For further reading we recommend Perguin Readers Level 2

For reference we recommend the Longman Wordwise Dictionary

For online KET exam practice we recommend KET access cards to use on iTests.com

Activate! A2 is ideal for students who are working towards A2 level and preparing for A2 level exams.

Activate! A2 provides a complete teaching package

- Students' Book with Active Book
- Class audio CD
- Workbook (with key and without key editions)
- Grammar and Vocabulary Book
- Teacher's Exam Box
- Teacher's Book

Activate! A2 Digital

- Active Book (students' digital component with video)
- Active Teach (teacher's digital component with video)

An exciting and intensive skills-based course, which focuses on themes from contemporary teen culture. Activate! engages students and offers highly enjoyable and thorough preparation for local and international exams.

Key features

- Active Book and Active Teach: the complete digital components for students and teachers
- Motivating video clips taken from authentic TV programmes
- Teenage ‘exam coach’ characters support students in Skillzone and Examzone boxes
- CLIL (Content and Language Integrated Learning) tasks allow students to apply their language skills to other subjects
- Extensive language skills development and practice in the Workbook and Grammar and Vocabulary Book
- Comprehensive teacher’s support package with materials in the Teacher’s Book and Teacher’s Exam Box
- Interactive exam practice in the Active Book and at iTests.com

www.pearsonlongman.com/activate
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Activate!

Welcome to Activate! This is an exam preparation and general English course in four levels: A2, B1, B1+ and B2, as expressed in the Common European Framework of Referencing (CEFR). Activate! has been especially designed to engage and thoroughly motivate teenage students with its lively, modern design and teenage-appropriate content. Not only does Activate! have a wide range of interesting and appropriate topics to keep teenagers focused on learning, it also provides comprehensive language development alongside exam preparation for the main suite of Cambridge ESOL exams i.e. KET for Schools, PET for Schools and FCE. In addition, Activate! provides a complete package of digital and printed materials, including authentic DVD clips from contemporary TV, which are fully integrated with the Students’ Book reading texts.

Activate! A2

Activate! A2, the newest addition to the course, is an intensive lower secondary course, ideal for young teenagers who are working towards exam success at A2 level in the *CEF (Common European Framework). An exciting skills-based and CLIL (Content Language Integrated Learning) orientated course, which focuses on topics from contemporary teenage culture and responds to the demand of appropriate exam preparation materials for a younger age group.

What Activate! A2 offers your students

Activate! A2 Students’ Book with Active Book

offers skills-based development and practice for elementary to low intermediate students, with a unique pack of digital and printed materials. There are twelve topic-based units, with themes from contemporary teen culture as in teenage magazines, TV programmes, films and websites, which encourage students to actively use English in order to discuss their own views on various topics and issues.

Each unit contains skills development in reading, writing, listening and speaking, as well as topic vocabulary and grammar appropriate for this level. In addition, Skillzone and Examzone boxes support your students with simple and clear tips on developing their language and exam training skills. Also Summarise and Memory Game boxes offer students learning skills appropriate for A2 level English, such as giving an oral summary of a reading text, and expressing and giving reasons for their opinions. There are CLIL (Content Language Integrated Learning) sections, e.g. Your media, Your geography, Your culture, which include tasks designed to offer your students the opportunity to practise new language within the context of familiar school subjects.

For each unit there is also a DVD clip incorporated in students’ Active Book, with content taken from authentic, contemporary TV programmes and fully integrated in the main reading text of the unit. The DVD clips can be watched by the students with subtitles in English ON or OFF to enable suitable viewing for mixed ability students and for more/less intensive language practice. After every two units there is a Time to revise unit for students to recycle the language they have learnt before moving on.

Activate! A2 Active Book

is the students’ digital component and contains the Students’ Book page spreads with a zoom feature, interactive exercises embedded in the unit pages, the DVD clips, a mini Dictionary based on the Activate A2 wordlist, Phonetic chart, a free KET for Schools iTest and a Help video to show your students how to use the Active Book on their computer.

