



Theme 4

Daily life

- A time for everything
- Larks and owls: Sleep patterns
- Work, rest and play
- Average people?

Listening: A time for everything

4.1 Real-time listening: Body clocks

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – body clocks;
- show understanding of an explanation containing target vocabulary, grammar and sub-skills from the theme;
- use previously learned Listening sub-skills in order to understand a spoken explanation.

Methodology note

Remember that the approach taken in this lesson is that of the 'deep-end strategy'. Students are encouraged to do the best they can with the text using their existing linguistic resources – vocabulary, grammar and skills, and their existing knowledge. Once the vocabulary and background knowledge for the section are in place and students have been exposed to the discourse structure of the text, the new sub-skills can be focused on in later lessons.

Introduction

Ask students to name 20 things in the photographs on pages 100 and 101. Alternatively, ask them to find something beginning with, e.g., b = bed, bean, boy; c = clock, coffee, cup.

A Predicting content

1. Exploit the visual from the TV listing by asking:
Where can you see information like this? (in a TV magazine or TV page from a newspaper)
What time does the programme start? (9.15)
What is the programme about? (body clocks)
Who is Arthur Burns? (the presenter)
Then set the two questions for pairwork. Monitor but do not confirm or correct.
2. Set the task and get students to check in pairs.
3. Set for pairwork and elicit an example, e.g., *go to bed / sleep*. Monitor and assist. Feedback, eliciting suitable verb + noun

phrases. The verb 'wake up' is intransitive so cannot be followed by a noun.

4. Continue the pairwork. Elicit some ideas but do not confirm or correct.

Answers

1. a. The illustration shows a clock in front of a person's face.
b. It means that there is a clock (a timing system) inside the human body, maybe in the brain, which controls activity.
3. Possible answers:
1 solve a problem
2 do work/go to work
3 go to sleep/to bed
4 do exercise
5 learn an instrument
6 have coffee/drink coffee
7 have a meal
8 wake up

B Making notes of the main points

Play the introduction on 4.1 and check the students answers to Exercise A.

Play Part 1 of the talk. Make sure students understand the task by eliciting the correct answer for the first point – which is in fact Photo 3, e.g., 10 – 11 p.m. *go to bed*.

Play the rest of the talk. Students make notes.

If necessary, pause after each section to allow students to complete their notes.

Give feedback, ideally with a visual medium, to show good notes and where they should go.

If necessary, play Part 2 of the talk again for students to check their notes before feeding back.

Get students to correct their notes – they need them for Exercise C.

Elicit the correct order – in terms of the information in the talk – for the photos.

Answers

Possible answers:

1. 10–11 a.m. solve a problem
2. 10–11 a.m. do creative work
3. 10–11 p.m. go to bed / sleep
4. 5–7 p.m. do exercise
5. 9 p.m. learn something like music
6. 7–8 a.m. drink coffee, and after lunch

7. 7–8 a.m. have a small meal / 1–2 p.m. have a large meal (not after 7–8 p.m.)

8. 7–8 a.m. wake up

The correct order according to the talk is: 3, 8, 6, 1, 2, 7, 4, 5.

Transcript

Presenter: Track 4.1

Introduction

Voice: I'm sure that you have a watch on your wrist. Or maybe you use the clock on your mobile phone. But did you know that you also have a clock inside your body? Your body clock is a timing device inside your body. Your body clock changes the level of hormones each hour of the day. Hormones are chemicals. They travel around the body, usually in your blood. They control the different activities in your body. These hormones mean that there is a good time and sometimes a bad time to do your daily activities.

Presenter: Part 1

Voice: Let's start at the end of the day. At 9 p.m., a hormone called melatonin is released into the blood. Melatonin tells the body to get ready for sleep. So between 10 p.m. and 11 p.m. is a good time to go to bed. Between 7 a.m. and 8 a.m., the release of melatonin stops. So the best time to wake up is between 7 and 8 a.m.

Presenter: Part 2

Voice: OK. So you have started your day. What should you do first? Have a small meal and a cup of coffee or tea. Food and caffeine wake up the body. Caffeine is one of the chemicals in coffee and tea. Between 10 a.m. and 11 a.m., the brain is at its highest level of activity. So this time is a good time to solve a problem. For example, you should do your maths homework then. It is also a good time to do some creative work, like painting or writing an essay.

When do you normally have the big meal of the day? Well, according to your body clock, the best time is between 1 and 2 p.m. Why? Because the body is burning energy quickly at that time. Also it takes about three hours to digest the food or take the energy from it. So it is bad to have a big meal after 7 or 8 p.m. Your body is still trying to digest the food at bedtime.

OK, so you have had lunch. Now your body's energy goes down because you are digesting your food. Drink a cup of coffee. This kind of drink helps you to get through the afternoon.

The best time to take exercise is between 5 p.m. and 7 p.m. because your lungs are working at the highest level. Your lungs exchange the oxygen and carbon dioxide in your blood, and blood is circulated by the heart. And finally, we are back to 9 p.m. and the release of melatonin. It's not a good idea to drink coffee after 9 o'clock, as it keeps the body awake. But, strangely perhaps, 9 p.m. is also a good time to learn something. Research shows that the best time to learn to play a musical instrument is ... 9 p.m. Perhaps it's a good time to do university work, too.

C Reconstructing information from notes

Refer students to their corrected notes and set for pairwork. Model the example conversations with more able students.

Monitor and assist.

Check comprehension by asking about the best times yourself.

Answers

Students' own answers.

D Reviewing key skills: Understanding spoken definitions

Remind students about the importance of understanding spoken definitions in a talk.

Check the pronunciation of the target words, especially the stress. Set for individual work and pairwork checking. Give feedback.

Answers

1. 'hormones	2	A chemical which wakes the body up.
2. 'caffeine	3	A hormone which is released during the night.
3. mela'tonin	1	Chemicals which are released into the blood mainly.
4. 'lungs	5	It is the power to do work. Your body gets it from food.
5. 'energy	4	Parts of the body which exchange oxygen and carbon dioxide in the blood.
6. di'gest	6	Take energy from food.

E Reacting to information

Set for group work. If students get involved in the discussion, allow them to continue. If the discussion does not take off, elicit a few answers from different groups.

Closure

Get students to close their books. Give the definitions from Exercise D and elicit the correct words, insisting on good pronunciation, especially stress.

4.2 Learning new listening skills: Predicting; understanding introductory phrases

Objectives

By the end of this lesson, students should be able to:

- predict the next word in a talk;
- recognize introductory phrases;
- discriminate between the two consonant sounds of th: /θ/ and /ð/;
- discriminate between the two vowel sounds: /e/ and /ɜ:/.

Methodology note

This is a 'bottom-up' lesson where the focus is on the 'building blocks' or discrete items. In the case of listening, the 'bottom-up' part of the skill involves breaking down the stream of speech into meaningful units and decoding them. In order to be able to do this, students must be able to deploy a range of skills, including identifying phonemes in context and using incoming data to predict the next word.

Introduction

Revise the talk given by Arthur Burns from the previous lesson. If you prefer, you can give out copies of the transcript. Play 🎧 4.1 with the students reading the transcript.

A Reviewing key words

1. Set for pairwork. Elicit words.
2. Continue with the pairwork. Give feedback, getting the words on the board with the part of speech.
3. Continue with the pairwork. Give feedback, adding the stress marking.

Answers

1. Students should be able to name, from the talk: *brain* (picture 1); *blood*, *heart* (picture 2); *lungs* (picture 3); *digestive system* (from *digest* in the talk), (picture 4).
- 2 / 3. 'blood n
'body n
'brain n
'burn v
'chemical n

di'gest	v
'heart	n
'lung	n
re'lease	v
'wrist	n

B Identifying consonants: /θ/ and /ð/

1. Students read individually. Model the two sounds.
2. Play 🎧 4.2. Students complete individually then compare in pairs. Give feedback, getting students to pronounce the key sounds correctly.

Answers

/θ/	/ð/
both	that
maths	there
think	these
third	they
three	this
through	
with	

Transcript

Presenter: Track 4.2

Voice: both
maths
that
there
these
they
think
third
this
three
through
with

C Using demonstratives

Point out that these words (demonstratives) use one of the sounds – /ð/.

Students complete the task individually, then check and practise in pairs.

Answers

1. These hormones mean that there is a good time to do your daily activities. This time is good to solve a problem.

2. Did you see that television programme last night?
3. These cakes are lovely. Did you make them yourself?
4. I like those dresses!
5. Can I have that file?
This one?
No, that one, next to it.
6. Look at this story in the paper.

D Identifying vowel sounds: /e/ and /ɜ:/

1. Give students time to read all the words. Put students in pairs to answer the question. Do not confirm or correct. Play 4.3.
2. Continue with pairwork. Monitor but do not assist.
3. Set for individual work and pairwork checking. Give feedback. Get students to say all the words with good pronunciation.
Make sure students get one of the basic points that spelling does not equal sound, and, in particular, that the sound /ɜ:/ can be spelt in many different ways.

Answers

1. The word *she* is the odd one out because it has the vowel /i:/ whereas all the others, despite the different spellings, have the short vowel /e/.
2. They all have, despite the spelling, the long vowel /ɜ:/.

Transcript

Presenter: Track 4.3

Voice: when
men
head
then
many
again
she
any

E Identifying a new skill (1)

1. Students read then answer the question in pairs.
2. Give students plenty of time to read all the words and phrases. Make sure they understand the task – to number the words in order. Play 4.4.
3. Play 4.5. Students check their own answers. Give feedback.

