

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
- 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

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 **specialty 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.

Module 1

My life

See page 7 of the Introduction for ideas on how to use the Module opening pages.

Answers

1 c 2 a 3 d 4 b

1

Getting started

STEP 1

Revision:

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

Communicative tasks:

Talking about facts
 Writing facts about the class

1 Reading What do you know?

BACKGROUND

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

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

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

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

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

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

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

Answers

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

2 Grammar revision Verbs

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

Answers

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

OPTION

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

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

3 Reading and speaking *Facts and opinions*

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

Answers

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

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

Example answers

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

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

OPTION

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

4 Speaking and writing *Facts about us*

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

- *There are ... girls/boys in the class.*
- *We have English classes in Room ...*
- *Our classroom/teacher is / has got ...*
- *We ...*
- Students write their own sentences giving factual information.
- If there isn't enough time for students to design a poster in class, you could ask them to complete it for homework, adding illustrations as they choose. Display the posters in the classroom and allow time for students to read each other's work.

Vocabulary:



Expressing opinions

Adjectives for opinions

Communicative tasks: Understanding, asking for and expressing opinions

STEP 2

1 Key vocabulary *Expressing opinions*

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

Tapescript/Answers

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

- 3 JACK: I don't think it's funny. I think it's stupid!
 ANSWER: That's Jack.
- 4 MEL: I don't know. It's OK, I suppose.
 ANSWER: That's Mel.
- 5 LISA: I think it's great. I love it.
 ANSWER: That's Lisa.

- c ● Remind students of the verb *agree* (*with someone*) and the use of *don't/doesn't* for the negative form of the present simple. Ask students to complete the explanations.

Answers the same; different

- d ● Students read the sentences and write the missing names.

Answers 2 Jack 3 Lisa 4 Mel

- Focus on the information in the Remember! box. Emphasise the use of *I don't think ...* for negative opinions.

- In pairs, students ask and answer about their own opinions. You can ask them to form new pairs and repeat the exercise with different partners.

- b ● Ask the class to repeat the model dialogue about Beyoncé.
 ● Use your face (and the thumbs up/down gesture if appropriate) to elicit other possible answers, for example: *I think she's awful. I don't like her. / I think she's fantastic. I really like her.*
 ● Invite two or three students to give their own opinions about Beyoncé (or about another singer who is likely to provoke strong views). Then choose a subject to ask about – for example, a famous man, a famous woman, a song, a football team and elicit replies. Make sure that students make correct use of the object pronouns *him, her, it* and *them*.
 ● In pairs, students choose their own subjects to ask about. Encourage them to respond to their partner's opinion as in 3a: *I (don't) agree. I think he's/she's/it's/they're ...*. Walk around the class, giving help where necessary.
 ● Choose some students to ask and answer across the class. Invite others to agree or disagree with the replies.

2 Vocabulary revision *Adjectives*

- Read out the list of adjectives (including the examples in the lists) and ask students to repeat.
- Working in pairs or individually, students complete the lists.
- You may want to add other adjectives for students to write in the lists, for example: *lovely, wonderful, fabulous, terrible, horrible*.
- You can test comprehension by inviting different students to call out an adjective from the lists. The rest of the students put on an appropriate face to express the feeling and turn their thumbs up (for a positive opinion) or down (for a negative one).

Answers

- 1 interesting, beautiful, exciting, brilliant, nice, good, fantastic
 2 awful, silly, boring

-  Pattern drill: TRP, page 11 (Unit 1, Step 2).

3 Speaking

BACKGROUND

Beyoncé Knowles (born in 1981 in Houston, Texas) has had success with the group Destiny's Child, and also as a solo artist.

- a ● Ask the class: *Look at Ben's chicken. What do you think of it?* and elicit a few different answers.
 ● Say the model dialogue line by line and ask students to repeat.


