

Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

A view	B sight	C scene	D glance
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High heels

High heels are a familiar **0** _____ around the world. Coming in all shapes, sizes and heights, they are widely **1** _____ to be an essential part of any elegant outfit for women. **2** _____, the first high heels were in fact worn by men. They became fashionable among wealthy European men in the sixteenth century, as a **3** _____ of their status. The idea was that **4** _____ someone very rich, who didn't have to work, could wear such impractical footwear! Women began to wear them in the nineteenth century as part of their battle to take **5** _____ traditional male power and authority. In **6** _____ years, they have again become part of the **7** _____ for women's rights — this time for the right NOT to wear them. Women who work in jobs where they are **8** _____ to wear high heels are calling for the right to wear flatter, more comfortable footwear. I can understand why!

1	A considered	B suggested	C approved	D regarded
2	A Although	B Despite	C However	D Therefore
3	A notice	B symbol	C display	D logo
4	A except	B instead of	C otherwise	D only
5	A up	B out	C on	D in
6	A modern	B recent	C latest	D current
7	A quarrel	B fight	C dispute	D conflict
8	A expected	B demanded	C insisted	D proposed

Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: MOST

How Italian food took over the world

Studies over the last few years have shown repeatedly that Italian food is the **0** _____ popular in the world. This is true not **9** _____ in Europe, but also in countries as diverse **10** _____ Brazil and South Africa. So why **11** _____ pizza and pasta become such universal favourites? One big advantage of both is that they are cheap and can easily **12** _____ adapted to different tastes. It is possible to conjure up a tasty pasta sauce using a wide range **13** _____ different ingredients, and there is **14** _____ limit to what you can put on a pizza, from pineapple to eggs, and even bananas! Another reason for their popularity may have less to do with flavour and **15** _____ to do with industrial food production. Both foods are easy and cheap to mass-produce and transport, and it may be **16** _____ characteristic which has led to their spread to all corners of the globe.

Part 3

For questions 17-24, 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).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: ANGRY

Singing for their supper

<p>Gorillas are well known for beating their chests when they are 0 _____, but it seems they also have a gentler and more 17 _____ side to their character. A new study has shown that gorillas 'sing' 18 _____ while they are eating. A group of 19 _____ who studied the animals in the wild found that they make a range of different 20 _____ sounds, especially when eating their favourite foods. And different gorillas have their own favourite 'tunes'. The sounds may show their 21 _____ in what they are eating, but they may also be used as a form of 22 _____. The larger, male gorillas are the ones who make all the 23 _____ for the group. The 'singing' may be their way of saying that it is time to sit down and eat. This is perhaps the most 24 _____ discovery, as it might shed light on how human language evolved.</p>	<p>0.ANGER 17.CREATE 18.QUIET 19.RESEARCH 20.MUSIC 21.PLEASE 22.COMMUNICATE 23.DECIDE 24.FASCINATE</p>
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Part 4

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use **between two and five words**, including the word given. Here is an example (0).

Example:

0. It is said that eating a vegetarian diet is good for your health

SUPPOSED

Eating a vegetarian diet _____ good for your health.

Example: 0. IS SUPPOSED TO BE

25. 'You shouldn't go out' the doctor told me.

ADVISED

The doctor _____ out.

26. My hair needs cutting this weekend.

HAVE

I need to _____ this weekend.

27. I haven't seen David for three years.

SINCE

It's _____ I last saw David.

28. I broke the teapot by accident.

MEAN

I _____ the teapot.

29. The exam wasn't as easy as I'd expected.

MORE

The exam was _____ I'd expected.

30. It was a mistake not to accept her offer.

TURNED

I shouldn't _____ her offer.

Part 5

You are going to read an article about a tour guide. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

The Best Kind of Know-it-all

There is an art to being a good tour guide and Martin Priestly knows what it is.

It's obvious that the best way to explore a city is with a friend who is courteous, humorous, intelligent and - this is essential - extremely well-informed. Failing that, and if it is London you are visiting, then the next best thing may well be Martin Priestly, former university lecturer, now a guide, who seems to bring together most of the necessary virtues and who will probably become a friend as well.