Answers

1. Prediction helps us to listen actively. it makes us ready for new information.

2	body
4	burns the energy
3	chemical
5	digests the food
6	released
1	tea

Transcript

Presenter: Track 4.4

Voice: 1. Have a small meal at 7 or 8 a.m. and a cup of coffee or a cup of ...
2. Food and caffeine wake up your ...
3. Caffeine is a ...
4. The human body uses the energy from food. It ...
5. How does the body get energy from food? It ...
6. The energy in the food is ...

Transcript

Presenter: Track 4.5

Voice: 1. Have a small meal at 7 or 8 a.m. and a cup of coffee or a cup of ... tea.
2. Food and caffeine wake up your ... body.
3. Caffeine is a ... chemical.
4. The human body uses the energy from food. It ... burns the energy.
5. How does the body get energy from food? It ... digests the food.
6. The energy in the food is ... released.

Methodology note

Students will struggle with this activity if it is the first time they have ever tried to do it. But this struggle simply indicates the weakness of their real-time listening skills. We must try to improve these skills to give them any hope of coping with long stretches of connected text in, e.g., the lecture hall. In fact, this is a true craft skill, i.e., one that gets better with practice.

It may seem strange that students number the words, rather than simply saying them, but this is to give the less able students more processing time to work out what comes next. Clearly, in real life you only have a split second, whereas here you can give them plenty of time. However, if students do not believe it is possible at all, because they never prove to themselves that they can do it, they will never get up to real-world speed.

F Predicting the next word in a talk

1. Exploit the visuals. Give students a few moments to think and compare ideas in pairs.
- 2 / 3. Check students understand the task and do the first answer with the class as an example. There are at least two different ways to carry out the activity. A student-centred approach would be to play the CD, pause and ask students to make a note of the missing word. Students could also briefly discuss each answer in pairs. Alternatively, you can take a more teacher-led approach and ask students to give you the answer each time you pause the CD. Do not confirm or correct but write the possible answers given on the board. Set the task and play 🎧 4.6.
4. Play 🎧 4.7. Pause after each complete sentence so that students can compare their ideas for Exercise F1 with the recording. If you like you could also give out copies of the transcript at this point.

Transcript

Presenter: Track 4.6

Voice: Some people prefer the morning but some people like the ...
According to Dr Louis Ptacek of the University of California, people are either larks or ...
Dr Ptacek points out that larks are early morning ...
Owls come out at ...
Larks have a fast body ...
They like to do things ...
Owls have a slow ...
They like to do things ...

Transcript and Answers

Presenter: Track 4.7

Voice: Some people prefer the morning but some people like the ... evening.
According to Dr Louis Ptacek of the University of California, people are either larks or ... owls.
Dr Ptacek points out that larks are early morning ... birds.
Owls come out at ... night.
Larks have a fast body ... clock.
They like to do things ... early.
Owls have a slow ... clock.
They like to do things ... late.

G Reacting to information

Put students in pairs to discuss the question. Elicit some answers. Insist that students explain by giving an example of their behaviour as a lark or an owl.

H Identifying a new skill (2)

Students read then check in pairs. Elicit ideas.

Answers

Possible answers:

The first one gives you a lot of information about the source of the information which follows.

The second one shows that this information is from a particular person.

Methodology note

This is another activity based on syntactic grammar. If you have not taught the grammar lessons from the previous themes, it would be useful to look back at the methodology notes on syntactic grammar.

I Recognizing introductory phrases

Set the task and go over the examples in the Skills Check 2 box. Students discuss each sentence in pairs. Then play 🎧 4.8 so that students can check their ideas. Elicit two or three of the sentences again to double-check students have the idea.

Ask students how the word *that* was pronounced in each sentence. Students should notice that the word is unstressed and pronounced /ə/. Play a few sentences again, if necessary, for students to hear the pronunciation.

Students could write the sentences for homework.

Answers

Students' own answers.

Transcript

Presenter: Track 4.8

Voice: Research at the University of California proves that some people are larks and some are owls. Dr Ptacek's research suggests that most teenagers are owls. They prefer to wake up late and go to bed late. But Professor Roenneberg from Ludwig Maximilian University doesn't agree. He doesn't think that body clocks are fixed throughout our lives. He points out that small children wake up very early and old people wake up early, too. However, most adults wake up at 7 or 8. The research into sleep patterns shows that children wake up later and later as they grow up. Females reach the latest point at 19 and a half and males at 21. After that, they start to wake up earlier.

J Reacting to information

Ask students to identify key points from the presentations in tracks 4.7 (larks and owls) and 4.8 (about Dr Ptacek and Professor Roenneberg's research). Ask some checking questions. *What is the difference between larks and owls? Who believes in the idea that people can be larks or owls? Who believes that people change their body clocks as they get older? What did the research show?*

Get students to use their notes to make example sentences with the introductory phrases. Do this as a whole class activity.

Answers

Students' own answers.

Closure

Ask students to give you some sentences beginning with *I think that ...* and *I don't think that ...* Preferably the sentences should be about body clocks but otherwise they can be about any topic. For example:

I think that the dollar is rising at the moment.

I don't think that scientists do enough research on global warming.

Exercise C

flight: singular (a first mention, singular noun)

clocks: plural (zero article, plural noun not mentioned earlier)

plane: singular (a first mention, singular noun)

Friday: uncountable (zero article, uncountable noun)

difference: singular (*the*, the difference is the only one and is a fixed phrase)

Friday: uncountable (zero article, uncountable noun)

Monday: uncountable (zero article, uncountable noun)

weekend: singular (*the*, the weekend is the only one and 'the weekend' is a fixed phrase)

day: singular (*the*, the day is the only one and 'the day' is a fixed phrase)

afternoon: singular (*the*, the afternoon is the only one and 'the day' is a fixed phrase)

lunch: uncountable (zero article, uncountable noun)

bed: uncountable in this context (zero article, fixed phrase)

Exercise D

You can use *tell* with all the phrases except *a prayer* (*make/say a prayer*) and *hello* (*say/shout hello*)

Practice

Exercise A

I'm a scientist. I have always been interested in (-) science. I loved doing (-) experiments at school. But once I did *an* experiment at home in the kitchen. Unfortunately there was a small explosion. There wasn't much damage but I broke a glass and a cup. My mother heard *the* explosion from the garden. She wasn't angry. She said, '(-) scientists need to start somewhere'.

Today I work for a multinational drugs company with offices all over *the* world. We are developing a new drug for cancer. The results of our experiments are good. So some hospitals will start using *the* new drug next year.

Workbook answers

Listening

Exercise A

Answers depend on students.

Exercise B

bodies, time, sleep, energy, researchers, tell, clocks, times, wake up, late, night, sleep, research, sleep, sleep, energy, body

For complete text see transcript for Track 45 on page 119 of the workbook.

Exercise B

1. changes
2. travel
3. control
4. tells
5. wake up
6. do
7. burns
8. have
9. takes, get
10. work

Exercise C

I think that sugar damages teeth.
I don't believe that the research is accurate.
It means that we don't have enough data.
it proves that the hypothesis is correct.
The graph shows us that in summer the average temperature is 17°C.
Scientists tell us we should listen to our body clocks.

Exercise D

Possible answers:

1. I know that the Earth goes round the Sun.
2. Scientists say that the Earth is getting warmer.
3. Research shows that people have more accidents at nighttime.
4. Experiments prove that blue light from devices keeps you awake at night.
5. It seems that too much coffee is bad for you.
6. I think that many young people are overweight.
7. According to accident statistics, male drivers under 25 cause most car accidents.
8. According to the government, the number of young people without jobs is rising.

Exercise E

Answers depend on students.

Extended listening

Exercise A

Answers depend on students.

Exercise B

Answers depend on students.

Exercise C

1. It's a fact that we spend a third of our lives sleeping.
2. It seems that sleep and dreams are very important.
3. According to research from Harvard Medical School, we can divide sleep into two main types.
4. The research into sleep patterns shows that your sleep changes between REM and non-REM stages.
5. Studies prove that young people spend about 20% of their sleep time in deep sleep.
6. It's clear that your mind is racing.
7. We now know that non-REM sleep is important for your body.
8. Research has found that REM sleep helps learning and memory.
9. Scientists point out that too much electric light can affect your body clock.
10. A second reason is that we all have busy lifestyles.
11. It's also true that we don't relax, go to bed or wake up with our body clocks either.

Exercise D

Model answer:

The sleep clock

2 main types of sleep:

1. REM (Rapid Eye Movement)/dreaming sleep
2. Non-REM

At night – change between two types

Non-REM

Heart, breathing, temp. slow down

Less blood → brain

Move from light sleep → very deep sleep

Young people: 20% = deep sleep

8–10 = best sleep

+65 = very little sleep

v. imp for your body

REM

Heart, etc. ↑

Body – not move BUT mind racing

25% REM. 3–5 times per night

v. imp for your brain

Sleep problems

Too much electric light esp. blue light from devices –
affect body clock – stops melatonin

Busy – don't eat, work, exercise at best times.

Exercise E

Answers depend on students, but possible answers include:

1. Worries, drinking coffee, eating cheese late at night, outside noise
2. Practice deep breathing or relaxation exercises, see a doctor, go to bed earlier, read a book to distract you, deal with your worry then return to bed, adjust the temperature, the lighting, your bed covers, turn off any electric devices, minimize the effect of outside noise, have a hot bath (a favourite in the UK is to imagine you are a farmer counting sheep).

Speaking: Larks and owls: Sleep patterns

4.3 Real-time speaking: Larks and owls

Objectives

By the end of this lesson, students should:

- be able to produce sentences from a model;
- have given a short talk about themselves in a personal case study.

