

Starter p 6–9		Grammar: imperatives; present simple and adverbs of frequency; possessive -'s, prepositions of time and place		
UNIT		READING	GRAMMAR	VOCABULARY
1 	Fun times (LEISURE) p 10–19	 <i>Your favourite places</i> Notices and short messages Understanding text type  3-option multiple choice	 Present simple and present continuous Present continuous for future use	Words connected with <i>entertainment</i> Word patterns: words + prepositions Collocations with nouns
2 	Good food (FOOD) p 20–29	<i>Three young cooks tell us why they learnt to cook ...</i> Scanning  3-option multiple matching	 Past simple: regular verbs, Wh- words Past simple: irregular verbs	Words connected with <i>food</i> Word formation: verbs/adjectives Collocations with verbs
Review Units 1 and 2: Optimise your well-being: Be a good listener / Revise Grammar and vocabulary /				
3 	On the move (TRAVEL) p 32–41	 <i>Holidays at home</i> <i>Getting around</i> Skimming  3-option multiple choice	 Past continuous, linking words Past simple and past continuous	Words connected with <i>travel</i> Compound nouns Phrasal verbs
4 	The world of technology (TECHNOLOGY) p 42–51	<i>My favourite technology item</i> Thinking logically  3-option multiple matching	Quantifiers with countable and uncountable nouns  Comparatives and superlatives	Words connected with <i>communication and technology</i> Compound nouns Collocations with verbs
Review Units 3 and 4: Optimise your well-being: Get moving / Revise Grammar and vocabulary /				
5 	My style (CLOTHES) p 54–63	 <i>Upcycle your wardrobe!</i> <i>Do it yourself!</i> Answering multiple-choice questions  3-option multiple choice	 Present perfect simple with <i>ever</i> and <i>never</i> Present perfect simple and past simple	Words connected with <i>fashion, clothes and shopping</i> Word patterns: words + prepositions Collocations with verbs
6 	Learning for life (EDUCATION) p 64–73	Notices and short messages Deciding on the purpose of the message  3-option multiple choice	<i>be going to</i>  <i>will</i> and <i>going to</i>	Words connected with <i>school and studying</i> Word patterns: words + prepositions Collocations with verbs
Review Units 5 and 6: Optimise your well-being: Learning challenge / Revise Grammar and vocabulary /				
7 	Let's play (SPORT) p 76–85	 <i>The life of an athlete</i> <i>Girls united</i> Identifying incorrect answer options  3-option multiple choice	Modals (1): ability, necessity, obligation, possibility  Modals (2): advice, permission, polite requests, prohibition	Words connected with <i>sport</i> Word formation: verbs/nouns Collocations with verbs
8 	Rain or shine! (WEATHER) p 86–95	Notices and short messages Finding ideas that mean the same  3-option multiple choice	 Zero conditional, first conditional Second conditional	Words connected with <i>weather and nature</i> Word patterns: words + prepositions Word formation: nouns/adjectives
Review Units 7 and 8: Optimise your well-being: Being grateful / Revise Grammar and vocabulary /				
9 	Good for you (HEALTH) p 98–107	 <i>Choosing a healthy activity</i> <i>Feel-good activities</i> Understanding words with opposite meanings  3-option multiple matching	 Present perfect simple: <i>for</i> , <i>since</i> , <i>already</i> , <i>just</i> , <i>yet</i> Verb patterns: verb + infinitive / -ing	Words connected with <i>health</i> Word patterns: words + prepositions Collocations with verbs
10 	At home (HOUSES) p 108–117	<i>Houses for teens by teens</i> Understanding words from context  3-option multiple choice	 Present simple passive Past simple passive and <i>by</i>	Words connected with <i>houses and homes</i> Phrasal verbs Collocations with verbs
Review Units 9 and 10: Optimise your well-being: Taking notice / Revise Grammar and vocabulary /				
Preview B1 p 120–123		Grammar: indefinite pronouns; relative clauses: <i>who</i> , <i>which</i> , <i>that</i>		
OPTIMISE YOUR EXAMS A2 KEY FOR SCHOOLS  ► READING AND WRITING p 124–128				
Grammar reference p 134–145		Vocabulary reference p 146–152		Writing reference p 153–156
Speaking reference p 157–158				

Vocabulary: words connected with *hobbies*; phrasal verbs, word formation: nouns/verbs

LISTENING	SPEAKING	LANGUAGE IN USE	WRITING
Listening for words that mean the same  Matching	 Talking about free-time activities  Questions	Predicting the answer  3-option multiple-choice cloze	Using your own words  A note  Learning to Learn: Finding out your learning style
Predicting what you will hear  3-option multiple-choice A dialogue	 Explaining likes and dislikes  Questions	Using linking words  Open cloze	Making and replying to suggestions  A note  Learning to Learn: Setting up a study space

Action plan **skills** p 30–31

Listening for important information (1)  Gap fill	 Asking someone to explain  Discussion Pictures	Choosing the correct word  3-option multiple-choice cloze	Checking your work  An email  Learning to Learn: Digital competence
Understanding when things happen  3-option multiple choice Pictures	 Talking about preferences  Discussion	Using determiners  Open cloze	Using linking words  A picture story  Learning to Learn: Using the internet for research

Action plan **skills** p 52–53

Listening for the main idea  3-option multiple choice Monologues and dialogues	 Describing things and giving opinions  Discussion Pictures	Identifying words that go together  3-option multiple-choice cloze	Using a variety of tenses  A note  Learning to Learn: Learning vocabulary
Thinking about the missing information  Gap fill	 Talking about the future  Questions	Commonly confused words  3-option multiple-choice cloze	Using adjectives  A picture story  Learning to Learn: Evaluating your progress

Action plan **skills** p 74–75

Listening for important information (2)  Matching	 Giving opinions  Discussion Pictures	Using modal verbs  Open cloze	Writing in an informal style  An email  Learning to Learn: Checking and correcting your work
Understanding answers to questions  3-option multiple choice Pictures	 Talking about a topic  Questions	Identifying conditional sentences  3-option multiple-choice cloze	Expressing preferences  An email  Learning to Learn: Brainstorming ideas

Action plan **skills** p 96–97

Identifying incorrect answers  3-option multiple choice Monologues and dialogues	 Giving yourself time to think  Discussion	Using the present perfect  Open cloze	Writing a good ending  A picture story  Learning to Learn: Managing your time
Checking your answers  3-option multiple choice A dialogue	 Agreeing and disagreeing  Discussion Pictures	Identifying words that show the order of events  3-option multiple-choice cloze	Writing a story  A story  Learning to Learn: Working with others

Action plan **skills** p 118–119

Vocabulary: words connected with *work and jobs*; word patterns: words + prepositions; word formation: words with *-ian* / *-ress* / *-ist* / *-er* / *-r*

► **LISTENING** p 129–130 ► **SPEAKING** /  **SPEAKING TEST VIDEO** p 131–133

Irregular verbs p 159

2

Good food



READING

3-option multiple matching | Blog posts



Digital game

1 In pairs or as a group, answer the question.

Do you like cooking? Why / Why not?

