Longman Essential Activator
Teachers’ Guide

FREE Teachers’ Guide
• Get the most out of your Longman Essential Activator
• Photocopiable worksheets to use in class
Welcome to the Longman Essential Activator

Welcome to the Longman Essential Activator Teacher’s Guide. This guide explains the Activator concept, how it helps students improve their writing skills, and how the Longman Writing Coach on CD-ROM can give your students extra practice.

To help you make the most of the Longman Essential Activator in the classroom, we have included a selection of photocopiable worksheets complete with teachers’ notes that you can use in class.

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Introduction to the Longman Essential Activator

What is the Longman Essential Activator?

Most students are familiar with the concept of traditional defining dictionaries, but there are also other types of dictionaries. The Longman Essential Activator is a writing dictionary which provides the student with invaluable ways to improve their written work. The most important thing for all language learners to understand about the Longman Essential Activator is exactly what it is and how it works.

As the title of the Longman Essential Activator suggests, this dictionary activates language. It provides learners with the exact words to convey precisely what they mean. For example, learners may tend to overuse general words such as happy, good, bad and nice to express something with that particular meaning. If a learner wants to find out the word for being extremely happy because something good has just happened, they look up HAPPY in the Longman Essential Activator and find delighted together with an example sentence. They can then go on to use delighted in both the right context and with the correct grammar. Similarly, if a student wants to find out the word for walking in a slow and relaxed way, but the closest word they know to this is WALK, they look up WALK in the Longman Essential Activator, and find stroll, again with an example sentence all ready for them to put into their own context.

In this way the learner’s vocabulary is enriched which makes their written work more impressive and interesting to read. HAPPY and WALK are part of a group of 600 words listed in the Longman Essential Activator. These words are called key words, and have all been selected as a result of research into the words most commonly used by students at intermediate level. Each of these 600 key words offers a list of categorised synonyms together with example sentences all using the Longman Defining Vocabulary of 2,000 common words so learners can be sure of understanding the definitions.

The Longman Essential Activator makes it easier for students to find the most appropriate word from the basic word they already know even if they are not sure how to spell what they are looking for, as the general meaning alone (such as happy or sad) will lead them to their required word. With regular use a learner will notice visible improvements in their vocabulary range and use. So, in essence, the concept of the Longman Essential Activator is that the 600 key words in the Longman Essential Activator are a base from which learners move on to acquire a more active, varied and interesting vocabulary range to use in their written work.
Introduction

to the Longman Essential Activator

How the Longman Essential Activator helps improve writing skills

Having looked at what the Longman Essential Activator is and how it works, it’s worth looking at concrete examples of its application in written work. Take this paragraph from a student’s essay where the Longman Essential Activator hasn’t been used:

He was a nice person and everyone liked him very much. He went for a walk most evenings and always stopped to talk to the neighbours. He liked his job and he had some very nice colleagues. Every year he went on holiday to the mountains because he liked walking.

The student was then asked to use the Longman Essential Activator to find a more precise word for each of the underlined words. After looking up each of the underlined ‘key’ words in the Longman Essential Activator, the paragraph changed to this:

He was a likeable person and everyone was fond of him. He went for a stroll most evenings and always stopped to have a chat to the neighbours. He enjoyed his job and he had some lovely colleagues. Every year he went on holiday to the mountains because he liked hiking.

This technique can be applied as a matter of course by learners whilst planning their essays. As they decide on paragraph content, they can note down general meanings of words they intend to use. These meanings can then be looked up in the Longman Essential Activator to pinpoint more precise words to use in the essay. They can double check how to use the words by looking at the example sentences. Teachers can also underline words in essays that learners have already handed in and ask them to reconsider each of the words by checking in the Longman Essential Activator.

Topic Vocabulary

As well as enriching the vocabulary used in each written sentence, the 25 word banks included in a separate section of the Longman Essential Activator provide invaluable vocabulary, phrases and writing tips for each of the 25 topics included. The topics range from books/literature, education to newspapers and sport. For example, a student faced with an essay where a person’s character has to be described can find over 30 adjectives to describe character in the ‘describing people’s character’ word bank. The writing tips in this word bank are of the kind that accelerate a student’s exam essay grade upwards. One tip involves students being advised to try to avoid using simple general words to describe someone’s character, and opt for words such as considerate, generous or sympathetic rather than kind.

This range of specific vocabulary and writing tips are crucial for students at the planning stage of an essay, and encourage students to start thinking in a structured way when planning their written work. Not only are there topic specific vocabulary and writing tips in the word banks, but there are also model essays for students to read and learn from. These incorporate language and phrases from the word banks so students can see the language in context. These models are enormously helpful for students developing their writing skills in terms of looking at sentence length, the structure of an essay and the language used to express ideas.

