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LEARNING
WITH A
DIFFERENCE

READ and UNDERSTAND

Sharpens your reading comprehension
and vocabulary skills

- Reading texts deal with social and contemporary issues
- An accompanying audio CD records the reading texts
- Activities for pair work and oral practice
- Exercises for vocabulary building, comprehension and grammar practice
- Answer Key provided

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1

*Betty Kirkpatrick
Rebecca Mok*

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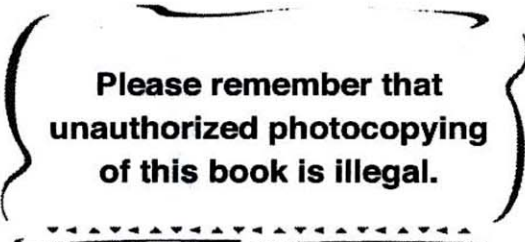
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Preface

Read and Understand is a series of four workbooks written for secondary or intermediate students who want to improve their reading comprehension skills. The 15 reading texts in each of the two lower-level books deal with social and contemporary issues of interest to teenagers. Each of the two upper-level books contains 20 reading passages covering a range of highly interesting topics written in different text types.

Every unit begins with three or four *Pre-Reading Questions* to encourage students to think about issues related to the topic. The questions are designed for students to work in pairs or small groups to develop their ability to make predictions and to understand information by drawing on their own knowledge and experience.

The *Vocabulary Study* section makes it convenient for students to look up the meanings of words and phrases highlighted in the reading passage.

The varied exercises in each workbook provide not only written work for students to do individually, but also oral discussions to be done among themselves. **Workbooks 1 and 2** cover the following types of exercises:

- *Vocabulary Building* – an essential tool to reading.
- *Read and Understand* provides comprehension questions in True/False and MCQ formats, as well as open-ended questions to test students' understanding of the passage.
- *Pair Work* allows students to discuss the questions with each other orally before writing down the answers.
- *Spot the Error* provides questions for students to revise their knowledge of grammar through sentence correction.
- *Your View* has questions that stimulate students to think and express their opinion on matters related to the topic of the unit.

Students will hear all the reading passages on an audio CD that accompanies each workbook.

Pre-Reading Questions

1. If a friend asked, "What has the environment to do with us?" what would your answer be?
2. What can you do to be environmentally-friendly?
3. Why is it sometimes difficult to be environmentally-friendly?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Manufacturers are currently competing with each other to produce a form of **green** packaging. **Packaging** is an important part of marketing these days, but much of it is a threat to the **environment**. There are two reasons for this. The production of such packaging uses up a great deal of **energy** and the **cartons**, wrappers, etc are often difficult to **dispose of** when they become **waste** material.

People in most countries have become aware of the damage which modern living is doing to the environment, and many of them are concerning themselves with the **conservation** of the environment for future generations. Thus, both politicians and scientists are now looking at the issues of energy-saving and **waste disposal** with a view to making them more **environmentally-friendly**.

As far as packaging is concerned, it is vital that it is either **recyclable** or **biodegradable**. For example, instead of throwing out newspapers and glass bottles with their household rubbish, people in several countries are being encouraged to put these in special containers to allow the material to be **recycled**. Some household waste, such as vegetable **peelings**, is naturally biodegradable and so **decomposes** gradually until it disappears.

Man-made goods are not so easily disposed of. Goods and packaging made of plastic create waste material that is particularly difficult to get rid of. This means that huge **landfill sites** have to be dug out so as to bury the plastic waste underground, possibly causing problems for future generations.

Just as much of a problem is industrial waste, since the **effluent** from factories often contains chemicals which can lead to the **pollution** of water supplies. Waste from factories has to be **monitored** carefully in order to avoid this.

Technological advances using nuclear power have added to the waste problem. The disposal of **nuclear waste** causes particular concern because it is radioactive and so possibly dangerous to life.

The high standard of living, which the people of many countries now enjoy, has resulted in a huge increase in waste material. This could have a terrible effect on the **ecology** of the planet. There is no doubt that urgent action must be taken to save our environment from possible **disaster**.

biodegradable *adjective*
made of material which will naturally decay relatively quickly because of the action of bacteria on it.

carton *noun*
a container made from lightweight cardboard or plastic in which certain food or drink is sold.

conservation *noun*
the act of protecting and preserving something, especially the environment.
▲ **conserve** *verb*.

decompose *verb*
to be broken down by the action of bacteria; to rot or decay.

disaster *noun*
an unexpected event that causes a lot of damage, destruction, injury or death.
▲ **disastrous** *adjective*
connected with or involving a disaster.

dispose of *verb*
to get rid of something that you do not want. ▲ **disposal** *noun* the act or process of disposing of something.

ecology *noun*
the relationship between human, animal and plant life and its environment or the study of this. ▲ **ecological** *adjective* relating to ecology or to the environment or relating to things that are of benefit to or protective of the environment.

effluent *noun*
waste material in the form of liquid discharged from a sewage works, factory, etc.

energy *noun*
1 a supply or source of power, such as electrical power, solar power, etc. 2 ability and power to be active so that you are able to work, get things done, etc. 3 liveliness and enthusiasm.

environment *noun*
the external surroundings in which people, animals and plants live ▲ **environmental** *adjective*.

environmentally-friendly *adjective*
not causing any damage to the environment.

green *adjective*
concerned with the protection and conservation of the environment. ▲ **the Greens** or **Green Party** is the name given to a political party which encourages the protection of the environment.

landfill site *noun*
a place where waste material is buried under layers of earth, often being excavated especially for this purpose.

monitor *verb*
to check something at regular intervals in order to find out any changes or developments. ▲ **monitoring** *noun* the act of monitoring something.

nuclear waste *noun*
the radioactive waste which is left after an industrial nuclear process has been completed.

packaging *noun*
the materials in which objects are wrapped before they go on sale.

peelings *noun plural*
pieces of fruit or vegetable skin that are cut off as being unwanted. ▲ **peel** *verb* to remove the skin from a piece of fruit or vegetable.

pollute *see* **pollution**.

pollution *noun*
the act or process of causing something, such as the environment, air or water, to become dirty, harmful or unfit for use. ▲ **pollute** *verb* to cause something to be dirty, harmful or unfit for use.

▲ **pollutant** *noun* something which pollutes.

recyclable *see* **recycle**.

recycle *verb*
to put material or an object through some kind of process that allows it to be used again. ▲ **recyclable** *adjective* of material, can be recycled.

waste *noun*
1 unwanted material which remains after something has been used. 2 unnecessary, extravagant, wrong or unwise use of something. ▲ **waste** *verb* to use something in an unnecessary, extravagant, wrong or unwise way.

waste disposal *noun*
the act or process of getting rid of waste.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. currently
2. environment
3. energy
4. dispose of
5. recycled
6. disappears
7. goods
8. dangerous

Column B

- a. supply of power
- b. products
- c. used again
- d. surroundings
- e. is not there anymore
- f. harmful
- g. now
- h. remove

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. difficult
2. future
3. throwing out
4. encouraged
5. problems
6. often
7. added to
8. enjoy

Column B

- a. solutions
- b. easy
- c. discouraged
- d. taken away from
- e. suffer from
- f. past
- g. collecting
- h. seldom

C Choose the most appropriate word, provided in italics, to complete each of the sentences.

packaging

waste material

pollution

disaster

1. Most modern cities face heavy _____.
2. The _____ caused by the floods led to much suffering.
3. Most things that we buy will have a lot of _____.
4. _____ is difficult and expensive to get rid of.

Read and Understand

A Say whether each of the sentences below is True or False.

1. The environment suffers when there is heavy packaging of the things we buy.
2. Politicians and scientists are not giving any attention to the problems of the environment.
3. Newspapers and glass bottles can be recycled.
4. It is difficult to get rid of plastic goods.
5. Rich countries take care to cut down on waste.

True / False

True / False

True / False

True / False

True / False

B Answer these questions in full sentences.

1. What are the two reasons that packaging is harmful to the environment?

2. Which groups of people are looking at the issues of the environment?

3. What are the important qualities for packaging to be green?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Would you support the use of less packaging? Give reasons for your answer.

2. What recycling efforts are carried out in your school?

3. What recycling efforts are carried out in your neighbourhood?

4. What can you do to be more environmentally-friendly?

Spot the Error

In each sentence below, you will find an error with the subject-verb agreement (concord). Underline the error and rewrite the sentence by using the correct concord.

Example:

Sentence with error: In a modern society, people enjoys a high standard of living.

Corrected sentence: In a modern society, people *enjoy* a high standard of living.

1. Too much packaging harm the environment in two ways.

2. Future generations will suffer unless people today conserves the environment.

3. The writer advises that every household do its part by recycling.

4. Usually people gets rid of waste by dumping it into landfills.

5. Nuclear waste are dangerous because it is radioactive.



Your View

Complete the sentences below by giving your view.

1. I think green packaging **should** be carried out because _____

OR I think green packaging **should not** be carried out because _____

2. I think people harm the environment by _____

3. I want to help the environment because _____

Pre-Reading Questions

1. Do you think your city has too much traffic? Give your reasons.
2. Do you support actions to control city traffic?
3. Would you own a car if you are of age to drive and can afford to? Why or why not?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Many of the problems which face governments nowadays are international ones. Take traffic, for example. All the major cities of the world are having to try to find ways of dealing with too many **vehicles** and the **congested** roads which they cause.

A large number of the vehicles which **clog** our cities are **private cars**. **Motorists** are very reluctant to leave their precious cars behind and go to work on **public transport**, despite the constant **traffic jams**. They regard buses, trams and trains as being for other people, while they themselves like to drive from door to door. Thus, our roads are **chock-a-block** with traffic.

Of course, parking space is not always available. Some firms provide **car parks** or **garages**, where at least some of their employees can leave their cars. Most people, however, have to rely on public car parks, often **multi-storey** ones, or else try to park in the street. Since this is usually highly restricted, with many **parking meters** in evidence, parking is a source of **frustration** to many motorists.

People who are otherwise quite law-abiding are apt to take a bit of a risk when it comes to traffic **offences**. Thus, they ignore both signs that say 'NO PARKING' and lines painted down the edge of the road which indicate parking **restrictions**. Should they be away from their cars for longer than the amount of time allowed by the parking meter, they are not worried—until they see that the **traffic warden** has left a **parking ticket** on their **windscreen**, and realize that they will have to pay a **fine**.

The authorities in more and more cities are trying to keep cars out of the city centre. With this aim, they have **pedestrianized** large areas and introduced **park-and-ride** schemes so that people will leave their cars at the city boundary and complete their journey by bus.

Still, there are fears that ever-increasing traffic will cause **gridlock** in cities, particularly at **rush hours**. With so many **tailbacks** and **bottle-necks** on so many roads, motoring is no longer a pleasure. Why, then, do so many of us persist in using our cars?

Vocabulary Study

bottle-neck *noun*

a place where a road grows narrow or a place where there is often a great deal of traffic, causing traffic either to slow down or stop completely.

car park *noun*

an area of ground or a building where cars can be parked temporarily.

chock-a-block *adjective*

extremely full or crowded.

clog *verb*

to cause a road, etc, to become blocked, so slowing down or preventing movement of traffic.

congested *adjective*

1 extremely overcrowded, making moving around slow or difficult. 2 of a part of the body, blocked with an abnormal amount of blood or other fluid, such as mucus. ▲ **congestion** *noun* the state of being congested.

fine *noun*

a sum of money which has to be paid as a punishment for breaking a law or rule. ▲ **fine** *verb* to make someone pay a sum of money as a punishment for breaking a law or rule.

frustration *noun*

the feeling of being annoyed and impatient. ▲ **frustrating** *adjective*. ▲ **frustrated** *adjective*.

garage *noun*

a building, often attached to a house, office, etc, where cars may be parked or kept.

gridlock *noun*

a situation in a city, etc, in which roads become so blocked with cars that it is impossible for traffic to move in any direction and so it comes to a stop.

motorist *noun*

a person who owns and drives a car. ▲ **motoring** *adjective* connected with driving a car.

multi-storey *adjective*

having several storeys or levels. ▲ **multi-storey** *noun* a car park having several storeys or levels.

offence *noun*

an act which breaks a law or regulation.

park-and-ride

1 *adjective* of a transport system, designed to reduce the amount of traffic in towns or cities, in which motorists park

their cars at the edge of a town and take a bus from there to the town centre.

2 *noun* such a transport system.

parking meter *noun*

(sometimes shortened to **meter**) a machine at a roadside parking space into which you put coins to pay for parking and which shows the length of time that you may legally park.

parking ticket *noun*

(sometimes shortened to **ticket**) an official notice which is placed on a vehicle to show that it is illegally parked and to order you to pay money as a fine.

pedestrianized *adjective*

of a street, etc, in which cars are not allowed so that people can walk safely. ▲ **pedestrian** *noun* a person who travels on foot and not in a car, etc.

▲ **pedestrian crossing** *noun*

a place on a road where pedestrians may cross.

private car *noun*

a car which is owned and driven by an individual.

public transport *noun*

a system of transport for use by members of the public, consisting of a network of vehicles, such as buses, trains or trams, which travel on fixed routes at set times and charge passengers set fares.

restriction *noun*

a law or rule that limits something in some way.

▲ **restrict** *verb* to limit the amount, size, etc of something.

rush hour *noun*

the busy part of the day in a town or city when there is a lot of traffic, usually the times when people are either coming in to work or leaving work.

tailback *noun*

a long line of very slow-moving or stationary traffic caused by something which is blocking the road.

traffic jam *noun*

a great many vehicles close together which can only move very slowly and which frequently come to a halt.

traffic warden *noun*

in some countries, a person in uniform employed to stop people from parking in places where they are not allowed to do so, or from parking somewhere for longer than they are allowed, and to give parking tickets to motorists who ignore the regulations.

vehicle *noun*

(also **motor vehicle**) (*formal*) a machine, usually with wheels and an engine, which is used on land for carrying people or goods from one place to another.

windscreen *noun*

the front window of a motor vehicle.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. congested

2. motorists

3. precious

4. possible

5. rely on

6. law-abiding

7. authorities

8. persist

Column B

a. valuable

b. overcrowded

c. depend on

d. the departments in charge

e. continue

f. can be done

g. drivers

h. obedient to the law

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. major

2. large

3. constant

4. restricted

5. ignore

6. longer

7. worried

8. introduced

Column B

a. shorter

b. not concerned

c. ended

d. unlimited

e. small

f. attend to

g. minor

h. infrequent

C Choose the most appropriate words, provided in italics, to complete each of the sentences.

vehicles *traffic* *motorists* *fine* *journey*

1. The heavy _____ caused a big jam on the motorway.
2. Those caught speeding will have to pay a _____.
3. To break the long _____, we will stop overnight at a hotel.
4. _____ were advised to avoid Country Street as a tree had fallen across it.
5. Each Sunday, second-hand _____ will be sold at the parking lot.

Read and Understand

A Write T if the statement is true and F if it is false.

1. Traffic problems are the worst in western countries.
2. One reason for traffic jams is that not enough people take public transport.
3. Quite often there is insufficient parking space in the city.
4. People will only park in the areas set aside for parking.
5. The authorities have no ideas about how to cut down traffic in the city centre.

B Complete these sentences, taking information from the passage.

1. Parking space is limited, so some firms _____
_____.
2. Motorists, who park illegally in the city area, face the risk of _____
_____.
3. To cut down the number of cars in the city, the authorities _____
_____.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Suggest one way to cut down the number of cars entering the city area.

