A2 Key for Schools

Optimise Academy A2

Teacher's Book

Your App includes:

- Classroom Presentation Kit
- Teacher's Resource Centre
- Progress Tracker
- Assessment

macmillan education

Timothy Foster, Judy Alden,
Pat Chappell

Also includes App

2 Good food

UNIT AIMS

Exam preparation in Unit 2:

- understand how to scan an article
- predict what you will hear
- explain likes and dislikes
- use linking words in an open cloze text
- make and reply to suggestions and answer questions in a note

CLASSROOM PRESENTATION KIT

VIDEOS:
- Grammar
- Speaking
- Speaking test

AUDIO:
- Student's Book
- Workbook

UNIT OVERVIEW

Student's Book / Digital Student's Book		Workbook / Digital Workbook
LESSON / EXAM TASK	**EXAM SKILLS / LANGUAGE FOCUS**	**CONSOLIDATION**
Reading **3-option multiple matching | Blog posts**	Scanning	Workbook, pp 12–13 Unit 2, Reading
Grammar 1	Past simple: regular verbs, *Wh*- words	Workbook, p 14 Unit 2, Grammar 1
Vocabulary	Words connected with *food* Word formation: verbs/adjectives Collocations with verbs	Workbook, pp 14–15 Unit 2, Vocabulary
Listening **3-option multiple choice | A dialogue**	Predicting what you will hear	Workbook, p 16 Unit 2, Listening
Grammar 2	Past simple: irregular verbs	Workbook, p 15 Unit 2, Grammar 2
Speaking **Questions**	Explaining likes and dislikes	Workbook, p 16 Unit 2, Speaking
Language in Use **Open cloze**	Using linking words	Workbook, p 17 Unit 2, Language in Use
Writing **A note**	Making and replying to suggestions	Workbook, p 18 Unit 2, Writing
Review **Units 1–2**	Optimise your well-being Revise Grammar and vocabulary	Workbook, p 19 Review and Learning to Learn

Additional material

ON-THE-GO PRACTICE	TEACHER'S RESOURCE CENTRE	ASSESSMENT
Unit 2, Grammar and Vocabulary	**Worksheets:** Grammar (Standard and Higher), Vocabulary (Standard and Higher), Speaking video, Grammar communication	Unit Test 2 (Standard and Higher)

READING

3-option multiple matching | Blog posts

▶ **Student's Book, pages 20–21**

Lesson aims

- Read a text quickly to understand the main idea and find specific information
- Practise a 3-option multiple matching exam task
- Discuss healthy diets and cooking with in groups

LEAD-IN

Students look at the unit title ***Good food*** and the photo, and say what they think the unit is going to be about (*food, cooking, places to eat*). In pairs, students name as many foods as they can in the photo. Then ask them to brainstorm any other fruit and vegetables they know. Encourage students to share their ideas with the rest of the class.

Digital game

Encourage students to play the digital game for extra practice.

1 **Students discuss the question in pairs or groups. Elicit some answers in open class to develop a class discussion.**

Answers
Students' own answers

EXAM SKILL

Scanning

Students read the tips. Check they understand.

- Elicit some examples of texts which might require the skill of scanning, e.g. menus, adverts, recipes, instruction manuals, train or bus timetables, guide books. Ask students what type of information you might be looking for in these texts, e.g. ingredients, train times.

2 **Students complete the exercise and then check answers in open class.**

Answers
1 (in the summer holidays) two years ago **2** Sara **3** pizza **4** last year

OPTIMISE your exam

3-option multiple matching

Students read the tips.

- Go through the tips with the class. As an example, refer students to Question 1 in Exercise 4, and elicit what information they need to find (which person cooks with someone from their family). Refer students back to the *Exam skill* box to remind them how to scan the text.

3 **Students complete the task. Check answers with the class.**

Answers
Students' own answers

Exam task

4 2.01 **Students complete the exam task. Tell them to refer to the *Optimise your exam* tips. Check answers in open class.**

Answers
1 B **2** C **3** A **4** A **5** C **6** B

FAST FINISHERS

Students read the blogs again and note down how each person learnt to cook.