Avoiding Common Errors

Accuracy is a key factor in well written work. Potential errors with new words are highlighted and avoidance strategies recommended for certain new words. These are based on common errors from the Longman Learner’s Corpus. In this way the Longman Essential Activator is assisting learners in avoiding common mistakes in their written work. Similarly, learners are guided towards using the correct register through frequent formal or informal boxes accompanying new words. Once again the Longman Essential Activator is helping learners ensure that the correct phrase or word is used in the context they have chosen.

Further Practice

The Longman Writing Coach CD-ROM accompanies the Longman Essential Activator and provides students with a great tool to get more writing practice. It includes an extensive range of interactive exercises that students can work with independently, either at home or in the language lab, to practise their writing. It also includes guided essay writing, with model essays and feedback so that students can practise writing longer pieces of work. To help your students become familiar with the CD-ROM and how to use it, use Worksheets 10, 11 and 12 from this booklet.

The Longman Writing Coach also includes the whole Longman Essential Activator, word banks and writing tips which mean if a learner is studying on the computer without their paper dictionary they always have access to the Longman Essential Activator to help them with their written work.
How to use the Longman Essential Activator

The Longman Essential Activator will help you make your language more accurate, more varied, and more like that of a native speaker. For example, imagine you want to find a better word to use instead of ‘very happy’ in this sentence:

I was very happy to hear about your new job.

(Longman Learner’s Corpus extract, intermediate level student.)

This is what you do:

1. Think of a word which expresses the basic meaning of what you want to say.

2. Find that word in the Essential Activator, and choose the most suitable section.

3. Read the definitions of the words in that section, and decide which is the best one for you to use.

4. Now use this word to improve your sentence.

You can also find help when you need to write about a particular subject or topic, by using the Word Banks. For example, if you want to write an article about the environment, look up the Word Banks section on pages A26–A29, where you will find vocabulary, information, and ideas related to this subject.

How to use the Longman Essential Activator

When you are dealing with real situations in English, such as apologizing, complaining, or having a conversation, use the ESSENTIAL COMMUNICATION section, like this:

1. Choose the type of situation you need to deal with in English.

   SAYING YES
   when you want to emphasize that the answer is definitely yes
   Definitely!
   Are you going to Sonia’s party?
   Definitely!

2. Decide which box best describes the situation you are in.

3. Read the options you are given and select the one which is most suitable ...

4. ... and use this to communicate in English.

If you need help with grammar, turn to the ESSENTIAL GRAMMAR section, where you will find help with all the major grammar problems.

Every word and phrase in the Longman Essential Activator also appears in the index at the back, so if you know which word you want, but need more information about it, you can see exactly where to find it:

The Longman Essential Activator is the essential one-stop resource for language production.
1. Find an alternative

Read each of the sentences below. There is an underlined word in each sentence. Use the Longman Essential Activator to find out which of the choices a), b) or c) is a correct alternative for the underlined word. The underlined word represents a headword in the Longman Essential Activator.

Example
‘I love his home. It has a very relaxed atmosphere’

a) accommodation
b) place
c) address

The best answer is ‘place’ which is commonly spoken and refers to someone’s house, apartment or room. The other words do not have this specific meaning.

1 The group got really wet on their hike up the mountain.
   a) soaked
   b) soggy
   c) moist

Clue - Look Up WET 1

2 I think that picture’s in the wrong place on that wall.
   a) location
   b) site
   c) position

Clue - Look Up PLACE 1

3 It was reported in the papers that the Government health department want to completely stop pupils smoking in the school grounds.
   a) put an end to sth
   b) put a stop to sth
   c) stamp out

Clue - Look Up STOP 5

4 This car is fantastic. I wonder where it was made?
   a) generated
   b) created
   c) manufactured

Clue - Look Up MAKE 1

5 He was not confident in his ability to lead the team to victory.
   a) lacked confidence
   b) lost confidence
   c) was insecure

Clue - Look Up CONFIDENT/ NOT CONFIDENT 3

6 That flat is empty. The tenants moved out last month and the landlord is looking for new tenants.
   a) bare
   b) vacant
   c) deserted

Clue - Look Up EMPTY 2

7 They had to pull the sack of fruit along the ground because it was too heavy.
   a) haul
   b) tow
   c) drag

Clue - Look Up PULL 2

8 I think the plumbing problems happened because we had ignored all the advice we’d been given about the weak pipes.
   a) came true
   b) came about
   c) took place

Clue - Look Up HAPPEN 1
2. Quiz Time!

Read the clues below and then use your Longman Essential Activator to find the best word to match each clue.

