

Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT 					
UNIT 1 Into the unknown  page 7	Present perfect simple and continuous  <i>have something done, get someone to do something</i>	Travel and exploration World issues	 Reading and Use of English Part 5  Speaking Part 1 Reading: Think outside the box: Let's fix the Earth before we explore space  Reading and Use of English Part 2 Writing: A for-and-against essay  Listening Part 1	diphthongs: /aɪ/ and /ɔɪ/	
UNIT 2 Guess what happened!  page 17	Narrative tenses  Determiners	Fact and fiction Describing feelings and situations	 Reading and Use of English Part 7 Reading: Think outside the box: Whisper it: gossiping is good!   Speaking Part 3 Writing: A story  Listening Part 2	unstressed syllables with /ə/	
UNIT 3 Celebrating the best  page 27	<i>used to, would, be used to, get used to</i>  Sense verbs	Celebrations Music festivals	 Reading and Use of English Part 6 Reading: Think outside the box: Are music festivals worth it?  Speaking Part 2  Writing Part 2  Listening: Family celebrations	phrasal verbs: stressed word	
UNIT 4 Entertainment  page 37	Future tenses  Future in the past	Performing arts Entertainment	 Reading and Use of English Part 1 Reading: Think outside the box: I've finished with fast entertainment!  Writing Part 2  Listening Part 3  Speaking Part 4	weak forms of <i>was</i> and <i>were</i>	
UNIT 5 Nobody's perfect!  page 47	 Conditionals Quantifiers Gerunds and infinitives with a change in meaning	Personality adjectives Self-improvement	 Reading and Use of English Part 3 Reading: A story Listening: Think outside the box: Live your best life   Speaking Part 4  Reading and Use of English Part 4  Writing Part 1  Listening Part 4	sentence stress: quantifiers	

DIGITAL REVIEW 1

UNIT 6 In the public eye  page 57	 Reported speech: questions and requests Expressing preferences	Celebrity Adverb and adjective collocations	 Reading and Use of English Part 5 Reading: Think outside the box: Mysterious big names   Speaking Part 2  Writing Part 2  Listening Part 1	vowel sounds: /ɔ/ /ɒ/ /əʊ/	
UNIT 7 Decisions, decisions ...  page 67	Modal verbs of deduction (present and future)  Modal verbs of deduction (past)	Decision-making and thought processes <i>-ed/-ing</i> adjectives for emotions	 Reading and Use of English Part 6 Reading: Think outside the box: Embrace your negative emotions Writing: A blog post  Listening Part 2	stress with past modal verbs	
UNIT 8 Good citizens  page 77	The passive  Modal verbs in the passive	Good citizenship Phrases with <i>break</i>	 Reading and Use of English Part 3 Reading: Think outside the box: Breaking the rules  Reading and Use of English Part 4  Writing Part 2  Listening Part 4	word stress in word families	
UNIT 9 A job for life?  page 87	 Relative clauses Modals of obligation, necessity and advice in the past	Describing work and jobs Work	 Reading and Use of English Part 7 Reading: Think outside the box: Annie's eye on a changing world  Writing Part 2  Listening Part 3  Speaking Part 3	connected speech: linking and intrusion	
UNIT 10 Personal maintenance  page 97	Mixed conditionals / Conjunctions  Giving advice Adverbial clauses	Mind and body Emotions	 Reading and Use of English Part 1 Reading A blog  Reading and Use of English Part 2 Listening: Think outside the box: Why I'm not overjoyed with happiness  Writing Part 1  Listening: A podcast   Speaking Part 1	intonation in responses	