5 **Students complete the exercise. They compare answers in pairs before you check in open class.**

Answers
1 neighbours **2** huge **3** video channel **4** I can't wait **5** dishes **6** recipes

ESDC

This question relates to **Sustainable Development Goal 3: Good health and well-being.** This question asks students to think more about how food impacts their health and well-being.

Refer students to the question in the green box. Elicit why it is important to have a healthy diet (*Eating healthy food helps your body stay strong and fight illness. A good diet gives you energy and makes you feel happy.*) Students then discuss the question in pairs before opening it out to the class.

Suggested answers
To have a healthy diet, eat foods like fruits, vegetables, whole grains, and lean proteins. Try not to eat processed foods, sugar and unhealthy fats, e.g. crisps, sweets and fast food. Drink plenty of water.

Think

After students have discussed the questions in pairs, open up to a class discussion.

Suggested answers
Cooking prepares young people for adult life. Cooking for yourself encourages healthy eating, as you can choose healthy ingredients. Cooking together with your friends or family is fun and can strengthen relationships. Some ways to learn to cook include: cooking classes, watching cooking videos and tutorials, using simple recipe books, learning from family and friends.

Homework

Workbook Unit 2: Reading, pages 12–13

GRAMMAR 1

Past simple: regular verbs, *Wh-* words

▶ Student's Book, page 22

Lesson aims

- Understand the correct usage of past simple, regular verbs and *Wh-* question words
- Practise talking about the past and asking questions

LEAD-IN

Write these book titles on the board:

Harry Potter, The Hunger Games, Powerful, Percy Jackson, Diary of a Wimpy Kid, Matilda

Ask the class if they have read any of these books. Then write the following questions on the board:

What book did you read last year?

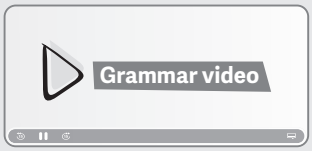
What happened in the story?

Did you enjoy it?

In pairs, students ask and answer the questions.

Grammar in context

Students complete the task. Check their answers and ask them to read more about the past simple in the *Remember* box.



Watch the grammar video.

Remind students that they can find more information in the Grammar reference, Unit 2, page 136.

Answers

1 joined **2** cooked **3** wanted

1 **Focus students' attention on the text and ask them where they might find it (*in a magazine*). Students complete the exercise. Check their answers and spelling in open class.**

Answers

1 started **2** watched **3** practised **4** preferred **5** used **6** baked **7** asked **8** wanted

FAST FINISHERS

Ask fast finishers to circle all the words in the text related to food and cooking, e.g. *baking (n), meal (n), cook (v), bake (v).*

CULTURAL NOTE

Amy's Baking Year was first published in 2014 when Amy-Beth Ellice was just 14 years old. The book contains numerous recipes organised according to the seasons and special occasions through the year.

Grammar in context

Students studying to sit the Cambridge A2 Key for Schools are expected to be able to use the basic *Wh-* question words correctly to refer to the present, past and future. Students complete the task. Remind them to refer to the information in the *Remember* box if they aren't sure. Then check their answers.

Remind students that they can find more information in the Grammar reference, Unit 2, page 136.

Answers

a past **b** a time

2 **Go through the example. Then students complete the exercise. Check their answers.**

Answers

1 Where **2** What/Which **3** When **4** Why **5** Who **6** Whose

3 **Read the title of the text and elicit what it might be about. Students complete the exercise. Elicit answers from different students around the class.**

Answers

1 talking **2** When **3** travelled **4** decided **5** Who **6** talked **7** Where **8** What **9** Which

Digital practice

Encourage students to complete the digital practice.

Homework

Workbook Unit 2: Grammar 1, page 14
If your students can access the On-the-Go Practice, assign Unit 2 Grammar practice to them online.