_____.
2. What could be a new way to solve the parking problems in the city area?

_____.
3. If you have a car, would you drive into the city on a weekday? Give your reasons.

_____.

Spot the Error

In each sentence below, you will find an error with the tense form. Underline the error and rewrite the sentence by using the appropriate present or past tense form of the verb.

Example:

Sentence with error: Governments nowadays faced international problems.

Corrected sentence: Governments nowadays *face* international problems.

1. Recently some countries solve the problem of heavy traffic in the city centre by charging for entry.

2. I wished to suggest that to reduce traffic into the city area, there should be less parking space there.

3. If the public transport system was improved then more people will use it.

4. From 1995, the authorities increase the price of cars to cut car ownership.

5. Many large cities were still trying to solve their traffic problems.



Your View

Complete the sentences below by giving your view.

1. I think that heavy traffic in the city centre is a problem because _____

OR I do not think that heavy traffic in the city centre is a problem because

2. To encourage people to leave their cars at home, _____

3. If I can afford it, I would buy a car because _____

OR Even if I can afford it, I would not buy a car because _____

Pre-Reading Questions

1. Recall a case of bullying that you know of.
2. What do you think of bullies?
3. Do you agree with these statements? Give a reason for each of your answers.
 - Most cases of bullying are not reported.
 - Those who are bullied are usually weak or odd looking.

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Education is a very important part of a child's life, and yet an increasing number of children are showing reluctance to attend school. It is not that they find the work too difficult or are afraid of the teachers. No, it is because they are being **bullied**.

School **bullies** can make other children's lives a misery and their **bullying** takes different forms. Often they will use their physical size to **intimidate** those who are smaller and weaker than themselves. They will threaten their **victims** with a beating if they don't do as they say, often using physical force to **extort** money, and will steal possessions from them by force.

Bullies use **verbal abuse** as well as **physical** abuse on their victims. The **butt** of this abuse may often simply be slightly different in some way from the rest of the class. A child may have red hair, wear spectacles, not have the latest fashion in shoes, have only one parent, or be of a different race, for example. This can make them a **target** for the school bully, who will indulge in the most insulting **name-calling**.

Some psychologists say that the desire of the class bully to **dominate** the others is a result of an **inferiority complex** or some personal unhappiness, but this does not help those who are **on the receiving end** of the abuse. So great is the bullying problem that many schools have been forced to draw up an official **strategy** for dealing with it.

Teachers encourage the victims of bullying to report the matter to one of them, but many of them are afraid to do so, for fear of more physical **assault** or more **taunts**. The bullies will accuse them of **telling tales** and make them suffer more. Furthermore, those who **browbeat** others, although **domineering**, can often appear to be charming to those who are in authority.

Because it is so difficult to get victims to report bullies, and often difficult to prove **coercion**, many bullies escape unpunished. We must protect our children from this **persecution**. They have a right to enjoy their schooldays.

Vocabulary Study

abuse *noun*

- 1 the act of treating someone badly or violently; ill-treatment.
- 2 the wrong or harmful use of something. ▲ **abuse** *verb*
 - 1 to treat someone badly or violently; to ill-treat someone.
 - 2 to use something in a wrong or harmful way.

assault *noun*

a violent attack. ▲ **assault** *verb* to make a violent attack on someone or something.

browbeat *verb*

to try to force someone to do something by threatening them or frightening them.

bully *noun*

a person who deliberately frightens and ill-treats someone, usually a weaker person, and often makes them do what the bully wants by force or the threat of force.

▲ **bully** *verb* to act like a bully; to frighten and ill-treat someone, usually a weaker person, and use force or the threat of force to get them to do what you want.

▲ **bullying** *noun* the act of bullying.

butt *noun*

a person at whom someone directs jokes, scornful remarks, etc.

coercion *noun*

the action of making someone do something which they do not want to do by means of force or the threat of force. ▲ **coerce** *verb* to make someone do something which they do not want to do by means of force or the threat of force.

dominate *verb*

to have control over someone or something.

domineering *adjective*

showing a strong desire to have control over other people without taking into consideration their opinions, wishes, etc.

extort *verb*

to obtain something from someone by means of force, threats, etc.

inferiority complex *noun*

a feeling that you are inferior to others, that you are not nearly as good, as clever,

as important, etc, as they are.

intimidate *verb*

to make someone feel afraid of you, often deliberately, to persuade them to do something. ▲ **intimidating** *adjective* frightening; threatening.

name-calling *noun*

the act of saying nasty, insulting words about someone, often to them directly. ▲ **call someone**

names to use nasty insulting words about someone, often to them directly.

persecute *verb*

to annoy and bother someone constantly, never leaving them alone and making their lives miserable. ▲ **persecution** *noun* harassment or bad and unfair treatment of people because of their race, their religious or political beliefs, etc.

persecution *see*

persecute.

physical *adjective*

connected with the body.

receiving end, be on/at the receiving end

to be the person at whom some form of action, usually a bad or unpleasant one, is aimed.

strategy *noun*

a detailed plan which is put together to achieve a particular purpose.

▲ **strategic** *adjective*

connected with a strategy; forming part of a detailed plan which is put together to achieve a particular purpose.

tale, tell tales

to tell someone, especially someone in authority, about something that someone has done wrong.

target *noun*

1 a result or goal which you are trying to achieve. **2** an object which is aimed at in shooting practice, darts, etc, often a round board with circles on it. ▲ **target** *verb* to aim or direct something at someone.

taunt *noun*

a nasty, unkind remark that is intended to upset someone.

▲ **taunt** *verb* to tease someone in a hurtful, mocking way in order to upset them.

verbal *adjective*

expressed in words; relating to words.

victim *noun*

a person who has been hurt or killed by someone or something.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. attend
2. afraid
3. bullied
4. verbal abuse
5. target
6. dominate
7. assault
8. authority

Column B

- a. words that hurt
- b. power
- c. control
- d. ill-treated
- e. attack
- f. to be present
- g. frightened
- h. person to aim at

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. increasing
2. weaker
3. different
4. result
5. unhappiness
6. encourage
7. physical
8. charming

Column B

- a. discourage
- b. same
- c. joy
- d. unattractive
- e. decreasing
- f. stronger
- g. cause
- h. mental

C Choose the most appropriate words, provided in italics, to complete each of the sentences.

misery

extort

taunts

unpunished

1. The police caught the man who was trying to _____ money from the stallholder.
2. The overweight boy often faced the _____ of his classmates.
3. The Principal told the student that as it was his first wrongdoing, he would go _____.
4. Her friends told her jokes to help her get over her _____.

Read and Understand

A Circle the most suitable answer from the three possible answers provided.

1. Some children do not want to attend school because of
 - a. difficult work.
 - b. fear of bullying.
 - c. fear of teachers.
2. Often bullies pick on those who are
 - a. rich.
 - b. smaller than themselves.
 - c. dress well.

3. Children who are bullied often do not report it because of
 - a. fear of being teased.
 - b. fear of teachers.
 - c. fear of more bullying.

4. Many bullies escape punishment because
 - a. they can be charming.
 - b. they are well-behaved.
 - c. the victims do not report them.

B Answer these questions in full sentences.

1. What are the two main forms of bullying?

2. What do psychologists say could be the cause of bullying?

3. What do schools do to deal with bullying?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. If bullying is a problem in your school, what do you think are the causes of it?

2. If bullying is not a problem in your school, why do you think your school is free from it?

3. Why do you think students are unwilling to report bullies?

4. What more can be done in your school to stop bullying?

Spot the Error

In each sentence below, you will find an error with the adverb. Underline the error and rewrite the sentence by using the correct adverb.

Example:

Sentence with error: The bully looked around quick for someone small in size.

Corrected sentence: The bully looked around *quickly* for someone small in size.

1. Bullies sometimes pick on those who behave different.

2. Bullies act unkind for many reasons.

3. Teachers tell children repeatedly to report bullying.

4. Bullies can escape unpunished as they can behave charmingly.

5. Children who are bullied often suffer in silence.

Your View

The questions below ask for your opinion. Answer each question in **one sentence**.

1. Why do you think some people bully others?

2. What more can be done by schools to stop bullying?

3. If you saw someone bullying a weaker person, what would you do?

Pre-Reading Questions

1. How do you feel towards old people?
2. Do you think that people are living longer? Why or why not?
3. How old do you want to live until? Give reasons for your answer.

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

It happens to us all, however hard we may try to delay the **process**. We grow old. **Cosmetic surgery** may remove the **wrinkles**, skin which has **sagged** may be tightened by means of a **facelift**, and hairdressers may dye grey hair a more youthful colour, but we cannot remain young forever.

Advances in medicine have made it possible for more people to stay alive longer. However, what is important is the **quality of life** and people **age** differently. Some people remain quite well and able to look after themselves when they get old, but others of the same age are not so lucky. They have to go into **sheltered housing** or even into a **residential home** or **nursing home** in order to receive adequate care.

The worst aspect of **ageing** is that often the mind becomes less alert. As people grow older, they often experience loss of short-term memory, although they may well be able to recall quite easily events that happened long ago. Later they may suffer from **dementia**, often in the form of **Alzheimer's disease**, a disease which gets gradually worse.

By no means all elderly people are in this category. Many **senior citizens** are in possession of all their **faculties** and see **retirement** as

a time of freedom. Not only that, if they have a generous retirement **pension**, they are likely to be quite well off, with money to spend on holidays and other luxuries. Because of this, both businesses and government have a new respect for what is known as **grey power**.

By no means, however, does everyone treat **OAPs** with respect. There are some **cultures** which are noted for the great respect with which they treat their old people, but many people regard the old as having a very low **status** in society and treat them accordingly.

People in these latter cultures are often guilty of **ageism** and regard old people as **geriatrics** who **have one foot in the grave**. Someone should remind them that they, too, will be old one day.

Vocabulary Study

age *verb*

1 to become older. **2** to look or seem older. ▲ **ageing** *noun* (*also ageing*) the process of becoming older.

ageing *see age*.

ageism *noun*

the unfair treatment of, and attitude to, people, because of their age, often because they are considered too old.

▲ **ageist** *adjective* showing or connected with ageism.

Alzheimer's disease *noun*

(*also Alzheimer's*) a disorder of the brain which comes on gradually and usually occurs in old people, but can affect people from middle age onwards, and which causes dementia (*see dementia*).

cosmetic surgery *noun*

surgery which is intended to improve your physical appearance.

culture *noun*

the customs, beliefs, and way of life of a particular country, group, etc. ▲ **cultural** *adjective*.

dementia *noun*

a serious condition of the brain which gradually affects the patient's ability to remember or think and sometimes causes personality changes. ▲ **senile dementia** *noun* dementia which begins in old age.

▲ **senile dementia** *noun* dementia which begins in old age.

facelift *noun*

cosmetic surgery carried out on the face to tighten the skin and remove wrinkles with the intention of making the face look younger.

faculty *noun*

any of the physical or mental abilities which you are born with.

geriatric *adjective*

(*formal or technical*) of or for old people; connected with old people. ▲ **geriatrics** *noun* (*takes a singular verb*) the branch of medicine which specializes in the care and treatment of old people.

grave, have one foot in the grave

(*often humorous*) to be very old and so near death.

grey power *noun*

(*the name comes from the fact that elderly people usually have grey hair*) the power, especially financial or political power, held by elderly people.

nursing home *noun*

a place which provides long-term care and medical treatment for people who are unable to look after themselves.

OAP *noun*

(short for **old age pensioner**)

a person who is over the official age of retirement and is receiving a state pension.

pension *noun*

(also **old age pension** or **retirement pension**)

1 an amount of money paid regularly to someone during retirement by the government, a former employer or an insurance company.

2 an amount of money paid regularly to someone who is too ill or disabled to work.

process *noun*

a series of actions which are carried out for a particular purpose.

quality of life *noun*

the extent of the enjoyment and satisfaction which you get from your life, as opposed to financial comfort.

residential home *noun*

a place where people who cannot look after themselves, but who do not require nursing care, live and are cared for.

retirement *noun*

the act of stopping work because you have reached a particular age. ▲ **retire** *verb* to stop working because you have reached a particular age.

sag *verb*

to drop down to a lower level in the middle.

senior citizen *noun*

(a term used euphemistically to avoid using the word 'old') an older person, especially one who is over the official age of retirement.

sheltered housing

(or **accommodation**) *noun*
housing designed for elderly people where they have their own flats so that they can be independent, but where someone who is employed to give help when required (called a 'warden') also lives.

status *noun*

1 the position of someone in relation to other people in society, a profession, a group, etc. **2** a high position in relation to other people in society, a profession, a group, etc.

wrinkle *noun*

1 one of several lines in the skin caused by old age, etc. **2** a small fold in cloth.

Vocabulary Building

A Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A

1. remove
2. important
3. adequate
4. recall
5. gradually
6. generous
7. respect
8. status

Column B

- a. bit by bit
- b. take away
- c. of great concern
- d. admiration
- e. sufficient
- f. position
- g. remember
- h. large

B Match each word in Column A with its opposite meaning in Column B by joining the dots correctly.

Column A

- 1. delay •
- 2. tightened •
- 3. young •
- 4. worse •
- 5. freedom •
- 6. luxuries •
- 7. latter •
- 8. guilty •

Column B

- a. loosened
- b. restriction
- c. former
- d. old
- e. innocent
- f. better
- g. necessities
- h. quicken

C For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. As this is a *major* problem, we do not need to be concerned.

True / False

2. As populations *age*, more health care services will have to be provided.

True / False

3. *Cosmetic surgery* is a treatment to improve a person's looks.

True / False

4. At 35, he resigned and was given a *pension*.

True / False

5. To try and stay *youthful*, most people stop exercising and dieting.

True / False

Read and Understand

A Circle the most suitable answer from the four possible answers provided.

1. People try to look younger than their age by
 - a. dressing smartly.
 - b. mixing with young people.
 - c. getting a facelift.
 - d. working hard.

2. Elderly people who cannot look after themselves go to
 - a. nursing homes.
 - b. hospitals.
 - c. community centres.
 - d. homes of relatives.

3. What is the reason that businesses respect the elderly?
 - a. The elderly are wise.
 - b. The elderly have knowledge.
 - c. The elderly are mentally alert.
 - d. The elderly have spending power.

4. The writer said that people treat the elderly according to
 - a. their moods.
 - b. cultural attitudes.
 - c. their amount of education.
 - d. their amount of time.

B Answer these questions in full sentences.

1. What has made it possible for people to stay young longer?

2. What does the writer think is the worst aspect of ageing?

3. Name one advantage that elderly people have.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Name one way in which the elderly can be useful.

2. How can the elderly be helped to remain useful?

3. What is your society's attitude to the elderly?

4. What is your own attitude to the elderly?

Spot the Error

In each sentence below, you will find that the past, present or future tense has not been used correctly. Underline the error and rewrite the sentence by using the correct tense of the verb.

Example:

Sentence with error: Yesterday we go to the cinema.

Corrected sentence: Yesterday we *went* to the cinema.

1. Nowadays, cosmetic surgery was a method to remove wrinkles.

2. People use to have shorter lives in the old days.

3. About two years ago, Mr Okada will suffer a loss of memory.

4. Imperial Tours will be a travel agency that provides tour packages for the elderly up till today.

5. Some elderly citizens today were fortunate to live in a society that respects them.

Your View

You are free to decide for yourself whether you agree or disagree with each of the statements below. Write each of your answers in one sentence that begins with either 'I agree because ...' or 'I disagree because ...'.

