

Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT 					
UNIT 1 All together now  page 7	Present simple and present continuous Present participle clauses  Modifying comparatives and superlatives	Where we live Community and connection	Reading: An article: Who'd live in a house like this? Reading: Think outside the box: The metaverse is coming together   Speaking Part 2  Writing Part 2  Listening Part 3	word stress	
UNIT 2 Money matters  page 17	 Past tense review Countable and uncountable nouns Conjunctions	Our relationship with money Shopping	 Reading and Use of English Part 6 Reading: Think outside the box: Is swapping on the rise? Writing: An essay  Listening Part 2   Speaking Part 3	unstressed syllables /ə/ or /ɪ/	
UNIT 3 There's no Planet B  page 27	 will and going to Comparative and superlative adverbs	Environmental issues Describing animals	 Reading and Use of English Part 5 Reading: Think outside the box: Is extinction ever a good thing?  Reading and Use of English Part 2  Writing Part 2  Listening Part 1	plural nouns /s/ and /z/	
UNIT 4 Dress to express  page 37	 used to and be / get used to Adjective order	Adjective suffixes Fashion	 Reading and Use of English Part 3 Reading: An article: Clothes for kids: A colourful history  Reading and Use of English Part 4 Reading: Think outside the box: One outfit is all I need  Writing Part 1  Listening Part 4	used to	
UNIT 5 Food for the future  page 47	 Zero and first conditionals Verbs followed by gerund or to + infinitive	Food and health Nutrition	 Reading and Use of English Part 7   Speaking Part 4 Listening: Think outside the box: A podcast  Reading and Use of English Part 1  Reading and Use of English Part 4 Writing: A review Listening: A presentation	verbs followed by gerund or to + infinitive: /tə/ and /ŋ/	
DIGITAL REVIEW 1 					
UNIT 6 What's next?  page 57	 Modals of ability Adverbs of degree	Phrasal verbs and technology Negative prefixes	Reading: An article: Focus on: Biohacking  Reading and Use of English Part 2 Reading: Think outside the box: Unplugging   Speaking Part 1  Writing Part 2  Listening Part 4	sentence stress: adverbs of degree	
UNIT 7 Holiday mode  page 67	 Defining and non-defining relative clauses Conjunctions: addition and contrast	Holidays and travel Collocations with travel, trip and journey	 Reading and Use of English Part 6  Speaking Part 2 Reading: Think outside the box: Will virtual travel ever replace the real thing?  Writing Part 2  Listening Part 1	/æ/	
UNIT 8 Sport for all  page 77	 Present perfect with ever, never, for, since, still, already, yet and just Present perfect simple and continuous Present perfect and past simple	Competition and challenge Suffixes for personal nouns	 Reading and Use of English Part 5 Reading: Think outside the box: Are e-sports real sports? Let's see who's winning the argument!  Reading and Use of English Part 1 Writing: A blog post Listening: A podcast  Speaking Part 3  Speaking Part 4	Have you ever, Has he ever, Has she ever ... ?	
UNIT 9 Future Learning  page 87	 Modals of obligation, prohibition, permission, necessity and advice Past perfect simple and continuous	Learning and study Expressions with brain and mind	 Reading and Use of English Part 7 Reading: Think outside the box: Should we learn facts at school?  Writing Part 1  Listening Part 2	sentence stress: reinforcing important points	
UNIT 10 Same but different  page 97	 Passive Reported statements Reported requests	Noun suffixes Culture and cultural differences	 Reading and Use of English Part 3 Reading: A blog post  Reading and Use of English Part 4 Reading: Think outside the box: Should we let languages die out?  Writing Part 2  Listening Part 4	noun suffixes: /ʒən/ and /ʃən/	
DIGITAL REVIEW 2 					
Grammar reference and practice page 114 Pair work page 124 Irregular verbs page 128					