VOCABULARY

Working with words

▶ Student's Book, page 23

Lesson aims

Understand the correct usage of:

- words connected with *food*
- verbs and adjectives from the same word family
- verb + noun collocations

LEAD-IN

Write these jumbled questions on the board. Students put them in the correct order and complete the *Wh-* question word.

1 house / in / wh_ / your / the cooking / does / usually
2 to Friday / wh_ / have / do / you / lunch / from Monday
3 was / the last time / a meal / for / wh_ / you / went out

Answers

1 Who usually does the cooking in your house?
2 Where do you have lunch from Monday to Friday?
3 When was the last time you went out for a meal?

Words connected with *food*

1 2.02 **Before students complete the exercise, elicit which food they like/dislike or which food is healthy/ unhealthy. Play the audio for students to listen and check their answers.**

Answers/Audioscript

Vegetables: beans, *carrots*, *lettuce*, *onions*, *potatoes* (could also go in the 'carbohydrates' list), *tomatoes (could also go in the 'fruit' list)*
Fruit: apple, *banana*, *oranges*, *strawberries*
Carbohydrates: bread, *cereal*, *pasta*, *rice*
Meat: beef, *chicken*, *steak*
Dairy: cheese, *milk*, *yoghurt*
Other: honey, *oil*, *salt*, *vinegar*

2 **Ask students what foods they like to make or eat. Students complete the exercise individually. They compare answers in pairs before checking answers in open class.**

Answers

1 beef **2** oil **3** cheese **4** banana **5** strawberries **6** yoghurt **7** pasta **8** lettuce **9** carrot

Refer students to the Vocabulary reference, page 148, for more information on food vocabulary.

Word formation: verbs/adjectives

3 2.03 **Students complete the exercise. Play the audio for them to listen and check their answers. Then students close their books. Call out the verbs and ask volunteers to say the correct adjectives to check their pronunciation.**

Answers/Audioscript

Verb: bake	**Adjective:** *baked*
Verb: boil	**Adjective:** *boiled*
Verb: *fry*	**Adjective:** fried
Verb: grill	**Adjective:** *grilled*
Verb: roast	**Adjective:** *roasted*

LANGUAGE NOTE

Both *bake/baked* and *roast/roasted* refer to preparing food in an oven. The difference is that roasted foods are cooked at a higher temperature e.g. vegetables, meats. Baked foods include cakes, bread, pasta, fish and sometimes potatoes.

4 **Students complete the exercise. Check their answers.**

Answers

delicious grilled, new Italian, fresh green, cold, beautiful blue glass

5 **Students complete the exercise. Remind them to refer to the *Remember* box if they aren't sure. Check answers in open class.**

Answers

1 A **2** A **3** B

EXTRA SUPPORT

For extra practice, write the following phrases on the board or read them aloud. Students say if they are in the correct order or not. Then they correct the ones that are wrong.

1 *some baked horrible pasta*
2 *a young Japanese chef*
3 *a green small apple*
4 *some fantastic new recipes*
5 *an Indian old cookbook*

Answers

1 horrible baked **3** small green **5** old Indian

Refer students to the Vocabulary reference, page 148, for more information on verbs and adjectives.

Collocations with verbs

6 2.04 **Explain or elicit that collocations are word combinations that go together. Students complete the exercise. Then play the audio for them to listen and check their answers. Elicit other nouns they know which go with the verbs 1–5.**

Answers/Audioscript

1 d **2** e **3** a **4** c **5** b

7 **Students complete the exercise. Check answers in open class.**

Answers

1 bake **2** make **3** take **4** have **5** do

Refer students to the Vocabulary reference, page 148, for more information on collocations.

Digital practice

Encourage students to complete the digital practice.

Homework

Workbook Unit 2: Vocabulary, pages 14–15

If your students can access the On-the-Go Practice, assign Unit 2 Vocabulary practice online.

