

Key to all materials

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Unit 1 Language for studying

Task 1 Speaking

2. What is a person called who specialises in the subject? Which is the stressed syllable in the word?

Mathematician, historian, psychologist, chemist, sociologist, philosopher, linguist, physicist, economist, statistician, biologist

Task 2 Vocabulary

1. Complete the sentences with one of these verbs in the correct form.

skip attend revise re-sit do apply get study fail pass pay

- a) I hated maths at school. I didn't do any of the homework, neverpaid..... attention to the teacher andskipped..... classes whenever I could. Of course, the first time round Ifailed..... my exams and had toresit..... them the following year. The second time round Ipassed....., which I was really pleased about. It really boosted my confidence and I decided to ...apply..... to one of the better universities. To my amazement, I got in and I'm there now – studying maths!
- b) Marc's a very bright student. He alwaysstudied..... very well when he was at school. I'm sure he'llget..... a good degree, even though he doesn'tstudy... hard. Of course, he hardly everattends..... lectures orrevises..... the things we've done. I sometimes resent the fact he's so clever!

2. What is the one word all these expressions collocate with? **course**

intensive – introductory – intermediate – advanced – refresher – do – take – enrol on –
sign up for – withdraw from – drop out of – complete – pass – fail

Task 3 Idioms

Can you spot idioms about learning in the sentences below?

Can you guess their meaning?

(For more, go to <http://www.english-at-home.com/vocabulary/english-studying-vocabulary/>)

Unit 2 Language and culture

Task 1 Speaking

Think of answers for the questions below.

- How easy is it to learn a language? **4**
- Which languages are spoken most in the world? **3**
- How many languages are endangered? **1**
- What is the best way to learn a language? **2**

Task 2 Reading

Put the underlined words from the text above in the correct place in the table below.

Then add the words from below.

Ordering ideas Firstly Next subsequently	Additions Furthermore moreover	Contrast But on the other hand whereas while	Concession Although despite Nevertheless unless
Showing reason as due to since	Showing result So therefore	Showing purpose in order to	Exemplification for example for instance such as

- Complete the sentences with an appropriate linking word or expression. More than one answer may be possible.
 - It is hard to learn a language. _____ Nevertheless _____ many people make the effort.
 - _____ Although _____ he frequently travelled abroad, he never spoke a word of a foreign language.
 - _____ Since _____ he wants to study science, he is taking biology, chemistry and physics at school.
 - The population has risen dramatically and _____ therefore _____ there is pressure on housing.

- e) ____ Despite _____ learning various sports, the children said they hadn't got much exercise.
- f) You can study a number of courses, ____ for instance _____ art or interior design.
- g) The exam was tough ____ but _____ she passed it with flying colours.
- h) Students will not be excused from class _____ unless _____ they have a doctor's note.
- i) _____ While _____ James is very good at languages, his brother Tom is absolutely hopeless.
- j) The train was late _____ due to _____ snow.

Task 3 Grammar: Parallel change

e.g. "the younger they arrive, the quicker they are likely to learn"

Complete the gaps.

- The more you learn, the ...more..... you earn.
- The more you pay, thebetter..... quality you get.
- The older we get, the ...wiser..... we are.
- The more interesting a job is, the ...the more pleasure you get.....
- The nicer the food is, the ...better mood you have.....

Task 4 Listening – The Bilingual Brain

(https://www.ted.com/talks/mia_nacamulli_the_benefits_of_a_bilingual_brain#t-180929)

C) Watch and answer the questions:

- What are the different types of bilinguals? Compound, coordinate, subordinate
- What does the critical period hypothesis say about learning languages? Children learn easily because they use both hemispheres
- What advantages do bilinguals enjoy? Higher density of grey matter, later onset of disorders

Unit 3 Cause and Effect

Task 3 Identify the nouns and verbs relating to cause and effect in sentences 1-5.

- Reducing speed limits should **lead to** fewer deaths on the roads.
- The financial collapse was **triggered by** a computer failure.
- Ideas and discoveries from past civilizations such as the Greeks and Sumerians still have a **huge impact** on our lives today.
- The **main cause** of change in the modern world is not technological advances, but human imagination.
- Human behaviour has **contributed most to** the changes that we see in the planet today.

