Activate!

B1
Teacher's book
We recommend the Longman Active Study Dictionary to accompany the course. Visit our website for more information or contact your local bookshop.

Activate! B1

An exciting and intensive skills based course which focuses on themes from contemporary teen culture. Activate! engages students and offers highly enjoyable and thorough exam preparation.

Key features

- Motivating DVD clips taken from authentic TV programmes
- Teenage 'exam coach' characters support students with the Skillzone and Examzone boxes
- Extensive exam practice in the Workbook and Grammar & Vocabulary book, and on the Workbook CD-ROM
- Preparation for multiple exams using the materials in the Teacher's book and Teacher's Exam box

Interactive exam practice at iTests.com and on CD-ROM allows students to test themselves, monitor their progress and improve exam performance.

Activate! B1 is ideal for students who are working towards international exams at B1 level.

Activate! B1 provides a complete teaching package

Students' book with DVD
Class audio CDs (set of 2)
Workbook with CD-ROM (with key and without key editions)
Use of English book
Teacher's Exam box
Teacher's book

Activate! Digital

Active Book (students' digital component with video)
Active Teach (teacher's digital component with video)
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Book contents</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Unit 1</td>
</tr>
<tr>
<td>Unit 2</td>
</tr>
<tr>
<td>Time to revise 1 key</td>
</tr>
<tr>
<td>Unit 3</td>
</tr>
<tr>
<td>Unit 4</td>
</tr>
<tr>
<td>Time to revise 2 key</td>
</tr>
<tr>
<td>Unit 5</td>
</tr>
<tr>
<td>Unit 6</td>
</tr>
<tr>
<td>Time to revise 3 key</td>
</tr>
<tr>
<td>Unit 7</td>
</tr>
<tr>
<td>Unit 8</td>
</tr>
<tr>
<td>Time to revise 4 key</td>
</tr>
<tr>
<td>Unit 9</td>
</tr>
<tr>
<td>Unit 10</td>
</tr>
<tr>
<td>Time to revise 5 key</td>
</tr>
<tr>
<td>Unit 11</td>
</tr>
<tr>
<td>Unit 12</td>
</tr>
<tr>
<td>Time to revise 6 key</td>
</tr>
<tr>
<td>Audioscripts</td>
</tr>
<tr>
<td>Unit tests</td>
</tr>
<tr>
<td>Progress tests</td>
</tr>
<tr>
<td>Unit tests answer key</td>
</tr>
<tr>
<td>Progress tests answer key</td>
</tr>
<tr>
<td>Grammar and Vocabulary book key</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A new you!</td>
<td><a href="#">Faking it</a> Matching topics with paragraphs Multiple-choice questions</td>
<td><a href="#">Jobs and skills</a> Expressions with do, get, find</td>
<td>Present simple and present continuous State verbs</td>
</tr>
<tr>
<td>2 Rule the school</td>
<td><a href="#">Who rules the school?</a> Understanding details in a text Predicting Multiple-choice questions</td>
<td><a href="#">Education</a> Making verbs into nouns (-ment/ -ation)</td>
<td>Past simple and past continuous</td>
</tr>
<tr>
<td>Time to revise 1 page 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Room for improvement!</td>
<td><a href="#">Email friends</a> Multiple matching Multiple-choice questions Working out the meaning of a word in context</td>
<td><a href="#">Money and shopping</a> Making nouns and verbs into adjectives (-able, -ible, -ous -ful -yl)</td>
<td>The future Will Going to Present continuous for future use Shall</td>
</tr>
<tr>
<td>Time to revise 2 page 50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Festival fever</td>
<td><a href="#">Festival reports</a> Multiple matching Matching facts/information with texts</td>
<td>Outdoor entertainment Compound nouns</td>
<td>Present perfect simple and continuous</td>
</tr>
<tr>
<td>Time to revise 3 page 72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Speaking</td>
<td>Use your English</td>
<td>Writing DVD</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>My kind of music</strong></td>
<td>Giving personal information</td>
<td>Vocabulary</td>
<td>An email</td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td>Completing a questionnaire</td>
<td>Adjectives (-ed/-ing)</td>
<td>DVD</td>
</tr>
<tr>
<td></td>
<td>Role play</td>
<td>Adjective + preposition</td>
<td>Faking it</td>
</tr>
<tr>
<td><strong>It's a teen's life</strong></td>
<td>Apologising and making excuses</td>
<td>Grammar</td>
<td>A story</td>
</tr>
<tr>
<td>Listening for specific information</td>
<td>Conversation practice</td>
<td>Adverbs of frequency; Questions</td>
<td>DVD</td>
</tr>
<tr>
<td>True/False</td>
<td>Sentence stress</td>
<td></td>
<td>Rule the school</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spend! Spend! Spend!</strong></td>
<td>Giving advice and making suggestions</td>
<td>Vocabulary</td>
<td>A formal letter</td>
</tr>
<tr>
<td>Listening for specific information</td>
<td>Role play</td>
<td>Word building making</td>
<td>DVD</td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td>Intonation</td>
<td>adjectives negative</td>
<td>Teens know how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(un-, un-, ill-)</td>
<td></td>
</tr>
<tr>
<td><strong>Making music</strong></td>
<td>Giving explanations and reasons</td>
<td>Grammar</td>
<td>An article</td>
</tr>
<tr>
<td>Predicting</td>
<td>Asking and answering questions</td>
<td>Certainty, probability and possibility (modal verbs)</td>
<td>DVD</td>
</tr>
<tr>
<td>True/False</td>
<td></td>
<td></td>
<td>Scotland's fire festival</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body art</strong></td>
<td>Giving opinions, agreeing and disagreeing</td>
<td>Vocabulary</td>
<td>A letter of advice</td>
</tr>
<tr>
<td>Multiple matching</td>
<td>Conversation practice</td>
<td>Verbs with prepositions</td>
<td>DVD</td>
</tr>
<tr>
<td>Watching speakers with</td>
<td>Sentence stress</td>
