



HEALTH

Health is not valued until sickness comes.

Thomas Fuller

Yoga enthusiasts take part in the annual Times Square event celebrating the Summer Solstice, the longest day of the year, New York.

Health (n) the condition of your body, especially whether or not you are ill.
Synonyms: condition, fitness.

Fuller is suggesting that while we are healthy, we don't give health any importance. We only realize how important health is when we are ill.

Thomas Fuller (1608–August 16, 1661) was an English historian. He is famous for his writings, particularly his *Worthies of England*, published after his death. He was a prolific author, and one of the first English writers who was able to live by his pen.

OBJECTIVES

- give a presentation on health dos and don'ts
- plan an exercise event for your local community
- encourage people to make a lifestyle change
- talk about your symptoms at a pharmacy
- write a product review

Work with a partner. Discuss the questions.

- 1 What do you do to stay healthy?
- 2 Read the quote. Do you agree with it?
- 3 Would you like to take part in an event like the one in the picture? Why? Why not?

HEALTH 51

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Encourage students to look at the quote and take one or two suggestions from the class about what they think it means.

Ask students to look at the picture on the page and encourage them to share their ideas. Ask prompt questions such as 'Where are these people? Do you think what they are doing is healthy? In what way does the photo relate to the quote?' If students share any good ideas or useful language, write these on the board.

Ask students to look at questions at the bottom of the page. Model possible answers, like whether you do any physical activity or what you think about what the people on the photo are doing. Students discuss the questions in pairs or in a small group.

Monitor and assist as necessary. When students have finished the activity, ask one or two pairs to share their ideas with the class. Encourage students to listen to one another and respond with their own ideas and opinions.

WORKSHEETS

Lesson 6.1 Health myths

Grammar: Quantifiers *too* and *enough* (W31)

Vocabulary: Minor illnesses (W32)

Lesson 6.2 Keep fit

Grammar: *-ing* forms (W33)

Vocabulary: Exercise (W34)

Lesson 6.3 We may never 'meat' again

Grammar: Present perfect with *just*, *already* and *yet* (W35)

Vocabulary: Food groups (W36)

6.1 Health myths

Give a presentation on health dos and don'ts

G quantifiers *too* and *enough*

V minor illnesses

P /ʌ/, /ɔ:/, /u:/, /eɪ/ and /ɜ:/



LISTENING

A Match the definitions (1–7) with the words in the box.

a balanced diet antibiotics confused
expert liquid myth reality

- something that people wrongly believe to be true **myth**
- someone who has a particular skill or who knows a lot about a particular subject **expert**
- a fact, event or situation as it really exists **reality**
- a range of food that a person eats to provide all the good things their body needs **a balanced diet**
- drugs that cure illnesses and infections caused by bacteria **antibiotics**
- unable to understand something or think clearly about it **confused**
- a substance (such as water) that can flow, has no fixed shape and is not a solid or a gas **liquid**

B SPEAK Work in pairs. Check (✓) the sentences about health you have heard before. Which ones do you think are true and which ones are myths? Give reasons.

- Everyone should drink eight glasses of water per day.
- Eating fatty food makes you fat.
- Eggs are bad for your heart.
- Cold weather causes colds.
- Take antibiotics when you have a cold.

C LISTEN FOR GIST Look at the glossary. Then listen to the introduction of *Live with Pippa* and answer the questions.

Glossary

calorie (n) unit for measuring how much energy you get from food
carbohydrate (n) a substance found in foods such as sugar, bread and potatoes. Carbohydrates supply your body with heat and energy.
fatty (adj) containing a lot of fat
virus (n) a thing that can enter your body and make you sick

- How many experts does Pippa speak to? **four experts**
- Choose the best summary of Pippa's message in the introduction to the show.
 - It is better to ask a medical professional than look online for information about health.
 - It is difficult to know which online information about health is true.
 - Bad online advice about health is making healthy people sick.

D LISTEN FOR DETAIL Listen again and choose a, b or c.

- Doctor Singh says that ...
 - most headaches are due to a lack of water.
 - we get some of the water we need from our food.
 - more than eight glasses of water per day is dangerous.
- Michael says that ...
 - everyone needs some fat in their diets.
 - most people get fat because they eat too much sugar.
 - we shouldn't eat fatty food.
- Dr Tremblay says you are more likely to catch a cold or flu ...
 - if you spend time outside in cold weather.
 - if you don't get enough vitamins in your diet.
 - if you spend time indoors with a lot of people.
- Lia says that ...
 - advice on eating eggs changes regularly.
 - advice on eating eggs is not the same as it was in the past.
 - advice on eating eggs is the same as it has always been.

GRAMMAR

Quantifiers *too* and *enough*

A WORK IT OUT Complete the sentences from the radio show (1–5) using the audio script on page 173. Then match the sentences with the rules (a–c).

- You drink too much coffee. rule **a**
- You don't sleep enough. rule **c**
- It's because you go to bed too early. rule **a**
- Make sure you are getting enough vitamins. rule **b**
- Too many eggs are bad for your heart. rule **a**

Quantifiers *too* and *enough*

- We use *too* + adjective or adverb, *too much* and *too many* to mean more than the right amount.
- We use *enough* to mean the right amount.
- We use *not enough* to mean less than the right amount.

6.1 Health myths

LEAD-IN

Put students in groups and give them three minutes to come up with answers.

- 1 Write four kinds of vegetable that are yellow.
- 2 Which activity burns more calories: watching TV or ironing?
- 3 Write two types of food that belong to the carbohydrates category.

The winner is the group with more correct answers.

LISTENING

- A** Students match the words in the box with the definitions using the images on the page.
- B** In pairs, students read through Sentences 1–5 and check (✓) those they have heard or been told before. Students discuss which sentences they think are true and which are myths, giving reasons to support their answers.

- C** Play the audio introduction. Students answer the questions alone and compare their answers in pairs. Play the audio again for students to check their answers.
- D** Play the full interview. Students listen and select the correct answer (a, b or c). Play the audio again for students to check.

GRAMMAR

- A** Students complete Sentences 1–5 using the **Audio script** (see below). With a weaker group, you may want students to work in pairs with one student looking at the Audio script and the other looking at the questions. With a stronger class, students can complete the sentences from memory, using the Audio script to confirm their answers. Once the sentences have been completed, focus student on the grammar box. Students decide which rule is exemplified by each sentence.

AUDIO SCRIPT

6.1

Listening, Exercise C

**P = Pippa DS = Doctor Singh M = Michael
DT = Doctor Tremblay L = Lia**

P: G'day, Australia! Pippa Chan on chatfmmelbourne.nett. Today, we are talking about health myths. Half an hour on the internet leaves most people pretty confused about what's good for their health and what isn't. You know, one article says 'you drink too much coffee, but you don't drink enough water, then the next says coffee is good for you, but too much water is dangerous! Confusing? Very! I mean, let's say you are one of the many people, who goes through life feeling tired a lot of the time. If you look online, you'll find one expert that says 'you don't sleep enough' and another that says you sleep too much'. Ha! And if you can't sleep? Oh, it's because you go to bed too early. No, no, no, it's because you don't go to bed early enough! And of course EVERYthing makes you fat. So how do we know what to believe? Well, we've been down to Melbourne City Hospital to ask some medical professionals about the reality behind some common health myths. Let's hear from the experts ...

