

B1+

# Optimise Academy

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Student's Book  
with Digital Student's Book

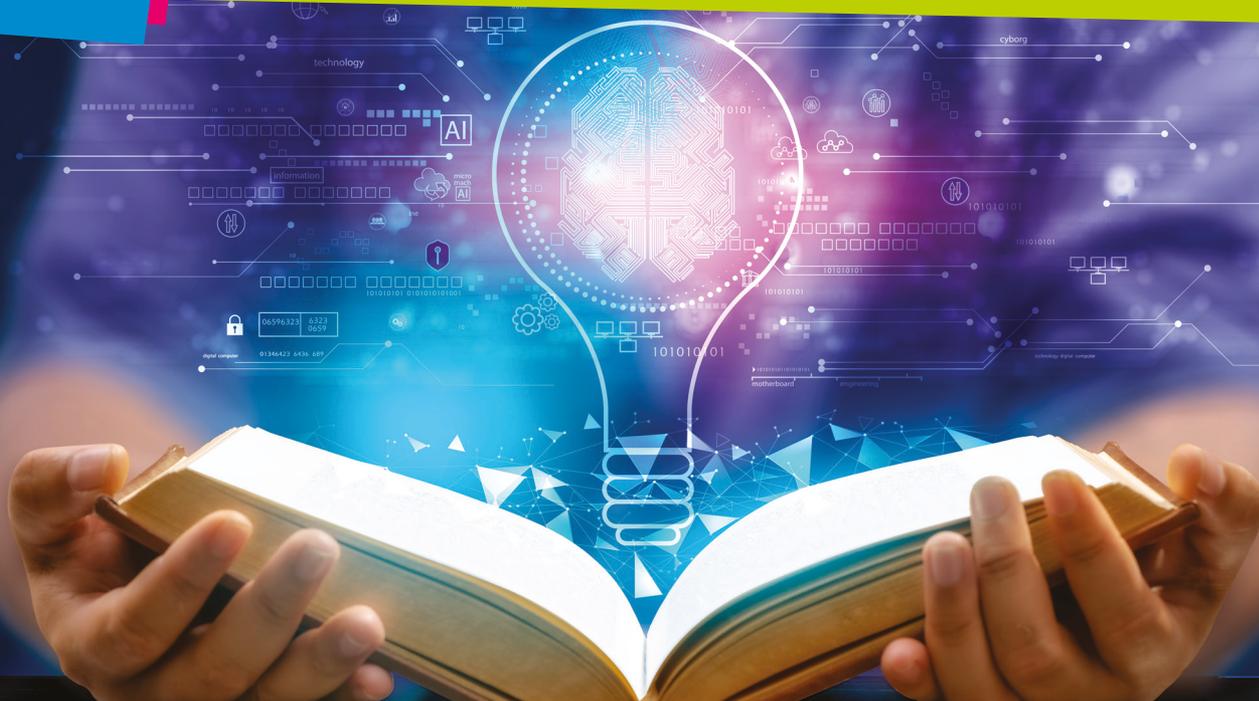


 macmillan  
education

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# 1

# Lifelong learning



## READING

Multiple choice | An article



### Digital game

1 In pairs or groups, discuss the questions.

- 1 Think about the adults in your life. What do you think schools and classrooms were like when they were at school?
- 2 Do you think you would enjoy that kind of education? Why / Why not?

### EXAM SKILL

#### Identifying synonyms

- In Reading exam tasks, the questions often use different words from those in the text.
- Before you read the text, identify and underline key words and phrases in the questions.
- Look for synonyms of these words and phrases in the text to help you answer the questions.

2 Look at the sentences. Then read the first three paragraphs of the article on page 11. Find synonyms for the underlined words and phrases.

- 1 Whose responses to how education used to be were shown on a TV programme?
- 2 What did the TV show find had changed?
- 3 What was in a normal classroom until the 1940s?
- 4 What was the main focus of education at that time?

3 In pairs or groups, ask and answer the questions in Exercise 2.

### OPTIMISE your exam

#### Exam Multiple choice

- Read the title and the text first for general meaning.
- Then read the questions and find the part of the text that each one refers to. Identify synonyms to help with this.
- Carefully read the questions and all the options again before you choose your answer.

