

3

Happy holidays?



Starting off

- 1 Work in pairs. Complete the table with the words and phrases in the box.

backpacking a beach holiday a cabin
 a city break couch-surfing a cruise
 going sightseeing a hotel a hostel
 meeting new people relaxing a ski trip
 sunbathing taking selfies by landmarks
 a tour of a country trying local delicacies

types of holiday	holiday accommodation	holiday activities

- 2 Look at the photos. Answer the questions in pairs using words and phrases from the table.

- Have you ever been on one of these types of holiday? What did you do and where did you stay?
- What might the people in the pictures do on these holidays and where might they stay?
- Why would someone choose to go on each of these types of holiday?
- Which type of holiday would you enjoy most? Which would you enjoy least? Why?

Listening Part 3

- In Listening Part 3, you listen to five different speakers talking about a related subject. You must match each speaker with one of eight statements A-H. There are three extra statements you don't need.
- You will hear each speaker twice.
- This part tests your ability to understand a variety of things, including the general idea being expressed, details, attitudes, opinions or purpose.

Exam info

- 1 You will hear five short extracts in which people are talking about a holiday they've been on. Before you listen, underline the main idea in each statement A–H.
- A I had a sad experience during the holiday.
 B The variety of activities made the holiday special.
 C The holiday was better than I'd expected.
 D It wasn't my first time on this type of holiday.
 E I was disappointed that the trip had to end.
 F I saw everything I wanted to see.
 G Being unable to visit a place ruined my holiday.
 H I regret choosing the cheapest travel option.

- 2 Now listen to the extracts. For questions 1–5, choose from the list (A–H) in Exercise 1 what each speaker says about their holiday. Use the letters only once. There are three extra letters which you do not need to use.

Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3

- 3 Work in groups.
- Speaker 1 uses the phrase *off the beaten track*. What do you think this means?
 - Why would someone want to visit places off the beaten track?
 - Make a list of three or four places in your town or city that tourists might like to visit which are off the beaten track. Share them with your group.

Grammar

Past simple, past continuous and *used to*

► Page 165 Grammar reference
 Past simple, past continuous and *used to*

- 1 Complete these extracts from Listening Part 3 with the correct form of the verbs in brackets. Then listen and check your answers.
- One day, we (check out) a café in our old neighbourhood when we (start) to get a strange feeling that we'd been there before.
 - When I was a kid, my family (travel) to Ireland by ferry.

- 2 Choose the correct option in *italics*.
- When he *walked* / *was walking* home, he found a wallet with a huge amount of money in it!
 - When I was at school, I *was spending* / *used to spend* all my free time in the library.
 - As soon as Mandy *was getting* / *got* Simon's text, she *was jumping* / *jumped* on her bike and *was riding* / *rode* round to his house to speak to him.
 - When I was younger, we *used to visit* / *were visiting* our grandparents every weekend.
 - Luckily, we *walked* / *were walking* past a shopping centre when the storm *began* / *was beginning*.
 - My mum *used to visit* / *was visiting* lots of exotic places when she *was* / *was being* a tour guide.

- 3 Work in pairs. Tell each other a story using the sentence frame below. It can be true or invented. Ask each other questions to guess if the story is true or invented.

When I ... I used to ...

One day I was ...
 when suddenly ...!

When I was younger I used to go on holiday to France. One day I was sunbathing when suddenly I saw a whale in the sea! It was really there but nobody believed me.

- 4 Students often make spelling mistakes when adding *-ed* to past tense verbs. Match the verb types with the past simple spelling rule A–D.
- Verbs with one syllable ending with consonant + consonant. (*ask, work*)
 - Verbs ending with *-e*. (*bake, live*)
 - Verbs with one syllable ending with vowel + consonant. (*skip, step*)
 - Verbs with two or more syllables ending with vowel + consonant. (*disappear, offer*)
 - Verbs with two or more syllables ending with vowel + consonant and stressed on the final syllable. (*admit, regret*)
 - Verbs ending with consonant + *y*. (*deny, rely*)
 - Verbs ending with vowel + *y*. (*annoy, stay*)
- A add *-d*.
 B double the final consonant and add *-ed*.
 C add *-ed*.
 D remove the *y* and add *-ied*.

- 5 Write the past simple form of the verbs in the box. One of the words breaks the rule above in British English, but follows it in American English. Do you know which one?

develop enjoy happen like mention occur
 open plan prefer stop study travel try

Vocabulary

travel, journey, trip and way

- 1 Exam candidates often confuse the nouns **travel**, **journey**, **trip** and **way**. Look at the sentences from Listening Part 3 and complete the definitions below with *travel, journey, trip* or *way*.

- I had no experience of international **travel**, so it was an incredible opportunity.
- I always dreaded the **journey** because I used to get terribly seasick.
- I was fortunate enough to go on a wide variety of holidays, from ski **trips** in the winter to beach holidays in the summer.
- I felt pretty low when it was all over and I was on my **way** back home, though.

A (1) is a journey in which you visit a place for a short time and come back again.

'(2)' refers only to the route that you take to get from one place to another.

The noun '(3)' is a general word which means the activity of travelling.

Use '(4)' to talk about travelling from one place to another in general, and in reference to distances.

- 2 Choose the correct option in *italics*.

- 1 She met plenty of interesting people during her weekend *travel* / *trip* to Montreal.
- 2 We stopped at the supermarket on the *way* / *trip* to the beach to pick up some cold drinks.
- 3 My mum and dad have booked a *journey* / *trip* to Greece for their holiday this August.
- 4 We had a successful meeting but the long *journey* / *way* to the client's office was tiring.
- 5 People spend far more on foreign *travel* / *journeys* than they did 50 years ago.
- 6 The *travel* / *journey* to my village will take about three hours.
- 7 'Have a good *travel* / *trip* to Budapest!' 'Thanks! See you next week when I get back!'
- 8 I couldn't cycle to school when I was a kid because the *journey* / *way* was over 20 kilometres.
- 9 Excuse me, I'm a bit lost. Can you tell me the best *journey* / *way* to the bus station?

