

# 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 **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

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.

# Module 1

## Present and past

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

### Answers

1 c 2 d 3 b 4 a

# 1

## Connections

### STEP 1

Revision: Questions and answers

Expressions: Greetings and introductions

Communicative tasks:

Asking questions when you meet new people

Greeting and introducing people

### 1 Share your ideas

- Look at the photo with the class and establish that the park is in London.
- Ask students to say what they can see in the photo. If necessary, prompt them with questions, for example, *Is the girl British? Where do you think she's from? How's she feeling? Why do you think she's unhappy? (Preteach homesick.) What do you think she's saying? What's the boy saying?* Encourage students to suggest a range of possible answers, but don't confirm or correct them at this stage.

#### Example answers

Perhaps she's from Spain/Italy/South America.

The boy is (probably) British.

The girl is unhappy. (Perhaps she doesn't feel well. / Perhaps she's homesick.)

The boy is asking why she's unhappy.

### 2 Reading and speaking

*Where do you come from?*

#### BACKGROUND

Mexico City (Ciudad de México) is the capital of Mexico. With a population of over 20 million, it is one of the biggest cities in the world.

Veracruz is a busy port on the Gulf of Mexico, 430 km east of Mexico City. It has a warm tropical climate and is well known for its music, food and lively café life.

- a ● Look at the questions with the class. Check comprehension by asking students to suggest answers for each question.

- b ● Students predict which questions the boy in the photo is asking. Don't confirm or correct their answers yet.
- If possible, use a map to show the location of Ana's city, Veracruz.
- Students read Ana's answers and complete the conversation with the correct questions. They can do this individually, in pairs, or with the whole class working together.
-  Play the recording. Students listen and check their answers.
- Check understanding of *What's the matter?*
- Focus on Jay's last speech. Check that students understand the meaning of *Pleased to meet you*. Explain that *Do you fancy ...?* means 'Do you want ...?' but is only used in very informal conversation.
-  Play the recording again. Pause after the questions and ask students to repeat them.

#### Tapescript/Answers

- JAY: <sup>a</sup> Are you all right?
- ANA: No, I'm not.
- JAY: <sup>b</sup> What's the matter?
- ANA: I'm homesick.
- JAY: <sup>c</sup> Where do you come from?
- ANA: I come from Mexico.
- JAY: <sup>d</sup> Do you live in Mexico City?
- ANA: No, I don't. I live in Veracruz.
- JAY: <sup>e</sup> What are you doing in England?
- ANA: I'm studying English. I'm staying with a family here.
- JAY: <sup>f</sup> What do you think of London?
- ANA: I like it, but I sometimes feel a bit homesick.
- JAY: <sup>g</sup> Have you got any friends here?
- ANA: No, I haven't.
- JAY: <sup>h</sup> What's your name?
- ANA: Ana.
- JAY: Pleased to meet you, Ana. I'm Jay, Jay Sayer. Er ... do you fancy an ice cream?

- c ● In pairs, students practise the conversation.
- Invite one or two pairs to perform their conversation for the class.

## OPTION

Some pairs may prefer simply to read the conversation aloud from their books. However, students will get more useful practice if you can persuade them to put the book aside and produce their own version of the conversation, working partly from memory and partly by improvisation. To help them, you could write some cues on the board, for example:

*All right? Homesick.*  
*Where? Mexico. Veracruz.*  
*England? Studying English. Staying with English family.*  
*Friends? No.*  
*Name? – Ana. – Jay.*

### 3 Grammar revision Questions and answers

- Look at the two examples with the class. Emphasise the connection between the question and the short answer:  
*Is Ana ...? Yes, she is. Does she ...? No she doesn't.*
- Students complete the questions.
- Remind students of the formation of present simple questions with *be*. Contrast this with the use of *do/does* for other verbs.
- Revise the use of the present continuous to talk about actions that are happening at the present time. (Note that the difference between the present simple and the present continuous is revised in Step 2.)

#### Answers

Is  
 Are  
 Do  
 Does  
 Has  
 Have  
 does  
 is

### 4 Practice

- a
- Look at the example. Make it clear that *old friends* means 'people whose friendship started a long time ago'.
  - Students write the questions.

