

# Optimise

## Teacher's Book Premium Pack

### Your Premium Pack includes:

- Presentation Kit
- Digital Student's Book
- Student's eBook
- Online Workbook
- Test Generator
- Teacher's Resource Centre
- *Talk2Me* videos
- Speaking test videos
- Class and Workbook audio

ACTIVATE YOUR CODE FOR ALL EXTRA RESOURCES

**B2**

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## UNIT AIMS

Exam preparation in Unit 8:

- understand implication in a nature article
- predict alternative ways of saying the same thing
- develop a discussion and express opinions
- understand spelling changes and apply them in a word-formation exercise
- understand prepositions and use them in an open-cloze exercise
- give examples in an article



## TEACHER'S PRESENTATION KIT

- Talk2Me videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

## UNIT OVERVIEW

Student's Book / Digital Student's Book		Workbook / Online Workbook
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading Multiple matching	Understanding attitude and opinion A nature article	Workbook, pp 60–61, Exercises 1, 2, 3 Unit 8, Reading, Exercises 1, 2, 3
Grammar 1	Conditionals (2): second, third and mixed conditionals	Workbook, p 62, Exercises 1, 2, 3 Unit 8, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>environmental issues</i> Phrasal verbs Words + prepositions	Workbook, p 63, Exercises 1, 2, 3 Unit 8, Vocabulary, Exercises 1, 2, 3
Listening Multiple matching	Predicting and anticipating	Workbook, p 64, Exercises 1, 2, 3 Unit 8, Listening, Exercises 1, 2, 3
Grammar 2	Unreal past and past wishes	Workbook, p 63, Exercises 1, 2 Unit 8, Grammar 2, Exercises 1, 2
Speaking Discussion	Qualifying your opinion	Workbook, pp 64–65, Exercises 1, 2 Unit 8, Speaking, Exercises 1, 2
Use of English Word formation Open cloze	Spelling changes Prepositions	Workbook, p 65, Exercises 1, 2, 3 Unit 8, Use of English, Exercises 1, 2, 3
Writing An article	Giving reasons and examples (2)	Workbook, p 66, Exercises 1, 2, 3, 4 Unit 8, Writing, Exercises 1, 2, 3, 4
Progress check	Check language progress for Units 7 and 8	Workbook, p 67, Progress check and Cumulative progress Progress check and Cumulative progress

## Additional material

PRESENTATION KIT	TEACHER'S / STUDENT'S RESOURCE CENTRE	TEST GENERATOR
Talk2Me video <i>The reason I say this ...</i>	<b>Unit 8 worksheets:</b> <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), <i>Talk2Me video, Say it right</i> <b>Units 7–8 worksheets:</b> CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 8 (Standard and Higher) Progress Test (Standard and Higher)

## READING

## Multiple matching | A nature article

→ Student's Book, pages 80–81



## Lesson aims

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

## Lead-in

Write the unit title **The world around us** on the board and elicit what the title refers to (*all the things we see, hear and experience in our everyday lives*). Elicit ideas from different students about how they would personally describe the world around them. Ask what they feel the most significant things are. Focus students' attention on the photos on pages 80 and 81, and ask students what they think the lesson is going to be about (*nature and the environment*).

- 1 In pairs or groups, students answer the questions. Elicit answers in open class and try to develop a class discussion.

## Answers

Students' own answers

- 2 Ask students to complete the exercise quickly. Check answers in open class.

## Answers

A 4 B 1 C 3 D 5  
2 is not needed.

## Extra support

Elicit the key phrases in the texts that helped students decide on their answers.

## Answers

- A** *If I'd known more about the history before going, I'd have got more out of it.*
- C** *It's vital that we explore ways in which our society can develop at the same time as preserving the spectacular natural resources we have.*
- B** *... the reef is something we have to preserve very carefully for future generations ... past mistakes and a changing climate mean that parts of the reef are struggling to recover.*
- D** *It gave us some insight into what their lives were like.*

- 3 Ask students to complete the exercise. Elicit answers from different students around the class.

