

Unit	Grammar	Vocabulary	Skills	
DIGITAL STARTER UNIT 				
UNIT 1 Part of the art  page 7	Present simple and present continuous  Present perfect	Leisure collocations Arts adjectives	☒ Reading and Use of English Part 1 ☒ Reading and Use of English Part 8 Reading: Think outside the box: AI – the end of writers and artists? ☒ Listening Part 3 Speaking Presentation ☒  Writing Part 2	
UNIT 2 Tell me a story  page 17	Narrative tenses  <i>used to, be used to</i> and <i>would</i> <i>Wish</i> and <i>if only</i>	Books and stories Adjectives with suffixes	☒ Reading and Use of English Part 5 Listening: Think outside the box: an interview ☒ Listening Part 4 ☒ Speaking Part 3 ☒ Reading and Use of English Part 3 ☒  Writing Part 1	
UNIT 3 Other side of the coin  page 27	Modal verbs – Review  Modal verbs in the past	Personal finance Phrasal verbs	☒ Reading and Use of English Part 6 Listening: Think outside the box: a conversation ☒ Reading and Use of English Part 2 Listening: A success story Speaking: Bartering ☒  Writing Part 2	
UNIT 4 You live, you learn  page 37	Passives review  Causatives	Study and exams Education – verbs and verb phrases	Reading: An article: Degrees that show you can study anything Reading: Think outside the box: The end of specialisation? ☒ Reading and Use of English Part 4 ☒ Listening Part 2 ☒ Speaking Part 4 ☒  Writing Part 2	
UNIT 5 Being me  page 47	Gerunds and infinitives  Participle clauses	Personality Negative prefixes	☒ Reading and Use of English Part 7 Listening: Think outside the box: An interview Listening: an interview ☒ Speaking Part 1 ☒ Writing Part 2	
DIGITAL REVIEW 1 				
UNIT 6 Let's celebrate!  page 57	Conditionals review  Inverted conditionals	Celebrations Describing celebrations	Reading; Marking milestones Reading: Think outside the box: Happy Birthday! Happy what? ☒ Reading and Use of English Part 4 ☒ Listening Part 3 ☒ Speaking Part 2 ☒ Writing Part 2	
UNIT 7 Futurology  page 67	Plans and predictions in the past  Future continuous and future perfect	Adjectives with dependent preposition Idioms	☒ Reading and Use of English Part 5 Reading: Think outside the box: Farther faster? The future of travel ☒ Reading and Use of English Part 2 ☒ Listening Part 1 ☒ Speaking Part 3 Writing: a story	
UNIT 8 Wild planet  page 77	Reported speech – structures with <i>that</i>  Reported speech – structures without <i>that</i>	Adjectives with prefixes The animal kingdom	☒ Reading and Use of English Part 3 ☒ Reading and Use of English Part 7 Listening: Think outside the box: an interview ☒ Listening Part 4 ☒ Speaking Part 2 ☒ Writing Part 2	
UNIT 9 Travel bug  page 87	 Inversion for emphasis Fronting	Travel – collocations and phrases Travel idioms	☒ Reading and Use of English Part 1 ☒ Reading and Use of English Part 8 Reading: Think outside the box: Space holidays – by train? Listening: A Dialogue ☒ Speaking Part 4 ☒  Writing Part 2	
DIGITAL REVIEW 2 				
Grammar reference and practice page 112 Pair work page 123 Irregular verbs page 126				

