

Starter

VOCABULARY 1

Words connected with *appearance and personality*

- 1 **S.01** In pairs or groups, write the words and phrases below. Listen and check.

brown eyes creative curious curly dependable freckles friendly
generous negative polite popular serious shy tall unreliable wavy

Hair	Face	Height	Personality

- 2 Complete the sentences with the words connected with personality in Exercise 1.

- Mark is very _____. He is not enthusiastic about anything!
- Lucas is _____. He is imaginative, artistic and talented.
- Maya is _____. She wants to find out and learn about things.
- Helen is _____. You can trust and rely on her.
- Amelia is _____. She always says please and thank you.
- James is often _____ and gets nervous when he meets new people.
- Max is _____ and liked by lots of people.
- Sara is _____. She gives a lot of her time to people.
- Harry is _____. He thinks carefully about things and he doesn't laugh a lot.
- Lily is _____. She doesn't do what she says she will do.

- 3 Look at the people in the photos below. Write a short paragraph to describe them using the words in Exercise 1 that were not used in Exercise 2 and any other words you need.

- 4 Think of a celebrity. In pairs, take turns to describe the person using the words in Exercise 1. Then ask your partner to guess who the celebrity is.



READING 1 An article

- 1 Read the text quickly. Which three habits does the writer talk about?

What do your habits say about you?



From using social media to choosing the colour of your clothes, your habits reveal more about your personality than you think. Read on to find out what researchers say.

First, social media. Do you use it? Of course you do! But how do you use it? Do you post your own content or do you prefer to look at other people's posts, photos and videos? Some researchers believe there are four types of social media users: leaders, likers, lurkers and loners. Leaders are creative. They post content and ideas and want people to respond. Likers rarely post, but love to comment and share. Lurkers are shy. They read everything, but never post, like or share. And loners aren't interested in social media at all! Which social media personality are you?

Let's move on to shoes. What kind of shoes are you wearing now? Do you prefer trainers or smart shoes?

What do you think of boots? Researchers say if you usually wear comfortable shoes, it means you are friendly and relaxed. Smart shoes show you are dependable and reliable. And boots mean you want to be different!

And what about the colours of your clothes you usually wear? Do you choose bright colours or do you prefer black? Researchers have a lot to say about this topic, too! They say bright colours suggest you are happy and friendly, while black clothes show you are serious and creative.

Of course, these theories aren't true for everyone and researchers are always changing their minds. But whatever our habits and personality, we all do have something positive to offer. Life wouldn't be interesting if we were all the same!

- 2 s.02 Read the text again and decide if the statements are T (True) or F (False).

- | | | | |
|--|-------|---|-------|
| 1 The writer mentions four types of people who use social media. | T / F | 4 People who wear boots want to look like other people. | T / F |
| 2 'Lurkers' never post comments, but they often like posts. | T / F | 5 People who wear black probably like music and art. | T / F |
| 3 Friendly people wear comfortable shoes. | T / F | | |

- 3 In pairs or groups, discuss the ideas in the article. Do you agree with them?

VOCABULARY 2 Word formation: nouns with *-ity* / *-ness*

- 1 s.03 Write nouns with *-ity* and *-ness* using the words below. Listen and check.

creative curious dependable friendly
generous negative personal polite
popular reliable serious shy

- 2 Complete the sentences with words from Exercise 1.

- 1 My brother finds it difficult to talk to people because of his _____.
- 2 Thanks to the _____ of my parents, we now have two tickets for the festival!

- 3 They're twins, but Ben's _____ is completely different from Jack's. He's much quieter.
- 4 Just out of _____, why did you decide to change your hairstyle?

Think

Think about your ideal friend. What kind of personality should they have? Why?

GRAMMAR 1

Present simple, present continuous, stative verbs

Grammar in context

Look at these extracts from the reading text on page 7. Match the extracts (1–5) with the descriptions a–e.

- 1 Some researchers **believe** there are four types of social media users
 - 2 They **post** content and ideas
 - 3 What kind of shoes **are you wearing** now?
 - 4 researchers **are always changing** their minds
 - 5 we all **do have** something positive to offer
- a) a changing situation
 - b) a situation or action that is happening now
 - c) the emphatic present simple
 - d) a habit, routine, or permanent situation
 - e) a stative verb

Remember

- Use the present simple for general truths, facts, habits, routines and permanent situations.
- Use the present continuous for actions happening now and temporary or changing situations.
- We don't usually use stative verbs like *believe*, *hate*, *want*, *like* and *need* in the present continuous. But some verbs are both stative and action verbs.

Lucas **has** brown hair. (stative)

Lucas **is having** a haircut now. (action)

See Grammar reference, Starter, page 136

1 Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.

- 1 I usually _____ (go) on social media after school, but today I _____ (watch) a film.
- 2 _____ (Max / chat) to his friends right now or _____ (he / listen) to music?
- 3 He _____ (not / want) to do exercise. He's too tired.
- 4 My sister _____ (hate) video games, so she _____ (never / play) them.
- 5 I can't talk on the phone right now. I _____ (have) my dinner.
- 6 I _____ (not / visit) my friends today. I _____ (have) too much work.

2 Use the prompts to write questions in the present simple or present continuous.

- 1 how often / you / go / on social media ?

- 2 what / you / wear / at the moment ?

- 3 what colour hair / your best friend / have ?

- 4 what / members of your family / do / right now ?

3 Ask and answer the questions in Exercise 2 with a partner.

VOCABULARY 3

Collocations with adjectives

1 S.04 Choose the correct word. Listen and check.

- | | |
|----------------------|---------------------|
| 1 big / loud trouble | 4 deep / wide awake |
| 2 fast / wide asleep | 5 long / fast time |
| 3 feel small / long | 6 deep / wide voice |

2 Complete the sentences with the collocations in Exercise 1.

- 1 Last night, I was so tired, I fell _____ in minutes.
- 2 My brother is in _____. He borrowed my mobile phone again.
- 3 My friend hates social media. She hasn't used it for a _____.
- 4 It's midnight, but I'm _____. I think I'll have a snack.
- 5 He has a very _____. He's an amazing singer.
- 6 I always _____ when my teacher tells me off for talking!

READING 2 Fact files

1 In pairs or groups, discuss the questions.

- 1 Do you know any twins? Are they identical?
- 2 Can you think of any stories or films about twins?
- 3 Why do you think people are so interested in twins?

2 S.05 Read the text and complete the fact files.

Twins

Lots of people are interested in identical twins. Scientists study their biology, authors write about them and directors make films.

Many of the stories are fiction, while others are true, like the story of Anaïs Bordier and Samantha Futerman. Anaïs Bordier grew up in France and then moved to London to study fashion. One day, a friend sent her a picture from an online video. It showed a young woman from the USA, Samantha Futerman, acting in a film trailer. The woman looked exactly like Anaïs. Anaïs did some research and was shocked to discover that they were both born in South Korea on 19th November 1987. Anaïs contacted Samantha and discovered more amazing information: both of them were adopted and had been born in the same hospital. They were identical twins!



Anaïs Bordier

Lived in (1) _____
and (2) _____
Studied (3) _____
Birthday (4) _____

Samantha Futerman

Lived in (5) _____
Worked as a(n) (6) _____
Birthday (7) _____

GRAMMAR 2 Quantifiers

Grammar in context

Complete the extracts from Reading 2 Exercise 2 with quantifiers. Decide if the nouns the quantifiers are used with are countable or uncountable.

- 1 _____ the stories are fiction, while _____ are true.
- 2 Anaïs did _____ research.

