

# 17 Getting the message

## Unit profile

**Vocabulary:** Verbs of communication

**Reading:** Message in a bottle

**Grammar:** Reported questions

**Vocabulary:** Adverbs of degree: *fairly, pretty, quite, reasonably*

**Writing:** A short message (2)

## Warmer

Put students into small groups to list as many ways of communicating as they can in two minutes. Write their suggestions on the board and take a vote on which ones they use the most and which ones least.

Possible answers: face to face, texts, Skype/Facetime, phone call, email, Tweets, letters, mobile messaging apps.

## Your profile


Put students into mixed-ability pairs to discuss the questions. Monitor and join in with the conversations, encouraging students to extend their answers with examples and reasons. Give positive feedback for interesting ideas. Bring the class together and invite two or three students to report back on their group's discussions.

## VOCABULARY Verbs of communication

- 1 Tell students they are going to do a questionnaire. Ask them to read the paragraph in exercise 2, and say what the questionnaire is about (to find out about why people text). Do the first item as a class, asking students to find the appropriate word in the paragraph. Check answers.

### Answers

1 disagree 2 warn 3 remind 4 complain 5 apologise  
6 joke 7 promise 8 wonder

- 2 Ask students to complete the questionnaire and monitor and help with vocabulary as necessary. Put them into mixed-ability pairs to compare their answers and give reasons for their choices. Monitor and listen for interesting ideas. Nominate individuals to take turns to explain their partner's reasons and encourage them to use reported speech structures.
- 3  2.16 Play the recording for students to listen for any of their ideas. If you think the listening will be difficult, pause the recording occasionally for them to note their answers.

## Audioscript

**Presenter:** OK, we promised to give you the results of our questionnaire today, so, Fran, have you got them there?

**Fran:** Yes, I have.

**Presenter:** Good. So, first, we asked teenagers which social media activities they had done in the last 24 hours. What did they say?

**Fran:** Most teenagers said they had used social media in that 24-hour period, so that's the most popular form of communication. This compares to only twenty-eight percent who said they had commented on a blog, for example.

**Presenter:** Interesting. And what about the things they do at least once every day?

**Fran:** Well, we wondered whether teenagers often used email, and it seems that only thirty percent do. Texting is definitely the most popular, with sixty-eight percent doing that at least once a day.

**Presenter:** Right. Then we asked them about social networking, didn't we?

**Fran:** Yes. Well, it seems that over eighty percent of teenagers agree that social networking helps them to keep in touch with friends they don't see that often. That's very high, isn't it? Surprisingly, a lot of teenagers disagree that social networking is completely safe. It seems their parents and teachers have warned about the dangers, and they understand how to stay safe.


**Presenter:** That's good. So, what's their favourite way of communicating overall and why?

**Fran:** Well, teenagers still like communicating face to face. They say it's easier to laugh and joke about things face to face, and of course that's what teenagers love doing! They also like texting because it's so fast. For example, they can easily send a text to remind a friend that they're meeting up. They also find it easier to apologise for something in a text than they do face to face, which is interesting.

**Presenter:** And what about phoning?

**Fran:** No, they don't use the phone much. They all complain that it's too expensive.

**Presenter:** Right. Well, thanks for that Fran, and now ...

- 4  2.16 Ask students to work together in mixed-ability pairs and to complete the sentences from memory. Play the recording for them to check their answers.

### Answers

1 promised 2 wondered 3 disagree 4 warned 5 joke  
6 remind 7 apologise 8 complain

- 5 Put students into small groups to discuss the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Bring the class together and set up open pair conversations. Nominate one student to ask a question, and to name another to answer. Continue until all three questions have been answered.

## READING

- Books closed. Ask students to think of unusual ways of communicating, e.g. smoke signals, or drumming, and see if they mention 'send a message in a bottle'. Books open. Direct students to the photo and answer the questions as a class.
- Ask students to read the article and answer questions 1–4 individually. Monitor and help with any problematic vocabulary as necessary, e.g. *sand* (a substance found on the beach made from tiny grains of rock), *voyage* (long journey) and *genuine* /'dʒen.ju.ɪn/ (really what it seems to be). Put students into mixed-ability pairs to compare answers before checking as a class.

### Fast finishers

Ask fast finishers to imagine they have found a message in a bottle: When was it sent? Why was it sent? Who sent it? What might be written in it? Elicit their ideas after checking answers to exercise 2.

### Answers

- 1 Earl Willard 2 it was in a bottle  
3 and 4 Students' own answers

- Elicit the different types of text (text message, email, handwritten note, notice). Set a short time limit for students to quickly read the messages and match them to a writer. Put students into mixed-ability pairs to compare their answers and give reasons. Monitor and help students express their ideas if necessary. Read each text in turn, nominating individuals to give their answer and a reason for their choice. See if the class agrees before confirming.

