

Exam practice 3

Where do you eat?

A As our lives get busier, some parts of our behaviour are changing quite dramatically. We may interrupt a conversation to answer a mobile phone, or spend most of our day looking at a computer screen rather than communicating with the people around us. It seems that food consumption is also changing. Fewer people now eat meals as a family around a table. This shift in behaviour is partly caused by changes in the way we interact, but what are the effects of it?

B A lot of research has been done recently about the effects of eating in front of a TV or computer. Some of these studies have revealed that eating in this way has an effect on our awareness, attention and memory – showing that people who eat while looking at a screen are less aware of how much they have consumed because they are distracted. On average, people who eat snacks while watching TV increase their usual food intake by 10%. And at a meal later in the day, they may increase the amount they eat by more than 25%.

C But TVs and computers are not the only things that affect what and how we eat. Experimental psychologists at Oxford University have been looking at 'multisensory dining' and how it changes our food intake. Some of their findings are very interesting. For example, people who prefer strong coffee will drink more in brightly lit rooms, while people who prefer weaker coffee will drink more in darker rooms. In addition, people have rated wine as sweeter when it is consumed in a room with red lighting.

D Other research has shown that the colour of a plate can affect what we think. When people ate strawberry-flavoured mousse from a white plate, it was perceived as fifteen per cent more intense and ten per cent sweeter than when it was served from a black plate. This may be due to colour contrast, but that does not explain why, in a similar experiment, people judged unsalted popcorn to be salty when eaten from a blue bowl.

E Restaurant owners have taken note of the effect of our environment on what we eat and are changing the way they do business. This can mean changing the lighting and decoration in the restaurant. One restaurant in Chicago has removed artwork from the walls to ensure diners are not distracted from the food. As we become more aware of how *where* we eat affects *what* we eat, and by just how much, our behaviour at mealtimes may begin to change again.

Reading

1 Read the text and mark the sentences *true* or *false*. Provide evidence from the text to justify your answers.

- 1 Eating in front of a TV has little effect on people.
.....
- 2 Researchers discovered that colour affects what we eat.
.....
- 3 Business owners aren't interested in the research.
.....

2 Answer the questions according to the information given in the text. Use your own words and full sentences.

- 1 Why do people eat more in front of a TV or computer?
.....
- 2 What is the effect of red on wine drinkers?
.....
- 3 What is one possible explanation for different perceptions of food on differently coloured plates?
.....
- 4 How are restaurant owners reacting to the research?
.....

Use of English

3 Circle the word that is the odd one out in each group.

- 1 change / shift / transition / beginning
- 2 consume / drink / serve / eat
- 3 awareness / understanding / perception / distraction
- 4 effect / conclusion / result / consequence

4 Join the sentences using suitable linkers.

- 1 Most people have busier lives. They don't usually eat together.
.....
- 2 People need to eat away from the TV and computer. It will improve their health.
.....
- 3 People drank wine under a red light. Due to this, they said the wine tasted sweeter.
.....

Writing

5 Choose one of the tasks. Write 100–150 words.

- 1 You have read about a part-time job working in a sports club. Write a formal email to the employers applying for the job, explaining why you are interested and asking for further information.
- 2 Write an opinion essay with the following title: 'People behave differently when they are in large groups because we are all influenced by society.' Discuss.

UNIT 3 Grammar practice



Ability & requests

1 Complete the questions with the correct forms of **can**, **can't** and **be able to** and the verbs in bold.

Can you play the piano? (you / play)

- Arabic? (he / speak)
- well when you were a child? (you / swim)
- The music that you're playing is a bit loud – it down, please? (you / turn)
- I'm quite cold – the window, please? (you / shut)
- They're starving – a sandwich, please? (they / have)

Obligation, prohibition & advice

2 Choose the correct options.

Understanding cultural etiquette

How **should** / **may** you behave when you're in China?

- You (1) **should** / **might** greet people formally, starting with the eldest person first.
- You (2) **can** / **mustn't** look people directly in the eyes because this is thought to be disrespectful.
- If you're invited to somebody's house, you (3) **shouldn't** / **couldn't** arrive late and you (4) **should have** / **ought to** take a small present for your host.
- When eating, you (5) **could** / **should** try everything that you're offered, but you (6) **don't have to** / **must be** finish all the food in your bowl.

