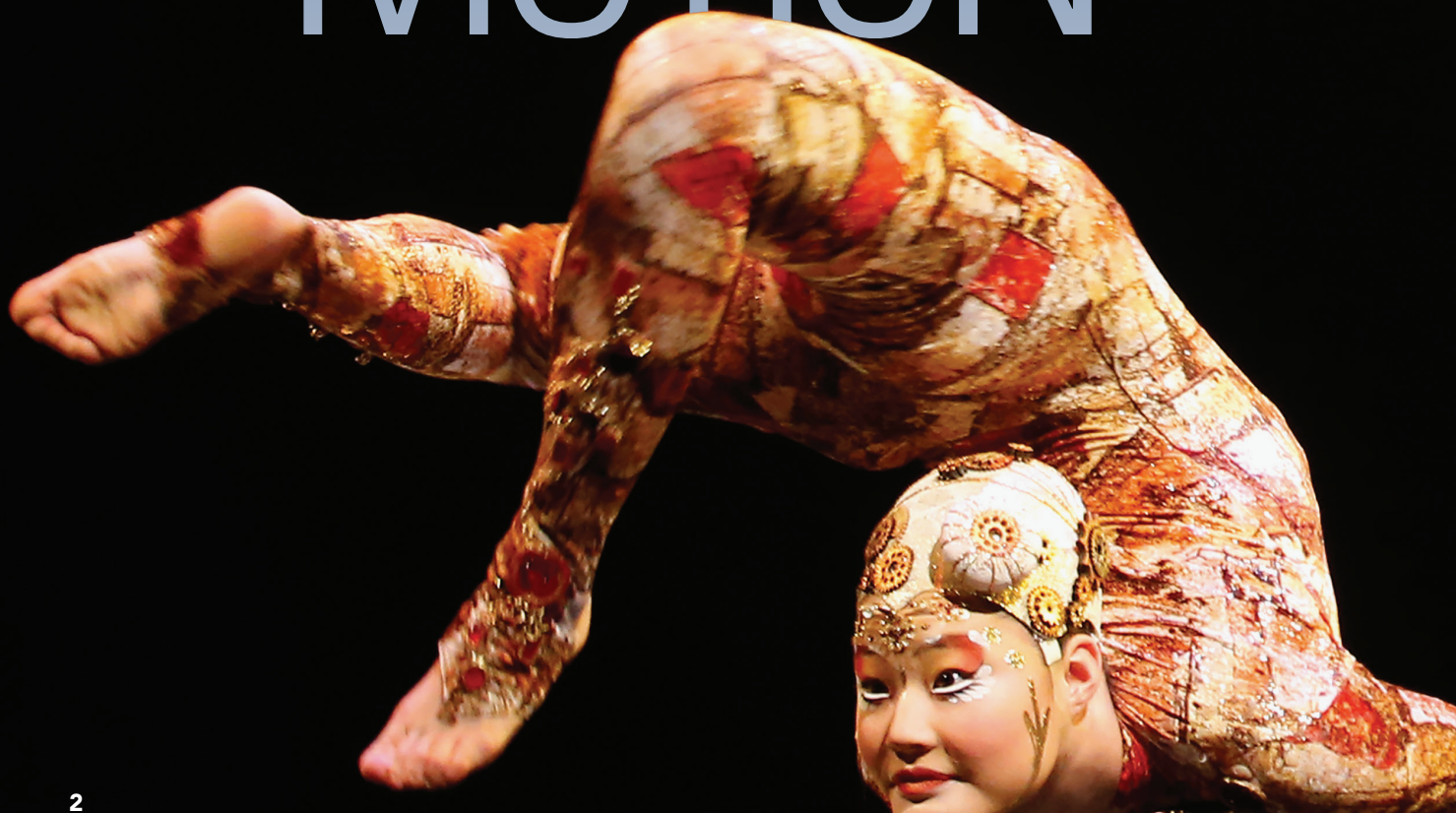


UNIT  
**ONE**

# THE BODY IN MOTION



2

The image shows two contortion artists performing a complex pose. They are wearing elaborate, colorful costumes with intricate patterns in shades of red, orange, and gold. The artist on the left is in a deep backbend, with her head touching her knees and her arms reaching up to support the other artist. The artist on the right is in a deep forward bend, with her head touching her ankles and her arms reaching up to support the first artist. The background is black, making the vibrant costumes stand out.

## FOCUS

1. What kind of exercise do you do to stay fit? Do you enjoy running? Yoga?
  2. How do you feel after you have exercised?
  3. Have you or has someone you know ever had an injury as a result of exercise? Explain your answer.
- 

Contortion artists perform during a *Cirque du Soleil* show in Madrid, Spain.



