

6

A piece of cake!



READING | 4-option multiple choice | An article

1 Look at the healthy-eating plate. In pairs, make a list of different types of food you know in English in each category.



2 Read these words and phrases from Exercise 3. Write a word or phrase from the text that means the same in each gap.

- 1 famous _____
- 2 getting things ready _____
- 3 instructions for dishes _____
- 4 family dinners _____
- 5 filmed _____
- 6 cook for themselves _____

OPTIMISE YOUR EXAM

4-option multiple choice

- Remember that the order of the questions follows the order of the information in the text.
- This means that if you find the answer to question 1 and the answer to question 3, you know that the answer to question 2 comes somewhere in between.
- Underline the answers to the questions in the text and number them to help you find any you aren't sure about.

EXAM SKILL

Identifying synonyms

- The text might use different words and phrases to express the idea in the question.
- Underline key words and phrases in the question and look for synonyms (words and phrases that mean the same) in the text. For example, Exercise 3, question 5, option D says *Once a month*. The text might say *monthly* or *every four weeks*.

A young star of the kitchen

Remember the anchovy and tomato pizza that you created? For most of us, it takes a long time to learn how to make something tasty, but not for Remmi Smith. Still a teenager, she's already creating fantastic dishes. She's also becoming well known for her Italian salad dressing, which is delicious. And with her knowledge of social media, she's making sure that everyone knows she's here!

Remmi, who lives in the USA, is just 16. She has already starred in two **cooking** shows and has published a book of healthy recipes. From the age of four, Remmi helped in the kitchen by preparing vegetables. By the age of seven, Remmi was a real **foodie** who could cook complete meals for her family.

Remmi, who was born in China, began making videos for fun. Her mother took videos of her while she was cooking and put them online. A local **cable channel** broadcast them. They then asked Remmi to create another show for them.

That show focused on Remmi's main interest, which is getting teenagers to take healthy eating seriously. She believes that when young people make their own food, they care more about what they eat. Remmi works with a company in the USA which shows her videos in school cafeterias. About 3.5 million students watch her every day!

Remmi believes that young people can create a healthy meal for their family which isn't expensive. Her **delicious** recipes include vegetable paella and strawberry kebabs. In fact, strawberries, which are Remmi's favourite food, appear in other recipes, including strawberry sandwich!

Her latest idea is a healthy-snack service. For a monthly **subscription** you receive snacks, which include fruit bars and popcorn, and fun cooking activities that help you develop a healthy **lifestyle**.



3 2.08 Read the text again. For each question, choose the correct answer.

- Why is Remmi different from most of us?
 - She likes unusual pizza toppings.
 - She is famous in Italy.
 - She has learnt an important skill at a young age.
 - She knows about social media.
- How did Remmi start cooking?
 - by getting things ready for cooking
 - by writing down instructions for dishes
 - by making family dinners
 - by starring in shows about food
- What happened that introduced Remmi to a wider audience?
 - Her videos appeared on local TV.
 - Her mum filmed Remmi and showed the videos to family members.
 - She was asked to appear on a TV show.
 - She moved from China to America.
- What does Remmi think about other young people?
 - They aren't interested in healthy eating.
 - They already love cooking and eat well.
 - They eat healthily when they cook for themselves.
 - They eat in cafeterias too often.
- What might Remmi write on her blog about her new service?

A Snacks aren't a part of healthy eating so I show people how to stop eating so many of them and eat more fruit instead.

B People who eat too much popcorn can find out how to eat better from my cooking shows and my book.

C I regularly put new videos online that show you how to make your own fruit bars and have fun at the same time.

D Once a month, I send tasty food and interesting healthy-eating ideas to the people who pay for the service.

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

- I'm a real _____. I love food and I'll try anything!
- This cake is absolutely _____! Could I have another slice?
- I'm going to change my _____ and start exercising regularly.
- I pay a _____ every month to get healthy snacks in the post.
- I got the recipe from a _____ book that I got from the library.
- The _____ has some really good programmes on this week.



THINK | RESEARCH | CULTURE | LEARN | **ME**

What are some of your favourite dishes? What dishes do you like cooking?