Task 4 Academic language Cause and Effect (2)

Compare the sentences below using the word *result* and notice the word class.

One **result of** long-term stress is a higher risk of cardiovascular disease. (noun)

Stress is a significant phenomenon. **As a result**, people are at a higher risk of cardiovascular disease. (adverbial)

Cardiovascular disease may occur **as a result of** long-term stress. (prepositional phrase)

Stress may **result in** cardiovascular disease. (verb)

Cardiovascular disease may **result from** stress. (verb)

Now complete the sentences with prepositions *in, of, from*.

1. Headaches may result from stress and dehydration.
2. One result of improving secondary school education is likely to be greater competition for university places.
3. Sudden adoption of a low-calorie diet may not result in weight loss as intended.
4. Arguably this phenomenon results from three major causes.

Task 5 Listening - Science of stress

Watch the video and note down:

- What are the main types of stress? Good, bad, physical, psychological
- What do they cause?
- How can we prevent stress-related diseases?
- Is stress always negative?

Check the vocabulary in italics:

Being stressed *takes a toll on* our bodies. **To cause damage gradually**

Cortisol gives us the fuel we need for that quick *physical boost*. – **a great improvement in physical activity usually for a short period**

Stress hormones are *kicking in*. – **to become activated**

Under chronic stress the body *releases* cortisol *continuously*. – **allow to flow freely all the time**

(<http://video.nationalgeographic.com/video/science/health-human-body-sci/human-body/science-stress-sci/>)

Task 6 Word formation. Cause or effect of stress?

- Headache
- Working under (**dangerous**) conditions
- Fatigue
- (**difficulty**) sleeping and concentrating
- Having unclear (**expectation**) of your work, or no say in the decision-making process
- Changes in sex drive
- Having to give speeches in front of colleagues
- (**irritation**)
- Upset stomach -- cramps, constipation, and diarrhoea
- Taking care of an elderly or sick family member
- Weight gain
- (**fertility**) problems
- Having a heavy workload or too much (**responsibility**)
- Being (**insecure**) about your chance for advancement or risk of termination

- Getting married
- Moving to a new home
- High blood pressure
- Increase in financial (obligation)
- Emotional problems - (depression), (anxiety), anger, grief, guilt, low self-esteem
- (loss) of a job

Unit 4 Physiology of exercise

Task 1 Anatomy

a) How many parts of the systems listed below do you know?

Cardiovascular system – blood, heart, vessels, arteries, veins, capillaries,...

Digestive system – mouth, tongue, saliva, esophagus, stomach, small and large intestine, anus,...

Endocrine system – adrenal glands, pineal gland, thyroid gland, parathyroid gland,...

Nervous system – nerve, axon, dendrite, brain, spinal chord, ...

Reproductive system – ovaries, uterus, vagina, testes, ...

Respiratory system – trachea=windpipe, bronchi, bronchiole, lungs

Skeletal-muscular system *shoulder blade*,...

Integumentary system - skin, nails, hair x hairs, sweat glands, sebaceous glands,...

Urinary system – kidneys, urethra, urinary bladder, ureter,

b) Can you guess the medical terms defined below?

1. controls movement, thought, memory and feeling brain
2. two bones that go from the base of the neck to the shoulders collar bones
3. layer of muscle between the lungs and the stomach to control breathing diaphragm
4. produces insulin, helps digestion pancreas
5. wide curved set of bones connecting legs and spine pelvis
6. nerves inside the spine connecting all parts of the body to the brain spinal cord
7. tissue joining a muscle to a bone tendon
8. any of the tubes that carry blood from all parts of the body towards the heart veins

Task 2 Reading

1. *improve-enhance, – maintain-keep, aid-help, stretch-extend, affect- influence*

2. *increase –reduce, contract – stretch, anaerobic- aerobic, lengthen - shorten*

Basic Physiology of Exercise

Aerobic Exercise

Benefits of Exercise

What is exercise?

