UNIT 4 - LESSON 7 - HOMEWORK SHEET

Vocabulary

meal and dish

Verb + meal	Adjective + meal	Adjective + dish
make a meal	a delicious meal	an expensive dish
have a meal	a heavy or light meal	a local dish
go out for a meal	a hot meal	a rice dish
miss / skip a meal	a proper meal	a vegetarian dish
order a meal	a ready meal	the national dish
serve a meal	your main meal (of the day)	

1. Verb + meal

Complete these sentences with the correct form of the above verbs:

1. He's so thin. He looks as though he hasn't ..... a square meal for weeks.
2. My local pub ..... excellent bar meals. You should try them.
3. The meals my mother ..... for us were good for us, but not that tasty.
4. We're ..... out for a meal to celebrate my birthday tonight.
5. Every time she flies, my wife has to ..... a vegetarian meal.
6. It's not a good idea to ..... meals and replace them with snacks like biscuits.

2. Adjective + meal

Complete the sentences with the above adjectives:

1. You ought to eat ..... meals instead of snacking all the time.
2. He threw together a ..... meal out of a few leftovers. It was wonderful.
3. When do you have your ..... meal of the day? We have ours in the evening.
4. Lots of students have little time to cook, so they live on ..... meals.
5. We're only serving sandwiches. We stopped serving ..... meals at 6pm.
6. I usually have a ..... meal of bread and fruit at lunchtime. If I eat a ..... meal, it makes me sleepy and I find it difficult to work.

3. Adjective + dish

Complete the sentences with the above adjectives:

1. If you don't eat meat, there are several ..... dishes on the menu.
2. In the restaurant I ordered the most ..... dish, a large sirloin steak.
3. I don't have a lot of money so I mainly cook pasta and ..... dishes.
4. We sampled all the ..... dishes while we were on holiday in the Algarve.
5. The ..... dish of Scotland is 'haggis' – a kind of spicy meat sausage.

Notes

1. A 'dish' is an individual type of food *(lamb curry, steak and chips, mushroom soup)*.
2. Note this expression:
   The restaurant wasn't that expensive. The meal worked out at £20 a head / £ 20 per person.
3. In 1-1 a 'square meal' is a large meal that satisfies you.
   I haven't had a square meal in over a week. I've lived on nothing but sandwiches and biscuits.
   A 'buffet' is a meal where people serve themselves.
   Come and try our buffet – all you can eat for only £8.
   A 'side dish' is a small amount of food that you order with your main meal.
   We had curried chicken with a side dish of fried vegetables.
   The 'dish of the day' is a special meal in addition to the rest of the menu.
   I had the dish of the day – cod fillet in a cheese and mustard sauce.

LIVEWORKSHEETS

diet and appetite

Adjective + diet	**Verb + diet**	**Verb + appetite**
a balanced diet	follow a diet	lose your appetite
a healthy diet	go on a diet	sharpen your appetite
a low-fat diet	stick to / keep to your diet	work up an appetite
a poor diet	watch your diet	give you an appetite
	cut out of your diet	spoil your appetite

1. Adjective + diet (what we usually eat)

Complete the sentences with the above adjectives:

1. Fruit is an essential part of a ..... diet. Try to eat two or three pieces a day.
2. It's important that children eat a ..... diet. They need a variety of foods.
3. His diet consists mainly of fried food. Such a ..... diet will lead to illness.
4. If you eat a ..... diet, you'll live longer. So, no more butter for me!

2. Verb + diet (losing weight)

Complete the sentences with the correct form of the above verbs:

1. I've decided to ..... on a strict diet to see if I can lose a few kilos.
2. I've been advised to ..... sugar out of my diet if I want to shed a few kilos.
3. If you ..... this low calorie diet, you'll lose weight. But you must ..... to it rigidly.
4. He's got an ulcer, so he has to ..... his diet. He's got to keep off fatty foods.

3. Verb + appetite

Match these halves:

1. All this exercise has
2. I'm sorry I don't feel like eating just now.
3. I went for a long walk to see if I could
4. Don't eat snacks between meals.
5. All that fresh air has sharpened my appetite.

a. I've lost my appetite.
b. given me an appetite.
c. I could eat a horse.
d. work up an appetite.
e. You'll spoil your appetite.



