

1 Yourself and others

LISTENING

Part 1 **L** Page 94



- Look at the photos. What are the people doing? How much time each day do you spend: a) studying or working, b) travelling, and c) relaxing?
- Look at question 1 in the exam task. Answer these questions.
 - How many speakers will you hear? Are they female or male? What is the situation?
 - Part 1 questions may focus, for instance, on opinion, purpose or place. What is the focus of *Where is he?*
- Read the recording script for question 1. Which is the correct answer (A, B or C)? Why? Why are the other two wrong?

I'm standing here in Church Avenue with about thirty other media people, but by the look of the place there isn't anybody in. Nobody's quite sure if he'll be back later this afternoon – or whether he's spending the weekend away, perhaps at a luxury hotel in the city centre. What does seem clear, though, is that he's unlikely to play in Sunday's big match – otherwise these TV crews would be waiting at the gates of the club's training ground to film him, not here.

- 1.02** Work in pairs. For each of questions 2–8, ask and answer the questions in Exercise 2. Then listen and do the exam task.

Quick steps to Listening Part 1

- Don't choose an answer until you've heard the whole extract.
- You can always change your mind about an answer while you're listening or when you listen again.

Exam task

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear a reporter talking on the radio. Where is he?
 - outside a training ground
 - outside an expensive hotel
 - outside somebody's house
- You hear a woman talking about travelling to work every day. How does she feel about the daily train journey?
 - It is often quite tiring.
 - It is a good opportunity to talk to people.
 - It is a relaxing way to begin the day.
- You overhear a woman talking on the phone. Why is she calling?
 - to apologise for a mistake
 - to refuse to do something
 - to deny she did something
- You hear a man talking about reading books. Why does he enjoy reading at home?
 - It helps him pass the time.
 - It enables him to spend time alone.
 - It makes a change from his job.
- You overhear a conversation in a holiday resort. Who is the woman?
 - a waitress
 - a tourist
 - a café owner
- You hear a man talking about staying healthy. What is he doing to improve his fitness?
 - eating less food
 - going to the gym
 - walking to work
- You hear a woman talking about her home. Where does she live?
 - in a city-centre flat
 - in a house in the suburbs
 - in a country cottage
- You overhear two people talking about finding something. How does the woman feel?
 - grateful
 - relieved
 - concerned

- Have you chosen an answer for every question? Even if you're not sure, you could be right.



GRAMMAR

Review of present tenses Page 103

- 1 Match extracts a–g from the recording in Listening with rules 1–7.

- a *I'm standing* here in Church Avenue.
 b I *live* a long way out in the suburbs.
 c Whenever I can, I *go* into the study.
 d The traffic into town *is getting* worse all the time.
 e Somebody is always *pushing*.
 f A south-facing room *gets* lots of sunshine.
 g This month *I'm working* particularly hard.

We use the present simple to talk about:


- 1 a routine or habit
- 2 a permanent situation
- 3 something which is always true

We use the present continuous to talk about:

- 4 something happening right now
- 5 a temporary situation
- 6 a situation that is changing or developing
- 7 something irritating or surprising, using *always*

Note: verbs which describe states, e.g. *think, own, have, understand*, are normally used in simple tenses, but some can be continuous when they describe something we do, e.g. *I'm thinking of buying a bike*.

See Grammar reference page 103: stative verbs.

- 2  Correct the mistakes in these sentences written by exam candidates.

- 1 I suppose that you are understanding my situation.
- 2 This evening, people are playing music and have fun.
- 3 I know that you are liking your job, but in my opinion you are working too hard.
- 4 I wait for your answer to my letter.
- 5 Nowadays, I'm preferring to go to work by bicycle.
- 6 In summer it's nice to go on a boat and having dinner on the lake.
- 7 'Sara, can you hear me? I stand on your left, by the bridge.'

- 3 Complete the sentences with the correct form of the verbs in brackets.