Grammar in context

Read these sentences from the article on page 59 and match each sentence to a description. Then underline other examples of relative clauses in the article.

- 1 Remember the anchovy and tomato pizza **that you created**?

 - 2 Remmi, **who lives in the USA**, is just 16. _____
- a) This relative clause identifies exactly which thing or person we are talking about.
- b) This relative clause just gives us extra information about the thing or person we are talking about.



REMEMBER

- A relative clause tells us more about something. It starts with *which* (for things), *who* (for people), *that* (for people and things), *whose* (for possession), *where* (for places) or *when* (for time).
- A **defining relative clause** identifies which thing or person we are talking about. Without the relative clause, we don't know who we are referring to and the sentence may not make complete sense: *The pizza **that I made** was delicious!*
- In a defining relative clause, we don't use a comma and we can use *that* instead of *who* or *which*. We can also leave out the relative pronoun when it is the object of the clause: *The pizza I made was delicious!*
- In a **non-defining relative clause**, we already know which thing or person we are talking about and the relative clause just gives us extra information: *Pizza, **which is originally from Italy**, is one of my favourite dishes.*
- In a non-defining relative clause, we use a comma and we can't use *that* instead of *who* or *which*. We can't leave out the relative pronoun.

► See Grammar reference, Unit 6, page 153

1 Choose the correct relative clause.

- 1 a) My dad who does most of the cooking makes great curries.
b) My dad, who does most of the cooking, makes great curries.
- 2 a) The French dish that I absolutely love is *crème brûlée*.
b) The French dish, that I absolutely love, is *crème brûlée*.
- 3 a) I've been finding out about Remmi Smith, who is a young Chinese-American chef.
b) I've been finding out about Remmi Smith who is a young Chinese-American chef.
- 4 a) This is the restaurant where we ate last week.
b) This is the restaurant, where we ate last week.

2 Write a word from the box in each gap to complete the sentences. There may be more than one correct answer.

that | when | where | which | who | whose

- 1 The meal _____ you made for us last night was delicious!
- 2 Do you remember the time _____ you put sugar in the soup instead of salt?
- 3 Remmi Smith, _____ show is called *Cook Time with Remmi*, loves cooking.
- 4 This is the restaurant _____ we celebrated my mum's birthday.
- 5 Anchovies, _____ I love, go really well on pizza.
- 6 Are there any celebrity chefs _____ you admire?

3 Rewrite the sentences using the information given. Use a relative clause in each sentence.

- 1 Jamie Oliver was born in Essex. Essex is a county in England.

- 2 He first worked in the kitchens of a restaurant. His parents owned the restaurant.

- 3 His many cookery shows have appeared on TV around the world. They include *Jamie's School Dinners* and *Jamie at Home*.

- 4 *Jamie's School Dinners* tried to improve the quality of food. The food is served in schools.

- 5 It was hard to get pupils to eat well. The pupils didn't like eating vegetables.

- 6 In the end, he was successful and the government agreed to spend more on school meals. The government pays for school meals.



Words connected with food

1 2.09 Write a word from the box in each gap. Listen and check.

cake | chillies | coffee | crisps
curry | dark chocolate | lemon
lime | milk chocolate | orange
popcorn | strawberries

- 1 bitter: _____ 4 sour: _____
2 juicy: _____ 5 spicy: _____
3 salty: _____ 6 sweet: _____

2 Match the pictures to the verbs. Then use the words to describe how to make your favourite food.

bake | barbecue | boil | fry | grill
microwave | roast



Phrasal verbs

3 2.10 Match 1–8 to a–h to make sentences. Use the phrasal verbs in italics to help you. Listen and check.

- 1 Next, you need to *chop* the tomatoes _____
2 Wait for your soup to *cool* _____
3 Recently, I've *cut* _____
4 Make sure you *eat* _____
5 I think I should probably *give* _____
6 Fruit juice starts to *go* _____
7 If it was up to him, my brother would *live* _____
8 There's no time to cook, so I'll *warm* _____
- a) *up* sweets and crisps, at least for a while.
b) *up* all your vegetables, or there's no dessert!
c) *down* or you'll burn your mouth!
d) *up* the leftovers from last night's dinner.
e) *up* into very small pieces.
f) *down* on the amount of sugar I eat.
g) *on* takeaways and junk food!
h) *off* after being open in the fridge for a few days.

