

B1+

# Optimise Academy

Teacher's Book

B1+

**Your App includes:**

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



# 1

# Lifelong learning

## UNIT AIMS

Exam preparation in Unit 1:

- practise identifying synonyms in the text and questions
- practise predicting missing information in a listening
- learn how to compare and contrast the photos in the speaking task
- understand what specific word forms are needed in open cloze tasks
- practise giving advice in an informal letter or email

## 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 Multiple choice   An article	Identifying synonyms	Workbook, pp 4–5 Unit 1, Reading
Grammar 1	Tense review: past simple and past continuous	Workbook, p 6 Unit 1, Grammar 1
Vocabulary	Words connected with <i>education/learning</i> Adjectives with <i>-ful / -ive</i> Phrasal verbs	Workbook, pp 6–7 Unit 1, Vocabulary
Listening Sentence completion	Predicting missing information	Workbook, p 8 Unit 1, Listening
Grammar 2	<i>would, used to, be used to</i>	Workbook, p 7 Unit 1, Grammar 2
Speaking Photo task	Comparing	Workbook, pp 8–9 Unit 1, Speaking
Use of English Open cloze	Verbs (1)	Workbook, p 9 Unit 1, Use of English
Writing An informal letter/email	Giving advice	Workbook, p 10 Unit 1, Writing
		Workbook, p 11 Review and Learning to Learn

## Additional material

ON-THE-GO PRACTICE	TEACHER'S RESOURCE CENTRE	ASSESSMENT
Unit 1, Grammar and Vocabulary	<b>Worksheets:</b> Grammar (Standard and Higher), Vocabulary (Standard and Higher), Speaking video, Grammar communication	Unit Test 1 (Standard and Higher)

# READING

## Multiple choice | An article

► Student's Book, pages 10–11

### Lesson aims

- Focus on identifying synonyms
- Practise a multiple-choice exam task

#### LEAD-IN

Elicit the meaning of the unit title *Lifelong learning* (we use this to describe the fact that people learn throughout their lives, not just when they are young). Students say what they think the lesson is going to be about (*learning different skills and having different experiences at any age*).

### Digital game



Encourage students to play the digital game for extra practice.

**1** In pairs or groups, students ask and answer the questions. Elicit answers in open class.

#### Answers

Students' own answers

### EXAM SKILL

#### Identifying synonyms

Students read the tips.

- Remind students that in reading exams, the wording in the questions is often different from the wording in the text. This is done to test their ability to understand meaning rather than just match exact words.
- Point out that exam writers frequently use synonyms or paraphrased ideas, so students need to read for meaning, not just for key words.
- Encourage students to begin by underlining key words or phrases in each question before they read the text. Then they think about what other words or expressions might be used in place of those key words. This helps them become more aware of common synonyms and builds their paraphrasing skills.
- It can be useful to go through an example together: choose one question and model how to identify the key words, then scan the text for words or phrases with a similar meaning.
- You can also create short matching tasks using pairs of questions and sentences from the text to help practise recognising synonyms in context.

**2** Students complete the exercise. Elicit answers in open class.

#### Answers

1 reactions 2 evolved 3 typical 4 emphasis

**3** Students complete the exercise. You could set a time limit of three minutes.

#### Answers

1 the responses of a modern teacher and a group of teenagers

2 **General answer:** education.

**Suggested specific answers:** boys and girls were now taught the same subjects; girls could play football and other sports; the school-leaving age went up (to 16); the relationship between teachers and students became less formal; students started to work with modern technology; coursework and continuous learning became more important, and exams less important

3 rows of wooden desks and a large number of students of different ages

4 learning facts, dates and multiplication tables

#### DIFFERENTIATED LEARNING

Give less confident students the jumbled list of answers without numbers so that they can match them up. (Give *education* as the answer for question 2.) If more confident students finish early, they can write the answers on the board.

### OPTIMISE your exam

#### Multiple choice

Students read the tips.

- Point out that students need to first read the title and the text for general meaning.
- Remind them that when they read the questions for the first time, they need to find the part of the text that each question refers to. Point out that identifying synonyms in the questions and the text can often help with matching the question with the correct part of the text.
- Point out that they need to reread the questions and all the options carefully before choosing their answer.

#### Exam task

**4**  1.01 **Note:** The reading text is also available as a recording. You may want to have students listen and read the text before doing the exam task.