- 1 Katie's in, but she (write) an email to someone at the moment.
- 2 Scientists believe that sea levels (rise) because of global warming.
- 3 My brother Oliver (quite often / go) mountain biking on Sundays.
- 4 My neighbours (always / shout) early in the morning. It's really annoying.
- 5 That notebook on the table (belong) to me.
- 6 I (stay) with my friends this week while my family are away.
- 7 In every continent on Earth, the sun (set) in the west.
- 8 Listen! Ellie (have) an argument with her boyfriend.

Present simple in time clauses Page 103

- 4 Look at these extracts from the recording in Listening. Do all the verbs refer to the future? What tense do we use after time expressions like *when*?

I'll move back into my place when they finish repainting it on Friday. Next time I want things like that, I'll buy them online instead.

- 5 Choose the correct option.

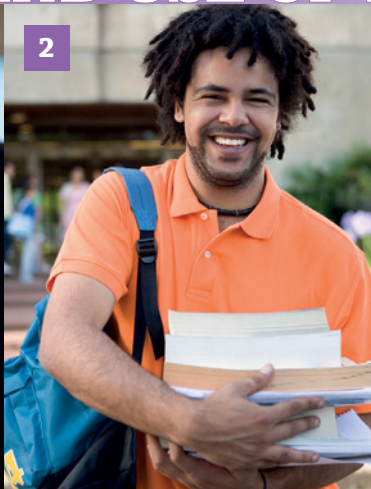
- 1 I *get* / 'll *get* some more milk when I *go* / 'll *go* shopping tomorrow.
- 2 I *wait* / 'll *wait* here until you *come* / 'll *come* back later on.
- 3 As soon as the film *ends* / *will end* tonight, I *catch* / 'll *catch* the bus home.
- 4 I *don't* / *won't* move house before I *start* / 'll *start* my new job next month.
- 5 By the time you *arrive* / 'll *arrive* at 8.30, I *am* / 'll *be* ready to go out.
- 6 I *talk* / 'll *talk* to my flatmates tonight once I *get* / 'll *get* home.

- 6 Complete the sentences about yourself. Then tell your partner.

- 1 I'll have a meal as soon as ...
- 2 I'll spend less money the next time ...
- 3 I'm going to buy a house when ...
- 4 I don't think I'll have children before ...
- 5 I won't stop studying English until ...
- 6 I think I'll watch TV after ...



READING AND USE OF ENGLISH



Part 7

1 Look at photos 1–4. What do you think a typical day is like for each person? Think about:

- when they do things like having meals
- where they go and how they travel
- who they see
- what they do to relax
- how they feel at various times of the day

2 Look at the exam task. Answer these questions.

- 1 How many people are there?
- 2 Is it one text in sections, or is it several short texts?
- 3 What's the topic?
- 4 What must you find? (e.g. *Which place ... ?*)
- 5 How many questions are there?
- 6 Can you use letters A, B, C and D several times each?

3 Look quickly at the text and match parts A–D with photos 1–4. Which person starts working earliest? Who finishes latest?

4 Look at this Part 7 example question and the underlined words in the text. There are references to this in parts A, B and D. Why is B right? Why are A and D wrong?

Example:

Which person never has breakfast? **B**

Quick steps to Reading and Use of English Part 7

- Look at the instructions, title and layout, then read quickly through the questions.
- Remember that the information you need may not be in the same order as the questions.
- Be careful with words that only seem to say the same as a particular question, but in fact mean something quite different.

5 Do the exam task. Underline the words or sentences that tell you the right answers.

Exam task

You are going to read an article about four people's daily lives. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person

- sometimes sleeps in the early afternoon? **1**
- thinks they ought to do more frequent exercise? **2**
- says they have their best ideas late in their working day? **3**
- has to hurry to catch the train to work? **4**
- does not always get up at the same time every day? **5**
- dislikes working later than they should do? **6**
- believes exercise helps them prepare for the day ahead? **7**
- is now more relaxed at work? **8**
- chooses not to follow local tradition? **9**
- enjoys answering questions from customers? **10**

Different lives

A University student **Jake Harris** is in his first year. 'Assuming I don't oversleep, which can happen, I'm out of bed by 7.45. If there's time, I have some tea and toast, then set off. I used to aim for the 8.25 train, but I kept missing it so nowadays I do the uphill walk into town, which wakes me up and enables me to plan what I'm going to do in the morning and afternoon. From nine till one it's lessons and a group activity, with a quick break at eleven to grab something to keep me going till lunch. The afternoon is similar to the morning, really. After that I sometimes head for the gym, but not as often as I should. Once I get home I work for a few hours and later – if I'm not feeling too exhausted – I go out with friends. I've met some fascinating people here!

