

1 FIGHTING FIT

UNIT OBJECTIVES

Topic:	health and fitness
Grammar:	gerunds and infinitives; comparing and contrasting ideas with linkers
Vocabulary:	health and fitness; idioms
Listening:	understanding distractors
Reading:	Part 7: multiple matching
Speaking:	Part 2: individual long turn
Writing:	Part 1: essay
Pronunciation:	weak forms: the schwa
Exam focus:	Reading and Use of English Part 7; Writing Part 1; Speaking Part 2
Real world:	Being active in ... Zurich

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

GETTING STARTED

SB P14

WARMER

Ask students to keep their books closed. Write *Healthy Living* on the board and tell students it is the title of a magazine. Ask them if they would like to read a magazine with this title. Students work in groups to discuss what might be included in a magazine with this title (healthy recipes, types of exercise class, information about dietary supplements, etc.). Get them to share their ideas by writing them on the board as a mind map around the title.

- 1 Ask students to open their books and look at the five headlines. Do they relate to any of the ideas on the board? In groups, ask students to discuss what each article might be about. What would they like to clarify about each one? You could give them some phrases for clarification, e.g.:

I wonder what you would do on a health holiday?

I'd like to know how you think yourself fit.

What do you think they are referring to in the last headline?

What do they mean by 'apps to shape up'?

Get students to choose which article they would most like to read. Which is the most popular with the class as a whole? Why do they find it an interesting topic? Which is the least popular? (Elicit reasons for their answers.)

- 2 003 Tell students they are going to listen to two people talking about one of the headlines. Point out that they might not hear all or any of the words in the headline, but they should be able to link the conversation to one of the headlines using clues from the dialogue. This is a gist task, so at this stage, students don't need to focus on every word.

No prize for finishing first

- 3 003 Ask students to read the sentences and try to guess what the missing words and phrases are. They could pencil in any ideas. Play the audio and students correct any guesses and write in what they hear. Give them time to compare answers in pairs and play again to check.

1 plenty of 2 junk food 3 obesity 4 calories, consume

Check students' understanding of the words and phrases. Note: *Consume calories* and *count calories* are common collocations. We don't say *eat calories*.

- 4 Students discuss the questions in groups. Conduct class feedback by eliciting some of the groups' answers. Did all of the groups have the same answers?

ALTERNATIVE


Give students a few minutes to read and think about the questions without discussion. Read out the first question. Ask those who say *Yes* to go to the left and those who say *No* to go to the right of the classroom. With others of the same opinion, they share their reasons. Then they find someone on the opposite side (numbers might not be even so it could be one *Yes* and three *No*'s for example). They have mini-debates on the question. Repeat for the other two questions.

AUDIOSCRIPT 003

- Matt:** Hey Daniel, I thought the plan was to wander around the park, sit down and enjoy our lunch. We've got plenty of time.
- Daniel:** Yeah, I know, Matt. I just can't help it. Even when I was younger, I always ate too quickly.
- Matt:** Don't you get indigestion?
- Daniel:** Sometimes, though I think that depends on what I'm eating to be honest. I get a bit of heartburn if I eat too much junk food.
- Matt:** You know that speed-eating's not good for your health, right?
- Daniel:** Oh? Why not?
- Matt:** Well, research suggests there's a link between obesity and eating quickly.
- Daniel:** I don't believe you!
- Matt:** It's true. Your brain doesn't get the chance to tell your stomach it's full.
- Daniel:** That sounds ridiculous!
- Matt:** No, really. It takes a while for your stomach to send messages to your brain that you've had enough. Therefore, the quicker you eat, the more calories you'll consume.
- Daniel:** Oh!
- Matt:** Yeah. You might clear your plate quickly, Daniel, but in the long run, it could harm your health!
- Daniel:** Hmm ... Matt? Are you going to eat that sandwich? I'm still hungry!

P WEAK FORMS: THE SCHWA

It is important to raise awareness of weak forms because they can cause students to misunderstand what they hear. In English, unlike many other languages, each word of two or more syllables has one syllable that is stressed more than others. Words that carry meaning are stressed while 'grammar words' such as prepositions, articles and auxiliary verbs are usually unstressed (weak).

- 5  004 Put the first sentence on the board. Ask students to predict which words might be pronounced weakly. Remind them that they are not going to be the words that carry the main meaning (*time, dinner*). Play the first sentence and ask students where the weak forms are:

*It's time **for** dinner.*

Model and get students to repeat the sentence with the weak forms.

Ask students to look at sentences 2–5 and decide where the weak forms will be. Play the audio as many times as students need to check their answers.

Suggested answers

(The sounds in bold are weak)

1 It's time **for** dinner. 2 It's **a** health **and** fitness book. 3 How long **has** she worked there? 4 I **can** play tennis on Saturday. 5 We've got quite **a** lot **of** work **to** do.

Get students to practise the sentences with a partner. Check they are saying the weak forms correctly. Monitor, support and make a note of common errors.

It is a good idea to come back to this idea of weak forms regularly, for example when you hear mistakes and when practising a dialogue.

VOCABULARY

SB P15

HEALTH AND FITNESS

WARMER

Tell students you are going to list a few habits and after each one they have to say 'healthy' or 'unhealthy'. Include some habits that might be questionable, e.g.:

- eating lots of fried food (unhealthy)
- driving everywhere (unhealthy)
- riding a bicycle (healthy)
- drinking milk every day (?)
- eating red meat (?)
- going to the gym (healthy)

- 7 Tell students to read Mauro's blog quickly to find out whether his lifestyle is healthy or unhealthy. Set a time limit of one minute to encourage the correct reading style.

healthy (He used to live an unhealthy lifestyle, but now he leads a healthy lifestyle.)

