5.1 Talk about fads in fitness and other fields  
5.2 Discuss the pressure to look and dress a certain way  
5.3 Suggest ways to make a workplace healthier  
5.4 Describe a food memory

LISTENING  
5.2 Listen to a woman talk about what it’s really like to be a model  
5.3 Listen to people discuss their own idea of staying healthy  
5.4 Watch an extract from a BBC programme about the feelings food evokes

READING  
5.1 Read about secrets of long-term fitness  
5.2 Read how looks can be deceiving

WRITING  
5.2 Write a description  
5.4 Write about a food memory
The secret to long-term fitness

Rule 1:
If you want to be healthier and fitter the big lesson is to escape the New Year resolution mentality and instead consider long-term, sustainable changes to your health and fitness. Sure, there are lots of ways to trigger rapid weight loss, but if you can’t sustain it, those methods are counter-productive and don’t lead to lasting results. The problem with fast exercise regimes and quick fixes is that they are all short-lived, then you get bored and it all falls apart. So ask yourself, do you want to be fit for four weeks or fit for your lifetime?

Rule 2:
The secret to ensuring your exercise regime lasts the whole year is fun and variety. High-intensity sessions, outdoor sports, gym machines, weights, park runs, bike rides… you can do something different every day. In many ways, the worse you are at an activity, the better. Because if you are inefficient, you will burn more calories. With constant variety and a broad spectrum of activities keeping you active, you will stand a much better chance of staying motivated all year long.

Rule 3:
Another aspect of fitness that is often ignored is the sociological perspective. Signing up to spinning or other organised classes not only gives you a fun training session to enjoy, it also gives you that social contact and motivation which helps to stimulate long-term success. Don’t turn your nose up at fitness classes. They provide a very powerful way of ensuring you stay motivated and disciplined with your training. It’s all about creating the right environment to sustain your fitness regime and working out with other people who have similar goals is an essential part of that.

Rule 4:
It’s easy to assume that if you want to do something effective to lose weight, you should forget about lifting weights. But that is completely wrong. Adding muscle mass delivers a whole host of benefits. With more muscle, you will burn more energy at rest and build a real furnace for the consumption of calories. Adding muscle will help to improve your ratio of muscle to fat and enhance your posture and proportions, pulling you upright, so you look better, too.

Rule 5:
For a long time it was believed that long, steady miles were the best way to burn fat, but now we know that high-intensity sessions can be very effective at shifting fat and raising your calorie-burning metabolism. Circuit training, high-intensity classes or interval sessions on the treadmill or indoor bike are all very efficient ways to burn calories, and if you know it will be a short, tough session you can throw yourself into it at lunchtime and achieve a lot in the time available.

Rule 6:
Here’s the big one. Forget about weighing yourself for a moment. Do you just want to have a smaller number on the scales every morning, or do you want to be healthier and look better? You can lose weight but be miserable and unhealthy. And you can keep a similar weight but look and feel fantastic. You could train hard, go running and lift weights in the gym, but with the added muscle you gain your weight might stay the same. However, you will be much healthier and fitter and look much better.

B Read the article and write each rule below in the correct place. How many of your ideas does the article mention?
C Answer the questions. Each one refers to the relevant rule above.
1 What do you think is meant by the ‘New Year resolution mentality’?
2 When is it good to be bad at something?
3 What does the writer think readers feel about training with others?
4 How does lifting weights contribute to weight loss?
5 What are the benefits of high-intensity workouts?
6 Why might losing weight be irrelevant to achieving long-term fitness?
D Discuss. Which are the most/least persuasive rules?
VOCABULARY PLUS

COMPON DUS

6 A Check what you know. Complete the compound adjectives.

The problem with quick fixes for exercise or diet are that they are ____________ed.

- Term solutions take more time and effort.
- Intensity sessions can be effective and can be ____________ cost. But you need motivation and a lot of ____________ discipline to sustain your programme.