*See the CEF chart on pages 125–132 of the Teacher’s Book, correlating the Activate! A2 Students’ Book units to the main exam types and grading systems.
Activate! A2 Workbook
offers additional practice of all four skills as well as the grammar and vocabulary areas covered in the Students' Book. It is ideal for your students' homework or self study as each group of Workbook activities provides a reference for the corresponding Students' Book exercises.

Activate! A2 Grammar and Vocabulary
is an additional component with further grammar and vocabulary exercises as well as a spread of exam practice for each Student's Book unit.

Activate! A2 iTests
In addition to the free KET for Schools iTest on the Active Teach, students can visit www.iTests.com where they will find more exam practice to satisfy the keenest of students. Students can take a test, get feedback on their performance and chart their progress towards exam success.

What Activate! A2 offers you
As well as offering a motivating skills-based course for teenagers, Activate! A2 provides all the support that a busy teacher needs to keep students focused and involved in their English classes. The course is easy to use and has a wide range of activities to make lessons fun, whilst still offering intensive exam practice.

The course package provides teachers with a wealth of different materials to choose from, ensuring that their lessons can be easily tailored to the needs of their students. For those students who need extra help with their studies there is a comprehensive reference section at the back of the book featuring the Speaking File, Writing File, Vocabulary File with DVD Activities and the Grammar File.

Activate! A2 Teacher's Book
provides step-by-step instructions for each activity with integrated key for easy reference. It offers alternative ways of presenting some tasks and many extra activities, which can be given to students who finish their work early or can provide additional practice to all students. Activate! A2 Teacher's Book also includes the audioscript for the listening exercises in the Students' Book, photocopiable Unit and Progress Tests and the answer key to the Activate! A2 Grammar and Vocabulary Book.

Activate! A2 Active Teach
is the teacher's digital component for classroom use on their Interactive White Boards. It contains the Students' Book page spreads in digital format with zoom facilities and IWB tools, DVD clips for each unit, class audio with time-coded script, mini Dictionary with A2 wordlist, phonetic chart, teachers resource pack with KET for Schools and PET for Schools booklets:
- Teaching PET for Schools and Teaching KET for Schools, with help and information on the new for Schools versions of the exams, and designed to train teachers in each of the four parts of the exams.
How the *Activate! A2* components work

The *Activate! A2* course components have been designed to support the teacher in a variety of ways. They provide support for skills and language work, opportunities for extension and additional practice, and give the teacher the flexibility needed to adapt materials to the specific requirements of their class or even individual students.

The *Activate! A2* course package

*Activate! A2 Students' Book with Active Book*
- approximately ninety hours of teaching material
- twelve units
- revision after every two units
- Grammar File
- Writing File
- Vocabulary File with DVD activities
- Speaking File with exam task pairwork / groupwork activities

*Activate! A2 Class CD*
- recorded material for the Students' Book

*Activate! A2 Workbook*
- skills development
- grammar and vocabulary practice
- Watch out! boxes with exam tips
- exam style tasks

*Activate! A2 Grammar and Vocabulary*
- Grammar Zones with clear grammar rules
- intensive exam practice sections
- grammar- and vocabulary-based exercises

*Activate! A2 Teacher's Book*
- lesson and course planning guide
- teaching notes
- integrated key and audioscript
- additional activities for classroom use
- photocopiable unit tests

*Activate! A2 Active Teach*
- the Teacher's digital component with:
  - Student's Book digital pages with IWB tools and unrestricted zooming
  - Embedded CD-ROM exercises
  - Audio Bank with audio for Student's Book listening exercises
  - Timecoded, downloadable and printable tapescripts
  - Teaching PET for Schools, Teaching KET for Schools, Teaching teenagers, Teaching language skills, Teaching exams booklets (as downloadable PDFs)
  - KET iTest with link to www.iTests.com
  - Help video with users' guide
  - Dictionary based on the A2 wordlist
  - Phonetic chart
  - Endmatter (Grammar File, Vocabulary File, Writing File, Speaking File) linked to relevant pages in Student's Book

