

Meredith Levy Diana Goodey

Messages

Teacher's Book

1

Please note that worksheets and teacher's notes for the *Messages* online **InfoQuests** can be found at <http://www.cambridge.org/elt/messages/teacherquest>



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-61425-2 - Messages Teacher's Book 1
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 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521614252

© 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
3rd printing 2007

Printed in the United Kingdom at the University Press, Cambridge

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

ISBN 978-0-521-61425-2 Teacher's Book
ISBN 978-0-521-54707-9 Student's Book
ISBN 978-0-521-69673-9 Workbook with Audio CD / CD-ROM
ISBN 978-0-521-61426-9 Teacher's Resource Pack
ISBN 978-0-521-61427-6 Class Cassettes
ISBN 978-0-521-61428-3 Class Audio CDs
ISBN 978-0-521-67998-5 Messages Level 1 and 2 Video VHS PAL
ISBN 978-0-521-69676-0 Messages Level 1 and 2 Video VHS NTSC
ISBN 978-0-521-67997-8 Messages Level 1 and 2 DVD PAL / NTSC

Contents

Map of the Student's Book	4
Introduction	6
Teacher's notes and keys	
Module 1 Facts	
1 What do you remember?	10
2 Are you ready?	16
Module 1 Review	23
Module 2 Things and people	
3 What have you got?	26
4 Descriptions	33
Module 2 Review	40
Module 3 Daily life	
5 My world	42
6 I'm usually late!	49
Module 3 Review	55
Module 4 Inside and outside	
7 At home	58
8 Having fun	64
Module 4 Review	70
Module 5 Today and tomorrow	
9 At the moment	72
10 Plans	79
Module 5 Review	85
Module 6 Looking back	
11 About the past	87
12 Heroes	94
Module 6 Review	101
Games	103
Workbook key and tapescripts	104
Acknowledgements	112

	Grammar	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks	
Module 1 Facts	Unit 1 What do you remember?	<ul style="list-style-type: none">• Revision: <i>I'm, I live, I've got</i>• <i>He/She ..., His/Her ...</i>• Classroom language• <i>Can</i>: asking for permission and help	<ul style="list-style-type: none">• Revision of known vocabulary• Numbers and dates• The alphabet• Things in the classroom	<ul style="list-style-type: none">• Punctuation• Listen to and understand a song• Read a letter in English• <i>Life and culture</i>: Alphabet world	<ul style="list-style-type: none">• Tell the class about yourself• Ask and answer questions about you and your friends• Talk to your teacher in English• Write a letter to an English friend
	Unit 2 Are you ready?	<ul style="list-style-type: none">• <i>Be</i>: affirmative, negative, questions, short answers• Questions with <i>What, Where, Who, When</i>• Singular and plural nouns	<ul style="list-style-type: none">• Members of a band• Interests and activities• Countries and cities• Geography• <i>Rhythm drill</i>: word stress	<ul style="list-style-type: none">• Read an email• Listen to an interview for a student survey• Listen to a radio quiz• <i>Life and culture</i>: The UK	<ul style="list-style-type: none">• Ask for and give information• Write about an imaginary band• Describe your interests• Talk about cities and countries• Play a quiz game
	Review	<i>Study skills</i> : Your coursebook <i>How's it going?</i> : Progress check <i>Coursework</i> : Facts about me			
Module 2 Things and people	Unit 3 What have you got?	<ul style="list-style-type: none">• <i>Have got</i>• <i>A, an, some, any</i>• Possessive 's• Possessive adjectives• <i>This/these, that/those</i>	<ul style="list-style-type: none">• Everyday things• Families• <i>Rhythm drill</i>: plural nouns: /s/, /z/, /ɪz/	<ul style="list-style-type: none">• Listen for specific information• Read an announcement• <i>Story: The Silent Powers</i> Chapter 1• <i>Life and culture</i>: Collections	<ul style="list-style-type: none">• Talk about possessions, and things you use at school• Say who something belongs to• Write a description of a family
	Unit 4 Descriptions	<ul style="list-style-type: none">• <i>What is/are ... like?</i>• <i>Has got</i>• Adjectives	<ul style="list-style-type: none">• Appearance and personality• The body• <i>I've got a headache/cold</i>• /h/ and links between words• Stress in sentences	<ul style="list-style-type: none">• Read a 'Happiness Recipe'• Listen to personal descriptions• Listen to and understand a song• <i>Story: The Silent Powers</i> Chapter 2• <i>Life and culture</i>: London	<ul style="list-style-type: none">• Ask about and describe things• Write a 'Happiness recipe'• Describe people's appearance and personality• Say how you feel• Write about an imaginary person
	Review	<i>Study skills</i> : Using a dictionary <i>How's it going?</i> : Progress check <i>Coursework</i> : Important things to me			
Module 3 Daily life	Unit 5 My world	<ul style="list-style-type: none">• Present simple: affirmative, negative, questions, short answers• Revision of question forms• <i>Wh-</i> questions	<ul style="list-style-type: none">• Things you do regularly• Scary things• Verb + /s/, /z/, /ɪz/• Stress and intonation in questions	<ul style="list-style-type: none">• Read about British teenagers• Listen to and understand a song• <i>Story: The Silent Powers</i> Chapter 3• <i>Life and culture</i>: Schools	<ul style="list-style-type: none">• Describe things you do• Write about teenagers• Talk about fears, likes and dislikes• Write a questionnaire• Make a conversation about daily life
	Unit 6 I'm usually late!	<ul style="list-style-type: none">• Present simple + frequency adverbs• <i>Have + a meal</i>, etc.	<ul style="list-style-type: none">• Food, drink and meals• The time• Daily routines• <i>Rhythm drill</i>: vowel sounds	<ul style="list-style-type: none">• Read and listen to a questionnaire• Listen to a conversation about meals• Read a report about food in the UK• Listen to a description of someone's day• <i>Story: The Silent Powers</i> Chapter 4• <i>Life and culture</i>: My name is Dion	<ul style="list-style-type: none">• Describe your habits• Talk about things you eat and drink• Write a report about food• Ask for and tell the time• Describe daily routines
	Review	<i>Study skills</i> : How do you learn? <i>How's it going?</i> : Progress check <i>Coursework</i> : A day in my life			