4 Listening and speaking *It's a bit strange*

BACKGROUND


Wassily Kandinsky (1866–1944) was a Russian painter who played a key role in the development of abstract art. His early paintings were inspired by music, his later ones were very geometric and balanced compositions. His painting in photo 1 is called 'Yellow, Red, Blue'.

Phillip King was born in Tunisia in 1934 and arrived in England in 1945. He studied at Cambridge University and then studied sculpture at St Martin's School of Art. He has had many one-man exhibitions and is President of the British Royal Academy of Art. His sculpture in photo 2 is called 'Sun, Bird, Worm, House'.

Richard Niman was born in London and has been an artist for over 40 years. He says that his art is inspired by his boyhood fantasies that he shared with his younger brother. His sculpture installation in photo 3 is called 'Head(s) in the Clouds'.

- a ● Look at the photos with the class. Introduce or revise the words *painting, poster* and *sculpture*.
 ● Tell students that they are going to hear Jack and Lisa talking about the artworks in the photos.
 ●  Play the recording. Students listen to get a general idea of whether the speakers agree.

Answer No, they haven't.

- b ● Ask students to make two columns and copy the example. Explain that for each picture they need to write one adjective used by Jack and one by Lisa.
 ●  Play the recording again. Pause after each conversation and give students time to write the adjectives.

Answers

- Jack Lisa*
 2 silly great
 3 funny stupid

Tapescript

- 1 LISA: What do you think of that painting, Jack?
 It's by Wassily Kandinsky.
 JACK: Urm ... it's a bit strange.
 LISA: Yes, I agree, but it's interesting.
- 2 JACK: What's that?
 LISA: It's called *Sun, Bird, Worm, House*.
 JACK: I think it's silly.
 LISA: I don't agree. I love it! I think it's great.
- 3 JACK: Look at that. I like it. I think it's really funny.
 LISA: I don't think it's funny. I think it's stupid.
- c ● For each of the artworks in turn, ask: *What do you think of it?* Invite a range of replies.
 ● If possible, broaden the discussion so that students say as much as they can about the pictures. Encourage them to identify images and to say what they can about shapes and colours. Help them with new vocabulary if necessary.

5 Speaking and writing *An opinion poll*

- Explain the meaning of *opinion poll*.
- Ask students to suggest a famous person or TV programme as the subject for an opinion poll. Make sure that this subject is familiar to everyone in the class. Tell students that when they are voting on this subject they should raise their hands only once.
- Ask two students to come to the front to carry out the poll. Call for opinion adjectives to describe the subject. The first student writes them in a list on the board. Then, as he/she reads out each adjective, the second student counts the number of votes from the class. The first student writes up the totals on the board.
- Students work individually to make a labelled pie chart of the results and to write sentences as in the examples.

Grammar:


like followed by noun or verb + *-ing*
 revision of question forms

Vocabulary: Interests and activities

Communicative tasks:

Talking about likes and dislikes
 Asking for and giving personal information

1 Key vocabulary *Interests and activities*

- a ● Give students a few minutes to complete the matching exercise. They should be familiar with most of the words in this list.
 ●  Play the recording. Students listen and check their answers, and then repeat the words.

Answers

- | | | |
|---|--------------------|-------------------|
| | 5 | computer games |
| 1 | using the Internet | 6 meeting friends |
| 2 | athletics | 7 going shopping |
| 3 | swimming | 8 astronomy |
| 4 | going out | 9 horror films |

- b ● Look at the examples with the class. Remind students that the verb *like* can be followed by either a noun or an *-ing* verb form. Focus on the nouns in the first sentence and elicit alternative expressions with verb + *-ing* (*I like doing athletics, I like playing computer games*).
- Choose students to say things they like and don't like, using expressions from 1a.
 - Focus on the information in the Remember! box. Point out that other verbs of liking (for example, *enjoy* and *hate*) follow the same pattern as *like*.
 - It is also possible to use *like* followed by *to* + infinitive instead of the *-ing* form (for example, *I like to swim*). This is especially common in American English. However, we suggest you don't mention this to students at this stage, unless they ask.
- c ● Revise more vocabulary by inviting students to talk about other activities that they like/enjoy. Examples could include:
- *(playing) football/tennis/basketball/cards*
 - *playing the guitar, listening to music*
 - *going to the theatre / the gym / a sports club*
 - *(doing) gymnastics/judo*
 - *skiing, running, dancing, painting, riding a bike, writing emails*