DS: Hi. I'm Dr Singh and I work at Melbourne City Hospital. My myth concerns how much water we need to drink. Most people have probably heard that not drinking enough water can cause headaches. And they are right – that isn't a myth. But many of us have probably also heard that we need to drink eight glasses of water per day to stay healthy – well, that isn't exactly true. The eight glasses, or around two liters, includes all liquids: tea, coffee, juice, et cetera – plus the water you get from food, which is around one-fifth of your daily total. So how much water should we drink? Well, my advice is drink when you are thirsty and you'll be OK.

Ex D Q1

M: Hi, my name is Michael. I'm a nurse here in Melbourne. Many people believe that eating fatty food makes them fat, but in fact, that isn't the whole truth. Eating more calories than you need makes you fat. Yes, it's true that fat has lots of calories, but so do carbohydrates and sugars. It isn't actually too much fat that makes you fat, it's too many calories. Some fat is necessary, so you can still enjoy your burger as part of a balanced diet. And to burn those extra calories? Get up off that couch and get moving!

Ex D Q2

DT: Hi, I'm Dr Tremblay from Canada. The Australian winter is here and so are colds and flu. You remember Grandma's advice ... 'Hat! Scarf! Keep warm, or you'll catch a cold.' Well, Australia isn't as cold as Canada, but it is sensible to make sure you're warm enough. However, the truth is that cold weather doesn't cause colds and flu. They are caused by viruses. You are more likely to catch a cold inside, where there are lots of people. And remember, if you have a cold and are suffering with a headache, a cough or a sore throat, get plenty of rest, drink warm drinks – unless you have a temperature – and make sure you are getting enough vitamins. Don't take antibiotics! They don't kill viruses and they won't help a cold.

Ex D Q3

L: Hi, I'm Lia. I'm a medical student from London and I want to talk about eggs! Some people believe that you shouldn't eat more than one or two eggs a week. This is probably because of old advice. In the past, the warning was always 'too many eggs are bad for your heart', but we now know that an egg or two per day doesn't increase the risk of heart disease in healthy people. Egg-cellent news for egg lovers – Egg-xactly what they wanted to hear! Ha ha – sorry!

Ex D Q4

P: Wow! Thank you to all our egg-sperts. Interesting stuff! We'll be back with music from Enrique Eglesias after the break.

6.1 Health myths

- B** Students complete the rules, before checking their answers with a partner. Give feedback as a class.
- C** Direct students to the **Grammar Hub** (see below). Use the **Grammar Worksheet** on W31 for extra practice.
- D** Model a sentence for the class. With a weaker group, you may want to elicit some possible activities to complete the sentences. Students complete the sentences for themselves. Take feedback from one or two stronger students and encourage others to read their ideas.
- E** In pairs, students compare and discuss their sentences for Exercise D. Monitor and assist where necessary.

VOCABULARY

- A** Direct students to the **Audio script** (see TB52). They should reread Dr. Tremblay's Audio script and underline the six health problems he talks about.
- B** Focus students on the word box and Pictures 1–10. Students work alone labeling each picture with the words from the box. Students compare their answers in pairs before checking them with the class. Use the **Vocabulary Worksheet** on W32 for extra practice.

PRONUNCIATION

- 6.1** **A** Play the audio and ask students to listen to the five vowel sounds and repeat.
- 6.2** **B** Play the audio. Students match the words with the sounds and then underline the letters that represent each sound.
- 6.3** **C** Students work in pairs discussing what people do when they have one of the health problems from Vocabulary Exercise B. They can use either the prompts or their own ideas. Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

SPEAKING

- A** In pairs, students prepare a presentation called *The dos and don'ts of staying active and healthy*. Depending on the resources you have available, you may wish to ask students to create slides or posters to support their presentation.
- B** Pairs write a list of dos and don'ts for each of the five topic areas. If you have limited time, you may want to ask each pair to focus on one or two topics, rather than all six. With a weaker class, suggest for the pairs to write just a do and a don't for each topic. Monitor and assist as required.
- C** Ask the pairs to deliver their presentation to the rest of the class. Explain that students should listen carefully and try to identify if there is any bad advice. Once the presentations are finished, take feedback from the class on which pieces of bad advice they heard.

GRAMMAR HUB

6.1 Quantifiers *too* and *enough*

- We use *too* + adjective or adverb, *too much* and *too many* to mean more than the right amount.

I am too tired.

You drink too much cola and you eat too many candies.

Be careful!

- We use *too many* with countable nouns.
They buy too many snacks.
- We use *too much* with uncountable nouns.
We eat too much sugar.
- We use *enough* + noun to mean the right amount.
We have enough drinks for everyone.
- We use *not enough* + noun to mean less than the right amount.
She doesn't have enough time to cook.

Be careful!

- When we use *too* and *enough* with adjectives or adverbs, we put *too* **before** the adjective or adverb and *enough* **after** the adjective or adverb.

I feel too sick to have dinner.

I don't feel well enough to have dinner.

You exercise too hard.

You don't exercise hard enough.

6.1 Quantifiers *too* and *enough*

A Choose the correct option.

- 1 Don't eat too much / (many) eggs.
- 2 I am enough / (too) tired to jog.
- 3 Make sure you are getting enough / (too much) sleep.
- 4 You don't drink enough / (too much) water.
- 5 I have eaten too many / (much) candy.
- 6 The gym closes too / (enough) early.
- 7 We don't have enough / (too much) food in the fridge.

B Match to make sentences.

- | | | |
|----------------------|----------|------------------------------|
| 1 We have too | <u>e</u> | a enough exercise. |
| 2 You don't do | <u>a</u> | b sick for soccer practice. |
| 3 We don't have | <u>d</u> | c people in this yoga class. |
| 4 There are too many | <u>c</u> | d enough milk. |
| 5 She has too much | <u>f</u> | e many cups on the table. |
| 6 He's too | <u>b</u> | f energy to sit still. |

➤ Go back to page 53.

B Look at the sentences from the radio show in Exercise A and complete the rules.

too much and too many

- 1 We use too much / too many with countable nouns.
- 2 We use too much / too many with uncountable nouns.

C Go to the Grammar Hub on page 132.

D PRACTICE Complete the sentences so they are true for you.

- 1 I spend too much time _____ and not enough time _____.
- 2 I eat too much/many _____ and not enough _____.
- 3 I don't _____ enough and I _____ too much/often.
- 4 I find _____ too difficult.
- 5 I have enough _____, but not enough _____.

E SPEAK Work in pairs. Discuss your answers to Exercise D.

VOCABULARY

Minor illnesses

A Read Dr. Tremblay's audio script on page 173 and underline six health problems he talks about. cold, flu, a headache, a cough, a sore throat, a temperature.

B Label the pictures (1–10) with the health problems in the box.

- a broken bone
- a cold
- a cough
- a headache
- a temperature
- a sore throat
- flu
- stomachache
- sunburn
- toothache



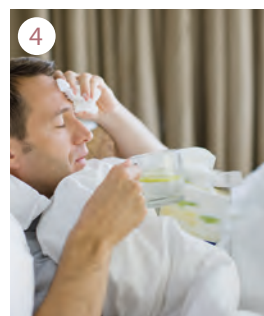
a cold



a cough



a headache



flu



toothache



sunburn



a broken bone



a temperature



stomachache



a sore throat

PRONUNCIATION

/ʌ/, /ɔ:/, /u:/, /eɪ/ and /ɜ:/

A Listen and repeat.

