

剑桥实境英语

4

Real

阅读 Reading

with answers

Liz Driscoll



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

CAMBRIDGE

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编 著 者 (英) Liz Driscoll
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Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	1	I'll take it!	Shopping	<ul style="list-style-type: none"> scan a text for specific words and information understand what a guarantee covers follow a recommendation and choose a film to watch
	2	Take care of yourself	Health	<ul style="list-style-type: none"> skim a text from a guidebook in order to get a general impression appreciate health risks and the precautions which you need to take follow instructions and carry out exercises
	3	Our flight's delayed	Travel	<ul style="list-style-type: none"> work out the meaning of words from their context – and from other similar words you know find out flight details from a ticket and rearranged details from a letter understand an insurance policy and consider whether to make a claim
	4	I've been burgled	Dealing with an emergency	<ul style="list-style-type: none"> understand a letter from the police interpret punctuation and use it to read a text efficiently separate information and advice, and follow advice about protecting your home
	5	Picasso's birthplace	Tourism	<ul style="list-style-type: none"> infer meaning when it is not stated directly find out about a museum and decide whether or not to visit it follow a route
	6	Love it or loathe it!	Newspaper articles	<ul style="list-style-type: none"> relate the contents of an article to its title recognize rhetorical questions read authentic newspaper articles and extract the main points distinguish between opinions and facts
Work and Study	7	Import, export!	Business correspondence	<ul style="list-style-type: none"> understand general business correspondence identify new terms in a text and ask for clarification identify the purpose of an email in a business context
	8	I've got an interview	Recruitment and interview	<ul style="list-style-type: none"> relate your own experiences to what you read in a text read an interview guidance pack and prepare for an interview understand questions you will be asked and the reasoning behind them

Work and Study	Unit number	Title	Topic	How to ...
	9	What's your new job like?	Terms and conditions	<ul style="list-style-type: none"> rephrase formal language into more neutral everyday language understand part of a legal contract about annual holidays understand a letter about pay cycles
	10	I've got Thursday off	Flexitime	<ul style="list-style-type: none"> understand the benefits of working flexitime understand a description of a system which monitors staff attendance identify the most important noun in a group of nouns
	11	I've read the minutes	Minutes and reports	<ul style="list-style-type: none"> understand the minutes of a meeting and act upon them use headings to predict the content of a report understand a report and consider its implications
	12	The course is in English	Choosing a university course	<ul style="list-style-type: none"> interpret signalling words and phrases, and use them to understand a text evaluate reasons for choosing a university overseas understand a homepage about universities in Australia
	13	Read faster!	Increasing your reading speed	<ul style="list-style-type: none"> appreciate the benefits of reading faster overcome obstacles to faster reading practise reading faster
	14	I've chosen this topic	Using a reference book	<ul style="list-style-type: none"> skim the back cover in order to assess the suitability of a book for your studies scan the Contents and Index, and find the entries within the book assess the suitability of text extracts for your purposes make notes on the main points of text extracts
	15	English today	How English is used today	<ul style="list-style-type: none"> identify how a paragraph is organized use your knowledge of paragraph organization to help you understand a text distinguish between the main points of a paragraph/text and examples
	16	I need a good score	Sampling the IELTS exam	<ul style="list-style-type: none"> follow exam tips and put them into practice understand paraphrases carry out exam tasks

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Introduction

To the student

Who is *Real Reading 4* for?

You can use this book if you are a student at advanced level and you want to improve your English reading. You can use the book alone without a teacher or you can use it in a classroom with a teacher.

How will *Real Reading 4* help me with my reading?

Real Reading 4 contains texts for everyday reading practice, for example leaflets, notices, websites, newspapers, etc. It is designed to help you with reading you will need to do in English at home or when visiting another country.

The exercises in each unit help you develop useful skills such as working out the meaning of unknown words from context and ignoring parts of the text which are not useful to you. *Real Reading 4* discourages you from using a dictionary to find out the meaning of every word you don't know.

How is *Real Reading 4* organized?