	Oracy	Challenge	Life competencies	STEAM
	Using modifiers for different purposes Giving reasons to support your ideas	People say we are losing our sense of community	Learning to learn: using effective strategies for comprehension and production tasks Critical thinking: identifying and classifying information Learning to learn: evaluating learning and progress	
	 Agreeing and disagreeing Using appropriate gestures and body language Expressing your opinion respectfully Making constructive comments on other people's ideas or views		Creative thinking: generating multiple ideas Creative thinking: elaborating on and combining ideas Learning to learn: setting goals and planning for learning	Chemistry, Maths What is the environmental impact of the devices we use?
	Taking turns Structuring a talk to convey meaning	We all have a responsibility to look after the natural world	Critical thinking: identifying and classifying information Learning to learn: using feedback to improve learning Collaboration: taking on different roles	
	 Managing conflict Suggesting and applying ground rules Listening actively and responding confidently Adapting the volume of your voice		Learning to learn: using effective strategies for learning and retaining information Communication: adapting language use according to different cultures and social groups	Physics, Maths Does the mass of a shoe affect the force needed to move it?
	Expressing your opinion confidently Engaging your audience	The food choices we make have an effect on the planet, as well as our health	Social responsibilities: recognising personal impact on global issues	
Biology, Maths				
	 Being persuasive Using appropriate gestures and body language when speaking to others Using vocabulary and phrases to persuade others Using evidence to support an argument		Critical thinking: identifying and classifying information Creative thinking: imagining alternatives and possibilities Creative thinking: generating multiple ideas	
	Asking follow-up questions Asking rhetorical questions	Travel and tourism can have a negative impact on places	Critical thinking: evaluating options and recommendations to come to a decision Learning to learn: keeping track of progress	Chemistry, Technology What substances work best as sunscreen?
	 Involving other people in discussions Using appropriate gestures and body language to encourage participation Participating in a discussion, asking questions and encouraging contributions from others Making positive comments about other people's ideas		Learning to learn: using effective strategies for learning and retaining information Critical thinking: evaluating arguments as a whole	
	Adapting speed and emphasis Deciding what to include in a presentation and how to structure it	The world is changing quickly, and our education needs to be relevant for an unpredictable future	Learning to learn: taking initiative to improve own learning; managing the learning environment Critical thinking: drawing appropriate conclusions Digital literacy: selecting and using appropriate digital tools for specific purposes	
	 Checking understanding and listening actively Asking clarifying questions to check understanding Listening actively and responding confidently Using formal or informal language depending on the context		Social responsibilities: understanding aspects of other cultures Critical thinking: evaluating arguments as a whole	
Arts				
Digital classroom: Practice Extra				

UNIT 5 FOOD FOR THE FUTURE

LEARNING AIMS

- **Skills:** give engaging presentations
- **Grammar:** learn and practise zero and first conditionals, and gerunds and infinitives
- **Vocabulary:** learn and practise words and phrases to talk about food and nutrition
- **Social responsibilities:** understand how personal habits and behaviour affect the environment
- **Exam practice:** Reading and Use of English Parts 1, 4 and 7, Speaking Part 4

THE CHALLENGE

The food choices we make have an effect on the planet, as well as our health.

You will:

- **Stage 1 Think:** identify issues related to poor food choices.
- **Stage 2 Prepare:** research one particular issue, including its causes and consequences.
- **Stage 3 Develop:** think of ways that better food choices can help tackle that issue.
- **Stage 4 Present:** present your research and ideas to the class.

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

- 1 What do you think is being grown in the photo?
- 2 What stages might the food go through to get from the fields to the shelves of a supermarket?
- 3 How often do you think about where your food comes from?

2 Watch the video. It asks several questions. Tell your partner two that you remember. Can you answer them? If not, how could you find out the answers?



CHALLENGE 1 2 3 4

Think

How do our food choices affect ourselves, other people and the planet? Discuss with a partner. Think about:

- mental and physical health
- farmers, producers and shop and supermarket owners
- the environment



Documentary



Grammar



Speaking

VOCABULARY

FOOD AND HEALTH

1 Read what three people say about their diets. Which question are they all answering?

- A What did your diet use to be like?
- B How did you change your diet?
- C How unhealthy is the food you eat?



STEFANO

I always knew I had a poor diet. I used to live on burgers and pizzas. These days, I eat a variety of vegetables and fish, and I've really cut down on meat. When you cook your own food, it's much more nutritious than anything that comes in a packet.



FAIYAZ

Well, I'd started to feel really unwell, so I went to the doctor and she told me it was because I didn't have a balanced diet. She told me to avoid not only junk food but all processed food, and always go for organic food in the supermarket. I'm still getting used to it, but I feel better already.



