

It's Dinner Time! ^{UNIT} 7



Getting Ready

Discuss the following questions with a partner.

- 1 Look at the “food pyramid” above. What food groups can you see? Why do you think it is shaped like a pyramid?
- 2 How does your diet compare to this pyramid? Do you regularly eat foods from each of the food groups shown?
- 3 Do you know of other diet guidelines or advice? Give some examples.

Before You Read

Food for Life

A Answer the following questions.

- 1 How important do you think diet is to one's health and well-being?
- 2 What is the diet of people in your country generally like? Do you think it is healthy? Why, or why not?
- 3 Do you know of any countries where people are said to be healthier or have longer lives? What are their diets like?

B Discuss your answers with a partner.**Reading Skill**

Identifying Meaning from Context

You can guess the meaning of unfamiliar words in a passage using the following strategy: **1.** Think about how the word is related to the topic. **2.** Identify the part of speech of the word. **3.** Look at how the word relates to the rest of the information in the paragraph. **4.** Use your knowledge of prefixes, suffixes, and word roots to identify the basic meaning of the word.

A Read the following extract from the passage on the next two pages. Write the part of speech for each word in bold.

In Europe, parts of Italy, Greece, Portugal, Spain, and southern France **(1) adhere to** principles of the Mediterranean diet, as do Morocco and Tunisia in North Africa. Parts of the Balkan region and Turkey follow the diet, as well as Middle Eastern countries like Lebanon and Syria. The Mediterranean region is warm and sunny, and produces large supplies of fresh fruits and vegetables almost year-round that people eat many times per day. Wine, bread, olive oil, nuts, and legumes are other **(2) staples** of the region, and the Mediterranean Sea has historically **(3) yielded** abundant quantities of fish.

1 _____ 2 _____ 3 _____

B Circle the words or phrases that work with or affect the words in bold. Write a short definition for each word.

1 _____ 2 _____

3 _____

C Discuss your answers in B with a partner. Then use a dictionary to check your answers.**D Read the entire passage carefully. Then answer the questions on page 123.**

Motivational Tip: Setting goals. Set a reading fluency goal for the next passage. A clearly stated goal provides something to work toward. The goal must be realistic but challenging. Review your reading fluency for Review Units #1 and #2, then set a realistic goal for the next passage.

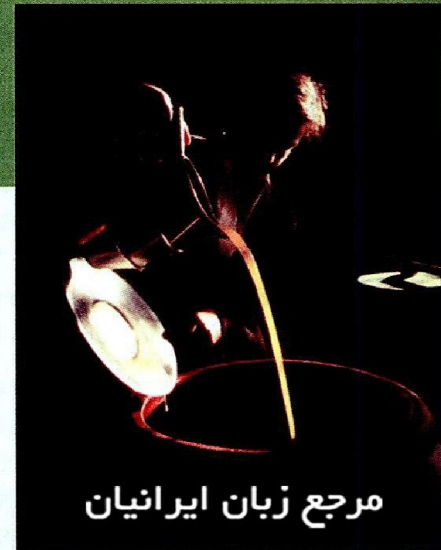
The Mediterranean Diet

The Mediterranean diet is based upon the eating patterns of traditional cultures in the Mediterranean region. Several noted nutritionists and research projects have concluded that this diet is one of the most healthful in the world in terms of preventing such illnesses as heart disease and cancer, and increasing life expectancy.¹

The countries that have inspired the Mediterranean diet all surround the Mediterranean Sea. These cultures have eating habits that developed over thousands of years. In Europe, parts of Italy, Greece, Portugal, Spain, and southern France **adhere to** principles of the Mediterranean diet, as do Morocco and Tunisia in North Africa. Parts of the Balkan region² and Turkey follow the diet, as well as Middle Eastern countries like Lebanon and Syria. The Mediterranean region is warm and sunny, and produces large supplies of fresh fruits and vegetables almost year-round that people eat many times per day. Bread, olive oil, nuts, and legumes³ are other **staples** of the region, and the Mediterranean Sea has historically **yielded** abundant quantities of fish.

