

Starter p 6–9		Grammar: countable and uncountable nouns, articles, quantifiers		
UNIT		READING	GRAMMAR	VOCABULARY
1	Forever learning (EDUCATION AND LEARNING) p 10–19	 Building a windmill <i>Believe in yourself</i> Scanning  Multiple matching	 Tenses (1): present / past simple, <i>used to</i> , <i>would</i> , <i>be / get used to</i> Tenses (2): present perfect simple, past perfect simple	Words connected with <i>studying</i> and <i>learning</i> Phrasal verbs Word patterns: words + prepositions
2	Inventive minds (SCIENCE AND TECHNOLOGY) p 20–29	<i>The hidden genius of modern technology</i> Deducing meaning from context  Multiple choice	Tenses (3): continuous tenses  Comparatives and superlatives	Words connected with <i>manufacturing</i> and <i>tools</i> Phrasal verbs Collocations with <i>top</i> and <i>high</i>
Review Units 1 and 2: Optimise your well-being Discover your study style / Revise Grammar and vocabulary /				
3	Fighting crime (CRIMES AND SOCIAL PROBLEMS) p 32–41	 Witnessing a crime <i>The police and artificial intelligence</i> Understanding text logic (1)  Gapped text	 Tenses (4): the future Conditionals (1): zero and first conditionals	Words connected with <i>law</i> and <i>order</i> Phrasal verbs Collocations with <i>crime</i>
4	Game on (SPORT AND GAMES) p 42–51	<i>Board games make a comeback</i> Understanding implication  Multiple choice	 Modals (1): ability, permission, advice / criticism, obligation Modals (2): degrees of certainty	Words connected with <i>sports</i> Phrasal verbs Word patterns: words + prepositions
Review Units 3 and 4: Optimise your well-being Pause and recharge / Revise Grammar and vocabulary /				
5	Your next move (WORK AND CAREERS) p 54–63	 Working at sea <i>Cracking the code to your dream job</i> Understanding references  Gapped text	 Verb patterns (1): verb + infinitive / -ing Verb patterns (2): infinitives of purpose	Words connected with <i>the world of work</i> Phrasal verbs Collocations with <i>go</i> and <i>get</i>
6	A blank canvas (ART AND THE ARTS) p 64–73	<i>Traditional crafting meets Instagram</i> Understanding attitude and opinion  Multiple matching	 Pronouns Result clauses, connectors of contrast	Words connected with <i>the arts</i> Phrasal verbs Collocations from <i>the art world</i>
Review Units 5 and 6: Optimise your well-being Define your goals / Revise Grammar and vocabulary /				
7	The natural world (NATURE AND THE ENVIRONMENT) p 76–85	 Wild views <i>Unplug with vitamin N!</i> Understanding purpose  Multiple choice	 Conditionals (2): second, third and mixed conditionals Unreal past and past wishes	Words connected with <i>environmental issues</i> Phrasal verbs Word patterns: words + prepositions
8	The next chapter (LITERATURE AND CULTURE) p 86–95	<i>Extract from Agnes Grey</i> Understanding linking words / phrases  Gapped text	 The passive The causative, direct and indirect objects	Words connected with <i>literature</i> Phrasal verbs Collocations with <i>say</i> , <i>speak</i> and <i>tell</i>
Review Units 7 and 8: Optimise your well-being Help your classmates / Revise Grammar and vocabulary /				
9	Money talks (MONEY AND CONSUMERISM) p 98–107	 Alternative shopping <i>Sustainable choices, powerful impact</i> Identifying synonyms  Multiple matching	 Relative clauses Participle clauses	Words connected with <i>spending money</i> Phrasal verbs Collocations with <i>do</i> , <i>get</i> , <i>go</i> and <i>make</i>
10	Spread your wings (TRAVEL AND TOURISM) p 108–117	<i>Travel trends</i> Understanding text logic (2)  Gapped text	 Reported speech Indirect questions	Words connected with <i>travelling</i> Phrasal verbs Word patterns: words + prepositions
Review Units 9 and 10: Optimise your well-being Recognise your emotions / Revise Grammar and vocabulary /				
Preview p 120–123		Vocabulary: easily confused words, phrasal verbs, idioms with <i>keep</i> and <i>lose</i>		
OPTIMISE YOUR EXAMS B2 FIRST FOR SCHOOLS 				
▶ READING p 124–126 ▶ LISTENING p 127–129				
Grammar reference p 138–150 Vocabulary reference p 151–158 Writing reference p 159–164 Speaking reference p 165–166				

