

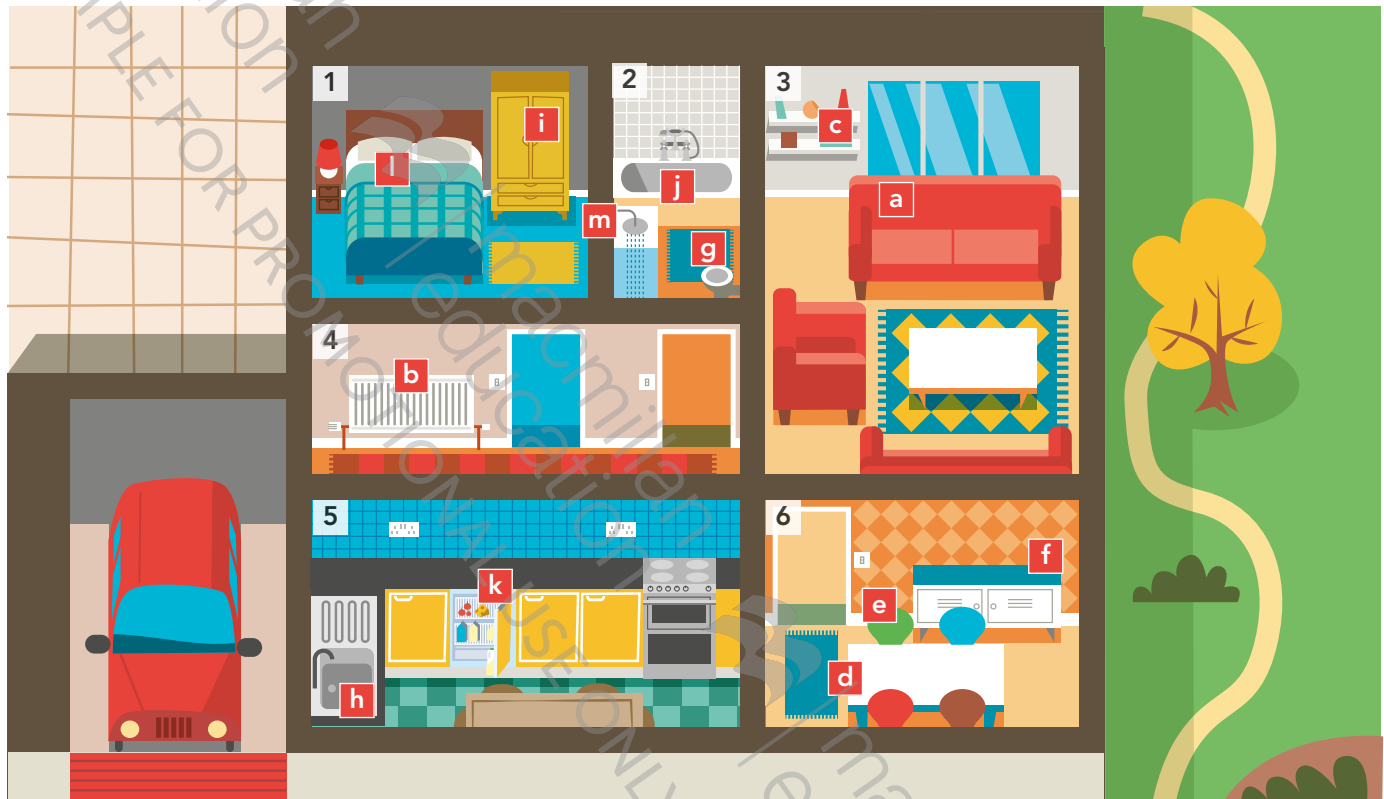
4 Home time



Vocabulary



Rooms



1 Work with a partner. Match the rooms (1–6) with these words.

bathroom • bedroom • dining room
hall • kitchen • living room

2a **PRONUNCIATION** 34 Listen. Mark the stress with a circle.

bathroom

2b 34 Listen again and repeat the words with the correct stress.

Furniture

3a Work with a partner. Match the objects (a–l) in the picture with the words.

bath • bed • chair • cupboard • fridge • radiator
shelf • shower • sink • sofa • table • toilet • wardrobe

3b 35 Listen and repeat.

4 **LISTENING** 36 Listen to somebody describing a similar flat to the one in 1. Circle five differences in the picture.

5a Draw a simple plan of your house or flat. Mark on your plan where the furniture in 3 is.

5b **SPEAKING** Work with a partner. Show your plan and explain it to your partner.