- 1 /ʌ/ but
- 2 /ɔ:/ caught
- 3 /u:/ do
- 4 /eɪ/ pay
- 5 /ɜ:/ fur

B Each word contains one of the sounds in Exercise A. Listen and match the words with the sounds. Then underline the letter(s) that make the sounds.

- 1 burn a /ʌ/
- 2 ache b /ɔ:/
- 3 stomach c /u:/
- 4 flu d /eɪ/
- 5 sore e /ɜ:/

C SPEAK Work in pairs. What do people usually do for each of the problems in Vocabulary Exercise B? Use ideas below to help you and your own ideas.

- go to bed
- take medicine
- go to the doctor
- take painkillers
- put on lotion
- stay home from work

SPEAKING

A Work in pairs. Plan and give a short presentation called *The dos and don'ts of staying active and healthy.*

B Write a list of dos and don'ts for each of the topics:

- food and drink
- sleep
- exercise
- stress
- avoiding and recovering from illness

C Present your advice to the class. Ask them to guess which piece of advice is a myth or bad advice.

Give a presentation on health dos and don'ts

V exercise

P /ŋ /, /n/ and /m/

G -ing forms



VOCABULARY

Exercise

A Work in pairs. Make a list of different ways of exercising. You have one minute.

Walking, swimming ...

B Go to the **Vocabulary Hub** on page 148.

C SPEAK Look at the **Vocabulary Hub** Exercise B on page 149. Go around the class and ask the questions. If someone answers yes, write their name and ask a follow-up question.

A: Do you hate working out at the gym?

B: Yes, I do.

A: Why?

B: I like to exercise outdoors and I don't like to exercise with so many other people watching me. I find most gyms too busy.

PRONUNCIATION

/ŋ/, /n/ and /m/

A Listen to these sounds. Do they sound the same or different? **different**

6.4

1 /ŋ/ biking 2 /n/ run 3 /m/ team

B Listen again and repeat the sounds.

6.4

C Listen and complete the table with the words you hear. Do the words have an /ŋ/, /n/ or /m/ sound? Some words have more than one of the sounds.

6.5

/ŋ/	/n/	/m/
walking	burn marathon	swim stomach remember marathon

READING

A Check (✓) the sentences you agree with. Then work in pairs and explain your choices.

Running is great exercise and great fun.

I'd like to run a marathon one day.

I prefer team sports, like racquetball or field hockey.

Jogging is exercise, not fun.

Running is boring.

The only time I run is to catch the bus.

B SCAN Read texts 1–3. What is the purpose of each?

Text **3**: to inform

Text **2**: to persuade

Text **1**: to entertain

1



Funny fitness



Did you know that laughing for 15 minutes can burn up to 40 calories? We hope these jokes and quotes will keep you smiling as you walk to the store, jog around the park or run your next marathon.

Q What is a runner's favorite school subject?

A Jog-raphy

'If you are in a bad mood, go for a walk. If you are still in a bad mood, go for another walk.'

Hippocrates

Patient: Doctor, can you give me something to stop sleepwalking?

Doctor: I'm afraid I can't, sir. You need the exercise!

6.2 Keep fit




LEAD-IN

Explain to students that you are going to discuss what they do to keep fit, or stay in shape. Hold a board pen in one hand and explain that students can only speak when they are holding it. Model the game by saying: *In order to keep fit, I run for half an hour every morning. What do you do?* Pass the pen to a stronger student for them to say what they do to keep fit or stay in shape or why they don't do anything. They then ask the question and pass the marker to the next speaker, and so on. Look for any opportunities to highlight/teach emergent language.

VOCABULARY

- A** Ask students to look at the picture and say what sport it is (*speed skating*). Students work in pairs writing their lists. When time is up, ask the pair with the longest list to share their words with the class. The other pairs have to share any words that were not mentioned.
- B** Direct students to the **Vocabulary Hub** (TB121). Use the **Vocabulary Worksheet** on W34 for extra practice.
- C** Read the activity with the class. Model the activity with a stronger student. Direct students to the **Vocabulary Hub** Exercise B (TB121). Then, give students five minutes to mingle, ask the questions to their classmates, write down the name of the student who answered yes and ask a follow-up question. Monitor and assist when necessary.

PRONUNCIATION

-  **A** Play the audio. Ask students whether the consonants sound the same or different.
6.4
-  **B** Play the audio again. Students listen and repeat.
6.4
-  **C** Play the audio. Students listen to a list of words that contain the sounds /ŋ/, /n/ and /m/. Students repeat and identify the sounds they hear and then write them in the corresponding column. Check answers with the whole class. With a stronger class, you may ask them to make a list of other words they know containing one or more of the three sounds.
6.5

READING

- A** On the basis of the *Lead-in* activity, ask those students who run, one or two follow-up questions (e.g. how often? where? longest distance?). Ask students to look at the six sentences about running and check (✓) any that they agree with. Arrange students in pairs. They discuss their answers giving reasons for their choices. Take feedback from one or two pairs and encourage students to respond to each other's ideas.
- B** Explain that authors have a purpose when they write. When reading, students should think what the purpose of a text is: to inform? to entertain? to persuade? Elicit the meanings of *to inform*, *to persuade* and *to entertain*. Ask students to scan the three texts and decide their purpose. Set a time limit to do the task, e.g. two minutes, to prevent students from reading the full texts in detail.

METHODOLOGY HUB by Jim Scrivener

Knowing a lexical item

Seeing real examples of language being used is usually more important than hearing 'cold' definitions. How can we do this? Here are some ideas.

Record lexical items in useful ways

Encourage learners to keep word pages that let them collect collocations, pronunciation, idioms, etc. Help learners by giving out blank formats (e.g. word lists, collocation grids, etc) and teaching them how to use them.

Revisit lexical item pages

Encourage students to revisit their word collections and keep amending and adding new examples, collocations, etc. Keep referring back to and making use of these pages in class, for homework, etc.

Collect lexical items

When students read a text or listen to a recording, encourage them to notice interesting items and 'collect' them on their word pages.

Sort and classify items

Get students to read specific texts to collect and classify items together on single word pages (e.g. from a cooking article: 'things found in the kitchen'; from a vacation story: 'travel words'; from a love letter: 'happy words'; from a job advertisement: 'adjectives describing people'; etc).

When an error comes up, review a range of collocations

In class, a student says *I made the exam last week*. Rather than just swiftly giving the correct verb, have students take a look at a number of useful 'exam' collocations and chunks: *took the exam*, *failed the exam*, *passed the exam*, *exam questions*, *exam results*, etc.

6.2 Keep fit

- C Students read the texts again and decide which, if any, contains the information in Sentences 1–6. Give them time to check their answers in pairs, before giving feedback as a class.
- D Students discuss the questions in pairs. Monitor and assist as required.

