

# 5 body



**GOOD FIT** P56



**THREE APPLES A DAY** P59



**MAGIC BULLET** P62



**CULINARY JOURNEY** P64

**SPEAKING** 5.1 Talk about fads in fitness and other fields 5.2 Discuss the pressure to look and dress a certain way 5.3 Suggest ways to make a workplace healthier  
5.4 Describe a food memory

**LISTENING** 5.2 Listen to a woman talk about what it's really like to be a model 5.3 Listen to people discuss their own idea of staying healthy 5.4 Watch an extract from a BBC programme about the feelings food evokes

**READING** 5.1 Read about secrets of long-term fitness 5.2 Read how looks can be deceiving

**WRITING** 5.2 Write a description 5.4 Write about a food memory

## The secret to *long-term fitness*

**Rule 1:** \_\_\_\_\_  
If you want to be healthier and fitter, the big lesson is to escape the New Year resolution mentality and instead consider long-term, sustainable changes to your health and fitness. Sure, there are lots of ways to trigger rapid weight loss, but if you can't sustain it, those methods are counter-productive and don't lead to lasting results. The problem with fad exercise regimes and quick fixes is that they are all short-lived, then you get bored and it all falls apart. So ask yourself: do you want to be fit for four weeks or fit for your lifetime?

**Rule 2:** \_\_\_\_\_  
The secrets to ensuring your exercise regime lasts the whole year are fun and variety. High-intensity sessions, outdoor sports, gym machines, weights, park runs, bike rides ... you can do something different every day. In many ways, the worse you are at an activity, the better, because if you are inefficient, you will burn more calories. With constant variety and a broad spectrum of activities keeping you active, you will stand a much better chance of staying motivated all year long.

**Rule 3:** \_\_\_\_\_  
Another aspect of fitness that is often ignored is the sociological perspective. Signing up to spinning or other organised classes not only gives you a fun training session to enjoy, it also gives you that social contact and motivation which helps to stimulate long-term success. Don't turn your nose up at fitness classes. They provide a very powerful way of ensuring you stay motivated and disciplined with your training. It's all about creating the right environment to sustain your fitness regime and working out with other people who have similar goals is an essential part of that.

**Rule 4:** \_\_\_\_\_  
It's easy to assume that if you want to do something effective to lose weight, you should forget about lifting weights. But that is completely wrong. Adding muscle mass delivers a whole host of benefits. With more muscle, you will burn more energy at rest and build a real furnace for the consumption of calories. Adding muscle will help to improve your ratio of muscle to fat and enhance your posture and proportions, pulling you upright, so you look better, too.



**Rule 5:** \_\_\_\_\_  
For a long time it was believed that long, steady miles were the best way to burn fat but we now know that high-intensity sessions can be very effective at shifting fat and raising your calorie-burning metabolism. Circuit training, high-intensity classes or interval sessions on the treadmill or indoor bike are all very efficient ways to burn calories, and if you know it will be a short, tough session you can throw yourself into it at lunchtime and achieve a lot in the time available.

**Rule 6:** \_\_\_\_\_  
Here's the big one. Forget about weighing yourself for a moment. Do you just want to have a smaller number on the scales every morning, or do you want to be healthier and look better? You can lose weight but be miserable and unhealthy. And you can keep a similar weight but look and feel fantastic. You could train hard, go running and lift weights in the gym, but with the added muscle you gain your weight might stay the same. However, you will be much healthier and fitter and look much better.

### READING

- 1** Work in pairs and discuss.
- How much physical exercise do you do each week? Is this enough or would you like to do more? Give your reasons.
  - How many different types of exercise do you know that are available in a gym?

▷ page 000 **VOCABULARYBANK**

**2 A** You are going to read an article about fitness. How would each rule below help you achieve long-term fitness?

#### Six game-changing rules

- Stop weighing yourself
- Stop training alone
- Always lift weights – even if you want to slim down
- Vary activity types
- Keep it short and sharp
- Forget about new fitness fads

**B** Read the article and write each rule below in the correct place. How many of your ideas does the article mention?

**C** Answer the questions. Each one refers to the relevant rule above.

- What do you think is meant by the 'New Year resolution mentality'?
- When is it good to be bad at something?
- What does the writer think readers feel about training with others?
- How does lifting weights contribute to weight loss?
- What are three benefits of high-intensity workouts?
- Why might losing weight be irrelevant to achieving long-term fitness?

**D** Discuss. Which are the most/least persuasive rules?

### GRAMMAR

#### NOUN PHRASES

**3 A** Read about noun phrases and add the underlined sections in the text in Exercise 2B to the appropriate category below.

