



Starting off

- 1 Work in groups. Complete the predictions below (1–5) about food in the future by writing a word or phrase from the box in the gaps. Then check your answers on page 44.

a spinach and broccoli b seaweed c chocolate
d insects e meat grown in a laboratory or factory

- from stem cells will one day replace meat from farm animals in our diet.
- In many parts of the world, people already eat This will soon be one of the vegetables everyone eats.
- In many parts of the world, people eat, which are a great source of protein. They will soon become part of everyone's diet.
- There may be a connection between eating and increased intelligence: people will eat more of it.
- Eating genetically modified will help prevent disease.

- 2 Match each sentence with a photo.

- 3 Work in pairs. Discuss these questions, giving reasons for your answers.

- Which of the foods in Exercise 1 would you ...
 - be happy to eat or use?
 - be ready to try?
 - absolutely refuse to eat or use?
- Which of these predictions do you think will come true?

Reading and Use of English | Part 6

- Work in groups. You are going to read an article about a school in California where the students grow, cook and eat their own food. How do you think students benefit from this?
- Read the article *Learning about food* carefully and note down the topic of each paragraph. An example has been done for you.
- Six of the seven sentences below have been removed from the article. There is one extra sentence you do not need to use. Underline the words and phrases in the sentences which refer to something in another part of the article. (Sentences A and B have been done for you as examples.)
 - Judging by the happiness in this garden among a mixed bunch of ordinary children, the answer would have to be yes.
 - Keeping notes in this way is viewed as an essential part of experimental learning.
 - One lesson, on European diets in the Middle Ages, ends with the children cooking roasted vegetables with herbs and garlic.
 - The problem, according to some critics, is that these projects may be just too expensive to run.
 - These two projects aim to provide all 10,000 students in Berkeley's public schools with good food while also placing food at the heart of the curriculum.
 - We couldn't possibly produce enough food in this small space to feed all 300 children.
 - Lessons like this one take place in the garden and kitchen and they form part of the curriculum.

Learning about food

A school in California finds a new way to teach students about healthy eating

School where students grow vegetables

Alice Waters – chef and restaurant owner – is sitting in the kitchen garden of the Martin Luther King School in Berkeley, California. The kitchen garden is called the Edible Schoolyard, and students at this public school are preparing a vegetable bed as part of a lesson. Later, they will cook what they pick as part of their school lunch. **1** Each student receives between 18 and 40 hours' tuition a year in the Schoolyard, and as a result, what they eat at school has changed. A good part of the food grown here is used in the school's daily meals.

Waters has been fighting to improve children's diets for a decade, and in 1996 she started a campaign to raise funds for the Edible Schoolyard and the School Lunch Initiative. **2** And Waters hopes that they will set an example for other parts of the country as well. "We have such a huge problem of bad eating habits in the United States that teaching about food cannot be left to parents," she says. "So many children generally are eating fast, cheap, easy food that something has to be done."

Marsha Guerrero, director of the School Lunch Initiative, explains how it all works. "This is mainly a teaching garden," she says. **3** "Nearby farms therefore also supply food as part of the regular lunches at the school. These are prepared using fresh organic ingredients when possible."

Typical classes in the Edible Schoolyard involve plenty of gardening activity. However, they are not a break from normal school work, as academic projects are always attached. In one lesson, the students are asked to choose one part of the garden as their personal spot for the entire year. They then observe and record in a journal what happens in this spot as time progresses. They record their observations of insect life, the soil and changes to the plants. **4**

Classes in the kitchen involve cooking lunch, but also link into classroom academic subjects. The food cooked here includes a range of dishes from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables. The recipes are dictated by what vegetables are available. Science is taught through nutrition and cooking technique; geography through the effects of the seasons and eating habits around the world. **5**

Today's midday meal consists of homemade pesto and tomato sandwiches, with a big vegetable salad. Everyone is eating. Teo Hernandez, 13, says he has changed the way he eats. "I can now cook and grow things," he says. "I don't know yet if I will continue doing so in the future, but I know I can. I have changed my attitude to food; I like some herbs and lettuce and I use less salt. It's been fun, the teachers are nice – and there's no homework." Teo has been in the US for only three years, but his teachers say he has learned to speak perfect English in such a short time because he is so happy at school.

