

The theme of the module is Fitness. 9A focuses on sporting endeavour and physical achievement, whereas 9B focuses on food and diet, including GM foods and food that stimulates the brain.

### Lead-in p.135

Start with books closed. Write the word *FITNESS* in capital letters vertically on the board. Then ask students to do the same and write a sentence starting with each letter of the word that conveys some of their attitude to fitness. Demonstrate with examples of your own such as: *Find friends to exercise with. Invest in good quality shoes and equipment. Try to eat less meat and more vegetables. Never stand still on the escalator.* Students then explain what they have written, in small groups.

Then ask them to look at the pictures and discuss the questions. The first picture shows people BASE jumping, the second is a long-distance runner and the third is basketball.

### Background

The name BASE jumping is an acronym formed from the four types of place people jump from: Buildings, Antenna, Span (bridges), Earth (cliffs).

- 1 Ask students to check the meanings of the words in the box before deciding which apply to each picture.
- 2 Students discuss the quotes and whether they agree with them or not. Ask if they know of any other similar quotes.

## 9A How far can you go?

### Reading p.136

- 1 a/b** With books closed again, brainstorm compound nouns beginning with *sports*. When you have *sportsman*, ask for another word formed by adding another suffix. When you have elicited *sportsmanship*, ask students how they would define it and for examples of good and bad sportsmanship. Then ask them to look at 1a and choose the best definition before discussing the point in 1b.

### Extra!

As an extra activity you could discuss whether professional sports competitors are becoming more or less sportsmanlike and if so, why this is. Does the increased amount of money at stake for winners in prize money and endorsements mean that top competitors are less fair? Does it vary between different sports?

- 2 Students skim the text and decide which of the three statements best summarises it.
- 3 Students now reread the text and answer the six questions in exam fashion, paying attention to the exam strategies practised in previous modules.
- 4 Remind students that, when they justify their choice for correct answer, they should also have a reason why the other three choices in each case are incorrect.

## Background

The record-breaking game between John Isner (American) and Nicolas Mahut (French) lasted 11 hours and 5 minutes and 183 games. The final score was 6–4, 3–6, 6–7, 7–6, 70–68. The final set lasted over 8 hours and both players served over 100 aces in the match. The scoreboard had to be reprogrammed on the second evening as it was not designed to record such high scores.

- 5 Ask students to check the meaning of the vocabulary in the Word Check box. They should identify verbs of movement (*stagger, jostle, fidget*) as well as descriptive adjectives (*languid, gangly, baggy*). Chess players may well recognise *stalemate* and be interested in its use here.
- 6a/b Discuss the questions raised. If necessary ask them to think about the effects events such as the Olympics and various World Cups have.

1a Definition 1 is correct

2 Summary 3 is best. Mahut is positive but Isner is less so.

3 1 A (*it told you one thing: they were on the edge of their seats*) 2 B (*Few people expected a classic ... The gangly Isner was fancied to beat Mahut in routine fashion. .. There was no hint of the epic struggle to come*) 3 A (*... he staggered around, Mahut meanwhile skipped out of his chair*) 4 C (*the pair had officially entered the record books*) 5 B (*he suffered a breakdown, weeping inconsolably in the locker room*) 6 D (*Isner now finds the match more painful to discuss than Mahut. 'I'm trying to get over it, in my head.'*)

