

Module 1

People and places

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

Answers

1 b 2 d 3 a 4 c

1

Getting together

STEP 1

Revision:

- Present simple
- Present continuous
- Past simple

Communicative tasks:

- Talking about a picture
- Writing about famous people in the past

1 Share your ideas

- Give students a few moments to look at the painting before asking them to describe it.
 - If necessary, prompt them with questions, for example:
 - *Where are the people?*
 - *What's the woman / the man on the right doing?*
 - *What's she wearing?*
 - *How do you think he's feeling?*
- Encourage students to answer in sentences, using the present simple form of *be* and the present continuous form of other verbs.
- (Note that the verb *to look* can be used in the present simple or the present continuous here: *He doesn't look/isn't looking very happy.*)
 - Write key words on the board and use the discussion to introduce new vocabulary (for example, *diner, counter, suit, tie*). You may also want to introduce the word *fur* to help describe the woman's clothing.
 - If students recognise any of the four celebrities depicted in the painting, ask them to say what they know about them. Make it clear that these people were among the world's most successful popular stars, known to millions of people. Help students to see the contrast between the glamour of their public lives and the appearance of loneliness and failure in the painting.

BACKGROUND 2

Reading *Idols of the 20th century*

Gottfried Helnwein was born in 1948 in Vienna. The title of this painting, *Nighthawks*, refers to a famous painting of the same name by the American artist Edward Hopper. Helnwein based his work on Hopper's, but substituted the four celebrities for the lonely and isolated people in the original painting.

Humphrey Bogart's early film roles were mostly gangsters and villains, but he was later cast as a strong, heroic individual. Other famous films include *The Maltese Falcon*, *To Have and Have Not*, *Key Largo* and *The Big Sleep*.

James Dean became an instant celebrity with his first film, *East of Eden*, followed by *Rebel Without a Cause* and *Giant*. In his roles in these films, he represented the troubled and rebellious youth of modern America. He died in his speeding sports car at the age of 24.

By the late 1950s, Elvis Presley was the world's most famous entertainer and his songs are still tremendously popular. Over 1 billion of his records have been sold around the world.

Marilyn Monroe's other film titles include *How to Succeed in Business Without Really Trying*, *Gentlemen Prefer Blondes* and *The Misfits*. She died in 1962 from an overdose of sleeping pills.

- a
- Draw attention to the title of the painting and explain that a *nighthawk* is a person who normally stays up late at night. Ask students to suggest what the 'broken dreams' could be. For example, perhaps they are dreams of happiness, fame and success that never came true.
 - Ask students to read the text all the way through first, and then to find examples of the verbs. Explain that there are many more than three examples of each type in the text.
 - Check that the meanings of all the verbs are known. For question 2, ask students to pick out irregular past forms and to say them in the infinitive form.

Answers

- 1 is, shows, are sitting, is standing, is wearing, doesn't look, is laughing, (is) talking, isn't listening, are
- 2 was born, acted, wasn't, started, became, made, were, died

- b ● Play the recording of the first paragraph. Students listen and follow in their books.
- Ask students to find the listed items in the text.

Answers

- 1 Austrian 2 the USA 3 painter, waiter 4 suit, tie

- c ● Ask students to look at the fact file on Humphrey Bogart. Play the recording of the second paragraph.
- Before students write, you could ask questions to check comprehension, for example:
- *What was Humphrey Bogart's nationality? (American.)*
 - *Where was he born? (In New York.)*
 - *What was his job when he was young? (He was an actor in the theatre.)*
 - *How old was he when he became successful? (40.)*
 - *Where was Bogart living when he died? (In Hollywood.)*
- Students copy and complete the fact file.

Answers

- 1 1957 2 New York 3 Warner film studio
- 4 *The African Queen, Casablanca*

3 Revision

Describing the present and the past

- In the first paragraph of the text, point out that we use the present continuous to describe paintings or photos. However, we almost never use the verb *be* in the present continuous.
- In the second paragraph, remind students of the regular *-ed* ending and the irregular forms of past simple verbs.
- Students complete the text with the correct verbs.

Answers

- 1 's 2 's wearing 3 isn't talking 4 's 5 was
- 6 acted 7 became 8 made 9 died

OPTION

You may want to do some quick revision of other irregular past verbs here. Choose verbs from the list on page 143 of the Student's Book. Say each one in the infinitive and ask students to give the past simple.