## READING 1

### Academic Vocabulary

to collapse	impact	to trace
distinct	reinforced	to transfer
fundamental	terrain	

### Multiword Vocabulary

to be known for	in the first place
to have an advantage over	not . . . at all
in an effort to	on the market
in shape	over the years

## Reading Preview

**A Preview.** Look at the photos on pages 6–8 and read their captions. Then discuss the following questions with a partner or in a small group.

1. Does anything surprise you about how these runners are dressed? Explain your answer.
2. How are the shoes in the photos different?
3. How far do you think you could run in the Tarahumara shoes?

**B Topic vocabulary.** The following words appear in Reading 1. Look at the words and answer the questions with a partner.

absorb	distance	motion
arch	force	sole
athlete	heel	stride
barefoot	marathon	

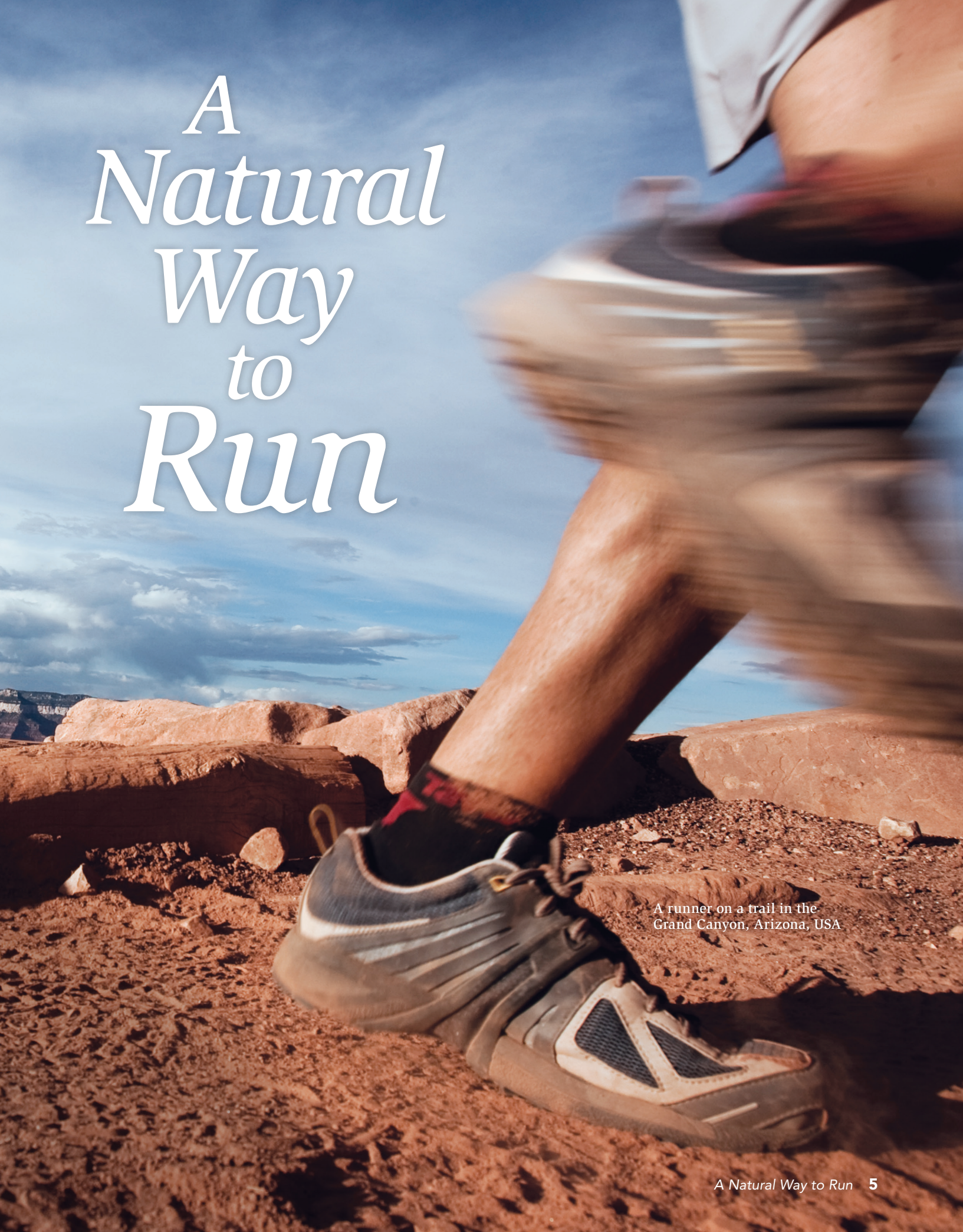
1. Which words refer to parts of the foot?
2. Which words are related to running?
3. Which words are connected to movement and energy?

**C Predict.** What do you think this reading will be about? Discuss each word in Exercise B and predict how it may relate to the reading.



