B2 First for Schools

Optimise Academy B2

Teacher's Book

Your App includes:

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

macmillan education

Anna Cole, Peter Smith,
Paul Kelly

Also includes App

1 Forever learning

UNIT AIMS

Exam preparation in Unit 1:

- understand how to scan an article
- listen for agreement and disagreement in conversations
- agree and disagreee in a discussion
- understand how to use suffixes in a transformation exercise
- express and justify opinions in an essay

CLASSROOM PRESENTATION KIT

VIDEOS:
- Unit opener
- 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 matching | An article**	Scanning	Workbook, pp 4–5 Unit 1, Reading
Grammar 1	Tenses (1): present / past simple, *used to, would, be / get used to*	Workbook, p 6 Unit 1, Grammar 1
Vocabulary	Words connected with *studying* and *learning* Phrasal verbs Word patterns: words + prepositions	Workbook, pp 6–7 Unit 1, Vocabulary
Listening **Multiple choice | Extracts**	Listening for agreement and disagreement	Workbook, p 8 Unit 1, Listening
Grammar 2	Tenses (2): present perfect simple, past perfect simple	Workbook, p 7 Unit 1, Grammar 2
Speaking **Collaborative task**	Agreeing and disagreeing	Workbook, p 9 Unit 1, Speaking
Use of English **Word formation, Key word transformation**	Word formation with suffixes Contracted forms	Workbook, p 9 Unit 1, Use of English
Writing **An essay**	Expressing and justifying opinions Developing self-awareness	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	**Worksheets:** Grammar (Standard and Higher), Vocabulary (Standard and Higher), Speaking video, Grammar communication	Unit Test 1 (Standard and Higher)

READING

Multiple matching | An article

▶ **Student's Book, pages 10–11**

Lesson aims

- Focus on multiple matching
- Practise a multiple matching exam task

LEAD-IN

Elicit the meaning of the unit title ***Forever learning*** (*Learning is an activity that we do throughout our lives, not just when we are children or teenagers.*). Ask students what they think the lesson will be about (*education and learning*).

1 **In pairs or as a group, students discuss the question. Elicit answers from around the class.**

Answers
Students' own answers

2 **Pause the video at the beginning. Students predict what the video will be about.**

Students read the exercise and check their predictions about the video. Students read the text again and predict the words for each gap.

Students watch the video and check their answers.

Answers
1 windmill **2** 2000 **3** food **4** learning **5** water **6** famine **7** book **8** comfortable **9** film

3 **Students complete the exercise. Ask them to compare their answers in pairs. Elicit answers.**

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

4 **Students complete the exercise.**

Answers
1 eight million **2** 2021 **3** University of Arts London, Chelsea College of Arts **4** Gavin Horgan **5** 11 **6** Cambridge University

OPTIMISE your exam

Multiple matching

Students read the tips.

- Scanning is a strategy for speed reading in order to find specific information in the text. Students practised this technique in Exercise 4. Elicit situations where students need to find a particular piece of information quickly within a large amount of text (e.g. when they look up words in a dictionary, scroll an online text for a sports score, look for information in a textbook, etc.).
- Remind students that often exact word matches are a trap – if a key word in the text is exactly the same as the word in the question, students should be careful. It's almost certainly not the answer. They should also be careful of partial matches. They should find a sentence in the text that matches all the key words.
- Highlight that in this type of exam task, the questions and texts are not necessarily in the same order.

Exam task

5 1.01 **Note: You may want to have students listen to and read the text before doing the exam task.**

Students complete the exercise. Elicit answers.

Answers
1 A **2** D **3** C **4** B **5** C **6** A **7** C **8** D **9** B **10** A

EXTRA SUPPORT

Elicit the synonyms and paraphrases that helped the students complete the exercise.

Suggested answers

1 training schedule – *daily workout*
2 wasn't confident – *a little unsure*
3 made them believe in themselves – *encourage him to be self-confident*
4 praised by their university – *University of the Arts (...) said Ella's work was the best they'd seen that year*
5 decide to continue studying after university – *After achieving a degree (...) he was motivated to work towards a PhD.*
6 never expected popularity on social media – *his lack of reading limited his career options*
7 teach in a way their students can understand – *using song lyrics to make the message clearer*
8 dreamt of becoming an educator – *I wanted to become a teacher*
9 has her family to thank for moving school – *Ella McEwan's parents decided she should change schools*
10 problems behaving appropriately – *learning and behaviour difficulties*

6 **Students complete the exercise.**

Answers
1 c **2** f **3** g **4** a **5** d **6** b **7** e

ESDC

These questions relate to **Sustainable Development Goal 5: Gender equality**. Pairwork. Each pair answers the questions. Then elicit opinions in open class.