Possibility & certainty

3 Order the words to form sentences.

working / tomorrow / I / might / night. / be / late

I might be working late tomorrow night.

- nervous / his / must / interview. / be / He / very / about
.....
- offended / Kim / we / take / present. / be / may / don't / if / a
.....
- be / She / happy / can't / looking / job. / if / for / another / she's
.....
- might / if / bored / People / you're / think / you / early. / leave
.....

Modal perfects

4 Choose A, B or C to complete the sentences.

I'll call him because he **B** got our message about tonight.

- A could have **B may not have**
C shouldn't have

1 Carlo didn't say much – he been feeling shy.

- A shouldn't have B needn't have
C must have

2 You told me you were going to the cinema – you know I love Robert Pattinson.

- A can't have B shouldn't have
C could have

3 I shook hands instead of bowing in Japan – I read about etiquette before I went.

- A should have B shouldn't have
C needn't have

4 They're going to Brazil on holiday – in fact they left already.

- A may have B couldn't have
C shouldn't have

5 He passed his driving test. He looked really sad.

- A might have B can't have C must have

6 He didn't answer me, so he heard what I said.

- A might have B should have
C may not have

5 Complete the sentences with the phrases in the box.

can't have had could have stolen
couldn't have won might have stayed
should have gone shouldn't have eaten
~~shouldn't have stayed~~

I'm very tired – I *shouldn't have stayed* up late last night.

- We on holiday when the weather was nice.
- I that seafood because it didn't taste good.
- They at home today. I'm not sure.
- Katie didn't smile at the party last night. She a good time.
- I can't find my mobile phone. I suppose someone it.
- He didn't practise at all this month, so he the match.

UNIT 3 Grammar practice

Ability & requests

1 Complete the sentences with the correct forms of **can, could or be able to**. Sometimes there is more than one possible answer.

I *used to be able to* play the piano really well when I was a child, but now I *can't* remember anything at all!

- you pass me the salt, please?
- I'm sorry, but I go to Geneva next week. I'm too busy.
- I remember his name – what is it?
- Will you email me when you're on holiday?
- I hear what you were saying earlier – you give me the message again, please?

Obligation, prohibition & advice; possibility & certainty

2 Complete the text with the words in the box.

~~can reveal~~ may help might tell ought to make
should make sure should notice shouldn't use

Body language

A person's body language *can reveal* what they are really trying to say. These tips (1) you to understand other people's body language.

- You (2) the differences between what people say and what they do with their bodies and faces – for example, somebody (3) you they're happy while frowning.
- In some countries, you (4) eye contact to show that you are interested in what a speaker is saying.
- You (5) that your own tone of voice is appropriate – if you're saying sorry, you (6) a happy tone of voice.

Modal perfects

3 Complete the sentences with the correct forms of the verbs in bold. Use an affirmative or negative modal perfect.

I *shouldn't have offered* a hamburger to my sister who is vegetarian. (**should / offer**)

- I my right hand for eating in India because the left hand is considered unclean. (**should / use**)

- He showed the bottom of his foot in the United Arab Emirates – he that this is rude. (**can / realize**)
- They the 'thumbs up' gesture in the Middle East because it's very offensive in some countries in that region. (**should / use**)
- His etiquette was perfect during his trip to China – he about correct forms of behaviour before he went. (**must / read**)
- She her Greek friend because she didn't eat much when she had dinner at his house. (**may / offend**)

Consolidation

4 Complete the sentences with the correct forms of the verbs in the box. Sometimes there is more than one possible answer.

attend come ~~finish~~ not answer live meet
~~read~~ understand think

This book is absolutely amazing – you *must read* it when I've *finished* it.

- Yesterday, all the students in the final year a compulsory course on exam skills.
- I've lived in Spain since 2017 so I most things which people say to me.
- He said that he Carlo before, but he wasn't sure.
- I'm not sure what I'm doing next Friday, but I to your party.
- You me now; you about it.

5 Rewrite the sentences with the words in bold. Sometimes there is more than one possible answer.

It's possible that I'll come to college tomorrow. (**may**)

I may come to college tomorrow.