GRAMMAR

- A Students use the example sentences to help them complete the rules. Give feedback as a class, clarifying the use of each *-ing* form as necessary.
- B Direct students to the **Grammar Hub** (see below). Use the **Grammar Worksheet** on W33 for extra practice.
- C Arrange students in pairs and ask them to discuss Questions 1 and 2. Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

SPEAKING

- A Read the task with the class. Focus students on the prompts and elicit some ideas for each category (e.g. Will the event be directed toward children, students, pregnant women? Will they use posters, advertisements, or flyers to promote it? With a stronger class, you could add a further discussion category such as where the event will be held or how much it will cost). Students work in groups planning their event. Monitor and help when necessary.
- B Ask the groups to present their ideas to the class. Once each group has presented their ideas, ask the class to decide which event they think will have the most impact.

TEACHING IDEA

by David Seymour
and Maria Popova

Use this activity to practice using gerunds.

My opinion

Work in three teams. I'll give each team three adjectives. Use these adjectives with a gerund to write sentences, e.g. stupid.
– *Drunk-driving is stupid.*

1 tiring, boring, stressful 2 dangerous, exciting, unhealthy
3 illegal, healthy, relaxing

Read aloud your adjectives. The rest of the class will guess what gerund you have written. In pairs, write down four opinions using a gerund, e.g. *Working more than 40 hours a week should be illegal.* Choose one of the opinions each and do a survey of the class to find out how many students agree.

GRAMMAR HUB

6.2 -ing forms

- We use the present participle *-ing* form to talk about things that are happening now or around now and that are not finished. This is the present progressive.

You're doing really well at yoga.

- We use the *-ing* form as an adjective to describe a noun.
He has developed a growing interest in Nordic walking.
- We use the *-ing* form as a gerund to make a noun.
They like working out at the gym twice a week.

6.2 -ing forms

A Correct the mistakes in each sentence.

- We both enjoy ^{going} go for walks.
Jogging
- To jog is my favorite form of exercise.
watching
- I'm watch a good TV show about superfoods.
swimming
- She doesn't like swim in the ocean.
increasing
- Recently there has been an increase number of accidents in the home.
doing
- My nextdoor neighbor isn't to do very well right now.
rising
- A rise number of people can't afford to buy medicine.

B Put the words in order to make sentences. Then choose gerund (G), adjective (A) or present participle (PP) for the words in bold.

- doesn't / **being** / her / on / like / she / own G / A / PP
She doesn't like being on her own.
- love / doctor / **visiting** / we / family / our G / A / PP
We love visiting our family doctor.
- now / **growing** / in / there / is / interest / a / pilates G / A / PP
There is now a growing interest in pilates.
- studying** / food / we're / health / in / class / groups G / A / PP
We're studying food groups in health class.
- my / **cooking** / free time / activity / favorite / is G / A / PP
My favorite free-time activity is cooking.
- now / people / vitamins / of / taking / **increasing** / are / numbers G / A / PP
People are taking vitamins in increasing numbers.

➤ Go back to page 55.

2



Parkrun

Are you looking for an easy way to stay in shape and lose weight? Would you like to run 5 km in a family-friendly atmosphere? Would you like to compare your results with other runners from all over the world? If so, then check out *Parkrun*.

Parkrun organizes free weekly timed runs in parks all over the world. The 5 km runs take place on weekend mornings and are open to everyone. After each race, runners receive detailed results via email.

Parkrun is an international community of over one million runners in 17 countries and there is always space for more! So come and join the *Parkrun* family and get fit for free!

Glossary

atmosphere (n) the mood or feeling in a place

3

MARATHON MAN

What do you think it takes to become a running master? Fauja Singh, from east London, finished a 10 km race in Hong Kong in one hour and 32 minutes – and he did it at the age of 101.

In 2011, Singh became the oldest person to run a marathon. At 100 years of age, he completed the Toronto Marathon in just over eight hours.

As a young man, Mr. Singh was a farmer in Punjab, India. Then in the 1960s, he went to live in Britain and only began running when he was 89 years old.

Mr. Singh plans to run again for charity, but the Hong Kong 10 km was his final competitive race. 'I will remember this day. I will miss it,' Mr. Singh said after the event.



C READ FOR DETAIL Read again and answer the questions. Write *Funny fitness* (FF), *Parkrun* (PR), *Marathon man* (MM) or none of the texts (N).

Which text ...

- | | |
|---|-----------|
| 1 tells the story of an individual? | <u>MM</u> |
| 2 offers readers the chance to read more online? | <u>PR</u> |
| 3 tries to sell readers something? | <u>N</u> |
| 4 reports the results of a research project? | <u>N</u> |
| 5 tries to make readers laugh? | <u>FF</u> |
| 6 describes the purpose of a particular organization? | <u>PR</u> |

D SPEAK Work in pairs. Discuss the questions.

- Why is running such a popular form of exercise?
- Would you like to do a parkrun? Why/Why not?

GRAMMAR

-ing forms

A Look at the examples of different -ing forms used in the texts. Then complete the rules with the words in the box.

- Did you know that **laughing** for 15 minutes can burn up to 40 calories? (gerund)
- Are you **looking** for an easy way to stay in shape and lose weight? (present participle)
- What do you think it takes to become a **running** master? (adjective)

adjectives gerunds present participle

-ing forms

- We use the **present participle** -ing form with the verb *to be* to talk about things that are happening now or around now, and are not finished.
- We use -ing form as **adjectives** to describe nouns.
- We use -ing form as **gerunds** to make nouns.

B Go to the **Grammar Hub** on page 132.

C SPEAK Work in pairs. Discuss the questions.

- What is your favorite form of exercise?
- Do you like working out? Why/Why not?

SPEAKING

A Work in groups. Plan an event to encourage local people to start doing more exercise. Think about:

- who your event is for
- how it will help people get in shape or start exercising
- what people need to bring to the event
- how you will promote the event

B Describe your event to the rest of the class. Which event is the most popular. Why?

🕒 Plan an exercise event for your local community

6.3 We may never 'meat' again

Encourage people to make a lifestyle change

G – present perfect with *just, already* and *yet*
wheat

V – food groups

P – /s/ and /ʃ/
avocado

S – scanning for key words
grain

READING

A Match the words in the box to pictures (1–6).

avocado broccoli fur
grain kale wheat

B **READ FOR GIST** Read *A fresh start*. Which three reasons for going vegetarian or vegan are given in the article?



broccoli

fur

kale

A fresh start

Large numbers of people are saying 'never again!' to meat and becoming vegetarian or vegan. For some it's about health, for others it's about concern for the environment. Whatever the reason, many people are changing the way they eat forever.

Ex C Q1 Research by the Vegan Society states that in 2016 there were around 542,000 vegans in the UK alone. Veganism is also on the rise thanks to celebrity supporters including Ellie Goulding, Liam Hemsworth and Venus and Serena Williams.

Ex B There are various reasons why people decide to go vegetarian or vegan. Some do it for their health. Vegans get all the vitamins, minerals and other things they need for a balanced diet from grains, fruits, seeds, nuts and vegetables such as kale, broccoli, beans and avocados. A vegetarian diet can help people lose weight because it is low in fat. High-fat diets are linked to serious health problems including diabetes, heart disease and cancer.