Homework

Workbook Unit 1: Reading, pages 4-5

GRAMMAR 1

Tenses (1): present / past simple, *used to, would, be / get used to*

▶ **Student's Book, page 12**

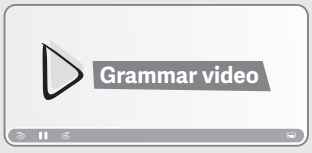
Lesson aims

- Understand the correct usage of the present and past simple, *used to, would* and *be / get used to*
- Practise using the present and past simple, *used to, would* and *be / get used to*

LEAD-IN

Ask students to brainstorm vocabulary related to health and illness. Write *HEALTH* in the centre of the board, with circles around it with these subheadings: *Healthy foods*, *Types of exercise*, *Illnesses*, *Occupations in healthcare*. Write all students' suggestions on the board, in the appropriate circles.

Grammar in context



Watch the grammar video.

Students complete the task. Refer them to the *Remember* box if they need help. Check answers in open class.

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

Answers

1 present simple: for habits, things that are true, facts, and present situations.

2 past simple: for events and actions in the past at a specific time.

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

Answers

1 is, learn **2** went, enjoyed **3** don't usually stand **4** didn't you come, Were you **5** says **6** starts, don't like, we're / we are

LANGUAGE NOTE

Highlight that 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: *I moved to Barcelona in 2023*. When students describe habitual actions and temporary or repeated events in the past, it's a good idea to vary their choice between *used to, would* and the past simple to make their descriptions more interesting.

An important difference between *used to* and *would* is that *would* is not used with stative verbs such as *love, be, understand* and *feel*. The use of *would* is more restricted than that of *used to*. Advise students that if they aren't sure which one to use, it's best to choose *used to*.

Remind students that the contracted form of *would* is *'d* and that *would* is also used in the second conditional.

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

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

2 **Students complete the exercise. Check their answers in open class.**

Answers

1 are **2** got **3** didn't / wouldn't **4** were **5** used **6** had **7** was **8** would **9** was **10** weren't

Ask students to find one example for each of the four uses of *used to* and *would* in the text *Doctors with clean hands*.

used to + verb: *doctors used to go from patient to patient.*

would + verb: *doctors would go straight from treating very sick patients to delivering babies.*

used to + -ing: *scientists are used to questioning how things are done.*

get used to + -ing: *We have all got used to washing our hands.*

OPTIONAL EXTENSION

Write these prompts on the board:

1 *something you used to like doing but don't like so much now*

2 *something you used to do often but don't do so frequently now*

3 *something you are used to doing, even if it's not a lot of fun*

4 *something you still haven't got completely used to doing yet*

Students write sentences about each one. In pairs, students compare their sentences. Elicit some examples in open class.

3 **Pairwork. Students tell each other their sentences. Then elicit sentences in open class.**

Answers

Students' own answers

Research

Set the exercise as homework. Ask the students to also find a picture of the person. Organise the students into groups of four and ask them to present their person to their group.

FAST FINISHERS

Fast finishers write one or two sentences about things that they used to do when they were younger.

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 1 practice to them online.

VOCABULARY

Working with words

▶ Student's Book, page 13

Lesson aims

- Understand the correct usages of:
  - words connected with *studying* and *learning*
  - phrasal verbs
  - word patterns: words + prepositions

LEAD-IN

Divide the students into two teams. Call out letters randomly (don't use the letter *X*) and ask teams to think of a word they've learnt so far which begins with that letter. Students put up their hand if they know a word. Choose the first student who puts their hand up and ask them to say the word. If it is correct, their team gets a point. Play for a set time. At the end, the team with the most points wins.

