

# 1

# Starting out

## Vocabulary and structure

1 Form compound nouns with the words in the box.

dancing    hall    jacket    sport    year

- 1 ballroom \_\_\_\_\_
- 2 dining \_\_\_\_\_
- 3 gap \_\_\_\_\_
- 4 book \_\_\_\_\_
- 5 leather \_\_\_\_\_
- 6 team \_\_\_\_\_
- 7 lecture \_\_\_\_\_
- 8 folk \_\_\_\_\_
- 9 extreme \_\_\_\_\_

Compound nouns are nouns made up of two or more words, eg *university student*. In this example, the first word is used to describe the second word.

2 Complete the sentences with the correct form of the compound nouns you formed in Activity 1.

- 1 \_\_\_\_\_ such as basketball and rugby have always been very popular with students.
- 2 The \_\_\_\_\_ showed a picture of an Oxford University college.
- 3 Students who are late should sit at the back of the \_\_\_\_\_.
- 4 Alice signed up for the \_\_\_\_\_ club because she was interested in learning to waltz.
- 5 During my \_\_\_\_\_, I spent three months travelling around Australia.

3 Underline the correct preposition or adverb to complete each sentence.

- 1 Our tutor said he would run *in / through / on* the explanation again if we wanted.
- 2 I was walking to the lecture hall when I ran *into / after / up* my friend Tina, who I thought had gone away for the weekend.
- 3 It's easy to run *out / up / in* large debts while at university.
- 4 I was revising for my exams at two in the morning and realized that I had run *out of / into / by* coffee.

- 5 Can I run an idea *at / on / by* you? I'd like to know what you think.
- 6 The librarian ran *on / after / along* Max with the library book, which he had left on the desk.
- 7 My brother got run *at / over / across* in his first few weeks at university. Fortunately, he was not injured too badly.
- 8 He was unhappy as a teenager and had run *out / through / away* from home several times.

**4 Read the information.**

Word formation

Adjective	Prefix meaning "not"	Opposite adjective
friendly	un-	unfriendly
complete	in-	incomplete
regular	ir-	irregular

The prefix "ir-" is used before adjectives beginning with "r".

**Now form the opposite adjectives of the words.**

- 1 informed \_\_\_\_\_
- 2 impressed \_\_\_\_\_
- 3 adequate \_\_\_\_\_
- 4 complicated \_\_\_\_\_
- 5 responsible \_\_\_\_\_
- 6 pleasant \_\_\_\_\_
- 7 capable \_\_\_\_\_
- 8 intelligent \_\_\_\_\_
- 9 rational \_\_\_\_\_

**5 Replace the underlined words with the adjectives you formed in Activity 4. You may need to make other changes.**

- 1 The interviewers were not impressed by the student's performance.
- 2 The students did not behave pleasantly towards the newcomer.
- 3 I'm not capable of understanding higher mathematics.
- 4 The explanation was not complicated and easy to understand.
- 5 Students can sometimes be not responsible.
- 6 "That's not an adequate explanation," my tutor said. "Try again."
- 7 "Your explanation is not rational," he continued. "Think harder!"
- 8 I agreed that it was not an intelligent thing to say.
- 9 Today, the Western media focuses on entertainment rather than information; but democracy cannot work where people are not informed of important facts.

**6 Complete the paragraph with the correct form of the words and expressions in the box.**

admiring   admissions office   attitude   background  
chat   determined   get to know   impressive  
study late into the night   textbook

I left the library pleased that I had found the (1) \_\_\_\_\_ I had been looking for, and went to the dining hall for lunch. Although it was only my third day at university, I (2) \_\_\_\_\_ five or six people and was pleased to find myself next to Terry, a boy I had met on my first day. We started (3) \_\_\_\_\_ and he reminded me that we needed to go to the (4) \_\_\_\_\_ to collect some documents. I noted that he looked tired and he told me that he (5) \_\_\_\_\_. The girl next to him smiled and looked at him (6) \_\_\_\_\_. It was clear that Terry had a very responsible (7) \_\_\_\_\_ to work, and I was really (8) \_\_\_\_\_ by his serious attitude to his studies. We had lunch together and he told me that his family (9) \_\_\_\_\_ was very academic. It soon became clear that he was (10) \_\_\_\_\_ to become as successful as his parents in the academic world.

**7 Underline the correct word to complete each sentence.**

- 1 We met a group of *freshers* / *graduates* who were just starting their degrees at university.
- 2 I followed my friends to the cafeteria because I was feeling *wearisome* / *peckish*.
- 3 The university is *inordinately* / *barely* proud of its long history.
- 4 The lecturer spoke very quickly and I had to *scribble* / *stumble* my notes to keep up.
- 5 The professor asked me to read out my essay and I *gaspd* / *sighed* with surprise.
- 6 We went to the registration desk to *enquire* / *reassure* about rules for borrowing books.
- 7 The *tutor* / *warden* is in charge of keys to the hall of residence.
- 8 I expected my tutor to be rather formal, but he was actually very *affable* / *intelligent*.

**8 Choose the best collocation for each sentence.**

- 1 We climbed through a \_\_\_\_\_ to get into the crowded hall.  
(a) wall                      (b) road                      (c) window
- 2 This morning I spilt \_\_\_\_\_ all over my assignment!  
(a) bread                      (b) tea                      (c) cake
- 3 Do we have to sign up for \_\_\_\_\_?  
(a) friends                      (b) clubs                      (c) trains
- 4 She was so surprised that she burst into \_\_\_\_\_.  
(a) flames                      (b) shock                      (c) laughter

- 5 I think you should relax and \_\_\_\_\_ it easy today.  
(a) take                      (b) work                      (c) put
- 6 Ask your tutor for help if you run out of \_\_\_\_\_.  
(a) time                      (b) exams                      (c) explanations

**9 Rewrite the sentences using *with* / *without*.**

- 1 She is an experienced tutor. She has a lot to say about students' problems in their first few months at university.