But has Alice Waters succeeded? Is the Edible Schoolyard model the way forward? **6** "When kids become unhealthy due to bad diet, they become isolated," says Waters. "But eating such good food and picking, smelling and cooking the vegetables and fruit in this garden makes them care about what they eat – and it shows them that we care about them. Just seeing a child saying to another, 'Would you like some?' – that is the essential thing."

Adapted from the *Daily Telegraph*



4 Choose from the sentences A–G the one which fits each gap (1–6). When you place a sentence, check what the words and phrases which you underlined refer to.

5 Work in groups.


- Do you think all schools should teach students cookery and healthy eating habits? Why? / Why not?
- Did you study cookery at school? If so, how useful did you find the lessons?

Exam advice


- Read the text carefully before you look at the gaps, so you know what each paragraph is about. It helps to make a brief note in the margin.
- Read the sentences carefully one by one; can you recognise from the idea expressed in the sentence where it should go?
- Use words and phrases in the sentences which refer to something in the article to help you.

Vocabulary


food, dish and meal

1  Spanish-speaking exam candidates often confuse *food*, *dish* and *meal*. Read the definitions on page 197. Then complete these sentences by writing one of the words in the correct form in the gaps.

- 1 A good part of the grown here is used in the school's daily
- 2 The cooked here includes a range of, from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables.
- 3 Today's midday consists of homemade pesto and tomato sandwiches.


2  Each of these sentences contains a word which is often used wrongly by candidates. Cross out the wrong word and write the correct word.

- 1 I'm quite surprised, but I'm really enjoying English ~~meal~~: food
- 2 Moussaka is one of the most delicious meals you can eat in my country.
- 3 This beef food is really tasty, isn't it?
- 4 The meal in my country is delicious.
- 5 Too many people eat meals direct from the fridge, which is not always very healthy.
- 6 When I visit you, I could cook a food that is from my country.
- 7 The cost of your holiday includes two dishes a day: breakfast and dinner.

3  Complete these collocations by writing *food*, *dish* or *meal* in the correct gap. You will need to use one of the words twice. In one case, more than one answer is correct.

Some noun and adjective collocations with *food*, *dish* and *meal*:

- 1 a source/supply/shortage
- 2 organic/convenience
- 3 a(n) elaborate/simple or
- 4 a balanced/filling/light/heavy

4  Complete these sentences by writing the correct form of a collocation from Exercise 3. In some cases, more than one answer may be possible.

- 1 At weekends, Santos likes to spend hours in the kitchen carefully cooking containing many ingredients.
- 2 Growing populations may lead to in some countries.
- 3 I wouldn't call yoghurt and a banana a – it's more like a snack.
- 4 If we continue to overfish, we won't be able to rely on the oceans as a in the future.
- 5 Many people lead such busy lives that they tend to buy from supermarkets to save time.
- 6 My mum always tries to provide with fresh vegetables, pasta or potatoes and some meat or fish.
- 7 The hotel's is delivered directly from local markets every morning.
- 8 There's little evidence that is healthier than other types of food.

5 Work in pairs or groups. Imagine that students at your school or college have to do a project on the food people eat. Below are some places where they can spend time doing this.

- Talk to each other about what they might learn at each place.
- Decide which two places they should spend time at.

Places to learn about food

- a farm
- a restaurant kitchen
- a supermarket
- cookery classes
- a factory producing food



Answers to Starting off, Exercise 1: 1 e, 2 b, 3 d, 4 c, 5 a

Grammar

so and such

1 Complete these sentences from Reading and Use of English Part 6 by writing *so*, *such* or *such a* in the gaps.


- "We have huge problem of bad eating habits in the United States that teaching about food cannot be left to parents," she says. "..... many children generally are eating fast, cheap, easy food that something has to be done."
- Teo has been in the US for only three years, but his teachers say he has learned to speak perfect English in short time because he is happy at school.
- "But eating good food ... makes them care about what they eat ..."