### Vocabulary p.138

- 1 Emphasise how much more powerful the adjectives in the exercise are when modified by the adverbs. Many (such as *bitterly disappointed* and *painfully slow*) are frequently used and should be learnt as phrases.
- 2a Ask students to quickly read the text to get an idea of the content – one man's remarkable fight for survival. Then draw attention to the fact that all the words in the box are related to that theme. As they complete the text, tell them that in some gaps more than one answer is possible.
- 2b Check that students know all the words in the box, including the similarity between *drive, persistence and willpower*. Encourage students to use some of the phrases in 2a as they talk about stories of perseverance.
- 3a There are many phrasal verbs with *keep* – many of which have a meaning of *continuing*. Students identify which of the verbs here have a meaning relating to *continued effort, persisting or persevering*. If necessary, give students a clue that there are four. Then ask them for the connection between the others: *to maintain a position*.
- 3b When students have matched the responses to the four statements ask them to think of other situations when someone might use them.
- 4a There are probably more phrasal verbs with *get* than with any other verb. Emphasise the range of meanings that each verb + particle combination can have. One way would be to choose one and elicit different meanings. For example, *get into* = to enter a place; to arrive at a place (especially by public transport); to be elected; to be permitted to study at a college; to join a team; to start to enjoy doing something; to put on a piece of small clothing; etc.
- 4b Encourage students to stick to the theme of sporting achievement as they make sentences using the other phrasal verb in each pair.
- 5 The exercise highlights some common idiomatic phrases that students might find useful.

### Photocopiable activity

Activity 9A could be used here. It is a class activity in which students match two parts of a short conversation, complete the conversation with appropriate words, and then continue the conversation using their own ideas.

- 6a** Students will be familiar with the prefixes. Ask them for examples of people in the world of sports who are underpaid (e.g. some junior coaches) and overpaid (e.g. top footballers) to highlight that *over-* often means 'more than normal/expected', whereas *under-* means 'less than or below'. Usually prefixing verbs, they are also found on nouns (e.g. *underachiever*) and adjectives (e.g. *overripe*). Ask students to work through the list deciding which take one or other prefix and what the words formed mean.
- 6b** If students don't know the meaning of the words, ask them to guess from the context.

1 1 bitterly 2 painfully 3 remarkably  
4 perceptibly 5 deeply 6 perfectly

2a1 endurance/perseverance  
2 resourceful/remarkable 3 ordeal  
4 remarkable 5 challenge  
6 perseverance 7 overcome 8 isolation  
3a keep it up; keep going; keep trying;  
keep at it

3b 1 c 2 d 3 a 4 b

4a1 over 2 down 3 through 4 ahead 5 out of 6 along 7 about 8 in 9 with  
10 into

5 1 c 2 g 3 e 4 h 5 a 6 b 7 f 8 d

6a overcome; underestimate/overestimate; undermine; undercover;  
undertake/overtake; overshadow; overhead; underhand/overhand; undercut;  
underdog; overawed; overboard; undergo; overcrowded;  
underdeveloped/overdeveloped; overwrought; underpowered/overpower; underpin

6b 1 underdog = someone considered to be in a weaker position  
2 undermine = gradually make someone or something feel less strong or effective  
3 overawed = feeling so impressed that they cannot perform or act properly  
4 underestimate = mistakenly think something is less (difficult) than it is; or think someone is not as capable as they really are  
5 overshadow = make an event less enjoyable or special by upsetting or worrying the people involved  
6 undertake = accept responsibility for a task  
7 overwrought = very upset, and stressed out  
8 overcome = successfully deal with a problem and recover from an ordeal

#### Use of English 1 p.139

- 1 Ask students to skim the text to see what they can learn about Edison Peña. Ask the class if they remember the story, which had massive news coverage from August to October 2010.  
Remind students to look out for gaps that require negative words as they consider the form of each word required.
- 2 Ask students if any of them enjoy running or jogging and if so how often they run, how far and why.
- 3 The task would be best done as homework.