DIGITAL REVIEW 2

Grammar reference and practice page 114

Pair work page 124

Irregular verbs page 128

	Oracy	Challenge	Life competencies	STEAM
	Speaking clearly Showing interest	Some parts of the planet are still unexplored. However, we always impact the places we explore.	Critical thinking: evaluating arguments as a whole on global issues Learning to learn: planning for learning	Technology, Engineering, Biology What can we learn by exploring the oceans?
	 Reasoning Giving reasons and examples to support opinions Listening actively by referring to what others have said Responding confidently by emphasising when an opinion is your own		Critical thinking: drawing appropriate conclusions Creative thinking: finding connections	
	Showing interest Giving reasons	Festivals are more than fun events; they help to build and unite communities.	Critical thinking: recognising patterns and relationships Creative thinking: imagining alternatives and possibilities Learning to learn: using effective systems for finding, keeping and retrieving information	
	 Performing a comedy sketch Projecting your voice Using humour Organising the structure of a short comedy sketch		Communication: using language appropriate for the situation Learning to learn: keeping track of progress	
	Talking in complex sentences Respecting and responding appropriately Respecting cultural differences	Personal growth never has to stop. How can we improve ourselves?	Digital literacy: comparing points from different sources Emotional development: supporting others Learning to learn: setting goals and planning for learning	
Arts, Technology				
	 Participating in an interview Speaking clearly and confidently Listening actively and responding confidently and respectfully Using appropriate gestures and body language		Critical thinking: identifying and classifying information Creative thinking: imagining alternatives and possibilities	Biology, Technology How does science help people hear?
	Listening and responding respectfully to other people's ideas Asking probing questions Expressing points of view and giving reasons	We constantly make bad decisions even though we know better. Why do we repeat this tendency?	Critical thinking: evaluating options and recommendations to come to a decision Emotional development: monitoring and reflecting on own emotions Learning to learn: evaluating learning and progress	Technology, Maths How can the internet be dangerous?
	 Having a debate Confidently expressing opinions with supporting evidence and reasons Speaking confidently and projecting your voice Using vocabulary effectively to persuade		Creative thinking: considering multiple perspectives Learning to learn: managing attitudes and emotions	
	Using a range of rhetorical techniques Maintaining the focus of a talk	The world of work is changing fast and we need to prepare ourselves for it.	Creative thinking: generating multiple ideas Creative thinking: gathering information from reputable digital sources to understand different perspectives on an issue Learning to learn: evaluating learning and progress	
	 Participating actively in a role play Responding respectfully to one another Using the correct level of formal or informal language Making positive comments on the ideas of others		Critical thinking: drawing appropriate conclusions	
Biology, Maths, Technology				
Digital classroom: Practice Extra				

UNIT 5 NOBODY'S PERFECT!

LEARNING AIMS

- **Skills:** read and discuss texts about brave teenagers and the idea of living your best life
- **Grammar:** learn and practise the first, second and third conditionals, quantifiers and verbs that take both gerunds and infinitives with a change in meaning
- **Vocabulary:** learn and practise words and collocations for personality and self-improvement
- **Creative thinking:** generating ideas
- **Critical thinking:** comparing points from different sources
- **Exam practice:** Reading and Use of English Part 3, Speaking Part 4, Reading and Use of English Part 4, Writing Part 1, Listening Part 4

THE CHALLENGE

Personal growth never has to stop. How can we improve ourselves?

You will:

- **Stage 1 Think:** choose one area of personal growth to focus on.
- **Stage 2 Prepare:** research ways in which we can work on that area of personal growth.
- **Stage 3 Develop:** develop a presentation of your findings.
- **Stage 4 Present:** present your findings to your classmates.



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

- 1 What can you see? Where do you think they are?
- 2 Do you think the person will post their photo online?
- 3 If they post it, what description do you think they will add?



2 Watch the video. Tell a partner your answer to the question at the end.



CHALLENGE

1

2

3

4

Think

Discuss the questions with a partner.

- 1 How can a person develop their skills and knowledge?
- 2 How can a person develop their personality?
- 3 How can a person develop in terms of gaining experience?
- 4 How can we help others to develop throughout life?



Documentary



Grammar



Speaking

VOCABULARY

PERSONALITY ADJECTIVES



1 Tell your partner about a friend or family member. Use questions 1–3 to help you.

- 1 Who are they? How long have you known them?
- 2 How would you describe their appearance?
- 3 How would you describe their personality?

2 **5.1** Go to the digital activity and choose the correct prefixes to complete the negative adjectives. Listen, check and repeat. Then discuss the questions about the people you talked about in Exercise 1.

dishonest disorganised immature
 impatient impolite indecisive
 insecure unadventurous
 unconventional unreliable

► Vocabulary reference page 56

EXAM TIP

The words you need will be nouns, adjectives, verbs or adverbs. Decide from the context which part of speech you need and if you need a singular or plural noun, or a verb, an adjective or an adverb with a negative prefix.

