

Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT 					
UNIT 1 The right fit  page 7	 Present simple and present continuous State verbs  Adjectives: word order	Clothes Adjectives to describe clothes	 Reading Part 2 Reading: Think outside the box: We want a uniform!  Speaking Part 2 Writing: A flyer  Listening Part 1	present simple third person	
UNIT 2 Free time  page 17	 Past simple and past continuous  Past perfect and adverbs of sequence	Hobbies and leisure Entertainment and media	 Reading Part 1 Reading: Think outside the box: The benefits of doing nothing!  Writing Part 2  Listening Part 2	linking in collocations	
UNIT 3 The natural world  page 27	 Present perfect and past simple  <i>used to</i>	Animals Landscape	 Reading Part 3   Speaking Part 1 Reading: Think outside the box: Living in a big city is actually greener!  Reading Part 6 Writing: A letter  Listening Part 3	<i>used to</i>	
UNIT 4 Healthy and happy  page 37	 Modal verbs  Obligation in the present and past	Body, health and injury Feeling healthy	 Reading Part 5 Reading: Think outside the box: A problem page  Speaking Part 3 Writing: A diary entry  Listening Part 4	modals in connected speech	
UNIT 5 Too much travel?  page 47	 <i>be going to</i> , present continuous,  Present simple for the future	Travel Places	 Reading Part 3   Speaking Part 4 Listening: Think outside the box: Digital nomads  Writing Part 1 Listening: An interview	<i>be going to</i> /'gənə/	
DIGITAL REVIEW 1 					
UNIT 6 Home and away  page 57	 <i>can</i> for ability  Present and past passive Causative <i>have</i>	House and home Household objects	 Reading Part 2  Speaking Part 1 Reading Think outside the box: My week living in a Stone Age camp Writing: A description of a place  Listening Part 1	unstressed <i>a</i> and <i>of</i>	
UNIT 7 Education  page 67	 Future possibility: <i>will, may, might</i>  Modal verbs of deduction: <i>must, may, might, could, can't</i>	Education Collocations	 Reading Part 4 Reading: Think outside the box: Why do I enjoy school?   Speaking Part 2  Writing Part 2  Listening Part 4	<i>-tion</i> /ʃən/ and <i>-sion</i> /ʒən/	
UNIT 8 The best weather  page 77	 First conditional  <i>if, when</i> and <i>unless</i>	Weather Outdoor equipment	 Reading Part 1 Reading: Think Outside the box: We love the rain!   Speaking Part 3 Writing: An advice page  Listening Part 2	intonation in conditionals	
UNIT 9 A great job  page 87	 Relative clauses  Non-defining relative clauses Comparisons with <i>(not) as ... as</i>	Jobs The world of work	 Reading Part 5  Reading Part 6 Reading: Think outside the box: I don't want a 'real job' Writing: A description  Listening Part 3	unstressed syllables	
UNIT 10 Dreams and ambitions  page 97	 Second conditional  Third conditional	Adjectives of feeling Verb-noun collocations	 Reading Part 3  Speaking Part 4 Listening: Think outside the box: An interview with a life coach  Writing Part 1	<i>would have</i> /'wʊdəv/	
DIGITAL REVIEW 2 					
Grammar reference and practice page 114 Pair work page 124 Irregular verbs page 128					