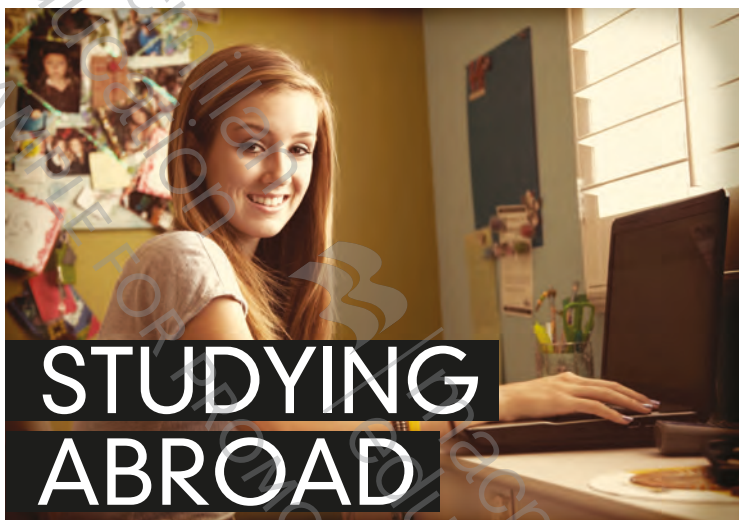
Our house has got five rooms. This is my bedroom. It's got ...



1 Work with a partner. Describe the photos.

2 **READING** Read the article. Match these questions with the correct parts of the text.

- a What about the bathroom?
- b Are there places to cook your own food?
- c Is your bedroom big?
- d What is there in your bedroom?
- e How many people are there in your bedroom?



STUDYING ABROAD

Carla Vega is a 13-year-old student from Spain. This year she is at a boarding school in the UK. Here she tells us about accommodation at the school.

3

'Well, there's a bed, of course. That's in the corner. Above that I've got a notice board where I put posters and my timetable and stuff. There's a big desk and in front of the desk is my chair. Behind one part of the desk there's a window. That gives me light. Above the desk, on the other side, there are bookshelves. There's a reading lamp on the desk, and a wardrobe next to the desk. The wardrobe isn't enormous, but I've got space under my bed to put things. And near the bed, there's a radiator.'

4

'There isn't a bath, just a shower, a toilet and the sink. There aren't shelves in the bathroom. That's a bit inconvenient.'

5

'We've got a small kitchen to make snacks. There's a cooker, a fridge and a sink for washing the dishes. But we always have breakfast, lunch and dinner in the school canteen. It's good to eat together.'

1

'Sometimes there are two or three students in the same bedroom. This year I've got an individual bedroom. But we all use the same living room.'

2

'No, not really! But there's everything you need for studying. There's also a small en suite bathroom. That's nice!'



EXAM SUCCESS

In this type of exercise, why is it useful to first read the whole text before you look at the titles?

➤ EXAM SUCCESS page 151

3 Read the article again. Does it describe the same place as in the photos? Give reasons for your answer.

CRITICAL THINKING

Think! Then compare ideas with your class.

- From the photos and description, do you think this is a good place to study and live? Why/Why not?

5 Match the underlined words in the text with these definitions.

- 1 very big
- 2 things in general
- 3 making problems
- 4 place where two walls meet
- 5 with other people
- 6 a school where the students also live
- 7 a place to live
- 8 a bathroom that joins a bedroom
- 9 equipment for serving and eating food
- 10 equipment for cooking

6 **SPEAKING** What about you?

Would you like to study abroad one day? Why/Why not?



There is/There are

1 Look at the sentences and answer the questions.

- 1 **There's** a bed.
- 2 **There are** shelves for my books.
- 3 **There isn't** a bath.
- 4 **There aren't** shelves in the bathroom.
- 5 **Are there** places to cook your own food?
- 6 Yes, **there are**.
- 7 No, **there aren't**.

Which sentence(s) is/are ...

- a affirmative?
- b negative?
- c singular?
- d plural?
- e in the question form?
- f short answers?

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2a Look at the picture and complete the sentences with *is*, *isn't*, *are* or *aren't*.

- 1 There a fridge.
- 2 There four chairs.
- 3 There two pizzas.
- 4 There a sofa.
- 5 There two radiators.
- 6 There three shelves.
- 7 There a table.
- 8 There a wardrobe.
- 9 There two cupboards.
- 10 There a bath.

3 Complete the questions and short answers about the picture. Use the correct form of *there is* or *there are*.

- 1 Q: three pizzas?
A:
- 2 Q: three chairs?
A:
- 3 Q: a burger?
A:
- 4 Q: a radiator?
A:
- 5 Q: shelves?
A:
- 6 Q: a cupboard?
A:

4 **SPEAKING** Memory test! Work with a partner. Student A, close your book. Student B, ask questions about the picture. Can your partner remember? After four questions, change roles.

Are there three chairs?

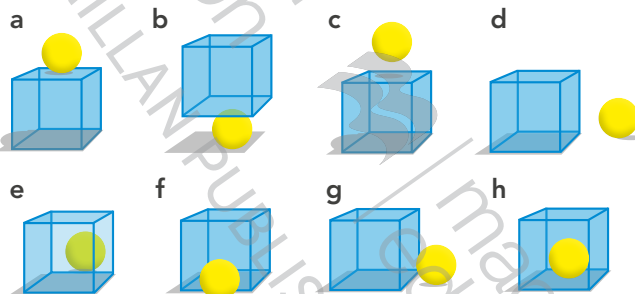
Yes, there are.