3 Work in pairs. Look at gaps 1 and 2 in the text in Exercise 4. Follow the advice in the exam tip to work out what kind of word you need.

EXAM TASK

READING AND USE OF ENGLISH PART 3

4 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

SELF-IMPROVEMENT –

but not without help

We all lead ⁰ imperfect lives.
 Most of us at some point in our lives
 feel ¹ _____ with the way
 things are going for us and decide
 we want to change. There are many
² _____ we can make,
 from getting fitter to becoming more
 organised. It might seem easier to do
 this if you're ³ _____ and
 can work on the changes yourself.

However, it's never a bad idea to
 listen to other people's advice. In
 fact, if a friend or family member
 wants to help you, then refusing
 their advice might come across as
⁴ _____.

Having said that, we shouldn't
 pay too much attention to online
⁵ _____. It's true that many
 of them ⁶ _____ in physical
 training or emotional well-being.

However, their suggestions are usually
 very general and therefore likely to be
⁷ _____. Of course, when it
 comes to self-improvement, it's easy
 to feel ⁸ _____ at times.

When this happens, focus on the
 small achievements you've made so
 far. You'll get there one day!

PERFECT

SATISFY

IMPROVE

DEPEND

SENSE

INFLUENCE
SPECIAL

HELP

MOTIVATE

READING

A STORY

1 In pairs, discuss the questions in bold at the beginning of stories 1 and 2. Are you and your partner's answers similar?

2 Work in pairs. Read one story each. Then summarise the story to your partner. Who do you think was braver, Conner or Diana?

Stories of teenage bravery

Updated today at 14:43

1: Shark attack then piggyback



If your friend was being attacked by a shark, would you try to save them? Conner Shirley from Western Australia did just that. He and his best friend Luke Pascoe were spearfishing when the attack happened. Pascoe had caught a fish in deep water and was heading back to the surface when the blood from the fish caught the attention of a 5-metre-long great white shark. Within seconds, the shark had taken a bite out of the 17-year-old's leg, causing serious bleeding. Conner, who had spotted the shark moments before and had screamed to warn Luke, saw his friend panicking in the water.

Despite the risk to himself, Conner helped Luke swim 50 metres to the shore. There he tied the leg rope of his surfboard around his friend's leg to stop the bleeding, before carrying him on his back over sharp rocks for two kilometres in order to get to his car and drive him to hospital. If Luke had been alone, or if Conner hadn't been so quick-thinking, the 17-year-old would have bled to death. Later, while he was recovering in hospital, Luke told journalists that if it hadn't been for his friend, 'I would not be here right now.'

2: A risky way to be a good neighbour



If your neighbour told you her kitchen was on fire and that she needed your help, how would you react? When this happened to Diana Cameron, an 18-year-old from Warrington in England, luckily she knew just what to do. The neighbour had left a pan on the cooker, which started a fire in the kitchen. Diana, along with two friends, went to the first-floor flat to stop the fire. Diana used a wet cloth to put the fire out, then opened all the windows and called the fire brigade. The friends also warned everyone on the first floor of the danger and made sure they left the building.

Fortunately, nobody was hurt. Even though Diana had taken a very big risk entering the flat, the firefighters praised her, saying that if she hadn't acted so quickly and calmly, her neighbour might have died. The woman did have a smoke alarm in her flat, but she hadn't replaced the battery, so it wasn't working. If it had been working, she would have known there was a fire much sooner. Diana herself was modest about the rescue. 'I would think anyone would do it for their neighbour,' she said.

3 Now read the other story. Do these statements refer to Story 1, Story 2 or both?

- 1 More than one person was in danger. _____
- 2 A person suffered a physical injury. _____
- 3 The death of a person was a possibility. _____
- 4 The hero didn't panic during the danger. _____

ORACY

Talking in complex sentences

Connecting sentences with *which is why* and *given that* can help you convey more complex ideas.

