>going to</i>: affirmative, negative, questions</li><li>The comparative and superlative of <i>good</i> and <i>bad</i></li></ul>	<ul style="list-style-type: none"><li><i>How + adjective + is it?</i></li><li>/ɪ/ and /i:/</li></ul>	<ul style="list-style-type: none"><li>Listen to and complete a conversation</li><li>Read a school essay</li><li><i>Story: Swim! 2</i></li><li><i>Life and culture:</i> The longest road in the world</li></ul>	<ul style="list-style-type: none"><li>Talk about famous places and things</li><li>Ask questions about your country or town</li><li>Talk about your plans</li><li>Describe plans for a trip</li><li>Share your opinions</li></ul>
	<b>Review</b>	<i>Study skills:</i> Recognising sentence patterns	<i>How's it going?:</i> Progress check	<i>Coursework:</i> Superlative places!
Module 5 A healthy future	<b>Unit 9 Looking ahead</b> <ul style="list-style-type: none"><li>The future with <i>will</i>: affirmative, negative, questions</li><li>Present continuous used for the future</li></ul>	<ul style="list-style-type: none"><li>Important events</li><li>Future time expressions</li><li>/w/</li></ul>	<ul style="list-style-type: none"><li>Read a magazine article</li><li>Listen to a song</li><li><i>Story: Swim! 3</i></li><li><i>Life and culture:</i> A basketball star</li></ul>	<ul style="list-style-type: none"><li>Write predictions about a friend</li><li>Ask and answer questions about events in the future</li><li>Talk about future arrangements</li><li>Practise a telephone conversation</li></ul>
	<b>Unit 10 Some ketchup, please!</b> <ul style="list-style-type: none"><li>Countable and uncountable nouns</li><li>Polite requests and offers: <i>I'd like ... , Could I have ... , Would you like ... ?</i></li><li><i>How much/many?</i></li><li><i>a lot of/ much/ many</i></li></ul>	<ul style="list-style-type: none"><li>Food and drink</li><li>Weak forms</li></ul>	<ul style="list-style-type: none"><li>Listen for food vocabulary</li><li>Read about an average person in the USA</li><li><i>Story: Swim! 4</i></li><li><i>Life and culture:</i> Would you like some waffles?</li></ul>	<ul style="list-style-type: none"><li>Ask for and offer food and drink</li><li>Write and act a conversation in a canteen</li><li>Make questions for a 'quantity' quiz</li><li>Write about your lifestyle</li></ul>
	<b>Review</b>	<i>Study skills:</i> Guessing what words mean	<i>How's it going?:</i> Progress check	<i>Coursework:</i> On holiday
Module 6 Our world	<b>Unit 11 In the wild</b> <ul style="list-style-type: none"><li><i>Can/can't</i> for possibility</li><li><i>Must/mustn't</i> for obligation</li><li><i>Should/shouldn't</i> for advice</li></ul>	<ul style="list-style-type: none"><li>Verbs of action</li><li>/u/ and /u:/</li></ul>	<ul style="list-style-type: none"><li>Read notices</li><li>Listen to a radio programme</li><li>Read a book review</li><li><i>Story: Swim! 5</i></li><li><i>Life and culture:</i> A letter from Canada</li></ul>	<ul style="list-style-type: none"><li>Talk and write about rules at your school</li><li>Write a letter asking for advice</li><li>Give advice</li><li>Share your opinions about what people should and shouldn't do</li></ul>
	<b>Unit 12 Who cares?</b> <ul style="list-style-type: none"><li>Revision: expressing opinions, <i>must</i>, <i>should</i></li><li>First conditional</li></ul>	<ul style="list-style-type: none"><li>Everyday materials</li><li>/æ/ and /e/</li></ul>	<ul style="list-style-type: none"><li>Read about the environment</li><li>Listen to an argument between a teenager and her parents</li><li>Read about the tiger</li><li>Listen to a song</li><li><i>Story: Swim! 6</i></li><li><i>Life and culture:</i> The World Wide Fund For Nature</li></ul>	<ul style="list-style-type: none"><li>Talk about a survey</li><li>Talk and write about recycling and the environment</li><li>Make a poster</li></ul>
	<b>Review</b>	<i>Study skills:</i> Studying at home	<i>How's it going?:</i> Progress check	<i>Coursework:</i> A visit to my country

• Grammar index • Communicative functions index • Wordlist • Irregular verbs • Spelling notes • Phonetic symbols • Songs

# Introduction

Welcome to *Messages 2*, 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 also 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. *Messages 2* consolidates and builds on this.

## 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
- Two continuous stories *Wild Flowers* and *Swim!*
- 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
  - Irregular verbs
  - 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 with 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)

## 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 information entitled 'My window on the world'. 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 2, the theme is 'The world around you' and, by the end of the year, students should be able to describe life in their country in simple English.

### Authentic and meaningful language learning

As in *Messages 1*, the language is simple and controlled, whilst being as natural and realistic as possible, presented and practised in authentic contexts. Students will continue to 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 2

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' for their students, concerning both the information and language content of what will come in the module itself. This helps to motivate students by creating interest and by showing them what they will be able to do by the end of the module.

The pages 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 look at the grammar box and reflect before they discuss and complete the examples and explanations orally.

Write the completed sentences on the board; students can then copy them into their notebooks. 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 before you move on.

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. You may prefer to do the drills yourself, without the recorded version.

### Key vocabulary

These are mostly matching activities, many of them with a time limit. Some of the lexical groups recycle items which students know from primary school and/or *Messages 1*, as well as introducing 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 2* further develops basic areas, such as stress in multi-syllable words and weak forms. It also focuses on features such as vowel sounds and intonation in sentences.

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 ask questions, share opinions, talk about themselves, their country and the environment around them.

Speaking can also be encouraged by giving students the chance to act out rough or reduced versions of some of the presentation dialogues, and also to engage in **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 sentences to an advert and a simple story.

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.

Many learners find listening particularly difficult, so *Messages 2* provides plenty of practice of this skill. 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, people talking, a radio programme, a telephone conversation 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 five 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 12)
- teaching and practising vocabulary (Unit 2)
- teaching and practising vocabulary and grammar (Units 4, 5, 9 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 newspaper article, a notice, a poem, a book review 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 stories *Wild Flowers* and *Swim!*. These provide 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 stories is accompanied by questions in the Student's Book, while background information 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**. For each language point, students complete a task showing what they can do. This, together with the following vocabulary summary, prepares and leads them into the **Coursework** task.

There is a model each time, written by the character Matt, 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 newsletters, 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 when all the work has been covered, 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, which examine grammar, vocabulary, reading, writing, listening and speaking, often through KET-style activities. 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 108–116 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 2* 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 when students are engaging in communicative activities such as pairwork and talking about themselves. 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 2* 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.