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- 2 The admissions officer turned his face to someone else. He didn't answer my question.

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- 3 The girl I was sitting next to at lunch was blue-eyed. She had long blond hair that almost reached her waist.

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- 4 Anna walked confidently into her hall of residence. Her best friend was beside her.

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- 5 He spoke loudly. He didn't consider whether he was actually answering the question.

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- 6 My tutor is a kind man. He does not have the cold manner that Oxford tutors sometimes have.

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**10 Rewrite the sentences using *It occurs to sb that ...* Use pronouns for the person or people in each sentence.**

- 1 Jonathan / "I don't have any allowance left!"

It occurred \_\_\_\_\_.

- 2 Fiona / "I have two essays due tomorrow."

It occurred \_\_\_\_\_.

- 3 "I'm going to need more money for books."  
It occurred \_\_\_\_\_.
- 4 Katie / "I've left my mobile in the dining hall!"  
It occurred \_\_\_\_\_.
- 5 Martin and Jason / "We'll miss the lecture if we don't hurry."  
It occurred \_\_\_\_\_.
- 6 We should have started revising for the exam a week ago.  
It occurred \_\_\_\_\_.

## Reading

### 1 Read the passage *Diary of a fresher* and complete the sentences.

- 1 The writer's mother is gasping for breath because \_\_\_\_\_.
- 2 The writer's father climbs out of the room because \_\_\_\_\_.
- 3 The writer loses her appetite because \_\_\_\_\_.
- 4 Sophie realizes that the writer has just got up because \_\_\_\_\_.
- 5 The writer thinks Sophie is impressive because \_\_\_\_\_.
- 6 The writer signs up for four clubs because \_\_\_\_\_.
- 7 The writer's brother has tried to rent out her bedroom because \_\_\_\_\_.
- 8 The writer is not sure what happens to her dirty clothes because \_\_\_\_\_.
- 9 The writer wants her mother to ring on Friday because \_\_\_\_\_.
- 10 The writer's mother phones every day because \_\_\_\_\_.

### 2 Read the extract from *Tis: A Memoir* and choose the best way to complete the sentences.

- 1 The writer feels he's in heaven because he \_\_\_\_\_.  
(a) has read Dostoyevsky and Melville  
(b) is at NYU  
(c) is going to take the Introduction to Literature course  
(d) is very interested in the history of education in America
- 2 The writer doesn't ask any questions because \_\_\_\_\_.  
(a) people would start to guess where he's from  
(b) people laugh at him when he speaks  
(c) his American accent doesn't work  
(d) the class would stare at him since he's Irish
- 3 The Pilgrims' ideas about education \_\_\_\_\_.  
(a) took a long time to form  
(b) were about a different way of seeing the world  
(c) were new and exciting  
(d) were formed by the Reformation

- 4 The writer feels confused by \_\_\_\_\_.
  - (a) the information the professor is giving
  - (b) the other students' questions
  - (c) the fact that the English persecuted the Irish
  - (d) the fact that the women are busier scribbling than the men
- 5 The writer wants to impress a girl with \_\_\_\_\_.
  - (a) how much he knows about Dostoyevsky and Melville
  - (b) how clever he is
  - (c) how much he knows about the history of education in America
  - (d) how attractive he is

### 3 Read the passage.

## Freshers' Week

Hi folks,

Welcome to St Bede's College. I'm Kathy Macmillan, President of the Students' Union; and I'm in my third year, reading Physics. I'm also responsible for organizing Freshers' Week social events this year, so you can blame me if you have a bad time.

Freshers' Week is a great way to kick-start your life at uni. Use this week to relax, make new friends, meet the staff, and discover Bede's and the area around it – that's quite a list!

Be sure to look out for our Students' Union representatives as they'll show you where you are staying on campus and help you settle in – they're the guys in red T-shirts. The Students' Union is the social centre of the university, so don't make the mistake of missing the Welcome Party there on Saturday evening and be sure to wear your party gear.

On Sunday we've prepared a fabulous sports tournament for freshers versus undergraduates to help different years get to know each other. Then prepare yourself for Band Night in the Students' Union with the Shanghai Blues, a fantastic pop group from (you've guessed it) Shanghai!

On Monday, at the Freshers' Fair you can join the different societies at St Bede's – the Debating Society is one of the best. We all want something for nothing, and there'll be free T-shirts, posters, and caps. You can also join a sports club. Last year our rowing eight won first prize at the Bede's Regatta.

On Tuesday, lectures start for some and for the rest it's interviews with your course leaders and academic tutors. But be ready for our Full Moon Party and a dip in the river.

Other events are listed on the Students' Union noticeboard and if you've got any problems, email me at [kathymacmillan@bedes.net](mailto:kathymacmillan@bedes.net).

Have an awesome Freshers' Week and an unforgettable start to your university career!

Now complete the sentences.

- 1 Freshers' Week events have been arranged by \_\_\_\_\_.
- 2 Freshers will recognize Students' Union representatives because \_\_\_\_\_.
- 3 The Welcome Party is held at \_\_\_\_\_.
- 4 To help different years get to know each other there will be a(n) \_\_\_\_\_.
- 5 There will be things you don't have to pay for at \_\_\_\_\_.
- 6 The sport that is mentioned is \_\_\_\_\_.
- 7 Some students will start work on \_\_\_\_\_.
- 8 To find out about other events, look at \_\_\_\_\_.

