

Starter

VOCABULARY 1

Words connected with *hobbies*



1 S.01 Match the photos with the words below. Listen and check.

cycling horse-riding painting playing computer games reading rock-climbing skateboarding swimming

2 S.02 Match the words below with the definitions (1–6). Listen and check.

barbecue beach collect magazine photograph tent

- 1 a thin paper book with photographs and articles
- 2 you stay in this when you go camping
- 3 you can take one of these with a camera or your phone
- 4 when you buy and keep comics, magazines or toys
- 5 a meal where you cook and eat food outdoors
- 6 people who like swimming in the sea often go here

3 In pairs or groups, answer the questions.

Do you do any of the hobbies in the photos in Exercise 1? Which hobbies would you like to try? Why?

GRAMMAR 1 Imperatives

Grammar in context

Look at the signs. What do they mean?



Remember

- We use imperative forms to give instructions and orders.
- Use *please* with imperative forms to be polite.

See Grammar reference, Starter, page 134

1 Choose the correct word or phrase.

- 1 Don't / No forget to bring your camera.
- 2 Turns off / Turn off the computer now, please.
- 3 Remember / Remembers to do your homework.
- 4 Please open / Open please the door.
- 5 No eat / Don't eat in class.
- 6 Be / Are careful when you go cycling on the road!

2 In pairs, write more instructions using imperatives for people doing the hobbies in Vocabulary Exercise 1.

What your **HOBBIES** say about you!

1 Which sentence describes you?

- A I hate sitting still.
- B I really like making things.
- C I'm crazy about technology.

2 How often do you do your hobbies?

- A I do a different hobby every day.
- B I do the same hobby once or twice a week.
- C It depends. I usually do something every week.

3 Which is true for you?

- A I usually spend a lot of time outdoors.
- B I enjoy sitting outdoors and looking at nature.
- C I don't often spend time outdoors.

4 What kind of club are you in or would you join?

- A a rock-climbing club
- B a photography club
- C a computer club where you learn to write code

5 The best way to relax is

- A cycling in the park or the mountains.
- B reading a good book or listening to music.
- C playing computer games.



1 S.03 Read and listen to the quiz. Make a list of the hobbies and activities it mentions.

2 In pairs, ask and answer the questions in the quiz. Ask your teacher what your answers mean.

Think

What is a good number of hobbies to have? Why? Should teenagers do different kinds of hobbies (active, creative, technology)? Why?

GRAMMAR 2

Present simple and adverbs of frequency

Grammar in context

Look at the quiz and complete the sentences.

- 1 I _____ a different hobby every day.
- 2 I _____ spend a lot of time outdoors.

Remember

We use the present simple:

- to talk about habits and things we do regularly.
*We **watch** TV after school.*

- to talk about things that are usually or always true.
*I **live** in a small town.*

- We use adverbs of frequency (*never, sometimes, often, usually, always*) with the present simple to say how often we do something. They go before the main verb or after the verb *be*.
*I **always go** skateboarding after school.*
*He **is never** late for school.*

- We use time expressions with the present simple to say **when** something happens.
*I go to art club **every Tuesday**.*

Useful words:

every day/week/month/year/Friday, once/twice a week/month, three times a day

See Grammar reference, Starter, page 134

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

- 1 He _____ (have) a lot of old phones.
- 2 She _____ (play) football and basketball.
- 3 We _____ (go) swimming every week.
- 4 I _____ (play) tennis in summer but I _____ (not play) it in winter.
- 5 She usually _____ (go) to the park after school, but she _____ (not go) at the weekend.

2 Use the prompts to write questions. Then ask and answer the questions with a partner.

- 1 how often / you / go swimming?
- 2 what hobbies / your best friend / like doing?
- 3 when / your friends / do sports?
- 4 when / you / have English lessons?
- 5 where / your brother or sister / go after school?

3 Rewrite the sentences with the words in capitals in the correct place. Then tell a partner if the sentences are true for you.

- 1 It's very cold in winter in my country. OFTEN
- 2 I go swimming after school. USUALLY
- 3 My parents go to bed at 9 o'clock. ALWAYS
- 4 I drink cola for breakfast. NEVER



1 S.04 Match the phrasal verbs (1–7) with their meanings (a–g). Listen and check.

- | | |
|--------------|---|
| 1 come in | a) to return after going somewhere |
| 2 come round | b) to start a machine |
| 3 get back | c) to stop a machine |
| 4 get off | d) to leave a bus or train |
| 5 look after | e) to enter |
| 6 turn off | f) to take care of someone or something |
| 7 turn on | g) to visit |

2 Choose the correct word.

- We won't get **back** / **off** until after the football match.
- Can you look **off** / **after** my bag, please?
- Alex usually comes **round** / **in** to my house after school.
- We need to get **back** / **off** the bus here.
- Let's watch a film. Please turn **on** / **off** the TV.
- Welcome to our home! Please come **round** / **in**.
- Please turn **off** / **on** that loud music!