Ex B Some people give up meat because they are worried about the environment. A 2006 FAO (The Food and Agriculture Organization

of the United Nations) study reported that 18 percent of greenhouse gases come from farm animals such as cows, sheep and chickens. That's more than all of the world's cars, trains and planes put together. We use over 36 percent of the world's grain to feed farm animals, yet a quarter of the people in the world do not have enough food. If we made food for people from the grain instead, there would be enough for everyone.

Other people go meat-free because they feel it is wrong to kill animals. Animals feel pain and fear. Many farmed animals are kept in poor conditions with little space and no time outdoors. In the UK, around 990 million farmed animals are killed for food each year.

With so many grocery stores and restaurants now offering vegetarian and vegan goods, it's easier than ever to give up or reduce the amount of meat we eat. Why not try a few meat-free days a week – you could help reduce world hunger and even help with climate change!

Are you vegan or vegetarian?

We want your comments!



Nora_27

I've just changed to a vegetarian diet after years of eating meat. It's only been a week, but I feel much healthier and I highly recommend it!



M-M-Maxine

I feel bad about killing animals, but I really enjoy meat. **I've already eaten two sausages and a chicken sandwich today, and it's only lunchtime!** I don't think I'd last very long without meat.



Cool_keith2

I've been vegetarian for a while, but I haven't managed to go vegan yet. It seems like a lot of work to plan and prepare the food. Any advice?



Kellykale

Great article! Vegan food is great! **Have you tried kale chips yet?** They are really tasty and great as a healthy snack.

Glossary

billion (number) the number 1,000,000,000

greenhouse gas (n) a gas that stops heat from escaping the atmosphere and causes the greenhouse effect, the gas that makes global warming worse

mineral (n) a natural substance in some foods that you need for good health, for example, iron and calcium

vitamin (n) natural substances found in food that are necessary to keep your body healthy



6.3 We may never 'meat' again

LEAD-IN

Draw a table with the following headings on the board: *Your own country / US / Other countries*. Tell students they have one minute to write as many national or typical dishes as they can under each heading. Then have a class discussion by asking the following questions:

- 1 Have you ever tried any of these dishes? Which ones? Did you like them?
- 2 Which is the strangest food you've ever eaten? What did it taste like?
- 3 Do you like trying new foods?
- 4 Do you prefer your own country's food or other kinds of food? Why?
- 5 If you were living in another country, which food would you miss most from this country?

METHODOLOGY HUB by Jim Scrivener

Guided Discovery

When explaining new grammar to students, two minutes of focused explanation can be really helpful; 20 minutes of the same is likely to get students confused, bored and embarrassed. An alternative to giving explanations would be to create activities that allow learners to generate their own discoveries and explanations. Tasks at just the right level will draw attention to interesting language issues. Teacher questions will 'nudge' the learners toward key points.

Guided discovery: typical comments, instructions and questions

The following list shows various ideas and examples of guided discovery questions from different lessons.

Questions about form

What word goes in this space? How many words are there in the sentence? How do you spell that? Is that a verb?

READING

- A Students look at the six images on the page and match them with the words from the vocabulary box. Check answers as a class. Follow up by asking which of these items the class has bought recently.
- B Focus students on the glossary. You may profit from pre-teaching *meat-eater*, *vegan* and *vegetarian*. You may also want to pre-teach *veggie* as a shortened, informal form of vegetable. Model and practice pronunciation. Tell students they have one minute to read the article and find three reasons for choosing a vegan or vegetarian diet.

Questions about function

Do they know each other? Where do you think they are speaking? Is this formal or informal? How does he feel?

Reflecting on use

Write down some of the sentences you heard. Why did you use that tense? Where was the problem? Which of those two sentences is correct?

Hypothesizing rules – Is this possible?

What will the ending be in this example? Why is that incorrect? Can you think of another word that could go here?

Contexts and situations

This is Paul. Where does he work? Tell me what he does every day. Jo has a full schedule. What's she doing tonight? Look at this picture. What's going to happen? If I throw this pen at the picture on the wall, what'll happen?

GRAMMAR HUB

6.3 Present perfect with *just*, *already* and *yet*

	Positive	Negative
I/you/we/they	I've just seen the doctor.	I haven't seen the doctor yet.
he/she/it	She's left the hospital already.	He hasn't gone to the gym yet.

Question	Positive short answer	Negative short answer
Have you taken your painkillers yet?	Yes, I have .	No, I haven't .
Has the nurse just given you some medicine?	Yes, he has .	No, he hasn't .

- We use the present perfect with *just* in positive statements to say that something happened very recently.
I have just passed my fitness test.
- We use the present perfect with *already* in positive statements to say that something happened before now, or earlier than expected.
We have been to the grocery store twice today already.

- We use the present perfect with *yet* in negative statements to say that something hasn't happened, but it still might.
You haven't finished your vegetables yet.
- We use the present perfect with *yet* in questions to ask if something has happened.
Have you cleared the dinner table yet?

Be careful!

- Just* goes before the past participle.
I've just eaten some fruit. NOT I've eaten some fruit just.
- Yet* goes at the end of the sentence.
Have you gone vegetarian yet? NOT Have you yet gone vegetarian?
- In American English, *already* usually goes at the end of the sentence. In British English, *already* goes before the past participle.
I've stopped eating meat already. OR I've already stopped eating meat.
- See Grammar Reference 5.3 for more information about the present perfect.

6.3 We may never 'meat' again

- C Focus students on the activity and on the skills box. Give them one minute to scan the article to decide whether Sentences 1–6 are true or false. Check answers as a class.
- D Students work in pairs to discuss the arguments for and against farming and killing animals for food. Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

GRAMMAR



- A Focus students on the activity. Students work in pairs looking at the sentences in bold again and completing the sentences in the grammar box with *just*, *already* and *yet*. Check answers with the whole class.
- B Students read through Rules 1–3 as a class. They work on their own to choose the correct word. Allow them to check in pairs before checking the answers with the whole class.
- C Direct students to the **Grammar Hub** (see TB56 and below). Use the **Grammar Worksheet** on W35 for extra practice.
- D In pairs, students discuss the questions using sentences with the present perfect and *just*, *already* and *yet*. Monitor and assist as required. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

VOCABULARY

- A Give students one minute to make a list of different food items in pairs. When time is up, ask the pair with the longest list to share their words with the class. The other pairs share any words that were not mentioned.
- B Direct students to the **Vocabulary Hub** for further practice of vocabulary on food groups and to complete the exercises. Use the **Vocabulary Worksheet** on W36 for extra practice.

- C Model the activity for the class by either reading the example or by giving a personal example. In pairs, students discuss the questions. Remind students to use *just*, *already* and *yet* in their answers. Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

PRONUNCIATION

- A Students work in pairs writing the words from the vocabulary box into the correct columns in the table (/s/, /ʃ/ or /s/ and /ʃ/). Check answers with the whole class.
-  B Play the audio. Students check their answers to Exercise A.
- 6.6  Play the audio again and ask students to listen and repeat.
- C Students take turns practicing saying the words in pairs. Encourage them to listen to and to correct each other's pronunciation. Monitor and assist as required.