<td>Grammar</td>
<td>Solving a problem</td>
</tr>
<tr>
<td>statements</td>
<td></td>
<td><strong>so, such a, too, not . . . enough</strong></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Why don't we ...?&quot;</strong></td>
<td>Expressing preferences</td>
<td>Vocabulary</td>
<td>A review</td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td>Asking and answering questions</td>
<td>Order of adjectives</td>
<td>DVD</td>
</tr>
<tr>
<td>Answer questions about</td>
<td></td>
<td>Countable and uncountable nouns; Quantifiers</td>
<td>Computer games</td>
</tr>
<tr>
<td>situations, attitudes,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saying what you have done recently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Reading</td>
<td>Vocabulary</td>
<td>Grammar</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>7 Horrible history</td>
<td>Historical truth or Hollywood fiction?</td>
<td>Dates and times</td>
<td>Past perfect simple and continuous</td>
</tr>
<tr>
<td></td>
<td>Matching topics with paragraphs</td>
<td>Ordinal numbers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple-choice questions</td>
<td>Writing and saying dates</td>
<td></td>
</tr>
<tr>
<td>8 Communication breakdown</td>
<td>What can take Aibo's place?</td>
<td>Science and communication</td>
<td>The passive</td>
</tr>
<tr>
<td></td>
<td>Multiple matching</td>
<td>People nouns (-er, -or, -ist, -eer, -iari)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding information in a text quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to revise 4 page 94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Getting on ...</td>
<td>Teen Big Brother is here!</td>
<td>Describing personalities</td>
<td>Reported speech</td>
</tr>
<tr>
<td></td>
<td>Multiple-choice questions</td>
<td>Words and their opposites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading for details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Planet Earth</td>
<td>Extreme Environments</td>
<td>Weather and environment</td>
<td>Third conditional Wishes</td>
</tr>
<tr>
<td></td>
<td>Multiple-choice questions</td>
<td>Describing extreme weather</td>
<td></td>
</tr>
<tr>
<td>Time to revise 5 page 116</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Get fit, have fun</td>
<td>We train hard for … the Triathlon</td>
<td>Health and fitness, sport</td>
<td>Obligation (modal verbs)</td>
</tr>
<tr>
<td></td>
<td>Missing sentences</td>
<td>Sports and sportspeople</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding words in context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Thrills and chills</td>
<td>Europa-Park</td>
<td>Holidays and travel</td>
<td>Adjectives: comparatives and superlatives</td>
</tr>
<tr>
<td></td>
<td>Reference words</td>
<td>Compound nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple-choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading for facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to revise 6 page 138</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking File page 140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing File page 149</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary File and DVD activities page 152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar File page 164</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Speaking</td>
<td>Use your English</td>
<td>Writing DVD</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Messages from the past</strong>&lt;br&gt;Multiple-choice questions&lt;br&gt;Making notes</td>
<td>Describing and comparing photos</td>
<td>Vocabulary&lt;br&gt;Expressions using time</td>
<td>An article&lt;br&gt;DVD&lt;br&gt;Pirate legends</td>
</tr>
<tr>
<td><strong>Write? Text? Phone?</strong>&lt;br&gt;Multiple-choice questions&lt;br&gt;Choosing the correct picture</td>
<td>Describing a picture or an object&lt;br&gt;Asking and answering questions</td>
<td>Vocabulary&lt;br&gt;Phrasal verbs&lt;br&gt;Grammar&lt;br&gt;Question tags</td>
<td>A letter of complaint&lt;br&gt;DVD&lt;br&gt;Robot challenges</td>
</tr>
<tr>
<td><strong>I can't stand …’</strong>&lt;br&gt;Multiple matching&lt;br&gt;Matching speakers with statements</td>
<td>Giving opinions and expressing strong feelings&lt;br&gt;Role play</td>
<td>Vocabulary&lt;br&gt;a/an, the or zero article&lt;br&gt;Grammar&lt;br&gt;-ing form and to-infinitive</td>
<td>A description&lt;br&gt;DVD&lt;br&gt;Friends united</td>
</tr>
<tr>
<td><strong>Eat me!</strong>&lt;br&gt;Multiple matching&lt;br&gt;Deciding who says something</td>
<td>Asking for and giving information&lt;br&gt;Role play&lt;br&gt;Asking and answering questions</td>
<td>Vocabulary&lt;br&gt;-less, -free, re-&lt;br&gt;Grammar&lt;br&gt;have/get something done</td>
<td>A report&lt;br&gt;DVD&lt;br&gt;Serious Amazon</td>
</tr>
<tr>
<td><strong>Have a go!</strong>&lt;br&gt;Completing notes</td>
<td>Showing interest, reacting to somebody else's opinion&lt;br&gt;Asking and answering questions&lt;br&gt;Conversation practice&lt;br&gt;Keeping the conversation going</td>
<td>Vocabulary&lt;br&gt;do, play, go&lt;br&gt;Grammar&lt;br&gt;could/must/should + have + past participle</td>
<td>An essay&lt;br&gt;DVD&lt;br&gt;Tough triathlon</td>
</tr>
<tr>
<td><strong>Fear or fun?</strong>&lt;br&gt;Multiple matching&lt;br&gt;Matching feelings to speakers</td>
<td>Expressing preferences&lt;br&gt;Comparing&lt;br&gt;Conversation practice</td>
<td>Vocabulary&lt;br&gt;Strong adjectives and descriptive verbs&lt;br&gt;Grammar&lt;br&gt;Future continuous and future perfect</td>
<td>A story&lt;br&gt;DVD&lt;br&gt;Europa-Park</td>
</tr>
</tbody>
</table>
Activate!