Remember

- Use *each* and *every* with singular countable nouns. **Every student** in my class is 14 years old.
- Use *all*, *both*, *each*, *lots of*, *many* and *most* with plural countable nouns. **Many teenagers** are shy.
- Use *little* and *much* with uncountable nouns. I haven't got **much money**.
- Use a plural verb with *of (the)*. **Most of the children have** short hair.
- Use a singular verb with *each of (the)*. **Each of the boys has** short hair.
- Use *of (the)* when we refer to a specific group. All people breathe air. (all = generally) **All of the people in my class have** a mobile phone.

See Grammar reference, Starter, page 136

1 Choose the correct word or phrase. Sometimes both are correct.

- 1 Anna's got an earring in **each** / **every** ear.
- 2 **Most** / **Most of** people use social media.
- 3 I'm taking **both** / **both of** my cousins to the park tomorrow.
- 4 Every **boy** / **boys** in my class **have** / **has** a sister or brother.
- 5 Each of the **student** / **students** in my school **have** / **has** an exam today.

2 Complete the sentences so that they are true for you. In pairs, compare your sentences.

- 1 All of my friends _____
- 2 Each of my favourite people _____
- 3 Most people I know _____
- 4 Every student in my class _____

Research

Find another interesting story about twins. Tell the class what you learnt.

1

How we live



READING

Gapped text | An article

1 Watch the video and make a list of the important things Hannah has in her van.

2 Watch again and answer the questions.

- 1 Why does Hannah choose to live in a van?

- 2 What does Hannah like about living in the van?

- 3 What would you like and dislike about living in a van?

3 In pairs or groups, look at the three photos at the top of page 11 and discuss the questions.

- 1 What do the homes have in common?
- 2 What do you think are the advantages and disadvantages of living in homes like these?
- 3 Which home would you most like to live in? Why?

4 Read the text quickly and choose the topics that are mentioned.

- 1 saving money
- 2 the reasons why tiny homes became popular
- 3 the environment
- 4 the advantages of tiny homes
- 5 the disadvantages of tiny homes
- 6 the type of people who live in tiny homes

EXAM SKILL

Understanding reference words

- Reference words are words that refer to people, objects or ideas already mentioned in a text.
- Reference words include pronouns, e.g. *he, they, it, this, those*; determiners, e.g. *this, those*; adverbs, e.g. *here, there*; and relative pronouns, e.g. *that, which, who*.
- Identifying reference words and understanding what they refer to can help you understand the order of a text.

5 Read the sentences before and after gap 1 in the text and look at the sentences (a–c). Identify the reference words in the sentences. Then decide which sentence fills the gap.

- a This is what people like best about being in a small house.
- b They come in different shapes and styles, including huts and cabins.
- c There are several reasons why it is a popular way to live.



Small is beautiful!

People need homes. But sometimes it's difficult to find one and they can be very expensive. The solution? Tiny homes. So, what exactly are they? Tiny homes are very small living spaces. (1) _____ Many people also transform **vans** into tiny mobile homes so that they can travel around in them. There are a lot of social media sites about travelling in a tiny home. So how did this trend begin?

In the 1990s, an American man called Jay Shafer was thinking about building a new home when he had an interesting idea. (2) _____ When he first moved into his unusual new home in 1999, he began to receive a lot of attention. Everybody wanted to interview him about it. (3) _____ As a result, the idea **took off**.

Today, there are thousands of tiny homes in the United States. They are cheaper to buy, but they are also better for the environment than regular flats and houses. Many of the houses have green energy **features**, such as solar panels, and they use less energy to run. People can live simpler lives away from the stresses of modern living. What's more, with a mobile tiny home, you can even take your house with you on holiday! (4) _____ Many people enjoy this travelling lifestyle.

But are tiny homes comfortable? The answer is yes. Most of the homes have all the **facilities** you need, including hot water, kitchen equipment, electricity or gas and the latest smart technology. (5) _____ Tiny homes are fun and convenient places to live. There's no doubt the trend is going to continue.

Small really is beautiful!

OPTIMISE your exam



Gapped text

- First, read the text quickly to get a general idea of what it's about. Ignore the gaps.
- Then carefully re-read the sentences in the text before and after each gap. Pay attention to the vocabulary, tenses and reference words.
- Look at the removed sentences and, for each one, decide if it logically fits in each gap.
- Check that the meaning, vocabulary, tenses and reference words in the removed sentences make sense in the gap.

6 **1.01** Read the text. Five sentences have been removed. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A** They saw living in a tiny home as a way to solve these problems.
- B** Their lives changed as soon as they moved.
- C** They come in different shapes and styles, including **huts** and cabins.
- D** To experience living more simply, he decided to build a tiny house on wheels.
- E** He realised living in a tiny home had many problems.
- F** Many also have separate rooms and come in all kinds of interesting and stylish designs.
- G** These ideas became more and more popular in Europe.
- H** It's easy to move from place to place.

7 Write a highlighted word or phrase from the text to match each definition.

- 1** small, simple wooden buildings _____
- 2** parts or aspects of something _____
- 3** road vehicles used for carrying goods _____
- 4** became successful or popular very fast _____
- 5** equipment and services _____



Me

Imagine your ideal tiny home on wheels. Answer the questions, then tell a partner.

What does it look like on the outside?

What is it like inside?

Where are you planning to travel?

What are the best and worst things about your home?

Grammar in context

Choose the correct words (a–d) to complete the sentence. Then find the sentence in the reading text on page 11 and check your answer.

Jay Shafer _____ about building a new home when he _____ an interesting idea.

- a) thought, has had
b) was thinking, was having
c) thought, was having
d) was thinking, had

Remember

- Use the **past simple** for actions, habits and facts in the past.
*I **went** to the park last Saturday.*
- Use the **past continuous** for actions in progress and for temporary and changing situations in the past.
*Before I met you, I **was living** in France.*
- In a story, use the **past continuous** for background information and the **past simple** for the main events.
*The sun **was shining** and the birds **were singing**. I **left** my house.*
- When an action in the past is interrupted by another action, use the **past continuous** for the first action and the **past simple** for the second action.
*I **was watching** TV when my friend **phoned** me.*

See Grammar reference, Unit 1, page 137

1 Choose the correct word or phrase.

- Last week, I **visited** / **was visiting** Sam's house.
- I **walked** / **was walking** to school yesterday when I tripped and fell.
- As a child, I **didn't like** / **wasn't liking** eating vegetables.
- Last year, we **invited** / **were inviting** the whole class to our birthday party.
- While I was on holiday recently, I **was swimming** / **swam** in the sea every day.
- It **was raining** / **rained** when I left the house this morning.

2 Rewrite the sentences in Exercise 1 so they are true for you. Then compare your sentences with a partner.

3 Use the prompts to write sentences about what each person was doing when something else happened.



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 _____

4 Complete the text using the past simple or past continuous form of the verbs in brackets.

THE TRANSPARENT HOUSE

When one Japanese couple (1) _____ (plan) their new home in Tokyo, they (2) _____ (have) an incredible idea. Why not have glass walls and make a completely transparent building?

