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## 3A Vocabulary

### Parts of the body

#### LESSON SUMMARY

**Vocabulary:** Parts of the body; treatments; accidents and injuries

**Grammar:** Present perfect and past simple

**Listening:** Dialogues between doctors and their patients

**Speaking:** Human body quiz; role-play: at the doctor's

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 4 and 7.

#### LEAD-IN: 2–3 MINUTES

- Write the following questions on the board:  
*What do you think is the most common reason for going to the doctor?*  
*Do you think people in your country go to the doctor more than they need to? If so, why do you think they do this?*  
*Do you think people in other countries behave in the same way?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 30

- Focus attention on the photo. In pairs, students discuss what might have happened to the woman.
- Ask a few students to share their ideas with the class.

#### KEY

(Possible answer)

The footballer is lying on the football pitch. She is in pain and has probably hurt her ankle in a tackle.

#### Exercise 2 page 30

- Check the meaning of the words in the list.
- Ask students to match fourteen of the words with the parts of the body in the photo.
- Check answers as a class.

#### KEY

1 nail 2 wrist 3 calf 4 elbow 5 shoulder  
6 neck 7 cheek 8 forehead 9 ankle 10 shin  
11 knee 12 thigh 13 chin 14 thumb

#### Exercise 3 page 30

- In pairs, students answer the questions.
- Check answers as a class.

#### KEY

(Possible answers)

1 blood, brain, heart, intestine, kidney, lung, muscle, rib, skull, spine, stomach, throat 2 blood, brain, cheek, chin, eyebrow, eyelid, forehead, jaw, lip, muscle, scalp, skin, skull, spine, throat 3 blood, elbow, muscle, nail, skin, thumb, wrist 4 ankle, blood, calf, heel, muscle, nail, shin, skin, thigh, toe 5 blood, bottom, heart, hip, intestine, kidney, lung,

muscle, rib, shoulder, skin, spine, stomach, waist 6 ankle, calf, cheek, elbow, eyebrow, eyelid, heel, hip, kidney, lip, lung, shin, shoulder, thigh, thumb, wrist 7 rib, skull, spine

#### Exercise 4 page 31

- In pairs, students take turns to describe a different part of the body. Their partner guesses what it is.

#### Extra activity

In pairs, students take turns to call out different parts of the body. Their partner must point to them on their own bodies. Set a time limit and see how many parts of the body students can point to in one minute.

#### Exercise 5 page 31

- Go through the quiz questions together and check that students understand them.
- In pairs or groups, students do the quiz and write the answers in their notebooks. Do not check answers at this point.

#### Exercise 6 1.26 page 31

- Play the recording for students to check their answers to the quiz.

#### KEY

1 c 2 c 3 c 4 b 5 b 6 a 7 c 8 b 9 a

#### Transcript

- Few people have blood type B negative (about 5%), and even fewer have AB negative, which is the rarest blood type. The most common blood type is O positive. Approximately 36% of people have this type of blood.
- Finger nails grow at an average of about 36 millimetres a year, which is 3 millimetres in a month. That's much faster than toe nails, which grow about four times more slowly – about 0.75 millimetres a month.
- When people sing their national anthem, they often hold the left side of their chest, thinking that they are placing their hand over their heart. But in fact our heart is near the centre of our chest, just a little to the left.
- The average length of the small intestine in adults is seven metres. The average length of the large intestine is one and a half metres, so that's eight and a half metres in total.
- As adults, we have 206 bones in our bodies, but we start life with many more. We are born with nearly 300 bones, but as we grow, some of them join together, leaving us with 206.
- The blonder our hair, the more hairs we have on our scalp. Fair-haired people have on average 150,000 hairs, brown-haired people have 110,000, and black-haired people about 100,000. People with ginger hair have got the fewest: about 90,000 hairs.
- Most people don't think of their skin as an organ, like their heart, kidney, stomach and liver. But that's what it is. And it's the largest organ, by surface area and weight. The average brain weighs 1.3 kg and is the third largest organ in our body. The liver is also very large and weighs even more: on average 1.6 kg. But the surface area of skin on an average adult is between 1.5 and 2 m<sup>2</sup>, and it weighs on average 10.8 kg.
- The thickness of our skin varies from about 0.5 mm on our eyelids to 4 mm or more on the soles of our feet and on the palms of your hands. But on average it is 2–3 mm thick.
- Different experts have different opinions. Some say it is the masseter muscle in our jaw, which helps us chew our food. Others say it is the muscles in our thighs, which

allow us to run. Other experts believe it is the gluteus maximus in our bottom and lower back, which holds our bodies upright. What is certain is that the largest muscle is the gluteus maximus, but it is impossible to say which is the strongest because they do such different things.

#### Exercise 7 1.27 page 31

- Go through the instructions together. Then check the meaning of the treatments and practise pronunciation.
- Play the recording for students to complete the table.
- Check answers as a class.

#### KEY

1 ankle; yesterday evening; bandage 2 head; this morning, about two hours ago; painkillers 3 thumb; last night; X-ray 4 hand; about an hour ago; cream and a dressing

#### Transcript

- Doctor** Good morning. What can I do for you?

**Patient** My ankle really hurts. I think I've twisted it.

**D** Let me have a look. When did you do it?

**P** Yesterday evening, while I was playing football.

**D** Yes, it's a bit swollen. You've sprained it. I'll give you a bandage for it.
- D** Good afternoon. How can I help you?