The book has 16 units and is divided into two sections:

- Units 1–6 – social and travel situations
- Units 7–16 – work and study situations

Every unit is divided into Reading A and Reading B and has:

- *Get ready to read*: to introduce you to the topic of the unit
- *Learning tip*: to help you improve your learning
- *Class bonus*: an exercise you can do with other students or friends
- *Focus on*: to help you study useful grammar or vocabulary
- *Did you know?*: extra information about vocabulary, different cultures or the topic of the unit
- *Extra practice*: an extra exercise for more practice
- *Can-do checklist*: to help you think about what you learnt in the unit

After each section there is a review unit. The reviews help you practise the skills you learn in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language*, *Learning tips* for every unit and information about *Using a dictionary*
- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer

How can I use *Real Reading 4*?

The units at the end of the book are more difficult than the units at the beginning of the book. However, you do not need to do the units in order. It is better to choose the units that are most interesting for you and to do them in the order you prefer.

There are many different ways you can use this book. We suggest you work in this way:

- Look in the *Contents* list and find a unit that interests you.
- Prepare yourself for reading by working through the *Get ready to read* exercises.
- Look at *Appendix 1: Useful language* for the unit.
- Do the exercises in Reading A. Use the example answers to guide you. Put the *Learning tip* into practice (either in Reading A or Reading B).
- Do the exercises in Reading B.
- Check your answers with your teacher or with the *Answer key*.
- If you want to do more work, do the *Extra practice* activity.
- At the end of the unit, think about what you have learnt and complete the *Can-do checklist*.
- Look at the list of *Learning tips* in *Appendix 2* and decide which other tips you have used in the unit.

Introduction

To the teacher

What is Cambridge English Skills?

Real Reading 4 is one of 12 books in the *Cambridge English Skills* series. The series also contains *Real Writing* and *Real Listening & Speaking* books and offers skills training to students from elementary to advanced level. All the books are available in with-answers edition.

Level	Book	Author
Elementary CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Writing 1 with answers and MP3	Graham Palmer
	Real Listening & Speaking 1 with answers and MP3	Miles Craven
Pre-intermediate CEF: B1 Cambridge ESOL: PET NQF Skills for life: Entry 3	Real Reading 2 with answers	Liz Driscoll
	Real Writing 2 with answers and MP3	Graham Palmer
	Real Listening & Speaking 2 with answers and MP3	Sally Logan & Craig Thaine
Intermediate to upper-intermediate CEF: B2 Cambridge ESOL: FCE NQF Skills for life: Level 1	Real Reading 3 with answers	Liz Driscoll
	Real Writing 3 with answers and MP3	Roger Gower
	Real Listening & Speaking 3 with answers and MP3	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Writing 4 with answers and MP3	Simon Haines
	Real Listening & Speaking 4 with answers and MP3	Miles Craven

Where are the teacher's notes?

The series is accompanied by a dedicated website containing detailed teaching notes and extension ideas for every unit of every book. Please visit www.cambridge.org/englishskills to access the *Cambridge English Skills* teacher's notes.

What are the main aims of *Real Reading 4*?

- To help students develop reading skills in accordance with the ALTE (Association of Language Testers in Europe) Can-do statements. These statements describe what language users can typically do at different levels and in different contexts. Visit www.alte.org for further information.
- To encourage autonomous learning by focusing on learner training.

What are the key features of *Real Reading 4*?

- *Real Reading 4* is aimed at advanced learners of English at level C1 of the Council of Europe's CEFR (Common European Framework of Reference for Languages).
- The book contains 16 four-page units, divided into two sections: *Social and Travel*, and *Work and Study*.
- *Real Reading 4* units are divided into Reading A and Reading B and contain:
 - *Get ready to read* warm-up exercises to get students thinking about the topic
 - *Learning tips* which give students advice on how to improve their reading and their learning
 - *Class bonus* communication activities for pairwork and group work so that you can adapt the material to suit your classes
 - *Focus on* exercises which provide contextualized practice in particular grammar or vocabulary areas
 - *Did you know?* boxes which provide notes on cultural or linguistic differences between English-speaking countries, or factual information on the topic of the unit
 - *Extra practice* extension tasks which provide more real world reading practice
 - *Can-do checklists* at the end of every unit to encourage students to think about what they have learnt
- There are two review units to practise skills that have been introduced in the units.
- It has an international feel and contains a range of texts from English-speaking – and other – countries.
- It can be used as self-study material, in class, or as supplementary homework material.