**RULES**

A noun phrase is a single unit of meaning which includes a noun or pronoun and words before and/or after it. Complex noun phrases are essential to concise, effective writing and occur frequently in reading texts.

long-term, sustainable changes to your health and fitness  
adjective adjective NOUN prepositional phrase

**Before the noun, use:**

- simple adjectives: **quick fixes**, \_\_\_\_\_
- compound adjectives: **long-term success**, \_\_\_\_\_
- nouns used as adjectives: **exercise regime**, \_\_\_\_\_
- past and present participles used as adjectives: **organised classes**, \_\_\_\_\_, **calorie-burning metabolism**, \_\_\_\_\_

**After the noun or pronoun, use:**

- prepositional phrases: **ratio of muscle to fat**, \_\_\_\_\_
- relative clauses: **Another aspect of fitness that is often ignored**, \_\_\_\_\_
- infinitives: **a fun training session to enjoy**, \_\_\_\_\_
- participle clauses: **someone trying to be healthier**, \_\_\_\_\_
- certain adjectives which can follow a noun or pronoun: **something effective**, \_\_\_\_\_

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**B** Read the information about Jim Fixx. What surprises you the most?

American best-seller title *The Complete Book of Running*

1 Jim Fixx's book helped start the fitness revolution in the USA. It promoted the benefits of jogging.

publish date 1977 significant health  
35 yrs old, 97kg chain-smoked made a decision

2 In 1967 Fixx started running. The book was published 10 years later.

lost 27 kilograms quit smoking by 1977  
unexpected died at 52 heart attack was running on a country road

3 Fixx's death stunned the world. Medical results supported the notion that Fixx may in fact have extended his life because of his dedication to the sport.

road was in Vermont (USA) showed a congenital heart disease he made the sport of running popular

**C** Rewrite the information in each section into one sentence using noun phrases and as few words as possible. Compare your sentences with a partner then check on page XXX for one solution.

### VOCABULARY

#### COLLOCATIONS

**4 A** Complete the common collocations with the words/phrases in the box.

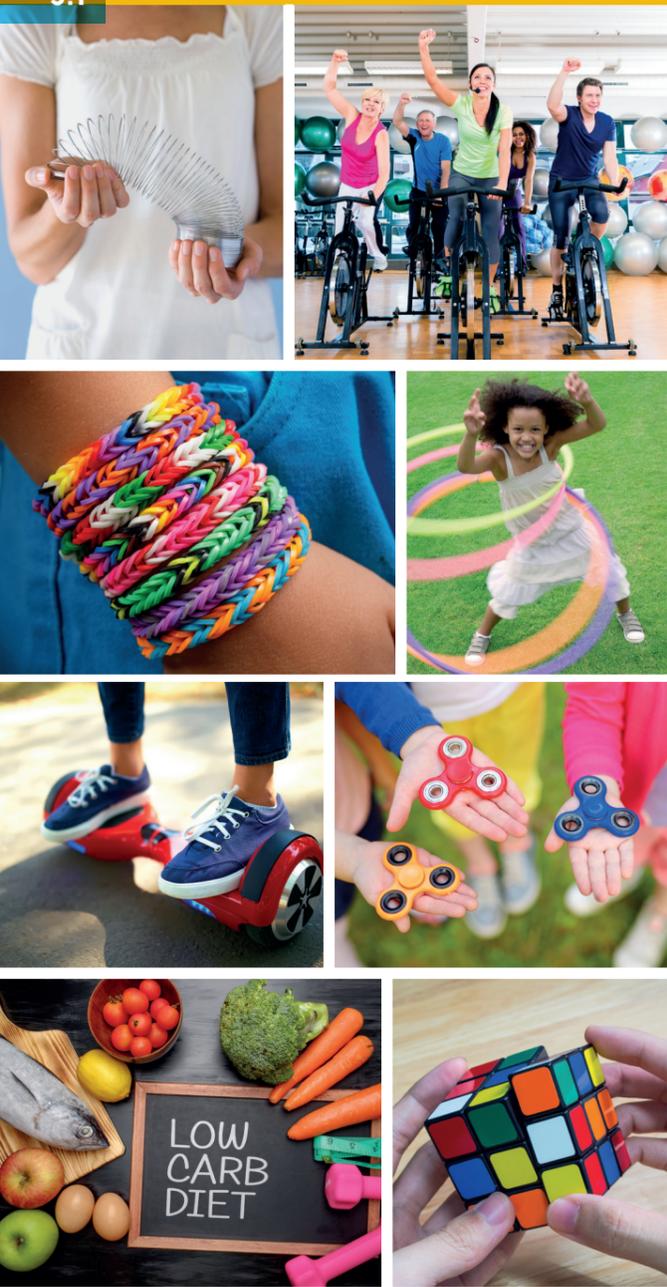
an aspect of deliver enhance  
success sustain trigger

- \_\_\_\_\_ [rapid weight loss  
a response  
a memory]
- \_\_\_\_\_ [your posture  
your capacity to  
your appearance]
- ignore \_\_\_\_\_  
consider \_\_\_\_\_  
discuss \_\_\_\_\_
- \_\_\_\_\_ [a fitness regime  
motivation  
interest in sth]
- \_\_\_\_\_ [a host of benefits  
tangible results  
a solution]
- stand a chance of \_\_\_\_\_  
ensure \_\_\_\_\_  
achieve \_\_\_\_\_

**B** Work in pairs. Find three collocations in Exercise 4A that can be used in connection with a) food b) learning English c) discussing an issue. Write full examples.