Prepositions of place

5 Read the sentences and match with diagrams a-h to show that you understand the meaning of the prepositions.

- 1 **Above** the bed I've got a notice board.c
- 2 **Behind** the desk there's a window.
- 3 There's a reading lamp **on** the desk.
- 4 There's a wardrobe **next to** the desk.
- 5 I've got space **under** my bed to put things.
- 6 **Near** the bed, there's a radiator.
- 7 There are three students **in** the bedroom.
- 8 **In front of** the desk is my chair.

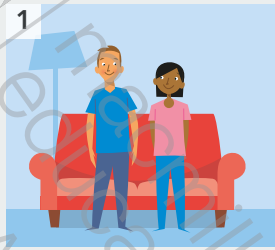


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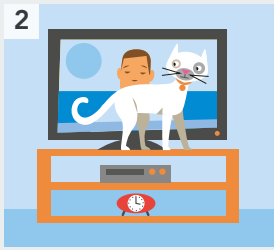
2b 37 Listen, check and repeat.



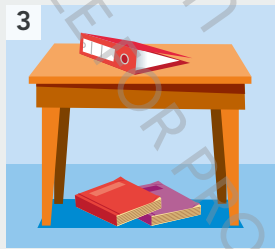
6 Look at the pictures. Choose the correct alternative.



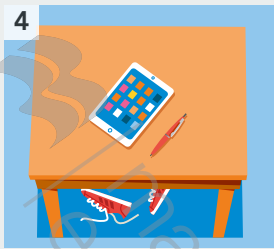
There are two people in/on the room.



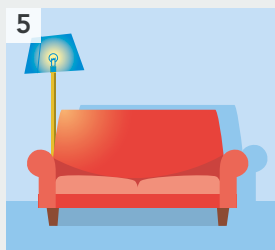
There is a cat next to/in front of the TV.



There are two books above/under the table.



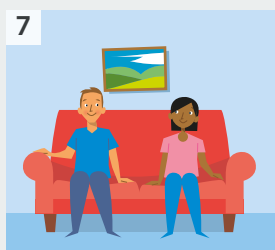
There's a tablet in/on the table.



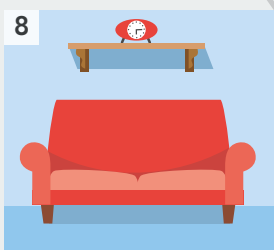
There's a lamp behind/ in front of the sofa.



There's a chair near/ next to the sofa.



There are two people above/on the sofa.



There's a shelf under/ above the sofa.

7a Use prepositions to write five sentences about the position of objects in the pictures in 6. Make two sentences false.

*There's an English dictionary on the shelf.
There's a cat on the chair.*

7b **SPEAKING** Work in a small group. Read out your sentences. Can other students identify the false sentences?

Food and drink



1a Work with a partner. What food can you see in the photos? Use the words in the box to help you.

- apple • banana • biscuit • bread • burger • butter • cake
- cheese • chicken • chips • coffee • egg • fish • honey
- ice cream • jam • lemonade • meat • milk • orange juice
- pizza • salad • salt • strawberry • sugar • tea • tomato
- water • yoghurt

1b Use your dictionary to check that you understand all the words in the box.

1c **38** Listen and repeat.

2 Which words in 1 are ...

- a types of fruit? c sweet?
- b drinks? d dairy products (made from milk)?

3 **SPEAKING** Work with a partner. Find out which food and drink your partner likes and dislikes.

Do you like apples?

Yes, I do. And you?

Not much.

Choosing healthy



LIFE SKILLS OBJECTIVES



- To learn how to read food labels
- To think about our food choices
- To analyse what we eat and decide if it is healthy or not

KEY CONCEPTS

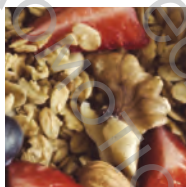


healthy/unhealthy [adj]: I think apples are healthy – they're really good for you **amount [n]:** It's important to eat the right amount – not too much or too little. **serving [n]:** This breakfast cereal has 16 servings so I can eat it every morning for 16 days. **saturated fat [n]:** Burgers, whole milk, cream and butter all contain lots of saturated fat. **fat [n]:** Some foods, like nuts, contain fats which are not as bad as saturated fats. **nutrient [n]:** We eat because our body needs the nutrients from food for energy.

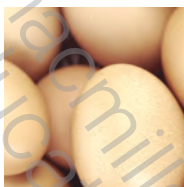
1 Work with a partner. Look at the different types of food. Do you think each type of food is healthy (H), unhealthy (U), or it depends (D)?



1 apples



2 breakfast cereals



3 eggs



4 chips



5 orange juice



6 burger

2 When experts talk about food, they often talk about Reference Intake. The Reference Intake shows us approximately how much food it is OK to eat in one day. Look at this table. What is the total number of calories for you?