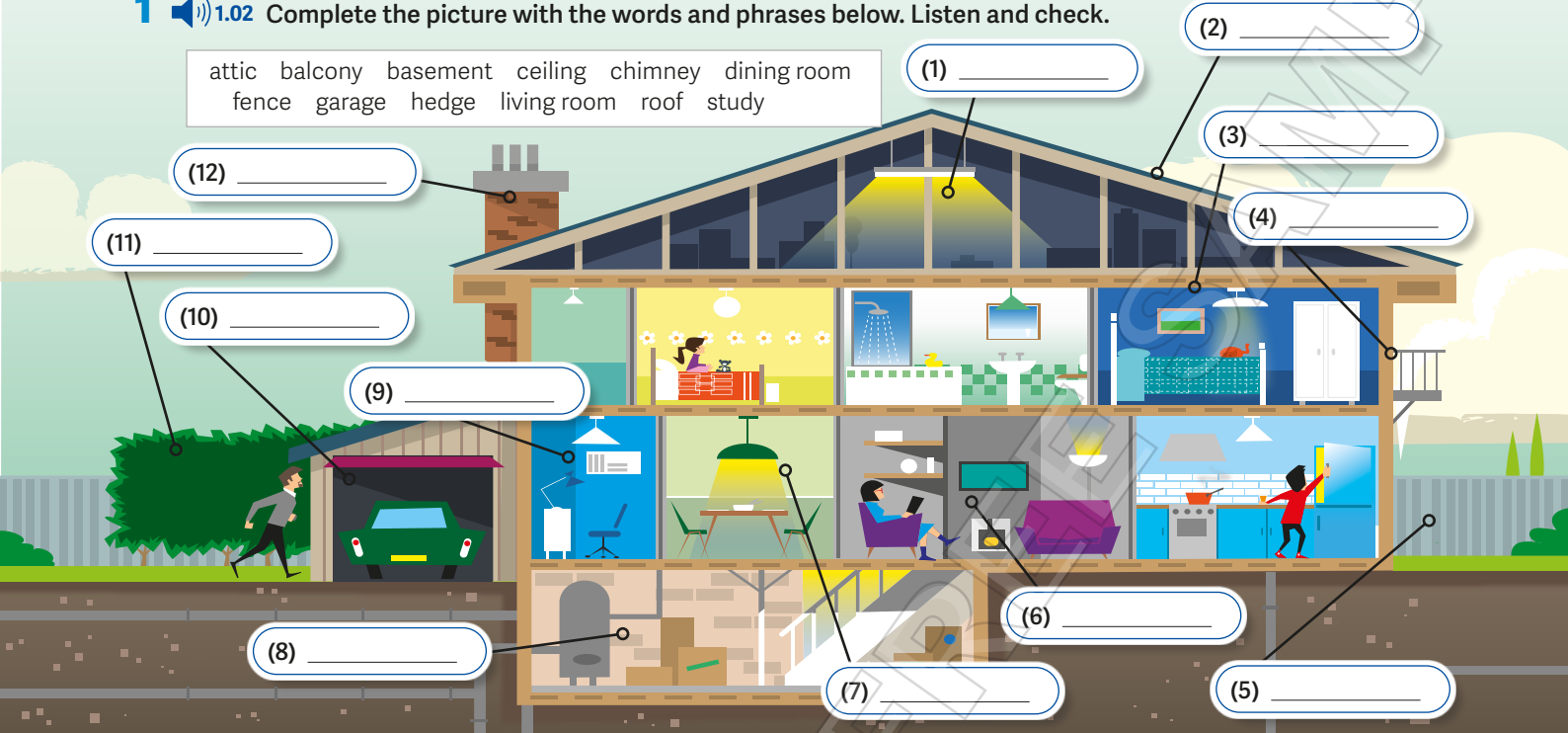
It sounds odd, but that's what Sou Fujimoto Architects (3) _____ (build) for them. The architects say that their inspiration (4) _____ (come) from trees. They (5) _____ (create) a building on many floors, connected by stairs, ladders and wooden steps. While they (6) _____ (design) the building, they soon (7) _____ (realise) that the people in the building would need some privacy, so there are thick white curtains for the glass walls. Most of the time, though, anyone walking by can see what the people inside are doing. No doubt the neighbours (8) _____ (find) it a little strange.



Words connected with *the house and home*

1 1.02 Complete the picture with the words and phrases below. Listen and check.

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



Phrasal verbs

2 1.03 Complete the sentences with the correct form of the phrasal verbs below. Listen and check.

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

- They bought an old house and _____ it _____. Now it looks amazing!
- When my cousin moved to a new city, it took her a long time to make friends and _____.
- My brother _____ last year when he went to university. My parents miss him!
- Tom _____ his room when he found his old schoolbooks.
- They didn't like the house when they first _____, but now they love it.
- I'm staying with friends in London. They're _____ me _____ in the spare room.
- My parents sometimes _____ our house to earn money while we're away on holiday.
- They _____ the house I was born in. Now it's gone for ever!

3 Complete the social media post with the correct form of the phrasal verbs in Exercise 2.

Z ZigZagMilo_14

Hey, everyone! We finally (1) _____ of our old house, so I've got a new address. My sister (2) _____ to our new school quickly and has made some friends, but I'm still finding it a bit strange. Our house is old, so my parents want to (3) _____ it _____ with a new kitchen and bathroom. It will look great when it's finished. We've got a spare room, so we can (4) _____ you _____ if you fancy a holiday by the sea!

8 29

Word patterns

4 1.04 Choose the correct word or phrase. Use the words in *italics* to help you. Listen and check.

- How *keen* are you **for / on** the idea of decorating your bedroom?
- Is it *worth moving / to move* house if you don't like your neighbours? Why / Why not?
- How often do you *stop yourself from / with* saying what you think?
- Does your teacher *make you do / to do* homework every night?
- Do you agree that happiness *depends from / on* where you live?
- How often does someone at home *tell you tidying / to tidy* your room?

5 In pairs, ask and answer the questions in Exercise 4.



Digital game

1 In pairs or groups, look at the photos and discuss the questions.

- Why do you think homes in these countries are like this?
- What do you think it would be like to live in each one?



House on stilts, the Philippines



Underground house, Tunisia



Yurt, Mongolia

EXAM SKILL

Predicting

- Before you listen, use any information, questions or pictures related to the listening to predict what you might hear.
- If you know the topic of the listening, think about what words and information you might hear.

2 You are going to listen to an interview with an expert on houses around the world. Read the questions and options in Exercise 4. Then match the topics (a–h) with the questions (1–5).

- | | |
|--|-------|
| a) the weather | _____ |
| b) danger from wildlife | _____ |
| c) the speaker's emotions | _____ |
| d) the speaker's previous career | _____ |
| e) details about living in a yurt | _____ |
| f) the speaker's plans for the future | _____ |
| g) reasons why people build houses on stilts | _____ |
| h) reasons why people build houses underground | _____ |

3 1.05 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 don't hear an answer, don't stop at 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.

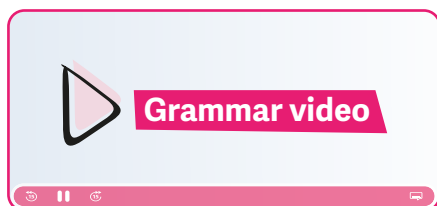
4 1.05 Listen to the interview again and choose the correct answers.

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

Learn

- Find out more about an unusual type of house. In the next lesson, tell the class about the house. Bring a photo if possible.

Grammar in context



Look at these extracts from the listening on page 14. Match each extract to a description, a or b.

- 1 *I **used to want** to be an architect.* _____
- 2 *I **would often watch** programmes about unusual buildings on television.* _____
- a This refers to a habit in the past.
- b This refers to a feeling in the past.

Remember

- Use *used to* and *would* for habits in the past.
*When I was young, I **used to** / **would** tidy up my room every day.*
- Use *used to* for states in the past.
*I **used to** like living here, but now I don't.*
- For negative statements, use *never used to* or *didn't use to*.
*There **never used to** / **didn't use to** be houses around here.*
- For questions with *used to*, use *did ... use to ...?*
***Did** they **use to** live next door to you?*

See Grammar reference, Unit 1, page 137

1 Tick the sentence if the word or phrase in **bold** is correct. If it's incorrect, write the correct word on the line.

- 1 As a teenager, Max **would** _____ often play computer games for hours.
- 2 When I was a child, my mother **use to** _____ walk with me to school every day.
- 3 Where **did you used to** _____ live before you moved here?
- 4 I **used to love** _____ visiting my neighbours when I was young.
- 5 There **didn't use to be** _____ so many shops in our street.
- 6 How **would you use to** _____ get to school when you were little?

