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Cambridge University Press
978-1-009-03064-9 — Prepare Level 3 Teacher's Book with Digital Pack
Wayne Rimmer
Excerpt
More Information

1 IT'S A CHALLENGE!

The Duke of Edinburgh's Award

This is a great way to have fun, make new friends and learn new things. The award has four parts: 01



- **VOLUNTEERING** – Give your time to make a difference to people's lives.
- **FITNESS** – Do some exercise and get fitter.
- **SKILLS** – Learn something new – or get better at something you like.
- **EXPEDITION** – Go camping and hiking in the countryside.

If you complete everything, you get a certificate.

Write an email to Mr Jones, The Duke of Edinburgh's Award leader at our school. Describe yourself and say why you want to do the award.





ABOUT YOU

Do you have any awards or prizes?
If yes, what did you win them for?
If no, do you know about any awards or prizes for young people in your country?

VOCABULARY AND READING

Adjectives of personality

1 **Read the poster and look at the photos. Then answer the questions in pairs.**

1 What is The Duke of Edinburgh's Award?
2 What kind of activities do students do for the award?
3 Can you do an award like this at your school?
4 If not, would you like to do one?

2 **Read the students' emails on page 11 and answer the questions with *Daniel* or *Grace*.**

1 Who plays two instruments?
2 Who is happy with a piece of work they're doing?
3 Who is preparing a surprise for another person?
4 Who is teaching another person how to do something?

3 **Check the meaning of the words in the emails on page 11. Then use them to complete the sentences.**

1 My brother's very _____. He lies in bed until midday and never does any work.
2 My grandpa's 70, but he's still really _____. He cycles everywhere and plays tennis.
3 Sonia is very _____. She always thinks of other people and is good to them.
4 Everyone likes Toby. He's the most _____ boy in the school.
5 Our teacher is so _____. She always makes us laugh.
6 When I speak to adults, I try to be _____.
7 Sara is very _____. She smiles a lot and she's easy to talk to.
8 Most people in my class talk a lot, but Fred is _____ and doesn't say much.
9 I wasn't sure how to do my project, but the teacher was very _____. She told me about some great websites.
10 Suchitra is very _____. She can paint and draw, and she writes excellent stories.

02 **Listen and check. Then repeat.**

4 **Write sentences about your partner using the adjectives in Exercise 3. Give the sentences to your teacher to read out for the class to try and guess who they are about.**

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1 IT'S A CHALLENGE!

Unit Overview

TOPIC	Activities and personal interests
VOCABULARY	Adjectives of personality
AND READING	The Duke of Edinburgh's Award
GRAMMAR	Present simple and present continuous
READING	Register to do the Duke of Edinburgh's Award
VOCABULARY	Personal details
PRONUNCIATION	The alphabet
LISTENING	A conversation about the Duke of Edinburgh's Award
SPEAKING	Talking about yourself
EXAM TASK	Speaking Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 147; TB page 264
PREPARE FOR THE EXAM: SB page on TB page 249; TB page 258
WORKBOOK: pages 4–7
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1
TEST GENERATOR: Diagnostic test; Unit test 1
PRACTICE EXTRA: Unit 1

WARMER

If students did Level 2 together, this activity gets them using simple English again after the break; if they didn't, it helps them get to know each other.

Write the words *food*, *sport*, *city*, *animal* and *colour* on the board. Give students one minute to write down their favourite thing in each category. Start by giving them an example for each, e.g. *ice cream*, *basketball*, *Milan*, *elephant* and *green*.

In pairs, students then compare and discuss their answers. Demonstrate with a stronger student:

'What's your favourite food, Mario?'

I love sushi. There's a great sushi place near my house. What about you?

As a variation, all students should walk around the class asking and comparing answers to see which items in each category are the most popular.