- *Accidents can happen at any time, which is why everybody should know basic first aid.*
- *Given that accidents can happen at any time, everybody should know basic first aid.*

4 Discuss the statements with a partner. Do you agree or disagree? Use the complex structures in the oracy tip.

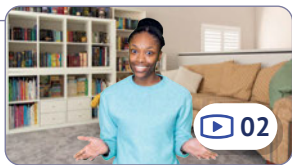
- 1 Some people are naturally braver than others.
- 2 There are no brave people, only brave actions.
- 3 Anyone would act bravely to save a friend or family.

5 Digital Literacy Research another story of a young person being brave from two or more different websites. Compare the information. What is similar/different? Which site is the most accurate?

GRAMMAR

CONDITIONALS

- 1 Watch the grammar vlog. What lesson did Ivy learn?



- 2 Read the examples from the grammar vlog and complete the rules with the words in the box.

If you were here now, you'd love it.

If I'd gone with you, my parents would've been angry.

If I get another opportunity like that, I'll jump at it.

future past likely

We use the:

- 1 first conditional for _____ events in the future.
- 2 second conditional for imaginary situations in the present or _____.
- 3 third conditional for imaginary results of _____ situations that never happened.

► Grammar reference and practice page 118

- 3  Go to the digital activities.

- 4 Complete the text with the correct form of the verbs in brackets.



HOW AN APP HELPS ME

relax

I've always been anxious. I'm the sort of person who worries that if I ¹ _____ (make) the wrong decision, I ² _____ (regret) it forever, and I'm always going over the past, thinking, if I ³ _____ (not do) that, this ⁴ _____ (not happen). People always say things to me like, 'If you ⁵ _____ (not worry) so much, you ⁶ _____ (be) a lot happier.' It's true! Well, a few months ago, a friend recommended a 'mindfulness' app. I was unsure about it at first, but she said, 'You ⁷ _____ (not know) if you ⁸ _____ (not try) it!' So I did. One thing it does is show you a picture of beautiful scenery and get you to count to ten, which helps you relax. There are many other features, which I ⁹ _____ (use) if you ¹⁰ _____ (not have) to pay. I still find it difficult to make decisions, but I feel less anxious. If my friend ¹¹ _____ (not recommend) it, I ¹² _____ (not know) it existed.

GRAMMAR

QUANTIFIERS

- 5 Read the text and complete the rules with the words in the box.

I've recently started weight-training at the gym to get fitter, not to look better. Some of the people there are so muscular that they look really unnatural. Anyway, lots of the weights are still too heavy for me to lift, and I'm not confident enough yet to use some of the big machines, but I'm enjoying getting stronger. Besides, you shouldn't do these things too quickly. It can be dangerous. If I had enough money to buy my own gym equipment, I would, although I live in such a small flat that there wouldn't be anywhere to put it!

before so and such more adjectives
after too and enough nouns

- 1 We use *so* with ¹ _____ and adverbs and use *such* + adjective with ² _____.
- 2 We use *too* with adjectives and adverbs to say something is ³ _____ than necessary.
- 3 We use *enough* ⁴ _____ nouns and ⁵ _____ adjectives to say something is sufficient.
- 4 We can use ⁶ _____ with a *that* clause.
- 5 We can use ⁷ _____ + adjective with an infinitive.

► Grammar reference and practice page 118

- 6 Complete the gaps with the correct word. Then complete the sentences so that they are true for you.

- 1 I never have _____ time to ...
- 2 When I go to bed _____ late, the next day I feel ...
- 3 I think it's _____ a shame so many people ...
- 4 I find ... _____ interesting.
- 5 I can't wait to be old _____ to ...
- 6 Once, I was _____ tired that ...
- 7 I think ... is _____ a good TV show.

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

HOW IS UNIT 5 SO FAR?