Last spring, I took a trip around London with him, along with a party of Indian journalists. Accustomed to guides who are occasionally excellent but who often turn out to be arrogant, repetitive and sometimes bossy, I was so struck by Priestly's performance that I sought him out again to see, if I could, just how the trick was done.

This time the tour was for a party of foreign students, aged anything between 20 and 60, who were here to improve their English, which was already more than passable. As the tourists gathered, Martin welcomed them with a kind of dazzled pleasure, as if he had been waiting for them with excitement and a touch of anxiety, now thankfully relieved. I have to say, all this seemed absolutely genuine.

Then we got on the coach and we were off. Martin sat in front, not in the low-level guide's seat, but up with the group, constantly turning round to make eye contact, to see if they understood him. Soon we're in a place called Bloomsbury, famous among writers in the early 20th century. 'Bloomsbury is famous for brains,' says Martin, getting into his stride. 'It's a very clever place. It's not very fashionable but it's very clever.' Soon after, we pass the British Museum and Bedford Square, 'a great architectural showpiece,' advises Martin. The comment prompted questions which led to a conversation about building, the part played by wealthy people and how big chunks of London still belonged to them - an issue which was to re-emerge later. This was how he liked to work: themes, introduced as if spontaneously, were laid down for subsequent discussion.

Suddenly the coach stopped and it was over, two and a half hours of non-stop performance, with information, observation and humour. Martin says encouragingly, 'I do hope you enjoy London.'

We go to a nearby café to talk. Why, I asked, had he become a guide? Well, I used to organise a lot of courses at the university I worked for. **It** was quite stressful. But I had shown students around London and I enjoyed that. It seemed an obvious move to make. I did the London Tourist Board's Blue Badge course - two evenings a week for two years.

That was tough, especially the exam in what is known as "coaching". You're taught to smile but everybody had difficulty with that in the exam, when you have other things to worry about. You have to do it backwards in the

coach, desperately casting your eyes about to see what is coming next, and you're facing the tutors and the other trainees.

'And you have to know so much to guide well, different places, all kinds of architecture, agriculture. What if somebody asks a question about a crop beside the road? But some of it sticks, you know... eventually.' He also tells me he keeps himself up to date with radio, TV and newspapers.

There are several hundred other guides out there, all looking for a share of the work. I think, as we talk, that I am starting to understand why good guides are so rare. It's a great deal harder than it looks, and it demands, for every stretch of road, an even longer stretch of study and forethought.

31. In the first paragraph, what do we learn about Martin?

- A** He has two educational roles.
- B** He is a colleague of the writer.
- C** His job is an extension of his hobby.
- D** His job suits his personality.

32. The writer decided to meet Martin again to find out how he managed to

- A** win custom from other tour guides.
- B** entertain large and varied tour groups.
- C** avoid the failings of many other tour guides.
- D** encourage people to go back to him for another tour.

33. The writer notes that on meeting the tour group, Martin

- A** greeted everyone warmly.
- B** seemed as nervous as everyone else.
- C** praised everyone for their prompt arrival.
- D** checked that everyone could understand him.

34. Martin's approach to guiding is to

- A** begin with the oldest buildings.
- B** encourage tourist participation.
- C** move around the coach as he talks.
- D** find out how much visitors know first.

35. What does 'it' in paragraph 6 refer to?

- A** showing students around London
- B** performing in front of a group
- C** becoming a guide
- D** arranging courses

36. In the last paragraph, the writer says he is impressed by

- A** the distances Martin covers on his tours.
- B** the quantity of work available for tour guides.
- C** the amount of preparation involved in Martin's job.
- D** the variety of approaches taken to guiding.

Part 6

You are going to read an article about a cookery course for children. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (37-42). There is one extra sentence which you do not need to use.

The little chefs

Hilary Rose travels to Dorset, in the south of England, to investigate a cookery course for children.

There must be something in the air in Dorset, because the last place you'd expect to find children during the summer holidays is in the kitchen. Yet in a farmhouse, deep in the English countryside, that's exactly where they are - on a cookery course designed especially for children.