*Activate! iTests*
- For students preparing for the KET for Schools exam, the KET iTest provides interactive exam practice. Students can:
  - test themselves
  - monitor their progress
  - identify areas that need further practice
  - increase their confidence in exam performance
- Additional tests are available online at www.iTests.com
How Activate! A2 Students' Book works

Activate! A2 Students' Book contains twelve topic-based units. There are six revision units to recycle the grammar and vocabulary previously taught and an integrated DVD clips included in the Active Book and ActiveTeach components.

At the end of the Students' Book there are the following reference sections:

- Speaking File: contains speaking activities using the language from the unit and offering additional exam preparation.
- Writing File: contains outline plans, useful language and tips to support each exam writing task
- Vocabulary File: contains the active vocabulary from each unit and DVD-based lexical activities
- Grammar File: contains more detailed grammar explanations of the language covered in each unit

Students' book unit organisation

Each unit has a topic focus and consists of four two-page spreads. Each spread focuses on a language skill and grammar and vocabulary development as these appear in the relevant exams, i.e.

Spread 1 – Reading skills

Motivation, topic-based lead-in activities designed to engage students in the unit topic and start them thinking about the main reading text.

Typical exam tasks, e.g. understanding signs and notices (KET for Schools).

Reading texts come alive with an integrated DVD clip from contemporary TV.

Useful exam skills advice in teen-friendly language helps students cope effectively with typical A2 exam tasks.

Post-reading pairwork activities designed to develop students' summarising and paraphrasing skills.
Spread 2 – Topic vocabulary and grammar

**Useful vocabulary-building advice in teen-friendly language.**

- Clear, concise grammar explanations, illustrated by examples taken from the main reading text.
- Personalised writing activities offer skills integrated grammar practice.

---

**Spread 3 – Listening and Speaking skills**

**Skills-based activities enable students to gradually build up their listening/speaking skills.**

- Useful skill-based advice in teen friendly language, helping students develop their language skills.
- Skills-integrated grammar points with functional headings to show students what they ‘can do’ with the grammar they’ve learnt.
- Useful lexical sets and phrases help students express themselves effectively in real-life and exam situations.
Gradual pre-writing activities help students build the skills needed for the writing outcome.

Motivating speaking activities engage students in the writing topic and prepare them for the following writing task.

Pre-writing tasks help students to plan and organise their writing task.

Teen-appropriate writing tasks as required in relevant A2 level exams (KET, YLE).

Exciting, two-minute DVD clip linked to the unit topic, offers students the 'reward' they need at the end of each unit. Students can watch it just for fun or further exploit it with the DVD activities from the Vocabulary File at the end of the Students' Book.
Overview
The themes for this unit are talents, hobbies, hopes and dreams.

Target vocabulary
Talents and hobbies; parts of speech; likes and dislikes; conjunctions

Target grammar
Present simple; present simple questions and short answers; adverbs of frequency; time expressions

Exam skills
Reading: reading for detailed information; multiple-choice questions
Listening: multiple matching
Speaking: talking about sports and hobbies; likes and dislikes; completing a questionnaire
Writing: writing a paragraph; using conjunctions

Note
'Hopes and dreams' is an expression in English, which means the 'ambitions you have for the future'.

Reading (SB pages 8 and 9)
Books closed warm-up
Write the names of some well-known talented personalities, e.g. singers, actors, sport stars on the board. Ask students to tell you what their talents are. Encourage them to answer in short sentences, e.g. She's a singer. She sings. Ask a student to write the name of a famous person on the board. Ask the class: What is his/her talent?