**C** Work in pairs and complete the collocations. Then discuss the questions.

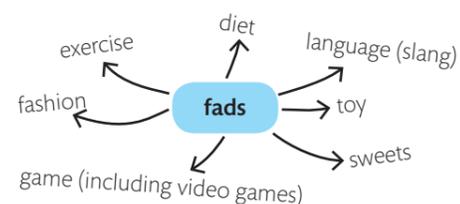
- How do you sustain \_\_\_\_\_ in something you are practising?
- Do any sounds or smells trigger a particular \_\_\_\_\_ for you?
- Which aspects of a gym would you \_\_\_\_\_ carefully before joining?
- Does doing Sudoku or other puzzles enhance \_\_\_\_\_ think logically?
- What would you stand a better chance of \_\_\_\_\_ in, an English or a maths competition?
- What benefits can becoming fluent in English \_\_\_\_\_?



## SPEAKING

**5 A** Work in pairs and look at the photos. What, if anything, do you know about these fads?

**B** Work alone. Which fads did you experience when you were younger? Choose three categories from the list below and prepare to describe a particular example. Say who they were popular with and why.



**C** Work with other students and tell them about your experience. How many of the fads do other people recognise?

## VOCABULARY PLUS

### COMPOUNDS

**6 A** Check what you know. Complete the compound adjectives.

The problem with quick fixes for exercise or diet are that they are <sup>1</sup> \_\_\_\_\_-lived.

<sup>2</sup> \_\_\_\_\_-term solutions take more time and effort.

<sup>3</sup> \_\_\_\_\_-intensity sessions can be effective and can be <sup>4</sup> \_\_\_\_\_-cost. But you need motivation and a lot of <sup>5</sup> \_\_\_\_\_-discipline to sustain your programme.

**B** Work in pairs. Which words in the box can be added to the adjectives in the table to make compounds? Use a dictionary to check your ideas. Note useful examples for items that are new to you.

awaited	end grade	haul	key	lost	maintenance
powered	profile	range	risk	staffed	suffering
tech	tempered	winded			

Student A:	Student B:
high-_____	low-_____
long-_____	short-_____

**C** Explain the meaning of any new compounds to your partner. Write down the new ones in your notebook.

**D** **5.1 WORD STRESS: COMPOUNDS** Listen to some of the compounds. Which word is usually stressed? The first or the second? Listen again and repeat.

**7 A** Answer the questions using a compound adjective from Exercise 6B.

- Why did the gym hire more people?
- Why did the trainer go on an anger-management course?
- What sort of equipment is best to have on a desert island?
- For which type of flight is it particularly worth travelling in business class?
- How would you describe a hairstyle which takes an hour to get right?
- How should someone behave if they don't want to be noticed?

**B** Work in pairs and write at least three questions using the compounds. Add a follow-up question to each.

*Do you have a high-maintenance friend? What's he/she like?*

**C** Work with other students. Ask and answer the questions.

### speakout TIP

Compound words are high frequency in English. You can enrich your vocabulary by investigating and noting compounds with common compound 'starters', e.g. *good* (*good-hearted, good-looking, good-natured*). Find six compounds in your dictionary with *self-* that are new to you.

page 000 **VOCABULARYBANK**

# THREE APPLES A DAY

- fronting, headers and tails
- chunking
- fashion and looks

## VOCABULARY

### FASHION AND LOOKS

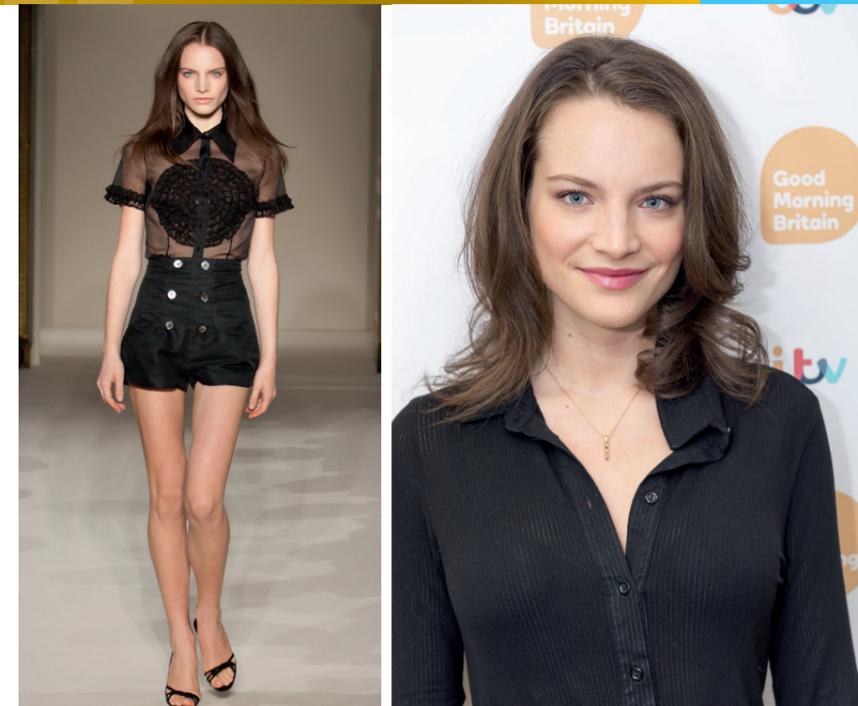
**1 A** Work in pairs and discuss the questions.