3 S.05 Complete the table. Listen and check.

Object	Person	Verb
painting	1 _____	to paint
photograph	2 _____	to photograph or take photographs
music	3 _____	to make or play music
guitar	guitarist	to 4 _____ the guitar
5 _____	video gamer	to 6 _____ video games

4 Complete the sentences with words from the table in Exercise 3.

- Marta's a good guitarist.
She _____ every day.
- I sometimes listen to _____
before I go to sleep.
- The _____
took lots of photos when we went
rock-climbing.
- I like video games, but I'm not really
a big _____.
- Kim loves art and he is a
_____. His pictures use
really bright colours.
- I want to be a _____
and play the piano.



Me

What hobbies have you and your friends got? Say something about them.

I love music and I enjoy singing in the choir.

Matias is a great photographer. He posts some amazing photos on his page.

Grammar in context

Match the pictures (1–3) with the sentences (a–c).



- a) The children's skateboards are fast. _____
 b) My friends' skateboards are cool. _____
 c) Amy's skateboard is new. _____

Remember

- Use 's to show possession with singular nouns.
It's **Mark's** bike.
- Use ' to show possession with most plural nouns.
My **parents'** house is near here.
- Use 's with irregular plural nouns.
The **children's** skateboards are fast.
- We also use apostrophes in contractions to show missing letters.
She's my sister = She **is** my sister.
He's got a book = He **has** got a book.

See Grammar reference, Starter, page 135

1 Complete the second sentences using the possessive 's or '.

- 1 This skateboard belongs to Marek.
This is _____.
- 2 The desks for the women are new.
The _____ are new.
- 3 My grandparents own that grey car.
My _____ is grey.
- 4 The boys have got red bags.
The _____ are red.

2 What is 's in each sentence? Write possession, is or has.

- 1 That woman's married to Kareem. _____
- 2 Your father's brother is your uncle. _____
- 3 The children's classroom is big. _____
- 4 My sister's got Spanish class today. _____

Grammar in context

S.06 Complete the sentences. Listen and check.

- 1 We often go camping _____ summer and we sometimes go _____ the weekend too.
- 2 Our tent isn't _____ any other tents. It's _____ a tree.

Remember

- Use prepositions of time to say **when** things happen.
 - at:** at 2pm, at midnight, at New Year, at the weekend, at night, at the moment
 - in:** in the morning, in June, in winter, in 2024, in two weeks' time
 - on:** on Saturday, on Monday morning, on New Year's Day, on 14 June, on holiday, on my birthday
 - no preposition:** today, yesterday, tomorrow, last night, two weeks ago, yesterday evening, tonight
- Use prepositions of place like **at, in, on, behind, in front of, under, over, next to, between, opposite, near** to describe **where** things are, e.g. The book is **on** the table.

See Grammar reference, Starter, page 135

3 Choose the correct word or phrase.

- 1 Do you usually have a party **at / on** New Year's Eve?
- 2 We always go on holiday **in / on** July.
- 3 We usually go to the pool **on / in** summer, but it isn't open **today / at today**.
- 4 We went to the cinema **in last week / last week**.
- 5 We play football **at / on** Saturday morning and we sometimes have matches **in / on** the afternoon.
- 6 I usually go rock-climbing **in / at** the weekend.

4 Complete the text with the words in the box.

at in in front near next on

Every year, we go (1) _____ holiday (2) _____ Greece. We stay in a house (3) _____ the sea – it's only 50 metres from the beach! Our cousins always stay in a house (4) _____ to us. During the day, we go swimming or cycling and (5) _____ night, we all eat together. My aunt's a photographer, so she takes lots of photos of the sea (6) _____ of our houses. This is my favourite photo from last year.



1

Fun times



READING

3-option multiple choice | Notices and short messages

1 In pairs or groups, answer the questions.

- 1 Which of these places do young people in your town go to?

bowling alley café cinema park
shopping centre skate ramp youth club

- 2 Which places do you go to?

