10 Looks amazing!



Starting off

1 **Work in groups. Look at the pictures. What groups of food can you see? Add at least two more examples of food or drink to each group.**

2 **Discuss the questions.**

1 What are your favourite things to eat and drink?
2 Are there any types of food you don't eat? Which ones? Why not?
3 How often do you eat out? Where? Who with?

Reading Part 2

1 **Work in pairs. Look at the title of the guide, the names of the stalls and the pictures. What do you think you have to do in this Reading Part 2 task?**

2 **The following people all want to have lunch at the Street Food market. Read the descriptions and underline the important information.**

1
Katie's family have tried most of the stalls so want to try something brand new on Tuesday. They would much rather have fish and they want a hot drink with their meal.

2
Jack and his classmates have read that some of the stalls have won prizes and want to try one of those. They would like a vegetarian main meal but they are short of money.

3 
Sara and her friends fancy having a light lunch together on Saturday. They would like to sit down to eat at the stall.

4 
Samuel's grandmother would like to take him for a meal on Sunday, but she doesn't want to walk too far around the market. Samuel would like a proper meal, but she just wants a dessert.

5 
Tania and her mum feel like trying a spicy vegetable dish before the cinema on Sunday. They won't have much time before the film, so they will need to take away their dessert.

LIVEWORKSHEETS

3 **Answer questions 1–5, without reading the text.**

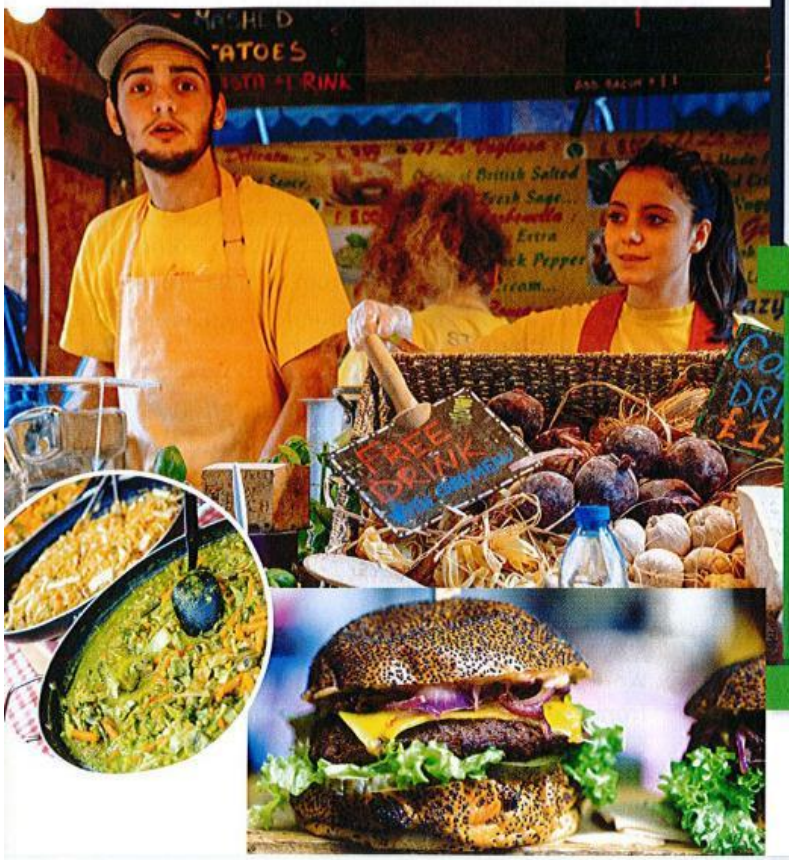
1 Katie's family want a hot drink with their meal. *What type of drink could they have?*
2 Jack and his classmates fancy a vegetarian meal. *What sort of food do they not want to eat?*
3 Sara and her friends aren't willing to pay very much. *What words do you expect to read in the description of their most suitable restaurant?*
4 Samuel's grandmother doesn't want to walk too far around the market. *What sort of words do you need to look for in the descriptions?*
5 Jack and his classmates fancy a main meal while Sara and her friends fancy having a light lunch. *What words do you expect to read in the descriptions?*

Exam advice

- To match the people with an answer, look for a text that says the same things, but in different words.
- For each person or group of people, only one option is correct. Three options are not needed.