Vocabulary: words connected with TV and cinema, phrasal verbs, collocations with *do*, *have*, *make* and *take*

LISTENING	SPEAKING	USE OF ENGLISH	WRITING
Listening for agreement and disagreement  Multiple choice Extracts	 Agreeing and disagreeing  Collaborative task	 Word formation  Key word transformation	Expressing and justifying opinion  An essay  Learning to Learn: Developing self-awareness
Listening for attitude and opinion  Multiple matching	 Comparing and contrasting  Photo task	 Word formation  Multiple-choice cloze	Making recommendations  A review  Learning to Learn: Managing your workload

Action plan **Exam skills** p 30–31

Listening for synonyms  Sentence completion	 Expressing and justifying opinions  Discussion	 Word formation  Key word transformation	Giving reasons and examples (1)  A formal letter / email  Learning to Learn: Interpreting information
Listening for relevant information  Multiple choice Single extract	 Talking about experiences  Photo task	 Word formation  Open cloze	Formality (1)  A formal letter / email  Learning to Learn: Giving and responding to constructive criticism

Action plan **Exam skills** p 52–53

Predicting missing information  Sentence completion	 Making suggestions  Collaborative task	 Word formation  Multiple-choice cloze	Making suggestions  An informal letter / email  Learning to Learn: Developing presentation skills
Listening for purpose  Multiple choice Extracts	 Expressing preference and giving reasons  Photo task	 Word formation  Key word transformation	Creating a good narrative  A story  Learning to Learn: Improving your writing skills

Action plan **Exam skills** p 74–75

Predicting and anticipating  Multiple matching	 Qualifying your opinion  Discussion	 Word formation  Open cloze	Giving reasons and examples (2)  An article  Learning to Learn: Doing projects
Recognising difference in meaning  Sentence completion	 Speculating and expressing uncertainty  Interview	 Word formation  Multiple-choice cloze	Using descriptive language  A story  Learning to Learn: Using online sources responsibly

Action plan **Exam skills** p 96–97

Understanding responses to questions  Multiple choice Single extract	 Reaching a decision  Collaborative task	 Word formation  Open cloze	Introducing and concluding  An essay  Learning to Learn: Understanding different writing styles
Avoiding unnecessary detail  Sentence completion	 Talking about hopes and ambitions  Interview	 Word formation  Key word transformation	Formality (2)  An informal letter / email  Learning to Learn: Planning your future

Action plan **Exam skills** p 118–119

Grammar: inversions, cleft sentences

► **SPEAKING** / ► **SPEAKING TEST VIDEO** p 130–133 ► **USE OF ENGLISH** p 134–135 ► **WRITING** p 136–137

1

Forever learning



READING

Multiple matching | An article

1 Have you ever taught yourself to do anything? What?

2  Watch the video. Complete the summary with the correct words.

William Kamkwamba is from Malawi. He built a (1) _____ using a photo in a textbook. In William's village of Wimbe, there was very little rainfall in the year (2) _____, so crops didn't grow. There was no (3) _____ and nothing to sell. William had to drop out of school, but he kept on (4) _____. The villagers used William's invention to pump (5) _____ from the well. This saved his village from the (6) _____.

Later, William told his story in a (7) _____ and he became world-famous. But fame isn't (8) _____ for William. Despite this, he agreed for there to be a (9) _____ about him.

3  1.01 Read the text on page 11 quickly. Match the people (A–D) with the overall messages (1–4).

- A Oliver James _____
- B Ella McEwan _____
- C Jason Arday _____
- D Kuttyamma Konthi _____

- 1 Patience is sometimes the key to success.
- 2 You're never too old to learn new things.
- 3 Don't let your past behaviour decide your future.
- 4 Don't believe everything people tell you.

4 Scan the text and find the following information.

- 1 the number of Americans who can't read or write
- 2 the year when Oliver James decided to learn to read
- 3 the name of the college where Ella studied after she left school
- 4 the name of the headteacher at Ella's former school
- 5 the age Jason was when he first spoke
- 6 the name of the university where Jason is a professor

OPTIMISE your exam



Multiple matching

- Read each question, then scan the text, looking for information connected to the question.
- When you find relevant information, read this part of the text carefully to check it relates to the question.
- Some words in the questions may be exactly the same as words in the text, but they aren't the correct answer.