*Millions of people around the world run for exercise. Do you know what kinds of shoes are best for running? You may be surprised by the answer.*



A full-page photograph of a runner's legs in motion on a rocky trail. The runner is wearing grey and white trail shoes and red socks. The background shows the rugged, layered rock formations of the Grand Canyon under a blue sky with scattered clouds. The text 'A Natural Way to Run' is overlaid in the upper left in a white serif font.

# *A Natural Way to Run*

A runner on a trail in the  
Grand Canyon, Arizona, USA





Everyone knows that running is a good way <sup>1</sup> to stay in shape. The simplicity of running appeals to many people. You don't need a lot of complicated or expensive equipment; you just need a good pair of running shoes. Well, that idea is changing. Some researchers suggest that perhaps you do not need shoes at all.

This is not a surprise to the Tarahumara <sup>2</sup> Indians, who live in northwestern Mexico. The rough terrain in their area makes it easier to travel on foot than by horse or by car. Traditionally, the Tarahumara were hunters. They followed their prey<sup>1</sup> over long distances, sometimes for days, until the animals became exhausted and

<sup>1</sup> prey: animals that are hunted





Tarahumarans running in simple rubber-soled shoes

collapsed. As a result, for the Tarahumara, running very long distances became part of daily life. They are known for their endurance, running races of 50 miles (80 kilometers) or longer. When Tarahumara athletes ran in the marathon at the 1968 Olympics, they did not understand that the race was over after only 26.2 miles, so they kept running. “Too short. Too short,” they complained.

But here is the amazing part: Tarahumara runners don’t wear running shoes. Tarahumara shoes are very simple. The sole is a piece of rubber held to the foot with homemade straps. These rubber soles protect against sharp objects, but they don’t provide any support or cushioning.

How is it possible that some of the best runners in the world don’t wear running shoes?

Scientific studies are beginning to point to something the Tarahumara have known for centuries: Human beings are built for running barefoot. In a recent study, researchers used a video camera to examine how athletes run when they are barefoot. The study revealed that barefoot runners land on the middle of their foot. When they do this, the arch of the foot absorbs the impact. Then that force is redirected back up through the leg.

As we look at the side view of a barefoot runner, we can begin to understand why this makes sense. The natural, barefoot stride has two distinct advantages over running in shoes. First, the raised arch is the foot’s natural shock absorber.<sup>2</sup> As the force of impact drives the foot toward the ground, the arch flattens and expands. It absorbs the energy of impact. Second, as the foot leaves the ground, that energy travels back up the leg. This helps the leg move upward into the next step. One way to understand this is to imagine the arch as a trampoline: The downward motion is redirected into an upward force, increasing the runner’s speed and efficiency (see Figure 1).

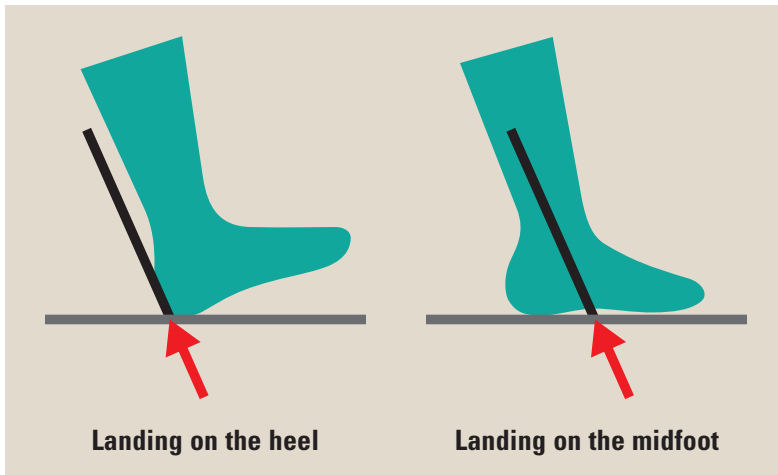
<sup>2</sup> *shock absorber*: a piece of equipment, usually on a car, that makes it more comfortable to travel over a bumpy surface

**Figure 1.** Downward Motion Leads to Upward Force





**Figure 2.** Comparison of Two Running Strides



The researchers also analyzed running with shoes. The study showed that runners in shoes usually land on their heels instead of the middle of their feet (see Figure 2). This creates two problems. First, the force of impact is not transferred into the upward leg as part of the motion of running. In fact, the heel acts like a brake, which slows the runner down. The second, more serious problem is that most of the energy is absorbed by the heel, which is not designed to handle this force. Various running injuries to the knee, calf, and foot can be traced to this repeated impact.