	Oracy	Challenge	Life competencies	STEAM
	Giving encouragement Giving yourself thinking time Organising your answer	We can't always find the right clothes for every situation.	Digital literacy: using tools and creating digital content Creative thinking: generating multiple ideas Learning to learn: using feedback to improve learning	
	 Giving a presentation Speaking clearly and at an appropriate speed Using humour Making positive comments and asking sensible questions		Creative thinking: considering multiple perspectives Learning to learn: evaluating learning and progress	Science and Engineering Does skateboarding defy the laws of physics?
	Asking questions Using a range of vocabulary Giving positive feedback	Young people have lost touch with nature.	Creative thinking: experimenting with and refining ideas Critical thinking: drawing appropriate conclusions	Science How do animals adapt to their environment?
	 Having a debate Using confident body language Managing speaking time Identifying weaker arguments		Learning to learn: using effective strategies for learning and retaining information Critical thinking: evaluating options and recommendations to come to a decision	
	Getting everyone's opinions Giving positive feedback Offering examples	Travel is exciting but can be very bad for our planet.	Critical thinking: identifying and understanding problems Critical thinking: drawing appropriate conclusions	
Science and Maths				
	 Giving a talk Sequencing ideas for structure Using appropriate gestures and body language Engaging the audience		Creative thinking: Imagining alternatives and possibilities Collaboration: actively contributing to a task	
	Using evidence Summarising Listening actively	Some students feel that school is boring and irrelevant for their future.	Emotional development: showing empathy for the feelings of others Critical thinking: identifying, gathering and organising relevant information Creative thinking: elaborating on and combining ideas	
	 Participating actively in discussions Getting everyone's opinion Taking turns Interrupting politely		Creative thinking: participating in a range of creative activities Learning to learn: using effective strategies for comprehension and production tasks	Science What is extreme weather?
	Showing interest Justifying your ideas Ending a presentation	Jobs are changing and young people need new skills for their working life.	Critical thinking: evaluating options and recommendations to come to a decision Critical thinking: participating in a range of creative activities	
	 Interviewing Listening actively Asking open questions Asking follow-up questions		Creative thinking: imagining alternatives and possibilities Critical thinking: drawing appropriate conclusions	
Arts				
Digital classroom: Practice Extra				

UNIT 5 TOO MUCH TRAVEL?

LEARNING AIMS

- **Skills:** discuss and create texts about travel
- **Grammar:** review and practise different future forms: *be going to*, present continuous and present simple
- **Vocabulary:** learn and practise words and phrases for travel and places
- **Collaboration:** work together to plan an environmentally friendly holiday
- **Exam practice:** Reading Part 3, Speaking Part 4, Writing Part 1 (email)

THE CHALLENGE

Travel is exciting but can be very bad for our planet.

You will:

- **Stage 1 Think:** find out more about travel and the environment.
- **Stage 2 Prepare:** focus on one type of holiday which doesn't affect our planet as much.
- **Stage 3 Develop:** share information and plan a presentation.
- **Stage 4 Present:** present an environmentally friendly holiday.



1 Look at the photo. Discuss the questions in small groups.

- 1 Is this the beginning, middle or end of a journey? How do you know?
- 2 Would you like to be on the plane? Why? / Why not?
- 3 Is this a peaceful picture? How does it make you feel?



2 Watch the video. Name one exciting thing that most young people look forward to and one important thing that they worry about.



CHALLENGE

1

2

3

4

Think

Discuss the questions with a partner and make notes.

- 1 How can travel and holidays damage our planet? Make a list of situations.
- 2 Are some types of travel or holiday worse than others?
- 3 What types of holiday could be less damaging? Make a list.



Documentary



Grammar



Speaking



Grammar

VOCABULARY

TRAVEL



- 1 5.1 Go to the digital activity and match the words to the photos. Listen, check and repeat.

airline cabin cruise ship delay fare
ferry fuel landing reservation route
take-off vehicles

► Vocabulary reference page 56

- 2 Complete the conversation with the correct form of words from Exercise 1.

Mother: Let's go on a cruise for our summer holiday this year.

Son: Mum, no! It's boring staying on a ship all the time and anyway, big ¹ _____ are bad for the environment.

Mother: But you don't have to stay on the ship. You can get off and look around the local city. Plus you can take a really interesting ² _____ from one exciting city to the next. OK, what do you want to do?

Son: Let's just fly to a city near the sea and relax. There are ³ _____ that offer very low ⁴ _____, aren't there? We can make a ⁵ _____ at a hotel near the beach, and then you can visit the city, and dad and I can do water sports.