4 1.01 Read the article. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 Before the 1940s, British classrooms were places where students
  - A learnt only about historical facts.
  - B found it hard to think usually.
  - C had to mostly keep quiet.
  - D could stop going at any time.
- 2 How did modern teenagers feel about education in the 1950s?
  - A They found the new subjects useful.
  - B They found the process odd.
  - C They found the science lessons unusual.
  - D They found the work hard.

# Back in time for school

1



Imagine a classroom where girls learn typing and cooking, only boys learn science, and anyone who is left-handed has to write with their right hand. Now put a modern teacher and a group of teenagers into this type of classroom and film their **reactions** to 20th-century secondary education. That's what the BBC TV show *Back in Time for School* did. The result showed how much education evolved over the last century.

Each episode of the show was about a different time period, starting with the 1890s and working up to the present day. Up until the 1940s in Britain, a typical classroom had rows of wooden desks and a large number of students of different ages. The teacher was always in control of the class, and students sat in silence while the teacher was talking.

Students had to sit in silence for most of the lessons as they concentrated on what the teacher was saying. The **emphasis** was on learning facts, dates and multiplication tables. If you didn't enjoy school, at least you didn't have to go for very long because before 1918, most children left school at the age of 12! After that, the leaving age was 14.

As the show followed students through the decades, we saw how education began to change. In the 1950s, for example, the main purpose of school was to prepare children for the world of work. While the boys learnt woodwork and metalwork, the girls learnt secretarial skills. The modern teenagers on the TV show thought it was very strange to teach boys and girls different subjects, and the girls wanted to join the science lessons. The girls also missed playing football, which schools didn't allow them to do then.

Things got more interesting for students in the 1960s, with more emphasis on **creativity** and **self-expression**. At this time in the UK, all students took the 11+ exam before leaving primary school. Those who passed it went to grammar schools, where they learnt academic skills, while those who failed it went to different secondary schools and often learnt more practical skills. Modern teens on the show were shocked to learn that the result of one exam could be so important and **influence** so much of your future (even though a few places in the UK still have this system).

The 1970s and 1980s were a time of **significant** change in British education. The school-leaving age went up to 16 and **comprehensive schools** were introduced. These were comfortable, attractive buildings, with large glass windows to let in lots of light, and they accepted pupils of all abilities. Social attitudes were also changing, and the relationship between teachers and students became less formal. For the first time, students started to work with modern technology and subjects such as computer studies appeared. More people started to go to university and because of that, there was a lot of emphasis on exam results at the end of secondary school.

During the 1990s, technology such as video and computers became more common in classrooms, and the first version of the internet became available for the public. Schools began to feel more familiar to the people taking part in the show and the teenagers began to feel **at home!** In some schools, classrooms became more relaxed places where students were able to be creative and learn critical-thinking skills. Coursework and continuous learning became more important, and exams less important. Schools still prepared students for their future careers, but those careers were very different from the types of jobs available in the 1960s and 1970s, particularly for girls.

The students on the TV show were very glad to get back to the present day and the classrooms they know. The past was an interesting place to visit, but they definitely didn't want to stay there!



- 3 Today's students were surprised that in the 1960s,
- A one grade had a big effect on your life.
  - B they could be creative for the first time.
  - C less able students learnt practical skills.
  - D primary schools made students take exams.
- 4 In the 1970s and 1980s, changes in society
- A meant more schools were needed.
  - B were welcomed by head teachers.
  - C produced harder-working students.
  - D led to a more relaxed attitude in class.
- 5 One change that happened in the 1990s was that
- A schools focused less on exams.
  - B courses became longer.
  - C coursework became more demanding.
  - D exams now tested creativity.

5 Find highlighted words or phrases in the article which match these definitions.

- 1 the type of state schools most students in the UK go to: \_\_\_\_\_
- 2 the use of imagination or new ideas: \_\_\_\_\_
- 3 feelings or actions caused by a situation: \_\_\_\_\_
- 4 showing your personality through art, writing, etc.: \_\_\_\_\_
- 5 have an effect on: \_\_\_\_\_
- 6 comfortable, relaxed: \_\_\_\_\_
- 7 special importance: \_\_\_\_\_
- 8 large and important: \_\_\_\_\_



What problems do some people face in getting a good education? What can we do about those problems?

## Grammar in context



## Grammar video

1 Look at the text on page 11 and find all the verbs in the past simple and past continuous, including negative forms. How many did you find? Compare with a partner.

2 Look at these extracts from the text and explain why we use the past continuous, not the past simple, in the part in bold. The reason is different for each sentence.