It's all the idea of Anna Wilson, who wants to educate young children about cooking and eating in a healthy way. 'I'm very keen to plant the idea in their heads that food doesn't grow on supermarket shelves,' she explains. 'The course is all about making food fun and enjoyable.' She thinks that eight is the perfect age to start teaching children to cook, because at that age they are always hungry. **37** ___.

These children are certainly all smiles as they arrive at the country farmhouse. Three girls and four boys aged from ten to thirteen make up the group. They are immediately given a tour of what will be 'home' for the next 48 hours. As they wander round, they argue lightheartedly about who has had the most experience in the kitchen. But one thing is quite clear -they all have a genuine interest in food and learning how to cook.

Anna has worked as a chef in all sorts of situations and has even cooked for the crew of a racing yacht, in limited space and difficult weather conditions. **38** ___. 'Kids are easy to teach,' she insists, 'because they're naturally curious and if you treat them like adults they listen to you.'

Back in the kitchen, Anna is giving the introductory talk, including advice on keeping hands clean, and being careful around hot ovens. **39** ___. Judging by the eager looks on their young faces as they watch Anna's demonstration, they are just keen to start cooking.

The children learn the simplest way, by watching and then doing it themselves. They gather round as Anna chops an onion for the first evening meal. Then the boys compete with each other to chop their onions as fast as possible, while the girls work carefully, concentrating on being neat. **40** ___. When they learn to make bread, the girls knead the dough with their hands competently, while the boys punch it into the board, cheerfully hitting the table with their fists.

The following morning, four boys with dark shadows under their eyes stumble into the kitchen at 8.30 a.m. to learn how to make breakfast (sausages and eggs, and fruit drinks made with yoghurt and honey). We learn later that they didn't stop talking until 4.30 a.m. **41** ___. Ignoring this, Anna brightly continues trying to persuade everyone that fruit drinks are just as interesting as sausages and eggs.

Anna has great plans for the courses and is reluctant to lower her standards in any way, even though her students are so young. **42** ___. 'And I like to keep the course fees down,' Anna adds, 'because if the children enjoy it and go on to teach their own children to cook, I feel it's worth it.' If this course doesn't inspire them to cook, nothing will.

- A** She always uses top-quality ingredients, such as the best cuts of meat and the finest cheeses, so there's clearly no profit motive in this operation.
- B** In the garden, they learn about the herbs that they will use in their cooking.
- C** Their obvious tiredness may explain why one of them goes about the task so carelessly that the ingredients end up on the floor.
- D** This is particularly true of young boys, who are happy to do anything that will end in a meal.
- E** As a result, she has a very relaxed attitude to cooking, constantly encouraging the children and never talking down to them.
- F** This contrast will become something of a theme during the course.
- G** This is followed by a session on 'knife skills', which will be important later on.

Part 7

You are going to read a magazine article about people who make short films. For questions 43-52, choose from the options (A-D). The options may be chosen more than once.

Which film-makers ...

43. produced a short film at a very busy time in their lives? ___
44. are realistic about their future together? ___
45. mention the need to keep on working hard at producing short films? ___
46. made early career decisions that would lead them towards film-making? ___
47. gained financial assistance after impressing an organisation in the film world? ___
48. like variety in their working lives? ___
49. have benefited from observing professional film-makers at work? ___
50. were not concerned by the fact that nobody recognised them? ___
51. suddenly realised the great potential of their film? ___
52. felt their studies were not providing them with what they wanted? ___

A short cut to Hollywood

We meet the most successful young makers of short films in Britain. These short films usually last no more than ten minutes and are often shown before the main films in cinemas.

A Kevin Teller and Justin O'Brien

Anyone who saw *Together*, the surprise arthouse hit, will have been as charmed by *Jumping Gerald*, the short film which ran before it, as they were by the main feature film itself. Yet *Gerald's* creators faced financial difficulties from the start, and the final version wasn't even finished until the eve of its first screening. As they sat in the cinema watching it for the first time, it dawned on Teller and O'Brien just what they had achieved. 'The way people were laughing,' Teller remembers, 'we knew we were on to a good thing.' *Jumping Gerald* was nominated for Best Short Film at the British Film Festival; although it missed out on the award, it was thought by many to have deserved it. The two men are presently involved in their second production. 'We make a good team,' Teller says, 'and we'll continue to work as one. Unless, of course, one of us gets an offer he can't refuse.'

