B2.1 SPEAKING PRACTICE – UNIT 4

MONOLOGUE (3 MINS)

<table>
<thead>
<tr>
<th>I'm going to deal with the topic of...</th>
<th>Dieting</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Let me start with...</td>
<td>It is undeniable that losing weight is a matter of concern nowadays. Talk about this subject taking into account the following points:</td>
</tr>
<tr>
<td>- Let me give you an example.</td>
<td>- The main reasons why people want to lose weight nowadays</td>
</tr>
<tr>
<td>- Let me follow with...</td>
<td>- Problems you encounter if you are overweight or obese</td>
</tr>
<tr>
<td>- Let me finish with...</td>
<td>- The kind of diet and habits you consider the most suitable and why</td>
</tr>
<tr>
<td>All in All,...</td>
<td></td>
</tr>
</tbody>
</table>

IDIOM: It's easier said than done.

INTERACTION (4 MINS)

<table>
<thead>
<tr>
<th>Hey guys! Have you noticed that...?</th>
<th>Eating Habits &amp; Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Speaking for myself,...</td>
<td>You and your English-speaking friend(s) are having a chat about eating habits and health. You have all noticed that some people eat very healthily while others only eat fast food. Discuss the following points in detail:</td>
</tr>
<tr>
<td>To recap,...</td>
<td>- Eating organic food versus eating convenience food</td>
</tr>
</tbody>
</table>

IDIOM: You know the old saying - An apple a day keeps the doctor away.
Eat less meat to save the planet

A new report argues that the world’s growing appetite for meat, especially beef, is a greater threat to the environment than pollution from cars and aircraft. Is it time to turn vegetarian?

Animal rights advocates and vegetarian enthusiasts have long argued that meat is murder and that we should stop killing animals for food. But in recent years, environmentalists have entered this battle with a different argument: our global obsession with meat is murdering the planet.

A new study by Cambridge and Aberdeen universities is just the latest to warn that rising demand for beef and dairy products is taking a terrible toll on the Earth’s natural resources. While we tend to associate climate change with practices such as fracking and the burning of fossil fuels, it is in fact the food we eat that is causing most harm to the environment.

As a result of our obsession with steaks and burgers, greenhouse gas emissions from food production are expected to rise 80% in the next 25 years according to the report, and the food industry alone will exceed the current total global emissions targets for 2050.
This is because as more and more people around the world get richer they are adopting US-style diets with increasing amounts of meat. In order to feed this demand, every year 65 billion animals are consumed — an average of nine for each person on the planet — and the pressure on farmers to supply us with meat is growing all the time.

But the effect on the environment is considerable. Livestock production accounts for 14.5% of global greenhouse emissions, as much as the amount produced by all the cars, planes, boats and trains in the world.

Nearly a third of the world's ice-free land is used to rear animals, and 30% of all crops grown are used to feed them. Tropical forests are torn down in order to grow food for livestock and a single cow can produce hundreds of litres of methane every day — a greenhouse gas 25 times more potent than carbon dioxide.

The report recommends that we cut down on our meat intake to no more than two portions of red meat and seven of poultry per week. But more radical approaches, such as adjusting the diets of animals in order to lower their methane emissions and even experimenting with 'test tube' meat, might prove more popular.

The answer, say some, is simple: eat less meat. We must learn to cut down on burgers and instead fill our diets with grains, pulses and vegetables, reserving meat treats for special occasions. The responsibility rests on all of us to do our bit to save the planet.

But others are not convinced. Global health has improved considerably since 1990, thanks to the increase in the number of people who can now afford to include meat in their diets. Surely it should be celebrated that there are fewer hungry people in the world than there were in 1990, thanks to increased global meat consumption.

Questions & Answers
Q Meat is delicious — I couldn’t give it up!
A There’s no need to cut it out completely. The report recommends we eat less meat, and think more about how and where our food is sourced and produced. It may also mean switching your diet around a bit. The production of beef is far more damaging to the environment than the production of other types of meat, so we should certainly try to eat less of it. Chicken is far less harmful.

