Cambridge University Press 978-1-108-38596-1 — Prepare Level 4 Teacher's Book with Downloadable Resource Pack Hilary Plass Excerpt

More Information

ALL ABOUT ME

Unit Overview

TOPIC VOCABULARY READING GRAMMAR VOCABULARY WRITING EXAM TASKS Personal profiles Describing people all.about.me Present simple and continuous Prefixes: *un-, in-, im-*An online profile Reading Part 6

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 138; TB page 244 WORKBOOK: pages 4–7

PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1

TEST GENERATOR: Diagnostic test; Unit test 1

WARMER

In small groups, students have 30 seconds to brainstorm a list of adjectives to describe appearance and personality. Invite different groups to read out their lists. Write the adjectives on the board and award a point for each correctly spelled answer. Draw a stick person on the board and ask students to describe it. In pairs, students draw and describe their own stick people.

ABOUT YOU

Read the two questions and ask which question asks about your appearance (*the first one*) and what the other question asks about (*your personality*). Model the answers to the questions by answering them about yourself, for example 'I've got brown curly hair. I'm friendly and polite.'

VOCABULARY Describing people

Elicit the fact that each of the three photos shows a different family. Tell students they are going to listen to three people describing a member of their family, who can be seen in the photo. Give students 30 seconds to look at the photos carefully before they listen. Play the recording, pausing after the first speaker. Ask who it is and encourage students to point to the right person. Then play the rest of the recording, checking answers after each speaker.

Answers

- 1 brother (the boy in the middle)
- 2 sister (the girl on the left)
- 3 dad (the man on the left)

» AUDIOSCRIPT TB PAGE 261

2 Tell students to look at the first adjective in the box, attractive, and ask what it describes (looks). Drill pronunciation. Students may have difficulty with bald /bo:ld/, curly /'ks:li/, straight /streit/ and thirties /'θ3:tiz/. Check the meaning of each adjective using the people in the photos in Exercise 1. Ask, for example, 'Who's got curly hair?' and get students to point to the relevant person. Students complete the exercise in pairs. Check answers.

Answers

Age	elderly, middle-aged, teenage, in his/her (early/ late) twenties/thirties	
Looks	attractive, good-looking, handsome, pretty	
Hair	bald, blonde, curly, dark, fair, straight	

3 Ask two students to read out the example conversation. Using this as a model, describe another person from the photos using some of the new adjectives from Exercise 2. Students play the guessing game in pairs.

Possible answers

A: He's tall and middle-aged. He's got dark hair. B: Is it Grace's dad?

Explain to students they are going to find out what type of people Lucas, Alfie and Grace are. Read out the first item and ask students to give you the correct answer. Ask them how they decided (by reading the following sentence, which gives an example of a person being polite: *he always says please*). Students complete the exercise in pairs. Play the recording, pausing after each item. Check the answers and the meaning of the adjectives. Ask students to find other adjectives in the sentences (*clever, great* and *lazy*) and check meaning.

Answers

1 polite 2 funny 3 friendly 4 careless 5 miserable 6 confident

» AUDIOSCRIPT TB PAGE 261

5 Go through the adjectives in the box and drill pronunciation. In pairs, students find the opposite adjectives in Exercise 4. Check answers.

Answers

careful – careless cheerful – miserable rude – polite serious – funny shy – confident unfriendly – friendly

6 Model the activity by describing yourself to the class. Choose a confident student and ask 'What about you?' Encourage them to use at least three adjectives. The student who answered then asks a classmate, and so on until several students have described themselves.

Answers

Students' own answers

7 Model the activity by describing someone in the class, adapting the example. Students work in pairs to describe and guess their classmates.

Answers

Students' own answers

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READING

BACKGROUND INFORMATION

According to statistics from Statista.com and the UK Office for National Statistics, young people aged 8–15 spend 68 minutes a day on outdoor activities, sports and active travel (walking or cycling). Boys spend an average of 15 more minutes a day than girls. 75% of 12–15-year-olds use social media: 82% of young people have a Facebook account while 56% use Instagram. Internet users in the UK spend an average 114 minutes a day on social media.