The teacher *was always in control of the class, and students sat in silence while the teacher **was talking**.*

Social attitudes ***were** also **changing**, and the relationship between teachers and students became less formal.*

## Remember

Use the **past simple** for:

- a completed action or event in the past.  
I **wrote** her a thank you letter and she **replied** a week later.
- a habit or repeated action in the past.  
She **practised** on her skateboard every day.

Use the past continuous for:

- an action or situation in progress in the past at a particular moment or when another action in the simple past happened.  
The sun **was shining** this morning.  
The sun **was shining** when we arrived at the beach.
- a developing or changing situation in the past.  
When my grandparents **were** young, schools **were becoming** nicer places to be.

See Grammar reference, Unit 1, page 139

1 Complete the sentences with the past simple or past continuous form of the verbs in brackets. Sometimes both are correct. In that case, explain the difference in meaning.

- My sister \_\_\_\_\_ (**not learn**) how to ride a bike until she \_\_\_\_\_ (**leave**) primary school.
- It \_\_\_\_\_ (**rain**) heavily so we \_\_\_\_\_ (**not have**) football practice.
- When \_\_\_\_\_ (**you / learn**) to play chess so well?
- Jake \_\_\_\_\_ (**show**) me how to do a magic trick while I \_\_\_\_\_ (**stay**) at his house.
- I \_\_\_\_\_ (**watch**) a video on YouTube™ when I \_\_\_\_\_ (**realise**) I was late for class.
- What \_\_\_\_\_ (**you / do**) when the fire alarm \_\_\_\_\_ (**go off**)?
- Our teacher \_\_\_\_\_ (**explain**) something when Olivia \_\_\_\_\_ (**put**) her hand up to ask a question.

2 Complete the text with the past simple or past continuous form of the verbs in brackets.

How (1) \_\_\_\_\_ I \_\_\_\_\_ (**learn**) to skydive? I went to classes and practised!

Three years ago, my family and I (2) \_\_\_\_\_ (**visit**) an air show when I (3) \_\_\_\_\_ (**see**) some skydivers jump from a plane! It looked amazing! I decided that I wanted to do that, but I (4) \_\_\_\_\_ (**not know**) where to start.

As we (5) \_\_\_\_\_ (**drive**) home from the air show, I (6) \_\_\_\_\_ (**go**) online and did some research. By the time we got home, I had a plan! I (7) \_\_\_\_\_ (**find out**) there was a skydiving simulator near where we live – the perfect way to practise.

So, I (8) \_\_\_\_\_ (**start**) to go to classes. It was a lot of fun, but I really wanted to jump from a plane. One day, as I (9) \_\_\_\_\_ (**practise**), my trainer (10) \_\_\_\_\_ (**say**) there was a chance to go up in a plane that weekend. I was so excited!

That Saturday, my trainer and I jumped together – it was the best feeling ever. Then, as we (11) \_\_\_\_\_ (**fall**) towards the Earth, he (12) \_\_\_\_\_ (**open**) the parachute. We came down slowly and landed gently. I can't wait to do it again!



3 Read the questions. If the question is incorrect, underline the mistake and rewrite it correctly. Then ask and answer with a partner.

- What did you do at 8 o'clock last night? \_\_\_\_\_
- What were you doing this time last week? \_\_\_\_\_
- What were you doing last weekend? \_\_\_\_\_
- What were you doing when you last got a message on your phone? \_\_\_\_\_
- What did you do when you last got a message on your phone? \_\_\_\_\_



### Words connected with *education/learning*

**1** **1.02** Complete the sentences with the correct form of the verbs below. Sometimes more than one answer is possible. Listen and check.

beat manage progress succeed

- The driving test was tough, so she was surprised that she \_\_\_\_\_ to pass it.
- It's amazing. It's the first time we've \_\_\_\_\_ that team in five years.
- After a lot of practice, I finally \_\_\_\_\_ in doing an 'ollie' on my skateboard.
- At first, I was terrible at juggling, but after two weeks I was \_\_\_\_\_ well.

accomplish achieve come first overcome

- The explorers \_\_\_\_\_ a lot of problems before they reached the South Pole.
- I was pleased that Julia \_\_\_\_\_ in the class test because she had done a lot of revision.
- I \_\_\_\_\_ a new best time for swimming 1,000 m at the weekend.
- We \_\_\_\_\_ a lot this morning because everyone worked really hard.

come last fail lose suffer

- Some of the players started crying when they \_\_\_\_\_ the final match.
- I felt awful. I didn't expect to win the race, but I didn't think I would \_\_\_\_\_ either.
- Jack was really disappointed when he \_\_\_\_\_ his French exam for the second time.
- My team \_\_\_\_\_ a painful defeat to England in the World Cup Final.