B The Collins brothers

Tim and Mark Collins first fell in love with the art of film-making when they were young boys. Their father was often abroad on business, and his two sons would send him video diaries to inform him of the goings-on at home. Several years later, their first short film was lucky ever to get made. At the time, Tim was writing a novel between

takes, and Mark was preparing to get married. Oh Josephine! was made with a cast of hundreds for just £500, but it went on to win several video awards nevertheless. The film really began to get the brothers noticed, and several others followed, all exceptionally well received. The brothers now feel ready to move into full-length feature films, and are busy writing a screenplay. The only disadvantage of having had such a perfect start to their careers is the weight of expectations: they have to keep coming up with the goods.

C Brian Radley and Nicky Tomlinson

Radley and Tomlinson's very first short film *More Cake Please* was nominated for a prestigious award at the Cannes Film Festival. Tomlinson says, 'We couldn't believe it when we found ourselves on a red carpet at Cannes. No one knew who on earth we were, but that couldn't have mattered less.' Although *More Cake Please* didn't win, Radley and Tomlinson were sufficiently encouraged by the nominations to enter the film into Channel Four's short film competition at the British Film Festival. To their surprise it won, and their film-making career began to look even better with Channel Four's promise to fund their next project. The duo had chosen university courses - in media and drama - with a film-making future in mind but, disenchanted with the theoretical rather than practical experience of the industry that was provided, both men left university before completing their courses and went to work for production companies in London. They place enormous value on the hands-on experience that their work on film sets provided them with. 'We've seen so many directors get it wrong, that we kind of know how to get it right,' says Radley.

D Hiroko Katsue and Mica Stevlovsky

Katsue and Stevlovsky speak fondly of the days when every feature film at the cinema was preceded by a short film. Katsue and Stevlovsky's short film-making debut, *The Big One*, was rather unusual, as it became the cinema advertisement for *Big Issue* magazine. It won award after award. 'Winning a festival is great in that it raises your profile, but it doesn't mean you can rest on your laurels,' says Stevlovsky. 'Right, you can't just expect things to happen for you,' echoes Katsue. 'You could spend years going around festivals with the same old film, but we're not into that. We're always looking for different sorts of projects, never standing still. Even when we're lying on a beach on holiday, we both have ideas churning around in our heads.'

Answer Keys

Part 1

1 A - considered. The best collocation for this context is 'considered to be'. In the first part of FCE Use of English the context immediate to the gap is almost always the key to the right answer. 'Regarded' is more commonly used with 'as'. Other options do not fit.

2 C - However. We are looking for an introductory word (or phrase) to use for contrast. 'Although' is another one that fits, but it requires the contrasting part to be in the second part of the sentence, e.g. 'Although he wasn't very successful, he managed to win the lottery several times'.

3 B - symbol. Something that symbolises or manifests a thing, in this case their so-called social status. 'Logo' refers to the corporate or business visual representation of their brand. 'Display' would work better as a verb here, but grammatically we require a noun.

4 D - only. A very straightforward choice with no caveats or implications.

5 C - on. To take on something or somebody is to try and deal with something, to solve a problem. 'To take on new challenges'.

6 B - recent. Yet another common collocation, 'in recent years' means lately, not so long ago, and might even refer to the current situation.

7 B - fight. If you fight for something, the meaning is often **figurative rather than literal**. Here we are talking about making a stand for women's right not to wear high-heeled shoes. 'Fight' collocates naturally with fight for rights. 'Quarrel', 'conflict', and 'dispute' usually refer to disagreements between people or groups rather than campaigning for a cause.

8 A - expected. When somebody is expected to do something, then it is the common practice or established order of things there. Saying that women are expected to wear shoes with high heels means that this has become the accepted norm.

Part 2

9 only. The general idea is that Italian cuisine in its popularity goes well beyond the borders of European countries.

10 as. A comparative structure 'as ... as ...' finds a place in this sentence.

11 have. Two tricky things need your attention here - first of all, we have to use Present Perfect to highlight the fact that these dishes are still popular. Secondly, 'pizza and pasta' should be grammatically treated as plural, as any other structure with the conjunction 'and'.