4 Listening *Biographies*

- Elicit or explain the meaning of *biography*.
- Give students a few moments to read the fact files. Explain the meaning of *suede* and help with the pronunciation: /sweɪd/.
- Ask students to write the numbers 1–10 in their notebooks.
- Play the recording several times. Students listen, look at the fact files in the Student's Book and write the information in their notebooks.

Answers

- 1 1962 2 Real 3 20th 4 Hot 5 35 6 guitar
- 7 eleven 8 Records 9 Don't 10 Blue

Tapescript

- Marilyn Monroe was born in 1926 and she died in 1962.
- She was born in Los Angeles and her real name was Norma Jean Baker. She was one of Hollywood's most famous actresses. For much of her career, she worked for the film studio 20th Century Fox. Her most famous film was called *Some Like it Hot*.
- Elvis Presley was born in 1935 and he died in 1977. He was born in Tupelo, Mississippi and he started to play the guitar when he was eleven. He was one of America's most famous singers. For much of his career, he worked for RCA Records. His most famous hit records were: *Don't Be Cruel, Jailhouse Rock* and *Blue Suede Shoes*.

5 Writing *Elvis or Marilyn*

- Students should choose one of the two stars and write two short paragraphs. Tell them that they don't need to include all the information in the fact file if they don't want to.

Example answer


In the painting, Marilyn Monroe is sitting at the counter next to Humphrey Bogart. She's wearing a beautiful red dress. She's laughing, but the other people aren't looking at her.

Marilyn Monroe was a famous actress. She was born in Los Angeles in 1926 and she died in 1962. She worked for 20th Century Fox and her most famous film was *Some Like It Hot*.

STEP 2

Grammar: Present continuous
 Verbs + prepositions in *Wh-* questions
Vocabulary: Verbs + prepositions
Expressions: Contradictions
Communicative tasks:
 Contradicting someone
 Making a conversation about going out with friends

1 Key vocabulary *Verbs + prepositions*


- a
- Look at the example in sentence 1. Draw attention to the other verbs in bold type and explain that they are all followed by a preposition + an object.
 - Set the time limit and ask students to choose the correct prepositions. They can work on this individually or in pairs.
 -  Play the recording. Students listen and check their answers.
 - Make sure that students understand the difference between *look for* and *look at*, and between *talk to* and *talk about*. Ask them to translate these verbs into their own language.
 - You may want to tell the class that the verb *argue* can be followed by *with* + person. For example, sentence 8 could be expressed as: *I often argue with my father about football.*

Answers

2 at 3 about 4 from 5 about 6 for 7 to
 8 about

- b
- You could demonstrate this activity by choosing two or three of the sentences and telling the class about yourself, for example: *I don't like waiting for people when they're late. I get angry! My friends and I sometimes argue, but we don't argue about football.*
 - In pairs, students make sentences about themselves. Encourage them to add extra information if they can.
 - You could ask some students to report to the class at least one thing that their partner told them.


2 Presentation *Who are we waiting for?*

- a
- Look at the two photos and ask students to say what they can see. Establish that the larger photo shows a café scene.
- b
-  Ask the question and then play the recording. With books closed, students listen for the answer to the question. Check that students understand the disagreements by drawing attention to:
 - *He's always late.*
 - *No, he isn't!*
 - *Yes, he is!* etc.

Answer

They're going to the cinema.

- As you will see, the main characters in *Messages 4* live in Liverpool, and you will find that on the recordings Danny, Beth, Mr and Mrs Gray and Nadia speak with a Liverpool accent. In addition, Karim has a Pakistani accent, and Winston and Lorina have Jamaican accents. This is to give students practice in listening to a variety of spoken English. Although these accents are not strong, it means that certain phonemes are pronounced differently. Where this is particularly noticeable, we point it out in the teaching notes. We suggest that, when you repeat key sentences for the students to practise orally, you may want to modify these different accents.

- c
-  Play the recording again. Pause from time to time and refer back to the photos. Ask students to identify the people and describe what they are doing, for example:
 - *Who's sitting at the table? (Danny and Nadia.)*
 - *Who's coming into the café? (Clare.)*
 - *Who's Nadia talking to on the phone? (Luke.)*
 - *Why did she ring him? (Because he's late, and they must leave soon to go to the cinema.)*
 - *Is Luke coming to the café? (No.)*
 - *Where are they meeting him? (Outside the cinema.)*
 - *Who's got the tickets? (Clare.)*
 - Drill the questions containing the target language:
 - *Who are we waiting for?*
 - *Who's Nadia talking to?*
 - *What are you looking for?*
 Give special attention to the unstressed prepositions at the end of the sentences.
 - Check that students understand the 'disagreements' between the three speakers.
 - Read out sentences 1–6 or choose students to do so. Ask students to say the full form of the contracted forms (*Luke is, Danny is, are not*).
 - Students look back at the dialogue to find the answers. Remind them to correct the false sentences.