### Adjectives with *-ful* / *-ive*

**2** **1.03** Complete the table with the adjective form of the words below. Listen and check.

aet attract create effect ~~harm~~ pain play product secret stress thank use

Adjectives with <i>-ful</i>	Adjectives with <i>-ive</i>
harmful	active

**3** Complete the sentences with the adjective form of the words below.

act create harm play thank use

- Jack's very \_\_\_\_\_. He does really beautiful drawings and paintings.
- Our new kitten is very \_\_\_\_\_ and a lot of fun!
- My sister moved away to college and found that being able to cook was a \_\_\_\_\_ skill.
- I need to get more \_\_\_\_\_ in order to get fit for the athletics competition later this year.
- Eating junk food can be \_\_\_\_\_ to your health if you do it too often.
- I fell during my climbing lesson. I'm \_\_\_\_\_ I wasn't very high up.

**4** Choose three adjectives from Exercise 2. Think of things or people those adjectives describe. For example, *useful: a smartwatch*. Tell your partner what you have chosen and why.

### Phrasal verbs

**5** **1.04** Look at the phrasal verbs in *italics* in the sentences. Then choose the best meaning (a or b) for each one. Listen and check.

- Learning some musical instruments helps you *build up* muscle strength.
  - decrease
  - increase
- I understood the instructions, but it was difficult to *carry them out* in practice.
  - follow
  - remove
- Sarah used to need arm-bands when she went swimming, but she's learnt to *do without* them now.
  - survive without
  - use in a different way
- I didn't listen to Dad's directions and we *ended up* in the wrong place.
  - had to stop
  - eventually arrived
- The instructor told them to stop talking and *get on with* packing their equipment.
  - make progress
  - have a good relationship
- I don't know how you *put up with* such an annoying neighbour.
  - like, enjoy
  - accept, allow
- What did you *get up to* last night? Anything interesting?
  - do
  - buy
- I've no idea how you *go about* teaching a dog to dance!
  - travel around
  - start and continue in the right way





**1** In pairs or groups, discuss the questions.

1 Have you ever done these activities? Say when and what happened.

camped in the woods   cooked on a campfire  
 done first aid on an injured person  
 found your way using a map  
 got lost in the countryside  
 met a wild animal   swum outside at night

2 If you were going on an adventure weekend, what would you take with you? Why?

**EXAM SKILL**

**Predicting missing information**

- Predicting what you are listening for can help you decide on the correct answer.
- Before you listen, look at the gaps and decide what kind of word might complete each one. For example, question 1 in Exercise 4 is almost certainly a number. Question 2 might be an adjective.

**2** Look at sentences 1–4 in Exercise 4. For each gap, cross out the options below that couldn't fill the gap. Add one more option that could.

- 1 fifteen ten happy many \_\_\_\_\_
- 2 cold old excited uncomfortable \_\_\_\_\_
- 3 teacher teachers guards tutor \_\_\_\_\_
- 4 stone stones metal weapon \_\_\_\_\_

**3** Look at sentences 5–8 in Exercise 4. Write a word or phrase below that could complete each sentence. Then think of another word that could fill each gap.

a rope   cold   medical care   together

- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**OPTIMISE** your exam

**Exam** Sentence completion

- In this exam task, you have to complete the sentences with the exact words you hear.
- You usually complete the sentence with between one and three words.
- Always read your completed sentences to make sure they make sense.

**4** 1.05 Listen to teenager Julie Spencer talking about an adventure weekend. Complete the sentences with a word or short phrase.

- 1 Julie spent the weekend with approximately \_\_\_\_\_ other teenagers.
- 2 The large hut they slept in was \_\_\_\_\_.
- 3 Kelly was one of the \_\_\_\_\_ at the camp.
- 4 Julie says that 'flint' is a kind of \_\_\_\_\_.
- 5 Julie now knows how to do some basic \_\_\_\_\_.
- 6 They would climb a rock face and then come down again \_\_\_\_\_.
- 7 Julie describes the water in the lake as \_\_\_\_\_.
- 8 Another skill they learnt was how to safely use \_\_\_\_\_.