Students complete the exercise. Check the answers in open class. Elicit what evidence helped students decide on their answers.

#### Answers

1 C 2 B 3 A 4 D 5 A

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

#### Answers

1 comprehensive schools 2 creativity 3 reactions  
4 self-expression 5 influence 6 at home 7 emphasis  
8 significant

#### FAST FINISHERS

Students write their own sentences using some of the highlighted words and phrases.

**ESDC**

This question relates to **Sustainable Development Goal 4: Quality education**.

Ask students to read and discuss the questions in pairs or groups. They come up with at least three possible solutions to the problems.

**CULTURAL NOTE**

The UK school system is divided into four main parts: primary education, secondary education, further education and higher education. Children start school at age 5 and must attend (or participate in appropriate training) until they are 18.

Primary education runs from ages 5 to 11, usually split into Key Stage 1 (ages 5–7) and Key Stage 2 (ages 7–11). Secondary education follows, covering Key Stages 3 and 4 (ages 11–16). At the end of Key Stage 4, students take GCSE exams.

After age 16, students can choose to continue into further education, often taking A-levels, vocational qualifications or apprenticeships. Those aiming for university generally complete two years of A-levels before applying to higher education institutions.

Education systems vary slightly across England, Scotland, Wales and Northern Ireland, with Scotland having its own distinct structure and qualifications.

**Homework**

Workbook Unit 1: Reading, pages 4–5

**GRAMMAR 1****Tense review: past simple and past continuous**

► Student's Book, page 12

**Lesson aims**

- Understand the correct usage of the past simple and past continuous
- Practise using the past simple and past continuous

**LEAD-IN**

Tell students what you did yesterday and what you were doing at a particular time yesterday to model the language. Ask a student to say similar sentences about themselves, then nominate another student to continue. After five or six students, stop the class and ask them what tenses are being used.

Play the Grammar video to present the lesson's grammar point.

**Grammar in context**

Watch the grammar video.

Students complete the task and refer to information in the *Remember* box if they aren't sure. Check their answers.

Remind students that they can find more information in the Grammar reference, Unit 1, page 139.

**Answers**

**1 Verbs in the past simple:** did, showed, evolved, was, had, sat, had to, concentrated, didn't enjoy, didn't have to, left, followed, saw, began, learnt, thought, wanted, missed, didn't allow, got, took, passed, failed, went, were, could, accepted, became, started, appeared, prepared, didn't want

**Verbs in the past continuous:** was talking, was saying, were ... changing

**2** In the first sentence, we use the past continuous to describe an action in progress in the past when another action happened. In the second sentence, we use the past continuous to describe a process developing in the past.

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

**Answers**

**1** didn't learn, left **2** was raining, didn't have **3** did you learn **4** showed, was staying **5** was watching, realised **6** were you doing, went off (= what action was in progress when you heard the alarm?) / did you do, went off (= what action did you take after you heard the alarm?) **7** was explaining, put

**2** Before students do the task, elicit the meaning of *skydive* (a parachute jump from a plane, done as a sport or for fun). Students then complete the exercise. Check answers in open class and students explain their choices.

**Answers**

**1** did, learn **2** were visiting **3** saw **4** didn't know **5** were driving **6** went **7** found out **8** started **9** was practising **10** said **11** were falling **12** opened

**3** Students complete the exercise. Remind them to explain why they corrected or didn't correct certain sentences and remind them that there can be more than one possible answer. Check in open class.

**Answers**

**1** ~~did you do~~ / were you doing **2** ✓ **3** ~~were you doing~~ / did you do **4** ✓ **5** ✓

**FAST FINISHERS**

Students write three more sentences, both correct and incorrect. Then they swap their sentences with a partner and correct any that have mistakes, explaining why they are wrong.

**Digital practice**

Encourage students to complete the digital practice.

**Homework**

Workbook Unit 1: Grammar 1, page 6

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

# VOCABULARY

## Working with words

► Student's Book, page 13

### Lesson aims

Understand the correct usage of:

- words connected with *education/learning*
- adjectives ending in *-ful* and *-ive*
- phrasal verbs

#### LEAD-IN

Write these jumbled sentences on the board for students to reorder them:

*you / playing / at / Were / 9 / video / o'clock / night / games / last / ?*

*Where / go / in / summer / did / holiday / you / the / ?*

*listening / you / you / yesterday / music / Were / doing / to / your / while / were / homework / ?*

In pairs, students ask and answer the questions.