EXAM SKILL

Scanning

- Scanning is reading a text quickly to find specific information.
- When you scan, you don't need to read and understand every word.
- Move your eyes quickly over the text and look only for the information you need.

2 Scan the blog posts and find these things.

- 1 when Mateo started cooking
- 2 the name of Mateo's friend
- 3 the food that Camila cooked last week
- 4 when Aleesha cooked jam

OPTIMISE your exam



3-option multiple matching

- Read the text(s) quickly to understand the main idea.
- Then read the questions and underline the information you need to find.
- Scan the text(s) to find the answers for the words you underlined in the questions.

3 Read the blog posts in more detail. Match the three people with the photos (1-3).

Think



Why is it a good idea for young people to learn to cook? What's your favourite dish to make or eat? What's the best way to learn how to cook?



Three young cooks tell us why they learnt to cook...

Mateo

I started to cook in the summer holidays two years ago. I was bored and my friend Sara suggested cooking. We looked at different websites and watched cooking videos. We cooked some simple meals together and it was fun. After some weeks, Sara stopped, but I'm still cooking now. I write ideas for new **recipes** in a notebook and I cook for my family every weekend. I've also got my own online **video channel**. I share my recipes there.



Camila

When I was younger, my grandpa often cooked for my family. I wanted to spend more time with him, so I started helping. We always cook together now, and I love it! My grandpa knows lots of **dishes** from my country, so I'm learning those. I also watch online cooking videos from different places. Then I teach my grandpa those recipes. Last week, we decided to make pizza. It was delicious and very different from pizzas you can buy in the shops!



Aleesha

I love spending time outdoors. Three years ago, my mum and I joined a community garden. It's a **huge** garden where **neighbours** grow fruit and vegetables. We have our own space in the garden and we decide what to grow. I started cooking to use all the things we grow to make interesting dishes. Last year, I cooked jam with our strawberries and used it in a cake. Every summer, there's a barbecue in the garden and everyone shares the food that they grow. **I can't wait!**



4 2.01 Read the blog posts again. For each question, choose the correct answer.

- Who cooks with another member of their family?
A Mateo B Camila C Aleesha
- Who started cooking to use things they produced?
A Mateo B Camila C Aleesha
- Who posts ideas for things to make online?
A Mateo B Camila C Aleesha
- Who invents their own recipes?
A Mateo B Camila C Aleesha
- Who talks about an event that involves food?
A Mateo B Camila C Aleesha
- Who is learning about traditional food from their country?
A Mateo B Camila C Aleesha

5 Write a highlighted word or phrase from the blog posts to match each definition.

- people who live near you _____
- very big _____
- a website where you post videos _____
- I'm excited about something I'm going to do _____
- separate parts of a meal _____
- instructions for how to cook something _____



What can you do to have a healthy diet?

Grammar in context



Grammar video

Complete the sentences with the correct past simple form of the verbs in brackets. Then find the sentences in the texts on page 21 and check.

- Three years ago, my mum and I _____ (join) a community garden.
- When I was younger, my grandpa often _____ (cook) for my family.
- I _____ (want) to spend more time with him ...

Remember

- Use the past simple for completed actions and situations in the past.

Useful words: *in 2022, last year, last month, yesterday, this morning*

See Grammar reference, Unit 2, page 136

- Complete the text with the past simple form of the verbs in brackets.

BAKING SUCCESS



Amy-Beth Ellice (1) _____ (start) baking at the age of three. As a child she (2) _____ (watch) her mother carefully while she prepared their meals. That's how she learnt to cook.

Amy-Beth quickly became very good at cooking because she worked hard and (3) _____ (practise) baking skills every day. Many of her friends (4) _____ (prefer) spending their time chatting on social media, but Amy-Beth (5) _____ (use) her free time to bake.

Amy-Beth (6) _____ (bake) cakes for friends and family, and put pictures of them online. People saw the pictures and (7) _____ (ask) her to make cakes for them too. Now Amy-Beth bakes cakes for celebrity parties and weddings.

Amy-Beth always (8) _____ (want) to be a good chef, but now she is a famous one too!

Grammar in context

Look at the question and answer the questions.

When did you learn to cook?

- Is the question asking about the present or the past?
- Is the question asking about a time or a place?

Remember

- Use *Wh-* words at the beginning of questions that ask for information.

Where did you live? Who did you live with?

- You can't answer a *Wh-* question with *yes* or *no*.

See Grammar reference, Unit 2, page 136

- Match the question words below with the things we ask about (1–6).

Why	When	Whose	Where	What/Which	Who
-----	------	-------	-------	------------	-----

- | | | | |
|-----------|--------------|--------------|-------|
| 1 a place | <u>Where</u> | 4 a reason | _____ |
| 2 a thing | _____ | 5 a person | _____ |
| 3 a time | _____ | 6 possession | _____ |

- Choose the correct words.

TEENS IN BUSINESS

Today we're (1) **talking / talked** to Lin and Lucy, two teenagers who started an ice-cream business in London.

Q: (2) When / Who did you decide that ice cream was a good idea for a food business?

A: A few years ago we (3) **travelling / travelled** to Ireland. We saw lots of young people eating ice cream although it wasn't hot. We (4) **decided / decide** it was one of the most popular snacks available.

Q: (5) Who / Why did you talk to to find out more?

A: We (6) **talk / talked** to other young people and we learnt that teens want ice cream to be fun, fashionable and healthy.

Q: (7) When / Where do you make your ice cream?

A: We make it in the kitchen of a café and our customers test our new flavours.

Q: (8) What / Which do you make it with?

A: We use coconut milk because it's sweet but healthy.

Q: (9) Why / Which ice cream do you sell the most?

A: Chocolate is the most popular.