ABOUT YOU

Pre-teach **award** (a prize you give to someone for something good they did), then ask students for examples of awards or prizes it is possible for young people to win, for example in sports competitions, youth movements or school exams. Put students into groups to discuss the questions. Encourage students to brainstorm other awards and prizes in their country. (If you have students from different countries, the discussion is more interesting if you put different nationalities together.) Then exchange ideas as a class. As an extension activity, put students into pairs to think of funny awards for their class for this year: for example, for the student who smiles the most, the student who asks the most questions.

VOCABULARY AND READING

Adjectives of personality

BACKGROUND INFORMATION

The Duke of Edinburgh's Award is a registered charity which aims to develop young people's social and physical skills so that they can make a fuller contribution to adult life, for example by finding a better job. Prince Philip, Duke of Edinburgh, founded the Duke of Edinburgh's Award in the UK in 1956. Now each year around 300,000 young people in about 145 countries take the award. A number of different organisations run the Duke of Edinburgh's Award and these include schools, colleges, youth centres and businesses. Around 50,000 volunteers act as leaders and trainers. The minimum time to complete the programme is two years (it must be finished before you are 25) and there are three levels, Bronze, Silver and Gold, which increase in the level of challenge and commitment. The Gold level has an extra residential requirement where participants have to do an activity away from home for five days.

1 Ask students to look at the poster and the heading. Ask, 'Who is the Duke of Edinburgh?' (*Prince Philip, husband of the queen of England, Elizabeth II*). Pre-teach **volunteering** (offering to do something without expecting payment), **expedition** (an organised journey, especially a long one for a particular purpose) and **hiking** (the activity of going for a long walk for pleasure outdoors). Point out the pronunciation of *Edinburgh* (/ˈed.ɪn.bər.ə/). If necessary, read out the background information to help students. Ask, 'Who is Mr Jones?' (*the school's Duke of Edinburgh's Award leader*). Put students into pairs to read and answer the questions; then check the answers as a class.

Answers

1 It's an achievement award.
2 They volunteer, do fitness activities or exercise, learn something new and go on an expedition.
3 and **4** Students' own answers

FAST FINISHERS

Tell fast finishers to write down three skills which they have, for example, *I can play the piano, I can cook quite well, I am learning to draw*. Then tell fast finishers to work in pairs, compare their skills and ask one another questions about them, for example, *Can you make borscht*?

CONTINUED ON PAGE 18

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2 Ask students to look at the emails. Ask, 'Who tells a lot of jokes?' (*Daniel*). Tell students to answer the questions. Check the answers then ask students, 'Who sounds more interesting, Daniel or Grace?'

Answers

1 Daniel **2** Grace **3** Grace **4** Daniel

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

3 Ask concept-checking questions about the words. For example, 'Are friendly people nice or not nice?' (*nice*). Let weaker students translate the words. Drill all the words. Then tell students to complete the sentences. Put students into pairs to compare their answers.

02 **Answers**

The answers are recorded for students to check and then repeat.
1 lazy **2** active **3** kind **4** popular **5** funny **6** polite **7** friendly **8** quiet **9** helpful **10** creative

4 Put students into pairs and have them write four sentences about their partner using adjectives. Tell them not to name their partner but to use *they* instead, for example, *They don't talk very much.* Collect the sentences then read them out for the class to guess the student. Write the sentences which have mistakes on the board and tell students to correct or improve them.

MIXED ABILITY

Tell stronger students to write six sentences and choose four of the sentences to read out. Put students who need more support in pairs and have them write two sentences each about the same student in another pair.

GRAMMAR Present simple and present continuous

1 Write on the board:

Daniel plays the guitar.

Daniel is playing the guitar.

Ask students, 'Which is present simple?' (*the first*) and 'Which is present continuous?' (*the second*). Tell students to complete the table. Check answers as a class.

