

Unit 6 Body matters

6a Here comes the sun

Reading a healing regime

- 1 Read about a man's search for an exercise regime to help him recover from an injury.

In 1968, the Beatles turned up in Rishikesh to study transcendental meditation at Maharishi Mahesh Yogi's ashram. They wrote about 40 songs here, many of which ended up on their famous White Album. I hadn't come to write music, but to get over chronic back pain—one of my vertebrae being severely out of line—or at least put off the day when I would have to face back surgery.

Perched above the Ganges River, Rishikesh is now a shopping mall for those looking for mental and physical healing, pulling in hundreds of thousands of foreign visitors each year. My chosen retreat was the Parmarth Niketan Ashram, which is less strict than other ashrams and allows guests to come and go as they please. I had also been attracted by the fact that it supports around 200 disadvantaged boys, some orphaned, putting them up in simple accommodation, and providing them with food and a basic education.

At 6:50 a.m. on the first day, I found myself sitting in a plain room with a wooden floor, white walls, and a metal roof. We worked on a breathing technique that involved inhaling and exhaling through one nostril at a time. There were no other distractions—no New Age tunes playing, no yoga outfits, no blinding heat, no incense, and no attitude; just students and a teacher. Meals were conducted in silence, something which I found odd at first but came to appreciate. During one of the meals, another guest sitting across the table broke this silence to comment on how fast I ate. I felt a little taken aback, but thanked him and noted the point.

The yoga carried on in a serene way for two weeks, never causing me even to break sweat. In fact more than once I wondered how it could be helping me. Yet by the end of my visit, the simple lessons—stretch, breathe, eat more slowly and more healthily, relax—had an effect. I can now touch my toes and even sit cross-legged for 30 minutes through a meal. My back? The persistent pain hasn't entirely gone away, but it has subsided. More importantly, I can now put up with it because I've given up worrying about it.

Language focus phrasal verbs

- 2 Look at these phrasal verbs from the article. Write the object of the transitive verbs. If there is no object, write *intransitive*.

- 1 turn up _____
- 2 end up _____
- 3 get over _____
- 4 put off _____
- 5 look for _____
- 6 pull in _____
- 7 put up _____
- 8 work on _____
- 9 carry on _____
- 10 put up with _____
- 11 give up _____

- 3 Answer these questions about the transitive phrasal verbs in Exercise 2.

- 1 Which of the verbs is clearly a separable verb?

- 2 Which of the verbs is clearly inseparable?

- 3 Of the rest, which do you think are separable and which inseparable?

- 4 Add the pronouns to these sentences.

- 1 The pain is quite bad, but I've learned to put up with. (it)
- 2 I got the injury playing soccer and it took me a long time to get over. (it)
- 3 If you think going to yoga classes will help, then there's no point putting off. (it)
- 4 I used to ski a lot, but I gave up. (it)
- 5 Can you put up for the night on Tuesday when I'm in town? (me)
- 6 I'm not as supple as I used to be, but I put down to my age. (that)
- 7 I can't touch my toes yet, but I'm working on. (it)

6b Cross-training

Reading advice for athletes

- 1 Read the article and underline the three sentences that tell you the following.
 - 1 the definition of cross-training
 - 2 its most significant benefit
 - 3 what cross-training teaches us

Cross-training

In recent years, there has been an increased focus among practitioners of all types of sports on cross-training. It has become in fact a critical part of most top athletes' regular routines. Simply put, cross-training **means practicing** other sports or forms of exercise to improve, indirectly, your abilities in your main or target sport. An example of this would be a cyclist going swimming a couple of times a week. Swimming **requires you to control** your breathing and so it can also **help more generally to increase** a cyclist's endurance. It also **lets you build** strength in a more relaxed way because the support of the water puts less strain on joints and muscles.

There are several benefits to cross-training. First, it **tends to be** more interesting for the athlete to be engaged in different activities. Secondly, it can strengthen and improve joints and muscles that are vital to **succeeding in performing** their sport at the highest level. Finally, and most importantly, it **prevents athletes from getting** the kind of repetitive strain injuries that they often suffer if they only practice the same activities day in day out. It can not only improve performance, but also extend an athlete's life. In recent years, several soccer players have used yoga to **enable them to continue playing** into their late thirties and even in some cases, their early forties.

