

Health & Fitness

- 1 a) Complete the texts. Use:
digestion, symptoms, immune, diet, vitamin, calories.
- b) Where could you see these texts?

MODULE OBJECTIVES

- ▶ **Vocabulary**
 - health & fitness
 - food & drinks
 - symptoms & treatments – illnesses
 - prepositions
 - word formation: forming abstract nouns from adjectives
 - phrasal verbs: *CUT*
- ▶ **Reading**
 - an article about living longer (multiple choice; complete sentences)
- ▶ **Grammar**
 - conditionals (types 0, 1, 2, 3)
 - wishes
 - infinitive/-ing form
 - question tags
 - quantifiers/determiners
- ▶ **Listening**
 - an interview (multiple choice)
 - a dialogue (*Yes/No* sentences)
- ▶ **Speaking**
 - ask for/give advice
- ▶ **Writing**
 - a for-and-against essay
- ▶ **Language Focus**
 - phrasal verbs & prepositions
 - word formation
 - grammar in focus
- ▶ **Progress Check**

Words of wisdom

"The greatest wealth is health."
(Virgil)

Discuss

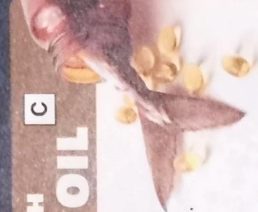
A Orange Grove 100% Fresh

Look younger for longer with just one glass a day – your recommended daily allowance of 1)



C ACTIVE HEALTH COD LIVER OIL

Omega-3 fish oil boosts your 3) system to help protect against illness. Take as part of a balanced 4)



B Natural Mineral Water

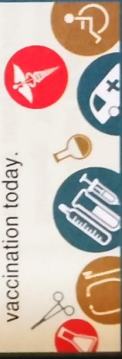
8 glasses a day for good 2) and healthy-looking skin



D Medical

INFLUENZA WARNING

It's that time of year again, so avoid 5) like high temperatures and headaches with a free vaccination today.



E ANNUAL FUN RUN

Everyone is invited to burn some

- 6)and raise money for charity on Sunday morning at Woodbank Park. The 6 km run starts at 9:30.



- 2 a) Fill in: *break down, lose, reduce, fight off, catch.*

- 1 If you drink fruit juice regularly, you will some of the effects of ageing.
- 2 If you do more physical exercise and eat less, you will weight.
- 3 If you take fish oil supplements, your body will infections more effectively.
- 4 If you drink plenty of liquids, your stomach can food more easily.
- 5 If you have a vaccination, you will be less likely to the flu.

- b) Match the sentences (1-5) above to the texts (A-E).

- 3 What should you do to: *digest food easily? look younger? protect yourself against illness/the flu?*

Module Objectives

Read the title of the module *Health & Food* and ask Ss to suggest what they think the module will be about (*the module is about health & fitness, food & drinks, symptoms & treatments and illnesses.*) Go through the objectives list to stimulate Ss' interest in the module.

1 a) To introduce the topic and present new vocabulary in context

- Direct Ss' attention to the texts A-E and the words in the list and give Ss time to use the words to complete the texts.
- Check Ss' answers.

Answer Key

- 1 vitamin
- 2 digestion
- 3 immune
- 4 diet
- 5 symptoms
- 6 calories

b) To identify text context

Elicit where one could see texts like these.

Suggested Answer Key

They are advertisements related to health so you could see them in a health/lifestyle magazine.

2 a) To present new vocabulary in context

Give Ss time to complete the sentences with the words given. Check Ss' answers around the class. Ss work in closed pairs.

Answer Key

- 1 reduce
- 2 lose
- 3 fight off
- 4 break down
- 5 catch

From page 103 (T)



Suggested Answer Key

I know about the health benefits of red foods. I also knew it is important for good health to breathe slowly and deeply. I learnt that smiling is good for us and that chewing food properly helps us avoid indigestion. I also learnt that telling lies is bad for our health.



ICT

To expand the topic and conduct further study

- Ask Ss to think about what else they would like to learn about the topic and make notes in the third column of the table in the Suggested Answer Key in the previous exercise.



b) To match descriptions to pictures

- Ss match the sentences 1-5 to the texts A-E.
- Check Ss' answers.

Answer Key

- 1 A
- 2 E
- 3 C
- 4 B
- 5 D

3 To consolidate new vocabulary and information

Elicit answers from Ss around the class to ensure that they understand the information presented in the texts and the new vocabulary. Point out we use 'should' to give advice/say sth is a good thing to do.

Suggested Answer Key

You should drink plenty/8 glasses of water every day to digest food easily.

You should drink fresh orange juice/take vitamin C to look younger

You should have a vaccination to protect yourself against illness/the flu.

Words of wisdom

Direct Ss' attention to the quotation and ask Ss to discuss what it means with a partner and/or give their opinion on it. Then ask various Ss to tell the class.

Suggested Answer Key

I think that this means that if you have good health, then it is worth more than any amount of money. I agree with this because if we aren't healthy, we cannot enjoy life. Health is priceless.

- Ask Ss to research on the Internet and find out more information about the topic and present it to the class.

- Ask various Ss to share their research with the rest of the class.

Suggested Answer Key

Having a hobby reduces stress and boosts self-esteem and creativity. Having a hobby helps us relax. Also if we sleep more, our cells can regenerate and our bodies can repair any minor damage. It also boosts our immune system which is good for our health. Taking regular holidays also help us to de-stress, lower our blood pressure and avoid a heart attack.

7a

Reading

1 What could help us to live longer? Think about: *diet, lifestyle, exercise.*

Tell the class your ideas.

We should eat fruit and vegetables.

2 a) Check the words in bold in the Word List at the back of the book.

- 1 It **reduces** the risk of **heart disease**.
- 2 It **lowers** your **blood pressure**.
- 3 It boosts the **immune system**.
- 4 It **promotes** weight loss.
- 5 It makes your **muscles tense**.

Ways to live to 100

According to new studies, a third of babies born last year will live to be 100. Do you wish you could live to 100? Health experts say that if you follow some of their top tips, you'll add years to your life!

Eat red foods

1

When you eat red foods, you are healthier, doctors say. Red foods look **striking**, taste good and have many health benefits. For example, a red pepper contains more vitamin C than an orange, and a beetroot is full of nitrates which relax blood vessels. Juicy tomatoes are **bursting with** an antioxidant which reduces the risk of cancer and heart disease. So if you're going shopping today, **stock up on** red goodies!

2

Breathe ... through a straw!

Do you ever wish you were under less stress? If you can find just a few moments to take 3 or 4 deep breaths, you'll feel calmer **in an instant**. Surprisingly, this is even better when you breathe through a straw! If you practise this simple exercise every day, you'll really expand your lung capacity. You'll also slow down your heart rate and lower your blood pressure.

1 **Aim** To introduce the topic and generate topic-related vocabulary

Ask Ss to look at the photo, then read the rubric aloud and elicit answers from Ss around the class.

Suggested Answer Key

I think we should have a low-fat diet with plenty of fruit and vegetables. We should take regular light exercise like walking. We should avoid bad habits like staying up late drinking alcohol and smoking. Then we will live longer.

2 a) **Aim** To introduce key vocabulary from a text

- Refer Ss to the **Word List** at the back of their books and give them time to look up the meanings of the words given.

Suggested Answer Key

reduces: make less

heart disease: a serious medical condition affecting the organ in the chest that sends blood through the veins and arteries

lowers: make less

blood pressure: the force with which the red liquid that flows through the bodies of people and animals moves through a person's body

immune system: the organs and processes in the body which protect you from illnesses and infections

promotes: helps

muscles: the parts of the body that allow movement

tense: stretched tight

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

study (n): a careful examination or analysis of a subject

tip (n): a piece of advice

striking (adj): attracting attention

health benefit (phr): a good or helpful effect on the overall condition of the body and mind

beetroot (n): the small, round, dark red root of a plant eaten cooked as a vegetable

nitrates (n): chemicals found in certain food

blood vessel (n): a small tube that carries blood to different parts of the body

juicy (adj): (of fruit/vegetables) containing a lot of liquid

burst with (phr): have very much of sth

antioxidant (n): a substance in some foods that cleans the body

risk (n): the possibility that sth bad or unpleasant will happen

cancer (n): a very serious disease

stock up on (phr v): to buy a lot of sth in order to keep it for when you need to use it later

goodies (pl n): foods considered very good to eat

in an instant (phr): immediately

expand (v): to make sth become larger

lung capacity (phr): the amount of air that you are able to breathe in each of the two organs in your chest

heart rate (phr): the number of heartbeats per minute

turn out (phr v): to be shown or be found to be

endorphins (n): chemical produced in the body

boost (v): to cause sth to improve or become more successful

ageing (phr): the series of actions that happen naturally and result in growing older

indigestion (n): pain in the stomach caused by difficulty in breaking down food

gobble down (phr v): to eat quickly and impolitely

chew (v): to use your teeth to cut food into small pieces before you swallow it

enzyme (n): a chemical substance in the body that helps natural processes (such as digestion) to take place

saliva (n): digestive juices in the mouth to help break down food

digestion (n): the series of actions that happen naturally and result in breaking down the food in the body

process (n): a series of actions that lead to a result

absorb (v): to take sth in

nutrients (n): substances that help us grow

diabetes (n): a serious disease in which the body cannot control the amount of sugar in the blood

tell a lie (phr): to say sth untrue

tension (n): being stretched to stiffness

muscle (n): a body tissue that can contract and produce movement


nerve (n): each of the many thin parts that control movements and feelings

volunteer (n): sb who does work without getting paid to do it

stick to (phr v): to keep doing what you said you would do

b) Match the sentences (1-5) to the phrases (a-e).

- a telling a lie
- b eating tomatoes
- c smiling
- d taking deep breaths
- e chewing food slowly

c)  Listen, read and check if your answers were correct. Is the text *formal* or *informal*? Give reasons.

Chew food 20 times

4 Have you ever had awful indigestion? Well, maybe if you hadn't gobbled down your food so quickly, you wouldn't have! Chewing your food properly is important because enzymes in saliva begin the digestion process in your mouth. This makes it easier for your body to absorb nutrients from the food. It can even **promote** weight loss because people who chew for longer usually eat less. Keeping a healthy weight can help you to avoid serious diseases such as heart disease and diabetes. So, next time you eat ... slow down!

Tell the truth

5 Have you ever told a lie and felt really **stressed out** afterwards? You immediately wish that you had told the truth, right? Telling a lie can increase your heart rate, slow down your digestion and cause tension in your muscles and nerves. In a recent health study, Australian researchers found that when volunteers stopped telling lies, their health improved in just ten weeks. So if I were you, I'd **stick to** telling the truth for a happier, healthier and longer life!