Words connected with food

- 1 2.02 Complete the table with the words below. Listen and check.

apple banana beans beef bread
carrots cereal cheese chicken honey
lettuce milk oil onions oranges pasta
potatoes rice salt steak strawberries
tomatoes vinegar yoghurt

Vegetables	Fruit	Carbohydrates
beans	apple	bread
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Meat	Dairy	Other
beef	cheese	honey
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 2 Complete the texts with the words below.

banana beef carrot cheese lettuce oil
pasta strawberries yoghurt

Food, food, food

A typical teenager spends about 135 hours a year thinking about food! What are your favourite things to make or eat?

I like making burgers – but not like the ones at fast-food places. You take some good meat like **1** _____ and make it into flat circles. Put a little **2** _____ on top of the burger and cook each side under the grill. Add **3** _____ to make a cheeseburger.

I love fruit! I cut up a **4** _____ with some lovely red **5** _____ and an orange or an apple. I don't have it with ice cream, I add **6** _____ because it's healthy.

I love Italian food! I cook **7** _____ with different things and then make a salad with tomatoes and **8** _____ and a **9** _____ (I like orange food!). I never put onion in it because I don't like it.



Word formation: verbs/adjectives

- 3 2.03 Complete the table. Listen and check.

verb	adjective
bake _____	(1) _____
boil _____	(2) _____
(3) _____	fried _____
grill _____	(4) _____
roast _____	(5) _____

- 4 Read the restaurant review and find the adjectives.

I ate some delicious grilled fish at the new Italian restaurant, and some fresh green beans. Then I had some cold banana ice cream in a beautiful blue glass bowl.

Remember

- Adjectives of opinion go before adjectives describing qualities.
- The usual order for adjectives is: opinion, size, shape, age, colour, nationality, material. We don't usually use all the types of adjective in one sentence.

- 5 Choose the correct sentence, A or B.

- a) I love eating big red apples. _____
b) I love eating red big apples. _____
- a) That's a lovely mountain bike. _____
b) That's a mountain lovely bike. _____
- a) Mum bought a round, big French cheese. _____
b) Mum bought a big, round French cheese. _____

Collocations with verbs

- 6 2.04 Match 1–5 with a–e to make collocations. Listen and check.

- | | |
|--------|--------------------------------------|
| 1 take | a breakfast / a picnic / a mistake |
| 2 have | b bread / a cake / a potato |
| 3 make | c homework / the washing-up / sports |
| 4 do | d an exam / a train / a photo |
| 5 bake | e lunch / a drink / a good time |

- 7 Complete the sentences with the correct verbs.

- I never _____ cakes for people's birthdays.
- This weekend, I want to _____ a picnic and go to the park to eat it.
- My friends always _____ photos of the dishes they cook.
- We usually _____ lunch at 2pm.
- I often _____ the washing-up in the evening.





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

- 1 Do you like going to cafés and restaurants? Why / Why not?
- 2 Do you ever go to a café with your friends?

EXAM SKILL

Predicting what you will hear

- Before you listen, use any information in the task to predict the topic and the main ideas.
- Think about which words and phrases connected to the topic you might hear, and what the speaker might say about the topic.

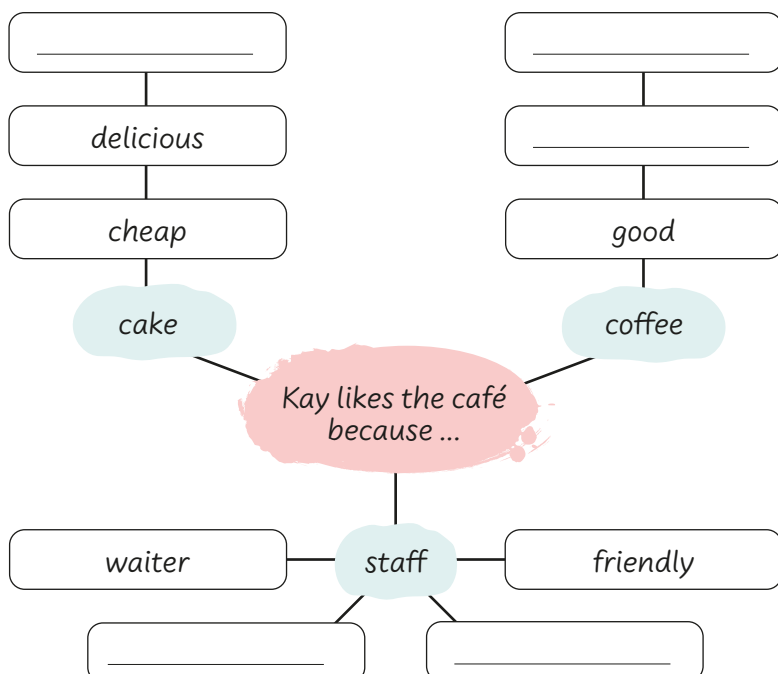
2 Read the exam question and underline the key words and phrases.

You will hear Kay telling a friend about a new café.

- 1 The reason Kay likes the café is

- A the cheap cake.
- B the good coffee.
- C the friendly staff.

3 Look at the exam question in Exercise 2 again. Complete the mind map with as many ideas as you can.



- 4 2.05 Listen to part of a conversation and answer the exam question in Exercise 2. Use the notes you made in Exercise 3 to help you.

- 5 Read the instructions, questions and answer options in Exercise 6 and underline the key words and phrases. Then make a mind map like the one in Exercise 3 to predict what you will hear.

OPTIMISE your exam

Exam 3-option multiple choice | dialogue

- Before you listen, read the instructions, questions and answer options carefully and underline the key words and phrases.
- When you listen, pay attention to what both speakers say, because the answers can be from either person.

- 6 2.06 You will hear Clare talking to her friend Simon about a trip to a café. For each question, choose the correct answer.

- 1 Clare went to the music café on
 - A Friday evening.
 - B Saturday afternoon.
 - C Saturday evening.
- 2 The café had
 - A three tables.
 - B four tables.
 - C five tables.
- 3 Simon thought the food was
 - A enjoyable.
 - B not fresh.
 - C fantastic.
- 4 Clare decided to eat
 - A an omelette.
 - B fish.
 - C a vegetable curry.
- 5 Clare finished her meal with
 - A a cold drink.
 - B some fruit.
 - C a dessert.

- 7 2.07 Listen again and check your answers.

Research

Find out how often young people in your school, town or country go out to eat. Tell the class what you found out.

Grammar in context

Look at these sentences and choose the correct words.

- 1 *Do / Did* you go to the new music café last month?
2 Yes, I *go / went* last week.