LISTENING

MEDIATION
WORKSHEET

A PODCAST

- 1 Discuss with a partner. What do you think the phrase 'live your best life' means?
- 2 5.3 Listen to the podcast. Does the speaker think you should live your best life?
- 3 Listen again. Does the speaker think these things? Write Y (yes), N (no) or NM (not mentioned) if there isn't enough information to know.
 - 1 Nobody ever has the chance to lead the best life possible. ____
 - 2 All teenagers have problems with anxiety. ____
 - 3 Pictures online can be deliberately unrealistic. ____
 - 4 We should never think about our own happiness. ____
 - 5 Self-improvement is good in certain situations. ____
 - 6 We need to change how we think about ourselves. ____

VOCABULARY

SELF-IMPROVEMENT

- 1 5.4 Go to the digital activity. Complete the sentences with the phrases below. Listen, check and repeat. Then, in pairs, discuss the questions.

accomplish a goal break a bad habit
 change your behaviour
 create unrealistic expectations
 deal with stress learn from experience
 overcome a weakness
 work on self-improvement

► Vocabulary reference page 56

- 2 In pairs, discuss the questions.
 - 1 Have you ever tried to break a bad habit? What was it? Did you succeed?
 - 2 How do you deal with stress? What advice would you give others?
 - 3 Do you think we learn more from experience or from books? Why?
 - 4 Are you always able to achieve a goal when you set one?
 - 5 Have you ever overcome a weakness? What was it and how did you do it?
- 3 Emotional Development Look at page 125. In groups, imagine you're going to post one of the photos on social media. Brainstorm ideas and come up with a sentence to post with it that encourages young people to feel better about themselves.

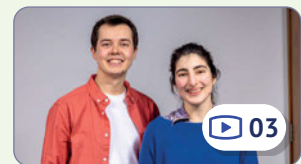
SPEAKING

EXAM TASK SPEAKING PART 4

EXAM TIP

If you only give basic answers to the questions in Part 4, the interlocutor might encourage you to say more. However, you can remember to expand your answers without being prompted by keeping the words *How?*, *When?*, *Where?* and *Why?* in your head as you answer.

- 1 Watch the video. What question does the interlocutor ask to encourage the candidate to say more?



- 2 Practise Part 4 in groups of three. Take turns to be the interlocutor and the two candidates, using the questions from the video in Exercise 1.

Do you think e-books are popular with young people?

Why do you think some people don't like reading books?

How important do you think it is for people to read regularly?

CHALLENGE

1

2

3

4

Prepare



- 1 Form groups of three or four people.
- 2 Each member of the group researches a different area of personal growth (skills, knowledge, experience, personality) or lifestyle. Use these questions to guide you:
 - What are the benefits of personal growth in that area?
 - What ideas, methods or training can a person use?
 - What suggestions or advice do other people give?

GRAMMAR

GERUNDS AND INFINITIVES WITH A CHANGE IN MEANING

- 5.5 Listen to the conversation. What does Tom learn about Mia?
- Match examples 1–4 in the grammar box to their meanings a–d.

Some verbs can be followed by both *-ing* and the infinitive but with a change in meaning.

- I **remember seeing** it on TV.
 - Remember to turn off** the TV.
 - I can't **stop to chat**.
 - I **couldn't stop shaking**.
- stop an activity completely
 - do something you have to do
 - have the memory of something you did
 - interrupt one activity to do another

► Grammar reference and practice page 118

- Go to the digital activities.

- Complete the questions with the correct form of the verbs in brackets.

- Do you _____ (remember/meet) your best friend? When and where was it?
- Have you ever _____ (try/cook) a meal and failed?
- Do you have any friends or family who never _____ (stop/talk)?
- Has a friend or family member ever _____ (forget/wish) you 'happy birthday'?
- After you leave school, what would you like to _____ (go on/do)?



ORACY

Respecting and responding appropriately

It's important to respond appropriately when talking. Try to work out if people are feeling happy or sad. Use expressions to help them feel better when you respond to what they're saying.

- In pairs, discuss the questions in Exercise 4. Use the oracy tip to respond appropriately.

EXAM TASK

READING AND USE OF ENGLISH PART 4

EXAM TIP

Remember you must use between two and five words. Contractions count as two words.

- 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.

- I'll never stop thinking it was wrong of me to say such a thing. **REGRET**
I _____ such a thing.
- You must call your uncle tomorrow. **FORGET**
Please _____ your uncle tomorrow.
- Jane failed the test because she didn't study. **STUDIED**
If Jane _____ passed the test.
- James didn't ask me to help him, so I didn't. **HELPED**
I _____ he had asked me to.
- I ran my last marathon three years ago. **GAVE**
I _____ three years ago.
- After she graduated, Sally became a therapist. **ON**
After she graduated, Sally _____ a therapist.

