

# 6

# A piece of cake!



## READING | Multiple choice | An article

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



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

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

### OPTIMISE YOUR EXAM

#### Multiple choice

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

### EXAM SKILL

#### Identifying synonyms

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



# A young star of the kitchen

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

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

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

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

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

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



**3** 2.07 Read the text. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

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

- |  |   |
|--|---|
| <p><b>A</b> Snacks aren't a part of healthy eating so I show people how to stop eating so many of them and eat more fruit instead.</p> | <p><b>B</b> People who eat too much popcorn can find out how to eat better from my cookery shows and my book.</p>           |
| <p><b>C</b> I regularly put new videos online that show you how to make your own fruit bars and have fun at the same time.</p>         | <p><b>D</b> Once a month, I send tasty food and interesting healthy-eating ideas to the people who pay for the service.</p> |

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

- 1 Mmm ... This soup is really \_\_\_\_\_ ! Did you make it?
- 2 I got the recipe from a \_\_\_\_\_ show that I saw on TV.
- 3 I'm a real \_\_\_\_\_. I love food and I'll try anything!
- 4 Our local \_\_\_\_\_ channel has some really good shows on this week.
- 5 This cake is absolutely \_\_\_\_\_ ! Could I have another slice?
- 6 I pay a \_\_\_\_\_ every month to get healthy snacks in the post.



THINK | RESEARCH | CULTURE | LEARN

**ME**

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

## Grammar in context

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

- 1 Remember the anchovy and tomato pizza **that you created**?  
\_\_\_\_\_
  - 2 Remmi, **who lives in the USA**, is just 16. \_\_\_\_\_
- a) This relative clause identifies exactly which thing or person we are talking about.
- b) This relative clause just gives us extra information about the thing or person we are talking about.



## REMEMBER

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

▶ See Grammar reference, Unit 6, page 153

## 1 Choose the correct relative clause.

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

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

that | when | where | which | who | whose

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

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

- 1 Jamie Oliver was born in Essex. Essex is a county in England.  
\_\_\_\_\_
- 2 He first worked in the kitchens of a restaurant. His parents owned the restaurant.  
\_\_\_\_\_
- 3 His many cookery shows have appeared on TV around the world. They include *Jamie's School Dinners* and *Jamie at Home*.  
\_\_\_\_\_
- 4 *Jamie's School Dinners* tried to improve the quality of food. The food is served in schools.  
\_\_\_\_\_
- 5 It was hard to get pupils to eat well. The pupils didn't like eating vegetables.  
\_\_\_\_\_
- 6 In the end, he was successful and the government agreed to spend more on school meals. The government pays for school meals.  
\_\_\_\_\_





### Words connected with food

**1** 2.08 Write a word from the box in each gap. Listen and check.

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

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

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

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



### Phrasal verbs

**3** 2.09 Match 1–8 to a–h to make sentences. Use the phrasal verbs in italics to help you. Listen and check.

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

### Adjectives/nouns/verbs

**4** 2.10 Work out the anagrams and write forms of the word given. Listen and check.

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

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

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



**FRY**

**SPICE**

**CREAM**

**MIX**

**BLEND**

**BOIL**

**SATISFY**

**TASTE**

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

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

### SAY IT RIGHT

Resource centre: Unit 6

/aʊə/, /əʊə/



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



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

### EXAM SKILL

#### Recognising similar meaning

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

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

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

### OPTIMISE YOUR EXAM

#### Gap fill

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

3 2.11 You are going to listen to someone talking about food world records. Write the missing information in each gap.

#### FOOD WORLD RECORDS

##### Largest cheeseburger

**Size:** weighed 913.54 kg and contained over 18 kg of (1) \_\_\_\_\_

**Cooking time:** Burger: 4 hours, Bun: (2) \_\_\_\_\_

##### Burger eating

**Record:** 12 burgers in (3) \_\_\_\_\_

**Way of eating:** make burger (4) \_\_\_\_\_ to make it easier to eat

**Before grilling:** (5) \_\_\_\_\_ is 110 g

Training involves eating and (6) \_\_\_\_\_



4 2.11 Listen again and check your answers.



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

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

### Grammar in context

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

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



#### REMEMBER

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

► See Grammar reference, Unit 6, page 154

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



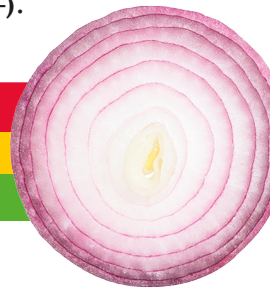
There's (1) **an / the** unusual fruit from (2) **the / -** South-east Asia called (3) **a / the** durian fruit. It has such (4) **a / the** bad smell that it is banned from (5) **the / -** public transport in many places. Some people say it smells like (6) **the / -** rotten onions, but (7) **a / the**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

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

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

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

## Amazing food facts!



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



#### THINK RESEARCH | CULTURE | LEARN | ME

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



## Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.
- Does Angus' dad plan to cook a meal or buy a takeaway?
  - Why is Maddy taking photos of her school lunch?
  - Why is pizza good 'movie food'?
- 2 Watch the video again. Number the phrases in the *Phrase expert* box in the order that you hear them on the video.