Get ideas
1 Ask students to look at the photos and elicit what each photo shows. Ask: Does this person like dancing? Encourage students to say one extra thing about each activity they can see in the photos. Allow about three minutes for this activity. Then check the answers as a class.

Photos
Photo A shows a young boy dancing. Photo B shows a girl writing something. Photo C shows a boy playing basketball. Photo D shows a girl playing a computer game. Photo E shows a boy playing chess. Photo F shows a girl holding a shopping bag.

Answers
2 3 4 5 6

2 Elicit which of the activities in the photos students like doing, which they don't like doing and why, e.g. I don't like writing stories. I think it's difficult. I like playing basketball. It's fun! Then ask students which person from Exercise 1 they would like to be and why.

Time to read
Note
TV shows such as Britain's Got Talent and The X Factor are very popular in the UK, and similar talent shows are popular around the world. Members of the public perform an act for a panel of famous judges. Often the prize is a large sum of money or a recording contract.

3 Explain to students that the title and photos in a text can help give them information about what they are going to read. Encourage students to look for these visual 'clues' and try to predict what the text is about before they start reading. Ask students: What TV talent shows do you know? How often do you watch them? Do you like them? Before students read the text, ask them to read the title and ask them to say what they think the text is about (young people with different talents). Point to each photo and say: What is his/her talent?

Answers
Faryl Smith: singing
George Sampson: dancing
Jeremy Lynch: freestyle football
Kate Nicholas and Gin: performing/dancing

Examzone
The Examzone boxes give students advice on how to develop their exam technique and approach different tasks. Employing these different skills every time they do a particular task is good practice and should help them do the task successfully. Read them aloud with students before they do the task.
Ask a student to read the Examzone. Explain that they should always read the questions or statements before they start reading a text so they know what information to look for.

4 The aim of this task is to answer multiple-choice questions about a text. Preteach the words contestant (someone who takes part in a competition), judge (someone who decides the winner in a competition) and stage (a platform in a theatre or concert where people perform). Explain that students will need to decide whether the statements are ‘right’ (the information is mentioned in the text), ‘wrong’ (the information is mentioned in the text, but a key detail or fact is different), or ‘doesn’t say’ (the information is NOT mentioned in the text). Demonstrate this with the example: ask a student to read question 1. Allow a minute to highlight the relevant sentence in the text (… and plays for a team every week). Ask: Does it say this in the text? (No). Explain that although the text says Faryl plays football, it doesn’t say she plays on Saturdays so the answer is Doesn’t say. If students find this task difficult, repeat the procedure with question 2.

Give students a minute to read the rest of the questions. Then give students about three minutes to read the text quietly to themselves. Check the answers as a class, asking students to justify them by reading out the part text that helped them find the answer.

Answers
2 B 3 B 4 C 5 A 6 C 7 A

5 Explain that students don’t need to read the whole text again, but should run their eyes over the text to look for the specific information. Elicit what this specific information is before they start the task (first name, age and talent). Ask students to complete the information in the box about the three remaining contestants.

Answers
<table>
<thead>
<tr>
<th>Family name</th>
<th>First name</th>
<th>Age</th>
<th>Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampson</td>
<td>George</td>
<td>14</td>
<td>dancing</td>
</tr>
<tr>
<td>Lynch</td>
<td>Jeremy</td>
<td>20</td>
<td>freestyle football</td>
</tr>
<tr>
<td>Nicholas</td>
<td>Kate</td>
<td>16</td>
<td>performing/ dancing with her dog</td>
</tr>
</tbody>
</table>

Time to talk
6 The aim of this task is to give students the chance to talk about what they have just read. Divide the class into pairs and ask them to discuss the question. Monitor students and encourage them to expand on their ideas. Don’t correct any mistakes at this point: make a note of common errors to go through with the class at the end of the task. Allow about three minutes for this activity.

