

Optimise

Teacher's Book Premium Pack

**Updated
for the
new exam**

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

B1

**Preliminary
for Schools**

Anna Cole



Optimise

Teacher's Book Premium Pack

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B1

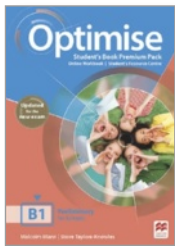
Preliminary
for Schools

Welcome

ABOUT OPTIMISE

- *Optimise* is a fantastic new secondary-level exam-preparation course. The course is designed to prepare teenagers for international exams (B1 Preliminary for Schools, etc.) or local state exams.
- *Optimise*'s highly respected team, including authors Malcolm Mann and Steve Taylore-Knowles, and Course Consultant, Karen Ludlow share their exam expertise and many years of experience of official exams to ensure that your students achieve exam success.
- *Optimise* offers attractive images, stimulating, age-appropriate topics and carefully guided skills development, which prepare students for everyday life as well as exams.
- *Optimise*'s print and digital package gives you the flexibility to choose the approach that works best for your teaching situation: from print to blended to a fully interactive digital approach.

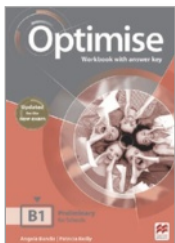
For students



**Student's Book or
Digital Student's Book**

See pages 4–13 for
details of the Student's
Book content.

See page 14 for
more on the Digital
Student's Book.



**Workbook with/without
answer key or Online
Workbook**

See pages 17–20
for details of the
Workbook content.

See page 21 for
more on the Online
Workbook.



**Student's Resource
Centre**

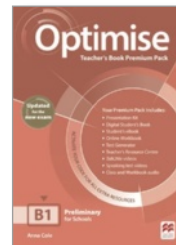
See page 22
for a full list of
resources available
on the Student's
Resource Centre.



Student's eBook

An eBook version
of the Student's
Book is included.

For teachers



Teacher's Book

Your Teacher's Book Premium Pack includes:

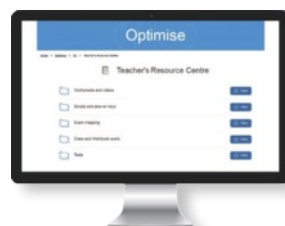
- Presentation Kit
- Digital Student's Book
- Student's eBook
- Online Workbook
- Test Generator
- Teacher's Resource Centre
- *Talk2Me* videos
- Speaking test videos
- Class and Workbook audio

See pages 22–23 for details
of the worksheets and tests
available.



Presentation Kit

See page 15 for more
information about the
Presentation Kit.



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

See page 22 for a full list
of resources available on
the Teacher's Resource
Centre.



Class Audio CDs

Class audio on CDs. Also
available on the Resource
Centres.

ABOUT THE *OPTIMISE* AUTHORS

Malcolm Mann and Steve Taylore-Knowles have written a number of exam courses for teenagers, including the highly successful *Laser* series. They are also the series editors of Macmillan's *Improve your Skills for First (FCE)* and *Improve your Skills for Advanced (CAE)* series.



Malcolm

Malcolm lives and works in Athens, Greece. He's responsible for the production of the LAAS exam suite, and is a former Chairperson of TESOL Greece.



Steve

Steve lives and works in the UK. He is a former Cambridge speaking examiner and also provides government-endorsed teacher training in many countries throughout Europe, Asia and South America.

A MESSAGE FROM THE *OPTIMISE* AUTHORS

Thank you for choosing to use *Optimise*.

Optimise is an exam course with a difference.

In *Optimise*, we effectively combine exam training and language development to prepare students not only for language exams, but also for life beyond the classroom.

Below we have listed our principles and the key features which we believe make *Optimise* an outstanding exam-preparation course.

We very much hope you and your students enjoy using *Optimise B1* and benefit from its motivating content, syllabus and structure.

All the very best for the school year!

Malcolm and *Steve*

Principles

The following principles are at the heart of the *Optimise* series:

- **Motivation:** The more that 21st century teens can be motivated by engaging and interesting content (texts, topics, tasks, etc.), the more likely they are to improve their skills, and develop their linguistic competence.
- **Practice:** Exam practice is essential. In order for students to feel confident and perform at their optimum level, they need to be familiar with exam tasks. Language and exam skills tested in the exam have to be practised and developed.
- **Guidance:** The most effective way to help students develop their language and exam skills is to deal with them in a systematic and guided way, through a carefully-planned course syllabus.
- **Coverage:** Vocabulary does not only consist of individual words; it also includes collocations, phrasal verbs, idioms, word formation and word patterns, as well as topic vocabulary, which all need to be covered comprehensively.
- **Support:** Students require expert guidance and support in order to produce exam-level pieces of writing. The process of writing involves different drafts, proofreading and feedback, and is essential in helping students develop their skills.
- **Consolidation:** Regular consolidation makes a vital contribution towards ensuring students understand and retain the information they need to prepare for exams.
- **Personalisation:** Personalisation is key in enabling students to relate the material in their Student's Book to their own lives, opinions and culture.

Key features

- An extensive range of print and digital materials, providing you with a variety of flexible options for your students.
- Strong focus on exam-skills development, with each lesson focusing on a specific skill and offering detailed advice on how to complete the task effectively.
- Resource Centres for both students and teachers, with a wide variety of worksheets including CLIL and Culture, Grammar and Vocabulary.
- Unit tests, Progress tests, End-of-year test, all set at two levels – Standard and Higher – are available as PDFs and also adaptable to suit your own requirements on the Test Generator.
- A Placement test to check your students' level and a Diagnostic test to highlight students' strengths and weaknesses.
- B1 Preliminary for Schools Practice tests: one at the back of the Workbook and another complete Practice test available on the Teacher's Resource Centre as a printable PDF.
- Systematic language and exam-preparation development throughout every lesson.
- Personalisation tasks to develop skills, such as critical analysis, collaboration and learning strategies, presented through the Think, Research, Culture, Learn and Me features.
- *Talk2Me* videos in every Speaking lesson feature teenagers using everyday functional language in a variety of situations that students will relate to. The Flipped classroom approach is suggested as an alternative approach for this video to encourage learner autonomy and create more time to focus on activating the target language.
- A Speaking test video with an examiner shows a pair of students completing all four parts of a speaking test. This video is exploited in the *Speaking* section of the Student's Book *Optimise your exams* pages, along with an additional worksheet on the Resource Centre.
- Systematic Writing lessons which include a writing model, a paragraph planner and a writing exam task, along with a post-writing Checklist for students to refer to.
- A Progress check, after every two units, reviews the grammar and vocabulary of the preceding two units and includes a self-assessment tool for students to chart their learning.