5 Read the text again. For each question, choose from the people A–D. The people may be chosen more than once.

Which person

- 1 combines reading with their current training schedule? _
- 2 wasn't confident about learning to read at first? _____
- 3 had a parent who made them believe in themselves? _
- 4 was praised by their university for their work? _____
- 5 decided to continue studying after university? _____
- 6 never expected popularity on social media? _____



Believe in yourself

We all have to face challenges at some point in our lives. Here are four people who prove that you should always believe in yourself and never give up.

A Oliver James

'What's up! I can't read.' These five words were the start of Oliver James' success story on the internet. James was one of an estimated eight million Americans who can't read or write. Throughout his time at school, he had learning and behaviour difficulties and was put in special education. He says, 'No-one ever told me there was a reason to take school seriously'. Although he **graduated** from high school, his lack of reading limited his career options and he was too ashamed to tell anyone. Then, in 2021, he turned his life around. He discovered he was going to be a father, and added reading to his daily workout. He began making videos about learning how to read. Oliver now has over 300,000 followers and continues to **inspire** others. They like how honest he is about his **struggle** and his determination to reach his goal.

B Ella McEwan

After she was told by her previous school that she'd never pass her exams, Ella McEwan's parents decided she should change schools. They didn't know if it would be the right choice for their daughter or not. They'd certainly never imagined that she'd go to one of the best art universities in the UK one day. But that's just what she did! In fact, University of the Arts London Chelsea College of Art and Design said Ella's work was the best they'd seen that year. Ella, who has severe dyslexia, moved to Millfield School when she was 13. This school is used to teaching students with learning difficulties, and gave her extra support. She soon saw the benefits of this, and achieved top marks in her Art and Design course. 'Her story is a **remarkable** one of hard work, resilience and determination', said headteacher, Gavin Horgan.

C Jason Arday

Jason Arday's success is something no one saw coming. As a child, he had global development delay and autism. He didn't speak until he was 11 and couldn't read or write until the age of 18. Despite this, his mother used to encourage him to be self-confident and played him music to help develop his language skills. It worked, and Jason got a place to study at university. After achieving a degree in PE and Education Studies, he was **motivated** to work towards a PhD. Today, he is the youngest ever black person to become a professor at Cambridge University, but he has never forgotten his mother's early musical influence. Much of Jason's academic work uses a song lyric for a title. Academic language tends to be **complex**, but Jason's students have got used to their professor using song lyrics to make the message clearer.

D Kuttiyamma Konthi

A woman learning to read is rarely a big internet **sensation**. But this Indian woman is not your usual student. Kuttiyamma Konthi, from Kerala, spent most of her 104 years working. She would cook, clean and feed her animals and there was little time to learn to read. Even going to school would have been impossible for someone of Kuttiyamma's social background a century ago. 'I wanted to become a teacher, but that couldn't happen because I never went to school', she said. Neighbour, Rehna John, noticed how curious Kuttiyamma was about her grandchildren's school books and decided to help. As luck would have it, Rehna was a literacy teacher. Although Kuttiyamma was a little unsure at first, she finally agreed. Apart from Kuttiyamma's poor hearing and eyesight, Rehna described her as the perfect student. And Kuttiyamma proved her right by passing her regional tests with 89% in literacy and 100% in maths!



- 7 tries to teach in a way their students understand? _____
- 8 always dreamt of becoming an educator? _____
- 9 has their family to thank for moving to a new school? _____
- 10 would have problems behaving appropriately during lessons? _____

6 Find the words (1–7) in the text. Match them with the definitions (a–g).

- | | |
|--------------|--|
| 1 complex | a) motivate and encourage |
| 2 graduated | b) something that creates a lot of excitement and interest |
| 3 remarkable | c) complicated and difficult to understand |
| 4 inspire | d) enthusiastic about doing something |
| 5 motivated | e) a physical or mental fight |
| 6 sensation | f) successfully completed university |
| 7 struggle | g) very special or unusual |



According to a UNICEF report, 129 million girls worldwide are out of school. Why might this be? How can we make sure more girls have access to education?

Grammar in context



Grammar video

Find these extracts in the text on page 11. Identify the tenses in bold and explain why they are used.

- 1 Oliver now **has** over 300,000 followers ...
- 2 He **didn't speak** until he was 11 ...

