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

Activate! B1+ is ideal for students who are working towards international exams at B2 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)
- Grammar and Vocabulary 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)

www.pearsonlongman.com/exams
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**II like your style!**

**Mad about art**

**School rocks!**

**Go for it!**

**Weird and wonderful!**

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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 B2 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 they 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, Examzone, Skillszone and Wordzone 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.
**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 B2 level skills-based exams including FCE, Trinity, Michigan ECCE and the London Tests of English level 3 and other local exams.

**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 B2 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, 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
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**

---
Spread 2 - Topic vocabulary and grammar

Useful vocabulary building advice in teen-friendly language, to help students develop their topic vocabulary skills.

Clear, straightforward grammar explanations with contextualised examples taken from the main reading text.

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

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

Useful language, words, and set phrases to help students express themselves and use their spoken language skills effectively in real life and exam situations.

Skills-based activities enable students to gradually build up their listening/speaking skills and prepare for the final exam-style task.
Spread 4 - Use your English

Further vocabulary input which focuses on word formation, easily confused words, words that go together, etc. as they appear in exam-style tasks.

Clear, straightforward grammar explanations with contextualised examples taken from the main reading text.

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

Exam task type to offer students practice at B2 exam level.

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

Gradual pre-writing activities which help students to practise the language (grammar/vocabulary) they need in order to write the following exam task.

Teen-appropriate writing tasks related to the unit topic and as required in B2 level exams.

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.

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

Spread 5 - Writing Skills

Writing | spread 5.3

Get ideas

Find the right words

Time to talk

Time to write on email

Time to watch Rock School

Find more teaching ideas, tips and lesson activity ideas on the Teacher Support site at www.trinity-tutoring.com

Find and share ideas and get access to a wealth of teaching resources.

Find your nearest TRINITY centre.

For more information or to book a course,
Overview
The theme for this unit is fashion.

Target vocabulary
Fashion and identity, phrasal verbs

Target grammar
Present simple and present continuous

Exam skills
Reading: Look good, feel good, matching information, multiple-choice questions
Writing: an article
Use your English: Vocabulary – making words negative, Grammar – articles
Listening: multiple-choice questions
Speaking: comparing photos

Reading (SB pages 8 and 9)
Books closed warm-up
Hold a fashion show in the classroom. If you can, move the desks back so that you have a catwalk down the middle of the classroom. Encourage your students to take it in turns to walk down the middle, top-model style. The students sitting down take it in turns to give a commentary: Today, José is wearing an outfit for all seasons. He has an attractive blue sweatshirt with casual jeans, etc. If you can get some music to play in the background, even better.

Get ideas
1 Ask students to consider the title of the unit. What does style mean? Ask students to describe the clothes they normally wear.

Time to read
2 Students look at the two photos on page 9 and compare the similarities and differences in Alexandria’s before and after photos. This activity will give you a chance to listen to students’ handling of some basic language, past and present tenses, comparatives, etc. for diagnostic purposes.

Cultural note
This type of makeover show is now very popular on television, as well as in magazines, so students should be familiar with the format. Students might want to discuss their favourite version on TV in their country.

Skillzone
Reading skills are absolutely essential to passing most reading exams these days. The time limit is specifically designed to be very tight, to ensure that students can only pass if they have learnt skimming, scanning, and intensive reading techniques.

They are also designed so that some words will be unknown to the students, and they will have to use techniques to guess the meaning.

Idea
This course prepares students to develop tolerance of ambiguity. Some students may take a long time to accept this. Try to encourage them in a positive way:

- Get students to use a made up word (cojamaflip, whatjamacallit) in a sentence in the place of a real word. They can then read out their sentence and the others in class try to guess the original word.
- Play ‘Call my Bluff.’ Students choose a new word they have recently learnt outside of class and they write three possible definitions. One should be the real one and the other two should be the bluffs (false definitions). They take it in turns to read out the words and guess which is the true definition.
- Take time when you are doing readings to discuss clues in the text to the meaning of the word.