	Oracy	Employability Skills	Sustainability	STEAM
	 Giving a presentation Using your voice effectively Structuring what you want to say Engaging your audience in different ways	Innovation and Problem Solving Engage actively with ideas and challenges		Art and Design, Technology Can AI-generated art replace human creativity?
	Giving reasons for your opinions	Critical Thinking and Decision Making Identify gather and organise relevant information	Exploring sustainability: Urban Canvases Broaden discussion and include underrepresented voices Knowledge: Talk about ways of gaining knowledge	
	Negotiating Facilitating a positive environment Identifying strong and weak arguments Using language for persuading	Emotional Intelligence Monitor and reflect in own emotions		Maths, Technology How can young people develop money skills?
	Managing your time Using formal or informal language Confidently participating in a range of discussions	Innovation and Problem Solving: Implement, present and explain ideas and solutions	Exploring sustainability: But the good news is... Generate hope in self and others Values: Understand how beliefs and values affect sustainability	
	A moderated discussion Agreeing on ground rules Using active listening skills Asking a range of questions	Collaboration and Teamwork: Manage the distribution of tasks		
Biology, Physics				
	Utilising gestures and body movements	Leadership and Global Citizenship: Demonstrate understanding of an organisation's values and culture	Exploring sustainability: Green Festivals Explore sustainable alternatives Innovation: Consider what festivals can teach us about living in our world in the future	
	Speaking at a public meeting: Using rhetorical devices Maintaining a confident posture Speaking at an appropriate pace and using pauses	Communication: Identify the need for different communication styles in different contexts		
	Formal and informal language Challenging constructively	Leadership and Global Citizenship: Take the initiative to address issues or pursue opportunities	Exploring sustainability: A school pledge Recognise the potential for collective action to enact and amplify change Transformation: Talk about taking action to protect the environment	Environmental science, Biology Should gardening be on the school curriculum?
	Holding a fish bowl discussion: Using a range of linguistic devices Giving reasons to support your opinions Respecting and building on the views of others	Collaboration and Teamwork: Respond constructively to others		
Art and Design, Technology				
Digital classroom: Practice Extra				

UNIT 5 BEING ME

LEARNING AIMS

- **Skills:** discuss and create texts about personal characteristics
- **Grammar:** learn and practise gerunds, infinitives and participle clauses
- **Vocabulary:** learn and practise adjectives for describing personality, and use negative prefixes
- **Oracy:** hold a moderated discussion
- **Collaboration and Teamwork:** manage the distribution of tasks
- **Exam practice:** Reading and Use of English Part 7, Speaking Part 1, Writing Part 2

ORACY

A moderated discussion

- agreeing on ground rules
- using active listening skills
- asking a range of questions



Documentary



Grammar



Speaking



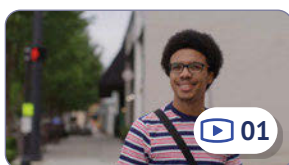
Oracy

1 Look at the photo. In pairs, discuss the questions.

- 1 How is the person in red different from the others?
- 2 Do you think he feels happy or uncomfortable looking so different? How would you feel?

2 Watch the video and answer the questions.

- 1 At what point in history was individualism seen as a problem in France?
- 2 In which country has individualism been especially highly valued?
- 3 What can happen if you are excluded from a social group?



3 Work in groups. Talk about one of the statements below. Find out what everyone thinks and decide whether your group agrees with it or not.

- A really confident person does not need to look or behave like anyone else.
- Society needs rules to stop people from behaving selfishly.
- You should try to be the person your parents want you to be – they only want the best for you.

VOCABULARY

PERSONALITY

1 Go to the digital activity. Choose which of the words you think best describes each person.

an introvert / introverted an extrovert / extroverted
 conscientious frugal idealistic impulsive
 insecure methodical obstinate placid
 resolute tolerant

2 Look at all the personality words in Exercise 1. In pairs, try to think of one advantage and one disadvantage to having the kind of personality they describe. Are there any words where you can find only positive or only negative points?

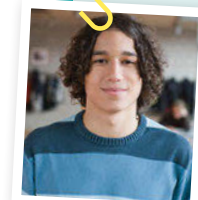
- 3** A class president is being elected. Look at the president's duties and read the profiles of the three candidates. Make some notes about who you think should be president and why.