**4 Answer the questions about the words and expressions.**

- 1 If you *organize* something, do you (a) arrange it, or (b) write about it?
- 2 If you go to a *social event*, will you (a) do something on your own, or (b) meet other people?
- 3 Is *uni* the shortened form for (a) union, or (b) university?
- 4 If you belong to the *staff*, do you (a) work for a particular organization, or (b) belong to a club?
- 5 Does a *representative* (a) belong to a group, or (b) work on their own?
- 6 Is a *tournament* (a) a game, or (b) a series of games?
- 7 Is a *society* (a) a group that studies together, or (b) a club?
- 8 If you look at a *noticeboard*, do you want (a) information, or (b) to buy something?

**5 Read the passage.**

## Freshers' Week blues

Yes, it's Freshers' Week, and while everyone else is having the time of their life, you're homesick; there's not a soul you know, you've only made one "friend" and the two of you are clinging together as if you were drowning in heavy seas. It's so bad that you're seriously considering jumping on the next train back home.

Sound familiar? Of course it does. Freshers' Week tends to be seen as a weeklong party in which you make lifelong friends, but for many people it can be a bit of an ordeal. So here are some tips about a fresher's two biggest problems.

**Feeling homesick:** Everyone does, but be aware that the feeling will pass as you get used to your new environment and meet people you really get on with. In the meantime, it helps to keep in close contact with your friends and family. But remember that the way you're going to get over feeling homesick is to get out there and meet people – so don't sit at your computer all day writing email after email to your friends back home. Along the same lines,

at the weekends, try not to go home too often. Stay around at uni and you'll meet other people like you, people who want to develop some meaningful relationships.

**Difficulty making friends:** This is something few of us want to admit to, but the truth is that a lot of young people are shy and find it difficult to make friends in an unfamiliar environment with no one they know to support them. If you're feeling unconfident, the best way to get over it is to join lots of clubs. Once you decide on the ones that interest you and get involved with them, you'll find yourself having fun with people who share your interests – in other words, friends!

Now choose the best way to complete the sentences.

- 1 During Freshers' Week, most freshers \_\_\_\_\_.  
(a) often want to go back home  
(b) have a very good time  
(c) often stay together all the time with their new friends  
(d) will have a bad time if they don't know anyone
- 2 Freshers' Week usually lasts \_\_\_\_\_.  
(a) one week  
(b) two weeks  
(c) several weeks  
(d) half a week
- 3 In order to get over feeling homesick, you should \_\_\_\_\_.  
(a) talk to your parents and teachers  
(b) try to go home as frequently as possible  
(c) keep emailing your family and friends  
(d) get used to the new environment
- 4 Many young people find it difficult to \_\_\_\_\_.  
(a) admit that they need friends to help them  
(b) make friends easily in an unfamiliar environment  
(c) get over shyness in a new environment with no one they know  
(d) admit that they have no friends
- 5 According to the writer, clubs are a good way to make friends because \_\_\_\_\_.  
(a) you'll meet people who interest you  
(b) it helps you feel more confident  
(c) you'll want to get involved with people  
(d) you'll meet people who like the things you like

6 Complete the sentences with the correct form of the words and expressions in the box.

admission	cling	familiarity	get involved with
get on with	get over	homesick	keep in contact
ordeal	pass		

- 1 At first, I \_\_\_\_\_ with friends back home, but now it is more difficult.



- 2 I missed home terribly, but I didn't want to \_\_\_\_\_ it to anyone.
- 3 My first term was a real \_\_\_\_\_ – I felt so lonely.
- 4 Some people \_\_\_\_\_ to people they already know and don't try to make new friends.
- 5 It's normal to feel \_\_\_\_\_ when you first start university.
- 6 At first I was very shy, but I soon \_\_\_\_\_ my lack of confidence.
- 7 It can take a long time to find friends that you really \_\_\_\_\_.
- 8 It's a good idea to \_\_\_\_\_ social activities on campus – and have fun!
- 9 I missed the \_\_\_\_\_ surroundings of my high school friends and teachers.
- 10 It took about three months for my feelings of loneliness to \_\_\_\_\_.

## Integrated skills training

- 1 Complete the paragraph with the correct words. Use only one word in each blank. Sometimes more than one answer is possible.**

During the first few weeks at college, I could do exactly (1) \_\_\_\_\_ I wanted. But I found the lack of (2) \_\_\_\_\_ quite difficult. At school we had always been told what to do. Now there was no one (3) \_\_\_\_\_ tell me that I must get my essay (4) \_\_\_\_\_ on time or that I should get up early to avoid the long queue for breakfast. On the third day of Freshers' Week I had intended to (5) \_\_\_\_\_ up for an important course, but I overslept and (6) \_\_\_\_\_ the time I got to the office there were no more places left. On the fifth day, I lost my watch, and was so (7) \_\_\_\_\_ that I decided not to buy another one. But the problem was that (8) \_\_\_\_\_ a watch, I kept (9) \_\_\_\_\_ late for lectures. So in the end I gave in and bought another one. Slowly I began to realize that I was (10) \_\_\_\_\_ for my life and no one else. For a while this thought made me very nervous and I had difficulty (11) \_\_\_\_\_ at night. Then one night the thought entered my head that (12) \_\_\_\_\_ it was my life, I could make it a very good one. I woke up the next morning, extremely happy in a way I'd never felt before.