Course components

STUDENT'S BOOK | Reading lesson

Every unit starts with a two-page Reading lesson.

6

A piece of cake!



READING | 4-option multiple choice | An article

1 Look at the healthy-eating plate. In pairs, make a list of different types of food you know in English in each category.

Fruit and vegetables

Protein (non-dairy)

Food and drinks high in fat and/or sugar

Carbohydrates

Milk and dairy food

1 famous

2 getting things ready

3 instructions for dishes

4 family dinners

5 filmed

6 cook for themselves

2 Read these words and phrases from Exercise 3. Write a word or phrase from the text that means the same in each gap.

EXAM SKILL

Identifying synonyms

The text might use different words and phrases to express the idea in the question.

Underline key words and phrases in the question and look for synonyms (words and phrases that mean the same) in the text. For example, Exercise 3, question 5, option D says *Once a month*. The text might say *monthly* or *every four weeks*.

Unit topics and themes chosen to be interesting and engaging for teenage students.

The opening spread of each unit has colourful and impactful images connected to the unit topic, which can be used at the start of the lesson to stimulate on-topic discussion.

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

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

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

Reading texts focus on stimulating, out-of-the-ordinary topics, which will be of interest to teenage students.

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.

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

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

A young star of the kitchen

READING 6

Remember the anchovy and tomato pizza that you created? For most of us, it takes a long time to learn how to make something tasty, but not for Remmi Smith. Still a teenager, she's already creating fantastic dishes. She's also becoming well known for her Italian salad dressing, which is delicious. And with her knowledge of social media, she's making sure that everyone knows she's here!

Remmi, who lives in the USA, is just 16. She has already starred in two **cooking** shows and has published a book of healthy recipes. From the age of four, Remmi helped in the kitchen by preparing vegetables. By the age of seven, Remmi was a real **foodie** who could cook complete meals for her family.

Remmi, who was born in China, began making videos for fun. Her mother took videos of her while she was cooking and put them online. A local **cable channel** broadcast them. They then asked Remmi to create another show for them.

That show focused on Remmi's main interest, which is getting teenagers to take healthy eating seriously. She believes that when young people make their own food, they care more about what they eat. Remmi works with a company in the USA which shows her videos in school cafeterias. About 3.5 million students watch her every day!

Remmi believes that young people can create a healthy meal for their family which isn't expensive. Her **delicious** recipes include vegetable paella and strawberry kebabs. In fact, strawberries, which are Remmi's favourite food, appear in other recipes, including strawberry sandwich!

Her latest idea is a healthy-snack service. For a monthly **subscription** you receive snacks, which include fruit bars and popcorn, and fun cooking activities that help you develop a healthy **lifestyle**.

3

Read the text again. For each question, choose the correct answer.

1 Why is Remmi different from most of us?
A She likes unusual pizza toppings.
B She is famous in Italy.
C She has learnt an important skill at a young age.
D She knows about social media.

2 How did Remmi start cooking?
A by getting things ready for cooking
B by writing down instructions for dishes
C by making family dinners
D by starring in shows about food

3 What happened that introduced Remmi to a wider audience?
A Her videos appeared on local TV.
B Her mum filmed Remmi and showed the videos to family members.
C She was asked to appear on a TV show.
D She moved from China to America.

4 What does Remmi think about other young people?
A They aren't interested in healthy eating.
B They already love cooking and eat well.
C They eat healthily when they cook for themselves.
D They eat in cafeterias too often.

5 What might Remmi write on her blog about her new service?
A Snacks aren't a part of healthy eating so I show people how to stop eating so many of them and eat more fruit instead.
B People who eat too much popcorn can find out how to eat better from my cookery shows and my book.
C I regularly put new videos online that show you how to make your own fruit bars and have fun at the same time.
D Once a month, I send tasty food and interesting healthy-eating ideas to the people who pay for the service.

4 Complete the sentences with highlighted words or phrases from the text.

1 I'm a real _____. I love food and I'll try anything!

2 This cake is absolutely _____. I could have another slice?

3 I'm going to change my _____ and start exercising regularly.

4 I pay a _____ every month to get healthy snacks in the post.

5 I got the recipe from a _____ book that I got from the library.

6 The _____ has some really good programmes on this week.

THINK | RESEARCH | CULTURE | LEARN | ME

What are some of your favourite dishes? What dishes do you like cooking?

Workbook Unit 6: Reading, pages 44–45, exercises 1, 2, 3

4

Course components Student's Book | Reading lesson

Every unit has two separate Grammar lessons.

6
GRAMMAR 1 | Relative clauses

Grammar in context

Read these sentences from the article on page 59 and match each sentence to a description. Then underline other examples of relative clauses in the article.

- Remember the anchovy and tomato pizza that you created?
- Remmi, who lives in the USA, is just 16.

a) This relative clause identifies exactly which thing or person we are talking about.

b) This relative clause just gives us extra information about the thing or person we are talking about.

REMEMBER

- A relative clause tells us more about something. It starts with *which* (for things), *who* (for people), *that* (for people and things), *whose* (for possession), *where* (for places) or *when* (for time).
- A **defining relative clause** identifies which thing or person we are talking about. Without the relative clause, we don't know who we are referring to and the sentence may not make complete sense: *The pizza that I made was delicious!*
- In a defining relative clause, we don't use a comma and we can use *that* instead of *who* or *which*. We can also leave out the relative pronoun when it is the object of the clause: *The pizza I made was delicious!*
- In a **non-defining relative clause**, we already know which thing or person we are talking about and the relative clause just gives us extra information: *Pizza, which is originally from Italy, is one of my favourite dishes.*
- In a non-defining relative clause, we use a comma and we can't use *that* instead of *who* or *which*. We can't leave out the relative pronoun.