## Answers

1 I found it 2 Not surprisingly, 3 For me, To my mind, 4 my own view is that 5 There's no doubt that

## Multiple matching

Ask students to read the tips.

- This type of task focuses on detail, opinion, specific information and implication (things that are implied or suggested in the text). Remind students to use paraphrasing of the ideas – retelling the information without changing the original idea – rather than individual words in the questions to help them identify the answer in the text.
- 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 and find sentences in the text that match **all** the key words.

## Exam task

- 4 2.13 **Note:** The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.

Ask students to complete the exercise. Check answers in open class. Elicit the sentences in the texts that match the questions to help train students to check their choices carefully.

## Answers

- 1 C (*To my mind, national parks are there not only for the conservation of wildlife, but to inspire us to lead better lives.*)
- 2 B (*The Great Barrier Reef has become one of the global symbols of just how fragile nature can be.*)
- 3 D (*... but my own view is that it's the ordinary aspects of everyday life that tell us a lot more.*)
- 4 A (*If I'd known more about the history before going, I'd have got more out of it.*)
- 5 B (*The diversity of life in the area is breathtaking!*)
- 6 D (*The park is also home to jaguars and other animals. ... It gave us some insight into what their lives were like.*)
- 7 A (*... it was a relief to go on a 'wild' tour, which takes you to some of the less-developed parts of the cave system.*)
- 8 D (*We often look at constructions and monuments and think they represent what a culture was like, but ... it's the ordinary aspects of everyday life that tell us a lot more.*)
- 9 B (*If we had done something like that years ago, the reef would be in a much better state now!*)
- 10 C (*... the struggle of the wildebeest to survive in dangerous conditions ... reminded me of the daily struggle to survive that many people in my country face.*)

- 5 Ask students to complete the exercise. Elicit definitions from different students around the class.

**Answers**

*fragile (adj)*: easy to damage

*insight (n)*: a chance to understand something or learn more about it

*inspire (v)*: give someone the enthusiasm to do or create something

*laid on (phr v)*: provided

*minimise (v)*: reduce something harmful to the smallest amount or degree

*preserve (v)*: take care of a place to prevent it from being harmed or destroyed

*striking (adj)*: attracting your interest or attention because of some unusual feature

*tedious (adj)*: boring and continuing for too long

**Optional extension** 2.13

Play the recorded text and ask students to underline the different adjectives in the text. Ask students to define the more difficult words, and highlight that if students use a wide range of more complex vocabulary when they write descriptions, they will earn higher marks in exams.

**Answers**

extensive, underground, impressive, incredible, tedious, national, wild, less-developed, small, real, early, local, wanted, fresh, epic, dangerous, daily, better, fantastic, natural, difficult, living, vital, spectacular, global, fragile, future, breathtaking, exciting, marine, human, different, stunning, past, changing, amazing, Mayan, major, awesome, striking, fascinating, ordinary, everyday

THINK | RESEARCH | **CULTURE** | LEARN | ME

Ask students to complete the task.

If you have access to the internet, students can research information in class. Alternatively, they could prepare this for homework and present their information at the start of the next lesson. Students can vote on which national park they would most like to visit.

**Homework**

Assign students Reading exercises 1, 2 and 3 on pages 60–61 of their Workbook.

**GRAMMAR 1**

Conditionals (2): second, third and mixed conditionals

→ Student's Book, page 82

**Lesson aims**

- Understand the correct usage of second, third and mixed conditionals
- Practise using second, third and mixed conditionals

**Lead-in**

Divide the class into two teams, A and B. Choose a word from the previous lesson and say it to Team A for them to spell it, letter by letter. If they spell the word correctly, they score one

point. However, if at any point they say an incorrect letter, the part-word is handed over to Team B (and back again if they make an error). This continues until one team finishes the word and wins the point. The team with the most points wins the game.

Suggested words: *wealth, Serengeti, crocodiles, wildebeest, scenery, tedious, impressive, stunning, unfortunately, courts.*

**Grammar in context**

Ask students to complete the task. Refer them to the *Remember* box if they need help. Check the answer in open class.

Ask students to think of personalised sentences using the second, third and mixed conditionals. Elicit a few examples around the class.