12 be. A rather simple passive voice structure is all we need here. 'To be adapted' means to change something to fit certain conditions or preferences.

13 of. A wide range of something means a large selection of it.

14 no. When there is no limit to something, then no restrictions exist. Anything goes, as people like to say.

15 more. As we have used 'less' in the first part, it makes perfect sense to complete the structure with 'more' in the second one.

16 the. The requirement for the definite article is that we talk about a very particular characteristic (factor). Note that this word is a noun, not an adjective (although it can be in certain contexts).

Part 3

17 creative. Verb to adjective transformation. Here we know that no negative prefix is needed as the first part of the sentence has a positive comparative 'gentler'.

18 quietly. In a quiet manner, not very audible. This word is a minefield of spelling complications, make sure to get

your spelling right here.

19 researchers. The only difficulty here might be failing to use the plural form suggested by the phrase 'a group of'.

20 musical. An adjective. In FCE Use of English Part 3 they do not expect you to use compound adjective, so even though 'music-like' could work in this context, it should not be given as the answer.

21 pleasure. A feeling of happiness and contentment is implied here, so no negative prefix is needed.

22 communication. Another case where spelling is probably the most difficult part, as the transformation itself poses no real challenge.

23 decisions. There are two things to mind here - make sure to pluralise the word because of the 'all of the' structure. Secondly, mind your spelling.

24 fascinating. Nothing to add here, be careful with 'sc' as many students tend to get it wrong, spelling them in the wrong order.

Part 4

25 advised me not to go. Be careful to spell 'advise' with an 's', because spelling with the letter 'c' is for the noun, e.g. 'a valuable piece of advice'.

26 have my hair cut. This is a common structure to indicate that some service is done to you, to stress the fact that you are not doing it yourself, e.g. 'I have my car washed at least twice a month'.

27 (been) three years since. 'Since' suggests that a Perfect tense is needed here, you are free to add it or leave it out in this case. In general, I advise students to be on the safe side of things and include the Perfect part if the context calls for it and you are within the word limit of 5 words.

28 did not mean to break. If you didn't mean to do it, it means you did it unintentionally, without intending to.

29 more difficult than. 'Easy' from the original sentence turns to 'difficult' because we use 'more than' comparison.

30 have turned down. To turn something down means to choose not to accept or take it. We have to include Present Perfect here as we can't simply go like 'I shouldn't turned down her offer'.

Part 5

31 D. Martin's personality seems to be perfect for the job - he is both knowledgeable (as a former university lecturer) and friendly - the two things that make a good tour guide. Nothing is said about him being a colleague to the writer, or having two educational roles. There is no mention of his hobbies either.

32 C. The author points out that Martin somehow manages to avoid the mistakes other guides make so often. This is exactly the reason why he chose to see his performance again.

33 A. Even though answer B is given a mention, it is only a minor point - the anxiety is there for a moment, and then gone. The main point here is that he seems truly happy to see everyone who has chosen to attend his tour. Answer D is not good here because everyone's command of English is said to be 'passable'. Moreover, Martin does not seem to make an effort to check that. Making sure that he is understood is mentioned later, when the group gets on the bus - but in question 33 we focus on what he does when he meets the group first.

34 B. Martin wants others to get involved in the conversation, to have them actively asking questions and discussing the topics that he, or other tour attendees, bring up.

35 D. The organisational aspect was quite stressful. The courses themselves were quite enjoyable to him, which he later highlights.

36 C. The last two sentences, in a rather figurative way, imply that all the work that we see performed by the guide tours is preceded by a much greater deal of preparation. It requires a lot of planning as well as research to be done beforehand so that the tours themselves are educational as well as entertaining.