2 Complete the sentences so they are true for you. In pairs, compare your sentences and explain your answers.

When I was young ...

- 1 I used to _____, but now I don't.
- 2 I never used to _____, but now I do.
- 3 My family and I used to _____.
- 4 My friends and I would always _____.

3 Complete the text with the correct form of *would* or *used to* and the verbs in brackets.

The 1980s versus NOW

In the 1980s, people (1) _____ (not / **use to have**) as much technology as we have today. They (2) _____ (**use to** / **listen**) to music, but they bought tape cassettes or vinyl and listened to it on record players. They definitely (3) _____ (not / **use to download**) music from the internet because the internet didn't exist! Computers and mobile phones existed in the 1980s, but young people (4) _____ (not / **use to own**) them. Instead, they had typewriters, or wrote everything by hand. Video games existed, but these were very simple, and people (5) _____ (**would** / **go**) to cafés and other places to play them because they didn't have gaming devices at home. So (6) _____ (young people / **use to** / **get**) bored? People from the 1980s say that they didn't. They (7) _____ (**use to** / **invite**) their friends round to their houses and they (8) _____ (**would** / **chat**) and listen to music just like teenagers do today.

Culture

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



1 Watch the video and complete the sentences.

- At the beginning of the video, the friends are in the _____.
- They are looking for _____.
- Maddy suggests _____ something.
- Angus was _____ years old when he used to bake with his dad.
- The friends _____ the kitchen before Jamie's mum comes home.
- Mum thinks the cookies are _____.

2 Watch the video again. Choose the phrases in the *Phrase expert* box that you hear.

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 groups, discuss the questions.



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

EXAM SKILL

Saying where things are

- When you describe a photo, use expressions like *on the left/right* and *at the top/bottom of the photo* to say where things are. Make sure you use the correct prepositions.
- To talk about objects at the front of the photo, use *in the foreground*. To talk about objects at the back of the photo, use *in the background*.

4 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.

- red lamps _____
- plant _____
- green cushions _____
- rug _____

OPTIMISE your exam



Extended turn | Photos

- First, describe the main topic of the photo.
This is a photo of a girl in her room. She is sitting at a desk.
 - Then describe other details in the photo.
There are some bookshelves in the background.
There's a football in the foreground.
- 6 Look at the photo. It shows someone at home. Take turns to describe the photo.



1 In pairs or groups, discuss the questions.

- Look at the photo of the bottom of the page. What is the main subject? What else can you see?
- Would you like to live on a houseboat? What would be the advantages and disadvantages?

EXAM SKILL

Result clauses

- 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.*
*Tom's got **such** a loud voice **that** I can hear him from here!*
- We use too + adjective to say there is more of something than is necessary.
*It's **too** dark to go out tonight.*
- We use not + adjective + enough to say there is less of something than is necessary.
Jo isn't old enough to drive.

2 Complete the sentences with so or such.

- Our apartment is _____ small that I have to share a room with my sister.
- It's _____ a sunny day. Let's go to the park.
- Houseboats travel _____ slowly that it takes ages to get anywhere.
- There's _____ a lot of rubbish in the canal. It's horrible.
- There are _____ many children in my family that we need to move house.
- It's _____ an expensive flat that I don't think we can afford it.

3 Choose the correct word or phrase.

- I think life in a tiny home would be **too difficult** / **difficult enough** for my family.
- My bedroom is small and there isn't **too** / **enough** space for all my things.
- Is this chair **comfortable enough** / **so comfortable** to sleep in?
- Our flat is **too small** / **small enough** for six people. There are only three rooms.
- This is **such** / **so** a cold place during winter.
- It's difficult to make friends if your family moves around **such** / **too** much.

OPTIMISE your exam



4-option multiple-choice cloze

- First, quickly read the whole text to get a general idea of what it's about.
- Then look at the options and choose the answers for the gaps you're sure about.
- Finally, go back to the gaps you're not sure about. If you don't know the answer, guess. Don't leave any gaps blank.

4 Choose the correct words to complete the text.

Life on a houseboat

Sara is 14 and lives on a houseboat in London with her parents. They (1) _____ in three years ago because her parents wanted to use less energy and live a 'greener' lifestyle. The boat is small and there is only (2) _____ space for two solar panels on the roof, but these provide all the power they need.

In the summer, they sometimes take the boat for short trips along the canals. Sara is (3) _____ young to operate the houseboat on her own, so she is not allowed to do it. However, she can 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. Sara has to make sure there is enough wood (5) _____ heat the boat. The best thing about the houseboat is that it can move, which (6) _____ the family can go on holiday whenever they like.

- | | | | |
|---------------|---------------|-----------|------------|
| 1 A continued | B transported | C carried | D moved |
| 2 A enough | B too | C much | D the |
| 3 A enough | B so | C too | D such |
| 4 A so | B such | C much | D too |
| 5 A for | B so | C and | D to |
| 6 A requires | B depends | C means | D involves |

5 In pairs or groups, discuss the questions.

- What are the positive aspects of living on a houseboat?
- Would you like to live on one? Why / Why not?



How would it help our community if we all lived in smaller homes?





1 In pairs or groups, discuss the questions.

- Which of these topics do you enjoy reading about in an article? What other topics do you read articles about?

education fashion friends and family
music sport

- What was the topic of the last article you read? Where did you read it? What did you like / dislike about the article?

EXAM SKILL

Using the right style

- When you write an article, use a style that's appropriate for the reader and for the topic.
- Decide whether you need to be formal or informal. For informal articles you can use contractions, exclamation marks, personal examples and a more conversational, chatty style.
- Choose an interesting title and start your article with a question to get the reader's attention, e.g. *What makes a house a home?*

- Read the exam task and the article. Have all the questions in the exam task been answered?

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.

A GREAT PLACE TO LIVE

_____ ? 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!

- 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?

- Find places in the article where the writer does these things.

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

OPTIMISE your exam



An article

- An exam task sometimes asks you to write an article about something that you like or find interesting. Choose a topic that will give you plenty of ideas to write about.
- For each idea, give reasons for your choice.

5 Look at this writing task and answer the questions.

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

Write your **article**.

- Choose two things you like best about your home or add your own ideas.

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

- For each idea you chose or added in 1, write the main reason why you like it.

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.

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 ...? 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 ... As well as that, ... 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.

- | | |
|---|---|
| <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 an 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. |



Learning to Learn

Knowing your strengths and weaknesses

Knowing your strengths and weaknesses can help you become a better learner. Make sure you use your strengths and skills as much as possible and try to improve your weaknesses.

Think about your past learning and identify your strengths and weaknesses. Answer these questions.

- What types of tasks are you good at?
- Which learning activities do you enjoy?
- What tasks do you find more challenging?
- What do you do when you find something difficult?

Make a list of your learning strengths and the areas where you feel less confident. Then work in pairs and tell a partner.

2

Around the world



READING

4-option multiple choice | An article



Digital game

1 In pairs or groups, discuss the questions.

- 1 Where do you usually go to on holiday?
- 2 Is there any place you'd really like to visit? How did you find out about it and why would you like to go there?