► See Grammar reference, Unit 6, page 153

1 Choose the correct relative clause.

- a) My dad who does most of the cooking makes great curries.
b) My dad, who does most of the cooking, makes great curries.
- a) The French dish that I absolutely love is *crème brûlée*.
b) The French dish, that I absolutely love, is *crème brûlée*.
- a) I've been finding out about Remmi Smith, who is a young Chinese-American chef.
b) I've been finding out about Remmi Smith who is a young Chinese-American chef.
- a) This is the restaurant where we ate last week.
b) This is the restaurant, where we ate last week.

2 Write a word from the box in each gap to complete the sentences. There may be more than one correct answer.

that | when | where | which | who | whose

- The meal _____ you made for us last night was delicious!
- Do you remember the time _____ you put sugar in the soup instead of salt?
- Remmi Smith, _____ show is called *Cook Time with Remmi*, loves cooking.
- This is the restaurant _____ we celebrated my mum's birthday.
- Anchovies, _____ I love, go really well on pizza.
- Are there any celebrity chefs _____ you admire?

3 Rewrite the sentences using the information given. Use a relative clause in each sentence.

- Jamie Oliver was born in Essex. Essex is a county in England.
- He first worked in the kitchens of a restaurant. His parents owned the restaurant.
- His many cookery shows have appeared on TV around the world. They include *Jamie's School Dinners* and *Jamie at Home*.
- Jamie's School Dinners* tried to improve the quality of food. The food is served in schools.
- It was hard to get pupils to eat well. The pupils didn't like eating vegetables.
- In the end, he was successful and the government agreed to spend more on school meals. The government pays for school meals.

Every Grammar lesson presents a different grammar point.

The *Grammar in context* box introduces the grammar lesson by asking students to identify the target structures in a context they have already seen.

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

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.

Whenever possible, short texts are included on the grammar pages, to give your students the opportunity to see and practise grammar in realistic contexts.

6
GRAMMAR 2 | Articles

Grammar in context

Look at this sentence from the audio in the listening lesson on page 62. Explain why each underlined phrase uses *a*, *the* or no article.

Many of us love to eat a hamburger once in a while, but the world's biggest cheeseburger was enough to feed hundreds of people!

REMEMBER

- We use *a* with singular countable nouns (when we are not being specific or when we mention something for the first time): *Do you have a good cookery book?*
- Before a vowel sound, we use *an*: *Do you have an Indian cookery book?*
- When we want to be specific, we use *the* with singular countable nouns (*Where's the cookery book I gave you?*), with plural countable nouns (*Where are the cookery books I gave you?*) and with uncountable nouns (*Did you follow the advice in the cookery book?*).
- We can also use *the* with singular uncountable nouns when we are talking generally: *The information in the recipe was wrong.*
- We usually use *the* when there is only one of something: *the world, the Earth, the Queen of England*, etc.
- When we are talking generally, we use no article with plural countable nouns (*I love peaches!*) or with uncountable nouns (*Rice is an important part of many people's diet.*).

► See Grammar reference, Unit 6, page 154

1 Choose the correct article. If no article is necessary, choose the dash (-).

There's (1) an / the unusual fruit from (2) the / - South-east Asia called (3) a / the durian fruit. It has such (4) a / the bad smell that it is banned from (5) the / - public transport in many places. Some people say it smells like (6) the / - rotten onions, but (7) a / the taste is completely different. When they try it, (8) the / - people often say it tastes of (9) the / - sweet custard with (10) an / - almonds.

2 Find and underline the mistake in each sentence. Explain why they are incorrect.

- When we went to the Thailand, my brother tried durian fruit, but I thought the smell was awful!
- Did you know carrot was originally purple or white and people first grew them in the area around Afghanistan?
- Some people eat insects, such as grasshoppers, but the only time I've eaten the insect is when I accidentally swallowed a fly!
- Honey is almost the only food that will never go bad and the jar of it with the lid on can last forever.

3 Write the correct article in each gap. If no article is necessary, put a dash (-).

Amazing food facts!

- Apples, onions and potatoes all taste (1) _____ same! It's (2) _____ smell that makes them different. Try biting into (3) _____ onion and (5) _____ potato while holding your nose. You won't be able to tell (6) _____ difference!
- Sweets are often covered in (7) _____ same material that people use to wax their cars! Carnauba wax comes from (8) _____ leaves of (9) _____ carnauba palm tree from (10) _____ Brazil. You can find it in (11) _____ floor polish and in (12) _____ chewy, fruit-flavoured sweets!
- A lot of (13) _____ fruit juice, (14) _____ yoghurt and (15) _____ ice cream has (16) _____ red food colouring added to give it (17) _____ bright red colour. One common red food colouring is carmine, which is made from (18) _____ bodies of (19) _____ insects from (20) _____ South America!

THINK RESEARCH | CULTURE | LEARN | ME

Why do you think honey never goes off? Have a guess, then check with your teacher.

The Vocabulary lesson in each unit has three separate word sets, one of which is always topic vocabulary.

Topic vocabulary sections increase students' lexical knowledge in topics that commonly appear in exams.

Each lesson has three clearly-labelled vocabulary areas.

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

Phrasal verbs are taught regularly to extend students' vocabulary as well as serving to prepare them for language that commonly appears in exams.

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.

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.

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.

VOCABULARY | Topic vocabulary | Phrasal verbs | Word formation
6

Words connected with food

1 2.08 Write a word from the box in each gap. Listen and check.

cake | chillies | coffee | crisps
 curry | dark chocolate | lemon
 lime | milk chocolate | orange
 popcorn | strawberries

1 bitter: _____ 4 sour: _____
 2 juicy: _____ 5 spicy: _____
 3 salty: _____ 6 sweet: _____

2 Match the pictures to the verbs. Then use the words to describe how to make your favourite food.

bake | barbecue | boil | fry | grill
microwave | roast

Adjectives/nouns/verbs

4 2.10 Work out the anagrams and write forms of the word given. Listen and check.