LISTENING

3-option multiple choice | A dialogue

▶ Student's Book, page 24

Lesson aims

- Listen for detail after predicting content
- Practise a multiple-choice exam task
- Research how often young people go out to eat

LEAD-IN

Divide the class into teams. Call out one of the verbs for preparing food from the previous lesson, e.g. *bake*. Set teams a time limit of 30 seconds to think of phrases with the verb, e.g. *bake biscuits, bake cakes, bake bread*. Repeat the process with *boil*, *fry*, *grill* and *roast*. Check answers, giving one point for each correct answer. The team with the most points wins.

1 **Students ask and answer the questions in pairs or groups. Elicit answers from some pairs or groups to see if eating out is popular with the class as a whole.**

Answers
Students' own answers

EXAM SKILL

Predicting what you will hear

Students read the tips in the *Exam skill* box in the Student's Book.

- Elicit what students have already learnt about 'predicting'. Refer them back to the Language in Use lesson in Unit 1, if necessary.
- Tell students they should read through all the questions and answers quickly before they listen, as this will help them predict what they will hear.

2 **Students look at the exam question and tell you what it will be about (*a new café*). Then students complete the exercise. Check their answers in open class.**

Suggested answers
new café, reason, likes, cheap cake, good coffee, friendly staff

3 **Students complete the exercise individually then compare their mind maps with a partner. Copy the mind map on the board and collate all students' ideas.**

Answers
Possible answers:
cake – chocolate, fruit
coffee – cheap / hot / delicious
staff – waitress / helpful / kind

4 2.05 **Remind students how important it is to listen very carefully and not just choose the first word they hear. Play the audio for students to listen and answer the question. Check in open class.**

Answer
1 B

5 **Tell students to refer back the *Exam skill* box before doing the activity. Elicit students' predictions about the conversation they will hear, accepting all sensible suggestions at this stage.**

Answers
Students' own answers

OPTIMISE your exam

3-option multiple choice | A dialogue

Students read the tips. Check they understand.

- Remind students that they will hear the recording twice, so if they are not sure about one of the answers they can move on and leave it for the second listening.

Exam task

6 2.06 **Ask students who they will listen to (*two friends talking: Clare and Simon*). Students listen and complete the exercise. Remind them to guess if they are not totally sure. Don't check answers at this stage, as students will do this in Exercise 7.**

7 2.06 **Play the audio again for students to check their answers. Check answers in open class.**

Answers
1 B **2** C **3** A **4** B **5** A

OPTIONAL EXTENSION 2.06

Play the audio again, pausing where necessary, for students to listen and note down words from the answer options that were mentioned in the recording but were not the correct answers. Tell students these are called 'distractors' and are often included in exam tasks to check that students listen carefully and do not simply listen for 'exact' words from the recording.

Answers

1 Simon asked if they went to the café on *Friday evening* (A), but Clare says they went on Saturday afternoon (B).

2 Simon says there were only five tables (C), but he also says there were people at *four* of them.

3 The answer is A (enjoyable) but Clare mentions that the drinks were *fantastic* (C).

4 Simon had *an omelette* (A) when he went to the café and Kristy had *a curry* (C), but Clare had *fish* (B).

5 Clare had a *drink* (A), but she also mentions the words *fruit* (B) and *dessert* (C).

Research

In pairs or groups, students research to answer the questions.

Homework

Workbook Unit 2: Listening, page 16

GRAMMAR 2

Past simple: irregular verbs

▶ **Student's Book, page 25**

Lesson aims

- Focus on past simple irregular verbs
- Understand the use of the auxiliary *did* for negative statements and questions in the past
- Practise using irregular verbs to talk about the past
- Discuss interesting restaurants

LEAD-IN

Play ***The memory game***: *Yesterday, I went to the shops and bought …* with the class. Students stand up. Start by saying *Yesterday, I went to the shops and bought some fresh fish*. Nominate a confident student to repeat the sentence and add a food item to the list, e.g. *… some fresh fish and some small tomatoes*. Continue round the class with students repeating all the food items in the list and adding an item of their own. If a student forgets one of the items, they have to sit down.

