

3

The human body

3A

Vocabulary

Parts of the body

I can identify parts of the body and talk about injuries.

Unit map

Vocabulary

Parts of the body
Treatments
Accidents and injuries
Adjectives to describe feelings
Homonyms

Word Skills

Word families

Grammar

Speculating and predicting
Future continuous and future perfect

Listening

The body's limits



Reading

Body clock



Speaking

Photo description



Writing

An opinion essay

Culture 3

British sporting events

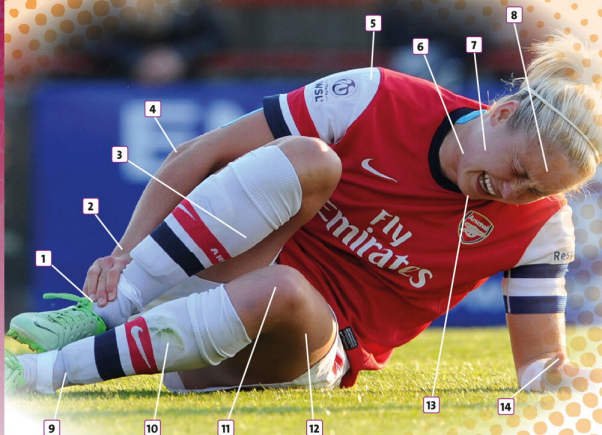


Vocabulary Builder

page 122

Grammar Builder and

Reference page 131



1 SPEAKING Describe the photo. How is the footballer feeling?
What has happened, do you think?

2 VOCABULARY Match 1–14 in the photo with parts of the body from the list below.
Check the meaning of all the words in the list.

Parts of the body ankle blood bottom brain calf cheek chin
elbow eyebrow eyelid forehead heart heel hip intestine jaw
kidney knee lip lung muscle nail rib scalp shin shoulder skin
skull spine stomach thigh throat thumb toe waist wrist

3 SPEAKING Work in pairs. Which parts of the body in the list in exercise 2 ...

- 1 are inside your body?
- 2 are part of your head or neck?
- 3 are part of your arm or hand?
- 4 are part of your leg or foot?
- 5 are between your neck and the top of your legs?
- 6 do you have two of?
- 7 are bones?

4 SPEAKING Work in pairs. Describe one of the parts of the body in the list in exercise 2. Can your partner guess what it is?

I've got two of them. They're inside my body. I use them to breathe.

Your lungs.

HOW MUCH DO YOU KNOW ABOUT the human body?

1 What is the most common blood type?

- a AB-
b B-
c O+

2 How much do fingernails grow per month?

- a 0.75 mm
b 1.5 mm
c 3 mm

3 Where exactly is your heart?

- a On the left of your chest.
b In the middle of your chest.
c In the middle of your chest, a bit to the left.

4 How long are the human intestines?

- a 3.5 m
b 8.5 m
c 13.5 m

5 How many bones do you have when you are born?

- a 206
b 300
c 426

5 **SPEAKING** Work in pairs or small groups. Do the body quiz above.

6 **1.26** Listen and check your answers to the quiz.

7 **1.27 VOCABULARY** Listen to four dialogues between doctors and their patients. Complete the table using the words below to complete the treatments.

Treatments antibiotics bandage cream
dressing medicine painkillers X-ray

Patient	1	2	3	4
Part of the body injured				
When				
Treatment				

RECYCLE! Present perfect and past simple

a We use the present perfect for:

- giving news, when we do not say exactly when the event happened.
- talking about experiences.

b When we ask for or give specific information about the news or experience, we use the past simple.

'I've broken my wrist. I fell off my bike.'

'Have you ever broken your leg?' 'Yes, I broke my left leg last year.'

6 How many hairs are there on the human scalp?

- a 90,000–150,000
b 150,000–190,000
c 190,000–250,000

7 What is the human body's biggest organ?

- a liver b brain c skin

8 What is the average thickness of human skin?

- a 1–2 mm b 2–3 mm c 3–4 mm

9 Where is the largest muscle in your body?

- a in your bottom
b in your thigh
c in your jaw

8 **1.27** Read the **Recycle** box. Complete the extracts from the dialogues with the verbs in brackets. Use the present perfect or past simple. Listen again and check your answers.