1 1 unbearable 2 despondency  
3 extensive 4 maintenance  
5 persistence 6 competitor  
7 underestimated 8 charming

## □ Student's Resource Book, pages 94–95

### Listening 1 p.140

- 1 Ask students to study the list of sports and identify the risks associated with each. Point out that this is not unlike a Paper 4 Part 2 task. As an extension ask them to rank them in order of danger and to try to think of others that might be more dangerous. For example: bull riding, high altitude climbing, cave diving, big-wave surfing.
- 2 Here students get to practise telling an anecdote. Start by checking that they know the meaning of the words in the box. Encourage them to talk about something real, although it needn't be. They should describe their feelings during and after the event. Give bonus points to students who can use suitable adverbs before the extreme adjectives (e.g. *completely shattered, totally overwhelmed*) as these come up in the next section.
- 3 □ T2.10 Quickly remind students of the task strategies for this type of question. Elicit the key points in the instructions. The topic = footballers and injuries. Task one is about causes and task two about impact. Check answers, referring to the audioscript if necessary.
- 4 Students could work in groups to discuss the attraction (and possibly the negative aspects) of team sports. Ask them to include their own experiences.

- 3 1 F *Then I got knocked down again later in the match*
- 2 C *diving for the ball at the same time as the striker went to kick it*
- 3 G *trying to kick the ball at the same time as our centre forward. He should've left it for me*
- 4 H *thought she was going to dribble the ball, but she kicked it*
- 5 E *I heard the bone break as his boot hit my leg instead of the ball*
- 6 F *The ribs healed fairly quickly, but recovery of the heart's something you just can't rush*
- 7 D *That was it for me, I'm afraid*
- 8 E *I was a bit hesitant when I first started playing again, I was a bit wary of kicking hard*
- 9 G *console myself with the idea that getting injured is par for the course*
- 10 A *every time I walk onto the pitch now, I feel scared that something of the sort might happen again*

### Language development 1 p.141

- 1a Elicit the meaning and use of the phrase highlighted. It is used to signal that surprising and contradictory information is to follow and therefore adds interest and captures attention. Variations are *Incredible though this may sound ... / Incredible though it may seem.*
- 1b Students complete the responses in the dialogues to make similar expressions.
- 2 Students used some extreme adjectives in the pre-listening task on page 140 and so will be familiar with the concept. This exercise is interesting in that it shows how collocation links certain words and not others even though they might have similar meanings (e.g. *bitterly cold* but not *bitterly freezing* which is more extreme, and *utterly* is commonly used with the extreme *devastated* but *utterly sad* or *utterly shocked* are not used). Emphasise that the task here is to find the one adjective that does not fit and to cross it out.

### Extra!

For extra practice, write some of the collocations on slips of paper and ask students to think of a situation to which it applies but without using the words given. The rest of the class guess which collocation it is.

- 3 Here the task gets students to think about the different ways some common adjectives can be emphasised. As above, they should delete adverbs that do not fit. Encourage the students to write the collocations out again to help remember them as a single phrase, in the way that best helps them to remember them. For example,

***totally***

***utterly*** □ unexpected

***entirely***

Point out that although *perfect* generally has a positive meaning, *perfectly* can also mean *completely* and can therefore be used to emphasise extreme negative adjectives (e.g. *perfectly awful/predictable*).

### Photocopiable activity

Activity 9B could be used here. It is a class activity in which students discuss a given subject, and the others must decide what they are talking about. They then use appropriate words and phrases to complete sentences describing the conversations they heard.

- 4 Students should start by skimming the text for content. Point out that all the gaps are followed by an adjective. The task is to complete the text with the adverb that best collocates with each adjective and to find others that would also fit.

1b 1 Believe it 2 Incredible though  
3 Difficult as 4 Surprisingly 5 Incredible though

2 1 exhausted 2 angry 3 shattered

4 trained 5 captivated 6 bored

7 confident 8 excited 9 beneficial

10 opposed

3 1 D 2 A 3 B 4 A 5 C 6 B

4 1 rather (slightly/pretty/somewhat)

2 decidedly (rather/quite/pretty/ somewhat) 3 pretty (decidedly/quite/rather) 4 deceptively

5 totally (thoroughly/absolutely)

6 stupidly 7 Somewhat (rather/quite/slightly) 8 reassuringly

9 absolutely 10 thoroughly (rather/quite) 11 slightly 12 quite (rather)

### □ Student's Resource Book, pages 96–98

#### Writing 1 p.142

- 1 Students should quickly read the task and highlight the key points. They use them to answer the three questions that they should ask every time they approach this type of task.
- 2a Students put the sentences in order. Ask them to justify their choices by highlighting the clues that helped them.
- 2b Students summarise the paragraph.
- 3 Students express the point in 2b in a single sentence.
- 4 Students can now do the same with a paragraph that offers a counter-argument, again highlighting the main points made.
- 5a/b Finally, students can piece the paragraphs together and add an introduction and conclusion to support their personal opinion, using suitable linking expressions.