- 2 Rewrite the sentences using the correct form of the words and expressions in brackets.**

1 Malcolm had a lot of trouble managing his allowance. (difficult)

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2 His hands shake a little as he speaks, and his coffee spills into the saucer. (make)

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3 I didn't feel I needed to do the course, but she wanted me to take it. (which)

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4 Malcolm, who was working late to finish an essay, found that there was no coffee left. (run out of)

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5 It's no longer my parents' or my teachers' responsibility to look after me. (anymore)

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6 My mother calls and wants to know if I've met my tutor yet. (wanting)

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7 Since I've made a new friend, I feel a lot happier. (having)

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8 Frank felt very proud that he had read Dostoyevsky and Melville. (proud of)

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9 There weren't enough textbooks on the subject, so the library bought more. (lack of)

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10 That evening, Martin went to a party and then went swimming in the river. (as well as)

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**3 Use the words to make complete sentences. You may need to make other changes.**

1 I / be / not sure / happens / my dirty clothes / after / put / them / clothes basket / and / before / find / them / clean / iron / fold / my wardrobe

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2 I don't know / I / have to / introduce / literature / but / the woman / admissions office / say / it / be / a requirement

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3 I / in heaven / the first thing / do / be / buy / required textbooks / cover / them / purple / white / NYU book jackets / people / subway / look at / me / admiringly

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4 then / I / wonder / I / have / this fat textbook / American education / I / carry / in subways / people / can admire / me / be / a college student

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- 5 when / I / arrive / university / I / try / make notes / everything / professors / say / their lectures

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Now look at the sentences in the Student's Book and check your answers.

**4 Translate the sentences into Chinese.**

- 1 Use this week to relax, make new friends, meet the staff, and discover Bede's and the area around it – that's quite a list!

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- 2 On Sunday we've prepared a fabulous sports tournament for freshers versus undergraduates to help different years get to know each other.

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- 3 On Monday, at the Freshers' Fair you can join the different societies at St Bede's – the Debating Society is one of the best.

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- 4 Yes, it's Freshers' Week, and while everyone else is having the time of their life, you're homesick; there's not a soul you know, you've only made one "friend" and the two of you are clinging together as if you were drowning in heavy seas.

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- 5 Freshers' Week tends to be seen as a weeklong party in which you make lifelong friends, but for many people it can be a bit of an ordeal.

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**5 Translate the sentences into English.**

- 1 格林教授刚开始讲课，这个年轻人就上气不接下气地跑进了教室。(barely; short of breath)

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2 登上“五月花号”的时候,清教徒们相信新大陆是他们躲避欧洲宗教迫害的避难所。(sure; shelter; religious persecution)

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3 这首老歌的歌词保存了下来,而伴奏乐曲已经失传了。(while; accompany)

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4 经理被他的诚实和勤奋所打动,决定给他一份工作。(impress)

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**6 Translate the passage into Chinese.**

Student orientation or new student orientation is a period of time at the beginning of the academic year at a university or other tertiary institution during which a variety of events are held to orient and welcome new students. The name of the period varies by country. Although usually described as a week, the length of this period varies widely from university to university and country to country, ranging from about three days to a month or even longer. The length of the week is often affected by each university's tradition as well as financial and physical constraints. During this period, students participate in a wide range of social activities, including live music and other performances, sports challenges, stunts, and open-air markets.

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**7 Translate the passage into English.**

在中国,军训是高等教育的一种基本形式。根据《中华人民共和国国防教育法》,大学生必须接受国防教育并参加军训。军训的目的在于使学生增强国防观念,掌握基本的国防知识,学习必要的军事技能,激发爱国热情。军训一般在15天左右,在军训中学生接受各种严格的训练,如队列训练(formation drill)、射击、匍匐前进(crawling)、拉练(field training)等。军训不仅锻炼了学生的意志,也培养了他们的团队精神。

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# 2

# Food, glorious food!

## Vocabulary and structure

1 Put the words and expressions in the box into the correct categories.

add (to)    crab    lobster    mix    noodle    oyster paste    pour    powder    prawn    salt    serve spice    suck    swallow    taste			
Verb connected with eating	Seafood	Verb connected with cooking	Cooking ingredient

2 Complete the sentences with the correct form of the words and expressions in Activity 1.

- \_\_\_\_\_ are used in dishes to give them more flavour.
- \_\_\_\_\_, which live in the sea, have eight legs and two pincers and walk sideways.
- \_\_\_\_\_ the rice and vegetables together, then \_\_\_\_\_ the food on a large dish with the fish on top.
- "Can you \_\_\_\_\_ the soup and tell me if it needs more \_\_\_\_\_?" she said.
- \_\_\_\_\_ are a type of shellfish which sometimes have pearls inside them.
- A straw is used to \_\_\_\_\_ liquid into your mouth.
- A(n) \_\_\_\_\_ is made by crushing meat, fish or vegetables whereas a(n) \_\_\_\_\_ is dry and looks like sand.
- Spaghetti and \_\_\_\_\_ are both types of pasta.
- Could you \_\_\_\_\_ me a glass of water? I need a drink so I can \_\_\_\_\_ this tablet.
- \_\_\_\_\_ are a type of seafood that can be eaten from their shells.

3 Underline the correct word to complete each sentence.

- Our bodies need to *absorb* / *release* food in order to create energy.
- It was so hot that the chocolate began to *disappear* / *melt*.
- The waiter served everyone a large *portion* / *piece* of vegetables.