CHALLENGE

Develop

- In your group, share what you have learned about personal growth.
- Decide which aspects you want to present.
- Decide the best way to present them, e.g. slide presentation, poster, podcast.
- Create a first draft.

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

WRITING

AN ESSAY

1 In pairs, discuss these questions: What hobbies do you have at the moment? Are there any new hobbies you'd like to take up? Do you prefer doing hobbies alone or with others? Why?

2 Discuss the essay statement with your partner. Do you agree or disagree with the statement?

Some people say we develop ourselves more through individual hobbies than hobbies we do with others. Do you agree?

Notes

Write about:

1. sports and exercise
2. music
3. (your own idea)

Write **140–190** words.

EXAM TIP

The two ideas given help you focus on the essay question and structure the essay. However, you must think of a third idea of your own. Practise brainstorming ideas to help you do this.

3 Work in pairs. Brainstorm possibilities for the third idea.

4 Read a student's essay. Do they mention any ideas you discussed in Exercises 2 and 3?

Hobbies are great for developing ourselves and increasing our skills and knowledge, but do we grow more by doing them alone or with others? There are various reasons why individual hobbies are better for our personal growth. For example, if we do exercise alone, we can progress at our own speed without the pressure of keeping up with others, ¹ playing an instrument by ourselves, like the piano or guitar, lets us express our own creativity. Another great hobby for our creative development is photography. With mobile phones, this is something anyone can try. ², an important part of self-growth is learning to work well with others. Team sports are ideal for this as they require a lot of collaboration. Playing in a band or singing in a choir are similar. ³, doing hobbies with others is a good way to make new friends, and friendship itself is important for our emotional development. ⁴, each type of hobby helps us grow in a different way. Therefore, a mixture of individual ones and ones done in company is best for personal growth.

5 Add these linkers to gaps 1–4 in the essay.

in summary what's more
while however

6 These two paragraph plans can both be used for the essay. Which one has the writer used?

Paragraph plan 1

- Introduction: what the essay is about in your own words
- Body of essay: one paragraph for each of the three ideas
- Conclusion: your opinion based on the ideas you've discussed

Paragraph plan 2

- Introduction: what the essay is about in your own words
- Body of essay: one paragraph for each side of the argument
- Conclusion: your opinion based on the ideas you've discussed

7 Look at the exam task below. Follow steps 1–5 to plan and write your essay.

Plan

- 1 Decide what your third idea is going to be.
- 2 Make notes about what you want to say.
- 3 Decide which paragraph plan you want to use.

Write

- 4 Write your essay. Write 140–190 words. Make sure you include linkers.

Check

- 5 Check your grammar, spelling and punctuation.

EXAM TASK WRITING PART 1

Some people say that it's more important for teenagers to spend time with friends than with family. Do you agree?

Notes

Write about:

- 1 personal growth
- 2 emotional support
- 3 (your own idea)

Write **140–190** words.

8 Read your essay again and revise your work. Use the steps in Exercise 7 to help you.

9 Now work in pairs. Read each other's essays and give feedback. Use the steps in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your essay.

LISTENING

AN INTERVIEW



1 In pairs, discuss the questions.

- Have you ever done a homestay, i.e. stayed with a family you don't know while doing an exchange in a different country? If so, how was it? If not, would you like to?
- Would you like to be the host for a student from overseas? Why? / Why not?

EXAM TIP

Before you listen, you have time to read the questions and the options. It's important to pay attention to the questions as well as the options. You might choose the wrong options if you don't read the questions fully.

2 Look at the extract from the script and the question stem. How would you complete the question stem?

- Amy decided to join the homestay programme because ...

Interviewer: What made you sign up to the homestay programme in the first place?

Amy: Good question. I guess I just saw a chance to grow as an individual. I've always been the kind of person who looks for new experiences. Even at home in my little fishing village, I'm always taking part in local projects to learn new skills. I hate being bored! And I'd always wanted to spend time overseas, which is one of the reasons I started learning Spanish, although I've always been just as curious about Latin America as I am about Spain.