Adjectives/nouns/verbs

4 2.11 Work out the anagrams and write forms of the word given. Listen and check.

- 1 fry: a (gfnyr) _____ pan,
a (iedfr) _____ egg
2 mix: a cake (remtuix) _____,
(idxme) _____ flavours,
a (gimnxi) _____ bowl
3 spice: a (ysicp) _____ curry
4 cream: a (ceyamr) _____ sauce,
(aedmcre) _____ corn
5 blend: a food (erbnedel) _____
6 boil: (ibilgno) _____ hot,
(dobeil) _____ potatoes
7 satisfy: feel completely (sfiiesatd) _____,
a (tynissifag) _____ meal
8 taste: a (aytst) _____ dish,
_____ (ssteleats) vegetables

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

You might think the national dish of Great Britain is fish and chips, the famous combination of battered fish and (1) _____ potatoes. Some people, though, say that chicken tikka masala is the true national dish! It's a combination of Indian food and British preferences. It's a popular, (2) _____ dish, consisting of pieces of chicken that are served in a (3) _____ tomato sauce.



FRY

SPICE

CREAM

It contains a (4) _____ of spices such as ginger, coriander and cumin, which are cooked and then mixed with tomatoes, yoghurt and cream, often in a (5) _____. The chicken is grilled and added to the sauce. The dish is then usually served with (6) _____ rice.

MIX

BLEND

BOIL

Nobody knows who first created this (7) _____ curry, but some people think it first appeared in Scotland, in the 1970s. Others say that it has its origins in the (8) _____ Indian dish, butter chicken.

SATISFY

TASTE

SAY IT RIGHT

Resource centre: Unit 6

/aʊə/, /əʊə/

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



- Describe what is happening in the photo.
- Would you like to take part in a competition like this?

EXAM SKILL

Recognising similar meaning

- With sentence completion listening tasks, you might not hear many of the words in the questions. What you'll hear is the same idea expressed in a different way.
- For example, in Exercise 3, number 1, it says *contained over ...* in the question, but you won't hear this phrase in the recording. Instead, you'll hear *had more than ... in it*.

2 Find words or phrases in Exercise 3 which match these definitions.

- had more than _____
- a type of bread _____
- less difficult to get down _____
- grilling or frying _____
- preparation _____

OPTIMISE YOUR EXAM

Gap fill

- You will hear the exact words you need to fill the gaps.
- Don't change the form of the words you hear into a different form. Use the word or phrase exactly as you hear it.

3 2.12 You are going to listen to someone talking about food world records. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

FOOD WORLD RECORDS

The largest cheeseburger weighed 913.54 kg and contained over 18 kg of (1) _____.

The burger took four hours to cook and the bun took (2) _____.

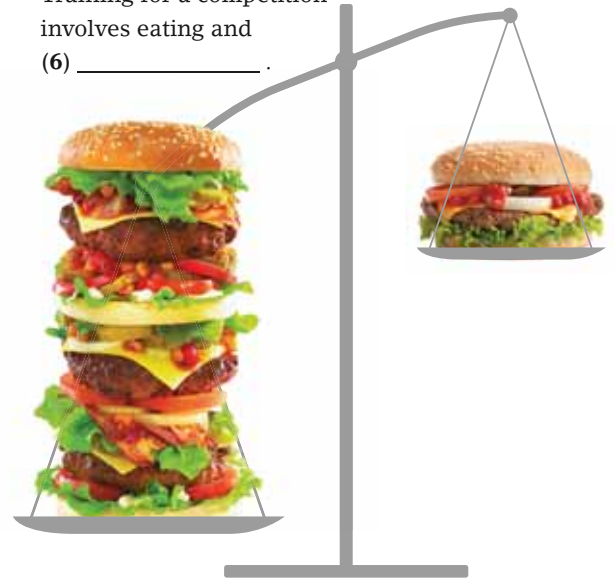
The record for burger eating is 12 burgers in (3) _____.

