

## 2

## Home sweet home


**READING** | 3-option multiple choice | A short message

- 1** In pairs or groups, answer the questions. Use the words in the box to help you.

apartment/flat (on the ground/first/second/ etc. floor) | block of flats | cottage  
terraced/semi-detached/detached house

- 1 What kind of place do you live in? What's your neighbourhood like?  
\_\_\_\_\_
- 2 What do you like and dislike most about where you live?  
\_\_\_\_\_

- 2** Look at the texts in Exercise 4 and match them to the text types. There are two text types you don't need.

Text 1 _____	a) an email
Text 2 _____	b) an invitation
Text 3 _____	c) a magazine advert
Text 4 _____	d) a note
Text 5 _____	e) a reminder
	f) a notice
	g) a text message

- 3** Read the texts in Exercise 4 quickly and answer these questions.

- 1 How did Natasha and Adriana hear about the rooms?
- 2 Do they decide to rent the rooms?

**EXAM SKILL**
**Understanding text type**

- If you understand what type of text you are reading (a notice, an advertisement, etc.), it helps you understand what the text says.
- Look at the design of the text to help you choose the correct type. Does it look like something on a noticeboard or something on a phone screen, etc.?

**OPTIMISE YOUR EXAM**
**3-option multiple choice**

- With multiple-choice questions, you often need to recognise different ways of saying the same thing.
- Read through the answers A–C first and underline the key words. Think of ways they could be written differently, then read through the texts to check.



1

### ACCOMMODATION AVAILABLE

Two furnished bedrooms in local family flat available. All meals and cleaning, but not laundry, included.

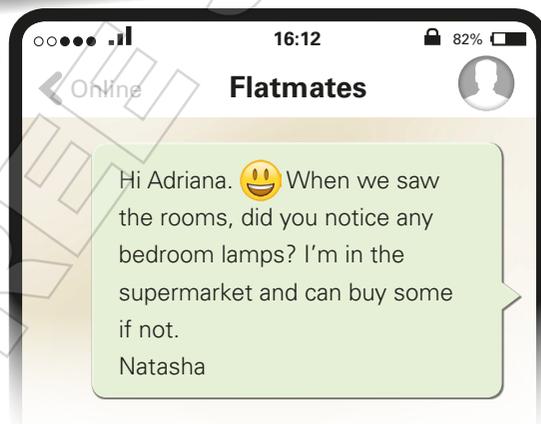
2

Natasha,  
I was walking past the noticeboard when I saw the perfect accommodation advert! When are you free to see the rooms?  
Adriana

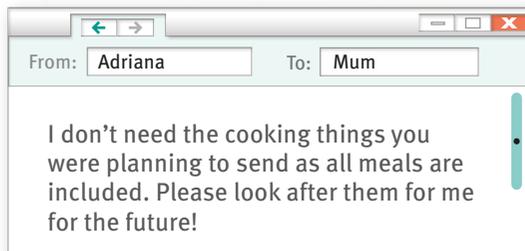
4 1.08 Read the texts. For each question, choose the correct answer.

- 1
  - A People who rent these rooms must wash their own clothes.
  - B People who rent these rooms have to cook their own food.
  - C People who rent these rooms have to buy their own furniture.
- 2
  - A Natasha must make an appointment to see the rooms.
  - B Natasha should tell Adriana when she can see the rooms.
  - C Natasha needs to go and read the advertisement for the rooms.
- 3
  - A Natasha wants to tell Adriana which bedroom lamps to buy for the rooms.
  - B Natasha wants to check if she needs to buy bedroom lamps for the rooms.
  - C Natasha wants to ask Adriana to see if there are any bedroom lamps in the rooms.
- 4
  - A Adriana wants her mum to send something to her.
  - B Adriana wants her mum to buy something for her.
  - C Adriana wants her mum to keep something for her.
- 5
  - A Guests have to bring food to the party.
  - B Guests should say if they are coming to the party.
  - C Guests can invite other friends too.