#### Answers

Were you playing video games at 9 o'clock last night?

Where did you go in the summer holiday?

Were you listening to music while you were doing your homework yesterday?

## Words connected with *education/learning*

1  1.02 Students complete the exercise. Play the recording for students to listen and check their answers.

#### Answers/Audioscript

1 The driving test was tough, so she was surprised that she *managed* to pass it.

2 It's amazing. It's the first time we've *beaten* that team in five years.

3 After a lot of practice, I finally *succeeded* in doing an 'ollie' on my skateboard.

4 At first, I was terrible at juggling, but after two weeks I was *progressing* well.

5 The explorers *overcame* a lot of problems before they reached the South Pole.

6 I was pleased that Julia *came first* in the class test because she had done a lot of revision.

7 I *achieved* a new best time for swimming 1,000 metres at the weekend.

8 We *accomplished* a lot this morning because everyone worked really hard.

9 Some of the players started crying when they *lost* the final match.

10 I felt awful. I didn't expect to win the race, but I didn't think I would *come last* either.

11 Jack was really disappointed when he *failed* his French exam for the second time.

12 Argentina *suffered* a painful defeat to England in the World Cup Final.

#### DIFFERENTIATED LEARNING

Give less confident students the verbs as they appear in the exercise for them to put into the correct form (*manage, beat, succeed, progress, overcome, come first, achieve, accomplish, lose, come last, fail, suffer*). Ask confident students to try to change some of the sentences so that they use a different word or phrase from the appropriate box, e.g. sentence 3 could be change to *After a lot of practice, I finally managed to do an 'ollie' on my skateboard.*

Refer students to the Vocabulary reference, page 152, for more information on topic vocabulary.

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

2  1.03 Write *-able* and *-ible* on the board and elicit adjectives with these suffixes (students worked on these in the Starter unit, so should know *advisable, fashionable, horrible, sensible, etc.*). Students are now going to look at two other suffixes, *-ful* and *-ive*, which are often tested in Use of English exams. Point out to students that *-ful* means 'full of'.

Students complete the exercise. Play the audio for students to listen and check their answers.

#### Answers/Audioscript

**Adjectives with *-ful*:** *harmful, painful, playful, stressful, thankful, useful*

**Adjectives with *-ive*:** *active, attractive, creative, effective, productive, secretive*

#### FAST FINISHERS

Students mark the word stress on the adjectives ending in *-ive*. When everyone has finished, elicit the stress patterns and drill the pronunciation in open class.

#### Answers

active, attractive, creatative, effective, productive, secretive

3 Students complete the exercise. Check their answers and elicit any other adjectives students know that end in *-ful* and *-ive*, e.g. *hopeful, helpful, expressive, explosive, expensive*.

#### Answers

1 creative 2 playful 3 useful 4 active 5 harmful 6 thankful

Refer students to the Vocabulary reference, page 152, for more information on word formation.

4 Pairwork. Students complete the task. Elicit ideas from students in open class.

#### Answers

Students' own answers

## Phrasal verbs

5  1.04 Elicit from students what phrasal verbs are (a *phrasal verb* consists of a verb and one or two particles, e.g. *prepositions/adverbs*). Point out that it's not always easy to guess the meaning of a phrasal verb, because the separate words have separate meanings of their own. Students complete the exercise. Play the recording for them to listen and check their answers.

Point out to students that phrasal verbs commonly appear in all the different parts of Reading and Listening exams, and in multiple-choice cloze questions in Use of English exams.

### Answers/Audioscript

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

Refer students to the Vocabulary reference, page 152, for more information on phrasal verbs.

### Digital game



Encourage students to play the digital game for extra practice.

### Homework

Workbook Unit 1: Vocabulary, pages 6–7  
If your students can access the On-the-Go Practice, assign Unit 1 Vocabulary practice to them online.

## LISTENING

### Sentence completion

► Student's Book, page 14

### Lesson aims

- Listen for detail in order to predict missing information
- Practise a sentence-completion exam task

#### LEAD-IN

Tell students they are going on an adventure holiday. Write these items on the board:

*matches, a map, a first-aid kit, a knife, a bar of chocolate, insect repellent, rope, a torch, binoculars, alarm clock, sun cream, a hat, travel games, earplugs*

In pairs or small groups, students rank the items from very important to not so important. Open the discussion to the class and elicit other items students would bring with them.