 Ask students to read the information and help them with any new vocabulary. They discuss the questions in pairs. Ask for feedback and then hold a short class discussion about question 2.

Answers

Students' own answers

2 Divide the students into three groups (A, B and C) and give them each a different profile to read. Tell group C not to worry about the missing words in their text about Alfie. Ask each group to match their profile to one of the activities in the box. Then put students into groups of three, with one student from each group A, B and C. Each student tells their group about the person whose profile they read. Students then read all three profiles and check that the people and activities are correctly matched. Check answers.

Answers

Lucas – technology Grace – fitness Alfie – going to the cinema

The Reading text is recorded for students to listen, read and check their answers.

3 B1 Preliminary for Schools Reading Part 6

In this part, candidates read a short text with six gaps and add the word that best fits each gap. This requires reading for detailed understanding at word and sentence level, and mostly tests knowledge of grammar. Most of the missing words are prepositions, pronouns, articles, auxiliary verbs, modal verbs, conjunctions, etc.

Explain to students that they have to complete each gap in Alfie's profile with one word. They should look at the words before and after the gap and think of one word which fits the gap. Look at the first gap together and ask students what sort of word goes after a subject and before a base form (*an auxiliary or a modal verb*). Ask them to complete the exercise and compare their answers with a partner before checking answers with the class. With the students, name the parts of speech used. Explain that these parts of speech are very typical of the words used in this kind of exercise.

MIXED ABILITY

For weaker students, monitor and help them to identify the correct part of speech for each gap. For example, we do not use the auxiliary *do* with the verb *to be* so they need a modal verb to fill the gap. Ask them to think about whether it will be positive or negative.

Answers

- 1 can (modal verb)
- 2 of (preposition)
- 3 them (pronoun) 4 in (preposition)
- 5 one (pronoun)
- 6 to (part of the infinitive)
- 4 Set a short time limit for students to read the profiles again and answer the questions. They compare their answers with a partner before checking answers as a class. Check understanding of any new words in the text. Encourage students to work out the meaning with a partner before confirming their ideas. New words may include *properly* (correctly) and keen on (very interested in or enthusiastic about).

Answers

1 Alfie 2 Grace 3 Lucas 4 Grace 5 Alfie 6 Lucas

5 Read the instructions. In pairs, students match the highlighted words and phrases with their meanings. Check answers and ask students to read out the sentences that contain the words and phrases.

Answers

- 1 take part (*taking part* in the text)
- 2 make progress (*making progress* in the text)
- 3 only child
- 4 code
- 5 be into (something) (*I'm into* in the text)6 patient

FAST FINISHERS

Ask fast finishers to choose three of the words and phrases in Exercise 5 and write a sentence for each. Nominate students to read out their sentences. The class should decide whether they have used the word or phrase correctly.

TALKING POINTS

For the first question, take a class vote to find out who the class would most like to spend time with. Invite different students to explain why. Students discuss the second question in small groups. Monitor the discussions, giving positive feedback for interesting ideas.

COOLER

Ask students to find three sentences using *right* in the profiles:

- *Right* now, I'm taking part in a competition for young game designers.
- My friends and family say I'm a cheerful person. And they're *right*.
- I live ... *right* opposite the school.

Ask students to work in pairs and discuss the meaning of *right* in each sentence. Listen to feedback as a class (*right now* means at the present moment; *they're right* means they are correct; *right opposite* means directly opposite). In small groups, students write another sentence for each of the meanings. Invite them to read their sentences out.

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GRAMMAR

Present simple and continuous

1 Match the examples to the rules.

- 1 Right now, I'm taking part in a competition for young game designers.
- 2 In a few months, I'm going on a kayaking trip with my cousin.
- 3 My friends and family say I'm a cheerful person.
- 4 This term, I'm having tennis lessons.
- 5 I live with my parents.