Welcome to Activate! This is an exam course in three levels, i.e. B1, B1+ and B2, that has been especially designed to engage and motivate teenage students with its lively, modern design and teenage-appropriate content. Not only does Activate! have a wide range of interesting topics to keep teenagers focused on learning, it also has a fun DVD for students’ use with video clips that link the course topics and themes to contemporary TV programmes. In addition, Activate! provides comprehensive language development as well as thorough preparation for exam success in a range of different exams.

Activate! B1

This is an ideal course for teenagers at intermediate level working towards any international English exam at B1 level. An exciting and intensive skills-based course which focuses on contemporary teenage culture, making it easy and fun to use for both students and teachers.

What Activate! B1 offers your students

Activate! B1 Students’ Book with DVD

offers skills-based development and practice for intermediate level students through engaging topics from contemporary teen culture. These topics are similar to the topics seen in teenage magazines, on TV programmes, in films and websites and heard in the music teenagers listen to. These familiar topics will encourage students to discuss their own views on these issues and be actively involved in using English.

Each Students’ Book unit contains skills development in reading, writing, listening and speaking as well as topic vocabulary and grammar appropriate at this level. In addition, exam skills are practised in every unit with a particular focus in the Use your English section. Also, Wordzone and Skillzone boxes contain teenage ‘exam coach’ characters who will support your students with simple and clear tips throughout the book. At the end of each unit there is a DVD clip taken from real, contemporary TV programmes and based on the main reading text of the unit, which students can watch for fun or they can do additional activities in the Vocabulary File to build their topic vocabulary. The DVD can be watched by the students with subtitles in English ON or OFF so that it can make the viewing suitable 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! B1 Workbook with CD-ROM

offers additional practice of all four skills as well as the grammar and vocabulary areas covered in the Students’ Book. The Activate! B1 Workbook material is ideal for your students’ homework or self-study as, for each group of exercises, there are references to the relevant Students’ Book pages. Activate! B1 Workbook also contains useful functional language for use in speaking and writing tests at this level. The accompanying CD-ROM contains more grammar and vocabulary exercises as well as a language quiz for each unit and an interactive iTest.
Activate! B1 Grammar and Vocabulary

is a useful addition to the Activate! course. It contains further grammar and vocabulary exercises as well as plenty of exam practice.

For those students who want to maximise their chances of exam success, Activate! B1 develops the key language and exam skills required to achieve success in B1 level skills-based exams including PET, Trinity and the London Tests of English level 2 and other local exams.

An iTest website www.iTests.com has more exam practice for the keen student. Students can take a test, get feedback on their performance and chart their progress towards exam success.

What Activate! B1 offers you

As well as offering a motivating skills-based course for teenagers, Activate! 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 Activate! B1 teacher’s package

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 grammar and vocabulary reference at the back of the Students’ Book.

Activate! B1 Teacher’s Book

provides step-by-step instructions for each activity with integrated key and audioscripts for easy reference. It also 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.

In addition to the Teacher’s Book, the Activate! Exam Box is another flexible resource pack that can be used for all three levels and is designed to offer the busy teacher practical ideas and ready-made photocopiable activities to use in the Activate! B1 classroom.

Activate! Exam Box

contains four separate booklets:

• Teaching teenagers
  with activities designed to help with the special kind of motivation and management that teenage classes need.

• Teaching language skills
  with activities designed to encourage general language skills development and can be used with exam classes and general classes alike.

• Teaching exam skills
  with photocopiable material designed to help students develop their exam skills and prepare for FCE and other B1 level exams.

• Teaching FCE
  with help and information on the updated 2008 FCE exam and designed to train teachers in each part of all five papers of the exam.
How the Activate! B1 components work

The Activate! B1 course components have been designed to support the teacher in a variety of ways. They provide support for skills and language work and opportunities for extension and additional practice and give the teacher the flexibility needed to adapt materials to the specific requirements of the class or even individual students.

The Activate! B1 course package

Activate! B1 Students' Book with DVD
- approximately 90 hours of teaching material
- 12 units
- revision after every 2 units
- grammar file
- writing file
- vocabulary file with links to DVD activities
- speaking file with pairwork activities

Activate! B1 Class CDs
- recorded material for the Students' Book

Activate! B1 Workbook with self-study CD-ROM
- skills development
- grammar and vocabulary practice
- Watch out! boxes with exam tips
- exam-style tasks
- CD-ROM for self-study

Activate! B1 Grammar and Vocabulary Book
- Grammarzones with clear grammar rules
- intensive exam practice sections
- grammar and vocabulary-based exercises

Activate! B1 Teacher’s Book
- lesson and course planning guide
- teaching notes
- integrated key and audioscript
- additional activities for classroom use
- photocopiable unit tests

Activate! Exam Box
- methodology booklets to help with:
  - teaching FCE (updated for 2008)
  - teaching exam skills
  - teaching teenagers
  - teaching language skills

Activate! iTests
For students preparing for the PET exam, the iTests CD-ROM provides interactive exam practice. Working through these tests, 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! B1 Students' Book works

Activate! B1 Students' Book contains 12 topic-based units. There are six revision units to recycle the grammar and vocabulary previously taught and an integrated DVD packed with each Students' Book.

