

# 6

# HOUSE AND HOME

## UNIT OBJECTIVES

**Vocabulary:**  
parts of the house and furniture;  
-ed and -ing adjectives

**Grammar:**  
past simple (regular verbs);  
modifiers: *quite, very, really*

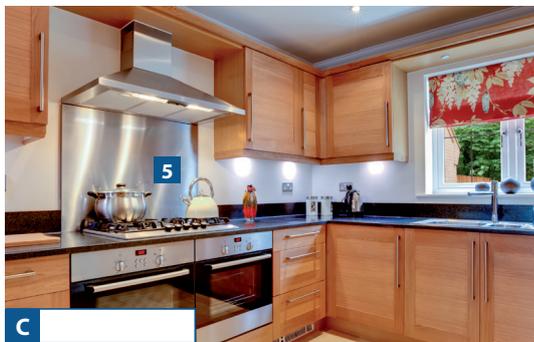
**Functions:**  
expressing emotions



A living room



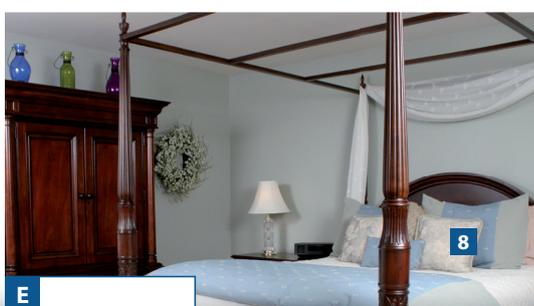
B



C



D



E



F

## VOCABULARY

### Parts of the house

- 1 Look at the photographs and write the names of the parts of the house under each picture.

living room • bathroom • dining room  
garden • bedroom • kitchen

- 2 Match the verbs in the box with the part of the house in Exercise 1.

eat • sleep • cook • wash • watch TV • play football

eat - kitchen

- 3 **SPEAKING** Work in pairs. What other activities do you do in each part of the house?

- I sing in the bathroom.

### Furniture

- 4 Read the sentences and match them to the pictures 1-8.

0 The **fireplace** is the centre of the home, especially in winter.

1

1 There are hot and cold water **taps** in English kitchens and bathrooms.

2 I have a lot of soft **cushions** on my bed.

3 There is a **fence** between our house and our neighbours' house.

4 We use a **kettle** to boil water for tea.

5 **Radiators** keep the house warm.

6 There's a colourful **rug** on the living room floor.

7 The **roof** is on the top of the house.



# PRESENTATION

## Start thinking

10 Before you read at the photographs and answer the questions.

- 1 What is unusual about this house?
- 2 Would you like to live in this house?

11  2.04 Read and listen to the magazine article. Mark the sentences true (T), false (F) or doesn't say (DS).

- 1 The queue of people wanted to help James May to buy a house.
- 2 They finished building the house in one month.
- 3 The Lego fridge worked.
- 4 James May liked the bed.
- 5 There were photos of the house on Facebook.
- 6 A charity for children has got the Lego now.

## GRAMMAR

### Past simple (regular verbs)

#### AFFIRMATIVE

Some people **started** queuing at 4.30 am.  
 James May **used** traditional toys.  
 James May **loved** Lego and **played** with it all the time.  
 Legoland **planned** to buy the house.  
 James May **tried** to find another buyer.

#### Rule

We use the **past simple** to talk about finished actions in the past.

#### With regular verbs:

- we usually add **-ed** to the verb (e.g. *start – started*).
- if the verb ends in **-e**, we add **-d** (e.g. *use – used*).
- if a short verb ends in **vowel + consonant**, we **double the consonant and add -ed** (e.g. *plan – planned*).
- we add **-ed** to verbs ending in **vowel + -y** (e.g. *played*).
- if the verb ends in **consonant + y**, we change the **y** to **i** and add **-ed** (e.g. *try – tried*).

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12 Look back at the text and underline all the examples of the past simple.