#### Answers

2 Where are they?  
 3 Is Jay Mexican?  
 4 Has Ana got any English friends?  
 5 Is she homesick?  
 6 Where does she come from?  
 7 What's Ana studying?  
 8 Does Jay live in Veracruz?

- b
- In pairs, students ask and answer the questions.
  - Choose students to ask and answer across the class. When they give the answers, you could ask them for further information, for example:  
 2 *Is the park in London? (Yes, it is.)*  
*Is it raining? (No, it isn't.)*  
 3 *Where's he from? (England.)*

#### Answers

2 They're in a park/in London.  
 3 No, he isn't.  
 4 No, she hasn't.  
 5 Yes, she is.  
 6 Mexico/Veracruz.  
 7 English.  
 8 No, he doesn't.

### 5 Key expressions Greetings and introductions

## BACKGROUND

In Britain it is normal, but not necessary, for adults to shake hands when they are introduced or when they meet in formal situations. However, young people don't usually shake hands when they meet.

Adults commonly address and introduce one another using first names. The titles *Mr*, *Mrs*, *Ms* and *Miss* are very formal, used especially in business or professional relationships. Young people may be expected to use these titles for older people (especially for teachers), but it's increasingly common for them to use first names when addressing neighbours, family friends or their own friends' parents. The more formal greeting *How do you do?* is now used less and less.

- a
- Focus on the pictures and ask about the relationships between the people: *Does (he) know (her)? Are they friends?* Establish that the first picture shows a formal conversation between two school teachers and a parent.
  - Students read the conversations and complete them with one word for each gap.
  -  Play the recording. Students listen and check their answers, then practise the conversations in pairs.

#### Tapescript/Answers

1 A: This is Mrs Jones, the head teacher.  
 B: How do you do, Mrs Jones?  
 C: How do you do?  
 2 A: Hi, Jenny. How are you today?  
 B: I'm fine, thanks.  
 3 A: This is my friend Tom.  
 B: Nice to meet you, Tom.

- b
- Read through the information in the Remember! box. Point out that we use the expression *How do you do?* following a formal introduction, and that we reply to this by repeating the question. Make sure that students recognise the difference between *How do you do?* and *How are you?*
  - Point out that we use *This is* (not *He is* or *She is*) to introduce someone.
  - Students match the expressions with the explanations.
  - Discuss the translations with the class.

**Answers** 1 b 2 c 3 a

## 6 Key pronunciation *Weak forms /ə/*

-  Play the recording while students read and listen.
-  Play the recording again and ask the class to repeat. Start with choral repetition and then ask individuals to repeat. Give special attention to the unstressed /ə/. Check the falling intonation that is usual at the end of *Wh-* questions.
- You could continue this exercise by asking students to practise the conversations from 5a in pairs.

## 7 Writing and speaking *Meeting people*

- Choose two students to read out the example conversation.
- Elicit the answer to David's last question (*I'm from/I come from ...*). Invite students to suggest how the conversation could continue, for example:  
*B: I'm from England.*  
*A: Do you live in London?*  
*B: No, I don't. I live in Manchester.*
- In pairs, students write their own version of the conversation. They can choose other names and they should continue the conversation as in the example above.
- Ask pairs to practise their conversation.

### OPTION

You could give students some other situations:  
*Karen Johnson is 15. She's introducing her father to her friend Suzanne Barry.*

*Tony Brown and Diana Thomas work together in a bank. They're greeting each other in the morning.*

*Mr Harris is introducing his son Robert to Mrs Carol Palmer who works at his office.*

Discuss with the class what language the people should use and how they should address each other. Ask pairs to make conversations for these situations and to practise them together.

