

Meredith Levy Diana Goodey

Messages

Teacher's Book

4

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



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	Grammar and Expressions	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks
Module 1 People and places	Unit 1 Getting together <ul style="list-style-type: none">Describing the present and the pastVerbs + prepositions in <i>Wh</i>-questionsPresent continuous<i>Expressions</i>: contradictions	<ul style="list-style-type: none">Verbs + prepositionsPostcardsWords with <i>some</i> and <i>every</i><i>Pronunciation</i>: stress and intonation	<ul style="list-style-type: none">Listen to biographies of famous peopleRead holiday postcardsSkim and scan a text<i>Life and culture</i>: Welcome to Liverpool!	<ul style="list-style-type: none">Talk about a pictureWrite about famous people in the pastMake a conversation at a caféWrite a postcard
	Unit 2 Friends and neighbours <ul style="list-style-type: none">Relative clauses with <i>who</i>, <i>that</i>, <i>which</i>Present simplePronoun <i>one/ones</i><i>Expressions</i>: asking for clarification	<ul style="list-style-type: none">Flats and housesFriendshipNouns and adjectives describing personal qualities<i>Pronunciation</i>: /ə/	<ul style="list-style-type: none">Listen to a guessing gameRead a questionnaire about friendshipUnderstand new words<i>Life and culture</i>: Poem	<ul style="list-style-type: none">Talk about where you liveTell the class about yourself and your neighbourhoodPlay a guessing gameWrite about yourself and friendships in your life
	Review	<i>Grammar check</i> <i>Study skills</i> : Spelling <i>How's it going?</i> : Progress check <i>Coursework</i> : Who's who at Greenside?		
Module 2 New horizons	Unit 3 All in the mind <ul style="list-style-type: none">Past continuous and past simple<i>used to</i><i>Expressions</i>: expressing surprise	<ul style="list-style-type: none">Fears and fantasiesDreamsLink words<i>Pronunciation</i>: /j/	<ul style="list-style-type: none">Listen to three conversations about coincidencesRead a magazine article about dreamsIdentify the topic of a text<i>Life and culture</i>: Haunted Britain	<ul style="list-style-type: none">Talk and write about coincidences in the pastDescribe yourself when you were younger and compare with a friendDescribe things that you imagine or worry aboutWrite a description of a dream
	Unit 4 Journeys <ul style="list-style-type: none"><i>must/mustn't, have to/don't have to</i>Comparative adjectivesPassive (present simple and past simple)<i>Expressions</i>: making travel arrangements	<ul style="list-style-type: none">On the roadTravellingPrepositions of movement<i>Pronunciation</i>: stress in sentences	<ul style="list-style-type: none">Listen to a songRead an account of a journey around the worldScan a text for information<i>Life and culture</i>: Journey into slavery	<ul style="list-style-type: none">Write and act a conversation at a travel agent'sDescribe where things are/were made or producedWrite a journal about a journey
	Review	<i>Grammar check</i> <i>Study skills</i> : Guessing what words mean <i>How's it going?</i> : Progress check <i>Coursework</i> : Conversation with Grace Lawson		
Module 3 Changes	Unit 5 In the news <ul style="list-style-type: none">Present perfect + <i>just, yet, already</i><i>been</i> and <i>gone</i>Present perfect and past simple<i>its</i>: possessive adjective<i>so ... that ... ; such a/an ... that ...</i><i>Expressions</i>: offers and suggestions	<ul style="list-style-type: none">Topics in the newsYellowstone Park<i>Pronunciation</i>: /s/ + consonant	<ul style="list-style-type: none">Listen to news headlines on the radioRead a magazine article about a volcanoUnderstand the main idea of a text<i>Life and culture</i>: Non-stop news	<ul style="list-style-type: none">Write an email to a friend or relative with your newsDiscuss what you have and haven't doneWrite a radio reportWrite about recent events for a school newsletter
	Unit 6 Attachments <ul style="list-style-type: none">Present perfect with <i>for</i> and <i>since</i>Present perfect with superlative adjective + <i>ever</i>Superlative adjectives<i>give</i> + direct and indirect object<i>Expressions</i>: time expressions	<ul style="list-style-type: none">Personal possessionsLiving abroad<i>still, any more</i><i>Pronunciation</i>: /ɜ:/ /ɔ:/	<ul style="list-style-type: none">Listen to an interview with a surfing championRead an interview with a boy who has lived all over the worldSkim a text for the general idea<i>Life and culture</i>: New Zealand	<ul style="list-style-type: none">Give details about your backgroundTalk about your favourite possessionsDescribe important things and eventsWrite an account of personal experiences
	Review	<i>Grammar check</i> <i>Study skills</i> : Homophones <i>How's it going?</i> : Progress check <i>Coursework</i> : Reviews		