INGER

I used to eat lots of sweets between meals, but, of course, they're bad for your teeth and they spoil your appetite, so I decided to have a portion of fruit instead. I try to eat fruit that's in season, as it's much healthier and better for the planet.

2  5.1 Go to the digital activity. Match the words and phrases to the definitions. Listen, check and repeat.

balanced diet cut down on do you good
in season junk food live on nutritious
organic food poor diet portion
processed food spoil your appetite

► Vocabulary reference page 56

3 Complete the leaflet with the words and phrases in Exercise 2.

Eat well, feel better!

Is a ¹ _____ causing you to feel unhappy? Scientists say that the food we eat affects how we feel, both emotionally and mentally. Here are some tips to help you start enjoying a more ² _____.

- Avoid buying ³ _____. Do you really want food from a factory? Go for ⁴ _____ instead, and start cooking your own meals!
- Say goodbye to all that terrible ⁵ _____. It might be quick and easy, but health is more important than convenience!
- Buy food that's ⁶ _____ – the fresher it is, the more ⁷ _____ it is!
- If you want a snack, eat a small ⁸ _____ of berries or nuts. They ⁹ _____ and won't ¹⁰ _____!
- A bit of chocolate now and again isn't bad for you, but don't ¹¹ _____ it!
- ¹² _____ fizzy drinks and drink water instead!



4 Work in pairs. Discuss the questions using the words and phrases in Exercise 2.

- 1 Is your own diet healthy or unhealthy? Give examples.
- 2 How could you make your diet healthier?

READING

MULTIPLE-MATCHING TEXT

- 1 How might somebody change the food they eat or the way they shop for food in order to help the planet?
- 2 Read the article on page 49. Do any of the people mention your ideas from Exercise 1?



EATING FOR the health OF THE PLANET

5.2

We asked our readers if they've changed how they shop for food or what they eat in order to help our beautiful Earth, and if so, why. Here are some of the replies we received.



A RACHEL I don't usually like documentaries, but my friend recommended watching one called *Meat Less*. It really opened my eyes. I had no idea that raising farm animals uses so many natural resources. This documentary said that if we want to help the environment, we should all eat less meat. That's when I decided to become vegetarian. Although I'd expected it to be challenging, in fact it turned out to be pretty straightforward. There are lots of recipes online, and most restaurants have vegetarian options nowadays. I still feel like a burger sometimes, but there are plenty of meat substitutes, so I can enjoy the taste without feeling guilty that I'm damaging the planet.

B JAVI It upsets me to think how much food I used to throw away. I suppose it's because it's not hard to get hold of these days. You just go to the nearest supermarket and fill up your basket – at least where I come from. But did you know that around 222 million tons of food is wasted every year? A lot of what people buy at the supermarket goes off before they can use it, so they throw it away. When you consider all the resources necessary to produce that food, and all the plastic packaging it comes in, that's shocking. That's why, these days, I plan my meals carefully, and only buy what I need, when I need it.

C LANA I was watching an old TV show with my grandmother one day when she started saying how she used to enjoy having different fruits and vegetables during different seasons. When you buy food in the supermarket, you don't usually think about the country it was grown in or anything like that. But these days, our food is often transported thousands of kilometres around the world. Think of the amount of fuel being used and the carbon emissions produced! That's why I made the decision to buy locally produced food as much as possible. It's a bit more expensive sometimes, but much better for the environment.

EXAM TIP

Read the questions and underline the key words. Then read the texts to find the corresponding information.

- 3 Look at question 1 in Exercise 5 and the underlined phrases in the article. Which person is the correct answer – B or C? Which phrase gives you the correct answer?
- 4 Look again at the underlined phrase in section B. Why might someone think that B is the correct option?

EXAM TRAINING

READING AND USE OF ENGLISH PART 7

- 5 Now read the article again. For questions 2–5, choose from the people (A–C). The people may be chosen more than once.

Which person

- 1 makes choices based on where their food comes from? ____
- 2 feels bad about something they did in the past? ____
- 3 mentions learning something for the first time? ____
- 4 mentions the ease of buying food? ____
- 5 mentions a disadvantage of the change in their eating habits? ____

- 6  **Social Responsibilities** Work in pairs and discuss the questions.

