

# 5c A caffeine-fuelled world

## Reading

1 Work in groups. Discuss the questions.

- 1 Is your lifestyle very different to that of your parents' generation? In what way(s)?
- 2 Do you often hear comments about modern life? What kind of comments?
- 3 How much tea/coffee or other drinks do you have in a normal day?

*Students' own answers*

2 Read the article on page 63 quickly. Choose the correct option to complete the sentence.

The article is about caffeine and *children / daily life / sugar*.

# *A* caffeine-fuelled *world*

by T.R. Reid

## Track 40

Over the centuries, people have created many traditions around preparing and drinking their favourite drinks, tea and coffee. Just think of the Japanese tea ceremony, British afternoon tea or the morning coffee custom in many societies. Why are these drinks so popular? The answer is their secret ingredient – caffeine. In the modern world, the new caffeine ‘delivery systems’ are canned ‘energy’ drinks. And the more modern our world gets, the more we seem to need caffeine. Caffeinated drinks make you less tired and more alert. This double power of caffeine to reduce physical tiredness and increase alertness is part of the reason why it is the world’s most popular mood-changing drug. It is the only habit-forming drug we routinely serve to our children (in all those soft drinks and chocolate bars). In fact, most babies in the developed world are born with tiny amounts of caffeine in their bodies.

## Track 40

Most people don't think twice about their caffeine intake being harmful. However, it raises blood pressure and so increases the risk of heart disease. That's why the use of caffeine is considered to be a problem by scientists and public health authorities. In the United States, for example, many canned energy drinks carry warnings. In most European countries, manufacturers have to label cans with warnings. But in France and Denmark you are not even allowed to sell energy drinks.

On the other hand, there's also research which suggests that caffeine may have benefits for human health. It helps relieve pain, reduces asthma symptoms and increases reaction speed.

And it seems we need coffee – or Diet Coke® or Red Bull – to get us out of bed and back to work. Charles Czeisler, a neuroscientist at Harvard Medical School, explains that traditionally people went to sleep and woke up following sunset and sunrise. Then the way we worked changed and people did more indoor jobs. Consequently, we had to adapt. Electric light and caffeinated food and drink allowed people to follow a less natural work pattern. Therefore, without caffeine, the 24-hour society of the developed world simply couldn't exist.

## Track 40

Czeisler says, 'Caffeine helps people try to ignore the natural human rhythms.' He warns us that 'there is a heavy, heavy price to pay' for all this extra alertness. Without enough sleep – the traditional eight hours out of each 24 is about right – the human body will not function at its best, either physically, mentally, or emotionally, the doctor says.

According to Czeisler, the modern desire for caffeine is a 'Catch 22 situation'. 'The main reason that people want caffeine is to stay awake,' he says. 'But the main reason that people can't stay awake is they don't get enough regular sleep – because they use caffeine.'

**alert** (adj) /ə'leɪt/ awake  
and paying attention



The Shibuya Crossing in Tokyo, Japan is always busy.

# 5c A caffeine-fuelled world

- 2 Read the article on page 63 quickly. Choose the correct option to complete the sentence.

The article is about caffeine and *children / daily life / sugar*.

**3** What are the effects of caffeine? Complete the table.

Harmful effects	Beneficial effects
changes your mood 1 ..... blood pressure increases the 2 ..... of heart disease	makes you less tired relieves 3 ..... reduces 4 ..... symptoms

**4** Complete these sentences with words from the article.

- 1 Caffeine is an \_\_\_\_\_ of tea, coffee, soft drinks, energy drinks and chocolate.
- 2 Caffeine is a drug which changes your \_\_\_\_\_.
- 3 Several countries put health \_\_\_\_\_ on energy drinks.
- 4 People have changed to a less natural work \_\_\_\_\_.
- 5 Caffeine is popular with people who need to stay \_\_\_\_\_.

**5** Work in pairs. Do you think anything the writer says is true about your own lifestyle? What?

# Critical thinking writer's purpose

- 6 What is the writer's main purpose in this article? Give reasons for your answer.

*to entertain / to inform / to persuade the reader*

- 7 Look at the list of features which are typical of informative texts. Find examples in the article.