2 Watch the video and match the people (1–4) with the things they like (a–d).

- | | |
|-----------|------------------------------|
| 1 Jamie | a) park and shopping centre |
| 2 Amy | b) cinema and café |
| 3 Josaiah | c) bowling alley |
| 4 Rosie | d) skate ramp and youth club |

EXAM SKILL

Understanding text type

- To help you understand the text, decide what type it is, e.g. a notice or an email. For example, a notice tells you what, where or when an event is happening.
- Look at the design of the text. Think about where you would see it and decide what type of text it is.

3 Look quickly at the texts (1–6) on page 11. Decide what type of text below they are.

an email a notice a text message

4 Read the texts (1–6) on page 11 and match them with the purposes (a–e). One purpose goes with two texts.

- | | |
|---|-------|
| a) to inform people about a course | _____ |
| b) to suggest doing something with a friend | _____ |
| c) to inform people about a club's activities | _____ |
| d) to tell someone what you are doing | _____ |
| e) to invite a friend to your house | _____ |

OPTIMISE your exam

Exam 3-option multiple choice

- Read each message and decide what type of text it is and where you might see it.
- Decide what the purpose of the message is, e.g. asking for help, inviting, giving instructions.
- When you understand the text type and purpose, this will help you to answer the question.



1

From: Carla**To:** David

I've got the tickets for the concert. I'm looking at them now! Come to my house tonight to get your ticket!

Carla

2

SURFING LESSONS

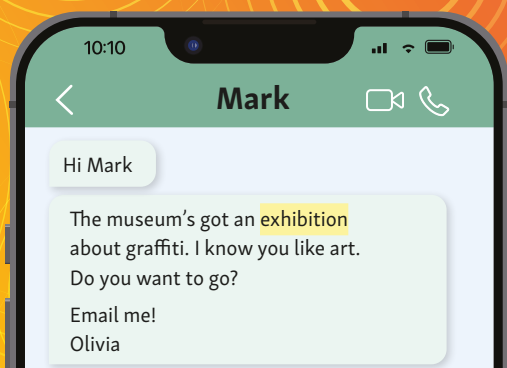
Are you good at swimming?

Do you want to learn to surf?

Lessons start next week.

**Beginners
welcome!**

3



4

From: Alex**To:** Sylvia

I'm in Italy this week! I'm spending time at the pool and we're exploring the area. It's great!

See you soon!

5

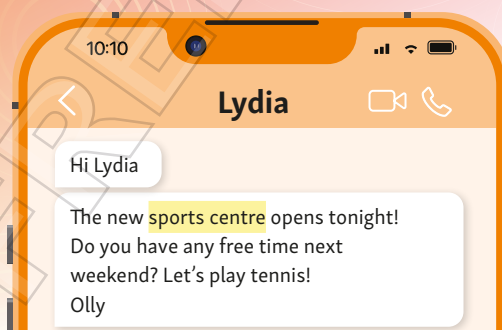
VOLLEYBALL CLUB

Beginners: We meet at 4pm every Wednesday.

Intermediate: We practise at 4:30 pm every Monday.

Join us and HAVE FUN!

6



5 **1.01** Read and listen to the texts. For each question, choose the correct answer.

- What should David do?
 - buy tickets for the concert
 - go to Carla's house later
 - decide if he wants to go to the concert
- You can have surfing lessons if
 - you can swim well.
 - you are a good surfer.
 - you want to learn to swim.
- What should Mark do?
 - invite Olivia to see an exhibition
 - tell Olivia if he wants to go to an exhibition
 - complete an art project
- Alex is inviting Sylvia to Italy.
 - Alex wants Sylvia to go swimming at the pool.
 - Alex is telling Sylvia about his holiday.
- You should go on Monday if you know how to play.
 - You should go on Monday if you want to start playing.
 - You can go on Monday and Wednesday – your level isn't important.
- Olly wants to go to the sports centre tonight.
 - The sports centre opens next weekend.
 - Olly wants to play tennis at the weekend.

6 Write a highlighted word or phrase from the text to match each definition.

- ride on waves in the sea _____
- using time to do something or be somewhere _____
- a building where you can do different sports and activities _____
- looking around a new place _____
- people who have just started to learn or do something _____
- when paintings or other objects are shown to the public _____



Me

Which of these activities do you do?

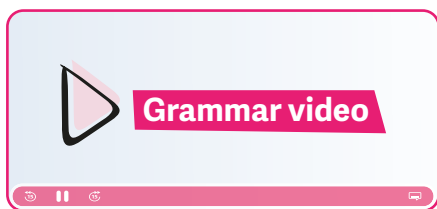
go to concerts play a sport go to exhibitions
explore new places go to friends' houses

What types of entertainment do you enjoy most? Why?



Can girls and boys do the same free-time activities? Why / Why not?