- It's essential that students arrive on time for their exam. (**must**)
.....
- It was wrong of the tourist to wave with her left hand in Indonesia. (**shouldn't**)
.....
- 'I don't think you should go to the doctor for this', said Neil. (**needn't**)
.....
- It's possible that Sara missed her bus tonight. (**could**)
.....
- There's no way you missed all the posters about the festival! (**can't**)
.....
- We have a lot to do so we should start now. (**ought to**)
.....

UNIT 3 Grammar practice



Ability & requests

1 Complete the sentences with the correct forms of **can, could or be able to**. Sometimes there is more than one possible answer.

When I first moved here, I *couldn't* understand people's gestures, but now I *can* communicate easily.

- 1 He didn't want to move to India, but Sarah change his mind.
- 2 Maria used to be an amazing sprinter – she beat everyone in the class.
- 3 He's broken his ankle – he walk for six weeks.
- 4 I lost my mobile phone yesterday, but I borrow my friend's phone to call home.
- 5 Manchester United beat most football teams, but they win against Everton yesterday.
- 6 When I was a child, I speak Arabic, but now I've forgotten all of it and understand a word.

Obligation, prohibition & advice; possibility & certainty

2 Correct six more mistakes in the text.

Handshaking taboos

If you travel frequently, then you ~~shouldn't~~ ^{need to} learn about handshaking taboos – in which countries should do you shake people's hands and what type of handshake will you use?

In northern Europe, you should have shake hands quickly and firmly, but in southern Europe you couldn't be prepared for a longer handshake. You can shake hands too firmly because this may be seen as aggressive. You also need to remember that, in some countries, you do never shake hands with somebody of the opposite sex.

3 Translate the sentences into your language.

- 1 You shouldn't eat with your mouth open because it's very rude.
.....
- 2 You don't have to dress smartly when you go to lectures.
.....
- 3 He needn't apologize for his hand gesture because he didn't know that it was rude.
.....

Modal perfects

4 Rewrite the sentences. Use an affirmative or negative modal perfect form of the verbs in bold.

In China, it was rude of Laura to place her chopsticks upright in her rice. (**should**)

In China, Laura shouldn't have placed her chopsticks upright in her rice.

- 1 I wish you had told me you were going to wear a suit. (**could**)
.....
- 2 It's possible that they went out for dinner. (**might**)
.....
- 3 I'm sure that Tom was happy to see you. (**must**)
.....
- 4 It was wrong of Kim to point her palm at somebody in Greece. (**should**)
.....
- 5 It's impossible you saw Sian because she's on holiday. (**can**)
.....

Consolidation

5 Complete the sentences with your own ideas.

I will never *forget the time that I spent here*.

- 1 When I was a child, I wasn't allowed to
.....
- 2 When I was younger, I used to.....
.....
- 3 I'm not sure where I'm going on holiday but I might
.....
- 4 I've never
.....
- 5 Before last year, I'd never
.....

6 Complete the second sentence so that it has the same meaning as the first sentence. Use the words in bold.

It's possible that the students will pass their exams.

(**might**)

The students *might pass their exams*.

- 1 Sorry, you can't walk on the grass. (**allowed**)
You're
.....
- 2 It's against the rules for students to run in the corridors. (**mustn't**)
Students
.....
- 3 Gemma moved to Shanghai 30 years ago. (**been**)
Gemma
.....
- 4 It's possible that the students' results haven't arrived yet. (**may**)
The students' results
.....

UNIT 3 Vocabulary practice



Attitudes

1 Complete the table.

noun	adjective
<i>innocence</i>	innocent
assertiveness	
	impatient
	shy
frustration	
	sensitive
nervousness	

2 Write the adjectives from exercise 1 next to the correct definition.

not guilty: *innocent*

- unable to wait patiently:
- disappointed at a lack of success:
- not confident:
- confident / self-assured:
- being concerned about other people's feelings:
- worried / scared:

3 Choose A or B to complete the text.

Your body language can reveal a lot about what you're really thinking:

- Standing with your hands on your hips can be seen as a sign of A.
- Sitting with your hands behind your head is sign that you feel (1)
- Showing an open palm is a sign of (2) or (3)
- Having your arms crossed over your chest is a sign that you might be (4)
- Putting your hands together behind your back is a sign of (5)

A aggression B aggressive

- A confidence B confident
- A openness B open
- A innocence B innocent
- A defensiveness B defensive
- A frustration B frustrated

each other / one another

4 Choose the correct options.

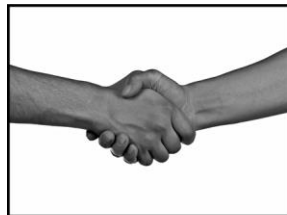
As soon as they **looked** / **trusted** at each other, they fell in love.