1. The elderly have a great deal of knowledge and experience to contribute to society.

2. The state should look after the elderly sick.

3. My country is doing enough to deal with an ageing population.

Pre-Reading Questions

1. What do you think your parents would like your future to be?
2. To what extent are the hopes of your parents the same as yours?
3. If you and your parents have different ambitions for your future, how do you feel about it?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Educational qualifications are considered to be very important in the modern world. They are essential for people who want to find reasonably well-paid employment in the **professions**. For this reason, most parents try to get their children to work hard at school and achieve **academic** success by doing well in exams. Many parental **aspirations** also include their children going to university and **graduating** with a good degree.

Not all children, however, are capable of achieving academic success. This does not matter as long as parents are willing to accept this, but it is quite common for parents to think that all their children have to do is to study hard and they will pass their exams. All too often, they just succeed in causing too much **stress** in their **offspring**, with the result that the children either get ill or fail exams that they might otherwise have passed.

There are some children who are quite bright, but who are simply not interested in formal learning. Some might be of an **artistic bent** and wish to become an artist or designer while some might have a **talent** for acting. Others may show an **aptitude** for working with their hands, or want to start their own businesses and become **entrepreneurs**.

It is perfectly possible for children to achieve such **ambitions**. However, their parents may well have other ideas, which can lead to family **conflict**. Strangely enough, many parents are often reluctant to allow children to **follow in their footsteps**. For example, actors may not wish their children to have a career in the theatre, because of the uncertainty of the profession. Business people may feel that their children will have more **status** in an academic profession than in the world of **commerce**.

The opposite situation also arises. Parents who have worked hard to establish a business may want their children to become part of it, only to find that their sons and daughters prefer to look for completely different **occupations**.

Each generation has different ideas, making **communication** between the two extremely difficult. Thus, has arisen the aptly named **generation gap**.

Vocabulary Study

academic *adjective*

connected with education and studying; involving a great deal of reading and studying, rather than practical skills.

▲ **academic** *noun* a person who teaches or carries out research at a university or college.

ambition *noun*

1 something which you want to achieve very much. 2 a strong desire for success, especially success in your job.

▲ **ambitious** *adjective* having ambition.

aptitude *noun*

a natural ability or skill at something.

artistic *adjective*

1 showing a natural skill at, or enjoyment of, art; showing a natural skill at, or enjoyment of, the creative arts, such as music. 2 connected with art or artists. 3 showing taste and imagination; attractively made or designed.

aspiration *noun*

(*formal*) a strong desire or hope to achieve something.

▲ **aspire** *verb* to want very much to achieve something or to become someone.

bent *noun*

a natural ability, skill or interest in something.

commerce *noun*

the activities connected with business or trade; the large-scale buying and selling of goods and services.

▲ **commercial** *adjective*

connected with business or trade.

communication *noun*

the exchange of information or the expression of ideas or feelings between people, for example, by speaking, letters, telephone, emails, sign language, etc.

conflict *noun*

a continued period of fighting or hostility between countries or groups.

entrepreneur *noun*

a person who sets up a new business or businesses, especially when this involves financial risk, in the hope of making a profit and getting a lot of money.

footsteps, follow in your footsteps

to act in the same way, often to do the same work, as someone else has done before you.

generation gap *noun*

the difference in attitudes, behaviour, tastes, experience, etc between younger and older people, which can lead to a lack of understanding.

graduate *verb*

to receive a degree from a university or college.

▲ **graduate** *noun* a person who has obtained a degree from a university or college.

occupation *noun*

a job or profession.

offspring *noun*

(*often humorous*) 1 the child of a particular person or couple. 2 the young of an animal or plant.

profession *noun*

a job which requires a high level and/or specialist training.

▲ **professional** *adjective* connected with the professions.

status *noun*

1 the position of someone in relation to other people in society, a profession, a group, etc. 2 a high position in relation to other people in society, a profession, a group, etc.

stress *noun*

1 worry and anxiety caused by overwork or some other difficult situation. ▲ **stressful** *adjective* causing stress; involving stress. 2 the special importance or emphasis given to something. 3 an extra force or emphasis used when pronouncing a particular syllable or word.

talent *noun*

a natural ability to do something well. ▲ **talented** *adjective* having talent.



Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. degree
2. stress
3. offspring
4. result
5. aptitude
6. ambitions
7. commerce
8. occupations

Column B

- a. outcome
- b. goals
- c. business or trade
- d. university qualification
- e. worry
- f. jobs or professions
- g. ability
- h. children

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. modern
2. success
3. accept
4. common
5. bright
6. conflict
7. reluctant
8. extremely

Column B

- a. dull
- b. failure
- c. ancient
- d. willing
- e. slightly
- f. unusual
- g. harmony
- h. reject

C Choose **four** out of the eight words below and make a simple sentence with each of the four words you picked.

important
artist

employment
possible

parents
ideas

interested
difficult

1. _____

2. _____

3. _____

4. _____

Read and Understand

A Using information in the passage, say whether these sentences are true or false.

1. People with good educational qualifications are likely to get well-paid jobs.

True / False

2. Not every child can do well in school.

True / False

3. Most children are good in art and acting, as well as business.

True / False

4. Many parents are happy to have their children do the same work as their parents.

True / False

5. The generation gap happens when parents and children find it difficult to communicate with one another.

True / False

B Answer these questions in full sentences.

1. In the modern world, what do many parents want for their children?

2. What can happen to children if they face too much stress in their studies?

3. Other than doing well in examinations, name one other ability children could have.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Do you think that educational qualifications are important? Give your reasons.

2. Give one advantage if children take up the careers that their parents want for them.

3. Give one disadvantage if children take up the careers that their parents want for them.

4. Give an example when parents and children are not able to understand one another.



Spot the Error

In each sentence below, you will find that the adjective has not been used correctly. Underline the error and rewrite the sentence by using the correct adjective.

Example:

Sentence with error: He jumped for joy when he heard the better results.

Corrected sentence: He jumped for joy when he heard the *good* results.

1. Though we work hard we may sometimes not get success results.

2. Children who face a stress school life can fall sick.

3. Some schools have special classes for those with artist talent.

4. Ambition parents could be disappointed if their children do not meet their goals.

5. Parents who want their children to join their business may find their children have differently ideas.

Your View

The questions below ask for your opinion. Answer each question in **one sentence**.

1. Are you for or against allowing children to excel in art or sports if it means they have less time for their studies? Give a reason.

2. What would you say to a parent who pushes his child in his studies?

3. What do you think of children who choose a career to please their parents?

Discrimination against Disability

Pre-Reading Questions

1. Do you think the disabled are treated unfairly? Give an example to support your answer.
2. Suggest one change that would lead to a fairer treatment of the disabled.
3. Ask one question that you would like answered after reading the passage.

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Many of us are guilty of **discriminating** against **disabled** people, whether intentionally or not. **People with disabilities** are often treated extremely **patronizingly** by **abled** people, as though they were very young children. For example, a person in a wheelchair may be completely ignored and questions such as 'Does he want black or white coffee?' are put to a **companion** rather than directly to the person.

If people in wheelchairs can get around by themselves and so are able to travel alone, they are frequently treated as though they are **invisible**. Other people simply push rudely past them without paying any attention to them.

Obviously, people with disabilities will want to do the same things as **able-bodied** people. Thus, they will wish to visit museums, art galleries, restaurants and other public places. However, gaining **access** to such places can be far from easy. Often, the entrance to public buildings is at the top of some steps, which can prove to be an **obstacle** to someone who is in a wheelchair. Admittedly, some buildings now provide **ramps**, which makes life much easier.

Since **doorways** are often rather narrow, wheelchair-users have difficulty in **negotiating** them. Having succeeded in entering a building, disabled people might well meet another obstacle. The only means of getting from one **floor** to another, especially if it is an old building, might well be by a flight of stairs. Even if there is a lift as an alternative to the stairs, it may not be big enough to hold a wheelchair. One good thing about modern buildings is that they are usually **equipped with** reasonably **roomy** lifts, as well as **escalators**. This makes life easier for disabled people.

Nowadays, many disabled people are able to manage perfectly well at home by themselves. They might have a special lift to get to another floor, and a range of especially adapted **appliances** to help them **fend for themselves**.

It is when they attempt to go outside that obstacles to ordinary living begin. Society must do all in its power to remove these. Some **provision** is now being made for people with disabilities, but they need many more **facilities**. Otherwise society can be accused of **ableism**.

Vocabulary Study

able-bodied *adjective*
not disabled; fit and strong.

ableism *noun*
discrimination in favour of those who are able-bodied.

▲ **ableist** *adjective* showing or caused by ableism; connected with ableism.

access *noun*
1 a way of entering or reaching a place. 2 the right, ability or opportunity to use something.

▲ **access** *verb* to open a computer file in order to view or change data on it.

appliance *noun*
an electrical device that is used for a particular purpose in the home.

companion *noun*
a person who spends a lot of time with you; a person who travels with you or goes somewhere with you.

disability *noun*
a lack of one or more of the physical or mental abilities that most people have; a condition in which there is a lack of this kind. ▲ **people with disabilities** *see disabled people under disabled.*

disabled *adjective*
having a disability of some kind. ▲ **disabled people** *noun plural (also people with disabilities)* people who have some kind of disability.

discriminate *verb*
to treat someone or a group of people in a different and often unfair way, especially in a worse way, from the way in which you treat other people.

▲ **discrimination** *noun* the act of treating someone or a group differently, especially less fairly, than others.

doorway *noun*
the entrance to a building or room where the door is.

equip *verb*
to provide a person or place with the things that are necessary for a particular purpose. ▲ **equipment** *noun* the things that are necessary for a particular purpose.

escalator *noun*
a moving staircase which carries people between levels of a large building.

facilities *noun plural*
services, equipment, etc, that are provided for a particular purpose or to fulfil a particular need.

fend, fend for yourself
to look after yourself without getting help from anyone else.

floor *noun*
a level of a building; all the rooms on one level of a building.

invisible *adjective*
not able to be seen.

negotiate *verb*
1 to manage to travel through something, get past something, etc, where there is some difficulty. 2 to have a formal discussion with someone or a group of people in order to try to reach an agreement about something; to reach an agreement on something by means of a formal discussion.

obstacle *noun*
something that prevents movement or some kind of action or makes this more difficult.

patronizing *adjective*
showing that you think that you are better, more intelligent, more knowledgeable, more experienced, etc, than someone else.

▲ **patronizingly** *adverb* in a patronizing way. ▲ **patronize** *verb* to treat someone in a patronizing way.

provision *noun*
something that is provided or supplied; the act of providing or supplying something. ▲ **provisions** *noun plural* supplies of food and other necessary things.

ramp *noun*
a sloping surface used, for example, to get from one level of a road, building, etc to a higher or lower one.

roomy *adjective*
having plenty of space or room.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. intentionally

2. ignored

3. companion

4. access

5. alternative

6. equipped with

7. obstacles

8. facilities

Column B

a. another way

b. entry

c. overlooked

d. with purpose

e. provided with

f. barriers

g. services or equipment

h. someone who spends a lot of time with you

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. disabled

2. frequently

3. invisible

4. rudely

5. entrance

6. easier

7. ordinary

8. remove

Column B

a. extraordinary

b. provide

c. exit

d. visible

e. harder

f. able-bodied

g. politely

h. seldom

C For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. He paid full *attention* in class and that is why he passed the test well.

True / False

2. The businessman overcame the *obstacles* by working very hard.

True / False

3. We are worried as there is *enough* food to last the trip.

True / False

4. As he does not enjoy company, he is *perfectly* happy to share a dormitory with others.

True / False

5. These *adapted* novels from the west can now be enjoyed by Asians.

True / False

Read and Understand

A After reading the passage, say whether each of the sentences below is True or False.

1. Many people treat disabled people with respect.

True / False

2. People in wheelchairs are often treated as if they are not there.

True / False

3. Buildings that have ramps enable the disabled to enter more easily.

True / False

4. After entering the building, wheelchair users find it easy to move around.

True / False

5. Many disabled people can take care of themselves when they are at home.

True / False

B Answer these questions in full sentences.

1. Name one difficulty that wheelchair users may have when they go out.

2. Name one way that buildings can be made more friendly for wheelchair users.

3. Pick out one sentence in paragraph six that shows that not enough is done for the disabled.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. How is your school building friendly for the disabled?

2. Do you think enough is done in your school to allow the disabled to move around? Give a reason.

3. How are the buildings near your home friendly for the disabled?

4. Do you think enough is done in the buildings near your home to allow the disabled to move around? Give a reason.

Spot the Error

In each sentence below, you will find that the pronoun has not been used correctly. Underline the error and rewrite the sentence by using the correct pronoun.

Example:

Sentence with error: Parents should not allow his children to watch too much television.

Corrected sentence: Parents should not allow *their* children to watch too much television.

1. He told me that its school has good facilities for the disabled.

2. People seem to be selfish when he pay no attention to the disabled.

3. As I have left my book at home, may I share mine?

4. The cat tried to scratch the chicken but luckily did not hurt them.

5. If more is done to help disabled persons, she can contribute more to society.

Your View

Complete the sentences below by giving your view.

1. Our society shows respect for the disabled by _____

OR Our society does not show respect for the disabled by _____

2. One way we can do more for the disabled is _____

3. One reason why people discriminate against those with disability is that _____

Pre-Reading Questions

1. What have you heard of football hooligans?
2. Why do hooligans usually belong to a group?
3. What punishment do you think should be given to football hooligans?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

It is football time again. Currently, the **qualifying** rounds are being played to decide which countries will send teams to Japan and Korea for the 2002 World Cup. **Soccer** is becoming more and more popular on a worldwide scale and these qualifying **legs** are causing much excitement.

The game is popular at **club** level as well. Many fans go every week to support their team, whether the **fixture** is a **home** or **away** one, hoping to **get a result**. They all hope for an attacking game, with a lot of goals being scored. Obviously, they do not want to see a boring, defensive match where the players are aimlessly passing the ball to each other.

Sadly, not all the action always takes place on the **pitch**. All too frequently, there is action in the **stands**, too. Football supporters, most of whom declare their loyalty by sporting their team's **colours**, in the form of scarves or shirts, are not known for their quiet behaviour. They are often very noisy, shouting noisy encouragement to their team and singing rowdy, **partisan** songs.

There is much rivalry between supporters. Mostly, this is good-natured, but trouble can easily flare up. Fans get angry if they feel that a **referee** has made a wrong decision, perhaps giving one of their team a **red** or **yellow card** unfairly, or perhaps failing to notice a **foul** committed by a member of the other team when **tackling**.

When trouble breaks out in a football crowd, it can be difficult to control. Stadium officials often seat the opposing fans in separate parts of the **ground** as a precaution against fighting. However, preventing trouble is more difficult outside the ground. In the worst cases, **riot police** have to be called in.

Unfortunately, there are some fans who enjoy this violent aspect of football. These football **hooligans** really enjoy a **running battle** with the police, and incite other people to throw stones and bottles at them. They regard football not as a sport, but as an excuse for troublemaking. Inevitably, their behaviour spoils the reputation of the game.

Vocabulary Study

away *adjective*

(*only used before a noun*) of a sporting event, such as a football match, played at the ground or stadium of the opponents. ▲ **away** *adverb*.

club *noun*

a group of people who meet together to take part in an activity, such as a sporting activity, either as amateurs or professionals.

colours *noun plural*

the colours that are used on clothes, flags, etc, to represent a team, school, political party, or other groups.

fixture *noun*

(*slightly technical*) a sports event; the day and time arranged for a sports event.

foul *noun*

in sport, an act, often one that causes injury to another player, that is not allowed by the rules of the game. ▲ **foul** *adjective* unpleasant, nasty.

ground *noun*

an area of land that is used for a particular purpose, such as football or other sports.

home *adjective*

(*only used before a noun*) of a sporting event, such as a football match, played at the ground or stadium which is owned by or connected with the team or club.

hooligan *noun*

a person, often a young person, but not necessarily so with reference to football, who behaves in a noisy, violent way

in a public place, often as part of a group.

leg *noun*

in sport, one stage of a series of matches which are played as part of a large competition.

partisan *adjective*

(*slightly formal*) showing a great deal of support for one group, idea, cause, etc, without paying any attention to other people's opinions or rights.

pitch *noun*

in sport, an area of ground which is marked out for playing a particular game, such as football, hockey, cricket, etc.

qualifying *adjective*

of an early stage of a competition which has to be successfully completed before going on to later stages.