Grammar in context



Look at the sentences and answer the questions.

- I'm spending* time at the pool ...
- I'm looking* at them now.
- We *meet* at 4pm every Wednesday.
- I *know* you like art.

Which sentence ...

- talks about a habit or routine?
- uses a stative verb (a verb that describes a state, not an action)?
- talks about something that is happening around now?
- talks about something that is happening right at this moment?

Remember

- Use the present simple for habits, routines, facts and permanent situations. We often use the present simple with adverbs of frequency.
- Use the present continuous for things that are happening right now.
- Also use the present continuous to describe what is happening in pictures or photos and temporary or changing situations.
- Stative verbs are verbs that describe a state. We often use them to express our thoughts and opinions e.g. *like, agree, know, understand*. We only usually use stative verbs in the present simple.

See Grammar reference, Unit 1, page 135

1 Choose the correct verb form.

- We **never read** / **'re never reading** sports magazines.
- Max **does** / **is doing** his homework now, so he can't go out.
- I **listen to** / **'m listening to** my new music today.
- Eva **doesn't like** / **isn't liking** ice cream.
- They **learn** / **are learning** to play the guitar at the moment.
- We **go** / **'re going** to the cinema every weekend.
- I **don't usually spend** / **am not usually spending** money on clothes.
- Alex **plays** / **'s playing** video games every evening.

2 Use the prompts to write sentences in the present simple or present continuous.

- I / wear / some new clothes / today
- My best friend / play football / every weekend
- My dad / not work / this week / because / he / be / on holiday
- My best friend / come / from Poland / and / she / speak / three languages
- I / usually / enjoy / science fiction books / and / I / read / a good one now
- My brother and I / like / fruit / but / we / not eat / it / every day

3 In pairs, guess if the sentences in Exercise 2 are true for your partner. Then ask your partner questions to find out.

Are you wearing some new clothes today?

Yes, I am. I'm wearing a new jacket.

4 Complete the text with the correct present simple or present continuous form of the verbs in brackets.



MY MUSIC

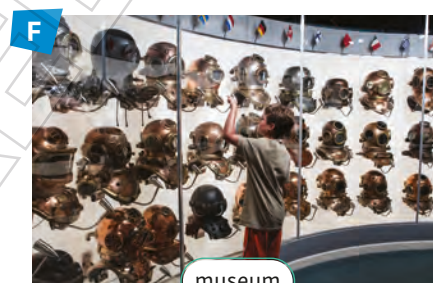
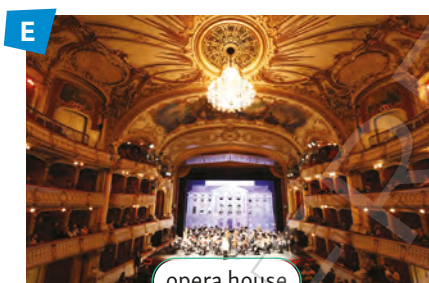
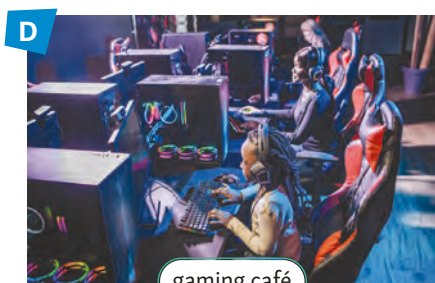
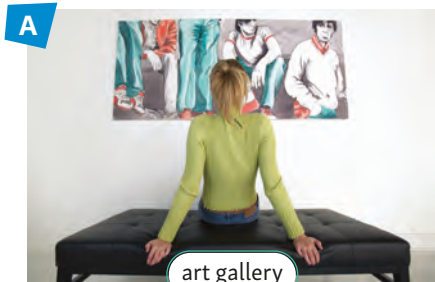
I'm Lucy and I (1) _____ (love) music! My brother Mark is crazy about it too. In this photo, we (2) _____ (practise) in our garden. We're in a band and we both (3) _____ (play) the guitar. I sometimes (4) _____ (sing) too. Mark's favourite music is rap, but I (5) _____ (prefer) hip-hop. We (6) _____ always _____ (not agree) about which songs to learn!

Tonight, we (7) _____ (play) in a talent show. It started 30 minutes ago. All our friends are here and they (8) _____ (enjoy) the show. All the performers (9) _____ (do) really well. Our mum (10) _____ (not watch) the show. She's a doctor and she (11) _____ (work) at the moment. It's our song next. We usually (12) _____ (perform) well in shows. I hope we win!

Words connected with *entertainment*

1 1.02 Match the entertainment (1–6) with the places (A–F). Listen and check.