**5** 1.05 Listen again and check your answers. Don't leave any gaps empty.

**Research**



Where can you go rock-climbing in your country? Find out and tell a partner where you can go and what you can do there.



**Grammar in context**

Match the extracts (1–3) from the listening on page 14 with the descriptions (a–c).

- 1 *They would take us into the forest.* \_\_\_\_
  - 2 *I used to be in the Girl Guides.* \_\_\_\_
  - 3 *I'm used to swimming in the swimming pool.* \_\_\_\_
- a) This describes a situation which the speaker is familiar with at the moment.  
 b) This describes a repeated action in the past.  
 c) This describes a state which was true but isn't true anymore.

**Remember**

- Use *would* or *used to* for past habits.  
*When I was young, I would always go swimming on Saturdays.*  
*When I was young, I always used to go swimming on Saturdays.*
- Use *used to* for past states, but not *would*.  
*I used to like playing the trumpet, but I'm not so keen now.*
- Use *be used to* + *-ing* form / noun for something that we have done often and is not strange or unusual for us.  
*I'm used to writing thank you letters, so they don't take me long.*  
*She's used to cold water, so swimming in the ocean doesn't bother her.*

See Grammar reference, Unit 1, page 139

**1 Choose the correct word or phrase. Sometimes both are correct.**

- 1 Josh isn't used to **make / making** his own lunch.
- 2 My dad **used to / would** drive me to school every morning.
- 3 I **would always / always used to** stay up until midnight on New Year's Eve.
- 4 Lauren never used **listen / to listen** to The Weekend until recently.
- 5 **Are / Did** you used to doing lots of homework, or is it unusual for you?
- 6 Years ago, people **didn't use / wouldn't** have video calls like we do now.
- 7 Tom **would / used to** spend hours playing video games while I was studying.
- 8 My parents go to work early, so I **used / 'm used** to making my own breakfast.

**2 Rewrite the underlined words using would, used to or be used to. Sometimes more than one answer is possible.**

- 1 When Diana was a teenager, she was quite shy.  
 \_\_\_\_\_
- 2 But secretly, Diana dreamt of being a famous comedian.  
 \_\_\_\_\_
- 3 She spent hours reading joke books and practising telling jokes in front of the mirror.  
 \_\_\_\_\_
- 4 She didn't tell any jokes at school though because of her shyness.  
 \_\_\_\_\_
- 5 Today, she is a famous and successful comedian and she feels comfortable telling jokes in front of thousands of people!  
 \_\_\_\_\_
- 6 She still feels strange when people recognise her in the street and ask her to tell them a joke.  
 \_\_\_\_\_



**3 Complete each sentence with the correct form of used to or be used to. Tell a partner if each statement is true or false for you and give more details.**

- 1 I \_\_\_\_\_ making my own breakfast.
- 2 I \_\_\_\_\_ feel differently about English lessons.
- 3 I \_\_\_\_\_ working hard for class.
- 4 I \_\_\_\_\_ travel to school in a different way.
- 5 I \_\_\_\_\_ hate eating vegetables.
- 6 I \_\_\_\_\_ spending hours playing video games.



**Me**

- In pairs, tell each other about the topics below:
- two things you used to do, but you don't do now.
  - two things you're used to doing.



1 Watch the video and answer the questions.

- 1 Why does Jack prefer to learn new skills at school?
- 2 Why does Ally prefer to learn new skills in a small group?
- 3 Why does Darius prefer to learn new skills at home?
- 4 Why does Tilly prefer to learn new skills from a teacher?

2 Watch the video again. Choose the phrases in the *Phrase expert* box that you hear.

**Phrase expert**

- Another way they are similar is ...
- Both types of ... are ...
- ... is far ... than ...
- It isn't as ... as ...
- One key difference is ...
- One obvious similarity between them is ...
- One way they differ is ...

3 In pairs, answer the questions.

- What are some of the things you've learnt at school and things you've learnt at home? Make a list.
- What are the key differences between learning at school and at home? Which do you prefer?

**EXAM SKILL**

**Comparing**

- In speaking exams, you sometimes have to compare photos. This means using appropriate language to talk about similarities and differences between them.
- Focus on the main ideas represented by the photos, not small irrelevant details.