Words connected with *studying* and *learning*

1 1.02 **Students complete the exercise. Play the audio for them to listen and check their answers. Elicit explanations for each word and check their pronunciation.**

Answers/Audioscript

1 We've got a test tomorrow, so I'm going to *revise* tonight.

2 Jason's going to *take* his first guitar exam next month even though we're not sure he'll pass.

3 this person teaches at a university: *lecturer*

4 this person trains a sports player or team: *coach*

5 this person teaches you how to do something, such as drive a car: *instructor*

6 this allows you to do something, such as drive a car: *licence*

7 this is a piece of paper showing you've achieved something: *certificate*

8 this is a course of study that you take at university: *degree*

9 this person has successfully completed a course at university: *graduate*

10 this person is studying at university: *undergraduate*

FAST FINISHERS

Students write definitions for the words they didn't use in Exercise 1. They can read out their definitions to test the rest of the class when everyone has finished.

Answers

qualification: something such as a degree or a diploma that you get when you successfully finish a course of study

pupil: someone, especially a child, who goes to school or who has lessons in a particular subject

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

Phrasal verbs

2 1.03 **Students complete the exercise. Play the audio for them to listen and check their answers. Highlight that *to creep up on somebody* means to approach someone quietly and slowly, so that the person is suddenly surprised.**

Answers/Audioscript

1 If you don't know a word in your language, do you look it up in the dictionary? *discover / find*

2 Do you want to set up a business when you leave school? *create*

3 What would you do if I crept up behind you? *approach*

4 Who do you have to regularly tell to hurry up? *increase*

5 What's the best excuse you've ever thought up for not doing something? *create*

6 Would it be hard to catch up with lessons if you were off school for a week? *finish / complete*

7 Do you ever need to speak up because it's hard for someone to hear you? *increase*

8 What do you think you'll end up doing this weekend? *finish / complete*

9 Do you get annoyed if someone uses up the milk / bread / oil? *finish / complete*

10 What interesting information have you had to dig up for a school project? *discover / find*

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

EXTRA SUPPORT

Individually, students write personalised sentences with the phrasal verbs from Exercise 2. In pairs, they then read out their sentences without saying the phrasal verb (they could substitute this for a 'beep' sound) for their partner to guess.

3 **In pairs, students complete the task.**

Answers

Students' own answers

Word patterns: words + prepositions

4 1.04 **Students complete the exercise. Play the audio for them to listen and check their answers.**

Answers/Audioscript

1 My brother's just qualified *as* a nurse and we're all really proud.

2 There's nothing wrong *with* deciding you don't want to go to university.

3 I'm going to quit the swimming team for a while as I have to concentrate *on* my studies.

4 Warren's decided *against* becoming a pilot and now wants to be a surgeon.

5 How interested are you in watching a documentary about archeology?

6 We need to find someone who's experienced *in* teaching young children.

7 If you don't pay attention *to* anything I say, you're not going to learn anything!

8 All his explanation succeeded *in* doing was to confuse me further!

9 The new education laws were criticised *for* not addressing the problem of class sizes in secondary schools.

10 I'm so bored *of* / I'm so bored *with* doing homework – I can't wait to meet my friends afterwards.

OPTIONAL EXTENSION

Ask students if they find remembering word patterns like the ones in Exercise 4 easy or difficult.

In pairs or small groups, students brainstorm ways of remembering them.

Elicit answers from different students around the class.

Suggested answers

Learn them by topic, personalise them, recycle and reuse them, draw pictures, test yourself, etc.

Refer students to the Vocabulary reference, pages 152–153, for more information on word patterns.

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

Multiple choice | Extracts

▶ Student's Book, page 14

Lesson aims

- Focus on multiple choice (extracts)
- Practise a multiple-choice (extracts) exam task

LEAD-IN

Play ***Back to the board***. Divide the class into two teams. Ask a volunteer from Team A to sit with his / her back to the board, facing their team. Write words, phrases or sentences from the unit on the board one by one. Team A defines the word, phrase or sentence for the volunteer student to guess in one minute. After one minute, it is the other team's turn to define a word, and so on. The team that describes the most words in one minute wins the round.

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

Answers

Students' own answers

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

Answers

1 F **2** F **3** T **4** F **5** T

3 **Students complete the exercise and then compare in pairs before you check in open class.**

Answers

1 Zach agrees with Anna. **2** Zach disagrees with Anna.
4 Zach partly agrees with Anna.

EXTRA SUPPORT

Ask students to look at Exercise 4 and decide which questions ask about agreement and disagreement. This will help them work out what type of dialogue they are going to listen to.

OPTIMISE your exam

Multiple choice | Extracts

Students read the tips.