→ page 189 Language reference: *so and such*

2 Write *so*, *such* or *such a(n)* in the gaps in these sentences.

- I always enjoy visiting his house because he makes lovely food.
- There was much food on the table that we didn't know where to start.
- I don't think eating a pizza at your place is good idea if your parents are at home.
- It's difficult not to cook good food when the ingredients are fresh.
- She's got little to say that most people find her rather dull.
- It was scary film that I couldn't get to sleep when I went to bed.



3  Spanish-speaking exam candidates often make mistakes with *so* and *such*. Some of these sentences are correct. Find and correct the mistakes.

- I'll remember the meal for a long time because it was such delicious.
- I can't study in a so much a noisy place.
- It was such fun for all of us to be together.
- They're so nice, talkative, funny people.
- I'm glad to see you after so long time.
- It's difficult to get by on such little money.
- It's a pity that there were so few spectators at the football match.
- There aren't many places in this town where you can listen to so good music.

4 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- This is the best meal I've ever eaten.
GOOD
I have meal before.
- She spoke too quickly for us to understand.
THAT
She spoke could not understand her.
- He was given a good grade because he gave an excellent answer to the question.
ANSWERED
He that he was given a good grade.
- We all felt hungry because the organisers didn't give us enough food.
LITTLE
The organisers provided us that everyone felt hungry.
- It was the most enjoyable party she had ever been to.
FUN
She had never a party.
- It's hard to sleep with such noisy neighbours.
NOISE
The neighbours that it is hard to sleep.

Listening | Part 4

Exam information

In Listening Part 4, you:

- listen to an interview or a conversation and answer seven questions by choosing A, B or C.
- hear the recording twice.

This part tests your ability to understand main ideas, details, opinions, attitudes and specific information.



- Work in pairs. You will hear an interview on local radio with a woman called Cherry, who runs a café. Before you listen, discuss these questions.
 - Do you have a favourite café? What's it like? Describe the food and drink, the atmosphere and the service.
 - How do you think it could be made even better?
- Quickly read only the questions in 1–7 (do not read options A–C yet) and underline the main idea in each one.
 - Cherry started her café because she
 - A had recently lost her job.
 - B saw a business opportunity.
 - C wanted to achieve a dream.
 - What did Cherry consider most important when she chose the site for her café?
 - A It had no other cafés nearby.
 - B It had schools nearby.
 - C It had more space.
 - What does Cherry say about the décor of her café?
 - A It is changed regularly.
 - B It is easy to clean.
 - C It is welcoming.

- How does Cherry behave with her customers?
 - A She tries to get to know them personally.
 - B She is always smiling and friendly.
 - C She treats them with respect.
- One purpose of the back room is as a place for
 - A meeting new people.
 - B studying.
 - C people with no home.
- Cherry believes food she serves should be
 - A healthy.
 - B reasonably priced.
 - C quick to prepare.
- What do parents like about the café?
 - A the atmosphere
 - B the prices
 - C the food

3 16 Now listen, and for questions 1–7, choose the best answer (A, B or C).

4 Work in pairs.

- Does Cherry's café sound the sort of place you would like to visit? Why? / Why not?
- Are there cafés in your town which are mainly for young people? How are they different from cafés for other types of customer?
- What things make a café attractive to young people?

Grammar

too and enough

1 Read these sentences from Listening Part 4. Write *too*, *too many*, *too much* or *enough* in the gaps.


- Poor things, they've got free time and they're not eating well
- We don't want to be going replacing furniture every five minutes. It'd just be expensive and I'd go broke!
- I don't just serve, like, hamburgers and chips. That's not healthy
- I don't do the cooking – Mikey does that 'cos I don't have time ...
- Actually, I don't see parents but the odd comment comes back.

→ page 189 Language reference: *too and enough*



2 Complete these sentences by writing *too*, *too many*, *too much* or *enough* in the gaps.

- 1 I really enjoyed the meal, although I thought there were chips and not fresh vegetables.
- 2 Few schools spend time teaching students about nutrition.
- 3 A lot of people eat quickly to enjoy their food properly.
- 4 The school canteen is small for everyone to eat lunch at the same time.
- 5 Students don't take interest in their diets.