B Work in pairs. Which words in the box can be added to the adjectives in the table to make compounds? Use a dictionary to check your ideas. Note useful examples for items that are new to you.

awaited end grade haul key lost maintenance powered profile range risk staffed suffering tech tempered winded

Student A: ____________

Student B: ____________

C Explain the meaning of any new compounds to your partner. Write down the new ones in your notebook.

6 WORD STRESS: COMPOUNDS Listen to some of the compounds. Which word is usually stressed? The first or the second? Listen again and repeat.

7 A Answer the questions using a compound adjective from Exercise 6B.

1 Why did the gym hire more people?

2 Why did the trainer go on an anger-management course?

3 What sort of equipment is best to have on a desert island?

4 For which type of flight is it particularly worth travelling in business class?

5 How would you describe a hairstyle which takes an hour to get right?

6 How should someone behave if they don’t want to be noticed?

B Work in pairs and write at least three questions using the compounds. Add a follow-up question to each.

You have a high-maintenance friend. What’s he/she like?

Speak out tip

Compound words are high frequency in English. You can enrich your vocabulary by investigating and noting compounds with common compound ‘starters’, e.g. good (good-hearted, good-looking, good-natured). Find six compounds in your dictionary with self- that are new to you.

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VOCABULARY

FASHION AND LOOKS

1 A Work in pairs and discuss the questions.

1 Are you interested in fashion? If so, how do you find out about it? If not, why not?

2 Do you have a favourite item of clothing that you wear time and again?

3 What colours or fabrics would you never wear? Why not?

4 When you were a child, what was the worst item of clothing you were made to wear?

B In sentences 1–8 cross out the alternatives that are not possible. In many cases both alternatives are possible. If so, is there any difference in meaning?

1 One hundred percent of magazine photos are photo-shopped/retouched after the fashion show/filming.

2 Fashion victims/martyrs, or people who try to follow/keep up with the latest/fashion, are as likely to be men as women.

3 The average catwalk/runway model is 1.77m tall and weighs about 49kg.

4 Even five-year-olds these days are fashion conscious/aware, and that’s a matter of concern.

5 Male models are catching up with female models in terms of eating disorders/ailments such as anorexia.

6 Looks can be deceiving/deceptive, often a model isn’t more beautiful than the average person, but more photogenic/photographable.

7 The sixties look is back in fashion/rediscovered again. In fact it’s never gone out of fashion/been unfashionable.

8 The media is solely to blame for distorting/contorting people’s idea of beauty, and leading young people to regard/looking good as equivalent to being healthy.

C Work in pairs and look at the sentences in Exercise 1B. Which are presented as fact and which as opinion? If opinion, do you agree? Which of the supposed factual statements surprises you the most?

LISTENING

2 A Compare the two photos of French model Victoire Dauxerre.

B Listen to part of a BBC radio interview with Dauxerre and tick the things she talks about.

- early childhood being discovered taking pills
- diet illness the industry
- travel recovery a law

D Read the sentences. Can you guess or remember which words are different from what Dauxerre actually says? Listen and correct the sentences. One sentence is already corrected.

If you were the parent of a child who wanted to be a model, what would you do to minimise the chance of your child having a similar experience to Victoire?

3 Discuss the questions.

1 Which part of the interview did you find the most disturbing?

2 Who do you think bears the greatest responsibility for what happened to Victoire?

3 If you were the parent of a child who wanted to be a model, what would you do to minimise the chance of your child having a similar experience to Victoire?
**SPEAKING**

4 Work with other students. Look at the photos and discuss the questions.

1. How much do you think people are influenced by images, for example of famous people?
2. Do you think the representation of males and females in toys and videos aimed at children should be regulated?
3. How much does a pressure to conform/peer pressure influence how you dress or have your hair cut?
4. Which is more important, how comfortable you are, or how you look?
5. Is it reasonable for an employer to set an appearance and dress code policy for their employees?

**WRITING**

A DESCRIPTION; LEARN TO USE FRONTING

8 A Read the first part of the description and answer the questions.

1. Where do you think the narrator is?
2. What is his or her relationship with the old man?
3. What feelings does the narrator have towards him?