3 Read the text. For questions 1-5 choose the correct answer A, B or C. Justify your answers.

- 1 Tomatoes are recommended because they
 - A are a good source of nitrates which relax blood vessels.
 - B contain a chemical that means you are less likely to develop heart disease.
 - C have antioxidants that might increase the chance of cancer.
- 2 According to Text 2, a person's lungs
 - A get bigger as their heart rate increases.
 - B aren't stressed when breathing through a straw.
 - C expand if the person does breathing exercises.
- 3 We should smile more often because it
 - A shows others how healthy we are.
 - B can improve our resistance to illness.
 - C helps our brains age more naturally.
- 4 Diabetes can be avoided by
 - A eating our food quickly.
 - B maintaining a healthy weight.
 - C having longer meals.
- 5 Telling a lie
 - A makes the heart beat faster.
 - B improves digestion.
 - C reduces tension.

4 a) Read again and complete the sentences. Use two to three words. Compare with your partner.

- 1 Eating beetroots helps
- 2 You can calm yourself down by taking
- 3 We smile to show we are
- 4 Eating your food too quickly can give you
- 5 Our heart can start beating faster when we

b) What do the underlined words refer to?

5 Match the words in bold in the text to their meanings in the list.

- helpful • full of • anxious • continue • immediately
- attractive • buy a lot of • encourage

6 Find 4 foods, 5 diseases/conditions, 5 parts of the body in the text.

7 Which of the tips in the text do you follow? Tell your partner.

b) Aim To introduce the topic of the text

Ask Ss to guess which sentences 1-5 match which actions a-e.

Suggested Answer Key

1 b 2 d 3 c 4 e 5 a

c) Aim To listen and read for gist

Play the recording. Ss listen and check of their guesses in Ex. 2b were correct. Elicit the style of the text.

Suggested Answer Key

The text is informal (short verb forms: e.g. **you'll feel calmer**, everyday language: e.g. **next time ... slow down** addressing reader directly e.g. **when you eat**)

3 Aim To read for specific information (multiple choice)

- Ask Ss to read the questions 1-5 and the possible answers. Ss underline the key words.
- Give them time to read the text again and choose the correct answers for the questions.
- Check Ss' answers around the class and ask Ss to justify their answers with examples from the text.

Suggested Answer Key – See p. 106(T)

4 a) Aim To consolidate information in a text

- Give Ss time to complete the sentences.
- Remind Ss to use two to three words.
- Check Ss' answers around the class.

Suggested Answer Key

1 relax blood vessels 4 indigestion
2 deep breaths 5 tell a lie
3 happy

b) Aim To identify reference in the text

Explain the task. Ask Ss to look for words before each gap that the underlined words could refer to. Point out that reference words refer to other parts of the text and writers use them to structure their texts and link ideas. Allow Ss some time to do the task. Ss work in closed pairs. Elicit what each pronoun refers to from various Ss around the class.

Answer Key

which: nitrates

this: feeling calmer

that: breathing through

5 Aim To consolidate new vocabulary through synonymous words/phrases

- Read the words/phrases in the list and give Ss time to match them to the words in bold in the text.
- Elicit answers from various Ss around the class and elicit what part of speech each word/phrase is.

Answer Key

striking = attractive beneficial = helpful
bursting with = full of promote = encourage
stock up on = buy a lot of stressed out = anxious
in an instant = immediately stick to = continue

6 Aim To skim the text for specific vocabulary

- Explain the task and give Ss time to find the items listed. Ss, in closed pairs, compare their lists.
- Check Ss' answers around the class.

Answer Key

foods: red pepper, orange, beetroot, tomatoes
diseases/conditions: cancer, heart disease, stress, indigestion, diabetes
parts of the body: lung, brain, mouth, muscles, nerves

7 Aim To personalise the topic

- Ss ask in pairs about which tips they follow.
- Elicit answers from Ss around the class.

Suggested Answer Key

I eat lots of red foods, especially red peppers and tomatoes. I also chew my food properly and I try to always tell the truth.



To consolidate information in a text

Draw the table in the Suggested Answer Key on the board. Ss make notes under the first two columns. Ask various Ss to tell the class what they knew and what they learnt from the text.

WHAT I KNEW	WHAT I LEARNT	WHAT I WANT TO LEARN
<ul style="list-style-type: none"> • health benefits of red foods • important to breathe slowly & deeply 	<ul style="list-style-type: none"> • smiling is good for us • chewing food properly helps us avoid indigestion • telling lies is bad for our health 	

Vocabulary

Vocabulary from the text

1 Choose the correct word.

- The health **improvements/rates/benefits** of smiling include stress relief and a better immune **system/capacity/process**.
- Gobbling down/Chewing/Bustling** food properly helps you to **share/digest/release** it.
- Enzymes in saliva help to **absorb/burst/relax** nutrients from food.
- Breathing **strongly/deeply/widely** helps you **expand/reduce/lower** stress.
- When you're calm, your heart rate **slows down/lowers/reduces**.
- Avoiding/Telling/Saying** lies can **expand/increase/improve** stress levels.

2 Fill in: *loss, juicy, lung, diseases, heart, pressure, process, blood.*

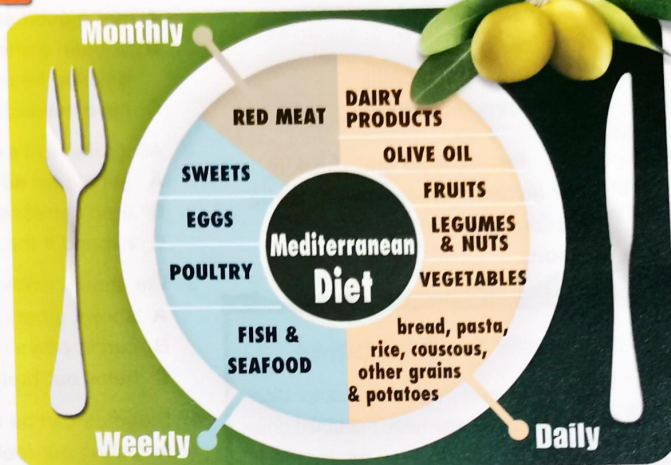
- vessels
- tomatoes
- disease
- serious
- blood
- capacity
- ageing
- weight

3 Fill in: *nutrients, antioxidants, vitamins, digestion, endorphin.*

- are usually known by their letters. For instance, A is in carrots, B is in eggs, and C is in citrus fruit.
- Vegetables and fruit are a rich source of, which are substances that may prevent or delay some types of cell damage.
- Physical exercise stimulates release and makes us feel good.
- are chemicals that organisms need to live and grow.
- Eat your food too fast and your will suffer.

Topic Vocabulary Food & Drinks

4 a) Look at the Mediterranean diet food plate.



Which category does each food/drink belong to?

- broccoli • tuna • lamb • ice cream • eggs • chicken
- grapes • butter • lobster • cheese • olives • beetroot
- apple pie • salmon • bread • prawns • yoghurt
- watermelon • cabbage • potatoes • spaghetti • turkey
- almonds • trout • tomatoes • cucumber • lettuce
- cherries • onions • cake • beef • peas

b) Use the plate to make sentences using the words in Ex. 4a.

According to the Mediterranean diet, we can eat vegetables like broccoli, beetroot, cabbage, cucumber, lettuce, onions and peas daily.

5 LISTENING Listen to three people talking about their eating habits. Match the phrases to the people. Two phrases are extra.

- I refuse to eat meat or fish.
- We have fish on the menu twice a week.
- I always keep some almonds on hand for a snack.
- I never use butter or margarine when cooking.
- My favourite dish is roast chicken.

Speaker 1	
Speaker 2	
Speaker 3	

6 SPEAKING Use the foods in Ex. 4a and phrases in the Language box to discuss your eating habits.

- I absolutely love ...
- It's delicious/tasty.
- I can't get enough of ...
- I can't stand/hate ...
- ... is/are disgusting.
- I (really) don't like the taste of ...

A: Do you enjoy seafood?

B: No, not really. I don't like the taste of it. What about you?

A: Oh, I absolutely love prawns. I ... etc.

1 **Aim** To consolidate vocabulary from a text

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | |
|--------------------|---------------------|
| 1 benefits, system | 4 deeply, reduce |
| 2 Chewing, digest | 5 slows down |
| 3 absorb | 6 Telling, increase |

2 **Aim** To consolidate vocabulary from a text

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | | |
|---------|------------|-----------|
| 1 blood | 4 diseases | 7 process |
| 2 juicy | 5 pressure | 8 loss |
| 3 heart | 6 lung | |

3 **Aim** To consolidate vocabulary from a text

- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- | | | |
|----------------|-------------|-------------|
| 1 Vitamins | 3 endorphin | 5 digestion |
| 2 antioxidants | 4 Nutrients | |

4 a) **Aim** To introduce a vocabulary area

- Ask Ss to look at the diagram and copy the categories into their notebooks. Then give Ss time to write each food/drink under the correct category.
- Check Ss' answers on the board.

Suggested Answer Key

red meat: lamb, beef

dairy products: butter, cheese, yoghurt

fruit: grapes, olives, watermelon, cherries

legumes & nuts: almonds

vegetables: broccoli, beetroot, cabbage, potatoes, tomatoes, cucumber, lettuce, onions, peas

bread, pasta, rice, couscous, other grains & potatoes: bread, spaghetti

fish & seafood: tuna, lobster, salmon, prawns, trout

poultry: birds (such as chickens and ducks) that are on farms for their eggs and meat

eggs: eggs

sweets: ice cream, apple pie, cake

b) **Aim** To practise new vocabulary

- Explain the task and read out the example.
- Give Ss time to complete it and elicit sentences from Ss around the class.

Suggested Answer Key

According to the Mediterranean diet, we can eat dairy products like butter, cheese and yoghurt daily. We can also eat olive oil daily. We can eat fruit like grapes, olives, watermelon and cherries daily, too. According to the Mediterranean diet, we can eat red meat like lamb and beef monthly. According to the Mediterranean diet, we can eat sweets like ice cream, apple pie and cake weekly. We can also eat poultry like chicken and turkey and fish and seafood like tuna, lobster, salmon, prawns and trout weekly.

5 **Aim** To listen for specific information (multiple matching)

- Explain the task and ask Ss to read the sentences A-E.
- Play the recording twice if necessary.
- Ss listen and match the speakers to the sentences.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----|-----|-----|
| 1 C | 2 D | 3 B |
|-----|-----|-----|

6 **Aim** To talk about eating habits

- Explain the task and read out the example.
- Ask Ss to use the table to talk with a partner about their eating habits.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Answer Key

A: Do you like poultry?

B: No, I can't stand it. What about you?

A: I like chicken. It's delicious. etc

Background information

The **Mediterranean** diet was introduced in 1993. It was based on the dietary traditions of Crete; Greece and southern Italy circa 1960. The 'poor' diet of the people of the southern Mediterranean, which consists mostly of fruits and vegetables, beans, nuts, grains, fish, olive oil, proved to lead to lifelong good health.