1 fry: a (gfhayir) _____ pan,
 a (iedfr) _____ egg

2 mix: a cake (remtuix) _____,
 (idxme) _____ flavours,
 a (gimnxi) _____ bowl

3 spice: a (ysicp) _____ curry

4 cream: a (ceyamr) _____ sauce,
 (aedmcrc) _____ corn

5 blend: a food (erbnidel) _____

6 boil: (ibilgno) _____ hot,
 (dobeil) _____ potatoes

7 satisfy: feel completely (sfiesatd) _____,
 a (tymissifag) _____ meal

8 taste: a (aytst) _____ dish,
 _____ (ssteleats) vegetables

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

You might think the national dish of Great Britain is fish and chips, the famous combination of battered fish and (1) _____ potatoes. Some people, though, say that chicken tikka masala is the true national dish! It's a combination of Indian food and British preferences. It's a popular (2) _____ dish, consisting of pieces of chicken that are served in a (3) _____ tomato sauce.

It contains a (4) _____ of spices such as ginger, coriander and cumin, which are cooked and then mixed with tomatoes, yoghurt and cream, often in a (5) _____. The chicken is grilled and added to the sauce. The dish is then usually served with (6) _____ rice.

Nobody knows who first created this (7) _____ curry, but some people think it first appeared in Scotland, in the 1970s. Others say that it has its origins in the (8) _____ Indian dish, butter chicken.

FRY
SPICE
CREAM
MIX
BLEND
BOIL
SATISFY
TASTE

Phrasal verbs

3 2.09 Match 1-8 to a-h to make sentences. Use the phrasal verbs in italics to help you. Listen and check.

1 Next, you need to *chop* the tomatoes _____
 2 Wait for your soup to *cool* _____
 3 Recently, I've *cut* _____
 4 Make sure you *eat* _____
 5 I think I should probably *give* _____
 6 Fruit juice starts to *go* _____
 7 If it was up to him, my brother would *live* _____
 8 There's no time to cook, so I'll *warm* _____

a) *up* sweets and crisps, at least for a while.
 b) *up* all your vegetables, or there's no dessert!
 c) *down* or you'll burn your mouth!
 d) *up* the leftovers from last night's dinner.
 e) *up* into very small pieces.
 f) *down* on the amount of sugar I eat.
 g) *off* takeaways and junk food!
 h) *off* after being open in the fridge for a few days.

► Vocabulary reference, page 165
► Workbook Unit 6: Vocabulary, pages 46-47, exercises 1, 2, 3
61

TOPIC VOCABULARY | Words connected with food

Word	Example sentence
bake (v)	Why don't we bake a cake this afternoon?
barbecue (v)	When you barbecue the fish, make sure it doesn't burn.
bitter (adj)	I don't like the taste of dark chocolate – it's too bitter.
boil (v)	Let the water boil for a minute before you put the eggs in the pan.
fry (v)	Fry the potatoes in a little oil and then add salt and pepper.
grill (v)	Chop the tomatoes while I grill the chicken.
juicy (adj)	These oranges are nice and juicy.
microwave (v)	I microwaved my bowl of soup and it got too hot!
roast (v)	I'm going to roast some beef for Sunday lunch.
salty (adj)	I love salty food, such as anchovies and olives.
sour (adj)	Add a bit of sugar to the tomato sauce if it's too sour.
spicy (adj)	I need a glass of water – this curry is too spicy!
sweet (adj)	My mum says I shouldn't eat too much sweet food.

The Listening lesson in each unit focuses on a specific exam skill and always includes an exam task.



All class audio material is available on CDs as well as being provided on the Resource Centres.

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

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.

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


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

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

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

6 LISTENING | Gap fill

1 In pairs or as a group, answer the questions.



1 Describe what is happening in the photo.
2 Would you like to take part in a competition like this?

EXAM SKILL

Recognising similar meaning

- With gap-fill and sentence completion listening tasks, you might not hear many of the words in the questions. What you'll hear is the same idea expressed in a different way.
- For example, in Exercise 3, number 1, it says *contained over ...* in the question, but you won't hear this phrase in the recording. Instead, you'll hear *had more than ...* in it.

2 Find words or phrases in Exercise 3 which match these definitions.

- had more than _____
- a type of bread _____
- less difficult to get down _____
- grilling or frying _____
- preparation _____

3 **OPTIMISE YOUR EXAM**

Gap fill


- You will hear the exact words you need to fill the gaps.
- Don't change the form of the words you hear into a different form. Use the word or phrase exactly as you hear it.

3 **2.11** You are going to listen to someone talking about food world records. Write the missing information in each gap.

FOOD WORLD RECORDS

Largest cheeseburger
Size: weighed 913.54 kg and contained over 18 kg of (1) _____
Cooking time: Burger: 4 hours, Bun: (2) _____

Burger eating
Record: 12 burgers in (3) _____
Way of eating: make burger (4) _____ to make it easier to eat
Before grilling: (5) _____ is 110 g
Training involves eating and (6) _____



4 **2.11** Listen again and check your answers.

THINK RESEARCH CULTURE | LEARN | ME

Find out about some more amazing food world records. Tell the class what you discover.

62 ► Workbook Unit 6: Listening, page 48, exercises 1, 2, 3

Speaking lessons include a video which features target functional language.



Speaking lessons focus on one of four task types which students will need to develop in preparation for a speaking test.

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.

All Speaking lessons include a *Talk2Me* video, featuring three teenage friends. Each video relates to the unit topic and models functional language through scripted interactions between the friends, which students then practise and use in their final task.

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

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

The Exam skill box in the Speaking lesson highlights one of the sub-skills that are required for success in speaking tests.