Answers

- False. Clare and Luke are late.
- False. Danny and Nadia are waiting for Luke.
- False. Luke's talking to Nadia on the phone.
- False. Clare has got them.
- True.
- True.

OPTION

You can ask students to practise the conversation in groups of three. However, you may choose not to organise this activity here, as the writing and speaking task in Exercise 7 is also based on this dialogue.

3 Key grammar

Verbs + prepositions in Wh- questions

- Students complete the example. Emphasise the position of the prepositions in these questions.
- Point out that the example sentences given here are in the present continuous, but the rule about the prepositions applies to verbs in other tenses as well. For example: *What did you talk about? Who was she looking for?*

Answer to

4 Practice

- Students use the cues to form questions. They can do this orally and/or in writing.
- Look at the Remember! box and remind students of the uses of the present continuous. You could make comparisons with the present simple, for example:
 - *Nadia's phoning Luke.* (= She's doing it now.)
 - *She often phones her friends.* (= She does it regularly, as a normal habit.)
 - *Clare's sister is working in Japan.* (= She's there at the moment.)
 - *She works for an international company.* (= This is her permanent job.)
- Note that there is further practice work on verbs + prepositions in Wh- questions in the Module 1 Review at the end of Unit 2.

Answers

- 2 What's Danny looking at?
- 3 What's Clare listening to?
- 4 What's Luke looking for?
- 5 Who's Nadia talking to?
- 6 Who are you waiting for?
- 7 What are Nadia and Danny arguing about?

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

OPTION For further revision of the present continuous, you could use a 'Miming' activity (see Games, page 110 in the Teacher's Book).

5 Key expressions *Contradictions*

- Begin by referring students back to the presentation dialogue (Exercise 2). Ask them to find examples of disagreements.
- a • Look at the first dialogue. Point out that contradictions have the same form as short answers to questions. Emphasise the connection between the verb in the first statement (*'re = are*) and the verbs in the contradictions (*'m not, are*).

- Focus on the second dialogue. Remind students of the use of *have* for short answers in the present simple form of *have got* – the form is the same for contradictions. Give a statement in the affirmative (for example, *He's got a guitar*) and elicit the contradictory replies (*No, he hasn't! Yes, he has!*).
- Focus on the third dialogue. Remind students of the use of *do* for short answers in the present simple – the form is the same for contradictions. Give a statement in the affirmative (for example, *He plays the guitar*) and elicit the contradictory replies (*No, he doesn't! Yes, he does!*).
- You may also want to mention the past simple form here, for example, *We saw you. No, you didn't! Yes, we did!*
- Students complete the dialogues.
- Play the recording. Students listen and check their answers.

Answers

2 have 3 you don't 4 is, No, it isn't

- b • Students practise the dialogues in pairs.
- If you have time, supply some more statements, for example: *Your room's a mess. I haven't got time. They don't speak English.* Ask pairs to make dialogues.
- Pattern drill: TRP page 11 (Unit 1, Step 2, drill 2)

OPTION

As a light-hearted activity to give further practice with contradictions, you could make some false statements about things/people in the class – the more absurd, the better. Invite students to contradict you, and prolong the argument a little. For example:

Teacher: *That's a crocodile.*

Student: *No, it isn't! It's a desk.*

Teacher: *No, it isn't!*

Student: *Yes, it is!*

Teacher: *Karel's got green hair.*

Student: *No, he hasn't! He's got brown hair.*

Teacher: *No, he hasn't!*

Student: *Yes, he has!*

6 Key pronunciation *Stress and intonation*

- Ask students to read the four dialogues. Then play the recording while they listen and read.
- Emphasise the stress, especially on the final word in the replies. Also use your hand to show the intonation in the replies, often starting on a high note and with a fall-rise pattern at the end of the sentence. You could point out that our voices often make sharp rises and falls when we are expressing strong feelings.
- Play the recording again and ask students to repeat.