From page 107 (T) – Ex. 11

Suggested Answer Key

I wish/If only I didn't feel so tired all the time. What can I do?

If I were you, I would get to bed earlier. Taking a vitamin supplement would be a good idea, too.

7 a) Fill in: **vegetables, eggs, chicken, potatoes, fish.**

- 1 baked, fried, mashed
- 2 scrambled, fried, boiled
- 3 fried, grilled, roast
- 4 grilled, fried, battered
- 5 roast, boiled, steamed

b) **SPEAKING** Discuss, as in the example.

A: *I like scrambled eggs better/more than boiled eggs.*

B: *Really? I prefer fried eggs.*



Symptoms & Treatments

8 a) Check the words/phrases in bold in the Word List at the back of the book.

- 1 "I've got a **sore throat** and a **high temperature** and my **muscles ache**." (Anna)
- 2 "I've got a **bad cough** and it **hurts to breathe**." (Josh)
- 3 "After dinner, I got **stomach ache** and then I **vomited**." (Meg)
- 4 "In spring, I have **itchy eyes** and I **sneeze a lot**." (Phil)
- 5 "I'm **exhausted** because I'm finding it difficult to sleep." (Mary)
- 6 "If I eat tomatoes, my mouth **swells** and **itches** and I get a **rash**." (Brian)
- 7 "I **tripped over** and now my ankle is **swollen** and **bruised**." (Harry)

b) What's wrong with each person in Ex. 8a?

- a cold/the flu • hay fever • food poisoning • insomnia
- a chest infection • a food allergy • a twisted ankle

Anna has got a cold/the flu.

9 Choose the correct word. Check in the Word List at the back of the book.

- 1 Sally went to the doctor to have her twisted ankle **treated/cured/healed**.
- 2 Mike got a **recipe/prescription/receipt** for some antibiotics.
- 3 Scientists have found **cures/diagnoses/check-ups** for many diseases in the last 100 years.
- 4 You should make a(n) **surgery/operation/appointment** at the doctor's.
- 5 Aerobic exercise **improves/recovers/fastens** the body's metabolism.
- 6 Active people **keep/maintain/hold** a healthy weight.
- 7 Milk **keeps/holds/fixes** bones strong and **prevents/avoids/protects** high blood pressure.
- 8 Her diet **consists/includes/varies** fruit, vegetables, pasta and rice.
- 9 Exercise helps you **miss/lose/get rid** weight and **builds/makes/forms** self-esteem.
- 10 The more you exercise, the more calories you **fire/burn/throw**.

Prepositions

10 Choose the correct preposition. Check in Appendix II.

- 1 Jane has just recovered **with/from** a bad cold.
- 2 He's addicted **of/to** chocolate.
- 3 Eat food **with/of** less salt and fat.
- 4 Rice is rich **with/in** vitamins.
- 5 Fish provides nutrients vital **for/in** health.

Word formation (forming abstract nouns from adjectives)

11 Read the theory, then form nouns from the adjectives in brackets to complete the sentences.

We use these suffixes to form abstract nouns from adjectives:
-ness (*weak - weakness*),
-ity (*possible - possibility*),
-length (*long - length*), **-y** (*honest - honesty*), **-ence** (*absent - absence*),
-dom (*free - freedom*)

- 1 Exercising daily increases your (STRONG)
- 2 is a common medical symptom. (TIRED)
- 3 Thank you for your, Mr Henley. (PATIENT)
- 4 A poor diet can lead to (ILL)
- 5 With age comes experience and (WISE)
- 6 is a growing problem among teens. (OBES)

Phrasal verbs: CUT

12 Choose the correct particle. Check in Appendix I.

- 1 Dan should cut **off on/down** on junk food to lose weight.
- 2 Pam cut **over/out** her ginger cake recipe from a magazine.
- 3 Phil always cuts **up/in** his 2-year-old son's meat for him.
- 4 We need to cut **down on/off** sweets.

7 a) **Aim** To practise new vocabulary

- Explain the task.
- Elicit answers from Ss around the class. Explain any unknown words.

Answer Key

1 potatoes 3 chicken 5 vegetables
2 eggs 4 fish

b) **Aim** To consolidate new vocabulary

- Ask Ss to work in closed pairs and complete the task.
- Monitor the activity around the class.

Suggested Answer Key

A: I like grilled chicken more than fried chicken.
B: Really? I prefer roast chicken. etc

8 a) **Aim** To present new vocabulary

Refer Ss to the **Word List** at the back of their books and give them time to look up the meanings of the words/phrases.

Suggested Answer Key

sore throat: pain in the throat because of infection
high temperature: a higher than normal body temperature caused by disease

9 **Aim** To present new vocabulary

- Give Ss time to complete the task.
- Refer Ss to the **Word List** at the back of their books to check their answers.
- Check Ss' answers around the class.

Answer Key

1 treated 6 maintain
2 prescription 7 keeps, prevents
3 cures 8 includes
4 appointment 9 lose, builds
5 improves 10 burn

10 **Aim** To practise prepositional phrases

- Give Ss time to complete the task.
- Ask Ss to check their answers in Appendix II.
- Check Ss' answers around the class.

Suggested Answer Key

1 from 2 to 3 with 4 in 5 for

11 **Aim** To practise word formation (forming abstract nouns from adjectives)

- Read the table aloud to Ss and explain any points they are unsure of providing extra examples if necessary.
- Give Ss time to complete the task. Point out correct spelling is required.



Ask Abby

advice for everyone

Angie (20): I wish I were thinner. I hardly eat anything, but still I can't lose weight.

Abby says: If you have time to watch TV or go shopping with your friends, then you have time to exercise. Why not join a gym today?

Pedro (22): I love exercising, but I want to be more muscular. What can I eat to make this happen?

Abby says: If you eat plenty of protein and work out regularly, you will soon become stronger and fitter.

Simon (25): I have terrible indigestion all the time. I chew my food well, but my stomach still grumbles and it's very painful!

Abby says: If I had your symptoms, I would make an appointment with a doctor.

Laura (15): I wish I didn't have so many spots. Could they be connected to my diet?

Abby says: At your age, it's more likely to be the changes you're going through. I remember when I had spots: if I'd had the chance, I would have done anything to get rid of them! Why don't you see a dermatologist?

Type	Conditional clause	Main Clause	Use
0	If/When + present simple	present simple/imperative	general truth or scientific fact
1	If + present simple	1) + infinitive without to	real, likely to happen in present/future
2	If + past simple	2) + infinitive without to	unreal in the present/future
3	If + past perfect	would 3) + past participle	imaginary in the past

Note: unless = if not *Unless you exercise, you'll put on weight.* (If you don't exercise, ...)

1 Aim To present/revise conditionals

- Direct Ss' attention to the magazine extract and elicit all the conditional clauses.
- Then give Ss time to complete the table and check Ss' answers.
- Elicit any similar forms in Ss' L1.
- Refer Ss to the **Grammar Reference** section for more information.
- As an extension ask Ss to identify the types of conditionals.

Answer Key

If you have time to watch TV or go shopping with your friends, then you have time to exercise. (Type 0)

If you eat plenty of protein and work out regularly, you will soon become stronger and fitter. (Type 1)

If I had your symptoms, I would make an appointment with a doctor. (Type 2)

If I'd had the chance, I would have done anything to get rid of them! (Type 3)

1 will 2 would 3 have

Ss' own answers

2 Aim To practise conditionals

- Explain the task and then give Ss time to complete the task.
- Check Ss' answers and elicit the types of conditionals.

Answer Key

- 1 have (type 0)
- 2 would have bought (type 3)
- 3 would not eat (type 2)
- 4 will go (type 1)
- 5 would not have been (type 3)
- 6 hadn't pulled (type 3)
- 7 chew (type 0)
- 8 gave up (type 2)

3 Aim To practise conditionals

- Explain the task and then give Ss time to complete the task.
- Check Ss' answers and elicit the types of conditionals.

Answer Key

- a will not/won't be
- b would not have
- c were
- d eat
- e would not have needed
- f will tone

Answer Key

- | | |
|--------------|--------------|
| 1 d (type 0) | 4 f (type 1) |
| 2 a (type 1) | 5 b (type 3) |
| 3 e (type 3) | 6 c (type 2) |

4 Aim To practise conditionals using personal examples

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 I would take up a hobby
- 2 you will be healthier
- 3 you will never get in shape
- 4 I would stop eating junk food
- 5 I would have got in shape

From page 103 (T) – Ex. 3

Suggested Answer Key

- 1 B (Juicy tomatoes are bursting with an antioxidant which reduces the risk of cancer and heart disease.)
- 2 C (Surprisingly, this is even better when you breathe through a straw! If you practise this simple exercise every day, you'll really expand your lung capacity.)
- 3 B (Just the act of smiling sends a message to the brain that you're happy and the body then releases beneficial endorphins. These help to reduce stress, boost the immune system and even slow down the ageing process!)
- 4 B (Keeping a healthy weight can help you to avoid serious diseases such as heart disease and diabetes.)
- 5 A (Telling a lie can increase your heart rate)

- 5 a) Read the table. What words are used to introduce wishes? What tenses are used after these words? Find examples in the magazine extract on p. 106.

Wishes

- I wish/If only I had a bottle of water. (but I haven't – wish about the present/future)
- I wish/If only I hadn't eaten all the pizza last night. (but I did – regret about the past)
- I wish I could lose weight. (but I can't – regret in the present)

Note: If only is much stronger than I wish.

see p. GR19

b) What does each person wish for? Write sentences, as in the example.

- Max worked late so he didn't go to the gym.
I wish/If only I had gone to the gym.
I wish/If only I didn't have to work late.
- Sam can't cook and eats ready-made meals.
- Jane didn't eat breakfast and is starving now.
- Lucy didn't train enough and lost the race.
- Amy drank coffee after dinner and didn't sleep well.
- Danny is on a diet and can't have desserts.

- 6 **SPEAKING** Say two things that you wish you did/had and two things you wish you had (not) done.

I wish I didn't have a sore throat.
If only I hadn't twisted my ankle!

- 7 Look at the Grammar Reference section and complete the rules for the infinitive (with/without to) or -ing form. Find examples in the extract on p. 106.

infinitive/-ing form

- like/love/enjoy/hate/don't mind +
- deny/avoid/miss/fancy/imagine +
- would like/would love/would prefer +
- go +
- too + adjective/adverb +
- adjective/adverb + enough +
- enough + noun +
- can/should/must/may +
- make/let +
- look forward to, be used to, can't help +
- preposition +
- want, decide, ask, expect +

see pp. GR19-GR20

- 8 Put the verbs in brackets into the correct form. Check in the Grammar Reference section.