Remember

- The past simple form of irregular verbs doesn't follow a pattern. You must learn the past simple form of each verb. Use the list on page 159.
- Use **didn't** to form the past simple negative for both regular and irregular verbs.
*She **didn't order** a drink.*
*I **didn't eat** pizza.*
- Use **did** + subject + verb to form past simple questions.
***Did** you **like** the café?*
*What **did** they **eat**?*

See Grammar reference, Unit 2, page 137

1 Choose the correct option, A, B or C, to complete the sentences.

- 1 Carla didn't _____ to the restaurant last week.
A go B went C going
- 2 Max _____ at 6am this morning.
A get up B gets up C got up
- 3 They _____ in the park to play football yesterday.
A met B meet C meeting
- 4 Mark _____ come to school last week because he was ill.
A wasn't B didn't C doesn't
- 5 I _____ a lot of comics as a child because I collected them.
A have B had C has
- 6 She _____ a sandwich at the café. It cost £2.50.
A buys B buy C bought

2 Use the prompts to write questions in the past simple.

- 1 What / you / eat / for breakfast this morning ?
2 Where / you / go / with your friends last weekend ?
3 you / eat / any new foods last week? What / you / have ?
4 What languages / you / learn / last year ?
5 you / go / to bed late last night ? What time / you / get / into bed ?

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

- 4 Complete the text with the correct past simple form of the verbs in brackets.

The pancake place



What 1 _____ you _____ (do) on Saturday evening? I 2 _____ (go) to a restaurant with my family for my birthday. We 3 _____ (not eat) burgers or pasta or pizza – we 4 _____ (eat) pancakes. In fact, the restaurant only has pancakes! I 5 _____ (get) a bit of a surprise because I 6 _____ (not know) the restaurant. When I 7 _____ (see) the menu I 8 _____ (think) the food might be a bit boring, but it was delicious! I 9 _____ (have) cheese pancakes to start and then pancakes with fruit and yoghurt. I 10 _____ (not leave) anything on my plate! When I 11 _____ (tell) my friends about it, they all wanted to go. They 12 _____ (say) it sounded fun.



Me

Are there any interesting or unusual restaurants near you?
Where do teenagers where you live usually go to eat? Why?





1 Watch the video and answer the questions.

- 1 What did the twins make for their mum last week?
- 2 What type of cake did Evie make?
- 3 What did Evie's dad buy in the supermarket?

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

Phrase expert

I love / hate ... because it's (delicious) ...
 I prefer ... | It's my (least) favourite because ...
 The reason I (prefer) ... is ...

EXAM SKILL

Explaining likes and dislikes

- Make sure you can answer questions and talk about your likes and dislikes.
- When you answer questions, give reasons to explain your opinions, e.g.

Q: What's your favourite food?

A: My favourite food is pizza **because** it's delicious and I like tomatoes.

3 In pairs or as a group, answer the questions. Use phrases from the *Phrase expert* box.

- 1 Which is your favourite meal of the day? Why?
- 2 Do you prefer healthy food or fast food? Why?

4 **2.08** Listen to a student answering questions about food. Number the questions a–c in the order the student answers them. Then listen again and write the foods.

- ☐ **a** What type of food don't you like?

- ☐ **b** What's your favourite type of food?

- ☐ **c** Tell me about the food you eat at festivals and parties.

5 **2.09** Listen again and choose the correct reason the student gives for his opinions.

- 1 **a** Because it's tasty and easy to make.
b Because it's cheap and quick to cook.
- 2 **a** Because they taste terrible.
b Because we eat a lot of them.
- 3 **a** It's hot and sunny, so we eat salad.
b It's cold and dark, so we eat hot food.

6 Think of your answers for questions a–c in Exercise 4 and make notes. Write the food and give a reason for your opinion.

- 1** What's your favourite type of food?

 reason _____
- 2** What type of food don't you like?

 reason _____
- 3** Tell me about the food you eat at festivals and parties.

 reason _____

OPTIMISE your exam

Questions

- The examiner may ask you about your likes and dislikes. Think of different questions and make notes of useful vocabulary and ideas you can use in your answers.
- Prepare and practise answering questions, but don't try to learn long answers because you won't sound natural.

7 Ask and answer the questions in Exercise 6 with a partner. Use your notes and give reasons for your opinions.

1 What is the most important thing for you about where you choose to eat? Number the points in order from 1 (most important) to 6 (least important).

- ☐ It's a cool place for teenagers.
- ☐ The food is delicious.
- ☐ The menu has lots of different dishes.
- ☐ It isn't expensive.
- ☐ The waiters and waitresses are friendly.
- ☐ It's near my house.

2 **Work in groups and follow the steps.**

- 1 Compare your ideas in Exercise 1 and give reasons for your choices.
- 2 Agree an order for the points in Exercise 1.
- 3 Think of examples of places you know.

EXAM SKILL

Using linking words

- Linking words are words that connect ideas in a sentence.
- We use *and* to join ideas, e.g. *He had some pizza **and** a salad.*
- We use *or* to join choices, e.g. *Do you want pasta **or** a burger?*
- We use *but* to show ideas are different, e.g. *Ice cream is tasty **but** it isn't my favourite food.*
- We use *because* and *so* to give reasons, e.g. *We didn't go shopping **because** it was late. It was cold **so** we had some hot food.*

3 **In pairs, choose the correct answer and explain why.**

- 1 Sam is interested in food **and** / **but** he isn't a good cook.
- 2 I didn't bake a cake **or** / **because** I haven't got a recipe.
- 3 Would you prefer fruit **or** / **because** ice cream?
- 4 I love pasta **but** / **and** pizza. They're delicious!
- 5 Dad cooked fish **because** / **and** chips for lunch.
- 6 I love sweets **but** / **so** I know they aren't good for my teeth.
- 7 It was a hot day **because** / **so** we had ice cream.