SPEAKING HUB

- A Arrange students in small groups of three or four. Focus them on the task. Groups discuss and choose which subject to write their leaflet, or flyer, about.
- B Students read the prompts and work together to plan their leaflets. Monitor and assist when necessary.
- C Collect the leaflets from each group and place them around the classroom. Ask students to move around the room and look at the leaflets from each group. Students decide which leaflet would be the most effective and give reasons for their answers.

Extra activity

If it is not possible for students to complete the leaflets in class, this could be set as a group homework task. Students can work on the leaflets based on the feedback they received in class. Each member of the group could be assigned a different task, e.g. image research, health benefits, etc. Students would then be allowed to further research their topics online.

GRAMMAR HUB

6.3 Present perfect with *just*, *already* and *yet*

A Write *just*, *already* or *yet*.

- 1 Have you had anything to eat **yet** ?
- 2 He hasn't asked her to work out with him **yet** .
- 3 I've run two marathons this year **already** .
- 4 She's **just** finished her workout – she's showering now.
- 5 It's only 11 a.m., but Jack's eaten his lunch **already** .
- 6 A: Who was on the phone?
B: Frida. She's **just** returned home from the hospital.

B Make sentences with the present perfect and *just*, *already* and *yet*.

- 1 you / see / your exam results / ?
Have you seen your exam results yet?
- 2 they / lose / 5 pounds / from their diet
They have already lost 5 pounds from their diet.
- 3 I / have / a phone call / from the nurse
I have just had a phone call from the nurse.
- 4 we / not use / our new oven
We haven't used our new oven yet.
- 5 she / take / her medicine / today
She has already taken her medicine today.
- 6 you / buy / the food / for tonight / ?
Have you bought the food for tonight yet?
- 7 I / see / Pamela / in the grocery store
I've just seen Pamela in the grocery store.

➤ Go back to page 57.

- C SCAN** Read again. Are the sentences true (T) or false (F)? Use the information in the box to help you.

Scanning for key words

When you are reading to find specific information, such as names, dates and statistics, move your eyes quickly over the text and look for titles, numbers, symbols and names. Read around these items to find the information you are looking for. This is called scanning.

Scanning helps save time in exams and is useful for previewing texts to decide whether to read them in more detail.

- There are about half a million vegetarians in the UK. **There are around half a million vegans in the UK.** T/F
 - A fair number of famous people are vegans. T/F
 - Vegans need to take extra vitamins to stay healthy. **Vegans get all the vitamins they need from grains, fruits, seeds, nuts** T/F
 - Vehicles produce less air pollution than farming **and vegetables.** T/F
 - If we produced less meat, there would be more food for those people who do not have enough. T/F
 - It is difficult to buy vegan products. **Many Supermarkets and restaurants now offer vegetarian and vegan products.** T/F
- D SPEAK** Work in pairs. What are the arguments for and against farming and killing animals for food?

GRAMMAR

Present perfect with *just*, *already* and *yet*

- A WORK IT OUT** Look at the sentences in **bold** in the comments section of *A fresh start*. Then complete the rules with *just*, *already* or *yet*.

Present perfect with *just*, *already* and *yet*

- We use the present perfect with ***just*** in positive statements to say something happened very recently.
- We use the present perfect with ***already*** in positive statements to say that something happened before now or earlier than expected.
- We use the present perfect with ***yet***:
 - in negative statements to say that something hasn't happened, but it still might.
 - in questions to ask if something has happened.

- B** Look again and choose the correct words to complete the rules.

- Just* comes ***before*** / ***after*** the past participle in a sentence.
- Already* usually comes ***before*** / ***after*** the past participle in a sentence.
- Yet* comes at the ***beginning*** / ***end*** of a sentence or question.

- C** Go to the **Grammar Hub** on page 132.

- D SPEAK.** Work in pairs. Have you done any exercise today? Make true sentences with present perfect and *just*, *already* or *yet*.

VOCABULARY

Food groups

- A** Work in pairs. Make a list of different food items. You have one minute.
- B** Go to the **Vocabulary Hub** on page 149.
- C SPEAK** Work in pairs. Have you eaten any healthy food today? Who has been kinder to their body?

I had two oranges with my breakfast, and I've just eaten an apple and two kiwis, so I've had five pieces of fruit today already.

PRONUNCIATION

/s/ and /ʃ/

- A SPEAK** Work in pairs. Write the words in the box in the correct place. Use the examples to help you.

chefs fish fresh lettuce lobster rice
sandwich sauce spinach sushi sugar

/s/		/ʃ/	/s/ and /ʃ/
lobster	sauce	sugar	chefs
lettuce	spinach	fresh	sushi
rice		fish	
sandwich			



- B** Listen and check. Then listen again and repeat the words.

- C SPEAK** Work in pairs. Student A – point to a word in Exercise B. Student B – say the word. Take turns.

SPEAKING HUB

- A** Work in groups. You are going to design a leaflet to help other students make a lifestyle change. Choose one of the following:

- eat less meat
- stop drinking bottled water
- use more fresh ingredients when cooking
- eat less sugar

- B PLAN** What information will you include on the leaflet? Think about the areas below and then design your leaflet.

- health benefits
- environmental benefits
- how your school or college will help
- how you or someone you know changed their lifestyle in this way and how they benefited

- C REFLECT** Read the other groups' leaflets. Which do you think would be most successful and why?

○ Encourage people to make a lifestyle change

- F** – talk about your symptoms at a pharmacy
- P** – vowel sounds



COMPREHENSION

A ▶ 00:00–02:13 Watch the first part of the video without sound and answer the questions.

- How does the pharmacist feel? **terrible**
- How does Gaby feel? **terrible**
- Check (✓) the parts of their bodies that hurt.
 arm back ears eyes foot
 hand head leg nose throat

B ▶ 00:00–02:13 Watch the first part of the video again with sound and check your answers to Exercise A.

C SPEAK Work in pairs. What advice would you give Gaby? What advice would you give the pharmacist?

D ▶ 02:26–04:54 Watch the second part of the video and check your answers to Exercise C.



FUNCTIONAL LANGUAGE

Talk about your symptoms at a pharmacy

A Write the headings in the box in the correct place (a–c).

Explain symptoms Ask about health Give advice

Useful language

a Ask about health

Are you OK?
 Are you ¹ **sure you're OK** ?
 What's painful?
 What are your symptoms?
 Do you have anything for a sore throat /
 a ² **headache** ?
 Do you have sore eyes / ³ **a temperature** ?
 Are you allergic to anything?

b Explain symptoms

It's very painful.
 My nose / ⁴ **back** hurts.
 I'm not feeling very well.
 I have a terrible cold.
 You don't have a cold, you have hay fever /
⁵ **flu** .

c Give advice

I suggest these tablets / ⁶ **this medicine** .
 Take one every eight hours.
 You could try drinking a hot lemon and honey.
 I think you should rest /
⁷ **relax** .





MILLY



SAM



NEENA



ZAC



GABY

B Write the words and phrases in the box in the correct place in Exercise A.

back flu a temperature headache relax
sure you're OK this medicine

USEFUL PHRASES

A Match the useful phrases (1–6) with similar phrases which show the meaning (a–f).

- | | |
|--------------------------------------|---|
| 1 I know how you feel. | a A lot of people get this in the summer. |
| 2 We are both not very well today. | b Don't I need more? |
| 3 It's common at this time of year. | c I have the same symptoms as you. |
| 4 I'll be fine. | d It's my favorite cure. |
| 5 Is one enough? | e You and I are sick today. |
| 6 That usually makes me feel better. | f Don't worry about me. |

B How do you say these useful phrases in your language?