13 Write the past simple of the verbs.

- |          |               |          |       |
|----------|---------------|----------|-------|
| 0 want   | <u>wanted</u> | 6 phone  | _____ |
| 1 look   | _____         | 7 play   | _____ |
| 2 copy   | _____         | 8 stop   | _____ |
| 3 save   | _____         | 9 work   | _____ |
| 4 finish | _____         | 10 smile | _____ |
| 5 order  | _____         | 11 type  | _____ |

# The Lego House

A few years ago in August, there was a very long queue of people in the countryside near London, in England. Some people started queuing at 4.30 in the morning. Why were they there? They wanted to help James May, a TV presenter, to build a house. But this was not an ordinary house. No, this was a Lego house.

Together, 1,200 people used 3.3 million (yes, 3,300,000) Lego toy bricks to make a real house.

It was part of a TV show called *Toy Stories* – in the programmes, James May used traditional toys to make 'real' things. Why Lego? Well, because when he was young, James May loved Lego and played with it all the time.

The people finished building the house on 17<sup>th</sup> September, almost seven weeks after they started. Everything was Lego. All the walls, doors and windows were Lego. There was a Lego bedroom and a Lego bed.





There was a Lego bathroom with a Lego toilet and a shower – and they worked! In the kitchen there was a Lego fridge (but no cooker) and there were Lego tables and chairs. There was even a Lego cat. James May stayed in the house one night and was surprised because the bed was quite comfortable.

At first, a theme park called Legoland planned to buy the house, but later they decided not to. James May tried to find another buyer. He started a Facebook page and asked other people to buy it, but nobody wanted it. So on 22<sup>nd</sup> September, they started to take the house to pieces. A few days later, there wasn't a Lego house any more.

James May was not happy about it as more than 1,000 people worked hard to build the house and everything inside it. Other people were not so sad. The television company donated the three million Lego pieces to a charity for children.



#### 14 Complete the sentences. Use the past simple form of the verbs.

- 0 When my granddad was young, he played (play) with Lego all the time.
- 1 We \_\_\_\_\_ (start) to paint our house last month, and we \_\_\_\_\_ (finish) yesterday.
- 2 I \_\_\_\_\_ (decide) to change my bedroom, so I \_\_\_\_\_ (paint) the walls pink.
- 3 We \_\_\_\_\_ (try) to find another house last year because we \_\_\_\_\_ (want) to move.
- 4 I \_\_\_\_\_ (visit) my aunt and uncle and they \_\_\_\_\_ (show) me their new flat.
- 5 My parents \_\_\_\_\_ (study) lots of ideas for a new kitchen before they \_\_\_\_\_ (order) it.
- 6 I \_\_\_\_\_ (look) for James after the show, but he wasn't there.

#### 15 Use the verbs in the box to write four true and two false sentences about what you did yesterday.

study • arrive • finish • call • listen  
help • play

I *studied English yesterday.*

#### 16 In pairs read your sentences to your partner. Can your partner guess which are true and which are false?

- I *studied English yesterday.*
- No, you didn't, that's false.

## THiNK! Values

### Community spirit

#### 17 Match the social values a-d with the comments about the Lego house.

- a  working together    b  having fun  
c  being creative        d  caring for others

- 1 We really enjoyed this – we laughed a lot.
- 2 The idea of building a Lego cat was really interesting.
- 3 I loved being with so many people, doing the same thing!
- 4 I think it's great that they donated the Lego pieces to a charity for children.

#### 18 **SPEAKING** Put the values a-d in order of importance for you. Compare your ideas with a partner.

### PRONUNCIATION

3.27-3.28

-ed endings /d/, /t/ and /ɪd/

Turn to page 282. ➤



DAY  
**5**

## Dad gets it right! (finally)

Day five of the Italian adventure and we're in Naples. We arrived here early yesterday morning, but as usual we were only at the hotel for about five minutes before Dad wanted to take us somewhere. This time it was to the ancient city of Pompeii near Naples. I didn't really want to go. I wanted to go shopping for shoes.