International interest in the **therapeutic** qualities of the Mediterranean diet began back in the late 1950s, when medical researchers started to link the occurrence of heart disease with diet. Dr. Ancel Keys performed an epidemiological analysis of diets around the world (epidemiology being the branch of public health that studies patterns of diseases and their potential causes among populations). Entitled the *Seven Countries Study*, it is considered one of the greatest studies of its kind ever performed. In it, Keys gathered data on heart disease and its potential causes from nearly 13,000 men in Greece, Italy, Croatia, Serbia, Japan, Finland, the Netherlands, and the United States. The study was conducted over a period of decades. It concluded that the Mediterranean people in the study enjoyed some significant health advantages.

The Mediterranean groups had lower mortality rates in all age brackets and from all causes, particularly from heart disease. The study also showed that the Mediterranean diet is as high or higher in fat than other diets, obtaining up to 40 percent of all its calories from fat. It has, however, different patterns of fat **intake**. Mediterranean cooking uses smaller amounts of saturated fat and higher amounts of unsaturated fat, mostly in the form of olive oil. Saturated fats are fats that are found principally in meat and dairy products, although avocados, some



Olive oil is known as “liquid gold” in the Mediterranean region for its numerous health benefits.

¹ **Life expectancy** is the average age to which a person is expected to live.

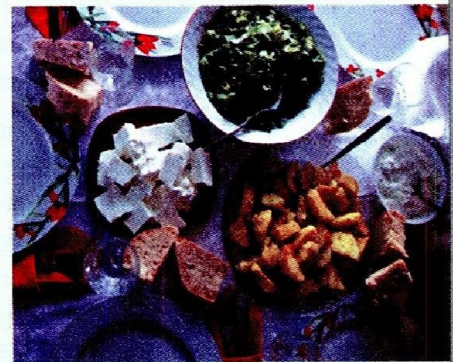
² **The Balkan region** includes Albania, Bulgaria, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Kosovo, Montenegro, and Macedonia.

³ Some examples of **legumes** are beans, peas, and lentils. They are known as good sources of protein.

nuts, and some vegetable oils also contain them. Saturated fats are used by the body to make cholesterol,⁴ and high levels of cholesterol have since been directly related to heart disease.

35 Several other studies have **validated** Keys' findings regarding the good health of people in Mediterranean countries. The World Health Organization (WHO) showed in a 1990 analysis that four major Mediterranean countries (Spain, Greece, France, and Italy) have longer life expectancies and lower rates of heart disease and cancer than other European countries and America. The data are significant because the same Mediterraneans frequently smoke
40 and don't have regular exercise programs like many Americans, which means that other variables may be responsible. Scientists have also **ruled out** genetic differences, because Mediterraneans who move to other countries tend to lose their health advantages. These findings suggest that diet and lifestyle are major factors.

The Mediterranean diet gained even more notice when
45 Dr. Walter Willett, head of the nutrition department at Harvard University, began to recommend it. Although low-fat diets were recommended for sufferers of heart disease, groups of Mediterraneans in his studies had very high intakes of fat, mainly from olive oil. Willett and others proposed that the risk
50 of heart disease can be reduced by increasing one type of dietary fat—monounsaturated fat—the type found in olive oil. Willett's proposal went against conventional nutritional recommendations to reduce all fat in the diet. It has been shown that unsaturated fats raise the level of HDL cholesterol, which is sometimes called "good cholesterol" because of its protective effect against heart disease. Willett has also performed
55 studies **correlating** the intake of meat with heart disease and cancer.