DUTIES

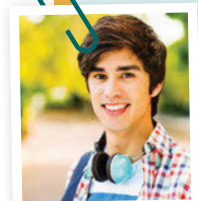
- Communicate students' ideas and wishes to teachers
- Solve problems and resolve conflict in the class
- Report problems to teachers if necessary
- Organise activities and events, delegating tasks to other students



MARINA: Full of creative ideas; idealistic, impulsive and extroverted; popular with classmates, but occasional conflict with teachers; good grades.



IVAN: Conscientious and methodical, with excellent grades in all subjects; respected by classmates and teachers alike; placid and a little introverted.



EMIN: Resolute – loves to make plans and works for them to succeed; sometimes wants to do everything himself in group work; creative; well-liked by classmates and teachers. Mixed grades.

ORACY

Agreeing on ground rules

Some group discussions are less successful than they could be, because not all voices are heard. Ground rules help. The rules should answer questions like the following: How will we elicit everyone's opinions? How long can one person speak for? Can we interrupt each other? Is there a moderator? How do we come to decisions?

- 4**  **Collaboration and Teamwork** In groups, decide which of the three candidates in Exercise 3 should be the class president. You must come to a decision. Before you start your discussion, agree on four or five ground rules.

- 5**  After your discussion, think about how effective your ground rules were. Talk about whether they could be improved for future discussions.

READING

LONG ARTICLE

- 1** Discuss the questions in pairs.

- 1 Do you think that people are born with their personalities, or do you think that people's personalities are formed by their environment – family, society, friends, life experiences, etc?
- 2 Do you think that people can change their own personalities?

- 2** Read the article on page 49, ignoring the gaps for now. What does the article say about the questions you discussed in Exercise 1?

- 3** Read the exam task instructions in Exercise 5 on page 49. Underline the phrase which gives information about the content of the article.

- 4** Read the paragraphs before and after the first gap in the article. Then answer questions 1–7. Compare your ideas in pairs.

- 1 Look at the two sentences just before the first gap and decide which of the sentences below (a or b) is correct.
 - a Scientists realised they still didn't really know where our personalities come from.
 - b Scientists thought they now knew where our personalities come from.
- 2 Now look at the first sentence after the gap and decide which of the sentences below (a or b) is correct.
 - a It was now clear that the question of where our personalities come from had been fully solved.
 - b It was now clear that more research was needed to answer the question of where our personalities come from.
- 3 What does *This* after the first gap refers to?
- 4 Look at options A–E. Can you see any options which contain the idea that you expect?
- 5 Which two options start with a linking word that introduces a contrast?
- 6 Do these options contain any references to parts of the first paragraph?
- 7 Only one paragraph can fit in the first gap. Which one is it? Can you explain why the other possible options are wrong?



EXAM TIP

Read the rubric, the title and any byline (in *italics* under the heading) carefully because they provide useful information about what the text is about.

- 5** You are going to read an article about human personality and its origins. Four paragraphs have been removed from the article. Choose from the paragraphs A–E the one which fits each gap (2–4). There is one extra paragraph which you do not need to use.

- A** Another question to consider is this: if our personalities are the result of genetic and environmental factors over which we have little control, is it ever possible for us to change a part of our personality that we dislike?
- B** Nevertheless, their findings did not fully answer the question, despite offering evidence that more than one factor is involved. Other findings also emerged, making personality theory even more complicated. For example, researchers studying birds reported that aspects of personality could be transmitted ‘non-genetically’ from one generation to the next, through practised behaviour. So, as with genes, environmental factors were being passed on through the generations.
- C** Although others have not hesitated to contribute to the discussion, that is the most likely explanation. More research will clearly need to be carried out before a definite conclusion is reached.
- D** These include becoming more engaged with the people in the real world around us and aiming to be a truly ‘active’ and sympathetic listener – not simply impatiently waiting or interrupting to tell our own story.
- E** And just as people can be very diverse physically, personalities can vary widely, too. Some people tend to be introverted and avoid socialising. Others may be impulsive or obstinate. However, some scientists have identified certain personality types as being more common than others.

Where does your personality come from?

🔊 5.1

Can you blame it on your genes (nature) or your environment (nurture)?