We travelled there by train. The journey didn't take long – but long enough for Dad to tell us a bit about the history. Many years ago, Pompeii was a large Italian city near a volcano called Mount Vesuvius – then on August 24<sup>th</sup> 79 CE – the volcano erupted and completely covered the city in ash. It killed about 20,000 people. But the ash didn't destroy the buildings and now, 2,000 years later, you can walk around the city and see how people lived all those years ago.

2,000-year-old houses: it sounded really boring, but I was wrong. The houses were very interesting. Most of them were really big with lots of rooms (so lots of space to get away from annoying brothers and sisters!). There were paintings and mosaics all over the walls. I'd love a Roman mosaic of One Direction on my bedroom wall. Also, I was amazed at the bathrooms.

I'd love a big bathroom in our house – ours is so small!

I got really interested in Pompeii.

I wasn't bored at all. In fact, I've got lots of ideas for our house when we get home!



The paintings and <sup>1</sup> \_\_\_\_\_ are really beautiful. ▼



▲ More than <sup>4</sup> \_\_\_\_\_ people died here, all of them covered in ash.



▲ Mount Vesuvius – a real <sup>2</sup> \_\_\_\_\_. (I hope it doesn't erupt!)



▲ The houses in this ancient city are more than <sup>3</sup> \_\_\_\_\_ years old.

## READING

19 2.05 Read and listen to Jenny's blog. Complete the photo captions with a word or number from the text.

20 Read the text again and answer the questions.

- Where was Jenny's holiday?
- How did they travel to Pompeii?
- What did Jenny's dad tell them about on the way there?
- How many people died when the volcano erupted?
- What did Jenny notice about the houses?
- What did Jenny like about Pompeii?

## GRAMMAR

### Past simple: negative

*I **didn't** really want to go.*  
*The journey **didn't** take long.*  
*The ash **didn't** destroy the buildings.*

#### Rule

To form the negative in the past simple we use **didn't + the base form of the verb.**

**21** Here are some more things Jenny posted on her blog about Pompeii. Make them negative.

- 0 We visited all of the houses.  
We didn't visit all of the houses.
- 1 I wanted to go home.  
 2 The poor people lived in big houses.  
 3 Dad ordered a pizza for lunch.  
 4 It rained in the afternoon.  
 5 We shopped in the afternoon.  
 6 I was tired at the end of the trip.

**22** Complete with the negative form of the verbs.

cook • want • need • stay • travel • visit

We visited Naples last summer but we <sup>0</sup> didn't visit Pompeii. We <sup>1</sup> \_\_\_\_\_ in a hotel, we stayed in an apartment. We <sup>2</sup> \_\_\_\_\_ because there were a lot of great restaurants and we <sup>3</sup> \_\_\_\_\_ to book. We <sup>4</sup> \_\_\_\_\_ around Italy, we stayed in the city. It was a brilliant holiday we <sup>5</sup> \_\_\_\_\_ to leave.

**23** **SPEAKING** Work in pairs. Tell your partner two things that you did and two things that you didn't do last weekend. Choose from the verbs in the box.

work • climb • play • travel • clean  
 help • study • use • dance • walk

- I didn't walk to school.  
 - I studied with my friends.

## VOCABULARY

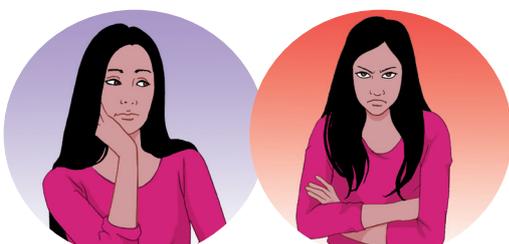
### -ed and -ing adjectives

**24** How does Jenny feel? Write the adjectives under the photos.

annoyed • relaxed  
 bored • interested • amazed



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_



4 \_\_\_\_\_ 5 \_\_\_\_\_

## LOOK!

### -ed and ing adjectives

- We use **-ed adjectives** to say how we feel about something.
- We use **-ing adjectives** to say what we think about something or to describe something.

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**25** What did Jenny say about Pompeii? Complete the sentences with *interested* or *interesting*.

