

level B2

PIONEER

H. Q. Mitchell – Marileni Malkogianni

teacher's book

s to enhance Ss' fluency, it is recommended that teachers should not interrupt in order to correct their errors. It is preferable for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of activities. To achieve optimum results, it is advisable to set a time limit for the activity and stick to it.

Ss are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

Writing is perhaps one of the most difficult skills for Ss to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. The book helps Ss build up their writing skills through the integration of skills, as the writing activities are thematically linked to the module. By the time Ss reach the writing section, which is the final section of each part of the module, they will have dealt with the necessary grammatical structures and vocabulary they need in order to complete the writing task.

Most importantly, Ss are provided with a model essay/article/e-mail, etc., so they are exposed to a sample of what they have to produce later. In addition, the course trains Ss to develop vital writing skills based on the analysis of texts and the systematic planning of their written work. There are different activities focusing on the content, layout, brainstorming, register, style, text organisation, linking words/phrases, planning, cohesion/coherence, etc. Ss are also provided with guidance concerning layout as well as set phrases and expressions they can use depending on the writing task they are required to complete. Teachers should instruct Ss to keep the word limit given.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW : wrong word	A : article
WF : wrong form	WO : word order
Sp : spelling	^ : something missing
P : punctuation	Pr : preposition
T : tense	

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation. Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Review

The Review page consists of exercises revising the vocabulary, grammar and functions dealt with in the module. There is also a self-assessment chart at the end of each Review page where Ss can check their progress. This gives Ss the opportunity to take responsibility for their learning, see what they can do with the language they have learned and evaluate their own strengths and weaknesses.

Task

These meaningful tasks don't only focus on language skills. They focus on life skills and link the English lesson with real-life needs that the Ss will face in their everyday

life outside the classroom. This section focuses on the systematic development of key competences, the promotion of critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration skills. First the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and/or speaking), which are usually done in pairs or groups. These activities require Ss to find and/or exchange information, take notes, negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher. The final stage of the task requires Ss to give feedback in spoken or written form and serves as performance evidence. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions. In the Teacher's Book you will find a Recap section where the Ss are encouraged to become aware of what they have practised in each task as well as where and how they can apply the strategies in real life.

POINTS TO REMEMBER

- Whether an activity is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the activity requires them to do. This is especially recommended in all speaking activities.
- Whenever an activity requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- In the listening activities, make sure that Ss have no unknown words in the questions before they do the activity.
- In the speaking activities, it is important to remind Ss that there are no right or wrong answers; the aim is to get them talking about the topic using some new vocabulary and structures.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual activity and check their predictions.
- It is advisable that teachers use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules).

Abbreviations used in Teacher's Book

adj. → adjective	etc. → et cetera
adv. → adverb	sb → somebody
prep. → preposition	sth → something
n. → noun	Ss → Ss
v. → verb	SA → Student A
p. → page	SB → Student B
pp. → pages	TB → Teacher's Book
e.g. → for example	L1 → Ss' first language

PIONEER LEVEL B2 CONTENTS

	Vocabulary	Grammar	Functions
1 p.7 Window on the world	<ul style="list-style-type: none"> • Words easily confused • Word building: Adjective suffixes <i>-able, -ible, -al, -ant, -ent, -ary, -ive, -ative, -ed, -ing, -ful, -ous, -y, -ly</i> • Shapes 	<ul style="list-style-type: none"> • Present Simple vs Present Progressive • Stative verbs • Articles 	<ul style="list-style-type: none"> • Distinguishing between permanent and temporary situations • Expressing states and dynamic actions • Expressing an opinion • Speculating and reaching a decision • Describing festivals and flags
2 p.19 A thirst for knowledge	<ul style="list-style-type: none"> • Words easily confused • Phrases and collocations related to education and learning • Verbs/expressions with prepositions • Word building: nouns ending in <i>-ion, -ation, -ment, -ance</i> • Differences between British and American English 	<ul style="list-style-type: none"> • Present Perfect Simple vs Present Perfect Progressive • Countable/Uncountable nouns • Quantifiers 	<ul style="list-style-type: none"> • Using appropriate tenses to link the past with the present • Referring to countable/uncountable nouns • Expressing number and quantity • Comparing situations • Expressing preference and opinion
Task 1&2: Analysing and creating graphs and charts p.151			
3 p.31 Human nature	<ul style="list-style-type: none"> • Phrasal verbs with <i>come</i> • Similes with <i>as...as...</i> • Phrases related to gestures • Compound adjectives • Idioms with parts of the body 	<ul style="list-style-type: none"> • Past Simple vs Past Progressive • <i>used to, would</i> • Past Perfect Simple vs Past Perfect Progressive • <i>was/were going to</i> 	<ul style="list-style-type: none"> • Talking about past events and situations • Expressing past habits and typical behaviour in the past • Expressing a past intention • Giving advice • Narrating a story • Sequencing past actions and events
4 p.43 Pack your bags	<ul style="list-style-type: none"> • Words easily confused • Adjectives describing places • Lexical sets and phrasal verbs related to travel 	<ul style="list-style-type: none"> • Future forms • Time clauses • Conditional Sentences Types Zero and 1 	<ul style="list-style-type: none"> • Distinguishing between the uses of future forms • Expressing general truths and facts • Expressing hypotheses about what is likely to happen in the present/future • Expressing opinion/preference and justifying • Making recommendations/suggestions
Task 3&4: Interpreting receipts, tickets and other documents, and sequencing events to create a story p.152			
5 p.55 In shape	<ul style="list-style-type: none"> • Words easily confused • Idioms related to sports • Verbs with prepositions • Phrasal verbs with <i>break</i> 	<ul style="list-style-type: none"> • <i>can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to, had better</i> • Modal verbs + <i>have + past participle</i> 	<ul style="list-style-type: none"> • Expressing ability/inability, obligation/necessity, absence of obligation/necessity, prohibition, permission, requests, advice/opinion, certainty • Expressing regret or criticism, absence of necessity, (unfulfilled) possibility, positive and negative deduction in the past • Speculating and making a decision • Expressing an opinion
6 p.67 Blue	<ul style="list-style-type: none"> • Idioms with colours • Verbs starting with <i>re-</i> • Words related to animals, animal categories and body parts of animals 	<ul style="list-style-type: none"> • Passive Voice I • Passive Voice II 	<ul style="list-style-type: none"> • Emphasising an action rather than the doer of the action • Placing emphasis on the direct/indirect object using the Passive Voice • Stating accepted facts • Expressing opinion and reaching a decision
Task 5&6: Writing a summary of a text p.153			

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • A magazine article: <i>How to have an authentic travel experience</i> FCE Part 5 • An article: <i>Fantastic Flags</i> *ECCE 	<ul style="list-style-type: none"> • People talking in different situations FCE Part 1 	<ul style="list-style-type: none"> • Discussing what items to put in a time capsule and reaching a decision FCE Parts 1, 3 & 4 	<ul style="list-style-type: none"> • An informal e-mail describing an event FCE Part 2 <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register, style and text organisation • Using correction techniques
<ul style="list-style-type: none"> • Four short texts about alternative schools FCE Part 7 	<ul style="list-style-type: none"> • An interview with a classroom design expert FCE Part 4 • People talking in different situations *ECCE Part 1 	<ul style="list-style-type: none"> • Talking about studies • Comparing extra-curricular activities and different types of learning environments FCE Parts 1, 2 & 4 	<ul style="list-style-type: none"> • An essay (I) FCE Part 1 <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content • Using linking words/phrases to list/add points, express result/consequence, conclude and express opinion
<ul style="list-style-type: none"> • An extract from the novel: <i>The Jungle Book</i> FCE Part 5 • A magazine article: <i>Mystery Heroes</i> FCE Part 6 	<ul style="list-style-type: none"> • Five people talking about what they did with money they found FCE Part 3 	<ul style="list-style-type: none"> • Creating and narrating a story • Helping solve a problem concerning money issues *ECCE 	<ul style="list-style-type: none"> • A story FCE Part 2 <p>Developing skills:</p> <ul style="list-style-type: none"> • Using adverbs to improve style and give emphasis • Using time linkers to indicate the sequence of events
<ul style="list-style-type: none"> • Four short texts related to the Italian city Venice *ECCE 	<ul style="list-style-type: none"> • A futurologist talking about the future of holidaying FCE Part 2 • People talking in different situations FCE Part 1 	<ul style="list-style-type: none"> • Describing a town/city • Comparing different types of holidays and means of transport and discussing the advantages and disadvantages FCE Parts 1, 2 & 4 	<ul style="list-style-type: none"> • A report FCE Part 2 <p>Developing skills:</p> <ul style="list-style-type: none"> • Using headings to indicate the focus of a paragraph • Using register appropriate for reports • Brainstorming using a mind map
<ul style="list-style-type: none"> • Four personal accounts of ultramarathons FCE Part 7 • A magazine article: <i>Pilates: How it all began</i> FCE Part 6 	<ul style="list-style-type: none"> • People talking in different situations FCE Part 1 	<ul style="list-style-type: none"> • Discussing different services in a spa, how beneficial they are and reaching a decision FCE Parts 1, 3 & 4 	<ul style="list-style-type: none"> • A semi-formal letter expressing an opinion *ECCE <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and style • Using linking words/phrases to emphasise, give an example and express cause/reason
<ul style="list-style-type: none"> • A personal account: <i>Out of the blue</i> FCE Part 5 	<ul style="list-style-type: none"> • A naturalist talking about wildlife FCE Part 2 • Five people talking about interior design FCE Part 3 	<ul style="list-style-type: none"> • Making a decision concerning interior design *ECCE 	<ul style="list-style-type: none"> • An article FCE Part 2 <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on register and style • Using techniques to attract the reader's attention • Using 'strong' adjectives • Using adverb and adjective collocations

Vocabulary	Grammar	Functions
------------	---------	-----------

7
p.79

Not what it seems

- Words easily confused
- Word building: negative prefixes *un-*, *in-*, *il-*, *ir-*, *im-*, *dis-*, *mis-*, *under-* and the suffix *-less*
- Phrasal verbs with *go* and *fall*
- Adjectives describing food

- Defining and non-defining relative clauses
- Participle clauses

- Defining people, places, things and ideas, and giving additional information about them
- Speculating and making a decision
- Expressing opinion

8
p.91

Follow the clues

- Words easily confused
- Prepositional phrases with *for* and *without*
- Collocations with *make*, *do*, *have*
- Word building: crimes and criminals
- Lexical sets/collocations related to crime and punishment