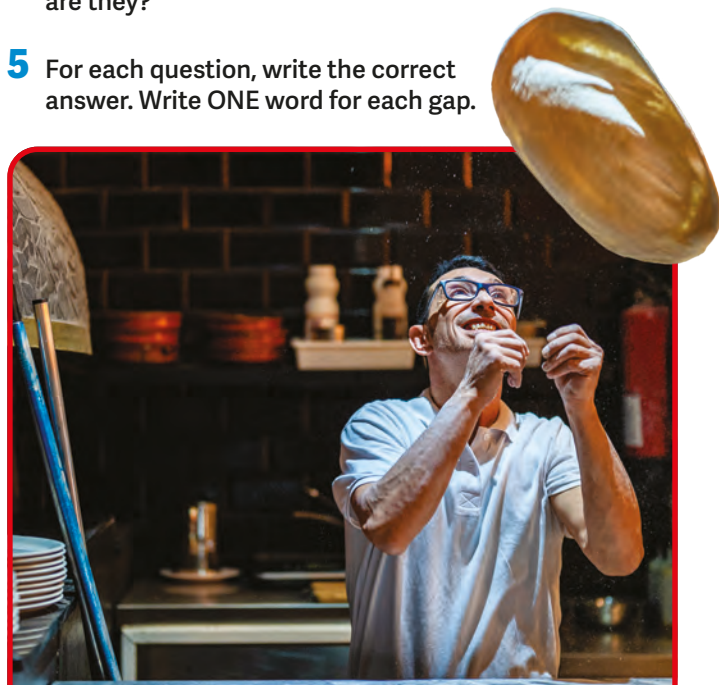
OPTIMISE your exam

Open cloze

- Read the sentence with the gap and think about what kind of word the missing word might be, e.g. a verb, an adjective, a linking word.
- If you think the missing word is a linking word, decide what the linking word does, e.g. join ideas, join choices, give a reason.
- Complete the gaps you are sure about first, then go back and look at the others.
- Remember to write only ONE word in each gap, and always write an answer for each gap, even if you are not sure.

4 Read the text in Exercise 5 and think about what kind of word the missing words might be. Which two gaps need a linking word and which linking words are they?

5 For each question, write the correct answer. Write ONE word for each gap.



Hi! My name's Luisa and I'm (1) _____ from Valencia in Spain. Last year, my family went (2) _____ holiday to Italy and the food was delicious. We went to Rome and Naples. One evening in Naples, we went to (3) _____ amazing restaurant in the centre of the city. It didn't look very special (4) _____ the food was fantastic. They had lots of different pizzas and we watched them make and cook the pizzas. We ate a lot! We walked back (5) _____ our hotel after dinner (6) _____ we all needed some exercise before bed!

Learn

Make a list of words to talk about food and learn them. If you like, make a mind map to help you remember the words.





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

- Is fast food popular in your country?
- Which fast food(s) do people usually eat?
- What's your favourite food from another country?

2 Read the exam task. How many questions does Jordi ask? Underline the key words in each question.

Read the note from your friend, Jordi.

Hi, I'm not busy today. How about going for lunch? What do you like eating? Where would you like to go? What time can we meet?

Jordi

Write a reply to Jordi. Answer his questions.

Write **25 words** or more.

EXAM SKILL

Making and replying to suggestions

- We can use these phrases to make suggestions.
Would you like to (go) ...? How/What about (going) ...? Why don't we (go) ...? Let's (go) ... Maybe we could (go) ...
- Use a question mark if your suggestion is in question form.
- We can use these phrases to reply to suggestions.
Yes, that's a great idea. I agree. That sounds great. Yes, let's do that. I'm sorry, I'm afraid I can't.

3 Match the four questions you underlined in Exercise 2 with the functions (1–4).

- making a suggestion

- asking for information

- asking about someone's preferences or tastes

- inviting someone to do something

4 In pairs, read the two replies to Jordi's note, A and B. Then choose the statements in the table that are true.

A

Hi Jordi,
Do you like sushi? Let's have some today.
I'll meet you at one o'clock. OK?

Zoltan

B

Hi Jordi,
I love pizza! There's a great pizzeria on Bond Street. How about going there? The pizzas are fantastic and they're cheap. What about meeting at one o'clock?

Dan

	Note A	Note B
1 There are fewer than 25 words.		
2 All the questions in Jordi's note are answered.		
3 The writer makes suggestions.		
4 The writer includes some extra information.		

5 Read and complete this reply to Jordi's note with your own ideas.

Hi Jordi,
I'm also not busy today. I like eating _____.
There's _____ in town. I would like
to _____. Let's _____
_____ o'clock.
Julia

OPTIMISE your exam

Exam Guided writing | a note

- There are always questions in a note. Read the note carefully and underline the questions.
- Before writing, make sure you understand what each question in the note is asking and plan how to answer it.
- Use your own words where possible.

6 Look at this writing task and make notes to answer questions 1–6.

Your friend Ella wants to go to cookery classes.

Read Ella's note and reply to her.

Oh wow, you went to cookery classes! I'm interested in them too. What were they like? What did you learn to cook? Why don't we meet so you can tell me more?

Ella

Write **25 words** or more.

- 1 Who are you writing to?

- 2 How many words do you need to write?

- 3 How many questions do you have to answer?

- 4 What do you have to explain?

- 5 Which tenses should you use?

- 6 Which words or phrases from this unit could you use?

7 Plan Plan your note. Use the table to help you.

	Detail	My notes	Useful language
Question 1			
Question 2			
Question 3			

8 Write Write your note in an appropriate style. Write 25 words or more.

9 Check Before you hand in your note, complete this checklist.

- | | |
|--|--|
| ☐ I've followed my writing plan. | ☐ I've used a good range of vocabulary. |
| ☐ I've answered the three questions. | ☐ I've written 25+ words. |
| ☐ I've used the correct tenses. | ☐ I've checked my spelling, grammar and punctuation. |



Learning to Learn

Setting up a study space

If you want to study well, you need a good space to do it. Use the tips to help you set up a good study space.

- Find a quiet place in your room or a room in your home where you can study.
- If possible, put a small table or desk and a comfortable chair in your study space.
- Make sure you have good light, so sit near a window or use a lamp.
- Get everything you need, e.g. pens, pencils, a dictionary, and put them near to where you study.
- Keep your study space clean and organised.
- Make your study space look nice by adding a plant or a photo.

... In pairs, answer the questions.

Where do you usually study? Is your study space well organised?

How can you make your study space better?

Optimise your well-being

Be a good listener

It's important to listen to other people. It helps you understand them and respond. Which of these things do you do during a conversation?

- ☐ Notice the other person's body language and how they speak.
- ☐ Listen and don't do anything else.
- ☐ Listen without interrupting.
- ☐ Look at the other person when they speak.
- ☐ Ask questions if you don't understand.
- ☐ Ask 'open' questions, e.g. *Can you tell me more?*
- ☐ Listen and show empathy, e.g. *That sounds fun/difficult.*

Choose two of the ideas above and try them this week. In the next class, tell other students what you did and how it made you feel.