Can students remember anything about the unhealthy things he used to do and the healthy things he does now?

- 2 Students work independently to match the definitions with the words in bold from the text. Give them a few minutes to check with a partner.

1 cut down 2 keep up 3 keeping track
 4 overweight 5 overdid 6 rate 7 aching

EXTENSION

If you have a strong class, you might want to raise their awareness of some of the word types in the exercise. Highlight words with the prefix *over-*. Can they think of any others? (*overpay, overworked, overdue*, etc.). Point out that they share the meaning of 'too much'. What is the opposite of *overweight*? (*underweight*). What are the phrasal verbs in the exercise? (*cut down, slim down*). What are the opposites of these words? (*increase, put on weight*). Can they think of any others with *down*? (*back down, break down, calm down*, etc.). If necessary, recommend that some students use dictionaries to help them with this exercise.

- 3 Students need to read the whole sentence carefully to decide which word is needed and which form it should be in. Draw their attention to the first sentence and ask what type of word is needed (verb). Ask which form they will need to use (verb *-ing*). Elicit the answer (*overdoing*).

Ask students to first decide what type of word is needed, then choose the word and finally, decide on the correct form of the word for 1–7. Give students the option of working individually or in pairs. If they choose to work on their own, get them to check with a partner afterwards.

1 overdoing (verb – *-ing* form) 2 overweight (adjective) 3 keep up (verb – base form) 4 ache (verb – base form) 5 cutting down (verb – *-ing* form) 6 keep track (verb – base form) 7 rate (noun)

- 4 Read through the task with the class and elicit a few examples of the kind of questions they could ask, making sure they use words from the previous exercises. Prompt them if they are having difficulties. Put students into pairs to work on their five questions. Both students should write the questions down. Monitor, checking students' use of the language, grammar, spelling, etc., making suggestions when needed. Set a time limit of seven to ten minutes. Some pairs might not have time to complete all five questions.

Example questions

Was it difficult to **keep track of** what you were eating?
 What type of food did you **cut down on**?
 Did you use an app to **monitor** your progress?
 How did you cope with muscle **ache**?
 Did you ever **overdo** it at the gym?

- 5** Form new pairs and ask students to interview their partner, noting down their responses. Monitor, listening to the students' answers, and note down any repeated or significant errors for correction at the end of the activity.

⊕ EXTENSION

When both students have asked their questions, ask them to return to their original partners. Ask them to compare the answers they received to each question. Can they remember what questions they were asked and how they answered?

✓ EXAM PREPARATION

It would be useful at this point to discuss ideas for recording and storing vocabulary and the importance of students reviewing their vocabulary notebooks or files regularly. This habit is also good preparation for the B2 First exam. You could ask students to discuss these questions:

- Do you store vocabulary in a notebook, on your computer or on another device?
- What information do you need to record about a word? (meaning, collocations, pronunciation, spelling, part of speech, level of formality, how common it is, translation, etc.)
- How can you make your vocabulary notes user-friendly? (space words out, write clearly, use colours, etc.)
- How often should you review your vocabulary? (after the class where you learn it, the following day and then weekly until you are confident of it)

READING AND USE OF ENGLISH

PART 7 TRAINING

SB P16

- 1** Elicit a stereotypical view of older people (staying at home, inactive, unhealthy, dependent on others, etc.). Refer students to the photos and ask them to compare the peoples' lifestyles in pairs. Encourage them to talk about any active older people they know. Share ideas as a class.
- 2** Tell students that in Part 7 they often have a number of related short texts to work with. They will have to adopt different reading styles for different questions. For example, they will sometimes have to read a part of a text in detail and sometimes read the whole text fairly quickly to identify the writer's opinion. Tell them that for this task they ONLY have to match the photos to the texts. This requires quick skim reading. Ask them to raise their hand when they're done to encourage speed.

Photo 1: Text D Photo 2: Text C Photo 3: Text A

- 3** Tell students they are now going to practise the skills needed for Part 7. They are now reading for specific information. Ask them to start by reading the questions and highlighting the most important words, i.e. the words they will be looking out for when reading. Remind them that the exact words may not be in the texts, so they will need to look for words with a similar meaning too (1 *relax* (note: present tense not past); 2 *brain, body, good health*; 3 *most senior, graduated, university*; 4 *addicted*; 5 *recovered, rapidly*). Encourage students to read in order to answer the questions, skipping parts of the texts that are not relevant.

1 D 2 B 3 B 4 A 5 C

⊕ EXTENSION

Ask students to identify distractors. If students got any of the questions wrong, they may have already have found them.

Possible answers

1 A – Peggy took a few years out to rest but that was in the past. **2** Any could be distractors – all talk about brain OR body. Only Allan talks about both.
3 A – Peggy was the oldest person to graduate from Bristol University, but the question is more general.
4 B – The text says *perhaps* he's obsessed whereas Peggy *is* hooked. Both *obsessed* and *hooked* are synonyms for *addicted*. **5** A – Peggy also had to recover from an illness but there is no mention that what she is doing is making her recovery faster.

- 4** Give students a few minutes to talk in groups about what they admire about the people in the texts. You could provide some useful phrases if you think it will help:
- *What I admire about ... is*
 - *I am amazed that s/he still ...*
 - *I really respect people who ...*
 - *I've never heard of anyone who has ...*
 - *I admire the fact that s/he ...*
 - *I find ... really inspirational.*
- 5** Point out that the four people from the texts are real people and they are going to find out more information about them. Either give each student a free choice or put them in groups of four, assigning one person to each student. Set a time limit of ten minutes for research and note-taking. Students share what they have learnt and decide who they find the most inspirational.