Part 6

- 37 D.** 'This' from sentence D refers to the fact that kids of that age want to eat all the time. The only other sentence that might fit is sentence B, but the idea of the garden clashes with the rest of the context here.
- 38 E.** Having experience in cooking in different (and often difficult) environments helps Anna to be more tolerant and understanding. This is why she finds it easy to work with kids. 'This contrast' from sentence F looks tempting, but it will find better use later in the text.
- 39 G.** The main theme of the paragraph is introducing kids to various techniques and safety precautions. Knifing skills is one of the things they will inevitably need during the course. You might also be tempted to choose sentence B, but it doesn't seem to fit well the sentence that comes next - young boys can't be too excited about seeing 'various herbs'. However, they can, after being shown how to properly use knives. The paragraph that comes right after talks about chopping - yet another cutting technique, confirming that we have made the right choice.
- 40 F.** Before the gap, the writer highlights the difference in how kids treat cutting. The contrast of sentence F is the approach to kneading dough - the difference in how the girls and the boys do it.
- 41 C.** The idea of tiredness fits well with the preceding context of boys barely getting any sleep. Then, sentence C mentions how careless they are and how they manage to spill some ingredients as a result. 'Ignoring this' from the sentence after the gap refers to exactly that.
- 42 A.** Anna's standards are high - this refers both to her method of treating kids like adults as well as only using high-quality ingredients. There is no financial interest involved, as per sentence A, and she later confirms that by saying that she keeps the payment low to have more kids involved.

Part 7

- 43 B.** One of the authors was busy with their novel while the other was getting ready to get married.
- 44 A.** Last sentence of the paragraph says that they are ready to split their ways if one of them gets a lucrative offer.
- 45 D.** Both refuse 'to rest on their laurels' - in other words, they are committed to staying active at making films rather than waiting for the big names to notice them
- 46 B.** They are mentioned to be engaged in a kind of film-making activity back in their childhood. Please note that answer C isn't accurate as the choice to enter film-making university is not really an early decision, nor did it lead to film-making, as they had already produced a film prior to that.
- 47 C.** Channel Four promised to provide financial aid to help with their next film-making project.
- 48 B.** Both seem to be involved in a variety of activities - writing screenplays, novels, as well as making both short and full-feature films.
- 49 C.** Last sentence mentions that they have seen failings of other directors, which they believe could help them understand what makes a successful film.
- 50 C.** Even though they found themselves at the prestigious Cannes film festival, nobody seemed to know who they were. This didn't bother them in the least.
- 51 A.** During the first viewing of their own creation, it dawned on them how much they had managed to achieve with it.
- 52 C.** The focus on the theoretical aspects of film-making is what made them feel let down with the course, which eventually made them quit those studies.

Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it or it is too specific to be worth learning and you don't have to know it to answer the

question. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

And remember — you are not given a vocabulary list (or a dictionary) at your real exam.

Part 1

Heels (n) - the rear part of a shoe sole that is slightly higher than the front part (or much higher in the case of high heels) than the front part (also referred to as 'toe'). *High heels will always be the trendy thing that manifests the idea of style over substance.*

Essential (adj) - extremely important, vital, integral.

Impractical (adj) - not convenient, not easy to use. *Sports cars can be fun and are very flashy indeed, but most of them are very impractical because of their small trunk and lack of proper rear seats.*

Call for something (phr v) - to request or demand that something be done. *The situation with high grocery prices calls for drastic action from the authorities.*

Part 2

Diverse (adj) - varied, not the same. *The shop offers a diverse selection of clothing, both casual and formal.*

Adapt (v) - to change something so that it fits the current conditions or requirements better. *After working for a bigger company for so many years it took me some time to adapt to the realities of being an employee in a small, family-run business.*

Conjure something up (phr v) - (used figuratively here) to create something as if by magic or using supernatural force.

Part 3, 4

Foods (n) - one thing to note about this word is the rather unusual plural form of the word 'food'. Foods means different types of food that is different in nature, e.g. fruit, vegetables, meat, grains, and so on. Similar to plural 'peoples', when we talk about different nations, e.g. 'peoples of Africa'.

To shed light - (figurative) to explain something, to make something easier to understand. *The two year long investigation failed to shed light on the incident.*

Part 5

Explore (v) - (here) to go around a place in order to find out more about it.