- Are you interested in fashion? If so, how do you find out about it? If not, why not?
- Do you have a favourite item of clothing that you wear time and again?
- What colours or fabrics would you never wear? Why not?
- When you were a child, what was the worst item of clothing you were made to wear?

**B** In sentences 1–8 cross out the alternatives that are not possible. In many cases both alternatives are possible. If so, is there any difference in meaning?

- One hundred percent of magazine photos are *photo-shopped/retouched* after the fashion *shoot/filming*.
- Fashion *victims/martyrs*, or people who try to *follow/keep up with* the *last/latest* fashion, are as likely to be men as women.
- The average *catwalk/runway* model is 1.77m tall and weighs about 49kg.
- Even five-year-olds these days are fashion *conscious/aware*, and that's a matter of concern.
- Male models are catching up with female models in terms of *eating disorders/ailments* such as anorexia.
- Looks can be *deceiving/deceptive*; often a model isn't more beautiful than the average person, but more *photogenic/photographable*.
- The sixties look is *back in fashion/fashionable again*. In fact it's *never gone out of fashion/been unfashionable*.
- The media is solely to blame for *distorting/contorting* people's idea of beauty, and leading young people to *regard/view* looking good as equivalent to being healthy.

**C** Work in pairs and look at the sentences in Exercise 1B. Which are presented as fact and which as opinion? If opinion, do you agree? Which of the supposed factual statements surprises you the most?



## LISTENING

**2 A** Compare the two photos of French model Victoire Dauxerre.

**B** **5.2** Listen to part of a BBC radio interview with Dauxerre and tick the things she talks about.

early childhood	being discovered	taking pills
diet	illness	the industry
travel	recovery	a law*

\*Dauxerre has a French accent and pronounces 'law' as /ləʊ/.

**C** Listen again and take brief notes under the relevant headings in Exercise 2B. Compare your notes with another student.

**D** **5.3** Read the sentences. Can you guess or remember which words are different from what Dauxerre actually says? Listen and correct the sentences. One sentence is already correct.

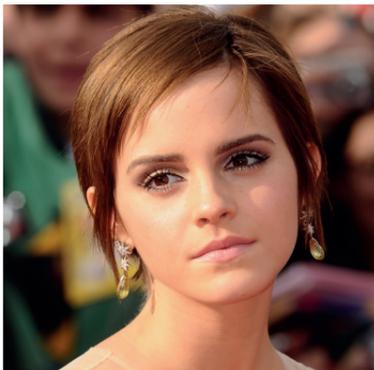
- You have an incredible face. It will take the light perfectly ...
- ... I couldn't eat anything, because you have to be so thin, you know, to fit into these clothes.
- So, I ate three apples a day, and I couldn't eat anything else, or I was going to gain weight, and that's why I fell into illness.
- ... you know I fainted all the time, I fell down in the street, and my agent actually only gave me a piece of sugar ...
- I took laxatives, and then my body was used to it, so I took two pills, and four, and five, then I had to go to the hospital.
- I actually had the body of, I mean the skin of a seventy-year-old woman when I was nineteen.

**3** Discuss the questions.

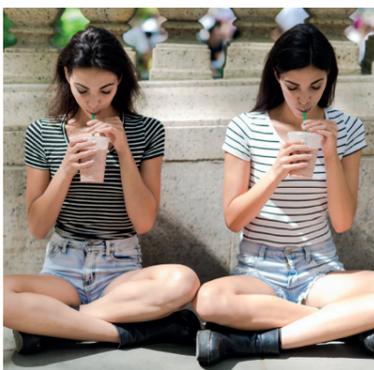
- Which part of the interview did you find the most disturbing?
- Who do you think bears the greatest responsibility for what happened to Victoire?
- If you were the parent of a child who wanted to be a model, what would you do to minimise the chance of your child having a similar experience to Victoire?

## SPEAKING

- 4 Work with other students. Look at the photos and discuss the questions.



- 1 How much do you think people are influenced by images, for example of famous people?
- 2 Do you think the representation of males and females in toys and videos aimed at children should be regulated?



- 3 How much does a pressure to conform/peer pressure influence how you dress or have your hair cut?
- 4 Which is more important, how comfortable you are, or how you look?



- 5 Is it reasonable for an employer to set an appearance and dress-code policy for their employees?

## GRAMMAR

## FRONTING, HEADERS AND TAILS

- 5 A Work in pairs and match the sentences with the discussion topics in Exercise 4. Which sentences do you identify with?

- 1 'This shirt I bought because my girlfriend said it looks good on me.'
- 2 'I had my hair cut this way after I saw them, those photos of Emma Watson.'
- 3 'Dress codes I think are a good idea in some jobs because of the impression you make on customers.'
- 4 'In some jobs it matters how you look, it affects the customers, like working in a restaurant.'
- 5 'A mirror, I don't even have one, I don't care how I look, I just want to feel relaxed.'
- 6 'My boss, if he tried to tell me how to cut my hair or dress, I'd quit in an instant.'