PRONUNCIATION

Vowel sounds

A Match the words which have the same vowel sound.

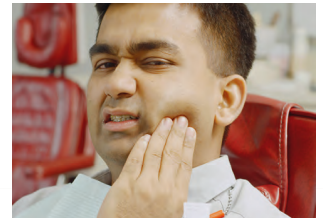
- | | |
|----------|------------|
| 1 cough | a allergic |
| 2 hurt | b door |
| 3 pain | c nose |
| 4 sore | d same |
| 5 throat | e wrong |

B Listen and check. Then listen again and repeat the words.

6.7

C SPEAK Work in pairs. Practice saying the words. Listen and check your partner's pronunciation.

SPEAKING



Work in pairs. Role-play a conversation about health. Take turns being Student A and Student B.

Student A: Choose an ailment from the pictures and explain the symptoms.

You must use the following words: *feeling, have, hurt(s), painful.*

Student B: Ask questions and give advice.

You must use the following words: *allergic, take, temperature, try.*



○ Talk about your symptoms at a pharmacy

➤ Turn to page 163 to learn how to write a product review.

6.4 Painful experience

COMPREHENSION

- A** ▶ 00:00–02:13 Elicit from the images where Gaby is (*the pharmacy*) and what will happen in the episode. Pre-teach *symptoms*. Play the first part of the video without sound and ask students to answer Questions 1–3. Ask for one or two answers, but do not confirm or correct them.
- B** ▶ 00:00–02:13 Play the video again with sound for students to check their answers to Exercise A.
- C** In pairs, students discuss what advice they would give Gaby and the pharmacist. Monitor and assist students when necessary. Give feedback as a class and encourage discussion.
- D** ▶ 02:26–04:54 Play the second part of the video. Students compare their advice from Exercise C to the advice in the video.


FUNCTIONAL LANGUAGE

- A** Focus students on the *Useful language* box. Students complete the table with the correct headings. Give feedback as a class.
- B** Students complete the phrases with the words in the box. Give them time to check their answers in pairs, before giving feedback as a class.

USEFUL PHRASES

- A** Students match sentence to the phrases with the same meaning. Check answers as a class.
- B** As a class, discuss how students would say these phrases in their own language. Encourage discussion.

PRONUNCIATION

- A** Students match the words that contain the same vowel sounds. Don't take feedback at this stage.
-  **B** Play the audio for students to check their answers to Exercise A. 6.7 Play it again for students to listen and repeat.
- C** In pairs, students practice saying the words from Exercise A. Monitor and continue practicing correct pronunciation as needed.

SPEAKING

- A** Elicit the problems the pictures show. In pairs, students read the conversation frame and take turns role-playing their conversation. Monitor and assist as required. Ask some pairs to perform their role plays for the class.

▶ VIDEO SCRIPT

Café Hub 1.4 Painful experience

G = Gaby P = Pharmacist

- G:** Hello? Is anyone here?
- P:** Hello. How can I help?
- G:** Are you okay?
- P:** It's very painful!
- G:** What's painful?
- P:** Everything. My head, my throat, my eyes ... My nose hurts ... My ears hurt ... Everything ... hurts!
- G:** Oh, I am sorry.
- P:** Argh! Too much noise! My head! It really hurts! Anyway, I'm sorry. What can I do for you?
- G:** I'm not feeling very well.
- P:** What are your symptoms?
- G:** I have a terrible cold and ah... Ah... Ah... Choo!
- P:** I know how you feel.
- G:** Well, we are both not very well today. Do you have anything for a sore throat?
- P:** Do you have sore eyes?
- G:** Yes. Very sore!
- P:** And do you have a temperature?
- G:** No. Not really.
- P:** No ... You don't have a cold. You have hay fever!
- G:** Hay fever. Really?
- P:** Yes, it's common at this time of year. I suggest these tablets.
- G:** Are you sure you are okay?
- P:** Yes. Yes. I'll be fine. Are you allergic to anything?
- G:** No.
- P:** Good. Here you are.
- G:** Great, thanks. How many do I have to take?
- P:** Take one every eight hours.
- G:** Is one enough?
- P:** Yes, they're very strong.

- G:** You could try drinking a hot lemon and honey? That usually makes me feel better. And I think you should rest ...
- P:** Thank you, I'll try that.
- G:** Good. Also, do you have any tissues?
- P:** Yes, they're over there.

TEACHING IDEA by David Seymour and Maria Popova

Lead-In Activity: Healthcare

Arrange students in groups and give each group one of the discussion topics below and a piece of poster paper. Explain to students that they have five minutes to discuss the ways in which healthcare has changed over the years and write notes about this on their poster. After five minutes, ask the groups to move around the room to the next poster. Students should read the information from the first group and try to add two new ideas. Repeat the process until all the groups have discussed each of the topics. When students have returned to their original questions, take feedback from each group.

Old and modern medicine: How have medical techniques improved?

Nutrition: How has what we eat changed?

Institutions: How have hospitals and surgeries changed?

Extension Activity: What's wrong?

Write out some symptoms of minor illnesses (I feel tired all the time, I can't get to sleep, I have a sore throat, I have a bad cough, I have a high temperature, My chest hurts, etc) on sticky notes. Make sure you have one per student. Put the sticky notes on the backs of each student, ensuring that they do not see what is written. Explain that they will walk around the class, look at the sticky notes of their classmates and offer them some advice. Students should listen to the advice they receive and try to guess what their problem is.

6 Writing

Write a product review

W ordering information

A Read the product reviews from an online shopping website and match each review (1–3) with a picture (a–c).



Answers
1 a; 2 c; 3 b

1 Really useful ★★★★★

I bought this cool little device to help me get in shape, and I'm very ¹ **happy** with it. It's comfortable and I like the color. It tells me how many steps I've taken, and how many calories I've burned each day. It also gives me information about how I slept. It's very ² **useful** and I find it motivates me to do more exercise than before. It's made of rubber, so it's waterproof and also very light. It was definitely ³ **worth** the money and it arrived the day after I ordered it. ⁴ **Highly** recommended for anyone who is interested in health and fitness.

2 Ouch! ★★★☆☆

I bought this a few weeks ago to help me exercise. It was a ⁵ **reasonable** price and it seems to be well made. It was easy to put together and came with a book full of different exercises to try. The only ⁶ **problem** is it is really difficult to use! My stomach muscles aren't very strong and I find most of the exercises in the book impossible. I'm sure with enough practice it will get easier, but for now I have to say I don't look forward to using it. ⁷ **Recommended** for those who don't mind the pain!

3 Save your money ★★★★★

My girlfriend bought me these as a birthday present, but I was very ⁸ **disappointed** with them. Yes, they look nice and are comfortable to wear, but there's one big problem. They are really ⁹ **poor** quality. I wore them in the gym once, and after about half an hour, I noticed there was a hole in the side. Obviously these were very badly ¹⁰ **made**. I sent them back to the website and got a new pair, but after a few more trips to the gym ... it happened again! I don't recommend these at all. They were a real ¹¹ **waste** of money.