3  Spanish-speaking exam candidates often make mistakes with *too*, *too many*, *too much*, *enough* and *very*. Rewrite these sentences correctly. More than one answer may be possible.



- 1 I liked the restaurant but the food wasn't enough.
- 2 Experts say that fast food is not too much good for you.
- 3 I don't have money enough to pay for your dinner.
- 4 We didn't like the hotel because it wasn't enough comfortable.
- 5 The food takes too much long to prepare, so customers become impatient.
- 6 Some people suffer from doing too hard work.
- 7 The food was not too much tasty.
- 8 I'm afraid the meal was too much expensive.

Get it right

When writing, Spanish-speaking exam candidates often confuse *too* with *to* or *two*.

*That was a big lunch; I've had **too much** to eat.*

Would you like some more pizza?

*No thanks, I've had **two** slices already!*

4 For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Few people can afford to eat in that restaurant.

TOO

That restaurant most people.

- 2 We ran out of petrol before we reached our destination.

ENOUGH

We did not have to our destination.

- 3 The news surprised her so much that she couldn't speak.

ASTONISHED

She the news to speak.

- 4 We did not go swimming because of the cold weather.

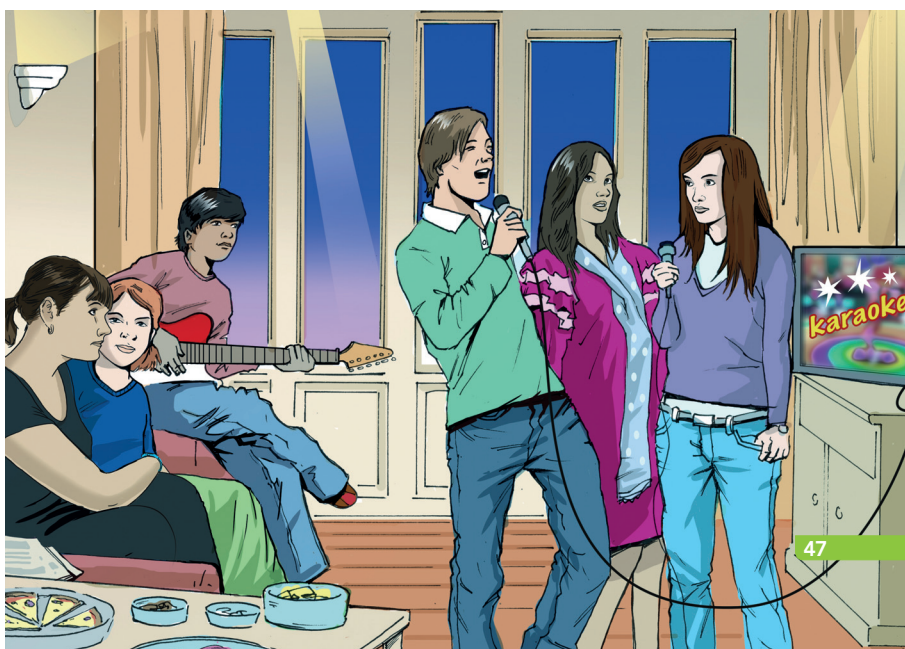
WARM

The weather us to go swimming.

- 5 Work in pairs. Imagine you have both been to a birthday party at a friend's house, but you didn't really enjoy yourselves. Discuss what was wrong with the party, e.g. *The house was too cold, so we were shivering to start with. There wasn't enough food, so we had to go out and get some more.*

You can talk about:

- the food
- the place
- the other guests
- the music
- how you felt.



Speaking | Part 4

Exam information

In Speaking Part 4, the examiner:

- asks you questions to find out your opinions on general topics related to Part 3.
- may also ask you to discuss questions with the other candidate and react to ideas and opinions which they express.

This part tests your ability to express and justify opinions, agree and disagree.

- 1 Martyna and Miguel are answering an examiner's question in Speaking Part 4. Read their answers, ignoring the gaps, and match the words and phrases in bold with the definitions a–g below.



Examiner: Do you think fast food is bad for you?