### Answers

- 1 b 2 d 3 e 4 c 5 a

## ● Prepare for Preliminary for Schools Reading and Writing, Reading Part 1

### Task description

This part contains five short, unrelated texts consisting of public notices, labels on packaging, and personal messages such as emails and text messages. Each text has one three-option multiple-choice question. Part 1 tests understanding of the main ideas in short texts.

### Tip

Tell students to pay attention to the different reporting verbs they meet, e.g. *offer*, *request*, *ask*, *recommend*, *say* and *mention*. It is important to understand these in order to choose the correct answer.

- Note that this set of five questions are all personal messages, whereas in the actual exam, there would be a mix of these and public notices, etc. Put students into mixed-ability pairs and tell them to underline important words in the questions or options to help guide their reading. For example, 1 *Why*, *Max*, *sent*, *text*; 2 *recommend*, *is keen*, *ask*; 3 *Dolores*, *says*; 4 *note*, *Anna*, *mentions*; 5 *thanking*, *hoping*, *asking*. Check vocabulary as necessary, e.g. *favour* (something that you do to help someone), *recommend* (say that something is good), *delivery* (when someone takes a parcel to a place), *souvenir* (something that you keep to remember a special event). Tell students to complete the exercise individually, before comparing their answers with a partner. Check answers.

### Mixed ability

To help guide weaker students to the correct answer, remove one of the options for each of the items. Write the following pairs of options on the board for students to choose from: 1 B, C; 2 A, B; 3 A, B; 4 A, C; 5 A, C. Tell stronger students not to look at the board and to choose from all the options.

### Answers

- C (I need to borrow your notes)
- A (... suggest a good hotel for my dad. He's visiting your city)
- B (we can send it to your home)
- C (Mum's left your dinner money on her desk.)
- A (I'm grateful to everyone involved ... sign below if you'd like a recording of the performance.)

## EP Word profile

Ask students to explain each use of the phrases with *know* to their partner. Discuss ideas as a class. Then set the exercise on page 136. Check answers.

### Answers

- 1 I know 2 get to know 3 you know 4 know  
5 As you know

## Talking points

Put students into pairs to discuss the questions. Monitor and help with ideas if necessary (e.g. other communication methods in the past could include using Morse code and semaphore). Encourage students to justify their opinions. Give positive feedback and report interesting comments to the class.

### Cooler

Play 'Test a partner'. Put students into pairs and tell them to take it in turns to read a definition of a verb from exercise 1 on page 98 for their partner to say the verb.

## GRAMMAR Reported questions

Books closed. Nominate a student and ask *Do you often write emails?* Ask the class to report the question and write it on the board (e.g. *She asked me if I often wrote emails*). Elicit the differences between the direct question and the reported question (change of pronoun from *you* to *me*, and change of tense from present simple *write* to past simple *wrote*). Underline the pronouns and verb. If you think students will find this challenging, write the words from the reported question on the board in a jumbled order and ask students to re-order it.

- 1 Direct students to read the examples and ask what they have in common (they are all questions). Put them into mixed-ability pairs to do the matching exercise. Check answers and elicit what happens to the verb tenses.

### Answers

1 b 2 d 3 a 4 c

The tenses change as they do with reported speech.

- 2 Put students into pairs to complete the rules. Monitor and encourage stronger students to explain using the examples in exercise 1. Nominate individuals to give answers and see if the class agrees before confirming.

### Answers

a ask; wonder b statements c whether d never e which

→ Grammar reference Student's Book page 161

- 3 Read the example as a class to demonstrate the exercise. Monitor and help as necessary, checking for accuracy as students continue in mixed-ability pairs. Nominate individuals to give answers.

### Extension activity

If your students need help remembering the changes made in reported questions, do a 'backchain drill' after checking answers to exercise 3. Say the last word of the example reported question (*did*) for students to repeat. Add one word at a time for students to repeat again. Continue until you have built up the whole sentence.

### Answers

1 was 2 would 3 didn't 4 were; was

- 4 Write the example question on the board and take students through the changes needed to report the question. Tell one student to ask the question and then nominate another to report what was said. Ask *Who is reporting the question?* (The person who was asked it) and *How do you know?* (The subject pronoun is changed from *you* to *me*, and the possessive pronoun is changed from *your* to *my*). Ask students to complete the exercise individually. Allow them to check their answers with a partner before whole-class feedback.

### Mixed ability

Put weaker students into pairs to do exercise 4. Stronger students can work individually.

### Fast finishers

Get fast finishers to write three jumbled reported questions on a piece of paper for another fast finisher to read and put into the correct order. They can swap their paper back to check answers.

### Answers

- 1 if there would be
- 2 me if/whether I had lost my
- 3 (why) I hadn't bought myself
- 4 me when I last saw my
- 5 me how many songs I had downloaded for my

## Corpus challenge

Put students into pairs and ask them to look at the reported question and identify the mistake. Monitor and help if necessary by asking to students to read the examples in exercise 1 and say if the auxiliary verb *do* is used in any of the reported questions (no). Check the answer as a class.