4 **Read the Street Food market guide, and decide which food stall (A–H) would be the most suitable for each group of people (1–5).**

5 **Work in pairs. Which food stall would (or *wouldn't*) you like to eat at? Remember to say why.**



· OUR TOP PICKS AT THE · STREET FOOD MARKET

A *Amazing Food by Jason*

If you're looking for a main meal, try the delicious curry from Mauritius here. Don't miss the Creole Chicken, which is spicy fried chicken cooked in tomatoes and served with rice and salad. Not cheap, but visit the stall on Tuesdays for a free glass of hot tea.

B *Scandinavian Kitchen*

Looking for a light lunch? Order the picnic box at this stall which opens this week and you won't be disappointed. We recommend the top-quality turkey with bread and cheese. Or why not try the salmon special, which comes with free coffee and cake? Perfect for those who feel like a change but don't have much time!

C *Just Right Burgers*

All reviews recommend these reasonably priced beef or tuna burgers. The vegetarian burger is grilled vegetables and just the right amount of mushrooms, with or without cheese. Something new for those who fancy a light lunchtime meal. Order a homemade soft drink with your meal.

D *Aladdin's Cave*

Expect to queue for a light middle-eastern meal from this stall. Their lunchbox contains fresh salad, spicy potato chips, garlic sauce and bread. Even meat eaters will consider becoming vegetarians here. Not cheap, but their homemade desserts are amazing!

E *Barbecue Hut*

If you fancy a main meal, sit down here and for less than €10, the prize-winning chefs will barbecue a juicy steak and serve it with fries. Try their range of sauces, from hot pepper to yoghurt. Finish with their famous apple pie and a hot drink! Right next to the market entrance.

F *Blue Dog*

You must try a piadina (an Italian flatbread) from the newly opened Blue Dog. Vegetarians should try the Spinach and Mushroom piadina, which is very reasonably priced. Perfect for those who don't want a heavy meal. Ask for a piadina with chocolate sauce for dessert! - not suitable for a takeaway. Opposite the front gate - you can't miss it! Seating available.

G *Fred Gonzalez*

Fred Gonzalez has been voted chef of the month many times since he set up his Mexican food stall. His customers are happy to wait while his team prepares freshly cooked burritos filled with fish, beef or vegetables and rice, beans, lettuce and hot peppers. Half-price meals for students, but expect queues.

H *Food Planet*

If you think vegan curry is boring, think again. Their potato and pea curry is hot, but it is one of the most delicious dishes in the market. Ask for a slice of their carrot cake in a bag and save it for later. Above-average prices, but worth it. Very short waiting time. Comfortable seating area.

Looks amazing!

LIVEWORKSHEETS

Vocabulary

course, dish, food, meal and *plate*

1 **Exam candidates often make mistakes with the words *course, dish, food, meal* and *plate*. Match the words (1–5) with their definitions from the *Cambridge Learner's Dictionary* (a–e).**

1 **course** *noun* [C]
2 **dish** *noun* [C]
3 **food** *noun* [C, U]
4 **meal** *noun* [C]
5 **plate** *noun* [C]

a food that is prepared in a particular way as part of a meal, e.g. *fish and chips* or *lasagne*
b a flat, round object which is used for putting food on
c when you eat, or the food that you eat at that time, e.g. *breakfast, lunch and dinner*
d a part of a meal, e.g. *starters and desserts*
e something that people and animals eat to keep them alive

2 **Which of the words from Exercise 1 are countable nouns? Which are uncountable nouns? How do you know?**