Grammar in context

Refer students to sentences 1 and 2 from Clare and Simon's conversation in the previous lesson, and ask them to choose the correct words. Elicit that *go* is an irregular verb, and its form changes to *went* in the past. Check their answers and ask students to read the information in the *Remember* box. Encourage them to study the Irregular verbs on page 159.

Remind students that they can find more information in the Grammar reference, Unit 2, page 137.

Answers
1 Did **2** went

LANGUAGE NOTE

Some irregular verbs can be organised into groups that behave in a similar way, e.g.

- verbs where /ɪ/ changes to /æ/, e.g. *begin* > *began*, *drink* > *drank*, *swim* > *swam*
- verbs where the past form ends in /ɔːt/, e.g. *buy* > *bought*, *teach* > *taught*, *think* > *thought*
- verbs where /iː/ changes to /e/, e.g. *keep* > *kept*, *meet* > *met*, *sleep* > *slept*

Highlighting similarities between irregular verbs can help students remember them.

DIFFERENTIATED LEARNING

Pair confident students with less confident students. Ask the less confident students to test their partner on irregular verbs. Referring to the Irregular verbs on page 159, they ask their partner questions, e.g. *What's the past of 'bring'? How do you spell it?*

1 **Students complete the exercise. If necessary, students can refer to the irregular verb section on page 137. Check answers in open class, eliciting the pronunciation of the irregular verbs.**

Answers
1 A **2** C **3** A **4** B **5** B **6** C

2 **Students complete the exercise individually. Walk around the class, helping if necessary. Students compare their sentences in pairs. Invite volunteers to share their answers in open class.**

Answers
1 What did you eat for breakfast this morning?
2 Where did you go with your friends last weekend?
3 Did you eat any new foods last week? What did you have?
4 What languages did you learn last year?
5 Did you go to bed late last night? What time did you get into bed?

3 **As an example, ask a confident student: *What did you eat for breakfast this morning?* Then divide the class into pairs to do the speaking activity. After the exercise, students share any interesting information they learnt about their partner.**

Answers
Students' own answers

DIFFERENTIATED LEARNING

Pair confident students with less confident students and have the confident students ask the questions first. This way the less confident students have a chance to hear the questions before having to formulate them. Alternatively, elicit the questions from the class before students start to ask and answer.

4 **Students say what they can see in the photo (*pancakes with fruit*). They complete the exercise. Students compare their answers in pairs before you check their answers in open class.**

Answers
1 did (you) do **2** went **3** didn't eat **4** ate **5** got **6** didn't know **7** saw **8** thought **9** had **10** didn't leave **11** told **12** said

Me

In pairs, students discuss the questions.

Digital game

Encourage students to play the digital game for extra practice.

Homework

Workbook Unit 2: Grammar 2, page 15
If your students can access the On-the-Go Practice, assign Unit 2 Grammar practice to them online.

SPEAKING

Questions

▶ **Student's Book, page 26**

Lesson aim

- Talk about your likes and dislikes
- Practise answering personal questions

The Speaking video in this unit focuses on food and drink. The people in the video talk about preparing food for Mother's Day, their favourite cakes and cleaning the house.

Students answer some comprehension questions and then listen for key phrases in the video.

1 ▶ **Students spend a minute or two reading the questions. Check the meaning of *twins* in question 1. Play the video for students to complete the exercise. Play the video again, if necessary, before checking their answers.**

Answers
1 The twins made a card for their mum last week.
2 Evie made a lemon cake.
3 Evie's dad bought a cake in the supermarket.

2 ▶ **Play the video again, so students can underline the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.**

Answers
I love (orange cake) because it's (so sweet); I prefer (lemons to oranges); It's my favourite because ...

Speaking video worksheet

Students complete the Speaking video worksheet in the Teacher's Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Answers
The videoscript and answer key for the Speaking video exercises and worksheet can be found in the Teacher's Resource Centre.