Answers

Present simple: I'm a friendly person, I often make people laugh, I work hard, I play hockey and go swimming every week, I hope I can do this award, I don't talk much, I like to be busy , I often go shopping with her, She always tells me I'm kind, she doesn't know about it
Present continuous: I'm learning to play the keyboard, I'm also teaching my brother to swim , I'm doing a big painting, it's going well, My mum and I are planning a party for her

2 Ask, 'When Daniel writes "I work hard", does he mean only now?' (*no*). Tell students to complete the rules. Check as a class.

Answers

1 continuous **2** simple

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

3 Tell students to look at the first sentence. Ask, 'Is this something happening now or something that happens regularly?' (*something that happens regularly*) and 'How do you know?' (*It happens every week.*). Tell students to choose the correct form in the other sentences. Check as a class.

Answers

1 watch **2** do you usually eat **3** 'm practising **4** are learning **5** don't always do **6** is teaching

4 Write *It is raining every day* on the board. Have students correct the sentence (*It rains every day.*). Tell students to correct the sentences. Check as a class.

Answers

1 It's **raining** a lot at the moment.
2 In my free time, I **usually go** to the cinema.
3 I'**m selling** my English book. Would you like to buy it?
4 Right now, I'**m watching** basketball.
5 I **usually wear** a jacket, even when it's hot.
6 We **swim and sunbathe** every day.

5 Tell students to look at the photos on page 10. Look at the examples and ask some questions, for example, 'What are they wearing?'. Put students into pairs to talk about the photos then share ideas as a class.

Answers

Students' own answers

6 Tell students to make notes. Share ideas as a class then tell students to write their emails.

Possible answer

To: Mr Jones
From: Sophia
I really want to do this award! I work hard at school and I'm not lazy. People say I am kind and friendly.
In my free time I love swimming and reading. I am learning English and I am planning to go to Edinburgh one day!

» GRAMMAR WORKSHEET UNIT 1

COOLER

Dictate this. Students listen and draw it.

Daniel is hiking in the countryside. He is wearing shorts and a T-shirt and he is walking under some trees. Some birds are flying over the trees and the sun is shining in the sky. Daniel is feeling happy and he is smiling.

Students can then draw their own pictures and dictate descriptions to each other.

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To: Mr Jones
From: Daniel
Subject: The Duke of Edinburgh's Award

I'd love to do The Duke of Edinburgh's Award. I'm a **friendly** person and I'm **popular** at school. I'm **funny** – I often make people laugh, but I work hard and I'm **polite** to the teachers.

Music is important to me. I'm good at the guitar and I'm learning to play the keyboard. I'm a very **active** person – I play hockey and go swimming every week. I'm also teaching my brother to swim.



To: Mr Jones
From: Grace
Subject: The Duke of Edinburgh's Award

I hope I can do this award. I'm a **quiet** person – I don't talk much, but I'm very **creative**. Art is my favourite subject. At the moment, I'm doing a big painting, and it's going well.

I like to be busy – I'm not a **lazy** person. I'm also **helpful**. My neighbour's quite old, and I often go shopping with her. She always tells me I'm **kind**. It's her birthday soon. My mum and I are planning a party for her, but she doesn't know about it!



GRAMMAR Present simple and present continuous

1 **Complete the table with examples of the present simple and present continuous from the two emails.**

Present simple	Present continuous
I often make people laugh	*I'm learning to play the keyboard*

2 **Look at the examples in Exercise 1 and complete the rules.**

1 We use the present _____ to talk about things happening now, around now and at the moment.
2 We use the present _____ to talk about things that are always true or happen regularly.

» GRAMMAR REFERENCE AND PRACTICE PAGE 147

3 **Choose the correct form of the verb.**

1 I *watch* / *am watching* Spartak Moscow play football every week.
2 What *do you usually eat* / *are you usually eating* for dinner?
3 Sorry, I can't talk now, I'm busy. I'*m practising* / *practise* the piano.
4 We learned about rivers last term, and now we *learn* / *are learning* about forests.
5 I'm quite lazy – I *don't always do* / *'m not always doing* my homework.
6 My dad *is teaching* / *teaches* me how to play tennis at the moment.