Making the burger (4) _____ makes it easier to eat.

Before grilling, (5) _____ is 110 g.

Training for a competition involves eating and

(6) _____.



4 2.12 Listen again and check your answers.



THINK | RESEARCH | CULTURE | LEARN | ME

Find out about some more amazing food world records. Tell the class what you discover.

Grammar in context

Look at this sentence from the audio in the listening lesson on page 62. Explain why each underlined phrase uses *a*, *the* or no article.

Many of us love to eat a hamburger once in a while, but the world's biggest cheeseburger was enough to feed hundreds of people!



REMEMBER

- We use *a* with singular countable nouns (when we are not being specific or when we mention something for the first time): *Do you have a good cookery book?*
- Before a vowel sound, we use *an*: *Do you have an Indian cookery book?*
- When we want to be specific, we use *the* with singular countable nouns (*Where's the cookery book I gave you?*), with plural countable nouns (*Where are the cookery books I gave you?*) and with uncountable nouns (*Did you follow the advice in the cookery book?*).
- We can also use *the* with singular uncountable nouns when we are talking generally: *The information in the recipe was wrong.*
- We usually use *the* when there is only one of something: *the world, the Earth, the Queen of England*, etc.
- When we are talking generally, we use no article with plural countable nouns (*I love peaches!*) or with uncountable nouns (*Rice is an important part of many people's diet.*).

► See Grammar reference, Unit 6, page 154

- 1 Choose the correct article. If no article is necessary, choose the dash (-).



There's (1) **an / the** unusual fruit from (2) **the / -** south-east Asia called (3) **a / the** durian fruit. It has such (4) **a / the** bad smell that it is banned from (5) **the / -** public transport in many places. Some people say it smells like (6) **the / -** rotten onions, but (7) **a / the** taste is completely different. When they try it, (8) **the / -** people often say it tastes of (9) **the / -** sweet custard with (10) **an / -** almonds.

- 2 Find and underline the mistake in each sentence. Explain why they are incorrect.

- 1 When we went to the Thailand, my brother tried durian fruit, but I thought the smell was awful!
- 2 Did you know carrot was originally purple or white and people first grew them in the area around Afghanistan?
- 3 Some people eat insects, such as grasshoppers, but the only time I've eaten the insect is when I accidentally swallowed a fly!
- 4 Honey is almost the only food that will never go bad, and the jar of it with the lid on can last forever.

- 3 Write the correct article in each gap. If no article is necessary, put a dash (-).

Amazing food facts!



- Apples, onions and potatoes all taste (1) _____ same! It's (2) _____ smell that makes them different. Try biting into (3) _____ apple, (4) _____ onion and (5) _____ potato while holding your nose. You won't be able to tell (6) _____ difference!
- Sweets are often covered in (7) _____ same material that people use to wax their cars! Carnauba wax comes from (8) _____ leaves of (9) _____ carnauba palm tree from (10) _____ Brazil. You can find it in (11) _____ floor polish and in (12) _____ chewy, fruit-flavoured sweets!
- A lot of (13) _____ fruit juice, (14) _____ yoghurt and (15) _____ ice cream has (16) _____ red food colouring added to give it (17) _____ bright red colour. One common red food colouring is carmine, which is made from (18) _____ bodies of (19) _____ insects from (20) _____ South America!



THINK

RESEARCH | CULTURE | LEARN | ME

Why do you think honey never goes off? Have a guess, then check with your teacher.

6 SPEAKING | Extended turn (photos)

Talk 2 Me

The photo shows a ...

Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- Does Angus' dad plan to cook a meal or buy a takeaway?
- Why is Maddy taking photos of her school lunch?
- Why is pizza good 'movie food'?

2 Watch the video again. Number the phrases in the *Phrase expert* box in the order that you hear them on the video.

PHRASE EXPERT

The photo shows (a ...) | It looks like (a ... / it's ...) | I think (they're in a ...) | The photo was (probably/possibly) taken in (a ...) | The people are/seem to be (+ -ing) | It looks like they're (+ -ing) | They're probably (+ -ing)

3 In pairs or as a group, brainstorm as many words and phrases as possible related to the photo.



4 Complete the sentences to describe the photo in Exercise 3 using the present continuous or simple. Then listen and check your answers.