VOCABULARY

SB P17

IDIOMS

- 1** Ask students to match the five highlighted phrases in the texts to definitions A–E.

A – back on her feet B – keeps in shape C – touch and go
 D – recharge his batteries E – keep his brain sharp

Remind students that in this kind of idiomatic expression, the words cannot usually be changed except to change a pronoun, e.g. *her* to *his*. Ask: *Can we say 'go and touch'?* (not with the same meaning), *Back on her toes?* (no) *Recharge her batteries?* (yes).

- 2** Point out that this Key Word Transformation is designed to practise the idiomatic expressions from the previous exercise, but in the exam a wide range of grammatical and lexical items is tested. Ask students to read the instructions. Ask: *How many words can you write?* (2–5) *Can you write one word?* (no) *Can you write three words?* (yes) *Can you write six words?* (no). Read through the first question, which has been done as an example, with the students. Remind them that they may have to change the form of any verbs to make the sentence grammatically correct.

Get students to work individually to complete sentences 2–4 and check with their partners.

- 2** keeping my brain sharp **3** recharging her batteries
4 to keep in shape

SPEAKING PART 2 TRAINING

SB P17

EXAM INFORMATION

Part 2 of the Speaking paper requires students to compare and contrast two photos and answer a question about them. They speak alone for a minute. The other candidate then comments on the photos for up to 30 seconds.

- 1** Student discuss the questions to generate interest and ideas before doing the Speaking Part 2 task. Allow students up to five minutes to share their ideas with their partner and do brief whole-class feedback.
- 2** Before students focus on the questions, ask them to look at the photos and describe what they see. If you feel it is needed, you could review phrases for describing, e.g.:

- *On the right/left of the picture ...*
- *In the background there's ...*
- *In the top/bottom right/left hand corner ...*

Refer students to the questions relating to the pictures. Point out that although students can describe what they see, they also need to give opinions and suggest what they think might be happening. After giving the students adequate time to discuss the questions in pairs, elicit an answer to each question from one pair, allowing other students to add their own ideas.

Students listen to Maria, a student, doing a Part 2 task. Ask students to read the three questions, listen and decide which one Maria is answering.

2

- 3** Focus students on the use of phrases to compare and contrast the two pictures in Maria's long turn. Point out that all these phrases are useful for this part of the text. Students listen and tick the words and phrases that Maria uses.

both, while, looks like, rather than, look as though, even though

EXTENSION

Ask students to read the audioscript and highlight the phrases. What phrases could also be used?

both – in each photo
 while – whereas
 even though – although
 look as though – look as if
 looks like – appears to be
 rather than – instead of

AUDIOSCRIPT

Well, in **both** photos, food is being consumed. The first photo shows two women sitting in a restaurant or café, enjoying what looks to be fast food, **while** the second photo shows a woman eating on the move. I think the women in the first photo have decided to eat this type of meal because they enjoy it. **Even though** they look happy, it doesn't **look as though** the food they're eating is too healthy. The woman in the second photo appears to be eating fast food, possibly a burger or a sandwich. It **looks like** she's commuting to or from work and so it's possible that she doesn't have the time to sit down and enjoy her meal. Personally, I think the women in both photos should try to eat a more balanced meal **rather than** food which is high in salt and fat.

- 4** Tell students that this exercise relates to common errors students make in this part of the Speaking test. Tell them the errors are grammatical. Give students time to identify and correct the errors and compare with their partners. If possible, show the sentence on the Smartboard or whiteboard and get a different student to come up and correct each one. Ask other students whether they agree with the correction.

1 At **In** the first photograph, you can see a picture of two people eating in a restaurant. **2** The second photo appears to show a woman **eating** on a bus. **3** It looks **as like / as though** two people are enjoying a meal together in the first photo. **4** I think the woman **eats is eating** a burger or a sandwich in the second photo. **5** A lot of people tend **being to be** quite busy at work, so they don't have much time to eat.

- 5** Suggest to students that they might like to record their own long turn on their phone so that they can reflect on their performance at home. Suggest that the listener act as time keeper.

After students complete the task, allow them time to reflect on how they performed. Did they manage to say everything they wanted to say, did they keep talking, did they manage to use any of the language from Maria's model answer?

LISTENING

SB P18

UNDERSTANDING DISTRACTORS

WARMER

With books closed, ask students what their favourite apps are and whether they have used any apps relating to health and fitness. If they haven't, ask how they think apps could be used in this area.

- 1** Ask students to look at the photos of the apps and discuss the questions in groups of four or five. As the purpose of this exercise is to generate interest before listening, there is no need to do whole class feedback or correct errors.
- 2** 🎧 006 The first time they listen, all students need to do is identify which app Chloe is trying out. This mirrors exam tasks in that all the apps are mentioned and rejected for some reason.
- 3** 🎧 006 Read through the information in the box with the class. Tell students that there will usually be some mention of each option or other distractors to 'tempt' them away from the correct answer. Therefore, they need to keep listening and see whether an idea that is mentioned is later rejected by one of the speakers. Play the audio again and give students an opportunity to compare answers before checking.

A

1 They are too expensive. **2** the app that measures your sleep **3** the app that measures your heart rate **4** the app that measures your food intake **5** Ali is surprised because he thought Chloe hated cycling.