- A: I really want (**have**) more energy.
B: (**do**) more exercise will help.
- A: How about (**play**) tennis later?
B: I'd prefer (**go**) ice skating.
- A: I need (**lose**) some weight.
B: You should (**see**) a dietician.
- A: I can't get used to (**cook**) for myself at university.
B: Me too. I miss (**sit**) down to a home-cooked Sunday lunch.
- A: Let's (**eat**) out tonight.
B: Do you fancy (**go**) to the new Chinese restaurant?

- 9 Put the verbs in brackets into the correct form. How do they differ in meaning? Check in the Grammar Reference section.

- a Remember (**buy**) some milk.
b I remember (**buy**) milk, but I think I left it on the bus.
- a Jill stopped (**run**) when she hurt her leg.
b While running, Jill stopped (**drink**) some water.
- a We regret (**tell**) you that you failed the test.
b He regretted (**ask**) Dave to go with them.

Key word transformations

- 10 Complete the sentences using the word in bold. Use between two and five words.

- You can get fit no matter how old you are. **TOO**
You're never fit.
- To lose weight eat less junk food. **UNLESS**
You won't lose any weight less junk food.
- You shouldn't go out today. **WERE**
If, I wouldn't go out today.
- Jane slipped because it was icy. **BEEN**
If, Jane wouldn't have slipped.
- I don't have money so I can't join a gym. **MORE**
If money, I'd join a gym.

- 11 **WRITING** Think of a problem you have. Write what you wish for instead. Swap papers. Your partner advises you what to do. Use the texts in Ex. 1 as a model.

5 a) **Aim** To present wishes

- Write the examples in the theory box on the board. Underline the verb forms in each sentence. Ask Ss to identify the tenses. (had: past simple; hadn't eaten: past perfect; could: past tense of can). Elicit which sentence refers to present, future, past, a regret in the present. Alternatively ask Ss to read the table. Elicit answers to the questions in the rubric and examples from the text on p. 106.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

I wish/If only

past simple = a wish about a present/future situation

past perfect = a regret about a past situation

modal = a regret in the present

Examples: I wish I were thinner. I wish I didn't have so many spots.

b) **Aim** To practise wishes

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Suggested Answer Key

- I wish/If only I could cook.*
I wish/If only I stopped eating ready-made meals.
- I wish/ If only I had eaten breakfast.*
I wish/If only I weren't starving now.
- I wish/If only I had trained more.*
I wish/If only I hadn't lost the race.
- I wish /If only I hadn't drunk coffee after dinner.*
I wish/If only I had slept well.
- I wish/If only I weren't on a diet.*
I wish/If only I could have desserts

6 **Aim** To practise wishes using personal examples

Allow Ss some time to prepare their answers. Elicit answers from Ss around the class.

Suggested Answer Key

- I wish/If only I had gone to bed early last night.*
I wish/If only I didn't have so much schoolwork.
I wish/If only I had more free time.
I wish/If only I hadn't stayed up so late last night.

7 **Aim** To present the infinitive/-ing form

Give Ss time to complete the rules. Refer Ss to the **Grammar Reference** section. Check Ss' answers and elicit examples from the text on p. 106.

Answer Key

- | | |
|-----------------|-------------------------|
| 1 -ing | 6 infinitive without to |
| 2 -ing | 7 infinitive without to |
| 3 to-infinitive | 8 -ing |
| 4 -ing | 9 -ing |
| 5 to-infinitive | 10 to-infinitive |

Examples: to -inf: want to be, to make, likely to be, to get rid,
inf without to: can't lose, why not join, can I eat, make this happen, will soon become, would make, could be connected, would have done,
-ing form: love exercising

8 **Aim** To practise the infinitive/-ing form

- Explain the task and then give Ss time to complete it.
- Ask Ss to check their answers in the **Grammar Reference** section.
- Check Ss' answers around the class. Ss justify their answers.

Answer Key

- | | |
|------------------|--------------------|
| 1 to have, Doing | 4 cooking, sitting |
| 2 playing, to go | 5 eat, going |
| 3 to lose, see | |

9 **Aim** To practise infinitive/-ing forms

- Explain the task and give Ss time to complete it.
- Elicit how the sentences differ in meaning. Ss can check in the **Grammar Reference** section.

Answer Key

- to buy (don't forget), buying (recall)*
- running (ceased completely), to drink (took a break)*
- to tell (sorry), asking (wished he hadn't)*

10 **Aim** To practise key word transformations

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|------------------|------------------|
| 1 too old to get | 4 it hadn't been |
| 2 unless you eat | 5 I had more |
| 3 I were you | |

11 **Aim** To write a problem and give advice using conditionals/wishes

- Explain the task and ask Ss to think of a problem similar to those in the text on p.106 and write it down using a wish.
- Ss exchange papers with a partner and then write the advice they think is appropriate using conditionals.
- Ask various pairs to read the problem and the advice to the class.

Suggested Answer Key – See p. 104(T)

Writing Bank 7 p. WB7

Rubric analysis

- 1 Read the rubric and underline the key words, then answer the questions.

Your teacher has asked you to write an essay presenting the pros and cons of energy drinks. Write your **essay** (120-160 words).

- 1 What should you write?
- 2 What style should your essay be written in: *informal* or *formal*?
- 3 Should advantages and disadvantages of the topic be discussed in the same paragraph?
- 4 What should each main body paragraph start with?

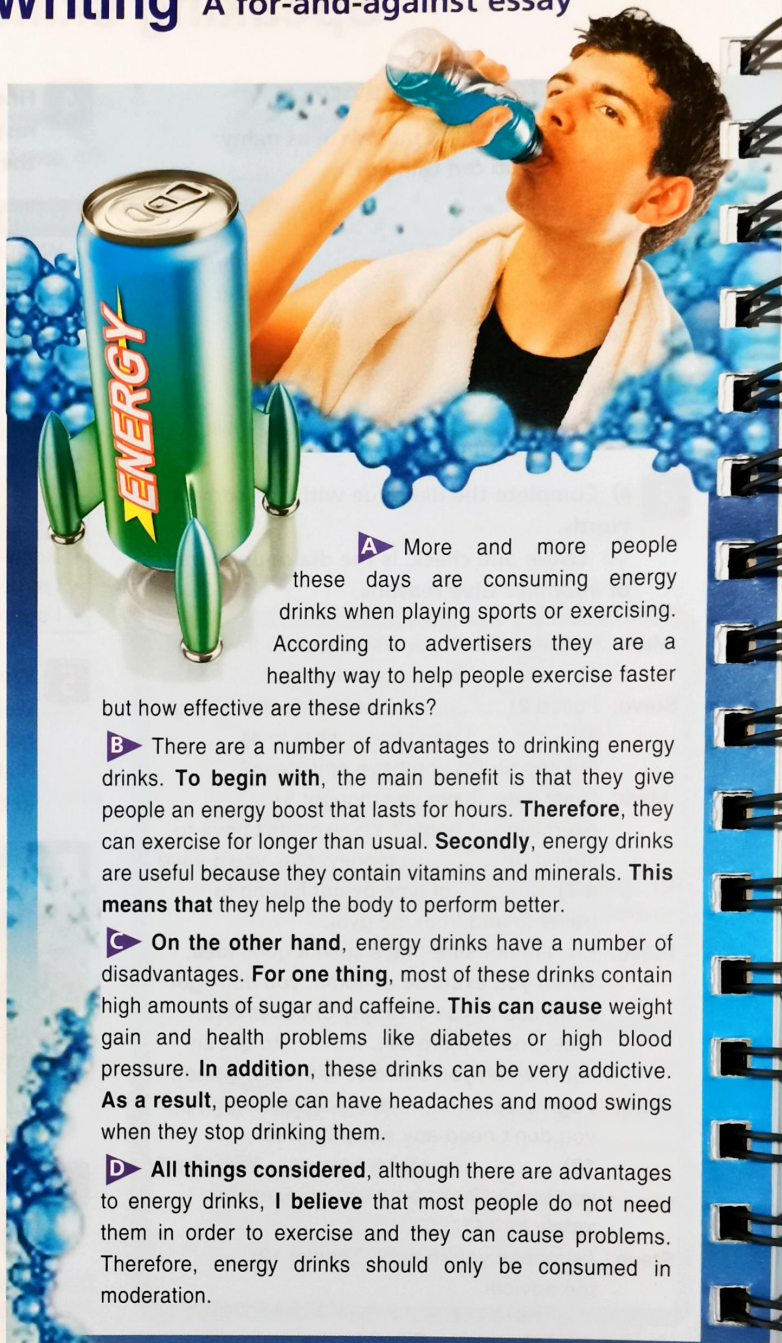
Model analysis

- 2 Read the model and match the paragraphs (A-D) to the headings (1-4).

- 1 arguments against & examples/justifications
- 2 summarise points & state your opinion
- 3 introduce the topic
- 4 arguments for & examples/justifications

- 3 Read the essay again and complete the table in your notebooks.

Arguments for	Justifications/Examples
1
2
Arguments against	Justifications/Examples
1
2



A More and more people these days are consuming energy drinks when playing sports or exercising. According to advertisers they are a healthy way to help people exercise faster

but how effective are these drinks?

B There are a number of advantages to drinking energy drinks. **To begin with**, the main benefit is that they give people an energy boost that lasts for hours. **Therefore**, they can exercise for longer than usual. **Secondly**, energy drinks are useful because they contain vitamins and minerals. **This means that** they help the body to perform better.

C **On the other hand**, energy drinks have a number of disadvantages. **For one thing**, most of these drinks contain high amounts of sugar and caffeine. **This can cause** weight gain and health problems like diabetes or high blood pressure. **In addition**, these drinks can be very addictive. **As a result**, people can have headaches and mood swings when they stop drinking them.

D **All things considered**, although there are advantages to energy drinks, **I believe** that most people do not need them in order to exercise and they can cause problems. Therefore, energy drinks should only be consumed in moderation.

Topic sentences

- 4 Find and replace the topic sentences in the main body paragraphs with other appropriate ones. Use ideas from the Useful Language box.

Linkers

- 5 Which of the words/phrases in bold in the text: *list points? show contrast? express an opinion? conclude? introduce examples/justifications?* Replace them with ones from the Useful Language box.

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric. Elicit which the key words are and ask Ss to underline them.
- Give Ss time to answer the questions and then check Ss' answers.

Answer Key

Key words: teacher, asked, write an essay, pros and cons of energy drinks, 120-160 words

- 1 a pros and cons essay
- 2 formal
- 3 no, separate paragraphs
- 4 a topic sentence

2 **Aim** To read a model essay and match paragraphs to content

- Give Ss time to read the model and match the contents 1-4 to each paragraph A-D.
- Check Ss' answers.

Answer Key

- 1 C 2 D 3 A 4 B

3 **Aim** To deconstruct a model essay

- Ask Ss to copy and complete the table in their notebooks.
- Check Ss' answers on the board.