- B Look at the sentences above and answer the questions.

- 1 Which start with a phrase that usually comes later?
- 2 Which end with a phrase that usually comes earlier?
- 3 What reasons can you think of for changing the phrase order?
- 4 Are they spoken or written, formal or informal?

- C Match the rules below with the sentences in Exercise 5A.

## RULES

## Fronting

Fronting is used in informal spoken English to put the focus on something important. A phrase can:

- a) move and start a sentence with no other changes.
- b) move and start a sentence, and a pronoun is added later to refer to it. This is a **header** and if written down is normally followed by a comma.

## Tailing

- c) A **tail** is used in informal spoken English to help the listener better understand. The topic comes after the main clause and a pronoun in the main clause refers to it. When written, a tail is normally preceded by a comma.

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- 6 A Rewrite each sentence. Move the position of the underlined phrase and use a **fronter** with no extra pronoun (F), a **header** (H) or a **tail** (T). Make all other necessary changes (to punctuation, etc.).

- 1 I'll never understand some things. (F)
- 2 Would you mind lending me your phone just for tonight? (H)
- 3 That friend of yours has just come in. (T)
- 4 Have you finished that book I lent you? (H)
- 5 I really don't know why he married her. (F)
- 6 A: Why is he here? B: I couldn't tell you that. (F)
- 7 I don't think working as a model is the right job for you. (T)
- 8 I forgot the name of that actor but he was in *Thor*. (H)

- B ▶ 5.4 CHUNKING Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

- 7 ▶ 5.5 Listen and rewrite each sentences in a more neutral, written style.

1 *The idea that big companies can make rules about what you can and can't wear is ridiculous.*



## WRITING

## A DESCRIPTION; LEARN TO USE FRONTING

- 8 A Read the first part of the description and answer the questions.

- 1 Where do you think the narrator is?
- 2 What is his or her relationship with the old man?
- 3 What feelings does the narrator have towards him?

## The whittler

He crouched down close to the ground, huddled over as if to protect the small animal in his hands from the driving rainstorm that battered his back and ran in rivulets off of the rim of his hat. Carefully, gingerly, I moved closer to take a look at what he was holding, and saw that it was indeed an animal, a bird, but not alive – nor was it ever alive, for the man was the whittler and the bird his latest creation. On the ground next to him lay several such birds, unfinished or perhaps discarded. He held a small knife to the throat of the creature in his hand, not to slash it but to further shape it, to whittle it down to the perfect proportions that only he could see in his mind's eye.

I longed to ask him how he did it, how his hands and his surprisingly small (but no doubt razor-sharp) jack-knife found their way to move in concert with the block of wood so as to create a flawless shape that exactly matched his vision, like a pianist weaving a quiet melody from the black dots on the musical score; but I knew I would receive no answer, not because the old man would withhold his secrets but because his concentration was clearly impenetrable.

- B Read the rest of the description. What changes in the image that the writer has created so far? If this is the beginning of a story, what might happen next?

At last I moved on, but before I did I rubbed my hands over the shiny bronze of the man's spindly fingers, just as so many had done before me. Like a vision, an image flashed through my mind, that one day this statue of bronze, larger than life and so imposing on its pedestal, would be melted down and returned to the earth where it came from. Ahead of me lay the path back to my car. Mindless of the rain, I walked slowly back, smiling weakly at the figure slumped over the steering wheel.

- C Work in pairs and answer the questions.

- 1 What is the function (or focus?) of each of the three paragraphs?
- 2 Which message best fits the story? Why?  
Beauty is ageless  
Looks can be deceiving  
Truth is subjective
- 3 The writer uses carefully chosen adjective + noun combinations to enrich the description, e.g. *driving rainstorm*. Find other examples of this.
- 4 Sometimes the writer puts an adverb or adverbial phrase or a prepositional phrase at the beginning of the sentence. Find five examples of this.

## speakout TIP

Even though fronting is common in spoken English, the same structure is used in literary contexts to change emphasis/focus. An adverb might be moved from the end of a clause to the beginning of the sentence:

*Warily, she opened the door and peeked around it.*

Sometimes when a prepositional phrase is moved to the front, the subject and verb are inverted. *From the top of the building came a loud cry.* (Instead of *A loud cry came from the top of the building.*) As with all stylistic devices, these should not be overused!

- D Use fronting in the following sentences to create a more dramatic, literary effect.

- 1 A tiny cabin lay in the centre of the forest.
- 2 She slammed the door angrily and stormed out of the room.
- 3 An enormous river flowed through the valley beneath us.
- 4 A parrot perched on his shoulder, tilting his head as if trying to understand something.
- 5 Greta climbed out to the top of the cable car ignoring the temptation to look down.
- 6 A huge black leopard snarled from the corner of its cage.

- 9 A Write a description of a person, place or animal using the theme 'Looks can be deceiving'. Your audience is the readership of a university creative writing magazine (220–280 words).

- B Work in pairs and help each other improve the descriptions by:

- using fronting in at least three places to create a more literary style.
- modifying some of the nouns with carefully chosen adjectives. Use a thesaurus to help.