- 3 Complete the sentences with an adjective from the box. More than one answer may be possible.

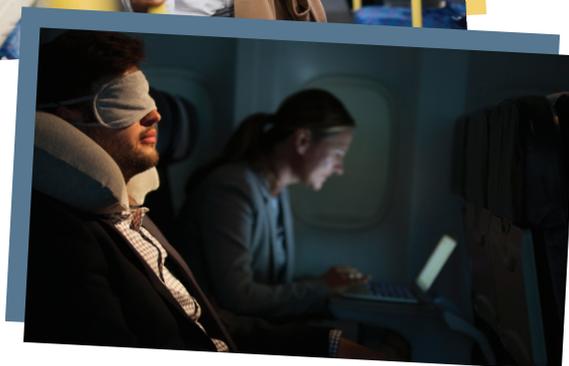
a(n) homeward / outward / hard / dangerous **journey**
 a business / sightseeing / shopping / day / round / successful **trip**
 a(n) outward / pleasant / safe / extended / overnight **journey/trip**

- 1 I hope you have a(n) journey.
- 2 I'm going on a(n) trip to Zurich, where we're opening a new office.
- 3 The journey wasn't nearly as hard as the homeward one.
- 4 They've gone on a(n) trip, so I guess they'll come home with lots of new clothes.
- 5 When we were in New York we took a(n) trip to Boston. We didn't stay long enough to visit everything, so I think we'll go back at some point.
- 6 The journey back from New York was quite pleasant. We took off at 10 p.m. and landed at 7 a.m. I slept the whole way.

- 4 Complete the questions with *travel, trip* or *way*. Then ask and answer the questions with a partner.

- 1 Do you usually read blogs before visiting a place for the first time? Why / Why not?
- 2 Have you ever been on a sightseeing? Where did you go?
- 3 How do you usually pass the time when you're on your to school or work?
- 4 Some people think that business will no longer be necessary because people will use video conference technology instead. Do you agree?

- 5 Look at the photos. Why do people travel in these ways? Use the phrases in Exercise 3 to help you.



Reading and Use of English Part 3

- In Reading and Use of English Part 3, you read a text of 150–160 words with eight gaps and one example (0).
- You must write the correct form of the word given in CAPITALS at the end of the line in each gap.
- This part tests your knowledge of vocabulary and your ability to form words by adding prefixes and suffixes and making other changes. In the test, the words will be a mix of nouns, adjectives, adverbs and verbs.



1 Form adjectives from these nouns and verbs by adding a suffix. Use a dictionary to help you.

	noun (n) or verb (v)	adjective
1	nature (n)	<i>natural</i>
2	adventure (n)	
3	friend (n)	
4	memory (n)	
5	mystery (n)	
6	risk (n + v)	
7	crowd (n + v)	
8	thrill (n + v)	
9	doubt (n + v)	
10	success (n)	
11	remark (n + v)	
12	access (n + v)	

2 Form as many adjectives and adverbs as you can think of in two minutes, using the nouns and verbs in the box. Use suffixes and prefixes to make positive and negative forms. In some cases, more than one answer may be possible. When you have finished, use a dictionary to check your answers.

- artist caution colour educate emotion
 energy mass predict reason respond
 storm thought wealth

3 Read the text below. 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. There is an example at the beginning (0).



Once considered to be one of the most (0) *dangerous* roads in the world, the Yungas Road in Bolivia isn't one for those with a fear of (1) With its uneven terrain, frequent landslides and cliffs with drops of around 610 metres, it would make even the most experienced driver feel (2) In fact, it was said to have claimed the lives of around 300 people per year, earning it the nickname "Death Road". That, however, was not enough to (3) people from using the road. Before an (4) route was built in the late 2000s, it was the only way for people to go back and forth between the capital city La Paz and the town of Coroico. The road was unique in that (5) drove on the left-hand side in order to better judge the distance between the cliff-edge and their outer wheel, something that (6) would have caused their passengers much stress and anxiety. Nowadays, the condition of the road has improved (7) and fatalities are far less frequent. It has even become a popular tourist (8) for cyclists, who come to test their skills out on the rough terrain.

- DANGER
 HIGH
 COMFORT
 COURAGE
 ALTERNATE
 MOTOR
 DOUBT
 DRAMA
 ATTRACT

4 Work in pairs.

- Student A:** You would really like to go cycling along the Yungas Road. Convince your partner that it's a good idea.
Student B: You really don't want to go cycling along the Yungas Road. Convince your partner that it's a bad idea.

Grammar

at, in and on in time phrases

► Page 166 Grammar reference
at, in and on in time phrases

1 Complete the sentences from Listening Part 3 with *at, in* or *on*.

- 1 When I was eighteen, my friends and I decided to go skiing Bulgaria.
- 2 We sunbathed in the morning, ate a big lunch, went sightseeing in the afternoon and got back 11 p.m. every day.
- 3 I felt pretty low when it was all over and I was my way back, though.

2 Exam candidates often make mistakes with *at, in* and *on* in time phrases. Find and correct the mistakes in these sentences. Some of the sentences are correct.

- 1 I would like to travel on July because it is the perfect time to go to the camp.
- 2 In weekends, he only stays at home on Sunday on the afternoon, because in the mornings he goes to watch the football.
- 3 In the UK, most shops open in 9.00 a.m.
- 4 I would advise you to come in the summer because the weather is great and there are many beautiful beaches.
- 5 She graduated from Cambridge University at 2019.
- 6 I prefer shopping on weekdays unless I am busy or have an appointment.
- 7 The traffic makes us nervous, particularly in certain times of the day when it's rush hour.
- 8 In a typical day in the summer, we'd usually go to the beach at the morning and then a restaurant at the evening.