We use the present simple to talk about:

a facts.

b something that happens regularly.

- We use the present continuous for:
- c something that is happening right now or around now.
- **d** temporary situations.
- e future plans.

GRAMMAR REFERENCE AND PRACTICE PAGE 138

2 Complete the sentences with the present simple or continuous form of the verbs in brackets.

- **1** I _____ (get) home at five o'clock every day.
- 2 Mum (work) late this week.
- **3** Look at Dan. He (not concentrate).
- 4 you (do) anything interesting next weekend?
- **5** She _____ (play) the guitar and the piano.
- 6 He always (go) swimming on Saturdays.

3 Look at Exercises 1 and 2. Are these time words and phrases used with the present simple (PS) or present continuous (PC)?

at the moment / right now PC never, sometimes, always every day/week/year this month/term/week later, tomorrow, tonight on Saturdays, at weekends next week/weekend/month

4 Write six sentences about you. Use the time words and phrases in Exercise 3.

Right now, I'm having an English lesson.

5 Read the information about the verbs. Check the meaning of the verbs you don't know.

We don't use some verbs in continuous forms. These verbs are called **stative verbs** and include: believe, hate, know, like, love, mean, need, own, prefer, understand, want. I don't understand this question. NOT I'm not understanding this question.

12 UNIT 1

- 6 Complete the sentences with the positive or negative form of the verbs in Exercise 5. Sometimes more than one answer is possible.
 - **0** My uncle <u>owns</u> three cars.
 - 1 Ruby's very friendly. We really her.
 - **2** I how old he is. He looks about 14.
 - 3 What _____ this word _____?
 - 4 I'm feeling miserable today. I _____ cold weather.
 - **5** You're speaking too quickly and I you.
- 7 Choose the correct form of the verbs.
- $\overline{\mathbf{O}}$ **1** We have / 're having problems with the
 - computers at the moment.
 - 2 I need / 'm needing some new shoes.
 - **3** I *write / 'm writing* to you about a trip we are planning in November.
 - **4** Tonight she *goes / 's going* to the cinema with some friends.
 - **5** This term I *have / 'm having* some extra maths lessons.
 - **6** I never forget / 'm never forgetting my homework.
- 8 >>> Work with a partner. Turn to page 120.

VOCABULARY Prefixes: un-, in-, im-

- 1 Read the examples. Then write the opposites of the adjectives, 1–12.
 - I'm finding coding **impossible** at the moment! Lucas's room is always really **untidy**. I'm quite **independent**.

1	kind	2	friendly	3	patient
4	expensive	5	known	6	polite
7	visible	8	healthy	9	well
10	fair	11	lucky	12	correct

- 2 Agree with these sentences. Use an adjective from Exercise 1 or its opposite.
 - 0 A: I didn't recognise any of the actors in that film.B: They were all <u>unknown</u>, I think.
 - **1** A: Dad never waits for me!
 - B: You're right. He's very
 - **2** A: Mum's still in bed!
 - B: I know. She's feeling really
 - **3** A: It's important to wear bright clothing on a bike at night.
 - B: Yes, you need to be ______ to drivers.4 A: We have to be home at 10.30. That's so early!
 - B: Yeah. It's really _____.5 A: I can't believe you found your phone!
 - B: I know. I'm so _____.6 A: The last question in the homework was hard!
 - A: The last question in the homework was hard!
 B: Yes! I got the same answer as you, but Mrs Thomas said it was ______.
- **3 >>** Work with a partner. Turn to page 120.

20 UNIT 1

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GRAMMAR Present simple and continuous

WARMER

Dictate the following: 'My name is ... I live in ... I'm a teacher. I'm teaching right now. On Saturday morning I usually play tennis with my friend, but this Saturday we're playing in the afternoon because I'm going shopping in the morning.' Ask for volunteers to write each sentence on the board. Students name the tenses and say which refer to the present and which to the future.