1. A sign that has been designed to represent an organisation, company or product.
   Clue - Look Up SIGN

2. To come down through the air from a higher place.
   Clue - Look Up DOWN

3. Something boring that always continues in the same way and it never changes.
   Clue - Look Up BORING/BORED

4. Something that is designed to be used once and then thrown away.
   Clue - Look Up GET RID OF

5. Something that is designed to be used once and then thrown away.
   Clue - Look Up MARRY

6. A shop that sells cheese, salads, cooked meats etc
   Clue - Look Up RESTAURANTS/EATING AND DRINKING

7. To draw shapes, lines or patterns without thinking about what you are doing.
   Clue - Look Up DRAW

8. To think about and talk about something that you intend to do.
   Clue - Look Up PLAN

9. So special and unusual that it is the only one of its kind.
   Clue - Look Up SPECIAL

10. To wait in one place without doing anything, so that you are wasting time.
    Clue - Look Up WAIT

11. To see something that is difficult to notice, or something that no one else notices.
    Clue - Look Up NOTICE

12. Directly connected with the subject you are talking about or considering.
    Clue - Look Up CONNECTED/NOT CONNECTED
3. How to do things

The sentences below describe the processes involved in preparing a pizza topping.

a) Cut the onion into very small pieces.
b) Cut the green pepper into cubes.
c) Cut the tomatoes and mushrooms into flat pieces.
d) Cut the chicken into very small pieces.
e) Cut the cheese into small, thin pieces.

A  Rewrite the whole procedure by using a more precise word or phrase for cut in each sentence. Use your Longman Essential Activator entry for CUT to help you.

a) __________________________________________
b) __________________________________________
c) __________________________________________
d) __________________________________________
e) __________________________________________
f) __________________________________________

B  Now look up the Longman Essential Activator entry for MIX on page 481. Choose your favourite cake recipe and use 4 of the alternative verbs for MIX in entry 1 to describe each stage of the recipe.

a) __________________________________________
b) __________________________________________
c) __________________________________________
d) __________________________________________
4. Can you find the mistake?

Each of the sentences below includes a mistake. Can you underline the mistake in each sentence?
The Longman Essential Activator highlights potential errors in boxes like the one below.

A) Use these boxes in the Longman Essential Activator to help you correct each mistake. The clue leads you to the relevant headword!

1. Children under the age of ten must be accompanied with an adult.
   Clue - GO

2. My shoes are same as yours.
   Clue - SAME

3. I'm going to live in Brighton for 3 days and then move on to Hastings for a couple of days.
   Clue - STAY

4. She made her homework at school before she went home.
   Clue - WORK

5. A high amount of the stock was transferred to other shops.
   Clue - BIG

6. She experienced a real emotion of anger when she was told the story.
   Clue - FEEL

7. I said her all the facts of the case, but she still wanted more information.
   Clue - SAY

8. He knocked the door loudly, but we still didn't hear him!
   Clue - HIT

9. She can't to go to the disco on Saturday because she's got to revise for her exam on Monday.
   Clue - MUST

10. This article is fascinating. It's too interesting to find out the other side of her story.
    Clue - TOO/ TOO MUCH

B) Now use the Longman Essential Activator to find 5 potential errors. Write them down below with the correct form and swap with your partner.

a) ____________________________________________
   Clue - ________

b) ____________________________________________
   Clue - ________

c) ____________________________________________
   Clue - ________

d) ____________________________________________
   Clue - ________

e) ____________________________________________
   Clue - ________
5. Which kind of walk?

There's walking and then there's different kinds of walking. Do you know when to use the best word for a particular situation? Look up WALK in your Longman Essential Activator and replace the underlined words with the most suitable ones.

1. She's walking badly because she's injured her leg.
   
   She's ____________________ badly because she's injured her leg.

2. The Company Director walked towards me to introduce himself.
   
   The Company Director ____________________ towards me to introduce himself.

3. I wouldn't like fishing - having to walk through all that deep water.
   
   I wouldn't like fishing - having to ____________________ through all that deep water.

4. He loves going for a relaxing walk along the beach at the end of a busy day.
   
   He loves going for a relaxing ____________________ along the beach at the end of a busy day.

5. They enjoy going walking in the mountains at the weekends.
   
   They enjoy going ____________________ in the mountains at the weekends.

6. The baby was sleeping, so we walked quietly past his room.
   
   The baby was sleeping, so we ____________________ quietly past his room.

7. The children walked out of the house without their parents noticing.
   
   The children ____________________ out of the house without their parents noticing.

8. They were very drunk, and they walked home very unsteadily.
   
   They were very drunk, and they ____________________ home very unsteadily.

9. It was very muddy and cold as they walked home across the fields.
   
   It was very muddy and cold as they ____________________ home across the fields.

10. It'd be nice to just walk around the town for a while and maybe have a coffee somewhere.
    
    It'd be nice to just ____________________ around the town for a while and maybe have a coffee somewhere.
6. Suggestions

A Read the conversation below from p.857 of the Longman Essential Activator and underline 5 ways of making a suggestion.

Kate: Let’s go and see a movie on Saturday.
Richard: Sorry, I can’t. I’m going to visit my cousins. Why don’t we go next week instead?
Kate: OK. What about Wednesday?
Richard: That sounds good. Shall I meet you at your house?
Kate: I have a better idea. How about getting something to eat before the movie?
Richard: Good idea! What time? About 7 o’clock?
Kate: Right, see you then.