7 Writing and speaking *At the café*

- Explain to the students that they don't have to use the whole of the dialogue in Exercise 2, and that they can add different information as well as different names.
- Students write and practise their dialogue in pairs. Walk round the class, giving help where necessary.
- Ask some pairs to act out their dialogue for the class.


Example answer

- A: Who are we waiting for?
 B: Teresa. I'll phone her ...
 Hi, Teresa. Where are you? ... Are you coming to the café? We're waiting for you ... OK, bye.
 A: Is she coming?
 B: No, she's meeting us later at the station.

Answers

- 1 Nick's (in the Shimba Hills) in Africa. Sara's (in a café) in Moscow. Jared's (in a plane) between Atlanta and Los Angeles.
- 2 b

b Comprehension check

-  Play the recording while students listen and read. Pause after each text to help with new vocabulary, for example, *butterfly, sunset, halfway, low, headphones, I wonder*.
- Ask questions about each text, for example:
 - *Is Nick outside or inside? (Outside.)*
 - *What's he looking at? (The sunset and lots of butterflies.)*
 - *Who's with Sara in the café? (Natasha.)*
 - *Are Sara and Natasha good friends? How do you know? (No. Sara says 'Natasha seems nice' – she doesn't know her very well yet.)*
 - *What do you think the relationship is? (Perhaps they're pen friends.)*
 - *Why are the lights low in the plane? (Because it's late and nearly everyone's asleep.)*
 - *Is Jared listening to music? (No.)*
 - *What does he mean when he says 'I miss you'? (Students' translation.)*
- You might like to ask students to pick out examples of the present continuous in the three texts. Point out that we often use this tense in postcards to describe what we're doing and what's happening around us at the time of writing.
- Ask students to read the questions and to look carefully at the text to find the answers.

Answers

- 1 Example answers
 Nick: someone at work / at his office / he works with
 Sara: her family
 Jared: his girlfriend or wife
- 2 At the end of the day.
- 3 No, he doesn't.
- 4 It's really cold.
- 5 Yes, she is.
- 6 The USA.
- 7 A full moon.
- 8 No, they aren't.

STEP 3

Reading skills: Skimming and scanning
 Word work: Words with *some* and *every*
 Communicative task: Writing a postcard

1 Share your ideas *Keeping in touch*

- Explain the meaning of *keep in touch*. Note that we can use this phrase on its own (*Let's keep in touch*) or followed by *with* + person (*I want to keep in touch with you*).
- Ask the questions and invite students to discuss them. You may want to focus particularly on postcards – ask:
 - *When do you usually write a postcard?*
 - *What sort of things do people talk about in postcards?*

2 Reading *Hi there!*

a Reading skills *Skimming and scanning*

- Focus on the three photos. Ask students to say what they can see and to offer ideas about where the places are.
- Point out that the aim of the first reading is to get a general sense of the texts as a whole, not to take in all the details. Set the time limit and ask students to read very quickly through to the end. If there's something they don't understand, they should ignore it and keep going.
- Students match the texts with the photos.

Answers

1 b 2 c 3 a

- Read through questions 1 and 2 with the class and point out that the aim here is to find particular information. Students aren't expected to deal with the whole of the texts. Instead, they should look for the part which contains each piece of information and then read carefully to extract it.
- Students read the texts again and answer the questions.

3

Word work *someone, everywhere*

- a
- Look at the examples. Make sure it's clear that words with *-one* refer to people, while words with *-where* refer to places.
 - Ask students to make the other words with *some-* and *every-*.

- Point out that *someone* refers to a particular person (but we don't know who it is). *Everyone* means 'all people'. In each case, the word is singular. The same pattern applies to the other words with *some-* and *every-*.
- Draw attention to the Remember! box. Demonstrate the point by substituting in the example: *Somebody's listening to music*. Make it clear that *everybody* and *somebody* are singular, like *everyone* and *someone*.
- With stronger students, you could also mention the use of the negative forms: *no one / nobody*, *nothing* and *nowhere*. Note that these are always used with verbs in the affirmative, for example: *No one was at home*. *There's nowhere for us to sit*.

Answers

everyone, everything, something, somewhere

- b ● Students read and complete the sentences.