- 1 Do you know any other ways in which food production is bad for the Earth?
- 2 In what ways does the food *you* buy and eat affect the planet?
- 3 Could you make more environmentally friendly food choices?

CHALLENGE 1 2 3 4

Prepare

- 1 Form groups of three or four people.
- 2 Choose one way in which food choices negatively affect ourselves, other people or the planet.
- 3 Plan how you will learn more about the issue and how you will look for solutions.

GRAMMAR

ZERO AND FIRST CONDITIONALS

- 1** Watch the grammar vlog. What is Mel's dilemma? What would you do?



- 2** Choose the correct answers to complete the rules in the grammar box.

Zero and first conditionals

We use the ¹ zero / first conditional to describe a result or consequence that might happen in the future.

We use the ² zero / first conditional to describe something that is generally true.

► Grammar reference and practice page 118

- 3** Decide if the sentences use the zero or first conditional.

- 1 I never sleep well if I drink coffee in the afternoon.
- 2 When my dad cooks, he makes a lot of mess.
- 3 If you don't stop living on junk food, you'll get sick.

- 4**  Go to the digital activities.

- 5** Match the sentences halves.

- 1 When Dad makes dinner,
 - 2 If it doesn't rain tomorrow,
 - 3 If you keep drinking sugary drinks,
 - 4 You won't get fit
 - 5 When it's cold,
 - 6 Food tastes much better
 - 7 We'll be grateful to Will
- a if you don't start to eat more healthily.
b when it's in season.
c we might have a picnic in the park.
d if he brings some of that lovely cake.
e you'll ruin your teeth.
f we all get excited. He cooks so well!
g my dad makes these delicious hot soups.

- 6** Complete the conversation with the correct form of the verbs in brackets. Use the zero or first conditional.

Jay: What do you mean, 'It's a secret'?

Maya: Well, if I ¹ _____ (tell) you, promise you ² _____ (not say) anything to Nelson.

Jay: When you ³ _____ (tell) me secrets, I always ⁴ _____ (keep) them!

Maya: OK, I'm organising a picnic for his birthday on Saturday. He doesn't know.

Jay: But the weather isn't looking good. If it ⁵ _____ (rain), we ⁶ _____ (have) to do something else.

Maya: Rain – really? Oh no!

Jay: My parents are away on Saturday, so if the weather ⁷ _____ (not look) good, we ⁸ _____ (be) able to have a party at my place.

SPEAKING

A DISCUSSION

- 1** Watch two candidates doing part of the Speaking exam. Discuss the questions with a partner.



- 1 Do the candidates answer questions individually, or do they discuss them together?
- 2 What reasons do the candidates give for their opinions? Do they give examples?

EXAM TRAINING SPEAKING PART 4

EXAM TIP

When you talk to your partner during the discussion, give reasons for your answers and examples.

- 2** Ask and answer these questions with a partner. When you give your opinion, explain why you have that opinion, and then give an example.

- Is it important for families to eat at least one meal together every day?
- Is it the government's responsibility to help people understand how to eat healthily?

HOW IS UNIT 5 SO FAR?

☆☆☆ I understand

☆☆ I'm getting there

☆ I don't understand



LISTENING



MEDIATION WORKSHEET

A PODCAST

- 1 Have you ever eaten a cooked insect? If so, how was it? If not, would you like to?



- 2 5.3 Listen to the podcast and complete the summary.

_____ and eating more _____ can help prevent damage to the _____.

- 3 Listen again. Complete the sentences with the numbers and figures in the box.

2050 1 kg 70% 60% third

- The Earth's population is expected to reach 9.1 billion by _____.
- Agricultural production will have to increase by _____ to feed 9.1 billion people.
- Environmentally, agriculture is the _____ worst industry.
- Insects are _____ protein when dry.
- In some countries, the amount of meat the average person eats every year has increased by more than _____.

VOCABULARY

NUTRITION

- 1 5.4 Go to the digital activity. Match the phrases to their meanings. Listen, check and repeat.

added dairy -free high in low in
rich in source of whole

► Vocabulary reference page 56

- 2 Complete the sentences with the words and phrases in Exercise 1.

- Brown rice is a good _____ fibre.
- Junk food often has a lot of _____ salt.
- _____ foods, such as cheese, are a good source of calcium.
- Oranges and lemons are _____ useful nutrients, like vitamin C.
- These biscuits are healthier than normal ones, as they're salt _____.