Anaerobic Exercise

Heading 1:..... **What is exercise?**

Heading 2:..... **Basic Physiology of Exercise**

Heading 3:..... **Anaerobic Exercise**

Heading 4:..... **Aerobic Exercise**

Heading 5:..... **Benefits of Exercise**

c) Vocabulary

Study the examples from the text above and decide which of the two options in brackets better describes the word in italics in the given context:

1. Although muscle contraction is the *common* (*shared by many*/ *ordinary*) element of all forms of exercise, many other organs and systems are affected.
2. Contraction of skeletal muscles, the muscles under *conscious* (*voluntary*/*involuntary*) control, is the primary physiological event during exercise.
3. This type of exercise *involves* (*causes*/ *includes*) heavy work by a limited number of muscles, for example during weight lifting.
4. The supply of oxygen is *insufficient* (*enough*/*not enough*) for aerobic metabolism, resulting in a *substantial* (*small*/*great*) oxygen debt.
5. This form of exercise uses several major muscle groups throughout the body, resulting in greater demands on the cardiovascular and respiratory systems to *supply* (*give*/ *receive*) oxygen to the working muscles.
6. It is clear that regular exercise, along with a generally healthy lifestyle, is *beneficial* (*good* *for you*/ *not good for you*).

Task 3 Grammar: Gerund and Infinitive

Study the sentences below

...studies on this topic are very *difficult to perform*...

... exercise *aids in reducing* weight...

... muscles are not *designed to* actively *lengthen*...

a) Complete the gaps:

1. The uses ofing.....

- after prepositions, e.g. *after, before, in, by*, etc.
- as a noun, e.g. *He likes hosting parties*.
- after certain verbs, e.g. *hate, mind, enjoy*, etc.

2. The uses ofinfinitive.....

- after adjectives, e.g. *ready, pleased, great*, etc.
- after certain verbs, e.g. *decide, agree, hope*, etc.
- to show purpose, e.g. *I'm here*

b) Complete the sentences:

We stopped to take photos (meaning: we stopped doing something in order to take photos

We stopped taking photos (meaning: we stopped taking photos and started doing something else

c) Complete the gaps with the correct form of the verb in brackets:

1. You need to speak to Mrs. Jones, she is responsible for (dealing) with new clients.
2. There's no point in (complaining) – he won't change his mind.

3. The book was so interesting that I kept on..... (reading).
3. The computer was not working so I tried (restarting).
4. After doing the first exercise I gave up..... (trying).
5. Unfortunately, we failedto.... (win) the contract.
6. Have you considered (looking) for another job?
7. I look forward to (hearing) from you soon.
8. He forgotto..... (send) his application.
9. The college principal promisedto.... (look) into the matter.

Unit 5 Fitness and medical problems

Task 1 Fitness

Match the components of fitness from above with their definitions:

..... *Cardiorespiratory endurance*is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity. To improve it, try activities that keep your heart rate elevated at a safe level for a sustained length of time such as walking, swimming, or bicycling. Start slowly with an activity you enjoy, and gradually work up to a more intense pace.

..... *Muscular strength*is the ability of the muscle to exert force during an activity. The key to making your muscles stronger is working them against resistance. If you want to gain muscle strength, try exercises such as lifting weights or rapidly taking the stairs.

..... *Muscular endurance*is the ability of the muscle to continue to perform without fatigue. To improve it, try cardiorespiratory activities such as walking, jogging, bicycling, or dancing.

Body compositionrefers to the relative amount of muscle, fat, bone, and other vital parts of the body. A person's total body weight (what you see on the bathroom scale) may not change over time. But the bathroom scale does not assess how much of that body weight is fat and how much is lean mass (muscle, bone, tendons, and ligaments).

Flexibilityis the range of motion around a joint. In the joints it can help prevent injuries through all stages of life. If you want to improve this skill, try activities that lengthen the muscles such as swimming or a basic stretching program.

Task 2 Benefits of exercise

a) Complete the text using the first and last letters of the word:

To summarise, regular exercise improves blood **circulation**, prevents and manages high blood **pressure**, keeps **weight** under control and improves your **strength** and flexibility. Furthermore, physical activity improves your self-**image**, as well as the ability to sleep well, manage **stress** and tension.

Task 3 Illness and exercise

Physical activity is good for our bodies in many ways. However, there are times when illness makes some type of exercise difficult or unwise. On the other hand, there are specific exercises that can be used to help with particular conditions.