**P** I've had an accident. I've banged my head.

**D** How did it happen?

**P** I tripped over the cat and hit my head on the corner of a table.

**D** When did it happen?

**P** This morning. About two hours ago.

**D** May I take a look?

**P** Yes, sure.

**D** Is it painful?

**P** Ow! Yes!

**D** Sorry. I'll give you some painkillers.
- D** Hello, how can I help you?

**P** I've hurt my thumb. I trapped it in the car door last night.

**D** Can you show me? ... You've certainly bruised it. And you'll probably lose your nail.

**P** It's really painful. Do you think I've broken it?

**D** It might be broken. I think I'll send you to hospital for an X-ray.
- D** Good morning. How can I help you?

**P** I've burned my hand. I picked up a very hot saucepan.

**D** When did it happen?

**P** About an hour ago.

**D** It's quite a bad burn.

**P** What can you give me for it?

**D** I'll give you some cream and the nurse will put a dressing on it.

#### Exercise 8 1.27 page 31

- Ask students to read the *Recycle!* box. They then read the dialogues from the recording.
- Check the meaning of any unknown verbs, e.g. *twist* (to turn a part of your body while the rest stays still) and *sprain* (to injure part of your body, especially your wrist or your ankle, by suddenly bending or turning it).
- Students complete the dialogue.
- Play the recording again for students to check their answers.

#### KEY

a 've twisted b 've sprained c 've had; banged  
d tripped; hit e 've hurt; trapped f 've (certainly) bruised  
g 've broken h 've burned; picked up i did (it) happen

## Transcript

See exercise 7.

### Extra activity: Fast finishers

Ask **fast finishers** to write about different injuries they have suffered, describing how they happened. Give them an example, e.g. *When I was ten, I fell off a wall. I sprained my ankle and broke my arm.*

### Exercise 9 page 31

- Go through the accidents and injuries together and check their meanings and pronunciation.
- Ask students to look at the example questions and answers, and to start their questions with *Have you ever ...?*
- In pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify parts of the body. I can talk about injuries using the present perfect and past simple.*

## 3B Grammar

### Speculating and predicting

#### LESSON SUMMARY

**Reading:** An article about 3D bio-printing

**Grammar:** *will, may, might, could*; first conditional

**Speaking:** Making predictions about your future

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and do exercise 8 in the next lesson.

#### LEAD-IN: 2-3 MINUTES

- Ask students: *How has medicine improved in recent years? What can doctors do now that they couldn't do in the past?*
- Give an example, e.g. *Doctors can replace people's hearts, lungs, livers, etc. with organs from other people. Antibiotics can cure diseases that used to kill us.*
- In pairs, students think of more ways in which medicine has improved.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 32

- Focus attention on the photo. Ask students what they can see. (a heart in someone's hand)
- Students then look at the title and discuss in pairs what the article might be about.
- Elicit a few answers.

### Exercise 2 page 32

- Students read the article and check their ideas.
- Ask: *Did you know that 3D printing can print body parts? Are you surprised by this? How do you think 3D printers work?*
- Ask a few students to share their ideas with the class.

#### KEY

Using 3D printers to print human organs and body parts.

### Exercise 3 page 32

- Go through the *Learn this!* box together. Students then match the highlighted phrases in the article with the rules in the box.
- Check answers as a class.

#### KEY

**a** will be able; won't die   **b** will probably be; are certain that bio-printing will revolutionise   **c** could save, could play   **d** might not come

### For further practice of speculating and predicting: Grammar Builder 3.1 page 131

**1** 2 You'll definitely pass all your exams.   **3** I doubt (that) it'll rain tomorrow.   **4** I'm sure (that) you'll enjoy the film.   **5** Ben might come round later.   **6** I may not go to school tomorrow.   **7** I think (that) George will know the answer.   **8** We probably won't go away this summer.

### Exercise 4 page 32

- Go through the prompts together.
- Give students a couple of minutes to make notes on possible answers for each of the questions.
- In pairs, students take turns to make predictions and respond to them.
- Elicit some predictions and ask how many predictions their partner agrees with.

### Exercise 5 page 32

- Ask students to read the *Learn this!* box and complete the rules.
- Check answers as a class.
- Point out that we use a comma when the sentence begins with the *if* clause. When the sentence begins with the main clause, we do not use a comma.
- Ask students what we use the first conditional for. (to talk about probable future events)

#### KEY

**1** present simple   **2** will   **3** might

### For further practice of first conditional: Grammar Builder 3.2 page 131

**1** 1 don't phone; will be   **2** tell; will you promise  
**3** will have; doesn't rain   **4** won't buy; lose  
**5** will you do; feel   **6** give; will be able to  
**7** will make; sends   **8** don't shout; won't get

### Exercise 6 page 32

- Students find two examples of the first conditional in the article in exercise 2.
- Check answers as a class.

#### KEY

Moreover, if we can produce organs such as hearts and kidneys, patients won't die while they're waiting for an organ donor.  
If they are successful, doctors could save millions of lives.

### Exercise 7 page 32

- Go through the instructions together.
- Ask students to read the article and complete it. With a **weaker class**, remind students of the tenses in the *if* and main clause of a first conditional sentence.
- Check answers as a class.
- Make sure students understand that for questions 4 and 6, they must use a modal verb with the verb in brackets.

#### KEY

1 could / can 2 will be 3 start 4 will / may / might / could become 5 learn 6 may / might / could be

### Exercise 8 page 32

- Go through the instructions and ideas together.
- Ask students to look at the example question and answer and tell them to start their questions in the same way.
- Students work in pairs to ask and answer questions.

#### Extra activity

- Ask students to imagine that their local healthcare centre may have to close due to government spending cuts. If that happens, patients will have to travel three miles to the nearest centre.
- In groups, ask students to speculate and make predictions about the effects of this closure on the local community.
- Start the activity by saying: *Older people might be unable to travel to the nearest healthcare centre.*
- When students have finished, elicit a few ideas.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can speculate about the future using 'may', 'might' and 'could'. I can make predictions about the future using the first conditional. I can make first conditional sentences less certain by using 'may', 'might' and 'could' in the main clause.*

## 3C Listening

### The body's limits

#### LESSON SUMMARY

**Reading:** An article about surviving in extreme conditions

**Vocabulary:** The limits of human survival; large numbers, fractions, percentages, ratios, etc.

**Exam Strategy:** Listening for numbers, dates and measurements

**Listening:** An interview about the limits of human survival

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 4 and 7.