Courteous (adj) - respectful and caring about how other people feel. *The waiter was courteous, but not very experienced, which didn't stop us from tipping him generously.*

Former (adj) - relating to something that was true in the past, but not anymore. *A former engineer, he found it naturally easy to work both on cars and pieces of electronic equipment.*

Virtues (n) - (figurative here) positive or desirable traits. *Patience is a vital virtue for any teacher, especially one dealing with younger students.*

Accustomed (adj) - used to something. *It took us a while to get accustomed to the hot climate of the region.*

Arrogant (adj) - thinking of oneself as superior to others and acting accordingly. *University professors sometimes get arrogant because they usually deal with people of much lower academic qualifications.*

Bossy (adj) - having a tendency to, or enjoying ordering people around.

Passable (adj) - just good enough for a particular purpose. *The car was in passable condition to drive us to the other end of the country.*

Dazzled (adj) - (here) amazed, pleasantly surprised.

A touch of something - (figurative) a bit of, slightly. *There was a touch of arrogance in his voice, although it was hardly noticeable.*

Genuine (adj) - real, not fake or artificial. *We could hear genuine excitement as he was presenting his plan to the management.*

Showpiece (n) - something that attracts attention because of how outstanding it is. *The showpiece of the exhibition was a series of works by Dali.*

Chunks (n) - larger pieces. Used figuratively here to mean large areas of London.

Re-emerge (v) - to emerge (come again) later. *The question of budget allocation re-emerged several times during the meeting.*

Subsequent (adj) - coming after something else. *The rise and subsequent fall of the Roman Empire.*

Coaching (n) - a practice of teaching people something, especially the practical side and in a very approachable, less academic way.

Crop (n) - the type of plant grown for food, e.g. corn or rye.

Stretch of road - the general meaning of the entire phrase is that the much larger part of working as a guide is doing your researching and doing all the necessary preparations.

Part 6

Keen on something - enthusiastic about something, having interest in it. *Not many people of her age are keen on gardening.*

To be all smiles - to be extremely happy.

Lightheartedly (adv) - not too serious or without trying to offend somebody's feelings. *Joe would sometimes joke lightheartedly about my unsuccessful romantic life.*

Neat (adj) - careful, caring about order and cleanliness. *Sarah is quite neat with her homework - she always tries her best to avoid any mistakes or corrections.*

Knead the dough - dough is the white substance you get when you mix flour with water - the base ingredient in baking. *Kneading the dough means compressing and rolling it to reach a certain level of consistency.*

Stumble (v) - to move awkwardly, without certainty, as if one were blind.

Persuade (v) - to convince somebody, to make somebody change their mind.

Reluctant (adj) - not willing to do something, having little desire to do it. *Most students are reluctant to get back to studying after the long summer break.*

Fee (n) - the amount of money you pay for a service. *Parking fees went up almost 100% last year.*

Concerned by something - to be worried about it, to see it as a problem or something that should be addressed.

Part 7

Arthouse (adj) - having niche rather than mainstream appeal, it is more likely to be interesting to people with particular (often refined) tastes in films.

Feature film - a term for a film of regular length, usually between 90 and 120 minutes long.

Eve (n) - the time or period right before the event. *New Year's Eve is often associated with family, gifts, and expectations that something magical is about to happen.*

To dawn on somebody - used to talk about a thought or an idea that comes to one's mind, especially an obvious also very important one.

To miss out on something - not to get or be a part of something, especially something desirable. *I regret missing out on college romances as I was too busy studying at the time.*

Presently (adv) - at the moment, currently. *We are presently working to introduce a new car renting service for our clients.*

Goings-on - (informal) events happening right now. *Please give me an update on the goings-on at the company as soon as you can.*

Takes (n) - (about films) a take is an isolated session of filming a scene in a film. *It took the actor several takes to get the monologue the way the director wanted him to.*

Cast (n) - all the actors who take part in a movie.

Screenplay (n) - a detailed description of the plot, dialogues and the way all should be done in a film.

To fund something (v) - to provide funds (money, financial help) for something. *The director was desperate to find someone who would fund his film.*

Disenchanted with something (adj) - upset about something because they believed it was better or had a higher opinion or expectations of it. *I quickly grew disenchanted with teaching because it had none of the glamour shown in the movies.*

Precede (v) - to come before something else. *The class would normally be preceded by a short introductory speech by our professor.*