- 4 Food provides energy and is therefore a *fuel / nutrient*.
- 5 It is important to give children food that is very *stimulating / nourishing*.
- 6 Chocolate *affects / effects* me badly and I get a headache.
- 7 The *flavour / ingredient* of this ice cream is absolutely delicious!
- 8 When John was a boy, his elder sister used to gently *tease / ridicule* him about his thick, curly hair.

**4 Replace the underlined words with the words in the box.**

discard	enormous	frank	gloomy	nasty	portion
resort	shellfish	trait	yummy		

- 1 We visited a seaside town that was famous for its seafood.
- 2 The girl looked at the large pile of food on her plate and said, "I can't eat all this – it's too much."
- 3 "Cheer up! You shouldn't feel sad on your birthday!"
- 4 The shop sells a variety of lobsters, crabs and mussels.
- 5 Is it possible to inherit a character feature such as addiction to chocolate?
- 6 To be honest, I'm not very keen on strawberries.
- 7 "Those pancakes with maple syrup look really delicious!"
- 8 Supermarkets often throw away food that is past the sell-by date.
- 9 This dessert only has 50 calories per serving.
- 10 Some people think snails are horrible – but I think they taste just like chicken!

**5 Look at the sentences.**

This is the kind of food that appeals to everyone.  
 The waiter confessed to stealing the money.

**Now complete the sentences with the correct form of the verbs in the box.**

admit	appeal	apply	confess	react	refer
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- 1 Jonathan \_\_\_\_\_ to eating a whole box of chocolates.
- 2 The restaurant \_\_\_\_\_ to the bad review by sending an angry letter to the food critic.
- 3 The word "foodie" \_\_\_\_\_ to a person who is very interested in food.
- 4 Puddings \_\_\_\_\_ to people who have a sweet tooth.
- 5 My sister \_\_\_\_\_ to the local college to do a catering course.
- 6 Some children \_\_\_\_\_ to stealing some sweets from the shop.

Some verbs, such as *appeal* and *confess*, are followed by *to* + noun, or *to* + *V-ing*.

**6 Complete the table with the correct form of the words.**

Verb	Noun	Adjective
taste	_____	_____
popularize	_____	popular
_____	_____ / solid	solid
_____	_____ / _____	manufactured
liquidize	liquid	_____
affect	_____	_____
_____	product / _____	_____
value	_____	_____
tend	_____	/
vary	_____	_____ / _____
_____	_____	condensed
/	_____ / _____	nutritious
serve	_____ / _____	/

**7 Complete the sentences with the correct form of the words in Activity 6.**

- 1 It's well-known today that good \_\_\_\_\_ is essential to health.
- 2 I'm hungry, so I'd like to order a large \_\_\_\_\_ of potatoes.
- 3 I don't like the \_\_\_\_\_ of this meat. Are you sure it's all right to eat?
- 4 Chefs have a(n) \_\_\_\_\_ to get angry easily.
- 5 Why should we be surprised by the \_\_\_\_\_ of Far Eastern cuisine? It's delicious.
- 6 Mars USA is one of the biggest chocolate \_\_\_\_\_ in the world.
- 7 Supermarkets don't like much \_\_\_\_\_ in the size of their fruit and vegetables.
- 8 It was so cold that the milk had \_\_\_\_\_.
- 9 The \_\_\_\_\_ of the meal was to make everyone very sleepy.
- 10 A new variety of wheat has already been put into \_\_\_\_\_.

**8 Complete the paragraph with the correct words in the box. Two words are not to be used.**

develop	emotions	enormous	home	implement
inherited	process	property	release	taste
				tooth

Discussions about food can evoke some powerful (1) \_\_\_\_\_. Some people love to try new food and quickly develop a(n) (2) \_\_\_\_\_ for exotic spices or unusual ingredients. Others prefer (3) \_\_\_\_\_ cooking! Foreign travel is something that often speeds up the (4) \_\_\_\_\_ of learning to enjoy food from other cultures. In my case, I have (5) \_\_\_\_\_ my father's love of

cooking and have collected a(n) (6) \_\_\_\_\_ number of recipes from around the world. I once visited a friend's family in France. Her mother baked the most delicious chocolate cake I have ever tasted. As I have a sweet (7) \_\_\_\_\_, I naturally begged her for the recipe. She insisted that the recipe was her family's intellectual (8) \_\_\_\_\_ and refused to give it to me. Since then I have tried my best to (9) \_\_\_\_\_ my own recipe but I haven't been successful.

Defining relative clauses tell you which person, thing or place the speaker means. Defining relative clauses do not have commas, whereas non-defining clauses always have them. *Which had prawns and tomatoes in it* is an example of the defining relative clause.

**9 Look at the sentence.**

We ate a rice dish which had prawns and tomatoes in it.

**Now rewrite the sentences using *which, who* or *where*. Add commas where necessary.**

1 We complained about the meal to the waiter. He told the manager of the restaurant.

\_\_\_\_\_

2 If you want to eat good Chinese food in London, go to Soho. There are a lot of excellent Chinese restaurants in Soho.

\_\_\_\_\_

\_\_\_\_\_

3 I'll take you to a street. You can get delicious street food there.

\_\_\_\_\_

4 I wasn't hungry, so I gave my fish and chips to a woman. She was begging in the street.

\_\_\_\_\_

\_\_\_\_\_

5 Chaat is found everywhere in India. It is a spicy mix of vegetables and various other ingredients.

\_\_\_\_\_

\_\_\_\_\_

6 Our friends made us eat a local dish. It tasted absolutely awful.

\_\_\_\_\_

**10 Rewrite the sentences using *which, who* or *where*. Add commas where necessary and omit *which* where possible.**

1 The street seller had sold a lot of satay. He had been working all day.

\_\_\_\_\_

2 The fruit is often flown thousands of miles. The fruit is sold by supermarkets.

\_\_\_\_\_



3 The doctor told the patient to take vitamin C. Vitamin C is thought to be safe to take.

---

4 My brother says he has one of the nicest jobs imaginable. He reviews restaurants for a living.

---

5 The family took their friends to Borough Market. You can get a good lunch there just by tasting the food on the stalls.