B For Assistant Sales Manager **Julia Anderson**, each day begins at 6.30 a.m. with a quick shower, a few minutes to get ready, and then a dash to the station to catch the 7.15 into Manhattan. By eight o'clock she's at her workstation. 'I need to be there then, before the salespeople start arriving. I spend the rest of the morning in meetings and dealing with client queries, which for me is one of the most interesting, challenging and worthwhile aspects of the job. Then it's out for a quick lunch – my first meal of the day – and back to work at 1 p.m., followed by more of the same up to 5 p.m. That's how things are here: you have to keep to a tight schedule. At first I found working here pretty stressful, but I'm used to it now and it doesn't bother me.'

C Website Designer **Oliver McShane** works at home and, unsurprisingly, is a late riser: 'rolling out of bed,' as he puts it, 'at 9 a.m.' Switching on his laptop, his first task is to answer any early-morning emails, and then he carries on from where he left off the previous evening. 'If I have a creative peak,' he says, 'that's when it is, and it takes me a while to get going again the next day. Whenever I've stayed up working very late, I make up for it by having a 20-minute lie-down after lunch. Then, when I wake up, I feel refreshed and ready for another long working session. Occasionally I pack my laptop and sit in a café for a while, although I can get distracted from work if I run into someone I know.'

D **Anita Ramos** is a Tourist Guide who works mornings and evenings. 'It's just too hot to walk around the city in the afternoon,' she says, 'so I spend it at home. It's the custom here to have a sleep after lunch, but I haven't got time for that. In any case, I'm not tired then because I don't get up particularly early. When I do, I usually skip breakfast, though sometimes I have cereal or something. Then it's off to the office before heading downtown to wherever I'm meeting the first group. I take four or five groups out before lunch and I'm supposed to finish around 2 p.m., though there always seems to be someone in the last group who asks lots of questions, which can be a bit irritating if I end up doing unpaid overtime. It also means I risk missing the 2.15 train home.'

Exam tip >

When you have finished, make sure you have answered all ten questions.

Adjectives ending in *-ed* and *-ing*

- 6 Find these words in the text and complete the rules with *-ed* and *-ing*.

exhausted, fascinating (A) interesting, challenging (B)
 refreshed, distracted (C) tired, irritating (D)

- We use adjectives with to describe how somebody feels about something.
- We use adjectives with to describe the thing or person which causes the feeling.

- 7 Complete these sentences with *-ing* and *-ed* adjectives formed from the verbs in brackets. Then answer the questions about yourself.

- At what time of day do you feel most (relax)?
- What's the most (amuse) film you've ever seen?
- When do you sometimes feel a little (worry)?
- What's the most (depress) news item you've heard recently?
- When do you feel most (motivate) to study?
- Are you (terrify) of anything, such as spiders or heights?
- What's the most (astonish) story you've ever heard?
- What's the most (puzzle) thing about the English language?

- 8 Compare a typical day in your life with those of the four people in the text. What are the different times in your day like, and how do you feel? Use words from Exercises 6 and 7.

1 SPEAKING

Part 1 S Page 97

1 In Part 1, the examiner may ask you questions like these. What are they about? Which verb tense would you mainly use to reply?

- 1 Where are you from?
- 2 What do you like about living there?
- 3 Tell me a little about your family.
- 4 Which time of the year is your favourite? Why?
- 5 What do you enjoy doing when you are on holiday?
- 6 What do you use the Internet for?

2 In pairs, read this example conversation from Part 1. What is wrong with Nico's and Lena's replies (1–6)? Correct two mistakes. Then study the *Quick steps* for ways of improving the other four replies.