OPTION

Practise the vocabulary *like + -ing* with a 'chain' activity. Student A makes a sentence about something that he/she likes doing. Student B reports on A's statement and adds his/her own sentence about something that he/she doesn't like doing. The 'chain' continues, alternating between positive and negative sentences. For example:

A: *I like using the Internet.*

B: *Sofia likes using the Internet. I don't like watching horror films.*

C: *David doesn't like watching horror films. I like ...*

- 📺 Pattern drill: TRP, page 11 (Unit 1, Step 3).

2 Reading and speaking *About Matt*

- a
- Remind students that Matt is the writer of the letter about mobile phones on page 6 in the Student's Book.
 - Read out the questions or choose students to do so. Elicit possible replies that Matt could give.
 - Draw attention to the use of *do* in present simple questions. Compare this with the inversion of subject and verb in questions with *can* and *is*.
 - Ask students to read the text themselves.
 - Students use the information to answer the questions. They could do this individually or in pairs.
- b
- Before students listen to the dialogue, make it clear that Matt's replies in the recording are not the only way of answering the questions. If students have expressed the same information in different words, that's fine.
 - 📺 Play the recording. If students have slightly different answers, invite them to read out their own versions. Check that they have responded appropriately to the questions.
 - Students practise the dialogue in pairs.

Tapescript/Answers

- INTERVIEWER: Where do you live, Matt?
- MATT: I live in Manchester.
- INT: Do you like football?
- MATT: Yes, I do.
- INT: Have you got any other interests?
- MATT: My main interests are astronomy and athletics.
- INT: Can you run fast?
- MATT: Yes. I can run a hundred metres in 13 seconds.
- INT: What's your favourite food?
- MATT: Pasta.
- INT: What sort of TV programmes do you like?
- MATT: I enjoy watching programmes about animals and I like horror films too.
- INT: Is there anything you don't like?
- MATT: Yes! I really hate mobile phones!

3 Writing

- Look at the examples with the class. Point out that students should write questions asking for information about their new friend's life. Make it clear that there are several possible questions that they could make. Ask for some different suggestions for question 2 (for example, *Can you ride a bike? Can you swim?*).
- If you feel that students need help with the question forms, go through the other topics and elicit one or two example questions for each one.

Example answers

- 3 Have you got any brothers and sisters?
- 4 Have you got a dog?
- 5 Do you like football?
- 6 What are your favourite subjects?

4 Speaking *Interview a classmate*

- In pairs, students ask and answer. Walk around the class, giving help where necessary.

CHAPTER 1 *Wild Flowers*

Where's Mr Roberts?

BACKGROUND

Wild Flowers is the first of two stories, each of six chapters. There is a chapter in each unit, but you can begin the story whenever you feel it is most appropriate. For example, the narrative in *Wild Flowers* is told in the past simple and you may want to delay starting the story until students have revised past simple forms in Units 3 and 4. Alternatively, you could start earlier and use the story as a way of previewing the past simple.