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

- **Speaking File:** contains pairwork activities and role plays using the language from the unit.
- **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 five two-page spreads. Each spread focuses on a language skill and grammar and vocabulary development as these appear in the relevant exams, i.e.

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**Spread 1 – Reading skills**

**Rule the school**

**Who rules the school?**

- **Are kids good at teaching?**
- **Six teenagers from Scotland found out...**
- **They became teachers for an unusual TV programme!**

- **You’re just making fools of yourselves!**

- **Child was born, twin teachers had gone mental.**

- **Some went indoors, some went outside, the classrooms were crowded.**

- **What the kids wanted was a new teacher.**

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**Reading texts that come alive with the integrated DVD clip from contemporary TV and films.**

- **Motivating, topic-based lead-in activities with teenage-friendly visuals designed to engage students in the unit topic and start them thinking about the main reading text.**

- **Useful skill-based advice, in teen-friendly language, designed to help students develop their language skills.**

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**Post-reading pairwork activities based on the main reading text and designed to develop the students' summarising and rephrasing skills.**
Spread 2 – Topic vocabulary and grammar

**Vocabulary**

<table>
<thead>
<tr>
<th>Education</th>
<th>Spread on topics 1-1 from the whole of page 11 with the correct meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>page</td>
</tr>
<tr>
<td>2.</td>
<td>subject</td>
</tr>
<tr>
<td>3.</td>
<td>class</td>
</tr>
<tr>
<td>4.</td>
<td>operation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAMMARZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past simple and past continuous</td>
</tr>
<tr>
<td>1. completed the article</td>
</tr>
<tr>
<td>3. visited the museum yesterday</td>
</tr>
</tbody>
</table>

Fun, pairwork / groupwork memory activities based on the key words covered in each unit.

Spread 3 – Listening and Speaking skills

**Listening**

It's a teen's life

**Get ideas**

1. Do you have any free time this weekend? Where do you like to spend your free time?
2. How do you usually spend your free time?

**Time to listen**

1. Listen carefully to the conversations on the audio track. Pay attention to the speaker's tone and pace.
2. Try to identify the main points of the conversation.

**Speaking**

Get ideas

- Friend's birthday party
- School play
- Taking care of pets
- Volunteering

**Time to speak**

1. Practice the conversation with a partner.
2. Record your conversation on a device.

**Favourite Excuses**

According to a survey, students who don’t do their homework are using some old excuses and inventing some imagination new ones.

1. Homework is in the dog.
2. Couldn’t be bothered.
3. Lost my coursework.
4. Put it.

Useful language, words and set phrases to help students express themselves and use their spoken language skills effectively in real-life and exam situations.
Further vocabulary input which focuses on word formation, easily confused words, words that go together, etc. as they appear in exam-style tasks.

Use your English | For the teacher

**Verbs and phrases v. phrasal verbs**

Use these phrases with context from the Reading Text.

<table>
<thead>
<tr>
<th>Phrasal verbs</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>take care of</td>
<td>care</td>
</tr>
<tr>
<td>get over</td>
<td>over</td>
</tr>
<tr>
<td>get on / off</td>
<td>on / off</td>
</tr>
<tr>
<td>come / go in</td>
<td>in</td>
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</tbody>
</table>

**Grammar Zone**

**Defining relative clauses**
- a relative clause is a dependent clause which modifies a noun or pronoun in the main clause.
- there are two types of relative clauses:
  - restrictive: essential to the meaning of the main clause (cannot be omitted)
  - non-restrictive: supplementary information (can be omitted)

**Non-defining relative clauses**
- to write a non-restrictive relative clause, use a comma to separate the relative clause from the main clause.

**Time to talk**

Give one or two students the chance to talk about the unit topic and prepare for the following writing task.

**Spread 4 - Use your English**

Motivating, topic-based speaking activities with teenage-friendly visuals designed to engage students in the writing topic and prepare for the following writing task.

**Spread 5 - Writing Skills**

Pre-writing tasks to help students with planning and organising their writing task.

Follow-up pairwork/groupwork speaking activities which enable students to use the language covered in personalisation activities and encourage effective communication.

An exciting, three-minute DVD clip with footage from contemporary teenage TV programmes and films, which 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.
A new you!

Note
‘New’ in the title means different, not young.

Overview
The theme for this unit is personality and the skills needed for different jobs.

Target vocabulary
Jobs and skills, expressions with do, get and find, adjectives (-ed and -ing), adjective + preposition

Target grammar
Present simple and present continuous, state verbs, adverbs of frequency, questions

Exam skills
Reading: matching topics with paragraphs, multiple-choice questions
Writing: using set phrases, writing an email
Use of English: four-option multiple-choice questions
Listening: listening for the first time, three-option multiple-choice questions using pictures
Speaking: giving personal information, completing a questionnaire, role play

Reading (SB pages 8 and 9)

Books closed warm-up
Write the names of some people from television that your students will know, e.g. a TV chef, a football manager, a rock singer, etc. Ask students to name the jobs they do. Would they like to do that job and why or why not?