B Work in groups of 3 to 4. Your group has the task of suggesting ways of improving your local town centre to make it a more attractive and social place to go. Use as many ways of making suggestions from the Essential Communication section on p.857 to come up with 8 suggestions for improving the town centre.

1)  
2)  
3)  
4)  
5)  
6)  
7)  
8)  

C The box below lists possible replies to suggestions.
Choose the ‘yes’ or ‘no’ replies from the box and write them in the correct columns:

<table>
<thead>
<tr>
<th>How about going........instead?</th>
<th>I’d rather (do sth),</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>That sounds good/great</td>
</tr>
<tr>
<td>Yes/Yeah</td>
<td>I’d prefer to (do sth),</td>
</tr>
<tr>
<td>Good idea!</td>
<td>Sure</td>
</tr>
<tr>
<td>Sorry, I can’t</td>
<td>I’d prefer to (do sth),</td>
</tr>
</tbody>
</table>

Yes

No
7. Selling a product!

A You are going to write a simple advertisement for a new camera which has just come onto the market. Using your Longman Essential Activator, find a word which means the same as the underlined words in the statements below. Use the clues to help you look up the correct headword.

1. The newest and best camera available
   Clue - MODERN

2. It's worth the price you pay, because it includes a lot of extra things:
   Clue - CHEAP

3. It's easy to use or understand
   Clue - EASY

4. It will always work well
   Clue - TRUST/NOT TRUST

5. It's easy to carry
   Clue - CARRY

6. Its design and colours are unusual
   Clue - NOTICE

7. It is specially made so that it weighs very little
   Clue - LIGHT

8. It is the only one of its kind available at the moment
   Clue - DIFFERENT

Now write a short advert for the camera, using the words you have found.

B What have you bought recently that you have been REALLY impressed with? Use your Longman Essential Activator to find 6 adjectives to describe it, and use them to write 6 sentences below WITHOUT saying what you bought!

a) __________________________________________

b) __________________________________________

c) __________________________________________

d) __________________________________________

e) __________________________________________

f) __________________________________________

Now read out your descriptions to your partner and see if they can guess what you bought!
8. What’s happening to our environment?

A Read the sentences below which are all connected with the environment. Read the environment word bank (A26) in your Longman Essential Activator to help you fill in the gap in each sentence.

1. ______________________ is the way in which animals and plants of an area depend on each other.

2. If we don’t try and decrease pollution from cars and factories, ______________________ will continue to affect the world.

3. Some big cities suffer badly from ______________________ which is caused by gases from cars and/or factories.

4. There are many ______________________ of plants and animals in different parts of the world due to hunting and pollution.

5. The changes in the weather around the world, which are resulting in higher or lower temperatures are referred to as ______________________.

6. Lots of people don’t throw away paper, cans and plastic so it can be ______________________.

7. The employees have set up a ______________________ to cut down on the amount of people who drive individually into work.

8. Burning ______________________ causes lots of carbon gases to be released into the atmosphere.

9. More and more people are eating ______________________ food because they are produced without using chemical pesticides.

10. The hole in the ______________________ is thought to be responsible for an increase in skin cancer.

B Now work with your partner to find 8 other words in the environment word bank to make your own sentences like the ones above.

1) ______________________

2) ______________________

3) ______________________

4) ______________________

5) ______________________

6) ______________________

7) ______________________

8) ______________________
9. Going to the movies!

Read the following responses from 3 people who were asked to describe their favourite movie. Then answer the multiple choice questions that follow. Look up FILMS/MOVIES in your Longman Essential Activator word bank to help you.

“I think Lord of the Rings is one of the best films I have seen. The actors and actresses were fantastic. It stars Ian MacKellen as the white wizard Gandalf. The film is action-packed too. The battle scenes and special effects are amazing and very dramatic. The Golum character, which is computer animated is totally disgusting but very compelling to watch. The film won several Oscars.”

Per Johansson - Denmark

“I love the latest Bridget Jones film: the edge of reason. Renee Zellwegger is so funny as Bridget and her life continues to be very eventful. It’s a hilarious comedy and I couldn’t stop laughing. The cast includes the 2 famous actors; Hugh Grant and Colin Firth who are complete opposites in the film. Hugh Grant has been in lots of romantic comedies. The film is based on the book by Helen Fielding.”

Isabella Rossi - Italy

“The Bourne Identity is an action-packed thriller which has you on the edge of your seat throughout. Jason Bourne who is played by Matt Damon has an accident where he completely loses his memory. He has to find out his true identity to save his life, as he is being hunted by his killers and racing against time. There are some brilliant car chases and fantastic stunts too!”