- a) **Read the recommendations for people with one specific condition – can you guess which one it is? Advice for a cardiac**

Start gradually if you are not used to regular exercise. Make sure you have a snack or drink of water when you need it, as becoming dehydrated will make you feel worse. If at any point you feel pain in your chest, arms or neck, stop exercising and rest. You must be careful about the exercise you take, especially aerobic exercise. Overdoing it will put a strain on the damaged tissue and could bring on angina.

Task 4 Modals

- a) **Match phrases with similar meaning:**

You don't have to... **3**

He was able to... **1**

May I ...? **2**

Shall we ...? **7**

You mustn't ... **4**

You should ... **5**

They had to... **6**

1 He managed to...

2 Do you mind if I...?

3 It isn't necessary for you to...

4 It is forbidden ...

5 You are supposed to...

6 It was necessary for them to...

7 Let's ...

b) **Modals expressing certainty****certain** - *must*E.g. *It must be true.***possible** – *may/might**It may be true.***unlikely** – *can't**It can't be true.***Complete the gaps with modal verbs must/ may/ might/ can't:**

I'll probably be going to the conference so I ...might..... see you there.

John is sweating and can hardly speak. Hecan't..... be very well.

I'm sure it's true. It simplymust..... be true.

Oh, youmust..... be Mrs. Blunt. Nice to meet you.

Jenny is on an assignment in Bali, shecan't..... be in her office now.

You can't be serious. Youmust..... be joking.

c) **We use *should(not) have + past participle* to talk about and criticise things we did and didn't do in the past. **Additional examples****E.g. *They should have thought more carefully before putting the information on social media.**He shouldn't have used that language at a job interview.***Comment on these sentences using *should have + past participle*:**

- Angela didn't follow the doctor's advice and didn't take her medicine.
.....She should have taken her medicine.
- Paul didn't study for his exams. He spent his evenings going out with his friends.
.....He should have studied for exams.
- Jenny neglected warm-up .
.....She shouldn't have neglected warm-up.
- Tom didn't drink enough water on a hot day.
.....He should have drunk more water.

c) **Past modals****Rewrite the following sentences using *may, may not, can't and must + have* without changing the meaning (there may be more possibilities):****Example:** I'm sure it was love.

Itmust have been love.....

- One thing is for sure - they made a mistake.
They...must have made a mistake.....
- It is possible that they sold the house.
They ...might have sold the house.....
- I am not quite sure if she gave up her job.
Shecould have given up the job.....
- Maybe they did not finish the work.
They might not have finished the work.....

5. He certainly did not give his speech yesterday.
He ..can't have given his speech yesterday.....

Unit 6 HEART DISEASE

Task 2A

- _3_ A How has the change in attitude affected people's behaviour?
4 B How are attitude and behaviour changes affecting people's health?
2 C How are people's attitudes changing?
1 D What are the effects of these discoveries about heart disease?

Heart Disease and Changing Attitudes

Task 2B

Identify the sentence that best expresses the main idea of the article.

- a) As a result of information about the causes of heart disease, people are changing the way they think about health care and are leading healthier lives.

Task 2C

Look back at the article to answer the following questions.

1. What factor does the writer NOT associate with heart disease?
a) Unhealthy food
b) Cigarettes
c) Poverty
d) Lack of regular exercise

2. The article suggests that doctors in the past did not always inform their patients about the importance of exercise and good nutrition for health. **True** or false?
3. What **change in attitude** does the writer describe?
4. It is still too early to see results from the change in attitude that the article describes. True or **false**?

Task 2D

Find words in the article that are similar in meaning to the following:

- To be connected with something (par. 1) associated
- To give special importance to sth. (par. 1) emphasize
- Knowing sth. (par. 2) awareness
- Enough (adjective) (par. 2) sufficient
- A change in position or direction (par. 3) shift in attitude
- Happened, existed (par. 3) occurred
- A feeling of being uncertain or not believing sth. (par. 4) doubt
- Helpful effect (par. 4) benefit

Task 3 Listening

1. We know smoking is dangerous but how exactly do cigarettesharm..... us?
2. As we inhale smoke, over 5 000 substances get in contact with the body's ...tissues.....
3. Smoke also damages nerve-endings in the nose, which causesloss..... of smell.
4. Inside the airways and lungs, smoke increases thelikelihood..... of infections.
5. Alveoli enable theexchange..... of oxygen and carbon dioxide.
6. Smoking can lead to oxygendeprivation..... and shortness of breath.
7. The release of hormones makes smoking highlyaddictive.....
8. Nicotine causes constriction of bloodvessels.....
9. Smokers are more likely to suffer heart attacks andstrokes.....
10. Smoking compromises the body'sability..... to fight many cancers.