AUDIOSCRIPT 🎧 006

- Chloe:** Hello Ali.
Ali: Hi Chloe.
Chloe: Ali, I'm going to get myself in shape!
Ali: But you're not overweight.
Chloe: Well, I do need to slim down a little. Anyway, as you know, I've wanted to buy a smart watch for ages.
Ali: Yep. You said they were too expensive and that you decided not to get one.

- Chloe:** True. I was thinking about a cheaper option. I know they have lots of free apps you can download, like the ones some people use to measure whether they're getting a good night's sleep.
Ali: Yes. That's a great idea, though you never get up until mid-morning, so I don't think you really need that one.
Chloe: I agree. You can also get one that checks your pulse. You know, measures your heart rate. I thought about downloading it but I don't think I have any problems with my blood pressure and anyway, it isn't very user-friendly.
Ali: I see.
Chloe: There's even one where you type in what you're eating and it tells you how much fat, protein and carbohydrates you've consumed. Brilliant if you're trying to cut down on calories.
Ali: So, you're getting that one then?
Chloe: Err no, it's far too time-consuming entering all that data. I'd be bored after a few days.
Ali: So?
Chloe: I've discovered a great app for cyclists.
Ali: Hold on a second, I thought you hated cycling?
Chloe: I know. But it includes other physical activities too, like walking, running and swimming. So, I've downloaded it and I'm starting now.
Ali: Err, Chloe, was that you? I think someone's calling you.
Chloe: Nope, that's just my phone telling me to get moving. See you, Ali. I'm off to get fit ...

🎧 EXTENSION

Get students to read through the audioscript and highlight the sections where the other apps are eliminated:

- App B – ... *but I don't think I have any problems with my blood pressure and anyway, it isn't very user-friendly.*
 App C – *Err no, it's far too time consuming entering all the data. I'd be bored after a few days.*
 App D – ... *so I don't think you really need that one.*

- 4** 🎧 007 Ask students whether they think Chloe succeeded in getting fit using the app. Tell them that she has now given up. Check the meanings of the phrases and get students to predict the reason Chloe gave up. Students listen to the audio and check their predictions.

didn't lose weight

- 5** 🎧 007 In the audio, all the potential reasons for giving up are mentioned and discounted. Students listen and note down why they are discounted. Let them listen a third time if necessary and/or read the audioscript.

sore muscles – Chloe says that her legs aching wasn't really an issue.
 an injury – Chloe says she never hurt herself, but her friend Sunita hurt her ankle.
 extremely hungry – Chloe says that she could deal with being hungry.
 too tired – Chloe says that she could put up with being out of breath from time to time.

AUDIOSCRIPT 007

- Chloe:** Hey Ali, how's it going?
Ali: Oh, hi Chloe. Good thanks. How are you getting on with the app?
Chloe: I'm a bit stressed to be honest.
Ali: Really? Why's that?
Chloe: Well you know I've been using it to keep track of the number of steps I've been taking. I mean, I wasn't obese, but I'd put on a few kilos and thought I was a little overweight.
Ali: Yeah. I remember you telling me you were giving it a go. You said it was your favourite app.
Chloe: Not anymore. At first, everything was great. It monitored my steps and sent me little reminders when I'd stopped moving for longer than 30 minutes or so, to help with the weight loss and keep my heart rate up. It even had me running up and down the stairs once. My legs didn't stop aching for days after that, which wasn't really an issue. It just took me much longer to get around.
Ali: Ha! I'd like to have seen that. You told me to download it if I remember rightly. Several times!
Chloe: Don't remind me. Anyway, that's not why I've given it up. I mean, I could put up with being out of breath from time to time. And I never hurt myself or anything like that though my friend Sunita hurt her ankle when she tried. The thing is, I was starving. All the time!
Ali: Well I guess your metabolism was working harder, so I'd expect you to eat more.
Chloe: Actually, I didn't mind that bit of course, and I could deal with being hungry, but guess what? I actually put on weight which put me off the app completely.
Ali: Oh no! Not really what you wanted was it? I guess ...

- 6** Get students to work with someone different and discuss the questions. If your students are more confident speakers, you could ask them to discuss in groups of three or four. Those students who are lacking in confidence might prefer to have one partner. Encourage students to share their ideas. If some pairs/groups are not speaking much, guide them with some ideas:

Suggestions

1 These apps can be helpful to raise awareness of eating too much or not enough, eating at irregular times, etc., especially if you are busy. However, they might cause people to become obsessed with weight or sleep habits and actually make the situation worse. An app to track heart rate can be useful to see how effective exercise is or to monitor stress levels. However, it may not be totally accurate. **2** Technology may have made people's lifestyles more sedentary as they spend more time playing games or going on social media. On the other hand, the internet can be a good way to share information on exercise and healthy eating, and some apps may be helpful to monitor diet, sleep and exercise. **3** Healthy eating is definitely a good thing, but the body needs a certain amount of fats and protein, which some people forget when they are too obsessed with healthy eating. Also, it is important to be able to relax and enjoy a treat on a special occasion and to enjoy your meals.. **4** Smartwatches are becoming more popular, but they are not the 'must have' item that a phone is. With most smartwatches, you still need a phone for connectivity and a lot of people feel they duplicate the functions of a phone. Having said that, they are useful for people who don't want to carry their phone everywhere and they are useful for sportspeople who want to track their steps and fitness levels.

FAST FINISHERS

If a group or pair finish their discussion early, put them with another group to compare their ideas.

GRAMMAR

SB P19

GERUNDS AND INFINITIVES

REMEMBER!

When two verbs are used together, the first verb determines the form of the second. So, for example, the verb *want* is followed by the infinitive, e.g. *to eat*. This is true whatever the tense or form of the first verb: *I want to go / He wanted to study / They've been wanting to see*.