3a Look at this food label from a breakfast cereal packet. In your opinion, is the cereal healthy, unhealthy or in the middle? Why?

per 30g cereal:

16 SERVINGS	ENERGY 493kJ 116kcal 6%	FAT 0.8g LOW 6%	SATURATES 0.3g LOW 6%	SUGARS 11g HIGH 6%	SALT 0.2g MED 6%
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% of an adult's reference intake.
Typical values per 100g: Energy 1639kJ/387kcal

REFERENCE INTAKE

Age	Energy (kcal)	Fat (g)	Saturated Fat (g)	Sugar (g)	Salt (g)
11-14	2200	85	25	110	6
	1850	70	25	90	6
15-18	2750	105	35	140	6
	2100	80	25	105	6
19+	2500	95	30	120	6
	2000	70	20	90	6

Male/Female



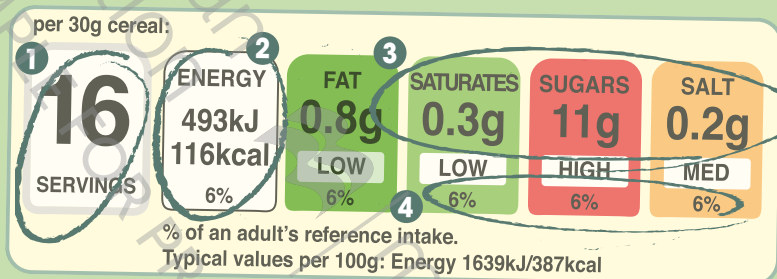
3b READING Read and match A–D with 1–4 below.

A Food labels show the amount of each nutrient: fat, saturated fat, sugar and salt in a serving, in grams. The colour is important. They use a traffic-light system. If the amount is high, it's red. That means 'Stop!' You need to be careful. If it's medium, it's amber (orange). If it's low, it's green. That means 'Go!' It's good for you.

B The people who produce the food decide what is a normal 'serving', i.e. the normal amount of food for one person to eat at one time. But it's important to see what they consider is normal. In this case, the serving is 30g of breakfast cereal. But many people eat over 30g.

C Food labels usually measure energy in kilojoules (kJ) and kilocalories (Kcal – often called calories). Labels give the amount in 100g (100ml for drinks) or the amount in a serving, or both. Read the label carefully – there's often a big difference in calories between a serving and 100g.

D These percentages (%) show the amount of your Reference Intake that comes from one serving. It's important to remember that the Reference Intake is usually a maximum limit. The idea is that you don't go above these amounts.

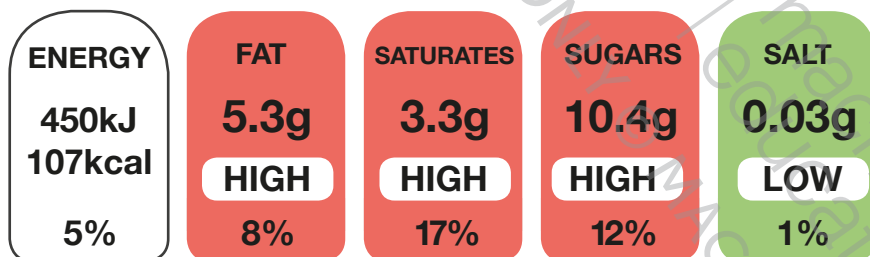


4 Read texts A to D again and mark the statements True (T) or False (F).

- The colour amber is similar to orange.
- When you see a nutrient marked in red, it's bad.
- A serving is always 30g.
- 30g of cereal is not a lot for many people.
- The number of calories is always per 100g.
- It is bad to go above your Reference Intake.

T/F
T/F
T/F
T/F
T/F
T/F

5a Look at this food label. Do you think this food is healthy or unhealthy? Give reasons for your answer.



5b Do you think this comes from a pizza packet or a chocolate bar? Why?

6 **LISTENING** **39** A teenager is talking about what he eats. Watch or listen. What do you think of his diet?

7 **39** Watch and listen again and answer the questions.

- What does the boy usually have for breakfast?
- What does he have for lunch?
- Why does he buy his lunch at school?
- Does he think he has a healthy diet?
- Does his diet worry him? Why/Why not?

8 **SPEAKING** Do you think the boy's diet is typical of teenagers in your country? Why/Why not?

LIFE TASK



Do you have a healthy diet? Find out. Follow this plan:

- Write an eating diary for the last three days. Make a list of the contents of your breakfast, lunch and dinner, plus any other snacks.

Monday

Breakfast
Cereal and Milk

Lunch
Pizza and salad

Dinner
Chicken and rice

- Circle each type of food or drink on your list with a colour. **Green** means it hasn't got much sugar, fat or salt. **Amber (orange)** means it's medium. **Red** means it's got a lot!

- Work with a partner. Look at the colours in your eating diary. What are the good and bad things about your diet/your partner's diet? If you have a lot of red marks, think about healthy alternatives!





1 Match the photos with these words.

bowl • cake tin • food processor • spoon



2 You are going to listen to a food programme. Look at the ingredients needed for today's recipe. Check that you know what all the ingredients are. What do you think the recipe is for?