- Conditional Sentences Types 2, 3
- Unreal past

- Referring to something imaginary, unreal or unlikely to happen in the present/future
- Referring to untrue situations and events in the past
- Making wishes
- Expressing regret, opinion, advice, complaint and criticism

Task 7&8: Organising and participating in a press conference p.154

9
p.103

The mind

- Words easily confused
- Expressions with *mind*
- Word building: nouns ending in *-ness*, *-ity*, *-ant/-ent*, *-ance/-ence*
- Adjectives with prepositions

- Infinitives and *-ing* form
- Causative form

- Expressing actions that have been carried out by someone else
- Exploring options
- Supporting one's opinion by giving examples

10
p.115

Just the job

- Lexical sets, collocations and phrasal verbs related to jobs and job satisfaction

- Reported Speech: Statements, Questions, Commands, Requests
- Special introductory verbs

- Reporting
- Comparing situations
- Expressing opinion/preference and justifying

Task 9&10: Following and giving instructions p.155

11
p.127

Project Earth

- Phrases with *earth*
- Words related to the environment
- Word building: words with prefixes *pre-*, *post-*
- Expressions with *put*
- Phrasal verbs with *give*

- Clauses of purpose, result and concession
- Comparisons

- Expressing purpose, result and contrast/concession
- Emphasising
- Making comparisons
- Expressing opinion

12
p.139

Big issues

- Word building: nouns with suffixes *-dom*, *-hood*, *-ship*
- Expressions with *come*
- Word pairs
- Words related to the weather and natural disasters

- Inversion
- All / Both / Neither / None / Either
- Double conjunctions

- Emphasising
- Exploring options
- Discussing problems and suggesting solutions

Task 11&12: Applying public speaking techniques and giving a presentation p.156

Tasks p. 151

Grammar Reference p. 164

Speaking Activities p. 157

Irregular Verbs p. 178

Writing Reference p. 160

American and British English p. 179

Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> Four short texts related to food advertising *ECCE A magazine article: <i>No Shortage of Fools</i> FCE Part 6 	<ul style="list-style-type: none"> A radio show giving advice to shoppers *ECCE Part 2 	<ul style="list-style-type: none"> Discussing the advantages and disadvantages of different means of advertising and reaching a decision FCE Parts 1, 3 & 4 	<ul style="list-style-type: none"> An essay (II) FCE part 1 <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on the introduction and conclusion Brainstorming and organising ideas with the help of a plan
<ul style="list-style-type: none"> An article: <i>Sherlock Holmes: Myths and Misconceptions</i> FCE Part 7 	<ul style="list-style-type: none"> A radio interview with a successful author of crime fiction FCE Part 4 People talking in different situations *ECCE Part 1 	<ul style="list-style-type: none"> Helping solve a problem *ECCE 	<ul style="list-style-type: none"> A film review FCE Part 2 <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on text organisation, register and style
<ul style="list-style-type: none"> Four short texts in which people talk about ways to enhance mental ability: <i>Mind-Boosting methods</i> FCE Part 7 An article: <i>The Genius of Leonardo da Vinci</i> *ECCE 	<ul style="list-style-type: none"> A radio interview with a former world memory champion FCE Part 4 	<ul style="list-style-type: none"> Discussing effective techniques when you have to remember to do something and reaching a decision FCE Parts 1, 3 & 4 	<ul style="list-style-type: none"> An essay (III) FCE Part 1 <p>Developing skills:</p> <ul style="list-style-type: none"> Using topic sentences Using linking words/phrases to indicate the topic being discussed and to express contrast
<ul style="list-style-type: none"> Four short texts related to unemployment *ECCE 	<ul style="list-style-type: none"> People talking in different situations *ECCE Part 1 Five people talking about following their dreams FCE Part 3 	<ul style="list-style-type: none"> Comparing different jobs and working environments and discussing their advantages and disadvantages FCE Parts 1, 2 & 4 	<ul style="list-style-type: none"> A covering letter FCE Part 2 <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on text organisation, register and style
<ul style="list-style-type: none"> A magazine article: <i>Out of this World</i> FCE Part 6 A magazine article: <i>The Sea Always Wins</i> *ECCE 	<ul style="list-style-type: none"> A radio show about the exhibition: <i>Lights Out</i> *ECCE Part 2 	<ul style="list-style-type: none"> Comparing two activities to protect the environment and two different types of pollution FCE Parts 1, 2 & 4 	<ul style="list-style-type: none"> A letter (to the editor) expressing an opinion *ECCE <p>Developing skills:</p> <ul style="list-style-type: none"> Focusing on text organisation, register and style Using techniques to avoid repetition
<ul style="list-style-type: none"> A magazine article: <i>How The Big Issue changed my life</i> FCE Part 5 	<ul style="list-style-type: none"> A talk about environmental refugees FCE Part 2 A talk about a children's charity *ECCE Part 2 	<ul style="list-style-type: none"> Choosing between options *ECCE 	<ul style="list-style-type: none"> An essay (IV) *ECCE <p>Developing skills:</p> <ul style="list-style-type: none"> Supporting topic sentences Focusing on text organisation and content

- Aims:**) to introduce the topic of the module and activate Ss' background knowledge
) to present the learning objectives of the module

- Draw Ss' attention to the content of the picture on the page and ask them to tell you what they see (*open windows through which we can see pictures depicting culture from around the world*).
- Draw Ss' attention to the title of the module and ask them to tell you what they think the module is going to be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers and initiate a short discussion.

Suggested answers

- The phrase is used metaphorically. It means that something (e.g. knowledge, experience) helps you better understand and appreciate what is happening in other parts of the world.
- By reading, travelling, watching TV (e.g. news, documentaries), viewing websites, meeting and talking to foreigners, etc.
- Because learning about other cultures helps us get a broader perspective and understanding of our world and we also become tolerant towards other people.

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.

Discuss:

- Do you consider yourself to be fit? Why? / Why not?
- What do you do to stay fit?
- Do you enjoy exercising, or is it something you feel you have to do?
- Which is more important, exercising or eating healthily?

In this module you will...

- discuss issues related to health and fitness
- learn sports idioms, verbs with prepositions, phrasal verbs, and how to distinguish between words easily confused
- learn to express ability, inability, obligation, necessity, absence of obligation/necessity, prohibition, permission, requests, advice, opinion, certainty, regret and criticism
- learn to express possibility and make deductions in the present/ future and past
- learn to write a semi-formal letter expressing an opinion
- acquire skills and strategies that will help you with exams

Reading

A. Discuss.

- What's the longest distance you have ever run/walked?
- Have you ever taken part in a marathon?
- What characteristics/qualities do you need to complete long-distance races?

B. Read the texts quickly and complete the fact file below.

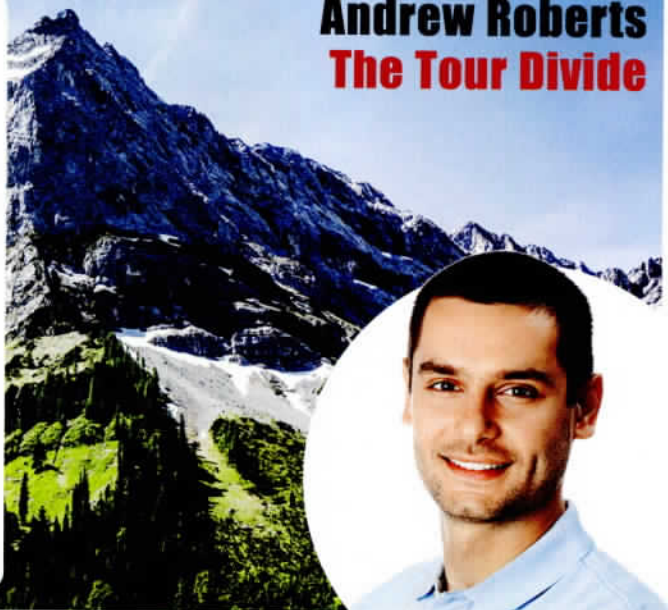
	Tour Divide	6633 Ultra	Marathon des Sables	Jungle Ultra
Race type				
Location				
Distance				
Approximate completion time				

ULTRAMARATHONS

A.

I wanted to find the ultimate challenge to push myself to the limit. Being a big fan of mountain biking, I chose the Tour Divide, the world's longest off-pavement cycling race, and after five months of training, I was ready for it. If you have good navigational skills and are able to get by with the minimum of possessions, then you should attempt this extreme test of endurance. The route follows the Continental Divide from Canada through the United States down to the Mexican border. It covers the length of the Rocky Mountains, a distance of 2,745 miles, but this includes nearly 200,000 feet of mountain, which is the **equivalent** of reaching the summit of Mount Everest from sea-level 7 times. It takes the average rider more than two weeks to complete the race. I really enjoyed the experience because, as there are no prizes for finishing, there was no pressure. I could travel at my own pace, and enjoy the beautiful surroundings.

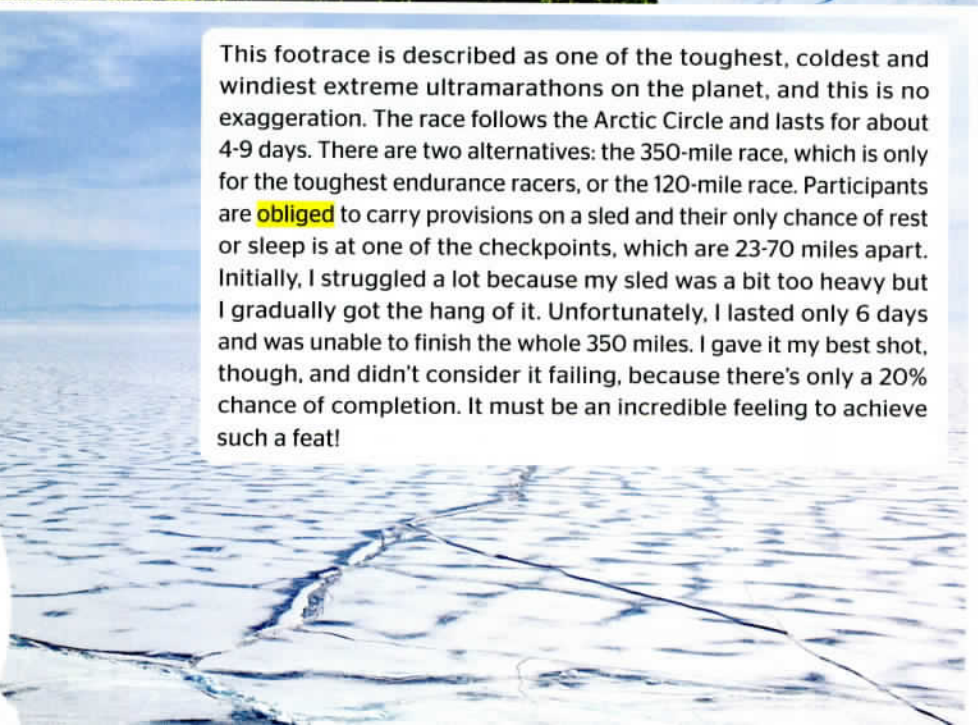
Andrew Roberts
The Tour Divide



B.