Answer Key

Arguments for	Justifications/Examples
1 give an energy boost	people can exercise for longer
2 contain vitamins and minerals	help the body perform better
Arguments against	Justifications/Examples
1 high amounts of sugar & caffeine	can cause weight gain & health problems
2 can be addictive	lead to headaches & mood swings

4 **Aim** To identify and substitute topic sentences in a model essay

- Explain the task and give Ss time to identify the topic sentences and then replace them with other appropriate ones using the language in the **Useful Language** box to help them.
- Check Ss' answers around the class.

Suggested Answer Key

There are a number of advantages to drinking energy drinks. = There are arguments in favour of drinking energy drinks.

On the other hand, energy drinks have a number of disadvantages. = On the other hand, there are a number of arguments against energy drinks.

5 **Aim** To practise linking words/phrases

- Elicit the function of each of the linking words/phrases in the text from Ss around the class and then give Ss time to think of suitable alternatives using the useful language box to help them.
- Check Ss' answers around the class.

Suggested Answer Key

list points: To begin with, Secondly, For one thing, In addition

show contrast: On the other hand

express an opinion: I believe

conclude: All things considered

introduce examples/justifications: Therefore, This means that, This can cause, As a result

Suggested Answer Key

To begin with: Firstly

Therefore: As a result

Secondly: Furthermore

This means that: This way

On the other hand: However

For one thing: To start with

This can cause: This may lead to

In addition: Also

As a result: Consequently

All things considered: All in all

I believe: I think

Concession ▶ see p. GR21

6 Read the examples. How do we use *although*, *despite* and *in spite of*?

- Advertisers show energy drinks as healthy **although** some may contain high amounts of artificial sweeteners.
- Energy drinks are becoming more and more popular **despite** the high amounts of caffeine they contain.
- Sugar-free energy drinks can be unhealthy **in spite of** the fact that they do not contain sugar.

7 Join the sentences using the linkers in brackets and any necessary extra words.

- 1 Energy drinks are a good source of caffeine. Too many can cause an addiction. (**although**)
- 2 Students are consuming energy drinks to try to concentrate. They can cause headaches. (**in spite of**)
- 3 Some people are consuming energy drinks. They are linked to an increased risk of diabetes. (**despite**)
- 4 Energy drinks contain many vitamins. They are very high in sugar. (**although**)

Supporting sentences

8 a) Expand the prompts into full supporting sentences.

- 1 To begin with/vitamins/help/boost/immune system. For example/you have a cold/vitamin C/help/recover/quicker.
- 2 Firstly/yearly gym subscriptions/be expensive. This is because/ people/pay/fees/even if/not/attend.
- 3 In the first place/losing weight/easier/you combine/diet with exercise. This means/lose weight quicker/in a healthier way.

b) Write appropriate topic sentences for each set of the supporting sentences in Ex. 8a.

Writing

9 a) Read the rubric and underline the key words.

Your teacher has asked you to write an essay presenting the pros and cons of exercising in groups. Write your **essay** (120-160 words).

b) Match the arguments (1-4) to the justifications/examples (a-d). Which are *for*? *against*?

ARGUMENTS

- 1 motivates people to attend
- 2 less individual attention
- 3 can meet new people
- 4 people at different fitness levels

JUSTIFICATIONS/EXAMPLES

- a less excuse to stay home
- b not everyone can follow class pace
- c chat and dance with others
- d instructor might miss mistakes

10 Use your answers from Ex. 9a to write your essay. Use the plan and phrases from the Useful Language

Useful Language

Introducing topic sentences to express advantages

- There are a number of benefits to ...
- There are arguments in favour of ...

Introducing topic sentences to express disadvantages

- On the other hand, there are a number of disadvantages/arguments against ...
- A serious drawback/disadvantage (of) ...

Listing points

- In the first place,/Firstly, ...
- To begin/start with, ...
- Secondly,/Furthermore, In addition,/ What is more,

Introducing examples/justifications

- For example/instance. • This is because of/due to ... • This means that ...
- This way,/Consequently,
- This is due to the fact that • This may lead to • As a result,/Therefore,

Show Contrast

- However, • Although,
- On the other hand,

Conclusion

- All in all,/To sum up,/In conclusion,/ All things considered

Express an opinion

- I think • I believe • In my opinion

Plan

(Para 1) *present topic*

(Para 2) *arguments for & reasons/ justifications*

(Para 3) *arguments against & reasons/ justifications*

(Para 4) *summarise arguments and state your opinion*



Checklist

When you finish writing your essay, check for the following:

- spelling/grammar/punctuation mistakes
- appropriate linking words/phrases
- appropriate formal style
- arguments for and against in separate paragraphs
- topic sentences to introduce each main body paragraph
- examples/justifications for each of your arguments
- your opinion in the conclusion

6 **Aim** To present clauses of concession

Ask Ss to read the examples and then elicit how we use the linkers in the list. Refer Ss to the **Grammar Reference** for details.

Answer Key

We use *although+clause, despite/in spite of +noun/-ing form/the fact that* to show concession and admit something is true.

7 **Aim** To practise clauses of concession

- Explain the task. Give Ss time to complete it.
- Check Ss' answers.

Suggested Answer Key

- 1 Energy drinks are a good source of caffeine **although** too many can cause an addiction.
- 2 Students are consuming energy drinks to try to concentrate **in spite of** the fact that they can cause headaches.
- 3 Some people are consuming energy drinks **despite** the fact that they are linked to an increased risk of diabetes.
- 4 Energy drinks contain many vitamins **although** they are very high in sugar.

8 a) **Aim** To practise writing supporting sentences

- Explain the task. Give Ss time to complete it.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 To begin with, vitamins help to boost the immune system. For example, when you have a cold, vitamin C will help you to recover quicker.
- 2 Firstly, yearly gym subscriptions can be expensive. This is because, people pay fees even if they don't attend.
- 3 In the first place, losing weight is easier if you combine diet with exercise. This means that you lose weight quicker and in a healthier way.

b) **Aim** To practise writing topic sentences

- Explain the task. Give Ss time to complete it.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 There are a number of benefits to taking a vitamin supplement.
- 2 There are also some disadvantages to joining a gym.
- 3 There are a number of benefits to combining diet and exercise.

9 a) **Aim** To analyse a rubric

Ask Ss to read the rubric. Elicit which are the key words and ask Ss to underline them and then check Ss' answers.

Suggested Answer Key

Key words: teacher, asked you, write an essay, pros and cons of exercising in groups, write your essay, 120-160 words

b) **Aim** To make connections; to match arguments to justifications

- Explain the task. Give Ss time to complete it.
- Check Ss' answers and elicit which are *for* and which are *against*.

Answer Key

1 a 2 d 3 c 4 b

For: motivates people to attend, can meet new people

Against: less individual attention, people at different fitness levels

10 **Aim** To write a for-and-against essay

- Refer Ss to the **Writing Bank 7** for a model, useful language and writing tips.
- Give Ss time to complete the task using the useful language box and their answers from Ex. 9.
- Remind Ss to follow the plan, to not use short forms and to use appropriate linkers.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

More people nowadays are joining an exercise class. Obviously, exercising is good for you, but is an exercise class the right choice?

There are a number of advantages to exercising in a group. Firstly, it motivates people to attend. This way, there is less excuse to stay home. Secondly, you can meet new people. For example, you can chat and dance with others in the class.

On the other hand, there are some disadvantages to group exercise classes. To start with, you get less individual attention. As a result, the instructor might miss some mistakes you make. In addition to this, there are people at different fitness levels. Consequently, not everyone may be able to follow the class pace.

All in all, there are both pros and cons to exercising in groups. I think exercise classes are fun and a great way to meet new people, but everyone should decide for themselves.

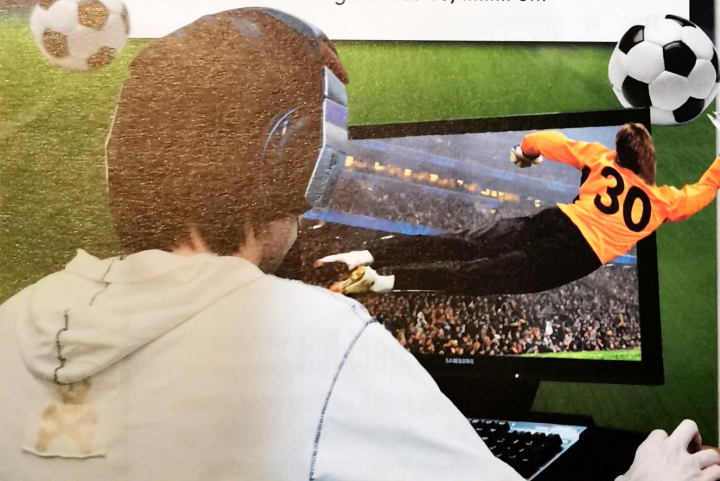
Multiple choice cloze

- 1 Read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Gamification

It can be difficult to motivate yourself to 0) **A** fit. It's all too tempting to play a computer game, rather 1) go for a run in the park, 2) you can combine both, which now you can! Programmers call this 'gamification': the process of 3) daily tasks into games, normally with the help of a gadget 4) a smartphone. Typically, the games take the form of an adventure. Runners are given a 'mission' to complete, during which they must 5) from an enemy by running away – in real life! Behind the storyline is a genuine fitness schedule monitored by sensors in the phone. 6) such game, written by British writer Naomi Alderman, has been downloaded by 7) half a million people, who have run 11 million real miles while playing it.

Some people insist that such games 8) adults like children. If you don't have the willpower to motivate yourself, then it's unlikely you will 9) exercising, once the excitement of the game has 10) off.



- 0 **A** keep B continue C hold D make
 1 **A** for B in C from D than
 2 **A** if B unless C but D when
 3 **A** turning B making C replacing D changing
 4 **A** as B similar C like D same
 5 **A** break B escape C leave D go
 6 **A** That B One C Each D Single
 7 **A** nearly B all C close D as
 8 **A** use B treat C make D deal
 9 **A** take B get C carry D continue
 10 **A** put B worn C finished D broken

Open cloze

- 2 Read the text and choose the word that best completes each gap. There is an example at the beginning (0). What is the author's intention?



For as long as we have had concerns about our health, 0) **there** have been dietary solutions that promised to help us 1) weight, gain more energy and even raise our intelligence! Such diets are often very popular for a 2) years, but soon lose their popularity. We call these diets 'fads'.

One fad diet permits only foods that cavemen ate a million years 3): meat, berries and fish. Another allows only raw vegetables. Others are based around one type of food, 4) as grapefruit, bananas or cabbage soup. Many do not allow eating certain foods like bread. One fad diet recommends not eating at 5) on one or even two days a week.