▲ **qualify** *verb* **1** to be of a high enough standard to enter a competition, often proved by defeating another person or team. **2** to be of the standard of ability, skill, knowledge, etc, required for a particular job or activity.

red card *noun*

a card which the referee of a football match shows to a player who has broken one of the rules of the game, especially committing a serious foul, to indicate that the player has to leave the pitch.

referee *noun*

(*informally abbreviated to ref*) in some sports, the official whose job it is to make sure that the rules of the game are followed

and who takes action against players who break these.

▲ **referee** *verb* to act as referee in a sports event.

result, get a result

(*informal*) in sport, especially football, to win a match.

riot police *noun*

police who are specially trained, and often have special equipment, to deal with riots.

▲ **riot** *noun* a violent public disturbance, sometimes taking place as part of a protest.

running battle *noun*

a continuous or long-lasting fight.

soccer *noun*

a slightly more formal word for football, formerly *Association Football*, from which the word is formed, as opposed to rugby football.

stand *noun*

the area in a sports ground, often with a sloping floor and sometimes a roof, where spectators stand or sit.

tackle *verb*

in football and hockey, to try to take the ball from a member of the opposing team.

yellow card *noun*

a card which the referee of a football match shows to a player who has broken the rules of the game, especially by committing a foul, as a warning that his behaviour must improve.

Vocabulary Building

A Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A

1. excitement •
2. fans •
3. scored •
4. aimlessly •
5. frequently •
6. tackling •
7. separate •
8. incite •

Column B

- a. supporters
- b. eagerness
- c. cause
- d. got a goal
- e. without purpose
- f. apart from
- g. getting the ball
- h. often

B Match each word in Column A with its opposite meaning in Column B by joining the dots correctly.

Column A

1. attacking •
2. boring •
3. quiet •
4. encouragement •
5. wrong •
6. preventing •
7. worst •
8. violent •

Column B

- a. right
- b. defensive
- c. exciting
- d. best
- e. noisy
- f. peaceful
- g. discouragement
- h. allowing



C For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. Mr Oji was *currently* finishing a project and was not busy.

True / False

2. It is worth paying for expensive tickets as we expect to watch an exciting *match*.

True / False

3. Being *good-natured*, he loses his temper often.

True / False

4. As the crowd was well-behaved, it gave the police *trouble*.

True / False

5. The film star was greeted by his *fans* when he arrived.

True / False

Read and Understand

A Circle the most suitable answer from the four possible answers provided.

1. The qualifying rounds are played to
 - a. please the supporters.
 - b. pick the best teams for the World Cup.
 - c. raise funds for the organizers.
 - d. decide which players are the best.

2. What do the football fans hope to see?
 - a. an aimless game
 - b. a defensive game
 - c. an evenly matched game
 - d. an exciting game

3. Spectators show their support by
 - a. staying till late.
 - b. waving shirts.
 - c. wearing their team's colours.
 - d. arriving early.

4. Fans get angry when they think
 - a. the referee is unfair.
 - b. their team is losing.
 - c. their team is not playing well.
 - d. there is a foul.

B Answer these questions in full sentences.

1. Give one example of a wrong decision made by a referee.

2. What do football hooligans do to start trouble?

3. What do stadium officials do to prevent opposing fans fighting with one another?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Give one reason why you enjoy or do not enjoy watching football.

2. What do you think of football hooligans?

3. Why are there football hooligans but you do not hear of basketball hooligans?

Spot the Error

In each sentence below, you will find that the auxiliary verb has not been used correctly. Underline the error and rewrite the sentence by using the correct auxiliary verb.

Example:

Sentence with error: We could hurry or we will miss the train.

Corrected sentence: We *must* hurry or we will miss the train.

1. She will be ill. That is why she did not come.

2. I must be happy to attend the wedding.

3. After training hard, she might now definitely qualify for the finals.

4. Shall you please shut the window?

5. The price of rice would rise next week.

Your View

You are free to decide for yourself whether you agree or disagree with each of the statements below. Write each of your answers in one sentence that begins with either 'I agree because ...' or 'I disagree because ...'.

1. Football hooligans are trouble-makers who should be firmly dealt with.

2. Football hooligans spoil the reputation of the game.

3. There is no solution to the problem of football hooliganism.

Pre-Reading Questions

1. From the title, what do you think the passage is about?
2. Tell about a travel experience you had.
3. What do you like and dislike about travel?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Every year, it seems, more and more people are going on holiday abroad. Alas, this means that more and more people are also experiencing the discomfort and **frustration** of foreign travel. This often starts at the airport, irrespective of which **airline** you are using.

At least at **peak** holiday times, there are bound to be queues at the **check-in** and then more queues at **passport control** as you go into the **departure lounge**. Then, there is often the misery of delayed flights. These tend to be more common if you are travelling by **charter flight**, but they are by no means unknown on **scheduled flights**.

Sometimes such delays are due to **technical hitches** or to the very large numbers of planes which now **take off** and land. However, some, in Europe at least, are the result of **industrial action** by staff. The holiday season is a favourite time for **baggage handlers**, **air-traffic control personnel**, or other airport staff to take such action.

Still, eventually you get to the **departure gate**, **board** the plane, find your seat and fasten your seat belt ready for **take-off**. Members of the **cabin crew** will very likely serve you with food and drink and, unless you are on a **long-haul flight**, it will seem a relatively short time before you land.

Now it is time to follow the signs to the **baggage reclaim** area of the airport and wait by the **carousel** for your **luggage**, hoping that it has not been left behind or been sent to the wrong airport. Not surprisingly, given the amount of luggage that is taken on board planes by travellers, it is quite common for luggage to go missing.

Fortunately, this is usually a temporary state of affairs. The individual pieces of luggage are **tagged**, making it relatively easy for airlines to **track** them. Still, it is always a relief when you are reunited with your possessions! It is even more of a relief to get home and we are often left wondering if travel is really worth the effort. Next year, however, will find us at the airport again.

Vocabulary Study

airline *noun*

a company which operates regular services for the carrying of passengers or goods by air.

air-traffic control *noun*

the system or people involved in directing the movement of aircraft over a particular area, including the giving of

instructions to pilots so that they know when and where to take off and land.

baggage *noun*

(especially American English; used in British English with reference to the belongings of people who are travelling) luggage.

baggage handler *noun*

a person at an airport whose job it is to load and unload passengers' luggage.

baggage reclaim *noun*

(technical) the place at an airport where you get your luggage after a flight.

board *verb*

to get on a plane, ship, train or bus.

cabin crew *noun*

the people whose job it is to look after passengers on a plane.

carousel *noun*

in an airport, a circular conveyor belt from which passengers collect their luggage after a flight.

charter flight *noun*

a flight in an aircraft in which all the seats have been bought by a travel company and then sold to their customers, usually at a cheaper price than seats on a **scheduled flight**.

check-in *noun*

the place in an airport where you show your ticket, are given your seat number, get your luggage taken, etc.

departure gate *noun*

(also **gate**) the area in an airport through which passengers go to board their flights.

departure lounge *noun*

the area of an airport where passengers wait until their aircraft is ready to be boarded.

frustration *noun*

the feeling of being annoyed and impatient. ▲ **frustrating** *adjective*. ▲ **frustrated** *adjective*.

industrial action *noun*

action, usually involving stopping work, taken by workers in protest against something, such as working conditions, insufficient pay, etc.

long-haul flight *noun*

a flight over a long distance.

luggage *noun*

items, such as suitcases and bags, for carrying your belongings during a journey.

passport control *noun*

the examination of travellers' passports; the place where this is carried out. ▲ **passport** *noun* an official document, usually including a photograph, issued by the government of a country to citizens to prove who they are and to give permission to travel to and from the country.

peak *adjective*

connected with the time of maximum use or occurrence of something or the time of maximum demand for something. ▲ **peak** *noun* the pointed top of a mountain; the mountain itself.

personnel *noun plural*

(*slightly formal*) the people employed in a company, organization, etc, or in one of the armed forces.

scheduled flight *noun*

a flight in an aircraft which is organized by the company which owns it, and which operates on a regular basis at the same time of day, week, etc.

tag *verb*

to label something, to attach a tag to something. ▲ **tag** *noun* a small piece of paper, cloth, plastic, etc, which is attached to something as a means of identification.

take off *verb*

of an aircraft, to leave the ground and begin to fly. ▲ **take-off** *noun* the time at which an aircraft leaves the ground and begins to fly.

technical hitch *noun*

a temporary, often minor, problem, often caused by the failure of a piece of machinery, etc.

track *verb*

1 to follow the progress or movements of someone or something, sometimes using electronic means. **2** to find something or someone by following them, sometimes using marks left by them, information discovered about them, etc.

Vocabulary Building

A Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A

1. abroad •
2. experiencing •
3. delayed •
4. relatively •
5. amount •
6. common •
7. track •
8. possessions •

Column B

- a. late
- b. belongings
- c. overseas
- d. quantity
- e. usual
- f. going through
- g. comparatively
- h. follow

B Match each word in Column A with its opposite meaning in Column B by joining the dots correctly.

Column A

1. foreign •
2. misery •
3. common •
4. take off •
5. favourite •
6. follow •
7. temporary •
8. individual •

Column B

- a. happiness
- b. domestic
- c. collective
- d. unusual
- e. landing
- f. permanent
- g. lead
- h. most disliked



C Choose the most appropriate word, provided in italics, for each of the blanks below.

discomfort *queues* *fasten* *tagged* *effort*

1. Could the owners claim the bags that are not _____?
2. _____ your seat belt or you'll be fined.
3. It is so hot today, that everyone is feeling _____.
4. With the time and _____ put in, the show was a success.
5. Long _____ appeared at the booths offering free gifts.

Read and Understand

A Say whether each of the following statements is true or false.

- | | |
|---|--------------|
| 1. Many air travellers face inconveniences at the airport. | True / False |
| 2. Flight delays only happen with charter flights. | True / False |
| 3. One reason for the flight delay is that there is a large number of passengers. | True / False |
| 4. Airport workers often choose the holiday season to take industrial action. | True / False |
| 5. Sometimes, travellers find on arrival that their luggage is missing. | True / False |

B Answer these questions in full sentences.

1. Name one inconvenience faced by air travellers at the airport.

2. Give one cause for flight delays.

3. Why is it possible for lost luggage to be found?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. If you have travelled by air before, what was your strongest memory of your flight?

2. Do you agree with the writer that air travel can be troublesome? Give a reason for your answer.

3. Give one benefit of air travel.

Spot the Error

In each sentence below, you will find an error with the article *a/an, the, some/any*. Underline the error and rewrite the sentence by using the correct article.

Example:

Sentence with error: Yoko brought any fruits for her friend.

Corrected sentence: Yoko brought *some* fruits for her friend.

1. His flight was delayed due to an technical hitch.

2. The airport announcer said that some unattended luggage would be removed.

3. I am taking an non-stop flight to Hawaii.

4. I was told that a flight I wanted is fully booked.

5. Any of my relatives brought me snacks to take on my trip.

Your View

Complete the sentences below by giving your view.

1. I think that air travel has the advantage of _____

2. I think that air travel has the disadvantage of _____

3. If I have a choice of travelling by air or by another means, I would _____



New Research on Computer Games

Pre-Reading Questions

1. What are your favourite computer games?
2. What do you think the new research on computer games could be?
3. Do you think it is possible to spend too much time on computer games? Give your reasons.

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

A Japanese professor has produced evidence to show that computer games can have a bad effect on children. Many parents and grandparents have been saying this for years, but they were largely ignored, being regarded as **technophobes**.

Parental worries about computer games often relate to their effect on their children's health and on their **social skills**. They feel that they should be outside getting exercise and enjoying the fresh air while playing with their friends. Since many of them usually play by themselves, they live rather **isolated** lives, with little opportunity to **interact** with other people. As a result, they may be very poor at **communication**.

Parents are also worried in case the violence of many of the games will cause their children to become more **aggressive** and violent themselves. This anxiety also applies to television, which often shows scenes of extreme **brutality**.

There are fears, too, that the popularity of computer games has added to the **dumbing down** of the information and material used by today's generation. Because children often choose to play computer games instead of reading or doing their homework, the games are thought to have a bad effect on their education. Parents are also worried that **video games** will prevent their children from developing their **creativity**, if they spend all their time in front of a screen instead of drawing, writing stories, and so forth.

Professor Ryuta Kawashima of Tohoku University shares parental concerns about the bad effects of computer games, but for different, and considerably more scientific, reasons. Using **state-of-the art** technology, he has conducted research which, he believes, shows that computer games may **stunt** the development of children's brains.

He has been able to show, by means of brain scans, that playing computer games **stimulates** activity in only part of the players' brains, the part associated with **vision** and movement. The **frontal lobes** of their brains, associated with learning, memory, **emotion** and self-control, are remaining underdeveloped.

If the children's ability to control their behaviour is being underdeveloped, then they are more likely to become violent. Unfortunately, Professor Kawashima's research appears to indicate that parental fears about computer games are **justified**.

Vocabulary Study

aggressive *adjective*

1 ready to attack or to harm others. **2** being energetic, forceful and determined.

▲ **aggression** *noun* the state of being aggressive.

brutality *noun*

cruel and harsh behaviour or treatment. ▲ **brutal** *adjective* cruel and harsh.

communication *noun*

the exchange of information or the expression of ideas or feelings between people, for example, by speaking, letters, telephone, emails, sign language, etc.

creativity *noun*

the ability to use the imagination to develop new unusual ideas, works of art, etc. ▲ **creative** *adjective* having or showing creativity.

dumbing down *noun*

causing something to be easy to understand, and so often less intellectually challenging and less educationally useful.

▲ **dumb down** *verb*.

▲ **dumb** *adjective* (informal; especially American) stupid.

emotion *noun*

a strong feeling, such as love, hate, anger, fear, grief.

frontal *adjective*

(formal or technical) connected with the front of something.

interact *verb*

of people, to communicate with each other, to work or play with each other.

isolated *adjective*

without much social contact with other people.

justify *verb*

to be, or to give, an acceptable reason for something.

▲ **justification** *noun* an acceptable reason for something.

lobe *noun*

a division of the brain; a division of some other parts of the body.

social skills *noun plural*

the skills involved in communicating and interacting with other people.

state-of-the-art *adjective*

using the most modern, advanced methods.

stimulate *verb*

to encourage the development of something.

stunt *verb*

to prevent or limit the growth or development of something.

technophobe *noun*

a person who is nervous of, and does not like using, things which are highly technical, especially things associated with computerization.

video game *noun*

an electronic or computerized game in which buttons are pressed to move images on a screen.

vision *noun*

the ability to see, eyesight.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. produced
2. effect
3. isolated
4. interact
5. anxiety
6. concerns
7. stunt
8. behaviour

Column B

- a. outcome
- b. separate
- c. provided
- d. actions
- e. hold back
- f. worries
- g. concern
- h. talk with

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. often
2. aggressive
3. fears
4. in front of
5. state-of-the-art
6. believes
7. underdeveloped
8. more likely

Column B

- a. hopes
- b. seldom
- c. old
- d. overdeveloped
- e. less likely
- f. behind
- g. meek
- h. disbelieves

C Choose the most appropriate word, provided in italics, for each of the blanks below.

ignored *fresh* *popularity* *activity* *memory*

1. Owing to its _____, the book was quickly sold out.
2. The soccer team _____ the warning not to travel to the infected country and went ahead.
3. Older people tend to remember past events, but often forget what is in the short-term _____.
4. Many people go to the farmers' market as it sells _____ produce.
5. Tired out by the day's _____, he had an early night.

