

# READING COMPREHENSION



Read the text and choose a suitable title above.

**A** study carried out in Germany has found that chocolate may be good for your heart. This is fantastic news for all chocolate lovers. The extensive research was conducted over eight years. The research team followed the chocolate-eating habits and health of almost 20,000 people. They compared how much chocolate was in their diet to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the risk of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest kind to eat: "Dark chocolate exhibits the greatest effects, milk chocolate fewer, and white chocolate no effects," he said.

The German study showed that people who ate the most chocolate (at least one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was cut by as much as 48 per cent. Nutrition experts believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood pressure. They are found in cocoa beans so dark chocolate (which has more cocoa) contains more of them than milk chocolate (which has more fat). Buijsse warns people not to suddenly eat lots of chocolate: "Eating higher amounts will most likely result in weight gain. If people start eating small amounts of chocolate, it should replace something else, preferably other high-calorie sweets or snacks."

Select the meaning of *lead* in this context.

- the initiative in an action; an example for others to follow.
- a position of advantage in a contest; first place.
- the main performer or person doing something.
- a wire covered in plastic and used to connect electrical equipment to the electricity supply.

## FYI

The origin of the word chocolate can be traced to the Mayan word **xocolatl** which means bitter water.

# Reading Pre Intermediate

**Linda Lee,Erik Gundersen**



## Reading Pre Intermediate:

*Select Readings* Linda Lee, Erik Gundersen, 2001 Readings chosen by teachers for skills work and discussion Effective Reading Jackie McAvoy, Scott Miles, 2009 Enabling students to become confident and fluent readers this book is part of a four level series that takes students from elementary to upper intermediate level It draws on research into what creates good readers and actively addresses the needs of both learners and teachers of reading Key features 12 topic based units per level that feature varied and highly motivating reading texts A focus on both intensive and extensive reading with a complete short story per level Varied pages for each level *Select Readings* Linda Lee, 2011 Language in Use Pre-Intermediate Self-study Workbook Adrian Doff, Christopher Jones, 2000-06-15 Presents a four level course each comprising about 80 hours of class work with time for self study work The Teacher's Book contains the pages from the Classroom Book with teaching notes including optional activities for different abilities This title also has a video to accompany the beginner pre intermediate and intermediate levels *Exploring British Culture with Audio CD* Jo Smith, 2012-06-07 A multi level photocopiable resource book about life in the UK Exploring British Culture is a resource book of ready to teach lessons about life in the UK It covers 18 key topic areas including History and Politics Health and Housing Work and Education Leisure the Media and Culture Each topic area has 3 lessons for Elementary Intermediate and Advanced learners The lessons can be adapted according to class needs and each lesson has suggestions for lesson extension activities and further study The accompanying Audio CD features recordings of a variety of authentic accents from around the UK *Theory and Practice* Aviva Katzenell, 2023-12-18 Provides theory grounded activities and advice for adapting them to different reading levels **Select Readings** Linda Lee, Erik Gundersen, 2011 Readings chosen by teachers for skills work and discussion **The Complete Guide to the Theory and Practice of Materials Development for Language Learning** Brian Tomlinson, Hitomi Masuhara, 2017-06-16 The Complete Guide to the Theory and Practice of Materials Development for Language Learning provides undergraduate and graduate level students in applied linguistics and TESOL researchers materials developers and teachers with everything they need to know about the latest theory and practice of language learning materials development for all media The past two decades have seen historic change in the field of language learning materials development The four main drivers of that change include a shift in emphasis from materials for language teaching to language learning evidenced based development the huge increase in digital delivery technologies and the wedding of materials developed for the learning of English with those for other second or foreign languages Timely authoritative and global in scope this text represents the ideal resource for all those studying and working in the field of language learning *The Acquisition of Chinese Pinyin and Hanzi* Haiwei Zhang, 2025-07-11 The Acquisition of Chinese Pinyin and Hanzi focuses on the learning of Pinyin and Hanzi among learners of Chinese as a second language CSL from Egypt and the United Kingdom The objectives of this book are to explore the roles of L1 writing system background individual differences and meta linguistic awareness in the acquisition of Pinyin and Hanzi