In an effort to prevent these common injuries, over the years shoe companies have designed special running shoes to reduce the impact of running and protect the heel. Many of these shoes have higher heels that are reinforced with air pockets, gel, or dense material that absorbs the impact to the heel. Unfortunately, recent research suggests that these shoes also encourage runners to land on their heels, which is what causes injuries in the first place.

In response to this more recent research, shoe companies have started to reconsider the fundamental design of running shoes. Walk into a sporting goods store today, and you will find sections that are devoted to “minimalist”<sup>3</sup> shoes. With a thin sole and heel, they are designed to encourage a runner’s natural stride. In other words, they are shoes that feel like no shoes. The increasing number of these shoes on the market is evidence of this new trend. It is clear that shoe companies and runners are beginning to accept the wisdom of the Tarahumara—barefoot may be best.

<sup>3</sup> *minimalist*: using the simplest form or structure





# READING COMPREHENSION

## Big Picture

**A** Read the following statements. Check (✓) the four statements that express the main ideas of Reading 1.

- \_\_\_\_\_ 1. Some of the world's best endurance runners do not wear running shoes.
- \_\_\_\_\_ 2. Landing on your heels can slow you down and cause injury.
- \_\_\_\_\_ 3. The arch is the foot's natural shock absorber.
- \_\_\_\_\_ 4. Shoe companies need to keep up with the latest research on running.
- \_\_\_\_\_ 5. Running barefoot—or almost barefoot—is better for your body.
- \_\_\_\_\_ 6. Higher heels are not the best solution to running injuries.
- \_\_\_\_\_ 7. A natural stride—that is, landing on the middle of the foot—is faster and healthier.
- \_\_\_\_\_ 8. Tarahumara athletes use a piece of rubber with straps as shoes.

**B** Which statement in Exercise A best expresses the main idea of the *whole* reading?

## Close-Up

**A** Choose the best answer for each of the following questions. In some cases, two answers are correct.

1. How did the Tarahumara hunt animals?
  - a. They shot them from a great distance.
  - b. They ran after them for a long distance.
  - c. They waited for them to get tired.
2. What is the purpose of the Tarahumara's shoes?
  - a. Protection from impact
  - b. Cultural expression
  - c. Protection from rocks or other sharp things
3. How long was the race that Tarahumara athletes ran in 1968?
  - a. 26.2 miles
  - b. 50 miles
  - c. Hundreds of miles
4. What part of a barefoot runner's foot hits the ground first?
  - a. The heel
  - b. The middle of the foot
  - c. The toes
5. Why is running barefoot superior to running in shoes?
  - a. It allows the foot and leg to absorb the impact.
  - b. It is more efficient.
  - c. It uses more energy.
6. According to paragraph 5 and Figure 1, how is jumping on a trampoline similar to running?
  - a. It is the same motion as running.
  - b. Athletes enjoy both activities.
  - c. Both actions change a downward force into an upward force.



7. What is the effect of landing on your heel?
  - a. It slows you down.
  - b. It transfers the impact.
  - c. It absorbs all of the impact in one small place.
8. According to the reading, what causes most running injuries?
  - a. Sharp objects
  - b. Repeated impact
  - c. Badly designed shoes
9. What is the effect of using running shoes with reinforced heels?
  - a. They protect runners' heels from impact.
  - b. They encourage runners to land on their heels.
  - c. They improve runners' stride.
10. What name would you choose if you wanted to sell minimalist shoes?
  - a. High-Impact Shoes
  - b. Barefoot Shoes
  - c. Gel Shoes

**B** Compare answers to Exercise A with a partner. Explain your answers.

## Reading Skill

### Connecting Visual Materials to a Text

Understanding illustrations, photos, maps, and other visual materials can help deepen your understanding of a text. It is useful to "read" these visual materials before you read the text. Then, as you read the text, look for connections to the visuals. See how the visual materials explain or illustrate concepts in the text. Taking time to look closely at visual materials will improve your comprehension.

**A** Answer the following questions about the photos and illustrations in Reading 1. Give the paragraph numbers.

1. Look at the photo at the bottom of page 6. What paragraph does it help you understand? \_\_\_\_
2. Look at the photo of the shoes at the bottom of page 8. What paragraphs does it help you understand? \_\_\_\_
3. What paragraph does Figure 1 help you understand? \_\_\_\_
4. What paragraph does Figure 2 help you understand? \_\_\_\_

**B** Compare answers to Exercise A with a partner. Then discuss the following questions.

1. Which visual materials helped you the most in understanding the reading?
2. Would you be able to understand the reading without them?
3. If you could add one more photo or illustration to help you understand the reading, what would it be?





## VOCABULARY PRACTICE

### Academic Vocabulary

**A** Find the words in bold in Reading 1. Use the paragraph numbers to help you. Then use the context to help you match each word to its correct definition.