Read and Understand

A Say whether each of the following statements is true or false.

1. Parents do not agree that computer games have a bad effect on children.
2. Computer games prevent children from interacting with others.
3. Violence in computer games is not a worry.
4. When children spend too much time playing computer games, their creativity improves.
5. A Japanese professor has research evidence to show that computer games may slow down the child's mental growth.

True / False

True / False

True / False

True / False

True / False

B Answer these questions in full sentences.

1. In what way does playing computer games affect children's health?

2. How do computer games have a bad effect on children's education?

3. What are the frontal lobes of the brain associated with?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. What do you like or dislike about playing computer games?

2. Do you think that computer games can have a bad effect on children's social skills? Give a reason for your answer.

3. Do you think that computer games can have a bad effect on children's health? Give a reason for your answer.

Spot the Error

In each sentence below, you will find an error with the pronouns *much*, *many*, *little* or *few*. Underline the error and rewrite the sentence by using the correct pronoun, depending on whether the nouns are countable or uncountable.

Example:

Sentence with error: There were much children in the playground.

Corrected sentence: There were *many* children in the playground.

1. He spent so many time on computer games that his studies suffered.

2. His father only allows him a little video games so that he will not neglect his homework.

3. Recent research studies on computer games agreed with what much parents believed.

4. When children take few exercise, their health could be affected.

5. Too many violence in computer games is said to have a negative effect on children.

Your View

The questions below ask for your opinion. Answer each question in **one sentence**.

1. Do you think that too much time on the computer makes a person unhealthy? Give a reason.

2. Would you say that the computer helps learning? Give a reason.

3. What is your view about violence in computer games?

Pre-Reading Questions

1. Recall one incident of terrorism that you have heard or read about.
2. Do you feel safe from terrorist attacks? Why or why not?
3. Do you think acts of terrorism will come to an end in future?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

The whole world was **stunned** by the **atrocities** committed by **terrorists** in the United States. Their actions have rightly been **condemned** by many world leaders, who see the terrorist activities as a threat to **democracy** as well as a **heinous** crime against the United States.

Acts of **terrorism** are usually carried out, in part at least, to gain maximum publicity for the **cause** which the terrorists **espouse**. The terrorists who crashed planes into the World Trade Center buildings in New York certainly achieved such publicity. The second plane attack was even televised by world news teams at the actual moment of **impact**.

The need to gain publicity for their aims usually leads terrorist groups to admit to the acts of violence. This was not the case in the immediate **aftermath** of the American attack. No group seemed anxious to claim responsibility for the **outrage**. Frequently, too, in terrorist attacks on **civilian** targets, some kind of advance warning is given. This did not happen in New York and thousands of innocent lives were lost.

The United States spends a great deal of time and money on defence and **intelligence**. However, the country was taken completely by surprise by this attack. Many Americans had considered their powerful country to be **invulnerable** and were utterly shocked that terrorists could violate their security in this way.

There are many different groups of terrorists throughout the world, each **motivated** by different things. This may be a sense of political **injustice**, religious **fervour** or simply hatred of the people whom they attack. Often, they are an invisible enemy, who use **stealth** and secrecy to commit acts of **brutality**, and then disappear.

Most difficult to deal with are those terrorists who are prepared to die for their cause. Such is their **fanatical** hatred of the people whom they are attacking that they are prepared to **commit suicide**, so long as they **inflict casualties** on the enemy.

World leaders now realize the global nature of many modern issues. The need to **eradicate** terrorism is, surely, one of the most important of these.

Vocabulary Study

aftermath *noun*

the situation that exists as a result of an important event, usually an unpleasant or disastrous one.

atrocious *noun*

1 a terrible cruel and violent act, especially one committed against an enemy in time of war. **2** extreme cruelty and violence.

brutality *noun*

cruel and harsh behaviour or treatment.

casualty *noun*

a person who is killed or seriously injured in an accident or in war.

cause *noun*

an idea, principle or organization in which people

have great belief and faith and which they are prepared to work for or fight for.

civilian *adjective*

connected with ordinary people, not with the armed forces or the police.

▲ **civilian** *noun* an ordinary person, not a member of the armed forces or the police.

commit suicide *see* **suicide**.

condemn *verb*

to say that something is wrong or unacceptable.

democracy *noun*

1 a form of government in which power is held by representatives who have been elected by the people.
2 a country which has this form of government.

▲ **democratic** *adjective*

1 connected with democracy.
2 based on the principle that all members of an organization or society are equal and have equal rights.

eradicate *verb*

to get rid of or destroy something completely.

espouse *verb*

(*formal*) to believe in and support.

fanatical *adjective*

excessively enthusiastic about a belief, cause or interest.

▲ **fanatic** *noun* a person who is fanatical about something.

fervour *noun*

extremely strong feelings about something. ▲ **fervent** *adjective* having or showing strong feelings or enthusiasm for.

heinous *adjective*

(*formal*) extremely evil or wicked.

impact *noun*

the action of one object hitting another; the force of this action.

inflict *verb*

to cause something unpleasant, such as punishment, damage or pain, to happen to someone.

injustice *noun*

unfair or unjust treatment.

intelligence *noun*

secret information about the plans and activities of a foreign country, especially when this information is gathered by an enemy; the department or organization which gathers and deals with such information.

▲ **intelligent** *adjective* having intelligence; showing intelligence.

invulnerable *adjective*

unable to be hurt or damaged; safe from attack.

▲ **vulnerable** *adjective* easily hurt.

motivate *verb*

(*often passive*) to be the reason why someone does something or acts in a certain way.

▲ **motive** *noun* a reason for doing something.

outrage *noun*

1 an extremely cruel, violent or wrong act which shocks and angers people. **2** a strong feeling or reaction of shock and anger. ▲ **outrage** *verb* to cause a strong feeling of shock and anger.

stealth *noun*

the act of doing quietly and carefully, and often secretly, in order to avoid being seen or heard. ▲ **stealthy** *adjective* quiet and careful, and often secret.

stunned *adjective*

amazed or shocked.

suicide *noun*

1 the act of deliberately killing yourself. **2** a person who deliberately kills themselves.

▲ **commit suicide** *verb* to kill yourself deliberately.

terrorism *see* **terrorist**.

terrorist *noun*

a person who carries out, or threatens to carry out, violent actions for political purposes.

▲ **terrorist** *adjective*.

▲ **terrorism** *noun* the use of, or the threat of, violent action for political purposes.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. stunned
2. publicity
3. impact
4. to claim
5. outrage
6. injustice
7. realize
8. eradicate

Column B

- a. to state
- b. understand
- c. force
- d. unfair treatment
- e. remove
- f. attention
- g. extreme anger
- h. shocked

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. gain
2. maximum
3. admit
4. powerful
5. attack
6. disappear
7. hatred
8. enemy

Column B

- a. deny
- b. weak
- c. friend
- d. defend
- e. minimum
- f. lose
- g. love
- h. appear

C For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. With a stronger police force, the *crime* rate has fallen.

True / False

2. Those who could not get tickets were happy to hear that the show would be *televised* live.

True / False

3. The film was censored because there was little *violence* in it.

True / False

4. So *shocked* was he by the news that he said he would celebrate.

True / False

5. The nylon thread is so fine that it is described as *invisible*.

True / False

Read and Understand

A Circle the most suitable answer from the three possible answers provided.

1. The world reacted to the terrorist attack in the United States by

- a. offering to help.
- b. condemning it.
- c. feeling helpless.

2. Why are terrorists sometimes quick to admit their acts of violence?

- a. They want publicity.
- b. They are against freedom.
- c. They want to frighten others.

3. Why were Americans shocked by the attack?
 - a. The attack was in New York.
 - b. They thought they were secure.
 - c. They thought they were strong.

4. It is difficult to stop acts of terrorism because
 - a. terrorists hide themselves.
 - b. terrorists have modern weapons.
 - c. terrorists are ready to die for their cause.

B Answer these questions in full sentences.

1. In paragraph 3, pick out one sentence that tells you what terrorists usually do after their acts of violence.

2. In paragraph 3, pick out one sentence that tells you that the terrorists behaved differently in the New York attack.

3. State one of the reasons why terrorists carry out their acts of violence.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. In what way is a terrorist act the same as other violent crimes?

2. In what way is a terrorist act different from other violent crimes?

3. What is your view on acts of terrorism?

Spot the Error

In each sentence below, you will find an error with the question tag. Underline the error and rewrite the sentence with the appropriate tag ending.

Example:

Sentence with error: The world was in shock over the terrorist attacks, isn't it?

Corrected sentence: The world was in shock over the terrorist attacks, *wasn't it?*

1. You saw the news coverage on television, don't you?

2. The United States never expected such a shocking act of terrorism, isn't it?

3. So many were grieving after the attacks, wasn't they?

4. In the world today, events in one part quickly affect another part, didn't they?

5. The fight against terrorism is on-going, wasn't it?

Your View

Complete the sentences below by giving your view.

1. My view of terrorism is _____

2. I believe that my country is safe from terrorist attacks because _____

OR I believe that my country is not safe from terrorist attacks because

3. I think that enough is done to stop terrorism because _____

OR I think that not enough is done to stop terrorism because _____

Pre-Reading Questions

1. What do you understand by healthy eating?
2. Why do you think there is so much talk nowadays about healthy eating?
3. Do you agree with these statements? Give a reason for each of your answers.
 - All food is good for us if not eaten in large amounts.
 - Healthy eating is only talked about in rich countries.

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Most of us would like to live a long and healthy life. Increasingly, doctors are telling us that, in order to do so, we must eat a healthy **diet**. Too often we ignore the advice.

In most countries of the developed world there is no **shortage** of food, but their inhabitants could be suffering from a form of **malnutrition**. This is something that we are accustomed to associate with poor countries which regularly suffer from **famine**, caused by primitive agricultural methods and over-population.

The problem in the developed countries is that all too many of us are eating food which is far from being **nutritious** and which is lacking in many of the **vitamins** essential to health. Because of our busy way of life, we rely too much on **convenience foods**, not taking the time to prepare a **nourishing** meal for ourselves. Instead, we grab something from the supermarket shelves or freezer and put it in the **microwave**.

Even when we decide to eat in a restaurant, many of us decide that we have very little time and that our food must be served instantly.

It is for this reason that there are, in many countries, so many restaurants that specialize in serving **fast food**. Unfortunately, much of this food is also **junk food**, and even more unfortunately many children have become addicted to this, refusing to eat healthier alternatives.

In general, we are eating too much **processed** food and not enough **wholefood**. Ideally, we should eat more **cereal** products in order to increase our **intake** of **fibre**, since there is some evidence that this reduces the risk of certain **cancers**. **Antioxidants**, too, are thought to have some effect in preventing cancer and these are found in significant quantities in fruit and vegetables.

Formerly, it was considered important to eat plenty of eggs and **dairy products** to remain healthy. Such foods are now known to be high in **cholesterol**, which can be a **contributory factor** in heart **disease**.

Fashions in healthy eating may have changed, but the message remains the same. Watch what you eat!

Vocabulary Study

antioxidant *noun*

a substance, naturally present in the body and plants, which slows down the destructive effects of oxidation (= combining with oxygen).

cancer *noun*

a serious, rapidly spreading and often fatal, illness in which growths of abnormal, diseased cells in the body kill the normal cells; a growth or tumour caused in this way.

▲ **cancerous** *adjective*
connected with or affected by cancer.

cereal *noun*

1 a plant which belongs to the grass family and which produces grains which can be eaten or made into bread, flour, etc. **2** the grain produced by such a plant.

cholesterol *noun*

a substance which is an essential part of human cells

and which is found in fat, blood and other tissues.

contributory *adjective*
(used before a noun) helping to cause something; partly responsible for something.

▲ **contribute** *verb* **1** to be the partial cause of something; to be partly responsible for something. **2** to give something, such as money, support, etc, to something for a particular purpose, usually along with others.

convenience food *noun*

a food that can be prepared quickly and easily without much cooking, usually sold in frozen or chilled form or in a packet or can.

dairy product *noun*

a food that is made from milk.

diet *noun*

1 the food that a person or animal usually eats and drinks. **2** a reduction in, or a limiting of, the amount of food which you eat and drink because you want to lose weight or for health reasons; the period of time when this reduction occurs. ▲ **go on a diet** to start eating and drinking less food, usually in order to lose weight.

▲ **crash diet** *noun* a diet which cuts out a great deal of food and drink so that you are supposed to lose weight very quickly.

disease *noun*

1 a condition in which there is something medically wrong with a patient, often an illness caused by infection. **2** a particular illness which has particular symptoms and is caused by infection.

factor *noun*

one of several things which cause something or influence the result of something.

famine *noun*

a severe shortage of food in an area, affecting a great number of people and usually

occurring over a long period of time.

fast food *noun*

food that can be prepared very quickly by certain restaurants and is often taken away to be eaten on the street or elsewhere.

fibre *noun*

(also called **dietary fibre**) the coarse part of food that cannot be digested, but is excreted from the intestines as waste, and so helps to keep the bowels working properly and makes other food move more quickly through the body.

intake *noun*

the amount of something which is taken in or eaten or drunk.

junk food *noun*

food that is quick and easy to prepare, but often contains a lot of fat and is not very nutritious and so is not very good for your health.

malnutrition *noun*

a state of poor health caused by a lack of food or by a lack of the kind of foods which are necessary for good health.

microwave *noun*

a shortened form of **microwave oven** and more commonly used than the full form. ▲ **microwave oven** *noun* (usually shortened to **microwave**) an oven which cooks or heats up food or drinks very quickly using electro-magnetic radiation.

▲ **microwave** *verb* to cook or heat food or drinks in a microwave.

nourishing *adjective*

providing a good quantity of the substances which are required for life, growth and good health in humans, animals and plants. ▲ **nourish** *verb* to give a person, animal or plant the substances which they need in order to grow and be healthy.

nutritious *adjective*

containing many of the substances, such as vitamins, minerals, etc, which are essential for good health.

processed *adjective*

of food, treated to a process, including the use of chemicals, in order to preserve it or give it extra colour.

shortage *noun*

not enough of the things or people which are needed or wanted.

vitamin *noun*

one of many natural substances, small quantities of which are essential to the growth and health of humans and animals, found in food or taken in the form of pills.

wholefood *noun*

food which has not been refined or processed very much, and so has none of its goodness removed, and which does not contain artificial substances.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. suffer
2. famine
3. nutritious
4. essential
5. alternatives
6. products
7. quantities
8. message

Column B

- a. foods
- b. good for health
- c. substitutes
- d. statement
- e. feel pain
- f. shortage of food
- g. necessary
- h. amounts

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. long
2. developed
3. accustomed to
4. primitive
5. instantly
6. reduces
7. effect
8. significant

Column B

- a. later
- b. short
- c. underdeveloped
- d. cause
- e. unused to
- f. small
- g. modern
- h. increases

C For the following sentences, circle either True or False to indicate whether the word(s) in italics have been used properly.

