

2

Good food



READING

3-option multiple matching | Blog posts



Digital game

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

Do you like cooking? Why / Why not?

EXAM SKILL

Scanning

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

2 Scan the blog posts and find these things.

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

OPTIMISE your exam



3-option multiple matching

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

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

Think



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



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

Mateo

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



Camila

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



Aleesha

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



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

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

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

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



What can you do to have a healthy diet?

Grammar in context



Grammar video

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

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

Remember

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

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

See Grammar reference, Unit 2, page 136

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

BAKING SUCCESS



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

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

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

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

Grammar in context

Look at the question and answer the questions.

When did you learn to cook?

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

Remember

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

Where did you live? Who did you live with?

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

See Grammar reference, Unit 2, page 136

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

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

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

- Choose the correct words.

TEENS IN BUSINESS

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

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

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

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

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

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

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

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

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

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

A: Chocolate is the most popular.



Words connected with food

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

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

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

- 2 Complete the texts with the words below.

banana beef carrot cheese lettuce oil
pasta strawberries yoghurt

Food, food, food

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

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

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

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



Word formation: verbs/adjectives

- 3 2.03 Complete the table. Listen and check.

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

- 4 Read the restaurant review and find the adjectives.

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

Remember

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

- 5 Choose the correct sentence, A or B.

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

Collocations with verbs

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

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

- 7 Complete the sentences with the correct verbs.

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





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

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

EXAM SKILL

Predicting what you will hear

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

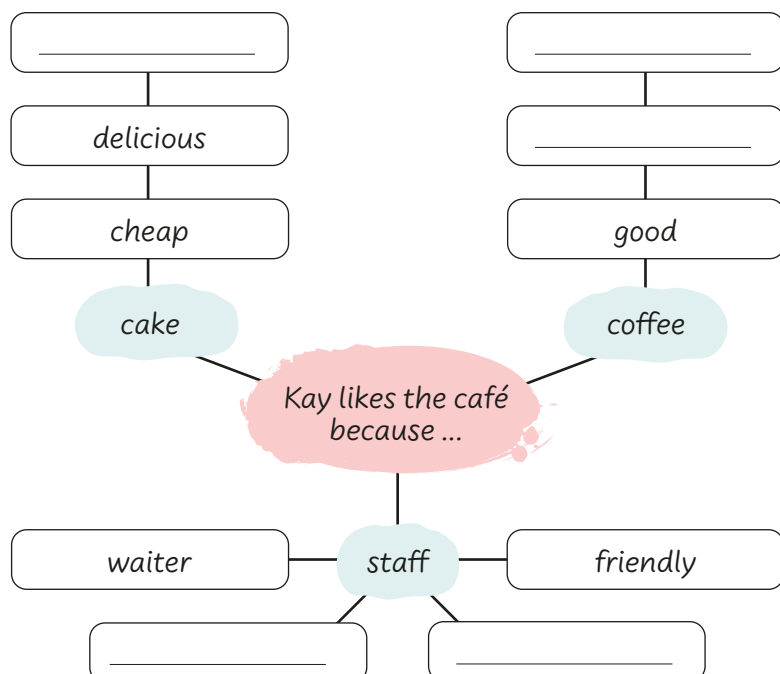
2 Read the exam question and underline the key words and phrases.

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

- 1 The reason Kay likes the café is

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

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



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

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

OPTIMISE your exam

Exam 3-option multiple choice | dialogue

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

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

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

- 7 2.07 Listen again and check your answers.

Research

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

Grammar in context

Look at these sentences and choose the correct words.

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

Remember

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

See Grammar reference, Unit 2, page 137

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

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

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

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

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

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

The pancake place



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



Me

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





1 Watch the video and answer the questions.

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

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

Phrase expert

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

EXAM SKILL

Explaining likes and dislikes

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

Q: What's your favourite food?

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

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

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

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

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

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

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

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

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

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

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

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

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

 reason _____

OPTIMISE your exam

Questions

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

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

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

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

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

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

EXAM SKILL

Using linking words

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

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

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



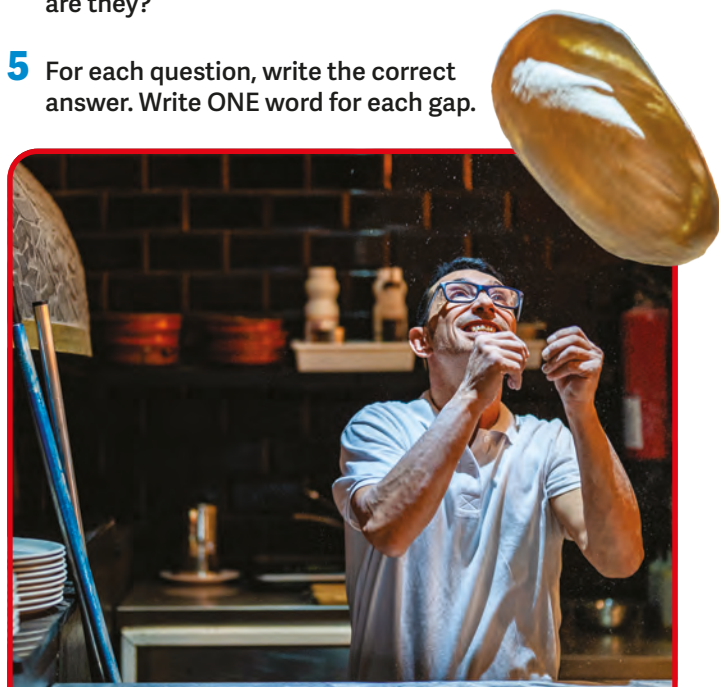
OPTIMISE your exam

Open cloze

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

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

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



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

Learn

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





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

- 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 one o'clock. OK?

Zoltan

B

Hi Jordi,

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

Dan

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

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

Hi Jordi,

I'm also not busy today. I like eating _____.

There's _____ in town. I would like to _____, Let's _____ o'clock.

Julia

OPTIMISE your exam

Exam Guided writing | a note

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

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

Your friend Ella wants to go to cookery classes.

Read Ella's note and reply to her.

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

Ella

Write **25 words** or more.

- 1 Who are you writing to?
- 2 How many words do you need to write?
- 3 How many questions do you have to answer?
- 4 What do you have to explain?
- 5 Which tenses should you use?
- 6 Which words or phrases from this unit could you use?

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

	Detail	My notes	Useful language
Question 1			
Question 2			
Question 3			

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

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

- | | |
|--|--|
| <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. | <input type="radio"/> I've written 25+ words. |
| <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 unit 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