#### LEAD-IN: 2-3 MINUTES

- Write *endurance* on the board and elicit its meaning (the ability to continue doing something painful or difficult for a long period of time without complaining).

- Ask: *What kinds of things have you endured?* Give an example: *I once gave up sugar for a month. It was very hard at first, but after a while I stopped wanting it.* Ask students to think of other things they have endured and to discuss them with a partner.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 33

- Focus attention on the photos. Ask: *What sort of weather conditions are the people in? What sort of activities are they doing?*
- Elicit some answers.
- Students then discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### KEY

(Possible answers)

Both show people doing physically challenging activities in extreme conditions. In photo A, the people are walking in a desert in extreme heat. They are lightly dressed and carrying rucksacks. If they aren't careful, they could become dehydrated and even die. In photo B, there is a climber sitting outside a tent in the mountains. He's wearing an oxygen mask to help him breathe at this high altitude.

### Exercise 2 1.28 page 33

- Go through the Listening Strategy together. Also point out the following:  
When we say numbers with decimals, we use *point*, e.g. 3.5 is *three point five*.  
When we say years, we treat the first two digits as a separate number, e.g. 2015 is *twenty fifteen* rather than *two thousand and fifteen*.  
When we say ratios, we use *to*, e.g. 20:2 is *twenty to two*.  
When we talk about a range, we can say *between ... and ...* or *... to ...*. Therefore, 5–10 is *five to ten* or *between five and ten*.
- Students practise saying the numbers in pairs.
- Ask individual students to say the numbers.
- Play the recording for students to listen, check and repeat.

#### Transcript

See Student's Book, page 33.

#### Extra activity

- Ask students to write down one large number, one small number with a decimal, one year, one fraction, one percentage, one ratio and one temperature in numerical form. They must not show the numbers to anyone.
- In pairs, students take turns to read out their numbers. Their partners must write down what they hear in numerical form. Do the numbers match?

### Exercise 3 1.29 page 33

- Ask students to read the article. Then play the recording for students to complete it.
- Check answers as a class.

#### KEY

1 -40°C 2 5°C 3 15°C 4 50% 5 57%  
6 4,500 7 1/5 8 1/10

### Transcript

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  $-40^{\circ}\text{C}$ , but only if they keep warm. Most people will collapse if their body temperature drops by only  $5^{\circ}\text{C}$ , and if it drops by  $15^{\circ}\text{C}$ , they'll die. Heat can be just as dangerous. Temperatures of  $35^{\circ}\text{C}$  are safe provided humidity is not above 50%. High altitudes are dangerous too. We pass out when the pressure falls below 57% of normal atmospheric pressure. This happens at about 4,500 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 1/5 of the air is oxygen. If that falls below 1/10, we die.

### Exercise 4 1.30 page 33

- Go through the instructions together.
- Ask students to read the sentences aloud in pairs. This will help them to get used to hearing the numbers.
- Play the recording for students to correct the mistakes.
- Check answers as a class.

#### KEY

See transcript.

### Transcript

- 1 Normal body temperature for humans is  $36.5\text{--}37^{\circ}\text{C}$ .
- 2 An increase of just  $0.5^{\circ}\text{C}$  above normal body temperature can make you feel unwell.
- 3 About 5% of people who go to Accident and Emergency have a fever.
- 4 You can get frostbite if the temperature of your skin falls to  $0^{\circ}\text{C}$  or below.
- 5 In 2000, a Norwegian woman survived after her body temperature had fallen to  $13.7^{\circ}\text{C}$ .
- 6 Less than 1/3 of adults whose temperature drops below  $28^{\circ}\text{C}$  survive.

### Exercise 5 1.31 page 33

- Go through the instructions together.
- Play the recording for students to answer the question.
- Check the answer as a class.

#### KEY

Randy Gardner

### Transcript

**Host** Professor Martin, you're interested in the limits of the human body. Is that right?

**Professor** Yes, that's right. So, for example, we've been asking: Is it possible to survive in a vacuum?

**H** And what's the answer?

**P** Well, sadly we know how long humans can survive in a vacuum in outer space. Three Russian cosmonauts died in 1971 when their space capsule had a major problem at an altitude of 168 kilometres. The pressure inside the capsule dropped to zero and the crew died after 30 to 40 seconds.

**H** What a tragedy.

**P** Yes, indeed. But it is possible to survive shorter periods of time in a vacuum. In 1966 a scientist was testing a spacesuit in a special room when the pressure suddenly dropped to almost zero for a period of 27 seconds. He passed out after 15 seconds and he woke up when the pressure inside the room returned to normal. He was fine.

**H** Good! So what else have you been studying?

**P** We've also been asking: how long can the human body survive without sleep?

**H** And what is the answer?

**P** Well, we can't force people to stay awake until they die, so it's impossible to know the exact limits. But we know about some extreme cases. For example, on 28 December 1963, Randy Gardner, a 17-year-old student, got up at 6 o'clock in the morning and didn't go back to sleep again until the morning of 8 January 1964. That's 264 hours.

**H** Amazing! How many days is that?

**P** About 11 days.

**H** He probably slept for a week after that!

**P** Actually, no. His first sleep after those 11 days lasted almost 15 hours.

### Exercise 6 1.31 page 33

- Students read the sentences aloud in pairs.
- Play the recording again for students to mark the sentences as true or false and correct the false sentences.
- Check answers as a class.