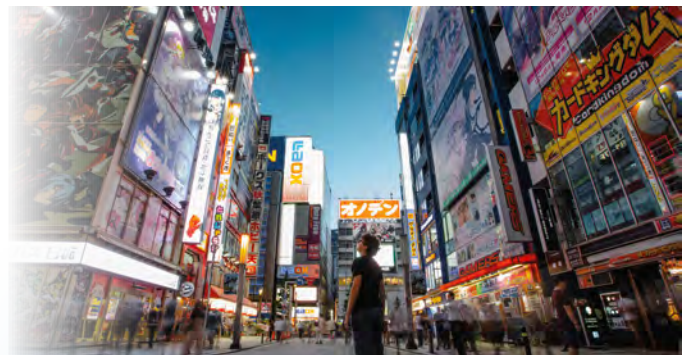
EXAM SKILL

Skimming

- Skimming is reading quickly to get the general meaning of a text.
- When you skim, move your eyes quickly over the text without going back.
- Focus on the general idea and don't worry about words you don't understand.

2 Skim the text and decide if the statements are T (True) or F (False).

- 1 The general idea of the text is the connection between travel and social media. T / F
- 2 The writer recommends different holiday locations. T / F
- 3 The text would most likely appear on a travel website. T / F



The social media effect



Have you ever watched a travel video on TikTok, or an Instagram reel, and thought 'I must go there!?' If the answer is yes, you are not alone. According to a recent study, more than 80% of people, and 90% of Generation Z, have researched a destination after coming across it in an online post. But can social media **influence** us too much? And is there a danger that

the 'picture perfect' holiday we see online may not be perfect at all?

For years, people have been posting videos of popular tourist destinations to keep memories and to connect with family and friends. Travel agents know this and have started advertising holidays in the same way. However, it's social media influencers who have probably had the biggest **effect** on the destinations people visit.

Of course, there are disadvantages to the way social media **affects** our choices. People follow the trend of posting videos which suggest their holidays are perfect, by filming deserted beaches and avoiding piles of

rubbish or crowds of people. More seriously, when posts go viral, they make a **previously** unknown place famous. When an area is not prepared for tourism, the result of thousands of visitors can be damaging for both the community and the environment.

Luckily, people have realised that what they see on social media is not always true. As a result, many influencers have begun to create posts which give a more realistic view of other countries and cultures. This helps people to research places properly. It means they can travel virtually to remote areas and learn about different cultures and the local **wildlife**. They can understand sustainability and eco-tourism, make sensible choices and perhaps in the future visit these places themselves.

There is no doubt that social media has changed the way we see travel and that this can have both good and bad results. So, if we understand the issues and take care to avoid them, social media is a fantastic way to help us decide where to go.



OPTIMISE your exam



4-option multiple choice

- When you are not sure which answer option is correct, cross out any options that are definitely wrong.
- When you are left with two possible options, read them both carefully. Then, check the relevant part of the text to make your final choice.

3 2.01 Read the text again. For each question, choose the correct answer.

- What does the writer say about social media and the travel industry?
 - Travel companies use social media to advertise.
 - Travellers dislike sharing experiences online.
 - Online influencers are less popular with tourists.
 - Younger people avoid viewing posts on travel.
- According to the writer, what is the worst effect of social media on travel?
 - people giving false ideas about a place.
 - tourism causing dirty beaches.
 - people being too critical of areas.
 - tourism harming local people.
- The writer says positive things about the increase in
 - social media influencers.
 - cheap holidays.
 - honest posts.
 - destination choices.
- What is the main message of the text?
 - Do less research on social media and travel less.
 - Use social media to make good travel choices.
 - Avoid social media.
 - Travel the world and post your own photos.

4 Complete the sentences with the highlighted words and phrases from the text.


- You should take your _____ with you when you leave a place.
- Do your friends _____ you, or do you make your own decisions?
- My first trip abroad had a big _____ on me.
- We saw some amazing _____ on our trip to Australia.
- My mum was _____ a teacher at my school.
- Being too tired _____ my ability to study.



How does tourism affect communities and the environment?

Think



 Choose a popular tourist destination. Imagine you are going to film a short video for social media. What place would you choose? What would you include in your video?

Grammar in context

Write a word in each gap to complete the sentences. Then find them in the article on page 21 and check your answers.

- _____ you _____ watched a travel video on TikTok?
- For years, people have _____ videos of popular tourist destinations.
- Luckily, people have _____ that what they see on social media is not always true.

Remember

Use the **present perfect simple** for

- an action or situation that happened at an unspecified time in the past.

I've already booked the tickets.

- an action or situation that started in the past and continues up to the present.

She's been a tour guide for three years.

- the result of a past action that is linked to the present.

She has just returned from Spain.

Useful words: *for, since, already, just, yet, ever, never, still*

Use the **present perfect continuous** for

- a series of actions or a situation that started in the past and is still happening now or has just finished.

Have you been thinking about your next holiday?

Useful words: *for, since*

Use the **past simple** for a completed action or situation at a specific time in the past.

I booked the tickets yesterday.

See Grammar reference, Unit 2, pages 138–139

1 Choose the correct word or phrase.

- Have you **heard** / **been hearing** of the Orient Express?
- I've just **found** / **been finding** us a great hotel for our trip.
- I've **written** / **been writing** this travel story for hours.
- I haven't **stayed** / **been staying** at this campsite before.

2 Complete the questions with the words below. Then ask and answer the questions with a partner.

already ever for just since yet

- Have you _____ been to another country? Which one?
- Which activity have you loved _____ you were young? Why do you like it?
- Would you like to go back to any places that you have _____ visited? Which ones?
- Are you looking forward to your lunch or have you _____ eaten?
- Do you have an object that you have owned _____ a long time. What is it?
- Which famous film haven't you seen _____?

3 Complete the second sentence so that it has a similar meaning to the first. Use the present perfect simple or present perfect continuous form of the verbs in brackets.

- Maria got her bike four years ago. (have)
Maria _____.
- Is this your first visit to Rome? (be)
Have _____?
- This will be my first time staying in Paris. (not / stay)
I _____.
- They started waiting for the train at 1 o'clock! (wait)
They _____.

4 Complete the text with the past simple, present perfect simple or present perfect continuous form of the verbs in brackets.

(1) _____ (you / ever / be) to London? If you have, (2) _____ (you / probably / travel) on the London Underground, one of the longest metro systems in the world. Even if (3) _____ (you / not / be) to London, (4) _____ (you / probably / hear) of it.

• The Underground, also known as the Tube, is the oldest metro in the world! It includes the tunnels of the Metropolitan Railway, which (5) _____ (open) back in 1863. Passengers (6) _____ (travel) on the Tube for more than 160 years.

• The Tube (7) _____ (change) a lot over the years. Lots of stations (8) _____ (open) since 1863, and lots (9) _____ (close), including the Tower of London station, which closed in 1884.

• In the past 24 hours, more than four million people (10) _____ (get on) and off an Underground train.

• A final fun fact. No-one (11) _____ (actually / count) them, but scientists (12) _____ (calculate) that about half a million mice live in the tunnels of the Underground!

The Underground

UNDERGROUND



Words connected with *holidays*

1 **2.02** Choose the correct word to complete the definitions. Listen and check.

- 1 **camp / camping trip:** a holiday where you sleep in a tent
- 2 **school trip / journey:** when students visit a place away from school
- 3 **full / package holiday:** a holiday where flights and accommodation are included in the price
- 4 **cruise / voyage:** a holiday on board a big ship
- 5 **guided tour / view:** when an expert shows you round a tourist attraction
- 6 **job / business trip:** when someone travels as part of their job

2 **2.03** Complete the table with the words and phrases below. Listen and check.

backpacker campsite
currency guest guidebook
hostel luggage passport
resort sightseer tour guide
tourist

People	
Places to stay	
Things to take on holiday	

Word formation: adjectives with *un-* / *im-* / *il-* / *ir-* / *dis-*

3 **2.04** Write *un-*, *im-*, *il-*, *ir-* or *dis-* in each gap to make the words negative. Listen and check.