Jacek Katowice - Poland

1. When Per refers to the actors and actresses, we can also use the word:
   a) co-star            b) cast              c) movie stars

2. What type of film is Lord of the Rings from Per’s description?
   a) cartoon            b) horror            c) action

3. Hugh Grant and Colin Firth can be accurately described as:
   a) co-stars          b) movie stars       c) actors

4. The Bridget Jones film is based on a book. Does this mean:
   a) events in the film are very similar to the things that happen in the book
   b) events in the film are dissimilar to the things that happen in the book
   c) the film inspired the book

5. Most of Jacek’s summary of the film describes the:
   a) twist at the end    b) plot              c) soundtrack

6. Jason Bourne is a:
   a) actor in the film   b) member of the cast  c) character in the film
10. Making the *Longman Writing Coach* CD-Rom work for you!

This worksheet uses the *Longman Writing Coach* CD-ROM which accompanies the *Longman Essential Activator*.

**A** Click on the *Longman Essential Activator* tab of the CD-Rom and answer the following questions. Before you start, read the tips box below!

- Use the search box in the top left hand corner of the screen to type in the meaning of the word you are looking for, eg: *like*.
- The box underneath will show all indexed entries in the *Longman Essential Activator* for *like*.
- If you know the word you want, but need more information about it, click on one of the blue words in this box. The main screen will then show you your word!
- The headwords appear in RED. Click on this to reveal the key word in the main screen!
- The bottom left-hand box will show all the key words associated with *like*, if there is more than one key word. You can then choose the one closest to the meaning you’re looking for.
- Click on the headword and find a suitable section!

1. The box on the left shows ALL the words in the *Longman Essential Activator* in blue and the headwords in red. Which is the first headword in the *Longman Essential Activator*?

2. Now type *let* into the key word box, and press ‘Go’. How many sections are listed under *let* in the main screen?

3. What does *bend the rules* mean in section 4 of *let*?

4. Is *permission* in the entry for *let* countable or uncountable? Now listen to the British and American pronunciation.

5. Now type *like* into the search box and press Go. Click on *likelihood* in the box underneath. What is the definition of *likelihood*?

6. Which of the following words can *likelihood* be used with: *with, in of, that, by, which*?

**B** Now click on the Word Banks tab at the top of the screen and answer the following questions. Before you start, read the tips box below.

- Click on any of the topics in red in the left-hand box to reveal that topic’s word bank in the main screen!

1. Click on *FREE TIME*. How many other Word Banks could you look at to find more vocabulary related to free time?

2. How many other key words could you look at to find more vocabulary related to free time?

3. Look at *NEWSPAPERS*. What is the *agony column* of a newspaper?

4. Click on *TRAVEL*. What does *reserve* mean?
11. Get writing with the Longman Writing Coach CD-ROM!

This worksheet uses the Longman Writing Coach CD-ROM which accompanies the Longman Essential Activator.

A  Read the tips box below about the writing tips section and then answer the following questions.

- The box on the left lists all the subjects that are covered in the writing tips section. Click on any one and see plenty of useful tips for writing!
- Make sure you use it when you’re planning your next piece of written work!

1. Click on the writing tips tab and then select describing people’s character from the box on the left. What should you try to avoid when describing someone’s character?

2. Click on writing essays. Give 4 ways of expressing your personal opinion in essays?

3. Click on writing CVs and cover letters. What do you NOT need to include if you’re writing an email instead of a cover letter?

4. Click on word building. Which suffix is used to give something a particular quality?

5. Click on choosing the right word. Give 3 examples of nouns that go with nouns.

6. Click on writing letters and emails. What is a slightly more formal way of ending an email?

B  Read the tips box below about the writing practice section and then answer the following questions.

- First of all select an option from the box on the left-hand side of the screen
- Next select a topic or word that you would like to work on from the box below
- Then complete the questions related to that word in the main screen
- Finally click on the ‘check answers’ tab and then ‘show answers’ if you need to!

1. Click on choose the best word and then surprise. Did the person wake up startled, amazed or taken aback by a loud noise?

2. Click on expand your vocabulary and then careless. What are the two alternatives used for careless in the exercise?

3. Click on formal or informal and then obey. Is the use of obey in ‘You can teach most dogs to obey commands’ formal or informal?

4. Click on which verb and then safe. Can you make, put or keep a necklace safe?

5. Click on which word and then frightening/frightened. What is the verb for making someone feel frightened or nervous?

6. Click on topics, sport and then write an essay. What are you recommended to include in paragraph 4 of your essay?
12. Making the Longman Writing Coach CD-Rom work for you!

This worksheet uses the Longman Writing Coach CD-ROM which accompanies the Longman Essential Activator.

A

1. Click on the Exercises tab on the right-hand side of the page. You will see 5 exercise types in the left-hand box. Click on picture exercises and then dried fruit. Which 4 fruits are shown. Did you label them correctly?
   a) ______________________
   b) ______________________
   c) ______________________
   d) ______________________

2. Now click on Vocabulary in the left-hand box, and then interjections. What do you say when someone talks about a food you don’t like?

3. Now click on Exam Practice in the left-hand box. Choose the exam which you are working towards and find an exercise to do which will help you.