Introduction

Use Exercise A for the Introduction.

A Activating ideas

Check students understand the task. Give plenty of time for students to remember ideas from the listening lesson. Elicit ideas.

Answers

Students' own ideas, but these photographs are of a lark and an owl as discussed in the listening section. The lark is most active in the morning, and the owl in the evening. This illustrates the idea of a body clock.

B Studying a model: A personal case study

1. Give students plenty of time to study the sentences and to think of possible ways to complete each one. Then play **4.9**, pausing if necessary. Give feedback, ideally with a visual medium of the sentences. Get students to repeat the sentences, with good pronunciation and intonation.
2. This is almost a quiz! Put students into groups to see how much of the presentation they can remember. If they are struggling, put some notes on the board, e.g., *According to / larks / owls.*

Answers

- a. owls
- b. early, late
- c. think
- d. sister
- e. like, hates
- f. morning
- g. weekend, stays
- h. sleep

Transcript

Presenter: Track 4.9

- a. According to research at Surrey University, there are larks and owls.
- b. Larks like waking up early and owls like going to bed late.
- c. I think that Dr Ptacek's idea is correct.
- d. I am a lark and my sister is an owl.
- e. I like getting up early and going to bed early. She hates getting up early and going to bed early.
- f. The morning is the best time for me. For her, it's the evening.
- g. Even at the weekend, I usually get up before 7 a.m. She stays in bed until 10 or 11!
- h. I usually go to sleep around 10 but she stays up much later.

Methodology note

Don't expect perfection in the second part of Exercise B. Students will get further practice in giving a talk and describing a diagram in the next few lessons. This is a 'deep-end' strategy, also known as 'Test-Teach-Test', for students to see how well they can do and for you to find out how much further practice they will need.

Extra activity: Give out copies of the transcript. Students can listen to the recording again and follow the transcript. The transcript could also be used as a basis for further paired practice.

C Reviewing vocabulary

Students complete individually then compare in pairs. Monitor and assist. Don't let them get away with just writing numbers – this is a speaking lesson. Make them say the pairs and explain the connection. More pairs may be possible but the students must be able to justify the pairing.

Possible answers

Note – here the pairs are opposites or, more accurately, converses.

1. early	5	don't think
2. lark	4	evening
3. like	6	go to sleep
4. morning	3	hate
5. think	1	late
6. wake up	2	owl
7. brother	7	sister
8. go	8	stay

D Using a model

Students should be able to make a good attempt at the talk now, with the practice of Suzie's talk as an example of sentence structure, and the pairing exercise for the vocabulary.

With more able students, make this an extended turn, i.e., students have to give an actual presentation of the information. With less able students, allow them to take turns to make sentences.

If students don't have brothers or sisters, they can compare themselves with a friend.

Closure

Elicit some of the sentences which students have made for Exercise D.

Everyday English: Offering and requesting; accepting and refusing

Objectives

By the end of this lesson, students should be able to:

- produce target language for making offers and requests; and accepting and refusing in a range of situations.

Introduction

Exploit the visuals generally. Ask students what they can see and what is happening in each picture. Push them to make full sentences and to be quite explicit about the information.

Answers

Possible answers:

Left: Two people are talking / working on an assignment perhaps.

Centre: A man is talking on his phone. He is looking at his watch. Perhaps he is making an arrangement or perhaps he is late for an appointment.

Right: A woman is buying a drink in a cafe. Another woman is waiting to order.

A Understanding functions

Refer students to the title of the lesson at the top of the page: *Offering and requesting; accepting and refusing*. Explain that this lesson focuses on these functions. Set the task. Students work individually. Then feed back with the whole class.

Answers

Left: Conversation 1

Centre: Conversation 6

Right: Conversation 3

B Studying models

There are a number of alternative ways of exploiting this activity. For example, you could play the recording and ask questions to check understanding and elicit vocabulary: *Where are the people? What are they doing? Who are the people? etc.*

You could also elicit what students think the people are saying in each scene.

Then play the recording once more, for students to check their ideas. Pause after each scene to elicit answers.

Answers

In conversation 1, A offers help and B accepts.

In conversation 2, A offers help and B refuses.

In conversation 3, A offers help and B accepts and requests a large coffee.

In conversation 4, A requests help and B refuses.

In conversation 5, A requests help and B accepts.

In conversation 6, A requests help, and B refuses.

C Practising conversations

See notes in the Introduction for how to exploit Everyday English activities. However, here are some areas to focus on in this particular lesson:

- Highlight the target language used in the dialogues either before students practise them or after.
- Point out that students must use very polite intonation patterns when refusing offers or requests for help. Practise this with the class using the phrases:
No, thanks. I can manage.

*Thanks anyway.
I'm afraid I can't.
No, sorry. I'm in a hurry.*

- Practise the pronunciation of the phrase *would you ...?* /wʊdʒu:/
- Highlight and explain the use of the polite forms *would* and *could* in the dialogues.

Play 4.10. As usual, monitor while students are practising the dialogues in pairs. Give feedback.

Transcript

Presenter: Track 4.10

1.
A: Are you OK there?
B: I don't understand this assignment.
A: Let me have a look.
B: Thank you.
2.
A: Would you like some help with that?
B: No, thanks. I can manage.
A: Are you sure?
B: Yes, I'm fine. Thanks anyway.
3.
A: Can I help you?
B: Yes, please. Black coffee, please.
A: Medium or large?
B: Mm. Large.
4.
A: Could you help me with this?
B: I'm afraid I can't. I haven't finished myself.
A: OK. Don't worry
B: Give me a few minutes.
5.
A: Could you help me with this?
B: Of course.
A: Sorry to trouble you.
B: It's no trouble.
6.
A: Have you got a moment?
B: No, sorry. I'm in a hurry.
A: OK. That's fine.
B: Sorry.

D Real-time speaking

Do an example with the class. Elicit a dialogue for one of the situations and write it on the board. Practise it with the class and then get them to practise it in pairs.

Tell students that when they have chosen their situations from the list, they should decide on the following before they do their role plays:

Who are the people? (Are they playing themselves or someone different?)

Do the two people know each other well? (This will help students to decide whether to use

formal or informal language, e.g., 'could' or 'can'.)

Where does the conversation take place?

Monitor and make notes on general mistakes and problems while students are practising. Give feedback.

If there is time, students could write one or two of their conversations for consolidation.

Closure

Students' books closed. Play one or two of the conversations from the recordings again with the sound off. Pause the DVD after each person has spoken. Elicit what the person said.

4.4 Learning new speaking skills: Personal experience

Objectives

By the end of this lesson, students should be able to:

- pronounce words with the target vowel sounds /e/, /ɜ:/ and /ə/;
- use target language to link research and personal experience.

Introduction

Write the title of the lesson on the board: *Personal experience*. Remind students about the personal experiences of sleep and daily activity from previous lessons on this theme.

A Saying vowels: /e/, /ɜ:/, /ə/

1. Check students understand the task. Students complete individually, then briefly compare answers.

2. Play 4.11 and get students to repeat.


3. Students read Pronunciation Check 1. Ask a few questions to check understanding:

How do we pronounce this word? (Write the word *bed* on the board.)

What's the pronunciation rule for short words with the letter 'e'?

How do we usually pronounce the letters 'er' when they are in the middle of a word? etc.

Play 4.12. Students listen and repeat.

- Set the task. Students discuss in pairs. Use flashcards for feedback, by showing students a flashcard of each word. Elicit correct pronunciation of each word. Note that there are no examples of /ɜ:/ here but there are other pronunciations of the letter 'e'.
- Play  4.13 and get students to repeat. If you wish, build up the table from Answers on the board.

Answers

- When Ben said Yes, we were ready for 'No'.
Were her first words 'bird' and 'learn'?
-
-
-

Short vowels		Long vowel	Diphthongs		
/e/	/ə/	/i:/	/ɪə/	/eə/	/eɪ/
best	energy	these	here	there	they
chemical	problem				
digest	exercise				
energy					
exercise					
get					

Transcript

Presenter: Track 4.11

When Ben said 'Yes', we were ready for 'No'.
Were her first words 'bird' and 'learn'?

Presenter: Track 4.12

bed, then, west
person, prefer, university
afternoon, pattern
later, either, better

Presenter: Track 4.13

best, chemical, digest, energy, exercise, get
energy, problem, exercise
these
here
there
they

B Spelling vowel sounds

- Remind students about the issue with /ɜ:/: one sound = many spellings. Make sure students realize that they need to say the consonants in each case with the /ɜ:/ vowel and then work out how to spell the word.

Give feedback, writing the words on the board with the correct spelling.

Alternatively, get students to come up and try to write the word correctly with the other students helping them.

- Say the words. Then get students to listen and repeat all the words.

Answers

- burn
- early
- first
- heard
- learn
- person
- third
- work
- world
- worse

C Identifying a new skill

- Give students plenty of time to read then check comprehension. Ask: *What is the best order of information to link research and personal experience?*

Answers

- refer to research
- give personal opinion
- give personal experience to support opinion.
Ask: *What information can we give about a piece of research?*

Answers

- the date
- the researcher
- the place, e.g., a university or a country
- the subject.

Give some examples of each type of information, e.g., 2001, John Smith, University of Oxford, daily activities, and get students to identify the type each time. This is important because it determines the preposition which introduces the information.

- Refer students to the transcript of Suzie's presentation (transcript 4.9). Tell them to follow the instructions.

Answers

2. Referring to research

According to research at Surrey University, there are larks and owls.