Remember

- Use the present simple to describe general truths and facts, present situations and states and to say how often things happen.
- Use the past simple to describe single, completed actions and situations at a specific time in the past.

See Grammar reference, Unit 1, page 139

1 Complete the sentences with the present simple or past simple form of the words in brackets. Sometimes more than one answer is possible.

- 1 This new app _____ (be) great – every day I _____ (learn) new English words!
- 2 Last year I _____ (go) to Germany and I really _____ (enjoy) myself!
- 3 Students _____ (not / usually / stand) up when teachers enter a room, do they?
- 4 Why _____ (you / not / come) to guitar practice earlier? _____ (you / be) ill?
- 5 Don't worry – you won't take the exam until your teacher _____ (say) you're ready.
- 6 Hurry up! It _____ (start) in two minutes and they _____ (not / like) it when we _____ (be) late!

Remember

- Use *used to* + verb for a past habit or state.
... his mother **used to encourage** him ...
- Use *would* + verb to describe a past habit only.
She **would cook, clean and feed** her animals ...
- Use *be used to* + -ing form to describe a situation that is familiar and not strange.
The school **is used to teaching** students with learning difficulties ...
- Use *get used to* + -ing form to describe the process of a situation becoming familiar.
Jason's students have **got used to** their professor **using** song lyrics ...

See Grammar reference, Unit 1, page 139

2 Complete the text with one word in each gap.

Doctors with clean hands



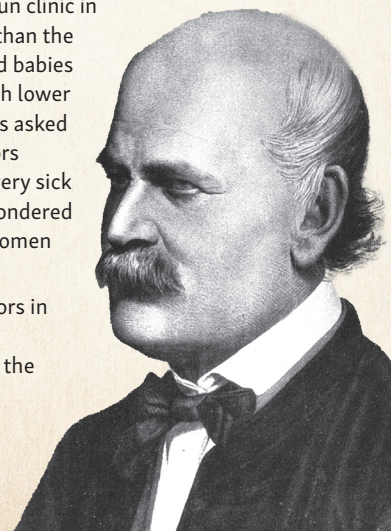
It's natural for ideas to change as new evidence is discovered. Experts like scientists, (1) _____ used to questioning how things are done and this is particularly true of medicine.

Take, for example, the question of clean hands. Today, we have all (2) _____ used to washing our hands regularly and we know about the importance of this in stopping the spread of infectious diseases. But, unfortunately, in the past, doctors (3) _____ routinely wash their hands.

Therefore, until the mid-19th century, hospitals (4) _____ often dirty places, which would only give patients the most basic care. Without realising it, doctors (5) _____ to go from patient to patient, spreading germs. A person actually (6) _____ three to five times more chances of dying at hospital than at home!

That all changed in 1848, when Ignaz Semmelweis, a Hungarian physician, observed that the midwife-run clinic in Vienna lost fewer patients to sickness than the Vienna General Hospital. Both delivered babies but the mortality rate (7) _____ much lower for the midwives' patients. Semmelweis asked himself why. He realised that the doctors (8) _____ go straight from treating very sick patients to delivering babies, and he wondered if particles were being transferred to women on the doctors' hands.

In 1847, after asking students and doctors in the hospital to wash their hands, there (9) _____ a massive improvement in the care of pregnant mothers. Despite this, his ideas (10) _____ accepted by the medical profession until years after his death.



3 Complete the sentences for you. Then compare your sentences with a partner.

- 1 When I was young, I used to _____
- 2 During the summer holidays, we would always _____
- 3 At primary school, I was used to _____
- 4 When I went to secondary school, I got used to _____
- 5 Now I _____ every week, but in the past, I didn't.

Research



Research a person who made a contribution to science and medicine like Ignaz Semmelweis in Exercise 2. Tell the class what you found out.