- 1** Write the two sentences on the board. Ask how many verbs each sentence has (two). Ask which tense the verbs in bold are in (1 present perfect; 2 past simple). Elicit the form of the second verb in each sentence (1 *infinitive*; 2 *gerund*). Ask why they are in those forms (because *want* is followed by infinitive and *stop* is (often) followed by the gerund).

Write on the board *I want a smartwatch*. Ask what tense the verb is in (present simple). Ask what form of the verb *buy* goes in the gap (to buy). Change *want* to *I will want* or *I wanted* to show that the first verb changes the tense and the second is always infinitive. Repeat with a second sentence if necessary.

1 infinitive form **2** the *-ing* form (gerund)

- 2** Explain that in this exercise students have to put the verb in brackets either in the infinitive or the gerund form. Read out the first sentence with the two options (*Having a high protein diet is supposed to be good for you / Having a high protein diet is supposed being good for you*). Ask which is correct (the first one). Ask students to complete the sentence in their book by writing *to be* in the gap. Ask students to work individually to complete sentences 2–7 and check with their partners.

1 to be 2 to skip 3 using 4 harming
 5 to drink 6 eating 7 playing

- 3** Students discuss the opinions in Exercise 2, using the correct verb patterns. Allow five to seven minutes for this exercise. Monitor, correcting errors in the target language.
- 4**  008 Give students a minute or two to read through the dialogue, ignoring the gaps. Ask what Matilde and Franco are talking about (vegetarianism and a food market). Tell them that each gap contains two verbs, the second of which is either a gerund or infinitive. Play the audio and students write down what they hear. Play it again if necessary. Give students a minute or two to compare their answers before giving feedback.

1 stopped to take 2 stopped eating 3 remember telling
 4 remember to give 5 try cutting out
 6 tried to book

- 5** Write the first pair of sentences on the board, using different colours if possible:

*I stopped **to take** a look.*

*More and more people have stopped **eating** meat.*

To illustrate the meaning of the first sentence, mime walking and stopping in order to have a look at something. For the second sentence, again mime walking, stopping and eating something. Ask: *Is this correct? (no) Do they eat meat now? (No, they ate meat before but now they don't. They have stopped eating meat.)*

Ask students to come up with their own sentences to illustrate the two patterns, e.g.:

*I was writing my essay, but I stopped to have a coffee
 My father has stopped driving to work. Now he goes by bus.*

Ask students to discuss the differences between the other pairs:

*I remember telling you about the benefits of vegetarianism. /
 I didn't remember to tell you.*

*I should try cutting our meat and fish from my diet too. /
 I tried to book a meeting with a professional.*

- 1** We use the *-ing* form after *stop* to show that an action or event is no longer continuing. We use the infinitive form after *stop* to show that someone has stopped doing something in order to do something else.
- 2** We use the *-ing* form after *remember* to show that the action comes first and then you *remember* it. We use the infinitive form after *remember* to show that you remember something first, and the action comes after.

- 3** We use the *-ing* form after *try* to show that you do something to see if you like it or not or to show that someone has recommended that you try it (e.g. a doctor or a friend). We use the infinitive form after *try* to emphasise that something is difficult to achieve.

- 6** This exercise should be done individually to check each student's understanding. Write the answers on the board for students to self-mark. If they got any wrong, refer them back to the key above.

1 consuming 2 to cut out 3 to grab 4 to eat
 5 trying 6 putting

- 7** Ask students to look at the points. Give a few examples relating to yourself, e.g. *I can't stand watching rugby matches.* (Point out 'doing' should be replaced with a different verb.); *I refuse to eat spicy food.*

Students individually write a sentence for each point. Monitor and offer suggestions or corrections as necessary. Put students in groups to share their sentences.

EXTENSION

Students might want to agree with others' sentences. Point out that if they are the same, they can use *So do I, Nor/Neither did I*, etc.

Examples

A: I've given up drinking coffee.

B: So have I!

A: I can't stand doing homework.

B: Nor/Neither can I!

WRITING PART 1 TRAINING

SB P20

EXAM INFORMATION

Part 1 is the compulsory question, so it is important to ensure all students taking the exam are familiar with the format and the skills needed to answer it.

- 1** Read out the question *Is your lifestyle helping or hindering your health?* Check the meaning of *hindering* (opposite of helping, getting in the way of). Ask students to answer the questionnaire individually.
- 2** Put students in groups of three or four to compare their answers and decide who has the healthiest lifestyle. Students read the analysis of their answers on page 198. Ask them to tell their partners whether they want to make any changes to their lifestyle.

CULTURAL NOTE

In the UK, although the traditional diet was quite healthy, fast food became available in the mid to late twentieth century and people become unhealthier. In recent years, however, there has been a change with campaigns such as 'eat five (portions of fruit and vegetable) a day'. Now we can find healthy fast food chains as well as burgers and fries. Ready meals are also healthier than the 'TV dinners' in the 1970s and 1980s.

- 3** Write the words *Diet*, *Exercise*, and *Work* on the board. Give an example of how people's lifestyles have changed, e.g. *In recent years, gym membership has risen as people realise the importance of exercise.* Ask students to discuss the changes that have taken place either in their own country or where they are now. Monitor and prompt with ideas if necessary.

EXAM INFORMATION

Tell students they are going to see an example of a Part 1 Writing task and that this is a compulsory question. Check meaning of *compulsory* (you must do it). The format of the question is always the same and it is always a discussion essay. First, there will be a statement that students must agree or disagree with or a question to respond to. This will be followed by a short set of notes. Draw their attention to the question and notes. The notes always provide two ideas for students to write about and a blank space for students' own ideas. Point out that there are only three ideas because there is both a time limit and an upper word limit.

