

Optimise



STUDENT MOTIVATION

EXPERT GUIDANCE

EXAM SUCCESS

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Optimise is an exam preparation course for teenagers. It provides engaging lessons that equip students with essential techniques to succeed in their exams.

Optimise will help teachers become exam experts by supporting them every step of the way, whether they are new to or experienced in exams-focused teaching.

Student motivation

The more that teens can be motivated by engaging, real-life topics and interesting tasks, the more likely they are to improve their skills and develop their linguistic competence.

Expert guidance

The most effective way to help students develop their exam and language skills is to work on them in a systematic and guided way, through a carefully planned course syllabus.

Exam success

Exam practice is essential for success. In order for students to feel confident and perform at their best, they need to be familiar with exam tasks. Language and exam skills have to be thoroughly practised and developed.



Tried and trusted principles ensure students achieve the best results in their exams.

Exam strategies

Students will develop exam strategies and build the foundations for exam success with specific tips and practice.

Optimise your exams

The dedicated *Optimise your Exams* section in the Student's Book, written by a practising examiner, explains what to expect in the exam.

Videos

Talk2Me and *Speaking Test* videos help students build the confidence they need to communicate fluently and prepare for Speaking tests.

Think | Research | Culture | Learn | Me

Students will develop essential skills for life beyond the classroom through the *Think, Research, Culture, Learn* and *Me* feature.

Practice tests and test generator

Teachers can provide optimal support to their students preparing for international exams with the *Practice Tests* and the *Test Generator*.



Authors Malcolm Mann (*left*) and Steve Taylore-Knowles have many years' experience in the field of exam preparation and writing for teenagers.

Steve has created a number of best-selling multi-level courses, including *Laser* (Macmillan, 2013), an exam preparation course for teenagers, and *Open Mind* (Macmillan, 2014-15), which incorporates life skills as an integral part of the course. Malcolm is also co-author of *Laser* and the *Destination* series (Macmillan, 2008), grammar practice books which are ideal for students preparing for their exams.



8

The only way is up



Clear labelling of the exam task and text type in the lesson will help you and your learners.

READING | Multiple matching | Blog posts

1 In pairs or groups, imagine you're planning to climb a mountain. Make two lists.

- Problems you could have on the way up and down.
- Things you should take with you.

2 Find these sentences in the article and read the sentences around them. For each one, decide what is implied. Choose the correct word.

- 1 *It's not for everyone – your feet and legs will ache*
This trip is quite **strenuous** / **boring**.
- 2 *It's been described as the busiest mountain in Britain, and for good reason.*
It's busy because lots of people **visit it** / **work there**.
- 3 *As my mum and I are huge fans of *The Hobbit*, we went on a dream holiday to New Zealand last year.*
They went to New Zealand to **relax** / **to visit the movie locations**.
- 4 *The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world.*
The writer was **impressed** / **not impressed**.

EXAM SKILL

Understanding implication

- Some exam tasks require you to 'read between the lines.'
- Not everything in a reading text is stated directly. Some information is implied by the writer.
- For example, in a tourist brochure, it might say, *We strongly suggest you take wet-weather clothes with you.* So we can infer that it probably rains often there.

All **Reading** lessons feature an *Exam Skill* box, with targeted advice on how to approach different exam tasks and the specific sub-skills required.

OPTIMISE YOUR EXAM

Multiple matching

- This task may include inference questions. These often include words like *suggests* and *implies*.
- For example, in Exercise 3, question 4, none of the four teenagers says explicitly that their climb was '*for educational purposes*', but one of them suggests (implies) it.

All **Reading** lessons include an *Optimise your Exam* feature, which gives students tips and strategies to help them prepare for the lesson exam task.

Reaching the Top

We asked you to send us your holiday experiences (good or bad) on the subject of 'height'. Here are some of the best posts we received.

READING 8

A Rocio Montoya

AGED 14

Machu Picchu

Machu Picchu, which in Quechua means 'old peak', is a city in the clouds close to the modern-day city of Cuzco. It is an ancient Inca city that stands 2,430 metres above sea level, and its ruins are visited by tourists from all over the world.

I visited it as part of a school project and we did 'The Inca Trail', a five-day trek along an ancient Inca path that passes through many famous Inca ruins and involves camping outdoors. It's not for everyone – your feet and legs will ache, but I found it very rewarding, in particular when we finally arrived at the Sun Gate of Machu Picchu.

If you are interested in doing the trail, book in advance as there are limited places, avoid the rainy season (October–April) and consider taking tablets to deal with the altitude.

B Gareth Williams

AGED 15

Mount Snowdon

I've climbed Mount Snowdon in Wales several times now, usually with friends. It's been described as the busiest mountain in Britain, and for good reason. Every time I have been, there have been plenty of walkers no matter what time of year it is. There are six main routes – some more difficult than others – and the climb can take five to six hours from start to finish. Apparently, Sir Edmund Hillary trained here for his amazing 1953 Everest climb. Presumably he chose some of the trickier routes, something we always do when we go up. You feel a real sense of achievement when you reach the top after a difficult ascent. And the hot soup they sell in the café there is a great reward! But if you're feeling a bit lazy, take the railway, which was built in the late 1890s, to the top. Personally, I've never been up on the train.

C Steffi Kunstmann

AGED 14

Dinner in the sky

My dad won tickets to the Dinner in the Sky restaurant in Vienna so he took the whole family, including my grandparents. Dinner in the Sky is an amazing concept. It's a gourmet restaurant that is lifted 50 metres into the air by a crane, giving amazing views of the city.

However, I can't say that I would like to repeat the experience. Every time I looked down, I felt dizzy, and as a result, I lost my appetite. I tried to be happy for my family's sake, but I only relaxed once we were back on the ground. Not surprising really – I feel the same way on the balcony of our flat on the fifth floor.

D Sam Freeman

AGED 13

Mount Ruapehu

As my mum and I are huge fans of The Hobbit, we went on a dream holiday to New Zealand last year. We visited many of the locations from the movies and the one that sticks in my mind is Mount Ruapehu, the setting for the Lonely Mountain, home of Smaug the dragon.

Part of me was disappointed when we got there. I had expected to see the huge film sets but of course, they were dismantled once filming had finished. However, the scenery there is breathtaking and we got to do a whole load of great activities, including skiing and snowboarding. The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world. I would definitely recommend a visit to Mount Ruapehu. Just don't go expecting to see film sets and pack your winter clothing!

Every Reading lesson has an exam task. These tasks are level-appropriate and reflect the tasks students are likely to encounter in most official exams.

3 2.18 For each question, choose from the people A–D. The people may be chosen more than once.

Which person

- | | |
|--|--------------------------------|
| 1 mentions a famous mountaineering expedition? | <input type="text" value="1"/> |
| 2 made an effort to enjoy the trip? | <input type="text" value="2"/> |
| 3 suggests the place they visited was cold? | <input type="text" value="3"/> |
| 4 suggests that they visited the place for educational purposes? | <input type="text" value="4"/> |
| 5 suffered from being so high up? | <input type="text" value="5"/> |
| 6 had a different experience from what they imagined? | <input type="text" value="6"/> |
| 7 gives advice on how to organise a trip? | <input type="text" value="7"/> |
| 8 stresses how many routes there are? | <input type="text" value="8"/> |

4 In pairs, compare your answers to Exercise 3. If you agree, find the part of the text which gives you the answer. If you disagree, justify your choices.