Steve Edwards
6633 Ultra

This footrace is described as one of the toughest, coldest and windiest extreme ultramarathons on the planet, and this is no exaggeration. The race follows the Arctic Circle and lasts for about 4-9 days. There are two alternatives: the 350-mile race, which is only for the toughest endurance racers, or the 120-mile race. Participants are **obliged** to carry provisions on a sled and their only chance of rest or sleep is at one of the checkpoints, which are 23-70 miles apart. Initially, I struggled a lot because my sled was a bit too heavy but I gradually got the hang of it. Unfortunately, I lasted only 6 days and was unable to finish the whole 350 miles. I gave it my best shot, though, and didn't consider it failing, because there's only a 20% chance of completion. It must be an incredible feeling to achieve such a feat!



Vocabulary

alternative (n.) altitude at one's own pace attempt
border completion creepy-crawly disqualification
effort encounter (v.) endurance equivalent (n.)
essential exaggeration feat fellow get by
get the hang of sth give sth my best shot hand out
humidity inhospitable make one's way
navigational skills nevertheless oblige pressure
prevent provisions push oneself to the limit
recharge my batteries register (v.) scorching
second to last self-sufficient sled strenuous
summit team with trail (n.) ultimate

Reading

A. Aim:) to introduce the topic of the reading activity by activating Ss' background knowledge

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Open answer.
- No, I have never taken part in a marathon but I'd love to.
- A lot of hard training and stamina, strong will and determination, etc.

B. Aim:) to present functions, vocabulary and structures in the context of four short texts about ultramarathons

- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (*an article*) and where it can be found (*in a magazine, on the Internet*).
- Draw Ss' attention to the pictures and the captions accompanying the short texts.
- Draw Ss' attention to the title of the reading activity and ask them to tell you what it refers to. Help Ss deduce that the names of the runners shown in the photos are followed by the ultramarathon events that they took part in.
- Ask Ss to read through the 4 short texts and underline any unknown words at the same time.
- Draw Ss' attention to the table and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

	Tour Divide	6633 Ultra	Marathon des Sables	Jungle Ultra
Race type	(off-pavement) cycling race	footrace	footrace	running race
Location	Canada, USA (The Continental Divide)	along the Arctic Circle	the Sahara Desert	Peru
Distance	2,745 miles	120 miles / 350 miles	156 miles	143 miles
Approximate completion time	more than two weeks	4-9 days	6 days	6 days

Background knowledge

- An **ultramarathon** is any sporting event that includes walking and running longer than the typical marathon length of 42.195 kilometres (26.219 mi).
- The **Continental Divide of the Americas** is also known as the Great Divide. It separates the watersheds that empty into the Pacific Ocean from those of the Atlantic and Arctic Oceans. It runs from Alaska, through western Canada along the Rocky Mountains. From the Rocky Mountain National Park in New Mexico, it follows the Sierra Madre Occidental, a mountain range in western Mexico and extends to the southern tip of South America.
- The **6633 Ultra** takes place along the Arctic Circle at a latitude of 66 degrees and 33 minutes, which is how the race got its name.
- The **Marathon des Sables** is also known as the *Marathon of the Sands*.

C. Aim:) to give Ss practice in reading for specific information

- Ask Ss to read through the questions 1-10 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

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

- Ask Ss some comprehension questions:

Text A

Why did Andrew Roberts take part in the Tour Divide? Firstly, because he is a big fan of mountain biking and secondly because he wanted to find the ultimate challenge to push himself to the limit.

How long did he practise before he took part in it? Five months.

What is the Tour Divide considered to be? The world's longest off-pavement cycling race.

Who should try to take part in it according to Andrew? People who have good navigational skills and are able to get by with the minimum of possessions.

Which route do participants follow? They follow the Continental Divide from Canada through the United States down to the Mexican border.

What is the equivalent of reaching the summit of Mount Everest from sea-level 7 times? Cycling the nearly 200,000 feet of mountain which are included in the route.

Why did Andrew particularly enjoy the experience? Because there are no prizes for finishing, so there was no pressure.

What did he do during the race? He travelled at his own pace, and enjoyed the beautiful surroundings.

Text B

What is the 6633 Ultramarathon considered to be? It is considered to be one of the toughest, coldest and windiest extreme ultramarathons on the planet.

Who is the 350-mile race for? It is only for the toughest endurance racers.

What do participants have to carry? They have to carry provisions on a sled.

Where can they rest or sleep? They can rest or sleep at one of the checkpoints.

How many miles are the checkpoints apart? 23-70 miles.

What was Edward's problem at the beginning of the race? His sled was a bit too heavy.

Did he get used to it after a while? Yes, he did.

Did he manage to complete the 350-mile race? No, he didn't.

How many days did he last? He lasted only six days.

Why didn't he consider it failing? Because there's only a 20% chance of completion.

How does he describe the completion of the race? A feat.

Text C

Where does the Marathon des Sables take place? In the Sahara Desert.

What do people say about the Sahara Desert? That it's one of the world's most inhospitable locations.

What do participants have to carry on their back? Everything they need to survive.

What is handed out to them at checkpoints? Water.

How hot can it get during the race? Temperatures can reach 50°C.

What is the landscape like during the race? Endless sand dunes.

What was the most beautiful sight for Henry every day? The final checkpoint.

What became a real struggle for him as the race progressed?

Getting up at six in the morning.

What is the special meaning that the Marathon des Sables carries for him? He thinks of it as one of his greatest accomplishments in life.

Is he going to participate in the next ultramarathon? Yes, he is.

Text D

Was it Lee's first participation in an ultramarathon? No, it wasn't.

How did he feel about participating in the Jungle Ultra? He felt quite confident.

When was it held for the first time? In 2012.

Did Lee take part in the Jungle Ultra in 2012? Yes, he did.

What do participants have to do during a Jungle Ultra? They have to run through jungle trails, tough mountain roads and paths.

What was the jungle teeming with? It was teeming with creepy-crawlies.

How many rivers do participants have to cross? 70.

What is the first problem participants encounter as soon as the race begins? Lack of oxygen.

Why is there a lack of oxygen? Because the race begins at 10,500 ft in the Manu Cloud Forest in the Andes.

What do participants face as they make their way down to the Amazon jungle? They face humidity levels near 100%.

What do participants have to carry during the race? They have to carry their supplies.

What do participants have to do at checkpoints? They have to register.

How far apart are the checkpoints? 6-9 miles.

Why might Lee have been disqualified from the race?

Because he almost missed registering at the second to last checkpoint.

D. Aim:) to give Ss practice in guessing the meaning of unknown words

- Ask Ss to read through the meanings a-f and make sure they don't have any unknown words.
- Ask Ss to look at the highlighted words in the texts.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

1. c, 2. e, 3. f, 4. a, 5. b, 6. d

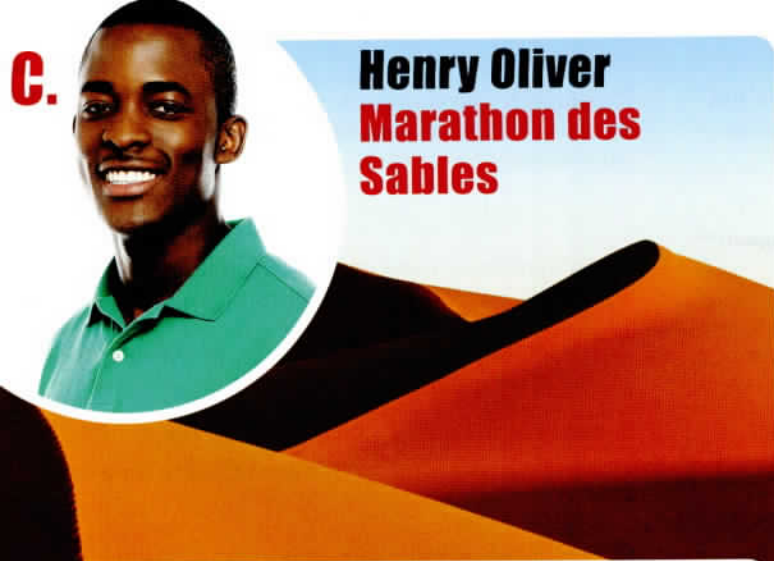
- Explain any unknown words and choose Ss to read out the texts.

E. Aim:) to give Ss the opportunity to have a further discussion on the topic of the reading activity

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I think that all four races are very difficult to complete. For me though, the most difficult ones seem to be the Marathon des Sables and the Jungle Ultra because you have to run under extremely difficult conditions while carrying your things.
- I wouldn't consider trying any of these races because you have to be very well trained and prepared in order to take part in any of them. But hypothetically speaking, I'd choose the Jungle Ultra because it appears to be the ultimate running challenge.



C. Henry Oliver Marathon des Sables

The Marathon des Sables is known as the toughest footrace on the planet. This is a **strenuous** event which takes place in one of the world's most inhospitable locations, the Sahara Desert. Every participant has to run under the **scorching** sun for six days, a total of 156 miles. The rules require runners to be **self-sufficient** and carry everything they need to survive on their back. The only thing they don't need to carry is water, which is handed out at checkpoints. Temperatures can reach 50°C and the landscape is just endless sand dunes. For me, the most beautiful sight every day was the final checkpoint. There, I could recharge my batteries and compare blisters with my fellow runners. However, as the race progressed, getting up at six in the morning became a real struggle. Nevertheless, I consider it one of my greatest accomplishments in life and will definitely go again next year.



D. Lee Eastman Jungle Ultra

I had taken part in a few ultramarathons so I was quite confident about this race in Peru. I was at the first-ever race in 2012, and it's an experience I will never forget. You have to run through jungle trails, tough mountain roads and paths. The jungle was teeming with creepy-crawlies, there were 70 rivers to cross and hills that took days to climb. The first problem you encounter, though, is lack of oxygen as the race begins at 10,500 ft in the Manu Cloud Forest in the Andes. As you make your way down to the Amazon Jungle, you will face humidity levels near 100%. Not to mention that you also have to carry your supplies the whole way. The race lasts for 6 days and covers a distance of 143 miles. You have to **register** at the checkpoints, which are every 6-9 miles. I almost missed the second to last one, which would have meant instant disqualification. Imagine being so close to the end and not being able to finish!