READING AND USE OF ENGLISH

MULTIPLE-CHOICE CLOZE

- Look at the example (0) in Exercise 3. Which information (a–e) most helps you to answer the question? Why?
 - knowing the meaning of the words
 - knowing the spelling of the words
 - knowing the grammar of the words
 - knowing collocations
 - knowing phrasal verbs
- Look at Exercise 3. Which information (a–e) in Exercise 1 will *not* help you answer the questions? Why?

EXAM TRAINING

READING AND USE OF ENGLISH PART 1

EXAM TIP

Cross out options that you know are incorrect so you have fewer possibilities to choose from.

- 3 For questions 1–5, read the text below and decide which answer (A, B, C or D) best fits each gap.

Lots of people want to ⁰ go on a diet to become healthier. However, diets that ¹ _____ to eliminate certain nutrients are bad for you. For example, it's dangerous to avoid all fats, as we need some so our bodies can be healthy. The same is true of diets which are too ² _____ in carbohydrates. While it makes ³ _____ to stay away from anything with added sugar, natural ⁴ _____ of sugar should be part of a balanced diet. Finally, while cutting ⁵ _____ the number of calories you consume might seem sensible, you should remember that too few is as bad as too many.

- | | |
|---------------|-----------|
| 0 A put on | B get on |
| © go on | D set on |
| 1 A point | B focus |
| C signal | D aim |
| 2 A small | B less |
| C little | D low |
| 3 A evidence | B sense |
| C reason | D case |
| 4 A locations | B origins |
| C sources | D places |
| 5 A off | B up |
| C down | D out |

GRAMMAR

VERBS FOLLOWED BY GERUND OR TO + INFINITIVE

1  5.5 Listen to the conversation. Do you think the recipe is easy to follow? Why? / Why not?

2 Match the sentences (1–4) to the rules in the grammar box (a–d).

- 1 I **love to share** food almost as much as I **love eating** it.
- 2 I'll never **forget trying** my first homemade doughnuts! / **Don't forget to make** a hole in the middle.
- 3 You **need to put** everything together.
- 4 I **recommend using** vegetable oil.

Verbs followed by gerund or to + infinitive

- a Some verbs are always followed by a gerund.
- b Some verbs are always followed by to + infinitive.
- c Some verbs can be followed by either.
- d Some verbs change their meaning depending on the form of the verb that follows.

► Grammar reference and practice page 118

3  Go to the digital activities.

4 Complete the sentences with the correct form of the verb in brackets. Sometimes, both are possible.

- 1 I forgot _____ (reserve) a table.
- 2 Mark hopes _____ (become) a chef.
- 3 She loves _____ (try) different foods when she travels abroad.
- 4 I remember _____ (taste) kiwi for the first time. I hated it, but now I love it.
- 5 I left early for work this morning, so I stopped _____ (have) a coffee on the way.
- 6 These crisps are delicious! When you start _____ (eat) them, you can't stop!

5  **PRONUNCIATION** Go to the digital pronunciation activity.

6 Complete the sentences with the verbs in the box and your own ideas.

do drink eat get go play sleep

- You should avoid _____.
- Stop _____.
- Remember _____ several times a day / week.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

ORACY

Expressing your opinion confidently

If you agree with someone, you can build on their idea by adding ideas of your own.

7 Compare your ideas from Exercise 6 with a partner. Do you agree with their advice?

READING AND USE OF ENGLISH

KEY WORD TRANSFORMATIONS

1 Look at the example from Reading and Use of English Part 4 and answer the questions.

- 1 Answer a is correct English, but why is it incorrect for Part 4?
- 2 Answer b is correct. How do both parts of the first sentence change? Why are both changes necessary?

¹ Were you able ² to get a reservation for a table?

MANAGE

- a Did you manage to get a reservation for a table?
- b Did you manage to reserve a table?

EXAM TRAINING

READING AND USE OF ENGLISH PART 4

EXAM TIP

Remember that contractions (*isn't*, *don't*, *haven't*) count as two words.

2 For questions 1–3, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Adding salt first is really important.

FORGET

You must _____ salt first.

- 2 I'm happy to go to a different restaurant.