5 Find each word in the text and write a short definition or close synonym. Use a dictionary if necessary.

- sea level (para A) _____
- altitude (para A) _____
- ascent (para B) _____
- crane (para C) _____
- sake (para C) _____
- sets (para D) _____
- scenery (para D) _____
- breathtaking (para D) _____



THINK | RESEARCH | CULTURE | LEARN | ME

Find two more facts online about each of the four places in the article and turn them into eight questions. In pairs or groups, give each other a quiz.

► Workbook Unit 8: Reading, pages 60–61, exercises 1, 2, 3

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All lessons include references to the Workbook, and other relevant reference material.

Exercises are staged so as to be progressively more challenging as students work through the lesson.

8

GRAMMAR 1 | The passive

Grammar in context

Write one word in each gap to complete these phrases and sentences. Then find them in the article on page 81 and check your answers.

- It's an ancient Inca city that stands 2,430 metres above sea level, and its ruins _____ visited by tourists from all over the world.
- It's _____ described as the busiest mountain in Britain, and for good reason.
- It's a gourmet restaurant that _____ lifted 50 metres into the air by a crane, giving amazing views of the city.
- I had expected to see the huge film sets but of course, they _____ dismantled once filming had finished.

REMEMBER

- We form the passive with *be* + past participle (+ *by/with/of*).
- If you're not sure what tense *be* should be in, or which past participle to use, try to imagine the active form of the sentence.
Active: *Susie has brought the ropes.*
verb = *bring*, tense = present perfect so we need to use the present perfect of the verb *be* (i.e. *have been*) in the passive sentence
Passive: *The ropes have been brought by Susie.*
- We normally use *by* if we want to say who or what does the action of the main verb, but sometimes we use other prepositions, such as *with*, *for*, *of* and *as*, depending on the meaning.
Everest is now climbed by hundreds of people every year.
My new ropes are made of a special material.

► See Grammar reference, Unit 8, page 155

1 Complete each second sentence, using the passive, so that it means the same as the first sentence.

- Every year, they rescue dozens of people from the steep slopes.
Every year, _____.
- They usually take the people they rescue to hospital by helicopter.
The people they rescue _____.
- Ponies carried everything up the mountain.
Everything _____.
- When did they make the path to the summit?
When _____?
- You should only climb the mountain in the spring and summer.
The mountain _____.

2 Write one word in each gap.

- The emergency shelter has been stayed in _____ a number of climbers.
- These ropes are very strong and are made _____ nylon.
- In the end, the rope was cut _____ a pair of scissors.
- K2 is also known _____ the Savage Mountain.
- The peak is covered _____ snow for most of the year.
- The rare mountain flower was identified _____ a botanist.

3 Put the verbs into the passive to complete the text. Sometimes there is more than one answer.

Everyone knows that Everest is the highest mountain on Earth, but what's the second highest? It (1) _____ (call) K2, and (2) _____ (locate) on the border between China and Pakistan. The summit (3) _____ (never / reach) during winter, and even during the summer the ascent is treacherous. For this reason, K2 (4) _____ (often / refer) to as the 'Savage Mountain', and (5) _____ (consider) by experts to be a lot more challenging than Everest. Because the Chinese side is particularly dangerous, climbs (6) _____ (usually / attempt) on the Pakistani side of the mountain. K2 (7) _____ (first / conquer) in 1954, when on July 31st a group of Italian and Pakistani climbers reached the top. Since then, the peak (8) _____ (reach) by only about 300 people. Sadly, more than 80 people (9) _____ (kill) in their attempts to reach the top.



THINK | RESEARCH | CULTURE | LEARN | ME

What are the differences between 'active' and 'passive' sentences in your language? Are they similar to or different from the active and passive forms in English?

Do you find forming and understanding the passive in English easy, or is it confusing?

Grammar personalisation activities suggest ways to use the grammar in a personal context.

Grammar pages feature short texts that give students the opportunity to identify and practise grammar in varied text types and contexts.

GRAMMAR 2 | Review: countable/uncountable nouns, articles, quantifiers

8

Grammar in context

Read this extract from the audio in the listening lesson. Write the correct word in bold next to each statement.

So, my **geography** project is on **mountains**, and to be honest, when I was first given this **topic**, I wasn't particularly interested by it because I thought mountains were a bit boring, but now I've done some **research**, there's a lot more to mountains than you might imagine.

- 1 This is a singular countable noun. _____
- 2 This is a plural countable noun. _____
- 3 These are uncountable nouns. _____



REMEMBER

- Uncountable nouns are often: abstract ideas, e.g. *truth, information, news*; materials, e.g. *iron, glass, water*; collections, e.g. *furniture, luggage*.
- Most uncountable nouns are treated as singular, even if they're describing more than one object: *All the furniture in the room was broken.*
- There are a few uncountable nouns which are treated as plural, even if they're describing only one thing. These include *clothes, jeans, trousers, scissors, groceries, sunglasses*.
- How you use articles (*a(n), the, no article*) and quantifiers (*few/little, much/many, etc.*) often depends on whether a noun is countable or uncountable.

► See Grammar reference, Unit 8, page 156

1 Write the verb in the correct form to complete the sentences.

- 1 All the information they gave us about abseiling _____ really useful. (**be** – present)
- 2 The news about the volcano _____ very worrying. (**be** – past)
- 3 The waterproof trousers you lent me _____ incredibly warm. (**be** – past)
- 4 Chocolate _____ a good source of energy when you're walking or climbing. (**be** – present)
- 5 Your knowledge of the highest mountains in the world _____ me! (**amaze** – present)
- 6 Those lambs _____ really tiny down there in the field. (**look** – present)

2 Choose the correct word or phrase.

Posted 14/12/16 12.50

So, for quite some (1) **times / time**, I'd been dangling off the side of a cliff. The instructor at the top was trying to give me a (2) **little / few** encouragement. The instructor at the bottom was trying to give me a (3) **little / few** instructions. I wasn't listening to either of them. I was thinking about how (4) **much / many** rain was running down my neck and under my clothes, and how (5) **much / many** times my mum has warned me not to do adventurous things. 'Only (6) **little / a few** people in the world really enjoy doing dangerous things, and you're not one of them,' she always tells me. And she's right.

3 Write *a, an* or *the* in each gap to complete the text. If no article is needed, put a dash (-).

Posted 15/12/16 10.15

Then I heard Angie give me a piece of (1) _____ advice. 'You're wearing (2) _____ pair of thick boots, Carol. Use them to kick against (3) _____ rock. As you do that, just move your arm that's holding (4) _____ rope behind your (5) _____ back.' I'd heard (6) _____ instructor below say something similar a number of (7) _____ times before, but Angie's tone of (8) _____ voice revealed (9) _____ anger she was feeling, so I thought I had (10) _____ little choice. She had (11) _____ car keys, after all. Less than (12) _____ minute later, I was back down on (13) _____ ground.

Despite my nerves, we had (14) _____ amazing time and we're going there again (15) _____ next week!

THINK | RESEARCH | CULTURE | LEARN

ME

Imagine Carol in Exercise 3 was your friend, and you could leave a comment under her blog post. What would you write?

► Workbook Unit 8: Grammar 2, page 63, exercises 1, 2

85

Remember boxes on the grammar pages present additional information in a clear way for students to remember, and end with a signpost to the *Grammar reference* at the back of the Student's Book, where further explanations and examples are provided.

Two context driven grammar lessons in every unit.