Unit 7 Sport injuries

More than 10 million sports injuries occur each year. Most sports injuries are due to either traumatic injury or overuse of muscles or joints.

Wounds

A **wound** is any break in the skin or body surface. **Cuts** can be caused by sharp edges such as jewellery or stones. When the skin is cut, the blood vessels at the wound edges are cut straight across, so blood loss is very likely. **Grazes** are wounds in which the top layers of skin are scraped off. Grazes

are commonly caused by a sliding fall (trip on a running track) or friction burn (hands sliding along a rope).

Bone injuries

A **fracture** is a break or crack in the bone. Bones can break when a *direct impact* is received (hockey stick striking the shin) or *indirect force* is produced by a twist or a wrench (a trip or stumble).

Joint/Muscle Injuries

Sprain (vyron, podvrtnuti)

Injury to a ligament at, or near, a joint. It is often the result of a sudden or unexpected wrenching movement at the joint that pulls the bones within the joint too far apart and tears the tissues surrounding the joint.

Strain (namozeny sval)

Overstretching of the muscle, which may result in a partial tearing.

Deep bruising (soft tissue injury)

These injuries are usually accompanied by bleeding into the damaged area, which can lead to pain and swelling.

Rupture

Complete tearing of the muscle, which may occur in the fleshy part or in the tendon.

Heat Exhaustion (upal, uzeň)

Heat exhaustion, an advanced condition of *hyperthermia*, is very common in marathon runners; especially in hot, humid conditions. The body temperature rises, which makes blood rush to the skin to cool it down. This makes less blood available to the working muscles and so extreme tiredness, breathlessness and dizziness occurs.

Unconsciousness

Unconsciousness occurs from an interruption of the brain's activity.

Shock

The circulatory system distributes blood round the body, so that oxygen and nutrients can be fed into the tissues. When the system fails, circulatory shock will develop. If not treated immediately, vital organs such as the brain may fail. A typical cause of shock is a blow to the chest (winding).

Symptoms include: cold and pale skin, shaking or chills, chest pain, a weak but rapid pulse, shallow breathing, dizziness or general weakness, vomiting, unconsciousness.

Test your knowledge of injuries. Mark the following statements True (T) or False (F).

1. A wound where the top layers of skin are scraped off is called a rupture. **T/F**
2. Both sprains and strains affect muscles. **T/F**
3. Hypothermia occurs when the body is exposed to excessive heat. **T/F**
4. A player who is winded and knocked to the ground could go into shock. **T/F**

5. Shock occurs when blood pressure drops and the organs do not receive enough blood.

T/F

Task 3 Vocabulary

Complete the sentences with the words below.

1. My ankle is very..... *swollen*
2. Do you *bleed* easily?
3. I've *sprained* my wrist.
4. This *wound* was caused by flying glass.
5. The *bruise*will disappear in a few days.
6. The operation only left a small *scar*
7. Look where the cat *scratched* me.
8. His injuries are all fairly..... *minor*
9. Are you in..... *pain*? Do you need an Aspirin?
10. I've got a terrible..... *blister*on my foot.
11. He lost consciousness as a result of a blow to the head and was taken to hospital with ... *concussion*

Task 4 Grammar and reading

A) Complete the gaps with the correct forms of the verbs in brackets.

Petra Kvitova: 'I'll never forget the attack but I'm trying to love my new hand'

Exclusive by Claire Bloomfield, Sat 16 Dec 2017, The Guardian

The *grisly details* of the terrifying knife attack that ...turned..... (turn) Petra Kvitova's life upside down almost exactly a year ago are barely comprehensible. Watching her on the practice courts at the Sparta Praha Tennis Club, it is almost impossible to detect the effects from *injuries so severe* some experts believed the two-times Wimbledon champion would never *resume her career*; she ...stil suffers..... (still suffer) from nerve damage to her playing hand and cannot entirely *clench her fist* or feel two of her fingers.