**Grammar:** Present continuous and present simple

**Vocabulary:** Countries and nationalities

**Communicative tasks:**

- Describing nationality and where a person comes from
- Talking about yourself and your friends

### STEP 2

## 1 Key vocabulary *Countries and nationalities*

- a
- Explain that the list contains both countries and nationalities.
  - Look at the example. Elicit sentences to demonstrate the difference between *Poland* and *Polish*. For example, *I come from Poland. I'm Polish.*
  - Students find the matching pairs of words in the list and write them under the two headings. Some words will be new, but students should be able to guess the answers by observing patterns in the formation of nationalities that they know.
  -  Play the recording. Students listen and check their answers.
  - Point out the common endings for nationalities: *-(i)an*, *-ish* and *-ese*. Draw attention to the exceptions in the list: *French* and *Greek*.
  - Note that although *the USA* (the United States of America) is the official name of the country, it is very commonly known as *America*.
  -  Play the recording again. Students listen and repeat. Give special attention to the change of stress in *Italy – Italian*, *Canada – Canadian* and *Japan – Japanese*.

### Tapescript/Answers

<u>Country</u>	<u>Nationality</u>
Poland	Polish
Australia	Australian
Italy	Italian
France	French
Argentina	Argentinian
Britain	British
Greece	Greek
the USA	American
Canada	Canadian
Mexico	Mexican
Spain	Spanish
Japan	Japanese

- b
- Set the time limit and ask students to add to their lists. They can work individually, in pairs or in small groups.
  - Ask different students for their answers and write them on the board. Answers could include: *Brazil – Brazilian*, *China – Chinese*, *Germany – German*, *India – Indian*, *Ireland – Irish*, *Russia – Russian*. Add any others that have a special relevance for the students.
  - Practise the pronunciation of the words on the board.
- c
- Read out the example. Remind students of the third person *-s* ending for verbs in the present simple (*I come – he comes*).

- Give students a few moments to consider what they want to say about themselves or their favourite star. Then invite different students to say their sentences to the class.
- Read through the information about the use of capital letters in the Remember! box.

## 2 Presentation *What are they doing?*

### BACKGROUND

*Chilaquiles* are made from left-over *tortillas* (Mexican pancakes made from corn flour). The *tortillas* are cut up and cooked with layers of cheese, spicy sauce and a range of other ingredients. *Chilaquiles* may be eaten at any time, not only for breakfast.

- a ● Focus on the photo and make sure students identify Ana from Step 1.
- Ask them who the other people in the photo might be. (*The family that Ana is staying with in London.*)
  - Ask them to suggest one or two questions that they could ask about the photo, for example, *Who's the person on the right?* Encourage students to use the present continuous in some of their questions: *What's Ana doing?* Elicit answers. If the information is not known at this stage, remind students of the expressions *I think ...*, *I'm not sure* and *I don't know*.
  - In pairs, students ask and answer questions about the photo.
- b ●  Read the introduction. Ask the question, then play the recording. With books closed, students listen for the answer to the question.
- Ask them to identify the two adults on the right of the photo. (*Mr and Mrs Grant.*) Ask students who the boy in the background might be. (*He's their son, Charlie.*)

**Answer** She's thinking about her sister in Veracruz.

- c ●  Read out the six questions. Then play the recording again while students listen and read.
- Help with any new vocabulary, for example, a *piece of toast* and the Spanish word *chilaquiles*. In reference to the sentence *The Grants are talking about the weather again*, you may want to explain that the weather is a common topic of conversation in England, probably because the English weather is so unpredictable.
  - Give students a few moments to look for the answers to the questions in the text. Then choose different students to ask and answer across the class. Encourage them to answer in full sentences.
  - As students give their answers, you could follow up with further questions, for example:
    - *What do you usually have for breakfast?*
    - *Do you sometimes have a hot chocolate?*
    - *What's Ana's sister's name? (Clara.)*
    - *How's Ana feeling? (Sad, homesick.)*

- Contrast the two present tenses in questions 1 and 2 and in questions 3 and 4. Ask students to explain the difference, in their own language if necessary. Make sure they recognise that in 1 and 4 the questions are asking about things that happen normally or all the time, while in 2 and 3 they are asking about this particular morning.

### Answers

- 1 She usually has *chilaquiles* and a hot chocolate.
- 2 She's having a cup of coffee and a piece of toast.
- 3 No, she isn't.
- 4 Yes, she does.
- 5 They're talking about the weather.
- 6 She's looking at the rain and she's thinking about her sister.