Each lesson has three clearly-labelled vocabulary areas.

VOCABULARY | Topic vocabulary | Word formation | Word patterns

8

Words connected with geographical features

1 2.19 Work in pairs. Match the words in the box to the numbers. Listen and check.

a cliff | a mountain range | a path
a slope | a stream | a summit | a valley
a volcano | a waterfall | coast



2 Choose the correct words to complete the sentences.

- When you're in the mountains you might need to wash in a **stream** / **range**.
- If we follow this **path** / **cliff** through the forest we will get back to the camp.
- The **summit** / **coast** of Mount Everest is 8,848 metres high.
- There are some excellent ski **streams** / **slopes** in the Alps.
- The **coast** / **cliff** was very steep and we needed ropes to climb it.
- My family usually goes on holiday to the **coast** / **stream** because we love swimming in the sea.

Nouns formed from verbs

3 2.20 Change each verb in bold into a noun to complete the sentences. Listen and check.

- Our _____ at the summit was greeted with cheers. **arrive**
- Their _____ from base camp was delayed due to bad weather. **depart**
- We've got no _____. We'll have to turn back. **choose**
- I want everyone on their best _____. **behave**
- I loved her _____ of the view from the top. **describe**
- We'd better find a _____ soon or we'll be stuck here all night! **solve**
- There's a huge _____ of plants and flowers on the lower slopes. **vary**
- We need to make a _____ about our geography project. **decide**
- I've come to the _____ that rock climbing isn't for me. **conclude**
- You'll notice a wide _____ in temperature from day to night. **vary**

Word formation tasks appear regularly to extend students' word knowledge as well as serving to prepare them for common exam tasks.

Words + prepositions

4 2.21 Complete the text with prepositions. Use the words in *italics* to help you. Listen and check.

Posted 19/11/16 16:34

Well, I can't blame my mum. She *warned* me (1) _____ going rock climbing and abseiling. She said: 'Carol, what's the *purpose* (2) _____ going all the way up, just to come down again?' But when Angie picked me up, I actually felt *optimistic* (3) _____ it and thought we'd have a great day. What I was *lacking* (4) _____ experience I'd make up for with enthusiasm. I wasn't worried at all – I knew the instructors *specialised* (5) _____ dealing with novices.

Going up was no problem. After we'd checked there was nothing *wrong* (6) _____ the way I'd attached my harness, I started my descent.

Well, I've never been abseiling before. I didn't realise you've got to be careful not to *crash* (7) _____ the rock face as you go down, and secondly that you can get stuck. After I'd been hanging there for several minutes – with no *shelter* (8) _____ the driving rain – I knew I was in serious trouble.

Word patterns help students increase their vocabulary competence and prepare for a number of exam tasks.

TOPIC VOCABULARY | Words connected with geographical features

Word	Example sentence
cliff (n)	This photo of the sea was taken from above when we were walking on the cliffs.
coast (n)	We're going to go to the coast next weekend so we can swim in the sea.
mountain range (n)	The Andes in South America is the longest mountain range in the world.
path (n)	We often walk along the path from our house to the river.
slope (n)	That looks like a good slope to ski down!
stream (n)	Sometimes you see small fish in this stream.
summit (n)	It took the climbers seven hours to get to the summit of the mountain.
valley (n)	You get a great view of the valley from that house on the top of the hill.
volcano (n)	Mount Fuji in Japan is one of the most famous volcanoes in the world.
waterfall (n)	Have you ever been to Niagara falls – it's a huge waterfall in Canada and America.

► Vocabulary reference, page 165 ► Workbook Unit 8: Vocabulary, pages 62–63, exercises 1, 2, 3

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Lessons include details of the *Vocabulary reference* at the back of the Student's Book. This provides reference materials to support students during vocabulary tasks and also acts as a revision tool.

Exercises are set within realistic and familiar contexts, with a strong real-world focus to make the language as meaningful and relevant to students as possible.

Listening lessons always feature a specific exam skill and provide support and guidance to help students develop the skill further.

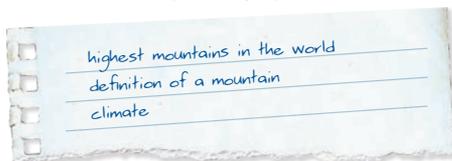
8 LISTENING | Sentence completion



The initial task helps students to start thinking about the topic of the lesson in more depth.

The *Optimise your Exam* box in the **Listening** lessons always gives students advice on how to approach this kind of task.

1 Imagine you have been asked to do a geography project on mountains. What different aspects might you focus on?



OPTIMISE YOUR EXAM

Sentence completion

- If you have written more than three words, listen carefully the second time and decide which words you need to cut.
- Check your answers and try to spell everything correctly.

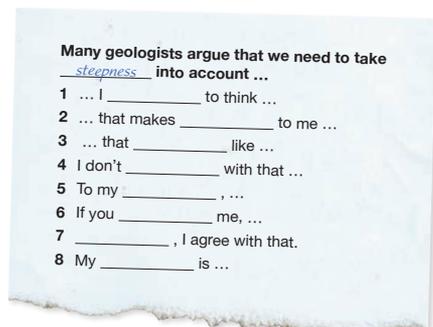
The *Exam skill* boxes in **Listening** lessons focus on specific sub-skills needed to achieve success in listening.

EXAM SKILL

Listening for opinion

- Listening tasks often test your ability to distinguish fact from opinion.
- Listen out for common phrases to express opinions, as they will help you decide. Some of these appear in Exercise 2.

2 2.22 Listen to someone agreeing with the statement below in eight different ways. Complete the opinion phrases.



3 2.23 Listen to Sandra Atkins talking about mountains. Complete the sentences with a word or short phrase.

Sandra says she'll describe typical mountain environments, plants and wildlife, and (1) _____.

Sandra says that (2) _____ and countries may disagree about what a mountain is. Sandra disagrees with the need to (3) _____ mountains in great detail.

Approximately 35% of (4) _____ is mountainous.

Sandra's opinion of 'plate tectonics' is that it is (5) _____.

'Fold mountains' are frequently part of a (6) _____.

Sandra describes a 'fault' as being like a channel or (7) _____.

Sandra mentions a mountain higher than Everest that's over (8) _____ in height.

4 2.23 Listen again and check your answers.

THINK | RESEARCH | CULTURE | LEARN | ME

What do you think are the best strategies for making an interesting presentation?

There is a reference to the relevant Workbook pages at the end of each **Listening** lesson.

84 ► Workbook Unit 8: Listening, page 64, exercises 1, 2, 3

Personalisation tasks at the end of the **Listening** lessons relate to the unit topic, giving students a chance to develop the topic further.

Every **Listening** lesson includes an exam task which allows students an opportunity to apply the advice given in the preceding *Optimise your Exam* box.

All **Speaking** lessons suggest using an optional Flipped classroom approach, in which students watch the video and complete some exercises at home in order to prepare for the lesson.



8 SPEAKING | Discussion

Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- Which activities do the people on the video discuss?
- Which activities do they think are the most expensive/dangerous/exciting to watch?
- Do you agree/disagree with what they say?

2 Watch the video again. Underline the expressions in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

as far as I'm concerned | I agree / don't agree with you/that | I'd say | if you ask me | I'm of the opinion/view that | in my opinion/view | I tend to think | Personally, | that makes sense to me | to my mind

3 In pairs or groups, answer the question.

What adventure activities do you know? Check the meaning of these and add your own ideas.