Larks like waking up early and owls like going to bed late.

Personal opinion

I think that Dr Ptacek's idea is correct.

Personal experience

I am a lark and my sister is an owl.

I like getting up early and going to bed early, etc.

D Rehearsing the model

1. Students complete individually then compare in pairs. Give feedback, getting the phrases onto the board. Practise saying the phrases.
2. Students complete individually then compare in pairs. Get students to practise saying the presentation, perhaps around the class with a small group, or in groups.

Answers

1. Possible answers:

According to research
by Professor (Jim) Horne
in 2006

at Loughborough (pronounced /l ʌ f b ə r ə /)
University OR

at the Sleep Research Centre

about sleep / human sleep / sleep patterns in
humans

2. According to research in 2006, the human body needs two sleeps a day.

We should have a long sleep at night and a short sleep in the afternoon.

I believe that the idea is correct. I usually have one sleep a day and I am always tired in the afternoon.

Sometimes I have a short sleep in the afternoon and I feel much better.

E Extended practice

Students follow the instructions. Remind students that they need to use the pattern:

- refer to research
- give personal opinion
- give personal experience.

Monitor and assist.

You can also put students into two groups, A and B, and get students to produce joint notes in their groups before going into pairs to do the presentations.

Answers

Students' own answers.

Closure

Get two or more students to deliver their presentations at the front of the class.

Workbook answers

Speaking

Exercise A

Answers depend on students.

Exercise B

A: What animals have the same sleep habits as owls?

B: I think some types of mice sleep in the day.

A: Are you sure this information is correct?

B: Yes, but I'll check it again.

A: What do you know about theories of sleep?

B: Well, I've read quite a lot about this and there are several.

A: When does it get dark in London in the winter?

B: Well, in December the sun sets about 4.00 p.m.

A: What does the word *hormone* mean?

B: Right. That's a kind of chemical in your body.

Exercise C

- a. lark dark
- b. light night
- c. sleep mean
- d. wake late
- e. get best
- f. body clock
- g. true through
- h. brother up

Exercise D

Answers depend on students. A common problem is called 'Non-24' when blind people suffer from lack of light stimulus, and it puts their body clock out of alignment with the patterns of day and night (see the transcript for track 49 on page 120 and below).

Exercise E

clocks 4
few 7
helpful 9
helps 11
light 1
means 3
night 2
other 5
same 12
tired 8
types 10
wake 6

Blind people often have no sense of light or dark.
So they don't know if it is night or day.
This means that blind people have no idea of the time.
Their body clocks do not work well, either.
For example, blind people might go to bed at the same time as other people.
But they wake up at 2.00 in the morning.
They never sleep for more than a few hours.
So they often have short sleeps because they get very tired.
For blind people, the radio is very helpful.
They can listen to different types of programmes, of course.
But the radio also helps them with the time of day.

How? Because certain programmes are often on at the same time of day or night.

Practice

Exercises A and B

Answers depend on students.

Exercise C

You can use the phrase *According to ...* with the following:

According to the Sleep Research Centre, ...

According to Linda Morgan of the University of Surrey, ...

According to an article in the *Science Journal*, ...

According to scientists in the US, ...

According to experiments in the 1960s, ...

According to the latest test results, ...

Extended speaking

Exercise A

Tired teens start school after lunch:

introducing, aged, to, get with, hormones, rest, say, time, heart, concentration

Start school late? Give me a break!:

more, earlier, change, body, find, employees, unreliable, work, in

Exercises, B, C, D, E and F

Answers depend on students.

Reading: Work, rest and play

4.5 Vocabulary for reading: Daily chores

Objectives

By the end of this lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify key vocabulary in context.

Introduction

Course books closed. Write the title of this section on the board: *Daily chores*. Elicit the meaning of the word *chores* (household tasks). Elicit some examples, then get students to check with the x (horizontal) axis of the graph. Make sure students can say each of the phrases with good pronunciation.

A Previewing vocabulary

1. Set for pairwork. Make sure students realise that the graph shows information from the USA. Give feedback, eliciting definitions of each.
2. Elicit some more chores.

Answers

1. Some points:
 - preparation = making, e.g., cutting up vegetables, peeling potatoes, cooking
 - maintenance = keeping in good condition or repairing
 - washing up NOT just washing – used for dishes, crockery
 - doing the garden = planting, weeding, cutting things.
2. Additional chores:
 - looking after babies/children
 - ironing
 - using a vacuum cleaner (hovering/vacuuming).

B Using figures to help with comprehension

Set for individual work and pairwork checking. Give feedback, ideally with a visual medium. Then check comprehension with some checking questions.

Answers

1. 133 minutes a day on chores
2. 81 minutes
3. food and drink preparation
4. cleaning the house
5. cleaning clothes
6. washing up after meals
7. house maintenance
8. doing the garden

C Relating information to personal experience

Set for group work. Ask students to give you a couple of differences in their culture.

Closure

Elicit a few ideas from different groups.

4.6 Real-time reading: Time usage

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – breakdown of time usage on daily activities;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including efficient reading of a pie chart;
- use previously learned Reading sub-skills in order to work out the meaning of vocabulary from its context.

Introduction

Use Exercise A as an introduction.

A Activating knowledge

Set both questions for pairwork. Elicit answers.

Answers

1. 24
2. Students' own answers.

Methodology note

The ability to scan is an important reading skill if there are:

- many names (with capital letters) and/or numbers in a text
- headings and subheadings
- figures
- illustrations.

Scanning prepares the reader for reading in detail.

B Scanning

Make sure students understand *scanning* (looking quickly at the whole text to find names, from the capital letters, and numbers, either in figures or words).

Go through the first statement as an example. Set for individual work and pairwork checking. Do not give students long as the idea is that they scan the text, not read it carefully. The True/False statements can be answered without detailed reading.

Give feedback, ideally with a visual medium of the text to show why the information is true or false in each case.

Answers

1. The title of the article has five words.	F – It has six words.
2. There are two photographs of sunrise and sunset.	T
3. There is an introductory paragraph.	T
4. There are eight other paragraphs.	F – There are five other paragraphs = six in total.
5. Figure 1 is a pie chart.	T
6. The red part of the pie chart represents sleeping.	T
7. It shows the daily life of US university students.	T
8. The research is from the Bureau of Labor.	T

C Predicting the content of a text

Remind students of the importance of prediction.

Set for individual work then pairwork checking. Elicit ideas and reasons but do not confirm or correct as this is a self-checked activity – see below.

Answers

See answers for D.

D Reading to check information

Students find the correct answers in the text. Check and deal with any confusion.

Answers

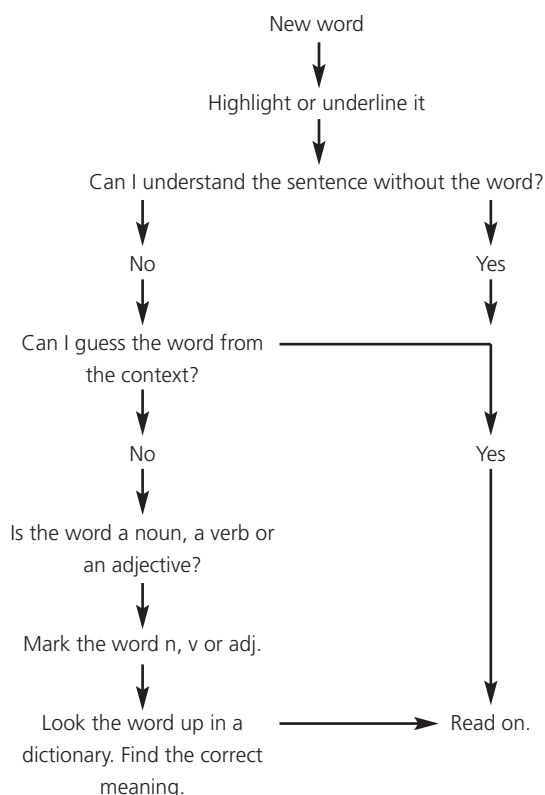
1. commuting	1.5
2. eating and drinking	0.9
3. education	3.3
4. grooming	0.9
5. leisure	3.7
6. other	2.3
7. sleeping	8.3
8. work	3.1

E Dealing with new words

Display the *Dealing with new words* flowchart (see page 134) with a visual medium, or elicit it from the class onto the board.

Point out that they will probably need to use the route down the left-hand side of the flowchart for most of the words highlighted in the text.

Set the task for individual work and pairwork checking. Give feedback, getting students to tell you which new words they were able to work out or guess.



Model answers

Note that the part of speech given is the one in this context.

Word	Part of speech	Meaning
rest	n	not working
plenty	n	a lot
undone	adj	not done
commuting	n	travelling to work, etc., on a daily basis
grooming	n	brushing your hair, cleaning your teeth, etc.
on average	prep phrase	total divided by the number of items
in addition	prep phrase	also
tuition	n	teaching
leisure	n	sports, socializing; free-time activities
researchers	n	people who do research
usable	adj	which can be used
proportion	n	part

F Work it out!

Refer students to the pie chart and identify the 'Other' section – the orange part.

Ask how much this represents of the total.
Answer = c. 10%

Set for pair or group work. Give feedback, eliciting possibilities. Make sure students don't include daily activities which have already been covered by other sections of the pie chart.

Answers

Possibilities are:

- household chores since work here means paid work
- doing nothing/thinking
- looking after children/pets.

G Relating information to personal experience

Remind students about relating research to personal experience.

Set for individual work. Students may need to complete the tasks at home and bring the results back to do part 3 in a later lesson.