- If students know the key phrases we use to agree and disagree, they will be able to rapidly tune in when the speaker is discussing other people's ideas and decide if he / she agrees or disagrees with them. This skill is useful in listening exams, and raising students' awareness of how we indicate our opinion will also help them improve their performance in oral exams.
- Students are often tested on their ability to identify a speaker's opinion in listening exams. Intonation helps us emphasise significant points beyond words and syntax. In this lesson students work on how we can identify attitude by listening for changes in intonation, pace, volume and pitch, as well as listening carefully for words and phrases that identify opinions to back up the attitude they have identified.

Exam task

4 1.05 **Students listen and complete the exercise. Play the audio again, eliciting the clues that helped students answer.**

Answers

1 C *(You can't fault the instructor though. … No, not at all. She was great. Really kind, helpful and knowledgeable.)*
2 C *(I reckon you'll like their winter weekend drama course – it's just your thing. I think they even put on a show at the end.)*

3 B *(One thing's for sure – it's always been a lot easier in the past. … no doubt about that. This time last year they all came out with big smiles on their faces.)*

4 B *(… the children will be performing for free every Sunday evening for the next month in the town hall. It would be great if some of your listeners could come along and support.)*
5 A *(I wouldn't exactly say dad taught me, but he really did encourage me to try to work it out for myself, and I'll never forget that.)*

6 C *(I'm really not convinced we'll get it all done in two evenings though. It's the whole year's notes. It's pages and pages! … No need to worry. I've got a plan.)*

7 B *(Well, we've now counted all the money we brought in, and you should all be very proud of yourselves as it's a fantastic £3,000 – far more than last year. So very, very well done everyone.)*

8 A *(I guess we need to have the exact costs before we ask them, … Yeah – let's get that tomorrow.)*

DIFFERENTIATED LEARNING

Before playing the audio a second time, ask students to exclude one of the options in each situation. Discuss students' reasons in open class before you play the track again. Don't give away the answers at this point. When you check the answers in Exercise 4, ask students to say which option they excluded on the first listening and if they were right.

5 Pairwork. Students read their sentences to each other and guess which are true or false. Ask them to give reasons for their answers.

Answers

Students' own answers

OPTIONAL EXTENSION

Students write a short dialogue in which two speakers discuss two new skills of the student's choice (e.g. juggling, mending a puncture on a bike, making an omelette, etc.). The speakers should express points of agreement and disagreement about the new skills (e.g. whether they think they are useful, if they would like to learn them, etc.).

Homework

Workbook Unit 1: Listening, page 8

GRAMMAR 2

Tenses (2): present perfect simple, past perfect simple

▶ Student's Book, page 15

Lesson aims

- Understand the correct usage of the present perfect simple and past perfect simple
- Practise using the present perfect simple and the past perfect simple

LEAD-IN

Play ***Grammar tennis***. Write on the board the infinitive form of some verbs students have seen in the unit so far, e.g. *do, take, teach, be, make, sleep, become, have, get, give,* etc. Divide the class into two teams, A and B.

Ask a volunteer from Team A to 'serve' one of the infinitives on the board to a student on Team B. This student must say the **past participle form** to win a point. If he / she gets it wrong, they get a second chance. If he / she still gets it wrong, elicit the correct form and write it on the board.

It is now Team B's turn to 'serve' and Team A's turn to respond to the service and give the **past simple form** of the same infinitive. Team A only has one chance. The first team to get five points is the winner.

Grammar in context

Students complete the task. Refer them to the *Remember* box if they need help. Check answers in open class.

Remind students that they can find more information in the Grammar reference, Unit 1, page 140.

Answers

1 Because it's a situation that started in the past and continues up to the present. We can't use the past perfect because the situation still exists now.

2 They use the past perfect to show the action happened before a time in the past. We can't use the present perfect because the reference point for the action is the past, not the present.

LANGUAGE NOTE

Both the present perfect simple and the past perfect simple talk about something that happened before a point in time (the reference point). In the present perfect simple, our reference point is the present. In the past perfect, our reference point is in the past.

Highlight the contracted form of *had* (*'d*). It is difficult for students to hear short forms, so they must listen carefully for *'d / hadn't* and pay attention to the context to be sure of the tense being used.