3 Complete these Speaking Part 1 and 4 exam questions with the correct preposition. Then discuss the questions with a partner.

- 1 Do you prefer being active or relaxing your free time? Why?
- 2 What do you enjoy doing the weekend?
- 3 Some people believe that all shops should be closed Sundays. Do you agree? Why/Why not?
- 4 what month would you advise people to come and visit your town or city? Why?
- 5 What are some of your favourite memories from life the 2010s?

Reading and Use of English Part 7

- In Reading and Use of English Part 7, you will read either one long text divided into four to six sections, or four to six separate short texts.
- The total length will be 500– 600 words.
- There are ten questions which you must match with the different texts or sections.
- This part tests your ability to understand specific information, detail and opinion.

Exam info

1 Work in groups. You are going to read about four people who encountered a problem during a holiday. Before you read, discuss some problems that people might have on holiday.

2 Read questions 1–10 carefully and identify the key words in each question.

Which person

- 1 travelled partly for the sake of someone else?
- 2 chose a holiday in order to have a new experience?
- 3 didn't mind a mistake they made?
- 4 had some issues with transport?
- 5 regretted a decision they made earlier in the holiday?
- 6 provided assistance during an emergency?
- 7 was let down by their physical abilities?
- 8 expected to do more of an activity?
- 9 visited a location for the second time?
- 10 found that technology was unreliable in their location?

3 For questions 1–10, choose from the four people (A–D). The people may be chosen more than once.

4 Work in pairs.

- Which traveller do you think had the worst experience? Why?
- What's the worst holiday experience you've had?

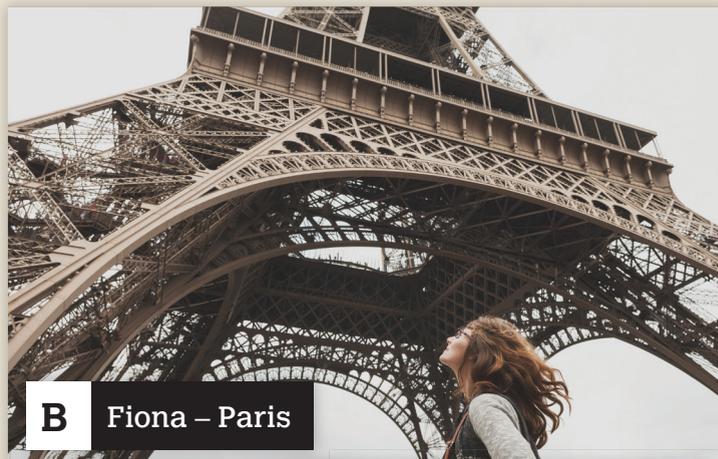
The trip was great, but ...



A Sally – The Alps

When I was younger, my husband and I used to take it easy on holiday. First the children were too young to do much, and then all too soon they reached an age when they much preferred spending time on their own, without us. So, once they'd all gone to university, we opted for a week's hiking in the Alps – just the two of us – as this was something I'd always wanted to try.

One day we were walking up a mountain. We were almost at the top, when we saw another couple further up the path who clearly needed help. The man had badly sprained his ankle. They'd been trying to call for help but there was no signal up there, and his partner didn't want to leave him alone while she looked for help. We quickly hiked back down to the town and called an ambulance for him. They had to pick him up in a helicopter! Poor man.



B Fiona – Paris

My trip to Paris was a bit disappointing. Not only did we get soaked most days we were there, I also didn't get to speak much French at all. I'd been learning the language via an app I'd downloaded in preparation for the holiday, but as it turned out, I actually had no need for it. Everyone in Paris spoke pretty decent English and would reply in English even when I tried to speak French to them. I don't really know whether that's because they wanted to practise, or because my French was so bad! In fairness, maybe it was for the best, considering that the only time I did order in French, I got a strawberry ice cream instead of the raspberry one I thought I'd ordered. Oh well, it was still very tasty.



C Patrick – Mongolia

I'd been planning this trip forever, mainly because I needed some time alone, which, make no mistake, is pretty easy to come by in Mongolia. At the airport, I rented out a battered old jeep that had done about 300,000 kilometres. I was offered a guide, which I politely turned down, as I had my satellite navigation system to help me in case of emergency. Three days into my drive through the steppe, I came across the most magnificent mountain and decided to give rock climbing a go. I was struggling to catch my breath at times and after a few hours of climbing I realised I just didn't have the strength for it. That's when I stopped and saw a snake looking up at me like I was breakfast. I expected him to attack but, fortunately, he just stared me down and I manage to escape unharmed. I realised having a guide would have been better after all!



D Tim – Rome

When my wife and I decided to have a baby, we promised ourselves that we wouldn't stop travelling. We want our son to be well-travelled and to see the world with us before he becomes a teenager and doesn't want anything to do with us anymore! So when he turned one, we went to Rome, the very place my wife and I had been to on our honeymoon. We had a wonderful holiday relaxing, eating good food and making fantastic memories. The good times came to an end when we got to the airport on the way back and found out that our flight had been cancelled. We had to wait six hours for the next one and our baby really needed some sleep. When we got home, he'd been crying for so long that he fell asleep straight away. Lucky, I suppose, as we needed to get some rest before work the next day!

Grammar

Past perfect simple and continuous

► Page 166 Grammar reference
Past perfect simple and continuous

- 1 Look at the extract from Reading and Use of English Part 7 and answer the questions.

We were almost at the top, when we saw another couple further up the path who clearly needed help. The man had badly sprained his ankle.