4 **Correct the mistakes in the sentences.**

1 It rains a lot at the moment.
2 In my free time, I'm usually going to the cinema.
3 I sell my English book. Would you like to buy it?
4 Right now, I watch basketball.
5 I'm usually wearing a jacket, even when it's hot.
6 We are swimming and sunbathing every day.

5 **Work with a partner. Look at the photos on page 10. Say what the people are doing. Then say how often / when you do the activities in the photos.**

She's playing the guitar.

I never play the guitar, but I sometimes play the piano.

6 **Imagine you are writing an email like Grace's and Daniel's. Make notes. Think of some:**

- adjectives to describe yourself
- sports and hobbies you usually do
- things you are learning / planning / doing now.

Now write your email.

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EAST PARK HIGH SCHOOL

REGISTER TO DO THE DUKE OF EDINBURGH'S AWARD

03

HOME | NEWS | ACTIVITIES | PHOTOS | MESSAGES | SEARCH:

YOUR LEADER: MR JONES

Today, you are going to start using The Duke of Edinburgh's Award part of our school website. This has all your details on it, and it shows the activities you are doing. You can also get news and messages from Mr Jones here.

What you need to do:

- Fill in the online form with all your details.
- Choose your activities. You have to discuss and agree these with Mr Jones first.

Here are some ideas, but there are lots more on the DofE website:

Volunteering – helping older people, picking up rubbish or working with animals

Fitness – dance, sport or exercise classes

Skills – playing an instrument, studying a language, learning chess or improving your drawing skills

- You have to do each activity you choose for at least an hour a week for three months. Take lots of photos, and write about what you are doing. Put all this information on the website. When you finish, you can use it to print a book about your time doing the award. This costs about £20.

PERSONAL DETAILS

FIRST NAME:	Grace
SURNAME:	Hopkins
AGE:	14
FIRST LANGUAGE:	English

CONTACT DETAILS

EMAIL ADDRESS:	g.hopkins@topnet.com
ADDRESS:	44 Meadow Avenue, London N24 6BG
HOME TELEPHONE:	020 7946 0945
MOBILE:	0770 900 573
ACTIVITIES:	



READING

1 Read the web page quickly. Who is it for?

2 Read the information on the website. Are the sentences right (✓) or wrong (✗)?

1 Mr Jones is going to put news and messages on the website.
2 Mr Jones is going to fill in the students' forms.
3 Students need to talk to Mr Jones before they choose their activities.
4 If students don't like the ideas, they can choose others.
5 Students have to spend several hours a week doing each activity.
6 Students can put information about their activities on the website.
7 Every student gets a free book about their time doing the award.

TALKING POINTS

Which parts of the award do you think are most useful? Why?
Which look most fun? Why?
Why is it a good idea to do awards like this?

VOCABULARY Personal details

1 Read Grace's details. Match questions 1–7 to the words and phrases on the form above.

EP

1 What's your family name?
2 How old are you?
3 Where do you live?
4 What do you speak at home?
5 What numbers can we call you on?
6 What's your email address?
7 What's your first name?

04 Listen and check. Then repeat.

05 **2** Listen to Grace's contact details. Then repeat them.

1 g.hopkins@topnet.com
2 44 Meadow Avenue, London N24 6BG
3 020 7946 0945
4 0770 900 573

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READING

WARMER

Read out five sentences, some present simple and some present continuous, about yourself. Students must decide if they are true or false. For example:

I get up at six o'clock every day.

My husband/wife plays the guitar.

I am wearing green socks.

My grandmother speaks English very well.

I am doing the Duke of Edinburgh's Award.

Students do the same in pairs.