#### KEY

1 F They died after 30–40 seconds. 2 T 3 F The pressure dropped to almost zero for 27 seconds. 4 T 5 F He slept for almost 15 hours.

### Transcript

See exercise 5.

### Exercise 7 page 33

- Ask students: *What does it feel like to not be allowed to sleep?* Elicit a few answers.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for specific information, particularly numbers, dates and measurements. I can describe my experience of enduring difficult situations.*

## 3D Grammar

### Future continuous and future perfect

#### LESSON SUMMARY

**Reading:** An article about how humans are predicted to change over the next 100,000 years

**Vocabulary:** Future time expressions; asking for and offering a response

**Grammar:** Future continuous and future perfect

**Speaking:** Discussing predictions about the future

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and omit exercise 7.



**LEAD-IN: 2–3 MINUTES**

- Ask: *Do you know how long humans have existed?* (Fossil evidence suggests that modern humans evolved about 200,000 years ago). *How have humans evolved over time?* (e.g. *Our posture has become more upright. Our brains have increased in size.*)
- Students discuss the questions in pairs. Do not check answers at this point.

**Exercise 1** page 34

- Focus attention on the photos. In pairs, students describe the differences between the first and last set of photos.
- Ask a few students to share their ideas with the class.

**KEY**

(Possible answer)

In the last photo, the people have bigger eyes, larger noses and nostrils, larger brains and foreheads and darker skin.

**Exercise 2** page 34

- Students read the article and compare their answers from exercise 1. Check the meaning of *nostrils* (the two openings at the end of your nose that you breathe through).
- Elicit any differences that are not mentioned in the text.

**Exercise 3** page 34

- Ask students to read the *Learn this!* box and complete the rules.
- Students find examples of the tenses in the article in exercise 2.
- Check answers as a class.

**KEY**

1 will have 2 will be 3 perfect 4 continuous  
**future perfect** 5: How will the human body have changed in 100,000 years? As a result, our eyelids will have become thicker ...; Our nostrils will have grown larger ...; The size of our skull will have increased ...; our brain will have got larger. **future continuous** 2: Humans will be living in other parts of the solar system; ... we will be using a nano-chip inside our head ...

**For further practice of future continuous and future perfect: Grammar Builder 3.3** page 132

- 1 1 will be studying 2 will be having 3 will be shining  
 4 will be visiting 5 will be packing 6 will be staying
- 2 1 will have returned 2 won't have finished  
 3 won't have received 4 will have done  
 5 won't have had 6 will have been

**Extra activity**

- Ask students to think of things that are likely to happen in the week ahead, e.g. what they will be having for a meal, where they expect to be on a certain date and at a certain time. Then ask them to think about things that they want to complete or do in the coming week, e.g. a history project, buy tickets for a concert.

- Ask students to practise making sentences about the week ahead with the future continuous and future perfect, e.g.  
*Tomorrow evening I'll be sitting in front of the TV.  
 I'll be wearing jeans and a jumper and I'll be eating pizza.  
 I'll have finished marking your homework and I'll have prepared my lessons for the next day.*

**Exercise 4** page 34

- Working individually, students complete the sentences.
- Check answers as a class.

**KEY**

1 will have finished 2 will be working 3 won't be living  
 4 will have told 5 will be shining 6 won't be playing

**Exercise 5** page 34

- Go through the *Learn this!* box together and check the meaning and pronunciation of *within* /wɪðɪn/ (in a period not longer than a particular length of time), *by* /baɪ/ (not later than; before), *foreseeable* /fɔː'siːəbəl/ (that can be expected; that you can guess will happen) and *long term* /lɒŋ tɜːm/ (for a long period of time).
- Students find two more time expressions in the article in exercise 2.
- Check answers as a class.

**KEY**

in 100,000 years; In the distant future

**Exercise 6** page 34

- Go through the instructions and the prompts together.
- Ask students to make predictions with any of the time expressions in the *Learn this!* box.
- Students write their predictions in their notebooks.
- Circulate and monitor, helping where necessary.

**KEY**

(Possible answers)

2 I think / don't think most people will be living to 200 100 years from now. 3 I think / don't think new diseases will have appeared in 1,000 years' time. 4 I think / don't think a human will have run 100 m in five seconds by the end of the century. 5 I think / don't think computers will be managing all major companies in the foreseeable future. 6 I think / don't think the Earth will be fighting wars against other planets 10,000 years from now.

**Extra activity: Fast finishers**

Write the following prompts on the board and ask **fast finishers** to write sentences with the future continuous and future perfect:

*By the year 5000, ...  
 our eyes / grow bigger  
 our skin / become darker  
 live / longer  
 be / healthier  
 our diets / improve  
 medical knowledge / advance  
 learn / how to cope with climate change*

### Exercise 7 page 34

- Go through the phrases together.
- Make a prediction using a prompt from exercise 6 and then ask for a response, e.g. *I think computers will be managing all major companies by the end of the century. Do you agree?* Elicit an answer using one of the phrases.
- In pairs, students take turns to read out their predictions and give their opinions.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about events in the future and when they will happen, using the future continuous and future perfect.*

## 3E Word Skills

### Word families

#### LESSON SUMMARY

**Reading:** An article about how emotions affect the body

**Vocabulary:** Adjectives to describe feelings; related nouns, adjectives and adverbs

**Speaking:** Discussing emotions

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and omit exercise 7.

#### LEAD-IN: 2–3 MINUTES

- Tell students: *When I found out that I had got into university, I was so happy I jumped up and down and couldn't sit still.*
- Now ask students to think about how they react physically to good or bad events. Then ask: *What do you do when you hear exciting news? What do you do when you receive sad news?*
- Ask students, in pairs, to discuss times when they have reacted physically to news or events.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 35

- Check the meaning and pronunciation of the adjectives.
- In pairs, students discuss situations in which they experience the feelings.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 35

- Focus attention on the title and check the meaning of *gut* (the tube in the body that food passes through when it leaves the stomach).
- On the board, write the following: *I've got a gut feeling that our team is going to lose today.* Ask: *What do you think 'gut feeling' means?* (a feeling based on emotions rather than thought and reason)
- Students read the article and match the underlined words with pictures 1–4.
- Check answers as a class.