- a low-fat cream cheese
- b butter
- c sugar
- d honey
- e biscuits
- f strawberries

3 LISTENING 40 Listen to the programme. What is the recipe for? In what order do you hear the ingredients in 2?

- 1
- 2
- 3
- 4
- 5
- 6

4a 40 Read this description of the recipe. Find seven mistakes. Listen again if necessary.

For this recipe, you need 300g of low-fat cream cheese. You also need two spoonfuls of honey and one of sugar. You mix them together in a cake tin. For the base you need 300g of biscuits and 50g of butter. You mix them using a food processor. Then you put that mixture in a cake tin and add the cream cheese mixture. You put it in the fridge. At the end you put strawberry jam on top. In about 30 minutes it's ready to eat!

4b Correct the mistakes.

5 SPEAKING What about you?

- 1 Would you like to eat this recipe? Why/Why not?
- 2 Do you think this recipe is easy to make? Why/Why not?
- 3 How often do you cook? What do you make?

Countable and uncountable nouns

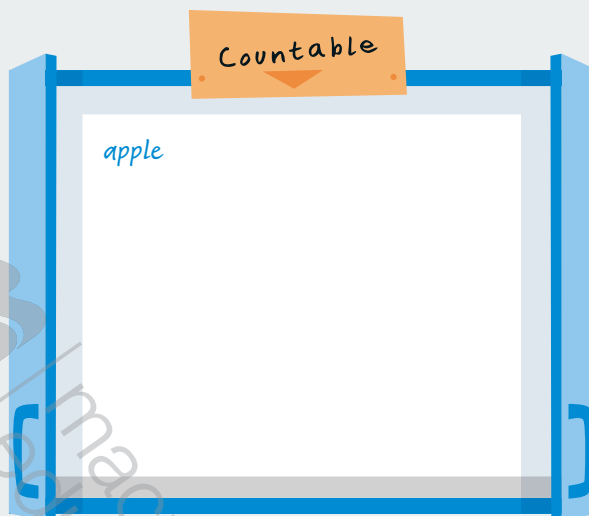
1 Look at the sentences and the word in blue in each sentence. Is it possible to count this word or not? Write C (Countable) or U (Uncountable).

- 1 I've got real **strawberries**.
- 2 I've got a **spoon**.
- 3 You mix it with the **honey** and the **sugar**.
- 4 We need 100 grams of **butter**.
- 5 We put the **biscuits** in a food processor.

GRAMMAR REFERENCE ► PAGE 58

2 Put the food and drink in the correct place.

apple • banana • biscuit • bread • burger
butter • chip • egg • honey • jam
lemonade • meat • milk • orange juice • salt
strawberry • sugar • tomato • water



3 SPEAKING Work with a partner. Look around the classroom. Try to find three countable things and three uncountable things.

some, any, a/an

4 Look at the sentences and complete the rules with some, any or a/an.

- a I've got **a** spoon.
- b We need **some** sugar.
- c Have you got **any** strawberry jam?
- d We need **some** biscuits.
- e Have we got **a** cake tin?
- f I haven't got **any** jam.
- g There aren't **any** eggs in this recipe.

- 1 We use with singular countable nouns (*apple, chip*), in affirmative and negative sentences and questions.
- 2 We use with plural countable nouns (*apples, chips*) and uncountable nouns (*milk*) in affirmative sentences.
- 3 We use with plural countable nouns (*apples, chips*) and uncountable nouns (*milk*) in negative sentences and questions.

GRAMMAR REFERENCE ► PAGE 58

5 Choose the correct alternative.

- 1 Have you got a/any water?
- 2 There isn't any/some milk in the fridge.
- 3 We've got a/some bread in the kitchen.
- 4 Is there an/any orange juice in the bottle?
- 5 I think there are any/some strawberries.
- 6 There's a/some chip under the table.
- 7 We need to buy a/some butter tomorrow.

6 Look at the photo and decide if the statements are True (T) or False (F).

- 1 There are three men at the table. **T/F**
- 2 There are some glasses. **T/F**
- 3 There's an orange on the table. **T/F**
- 4 There aren't any spoons. **T/F**
- 5 There aren't any children there. **T/F**
- 6 There's a dish on the table. **T/F**

7 Complete the sentences about the picture in 6 with is, are, isn't or aren't and some, any, a or an.

- 1 There honey.
- 2 There orange juice.
- 3 There apples.
- 4 There people with dark hair.
- 5 There old man.
- 6 There milk.
- 7 There bread.
- 8 There burgers.

8a Complete the dialogue with the correct form of there is or there are and a, an or any.

A: Can I ask you some questions about your school?

B: Yeah, sure.

A: (a) canteen at your school?

B: Yes, (b)

A: (c) information about healthy eating on posters?

B: Yes, (d)

A: (e) fridges or cupboards where students can keep food or drinks?

B: No, (f)

A: (g) place where you can buy food or drinks?

B: Yes, (h) There's a little shop.

A: (i) healthy snacks there?

B: Yes, (j) You can buy fruit there, for example.