What is the best way to use *Real Reading 4* in the classroom?

The book is designed so that the units may be used in any order, although the more difficult units naturally appear near the end of the book, in the *Work and Study* section.

You can consult the unit-by-unit teacher's notes at www.cambridge.org/englishskills for detailed teaching ideas. However, broadly speaking, different parts of the book can be approached in the following ways:

- *Useful language*: You can use the *Useful language* lists in *Appendix 1* to preteach or revise the vocabulary from the unit you are working on.
- *Get ready to read*: It is a good idea to use this section as an introduction to the topic. Students can work on the exercises in pairs or groups. Many of these require students to answer questions about their personal experience. These questions can be used as prompts for discussion. Some exercises contain a problem-solving element that students can work on together. Other exercises aim to clarify key vocabulary in the unit. You can present these vocabulary items directly to students.
- *Learning tips*: You can ask students to read and discuss these in an open-class situation. An alternative approach is for you to create a series of discussion questions associated with the *Learning tip*. Students can discuss their ideas in pairs or small groups followed by open-class feedback. The *Learning tip* acts as a reflective learning tool to help promote learner autonomy.
- *Class bonuses*: The material in these activities aims to provide freer practice. You can set these up carefully, then take the role of observer during the activity so that students carry out the task freely. You can make yourself available to help students or analyze the language they produce during the activity.
- *Extra practice*: These can be set as homework or out-of-class projects for your students. Alternatively, students can do some activities in pairs during class time.
- *Can-do checklists*: Refer to these at the beginning of a lesson to explain to students what the lesson will cover, and again at the end so that students can evaluate their learning for themselves.
- *Appendices*: You may find it useful to refer your students to the *Useful language*, *Learning tips* and *Using a dictionary* sections. Students can use these as general checklists to help them with their reading.

Unit 1

I'll take it!

Get ready to read

- A customer is returning an MP3 player to the store where he bought it. Who says these things – the customer (C) or the shop assistant (S)? (Make sure you understand the meaning of the words in *italics*.)
 - a Have you got the *receipt*? ☐
 - b I've checked, and it's still under *guarantee*. ☐
 - c I'd like to *exchange* it for another one. ☐
 - d You can have a *refund* for the full amount. ☐

- Underline the words in these sentences so that they are true for you.
 - I like / I don't like* watching movies.
 - I sometimes / never* go to the cinema.
 - I like / I don't like* watching films on TV.
 - I sometimes / never* rent DVDs.
 - I've got / I haven't got* a collection of DVDs.
 - I sometimes / never* watch films in their original version.

go to Useful language p. 82

A Contact your personal adviser

1 Roberto has been to an electrical store and bought a DVD player. Look at the receipt and answer these questions.

- a When did he buy the DVD player?
- b How much did it cost?
- c What should he do with the receipt? Why?

Branch: 240 OXFORD MK/PL

Till: 2 Receipt: 024530 Date: 24/09/20_

Operator: 31 KARIM Time: 10:54

THANK YOU FOR YOUR CUSTOM
FOR FURTHER ASSISTANCE PLEASE
CONTACT YOUR PERSONAL ADVISOR:

KARIM
Assistant 31
On 08706087182

SALE

Assistant 31 KARIM

SAMSUNG DVD-1080P7 DVD PLAYER £69.99
1 x 0000868202 @ £69.99

AMOUNT DUE £69.99

TOTAL TENDERED £69.99

PLEASE KEEP YOUR RECEIPT. IT MAY BE
REQUIRED FOR REFUNDS OR EXCHANGES

Learning tip

We use a technique called scanning when we search a text for a particular word or words. This involves looking quickly at the text without considering the meaning. Once we have found what we are looking for, we may then read the text around the word(s).

2 Look at the leaflet on the opposite page. Roberto got this leaflet when he bought the DVD player. Underline the words *exchange* and *refund* as quickly as you can. (Note: both words appear more than once!)