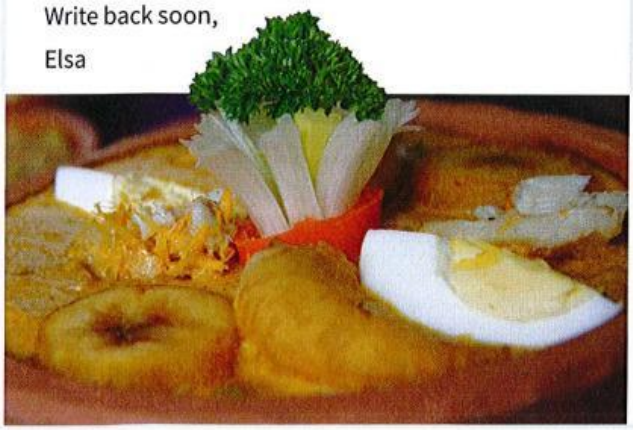
3 **Elsa wrote an email to her friend, Lee, about the food in her country. Complete Elsa's email using *courses, dish, food, meals* and *plate*.**

Hi Lee,

I'm from Quito, Ecuador. There are many different types of **(1)** food in Ecuador – for example: meat, fish, vegetables, etc. We eat three **(2)** ..... a day: breakfast, lunch and dinner. In the morning, my mum often leaves different cakes or bread on a **(3)** ..... on the table. Lunch and dinner are usually a little heavier than breakfast. Lunch is three **(4)** ..... : a starter, which is often soup, a main course and a dessert. My favourite **(5)** ..... is *fanesca*, which is a fish soup, often made with cod.

Write back soon,

Elsa



Grammar

Commands and instructions

▶ **Page 136 Grammar reference**
Commands and instructions

1 **Work in pairs. Look at the photos of three dishes from around the world and answer the questions.**

1 Where do you think the dishes are from?
2 What ingredients do you think you need to make these dishes?



2 **Listen to three short recordings about the dishes from Exercise 1 and check your ideas.**

46

3 **Listen again. Complete instructions 1–6 with a verb.**

46

1 First of all, ... mix ..... the chicken together with salt, pepper and chili.
2 ..... it on a high heat, or the burrito will be rather dry.
3 ..... one and a half cups of sushi rice.
4 ..... cucumber, carrot and tuna for your first sushi rolls and then ..... other things.
5 ..... the dosa from an Indian supermarket.
6 ..... to serve your dosa with lassi, an Indian yoghurt drink.

4 **What words do we use in the instructions (1–6) to tell people what to do? What words do we use to tell people what <u>not</u> to do?**

5 **Choose one of your own favourite dishes and write some instructions on how to make it. Don't forget to say what <u>not</u> to do.**

6 **Work in groups. Take turns to read your instructions from Exercise 5 without saying the name of the dish. Guess what each other's favourite dish is.**

LIVEWORKSHEETS

Listening Part 1

1 **Look at the first question from Listening Part 1 and the three pictures. What do we know about Natalie?**

1 What will Natalie buy for the picnic?



A B C

- We know that Natalie will get a **(1)** loaf of bread and a **(2)** ..... (Pictures A, B and C).
- We don't know if Natalie will take a **(3)** ..... (Picture A) or some **(4)** ..... (Picture B) or some **(5)** ..... (Picture C).

2 **Listen to the first part of the recording. What do you think the answer is?**

47

3 **Listen to the last part of the recording. Choose the correct answer, A, B or C.**

48

4 **Look at questions 2–7 from Listening Part 1. Underline the key words. Then look at the pictures and think about the information you need to listen for.**

2 What did the girl take to the party?



A B C

3 What food will the boy try?



A B C

4 Where did the girl go yesterday?



A B C

5 What do the students need to bring for their sports lesson?



A B C

6 What activity did the boy do for the first time on holiday?



A B C

7 Where has the girl been?



A B C

- Listen carefully to the beginning, middle and end of each recording. The information you need may come anywhere.
- When one question has finished choose an answer, and think about the next one.