Words connected with *studying and learning*

- 1** **1.02** Complete the sentences and definitions with the words below. Don't use all the words. Listen and check.

pass revise take

- 1 We've got a test tomorrow, so I'm going to _____ tonight.
- 2 Jason's going to _____ his first guitar exam next month even though we're not sure he'll _____.

coach instructor lecturer

- 3 this person teaches at a university: _____
- 4 this person trains a sports player or team: _____
- 5 this person teaches you how to do something, such as drive a car. _____

certificate degree licence qualification

- 6 this allows you to do something, such as drive a car: _____
- 7 this is a piece of paper showing you've achieved something: _____
- 8 this is a course of study that you take at university: _____

graduate pupil undergraduate

- 9 this person has successfully completed a course at university: _____
- 10 this person is studying at university: _____

Phrasal verbs

- 2** **1.03** Match the phrasal verbs in *italics* with the meanings below. Listen and check.

approach create discover/find
finish/complete increase

- 1 If you don't know a word in your language, do you *look it up* in the dictionary? _____
- 2 Do you want to *set up* a business when you leave school? _____
- 3 What would you do if I *crept up* behind you? _____
- 4 Who do you have to regularly tell to *hurry up*? _____
- 5 What's the best excuse you've ever *thought up* for not doing something? _____
- 6 Would it be hard to *catch up with* lessons if you were off school for a week? _____
- 7 Do you ever need to speak up because it's hard for someone to hear you? _____
- 8 What do you think you'll *end up* doing this weekend? _____
- 9 Do you get annoyed if someone *uses up* the milk/bread/oil? _____
- 10 What interesting information have you had to *dig up* for a school project? _____

- 3** In pairs, ask and answer the questions in Exercise 2.

Word patterns: words + prepositions

- 4** **1.04** Complete the sentences with one preposition in each gap. Use the words in *italics* to help you. Listen and check.

- 1 My brother's just *qualified* _____ a nurse and we're all really proud.
- 2 There's nothing *wrong* _____ deciding you don't want to go to university.
- 3 I'm going to quit the swimming team for a while as I have to *concentrate* _____ my studies.
- 4 Warren's *decided* _____ becoming a pilot and now wants to be a surgeon.
- 5 How *interested* are you _____ watching a documentary about archaeology?
- 6 We need to find someone who's *experienced* _____ teaching young children.
- 7 If you don't *pay attention* _____ anything I say, you're not going to learn anything!
- 8 All his explanation *succeeded* _____ doing was to confuse me further!
- 9 The new education laws were *criticised* _____ not addressing the problem of class sizes in secondary schools.
- 10 I'm so *bored* _____ doing homework – I can't wait to meet my friends afterwards.





1 In pairs or groups, discuss the questions.

- Why is it important to learn new skills?
- What would you like to try that you haven't done yet?

2 Read the dialogues (1–5). Decide if the statements are T (True) or F (False).

- Anna:** It's not as easy as it looks, is it?
Zach: No, it isn't!
 Zach disagrees with Anna. T / F
- Anna:** You don't seem to have a problem, though.
Zach: Oh, I wouldn't say that.
 Zach agrees with Anna. T / F
- Anna:** I had no idea you could do that.
Zach: Me neither!
 Zach agrees with Anna. T / F
- Anna:** I thought she'd done a really good job.
Zach: Yeah, to some extent, I suppose.
 Zach completely agrees with Anna. T / F
- Anna:** I can't imagine why he's the new instructor.
Zach: I can't see why not.
 Zach completely disagrees with Anna. T / F

3 Rewrite the false statements in Exercise 2 to make them true.

OPTIMISE your exam



Multiple choice | Extracts

- When a question asks what the speakers agree or disagree about, you may hear all the ideas that are in the three options.
- Don't choose the answer the first time you listen. The answer may come in the middle or at the end of the extract. Listen to the complete extract twice and then choose.
- Remember that a negative phrase like *Me neither!* doesn't always mean someone disagrees. A positive phrase doesn't mean they agree.

4 1.05 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear two friends talking about doing an online course.
What do they agree about?
 A doing a similar course in the future
 B how much they have learnt
 C the quality of the teaching
- You overhear a girl talking on the phone about a new arts and sports centre.
What does she think her friend would most enjoy?
 A dance classes
 B aerobics sessions
 C acting lessons
- You hear two teachers talking about an exam.
What do they agree about it?
 A All the students found it challenging.
 B It was harder than last year's exam.
 C It had some questions that were unfair.
- You hear part of an interview with a professional magician.
What is she doing?
 A describing her working day
 B promoting a series of events
 C justifying her choice of career
- You hear a boy talking about learning to ride a bike.
What does he remember most clearly?
 A his father's support
 B his sister's enthusiasm
 C his mother's pride
- You hear two friends talking about revising for an exam.
What do they disagree about?
 A where they should do their revision
 B who they should study with
 C whether they have enough time
- You hear a teacher talking about a charity event.
Why is she talking to her class?
 A to encourage them to continue raising money
 B to inform them about the outcome
 C to remind them why the event was held
- You hear two friends talking about an adventure weekend.
What do they both agree to do next?
 A Find out prices.
 B Invite other friends to come with them.
 C Ask their parents for permission.