- C Read other students' descriptions. How are looks deceiving in their texts?

- F informal turn-taking
- P intonation
- Y well-being



VOCABULARY

WELL-BEING

- 1 Look at the photos and discuss.
  - 1 Have you or anyone you know done any of these activities? How did you/they get on?
  - 2 Can you think of other activities that are good for the body and mind?
  - 3 What do you do to lower stress and maintain a sense of well-being?
- 2 A Read the article below. Which activity do you find most appealing. Why?

WHAT'S YOUR MAGIC BULLET?

We're all looking for that **magic bullet** to ensure we have a healthy body and mind, and strenuous physical exercise isn't the only way. Studies show that **getting engrossed in an activity** is highly beneficial to mental health. Here are some activities which have health benefits that you may never have considered.

Painting landscapes

You don't need to be an artist, but the hours spent staring at the canvas, playing with the oils, coaxing an image from the different colours is the perfect **panacea** for everyday stress. Anytime you're feeling a bit **out of sync with yourself**, just pick up the brush ...

Group cooking

Don't like to go solo? Cooking a meal in a group is a **cure-all** for what ails you, pressing all the buttons of well-being by promoting a sense of community and of working towards a common goal ... and you can eat the results! This is perhaps the easiest to incorporate into your **daily routine**, since you need to eat anyway!

Fishing

In fact you do **exert yourself physically**, when you carry your equipment to some isolated spot. Then you spend the day in the fresh air, in nature. And the activity itself is meditative – perfect for **restoring one's peace of mind**.

B Complete each sentence with the correct form of the underlined phrase in the article that has the closest meaning to the words in bold. Make any other necessary changes, for example, to pronouns.

- 1 Pouring out my problems to other people is not **something that solves everything**. It's not a ... *panacea*.
- 2 I like activities that don't require **using the body, or sweating**. I don't like to ...
- 3 There are few things that I can really **focus on for long**. But there is one thing I can always ...
- 4 I'll only do something regularly if I can **make it part of my day**, for example, like going to a class. So it's important that I can ...
- 5 Sometimes **things just don't feel right inside**. I'm simply ...
- 6 I don't really believe there's **one single easy solution** to make problems disappear. There is no ...
- 7 Though I have a fair bit of stress in my life, I know how to **get myself back to a calm state**. I have a way of ...
- 8 For me a long walk is **a solution to every possible problem**. It's a general ...

C ▶ 5.6 Work in pairs and decide how to pronounce the second sentences in 1–8 in Exercise 2B. Then listen and check your ideas.

D Discuss with other students. To what extent do you agree with the statements above? Give examples from your life.

FUNCTION

INFORMAL TURN-TAKING

3 A Three friends are having a conversation about what they do to maintain their well-being: a diet programme (5:2), a kind of yoga (bikram), and singing. Have you ever done any of these things or know anyone who has?

B Which of the points below could relate to each activity, dieting (D), yoga (Y) or singing (S)?

	D	Y	S
a) burning calories			
b) feeling very good at the end			
c) a sense of community			
d) how it fits into their daily routine			
e) doing it at home			
f) health benefits			

C ▶ 5.7 Listen and check your ideas.

4 A Read the phrases for informal turn-taking. Listen again and tick the ones the speakers use.

- Anyway ...
- Anyway, what was I saying?
- Anyway, where was I?
- As I was saying, ...
- To get back to (what I was saying before ...)
- Going back to ...
- Like I said, ...
- That reminds me of ...
- Actually, that's like ...
- And speaking/talking of ...
- Funny you should mention that ...
- I feel the same way about ...
- I just want to add ...
- Oh, I meant to add/say ...
- Before I forget ...

B ▶ 5.8 **INTONATION** Listen to two extracts from the listening. In which one does the person interrupt by using a) a more forceful tone of voice b) a higher intonation?

speakout TIP

When a listener wants to interrupt, get the topic back or keep the topic, they can use a more forceful tone of voice or start with a higher pitch. Using a high pitch can feel strange if this doesn't happen in your own language but is a useful technique for gaining attention.

C Work in groups. Choose an activity you discussed in Exercise 1. Have a conversation and try to keep the conversation going but in a natural way. Choose six expressions from Exercise 4A and try to include them in your discussion. Use a high pitch at the start when you want to interrupt and regain the topic of conversation.

LEARN TO

JUSTIFY YOUR POSITION

5 A ▶ 5.9 Look at the expressions the speakers use for justifying their position. Do you remember which speaker used the expression? Work in pairs and write D, Y or S. Then listen and check.

- 1 What I've found really works for health for me ...
- 2 (I) don't know if you've tried it but ...
- 3 The advantage of something like this is ...
- 4 Apart from the weight loss, it does have proven benefits of ...
- 5 It's not just about ...
- 6 I do think ... is the way forward.

B Work alone and write down at least three ways you can think of for relieving stress in one's daily life. Consider ideas that will appeal to other students, and think about how you might use the expressions in Exercise 5A.

C Work with other students and share your ideas, using phrases from Exercise 5B to justify your own. At the end, try to agree on the three most convincing ideas.