	Grammar and Expressions	Vocabulary and Pronunciation	Listening and Reading skills	Communicative tasks
Module 4 Talking points	Unit 7 Celebrations <ul style="list-style-type: none">First conditional with <i>if</i> and <i>unless</i>The future with <i>will</i> and <i>going to</i><i>Expressions: I hope so/not. I guess so/not.</i>	<ul style="list-style-type: none">Special occasionsInvitations and repliesVerbs with <i>look</i><i>Pronunciation: final /s/ and /z/</i>	<ul style="list-style-type: none">Listen to a songRead invitations and repliesScan a text for information<i>Life and culture: The number 13</i>	<ul style="list-style-type: none">Describe special occasionsTalk about superstitionsWrite about and discuss plans for a celebrationWrite and reply to an invitation
	Unit 8 Secrets and lies <ul style="list-style-type: none"><i>might</i> and <i>may</i><i>when</i> in future sentences<i>should/shouldn’t</i>Second conditional<i>Expressions: responding to opinions</i>	<ul style="list-style-type: none">Verbs and nouns that go together‘Sales talk’<i>because, so</i><i>Pronunciation: /aɪ/ /eɪ/</i>	<ul style="list-style-type: none">Listen to a discussion on the radioRead an article about a ‘con man’Predict the topic of a text<i>Life and culture: The code talkers</i>	<ul style="list-style-type: none">Talk about events in the future and when they might happenTalk about what’s right and wrongWrite an imaginary ‘sales talk’
	Review	<i>Grammar check</i> <i>Study skills: Preparing for tests and exams</i>	<i>How’s it going?: Progress check</i>	<i>Coursework: Letters</i>
Module 5 Living together	Unit 9 Groups <ul style="list-style-type: none">Verb/preposition + <i>-ing</i> form<i>-ing</i> form and <i>to</i> + verb<i>want/ask/tell</i> someone to do something<i>Expressions: requests and responses</i>	<ul style="list-style-type: none">People in groupsA wildlife commentary<i>too</i> and <i>enough</i><i>Pronunciation: /ŋ/ /n/</i>	<ul style="list-style-type: none">Listen to phone calls making requestsRead a commentary for a TV wildlife programmeUse pronouns and possessive adjectives<i>Life and culture: Romeo and Juliet</i>	<ul style="list-style-type: none">Describe people’s likes and dislikesInterview a friend for a TV showWrite and act a telephone conversation asking someone to do somethingWrite a description of teenagers in your country
	Unit 10 Food for thought <ul style="list-style-type: none">Expressions of quantityQuestion wordsSubject and object questions<i>Expressions: expressing preferences</i>	<ul style="list-style-type: none">FoodThe fast food industryAdjectives ending in <i>-ed/-ing</i><i>Pronunciation: silent vowels</i>	<ul style="list-style-type: none">Listen to a TV quiz programmeRead a review of a bookRecognise facts and opinions<i>Life and culture: Make Poverty History</i>	<ul style="list-style-type: none">Talk about things you’d like to changePrepare and ask questions for a quizWrite a review for a school magazine
	Review	<i>Grammar check</i> <i>Study skills: Preparing and giving a talk</i>	<i>How’s it going?: Progress check</i>	<i>Coursework: The ads page</i>
Module 6 Just imagine!	Unit 11 Challenges <ul style="list-style-type: none">Past perfect<i>must, can’t, might, could</i> for speculation<i>Expressions: Neither do I. So am I.</i>	<ul style="list-style-type: none">Adjectives describing feelingsIn the mountainsAdverbs<i>Pronunciation: stress in sentences, weak forms</i>	<ul style="list-style-type: none">Listen to a story about a terrible nightRead a story about an extraordinary experienceGuess meaning from context<i>Life and culture: Gandhi</i>	<ul style="list-style-type: none">Describe a situation in the past and how you feltImagine what different situations are likeWrite a short story
	Unit 12 Happy endings <ul style="list-style-type: none">Reported speech<i>say</i> and <i>tell</i><i>whose</i><i>Expressions: everyday expressions</i>	<ul style="list-style-type: none">Words connected with moneySending messagesPhrasal verbs<i>Pronunciation: vowel sounds</i>	<ul style="list-style-type: none">Listen to a songRead three jumbled storiesFollow the sequence of a story<i>Life and culture: Keeping in touch</i>	<ul style="list-style-type: none">Report what people sayMake a conversation at a partyWrite and reply to a message
	Review	<i>Grammar check</i> <i>Study skills: Learning English on your own</i>	<i>How’s it going?: Progress check</i>	<i>Coursework: Sports news</i>

Introduction

Welcome to *Messages*, a lower-secondary course providing **80–90 hours of classwork per level**. *Messages* is designed to meet the needs of you and your students by making both learning and teaching **simple and effective**. It has a **clearly structured** progression in both grammar and vocabulary, and a wealth of opportunities for students to practise the language they are learning.

