

Health matters

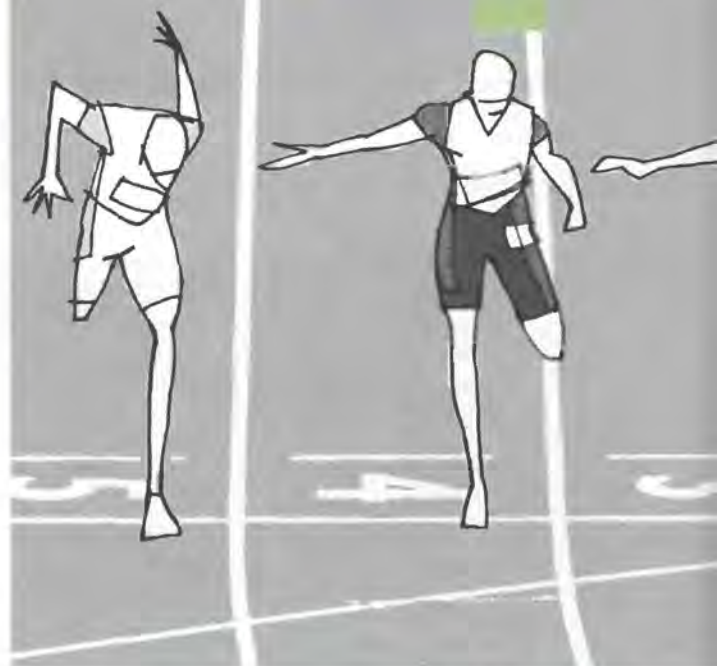
Reading Part 3 Multiple choice

1 Read the text about human athletic abilities and find out what happened in

- a 1954.
- b 1968.
- c 1991.
- d the 1980s.

2 For questions 1–6, read the text again and choose the answer (A, B, C or D) which you think best fits according to the text.

- 1 What initial comment does Dr. Jack Wilmore make?
 - A There will always be limits to what the human body can achieve.
 - B It will become more and more difficult for athletes to break records.
 - C Athletics will become one of the most popular forms of exercise.
 - D Athletes will continue to surprise us with what they can achieve.
- 2 The writer mentions athletes like Bannister and Beamon in order to
 - A demonstrate the effect their determination to win had on them.
 - B prove that even their amazing achievements can be bettered.
 - C exemplify what athletes can achieve under stressful conditions.
 - D demonstrate how accurately we can measure what athletes are capable of.
- 3 Dr. Wilmore feels that attitudes within athletics are changing because
 - A coaches have begun to realise the importance of more intensive training.
 - B experts have begun to highlight the need for more unusual workouts.
 - C athletes are now being given mental as well as physical training by experts.
 - D coaches now encourage athletes to unwind between training sessions.



- 4 According to Dr. Wilmore, how are today's children different from years ago?
 - A They participate in far more sports.
 - B They begin sports at a much earlier age.
 - C They become more proficient in their chosen sports.
 - D They are more likely to become professional athletes.
- 5 Dr. Wilmore believes that women
 - A have physically developed and advanced over the years.
 - B perform equally well whether they are tall or short.
 - C now have the same chance as boys of realising their potential.
 - D are beginning to play sports at a much younger age than boys.
- 6 What conclusion does Dr. Wilmore make?
 - A We try to push the human body to its limits at our peril.
 - B We must congratulate ourselves on what athletes have achieved so far.
 - C We need to do more research into what the human body is capable of.
 - D We should not prejudice what might be beyond our physical capabilities.



Limits *of the* human body

In the second millennium, one frequently asked question is: What are the limits of the human body? Is there a point at which it is physically impossible to do something?

5 'One thing we've all learned in the last 30 years or so is that just about anything is humanly possible,' says Dr. Jack Wilmore, from Texas A&M University and author of *The Physiology of Sport and Exercise*, part of which examines the limits of the human body.

10 'As the new millennium progresses, I think you'll see more records continue to fall in every sport. The talent pool is better than ever. Never before have so many good athletes competed, and not just in this country, but all over the world. With more people involved and competing, records will fall and new standards will be set.'

15 Many believed it was physically impossible for a human to run a mile in under four minutes, but Roger Bannister proved that theory wrong with a three minute, 59 second mile (1.609 kilometres) in 1954. Today, sub four-minute miles are considered routine even in high school. And Bob Beamon stretched human performance in the 20 1968 Olympics with his historic long jump of 8.9027 metres. In an event in which a record is usually broken by mere inches, he shattered the previous jump by 0.6096 metres, but even his record was broken in 1991.