- 1 I got really \_\_\_\_\_ in Pompeii.  
 2 The houses were really \_\_\_\_\_.

**26** Circle the correct words.

- 0 I get annoyed / *annoying* when people ignore me.  
 1 His work was great. I was *amazed* / *amazing*.  
 2 A hot shower is always very *relaxed* / *relaxing*.  
 3 I think maths is really *interested* / *interesting*.

## FUNCTIONS

### Expressing emotions

**27** Think about how you feel in the situations, match an adjective from Exercise 24 to each situation.

- 1 at the cinema                      2 at school  
 3 in an art gallery                  4 on holiday

**28** **SPEAKING** Tell your partner how you feel.

- I feel relaxed at the cinema.  
 - Me too.

**29** Complete the sentences so that they are true for you.

- 1 I'm never bored when \_\_\_\_\_.  
 2 I feel annoyed when \_\_\_\_\_.  
 3 I'm always relaxed when \_\_\_\_\_.  
 4 I was really amazed when \_\_\_\_\_.

**30** **SPEAKING** Work in pairs. Compare your answers.

## WRITING

### A blog post

**31** Think about a holiday, real or invented, and make notes.

- Where did you stay?
- Who were you with?
- What was *special* / *different* about your holiday?
- What was *boring* / *exciting* / *amazing* / *interesting* / *annoying* about the holiday?

**32** Use your notes from Exercise 31 to write a blog post about your holiday. Write about 120-150 words.

## PRESENTATION

33 Where do you usually go when you want to relax? Is there a special place you like to visit?

34  2.06 Read and listen to the dialogue. Where does Anya go to relax?

**Chris** Where were you last week Anya?

**Anya** I was in London.

**Chris** Why were you in London?

**Anya** I just wanted a break. I was stressed about the exams. I needed to get away.

**Chris** Oh, where did you stay in London?

**Anya** I stayed with my grandmother, she lives there.

**Chris** Oh cool, did you enjoy it?

**Anya** Yes, I did. I love staying with my grandmother. I always go there when I need to relax.

**Chris** Has your grandmother got a big house?

**Anya** No, her house is quite small but it's very comfortable.

**Chris** How many bedrooms has it got?

**Anya** Just two bedrooms and a kitchen and bathroom, but there is a really big garden.

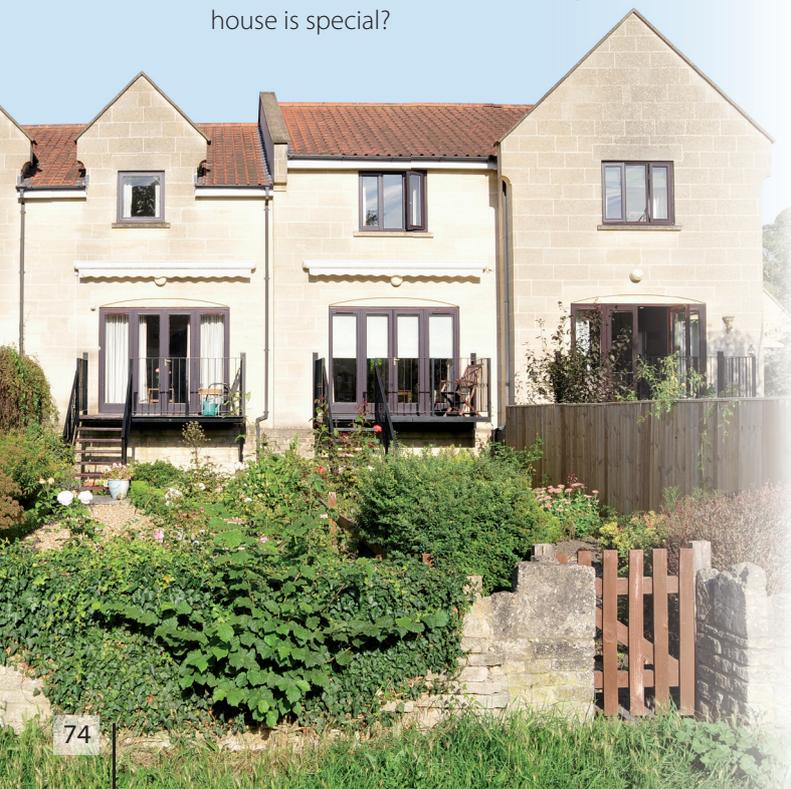
**Chris** That's quite unusual for London.