8b **41 Listen and check.**

8c SPEAKING Work with a partner. Ask and answer the questions in 8a about your school.



Making and replying to offers

1a SPEAKING Work with a partner. What can you see in the photo?



1b Answer the questions.

- How often do you invite friends to your house?
- How often do you visit friends' houses?
- What do you do when you visit friends?

2 LISTENING 42 Listen to the people in the photo. Are the statements True (T) or False (F)?

- Andy and Joe go into the living room. **T/F**
- Joe visits Andy to watch a film at his house. **T/F**
- Andy offers Joe something to eat and to drink. **T/F**
- Joe is thirsty. **T/F**
- Joe offers to turn the TV on. **T/F**

3a 42 Listen again and complete the Useful expressions in the 'Making offers' section of the Speaking bank.

SPEAKING BANK

Useful expressions to making and replying to offers

Making offers

- Shall I (a) ?
- Have a (b) ?
- Would you like (c) ?
- How about (d) ?
- Can I (e) ?

Replying to offers

- Yes, sure.
- Thanks./Thank you./Cheers.
- That'd be great.
- No, thanks/thank you.
- No, I'm fine, thanks.
- No, it's OK.

3b 43 Listen, check and repeat.

4 Complete the dialogue. What does Holly say to Olivia?



Olivia: Hi Holly. Come in!

Holly: (a)

Olivia: Thanks. Shall I take your coat and your bag?

Holly: (b)

Olivia: Can I put it here on the table?

Holly: (c)

Olivia: Yes. Would you like anything to eat or drink?

Holly: (d)

Olivia: No, sorry, I don't think I have. How about lemonade?

Holly: (e)

Olivia: Here you are. And the glasses are in that cupboard behind you.

- Yes, sure. I'm really thirsty!
- Thanks. What a lovely dress!
- That'd be great. Have you got any orange juice?
- OK ... Is that the kitchen?
- Yes, thanks. But be careful because I've got my laptop in there.

EXAM SUCCESS

In this type of exercise, is it important to read the whole dialogue when you finish? Why/Why not?

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PRACTICE MAKES PERFECT

5a SPEAKING Work with a partner. Prepare a dialogue. Include two offers in your dialogue.

Student A: You are at home and your friend comes to visit you.

Student B: You visit your partner's house to play computer games.

5b Practise the dialogue.

5c Act out your dialogue for the class.

A description of a place

1a SPEAKING Work with a partner. Imagine your dream bedroom. Would you like to have these objects in it? Give a mark from 0 to 5 for each object (0 = I don't want it, 5 = I really want it).

- | | |
|---------------------------|-----------------------------|
| 1 posters/paintings | 4 a TV |
| 2 a computer | 5 musical instruments |
| 3 a games console | 6 a sofa |

1b Are there any other objects you would like? Which?

2 READING Three teenagers describe their dream bedrooms. Read the descriptions. Who wants the bedroom in the picture?

Jasmine

My dream bedroom has got pink walls. There are famous paintings on the walls. Next to my bed, there's a beautiful old table and chair. I usually sit at the table in the morning, open my notebook and write stories. When I open the windows I always hear birds singing because in front of my bedroom windows there's a big park. I'm always happy and relaxed in my bedroom!

Charlie

My dream bedroom is big. On the walls of my room I've got posters of my favourite bands. There's always music in my room. I've got a really cool guitar. When my friends come and visit me, we play music for hours. I've also got a big desk in my room, where I do my homework. In front of the bed there's a sofa. It's really comfortable! In front of the sofa there's a big TV and a games console. When my friends and I finish playing music, we play computer games there.

Emma

My dream bedroom is a cinema. I've got a really comfortable bed and I watch films from there. On the wall there's an enormous TV. Next to my bed, there's a fridge with cold drinks. There's also a machine to make hot popcorn! My bedroom has also got enormous windows and a great view of a big swimming pool.



3 SPEAKING Work with a partner. Tell them which bedroom you like and which bedroom you don't like. Explain your decisions.

I like Charlie's bedroom because I like music and computer games.

I really like the cinema bedroom. I love films and popcorn.

4 Look at the texts again. Write a list of adjectives that appear in the descriptions. Remember that adjectives help us to write interesting descriptions.

famous, beautiful ...

5 Look at the Writing bank and the texts in 2. Choose the correct alternative in the rules for word order.

WRITING BANK

Basic word order

- Adjectives usually come *after/before* the noun they describe.
- Adjectives usually come *after/before* the verb *to be*.
- Adverbs of frequency come *after/before* the main verb.
- Adverbs of frequency come *after/before* the verb *to be*.

6 Is the word order correct in these sentences? If there is a mistake, correct it.

- The walls are red and there are paintings big and colourful.
- I write sometimes stories and songs in my bedroom.
- I don't usually listen to music in my room.
- The bed and sofa are very big and comfortable.
- My friends often are at my house.
- I've got a desk beautiful next to the window.

PRACTICE MAKES PERFECT

7a Look at the task.