EXAM SKILL

Expressing and justifying opinions

- In the Listening section, you saw some words and phrases for expressing opinion.
- When expressing an opinion, always try to justify it. See the *Phrase expert* box in Unit 6 (page 64) for phrases giving reasons.

4 Complete these sentences with phrases for expressing opinions.

- _____ my opinion, skiing is more expensive than rock climbing.
- I _____ to think that abseiling is more dangerous than scrambling.
- A: If you _____ me, skiing is much more exciting to watch than rock climbing.
B: I _____ agree with that.
- As far as I'm _____, skiing and rock climbing are equally tiring.
- I'd _____, skiing is the most exciting to do.



5 Choose from the activities in Exercise 1. For each one, answer the question and give a reason.

Which is the most ...

- expensive?
Example: Skiing because you need all the equipment and ski resorts are often very expensive.
- enjoyable?
- dangerous?
- difficult?
- exciting to watch?
- exciting to do?
- tiring?

The *Optimise your Exam* box develops the lesson skill in order to prepare students for the exam task that follows.

OPTIMISE YOUR EXAM

Discussion

- When using opinion phrases, the stress is usually on the 'I/my' word, so: *in my opinion, to my mind, as far as I'm concerned*, etc.
- You can practise this further in this unit's *Say it right* activities (Resource centre).

The lesson ends in a speaking-test task consolidating the skill developed on this page.

6 In small groups or as a class, follow the instructions.

- Each of you should:
 - choose two activities from Exercise 3.
 - use your ideas from Exercise 5.
 - choose an opinion phrase from the *Phrase expert* box.
- When it's your turn, compare the two activities you've chosen, giving a reason for your opinion.
Example: If you ask me, skiing is more dangerous than rock climbing because you're going so fast. If you fall over, you can easily break a leg.
- When it's not your turn, agree or disagree with what the other people in the group say, giving reasons.
- Repeat the task with different activities, phrases and reasons.

Every unit contains a *Say it right* feature, which develops a specific aspect of pronunciation that appears in one of the lessons. The worksheet for this is available on the Resource Centre.

SAY IT RIGHT

Resource centre: Unit 8
Stress in opinion phrases

Every **Use of English** lesson is based on a specific task type that students will be tested on in Use of English exams.

Exercises build up throughout the lesson, preparing students for the final Use of English exam task.

USE OF ENGLISH | Word formation

8

- 1** In pairs, imagine this photo is important to you for some reason. Describe it to your partner, saying why it's important and how you feel about it.



Use of English exam skills are language-focused for exam preparation, but also for students' general language development.

OPTIMISE YOUR EXAM

Word formation

- Always check your spelling carefully. If you make one small spelling mistake, your answer will be marked wrong.
- Be particularly careful when forming nouns from words that end in *-e*. Sometimes the *-e* remains (*improve - improvement*) and sometimes the *-e* is removed (*wide - width*).

- 4** Write the correct noun form of the word in bold in each gap to complete the text.

A hero on Everest

In 2015, a powerful earthquake in Nepal caused an avalanche on Mount Everest, but in the middle of all of the (1) **DIE** and destruction, some people became heroes. One was Dr Rachel Tullet. She had to make a (2) **CHOOSE** between treating her badly injured leg or helping other people. She decided to take (3) **RESPONSIBLE** dealing with the wounded in the medical tent at base camp. Her selfless (4) **BEHAVE** saved 23 lives, keeping the patients alive for almost 24 hours until the (5) **ARRIVE** of a helicopter to take them to safety and medical (6) **TREAT** in Kathmandu. After the (7) **DEPART** of the helicopter, Dr Tullet attended to her own wounds, stitching up the serious cut in her leg without anaesthetic. From the (8) **DESCRIBE** of Dr Tullet's amazing work by the people who witnessed it, it's clear that she really is a true-life hero.

EXAM SKILL

Nouns (2)

- Forming nouns correctly is an essential skill in word formation tasks in many exams.
- Unit 3 and the Vocabulary section in this unit, have both featured noun formation. Exercises 2 and 3 below look at other ways to form nouns.
- If you're not sure what the noun form is, think about common noun suffixes (endings), such as *-ity, -ness, -ment, etc.*, and ask yourself which one sounds right.

- 2** Write nouns from each of these words. All the nouns will end in the same two letters.

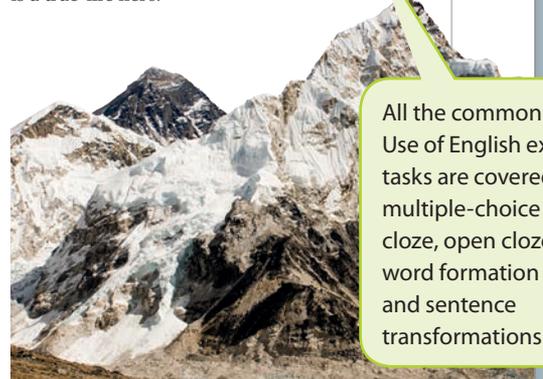
- | | |
|----------------|---------------|
| 1 deep _____ | 6 true _____ |
| 2 die _____ | 7 warm _____ |
| 3 grow _____ | 8 wide _____ |
| 4 long _____ | 9 young _____ |
| 5 strong _____ | |

- 3** Write the positive and negative nouns in the correct column.

	positive noun	negative noun
mature		
perfect		
possible		
responsible		

Any extra material in the *Vocabulary reference* which is relevant to the **Use of English** lesson is signposted at the bottom of the page.

All the common Use of English exam tasks are covered: multiple-choice cloze, open cloze, word formation and sentence transformations.



Writing lessons focus on the different types of writing that students may be expected to produce in an exam situation.

8 WRITING | A letter / An email

1 In pairs, explain what the activities are, using the questions below.

astronomy | snowboarding
whitewater rafting

- Where is it done?
- Who does it?
- How is it done?
- What do you need to do it?
- Why do people do it?

The *Exam skill* box develops key language functions that students will need to apply in writing tasks.



EXAM SKILL

Explaining

- In writing tasks, you sometimes have to explain things to help your reader understand better.
- 'Wh-' questions can help you focus on giving an explanation (e.g. what something is, where/when/why/how something happened, etc.).
- When you explain, you may need to state the facts, give an opinion or include reasons.

2 Read this email and answer the questions.

Bex does a lot of explaining in her email. What words does she use to say ...

- how she felt getting Alisha's email?

- how she felt hearing about Alisha's new school?

- how she feels about Alisha's project?

- where she lives?

- where Snowdon is?

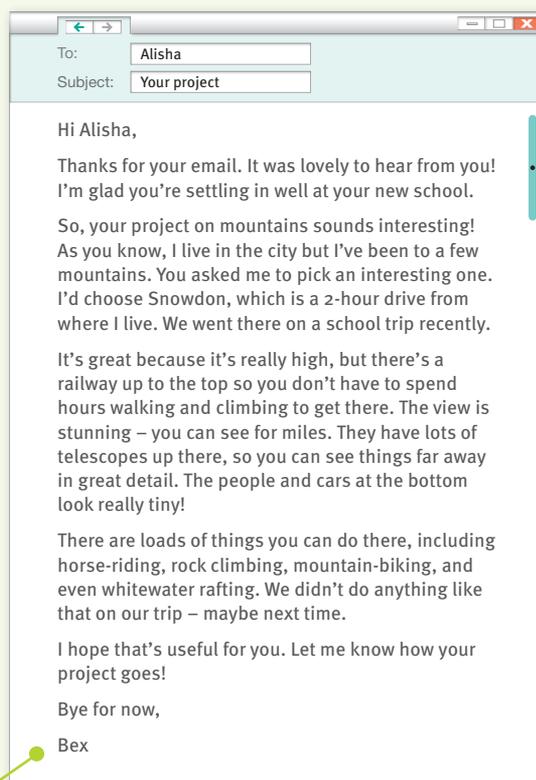
- when she went there?