---

6 These cows will one day be meat on your plate. They are happily chewing grass in fields.

---

7 Last night I met a vegetarian. He had never eaten meat in his life.

---

8 The oysters made me feel quite ill. They tasted of the sea.

---

9 Those street vendors are selling food. The food is from the Middle East.

---

10 This is the region. They make some of the best wines in the world here.

---

## Reading

**1** Choose the best summary of the passage *The first oyster*. To help you do this, please:

- read the passage and write down the main ideas in four or five sentences;
- read the passage again and underline the important information that supports the main ideas, for example, the boy's request for fish and chips;
- read each summary. Check that:
  - the main ideas are there
  - the information is correct
  - there are no small, unimportant details

- 1 My father told me how delicious oysters were and tried to prove it by eating an oyster in front of me. He told me they tasted just like the Atlantic Ocean. We were in a restaurant by the sea and my father had already eaten an enormous portion of seafood, including crabs and lobsters. My father very much wanted me to eat an oyster but all I wanted to eat was fish and chips. He tried to persuade me by promising that afterwards I could eat prawns with bread and butter. Eventually I did as I was told, and holding the oyster between a finger and thumb, I ate it. My father was delighted but I never ate oysters again.
- 2 My father waved an oyster in front of my nose and tried to persuade me to eat it but I refused because I thought it looked rather nasty. My mother was at home and my father had taken me to a restaurant in a seaside resort to eat my first oyster. In his opinion it was an important event. The skies were grey and there was a strong wind. I felt despair and asked for some fish and chips and my father said I could have some later. He ate a large amount of seafood while I looked at my empty plate and thought of my mother's home cooking. Finally my father picked up the oyster again and I knew I had to eat it. I did. I hated the taste of it and never ate oysters again.
- 3 My father offered me an oyster but I refused to eat it because I thought it looked rather nasty. I was ten years old and we were in a restaurant at a seaside resort. My father had taken me to lunch to eat my first oyster, which was an important event for him. The weather was gloomy and I felt gloomy too, knowing I had to eat the oyster. I asked for some fish and chips but my father refused and said I could perhaps eat some prawns with bread and butter. He ate a large amount of seafood and I felt full of despair and cried a little. But my father insisted and finally I ate it. My father was delighted but I never ate oysters again.

**2 Arrange the sentences from the passage *Chocolate* in the order they appear.**

- 1
  - It was used in religious ceremonies and it was so highly valued that even taxes were paid in cocoa beans.
  - It is made from the beans of the cacao tree, *Theobroma cacao*, which means "food of the gods".
  - When Europeans brought it back from their voyages, they added a sweet flavour, and the drink soon became very popular as an expensive luxury.
  - The Aztecs used to crush the beans into a paste and add spices to make a stimulating and nourishing drink (or cocoa as it became known).
  - Chocolate, which must be one of the world's popular foods, first came to Europe in the 16th century from Central America.
- 2
  - Most of them would agree they have a "sweet tooth".
  - But what accounts for its amazing popularity or even the properties that have made millions of people confess to being chocaholics?
  - This genetic trait makes us prefer to eat things with a sweet taste.
  - As we know, most people enjoy chocolate.

- Scientists know that it can be inherited from our parents and this has been proved in laboratory experiments with mice.
- If a parent likes chocolate, so does the child.
- Around 40 per cent of women and 15 per cent of men admit to having a very strong feeling of wanting chocolate, especially in the late afternoon and evening.

Now look at the passage and check your answers.

### 3 Read the passage.

## Foodie nation?

It wasn't so long ago that Britain was as famous for its bad food as it was for its bad weather, its visitors resigned to soggy vegetables and tasteless meals. But in the last two decades a mysterious change has come about: Britain has become a nation of "foodies", a term coined in the 1980s to mean someone who has a special interest in and knowledge of food.

What is the evidence for this? Consider the following. Regional food festivals and farmers' markets have sprung up in towns all over Britain, while the top supermarkets have turned into delicatessens offering shelf after shelf of speciality food. Restaurants in Britain, once considered dreadful, are now the envy of Europe (although this is mostly only true in London). Due to successive waves of immigration, every British town boasts at least one good Indian and Chinese restaurant, while in the big cities it is possible to eat Thai cuisine, Turkish, Iraqi, Mexican, Malaysian ... – the list goes on and on. Restaurants require customers, and the British appetite for eating out is greater than ever before. Further evidence is shown by the nation's obsession with TV cookery programmes, which are watched by millions each week.

But though these facts are undeniable, a look at market research throws up some fascinating contradictions in this image of Britain as a foodie nation. For example, what is to be made of the fact that between 1994 and 2004 the demand for ready-made meals grew by 70 per cent, or that we now eat more than £900 million worth of them every year?

Add to this the fact that 90 per cent of British homes own a microwave, used most often to heat pre-prepared meals. The suspicion arises: Could it be that the British don't actually cook that much? Whisper it, the answer is "Yes".

Now complete each sentence with no more than three words.

- 1 British food used to be as \_\_\_\_\_ for being bad as its weather.
- 2 The British are now a people who \_\_\_\_\_ food.
- 3 There is a lot of \_\_\_\_\_ that shows the British have become foodies.