There is a reference to the relevant pages in the Workbook at the end of every Speaking lesson.

6 SPEAKING | Extended turn (photos)

Flipped classroom

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

1 Does Angus' dad plan to cook a meal or buy a takeaway?

2 Why is Maddy taking photos of her school lunch?

3 Why is pizza good 'movie food'?

2 Watch the video again. Number the phrases in the *Phrase expert* box in the order that you hear them on the video.

PHRASE EXPERT

The photo shows (a ...) | It looks like (a ... / it's ...) | I think (they're in a ...) | The photo was (probably/possibly) taken in (a ...) | The people are/seem to be (+ -ing) | It looks like they're (+ -ing) | They're probably (+ -ing)

3 In pairs or as a group, brainstorm as many words and phrases as possible related to the photo.

EXAM SKILL

Describing situations and actions

Be careful with tenses. Use the present simple to describe the general situation and the people and places that you can see in the photo, e.g. *The restaurant has a lot of tables.*

Use the present continuous to say what's happening in the photo, e.g. *They're eating in a restaurant. Everyone is laughing and talking.*

Try to use one or two adverbs to describe how people are doing things, e.g. *The waiter is serving the food carefully.*

OPTIMISE YOUR EXAM

Extended turn (photos)

Ask yourself questions to help you focus on the photo, for example, *Who/What is it a photo of? Where was it taken? What's happening in the photo?*

Answer these questions when you describe the photo.

5 Describe this photo. Talk on your own for about a minute.

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Workbook Unit 6: Speaking, pages 48–49, exercises 1, 2, 3

8

Course components Student's Book | Speaking lesson

All Language in Use lessons provide comprehensive coverage of all aspects of grammar and vocabulary that students need in order to prepare for exams.

Every Language in Use lesson is based on a specific task type that students may be tested on in common exams.

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

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

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

LANGUAGE IN USE | 4-option multiple-choice cloze

6

1 In pairs, ask and answer the questions.

- Have you eaten food from other countries? Which countries?
- What cuisine is your favourite? What do you like about it?

EXAM SKILL

Collocations

- Some words often appear together to make phrases. These are called **collocations**.
- A collocation might be noun + noun (e.g. *cooking book*), verb + noun (e.g. *make a meal*), adjective + noun (e.g. *fried egg*), or other combinations of words.
- Try to learn some common collocations.

2 Read the underlined phrases in each sentence (1-6). For each one, choose the word or phrase (a-f) that means the same.

- We tried a wide variety of amazing food when we were on holiday. ____
- My brother fell ill after eating some fish that wasn't fresh. ____
- I'm really looking forward to trying the food when we're in Brazil! ____
- How can I make a meal when we don't have any food in the house? ____
- Isn't the Chinese restaurant in the opposite direction? ____
- What do you think Greek food and Turkish food have in common? ____

a) the other way d) became sick
b) share e) cook
c) a lot of different types f) excited to think about

3 Quickly read the text in Exercise 4 and answer the questions.

- Why did Europeans not eat potatoes before 1492?
- What food and animals went from the New World to the Old World?
- What food and animals went from the Old World to the New World?
- Apart from food and animals, what else did Europeans bring to the New World?

OPTIMISE YOUR EXAM

4-option multiple-choice cloze

- Sometimes the missing word is part of a collocation. Look at the words on both sides of the gap to work out what phrase is missing.
- Say the phrase using each of the four possible answers. Perhaps you have heard the collocation before. Which word sounds the best? Choose that word as your answer.

4 Choose the correct word to fill each gap.

THE COLUMBIAN EXCHANGE

Italian food is famous and the (1) ____ world enjoys pasta with tomato sauce. Many people who visit the UK (2) ____ forward to trying fish and chips. And Belgium makes great chocolate. But what do tomatoes, potatoes and chocolate (3) ____ in common? None of them existed in Europe until Christopher Columbus went to the Americas!

In 1492, Columbus arrived in the Americas. Over the years, a (4) ____ variety of food and animals were exchanged between the New World (the Americas) and the Old World (Europe, Africa and Asia). Europeans learnt how to (5) ____ meals with corn, beans, turkey and chilli peppers. In return, they sent coffee, onions, bananas and other fruit in the (6) ____ direction. They also introduced horses, cattle and sheep to the Americas.

Unfortunately Europeans also brought diseases with them to the Americas, and many Americans fell ill. After the Columbian Exchange, the world would never be the same again.

1 A whole B complete C total D final
2 A come B go C look D run
3 A do B get C have D take
4 A big B long C high D wide
5 A build B make C join D put
6 A opposite B back C behind D backward

THINK RESEARCH CULTURE LEARN ME

Find out if there are any types of food, plants or animals you have in your country as a result of the Columbian Exchange. Tell the class what you learnt.



Vocabulary reference, page 165 | Workbook Unit 6: Language in Use, page 49, exercises 1, 2 65

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

Many common exam tasks are covered: 4-option multiple-choice cloze, key word transformation, word formation and open cloze.

Every unit ends with a two-page Writing lesson.

6
WRITING | An email

1 In pairs or groups, answer the questions.

- Describe the photos. What occasion do you think it might be?
- What was the last family party you went to? Describe it.

EXAM
SKILL

Making suggestions

- When you write an email, you sometimes need to make suggestions to the person you're writing to if they have asked for your ideas or advice.
- Use words and phrases such as *Maybe/Perhaps you should/could ...*, *How/What about -ing ...?*, *If I were you, I'd ...*, *One thing you could do is ...*, *Don't forget to ...*

2 Read Grace's email and Nick's notes. Decide if the statements are T (True) or F (False).

From: Grace
To: Nick
Subject: Family dinner

Hi Nick!

We're having a family dinner for my mum's birthday next week.

My brothers and I are each going to cook a course. Do you think I should make the starter, the main course or the dessert?

Where can I find some good recipes?

Have you ever made anything for your family? What did you make? Was it a success?

Love,
Grace

In his reply, Nick should ...

- say that the dinner sounds like fun.
- say what course Grace should make.
- tell Grace how to cook a dish.
- describe something he once cooked.

