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# Messages

Teacher's Resource Pack

3



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# Introduction

The Teacher's Resource Pack for *Messages* Level 3 contains a range of photocopiable materials for you to use with your classes. It will help provide a complete set of materials for the classroom, with further resources available on the *Messages* website, [www.cambridge.org/elt/messages](http://www.cambridge.org/elt/messages)

The Teacher's Resource Pack contains the following elements:

- Introduction with tests marking scheme
- Entry test and answer key
- Pattern drills
- Teaching notes and answer keys for the photocopiable activities
- Photocopiable communication activities and grammar exercises
- Module tests
- Final test
- Test answer keys

The contents are organised by these main areas, with each of the sections marked by a grey side label for easy reference.

## Entry test

The entry test is for use at the beginning of the course and has been designed with two purposes. It can be used purely as a diagnostic entry test – there are straightforward language exercises to check how much students have retained from their previous learning – or it can be used to provide extra remedial practice.

## Pattern drills

The pattern drills are designed to give students clearly staged practice of formulating newly learnt structures orally, thereby helping them to gain confidence before attempting to use the structures in a freer context. There is a drill for every key area of language taught in the course and some steps contain two drills. You may therefore wish to use them before the *Use what you know* activities in the corresponding steps. The Teacher's Book notes indicate where we would suggest using them in each case. Alternatively, you may wish to use them at a later stage as revision.

Recordings of the pattern drills are on the Class CDs/cassettes, and can be found in the position where the Teacher's Book notes recommend using them. The example sentence is recorded twice so that students can hear it with the response and then formulate it themselves. In all the pattern drills, there is a brief pause between the prompt and the response for you to pause the CD and allow students to say the sentence before they hear it.

## Teaching notes for the photocopiable activities

These contain clear step-by-step instructions for all the activities. In addition, there are answers for the communication activities where relevant and answers for all of the grammar practice exercises.

## Photocopiable communication activities and grammar exercises

The communication activities reflect the key grammar and/or vocabulary in each unit. They are designed to activate new language in a communicative context. They cover a range of fun and motivating activity types, for example, board games, quizzes, information gap activities, descriptions, etc.

The grammar exercises cover specific areas of the key grammar from each unit. They are intended for fast finishers or students who need extra practice.

**Mixed-ability classes:** if you have a mixed-ability class and your students need further remedial practice, please log onto our website [www.cambridge.org/elt/messages](http://www.cambridge.org/elt/messages) where you can download easier grammar exercises. There are four of these exercises for every unit in the book.

## Module tests

Please see page 5 for a full marking scheme.

This section contains six module tests. Each of the tests covers one module (two units) in the Student's Book.

Each test consists of six parts:

**Grammar (20 marks):** this is divided into two sections (a and b), with ten marks each. Activity types vary, but include:

- Completing discrete, gapped sentences by selecting one word from three choices provided or by choosing from words in a box. Both of these activities are designed to test understanding of key language at sentence level.
- Writing the correct verb forms from a list of infinitives, or completing sentences using the correct tense, for example. This part is designed to test students' knowledge and use of key verb forms they have studied.
- Rewriting sentences from active to passive, or from direct to reported speech, for example.

**Vocabulary (20 marks):** is divided into two or three sections (a and b / a, b, c) with five or ten marks each. Activity types vary, but include:

- Completing discrete, gapped sentences by selecting one word from three choices provided or by choosing from words in a box. These test students' ability to use new vocabulary in the correct contexts.

- Spelling a word by placing the letters in the correct order, or completing the missing letters of a word after reading a clue. Both of these activities test students' ability to spell and to recognise words on an individual level.

**Reading (10 marks):** in each of these sections there is one or more texts with comprehension questions. These may be true/false statements, matching exercises, or selecting an answer from three choices provided, for example. They are designed to test students on the type of sub-skills practised in the Student's Book, for example, reading for specific information, or gist.

**Writing (10 marks):** in this section students do a short piece of creative writing, for example they write a reply to a prompt such as an email or letter from an imaginary penfriend and must include specific topics in their answers.

**Listening (10 marks):** the listening section is divided into two sections. Students listen to two extracts, each with five questions: a dialogue, a monologue or several speakers, which is played at least twice. Students are tested on their general understanding, for example, the topics discussed or the speakers' attitudes, as well as their ability to listen for specific information. They may be required to answer specific questions, fill in questions with missing information, choose the correct picture from three choices provided, match speakers to pictures or choose from true/false statements.

**NB** The recordings for the listening tests are on the Class Cassettes/CDs, at the end of each module.

**Speaking (10 marks):** this section is divided into two sections (a and b). In part a, students are required to answer specific questions asked by you. These always start with greetings, and are followed by questions based on topics and language covered in the modules. They are designed to help students activate the language they have learnt and demonstrate their knowledge of the key vocabulary and grammar. In part b students work with another student to complete a designated task based on prompt cards. The speaking section of the test includes both the instructions for the teachers and the prompt cards for the students. In most cases you will only need to copy one page for each pair of students.

## Final test

The final test has the same format and marks available as the modular tests, but tests language from all parts of the course. As its name suggests, it is designed to be done upon completion of the course, and may therefore be used as an end-of-year test.

## Examinations

The modular tests and final test of *Messages* have been designed to provide useful preparation for students taking public examinations such as Cambridge ESOL KET and Trinity Integrated Skills.

## Test keys

These are positioned at the end of each test and include tapescripts for the listening tests.

## Test marking scheme

The answer key to the entry test is on page 10. The marking scheme is straightforward and the number of marks awarded is written at the end of each exercise.

Each of the modular tests and the final test have six components and there are 80 marks available. Each test follows the same format:

Section 1	Grammar	20 marks
Section 2	Vocabulary	20 marks
Section 3	Reading	10 marks
Section 4	Writing	10 marks
Section 5	Listening	10 marks
Section 6	Speaking	10 marks

### How to mark Section 4 Writing

Each item has a maximum of five marks, giving a total of ten marks. Marks should be awarded according to two main criteria:

- Relevant content. Has the student answered the question fully and included all the given topics? (5 marks)
- Appropriate use of grammar and vocabulary, including spelling. (5 marks)

### How to mark Section 6 Speaking

In each of the two sections, give each student a mark based on overall performance. Marks should be awarded according to two main criteria:

- Task completion: have they included the main points in their prompts? Have their responses been relevant? Have they managed to communicate their ideas successfully, without too many misunderstandings? (5 marks)
- Appropriate use of grammar and vocabulary. (5 marks)

In section b, where the two students talk to each other, it is important to judge each separately: for example, if Student B is weak, this should not affect the mark of a stronger Student A.

The marks should be recorded on the Listening page of each student's test in the box labelled 'Speaking'.