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# Messages

Teacher's Book

3



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	Grammar and Expressions	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks
Module 1 Present and past	<b>Unit 1 Connections</b> <ul style="list-style-type: none"><li>• Questions and answers</li><li>• Present continuous and present simple</li><li>• <i>Expressions:</i> greetings and introductions</li></ul>	<ul style="list-style-type: none"><li>• Countries and nationalities</li><li>• Language</li><li>• Using numbers</li><li>• <i>Pronunciation:</i> weak forms /ə/</li></ul>	<ul style="list-style-type: none"><li>• Listen to a song</li><li>• Read a magazine article about the English language</li><li>• Understand the main idea of an article</li><li>• <i>Life and culture:</i> What a mixture!</li></ul>	<ul style="list-style-type: none"><li>• Ask questions when you meet new people</li><li>• Talk about yourself and your friends</li><li>• Describe someone you know</li><li>• Write a report about your class</li></ul>
	<b>Unit 2 Past events</b> <ul style="list-style-type: none"><li>• Past simple</li><li>• Past continuous and past simple</li><li>• <i>Expressions:</i> giving and accepting an apology</li></ul>	<ul style="list-style-type: none"><li>• Verbs describing actions</li><li>• Adventure</li><li>• Link words</li><li>• <i>Pronunciation:</i> intonation in questions</li></ul>	<ul style="list-style-type: none"><li>• Listen to a story about a lucky discovery</li><li>• Listen and complete a form</li><li>• Read a short adventure story</li><li>• Guess meaning from context</li><li>• <i>Life and culture:</i> Journeys and explorers</li></ul>	<ul style="list-style-type: none"><li>• Write and act a conversation about events in the past</li><li>• Interview a friend about a discovery</li><li>• Write a short story</li></ul>
	<b>Review</b>	<i>Grammar check</i>	<i>Study skills:</i> Your coursebook	<i>Progress check</i> <i>Coursework:</i> Home life
Module 2 Descriptions	<b>Unit 3 People</b> <ul style="list-style-type: none"><li>• Comparatives and superlatives</li><li>• <i>(not) as ... as</i></li><li>• <i>Expressions:</i> asking for a description</li></ul>	<ul style="list-style-type: none"><li>• Adjectives describing personality</li><li>• The Internet</li><li>• Opposites: <i>un-</i> + adjective</li><li>• <i>Pronunciation:</i> stress in words</li></ul>	<ul style="list-style-type: none"><li>• Listen to a personality test</li><li>• Read a Web page</li><li>• Use pronouns and possessive adjectives</li><li>• <i>Life and culture:</i> The British</li></ul>	<ul style="list-style-type: none"><li>• Write a description using comparatives and superlatives</li><li>• Describe people's personality</li><li>• Write a Web page about yourself</li></ul>