Remind students that they can find more information in the Grammar reference, Unit 8, page 156.

**Answers**

Hypothetical events

- 1 Ask students to complete the exercise. Ask them to compare their answers in pairs before you check them in open class.

**Answers**

1 b 2 a 3 b 4 b 5 b 6 b

**Extra support**

Elicit the type of conditional in each sentence.

**Answers**

1 second conditional 2 third conditional 3 second conditional 4 second conditional 5 mixed conditional 6 third conditional

- 2 Ask students to complete the exercise. Check answers in open class. Accept all sensible suggestions.

**Suggested answers**

- 1 what would you do
- 2 what would you have done instead / what would you be doing instead
- 3 how would your life have been different / how would your life be different
- 4 what would you like to see
- 5 would you have started recycling years ago
- 6 what (animal) would you be

- 3 Ask students to complete the exercise. Check answers in open class.

**Answers**

1 wanted 2 would have survived 3 hadn't brought 4 would be 5 had been aware 6 wouldn't be 7 had seen 8 would have learnt 9 Had 10 wouldn't have been saved

**Mixed ability**

Give less confident students the answers in a jumbled order (*hadn't brought, would have learnt, wanted, wouldn't have been saved, would be, had been aware, wouldn't be, had seen, Had, would have survived*). Challenge more advanced students who finish early to write two or three comprehension questions on the text in Exercise 3. When everyone has finished, they can read them out to test the class.

**Homework**

Assign students Grammar 1 exercises 1, 2 and 3 on page 62 of their Workbook.

**VOCABULARY**

Topic vocabulary | Phrasal verbs | Word patterns

→ Student's Book, page 83

**Lesson aims**

- Understand the correct usage of:
  - words connected with environmental issues
  - phrasal verbs
  - words + prepositions

**Lead-in**

Draw a table on the board.

	What's going wrong?	What are the solutions?
<b>oceans</b>		
<b>forests</b>		
<b>deserts</b>		
<b>animals</b>		
<b>weather</b>		

In pairs, students complete the table. Students then change partners and share what they wrote. Elicit answers in open class.

**Words connected with environmental issues**

- 1 2.14 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

**Answers/Audioscript**

1 global warming 2 climate change 3 greenhouse effect 4 toxic waste 5 carbon footprint 6 renewable energy 7 sustainable development 8 ozone layer

Refer students to the Vocabulary reference, page 166, for more information on topic vocabulary.

- 2 Ask students to complete the exercise. Check answers in open class.

**Answers**

1 climate change / global warming 2 carbon footprint 3 sustainable development 4 toxic waste 5 global warming 6 renewable energy 7 ozone layer 8 greenhouse effect

**Extra support**

Write *global warming* in the centre of the board. Elicit which are the problems and which are the solutions in Exercise 1 and write them on the board.

Play the audio from Exercise 1 again for students to note down the main stress in the phrases, i.e. which sound is longer, louder and is said more clearly with a change in pitch. Ask students to come up and mark the stress pattern on the board. Drill in open class.

**Answers**

global warming (problem), climate change (problem), greenhouse effect (problem), toxic waste (problem), carbon footprint (problem), renewable energy (solution), sustainable development (solution), ozone layer

**Phrasal verbs**

- 3 2.15 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

**Answers/Audioscript**

- 1 Some animal species *died out* due to human activities.
- 2 People *are calling for* urgent action on climate change.
- 3 Will we just keep using oil until it all *runs out*?
- 4 We all have a responsibility to help *clean up* our beaches.
- 5 If we're not careful, our actions are going to *wipe out* the wild elephant.
- 6 I think we should *do away with* cars that produce lots of pollution in city centres to protect the environment.
- 7 When we *chop down* trees, we remove the natural habitat of a number of species.
- 8 Don't just *throw away* your old bottles. Recycle them!

**Extra support**

Individually, students write personalised sentences with the phrasal verbs from Exercise 3. 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.

Refer students to the Vocabulary reference, page 166, for more information on phrasal verbs.

**Fast finishers**

Ask students to say if the phrasal verbs are separable or non-separable.