5 Write three sentences about skills that you have or someone you know has. Write three true sentences and one false sentence. Then read your sentences to a partner. Your partner must guess which sentence is false.

Grammar in context

Look at these extracts from the listening on page 14. Answer the questions.

- Well, you've always **been** much better at computer programming than me ...
Why does the speaker use the present perfect? Can you use the past perfect? Why/Why not?
- I couldn't wait to show my mum I'd **learnt** how to do it.
Why does the speaker use the past perfect? Can you use the present perfect? Why / Why not?

Remember

- Use the present perfect simple to talk about:
 - an action or situation that started in the past and continues up to the present.
 - an action or situation that happened at an unspecified time in the past.
 - a completed action in the past when we focus on the present result.
- Use the past perfect simple to talk about an action that happened before a time in the past.
- We often use time words like *already, yet, before, since, ever, never, just, still* with the present and past perfect. We often use *so far* with the present perfect and *up to that point* with the past perfect.

See Grammar reference, Unit 1, page 140

1 Choose the correct word or phrase.

- Was it the first time you **have been** / **had been** there?
- I **have** / **had** just graduated and I'd like to do a bit of travelling before I start my new job.
- It's the second time she **went** / **has been** to the gym today!
- We **haven't been** / **hadn't been** in India long when I **realised** / **had realised** I had lost my passport.
- I **have wanted** / **wanted** to go on the school trip last year, but I **didn't have** / **hadn't had** enough money.
- So far, we **have looked** / **looked** at how the brain works. It's so interesting, but I **hadn't understood** / **didn't understand** most of what we did yesterday!

2 Complete the sentences with appropriate time words.

- Have you _____ had a dream about flying?
- Jo's had her driving licence _____ May.
- I'd never taken an important exam _____ so I was extremely nervous.
- You can't have finished your homework _____. You've only _____ started!
- Haven't you done your report _____? Hurry up then!
- I've won three swimming trophies _____. far and I'm hoping to get another one this year.

3 Complete the text with one word in each gap.



If you (1) _____ never heard of Rosalind Franklin, then it's time you found out about her.

Born in London in 1920, she was a very able student. Like most girls back then, she wasn't encouraged to study science. Despite this, she (2) _____ chemistry at Cambridge University. After she (3) _____ completed her PhD, she moved to Paris, where she became interested in DNA. After getting a job at King's College, London, Franklin returned to the UK, but (4) _____ get on with her new colleague, Maurice Wilkins.

While she was working at King's, she (5) _____ an important discovery: DNA structure was like a double ladder, or helix. Without telling her, Wilkins showed two other scientists some of Franklin's work. They (6) _____ known this information before, and it resulted in them understanding the structure of DNA. In a later article about their discovery, they didn't mention Franklin and, in 1962, all three men won the Nobel Prize. Sadly, Rosalind Franklin had (7) _____ died four years earlier in 1958, when she was just 37.

Although she was not acknowledged at the time, Franklin's huge contribution to science (8) _____ thankfully been recognised since that time.

4 Use the prompts to write questions with the present perfect and past perfect.

- this / the first time / you / study / this grammar / ?

- you / learn / speak / English / before / you / be / 11 / ?

- you / get / job / for the summer holidays / yet / ?

- you / manage / ride a bike / by / the age of five / ?

- you / ever / think of / become / a scientist / ?

5 In pairs, discuss the questions in Exercise 4.

Learn

What tenses do you use to talk about the past in your language? Are they similar or different to the tenses used in English?



1 Watch the video and answer the questions.

- What places for school trips are mentioned?

- Which type of trip would the people prefer to go on?

- What do the people say students can learn from going on school trips?

2 Watch the video again. Choose the phrases in the *Phrase expert* box that you hear.

Phrase expert

However ... | Absolutely!
But don't you think that ...?
Do you really think so / that?
I agree / disagree because ...
I'm sorry, but I (really) don't agree because ...
I suppose so, but ... | Me neither | Me too!
Neither do I | So do I | Yes, but what about ...?
You're right about that. | You've got a point, but ...

3 In pairs or groups, discuss the questions.

- What is the best school trip you have been on?
- What are the advantages and disadvantages of going on school trips?