1 Students look at the sentences and say which are in the present simple and which are in the present continuous. Read the rules and check understanding. In pairs, students match the examples to the rules. Check answers.

\gg grammar reference and practice answer key TB page 244

Answers

1c 2e 3b 4d/c 5a

2 Students read the first sentence and complete it with the correct verb form. They complete the exercise in pairs. Invite different pairs to read out the sentences. Ask stronger students to explain why the form they have chosen is correct. As a follow up, you can ask students to match the sentences to the rules in activity 1.

Answers

1 get (rule b) 2 is working (rule d) 3 isn't concentrating (rule c) 4 Are, doing (rule e) 5 plays (rule a) 6 goes (rule b)

3 In pairs, students underline the time expressions in Exercises 1 and 2. They read the first example and then complete the exercise in pairs.

Answers

Present simple at the moment / right now never, sometimes, always on Saturdays / at weekends every day/week/year Present continuous this month/term/week later, tomorrow, tonight next week/weekend/month

4 Students choose six words or expressions from Exercise 3. They read the example sentence and then write six sentences of their own on a piece of paper, using the time expressions they have chosen. Tell them not to write their name on the paper. Collect the papers and ask different students to read out one of the sentences for the class to guess who wrote it.

Answers

Students' own answers

5 Explain that some verbs, called *stative* verbs, are not used in continuous forms. Students read the list of verbs. Check understanding and read the example sentence. It might help students to group the verbs according to meaning, for example *hate*, *like*, *love*, *prefer*; *mean*, *understand*; *believe*, *know*; *need*, *want*. Other stative verbs similar to *own* that the students may know include *have*, *possess*, *belong*. Explain that this is not a complete set and they can add to the list when they learn new verbs.

6 Read the example. Students complete the exercise and compare their answers with a partner. Check answers.

Answers

1 like / love 2 don't know / don't believe 3 does, mean 4 hate / don't like 5 don't/can't understand

Point out the icon and explain that whenever students see this symbol it refers to the Cambridge English Corpus – in other words, the structures introduced here have been taken from a database of the language that is frequently used and most useful to students at this level. Students complete the exercise and compare answers with a partner. Check answers.

Answers

1 're having 2 need 3 'm writing 4 's going 5 'm having 6 never forget

8 Direct students to turn to page 120. In pairs, students write the questions. Check answers. Then the pairs ask and answer the questions. Invite students to tell the class what their partner answered. Check they use the third person forms correctly.

Answers

- 1 What subjects are you studying this year?
- 2 What are you doing after school today?
- 3 Do you own more than one mobile phone?
- 4 What TV programmes do you watch every week?
- 5 Do you prefer playing sport or watching TV?
- 6 What do you like doing on Sundays?
- 7 What music do you listen to regularly?
- 8 Are you having a party for your next birthday?

➢ GRAMMAR WORKSHEET UNIT 1

VOCABULARY Pre

Prefixes: un-, in-, im-

 Remind students of the vocabulary exercises on page 10. Explain that we can make the opposite of some adjectives by using a prefix, for example *un-*, *in-* or *im-*. Read the examples, check understanding and ask students for the adjective forms without the prefix (*possible*, *tidy*, *dependent*). Then read the adjectives in the exercise and check understanding. Students complete the exercise individually before comparing answers with a partner. Check answers.

Answers

1 unkind 2 unfriendly 3 impatient 4 inexpensive 5 unknown 6 impolite 7 invisible 8 unhealthy 9 unwell 10 unfair 11 unlucky 12 incorrect

2 Read the example with the class. Students complete the exercise in pairs. Check answers.

Answers

1 impatient 2 unwell 3 visible 4 unfair 5 lucky 6 incorrect

3 Students turn to page 120. In pairs, they ask and answer the questions. Invite some students to share their answers with the class.