## 3 Key grammar

### *Present continuous and present simple*

- a ● Read out the two examples and elicit the full form of Ana's (*Ana is*).
- Students complete the explanations.
  - You could substitute other subjects and elicit the correct verb forms, for example, with *sitting in the kitchen*:
    - *Mr and Mrs Grant ... are sitting in the kitchen.*
    - *I ... am sitting in the kitchen.*
  - Elicit negative sentences with different subjects, for example:
    - *I'm not having breakfast.*
    - *Ana isn't eating chilaquiles.*
    - *The Grants aren't thinking about Veracruz.*
    - *Ana doesn't usually have toast for breakfast.*
    - *The Grants don't eat Mexican food.*
  - Remind students that adverbs of frequency (*usually, always* etc.) often go with the present simple. These adverbs go after the verb *be*, but before all other verbs.

**Answers** continuous, simple

- b ● Students look for other examples in the text.

### Answers

#### *Present continuous*

She's having a cup of coffee ...  
 It's raining outside ...  
 ... the Grants are talking ...  
 But Ana isn't listening ...  
 She's looking at the rain ...  
 ... she's thinking about her sister ...

#### *Present simple*

Ana usually starts the day ...  
 She always has breakfast ...  
 ... they talk about their plans for the day.

## 4 Practice

- a ● Students complete the sentences. They can do this orally and/or in writing. Tell them to look carefully at the time expressions to help them choose the right tense.

### Answers

2 isn't talking 3 doesn't like 4 has 5 live  
 6 's raining 7 's getting up, 's going 8 sends

- b ● Look at the examples. Elicit one or two more examples for each tense.  
 ● Set the time limit. Students write as many sentences as they can. Ask them to use both tenses.  
 ● Invite different students to read out some of their sentences.  
 ● Note that there is further work on comprehension and practice of the present simple and the present continuous in the Module 1 Review at the end of Unit 2.  
 ● 📷 Pattern drill: TRP page 11 (Unit 1, Step 2, drills 1 and 2)

### Try this!

Answer: There are six days.  
 (The only missing day is *Friday*.)

## 5 Listening and speaking *Song*

- a ● 📷 Ask students to close their books. Play the song. The first time through, let students simply listen and get a sense of the rhythm and melody of the song.  
 ● 📷 Play the song again. Students listen for the word *jeans*. Tell them to keep score using their fingers or by making a note each time they hear the word.  
 ● Explain or elicit the meaning of *pull on*. In this song, it means the same as 'put on'.

**Answer** 20 times

- b ● Look at the pictures and ask students to say what each one shows.  
 ● 📷 Play the song again. Students write down the picture numbers as they hear the words in the song.  
 ● Ask students to turn to the song words on page 144 of their books to check their answers. Explain that *my tank* refers to the fuel tank on the singer's motorbike. You could also explain that *Put a tiger in your tank* was the advertising slogan for a brand of petrol.  
 ● Ask students to give the full form of 'cause (*because*) and the usual grammatical form for *I got* (*I've got*). Explain that *I got* is common in casual speech, particularly in American English.  
 ● 📷 Play the song again and encourage the class to sing along.

**Answers** 1, 3, 4, 5, 7, 8, 9

## 6 Speaking *Who is it?*

- Look at the example. Emphasise the contrast between the present continuous (he's wearing a black sweater today – he doesn't always wear it) and the present simple (it's generally true that he plays a lot of volleyball – but he isn't doing it now).
- Demonstrate the activity. Choose a member of the class and make a brief description using both present tenses. Invite the class to guess the person: *Is it ...?*
- In pairs, students take it in turns to describe and guess. Warn them not to look at the person they're describing, or they will immediately give the game away!
- You can invite some students to give their description to the class and ask the others to guess who the person is.