**Answers**

Separable: 4, 5, 7, 8 Inseparable: 1, 2, 3, 6

## Words + prepositions

- 4 2.16 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

### Answers/Audioscript

- 1 Water pollution can be *harmful to* fish and animals that live along the river.
- 2 The Sumatran rhino is *threatened by* hunters.
- 3 Without the ozone layer, we would be *exposed to* UV rays that can cause cancer.
- 4 Do you think we do enough to *protect* animals from illegal activity?
- 5 Which countries will be most *affected by* climate change?
- 6 Using drinking water to water the garden is a *waste of* natural resources!

Refer students to the Vocabulary reference, page 166, for more information on word patterns.

THINK | RESEARCH | CULTURE | **LEARN** | ME

Ask students to complete the task. Ask them to present what they have learnt in open class.

### Homework

Assign students Vocabulary exercises 1, 2 and 3 on page 63 of their Workbook.

## LISTENING

### Multiple matching

→ Student's Book, page 84

### Lesson aims

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

#### Lead-in

In pairs, students try to make the longest chain of sentences using the second conditional. Start with an example, such as *If I won the lottery, ...* then ask a student to complete the sentence, e.g. *... I'd travel around the world.* Ask another student to continue, e.g. *If I travelled around the world, ...* then point to another student to complete this sentence, e.g. *... I'd visit Australia.*

Write two more half sentences on the board for students to continue in pairs:

*If I met my favourite film star, ...*

*If I found €500 in the street, ...*

When students have finished, elicit some conditional chains from different pairs around the class.

- 1 In pairs or as a group, students ask and answer the questions. Elicit answers from different students around the class and accept all sensible suggestions.

### Suggested answers

- 1 There is a photo of wind turbines and a photo of solar panels. They are sources of renewable energy.
- 2 Hydropower (wave power), geothermal energy (thermal energy made and stored in the earth), bioenergy (biomass from plants), etc.

- 2 Ask students to complete the exercise. Check answers in open class.

### Answers

1 G 2 D 3 F 4 H

### Extra support

Elicit the synonyms and related phrases that helped students decide on their answers.

### Answers

- 1 grateful – G thankful
- 2 worried about – D concerns
- 3 energy, test – F energy, show that I knew
- 4 People didn't seem to know very much – H people needed to be educated

- 3 Ask students to complete the exercise. Elicit ideas in open class and accept any sensible answers.

### Suggested answers

- 1 Statement A ('I loved it when I saw people following my suggestions.')
- 2 Statement B ('It was hard, but I was glad when I managed it.')
- 3 Statement C ('I was concerned that we might not have any effect.')
- 4 Statement E ('I did some things that I didn't think I was capable of doing.')

## OPTIMISE YOUR EXAM

### Multiple matching

Ask students to read the tips.

- In listening exams, where speech can be quite fast, this strategy helps students identify relevant points, reject irrelevant information and guess unknown words or phrases. Students usually have 30 seconds before the first listening to think of alternative ways of saying the same thing.
- Students often make the mistake of writing the first answer they hear. Remind them to listen for gist – the key words – the first time and build a general image in their mind of the opinion and attitude of the speakers. During the second listening, remind students that they should listen for any key words and synonyms and eliminate the three options they don't need.

## Exam task

- 4 2.17 Play the track for students to listen and complete the exercise. Don't check answers at this stage, as students will listen again to check in Exercise 5.

- 5 2.17 Play the track again for students to listen and check their answers to Exercise 4. Elicit answers in open class and discuss the specific clues that helped them choose them.

### Answers

- 1 G (*The family I stayed with ... really looked after me well and I was so grateful ...*)
- 2 A (*It was really satisfying when the school governors agreed and the project went ahead.*)
- 3 E (*I learnt a lot about myself and what I'm capable of*)
- 4 B (*but I pushed myself and was really glad that I met the challenge.*)
- 5 H (*I wish more people knew about geothermal energy. If they were better informed ... local people were largely ignorant ...*)

### Optional extension

Play the track again for students to listen and answer the following questions about the different projects in the audio in Exercise 4.