- Which of these actions happened first?
 - They saw another couple.
 - The man sprained his ankle.
- Which verb form is used to indicate that something happened before something else in the past?
- Compare the extract above with the one below. What does the sentence below suggest about when the man got injured?

We saw another couple further up the path. The man badly sprained his ankle.

- 2 Work in pairs. Find seven other examples of the past perfect in the Reading and Use of English Part 7 texts. Why is the past perfect used in each case, i.e. what is the event or situation in the past simple?

- 3 Complete the sentences with the past simple or past perfect form of the verbs in brackets.

- Although we (eat) lunch only an hour before, we were still feeling hungry.
- I didn't know my way around the city because I (never be) there before.
- When I (arrive) in Nairobi, I wasn't allowed into the country because I (lose) my passport.
- The party, which Rick (start) organising months earlier, was a great success.
- I (recognise) her from the photograph, although I (never speak) to her before.
- He helped to raise money to repair homes which the hurricane (damage).

- 4 Look at sentences a and b and answer the questions.

- The good times came to an end when we found out that our flight had been cancelled.
- When we got home he'd been crying for so long that he fell asleep straight away.

- Which sentence focuses on the length of time spent doing something?
- Is the underlined verb in the past perfect simple or past perfect continuous?

- 5 Complete the sentences with the past perfect simple or past perfect continuous form of the verbs in brackets.

- The storm damaged the house where she (live) since she left school.
- We (walk) up the mountain for about three hours when suddenly it began to rain.
- I (already finish) the work when she offered to help me.
- I (only speak) for 30 seconds when he interrupted me with a question.
- I was tired and dirty when I got home because I (walk) in the country all afternoon.

- 6 Exam candidates often make mistakes with the past perfect simple and continuous. Correct the mistakes in these sentences.

- I couldn't believe he have done such a thing.
- The cat was hungry when I returned because I forgot to feed her in the morning.
- He didn't go to London before and he found it really exciting.
- On one of my birthdays, my father had bought me a bicycle because I always wanted one.
- She was 19 years old and she just finished school two weeks earlier.
- I was tired because I have been cleaning the house the whole day.



- 7 You see this notice on an English-speaking travel website.

Reviews wanted

Your best ever holiday

We want to hear about the best holiday you've ever been on. Tell us where you went, what you did there and why you enjoyed it so much.

Speaking Part 3

▶ Page 209 Speaking bank
Speaking Part 3

1 Work in pairs. Read the examiner's instructions and look at the task. Which phrases in the box below could you use to talk about each option?

"I'd like you to imagine that your college has won first prize in a competition – a trip for all the students. Here are some ideas for trips that students could do and a question for you to discuss. Talk to each other about how these different trips could benefit the students."



- become more self-confident
- become more independent
- learn to work in a team
- cope in another language
- be educational
- make a change from their everyday lives
- get a real thrill
- have new experiences
- appreciate other cultures
- learn teamwork
- learn to cope with tough conditions
- get away from their daily routine

- In Speaking Part 3, you and the other candidate must discuss a situation or problem together and reach a decision.
- The examiner gives you a page with a task consisting of a question and five different word prompts.
- You have 15 seconds to think about the task and then you have two minutes to discuss your ideas.
- The examiner then asks you another question (which is not written down) so that you can summarise your thoughts. You will have one minute to do this.
- This part tests your ability to interact by exchanging ideas, discussing opinions, suggesting, agreeing, disagreeing, etc.

Exam info

2 Listen to two exam candidates, Miguel and Antonia, beginning this task. What benefits do they mention for three of the options?

3 In Speaking Part 3, it's important for exam candidates to react to each other's ideas and suggestions. You can do this by asking each other questions. Complete the students' questions with a word or phrase from the box. Then listen again to check your answers.

about that don't you shall think
this one what about

- 1 we start with ?
- 2 How do you a sightseeing tour might be good for students?
- 3 this sort of activity holiday in the mountains?
- 4 Yes, and they learn to be more independent because they're away from home and their families, think?
- 5 And the beach activity day: what ?



4 /P/ Pronunciation: intonation (1)

You can indicate that you have finished speaking, or that you have more to say, by making your voice rise or fall. This is called **intonation**. A **falling intonation** shows that you have finished speaking, while a **rising intonation** often indicates that you have more to say. The speaker's voice falls or rises most on words which are stressed.

4.1 Listen to these extracts from the conversation. Decide if the speaker's voice rises or falls on the underlined words.



- 1 How do you think a sightseeing tour might be good for students?
- 2 I think you can learn a lot about architecture and history and things like that.
- 3 Yes, and also you can visit somewhere very different and learn about other cultures.
- 4 What about this sort of activity holiday in the mountains?
- 5 I think it can give young people exciting experiences and adventures, things they don't get in their everyday lives.

4.2 Work in pairs. Take turns to read sentences 1–5 aloud.

4.3 Write two sentences of your own, explaining the benefits of two of the options in the speaking task. Decide which words you should stress and whether your voice should rise or fall on the stressed words.

When you are ready, work in pairs and

- take turns to read your sentences aloud
- react to what your partner says with your own ideas.



5 Work in pairs. Do the first part of the task.

- Ask each other the questions from (Speaking) Exercise 3.
- Talk about each of the options from the speaking task in turn. Take two minutes to do this.
- Try to use the words and phrases from the box in (Speaking) Exercise 1.

6 Work in pairs. Look at the examiner's instruction for the second part of the task and the list of strategies (1– 6) below. Then:

- decide together which strategies would be good for this part of the task. Write Y (yes) or N (no) next to each strategy.
- give reasons for your answers.

"Now you have a minute to decide which trip the school should choose."

- 1 Talk about each of the options in turn again.
- 2 Suggest which option you would choose, say why, and ask your partner if he/she agrees.
- 3 Agree with the first option your partner suggests.
- 4 Disagree with the first option your partner suggests, say why you disagree, then suggest another option and say why.
- 5 Agree with the first option your partner suggests, but then suggest an alternative and say why.
- 6 Disagree with everything your partner says in order to make the discussion longer.