MIND

I _____ to a different restaurant.

- 3 Winning the prize was really surprising.

EXPECT

I _____ the prize.

WRITING

A REVIEW

- 1 What are your favourite restaurants? What do you like about them?
- 2 Read the three restaurant reviews quickly. Which one would you most like to go to? Why?

1 THE SHELL

Emily ★★★★★☆

If you like fish, you'll love The Shell, one of the best restaurants in town. There are many types of seafood on the menu, and everything is incredibly fresh. I recommend trying their baked cod and potatoes. It's one of the tastiest meals I've ever had. Everything is available in mini-portions as well, so don't hesitate to go with the family. Unfortunately, the waiter who served me was very unfriendly, so go for the excellent food, but don't expect great service.

2 N'ICE

Daryl ★★★★★☆

With over 100 flavours of ice cream, there's something for everyone at N'Ice (unless you don't like dairy products!). Don't miss their Kiwi and Lemon Surprise or the Chocolate Treasure. Even if you don't like ice cream, I guarantee you'll enjoy one of their delicious milkshakes or frozen yogurts. I would avoid eating your food in the restaurant itself, as there isn't air conditioning, so the ice cream melts if you don't eat it quickly! Nevertheless, make sure you visit N'Ice at least once. It's not the cheapest ice cream in town, but it's definitely the most delicious.

3 BACK TO THE BURGER

Alessandro ★★★★★☆

When you enter Back to the Burger, you feel like you're in a 1980s Hollywood movie. There are posters of movies from that period, the waiters all wear pastel-coloured uniforms, and pop songs from that time are playing. The menu is modern, however, with options for vegans, as well as traditional burgers and fries. Whatever you choose, I guarantee you won't be disappointed. The portions are huge and everything tastes as good as it looks. This is a great place to go with friends. It's cheap, the staff are friendly and the food is delicious.

- 3 Read the reviews again. Which review mentions all six points a–f?
 - a the range of food on the menu
 - b the taste of the food
 - c the service
 - d the price
 - e how the restaurant looks inside
 - f who it might (not) appeal to

- 4 Find phrases in the reviews which have the same meaning as the phrases in bold.

- 1 I (really) think you should try the spaghetti.

- 2 I'm certain you'll appreciate the cheap lunchtime menu. _____
- 3 I suggest you don't go at the weekend, as it gets very busy. _____
- 4 You shouldn't count on getting a table without a reservation. _____
- 5 Don't think twice about ordering the cheesecake – it's delicious! _____

- 5 Rewrite sentences 3–5 in Exercise 4 using the phrases you found in the reviews. Change the verb form where necessary.

- 6 Write a restaurant review in about 100 words.

- 7 Read your review again and revise your work. Use these questions to help you.

- 1 Did you give opinions and recommendations?
- 2 Did you mention all six points in Exercise 3?
- 3 Did you use some of the phrases and their synonyms in Exercise 4?
- 4 Can you see any problems with the language (spelling, grammar, etc.)?

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

CHALLENGE 1 2 3 4

Develop

- 1 In your group, share your information from Stage 2. What possible solutions have you found?
- 2 Decide what solutions you want to present.
- 3 Decide how you will present your solution (e.g. with a poster, podcast, etc.).
- 4 Create a first draft of your presentation.

LISTENING

A PRESENTATION

1 Look at the photos. How might eating in space be different from eating on Earth?

2  **5.6** Listen to Yuliana's presentation. Does she mention any of your ideas from Exercise 1?

3 Listen again and decide if the sentences are true, false or not mentioned.

- 1 It is not the first time Yuliana has given the presentation.
- 2 Astronauts are responsible for taking food to the International Space Station.
- 3 You do not need to add water to everything before you can eat it.
- 4 It is difficult to taste food because of the effects of low gravity.
- 5 Astronauts often complain about their food.
- 6 Yuliana runs out of time at the end of the presentation.

ORACY

Engaging your audience

When you give a presentation, think about how to engage your audience so that you keep their attention.

4 Look at the tips for making presentations more engaging. Complete them with the verbs in the box. There is one verb you do not need to use.

create describe picture see

- 1 Ask the audience questions to _____ curiosity about what you are going to say.
- 2 Encourage them to _____ themselves in a situation, instead of just describing it to them.
- 3 Use *you* when possible, instead of *he/she/they*, to help them _____ things from a different point of view.