Kvitova puts down her racket to take a break from *back-to-back practice sessions* on the indoor courts and makes her way upstairs to a small meeting room with her coach, Jiri Vanek, a kit bag slung over her athletic 6ft frame.

After a brief and cheerful exchange in Czech with Vanek, whom shehired..... (hire) only a few weeks before the attack, she pulls up a chair by the window overlooking the tired and rusty clay courts below. There is an air of confidence about her as she *matter-of-factly discusses* the next steps in her recovery before revealing the full physical and mental trauma of an attack that left her terrified to hold a racket again after career-saving surgery and *a gruelling rehabilitation*.

“It will probably take more than a year to get full movement back, I’m not sure,” Kvitova says. “For tennis and for life, it’s good. I ...have done..... (do) everything that I could but there is still some space to improve it. I hope that with more time I will be even stronger. I am happy that [throughout the recovery] I was always looking forward (always look forward) to the better tomorrows.”

The tennis club is some 260km west of Kvitova’s former apartment in Prostějov in the Czech Republic – where *the vicious encounter* with a knife-wielding intruder on 20 December last yeartook..... (take place).

Kvitovaspent..... (spend) a lot of time since then thinking about all of *the simple things that she perhaps took for granted*. As she begins to unravel the events of the past 12 months, it quickly becomes apparent that shedeveloped..... (develop) *a newfound appreciation* for life.

The physical scars that lace her playing handare healing..... (heal); the invisible scars have taken somewhat longer. Kvitova pauses briefly, as if to replay the moments when she *worked tirelessly* on a five-month rehabilitation programme, before suggesting: “If I wasn’t playing tennis I don’t think I could be as positive as I am now – but it’s not pleasant to see those flashbacks. It is a time that I try to forget but I know I will never really forget what happened. This experience has shown me how hard I can work if I need to and just how much of a fighter I am on and off the court.”

Unit 8 Diet and health

Task 2 Sports nutrition

Complete the text with suitable words, the first letter is given.

Peak performance requires commitment to training and a number of other aspects. Our **diet** - what we eat and drink - is one of the areas which can influence sports performance. Sports nutrition is the what, when and how much of food and f_____ we should consume.

Macronutrients and micronutrients

1. The keys to good nutrition are **balance**, *variety and moderation*. To stay healthy, your body needs the right balance of **carbohydrates, fats, and proteins** - the three main components of nutrition, or **macro** nutrients.
2. You also need micronutrients, that is **vitamins, minerals** and other **substances** from many different foods, and while some foods are better than others, no single food or food group has it all - so eating a variety of different foods is **essential**.

Moderation means eating neither too much nor too little of any food or **nutrient**. Too much food can result in **excessive** weight and even too much of certain nutrients, while eating too little can lead to numerous nutrient deficiencies and low body **mass**.

Task 4 Reading

Read the text and answer the questions below.

1 In recent years a large number of medical specialists and dieticians have *devoted* much effort to convincing us that just about everything we eat is bad for us. But now, if one accepts the findings of two recent international conferences held in San Francisco, there is some good news. Excellent health, increased longevity, and many simple pleasures of life are all available if you are prepared to follow “the Mediterranean Diet”, which is not so much a diet as a way of living.

2 Interest in the Mediterranean diet was first raised in the 1950’s, when researchers from Harvard University’s School of Nutrition became curious about why men and women on the islands of Crete and Sicily, many of whom lived well into their 80s, had one of the lowest *rates* of heart disease and cancer in the world.

3 They also noted a remarkably low rate of heart disease in other nations around the Mediterranean. *Incidences* of other diseases, such as breast and colon cancer, were also lower in the Mediterranean region, and in Greece and southern Italy *life expectancy* was about four years longer than in the U.S. or Northern Europe.

5 During more than 15 years of research, epidemiologists, who study large populations to identify “risk factors” for diseases, were unable to identify the *crucial* factors, which affected the health of these Mediterranean populations. Finally, in 1964, the researchers began to focus on what they identified as the “traditional Mediterranean diet”.