1. We do not want *advice* as we have no idea how to do it.

True / False

2. With the *shortage* of hospital beds, there is no need to build a new block.

True / False

3. A *nourishing* breakfast is a healthy way to start the day.

True / False

4. *Fast food* restaurants are those which serve hot cooked meals.

True / False

5. Those who have a *healthy* life-style are those who eat sensibly and exercise regularly.

True / False

Read and Understand

A Circle the most suitable answer from the three possible answers provided.

- To live a long and healthy life, doctors advise people to
 - exercise regularly.
 - eat a healthy diet.
 - have regular check-ups.
- People in poor countries suffer from malnutrition because of
 - poor soil conditions.
 - poor eating habits.
 - food shortage.

3. People in developed countries may suffer from malnutrition because of
 - a. unhealthy eating habits.
 - b. insufficient food.
 - c. an inactive life-style.

4. People like to eat fast food as
 - a. it is nutritious.
 - b. it is served hot.
 - c. it is served quickly.

B Answer these questions in full sentences.

1. Give one reason why the writer said that people buy convenience foods.

2. Name the kinds of food that are recommended for health.

3. What is the health risk in taking too much dairy products?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Give two examples of 'convenience foods' that you know of.

2. Do you think that much of 'fast food' is also 'junk food'?

3. Give two examples of wholefoods that you know of.

4. What do you think are the health benefits of following a nutritious diet?

Spot the Error

In each sentence below, you will find that the conjunction has not been used correctly. Underline the error and rewrite the sentence with the correct conjunction.

Example:

Sentence with error: Many people know the importance of healthy eating though ignore it.

Corrected sentence: Many people know the importance of healthy eating *but* ignore it.

1. Fast foods are popular though they are convenient.

2. Because some wealthy people eat enough, they may still be under-nourished.

3. People in poor countries often face food shortage if those in developed countries may waste food.

4. People would be healthier unless they ate more vegetables and fruit.

5. Dairy products but eggs are known to raise the cholesterol level.

Your View

The questions below ask for your opinion. Answer each question in **one sentence**.

1. Do you think that people need to be educated on eating healthily? Why or why not?

2. Would life be boring for you if you cut down on fast food? Give your reason.

3. Do you think that the messages about healthy eating are overdone? Why or why not?

Pre-Reading Questions

1. Recall a food scare that you know of.
2. What usually are the causes of food scares?
3. How do people react to food scares?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

It is becoming more and more difficult to be sure that the food we eat is not actually harming us. We seem to get one **food scare** after another.

Several of these, recently, have concerned **GM** foods. Although some experts tell us that these foods will do us no harm and that the concern about them is just **scaremongering**, it would not be the first time that such statements turned out to be wrong. In any case, other experts tell us that GM food is potentially very damaging to health and, at the very best, **the jury is still out** on the matter.

In many countries, **products** which have been **genetically modified** are supposed to show this information on their **labels**, but now some of the large food producers are saying that it is growing increasingly difficult to separate GM food from the **conventional** varieties. Meanwhile, people go on protesting over the sowing of trial GM crops.

Pesticides and **insecticides** and chemical **fertilizers** are also a cause of concern. In the last few years, a great many people have started to

buy **organic produce**, although this is much more expensive than that which is grown using modern conventional methods. They do so in an effort to stop filling their bodies, and those of their children, with **toxic** chemicals.

Some experts claim that **organically** grown food is no healthier than other food, because the level of **toxins** in food is not high enough to be harmful. However, there is an increased demand for organic food and this is not a temporary **fad**. There are those who feel that some experts may not be unbiased, but are part of the powerful food **lobby**, the chief concern of which is increased food production with a corresponding increase in profits.

The use of **additives**, also, is a source of anxiety to consumers. These are often added to food to improve the colour or the **flavour**. However, it is thought that some of these may be the cause of **allergies**, or even the cause of behavioural problems in children.

We have to eat to live. The problem is: what is safe to eat?

Vocabulary Study

additive *noun*

a substance which is added to food in small amounts in order to improve the taste or colour of it or to make it last longer.

allergy *noun*

a condition which makes you feel ill or causes some kind of

bad reaction, such as a skin rash or difficulty in breathing, when you eat, touch or breathe in, a particular substance, although most other people are not affected in this way. ▲ **allergic** *adjective* **1** having an allergy to something. **2** caused by an allergy.

conventional *adjective*

1 using the usual established methods which have been in use for a long time. **2** following, or behaving in, a way which is considered to be acceptable to society in general, rather than in an individual or imaginative way. ▲ **unconventional** *adjective* not conventional.

fad *noun*

something that is very popular for only a very short time.

fertilizer *noun*

a substance, either a chemical one or a naturally occurring one, which is added to soil, often by spreading it on the land, to make plants grow better.

flavour *noun*

- 1 how food or drink tastes.
- 2 a particular kind of taste.

food score *see* **score**.**insecticide** *noun*

a chemical which is used to kill insects, often insects that are considered harmful to crops.

genetically modified *adjective*
(usually shortened to **GM**) of

foodstuff, such as a plant, the genetic material or structure of which has been altered by technological means to treat disease and improve growth.

▲ **genetic** *adjective* connected with genes or genetics.

▲ **genetically** *adverb*. ▲ **gene** *noun* the unit in a living cell that is capable of passing on characteristics from one generation to the next.

▲ **genetics** *noun* the scientific study of genes and of how different characteristics are passed from one generation to another by means of these.

GM *see* **genetically modified**.**jury, the jury is still out**

the matter is still uncertain and no final decision has been made.

▲ **jury** *noun* a group of members of the public who have been selected to listen to all the evidence in a court case and together decide whether the person accused is guilty or not.

label *noun*

a piece of paper, cloth or plastic which is attached to something and gives information about it or identifies it. ▲ **label** *verb* **1** to attach a label to something in order to identify it or give information about it. **2** to describe someone or something using a particular word or phrase.

lobby *noun*

1 a group of people who try to influence politicians on an issue in which the group is particularly interested. **2** a large entrance hall inside the door of a hotel, theatre or other public building.

organic *adjective*

1 of food, or farming methods, without the use of chemicals, such as chemical pesticides or fertilizers. **2** connected with living things. ▲ **organically** *adverb*.

pesticide *noun*

a chemical substance that is used to kill pests, especially insects which are considered harmful to crops.

produce *noun*

(pronounced with the stress on the first syllable) that which has been produced in farms or gardens, especially fruit and vegetables.

▲ **produce** *verb* (pronounced with the stress on the second syllable) to make or create something; to cause something to happen.

product *noun*

something that is grown or produced for sale.

scare *noun*

a situation in which a great many people are very frightened about something in particular, often unnecessarily.

scaremongering *noun*

the deliberate spreading of frightening rumours.

toxic *adjective*

(formal or technical) poisonous.

▲ **toxin** *noun* a poisonous substance.

Vocabulary Building

A Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A

1. experts •
2. damaging •
3. products •
4. pesticides •
5. toxic •
6. demand •
7. chief •
8. flavour •

Column B

- a. poisonous
- b. main
- c. requirement
- d. foods
- e. specialists
- f. substances that kill pests
- g. taste
- h. harmful

B Match each word in Column A with its opposite meaning in Column B by joining the dots correctly.

Column A

1. protesting •
2. expensive •
3. conventional •
4. harmful •
5. profits •
6. added to •
7. problems •
8. safe •

Column B

- a. losses
- b. innovative
- c. removed from
- d. cheap
- e. solutions
- f. accepting
- g. risky
- h. harmless

C Choose **three** out of the six words below and make a simple sentence with each of the three words you picked.

food harm information difficult concern modern

1. _____

2. _____

3. _____

Read and Understand

A Using information in the passage, say whether these sentences are true or false.

1. Most people are well-informed about which foods are harmful for them.
2. Organic foods are produced without the use of pesticides, insecticides and chemical fertilizers.
3. People are concerned about pesticides used on foods because pesticides are toxic.
4. Additives in food do not improve the flavour.
5. Food additives can sometimes cause allergies.

True / False

True / False

True / False

True / False

True / False

B Answer these questions in full sentences.

1. What is the reason that some people are against GM foods?

2. Why is it difficult to know which foods are GM foods and which are not?

3. Why do some experts think that organically grown foods are not healthier than non-organic foods?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Do you think that GM foods are harmful to health? Give a reason.

2. Suggest a reason why organic foods are more expensive than non-organic foods.

3. Some people say that buying organically produced foods is a waste of money. What is your view?

4. Tell about a food scare that you have heard of either in your country or in another country.

Spot the Error

In each sentence below, you will find that the plural noun has not been used correctly. Underline the error and rewrite the sentence by using the correct plural form of the noun.

Example:

Sentence with error: Experts now believe that not all fat are bad for us.

Corrected sentence: Experts now believe that not all *fats* are bad for us.

1. Fruits like cherries and strawberry are rich in vitamin C.

2. As the recipe needs a couple of tomato, could you get those please?

3. Doctors are now able to carry out tests to find out the allergy that a patient has.

4. People today are fortunate to have so many variety of fruit to choose from.

5. As virus are able to change their form, they cannot ever be eradicated.

Your View

You are free to decide for yourself whether you agree or disagree with each of the statements below. Write each of your answers in one sentence that begins with either 'I agree because ...' or 'I disagree because ...'.

1. People should eat a balanced diet and not worry about food scares.

2. It is important to read the labels on food tins and packages.

3. Organic food is no healthier than non-organic food.

Pre-Reading Questions

1. What do you think is passive smoking?
2. Would you smoke if you were an adult? Why or why not?
3. What would you say to a person who is smoking next to you in a public place?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Recent research has revealed that **passive smoking**, even over a short period of time, such as thirty minutes, can temporarily damage a **non-smoker's** heart. Experts have been warning for some time of the health risks caused by **inhaling** the smoke from other people's cigarettes, but the average person does not yet seem to be very aware of these.

People in most countries are now quite well informed about the dangers of smoking, whether or not they choose to act on the information and stop smoking. They know, for example, that smoking can lead to **respiratory diseases**, including serious diseases, such as **lung cancer**. However, their knowledge of the consequences of passive smoking seems very limited.

Most people who do not smoke regard smoking as an **antisocial** habit which causes them some discomfort, rather than as a danger to their health. They may object to a **smoky** atmosphere, dirty **ashtrays**, or the mess made by smokers dropping cigarette **ash** or discarding cigarette **butts**. They may always sit, when possible, in **no-smoking** areas of restaurants or other public places. Still, many of them do not yet realize that being in the company of **smokers** can make them actually ill.

Yet, it has been known for some years that passive smoking can, to a lesser extent, cause the same respiratory diseases that smoking tobacco leads to. Sufferers from asthma often find that their condition worsens in an atmosphere that is thick with cigarette smoke.

Smokers, who are concerned about their health, can try to **kick the habit** which is one of the most common forms of **addiction**. To do so, they may, perhaps, rely on their **willpower** or, perhaps, wear **nicotine patches**. Other people, however, can do little but avoid the company of smokers, especially those who **chain-smoke**.

If you want to avoid the risks of passive smoking, you can take some simple precautions. Always avoid the **smoking** areas of public places and ban smoking in your home. Also, you can tactfully ask your friends not to **light up** in front of you. Who knows? They might just start worrying about their own health.

Vocabulary Study

addiction *noun*

the condition of being unable to stop doing or using something, especially something harmful.

▲ **addicted** *adjective* having an addiction to something.

▲ **addict** *noun* a person who suffers from an addiction.

antisocial *adjective*

harmful or annoying to other people or to society.

ash *noun*

the greyish powdery substance that is left after something has been burnt.

ashtray *noun*

a small open container for smokers to put ash or cigarette or cigar butts in.

butt *noun*

the part of a cigarette or cigar which remains after the rest has been smoked.

cancer *noun*

a serious, rapidly spreading and often fatal, illness in which growths of abnormal, diseased cells in the body kill the normal cells; a growth or tumour caused in this way.

▲ **cancerous** *adjective* connected with or caused by cancer.

chain-smoke *verb*

to smoke cigarettes continuously, one after the other. ▲ **chain-smoker** *noun*.

disease *noun*

1 a condition in which there is something medically wrong with a patient, often an illness caused by infection.

2 a particular illness which has particular symptoms and is caused by infection.

habit, kick the habit

(informal) to give up a habit or addiction.

inhale *verb*

to breathe in.

light up *verb*

(informal) to light a cigarette, cigar or pipe and begin smoking it.

lung *noun*

either of the two organs in the chest with which people breathe.

nicotine *noun*

a poisonous substance in tobacco to which people become addicted.

nicotine patch *noun*

a small patch containing nicotine which is placed on the skin of someone who wishes to stop smoking, so that the nicotine is released directly into the bloodstream.

non-smoker *noun*

a person who does not smoke cigarettes, cigars or a pipe.

no-smoking *adjective*

(also **non-smoking**) of a place or area where smoking is not allowed.

passive smoking *noun*

the breathing in of other people's cigarette smoke.

respiratory *adjective*

connected with breathing.

smoker *noun*

a person who smokes cigars, cigarettes or a pipe.

smoking *adjective*

of a place or area where smoking is allowed.

smoky *adjective*

1 full of smoke. **2** producing a lot of smoke. **3** tasting or smelling something like smoke. **4** having a colour like smoke.

willpower *noun*

the ability to control yourself and your actions and make yourself do what is necessary to achieve what you want.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. revealed
2. dangers
3. regard
4. anti-social
5. object
6. discarding
7. habit
8. precautions

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Column B

- a. consider
- b. oppose
- c. throwing away
- d. shown
- e. annoying to other people
- f. risks
- g. actions to avoid harm
- h. action done often

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

- 1. inhaling
- 2. well-informed
- 3. knowledge
- 4. consequences
- 5. worsens
- 6. simple
- 7. ban
- 8. tactfully

Column B

- a. causes
- b. ignorance
- c. complex
- d. inconsiderately
- e. ill-informed
- f. exhaling
- g. improves
- h. allow

C From the three possible answers provided, circle the one that has the correct meaning for the word in *italics* in each of the sentences below.

1. Being of *average* build, he finds it easy to buy ready-made clothes.
 - a. normal
 - b. slim
 - c. usual

2. Each customer is *limited* to buying six boxes only at half price.
 - a. allowed
 - b. permitted
 - c. restricted

3. A red flag tells you that there is *danger* ahead.
 - a. risk
 - b. safety
 - c. adventure
4. Modern drugs have made it possible to cure many *diseases*.
 - a. aches
 - b. serious illnesses
 - c. headaches
5. Being *concerned* about my high fever, I saw a doctor.
 - a. nervous
 - b. worried
 - c. upset

Read and Understand

A After reading the passage, say whether each of the following sentences is true or false.

1. Experts believe that inhaling other people's cigarette smoke can be damaging.
2. Most non-smokers know about the dangers of breathing in smoke from other people's cigarettes.
3. Most people have little information about the dangers of smoking to health.
4. The main concern of most non-smokers is about falling ash and the smoky air caused by smokers.
5. Smokers can break the habit if they have the will power.

True / False

True / False

True / False

True / False

True / False

B Answer these questions in full sentences.

1. How does passive smoking happen?

2. Name one health risk caused by smoking.

3. How can smokers stop their smoking habit?

4. How can non-smokers protect themselves from passive smoking?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Are you in favour of smoking? Give a reason for your answer.

2. If you are a non-smoker and have a smoker in your house, what would you do to stop him/her from smoking at home?

3. In your town or city, what have the authorities done to discourage smoking?

4. Do you think more can be done to discourage people from smoking? Why or why not?

Spot the Error

In each sentence below, you will find that the relative pronoun has not been used correctly. Underline the error and rewrite the sentence, using one of these relative pronouns: *who*, *whose*, *which*, *that*.