*Where does the project take place? What does it involve?*

Ask students to compare their answers in pairs before you elicit them in open class.

### Suggested answers

- 1 Nepal, Plan small hydropower stations to meet the energy needs of local people
- 2 At school, Asked for ideas to make the school to go green. They suggested solar panels to provide heating and hot water by renewable energy.
- 3 Peru, WindAid builds wind turbines to provide clean energy to communities who have never had electricity.
- 4 Off the coast where the speaker lives, Explaining the advantages of building a wave energy farm
- 5 The north of England, Interviewing local people and finding out about their attitudes towards geothermal energy

THINK | RESEARCH | CULTURE | LEARN | ME

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

### Homework

Assign students Listening exercises 1, 2 and 3 on page 64 of their Workbook.

## GRAMMAR 2

### Unreal past and past wishes

→ Student's Book, page 85

### Lesson aims

- Understand the correct grammar to talk about the unreal past and past wishes
- Practise using the correct grammar to talk about the unreal past and past wishes

#### Lead-in

Ask students to brainstorm vocabulary related to the environment. Write **NATURE AND THE ENVIRONMENT** in the centre of the board, with circles around it with these subheadings: *Words related to animals, Environmental problems, Environmental solutions, Nature.* Write all students' suggestions on the board, in the appropriate circles.

### Suggested answers

- Words related to animals:** dodo, wildebeest, crocodile, jaguar, species, extinct, wildlife, wild creatures, elephant, rhino, etc.
- Environmental problems:** global warming, climate change, greenhouse effect, toxic waste, carbon footprint, ozone layer, dangerous ultraviolet light, pollution, water pollution, UV rays, etc.
- Environmental solutions:** conservation, cultivation, renewable energy, sustainable development, wind power, wave power, recycle, etc.
- Nature:** reef, cave, rock formation, national park, natural resources, preserve, weather patterns, habitat, beach, etc.

### Grammar in context

Ask students to 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 8, page 157.

### Answers

1 present 2 present 3 past

- 1 Ask students to complete the exercise. Check answers in open class.

### Answers

1 stopped 2 had 3 burnt 4 had known 5 were/was 6 tried

- 2 Ask students to complete the exercise. Ask them to compare their answers in pairs before you check them in open class.

**Answers**

- I'd rather you didn't throw your litter on the ground.
- I wish I hadn't bought such a large motorbike.
- It's high time we manufactured more electric cars in order to help the environment.
- If I could wave a magic wand and solve climate change, I would.
- It's (high) time people realised that we have to use more renewable energy.
- Would you rather people took the threat to the environment more seriously?

**Mixed ability**

Check the answers to Exercise 2.

Divide the class into A and B pairs, mixing up higher and lower level students. Tell Student A to read out the first sentence in Exercise 2 and say the word given. Student B tries to reformulate the sentence, without looking at their notes.

If the answer is correct, Student A reads out the next question and Student B tries to reformulate the sentence.

If Student B makes a mistake, Student B reads out the questions, starting from question 1, and Student A tries to reformulate it.

When Student A makes a mistake, Student B can try again, starting from 1.

The aim of the game is for both students to complete all the sentence transformations in one go without making any mistakes.

- Ask students to complete the exercise. Check answers in open class.

**Answers**

- 1 got 2 went 3 had 4 had started 5 could 6 thought 7 provided 8 faced

**Fast finishers**

Ask fast finishers to write one or two comprehension questions on the text in Exercise 3 to ask the class when everyone has finished.

**THINK** RESEARCH | CULTURE | LEARN | ME

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

**Homework**

Assign students Grammar 2 exercises 1 and 2 on page 63 of their Workbook.