- 1 In pairs or groups, students ask and answer the questions. Elicit ideas from different students around the class.

#### Answers

Students' own answers

## EXAM SKILL

### Predicting missing information

Students read the tips.

- Remind students that predicting missing information helps them identify relevant points and reject irrelevant information. In listening exams, where speech can be quite fast, this helps students pick out relevant points and guess unknown words or phrases more easily.
- Remind students that most answers in this type of exercise are concrete pieces of information, e.g. names, numbers and proper nouns. In open class, look at Exercise 4 and elicit possible answers for sentences 1 and 3.

### 2 Students complete the exercise. Check their answers.

#### Answers

- 1 happy, many (students add a number that could apply to a group of teenagers)
- 2 excited (students add an adjective that could describe the hut they slept in)
- 3 teacher, tutor (students add another role on an adventure holiday, in the plural form)
- 4 stones (students add another possible object, in the singular form)

### 3 Students complete the exercise. Elicit answers from different students around the class and accept all sensible suggestions.

#### Answers

- 5 medical care / e.g. first aid
- 6 together / e.g. separately
- 7 cold / e.g. freezing
- 8 a rope / e.g. a penknife

## OPTIMISE your exam

### Sentence completion

Students read the tips.

- Point out to students that the exact words they need to write are in the recording, but the words before and after the gaps are not exactly the same as in the recording.
- Point out that students should always check that what they write fits grammatically and makes sense.
- Remind them that they need to spell the words correctly to get marks in this type of exam task.

#### Exam Exam task

- 4  1.05 Play the recording for students to listen and complete the exercise. Don't check answers at this stage, as students will listen again to check in Exercise 5.

- 5  1.05 Play the recording again for students to check their answers and correct them if necessary. Remind them to always write something in the gap. In open class, discuss the specific clues that helped them choose their answers.

**Answers**

- 1 30/thirty (*There were about 30 of us*)
- 2 wooden (*a big wooden hut*) Elicit from students that the correct adjective here can't be *big* as this is already covered in the question (*The large hut they slept in was ...*).
- 3 instructors (*We had three instructors – Paul, Kelly and Dave*)
- 4 rock
- 5 first aid
- 6 on a rope / (by) abseiling (... *abseiling. That's when you come down a rock face you've just climbed, on a rope*)
- 7 freezing (*It was really dark, and the water was freezing*) Elicit that *it* refers to the night.
- 8 a (sharp) knife (*how to use a sharp knife safely*) Ask students to notice the change in word order here.

**Research**

In pairs or small groups, students discuss where they could go rock-climbing in their country. Students could present their ideas in class, or they could prepare this for homework and present their ideas at the start of the next lesson.

**Homework**

Workbook Unit 1: Listening, page 8

**GRAMMAR 2****would, used to, be used to**

► Student's Book, page 15

**Lesson aims**

- Understand the correct usage of *would, used to* and *be used to*
- Practise using *would, used to* and *be used to*

**LEAD-IN**

Personalised presentation. Read this to the students:  
*When I was young, I would go cycling almost every day with my friends. I used to have a dog and we used to go for long walks with her. I don't cycle anymore, but I go jogging every now and then.*

Students listen and note down your past habits and what you do now. Elicit the sentences that described your actions or situations in the past: *I would go cycling – I used to have a dog – we used to go for long walks.* Elicit that these are all finished now. Invite students to think of similar sentences of their own, and elicit suggestions from the class.

**Grammar in context**

Students complete the task. Check their answers and ask students to associate each sentence with the descriptions of *would, used to* and *be used to* in the *Remember* box.

Point out that *would, used to* and *be used to* are often tested in Use of English exams.

Remind students that they can find more information in the Grammar reference, Unit 1, page 139.