Summarise
The aim of this task is to help students develop their summarising and paraphrasing skills. Ask students to look back at the table in Exercise 5 and to give information about each contestant using their own words. Elicit any extra information about the contestants that they can remember and encourage students to expand on their answers.

Idea
Write the names of some famous people on the board, e.g. Jim Carrey, Jennifer Aniston, Beyoncé. Ask students: Who is the most talented person? Why? Encourage them to use the language from the Summarise box.

Students can watch a clip from Britain’s got talent at this point, or at the end of the unit (see Students’ Book page 15).

Homework
Workbook page 2

Vocabulary (SB page 10)
Talent and hobbies
This section teaches vocabulary related to celebrations. If time is short, these exercises could be set for homework.

1 Ask students to look at the picture, and elicit what they can see. Ask how the person in the middle is feeling. He’s very happy. Ask the class: Why is he happy? (He’s the winner). Ask students who the people on the left are. Encourage them to say: They are the judges. Continue with all the words, helping with pronunciation where necessary.

2 Ask a student to read question 4. Then ask the class which word comes before the gap (to). Ask what kind of word (e.g. noun, verb, adjective) comes after to (a verb).

Explain that these ‘clues’ can often help students work out the answer. Students work with a partner
to complete the sentences with words from the box. Allow about three minutes for this activity. Check the answers as a class. Check the pronunciation of live in question 5.

Answers
2 entertainment 3 dream 4 perform 5 live 6 show 7 talent 8 take part

Wordzone
Wordzones give students information about different aspects of vocabulary. Focus students’ attention on the Wordzone. Explain that noun and verb forms can often be spelled the same way and have the same pronunciation. Others can have a similar pronunciation and spelling. Ask students to look back at the words in the box in Exercise 2 and elicit which words have the same noun and verb form (act, dream, show) and which are similar (entertain, entertainment; perform, performance). Refer students to the Vocabulary File on page 130 for more information.

3 Ask students to read the text through quickly, then elicit what the text is about. (It's about Jeremy from the reading text on page 9.) Then explain that students need to complete each answer with one of the options. Allow about three minutes for students to complete the activity. Check the answers as a class, eliciting why the other options are wrong.

Answers
2 C 3 B 4 B 5 B 6 A 7 A 8 C

Memory game
The memory game gives students the chance to expand their vocabulary in a fun and personalised way. It also focuses students’ attention on specific vocabulary that they have difficulty remembering. Ask students to write down five words from page 10 that they find hard to spell. Students close their books and work with a partner to memorise their words. Allow one minute, then monitor as they test each other on their words.

You may notice that students have problems spelling certain words. If this is the case, make a note of the word(s) and write them on the board at the end of the task. Do a quick check of the spelling of any ‘problem’ words at the start of the next lesson.

Note
Britain's got talent is a TV talent show where members of the public try to impress a group of three judges with their performance. There is also an American version of the show called America's got talent. Pop idol is a UK talent show to find a talented pop singer. The winner of the competition wins a recording contract. Who wants to be a millionaire? is a TV game show where contestants answer twelve multiple-choice quiz questions with the chance of winning £1 million.

Time to talk

Your media
4 This task is written with CLIL or 'Content and Language Integrated Learning' in mind. The aim is to introduce other subjects alongside English. Here students are asked to think about TV shows from a more personalised perspective. Explain the format of these TV shows to them if they are unfamiliar. Ask students: Do you have these TV shows in your country? If they don't, ask: Do you have TV shows like these in your country? Elicit which one they like the most and why, e.g. I like Who wants to be a millionaire? because you win money.

Grammar
Talking about the present
This section teaches the present simple to talk about general truths or habits and routines. Students also learn time expressions which are used with the present simple.

Books closed warm-up
Write: I play basketball every weekend. on the board and ask students to tell you which tense is used (present simple). Explain that we use the present simple to talk about habits or routines (things we do regularly) or to talk about things which are always or usually true. Elicit sentences from students, e.g. I play the guitar.