Answers

Students' own answers.

Closure

Further exploit the text with straightforward comprehension questions, e.g.:

Which item takes up the most time on average? (sleeping)

What percentage of time is spent on university work? (c. 15%)

Why do university students have to work in the States? (because tuition is not free)

4.7 Learning new reading skills: Topic sentences; exemplification

Objectives

By the end of this lesson, students should be able to:

- find and use topic sentences;
- use examples in a text to clarify the meaning of factual statements;
- practise identifying words from the first few letters.

Methodology note

As with Listening, this is a 'bottom-up' lesson where the focus is on the discrete skills. In order to be able to break down the text into meaningful units, students must be able to use topic sentences to predict content, and exemplification to clarify meaning.

univer	sity
lei	sure
aver	age
exam	ple
res	earch
ima	gine
commu	ting
show	er
tui	tion

Methodology note

Research has shown that native speakers identify longer English words in context from, among other things, the first two or three letters. It is worth developing this skill in your students.

Introduction

To reinforce words from the section, use flashcards and literally flash them for identification, i.e., show for two seconds then hide; ask the students to say the word they saw. You can also cover the last part of each word and flash them again. This is to check that students can use the key skill of recognizing words from the first two or three letters, when they have a context – in this case, a lexical set.

A Reviewing vocabulary

Point out the information in the methodology note below.

Set for pairwork. Point out that all the words are from Lesson 4.6: Real-time reading.

When students have written something for each one, get them to find the word in the text in the previous lesson.

Give feedback orally.

Answers

Obviously, other endings are possible but that helps to make the point that words are identified this way *in context*.

B Identifying a new skill (1)

1. Give students time to read Skills Check 1. Clarify any problems. Build up the following notes on the board:

First paragraph = content of the text

Often the first sentence of each paragraph (topic sentence) = content of the paragraph.

2. Set for individual work then pairwork checking. Give feedback, ideally with a visual medium so that you can highlight the topic sentences.
3. This task reinforces the fact that topic sentences are a gateway into the paragraph. If you understand a topic sentence, you should be able to predict with some accuracy the kind of sentence and the kind of content that will follow. Set the task for pairwork. Give feedback orally, then get students to uncover the text and check their ideas. Note that the answers are not always immediately obvious. You need to think carefully about where the paragraph will go.

Answers

a. Imagine you wake up early in the morning.	1.	You think: <i>I have plenty of time ...</i>
b The Bureau of Labor in the USA has done research into time usage of university students.	1.	The average student spends 8.3 hours sleeping every day.
c Studying at a US university takes, on average, 3.3 hours each day.	2.	In addition, the average student spends 3.1 hours on paid work.
d There are only six hours left in the day.	1.	The average US student spends 3.7 hours a day on leisure activities.
e. All of that sleep, work and play leaves 2.3 hours.	1.	The research calls this 'Other'.

Methodology note

Topic sentences are not always present in real text and, where present, are not always the first sentence. But this feature – first sentence of a paragraph = topic sentence – is so common that it is best to teach it without exception at this stage. It is also a very good pattern for students to get into in the complementary skill of writing.

C Identifying a new skill (2)

1. Work through Skills Check 2 with the students. Check comprehension by asking, for example: *What do you often find in a text after a statement of fact? What do you often find after the word 'including'?*
2. Refer students back to the article in Lesson 4.6: Real-time reading. Put students into pairs to find the examples. Give feedback, ideally with a visual medium.
3. Read the example with the students. Students use the list they made in Exercise C2 to make sentences. Set for individual work and pairwork checking.

Answers

1. Examples.
2. grooming, such as cleaning teeth, having a shower and so on
work: jobs at coffee shops, for example, and hotels
leisure activities like sport or socializing
other: it includes chores, such as washing up and cleaning the house
3. Cleaning teeth is an example of grooming.
Having a shower is an example of grooming.
Jobs at coffee shops and hotels are examples of work.
Sport is an example of a leisure activity.
Socializing is an example of a leisure activity.
Chores such as washing up or cleaning the house are examples of other activities.

D Practising a new skill

Match the first sentence with its example with the class. Set the task for individual work and pairwork checking.

Cover the examples. Read the sentences. What examples do you expect?

Give feedback orally. During feedback, discuss why each match is the only possible combination.

Elicit ideas as to what the content of the paragraph beginning *There are many different jobs at a university ...* might be. Tell pairs to discuss the other six paragraphs in the same way. Give feedback orally.

Answers

1. There are many different jobs at a university, such as ...	5	name, age, nationality, etc.
2. We have many different social clubs, including ...	7	<i>always, sometimes and often.</i>
3. The university maintenance office will check all portable electrical equipment, for example ...	2	drama, geography and football.
4. Be careful when you use encyclopedia websites, such as ...	6	Plato, Comte and Ibn Khaldun.
5. Complete the application form with your personal details: ...	8	personal qualities, qualifications, experience.
6. We are going to study philosophers and sociologists, for example, ...	3	radios, tablets and laptop computers.
7. There are several frequency adverbs in English, including ...	4	Wikipedia.
8. Read a job advertisement carefully. You need to understand the requirements –	1	bursar, dean, librarian ...

Closure

With students' books closed, say the first half of the sentences in Exercise D. The students must tell you in each case how the sentence was exemplified. Then, give the examples and get students to tell you how the sentence could begin.

4.8 Applying new reading skills: Leisure time

Objectives

By the end of this lesson, students will be able to:

- identify the topic sentences in a text;
- use topic sentences to predict content;
- demonstrate an ability to identify words in context from the first few letters;
- demonstrate understanding of the role of exemplification in a text.

Introduction

Ask students to define the title of the lesson: *Leisure time*.

They will need to say something like:

It is time when you are not working, studying or sleeping.

Methodology note

Words seem to be stored in the mental lexicon with their converses and synonyms or near-synonyms. They are also stored with the lexical set which they belong to. It is useful for storage and retrieval of vocabulary if students deal with words in such sets where appropriate.

A Reviewing vocabulary

Set for pairwork. Give feedback orally.

Answers

Students' own answers, but they should find this easy with words from this theme.

B Recognizing words in context

This is further work on improving reading speed by learning to focus on the first letters of a word.

Work through the first two or three words with the class as an example. Explain that efficient readers can do this easily, even with texts they have not read before, and that it helps you to read quickly.

Set for individual work. Students first read through without writing answers, then pairwork checking. Give feedback orally.

Answers

According to research, US students spend 8.3 hours sleeping every day on average. They spend another 1.5 hours travelling and nearly two hours on eating, drinking and grooming. Studying takes another 3.3 hours each day. In addition, the average student spends 3.1 hours on paid work. Finally, leisure and 'other' activities account for six hours each day.

C Using a key skill: Predicting content

This activity brings together all of the 'preparing to read' work. Point out that, to get the most out of this activity, students should follow the instructions and stop after completing each task and discuss the question again.

Set for pairwork. Monitor and assist.

Elicit ideas from individual pairs but do not do a whole-class feedback or confirm/correct yet. Get a feeling for how well the students are applying the new skills.

D Using a key skill: Examples to help understanding

Ask students to find and underline the five examples first. They should then read the five examples in the '... is an example of ...' column and read the text carefully to do the matching.

Set for individual work and pairwork checking.

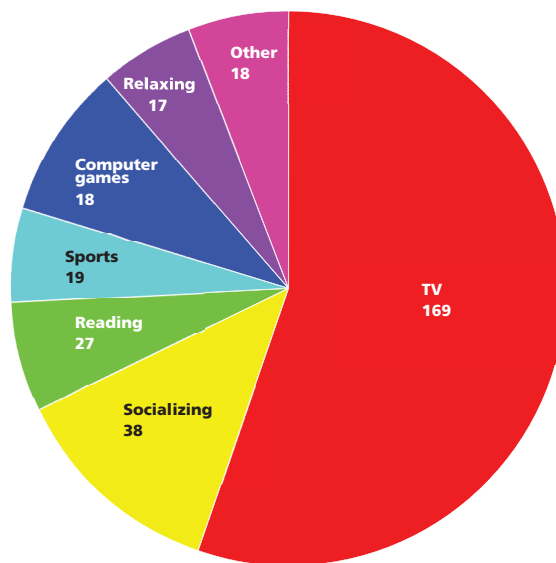
Answers

sending text messages	2	networking
checking Facebook	3	computer games
World of Warcraft	4	relaxing
having a short sleep	1	socializing
Kindle	5	reading

E Showing comprehension

Set the task for individual work and pairwork checking. Give feedback orally. During feedback, point out to students the role of the Reading skills work that they have done in this section in their effective completion of this exercise, e.g., using the topic sentences to quickly find where the relevant information will be in the text.

Answers



Closure

Choose one or more of the following:

1. Ask: *What could the category 'Other' contain in this case?* Possible answer: creative writing.
2. Further exploit the text with some straightforward comprehension questions.
3. In addition, or alternatively, highlight the topic sentences again. Ask for a summary of the information in each paragraph. As before, don't worry about the formal accuracy of their summaries: remember that this is a Reading section, and the important point is that students have correctly identified the kind of information in each paragraph.

Vocabulary quiz: Daily life

Objectives

By the end of the lesson, students will have:

- reviewed core knowledge in the area of Daily life;
- recycled the vocabulary and some of the grammar from the Listening, Speaking and Reading sections.

Methodology note: Using the quiz

The quiz provides an opportunity to review the core knowledge which students have learned from the theme so far. As ever, you can run the quiz in a number of different ways: as a competition or series of mini-presentations by way of example. Ensure that you:

- you give your students plenty of time to look back through the theme and study the Lessons in order to be able to answer the quiz questions;
- give all students a chance to participate – avoid formats where the first student to shout out the answer wins the points.