Example:

Sentence with error: The person which comes to claim the wallet will need to describe it first.

Corrected sentence: The person *who* comes to claim the wallet will need to describe it first.

1. Even non-smokers which breathe in other people's cigarette smoke may face health risks.

2. One country who has banned cigarette advertisements on TV is Singapore.

3. I know of several persons whose health has suffered from smoking.

4. Smokers whom I light up in restaurants will be told to put out their cigarettes.

5. Cigarette manufacturers who do not issue health warnings will be brought to court.

Your View

Complete the sentences below by giving your view.

1. I am concerned about passive smoking because _____

OR I am not concerned about passive smoking because _____

2. I think one reason why people smoke is _____

3. My advice to smokers is _____

Pre-Reading Questions

1. What do you know of organ donation?
2. What healthy organs are most needed by the sick?
3. Why do you think people would not want to donate their organs?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

The death of Dr Christiaan Barnard, the famous **transplant** surgeon, has occurred at a time when many of his modern **counterparts** are facing difficulties. Many of the early problems, such as **tissue** rejection, have, to a great extent, now been solved, thanks to the introduction of new drugs. However, there remains a major problem. The people in need of transplant surgery far **outnumber** the available **organs**.

The **shortage** of organ **donors** has caused several doctors to call for urgent improvements to be made to the **system** by which organs are **donated**. Many countries, such as Britain, have huge **waiting lists** of people whose lives could be saved by being given a **kidney**, **lung**, heart, or **liver** transplant. Sadly, many of them die before they reach the top of those lists.

Under the present **British** scheme, people are asked to carry **donor cards**, and/or put their names on the national donor **register**. Thus, if they lose their lives suddenly, for example, in a traffic accident, they have given permission in advance of their deaths for their organs to be used. If they have not done so, surgeons are faced with the task of asking the **distraught next-of-kin** for permission to use the organs of **the deceased**. Of course, often the relatives are too upset even to think of such a thing until it is too late. Organ transplants have to take place quite soon after the death of the donor.

Dying and donating organs is not something most of us like to think about, and only about 14% of people have **registered**. Now, it has been suggested that, instead of the present register, there should be a register of people who wish to **opt out** of having their organs removed for transplant surgery.

Increasing the number of donors is made more difficult because it is such an **emotive issue**. Just recently, an article in the Journal of the American Medical Association showed that half of the families in the United States refused, when asked for permission to use the organs of their **loved ones**.

Vocabulary Study

counterpart *noun*

a person or thing that has the same job or function as someone in a different organization.

deceased *adjective*
(*formal*)

dead. **the deceased** *noun*
a dead person, especially someone who has died recently.

distraught *adjective*
very upset, anxious, etc.

donate *verb*

1 to give part of your body, such as blood or an organ, to be used in the treatment of another person. **2** to give money or clothes, food, etc, without getting anything in return, especially to a charity.

donation *noun* the money or things so given.

donor *noun*

1 a person who gives part of their body, either during life or after death, to be used by doctors in the treatment of someone else. **2** a person or organization which gives something, such as money, food, etc, to a charity, etc.

donor card *noun*

a card which gives permission for the organs of the person carrying the card to be used for the treatment of others after death.

emotive *adjective*
causing strong feelings.

issue *noun*

something which people feel is important and which is discussed or debated a great deal.

kidney *noun*

either of the two organs of the body that remove waste material from it and produce urine.

liver *noun*

a large organ in the body that cleans the blood and produces bile, a yellowish, bitter liquid that is used in digesting fats.

lung *noun*

either of the two organs in the chest with which people breathe.

loved ones *noun plural*

(*often journalese*) the members of your family and friends who are close to you.

next-of-kin *noun*

the person or people most closely related to someone.

opt out *verb*

to decide not to do something or not to be included in something.

organ *noun*

a part of the body of a human, plant or animal which has a particular purpose or job.

outnumber *verb*

to be greater in number than.

register *noun*

an official list of names; a book that contains such a list.

register *verb* to put your name or the name of someone or something on an official list.

shortage *noun*

not enough of the things or people which are needed or wanted.

system *noun*

1 a set of related things, such as pieces of equipment, which work together to form a whole. **2** a particular way of doing something, a method.

tissue *noun*

1 a large group of cells in a plant or animal that are similar to each other and together form part of the plant or animal. **2** a kind of very soft paper which absorbs liquids easily. **3** a piece of very soft paper which is often used as a handkerchief.

transplant *verb*

(*pronounced with the stress on the second syllable*) in surgery, to transfer a part of the body from one body to another.

transplant *noun*

(*pronounced with the stress on the first syllable*) **1** the part of the body that has been transplanted. **2** the surgical operation by which a part of the body is transplanted.

waiting list *noun*

a list of people who are waiting for something which is not immediately available, but which might be available in the future.

Vocabulary Building

A Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. occurred
2. urgent
3. scheme
4. permission
5. task
6. registered
7. suggested
8. present

Column B

- a. duty
- b. plan
- c. consent
- d. put forward
- e. immediate
- f. current
- g. took place
- h. signed up

B Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. rejection
2. shortage
3. suddenly
4. upset
5. late
6. removed
7. recently
8. refused

Column B

- a. acceptance
- b. joyful
- c. long ago
- d. agreed to
- e. gradually
- f. abundance
- g. put in place
- h. early

C Choose the most appropriate word, provided in italics, for each of the blanks below.

introduction *donor* *advance* *organ* *transplant*

1. We are giving _____ notice of the talk as we want to have a big audience.
2. The heart is a major _____ of the body.
3. For some kidney patients, a _____ is their only hope.
4. He was given an award for being a regular blood _____.
5. After the _____ of the speaker, the talk will begin.

Read and Understand

A Say whether each of the following statements is true or false.

1. Nowadays, a major problem in organ transplants is that many patients cannot get donor organs.
2. Some patients die while waiting for a donated organ because of a shortage of transplant doctors.
3. In Britain, those who want to donate their organs in the event of death would carry donor cards.

True / False

True / False

True / False

4. The next-of-kin are usually quick to give their permission for the organs of their dead relatives to be donated.

True / False

5. The advantage of registering in advance to donate organs is that the transplants need to take place soon after the death of the donor.

True / False

B Answer these questions in full sentences.

1. How has Britain tried to solve the problem of a shortage of donor organs?

2. When permission is not given in advance, what would transplant surgeons have to do in fatal accident cases?

3. What has been proposed to get more donor organs?

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. What is the system in your country for getting organs for transplants?

2. Are there enough donor organs to meet the demand? Why or why not?

3. Would you be an organ donor? Give a reason for your answer.

Spot the Error

In each sentence below, you will find that the present or past perfect tense of the verb has not been used correctly. Underline the error and rewrite the sentence in the correct present or past perfect tense.

Example:

Sentence with error: The shortage of organ donors have led to doctors calling for changes to the system.

Corrected sentence: The shortage of organ donors *has led* to doctors calling for changes to the system.

1. His mother has given him a kidney ten years ago.

2. Some people has thought that donating a cornea means removal of the eye, but it is not so.

3. Many kidney patients had waited years for a kidney transplant and are still waiting.

4. Nowadays, tissue rejection in transplant patients had been largely overcome.

5. After reading about the need for donor organs, she have registered to be a donor.

Your View

The questions below ask for your opinion. Answer each question in **one sentence**.

1. Would you choose to donate your organs? Why or why not?

2. Would you support a scheme in which everyone donates his/her organs unless he/she opts out?

3. Do you think enough is done in your country to provide donor organs? Give a reason.

Pre-Reading Questions

1. When do you usually eat chocolate?
2. Would you give chocolates as a gift? Why or why not?
3. If someone said to you that chocolate is not healthy to eat, what would be your answer?

Reading Passage

Now read the passage below. You can look up the meanings of the words and phrases in bold in the Vocabulary Study section that follows.

Most of us **have a sweet tooth** and a favourite form of **confectionery** is chocolate, whether this comes in the form of sweets, chocolate bars or cakes. The huge range of chocolate products on display in sweet shops and supermarkets shows us how popular chocolate is. Indeed, some of us are so fond of it that we become **chocoholics**.

We are regularly told that a **diet** containing too much sugar and too much fat is bad for us, and chocolate contains a great deal of both of these. Thus, we have got used to the idea that eating chocolate is a sinful pleasure.

Eating chocolate often makes us feel good. Even some health experts do not deny this, because it is thought to have a **biochemical** effect on the part of the brain that is concerned with pleasure. If you are feeling **depressed**, some chocolate can be a real **tonic** which cheers you up instantly. Unfortunately, this effect is **transitory** and you soon feel **down** again.

Nutritionists have tended to concentrate on the negative side effects of chocolate, pointing out that the combination of a high fat **content** and a high sugar content can be a cause of **obesity** in people who **overindulge** in it. They also remind us that foods which are high in fat can lead to heart disease. Chocolate is also said to cause headaches in some people, and is considered to be one of the main **triggers** of **migraine**.

After such bad news from **dieticians**, people who love to **binge on** chocolate will be relieved to hear that some doctors have now discovered some benefits in chocolate. Recent research suggests that chocolate, like aspirin, can delay blood clotting, making it potentially useful in preventing thrombosis. It has also been found that chocolate, like fruit and vegetables, is rich in **flavonoids**, which help to prevent **heart attacks** and **strokes**.

At last there is some good news for chocolate eaters! They can enjoy this delicious **treat** without feeling guilty, safe in the knowledge that it could be improving their health.

Vocabulary Study

binge (on) *verb*

to eat or drink a very great deal of something over a very short period of time.

▲ **binge** *noun* a short period of time during which you eat or drink a very great deal of something or do something else in an extreme, uncontrolled way.

biochemical *adjective*

connected with the chemical substances found in living things or with the chemistry of living things.

▲ **biochemistry** *noun* the scientific study of the chemistry of living things.

chocoholic *noun*

(*informal*) a person who enjoys eating chocolate very much; a person who eats a great deal of chocolate and seems unable to stop doing so.

confectionery *noun*

(*formal*) sweets, chocolate, etc, considered together.

content *noun*

the amount of something contained in something.

▲ **contents** *noun plural* all that is contained in something.

depressed *adjective*

1 unhappy or miserable.

2 suffering from, or connected with, the mental illness of depression. ▲ **depression**

noun 1 the state of feeling unhappy or miserable.

2 (also called **clinical depression**) a mental illness in which the person suffering from it feels very unhappy and hopeless, has little energy and poor concentration and has difficulty in sleeping.

diet *noun*

1 the food that a person or animal usually eats and drinks.

2 a reduction in, or a limiting of, the amount of food which you eat and drink because you want to lose weight or for health reasons; the period of time when this reduction occurs. ▲ **go on a diet** to start eating and drinking less food, usually in order to lose weight ▲ **crash diet** *noun* a diet which cuts out a great deal of food and drink so that you are supposed to lose weight very quickly.

dietician *noun*

a person whose job it is to advise people on the right things to eat in order to remain healthy.

down *adjective*

(*informal; not used before a noun*) unhappy or miserable.

flavonoid *noun*

a naturally occurring substance which belongs to a group that includes the colouring substance of many plants; flavonoids are now thought to be an important part of the diet as they may help to reduce the risk of heart attacks, strokes, etc.

heart attack *noun*

a sudden, painful, and sometimes fatal, serious medical condition in which the heart stops working normally, often because of a failure in the supply of blood to it.

migraine *noun*

a very severe type of headache, often affecting one side of the head, in which the patient often vomits and sometimes has difficulty in seeing properly.

nutritionist *noun*

a person who is an expert on the connection between the food we eat and our health. ▲ **nutrition** *noun*

1 the science that deals with food and the effects of it on health. 2 the process by which living things take in and use the food which they need in order to grow and stay healthy.

obesity *noun*

the state of being very overweight, sometimes to the extent that it can affect your heart. ▲ **obese** *adjective* very overweight.

overindulge *verb*

to take too much of something which you want, especially food or drink.

stroke *noun*

a serious illness which occurs when the flow of blood to the brain stops suddenly because of a burst or blocked blood vessel, and which can cause the patient to lose the ability to move certain parts of the body.

sweet, have a sweet tooth to like sweet things very much.

tonic *noun*

1 something that makes you feel better and happier. 2 a liquid medicine that makes you feel generally better and stronger, rather than treating any particular illness.

transitory *adjective*

(*formal*) lasting for only a short time.

treat *noun*

1 something that is very enjoyable, often something that is special and perhaps rare. 2 something that is paid for by someone else. ▲ **treat** *verb* to pay for something enjoyable and unusual, often for someone else.

trigger *noun*

something that is the cause of something, usually something unpleasant.

▲ **trigger** *verb* to cause something to happen.

Vocabulary Building

A Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A

1. range •
2. on display •
3. depressed •
4. tonic •
5. concentrate •
6. obesity •
7. binge •
8. delicious •

Column B

- a. eat a lot
- b. selection
- c. on show
- d. focus
- e. tasty
- f. state of being overweight
- g. sad
- h. energizer

B Match each word in Column A with its opposite meaning in Column B by joining the dots correctly.

Column A

1. popular •
2. pleasure •
3. cheers •
4. transitory •
5. negative •
6. benefits •
7. delay •
8. guilty •

Column B

- a. saddens
- b. ills
- c. innocent
- d. hasten
- e. chore
- f. little liked
- g. permanent
- h. positive

C For each of the sentences below, circle the answer that has the correct meaning of the word in italics.

1. To lose weight, it is better to do so gradually than to start on a severe *diet*.
 - a. cooked foods
 - b. little food
 - c. foods eaten

2. When the phone rings, please answer *instantly* as we're expecting an urgent call.
 - a. quickly
 - b. immediately
 - c. hastily

3. Before you go, I would *remind* you to take your umbrella in case it rains.
 - a. suggest
 - b. inform
 - c. say again

4. Star-gazers are trying to look at the new star that was *discovered*.
 - a. found out
 - b. talked about
 - c. heard about

5. Before you start on the project, do get some *knowledge* about it first.
 - a. information
 - b. books
 - c. experience

Read and Understand

A Circle the most suitable answer from the three possible answers provided.

1. It is obvious that many people buy chocolate products as
 - a. chocolate is sold in many forms.
 - b. people have a sweet tooth.
 - c. they are widely sold.

2. It is often thought that eating chocolate is a sinful pleasure because
 - a. it is expensive.
 - b. it is bad for health.
 - c. it is sweet.

3. Eating chocolate can lift the spirits
 - a. for a short time.
 - b. for those who are ill.
 - c. for those who eat a lot of it.

4. Most of the information about the effects of chocolate is
 - a. neutral.
 - b. unfavourable.
 - c. positive.

B Answer these questions in full sentences.

1. How do health experts explain why eating chocolate often makes people feel good?

2. Give one negative side effect of eating too much chocolate.

3. Give one benefit of eating chocolate, according to recent research.

Pair Work

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. After reading the passage, would you eat more chocolate or would you not? Give a reason.

2. Besides the negative effects about eating chocolate given in the passage, name others that you can think of.

3. Why do you think chocolate products are popular as gifts?

Spot the Error

In each sentence below, you will find that the progressive aspect of the verb has not been used correctly. Underline the error and rewrite the sentence using the correct progressive aspect of the verb.

Example:
Sentence with error: The children will be have noodles for dinner.
Corrected sentence: The children *will be having* noodles for dinner.

1. Only the men buy chocolates at the shop yesterday.

2. As I need to lose weight, I had cut out all sweets and chocolates.

3. The hotel chefs prepare a special menu tonight.

4. The organizers distribute candies free to all who come to the exhibition tomorrow.

5. Too much rich food cause her to put on weight.



Your View

You are free to decide for yourself whether you agree or disagree with each of the statements below. Write each of your answers in one sentence that begins with either 'I agree because ...' or 'I disagree because ...'.