Dialogue 1

a My ankle really hurts. I think I _____ (twist) it.

b Yes, it's a bit swollen. You _____ (sprain) it.

Dialogue 2

c I _____ (have) an accident. I _____ (bang) my head.

d I _____ (trip) over the cat and _____ (hit) my head on the corner of a table.

Dialogue 3

e I _____ (hurt) my thumb. I _____ (trap) it in the car door.

f You _____ certainly _____ (bruise) it.

g It's really painful. Do you think I _____ (break) it?

Dialogue 4

h I _____ (burn) my hand. I _____ (pick up) a very hot saucepan.

i When _____ it _____ (happen)?

9 **SPEAKING** Work in pairs. Ask and answer about experiences using the present perfect and the phrases below. If the answer is 'yes', give more information.

Accidents and injuries bang your head break a bone
bruise yourself badly burn yourself cut yourself badly
have a bad nosebleed have a black eye
sprain your wrist twist your ankle

Have you ever broken a bone?

No, I haven't. / Yes, I have. I broke my arm when I was ten.
I was climbing a tree and I fell to the ground.

Speculating and predicting

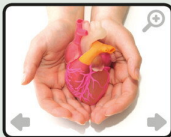
I can speculate and make predictions about the future.

1 SPEAKING Look at the photo and the title of the article. What do you think the article is about?

2 Read the article and check your ideas.

BIO-PRINTING

It is already possible to 'print' three-dimensional objects out of plastic and metal using a 3-D printer. Now scientists are developing printers that **will be able** to print human organs and body parts. If they are successful, doctors **could save** millions of lives. At the moment, scientists are able to print human tissue and bone, but the printing of whole organs **will probably be** a reality by 2025. Doctors **are certain** that bio-printing **will revolutionise** the treatment of cancer and heart disease. Moreover, if we can produce organs such as hearts and kidneys, patients **won't** die while they're waiting for an organ donor. The technology is very expensive and the cost **might not come** down for a while. But when it does, bio-printing **could play** an important part in all our lives.



3 Match the highlighted structures in the article in exercise 2 with rules a–d in the **Learn this!** box below.

LEARN THIS! Speculating and predicting

- a** We use *will / won't* to make predictions.
Scientists will find a cure for cancer.
- b** We can use phrases with *will / won't* to make the predictions stronger or weaker.
I'm (fairly) sure / I think / I don't think / I doubt scientists will find a cure for cancer.
Scientists will definitely / probably find a cure for cancer.
- c** We use *may / might / could* + infinitive without *to* to talk about possibility in the future.
Scientists may / might / could find a cure for cancer.
- d** We use *may not / might not* for the negative. We do not use *could not*.

➡ Grammar Builder 3.1 page 131

4 SPEAKING Work in pairs. Make predictions about your partner's future life using the prompts. Use *will / may / might / could* and phrases from the **Learn this!** box above. Your partner says if he / she agrees or not.

- | | |
|-------------------------------|-----------------------------|
| 1 what / study at university? | 4 when / get married? |
| 2 when / leave home? | 5 how many children / have? |
| 3 what job / do? | 6 what type of car / drive? |

I think you'll study maths at university.

No, I definitely won't study maths. I might study history.

5 Study the examples in the **Learn this!** box below and complete the rules with the correct verbs and tenses.

LEARN THIS! First conditional

- a** We form the first conditional with the ¹ _____ in the *if* clause and ² _____ / *won't* + infinitive without *to* in the main clause.
If I pass all my exams, I'll go to university.
- b** We can make predictions with the first conditional.
You'll cut yourself if you aren't careful with that knife.
- c** We can use *may / ³ _____ / could* in the main clause to make the prediction less certain.
You might cut yourself if you aren't careful.