1 Ask students to repeat the last sentence you read out in the Warmer. Use this to remind students of what you studied in the last lesson and ask some questions: 'What is the Duke of Edinburgh's Award?', 'How many parts are there?' and 'Which teacher is the leader at Daniel and Grace's school?'. Refer students back to page 10 if they can't remember.

Then ask students, 'What information could there be on a website for the Duke of Edinburgh's Award?'. Get different ideas from the class. Give students one minute to look at the website and have students answer the question in the book. Check the answer and then ask some extra questions, 'Is this the Duke of Edinburgh's Award website?' (*No, it's the school website.*), 'Does everyone do the same activities?' (*No, there is a choice.*) and 'How can you prove you have done an activity?' (*by taking photos*).

Answers

Students who want to do the Duke of Edinburgh's Award.

2 Say to students, 'There are only four skills you can do – true or false?' (*False*) and ask 'How do you know this?' (*This website gives examples of only four skills but it says there are lots more ideas on the main website.)* Tell students to read the sentences, decide whether they are right or wrong and correct the wrong ones. Check as a class and have students say how they know the answer. Go through the sentences together if you are short of time or the class needs more support.

Answers

1 ✓ 2 × 3 ✓ 4 ✓ 5 × 6 ✓ 7 ×

FAST FINISHERS

Tell fast finishers to write down one extra suggestion for Volunteering, Fitness and Skills. For example: Volunteering – teaching your own language to children who have come to your country. Then put fast finishers together to compare and discuss whether they would like to do any of these extra activities and which are most difficult.

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

TALKING POINTS

Put students into small groups to discuss the questions. Monitor and collect examples of strong language and mistakes for feedback. Ask students to share answers with the class then write the language you have collected on the board and draw attention to the strong language and ask students to correct the mistakes themselves.

VOCABULARY Personal details

1 Ask students, 'What personal information would the school need to know about each person doing the award?'. Get different suggestions then tell students to look at the information about Grace and check if it includes their ideas. Tell students to look only at the information and try and make each question themselves. (You can help students by giving the question word for each question.) Then have students look at the questions and match them to the words and phrases. Ask students what N24 6BG in the address means. (*It is the postcode.*)

Get students to practise asking the questions. Make sure that students ask the questions with a falling tone. (*yes/no* questions usually have a rising tone and *wh*-questions a falling tone.)

04

Answers

The answers are recorded for students to check and then repeat.

1 Surname **2** Age **3** Address **4** First language
5 Home telephone/Mobile **6** Email address **7** First name

05 **2** Nominate students to read aloud the contact details for them to predict the pronunciation. Tell students that . and @ in emails are written and pronounced *dot* /dɒt/ and *at* /æt/ and that a zero in telephone numbers is usually pronounced *oh* /əʊ/. Play the recording for students to check and repeat. Make sure that they break the phone numbers into groups of digits, with a pause between, as this is easier to say, hear and remember. Put students into pairs so one student is Grace and the other student asks the questions. When they finish they swap roles.

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PRONUNCIATION The alphabet

3 There are lots of fun alphabet songs on YouTube. Alternatively, with books closed, tell students to write down the alphabet. The first person to finish wins. Nominate students to say each letter of the alphabet.

06 4 Write *B F T* on the board. Ask students which letter has a different sound (*F – the vowel sound is* /e/ *not* /i:/). Tell students to identify the letter with the different sound in the groups given. Play the recording for students to listen and check.

Answers

1 U /juː/ not /eɪ/ **2** M /em/ not /iː/ **3** Y /waɪ/ not /e/
4 K /keɪ/ not /iː/ **5** X /eks/ not /juː/ **6** O /əʊ/ not /iː/

5 Ask students questions about Sam and Jo, for example, 'Where does Sam live?' Pre-teach *Can you repeat that, please?* as students will need this. Put students into pairs. One student is Sam and the other student asks Sam questions. They then change roles.