3 Students read the text and identify the paragraph with this information. They need to do this by scanning. You could turn it into a race, or set a strict time limit of three minutes. Watch students’ eye movement to see if they are reading and re-reading every word from the top left-hand corner to the end. If they are, encourage them to look for key words, tall/height, a number, photographer’s plans, etc.

Answers
A 2 B 5 – ‘body language’ C 6 – ‘his mentors and friends hope he’ll move on to fashion shows’ D 1 E 4 F 3

4 Students read the text in a little more detail this time. By now, they should have the main ideas of the text. Set a time limit of six to eight minutes. If some students finish early, ask them to consider what kind of situations make them feel less confident. What advice would they give to someone who lacked confidence because of their looks?
Answers
1 C - 'Alexandria] doesn't believe that people judge her by what she looks like. Her sister Charlotte, though, disagrees.' (line 4)
2 B - 'There's not a skirt in sight.' (line 13)
3 D - 'the items [Charlotte] chooses for Alexandria to try... Finally it's Jane's turn and she chooses three new outfits for Alexandria' (line 20)
4 C - 'Alexandria herself looks confident and happy. Now she will stand out in a crowd.' (line 29)
5 A - 'Zac... gets so shy and nervous that he can't talk to people and...’ (line 34)
6 B - 'He always wants to blend in.' (line 42)
7 D - ‘...he even manages to show up for an interview for a modelling job!’ (line 48)
8 A - ‘...after getting some advice from a stylist about his clothes...’ (line 55)

Time to talk
6 Students discuss the question. What kind of things influence their choice of clothes?

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

Homework
Workbook pages 2 and 3

Vocabulary (SB page 10)

Fashion and identity
1 Draw students' attention to the photo of the girl at the bottom of the page. Can they describe this girl? Students find the words in the text and guess the meaning.

Answers
1 outfits (line 7) 2 makeover (line 8) 3 stylist (line 10)
4 baggy (line 14) 5 image (line 18) 6 funky (line 27)
7 catwalk (line 59) 8 portfolio (line 60)

This is a good opportunity at the beginning of the course to review how students keep vocabulary records. At earlier stages in their studies, translation is a perfectly valid and efficient method of recording vocabulary. However, as they advance, this method will increasingly fail them. Many words have no direct translation in another language, or they may have a different collocation pattern, etc. Writing a definition or a synonym is a very constructive method. Use of synonyms, instead of repeating the same word, is a sign of a good writer. Definitions and synonyms also increase their exposure to the target language, which is always a good thing. Other methods that may help include mind maps, pictures, writing words on pieces of paper for easy review, etc. You might like to ask students to think of themselves of the advantages and disadvantages of each method.

Answers
1 overcome 2 eye contact 3 aggressive 4 personality
5 loosen up 6 body language

This exercise highlights some of the phrases from the text. Draw students' attention to the words around the target vocabulary. Discourage students from learning words in isolation. Many of the problems with vocabulary in exams occur where students do not learn phrases, dependent prepositions and other collocations with words. Get into this good habit from the start of the course.
Answers
1 in 2 fashion 3 out 4 centre 5 yourself 6 in 7 draw

4 Draw students' attention to the photos. What's odd about the girl's clothes? Students then complete the sentences with a word and a preposition.

Possible answers
1 go with 2 keep up with 3 try on 4 take off 5 put on 6 do up 7 dress up

5 Students complete the sentences with the phrasal verbs in the list. Students should be familiar with phrasal verbs from previous levels.

Answers
1 wrap up (wear warm clothes) 2 wear out (become too old to wear) 3 sell out (sells all) 4 threw off (took off) 5 catch on (become popular) 6 show off (boast) 7 pick up (buy)

6 Ask students to write their own sentences with these words. This will have a more positive effect on their memory, both through rewriting and personalisation. Allow about ten minutes for this activity. If any students finish early, ask them to organise the fashion words into a mind map and try to add more words to the map.

Wordzone
Students often consider phrasal verbs to be one of the most challenging aspects of English. This is a simple explanation for those students who are fairly new to the term.

Grammar (SB page 11)

Present simple and present continuous
This exercise will be a review for your students. However, the use of these tenses continues to cause a high number of errors, so it is worth reviewing.