- Tell students that this is the first chapter of a continuing story. Explain that *wild flowers* are flowers that grow naturally, without being planted or cultivated by human beings.
- Look at the picture with the class. Ask: *Where are they? (At school, in a classroom.)* Point out Tom, the main character. Ask students to say how he is feeling (*upset, unhappy*) and to suggest what they think could be happening. Elicit or explain the meaning of *accent, clever* and *head teacher*. Point out that *head teacher* is often shortened to *head*.
- 📺 Read out the chapter (or play the recording if you prefer) while students follow in their books.
- 📺 Read out the first half of the chapter again (or play the recording if you prefer) while students follow in their books. Ask question 1 and elicit ideas from the class. You can direct them by asking more specific questions, for example:

- *Is Tom popular with the students? (Yes.) Why? (Because they think he's funny.)*
- *What does he think of school? (He thinks it's boring.)*
- *Does he enjoy history? (No.)*
- *What subject does he enjoy? (Science.)*
- Ask question 2. Refer again to the pictures and ask students to identify Neesha and Miss Kay.
- For the second half of the chapter, you could choose students to take the parts of Tom, Neesha and Miss Kay and ask them to read out the text as a dialogue. A third student can read the pieces of narration, or you could do this yourself.
- Ask question 3. Follow up by asking students to suggest reasons why Mr Roberts doesn't work at the school any more. Why is this a problem for Tom? Is there anything that he can do in this situation?
- If you wish, you can ask students to write answers to questions 1–3.

Example answers

- 1 The main character is Tom. He's a student. He's usually bored at school and he doesn't like history. He's popular with other students because he's funny, but most teachers don't think he's funny. He really likes science because he thinks Mr Roberts is a great teacher.
- 2 Neesha is Tom's best friend. Mr Roberts is his science teacher. Miss Kay is the head teacher.
- 3 Because Mr Roberts isn't there. He doesn't work at the school any more.

OPTION

Ask students to practise the two dialogues in groups of four (Tom, the history teacher, Miss Kay and Neesha), leaving out the narration. Encourage them to say the lines as expressively as they can and to use their faces to show the characters' feelings.

You could choose a group to perform the dialogues for the class. Encourage the others to add class reactions (laughter at Tom's accent, expressions of surprise/dismay at the news about Mr Roberts).

Extra exercises

The Extra exercises can be used flexibly as consolidation, either during or at the end of the unit. The teaching notes explain how they can be exploited in class, but they can also be given as homework, depending on time available.

- 1 • Before students write, check that they remember the meaning of the words *basketball*, *bat*, *ear*, *wild* and *dive*.

Answers 2 b 3 c 4 b 5 b 6 c

- 2 • Students could work in pairs to discuss the sentences and complete the names of the animals.

Answers

2 penguin 3 spider 4 chimpanzee
 5 cheetah 6 owl

3

- After checking the answers, ask for examples of other expressions using the same verbs, for example, *play the piano*, *read a book*, *go skiing*, *meet my sister*, *use a computer*, *watch television*.

Answers 2 e 3 a 4 f 5 c 6 b

4

- Look at the example and make sure the task is clear. If necessary, go through the questions orally with the class before they write.
- You could allow students to compare answers with a partner before you check with the whole class.

Answers

2 Have, f 3 Do, d 4 Where, a 5 What's, b 6 What, e

5

- Emphasise that there are four different people giving their opinions in this conversation. Advise students to look carefully at the other sentences from each speaker before they choose the replies.
- Test understanding by asking: *Who likes the book? Who hates it? Who isn't sure?*

Answers 2 f 3 a 4 c 5 e 6 b

6

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

Extra reading

Life and Culture I live in New York

BACKGROUND

New York, America's largest city, has attracted a tremendous diversity of cultures. Huge waves of immigration from the late 1900s until the 1920s brought many thousands of people from Europe, especially Ireland, Germany, Italy and Eastern Europe (in particular Poland). Migration continues today, with a rapid increase in numbers from Hispanic countries and Asia. Over 47 per cent of New Yorkers speak a language other than English at home.

Greenwich Village is in the lower part of Manhattan, with Washington Square at its centre. Especially in the 1940s and '50s, it was a place of avant-garde artists, musicians and writers, but its character has changed with rising property prices.

The **Museum of Modern Art** is on West 53 Street. Other famous New York galleries include the Guggenheim Museum and the Metropolitan Museum of Art.