### KEY

1 anger 2 happiness 3 depression 4 shame

### Extra activity: Fast finishers

- Write the following questions about the article on the board:
  - 1 *What did the participants have to watch and listen to while they were colouring?* (They had to listen to words and stories and watch videos.)
  - 2 *Looking at the pictures, do you think you react physically in the same way?*
- Ask **fast finishers** to answer the questions.

### Exercise 3 page 35

- Students complete the table.
- Check answers as a class.

### KEY

1 anger 2 anxious 3 shame 4 envy 5 happiness  
6 proud 7 sadness 8 surprise

### Exercise 4 page 35

- Ask students to read the *Learn this!* box and find two examples for each of the rules.

### KEY

(Possible answers)

**a** tired – tiredness, merry – merriment **b** excited, exciting, dangerous, useful, harmless, funny, typical **c** slowly, differently **d** tidily – untidily, possible – impossible

### Exercise 5 page 35

- With a **weaker class**, ask students to look at the position of each word and decide if it is an adjective or an adverb.
- Students complete the sentences.
- Check answers as a class.

### KEY

1 angrily 2 hopeful 3 surprised 4 anxiously  
5 sadly 6 ashamed

### Exercise 6 page 35

- Tell students that they must decide whether they should use a noun, adjective or adverb and whether they also need to add a prefix.
- Students complete the sentences.
- Check answers as a class.

### KEY

2 enviously 3 unsurprising 4 shame 5 proudly  
6 annoyingly 7 unhappiness

### Exercise 7 page 35

- Give students one or two minutes to read the questions and think of examples to support their answers. Give them an example, e.g. *Money makes me happy when I discover that I have more of it than I thought.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe and discuss feelings. I can form nouns, adjectives and adverbs from the same stem.*

## 3F Reading

### Body clock

#### LESSON SUMMARY

**Reading:** An article about the body clock

**Exam Strategy:** Matching questions with texts and paragraphs

**Vocabulary:** Homonyms

**Speaking:** Discussing the body clock and gadgets that may disrupt it

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 5 and 6 for homework.

#### LEAD-IN: 2-3 MINUTES

- Tell students how you slept last night, e.g. *Usually I sleep deeply, but last night I kept waking up. When I got up this morning, I felt tired.*
- In pairs, students describe how they slept last night.
- Ask a few students to share their experience with the class.

#### Exercise 1 page 36

- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.
- Ask: *Why do you think our times for going to bed and getting up change as we get older?*
- Elicit a few answers.

#### Exercise 2 page 36

- Go through the Reading Strategy together. Then ask students what they could do to match a question with a paragraph. (They could look for the same words, words in the same word family or for associated words.)
- Students read the text and then answer the question.
- Check answers as a class.

#### KEY

C

#### Exercise 3 page 36

- Ask students to read the instructions carefully.
- With a **weaker class**, ask students to underline the key words in each question that will help them to match it with the correct part of the article.
- Students then read the article and match the paragraphs with the questions.
- Check answers as a class.

#### KEY

1 G 2 D 3 E 4 C 5 G 6 B 7 D 8 A 9 H 10 F

#### Exercise 4 1.32 page 36

- Pre-teach *lark* /lɑ:k/ (a small brown bird with a pleasant song, noted for its early rising) and *owl* /aʊl/ (a nocturnal bird with large eyes that hunts small animals at night).

- Students read the questions, scan the text for the answers and write the answers in their notebooks.
- Check answers as a class.

#### KEY

(Possible answers)

- 1 A young child needs about an hour more sleep than an adolescent.
- 2 'Larks' like to go to bed early and get up early. 'Owls' like to go to bed late and get up late.
- 3 Because your blood is thicker and your blood pressure is higher in the morning.
- 4 Between 3 p.m. and 6 p.m.
- 5 How much you eat is more important.
- 6 Because they give off blue light, which keeps you awake.

#### Exercise 5 page 36

- Ask students to read the *Learn this!* box. They then study the highlighted words in the article and decide whether they are nouns, verbs, adjectives or adverbs.
- Check answers as a class.

#### KEY

**exercise** verb **show** verb **work** noun **hard** adverb  
**record** noun **light** noun **level** noun **rest** noun

#### Exercise 6 page 36

- Students find a homonym for each highlighted word in the article and write it in their notebooks with its meaning.
- Check answers as a class.

#### KEY

(Possible answers)

**exercise** noun, verb **show** verb (to give information about sth), noun (entertainment performed for an audience)  
**work** noun, verb **hard** adverb (with great effort, energy or attention), adjective (not soft to touch; not easy)  
**record** noun (the best performance ever reached in sth), verb (to write down or film facts or events so that they can be referred to later); to put music, a film, etc. onto a CD/DVD so that it can be listened to or watched again later) **light** noun (the energy from the sun, a lamp, etc. that makes it possible to see things), adjective (having a lot of light; pale; not of great weight; not deep) **level** noun, verb **rest** noun, verb

#### Extra activity: Fast finishers

- Write the following homonyms on the board: *beam, close, down, flat, lie, object, right, row, tear.*
- Ask **fast finishers** to find the different meanings, pronunciations and word types in their dictionaries.

#### For further practice of homonyms:

##### Vocabulary Builder 3F page 122

- 1 1 nail 2 chest 3 head 4 hand 5 head  
6 nail 7 foot 8 arms 9 hand 10 foot  
11 chest 12 arms

#### Exercise 7 page 36

- Go through the questions together. Elicit or pre-teach words that describe how some people feel when they wake up in the morning, e.g. *sluggish* /'slʌɡɪʃ/ (moving or working more slowly than normal in a way that seems lazy), *grumpy* /'grʌmpɪ/ (bad-tempered).
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.



## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the human body clock. I can match questions with texts or paragraphs. I can identify homonyms.*

## 3G Speaking

### Photo description

#### LESSON SUMMARY

**Listening:** Students describing a sports class; students offering their personal opinion and recounting a personal experience

**Exam Strategy:** Giving your description a structure

**Listening:** Caring for your appearance

**Speaking:** Identifying people in photos; speculating about photos

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 8 and 10.

#### LEAD-IN: 2-3 MINUTES

- Begin a word web on the board by writing *fitness classes* in the centre.
- Elicit different types of fitness training, e.g. *jogging, weightlifting, aerobics, swimming*, and invite students to come to the board and add to the word web.
- Ask students to think of the benefits of each type of training, e.g. *flexibility, physical strength, increased speed*.
- Elicit sentences using the words in the word web, e.g. *I think that cycling can increase your physical strength and lung capacity.*

#### Exercise 1 page 38

- Focus attention on the photos.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 2 1.33 page 38

- Go through the instructions and Speaking Strategy together.
- Play the recording so that students can decide who covers the points in the Speaking Strategy better.
- Check answers as a class.

#### KEY

**Student 2.** *She covers all the points, gives her opinion and her answer is more detailed, focused and structured.*

#### Transcript

**Student 1** This photo shows a group of women doing some exercise. It looks like some kind of dance class. They're in a park, or maybe in the countryside. It's most likely in the evening, because the shadows are long. The women with black leggings and stripy tops are leading the class, I think. It looks like the others are copying them. The woman in the stripy dress, in the middle of the photo, has stopped

dancing. I'd say that she's tired. Personally, I'd find this class quite difficult, I think. But I'd love to try it. It looks fun!

**Student 2** In this photo, I can see some people doing exercises in a gym. I think it's a fitness class of some kind. They're in a large room with a rope near the wall. Next to the rope, two women are doing push-ups. Behind them, there's a sort of climbing frame. Two men are doing pull-ups, or something like that. The woman in the black vest-top isn't doing any exercise. She's the instructor, I would say. She looks very fit.

#### Exercise 3 page 38

- Go through the phrases in the table together and check their meaning and pronunciation.
- Ask students whether the phrases are for general or detailed comments.
- Elicit an answer.

#### KEY

for detailed comments

#### For further practice of describing appearance: Vocabulary Builder 3G page 122

#### 2 (Possible answers)

**A** He has thick black hair, a beard and a moustache. He also has a tattoo on his arm. **B** She has brown hair in a short ponytail. She also has a fringe. Her skin is quite dark. **C** She has brown hair with two plaits and a centre parting. She has light skin, freckles and rosy cheeks.

#### Extra activity

- Describe a student in the class, e.g. *Anna is the girl with the ponytail who is sitting with her hand on her chin.*
- In pairs, students take turns to describe other class members using the phrases in exercise 3.
- Ask a few students to share their descriptions with the class.

#### Exercise 4 1.33 page 38

- Go through the phrases together. Check the meaning of *sort of* (type or kind of) and *most likely* (most probable or expected).
- Play the recording again for students to note the expressions they hear.

#### KEY

**Student 1** It looks like some kind of; or maybe; It's most likely; I'd say that **Student 2** I think it's a fitness class of some kind; There's a sort of; or something like that; I would say

#### Exercise 5 1.34 page 38

- Ask students to read the instructions and question 1.
- Play the recording for students to answer the questions.

#### KEY

photo A; The student refers to lots of sunshine and fresh air.

#### Transcript

**Teacher** Do you think the people are enjoying the class?

**Student** Yes, I think they probably are enjoying it.

**T** Why do you think so?

**S** Well, firstly, they've chosen to do it, so it's obviously the kind of thing they enjoy. They all look very fit, so they probably do a lot of exercise. I'd say it's their hobby. And secondly, it looks like a beautiful place to do an exercise class. There's lots of sunshine and fresh air. Personally, I'd love to be there.

### Exercise 6 page 38

- In pairs, students take turns to ask and answer the question from exercise 5 about the other photo (photo B). They should try to use phrases from exercise 4.

### Exercise 7 page 38

- Ask students to study the questions and then match them with phrases a–h.
- Check answers as a class.
- With a **stronger class**, elicit more phrases for introducing an opinion and describing an incident or event in the past, e.g. *I really think that ...; I believe that ...; It's my belief that ...; There was one occasion when ...; On one particular day ...; A few months back ...*

#### KEY

2 b, d, e, g    3 a, c, f, h

#### Extra activity: Fast finishers

- Write the following questions on the board:  
*Do you think men should play against women in competitive sports?*  
*Tell me about an occasion when you played against a member of the opposite sex in a competitive sport.*
- Ask **fast finishers** to use phrases from exercise 7 to write an answer to one of the questions.

### Exercise 8 1.35 page 38

- Go through the instructions and questions together.
- Play the recording for students to answer the questions.
- Check answers as a class.