Books closed warm-up
Ask students to describe a person they know. What does this person usually do during the week? What are they probably doing right now?

Grammarzone
Draw students' attention to the rules in the Grammarzone box. Take time to go through the rules, some of them might be new. Students may previously have learnt that we use the present simple with 'always'. Be prepared to explain this new use of expressing annoyance. You might like to check students' awareness of state verbs by giving them a quick test. Dictate a mixture of state verbs and actions and ask students to separate them into the two groups. Refer students to the Grammar File on page 164 if they have any further questions.

1 Students choose the correct tense to complete the sentences. Allow four to six minutes for this, depending on how good your students are. If any students finish early, ask them if any of the sentences are true of themselves. How much do they spend on clothes? Do they like going window shopping?

Answers
1 usually spend (habit) 2 Does this jacket look (state) 3's always going shopping... never buys (present simple is not appropriate in the first gap without a phrase like 'at the weekends' or 'after school') 4 Does your mum pay (usually) 5 don't think (state) 6's working (temporary activity) 7 are... don't follow (state / habit) 8 don't usually choose (habit) 9 is wearing... doesn't normally wear (what's happening now and what normally happens) 10's seeing (action – meaning of meet, not see)

2 Before students read the text, ask them to look at the different colours. What emotions do they think of with these colours? Ask students to read the passage once first and then to check if the ideas in the text match their personal opinions. Then allow them to complete the gaps. Allow about ten minutes for this. If students finish early, they can cover the text, look around the room and try to remember what the text said about the colours the other students in the class are wearing.

Homework
Workbook page 4 Exercises 1 and 3 * Grammar and Vocabulary book page 5
Answers
1 is wearing (now) 2 love (stative) 3 makes (permanent) 4 are studying (now) 5 enjoys (permanent) 6 like (regularly) 7 is anyone wearing (now) 8 are probably working (now) 9 is sitting (now) 10 feels (stative)

Idea
Picture description is a common activity in speaking exams. You might like to use these sentences to point out what kind of things need to be in the present simple and present continuous tenses. Bring in a few pictures from a magazine to illustrate this.

Time to talk
3 Students decide what colours they have in their wardrobe at home. What do these colours say? 4 Students discuss what they would, or hopefully wouldn't change about themselves.

Idea
Ask students to write a paragraph reviewing clothes of one of their favourite artists for the fashion pages of a magazine. You could display their descriptions around the room.

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

Listening (SB page 12)
Get ideas
1 Answers and enthusiasm for this topic may well be divided among the two sexes in your class. Shopping for clothes still remains more of a female passion. If any of your students are unwilling to talk about this topic, suggest a list of places they could get their clothes from (a personal shopper who brings the clothes to you, the internet, a catalogue, etc.) and ask them which would be the easiest.

2 Students look at the pictures and describe them to their partner. Encourage them to take their time doing this, say four minutes, taking it in turns to spend one minute on each picture.

Pictures
Picture A shows a teenage boy looking very embarrassed by his father's loud shirt. Picture B shows a teenage girl being stopped from going out dressed in punk-style clothes. Picture C shows a girl being told off for wearing jeans and a T-shirt to a wedding. Picture D shows a boy with a rebellious long hairstyle.

Time to listen (Tracks 1.2 and 1.3)
3 Students listen to the conversation and put the words in the correct column.

Answers

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>old jeans</td>
<td>shirt</td>
<td>tie</td>
<td></td>
</tr>
<tr>
<td>sweatshirt</td>
<td>new jeans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skillzone
The conversations in exams are almost always read at a fairly natural speed, and this inevitably means that some words will be unstressed and said very quickly. Other words may be unknown. A fair amount of tolerance of this kind of ambiguity and a willingness to have a good guess are essential exam skills when it comes to listening. You can encourage this by focusing on what students have understood, rather than the bits they are missing.

4 Students listen for more detail (Track 1.3). Give them time to read the questions and underline the key words that they need to listen out for. At this early stage in the year, they can take their time to do this, around four minutes. Then play the CD for them twice.