**Anya** I know. It feels really special, because it's in the middle of a city, but it's very quiet and peaceful.

**Chris** It sounds wonderful.

35 Read again and answer.

- 1 Why did Anya need a break?
- 2 What is unusual about Anya's grandmother's house?
- 3 In what way does Anya think her grandmother's house is special?



## GRAMMAR

### Past simple: questions

#### Question

Did I/you/he/she/it/we/they **enjoy** the break?

#### Short answers

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **didn't**.

#### Wh- questions

Why did I/you/he/she/it/we/they **travel** to London?

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36 Match the questions and answers.

- 0  d Did you enjoy the garden party?
  - 1  Did you play computer games yesterday?
  - 2  Where did you study yesterday?
  - 3  Who did you text yesterday?
  - 4  What did you prepare for dinner last night?
- a Yes, I did. I completed four levels.  
b I studied in the library after school.  
c We ordered chicken and chips.  
d No, I didn't. It rained all the time.  
e I texted my best friend.

37 Use the verbs in brackets to write possible questions for the answers.

- 0 A Did you swim yesterday? (swim)  
B No I didn't. The weather was terrible.
- 1 A \_\_\_\_\_ (tidy up)  
B Yes, we did, and Mum was surprised!
- 2 A \_\_\_\_\_ (show)  
B Yes, you did. You showed it to me yesterday.
- 3 A \_\_\_\_\_ (ask)  
B Yes, I did, and he agreed.
- 4 A \_\_\_\_\_ (study)  
B No, they didn't and now they are sorry.
- 5 A \_\_\_\_\_ (visit)  
B No, she didn't. She stayed at home.

38 **SPEAKING** Compare your questions in pairs.

39 Use the prompts to make questions with the past simple.

- 0 How / you / celebrate / your last birthday?  
How did you celebrate your last birthday?
- 1 What time / you / arrive home / yesterday?
- 2 Which school subject / you / study / last night?
- 3 How / you / travel / on holiday / last year?
- 4 When / you / start / learning English?
- 5 What music / you / like / two years ago?

40 **SPEAKING** In pairs, ask and answer the questions in Exercise 39.

# LISTENING

41 **SPEAKING** Work in pairs. Describe the pictures.



42 **2.07** Listen to four people describing their homes. Whose homes are shown in pictures A and B?

43 **2.07** Listen again. Complete the table with the missing information.

	What is home?	What I like doing there.
Sophie	Home is where I feel 1 _____.	2 _____
James	Somewhere 3 _____.	4 _____
Mia	The 5 _____ in our flat.	6 _____
Daniel	With 7 _____ in the garden.	8 _____

45 Write true sentences about you using the prompts.

- 0 kitchen – big / small  
Our kitchen isn't very big / is quite small.
- 1 bedroom – tidy / untidy
- 2 sofa – comfortable / uncomfortable
- 3 home – busy / quiet
- 4 town – cool / boring
- 5 weather – warm / cold
- 6 homework – easy / difficult

## THiNK! Values

### Feeling safe

46 Think about the questions and make notes.

- Where do you feel 'at home'? Describe the place.
- What's most important for you there? (furniture? things? colours? people?)
- What does that place feel like for you? (relaxing? safe? comfortable?)

47 **WRITING** Write 2 or 3 sentences about where you feel at home. Read them out in groups.