- | | |
|---------------------|-------------------|
| 1 _____ tidy | 8 _____ happy |
| 2 _____ comfortable | 9 _____ certain |
| 3 _____ fair | 10 _____ honest |
| 4 _____ responsible | 11 _____ popular |
| 5 _____ helpful | 12 _____ able |
| 6 _____ patient | 13 _____ possible |
| 7 _____ legal | 14 _____ abled |

4 Write a negative adjective from Exercise 3 in each gap.

- 1 I don't like camping because sleeping in a tent is so _____.
- 2 The passengers were _____ with the long delays.
- 3 The hotel was very noisy and it was _____ to sleep.
- 4 My parents are _____ about where to go on holiday this year.
- 5 She felt very _____ when her holiday was cancelled.
- 6 It's _____ in some countries for motorcyclists not to wear a helmet.

Word patterns

5 **2.05** Choose the correct word or phrase. Listen and check. Then ask and answer the questions with a partner.

- 1 Do you *have time to do* / *doing* your favourite things when you're on holiday?
- 2 How much *time* do you *spend to lie* / *lying* on the beach in the summer?
- 3 Are you *interested to go* / *in going* camping?
- 4 Are you *looking forward to have* / *having* a holiday next year?
- 5 Would you be *keen on have* / *having* a job that involved lots of business trips?
- 6 Have you ever been *prevented to go* / *from going* somewhere because you lost your ticket?
- 7 Are you *ready for* / *with* your next holiday? Where are you going?
- 8 When you were small, did people *make you visit* / *to visit* museums?





1 In pairs or groups, discuss the questions.

- What different things can go wrong on holiday?
Example: *bad weather*
- Have you ever had a terrible holiday? Explain what happened.

EXAM SKILL

Listening for attitude and opinion

- An exam question sometimes asks how someone feels or what their opinion of something is.
- Remember that you're listening for general ideas, not specific words, e.g. someone who is *disappointed* might say *I thought it would be better than it was*.

2 Read the statements. Choose the correct word or phrase.

I really enjoyed our holiday together! It wasn't busy, so there was plenty of space in the pool.

- This person **liked** / **didn't like** the fact that there weren't many other people.

Yes, I was surprised there weren't many people there. It's a shame we didn't have the chance to make many new friends.

- This person **liked** / **didn't like** the fact that there weren't many other people.

I got a lot out of the tours. It was worth visiting the local area and finding out about it.

- This person **enjoyed** / **didn't enjoy** the tours.

There wasn't much the guide didn't know, was there?

- This person thinks the guide knew **a lot** / **very little**.

OPTIMISE your exam



3-option multiple choice | Dialogues

- You will hear the context sentence and then there will be a pause of eight seconds.
- During the pause, read the question and the answer options. Think about what words you might hear for each answer option.

3 2.06 Listen to six dialogues. For each question, choose the correct answer.

- You will hear two friends talking about a holiday they went on. What did the girl think about it?
 - The tour guide knew a lot.
 - She met lots of other young people.
 - People at the resort were very friendly.
- You will hear two friends talking about a hotel they stayed at. The man felt that the hotel
 - was too big.
 - was too far from the beach.
 - was very expensive.
- You will hear two friends talking about a TV programme they saw. The girl says she would like to
 - watch the next programme in the series.
 - visit the place in the programme.
 - learn more about the place in the programme.
- You will hear two friends talking about going on a school trip. The boy is looking forward to
 - having a day away from school.
 - finding out more about a topic.
 - travelling there with his schoolmates.
- You will hear a girl telling her friend about a camping trip. What problem did she have on the trip?
 - She took too many things with her.
 - She couldn't find the campsite.
 - She lost all her money.
- You will hear two friends talking about their summer holidays. The boy's family is planning to go
 - to a place they have been to before.
 - to a place that might be dangerous.
 - somewhere close to home.

4 2.06 Listen again and check your answers.



Me

Do you prefer to go on holiday where there are lots of people or somewhere quiet? Have you ever been on a guided tour? What did you learn about? Did you enjoy it?

Grammar in context



Grammar video

Look at these extracts from the listening on page 24. Decide if each noun in bold is countable (C) or uncountable (U).

- 1 It's a shame we didn't have the chance to make many new **friends**. ____
- 2 ... it was good to find out some **information**. ____
- 3 ... I love visiting **places** and seeing how they really work. ____
- 4 I had lots of **luggage**. ____
- 5 And when I needed **clothes**, I couldn't find anything. ____
- 6 I'm glad I took plenty of **money**. ____

Remember

- Countable nouns can be counted and have a singular and plural form.

Useful words: (a) *few, fewer, many, a number of*

- Uncountable nouns only have a singular form. They are often abstract ideas, e.g. information, materials like water and wood or collections of things like furniture and money.

Useful words: (a) *little, less, much, an amount of*

- To talk about a single uncountable noun, use *a piece of, a sheet of, an item of*, etc.
- Some nouns are both countable and uncountable.

There are **three glasses** on the table.

The table is made of **glass**.

- We can use *a lot of* and *lots of* with both countable and uncountable nouns.

See Grammar reference, Unit 2, page 139

- 1 Complete the sentences with **was** or **were**. Use the words in bold to help you.

- 1 The **news** about the delay _____ annoying.
- 2 My friend's **advice** _____ to wait.
- 3 Some of the travel **ideas** _____ exciting!
- 4 There _____ a few **guidebooks** in the shop.
- 5 The **information** in the timetable _____ wrong.
- 6 There _____ a lot of **baggage** at the airport.

- 2 Complete the sentences with the words below. There are three extra words that you do not need to use. Then ask and answer the questions with a partner.

amount few fewer less little
lots many much number

- 1 How _____ times have you been on holiday this year?
- 2 How _____ time do you usually spend in the mountains?
- 3 _____ people have ever stayed in an underwater hotel. Why do you think that's true?
- 4 Young people have _____ time to relax than they used to. Do you agree?
- 5 Do you like buying _____ of souvenirs or do you spend your money on other things?
- 6 People should take _____ flights to help the environment. Do you agree?

- 3 Read the text. If a word in bold is correct, put a 0. Add an -s onto each word which needs it.

Unique hotels

Every hotel provides (1) **accommodation** _____ for its guests. But some hotels are much stranger than others. Here are some of the weirdest (2) **place** _____ to stay in the world!

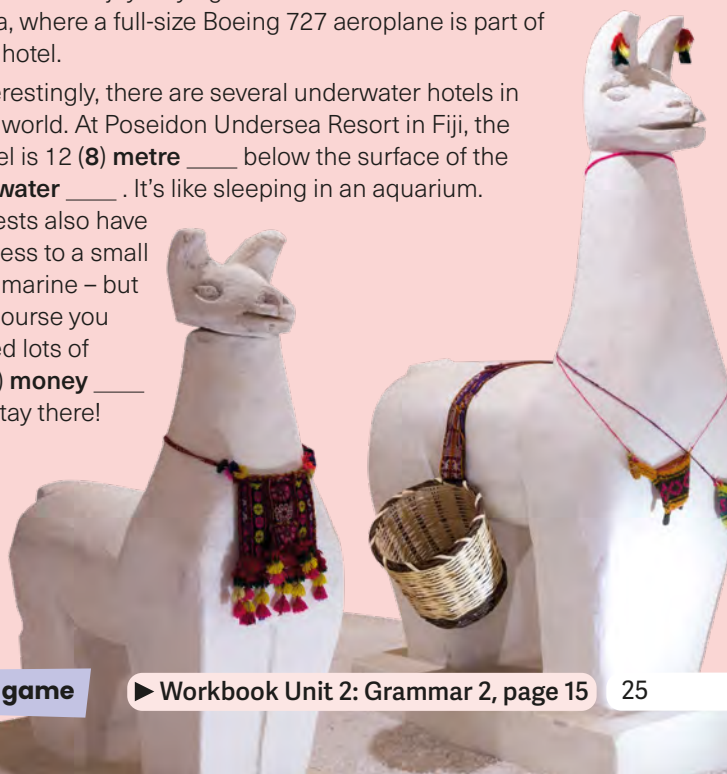
At the Palacio de Sal in Bolivia, the whole hotel is made of (3) **salt** _____ – even the (4) **furniture** _____!