**Answers**

1 b 2 c 3 a

**LANGUAGE NOTE**

Neither *used to* nor *would* can be used to refer to single actions in the past. For example, it would not be possible to use either form in this sentence: *In 2025, I moved from Berlin to Paris.*

Remind students that *be used to* is an expression and that we can use it in any tense, e.g. *I wasn't used to ... / Are you used to ...?*

**1** Students complete the exercise. Check in open class and elicit why the answers are correct in each case.

**Answers**

- 1 making (the main verb *to be* indicates that it is the construction *be used to*)
- 2 used to / would (past habits – both are correct)
- 3 would always / always used to (past habits – both are correct)
- 4 to listen (*used to* to describe past habits)
- 5 Are (*Did you used* is incorrect – *Are you used* is the correct form)
- 6 wouldn't (*we didn't use* is missing *to* and therefore is incorrect)
- 7 would / used to (past habits – both are correct)
- 8 'm used to (*-ing* form of *making* indicates *be used to* is correct here)

**2** Students look at the photo and say what the girl is doing (*talking into a microphone – maybe at a show, or to introduce someone*) and what they think her job is. They quickly read the sentences to check (*a comedian*). Then they complete the exercise. Students compare in pairs before you check their answers in open class.

**Answers**

- 1 she used to be quite shy
- 2 Diana would / used to dream of being a famous comedian
- 3 She would / used to spend hours reading joke books
- 4 She didn't use to / wouldn't tell any jokes at school though
- 5 she is used to telling jokes in front of thousands of people
- 6 She still isn't used to people recognising her in the street and asking her to tell them a joke

**3** Students complete the exercise. Make sure they have got the correct answers before they talk to a partner. If time allows, swap pairs to let students repeat the activity. Check in open class and feed back on ideas and accuracy. Write three or four students' sentences on the board and they correct any that have mistakes, explaining why they are wrong.

**Answers**

- 1 'm used to 2 used to 3 'm used to 4 used to 5 used to 6 'm used to

**Me**

Students make notes, then discuss in pairs. Elicit interesting or unusual answers from students around the class. They could write up their sentences in their notebooks or do this for homework.

**EXTRA SUPPORT**

In a less confident class, or for those students who would like more support, write these prompts on the board to help students structure their conversations.

*I used to \_\_\_\_\_ when I was younger, but now I don't.*

*I didn't use to \_\_\_\_\_ when I was younger, but now I do.*

*When I was at primary school, I would \_\_\_\_\_.*

*Nowadays, I'm used to \_\_\_\_\_.*

**Digital practice**

Encourage students to complete the digital practice.

**Homework**

Workbook Unit 1: Grammar 2, page 7  
If your students can access the On-the-Go Practice, assign Unit 1 Grammar practice to them online.

**SPEAKING****Photo task**

► Student's Book, page 16

**Lesson aims**

- Talk about the similarities and differences between photos
- Practise doing an exam photo task

The Speaking video in this unit focuses on learning. People talk about different ways of learning and who they prefer to be taught by.

Students answer some comprehension questions, then listen out for phrases for comparing.

**LEAD-IN**

Ask three students to come to the board and write five gapped sentences where they could use *used to* or *would*. Other students complete the exercise in their notebooks and check in pairs. Check in open class.

**1** Students spend a minute or two reading the questions. Play the Speaking video for them to complete the exercise. Play the video again, if necessary, before checking their answers.

**Answers**

- 1 Because he's with his friends and he finds it more fun.
- 2 Because it's a lot more focused and she feels like she gets more time for herself.
- 3 Because they have a lot more time to work one-on-one.
- 4 Because teachers are a lot more experienced than his friends or family members.

**2** Play the Speaking 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**

These expressions are heard on the video: Both types of ... are ... [Tilly 02:32], It isn't as ... as ... [Darius 01:43], One key difference is ... [Ally 01:17], One way they differ is ... [Darius 1:56]

**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.

**3** In pairs or groups, students ask and answer the questions. Elicit answers in open class.

**Answers**

Students' own answers

**OPTIONAL EXTENSION**

Students answer the question: *What's the best thing you've learnt from your parents/tutors or professional instructors?*

**EXAM SKILL****Comparing**

Students read the tips.

- Point out that comparing photos is a common speaking task in exams.
- In this task, they should focus on talking about similarities and differences in the two photos, preferably not repeating any 'comparing phrases' at all. It is important that students understand that minor details are irrelevant here and they do not have to actually describe the photos.
- Point out to students that the language of comparison is one way of extending their answers. Explain that in this lesson students will practise this language and that it will also be useful in the speaking exam. If students can use these phrases in a speaking exam accurately and appropriately, they will improve their marks for both grammar and vocabulary.