Grammarzone
Go through the Grammarzone box with students, checking for understanding. Ask them to tell you any other adverbs of frequency they can remember (usually, always, sometimes, never) and check that they remember where these come in a sentence (after an auxiliary verb, e.g. have, can and after am/are/is/was/were). If students have any problems, refer them to the Grammar File on page 136.
It's very common for students to omit the final 's' on the present simple third person singular form. Try one of the following methods to help students remember to use it correctly:

- Have a code word which you have agreed with students beforehand, e.g. sausages, which you (and the rest of the class) can say to point out that the 's' has been omitted.
- Draw a large letter 's' on a piece of yellow card. Hold it up like a football referee when students make a mistake.

1. Students may find question 2 difficult because it's a negative sentence, so do this one together as a class. Ask: How do we form the negative with the present simple? (don't/doesn't). Refer them to the Grammarzone if they are unsure. Allow four minutes for this activity. Check students haven't omitted the final 's' from the third person singular as you are checking the answers.

   **Answers**
   2. My best friend doesn't like basketball.
   3. Does he play chess?
   4. Our teacher takes part in talent shows.
   5. My brother goes to stage school.
   6. I don't watch TV every day.
   7. Do they enjoy playing football?
   8. My cousins don't play tennis.

2. Ask students to read the text through quickly. Then explain that they need to use the correct form of the verbs in brackets to complete the text. Allow about three minutes for this activity.

   **Answers**
   2. enjoy 3. work 4. practice 5. love 6. don't like 7. likes 8. does 9. doesn't look

3. The aim of this task is to get students to think about the correct positioning of adverbs of frequency and time expressions in present simple sentences. Ask students to write the sentences in their notebooks as this will help reinforce the grammar rule.

   **Answers**
   1. I go shopping every Saturday.
   2. George often plays computer games.
   3. We watch TV in the evening.
   4. Kate always takes her dog for a walk in the morning.
   5. Sally usually plays football at the weekend.

4. Ask students to look at the photo and say what game they can see (chess). Ask why the children are all wearing the same clothes. (They are at school.) Ask students to read the text through quickly then allow about three minutes for students to complete the text. Check the answers as a class, elicting reasons why the other options are wrong.

   **Answers**

5. Check students' comprehension by asking for example sentences first. Make sure they include time expressions where necessary. Allow about three minutes for students to write their sentences, then invite them to read out their sentences to the rest of the class. This task can be done for homework if time is short.

   **Time to write**

6. Ask students to read the text through quickly. Then explain that they need to use the correct form of the verbs in brackets to complete the text. Allow about three minutes for this activity. Check the answers as a class.

   **Answers**
   2. My best friend doesn't like basketball.
   3. Does he play chess?
   4. Our teacher takes part in talent shows.
   5. My brother goes to stage school.
   6. I don't watch TV every day.
   7. Do they enjoy playing football?
   8. My cousins don't play tennis.

7. Ask students to read the text through quickly. Then explain that they need to use the correct form of the verbs in brackets to complete the text. Allow about three minutes for this activity. Check the answers as a class.

   **Answers**
   2. My best friend doesn't like basketball.
   3. Does he play chess?
   4. Our teacher takes part in talent shows.
   5. My brother goes to stage school.
   6. I don't watch TV every day.
   7. Do they enjoy playing football?
   8. My cousins don't play tennis.

2. Tell students they are going to hear five short conversations and that they need to write the correct name from the box next to each hobby. Read the prompts as a class and check for any unknown words. Then ask different students to say the names from the box to check pronunciation. Play the CD (Track 1.1). Check the answers as a class.

   **Time to listen** (Tracks 1.1, 1.2 and 1.3)
Answers
1 Harry, Greg  2 Georgia, Samuel  3 Nadia, Barbara  4 Nick and Jim, Lara  5 Alex, Jessica

Remind students that they will need to refer back to their answers in Exercise 2 to do this task. Allow two minutes for this activity. Check the answers, asking students the question for them to reply with the correct answer: Does Harry like making models? (No, he doesn’t.)