EXAM TASK LISTENING PART 4

3 **5.6** You will hear an interview with an English girl called Amy Fields, who has recently returned from a homestay in Valencia, Spain. For questions 1–7, choose the best answer (A, B or C).

- Amy decided to join the homestay programme because
 - she was bored in the village where she lived.
 - she wanted to explore Spanish culture.
 - she saw an opportunity for self-improvement.
- What made Amy choose Valencia for her homestay?
 - Her mother recommended it.
 - She wanted to be by the sea.
 - It was always her first choice.
- During the first week of the homestay, Amy
 - rarely left her bedroom.
 - made an important decision.
 - couldn't tolerate the heat.
- What does Amy say about her homestay sister?
 - Her English was not as good as Amy's Spanish.
 - She didn't want to introduce Amy to her friends.
 - They had more in common than she expected.
- Amy became more confident by
 - making friends with people of different ages.
 - speaking Spanish more correctly.
 - visiting places without her homestay family.
- What does Amy say when asked about keeping in touch with her homestay family?
 - She thinks of them as part of her own family.
 - She had little connection with them.
 - They're going to visit her in England soon.
- For a successful homestay experience, Amy recommends
 - asking about house rules early on.
 - giving your hosts a present.
 - always being clean and tidy.

ORACY

Respecting cultural differences

Cultural differences can impact your own and other people's communication. Remember to be respectful of diverse perspectives of your speakers.

4 Work in pairs. Go to page 125 and complete the task.

CHALLENGE

1 2 3 4

Present

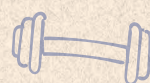
- Check the first draft of your presentation for language, clarity and meaning.
- Think about how you can improve your presentation and create a second draft.
- Make sure each member of the group has a role and knows what to do.
- Present your research.

WRAP UP



Look back at the unit. Write down:

- ① some adjectives to describe personality
- ② some collocations to talk about self-improvement
- ③ what you learned from the challenge
- ④ examples of the first, second and third conditional
- ⑤ examples of gerunds and infinitives with verbs that change meaning
- ⑥ sentences with *so*, *such* and *(not) enough*
- ⑦ an inspirational sentence to help teenagers feel better about themselves



Sustainability

1 What do you understand by 'social sustainability'? Think about lifestyle, human rights, peace, diversity and inclusion. Work in pairs and write a definition.

2 Look back through the unit. How many examples of social sustainability can you find?

SELF-ASSESSMENT: UNIT 5

How confident do you feel about:

- using words for talking about personality and self-improvement
- using the first, second and third conditionals?
- using gerunds and infinitives with verbs that change meaning?
- using *so*, *such* and *(not) enough*?
- working out the necessary part of speech in Reading and Use of English Part 3?
- answering questions in Speaking Part 4
- writing the correct number of words in Reading and Use of English Part 4?
- using a paragraph plan in Writing Part 1 (an essay)?
- reading the questions fully in Listening Part 4?
- talking about self-improvement?



Learning to Learn Look back at the self-assessment and identify the areas where you feel less confident. Make a study plan to revise those areas over the next two weeks.

STRETCH! YOUR CHOICE

Now choose an extra activity!

Option 1:

Interview an older relative. What advice do they have about personal growth? Write up the interview for your classmates to read.

Option 2:

Imagine you're 25 years old. Write a letter to yourself now, giving yourself advice about how to accomplish your goals, including what to do and what to avoid doing.

Option 3:

Find out more about one of these techniques to reduce stress and anxiety, and try it out. Report back to your classmates on how it goes:

- mindfulness
- zentangle drawing
- listening to 'green noise' or 'brown noise'