- |                         |                                           |
|-------------------------|-------------------------------------------|
| 1 the present simple    | 5 specific examples                       |
| 2 the third person      | 6 quotes, often from experts              |
| 3 questions and answers | 7 linkers to show how ideas are connected |
| 4 facts                 |                                           |

*See next slide for answers*

## 8 Work in pairs. Discuss the questions.

- 1 Do you think the writer is successful in his/ her purpose?
- 2 Did you change your ideas about caffeine after reading the article?
- 3 In what way has the article influenced your opinion of caffeine?



## Word focus **so**

- 9 Look at how *so* is used in the article. In which sentence can we replace *so* with *as a result*? What can replace *so* in the other sentence?
- 1 Why are these drinks *so* popular?
  - 2 It raises blood pressure and *so* increases the risk of heart disease.

**10** Work in pairs. Complete the sentences. Then write two-line exchanges using some of the sentences. Act out your exchanges.

- 1 I've had five cups of \_\_\_\_\_ so far today.
- 2 Thank you so much for \_\_\_\_\_ you've done.
- 3 I'm so happy I could \_\_\_\_\_.
- 4 \_\_\_\_\_ me so I know when to expect you.
- 5 I think I'm right. I \_\_\_\_\_ so.
- 6 No, I don't \_\_\_\_\_ so.
- 7 Don't be so hard on yourself – it's not easy to give up  
\_\_\_\_\_.
- 8 Oh, that's \_\_\_\_\_! So did I!

# Speaking

**11** Complete the slogans about modern life with these words. Where do you think the slogans are from?

all   close   day   night   on   today

- 1 We never \_\_\_\_\_.
- 2 See the films of tomorrow \_\_\_\_\_.
- 3 Open \_\_\_\_\_ hours.
- 4 'Always' \_\_\_\_\_ broadband.
- 5 Late \_\_\_\_\_ shopping every Thursday.
- 6 All \_\_\_\_\_ breakfasts served here.

**12** Work in small groups. These things are typical of a 24-hour society. Discuss the questions.

- 1 Are the things positive or negative?
- 2 Which ones affect you? In what way?
- 3 What are some of the consequences for you or for other people?

24-hour shopping	shift work
difficulty sleeping	smartphone addiction
eating takeaway food	tiredness

*Students' own ideas*

# 5e We look forward to your reply

## Writing a formal letter/email

- 1 A group of students has written to the manager of a local supermarket. Read the letter quickly. What is its purpose? Choose the correct option (a–c).
  - a to ask about prices in the supermarket
  - b to complain about the supermarket's actions
  - c to invite the supermarket to stock new products

Dear Sir

We are writing to express our shock at the news that your supermarket is throwing out huge amounts of fresh food every day. Not only that, but you put bleach on the food and as a result it becomes inedible.

In our view, this will have serious consequences for people in need. As you may know, many people can't afford to buy enough food every week. If you stop putting bleach on the food that you throw out, this will mean people can make use of it.

There are several local organizations that could use this unsold food. Will your supermarket consider working with them to pass on unwanted food to people who need it? Most food is still of good quality for some time after its sell-by date and therefore it should not be thrown out.

In addition, a lot of the unsold food that you throw out has reached its sell-by date. If your supermarket reduces the price of this food (as some of your competitors do), more people will be able to buy it. This will lead to less waste and more profit for you.

We look forward to your reply.

Yours faithfully

Year 11

Broadchurch High School

**bleach** (n) /bli:tʃ/ a chemical for cleaning kitchens, bathrooms, etc.

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**2** Read the letter again. Answer the questions about each paragraph.

- |             |                                                  |
|-------------|--------------------------------------------------|
| Paragraph 1 | What two actions are the students writing about? |
| Paragraph 2 | Who is affected by the supermarket's actions?    |
| Paragraph 3 | What question do the writers have?               |
| Paragraph 4 | What alternatives do the writers suggest?        |



### 3 Writing skill explaining consequences

a Find these words in the letter. They link causes and consequences. For each word, underline the cause and circle the consequence.