3



4



5 Follow the instructions and find the secret word.

Secret word: \_ \_ \_ \_ \_  
1 2 3 4 5 6 7 8

- 1 Find a word that means places to live or stay:  
\_\_\_\_\_
 

Take the fourth and fifth letters and write them above 3 and 4.
- 2 Find a word that means with all furniture provided:  
\_\_\_\_\_
 

Take the third and the eighth letters and write them above 1 and 8.
- 3 Find a word that means dirty clothes that need washing: \_\_\_\_\_
 

Take the second letter and write it above 6.
- 4 Find a word that means someone you live with in the same flat: \_\_\_\_\_
 

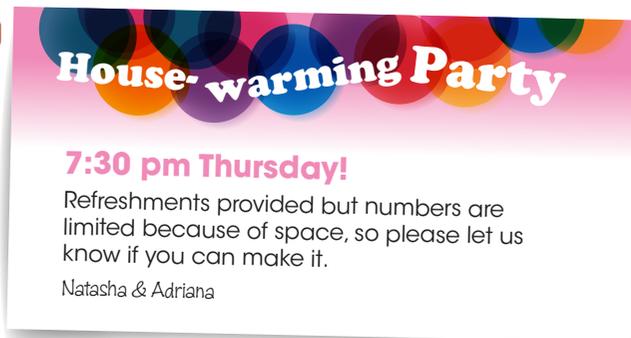
Take the seventh letter and write it above 7.
- 5 Find a word that means things to eat and drink: \_\_\_\_\_
 

Take the eighth letter and write it above 5.
- 6 Find a word that means a kind of party you have when you move into a new place to live: \_\_\_\_\_
 

Take the second letter and write it above 2.

What do you think the secret word means?

5



THINK | RESEARCH | CULTURE | LEARN | ME

What do you think makes some people easy to live with and some people difficult to live with?

## Grammar in context

Choose the correct words to complete this sentence. Then find the sentence in the note on page 15 to check your answer. Explain your choice.

I \_\_\_\_\_ past the noticeboard when I \_\_\_\_\_ the perfect accommodation advert!

- walked, saw
- was walking, was seeing
- walked, was seeing
- was walking, saw



## REMEMBER

- We use the past simple to talk about single actions, permanent situations, habits and facts in the past.
- We use the past continuous to talk about actions in progress and temporary and changing situations in the past.
- When an action in progress is interrupted by another action, we use the past continuous for the first and the past simple for the second: *I **was watching** TV when my friend **phoned** me.*
- In stories, we use the past continuous for background information: *The sun **was shining**. The birds **were singing**.* We use the past simple for the main events: *I **opened** the door and **left** the house.*

► See Grammar reference, Unit 2, page 149

## 1 Choose the correct word or phrase.

- We **moved** / **were moving** house last year and I really like our new neighbourhood.
- I looked through the window. It **rained** / **was raining** hard and I didn't have an umbrella!
- In the 19th century, most houses **didn't have** / **weren't having** bathrooms.
- My parents **invited** / **were inviting** all the neighbours to a house-warming party.
- While we were in London, we **visited** / **were visiting** Buckingham Palace.
- Dad **decorated** / **was decorating** when he accidentally kicked the paint can over.