- | | | | |
|-----------------------------------|-------|---|-------|
| 1 see a play | _____ | 4 see a well-known band | _____ |
| 2 learn about a period in history | _____ | 5 see an exhibition of famous paintings | _____ |
| 3 download a game | _____ | 6 listen to a famous classical singer | _____ |



2 Complete the sentences with the words from Exercise 1.

- We saw a great play at the _____ yesterday.
- Hassan's playing a game online at the _____. He's playing with people from all over the world.
- My sister's band are playing at a _____ in Manchester. They're showing it on TV!
- We saw a cool exhibition of paintings at the _____.
- My parents are going to the _____ to listen to some world-famous singers.
- You can see interesting things from hundreds of years ago at the _____.

Word patterns: words + prepositions

3 1.03 Read the descriptions of entertainment two people enjoy. Choose the correct word. Listen and check.

1 I like fashion and drama. I like looking **on** / **at** new and old clothes. Sometimes, I try **in** / **on** different things. I usually help with the clothes at my drama club, but next time I want to act **in** / **at** a play.

2 On Friday nights, I go **to** / **out** with my friends. On Saturday evening, I usually stay **in** / **with** and listen **to** / **at** music. On Monday and Wednesday, I go to a street dancing club. I often dance **on** / **with** my club in competitions.

Collocations with nouns

4 1.04 Complete the collocations in bold with the words below. Listen and check.

articles games player programme screen

- I often watch films on a 3-D **cinema** _____.
- My brother loves **board** _____. His favourite is chess.
- I've got a **DVD** _____. I can record films on it too.
- I don't often read **newspaper** _____. I prefer watching the news on TV.
- Tonight, I'm watching a great **TV** _____ about the history of rock music.

5 Rewrite the sentences in Exercise 4 so they are true for you. Then compare your sentences with a partner.





1 In pairs or groups, look at the photos and answer the questions.

- Do you prefer to watch TV alone, with your family or with your friends?
- Do you usually watch TV programmes on TV or online?
- Do you enjoy watching films?
- How often do you play video games?

EXAM SKILL

Listening for words that mean the same

- We often say the same thing in different ways.
Opposites: *She's old.* = *She isn't young.*
Synonyms: *He's clever.* = *He's intelligent.*
Rephrasing: *I enjoy pop music.* = *I think pop music is good.*

2 Match the underlined words in the sentences (1–8) with the phrases that mean the same (a–h).

- This film isn't very interesting. _____
 - This song is nice. _____
 - That new film is really bad! _____
 - I don't understand – it's hard. _____
 - This book is excellent. _____
 - The story is unusual. I don't like it. _____
 - This game is slow. _____
 - The film is funny. _____
- a) It's difficult. e) It's pleasant.
- b) It isn't fast. f) It's fantastic.
- c) It's boring. g) It makes you laugh.
- d) It's strange. h) It's terrible.

3 Look at the words that describe opinions and feelings (a–h) in Exercise 2. For each word, think of how to say the same thing in a different way. Then compare your ideas with a partner.

OPTIMISE your exam

Exam Matching

- In matching tasks, the questions and the answer options use different words to what the speakers say, but the words mean the same.
- Before you listen, read the questions and options carefully. Make notes of different words you might hear that mean the same.
- When you listen, check your notes to help you choose the answers.

4 You will hear Paul talking to his cousin Kacey about what he watches on TV. Choose the opinion or feeling (A–H) that is associated with each programme/channel (1–6). There are two extra opinions or feelings that you do not need.

TV programme/channel		opinion/feeling
1 sport	<input checked="" type="checkbox"/> H	A slow
2 cartoons	<input type="checkbox"/>	B terrible
3 action films	<input type="checkbox"/>	C funny
4 the news	<input type="checkbox"/>	D exciting
5 video gaming	<input type="checkbox"/>	E excellent
6 music videos	<input type="checkbox"/>	F clever
		G unhappy
		H interesting

5 Listen again and check your answers.



Think

How much screen time do you have each day? How much time does a typical teenager in your country spend on a screen each day? What are the good and bad things about screen time?

Grammar in context

Look at the extracts from the listening on page 14.
Answer the question.

1 *I'm doing* a school project on entertainment.

2 *We're watching* a new one tonight.

Which sentence:

a) describes an action happening around now? _____

b) talks about future plans and arrangements? _____

Remember

- Use the present continuous for future plans and arrangements. We usually use a future time expression.

He's taking me to watch a football game on Saturday.

They aren't coming to the theatre with us tonight.