7 Listen to two pairs of exam candidates, Miguel and Antonia, and Irene and Nikolai, doing this part of the task. Which of the strategies from Exercise 6 (1– 6) does each speaker use?



- Miguel Antonia
- Irene and Nikolai

8 Match the phrases (1–7) with their function (a–e). Some functions can be matched with more than one phrase.

- 1 In my opinion, the best choice is ... because ...
 - 2 I think we should choose ... because ...
 - 3 What do you think?
 - 4 Yes, I think you're right, but ... because ...
 - 5 You might be right, but I think we should also consider ... because ...
 - 6 I think ... is a better option because ...
 - 7 I think your suggestion would be fine if ... , but ...
- a suggest an option and say why
b ask your partner if they agree
c disagree with a suggestion and say why
d suggest a different option
e agree with a suggestion, but suggest a different option and say why

9 Now work in pairs and do the second part of the task using phrases from Exercise 8.

Writing Part 2: A report

▶ Page 198 Writing bank
A report

- When writing a report for Writing Part 2:
 - you should give it a title.
 - you can divide it into sections and give each section a heading (the first and last sections could be Introduction and Conclusion).
 - make suggestions and recommendations (if required by the task).
 - make sure that you answer all parts of the task.
- This writing question tests your ability to organise and express information and make recommendations or suggestions.



1 A report is a factual description of events or a situation. Read this writing task and underline the things you must deal with in your report.

- the words you must use to start your report
- the two elements you must include in your report
- where the report will appear, so that you know who is going to read it.

You recently made a one-day excursion with your class to a local place of interest. Now the director of your college has asked you to write a report about it for senior teachers to read. You should explain what you did **and** say why you think the day was a success.

Write your **report**.

2 Work in pairs. Discuss the questions about the writing task, then decide which ideas you would like to include in your answer.

- Where did you go, and what was the purpose of the excursion? (You may have to invent these details: the excursion could be a visit to a theatre or museum, a day in the country, a visit to a sporting event, or something else.)
- When did you go, and what did you do and/or see?
- What reasons can you think of to explain why the day was a success?

3 Sandra is studying English near London. Read her report and choose the correct options in *italics*.

Excursion to London

Purposes of trip

On 2nd April, our class **(1)** *took / was taking* a break from normal lessons and **(2)** *has gone / went* on a day trip to London. The purpose of our visit **(3)** *was / had been* to ride on the London Eye in the morning and then do a tour of the Globe Theatre, which was made to replace the building that **(4)** *has been / had been* Shakespeare's theatre, in the afternoon.

What we did

We **(5)** *rode / were riding* for about half an hour on the London Eye, which is a giant wheel. Fortunately, the weather was good, so we **(6)** *were / have been* able to see views across the whole of London. After lunch and a walk along the South Bank, we **(7)** *took / have taken* a guided tour of Shakespeare's Globe Theatre, where the guide explained how the theatre **(8)** *was operating / had operated* in Shakespeare's time and how the theatre works nowadays.

Comments

The excursion **(9)** *was / has been* excellent because the two activities **(10)** *were / had been* extremely interesting and very different, so everyone **(11)** *enjoyed / had enjoyed* something. Also, we **(12)** *learnt / have learnt* a lot. The day was well planned, and we **(13)** *had / have had* plenty of opportunities to practise our English outside the classroom, which I think the class **(14)** *found / was finding* very motivating.

4 Read the report again and answer the questions.

- 1 Does the report have a title?
- 2 How many sections does the report have? How do we know what each section is about?
- 3 How many purposes of the excursion does Sandra mention?
- 4 What reasons does Sandra give for the day being a success?

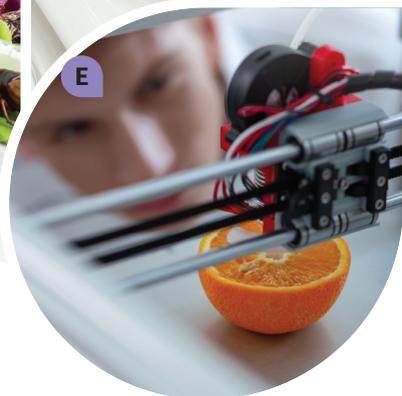
5 Work in pairs. Write a plan for the writing task in Exercise 1. Decide:

- what title you will give the report
- how many sections you need
- what section headings you want to use
- what each section will contain.

6 Write your report. Use Sandra's report in Exercise 3 as a model. You should write between 140–190 words.

4

Food, glorious food



Starting off

- 1 Look at the photos. Do you know what these kinds of food are? Match the photos A-E with the words in the box.

algae artificial beef 3D-printed food
GM foods insects

- 2 Match the descriptions 1-5 with the words in Exercise 1.

- 3 Work in groups. Discuss the questions.

- Which foods in Exercises 1 and 2 would you be happy to try?
- Which would you absolutely refuse to try?
- Which foods do you think are the most helpful for addressing environmental problems? Why?
- Do you think there are any disadvantages or risks with any of these foods?

Reading and Use of English Part 6

- Read the text carefully before you look at the gaps, so you know what each paragraph is about.
- Look at the words on either side of the gap and make sure the sentence you choose makes sense.
- Identify words and phrases in the sentences which refer to something in the article, such as *it*, *this*, *them*, etc. to help you.

Exam
advice

1 It looks and feels like meat. In fact it *is* meat, although it's never been near a living, breathing animal. Instead, it's grown from stem cells in a laboratory. It will replace meat from farm animals in your diet.

2 You'll just select what you want to eat from the control panel of the computer. All your snacks will be printed in front of you as the ingredients are built up in layers. You'll be able to print out a chocolate biscuit or a beef burger in seconds.