- Dimitri and Saul find it hard to **understand** / **play** one another.
- The children have been **copying** / **playing** with each other very nicely.
- Why aren't you **smiling** / **trusting** at one another in the photo?
- Friends must be able to **smile** / **trust** one another.
- The students were **copying** / **laughing** each other in the test.
- They **laughed** / **smiled** with each other during the day.

Gestures & manners

5 Match the words in the box with the pictures.

answer the phone bow hold hands hug
kiss queue shake hands wave



shake hands

-
-
-
-
-
-
-

UNIT 3 Vocabulary practice

Attitudes

1 Complete the sentences with antonyms of the adjectives in the box.

confident guilty ~~insensitive~~ nervous
patient secretive

My brother is very *sensitive* – he always cares about what people think.

- The man said he was He didn't commit the crime.
- My worst quality is that I hate waiting for anything – I'm very
- Jan's sister is very – she always tells him everything.
- He doesn't like meeting new people. He feels very
- Philip can be forceful when it comes to getting what he wants – he's very

2 Translate the sentences into your language.

- Diane is very self-conscious and nervous when she goes for interviews.
.....
.....
- Paul gets frustrated with himself because he's not very assertive.
.....
.....
- Sally was very defensive when someone asked about her innocence.
.....
.....
- Sylvia is sensitive and doesn't like talking about her feelings.
.....
.....

each other / one another

3 Correct the underlined mistakes in the sentences.

- Tom and John smiled at one other. *another*
- Peter and I understand every other.
 - My mother and Simon trust two another.
.....
 - Fiona and Theo looked at each another.
.....
 - Harry and Leah played to one another.
.....
 - The teacher told them not to copy one other.
.....
 - The children laughed to each other while they played.
.....

Gestures & manners

4 Complete the dialogue with the correct forms of the verbs in the box.

bow ~~greet~~ kiss hold shake

- A: We've got a Korean exchange student coming to stay – do you know how I should *greet* him?
- B: Yes, when you're meeting somebody for the first time, you should (1) hands and (2) from the waist at the same time.
- A: Should I tell him about etiquette in Spain?
- B: Yes, otherwise, he might be quite surprised to see people (3) on the cheek when they say hello. He might also think it's strange to see couples (4) hands in the street.

Consolidation

5 Correct the mistakes in the prepositions. Two sentences are correct.

Maisie and Jenna looked ~~on~~ one another. *at*

- The girls were laughing on the TV show.
.....
- Pete and John were talking at each other.
.....
- Please go in with your story; it's very interesting.
.....
- I'm not very good with giving talks to crowds.....
- You will have to interact with customers in this job.
.....
- I'm very proud with my work
- I'd like to have my friends round this weekend.
.....
- I'll drop you on at the station.

6 Replace the underlined words with the correct forms of the phrasal verbs in the box.

interact with bump into come over ~~go back~~ pick up go without

Vanessa returned home early. *went back*

- The actors will talk to the audience during the show.
.....
- Why don't you visit my house tonight?
.....
- They didn't have any chocolate for a month.
.....
- Joe unexpectedly saw Tina at the cinema.
.....
- I've collected the children from school today.
.....

UNIT 3 Vocabulary practice

Attitudes

1 Complete the dialogue.

- A: I had to complete this questionnaire when I started college, which reveals how you communicate.
 B: Really? What did it show?
 A: It said that I've got an **assertive** communication style, which means that I'm very self-assured.
 B: Yes, I agree with that. You're always very
 (1) c..... and not afraid to say what you think.
 A: I suppose so. I'm just glad it didn't say I'm an
 (2) a..... communicator because I worry that I'm sometimes too forceful. What do you think the questionnaire would show about you?
 B: Hmm, probably the opposite to you. I'm quite
 (3) s..... and always get really
 (4) n..... when I'm speaking to somebody new. I also think that I'm quite
 (5) s..... because I'm good at understanding how other people are feeling.