	Grammar	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks
Module 4 Inside and outside	Unit 7 At home <ul style="list-style-type: none">• <i>There is/are</i>• Uncountable nouns• Prepositions	<ul style="list-style-type: none">• Homes• Things in a room• Food• <i>Rhythm drill:</i> stress in sentences	<ul style="list-style-type: none">• Read a shopping list• Listen to a conversation in a supermarket• <i>Story: The Silent Powers</i> Chapter 5• <i>Life and culture:</i> Homes in the UK	<ul style="list-style-type: none">• Describe different homes• Write a description of your dream home• Ask about places and food• Write a 'disgusting recipe'• Describe a room
	Unit 8 Having fun <ul style="list-style-type: none">• <i>Can</i> for ability and possibility• <i>I can see, I can hear</i>• <i>Must, mustn't</i>• Imperative	<ul style="list-style-type: none">• Abilities• Places in a town• <i>Can</i> /æ/, <i>can't</i> /ɑː/, weak form of <i>can</i> /ə/	<ul style="list-style-type: none">• Listen to and understand a song• Read a newspaper article• Read a poem• <i>Story: The Silent Powers</i> Chapter 6• <i>Life and culture:</i> Stephen Hawking	<ul style="list-style-type: none">• Talk about your abilities• Make a notice for a club• Describe things you can do in your town• Describe the sights and sounds around you• Tell people what to do• Write a short poem
	Review	<i>Study skills:</i> Learning vocabulary <i>How's it going?:</i> Progress check <i>Coursework:</i> My neighbourhood		
Module 5 Today and tomorrow	Unit 9 At the moment <ul style="list-style-type: none">• Present continuous: affirmative, negative, questions, short answers• Object pronouns	<ul style="list-style-type: none">• Clothes• Football• <i>Rhythm drill:</i> -ing /ɪŋ/	<ul style="list-style-type: none">• Listen to a football commentary• Read about the World Cup• Listen to a conversation at a football stadium• <i>Story: The Silent Powers</i> Chapter 7• <i>Life and culture:</i> Sports fans	<ul style="list-style-type: none">• Describe things in progress at the moment• Play a guessing game• Describe what you're wearing now, and what you usually wear
	Unit 10 Plans <ul style="list-style-type: none">• Present continuous used for the future• Suggestions• The future with <i>going to</i>	<ul style="list-style-type: none">• Future time expressions• The weather• Weak form of <i>to</i> /tə/ in <i>going to</i>	<ul style="list-style-type: none">• Read a list of items in a café and a shop• Listen to and understand a song• Read a postcard• <i>Story: The Silent Powers</i> Chapter 8• <i>Life and culture:</i> An exchange visit	<ul style="list-style-type: none">• Talk about future arrangements• Make and reply to suggestions• Write a message to a friend• Describe plans and intentions• Talk about the weather• Write a holiday postcard
	Review	<i>Study skills:</i> Parts of speech <i>How's it going?:</i> Progress check <i>Coursework:</i> My clothes		
Module 6 Looking back	Unit 11 About the past <ul style="list-style-type: none">• Past simple of <i>be</i> and regular verbs: affirmative, <i>Wh</i>-questions	<ul style="list-style-type: none">• Occupations• <i>Rhythm drill:</i> verbs + -ed /t/ /d/ /ɪd/	<ul style="list-style-type: none">• Listen to a conversation with a ghost• Read dictionary definitions• <i>Story: The Silent Powers</i> Chapter 9• <i>Life and culture:</i> From North to South	<ul style="list-style-type: none">• Talk about people from the past• Play a quiz game• Write about an imaginary person's life• Describe your early childhood
	Unit 12 Heroes <ul style="list-style-type: none">• Past simple: negatives, questions, short answers; irregular verbs	<ul style="list-style-type: none">• Past time expressions• Words with the same vowel sound	<ul style="list-style-type: none">• Listen to a list of events in the past• Read an advertisement• Listen to and understand a song• <i>Story: The Silent Powers</i> Chapter 10• <i>Life and culture:</i> Quiz: The UK and the USA	<ul style="list-style-type: none">• Describe things that happened in the past• Write a letter about an event in the past• Write a diary• Talk about your school year
	Review	<i>Study skills:</i> Planning your learning <i>How's it going?:</i> Progress check <i>Coursework:</i> My life line		

• Grammar index • Communicative functions index • Wordlist • Spelling notes • Lexical sets and irregular verbs • Songs

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
- Downloadable worksheets and Teacher's guides for Infoquests at www.cambridge.org/elt/messages/teacherquest
- Downloadable grammar worksheets for weaker learners at 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.