1 1 For a teacher 2 Expressing an opinion on whether you can learn valuable lessons from doing sports 3 depends on writer

2a1 D Many of us first come into contact with team sport at school, and one of the most valuable lessons we gain from this is that of respect, both for our team mates and perhaps more importantly for our opponents.

2 A Admittedly, we may have been kicking a ball around the garden with Dad at the weekend since we were toddlers, but it is at school that we tend to learn to play in groups.

3 F Sports such as football, basketball and volleyball teach us to share and offer each other support.

4 E For instance, passing the ball to a team mate who is in a better position than us is not always easy for those of us who want to score a goal on our own.

5 C Through practice, however, we can learn that to do so will ultimately increase the chances of getting the desired result.

6 B Furthermore, we will come to recognise the abilities of opponents, and also learn about the danger that lies in underestimating them.

2b Taking part in team sports is beneficial in a number of ways. Examples given are learning to support teammates and to respect opponents.

3 In this way, playing a team sport teaches us to respect others when playing sport, and to recognise the value of combined effort in order to achieve results.

4 **Point:** The thing to remember is that not all of us are good at sport.

**Example:** There are many for whom the P.E. lesson at school conjures up nothing but memories of shame and humiliation, simply because they did not fit into the 'team', were never chosen to be on anybody's 'side', and ended up feeling like outcasts.

**Reinforcement of point:** For them, the lessons learned from sports were often cruel ones, for you are more likely to be admired by your peers in school for your skills in sport than any academic achievement you may make.

5a Logically speaking, the paragraph from exercise 2 comes first, followed by that from exercise 3. However, some students may produce an introduction which favours 3 coming first.

## 5b Suggested answers:

### **Introduction**

*This essay will consider the value of sport in education and the extent to which it can help to develop social skills such as teamwork and respect whilst building confidence and perseverance as well as stamina. It maintains that while most people are perfectly capable of learning a sport and will benefit from it, for others school sports can be a hard lesson in life.*

### **Conclusion**

*To sum up, sport can generate extreme emotions. To some it will be the deep satisfaction of being part of a winning team, for others the bitter disappointment of never being picked to play. Although competitive games are undoubtedly team building, it is easy to over-emphasise the benefits of sport, consequently teachers must be sensitive to the needs of less sporty students.*

## 9B A question of balance

### Listening 2 p.143

1 Check students know what the five issues are. If necessary divide the class into five groups and get each to research one topic and make a presentation on the issues.

## Background

Nanotechnology is the creation of synthetic materials and devices that are 1–100 nanometres thick, where a nanometre is  $10^{-9}$  metre (or one billionth of a metre). Initial use was for coatings on materials for strength or protection and military applications. Later uses have been in medicine and electronics. The vision is to create machines from individual molecules. There are concerns that the tiny particles may cause health problems if inhaled and lodged in the lungs.

- 2 **T2.11** Get students to read the task and questions to understand the topic and scope of the task. Play the recording as in exam conditions. Give students a few minutes to compare answers before giving the correct ones.
- 3 Students discuss what they heard in the task.