C. Read the texts again. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person

1. describes the difficulties of racing at high altitude?
2. mentions different versions of the race?
3. mentions his preparation for the race?
4. found comfort in the fact that few people complete the race?
5. mentions having previous experience of similar races?
6. mentions that some essential supplies are provided during the race?
7. mentions that the race was a stress-free experience?
8. explains how his equipment gave him a hard time?
9. says that he could have been prevented from finishing the race because of a mistake?
10. mentions spending time with other participants during the race?

D. Look at the highlighted words in the texts and match them with their meanings.

1. equivalent
2. oblige
3. strenuous
4. scorching
5. self-sufficient
6. register

- a. extremely hot
- b. able to provide or do everything you need without the help of others
- c. sth that has the same value, amount, meaning, etc. as sth else
- d. to put sb's name on an official list
- e. to force sb to do sth because it is necessary
- f. needing great effort and strength

E. Discuss.

- Which of the races do you consider to be the most difficult?
- Which race would you consider trying? Why?

Vocabulary

A. Read the extract taken from the text on page 56. Can you think of any other sports idioms?

I gave it my best shot, though, and didn't consider it falling...

B. Look at the idioms in bold in the sentences below and match them with their meanings. Then try to guess which sports they come from.

- Robbie called Tim lazy in front of everyone which I thought was a bit **below the belt**.
- A:** I don't have time to pick up Emily from gymnastics this afternoon. Can you do it?
B: No sweat. I'll go.
- Louis is **skating on thin ice** by asking his boss for more time off.
- I decided to **get the ball rolling** so I got up and went to serve myself at the buffet. After a few minutes everyone else got up, too.
- With all the unexpected expenses Suzy has had the past year, she constantly feels like she is barely **keeping her head above water**.
- This is a difficult project. I just hope I will be able to **go the full distance**.
- Sally didn't know how to use the till but the shop manager **showed her the ropes**.
- Mr Roberts has offered me the job, so **the ball is in my court** now.
- Diana got in trouble because she **jumped the gun** and started the test before the teacher told the students to do so.

10. I was trying to come up with a good excuse for not wanting to join the others for dinner when my bus arrived.

Saved by the bell!



- to teach sb how sth should be done
- to be one's turn to act
- to do sth too soon
- to finish sth
- very cruel or unfair
- to just be able to manage, especially when you have financial problems
- used to say that you can do sth easily
- rescued from a tricky situation just in time
- to make sth start happening
- to be in a risky situation

C. Complete the sentences with the correct form of the words in the boxes. In some cases more than one answer may be correct.

match game race competition

- I'm thinking of participating in a photography _____. What do you think?
- The tennis _____ was cancelled when one of the opponents was badly injured.
- Most of the runners who took part in the _____ had been training for a long time.
- American football seems very interesting but I don't understand the rules of the _____.

fan spectator viewer audience

- The _____ applauded at the end of the performance.
- Dennis is a big _____ of rugby. He never misses a match.
- The Olympic Games are broadcast on TV and attract billions of _____ worldwide.
- The _____ stood on the side of the road and cheered the runners on.

location position site spot venue

- The Mayan city of Palenque is a beautiful archaeological _____ in Mexico.
- From our _____ at the top of the mountain, we could see the ocean in the distance.
- His favourite _____ in the house is the armchair near the fireplace.
- The gym is moving to a new _____ on the other side of town.
- This hotel is often used as a conference _____.

win beat defeat fail lose

- My team has _____ three matches in a row this season. I don't know why we're playing so badly.
- Jake is an excellent table tennis player. He always _____ me when we play.
- Gregory always wanted to become a professional football player, but unfortunately he _____.
- Germany _____ the World Cup in 2014 by _____ Argentina in the final.

Functions

Distinguishing between words easily confused

Expressing ability/inability, obligation/necessity, absence of necessity, prohibition, permission, requests, advice/opinion

Structures

can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to, had better

Vocabulary

applaud audience barely beat (v.) broadcast (v.)
buffet cheer on conference cruel defeat (v.)
excuse (n.) fireplace one's turn opponent site
spectator spot (n.) till (n.) tricky venue viewer

Sports idioms

be skating on thin ice below the belt
get the ball rolling go the (full) distance jump the gun
keep one's head above water no sweat
saved by the bell show sb the ropes
the ball is in one's court

Vocabulary

A. Aim: to raise Ss' awareness of sports idioms

- Ask Ss to read through the extract and draw their attention to the words in bold.
- Ask Ss to tell you what the phrase in bold means by deducing its meaning from the context of the sentence.
- Elicit the answer that it means *I tried as hard as I could*.
- Point out to Ss that this is a sports idiom.
- Ask Ss to tell you which sport it comes from by relying on their schematic knowledge of sports.
- Elicit the answer that this comes from hunting (*to shoot an animal/a bird*) or basketball (*to make a basketball shot*).
- Ask Ss the question in the rubric.
- Elicit answers.

B. Aims: to present some sports idioms
to give Ss practice in deducing the meaning of some sports idioms from the context
to help Ss learn the origin of some sports idioms

- Ask Ss to read through the sentences 1-10 and draw their attention to the sports idioms in bold.
- Ask Ss to read through the meanings a-j and check their understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations.

1. e (boxing or martial arts)
2. g (any sport)
3. j (skating)
4. i (some ball games)
5. f (swimming)
6. d (boxing)
7. a (sailing)
8. b (tennis)
9. c (athletics)
10. h (boxing)

C. Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read through the sentences and the words in the respective boxes and check their understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations.

- | | |
|----------------|--------------------------------|
| 1. competition | 10. position |
| 2. match | 11. spot |
| 3. race | 12. location |
| 4. game | 13. venue |
| 5. audience | 14. lost |
| 6. fan | 15. beats |
| 7. viewers | 16. failed |
| 8. spectators | 17. won, defeating/
beating |
| 9. site | |

Language plus

game (n) = a contest based on rules, whose result is determined by skill, knowledge, strength or chance

match (n) = an organised game of football, cricket, tennis or other sport

competition (n) = an event in which people participate to find out who is the best at sth

race (n) = a sports event in which people or animals participate to find out who is faster or fastest

fan (n) = a person who admires sb/sth or enjoys watching or listening to sb/sth very much

spectator (n) = a person who is watching a sports event

viewer (n) = a person watching television

audience (n) = the group of people who have gathered to watch or listen to sth (a play, concert, somebody speaking, etc.)

location (n) = a place where sth happens or exists

position (n) = the place where sb/sth is located, in relation to sth else

site (n) = a place where sth has happened, which was usually important or interesting

spot (n) = a particular area or place

venue (n) = a place where people meet for an organised event, e.g. a concert, sporting event or conference

win (v) = to achieve first place and gain a prize in a competition

defeat (v) = to win against sb in a competition or succeed in sth

beat (v) = to defeat sb in a competition or a game

fail (v) = not to be successful in achieving something

lose (v) = to fail to win

Grammar

A. Aim: to revise the use of *can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to and had better*

- Ask Ss to read through the sentences and check their understanding.
- Draw Ss' attention to the verbs in blue.
- Ask Ss to read through the tables with the different uses of *can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to* and *had better* and check their understanding.
- Have Ss find the uses of the verbs in the sentences 1-7 (1. *absence of necessity*, 2. *obligation/necessity*, 3. *request*, 4. *permission*, 5. *advice/opinion*, 6. *prohibition*, 7. *ability in the past*).
- Have Ss complete the tables with the missing verbs.
- Check the answers with the class.

- | | |
|-----------------|-----|
| 1 could | NEW |
| 2 have to | |
| 3 don't need to | |
| 4 mustn't | |
| 5 may | |
| 6 would | |
| 7 had better | |

- Refer Ss to the Grammar Reference (p. 169).
- Ask Ss to refer to the reading texts on pp. 56-57 and underline any examples of the uses of the verbs presented here (A: *you should attempt...*, *I could travel...*, B: *was unable to finish...*, C: *Every participant has to run...*, *they don't need to carry...*, *I could recharge...*, D: *You have to run...*, *you also have to carry...*, *You have to register...*).
- For further practice, ask Ss to come up with their own examples practising the uses of the verbs presented here.

B. Aim: to revise the use of modal verbs to make positive and negative deductions and to express certainty and possibility

- Ask Ss to read through the examples 1-4 and check their understanding.
- Draw Ss' attention to the modal verbs in blue.
- Ask Ss to read through the meanings a-d and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

- | | |
|------------------------|-----|
| 1. b, 2. c, 3. a, 4. d | NEW |
|------------------------|-----|

- Refer Ss to the Grammar Reference (p. 170).
- Ask Ss to refer to the reading texts on pp. 56-57 and underline any examples of the uses of the modal verbs presented here (B: *It must be an incredible feeling...*, C: *will definitely go...*, D: *I will never forget, you will face humidity levels...*).
- For further practice, ask Ss to come up with their own examples practising the uses of the modal verbs presented here.

C. Aim: to give Ss practice in using *can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to and had better* in context

- Have Ss do the activity.
- Check the answers with the class.

- | | | |
|-------------------|--------------|-----|
| 1 be able | 9 ought | NEW |
| 2 had better | 10 needn't | |
| 3 weren't able to | 11 could | |
| 4 should | 12 will | |
| 5 have to | 13 can't | |
| 6 can't | 14 shouldn't | |
| 7 may | 15 will | |
| 8 could | 16 need | |

Grammar can, could, be able to, must, mustn't, have to, don't have to, need, needn't, don't need to, will, may, might, can't, should, ought to, had better → p. 169

Read the examples below and complete the tables with the missing verb forms.

- You **don't need to** buy ski equipment; you can rent equipment at the resort.
- All participants **have to** arrive at the starting point 30 minutes before the race begins.
- Excuse me, **would** you show me how the game is played?
- May** I use your mobile phone for a minute?
- You'd **better** do some warm-up exercises first, or else you'll pull a muscle.
- You **mustn't** use your hands when playing football. It's against the rules.
- When I was younger, I **could** run non-stop for two kilometres, but now I can't.