#### KEY

1 1: no; 2: yes; 3: maybe    2 2    3 a job interview (1), a wedding (2), a friend's party (3)

#### Transcript

- 1 **Teacher** Do you think men care as much about their appearance as women?  
**Student** I don't think they do, really.  
**T** And why do you think that is?  
**S** Well, as I see it, women are just more interested in that kind of thing: hairstyles, fashion ... Whereas for men, it's pretty boring. For example, most women spend a lot more money at the hairdresser's than men do.  
**T** I see. Thank you. Now, tell me about an occasion when you wanted to look your best.  
**S** Hmm. Let me see. Oh, I know. Some time last year, I applied for a part-time job at a café in town. Before my interview, I had my hair cut and put my smartest clothes on. But it didn't help – I didn't get the job!
- 2 **T** Do you think men care as much about their appearance as women?  
**S** I think they do, really. Although they don't always admit it!  
**T** Why do you think so?  
**S** Well, most people believe that women are the only ones who really care about their appearance. But I don't agree. In my opinion, men are also worried about how they look.  
**T** OK. Tell me about an occasion when you wanted to look your best.  
**S** A few months ago, my cousin got married. I was invited, of course – the whole family was invited. I made a big effort to look good because there are always so many photographs and videos.

- 3 **T** Do you think men care as much about their appearance as women?

**S** The way I look at it, men do care about how they look – you know, they want to look good. But do they care as much as women? I don't think so.

**T** Why not?

**S** Because I don't think people judge men's appearance as much. Other men don't really make comments about a man's appearance. But other women make comments about a woman's appearance. There's more competition!

**T** OK. Tell me about an occasion when you wanted to look your best.

**S** I remember once when my friend had a fancy dress party. The theme was film stars, and I made a big effort. I dressed as James Bond, but everybody thought I was Mr Bean.

### Exercise 9 page 38

- Give students a minute to plan their answers.
- Students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.

### Exercise 10 page 38

- Students turn to page 144 to do the speaking task.
- Go through the task together. Ask students which phrases they can use in different parts of the task. (to describe the photos: phrases for identifying people from exercise 3; to speculate about the photos: phrases from exercise 4; to express opinions and describe past experiences: phrases from exercise 7)
- In pairs, students take turns to ask and answer the questions.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos in detail. I can speculate about a photo and give my opinion of the activity shown in it. I can describe past personal experiences that are related to the photo.*

## 3H Writing

### An opinion essay

#### LESSON SUMMARY

**Reading:** An opinion essay about teenagers not exercising enough

**Exam Strategy:** Structuring your essay and using appropriate language

**Vocabulary:** Phrases for introducing opinions, additional points, proposals and solutions, and conclusions

**Speaking:** Discussing sport at school

**Writing:** An essay about doing sport at school

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 8 for homework.

### LEAD-IN: 2–3 MINUTES

- Put students in groups. Ask them to take turns to describe different sports without saying what the sport is. Give an example, e.g. *You hold a racket in one hand and hit the ball across a net to your opponent. People sometimes play this sport on grass.* (tennis)
- The other students in the group must guess the sport.

### Exercise 1 page 39

- Ask students to think about what makes a lifestyle healthy and elicit some ideas, e.g. *eating healthy food, doing physical exercise, not smoking, sleeping well.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 39

- Ask students to read the task and identify the two elements.
- Check answers as a class.

#### KEY

**first element** describe the problem (teenagers not getting enough exercise)

**second element** ways of solving this problem

### Exercise 3 page 39

- Ask students to read the essay and note down the causes and possible solutions mentioned.
- Check answers as a class.

#### KEY

**She thinks that the problem is serious. She proposes two solutions: making school canteens serve healthy food and giving teenagers free membership of their local sports facilities.**

#### Extra activity

- Write the following on the board: *Do you agree with the writer's opinions and possible solutions? Why / Why not?*
- Students discuss the questions in groups.
- Give students a minute to read the essay again and give their opinions on it.
- How many students agree with the writer? How many believe that time on gadgets should be limited?

### Exercise 4 page 39

- Go through the Writing Strategy together. Then ask students to read the essay again and answer the questions.
- Check answers as a class.
- Ask students to find examples of formal language and style, e.g. full forms, words such as *tackle* rather than *solve*.

#### KEY

**Yes. 1: 1 is an introduction, 2 and 3 are the main body and 4 is the conclusion. 2: 2 deals with the causes and 3 suggests solutions. 3: What is more, ...; In order to ...; Furthermore, ... 4: I strongly believe ...; What I propose is ...; I would strongly recommend ...**

### Exercise 5 page 39

- Go through the instructions together. Encourage students to try to complete the phrases without looking back at the essay.

- Students can use their dictionaries to find the meaning of the phrases if necessary. They then find twelve of the phrases in the essay.
- Check answers as a class.

#### KEY

**1 view 2 seems 3 see 4 my 5 widely 6 said 7 common 8 agree 9 What 10 only 11 solution 12 propose 13 would 14 said 15 In order to 16 sum 17 conclusion**

**The ten phrases are** most people agree that; I (strongly) believe that; What is more, ...; In order to tackle this problem, ...; In my view, ...; What I propose (instead) is that; Furthermore, ...; I would strongly recommend that; To conclude, ...; It seems to me that

#### Extra activity

Ask students to write their own sentences on the essay topic in exercise 2 using the phrases from exercise 5, e.g. *It seems to me that people worry too much about the lack of exercise in teenagers' lives.*

### Exercise 6 page 39

- Ask students: *Do you do PE at school? Do you like doing it or would you like to drop it? Why / Why not?*
- Elicit some answers.
- Ask students to read the task and the questions. Check that they understand *distraction* (something that takes your attention away from what you were doing or thinking about).
- Students discuss the questions in pairs and make notes from their discussion.
- Ask a few students to share their ideas with the class.

### Exercise 7 page 39

- Students write a paragraph plan using the Writing Strategy as a guide.
- Ask them to read the essay in exercise 3 again for more ideas and encourage them to study how the writer has used phrases from exercise 5.