2 Correct the mistakes in the sentences. One sentence is correct.

He's feeling disappointed and ~~frustration~~. *frustrated*

- I hate waiting for things. I'm very unpatient.
.....
- Sara doesn't like dressing smartly – it makes her feel very self-consciousness.
- Sue admired Manuel's assertive.
.....
- The family were very open and welcoming.
.....
- His reply was very defensiveness.
.....
- At the wedding, they wished the bride and groom health and happy.

each other / one another

3 Translate the sentences into your language.

- The bride and groom smiled at each other during the wedding ceremony.
.....
.....
- It's important that we trust each other and understand one another.
.....
.....
- The children were copying each other during the test.
.....
.....
- Sergio and Vanessa looked at one another, then they hugged.
.....
.....

Gestures & manners

4 Complete the dictionary entries with the correct forms of suitable words.

(verb) lower your head in a greeting:
He bowed when he met me.

1 (verb) move your hand backwards and forwards as a greeting:
They at me from the car.

2 (verb) touch with the lips as a greeting:
They each other on both cheeks when they met.

3 (idm) clasp hands as a greeting:
They when they were introduced.

4 (idm) establish eye contact with someone:
Mark my and smiled at me.

Consolidation

5 Complete the sentences with suitable adjectives.

- Paula frequently shows impatience.
 Paula is very *impatient*.
- Tom's confidence helps him debate successfully.
 Tom is very
 - Amy was very frustrated by the result.
 Amy found the result very
 - He's someone who shows a lot of sensitivity.
 He's very
 - We're committed to openness about the rules.
 We want to be about the rules.
 - The reason for her defensiveness was that she felt she couldn't trust you.
 She wasbecause she felt that she couldn't trust you.

6 Complete the second sentence so that it has the same meaning to the first. Use the words in bold.

- I can speak confidently in public. (**ability**)
I have the ability to speak confidently in public.
- Dan allows his class some flexibility. (**strict**)
 Dan
 - Fortunately, Jade found her phone. (**fortune**)
 Jade
 - Lucky people have more flexible routines. (**rigid**)
 Lucky
 - This isn't our only chance to try this. (**opportunities**)
 We
 - This harness is there to protect you. (**safety**)
 The

UNIT 3 Writing practice

Writing skills: step 1

1 Choose the correct options to complete the formal sentences.

- 1 I **look forward to hearing from you** / **really want to hear from you**.
Yours faithfully, Mark Smith.
- 2 I **would be grateful** / **It would be great** if you could contact me at the above address.
- 3 I am sorry to tell you that we are not recruiting any part-time staff **right now** / **currently**.
- 4 Please refer to my letter **about** / **regarding** the job advertisement.
- 5 I **was wondering if it would be possible** / **want to know if it's possible** to visit your office next week.
- 6 I **appreciate your assistance** / **am happy that you helped me** with my problem.

2 Complete the sentences with the formal expressions from exercise 1.

- 1 I to visit the manager tomorrow.
- 2 You have been very helpful. I really
- 3 Please could you contact me by email?
I you.
- 4 I am interested in learning more and if you could send me an information pack.
- 5 I am writing the job that was advertised on your website.
- 6 I am studying at university and will graduate this summer.

Writing skills: step 2

3 Read the email and match paragraphs A–C with 1–3.

- 1 A description of Dan's skills
- 2 The reason why Dan is writing
- 3 Extra information that Dan wants

Send Now Send Later Link Delete

(1)

A I am writing (2) the job vacancy at your leisure centre, which I saw advertised in this week's *Courier* newspaper.

B I am interested in this opportunity because I will have finished school at the start of the summer and would like to gain some work experience before going to university. I am a keen swimmer, with life-saving qualifications, and I have very good communication skills. I think that I have a lot to offer the leisure centre, and I would be a useful member of your team.

C (3) to organize an interview so I could discuss the vacancy in more detail. In the meantime, (4) you could send me more information about the job. I (5) with this, and I (6) in the near future.

(7)

Dan Wilson

4 Complete the email with the correct words and phrases.