3 Now read the first section and answer these questions.

- a Under what circumstances could Roberto get an exchange or a refund?
- b Is there a time limit?
- c In what condition would he have to return the DVD player to the shop? (Note: Roberto didn't get any gifts or accessories with the DVD player.)

4 Now read the second section and answer these questions.

- a Under what other circumstances could Roberto get an exchange or a refund?
- b What is the time limit for getting an exchange or a refund?
- c In what condition would he have to return the DVD player to the shop?

Thank you for shopping with us

1 Changed your mind?

If you bought your product in one of our stores and have now changed your mind, we will exchange or refund it within seven days of purchase. This does not apply if the item was specially ordered for you or was a fully guaranteed exchanged product.

The product must be:

- Unopened (with any seal intact)
- Unused
- Returned complete with any free gifts you received with the product.

Contact your local store with your receipt details to arrange your refund or exchange.

2 Your Guarantee

The following are guidelines. We treat each case on its individual circumstances.

- We will always offer you the choice of an exchange or refund if your product develops a fault within 28 days of delivery.
- To receive a refund, the product must be in otherwise "as new" condition complete with all accessories and free gifts supplied with it. If possible, please return the product in its original packaging.
- If your product develops a fault within 12 months of purchase, we will offer a prompt repair service.
- To obtain a repair for your product, call the relevant helpline number on the back page of this leaflet. If your product is not listed, return it to your local store.
- This guarantee does not cover faults caused through accident, neglect, misuse or normal wear and tear.
- Faulty software, pre-recorded video tapes, DVDs, Minidiscs and CDs will be exchanged for the same title or refunded.

3 Our Price Promise

In the unlikely event that you find a cheaper identical product or offer immediately available from another retail store within 10 miles of your local store we will not only match their price but also give you an extra 10% of the difference. Our Price Promise also applies for up to 7 days after you make your purchase with us; just bring your receipt to claim your refund. This Price Promise does not apply to clearance or ex-display products, special orders, closing down sales, members only, extended warranty prices, Internet or telephone order line purchases.

Focus on ... the negative prefix un- with past participles



- 1 The prefix *un-* means 'not' as in the verbs *undo*, *undress*, *unload*. *Un-* can also be added to a past participle to make a negative adjective, e.g. *unexpected*, *unfinished*, *unknown*. Underline two examples of *un-* + past participle in the first section of the leaflet.
- 2 Complete these sentences with *un-* + the past participles of the verbs in the box.

aid answer commit cut employ speak

- a Questions from local residents remained unanswered.
- b Since his accident, he hasn't been able to walk
- c He's been for over a year.
- d Five senators have admitted they are still on the taxation question.
- e There's an assumption in the department that Sue will take over the post when Ian leaves.
- f We saw the original, version of the film.

5 Now read the third section and answer these questions.

- a Why does this section mention *refund* – but not *exchange*?
.....
- b Under what circumstances could Roberto get a refund?
.....
- c Is there a time limit?
.....

6 How much refund – if any – would Roberto get if he saw the same DVD player for £59.99 in the following situations?

- a in another shop in Oxford on September 26th
.....
- b in another shop in Oxford on October 10th
.....
- c in a shop in London (90 kilometres / 60 miles from Oxford)
.....
- d on the Internet on September 26th
.....

7 Do you always keep receipts? Have you ever needed one?

B It's a great movie!

- 1 Roberto wants to buy a DVD to watch on his new DVD player. His friend Ivan has told him about a couple of films. Read what Ivan says in a and b on the right. Do you recognize these films? What are they called?
- 2 Roberto has found one of the films that Ivan mentioned. Look at the back of the DVD case quickly. Match the film with one of the descriptions in Exercise 1.

Did you know ...?

Academy Awards are annual cinema prizes. They have been awarded since 1927 by the American Academy of Motion Pictures. An Academy Award is often referred to as an 'Oscar'. The origin of this nickname is unknown, although one theory suggests that academy librarian and eventual executive director, Margaret Herrick, said that the small statue looked like her Uncle Oscar. The name was well enough known for Walt Disney to use in his 1934 acceptance speech.