Get ideas
1 and 2 The lead-in prepares students to think about the good and the bad sides of working. It is a good idea to get students into good habits when they describe photos. Encourage them to answer the question, and say at least two more things about the photo (e.g. I think the woman in photo C is a farmer, because she’s driving some kind of tractor and she’s working in a field near some animals). Allow about three minutes for this activity.

Idea
If your students are new to reading skills, write the following on the board:

1. a newspaper report
2. a dictionary
3. a love letter
4. a telephone directory
5. a TV listings magazine

Ask students to match the text types above to the following reading skills:

A skimming (reading for the general meaning or gist of something)
B scanning (reading for specific information which you know you need to look for)

Photos
Photo A shows a young chef preparing a meal in a restaurant kitchen. Photo B shows a surfer riding a wave. Photo C shows a farmer driving a quad bike through a field of cows. Photo D shows a football coach who is standing by the bench giving instructions to his team. Photo E shows a singer in trendy clothes, singing into a microphone. Photo F shows a web designer sitting at his desk working on a program.

Encourage students to discuss which jobs look most fun. This will probably be quite light-hearted at this stage (e.g. you can work outdoors, you get to wear great clothes, you’d be really popular with all the girls/boys, you can travel lots, etc). Try to set a time limit for the discussion, say two to three minutes, and tell students that the aim is to continue to speak for the full time. This allows the slower students time to form their sentences and ideas, while the faster ones are forced to find more to say.

Time to read
The reading section introduces the students to the skill of skimming or reading a text for the main ideas.

Skillzone
The Skillzone sections are there to give students advice on test-taking techniques. Students will need to develop these skills if they are going to do well in the tests and usually welcome this kind of ‘shortcut to success’ advice.

Most reading exams have such tight time limits that students could not possibly read and answer the questions unless they use quicker reading skills. These skills will be introduced to the students gradually through the Skillzone sections.
Lords

I:28 34 48

5 I: depending on what you wanted to know. If you didn't know what was on TV at all, you would be skimming, but if you knew a film was on, but weren't exactly sure of the time or the channel, you would be scanning for that information.

Then ask students to tell you which skill they would naturally use in their own language to read these text types. Elicit why your students might find these reading skills useful in an exam.

Point out to students that good writing usually contains the main idea of the paragraph in the topic sentence (the first sentence). Give students two minutes to match the paragraphs, and walk around the classroom monitoring. You should be able to see from their eyes if they are reading much too slowly. Tell students not to worry about unknown words at this stage.

Skills needed:
Personality type:
Sian's past:
The training she received:
Prediction:

Set them a minimum time limit of two minutes to encourage them to think more deeply. Ask students to make their predictions. Don't worry too much about their use of the future tense at this point as this will be reviewed fully in Unit 3. Try to encourage students to use complex sentences, using words like so, because, before, etc.

Students can watch a clip from Faking it at this point, or at the end of the unit (see SB page 17).

Homework
Workbook pages 2 and 3

Vocabulary and Grammar
(SB pages 10 and 11)

This section teaches vocabulary related to jobs and skills. If time is short, these exercises could be set for homework. Try to encourage students to learn groups of words that naturally go together, rather than individual words.

Vocabulary
Jobs and skills
1 Students complete the sentences with the correct job. Check pronunciation, particularly word stress.

Answers
1 (football) manager 2 chef 3 DJ 4 farmer 5 rock singer
6 musician 7 web designer 8 surfer
2 Students match the phrases with their meaning. Check pronunciation, particularly word stress. Ask students to underline the stress.

**Answers**
1. likes a challenge
2. looks right
3. works on (my/your/his/her/their) own
4. be a success
5. finds (something) difficult
6. does (something) like a professional
7. learns fast
8. is under pressure

3 Ask students to look back at the phrases from Exercise 2 to complete the sentences which are true for Sian, who they read about in the Reading task on page 9. Students can look back at the Reading if they are unsure of the answers.

**Answers**
1. likes a challenge
2. learn fast
3. is under pressure
4. doesn't look right
5. finds ... difficult

4 Accept any suggestions for other jobs.

**Possible answers**
- knows how to ... programme computers/cook
- is good at ... writing reports/talking to people
- works well ... on his own/under pressure

5 Students write sentences about themselves. If you have time and the students know each other well enough, you could divide them into small groups of three or four and ask them to write sentences about each other. They can then compare what their friends wrote to the skills they identified for themselves. Are they similar?

**Wordzone**
Many errors are mistakes that students make with collocations (knowing which words naturally go together). This book will help to guide them through this, but do make sure that they know what a collocation is and that they know they have to learn them. Focus students’ attention on the Wordzone box, particularly the words which need to be followed by an object (get something right).

6 Students use the Wordzone box to help them complete the sentences. Again, warn them that they may need to change the infinitives.

**Answers**
1. do your best
2. get it wrong
3. finds ... hard
4. well

7 Students use the Wordzone box and the sentences they completed in Exercise 6 to write sentences which are true for them using do, get or find.

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**Memorise**
This could be done in the next lesson to revise the words.