### 1 Meanings:

GM foods = foods that have had their genetic structure (ie their genes) modified so that they are not affected by particular diseases or harmful insects or so that they grow in a particular way or environment.

organic farming = method of growing food without using artificial chemicals

pesticide = chemical that is sprayed on crops to kill unwanted insects

herbicide = chemical that is sprayed on crops to kill weeds

additive = a substance that is added to food to enhance its taste or appearance, etc.

preservative = a chemical substance that is used to prevent things from decaying or going bad in a short space of time

nanotechnology = the manipulation of matter at the scale of atoms and molecules

#### Effects (Suggested answers):

Our health can be affected by what we eat, many preservatives are cancer-forming, additives can make children hyperactive; GM foods – the long-term repercussions of these are as yet unknown, we are faced with choices as to what to buy on a daily basis; organic foods are much more expensive, with unproven benefits; the effects of nanoparticles in the body are unknown.

2 1 C *On the one hand, you've got .... Then, there's another view that ... In my view, it's high time that science spoke with one voice on this issue.* 2 D *They don't come cheap though, ... although that could come if mass-production brings economies of scale.* 3 A *but it's not impossible that this vision might become a reality one day* 4 C *To me, it seems like it will confuse the picture even more as regards what we're putting in our stomachs!* 5 B *you've got to be prepared to deal with an incredible barrage of rules and red tape*

### ▣ Student's Resource Book, pages 99–101

#### Speaking p.144

- 1 Start by getting students to look at the items in the word cloud and group them in ways that seem appropriate, e.g. food components, good/bad items, approaches to food. Check they understand the difference between *vegetarian* (don't eat meat or fish but do eat animal products that don't kill the animal, such as dairy and eggs) and *vegan* (don't eat or use any product of animal origin – although vegans are divided on whether they can eat honey and wear silk and wool), and the meaning of *trans fats*.

## Background

Trans fats are man-made hydrogenated unsaturated fats that have been treated in such a way (by addition of hydrogen molecules) as to make them solid at room temperature and therefore a cheaper alternative to butter and useful in commercial food production, especially baking. Now seen as being bad for health.

- 2 Students could do the quiz in pairs with one student asking the questions and the other just listening and answering.
- 3a **T2.12** Give students a moment to read the questions before they listen to the conversation.
- 3b **T2.12** As they listen again, they mark the discourse markers that the speakers use. An alternative approach to encourage detailed listening would be to ask students to choose any five of the discourse markers and tick them off as they hear them, shouting 'Bingo' when they have heard all five.
- 3c Students use the five remaining phrases to complete the text.

### Photocopiable activity

Activity 9C could be used here. It is a groupwork activity in which students answer a given question, incorporating given discourse markers where relevant. The other students decide if he/she answered the question well and used the discourse markers appropriately.

- 4a The idioms Maria uses are metaphorical. If students do not recognise them, ask them to find them in context.
- 4b Here they are introduced to more common food-related idioms by matching them to the definitions in the sentences. Remind them to change the verbs into the appropriate form. For a bit of fun, with mixed nationality classes, ask students if they translate into their language or if there are similar food-related idioms.
- 5a/b Students work in pairs using the Task cards on p.205 at the back of the book, taking it in turns to have the long turn, speaking for two minutes without hesitation with their partner listening and responding.
- 6 Students continue discussing their attitude to food, nutrition and healthy eating.

2 1 a (e.g. salmon, mackerel, sardines)  
 2 b (others are: all dried beans, chickpeas) 3 b 4 a 5 b 6 a 7 b 8 b 9 b 10 a  
 (hydrogenated oils = trans fats which cannot be broken down in the digestive system so they accumulate and clog up arteries. Butter, although not good for you in large quantities, is a healthier option since it is a natural product and also contains important nutrients such as Vitamins A and K2. It also lubricates the joints and can help to prevent the onset of arthritis)

3a1 *Out of season* implies that the vegetables will not be grown locally, they may be imported, e.g. from the other side of the world and are therefore energy-consuming.

2 *take up power walking* = fast walking on a regular basis

3 She substituted wholemeal bread for white bread, cut out cakes and biscuits, reduced her intake of red meat and she eats lots more fresh fruit and vegetables.