➡ Grammar Builder 3.2 page 131

6 Underline one first conditional sentence with *will / won't* and one with *could* in the article in exercise 2.

7 Complete the article below with the correct form of the verbs in brackets. Use the first conditional. In gaps 4 and 6, use a modal verb to make the prediction less certain.

Some animals, like lizards and worms, have an amazing ability to grow new body parts if they lose them. Salamanders can grow new legs and some worms can re-grow every part of their body, including their head! If scientists ¹ _____ (can) discover how this happens, in theory it ² _____ (be) possible to re-grow human body parts too. Very few scientists are working on this problem now, but if governments ³ _____ (start) to spend more money on research, then this dream ⁴ _____ (become) a reality. Amazingly, some worms have no limit on lifespan, as they continually re-grow their bodies as they age. So if we ⁵ _____ (learn) to repair human limbs and organs, it ⁶ _____ (be) possible to prevent us from dying. But that is a long way in the future.



8 SPEAKING Work in pairs. Ask and answer using the first conditional and the ideas below.

- you feel ill tomorrow morning
- the weather is fine at the weekend
- there's a long power cut this evening
- you get poor marks in your next English test
- your best friend forgets your birthday
- your own ideas

What will you do if you feel ill tomorrow morning?

I'll visit the doctor. / I won't come to school.

The body's limits

I can listen for specific information.

A



- 1 **SPEAKING** Describe and compare the photos. What are the similarities and differences between the activities? Which looks more challenging, in your opinion? Use the words below to help you.

become dehydrated carry climber cold desert
equipment food and water frostbite heat
high altitude oxygen survive temperature tent

Listening Strategy

Some listening tasks may involve listening out for numbers, dates and measurements. Make sure you know how to pronounce these so that you can identify the information when you hear it.

- 2 **1.28 SPEAKING** Read the **Listening Strategy**. Then try to say the numbers and measurements below. Listen and check.

Large numbers: 4,500 100,000 250,000 2.5 million

Small numbers: 0 0.6 0.04 2.08

Years: 1500 1535 2000 2015 2150 the 1980s

Fractions: $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{10}$ $\frac{3}{8}$ $1\frac{1}{2}$

Percentages: 50% 57%

Ratios and ranges: 2:1 10:1 aged 18–25
from 0–100 in 3.1 seconds

Temperature: -40°C 0°C 5°C 15°C

- 3 **1.29** Read and listen to the article. Complete the article with numbers and measurements from exercise 2.

There are many amazing stories of human survival, but actually our bodies are very fragile and do not cope well with extremes. Polar explorers can cope with temperatures of ¹____, but only if they keep warm. Most people will collapse if their body temperature drops by only ²____, and if it drops by ³____, they'll die. Heat can be just as dangerous. Temperatures of 35°C are safe, provided humidity is not above ⁴____. High altitudes are dangerous too. We pass out when the pressure falls below ⁵____ of normal atmospheric pressure. This happens at about ⁶____ metres. Climbers can go higher because their bodies gradually get used to it, but no one survives for long at 8,000 metres. At high altitudes, lack of oxygen is another problem. At ground level, about ⁷____ of the air is oxygen. If that falls below ⁸____, we die.

B



- 4 **1.30** Read the sentences. Each one contains a mistake with a number. Listen and correct the mistakes.

- Normal body temperature for humans is 36.5–37.5°C.
- An increase of just 5°C above normal body temperature can make you feel unwell.
- About a quarter of people who go to Accident and Emergency have a fever.
- You can get frostbite if the temperature of your skin falls to 10°C or below.
- In 2000, a Norwegian woman survived after her body temperature had fallen to 30.7°C.
- Less than 30% of adults whose temperature drops below 28°C survive.

- 5 **1.31** Listen to an interview with a scientist. Which of the people he talks about tested the body's limits deliberately?

- 6 **1.31** Read the sentences aloud, paying attention to the numbers. Then listen again and decide whether the sentences are true or false. Write T or F and correct the false sentences.