The Mediterranean diet has several general characteristics:

- The **bulk** of the diet comes from plant sources, including whole grains, breads, pasta, polenta,⁵ bulgur,⁶ couscous, rice, potatoes, fruits, vegetables, legumes, seeds, and nuts.
- 60 • Olive oil is used generously, and is the main source of fat in the diet as well as the principal cooking oil. The total fat intake accounts for up to 35 percent of calories. Saturated fats, however, make up only eight percent of calories or less, which restricts meat and dairy intake.
- Fruits and vegetables are eaten in large quantities. They are usually fresh, unprocessed,
65 grown locally, and consumed in season.
- Dairy products are consumed in small amounts daily, mainly as cheese and yogurt.
- Eggs are used **sparingly**, up to four eggs per week.
- Fish and poultry are consumed only one to three times per week, with fish preferred over poultry.
- 70 • Red meat is consumed only a few times per month.
- Honey is the principle sweetener, and sweets are eaten only a few times per week.
- Fizzy drink is consumed in moderate amounts with meals (one to two glasses daily).

⁴ **Cholesterol** is a fat that is produced by the liver and is vital for normal body function.

⁵ **Polenta** is a thick porridge-type meal made of cornmeal boiled with water.

⁶ **Bulgur** is dried cracked wheat.

A Choose the correct answer for the following questions.

- 1 Which is true about the Mediterranean diet?
 - a The proportion of fats is lower than in other diets.
 - b The diet contains more unsaturated fat than saturated fat.
 - c Most of the fats in the diet come from dairy and meat.
 - d The average daily calories is less than in other diets.
- 2 A diet rich in _____ is most similar to the Mediterranean diet.
 - a beef, rice, and vegetables
 - b fish, dairy, and eggs
 - c breads, cheese, and dessert
 - d fruit, vegetables, and olive oil
- 3 What conclusion can one make from the passage?
 - a People should be allowed to eat as much fat as they want.
 - b The type of fat matters more to health than the quantity of fat.
 - c The Mediterranean diet is an expensive diet to follow.
 - d It is important to monitor the number of calories in a diet.

B Answer the following questions using information from the passage.

- 1 Why has the Mediterranean diet attracted the attention of nutritionists?

- 2 What characteristics of the Mediterranean region allow the people who live there to have such a diet?

- 3 What are three studies mentioned that support the Mediterranean diet?

- 4 How do the findings of the 1990 WHO study prove that diet and lifestyle are the major reasons for Mediterraneans' health advantages?

- 5 Why are unsaturated fats healthier for the body?

C Discuss the following questions with a partner.

- 1 How does the Mediterranean diet sound to you? Would you be able to eat that way all the time?
- 2 How does the Mediterranean diet compare to the food pyramid on page 119? Which would you prefer to follow, and why?

**Reading
Comprehension**
Check Your Understanding



Critical Thinking

Vocabulary Comprehension

Words in Context

A Match the words in the box to the correct definitions. Write a–j. The words are from the passage.

a adhere to b staple c intake d therapeutic e yield
f validate g rule out h correlate i sparingly j bulk

- 1 _____ decide that something is unsuitable or impossible
- 2 _____ the main or greater part
- 3 _____ a basic or necessary item
- 4 _____ the amount that you eat or drink
- 5 _____ to prove or confirm that something is true or correct
- 6 _____ to hold closely or firmly to
- 7 _____ in limited quantities
- 8 _____ having curative or relaxing qualities
- 9 _____ to produce or provide
- 10 _____ connect or link so that one thing affects or depends on the other

B Complete the following paragraph using the correct form of the words from A.

Get in Shape—Walk It Off!

Do you (1) _____ an exercise program? Did you know that incorporating a daily routine of walking into your schedule can help you stay in shape? There are many reasons to walk: First of all, it's (2) _____ and can help to reduce stress. Nutritionists frequently talk about the strong (3) _____ between healthy bodies and healthy minds, an observation (4) _____ by numerous studies. And having no time is not a reason to (5) _____ walking. Many people have started "walking clubs" at their workplace. During lunch, or for thirty minutes in the morning, a group may get together to walk a few blocks around the neighborhood they work in. This is a great way to keep you motivated and on track.

However, exercise alone does not (6) _____ results if you don't watch your diet. Packaged and processed foods form the (7) _____ of many modern western diets, so it's best to eat them (8) _____. It's also a good idea to moderate your (9) _____ of sugar and fried foods. Make fresh fruits and vegetables (10) _____ foods in your diet. So when you wake up tomorrow, put on those sneakers, grab a banana, and start to walk it off—it's easy!