5 Match the extracts from the presentation (a–e) to the tips in Exercise 4 (1–3).

- a Have you ever wondered what it's like to eat in space?
- b It might not be the tastiest meal you've ever had ...
- c ... imagine you're an astronaut on the International Space Station.
- d The big question is, what's on the menu?
- e ... now it's lunchtime, and you're hungry.

6 Look at the notes that a sports nutritionist has made for a presentation about their job. In pairs, take turns to imagine you are the sports nutritionist, and present these parts of the presentation, using the tips in Exercise 4. Who is more engaging – you or your partner?

- 1 What does a sports nutritionist do? *educate players about the best diets, plan their meals*
- 2 Is the job difficult? *Yes, often! The day before a big match – very busy, lots of pressure*
- 3 Best parts of the job? *Making friends with the players, travelling with the team, helping them win*

CHALLENGE 1 2 3 4

Present

- 1 Make sure you have everything you need for your presentation.
- 2 Check that everyone in your group knows what their role is.
- 3 Present your work to the class. For example, explain your poster or play your recording.
- 4 Make notes on any questions or feedback from the class.



WRAP UP



Look back at the unit. Write down:



- ① some new vocabulary you learned to talk about food and health
- ② one sentence with the zero conditional and one with the first conditional
- ③ one sentence using a verb + gerund and another using a verb + to + infinitive
- ④ one way in which you can improve your presentations in the future
- ⑤ your main role in the challenge
- ⑥ something in the unit you have especially enjoyed



Sustainability

- 1 Write down five things you can do to have a more sustainable diet.
- 2 Keep a diary for a week and make notes on your sustainable actions.

SELF-ASSESSMENT: UNIT 5

How confident do you feel about:

- using vocabulary to talk about food and health?
- using the zero and first conditionals?
- using verbs with gerunds and infinitives?
- choosing the correct words to complete gaps in Reading and Use of English Part 1?
- using contractions in Reading and Use of English Part 4?
- underlining the key words in questions in Reading and Use of English Part 7?
- giving reasons for your answers and examples in Speaking Part 4?
- giving engaging presentations?
- understanding how our behaviour affects the environment?
- finding solutions to help people make positive food choices?
- expressing your opinion confidently and engaging your audience?



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

 **Digital Literacy** Look back at the unit. How could you use digital tools to help you with learning and personal organisation? Discuss with a partner.

»» STRETCH! YOUR CHOICE

Now choose an extra activity!

Option 1:

Write and share a recipe for one of your favourite foods or a traditional food from your country.

Option 2:

Make a vlog or social media post about nutrition and health to give your schoolmates advice about eating, drinking, cooking and shopping for food.

Option 3:

Organise a class debate. Half of the class is for the statement, the other half is against. 'How to cook healthily should be taught at school.'

VOCABULARY REFERENCE

FOOD AND HEALTH

1 Match the words and phrases to the definitions.

balanced diet cut down on do you good in season junk food live on
nutritious organic food poor diet portion processed food spoil your appetite

- 1 the amount of a particular food that is eaten at one time _____
- 2 improve your health or your life _____
- 3 when a vegetable or fruit is produced in the area, and is available and ready to eat _____
- 4 reduce the number or amount of something _____
- 5 food which has some sort of chemical treatment to improve its taste or appearance _____
- 6 containing many of the substances needed to stay healthy _____
- 7 to eat only a particular type of food _____
- 8 food that has been grown without using any artificial chemicals _____
- 9 make you want to eat less at the next meal _____
- 10 a combination of the correct types and amounts of food _____
- 11 a combination of food that is unhealthy or does not have the necessary substances for health _____
- 12 food that is unhealthy, but is quick and easy to eat _____

NUTRITION

2 Match the phrases in bold to their meanings.

- | | |
|--------------------------------|--|
| 1 a source of vitamins | a extra |
| 2 added fibre | b containing a lot of something good or useful |
| 3 dairy products | c containing a lot of something (good or bad) |
| 4 high in carbohydrates | d made from milk |
| 5 low in fat | e complete |
| 6 sugar- free | f containing little of something |
| 7 rich in protein | g without any |
| 8 whole milk | h where something comes from |



DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