- why she likes it?

- what people can do there?

- which activities she did there?

- her hope for what she's told Alisha?



OPTIMISE YOUR EXAM

A letter / An email

- Make sure you read the question information carefully. Don't start planning and writing until you're sure you understand it.
- If you forget to include key information, or include information that isn't asked for, you will lose marks.

Every **Writing** lesson includes a model which students can use to inform and guide their own writing when they complete the exam task later in the lesson.

In **Writing** lessons, the *Optimise your Exam* box provides guidance and advice to help students prepare for the lesson exam task.

3 Look at this writing task and answer the questions.

You have received this email from your English-speaking friend, Alex.

From: Alex **Subject:** class project

Can you help me with a class project? I have to write about activities which people do on mountains. Can you tell me about a mountain activity that you like? Explain what it is, what skills and equipment you need to do it, and why you find it interesting.

Write your **email**.

1 Will your email be formal or informal?

2 How many activities do you need to choose?

3 Can you choose an activity that you've never personally done?

Students analyse the task and make notes to prepare for the writing in each unit.

4 Make notes to complete the chart.

Activity:	What does it involve?	What skills/equipment do you need?	Why do you find it interesting?	Other information you'd like to include:

5 In pairs, tell each other what you're going to write about. Listen to your partner's advice

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Dear ... , Hi ... !</i>	
Paragraph 1	thank the other person for their email and refer to a piece of news	<i>Thanks for your email. It was great to hear from you. I'm glad you had a good party, etc.</i>	
Paragraph 2	say what activity you like and explain what it is and what skills/equipment you need	<i>You asked me about ... I'd say that my favourite thing to do in the mountains is ... You need ... to do it, and you have to be ...</i>	
Paragraph 3	explain why you like it	<i>I love it because ... It's such a lot of fun when you ...</i>	
Paragraph 4	say you hope it helps and offer to help further	<i>Hope that helps! Let me know if you need ...</i>	
Closing expressions	ask them to reply, express love, etc.	<i>Write soon! Love, Lots of love, Best wishes, (+ first name)</i>	

After writing, students are encouraged to check their work carefully.

7 Write Write your email in an appropriate style. Write 140–190 words.

8 Check Before you hand in your email, complete this checklist.

Checklist

- | | |
|---|---|
| <input type="checkbox"/> I've used informal language. | <input type="checkbox"/> I've described and explained the activity in detail. |
| <input type="checkbox"/> I've started and ended my email in the right way. | <input type="checkbox"/> I've written at least four main paragraphs. |
| <input type="checkbox"/> I've referred to some news from Alex's email in the first paragraph. | <input type="checkbox"/> I've checked my spelling and grammar. |

► **Writing reference**, page 171 ► **Workbook Unit 8**: Writing, page 66, exercises 1, 2, 3, 4 and Progress check 8, page 67

89

In the *Writing reference*, there are model writing texts for each task type. The Workbook offers further writing practice.

There is a *Checklist* at the end of every **Writing** lesson so that students take responsibility for reviewing and assessing their work.

The **Progress Check** covers grammar and vocabulary from the preceding two units.

PROGRESS CHECK

UNITS 7–8

The first task is always an exam-type task.

GRAMMAR AND VOCABULARY

1 Write a form of the word in capitals in each gap.

FRIENDS IN NEED

We often go through our daily (1) _____ without thinking about our health until something goes wrong. Then, the (2) _____ we have with other people become important. Those we have a close (3) _____ with will offer us love and (4) _____, or so we hope. It is at times like these, when we are most in need of (5) _____, that we discover who our friends really are, based on their (6) _____. Each of our friends has a (7) _____: to be there for us or not. Those who make the (8) _____ to help us are our true friends.

EXIST
RELATION
FRIEND
ENCOURAGE
ASSIST
BEHAVE
CHOOSE
DECIDE

___/8

2 Choose the correct word or phrase.

- The money for the tickets **is** / **are** in my backpack.
- We haven't got **many** / **much** wood left for the camp fire.
- I'm afraid the news **isn't** / **aren't** good.
- A large **number** / **amount** of people were trapped on the mountain.
- Only a **little** / **few** people have ever climbed this mountain.
- Your advice **was** / **were** really helpful.
- These trousers **is** / **are** really tight around the waist.
- We've got **little** / **a little** water left, but not very much.
- Those two pieces of information **is** / **are** extremely useful.
- Of course that bridge is safe – it's made of **iron** / **an iron**.

___/10

3 Write *a*, *an* or *the* in each gap where necessary. If an article is not necessary, put a dash (-).

I had never tried (1) _____ mountain-climbing before. When (2) _____ friend suggested having (3) _____ go, I thought it was (4) _____ interesting idea. We went along to one of (5) _____ local clubs and asked about having (6) _____ lessons. (7) _____ person in charge of the club was really friendly and explained what was involved. You spend some time on (8) _____ ground, learning about different aspects of climbing, so that (9) _____ accidents are less likely. The club has (10) _____ climbing wall, and that's where you start to get experience. I can't wait to start on a real mountain!

___/10

4 Match to make sentences. There is one ending you won't use.

- | | |
|---|--|
| 1 Eva says she's made _____ | a) up with the idea of climbing the mountain. |
| 2 Teaching my friend how to climb took me _____ | b) back to the time when I tried it myself for the first time. |
| 3 Our instructor hasn't said which mountain _____ | c) shelter from the rain at one point. |
| 4 Climbing can be hard when you fall _____ | d) a lot of friends since joining the climbing group. |
| 5 I don't know what's wrong _____ | e) out with the people you are on the mountain with. |
| 6 We had to take _____ | f) with this torch but it's not working properly. |
| | g) range we're going to next summer. |

___/6

5 Put the verbs into the correct passive form.

- The three climbers will _____ an award next week. (**give**)
- Apparently, the mountain _____ at last. (**just / climb**)
- The railway _____ in 1888. (**build**)
- The ropes _____ by a qualified instructor. (**always / check**)
- I'll never forget _____ and going to hospital in a helicopter. (**rescue**)
- It was interesting for the kids _____ a lecture about mountain-climbing. (**give**)

___/6

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Carrie Adams gave us the climbing equipment.
The climbing equipment _____ Carrie Adams.
- We started climbing before 11 and we were still climbing at three!
By three o'clock, we _____ over four hours!
- I told you not to take such an expensive watch to the beach.
I _____ such an expensive watch to the beach.
- Only people with enough experience are allowed to climb this mountain.
People who _____ aren't allowed to climb this mountain.
- Do you think you'll solve the problem?
Do you think you'll _____ the problem?

TO
CLIMBING
AGAINST
LACKING
FIND

___/10

Total score ___/50

The **Progress Check** ends with an exam-type task.

There is a total of fifty marks for every **Progress Check**.

EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- | | |
|---|------------|
| <input type="checkbox"/> understand linking words/phrases in a story | Unit/page |
| <input type="checkbox"/> predict synonyms in short extracts | Unit 7 p70 |
| <input type="checkbox"/> ask for clarification during a collaborative task | Unit 7 p74 |
| <input type="checkbox"/> understand the form and function of different verbs and apply them in sentence transformations | Unit 7 p76 |
| <input type="checkbox"/> use narrative tenses in a story | Unit 7 p77 |
| <input type="checkbox"/> understand implication in blog posts | Unit 7 p78 |
| <input type="checkbox"/> listen for words and phrases expressing opinions in a short talk | Unit 8 p80 |
| <input type="checkbox"/> express and justify my opinions in a discussion | Unit 8 p84 |
| <input type="checkbox"/> understand how nouns are formed and use them in word-formation exercises | Unit 8 p86 |
| <input type="checkbox"/> explain things so other people can understand them in a letter/email | Unit 8 p87 |
| | Unit 8 p88 |

Every **Progress Check** ends with an *Exam skills* can-do checklist. This gives students the opportunity to assess what they can now do, having completed two more units of their Student's Book, and also provides references of where to look if there are any areas students feel they need to review.

Useful tips for exam success on every page.

OPTIMISE YOUR EXAMS | Reading

Make sure you know what an exam task or question is asking you to do. Always read the instructions carefully.

OPTIMISE

It's important to decide how you will read each text in order to answer the questions. Individual tasks require you to look for different information and to approach them in a specific way so you can successfully answer the questions.

OPTIMISE

1 Match each exam question (1–3) with a description (a–c). Then find units in the book that practise this reading task.

1 Question type: ____
Units _____

You're going to read an extract from a novel about a teenager called Eddie, who is on a school trip abroad. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

2 Question type: ____
Units _____

You're going to read an article about a teenager whose life suddenly changed. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

3 Question type: ____
Units _____

You're going to read an article about four teenagers who started their own business projects. For questions 1–10, choose from the teenagers (A–D). The teenagers may be chosen more than once.

You have to ...

- match each question with a person or text.
- answer multiple-choice questions.
- decide where missing sentences go in the text.

2 Decide which of the following strategies are useful for each exam question type in Exercise 1. Write 1, 2 or 3 next to each sentence. There may be more than one possible answer.

- Quickly read the complete text first to get a general idea. This can help you locate information more quickly when you answer the questions. 1, 2, 3
- Read the removed sentences carefully and underline any reference words (pronouns, linking words, etc.) that may help you decide which part of the text they belong to. _____
- Look carefully at the questions and underline any key words/phrases that you need to scan for. _____
- Look at the sentences before and after the gap in the text and focus on reference words (people, pronouns, linking words, etc.) that may connect to one of the missing sentences. _____
- Remember that the information you are scanning for may be expressed in a different way in the text from how it is expressed in the question. _____
- Check the completed text is logical before you choose the final answers. _____
- Read and check you understand the main part of the question or sentence before focusing on the possible answer options. _____
- When you need to decide what a word or phrase means or refers to, form an idea in your mind by reading the sentences before and after it. Then see which option matches your idea. _____
- Thinking about the purpose or function of the text or of individual paragraphs can help you answer some questions. _____
- Beware of words or phrases in the questions that appear in the same or similar forms in the text. They may not answer the complete question! _____

3 A student has underlined the key words in the first question and the answer options for exam question type 1. Do the same for question 2.

- How did Eddie say he felt about the experience at first?
 - He was shocked by the differences in eating hours.
 - He was relieved to be away from home.
 - He really missed his family and friends.
 - He didn't think the trip was appropriate for the age group.
- What do we learn about Eddie in the final paragraph?
 - He felt the experience was positive, despite the problems.
 - He was looking forward to going on another trip soon.
 - He didn't think the trip had taught him anything new.
 - He wishes he had taken more advantage of the whole experience.

- 4** Read part of a text for exam question type 2. Decide which two options below (A–F) fill the gaps. Find words in the options you chose and in the text to justify your answers.

Jane Park from Edinburgh was only 17 years old when she won a million pounds on the UK lottery and consequently became one of the youngest lottery winners ever. It was during the summer of 2013 when Jane decided to stop off at a local shop near where she lived after seeing a lottery sign outside. At that moment, Jane wasn't even sure that she was old enough to buy a lottery ticket. **1** But that wasn't the case and she won the big prize! Jane was sharing a room with her sister in a small home in south-east Edinburgh and working in an office as an assistant administrator. Like most girls of her age, she enjoyed going out and having a good time at weekends. For someone so young, a sudden windfall was bound to have a huge impact on her life. Most lottery winners prefer to remain anonymous and avoid public interest. **2** She let everyone know about her win by posting it on social media. And none of her friends believed it at first.

- A She was going to be 18 next month.
 B So, Jane decided to do the same thing.
 C She assumed she had to be 18.
 D She had never played the lottery before.
 E However, Jane immediately went public.
 F And Jane understood how they felt.

- 5** Read one extract from exam question type 3. Decide which statements (1–5) match the person.

B Jarek Bukowski

Jarek set up his own sports training business as soon as he was 18 years old. 'I had been warned that it would be pretty tough and that I lacked the experience initially to get it off the ground, but I felt confident and was ready to have a go.' Jarek took no notice of any negative advice and still let people give him tips. As a result, he applied for and received funding to start up a project to work with disabled children interested in sport. 'In the beginning it was tricky managing all the administrative work, but with a bit of help from friends I managed it.' Last month his company was given a prize for being one of the most adventurous and imaginative new projects started by young people. 'That really means everything to me, after all the effort.'

Which young entrepreneur ...

- 1 recognised they lacked experience to set up a business?
- 2 didn't take notice of any advice they were given?
- 3 was given financial help to start their business?
- 4 still finds doing administrative work difficult?
- 5 got an award in recognition of their work?

- 6** Which words in the text and questions in Exercise 5 help you justify your answers? Why are the other questions wrong?

Make sure you know the regulations of the exam you are sitting so you are clear what you can and can't do, how much time you have, and how to use it effectively.

OPTIMISE

- 7** Alexandra has a reading exam tomorrow and she's a bit nervous. Can you answer her questions? Discuss in pairs or as a group.

- 1 How much time should I spend on each reading task?
- 2 What do I do if I don't understand a word or phrase in the text?
- 3 What do I do if I get stuck and can't find the answer to one specific question?
- 4 Can I make any notes when I'm reading?
- 5 Do I write on the exam paper or is there a separate answer sheet where I write my answers?



Optimise your Exam features:

- ✓ Sections dedicated to each of the exam papers.
- ✓ Exercises to improve students' understanding of common exam tasks.
- ✓ Clear, targeted advice on how to approach specific exam tasks.
- ✓ Exercises to encourage analysis of sample answers.
- ✓ Details of common FAQs regarding specific exam papers.
- ✓ A Speaking test video in which real candidates complete an authentic Speaking test, to watch and analyse.
- ✓ Sample writing plans to compare and critique.
- ✓ Information about how the test is marked.
- ✓ Advice on how much time to spend on different parts of the exams.

Digital Student's Book

The **Optimise Digital Student's Book** provide an interactive learning experience, and dynamic and motivating lessons for the whole class.

The material is easily downloadable and can be used offline.

Easy-to-navigate digital reproduction of the **Student's Book** pages which includes embedded audio and video material.

Interactive versions of the **Student's Book** activities, allowing the option of more flexible learning both inside and outside the classroom situation.