## 2 Write sentences about what each person was doing when something else happened using the words and phrases given.



she / putting up a poster / the phone / ring

1 \_\_\_\_\_  
\_\_\_\_\_



they / play a video game / the lights / suddenly / go off

2 \_\_\_\_\_  
\_\_\_\_\_



he / do homework / the party upstairs / begin

3 \_\_\_\_\_  
\_\_\_\_\_



we / walk home / it / start to rain

4 \_\_\_\_\_  
\_\_\_\_\_

## 3 Complete the text using the verbs in brackets in the correct form.

## A SEE-THROUGH HOUSE!

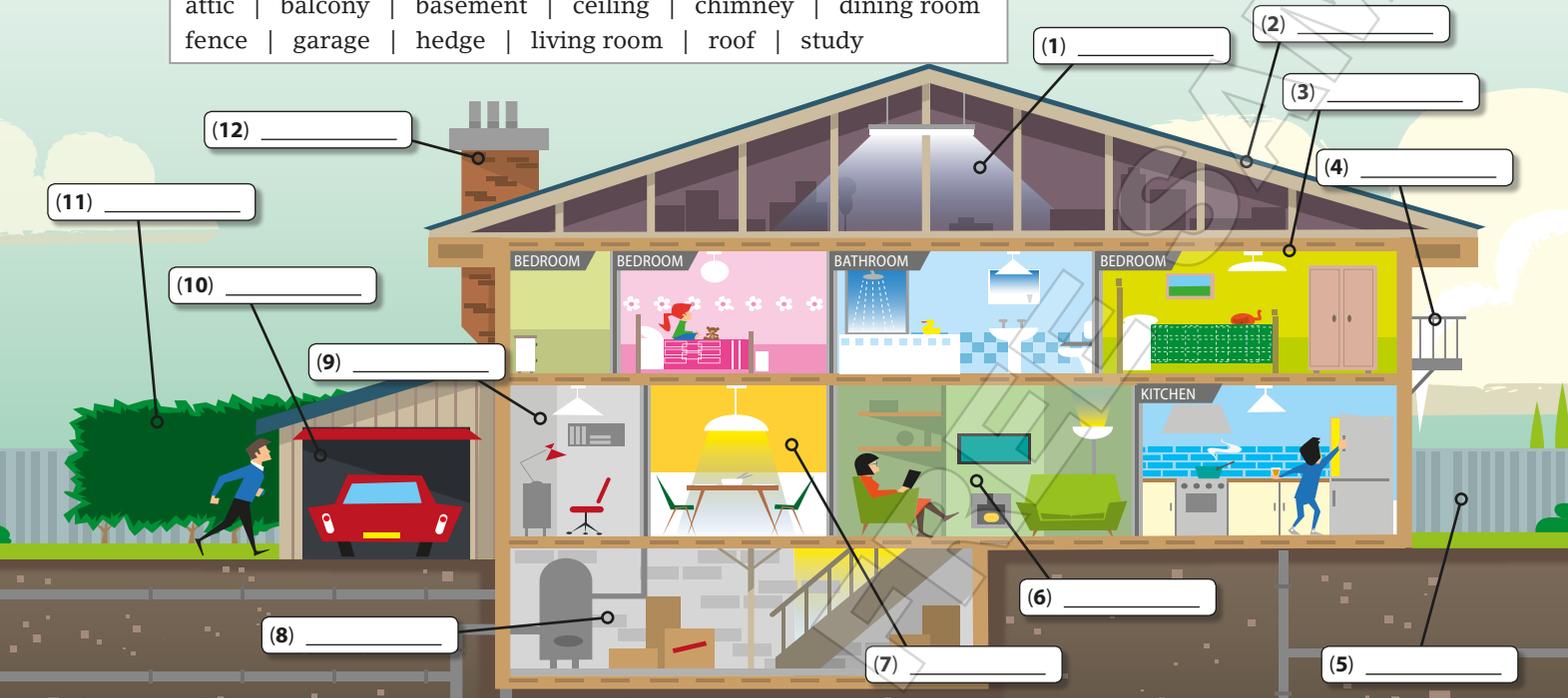
When one Japanese couple (1) \_\_\_\_\_ (**plan**) their new home, they (2) \_\_\_\_\_ (**have**) an incredible idea. Why not have glass walls and make a completely transparent building? It sounds crazy, but that's what Sou Fujimoto Architects (3) \_\_\_\_\_ (**build**) for them in Tokyo. The architects say that their inspiration (4) \_\_\_\_\_ (**come**) from trees. They (5) \_\_\_\_\_ (**create**) a building on many floors, connected by stairs, ladders and wooden steps. While they (6) \_\_\_\_\_ (**design**) the building, they soon (7) \_\_\_\_\_ (**realise**) that the people in the building would need some privacy, so there are thick white curtains that can be pulled across the glass walls. Most of the time, though, anyone walking by can see exactly what the people inside are doing. No doubt the neighbours (8) \_\_\_\_\_ (**find**) it a little strange at first, but everyone seems used to it now.