- When a Russian space capsule had a major problem in 1971, the cosmonauts died in less than 30 seconds. ____
- In 1966, a scientist passed out after 15 seconds in a vacuum. ____
- The scientist passed out for 27 seconds. ____
- In the 1960s, Randy Gardner stayed awake for more than 250 hours. ____
- After staying awake for so long, Randy Gardner then slept for almost 50 hours. ____

- 7 **SPEAKING** Discuss the questions in pairs.

- Have you ever been awake all night or most of the night? If so, when / where / why?
- Have you ever felt very cold? If so, when / where / why?
- Have you ever experienced high altitude? If so, when / where / why? How did it feel?

Future continuous and future perfect

I can talk about events in the future and when they will happen.



NOW

20,000 YEARS FROM NOW

60,000 YEARS FROM NOW

100,000 YEARS FROM NOW

- What differences can you see between the first and last pair of photos?
- Read the article. Did you mention any differences in exercise 1 that are not mentioned in the text?



How will the human body have changed in 100,000 years? That was the question artist Nickolay Lamm asked genetics expert Dr Alan Kwan. After their discussion, Mr Lamm came up with some interesting predictions. In the distant future:

- Humans will be living in other parts of the solar system. As a result, our eyelids will have become thicker to protect our eyes from radiation.
- Our nostrils will have grown larger to cope with less oxygen in other atmospheres.
- The size of our skull will have increased because our brain will have got larger.
- We will be using a nano-chip inside our head to receive images and sound for entertainment and communication.

- Read the **Learn this!** box. Complete the examples and rules. How many more examples of each tense can you find in the article in exercise 2?

LEARN THIS! Future perfect and future continuous

- We form the future perfect with *will have* + past participle.
By the weekend, he¹ _____ left hospital.
- We form the future continuous with *will be* + -ing form.
This time next month, he² _____ playing football again.
- We use the future³ _____ to talk about a completed action in the future.
- We use the future⁴ _____ to talk about an action in progress in the future.

- Complete the sentences using the correct future continuous or future perfect form of the verbs in brackets.

- Five hours from now, we _____ (finish) this English lesson.
- My brother is at university, but in two years' time, he _____ (work).
- Hopefully, I _____ (not live) with my parents when I'm thirty.
- I'm sure the party will be a big surprise for her. Nobody _____ (tell) her about it.
- According to the weather forecast, the sun _____ (shine) all day tomorrow.
- I'm looking forward to the Argentina match – but I'm sad that Messi _____ (not play).

- Read the **Learn this!** box. Add two more time expressions from the article in exercise 2.

LEARN THIS! Future time expressions

When we talk about the distant future, we can say:

- about 100 years from now*
- in 1,000 / 10,000 / a million years' time*
- within 10 / 50 / 100 years*
- by the end of the decade / the century / the next century / the millennium*
- a few hundred / thousand years into the future*
- in the foreseeable future / in the long term*

- Read the prompts. Then write predictions using the future continuous or future perfect and a suitable time expression. Start with *I think ...* or *I don't think ...*

- scientists / find a cure for most diseases
I think / don't think scientists will have found a cure for most diseases by the end of the century.
- most people / live to 200
- new diseases / appear
- a human / run 100 m in five seconds
- computers / manage all major companies
- the Earth / fight wars against other planets

- SPEAKING** Work in pairs. Discuss your predictions from exercise 6 using the phrases below to help you. Try to give reasons for your opinions.

Asking for a response Do you agree?
What's your view / opinion? What do you think?

Offering a response I'm not sure I agree.
I think / don't think you're right. That's what I think too.

Word families

I can recognise different words formed from the same base.

- 1 **VOCABULARY** In pairs, read the adjectives below and talk about situations in which you experience those feelings.

Adjectives to describe feelings afraid anxious
ashamed cross depressed disgusted envious
proud surprised

I sometimes feel afraid if I see a very large spider.

I always get anxious when ...