- a This film is set in a prison in the 1930s, I think. The main character is a prison guard, and the film is about the relationship he has with one of the prisoners. This man has committed an awful crime and he's on death row, but he's really a gentle giant. He's even afraid of the dark!
- b It's about two men who meet in jail. The older one has been there for years. The other one, who's the main character, never expected to end up in jail. The men are from very different backgrounds, but they become great friends. They help each other and learn a lot from each other. And I don't want to tell you the ending!

THE SHAWSHANK REDEMPTION



Nominated for seven Academy Awards® including Best Film and Best Actor, this film is an extraordinary tale of hope, friendship and survival inside a maximum security prison.

City Banker, Andy Dufresne (Tim Robbins), arrived at Shawshank Prison in 1947, convicted of two brutal murders. He received a double life sentence. He discovers that when they send you to Shawshank State Prison for life ... that is exactly what they take.

Within the confines of Shawshank, Andy forms an unlikely friendship with the prison "fixer" Red (Morgan Freeman). He also becomes popular with the warden and the prison's guards, as Andy is able to use his banking experience to help the corrupt officials amass personal fortunes.

With an extraordinary twist in the tail, Andy finds that survival comes down to a simple choice – get busy living or get busy dying.

CASTLE ROCK ENTERTAINMENT PRESENTS A FRANK DARABONT FILM
TIM ROBBINS MORGAN FREEMAN "THE SHAWSHANK REDEMPTION"
BOB GUNTON WILLIAM SADLER CLANCY BROWN GIL BELLOWS AND
JAMES WHITMORE AS "BROOKS"
MUSIC BY THOMAS NEWMAN EDITED BY RICHARD FRANCIS-BRUCE
PRODUCTION DESIGNER TERENCE MARSH DIRECTOR OF
PHOTOGRAPHY ROGER DEAKINS, B.S.C.
EXECUTIVE PRODUCERS LIZ GLOTZER AND DAVID LESTER
BASED ON THE SHORT NOVEL RITA HAYWORTH AND THE SHAWSHANK
REDEMPTION BY STEPHEN KING
SCREENPLAY BY FRANK DARABONT PRODUCED BY NIKI MARVIN
DIRECTED BY FRANK DARABONT






SPECIAL FEATURES

THEATRICAL TRAILER
INTERVIEWS
BIOGRAPHIES
SUB PLOTS

© 1994 Castle Rock Entertainment
Main Soundtrack: English

Dolby Surround
Subtitles: None
Feature Length: 137 minutes





Suitable only for persons of 15 years and over

- 3 Underline the information on the back of the DVD case which gives the answers to these questions.

- a What happened to the main character before he went to jail?
- b What happens to the main character while he is in jail?

4 Here are some other things that Ivan says about *The Shawshank Redemption*. Read each statement and scan the back of the DVD case quickly and find out if he was right or wrong. Put a tick ✓ or a cross X and note any further information the DVD case gives you.

a It's quite an old film – it was released in the early 1990s, I think. ☐

b It's quite long – more than two hours, I think. ☐

c I seem to remember that one of the actors got an Oscar nomination. ☐

d The director isn't very famous – I've never heard of him. ☐

e I'm not sure, but I think Tom Hanks played one of the characters. ☐

f It's based on a book by someone famous. ☐

5 The title *The Shawshank Redemption* refers to what happens in the film. *Redemption* means 'when someone is saved from evil, suffering, etc.'. Who do you think is likely to be saved?

6 If you haven't already seen *The Shawshank Redemption*, would you be interested in seeing it? Why? / Why not?

7 Read this review from the Internet. Does this influence your decision about seeing the film?

Extra practice

Find other reviews of *The Shawshank Redemption* on the Internet. Alternatively, watch the film in English.

Class bonus

Choose a film you have enjoyed. Write a short review. Create a review noticeboard in the classroom. Will you follow any of your friends' recommendations?

http://www.dvdreviews.com/theshawshankredemption

THE SHAWSHANK REDEMPTION

★★★★★ **The best movie ever made**
by priya 42174

127 of 143 people found this review helpful

When I first started watching this movie, I was like, oh great, another slow movie about prison life. Somewhere along the way, I forgot I was watching a movie. I became so engrossed in it that I felt like I was in the film, and part of it.