	<b>Unit 4 Places</b> <ul style="list-style-type: none"><li>• Suggestions</li><li>• Expressions of quantity: <i>too much/many, (not) enough, a lot of</i></li><li>• <i>Expressions:</i> responding to suggestions</li></ul>	<ul style="list-style-type: none"><li>• Places</li><li>• School</li><li>• Uses of <i>get</i></li><li>• <i>Pronunciation:</i> /k/ /p/ /t/</li></ul>	<ul style="list-style-type: none"><li>• Listen to someone talking about a place</li><li>• Read an article about a Japanese student's day</li><li>• Scan a text for information</li><li>• <i>Life and culture:</i> Australia</li></ul>	<ul style="list-style-type: none"><li>• Plan a day out with friends</li><li>• Describe a place you know, and things you like and don't like there</li><li>• Write about a typical day</li></ul>
	<b>Review</b>	<i>Grammar check</i>	<i>Study skills:</i> Thinking about learning	<i>Progress check</i> <i>Coursework:</i> Getting around
Module 3 The future	<b>Unit 5 Goals</b> <ul style="list-style-type: none"><li>• Present continuous used for the future</li><li>• The future with <i>going to</i></li><li>• The future with <i>will</i> and <i>going to</i></li><li>• <i>Expressions:</i> shopping</li></ul>	<ul style="list-style-type: none"><li>• Sports clothes</li><li>• Competitive sport</li><li>• Adjective/verb + preposition: <i>good at/worry about</i></li><li>• <i>Pronunciation:</i> /aɪ/ /ʊ/ /æ/</li></ul>	<ul style="list-style-type: none"><li>• Listen to a talk about a cycling trip</li><li>• Read an interview with a young athlete</li><li>• Skim a text for the general idea</li><li>• <i>Life and culture:</i> The history of the Olympics</li></ul>	<ul style="list-style-type: none"><li>• Talk about future plans</li><li>• Talk about the future and make offers</li><li>• Make a conversation in a shop</li><li>• Interview a friend and then write about him/her</li></ul>
	<b>Unit 6 Choices</b> <ul style="list-style-type: none"><li>• First conditional</li><li>• The future with <i>will</i> and <i>might</i></li><li>• <i>will/won't + probably</i></li><li>• <i>Expressions:</i> polite requests</li></ul>	<ul style="list-style-type: none"><li>• At the table</li><li>• Artificial intelligence</li><li>• Compound nouns: <i>coffee maker</i></li><li>• <i>Pronunciation:</i> /e/ /eɪ/ /ʌ/</li></ul>	<ul style="list-style-type: none"><li>• Listen to a song</li><li>• Read an article about artificial intelligence</li><li>• Identify the topic</li><li>• <i>Life and culture:</i> Journey into space</li></ul>	<ul style="list-style-type: none"><li>• Make a conversation in a restaurant</li><li>• Describe things that aren't certain and things that are probable in the future</li><li>• Write about future plans</li><li>• Make predictions about life in the future</li></ul>
	<b>Review</b>	<i>Grammar check</i>	<i>Study skills:</i> Making a vocabulary notebook	<i>Progress check</i> <i>Coursework:</i> Shopping in London