Ability / Inability

Present / Future	Past
can('t), am/is/are (not) able to	1 _____ (n't), was/were (not) able to

Obligation / Necessity

Present / Future	Past
must, 2 _____, need to	had to, needed to

Absence of obligation / necessity

Present / Future	Past
don't have to, 3 _____, needn't	didn't have to, didn't need to

Prohibition

4 _____, can't

Permission

can, could, 5 _____, might

Requests

can, could, may, will, 6 _____

Advice / Opinion

should(n't), ought (not) to, 7 _____ (not)

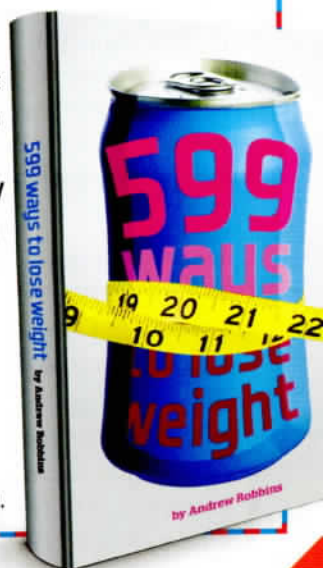
B. Read the examples and match the verb forms in blue with what they express. Write a-d.

- The Tigers **must be** the winners of the championship; I just turned on the TV and saw them celebrating on the field.
- The Tigers **may/might/could be** the winners of the championship; there are a few other good teams, but I believe the Tigers have a great chance.
- The Tigers **will be** the winners of the championship; they're the best team ever, so there's no doubt about it.
- The Tigers **can't be** the winners of the championship; they played terribly this season!

- certainty (we are absolutely sure about sth)
- positive deduction (we are almost sure that sth is true)
- possibility (sth is possible to happen but we are not sure)
- negative deduction (we are almost sure that sth is not true)

C. Read and circle the correct options.

- A:** I bought this great book with different diets and tips, and I found a diet I think I'll **1 need / be able** to stick to this time.
- B:** It **2 could / had better** be an easy one! You **3 didn't have to / weren't able to** keep up any of the other diets you've tried.
- A:** I know, but this time I'm confident. And you know how people say we **4 might / should** sleep at least eight hours a night? Well, they're right.
- B:** Sure, but it's not always easy. For example, I **5 have to / can** get up really early in the morning every day and I **6 can't / mustn't** always go to bed early.
- A:** Yes, but studies show that weight gain **7 had to / may** be related to lack of sleep. A good night's sleep helps burn fat, as well as reduce your appetite for unhealthy high-sugar food.
- B:** OK, but **8 could / should** I ask you a question? What does this book of yours say you **9 had better / ought** to do when it's not possible to get enough sleep?
- A:** You **10 needn't / might not** worry. If that is the case, it says that you **11 could / must** ensure a good night's sleep by drinking a relaxing herbal tea. You won't sleep any longer than usual, but it **12 will / must** definitely help you sleep more deeply, which means you'll be better rested.
- B:** That **13 can't / mustn't** be true. It doesn't sound very convincing to me.
- A:** You don't think so? It says here that people who get stomach aches easily **14 needn't / shouldn't** try it without asking a doctor first. But I don't have a problem so I'm going to give it a go. I'm positive it **15 can / will** work. Would you like me to buy some herbal tea for you, too?
- B:** No thanks. If I **16 need / ought** to lose weight, I'll just go to the gym.



Reading

A. Discuss.

- Do you know what Pilates is? Have you ever tried it?

B. Read the text quickly without paying attention to the missing sentences. Which of the following titles is the most appropriate for the article?

a. Benefits of Pilates

b. Pilates: How it all began

c. The Past and Future of Pilates



"I must be right. Never an aspirin. Never injured a day in my life. The whole country, the whole world, should be doing my exercises. They'd be happier."

- J. H. Pilates, 1965, age 82.

Lately it seems that everybody is doing or thinking of trying out the Pilates method of exercise. **1** It's a popular method that works well for all sorts of people - from professionals such as athletes to the elderly and even pregnant women. However, not many people know how it came about.

Pilates is a method developed by German-born J. H. Pilates (1883-1967), who was a gymnast and bodybuilder among other things. When he was young, he suffered from many diseases. **2** By exercising outside in the sun, he overcame rickets, a condition that appears because of a vitamin D deficiency. He continued to study anatomy and develop himself in multiple areas of fitness and athletics, such as martial arts, bodybuilding, skiing, gymnastics, boxing and diving. These activities influenced and inspired him to create the Pilates method.

Pilates insisted that the modern lifestyle people were leading was the root of most health problems. **3** This led him to create a series of exercises that centred on improving these along with balance, flexibility and the strengthening of the core muscles, which are the foundation of the whole body.

He began to develop his method in England in 1912 while he was working as a circus performer, a boxer and a self-defence instructor at police schools. However, when World War I broke out, he was placed in a prison camp. **4** He also attached springs to the hospital beds, turning them into workout equipment for patients who were unable to get out of bed. This innovation led to his later equipment designs. In 1918, an influenza epidemic struck England, resulting in thousands of deaths. Not one of the people using the Pilates method died from it. This, he claimed, was proof that his method was indeed effective and promoted a physical and mental state of well-being.

Pilates returned to Germany, where his exercise method had already gained popularity. He could have stayed there and continued his work but, in 1926, he decided to emigrate to America. During the voyage, he met Anna Clara Zuener. Together, in New York, they founded the first Pilates studio, which soon brought about new developments in the field of fitness. The name that Pilates used for his method was 'Contrology', as it focused on using the mind to control the body's muscles.

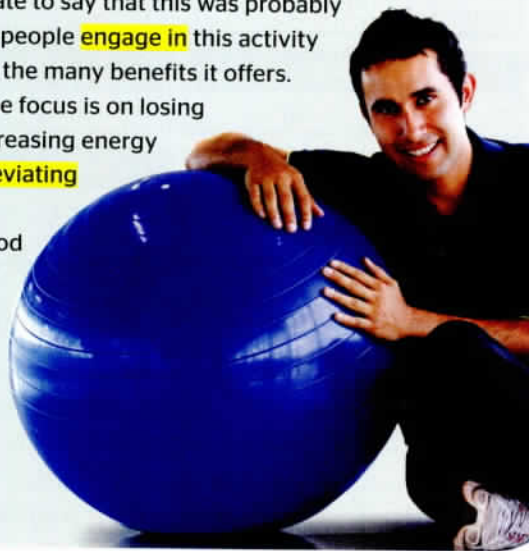
5 Many well-known dancers and choreographers, such as George Balanchine, sent their students to Pilates' studio to train or rehabilitate after an accident. It was good for helping them acquire the strength, flexibility and stamina they needed to control their movements while performing. Once the ballet community discovered the Pilates method, others also followed, which led to more studios opening.

Decades later, the Pilates method has become one of the fastest-growing fitness trends worldwide. **6** It wouldn't

be inaccurate to say that this was probably true. Many people engage in this activity because of the many benefits it offers.

Whether the focus is on losing weight, increasing energy or even alleviating backache,

it is a method that is sure to improve a person's health.



C. Read the text again. Complete the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.

- It is said that Pilates claimed he was ahead of his time.
- He specifically believed that poor posture and inefficient breathing were the primary issues that needed to be dealt with.
- Because of his unhealthy condition, he dedicated himself to the improvement of his physical strength and overall health.
- During his time there, Pilates improved his exercise method and started teaching others.
- Despite this, this demanding exercise could gradually transform the body.
- This is one of the main reasons the method soon caught on and became popular especially among performers.
- This really shouldn't surprise us.

Vocabulary

ahead of one's time alleviate applause attach
backache bodybuilding boxing centre (v.)
comment (v.) confuse contribute dedicate engage
flexibility found (v.) inaccurate inefficient
innovation insist invest lorry obesity overcome
poor (= not good) posture proof rehabilitate relate
root (n.) self-defence severe specialise stamina
strengthen transform

Phrasal verbs

break down break into break out break up
bring about catch on

Reading

1. Aim:) to introduce the topic of the reading activity
by activating Ss' background knowledge

Ask Ss the questions.

Elicit answers and initiate a short discussion.

Suggested answer

- Pilates is a form of exercise which focuses on your abdominal muscles and helps you become stronger, leaner and more flexible. It is a bit similar to yoga. I have tried pilates and I think it is a great way of exercising.

3. Aims:) to present functions, structures and vocabulary in the context of a text about pilates
) to give Ss practice in reading for gist

Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article*) and where it can be found (*in a magazine, on the Internet*).

Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they can see.

Elicit answers (*a woman working out on pilates equipment, a man and an exercise ball*).

Draw Ss' attention to the quotation and have them relate it to the content of the pictures and the topic of the previous activity. Ask them to tell you who it is attributed to, who this person must be, what it is about, what their opinion is, etc.

Elicit answers and initiate a short discussion.

Ask Ss to tell you what they think the text will be about and elicit answers.

Ask Ss to read through the titles a-c and check their understanding.

Ask Ss to read through the text quickly and underline any unknown words at the same time.

Have Ss choose the most appropriate title for the article from the options a-c without worrying about the missing sentences.

Check the answers with the class.

Ask Ss to provide justification for their answer.

The most appropriate title for the article is *b. Pilates: How it all began* because the text describes how Pilates developed throughout the years. Although it refers to the benefits of Pilates, the article is mainly about the history of Pilates and there is no mention of the future of Pilates.

C. Aims:) to give Ss practice in reading for specific information

) to raise Ss' awareness of text cohesion

- Ask Ss to read through the sentences a-g and check their understanding.
- Ask Ss to read through the article again and complete the blanks 1-6 with the given sentences paying attention to the context of the sentences that come before and after the blanks as well as to any sentence linkers and reference items. Point out that there is one extra sentence that they do not need to use.
- Have Ss do the activity.
- Check the answers with the class.

1. g, 2. c, 3. b, 4. d, 5. f, 6. a

• Ask Ss some comprehension questions:

Why has Pilates become such a popular method of exercise lately? Because it works well for all sorts of people.

Can you give some examples of the people who do pilates? Professionals such as athletes, elderly people, pregnant women.

Who developed this method? J. H. Pilates.

Where was Pilates born? He was born in Germany.

When was he born? In 1883.

When did he die? In 1967.

What were his main occupations? He was a gymnast and a bodybuilder.

What problems did he have when he was young? He suffered from many diseases.

What did he decide to do because of his unhealthy condition? He decided to dedicate himself to the improvement of his physical strength and overall health.

What is rickets? A condition that appears because of a vitamin D deficiency.

How did Pilates manage to overcome rickets? By exercising outside in the sun.

What did he go on to study? He went on to study anatomy. Which areas of fitness and athletics did he develop himself in? In martial arts, bodybuilding, skiing, gymnastics, boxing and diving.