The ideas behind these diets are sensible. Grapefruit and bananas are healthy as part 6) a balanced diet. Raw vegetables are better 7) cooked vegetables, which have less nutrients. But fad diets can be dangerous. They are hard to follow and rarely achieve the results they promise. Any weight loss tends to be temporary. Eating correctly and exercising properly is the 8) way to keep fit and healthy.

Sentence transformations

- 3 Here are some sentences about Mark's eating habits. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 There aren't many good restaurants in Mark's neighbourhood.
 There are only good restaurants in Mark's neighbourhood.
- 2 Mark can cook well.
 Mark is cooking.
- 3 Mark's favourite food is fish.
 Mark fish a lot.
- 4 Mark thinks fish is better than meat.
 Mark thinks meat isn't as fish.
- 5 Fish can be bought at the local market.
 Mark fish at the local market.

1 To complete a multiple choice cloze

- Explain the task and give Ss time to read the text and complete the task. Ask Ss to read the completed text to see if it makes sense.
- Check Ss' answers around the class.

Answer Key

1 D	3 A	5 B	7 A	9 D
2 B	4 C	6 B	8 B	10 B

2 To complete an open cloze

- Give Ss time to read the text and complete the task. Ask Ss to pay attention to words before/after each gap to help them do the task. Ss should read the completed text to see if it makes sense.
- Check Ss' answers.

Answer Key

1 lose (collocation)	5 all (phrase)
2 few (few+Cn)	6 of (part of)
3 ago (past simple af)	7 than (comparative: better)
4 such (such as)	8 best (superlative: the)

3 To practise sentence transformations

- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

1 a few	3 likes	5 buys/
2 good at	4 as good	can buy

From page 108 (T) – Ex. 1a

Suggested Answer Key

fitness: the condition of being physically strong and healthy

motivate: to be the reason why sb does sth

attend: to go to an event or a class

let down: to disappoint sb by failing to do what you agreed to

one-to-one attention: the focus on one person at a time

work out: to exercise in order to improve the strength and appearance of the body

personal trainer: a person whose job is to help people decide what type of exercise is best for them and show them how to do it

class level: the degree of ability in a group of students

overdo: to do sth more than necessary

pull a muscle: strain a muscle

push themselves: try very hard

aerobics sessions: periods of aerobics exercise in a class

convince: to make sb believe that sth is true

From page 108(T) – Ex. 3a

Suggested Answer Key

hormones: natural chemicals in the body

fed naturally: to be given food which does not contain any chemical substances

nutritious: (of food) full of the natural substances that the body needs to stay healthy and grow properly

chemicals: artificial substances

pesticides: chemicals that kill insects

artificial fertiliser: a man-made chemical substance to make plants grow well

demand: the number of people who want sth

price comes down: the amount of money you need to pay for sth decreases

bacteria: very small organisms that live in the air, earth, water, plants and animals, which can often cause a disease

go off: go bad

expertise: special skill or knowledge that you get from experience, training or study

4 Aim To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 C (conditional type 3)
- 2 A (superlative (**the**))
- 3 D (some + (plural noun) – every + (noun in singular) – lots (lots of) – any (negative/interrogative))
- 4 D (-ing form as subject of sentence)
- 5 A (general truth)
- 6 C (make sb + inf without **to**)
- 7 B (action that finished before another action in the past)
- 8 A (neither + verb in singular affirmative)
- 9 D (reported speech (**told sb**))
- 10 B (ought + **to** -rest of modals given don't take **to**)
- 11 A (passive voice (**by her yoga teacher**))
- 12 A (little = not much (adv))
- 13 A (reflexive (same S & O in a sentence))

5 Aim To consolidate vocabulary from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|------|------|
| 1 B | 4 B | 7 B | 10 C | 13 B |
| 2 A | 5 A | 8 D | 11 A | |
| 3 D | 6 A | 9 A | 12 C | |

- establish (v):** to make sth start to exist or happen
normally (adv): in the usual way
regularly (adv): frequently
commonly (adv): usually
typically (adv): in a way that shows sb's usual features
fatty (adj): containing a lot of fat
carry a warning (phr): (of packaging) to have a label informing you about possible dangers or problems in the future
health risk (phr): sth likely to harm people's health
chance (n): the possibility that sth will happen
danger (n): the possibility that sb or sth will be harmed, destroyed or killed
threat (n): the possibility that sth bad or harmful can happen
heart disease (phr): a medical condition which prevents your heart from working normally
disorder (n): an illness of the mind or body
sickness (n): the condition of being ill
illness (n): a disease of the mind or body, or the condition of being ill
benefit (v): to be helped by sth

split (v): to divide sth into separate parts and share it between two or more people
share (v): to experience or use sth with others

part with sth (phr v): to give sth to sb although you want to keep it

divide (v): to separate sth into two or more parts
according to (prep): as shown by sth or stated by sb
state (v): to formally say or write a piece of information or your opinion

keep (v): to continue having or holding sth
base (sth on sth else) (v): to use sth as the thing from which sth else is developed

send a message (phr): to cause a piece of information to go to a place

bring (v): to take sth or sb to the place where you are now

direct (sb to do sth) (v): to tell sb what they should do
forward (sth to sb) (v): to send letters, parcels, etc to sb when they have moved to a new address

want (v): to have a desire for sth

fit into sth (v): to be the right size

wish (v): to want sth to be true although you know it's unlikely

hope (v): to want sth to happen or to be true and you believe it is likely

long (to do sth/for sth) (v): to want sth very much

catch your breath (phr): to begin to breathe normally again after running or making an effort

hold your breath (phr): to not breathe out and try not to make a sound because you do not want to be noticed

get (v): to receive sth that sb gives you

take a deep breath (phr): to take a lot of air into your lungs at one time

simple (adj): not difficult or complicated

typical (adj): having the usual features or qualities of a particular thing

main (adj): more important

routine (adj): happening as a normal part of a process

miss (v): to not be able to do sth although you want to

lose (v): to stop having sth

avoid (v): to stay away from sb or not use sth

keep sb away (phr v): to prevent sb from going somewhere or near sth

lose weight (phr): to be less heavy than you were before

drop (v): to let sth fall

reduce (v): to make sth smaller in size, amount, degree or importance

proper (adj): right; suitable

healthy (adj): physically strong

fit (adj): healthy and strong, especially as a result of exercise

correct (adj): suitable and right for a particular situation

keep in shape (phr): to be in good physical condition

figure (n): the shape of the human body or a person

form (n): the shape or appearance of sth

build (n): the size and shape of a person's body

Word formation

- 4** Complete the text using a word derived from the words in the brackets.



LESS MEAT More HEALTH

Beatles **1)** Paul McCartney may be **2)** for promoting the idea of a 'Meat-Free Monday', but the phrase has been around for a lot longer. WWI and II were periods of food **3)** Sugar and animal fats were needed for the armies and were not always available to most **4)** The USA government popularised the phrase 'Meatless Monday' to get Americans to restrict their **5)** of meat. In Britain, the 'Dig for Victory' campaign gave **6)** on how gardens and waste ground could be used for growing fresh vegetables.

The benefits were not only physical. Gardening brought the country together, and the **7)** of things growing lifted everyone's mood during a time of **8)** So despite living through a war, some people actually saw an improvement in their health!

MUSIC
FAME

SHORT

CIVIL

CONSUME

INSTRUCT

SEE

DIFFICULT

Grammar in Focus

Complete the gaps with the correct word. Then put the verbs in brackets into the correct form.

MasterChef

If you're serious **1)** cooking, then perhaps you can become a professional chef one day. This is exactly **2)** contestants on the reality show *MasterChef* dream **3)** *MasterChef* is for those **4)** see cooking as much **5)** (**much**) than a hobby. Indeed, **6)** you can survive *MasterChef*'s cooking challenges, you **7)** (**survive**) anything! The chefs even prepare food **8)** an expensive London restaurant. While some contestants might regret **9)** (**apply**), most viewers only wish they **10)** (**have**) the chance **11)** (**try**) the delicious food! The prize is certainly mouth-watering – each year, the winner **12)** (**hire**) by one of Britain's top restaurants.

1 **Aim** To present/practise quantifiers and determiners.

- Explain the task.
- Ss complete the task checking in the **Grammar Reference** section for details.
- Check Ss' answers.

Answer Key

1 else	5 plenty	9 None
2 each	6 All	10 both
3 all	7 Both	11 either
4 much	8 whole	12 A lot of

2 **Aim** To practise phrasal verbs and prepositional phrases

- Explain the task.
- Ss complete the task.
- Check Ss' answers around the class.

Answer Key

1 in	3 under	5 out
2 of	4 in	6 from

3 **Aim** To practise sentence transformations

- Explain the task.
- Ss complete the task.
- Check Ss' answers around the class.

Answer Key

1 when there	4 has (got)
2 play	5 we play
3 does	

4 **Aim** To practise word formation

- Explain the task.
- Ss complete the task. Point out correct spelling is required.
- Check Ss' answers on the board.

Answer Key

1 musician	5 consumption
2 famous	6 instructions
3 shortages	7 sight
4 civilians	8 difficulty

Grammar in Focus

Aim To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ss justify their answers.

Answer Key

- 1 about (serious about)
- 2 what (exactly what)
- 3 about/of (dream)
- 4 who (refers to those)
- 5 more (comparative: than)
- 6 if (conditional)
- 7 can/will survive (conditional Type 1)
- 8 at (at a restaurant)/for
- 9 applying (regret + -ing form)
- 10 had (wish for present/future)
- 11 to try (full inf - purpose)
- 12 is hired (passive - by, present - each)

Background information

The Beatles were a British rock and pop group. They formed in Liverpool in 1960 and are considered by many to be the best British band of all time. The members were John Lennon, Paul McCartney, George Harrison and Ringo Starr. Some of their albums include *Rubber Soul*, *Sgt Pepper's Lonely Hearts Club Band*, *The White Album* and *Abbey Road*. They broke up in 1970.

Paul McCartney is an English musician, songwriter and composer. He was born in 1942 and he was a founding member of the bands **The Beatles** and **Wings**. He has a huge catalogue of songs to his credit and was awarded an MBE and a knighthood for his services to music. He is involved with a number of international charities.

Internet Addiction



1

The curtains are closed. The light comes from the screen that John is staring at. He's checked his Hotmail, watched some videos on YouTube, updated his Facebook status and now he's playing a game. If you ask him how long he's been online, he'll probably say about half an hour. In fact, it's been 9 hours. John, like millions of other teens worldwide, is addicted to the Internet.

2

Now that we spend almost one third of our leisure time online, some health experts are worried that this is affecting our health. Apart from physical problems like bad backs, eye strain and weight gain, some addicts stop socialising and exercising to spend more time online. When they can't access the Internet, they feel anxious, impatient and depressed.

3

Internet addiction is now considered a real illness. In South Korea, almost 90% of homes have Internet access and experts believe that up to 30% of teens use the Net too much. Special Internet-free camps have been set up there for addicts that include physical activity, counselling sessions and workshops for hobbies. Even Google, the Internet's number one search engine, advises its employees against letting technology take over their lives and recommends switching off for a part of every day.