*I feel at home in my bedroom. My bed is quite small but it's very comfortable. I like lying on it and thinking about my life.*

*I feel at home when I'm with my family. My mum and dad are great and my brother is my best friend. I love doing things with them.*

*I feel at home in the living room. Our sofa is really comfortable. I love sitting there on my own reading a good book.*

## LOOK!

### Modifiers

- We use the words **very**, **really** and **quite** to say more about an adjective.  
*I feel **really** happy there. Our kitchen is **quite** small.*
- **very** and **really** are used to make an adjective stronger.
- **quite** usually means 'a little bit'.

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44 Add a modifier to the sentences.

- 0 Mont Blanc is high.  
Mont Blanc is very high.
- 1 Russia is a big country.
- 2 London is warm in the summer.
- 3 Miley Cyrus is famous.
- 4 Ireland is a small country.
- 5 The Spanish language is easy.

## MY SPACE?



For today's teenager a bedroom is more than a place to sleep – it's their personal space. In the past a bedroom was a place where you rested, people only used their bedrooms at night when it was time to go to bed. However, for today's teenagers the bedroom is a much more important place.

### 1 \_\_\_\_\_

Teenagers today spend a lot of time in their rooms and their rooms are an expression of who they are. No teenage room is complete without posters of favourite bands or football teams or photographs of friends and family. Many teenagers choose the colour of the walls and the type of decoration and furniture in their rooms – all elements that help them express their individuality and personality.

### 2 \_\_\_\_\_

For many teenagers their room is the place where they can escape from the pressures of school and the outside world and feel relaxed. In the past, a bedroom contained a bed, a wardrobe, and possibly a desk or a chest of drawers. However, today it is not uncommon for teenage bedrooms to also contain a TV or games console, computer and other digital devices. In fact, a recent study revealed that many teenage bedrooms are not relaxing places at all and that around a third of teenagers do not get enough sleep because there are too many stimulating devices in their bedrooms! So what about you? Is your room a relaxing haven or a high tech heaven?

We asked three teenagers to tell us about their rooms.

## READING

- Before you read look at the bedrooms. What kind of people do you think own these rooms.
- 2.08 Read and match the titles to the paragraphs. Listen and check.
 

a A reflection of personal taste	b Personal case studies
	c High tech hide outs
- Read the text again and answer the questions.
  - In what ways do teenage bedrooms reflect their interests and personalities?
  - What items of technology are now common in teenage bedrooms?
  - Why aren't teenage bedrooms relaxing places?
  - In what ways does Jens' room reflect her interests?
  - What does Lucas do in his room?

## VOCABULARY • Rooms

- Match the words from the text to the definitions.

duvet • bunk beds • chest of drawers • lock

- A device for securely closing a space or a container. \_\_\_\_\_
- A large soft cover used on a bed. \_\_\_\_\_
- Two beds joined together, one bed on top of the other. \_\_\_\_\_
- A piece of furniture containing drawers to keep clothes in. \_\_\_\_\_

3

This is my room, I call it 'The Pink room', pink is my favourite colour.

My mum helped me to decorate my room for my 13th birthday. We painted the walls pink and we ordered pink curtains and a pink duvet from the internet. I have a big wardrobe because I'm really interested in fashion – I have a lot of clothes. I think my room reflects my personality and interests.

*Jens, 15*

My room is my sanctuary – when my friends come round we always go straight up to my room and we close the door – there isn't a lock on my door – but I want one! I watch TV and listen to music in my room on my laptop or play my guitar.

I use my games console in the evenings when I'm really tired.

I love my room, it's the one place in the house where I can do what I want to do.

*Lucas, 16*

This is my room – I share it with my little sister Anna. There are bunk beds, a wardrobe and some drawers. I have got some posters of my favourite singer Beyoncé on the wall but there are also posters of my sister's favourite band New Edition – I don't like them at all, we have very different tastes and personalities.

*Elena, 14*

## LISTENING

- 5  2.09 Listen to Hannah and her mum talking about Hannah's room. How does Hannah's mum feel?

- a  happy  
b  angry  
c  impressed

- 6  2.09 Listen again and answer the questions.

- 1 What colour was Hannah's bedroom before she decorated?
- 2 Why didn't Hannah tell her mother about her plans to decorate?
- 3 What colour are her new curtains?
- 4 Why did Hannah move the rug?
- 5 What kind of rug has Hannah got now?
- 6 Why is Hannah's mum angry with her father?