Answers

Students' own answers

>> VOCABULARY WORKSHEET UNIT 1

WRITING

An online profile

1 Elicit what an online profile is (*personal information about you and the things you like doing that appears on a website*). Find out when students last wrote an online profile. Check they understand the phrase 'most like you' = 'most similar to you'. Set a short time limit for students to read the profiles carefully and decide which person is most like them. Tell them not to worry about the underlined or highlighted words. Invite students to read the profiles again. Put them in small groups to make a list of the topics mentioned, for example their age and username, school, appearance, personality, hobbies, where they live, what they are learning to do, what their friends think about them. Find out which group identified the most topics.

Answers

Students' own answers

2 Direct students to the *Prepare to write* box and set a short time limit for them to find the phrases. Check answers.

Answers

Tom uses: I'm (Tom) I think I'm (quite intelligent and very friendly). I'm really into (music) Felicity uses: My name's (Felicity) I'm from (Australia) My hobbies are (fashion, fashion and fashion) I'm learning (to play the drums) at the moment I'm (fairly confident) I'm (a bit careless) My friends say I'm (cheerful and friendly)

3 Put students in pairs to answer the questions. Tell them to look carefully at the underlined verbs in the two profiles.

MIXED ABILITY

Put students in mixed ability pairs to complete Exercise 3, encouraging stronger students to explain the rules from page 12, if necessary.

Answers

- present simple
 present continuous
- 4 Direct students to the highlighted words and ask 'What kind of words are these?' to elicit that they are adverbs. Direct students to the two headings in the table. Check what *stronger* and *weaker* mean (*more* and *less*). Monitor and help students to complete the table. Check answers.

Answers

Make adjectives weaker quite fairly a bit

Make adjectives stronger very really 5 Put students into small groups to write down as many of the adjectives for personality (from Exercises 4 and 5 on page 10) as they can in one minute. They exchange lists with another team and read out that list. Award points for each correct answer to find the winning team. Then read the instructions for Exercise 5 and model an example, such as 'I'm very cheerful'. Ask other students for an example of each sentence which is true for them. Then ask students to complete the sentences individually. Monitor and help as necessary. Give them time to share their answers with their group. Share some ideas as a class.

Answers

Students' own answers

6 Write the prompts on the board. Choose a confident student and say you are going to make some notes about them. Ask the class to say one or two positive things about the student and add notes to the appropriate point on the board. Students make their own notes about themselves. Put them in pairs to discuss their ideas.

Answers

Students' own answers

7 Students write their online profile, using the four bullet points to guide them, and the notes they made in Exercise 6. Ask them to use as much of the new language and vocabulary as they can, but not to make their profile too long (it doesn't matter if they don't use everything!). Monitor and help as they are working. Remind them to check their spelling and grammar. Ask confident students to read their profiles aloud.

Model answer

I'm Victor and I'm from Manchester in England. I love sport and I'm really into football. I play every day with my friends and I'm in the school team, too. There are two fantastic football teams in Manchester – it's a very good place for football! I'm quite confident and I like learning new things. At the moment I'm learning to play ice hockey. It's fairly difficult, but I know I can do it!

FAST FINISHERS

Ask fast finishers to write four more sentences using adjectives from Vocabulary Exercise 1 on page 12. They read out the sentences to the class omitting the adjective and the class has to guess the correct adjective.

COOLER

Play 'Guess the word' using *believe*, *hate*, *know*, *like*, *love*, *mean*, *need*, *own*, *prefer*, *understand* and *want*. Give students one minute to look at the verbs on page 12 and then tell them to close their books. Put them in small teams. Write short lines on the board to represent the letters of one of the verbs. Students work in teams and take turns to call out a letter. If the letter is in the word, write it where it occurs in the spaces. If the letter isn't in the word, write it on the board and cross it out. The first team to guess the word receives one point.