Answers

1 something 2 somewhere 3 everywhere
 4 someone 5 everything 6 everywhere
 7 someone 8 Everyone

4 Writing A postcard

- This exercise can be started in class and finished for homework.
- Read out the instructions for the writing task. Explain to students that the situation they choose can be one that they have really experienced or an imaginary one. Ask for some examples of possible situations.
- Read through the Writing guide with the class. Remind students of the use of the present continuous to describe what they and other people are doing and what they've arranged to do in the future.
- Draw special attention to the different ways of greeting and saying goodbye to someone. Point out that *Dear ...* can be formal or informal, but *Hi!* is informal, normally used for someone we know well. *Best wishes* and *All the best* are more formal ways of signing off than the other expressions listed.
- Students use the Writing guide and the models in Exercise 2 to write their postcard.

Example answer

Hi Jana!
 I'm in Rome now and I'm waiting for Helena in my hotel room in the Piazza della Rotonda. We're going to the Colosseum this afternoon. Outside there are people everywhere. They're sitting at the café tables and the waiters are bringing drinks and amazing ice creams. The sun's shining and I'm feeling great!
 Say hello to your family from me.
 Love,
 Elise

Extra exercises

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

- 1 ● Go through the exercise with the class. Ask students to say whether the questions are in the present or the past, and elicit possible answers.
 ● Students write their own answers to the questions.
 ● Choose pairs of students to ask and answer the questions across the class.

Example answers

- 1 Yes, I do.
- 2 Three.
- 3 Mr Gordon.
- 4 Yes, I did. I met an American girl called Josie and we talked in English.
- 5 Yes, I'm learning German.

- 2 ● Students read the sentences and choose the right words.

Answers

1 c 2 b 3 a 4 b 5 b 6 b

- 3 ● Ask students to read through the text before choosing the right words. Remind them to look for time expressions to help with the verb tenses.

Answers

1 b 2 a 3 c 4 c 5 b 6 c 7 a

- 4 ● Students complete the sentences with prepositions.

Answers

2 for 3 to 4 for 5 about 6 at

- 5 ● Make it clear that the replies (a–f) are all contradicting the sentences in 1–6.
 ● Students match the sentences with the replies.

Answers

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

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

Extra reading

Life and culture Welcome to Liverpool!

BACKGROUND

Liverpudlian /,livə'pʌdliən/ is the word for a person from Liverpool (another word is *Merseysider*, from the Mersey River) and it also refers to the distinctive Liverpool accent.

Liverpool /,livə'pu:l/ expanded as a city during the 18th century, when it became a great centre for shipping to and from Britain's colonies abroad, especially those in North America and the Caribbean (see Background notes on the slave trade on page 39). In the 19th century, it was the country's most important port after London and had one of the greatest systems of docks in the world.

The **Albert Dock** was opened in 1846. Over seven acres of water are enclosed by large warehouses with iron colonnades. The dock was redeveloped in the 1980s and is now a major tourist attraction. The Beatles Museum, the Maritime Museum and a branch of the Tate Gallery are located here.

The **Beatles** – John Lennon, Paul McCartney, George Harrison and Ringo Starr (Richard Starkey) – were all from Liverpool. The band was formed in 1960 and broke up in 1970. The original **Cavern Club** was demolished but has been rebuilt on its former site.

The **Liverpool Football Club** is the larger of the city's two great clubs. At the time of writing, it has won the English League 18 times and the European Cup five times.

Task

- Look at the photo of the boy and ask: *Who is he?* (Danny.)
- Look at the photos of Liverpool and ask students to say what they can see. Use the photos to revise key words and to introduce new ones (for example, *port, dock, Chinatown*). Add these words to the notes on the board.
- Give students time to read the text themselves. Then ask them to add any information they found to the notes on the board.
- Read the text aloud and help with vocabulary. Ask students to guess the meaning of *Liverpudlian, proud, passionate, musician* and *tour*.
- Ask some questions to check comprehension, for example:
 - *What's Danny's surname?* (Gray.)
 - *How many people are there in Liverpool?* (450,000.)
 - *Who were 'the Fab Four'?* (The Beatles.)
 - *Where did they start playing their music?* (At the Cavern Club.)
 - *What can you find at the Albert Dock?* (Shops, cafés, museums and galleries.)
 - *Who do you think 'we' are in the last paragraph?* (Danny and his family.)
- Ask students to complete the matching task.

Answers

1 b 2 d 3 e 4 c 5 a

Lead in

- If possible, show the location of Liverpool on a map of Britain. Point out its important position on the coast with access to the Atlantic Ocean, and its closeness to Ireland and to Manchester.
- Ask the question. Students will probably know something about Liverpool Football Club and may be aware that the Beatles came from Liverpool. Write notes on the board as they suggest ideas.