Exam advice

5 **Listen and for each question, choose the correct answer. Then listen again and check.**

49

6 **/P/ Connected speech: linking sounds**

50

Listen to this sentence. What do the linking lines mean?

I'm going to get her some earrings or a necklace from that new jewellery shop on the corner.

If a word ends with a consonant sound and the next word begins with a vowel sound, it often sounds like these words are connected.

7 **Read the sentences and draw linking lines between the connected words. Then listen and practise saying the sentences.**

51

1 I baked a cake instead.
2 It's a plate of mixed fried fish.

8 **Work in groups. Do you enjoy shopping? What are your favourite kinds of shop?**

LIVEWORKSHEETS

Vocabulary
Shops and services

1 Look at the photos of shopping streets from around the world. What can you see in each one?





2 Match the types of shop from the box with the things you can do (1–6).

book shop bakery butcher's chemist dentist
dry cleaner's garage supermarket
hairdresser's library travel agent's

1 make an appointment
2 buy or pay for something
3 borrow something
4 book a holiday
5 have something repaired
6 complain and ask for your money back

3 52 Listen to three short conversations. Match the speakers to places from Exercise 2.

1 .....
2 .....
3 .....

4 52 Listen again. Discuss what you think Layla, Lewis and Charlie should do next.

Grammar
Have something done

▶ **Page 136 Grammar reference**
Have something done

1 Look at the sentences from the recording. Choose the correct options in *italics* in the rules.

Layla: I normally have my hair cut at Gabrielle's.
Lewis: We're having the scooter repaired.
Vicki: I had this dress cleaned last week.

Rules

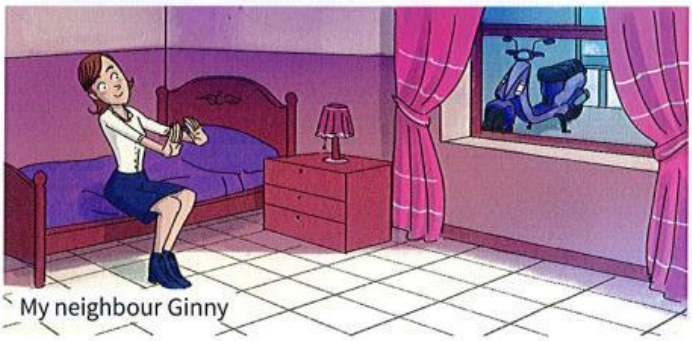
When we talk about an action **(1)** *we do for ourselves / somebody does for us*, we can use *have something done*.

Layla does not cut her own hair, she has *her hair* ***cut***.

Get something done (e.g. *She* ***gets*** *her hair* ***cut***) is also possible, but usually in **(2)** *formal / informal* situations.

2 Look at the pictures. Complete the sentences with *Polly* or *Ginny*.





1 ..... rarely has her hair cut.
2 ..... gets her hair cut every three weeks.
3 ..... tries to clean her own nails.
4 ..... often has her nails done.
5 ..... always cleans her bedroom.
6 ..... had her bedroom cleaned last year.
7 ..... got her bike fixed two years ago.
8 ..... washed her scooter this morning.

LIVEWORKSHEETS

3 **Complete the table.**

	I do it myself	someone does it for me
present simple	I cook my own meals	(1) I *have my meals cooked*
present continuous	I'm cleaning my room	(2) I'm .....
past simple	I cut my hair	(3) I .....

4 **Complete the conversations with *have* or *get*. Write *both* if they are both possible.**

Receptionist: Good morning! Linda's Hair Salon. How can I help you?
Ginny: I'd like to book an appointment to **(1)** ..... my hair done.

Mother: Polly, can't you do something with your hair? It looks awful!
Polly: Don't worry, mum! I'll **(2)** ..... it cut when I'm ready.