Answers
1 b - 'I think you might be right about the smart shirt – at least I’ll look a bit more up-to-date. I might get a pair of new jeans, too.'
2 a - 'Are those my hair-straighteners? Er yes... Oh not again! And that’s my new hair gel, too!'
3 c - 'next week’s lesson is outside... OK everybody? Now off you go. Don’t be late for History!'
4 c - 'All she thinks about is her appearance... the other day I saw her looking at her reflection in the classroom window!'
5 b - 'I love these bright colours – pink and green really suit me, don’t they?’ ‘Erm…’
6 c - 'He’s the guy with a green shirt and baggy black jeans... He’s got brown curly hair.’
7 b - 'Why don’t you carry on growing it until it’s really long?’ ‘...I think I’ll stick with your idea after all!’
8 a - 'I still prefer him in Pirates of the Caribbean, though. He looked amazing in a headscarf with an earring.'
Speaking (SB page 13)

Get ideas (Track 1.4)
1 Students look at the photo and discuss the boy’s clothes. Where might he be going dressed like this?

**Photo**
He’s wearing a loud Hawaiian shirt and a lei (the traditional necklace from Hawaii). He’s carrying a surfboard and wearing an old sun hat that looks a bit like it might be his mother’s.

2 Draw students’ attention to the Useful phrases box. Go through the expressions with students, pointing out which phrases are best to soften a criticism or introduce something the listener is not expecting. Students listen to the recording of three teens discussing the photo and identify the phrases used (Track 1.4).

**Answers**
Well, erm... to be honest...
Bill, to tell you the truth...

3 Allow students to choose a full range of reactions – supportive, blunt, telling a white lie. Set a time limit of two minutes, one minute each.

Time to speak
4 and 5 Make sure you give students enough time to read the roleplay before they begin to speak, especially as it is their first time with this type of activity. Allow about two to three minutes thinking time. You may need to help with vocabulary. If you have an uneven number of students, double up on the B role card and ask them to take turns answering, or discuss together.

Before they begin the speaking activity, draw their attention to the Useful phrases box. Adding some criticism or a negative comment is often a way of making a discussion a bit more interesting, but criticism without these phrases can sound a bit rude. Students who use this type of discourse marker in a speaking exam will also get a higher mark, so it is worth learning and practising these phrases.

Examzone
Speaking exams often contain a photographic prompt. By using pictures in exams, you remove the difficulties of testing listening skills in addition to speaking. However, detailed photo description is often an unnatural task unless you work in the arts, so students will need training in this task. Make sure students have plenty of opportunity to put this advice into practice.

6 Students group words with similar sounds. Play Track 1.5 for them to check their answers.

**Answers**
/ɪ/ comfortable coloured company overcome become comfort come
/ʌ/ common conversation contact concentration confident

**Idea**
If you have the time to organise it, why not collect old photos of your class when they were considerably younger and arrange them on a board without writing the names. You can do this with student photos or ask the teachers to bring in photos of themselves when they were teenagers. You can then hold a class competition to try to match the photos to the names of the members of class. This can provide a good opportunity for people description, past and present comparison, using polite phrases before saying something a little impolite, and hopefully a few modals of speculation (it could be, it can’t be, etc.).

Use your English (SB pages 14 and 15)

**Making words negative**
This second vocabulary section prepares more specifically for the types of questions that are frequently used in Use of English exams.

**Wordzone**
Draw students’ attention to the Wordzone box. These prefixes should be fairly familiar to students by this point in their studies, although they probably still make errors in their use.

1 Students choose the correct prefix to make the negative adjective, then use the words to complete the gaps. If any students finish early, ask them to add another word that begins with the same prefix.

**Answers**
1 uncomfortable 2 informal 3 impatient 4 dislike 5 irregular 6 illegal (this might not be the case in many countries)

2 Students choose their own answers. When they have looked at the sentences, ask them to tell their partner which word they chose, and say a few more things about the sentence (Why do they think beauty pageants are acceptable, what kind of clothes does the teacher wear, etc?). Accept any answers.