	Grammar and Expressions	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks
Module 4 Your world	<b>Unit 7 Achievements</b> <ul style="list-style-type: none"><li>• Present perfect</li><li>• Present perfect and past simple</li><li>• The infinitive of purpose</li><li>• Expressions: <i>I think so. / I don't think so.</i></li></ul>	<ul style="list-style-type: none"><li>• Using a machine</li><li>• The environment</li><li>• Pronunciation: /ɪ/ /ɒ/ /əʊ/</li></ul>	<ul style="list-style-type: none"><li>• Listen to a radio advert</li><li>• Read a newsletter about a campaign</li><li>• Understand the main idea of a text</li><li>• Life and culture: Saving Gwrych Castle</li></ul>	<ul style="list-style-type: none"><li>• Talk about things you've done this week</li><li>• Write and act an advert</li><li>• Make a conversation about using a machine</li><li>• Write a letter about a campaign</li></ul>
	<b>Unit 8 Experiences</b> <ul style="list-style-type: none"><li>• Present perfect + <i>ever</i> and <i>never</i> + <i>just</i> + <i>for</i> and <i>since</i></li><li>• Expressions: time expressions with <i>for</i> and <i>since</i></li></ul>	<ul style="list-style-type: none"><li>• Outdoor activities</li><li>• Music</li><li>• Prepositions of time</li><li>• Pronunciation: Stress in words</li></ul>	<ul style="list-style-type: none"><li>• Listen to a student describing important people in his life</li><li>• Read a biography of a rock band</li><li>• Guess meaning from context</li><li>• Life and culture: A poem: What has happened to Lulu?</li></ul>	<ul style="list-style-type: none"><li>• Describe your experiences</li><li>• Talk about present situations and how long they have continued</li><li>• Write a description of a person you know</li><li>• Write a biography</li></ul>
	<b>Review</b>	Grammar check Study skills: Learning to listen	Progress check Coursework: Useful information	
Module 5 The way it's done	<b>Unit 9 Getting it right</b> <ul style="list-style-type: none"><li>• <i>have to</i>, <i>don't have to</i>, <i>mustn't</i></li><li>• <i>should</i>, <i>shouldn't</i></li><li>• Expressions: thanking people and responding to thanks</li></ul>	<ul style="list-style-type: none"><li>• Illnesses and injuries</li><li>• Customs</li><li>• Adverbs</li><li>• Pronunciation: /s/ /ʃ/</li></ul>	<ul style="list-style-type: none"><li>• Listen to two friends following instructions</li><li>• Do a quiz about customs around the world</li><li>• Identify the topic</li><li>• Life and culture: Mardi Gras</li></ul>	<ul style="list-style-type: none"><li>• Describe rules at your school and your ideal school</li><li>• Talk about problems and give advice</li><li>• Write about customs in your country</li></ul>
	<b>Unit 10 Where is it made?</b> <ul style="list-style-type: none"><li>• Present simple passive</li><li>• Past simple passive</li><li>• Expressions: expressing a reaction</li></ul>	<ul style="list-style-type: none"><li>• Materials</li><li>• Animated films</li><li>• Parts of speech</li><li>• Pronunciation: weak forms /wəz/ /wə/</li></ul>	<ul style="list-style-type: none"><li>• Listen and identify mistakes</li><li>• Listen to a song</li><li>• Read about animated films</li><li>• Use pronouns and possessive adjectives</li><li>• Life and culture: Living in an international world</li></ul>	<ul style="list-style-type: none"><li>• Describe where things are made or produced</li><li>• Write a general knowledge quiz to do with the class</li><li>• Describe a film you know well</li></ul>
	<b>Review</b>	Grammar check Study skills: Speaking	Progress check Coursework: Mini phrase book	
Module 6 The way we live	<b>Unit 11 Talking</b> <ul style="list-style-type: none"><li>• Reported speech</li><li>• <i>Say</i> and <i>tell</i></li><li>• Question tags</li><li>• Expressions: asking for clarification</li></ul>	<ul style="list-style-type: none"><li>• Relationships</li><li>• On the phone</li><li>• Verbs that describe speaking</li><li>• Punctuation marks</li><li>• Pronunciation: intonation in question tags</li></ul>	<ul style="list-style-type: none"><li>• Listen to an argument</li><li>• Read a story from the Internet about a telephone conversation</li><li>• Skim a text for the general idea</li><li>• Life and culture: Central Park</li></ul>	<ul style="list-style-type: none"><li>• Interview people about teenage life and report what they said</li><li>• Check information about a friend</li><li>• Write a conversation using the correct punctuation</li></ul>
	<b>Unit 12 New beginnings</b> <ul style="list-style-type: none"><li>• <i>used to</i></li><li>• Second conditional</li><li>• Expressions: saying goodbye</li></ul>	<ul style="list-style-type: none"><li>• Words from American English</li><li>• Synonyms</li><li>• Pronunciation: /θ/ /ð/</li></ul>	<ul style="list-style-type: none"><li>• Listen to a song</li><li>• Read some extracts from an encyclopaedia</li><li>• Scan a text for information</li><li>• Life and culture: Living in the past</li></ul>	<ul style="list-style-type: none"><li>• Describe your past and changes in your life</li><li>• Talk about imaginary situations</li><li>• Write an essay about your country</li></ul>
	<b>Review</b>	Grammar check Study skills: Checking your work	Progress check Coursework: Entertainment	