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| _____ 1. <b>terrain</b> (Par. 2)     | a. basic and centrally important   |
| _____ 2. <b>collapsed</b> (Par. 2)   | b. made stronger                   |
| _____ 3. <b>impact</b> (Par. 4)      | c. moved from one place to another |
| _____ 4. <b>distinct</b> (Par. 5)    | d. force                           |
| _____ 5. <b>transferred</b> (Par. 6) | e. fell down suddenly              |
| _____ 6. <b>traced</b> (Par. 6)      | f. kind of land                    |
| _____ 7. <b>reinforced</b> (Par. 7)  | g. connected back to               |
| _____ 8. <b>fundamental</b> (Par. 8) | h. clear and easy to notice        |

**B** Choose an academic word from Exercise A to complete each of the following sentences.

- The \_\_\_\_\_ of the falling tree broke the window.
- She \_\_\_\_\_ her family history all the way to its origins in Ethiopia.
- Although there is no signature, the style of the painting is quite \_\_\_\_\_. Experts are certain that it is the work of Picasso.
- The buildings did not fall in the earthquake because their walls were \_\_\_\_\_ with steel.
- The first and most \_\_\_\_\_ principle of medicine is not to hurt patients.
- Last month he \_\_\_\_\_ his savings and checking accounts to a new bank.
- A major storm hit the town and many of the older buildings \_\_\_\_\_.
- Some cars can be driven on all different kinds of \_\_\_\_\_, from rocky mountains to sandy beaches.



**C** The words in bold show academic words from Exercise A and words they often appear with. Complete the sentences with your own ideas.

1. He decided to **transfer** his **money** \_\_\_\_\_.
2. You can **trace** the **history** of \_\_\_\_\_ to \_\_\_\_\_.
3. \_\_\_\_\_ through **rough** mountain **terrain**.
4. \_\_\_\_\_ was **reinforced with** extra wires.
5. \_\_\_\_\_ the **impact** of the **crash**.
6. There is a **fundamental difference** between \_\_\_\_\_ and \_\_\_\_\_.
7. \_\_\_\_\_ several **distinct characteristics**.
8. \_\_\_\_\_ **collapsed under** the weight of the snow.

## Multiword Vocabulary

**A** Find the multiword vocabulary in bold in Reading 1. Use the paragraph numbers to help you. Then use the context to help you figure out the meaning and match each item to the correct definition.

- |   |  |
|---|--|
| _____ 1. <b>in shape</b> (Par. 1)                         | a. for sale                                    |
| _____ 2. <b>not . . . at all</b> (Par. 1)                 | b. in good health or condition                 |
| _____ 3. <b>are known for</b> (Par. 2)                    | c. in order to try to                          |
| _____ 4. <b>has two distinct advantages over</b> (Par. 5) | d. in the beginning, in the original situation |
| _____ 5. <b>in an effort to</b> (Par. 7)                  | e. is better in some specific ways             |
| _____ 6. <b>over the years</b> (Par. 7)                   | f. over a period of time                       |
| _____ 7. <b>in the first place</b> (Par. 7)               | g. are familiar to many people because of      |
| _____ 8. <b>on the market</b> (Par. 8)                    | h. not in any way or any form                  |

**B** Complete the following sentences with the correct multiword vocabulary from Exercise A. In some cases, you need to change the word form.

1. Running \_\_\_\_\_ exercising in a gym. It's cheaper and doesn't require equipment.
2. \_\_\_\_\_, she has begun to look more and more like her mother.
3. The house has been \_\_\_\_\_ for two years, and it hasn't sold yet.
4. There was over a foot of snow in January, but in February, it did \_\_\_\_\_ snow \_\_\_\_\_.
5. Belize and the Bahamas \_\_\_\_\_ for their beautiful beaches and spectacular diving.
6. \_\_\_\_\_ reduce pollution, Mexico City does not permit drivers to use their cars one day every week.
7. It's no surprise that the mayor is in jail. I never trusted him \_\_\_\_\_.
8. There are many different ways to stay \_\_\_\_\_. Some people swim, others play tennis, and some people like to dance.





## Use the Vocabulary

Write answers to the following questions. Use the words in **bold** in your answers. Then share your answers with a partner.

1. Many people, especially children and teenagers, do not get enough exercise. How can society **reinforce** good habits such as walking instead of driving, and reducing sugar and fat in our diets?
2. What do you do to stay **in shape**? Has your exercise routine changed **over the years**?
3. Do you think some forms of exercise **have an advantage over** others in helping you stay fit? Explain your opinion.
4. Health experts say that too many people in developed countries are getting fat. **In an effort to** address this problem, many schools do not allow children to buy candy or unhealthy snacks and drinks. Do you agree with this policy?
5. Do you watch sports? Do you think sports such as soccer and baseball have a **fundamental** value? What kind of **impact** do they have on society? Explain your opinion.
6. What sports **is** your country or city best **known for**?

## THINK AND DISCUSS

Work in a small group. Use the information in the reading and your own ideas to discuss the following questions.

1. **Summarize.** How have the Tarahumara become such incredible long-distance runners?
2. **Apply knowledge.** One running expert suggests this experiment: *Find an old video of a runner when he or she was a young child running around. It is likely that the child has a natural stride. Then watch the runner as an adult. It is likely that the runner has lost the natural stride.* Why do you think runners often lose the ability to run naturally, as they did when they were children?
3. **Apply knowledge.** Try running for a short distance. Which part of your foot do you land on? On your heel or the middle of your foot? Then try to change your stride and the part of your foot you land on. How easily could you change the way you run?
4. **Predict.** Do you think minimalist shoes are just a fashion that will soon pass? Or, do you think they will become a common running shoe? Explain your answer.



## READING 2

### Academic Vocabulary

to confirm	optimal	stability
intense	persistent	a strategy
motivation	a sensation	

### Multiword Vocabulary

to be the case	in a good mood
to conduct a study	in this way
an extended period of time	to play a role in
to have an edge over	positive feedback

## Reading Preview

**A Preview.** Scan Reading 2 and Table 1 on page 16 to find answers to the following questions.

1. What is a runner's high?
2. How fast can humans run?
3. Who is Dr. Raichlen?

**B Topic vocabulary.** The following words appear in Reading 2. Look at the words and answer the questions with a partner.

advantage	exercise	prey
ancestor	exhausted	speed
boost	hunting	survival
endurance	mammals	sweat

1. Which words are related to early humans?
2. Which words are related to running?
3. Which words are positive in meaning?

**C Predict.** What do you think this reading will be about? Discuss each word in Exercise B and predict how it may relate to the reading.

*You feel tired but good after exercising. Why does your body respond in this way? Find out how this response may be related to our distant past, when humans hunted animals on foot.*



A young man jumps across a path in the Golden Canyon, California, USA.





# THE RUNNER'S HIGH



Running fast, swimming far, biking hard. All of these are examples of intense physical exercise. Intense exercise for a long period of time may give you a sensation known as a “runner’s high.” This is a feeling of extreme happiness, or euphoria. After intense physical activity, the brain responds by releasing certain chemicals that increase your energy and put you in a good mood.

Why do humans have such a response? Did it give humans some advantage in the past? Scientists think this may be the case. They believe that this response to exercise may have helped early humans to survive. Survival depended on hunting successfully and escaping enemies. Both required a lot of running. However, human beings are not very fast, compared to many other mammals. For example, the cheetah can reach speeds of up to 70 miles per hour (about 112 kilometers per hour). Even bears can get up to about 35 mph (56 kph). Fast human runners can only manage around 20 mph (32 kph), and they can only run this fast for a short distance. Although we are slower than many other mammals (see Table 1), we do have an edge over them.

Our edge is endurance. We may not be fast, but our bodies are designed to run for an extended period of time. Our long legs use energy efficiently, and our broad shoulders help maintain balance and stability over long distances. Millions of sweat glands<sup>1</sup> and lack of fur help keep the body cool during vigorous exercise. Endurance would have been very important to our ancestors because they could not outrun the animals that they hunted. Instead, early hunters were persistent. Their strategy was to separate one animal from a herd. Then they would follow the animal until it collapsed from exhaustion. In this way, they were able to hunt animals that were bigger, stronger, and faster. Scientists believe the runner’s high very likely gave early humans the necessary energy and motivation during long hunts. Even when they

<sup>1</sup> sweat glands: small organs in the skin that produce perspiration. They help cool the body.



were exhausted, this kept them going until they captured their prey.

David Raichlen, an anthropology professor at the University of Arizona, conducted a study of mammals for whom running was once a survival strategy. He wanted to confirm that this response—the runner’s high—is characteristic of such mammals. He compared running mammals such as humans and dogs with mammals that don’t need to run for long periods in order to survive. For the second group, he chose ferrets, which sleep up to 21 hours a day and run only

Table 1. Maximum Speeds of Animals

Animal	Maximum Speed (mph)	Animal	Maximum Speed (mph)
Cheetah	70	Bear	35
Lion	50	Cat	30
Horse	50	Elephant	25
Dog	45	Human	20
Zebra	40	Mouse	8

Source: Texas Parks and Wildlife/Factmonster





for brief periods. After 30 minutes of exercise, the humans and dogs showed an increase in the brain chemicals that create the runner's high. The ferrets' brains showed no such change. Raichlen concluded that humans and dogs are not only born to run, they are also hardwired<sup>2</sup> to like it. They get positive feedback in the form of pleasure from intense and prolonged exercise.

It is true that the runner's high no longer <sup>5</sup> plays a role in modern hunting. However, it may help modern humans to stay in shape. With extended exercise, there is a boost in mood and energy, which may motivate people to continue exercising. Prolonged exercise improves the condition of the heart and lungs and helps maintain an optimal weight—characteristics of long, healthy lives. The runner's high helped our ancestors to survive; it may just do the same for us today.

<sup>2</sup> *hardwired*: designed to automatically behave in a certain way

## READING COMPREHENSION

### Big Picture

**A** The following statements are the main ideas of each paragraph in Reading 2. Write the correct paragraph number next to its main idea. One of the statements is *not* a main idea from the reading. Write an X next to this statement.

- \_\_\_\_\_ 1. The brain's response to running probably helped early humans to survive.
- \_\_\_\_\_ 2. For early humans, endurance was important for successful hunting.
- \_\_\_\_\_ 3. The brain's response to exercise can be as helpful today as it was in the past.
- \_\_\_\_\_ 4. Running is an important strategy for all mammals.
- \_\_\_\_\_ 5. Intense exercise can make you feel good.
- \_\_\_\_\_ 6. A study showed that with both dogs and humans, the brain's response to exercise is pleasure.

**B** Read the following statements. Check (✓) the statement that best expresses the main idea of the *whole* reading.

- \_\_\_\_\_ 1. Endurance helped early humans to survive by improving their hunting.
- \_\_\_\_\_ 2. Human beings have always enjoyed running, and they still do today.
- \_\_\_\_\_ 3. Long-distance running helped early humans survive, and it continues to be a beneficial activity today.
- \_\_\_\_\_ 4. The human body has adapted an ability to run for long distances.



## Close-Up

- A** Decide which of the following statements are true or false according to the reading. Write *T* (True) or *F* (False) next to each one.

- \_\_\_\_\_ 1. A walk in the park is likely to result in a runner's high.
- \_\_\_\_\_ 2. The brain's response to running is a recent change in human development.
- \_\_\_\_\_ 3. Bears can run almost twice as fast as humans.
- \_\_\_\_\_ 4. Humans can run at high speeds.
- \_\_\_\_\_ 5. Running for long distances was an important survival strategy for early humans.
- \_\_\_\_\_ 6. Early humans were only able to hunt smaller, slower animals.
- \_\_\_\_\_ 7. The runner's high contributes to endurance.
- \_\_\_\_\_ 8. Like humans, ferrets have had to run to survive.
- \_\_\_\_\_ 9. Dogs also get a runner's high.
- \_\_\_\_\_ 10. The runner's high no longer has a function in our lives.

- B** Work with a partner or in a small group. Change the false statements in Exercise A to make them true.

## Reading Skill

### Connecting Ideas with Signal Words: *this*, *these*, and *such*

In texts, you will notice adjectives, adverbs, and pronouns such as *this*, *these*, and *such* often connect ideas across sentences. These words refer to ideas that appear earlier in the text.

- *This* and *these* may refer to either a noun phrase or a longer piece of text that expresses an entire idea or concept.

*Health professionals recommend that everyone should get 30 minutes of exercise a day. This is easy to accomplish by walking or biking to work or school.*

- *Such* also refers to noun phrases that appear earlier in the text, but it has the meaning of *like that/those*. In the example below, *such suggestions* means *suggestions like those*.

*Health professionals have also suggested that **adults reduce the amount of salt and fat in their diets**. Unfortunately, such suggestions are often ignored.*

- A** Find and underline the instances of the signal words *this* (7), *these* (1), and *such* (3) in the reading.

- B** Read the sentences that precede the signal words you underlined in Exercise A. For each signal word, find the word, phrase, or idea that it refers to. Fill in the chart below. The first one is done for you.

Signal Word	What does the signal word refer to?
1. these (Par. 1)	<i>running fast, swimming far, biking hard</i>
2. this (Par. 1)	
3. such a (Par. 2)	
4. this (Par. 2)	
5. this (Par. 2)	
6. this (Par. 2)	
7. this (Par. 3)	
8. this (Par. 3)	
9. this (Par. 4)	
10. such (Par. 4)	
11. such (Par. 4)	

## VOCABULARY PRACTICE

### Academic Vocabulary

- A** Read the following sentences from Reading 2. Use the context of each word in bold to match it to its correct definition. Write the correct letter on the line before each sentence.

- |  |  |
|--|--|
| <p>_____ 1. Running fast, swimming far, biking hard. All of these are examples of <b>intense</b> physical exercise.</p> <p>_____ 2. Intense exercise for a long period of time may give you a <b>sensation</b> known as a “runner’s high.”</p> <p>_____ 3. Our long legs use energy efficiently, and our broad shoulders help maintain balance and <b>stability</b> over long distances.</p> <p>_____ 4. Instead, early hunters were <b>persistent</b>. Their strategy was to separate one animal from a herd. Then they would follow the animal until it collapsed from exhaustion.</p> <p>_____ 5. Their <b>strategy</b> was to separate one animal from a herd.</p> <p>_____ 6. Scientists believe the runner’s high very likely gave early humans the necessary energy and <b>motivation</b> to persist during long hunts.</p> <p>_____ 7. He wanted to <b>confirm</b> that this neurological response is characteristic of such mammals.</p> <p>_____ 8. Prolonged exercise improves the condition of the heart and lungs and helps maintain an <b>optimal</b> weight—characteristics of long, healthy lives.</p> | <p>a. feeling</p> <p>b. to show that an idea or belief is a fact</p> <p>c. the desire to do something</p> <p>d. serious; extreme</p> <p>e. the state of being fixed; unlikely to move or fall</p> <p>f. continuing to do something past the expected time</p> <p>g. ideal; the best</p> <p>h. planned actions for achieving a goal</p> |
|--|--|



**B** Choose an academic word from Exercise A to complete each of the following sentences. Notice and learn the words in bold because they often appear with the academic words.

- Everyone was excited because the snowstorm created \_\_\_\_\_ **conditions** for skiing.
- The company is very successful because it has developed an **effective** \_\_\_\_\_ for attracting new customers.
- There was \_\_\_\_\_ **pressure** during the week before the exam, but fortunately it did not last long.
- Before you act, you should \_\_\_\_\_ your **suspensions**. It is always better to be sure.
- You need to find a way to resolve this \_\_\_\_\_ **problem**. It has been going on for too long.
- True leaders often find the \_\_\_\_\_ **to continue** even when the situation looks hopeless.
- The 1980s were a time of **political** \_\_\_\_\_. There were not many significant changes or problems during that period.
- She felt a **strange** \_\_\_\_\_ in her stomach as the plane left the ground.

## Multiword Vocabulary

**A** Find the words in bold in Reading 2, using the paragraph numbers given. Then use the words from the box below to complete the multiword vocabulary.

an edge over feedback	mood period of time	role in study	the case this way
--------------------------	------------------------	------------------	----------------------

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. in a good _____ (Par. 1)   | 5. in _____ (Par. 3)          |
| 2. be _____ (Par. 2)          | 6. conducted a _____ (Par. 4) |
| 3. have _____ (Par. 2)        | 7. positive _____ (Par. 4)    |
| 4. an extended _____ (Par. 3) | 8. plays a _____ (Par. 5)     |

**B** Choose the correct definition for the multiword vocabulary in bold.

- Exercise **plays an** important **role in** good heart health.
 

a. leads to	b. is a factor in
-------------	-------------------
- Scientists used to believe that the brain was inactive during sleep, but now they know that this **is not the case**.
 

a. is not true	b. is not possible
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- Students who receive **positive feedback** such as good grades and praise from their teacher and parents often do better in school.
 

a. responses that encourage them to keep doing something	b. reasons to do something that they don't like to do
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- Most newspapers now have online editions. **In this way**, they have been able to increase the number of readers.
 

a. like this	b. in the future
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## Vocabulary Review

- A** Complete the reading with the vocabulary below that you have studied in the unit.

are known for	optimal conditions
an extended period of time	over the years
have an edge over	play a role
in shape	positive feedback
motivation to continue	rough terrain

If you have ever run or watched a marathon, you know it requires considerable endurance to run 26.2 miles. Some runners give up before the end, but others find the \_\_\_\_\_<sup>1</sup> running. What can explain this difference? Runners from some parts of the world seem to be especially good at marathons. For example, athletes who live and train at high altitudes generally \_\_\_\_\_<sup>2</sup> other athletes in long-distance races. Their hearts use oxygen more efficiently, so they can run for \_\_\_\_\_<sup>3</sup> without getting tired or out of breath.

Kenya and Ethiopia \_\_\_\_\_<sup>4</sup> their long-distance runners. \_\_\_\_\_<sup>5</sup>, some of the best marathoners in these two nations have come from mountainous regions with \_\_\_\_\_<sup>6</sup>. It seems that these are \_\_\_\_\_<sup>7</sup> for an athlete to build strength and get \_\_\_\_\_<sup>8</sup>. Yet, this cannot be the only explanation for the success of these athletes. Not all mountainous regions produce long-distance runners. Another reason may be that most of these runners have light, thin bodies. Experts believe that this may \_\_\_\_\_<sup>9</sup> in their success in marathons. A final factor may be that they get \_\_\_\_\_<sup>10</sup> from running. Not only do they get financial rewards, but success can lead to national popularity in Kenya and Ethiopia.

- B** Compare answers to Exercise A with a partner. Then discuss the following question.

*Which factor do you think is the most important for a runner's success?*