An English magazine wants teenagers to describe their ideal bedrooms. Write an article about your ideal bedroom. Include information about the furniture and other objects.

7b Write your article. Remember to check the word order in your description.

WRITING BANK > PAGE 156

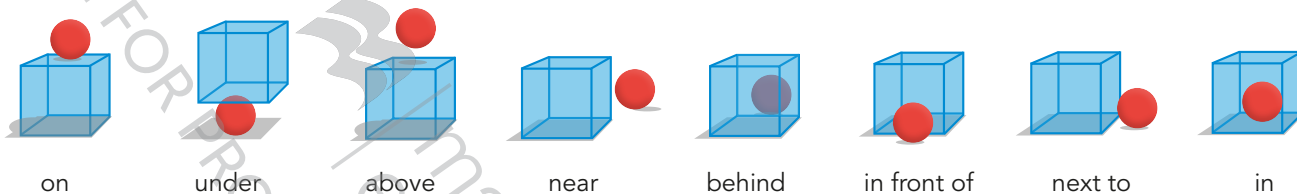
Grammar reference

There is/There are

FORM

	Singular	Plural
Affirmative	There's a cupboard.	There are two cupboards.
Negative	There isn't a sofa.	There aren't two sofas.
Questions	Is there a cupboard?	Are there two cupboards?
Short answer	Yes, there is ./No, there isn't .	Yes, there are ./No, there aren't .

Prepositions of place



Countable and uncountable nouns

- We can count *apples, bananas, eggs, burgers, chips* and so there is a singular and plural form. *Apple, banana, egg, burger, and chip* are all examples of **countable** nouns.
- We cannot count some things (for example liquids) and so we do not usually use a plural form. For example *milk, water, bread, salt, and cheese*. These are examples of **uncountable** nouns.

some, any, a/an

USE

- We use **some** with uncountable nouns and with plural countable nouns, in affirmative sentences.
I've got some chips. We've got some lemonade.
- We use **any** with uncountable nouns and with plural countable nouns, in negative sentences and questions.
I haven't got any sugar.
He hasn't got any eggs.
Have you got any water?
Are there any tomatoes?
- We use **a/an** with singular countable nouns in affirmative and negative sentences and in questions.
An goes before a vowel sound.
I haven't got a dish.
He's got an orange.

Vocabulary

Rooms bathroom • bedroom • dining room • hall • kitchen • living room

Furniture bath • bed • chair • cupboard • fridge • radiator • shelf • sink • shower • sofa • table
toilet • wardrobe

Food and drink apple • banana • biscuit • bread • burger • butter • cake • cheese • chicken • chips
coffee • egg • fish • honey • ice cream • jam • lemonade • meat • milk • orange juice • pizza • salad • salt
strawberry • sugar • tea • tomato • water • yoghurt

Other words and phrases ► page 144

Grammar revision

There is/There are

/ 6 points


1 Choose the correct alternative.


- There is/are 25 people in that class.
- There are/aren't two 't's in the word 'writing'.
- There isn't/aren't computers in the library.
- There is/are a big desk there.
- There isn't/aren't time to do the exercise now.
- Are/Is there 11 people in a football team?


Prepositions of place

/ 5 points


2 Complete the sentences with a preposition.


- 

The keys are
the book.
- 

The bottle is
the computer.
- 

The rubber is
the desk.

- 

The dictionary is
the shelf.
- 

The light is
the table.

Countable and uncountable nouns

/ 4 points

some, any, a, an

/ 6 points

3 Write C (countable) or U (uncountable) after each word.

- | | |
|------------------|-----------------|
| 1 milk | 5 biscuit |
| 2 lemonade | 6 meat |
| 3 banana | 7 bottle |
| 4 bread | 8 dish |

4 Complete the sentences with some, any, a or an.

- Have you got sugar?
- There isn't salt in this.
- You've got orange to eat after your lunch.
- I've got cheese for the pizza.
- There isn't bread to make a sandwich.
- Is there tomato in the bag?

Vocabulary revision

ROOMS

/ 5 points

1 Put the letters in the correct order to make rooms.

- | | |
|---------------------|------------------|
| 1 neckith | 4 lahl |
| 2 modrobe | 5 broomhat |
| 3 ginnid ormo | |

FOOD AND DRINK

/ 7 points

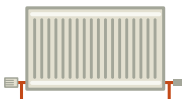





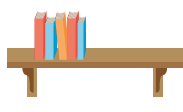
3 Complete the words.

- A popular drink in the UK: t
- Made from strawberries, for example: j
- A dairy product: b
- Green and healthy: s
- You put it on food like chips: s
- People sometimes put it in drinks to make them sweet: s
- Cold and sweet: i

FURNITURE

/ 7 points

2 Write the names of the objects.

- | | | |
|---|---|---|
| 1  | 2  | 3  |
| 4  | 5  | 6  |
| 7  | | |

Total: / 40 points

Reading

▶ TIP FOR READING EXAMS

In matching activities, remember ...
Read the whole text first to get a general idea before you answer very specific questions.