Are our personalities the result of biological – or genetic – characteristics passed down from our parents, or are they the result of contact with the surrounding environment (including friends)? It’s the nature-versus-nurture debate, and people have been arguing about it for centuries. When scientists discovered that exposing genes to light altered their effect on brain cells, they thought they had solved the problem: it was both people’s inherited genes and their environment. They believed they had finally shown how the two come together and interact.

1

This showed that there was still a great deal to be learned. Moreover, while we may want to discover where personality comes from, how do we determine exactly what it is? The basis of how we think is usually defined as ‘temperament’. Temperament can be divided into recognisable childhood characteristics grouped within categories such as ‘emotion’, or ‘fear’ (avoiding the unfamiliar). But temperament is continually being changed by life experiences. This ongoing interaction is what builds and constantly rebuilds personality.

2

They call these ‘reserved’, ‘self-centred’ and ‘role model’ and say that they apply to a ‘typical’ person. Other researchers have subdivided personalities into different categories. It can be hard to decide which of these a particular individual fits into, though. Feeling irritated with someone in a specific situation is not necessarily a personality trait. But generally, feeling angry about having to deal with people may have a much deeper biological basis.

3

Maybe, say experts. Some researchers say it is wrong to assume that personality traits are permanent. Others agree, saying people can alter aspects of their personality, but the process is difficult, and most cannot do it alone. They do, however, offer a variety of tips for self-improvement.

4

They point out that those who are happiest tend to have the warmest personalities. So, find some enjoyable hobbies, appreciate spending time with friends and be grateful for what you have. To paraphrase the words of a famous philosopher, ‘Our main task in life is to become what we have the potential to be.’

GRAMMAR

GERUNDS AND INFINITIVES



1 Look at the photo. Answer the questions in pairs.

- Where is the girl? How do you think she is feeling?
- If someone invites you to a party and you don't really want to go, should you go anyway?

2 5.2 Listen to the podcast and answer the questions.

- What does Evie do if she feels tired and doesn't want to go to a party?
- What time will she arrive if you've arranged to meet her at 4 pm?

3 Look at the examples from the podcast. Complete the rules in the grammar box with the words below.

gerund infinitive main verb meaning object

- I aim to arrive on time.
- I should stop worrying about little things.
- I stopped to go to the shop.
- I appreciate my friends making an effort for me.

Some verbs can be followed by a ¹ _____ and others by an ² _____ with *to*. Sometimes both are possible, but with a change in ³ _____. With some verbs, after the ⁴ _____ we put an ⁵ _____ followed by a gerund.

► Grammar reference and practice page 117

4 Go to the digital activities.

5 Decide which category (A–C) the verbs in the box should go in. Some can go in more than one category.

aim appreciate avoid deserve don't mind
feel like hesitate imagine mean pretend
regret stop

- A + gerund
B + *to* + infinitive
C + object (*you / his / my friends / etc.*) + gerund

6 Complete the text with the correct form of the verb in brackets. Include *you/your* if necessary.

Wanting to find out more about yourself is common, but sometimes we only want to hear the good things. I might aim ¹ _____ (be) a better person, but if *you* get involved, I may dislike ² _____ (tell) me how to be better. We seldom feel like ³ _____ (accept) criticism, and for that reason, many people hesitate ⁴ _____ (offer) advice. Even if you don't mean ⁵ _____ (offend) someone, you could get a negative reaction. So when do people appreciate ⁶ _____ (offer) your opinion on their personality? Hardly ever, unless it's a compliment. Most people don't mind ⁷ _____ (suggest) small improvements in their behaviour, but you should avoid ⁸ _____ (make) judgements about someone's personality. That just makes people feel bad.

7 Rewrite each pair of sentences with the correct form of the verb suggested, followed by a gerund or infinitive with *to*.