## WRITING

- 7 Think about teenage bedrooms in your country. How are they the same / different from the bedrooms in the text? Make notes.

- Do teenagers share rooms?
- Do teenagers decorate their rooms?
- What items of furniture can you find?
- What common items of technology can you find?

- 8 Use your notes from Exercise 7 to write a description of a typical teenager's bedroom in your country for an international student exchange forum.

Divide your description into 4 paragraphs:

- sharing rooms
- decoration
- furniture
- technology

Start your description like this:

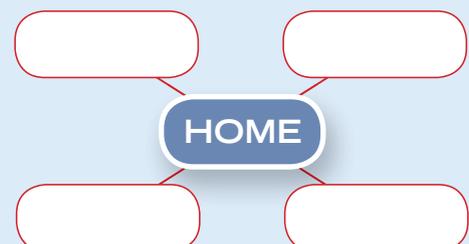
*In Italy most teenagers... but in some families brothers and sisters... because...*

## THiNK! Citizenship

- 9 **SPEAKING** In pairs, discuss the things a home should provide using the words in the box.

decent living conditions • comfort  
privacy • a garden • security  
being part of a community

- 10 Complete the mind map with the four most important things from Exercise 9.



- 11 Discuss your ideas with the rest of the class. Do you all agree?

# TOWARDS PRELIMINARY

## Multiple Choice

- 1 **Reading Part 1** Look at the text. What does it say? Choose the correct alternative.

1 ⏴ ⏵ 📎 🗑️

Can I borrow your bike this afternoon?  
I need to go into town and my brother's got mine.  
Josh

- A Josh has got his brother's bike.
- B Josh wants to meet his brother in the town centre.
- C Josh wants to use his friend's bike.

**2 New students please go to the secretary's office to collect their school ID cards from 10 – 15 October.**

- A The secretary has got new ID cards for all students.
- B New students need to take their ID cards to the secretary.
- C The secretary has got ID cards for the new students.

3 📧 **REPLY** **DELETE**

Where are you? Are you enjoying this party?  
I'm really bored. Come and find me.  
Let's go home.  
Tanya

- 3 A Tanya's bored and wants to go home.
- B Tanya's at home and she's bored.
- C Tanya's friend is boring.

4

I wasn't at school yesterday because I wasn't well. I feel better now. Was there any homework?  
Thanks  
Jay

- A Jay feels ill and doesn't want to do his homework.
- B Jay wants to know about yesterday's lessons.
- C Jay isn't at school today because he's in hospital.

\_\_\_ /8

## GET IT RIGHT

### -ed and ing adjectives

- ✗ I'm very **exciting** about your visit.
- ✓ I'm very **excited** about your visit.

**Remember:** adjectives that end in **-ed** describe the reaction or feelings of someone, adjectives that end in **-ing** describe the person or thing.

- 2 **Transform the base forms of the verbs in brackets into -ed or -ing adjectives.**

- 0 My sister is annoyed with me. (annoy)
- 1 This film is very \_\_\_\_\_. (excite)
- 2 My uncle is a very \_\_\_\_\_ person. (interest)
- 3 It was a real surprise, I was \_\_\_\_\_. (amaze)
- 4 We had a very \_\_\_\_\_ day. (relax)
- 5 I'm \_\_\_\_\_. I don't understand! (confuse)

\_\_\_ /5

## Matching

- 3 **Reading Part 2** Read the descriptions and decide which houses are best for the students.

- 1 Danielle started university in September. Now she wants to live in a house with some other students. She wants her own room in a shared house near the university. She often travels by public transport.
- 2 Martin and Chris lived in a house with four other boys last year. This year they want to share a flat together. They'd like a two-bedroom flat in the city centre. They cycle or walk to university.
- 3 Jess is a final year student and she started a part-time job in a café six months ago. She has a small car. She doesn't want to share. She'd like a modern, nicely furnished flat.