The Knowledge Quiz is not intended to be used as formal assessment.

Write *Daily life* on the board. Ask students what they remember studying in this theme so far. What did they listen to? What did they discuss? What talk did they give? What were the Reading texts about?

On this occasion, it is probably best for students to do Exercise 1 in pairs and Exercises 2 and 3 individually with pairwork checking.

Alternatively, students could complete individually at home, or in class in groups, and mark their own work as you give the answers. You collect the scores and declare a winner.

Answers

1.

	up	home	teeth	to bed	to sleep	to work	a shower	clothes	the house	exercise	a meal	coffee	the garden
clean			✓						✓				
do										✓			✓
get	✓	✓				✓							
go		✓		✓	✓	✓							
have							✓				✓	✓	
wake	✓												
wash	✓							✓					

2.

1. What is caffeine?	6	A watch.
2. What are hormones?	5	It prepares the body for sleep.
3. What does <i>digest</i> mean?	1	It's a chemical in coffee.
4. Where do the lungs do?	9	It's looking after something, like a car or the garden.
5. What does melatonin do?	7	It's the timing of activities in the human body.
6. What do many people have on their left or right wrist?	8	They're jobs you must do every day, like washing up and cleaning the house.
7. What is a body clock?	2	They're chemicals, in the blood, mainly.
8. What are household chores?	4	They exchange carbon dioxide and oxygen in the blood.
9. What is maintenance?	3	To take energy from food.
10. Where can you commute to?	10	Work.

3. According to research by Professor Russell Foster at the University of Oxford, teenagers do better in tests in the afternoon. The times accounts for a difference of 9%.

Women do the largest proportion of household chores in the USA. On average, American women spend over two hours a day on chores. In particular, they clean the house and clean clothes much more than men. In addition, they do more of the food and drink preparation, like cooking and making coffee.

Workbook answers

Reading

Exercise A

1. do
2. doing
3. did, did (or 've done)
4. does
5. do
6. done, done
7. did
8. do
9. does
10. do, do
11. doing
12. done

Exercise B

See the chart on page 141.

Exercises C and D

Answers depend on students.

Extended reading

Exercise A

2. being overweight, obese
3. Answer depends on students.

Exercise B

Paragraph 2: d
Paragraph 3: c
Paragraph 4: a
Paragraph 5: e
Paragraph 6: b
Paragraph 7: f

Exercise C

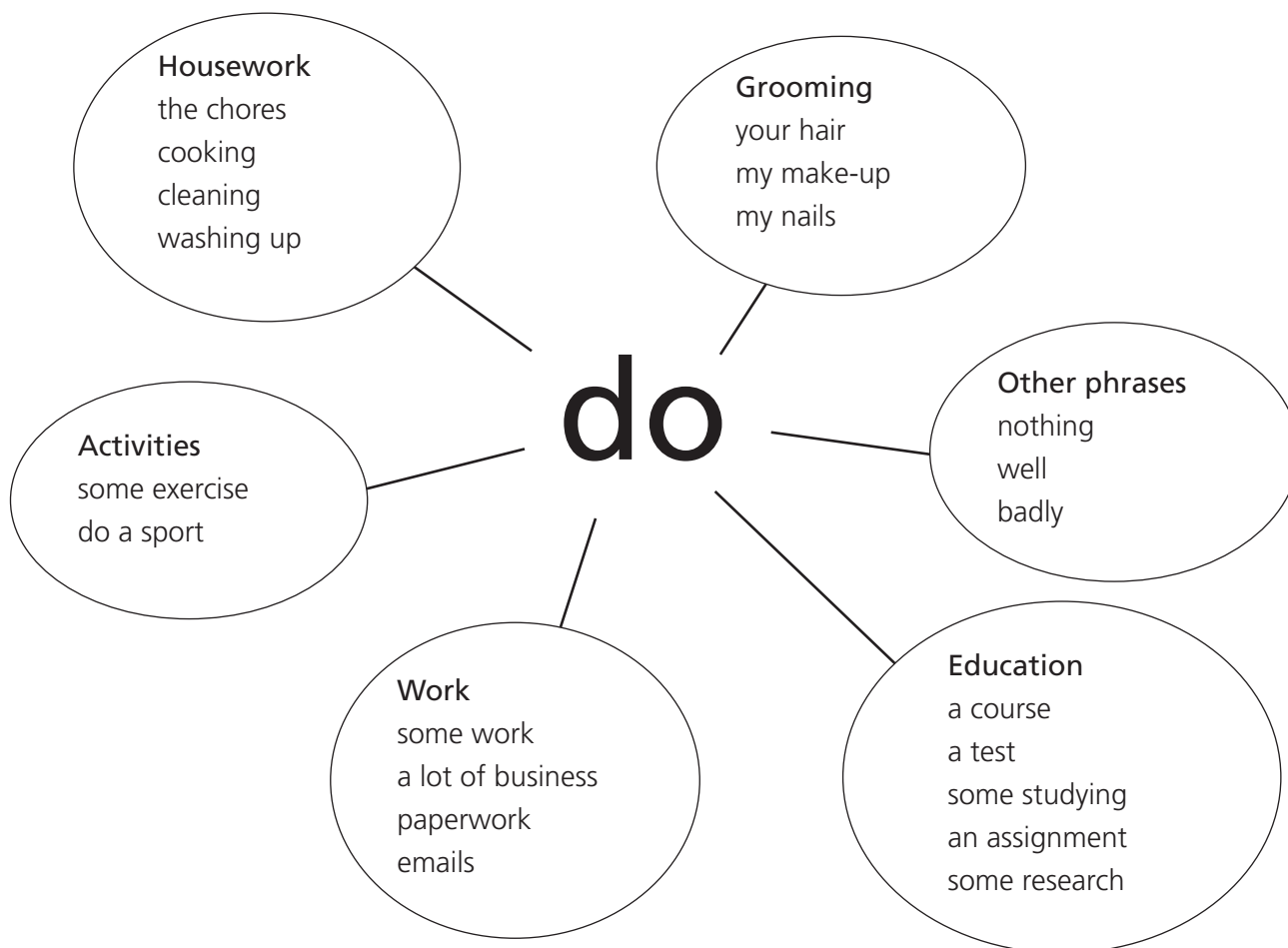
physical activity: sports, walking
junk food: fizzy drinks, sweets
unhealthy food: burgers, pizzas
leisure activities: computer use, video games
TV content: food advertising
safe places: parks, cycle lanes

Exercise D

One hour of TV each day: 12% risk
Six hours of TV each day: 35% risk

Exercise E

Answers depend on students.



Writing: Average people?

4.9 Vocabulary for writing: The average person

Objectives

By the end of this lesson, students should be able to:

- understand and spell target vocabulary from the theme;
- understand the concept of 'average' in general and 'the average person' in particular.

Introduction

Write the title of the lesson on the board: *The average person*. Ask students what they think this means. If necessary demonstrate by using either the class height of four students, writing the heights on the board and working out a rough average. Or, if this is a sensitive issue, use imaginary heights: 1.70m, 1.74m, 1.76m, 1.6m – average height is 1.7m .

A Reviewing vocabulary

1. Explain that these are key words from the theme which they have met already.

The focus here is obviously on the spelling of target vocabulary with the emphasis on vowels. Go over the example and set the task for individual completion. Make sure students realize that the only letters missing are vowels.

Students then compare answers in pairs. Rather than giving feedback, you can ask students to check back in the vocabulary boxes from previous lessons in this theme and correct their own work.

2. Check that students understand the task; that they can look back through all the lessons from this theme to find an example sentence or where the item appears. Elicit an example for the first word, *graph*, e.g., *There is a graph in Vocabulary for reading*.

If you are short of time, allocate one or two words only to different pairs of students. Each pair finds an example sentence/location for their word(s). Students then report back to the rest of the class; each pair reads out their example sentence/identifies the location for their word.

Answers

1. graph
2. exercise
3. minute
4. research
5. proportion
6. leisure

B Understanding new vocabulary

There are a variety of grammar and other issues here. Set for individual work then pairwork checking. Monitor and assist. Give feedback, ideally with a visual medium to show why the answers are correct.

Answers

Averages are used / used in a lot of research. Why are they so / too common?

Firstly, the average is a very / so simple number to calculate. Secondly, you can get a general idea from / of a group of people with averages. Thirdly, you can / will compare two sets of statistics, for example, two populations, easily. For example, you can see the average height, weigh / weight and monthly salary of Americans and compare that with the averages for Chinese people.

Of course, people vary / are vary. Some American men are taller or shorter / more short than the average. Some are heavier / heavier or lighter. Some Americans earn many / much more than the average and some Americans earn far less / fewer. But average heights, weights and so on give a good general idea of Americans.

Some psychologists say that it is / is dangerous to talk about 'the average person' because the average can become / becomes 'the normal'. Then any variation from / to the average is not normal. This is dangerous in society. We are all individuals with your / our own body, brain, personality and behaviour. Some people are tall, some are short and some / any are 'average'. This is normal.

C Using new vocabulary

Students ask and answer in pairs. Monitor and give feedback.

Answers

1. The average is 4 because it is 20 (the total of the numbers) divided by 5 (the number of numbers).
2. Answer depends on class size.
3. height
4. money which you earn in a month; (wages are weekly salary in English)
5. in height, weight, hair colour, eye colour, etc.
6. the average = the normal person, therefore it is a dangerous concept to think that anyone shorter, taller, thinner, etc., is not normal

D Developing critical thinking

Talk about yourself. Are you average height, weight, etc.?