Martyna: I think it depends. I think the most important thing is to have a **balanced diet**, (1) you eat a variety of vegetables, meat, cereals and so on. I'm not sure it matters so much how long it takes to prepare, (2) I think fast food is just food which is prepared quickly. (3) , if you just **live on**, what's it called, **junk food**, for instance hamburgers and pizzas and things like that, (4) you probably need to **cut down** and have a more balanced diet.

Examiner: And Miguel, what do you think?

Miguel: I agree with Martyna. I think it's fine to eat fast food occasionally, (5) you have to balance it with other things like fresh fruit and vegetables (6) are in season and cut down on **dairy products** and **fat**. Also, I think that (7) you eat is only one part of a healthy **lifestyle**.

- a solid or liquid substance obtained from animals or plants and used especially in cooking **fat**
- b combination of the correct types and amounts of food
- c do less of something
- d food that is unhealthy but is quick and easy to eat
- e foods made from milk, such as cream, butter and cheese
- f only eat a particular type of food
- g someone's way of living; the things that a person or particular group of people usually do

- 2 17 Complete Martyna's and Miguel's answers by writing a word or phrase from this box in the gaps. Then listen to check your answers.

because but in other words on the other hand
then what which

- 3 Find words or phrases in Martyna's and Miguel's answers where they:

- explain what they mean using different words
- give a reason
- give examples
- balance one idea or opinion with another.

4 Pronunciation: grouping words and pausing (1)

When we speak, we say words in groups which form a meaning together, almost like one word, and we pause slightly between these groups of words.

- 1 18 Listen to Miguel and Martyna answering the examiner's next question and use a (/) to mark where they pause.

Examiner: How can families benefit from eating together?

Miguel: Well, / the important thing is not eating, / it's spending time together / so that they can talk about what they have been doing during the day. They get the chance to exchange opinions and make plans as well, because everyone can contribute and that's what makes a rich, meaningful family life. Children learn ideas and attitudes from their parents, while parents keep up to date with their children and what they are thinking and doing.

Examiner: And Martyna, do you agree?

Martyna: Yes, I do. And also I think people cook better when they are cooking for several people than when they are just cooking for themselves, so that as a result, people who eat together eat more healthily.

- Work in pairs. Read Miguel's and Martyna's answers aloud. While your partner is speaking, check where they pause and if the pause sounds natural.
- Look at Martyna's and Miguel's answers in Exercise 1 and use a (/) to mark where you think they pause. Then listen again to check your answers.
- Work in pairs. Read Martyna's and Miguel's answers aloud.

- 5 Write your answer to the question in the box in three or four sentences. Where necessary, use phrases to explain what you mean, give examples and reasons, and balance one opinion or idea against another.

How can children and young people be encouraged to eat healthily?

When you have finished, mark where you think you need to pause when you speak.

- 6 Work in pairs and take turns to ask and answer the question in Exercise 5.
- 7 Think about how you can answer each of these questions. Then work in pairs and take turns to ask and answer the questions.
- How important is it for people to be interested in the food they eat?
 - What, for you, is a healthy diet?
 - How are the things we eat nowadays different from the things our grandparents used to eat when they were young?
 - Do you think young people should learn to cook at school? Why? / Why not?

→ page 212 Speaking reference: Speaking Part 4

Reading and Use of English | Part 1

Exam information

In Reading and Use of English Part 1, you read a text of 150–160 words with eight gaps and one example (0). You must choose the best option A, B, C or D for each gap.

This part tests your knowledge of the meanings of words, how they are used, collocations and the grammar connected with particular words.

- 1 You are going to read a short review of a restaurant in Manchester. Read the review quickly to find out what the writer liked about the restaurant, e.g. *the price*.



Moso Moso

I (0) tried Moso Moso for the first time this month, and (1) that it was easily the best Chinese restaurant I've eaten in.

The surroundings were modern, yet it still felt airy and cosy. The waiters were very welcoming and informative, and not too rushed, as is often the (2) in some of the city's more popular restaurants.

As I was eating with a party of eight, we (3) to sample a good range of items on the menu, and between us couldn't find a single item that wasn't satisfying and delicious. Every (4) featured wonderful combinations of flavours. All the ingredients were clearly fresh and of the highest (5) and in my opinion, the seafood was particularly tasty. We felt that we were given very good (6) for money, because the meal (7) to about £15 per person which we thought was very reasonable.