Q But I thought meat was good for you, won’t it be dangerous to eat less?
A Meat in moderate amounts is a valuable source of protein, but too many of us eat unnecessarily large quantities of processed red meats, like burgers, which are bad for us. With so much variety of food available in the supermarkets, we can find all the nutrients we need and still eat less meat.

1. What is this news item about?
2. Some people say 'Eating meat is a natural human instinct.' What do you think?
3. Is there anything unhealthy about a vegetarian diet?
4. Would you be willing to eat less meat to help prevent climate change?
5. Should we try to produce more eco-friendly meat and even artificial meat in labs? Or just learn to eat less of it?
9B COMMUNICATIVE  Talk about it

3 Write something in as many circles as you can.

1 something you often order when you eat out
   ________________________________

2 a dish someone in your family cooks very well
   ________________________________

3 a dish you used to love as a child
   ________________________________

4 a dish you like having when the weather's hot / cold
   ________________________________

5 the food / drink from your country you would miss most if you lived abroad
   ________________________________

6 the food your family eat on special days, e.g. a birthday / Christmas
   ________________________________

7 the place you look if you want to try a new recipe
   ________________________________

8 something you love eating but know you shouldn't
   ________________________________

9 a dish you used to hate as a child but like now
   ________________________________

10 something you can cook without a recipe
    ________________________________

11 something you couldn't eat even if you were paid to
    ________________________________

12 a food that once didn't agree with you and that you haven't eaten since
    ________________________________

13 the dish you prepare when you don't have much time to cook
    ________________________________

14 something you always put in a packed lunch / picnic
    ________________________________

15 a meal you often skip
    ________________________________

Compare your circles with a partner's. Are your answers the same or different? Ask for / give more information.
Vocabulary

food, dish and meal

1. Candidates often confuse food, dish and meal. Read the definitions on page 183. 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 ___________.
2. Moussaka is one of the most delicious meals you can ___________ in my country.
3. This beef ___________ is really tasty, isn't it?
4. The ___________ 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 ....... elaborate dishes ....... 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, such, too, enough, little, few

1. Complete the sentences. Choose A, B or C.
   1. We have (A) too many (B) enough (C) so few milk.
   2. I only eat (A) too few (B) a little (C) too much meat.
   3. It was (A) such a (B) so (C) such delicious meal.
   4. I've got (A) so much (B) so many (C) so little tomatoes in my garden this year.
   5. There aren’t (A) too little (B) so few (C) enough eggs to make a cake.
   6. The recipe was (A) too much (B) so (C) such hard to understand.
   7. There’s (A) few (B) little (C) such time to cook in the evenings.
   8. The market has (A) such (B) few (C) so fresh food.
   9. This coffee is (A) too (B) enough (C) so much hot to drink.
   10. I don’t eat (A) so much (B) few (C) enough vegetables.

2. Some of these sentences contain mistakes. Correct the mistakes you find and put a tick (✓) next to the sentences which are correct.
   1. This is really tasteless. I don’t think the sauce was cooked for long enough. ................. ✔
   2. It only takes so few time to make an omelette. .......... ❌
   3. The problem is children generally eat too little vegetables. .................
   4. Most of the food we buy in supermarkets has too much packaging. .................
   5. It’s been such long time since I’ve had fresh strawberries. .................
   6. She’s much too thin. I’m worried about her. .................
   7. There’s so many salt in this that I can’t eat it. .................
   8. The restaurant wasn’t so good as I had expected. .................
   9. He can cook much more better than I can. .................
   10. There isn’t enough tomatoes for the salad. .................

**Vocabulary**

Food and diet

1. Circle the correct word.
   1. I generally prefer healthy food diet like salads to things like hamburgers.
   2. The dishes in this cookery book are very elaborate / exclusive and contain too many ingredients.
   3. Athletes need to eat a very well-balanced diet / food.
   4. Some people eat only raw food / meals because they think it’s healthier.
   5. You need to know how to cook a few simple / fresh dishes.
   6. Convenience / Organic food often contains too much salt.
   7. Don’t eat filling / heavy snacks just before your main meal.
   8. Experts have warned there may be a water supply / shortage this year.
   9. Insects are becoming popular as a food / diet source.
   10. We eat our main meal / dish at about 8 p.m.