What was the result of all these activities? The creation of the Pilates method.

What was the root of most health problems according to Pilates? The modern lifestyle people were leading.

What did he specifically believe? That poor posture and inefficient breathing were the primary issues that needed to be dealt with.

How did he try to deal with these problems? He created a series of exercises.

What did these exercises focus on? They focused on improving posture and breathing as well as improving balance, flexibility and the strengthening of the core muscles.

Where and when did he begin to develop his method? In England in 1912.

What was he doing at the same time? He was working as a circus performer, a boxer and a self-defence instructor at police schools.

What happened to him when World War I broke out? He was placed in a prison camp.

What did he manage to do during his time at the prison camp? He improved his exercise method and started teaching others.

How did he turn the hospital beds into workout equipment?
By attaching springs to them.

What happened in England in 1918? An influenza epidemic struck the country, resulting in thousands of deaths.

How many of Pilates' patients died during the epidemic?
None.

What did Pilates claim that this proved? That his method was effective and promoted a physical and mental state of well-being.

What did Pilates find out when he returned to Germany? That his exercise method was already popular.

What did he do in 1926? He emigrated to America.

Who did he meet during the voyage? He met Anna Clara Zuener.

What did the two of them do in New York? They founded the first Pilates studio.

What did the Pilates studio in NY bring about? It brought about new developments in the field of fitness.

Why did Pilates use the name 'Contrology' for his method? Because it focused on using the mind to control the body's muscles.

Who did this exercise method become particularly popular with? It became particularly popular with performers.

Why did many well-known dancers and choreographers send their students to do Pilates? To train or rehabilitate after an accident.

What did the method help them acquire? The strength, flexibility and stamina they needed to control their movements while performing.

What are the overall benefits that Pilates offers? It helps people lose weight, increase their energy, alleviate backaches, improve their health.

D. Aim:) to give Ss practice in deducing the meaning of unknown words

- Ask Ss to read through the meanings a-h and make sure they don't have any unknown words.
- Ask Ss to look at the highlighted words in the texts.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Check the answers with the class.

1. h, 2. c, 3. g, 4. a, 5. e, 6. b

- Explain any unknown words and choose Ss to read out the text.

E. Aim:) to give Ss the opportunity to have a further discussion on the topic of the reading activity

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- All the benefits that Pilates can offer both to healthy people and those who suffer from various medical conditions.
- After reading the article, I'm very impressed with the benefits of Pilates and I'd be interested in trying it. / No, I wouldn't be interested in trying Pilates because it must be a hard workout and I'm not very sporty.

Vocabulary

A. Aim:) to raise Ss' awareness of verbs which are followed by prepositions

- Ask Ss to read through the extracts from the text and draw their attention to the words in bold.
- Point out to Ss that there are some verbs which are followed by prepositions, as is the case with the verbs *centre* and *focus* in the extracts which are both followed

by the preposition *on*.

- Ask Ss the question in the rubric.
- Elicit answers (e.g. *spend/decide/base/count/concentrate* etc.)

B. Aim:) to present some verbs followed by prepositions

- Ask Ss to read through the verbs in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

verb + on	verb + in	verb + to	verb + with
depend	result	lead	cope
rely	invest	amount	interact
comment	believe	refer	replace
congratulate	participate	relate	confuse
insist	specialise	contribute	combine

Language plus

Point out to Ss that some verbs can be followed by more than one preposition with a slight difference in meaning, e.g.: *be involved in sth* (to show that sb took part in sth unpleasant)

be involved with sth (to keep oneself busy with sth by showing a lot of dedication to it)

He was involved in a car accident./She is very involved with the volunteer organisation.

C. Aim:) to give Ss practice in using verbs followed by prepositions in context

- Have Ss do the activity.
- Check the answers with the class.

- | | |
|-------------|-----------------|
| 1. insisted | 6. result |
| 2. led | 7. invest |
| 3. confuse | 8. combines |
| 4. replace | 9. contribute |
| 5. comment | 10. specialises |

D. Aim:) to raise Ss' awareness of phrasal verbs which have more than one meaning

- Ask Ss to read through the two sentences and draw their attention to the phrasal verb in bold.
- Draw Ss' attention to the note and explain it.
- Ask Ss the question in the rubric.
- Elicit and check the answer with the class.

Suggested answer

No, it doesn't. In the first sentence the phrasal verb 'break out' means *start suddenly* while in the second sentence it means *escape*.

E. Aim:) to give Ss practice in deducing the meaning of some phrasal verbs of *break* which have more than one meaning from the context

- Ask Ss to read through the sentences 1-6 and draw their attention to the phrasal verbs in bold.
- Ask Ss to read through the meanings a-f and check their understanding.
- Check the answers with the class.

1. a, 2. b, 3. d, 4. c, 5. f, 6. e

1. Look at the highlighted words in the text and match them with their meanings. There are two extra meanings which you do not need to use.

- | | |
|--|---|
| 1. innovation <input type="checkbox"/> | a. physical and mental strength needed to do sth difficult for a long time |
| 2. found <input type="checkbox"/> | b. to make sth less severe and less painful |
| 3. rehabilitate <input type="checkbox"/> | c. to start a company, organisation, etc. |
| 4. stamina <input type="checkbox"/> | d. to discover sth |
| 5. engage in <input type="checkbox"/> | e. to take part in |
| 6. alleviate <input type="checkbox"/> | f. a physical activity |
| | g. to help sb return to a good or healthy condition after they have been seriously ill, injured, etc. |
| | h. a new idea, method, invention |

Vocabulary

2. Look at the following extracts from the text. Can you think of any other verbs followed by the preposition on?

*This led him to create a series of exercises that **centred on** improving these along with balance...*

*The name that Pilates used for his method was 'Contrology', as it **focused on** using the mind to control the body's muscles.*

3. Complete the table with the verbs in the box.

cope result depend lead interact amount invest refer
rely believe comment participate relate contribute
congratulate replace confuse insist combine specialise

verb + on	verb + in	verb + to	verb + with

4. Complete the sentences below using the correct form of some of the verbs from the exercise above.

- The instructor _____ on everyone wearing a life jacket before getting onto the boat.
- The police are interested in the events that _____ to the accident.
- I always _____ karate with judo. I don't know the difference between the two martial arts.
- If you don't have any butter, you can _____ it with oil.
- The coach didn't want to _____ on the match until it was over.
- Eating too much junk food can _____ in obesity.
- The company I work for will _____ about €500,000 in new technology.
- This is a great book because it _____ history with fiction.
- Kevin had nothing to _____ to the discussion. He just sat there and listened.
- The new fitness instructor _____ in aerobics group sessions.

E. Discuss.

- What fact about Pilates did you find most interesting?
- Would you be interested in trying or taking up Pilates if you haven't already done so? Why? / Why not?



5. Read the sentences. Does the phrasal verb in bold have the same meaning in both sentences?

- However, when World War I **broke out**, he was placed in a prison camp.
- Ten prisoners **broke out** of prison last night.

Some phrasal verbs often have more than one meaning. Pay attention to the context to understand the meaning.

6. Read the sentences and match the phrasal verbs in bold with their meanings.

- Mr Watson will be free in about an hour, when his meeting **breaks up**.
- Amanda **broke down** when she heard the bad news.
- Someone **broke into** the gym last night, but nothing was stolen.
- I couldn't understand what Tom was saying while we were talking on the phone because he was **breaking up**.
- There was a lot of traffic in the centre today because a lorry had **broken down**.
- The crowd **broke into** applause when Julian scored a goal.

- to end
- to begin to cry
- to stop being heard because of a bad connection
- to enter a building or car by force
- to suddenly begin to do sth i.e. laughing
- to stop working

Grammar Modal verbs + have + past participle → p. 170

A. Read the sentences below. Do they refer to the present, past or future?

1. Patrick **could have broken** his leg when he fell off the motorbike, but fortunately he didn't.
2. You **can't have seen** Sally today. She's at a spa resort.
3. I **should have gone** to bed earlier last night so I wouldn't be so tired right now.
4. You **must have heard** of him. He was a famous swimmer.
5. My sister **might have tried** this diet before but I'm not 100% certain.
6. Kelly **needn't have bought** a tent for the camping trip. I have one.

B. Read the sentences again and complete the gaps with the missing modal verbs.

Regret or criticism about an action or somebody's behaviour in the past

1 _____ or ought (not) to + have + past participle

Absence of necessity in the past (something wasn't necessary but it was done)

2 _____ + have + past participle

Possibility in the past (perhaps something happened but we are not sure)

may or 3 _____ + have + past participle

Unfulfilled possibility in the past (it was possible for something to happen but it didn't)

4 _____ + have + past participle

Positive deduction in the past (we are almost sure that something happened)

5 _____ + have + past participle

Negative deduction in the past (we are almost sure that something didn't happen)

6 _____ or couldn't + have + past participle

C. Complete with the appropriate modal verb + have + past participle of the verbs in brackets.

1. **A:** This crash diet didn't work at all. I feel weak and I haven't lost a single kilo.
B: You _____ (take) my advice. Unless you follow a balanced diet and exercise, you won't lose any weight.
2. **A:** Did you see the match last night?
B: Yeah, it was brilliant! However, Timmons _____ (injure) his back quite badly. He could barely walk by the end.
3. **A:** You _____ (go) mountain biking by yourself! You _____ (get) injured and nobody would have been there to help you.
B: Yeah, I realise that now.
4. **A:** I heard that Jack has an interview at the new fitness centre. Maybe he'll be the new aerobics instructor.
B: What are you talking about? He _____ (apply) for the position of a gym instructor. He doesn't have a degree in Physical Education.
5. **A:** Hi, Jill. How are you feeling? You sounded depressed on the phone, so I brought a little something to cheer you up.
B: I'm a bit better, actually. But you _____ (come) over, and you definitely _____ (buy) all these sweets for me.
6. **A:** Hey, Cindy. You look nice and relaxed.
B: Yeah. I feel wonderful! I've taken up Pilates and I feel very energetic. I _____ (lose) some weight too, but I haven't weighed myself so I'm not sure.
A: Well, whatever it is you're doing, it's working. Keep it up!

Listening

You will hear people talking in six different situations. For questions 1-6, choose the best answer a, b or c.