A notes facility, which enables students to make their own notes.



Student's Book available both in print and digital formats.

A score report facility automatically marks exercises and sends scores through to the teacher when the student next goes online.

For the full list of Student's and Teacher's components, see back cover.

The **Optimise Presentation Kit** is a versatile, digital presentation and teaching tool that promotes interactive, heads-up lessons and allows for collaborative learning.

You can annotate and customise presentations in advance, with built-in functionality, so your lessons will always be suited to the needs of your class.

The **Presentation Kit** is easily downloadable and can be used offline.

Interactive versions of the **Student's Book** activities, giving you the opportunity to complete activities and check answers as a whole class.

Answer keys for the **Student's Book** and **Workbook** are embedded within each activity, meaning you can show the next answer at the touch of a button. Additional answer key pop-ups are also provided, with suggested answers for open activities.

The screenshot displays a digital presentation slide titled "Flipped classroom".

1 Watch the *Talk2Me* video and answer the questions.

- Who prefers learning at school? What reasons do they give?
- Why do some people prefer to be taught by a person NOT in their family?
- Who prefers working in a small group? What reasons do they give?

2 Watch the video again. Underline the time expressions in the *Phrase expert* box that you hear on the video.

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.

- Write a list of some of the things you've learnt at school and things you've learnt at home.
- 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

5 In pairs, look which show ways. Make notes to answer the questions.

A

B

- What are the similarities between the photos?
- What are the differences between the photos?
- What might be good about the way the people are learning in Photo A?

A notes facility, enabling you to add your own comments on the material. This helps you deliver more effective and engaging lessons.

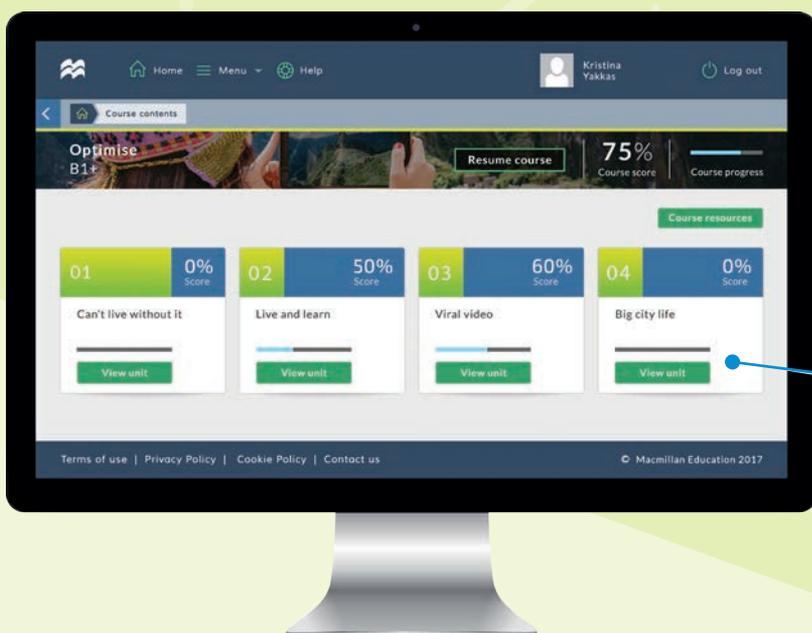
All class audio and video material, can be played instantly by clicking on the hotspots throughout the **Presentation Kit** material.

Workbooks

Print and online versions of the workbook are available

Workbook units all include a section for each lesson in the Student's Book, and a one-page end-of-unit Progress check.

The **Optimise Online Workbook** includes all the print Workbook content in a fully interactive digital format, perfect for independent self-study.



The Online Workbook enables you to manage multiple classes in a single location, and the content-locking facility gives you control over how you manage the tasks for your class.

The automatic Gradebook facility will save you valuable marking time.

Students have the chance to make multiple attempts at answering questions, enabling them to effectively consolidate their learning.



Interactive Workbook activities



Complete Workbook audio



Automated marking for instant feedback

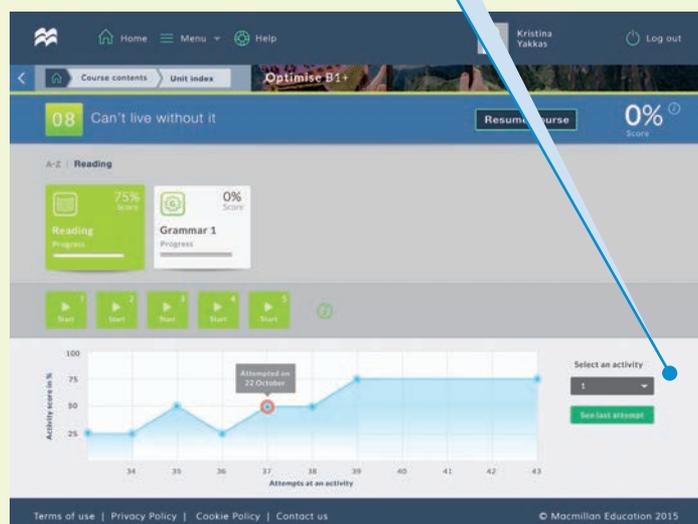
Gradebook

Gradebook

Detailed feedback on scores and progress creates a highly personalised self-study environment.

Scores are automatically collated and clearly displayed in the Gradebook, so it is easy to compare students and classes. Students progress can be monitored at a glance, highlighting areas where they may require additional support.

The messaging and notification features allow you to correspond with your students, send homework reminders, and notify your classes when scores are available.



Optimise videos offer comprehensive support for students to develop their speaking skills.

Two different video strands provide flexible, versatile resources that can be used to support and extend listening and speaking skills.

Flipped classroom

Flipped classroom option

You can choose to use the Flipped classroom approach for these videos and set them for homework. Students watch the videos and complete the exercises in the Student's Book at home to prepare for the Speaking lesson. This allows more class time to activate the functional language and develop fluency for the exam task.

Talk 2 Me

Every Speaking lesson includes a **Talk2Me** video. These exciting vox pops videos feature a presenter talking to teenagers and young people about a variety of engaging subjects.

The videos present key functional language in a natural and original context.



Speaking test videos

Optimise includes Speaking test videos as part of the *Optimise your Exams* section. The videos provide students with a chance to observe the performance of candidates doing complete Speaking tests under exam conditions. Watching and discussing the video also enables students to have a greater understanding of the format and processes involved in speaking tests, giving them more confidence and helping them to feel better prepared for the exam.



Classroom option

Of course, the videos can be watched together as a class with students completing the exercises individually or sharing their ideas with other students. The videos are available on the Resource Centre and are accompanied by additional worksheets, transcripts and answer keys.

Resource Centres

Optimise Teacher's and Student's Resource Centres offer an extensive bank of downloadable material and tests, designed to support and enhance the core **Student's Book** and **Workbook** content.

The **Student's Resource Centre** provides complementary materials to consolidate learning and encourage independent study.