**4** Students complete the exercise individually. Check answers in open class.

**Suggested answers**

1 similarity 2 both 3 key 4 whereas 5 differ 6 as

**5** Pairwork. Students complete the exercise.

**Suggested answers**

**Photo A:** A group of students are at school. They are learning how to cook with a teacher.

**Photo B:** A teenager is at home with his dad (uncle, cousin or male relative). He is learning to play the guitar.

## 6 Students look at the photos again and complete their ideas.

### Suggested answers

**Similarities:** Both photos show people learning; the people in both photos seem to be enjoying learning; there is a teacher in both photos; the people learning are concentrating.

**Differences:** Photo A shows people learning together whereas Photo B shows one person learning alone; Photo A shows people learning an everyday activity but Photo B shows a person learning to play a musical instrument; The people in Photo A need kitchen equipment but the person in Photo B needs just a guitar.

**Good things about the way of learning shown in Photo A:** A teacher is trained and so can teach better than a parent. You can watch other students doing something and learn from them.

**Good things about the way of learning shown in Photo B:** It's a good way to feel closer to your family or friends. You can make mistakes without worrying about what other people might think. You have more one-on-one time.

## OPTIMISE your exam

### Photo task

Students read the tips.

- A key skill in speaking exams is being able to describe a word/phrase students don't remember or don't know in another way (paraphrasing). They won't lose points for not knowing. The focus here is on not pausing too much and putting ideas together logically.
- If students get stuck, it's good to teach them a few phrases to help them buy some time to think (*I'm not sure exactly (what this is) but ..., I think it's some kind of ... / some sort of ..., etc.*).

### Exam task

- 7** In small groups, students take it in turns to complete the exercise with each person talking on their own for about a minute. Insist that they compare the photos (rather than describing them), and make full use of the phrases in the *Phrase expert* box. Walk around, monitoring students for good use of language and errors to go over at the end of the activity.

#### Answers

Students' own answers

### OPTIONAL EXTENSION

Students who are listening mark the speaker from 1 (low) to 5 (high) in these five areas and feed back at the end.

- 1 Staying on topic
- 2 Range of language (especially not repeating phrases)
- 3 Spending the right amount of time on both parts of the task
- 4 Structuring the answer logically
- 5 Not pausing too much

### Homework

Workbook Unit 1: Speaking, pages 8–9

## USE OF ENGLISH

### Open cloze

- Student's Book, page 17

### Lesson aims

- Focus on verb forms and patterns
- Practise an open-cloze exam task

### LEAD-IN

Have a class discussion about pets. Which ones do students have at home? Are there any unusual ones? Have they tried to train them?

### EXAM SKILL

#### Verbs (1)

Students read the tips.

- Verbs are often tested in open-cloze and multiple-choice cloze exam tasks.
- Point out that to show time, verbs can change their tense and form. Remind students that verb forms include: the bare infinitive (*look, see*), the past simple (*looked, saw*), the past participle (*looked, seen*), the third-person singular present simple (*looks, sees*) and the *-ing* form (*looking, seeing*).
- Remind students that we can also use certain verbs to tell us about how we feel, e.g. modal verbs. They will work more on modal verbs in Unit 3.

- 1** Pairwork. Students discuss the questions. Check their answers in open class.

#### Answers

Students' own answers

- 2** Students complete the exercise. Check their answers. Accept all sensible and grammatically correct suggestions.

#### Answers

**1** Are, Were – auxiliary **2** could, would, can, will – modal verb  
**3** never, rarely – negative word **4** made – main **5** was – auxiliary  
**6** up – particle

## OPTIMISE your exam

### Open cloze

Students read the tips.

- Remind students that it is important to read the text for general understanding first.
- Point out to students that most of the gaps are usually grammatical words, not topic vocabulary. Students should look out for fixed expressions, dependent prepositions and linking words/phrases.
- When they have finished, students should read the text again to check that it makes sense.

Students are tested on their knowledge of verbs in gap-fill (open-cloze) tasks in the Use of English exam.

### 3 Students complete the exercise. Elicit answers in open class.

#### Answers

- a) The gaps that probably need verbs or verb forms are 1 and 5.  
b) The gaps that need other parts of speech are 2, 3, 4, 6, 7, 8.

#### Exam Exam task

### 4 Students complete the exercise, then compare their answers in pairs.

#### Answers

- 1 to 2 like 3 sure (certain is also possible) 4 than  
5 used 6 such 7 in 8 so



#### Me

Students share their opinions and explain why.