- A** Study the root words below and its examples. In the last column, write the number that each root word refers to.

Root word	Example words	Refers to
mono	monopoly, monotonous	1
quad	quarter, quadruple	
dec/dec	decade, decathlon	
cent/centi	century, centenarian	
duo	duet, duplicate	
mill/mili	millennium, millipede	
tri	triangle, trilogy	

- B** Complete the following sentences using the correct form of the example words from A. Not all words are used.

- The company has a _____ on the cell phone market and is now trying to _____ its success in the laptop market.
- The new husband and wife performed a _____ during their wedding celebrations.
- There will be more _____ in the future as medical advancements help people to live longer.
- The _____ is a sport that consists of various track and field events.
- Although _____ look scary, they are mostly harmless to humans.
- My father attended a reunion with his old school friends; he hasn't seen some of them in _____.
- It was very difficult to pay attention to the lecturer because his voice was so _____.
- The novel *The Lord of the Rings* by J.R.R. Tolkien was turned into a movie _____.

- C** With a partner, think of one more example word for each root word.

Vocabulary Skill

Numerical Root Words:
mono, dec, cent, and mill

In this chapter, you read the word *monounsaturated*, which contains the root *mono*, meaning *single* or *one* in Ancient Greek. Many root words in English that refer to numbers have Latin or Greek roots.

Before You Read
Food for Thought

A Discuss the following questions with a partner.

- 1 What foods have you eaten today? Do you know how these foods were grown or manufactured? Describe how you think they were produced.
- 2 What do you understand by the term “genetically modified (GM) foods”? Are you aware of how GM foods are different from other foods?

B The following terms are frequently heard in the GM food debate. Match them with the correct definition. Write a–e.

- a advocacy groups b geneticists c genetic modification
d pesticides e herbicides

- 1 _____ chemicals used to protect plants from insect pests
- 2 _____ organizations that support a cause
- 3 _____ chemicals used to destroy unwanted plants
- 4 _____ changing the DNA of organisms
- 5 _____ scientists who study how characteristics are passed from one generation of plants or animals to the next

Reading Skill

Arguing For and Against
a Topic

Many passages present two sides of an argument. Phrases such as *advocates of*, *proponents of*, and *in favor of* signal information that supports one side of the argument. Phrases like *advocates against*, *critics of*, *skeptics of*, or *concerns about* signal the opposing view. Words and phrases like *argues that*, *questions*, *however*, *though*, *in contrast*, and *in spite of* also help signal an opposite or different opinion.

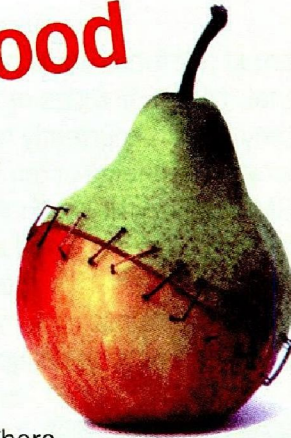
A Skim the passage on the next two pages. Complete the following chart by identifying reasons for and against genetically modified foods.

Reasons For GM foods	Reasons against GM foods

B Discuss your answers in A with a partner. Are there any other reasons you can add to your list?

C Now read the entire passage carefully. Then answer the questions on page 129.

Genetically Modified Food



“What’s for dinner?” It used to be that the answer to that household question was an issue for debate among family members only. But not any more. Now scientists, advocacy groups, economists, trade experts, geneticists, and politicians are all discussing what should be served for dinner.

The food fuss **revolves around** one phrase: genetic modification. There are two groups with strong views on both sides of that phrase. One side argues that genetic modification of food enhances the quality and nutritional value of already-existing foods as well as **generating** new ways to produce that food. The other side questions the technology’s safety and long-term effects, arguing that people simply don’t know what they’re putting in their mouths.