"I've decided to go on a strict diet'"

Notes

1. Note these verb + 'on a diet of' expressions:
   When we were lost in the jungle we survived on a diet of insects and wild fruit.
   Children in the West seem to exist on a diet of burgers and chips.
2. Note these expressions:
   There is good evidence that a diet rich in fruit and vegetables can prevent disease.
   A diet deficient in vitamin C can lead to a number of skin diseases.
   The staple diet of the giant panda is bamboo.
3. Note the following adjectives that are used to describe a good appetite:
   The children have all got healthy appetites. They eat more than their parents do!
   Although she's over eighty she still has a hearty appetite.
4. 'Loss of appetite' is common among people who are ill.

LIVEWORKSHEETS

party

Verb + party	**Adjective + party**	**Types of party**
arrive at a party	an all-night party	a dinner party
come away from a party	a fantastic party	a fancy-dress party
go to a party	a noisy party	a farewell / leaving party
invite (you) to a party	a surprise party	a house-warming party
plan a party		a street party
throw a party		

1. Verb + party

Complete these sentences with the correct form of the above verbs:

1. She ..... a lot of people from her office to her birthday party.
2. I didn't really want to ..... to my neighbours' party but I thought I'd better put in an appearance in case they felt offended.
3. We're ..... a farewell party for Marion. She's retiring next week. Any ideas?
4. I try not to be the first to ..... at parties. I'm not very good at small talk.
5. We ..... away from the party early after a phone call from our babysitter.
6. After the final performance, the director ..... a huge party for everyone involved in the production of the play. Champagne all round!

2. Adjective + party

Complete the sentences with the above adjectives:

1. We're organising a ..... birthday party for my husband next week. Do you think you can manage to keep the party a secret until then?
2. Thanks for a ..... party. I wouldn't have missed it for anything.
3. Dad, can I go to an ..... party at Darren's at the weekend?
   > No way! You can go to the party, but make sure you're home by midnight.
4. There was a ..... party going on next door which kept me awake most of the night. Unfortunately, it didn't break up until 5am.

3. Types of party

Match these halves:

1. Our new neighbours threw	a. a farewell party.
2. Andy's leaving so we're planning	b. the fancy-dress party dressed as a carrot.
3. I'm going to	c. were held to celebrate independence day.
4. Street parties	d. their dinner party?
5. Should I take some wine to	e. a house-warming party after moving in.

Notes

1. Note these expressions:
   When we arrived, the party was just starting to warm up. When we left, the party was in full swing.
   He's having a party to celebrate his 84th birthday.
2. A 'celebration' is a party for a special occasion:
   I didn't feel like joining in the celebrations.
   Peter got the job. I think that calls for a celebration!
   They planned a special celebration for her homecoming.
   As part of the celebrations, they staged a big, open-air concert in Hyde Park.

LIVEWORKSHEETS

Reading

READING 1

READ

This excerpt from a nutrition manual explains the psychological benefits of eating certain fats.

Fat for Brains

As the old saying goes, you are what you eat. The foods you eat obviously **affect** your body's performance. They may also influence how your brain handles its tasks. If it handles them well, you think more clearly and you are more emotionally stable. The right foods can help you concentrate, keep you motivated, sharpen your memory, speed your **reaction** time, defuse stress, and perhaps even prevent brain aging.

Good and bad fat

Most people associate the term *fat* with poor health. We are encouraged to eat fat-free foods and to drain fat away from fried foods. To understand its psychological benefits, however, we have to change the **paradigm** for how we think about fat.

The first step is gaining a better understanding of fat. Instead of conceiving of it as one thing, we have to recognize it as several **discrete** types of a similar compound. Not every fat is your enemy. Fats, of the right kinds and in the right amounts, are among your best friends. It is smart to **commit** to a balanced-fat diet, not to a no-fat diet.

Fats are broadly classified as either "saturated" or "unsaturated." Most foods that contain fat contain both kinds, in varying proportions. Foods that are high in saturated fats include meat, butter, and other animal products. In general, saturated fats are solid at room temperature. Foods high in unsaturated fats include vegetable oils, nuts, and avocados. Unsaturated fats, if separated out, are usually liquid at room temperature.