Examiner: Is your routine at weekends different from your daily routine in the week?

Nico: (1) Yes.

Examiner: In what ways?

Nico: (2) I am staying in bed later, of course. I go out with friends after lunch.

Examiner: And what about your routine at weekends, Lena? Is it different from your daily routine?

Lena: (3) Not really. I have to get up at about the same time.

Examiner: Why?

Lena: (4) Well, I have a job in a shop and I'm going to work early. It's a long way from my house. And I arrive home late every day.

Examiner: Now tell me, Nico. How often do you read newspapers or magazines?

Nico: (5) Repeat.

Examiner: How often do you read newspapers?

Nico: (6) Not often. I don't like them much.

Quick steps to Speaking Part 1

- Be friendly to the examiners and to the other candidate.
- Don't just reply *yes*, *no* or *I don't know*. Give reasons (*because ...*, *so ...*) or examples (*such as ...*, *like ...*).
- You can politely ask the examiner to repeat a question.
Ask: *Pardon? Could you say that again, please? Sorry?*

3 Lena says *I arrive home late every day*. Look at these expressions and answer the questions.

every hour or so from time to time most weekends
 five times a week hardly ever now and then

- 1 Where do frequency expressions like *every day* go in the sentence?
- 2 Which one means 'almost never'?
- 3 Which two mean 'occasionally'?

Exam tip >

Use as wide a range of grammar and vocabulary as you can.

- 4 Work with a different partner. Ask and answer the examiner's questions in Exercises 1 and 2.
- 5 How well did you answer the Part 1 questions? How good were your partner's answers? Tell each other what you think.

Character adjectives

- 6 Find out what kind of person your partner is by asking them questions 1–12. Give examples, using expressions like *now and then* and *nearly always* in your replies.

▶ ? WHAT ARE YOU LIKE?

- 1 Do you think about what other people need or want?
- 2 Do you usually expect good things to happen?
- 3 Do you behave in a way that is silly and not adult?
- 4 Do you like telling other people what to do?
- 5 Are you good at dealing with problems?
- 6 Do you get annoyed if things happen too slowly?
- 7 Do you want to be very successful in life?
- 8 Are you easily upset and do you know when others are upset?
- 9 Do you find it easy to make up your mind quickly?
- 10 Do you do things that nobody expects?
- 11 Are you sensible and fair with other people?
- 12 Do you find it difficult to plan things well?

- 7 Match the adjectives with questions 1–12. Do you think they describe your character correctly? Then use some of these adjectives to say what you think each person in the pictures might be like.

ambitious bossy childish decisive disorganised
 impatient optimistic practical reasonable sensitive
 thoughtful unpredictable





READING AND USE OF ENGLISH

Forming adjectives

- 1 Underline these prefixes and suffixes in the words in Speaking Exercise 7. One word has both a prefix and a suffix

-able -al dis- -ful -ic im- -ish
 -itive -ive -ous un- -y

- 2 Form character adjectives from these words with the prefixes and suffixes in Exercise 1. Be careful with spelling changes.

adventure aggression anxiety artist
 caution cheek compete emotion
 energy enthusiasm fool greed help
 honest pessimist polite popular rely
 respect sympathy

Part 3

- 3 Correct the mistakes in these sentences written by exam candidates.

- You were a charming host, as always.
- Joey can be quite rude and unpolite.
- I think that going to work or to school by bike is very healthful.
- We really enjoyed the festival in spite of the disorganising programme.
- I'm helpful and sociality, so I'd like a job working with people.
- Sometimes shopping can be a stressing experience.

- 4 Complete the sentences with the correct form of the words in brackets. In each case add a prefix and/or a suffix.

- Amelia thinks she'll win, and her family are quite (optimism), too.
- Question 9 in the quiz was quite (challenge), but I got it right.
- The team has lost every game, so their fans are feeling (depress).
- The staff disliked the boss and they were (sympathy) when he lost his job.
- It was a hot day, but Chloe felt (refresh) after having a cool shower.
- People seem (enthusiasm) about the TV show. Few are watching it.

- 5 Look at the exam task. Answer these questions.