### Exercise 8 page 39

- Students use their paragraph plans to write their essays. Make sure they are aware of the word limit.
- When students have finished writing, they edit their essays using the *Check your work* box.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an essay about sport at school. I can plan an essay and use phrases for introducing my and other people's opinions, making additional points, introducing proposals and solutions and concluding.*

# Exam Skills Trainer 2

## LESSON SUMMARY

**Exam strategies:** Reading: completing a gapped text with sentences; Listening: listening to a speaker's style, intonation and vocabulary to identify the main idea, context or the speaker's intention; Use of English: thinking about which types of words complete the gaps in a text; Speaking: giving reasons for choosing one option and rejecting another; Writing: using a variety of expressions to present opinions

**Reading:** An article about hobbies

**Listening:** People talking about body-related issues

**Use of English:** Completing a text with the missing words

**Speaking:** Planning activities for the weekend

**Writing:** An opinion essay about teenagers and social media

## LEAD-IN: 2-3 MINUTES

- Tell students about a holiday that went wrong, e.g.  
*I was in Spain for a holiday with my friends Katja and Anna. We were all excited and had a lot of plans for our stay there. But everything went wrong. First, my luggage didn't arrive, then Katja ate something bad and got food poisoning, and then Anna fell off a wall, broke her leg and had to fly home early. Katja spent the rest of the week in bed and I wore the same shorts and T-shirt for seven days. It was miserable!*
- Ask students to think about holidays that did not turn out as they had hoped and tell a partner about their experiences.
- Elicit answers as a class.

## Reading

### Exercise 1 page 40

- Go through the strategy and the task together.
- Ask students to note down the key words in each of the answer options. Encourage students to read the sentences before and after each gap carefully.
- Students read the text and complete the gaps.
- Check answers as a class.

## KEY

1 B 2 C

### Exercise 2 page 40

- Ask students to skim-read the text. Then ask them what the text is about.
- Students read the text again and choose the correct sentences to complete it.
- Check answers as a class. Ask students which words in the text and answer options helped them to choose the answers.

## KEY

1 F 2 G 3 C 4 B 5 D

## Listening

### Exercise 3 page 40

- Go through the strategy and the task together.
- Students match each extract with two descriptions.

- Check answers as a class. Ask students: *What helped you to identify the speakers' intentions?* (the speaker's style and vocabulary)

## KEY

1 a, d 2 b, f

### Exercise 4 1.36 page 40

- Ask students to read the task and answer options. Check that students understand them.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

## KEY

1 D 2 B 3 A 4 E

## Transcript

**Speaker 1** All right, everyone, lift your arms up above your head and try to touch the ceiling. Excellent! If you reach high enough, you'll feel the muscles of your back. OK, great ... now keep your arms where they are and move sideways from the waist. Can you feel the muscles in your left side? Right. Now hold ... hold ... hold ... and slowly straighten up. Wonderful! Wait for a moment, then go to the other side ...

**Speaker 2** Have you been trying to lose weight forever? Have you done diet after diet, and not got the results you want? Well, Nutrachum has the answer! The Nutrachum Diet Plan lets you eat what you want, when you want, all meals included. And we back it up with our money-back guarantee! Just call the number on your TV screen to get it for the amazing price of ...

**Speaker 3** Everyone says that you are only as old as you feel inside, but I wish my body knew that! When you're younger you don't think about the things you've done to yourself. I injured my back in a skiing accident in my 30s, and I just decided to ignore it because it didn't hurt that badly. Well, now in my 70s, I'm really paying for it. I have to do special exercises every day, and I have to think twice before I bend over. It's a pain – literally.

**Speaker 4** Yes, it's true that being overweight or obese has become more and more of an issue – but it's not just the weight itself that's the problem. If you think about it, you'll realize that carrying a lot of extra weight around is going to affect the rest of your body. Back pain, knee and ankle problems ... the list goes on. I'm afraid that if we continue like this, in 25 years we will have created one of the unhealthiest societies in history.

## Use of English

### Exercise 5 page 41

- Go through the strategy together.
- Ask students to complete the text. With a **weaker class**, ask students to look for clues that indicate which tense they should use and elicit them. With a **stronger class**, encourage students to try to complete the text with their own ideas before checking it against the answer options.
- Check answers as a class.

## KEY

1 C 2 B 3 C 4 C 5 B

## Speaking

### Exercise 6 page 41

- Go through the instructions and task together.
- Ask a few students to share their ideas with the class.

## Exercise 7 page 41

- Ask students to read the task. Then ask them to study the differences between the activities in the photos.
- Elicit the differences as a class.
- In pairs, students discuss the photos and choose which activity would be more suitable.
- Have a class vote to find out the more popular activity.

### Extra activity

- Ask students to imagine that they are going to play host to visitors from another country who they don't know very well. The students have to organise activities for the weekend.
- Ask students to call out activities that can be done in the area where they live.
- In pairs, students discuss the activities. They have to agree on two activities to do with their visitors.

## Writing

### Extra activity

Revise parts of the body and injuries from 3A. Ask individual students to describe a body part or injury. The rest of the class must guess the body part or injury, e.g. *This is on the lower part of your leg at the front. It is hard and if you hit it, it's very painful.* (shin)

## Exercise 9 page 41

- Go through the strategy together. Students then read the task, choose the correct options and then make notes for it.
- Circulate and monitor, making sure students address each point and that they include additional details.

### KEY

1 view 2 suggest 3 tackle 4 sum

## Exercise 10 page 41

- Go through the task together.
- As a class, brainstorm arguments that students could use in their essays.
- Students make detailed notes, ensuring that all points in the task are covered and that they include additional details.
- Ask students to think about the tenses they will need to use in their essay.
- Students write their opinion essays.
- When they have finished, they edit their work, checking spelling, grammar and punctuation.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can complete a gapped text with missing sentences. I can identify the main idea, context and a speaker's intention from their style, intonation and vocabulary. I can complete a text with the missing words. I can choose an activity for a weekend, giving reasons for my choice and reasons for rejecting other activities. I can cover all the points in a writing task and add details of my own. I can write an essay about teenagers and social media.*