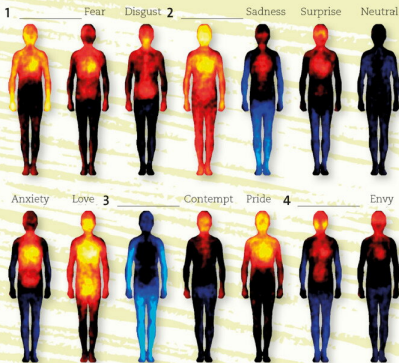
- 2 Read the article and look at the pictures. Match the underlined words in the article with pictures 1–4.

A gut feeling?

Emotions do not just occur in your mind; they also have a physical effect on your body. A group of scientists from Finland decided to find out which emotions affect which parts of the body. They asked 701 volunteers to colour in silhouettes in response to emotional words, stories and videos. The results show that the people generally experience emotions like anger, envy and shame in similar ways.

For example, when you're angry, you probably feel that anger mostly in your chest and head. But if you feel anxious, you probably notice it in your face and, in particular, your cheeks. Depression makes your whole body feel less active, whereas happiness affects your whole body in a positive way.

▼ 'Hot' colours like yellow and red show an increase in activity, while blue shows the opposite. Black is neutral.



- 3 Complete the table with words from exercises 1 and 2.

Noun	Adjective	Noun	Adjective
1 _____	angry	5 _____	happy
anxiety	2 _____	pride	6 _____
3 _____	ashamed	7 _____	sad
4 _____	envious	8 _____	surprised

LEARN THIS! Word families

- a Some nouns are formed by adding a suffix like *-ness* or *-ment* to an adjective.
sad – sadness content – contentment
- b Common adjective endings are *-ed, -ing, -ous, -ful, -less, -y* and *-al*.
surprised / surprising suspicious hopeful / hopeless dirty political
- c Most adverbs are formed by adding *-ly* to an adjective.
cross – crossly happy – happily
- d We can change the meaning of many adjectives and adverbs by adding a prefix.
surprisingly – unsurprisingly

- 4 Read the **Learn this!** box. In pairs, write down two more examples for each rule (a–d). Use a dictionary to help you if necessary.
- 5 Complete the sentences with the adjective or adverb related to the noun in brackets.
- He told me _____ (anger) not to be late again.
 - Liam is _____ (hope) that he'll pass all his exams.
 - I was _____ (surprise), but I tried not to show it.
 - We waited _____ (anxiety) for news of his arrival.
 - He looked for his wallet, but _____ (sadness) he couldn't find it.
 - That's a good mark for this exam – don't be _____ (shame) of it.
- 6 **USE OF ENGLISH** Complete each sentence with a word related to the word in brackets. You may need to add a prefix. Use a dictionary to help you if necessary.
- She didn't seem anxious (anxiety) at all.
 - He stared _____ (envy) at his friend's new bike.
 - Her neighbour is always very bad-tempered, so she found his angry reaction _____ (surprise).
 - You ought to feel no _____ (ashamed) about asking for help.
 - They _____ (pride) carried their country's flag.
 - My sister was _____ (annoy) late.
 - He didn't try to hide his _____ (happy) – he just cried.
- 7 **SPEAKING** Discuss the questions in pairs.
- Do you think money can make people happy? Why? / Why not?
 - When is pride good? When is it bad?
 - Is fear ever a good emotion? If so, when?

Body clock

I can understand an article about the human body clock.

1 SPEAKING Work in pairs. Ask and answer the questions.

- What time do you usually go to bed a) on weekdays and b) at the weekend?
- What time do you usually get up a) on weekdays and b) at the weekend?
- Have those times changed much since you were younger?

Reading Strategy

When matching questions with texts, follow these steps:

- Read the text to get a general idea of the meaning.
- Read the task's lead-in line very carefully (*In which period of the day ...*). Then read all the options carefully.
- Read the paragraphs of the text carefully one by one and match them to the correct option.
- If you can't find the answer, leave it for now and come back to it later.