Cross-training is not just useful for the elite sports person either. It has benefits for all of us. To stay injury-free, I **recommend to everyone incorporating** the following elements into their exercise diet:

- two parts cardiovascular exercise (e.g., running, swimming, cycling, skipping, tennis)
- one part strength building (weight training)
- one part stretching (e.g., yoga, dance, aerobics)
- one part balance training (e.g., yoga, surfing, gymnastics)

The lesson of crosstraining is that the body reacts well to new experiences. Each time you embark on a new form of exercise, whether it be weight-lifting or cycling, the body must **learn to deal with** new stresses and new demands. And in doing that, it will naturally strengthen.

Language focus verb patterns

- 2 Look at these verb patterns (1–6). Complete the table with examples of the verb patterns from the article.

1 Verb + to + infinitive	
2 Verb + object + to + infinitive	
3 Verb + object + infinitive	
4 Verb + -ing	
5 Verb + preposition + -ing	
6 Verb + object + preposition + -ing	

- 3 Complete the sentences using the correct form of the verbs. You sometimes also need to use a preposition.
 - 1 Many people forget _____ properly before taking exercise. (warm up)
 - 2 Sports therapists encourage athletes _____ cross-training as a way to extend their careers. (do)
 - 3 I don't recommend _____ more than one hour intensive exercise a day. (do)
 - 4 You can't make people _____, but you can help them _____ the benefits. (exercise, see)
 - 5 I miss _____ soccer, but at my age it's just not worth the risk of injury. (play)
 - 6 If I worried _____ injured all the time, I would never try anything new. (get)
 - 7 I thank my teacher _____ me interested in basketball. (get)
 - 8 The best exercise routines seem _____ the ones which incorporate different elements of exercise. (be)
 - 9 I started _____ tennis when I was ten, but then I switched to basketball. (play)
 - 10 I love _____ sports, but I dislike _____. (play, train)

6c The beauty industry

Listening globalizing beauty

- 1 Read an expert's opinion on the beauty industry. Which of these statements (a-c) best summarizes her views?

An expert gives her answer to the question "Has a globalized world made our ideal of beauty more homogenized?"

"That's an interesting question, and I think the beauty industry is a good example of what has happened more generally in the world over the last 100 years or so. But I think we need to stress that there have been different stages of globalization. If you go back to around 1900 you'll find that cosmetics companies were peddling a Western ideal of beauty.

It was an effective marketing tactic: if people everywhere could aspire to the same notion of beauty, it would be far easier for the companies to mass-produce products. In actual fact, local cultural values were never completely taken over by it.

Nowadays companies have to be more conscious of local traditions and values. You only have to look at how a company like McDonald's alters its menu to appeal to the tastes of each local market to see that. Multinational companies now incorporate diversity into the products they make. They accept the universal values of beauty that we all aspire to: clear skin, healthy-looking hair, a youthful glow, and then they can adapt their products to include local and traditional ingredients."

- a Globalization has made us all aspire to the same ideal of beauty.
 - b Companies have come to realize that local traditions are important.
 - c Companies try to convince us to want the same things because it's cheaper for them.
- 2 Replace the words in bold from the interview with one-word synonyms.
- 1 Has a globalized world made our ideal of beauty more **homogenized**?
 - 2 ...cosmetics companies were **peddling** a Western ideal of beauty.

- 3 ...if people everywhere could aspire to the same **notion** of beauty...
- 4 ...McDonald's **alters** its menu to appeal to the tastes of each local market...
- 5 ...a clear skin, healthy-looking hair, a youthful glow...

Word focus face

- 3 Complete this conversation using one word in each space.
- A: Why the ¹ _____ face? Are you depressed about something?
- B: Yes, I'm going to a school reunion and all my clothes make me look too old. The last time I saw all those people I was 26!
- A: Well, be careful. If you wear something that makes you look like you're obviously trying to look younger, no one will be able to keep a ² _____ face.
- B: I know. I think I should just go as I am and put a ³ _____ face on it.
- A: Well, let's face ⁴ _____, none of them are going to be looking any younger either.
- B: I wouldn't bet on it. Sue Williamson always used to spend a lot on her appearance. She looked fantastic the last time I saw her.
- A: Well, I don't see what the big deal is. If she thinks she's going to ⁵ _____ face by looking old, that's her problem, not yours...
- B: No, you're right. It's all very superficial. I'll just choose something attractive and go and face the ⁶ _____. If they want to make judgments, let them.