3 Many companies have started to look underwater in the quest for alternative food sources. These green-coloured aquatic organisms are said to be high in Omega-3, which helps to reduce the risk of heart-related illnesses. Expect it to be flying off the shelves of a supermarket near you in the not too distant future.

4 Genetic modification already exists in some of the food we consume. However, by using the gene-editing tool CRISPR/CAS-9, scientists are now able to develop this even further. From preventing apples from going off to producing peaches that don't bruise, it could pave the way for extending perishable goods way beyond their current shelf-life.

5 While some cultures have been consuming these small creatures for centuries, it might not be long before the whole world is tucking into a delicious maggot salad or grasshopper pasta. High in protein, they require far less water to produce than farmed meat, meaning that they're not just good for our health, but the environment, too.

1 You are going to read an article about 3D-printed food. Before you read, write three things you would like to know about 3D-printed food.

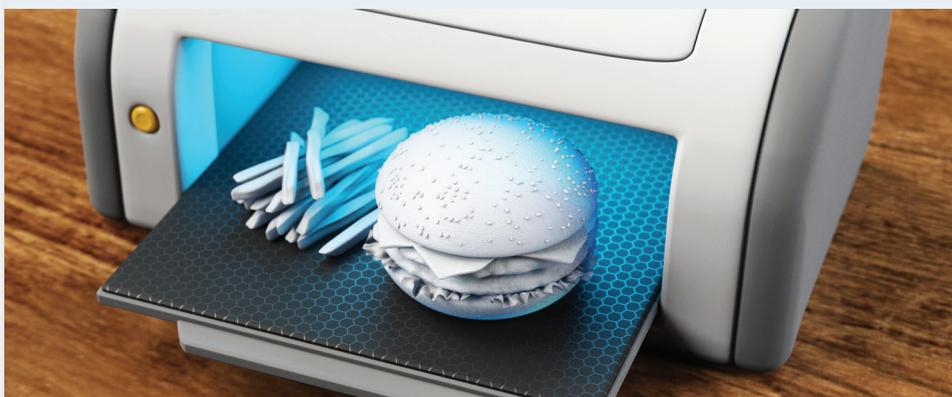
2 Now read the article quickly, ignoring the gaps. Try to find answers to the points you wrote in Exercise 1.

3 Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A Crucially, manufacturers need to ensure that their 3D printers are compatible with current regulations and guidelines.
- B One of the benefits of producing food in this way is that it helps in the battle against food poverty and starvation around the world.
- C At first glance, it was very difficult to tell.
- D This, as it turned out, had been the intention all along.
- E Months and months of research, not to mention hard work, had all been leading up to what was about to come out of a small, needle-like component known as the 'hot end'.
- F It was an intriguing concept and one that was clearly geared towards current consumer trends.
- G In actual fact, it is a phenomenon that's driving one of the biggest revolutions in food production today.

What are you printing for dinner?

Stephen Wood is given a tour of Nutrition X, a cutting-edge food manufacturing plant, to see how advances in technology will affect food production.



Approaching the building, it wasn't exactly what I'd envisaged such a high-tech food manufacturing plant to look like. The building's facade, with its old-fashioned brickwork and endless streams of smoke pouring out of the industrial pipes, was like something out of the 19th century. **1** 'We wanted to pay tribute to the iconic manufacturing plants of the past,' explained Vanessa Stephenson, head of communications and my tour guide for the day.

Our first port of call was the laboratory. Inside, a team of scientists and software developers were huddled around a device so ordinary-looking it could have been mistaken for an old television. Apparently, I had arrived at just the right time. **2** The result would hopefully be a

small cake, complete with icing and decorations. Within minutes, sounds of applause filled the room – mission accomplished, I thought. Now all that was left was to bake it.

You'd be forgiven for thinking that 3D-printed food was pure fantasy, dreamt up by science fiction writers.

3 However, much of the technology was originally developed for space travel, helping astronauts to prepare meals quickly at the touch of a button, so it's perhaps no surprise that people have such vivid images of it.

Nowadays, private companies, like Nutrition X, are taking advantage of open-source technology and finding new ways to appeal to the mass market. 'Imagine coming home after a long day in the office,' Vanessa explained, 'and with the simple touch of a button, a gourmet meal appearing

in front of your eyes.' **4** The question that remained, however, was just how ready people were for this kind of technology. Would this outweigh the satisfaction of preparing a meal yourself, and would the food have the same taste?

To answer the latter, I was invited into what Vanessa called the sampling room to find out how 3D-printed food compared to 'normal' food. In front of me were two versions of the same dish, pumpkin gnocchi. I was asked to note down which was which. **5** Both were very colourful and even had the same fork markings on them. I then tasted both and wrote down my answer on the card provided and handed it to Vanessa. She simply smiled and said, 'Just make sure you inform your readers that you couldn't tell the difference.'

The last stop on my tour was a small presentation on food safety. **6** It isn't as simple as just inserting the ingredients as you run the risk of contaminating your food with the toxic chemicals present in some of the machines. If done correctly, however, the possibilities are endless. It may not be long before you are sitting down to a delicious meal where the chef is a computer.

Vocabulary

food, dish and meal

- 1 Exam candidates often confuse *food*, *dish* and *meal*.
 Complete these sentences from Reading and Use of English Part 6 by writing one of the words in the correct form in the gaps.

- Much of the technology was originally developed for space travel, helping astronauts to prepare quickly at the touch of a button.
- In front of me were two versions of the same, pumpkin gnocchi.
- It isn't as simple as just inserting ingredients as you run the risk of contaminating your with the toxic chemicals present in some of the machines.

- 2 Correct the mistake in each sentence.