Are you seeing your friends this weekend?

- Use the present simple for timetables and scheduled events in the future.

The train leaves at 11:15 tomorrow.

See Grammar reference, Unit 1, page 136

1 Complete the questions with the correct present continuous form of the verbs in brackets.

1 Are you meeting (meet) anyone after class?

Who are you meeting ?

Where are you meeting ?

2 _____ you _____ (cook) anything special for dinner tonight?

What _____ ?

3 _____ you _____ (go) anywhere this weekend?

Who _____ ?

Where _____ ?

4 _____ you _____ (do) anything exciting during the holidays?

What _____ ?

5 _____ you _____ (watch) any good films this weekend?

What _____ ?

6 _____ you _____ (study) this evening?

What _____ ?

2 Ask and answer the questions in Exercise 1 with a partner.

Are you meeting anyone after class?

Yes, I am.

Really? Who are you meeting?

3 Complete the texts with the correct present simple or present continuous form of the verbs in brackets.



What's your favourite type of entertainment?
If you're a teenager, we'd love to hear from you!
Don't forget to say where you're from.

I love music! This week I've got a plan! On Monday, I (1) _____ (listen) to lots of new music. Then, next weekend I (2) _____ (make) playlists for my friends to listen to. On Sunday, my friends and I (3) _____ (see) our favourite band. *Ewa, Poland*

Films are my favourite type of entertainment. I usually (4) _____ (watch) films three or four evenings a week. But our exams (5) _____ (start) on 3 June, so this week I (6) _____ (go) to the library every day to study. *Tiago, Brazil*

Board games!
This evening, my sister and I (7) _____ (play) our favourite game, *Codenames*. It's lots of fun and it makes you think. Some of my friends play board games too. They usually (8) _____ (play) online, but next week they (9) _____ (meet) at my house so we can all play together. *Salim, UK*

I'm really into fashion and I usually (10) _____ (follow) two or three fashion vloggers online. At the moment, I (11) _____ (do) a course on clothes design. On my course, we usually (12) _____ (have) lessons in college, but in October, we (13) _____ (go) on a trip to New York! The plane (14) _____ (leave) at 5am, so it's an early start! *Sonia, Spain*

4 Ask and answer the questions with a partner.

- What are you doing this evening?
- When do your next exams start?
- What do you usually do on Friday evenings?
- Are you meeting your friends next weekend?
- Are you watching TV after school tonight?



1 Watch the video and answer the questions.

- Who has piano lessons on Mondays?
- When do they decide to go to the cinema?
- What are they doing after the cinema?

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

Phrase expert

It starts at (6) o'clock and finishes at (8) o'clock.
It's every (Thursday) from (8) until (10)pm.
They meet on (Fridays) at (7) in the evening.
What time does it start?

3 In pairs, look at the poster and answer the questions.



- What day is football practice?
- What time does it start?
- How long does it last?
- What time does it finish?

4 In pairs, look at the pictures and ask and answer questions using the prompts. Listen and check.



- what time / concert / start ?



- what / be / opening hours / museum ?



- how long / film / last ?



- when / be / football training ?



- what time / concert / finish ?

EXAM SKILL

Talking about free-time activities

- Learn vocabulary you need to talk about your free-time activities, and say when and how often you do them.
- Learn and use the correct prepositions with time phrases, e.g. **on** Sunday, **from** 9 to 12.

OPTIMISE your exam

Exam Questions

- When the examiner asks you questions, give full answers and don't answer just *yes* or *no*.
- If the examiner says *Tell me about ...*, give a detailed answer with reasons and examples, e.g. *I play tennis because it's fun*.

5 In pairs, choose the best answer for each question. Explain why.

- Do you prefer watching action films or comedies?
A Action films.
B I prefer watching action films like *Spider-Man* and *Star Wars*.
- What's your favourite sport?
A Football.
B I really enjoy football because I can play with my friends and it's a fast game.
- What activity would you like to learn?
A To play the guitar.
B I'd like to learn to play the guitar because I love music.
- Did you do anything last weekend?
A Yes, I did.
B Yes, I played basketball with my friends on Saturday. It was fun. On Sunday, I studied and I cooked.
- Tell me about your plans for the weekend.
A I'm watching a film on Saturday.
B I'm going to the cinema with my friends on Saturday because we love watching films. On Sunday I'm visiting my cousins. I can't wait!

6 Take turns to ask and answer the questions. Then change roles.

Student A:

Do you prefer watching films at home or at the cinema?
What's your favourite series?
When do you usually watch films or series?
Tell me about the last series you saw.