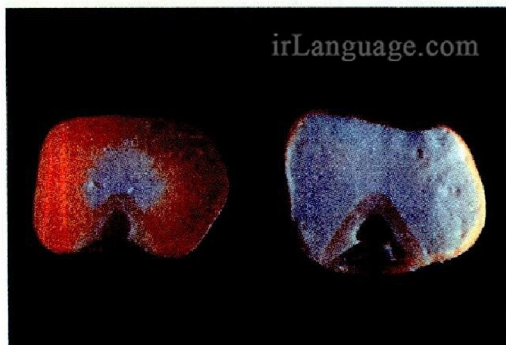
The term “genetically modified” (GM) is an offspring of another term: biotechnology. A word that’s been around for about thirty years, biotechnology was created in the shadow of new techniques that allowed scientists to modify the genetic material in living cells.¹ Basically, that means playing around with various biological processes to produce substances that, arguably, benefit things like agriculture, medicine, and the environment.

If you know how to cut-and-paste on a computer, you’ve figured out genetic modification. The Canadian Food Inspection Agency describes it like this: it all begins with a cell made up of chromosomes;² the chromosomes are made up of DNA and are organized into sections called genes; genes determine the characteristics of an organism. These genes can be “cut” from one organism and “pasted” into another. Several foods that people eat every day are products of this process, such as tomatoes that ripen on the vine and maintain their **texture** and tough skin for several weeks. A potato plant developed to resist an insect known to attack

it is another example. In the latter case, the GM version **eliminates** the need for chemical pesticides.

Proponents of GM foods argue using biotechnology in the production of food products has many benefits. It speeds up the process of breeding plants and animals with desired characteristics, can be used to introduce new characteristics that a product wouldn’t normally have, and can improve the nutritional value of products. And, say the supporters, all of this is done safely.

Groups who advocate against the use of GM foods don’t see things quite the same way. They point to studies that

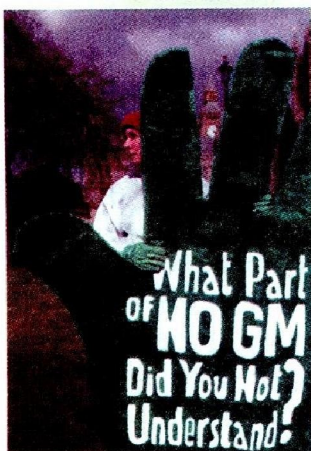


A protein-enriched corn kernel (left) is compared to a yellow common kernel.

¹ **Cells** are the smallest units of an organism.

² **Chromosomes** are the parts of a cell that contain DNA and are responsible for determining and passing on characteristics of parents to its young.

35 argue GM foods could be harmful to people's health. To the groups on this side of the issue, that "could" provides more than enough reason to go forward with extreme caution, something they say isn't currently being done. GM critics say not enough time has passed to study the long-term effects of the foods. In Europe, hardly a week goes by without some headline about GM foods or, rather, "Frankenfoods"³ as they've been called by the European media. The Church
40 of England has entered the debate, criticizing the production of GM crops. Ever responsive to consumer demands, the European Union has taken a strong position on this issue, going so far as to propose a moratorium⁴ on approving GM foods. These responses are the outcome of a grassroots campaign.⁵ Various scares, the best-known being mad cow disease,⁶ have consumers in Europe cautious of food genetically altered to kill pests or resist herbicides.



A protester in London demonstrates against the government's policy on GM crops.

Two British food companies have even dropped GM ingredients from their products, something the North American branches of these companies haven't done. That's not all that surprising for one simple reason: there's an unmistakable split in the policies toward GM foods
50 between the two sides of the Atlantic that some call the Atlantic Divide. Supporters argue North America's approach is more **progressive**, while skeptics argue it's less safe.