- go on
 - Phuong continued studying until she was 28.
 - After that, she became a successful physicist.
- regret
 - We are sorry. We have to inform you that your application has been rejected.
 - I didn't get the job, but I'm not sorry that I tried.
- remember
 - Don't forget to take your keys with you.
 - I have my keys. I know that I put them in my bag.
- mean
 - I got excellent grades, but I had to study every weekend.
 - My plan was to go straight to university, but now I want a gap year.

8 Complete the sentences about yourself.

- I'll never forget ...
- I can't imagine ...
- I think my best friend deserves ...
- I always appreciate ...
- I never feel like ...
- If I had to, I wouldn't hesitate ...

►►► **STRETCH!** The verb *need* is most often followed by an infinitive with *to* (e.g. *We need to clean the kitchen*). If it is followed by a gerund, it forms a kind of passive (e.g. *The kitchen needs cleaning*). Write some jobs that *need doing* in your home or school.

HOW IS UNIT 5 SO FAR?

☆☆☆ I understand ☆☆☆ I'm getting there ☆ I don't understand



LISTENING

AN INTERVIEW

- 1** **5.3** Listen to an interview with a psychologist. Choose the best summary of her opinions.

- A You shouldn't try to be better than others as it will only cause you anxiety.
- B It's important to find your individuality, but you don't have to prove how special you are.
- C Most people have lives that look boring, but they are happier than special and unique people.

- 2** Answer the questions in your own words.

- 1 According to Maryam, what can stop you from making a judgement about the best version of yourself?
- 2 Why does Neil get a little impatient with Maryam in his second question?
- 3 How does Maryam disprove Neil's argument that he only posts selfies for himself?
- 4 Why are others' opinions about us important to us?
- 5 How does Maryam explain the difference between your 'best self' and your 'real self'?



- 3** Discuss the questions in pairs.

- 1 What does being 'the best version of yourself' mean to you?
- 2 Do you think it is a realistic or helpful goal to have?
- 3 Does social media increase pressure on young people to be successful and popular? If it does, how could you decrease that pressure?

VOCABULARY

NEGATIVE PREFIXES

- 1** Go to the digital activity. Try to remember the opposite of the words below.

deactivate disrespect illegal
impossibility inability irrelevant
misuse overrated underestimate unease

- 2** Listen to the interview again. Complete the table with the words in Exercise 1.

Nouns	Verbs	Adjectives

- 3** There isn't a rule for every prefix but there are a few rules that can help you. Look again at the words in Exercise 1. Complete the rules with the correct negative prefix.

- 1 We often use the prefix _____ with words beginning with *p*.
- 2 We often use the prefix _____ with words beginning with *r*.
- 3 We often use the prefix _____ with words beginning with *l*.
- 4 To say that something is done too much, we can use _____.
- 5 To say that something isn't done enough, we can use _____.
- 6 To say that something is done in the wrong way, we can use _____.

- 4** Complete these sentences using a form of the word in brackets. Use prefixes from Exercise 3.

- 1 I _____ (eat) at the party and now I feel a bit sick.
- 2 I think nurses are _____ (value). They don't earn enough money or get enough respect for their incredible work.
- 3 You didn't use any sunscreen on the beach. How _____ (responsible)!
- 4 He thought his argument made sense, but it seemed _____ (logic) to me.
- 5 That child always _____ (behave), but his parents are never angry with him.
- 6 She might be a good teacher, but her _____ (patient) is a problem.

- 5** Discuss these questions in pairs.

- 1 Is it dishonest to post photos looking happy when in fact you weren't enjoying yourself?
- 2 Would you unfollow someone because you felt their posts were fake?
- 3 Are you incapable of going out without access to social media apps?
- 4 Have you ever considered uninstalling those apps? Why? / Why not?



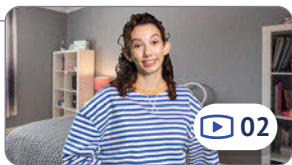
GRAMMAR

PARTICIPLE CLAUSES

- 1** Do you think life is easier for extroverts or introverts, or is the difference unimportant? Discuss in small groups.

- 2** Watch Ellie's vlog and answer the questions.