**SPEAKING**  
Discussion

→ Student's Book, page 86

**Lesson aims**

- Focus on developing a discussion and expressing opinions
- Practise having a discussion

The *Talk2Me* video in this unit focuses on environmental problems. People discuss how these problems can be prevented and who is responsible. Students answer some questions and then listen out for useful phrases for giving reasons and examples. The video can be used in one of two ways:

**Flipped classroom****Flipped classroom option**

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

**Talk2Me worksheet**

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

**Classroom option**

- Ask students to spend a minute or two reading the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.
- Play the *Talk2Me* video again, so students tick the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

**Talk2Me worksheet**

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

**Answers**

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

**Lead-in**

Write these phrases related to the environment on the board. In pairs, students decide which one is the odd one out.  
*green – efficient – environmentally friendly – nature-friendly – to conserve – to threaten – to protect – to preserve – sustainable – economical – renewable – recyclable – Siberian tiger – African lion – American bison – Australian koala*

**Answers**

- efficient (all the others are synonyms of *eco-friendly*)  
to threaten (all the others are related to protecting the environment)  
economical (all the others avoid pollution and protect the environment)  
koala (all the others are endangered species)

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

**Answers**

Students' own answers

- Ask students to complete the exercise. Check answers in open class.

**Answers**

1 addition 2 Having 3 well 4 importantly 5 said 6 why

- In pairs, students complete the exercise. Encourage them to use phrases from the *Phrase expert* box. Elicit ideas and opinions in open class.

**Extra support**

Ask students to write their choices before doing this as a speaking activity and remind them that it is important for them to develop their ideas by giving reasons or examples.

**OPTIMISE YOUR EXAM****Discussion**

Ask students to read the tips.

- Students can score points for their interactive skills if they add to what their partner has already said with expressions such as, *I like your idea of ... because ...* or *What you said about ... is really interesting due to the fact that ...* This will show the examiner that you are really listening to your partner and collaborating effectively. Elicit some examples they can remember for giving reasons and examples, e.g. *because, due to the fact that, The reason why ... is, The reason for me never choosing X is ..., so ...*
- Students can follow a simple format when discussing their opinions on a subject:  
Introduction – Expression of own opinion – Expression of a contrasting opinion (plus a statement of why this argument is different) – Conclusion. If they use words or phrases to signal a contrasting opinion, students help the examiner and their fellow candidate(s) follow their argument.

**Exam task**

- In groups of three, students complete the task. Ask students to use the words and phrases in the *Phrase expert* box. Walk round and monitor students, noting down errors and good use of language to go over in a feedback session at the end of the activity.

**Mixed ability**

Ask examiners to listen and use this checklist to help them make notes on the candidates' discussion.

*Did Students A & B ask for their partner's opinion?*

*Did Students A & B respond to their partner's comments?*

*Did they take turns to speak?*

*Did Students A & B use different expressions to give their opinions?*

*Did Students A & B develop their ideas by giving reasons and examples?*

If weaker students take the role of examiner in the first round, the pressure is taken off them to produce language spontaneously, but they can prepare something to say at the end, which will provide a sense of achievement. After the discussion, ask examiners to give feedback to the pair.

**SAY IT RIGHT**

Stress in opinion phrases

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.

**Homework**

Assign students Speaking exercises 1 and 2 on pages 64–65 of their Workbook.

**USE OF ENGLISH**

Word formation | Open cloze

→ Student's Book, page 87

**Lesson aims**

- Focus on word formation and practise a word-formation exam task
- Focus on open cloze and practise an open-cloze exam task

**Lead-in**

Play **First to five** to revise vocabulary from the unit. Say different word categories (e.g. types of renewable energy sources, animals, words connected with climate change, phrasal verbs connected to the environment). Small groups compete to think of five words or phrases for each one. When they have five, they shout 'First to five'. Check their words, giving one point for each correct answer. The group with the most points wins.

- Ask students to complete the exercise. Check answers by asking different students around the class.

**Answers**

1 tradition (traditional), industry (industrial), benefit (beneficial), origin (original) 2 storm (stormy), live (alive)

## OPTIMISE YOUR EXAM

## Word formation

Ask students to read the tip.

- Encourage students to trust their feelings for the language and write the word that sounds instinctively correct. Students often lose marks because they change answers at the last moment.
- Highlight that it's good practice to go through this type of task asking themselves *What category of word? and Positive or negative?* If students train themselves to always be thinking in these terms, it will make word formation tasks a lot easier for them.

Refer students to the Vocabulary reference, page 166, for more information on word formation.