This book presents a unique comparison of the performance in learning Chinese between two groups of CSL learners using L1 scripts with different writing directions namely the right to left Arabic and the left to right English. It provides a comprehensive analysis of the orthographic and phonological features of Arabic, Chinese and English illustrating how L1 background and individual differences such as foreign language aptitude and experience of study abroad impact CSL learners' performance in Chinese meta-linguistic awareness e.g. phonological awareness and phonetic radical awareness and literacy skills e.g. Hanzi reading and writing. Furthermore, it examines the contribution of meta-linguistic awareness to literacy skills. The book also discusses the theoretical implications for understanding the significance of phonological skills for the development of literacy skills and the pedagogical considerations for designing instructional activities for Pinyin and Hanzi in the CSL classroom. This book is intended for researchers, graduate students and practitioners interested in CSL teaching and learning. **International Journal of Language Studies (IJLS)** □ **volume 10(3)** Mohammad Ali Salmani

Nodoushan, 2016-04-20 Special issue on systemic functional linguistics education and critical discourse analysis

Brain-Inspired Cognitive Architectures for Artificial Intelligence: BICA\*AI 2020 Alexei V. Samsonovich, Ricardo R. Gudwin, Alexandre da Silva Simões, 2020-12-08 The book focuses on original approaches intended to support the development of biologically inspired cognitive architectures. It bridges together different disciplines from classical artificial intelligence to linguistics from neuro and social sciences to design and creativity among others. The chapters based on contributions presented at the Eleventh Annual Meeting of the BICA Society held on November 10-14, 2020 in Natal, Brazil, discuss emerging methods, theories and ideas towards the realization of general purpose humanlike artificial intelligence or fostering a better understanding of the ways the human mind works. All in all, the book provides engineers, mathematicians, psychologists, computer scientists and other experts with a timely snapshot of recent research and a source of inspiration for future developments in the broadly intended areas of artificial intelligence and biological inspiration. Language Learning with Technology Graham Stanley, 2013-04-04 Contains over 130 practical classroom activities suitable for beginners to more advanced learners incorporating a wide range of up-to-date tools such as mobile technologies and social networking. Page 4 of cover. **Collocations Extra Book with CD-ROM** Elizabeth Walter, Kate Woodford, 2010-01-14 A collection of photocopiable activities which present and practise frequent and useful collocations. *Post-Pandemic L2 Pedagogy* Kristian Adi Putra, Kristian Adi Putra, Nur Drajiati, 2021-08-17 The outbreak of the COVID-19 pandemic has created challenges and opportunities for both teachers and students. In many countries, online teaching was something new, never experienced before. Therefore, everyone had to start from scratch. The articles in this proceeding provide the experiences, challenges and strategies that L2 teachers and students had during the recent emergency remote teaching. Four main themes were covered: 1. online L2 learning curriculum and materials development; 2. L2 learning and acquisition in a virtual learning environment; 3. online L2 testing assessment program evaluation; and 4. teacher and students' critical reflections on online L2 teaching and

learning practices Written by L2 teachers and teacher educators we dedicate this proceeding to all L2 teachers and teacher educators who continue trying to maintain high quality L2 education during and post pandemic Forum ,1989

Teaching and Learning English in Japanese Classrooms Darren Elliott,2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated *English for Specific Purposes in Higher Education through Content and Language Integrated Learning* Elena Kováčiková,2020-03-04 English language teaching ELT in higher education serves mainly to enhance the professional language competences of students It can take several forms including English for Specific Purposes ESP and Academic English AE The objectives of ESP courses in higher education are to prepare students for their professional lives by developing communicative language skills Content and Language Integrated Learning CLIL methodology offers the potential to combine the learning of a foreign language with the content of professional subjects Moreover it also offers a new dimension in thinking and deepening foreign language competences within non linguistic subjects These aspects contribute towards ELT modernization with the aim of developing a learner s autonomy and building bridges between educational institutions and the professional world This book focuses on applying CLIL methodology within the context of ESP classes highlighting the possible benefits that might be applicable in any higher educational institution

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