2. Find the names of eight food-related words in the wordsearch. Use them to complete the sentences below.

   H B A N A N S J F
   S M A N P P F U A
   E P R O T E I N D
   A D L E L O N K A
   W H E R S S A A I
   E R A F E A C N R
   E Y A A T E H P Y
   D E T T A R G A E
   S C A N T E E N S

   1. Insects are a great source of ................. .
   2. ................. is a green vegetable which is often eaten raw in salads or in pasta dishes.
   3. Milk and cheese are types of ................. food.
   4. ................. is found growing on rocks in the ocean.
   5. People should eat less ................. food.
   6. ................. like mint are added to some dishes to improve the taste.
   7. Chocolate isn’t good for you because it contains sugar and ................. .
   8. Students eat their meals at school in the ................. .
### SO & SUCH FOR EMPHASIS

<table>
<thead>
<tr>
<th>SO</th>
<th>SUCH A/AN</th>
<th>SUCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ adj</td>
<td>+ (adj) singular noun</td>
<td>+ (adj) uncountable noun</td>
</tr>
<tr>
<td>+ adv</td>
<td>So good / such a / such an / such</td>
<td>Such happiness</td>
</tr>
<tr>
<td></td>
<td>So well / Such a thing / Such a good time</td>
<td>Such terrible news</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+ (adj) plural noun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Such circumstances / Such beautiful islands</td>
</tr>
</tbody>
</table>

In turns talk about something but make sure you can include the sentence at hand.

1. It was **so / such a / such an / such** wonderful party (that...)
2. There was **so / such a / such an / such** loud music (that...)
3. It was **so / such a / such an / such** hot (that...)
4. There was **so / such a / such an / such** hideous furniture (that...)
5. It was **so / such a / such an / such** tiny bedroom (that...)
6. The room was **so / such a / such an / such** untidy (that...)
7. It was **so / such a / such an / such** complicated problem (that...)
8. The food was **so / such a / such an / such** delicious (that...)
9. It was **so / such a / such an / such** tragic news (that...)
10. The beach was **so / such a / such an / such** secluded (that...)
11. They are **so / such a / such an / such** happy people (that...)
12. They are **so / such a / such an / such** greedy children (that...)
13. There are **so / such a / such an / such** enormous cliffs (that...)
14. He/She is **so / such a / such an / such** terrific singer (that...)
15. He/She has **so / such a / such an / such** incredible life (that...)
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.

1 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?

2 Quickly read only the questions in 1–7 (do not read options A–C yet) and underline the main idea in each one.

1 Cherry started her café because she
   A had recently lost her job.
   B saw a business opportunity.
   C wanted to achieve a dream.

2 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.

3 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.

4 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.

5 One purpose of the back room is as a place for
   A meeting new people.
   B studying.
   C people with no home.

6 Cherry believes food she serves should be
   A healthy.
   B reasonably priced.
   C quick to prepare.

7 What do parents like about the café?
   A the atmosphere
   B the prices
   C the food

3 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.

1 Poor things, they’ve got ................ free time and they’re not eating well ................ .

2 We don’t want to be going replacing furniture every five minutes. It’d just be ................ expensive and I’d go broke!

3 I don’t just serve, like, hamburgers and chips. That’s not healthy ................ .

4 I don’t do the cooking – Mikey does that ‘cos I don’t have ................. time ...

5 Actually, I don’t see ................. parents but the odd comment comes back.
Video 7 - Food & Eating Habits

Starting a Food Revolution at School

1. What is this video about?
2. How much of a problem is children obesity in your country? Is obesity increasing?
3. What is the quality of school meals and kid’s menus at restaurants?
4. Why don’t parents try to stop their children from becoming obese?
5. What should governments do to combat obesity?
WRITING – INFORMAL STYLE

AN EMAIL GIVING ADVICE

What is it?
Emails giving advice are usually informal or semi-formal letters where you
give suggestions or possible solutions to a problem.

TIPS:

- advice (noun)
- advise (verb)
- an advice / some advices / a piece of advice
- A tip / some tips

What's its format?