1 as a result (paragraph 1)

2 mean (paragraph 2)

3 lead to (paragraph 4)

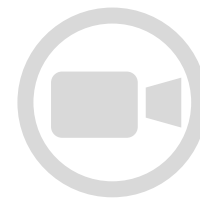
- b** Complete the sentences with these words. Sometimes, more than one option is possible.

as a result   consequently   lead to   mean  
result in   therefore

- 1 We object strongly to this plan. \_\_\_\_\_,  
we will not be able to support it.
- 2 We welcome the new community kitchen. This will  
\_\_\_\_\_ more people eating a hot meal.
- 3 The prices have gone up. \_\_\_\_\_,  
fewer people will shop here.
- 4 New price policies \_\_\_\_\_ we'll be able to buy more.
- 5 We suggest lowering prices as this could \_\_\_\_\_  
more customers coming in.
- 6 We reduced our prices and \_\_\_\_\_  
increased the number of customers.

- 4** Prepare a letter with your reaction to one of these situations. Make notes before you start. Use the questions in Exercise 2 to guide you.
- Your college is going to close the student cafeteria.
  - Your favourite TV show is being scrapped.
  - Your employer/school has banned junk food and drink machines.
  - Your local swimming pool is being closed.
- 5** Write your letter. Follow the structure of the paragraphs in Exercise 2. Use these questions to check your letter.
- Is the style correct for a formal letter?
  - Is the purpose of the letter clear?
  - Is it clear what action the person who the letter is addressed to needs to take?
- 6** Exchange letters with your partner. Read your partner's letter. Take the role of the person it is addressed to. Are you going to take any action as a result of the letter? Write a short reply to the letter.

# 5f Dangerous dining



## Before you watch

- 1 Look at the photo and write six words connected to it. Then work in pairs. Compare your list with your partner.



A fugu restaurant in Osaka, Japan

## 2 Key vocabulary

**a** Read the sentences. The words in bold are used in the video. Guess the meaning of the words.

- 1 Sugar is a **major** cause of people's problems with their teeth.
- 2 Some snakes have **poison** in their teeth.
- 3 Check the **regulations** before you enter the competition.
- 4 Lots of people go to the dentist **annually**.
- 5 If you feel nervous, **breathe** in and out slowly.

**b** Match the words in bold in Exercise 2a with these definitions.

- a something that can kill you if you eat or drink it
- b every year
- c take air into your lungs
- d official rules
- e important, big

# While you watch

[Vide 5.1](#)


- 3 Watch the first part of the video (0.00– 0.42) with the sound OFF. Discuss the questions.
  - 1 Which country are the people in?
  - 2 What kind of food can you see?
  - 3 What do you think could be dangerous about this food?
- 4 Watch the first part of the video again with the sound ON. Check your ideas from Exercise 1 and find out the name of the food.
- 5 Watch the second part of the video (0.43–1.43) with the sound OFF. What do you think the diners (Tom and Aki) and the chef are saying to each other? Then watch with the sound ON and check your ideas.

**6** Watch the whole video. Choose the correct option to complete the sentences.

- 1 A lot of people died from eating fugu *after / during* World War II.
- 2 At this time, licences for *catching and selling / preparing and serving* fugu were introduced.
- 3 There were *2,500 / 10,500* deaths from fugu from 1945 to 1975.
- 4 Nowadays only about three people die every year, mostly from poisoning *at home / in restaurants*.
- 5 One tiger fugu has enough toxin to kill *3 / 30* people.
- 6 The fugu toxin attacks a person's *heart / lungs*.

# After you watch

## 7 Vocabulary in context

- a** Watch the clips from the video. Choose the correct meaning of the words and phrases.  5.2
- b** Complete the sentences in your own words. Then work in pairs and compare your sentences.
- 1 I saw an advert for a holiday with a complete ... experience.
  - 2 One thing that concerns me is ... .
  - 3 The last time I got sick was ... .
  - 4 Have you ever fooled anyone?
  - 5 Do people in your country eat mainly in restaurants or in private homes?



- 1 The puffer is so ugly it's cute, but it doesn't **fool** most diners.
  - a appeal to
  - b frighten
  - c trick
- 2 Tom Caradonna has come to Tokyo **for the complete** fugu **experience**.
  - a to catch fugu with local fishermen
  - b to eat all types of fugu dishes
  - c to report on deaths from fugu
- 3 ... but it hasn't really **concerned** me.
  - a helped
  - b included
  - c worried
- 4 Chef Hayashi is the one who must prepare the fish safely so that Tom and Aki don't **get sick**.
  - a become ill
  - b die
  - c enjoy the meal
- 5 About 70 per cent of the poisonings happen in **private homes** ...
  - a people's houses
  - b secret places
  - c small restaurants

- 8 What, in your opinion, is the best ending (a–c) for this sentence? Compare with your partner.