Mother: Wait, you're worried about the environment, but you want to fly? Now *that's* bad for the planet!

Son: OK, I have a better idea. We drive to the coast, take the car on the ⁶ _____ to an island and stay there.

Mother: That's a little bit better but the car burns ⁷ _____, too, and that's not good for the environment. All ⁸ _____ are damaging, except our bicycles. Oh, that gives me an idea!

Son: Oh no, Mum, not a cycling tour! I want to hang out with other kids on the beach!

- 3 What are the people talking about? Match the words to the sentences (1–4).

the cabin delays take-off landing

1 I love the moment when the plane leaves the ground.

2 Not me! I'm much happier when the plane comes back to earth.

3 There's never enough space in the part where the passengers sit.

4 It's really annoying when the plane doesn't leave on time.



MEDIATION WORKSHEET

- 4 Work in pairs and discuss the questions.

- 1 Do you like to travel by plane or think you would like it? Why? / Why not?
- 2 What vehicle do you use the most in everyday life? What are the advantages and disadvantages of that kind of transport?

- 5 **Critical Thinking** Think back to the video and discuss the questions.

- 1 Why does tourism sometimes cause problems with water?
- 2 Why is Barcelona extremely crowded on some days?
- 3 Do you think a place can have too many tourists?

ORACY

Getting everyone's opinions

People in a group will have different experiences. Make sure to include everyone in a discussion so that you don't miss important information and opinions.

- 6 5.2 Listen to three young people, Owen, Lily and Max, talking about tourism in their town and answer the questions.

- 1 Who speaks the most: Owen, Lily or Max?
- 2 Who speaks the least?
- 3 Why could Max's opinion be especially important in this discussion?
- 4 How does Lily improve the situation in the end?

STRETCH! Why do some places have a lot of tourists? Make a list of things that can make a place good for holidays.

CHALLENGE 1 2 3 4

Prepare

- 1 Form groups of three or four people.
- 2 Look at your list of more environmentally friendly holidays.
- 3 Decide what type of holiday you want to plan.
- 4 Talk about where you could find information. You'll need to know more about the holiday activities, where they could take place and why the holiday is both fun and sustainable.
- 5 Start your research.

READING

AN ONLINE ARTICLE

1 Becca and Bryn have a blog about holidays and trips away. What are they planning? Skim the blog post.

EXAM TIP

Skimming the text before you start answering the questions is a good idea in Part 3. It will be easier when you know what the whole text is about.

EXAM TASK READING PART 3

Becca and Bryn – the travelling twins x +

TREEHOUSE HOLIDAY

5.3

It's holiday time and our parents said Becca and I can choose what kind of holiday we want this year. Like so many other teenagers, we want to take care of our planet, and that matters on holiday, too. We've decided our aim is to plan the most environmentally friendly holiday possible.

We don't want to use a car or a plane, so we've found a place that sounds great, not far from our home. We're going to get there by train, and bring our bikes, and we're going to stay in a treehouse. You can get luxury treehouses nowadays, with heating, a bath, a TV ... but that's not the type of place we're going to stay in. Our treehouse has beds, and that's all. It's a bit like camping, but in trees. There's one shared bathroom for ten treehouses, with warm water from solar* energy, and there are places to cook outside.

We certainly won't waste energy with our phones because there's no internet anywhere in the treehouse park. And do you know how much electricity one simple internet search uses? Well, nobody can say exactly but it's more than you think. We'll have no wi-fi and no phone reception in the forest. So that's saving energy, too.

But will it be a fun holiday for teens? We think so! We're going to cycle to a lake every day for swimming and water sports (no noisy boats or jet skis, though!). We're going to cook over an open fire, which is something we always enjoy. I'm going to read a lot and Becca's going to play her guitar. People always come and talk to us when they hear her music, so I think we'll meet other people our age and really enjoy the time together. Let's see! We're leaving tomorrow and we'll write a post about it for you when we come back, two weeks from now.