SALUTATION TAG (Dear friend,)

OPENING PARAGRAPH
- I just got your letter and I think I can help you.
- It's great news you have finally decided to tackle the problem.
- Here's what I think you should do.

CENTRAL PARAGRAPHS
- Firstly, the best advice I can give you is to... (TIP 1)
  For instance,... (EXPLANATION)
- Secondly, what you should do is to... (TIP 2)
  Let me give you an example. (EXPLANATION)
  That way... (RESULT)
- Finally, if I were you, I would... (TIP 3)
  In other words,... (EXPLANATION)
  This would mean that... (RESULT)

CLOSING PARAGRAPH
- I hope my advice helps.
- Write back and let me know what happens.

CLOSURE TAG (Best wishes,)
FIRST NAME

HOMEWORK: (180 words - 50 mins) You have a friend who lives in Boston
and has emailed you to ask for some advice on losing weight. Answer the
e-mail and include:
- How to eat healthily
- Exercise tips
- Small lifestyle changes that could also help
Please, don't use the dictionary.

SAMPLE

Complete the text with the words from the box.

BACK EATING ENTIRELY EXCESS FOR INSTEAD LIFT MOST REMEMBER STAY TACKLE TRY UP WELL-BALANCED WERE

Dear friend,
I just got your letter and I think it is great you have finally decided to
1. __________ your problem. Of course, I'm only too glad to help. Here are
a few things you can 2. ____________

First of all, the best advice I can give you is to change your
3. ____________ habits. That really worked for me. Let me give you an
example. Avoid eating fried food and try to have boiled or grilled dishes,
4. ____________. Having a healthy and 5. ____________ diet is
essential to achieve your goal.

Besides, what you should do is to take 6. ____________ a sport. Exercise
is the best way to 7. ____________ fit, lose weight and,
8. ____________ importantly, to become a healthy person. Many people
think that intensive training is better for burning calories but that is not
9. ____________ true. It's only necessary to go for a brisk walk
10. ____________ 30 minutes every day to notice results without dying in
the attempt.

Last but not least, if I 11. ____________ you, I would try and be more
active overall. Being active is key to losing weight since it helps you burn off
12. ____________ calories. For instance, you can walk to work or go up
the stairs instead of using the 13. ____________. If you do this, you will
lose weight and you will have a better quality of life in addition to feeling better
about yourself.

I hope these ideas will help. And 14. ____________, be patient and never
give up.

Write 15. ____________ and let me know what happens.

Best wishes,

Pam
Hot Topic 7 - Food & Eating Habits

VOCAB:
fad diets
low-carb diet
detox diet
low-fat diet

a sedentary life
an active life
to get on a diet
to lose weight
to burn calories
to shed a few kilos

1. What is this picture about?
2. What do you think of all the fad diets that come out?
3. Are there any dangers in dieting?
4. What is the best way to lose weight?
5. Is it possible to lose weight without exercising?
Language reference

too and enough

- too means ‘more than is needed or wanted’:
  She’s too old to join the police.
- enough means ‘as much as is necessary or needed’:
  Have we got enough eggs to make a cake?

<table>
<thead>
<tr>
<th>too + adjective (+ noun) + (for somebody) (+ infinitive)</th>
<th>adjective/adverb + enough + (for somebody) (+ infinitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s too young to drive.</td>
<td>This coffee is not warm enough! Please heat it up again.</td>
</tr>
<tr>
<td>That suitcase is too heavy for me to lift.</td>
<td>Franz didn’t answer the questions convincingly enough to get the job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>too + adverb + (for somebody) (+ infinitive); too much / too many + noun + (for somebody) (+ infinitive)</th>
<th>enough + noun + (for somebody) (+ infinitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re driving too dangerously. Please slow down. They brought too much food for us to eat. I’ve received too many emails to answer.</td>
<td>Have you got enough money to get to London? There isn’t enough cake in the cupboard for me to give some to everyone.</td>
</tr>
</tbody>
</table>

Spelling

**Spelling changes when adding -ed, -ing, -er and -est to words**

We double the final consonant when we add -ed, -ing, -er or -est to words:
- which are one syllable and end in a consonant-vowel-consonant: stop - stopped, hit - hitting, flat - flatter
- which have two or more syllables which end in consonant-vowel-consonant and the final syllable is stressed: admit - admitted, occur - occurring