4

So how can you cut down on the Internet? Well the first step is to write down how long you're online. Take regular breaks of five minutes and slowly increase them until you can leave the Internet alone for a day or two. Take up a sport or a hobby and go out to the park, the cinema or the mall with friends who don't care about the Internet. Remember that the Internet is useful and fun, but don't let it take over your life!

1 **Aim** To read for main ideas (matching headings to paragraphs)

- Ask Ss to read the headings A-D.
- Give Ss time to read the text and choose the correct heading for each paragraph.
- Check Ss' answers. Ss justify their answers.

Answer Key

- 1 B (how long ... 9 hours)
- 2 C (affecting health, bad eyes, eye strain, weight gain, stop socialising/exercising, anxious, impatient, depressed)
- 3 E (Internet – free camps, switching off)
- 4 A (take breaks, take up a hobby)

2 **Aim** To answer comprehension questions based on a text

- Give Ss time to read the text again carefully and answers the questions.
- Remind Ss not to copy from the text but to paraphrase the answers.
- Check Ss' answers.

Suggested Answer Key

- 1 It can affect our health by giving us a bad back or tired eyes and it can affect our social life because

we don't spend time with our friends anymore. (Apart from physical problems like bad backs, eye strain and weight gain, some addicts stop socialising and exercising to spend more time online.)

- 2 They help people by providing sports activities, counselling and hobby workshops to get them away from computers and the Internet. (...that include physical activity, counselling sessions and workshops for hobbies...)
- 3 It tells them not to let it dominate their lives and to make sure that they turn the computer off for part of the day. (...advises its employees against letting technology take over their lives and recommends switching off for part of every day.)

3 **Aim** To complete a dialogue

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 If I were you, I'd
- 2 I'm not too sure about that
- 3 You don't have to be
- 4 It's well worth it
- 5 OK, I think I will

From page 109 (T) – Ex. 5

Suggested Answer Key

- A: I want to lose some weight. What do you think I should do?
- B: Well, why don't you join a gym?
- A: I don't know about that. Isn't it rather expensive?
- B: Yes, it can be, but you would have access to all the fitness equipment and exercise advice from a trainer to help you so you would lose weight and get fit in a safe way.
- A: Do you really think that would work? Doesn't it get overcrowded at peak times?
- B: I agree there are disadvantages, but you could go in the morning before college.
- A: I suppose you're right. Thanks for the advice!

From page 109 (T) – Ex. 6

Suggested Answer Key

- A: Anna wants to take up a sport. Do you have any ideas?
- B: How about football?
- A: I'm not sure she would enjoy it.
- B: How about yoga?
- A: I think that would be boring. Also, it might not be easy to find a yoga class in the village.
- B: It might be a good idea to take up table tennis.
- A: That's something she could easily do.
- B: Well, have you thought about running?
- A: I suppose that would be a good idea. She could run around the lake.
- B: Also, now that she lives by a lake, she could go swimming. It doesn't cost anything.
- A: That's possible. She could also go kayaking. That would be something new and exciting for her.
- B: Yes, but wouldn't it be expensive to buy a kayak and all the equipment?
- A: I suppose you're right. What do you think about running? She could do it on her own and enjoy the scenery and the fresh air.
- B: Good idea. It's great to exercise outdoors. I think that would be the best choice for her.

Vocabulary

- 4** Fill in: *digest, deep, poisoning, scrambled, protect, twisted, dairy, itchy, allergy, prevents.*
- If you start to panic, take four or five breaths.
 - Water helps you to food more easily.
 - Fish oil supplements help against illness.
 - Erin has a food and can't eat strawberries.
 - Do you want eggs for breakfast?
 - I've my ankle so I have to rest it all week.
 - eyes are a symptom of hay fever.
 - You should eat more products.
 - Drinking milk high blood pressure.
 - Chris got food from some seafood.
- (10x1=10)

Grammar

- 5** Put the verb in brackets into the correct tense.
- A: I'm really stressed out.
B: If I were you, I (**drink**) less coffee.
 - A: Will you be at the gym tonight?
B: I'm not sure. If I'm tired, I probably (**not/go**).
 - A: If only I (**have**) a gym nearby.
B: Why don't you go running instead?
 - A: Well done for finishing in second place!
B: Thanks, but if I (**train**) harder, I would have won!
 - A: Are you feeling OK?
B: No! I wish I (**not/eat**) that third pie.
- (5x2=10)

- 6** Complete the sentences with: *infinitive without to, to-infinitive or -ing form.*
- I expect (**lose**) a kilo a month on this new diet.
 - (**find**) the time to exercise can be difficult.
 - Is it too late (**change**) my order?
 - I really fancy (**order**) a pizza!
 - Dan is used to (**get**) up early to go running.
- (5x1=5)

- 7** Complete second sentence so that it means the same as the first sentence. Use up to three words.
- He likes playing basketball more than playing football.
He prefers playing basketball football.
 - Skiing is not as dangerous as skydiving.
Skiing is than skydiving.
 - Table tennis is an easy game to learn.
It's not learn to play table tennis.
 - Paragliding is Tony's favourite sport.
Tony likes paragliding any other sport.
 - What about eating out tomorrow?
We can tomorrow.
- (5x2=10)

Listening

- 8** Listen to a conversation between two friends about fast food. Decide if each sentence (1-6) is correct or incorrect. If it is correct, tick YES. If it is not correct, tick NO.

- Jack wants Ron to help him with his homework.
- Jack says that young people need to exercise more often.
- Ron likes to meet his friends in fast food restaurants.
- Jack knows where fast food restaurants buy their ingredients.
- Ron believes that lots of families still eat together.
- Ron and Jack agree about not eating too much fast food.

	YES	NO
1		
2		
3		
4		
5		
6		

(6x3=18)

Writing

- 9** Read the rubric, then write your essay.

Your English teacher has asked you to write an essay discussing the pros and cons of eating fast food. Write your **essay** (120-160 words).

(21 marks)

(Total=100)

Check your progress

- talk about food & health
- talk about eating habits & preferences
- recommend an activity to a friend
- ask for/give advice
- write a for-and-against essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

4 **Aim** To practise vocabulary from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers around the class.

Answer Key

- | | |
|-------------|--------------|
| 1 deep | 6 twisted |
| 2 digest | 7 itchy |
| 3 protect | 8 dairy |
| 4 allergy | 9 prevents |
| 5 scrambled | 10 poisoning |

5 **Aim** To consolidate grammar from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 would drink (conditional type 2)
- 2 won't go (conditional type 1)
- 3 had (wish for present)
- 4 had trained (conditional type 3)
- 5 hadn't eaten (regret - past)

6 **Aim** To practise infinitive/-ing forms

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 to lose (expect + to - inf)
- 2 Finding (as subject)
- 3 to change (too ... to)
- 4 ordering (fancy + -ing form)
- 5 getting (be used to + -ing form)

7 **Aim** To practise sentence transformations

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 to playing
- 2 safer
- 3 hard to
- 4 more than
- 5 eat out

8 **Aim** To listen for specific information (Yes/No statements)

- Ask Ss to read the statements 1-6.
- Play the recording twice. Ss listen and mark the statements accordingly.
- Check Ss' answers.

Answer Key

- | | | |
|------|-------|-------|
| 1 NO | 3 YES | 5 NO |
| 2 NO | 4 NO | 6 YES |

9 **Aim** To write an essay

- Explain the task and refer Ss to the **Writing Bank 7** for a model, a plan and useful language.
- Give Ss time to plan and complete their work and then check Ss' answers. Ss can get ideas from the recording in Ex. 8.
- Alternatively assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

More people nowadays are eating fast food. However, is this a good thing or not?

There are a number of advantages to eating fast food. Firstly, it is cheap. For example, you can get a full meal and a drink for little money. This helps people on a low income. Secondly, it is convenient. For example, if you don't want to cook, you can buy a hot meal quickly and easily.

On the other hand, there are some disadvantages to fast food. To start with, it is unhealthy. Consequently, you can gain weight which can lead to serious illnesses later such as heart disease and diabetes. In addition, the ingredients are not good quality. This is because the ingredients are bought cheaply.

All in all, there are both pros and cons to eating fast food. People should have a balanced diet and not eat fast food too often.

Check your progress

Ask Ss to assess their own performance in the unit according to how competent they feel for each of the listed activities.

b) 1 B

Key words: be careful at feeding time, could be dangerous, get close at feeding time, perfectly safe

2 1 A 2 B 3 B 4 B 5 C

3 1 nervous 3 unfriendly 5 confidence
2 unhappy 4 suddenly

4 1 B 3 D 5 C 7 D 9 B 11 A
2 C 4 A 6 B 8 D 10 C 12 C

5 1 A 4 B 7 D 10 C 13 A
2 C 5 A 8 B 11 C 14 C
3 D 6 B 9 B 12 D

Module 7

7a – Reading (pp. 76-77)

1 a) 1 Why 2 How 3 Which

b) 1 C – reasons, isn't good for us
2 A – one way, labels
3 B – fresh fruit, vegetables, great fuel

2 1 D 2 F 3 E 4 B

- 3 1 calories 5 baked 9 fibre
2 dip 6 store 10 handful
3 key 7 snack
4 cereal 8 ingredients

- 4 • pop into – visit quickly • treats – enjoyable things
• grab – pick up quickly • despair – feel hopeless
• watch out – be careful • moderation – within
reasonable limits • hunger pangs – sudden feeling of
wanting to eat • overeat – eat too much

- 5 1 in 3 for 5 on
2 in 4 of 6 on

- 6 1 prepare 5 mug 9 hungry
2 fridge 6 bar 10 go
3 cut 7 labels 11 moderation
4 plastic 8 calories 12 overeat

7b – Vocabulary (pp. 78-79)

- 1 1 blood 4 heart 7 immune
2 weight 5 balanced 8 high
3 ageing 6 health
- 2 1 boost 4 sprained 7 aching
2 vomiting 5 healed 8 recovering
3 burning 6 absorbs
- 3 1 vaccination 5 cure 9 prescription
2 symptom 6 treatment 10 rash
3 indigestion 7 operation
4 allergy 8 cough
- 4 1 almonds 4 cabbage 7 turnip
2 peas 5 beetroot
3 cucumber 6 watermelon
- 5 1 to 3 out 5 from
2 with 4 to
- 6 1 itchy 3 treatments 5 symptoms
2 sneezing 4 prescription 6 avoid

7 **Butcher's:** beef, lamb

Fishmonger's: trout, salmon, crab, sardines

Greengrocer's: onions, broccoli, peppers, potatoes

Baker's: cake, biscuits, bread rolls, apple pie

8 **Carbohydrates:** breakfast cereal, rice, (bananas),
noodles,

Proteins: fish, (nuts), (cheese), eggs

Fats: (fish), chocolate, vegetable oils, butter, nuts,
cream, cheese, (eggs), avocado