4 the labelling and checking how many preservatives are in the foods

3b 6, 3, 11, 12, 8, 4, 5 are all used.

3c1 in particular, After all 2 In the same way, On top of that, at any rate

4a *in a nutshell* = in a few words

*have a lot on my plate* = be very busy, have a lot of commitments

4b 1 am walking on eggshells 2 went bananas/nuts 3 pie in the sky 4 a piece of cake 5 food for thought 6 hot potato

### Language development 2 p.146

- 1a Students will know that some adjectives are always followed by the same preposition. This exercise reinforces the point with some suitable adjectives.
- 1b Students write or use their own sentences using the adjectives in 1a.
- 2a Having completed the sentences with the correct preposition, students should underline or highlight the whole prepositional phrase, e.g. Q1 *in response to*.

- 2b** There are four remaining words. Ask students to write a similar sentence to those in 2a for each of the four words, thinking about the prepositions required.
- 3a** Students complete the text with the missing prepositions to complete verb, noun or adjective + preposition phrases. Remind students that in the open cloze in Paper 1 the word required might well be a preposition determined by a phrase of the type practised here.
- 3b** Students discuss which of the diet advice they might follow. They may be interested to know that plain chocolate has also been shown to improve memory.

**1a1** in, to **2** to, to **3** with, to **4** of **5** to **6** on

**2a1** response (in response to)

**2** collaboration (in collaboration with)

**3** impression (under the impression)

**4** fail (without fail) **5** jeopardy (be in jeopardy) **6** verge (on the verge of)

**7** extent (to a great extent) **8** mistake (by mistake)

**2b Suggested answers:**

**belief:** *His rudeness was beyond belief.* (be beyond belief)

**coincidence:** *By coincidence, we ended up in the same hotel as our friends!* (by coincidence)

**fault:** *It isn't clear who is at fault in this situation.* (be at fault)

**reach:** *We don't have a car, so it's fortunate that we live within reach of all the local amenities.* (within reach)

**3a1** for **2** to/for **3** of **4** in **5** to **6** in **7** of

**8** on **9** to **10** in **11** in **12** to **13** in **14** in **15** with **16** against **17** from **18** to **19** in **20** for

## □ Student's Resource Book, pages 102–103

### Use of English 2 p.147

- 1a** The expression 'balanced diet' was used on page 144 when students discussed the concept in relation to what they eat. Here they consider the concept more widely.
- 1b** Ask students what they consider to be the most suitable foods for athletes. It will depend on the sport but athletes need a lot of protein when training and carbohydrates that release energy slowly.
- 2** Students skim the text to get a general understanding.

### Background

The Tarahumara live in and around Copper Canyon in the Sierra Madre in northwest Mexico. Traditionally, they lived in simple wood shelters or in caves in small remote villages miles apart. They practise communal agriculture and grow corn which is used to brew an alcoholic drink that is consumed socially. Analysis of their running style, in which they strike the ground with the toe not the heel, helped to promote the current trend for barefoot running. They have survived invasion by the Aztecs, the Spanish and attempts by numerous missionaries to convert them. However, the lifestyle of the 50–70,000 people left is now threatened by a combination of mining, tourism and the narcotics trade.

- 3** Ensure students complete the task in a way similar to exam conditions, and within the given CPE time limit.
- 4** Before giving students the correct answers, give them time to compare their choices and discuss why the other answers do not fit.
- 5** Allow students to discuss the suitability of the Tarahumara diet in groups or as a whole class.

**Extra!**

As an extension students could discuss whether the Tarahumara diet would work for them because they eat only what is available locally and seasonally. It is therefore a very natural way to eat. Ask students to what extent their diet is made up of local seasonal produce and how much of what they eat is imported from far away or is out of season.