Whatever the case, the Atlantic Divide can be **attributed to** two things. The first is all about experience: the North American side of the Atlantic hasn't seen a scare comparable to mad cow disease. The second is all
55 about dollars: North Americans expect their food to be cheap. And while the Atlantic may divide the approach to GM foods, it doesn't stop the two sides from butting heads.⁷

The fuss over food extends to whether the manufacturing process is
60 made known. Canada has adopted both a **mandatory** and voluntary labeling policy. According to the Canadian Food Inspection Agency, mandatory labeling applies to all foods that have been changed nutritionally or compositionally, or to **alert** consumers of possible allergens.⁸ That doesn't mean, though, that *all* GM foods will be labeled. If it can be shown through tests that the nutrition or composition of such foods remains unchanged, no special label is
65 required. Even though labels are not required, they are allowed, but only when "truthful and not misleading." A good example is the "fat free" claim made on some products. Because of the **ambiguity** surrounding voluntary labeling, it's been determined that clearer rules are needed.

The GM debate makes us consider the role technology has in our lives. What makes this debate unique is that every meal we eat is at its very core. And that fact means one thing: it's
70 an issue that will be discussed not only around policy tables, but dinner tables as well.

³ The term "**frankenfoods**" makes a reference to the monster created from body parts of dead people and brought to life in Mary Shelley's novel *Frankenstein*.

⁴ A **moratorium** is a suspension of, or a ban on, something.

⁵ A **grassroots campaign** is an organized effort to draw attention to an issue, usually political, at a local level.

⁶ **Mad cow disease** affects brains of cows and can be passed to humans who eat the infected meat.

⁷ To **butt heads** means to argue as a result of opposing views.

⁸ **Allergens** are substances that cause allergies.

A Choose the correct answer for the following questions.

- 1 What is the author's purpose in writing this article?
 - a to speak in favor of the United States' position on GM foods
 - b to persuade the reader to follow Europe's position on GM foods
 - c to point out the errors in both the American and European positions
 - d to give balanced coverage to both sides of the GM food debate
- 2 Which argument in favor of GM foods does the author NOT point out?
 - a It speeds up the breeding process
 - b It can be used to introduce new characteristics.
 - c It can improve the nutritional value of food.
 - d It helps reduce the amount of fat in food.
- 3 Two things have led to the divide between the United States and Britain regarding GM foods: _____.
 - a experience and money
 - b knowledge and history
 - c nutrition and labeling
 - d herbicides and pesticides
- 4 According to the passage, which of these foods will NOT require a label?
 - a beef from a cow that was fed with GM grain
 - b GM corn that contains fewer calories than normal corn
 - c Lemonade made from GM lemons that is sweeter than normal Lemonade
 - d GM soybeans that might trigger allergies in certain people

B Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.

	T	F
1 Genetic modification belongs to the field of biotechnology.		
2 Genetic modification is done by transferring cells from one organism to another.		
3 GM foods can be altered to be resistant to pests.		
4 GM foods are proven to be harmful to people's health.		
5 Europeans are generally not in favor of GM foods.		
6 The worst affected country for mad cow disease was North America.		
7 There are very clear rules regarding food labeling.		

C Discuss the following questions with a partner.

- 1 Based on the arguments presented in the passage, would you eat GM foods? Why, or why not?
- 2 Some people disapprove of GM foods and biotechnology because it is seen as "playing God." What does this mean?

Reading Comprehension
Check Your Understanding



Critical Thinking

Vocabulary Comprehension

Odd Word Out

A **Circle** the word or phrase that does not belong in each group. The words in blue are from the passage.

- | | | | | |
|----|---------------|-------------|-----------|-----------------|
| 1 | eliminate | appreciate | desire | accept |
| 2 | distract from | center on | turn on | revolve around |
| 3 | produce | resist | generate | bring about |
| 4 | surface | texture | smell | appearance |
| 5 | supporter | opponent | advocate | proponent |
| 6 | attribute to | refer to | assign to | take offense to |
| 7 | required | mandatory | voluntary | non-negotiable |
| 8 | progressive | traditional | timid | cautious |
| 9 | warn | caution | alert | threaten |
| 10 | uncertainty | security | ambiguity | vagueness |

B Complete the sentences using the correct form of words in blue from **A**.