5 **Write a sentence about each situation using the words given. Check you have used the correct form of the verb *have* by looking at the time expression (*at the moment*, *a week ago*, etc.).**

1 I / hair / cut / three times a year
I have my hair cut three times a year.
2 I can't do my homework because I / laptop / mend / at the moment.
3 My bike is broken again and I / it / repair / a week ago.
4 Jack isn't at school today. He / teeth / check today by the dentist.
5 Keith and Pete are going to a party. They / suits / clean last week.
6 In the summer, my brother often / his head / shave.
7 A nurse came to our school last week. We / our eyes and ears / test.
8 My cousins are staying with us right now because they / their house / decorate.

6 **Work in groups. Ask and answer questions about the things people do for you.**

How often do you	have	your hair cut?
When did you last		your photo taken?
		your teeth checked?
		your computer mended?
		your bedroom painted?
		your eyes tested?

How often do you have your hair cut?

I have it cut every six weeks.





LIVEWORKSHEETS

Speaking Part 2

▶ Page 154 Speaking bank

A



B



C



1 53 **Listen to Luna describing one of the three photos. Which photo is she describing?**

2 **Which things does Luna talk about?**

1 the place in the photo
2 the weather
3 what the people are doing in the photo
4 what the people are wearing
5 everyday objects

3 53 **Listen again. Luna uses two phrases to describe objects she doesn't know the word for. Complete the sentences.**

One of them is carrying something. I can't remember the word for this object.
(1) ..... the rain. We open it when it rains.

On her back, she's got a … a … **(2)** ..... a bag.

4 **Work in pairs. Take turns to describe some of the objects in the pictures using phrases from the table. Can your partner guess which object you are describing?**

What is it?	What is it made of?	What is it used for?
It's a kind of ...	It's made of ... (metal/ plastic/wood/ glass, etc.)	It's used for ...
It's something like a ...		

- Imagine you're talking to somebody who can't see the photo.
- If you don't know the word for an object, use another phrase to describe it.

Exam advice

5 **Work in different pairs. Take turns to describe one of the photos for a minute. Listen to your partner and tick (✓) the things from Exercise 2 your partner describes.**

LIVEWORKSHEETS

Writing Part 2: an article

▶ **Page 148 Writing bank**
An article

1 **Read the Writing Part 2 task and underline the key words.**

Articles wanted!

Going Shopping
Where do young people go shopping nowadays?
Do they prefer going to indoor shopping centres or to town centres?
Or perhaps they'd rather do all their shopping online?
Tell us what you think!

Answer these questions and we will publish the best articles in our next magazine.

Write your **article**.

2 **Work in pairs. Discuss the questions from the Writing Part 2 task. Make a note of your answers.**



3 **Now discuss the questions in this Writing Part 2 task. Make a note of your answers. Then decide which exam task you would have more to write about.**

You see this notice in an international English-language magazine.

We're looking for new writers for our magazine!

A good meal
What makes a good meal?
Is it the place, the people, the food – or all of these things?
How important is it to eat out and try different kinds of food from different countries?
Tell us what you think!

We will publish the most interesting articles in our next magazine.

Write your **article**.

- In the exam, you can choose between an article and a story. Choose the one which you are more interested in and which you can write more about.
- If you choose the article, make sure you include all the points in the question.
- Check your work for mistakes. Make sure you have written about 100 words.

Exam advice

4 **Choose one of the Writing Part 2 tasks and write your answer in about 100 words. Use your notes from Exercise 2 or 3 to help you.**

5 **Check your work. If you can answer 'yes' to all the questions, then it is probably a good answer.**

1 Have you written an interesting article?
2 Have you included all the information?
3 Are your ideas connected with words like *because*, *and* etc.?
4 Have you checked the article for mistakes, in particular with spelling and punctuation?
5 Have you written about 100 words?



LIVEWORKSHEETS