4. Now click on Pronunciation in the left-hand box, and then How to say the word. Click on Consonants 1. Which phonetic symbol represents the letters in bold in quarter and photo?

5. Change to the Communication tab on the right-hand side of the page. Click on Invitations in the left-hand box. What is a good way to ask someone to do something that you do not know very well?

6. Now click on Having a conversation in the left-hand box. Give 2 ways to check that someone understands or agrees with you.

7. Change to the Grammar tab on the right-hand side of the page. Click on modal verbs in the left-hand box. What are the main modal verbs?

8. Which modals should you use to express probability?

9. Click on verbs; intransitive and transitive. What is an intransitive verb?

B

Longman Active Study Dictionary! Remember that this entire dictionary is also on your CD ROM! Not only can you look up words whilst you’re in another programme but you can also: Play British and American pronunciation, record and playback your pronunciation! Choose 4 words from the dictionary now and record and playback your pronunciation.
1. Find an alternative

**Aim:** To familiarise students with the key function of the *Longman Essential Activator* - being able to find more accurate and specific words to express something in English.

**Time:** 30 minutes

Ask students to have a look at the example sentence. Explain that the underlined word represents a headword in the *Longman Essential Activator*. Students look up the headword to identify which word of a similar meaning could replace the headword. Allow students to work in pairs and monitor them as they work to check they understand how to use the dictionary.

**Elicit answers from the class at the end of the activity.**

**Answers:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a) soaked (or drenched) p.835</td>
</tr>
<tr>
<td>2</td>
<td>b) vacant p.228</td>
</tr>
<tr>
<td>3</td>
<td>c) position p.556</td>
</tr>
<tr>
<td>4</td>
<td>d) stamp out p.707/708</td>
</tr>
<tr>
<td>5</td>
<td>e) lacked confidence p.146</td>
</tr>
<tr>
<td>6</td>
<td>f) drag p.585</td>
</tr>
<tr>
<td>7</td>
<td>g) made about p.3.23</td>
</tr>
</tbody>
</table>

2. Quiz Time

**Aim:** For students to build their confidence using the *Longman Essential Activator* where they do a fun quiz which expands their vocabulary further, and at the same time consolidates how to use the *Longman Essential Activator*.

**Time:** 30 minutes

This is a fun activity for students. Tell them that they can use the clues or try to solve each quiz questions without using the clues! Ask students to work in pairs, but on the same word at the same time. Monitor the activity to check that all students are using the dictionary correctly.

Elicit the answers from the class.

**Answers:**

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<tbody>
<tr>
<td>1</td>
<td>a) manufactured p.464</td>
</tr>
<tr>
<td>2</td>
<td>b) chop the green pepper into cubes.</td>
</tr>
<tr>
<td>3</td>
<td>c) Slice tomatoes and mushrooms.</td>
</tr>
<tr>
<td>4</td>
<td>d) Mince the chicken.</td>
</tr>
<tr>
<td>5</td>
<td>e) Grate the cheese.</td>
</tr>
</tbody>
</table>

3. How to do things

**Aim:** To widen students vocabulary through finding synonyms for cut and mix

**Time:** 30 minutes

A. Students read the notes on making the pizza topping. They then look up the entry for CUT p.175 to find alternative verbs to use in the preparation of the food. Elicit answers from the class.

**Answers:**

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<tbody>
<tr>
<td>1</td>
<td>a) Logo p.671</td>
</tr>
<tr>
<td>2</td>
<td>b) Fall p.213</td>
</tr>
<tr>
<td>3</td>
<td>c) Monotonous p.85</td>
</tr>
<tr>
<td>4</td>
<td>d) Disposible p.302</td>
</tr>
<tr>
<td>5</td>
<td>e) Split up p.470</td>
</tr>
</tbody>
</table>

B. Students choose a cake recipe. (They can imagine one if necessary) They use the entry for MIX p.217 to find the correct kind of walk word. Students are going to use the & WALK entry of the *Longman Essential Activator* to identify the correct synonyms. Monitor students as they work. At the end elicit answers from the students.

**Answers:**

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>a) Limping p.818</td>
</tr>
<tr>
<td>2</td>
<td>b) Stride (Stride) p.816</td>
</tr>
<tr>
<td>3</td>
<td>c) Wade p.817</td>
</tr>
<tr>
<td>4</td>
<td>d) Stroll p.817</td>
</tr>
<tr>
<td>5</td>
<td>e) Hiking p.817</td>
</tr>
</tbody>
</table>

4. Can you find the mistake?

**Aim:** To work on language accuracy using the help/error boxes in the *Longman Essential Activator*.

**Time:** 30 minutes

A. Students read the sentences and then underline where they think the error has occurred. Tell them to look up the specified headword to find the help/error box which will guide them to the correct usage. Elicit answers from the class.