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

- 3 Complete the collocations with *food*, *dish* or *meal*. In one case, more than one answer is correct.

- a source / supply / shortage
- fast- / organic / convenience
- a(n) elaborate / simple or
- a balanced / filling / light / heavy

- 4 Complete the questions with *meal*, *dish* or *food* or a collocation from Exercise 3. In some cases, more than one answer may be possible.

- What's your favourite type of ?
- What do you normally order when you're out at a restaurant?
- Do you enjoy eating fast- ? Why / why not?
- How often do you buy food?
- Do you prefer cooking or simple dishes?
- Do you think that 3D-printed food will help prevent food ?

- 5 Work in pairs. Ask and answer the questions in Exercise 4.



Grammar
so and such

▶ **Page 167 Grammar reference**
so and such

1 Complete the sentences from Reading and Use of English Part 6 with *so, such* or *such a*.

- 1 Approaching the building, it wasn't exactly what I'd envisaged high-tech food manufacturing plant to look like.
- 2 Inside, a team of scientists and software developers were huddled around a device ordinary-looking it could have been mistake for an old television.
- 3 However, much of the technology was originally developed for space travel, helping astronauts to prepare meals quickly at the touch of a button, so it's perhaps no surprise that people have vivid images of it.

2 Complete the sentences with *so, such* or *such a(n)*.

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

3 Exam candidates often make mistakes with *so* and *such*. Some of these sentences are correct. Find and correct the mistakes.



- 1 I'll remember the meal for a long time because it was such delicious.
- 2 I can't study in a so much a noisy place.
- 3 It was such fun for all of us to be together.
- 4 They're so nice, talkative, funny people.
- 5 I'm glad to see you after so long time.
- 6 It's difficult to get by on such a little money.
- 7 It's a pity that there were so few spectators at the football match.
- 8 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.

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

Listening Part 4

- In Listening Part 4, you listen to an interview or a conversation and answer seven questions by choosing A, B or C.
- You hear the recording twice.
- This part tests your ability to understand main ideas, details, opinions, attitudes and specific information.

Exam info

- 1** Work in pairs. You will hear an interview with a woman called Alina who runs a catering business. Before you listen, discuss these questions.
- Do you know anyone who works in the food industry?
 - Would you like to be a chef or run your own catering business? Why / Why not?
- 2** Quickly read the questions 1–7 and underline the main idea in each one. Do not read options A–C yet.
- Why did Alina start her business after moving from London?
 - She and her husband needed to earn more money to support their children.
 - The costs of starting a business were lower in her new hometown.
 - There was great interest in international food where she went.
 - Alina decided to set up a market stall because she
 - knew it would be the most cost-effective way to run her business.
 - was eager to get back to work again after moving from London.
 - thought shoppers there would be interested in her food.
 - What change did Alina make to her menu in the first few months?
 - introducing some cheaper dishes
 - focusing on healthy dishes
 - including dishes requested by Turkish customers
 - What type of advertising did Alina find most effective?
 - newspaper features
 - online advertising
 - personal recommendations
 - When Alina moved into private catering, she found it difficult to
 - find suitable workers
 - acquire a permit
 - adjust to catering for big events
 - How did Alina feel about catering for the Turkish ambassador?
 - anxious about doing a good job
 - pleased with the feedback she received
 - amazed to have been specially selected
 - What does Alina plan to do next with her business?
 - teach Turkish cookery lessons
 - open a bookshop
 - write a cookery book



- 3** Listen to the interview. For questions 1–7, choose the best answer (A, B or C).



- 4** Work in pairs. Discuss the questions.
- Do you ever eat at street food stalls like Alina's? If so, what kind of street food do you like the most? If not, where do you like to eat out instead?
 - Do you prefer your country's own cuisine or food from other countries? Which is more popular in your town or city?
 - If you could set up your own food business, what type would it be and why?

Grammar

too and enough

- ▶ Page 168 Grammar reference
too and enough

- 1** Complete the sentences from Listening Part 4 with *too*, *too many*, *too much* or *enough*.
- It would have been costly to start a business while we were living in London.
 - People said that there was fast food at the market, so we introduced lots of healthier options.
 - I then set about developing dishes that were not only affordable for customers but would also allow me to earn money to make a profit.
 - But for the first few months in the new business, I had job offers and not people to help.



- 2 Complete the sentences with *too*, *too many*, *too much* or *enough*. Work with a partner. Decide if you agree or disagree with the sentences.
- I'm not a big fan of Asian cuisine, like curry, as I find it a bit spicy.
 - Supermarkets waste food and use plastic containers for their products.
 - Few schools spend time teaching students about nutrition.
 - Energy drinks should be banned for people under the age of 16 because they contain sugar.
 - I think people rush to prepare food and don't dedicate time to cooking healthy, balanced meals.

- 3 Exam candidates often make mistakes with *too*, *too many*, *too much*, *enough* and *very*. Find and correct the mistakes in the sentences. More than one answer may be possible.
- I liked the restaurant but the food wasn't enough.
 - Experts say that fast food is not too much good for you.
 - I don't have money enough to pay for your dinner.
 - We didn't like the hotel because it wasn't enough comfortable.
 - The food takes too much long to prepare, so customers become impatient.
 - Some people suffer from doing too hard work.
 - The food was not too much tasty.
 - I'm afraid the meal was too much expensive.

- 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.
- Few people can afford to eat in that restaurant.
TOO
That restaurant most people to eat there.
 - We ran out of petrol before we reached our destination.
ENOUGH
We did not have our destination.
 - The news surprised her so much that she couldn't speak.
ASTONISHED
She the news to speak.
 - We did not go swimming because of the cold weather.
WARM
The weather us to go swimming.

5 Complete the task below.

Reviews wanted!

We want to hear about your worst restaurant experience. Tell us where you went, what the problems were and what they can do to improve in the future.