3 Students complete the gaps with the correct form of the word. Students often miss prefixes in lexical cloze exercises, and this exercise gets students focusing on this type of challenge.
Make sure they read the text once for general understanding before they begin to complete the gaps. Give them one minute to read and then ask a few comprehension questions. What are Laura and Rachel's styles? What is the competition they are going to enter? Why are they unusual contestants? Are they happy with their new looks?

Then allow them six minutes to complete the gaps. If any students finish early, ask them if they know the English for the kinds of thing the girls probably had to have done to complete their transformation (get their hair cut, their legs waxed, etc.).

Answers
1 disrespectful 2 inappropriate 3 comfortable 4 unusual 5 unhappy 6 unsuitable 7 misbehave 8 disapprove (a Barbie doll gone wrong) 9 independent

Homework
Workbook page 4 Exercises 4 and 5.

Articles
This exercise will be considerably more challenging for certain nationalities than for others. Even if your students come from a language background with fairly similar article rules to English, it is still worth reviewing. Many problems come from students not knowing which words in English are countable.

Books closed presentation
Write the, a, an and – in big letters on four pieces of card and stick them in the four corners of the room. Read out a phrase saying 'beep' before the noun. Students have to physically move to the corner that represents the article they think goes before that noun in that sentence.

Grammarzone
Ask students to look at the Grammarzone box. They should have seen all these rules before, but may have problems remembering them in practice. Refer students to the Grammar File on page 164 if they need any further information.

Idea
Some nationalities (particularly Russian, Polish, Arabic, Turkish and Asian language speakers) will find remembering to use articles a huge challenge. Even with clear rules, you may find yourself getting into a muddle trying to explain these words.

If the rules don't seem to be helping at all, it might be worth teaching articles as lexical items, using similar reminder techniques to those you use for prepositions, for example,

you could invent a 'Wall of injustice' with all of their article mistakes on post-its, or even a very large piece of paper (the back of an old roll of wallpaper) with phrases written on, graffiti style.

1 Students complete the sentences with the correct article a/an, the or –.

Answers
1 the 2 an 3 the 4 the 5 a

2 Students put the words in the correct order. If you think that your students are particularly weak at this, you might need to give them the first word of each sentence. Try not to let students reorder the sentences by writing numbers above the words, especially as they need to add the articles. Instead, ask them to write the sentences out again in full. This will be clearer in their notes, particularly if they have to make changes, and will aid memorisation. Allow six minutes for this activity. If any students finish early, ask them to write their own mixed-up sentence on the board for the class to try at the end.

Answers
1 Shoes can be quite expensive.
2 Did you go to the shops on Saturday?
3 We bought these in a souvenir shop on holiday.
4 My brother always wears jeans and a T-shirt.
5 I've just spilt orange juice on my new shirt.
6 Wear sunglasses to protect your eyes from the sun.

3 This lexical cloze is simplified for the students, as it only reviews the language featured in this unit. Remind students of the importance of technique when completing cloze exercises. It is essential to read through the text once, with pens down, to get a general understanding of the text before they begin to complete any gaps. There are clues in the whole text to things like tenses, style and register, text type, etc., which might affect the choice of words.

Draw students' attention to the photo. Ask them to read the text. Give them a minute and ask a few comprehension questions. Why did Yasi do this to her hair? What is Children in Need? How often does it happen?

Then allow them five to seven minutes to complete the gaps, underlining words either side of the gap that give clues to the correct word. If any students finish early, ask them to describe their last 'bad hair day'. What happened?
Cultural note

'a bad hair day' is a general expression women use to say that things went wrong from the moment they woke up.

Answers
1 is 2 the 3 the 4 and 5 the 6 is 7 with 8 out 9 does 10 are

Time to talk
4 You might like to spread this activity over two days, giving students the chance to bring in any embarrassing photos they have of themselves with bad haircuts.
5 You could turn this into a more general discussion on fund-raising. What have the students done in the past to raise funds? What charities do they think are worth fund-raising for? What would be a good activity to fund-raise for? Are charities a good thing, or should governments use taxes for these causes?

Idea
If you have time, why not ask students to plan a fund-raising activity. They can decide what activity to hold, what resources (human and material) they will need, and how they will collect the money. They can also decide which charity to support. You can ask them to work in small groups and present their information to the class, and write a publicity leaflet in English for their idea. You might even decide to go ahead with one of the events.