1. People will eat chocolate even when they know the high fat and sugar content is bad for them.

2. For the average person, it is better to cut down on candies and chocolates.

3. Eating chocolate can improve your health.

READ and UNDERSTAND 1

Answer Key

Unit 1 Green Packaging

Vocabulary Building

- A 1. g 2. d 3. a 4. h 5. c
6. e 7. b 8. f
B 1. b 2. f 3. g 4. c 5. a
6. h 7. d 8. e
C 1. pollution 2. disaster
3. packaging 4. waste material

Read and Understand

- A 1. True 2. False 3. True 4. True 5. False
B 1. One reason is that packaging uses up energy. Another reason is that the materials used in packaging are difficult to dispose of.
2. Politicians and scientists are looking at these issues.
3. For packaging to be green, it should be either recyclable or biodegradable.

Spot the Error

- Too much packaging *harms* the environment in two ways.
- Future generations will suffer unless people today *conserve* the environment.
- The writer advises that every household *does* its part by recycling.
- Usually people *get* rid of waste by dumping it into landfills.
- Nuclear waste *is* dangerous because it is radioactive.

Unit 2 Too Much Traffic

Vocabulary Building

- A 1. b 2. g 3. a 4. f 5. c
6. h 7. d 8. e
B 1. g 2. e 3. h 4. d 5. f
6. a 7. b 8. c
C 1. traffic 2. fine 3. journey
4. motorists 5. vehicles

Read and Understand

- A 1. False 2. True 3. True 4. False 5. False
B 1. Parking space is limited, so some firms *provide car parks or garages for their employees*.
2. Motorists, who park illegally in the city area, face the risk of *being fined*.
3. To cut down the number of cars in the city, the authorities *have pedestrianized large areas and introduced park-and-ride schemes*.

Spot the Error

- Recently some countries *solved* the problem of heavy traffic in the city centre by charging for entry.
- I *wish* to suggest that to reduce traffic into the city area, there should be less parking space there.
- If the public transport system *is* improved then more people will use it.
- From 1995, the authorities *increased* the price of cars to cut car ownership
- Many large cities *are* still trying to solve their traffic problems.

Unit 3 Bullying

Vocabulary Building

- A 1. f 2. g 3. d 4. a 5. h
6. c 7. e 8. b
B 1. e 2. f 3. b 4. g 5. c
6. a 7. h 8. d
C 1. extort 2. taunts
3. unpunished 4. misery

Read and Understand

- A 1. b 2. b 3. c 4. c
B 1. The two forms are physical abuse and verbal abuse.
2. Psychologists say bullying could be caused by the bully wanting to dominate others.
3. Schools encourage those who are bullied to report the matter to a teacher.

Spot the Error

- Bullies sometimes pick on those who behave *differently*.
- Bullies act *unkindly* for many reasons.
- Teachers tell children *repeatedly* to report bullying.
- Bullies can escape unpunished as they can behave *charmingly*.
- Children who are bullied often suffer *silently*.

Unit 4 Growing Old

Vocabulary Building

- A 1. b 2. c 3. e 4. g 5. a
6. h 7. d 8. f
B 1. h 2. a 3. d 4. f 5. b
6. g 7. c 8. e
C 1. False 2. True 3. True 4. False 5. False

Read and Understand

- A 1. c 2. a 3. d 4. b
B 1. People stay young longer because of advances in medicine.
2. The writer thinks that the worst aspect of ageing is when the mind becomes less alert.
3. One advantage is that elderly people have freedom. *OR* One advantage is that elderly people are likely to be quite well off.

Spot the Error

- Nowadays, cosmetic surgery *is* a method to remove wrinkles
- People *used* to have shorter lives in the old days.
- About two years, Mr Okada *suffered* a loss of memory.
- Imperial Tours *is* a travel agency that provides tour packages for the elderly up till today.
- Some elderly citizens today *are* fortunate to live in a society that respects them.

Unit 5 Parental Aspirations

Vocabulary Building

- A 1. d 2. e 3. h 4. a 5. g
6. b 7. c 8. f

- B 1. c 2. b 3. h 4. f 5. a
 6. g 7. d 8. e

Read and Understand

- A 1. True 2. True 3. False 4. False 5. True
 B 1. In the modern world, many parents want their children to do well in school and go to university.
 2. Children who face too much stress in their studies could fall sick or fail their examinations.
 3. Children could have the ability to draw well. (Accept these alternative answers: Children could have the ability to act well. Children could be good with their hands. Children could have the ability to be good in business.)

Spot the Error

- Though we work hard we may sometimes not get *successful* results.
- Children who face a *stressful* school life can fall sick.
- Some schools have special classes for those with *artistic* talent.
- Ambitious* parents could be disappointed if their children do not meet their goals.
- Parents who want their children to join their business may find their children have *different* ideas.

Unit 6 Discrimination against Disability

Vocabulary Building

- A 1. d 2. c 3. h 4. b 5. a
 6. e 7. f 8. g
 B 1. f 2. h 3. d 4. g 5. c
 6. e 7. a 8. b
 C 1. True 2. True 3. False 4. False 5. True

Read and Understand

- A 1. False 2. True 3. True 4. False 5. True
 B 1. Accept any **one** of these answers:
 One difficulty is that wheelchair users may find the doorways too narrow.
 One difficulty is that wheelchair users may not have a ramp to use.
 One difficulty is that wheelchair users may not have a roomy lift to use.
 2. Accept any **one** of these answers:
 Buildings could have ramps.
 Buildings could have roomy lifts.
 3. Accept any **one** of these sentences:
 Para 6: It is when they attempt to go outside that obstacles to ordinary living begin.
 Para 6: Some provision is now being made for people with disabilities, but they need many more facilities.
 Para 6: Otherwise society can be accused of ableism.

Spot the Error

- He told me that *his* school has good facilities for the disabled.
- People seem to be selfish when *they* pay no attention to the disabled.

- As I have left my book at home, may I share *yours*?
- The cat tried to scratch the chicken but luckily did not hurt *it*.
- If more is done to help disabled persons, *they* can contribute more to society.

Unit 7 Football Hooligans

Vocabulary Building

- A 1. b 2. a 3. d 4. e 5. h
 6. g 7. f 8. c
 B 1. b 2. c 3. e 4. g 5. a
 6. h 7. d 8. f
 C 1. False 2. True 3. False 4. False 5. True

Read and Understand

- A 1. b 2. d 3. c 4. a
 B 1. One example is that the referee gives a red or yellow card unfairly. *OR* One example is that the referee did not see a foul committed.
 2. Football hooligans fight with the police and get the crowd to throw stones and bottles at the police.
 3. The stadium officials seat the opposing fans in separate parts of the ground.

Spot the Error

- She *might/could/may/must* be ill. That is why she did not come.
- I *will/shall/would* be happy to attend the wedding.
- After training hard, she *can/will* now definitely qualify for the finals.
- Can/will/could/would* you please shut the window?
- The price of rice *will* rise next week.

Unit 8 Travel Troubles

Vocabulary Building

- A 1. c 2. f 3. a 4. g 5. d
 6. e 7. h 8. b
 B 1. b 2. a 3. d 4. e 5. h
 6. g 7. f 8. c
 C 1. tagged 2. fasten 3. discomfort
 4. effort 5. queues

Read and Understand

- A 1. True 2. False 3. False 4. True 5. True
 B 1. One inconvenience is that they have to wait in queues at the check-in and at passport control. *OR* One inconvenience is that they have to face flight delays.
 2. One cause is that there are technical hitches. *OR* One cause is that there are many planes that take off and land. *OR* One cause is that there is industrial action by the airport staff.
 3. Lost luggage is usually found because it is tagged.

Spot the Error

- His flight was delayed due to *a* technical hitch.
- The airport announcer said that *any* unattended luggage would be removed.

3. I am taking *a* non-stop flight to Hawaii.
4. I was told that *the* flight I wanted is fully booked.
5. *Some* of my relatives brought me snacks to take on my trip.

Unit 9 New Research on Computer Games

Vocabulary Building

- A 1. c 2. a 3. b 4. h 5. g
 6. f 7. e 8. d
- B 1. b 2. g 3. a 4. f 5. c
 6. h 7. d 8. e
- C 1. popularity 2. ignored
 3. memory 4. fresh 5. activity

Read and Understand

- A 1. False 2. True 3. False 4. False 5. True
- B 1. Children would be spending too much time indoors and do not get out for exercise and fresh air.
 2. Computer games could cause children to stop reading and doing their homework.
 3. The frontal lobes of the brain are associated with learning, memory, emotion and self-control.

Spot the Error

1. He spent so *much* time on computer games that his studies suffered.
2. His father only allows him *a few* video games so that he will not neglect his homework.
3. Research studies about computer games agreed with what *many* parents believed.
4. When children take *little* exercise, their health could be affected.
5. Too *much* violence in computer games is said to have a negative effect on children.

Unit 10 Terrorism

Vocabulary Building

- A 1. h 2. f 3. c 4. a 5. g
 6. d 7. b 8. e
- B 1. f 2. e 3. a 4. b 5. d
 6. h 7. g 8. c
- C 1. True 2. True 3. False 4. False 5. True

Read and Understand

- A 1. b 2. a 3. b 4. c
- B 1. 'The need to gain publicity for their aims usually leads terrorist groups to admit to the acts of violence.' OR 'Frequently, in terrorist attacks on civilian targets, some kind of advance warning is given.'
 2. 'No group seemed anxious to claim responsibility for the outrage.'
 3. One reason is that they have a sense of political injustice. OR One reason is that they do it out of religious fervour. OR One reason is due to their hatred of those they attack.

Spot the Error

1. You saw the news coverage on television, *didn't* you?
2. The United States never expected such a shocking act of terrorism, *did* it?
3. So many were grieving for their loved ones, *weren't* they?
4. In the world today, events in one part quickly affect another part, *don't* they?
5. The fight against terrorism is on-going, *isn't* it?

Unit 11 Healthy Eating

Vocabulary Building

- A 1. e 2. f 3. b 4. g 5. c
 6. a 7. h 8. d
- B 1. b 2. c 3. e 4. g 5. a
 6. h 7. d 8. f
- C 1. False 2. False 3. True 4. False 5. True

Read and Understand

- A 1. b 2. c 3. a 4. c
- B 1. The writer said people buy convenience foods because these people are busy and these foods just have to be heated up and are ready to eat.
 2. These foods are cereal products, fruit and vegetables.
 3. Dairy products are high in cholesterol which can lead to heart disease.

Spot the Error

1. Fast foods are popular *because* they are convenient.
2. *Although* some wealthy people eat enough, they may still be under-nourished.
3. People in poor countries often face food shortage *while* those in developed countries may waste food.
4. People would be healthier *if* they ate more vegetables and fruit.
5. Dairy products *and* eggs are known to raise the cholesterol level.

Unit 12 Food Scores

Vocabulary Building

- A 1. e 2. h 3. d 4. f 5. a
 6. c 7. b 8. g
- B 1. f 2. d 3. b 4. h 5. a
 6. c 7. e 8. g

Read and Understand

- A 1. False 2. True 3. True 4. False 5. True
- B 1. Some people are against GM foods because they think it is harmful to health.
 2. It is because GM products do not show this clearly on the labels.
 3. Some experts think this because the level of toxins in non-organic foods is not high enough to be harmful.

Spot the Error

1. Fruits like cherries and *strawberries* are rich in vitamin C.
2. As the recipe needs a couple of *tomatoes*, could you get those please?
3. Doctors are now able to carry out tests to find out the *allergies* that a patient has.
4. People today are fortunate to have so many *varieties* of fruit to choose from.
5. As *viruses* are able to change their form, they cannot ever be eradicated.

Unit 13 The Dangers of Passive Smoking

Vocabulary Building

- | | | | | |
|--------|------|------|------|------|
| A 1. d | 2. f | 3. a | 4. e | 5. b |
| 6. c | 7. h | 8. g | | |
| B 1. f | 2. e | 3. b | 4. a | 5. g |
| 6. c | 7. h | 8. d | | |
| C 1. a | 2. c | 3. a | 4. b | 5. b |

Read and Understand

- A 1. True 2. False 3. False 4. True 5. True
- B 1. Passive smoking happens when a person inhales the smoke from another person's cigarette.
2. Smoking can lead to respiratory diseases. *OR* Smoking can cause serious diseases such as lung cancer.
3. Smokers can stop their habit with will power or by wearing a nicotine patch.
4. Non-smokers can protect themselves by staying away from smoking areas of public places. *OR* Non-smokers can protect themselves by banning smoking in their homes. *OR* Non-smokers can protect themselves by asking their smoker friends not to smoke in front of them.

Spot the Error

1. Even non-smokers *who* breathe in other people's cigarette smoke may face health risks.
2. One country *that/which* has banned cigarette advertisements on TV is Singapore.
3. I know of several persons *whose* health has suffered from smoking.
4. Smokers *who* light up in restaurants will be told to put out their cigarettes.
5. Cigarette manufacturers *that/which* do not issue health warnings will be brought to court.

Unit 14 A Donor Shortage

Vocabulary Building

- | | | | | |
|---------------|----------|-----------------|------|------|
| A 1. g | 2. e | 3. b | 4. c | 5. a |
| 6. h | 7. d | 8. f | | |
| B 1. a | 2. f | 3. e | 4. b | 5. h |
| 6. g | 7. c | 8. d | | |
| C 1. advance | 2. organ | | | |
| 3. transplant | 4. donor | 5. introduction | | |

Read and Understand

- A 1. True 2. False 3. True 4. False 5. True
- B 1. Britain has tried to solve the problem by getting people to carry donor cards and/or having their names listed in a national donor register.
2. Transplant surgeons would have to ask the next-of-kin for permission to use the organs of the deceased.
3. It was proposed that there should be a register of people who wish to opt out of donating their organs.

Spot the Error

1. His mother had *given* him a kidney ten years ago.
2. Some people *have thought* that donating a cornea means removal of the eye, but it is not so.
3. Many kidney patients *have waited* years for a kidney transplant and are still waiting.
4. Nowadays, tissue rejection in transplant patients *has been largely overcome*.
5. After reading about the need for donor organs, she *has registered* to be a donor.

Unit 15 The Benefits of Chocolate

Vocabulary Building

- | | | | | |
|--------|------|------|------|------|
| A 1. b | 2. c | 3. g | 4. h | 5. d |
| 6. f | 7. a | 8. e | | |
| B 1. f | 2. e | 3. a | 4. g | 5. h |
| 6. b | 7. d | 8. c | | |
| C 1. c | 2. b | 3. c | 4. a | 5. a |

Read and Understand

- A 1. c 2. b 3. a 4. b
- B 1. It is because chocolate has a biochemical effect on the part of the brain that is concerned with pleasure.
2. One negative side effect of eating too much chocolate is that it can be fattening and can lead to heart disease. *OR* One negative side effect of eating too much chocolate is that it can cause migraine.
3. One benefit is that chocolate can delay blood clotting. *OR* One benefit is that chocolate, like fruit and vegetables, is rich in flavonoids, which help to prevent heart attack and strokes.

Spot the Error

1. Only the men *were buying* chocolates at the shop yesterday.
2. As I need to lose weight, I *will be cutting out/am cutting out* all sweets and chocolates.
3. The hotel chefs *will be preparing/are preparing* a special menu tonight.
4. The organizers *will be distributing/are distributing* candies free to all who come to the exhibition tomorrow.
5. Too much rich food *is causing* her to put on weight.