We hope that students will find *Messages* an enjoyable, engaging course, with its clear signposting of aims, **interesting and motivating themes**, and a wide range of **rich resources**, while teachers will find it offers **practical, easy-to-use material** that can be adapted to **mixed-ability classes**. *Messages 4* is designed for students who have studied English for three 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 and PET-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 containing:
 - Grammar index
 - Communicative functions index
 - Wordlist
 - Phonetic symbols
 - Verb forms and irregular verbs
 - Song lyrics

Workbook

- Full range of exercises, including more KET and PET-style activities
- Extension activities for stronger learners
- Learning diary
- Comprehensive grammar notes
- CD-ROM Extra with a range of fun interactive activities practising grammar, vocabulary and reading. Also includes Workbook audio 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 and tapescript for the Listening exercises

Teacher's Resource Pack

- Photocopiable activities:
 - Entry test
 - Communicative activities
 - Grammar worksheets
 - Module tests
 - Final test
- Pattern drills
- Teaching notes and answer key

Audio CDs/Cassettes

- Student's Book audio
- Pattern drills
- Tests audio

Messages DVD/VHS videos for Levels 3 and 4

- a collection of eight documentary-style programmes based around a teenage TV series, *Get The Message!*
- activity booklet including worksheets, teacher's notes and key, plus full video scripts

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 4

A sense of purpose and achievement

In *Messages*, there are three levels at which students focus on what they can do in English:

- The 12 units are divided into three steps. Each step opens with a summary 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 work entitled 'Our school magazine'. 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. In Book 4, the Coursework invites students to write a range of pieces for a school magazine. 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 4, the theme is 'today's world'. By the end of the year, students should be able to express and discuss their opinions in English and to produce a greater variety of written 'genres': for example, an interview, advertisements, reviews, letters and reports.

Authentic and meaningful language learning

As in previous levels of *Messages*, the language is carefully 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, 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, their interests and their opinions.

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 4

Module openers

These two pages allow teachers to ‘set the scene’ for their students and help to motivate them by creating interest. The pages contain a list of what students will study in the module, the communication tasks they will carry out, a selection of visuals from the coming units and a brief matching exercise. Encourage all students 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 variety of grammar 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 target 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 given 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

In Book 4 there is more emphasis on using words in context, as well as exercises based on matching words and pictures. 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, asking for clarification, making travel arrangements, responding to other people’s opinions). These expressions are first encountered in the presentation dialogues, and students then practise them further through pairwork. There is additional practice of the expressions in the Workbook.

Key pronunciation

Messages 4 further develops basic areas, such as stress and intonation in sentences and contrasting vowel sounds. 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. 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 world around them.

In addition, students can engage in **role plays** and act out rough or reduced versions of some of the presentation dialogues. 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 4*, 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 postcard, a journal, invitations and replies, a short story. 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 4 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, conversations, the news on the radio, an interview, a TV quiz programme.

Three 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 opens with a reading text connected with the unit theme, with a ‘warm-up’ **Share your ideas** exercise. The texts are recorded, but students are asked to read the text quickly themselves before they listen and read 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 and PET-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 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.

Each **Coursework** provides a model, based on the school magazine produced by two of the characters in the book, 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 portfolio** comprises a series of different pages for a school magazine in English.

For further consolidation of the language you can use the **communicative activities** and **grammar worksheets** from the Teacher’s Resource Pack, and the accompanying **Infoquests** on the web (see below). These should be done at the end of each unit when all the work has been covered.

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 and PET-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 included in Step 3.

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

Infoquests

Each module of the course is accompanied by an Infoquest, in which students are encouraged to find information on **pecially designed websites** and to work co-operatively. The websites are housed at <http://www.cambridge.org/elt/messages/infoquest> and are designed to reinforce the language of each module, and should therefore be done at the end of the module.

Free **accompanying worksheets** and clear **Teacher's guides** can be found at <http://www.cambridge.org/elt/messages/teacherquest>. You will need to complete a simple form to register and then get access to these items, and will need to log in with your user name and password each time you want to use them.

Classroom management

Creating an 'English' atmosphere

Use every opportunity to bring 'the real world' into the classroom: maps, posters, magazines etc. Encourage students to look for examples of English 'text' outside the classroom: words from pop songs, instructions for a machine, English food packaging in a supermarket etc.

Use classroom instructions in English from the beginning, and get students to address you in English as much as possible.

Making good progress

A wide variety of task types ensures regular changes of pace and activity, with frequent opportunities for students to work at their own level. Work at a lively pace and have the courage to move on even though students may not have learnt everything in a lesson perfectly. Some of the activities include a time limit, to encourage students to work quickly and to introduce a 'game' element.

Dealing with classes of mixed ability

There are a large number of personalised and open-ended activities which allow students to respond in different ways, depending on their ability. The rubric **do at least ...** also enables students to work at their own level. Other activities (**If you have time, Try this!** and the **Extension** exercises in the Workbook) can be used by students who finish early.

Try to find ways to 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, pictures on the board, 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 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 longer sentences, use 'back-chaining':

... outside the cinema.
... meeting us outside the cinema.
He's meeting us outside the cinema.

Pairwork and group work

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 at times. 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.

Some of the activities in *Messages 4* 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 other's 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.

Remember to focus on content as well as on accuracy, and respond accordingly to students' stories and points of view.

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 4* will motivate the students and facilitate their learning, making your job as straightforward and effective as possible. Most of all, we hope it proves a rewarding experience for you and your students.