We will publish your reviews in next month's magazine.

Write 140–190 words.

Speaking Part 4

▶ Page 211 Speaking Bank
Speaking Part 4

- In Speaking Part 4, the examiner asks you questions to find out your opinions on general topics of the task from Speaking Part 3.
- The examiner 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.

Exam
info

- 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.

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 on** those 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 a solid or liquid substance obtained from animals or plants and used especially in cooking *fat*
- b a combination of the correct types and amounts of food
- c do or use 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 Complete Martyna's and Miguel's answers with a word or phrase from the box. 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:

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

- 4 **/P/ 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.

- 4.1 Listen to Miguel and Martyna answering the examiner's next question and use a (/) to mark where they pause. The first three have been done for you.

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've 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 as a result, people who eat together eat more healthily.

- 4.2 Work in pairs. Read Miguel's answer aloud. While your partner is speaking, check where they pause and if the pause sounds natural.

- 4.3 Look at Martyna's and Miguel's answers in Exercise 1 and use a (/) to mark where they pause. Then listen again to check your answers.

- 4.4 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. Use phrases to explain what you mean, give examples and reasons, and balance one opinion or idea against another. Then mark where you think you need to pause when you speak.

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

6 Work in pairs. Take turns to ask and answer the question in Exercise 5.

7 Work in pairs. Take turns to ask and answer the questions.

- 1 How important is it for people to be interested in the food they eat?
- 2 Some people say that it doesn't really matter what we eat. What do you think?
- 3 Do you think parents should always control what their children eat? Why / Why not?
- 4 Some people say that all students should learn to cook at school. Do you agree?

Reading and Use of English Part 1

- 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.

Exam
info

1 You are going to read a short article about the popularity of cat cafés. Read the article quickly. Don't worry about the gaps at the moment. Why are cat cafés popular?

A café with a difference!




Normally, when you enter a café, you are greeted with the smell of freshly brewed coffee and a (0)*selection*..... of sweet and savoury snacks. Feline Fun is a café that goes one step (1) where cats and humans (2) freely.

One of the reasons why cafés like Feline Fun are becoming so popular is the mutual (3) that they have for both humans and cats. Researchers have (4) a link between spending time with animals and human well-being. The relaxing atmosphere of a café, together with the soothing presence of cats, is great for (5) stress levels.

Feline Fun doubles up as an animal sanctuary, with staff (6) a large part of their time to looking after the cats. They (7) regular workshops and events to raise awareness of animal issues, and donate the money raised to local rescue centres.

The café is now looking to branch out and plans are already in place to (8) up a similar café for reptiles, though they may find it harder to recruit staff!

- | | | | | |
|---|--------------|---------------|--------------------|--------------|
| 0 | A collection | B arrangement | C selection | D gathering |
| 1 | A beyond | B forward | C ahead | D further |
| 2 | A mix | B combine | C join | D associate |
| 3 | A interests | B gains | C benefits | D values |
| 4 | A indicated | B established | C proved | D recognised |
| 5 | A declining | B falling | C dropping | D reducing |
| 6 | A applying | B keeping | C devoting | D passing |
| 7 | A hold | B continue | C maintain | D take |
| 8 | A put | B set | C make | D give |

2 Read the article again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

- 3 Work in groups.
- Have you ever been to a cat café? Would you like to go to one? Why / why not?
 - Have you ever been to another café that had a special theme? Describe it to your group.

Writing Part 2: A review

▶ Page 200 Writing Bank Writing Part 2: Review

- 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?

Exam
info



- 1 Work in pairs. Read the Exam advice box, 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 Which features (a–j) do you think a review of a café or restaurant should 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 and/or drink
 - 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 with the adjectives in the box. You can write some adjectives in more than one row.

airy attractive cheerful colourful
 competitive cosy delicious delightful elegant
 exceptional exclusive fresh informative
 modern original raw reasonable rushed
 satisfactory satisfying superb tasty
 welcoming well-balanced wonderful

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

- 4 Read this writing task and note down 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 your town?

If so, why not write a review for our 'Free Time' section, telling us what it is like and why you would recommend it to our students.

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

Write your **review**.

- 5 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
 - a general recommendation
- 6 Work in pairs. Compare your plans.
- 7 Write your review. Write 140–190 words.

3

Vocabulary and grammar review

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 Deshawn's many interests, he lists foreign *journeys / travel* and climbing.
 - Do you know the *way / journey* to the city centre?
 - 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 check-in desk.
LOST
When I reached the check-in 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 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 a (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 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 nice as our first hotel, but the view of the mountains and river was certainly (8) to a view of the kitchens!

- EXCEPT
- CONSIDER
- LUXURY
- DRAMA
- ACCEPT
- ORGANISE
- HELP
- REMAIN
- PREFER

Vocabulary and grammar review

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 friend 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.

- The food was so hot that we didn't really enjoy it.
TOO
The food was really enjoy.
- The waitress spoke so quickly that we had difficulty understanding her.
ENOUGH
The waitress didn't speak understand her easily.
- We didn't get a table at the restaurant because it was too full.
SO
The restaurant we couldn't get a table.
- 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 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. There is an example at the beginning (0).

Changing diets

Even in quite (0) *traditional* **TRADITION** societies, eating habits are changing.

In the past, people used to prepare good (1) meals from fresh ingredients and what was readily available in markets, but now (2) food is becoming (3) popular. Research shows that eating some types of food too often may cause health problems, so governments and other (4) now offer information about diet and nutrition in the hope that it will (5) people from eating too much of the same thing and have a generally more (6) diet. On the other hand, some people argue that despite the (7) of 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 available in supermarkets and other shops than there was 20 years ago. **CHOOSE**

FILL

CONVENIENT INCREASE

ORGANISE

COURAGE

BALANCE

APPEAR