**Note:** In British English, we always double a final ‘l’ after a single vowel: travel - travelling, cancel - cancelled

We don’t double the final consonant when:
- there are two final consonants: send - sending, hard - hardest
- there are two vowels before the final consonant: appeal - appealed, mean - meanest
- the word ends in a vowel: strike - striking, safe - safest

- for a verb, the stress is not on the final syllable:
  open - opening
- the word ends in -w, -x or -y:
  slow - slower, relax - relaxing, display - displayed

When adding -ed, a final ‘y’ after a consonant becomes ‘i’:
- study - studied, lovely - loveliest
When adding -ing, a final ‘y’ after a consonant does not change: study - studying

**Note:** Notice how the spelling of these words changes:
lie - lying; lied; die - dying; died; lay - laying; laid; try - trying; tried

**Spelling changes when adding prefixes and other suffixes**

We normally do not change the spelling of the base word when we add a prefix or a suffix:
- need - unneeded, arrange - arrangement

However:
- we drop the final ‘e’ when there is a consonant before it and the suffix begins with a vowel (-er, -ed, -ing, -ance, -ation, etc.): irritate - irritating, fame - famous
- we do not drop the final ‘y’ when the suffix begins with a consonant: safe - safety, manage - management
- a final ‘y’ becomes ‘i’:
  industry - industrial

**Adding prefixes**

When we add a syllable like un-, dis-, or in- before the word to make it negative, we do not change the spelling, e.g. with dis- and un-:
- appoint - disappoint, satisfied - dissatisfied, like - unlike, necessary - unnecessary

**Note:** Before words beginning with ‘i’, we use ir-: irrelevant; before words beginning with ‘m’ or ‘p’, we use im-:
- immature, impatient; before words beginning with ‘l’, we use il-:
  illogical, illiterate.

These words are frequently misspelled by exam candidates:

The most common spelling errors by candidates

accommodation advertisement beautiful because beginning believe between children comfortable communicate convenient country/countries course different embarrassed/embarrassing environment excellent experience government loose lose necessary nowadays opinion opportunity/opportunities prefer receive recommend restaurant society their until wealthy which
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 **Candidates often make mistakes with ***too, too many, too much, enough*** and ***very***. Rewrite these sentences correctly. More than one answer may be possible.

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.

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.
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.

1 How important is it for people to be interested in the food they eat?
2 What, for you, is a healthy diet?
3 How are the things we eat nowadays different from the things our grandparents used to eat when they were young?
4 Do you think young people should learn to cook at school? Why? / Why not?

Page 198 Speaking reference: Speaking Part 1

---

**Moso Moso**

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

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

As I was eating with a party of eight, we (3) decided 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) dish featured wonderful combinations of flavours.

All the ingredients were clearly fresh and of the highest (5) standard and in my opinion, the seafood was particularly tasty. We felt that we were given very good (6) service for money, because the meal (7) cost about £15 per person which we thought was very reasonable.

All of us would highly (8) recommend 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 B tried 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?
Listening | Part 2

Exam advice
Before you listen, read the questions and think about the kind of word or words which might fit each gap.

05 You will hear an interview with Ivor Roberts, a chef who owns several restaurants. For questions 1-10, complete the sentences with a word or short phrase.

RUNNING A RESTAURANT

Ivor enjoys the (1) ........................................... of running the restaurants, although he also finds it worrying.

Ivor thinks customers return to the restaurant because of the (2) ...........................................

Ivor says creating a good (3) ........................................... is very important for developing a successful restaurant.

Ivor’s cooks have to identify the (4) ........................................... before they make one of his dishes.

Ivor doesn’t think it’s helpful for staff to see an excellent (5) ........................................... .

There was a problem with a restaurant a few years ago because people only went there for a (6) ........................................... .

Ivor says paying attention to (7) ........................................... is how he maintains a consistent level of service.

More than (8) ........................................... people phone to book a table at the riverside restaurant every day.

Ivor likes the fact that cooking is (9) ........................................... so the menu changes regularly.

In (10) ........................................... they begin to cook richer food.