### OPTION

If you want to practise question forms in the two present tenses, you could adapt Exercise 6 to a version of 'Twenty questions' (see Games, page 110 in the Teacher's Book). In this case, the number of questions should be reduced from 20 to five. Students work out who the person is by asking *yes/no* questions such as *Is he wearing blue jeans? Does he support Juventus?* etc. The game can be played either by the whole class or in groups of four or five.

Reading skills: Understanding the main idea

Word work: Numbers

Communicative task: Writing a report about the class

### STEP 3

### OPTION

Before the lesson, you could ask students to keep a record of English words, phrases or sentences that they see/hear in their life outside the classroom. They should make a note of where each example occurred. This information can feed into the discussion in Exercise 1 and may provide ideas for questions in Exercise 4.

## 1 Share your ideas *Learning English*

- Ask the question and brainstorm ideas with the class. Use this discussion to introduce or revise key words in the reading text (for example: *communicate, foreign language, travel abroad, business*) and write them on the board.

## 2 Reading

- a
- Ask students to read the text themselves. Tell them not to stop if they come to new words or difficult sentences, but to skim over them. Explain that the aim here is to get a **general** sense of the ideas in the text, not to pick up every detail.
  - Students pick out any of the ideas on the board that are mentioned in the text. Ask them to identify the paragraph where each of these ideas occurs.

### b Comprehension check

-  Play the recording of the text while students follow in their books. At the end of each paragraph, pause the recording to check comprehension and elicit or explain the meaning of new words (for example, *home page*, *connect*).
- Ask the class why Tara, Sandro and Mohammed speak English. Make sure that students are clear about the difference between *first language*, *second language* and *foreign language*.
- Pick out the numbers mentioned in the text, write them on the board and ask students to say them aloud. Remind them that the English for the % sign is *per cent*.
- Students complete the matching task. They can do this individually or in pairs.

#### Answers

1 c 2 f 3 a 4 e 5 b 6 g 7 d

### c Reading skills

#### Understanding the main idea

- 1
- Ask students to choose the topic. Make sure they recognise that, although lots of countries are mentioned in the text, the main focus is not on countries or culture but on the English language.

**Answer** b language

- 2
- Students choose the main idea. Ask them to say why the other two are not accurate. (a: Spanish and the languages of India are in the text, but there are no other languages in it. c: The text is not about English people, but about people who speak English.)
  - Tell the class that the beginning (and sometimes the ending) of an informative text like this one often sets out the main idea. The title and opening paragraph establish what the text will be about and the closing paragraph sometimes restates this idea.

#### Answer

b English as an international language.

## 3 Word work Numbers

- a
- Remind students of the numbers they met in the text. Then they work individually to match the written numbers with the figures.

#### Answers

1 b 2 e 3 g 4 h 5 a 6 d 7 f 8 c

- b
- Students write the numbers as figures.

#### Answers

2  $\frac{3}{4}$  3  $5\frac{1}{2}$  4 9.2 5  $\frac{1}{4}$  6 60%  
 7 1,000,000 8 18%

- c
- Look at the example. Point out the way we break the number up into sections when we say and write it. Remind students of the use of *and* after hundreds.
  - Draw attention to the reminder about hyphens in the Remember! box.
  - Give another example. Say a large number for the class to write down. If students are having difficulty with these numbers, write up some more on the board and work through them with the class before starting the pairwork.
  - Students write down numbers to read out to their partner. Pairs then check their answers together.

### OPTION

You could make this activity into a team competition (see 'Team quiz' in Games, page 110 in the Teacher's Book). Teams think of four numbers and write them down in words and figures. In turn, teams read out their numbers for the others to write in figures. To check the answers, a member of each team comes to the front and writes their team's figures on the board.

## 4 Speaking and writing About my class

- Ask students to read the example questions and to consider their answers to them. While they are doing this, write the questions on the board.
- Elicit other questions about using English, for example:
  - *Do you know any songs in English?*
  - *Do you sometimes look at English websites?*
  - *Do other members of your family speak English?*
  - *Are you interested in travelling to an English-speaking country?*
  - *Do you like learning English?*
  - *Is English easy to learn?*

Write the questions on the board. Leave space after each question to write the responses.

- Students talk with their neighbours, asking and answering questions.