All of us would highly (8) this restaurant and, as it is located just a short walk from our workplace, we will no doubt be back for many more lunches!

Adapted from the *Manchester Evening News*

2

- For questions 1–8, read the review again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0 A checked	<u>B tried</u>	C tested	D proved
1 A revealed	B noticed	C found	D knew
2 A reality	B case	C situation	D fact
3 A achieved	B succeeded	C managed	D reached
4 A plate	B dish	C food	D meal
5 A quality	B level	C condition	D choice
6 A price	B worth	C cost	D value
7 A arrived	B reached	C came	D rose
8 A recommend	B propose	C suggest	D advise

- 3 Work in groups. Where is the best place in your town for:

- a night out with your friends?
- a big family celebration?

Writing | Part 2 A review

- 1 Work in pairs. Read the Exam information and advice box on page 49, then read the writing task below and underline the points you must deal with.



You see this announcement in your local English-language newspaper.

Can you recommend a local restaurant, café or snack bar? If so, why not write a review for our Food section? Tell our readers what the place and the food are like, and say why you think everyone in the family would enjoy eating there.

All reviews published will receive vouchers for a free meal.

Write your **review**.

- 2 Answer these questions with a partner.

- 1 Which features below (a–j) do you think a review of a restaurant or snack bar should cover?
 - 2 Which features does the review in Reading and Use of English Part 1 cover?
- a The type of restaurant, café or snack bar
 - b The writer's general opinion of the restaurant, café or snack bar
 - c A description of its design and surroundings
 - d A description of the food
 - e A description of the other customers
 - f A description of the service
 - g An explanation of how to get there
 - h A recommendation
 - i An indication of the price
 - j The location



- 3 A review is a good opportunity to show your range of vocabulary. Complete the table below by writing each of the adjectives in the box from the review in Reading and Use of English Part 1 in the appropriate row. You can write some adjectives in more than one row.

airy cosy delicious fresh informative modern
reasonable rushed satisfying tasty wonderful
welcoming

the waiters / the service	
the interior	
the food and menu	
the price	
the restaurant in general	

- 4 **EP** Now add these adjectives to the table. You can add some of them to more than one row.

attractive cheerful colourful competitive delightful
elegant exceptional exclusive original raw
satisfactory superb well-balanced

- 5 Read this writing task and underline the points you must deal with.

You see this announcement in your college magazine.

Do you have a favourite restaurant, café or snack bar in town? If so, why not write a review for our 'Free Time' section, telling us what your favourite place is like and why you would recommend it to our students.

The three best reviews will receive a prize of €50.

Write your **review**.

- 6 Write a plan for your review and make notes on what you will put in each paragraph. Here are some things you can cover:

- Introduction: the name and type of place and where it is situated
- Your overall opinion of the place
- Particular dishes the place serves (and your opinion of them)
- The décor, the service, etc.
- Things you particularly like, such as the price
- A general recommendation

- 7 Work in pairs. Compare your plans.

- 8 Write your review. Write 140–190 words.

→ page 206 Writing reference: Writing Part 2 Reviews

Exam information and advice

- Writing a review tests your ability to describe and give your opinion about something you have experienced (e.g. a restaurant or a concert) and to make a recommendation to the reader.

When writing a review, you should think about what people want to know when they read the review, e.g. what sort of restaurant is it? What is the food like? Is it expensive?

Speaking | Part 2

- 1 Read the examiner's instructions for Speaking Part 2 and think about what you might say.



Here are your photographs. They show people celebrating different occasions. I'd like you to compare the photographs and say what you think the people are enjoying about these occasions.



What are the people enjoying about these occasions?



Thank you. And Pedro, which event do you think you would enjoy more?