## Exam task

- 2** Ask students to complete the exercise. Ask them to compare their answers in pairs before you check them in open class.

## Answers

1 traditional 2 extraordinary 3 stormy 4 industrial  
5 significant 6 beneficial 7 originality 8 living

## Optional extension

In pairs or small groups, students have three minutes to think of as many words as they can based on the words in Exercise 2. Remind them to use prefixes, suffixes, adverbs, different verb forms, etc. to form more words.

Stop the clock and ask students to count up their words. Ask the winning pair or group to write their words on the board.

## Suggested answers

*tradition(s)*: traditionally, traditional, traditionalist, traditionalism  
*ordinary*: ordinarily, extraordinary, extraordinarily, ordinariness  
*storm(s)*: stormy, stormily, storms, storming  
*industry*: industries, industrial, industrially, industrious  
*signify*: signifies, signified, (in)significant, significance(s), (in)significantly, signifying  
*benefit(s)*: benefitted, beneficial, beneficially, benefitting, benefaction, benefactor  
*origin(s)*: originate, originated, (un)original, originally, originality, originating, originator  
*live(s)*: lived, life, lifeless, alive, living, outlive, relive, outliving, reliving, lively, liveliness

- 3** Ask students to complete the exercise. Check answers in open class.

## Answers

1 3, 6 2 8 3 4, 5 4 1, 7

## OPTIMISE YOUR EXAM

## Open cloze

Ask students to read the tips.

- Prepositions are usually followed by objects in prepositional phrases. They can also be used to indicate time, place, frequency, duration, reason, manner, or to show contrast.
- Remind students to read the whole sentence. The answer required for the space may be dependent on a word or reference many words before or after it.
- Students should not leave the answer sheet blank for any question. If they don't know the correct answer, they should always make a guess.

## Exam task

- 4** Ask students to complete the exercise. Check answers in open class.

## Answers

1 would 2 carbon 3 for 4 to 5 by 6 away 7 could 8 time

## Fast finishers

Ask fast finishers to write one or two comprehension questions on the text in Exercise 4 to ask the class when everyone has finished.



## Homework

Assign students Use of English exercises 1, 2 and 3 on page 65 of their Workbook.



## WRITING

## An article

→ Student's Book, pages 88–89



## Lesson aims

- Focus on language for an article
- Plan and write an article

## Lead-in

Write the word *ENVIRONMENTALIST* on the board. In pairs, students race to make as many words as they can from this word in three minutes. Their words should have three letters or more.

Suggested answers: *mental, mint, list, environment, viral, mean, meal, mist, vote, star, vine, vein, vision, venal, malt, melt, reel, real, rate, rote, ran, roam, role, etc.*

- 1** Focus students' attention on the photo. In pairs or as a group, students answer the questions. Elicit answers in open class.

## Exam task

- 5** Ask students to complete the exercise. Elicit ideas in open class.

## Answers

Students' own answers

## Extra support

Discuss students' answers in open class. Write some key words and expressions on the board that less confident students can refer back to when they write their article.

- 6 Plan** Ask students to complete the paragraph plan using their notes from 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** Ask students to write their article 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** Ask students to complete the checklist before they hand in their article.



## Homework

Assign students Writing exercises 1, 2, 3 and 4 on page 66 of their Workbook and Progress check 8 on page 67.



## OPTIMISE YOUR EXAM

## An article

Ask students to read the tips.

- Remind students that examples are used to illustrate and drive an argument and should offer detail and evidence. In Exercise 3, students looked at a 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. Point out to students that a lack of transitions between examples, e.g. over-repetition of *for example*, will not gain them any points in a writing exam.
- Ask students to put themselves in the examiner's shoes. Ask them to imagine that they have 50 articles to mark and they are feeling a bit frustrated after having marked some boring texts. Elicit what will impress an examiner apart from good spelling, grammar and punctuation: *real-life examples, a great introduction, strong opening sentences that tell the reader what the paragraph is going to be about, clear and logical progression of ideas, good pronoun referencing (not repeating the same noun again and again), a conclusive ending, etc.*

For more information on writing articles, refer students to the Writing reference, page 169.