The whittler

He crouched down close to the ground, huddled over as if to protect the small animal in his hands from the driving rainstorm that battered his back and ran in rivulets off of the rim of his hat. Carefully, gingerly, I moved closer to take a look at what he was holding, and saw that it was indeed an animal, a bird, but not alive — nor was it ever alive, for the man was the whittler and the bird his latest creation. On the ground next to him lay several such birds, unfinished or perhaps discarded. He held a small knife to the throat of the creature in his hand, not to slash it but to further shape it, to whittle it down to the perfect proportions that only he could see in his mind’s eye. I longed to ask him how he did it, how his hands and his surprisingly small (but no doubt razor-sharp) jackknife found their way to move in concert with the block of wood so as to create a flawless shape that exactly matched his vision, like a pianist weaving a quiet melody from the black dots on the musical score; but I knew I would receive no answer, not because the old man would withhold his secrets but because his concentration was clearly impenetrable.

The writer uses carefully chosen adjectives and adverbial phrases to create a more literary style. Using fronting in at least three places to move an adverbial phrase or a prepositional phrase of the beginning of the sentence. Find five examples of this.

**WORKING ON LISTENING**

Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

4.45 CHUNKING

Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

3.39 LISTENING 

Listen and rewrite each sentences in a more neutral, written style.

1. The idea that big companies can make rules about what you can and can’t wear is ridiculous.

**GRAMMAR**

FRONTING, HEADERS AND TAILS

5 A Work in pairs and match the sentences with the discussion topics in Exercise 4. Which sentences do you identify with?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>This shirt I bought because my girlfriend said it looks good on me.</td>
<td>Speech and appearance</td>
</tr>
<tr>
<td>I had my hair cut this way after I saw them, those photos of Emma Watson.</td>
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</tr>
<tr>
<td>'The dress codes I think are a good idea in some jobs because of the impression you make on customers.'</td>
<td>Speech and appearance</td>
</tr>
<tr>
<td>'In some jobs it matters how you look, it affects the customers, like working in a restaurant.'</td>
<td>Speech and appearance</td>
</tr>
<tr>
<td>'A mirror, I don’t even have one, I don’t care how I look, I just want to feel relaxed.'</td>
<td>Speech and appearance</td>
</tr>
<tr>
<td>'My boss, if he tried to tell me how to cut my hair or dress, I’d quit in an instant.'</td>
<td>Speech and appearance</td>
</tr>
</tbody>
</table>

5.4 A RULES

Are they spoken or written, formal or informal?

Which end with a phrase that usually comes earlier?

Which start with a phrase that usually comes later?

Look at the sentences above and answer the questions.

1. Which start with a phrase that usually comes later?
2. Which end with a phrase that usually comes earlier?
3. What reasons can you think of for changing the phrase order?
4. Are they spoken or written, formal or informal?

C Match the rules below with the sentences in Exercise 5A.

**STORY**

Fronting

Fronting is used in informal spoken English to put the focus on something important. A phrase can:

- move and start a sentence with no other changes.
- move and start a sentence, and a pronoun is added later to refer to it. This is a *header* and if written down is normally followed by a comma.

Tailing

- a *tail* is used in informal spoken English to help the listener understand. The topic comes after the main clause and a pronoun in the main clause refers to it. When written down, a tail is normally preceded by a comma.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Header/Tail</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Header</td>
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<td>My boss, if he tried to tell me how to cut my hair or dress, I’d quit in an instant.</td>
<td>Header/Tail</td>
</tr>
</tbody>
</table>

**TRANSLATION**

7 a) huge b) solid c) dwarfish d) coal-black

**LISTENING TIP**

Warily, she opened the door and peeked around it. Even though fronting is common in spoken English, the same structure is used in literary contexts to change emphasis/focus. An adverb might be moved from the end of a clause to the beginning of the sentence.

**STORY**

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Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

3.39 LISTENING

Listen and rewrite each sentences in a more neutral, written style.