The movie is absolutely riveting, the narration is incredible, and the story ... wow, what a story! Put that together with a great cast and one of the best endings of all time, and you have a timeless classic.

Can-do checklist

Tick what you can do.

I can scan a text for specific words and information.

I can understand what a guarantee covers.

I can follow a recommendation and choose a film to watch.

Can do

Need more practice

Unit 2

Take care of yourself

Get ready to read

- What things do you read in connection with your holiday before you go away? Tick ✓ the boxes.
holiday brochures ☐
a guidebook ☐
websites ☐
- Answer these questions. Write Y (yes) or N (no) in the boxes.
Have you ever been bitten by an insect? ☐
Have you ever been caught in an earthquake? ☐
Have you ever had too much sun? ☐
Have you ever fallen off a motorbike? ☐
Have you ever been bitten by a dog? ☐
Have you ever eaten something that's made you sick? ☐
- Have any of the things above happened to you on holiday?

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A What are the health issues?

- You are planning a trip to New Zealand and your English teacher has lent you a guidebook. Read the introduction on the right to the *Health* section from the guidebook. Are travellers likely to have medical problems when they visit New Zealand?

Did you know ...?

A creature you are unlikely to see in New Zealand is the kiwi. The kiwi is New Zealand's national symbol. It is a flightless bird, dull brown in colour and very, very shy. There are fewer than 15,000 birds in the country (they are not found anywhere else in the world) and the kiwi may soon become extinct in the wild. *Kiwi* is also an informal word for a person from New Zealand.



Health

BASICS | Health

New Zealand is relatively free of serious health hazards and the most common pitfalls are not taking precautions or simply underestimating the power of nature. No vaccinations are required to enter the country, but you should make sure you have adequate cover in your health insurance, especially if you plan to take on the Great Outdoors.

Learning tip

When we read a text for the first time, we often use a technique known as *skimming* – looking over a text rapidly to get a general impression. This does not remove the need for careful reading later, but it allows us to select parts of the text that are worth re-reading. We then read these particular phrases, sentences or sections more carefully in order to understand the details. Remember that there are different ways in which we can read a text, and the technique we use depends on the type of text and our reason for reading.

- 2 Skim the rest of the *Health* section. Do these paragraphs change your answer to the question in Exercise 1 in any way?
- 3 Read paragraphs 2–5 again. Choose words from the text (1–3 words from each paragraph) which can act as paragraph headings.

Focus on ... colloquial language

Colloquial language is informal language which is often used in speech rather than writing. The guidebook extract in Exercise 2 contains several examples of colloquial language because it is written in a conversational style.

- 1 Find colloquial words in the text which are used instead of the following:
 - a large (paragraph 1)
..... *hefty*
 - b alcoholic drinks (paragraph 2)
.....
 - c put on (paragraph 3)
.....
 - d nasty creatures (paragraph 4)
.....
 - e creature (paragraph 4)
.....
 - f annoying creatures (paragraph 5)
.....
- 2 The words in *italics* are all examples of colloquial language. What is the neutral equivalent?
 - a I'm going to have a *kip*. I'm really exhausted. *sleep*
 - b My sister's already got four *kids*, and now she's expecting another!
.....
 - c The tickets to London cost 20 *quid* each.
 - d I can't pay my rent this month. I'm *broke*.
 - e Jorge will know the answer. He's really *brainy*.
.....
 - f I've known Sajid for ages. He's a good *mate* of mine.
.....