Revise Grammar and Vocabulary

1 Choose the correct modal verb.

- 1 What's your favourite board **game** / **player**?
- 2 Place the eggs in a pan of water and **grill** / **boil** them for two minutes.
- 3 Anna usually meets her friends at a gaming **house** / **café** at the weekend.
- 4 Did you listen **about** / **to** the interview about her latest performance?
- 5 Did you remember to buy some **cheese** / **vinegar** to make our sandwiches?
- 6 There's an exhibition of paintings at the local **concert hall** / **art gallery**.
- 7 Ade goes **in** / **out** with his friends on Saturdays.
- 8 He's really famous. I read a newspaper **article** / **programme** about him. _____ / 8

2 Complete the sentences with the verbs below.

bake have look make
play stay take try

- 1 Aisha has to _____ in and do her homework.
- 2 Let's ask the waiter to _____ our photo.
- 3 Did you _____ this bread? It's delicious.
- 4 I can't _____ with my friends after school.
- 5 Do you want to _____ lunch in a café with me today?
- 6 Noah wants me to _____ at his paintings.
- 7 Can you _____ breakfast today? I'm too busy.
- 8 Would you like to _____ the jeans on? _____ / 8

3 Complete the sentences with the correct present form of the verbs in brackets.

- 1 Don't be late for class! We _____ (**practise**) a new dance this afternoon.
- 2 What time _____ (**he** / **have**) dinner every evening?
- 3 I _____ (**look**) for a book about rock music. Have you got one?
- 4 She _____ (**not work**) this week because she's on holiday.
- 5 My parents _____ (**not like**) us to spend a long time gaming.
- 6 What _____ (**you** / **do**) tomorrow afternoon? If you're free, could you help me?
- 7 The boys _____ (**do**) their homework at the moment.
- 8 _____ (**you** / **agree**) with me? _____ / 8

4 Complete the text with the correct past simple form of the verbs in brackets.

Recently, Jessica (1) _____ (**decide**) to change her life, so she (2) _____ (**buy**) a ticket and (3) _____ (**start**) a special journey around the world! Last week, Jessica (4) _____ (**not go**) to work, she (5) _____ (**go**) to France, where she (6) _____ (**eat**) some delicious food. Where (7) _____ (**she** / **travel**) next? Yesterday, she (8) _____ (**visit**) Madrid where she (9) _____ (**practise**) making a local dish with a top a chef. Jessica (10) _____ (**ask**) the chef about Spanish food and posted about it online.

_____ / 10



5 Write the foods in the correct column.

apple banana bean beef carrot cereal cheese chicken lettuce oil onion orange
pasta potato salt steak strawberry yoghurt

Fruit	Vegetables	Meat	Dairy	Other
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

____ / 9

6 Complete the conversation with the words below.

what when where which who whose why

Lily: Hi, Ben. How was your weekend?

(1) _____ did you do?

Ben: I went to a party.

Lily: Oh, fun! (2) _____ party was it?

Ben: It was my cousin Katy's birthday. She's 18.

Lily: (3) _____ was there?

Ben: Everyone in my family. It was great! What about you? I didn't see you at football yesterday.

(4) _____ were you? (5) _____ weren't you there?

Lily: I decided to work on my project.

Ben: (6) _____ project?

Lily: You know, the art project.

Ben: Oh, no! I forgot about that. (7) _____ do we need to finish it?

Lily: Tomorrow!

____ / 7

Total score ____ / 50

Action Plan skills

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

I can ...	Unit / page
☐ understand what type of text I am reading	Unit 1 p10
☐ listen for words that mean the same	Unit 1 p14
☐ answer questions and talk about free-time activities	Unit 1 p16
☐ predict the answer in multiple-choice cloze activities	Unit 1 p17
☐ use my own words in a note	Unit 1 p18
☐ scan a text to find specific information	Unit 2 p20
☐ predict what I will hear	Unit 2 p24
☐ explain likes and dislikes	Unit 2 p26
☐ use linking words	Unit 2 p27
☐ make and reply to suggestions	Unit 2 p28

2

Good food

READING

3-option multiple matching | Blog posts

► Student's Book, pages 20–21

1 Scan the text and match the places (1–3) with the dishes (a–c).

- | | | |
|---------|-------|--------------------------------------|
| 1 China | _____ | a) bread with vegetables |
| 2 Egypt | _____ | b) bread with fruit, cheese and nuts |
| 3 Rome | _____ | c) congee |

Do you eat any of these foods for breakfast?

Which breakfast from the past would you like to try?

Breakfast in the past

Breakfast is an important meal today! But what did people have for breakfast in the past? Let's find out!

Thousands of years ago in China, people ate *congee*, a typical Chinese rice dish. To make *congee*, you cook rice in a lot of water. After a long time, the rice breaks and makes the water thick. People ate *congee* with meat or vegetables in the past, and they still eat it today.

In Egypt, most people started work very early. They needed food that helped them work hard during the day. They used a cereal called *emmer* to make bread. They ate this bread with vegetables, like onions and garlic.

The Romans often had bread, fruit, cheese and nuts for breakfast. People believed that a small and simple breakfast kept them healthy.

2 Scan the blog posts on page 13. Match the people with the photos of their breakfast (A–C).

1 Elena _____

2 Julio _____

3 Bian _____

A



B



C



3 Scan the blog posts again and find these things.

- the place where Elena is from _____
- what Elena drinks with her breakfast _____
- the person Julio has breakfast with _____
- the name of Bian's favourite breakfast _____
- what Bian prepared last night _____

What do you have for breakfast?



Elena

3

11



I'm from Greece. On Saturdays, breakfast at home is yummy! Why? Because I cook it!

My grandma taught me to make *tiganopsomo* – my favourite type of bread. First, I make the **dough**. When it's ready, I make it into circles and put feta cheese in the centre of each circle. Then I fry the circles, and that's it!

My family and I eat *tiganopsomo* with olive oil and tomatoes. We also drink orange juice and have yoghurt at breakfast time. I like my yoghurt with a lot of honey!

Julio 5 21

Breakfast in Venezuela is delicious! At home, my sister and I have *arepas* before we go to school. What's an *arepa*? It's a round corn cake that you grill or bake. You can eat your *arepa* with something on it, like **avocado**, or you can cut it and put different things inside.

Yesterday, I **filled** my *arepa* with egg and avocado. My sister isn't a **fan** of egg, so she used beans instead. How would you eat YOUR *arepa*?



Bian

6

15



I'm Vietnamese. My favourite breakfast is *pho* – you pronounce it 'fuh'. *Pho* is soup with **noodles**, beef and vegetables in it. Some people have this dish for lunch or dinner, but many others eat it in the morning, like me!

It's best to make the soup the night before, so it's ready for the next day. Last night, I helped my dad prepare the soup. We boiled the beef for two hours, then we **added** the vegetables. I enjoyed cooking with him!