T / F

T / F

T / F

T / F

Funt

Suggest ...

3 Read Nick's reply. Find four places where he makes suggestions and write the phrases he uses.

From: Nick
To: Grace
Subject: RE: Family dinner

Hi Grace,

Thanks for your email. The family dinner for your mum's birthday sounds like a lot of fun!

If I were you, I'd make a dessert. Desserts are easier than main courses, and tastier than starters! What about making a cheesecake?

It's easy to find recipes on the internet. Why not go online and type the name of the dish you want to make and see what comes up?

I don't cook much, but I once made a pizza. I used tomato sauce, cheese and olives, and it was a great success! You could make that for your family another time.

Good luck!

Love,
Nick

- _____
- _____
- _____
- _____

OPTIMISE YOUR EXAM

An email

- If you have to make suggestions in your email, make notes about the things you are going to suggest before you start writing.
- Then think of reasons for each suggestion. For example, if you are going to suggest someone makes a dish from your country, the reasons might be because it's spicy/unusual/traditional, etc.

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

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

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.

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

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

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

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

6

4 Look at this writing task and complete the sentences with your own ideas.

Read this email from your friend Freya and the notes you have made.

From: Freya
Subject: Class party

Hi

Our class is having a party next weekend and I have to make some food for it! I could make something simple or try to do something more adventurous! What do you think?

Do you think people would prefer something sweet or something healthy?

Can you suggest something from your country I could make?

Love,
Freya

Write your email to Freya using all the notes.

- Freya should make something **simple** / **more adventurous** because _____.
- People would prefer something **sweet** / **healthy** because _____.
- I suggest Freya makes _____, because _____ and _____.

5 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	Dear ..., Hi ...	
Paragraph 1	write about the first note on the email	... sounds great! ... sounds like a lot of fun!	
Paragraph 2	write about the second note on the email	I think you should ... I suggest you ...	
Paragraph 3	write about the third note on the email	I think that ... You should ...	
Paragraph 4	write about the fourth note on the email	What about -ing ...? Why don't you ...?	
Closing expressions 1	wish them luck, ask them to reply, say goodbye	Good luck! Write soon! Bye for now!	
Closing expressions 2	express friendship	Love, Lots of love, Best wishes,	
Your name	first name		

6 Write Write your email to Freya in an appropriate style. Use all the notes. Write about 100 words.

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

Checklist

☐ I've written an informal email.

☐ I've followed my paragraph plan.

☐ I've started and ended my email the right way.

☐ I've written about all four notes in the exam task and developed them further.

☐ I've checked my spelling, grammar and punctuation.

There is a two-page Progress check after every two units.

PROGRESS CHECK

UNITS 5–6

GRAMMAR AND VOCABULARY

1 Choose the correct word or phrase.

1 I **can** / **could** read when I was three years old.

2 I don't think you **should** / **might** watch this film. It's scary!

3 You **don't have to** / **mustn't** come shopping with me, but you can if you want to.

4 I hope we'll **can** / **be able to** visit you again soon.

5 I **can** / **could** get a new phone for my birthday – if I'm lucky!

6 My mum's gone shopping, but she **should** / **can** be back soon.

7 Fran **mustn't** / **can't** be away on holiday. I saw her this morning!

2 Write a relative pronoun or adverb in each gap. Use each one only once.

1 That's the restaurant _____ they make great salads.

2 Do you remember the time _____ Liam fell in the lake?

3 My best friend, _____ mum is a food journalist, is excellent at cooking.

4 I can't find the recipe _____ you gave me.

5 My best friend, _____ is a top chef, is going to be on a cookery show.

6 Pasta, _____ is my favourite food, is easy to prepare.

3 Match to make collocations.

1 set _____ a) world

2 fall _____ b) variety

3 look _____ c) foot in

4 a wide _____ d) direction

5 the whole _____ e) forward to

6 the opposite _____ f) ill

4 If a word or phrase in bold is correct, put a tick. If it's incorrect, rewrite it correctly in each gap.

1 It took me about two weeks to completely **make** over that cold. _____

2 It was so hot in the school assembly. I nearly **passed** out. _____

3 I've got a terrible headache. I hope I'm not **arriving** down with flu. _____

4 You can't **live off** junk food! You have to eat fruit and vegetables regularly. _____

5 The cakes are still hot. Wait for them to **cold** down first. _____

6 **Happy** up! It's not the end of the world. It's just an English test. _____

7 Don't go to school if you don't **feel** up to it. _____

8 We should all **reduce** down on how much sugar we consume. _____

The *Progress checks* cover grammar and vocabulary from the preceding two units.

There is a total of 50 marks for every *Progress check*.

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.

5 Write do, have, make or take in each gap.

1 _____ care of

2 _____ an effort

3 _____ fun of

4 _____ homework/housework

5 _____ flu

6 _____ up your mind

7 _____ your teeth/hair

8 _____ a mistake

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

1 Have you made a _____ yet?

2 This soup is _____ hot. I can't eat it yet!

3 That cake was really _____! Can I have some more, please?

4 The doctor gave me a _____ for antibiotics.

5 Pour the oil into a _____ pan.

6 I'm not very keen on _____ food.

7 The _____ at the event was fantastic!

8 What _____ do we need to go camping?

DECIDE

BOIL

TASTE

PRESCRIBE

FRY

SPICE

ENTERTAIN

EQUIP

7 Write the correct article in each gap. If no article is necessary, put a dash (-).

1 The hotel provides _____ accommodation for up to 300 people.

2 Do you need _____ orange to make that dessert?

3 _____ bandages are what you use to wrap around an injury.

4 We went to _____ best Japanese restaurant in town last night.

5 _____ honey is 80% sugars and 20% water.

6 I can't find _____ blender. I used it last night!

7 Do you have _____ food delivery subscription? You receive food and recipes every week.

EXAM SKILLS

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

I can ...