*created by the sun

2 Read the first paragraph of the blog post carefully and choose the correct answer. What phrase in the first paragraph shows you which answer is right?

- 1 What is most important to Becca and Bryn when choosing their next holiday?
 - A There is a big choice of things to do.
 - B They can travel around the world.
 - C It does not damage the world too much.
 - D People at their destination are nice to them.

3 Read the rest of the blog post carefully. For questions 2–5, choose the correct answer.

- 2 The treehouse they will stay in
 - A is very warm and comfortable.
 - B has a bathroom and kitchen in it.
 - C looks like a tent.
 - D is very simple accommodation.
- 3 Why will it be hard to use a phone on the holiday?
 - A No phones are allowed in the treehouse park.
 - B They will have to go outdoors to phone people.
 - C They won't be able to make calls or go online.
 - D They won't have energy to charge the phones.
- 4 They think the holiday will be good because
 - A they will do fun things with other teenagers.
 - B there will be a lot of music in the treehouse park.
 - C they can go on a fast motorboat every day.
 - D they will learn a new way of cooking.
- 5 What might a review of the treehouse park say?
 - A An amazing holiday park for people who want to try a wide variety of adventure sports.
 - B A holiday in nature that shows how much fun you can have without technology that damages the environment.
 - C A holiday that offers exciting activities during the day and entertainment options like films and music at night.
 - D A quiet, beautiful place for old and young visitors who want some relaxing time alone.

GRAMMAR

BE GOING TO AND THE PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS



- 1 Watch the grammar vlog. Why is Alex excited?



- 2 Look at the sentences and complete the grammar rules with *be going to* or *the present continuous*.

be going to and the present continuous for future arrangements

Dad is driving me to the bus at seven.

The hostel is going to make us packed lunches.

- We use _____ to talk about things someone plans to do in the future.
- We use _____ to talk about arrangements someone has made for a fixed time in the future.

► Grammar reference and practice page 118

- 3 Go to the digital activities.

- 4 **PRONUNCIATION** Go to the digital pronunciation activity.

- 5 Read the timetable for one day of the school trip to Edinburgh and write answers to the questions.

- When is the class having breakfast on Friday?
- What are they going to do after breakfast?
- When are they visiting Edinburgh Castle?
- Where are they having lunch?
- What is Alex going to do in the afternoon?
- What time are they going to the theatre?

SPEAKING

DISCUSSING LIKES, DISLIKES, EXPERIENCES, OPINIONS AND HABITS

- 1 Watch two candidates answering questions in Speaking Part 4. Who is better? Why?



- 2 03 Watch the video again and explain in your own words why:

- Antonio thinks a city trip is educational.
- Lara thinks a city trip is fun.
- Antonio thinks people should see the capital city of their country.
- Lara thinks it's best to visit a city with friends.

EXAM TASK SPEAKING PART 4

EXAM TIP

In Part 4 of the Speaking exam, the examiner will ask about your opinions. Say what you think and then say why this is your opinion. Thinking about *why* helps you to give fuller answers.

- 3 Look at the examiner's questions and candidate's answers. Which answers do you agree with? Pick two. Say the sentence and then add two more sentences explaining your opinion.

Examiner: Do you think all students should go on school trips?

A: Yes, everyone should go on school trips.

B: I think school trips should only be for students who want to go on them.

Examiner: Is travelling a good way to learn about the world?

A: Yes! You learn more in a week of travelling than in a month at school.

B: No. Travel and holidays are for relaxing and not for learning.