Then put students in pairs to answer the question.

Answers

Students' own answers.

Closure

Do further comprehension work on the text.

4.10 Real-time writing: Comparing the USA and China

Objectives

By the end of this lesson, students should:

- be more familiar with the discourse structure of a research report;
- show understanding of research into averages in the USA and China;
- be able to complete key patterns for writing about research.

Introduction

Exploit the visual. Ask students what they can see and what it means. Accept any reasonable answers.

A Using background knowledge

Students complete the activity in pairs. Give feedback, accepting any reasonable answers. Point out that they will find out some of the differences during this lesson.

Answers

Students' own answers.

B Gathering information

Give students one minute to try to find the answers to the three sets of questions. Point out that they have to read tables and a graph quickly. Then they can compare in pairs. Elicit the answers, eventually confirming the correct answer.

Answers

1. 1.76 m and 1.59 m
2. \$41.00 and \$102.00
3. just over \$4,500 and about \$750

C Recognizing key writing patterns

1. Set for individual work. Point out that all the sentences are from a research report. Monitor to get an idea of the standard of the students in this area. Do not assist as this is a self-assessment activity.
2. Students self-check with the model answer.
3. Set the question for pairwork. Elicit and confirm or correct.
4. Give students a minute to look at all the sentences again. Then get them to cover the left page but keep the right page open. Point out that this page has information that will help them remember the sentences. Set for pairwork or group work. Monitor and assist. Then allow students to self-check again with the model answer.

Answers

3. The report is in two sections because the first section explains the method and the second section gives the results.

4.	a. We did some research into the similarities and differences between ...	c	a graph
	b. We recorded the information for ...	a	American and Chinese people.
	c. We put the research results into tables and ...	l	China ...
	d. The results are shown in Table 1, Table 2 and ...	b	each area.
	e. We can see from Table 1 that, on average, there are big physical differences between ...	j	everyday items.
	f. American and Chinese females are similar in ...	d	Figure 1.
	g. but, on average, American women are ...	f	height ...
	h. The average American has a much higher salary than ...	g	much heavier.
	i. and average rents in the USA are ...	i	also higher.
	j. There are some differences in the prices of ...	h	the average Chinese person ...
	k. Table 2 shows that, for example, a cinema ticket is almost the same price in ...	e	the males of the two countries.
	l. However, a hamburger is much cheaper in ...	k	the two countries.
	m. while jeans are much cheaper in ...	m	the USA.

D Developing critical thinking

Allow students to discuss for a few minutes in groups.

Answers

Students' own answers.

Closure

Elicit some answers from Exercise D.

4.11: Learning new writing skills: Writing about results

Objectives

By the end of this lesson, students should be able to:

- refer to tables and figures in a report;
- choose the correct tense to talk about research methods;
- use the past passive in a research report.

Introduction

Dictate some of the words from the lessons in this section.

A Developing vocabulary

Set for pairwork – all the items make noun phrases with noun + noun or adjective + noun.

Allow students to self-check, then elicit the correct phrases. In one case, two answers are possible – *average price* and *average rents*.

Answers

1. same	3	differences
2. average	4	items
3. physical	1	price
4. everyday	2	rents
5. research	5	results

B Identifying a new skill (1)

- 1 / 2. Set these two parts for individual work and pairwork checking. Monitor to get an idea of the level of understanding but do not confirm or correct.
3. Refer students to the Skills Check 1 to self-check. Give feedback, dealing with any issues you have noticed during the pairwork.

Answers

1. a. above the table
b. below the figure
2. a. shown
b. can
c. figure
d. shows

C Referring to tables and figures

Refer students back to the tables and figure on page 121. Set for individual work.

Monitor and assist.

Give feedback, getting some good answers on the board.

D Identifying a new skill (2)

1. Give students a few moments to look at the model answer then elicit the correct answer.
2. Give students plenty of time to follow the instructions. Do not give feedback at this point.
3. Students cover Skills Check 2. Ask them to write the past passive sentences on their own without any further help. Monitor but do not assist at this point.

Remind students that we need the past participle to form the passive – they learnt this in the last theme. Remind them also about the three forms of a verb by building up the following table on the board with the help of the students.

Verbs	Infinitive	Past	Past participle
Regular	record	recorded	recorded
Irregular	do	did	done
	put	put	put

Point out that regular verbs have the same form for the past tense and past participle – infinitive + (e)d.

Irregular verbs often have different words, but one set of irregular verbs has the same form for infinitive, past and past participle.

Give students a few moments to check their own work for part 3 then give feedback, getting the correct sentences from the Skills Check.

E Writing simple past passive sentences

Go through the main verbs which the students will need for this lesson, eliciting the three forms:

Regular:

collect	collected	collected
use	used	used
analyze	analyzed	analyzed
employ	employed	employed
save	saved	saved

Irregular:

draw	drew	drawn
make	made	made
took	take	taken
send	sent	sent
put	put	put

1. Students complete individually then check in pairs. Give feedback, getting the correct answers on the board. You could get students to come up and write them and, if necessary, correct them under the instructions of the other students. Note the key points in Answers below.
2. Repeat the process.

Answers

1.

	Notes
a. Data was collected <u>from many sources</u> .	The prepositional phrase – underlined here – is an adverb. It answers the question <i>where</i> . It is not part of the subject so it goes after the verb.
b. <u>Information from websites such as Nationmaster</u> was used.	The subject – underlined here – is very long but it must all go before the verb.
c. The results were analyzed.	
d. Several researchers were employed.	
e. The data was saved <u>on flash drives</u> .	See the note on a. above; the same situation occurs here.

2.

a. <u>A graph of the information</u> was drawn.	long subject before the verb
b. <u>Tables of the key points</u> were made.	as above
c. Information was taken <u>from Nationmaster and other websites</u> .	prepositional phrase = adverb so after the verb
d. The research results were sent <u>to university departments</u> .	as above
e. The results were put <u>on our website</u> .	as above

Closure

Deal with some of the issues in Notes in Exercise E.

4.12 Applying new writing skills: Comparing Japan and Kenya

Objectives

By the end of this lesson, students should:

- use the 'TOWER' method to produce a research report about two countries;
- know more about Japan and Kenya.

Methodology note: Using the quiz

If you think this lesson will be too difficult for your class, you can simplify it in the following ways using the model answers provided at the end of these notes.

- Use the model answer, with or without past passives, as a gap-fill activity by blanking out all the verbs, for example.
- Retype the model answer but delete one or two sentences from each longer section. Give the students the missing sentences separately. Students decide where each sentence should go and then rewrite the experiment.
- Give students the model answer on a handout and give them time to read it through. Check understanding. Then remove the handout and go through the lesson exercises in the Course Book.

Introduction

Write the title on the board: *Comparing Japan and Kenya*. Make sure students can locate the two countries on a map. Exploit the visuals. Ask students first what they can see, and then ask them which country – Japan or Kenya – each photograph comes from (the top three photographs are from Kenya, the bottom three are from Japan).

A Developing vocabulary

Point out that these are key phrases that the students will need to complete the writing task. Set for individual work and pairwork checking. Give feedback, building up the phrases on the board, e.g.:

do research

record information

make tables

draw graphs

earn a salary

pay rent

Answers

1. do	5	a salary
2. record	4	graphs
3. make	2	information
4. draw	6	rent
5. earn	1	research
6. pay	3	tables

B Thinking and organizing

Revise the report from Lesson 4.10 Real-time writing. You could do this either by:

- using a visual medium of the input data on page 121 to elicit sentences;
 - using the model answer on page 160 with gaps for students to complete.
1. Students discuss in pairs. Elicit ideas and, if you can, confirm or correct. If you don't know, write them on the board with a question mark and suggest that students do some research at home.
 2. Refer students to page 125. Go through the example carefully getting several students to say the sentence in the speech bubble. They can use this as the introduction to all the other statements about the data.
 3. Students complete individually. Monitor and assist.
 4. As above. Students can hand-draw or, if it is possible in your classroom, make the graph in Excel or similar.
 5. As above. Then get students to compare their tables and graphs and decide which ones are good and why. You may wish to display some of the good ones.

Answers

2.

	Japan	Kenya
Average male height	1.72 m	1.71 m
Average female height	1.58 m	1.59 m
Average male weight	67.6 kg	56.3 kg*
Average female weight	52.3 kg	56.3 kg*
Average monthly salary after tax	\$2,782	\$481**
Average monthly rent	\$1,913	\$879
Average price of a pair of jeans	\$79.21	\$41.09
Average price of a cinema ticket	\$17.67	\$6.00
Average price of a hamburger	\$6.38	\$5.94

* Note that actually you cannot really draw conclusions about this because the data is the average for both genders. It is probably quite a good idea to hold this piece of information back and give it at the very end, to show students how they must be very careful how they use researched data.

** Note that average monthly rent is higher than monthly salary after tax. The rent figure is based on a 3-bedroom property in a city centre location. Many people share, or live outside the cities.

C Writing

Remind students about the writing 'TOWER': **Thinking, Organizing, Writing, Editing and Rewriting**. Tell students they will be following these stages in their writing today. This exercise starts with the *Thinking* stage.

Refer students to page 126 to complete their writing, but suggest that they do the 'T-O-W' stages first in their notebooks.

Answers

No answers at this point.

D Editing and rewriting

Students follow the instructions.