☐ find information that is paraphrased in an online article

☐ recognise synonyms in a formal conversation

☐ talk about habits in an interview

☐ understand how nouns are formed and use them in word formation exercises

☐ use narrative tenses in a story

☐ identify synonyms in an article

☐ recognise similar meaning in a short talk

☐ describe situations and actions in a photo

☐ form collocations and use them in a multiple-choice cloze activity

☐ make suggestions in an email

Unit/page

Unit 5 p48

Unit 5 p52

Unit 5 p54

Unit 5 p55

Unit 5 p56

Unit 6 p58

Unit 6 p62

Unit 6 p64

Unit 6 p65

Unit 6 p66

Course components Student's Book | Progress check

11

The 12-page *Optimise your exams* section at the back of the Student's Book brings together exam strategies for each of the key skills, plus advice on how to perform well under exam conditions.



OPTIMISE YOUR EXAMS | Listening

1 The listening exam has four parts. **OPTIMISE**
The exam is 30 minutes long. There is one mark for each correct answer. You need to write your answers on the question paper first. You will have six minutes at the end of the exam to write them on your answer sheet.
The audio for each part of the exam is played twice.
In **Part 1**, you listen to seven short extracts. You need to choose one picture for each extract (A, B or C).
In **Part 2**, you listen to six short separate extracts. There are six questions. You need to choose one option (A, B or C).
In **Part 3**, you listen to one long extract, such as a radio advertisement or recorded message. You need to complete six gaps in a page of sentences or notes.
In **Part 4**, you listen to an interview. There are six questions. You need to choose one option (A, B or C).


2 Read the sentences about the listening exam. Choose the correct option.
1 The exam is about 6 / 30 minutes long.
2 You get **one mark / two marks** for each correct answer.
3 You **should / shouldn't** write your answers on the question paper before you write them on the answer sheet.
4 You hear each part **once / twice**.

3 In **Part 1**, first listen to get a general idea. Who is talking? Where? What about? Then listen for more specific information. Be careful! The speakers often mention all three pictures. **OPTIMISE**

4 Look at the pictures from a Part 1 question. What can you see in each picture?
In picture A, there's a tennis racket on the back seat of a car.

A B



C

5 **3.27** Listen to the extracts. Answer the questions.
1 Who is speaking?
2 What about?
3 Where are they?
4 Do they talk about all three pictures?

6 **3.27** Where is the girl's tennis racket? Listen again and choose the correct picture A, B or C.

7 In **Part 2**, read the questions and options carefully. **OPTIMISE**
Underline any important words, including words like *always, all, main, very and only*. These may be very important.
Remember that the speakers won't always use the words in the questions.

8 **3.28** Look at two Part 2 questions. Then listen. Can you hear words or phrases with a similar meaning to the underlined words and phrases in the questions?

For each question, choose the correct answer.

1 You will hear two friends talking about a show at the theatre.
Why didn't the boy go?
A He doesn't like musicals.
B He was tired.
C He didn't get a ticket in time.

2 You will hear two friends talking about being in a band.
The girl suggests the boy should
A listen to more types of music.
B go on a TV programme.
C practise along more.

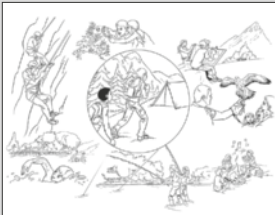
9 **3.28** Listen again and choose one answer for each question. Why are the other options incorrect?

10 In **Part 3**, the examiner describes a situation to you, and gives you some pictures with ideas to help you. **OPTIMISE**
Look at the pictures and talk about them with your partner for 2-3 minutes.
Don't just give your own ideas – ask for and respond to your partner's ideas too.
Try to reach an agreement but not too early.
Remember to talk about all the pictures first.

11 **3.29** Read the instructions for Part 3. Complete them with the words from the box.
camp | could | interesting students | there

I'm going to describe a situation to you.
Some (1) _____ are going on a school summer (2) _____.
Here are some activities they could do (3) _____. Talk together about the different activities they (4) _____ do together at the summer camp and decide which would be the most (5) _____.
Alright? Now, talk together.


12 Work in pairs. Look at the pictures. Make notes about the different activities you can see. Which do you think would be the most interesting? Why?



11 Watch the video and note down words and phrases that Anfisa and Teresa use to talk about the activities. Did you have any of the same ideas? **OPTIMISE**
In the exam, you get a mark for interaction.
Listen carefully to your partner. Make sure you both speak.
Ask your partner about their ideas.
Give your opinion on your partner's ideas. You can agree or disagree.

12 Watch the video again. Answer the questions about Anfisa and Teresa.
1 Who starts the discussion and how does she start it?
2 Which student interrupts the other more often?
3 Do they agree or disagree on the following activities: a) swimming, b) drawing, c) looking at animals?
4 Do they come to a final decision at the end? If so, what is their decision? If not, how could they reach an agreement?

13 Look at some of the things that Anfisa and Teresa said in the Part 3 task. Match sentences 1-5 to functions A-E.
1 OK, but I think we are like two hours from the lake so I think that's a little bit difficult. ____
2 Maybe they can also do fishing if there is lake. ____
3 I think that's a great idea actually. ____
4 I think that's exciting because they get some knowledge and get to know the nature. ____
5 ... but at the same time it's quite dangerous. ____
A Giving a reason
B Making a suggestion
C Agreeing
D Disagreeing
E Contradicting



Optimise your exams 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.
- 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.

The *Optimise* Digital Student's Book offers students the possibility of an interactive learning experience, which engages the class as a whole and enables lessons to be dynamic and motivating. The material is easily downloadable and, once downloaded, can be used offline.

The *Optimise* Digital Student's Book includes:



Interactive Student's Book Activities

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



Complete class audio



Integrated video

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



Note-taking function

A notes facility, which enables students to make their own notes about all aspects of the Digital Student's Book material.

Scores

Score report

A score report facility, which means exercises will be automatically marked and scores will be sent through to you when the student next goes online.

Pages 58-59

6 A piece of cake!

READING | 4-option multiple choice | An article

1 Look at the healthy-eating plate. In pairs, make a list of different types of food you know in English in each category.