Foods high in saturated fats



Foods high in unsaturated fats

LIVEWORKSHEETS

The key to health is to **allocate** a percentage of your fat intake to each type of fat. Saturated fat in moderate amounts poses no problem. In general, you will be fine if less than 20 percent of the fats you consume are saturated. Beyond that level, saturated fat may **promote** heart disease and perhaps some types of cancer. A diet high in saturated fat can also make you depressed and antisocial and impair your general **mental** performance. Unsaturated fats should make up the bulk of your fat intake. But beware. Unsaturated fats are especially high in calories and could cause weight problems. The smart approach is to keep your **overall** fat intake low and make sure that most of it is in the form of unsaturated fats.

Fatty acids

Keeping your fat intake too low, on the other hand, could also be dangerous. Fat in food is broken down into chemicals called fatty acids. The body uses them for many purposes. They go into all hormones. They are critical to body metabolism. And they are part of the outer membrane of every cell in the body, including those in the brain. You need these fatty acids in order to stay physically healthy and mentally sharp.

Of the many fatty acids the body uses, two are called "essential fatty acids" (EFAs). Your diet must contain foods that provide them, because the body cannot make them on its own. The most important are omega-3 fatty acids. They are crucial for the proper development of the human brain. All brain-cell membranes need to refresh themselves continually with new supplies of omega-3s.

North Americans are famous for consuming too much saturated fat and too much total fat. They also consume far too little food that provides omega-3s. The vegetable oils most commonly used in cooking—corn, safflower, and sunflower oils—have almost no omega-3s. Using canola (rapeseed), soy, and walnut oils, which have ample omega-3s would be far more healthful. And the old saying about fish being brain food is true. Fish is rich in omega-3s, especially in one, called DHA, that is identical to a material in the membranes of nerve cells. People allergic to or intolerant of fish can get their DHA from several sources, including leafy green vegetables, sesame seeds, or egg yolks.

Omega-3s and the brain

There is evidence that DHA plays a big role in the intellectual performance of humans. In one well-respected study, premature infants were fed either standard American infant formula or breast milk. Results showed that the children given breast milk had significantly higher IQs. The researchers also **compiled** data on the children for eight years after the initial feeding **period**. Through all that time, the children never lost this mental advantage. The research **team** concluded that the IQ superiority resulted exclusively from DHA, a known component of breast milk. Most American baby formulas do not contain any DHA.

In psychology and physiology **journals**, articles routinely confirm the value of omega-3 fatty acids. One published study demonstrated that fish oil reduced the degree of brain damage in cats experiencing stroke. A study by researchers at the University of Pittsburgh showed that adults with low levels of omega-3s in their bodies were far more depressed, pessimistic, and impulsive than those with normal or high levels. This evidence improves the **prospects** for treating depressed patients effectively. Many therapists now say they are determined to **coordinate** psychological therapy with dietary therapy in order to rely less on drugs.

As research continues to show, new ways of thinking about fat can open the door to better physical, mental, and emotional health.

LIVEWORKSHEETS

READING COMPREHENSION

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use the dictionary to help you understand new words.

..... 1. Foods affect a person's moods and motivation.
..... 2. Ideally, more people should commit to no-fat diets.
..... 3. At room temperature, you could pour unsaturated fat out of a bottle.
..... 4. It is not healthful to eat a very large amount of unsaturated fat.
..... 5. Omega-3 fatty acids promote intellectual development.
..... 6. Breast milk is a better source of DHA than infant formulas.
..... 7. Research journals reported that people with a lot of omega-3 fats in their systems were very depressed.
..... 8. Patients with psychological problems should coordinate their therapy so that it includes dietary as well as psychological treatment.

READING STRATEGY: Summarizing

A summary of a reading text should be short. It should cover all the main ideas and give an overall idea of the text. It may include some important supporting points but it should NOT emphasize smaller points. Think of a summary as an outline in paragraph form (see Unit 4 for more on outlining).

The best summaries come from a good understanding of the whole reading. There are, however, some techniques that can help you prepare a good summary:

- State the main idea of the whole text in your first sentence.
- Look at headings to help you identify some of the main ideas.
- Scan paragraphs to identify their topics. Do not simply look for "topic sentences." Not every paragraph has one, and those that exist are not always easy to locate.
- For each main point, add one reason from the text that explains why it is important.