If you like art, then Benesse House in Japan might be the perfect hotel for you. Guests sleep in a museum and gallery, surrounded by expensive (5) **work** _____ of (6) **art** _____ and sculptures.

If you're more interested in (7) **transport** _____, then you would enjoy staying at Hotel Costa Verde in Costa Rica, where a full-size Boeing 727 aeroplane is part of the hotel.

Interestingly, there are several underwater hotels in the world. At Poseidon Undersea Resort in Fiji, the hotel is 12 (8) **metre** _____ below the surface of the (9) **water** _____. It's like sleeping in an aquarium.

Guests also have access to a small submarine – but of course you need lots of (10) **money** _____ to stay there!





1 Watch the video and answer the questions.

- 1 What has Safi been doing in her first week in Portugal?
- 2 Who wants to go to the shopping centre today?
- 3 Where do Safi's friends think she should go?
- 4 Where do Safi and her cousins decide to go?

2 Watch the video again. Choose the phrases in the *Phrase expert* box that you hear.

Phrase expert

I think they should ...
 Maybe/Perhaps they should/could ...
 ... might be a good idea.
 ... would be useful.
 How about ...?
 What do you think about ...?

3 In pairs or groups, look at the two photos at the top of the page and discuss the questions.

- 1 What are the people in the photos doing?
- 2 What equipment do you need to do these things?

EXAM SKILL

Making suggestions

- We often use modal verbs and conditionals to make suggestions, e.g. *They could choose ... / ... might be a good idea.* We can add *perhaps* or *maybe*, e.g. *Perhaps they could choose ...*
- We can also use questions to make suggestions, e.g. *What do you think about ...? / How about ...?*

4 **2.07** Read the task in Exercise 7. Then listen to students doing the task. Make notes to answer the questions.

- 1 Which things do they say might be a good idea?
- 2 Which things do they say aren't a good idea?

5 **2.07** Listen again. Write the phrases that the students use to make suggestions.

6 Look at the photo in Exercise 7. In pairs or groups, discuss what each object is called and what it's used for.

OPTIMISE your exam



Discussion | Pictures

- If you don't understand what your partner says, it's OK to say *Do you mean ...?* or ask them to repeat what they said.
- If you don't know the word for something in the pictures, use other words to describe it, e.g. *It protects your head when you're cycling.*
- You can ask the examiner to repeat a question or instruction if you don't understand it. You can say *Can you repeat the question, please?* or *Can you say that again, please?*

7 In pairs, do the task. Remember to use phrases from the *Phrase expert* box.

A boy is leaving his school because his family is moving to another town. The students in his class want to buy him a present. They know he likes skateboarding, cycling and football. Talk together about the different presents they could give him and then decide which one is best.



1 In pairs or groups, discuss the questions.

- Which form of transport do you use most often? When and why do you use it?
- Which form of transport would you like to try? Why?

EXAM SKILL

Particles in phrasal verbs

- up*: an increase in something (*speed up, turn up*) or collect (*pick up, pack up*).
- up* and *in*: arrive or appear (*turn up, show up, check in, drop in*).
- off*: depart or leave (*set off, take off, drop off*).
- down*: fail or stop (*close down, break down*).
- out*: remove or leave (*take out, go out*).

2 Choose the correct word. Use the words in italics to help you.

- The driver could *speed* **off / down / up** when she was on the motorway.
- Mum usually *picks* me **out / up / off** from school.
- Their friends have just *turned* **in / up / off** in their new car.
- If you *set* **up / off / away** early, you'll get there this afternoon.
- I love the feeling of a plane *taking* **up / off / out**.
- When we get to the airport, we'll *check* **in / up / down** and then go shopping.
- They didn't arrive because the car *broke* **down / out / up**.
- In the morning, Dad *drops* me **off / away / out** outside my school.

3 Quickly read the text in Exercise 4 and answer the questions.

- What form of transport is the writer describing?
- What are the advantages of this form of transport?



OPTIMISE your exam



Open cloze

- Sometimes a missing word is part of a phrasal verb.
- If there's a verb immediately before a gap, decide if you need a particle to make a phrasal verb.
- If there's a particle (*off, up, etc.*) after a gap, decide if you need a verb.

4 For each question, write the correct answer. Write one word for each gap.



A new way to drive

For a long time, technology companies

(1) _____ been trying to produce self-driving cars. Now these cars are ready to go (2) _____ onto the roads and the way we travel may change forever. So what exactly is a self-driving car?

A self-driving car is a car that can travel without human control. All we need to do is show (3) _____, type or speak a command and the car takes us to our destination. It sounds fun, but how safe is it?

Many people believe that self-driving cars are safer than human-driven cars. This is because technology makes fewer mistakes and takes fewer risks. For example, self-driving cars are less likely to drive too fast, or speed (4) _____ for no reason – and of course technology never gets tired. The cars are also less likely to break (5) _____ because they are so advanced.

So what do you think? Would you be happy to set (6) _____ in a self-driving car, or would you feel unsafe?





1 In pairs or groups, discuss the questions.

- 1 Look at the photo. Why would people visit this place? What can you do there?
- 2 What's the strangest or most interesting tourist attraction you've ever visited?

2 Read the review. In pairs or groups, discuss the questions.

K KezTheCouch_17

♥ 19 21

Find the clues and escape the room!

Are you on holiday in Athens? Are you keen on solving puzzles? If so, the escape rooms at Athens Clue are the experience for you! There are different types of room at Athens Clue, where you find and solve clues to escape from a mysterious room. It's a race against time and it's great fun!

Entry starts from around €14 per player, which is expensive – but it's worth it. It's not easy, though. Some of the clues we had were hard. You need to speak English well, and you should go with at least two people.

Athens Clue is perfect for teenagers and adults, but younger children might find it too difficult! If you like challenges, I'd recommend it.

- 1 What's the tourist attraction called? Where is it?

- 2 What do visitors do there?

- 3 How much does it cost?

- 4 Is the review generally positive or negative?

- 5 What positive points are mentioned?

- 6 What negative points are mentioned?

EXAM SKILL

Choosing positive and negative points

- When you write a review, describe the things you liked (positive points) and the things you didn't like (negative points).
- Before you start writing, make a list of positive and negative points. It's OK to have more positive points. It's up to you!

3 In pairs or groups, read the statements and discuss whether the people would enjoy visiting Athens Clue. Give reasons for your opinions.

- 1 I'm on my own in Athens today.

- 2 I've got four teenage kids who are very competitive.

- 3 My cousins are four and eight years old.

- 4 There are five of us. We don't want to spend more than about €40 today.

- 5 My friends from Japan are visiting. They don't all speak English very well.