- The family _____ (have) dinner at home together.
- It looks like it _____ (be) somebody's birthday. There are balloons and a cake.
- The cake _____ (look) delicious.
- I think the girl _____ (open) a present.
- Everyone seems to _____ (have) a good time.

OPTIMISE YOUR EXAM

Extended turn (photos)

- Ask yourself questions to help you focus on the photo, for example, *Who/What is it a photo of? Where was it taken? What's happening in the photo?*
- Answer these questions when you describe the photo.

5 Describe this photo. Talk on your own for about a minute.



EXAM SKILL

Describing situations and actions

- Be careful with tenses. Use the present simple to describe the general situation and the people and places that you can see in the photo, e.g. *The restaurant has a lot of tables.*
- Use the present continuous to say what's happening in the photo, e.g. *They're eating in a restaurant. Everyone is laughing and talking.*
- Try to use one or two adverbs to describe how people are doing things, e.g. *The waiter is serving the food carefully.*

1 In pairs, ask and answer the questions.

- Have you eaten food from other countries? Which countries?
- What cuisine is your favourite? What do you like about it?

EXAM SKILL

Collocations

- Some words often appear together to make phrases. These are called **collocations**.
- A collocation might be noun + noun (e.g. *cooking book*), verb + noun (e.g. *make a meal*), adjective + noun (e.g. *fried egg*), or other combinations of words.
- Try to learn some common collocations.

2 Read the underlined phrases in each sentence (1–6). For each one, choose the word or phrase (a–f) that means the same.

- We tried a wide variety of amazing food when we were on holiday. ____
- My brother fell ill after eating some fish that wasn't fresh. ____
- I'm really looking forward to trying the food when we're in Brazil! ____
- How can I make a meal when we don't have any food in the house? ____
- Isn't the Chinese restaurant in the opposite direction? ____
- What do you think Greek food and Turkish food have in common? ____

- a) the other way d) became sick
 b) share e) cook
 c) a lot of different types f) excited to think about

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

- Why did Europeans not eat potatoes before 1492?
- What food and animals went from the New World to the Old World?
- What food and animals went from the Old World to the New World?
- Apart from food and animals, what else did Europeans bring to the New World?

OPTIMISE YOUR EXAM

4-option multiple-choice cloze

- Sometimes the missing word is part of a collocation. Look at the words on both sides of the gap to work out what phrase is missing.
- Say the phrase using each of the four possible answers. Perhaps you have heard the collocation before. Which word sounds the best? Choose that word as your answer.

4 Choose the correct word to fill each gap.

THE COLUMBIAN EXCHANGE

Italian food is famous and the (1) ____ world enjoys pasta with tomato sauce. Many people who visit the UK (2) ____ forward to trying fish and chips. And Belgium makes great chocolate. But what do tomatoes, potatoes and chocolate (3) ____ in common? None of them existed in Europe until Christopher Columbus went to the Americas!

In 1492, Columbus arrived in the Americas. Over the years, a (4) ____ variety of food and animals were exchanged between the New World (the Americas) and the Old World (Europe, Africa and Asia). Europeans learnt how to (5) ____ meals with corn, beans, turkey and chilli peppers. In return, they sent coffee, onions, bananas and other fruit in the (6) ____ direction. They also introduced horses, cattle and sheep to the Americas.

Unfortunately, Europeans also brought diseases with them to the Americas, and many Americans fell ill. After the Columbian Exchange, the world would never be the same again.

- 1 A whole B complete C total D final
 2 A come B go C look D run
 3 A do B get C have D take
 4 A big B long C high D wide
 5 A build B make C join D put
 6 A opposite B back C behind D backward



THINK | **RESEARCH** | CULTURE | LEARN | ME

Find out if there are any types of food, plants or animals you have in your country as a result of the Columbian Exchange. Tell the class what you learnt.