# Introduction

Welcome to *Messages*, a lower-secondary course providing **80–90 hours of classwork**. *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**, while teachers will find it offers **practical, easy-to-use material** that can be adapted to **mixed-ability classes**. *Messages 3* is designed for students who have studied English for two years at secondary level, and includes revision of many 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
- Review sections at the end of every module, containing grammar 'work it out' tasks and consolidation exercises, vocabulary summaries, study skills and a progress check
- Coursework
- Reference section that contains:
  - Grammar index
  - Communicative functions index
  - Wordlist
  - Phonetic symbols
  - Verb forms and irregular verbs
  - Song lyrics

### Workbook

- Full range of exercises, including more KET-style activities
- Extension activities for stronger learners
- Learning diary
- Comprehensive grammar notes
- CD with Workbook audio 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
- Pattern drills
- 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 3

### 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' 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 guidebook'. 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 3, the theme is visiting an English-speaking country. By the end of the year, students should be able to describe their own social environment, interact successfully with English-speaking visitors, and feel prepared to interact with English speakers if they are travelling abroad.

### Authentic and meaningful language learning

As in *Messages 1* and *2*, the language is controlled but is 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 and 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 3*

### Module openers

These two pages allow teachers to 'set the scene' for their students and help to motivate them 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

In Steps 1 and 2 of each unit, 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.

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.

### Share your ideas

The presentation is often preceded by this preparatory discussion, which reactivates and revises known language and sets the scene for the students, so that they can anticipate what they are about to hear or read.

### 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. They can then copy the completed sentences 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 then often asked to 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 Class CDs/Cassettes. Recommendations for when to use the pattern drills are made in the unit notes of the Teacher's Books, and the audio components contain the recordings in the corresponding position. 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 often matching activities, but with more emphasis now on using words in context. Some of the lexical groups recycle items which students should know, 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 expressions

In each unit, students learn a set of practical, functional expressions that they can use in everyday situations (for example, for apologising, making polite requests, expressing thanks). These expressions are first encountered in the presentation dialogues, and students practise them through pairwork. There is further practice of the expressions in the Workbook.

### Key pronunciation

*Messages 3* 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.

### 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.



## Speaking

Students are encouraged to repeat key vocabulary/expressions 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 write a slightly different conversation.

## Writing

Writing is involved in many of the **Use what you know** activities, where students write sentences, paragraphs or short dialogues. In *Messages 3*, a more extended writing task comes at the end of Step 3 in each unit. Here students are asked to write a variety of text types (for example, a report, a short story, a letter, a biography). To help them to organise their work and choose appropriate language, a step-by-step **Writing guide** is provided, with practical advice and examples that they can use or adapt. These writing tasks can be prepared in class and done for **homework**.

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 other's work.

## Listening

*Messages 3* provides plenty of practice of this skill. Students listen to presentation and reading texts, and in each unit there is a specific listening task, covering a variety of text types, for example, a conversation, an interview, a radio advertisement.

Four authentic **songs** are included for listening comprehension. The words are given on page 144 of the Student's Book.

The listening texts 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.

## Reading

Step 3 of each unit of *Messages 3* opens with a reading text connected with the unit theme, with a 'warm-up' **Share your ideas** exercise. Most of the texts are recorded, but students are asked to read the text themselves before listening and reading as a second step.

Tasks provide practice in specific **reading skills** (for example, identifying the topic, skimming, scanning, guessing meaning from context), and there are also questions to check comprehension.

A **Word work** section highlights certain word patterns or grammatical forms, based on language used in the text.

Additional reading practice is provided through an extra reading text with each unit, dealing with **Life and culture** in the English-speaking world.

## 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 work through a simple analysis of the grammar and complete one or two tasks showing how they can use the language.

In the **Coursework** there is a model each time, based on the character Ana, 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 'mini guidebook' for English-speaking visitors to their country, 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. **Sentences for translation** are introduced for the first time in Step 3.

At the end of the unit, students complete their **Learning diary**. The **Workbook answer key** can be found on pages 111–120 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

Key vocabulary and expressions and key sentences in presentations 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 3* 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 3* 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.