1 Students complete the exercise. Students compare in pairs before you check in open class.

Answers

1 had been **2** have **3** has been **4** hadn't been, realised **5** wanted, didn't have **6** have looked, didn't understand

EXTRA SUPPORT

Ask students to make negative and interrogative sentences in the present perfect simple, past simple or past perfect simple using some of the verbs in Exercise 1.

2 Students complete the exercise. Have students check in pairs before you check their answers in open class.

Answers

1 ever **2** since **3** before **4** yet / already, just **5** yet **6** so

3 Students complete the exercise. Check answers in open class.

Answers

1 have **2** studied / took **3** had **4** didn't **5** made **6** hadn't **7** already **8** has

DIFFERENTIATED LEARNING

Give less confident students the answers in a jumbled order to help them complete the exercise (*already, didn't, made, had, hadn't, has, have, studied / took*).

4 Students read the questions and identify the adverbs / time references. Then they complete the exercise. Check answers in open class.

Answers

1 Is this the first time you've studied this grammar? / Was this the first time you had studied this grammar?

2 Had you learnt to speak English before you were 11?

3 Have you got a job for the summer holidays yet?

4 Had you managed to ride a bike by the age of five?

5 Have you ever thought of becoming a scientist?

5 Pairwork. Students ask and answer the questions with short answers.

Answers

Students' own answers

OPTIONAL EXTENSION

Students write two true sentences and one false sentence about themselves using the tenses in this lesson. In pairs or small groups, students read out their sentences for their partner to guess which sentences are true or false.

Learn

In pairs or small groups, students discuss the questions. Elicit answers in open class.

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 2 practice to them online.

SPEAKING

Collaborative task

▶ **Student's Book, pages 16**

Lesson aims

- Focus on agreeing and disagreeing
- Practise doing a collaborative task

The Speaking video in this unit focuses on school trips. People talk about school trips and what they can learn from them. Students answer some comprehension questions and then listen out for phrases to express agreement and disagreement.

LEAD-IN

Write *school trips* on the board. Elicit different school trip destinations that students at the school have been to. Ask students to say why they think these destinations were chosen.

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

Answers

1 Bella and Richard mention the zoo, theme parks, activity trips, museums and foreign countries. Meg and Charlie mention art galleries and France.

2 Bella prefers fun trips with some educational aspect. Richard prefers fun trips where he doesn't have to learn anything. Meg prefers trips where you can learn things which help you in your exams. Charlie prefers activity trips where you can be challenged.

3 Bella and Richard say that you can learn about different types of animals, team-building and different languages. Meg and Charlie say that you can learn languages, learn about different cultures and try different foods. You can also gain independence and learn about teamwork.

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

Expressions that you hear in the video: *I'm sorry, but I don't agree because …* [Richard 01:05], *Me neither!* [Richard 02:08], *So do I*. [Bella 02:28], *But don't you think that …?* [Charlie 2:47], *You've got a point, but …* [Charlie 03:23], *I agree because …* [Meg 03:33]

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 from different students around the class.

Answers

Students' own answers

4 Individually, students make notes before they complete the task in pairs or as a group. Elicit advantages from different students around the class.

Answers

Students' own answers

DIFFERENTIATED LEARNING

In a less confident class, brainstorm some advantages for each option in open class and write them on the board. Feed in some interesting expressions and ideas for more advanced students to use, e.g. *team-building, make learning fun, improve self-confidence, understand other perspectives, provide cultural experiences you might not otherwise have, adventure, leadership, trust, respect, self-confidence, self-esteem, skills to deal with risks, etc.*

CULTURAL NOTE

School trips provide a great opportunity for students to face a range of challenges that can contribute significantly to their personal development. School trips can also make a major contribution to the acquisition of knowledge; students can study the natural and man-made world, the present and past, science and arts, language and music, and new sports.

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

Answers
1 don't **2** do I **3** don't **4** got **5** suppose **6** do

OPTIMISE your exam

Collaborative task

Students read the tips.

- Remind students that in many official oral exams, examiners give candidates marks for interactive communication, e.g. the ability to use strategies, such as agreeing and disagreeing, to keep the conversation going.
- Emphasise that it is important for students to take turns in a speaking exam. They will lose marks if they dominate or interrupt their partner. A good response will show that the speaker has listened to and respects the arguments offered by their partner(s). Remind students to attack the argument, not the person, and not to take personally the fact that someone is arguing against them.