- How many gaps are there in the text?
- What do you have to put in each of them?
- Does this task mainly test grammar or vocabulary?

Quick steps to Reading and Use of English Part 3

- Read the text quickly to find out its purpose and main points.
- Look at each word in capitals, then the words next to the gap. Do you need a noun, an adjective, or another part of speech?
- Does the word in capitals need more than one change?

- 6 Quickly read the text, ignoring the gaps for now. What is the purpose of the text? What is each paragraph about?

- 7 Look at the example (0). Answer the questions. Then do the exam task.

- What kind of word probably goes between *the* and *thing*?
- Does it describe how someone feels, or what causes a feeling?
- What suffix do we use for this?
- If this suffix begins with a vowel, how does *fascinate* change?

Exam task

For questions 1–8, 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).

Example: 0 FASCINATING

Same family, different people

The three children grew up in the same home, but for friends of the family the (0) thing is that now, as young adults, they all have very different (1)

FASCINATE
PERSONAL

Grace, 23, always has to be busy. Ever since she was a young girl, she has been highly (2) to succeed, and now that she is working in a business environment she makes no secret of how (3) she is: her aim is to be Managing Director before she is 30.

MOTIVATE

AMBITION

Whereas Grace can sometimes appear rather (4), even cold, her 21-year-old sister Evie can be quite

EMOTION

(5) to what others say, particularly if their comments are unfair. But she is always kind to her friends, and (6) whenever anyone wants to talk about their problems.

SENSE

SYMPATHY

Daniel, just 19, is the (7) one. He's mad about sports like rock climbing, snowboarding and motorcycling.

ADVENTURE

He takes too many risks and he gives his family some (8) moments, but somehow he always manages to get home safely.

ANXIETY

1

WRITING

Part 2 informal letter  Page 90

1 Look at the exam task and answer these questions.

- 1 Who has written to you?
- 2 What does this person want you to do?
- 3 What style is the extract from the letter written in? Find examples of the following:
 - a contracted forms, e.g. *I'm*
 - b short, common words, e.g. *got*
 - c simple linking words, e.g. *because*
 - d informal punctuation, e.g. dash (-)
 - e friendly expressions, e.g. *tell me*

Exam task

This is part of an email from an English friend, Alex.

I'm lucky because I've got really good friends – especially those I've known since I was a kid. I don't know what I'd do without them! So tell me, how important are friends to you? Who's your best friend and what do you like about him or her?

Looking forward to hearing from you soon.

Write your **email** to Alex in **140–190** words. Do not write any addresses.

Quick steps to writing a Part 2 informal letter

- Look at the task, including any text, and decide who you are writing to, why, and which points to include.
- Note down ideas and decide how many main paragraphs you will need. Then put your ideas under paragraph headings.
- Begin *Dear* (friend's first name) and thank them for their last message.
- Keep to your plan and use informal language throughout.
- Close in a friendly way, asking them to write back. End *Lots of love*, *Best wishes*, etc.

2 Read the model letter and answer these questions.

- 1 Is Lydia's letter the right length?
- 2 Has she made any language mistakes?
- 3 How does she open and close her message?
- 4 What does she talk about in her introduction and conclusion?
- 5 Does she answer all of Alex's questions? In which main paragraphs?
- 6 What examples of informal language can you find?
- 7 What character adjectives does she use?
- 8 Which phrases of hers might be particularly useful when you write other letters?

Dear Alex,

Many thanks for your message. It was great to hear from you!

The first thing I want to say is that I completely agree with you about friends. I see some of mine almost every day and I really miss them when they're away.

My closest friend is Nicole, who's also a student, is the same age as me and lives just down the road. We've been best mates for many years and we tell each other everything, but I think we've got quite different personalities.

For instance, I can be a bit indecisive at times, but she's very practical and gets everything done quickly. She's not bossy, though. In fact she's really thoughtful. Whenever I get upset she's always sympathetic and then she finds a way to cheer me up – she's got a wonderful sense of humour!

I hope one day you can get to know her, and that I have the chance to meet your friends, too. Please tell me more about them in your next letter. Write soon!