Student B:

What activities do you do in your free time?
When do you do these activities?
What activity would you like to learn?
Tell me about what you did in your free time last week.

1 In pairs or groups, read the text and answer the questions.

- Is the situation in your country similar or different?
- What do you think are the problems of getting news on social media or YouTube™?

Is social media bad news?

How do you find out what is happening in the world? It's probably no surprise that a study showed over half of teenagers in the US get their news from social-media sites. But it seems that social-media sites don't help teens understand the news. Only about half of them say social media helps them understand world events. And around 20% say it makes them more confused! Around 50% of teens use YouTube to get the news. Over 60% of these teens say they don't use official news organisations on YouTube, but instead, they get the news from famous people, influencers and popular YouTubers.

EXAM SKILL

Predicting the answer

- Even when a text has gaps in it, you can still understand the main idea and use this information to predict the answers.
- While you're reading the text, think of the meaning of the gapped sentence with each of the options.

2 Choose the correct option to fill each gap.

- People often read _____ to get the news.
A websites B TV
- The best way to get _____ for concerts is to book online.
A places B tickets
- The art gallery had a lot of _____ about each painting.
A information B news
- Today, fewer people watch the news on _____.
A TV B the radio
- This news website gives you _____ from around the world.
A stories B sights
- It's important to check the information you read _____.
A on TV B online

OPTIMISE your exam

Exam 3-option multiple-choice cloze

- When you read a gapped text, think of what the missing words might be before you look at the options A-C.
- When you look at the options A-C, the correct option may be similar to your idea.
- Before you choose the correct word, try each option in the gap to be sure.

3 For each question, choose the correct answer.



School news ONLINE

Nowadays, many schools have a school-news page on their website. If your school doesn't have one, it's easy to start a news page. First, find a (1) _____ of students who want to write the news stories. Then tell a teacher your plans and find a place to work. Next, decide what job each person is going to do, such as writing or (2) _____ photographs. Also, (3) _____ about the type of stories you want to (4) _____ and how often you are going to write them. Ask lots of students what they like reading so you can make sure the news page will be (5) _____ with students. That way, the news page will be a good (6) _____ for students and teachers to find out what's happening.

- | | | |
|-------------|--------------|------------|
| 1 A kind | B type | C group |
| 2 A taking | B looking | C watching |
| 3 A discuss | B think | C say |
| 4 A make | B include | C enter |
| 5 A famous | B well-known | C popular |
| 6 A way | B practice | C road |

Culture

Have schools in your country got school newspapers? Are they online or on paper? What type of stories do they include? What type of news stories do you find interesting? Why?

1 In pairs or groups, answer the questions.

- 1 How often do you write notes?
- 2 Who do you write notes to? Why?

EXAM SKILL

Using your own words

- When you answer a question in a writing task, use your own words.
- Underline the key words and phrases in the question, then think of different ways to say the same thing before you start writing. For example, to answer the question *Do you enjoy looking at art?* don't say *Yes, I enjoy looking at art.* Say something like *Of course! I love art.*

2 Read the note and underline the questions.

What are you doing this afternoon? Can you come to the art gallery? There's a fantastic modern art exhibition on. I'm meeting Abby there at 4pm. Are you free then?

Sam

3 In pairs, look at the two answers to Sam's note in Exercise 2. Which answer is better? Why?

A

To: Sam

Hi Sam,

I'm visiting the art gallery. I really like modern art. Tell Abby I'm meeting you later today too.

See you later.

B

To: Sam

Hi Sam,

Sorry, I'm busy this afternoon because I'm practising for a concert. So, I'm not free to go to the art gallery with you and Abby.

Have fun!

4 Work in pairs. Discuss different ways to say the underlined words and phrases in the students' answers in Exercise 3.

OPTIMISE your exam



Guided writing | a note

- When you write a note, read the instructions carefully and identify:
 - who you are writing the note to
 - why you are writing the note
 - what information is required
 - what order to put the information in.

5 Look at the writing task and answer the questions.

Read the note from your friend, Stefan.

What are you doing tonight?

Do you want to see the new comedy film at the cinema at 6:45? Then let's go for something to eat. Shall we go to the pizza place again?

Stefan

Write a note to Stefan. Answer his questions.

Write **25 words** or more.

- 1 Who are you writing the note to?
- 2 What does Stefan ask? Underline the questions.
- 3 What does Stefan suggest you do first?
- 4 What does Stefan suggest you do next?

6 Look at the detail of writing plans A and B. Choose one of the plans for your notes in Exercise 7.

A You're busy and you can't go out with Stefan tonight.