1. The idea that big companies can make rules about what you can and can’t wear is ridiculous.

**LISTENING TIP**

Warily, she opened the door and peeked around it. Even though fronting is common in spoken English, the same structure is used in literary contexts to change emphasis/focus. An adverb might be moved from the end of a clause to the beginning of the sentence.

Sometimes when a prepositional phrase is moved to the front, the subject and verb are inverted. From the top of the building came a loud cry. (Instead of A loud cry came from the top of the building.) As with all stylistic devices, these should not be overused!

**WORKING ON LISTENING**

Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

4.45 CHUNKING

Listen and tick the sentences where you hear a pause. Listen again and say the sentences with the speaker, focusing on whether to pause or not.

3.39 LISTENING

Listen and rewrite each sentences in a more neutral, written style.

1. The idea that big companies can make rules about what you can and can’t wear is ridiculous.
WHAT’S YOUR MAGIC BULLET?

We’re all looking for that magic bullet to ensure we have a healthy body and mind, and strenuous physical exercise is the only way. Studies show that anything highly beneficial to mental health. Here are some activities which have health benefits that you may never have considered.

A Complete each sentence with the correct form of the underlined phrase in the article that has the closest meaning to the words in bold. Make any other necessary changes, for example, to pronouns.

1. Pouring out my problems to other people is not __________.
2. I like activities that don’t require __________.
3. There are few things that I can really focus on __________.
4. I’ll only do something regularly if I can make it part of my day.
5. Sometimes things just don’t feel right.
6. I don’t really believe there’s __________.
7. Though I have a fair bit of stress in my life, I know how to get myself back to a calm state.
8. For me a long walk is a solution to every possible problem. It’s a general

B Complete the article below. Which activity do you find most appealing. Why?

1. **What’s your magic bullet?**

   We’re all looking for that magic bullet to ensure we have a healthy body and mind, and strenuous physical exercise is the only way. Studies show that anything highly beneficial to mental health. Here are some activities which have health benefits that you may never have considered.

   **Painting landscapes**
   - You don’t need to be an artist, but the hours spent staring at the canvas, playing with the paint, soaking an image from the different colours is the perfect panacea for everyday stress. Anytime you’re feeling a bit out of sync with yourself, just pick up the brush ...

   **Group cooking**
   - Don’t like to go solo? Cooking a meal in a group is a cure-all for what ails you, pressing all the buttons of well-being by promoting a sense of community and of working towards a common goal. ... and you can eat the results! This is perhaps the easiest to incorporate into your daily routine, since you need to eat anyway!

   **Fishing**
   - In fact you exert yourself physically, when you carry your equipment to some isolated spot. Then you spend the day in the fresh air, in nature. And the activity itself is meditative – perfect for restoring one’s peace of mind.

**FUNCTION**

**INFORMAL TURNTAKING**

3. **A Three friends are having a conversation about what they do to maintain their well-being: a diet programme (D), a kind of yoga (Y), and singing. Have you ever done any of these things or know anyone who has?**

   **B What if the points below could relate to each activity, dieting (D), yoga (Y) or singing (S)?**

   - a) burning calories
   - b) feeling very good at the end
   - c) a sense of community
   - d) how it fits into their daily routine
   - e) doing it at home
   - f) health benefits

   **D 3.7 LISTEN AND CHECK YOUR IDEAS.**

   **E 3.8 INTONATION**

   **LISTEN AND CHECK YOUR IDEAS.**

   **LISTEN AND CHECK YOUR IDEAS.**

   **LISTEN AND CHECK YOUR IDEAS.**

**SPEAKING**

6. **A How do you think a company can create a healthier workplace? Read the ideas and tick three that you think are the best.**

   - a) Provide free fruit in the company kitchen, all the time.
   - b) Provide free fruit in the company kitchen, all the time.
   - c) Provide free fruit in the company kitchen, all the time.