- 2 Read these extracts from Maite and Pedro doing the speaking task in Exercise 1. Complete each extract by writing a word or phrase from the box in each gap. In some cases, more than one answer may be possible.

although because contrast especially more the other hand whereas while

a I'd rather go to the wedding, I think. That's (1) I really enjoy big family parties, (2) when all my cousins get together. On (3), I don't think I'd enjoy the children's celebration because I've never been very good at gymnastics, (4) I do enjoy other sports like athletics or basketball.

b I guess the children are enjoying themselves because they've been working together as a team and they've won the competition. In (5), the people at the wedding are feeling happy because all the family are together for a once-in-a-lifetime event.

c In the first photo, a wedding reception's taking place, (6) in the second one a group of children are celebrating because they've won medals in a gymnastics competition.

d They seem to be very excited because of what they've achieved. What's (7), they're probably making a lot of noise.

e (8) the wedding is a much more formal occasion, with people dressed in smart clothes and ties, they do look really comfortable and relaxed together, just like the kids in the other photo.

- 3 19 Order the extracts a-e in Exercise 2. Then listen to check your answers.

Speaking tip


A good way to organise your answer in Speaking Part 2 is to spend about half your time comparing the photos and the other half answering the printed question. Continue speaking until the examiner says 'Thank you'.

- 4 Which of the extracts from Exercise 2 ...

- 1 say(s) what is similar about the two photos?
- 2 say(s) how the photos are different?
- 3 answer(s) the printed question?
- 4 answer(s) the examiner's follow-up question?

Get it right

Remember to use linking words and phrases to add extra ideas (e.g. *besides, what's more*), to emphasise an idea (e.g. *especially*) and to put ideas in order (e.g. *first of all, secondly*).

- 5  **Spanish-speaking exam candidates** often make mistakes with linking words and phrases. Circle the correct option in *italics* in these sentences.

- 1 *Firstly* / *At first*, I don't enjoy reading very much.
Second / *Secondly*, I'd prefer to see a film than read a book. *Finally* / *At last*, the book should be interesting for young people, not just adults or teachers.
- 2 I enjoy all parts of Valencia's fiesta, but I must admit I feel sad when they burn the 'Fallas' *at the end* / *in the end*.
- 3 I would prefer a holiday beside the sea because *firstly* I like sunbathing. Also, I enjoy the fresh air and *at last* / *finally* I find water sports great fun.
- 4 Most visitors find our fiestas rather strange to *start with* / *first of all*, but after they've experienced the excitement for a while they don't want to go home.
- 5 My friends and I couldn't decide which restaurant to go to, but *at the end* / *in the end* we chose an Italian one that we all like.
- 6 I don't like walking to school, *specially* / *especially* when it's raining. *Furthermore* / *Further*, I often get into trouble because I arrive late for the first class.

- 6 Work in pairs. Do this task.

Candidate A: follow the examiner's instructions in Exercise 1 on page 52.

Candidate B: Answer the examiner's follow-up question: *Which occasion do you think is more important to celebrate?*

- 7 Now take turns to do this Speaking Part 2 task.

Candidate B: Here are your photographs. They show people shopping in different places. I'd like you to compare the photographs and say why you think people choose to buy food in these places.

Candidate A: Answer the examiner's follow-up question: *Which place do you prefer to shop in?*

Why do people choose to buy food in these places?




Spelling and sounds

Silent syllables

- 8 Read the sentences and look at the underlined words. Then choose the correct pronunciation, a or b.

- 1 I like big family parties where I see a lot of different relatives.
a /dɪ.fe.'rent/ b /dɪf.rənt/
- 2 They do look really comfortable and relaxed together.
a /'kʌmf.tə.bl/ b /kʌm.fɔ:.'tə.bl/


- 9  20 Listen to check your answers.

Pronunciation tip

Some words in English have a syllable that you write but you don't say. In most of these words, the stress falls on the first syllable.

- 10 Underline the stressed syllable in each word and write the number of syllables.

- | | |
|--------------------------------|--------------|
| 1 <u>interesting</u>3.... | 6 chocolate |
| 2 Wednesday | 7 secondary |
| 3 business | 8 literature |
| 4 temperature | 9 vegetable |
| 5 category | 10 memorable |

- 11  21 Listen to check your answers and practise saying the words.