Best wishes,

Lydia

3 Think about these questions and note down some ideas for your own letter to Alex.

- 1 What does friendship mean to you?
- 2 How often do you see your friends?
- 3 Who are you going to write about?
- 4 How long have you known each other?
- 5 Which character adjectives best describe your friend?

4 Make a plan for your letter. Put your best ideas from Exercise 3 under these headings: 1 *Friends in general*, 2 *Best friend: who*, 3 *Best friend: why*. Then add some details, such as the person's age or job. You could put the points under each heading into main paragraphs 1, 2 and 3.

Exam tip

Make sure you leave enough time at the end to check your letter for mistakes.

5 Write your letter. When you have finished, check it for the following:

- correct length
- all the content asked for in the instructions
- good organisation into paragraphs
- correct grammar, spelling and punctuation
- suitable style of language

1 REVISION

1 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- This summer, I (stay) at the seaside and I (work) in a local shop in the mornings.
- My friends (usually eat) at home, but this evening they (have) dinner in a restaurant.
- Hi, I (wait) to get onto the plane, but there (seem) to be a delay.
- The climate (change) all the time and the temperatures here (get) higher every year.
- Natalie (be) quite annoying. She (always complain) about something.
- My grandparents (own) a house in the village, though they (not live) there any more.
- This far north, it (get) dark very early at this time of year, so I (think) of spending the winter in Australia.

2 Add a prefix or suffix to these words and complete the sentences.

artist caution energy greed honest
 pessimism polite

- Martin always eats too much food. He's really
- It's to take things from a shop without paying for them.
- The quality of these drawings and paintings shows how Alexia is.
- If someone helps you, it's not to say 'thank you'.
- Paola is usually quite, but she doesn't feel like doing sports today.
- Jerry likes to take risks, but his brother Anton is a much more boy.
- I'm sorry to be so, but I just know we're going to lose this game.

3 Complete the sentences with the correct form of the words in brackets.

- Terry is quite (predict). You never know what he's going to do next.
- I thanked my friends for being so (sympathy) when I had to go into hospital.
- It's (reason) to expect people to do all your work for you.
- Going up that mountain is quite (challenge), even for an expert climber.
- It was (thought) of you to remember my mother's birthday.
- To succeed in business, you have to be (decision) and not keep changing your mind.

4 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.

In the morning I normally take the underground. At that time of day it's crowded, you have to stand, and it's certainly not a (1) way to travel. But the service is quick, frequent and (2), which makes it by far the most (3) way to get across the city in the rush hour.

Occasionally, though, I travel into town in a friend's car to go shopping and, quite honestly, I often find it an absolutely (4) experience. Every time we get onto the ring road, I'm (5) by the way people behave when they drive a car. Some are extremely (6), driving straight at you to make you get out of their way, while others are (7), trying to have races with other drivers all the time. They just seem (8) to me.

What I find most (9) about this is the fact that by the time they actually get to their offices, they're probably too (10) to do a proper day's work.

RELAX
 RELY
 PRACTICE

TERRIFY
 ASTONISH

AGGRESSION
 COMPETE

CHILD

PUZZLE

EXHAUST



See the CD-ROM for more practice.

2 Eating and meeting

READING AND USE OF ENGLISH



Part 6

1 Many people start cooking for themselves if they move away from their family home to study. Look at the pictures and discuss these questions with a partner.

- Which picture (A or B) probably shows a student's kitchen? Why? Which is more like the kitchen in your home?
- Do you often make your own meals? If so, what meals do you cook? What meals cooked by your family do you like most?
- Which of the objects in the pictures, e.g. pots and pans, oven, freezer, do you or your family use? How?

2 Look at the exam task instructions. Answer these questions.

- What kind of text do you have to read?
- What do you have to put in gaps 1–6?
- Do you have to use all of sentences A–G?

3 Quickly read the text, ignoring sentences A–G for now. Answer these questions.

- Why did Matthew change his cooking and eating habits?
- What was the result of this change?