2 Read the **Reading Strategy**. Then read the article to get an idea of the general meaning. Which is the best summary: a, b, c or d?

The writer's main purpose is to explain:

- why children need more sleep than adults.
- why we should always get lots of sleep.
- why our bodies feel more or less tired at different times of day.
- why some people feel more alert than others.

3 Match the paragraphs (A–H) with questions 1–10 below. Two of the paragraphs match more than one question.

In which period of the day ...

- do you completely stop digesting food? _____
- is it best to be physically active? _____
- do our bodies have difficulty digesting certain foods? _____
- are older people more likely to have accidents? _____
- does your body contain the most melatonin? _____
- are you best at remembering things over short periods of time? _____
- are you at your strongest physically? _____
- does your body stop making melatonin? _____
- is your body at its coolest? _____
- does your body begin to become cooler? _____

4 Read the article again and answer the questions.

- How much more sleep does a young child need than an adolescent?
- What's the difference between 'larks' and 'owls'?
- Why is it better not to exercise early in the morning?
- When do sportspeople think is a good time to try to break a record?
- If you want to lose weight, which is more important: when you eat or how much you eat?
- Why is it not a good idea to use gadgets such as tablets and mobiles late at night?

LEARN THIS! Homonyms



Homonyms are words that have the same spelling or pronunciation but a different meaning or part of speech.

bank 1 a place where you keep money 2 the side of a river

walk 1 a noun 2 a verb

5 VOCABULARY Read the **Learn this!** box. Then look at the highlighted words in the article. What part of speech are they?

6 Find a homonym for each of the highlighted words in the article. If the meaning is different, translate the words. Use a dictionary to help you.

exercise (verb) homonym: exercise (noun)

► **Vocabulary Builder** Homonyms: page 122

7 SPEAKING Work in pairs. Ask and answer.

- Do you get enough sleep? If not, why not?
- How do you feel if you don't get enough sleep? What things are more difficult to do?
- Do you use gadgets such as mobiles late at night? What for? Do you find that they keep you awake?
- When are you most alert? Are you a 'lark', an 'owl', or in between the two? Explain your answer.



NIGHT AND DAY

1.32

HOW MUCH SLEEP DO WE NEED?

- Young children need more sleep than adults and tend to wake up earlier. A typical ten-year-old needs about ten hours' sleep.
- As you reach adolescence, your body clock changes. Most teenagers need about nine hours' sleep, but wake up later.
- As an adult, you'll need about eight to eight and a half hours' sleep a night.
- When we are much older, in our 70s and 80s, we're less able to sleep deeply and we usually need less sleep.

OUR PERSONAL BODY CLOCK

Each of us has our own personal body clock, which makes us more alert in the morning or more alert in the evening. You might be a 'lark' who likes to go to bed early and get up early, or you might be an 'owl' who prefers to go to bed late and get up late. Or somewhere in between.

A 6 A.M. - 9 A.M. Your body is waking up. It stops producing melatonin, the hormone which makes you feel sleepy. Blood vessels are stiffer and less flexible. Your blood is thicker and stickier and your blood pressure is at its highest, so it's not the best time to **exercise**.

B 9 A.M. - 12 P.M. You're at your most alert at this time in the morning. Tests **show** that short-term memory is at its best right now. It's a good time to get a lot of **work** done, because you'll experience a big dip after lunch.

C 12 P.M. - 3 P.M. Your stomach is full and working **hard** after lunch. You become much less alert and probably feel a bit sleepy. More road accidents happen at this time of day than at any other, particularly involving older people.

D 3 P.M. - 6 P.M. This is a very good time to exercise. Body temperature increases in the late afternoon. Your heart and lungs work better and muscles are six per cent stronger than at their lowest point in the day. Some sportspeople believe that if you try to break a world **record** at this time of day, you'll have a greater chance of success.

E 6 P.M. - 9 P.M. By now you'll be getting hungry. But don't eat too late! In the evening, our bodies struggle to digest fats and sugars. Studies show that people will lose more weight if they have their main meal at lunchtime rather than in the evening. (But how much you eat is always more important than when you eat.)