**Answers:**

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<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>a) Accompanied by (error box on p.309)</td>
</tr>
<tr>
<td>2</td>
<td>b) Shoes are the same (error box on p.633)</td>
</tr>
<tr>
<td>3</td>
<td>c) Going to stay in Brighton (error box on p.702)</td>
</tr>
<tr>
<td>4</td>
<td>d) She did her homework (error box on p.843)</td>
</tr>
<tr>
<td>5</td>
<td>e) A large amount of the stock (error box on p.80)</td>
</tr>
<tr>
<td>6</td>
<td>f) A real feeling of anger (error box on p.270)</td>
</tr>
<tr>
<td>7</td>
<td>g) I told her all the facts (error box on p.637)</td>
</tr>
</tbody>
</table>

5. Which kind of walk?

**Aim:** For students to find 10 synonyms for the verb to walk and replace walk in each sentence with the correct synonym

**Time:** 30 minutes

Explain to students that they are going to be working with the headword WALK. There are 10 sentences that all use the word walk listed, but each of these sentences could be improved by using the correct kind of walk word. Students are going to use the WALK entry of the *Longman Essential Activator* to identify the correct synonyms. Monitor students as they work. At the end elicit answers from the students.

**Answers:**

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<thead>
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<tbody>
<tr>
<td>1</td>
<td>a) He knocked at/on the door (error box on p.340)</td>
</tr>
<tr>
<td>2</td>
<td>b) Came about (error box on p.323)</td>
</tr>
<tr>
<td>3</td>
<td>c) Stamp out (error box on p.707/708)</td>
</tr>
<tr>
<td>4</td>
<td>d) Going to stay in Brighton (error box on p.702)</td>
</tr>
<tr>
<td>5</td>
<td>e) It’s very/really interesting (error box on p.778)!</td>
</tr>
</tbody>
</table>

6. Suggestions

**Aim:** To practise ways of making suggestions and replying to suggestions using the Essential Communication section of the *Longman Essential Activator*.

**Time:** 30-40 minutes

A. Firstly students read the dialogue and underline the suggestions they find without referring to the *Longman Essential Activator*. Then get students to turn to page 857 and check their answers. Elicit answers from the class.

**Answers:**

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<tbody>
<tr>
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</tr>
<tr>
<td>2</td>
<td>b) Good idea! Sorry, I can’t</td>
</tr>
<tr>
<td>3</td>
<td>c) Sure! I’d prefer to (do sth)</td>
</tr>
<tr>
<td>4</td>
<td>d) Yes/Yeah I’d prefer to (do sth)</td>
</tr>
<tr>
<td>5</td>
<td>e) Let’s go, Why don’t we….?, What about….?, Shall I …..? How about….?</td>
</tr>
</tbody>
</table>

B. Students work in groups of 3-4. They can work in pairs if your class is too small. They discuss ways to improve the town centre from the description they get, and then they make their suggestions using the language provided in the *Longman Essential Activator* Essential Communication section on suggestions. Monitor as they work to check that each student contributes equally.

C. Students can work in pairs for this activity. Elicit answers from the class.

**Answers:**

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<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>d) Yes/Yeah I’d prefer to (do sth)</td>
</tr>
<tr>
<td>5</td>
<td>e) Let’s go, Why don’t we….?, What about….?, Shall I …..? How about….?</td>
</tr>
</tbody>
</table>

7. Selling a product!

**Aim:** To use the *Longman Essential Activator* to find suitable adjectives to describe and advertise products in a positive light.

**Time:** 30 minutes

A. Students read each of the sentences describing a specific word and look up the headword clue to identify each specific word. Elicit answers from the class and make sure students record the new vocabulary

**Answers:**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>a) The latest p.482</td>
</tr>
<tr>
<td>2</td>
<td>b) A good deal p.119</td>
</tr>
<tr>
<td>3</td>
<td>c) User-friendly p.223</td>
</tr>
<tr>
<td>4</td>
<td>d) Reliable p.787</td>
</tr>
<tr>
<td>5</td>
<td>e) Portable p.110</td>
</tr>
<tr>
<td>6</td>
<td>f) Eye-catching p.512</td>
</tr>
</tbody>
</table>

If there is time in the lesson, get the groups from no 2 to make their suggestions for the town centre improvements to another group. Each student in the other group takes a turn to reply to the suggestions using one of the phrases from C.
8. What's happening to our environment?
Aim: To expand students’ environment vocabulary through using the Longman Essential Activator word bank
Time: 30 minutes
A. Students work through the sentences using the environment word bank to find out/check their answers. Elicit answers from the class.
Answers:
1 Ecology A26 2 Global warming A26 3 Smog A27 4 Endangered species A27 5 Climate change A26 6 Recycled A29 7 Car pool A29 8 Fossil fuels A28 9 Organic A28 10 Ozone layer A27
B. Students find 8 other words in the environment word bank and make their own sentences working with their partner. Ask students to read their sentences out to the class.