A. Use the headings in Reading 1 and any obvious paragraph clues to decide whether each of these topics belongs in a summary of the reading. Put a check (✓) next to those items that should be included. Discuss your choices with a partner.

..... a balance of fats
..... brain cells
..... canola oil
..... DHA
..... fish
..... IQ and depression
..... obesity
..... omega-3s
..... psychological therapy
..... saturated and unsaturated fats
..... the United States
..... the University of Pittsburgh

LIVEWORKSHEETS

B. Write a one-paragraph summary of Reading 1 using the main ideas you identified. Your summary should be no more than 80 words long.

STEP I VOCABULARY ACTIVITIES: Word Level

A. Read these excerpts from another article on the psychological effects of food. In each excerpt, cross out the one word or phrase in parentheses with a different meaning from the other three choices. Compare answers with a partner.

1. Many studies have tried to determine whether Attention Deficit Hyperactivity Disorder (ADHD) is (*influenced / affected / caused / impacted*) by the foods children eat. The goal is to test claims that ADHD symptoms, like poor concentration and impulsive behavior, are triggered by something in food.
2. If they are, eliminating these "provoking substances" would presumably (*complete / encourage / promote / facilitate*) healthier behavior.
3. Some researchers have focused on diets that eliminate many food additives and even ban some foods. Others study "few-foods" diets—those that (*convert / divide / distribute / allocate*) a child's total calorie intake among only a few types of food.
4. One study found that, (*overall / in total / as a whole / finally*), behavior problems increased in 69% of the children after they were given food containing colorings or other possible provoking substances.
5. In another study, the research (*team / sponsor / group / squad*) monitored brain activity by looking at electroencephalograms (EEGs).
6. First, they recorded brain activity during (*times / periods / sections / intervals*) when the children were on a few-foods diet with no suspected provoking substances. Then they took EEGs when the children ate only foods with suspected provoking substances.
7. After the researchers (*wrote / gathered / put together / compiled*) and compared the EEGs, they noted large increases in some brain-wave activity during the second stage of the test.

LIVEWORKSHEETS

STEP II VOCABULARY ACTIVITIES: Sentence Level

Word Form Chart			
Noun	Verb	Adjective	Adverb
commitment	commit	committed	.....

B. The word *commit* has several different meanings and uses, depending on context. Match each phrase with its example sentence. Then, rewrite the example sentences using the matching phrase.

a. commit a crime
b. commit suicide / homicide
c. not commit yourself
d. be totally committed to someone or something
e. have a commitment
f. have commitments
g. honor a commitment
h. get out of a commitment
i. make a (financial) commitment to
j. a lack of commitment

i 1. "I promised to give money every month to the Diabetes Research Foundation."
"I made a financial commitment to the Diabetes Research Foundation."

..... 2. "I can't meet at that time because I've promised to do something else then."
.....

..... 3. "All she thinks about is her daughter."
.....

..... 4. "He suffered from depression for many years then finally killed himself."
.....

..... 5. "His leaving early shows that he doesn't care about this team enough."
.....

..... 6. "The government has fulfilled the promise to allocate more money to the school lunches program."
.....

..... 7. "He went to prison for carrying out several illegal acts."
.....

..... 8. "She thinks she can come tomorrow, but she won't promise until she talks to her sister."
.....

..... 9. "They would love to take a vacation but they have responsibilities that need their attention."
.....

..... 10. "He's not really sick. He's just trying to rid himself of a promise he made."
.....

LIVEWORKSHEETS

READING 2

READ

This excerpt from a nutrition textbook tells the story of the first clinical study of the effects of starvation on physical and mental functioning.

The Minnesota Starvation Experiment

On November 19, 1944, 40 healthy young men entered the Laboratory of Physiological Hygiene at the University of Minnesota. They were ready to embark on a grueling medical experiment. The men had responded to a brochure that asked: "Will You Starve That They Be Better Fed?" World War II was coming to a close, and the Allied forces[1] needed to know how to deal with starving people in areas of Europe and Asia ruined by the war.