- 1 How did Ellie use to feel about being an introvert?
- 2 What has she done to make her life easier?



- 3** Underline the participle clause in each sentence.

- a Having seen how many friends extroverts have, their lives just look so much easier.
- b Wanting to know if I could become more outspoken, I talked to one of my dad's friends.
- c Some of the people teaching me always pushed me to speak up more in class.
- d Others kept pushing me to participate more, without noticing my unease.
- e Seen from their point of view, I suppose I looked bored.
- f I'll stay there, chatting to one person at a time.

- 4** Match each sentence in Exercise 3 with a rule in the grammar box.

Participle clauses

We can use ...

- 1 present participle clauses for things happening at the same time as other things.
- 2 present participle clauses to give reasons for what is happening.
- 3 present participle clauses after a conjunction or preposition.
- 4 present or past participle clauses instead of relative clauses.
- 5 perfect participle clauses for what happened before the main action.
- 6 past participle clauses with a passive meaning.

► Grammar reference and practice page 117

- 5** Go to the digital activities.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

- 6** Complete the sentences with the present, perfect or past participle form of the words in brackets.

- 1 _____ (hear) the podcast with Lucia, I'm glad that I have such good teachers.
- 2 _____ (know) I'm an introvert, they give me time to think about what I want to say.
- 3 Conversations _____ (hold) in small groups are the best for me.
- 4 After _____ (discuss) things in a small group, I'm happy to present results to the class.
- 5 Teachers _____ (aim) to get the best results from their class need to consider personality types.
- 6 _____ (give) more time and smaller classes, it would be easier for teachers to show more flexibility.



ORACY

Using active listening skills

If people feel you aren't listening to them, they won't feel motivated to really communicate with you. Show you are listening in your body language, for example by facing the speaker with an upright posture that signals interest. Respond to what your partner has said with questions or comments that show you have understood.

- 7** **5.4** Listen to four short dialogues. In which two is the second person actively listening? How do you know?

- 8** In groups of three, choose one of the statements below. Two of you should discuss it for five minutes, while the other student observes and later gives feedback on your active listening skills.

- You should never waste time thinking about your own personality. You are who you are.
- Being successful means making people hear and accept your opinions. Listening is less important than speaking.
- Body language doesn't really matter – it's what you say that counts.

LISTENING

AN INTERVIEW

1 Look at the photo of a free climber and answer the questions in pairs.

- 1 Can you make any guesses about the climber's personality based on this photo?
- 2 How do you think the person is feeling now?



2 5.5 Listen to an interview with a free climber called Dylan. Make notes on these things.

- 1 What he says about a free climber's personality.
- 2 How he feels when he is climbing.
- 3 In pairs, discuss whether your answers in Exercise 1 are similar to what Dylan says.

3 Listen again. Decide if the sentences are true or false. Rewrite the false sentences.

- 1 Free climbing means climbing without equipment.
- 2 Dylan first chose free climbing because he loved being in the mountains.
- 3 Free climbers should be ready to face all kinds of surprises when practising their sport.
- 4 You need to overcome your fear and climb even when you're frightened.
- 5 Free climbers can use their risk-assessment skills in their lives away from their sport.
- 6 The best thing about free climbing for Dylan is feeling the strength of his body.

ORACY

Asking a range of questions

Good questions are important in any discussion and are especially important for an interviewer or moderator in a discussion. Ask open questions to elicit extended answers. Then ask follow-up questions to clarify what you have heard or to dig deeper when someone has raised an interesting point.

4 Look at these questions from the interview with Dylan (a–f). Answer questions 1 and 2 in pairs.

- a What kind of person wants to do an extreme sport like free climbing?
 - b Interesting. What kind of personality?
 - c What does that mean in practical terms?
 - d To go free climbing, do you have to be fearless?
 - e Can you transfer that understanding to other aspects of your life?
 - f Finally, what do you enjoy most about free climbing?
- 1 Which of the questions are follow-up questions?
 - 2 Is each of the follow-up questions trying to clarify or dig deeper?