4 Question 1 has been done as an example. Look at sentence C and the first two paragraphs of the main text. How do the underlined words link sentence C to gap 1? Why can't sentence C fit gap 2?

5 Do the exam task, underlining the words and phrases in sentences A–G and in the main text which are linked to each other in some way.

Quick steps to Reading and Use of English Part 6

- Study the instructions, read the main text for gist, then look quickly at sentences A–G.
- Study the words next to each gap, then look for similar or contrasting ideas in sentences A–G.
- Look for: vocabulary links; grammatical links, such as verb tenses; reference words, e.g. *these*; and linking expressions, e.g. *but*, *after*, *too*, *ones*, *so*.

6 Make sure you have chosen an answer to every question. There will be one letter you haven't used.

7 Find words and phrases in the text that mean the following.

- make food hot so that you can eat it (paragraph 1)
- eating small amounts of food (paragraph 2)
- food which is unhealthy but is quick and easy to eat (paragraph 2)
- not having your usual breakfast, lunch or dinner (paragraph 2)
- eating only a particular type of food (paragraph 2)
- healthy mixture of different types of food (paragraph 5)
- amounts of food for one person (paragraph 5)
- very hungry (paragraph 5)
- making you feel full after you have eaten only a little of it (paragraph 5)
- find and buy something on sale for less than its usual price (sentence G)

Exam task

You are going to read an article about a student who learns to cook for himself. 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.

Cooking at university

For university student Matthew, getting to grips with cooking for himself on his first time away from home was a real learning curve. Now totally at ease in the kitchen, he looks on the experience as literally life-changing.

'To be honest,' Matthew says, 'when I left home for university, I didn't give a great deal of thought to how I would feed myself. At that time I was more concerned with all the other challenges ahead of me, particularly the academic ones, and anyway I knew how to heat up ready meals. **1** **C** Especially as I was trying to keep up with difficult new work, and socialising into the small hours with new friends.'

'At first I couldn't believe that snacking on nothing but junk food and sometimes skipping meals altogether could have serious effects. **2** I had much less energy than before.' And, worryingly, he was in bad shape. 'That did it,' he admits. 'After a lifetime of healthy home cooking, I was suddenly living on junk food. My diet and lifestyle were harming my system and I desperately needed to turn things round.'

He returned to university equipped with a new pan or two and some cooking lessons from Mum under his belt. 'I decided to eat as much fresh food as possible – not difficult, since I've always enjoyed fruit and vegetables,' says Matthew. 'I took time to seek out the best and cheapest places to shop. **3**

'These changes, though, didn't cut me off from student life. I wanted to enjoy everything about my experience of university

– the friends, the new interests and the social side as well as the study that would hopefully mark out my career. But it took some reorganising and a commitment to set aside time to eat more healthily. **4**

'Within weeks of changing to a balanced diet of healthy, freshly cooked food, my concentration powers, my energy and my appearance were all improving. Getting organised brings benefits. I got into the habit of preparing double portions for the fridge or freezer. I would buy fish or chicken portions, add vegetables and throw the whole thing in the oven. **5** It's also good to keep a stock of frozen vegetables to save time and to eat wholegrain foods which fill you up for longer. At exam time, when time is really short, and I'm starving, I can make a filling omelette in minutes.'

What were the reactions to his new lifestyle? Matthew explains: 'Well, these days it's cool for guys to be interested in cooking. True, there were jokes that I'd let the side down and abandoned student traditions. **6** But I learned that if you are on an intensive course – I'm doing engineering – you need to have the strength for study and, hopefully, a social life too.'

- A I hadn't, of course.
- B Cooking it that way saves on pots and washing up, and it's an easy, tasty meal.
- C Before long, though, I was getting pretty fed up with eating those and I started to think cooking for myself might be important after all.
- D Eating out like that quite often also made a considerable difference.
- E On the more positive side, doing all this became easier as time went on.
- F But after a few months I made my first visit home, and the family's comments on my unhealthy appearance made me realise it was true.
- G In the same way, I got to know the best times to find the freshest items and when to pick up a bargain.

Exam tip >

Make sure the extra sentence doesn't fit any of the gaps.