25 'We've all seen reports of people doing superhuman feats of strength under duress, such as a man lifting a car off a child,' Wilmore adds. 'So we know that the human body can do things that go far beyond normal activity. That's why it's foolish to say any record can't be broken. Who's to say it won't happen?'

One additional factor is just now becoming more understood and heavily emphasised: sports psychology. Getting inside the athlete's head can be as effective as training and long workouts.

40 According to Wilmore, the psychological aspect of sports should not be discounted because we now know that what makes the athlete tick mentally can be all-important. He points out that 'most professional teams have hired sports psychologists for their players. It's just another way of tapping into a human's full potential.'

45 'In addition, every aspect of athletics – training, nutrition, injury treatment – is far better than it's ever been. Better coaching, training techniques, equipment and other factors all contribute to make today's athlete more competitive than ever,' he believes. 'Children today tend to specialize in one or two sports instead of competing in several as was common twenty-five years ago,' Wilmore says. 'That means they start concentrating on a sport much earlier and more intensely, and they become much better at it.'

50 Wilmore also says that the chances of women achieving new heights in athletics could be greater than men, as more women are now involved in sports than at any other time and they are starting at about the same age as boys, meaning they are more skilled than the previous generation of girls. 'Plus, women are taller and stronger than ever. It used to be rare to see a girl who towered above you. Now it seems like you see them every day.'

60 'There's a lot we don't know yet about the human body,' he adds. 'And one of those things is the full range of human potential. It can be foolish to try and put limits on what the human body can do.'

Vocabulary

The body

- 1 Circle the word in *italics* to complete the expressions in a–h.
- a Could you *give* Sally a *hand/foot/arm* with sorting out the filing system tomorrow?
 - b We're going out to dinner with the Browns tonight. I suppose we'll have to *hand/finger/foot* the bill as usual.
 - c Initially, it can be difficult to get your *head/brain/mind* round advanced economics.
 - d What's the name of that hotel we stayed in last year? It's *on the point/end/tip* of my tongue.
 - e Bob really *put his toes/foot/ankle* in it when he moaned about his boss to Julia. She is his niece!
 - f It's far too wet to go for a walk. Why don't we *shoulder/arm/head* for that café instead?
 - g Rob's just got a hand-made Italian suit but it *cost an arm and a leg/hand/finger*.
 - h I'm fed up with *working my fingers/hands/wrists to the bone*. It's time I found a job with shorter hours or a better salary.

- 2 Complete these sentences using suitable expressions from 1.
- a When we missed the bus, we decided to the taxi rank instead.
 - b Do you remember the name of that island we visited a few years ago? It's
 - c Jake's a bright student but he just can't seem to maths at all.
 - d Does it really to fly to Australia?
 - e Can anyone lifting these boxes? They are so heavy.
 - f Just for once, can you try not to by saying the wrong thing to Aunt Mary?
 - g I'm certainly not going to for you to have another free holiday with your friends!
 - h I've been recently – I'm trying to meet a tight deadline!

Word formation (2)

- 3 Use your dictionary to help you fill in the nouns in the table below. More than one answer might be possible.

Verb	Noun (person)	Noun (thing)
a survive		
b perform		
c terrorise		
d coordinate		
e immigrate		
f defend		

- 4 Use the correct form of the words from 3 to complete sentences a–f.
- a Afternoon of the play begin at 2.30. Latecomers will not be admitted.
 - b to the USA must complete all appropriate forms before entering the country.
 - c The government has brought in strict new legislation to combat the threat of
 - d Throughout her life, Maria was a strong and active of women's rights.
 - e After the fire on the ocean-liner, were picked up by a passing cargo ship.
 - f To be a top tennis player, you need to have excellent hand-eye
- 5 Look up *compete* in your dictionary. Scan through the words that derive from it to find:
- a words that collocate with the noun (person and thing) forms.
 - b the different meanings of the adjective form.

Grammar

Direct speech

- 1 Read an interview with a famous explorer, Alan Bent. Then rewrite what he said into indirect speech using the verbs in brackets at the end of sentences 1–8.

Example

I met up with famous explorer Alan Bent and asked him how difficult it is to be an explorer. He said ...

'It means I have to try to keep myself in good physical shape (1 say). Travelling to remote places means long periods away from the things most people take for granted, such as doctors (2 tell). I always wear my boots in bed (3 admit). You see, I'm very tall so my feet always stick out of the bed (4 explain). And someone in my hut was bitten by a snake once (5 add)! Oh, and I always carry an emergency medical kit, which contains a needle and thread (6 go on to say). Why don't you join me on one of these expeditions to see what it's like (7 suggest)? But make sure you keep your boots on at night (8 warn)!'