6 They noted that the core of traditional Mediterranean cuisine of the 50’s and 60’s was an abundance of fruits and vegetables as well as large quantities of bread, pasta, legumes, nuts, couscous, rice and other grains. The overall diet included very little meat and only moderate amount of fish, poultry and dairy products. Sweets played a small role in the dining habits of the people and fruits were the main form of dessert. The two most striking features of the Mediterranean diet were that olive oil *accounted for* as much as 40% of all of the fat consumed by most Mediterranean people and that they consumed wine with nearly every meal.

7 This and subsequent research resulted in the creation of the Optimal Traditional Mediterranean Diet Pyramid. The pyramid consists of nine levels, each representing the stress to be placed on various elements of the diet.

8 Red meat, at the pyramid’s pinnacle, is recommended only a few times per month. Sweets, poultry, eggs and fish are recommended a few times a week, and olives, olive oil, dairy products, beans, legumes, nuts, fruits and vegetables and whole grains including pasta and rice are recommended on a daily basis. The major focus at recent conferences has been on olive oil and wine.

9 According to prof. Walter Willet, olives and olive oil lowers levels of LDL, which is considered the *harmful* or “bad” cholesterol. Olive oil also contains high quantities of antioxidants, today’s nutritional miracle, and these are also thought to prevent heart disease.

11 As to the consumption of wine, the pyramid suggests that a *moderate* level of alcohol consumption, especially of red wine, also lowers the risk of heart disease and reduces overall mortality.

12 There are a few potential problems in all of this. Some point out, for example, that *advocating* a diet in which nearly 40% of the calories we take in comes from olive oil is problematic. Olive oil is pure 100% fat, and fat, no matter what its positive effects may be, is public health enemy number one.

Vocabulary

Complete the gaps using the words in italics from the text above. You may have to change their form.

account for advocate crucial devote harmful incidence
life expectancy moderate rate

12. It is _____ *crucial* _____ that people are aware of nutritional value of the food they eat.
13. Even _____ *moderate* _____ amounts of the drug can be fatal.
14. The _____ *life expectancy* _____ of the population has been increasing over the last decades.
15. I could only _____ *devote* _____ an hour a day to exercising.
16. Most people walk at an average _____ *rate* _____ of 5 km an hour.
17. The British market _____ *accounts for* _____ 30% of the company's revenue.
18. Many experts _____ *advocate* _____ rewarding children for good behaviour.
19. There is a high _____ *incidence* _____ of heart disease in men over 40.
20. These substances are known to be _____ *harmful* _____ to people with asthma.

Task 5 Speaking

a) Expressing opinion – phrases

Complete these phrases with the words below:

firmly – doubt – seems – opinion – convinced

I am _____ *convinced* _____ that...

I _____ *firmly* _____ believe...

It _____ *seems* _____ to me...

In my humble _____ *opinion* _____, ...

There is no _____ *doubt* _____ that...

Task 6 Listening

MYTHS YOU LEARNED IN HEALTH CLASS

(<https://ed.ted.com/featured/IzCL8SMP>)

Task 7 Phrasal verbs

Identify phrasal verbs in the sentences below. Can you guess their meaning?

I'm afraid we've **run out of** milk. Can you get some from the shop?

The cost of living in Oxford is **eating into** my savings.

Drink up! It's time to go.

Anger suddenly **boiled down in** him.

Some vegetarians **give up** eating meat primarily for ethical reasons.

The effects of the drug **wear off** after about an hour.

I've been **chewing the problem over** since last week.

The meeting **threw up** some interesting ideas.

(<https://dictionary.cambridge.org/>)

Unit 9 Research

Task 2 Talking about research

A) Match the expressions from below with their synonyms highlighted in the text:

confirm / do / go through / investigate / obtain / powerful / weak

Researchers **conduct do** research. In their research they **examine investigate** various phenomena. Researchers may look for, **collect obtain**, examine and consider data. The data they collect may suggest a conclusion. Researchers are happy if the data they find are **convincing powerful** and less happy if the data are **flimsy weak** or conflicting. They hope that the results of their analysis will **support confirm** their hypothesis. They **check go through** their facts most carefully before presenting them to others.