22 UNIT 1

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More Information

WRITING An online profile

1 Read the two online profiles. Which person is most like you? Why?

Snowy

UK/USA

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🔍 USERNAME

Q COUNTRY

MEMBER SINCE



	NUMBER OF POSTS	79
8	USERNAME	Vogue
0	AGE	16
0	COUNTRY	Australia
	MEMBER SINCE	March 2018
		340

I'm Tom, but my online name is Snowy – my hair is very blonde! I'm British, but I<u>'m living</u> in the USA right now because my parents are working here. I go to Carson High School in Boston.

I think I'm quite intelligent and very friendly. Some people disagree, of course! I'm really into music and I play the guitar. I <u>practise</u> every day and I'm starting to write my own songs. You can hear a few of them online.

My name's Felicity, but everyone calls me Flic. I'm from Australia. My hobbies are fashion, fashion and fashion – especially from the 1970s and 80s. Oh, and I also <u>love</u> music. I'<u>m learning</u> to play the drums at the moment. They're <u>really</u> loud.

I'm fairly confident, but sometimes I'm a bit careless with my school work. My friends say I'm cheerful and friendly but I know that I can sometimes be impatient. I'm trying to change!

2 Read the *Prepare to write* box. Which phrases do Tom and Felicity use in their profiles?

PREPARE TO WRITE

An online profile

In an online profile:

- introduce yourself: I'm ..., My name's ..., I'm from ...
- say what kind of person you are: (I think) I'm very/quite ..., My friends say I'm ..., I can sometimes be ...
- talk about your hobbies and interests: *I'm interested in ..., I'm (really) into ..., My hobbies are ...*
- say what you're learning at the moment: At the moment I'm ..., Right now I'm ...

3 Look at the underlined verbs in the profiles. What verb form do Tom and Flic use for:

- 1 their likes and dislikes, and things they do regularly?
- 2 things they're doing at the moment?

4 Look at the highlighted adverbs in the profiles. Add them to the table.

Make adjectives	Make adjectives
weaker	stronger
quite	

- **5** Complete the sentences for you.
 - **1** I'm very ...
- 4 My friends say I'm ...5 I think I can be

hobbies and interests

things I'm learning at

a bit ...

the moment

- 2 I'm fairly ...3 Sometimes I'm quite ...
- 6 Make notes for your online profile. Use the ideas to help you.
 - my name
 - facts about me
 - what I'm like

7 Write your online profile.

- Use the plan and phrases in the *Prepare to write* box.
- Use adverbs to make adjectives stronger and weaker.
- Write about 80 words.
- Remember to check your spelling and grammar.



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IN FASHION



 O1 Watch the video and then answer the questions.
 What are you wearing today?
 What fashions do you like?
 Which colours or clothes look good on you?

VOCABULARY

Clothes: adjectives

C

- Look at the photos. Who are the people and what are they wearing? Then listen and check.
- $\stackrel{(1)}{\underset{}_{05}} 2 \text{ Listen to an interview with three teenagers. Are they talking about:}$
 - **a** what's fashionable at the moment?
 - **b** what clothes they might buy?
 - c what they like wearing?

$\stackrel{(1)}{\underset{05}{\longrightarrow}} 3 \text{ Read the questions. Then listen again and write A (Ashley), M (Molly) or } L (Luke).$

- 1 Whose clothes are comfortable?
- 2 Whose jeans are skinny?
- **3** Who is wearing something brand new?
- **4** Who doesn't wear **smart** clothes?
- 5 Who isn't interested in trendy clothes?
- **6** Who is very **well-dressed** today?
- 4 Match the adjectives to their opposites in Exercise 3. How many adjectives can you match to each photo?
 - badly-dressed casual loose-fitting second-hand uncomfortable unfashionable

badly-dressed - well-dressed

5 Discuss the questions.

- 1 What do you like wearing? What types of clothing do you never wear? Why?
- 2 Do you generally prefer smart or casual clothes? Why?
- **3** How important is it for you to wear trendy clothes?

14 UNIT 2