- 4** Ask students what their own idea would be. Most will say 'work' after the discussion in Exercise 3, but they could choose something different such as 'stress' or 'free time'. Students read the model answer to check their predictions.

Ask students to look at the 'shape' of the essay. How many paragraphs are there? (5). How many lines is each paragraph? (2 or 3). Ask them to work in pairs to answer the *Focus on structure* questions.

1 yes **2** work – the writer talks about how working longer hours is affecting our health **3** the final paragraph – the writer says *I agree that it's more difficult to be fit and healthy in modern society ...* **4** *To sum up* – other words and phrases that can be used are: *In conclusion, In summary, Overall*

EXTENSION

If you have a Smartboard or computer/projector, you could jumble up sentences or paragraphs for students to reconstruct the essay. This exercise helps raise awareness of cohesion and coherence in the text. You could also blank out subject-related vocabulary and ask students to fill in the gaps.

Model essays are often a rich source of input material and a good opportunity to highlight useful collocations and phrases. Students can annotate their copies or note the words and phrases in their vocabulary notes.

Examples from this essay: *arguably, foods high in vitamins and minerals, consuming* (more formal than eating), *lead to, tend to, build their muscles, burn calories, fast-paced lifestyles, under pressure, physical and mental well-being*

GRAMMAR

SB P21

COMPARING AND CONTRASTING IDEAS WITH LINKERS

- 1** Tell students that they are going to look at how the writer links ideas in the essay. Point out that 'Organisation' is one of the criteria they will be assessed on in the exam. Draw their attention to the highlighted linkers in the essay and give them time to study how they are used. Which ideas does each one link? What is the relationship between the ideas? (*even though* – contrast, *rather than* – alternative, *despite* – contrast, *instead of* – alternative, *than ever before* – comparison, *however* – contrast).

Do the first question with students as an example. Ask: *What are the two ideas?* (The rates of obesity have increased and many people still lead healthy lifestyles.) *What is the relationship between the two ideas?* Elicit that the first idea is negative (It is bad that rates of obesity have increased.) and the second is good (People still lead healthy lifestyles.), so it is a relationship of contrast. Ask: *What are the contrast linkers from the essay?* (*even though, despite* and *however*). Tell students that as well as the relationship between the ideas, they also need to consider the grammar. Only one of the three contrast linkers fits grammatically (*even though*).

Students work in pairs to complete questions 2–6.

1 Even though **2** instead of / rather than
3 Despite **4** instead of / rather than **5** However
6 than ever before

- 2** Remind students that they need to think about grammar and punctuation in terms of meaning when using linkers. The errors in these sentences might relate to either grammar or punctuation. Students work in pairs to correct the errors. Ideally, have the sentences on the Smartboard or whiteboard and get a student to come up and make the correction on the board.

1 Despite **hating** carrots ... **2** ... to walk to school, **even though** it might take ... / ... to walk to school. **However**, it might take ... **3** ✓ **4** ... rather **than** pay money ... **5** **Instead of** writing down ...

- 3** There are different ways to approach this task. You could just ask students to write the essay independently either in class or at home. However, as it is their first attempt at a Part 1 question, you might want to spend time in class brainstorming ideas under the headings 'technology' and 'food' and sharing ideas for a third topic. You could then get them to write individually, using the ideas generated as a class. Alternatively, you could try pair or group writing.

Remind students of the word limit (140 to 190 words). It is a good idea to get students used to sticking to the word limit though at this stage, time limits should not be imposed too rigidly.

Whichever way the essays are written, provide feedback, focusing on whether they have included the two ideas given and one other, and whether they have used a range of linking words appropriately. If appropriate, use the correction code introduced in the Starter unit.

Good examples of student essays can be displayed on a notice board or shared in some other way (digitally or physically) with other students.

PUSH YOURSELF

C1


SB P21

UNDERSTANDING HEALTH


Point out to students that every unit of this book has a section called *Push yourself to C1*, which means it is a bit more challenging than the other exercises. If your class is struggling with the other exercises, this section may be omitted.

CULTURAL NOTE

Boot camps were originally military or correctional in nature, providing intense training or promoting changes in behaviour or attitudes. Therefore, they had a negative connotation. In recent years, fitness boot camps have become popular as a way to kick-start a fitness regime or take it to a higher level. Although they are hard work, some of them provide luxury accommodation and nutritious but delicious food cooked by world-class chefs, and it can be very expensive to attend.

- 1 Write *fitness boot camp* on the board. Ask students if they have heard the term before. Can they guess what happens at such a camp? Ask them to open their books and look at the pictures and describe what they can see. Do they think boot camp is easy or difficult? (difficult). Will it be enjoyable? (probably not for most people, unless they are very fit and love exercise).
- 2  009 Check the meanings of the five words in the box. Students can use their dictionary apps if necessary. Ask them to look at the itinerary. How many days is the camp? (5). Explain that they need to match the five words with the five days. Play the audio and check answers.

Day 1: Digestion Day 2: Stamina Day 3: Posture
 Day 4: Nutrition Day 5: Well-being

- 3  009 Get students to write the five headings in their notebooks, leaving plenty of space for notes. They listen again and make notes under each heading. Give them time to compare their notes with a partner. Was there anything they didn't understand? If needed, play the audio again with or without the audioscript. (Each student can decide whether to use the audioscript.)

Suggested answers

Day 1: 5 am swim. 7 am body assessment. Manage Metabolism. How food is broken down.