B Read again. Complete the phrases in bold with the words in the box.

disappointed highly made happy poor problem
reasonable recommended useful waste worth

C Read again. Which phrases in bold describe positive things about the products, which describe negative and which are neutral?

I'm very happy with it. = positive
I was very disappointed with them. = negative
It's made of ... = neutral

D Read the information in the box. Then read the reviews again and number the parts of a review in the correct order (1–4).

Ordering information

Think carefully about the order in which you present information in reviews and other types of factual writing. Organize your ideas into clear and logical paragraphs to make your writing easy for readers to follow.

negative points **3**
recommendation (or not) **4**
positive points **2**
why you bought the product **1**

E Work in pairs. Describe one product you have bought recently that you recommend and one that you do not.

WRITING

A PLAN Imagine you have bought one of the products below. Take notes on the following questions.



a pair of running sneakers



a fitness game for a game console



a winter sports jacket



a mountain bike

- 1 What positive points does the product have?
- 2 What negative points does the product have?

B WRITE Write a 100-word review of the product for a shopping website. Explain why you bought it and what positive and negative points it has. Then make a recommendation.

C REVIEW Work in groups. Read your classmates' reviews. Which are the best and worst products?

Refer students to the three reviews as models for the first stage of the writing task.

Students can do this in class or for homework.

WRITING

A Students work on their own, reading the three product reviews and matching them to the pictures. Allow students to compare their answers in pairs before checking with the class.

B In pairs, students read the reviews again and complete the expressions in bold with the words from the vocabulary box. Check answers with the whole class.

C In pairs, students decide whether the phrases from the reviews are positive, negative or neutral. Take feedback from one or two pairs and encourage them to respond to one another's ideas.

Possible answers:

Positive: I like the color; It's very useful; It was definitely worth the money; Highly recommended; It was a reasonable price; It is well made; It was easy to put together; Recommended for ...; They look nice.

Neutral: It came with ...

Negative: The only problem is ...; I was very disappointed with them; They're really poor quality; These were badly made; I don't recommend these; a real waste of money

D Read the box on *Ordering information* as a class. Ask students to read the reviews again and number the parts of a review in the correct order. Allow students to compare their answers with a partner before checking with the whole class.

E Students work in pairs taking turns describing a product they have bought recently that they recommend and one that they don't. Ask students to use as many of the words and phrases from the reviews as possible. Monitor and assist when necessary.

WRITING TASK

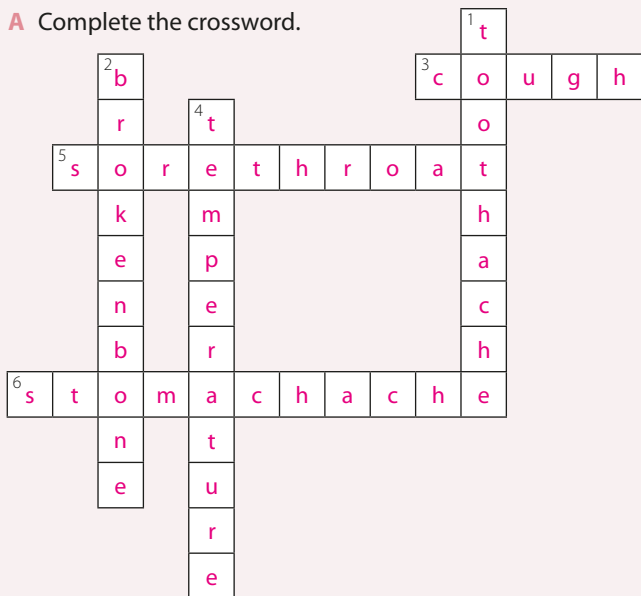
A Ask students to look at the four pictures and the list in Exercise B, and choose one to write a review about. Focus students on Questions 1 and 2. Ask them to write notes.

B Students write a 100-word review for the chosen product. Remind students to use the language from this lesson. Monitor and help as required.

C Arrange students in groups of four. They should read each other's reviews and decide which the best and worst products are.

VOCABULARY

A Complete the crossword.



Down

- 1 See the dentist with this problem.
- 2 Leg, arm, finger? Go to the hospital. (two words)
- 4 You are warmer than you should be.

Across

- 3 Cover your mouth with your hand when you do this.
- 5 Try not to talk. Drink hot drinks. Suck a candy. (two words)
- 6 Did you eat too much?

B What are the missing words? Choose a, b or c to complete the survey.

WELCOME TO SUNNY'S GYM

Check (✓) your fitness goals.

- 1 c weight
- 2 get or a in shape

Do you ...

- 3 b at a gym?
- 4 c jogging?
- 5 b a team sport?
- 6 c yoga?

- | | | |
|-------------|------------|-----------|
| 1 a get | b put | c lose |
| 2 a stay | b work | c go |
| 3 a work it | b work out | c work on |
| 4 a run | b do | c go |
| 5 a go | b play | c join |
| 6 a play | b go | c do |

C Choose the correct words to complete the sentences.

- 1 Pasta is made from nuts / wheat.
- 2 You can eat the shell of shrimp / lobster, but a lot of people choose not to.
- 3 Pizza is made with bread, cheese and avocado / tomato sauce.
- 4 British-style fish and chips usually includes tuna / cod.
- 5 One of the main salad ingredients is rice / lettuce.

GRAMMAR

A Complete the sentences with *too many*, *too much* and *not enough*.

- 1 We can't make a cake today. There are not enough eggs in the fridge.
- 2 There are too many flavors of ice cream – I can't decide!
- 3 There are not enough chairs here. I'll get two more from the kitchen.
- 4 We shouldn't eat too much sugar in our diets. It's unhealthy.
- 5 I've eaten too much pie. I don't feel well.

B Write the word in parentheses in the correct place. Then circle the correct *-ing* form. Choose gerund (G), adjective (A) or present participle (PP).

- 1 She left the gym because of the rising prices. (*rising*) G / A / PP
- 2 Lucien is very fit these days. (*becoming*) G / A / PP
- 3 He isn't any exercise right now. (*doing*) G / A / PP
- 4 My brother loves marathons. (*running*) G / A / PP
- 5 I want to try yoga by myself. (*practicing*) G / A / PP

C Complete the comments from a health website with *just*, *already* or *yet*.

HART 27: I became vegetarian about two weeks ago. I feel lighter and I have clearer skin ¹ already. I've ² just weighed myself but I haven't lost any weight ³ yet.

KENNYKEN: This morning, I finally decided to go vegan. I've ⁴ just come back from the store with vegan ingredients and a cookbook. Actually, I have one vegan cookbook ⁵ already, but I haven't made anything from it ⁶ yet.

FUNCTIONAL LANGUAGE

A Complete the words in the conversation at a pharmacy.

Pharmacist: Good morning. ¹ h o w can I h e l p ?

Customer: Oh, good morning. ² I f e e l terr i b l e.

Pharmacist: ³ Wh a t are your sym p t o m s ?

Customer: ⁴ I h a v e a s o r e thr o a t and a cou g h. ⁵ It really hu r t s.

Pharmacist: Oh, dear. Anything else?

Customer: Well, I think ⁶ I h a v e a tem p e r a t u r e, too, because I feel hot all the time.