F 9 P.M. - 12 A.M.

It's getting near to bedtime. Your body temperature is falling and your body clock is telling you that it's

time for bed. Your body is producing lots of melatonin to help you go to sleep. It can be difficult to sleep with the **light** on because light reduces the

amount of melatonin in your body. Blue light is particularly effective at keeping us awake. And mobile phones, computer screens and flat-screen TVs emit large amounts of blue light. So turn off those gadgets!

G 12 A.M. - 3 A.M. Your body really wants to be asleep. Melatonin reaches its maximum **level**. Your stomach has stopped working and your brain is at **rest**. If you stay awake much longer, your powers of concentration will decrease sharply.

H 3 A.M. - 6 A.M.

Melatonin levels are still high, and you are in deep sleep.

Your body temperature is much cooler than at any other time of the day. As dawn approaches, your melatonin levels will decrease and your body will prepare to wake up.

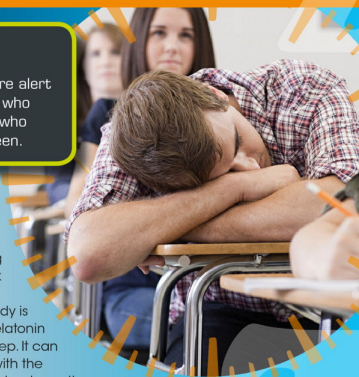


Photo description

I can describe photos and answer questions.

- 1 Look at the photos. Which fitness class would you prefer to do? Why?

Speaking Strategy

Try to give your photo description a simple structure:

- 1 Say what the photo shows in general. If you are unsure, use phrases like 'It looks to me as if ...', or 'The photo appears to show ...'.
 - 2 Talk about some of the interesting details in the photo.
 - 3 Add a personal opinion or reaction.
- 2  1.33 Read the **Speaking Strategy**. Then listen to two students describing the photos in exercise 1. Which student follows the strategy better? Explain your answer.
- 3 **KEY PHRASES** Look at the useful phrases below. Are you more likely to use them for general or detailed comments?

Identifying people in photos

The man / woman / boy / girl	wearing / in / with	a yellow T-shirt purple leggings a red top casual / smart clothes
	with	a beard / a moustache a ponytail his / her foot in the air his / her hands on his / her hips bare feet
	who is	jumping / crouching / walking / running holding (some weights) on the ground

➔ **Vocabulary Builder** Describing appearance: page 122

- 4  1.33 **KEY PHRASES** Listen again. Which of the underlined phrases from the list below does each student use?

Speculating about photos

It looks like some kind of dance class.
They're in a park, or maybe in the countryside.
I think it's a fitness class of some kind.
There's a sort of climbing frame.
It's most likely in the evening.
Two men are doing pull-ups, or something like that.
She's the instructor, I would say.
I'd say that she's tired.

- 5  1.34 Read question 1 below. Then listen to a student's answer. Which photo from exercise 1 is he referring to? How do you know?

- 1 Do you think the people are enjoying the class?
Why do you think so?



- 6 **SPEAKING** In pairs, ask and answer the same question about the other photo in exercise 1.

- 7 Read questions 2 and 3 below. Then look at phrases a–h. Which phrases would be useful for each of the questions?

- 2 Do you think men care as much about their appearance as women? Why do you think that?
- 3 Tell me about an occasion when you wanted to look your best.

- | | |
|----------------------------|-----------------------------|
| a I remember once when ... | e The way I look at it, ... |
| b As I see it, ... | f Some time last year, ... |
| c A few months ago, ... | g In my opinion, ... |
| d My view is that ... | h On one occasion, ... |

- 8  1.35 Listen to three students answering questions 2 and 3 from exercise 7. Answer the questions below.

- 1 What is each student's overall answer to question 2: yes, no, or maybe?
- 2 Which student does not really give reasons for his or her answer to question 2?
- 3 What three occasions do the students mention for question 3? Choose from:
a family party a festival a friend's party
a job interview a school performance a wedding

- 9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7.