6d It'll do them good

Real life discussing proposals

- 1 Read four people's comments on different proposals for the workplace. Number the proposals being discussed (1–4). Note that there are two more proposals than people.

Person 1

On the whole, I really like what the architect's done. There's just one thing, which is that I think we do not need an elevator. Because even though the building has four floors, effectively we're only going to be using three of them. So that's just two flights of stairs for people to walk up, which will actually be good for people—it's good exercise. I realize that we'll have to find some other solution for wheelchair access, but I think we can work around that.

Person 2

I think the health problems associated with air conditioning systems are well documented. What you're getting is the same air—and so consequently the same germs and diseases—being recycled around the building. It would be much better just to have straightforward fresh air sucked in from outside, as Giovanni suggests. Admittedly, it wouldn't always be cool air, but it would be a lot healthier—and cheaper.

Person 3

I think the idea of a staff cafeteria is great, but we have to be very careful who we choose to run it. I think what we need to do is to make up our own list of what kind of food we think is acceptable, healthy options and so on, and then invite local companies to bid for the contract. I haven't really thought through who should be responsible for making the

list, but I do think it's important to make one.

Person 4

I think the idea of forming a partnership with a gym or the recreation center is probably the best option. I love the idea of staff being able to do sports together. It'd be very good for morale. I know not everyone will want to join in that way, but for a lot of people the social element will really be a big attraction.



- a a way to help people feel less stressed
- b a way to help people get more exercise
- c a way to reduce car use
- d a way to have a healthier atmosphere
- e a way to help people eat more healthily
- f a way to build team spirit

- 2 What was the specific proposal in each case?

- 1 not have an _____
- 2 not have _____
- 3 provide a _____
- 4 provide opportunities for _____

3 Language conceding a point

Read the comments again and underline the phrases the people used to concede each point.

4 Writing giving your opinion

Imagine you are at a meeting to discuss a proposal to install a gym in your workplace to help employees stay in shape. How would you respond to this proposal? Write your opinion in your notebook. Use the comments in Exercise 1 as models.

Vocabulary review injuries and health

- 5 Complete the sentences with the correct form of these verbs and make collocations.

bruise	bump	chip	graze
lose	pull	sprain	stub

- 1 He fell over in the playground and _____ his knee.
- 2 I got up in the night and _____ my toe on the chair.
- 3 I didn't notice how low the doorway was and I _____ my head.
- 4 I bit a nut in my cereal and _____ my tooth.
- 5 The doctor said nothing was broken, but I've _____ my ribs.
- 6 I've _____ my voice. I was talking all day yesterday to a group of schoolchildren.
- 7 I stepped in a hole in the pavement and _____ my ankle.
- 8 I can't play tennis this weekend. I _____ a muscle in my shoulder the last time I played.

6e A balanced diet

Writing a formal report

1 Read the report and answer the questions.

a What prompted the report to be written?

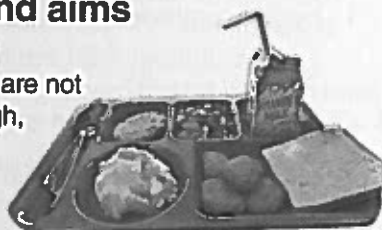
b What was the main finding?

c What action is proposed?

Background and aims

There is concern that children in the school are not eating healthily enough, and this is affecting both their general health and their academic performance.

In view of this, a short study was commissioned to look into children's diet and make recommendations. The aim of this report is to present those findings.



Findings

Most children are not getting a balanced diet. In the 14–16 age group, only 55 percent of children have school meals. The lunches provided are a good balance of meat or fish, vegetables, and carbohydrates (bread, potatoes, etc.). However, it is a self-service system and there is no obligation for students to choose a balanced range of items. As might be expected, children tend to choose items like French fries and cookies rather than healthier items.