4 In pairs or groups, make notes about the benefits of going to each place on a school trip.

- a theme park
get to know classmates better
- a beach

- a science museum

- a market

- an art gallery

5 Choose the correct word or phrase.

- I'm sorry, but I'm **not** / **don't** agree.
- A: I don't think that's true.
B: Yes, neither I **do** / **do** I.
- But **don't** / **won't** you think that ...
- You've **had** / **got** a point, but ...
- I **supposed** / **suppose** so, but...
- A: I think it's a great idea.
B: So **do** / **think** I.

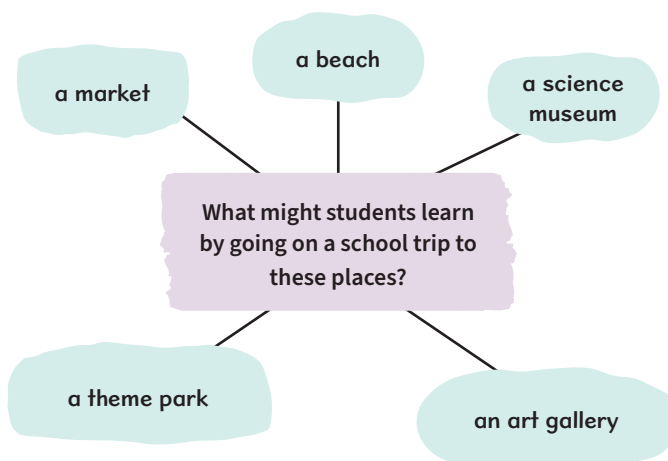
OPTIMISE your exam

Exam Collaborative task

- Learn and use phrases to agree, disagree or partly agree with your partner.
- You don't have to always agree with your partner. If you don't agree, be polite and explain why. Give reasons and examples to support your opinions.

6 Talk in pairs for two minutes. Follow the instructions.

Imagine that a secondary school is organising a trip for its students. Talk about what students might learn by going on a school trip to these places.



7 Talk for a minute and decide which two places would be the best places to visit. Try to disagree with each other about one thing and expand your ideas!



1 Look at the suffixes below and answer the questions.

-ful -ing -less -ly -ship -sion

- Which of the suffixes do we use for the following?
nouns _____ adverbs _____
verbs _____ adjectives _____
- Can you think of examples of words that end with the suffixes in Exercise 1?

OPTIMISE your exam



Word formation

- Word-formation tasks often test prefixes and suffixes, so use them correctly with nouns, adjectives, and adverbs.
- Read the whole sentence carefully to see if you need to form a word with a negative meaning, e.g. *(im) possibility, (dis)ability, (il)logical, (un)fortunately*.

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

A RECORD-BREAKING MEMORY

Some people are (1) _____ good at remembering things. Take Dr Nabal Pajiyar from Nepal, who holds the Guinness World Record for remembering the longest sequence of objects. He's so (2) _____ that in 2022, he attempted to beat the record he set himself! (3) _____, he'd remembered a sequence of 54 objects in the space of just one minute. This time, he (4) _____ an incredible 59 objects. Having (5) _____ trained his memory, Dr Pajiyar has been sharing his knowledge and wants to help young people to see the (6) _____ between memory skills and doing well at school. He is keen for them to learn a few techniques to improve both their academic (7) _____ and their confidence. And the good news is, he strongly believes that every one of us has the (8) _____ to do this.

EXTREME

COMPETE

PREVIOUS

MEMORY

SUCCESS

RELATE

PERFORM

ABLE



OPTIMISE your exam



Key word transformation

- Write the correct number of words in each gap.
- Contractions such as *didn't, haven't*, etc. count as two words, *except can't*, which counts as one word.

3 Look at the sentences in Exercise 4 and answer the questions.

- Which sentences rely on knowing the structure *used to + bare infinitive*?

- Which rely on knowing the structure *be/get used to + -ing form*?



Me

What techniques do you use to help you remember and learn things? Tell the class.

4 Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.

