

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.

- camp / camping trip:** a holiday where you sleep in a tent
- school trip / journey:** when students visit a place away from school
- full / package holiday:** a holiday where flights and accommodation are included in the price
- cruise / voyage:** a holiday on board a big ship
- guided tour / view:** when an expert shows you round a tourist attraction
- 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.

- I don't like camping because sleeping in a tent is so _____.
- The passengers were _____ with the long delays.
- The hotel was very noisy and it was _____ to sleep.
- My parents are _____ about where to go on holiday this year.
- She felt very _____ when her holiday was cancelled.
- 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.

- Do you *have time to do / doing* your favourite things when you're on holiday?
- How much *time* do you *spend to lie / lying* on the beach in the summer?
- Are you *interested to go / in going* camping?
- Are you *looking forward to have / having* a holiday next year?
- Would you be *keen on have / having* a job that involved lots of business trips?
- Have you ever been *prevented to go / from going* somewhere because you lost your ticket?
- Are you *ready for / with* your next holiday? Where are you going?
- 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?
A The tour guide knew a lot.
B She met lots of other young people.
C 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
A was too big.
B was too far from the beach.
C was very expensive.
- You will hear two friends talking about a TV programme they saw. The girl says she would like to
A watch the next programme in the series.
B visit the place in the programme.
C 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
A having a day away from school.
B finding out more about a topic.
C 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?
A She took too many things with her.
B She couldn't find the campsite.
C She lost all her money.
- You will hear two friends talking about their summer holidays. The boy's family is planning to go
A to a place they have been to before.
B to a place that might be dangerous.
C somewhere close to home.

4 2.06 Listen again and check your answers.

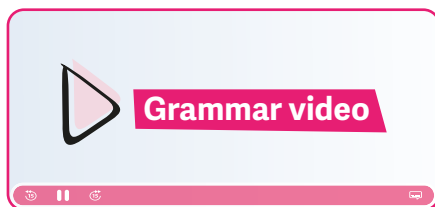


Me

 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



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.

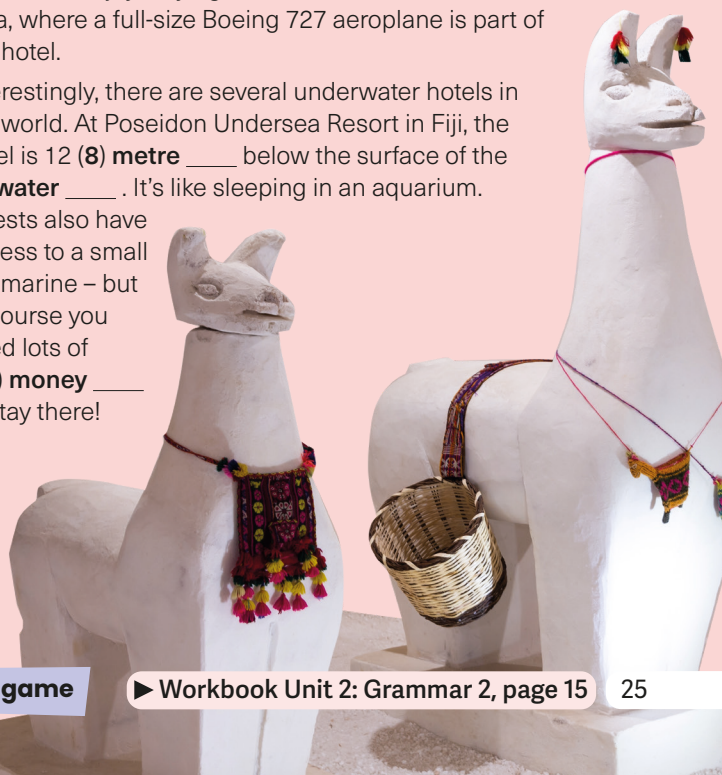
Guests also have access to a small submarine – but of course you need lots of (10) **money** _____ to stay there!



Digital game

► Workbook Unit 2: Grammar 2, page 15

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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

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

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



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="radio"/> I've given my review an interesting title. | <input type="radio"/> I've followed my paragraph plan. |
| <input type="radio"/> I've used an appropriate style. | <input type="radio"/> I've checked my spelling, grammar and punctuation. |
| <input type="radio"/> 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