The best way to avoid getting sick from fugu is:

- a by going to a well-known restaurant.
- b not to eat it.
- c to take anti-toxin medicine.

*Students' own ideas*

- 9 Work in pairs to prepare a survey on risk-taking. Look at the sentence in Exercise 8 and write three similar sentences for activities that include risks. Then ask your classmates their opinions. Which are the most popular responses?

**cyanide** (n) /'saɪənaɪd/ an extremely poisonous chemical/  
substance

**toxin** (n) /'tɒksɪn/ a kind of poison

# UNIT 5 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 Read the conversation between two friends who are cooking. Cross out any incorrect options.

A: Do you know how to make risotto?

B: Oh yes. 1 *I show* / *I'll show* you if you want.

A: OK, great. 2 *Can* / *Must* I use this pan?

B: Yes, sure. You 3 *have to* / *don't have to* ask.

A: When the onion 4 *is* / *will be* ready, I add the rice.

B: Yes, then the liquid. But you 5 *must* / *have to* add it slowly. Don't add more until the rice 6 *absorbs* / *will absorb* it.

A: OK, that's all the liquid in. 7 *Am I allowed to* / *Should I* stir it all the time now?

B: Yes, because you 8 *must / mustn't* let it stick to the pan. If it 9 *sticks / will stick*, it will burn.

A: 10 *Should I / Do I have to* add salt?

B: You can if you want to, but you 11 *mustn't / don't have to*. And the risotto 12 *can't / has to* rest for a while before 13 *you eat / you'll eat* it.

A: 14 *Am I allowed to / Do I have to* taste it?

B: Of course you are. You made it!

## 2 Answer the questions about the conversation in Exercise 1.

- 1 Are the friends making a hot or a cold dish?
- 2 Why is it important to add the liquid slowly?
- 3 Why is it important to stir all the time?

- 3** Work in pairs. Think of other modal verbs you can use in Exercise 1 items 2, 5, 7, 8, 10, 12 and 14. How does the meaning of the sentences change? **>> MB**

#### 4 Work with a new partner. Take turns to state an intention and start a 'chain'.



buy a bike	give up smoking
cut down on snacks	join a gym
give up / start eating meat	take a holiday

*A: I think I'll buy a bike.*

*B: If you buy a bike, you'll get more exercise.*

*A: Yes. And if I get more exercise, ...*

### I CAN

ask and answer questions about obligation, prohibition, permission and recommendation (modal verbs)



talk about the future results of present and future actions (first conditional)



# Vocabulary

- 5 Match the verbs about change with phrasal verbs that mean the same. One of the verbs matches two phrasal verbs. Then write four sentences describing a change that leads to a healthy lifestyle.

reduce    start  
stop

cut down on    cut out  
give up    take up

- 6** Find four things you can eat in Unit 5. Think of two ways to describe each one. Then work in pairs. Try and guess your partner's things. **>> MB**
- 7** Work in pairs. Tell your partner if you never, always or sometimes do these things when you eat out. Explain your reasons. **>> MB**

book the table	leave a tip
have a starter	look at the menu
have dessert	order a drink
have the main course	pay the bill

#### I CAN

use phrasal verbs to talk about a healthy lifestyle ☐

talk about food and dishes ☐

talk about eating in a restaurant ☐



# Real life

- 8 Complete the description of a seafood dish with these words. There is one extra word.

fruit   kind   made   raw   tastes

Ceviche is a Latin American dish. It's a 1 \_\_\_\_\_ of seafood dish. It's 2 \_\_\_\_\_ by using the juice of citrus 3 \_\_\_\_\_, in this case limes, to 'cook' a mix of 4 \_\_\_\_\_ fish and seafood.



- 9 Work in groups. Prepare descriptions of as many dishes from the list as you can. Then compare your descriptions with other groups. Are there any dishes nobody is familiar with? Look at [page 155](#) to find out what they are. >> MB

baklava	borscht	coq au vin	couscous	
fondue	goulash	gravlax	kebab	lasagne
paella	pizza	risotto	sauerkraut	tortilla

I CAN

ask about and describe different dishes