LEAD-IN

With their books closed, give students your own answers to the questions in Exercise 3, e.g. *My favourite meal of the day is ... because ...,I prefer (healthy food) because ....* Students make a note of what they think the questions might be. Students compare their questions with the ones in Exercise 3 in the Student's Book.

EXAM SKILL

Explaining likes and dislikes

Students read the tips.

- Remind students that it is extremely important to ask the examiner to repeat questions they don't understand. Explain that reformulating (repeating what you think the examiner is asking for) is a good technique, as it shows that you were paying attention, e.g. *So, you want me to talk about the meal I like most?* (in response to *What is your favourite meal of the day?*).
- Remind students that adding extra information, such as examples or opinions, will gain extra marks.

3 **Model pronunciation of the questions, and check students use the shortened form of *Do you .. (D'you)*. In pairs or groups, students ask and answer the questions. Elicit answers from different pairs or groups around the class.**

Answers
Students' own answers

4 🔊 2.07 **Tell students that they will hear an extract from a speaking exam. Ask them to read the questions before they listen. Students compare their answers in pairs before checking answers with the class.**

Answers
1 b **2** a **3** c
1 pasta **2** pears **3** (hot) bread, meat

5 🔊 2.07 **Play the audio again, pausing where necessary, for students to listen and note down the answers.**

Answers
1 A **2** B **3** B

6 **Give students time to think about their answers. Refer them back to page 23 of the Student's Book for food vocabulary if necessary.**

Answers
Students' own answers

OPTIMISE your exam

Questions

Students read the tips.

- Encourage students to keep a record in their notebooks of useful vocabulary and phrases for talking about likes and dislikes, including questions the examiner is likely to ask, and possible answers.
- Point out that the examiner could ask about other likes and dislikes, not only food, e.g. hobbies, music or sports.

Exam task

7 **Divide the class into pairs to ask and answer the questions in Exercise 6. Students use their notes and the words and phrases in the *Phrase expert* box to help them. Walk around the class, monitoring and noting down good use of language or any errors. Go over them at the end.**

After going through any errors and eliciting corrections, students swap partners and repeat the task to try and improve their performance.

Answers
Students' own answers

FAST FINISHERS

Students brainstorm other topics connected with food, which they think might come up in the exam, e.g. *Special food in your country*, *Special food for special times of the year*, *The worst meal ever*. Students share their ideas with the rest of the class.

Homework

Workbook Unit 2: Speaking, page 16

LANGUAGE IN USE

Open cloze

▶ **Student's Book, page 27**

Lesson aims

- Focus on linking words
- Practise an open-cloze exam task
- Describe food

LEAD-IN

Tell students about a place where you like to eat. Mention the following: what type of people it's aimed at, food, menu, price, service. Students then look at the sentences in Exercise 1 and, in pairs, try to rank them 1–6 for you, based on what you told them. Give feedback in open class.

1 **Students complete the exercise individually, then compare their answers in pairs. If students do not eat out regularly, you could change the focus of this exercise, asking them to think about which points are most important for restaurant owners, in terms of attracting young people to eat there.**

Answers
Students' own answers

2 **Pairwork. Divide the class into groups of students who don't usually work together. Ask them to compare their answers to Exercise 1 and try to agree on the same order. Students share ideas with the rest of the class, giving reasons for their decisions.**

Answers
Students' own answers

OPTIONAL EXTENSION

Elicit the name of one or two local cafés or restaurants. Elicit students' comments and opinions on their food, menu, price, service and location, e.g. *it has delicious pasta, the menu's cheap*.

EXAM SKILL

Using linking words

Students read the tips.

- Explain that in exams, open-cloze tasks like the one in Exercise 5 focus on different grammar structures.
- One of the structures often tested is conjunctions, also known as linking words because they link two ideas.
- Tell students that knowing how sentences are linked together can help them figure out what the missing conjunctions are.