5 In pairs, take turns to interview each other about something you enjoy. Note two open questions you want to ask. Use those in your interview, but listen actively and try to make all your other questions follow-up questions.

SPEAKING

ANSWERING QUESTIONS ABOUT YOURSELF

1 Work with a partner to ask and answer the questions. Don't only give one-word answers.

- 1 Where do you live?
- 2 What's your favourite type of film?
- 3 Who has had the greatest influence on your life so far?
- 4 What is the most unusual dish you have ever eaten?
- 5 What is the most useful school subject, in your opinion?

2 Watch two candidates doing Part 1 of the Speaking exam. Do they give short answers?



EXAM TRAINING SPEAKING PART 1

EXAM TIP

In Part 1, the examiner will ask you some questions about yourself. Try not to give very short answers. Add more information when you can.

3 Watch the video again and write down the examiner's questions. In pairs, ask each other the questions.

WRITING

AN INFORMAL EMAIL

1 Discuss the questions in pairs.

- Do you have a friend in another country that you write to in English? If so, how do you do this (e.g. with emails or short messages)?
- If you were writing to someone in English, how would you start and finish your message?

2 Which of the following are good ways of opening and closing informal emails? Complete the table. Why are some of the options not appropriate?

All the best Cheers Dear Sir/Madam
Hello Hey Josie Hi Sam Kind regards
Write soon! Yours faithfully Yours sincerely

Opening an informal email

Closing an informal email

3 Read the exam task and answer the questions.

- Why has Asa written the email?
- What are the main things that need to be included in the reply?

This is part of an email you have received from an English-speaking friend.

At college, we've been talking about important moments in our lives. It was really interesting to hear everyone's stories! Can you tell me about a moment that changed you? What happened? How has it affected you?

Write soon!

Asa

Write your **email** in reply.

4 Look at the model answer below. Choose the most suitable options to complete the informal email.

< Inbox

2 Messages

Hi Asa,

¹ *Good to hear from you! / Thank you for contacting me.*

How are you doing? ² *I'm sorry I didn't get back to you straight away / I must apologise for not replying sooner, but life's been pretty crazy here!*

I can in fact remember a special moment. Your questions ³ *made me recall / took me right back to* the day I saw my little brother sitting all alone in the school playground on his first day at secondary school. He looked ⁴ *really fed up / extremely unhappy.*

Do you remember Adam? He's quite introverted, ⁵ *like me / as I am*, and sometimes has a bit of a problem mixing with other people his age. To be honest, I ⁶ *frequently think he is rather irritating / often find him a bit of a pain myself.*

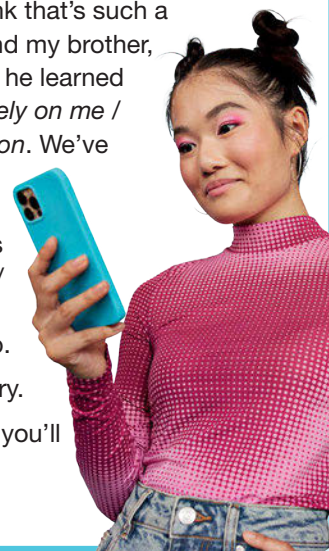
I have to admit that before then, I'd often ignored him, or even pretended I didn't have a little brother. ⁷ *Horrible, I know! / I am not proud of that.* Anyway, that time was different. ⁸ *Having experienced something similar myself, / I'd also been there, so* I knew how he felt. ⁹ *I didn't hesitate to go straight over to him / I just went over to him right away* and stayed with him till the bell went.

Perhaps you don't think that's such a big deal, but for me and my brother, it really was. That day, he learned that ¹⁰ *he can always rely on me / I can always be relied on.* We've become much closer since then and now he's older, he's far less insecure. ¹¹ *Moreover / And another thing,* it's made me stronger, too.

So there's my little story.

Got to go now – hope you'll write soon!