### Ground-floor flat,

5 minutes from city centre, 10 minutes from university. Two bedrooms, living room and small kitchen. No garage, but space for bikes in garden.

A

Small flat – one bedroom, living room, bathroom and small kitchen in new block of flats.

Comfortable, modern furniture. Car parking space available.

B

WE'RE LOOKING FOR A GIRL (OVER 18) TO SHARE OUR FLAT. THERE ARE THREE OF US. WE ARE ALL IN OUR FIRST YEAR AT UNIVERSITY. THE FLAT IS WALKING DISTANCE FROM THE UNIVERSITY AND TEN MINUTES FROM THE STATION.

C

\_\_\_ /6

## Multiple choice cloze

- 4 **Reading Part 5** Read the text and choose the correct word for each space.

### The craziest house in the world

I <sup>0</sup> **B** on holiday with my family in California <sup>1</sup> 1990. There was an advert for 'The Craziest House in the World' in the local paper so we decided to visit it, but on the way there we got lost. Dad <sup>2</sup> want to ask anyone for directions, but after half an hour Mum was very angry so Dad stopped <sup>3</sup> ask for directions. We asked a man in the street. He explained how to get to the house and we arrived there in five minutes. From the outside, it just <sup>4</sup> normal, but inside it was <sup>5</sup> . There <sup>6</sup> 40 bedrooms, three lifts, 47 fireplaces and 467 doors! Sarah Winchester was a rich American woman and the house was <sup>7</sup> special project. They <sup>8</sup> building it in 1884 and they only stopped in 1922. Every time she got <sup>9</sup> with the house, she just called the builders to come and build some more rooms. The builders <sup>10</sup> finish the house, they just stopped work when Sarah died.



- 0 A am    **B** was    C were    D are  
 1 A in    B on    C at    D last  
 2 A was    B did    C didn't    D not  
 3 A at    B for to    C for    D to  
 4 A look    B looks    C to look    D looked  
 5 A amazing    B relaxing    C relaxed    D amazed  
 6 A were    B where    C was    D are  
 7 A her's    B hers    C his    D her  
 8 A start    B started    C starting    D did start  
 9 A bored    B boring    C interesting    D interested  
 10 A don't    B didn't    C doesn't    D wasn't

\_\_\_ / 10

## Sentence transformations

- 5 **Writing Part 1** Complete the second sentence so that it means the same as the first one. Use no more than 3 words.

- The start of the exhibition was yesterday.  
The exhibition \_\_\_\_\_ yesterday.
- We're at the cinema because we want to see a film.  
We're at the cinema \_\_\_\_\_ a film.
- We're not interested in looking at furniture.  
Looking at furniture isn't \_\_\_\_\_ for us.
- The arrival of the train was late.  
The train \_\_\_\_\_ late.
- We weren't at Kim's flat, but at Leo's house.  
We \_\_\_\_\_ Leo's house not Kim's flat.
- This is my room.  
This room \_\_\_\_\_ .

\_\_\_ / 6

### GET IT RIGHT

#### too vs very

- ✗ My mobile phone is **too** small and nice.  
 ✓ My mobile phone is **very** small and nice.

**Remember:** *too* means more than necessary, *very* intensifies the adjective.

- 6 Complete the sentences with *too* or *very*.

- I didn't buy the flat because it was too expensive.
- My little brother is \_\_\_\_\_ annoying.
- On holiday, I was \_\_\_\_\_ relaxed.
- I like your new sofa \_\_\_\_\_ much!
- Amy's \_\_\_\_\_ clever! She always gets top marks in tests.
- This exercise is \_\_\_\_\_ difficult.

\_\_\_ / 5

## Short message

- 7 **Writing Part 2** Last week you moved to a new house. Write an email to your friend about it. In your email you should:

- tell your friend about the rooms in the house
- tell him / her about your room
- invite your friend to come and see the new house on Saturday

(35-45 words)

\_\_\_ / 10

My score \_\_\_\_\_ / 50

35 – 50	✓✓
25 – 35	✓
0 – 25	✗