5 Read the blog posts again. For each question, choose the correct answer.

- 1 Who cooked with a member of his/her family yesterday?
- 2 Who makes breakfast at the weekend?
- 3 Whose breakfast has got cheese in it?
- 4 Whose breakfast do people sometimes eat at other times of the day?
- 5 Who had egg in their breakfast yesterday?
- 6 Who talks about a food that someone in their family doesn't like?
- 7 Who says that they learnt something from a member of their family?

Elena	Julio	Bian
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C

6 Find highlighted words in the blog posts which match these definitions.

- 1 very long and thin pieces of pasta _____
- 2 a tropical fruit which is green or black outside and green inside _____
- 3 combined an ingredient with another one _____
- 4 what you need to make bread, pizza and biscuits etc. _____
- 5 put something inside another thing _____
- 6 someone who likes someone or something very much _____

► Student's Book, page 22 ► Grammar reference, Unit 2, Student's Book, page 136



Grammar video

1 Complete the text with the past simple form of the verbs in brackets.

When she was a teenager, my grandma

(1) _____ (work) in the kitchen in a big hotel in London. She (2) _____ (start) work quite early every Saturday morning. At 7:00 am, she (3) _____ (arrive) at work and (4) _____ (serve) the hotel guests breakfast and after that, she (5) _____ (clean) their rooms.

Then, she (6) _____ (walk) to the local market. She (7) _____ (need) to buy some of the food for lunch and dinner. Sometimes well-known people (8) _____ (stay) at the hotel. It was a very difficult job, but my grandma (9) _____ (like) it. She (10) _____ (learn) a lot about hotel management and life and has lots of interesting stories to tell!



2 Write the words in the correct order to make questions.

1 did / for / Who / tonight / you / invite / dinner ?

2 buy / Where / you / did / cakes / those ?

3 for / What / you / did / dessert / order ?

4 the / open / did / When / restaurant ?

5 cupcakes / Which / buy / did / you ?

6 we / on / cook / What / the / can / barbecue ?

3 Complete the questions with the words below.

What (× 2) When Where Who Why

1 Q: _____ did you buy the present for?

A: My cousin.

2 Q: _____ did you go last night?

A: To the supermarket.

3 Q: _____ was the name of the café?

A: Latte Lounge.

4 Q: _____ did you go to the restaurant?

A: Last week.

5 Q: _____ did you bring cakes to school?

A: Because it was my birthday.

6 Q: _____ can we eat tonight?

A: Chicken and salad.

► Student's Book, page 23 ► Vocabulary reference, Student's Book, page 148

1 Complete the sentences with the words below.

cereal honey oil onion salt steak strawberries tomatoes

1 Marie often puts _____ in her tea to make it sweet.

2 Many people in Britain have _____ with milk or yoghurt for breakfast.

3 _____ and oranges are my favourite fruit.

4 Do you always put _____ on your meals?

5 They usually fry the fish in vegetable _____ and serve it with potatoes.

6 Good quality _____ is my dad's favourite meat.

7 It's best to buy _____ in summer when they are red and sweet.

8 Raymond's French _____ soup with bread and cheese is delicious.



2 Complete the text with the correct form (verb or adjective) of the words below.

bake (× 2) boil fry grill

A quick and easy dinner

First of all, (1) _____ an onion in a little oil for a few minutes. Then cut some tomatoes and add them to the pan. While this is cooking, (2) _____ some pasta for about 10 minutes. When the pasta is ready, put it in a dish with the tomato sauce, put some cheese on top and (3) _____ it in the oven for 20 minutes. You can serve it with (4) _____ chicken and some freshly- (5) _____ bread.

3 Choose the correct word to complete each sentence.

- 1 I try to _____ my homework every evening after dinner.
a) do b) make c) take
- 2 Can you teach me how to _____ a cake?
a) have b) bake c) cook
- 3 I'm hungry. I hope the waiter _____ our order soon.
a) takes b) makes c) does
- 4 We often _____ lunch in the park in the summer.
a) make b) do c) have
- 5 I _____ a terrible mistake with this dish. I'm going to start again.
a) did b) made c) took
- 6 If we have time, we can _____ the train to Switzerland.
a) make b) have c) take

2 / GRAMMAR 2 Past simple: irregular verbs

► Student's Book, page 25 ► Grammar reference, Unit 2, Student's Book, page 137

1 Write the past simple form of the irregular verbs.

- | | |
|---------------|----------------|
| 1 go _____ | 6 come _____ |
| 2 buy _____ | 7 meet _____ |
| 3 eat _____ | 8 get up _____ |
| 4 drink _____ | 9 take _____ |
| 5 do _____ | 10 make _____ |

2 Complete the sentences with affirmative, negative or question forms of some of the past simple verbs in Exercise 1.

- 1 Saskia _____ 5 kg of oranges from the market today because they were very cheap.
- 2 Ryan _____ early on Sunday morning because he was tired and wanted to sleep.
- 3 Rhona _____ her sandwiches because she wasn't hungry.
- 4 Where _____ you _____ on your bike on Sunday?
- 5 We _____ lots of interesting people at the party on Friday.
- 6 Hannah _____ a lot of milk when she was a child.
- 7 Sergio's really kind. He _____ breakfast for everyone in the house yesterday.
- 8 But he _____ the washing-up. Everyone else did that after breakfast.

3 Write four sentences using the past simple form of some of the verbs in Exercise 1.

- 1 _____
- 2 _____
- 3 _____
- 4 _____



▶ Student's Book, page 24

- 1 Read the listening exam task. Underline any key words that you think you will hear.

Listen to Abi and Ingmar talking about cooking holidays and choose the correct answer.

- 1 Abi spent a week in
 A Lyon.
 B a village.
 C a school.
- 2 The teachers on the course were
 A two young women.
 B a father and his daughter.
 C Daniel and his father.

- 2 Choose the correct words to complete a student's notes for the questions in Exercise 1.

1 *Ingmar / Abi ... a week ... where / when?*

2 *Teachers / Students: why / who?*

- 3 Read the rest of the questions and possible answers in Exercise 4. Underline any key words and write short notes predicting what you will hear.

- 4   2.01 Listen to Abi and Ingmar talking about cooking holidays and choose the correct answer.