Students repeat with the information about Jo. Monitor and make sure students are making the questions and pronouncing the answers correctly. As an extension activity, have students make up the contact details of a famous person, for example Frankenstein or Jennifer Lawrence, and go round the class asking for one another's contact details.

LISTENING

07 1 Tell students to read Grace's and Daniel's emails on page 10 again and try and predict what they will talk about. Ask students who Finn could be and what relationship he has with Grace and Daniel. Then play the recording to check students' predictions.

Answers

They are talking about which activities to choose for the Duke of Edinburgh's Award.
Finn is a new student at the school.

07 2 Play the recording for students to complete the table. Check answers then ask students, 'Who has chosen the most interesting activities?'

Answers

Grace: Skill – art, Fitness – modern dance
Daniel: Skill – drums, Fitness – hockey
Finn: Skill – chess, Fitness – running

08 Tell students they are going to listen to the end of the conversation again. Play the recording. Students check their answers in pairs. Then play the recording again and check as a class.

Ask students, 'What else would you like to know about Finn?'. Then have students make the questions to get this information.

Answers

1 33 Alloway Road **2** 0734 667 378
3 f.townsend56@facemail.com

» AUDIOSCRIPT TB PAGE 286

SPEAKING

PREPARE FOR THE EXAM

A2 KEY FOR SCHOOLS
Speaking Part 1

In this part (and the whole exam) students are in pairs. Part 1 lasts 3–4 minutes and there are two phases.

In Phase 1 the examiner will ask each student factual information of a personal kind. In the exam students will not be not asked their address, email address or phone number.

In Phase 2 the examiner will ask questions on two topics. The topics could be about family, school, hobbies, home, etc. The examiner will speak to both students but will ask each one different questions. After the candidates have answered two questions each about a topic, one of the candidates will be asked an extended response question, i.e. Now, please tell me something about … . If candidates don't understand a question, the examiner will ask the question in another way to help them.

Tip Tell students that the examiner can only mark what the students say, so it is important for them to answer the questions as fully as they can.

1 Tell students to work in pairs and ask and answer the questions. If students need more support, go through the questions first as a class. Monitor and make sure students are saying full questions and answers. At the end have students check with each other that they have written down the correct information.

Answers

Students' own answers

MIXED ABILITY

Put students in mixed ability pairs to do this activity. Have stronger students ask the questions first as this is more difficult. Students who need more support then have a model to use when it is their turn to ask questions.

2 Tell students to ask and answer the questions. Monitor and make sure students are giving full answers to all the questions. Then put students into different pairs to repeat both activities.

Answers

Students' own answers

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 258

COOLER

Write this sentence on the board, teach *fox*, and ask the students what is special about the sentence:

The quick brown fox jumps over the lazy dog.

If the students don't know, go through the alphabet, crossing off the letters in the sentence until they understand that it uses every letter of the alphabet.

Arrange the students into groups. They must write their own sentence which uses as many letters of the alphabet as possible. The winner is the group with a grammatical sentence with the most different letters.

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PRONUNCIATION The alphabet

3 Practise saying the letters of the alphabet.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

4 Decide which letter has a different sound in each group.

1 H J U
2 E M P
3 Z L Y
4 K P V
5 W X U
6 C O G

06 Listen and check.

5 In pairs, ask and answer questions using the contact details for Sam and Jo.

What's your email address?

My email address is sam.brown@coolmail.com

How do you spell that?

Sam

sam.brown@coolmail.com
289 Sandy Lane, Oxford O22 3PG
Tel 01865 995478
Mob 06968 133 254

Jo

jo.marsh@melly.co.uk
72 Hale Street, Manchester M4 8QT
Mob 07473 964 443

LISTENING

07 **1** Listen to the conversation. What are Grace and Daniel talking about? Who is Finn?

07 **2** Listen again. Complete the table with the activities the friends choose.