## PHRASE EXPERT

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

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



## EXAM SKILL

## Describing situations and actions

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

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

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

## OPTIMISE YOUR EXAM

## Photo task

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

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



**1 In pairs, ask and answer the questions.**

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

**EXAM SKILL**

**Collocations**

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

**2 Read the underlined phrases in each sentence. For each one, choose the phrase a-h that means the same.**

- 1 We tried a wide variety of amazing food when we were on holiday. \_\_\_\_
- 2 What do you think Greek food and Turkish food have in common? \_\_\_\_
- 3 I'm really looking forward to trying the food when we're in Brazil! \_\_\_\_
- 4 The whole world knows how delicious a good meal can be! \_\_\_\_
- 5 How can I make a meal when we don't have any food in the house? \_\_\_\_
- 6 As soon as we set foot in the restaurant, I knew I would love French food! \_\_\_\_
- 7 Isn't the Chinese restaurant in the opposite direction? \_\_\_\_
- 8 My brother fell ill after eating some fish that wasn't fresh. \_\_\_\_

- |                             |                           |
|-----------------------------|---------------------------|
| a) the other way            | e) cook                   |
| b) share                    | f) everyone               |
| c) a lot of different types | g) excited to think about |
| d) became sick              | h) arrived at             |

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

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

**OPTIMISE YOUR EXAM**

**Multiple-choice cloze**

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

**4 Choose the correct word to fill each gap.**

**THE COLUMBIAN EXCHANGE**

Italian food is famous and the (1) \_\_\_\_ world enjoys pasta with tomato sauce. Many people who visit the United Kingdom (2) \_\_\_\_ forward to trying fish and chips. And Belgium makes very good chocolate. But what do tomatoes, potatoes and chocolate (3) \_\_\_\_ in common? The answer is that none of them existed in Europe until Christopher Columbus went to the Americas!

In 1492, Columbus first set (4) \_\_\_\_ in the Americas. Over the following years, a (5) \_\_\_\_ variety of food and animals were exchanged between the New World (the Americas) and the Old World (Europe, Africa and Asia). Europeans learnt how to (6) \_\_\_\_ meals with corn, beans, turkey and chilli peppers for the first time. In return, the Europeans sent coffee, onions, bananas and other fruit in the (7) \_\_\_\_ direction. They also introduced horses, cattle and sheep to the American continent.

Unfortunately, as well as food and animals, Europeans brought diseases which the people in the Americas had never seen before. Many native people (8) \_\_\_\_ ill and a large number died. After the Columbian Exchange, the world would never be the same again.

- |              |            |          |            |
|--------------|------------|----------|------------|
| 1 A whole    | B complete | C total  | D final    |
| 2 A come     | B go       | C look   | D get      |
| 3 A do       | B make     | C have   | D take     |
| 4 A foot     | B leg      | C body   | D toe      |
| 5 A big      | B long     | C high   | D wide     |
| 6 A do       | B take     | C make   | D build    |
| 7 A opposite | B back     | C behind | D backward |
| 8 A had      | B fell     | C came   | D went     |



**1** In pairs or groups, answer the questions.



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

**EXAM SKILL**

**Making suggestions**

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

**2** Read this email and answer the questions.

Hi Charlie,

It was great to hear from you. I'm glad you got the game you wanted!

Your family party sounds like it's going to be a lot of fun. I've got a few ideas that might help.

One thing you could do is make a bowl of chilli con carne. It's a Mexican dish that is really popular. You could make it spicy if your family like spicy food! Why not serve it with rice?

What about making different sandwiches? They're easy to make and you could give people a choice. Don't forget to make some without meat.

Good luck with your party!

Love,  
Monica

- Why does Charlie want suggestions?  
\_\_\_\_\_
- What two reasons does Monica give for suggesting chilli con carne?  
\_\_\_\_\_
- What three points does Monica make about sandwiches?  
\_\_\_\_\_

**3** Read the email again and find six places where the writer makes suggestions. Write the phrases the writer uses here.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**A letter / An email**

- It is just as important to plan an informal letter/email as it is to plan a formal letter/email.
- Make a note of all your ideas so you remember to include them. If you have to make suggestions, write down the things you are going to suggest before you start writing.



#### 4 Look at this writing task and make notes to answer the questions.

This is part of an email you received from an English friend.

I've tried various versions but I ended up making lasagne:

Help! My class is having a party and I have to make some food for it! What dishes should I include? Can you suggest something from your country I could make?

Understandably I can't just eat what's put in front of me like

Write your **email**.

#### 5 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Dear ...,</i> <i>Hi ...!</i>	
Paragraph 1	thank the other person for their letter and refer to a piece of news	<i>Thanks for your letter.</i> <i>It was great to hear from you.</i> <i>I'm glad you're having a party.</i>	
Paragraph 2	refer to their request, say you have some ideas/suggestions	<i>You asked me about ..., I've got a few ideas that might help.</i>	
Paragraph 3	make some suggestions and explain	<i>One thing you could do is ...,</i> <i>You could ...,</i> <i>What about -ing ...?</i>	
Paragraph 4		<i>How about -ing ...?</i>	
Closing expressions 1	wish them luck, ask them to reply, say goodbye	<i>Good luck with ...!</i> <i>Write soon!</i> <i>Bye for now!</i>	
Closing expressions 2	express friendship	<i>Love,</i> <i>Lots of love,</i> <i>Best wishes,</i>	
Your name	first name		

#### 6 Write Write your email in an appropriate style. Write about 100 words.

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

#### Checklist

- |  |   |
|--|---|
| <input type="radio"/> I've written an informal email.                      | <input type="radio"/> I've started and ended my email in the right way. |
| <input type="radio"/> I've followed my paragraph plan.                     | <input type="radio"/> I've checked my grammar and spelling.             |
| <input type="radio"/> I've made some suggestions for dishes for the party. |   |