Vitamins: carrots, oranges, bananas, (avocado)

- 9 1 wine 2 water 3 bread 4 sugar

- 10 1 D 2 A 3 C 4 A 5 C

- 11 1 broken 2 burnt 3 a virus 4 fainted

- 12 1 infection 5 illnesses 9 effectively
2 beneficial 6 painful 10 prescription
3 muscular 7 breathing
4 exhausted 8 healthier

7c – Grammar in use (p. 80)

- 1 1 could lose 4 wouldn't eat
2 was going 5 had attended
3 hadn't caught 6 wasn't
- 2 1 wouldn't have 3 wouldn't 5 hadn't eaten
2 won't 4 buy 6 were
- 3 1 Exercising 3 try 5 taking
2 to do 4 pushing 6 getting
- 4 1 to go 3 doing 5 seeing
2 to inform 4 to follow 6 eating
- 5 1 shall 4 didn't 7 won't
2 am 5 does 8 have
3 will 6 can't
- 6 1 Every 4 both 7 neither
2 None 5 all
3 either 6 every

Grammar Revision (Modules 1-7) (p. 81)

- 1 1 C 3 A 5 B 7 C 9 A
2 C 4 B 6 A 8 B 10 B
- 2 1 Neither 5 How many 9 like
2 plenty 6 all the 10 am
3 Every 7 few
4 despite 8 plenty
- 3 1 don't have enough 4 has been written by
2 the fastest runner of 5 had her bicycle stolen
3 is only closed

Grammar in Focus

- 1 least 6 makes 11 what
2 on 7 have 12 about
3 than 8 be accepted 13 with
4 getting 9 itself 14 best
5 being 10 can/might/could

7d – Listening skills (p. 82)

- 1 **Team sports:** football, hockey, water polo, volleyball,
cricket
Individual sports: jogging, scuba diving, karate,
weightlifting, skiing

- 2 1 B 2 B 3 C 4 A 5 A

- 3 a) You can learn at your own pace, and you don't
have to practise if you aren't feeling well.

b) Suggested Answer

Yes, I agree. Individual sports make it necessary to motivate yourself, which is a very important skill to learn.

- | | | | |
|---|-----------------|---------------|--------|
| 5 | 1 immune system | 3 ice cream | 5 6 pm |
| | 2 heart | 4 local bands | 6 £5 |

6 Suggested Answer

I would attend the garlic festival. It sounds like a different and interesting experience. I don't think I would taste the garlic ice cream, however.

7e – Speaking skills (p. 83)

- | | | |
|---|----------------------------------------------|---------------------------|
| 1 | 1 doing a form of exercise | |
| | 2 jogging outdoors | |
| | 3 running on treadmills | |
| | 4 clothes that are suitable for the open air | |
| | 5 wearing sports vests | |
| | 6 to keep fit and healthy | |
| | 7 get more oxygen | |
| | 8 better way of checking your performance | |
| 2 | 1 would be best | 6 I doubt if |
| | 2 not sure | 7 wouldn't be a good idea |
| | 3 doesn't he | 8 agree with you |
| | 4 be better | 9 best choice |
| | 5 were in his shoes | |

- 3 1 b 2 a 3 a

7f – Writing (p. 84)

- 1 A 2 B 1 C 4 D 3

2 in the first place – to start with/to begin with, In addition – Moreover, for instance – for example, All in all – All things considered, In my opinion – I believe, However – On the other hand, Firstly – to begin with/to start with, This means – Therefore, Furthermore – What is more, As a result – Consequently

- | | | |
|---|-------------------------|-------------------|
| 3 | 1 Let's not forget | 5 Secondly |
| | 2 many disadvantages to | 6 can be boring |
| | 3 To begin with | 7 For this reason |
| | 4 be very expensive | 8 give up |

- 4 A 3 B 2 C 1 D 5 E 4

5 a) PROS:

Argument 1: To begin with, you can practise an individual sport when it suits you.

Reason/justification 1: For this reason, there is no need to arrange a time to train with others.

Argument 2: Also, it encourages independence.

Reason/justification 2: For instance, you become better at motivating yourself.

CONS:

Argument 1: Firstly, you do not learn the value of teamwork

Reason/justification 1: Therefore, you can't work well with others.

Argument 2: Furthermore, you have fewer opportunities to make friends.

Reason/justification 2: As a result, you might feel lonely sometimes.

b) These days, everyone is talking about how important exercise is for our health, particularly for young people. Usually, people recommend that they get involved in team sports, due to the many social benefits they offer. But there are also a lot of sports that teens can do by themselves. Are these individual sports a good idea too?

There are certainly a number of advantages to individual sports. To begin with, you can practise an individual sport when it suits you. For this reason, it is easy to exercise because there is no need to arrange a time to train with others. Also, they encourage independence. For instance, you become better at motivating yourself.

On the other hand, individual sports also have disadvantages. Firstly, you do not learn the value of teamwork. Therefore, you might not learn to work well with others. Furthermore, you have fewer opportunities to make friends. As a result, you might feel lonely sometimes.

All in all, I think the independence that practising an individual sport can give young people easily outweighs the disadvantages of doing an activity on their own. Getting involved in individual sports seems like a great idea.

Skills Work 7 (p. 85)

- 1 1 D 2 B 3 B 4 A 5 C

2 Suggested Answer

A Hi Alison,

Thanks for your email. I'm glad to hear you are trying to lose weight. You will soon have more energy and feel better, I'm sure! I think I can give you some advice.

First of all, exercise is really important. Exercise burns calories, and also helps to make your metabolism work better. It's fun, too! For these reasons, it will help you lose weight more than anything else. Also, it is a good idea to eat a balanced diet. If you eat a variety of healthy food, you will not feel hungry. Therefore, you won't overeat. But don't cut out your favourite foods completely. If you do this you will only want them more and as a result, you will feel unhappy.

I hope my advice helps you. If you eat well and exercise, I think you will find it is easy to lose weight, and you will feel great too! Let me know how it goes.

Best wishes,

Sophie

B Team sports are probably the most popular sports, both to play and to watch. Millions of people enjoy football, cricket and basketball, and it's not difficult to see why. However, team sports offer both advantages and disadvantages.

The first and most important benefit of participating in team sports is that you learn how to work as part of a team. Working together and not against each other means that every player in a team sport contributes according to their strengths and weaknesses and that everyone in a team shares the joy of victory and the disappointment of losing. Another advantage of team sports is that they provide a fantastic opportunity for socialising. People often start a team sport not only to improve their physical condition and relieve stress but also as a way to meet new people with similar interests. On the other hand, there are also some disadvantages to doing team sports. For instance, some players might not be as good as others. This can cause arguments and create unnecessary competitiveness among members of the same team. Also, sometimes team sports may be difficult to organize. When a number of people need to coordinate and arrange practice time, it may be hard to satisfy every player's needs and this could lead to more disagreement or unfriendliness.

In conclusion, participating in team sports has both advantages and drawbacks. I believe that people should try both team and individual sports and make a choice according to what satisfies their individual needs. Doing sports should be an enjoyable experience that relaxes, stimulates, cultivates and improves physical and mental skills.

Language Knowledge 7 (pp. 86-87)

- | | | | | | | |
|---|----------------------|-----|----------------------|------|------------------|------|
| 1 | most | 4 | to | 7 | rushed/
taken | |
| 2 | For | 5 | which | 8 | risk | |
| 3 | if/when | 6 | in | 7 | fashionable | |
| 2 | 1 personal | 4 | movements | 7 | weight | |
| | 2 strength | 5 | intention | 8 | | |
| | 3 breathing | 6 | equipment | | | |
| 3 | 1 both won | 6 | wouldn't have gained | | | |
| | 2 would try swimming | 7 | wouldn't train | | | |
| | 3 pay | 8 | unless | | | |
| | 4 watching | 9 | takes | | | |
| | 5 much | 10 | so does | | | |
| 4 | 1 C | 3 C | 5 A | 7 A | 9 C | 11 A |
| | 2 D | 4 B | 6 C | 8 B | 10 C | 12 C |
| 5 | 1 A | 4 A | 7 C | 10 D | 13 B | |
| | 2 B | 5 C | 8 C | 11 B | 14 A | |
| | 3 C | 6 A | 9 A | 12 D | | |

Module 8

8a – Reading (pp. 88-89)

1 A

2 1 C 2 D 3 A 4 B

Key words: relax, ruins, bring the past to life, variety of sports, rare delicacies

3 a) Key words:

- 1 professional chef, passionate about food/drink, take things at her own pace, prefers gentle exercise
- 2 prefers impressive landscapes, not bothered about history/shopping/nightlife, physically, active
- 3 doesn't like crowded destinations, interested in history & archaeology, collects unusual souvenirs
- 4 doesn't get much holiday time, treat herself, eat well, relax in maximum comfort
- 5 looking for somewhere new to live & work, loves music, art and ICT, be with other young people, improve his qualifications

3 b) 1 B 3 D 5 E
2 D 4 C

4 • pace – speed • rare – unusual • not bothered – uninterested • wide – huge • elegant – stunning • vibrant – lively • mighty – powerful • range – variety • converted – restyled

5	1 designer	5 performing	9 hand-made
	2 special	6 local	10 sports
	3 rooftop	7 rare	11 nature
	4 wide	8 architectural	12 unspoilt

8b – Vocabulary (pp. 90-91)

- | | | | | |
|---|------------------|------------------|--------------|---------|
| 1 | 1 home | 4 warm | 7 beaten | |
| | 2 site | 5 mouth-watering | 8 resort | |
| | 3 guided | 6 ruins | | |
| 2 | 1 relax | 4 stole | 7 board | |
| | 2 dine | 5 delayed | 8 enjoyed | |
| | 3 float | 6 wander | | |
| 3 | 1 do | 4 play | 7 go | 10 play |
| | 2 play | 5 do | 8 play | |
| | 3 go | 6 go | 9 go | |
| 4 | 1 mouth-watering | 5 overnight | 9 double | |
| | 2 elegant | 6 heavy | 10 traffic | |
| | 3 guided | 7 unspoilt | | |
| | 4 capital | 8 adventure | | |
| 5 | 1 attraction | 4 crew | 7 delicacy | |
| | 2 dream | 5 deck | 8 time | |
| | 3 meeting | 6 breath | | |
| 6 | 1 resorts | 3 sledging | 5 cabins | |
| | 2 activities | 4 accommodation | 6 bookings | |
| 7 | 1 stay | 5 booking | 9 camp | |
| | 2 reservation | 6 accommodation | 10 itinerary | |
| | 3 abroad | 7 destination | 11 weekend | |
| | 4 meal | 8 deals | 12 nightlife | |