Answers
1 B  2 A  3 B  4 A

Tell students that they are going to listen to five people taking part in a school talent show. Students match the hobby they hear with the speakers 1–5. Explain that in this task they will also need to listen out for the sounds they hear, not just words, as these act as ‘clues’ to the hobby. Play the CD (Track 1.2). Check the answers.

Answers
1 E  2 F  3 H  4 G

Play the CD (Track 1.3) and elicit who the winner of the talent show is.

Answers
Alfie

Draw students’ attention to the Examzone box and ask a student to read. Explain that in an exam, they would normally hear each piece twice. The first time they listen they should make a note of their answers and the second time they should check their answers. Students should never leave any empty gaps when they are doing an exam or test: even if they aren’t sure of an answer, they should always make an educated guess. Tell students to cross off the example before they start the task so they don’t accidentally include this answer twice. In Exercise 4 they should cross off option B from the list of hobbies as this is the answer for the example.

Answers
1 What types of hobbies do you prefer?  2 How many hours do you usually sleep each night?  3 Do you like spending time on your own?  4 What is your dream in life?

Tell students they are going to do a quiz to find out how laid-back they are. Point out the definition of the adjective laid-back at the bottom of the quiz, which means ‘very relaxed about everything’. Go through the quiz and check for any unknown words, such as arty (referring to artistic things such as painting or drawing) and daydream (to spend time thinking about something nice). Check that students understand the difference between don’t mind and can’t stand in question 4. Check that students have structured the questions correctly. Allow about three minutes to write complete questions and then a minute to complete the answers. Show students how to turn their books up-side down to read the results. Do they agree with the results?

Answers
2 4 5

Students compare their quiz answers with a partner. Go round the class monitoring and helping where necessary.
It's a good idea to get students into the habit of making eye contact with their partner while they are talking. Students are more likely to do this if you pair them in the beginning with a friend or someone they know. As the course progresses and students build up their confidence in speaking, put them into different pairs.

4 Elicit which students had mostly As, Bs or Cs. Write on the board: X has mostly ... Then ask students to change partners. Allow students a minute to talk about their partner's answers. Check that students are using the third person singular form correctly. Ask individuals: Is X laid-back?

5 Tell students that they are going to hear a conversation between Eva and Leo and that they need to complete the conversation with phrases from the Useful language box. Read the conversation through with the class and check for any unknown words. Play the CD (Track 1.4) and then check the answers.

Answers
2 not keen on 3 good at 4 brilliant at 5 OK at 6 enjoy 7 don't mind

Useful language
Draw students' attention to the Useful language box and ask a student to read. Explain that this is language that they can use when they are talking about things they like or dislike.

Time to speak
6 Explain that students are going to practise the conversation in Exercise 5 with a partner. They should change the words in bold so that the sentences are true for them. Refer students back to the list of hobbies from Exercise 2 on page 12 for ideas. Demonstrate the conversation with a good student. Allow four minutes for students to complete the activity. Monitor students, checking they are using phrases for likes and dislikes correctly. If there is time, ask a few different pairs to read out their conversations for the rest of the class.

Skillzone
Draw students' attention to the Skillzone box and ask a student to read. Explain that they shouldn't be afraid of making mistakes—everyone does, and it's one of the best ways to learn.

7 Give students three minutes to write the questions in their notebooks. Students then ask and answer the questions with a partner. Monitor the students and give encouragement and praise for good use of grammar and vocabulary.

Answers
What sports are you keen on?
What school subjects are you good at?
Do you have/Have you got any other interests?

Idea
Divide the class into groups of three or four. Ask students to write three short sentences about their hobbies (two true and one false). Students take it in turns to say their sentences to the rest of the group. The others in the group have two minutes to ask questions to try and find out more information so they can work out which sentence is false, e.g. Are you good at karate? Do you practise every day? At the end of two minutes they have to say which sentence they think is false.