The remaining 45 percent of students bring in a packed lunch. The content of these lunches varies greatly—from potato chips and cookies to sandwiches and fruit, and apparently, the school makes no specific recommendations on what packed lunches should include.

Recommendations

Evidently, students are given a lot of choice in what they can eat and are making choices that are not balanced. Specifically, they are eating too much junk food and not enough protein. We recommend that school meals should be compulsory for all students and that they are given the choice of different meals, but not a choice of different elements within each meal.

2 Writing skill linking adverbs and adverbial phrases

a Find five linking adverbs or adverbial phrases in the report. Match them with these adverbs or adverbial phrases that could replace them.

1 clearly

2 it seems

3 not surprisingly

4 in particular

5 accordingly

b Complete the report with four of these adverbial phrases.

alternatively
on the face of it

conversely
overall

interestingly
ultimately

1 _____, students were against the idea of fixed school meals. 72 percent opposed it. So, 2 _____, it seems that this will not be a viable option, since, 3 _____, students cannot be forced to eat particular foods. 4 _____, however, when they were asked if they would like to be better informed about the nutritional content of the food on offer, 65 percent answered positively.

3 Write a report encouraging school children to do more sports using the notes below. Write three paragraphs.

Background and aims

Local school wants to encourage everyone to do sports, not just on school teams.

Main findings

Pupils sit around at breaktimes; no equipment; not enough PE lessons.

Recommendations

Organized group early morning exercise; organized sports at breaktimes.

Wordbuilding off and up

- 1 These phrasal verbs with *up* and *off* all have the sense of doing something completely or ending it. Complete the sentences with the correct form of the phrasal verbs.

call off	eat up	fill up	finish off
give up	mess up	pay off	shave off
use up	write off		

- I'm sorry. I've just _____ the milk. Would you like me to get some more?
 - I need to _____ the car. Gas prices are going up again tomorrow.
 - You've _____ your beard. I almost didn't recognize you.
 - I'm really disappointed with myself. I _____ my French test.
 - It took them 20 years to _____ all their debts.
 - I _____ junk food and started exercising five days a week.
 - Please _____ the old paper before you open a new box.
 - He wasn't hurt, but he _____ his car.
 - _____ your vegetables; they're good for you.
 - I didn't see her. She _____ the meeting at the last minute.
- 2 Can you think of synonyms for these phrasal verbs?
- call off _____
 - write off _____
 - give up _____

Learning skills using phrasal verbs correctly

- 3 Read the notes below about using phrasal verbs.
- Often in dictionaries you will find one-word synonyms given for phrasal verbs, which can be misleading. For example: *make up* = *invent*.
 - Most phrasal verbs are limited in the contexts in which they can be used. You can *make up a story* or *make up an excuse*, for example, but you can't *make up a new product*.
 - So a full definition would be: *make up* = *invent an account of something*.
 - When you learn a new phrasal verb, you must also learn its limitations before you start to use it.

- 4 Look at these phrasal verbs and their full definitions, and check (✓) the words that collocate with the phrasal verbs.

- 1 *call off* = *cancel (a scheduled event)*

I called off ...

- the meeting
- the hotel booking
- the soccer game
- the wedding

- 2 *put across* = *communicate (one's idea or feelings)*

She put across ...

- her proposal
- her views
- her decision
- the news by email

- 3 *set up* = *establish (a new organization or connection)*

We set up ...

- a good relationship
- our own company
- a video link
- a daily routine

- 4 *find out* = *discover (an answer by consulting or by experience)*

I found out ...

- an old map in his attic
- a new car
- why she left
- the meaning of the word

Check!

- 5 Complete these sentences about exercise and beauty. All the answers are in Student Book Unit 6.

- Swogging is a mixture of _____ and _____.
- Raido Taiso is a callisthenic exercise routine in _____.
- Yoga originated in _____.
- Ultrarunning means running _____ distances.
- Some women in Myanmar put copper coils around their _____ to make them longer.
- In the past, a little fat on your body was seen as a sign of _____ and _____.
- In Washington State, USA, restaurants have to say how many _____ are in each dish.
- In 6e, the writer reported on a proposal to make smokers pay more for their _____.