1. You hear a voicemail message. What must have happened to Patrick?
a. He went to the wrong café.
b. He missed the bus.
c. His car broke down.
2. You hear two people talking at a supermarket. How does the man feel about organic food?
a. He thinks it's usually overpriced.
b. He believes companies aren't honest about their products.
c. He thinks it tastes better than regular food.
3. You hear two friends at a get-together. What is true about Sue's cake?
a. Sue chose a recipe that was healthy.
b. It wasn't very easy to make.
c. Sue needn't have made it.
4. You hear a nutritionist talking about healthy eating. What annoys her most about people on a diet?
a. They have no self-control.
b. They don't seek professional advice before going on a diet.
c. They believe a diet is only for a short time.
5. You hear two people talking about an injury. The woman finds the man's actions
a. wise.
b. unwise.
c. helpful.
6. You hear someone talking to a gym instructor. What advice does the instructor give the man?
a. increase the amount of exercise he does
b. train for a shorter time every session
c. take a break from training for a while

Functions

Expressing regret or criticism, absence of necessity, (unfulfilled) possibility, positive and negative deduction in the past

Speculating and making a decision

Structures

Modal verbs + have + past participle

Vocabulary

ache (n.) anxiety balanced diet drained eliminate
establish guide (v.) hot springs massage minerals
nutrition counselling nutritionist re-energise
re-energised relieve seek self-control spa (resort)
therapeutic toxins unwise

Grammar

A. Aim:) to raise Ss' awareness of modal verbs with past reference

- Ask Ss to read through the sentences 1-6 and check their understanding.
- Draw Ss' attention to the words in blue (*modal verbs + have + past participle*).
- Ask Ss the question in the rubric.
- Elicit and check the answer with the class.

The sentences refer to the past.

B. Aim:) to revise the use of modal verbs with past reference

- Ask Ss to read through the rules with the modal verbs and their uses and check their understanding.
- Ask Ss to read through the sentences 1-6 again.
- Have Ss find the uses of the modal verbs in the sentences (*1. unfulfilled possibility in the past, 2. negative deduction in the past, 3. regret or criticism about an action, 4. positive deduction in the past, 5. possibility in the past, 6. absence of necessity in the past*).
- Have Ss complete the rules with the missing modal verbs.
- Check the answers with the class.

- | | |
|------------|----------|
| 1. should | 4. could |
| 2. needn't | 5. must |
| 3. might | 6. can't |

- Refer Ss to the Grammar Reference (p. 170).
- Ask Ss to refer to the reading text on p. 60 and underline any examples of modal verbs with past reference (e.g. *He could have stayed there and continued his work...*, etc.).
- For further practice, ask Ss to come up with their own examples of modal verbs with past reference.

C. Aim:) to give Ss practice in using modal verbs with past reference in context

- Have Ss do the activity.
- Check the answers with the class.

1. should/ought to have taken
2. must have injured
3. shouldn't/ought not to have gone, could have got
4. can't/couldn't have applied
5. shouldn't/needn't have come, shouldn't/needn't have bought
6. may/might have lost

Listening CD1 ▶▶ 11

Aim:) to give Ss practice in listening for specific information

- Ask Ss to read through the six situations as well as the respective answer choices and check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.
- If necessary, play the CD again in order to clarify any questions Ss may have.

1. a, 2. b, 3. c, 4. b, 5. b, 6. a

Speaking

A. Aim:) to prepare Ss for the topic of the speaking activity

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- After a long, hard day, I usually try to pamper myself by doing little things which make me feel somehow better, such as having a long, hot bath, listening to my favourite kind of music, treating myself to my favourite dessert, etc. However, depending on how I feel, I may just go for a jog in the park to let off some steam after a tiring day.
- I usually feel tired and drained towards the end of spring. At around that time of year, I feel that I need to take a break from work and go on holiday. Unfortunately, it usually takes me some time before I actually manage to do this, so I arrange weekend getaways or day trips by the sea in order to re-energise.

KEY

B. Aims:) to give Ss practice in comparing and talking about different services offered at a spa

) to give Ss practice in speculating on a topic and making decisions

- Divide Ss into pairs.
- Have Ss read through the rubric and explain the situation to them.
- Ask Ss to look at the five pictures and read through the accompanying captions and check their understanding.
- Ask Ss to read through the suggested vocabulary and expressions and make sure they don't have any unknown words.
- Have Ss do the first part of the activity. Go around the class helping them when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

- A:** All the services in the spa seem to have multiple benefits. For example, getting a massage can help you relax and unwind; a full-body massage will reduce stress as well as relieve aches and muscle pains.
- B:** You're right, I had a massage once and it relieved me of all the tension and anxiety I was feeling. The salt-water swimming pool is very beneficial, too. In a pool, you can work out and strengthen your muscles and the salt water has many benefits for our health.
- A:** I see your point. Exercising in the water is safer, because the water supports your body parts and you don't get injured easily. It also proves to be a good workout. However, a session with a personal trainer is also beneficial. He can guide you to exercise correctly so as to have the desired results without harming your muscles or getting injured.
- B:** Yes, that's right. Then you can incorporate all the exercises the personal trainer has shown you in your daily workout routine which will improve your overall health. Getting some nutrition counselling is also very important. A nutritionist can give you professional advice on your eating habits.
- A:** Exactly. An expert can give you a balanced diet to follow depending on your lifestyle and body needs and this way you will be able to control your weight and develop healthy lifetime eating habits.

KEY

B: The hot springs also have many benefits for your health. You know, they are good for your skin and they help eliminate toxins. What do you think?

A: Yes, I agree they are very beneficial. They can also be therapeutic for various health conditions, especially skin diseases.

- Have Ss do the second part of the activity. Go around the class helping them when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

- A:** In my opinion, we would benefit more from the hot springs. They generally help you relax, relieve any tension you have and will make you feel re-energised in the end.
- B:** I agree. We could also consider getting a massage. It helps you unwind and relieves any muscle pains you have.
- A:** I think that since the hot springs will help us relax, we could try something else. In my opinion, we should definitely consider a session with a personal trainer. He will show us how to properly do exercises and we could make them a part of our daily routine.
- B:** You have a good point. That way, we'll learn how to exercise correctly, which will greatly improve our health and well-being.
- A:** So, we'll choose a session with a personal trainer and the hot springs, right?
- B:** Agreed.

KEY

C. Aim:) to give Ss the opportunity to elaborate on the topic of the speaking activity

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- No, I have never been to a spa or a health resort. I would like to visit both one day because I find that the services offered there are not only very relaxing, but also very beneficial for my well-being.
- Apart from working out and following a balanced diet, people should sleep well, adopt a positive way of thinking, create loving and meaningful relationships, avoid stressful situations, try to find their inner balance, etc.
- It means that our body and mind are connected to each other, so through regular exercise we help our brain function better and we also feel more balanced. I totally agree with this saying because I believe that through sports we can learn a lot of things about ourselves and the people around us. In addition, exercise releases chemicals and hormones which make us feel better. Finally, a healthy body boosts our self-esteem and this makes us happier and more confident.

KEY

Speaking

A. Discuss.

- What do you do to relax after a long, hard day?
- Is there any particular time of the year when you feel tired and drained? What do you do to re-energise?

B. Talk in pairs. Imagine that you have decided to visit a spa. Below are some services that the spa offers. First, talk to each other about how beneficial each of the options are. Then decide which two services you would most like to try. You can use some of the words and expressions in the boxes.



How beneficial are the different options?



- | | | | | |
|--------------------------|--------------------|-------------------------------|---------------------------------|-----------------------------|
| unwind | relaxing | reduce stress | relieve aches and muscle pains | relieve tension and anxiety |
| feel re-energised | strengthen muscles | work out | guide you to exercise correctly | |
| establish lifetime habit | therapeutic | contain minerals | good for the skin | eliminate body toxins |
| control weight | balanced diet | promote health and well-being | | |

I (don't) believe that... is very beneficial because...
... is more beneficial than... because...
... is certainly a way to...
In my opinion, we would benefit more from...
We should definitely consider... because... it would help / be better for...

C. Discuss.

- Have you ever been to a spa or a health resort? What did you think of the experience? If not, would you like to go? Why? / Why not?
- What other kinds of activities can people do to promote their health and well-being?
- What does the saying 'Healthy body, healthy mind' mean? Do you agree?



Writing A semi-formal letter expressing an opinion

A. Read the writing task below. Do you agree with the Student Commons' proposition?

REGISTER NOW!!!

Wendell University News

The Wendell University Student Commons is planning a series of health and nutrition workshops which will focus on healthy eating, eating disorders and ideas for simple, nutritious recipes. The Student Commons proposes that participation in the workshops should be mandatory for all university freshmen. However, many students have already expressed their disagreement.

We provide complete Property

Tom Getty, Director of Student Activities, has asked students to say whether or not they agree with the proposal. Should participation in the workshops be mandatory for university freshmen? Explain your opinion. Begin your letter: 'Dear Mr Getty'.

B. Read the letter that a student wrote in response to the writing task above. Do you agree with the writer's opinion?

Dear Mr Getty,

As a freshman, I am writing to express my opinion about your decision to run health and nutrition workshops, mandatory for all university freshmen.

To begin with, I think it's a great idea. We are university students, but we don't know enough about healthy eating or, **more importantly**, we seem to have our facts wrong. Therefore, what would be more beneficial than having experts, **such as** nutritionists or medical professionals, educate us and help us distinguish between good and bad eating habits? These workshops will also inform us about various disorders or health issues which we may eventually face if we don't start making healthier food choices.

Moreover, I believe the practical side of these workshops will be useful to all students. **Due to the fact that** most of us attend university and work part-time, we just grab a bite to eat from a fast food place. So, learning to prepare healthy food, **particularly** snacks, using simple and nutritious recipes will help us cut down on junk food.

Anyway, these workshops are an excellent idea and I personally support your efforts. For this reason, if you need any assistance in organising them, please don't hesitate to ask.

Kind regards,
Erin Kingston

C. Read the following statements and tick the ones that apply to the letter on the left.

The writer:

1. uses an informal greeting and signature ending.
2. states why she is writing in the main part.
3. justifies her opinion and gives examples.
4. uses rhetorical questions for emphasis.
5. uses linking words/phrases.
6. expresses her opinion in an aggressive manner.
7. refers to the issue expressed in the newspaper article.
8. uses short forms.



Functions

Expressing an opinion

Vocabulary

above all as a matter of fact committee cut down on disagreement eating disorder freshman head (n.) kind regards mandatory more importantly obese opposition proposal propose push take for instance workshop

Writing

A. Aim:) to introduce the topic of the writing task

- Ask Ss to read through the writing task and make sure they do not have any unknown words.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

I agree with the Student Commons' proposition because I think that these workshops will be very helpful for all university freshmen who are at the beginning of a new phase in their life. These workshops will help freshmen develop healthy eating habits and acquire some basic cooking skills. This way, freshmen will feel that university can offer them more than just an academic education.