Exam task

6 **In pairs, students complete the exercise. Set a two-minute time limit. Remind students to use phrases for making suggestions from the *Phrase expert* box.**

Walk around, monitoring students for good use of language and errors to go over at the end of the activity. Write any errors on the board and go through them with students, eliciting corrections where possible.

EXTRA SUPPORT

Model this activity first with a pair of confident students in open class. Introduce key expressions such as *What do you think? What about you? I like your idea of … because … What you said about … is really interesting.*

7 **In pairs, students complete the task. Set a one-minute time limit. Elicit the decisions students reached from different pairs around the class.**

EXTRA SUPPORT

Elicit the key steps and useful phrases students can use when they have to reach a decision.

Define the issues – *Well, we have to talk about … so …*

Generate options – *What about …? How about …?*

Expand your ideas – *Yes, because …*

Look for the common ground – *Do we agree that …?*

Disagree on one thing – *I don't agree with you there.*

Reach a decision – *So, in the end, let's say …*

OPTIONAL EXTENSION

In class or for homework, students write about a school trip they have been on and say what they enjoyed. Encourage them to say what they think they learnt on the trip. Alternatively, students could plan a trip they would like to go on.

Homework

Workbook Unit 1: Speaking, page 9

USE OF ENGLISH

Word formation | Key word transformation

▶ **Student's Book, page 17**

Lesson aims

- Focus on word formation and practise a word-formation exam task
- Focus on key word transformation and practise a key word transformation task

LEAD-IN

Play ***Noughts and crosses***. Draw a large 3 by 3 grid on the board. Number the boxes 1 to 9 and write time expressions (e.g. *already, yet, before, since, ever, never, just, still, so far*) in the boxes.

Divide the class into two teams, X and O. Flip a coin to see which team goes first.

In order for the team to receive the X or the O for the box they have chosen, they must make a correct sentence using the time expressions.

Alternate between the teams until one team has a line of three Xs or Os, or it is a draw.

1 **Students complete the exercise. For question 2, write a table on the board with a suffix at the head of each column. Elicit answers from the students and complete the table. Ask students to copy it.**

Answers
1 nouns: *-ship*, *-sion*; verbs: *-ing* (verb form); adverbs: *-ly*; adjectives: *-ful*, *-ing*, *-less*
2 Suggested answers:
-ful: beautiful, awful, peaceful
-ing: working, seeing, doing
-less: careless, hopeless
-ly: slowly, carefully, quickly
-ship: friendship, relationship
-sion: television, decision

LANGUAGE NOTE

Elicit common suffixes in English, e.g. *-al, -ance, -ent, -ful, -ing, -ion, -ise, -ity, -ive, -less, -ly, -ment, -ness, -ous, -ship*. Point out that students can guess the correct word by adding various prefixes and suffixes until they get something that sounds right and obeys the rules of word formation. Highlight that the suffix often causes a spelling change to the original word.

OPTIMISE your exam

Word formation

Students read the tips.

- Suffixes are often tested in key word transformation tasks such as Exercise 2 in this lesson. Remind students that there are usually three or four conversions from verb to noun and at least one negative in this type of task.
- Remind students to read through the whole text again with their answers completed to make sure it makes sense and sounds correct. By reading the whole text they will see if it is grammatically correct and makes sense in the context.

Exam task

2 **Students complete the exercise. Have students compare in pairs before you elicit answers in open class.**

Ask students to say how the suffixes change the words:

adjective to adverb: extreme – *extremely*,
previous – *previously*
adjective to noun: able - *ability*
noun to adverb: success - *successfully*
noun to verb: memory - *memorise*
verb to adjective: compete - *competitive*
verb to noun: relate - *relationship*, perform - *performance*

Answers

1 extremely **2** competitive **3** Previously **4** memorised
5 successfully **6** relationship **7** performance **8** ability

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

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

Answers

1 number 1 (negative form)

2 number 5 (because the first sentence has the idea of '*become*', it's *get used to* not *be used to*)

OPTIMISE your exam

Key word transformation

Students read the tips.

- Remind students that each key word transformation question is marked in two halves (one point each half) and they can get a point in the exam for getting a single word correct. Encourage them to always try every question.
- Students will practise the type of task in this lesson many more times during the course.