Jo



5 Underline the parts of the model answer that have these functions.

- describing an event
- showing the writer was pleased to receive the email
- explaining the delay in replying
- asking Asa to reply quickly
- explaining how the moment changed the writer
- expressing regret for being slow to write back

- 6** Which features are more typical of informal or formal language? Complete the table with the features in the box.

contractions direct questions
exclamation marks impersonal expressions
leaving out words more like spoken English.
passive verb forms phrasal verbs
some shorter sentences

Informal language	Formal language

- 7** Change the underlined words and phrases to make the language informal.

- You know we can be trusted. _____
- I know you love watching sports matches, as I do. _____
- Having tried something similar, I knew how hard it was. _____
- I must apologise for losing your contact details. _____
- They frequently play chess together. _____
- Moreover, we're both into swimming. _____

- 8** Read the model answer again. Underline the phrases which the writer uses to involve the reader.

- 9** Put the words in the correct order to make sentences and questions which involve the reader.

- sure / agree / I'm / you / important / that's

- you / done? / would / What / have

- better / you, / thought / often / Like / could / be / it / I've

- know / understand / I / you'll

- you / How / would / reacted? / have

- you / about / do / feel / this? How

- 10** Look at the exam task below. In pairs, discuss the questions in the email. Make notes of some ideas to include in your reply.

- 11** Make a plan for your email. Change the number of paragraphs if you want to. Show your plan to your partner and give each other feedback.

Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____
Paragraph 4 _____

EXAM TRAINING WRITING PART 2

EXAM TIP

Imagine you are speaking to a friend when you write your email. Use the kind of language you would use in a face-to-face conversation.

- 12** Write your email in about 220 words.

This is part of an email you have received from an English-speaking friend.

I've been chatting to friends about my childhood and whether I feel I've become a different person in some ways since then. It made me wonder how you feel you've changed since you were ten years old. And do you think there are some things about you that have stayed the same?

Cheers,

Jo

Write your **email** in reply.

- 13** Read your email again and evaluate your writing. Use these questions to help you.

- Does your email answer all the questions in the exam task email?
- Have you used informal language?
- Have you used phrases which involve the reader?
- Is there a good range of vocabulary and grammar?

- 14** Now work in pairs. Read each other's emails and give each other feedback. Use the questions in Exercise 13 to help you. Make a note of your partner's feedback and write a second draft of your email.

A MODERATED DISCUSSION

- agreeing on ground rules
- using active listening skills
- asking a range of questions



1 Work in groups of four. You are going to hold a discussion about extreme sports. Agree on who will take each of these roles.

- a young person who does an extreme sport and loves it
- a worried parent who thinks extreme sports should be banned
- a psychologist interested in why people do extreme sports
- the moderator, who has to ensure everyone gets a chance to speak and stick to the agreed rules, and should ask a range of questions to involve everyone in the discussion.

2 In your groups, three of you (the young person, the parent and the psychologist) should make notes about what you would like to say to the others. The other student (the moderator) should note down questions you would like to ask.

3 Watch some students holding a discussion and answer the questions.



- 1 Does everyone stick to the rules?
- 2 Does the moderator ask good questions?
- 3 Does everyone get a chance to speak and does everyone feel heard?

4 In your group, agree on the ground rules for your discussion, then hold the discussion.

5 After the discussion, answer these questions together.

- Were your ground rules useful? Were they observed?
- Did everyone listen actively?
- Did the moderator ask a good range of questions, including follow-up questions? Did the others do that, too?
- What, if anything, would you do differently next time?

SELF-ASSESSMENT: UNIT 5

How confident do you feel about:

- using words for describing personality?
- understanding text cohesion in Reading and Use of English Part 7?
- using gerunds and infinitives after verbs?
- using negative prefixes for nouns, verbs and adjectives?
- using participle and infinitive clauses?
- understanding detailed information and attitude in an interview?
- answering questions about yourself in Speaking Part 1?
- writing an informal email for Writing Part 2?
- holding a moderated discussion?



What was your favourite part of Unit 5? Tell your partner.