	Detail
Point 1	Apologise and say what you're doing.
Point 2	Suggest doing something together another night.
Point 3	Explain the type of food you would like to eat.

B You're free and you can go out with Stefan tonight.

	Detail
Point 1	Explain your plans, saying that you can go out.
Point 2	Say if you're interested in the film.
Point 3	Explain the type of food you would like to eat.

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

Part	Detail	Useful language	My notes
Point 1			
Point 2			
Point 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.

- | | |
|---|--|
| <input type="radio"/> I've followed my writing plan. | <input type="radio"/> I've used some of my own words. |
| <input type="radio"/> I've started and ended the note in the right way. | <input type="radio"/> I've written 25 words or more. |
| <input type="radio"/> I've included all three points. | <input type="radio"/> I've checked my spelling, grammar and punctuation. |



Learning to Learn

Finding out your learning style

People learn in different ways. When you understand which learning style or styles you prefer, it helps you become a better learner. Think about how you like to learn. Choose the statements that you agree with.

Visual learner	Auditory learner
<input type="radio"/> I find it easier to understand and remember information when I see it in a diagram or image.	<input type="radio"/> I find it easier to understand and remember information when I hear it.
Kinesthetic learner	Reading/Writing learner
<input type="radio"/> I find it easier to understand information when I experience something myself.	<input type="radio"/> I find it easier to understand and remember information when I write it down.

... In pairs, discuss the questions.

What is your preferred learning style? Do you have more than one?

2

Good food



READING

3-option multiple matching | Blog posts



Digital game

1 In pairs or groups, 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 questions in Exercise 4 and underline the information you need to find. Think of words which mean the same.

1 another member of the family = mother, mum, father, dad, grandmother, etc.



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 and listen to the blog posts. For each question, choose the correct answer.

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

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

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



What can you do to have a healthy diet?

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?

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).

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

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

- Choose the correct word.

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. Instead, 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.

★★★★★ 1 week ago

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 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 groups, 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

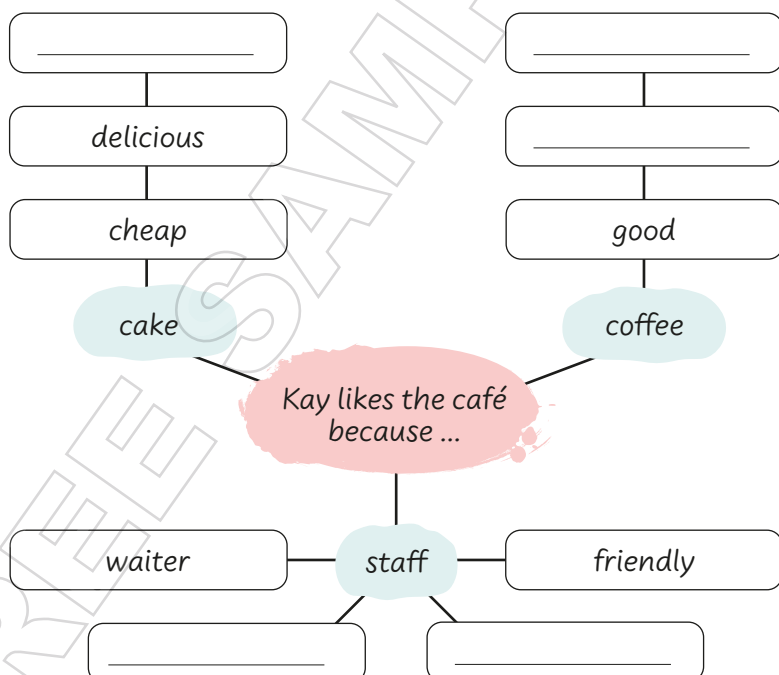
- Before you listen, use any information in the task to predict the topic and the main ideas.
- Think about which words and phrases connected to the topic you might hear, and what the speaker might say about the topic.

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 | A 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 2.06 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 the 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 groups, 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 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 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

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 word 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

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) _____ 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 groups, answer the questions.

- 1 Is fast food popular in your country?
- 2 Which fast food(s) do people usually eat?
- 3 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).

- 1 making a suggestion
- 2 asking for information
- 3 asking about someone's preferences or tastes
- 4 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 1 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 1 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 the 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.

- | | |
|--|--|
| <input type="radio"/> I've followed my writing plan. | <input type="radio"/> I've used a good range of vocabulary. |
| <input type="radio"/> I've answered the three questions in the note. | <input type="radio"/> I've written 25 words or more. |
| <input type="radio"/> I've used the correct tenses. | <input type="radio"/> 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 units if you need more help.

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