### Answer

I asked him how he came here.

- 5 Put students into groups of three. Ask them to decide who is A, B and C, before directing them to page 131. Read the instructions aloud and check students understand the activity. Monitor and check they are swapping roles and that each student has a turn reporting the questions and answers. Ask each group to choose one question and answer to report to the class.

### Extension activity

Play 'Pass the message'. Put the class into two groups. Tell them you will whisper the same question to one student in the group, who whispers what they heard to the next student in their group, and so on, until the last student has been told. The last student in each group writes what they heard on the board.

Whisper the following question: *Did it say anything about why the message had been written?*

## VOCABULARY Adverbs of degree: *fairly, pretty, quite, reasonably*

- 1 Do the exercise as a class. Read the examples to the class, and ask questions a–c. Put students into pairs to ask and answer questions 1 and 2, and to think of questions using *pretty* and *quite*. Feed back as a class.

### Answers

- a yes, to some degree
- b *fairly, pretty* and *quite* mean to a large degree, *reasonably* means to some extent
- c Adjectives follow the adverbs in examples 1–3, and adverbs in examples 4–5.

- 2 Monitor as students complete the exercise individually. Allow them to compare their answers with a partner before checking as a class.

### Possible answers

- 1 fairly confident
- 2 reasonably large
- 3 quite happily
- 4 fairly typical
- 5 pretty well-behaved

- 3 Ask students to complete the sentences to describe themselves. Monitor and check for accuracy and help as necessary. Put students into pairs or small groups to describe themselves. As an alternative, ask them to write one of their responses on a piece of paper. Take them in and redistribute them for students to guess who wrote them.

### Fast finishers

Ask fast finishers to think about what another person, e.g. a parent, would say about them. Get them to share their ideas during feedback to exercise 3.

### Extension activity

Play 'Find someone who ...'. Students talk to as many other people as possible in a set time limit to find one person who is similar to them in each of the four areas. Feed back as a class.

## WRITING A short message (2)

- 1 Put students into mixed-ability pairs. Ask them to read tasks 1–3, and then match each email to a task. Monitor and encourage stronger students to explain their answers to their partner. Check answers.

### Answers

Task 1 C  
Task 2 A  
Task 3 B  
They all cover the three points in the task.

- 2 Put students into pairs to find the expressions. Monitor and check they are writing the complete phrase. Invite students to give answers and see if the class agrees before confirming.

### Answers

- 1 I'm so sorry (C)
- 2 What bands are you into now? (A)
- 3 ... because they have an awesome guitarist (A)
- 4 don't forget! (B)
- 5 How about trying (B)

- 3 Tell students to read the *Prepare* box and the task. Put them into pairs to choose the phrases they can use. Monitor and ask students to give reasons for their choice. Discuss ideas as a class.

### Extension activity

Books closed. Tell students to write the phrases from the *Prepare* box from memory. Then ask them to open their books to check their answers.

### Answers

I'm really sorry (apologise), Why don't we ..., How about ...? (suggest another arrangement), Take care, Bye (close the message)

## ● Prepare for Preliminary for Schools Reading and Writing, Writing Part 2

### Task description

In Writing Part 2, students write a short message of between 35 and 45 words, e.g. a postcard, note or email. They are given a task including three content points, which they have to respond to. Students are assessed on their communication of these three points and on the clarity of their message.

### Tip

Tell students to make sure that they have written the correct number of words. If their answers are too short, they should check that they have included all three content points. If their messages are too long, they should check them for clarity and delete anything unnecessary.

- 4 ● Ask students to write their short message to Andy. Monitor and help with ideas, directing students to the phrases and example emails if necessary. Put them into pairs to tell each other what they plan to say, and to add to each other's ideas if they can. Ask students to work with a different partner. They swap messages, and check their partner has covered all three points and written in an informal style.

### Sample answer

Hi Andy  
I'm really sorry, but I can't play tennis on Saturday. I'd forgotten that my cousins from Australia will be visiting us at home. Would you be able to play next Tuesday instead? We could go straight from school if you like.  
Take care,

### **Cooler**

Put students into pairs to remember one or two questions that were asked during the lesson and to report them to the class, e.g. *You asked us if we had finished; Eduardo asked if he could borrow a pen.*

### **Project**

Tell students they will do a questionnaire about communicating. Suggest that they could focus on a particular age group, e.g. teenagers, or compare answers from two different age groups, e.g. teenagers and their parents. Put them into pairs or small groups to write their questions, using the questionnaire on page 98 to help. In class, they decide how many people each student will ask. They should prepare a PowerPoint presentation with a summary of results to present to the class. Other students should prepare to ask each group about the questionnaire and the age group of the people interviewed.

### **Teacher's resources**

#### **Student's Book**

Grammar reference and practice page 161

Vocabulary list page 143

#### **Video**

Getting the message

#### **Workbook**

Unit 17, page 68

#### **Go online for**

- Pronunciation
- Video extra worksheet
- Corpus tasks