SPEAKING

6 A How do you think a company can create a healthier workplace? Read the ideas and tick three that you think are the best.

10 Steps towards a healthier workplace

- Have a trainer teach workers 'deskercise' – exercises they can do while sitting at their desks.
- Provide free fruit in the company kitchen, all the time.
- Have compulsory walk-around breaks every hour.
- Build a gym in the workplace, available to all employees.
- Offer a vegetarian lunch option at the company canteen, and price it below the meat options.
- Hold company outings once a month.
- Remove high-calorie food, like doughnuts, from the vending machines.
- Give time off during the work day to participate in company-sponsored exercise classes.
- Offer an incentive (money, time off) for achieving fitness goals.
- Provide a shower/changing room so employees can jog or bike to work.

B Work with other students. Student A: turn to page XX. Student B: turn to page XX. Student C: turn to page XX.

C You have exactly five minutes to decide which five ideas to implement. Three other students should watch, listen and keep the time. At the end, the three students will say which arguments were most convincing and why.

## DVD PREVIEW

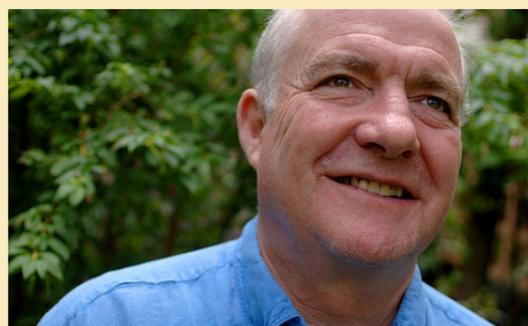
## 1 Work in pairs and discuss the questions.

- 1 When you travel, how important is it for you to try the local food?
- 2 Have you ever had a meal prepared by a local when you were travelling? What was it? What was special about it?
- 3 What is particular about food in the region you come from? What is your favourite food region?

## 2 Read the programme information. What countries might Rick Stein have visited in the series? What do you know about the food in those countries?




Rick Stein embarks on a new gastronomic road trip from Venice to Istanbul through the countries of the former Byzantine Empire – a melting pot of East and West. In this episode, Rick's culinary odyssey has brought him to the legendary city of Istanbul, where he arrives in time for the bluefish season and catches a few himself while fishing on the Bosphorus. Finally, a local fisherman named Mesut shows Rick how to make Turkish fish stew in the same way a boat captain makes it.



## DVD VIEW

## 3 A Watch the programme and choose the statement that is most true for you as a viewer.

The programme makes me want to ...

- travel to Turkey.
- taste the fish stew.
- try making that dish.
- buy one of Stein's cookbooks.
- do something else?

## B Watch the extract about cooking fish stew again and answer the questions.

- 1 What does Stein mention as being special about Mesut's dish in relation to
  - a) cooking on a boat?
  - b) seasonal ingredients?
  - c) how fresh the fish is?
  - d) the surroundings?
- 2 What joke does he make about the cats?
- 3 What specific cooking technique does Stein learn from watching the fisherman?

## C Watch the extract again from 3:40 and complete the sentences. Four words are missing from each.

- 1 That's Mesut's fisherman's stew. That's how they do it here, and this is \_\_\_\_\_.
- 2 I think I've only had fish stew cooked by a fisherman \_\_\_\_\_, so um, it's a bit of a rare occasion really, and I'm very much looking \_\_\_\_\_.
- 3 What I really like about this is all that large quantity of green chillies in there. It's going to make it very hot on \_\_\_\_\_.
- 4 Ah! Wow! What a lovely fish! This bluefish is just perfect. It's got this \_\_\_\_\_ because it's so fresh.

## speakout describe a food memory

## 4 A Read an invitation from a website. What can you tell about the person who wrote it? Think about the content and the style.

I'm about to start a series about food memories from around the world. Maybe you could tell me about a particular type of food/meal that you had when you were younger, or you had once and you particularly liked. It would be great to get your videos or descriptions for us to upload to the website. If you send a description, perhaps you could include a photo of the dish.

NEW TODAY

GET IN TOUCH

## B Think of a food memory and make notes on these points.

- The name of the food
- The context you had it in
- Who made it
- What's in it
- Why it was special

C  5.10 Listen to someone describing their memory of a dish called 'Coquilles Saint-Jacques' for the website and make notes on the points above.

## D Listen again and underline the alternatives you hear.

## KEY PHRASES

*I can just taste/smell it now.*

*She'd/She used to make this amazing sauce ...*

*It's coming back to me now, how it tasted/smelled ...*

*What really made it was the presentation/freshness of the ingredients.*

*My mouth waters just thinking/whenever I think about it.*

*It's incredibly succulent/impossibly light decadently rich.*

*When I used to/I'd smell this cooking, I knew/I'd know it was a special occasion.*

*I'll always associate this dish with/This dish always reminds me of home.*

*I've sometimes tried making it but it never comes/turns out the same.*

## 5 Work in small groups. Use the notes you made in Exercise 4B and the key phrases to tell each other about your food memory.

