



Optimise, Level B1, Unit 6: A piece of cake!

Lesson: Reading

This lesson plan, based on pp. 82–84 of the Teacher’s Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video conferencing tool like Skype or Zoom.

Length: 45–60 minutes

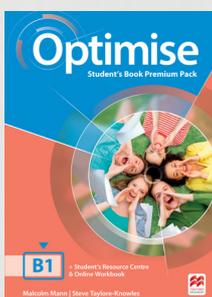
Learning outcomes:

- Identify synonyms
- Practise a multiple-choice exam task
- Consolidate food vocabulary

Materials:

- Student’s Book, pp. 58–59
- Teacher’s Book, pp. 82–84
- Audio for Unit 6 (optional)

Some resources above can be downloaded **here**



For further preparation, you could watch these teacher development webinar from the Macmillan ‘Teach from Home’ webinar series <https://www.macmillanenglish.com/us/training-events/webinar-archive>.



Procedure:

Before the class

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes on pp. 82–84 in the Teacher's book. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
Warmer and instructions (whole group)	<p>Elicit the meaning of the unit title 'A piece of cake!' (something that is very easy, for example: A: 'How did you do in the exam?' B: 'I got an A. The exam was a piece of cake!'). Elicit example sentences using this expression in open class by unmuting students who volunteer by raising their hand.</p> <p>Ask them to type in the chat box what they think the lesson is going to be about (answer: food).</p>
Stage 2	
Healthy eating plate (Exercise 1)	<p>If you have access to breakout rooms, put the students into small groups and give them three minutes to brainstorm as many types of food in each category as possible. When you bring the students back from the breakout rooms, ask the team with the highest number of items to read out their list.</p> <p>Another option is to read out each category and give the students a minute to type suitable food into the chat box.</p>
Stage 3	
Identifying synonyms (‘Exam skill’ box and Exercise 2)	<p>Ask the students to read the ‘Exam skill’ box individually.</p> <p>Go through the notes on identifying synonyms in the Teacher's Book and share relevant tips with your students.</p> <p>Ask the students to complete Exercise 2 individually and to note the answers in their Student's Book. The important thing here is that the students do not read the text in detail. Set a two-minute time limit – you can display a digital timer or countdown on your screen while the students do this activity (or simply set a timer on your phone!).</p> <p>Elicit answers by unmuting students.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 well-known 2 preparing 3 recipes 4 meals for her family 5 videoed 6 make their own food

Stage 4	
<p>'Optimise your exam' box</p> <p>(Exercise 3)</p>	<p>Ask the students to read the 'Optimise your exam' box individually.</p> <p>Go through the notes on multiple-choice questions in the Teacher's Book and share relevant tips with your students.</p> <p><i>Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.</i></p> <p>Ask students to complete exercise 3 (on p. 59 of the Student's Book).</p> <p>If you have access to breakout rooms, give students a few minutes to compare answers in small groups. Ask them to justify their choices.</p> <p>Review the answers with the class. Ask students to volunteer to give their reasoning (ask them to raise their hand and then unmute their microphone).</p> <p>Answers:</p> <p>1 C (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 ... By the age of seven, Remmi ... could cook complete meals for her family.)</p> <p>2 A (From the age of four, Remmi helped in the kitchen by preparing vegetables.)</p> <p>3 A (A local cable channel broadcast them.)</p> <p>4 C (... when young people make their own food, they care more about what they eat.)</p> <p>5 D (For a monthly subscription, you receive snacks, which include ... and fun cooking)</p>
Stage 5	
<p>Vocabulary</p> <p>(Exercise 4)</p>	<p>Ask students to write each of the highlighted words from the text on a separate piece of paper/Post-it note. (You can ask the students to prepare this before the lesson.)</p> <p>Words:</p> <p><i>cookery, foodie, cable channel, subscription, delicious, lifestyle</i></p> <p>Read out each sentence in exercise 4 (indicating the gap by saying 'blank' or using a dummy word such as 'banana'). The students have to hold up the flashcard to their webcam with the word/phrase they think best fills the gap.</p> <p>Answers:</p> <p>1 foodie</p> <p>2 delicious</p> <p>3 lifestyle</p> <p>4 subscription</p> <p>5 cookery</p> <p>6 cable channel</p>

Stage 6	
'Me' box: My favourite dishes	<p>If time allows, ask the students to read the two questions and think about their answers individually for a few minutes.</p> <p>If you have access to breakout rooms, put the students into small groups and get them to discuss the two questions. When you bring them back to the whole class, ask them to share any information about their fellow students that they discovered.</p> <p>If you don't have access to breakout rooms, you could run this as a class discussion if the number of students allows.</p> <p>Another option is to get more confident students to talk about this to the whole class while other students ask questions via the chat box.</p>
Extra activity	<p>Display a spider diagram with 'food' as the central idea and with branches with the following subheadings: food, adjectives, verbs, related words, expressions.</p> <p>Ask the students to copy and fill it in with some words they already know.</p> <p>Instruct them to use it while listening to the recorded reading text to underline all the words and expressions related to food and cooking.</p>
Homework	<p>Assign students Reading exercises 1, 2 and 3 on pages 44–45 of their Workbook.</p> <p>If you weren't able to complete stage 6 in class, you could ask the students to complete this at home. They could email you their written answer. An alternative is to ask them to make a video answering both of these questions.</p>

For asynchronous lessons with self-study tasks set by the teacher:

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- Clarify the objective of the lesson.
- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson.
- If possible, use a separate comment/discussion thread for each of the lesson sub-stages.
- Students can post answers to questions in online discussions.

If students are able to post their homework ideas to an online chat with the Learning Management System, ask each student to comment on a least two other contributions.