- 4 Foods from many different regions are sold in \_\_\_\_\_.
- 5 Europeans recognize that British restaurants are now \_\_\_\_\_.
- 6 Because so many \_\_\_\_\_ have made their home in Britain, there are restaurants of almost every nationality.
- 7 Many British people watch \_\_\_\_\_ on TV.
- 8 An interesting fact is that the British are eating more and more \_\_\_\_\_, and that many of them have \_\_\_\_\_.
- 9 These facts suggest that the British don't actually \_\_\_\_\_.

**4 Answer the questions about the words and expressions.**

- 1 If you *resign yourself* to something unpleasant, do you (a) accept it, or (b) try very hard to avoid it?
- 2 Is *evidence* (a) the truth, or (b) facts that help to show something is true?
- 3 Is *speciality food* (a) food for a special occasion, or (b) food from a particular region?
- 4 Does *the envy of Europeans* mean (a) something that is admired by Europeans, or (b) something that is disliked by Europeans?
- 5 Does *immigration* mean (a) coming to another country to live there permanently, or (b) visiting another country?
- 6 When you *eat out*, do you (a) eat in a restaurant, or (b) eat outside?
- 7 If you have an *obsession with something*, do you (a) think about it all the time, or (b) take an interest in it sometimes?
- 8 If something is *undeniable*, is it (a) probably true, or (b) definitely true?
- 9 Does *contradiction* refer to (a) a difference between two facts, so that one cannot be true, or (b) facts that make us want to find out more?
- 10 Is a *microwave* a type of oven that cooks food very quickly (a) by passing electricity through it, or (b) by heat?

**5 Read the passage.**

## *Super Size Me*

Fast food – what does the phrase conjure up for you? Juicy hamburgers, crispy French fries? Most probably, but it may also create images of obese people stuffing themselves with fat and sugar. The latter effect may well be because you have seen *Super Size Me*, the Oscar-nominated 2004 documentary about the fast-food industry, a film in which American filmmaker Morgan Spurlock eats nothing but food from McDonald's, the multinational fast-food chain, for 30 days.

Spurlock's immediate motivation for the film was a lawsuit against McDonald's by two American girls who claimed that they had become obese as a result of eating McDonald's

food. They lost their case, but Spurlock, a fit, slim 32 year old, set out to prove they were right. The start of the film shows him being examined by three doctors, who give him a clean bill of health. Spurlock then embarks on a 30-day diet, in which he eats nothing but McDonald's food three times a day and accepts a "Super-Size" portion whenever it is offered to him. The results of the diet prove astonishing. By the end of the 30 days Spurlock is depressed and lethargic, has gained 11.1 kilos and has liver damage. It takes him 14 months to lose the weight he has gained.

In the film, as well as following Spurlock's progress, we learn a lot about the nation's health, for example, that 37 per cent of American children are overweight and that two out of every three American adults are obese. Spurlock interviews people ranging from school dinner ladies to food corporation lawyers. The picture that emerges is that of a fast-food industry that cares far more about profits than the nation's health. Spurlock himself remains good-humoured and amusing throughout the film, but the message is clear – too much fast food can damage your health!

Now choose the best way to complete the sentences.

- 1 *Super Size Me* is a documentary about \_\_\_\_\_.
  - (a) overweight people eating too much fat and sugar
  - (b) McDonald's, the multinational fast-food chain
  - (c) a man who only eats McDonald's food for a month
  - (d) the effect of hamburgers and French fries on Morgan Spurlock
- 2 Spurlock wanted to show that \_\_\_\_\_.
  - (a) McDonald's food could make you fat
  - (b) it was right that the two American girls did not win their lawsuit
  - (c) he was fit and slim because he did not eat McDonald's food
  - (d) the two girls had eaten too much McDonald's food
- 3 The results of Spurlock's 30-day diet are astonishing because \_\_\_\_\_.
  - (a) he eats nothing but McDonald's food three times a day
  - (b) he puts on a lot of weight and becomes depressed and unhealthy
  - (c) it takes him a long time to lose the weight he has put on
  - (d) he eats an enormous amount of food
- 4 In the film, \_\_\_\_\_.
  - (a) Spurlock interviews many different kinds of people
  - (b) we are given a lot of information about different kinds of food
  - (c) we are told that Americans eat too much fast food
  - (d) most of the information is about Spurlock
- 5 Spurlock \_\_\_\_\_.
  - (a) is amusing until he discovers the truth about the fast-food industry
  - (b) is amused by the fact that the fast-food industry only cares about money
  - (c) shows us that too much fast food can damage our health
  - (d) proves that profit is more important than health

**6 Match the words in the box with their definitions.**

documentary	good-humoured	lawsuit	lethargic
motivation	multinational	obese	profit
		prove	

- 1 too fat, in a way that is dangerous for your health
- 2 a film or television programme that deals with real people or events
- 3 a reason for doing something
- 4 having offices, shops or factories in several countries
- 5 a case that a court of law is asked to decide
- 6 to show that something is true
- 7 lacking energy and not wanting to do anything
- 8 friendly, happy, and not easily annoyed or upset
- 9 money that you make by selling something

## Integrated skills training

**1 Complete the paragraph with the correct words. Use only one word in each blank. Sometimes more than one answer is possible.**