- 1 The new construction project in the center of town has _____ close to one hundred new jobs.
- 2 There was a lot of uncertainty and _____ concerning the new manager's role, but she quickly settled into the job.
- 3 Attendance at the first aid workshop is _____; all students must be there.
- 4 Even though online learning is growing in popularity, it does not _____ the need for teachers and schools.
- 5 Carl is a really nice guy, but his conversation usually _____ his fixation with motorbikes.
- 6 My school has _____ views on education: they try not to focus too much on exams and grading compared to other schools.
- 7 Silk has a wonderfully smooth _____ that feels good against the skin.
- 8 _____ of stricter gun control laws have tried for years to gain more support throughout the country.
- 9 Jill's success can be _____ her tenacity and hard work.
- 10 It was only after reading about food and allergies that Angelina was _____ to the possible cause of her son's illness.

Motivational Tip: Review your reading fluency progress. Refer to the reading fluency chart at the end of the book. How would you evaluate your progress? Are you on a plateau? In which quadrant do the majority of your scores fall? As you start the second half of the book, what goals can you set for yourself to improve your reading fluency?

- A** Complete the following words using the root words *sist*, *stit*, or *stat*. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.

Word	Part of Speech	Definition
1 in_____		
2 con_____ently		
3 sub_____ute		
4 per_____		
5 _____ue		
6 in_____ute		
7 super_____ion		
8 de_____		
9 con_____ute		

Vocabulary Skill

The Root Word *sist*

In this chapter, you read the word *resist*, which means *to fight against*, and *existing*, which means *being*, or *having life*. The root word *sist*, also written as *stat* and *stit*, comes from the Latin word *stare*, meaning *to stand*, *remain*, or *to last*. This root is combined with prefixes and suffixes to form many words in English.

- B** Complete the following sentences using the correct form of words from **A**.

- It may seem like a silly _____, but I never walk under ladders because I believe it brings bad luck.
- I believe this marble _____ is a replica of a famous work by Rodin.
- I really didn't want to go into the haunted house as I was too scared, but my friend _____.
- The army was ordered to _____ from advancing into enemy territory.
- Although this margarine tastes fine, I think it's a very poor _____ for real butter.
- The art _____ is having a fund-raising exhibition next week. It looks interesting; we should go along.

- C** Now write three more sentences using the remaining words from the list in **A**. Share your ideas with a partner.

Real Life Skill

Understanding
Punctuation

Formal academic and business writing uses a number of specialized punctuation marks. Knowing the meanings of these marks will enable you to understand the exact meaning of what you are reading. They are also important to know when writing in English formally, or for academic purposes.

A Match each punctuation mark with its function and description of how it works.

Punctuation mark	Function
1 ____ () parentheses	a shows two alternatives
2 ____ ; semi-colon	b introduces ideas in a sentence or used before a list
3 ____ – dash	c used around dialogue or a piece of text that we are quoting or citing
4 ____ - hyphen	d shows separate information inside a sentence
5 ____ / slash	e connects two closely related sentences
6 ____ ‘ ’ single quotation marks	f shows a quotation inside another quotation
7 ____ : colon	g adds information to explain the first clause of a sentence
8 ____ “ ” double quotation marks	h combines two closely connected names or words

B Punctuate the sentences below by using the marks from A. Not all punctuation marks may be used. Some sentences may have more than one answer.

- 1 Anna said, Let's go. I don't want to miss the last bus.
- 2 Many new forms of communication were introduced during the 20th century fax, e-mail, and cell phones.
- 3 She put on the dress, then looked at herself in a full length mirror.
- 4 If the person uses the cooking area, he she should clean it up.
- 5 Good nutrition is important for athletes it's also vital for the rest of us.
- 6 The Amazon rain forest the largest rain forest in the world has thousands of different species of plants and animals.
- 7 The bouquet had an assortment of flowers for example, roses, tulips, and orchids.

C Now write five sentences using target words from this unit and leave out the punctuation. Exchange sentences with a partner and fill in the missing punctuation.

What do you think?

- 1 What are the most common diseases in your country? How can people reduce the number of deaths related to these diseases by adjusting their diet or lifestyle?
- 2 As you get older, do you think you will become more conscious of what you eat? Why, or why not?
- 3 There is a saying in English: "You are what you eat." What does this mean? Do you think this is true?