- 1 New Zealand has a fine health service, despite recent government cuts, and medical services are reasonably cheap by world standards. Although all visitors are covered by the accident compensation scheme, under which you can claim some medical and hospital expenses, in the event of an accident without full accident cover in your travel insurance, you could still face a hefty bill. For more minor ailments, you can visit a doctor for a consultation (around \$35) and, armed with a prescription, buy any required medication at a pharmacy at a reasonable price.
- 2 Perhaps the most hazardous element of the whole New Zealand experience is getting there, in the light of a growing realization that long periods of time spent in cramped conditions on aeroplanes can contribute to deep vein thrombosis (DVT). All the airlines now have videos telling you to move about, perform stationary callisthenics and drink plenty of water. It also helps to limit the amount of booze you consume and, if you are unsure, contact your GP before travelling to find out if you are predisposed towards this problem and what you can do about it.
- 3 Visitors to New Zealand frequently get caught out by the intensity of the sun, its damaging ultra-violet rays easily penetrating the thin ozone layer and reducing burn times to as little as ten minutes in spring and summer. Stay out of the sun as much as possible between 11am and 3pm, and always slap on plenty of sunblock. Reapply every few hours as well as after swimming, and keep a check on any moles on your body: if you notice any changes, during or after a trip, see your doctor straight away.
- 4 New Zealand's wildlife is amazingly benign. There are no snakes, scorpions and other nasties, and there's only one poisonous creature: the little katipo spider. Mercifully rare, this six-millimetre-long critter (the biting female is black with a red patch) is found in coastal areas and only bites if disturbed. The bite can be fatal, but antivenin is available in most hospitals, is effective up to three days after a bite and no one has died from an encounter with the spider for many years.
- 5 A far bigger problem are mosquitoes and sandflies which are a great irritant, but generally free of life-threatening diseases. The West Coast of the South Island in the summer is the worst place for these beasts, though they appear to a lesser degree in many other places across the country: a liberal application of repellent keeps them at bay.

4 What precautions are recommended for the hazards? Make notes in the chart. (Note: no precautions are suggested for one hazard.)

paragraph	hazard	precautions	remedies
2	DVT	move about in the plane	
3			
4			
5			

5 What remedy does the text suggest for one of the hazards in particular? Make notes in the fourth column of the chart above.

6 What do you think is the most important piece of advice the *Health* section gives to someone who reads it before they go to New Zealand?

Extra practice

What do you think a guidebook would say about the health hazards in your country? Look at a guidebook – preferably in English – and check your ideas.

B Top Tips: Healthy Travel Advice

- 1 While you are waiting at the medical centre one day, you pick up a leaflet *Top Tips: Healthy Travel Advice*. You skim the leaflet and notice the section headings opposite. Answer the questions.
 - a Which of these topics were mentioned in the *Health* section of the guidebook (on page 15)?
 - b Which sections of this leaflet do you think will be most useful to someone who is going to New Zealand?
- 2 Before you read the leaflet, think about what you already know about DVT.
- 3 Read the section of the leaflet about DVT. Check your answer to Exercise 2.
- 4 Skim the section again. Is it about precautions or is it about remedies?

Did you know ...?

DVT is an initialism – an abbreviation consisting of the first letter of each word, and in which each letter is pronounced. Another medical initialism is *NHS* – which is short for 'National Health Service'. Other short forms are acronyms – abbreviations consisting of the first letter of each word, and which can be pronounced as a word. The most commonly used medical acronym is *AIDS* – which is short for 'Acquired Immune Deficiency Syndrome'.

- 1 Food and Water
- 2 Sun Protection
- 3 Accidents and Crime
- 4 Prevention of Insect Bites
- 5 Animal Bites
- 6 Deep Vein Thrombosis (DVT)

Deep Vein Thrombosis (DVT)

DVT is a serious condition where blood clots develop in the deep veins of the legs. There is some evidence that long-haul flights, especially when passengers have little or no exercise, may increase the risk of developing DVT.

There are ways you can reduce the possible risk of DVT on long-haul flights:

- Be comfortable in your seat
- Bend and straighten your legs, feet and toes while seated every half-hour or so during the flight
- Pressing the balls of your feet down hard against the floor or foot-rest will also help increase the blood flow in your legs and reduce clotting
- Take occasional short walks, when inflight advice suggests this is safe
- Take advantage of refuelling stopovers where it may be possible to get off the plane and walk about
- Drink plenty of water
- Be sensible about alcohol, which in excess leads to dehydration and immobility
- Avoid taking sleeping pills, which also cause immobility

Extra practice

Go to the NHS website www.nhsdirect.nhs.uk if you want to find out more about DVT.