Basic design

In 1944, the prospect of finding healthy young men to volunteer for such an experiment was dim. Many were overseas serving in the military. However, many conscientious objectors—those who refused to serve in the war for religious or moral reasons—remained in the United States doing various types of community service. The government eventually allowed them to volunteer for medical experiments. About 400 men volunteered for the Minnesota research, of whom 40 were eventually selected.

The study took place in three discrete stages. The first, starting in November 1944, was a "standardization" period of 3 months. So they could be observed under non-stressful conditions, the men received a substantial 3,200 calories of food per day. This was followed by a 6-month semi-starvation period, beginning on February 12, 1945, in which they received only 1,800 calories per day. The semi-starvation diet reflected what was available in the war-torn areas of Europe—potatoes, turnips, rutabagas, dark bread, and macaroni. The final 3 months were a nutritional rehabilitation period.

Throughout the study, participants were given various housekeeping and administrative duties within the laboratory. They were also allowed to participate in university classes and activities. The participants were expected to walk 22 miles (35.4 kilometers) per week and to expend 3,009 calories per day.

The good days

Those selected to participate were a well-educated group. All had completed some college coursework. Many took advantage of the opportunity to take more courses at the

[1] *Allied forces*: the term for the group of nations in World War II consisting primarily of the United States, the United Kingdom, the Soviet Union, and China

LIVEWORKSHEETS

University of Minnesota during the experiment. Initially, their blue pants, white shirts, and sturdy walking shoes were all that distinguished them from other people on campus. During the standardization period, the men felt well-fed and full of energy. Many initially volunteered for local charities, participated in music and drama productions, or otherwise contributed to community projects in the area.

Semi-starvation

On the first day of semi-starvation (February 12, 1945), the men sat down to a meal that included a small bowl of hot cereal, two slices of toast, a dish of fried potatoes, a dish of Jello, a small portion of jam, and a small glass of milk. Each was now allocated less than half the calories he was used to consuming. The men ate their meals together in Shevlin Hall on the campus. Participants were supposed to lose 2.5 pounds (1.1 kg) per week to reach the desired 25% weight reduction by the end of the semi-starvation period.



As semi-starvation progressed, the men became irritable and intolerant of one another. Many of them kept journals during the experiment, which recorded their feelings and reactions as they happened. One of the men, Carlyle Frederick, later remembered "noticing what's wrong with everybody else, even your best friend. Little things that wouldn't bother me before or after would really make me upset." Another, Marshall Sutton, noted, "We were impatient waiting in line if we had to, and we'd get disturbed with each other's eating habits at times. We became, in a sense, more introverted[2], and we had less energy." The men reported feeling cold much of the time and asked for extra blankets even in the middle of summer. They experienced dizziness, extreme tiredness, muscle soreness, hair loss, reduced coordination, and ringing in their ears. They felt weak mentally as well as physically. Several were forced to quit their university classes because they simply didn't have the energy or motivation to attend and concentrate. Food became an obsession, and several of the men said they had lost all interest in women and dating.

The men became more noticeable around campus as they began to show visible signs of starvation—sunken faces and bellies, protruding ribs, and swollen legs, ankles, and faces. Despite the challenges of starvation, there was a determination among the men that somehow kept them committed. When each of the 36 men who completed the experiment was asked if he had ever considered withdrawing, the reply was repeatedly firm and succinct: "No."

Slow recovery

The three-month rehabilitation period began at the end of July 1945 and continued until October 20, 1945. With the end of the war that summer, the results of the experiment were becoming increasingly relevant. How should the recovering populations of Europe and Asia be fed? As the experiment showed, the answer was far more complex than simply, "Give them food." Many of the men reported that, overall, the rehabilitation period was the hardest of all. Their strength came back only slowly, and many were depressed by this delayed recovery. Their feelings of hunger remained. They continued to be dizzy, confused, and irritable.

The research team eventually published these results in academic journals. They also prepared a relief worker's manual that focused on the psychological effects of food deprivation. The experiment helped create a new paradigm for understanding starvation. Previously, starvation was seen as only a physical thing. The experiment showed that it dramatically alters personality and that nutrition directly and predictably affects the mind.