Words connected with *the house and home*

1 1.09 Complete the picture with the words and phrases in the box. Listen and check.

attic | balcony | basement | ceiling | chimney | dining room  
fence | garage | hedge | living room | roof | study



Phrasal verbs

2 1.10 Complete the sentences with the correct form of the phrasal verbs in the box. Listen and check.

do up | move in | move out  
pull down | put up | rent out  
settle in | tidy up

- I didn't like this house when we first \_\_\_\_\_, but now I love it!
- When we moved house, it took me a long time to make friends and \_\_\_\_\_.
- I \_\_\_\_\_ my bedroom when I found some old comics I didn't know I had!
- Come and stay for a few days! We can \_\_\_\_\_ you \_\_\_\_\_ in the spare room.
- You could \_\_\_\_\_ your flat \_\_\_\_\_ while you're on holiday and make some money.
- Jake couldn't afford the rent so he had to \_\_\_\_\_.
- I can't believe they're going to \_\_\_\_\_ the house I was born in! It'll be gone forever!
- My parents bought an old house so they can \_\_\_\_\_ it \_\_\_\_\_ and make it attractive again.

3 Write the correct form of a phrasal verb from Exercise 2 in each gap to complete the diary entry.

5TH OCTOBER

So, we're in our new house! It's fantastic! I was really sad to (1) \_\_\_\_\_ of the old house, of course, but I really like where we are now. We (2) \_\_\_\_\_ here two days ago and we met the neighbours yesterday. I feel at home already and I (3) \_\_\_\_\_ very quickly. We still have to unpack and then (4) \_\_\_\_\_ the mess, but I love it here!

Word patterns

4 1.11 Choose the correct word or phrase. Use the words in italics to help you. Listen and check.

- It's worth **visiting** / **to visit** a new neighbourhood before you buy a house there.
- I'm not *keen for* / **on** living on the 20th floor of a block of flats!
- I think that your happiness *depends from* / **on** where you live.
- I *told* you **tidying** / **to tidy** your room up and it's still a mess!
- We had to *stop* the neighbours **from** / **with** playing loud music!
- When we moved house, my parents *made* me **have** / **to have** the smallest bedroom!

SAY IT RIGHT

Resource centre: Unit 2  
Stress in compound nouns

- 1 Match the homes to the countries in the box. Say why you think houses in these countries might be like this.

Mongolia | the Philippines | Tunisia



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

### EXAM SKILL

#### Predicting

- Predicting means asking yourself before you listen what you might hear.
- With multiple-choice questions, you should read the questions and options before you listen, and ask yourself what you might hear for each option to be correct.

- 2 You are going to listen to an interview with an expert on houses around the world. Read the questions in Exercise 4 and decide if these predictions are T (True) or F (False).

- 1 The interviewer is going to tell us the expert's name is Leyla. T / F
- 2 The expert is going to talk about the time she stayed in a yurt. T / F
- 3 The interview will mention stilt houses before houses in Tunisia. T / F
- 4 She is going to talk about weather or safety in Tunisia. T / F
- 5 The interviewer is going to ask her what her future plans are. T / F

- 3  1.12 Listen to the interview and check your answers.

### OPTIMISE YOUR EXAM

#### 3-option multiple choice (interview)

- Remember that the questions are in the same order as the answers that you will hear.
- If you miss an answer, don't get stuck on that question. Move quickly onto the next one, or you'll miss the answer to that one too. You'll hear the listening task again, so don't worry if you miss an answer the first time.

- 4  1.12 Listen to the interview again and choose the correct answers.

- 1 Why did Leyla first become interested in houses?
  - A She moved to another country.
  - B She trained as an architect.
  - C She saw a programme on TV.
- 2 How did she feel when she stayed in a yurt?
  - A surprisingly comfortable
  - B a little afraid
  - C excited
- 3 People sometimes build houses underground in Tunisia to keep
  - A safe at night.
  - B cool during the day.
  - C warm during the winter.
- 4 Stilt houses are popular in areas where there is
  - A a problem with animals.
  - B a lack of space.
  - C heavy rain.
- 5 In the future, Leyla would like to
  - A visit houses in more countries.
  - B build her own unusual home.
  - C study other types of buildings.

**Grammar in context**

Read these sentences from the audio in the listening lesson on page 18 and then decide if the sentences are T (True) or F (False).