3 **Students complete the exercise. Check their answers and elicit the reasons for each one.**

Answers
1 but; to connect ideas that are different **2** because; to give a reason **3** or; to connect two equal choices **4** and; to join ideas **5** and; to join ideas **6** but; to connect ideas that are different **7** so; to give a reason

OPTIMISE your exam

Open cloze

Students read the tips.

- Point out that open-cloze exam tasks look similar to multiple-choice cloze tasks. The only obvious difference is that students are not given multiple-choice options. However, multiple-choice cloze places more emphasis on vocabulary, and open cloze focuses mainly on grammar.
- Tell students to read the whole text quickly, avoiding the gaps, to get a general understanding before completing the task.

4 **Ask students what the man in the photo is doing (*making a pizza base*). Elicit what they think the text might be about (*an Italian restaurant*). Students complete the activity. Check answers around the class.**

Answers

Gaps 4 and 6 need linking words: **4** but **6** because

1 preposition **2** preposition **3** article **4** conjunction / linking word **5** preposition **6** conjunction / linking word

EXTRA SUPPORT

Write the following types of words on the board: *article, preposition, linking word*. Elicit an example of each. Students match them with the gaps in the text in Exercise 5.

Exam task

5 **Students complete the task individually. Check answers with the class.**

Answers

1 from **2** on **3** an **4** but **5** to **6** because

Learn

Students go through the unit and make a note of any food vocabulary they can find. They can add other words they know and use a dictionary, if they have one, to find more. Elicit categories they could use for a mind map, e.g. fruit and vegetables, dairy and protein, carbohydrates, food adjectives.

Suggested answer:

Fruits & Vegetables: grape, peach, pear, salad, cabbage, spinach, mushrooms

Dairy & Protein: butter, cheese, sausage

Carbohydrates: biscuit, pasta, toast

Drinks & Snacks: crisps, lemonade, fruit jucie

Adjectives for describing food: salty, sour, spicy, crispy, fresh, soft, delicious, healthy/unhealthy

Refer students to the Vocabulary reference on page 148.

Homework

Workbook Unit 2: Language in use, page 17

WRITING

A note

▶ **Student's Book, pages 28–29**

Lesson aims

- Focus on making and replying to suggestions in a note
- Plan and write a note

LEAD-IN

Students look at the photos. Ask them what they have in common (*they are all fast food*). Elicit what food items they can see (e.g. *lemon, squid rings, chips*) and what countries you might find food like this. Finally, ask them which they would prefer to eat.

1 **Students discuss the questions in pairs or groups, then share ideas with the rest of the class. Monitor and write any useful or interesting vocabulary on the board.**

Answers

Students' own answers

2 **Ask students who the note is from (*Jordi*). They then identify the questions and underline the key words, but don't get them to write a reply yet. Highlight the use of the phrase *How about + ing* form for making suggestions.**

Answers

Jordi asks four questions.

Students should underline: How about/lunch, What/like eating, Where/go, What/time/meet

EXAM SKILL

Making and replying to suggestions

Students read the tips.

- Tell students that when reading emails or notes, they need to identify phrases that look like questions, but are actually making suggestions, such as the ones in the *Exam Skill* box. They need to reply to these with specific phrases like those suggested. Go through the *Exam Skill* box together and elicit examples of suggestions using the phrases given, e.g. *How about going to the swimming pool?*

3 **When students have matched the questions in the note with functions 1–4, elicit other questions they know for each function.**

Answers

1 How about going for lunch? **2** What time can we meet?
3 What do you like eating? **4** Where would you like to go?

4 **Pairwork. Ask a confident student to explain what sushi is, if necessary. Ask students if they have tried it. Check students understand what they have to do. After completing the table, ask them to compare their answers. Check answers with the class.**

Answers

1 Note A (18 words)

2 Note B; Note A doesn't answer the first and second questions.

3 Both. Note A *Let's have some …*; Note B *How about …?, What about meeting*

4 Note B … *on Bond Street, fantastic … cheap*

5 **Students complete the exercise. Then check their answers in open class.**

Answers

Students' own answers

DIFFERENTIATED LEARNING

Ask more confident students to write an alternative reply, rephrasing the sentence starters given in the note in Exercise 5.