Vocabulary and grammar review Unit 3

Vocabulary

1 Circle the correct word in *italics* in these sentences.

- Welcome to the Intercity Hotel. I hope you had a pleasant *travel* / *journey*.
- Sarah came back from her shopping *trip* / *journey* with lots of new clothes.
- Among Brian's many interests, he lists foreign *journeys* / *travel* and climbing.
- Do you know the *way* / *journey* to the cathedral?
- It was a long, dangerous *trip* / *journey* to the South Pole.
- I always stop for coffee at a café on my *journey* / *way* to work.
- Are you all prepared for your forthcoming *trip* / *travel* to Egypt?
- Many of our students have quite a long *travel* / *journey* to college each morning.

Grammar

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- During my visit to London, I took hundreds of photos.
WHILE
I took hundreds of photos London.
- I didn't notice that my passport was missing until I reached the immigration desk.
LOST
When I reached the immigration desk, I noticed that my passport.
- I've given up using the bus to go to school.
USED
I by bus, but I've given it up.
- She was still at school when she passed her driving test.
GOING
She passed her driving test when school.

5 Paola and Antonio met for the first time at yesterday's party.

NEVER

Paola and Antonio before yesterday's party.

6 Pablo is no longer as frightened of spiders as in the past.

USED

Pablo frightened of spiders than he is now.

Word formation

3 **EP** Read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Paradise Hotel

We had been promised an (0) *exceptional* holiday in a three-star hotel, so we made our reservation despite the (1) expense this involved. The website said it was an (2) three-star hotel which promised outstanding views of (3) mountain scenery. Imagine how disappointed we felt when we found that we had been given a room with a view over the kitchens, which was completely (4) When we went down for dinner the first evening, we found that the restaurant was so (5) that we had to wait for our table even though we had booked it in advance.

When we finally sat down for dinner, the waitress was tired, irritable and generally (6) So we decided to spend the (7) days of our holiday in a quieter hotel nearby. It wasn't as luxurious as our first hotel, but the view of the mountains and river was certainly (8) to a view of the kitchens!

EXCEPT

CONSIDER

EXCLUDE

DRAMA

ACCEPT

ORGANISE

HELP

REMAIN

PREFER

Vocabulary and grammar review Unit 4

Vocabulary

- 1 Complete this text by writing *food*, *dish* or *meal* in the correct form in the gaps. In some gaps, more than one answer is possible.

Last week, my boyfriend, Nigel, invited me out for a (1) in a restaurant. The (2) was not very good though. For my first course, I chose a (3) called 'Chef's special', which turned out to be a kind of pizza. Generally, I'm not very keen on fast (4) , and this (5) was quite disappointing because it wasn't very special. Nigel didn't enjoy his (6) very much either. Personally, I think we would have enjoyed ourselves more if I'd cooked a (7) at home – after all, I had plenty of (8) in the fridge.

Grammar

- 2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 The food was so hot that we didn't really enjoy it.
TOO
The food was really enjoy.
- 2 The waitress spoke so quickly that we had difficulty understanding her.
ENOUGH
The waitress didn't speak understand her easily.
- 3 We didn't get a table at the restaurant because it was too full.
SO
The restaurant we couldn't get a table.
- 4 I asked for a second helping because the food was so delicious.
SUCH
It was I asked for a second helping.

- 5 Julio is not a very good cook, so he won't get a job in that restaurant.

ENOUGH

Julio doesn't to get a job in that restaurant.

- 6 We ate very late because Phil spent too much time preparing the meal.

TIME

Phil spent preparing the meal that we ate very late.

Word formation

- 3 **EP** Read this text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Changing diets

Even in quite (0) *traditional* **TRADITION**
societies, eating habits are changing.
In the past, people used to prepare
good (1) meals **FILL**
from fresh ingredients and what was
readily available in markets, but
now (2) food is **CONVENIENT**
becoming (3) popular. **INCREASE**
Research shows that eating some
types of food too often may cause
health problems, so governments and
other (4) now offer **ORGANISE**
information about diet and nutrition in
the hope that it will (5) **COURAGE**
people from eating too much of the
same thing and have a generally more
(6) diet. **BALANCE**
On the other hand, some people argue
that despite the (7) of **APPEAR**
many traditional dishes from our menus,
in general our diets are not as repetitive
as they used to be. There is a much
wider (8) of products **CHOOSE**
available in supermarkets and other
shops than there was 20 years ago.