Speaking file
Students should now turn to page 116.
1 Read the Tip! box as a class, then ask students to do question 1 with a partner. Monitor, checking students are using the present simple correctly. Allow students two or three minutes for this activity.
2 Pairs take it in turn to ask more questions from Exercise 1, changing the information in bold.
3 Invite students to tell the class one piece of information from Exercise 1 or 2 about themselves or their partner. The class should guess which person the student is describing.

Homework
Workbook page 4
Grammar and Vocabulary book pages 4 and 5

Reading and Writing
(SB pages 14 and 15)

Get ideas
1 Refer students to the photo of Kate Nicholas, who also appeared in the reading on page 9. Explain that they are going to interview her and they need to choose three things they need for the interview. Go through each of the items by asking: Do you need Kate's contact details? Do you need your list of questions? as you point to each picture. Elicit why students don't need the other things.

Possible answers
contact details, a map, list of questions
(The present isn't appropriate because you don't give someone a present when you interview them.)
2 Read through the interview with the class. Go through the example with students. Ask: Where does Kate say why she likes dogs? (... dogs are definitely my favourite animal ...). Students then match two more of the questions with Kate's answers. Remind students to highlight the parts of the interview that contain the answers. Check the answers, getting students to read out the justification in the text.

**Answers**
B 4 C 8

**Find the right words**
3 Ask students to read the interview again. Elicit the purpose of the words in bold. (They are conjunctions, which connect two parts of a sentence together.) Allow about three minutes for students to match the words to the meanings with a partner.

**Answers**
2 and 3 but 4 so 5 too

**Plan ahead**
4 The *Plan ahead* section develops students planning skills for the writing activity that follows. Explain that this is an application form for a talent show. Give students two minutes to look back at the information about Kate Nicholas from Exercises 1 and 2 and complete her application form. Check the answers, asking students to tell you where they found the information.

**Answers**
Phone number: 07781 213650
Email: info@kateandgin.ed.uk
Job: student
Parents' job(s): dog trainers

**Skillzone**
Draw students' attention to the Skillzone box and ask a student to read. Remind them that if they are copying words from one place to another, they should check they have spelled them correctly. They should also make sure that their handwriting is neat enough to be read. Allow a minute for students to check that they have spelt the copied information correctly.

5 Read the interview as a class, then allow students two minutes to complete the interview using the conjunctions from the Useful language box. Encourage them to read the text again when they have completed the gaps to make sure that their answers make sense. Check the answers.

**Answers**
2 but 3 and/so 4 too 5 so

**Useful language**
Draw students' attention to the Useful language box and ask a student to read. Explain that this is language that they can use when they are connecting their written (and spoken) ideas. Refer them back to the definitions of the conjunctions in Exercise 3.

6 Allow students two minutes to complete their application forms. Remind them that their family name is their second name.

7 Ask students one or two of these questions to check comprehension. Students then ask and answer with a partner.

**Time to write a paragraph**
8 Students now use their information from Exercise 7 to write a short paragraph about their hopes and dreams. Encourage them to use any relevant vocabulary from the unit as well as language from the Useful language boxes on pages 13 and 15. They should write between 50 and 75 words. When they have finished, invite students to read cut their paragraphs. If time is short, set this activity for homework.

**Time to watch Britain's got talent!**
9 If students haven't done so already, they can watch a clip from *Britain's got talent!* the TV show introduced at the beginning of this lesson, and do the activities on Students' Book page 130.

**Idea**
To revise the vocabulary covered in this unit, mime one of the hobbies or talents for your students. Ask students to call out the name of the hobby. If students feel comfortable with the idea, invite them up to the board to mime more talents and hobbies for their classmates to guess.

**Homework**
Workbook page 7
Grammar and Vocabulary book pages 6 and 7