**Idea**
For more variety, write the names of some jobs on pieces of paper and tape one onto the back of each student. Then ask students to walk around the room giving clues to each other as to what their job is without saying the job title. Possible jobs are: waiter, basketball player, rock star, secretary, builder, mechanic, president of your country, actor, barman, shop assistant, model, bank manager, lawyer, accountant, photographer. When students guess their own job, they can try to help others to guess theirs.

**Homework**
Workbook page 4 Exercises 1, 2, 3 and 4
Grammar and Vocabulary book page 5

**Grammar**
**Present simple and present continuous**
This lesson should be revision for your students. You should have an idea from monitoring students earlier in this unit as to their needs with these tenses.

**Books closed warm-up**
Read the following questions twice, and ask students to write one word or phrase:
1. What language are we using at the moment?
2. What language do you usually speak at home?
3. What clothes do you usually wear to a nightclub or party?
4. What clothes are you wearing today?
5. What do you usually do in history (or computer, etc) classes?
6. What subject are you studying at the moment?

When students have written their words or phrases, ask them to work with their partner to try to remember what the question was. When they have the correct sentences, draw their attention to the Grammarzone section and ask them to match their sentences to the different uses, A, B, C or D.

**Possible answers**
1. We're using English. (C)
2. I speak Greek/Polish/Spanish, etc. (B)
3. I usually wear jeans. (B)
4. I'm wearing jeans. (C)
5. We study the past. (A)
6. We're studying the War of Independence. (D)

**Grammarzone**
Go through the Grammarzone box with students, checking for understanding. If students have any
problems, refer them to the Grammar File on page 164. The state/active verb rule is quite straightforward, but an easy way of remembering the difference is that you can’t actually see a state verb in action (i.e. if someone likes coffee or not, or if they believe in God), but you can see someone doing an action verb like walking or sitting down.

**Grammar note**

Point out to students that the verb have is not always stative. In sentences like ‘I’m having a coffee with John later’, or ‘She’s having a shower right now’, the verb have has a different meaning (drink, take) and is not stative. A similar rule applies to look which appears in the example in Exercise 2. Look when it means to watch is active (‘He’s looking at me’), but look when it means to appear is stative (‘That cake looks nice’). Some other examples would be think (consider and believe) and see (view and meet). Only draw attention to this rule if your students have picked up the concept of stative and active verbs easily.

1 Ask students to look through the text on page 9 and find more examples of these tenses.

**Answers**

Accept any correct examples. Some which highlight different uses are:

A ‘...she is a quiet but talented musician who knows she’s good...’ (line 12)
B ‘...she doesn’t like house music, never goes to dance clubs...’ (line 14)
C ‘...do they know she’s faking it?’ (line 52)
D ‘...she is beginning to look like a real DJ.’ (line 37)
E ‘Do you know anything about house?’ (line 24)
F ‘...Anne thinks Sian is ready.’ (line 48)

**Idea**

It’s likely that you will spend a very large part of your life correcting the ‘s’ on the third person singular. It’s probably better for you and your students if you can find different ways of reminding students of the structure.

You might like to try one of the following:

- Take a plastic snake into the lesson and wiggle it at students who forget their ‘s’.
- Draw the letter ‘s’ on your hand with your board marker and cheerfully wave at the students when they make a mistake.
- On a piece of yellow card draw an ‘s’. Show it to students as you do your best football referee impression (a whistle as well is even better).
- Have a silly code word that you and your students know (‘sausages’ is a good one) to point out to students that they have missed an ‘s’.

Experiment with different versions or try your own ideas.

2 This exercise gives the students the opportunity to use the rules in practice. Encourage them to identify the rule that is being used in each sentence.

**Answers**

2 wants (state) 3 is wearing (at the moment of speaking)
4 thinks (state) 5 is practising (temporary situation) 6 are making (at the moment of speaking) 7 are leaving (at the moment of speaking) 8 comes (rule A) 9 has (rule F)

3 and 4 Only write the conjugations of the verbs on the board before doing this exercise if you think your students are having difficulties. You could perhaps write the basic I/you/he, positive/negative/question frame on the board and then hand the board pens over to your students to complete to make it more interesting.

**Answers to 3**

2 They don’t look very smart.
3 He isn’t learning very fast.
4 She doesn’t want to be a web designer.
5 We don’t like working on our own.
6 You don’t like being a football manager.
7 The job isn’t going well. / The job’s not going well.

**Answers to 4**

2 Do they look very smart?
3 Is he learning very fast?
4 Does she want to be a web designer?
5 Do we like working on our own?
6 Do you like being a football manager?
7 Is the job going well?

5 With any cloze exercise, always encourage good habits of reading the whole text first, then looking for clues around the gaps. If your class can’t resist writing answers straight away, give them two minutes to read and discuss the text with their partner without writing anything. Let them write in answers at the end. Ask them to give the rule for each sentence.

**Answers**

2 are going (at the moment)
3 ‘m meeting (around now, not permanent)
4 ‘m enjoying (at the moment)
5 like (state)
6 is (verb ‘to be’)
7 ‘m learning (at the moment)
8 don’t know (state)
9 ‘m beginning (around now, not permanent)
Time to talk

If your students seem unwilling to discuss, or simply lack ideas, try writing some prompts on the board: expensive clothes, plastic surgery, special skill, personal quality, annoying habit, look/act like someone famous, etc.

Homework
Workbook page 5 Exercises 1 and 2
Grammar and Vocabulary book pages 2 and 3

Listening (SB page 12)

This section continues the theme of DJs and music.