*I used to want to be an architect.*

- 1 This refers to a feeling in the past. T / F
- 2 She still wants to be an architect. T / F

*I would often watch programmes about unusual buildings on television.*

- 3 This refers to a habit in the past. T / F
- 4 She still often watches programmes like that. T / F



**REMEMBER**

- We can use *used to* and *would* to talk about past habits: *When I was young, I used to / would tidy my room up every day.*
- We can use *used to* (but not *would*) to talk about past states: *I used to like living here, but now I don't.*
- For negative statements with *used to*, we can use *never used to* or *didn't use to*: *There never used to / didn't use to be so many houses around here.*
- For questions with *used to*, we use *did ... use to ...?*: *Did they use to live next door to you?*

▶ See Grammar reference, Unit 2, page 149

**1 Choose the correct word or phrase to complete each sentence. In some sentences, both answers are correct.**

- 1 I remember that my father **would / used to** read to me every night.
- 2 Gemma **would often / often used to** cycle to school from her flat before she moved.
- 3 Where **would you / did you** use to live before you moved here?
- 4 I **would / used to** love playing in the park near our house.
- 5 There **wouldn't / didn't use to** be so many flats in this area when I was very young.
- 6 How **would you / did you** use to get to school when you were little?

**2 Complete these sentences for yourself. Then compare with a partner and expand your answers. Use your imagination if necessary.**

When I was younger ...

- 1 my family and I used to \_\_\_\_\_
- 2 my grandparents would \_\_\_\_\_
- 3 I never used to \_\_\_\_\_ but I do now!
- 4 I used to \_\_\_\_\_ but now I don't!

**3 Write the correct form of *would* or *used to* in each gap to complete the text. If there is more than one correct answer, write both answers.**

## Alice's Wonderland: My blog

Home
About me
Links

Posted at 8:34 pm by Alice

I was chatting to Mum earlier about when she was a teenager. She (1) \_\_\_\_\_ share a bedroom with her sister and it sounds very different from my own room. They (2) \_\_\_\_\_ have so much technology. They (3) \_\_\_\_\_ listen to music in their room, but they (4) \_\_\_\_\_ have a computer or TV. And they definitely (5) \_\_\_\_\_ have a computer in their room! (6) \_\_\_\_\_ get bored? Mum says 'no'. She (7) \_\_\_\_\_ invite her friends round, and they (8) \_\_\_\_\_ chat and have fun. That's just the same today!

+ Follow

🔍 Search

💬 Comment

📁 Archive

1980s

Today

😊 323 likes
💬 45 comments
🔗 19 shares

THINK | RESEARCH
CULTURE
LEARN | ME

What did houses and flats use to be like in your country? How were they different from houses and flats today?

## Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.
- 1 What is happening in the kitchen at the beginning of the video?
  - 2 How old was Angus when he used to bake with his dad?
  - 3 Describe the kitchen at the beginning, middle and end of the video.
- 2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

on the left | on the right | at the top |  
 at the bottom | in the foreground |  
 in the background | to the left/right of the ... |  
 above/below the ... | near the ... |  
 behind/in front of the ...

- 3 In pairs or as a group, answer the questions.



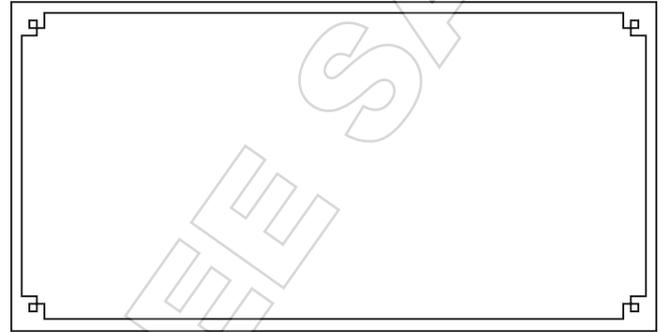
- 1 Describe what you can see in the photo.
- 2 What do you like or dislike about this bedroom?

## EXAM SKILL

## Saying where things are

- We often need to talk about where different objects are in a photo.
- Use expressions such as *on the left/right* and *at the top/bottom of the photo*. Be careful to use the correct prepositions.
- Objects near the camera are *in the foreground*. Objects far away from the camera are *in the background*.

- 4 1.13 Listen to a student describing a photo. As you listen, draw what you think the photo looks like. Don't worry if your drawing is very rough!



- 5 Compare your drawing with a partner's. Are the same things in the same places? Write where these things are in your pictures.