STUDENT'S RESOURCE CENTRE

Optimise your grammar worksheets (Standard and Higher)

Say it right pronunciation worksheets

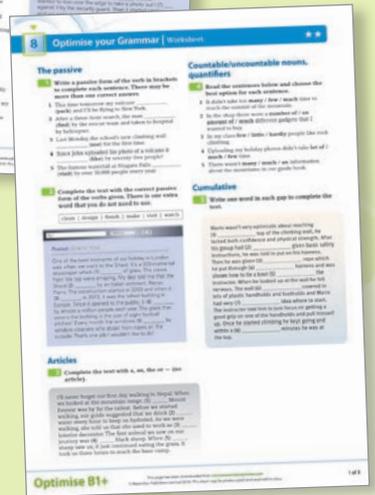
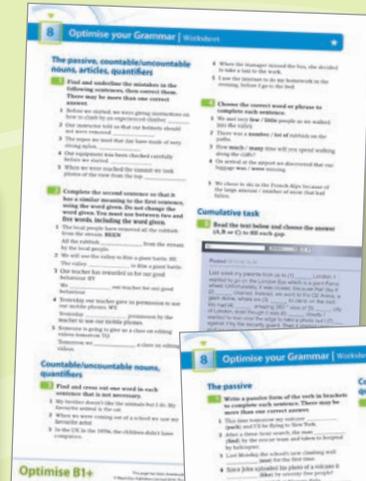
Optimise your vocabulary worksheets (Standard and Higher)

Culture and CLIL worksheets

Speaking test videos

Talk2Me videos and worksheets

Class and Workbook audio



The **Teacher's Resource Centre** is your go-to place for resources to deliver dynamic lessons, assign for homework, and to support you in the classroom.

TEACHER'S RESOURCE CENTRE

Optimise your grammar worksheets (Standard and Higher)

Culture and CLIL worksheets

Optimise your vocabulary worksheets (Standard and Higher)

Class and Workbook audio

Talk2Me videos and worksheets

Answer keys

Speaking test videos

Placement and Diagnostic tests, Unit and Progress tests

Say it right pronunciation worksheets

First (FCE) for Schools Practice test

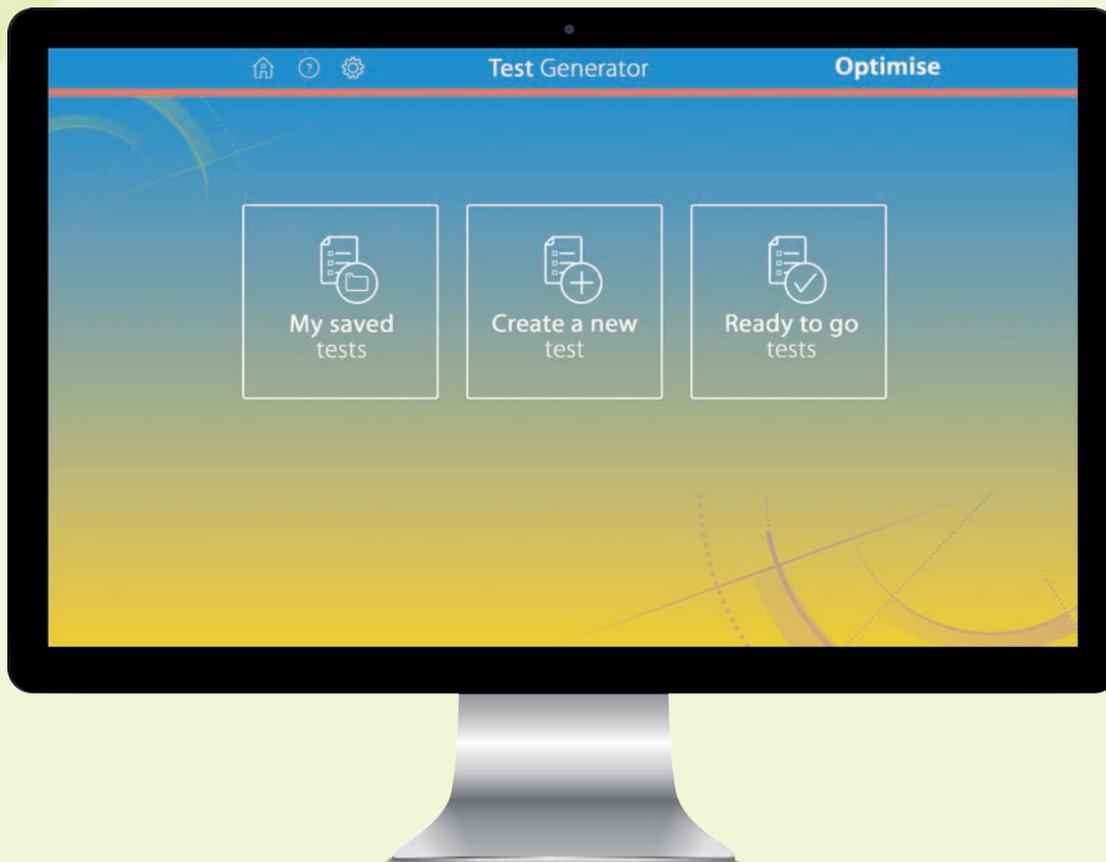
Everyday English worksheets

Wordlists

Grammar communication worksheets

Use **Optimise** testing materials throughout the school year to assess your students' progress and to prepare them for exams.

Choose from ready-to use printable tests or customised versions which you can create with the **Optimise Test Generator**.



Printable tests

Optimise offers a comprehensive range of printable tests, available on the Teacher's Resource Centre in PDF format. All the *Optimise* tests correspond to the course level.

Tests are aligned closely to the CEFR and to competency levels for international and state exams.

Tests include:

- *Diagnostic and Placement tests*
- *Unit tests, Progress tests and End-of-year tests* (Standard and Higher)
- *First (FCE) for Schools practice tests*:
 - an *Optimise Practice test* at the back of the Workbook
 - *First (FCE) for Schools Practice test* on the Teacher's Resource Centre, which can be taken under test conditions.

Complete answer keys, audio and audioscripts are provided for all tests.

Test Generator

The *Optimise* Test Generator allows you to create customised tests from the pre-prepared Unit and Progress tests.

- Tests are aligned to CEFR levels.
- The content reflects Reading, Writing, Speaking, Use of English and Listening tasks from international and state exams.
- The Test Generator comes with the option to save tests in progress and to preview them before printing.
- With Standard and Higher levels available, it also allows for maximum flexibility in choosing the test content.

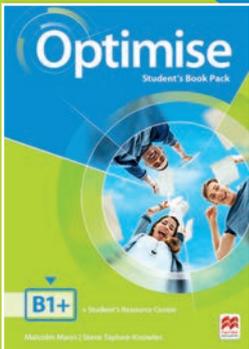
Optimise

STUDENT MOTIVATION

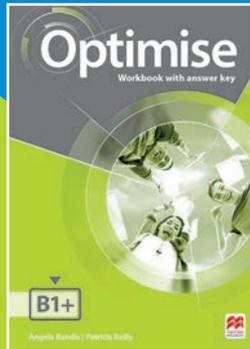
EXPERT GUIDANCE

EXAM SUCCESS

For students



Student's Book or Digital Student's Book



Workbook with/without answer key or Online Workbook

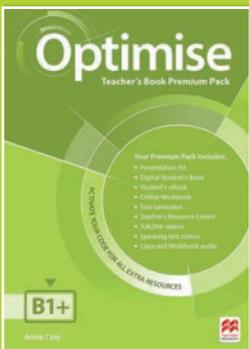


Student's Resource Centre



Student's eBook

For teachers



Teacher's Book



Presentation Kit



**Teacher's Resource Centre
Digital Student's Book
Online Workbook
Test Generator
Student's eBook**



Class Audio CDs



Four levels