EDINBURGH TRIP – Friday Alex

08.00 breakfast in hostel

09.00 walk through town centre

10.30 visit Edinburgh Castle

13.30 picnic lunch, Princes Street Gardens

15.00 free time in the park or cèilidh 😊

18.00 dinner (restaurant near hostel)

19.30 theatre



LISTENING

AN INTERVIEW

- 1 Look at the photo. The mother and daughter are 'digital nomads' – they travel around the world and do their work and schooling via the internet wherever they are. Would you like that lifestyle? Discuss in pairs.
- 2 5.4 Listen to an interview with Katrin, a girl from a digital nomad family, and answer the questions.
 - 1 Is Katrin happy about being a digital nomad?
 - 2 How much travelling does she want to do when she is an adult?
- 3 5.4 Listen again. Correct the mistakes in the sentences.
 - 1 Now Katrin and her family are living on a boat in Venice.
 - 2 She enjoys going to different embassies around the world.
 - 3 She has had good experiences at airports.
 - 4 Living in New York was the best because it was relaxing.
 - 5 Katrin and her parents say Brighton is their home.
 - 6 Next year, they are moving to Costa Rica.
- 4 **Critical Thinking** Has your opinion about being a digital nomad changed after listening to Katrin? In groups, make lists of the good things and the bad things about the way Katrin lives. Then try to agree on whether it is a good way to live.



HOW IS UNIT 5 SO FAR?

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

VOCABULARY

PLACES

- 1 5.5 Go to the digital activity and match the words to the photos. Listen, check and repeat.

continent customs crossroads
embassy gate immigration
rainforest region subway tunnel

► Vocabulary reference page 56

- 2 Complete the conversation with words from Exercise 1.

Oscar: My dream is to live in a really huge city. Maybe I'll live in Asia. I think that's the ¹ _____ with the most exciting cities. My dream city has a good ² _____ system, so that you don't have to drive a car. And for people who need their cars, there's a ³ _____ under the city. So it's a busy city, but not noisy and polluted.

Lucy: My dream is to live in a(n) ⁴ _____ of the world where there are not many people. I want to live in a beautiful green ⁵ _____. Yes, really! There are no busy streets and dangerous ⁶ _____. There are only rivers, where people travel by boat. It's a place where people feel free.

- 3 Would you most like to live in the city or the countryside? Tell a partner about the place where your dream home would be.

- 4 Match the words to the definitions.

customs embassy gate immigration

- 1 You go there to get a visa for a country you want to visit.
- 2 This is where you leave the airport and board the plane.
- 3 They check your passport and maybe your visa here.
- 4 Before you leave the airport, you might have to open your bags here.

>>> STRETCH! In New York, they have a *subway*. In British English, this is called the *underground* (or in London, the *tube*). Think of more words that are different in American and British English. Make a list.

GRAMMAR

PRESENT SIMPLE FOR THE FUTURE

- 1** Watch the grammar animation. What does Sophie want to do?



- 2** Look at the examples from the grammar animation and complete the grammar rule with the correct words.

Present simple for the future

When do they play? His band start at eight.

We can use the _____ as the 'timetable future'.

We use it most often to talk about events that are fixed in timetables, or to say when something happening in the future begins or ends.

► Grammar reference and practice page 118

- 3** Go to the digital activities.

- 4** Complete the conversation with the present simple or present continuous form of the verbs in brackets.

- A: I'm going to visit my cousin in Berlin next weekend. It'll be fun, I hope.
 B: Great. How ¹ _____ you _____ (get) there?
 A: I ² _____ (fly) of course. I've never flown before and I'm nervous. Luckily, my brother ³ _____ (come) with me.
 B: When ⁴ _____ the flight _____ (leave)?
 A: Let's see, I have the ticket here. It ⁵ _____ (depart) at 9.45. Check-in ⁶ _____ (open) three hours before that.
 B: Do we really have to be there three hours earlier?
 A: Well, ⁷ _____ you _____ (check in) a bag?
 B: No, we ⁸ _____ just _____ (take) hand luggage. We ⁹ _____ only _____ (stay) for a weekend.
 A: Then maybe you don't have to be there three hours before the flight. But two hours at least!
 B: OK. We want to catch a train that ¹⁰ _____ (arrive) at the airport at 7.15. That's fine, isn't it?
 A: Probably, but don't miss that train! Any later train will be too late.

- 5** Imagine you are going away next weekend. Make some notes about these points.