   **LEARN TO JUSTIFY YOUR POSITION**

5. **A Look at the expressions the speakers use for justifying their position. Do you remember which speaker used the expression? Work in pairs and write D, Y or S. Then listen and check.**

   1. I’ve found really works for health for me ...
   2. ... don’t know if you’ve tried it but ...
   3. The advantage of something like this is ...
   4. Apart from the weight loss, it does have proven benefits of ...
   5. It’s not just about ...
   6. ... is the way forward.

   **B Work alone and write down at least three ways you can think of for relieving stress in one’s daily life. Consider ideas that will appeal to other students, and think about how you might use the expressions in Exercise 5A.**

   **C Work with other students and share your ideas, using phrases from Exercise 5B to justify your own. At the end, try to agree on the three most convincing ideas.**

   **SPEAKING**

6. **A How do you think a company can create a healthier workplace? Read the ideas and tick three that you think are the best.**

   - a) Provide a shower/changing room so employees can jog or take a shower.
   - b) Offer an incentive (money, time off) for achieving fitness goals.
   - c) Build a gym in the workplace, available to all employees.

   **B Work with other students. Student A: turn to page XX. Student B: turn to page XX. Student C: turn to page XX.**

   **C Work with other students. Student A: turn to page XX. Student B: turn to page XX. Student C: turn to page XX.**

   **D Work in groups. Choose an activity you talked about in Exercise 1. Have a conversation and try to agree on the conversation going but in a natural way. Choose six expressions from Exercise 4A and try to include them in your discussion. Use a high pitch at the start when you want to interrupt and a more forceful tone of voice at the end.**

   **E Work with other students. Choose the expression you like best from Exercise 4B and use it to begin a new idea when it fits.**

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   **E Work with other students. Choose the expression you like best from Exercise 4B and use it to begin a new idea when it fits.**
CULINARY JOURNEY

DVD PREVIEW

1. Work in pairs and discuss the questions.
   1. When you travel, how important is it for you to try the local food?
   2. Have you ever had a meal prepared by a local when you were travelling? What was it? What was special about it?
   3. What is particular about food in the region you come from? What is your favourite food region?

2. Read the programme information. What countries might Rick Stein have visited in the series? What do you know about the food in those countries?

Rick Stein: From Venice to Istanbul

Rick Stein embarks on a new gastronomic road trip from Venice to Istanbul through the countries of the former Byzantine Empire – a melting pot of East and West. In this episode, Rick’s culinary odyssey has brought him to the road trip from Venice to Istanbul through the countries of the former Byzantine Empire – a melting pot of East and West. In this episode, Rick’s culinary odyssey has brought him to the

DVD VIEW

3. A Watch the programme and choose the statement that is most true for you as a viewer.
   a) travel to Turkey
   b) taste the fish stew
   c) try making that dish
   d) do something else?

4. Watch the extract about cooking fish stew again and answer the questions.
   1. What does Stein mention as being special about Mesut’s dish in relation to a) cooking on a boat?
   b) seasonal ingredients?
   c) how fresh the fish is?
   d) the surroundings?
   2. What joke does he make about the cats?
   3. What specific cooking technique does Stein learn from watching the fisherman?

C Watch the extract again from 3:40 and complete the sentences. Four words are missing from each.
   1. That’s Mesut’s fisherman’s stew. That’s how they do it here, and this is __________.
   2. I think I’ve only had fish stew cooked by a __________
   3. It’s coming back to me now, how it __________
   4. Ah! Wow! What a lovely fish!

5. Work in small groups. Use the notes you made in Exercise 4B and the key phrases to tell each other about your food memory.