The expression "You are what you eat" is a well-known one, meaning that you need to eat good food in order to be (1) \_\_\_\_\_. The phrase can be traced back to a French writer, Anthelme Brillat-Savarin, (2) \_\_\_\_\_, in 1826, wrote, "Tell me what you eat and I will tell you what you are." Thirty-seven years later, in 1863, the German writer Ludwig Feuerbach wrote, "Man is (3) \_\_\_\_\_ he eats." The phrase was echoed in 1942, (4) \_\_\_\_\_ the nutritionist Victor Lindlahr published a highly influential book called *You Are What You Eat: How to Win and Keep Health with Diet*. Since then, an enormous (5) \_\_\_\_\_ of research has been done on the nutritional elements that different foods contain and their (6) \_\_\_\_\_ on our health. Scientists are stressing more and more the importance of eating at least five (7) \_\_\_\_\_ a day of fresh fruit and vegetables in order to reduce the risk of serious (8) \_\_\_\_\_. They are discovering fascinating facts, for example, that chocolate helps (9) \_\_\_\_\_ endorphins, hormones that make us feel (10) \_\_\_\_\_, something that explains the "chocaholic" phenomenon. The good news is that science is only at the very beginning of its journey of discovery about the (11) \_\_\_\_\_ constituents of food. There is so much more to learn and we can be certain that this knowledge will be enormously (12) \_\_\_\_\_.

**2 Rewrite the sentences using the words and expressions in brackets. You may need to make other changes.**

- 1 My father ate the mountain of seafood. I stared despairingly at my plate. I thought about my mother's home baking. (while)

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2 My father picked up the oyster again. I knew it was all over. I had no choice but to eat the creature. (when)

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3 He told me to suck it into my mouth. I did this. (which)

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4 He told me to hold the oyster in my mouth. He told me to swallow it. (then)

---

5 The taste was awful. But I did as I was told. (despite the fact that)

---

6 He watched me. I swallowed the oyster. It tasted unlike anything I had ever eaten. (when; which)

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7 My father knew he had won. He was much kinder to me. This made me feel a lot better. (once; which)

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**3 Complete the paragraph with the correct form of the words and expressions in the box.**

as we know	but	for example	in fact
on the other hand	so	while	

(1) \_\_\_\_\_, carbohydrates (碳水化合物) provide the body with energy.  
(2) \_\_\_\_\_ what is less well-known is that carbohydrates can release energy slowly or more quickly, depending on the type of carbohydrate.  
(3) \_\_\_\_\_ foods containing sugar release energy very fast, in other carbohydrate foods, energy is released over quite a long period of time.  
(4) \_\_\_\_\_, if you eat carbohydrates such as brown rice, pasta and lentils, you will not need to eat again for many hours. (5) \_\_\_\_\_, if you eat a whole packet of sweets, you can be certain that you will want something else to eat in two or three hours. (6) \_\_\_\_\_ the effect of eating pure sugar on its own is that several hours later your energy levels are even lower than before you ate the sugar. (7) \_\_\_\_\_ the message is clear – eat slow-burning carbohydrates such as rice and pasta. And if you have to eat sugary foods, don't eat too much!

**4 Translate the sentences into Chinese.**

1 But in the last two decades a mysterious change has come about: Britain has become a nation of "foodies", a term coined in the 1980s to mean someone who has a special interest in and knowledge of food.

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2 But though these facts are undeniable, a look at market research throws up some fascinating contradictions in this image of Britain as a foodie nation.

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3 For example, what is to be made of the fact that between 1994 and 2004 the demand for ready-made meals grew by 70 per cent, or that we now eat more than £900 million worth of them every year?

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---

4 Spurlock then embarks on a 30-day diet, in which he eats nothing but McDonald's food three times a day and accepts a "Super-Size" portion whenever it is offered to him.

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5 The picture that emerges is that of a fast-food industry that cares far more about profits than the nation's health.

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**5 Translate the sentences into English.**

1 这个太阳能电池释放出的能量能为你的房子连续供暖 24 小时。(release)

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2 见教授正忙着收论文，她悄悄地溜进教室，坐在玛丽旁边。(slide; take a seat)

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3 他们跑进了一个死胡同，知道这下全完了。他们肯定逃不过警察的追击了。(dead end; over; escape)

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4 这种葡萄酒要贵一些，因为它是有有机葡萄酿成的。(be made from; organic)

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5 我喜欢这个戒指，但对我来说它是个昂贵的奢侈品。(luxury)

**6 Translate the passage into Chinese.**

A full breakfast is a breakfast meal usually consisting of bacon, sausages and eggs, often served with a variety of side dishes and a beverage such as coffee or tea. It is regarded as a staple (主食) of traditional UK and Irish cuisine.

A traditional full English breakfast includes bacon, poached or fried eggs, fried or grilled (烤的) tomatoes, fried mushrooms, fried bread or toast with



butter, sausages and baked beans, usually served with a mug of tea. As nearly everything is fried in this meal, it is commonly called a "fry-up". It is different from the European continental breakfast, which consists of tea, milk or coffee and fruit juices with bread or pastries. Many British and Irish cafés and pubs serve the meal at any time as an "all-day breakfast". When an English breakfast is ordered with everything available it is often referred to as a Full English, or a Full Monty (一应俱全的早餐).

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**7 Translate the passage into English.**

由于气候、物产、地理、历史、烹饪技巧和生活习惯等方面的不同，中国菜在过去的几千年中形成了各具特色的不同菜系。中国最具影响力的八大菜系分别是：粤菜、鲁菜、苏菜、川菜、闽菜、徽菜、浙菜、湘菜。川菜和湘菜偏重辛辣，口味较重。闽菜、粤菜口味较清淡，偏爱海鲜。苏菜偏甜。但是不管是哪个菜系的菜，只有色、香、味俱全的菜才是好菜。

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