- 1 Abi spent a week in
 A Lyon.
 B a village.
 C a school.
- 2 The teachers on the course were
 A two young women.
 B a father and his daughter.
 C Daniel and his father.
- 3 On Ingmar's cooking holiday, there weren't any lessons about
 A making biscuits.
 B baking bread.
 C baking cakes.
- 4 Ingmar thought his cooking holiday in Italy
 A was easy when he started.
 B was funny when he finished.
 C was difficult when he started.
- 5 On Ingmar's cooking holiday, his favourite thing was
 A making friends.
 B learning to cook.
 C eating the food.



▶ Student's Book, page 26

▶ Speaking reference, Student's Book, page 157

- 1 Use the prompts to write questions.

- 1 What / favourite food?

- 2 What / like / breakfast?

- 3 What / have / dinner / last night?

- 4 How often / eat / fast food?

- 5 Which / prefer / pizzas or burgers?

- 2 Complete the answer to the questions in Exercise 1 for you.

- 1 My favourite food is _____
- 2 For breakfast, I like _____.
- 3 I had _____.
- 4 I eat fast food about _____.
- 5 I prefer _____ because _____.

- 3  Answer the question. Give opinions and examples to support your answers.

Tell me about the food you like to make.

- 4 Practise saying your answers. Be careful of your pronunciation.

2 / LANGUAGE IN USE

Open cloze

► Student's Book, page 27

1 Complete the sentences with the correct words.

- 1 Do you prefer salad _____ soup?
- 2 I ate a lot of pizzas in Italy _____ a lot of ice cream!
- 3 I didn't eat the steak _____. I'm vegetarian. I don't eat meat.
- 4 We baked a large cake _____ ate it with a cup of tea.
- 5 She needs to buy milk and bread, _____ she's going to the supermarket.
- 6 I wanted to have dessert, _____ I was full.



2 Write one word in each gap to complete the email.

New Message

— ↗ ×

From Paul

To Joanna

Hi Joanna,

Last week, there was a food festival in the city square. It happens every year (1) _____ it's great fun. It was really small when (2) _____ started 10 years ago, (3) _____ now it's really popular. There are lots (4) _____ tents with different foods. This year, my favourite was the cheese tent where there were over 200 different cheeses!

Lots of restaurants also had small tents where you could have lunch and dinner. On (5) _____ first night, we went to a vegetarian restaurant tent. I didn't know which dish to choose – cheese pie (6) _____ pasta. I decided to have the pie, and it was the best thing I ate at the festival.

I hope you can come next year.

Paul

Send



► Student's Book, pages 28–29

1 Read the exam task and the students' plans. Which plan, A or B, is the best one for the exam task?

Read the note from your parent.

Remember we're having a barbecue tomorrow. Would you like to make the salad? Let's have some dessert too. What about ice cream? How about inviting a friend?

Write a note to your parent and answer the questions.

Write **25 words** or more.

A

	Detail	My notes	Useful language
Question 1	salad	yes	Yes, I can
Question 2	dessert	not ice cream	I'd like ...
Question 3	invite	friend	Can I invite ...?

B

	Detail	My notes	Useful language
Question 1	salad	verbs: make, prepare foods: tomatoes, onion, lettuce	Yes, I'll ...
Question 2	dessert	chocolate cake	How about ...? Would you like ...? I'd prefer ...
Question 3	invite	friends, classmates, cousins	I'd like to ask/invite ...

2 Complete the student's answer with words from the plan. More than one answer may be possible.

Hi,

Yes, I'll (1) _____ your favourite salad with tomatoes and lettuce. I don't really want ice cream again, I'd (2) _____ a chocolate cake. I'd like to (3) _____ two classmates. Is that OK?

Pete

3 Read the exam task and complete the notes (1–8) with your own ideas.

Read the note from your friend, Rowan.

*Hi!
It's my birthday this weekend. I'm having a birthday dinner. Would you like to come?
My mum's a great cook. What do you like to eat? After we eat, what should we do?
Rowan*

Write a note to Rowan and answer the questions.
Write **25 words** or more.



	Detail	My notes	Useful language
Question 1	(1) <i>... come to birthday dinner?</i>	Yes	I'd (2) _____ to come ...
Question 2	(3) _____	Food: (4) _____	I like ... / I don't like ... My (5) _____ food is ...
Question 3	<i>do afterwards?</i>	(6) _____	How (7) _____ ...? (8) _____ you like to ...? I'd like to ...

4 Write a note to Rowan and answer the questions. Write 25 words or more.

1 Choose the correct words.

- I usually put milk and honey on my **cereal** / **steak** at breakfast.
- My grandmother still **bakes** / **boils** her own bread every week.
- Lots of people enjoy **grilled** / **boiled** eggs and toast in the morning.
- A popular Italian dish is pasta with fresh **tomato** / **potato** sauce.
- The chef **fried** / **boiled** the steak in a little oil for a few minutes.
- You need to **roast** / **boil** this rice for about 15 minutes.
- Sheep's milk makes the best **honey** / **yoghurt**.
- My favourite way to cook meat is to **bake** / **roast** it.
- Some people think that olive **honey** / **oil** is good for you.
- We had **grill** / **grilled** chicken with a green salad for lunch.



2 Complete the sentences and questions with the past simple form of the verbs below.

bake buy decide eat go invite
look meet take think

- We _____ a cake in our cookery class this afternoon.
- Annie _____ to go to the new restaurant on Church Road for dinner.
- Where _____ you _____ that honey from? It's delicious.
- They _____ at the menu for a long time before they ordered.
- Who _____ you _____ at the library this afternoon?
- We _____ to the café today because it was closed.
- I'm really hungry. I _____ anything for breakfast this morning.
- Where's our food? The waiter _____ our order 45 minutes ago.
- What _____ you _____ about the meal we had last night?
- My sister _____ about 20 people to her birthday party at the pizza restaurant.



Learning to Learn

Setting up a study space

1 Complete the text with the words below.

desk light organised plant quiet study

How to set up a study space

If you can, it's a good idea to set up a study space because it can help you (1) _____ better. First, put your desk in a (2) _____ place in your room or your home. Make sure you've got a lot of (3) _____ so you can see well and you don't hurt your eyes. Then, put all the things that you need, like pens, pencils and books, near your (4) _____. Keep your study space clean and (5) _____. If you want, you can use a (6) _____ or a photo to make your study space look nice.

2 Think about how you can set up a study space. Choose the things you've got and identify the things you need.

- | | |
|--|--|
| ☐ I've got a place to study. | ☐ I've got everything I need, e.g. pens, pencils and books. |
| ☐ It's in a quiet place. | ☐ It's clean and organised. |
| ☐ It's near a window or a lamp. | ☐ It looks nice, with a plant and a photo. |