Suggested answers

1 I'm also free today. **2** I love pizza. / Pizza's my favourite food. **3** Let's try it. / How about going there? / Why don't we go there? **4** How about meeting there at one o'clock? / Why don't we meet there at one o'clock?

OPTIMISE your exam

Guided writing | A note

Students read the tips.

- Tell students that to get maximum marks in this part of the exam, they need to answer all the questions. They will also get more marks for using their own words, and using a range of vocabulary. Encourage them not to repeat the same words twice, if possible, but to use the task as an opportunity to show the examiner how much they know.

Exam task

6 **Invite a volunteer to read the instructions and the note. In pairs, students check each other's answers to the questions before you check them in open class.**

Suggested answers:

1 Ella **2** 25 or more **3** 3 questions **4** What cookery classes were like and what I learnt to cook
5 past simple, present simple **6** vocabulary about food

7 **Plan** **Tell students to use all the tips they have learnt in the lesson to complete the plan. You may want to look at students' plans to check them and give advice and suggestions for improvement before they take the next step.**

EXTRA SUPPORT

Look at the plan with students. Elicit suggestions for how to complete the *Detail* column from the class and prompt them to write the questions that they need to answer. Give them a couple of minutes to write down some ideas in the *My notes* column. Students brainstorm ideas in pairs or small groups for the *Useful language* column. Collate these on the board so all students have plenty of ideas to choose from before they start writing.

8 **Write** **Make sure students understand what is meant by the appropriate style (*informal language for writing notes*). Offer help where needed. If there is not enough time, set this and the subsequent checklist exercise for homework.**

Answers

Students' own answers

9 **Check** **Students complete the checklist before they hand in their note. Tell students that this is an important part of every task they do.**

Learning to Learn

Before going through the Learning to Learn tips, ask students if they know any places where they can study near their homes, e.g. the school library, their local library, or a quiet internet café. Go through the tips with the class. Students say which of the tips they think are most important in helping them focus well. Elicit any other ideas they have for creating a good study space. Ask students if they like to listen to music when they are studying. Students discuss this and the other questions in the Student's Book in pairs.

Homework

Workbook Unit 2: Writing, page 18, and Review, page 19

REVIEW UNITS 1–2

OPTIMISE your well-being

Ask students who they regard as good listeners among their friends and family. Ask them what makes them a good listener.

Go through the tips with the class. Check they understand the meaning of 'interrupt' and 'empathy'. Elicit some questions they could ask if they don't understand, e.g. *What do you mean by …? Do you mean …?* Ask students if they can think of other tips. You could write the following on the board if students don't suggest them, and ask them to explain what they mean: *Be open-minded* (listen without judging), *Paraphrase* (repeat important points to show you've understood, e.g. *So you mean that …?*).

Ask students if they think they are good listeners. Students choose two of the tips to practise during the week.

Revise: Grammar and vocabulary

Answers

1 1 game 2 boil 3 café 4 to 5 cheese 6 art gallery 7 out 8 article

2 1 stay 2 take 3 bake 4 play 5 have 6 look 7 make 8 try

3 1 are / 're practising 2 does he have 3 am / 'm looking 4 is not / isn't working 5 do not / don't like 6 are you doing 7 are / 're doing 8 Do you agree

4 1 decided 2 bought 3 started 4 did not / didn't go 5 went 6 ate 7 did she travel 8 visited 9 practised 10 asked

5 Fruit: apple, banana, orange, strawberry

Vegetables: bean, carrot, lettuce, onion, potato

Meat: beef, chicken, steak

Dairy: cheese, yoghurt

Other: cereal, oil, pasta, salt

6 1 What 2 Whose 3 Who 4 Where 5 Why 6 Which 7 When