Homework
Workbook page 5 Exercises 3 and 4
Grammar and Vocabulary book page 4

Writing (SB pages 16 and 17)

Get ideas
1 Students look at the adjectives and choose one that best describes them. You might like to get their partner to have a go at guessing which adjective that person chose. Remember to ask them to say why they chose that word.

Find the right words
2 Again, encourage students to explain why they chose these words. ‘I would say I’m usually adventurous because I love extreme sports and camping, that sort of thing.’

3 Ask students to look at the description of the teenager. Ask them to underline the words that will help to identify him in a photo. You might have to teach the words tease, skateboarder. Students match the description to one of the photos at the bottom of the page.

Cultural note

Criticising someone is fine provided students use certain language to soften the comments. Students were introduced to one way of softening criticism in the speaking unit, with phrases such as To be honest, etc., and in the grammar section, using always + present continuous for habits. Here they can see the 'sometimes' method (sometimes he gets angry...).

4 Students write a description of another person. Encourage polite criticism and imagining details. These will make the writing more interesting. Allow about six minutes for the writing. If any students finish early, underline areas in their work where they could add a bit more detail, or a more interesting choice of word. Put a cross in the margin next to a line where there is an error (or several crosses if necessary!) but don’t tell them what the error is.

When they have finished, ask students to work in groups of four or five and read out their descriptions, and write down on a piece of paper which person they think it is. Check answers at the end.

Plan ahead
5 Give students a minute to read about the competition. Then allow them to discuss his notes and which ideas would be best to include. This is a useful activity. Students need to be selective of what they write. Very young children tend to write a list of ideas as they come into their heads and include everything related to the topic. It is essential that as students mature they learn to select a few key ideas and develop those in an organised fashion.

Answers
Probably:

- sporty clothes, lucky socks, feel comfortable, reminds me of winning, 15, tall and energetic, loves attention, sometimes lazy.

However, accept any well-argued suggestions.
6 Students look at Pedro’s article and match the headings to the paragraphs. Point out to students how Pedro got his ideas for paragraph themes from the question. Allow about two minutes for this activity.

**Answers**

1 Appearance and personality  
2 Favourite clothes  
3 Why is this outfit special?

7 Students read Pedro’s article again and answer the questions. These are the kind of features that will get a better mark in an exam when you write an article.

**Answers**

1 Mostly present simple, some past simple and present continuous.  
2 Informal language:  
   Vocabulary – Hi, brilliant, don’t bother to  
   Grammar and punctuation – contractions, I, ‘lucky’  
   Phrases – let me introduce myself, just like me!  
   Linkers – To be honest, As a matter of fact  
3 Yes – He explains why he wears sports clothes, why he thinks he’s lazy, why he loves his basketball top, why he calls his socks lucky, and why this is his absolute favourite outfit.

**Time to write an article**

8 Students plan their own answer – monitor and make sure there are some interesting reasons and higher level choices of vocabulary.  
9 Students write their own competition entry. You might like to set this for homework, although there are benefits from doing writing in class.  

By asking students to write in class time, you can supervise their planning stages, making suggestions and changes before they write up their notes. You can help them to make better, more interesting choices of vocabulary and language. You might like to write your own answer at the same time to show that planning really is important. In an exam they will not have the chance to spend so long on their work, but they will benefit from the learning process in class.

**Skillzone**

A piece of work that is not well-organised, has poor paragraphing or does not directly address the question will be unlikely to pass in an exam situation, no matter how lovely the choice of language. Students should follow these three pieces of advice every time they have a piece of writing to complete.

**Idea**

Why not organise a writers’ group? Once a fortnight students can bring in a short piece of writing on a given topic or a topic of their choice and read it out in a small group. The others then comment. This tends to work best if you ask them to say one thing they liked about the writing and one thing they would change about it. This might work best if you try to arrange the groups more or less according to language ability.

**Time to watch The new look**

10 If students haven’t done so already, they can watch a video clip from The new look and do the activities on SB page 152.

**Homework**

Workbook page 7