B. Aims:) to provide Ss with a sample semi-formal letter expressing an opinion

) to prepare Ss for the writing activity

- Ask Ss to read through the letter that was written in response to the writing task and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

I agree with Erin's opinion because I think it is very important for young people to have experts talk to them about important issues related to their nutrition and health. Young people often become obsessed with their appearance at the expense of their health. I also agree with Erin's point of view about the practical side of the workshops. I think it is a great idea to teach young people how to cook and prepare their meals. This way, they will be able to appreciate their food more and develop cooking skills for life.

• Ask Ss some comprehension questions:

Who is the writer of the letter? Erin Kingston.

Is Erin a freshman herself? Yes, she is.

Does Erin think that university students already know a lot about healthy eating? No, she doesn't.

What does Erin think will be very important for university students? To get their facts right.

Who can educate university students and help them distinguish between good and bad habits? Experts, such as nutritionists or medical professionals.

What may university students eventually face if they don't start making healthier food choices? Various disorders or health issues.

Why do university students tend to grab a bite to eat from a fast food place? Because most of them attend university and work part-time.

How can university students be helped to cut down on junk food? By learning to prepare healthy food using simple and nutritious recipes.

What does Erin offer to do? She offers to help in organising the workshops.

- Explain any unknown words.

C. Aim:) to familiarise Ss with some of the stylistic features of a semi-formal letter expressing an opinion

) to prepare Ss for the writing activity

- Ask Ss to read through the statements 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

The following should be ticked:

3, 4, 5, 7, 8

D. Aims:) to present some linking words/phrases used to express different functions (emphasising, giving an example, expressing cause/reason)

) to raise Ss' awareness of the use of linking words/ phrases as an important stylistic feature of a semi-formal letter

) to prepare Ss for the writing activity

- Draw Ss' attention to the table and ask them to read through the different categories of linking words/ phrases.
- Point out to Ss that the linking words/phrases presented here are used for emphasising, giving an example and expressing cause/reason in the main part of the letter. If necessary, explain any unknown words Ss might have.
- Refer Ss to the highlighted words/phrases in the letter and ask them to appropriately complete the table according to what they express.
- Have Ss do the activity.
- Check the answers with the class.

Emphasising: more importantly

Giving an example: such as, particularly

Expressing cause/reason: due to the fact that

NEW

E. Aim:) to give Ss practice in using linking words/ phrases in context

) to prepare Ss for the writing activity

- Have Ss do the activity.
- Check the answers with the class.

1. because of

4. especially

2. As a matter of fact

5. Since

3. such as

6. In fact

NEW

F. Aims:) to provide Ss with a plan and some tips for writing a semi-formal letter expressing an opinion

) to give Ss practice in writing a semi-formal letter expressing an opinion

- Read out and explain the plan. Provide Ss with any necessary explanations about the structure of a semi-formal letter expressing an opinion and the different parts of it.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the writing task and check their understanding.
- Allow Ss some time to write their letters.
- Have some Ss read out their letters.
- Alternatively, this activity can be assigned for homework.

Read the letter again, paying attention to the highlighted words/phrases. Place them in the correct category below.

LINKING WORDS/PHRASES

Emphasising

in fact, as a matter of fact, even more, _____,
above all, indeed

Giving an example

(take) for example, (take) for instance, _____,
especially, specifically, _____, in particular

Expressing cause/reason

as, since, because (of), _____

Circle the correct linking words/phrases.

- Most people have health problems **because of / since** their unhealthy eating habits.
- Some types of diets can be dangerous. **As a matter of fact / Take for instance**, crash diets can even lead to death.
- If you want to keep in shape, you can take up a sport **as / such as** tennis.
- I love eating fruit, **especially / indeed** cherries and apricots.
- Specifically / Since** I put on weight easily, I'm constantly on a diet.
- Obesity is a major health issue in the USA. **In fact / For instance**, the United States is among the countries with the highest percentage of obese people in the world.

Read the writing task below and respond by writing a letter (140-190 words) expressing your views on the issue. Use the plan and TIP.

WENDELL UNIVERSITY NEWS

The Wendell University Student Commons is pushing to make the fitness centre on campus free for all students. They are facing opposition from students in favour of the \$30-monthly fee, who fear that there won't be enough money to keep the fitness centre in good condition. 'The funds we receive are just not enough,' says Richard Campbell, head of the student committee.

Write a letter to Richard Campbell expressing your views on the issue. Should the fitness centre on campus be made free for all students? Begin your letter: 'Dear Mr Campbell'.

Plan

A semi-formal letter expressing an opinion

GREETING

Use a polite greeting, depending on the situation.

- Dear Mr/Ms/Miss/Mrs/Dr + last name,
- Dear + first name,

OPENING PARAGRAPH

Say why you are writing the letter, referring to the issue you are responding to.

MAIN PART (1-2 paragraphs)

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and examples.
- Make any relevant suggestions.

CLOSING PARAGRAPH

Summarise your points and end your letter politely.

SIGNING OFF

Use an appropriate signature ending and print your full name underneath.

- Yours sincerely,
- Yours truly,
- All the best,
- Best wishes,
- Kind regards,
- Yours,

When writing a semi-formal letter:

- keep in mind that it is written to a person you don't know very well or when you want to be polite and respectful.
- use a neutral style (not too formal and not too informal).
- use the same layout as a formal letter (see page 163), but keep in mind that the language and style is less formal.
- read the information given carefully and cover the points required.
- state your opinion clearly, but do not be aggressive and do not use offensive language.
- group related ideas together in paragraphs.
- use standard grammar and spelling conventions.
- use linking words/phrases.
- use rhetorical questions for emphasis.

TIP

R. Choose a, b, c or d.

- He is one of the best tennis players in the world. So far this year, no one has ___ him.
 - lost
 - beaten
 - won
 - failed
- Your cruel comments made John furious. They ____.
 - got the ball rolling
 - went the full distance
 - were below the belt
 - jumped the gun
- The expensive treadmill we bought broke ___ after only a week.
 - out
 - into
 - down
 - up
- To achieve your weight loss goal, you will need to eat healthily, sleep properly and, ____, exercise.
 - nevertheless
 - above all
 - as a matter of fact
 - even more
- Millions of ___ from all over the world watch the World Cup on television.
 - opponents
 - viewers
 - audience
 - spectators
- Even though he sprained his ankle when he fell, he insisted ___ finishing the race.
 - to
 - with
 - in
 - on
- Look around you. We are now standing on the archaeological ___ of Olympia, where the first Olympic Games took place.
 - location
 - site
 - venue
 - position
- Patrick hates losing, which is why he claims that the wet weather ___ to the disappointing outcome of the match.
 - centred
 - contributed
 - resulted
 - depended
- To say that we've been having scorching weather is an ___; it's simply hotter than usual.
 - opposition
 - innovation
 - exaggeration
 - altitude
- Getting a massage might help ___ your backache.
 - establish
 - strengthen
 - engage
 - relieve

B. Choose a, b, c or d.

- He ___ register for the course online because the website had crashed.
 - shouldn't
 - couldn't
 - wouldn't
 - needn't
- Those of you who want to pass the exam ___ start studying.
 - needs to
 - had better
 - might
 - would
- We ___ buy any camping gear in the end. We borrowed everything from my cousin.
 - mustn't
 - needn't
 - didn't have to
 - don't need to

- You ___ take any photographs at the event, but you are free to do so if you like.
 - mustn't
 - are able to
 - don't have to
 - can't
- I'm really hungry. ___ I have another piece of chicken?
 - Would
 - Should
 - May
 - Must
- You should ___ your boss that you were going to be late.
 - inform
 - to inform
 - informed
 - have informed
- Greg and Kyle ___ each other. I saw them talking earlier.
 - must know
 - must have known
 - they might know
 - might have known
- You ___ been killed if you had fallen off that cliff. You should watch your step.
 - may
 - may have
 - could
 - could have
- He ___ have been at work yesterday because he told me he would be out of town.
 - needn't
 - mustn't
 - shouldn't
 - can't

I. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- I'm certain that it was Gary who ate your sandwich because he was sitting in the kitchen earlier. **must**
It _____ who ate your sandwich because he was sitting in the kitchen earlier.
- It was impossible for my dad to fix the car. **able**
My dad _____ the car.
- It was a mistake not to take the complaint seriously. **ought**
We _____ the complaint seriously.
- It was unnecessary for you to spend so much money on presents. **spent**
You _____ so much money on presents.
- There's a possibility that Martin won't win the race. **may**
Martin _____ the race.

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

- | NOW I CAN... | |
|---|--------------------------|
| discuss issues related to health and fitness | <input type="checkbox"/> |
| use sports idioms, verbs with prepositions and phrasal verbs | <input type="checkbox"/> |
| express ability, inability, obligation, necessity, absence of obligation/necessity, prohibition, permission, requests, advice, opinion, certainty, regret and criticism | <input type="checkbox"/> |
| express possibility and make deductions in the present/future and past | <input type="checkbox"/> |
| write a semi-formal letter expressing an opinion | <input type="checkbox"/> |

to be more effective, the exercises in the Review section should be completed and checked in class.

Aim:) to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

- a.
- | | |
|------|-------|
| 1. b | 6. d |
| 2. c | 7. b |
| 3. c | 8. b |
| 4. b | 9. c |
| 5. b | 10. d |

- b.
- | | |
|------|------|
| 1. b | 6. d |
| 2. b | 7. a |
| 3. c | 8. d |
| 4. c | 9. d |
| 5. c | |

- c.
- | |
|---------------------------------|
| 1. must have been Gary |
| 2. wasn't able to fix |
| 3. ought to have taken |
| 4. needn't/shouldn't have spent |
| 5. may not win |

Self-assessment

Aims:) to give Ss the opportunity to check their progress

) to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Aims:) to introduce the topic of the module and activate Ss' background knowledge

) to present the learning objectives of the module

- Ask Ss to look at the picture on the page and tell you what they can see (*a splash of blue paint*).
- Draw Ss' attention to the title of the module in relation to the picture on the page.
- Ask Ss to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section. Make sure that they don't have any unknown words.
- Elicit answers and initiate a short discussion.

Suggested answers

KEY

- The sky, the sea, blueberries, blue birds, blue butterflies and blue flowers.
- It makes me feel calm, relaxed, happy and optimistic as it is associated with the openness of the sky and the sea. / It makes me feel sad and depressed.
- I mostly consider blue when shopping for clothes, especially in the summer. For the decoration of my home, I prefer earth-tone colours.

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.