---

[2] *introverted*: quiet and shy, concerned only with one's own thoughts and feelings

LIVEWORKSHEETS

READING COMPREHENSION

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 2. Use the dictionary to help you understand new words.

..... 1. The Minnesota Starvation Experiment involved soldiers from the Allied Forces.

..... 2. The experiment compiled data to help deal with starvation problems in Europe and Asia.

..... 3. In the first stage of the experiment, the men ate so much they became obese.

..... 4. In the second stage of the experiment, the men continued walking 22 miles per week.

..... 5. In the third stage of the experiment, the men quickly regained their previous health.

..... 6. The men's journals record that they became depressed and irritable as they began to lose weight.

..... 7. Eventually, the participants lost all mental motivation to continue in the experiment.

..... 8. The study showed that rehabilitating starved populations involved more than food supplies.

READING STRATEGY

A. Using subheadings and paragraph clues, plan a 100-word summary of Reading 2. Outline your plan in your notebook, but do not write the summary yet. Discuss your plan with a partner.

B. Keeping in mind your partner's comments, revise your plan. Then write a 100-word summary of Reading 2

LIVEWORKSHEETS

STEP I VOCABULARY ACTIVITIES: Word Level

A. Complete the sentences about nutrition and child development using the target vocabulary in the box. Use each item one time. The synonyms in parentheses can help you.

affect	mental	promote
compiled	overall	prospect
coordination	paradigm	reacted

..... **a.** At the other end of the weight spectrum, obesity may negatively ..... (*have an impact on*) a child's image of himself or herself. This may lead to lower academic performance for overweight children.

..... **b.** Data ..... (*gathered together*) by government agencies suggest that providing breakfast to school-age children has lessened these problems.

..... **c.** Nutritionists use the term *food-insecure* to mean "not sure whether healthy meals will be consistently available." By emphasizing a child's attitudes and expectations instead of actual food intake, this reflects a change in the prevailing ..... (*way of thinking*) among experts.

..... **d.** One study showed that children in food-insecure households scored lower on arithmetic tests, were more likely to have repeated a grade, and ..... (*responded*) more violently when teased by other children.

..... **e.** Other studies have found that child hunger raises the ..... (*possibility*) of severe behavior problems and long-term anxiety/depression.

..... **f.** Overweight children often lag behind others in developing physical ..... (*integrated movement*) and stamina. Because they cannot keep up with others at play, they are more likely to be socially isolated than children who are not overweight.

..... **g.** Some schools reportedly have tried to ..... (*increase the chances of*) better test scores for the school ..... (*as a whole*) by providing healthier school lunches.

..... **h.** Under-nutrition in children probably affects their ..... (*related to the mind*) development. Presumably, a lack of food deprives the brain of essential nutrients. Also, difficulties involving food probably have emotional consequences.

LIVEWORKSHEETS

Listening

Exam Task

You will hear people talking in eight different situations.
For questions **1 – 8**, choose the best answer (**a**, **b** or **c**).

1 You hear two friends talking about an accident. What hasn't the woman already done?
- **a** put ice on the burn
- **b** applied cream to the burn
- **c** run water on the burn

2 You hear a doctor giving a talk. Why should we eat breakfast?
- **a** to help us sleep
- **b** to feel better
- **c** to provide energy

3 You hear a sports commentator at a football game. What is the player angry about?
- **a** missing a penalty
- **b** getting a yellow card
- **c** losing to Fulham

4 You overhear a woman talking about her weight loss. How did she lose weight?
- **a** in the normal way
- **b** by not thinking about food
- **c** by becoming ill

5 You hear two friends talking about their favourite teams. What do they agree about?
- **a** what a great player costs
- **b** the amount spent on buying players
- **c** that money spent is worth it

6 You hear a girl telling a friend about her ambitions. Why does she want to change fields?
- **a** medicine suits her better
- **b** pharmacy is not important
- **c** research is an attractive option

7 You hear a radio interview about a winter activity. How does it benefit the woman?
- **a** by protecting her body
- **b** by making her mind sharper
- **c** by cooling her down

8 You overhear two friends in a restaurant. What can't the man eat?
- **a** fried food
- **b** pork
- **c** milk products

LIVEWORKSHEETS