1 In pairs or groups, answer the questions.

- Describe the photos. What occasion do you think it might be?
- What was the last family party you went to? Describe it.

EXAM SKILL

Making suggestions

- When you write an email, you sometimes need to make suggestions to the person you're writing to if they have asked for your ideas or advice.
- Use words and phrases such as *Maybe/Perhaps you should/could ...*, *How/What about -ing ...?*, *If I were you, I'd ...*, *One thing you could do is ...*, *Don't forget to ...*

2 Read Grace's email and Nick's notes. Decide if the statements are T (True) or F (False).

From: Grace
To: Nick
Subject: Family dinner

Hi Nick!

We're having a family dinner for my mum's birthday next week.

My brothers and I are each going to cook a course. Do you think I should make the starter, the main course or the dessert?

Where can I find some good recipes?

Have you ever made anything for your family? What did you make? Was it a success?

Love,
Grace

Tell
Grace

Describe

Fun!

Suggest...

In his reply, Nick should ...

- say that the dinner sounds like fun.
- say what course Grace should make.
- tell Grace how to cook a dish.
- describe something he once cooked.

T / F

T / F

T / F

T / F

3 Read Nick's reply. Find four places where he makes suggestions and write the phrases he uses.

From: Nick
To: Grace
Subject: RE: Family dinner

Hi Grace,

Thanks for your email. The family dinner for your mum's birthday sounds like a lot of fun!

If I were you, I'd make a dessert. Desserts are easier than main courses, and tastier than starters! What about making a cheesecake?

It's easy to find recipes on the internet. Why not go online and type the name of the dish you want to make and see what comes up?

I don't cook much, but I once made a pizza. I used tomato sauce, cheese and olives, and it was a great success! You could make that for your family another time.

Good luck!

Love,
Nick

- _____
- _____
- _____
- _____

OPTIMISE YOUR EXAM

An email

- If you have to make suggestions in your email, make notes about the things you are going to suggest before you start writing.
- Then think of reasons for each suggestion. For example, if you are going to suggest someone makes a dish from your country, the reasons might be because it's spicy/unusual/traditional, etc.

4 Look at this writing task and complete the sentences with your own ideas.

Read this email from your friend Freya and the notes you have made.

From: Freya
Subject: Class party

Hi

Our class is having a party next weekend and I have to make some food for it!
I could make something simple or try to do something more adventurous!
What do you think?

Do you think people would prefer something sweet or something healthy?
Can you suggest something from your country I could make?

Love,
Freya

Write your **email** to Freya using **all the notes**.

- 1 Freya should make something **simple** / **more adventurous** because _____.
- 2 People would prefer something **sweet** / **healthy** because _____.
- 3 I suggest Freya makes _____, because _____ and _____.

5 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Dear ..., Hi ...</i>	
Paragraph 1	write about the first note on the email	<i>... sounds great!</i> <i>... sounds like a lot of fun!</i>	
Paragraph 2	write about the second note on the email	<i>I think you should ...</i> <i>I suggest you ...</i>	
Paragraph 3	write about the third note on the email	<i>I think that ...</i> <i>You should ...</i>	
Paragraph 4	write about the fourth note on the email	<i>What about -ing ...?</i> <i>Why don't you ...?</i>	
Closing expressions 1	wish them luck, ask them to reply, say goodbye	<i>Good luck! Write soon! Bye for now!</i>	
Closing expressions 2	express friendship	<i>Love, Lots of love, Best wishes,</i>	
Your name	first name		

6 Write Write your email to Freya in an appropriate style. Use all the notes. Write about 100 words.

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

Checklist

- | | |
|---|---|
| <input type="checkbox"/> I've written an informal email. | <input type="checkbox"/> I've written about all four notes in the exam task and developed them further. |
| <input type="checkbox"/> I've followed my paragraph plan. | <input type="checkbox"/> I've checked my spelling, grammar and punctuation. |
| <input type="checkbox"/> I've started and ended my email the right way. | |

GRAMMAR AND VOCABULARY

1 Choose the correct word or phrase.

- I **can** / **could** read when I was three years old.
- I don't think you **should** / **might** watch this film. It's scary!
- You **don't have to** / **mustn't** come shopping with me, but you can if you want to.
- I hope we'll **can** / **be able to** visit you again soon.
- I **can** / **could** get a new phone for my birthday – if I'm lucky!
- My mum's gone shopping, but she **should** / **can** be back soon.
- Fran **mustn't** / **can't** be away on holiday. I saw her this morning!