- In the past, we didn't usually use computers in class.
We _____ use computers in class. **USE**
- I thought I'd get the geography prize, but I actually got the biology prize.
I thought I'd get the geography prize but I actually _____ the biology prize. **UP**
- It's been over two years since Aisha last took exams.
Aisha _____ over two years. **TAKEN**
- They have started the aerobics club in the school gym.
The aerobics club _____ in the school gym. **SET**
- It took me about two years to become comfortable with speaking French in public.
It took me about two years to _____ French in public. **USED**
- I don't know how he managed to remember so many numbers.
I don't know how he _____ so many numbers. **SUCCEEDED**



1 In pairs or groups, discuss the questions.

- 1 Look at the photos. What do you think the relationship between the two people might be?
- 2 What skill do you have that you can teach someone?

2 Read the essay below. Complete the essay question.

'Teenagers _____.' Do you agree?

Some people think teenagers are bad at teaching because they are too young and inexperienced. While it's true they are not old enough to work at a school, I would argue that teenagers can teach people many different things.

One area where teenagers often have an advantage over older people is new technology. For example, my parents often ask me for help and advice about smartphones, computers, tablets and apps. Whereas adults sometimes seem to struggle with new gadgets, it seems to me that teenagers understand them almost instantly – and can teach others how to use them.

In my view, another area where teenagers lead the way is in environmental awareness. My friends, for example, understand green issues more than their parents, and are often good at persuading them to change their ways, for instance with recycling. Similarly, teenagers often have specific interests and skills which they can teach. My sister loves fashion, for example, and often helps my dad choose stylish clothes.

In conclusion, I disagree with the idea that teenagers make bad teachers. In my experience, I have seen them successfully teach and influence many people.

3 Find these phrases in the essay. Choose the phrases that the writer uses to express an opinion.

- 1 Some people
- 2 I would argue that
- 3 ... it seems to me that
- 4 In my view,
- 5 Similarly,
- 6 In conclusion,
- 7 I disagree with
- 8 In my experience,

4 Look at the essay again. Find the reasons and examples the writer gives to justify their opinions.

Main point:	Reason and / or example given to justify it:
teenagers are good at teaching	
how to use modern technology	
green issues	
particular interests or skills	

OPTIMISE your exam



An essay

- When you write an essay, use phrases to show your opinion, such as *I would argue that*, *It seems to me*, *In my view*, *In my opinion*.
- Give reasons and examples to support and justify your opinions. Use words and phrases like *because*, *since*, *as*, *this is why*, *for example*, *such as*, *that is to* to connect and explain your ideas.

5 Look at this writing task. In pairs or groups, discuss the questions after the task.

In your English class you have been discussing how schools prepare teenagers for the future. Your English teacher has asked you to write an essay for homework.

'Schools don't prepare teenagers well enough to be adults in the modern world.' Do you agree?	
Notes - Write about: 	1 everyday tasks, such as cooking, car maintenance, etc. 2 getting a job 3 _____ (your own idea)

- How well do you think schools prepare teenagers to be adults in the modern world?
- You have to write about everyday tasks, such as cooking and car maintenance. How well do schools prepare teenagers for these kinds of tasks?
- You have to write about the idea of getting a job. What are the main points to make here?
- You have to come up with your own idea too. What could this idea be?

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	Introduce your essay and state your opinion.	<i>I would argue that ...</i> <i>It seems to me that ...</i>	
Paragraph 2	Give your opinions about how schools prepare students to do everyday tasks.	<i>In my view,</i> <i>In my opinion,</i> <i>I agree/disagree with ...</i>	
Paragraph 3	Write about how schools prepare students to get a job, and add your own idea.	<i>While ...</i> <i>Whereas ...</i> <i>For example/instance,</i> <i>Similarly,</i>	
Paragraph 4	Write your conclusion.	<i>In conclusion / To conclude /</i> <i>To sum up,</i>	

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

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

- | | |
|---|--|
| ☐ I've written at least four paragraphs. | ☐ I've also discussed my own idea. |
| ☐ I've expressed and justified my opinions. | ☐ I've concluded my essay appropriately. |
| ☐ I've discussed everyday tasks and jobs | ☐ I've checked my spelling and grammar. |



Learning to Learn

Developing self-awareness

Developing self-awareness can help you understand yourself better and become a better, more confident learner. Follow these tips to develop your self-awareness.

- Write down your thoughts and feelings in a daily journal so you can learn about how you react in different situations.
- Meditate. Take a few minutes each day to sit in a comfortable, quiet space and focus on your breathing.
- Evaluate your strengths and weaknesses. Identify the skills you need to develop. Don't be too critical of yourself!
- Think of three things every day that you are grateful for.
- Ask for feedback from friends and family about how you come across from their perspective.