2 Read these words and phrases from Exercise 3. Write a word or phrase from the text that means the same in each gap.

1 famous
2 getting things ready
3 instructions for dishes
4 family dinners
5 filmed
6 cook for themselves

EXAM SKILL

Identifying synonyms

The text might use different words and phrases to express the idea in the question.

Underline key words and phrases in the question and look for synonyms (words and phrases that mean the same) in the text. For example, Exercise 3, question 5, option D says *Once a month*. The text might say *monthly* or *every four weeks*.

OPTIMISE YOUR EXAM

4-option multiple choice

- Remember that the order of the questions follows the order of the information in the text.
- This means that if you find the answer to question 1 and the answer to question 3, you know that the answer to question 2 comes somewhere in between.
- Underline the answers to the questions in the text and number them to help you find any you aren't sure about.

Resources

Unit 6: Exercise 3 audio p59

Unit 6: Exercise 4 p59

3 Read the text again. For each question, choose the correct answer.

1 Why is Remmi different from most of us?
A She likes unusual pizza toppings.
B She is famous in Italy.
C She has learnt an important skill at a young age.
D She knows about social media.

2 How did Remmi start cooking?
A by getting things ready for cooking
B by writing down instructions for dishes
C by making family dinners
D by starting in shows about food

3 What happened that introduced Remmi to a wider audience?
A Her videos appeared on local TV.
B Her mum filmed Remmi and showed the videos to family members.
C She was asked to appear on a TV show.
D She moved from China to America.

4 What does Remmi think about other young people?
A They aren't interested in healthy eating.
B They already know cooking and eat well.
C They eat healthily when they cook for themselves.
D They eat in cafeterias too often.

5 What might Remmi write on her blog about her new service?
A Snacks aren't a part of healthy eating so I show people how to stop eating so many of them and eat more fruit instead.
B People who eat too much popcorn can find out how to eat better from my cookery shows and my blog.
C I regularly put new videos online that show you how to make your own fruit bars and have fun at the same time.
D Once a month, I visit my friend and interesting healthy-eating ideas to the people who pay for the service.

4 Complete the text with highlighted words from the text.

1 I'm a real anything. I love food and I'll try anything.

2 This cake is so good. I could eat it every day.

3 I've been thinking about starting a healthy eating blog.

4 I've been thinking about starting a healthy eating blog.

5 I've been thinking about starting a healthy eating blog.

6 I've been thinking about starting a healthy eating blog.

PRESENTATION KIT

Includes digital versions of the Student's Book and Workbook

You can use the *Optimise* Presentation Kit in the classroom to promote interactive, heads-up lessons, allowing for the option of collaborative learning. The Presentation Kit provides you with a versatile, digital presentation and teaching tool. Built-in functionality enables you to annotate and customise your presentation in advance, making the lesson more suited to the needs of your class. The Presentation Kit can be easily downloaded and, once downloaded, can be used offline.

The *Optimise* Presentation Kit includes:



Interactive Student's Book activities

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



Complete Class and Workbook audio

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



Integrated video



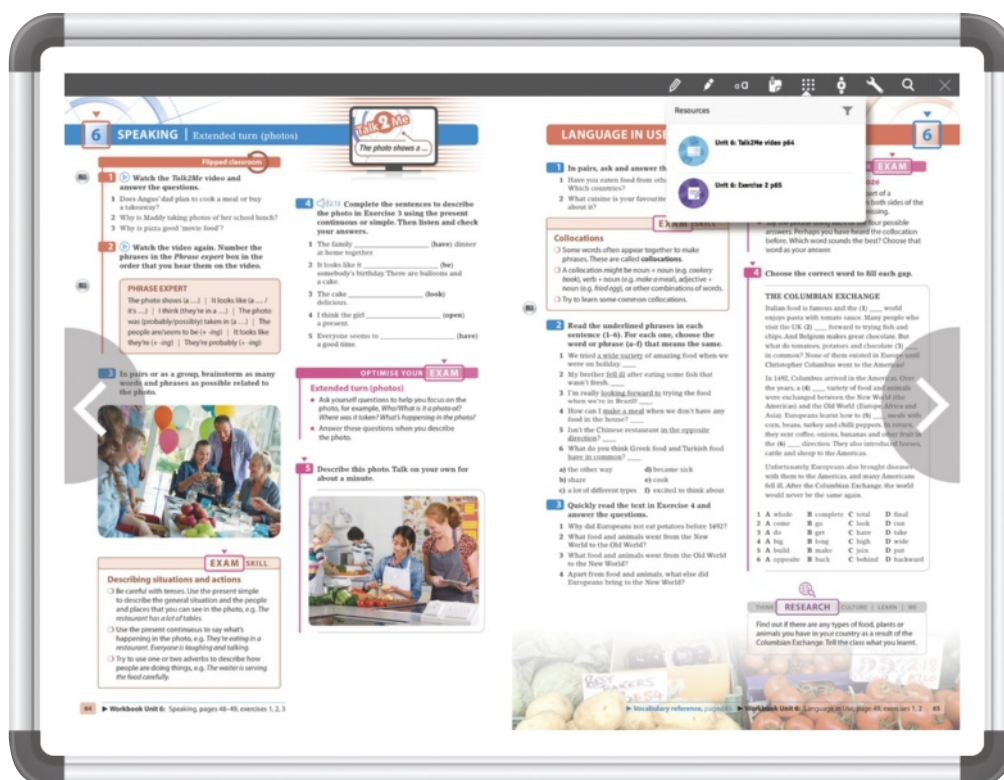
Student's Book and Workbook Answer key feature

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.



Note pad feature

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



Optimise videos provide comprehensive support for students to develop their speaking skills. The course features two different video strands, both of which are flexible and versatile resources that can be used in a number of different ways to support and extend listening and speaking skills.

Talk2Me

1 Talk2Me videos

Every Speaking lesson includes a *Talk2Me* video. These exciting videos feature three teenagers Angus, Maddy and Jamie in a series of episodes about their everyday lives. The videos present key functional language in a natural and original context.

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.



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.

2 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.