- 1 red lamps \_\_\_\_\_
- 2 plant \_\_\_\_\_
- 3 green cushions \_\_\_\_\_
- 4 rug \_\_\_\_\_

## OPTIMISE YOUR EXAM

## Extended turn (photos)

- Start by describing the most important details. What is it a photo of? Start by saying *This is a photo of (a girl in her bedroom / a boy playing tennis)*.
- Say as much as you can about the main subject of the photo. Then describe other objects, such as what is in the foreground or background.

- 6 Look at the photo. It shows someone at home after school. Take turns to describe the photo.





**1 In pairs, ask and answer the questions.**

- Describe what you can see in the picture.
- What do you think life is like on a houseboat? Can you think of any positive or negative points?

**REMEMBER**

- We can use *so*, *such*, *such a*, *too* and *enough* to show the results of a situation or action.
- So*, *such* and *such a* are often followed by a *that* clause which explains the result.  
*The weather is **so** bad that they closed the motorway. / It's **such** bad weather that we can't go out in the boat today. / Tom's got **such** a loud voice that I can hear him from across the street!*
- We use *too* when there is more than is necessary.  
*It's **too** dark to go in the attic. Take a torch!*
- We use *not + adjective + enough* to mean 'less (adjective) than is necessary'.  
*Jo isn't old **enough** to drive.*
- Too* and *enough* are often followed by a full infinitive or *for + person/noun*.  
*Sunbathing on the balcony is **too** hot for me in the summer.*
- Too* always refers to a negative result. To talk about a positive result, use a positive word such as *very*, *really*, *extremely*, etc.  
*It's **really** interesting to read about extraordinary houses around the world.*

**2 Choose the correct word.**

- It's **so** / **such** a lovely day. Let's go for a picnic.
- There are **so** / **such** many of us in my family that we need a large house.
- Our house is **so** / **such** small that I have to share a room with my brother.
- It's **so** / **such** an expensive house that I don't think we can afford it.
- Our houseboat goes **so** / **such** slowly that you can chat to people walking on the path!
- There's **so** / **such** a lot of rubbish in the canal these days that it's really unattractive.

**3 Choose the correct phrase to fill each gap. For each one, decide if you agree and give reasons using *so*, *such*, *too* or *enough* where you can.**

- I think life on a houseboat would be \_\_\_\_\_ for me.  
a) too boring                      b) boring enough  
c) so boring
- It wouldn't be \_\_\_\_\_ for me because I prefer to have more space.  
a) so comfortable                b) comfortable enough  
c) too comfortable
- You'd be \_\_\_\_\_ in the winter to enjoy it.  
a) cold enough                    b) so cold  
c) too cold
- You wouldn't have \_\_\_\_\_ for all your things.  
a) enough space                  b) such space  
c) so space
- You'd move around \_\_\_\_\_ to make friends.  
a) such a lot                        b) so much  
c) too much

**OPTIMISE YOUR EXAM**

**Open cloze**

- For each question, look at the words before and after the gap and think about the grammar used.
- For example, if there's the verb *be* before a gap, and an adjective + *that* after the gap, the answer might be *so*, e.g. *It's **so** great that you're here.* If there's *a/an + adjective + noun + that*, the gapped word might be *such*, e.g. *It's **such** a great surprise that you're here.*

**4 Write one word in each gap to complete the text.**

**Life on a houseboat**

Lucas is 13 and lives on a houseboat in Amsterdam with his mum and dad. He loves living there, although the boat is (1) \_\_\_\_\_ small that they don't have much space. In the summer, they sometimes take the boat for short trips along the canals. Lucas is still (2) \_\_\_\_\_ young to drive the houseboat on his own, so he is not allowed to do it. However, he is old (3) \_\_\_\_\_ to help with the steering. In the winter, they sometimes have (4) \_\_\_\_\_ bad weather that they can't leave home! Then, they stay on the boat and keep warm by the fire. Lucas has to make sure there is enough wood (5) \_\_\_\_\_ heat the boat.

Lucas and his parents have such (6) \_\_\_\_\_ great life on the houseboat that they would never want to live anywhere else!

**1 In pairs or as a group, answer the questions.**

- Which of these kinds of article do you read?
  - magazine articles
  - online articles
  - newspaper articles
- What was the last article you read about?