Get ideas
1 You could ask the first question with books closed to get students started on the topic. Teenagers often have quite a lot to say about music.

Time to listen (Tracks 1.2 and 1.3)

Skillzone
Focus students’ attention on the Skillzone box. This is useful advice for exams. The aim is not to predict correctly, but to focus students’ attention on the questions, and this is what generally improves their performance.

2 and 3 Students describe the pictures to a partner in their own words, then play the CD (Track 1.2).

Answers to 2
Accept any suggestions. Possible answers could be:
1 A loves B dislikes C likes
2 A drawing B playing basketball C going to the cinema
3 A nice B fantastic C boring
4 A children’s party DJ B radio DJ C club DJ
5 A musician B singer C rock group
6 A laughing B daydreaming C chatting with friends
7 A eating B thinking C writing

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

4 Play the CD again (Track 1.3) for students to match the music to the mood.

Answers
1 classical music
2 pop singers like Kelly Clarkson and Lily Allen
3 rock groups like Razorlight

Speaking (SB page 13)

Get ideas
1 If you have enough time, you could ask students to prepare this as a mini presentation or you could even let them play thirty seconds of the song before they speak for a minute on why they particularly like this song (memories, the rhythm, the lyrics, the way it makes them feel, etc).

2 Students complete the questionnaire. Allow five minutes for this activity. Students who finish early can consider which of these qualities are more important for a club DJ and which for a DJ who works at people’s weddings.

Time to speak

3 and 4 Students practice making sentences about themselves, while you monitor their use of negatives and questions. Make sure they only mention five things from the list, so that their partner has the opportunity to form questions about the remaining five ideas.

NB To make the ‘I don’t know’ answers negative, students will have to add ‘if I can/could’ (‘I don’t know if I can/could stay calm under pressure’).

Skillzone
Draw your students’ attention to the Skillzone box. Often flat intonation is a result of a student struggling with other things, like the grammar and the vocabulary of the sentence, so these easy questions in Exercise 5 are a great place to practise.

Idea
You could ask students to give a piece of personal information in a flat or interested tone of voice and get their partners to judge whether they are talking about something they like or dislike.

5 You might like to give students a minute to think about what they are going to say before they begin the task. Try to elicit less direct, more polite question forms like: Can you tell me your first name? Do you have a nickname? And what’s your address? Allow about three minutes for this activity.
Use your English (SB pages 14 and 15)

The second set of grammar and vocabulary rules in each unit teaches more exam-related tasks, rather than general English rules like tenses and topic-related vocabulary. These are important sub-skills, and prepare students both for Use of English papers and for speaking and writing activities.

Adjectives

Wordzone

Focus students' attention on the Wordzone box. You could begin by brainstorming adjectives that take the -ing and -ed forms. The exercises emphasise the importance of learning dependent prepositions at the time students learn a new adjective, and it is important to encourage them in this throughout their course.

<table>
<thead>
<tr>
<th>Idea</th>
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<tbody>
<tr>
<td>If you’re stuck for a ten minute filler at the end of the lesson, you can revise dependent prepositions. Draw a 4 by 4 grid on the board and write adjectives (not the prepositions!) in each square (interested in, keen on, bored with, annoyed about, worried about, happy about, fed up with, good at, surprised by, frightened of, amazed by, pleased about, scared of, bad at, embarrassed of). Divide the class into two teams. Each team can win a square by giving you an example sentence with the word and the correct preposition. The winning team is the first team to get three in a row.</td>
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Adverbs of frequency, Questions

Books closed presentation

Write the following sentences on the board:

I'm late for class.
I talk in the lesson when the teacher is talking.
I enjoy doing homework.

Ask the students to make the sentences true for them by adding the words always, often, rarely, sometimes or never. Monitor where they put these words in the sentence.

<table>
<thead>
<tr>
<th>Grammarzone</th>
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<tbody>
<tr>
<td>Focus students' attention on the Grammarzone box. Both question forms and adverbs of frequency should be very familiar to your students, but both these grammar areas create considerable problems with word order. If they have any problems, refer them to the Grammar File on page 164.</td>
</tr>
<tr>
<td>1 This first exercise practises adverbs of frequency. Try not to let students order the sentences by writing numbers above the words. Ask them to write the sentences out in full, and allow seven minutes. If</td>
</tr>
</tbody>
</table>

Answers

1 Focus students' attention on the Wordzone rules, and allow three to five minutes.

2 surprising 3 annoyed 4 amazing 5 interesting 6 bored

2 If you have a class set of dictionaries, you could encourage students to develop their learner independence by looking up the dependent prepositions that they don’t know on their own. Allow five minutes for this activity.

3 Many lexical cloze tests target prepositions. This type of activity is useful for improving students' general control of their language.

With all cloze activities, be very insistent that your students read the entire text once, with their pencils on the desk, before they start to fill in the gaps.

3 About 4 by 5 at 6 about 7 of 8 by

Answers

Homework

Workbook page 4 Exercises 5, 6 and 7 and page 6
Grammar and Vocabulary book page 6

Answers

2 About 3 by 4 at 5 at 6 about 7 of 8 with 9 in
some students finish before others, ask them to change the sentences so that they are true for themselves.

**Answers**
1. We sometimes talk to our friends in class.
2. I'm often happy to watch TV all evening.
3. I usually do my homework before the lesson.
4. I occasionally listen to really loud music.
5. I never chew gum or eat sweets in the classroom.
6. I'm rarely awake after 11 p.m. when I have school the next day.
7. We always have an English lesson on Monday.