1. This is the 'E' stage of the 'TOWER'. Remind students of things to check for: spelling, correct tenses, etc. Monitor and give help where necessary. Students mark each other's work on page 127.
2. This is the 'R' stage and should be done on page 126. The final version can be written in class or for homework. If done in class, monitor and make a note of common errors. Give feedback on students' common writing errors to the whole class.

Answers

See Model answer.

Model answer 1

We did some research into the similarities and differences between Japan and Kenya. We collected data from many sources. We used information from websites such as Nationmaster. We analyzed the results. Then we put some of the results into tables and we drew a graph of some of the other results. The results are shown in Table 1, Table 2 and Figure 1.

We can see from Table 1 that, on average, there are some physical differences between the males of the two countries. Japanese and Kenyan males are almost the same average height, but Japanese men are much heavier than Kenyan men. Japanese and Kenyan females are almost the same height, but Japanese women are lighter than Kenyan women. The average Japanese person has a much higher salary than the average Kenyan person (Figure 1), and average rents are much higher in Japan than Kenya. There are some differences in the prices of everyday items. Table 2 shows that, for example, a hamburger is almost the same price in the two countries. However, a pair of jeans is much cheaper in Kenya, while cinema tickets are much more expensive in Japan.

Model answer 2

Some research was done into the similarities and differences between Japan and Kenya. Data was collected from many sources. Information from websites such as Nationmaster was used. The results were analyzed. Then some of the result were put into tables and a graph was drawn of

other results. The results are shown in Table 1, Table 2 and Figure 1.

We can see from Table 1 that, on average, there are some physical differences between the males of the two countries. Japanese and Kenyan males are almost the same average height, but Japanese men are much heavier than Kenyan men. Japanese and Kenyan females are almost the same height, but Japanese women are lighter than Kenyan women. The average Japanese person has a much higher salary than the average Kenyan person (Figure 1), and average rents are much higher in Japan than Kenya. There are some differences in the prices of everyday items. Table 2 shows that, for example, a hamburger is almost the same price in the two countries. However, a pair of jeans is much cheaper in Kenya while cinema tickets are much more expensive in Japan.

Closure

Give out copies of the model answer (1 or 2) for students to compare with their own version. If students are finishing the writing at home, then give out the copies at the beginning of the next lesson.

Portfolio: Comparing countries

Objectives

By the end of this lesson(s), students should:

- have improved their research and note-taking skills for facts about countries and people;
- be better able to explain new information;
- be better able to ask questions for clarification about new information;
- be able to use integrated skills in order to talk and write about countries;
- learn more common core knowledge about four countries.

Methodology note

There are many different ways this lesson can be exploited. If you do decide to do all the activities, you will probably need to devote at least two lessons to them, and possibly as many as four. If you are planning to do more than one activity, you will need to remind students to bring all their notes and diagrams to every lesson.

However, you do not need to do every activity. For example, if your students need further listening practice, you could just do Exercise B.

Exercise C is a communication gap activity based mainly on reading and note-taking. However, it also includes listening and speaking. This exercise would also work well as a complete lesson in itself.

Introduction

Ask students to list as many countries as they can with their English names. You could do this as an alphabet game, i.e., you say a letter and students say countries beginning with the letter until they run out. If they do not suggest a key word with this letter, prompt them.

For a complete list of countries in alphabetical order, see, e.g.,

http://www.nationsonline.org/oneworld/countries_of_the_world.htm

A Activating schemata

Exploit the visuals. Ask students to describe the four people.

1. Whole-class discussion. See if the students can reach a consensus. In fact, they are from, left to right, Mozambique, Brazil, Bangladesh, Russia. Make sure students can say the name of each country with English pronunciation including stress.
2. Continue with the whole-class discussion. Do not confirm or correct. Get ideas on the board then ask students to check on a map.
3. Put students into groups to discuss. Monitor. Get some ideas on the board, with a question mark if you are not sure. Ask students to do some research and report back, if they don't find out the answer later in this lesson.
4. Continue the group discussion. Ask students to record their ideas – they will definitely get this information later in the lesson.


Answers

Answers depend on students.

B Gathering information (1)

Methodology note

This activity is based on the class being divided into two groups. However, both groups listen to the same talk. It is simply that they only need to listen for information about one of the countries in the talk. This is excellent practice in recognizing when a speaker moves from one item to the item being compared, or from one area to a new area.

1. Check that students understand the task. Divide the class into two groups of A and B students. To keep it simple, perhaps just do A = left, B = right. Refer students to the table for the notes on page 161.
2. Play  4.14. Students complete their notes individually.
3. Students compare answers. Monitor and give help where necessary. Replay the recording, if you wish.
4. Divide the class into pairs again, checking that there is one student from Group A and one from Group B. Check students understand the task. Monitor and give help where necessary. Elicit answers, preferably using a visual medium.
5. Ask two students to come to the board and draw the graph. Ask the class if they agree.

Transcript

Presenter: Track 4.14

This is a report of some research into the similarities and differences between Brazilian and Russian people. We recorded the information for each area. We put the research results into tables and graphs. The results are shown in the tables at the back of the research report.

OK, so we can see from Table 1 that, on average, there are small physical differences between the males of the two countries. Brazilians are, on average, 1 metre 70, while Russians are slightly taller at 1 metre 77. Females in the two countries show similar differences. Brazilian woman are 1 metre 59, whereas Russian women are 1 metre 64.

So, that's height. What about weight? Well, the average weight of males from the two countries is very similar – Brazilians are 72.7 kilos, while Russians are

71.4 kilos. For the women, well, we got a figure for Brazilian woman. It's 62.5 kilos. But I'm afraid we couldn't get a figure for Russian women. I don't know the reason but it just isn't on the web.

So, we've done height and weight. Now, there is quite a big difference in the average monthly salaries in the two countries. Brazilians take home, on average, \$442 a month after tax, whereas Russians get \$568. So are Russians richer on average? Well, no, because the average rent in Brazil is only \$261 a month, while in Russia the average is \$443 – that's almost the same amount as the salary. So clearly, in Russia, most people share accommodation, so two or three people are paying the rent.

Finally, cost of living. There are some differences in the prices of everyday items. Table 2 shows that, for example, a pair of jeans is much more expensive in Russia – the price in Brazil is \$51 against \$66 in Russia. However, a cinema ticket is almost the same price in both countries – the price in Brazil is \$5.70 and in Russia it's \$5.40. It's the same story with the price of a hamburger. \$5.50 in Brazil, \$4.90 in Russia.

OK. So let's look closely at this information ...

Answers

	Brazil	Russia
Average male height	1.70 m	1.77 m
Average female height	1.59 m	1.64 m
Average male weight	72.7 kg	71.4 kg
Average female weight	62.5 kg	n / a
Average monthly salary after tax	\$422	\$568
Average monthly rent	\$261	\$443
Average price of a pair of jeans	\$51	\$66
Average price of a cinema ticket	\$5.70	\$5.40
Average price of a hamburger	\$5.50	\$4.90

C Gathering information (2)

Methodology note

Unless students are allowed access to the internet in class, part 1 of Exercise C will have to be done at home or in the library. Nationmaster is a good source of the required information but students may prefer to use another site or simply to type in the search queries.

1. Students complete the task. Point out that, as with the information about average female weight in the talk, it may not be possible to find some of the data.
2. Put students into groups from the same country if you do have people from different countries in the class. Otherwise, just make groups of about five or six to compare their answers. Note that people may have different answers and they are both 'right' because they come from different sources and the data was collected at different times. However, students should check here for transcription errors – mistakes like a pair of jeans costing \$4,100 when the data should be \$41.00. The 'best' answer here is probably the latest research or the most authoritative, i.e., not a personal blog from someone who says 'I just bought a pair of jeans for \$140!'

D Gathering information (3)

1. Make sure students understand that they only need to copy across information from somewhere else in this Writing section. They do not need to do original research this time.
2. Students complete individually. As before, students can hand-draw or use a graphing tool. Monitor and assist.

E Giving a presentation

Follow the usual procedure. Monitor and get some of the best talks presented to the whole class.

F Extended writing

If students have enjoyed the researching and reporting activities in this section, set this task. Otherwise omit.

Closure

This will depend on how many of the exercises you chose to do from the portfolio. Summarize all the activities the students have done and give feedback on their skills work, as well as accuracy in grammar and vocabulary.

Alternatively, you could ask a few questions about the knowledge students have learned about different countries.

Workbook answers

Writing

Exercise A

1. behaviour
2. figure
3. gather
4. normal
5. personality
6. physical
7. refer
8. salary
9. similar
10. variation

Exercise B

1. average
2. column
3. difference
4. general
5. height
6. several
7. weight
8. write

Exercise C

1. child
2. expensive
3. row
4. light
5. female
6. less
7. dangerous
8. difference
9. short
10. man

Exercise D

1. We did some research into the similarities and differences between the two countries.
2. We recorded the most important information for each area.
3. We put the research results into tables and graphs.
4. We can see from Table 1 that, on average, there are big physical differences.
5. The average weight of males from the two countries is very similar.
6. There are also some differences in the prices of everyday items.
7. Table 2 shows that, for example, a cinema ticket is almost the same price in the two countries.
8. However, a hamburger is much cheaper in China.
9. Jeans, on the other hand, cost a lot less in the USA.

Exercise E

1. A lot of research was done into everyday activities.
2. A form was made to record the information.
3. 100 students were interviewed.
4. They told us about their daily lives.
5. A lot of interesting information was given.
6. We were told about their work and leisure time.
7. The answers were written down on the form.
8. A graph of the information was drawn.

Extended writing

Exercises A to E

Answers depend on students.