4 Complete the sentences with the words below.

as both differ key similarity whereas

- 1 One obvious \_\_\_\_\_ between them is that you can learn things at home and at school.
- 2 To start with, you need to be motivated for \_\_\_\_\_.
- 3 One \_\_\_\_\_ difference between them is who decides what you learn.
- 4 In the classroom, the teacher does all the planning, \_\_\_\_\_ for self-study you have to do it all.
- 5 Another way in which they \_\_\_\_\_ is that teachers are experts in their subject.
- 6 Studying on your own isn't \_\_\_\_\_ formal as studying with a teacher.

5 In pairs, look at these two photos. Where are the people and what are they doing?



6 Look at the photos in Exercise 5 again and complete the table.

Similarities between Photo A and Photo B	They both show someone learning a skill.
Differences between Photo A and Photo B	
What might be good about the way of learning shown in Photo A?	
What might be good about the way of learning shown in Photo B?	

**OPTIMISE** your exam

**Photo task**

- Don't worry if you don't know or can't remember a word or phrase. For example, Photo A shows a *cooking class*, but you might not know the name of that school subject.
- It's fine to say you don't know something – try to find another way to express it. For example, *This picture shows a lesson at school. I don't know what that subject is called, but the students are learning how to make things out of wood.*

7 Talk while your partner listens. Compare the two photos in Exercise 5 and say what might be good about learning in these ways. Talk for about a minute and then swap roles.

**1** In pairs or groups, discuss the question.

Have you ever trained a pet? If yes, explain what you did. If no, say how you think you would train a pet.

**EXAM SKILL**

**Verbs (1)**

- Some exam tasks test your understanding of different verb forms, e.g. specific tenses, auxiliary verbs, participle forms, phrasal verbs and their particles, and modal verbs.
- When you need to complete a gap in a text, check if part of a verb or verb pattern is missing.

**2** Complete the sentences with the correct word or phrase. Then choose the correct words or phrases in the explanations in italics.

1 \_\_\_\_\_ you going to take the exam next week?

*This is talking about the future, so we need a(n) **auxiliary / modal verb** in the present simple to fill the gap.*

2 \_\_\_\_\_ you help me fix my bike, please?

*This is a request for help, so we need to fill the gap with a **positive word / modal verb**.*

3 When my grandparents were young, they \_\_\_\_\_ used to wear seatbelts, but now it's compulsory.

*This is contrasting the past with now, so we need a(n) **auxiliary verb / negative word** to fill the gap.*

4 I \_\_\_\_\_ several mistakes in the test, but thankfully, I still passed.

*Although there were several mistakes, we see making them as a single, completed action in the past, so we need a(n) **main / auxiliary verb** in the past simple to fill the gap.*

5 Elaine \_\_\_\_\_ hoping they'd ask her to sing a solo, but they didn't.

*This is the past continuous, so we need a(n) **modal / auxiliary verb** in the past simple to fill the gap.*

6 I don't know how you put \_\_\_\_\_ with Phillip's constant complaining!

*This is a phrasal verb, so we need a **particle / verb** to fill the gap.*

**OPTIMISE your exam**

**Open cloze**

- This task tests your understanding of grammar, including verb forms and tenses, set phrases and phrasal verbs.
- Other parts of speech tested include prepositions, articles, pronouns, possessive adjectives and quantifiers.

**3** Read the text in Exercise 4 and answer the questions.

- a) Which gaps need verbs / verb forms? \_\_\_\_\_  
 b) Which gaps need other parts of speech? \_\_\_\_\_

**4** Write one word in each gap to complete the text.

**Training a CAT**

We all know that you can teach a dog to do many things, but is it possible (1) \_\_\_\_\_ train a cat? The answer is yes - if you are patient. In many ways, training a cat is just (2) \_\_\_\_\_ training a dog. First, make (3) \_\_\_\_\_ you have your cat's attention. This is harder (4) \_\_\_\_\_ with a dog, because cats aren't (5) \_\_\_\_\_ to following orders. Start with simple commands, (6) \_\_\_\_\_ as 'sit' or 'come', and give your cat a small treat when it responds (7) \_\_\_\_\_ the right way. Repeat these commands regularly (8) \_\_\_\_\_ that your cat starts to connect the command with the treat. Soon, you'll have a trained cat!



**Me**

Are you a 'dog person' who prefers dogs, or a 'cat person' who prefers cats? Or do you prefer another kind of animal? Tell a partner and explain why.