Day 2: 5 am 5-mile run. Work out in field behind gym. Ability to work out for longer. Intensive workout / interval training. Build endurance.

Day 3: Looking at bad habits from sitting, slouching. Working with Pilates expert.

Day 4: Fuelling body to get energy and weight loss. Learn how to nourish our bodies after the course. 5:30 am 10-mile hike.

Day 5: 5:30 am meditation. Swim in the lake. Damaging effects of stress on long term mental health. Looking at lifestyle, eating habits and personal relationships. Personal guidance from an expert.

AUDIOSCRIPT 009

Gavin: Good evening and welcome everyone. I'm Gavin and thanks for signing up for First Fit Boot Camp. I'm sure you'll love every minute of it. Ok, perhaps not every minute. I'm going to work you guys hard – but if you stick with it, I guarantee that, by the end, you're going to feel amazing!

Right guys, so what have we got in store? Day one starts at five am with a quick dip in the lake to help wake us all up. Then at seven am, you're going to have a body assessment with some of the country's leading nutritionists. Fitness begins in the kitchen and that's why they'll be advising you on how to manage your metabolism. After your assessment, they'll be teaching you a bit about the science of food and how your body breaks it down. I know some of you have allergies to certain foods and in a later session we'll talk all about how to fuel our bodies by eating clean. Ok, so day two is another five am start, but this morning we're off for a five-mile run around the lake, followed by a workout in the field behind the gym. Here we're going to focus on extending your energy levels and your ability to work out for longer by doing intensive interval training. And when I say intensive, I mean you're going to feel exhausted by the end of it, but I can assure you that intense workouts followed by short periods of rest will encourage you to burn more calories and build endurance.

Now, in your pre-boot camp questionnaire, many of you mentioned suffering from aches and pains associated with your study or work habits, and this is our focus on day three. As we get older, bad habits like not sitting up straight, crossing our legs and inactivity can lead to back and shoulder problems. We'll be splitting you into small groups to work with our Pilates experts. You might find some of the positions uncomfortable to start with, but they'll become natural with practice.

Day four is the follow-up from the first day and this is where we're going to focus on how to fuel your body to give you sufficient energy and to promote weight loss. Of course, while you're here our exceptionally talented chefs are preparing what you need, but it's important that you know how to give your bodies the right vitamins and minerals and how to prepare a healthy, balanced meal. This will take place after the ten-mile hike which will start slightly later than usual, at five thirty am.

That leads us to the final day. We're going to start with meditation at five thirty am, followed by a quick swim in the lake. Then we're going to spend the rest of the morning looking at the damaging effects of stress on long-term mental health. We know that keeping fit and active can help to reduce anxiety. However, everyone is different and that's why we're adopting a tailored approach to this session. We'll look at your lifestyle, eating habits and personal relationships. You'll then be given personal guidance from an expert in the field.

Right, so welcome again and, well, as it's nine pm, I suggest we all get an early night and I'll see you at five am sharp!

Any questions...

- 4** Ask students to discuss with a partner which of the five days they would most and least like to do. You could start by giving your own ideas, e.g. *I think day 5 looks the best because I like meditation and I'm interested in the effects of stress. For me, day 2 looks awful because I don't have much stamina.*

In the second part of this exercise, students can do their own research to find out more about boot camps and possibly find one they would like to do. Set a time limit of about ten minutes and tell them to make notes as they will share what they have found out with their group later. After ten minutes, put students into groups to share what they found out. Has anyone found a boot camp they would like to take part in?

Possible answers

Activities provided: hiking, yoga, camping, mountain biking, team games, abseiling, workshops

Factors to consider: cost, location, accommodation, fitness levels required, activities, previous experience needed

EXAM FOCUS

SB P22

READING AND USE OF ENGLISH PART 7

See if students can remember what they have to do in Part 7 of the Reading and Use of English paper. Ask: *Do you read one long text or a few shorter texts?* (a few shorter texts). Point out it might be a longer text divided into sections. Ask: *How many questions do you have to answer?* (10) *What kind of questions are they?* (match the question to the correct text).

Tell students they are going to have an opportunity to practise a Part 7. This could be done individually in class or at home, but it is a good way for students to test themselves. Before they start, read through the Exam facts and Exam tips with them.

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

ALTERNATIVE

Allocate each question to a different pair. Each pair might have one, two or three questions. They must highlight the key words and find synonyms or paraphrases for them, e.g.: 1 believes – thinks, feels, is of the opinion that; possible – it can be done, you can do it; unhealthy – not very healthy, in poor health, in bad condition, out of condition; overweight – fat, heavy, weigh too much

FAST FINISHERS

Although this task is mainly for students to test themselves, it provides texts rich in vocabulary. Ask students to highlight any words, phrases or collocations that are new to them or that they have not used actively themselves. Ask them to try and work out the meaning from context, check in a dictionary and/or write their own sentences using the word or phrase.

Some words they might want to focus on include: *hit home, get out of breath, regrettable, critical, slip into, hard work paid off, fussy eater, strict diet, processed food, give it a go, stuck with it.*

WRITING PART 1

SB P23

This exercise is an opportunity for students to put into practice what they have learnt in the unit. However, you might feel your students need more support. Read through the question and notes with the students and the Exam facts and Exam tips. Elicit ideas for their own ideas (sleep, stress, work habits). Remind them to write in paragraphs and use linking words such as those presented in this unit as well as some of the topic-related vocabulary they have learnt.

Provide feedback, focusing on relevance of ideas, clarity of ideas and opinions, cohesion (linking ideas), grammar, vocabulary, spelling and punctuation.