___/7

2 Write a relative pronoun or adverb in each gap. Use each one only once.

- That's the restaurant _____ they make great salads.
- Do you remember the time _____ Liam fell in the lake?
- My best friend, _____ mum is a food journalist, is excellent at cooking.
- I can't find the recipe _____ you gave me.
- My best friend, _____ is a top chef, is going to be on a cookery show.
- Pasta, _____ is my favourite food, is easy to prepare.

___/6

3 Match to make collocations.

- | | |
|----------------------|---------------|
| 1 set _____ | a) world |
| 2 fall _____ | b) variety |
| 3 look _____ | c) foot in |
| 4 a wide _____ | d) direction |
| 5 the whole _____ | e) forward to |
| 6 the opposite _____ | f) ill |

___/6

4 If a word or phrase in bold is correct, put a tick. If it's incorrect, rewrite it correctly in each gap.

- It took me about two weeks to completely **make** over that cold. _____
- It was so hot in the school assembly, I nearly **passed** out. _____
- I've got a terrible headache. I hope I'm not **arriving** down with flu. _____
- You can't **live** on junk food! You have to eat fruit and vegetables regularly. _____
- The cakes are still hot. Wait for them to **cold** down first. _____
- Happy** up! It's not the end of the world. It's just an English test. _____
- Don't go to school if you don't **feel** up to it. _____
- We should all **reduce** down on how much sugar we consume. _____

___/8

5 Write do, have, make or take in each gap.

- | | |
|----------------------------|-------------------------|
| 1 _____ care of | 5 _____ flu |
| 2 _____ an effort | 6 _____ up your mind |
| 3 _____ fun of | 7 _____ your teeth/hair |
| 4 _____ homework/housework | 8 _____ a mistake |

___/8

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

- | | |
|---|------------------|
| 1 Have you made a _____ yet? | DECIDE |
| 2 This soup is _____ hot. I can't eat it yet! | BOIL |
| 3 That cake was really _____! Can I have some more, please? | TASTE |
| 4 The doctor gave me a _____ for antibiotics. | PRESCRIBE |
| 5 Pour the oil into a _____ pan. | FRY |
| 6 I'm not very keen on _____ food. | SPICE |
| 7 The _____ at the event was fantastic! | ENTERTAIN |
| 8 What _____ do we need to go camping? | EQUIP |

___/8

7 Write the correct article in each gap. If no article is necessary, put a dash (-).

- The hotel provides _____ accommodation for up to 300 people.
- Do you need _____ orange to make that dessert?
- _____ bandages are what you use to wrap around an injury.
- We went to _____ best Japanese restaurant in town last night.
- _____ honey is 80% sugars and 20% water.
- I can't find _____ blender. I used it last night!
- Do you have _____ food delivery subscription? You receive food and recipes every week.

___/7

Total score **___/50**

EXAM SKILLS

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

I can ...	Unit/page
<input type="checkbox"/> find information that is paraphrased in an online article	Unit 5 p48
<input type="checkbox"/> recognise synonyms in a formal conversation	Unit 5 p52
<input type="checkbox"/> talk about habits in an interview	Unit 5 p54
<input type="checkbox"/> understand how nouns are formed and use them in word formation exercises	Unit 5 p55
<input type="checkbox"/> use narrative tenses in a story	Unit 5 p56
<input type="checkbox"/> identify synonyms in an article	Unit 6 p58
<input type="checkbox"/> recognise similar meaning in a short talk	Unit 6 p62
<input type="checkbox"/> describe situations and actions in a photo	Unit 6 p64
<input type="checkbox"/> form collocations and use them in a multiple-choice cloze activity	Unit 6 p65
<input type="checkbox"/> make suggestions in an email	Unit 6 p66