**EXAM SKILL****Using the right style**

- In an article, use a style that's suitable for the reader and for the topic. Decide whether you need to be formal or informal. For informal articles, for example, you can use contractions, exclamation marks, personal examples and a more 'conversational' style.
- An article may have an interesting title that encourages a person to read it.
- Another way to get the reader's attention is to start with a question. For example, *What do you think makes a house a home?*

Articles wanted!

**WHAT MAKES YOUR NEIGHBOURHOOD  
A GREAT PLACE TO LIVE?**

Write an article telling us where you live and why you like living there.

Do you have a good relationship with your neighbours?  
Why / Why not?

Do you have a special place where you can meet?

The best articles will be published next month.



\_\_\_\_\_? Is it the people, the buildings, or something else? My neighbourhood is very friendly, and I think I know why.

First of all, you need to have good relationships with your neighbours. You can't do that if people move house a lot. Some families in my area have been there for 70 years!

I also think you need somewhere people can meet. This might be a square, a café or a local shop. In our local square, everyone shares their news. It's a great place to be on summer evenings.

So, if you want a friendly neighbourhood, make friends with your neighbours!

**2 Read the exam task and the article. Suggest a good title for the article.****3 Which of the questions below could you use at the start of the article to interest the readers?**

- What makes a friendly neighbourhood?
- Is your neighbourhood a friendly place?
- Have you ever wondered what makes a friendly neighbourhood?
- Do you make friends easily?
- What's your favourite neighbourhood?

**4 Find and underline places in the article where the writer does these things.**

- speaks directly to the reader
- uses contractions
- refers to his/her own experience
- uses exclamation marks

**OPTIMISE YOUR EXAM****An article**

- An article task may ask you to write about something that you like or find interesting. Choose ideas that will give you enough material to write about on that subject.
- For each idea, make a note of the main reason for your choice. For example, one of the things you like best about your home might be your bedroom. The main reason might be that you enjoy listening to music there with your friends.

**5** Look at this writing task and answer the questions.

You see this announcement in your school's English-language magazine.

**Articles wanted!**

**WHAT DO YOU LIKE ABOUT YOUR HOME?**

Write an article telling us what you like best about your home.

What do you think makes a house a home?

The best articles will be published next month.

Write your **article**.

**1** Tick two things you like best about your home or add your own ideas.

- our neighbourhood
- our garden
- my bedroom
- the things we have in the house
- the people I live with
- what I do at home
- \_\_\_\_\_

**2** For each idea you have ticked or added in question 1, write the main reason why you like it.

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**6 Plan** Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	introduce the subject in an interesting way	<i>What do you think ...?</i> <i>Have you ever thought about/wondered /asked yourself ...?</i>	
Paragraph 2	make your first main point and give a reason	<i>The first thing that I like best about my home is ...</i>	
Paragraph 3	make your second main point and give a reason	<i>Another thing ...</i> <i>As well as that, ...</i> <i>You also need ...</i>	
Paragraph 4	briefly conclude the article	<i>I believe that what makes a house a home is ...</i>	

**7 Write** Write your article in an appropriate style. Write about 100 words.

**8 Check** Before you hand in your article, complete this checklist.

Checklist

- |  |   |
|--|---|
| <input type="checkbox"/> I've started my article in an interesting way.                | <input type="checkbox"/> I've answered all parts of the exam question.      |
| <input type="checkbox"/> I've used the appropriate style for the topic and the reader. | <input type="checkbox"/> I've given reasons to explain my main ideas.       |
| <input type="checkbox"/> I've written about 100 words.                                 | <input type="checkbox"/> I've checked my spelling, grammar and punctuation. |

## GRAMMAR AND VOCABULARY

### 1 Choose the correct word or phrase.

- Every Saturday, my friends and I **meet** / **are meeting** at a pizzeria in the town centre.
- Why **do you cry** / **are you crying**, Maria? What's wrong?
- My sister **don't** / **doesn't** like onions, but I do.
- How often **do you play** / **are you playing** video games?
- I'm not knowing** / **I don't know** where my red T-shirt is.

\_\_\_/5

### 2 Put the verbs into the correct tense, past simple or past continuous.

- I \_\_\_\_\_ (look) for my sunglasses when I \_\_\_\_\_ (find) the book I lost last year.
- Alfie \_\_\_\_\_ (not / go) to the party because he \_\_\_\_\_ (feel) ill.
- What \_\_\_\_\_ (we / talk) about when Jim \_\_\_\_\_ (come) in and interrupted us?