Exam task

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

Answers

1 didn't use to **2** ended up getting **3** hasn't taken exams in
4 has been set up **5** get used to speaking
6 succeeded in remembering

EXTRA SUPPORT

Check the answers to Exercise 4. Divide the class into A and B pairs, mixing up confident and less confident students. Tell Student A to read out the first sentences in 1–6 and say the word given. Student B tries to formulate the second sentence, without looking at their notes. If the answer is correct, Student B continues. If they make a mistake, Student A has a turn. However, Student B now reads out the second sentence in 1–6.

Student A must start again from question 1, but this time they can use their memory as well as logic. When Student A makes a mistake, Student B can try again, also starting from 1. The aim of the game is for both students to go through every sentence transformation in one go without making any mistakes.

Me

Elicit techniques from the class. Ask if they have different techniques for different types of information.

Homework

Workbook Unit 1: Use of English, page 9

WRITING

An essay

▶ **Student's Book, pages 18–19**

Lesson aims

- Focus on language in an essay
- Plan and write an opinion essay

LEAD-IN

Write these phrases on the board:

Money management / Shopping for food / Serving meals / Cleaning the house / Operating household appliances / Washing clothes / Painting and household repairs / Car maintenance / Gardening

In pairs, students discuss how well prepared they are for these real-life tasks. Ask them to rate themselves from 1 to 10 in each area.

Elicit the areas they feel they are best / worst prepared for from students around the class.

1 **In pairs or as a group, students answer the questions. Elicit answers in open class.**

Suggested answers

1 In the photo on the left, a young woman is showing an elderly woman, perhaps her grandmother, how to use a smartphone. In the photo on the right, a young man is showing a man, perhaps his father, how to cook a dish.

2 Students' own answers

2 **Students complete the exercise. Elicit answers from different students around the class. Accept all sensible suggestions.**

Suggested answers
do not make successful teachers
are not old enough to teach people things
are too young and inexperienced to teach others

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

Answers
Students should tick:
2 I would argue that
3 … it seems to me that
4 In my view,
7 I disagree with
8 In my experience,

4 **In pairs or groups, students complete the exercise. Walk around, monitoring students and helping them if necessary. Elicit answers in open class and accept all sensible suggestions.**

Suggested answers

Main point	Reason and / or example given to justify it
teenagers are good at teaching	The writer says some people think teenagers are too young and inexperienced, but he / she argues that teenagers can teach many different things.
how to use modern technology	The writer's own parents often ask him / her for help and advice about smartphones, computers, tablets and apps / teenagers understand new gadgets almost instantly – and can teach others how to use them.
green issues	The writer's friends understand green issues more than their parents, and are often good at persuading them to change their ways, for instance with recycling.
particular interests or skills	The writer's sister loves fashion and often helps their dad choose stylish clothes.

OPTIMISE your exam

An essay

Students read the tips.

- Tell students that they're going to look at a typical writing exam task and practise agreeing or disagreeing with a statement. Point out to students that they should assume that whoever reads their essay has no idea about the topic. They should talk about possible opinions on the subject and give examples before they give a more personal opinion.
- Effective organisation and cohesion are important features of a successful essay and will help students score higher marks. In Exercise 3, students worked on a wide variety of linking words and phrases for giving examples. This will help them show clear and logical relationships between their arguments and examples in their writing.

For more information on writing an essay, refer students to the Writing reference, page 164.

Exam task

5 **Students complete the exercise. Elicit answers from different students around the class.**

EXTRA SUPPORT

First discuss the questions after the task in Exercise 5 in open class. Elicit explanations and ask students to justify their answers. Encourage them to use some of the phrases in Exercise 3. Write some key words and expressions on the board that less confident students can refer back to when they write their essay.

6 **Plan** **Students complete the paragraph plan based on their discussion in Exercise 5. You may want to look at students' plans, if possible, to check them and give advice and suggestions for improvement before students take the next step.**

7 **Write** **Students write their essay in an appropriate style in 140–190 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.**

8 **Check** **Students complete the checklist before they hand in their essay.**

OPTIONAL EXTENSION

Students swap essays and give marks from 1 (low) to 5 (high) for four different areas typically used for marking writing exams.

1 Content / task achievement – properly answering the question.

2 Communicative achievement – successfully communicating ideas at the right level of formality.

3 Organisation – overall organisation; linking sentences and paragraphs.

4 Language – level and accuracy of grammar and vocabulary.

Learning to Learn

Go through the points with the class. Ask students if any of them keep a journal or meditate. Ask if they know of any other techniques for developing self-awareness.

Homework

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