#### Homework

Workbook Unit 1: Use of English, page 9

#### CULTURAL NOTE

In the UK, pets are an important part of family life, with cats and dogs being the most popular companions. Recent estimates (2025) suggest there are around eleven million cats and ten million dogs in British households. Many people consider their pets as family members, and pet-friendly cafés, parks and even workplaces are increasingly common.

## WRITING

### An informal letter/email

► Student's Book, pages 18–19

#### Lesson aims

- Focus on language for giving advice
- Plan and write an informal letter

#### LEAD-IN

Divide the class into small groups. Write some problems on the board, e.g. *I've just failed a test. I've got a headache. I can't find my phone. My friends aren't speaking to each other.* Elicit advice from the students, using *You should / shouldn't ...*

### 1 In pairs or groups, students read and respond to the statements. In a less confident class, give students time to prepare their answers in written form before they do this as a speaking task.

#### Answers

Students' own answers

## EXAM SKILL

### Giving advice

Students read the tips.

- Point out that in a writing exam, when replying to a letter, it's a good idea for students to begin their letter with a brief greeting and refer to the letter to which they are replying. However, the main part of their letter should deal with the specific task outlined.
- Students should make sure they answer any questions in the letter. Before students start writing, they should note the main point they want to make in each paragraph. It is important to cover all the points in order to get a good score.
- Explain to students that they will be working on different expressions and structures to give advice in exercises 2–7. They need to show a wide range of appropriate language to get good marks.

For more information on writing informal letters/emails, refer students to the Writing reference, page 161.

### 2 Students complete the exercise. Check in open class and students justify their answers.

#### Answers

- 1 F (She starts the letter with a greeting)  
2 T (She mentions that Molly had asked for advice on choosing a language school)  
3 T (*think about where in the UK you want to go ... do research ... make sure you check how much they charge ... ask your English teacher and your parents*)  
4 T (Remind students to pay attention to organisation: all writing options require them to write four to five paragraphs)  
5 F (*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*)

### 3 Students complete the exercise.

#### Answers

All structures are used except 4, the causative

- 1 One thing you should do is  
2 Why not  
3 If I were you, I'd  
4 Make sure you check; Ask your English teacher..., Write soon

## OPTIMISE your exam

### An informal letter/email

Students read the tips.

- There are a lot of similarities between informal letters and conversation (a lot of questions, interest/enthusiasm and shared information). Elicit examples of key features of informal language that students can use (*phrasal verbs, informal vocabulary, e.g. I guess ..., contractions but not abbreviated language that we can find in emails, question tags, simpler sentence structures, connectors, e.g. Well ... / By the way ... / Anyway ... / Actually ...*).

**Exam** Exam task

**4** In pairs or groups, students complete the exercise.

**Answers**

Students' own answers

**DIFFERENTIATED LEARNING**

Brainstorm what sort of advice students could give Lucy in open class and write some suggestions on the board. Students use some of the expressions from the lesson. Write some ideas on the board that less confident students can refer back to when they write their letter, and feed in interesting expressions for more confident students (*practice makes perfect, fear of failure, a lucky break, come clean with your friends, come out with the truth, etc.*).

**5 Plan** Students complete the paragraph plan. You may want to look at students' plans to check them and give advice and suggestions for improvement.

**Answers**

Students' own answers

**6 Write** Students write their letter in an appropriate style. Depending on time, it may be a good idea to set this and the subsequent exercise for homework.

**Answers**

Students' own answers

**7 Check** Students complete the checklist before they hand in their letter.

**Answers**

Students' own answers

For more information on writing informal letters or emails, refer students to the Writing reference, page 161.

**Learning to Learn**

Students read the tips for better learning. You can divide them into groups and assign each a tip to research (to find examples, to present examples from their own experience, etc.). If time allows, students can present their ideas to the class. While one group is presenting, others can be taking notes to ask further questions on the presentation.

In addition to the ideas given, you can add fact-checking (making sure that the information they find is trustworthy). Discuss with students how they should do this (by checking with multiple sources, assessing the validity of sources, even if it's a photo or video). You can talk about deep fake technology, fake news and other dangers that result from overusing AI and other modern technology.

As an extension, students could write an informal letter at home to their friend about one of the topics or tips discussed.

**Homework**

Workbook Unit 1: Writing, page 10, and Review, page 11