## writeback a food memory

## 6 A Read the food memory for the blog. To what extent does it reflect the situation in homes in your country?

## MOST RECENT POST

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My mum's Chinese and she comes from quite a well-to-do home so when she left China she didn't know how to cook anything and she made up a lot of things to replicate what she was used to eating at home. One thing she did, which I do now, was her own version of Chinese dumplings. I remember a Chinese friend once berating her because she'd cook the meat and vegetables before wrapping up the dumplings, unlike the authentic Chinese dish where raw meat is used, so the inside cooks at the same time as the dumplings steam or boil.

Anyway, as far as we were concerned, it's what my mum used to cook and we had it at Chinese New Year and so it became a family tradition. It's got minced pork, beef, white cabbage, tomatoes, mushrooms and dried shrimps and some secret ingredients I won't share as it's a family recipe. My mouth is watering now even as I think of it! The dumplings taste fabulous, really rich and spicy, but the whole thing is ridiculously labour-intensive. My mum and I, and later my daughters, would spend hours, rolling and wrapping and steaming. We used to make 300 or so and then everyone would compete as to how many they could eat. The men and boys would all be sitting in the other room while the women were in the kitchen. That was the way my mother liked it, and somehow my (very feminist) daughters and I still do that. It's a very communal activity and it's to do with bonding and family and catching up with each other as much as enjoying the actual taste of the dish.



## B Write a description of your food memory for the website (250–300 words).

## G NOUN PHRASES

- 1 A** Add the phrases from the box to the description underneath. Make any other necessary changes or additions to the texts. The phrases are given in order.

martial China worldwide  
calmness outdoors  
like-minded

*martial*  
**Tai Chi** is a traditional art. It has a following and its practice can lead to a focused state. In China it's often practised somewhere with other people.

plant-based food loss  
proven follow this diet  
a reluctance

It is claimed that a **vegan diet** increases weight and has health benefits. People often started as vegetarians and say they harm or eat animals.

- B** Work in pairs and take turns. Extend the descriptions of a noun in the box by adding one extra piece of information each time.

a class a gym a sport  
a swimming pool a trainer

**A:** a cookery class

**B:** a cookery class for kids

## V COLLOCATIONS

- 2 A** Work in pairs and remember at least two nouns that can come after:

- 1 sustain            3 enhance  
2 trigger            4 deliver

and at least two verbs that can go before:

- 5 success  
6 an aspect of sth

**B** Write questions using at least five of the collocations in Exercise 2A.

**C** Work with other students. Ask and answer each other's questions.

## V FASHION AND LOOKS

- 3 A** Complete the words in bold by adding the missing letters.

1 I think it's fine when someone has their wedding photos **re\_\_\_\_\_ed**. Some people aren't particularly **ph\_\_\_\_\_ic** and they should have photos they feel proud of.

2 I would want my child to be **fashion co\_\_\_\_\_us** and to **k\_\_\_** up with the latest styles; people who dress well are **re\_\_\_\_\_ed** as having greater potential in social and professional contexts, and it's never too early to start learning.

3 **Eating di\_\_\_\_\_s** will end when being thin goes **out of fa\_\_\_\_\_n**, and I think that's the direction we're going in anyway.

4 **C\_\_\_\_\_k models** also contribute greatly to **di\_\_\_\_\_ng** notions of beauty, since most of them choose to profit from whatever is **\_\_ fashion** at the moment.

5 If everyone knows that looks are **de\_\_\_\_\_ing**, why do we still consider them to be important?

6 The term '**fashion vi\_\_\_\_\_m**' is a bit misleading, since it implies that the person has no choice but to invest all their resources in whatever is **fa\_\_\_\_\_le** at the moment.

**B** Work in pairs and discuss. Which of the statements in Exercise 3A do you agree with? Why?

## G FRONTING, HEADERS AND TAILS

- 4 A** Expand the sentences with an appropriate **fronter, header or tail** and your own ideas.

- 1 Do you ever let anyone borrow it? (T)  
2 Have you seen it yet? (H)  
3 Sometimes I wonder if it's the best thing for me. (T)  
4 Can you remember where you got it? (H)  
5 Have you noticed it? (T)  
6 I just can't stand, for example ... (F)

**B** Share your ideas with other students and respond to theirs.

## FUNCTION

### INFORMAL TURN-TAKING

- 5 A** Which one or two words can be removed from each phrase without much change to the meaning?

- 1 That sort of reminds me of when ...  
2 Actually, that's something like the time ...  
3 Funny thing you should say that, the same thing happened ...  
4 I just wanted to quickly add ...  
5 Going back to what I was just saying about ...  
6 I also meant to say ...  
7 Anyway, so what was I saying?  
8 To get back briefly to what I was saying before ...  
9 Then, as I was saying, ...  
10 I do feel exactly the same way about ...

**B** Write down a good:

- 1 hobby for a child.  
2 place to go on holiday.  
3 way to get a good night's sleep.

**C** Work in groups and discuss the first topic above. Use the phrases in Exercise 5A to get a turn. Whoever uses a phrase **first** ticks that phrase, and when all 10 phrases are ticked, the student with the most ticks wins. Move on to the next topic.