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

### Writing 2 p.148

- 1 Before the discussion, remind students that GM means Genetically Modified. Ask if they know of any other movements that will affect food production.
- 2 Students read the exam task and identify the key points on the advantages of being a vegetarian in one paragraph and the disadvantages in the other.
- 3a Students should start by reading the essay, which is more about GM foods than vegetarianism, noting the content of each paragraph. They should then attempt to complete it using the phrases given.
- 3b Next, they highlight the main points raised.
- 3c Finally, they should notice how each point is followed by an example and how the writer reinforces points made by consolidating them in one statement.
- 4 Students read the new task and identify the focus of the main paragraphs. There are likely to be three paragraphs.
- 5a Other factors that might influence what kind of diet would be suitable are: their gender, any health issues that they have, and their weight.
- 5b Students complete the notes with effects that work and exercise have on diet with examples.
- 5c Students write an opening paragraph to introduce their points.
- 6a As students complete the sentences with ideas they came up with previously, draw their attention to the way that they form a logical sequence within a paragraph.
- 6b Students create similar statements around the effects of work and exercise using expressions from the box where possible.
- 7/8 Students write their essay and then systematically check it.

3a1 The question is 2 Few can deny that  
3 For one thing 4 Providing 5 This is now 6 However 7 In contrast  
8 Generally speaking 9 The problem with this 10 Assuming, that is

3b 1 Vegetarianism is potentially beneficial for your health.  
2 Providing you ensure a daily intake of foods like pulses and nuts, it is possible to have a balanced healthy diet.  
3 the rise in the number of GM foods on world market has caused concern over whether what we are buying is really good for us.  
4 wise to buy organic produce.  
5 Organic foods tend to be more expensive.  
3c1 by not eating meat, you avoid...chemical hormones. 2 This is now fairly easy to achieve...dietary needs. 3 Some experts argue...kinds of pesticide.

**Reinforcing statement:** final paragraph

4 The main paragraphs should focus on how a person's diet should reflect individual factors such as their age, the work they do and the amount of exercise they take.

7 **Suggested answer:**

*There seems to be a general consensus of opinion that dietary needs vary from person to person. The requirements of an individual depend on a variety of factors such as their age, the type of work they do and the amount of exercise they take.*

*Everyone needs to follow a balanced diet for optimum health but children especially need to eat carbohydrates for energy and protein for growth. In addition they need calcium to develop strong bones and teeth. Teenagers grow rapidly so often feel the urge to eat lots of high energy food and tend to burn off fatty foods faster. Admittedly a lot depends on how active they are as there is a problem with*

*more and more young people becoming overweight when they don't get enough physical exercise.*

*On the other hand, older people may be less active, have slower metabolism and may find they put on weight more easily after middle age. In general, appetite may decrease with age anyway so in this respect older people often prefer smaller quantities of food. Many people try to eat less fatty food to lower their cholesterol levels as they get older in order to keep their hearts healthy.*

*Generally speaking, a person with a sedentary job, for example working in an office, they may be relatively inactive during the day and will not need as many calories in comparison to someone who has very active work or carries out manual labour.*

*The type and amount of exercise that someone does will also determine the amount and kind of food they should eat. A sporty person tends to need a diet with more protein and carbohydrate.*

*In conclusion, age, occupation and exercise levels are all important factors influencing a suitable diet. Admittedly, a lot depends on the individual. Another point worth noting is that dietary needs are also affected by other factors such as gender and health issues. (319 words)*

#### ▣ Student's Resource Book, page 104

#### Module 9: Review p.150

1 1 shattered 2 overwrought 3 resourceful  
4 foolhardy 5 the hang 6 persistence  
7 underdog 8 challenge  
2 1 totally 2 entirely 3 widely 4 bitterly  
5 highly 6 painfully 7 perfectly 8 deeply  
9 heavily 10 utterly  
3 1 underwent 2 overshadowed  
3 underhand 4 undertook 5 overawed  
6 overestimated 7 underdog  
8 overcrowded  
4 1 crucial 2 demands 3 prone 4 effects  
5 committed 6 packed 7 lapse  
8 mindful