▶ EXAM SUCCESS page 151

1 **READING** Read this interview with a teenage girl. What is her favourite free-time activity? Why is the book *The Hunger Games* special for her?

2 **Match these questions with the correct parts of the text.**

- a Why is the book expensive?
- b Why do you collect books?
- c Does your copy of *The Hunger Games* have your name in it?
- d Emma, what's your special free-time activity?
- e Have you got a favourite book in your collection?
- f How do you know that a book is a first edition?

3 **SPEAKING** What about you?

- 1 Do you collect anything? What? What is your favourite thing in your collection?
- 2 Would you like to collect something? Why?/Why not?



My special free-time activity

1

My dad and I collect books.

2

Because I love them. I read a lot.

3

Yes, I've got a copy of *The Hunger Games* by Suzanne Collins. People pay thousands of dollars for this book now.

4

Because it's very popular, especially because of the film. But this copy isn't easy to find. It's a first edition. It's got the author's signature. Now there are millions of copies of *The Hunger Games* in the world. But there aren't millions of copies of the first edition, or thousands of copies with the author's signature.

5

On one of the first pages, English or American books usually have a list of numbers. For example, 10 9 8 7 6 5 4 3 2 1, or 2 4 6 8 10 9 7 5 3 1. When the list has the number 1, it's a first edition.

6

No, it doesn't. When a book has a name in it, other people don't want it. But that isn't very important to me. This book is special for me because I love the story. I only collect books that I love.

Writing

▶ TIP FOR WRITING EXAMS

In writing exams, remember ...
When you write a short note, it is essential to know who you are writing to and what information to include.

▶ EXAM SUCCESS page 151

4 **Look at this notice from a school notice board. Who is the notice from? What three pieces of information do they want?**

Hi!
I need information about the school Book Club.
Which day or days does it meet? Where are the meetings? What exactly does the club do when it meets?
Please write back and tell me!
Thanks,
Stephanie (Class 2B)

5 **Write a reply to Stephanie's note. Give all the necessary information. Invent it.**

Use of English

TIP FOR USE OF ENGLISH

In activities where you have to complete the dialogue, remember ...
Read the sentences before and after each space to decide the correct answer.

▶ EXAM SUCCESS page 151

- 6 **Indira is asking Sam for directions. Complete the dialogue. There are six sentences but only four spaces.**



Indira: Excuse me. Can you tell me how to get to the museum?

Sam: 1

Indira: What's the name of the street?

Sam: 2

Indira: Is it opposite the library?

Sam: 3

Indira: Ah, OK. Thank you.

Sam: 4

Indira: Yes, that'd be great!

- A Yes. Go straight on and then turn right.
- B No, it's opposite the art gallery.
- C Is it on the corner of Parker Road?
- D No, sorry, I don't.
- E Would you like me to show you the route on my phone?
- F I think it's Hazel Street.

Listening

TIP FOR LISTENING EXAMS

In *True/False/Not Mentioned* activities, remember ...
Read the statements before you listen. They can give you an idea of what you are listening for.

▶ EXAM SUCCESS page 151

- 7 **LISTENING** ▶ 44 **Listen to a man called Mike answering questions about where he lives. Are these sentences True (T), False (F), or is the information Not Mentioned (NM)?**

- | | |
|---|--------|
| 1 Mike's home has six big bedrooms. | T/F/NM |
| 2 Mike often reads in his bedroom. | T/F/NM |
| 3 There are 52 computers in Mike's home. | T/F/NM |
| 4 Sport is important for Mike and the others. | T/F/NM |
| 5 Mike and the others don't eat meat. | T/F/NM |
| 6 Mike and the others like drinking lemonade. | T/F/NM |
| 7 Mike hasn't got a favourite room. | T/F/NM |
| 8 Mike doesn't live on the Earth. | T/F/NM |

- 8 **What about you?**

Would you like to live in this place? Why/Why not?

'CAN DO' PROGRESS CHECK UNITS 3-4

CEF

- 1 **How well can you do these things in English now? Give yourself a mark from 1 to 4.**

- 1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

- | | |
|---|--------------------------|
| a I can talk about basic routine actions using the present simple. | <input type="checkbox"/> |
| b I can say how often I do things using adverbs of frequency. | <input type="checkbox"/> |
| c I can talk about what I do in my free time. | <input type="checkbox"/> |
| d I can ask for and give directions. | <input type="checkbox"/> |
| e I can write short notes. | <input type="checkbox"/> |
| f I can talk about houses and rooms using <i>There is/There are</i> . | <input type="checkbox"/> |
| g I can talk about quantities with <i>some, any, a/an</i> . | <input type="checkbox"/> |
| h I can name different food and drink. | <input type="checkbox"/> |
| i I can make and reply to offers. | <input type="checkbox"/> |
| j I can write a short description of a room. | <input type="checkbox"/> |

- 2 **Now decide what you need to do to improve.**

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
▶ WORKBOOK Units 3-4
- 3 Ask for help.
- 4 Other: