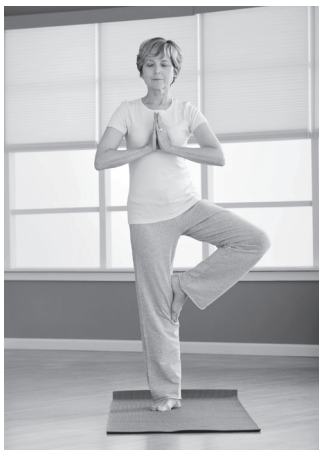


**Before you watch**

Work with a partner. Put the activities in order from the most relaxing (1) to the least relaxing (5). Compare your answers with the class.



- ☐ meditation   ☐ yoga   ☐ massage  
☐ weight lifting   ☐ swimming

**While you watch****1 Being beautiful**

Watch the introduction and complete the sentences.

- Most people think that being ..... is all about how you .....
- But what if that's not it at .....? What if it's really about how you .....
- Today we're going to meet a yoga ..... who believes that the natural way to beauty is to be in tune with your own .....
- His name is Ken Eyerman. Ken's been ..... yoga for 30 years and his special ..... is called the Eyerman Technique.

**2 The Eyerman technique**

Listen to Ken describing his career as a yoga teacher to Elsie and Josh. Circle the correct verb.

- I've *put* / *built* together a combination of working with dancers, people in theatre, working with yoga and massage.
- I *make* / *run* courses around the world.
- I *work* / *worked* with different groups.
- People *go* / *come* in with injuries.
- Seeing people *take* / *make* their first step.
- Having* / *Have* a personal practice.
- It *gets* / *takes* you inside yourself.

**3 Feeling beautiful**

**a** Match the questions to the answers. Watch again and check your answers.

- What kind of people do you work with?
  - What gives you the greatest satisfaction in your work?
  - What do you think is the secret of looking beautiful?
  - How does physical activity affect the way someone looks?
  - If someone feels unhappy about the way they look, what one piece of advice would you give them?
- a** It gets you into your breath and the breath is the key to your health and your health is the key to looking beautiful.
- b** I'd say have an activity, get out, go have a walk.
- c** With the dancers, it was going to the performances and seeing how they perform.
- d** At the beginning, it was working with dancers.
- e** Just getting out and taking responsibility.

**b** What do you think about Ken's answers to questions 3, 4 and 5 in Exercise 3a. Do you agree with Ken? Why? / Why not?

**4 A yoga class**

Watch Ken do a yoga class. Find the seven different parts of the body that Ken mentions in the wordsearch.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| R | I | B | S | A | N | K | C |
| H | I | P | Q | I | E | G | H |
| E | O | M | H | Y | S | D | E |
| E | X | C | R | E | V | H | S |
| L | V | N | O | P | B | L | T |
| Z | S | T | E | R | N | U | M |

**After you watch**

Work with a partner. Discuss the statements.

- Exercise always makes you feel better.
- Yoga is a fashion; its positive effects are exaggerated.
- We have become obsessed with how we look.

## 3

## Feel Good and Look Good

## Programme overview

## SUMMARY

In this programme the presenters meet a yoga teacher called Ken Eyerman who believes that the natural way to beauty is to be in tune with your own body. Ken talks to Elsie and Josh about his yoga technique and leads them in a few postures.

You can visit Ken Eyerman's website here: <http://www.keneyerman.com/>. Please note that this website is independent of Cambridge University Press and any content within it is not necessarily the views of the publisher. We advise teachers to check the website themselves first before introducing their students to it.

## Background information

Yoga is a spiritual and physical discipline practised for health and relaxation. Although it originated in India thousands of years ago, it has only been widely practised in the West since the 1960s.

## LANGUAGE

This programme corresponds to Unit 10 of *English in Mind* Second edition Level 5.

**Grammar:** Causative *have* review

Modal passives (present and past)

**Vocabulary:** Metaphors to describe emotions

## Before you watch

Ask a few students which activities they do to exercise and relax, then put them into pairs to discuss how relaxing they think the five activities are. Encourage students to use metaphors to describe emotions where possible, e.g. *if I'm down in the dumps I go for a swim and then I feel on top of the world*. Then ask students to compare their answers with other pairs. To expand this task, you could write the vocabulary on the board and ask your class if they can agree on a definite order for the activities.

## While you watch

## 1 Being beautiful

This task practises listening for specific detail. Allow students time to read the sentences before watching Scene 1. You may want to pre-teach the meaning of *in tune with*. With a strong class, you might want to make it more challenging by asking students to predict which words go in the gaps before listening.

**Answers** 1 beautiful, look 2 all, feel 3 expert, body 4 teaching, method

## 2 The Eyerman technique

You may want to pre-teach the meaning of *shift* (in the sense of 'get rid of', e.g. *I'm trying to shift this cold*). Watch Scene 2 from minute 0:46 and ask students to circle the correct verbs.

**Answers** 1 put 2 run 3 work 4 come 5 take 6 Having 7 gets

## 3 Feeling beautiful

**a** Allow students time to read the sentences. Then play Scene 2 again and ask students to match Elsie and Josh's questions to Ken's answers.

**Answers** 1d 2c 3e 4a 5b

**b** Put students in pairs to discuss the questions. Encourage students to express themselves and to give their own personal perspective.

## 4 A yoga class

This task practises parts of the body vocabulary. Play the last part of the programme from minute 3:00. Ask students to find seven words in the wordsearch. Encourage students to check the meaning of any new vocabulary in their dictionaries.

## Answers

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| R | I | B | S |   | N |   | C |
| H | I | P |   | I |   |   | H |
| E |   |   | H |   | S |   | E |
| E |   | C |   | E |   |   | S |
| L |   |   | O |   |   |   | T |
|   | S | T | E | R | N | U | M |

## After you watch

This task encourages students to talk about their attitudes to exercise, health and appearance. At the end of the task, ask a few groups to feedback.