9. Going to the movies
Aim: To use the film/movies word bank to find specific vocabulary linked to films and movies.
Time: 30 minutes
A. Students read the descriptions of each film. Ask students to find the film/movies word bank in the Longman Essential Activator and to use this to answer each of the multiple choice questions. Elicit answers from the class.
Answers:
1 a) co-stars A31 2 c) action A30 3 a) co-stars A31 4 a) events in the film are very similar to the things that happen in the book A33 5 b) plot A33 6 c) character in the film A33
B. Students have a chance to advertise something they have recently bought and are very impressed with. The exercise works similarly to 1, except students decide on 6 features and then make sure there is a headword for each of these, for them to then find a specific adjective. Monitor as they work to make sure they find appropriate headwords. When students have read out their descriptions to each other, ask more confident students to read theirs to the class to see if the class can guess!

10. Making the Longman Writing Coach CD-Rom work for you!
Aim: For students to familiarise themselves with the Longman Essential Activator and Word Banks section of the Longman Writing Coach CD-Rom through practice exercises.
Time: 40 minutes
A. Spend time with students on their computers working through the tips box. Allow them to work in pairs so they can work things out together. Get them to read each tip and experiment before doing the familiarisation questions. Monitor whilst they work to check that everyone is clear on how this section functions before they start the questions. Emphasise that the Cd Rom is hugely useful for when they are working on their computer as they can have it open to refer to whilst they’re doing other work. It will enormously help their essay writing in a practical way if they are working at the computer. Monitor whilst they work through the questions and elicit answers from the class.
Answers:
1 ABOUT 2 5 3 to let someone do something that is slightly different from what is usually allowed. 4 uncountable 5 how likely it is that something will happen 6 of /that
B. This section is similar to section A in that it familiarises the students with the Word Banks. Ask students to read the tip and experiment as before, and then do the questions. Monitor and then elicit answers from the class.
Answers:
1 6 = Sport, Theatre/Plays, Music, Films/Movies, Television/Radio. Exercise 2 4 = Dance, Party, Restaurants/Eating and Drinking, Art 3 part of a newspaper in which advice is given to readers who want help with problems they have in their personal life. 4 to arrange for a seat on a plane, bus or train to be kept for you to use.

11. Get writing with the Longman Writing Coach CD-Rom!
Aim: To familiarise students with the functions of the writing tips and writing practice sections of the CD Rom through some familiarisation exercises.
Time: 40 minutes
A. Give students time to read through the tips section, and experiment with clicking through the recommended procedure. Get them to work in pairs so they can share expertise. Monitor as they work to check that everyone is clear how the writing tips work. Students then work through the questions. Elicit answers from the class. Emphasise that this is an invaluable tool for essay planning - when they do their next piece of written work, using this would be a huge help and improve their writing skills.
Answers:
1 Using simple general words 2 In my opinion/My personal opinion is that/My own view of this is that/I'm my opinion that.. 3 Address/date at the top and signature at the bottom. 4 -ify - eg: solidify, simplify, purify 5 Any 3 from: knife and fork; bed and breakfast; board and lodging; dos and don’ts; law and order; hustle and bustle; ins and outs; pros and cons; salt and pepper; bread and butter 6 Regards
B. As above, students read the tips box and navigate around the section in pairs. Monitor to check that everyone is clear how it works. Students do the questions. Elicit answers from the class, and emphasise how useful this section is as an ongoing writing tool.
Answers:
1 Started 2 Clumsy and irresponsible 3 Formal 4 Keep 5 Scare 6 Say something about your own routine and sport and draw a simple conclusion.

12. There's more on the Longman Writing Coach CD-Rom!
Aim: To provide practice of grammar, communication, exercise and Longman Active Study Dictionary sections of CD Rom so students are familiar with how they work.
Time: 40 minutes
A. Students familiarise themselves with the communication, grammar, exercises and Longman Active Study Dictionary sections of the CD-Rom through these straightforward questions. Allow students to work together and monitor as they work. Elicit answers from the class.
Answers:
1 Date, prune, fig and raisin 2 Yuck 3 This is the student’s choice as students will be working towards different exams that are using this dictionary. Of course, as a teacher, please direct your class towards the appropriate exam type. 4 k and f 5 I was wondering if you’d like to……….. 6 Do you know what I mean? ………………………you know? 7 Can, could, may, might, will, shall, would, should, must 8 Should, ought to 9 An intransitive verb doesn’t have an object. You can use it without having to add any more words to the sentence.
B. Students choose their own words to record and playback.
Teachers’ Guide

This Teachers’ Guide is a useful introduction to the Longman Essential Activator and how it can help students improve their writing skills and build their vocabulary.

It includes:

- How to use the Longman Essential Activator
- 12 photocopiable worksheets to use in class
- Information on getting to know the Longman Writing Coach CD-ROM

Longman Essential Activator

Put your ideas into words with confidence!

LONGMAN DICTIONARIES

Express yourself with confidence!