2 Exercise 2 focuses on question words. Students complete the questions.

**Answers**

3 Students choose the correct phrase to complete the gaps. Try to encourage them to justify their choices (e.g. You can’t use never with the present continuous).

**Answers**
1. D (never can only be used with the present simple)
2. B (often goes before the main verb)
3. A (usually goes before the main verb)
4. A (he rarely throws it in the bin, so he must swallow it)

**Time to talk**
4. Chewing gum on the streets is a problem in many towns. Encourage your students to answer the question and to add one more piece of information (e.g. My teacher doesn’t let us chew gum in class and I think it’s a good thing because it can be a bit noisy).

**Writing** *(SB pages 16 and 17)*
The writing sections of the book build up a series of sub-skills in fairly controlled activities, and encourage students to analyse successful texts before they are asked to engage in free writing.

**Get ideas**
1. Ask students to add more TV shows to the list.

**Possible answers**
- reality TV, talent shows, soap operas, American imports, nature documentaries, the news, survival game shows, music shows, drama, football, sports coverage

**Find the right words**
2. These types of television shows are very popular at the moment and should be familiar to students. Draw their attention to the photographs and ask them to describe what they can see. Then ask them to read the advertisements and underline the skills.

**Answers**
Advert A shows a girl singing into her hairbrush at home in her bedroom. The skills are ‘sing like a professional’ and ‘work under pressure’.
Advert B shows a group of children mountain-biking through a forest. The skills are ‘good at sport’, ‘like working in a team’ and ‘looking for a challenge’.
Advert C shows a large, hairy tarantula sitting on someone’s hand. This is from a jungle survival show. The skills are ‘learn fast’ and ‘good at making decisions’.

3. Draw students’ attention to the email on the page. If they are new to the format of emails, point out some of the key features (particularly the ‘subject’ line). The rules for informal letter writing and emails are very similar. Ask students to look at Mark’s email and decide which TV programme he wants to apply for.

**Answer**
Mark wants to go on How wild are you?

4. Students need to transform sentences from the first person (/) to the third person (he). They will also need to transform possessive adjectives (‘my’ to ‘he’).

**Possible answers**
- He lives in Budapest with his nan and his dad.
- He’s looking forward to having a garden.
- He’s especially interested in nature and animals.
- He’s got three cats, two rabbits and a scorpion.
- He sometimes goes with his dad to the zoo to feed the monkeys.
- When he grows up he wants to be a vet.

**Plan ahead**
5. Good use of connectors is as important in informal writing as it is in formal writing, but it is often overlooked. This exercise introduces students to the most useful connectors in informal writing.
Students put the words into the correct place in the chart.

**Answers**

- **Start your email**
  - Dear (name)
  - Hi

- **Introduce yourself**
  - My name's...

- **Start describing yourself**
  - Well...
  - In fact, (something interesting/unusual)

- **Give more information**
  - Actually

- **Finish your email**
  - Hope to hear from you soon
  - Bye for now

- **Add extra information at the end**
  - PS

6. Students now underline the phrases that Mark uses in Exercise 5.

**Answers**

- Hi’ (line 1)
- ‘My name’s Mark...’ (line 2)
- ‘Well,’ (line 6)
- ‘In fact,’ (line 7)
- ‘Actually,’ (line 11)
- ‘I hope to hear from you soon.’ (line 17)
- PS By the way,...’ (line 19)

7. Students often need to be encouraged to use a good range of tenses in their writing.

**Possible answers**

- Present simple
- ‘I live in Budapest...’ (line 2)
- ‘I've got three cats...’ (line 8)

- Present continuous
- ‘...but my dad is building a new house...’ (line 4)
- ‘I'm really looking forward...’ (line 5)

This exercise gives students controlled practice before they write their own email. Draw their attention to Joanne's information and ask them which programme she is probably interested in (Sporting challenge). They should then complete the email with Joanne's details.

**Possible answer**

Hi,

My name's Joanne and I'm fifteen years old. I live in a flat in the centre of Madrid with my mum, my dad and my two brothers. Actually, I like living in a big city because it's great for sports and there's always lots to do.

In my free time I like meeting my friends and doing all types of sport. My favourite sports are volleyball and swimming. I'm good at working in a team and in fact, I'm the captain of my school volleyball team. Last year we won the schools' championship!

I love meeting...

**Skillzone**

Before you allow students to write their own email, draw their attention to the Skillzone box. Encourage the use of interesting words and phrases, e.g. don't say 'it's nice', say 'it's absolutely fascinating!' Don't say 'I don't like', say 'I'm fed up with' or 'I can't stand!' You could perhaps draw attention to some of these features in Mark's email.

**Time to write an email**

9. By this point, students should have had enough practice to write their own competition entry. Make sure that they consider the skills that the advertisement asks for in their replies.

**Time to watch Faking it**

10. If students haven't done so already, they can watch a video clip from Faking it, the TV show introduced at the beginning of the unit, and do the activities on SB page 152.

**Idea**

Divide the class into groups of three or four. Get students to write down three sentences about themselves. Two should be unusual or interesting facts that are true that the other students in the class might not know about. One of them should be a lie. They take turns to say their three sentences in any order. The others in their group then have two minutes to ask follow-up questions and at the end of the two minutes they have to guess which sentence was false.

**Homework**

Workbook page 7
Grammar and Vocabulary book page 7