

## 'Horrendous blisters': Retired UK banker, 65, attempts to run 200 marathons in 200 days

### Level 1: Elementary

**Article summary:** This article discusses how one retired banker from Devon decided to run 200 marathons in 200 days, and how scientists are using him as a case study.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Presenting

**Language focus:** The Present Continuous

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to get students thinking about endurance running. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

#### 2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the sentences. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. *blister*
2. *horrendous*
3. *Data*
4. *keep going*
5. *Raising money*
6. *Gout*
7. *attempt*
8. *challenge*
9. *coast*
10. *On average*
11. *Routes*
12. *impact*
13. *Extreme*
14. *charity*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

**Key:**

1. *impact*
2. *attempt*
3. *horrendous*
4. *keep going*
5. *challenge*
6. *coast*
7. *on average*
8. *charity*
9. *gout*
10. *blister*
11. *extreme*
12. *data*
13. *raise money*
14. *route*

#### 3. Comprehension check

- a. Students can work individually or in pairs. Encourage students to underline the section in the article where they found the answers and to correct any false answers.

**Key:**

1. *F – He didn't stop.*
2. *F – He never gets blisters.*
3. *T*
4. *T*
5. *F – He has no special diet.*
6. *T*
7. *T*

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#### 4. Key language

- a. Students work individually or in pairs to read the sentences. You might like to do a review of modal present tenses before this activity, depending on the level of your group. Discuss the uses of the Present Continuous. This article is a good example of the Present Continuous because it is talking about a challenge that is happening now. Therefore, the things that Steve is doing during the challenge are expressed in the Present Continuous.
- b. Have students do the activity individually and then compare the answers.

**Key:**

1. Steve James **is** retired.
2. Steve **isn't eating** any special food during his challenge.
3. The scientists **are checking** Steve's health regularly.
4. During his challenge, Steve **is sleeping** in a different place every night.
5. Steve **doesn't work** because he's retired.
6. Steve **has** a lot of running experience.

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

#### 6. In your own words

- a. The aim of this task is to help students recycle some of the new vocabulary. Put students in pairs or groups and assign one event from the list to each group. All these events are running events like the one in the article. In case students need any more vocabulary, put the new words on the board, as they'll be useful to all groups. Make sure to tell students to search the internet in English. Even if they do not understand everything on the event pages, they can get the basic information, like the distance or place.
- b. Have students present to the class. You can follow up with a discussion on which event sounds the hardest or most interesting.