- Where?
- departure time
- How? (train, flight ...)
- arrival time
- Who with?
- some plans when you are there

- 6** Work in pairs and ask and answer questions about your travel plans from Exercise 5. Use the present simple and present continuous, or other future forms if they fit.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

ORACY

Giving positive feedback

Other people will enjoy talking to you if you give positive feedback. You don't have to agree with what they say, but tell them things you like about what they've said. Use phrases like *That sounds great!* / *... is a good idea.* / *That's really interesting.*

- 7** Tell your partner what you think of his/her travel plans. Give some positive feedback! Use some phrases from the oracy tip, and some of your own.

>>> STRETCH! You have learned several future forms. Look online for other future tenses. What can you find? What are they used for? Compare your answers with a partner.

CHALLENGE

1 2 3 4

Develop

- 1 Decide how you will present what you have learned by reading, for example, on a poster or through a presentation.
- 2 Make a list of headings you can use, e.g. *Type of holiday* / *Where?* / *Advantages.*
- 3 Choose the information to put under each heading.
- 4 Create a first draft, for example of a poster or of notes for a presentation.



WRITING

AN EMAIL

- 1 Look at the photos and say what the people are learning to do. Would you like to try any of these activities on a school trip?
- 2 Read the two emails. Does Maria answer all of Christoph's questions?



< Inbox 2 Messages ^ v

Dear Maria,

We're having a school trip to your fantastic town!

We can give our teachers ideas about what cool activity we want to do there. You do a lot of exciting things in your free time. What's the best thing to do? Where can we do it?

Is there any special food that we can eat in your town? Where's the best place to eat it? Please tell me your ideas!

Christoph

< Inbox 1 Message ^ v

Dear Christoph,

Wow, that's great news!

I think you should get fish and chips and eat it on the beach. That's more fun than going to an expensive restaurant, and the fish is really fresh and good.

The Adventure Centre in Lakeside Park is a great place to go. I go climbing there, which is a lot of fun. If you don't like climbing, you can learn canoeing or sailing on the lake. There's something for everyone.

Do you like Indian food? We've got restaurants with food from all over the world, but I like the Indian restaurants the best.

Have a fantastic time!

Maria

- 3 Maria gives a lot of information but her answer is not well organised. Look at the four questions and write them in the order she answers them. What is the problem?

What's the best thing to do?
Where can we do it?
Is there any special food that we can eat in your town?
Where's the best place to eat it?

EXAM TASK WRITING PART 1

EXAM TIP

The email in the task makes it easy for you to organise your answer. Use the four notes in the order in which they are given.

- 4 Read this email from your cousin. Work in pairs and think about what your 'exciting activity' could be. Think of things you really do and things you would like to do, even if you can't!

< Inbox 4 Messages ^ v

Hi!

Have you seen my new travel blog? I write about people I know in different places and what they do there. _____

I want to write about you and your town. Mum says you do an exciting activity there but she can't remember what! What is it? _____

Where do you do it? _____

Is it something tourists could do? _____

If it is, I want to write about it!

Thanks for your help,

Marcus

sounds exciting

tell Marcus

say where

explain why / why not

- 5 Write your email to Marcus using all the notes.

- 6 Read your email again and revise it. Use these questions to help you.

- 1 Have you started with a suitable expression (*Dear Marcus / Hi Marcus*, etc.)?
- 2 Have you included all four points in the notes?
- 3 Have you given the information in a logical order?
- 4 Have you finished with a friendly phrase (*See you soon / All the best*, etc.)?

- 7 Now work in pairs. Read each other's emails and give feedback. Use the questions in Exercise 6 to help you. Make a note of your partner's feedback and write a second draft of your email.

- 8 Read the model answer.

LISTENING

AN INTERVIEW

- 1** Look at the photos. Which activities do you think are expensive and which are cheap? Discuss in groups.
- 2** 5.6 You will hear an interview with a young man called Matti who is talking about saving money when you go on a trip. Which of the things do you think will be recommended as inexpensive options? Listen and check.

