

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. 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?

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.
2. Flight delays only happen with charter flights.
3. One reason for the flight delay is that there is a large number of passengers.
4. Airport workers often choose the holiday season to take industrial action.
5. Sometimes, travellers find on arrival that their luggage is missing.

True / False

True / False

True / False

True / False

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*

- Owing to its _____, the book was quickly sold out.
- The soccer team _____ the warning not to travel to the infected country and went ahead.
- Older people tend to remember past events, but often forget what is in the short-term _____.
- Many people go to the farmers' market as it sells _____ produce.
- 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.

- Parents do not agree that computer games have a bad effect on children.
- Computer games prevent children from interacting with others.
- Violence in computer games is not a worry.
- When children spend too much time playing computer games, their creativity improves.
- 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?