OPTIMISE your exam

Exam A review

- A review should be interesting to read, so use an appropriate style. This is usually the same style as an article. It shouldn't be as formal as an essay, but it shouldn't be as informal as a letter to a friend.
- It's fine to use short forms and to address the reader directly, e.g. *Are you on holiday in Athens?*

4 Look at the writing task and answer the questions.

You have seen this notice on a website for teenagers.

Reviews wanted!

We're looking for reviews of tourist attractions all round the world. Could you write us a review of a tourist attraction where you live? Include information about what and where it is, what you can do there and how much it costs. Explain why you would or wouldn't recommend it.

Write your **review**.

- 1 What is it? _____
- 2 Where is it? _____
- 3 What can you do there? _____
- 4 How much does it cost? _____
- 5 What are the positive points? _____
- 6 What are the negative points? _____

5 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Title	Make the readers want to read your review with an interesting title.		
Paragraph 1	Give basic information about the attraction (what/where it is).	<i>Are you on holiday in ...?</i> <i>... you might want to ...</i>	
Paragraph 2 and Paragraph 3	Give more detailed information about the attraction. Include relevant positive and negative features.	<i>There, you can ...</i> <i>Visitors can also ...</i> <i>One problem, however, is that ...</i> <i>One excellent feature is ...</i>	
Paragraph 4	Say who, if anyone, you'd recommend it to.	<i>It's (not) perfect/ideal for ...</i> <i>I'd (definitely) recommend it to ...</i>	

6 Write Write your review in an appropriate style. Write about 100 words.

7 Check Before you hand in your review, complete this checklist.

- | | |
|---|---|
| <input type="checkbox"/> I've given my review an interesting title. | <input type="checkbox"/> I've followed my paragraph plan. |
| <input type="checkbox"/> I've used an appropriate style. | <input type="checkbox"/> I've checked my spelling, grammar and punctuation. |
| <input type="checkbox"/> I've included all the information from Exercise 4. | |



Learning to Learn

Setting goals

Do you want to go to university? Improve your grades? Get into the football team? Identifying and setting goals can motivate you and help you focus on what you need to do.

The SMART tool is a way of setting and monitoring your goals. These are the five SMART goals:

- Specific – Make goals detailed.
- Measurable – Break your goal into smaller parts and monitor your progress.
- Attainable – Be realistic about what you can achieve.
- Relevant – Be clear about how the goal will help you.
- Timely – Set a deadline for your goal.

... Decide what your goals are and write them down. Use the SMART tool to help you. Then work in pairs and tell a partner.

Optimise your well-being

Take a moment

Life today is very busy, with school work, free-time activities and time with friends and family. We all have a lot to do! This can be stressful. Which of these statements are true for you?

- ☐ Sometimes it's hard to concentrate.
- ☐ When I have a lot to do, I sometimes feel angry.
- ☐ If I'm worried, I often can't sleep.
- ☐ I often get headaches and stomach aches.

Mindfulness is a technique that you can learn to help you relax and feel calm. When you practise mindfulness, you sit quietly and pay attention to how your body is feeling and notice what your mind is doing. It is a useful life skill that can help you manage worries and anxiety.

2.08 Sit down in a quiet place. Listen and do the mindfulness activity.

Think about when and where you could practise mindfulness this week. In the next class, tell other students when you practised mindfulness and how it made you feel.



Revise Grammar and Vocabulary

1 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- 1 I _____ (look) for my sunglasses when I _____ (find) the book I lost last year.
- 2 Alfie _____ (not / go) to the party because he _____ (visit) his grandparents.
- 3 What _____ (you / talk) about when Jade _____ (come) in and interrupted us? _____ / 6

2 If a word or phrase in bold is correct, put a zero. If it's incorrect, rewrite it correctly.

- 1 I **use** to read comics, but I don't any more. _____
- 2 When I was young, we would **played** in the park after school. _____
- 3 Did you **use** to live in Germany? _____
- 4 As a child, she **would** spend the summer holidays by the sea. _____
- 5 There didn't **used** to be so many cars in cities. _____ / 5

3 Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets.

- 1 Dad _____ (make) a pizza. It's in the oven.
- 2 I _____ (never / be) in a helicopter before. It's exciting!

- 3 Dan _____ (try) to buy tickets for the concert all morning.
- 4 _____ (you / see) the new Marvel movie yet?
- 5 I _____ (wait) for Maya since 1 o'clock. Where is she? _____ / 5

4 Complete the sentences with **so**, **such**, **too** or **enough**.

- 1 It was _____ hot that I couldn't sleep.
- 2 Are you old _____ to drive a car?
- 3 This is _____ a good book. You should read it.
- 4 I'm _____ tired to watch this film. I'm going to bed.
- 5 I haven't got _____ money to buy a laptop. _____ / 5

5 Complete the sentences with the words below.

amount few little many much

- 1 I haven't got _____ cousins – just two in fact.
- 2 How _____ money have you got with you?
- 3 A _____ people have bought tickets from the show, but not many.
- 4 It takes a huge _____ of time to learn a new language.
- 5 We've got a _____ time until the train leaves – about ten minutes. _____ / 5



6 Choose the correct word.

- Our new neighbours moved **in / off** next door yesterday.
- Could you drop me **in / off** outside the park, please?
- Can you put me **out / up** for the night after the concert?
- Our car broke **out / down**, so we had to wait by the side of the road for an hour.
- They moved abroad, so they decided to rent **up / out** their house.
- He eventually turned **up / off** at 10 pm, so he missed the film. _____ / 6

7 Complete the sentences with the words below.

attic balcony campsite hedge holiday tour

- The _____ has grown too high. You can't see out of the window now.
- Because our flat has a _____, we can sit outside in the summer.
- My brother's room is in the _____ at the top of the house.
- The package _____ includes flights and accommodation.
- We went on a guided _____ of the city when we were in Athens.
- We stayed in a tent on a _____ in the middle of the countryside. _____ / 6

8 Write a form of the word in capitals in each gap.

- It's _____ to drive at 200 km per hour! **LEGAL**
- It's _____ to lie to people. **HONEST**
- This chair's really _____. I think I'll move. **COMFORT**
- Sara, your bedroom's really _____. There are clothes all over the floor. **TIDY**
- Don't be so _____! The bus will be here soon. **PATIENT**
- My best friend's allowed to go to the concert, but I'm not. It's so _____! **FAIR** _____ / 6

9 Choose the correct word.

- It isn't worth **to see / seeing** that film – it isn't very good!
- My dad's keen on **trying / try** new dishes. He's a great cook!
- My mum makes me **prepare / to prepare** dinner once a week.
- I spend a lot of time **play / playing** my guitar.
- Are you looking forward to **go / going** to Spain?
- What prevented her from **take / taking** part in the competition? _____ / 6

Total score: _____ / 50

Action plan Exam skills

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

I can ...	Unit / page
<input type="radio"/> identify reference words to help me understand the order	Unit 1 page 10
<input type="radio"/> predict what I might hear in an interview	Unit 1 page 14
<input type="radio"/> say where things are in a photo	Unit 1 page 16
<input type="radio"/> understand result clauses and use them in a cloze activity	Unit 1 page 17
<input type="radio"/> write an article in a style that is appropriate for the reader and the topic	Unit 1 page 18
<input type="radio"/> skim a text to get the general meaning	Unit 2 page 19
<input type="radio"/> identify attitude and opinion in a conversation	Unit 2 page 22
<input type="radio"/> make suggestions in a discussion	Unit 2 page 24
<input type="radio"/> use particles to make phrasal verbs and use them in a cloze activity	Unit 2 page 25
<input type="radio"/> choose positive and negative points to write about in a review	Unit 2 page 26