**1**  In pairs or groups, say if you agree or disagree with these statements. Explain why.

- I often ask my friends or my older siblings for advice when I have problems.
- Parents are a good source of advice because they know you best.
- It's better to work out your own problems rather than asking for advice.

### EXAM SKILL

#### Giving advice

- For some writing tasks, you have to give advice to someone.
- Use a variety of advice words, phrases and grammatical structures. Some of these appear in Exercises 3 and 5.
- Give sensible advice and explain your suggestions.

**2** Read the letter. Decide if the sentences are T (True) or F (False). Correct the false sentences.

- |   |       |
|---|-------|
| 1 Hannah starts the letter by giving the first piece of advice.   | T / F |
| 2 She refers to something that Molly wrote in her last letter.    | T / F |
| 3 She gives three main pieces of advice.                          | T / F |
| 4 Each main piece of advice is given in a separate paragraph.     | T / F |
| 5 She just gives her main advice without any further explanation. | T / F |

**3** Find and highlight all the words and phrases in the letter which give advice. Choose which of the following are used:

- |                 |                 |
|-----------------|-----------------|
| 1 a modal       | 4 a causative   |
| 2 a question    | 5 an imperative |
| 3 a conditional |                 |

Dear Molly,

It was great to hear from you! I'm so glad you had a good birthday. I loved the photos!

Anyway, you asked for my advice on choosing a language school in the UK. I agree that it'll really help your English, and you'll have great fun too. One thing you should do is think about where in the UK you want to go to. Why not make a list of all the things you'd like to see and do there? You might find that it'll help you choose between, say, London and Edinburgh!

If I were you, I'd do a lot of research. Make sure you check how much they charge, as some schools are more expensive than others. One idea is to contact some local language schools and ask them about costs.

Finally, my advice is to not make the decision on your own. Ask your English teacher and your parents to help you, and see what other students say online about their experiences.

I hope these ideas help. I have to go now because dinner is ready. Write soon!

Lots of love,  
Hannah

### OPTIMISE your exam

#### An informal letter/email

- The letter you need to write in this exam task is to an English-speaking friend, so use an informal style that is friendly and chatty.
- As well as answering the question in your letter, use informal language, expressions and idioms that you would use if you were writing to a real-life friend.

**4** Look at the writing task below. In pairs or groups, discuss the problem. What advice would you give Lucy?

You have received a letter from an English-speaking friend.

Also, I need your advice. I'm in a band with two other friends from school. We usually just play for fun at home. Now the other two want us to enter a talent show on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', I think my friends might be very unhappy. What do you think I should do?

Write soon,  
Lucy

Write your **letter**.

**5 Plan** Complete the paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	Thank the other person for their letter and refer to a piece of news.	<i>Thanks for your letter.</i> <i>I'm glad you passed your test, etc.</i>	
Paragraph 2	Give your first piece of advice.	<i>You asked me about ...</i>	
Paragraphs 3/4	Give further advice.	<i>Have you thought about ...?</i> <i>You could always ...</i> <i>Why not ...? How about ...?</i> <i>You should also think about ...</i>	
Closing expressions 1	Say you hope it helps and offer to help further / ask them to reply.	<i>Hope that helps! Let me know if you need ...</i> <i>Write soon!</i>	
Closing expressions 2	Express love, etc.	<i>Love,</i> <i>Best wishes,</i>	

**6 Write** Write your letter in an appropriate style. Write 140–190 words.

**7 Check** Before you hand in your letter, complete this checklist.

- I've started with an informal greeting.
- I've thanked the person for their letter / referred to their news.
- I've given three or four main pieces of advice.
- I've used good phrases to give advice.
- I've written at least four paragraphs.
- I've ended the letter in an informal way.
- I've checked my spelling and grammar.



**Learning to Learn**

**Being an active learner**

Learning is more than just remembering the information that your teacher or your coursebook tells you. Follow these tips to become a more active learner.

- Be curious. Ask yourself questions about what you learn and ask your teacher questions that you don't know the answer to.
- Connect ideas. Think about how new information you learn connects to things you already know. For example, if you learn a new phrase in English, do you know any other phrases that mean something similar?
- Set goals. On your own or with a teacher's help, be clear about what you want to achieve this week, this term and this year.
- Consider your learning preferences. Do you prefer to work on your own or with others? Do you prefer visual 'mind maps' or written notes? Understanding how you learn helps you to learn in the best way.
- Test yourself. When you have a spare moment, think about what you have learnt and see what you remember. Check your notes to see if you are right!