➔ **WRITING BANK** / pages 234–235

SPEAKING PART 2

SB P24

Students practise their individual long turns with a partner. Before they start, read through the Exam facts and Exam tips with them. Students work in pairs to complete the task. Students often find it useful to do the task a second time to improve their performance. If they are keen to do this, you could change the pairings so that they get to work with a different partner.

Monitor and listen to different pairs. Make notes on common errors you hear and at the end of the activity, write them on the board for students to correct.

Draw students' attention to the self-evaluation at the end of the task. They could do this for each activity in the Exam Focus section. You might need to explain the meaning of the three options:

Gave it a go – I am less than satisfied with my performance.
 Getting there – I did okay.
 Aced it – I was pleased with how I did.

➔ **SPEAKING BANK** / pages 246–249

REAL WORLD

SB P26

WARMER

Write *Zurich* on the board. What do students know about it? Share some of the information in the Fact File and elicit comment.

- 1** Ask students what they do to prepare for a trip abroad (with books closed). Tell them they are going to read some advice about this topic. Get them to read through the advice. Were any of their ideas mentioned? Students complete the sentences with the words in the box and check with a partner.

1 Take out **2** Refer to **3** Read **4** Make sure
5 Subscribe **6** need **7** Find **8** Pack

- 2** Students re-read the advice in Exercise 1 and find words and phrases for the definitions.

1 vaccination **2** policy **3** roaming charges
4 carry-on (luggage) **5** visa **6** alerts

- 3** **010** Ask students to close their books and see how many of the eight pieces of advice they can remember. Which pairs can remember all eight? Play the audio and students identify which two pieces are discussed. Can they remember what Gina and Pierre said about each one?

Gina and Pierre talk about points 1 and 2.

AUDIOSCRIPT 010

- Gina:** Hello Pierre, did you manage to find some low-cost travel insurance for our trip to Zurich?
Pierre: Oh, hi Gina. Yes, I did. And as we're planning on taking a few trips this year, I've taken out an annual policy. Medical expenses are covered for up to 5 million pounds.
Gina: That's great. I'm sure we won't need to make an insurance claim while we're there, but it's better to be safe than sorry. Prescription charges can be high, wherever you travel.
Pierre: Yes, they can. I remember I was prescribed a course of antibiotics when I got an infection in Finland last year and was surprised at how much it cost.
Gina: Weren't you covered by insurance?
Pierre: I'd forgotten to take any out!

- 4** **011** Ask students to read through sentences 1–6. Can they think of any other ways to say the phrases in italics? Tell students they will hear phrases that could replace the phrases in italics so they need to listen for the non-italicized part of the sentences (e.g. *I've eaten something which ...*) and note down the phrase that follows it. Play the audio more than once if necessary.

1 didn't agree with me **2** an upset stomach
3 under the weather **4** quite light-headed
5 coming down with something **6** do you good to get


AUDIOSCRIPT 011

- Gina:** Oooh ...
Pierre: What's up, Gina?
Gina: I think I've eaten something which didn't agree with me.
Pierre: Are you sure? We ate the same for dinner last night and I feel fine.
Gina: Well, I've got a bit of an upset stomach and I feel quite weak.
Pierre: Oh dear. You do look a little under the weather. Do you have any other symptoms?
Gina: Yes, I do. I think I've got a slight temperature and I'm feeling quite light-headed when I stand up.

- Pierre:** I'm sure it's nothing serious but maybe you're coming down with something. That guy on the bus from the airport was coughing and sneezing, so perhaps you've caught whatever he had.
- Gina:** Maybe you're right.
- Pierre:** It's probably just a cold but it might do you good to get some sleep for a few hours and then if you feel worse, perhaps we should go to the doctor?
- Gina:** That's a good idea. I might feel better after some rest.

- 5** The phrases on the medicine bottle are typical of a more formal style used in the medical context. Ask students what might happen if a visitor to an English-speaking doctor didn't understand the instructions on their medication (they could be very ill, the medicine might not help them, etc.). Students match the instructions to their meanings.

1 May cause drowsiness **2** One capsule twice daily
3 If symptoms persist, consult your physician **4** Only to be taken as directed **5** Side effects may include nausea and vomiting

- 6** Students practise using the words and phrases from this section to talk about their own experience. Give sufficient time for all students to answer all the questions orally with their group.
- 7**  Tell the students that they are going to watch a short video about Zurich. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

Suggested answers

The city of Zurich: located in Switzerland, famous for its banks, many of which are found in Paradeplatz
 Things to see and do: shop in Bahnhofstrasse, go to see operas, plays, ballets and concerts, relax by the river
 The fondue tram: enjoy a fondue dinner during a two-hour circular trip through the city
 Sports and recreation in and around Zurich: hosted the 17th cyclo-cross world championships in 1967, go skiing and snowboarding at the Flumserberg ski resort, enjoy the panoramic views at Mount Rigi, go hiking and relax in the baths and spas

LIFE COMPETENCIES

SB P27

CREATING NEW CONTENT, SYNTHESISING INFORMATION

- 8** Working as a team is an increasingly important skill in both higher education and the workplace. Encourage students to make decisions collectively, rather than the most dominant students picking a city. To work well as a team, students will share out the work and each research a different aspect of the topic. Therefore, it is important to give them time in class to set up the task, even if the actual research takes place at home.

In the next class, students must come together and share their information, working together to select information, discard anything that is relevant or repeated and order their information in a logical way.

ALTERNATIVE

Students can make a PowerPoint presentation with slides and pictures to present their information to the class in a more formal way.

➔ **WORKBOOK** / Unit 1, page 8