- 10 **SPEAKING** Work in pairs. Turn to page 144 and do the speaking task. Use phrases from this lesson.

An opinion essay

I can write an opinion essay.

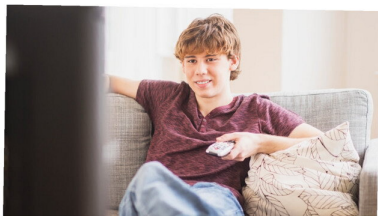
- 1 **SPEAKING** Discuss the questions in pairs. Give reasons for your opinions.

- Do you think most teenagers have a healthy lifestyle?
- Do you have a healthy lifestyle? Why? / Why not?

- 2 Read the task below. What two different elements does the task contain?

Many people agree that teenagers don't get enough exercise. Write an essay in which you give your own view of the problem and propose ways of solving it.

- 3 Read the essay. What is the writer's opinion about the problem? How many solutions does she propose?



Most people agree that the lack of exercise in teenagers' lives is a serious problem. But what are the causes of this problem and what can we do to address them?

I strongly believe that today's teenagers spend too much time playing on electronic gadgets. They hardly ever do outdoor activities and this is why many of them do not get enough exercise. What is more, many teenagers are overweight and this makes them less willing to do exercise.

In order to tackle this problem, a number of measures are necessary. In my view, it is unrealistic to limit the amount of time teenagers spend on gadgets. What I propose instead is that we make sure school canteens only serve healthy food. Furthermore, I would strongly recommend that we give all teenagers free membership of their local sports facilities.

To conclude, lack of exercise can cause long-term health problems, so it is vital that we act now. It seems to me that the measures I propose will begin to remedy the situation.

Writing Strategy

- Divide your essay into an introduction, main body and conclusion.
- If the task has more than one element, deal with them in different paragraphs within the main body.
- Use formal language.
- Support opinions with evidence or examples.

- 4 Read the **Writing Strategy**. Does the writer follow all of the advice? Give examples.

- 5 **KEY PHRASES** Complete the useful phrases with the words below. Then translate them and find ten of them in the text in exercise 3.

agree common conclusion In order to my only
opinion propose said see seems
solution sum vital What widely would

1 Introducing your opinions

I (strongly) believe that In my ¹ _____,
It ² _____ to me that As I ³ _____ it,
In ⁴ _____ view,

2 Introducing other people's opinions

It is a ⁵ _____ held view that
It is often ⁶ _____ that It is a ⁷ _____ belief that
Most people ⁸ _____ that

3 Making an additional point

⁹ _____ is more, Not ¹⁰ _____ that, but
Moreover, Furthermore,

4 Introducing proposals and solutions

One ¹¹ _____ might be to
What I ¹² _____ (instead) is that
I ¹³ _____ strongly recommend that
It is ¹⁴ _____ that
¹⁵ _____ tackle this problem, ... I suggest that

5 Concluding

To ¹⁶ _____ up, In ¹⁷ _____, To conclude,

- 6 **SPEAKING** Work in pairs. Read the task below and discuss questions 1–3. Write notes.

Some people believe that doing sport at school is a distraction from more important work. Write an essay in which you give your own opinion about this issue and propose ways for students to do more sport at school without causing problems for their studies.



- Which sports do you do at school? How often?
 - Are there other subjects that are more important than sport? Which ones? Why?
 - How could more sport be added to the school timetable without affecting other subjects?
- 7 Using your notes from exercise 6, write a paragraph plan for your essay. Use the essay in exercise 3 as a model and follow the advice in the **Writing Strategy**.

- 8 Write your essay. Follow your paragraph plan from exercise 7 and the advice in the **Writing Strategy**. Use phrases from exercise 5.

CHECK YOUR WORK

- Have you ...
- followed all the advice in the Writing Strategy?
 - included phrases from exercise 5?
 - checked your spelling and grammar?