VOCABULARY REFERENCE

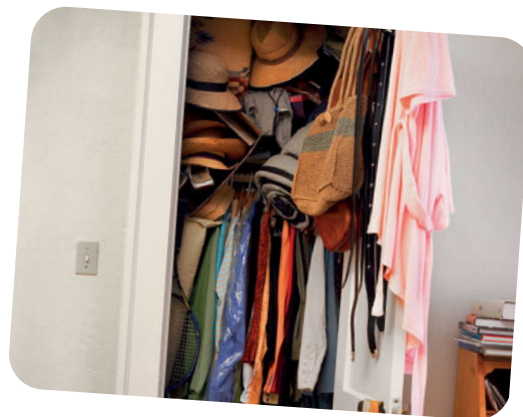
PERSONALITY ADJECTIVES

1 Choose the correct prefixes to complete the negative adjectives. Then in pairs, answer the questions.

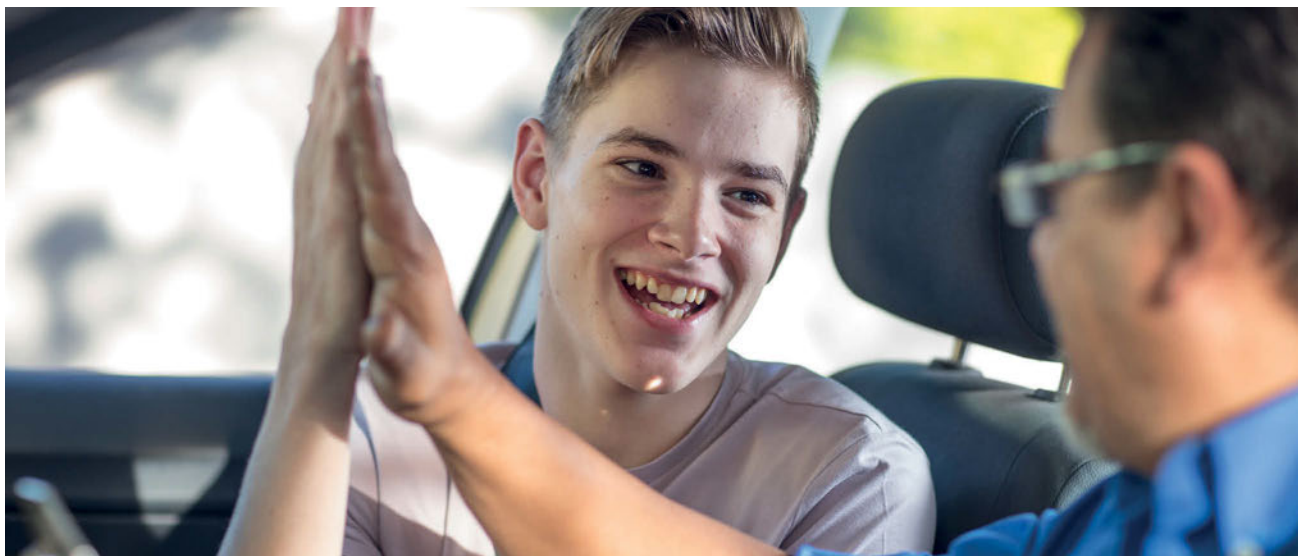
un- dis- in- im-

Think of a person you know. Does this person

- 1 always do what they promise to do, or are they _____ reliable?
- 2 make up their mind quickly and easily, or are they _____ decisive?
- 3 keep their things neat and tidy, or are they _____ organised?
- 4 always tell you the truth, or have they sometimes been _____ honest?
- 5 like to take life slowly, or do they tend to be _____ patient?
- 6 always say please and thank you, or are they sometimes _____ polite?
- 7 like to try new things, or are they completely _____ adventurous?
- 8 feel self-confident, or would you say they're _____ secure?
- 9 dress like everyone else, or is their style _____ conventional?
- 10 always act their age, or are they sometimes _____ mature?



SELF-IMPROVEMENT



2 Complete the sentences with the words and phrases below.

accomplish break change create
deal with learn overcome work on

- 1 Have you ever tried to _____ a bad habit? What was it? Did you succeed?
- 2 How do you _____ stress? What advice would you give others?
- 3 Do you think we _____ more from experience or from books? Why?
- 4 Are you always able to _____ a goal when you set one?
- 5 Have you ever _____ a weakness? What was it and how did you do it?
- 6 Does social media _____ unrealistic expectations of how our lives should be?
- 7 Do you think it's possible to _____ your behaviour? Why? / Why not?
- 8 What area of self-improvement would you like to _____?

DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 5