	Grace	Daniel	Finn
Skill			
Fitness			

08 Listen to the end of the conversation again. Complete Finn's contact details.

1 Address: .....
2 Phone number: .....
3 Email address: .....@facemail.com

SPEAKING

PREPARE FOR THE EXAM

Speaking Part 1

1 In pairs, ask and answer questions to complete the form for each other. Spell your surnames.

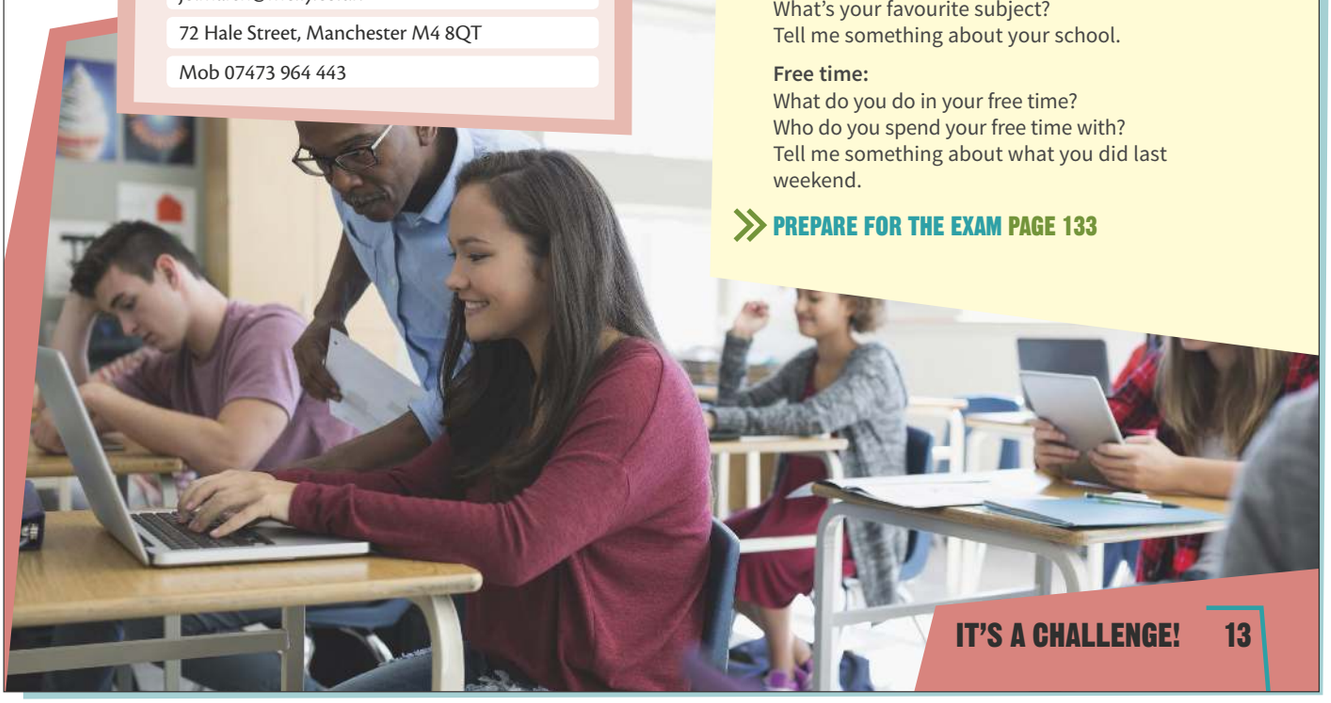
FIRST NAME: .....
SURNAME: .....
AGE: .....
ADDRESS: .....
EMAIL ADDRESS: .....
PHONE NUMBER: .....

2 In pairs, ask and answer the questions.

School:
How much homework do you get?
What's your favourite subject?
Tell me something about your school.

Free time:
What do you do in your free time?
Who do you spend your free time with?
Tell me something about what you did last weekend.

PREPARE FOR THE EXAM PAGE 133



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