\_\_\_/6

### 3 Match to make sentences.

- |                       |  |
|-----------------------|--|
| 1 Every ____          | a) magazines was too expensive.          |
| 2 Both of the ____    | b) the boys in my class have short hair. |
| 3 Each of the ____    | c) girl in my class has long hair.       |
| 4 All of ____         | d) are shy at first.                     |
| 5 Lots of people ____ | e) bikes were old.                       |

\_\_\_/5

### 4 If a word or phrase in bold is correct, put a tick. If it's incorrect, rewrite it correctly on the line.

- I **use** to read comics, but I don't anymore. \_\_\_\_\_
- When I was young, we would **played** in the park for hours after school. \_\_\_\_\_
- Did you **use** to live in Germany? \_\_\_\_\_
- Would** you have long hair when you were a teenager? \_\_\_\_\_
- I never **used** to like mushrooms but I do now. \_\_\_\_\_

\_\_\_/5

### 5 Write *so*, *such*, *too* or *enough* in each gap.

- It was \_\_\_\_\_ hot that I couldn't sleep!
- Are you old \_\_\_\_\_ to drive a car?
- This is \_\_\_\_\_ a good book. You should read it!
- I'm \_\_\_\_\_ tired to watch this film. I'm going to bed!
- I haven't got \_\_\_\_\_ money to buy a new bike.

\_\_\_/5

### 6 Choose the correct word.

- I'm looking **forward** / **ahead** to your party on Friday.
- Our new neighbours moved **in** / **up** next door yesterday.
- Can you put me **up** / **in** for the night after the concert?
- I didn't know that word so I looked it **over** / **up** in a dictionary.
- She was a wild kitten, but she's turned **into** / **onto** a very friendly cat.

- 6 Mum, please stop Dylan **to make / from making** so much noise!
- 7 What I usually do at the weekend depends **from / on** the weather.
- 8 It's not worth **to see / seeing** that film – it's not very good!
- 9 My dad's really keen on **trying / try** new dishes. He's a great cook!
- 10 Mum makes us **tidy / to tidy** our bedrooms every evening.

\_\_\_/10

**7 Write a form of the word in capitals in each gap.**

- 1 Linda's got a warm and kind \_\_\_\_\_.
- 2 My \_\_\_\_\_ with Adam is very important to me.
- 3 You need a lot of \_\_\_\_\_ to design T-shirts.
- 4 I find it hard to meet people because of my \_\_\_\_\_.
- 5 Thank you so much for your amazing \_\_\_\_\_!
- 6 Dana's totally \_\_\_\_\_ – you can't trust her to be there at the right time.
- 7 Saying *please* and *thank you* is an example of \_\_\_\_\_.

**PERSONAL**  
**FRIEND**  
**CREATIVE**  
**SHY**  
**GENEROUS**  
**RELY**  
**POLITE**

\_\_\_/7

**8 Write a word from the box in each gap.**

attic | balcony | big | deep | fast | hedge | wide

- 1 Maddie's \_\_\_\_\_ asleep on the sofa. Don't wake her up!
- 2 Mr Baxter, our English teacher, has got a really \_\_\_\_\_ voice.
- 3 I woke up tired, but had a shower and then felt \_\_\_\_\_ awake.
- 4 The \_\_\_\_\_ outside the front window has grown too high. You can't see out of the window now!
- 5 I'm in \_\_\_\_\_ trouble because I forgot to do my homework.
- 6 My brother's room is in the \_\_\_\_\_ at the top of the house.
- 7 Having a \_\_\_\_\_ in our flat means we can sit outside in the summer.

\_\_\_/7

Total score \_\_\_/50

**EXAM SKILLS**

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- skim an interview to get the general meaning
- understand the general situation in a conversation
- talk about myself
- understand some phrasal verbs and use them in multiple-choice cloze activities
- use the correct style to start and end an email
- identify different text types
- predict content in an interview
- say where things are in a photo
- understand result clauses and use them in open cloze activities
- write an interesting article with a style that is suitable for the reader and topic

Unit/page

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