B) Prepare a short speech summarising the research you did for your bachelor/master thesis. You may use the following phrases:

The thesis ...

- discusses/deals with/analyses/considers/explains /describes/ introduces
- develops/presents/studies/ concentrates on
- covers/suggests/shows
- gives/aims to give an overview of
- offers a solution to
- serves as an introduction to

The main goal/purpose of the thesis is to.....

We carried out an analysis of...
 We measured...
 We gathered data from...
 An experiment was conducted to...

Results suggest that...

(<http://en.fel.zcu.cz/AE%20III%20Guidelines%20for%20Academic%20Writing/How%20to%20write%20a%20paper/Useful%20phrases.pdf>)

Task 3 Reading

Study the abstract below. Divide it into paragraphs and choose a heading for each of them. What do the results suggest?

Physical activity and the transition from school to university: A cross-sectional survey among university students in Germany (K. Diehl, J. Hilger)

Introduction

The transition from school to university may be accompanied by different changes in lifestyle. We aimed to investigate whether students' physical activity (PA) differs between school and university and which role change of residence plays.

Summary of facts and results

We analyzed data on 689 university students (69.5% female; mean: 22.7 years). The majority changed PA compared to school (less: 45.4%, more: 36.5%). Among those who were at the beginning of their studies and those who changed residence for the start of studies, the proportion of individuals having reduced PA was higher compared to their reference groups of students in higher semesters and students having not changed residence, respectively. Students visiting their hometown more frequently and staying there during semester break were more likely to have reduced PA.

Conclusion

Students who changed residence for starting studies seem to be a vulnerable group future intervention campaigns should focus on. Supporting those students to stay physically active during studies may be important to help them starting an active and healthy work life after graduation. Additionally, freshmen at universities may need more support to have the opportunity to stay physically active.

Task 4 Word formation

a) Complete the gaps with suitable forms of the words in brackets.

1. The data from the study wereunreliable / reliable..... (RELY).
2. Kelly conducted aninvestigation..... (INVESTIGATE) into sleep characteristics of children with autism.

3. Onedifficulty..... (DIFFICULT) with this approach is that a set of results may allow differentinterpretations..... (INTERPRET).
4. We shall nowbriefly..... (BRIEF) examine the evidence for the existence of dark matter.
5. Jenny Davidson did a great amount of research into earthquakeprediction..... (PREDICT).
6. Preston made only a minorcontribution..... (CONTRIBUTE) to modern psychology, but it was an interesting one.
7. It was an event of hugeimportance..... (IMPORTANT).
8. Incomparison..... (COMPARE) with his previous work, this paper is more significant.
9. The journal publishes a wide range of sports topics, with theexception..... (EXCEPT) of sport sociology.
10. In her paper Wadkova gives a detaileddescription..... (DESCRIBE) of the experimental procedure.

b) Form nouns from the verbs:

Freedom	choice	growth	knowledge	laughter	
loss					
marriage	pleasure	sale	speech	thought	
friendship					
appearance	behaviour	recover	analysis	discovery	explorer

Task 5 Conditionals

A) Study the examples and derive the rules from them:

Conditional I:

E.g.: She will submit her thesis if she finishes the data analysis.

E.g.: She will submit her thesis if she has finished the data analysis.

I:if + present tense, subject + will.....

Conditional II: She would submit her thesis if she finished the data analysis.

II: if + past tense, subject + would.....

Conditional III: She would have submitted her thesis if she had finished the data analysis.

III: if + past perfect tense (had –ed), subject + would have -ed

B) Complete the sentences:

I will complete my diploma thesis if ...

I would complete my diploma thesis in a few weeks if ...

I wouldn't have completed my bachelor thesis if ...

C) Transform the following sentences:

1. He hopes the statistician will process his data. Then he can interpret them.
He will interpret the data if the **statistician processes them.**
2. I have very little time. I can't complete my thesis this semester.
I could complete my thesis this semester if **I had more time.**
3. He studied really hard. He passed the state exams with flying colours.
He wouldn't have passed the state exams with flying colours if **he hadn't studied really hard.**