Grammar Extra

Prefixes

- 2 Underline the word in each group which cannot be used with prefixes a–g.
- a **un** reasonable/steady/productive/considerate
 - b **in** natural/comprehensible/competent/credible
 - c **im** mature/correct/precise/practical
 - d **dis** organised/compatible/connected/honest
 - e **mis** treated/understood/known/pronounced
 - f **non-** suitable/violent/fiction/existent
 - g **il** flammable/legal/legible/logical
- 3 Complete sentences a–g with a word from 2.
- a A protest against tougher laws for asylum-seekers on university fees took place in the city yesterday.
 - b I fear the plans for dealing with traffic congestion might turn out to be rather
 - c While most members of the staff are extremely good at their job, one or two are rather
 - d We don't have a phone any longer – the line was by the phone company.
 - e The writing on this prescription is completely I can't make out a single word.
 - f Unwanted pets can often be neglected or even by their owners.
 - g Bill has been rather on his feet since he fell off his bike.

Listening

Part 1 Short extracts

- 1 Think of five ways schools or parents can encourage children to adopt healthier lifestyles.
- 2  Read questions 1–6 below before you listen to the three different extracts. Then listen and choose the answer (A, B or C) which fits best.

extract one

You hear part of an interview with an actress called Mary Taylor Ward.

- 1 Why did Mary release her fitness video?
A Many famous people had also done this.
B It would help her lose weight.
C She had a lot of relevant experience.
- 2 She wanted people to watch the video in order to
A challenge their own fitness goals.
B have a good time while exercising.
C learn about another side of her life.



extract two

You hear part of an interview with a health expert talking about what to do at lunchtimes.

- 3 Why does the expert suggest a walk at lunchtimes?
A to benefit from air and sunshine
B to develop an appetite for lunch
C to aid recovery from health problems
- 4 What does the expert advise people to do in bad weather?
A People should read interesting magazines or books.
B People should take part in indoor exercise.
C People should do puzzles or something similar.



extract three

You hear two people on a radio programme talking about a recent campaign for healthy school dinners.

- 5 What do the speakers agree about?
A Cafeterias are more busy.
B Children should eat healthily.
C Other menus should be considered.
- 6 The man thinks that the campaign failed because
A the change was too sudden.
B school cooks had to be retrained.
C children naturally want to eat junk food.



Use of English

Part 3 Word formation

- 1 Read the text below quickly and decide which summary, a or b, is the most suitable.
- a A short workout is better than no workout.
b A short workout is better than a long workout.
- 2 For questions 1–10, read the text again and use the words given in capitals to form a word for each gap.

a quick workout

For those with (0) insufficient time to spend hours working out in the gym, there is some good news. Fitness enthusiasts can (1) reduce their fitness workout time by two-thirds, according to recent research. Gym (2) has soared in recent years, much to the delight of the health and fitness industries, and doctors are hoping the (3) will encourage even more people to take up exercise.

The results suggest that it is not (4) to spend long and exhausting hours exercising when working out for a shorter time and more (5) achieves the same results. Participants were required to cut their exercise time, but increase the level of (6) of their workout. Those who exercised for the shorter time found that a significant (7) in body fat had occurred. Experts believe that this proves that a streamlined exercise programme is more (8) and also gives you more free time.

Some (9) point out, however, that in order to achieve goals like these, you need a good level of fitness before tackling exercise of such (10)

- | | |
|--------------|-------------|
| 0 SUFFICIENT | 6 DIFFICULT |
| 1 EFFECT | 7 REDUCE |
| 2 MEMBER | 8 BENEFIT |
| 3 FIND | 9 CRITICISE |
| 4 PRODUCE | 10 INTENSE |
| 5 ENERGY | |

Part 4 Gapped sentences

- 3 Think of one word only which can be used appropriately in all three sentences. The word appears in the text opposite.
- The was challenging for even the brighter students.
- Without regular we put on weight much more easily.
- When I was learning to play the piano I had to repeat the same again and again.
- 4 Which of these words below can be used appropriately in all three sentences (a–c)?
- news novel story tale
- a The is about a young man who travels round the USA.
- b Wait until you've heard both sides of the before you make a judgement.
- c Today's front page concerns revelations about the travel industry.
- 5 Look up the words not used in 4 in your dictionary. Write sentences to show at least two different meanings or uses of the words.