6. A Read the food memory for the blog. To what extent does it reflect the situation in homes in your country?

My mum’s Chinese and she comes from quite a well-to-do home so when she left China she didn’t know how to cook anything and she made up a lot of things to replicate what she was used to eating at home. One thing she did, which I do now, was her own version of Chinese dumplings. I remember a Chinese friend once berating her because she’d cook the meat and vegetables before wrapping up the dumplings, unlike the authentic Chinese dish where raw meat is used, so the inside cooks at the same time as the dumplings steam or boil. Anyway, as far as we were concerned, it’s what my mum used to cook and we had it at Chinese New Year and so it became a family tradition. It’s got minced pork, beef, white cabbage, tomatoes, mushrooms and dried shrimps and some secret ingredients I won’t share as it’s a family recipe. My mouth is watering even just as I think of it! The dumplings taste fabulous, really rich and spicy but the whole thing is ridiculously labour-intensive. My mum and I, and later my daughters, would spend hours, rolling and wrapping and steaming. We used to make 300 or so and then everyone would compete as to how many they could eat. The men and boys would all be sitting in the other room while the women were in the kitchen. That was the way my mother liked it, and somehow my (very feminist) daughters and I still do that. It’s a very communal activity and it’s to do with bonding and family and catching up with each other as much as enjoying the actual taste of the dish.

writeback a food memory

4. A Read an invitation from a website. What can you tell about the person who wrote it? Think about the content and the style.

I’m about to start a series about food memories from around the world. Maybe you could tell me about a particular type of food meal that you had when you were younger, or you had once and you particularly liked. It would be great to get your videos or descriptions for us to upload to the website. If you send a description, perhaps you could include a photo of the dish.

5. Work in pairs and discuss the questions.
   • What joke does he make about the cats?
   • What’s in it?
   • Why was it special
   • How fresh the fish is?
   • A food memory and make notes on these points.

6. Think of a food memory and make notes on these points.
   • The name of the food
   • The context you had it in
   • Who made it
   • What’s in it
   • Why it was special

remove any unused phrases and reorganize the content to improve readability.
A: Add the phrases from the box to the description underneath. Make any other necessary changes or additions to the texts. The phrases are given in order.

martial China worldwide calmness outdoors like-minded

Tai Chi is a traditional art. It has a following and its practice can lead to a focused state. In China it’s often practised somewhere with other people.

plant-based food loss proven follow this diet a reluctance

It is claimed that a vegan diet increases weight and has health benefits. People often started as vegetarians and say they harm or eat animals.

B: Work in pairs and take turns. Extend the descriptions of a noun in the box by adding one extra piece of information each time.

A: a cookery class
B: a cookery class for kids

Work in pairs and remember at least two nouns that can come after:

1 sustain 3 enhance 2 trigger 4 deliver

Work in pairs and discuss. Which of the statements in Exercise 3A do you agree with? Why?

Complete the words in bold by adding the missing letters.

1 I think it’s fine when someone has their wedding photos re_ ed. Some people aren’t particularly ph_ ic and they should have photos they feel proud of.

2 I would want my child to be fashion co_ us and to k_ up with the latest styles; people who dress well are re_ ed as having greater potential in social and professional contexts, and it’s never too early to start learning.

3 Eating di_ s will end when being thin goes out of fa_ n, and I think that’s the direction we’re going in anyway.

4 C_ k models also contribute greatly to di_ ng notions of beauty, since most of them choose to profit from whatever is fa_ at the moment.

5 If everyone knows that looks are de_ ing, why do we still consider them to be important?

6 The term ‘fashion vi_ ’ is a bit misleading, since it implies that the person has no choice but to invest all their resources in whatever is fa_ le at the moment.

Work in pairs and discuss. Which of the statements in Exercise 3A do you agree with? Why?

Expand the sentences with an appropriate fronter, header or tail and your own ideas.

1 Do you ever let anyone borrow it? (T)
2 Have you seen it yet? (H)
3 Sometimes I wonder if it’s the best thing for me. (T)
4 Can you remember where you got it? (H)
5 Have you noticed it? (T)
6 I just can’t stand, for example … (F)

Write down a good:

1 hobby for a child.
2 place to go on holiday.
3 way to get a good night’s sleep.

Work in groups and discuss the first topic above. Use the phrases in Exercise 5A to get a turn. Whoever uses a phrase first ticks that phrase, and when all 10 phrases are ticked, the student with the most ticks wins. Move on to the next topic.