- picnics
- parks
- campsites
- fast food
- youth hostels
- tourist shops



- 3** 5.6 Listen again and answer the questions in your own words.
- Does Matti think a beach holiday can be a cheap option?
 - What could go wrong if you spend all day on a beach?
 - Why might you spend less money in cities with warm weather?
 - What might be free on some days of the week?
 - What might be cheaper on some days of the week?
 - Where could you find useful tips about a place?
 - Where can you go for help after you've arrived in a new place?
 - Why can it be expensive if you don't pack the right things?
- 4** What is the best summary of Matti's main message?
- You can best save money by reading a good travel blog.
 - It is most important to stay away from big, expensive cities.
 - Good planning is the key to saving money on a trip away.
- 5** How can people have fun in your town without spending money? Work in pairs and make a list of tips you would give a visitor.

ORACY

Offering examples

If you want to give someone advice, it's useful to give clear examples of how to follow it. For example, 'stay safe on holiday' is good advice. It's even better to give examples, such as 'tell people where you are going' or 'plan how to go places so that you don't get lost'.

- 6** 5.7 Listen to part of the interview with Matti. He says you should find out when things are cheapest in a city. What two examples does he give to show what he means?
- 7** Look at these pieces of holiday advice for teens. Choose one that you think is important, read it out and then give one or two examples to show what you mean.
- Be careful with your money on holiday.
 - Make sure you have the right clothes.
 - Stay in contact with your family.

CHALLENGE

1 2 3 4

Present

- Check that the information is clear in your first draft.
- Practise explaining your poster / making your presentation.
- Create a second draft.
- Present your holiday to your classmates.

WRAP UP

Look back at the unit. Write down:

- ① some new vocabulary you learned to talk about travel.
- ② your main role in the challenge.
- ③ an example of the present continuous for talking about the future.
- ④ an example of the present simple for talking about the future.
- ⑤ something in the unit that you especially enjoyed.



Sustainability

- 1 What is your favourite holiday? Why is it special for you?
- 2 Think of one activity that could make your favourite holiday sustainable. Tell a partner.

SELF-ASSESSMENT: UNIT 5

How confident do you feel about:

- skimming an article for general meaning?
- reading carefully to answer questions about detail?
- sharing and explaining your opinions with a partner?
- writing a well-organised email to a friend?
- listening for useful information in an interview?
- using different future forms for plans and predictions?
- using vocabulary for travel and places?
- presenting environmentally friendly ways to have a holiday?



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

 **Learning to Learn** Make a note of the areas in the self-assessment you need more help with. Do some extra practice and complete the self-assessment again in two weeks.

»»STRETCH! YOUR CHOICE

Now, choose an option.

Option 1:

Make a video about a place or sight in your town which could be interesting for tourists. If you can, go there and show the place in your video.

Option 2:

Find out more about one type of transport, e.g. flying or driving a car, and how it affects the environment. Make a fact file about it and show it to your classmates.

Option 3:

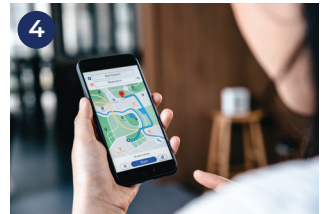
Create a class holiday blog where students can tell travel stories, post photos and recommend places to go (far away or closer to home). Keep it updated with real holiday ideas.

VOCABULARY REFERENCE

TRAVEL

1 Match the words to the photos. Which of these things are negative?

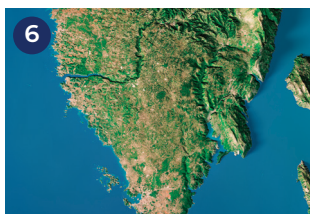
airline cabin cruise ship delay fare ferry fuel
landing reservation route take-off vehicles



PLACES

2 Match the words to the photos.

continent customs crossroads embassy gate immigration
rainforest region subway tunnel



DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 5