

Unit 10: Lifestyle

Lesson 10.1: Reading and understanding writing

Part 1: Introducing the topic

Task 1

One option for introducing this activity is to get students to close their books and then ask them to quickly discuss how many hours each day a typical seven-year-old spends on the categories presented. This may be an interesting way in to the activity.

When students have their book open, elicit the meaning and function of a pie chart from the class (= *circular graph which shows different percentages and proportions*). Students should then quickly answer the questions by themselves, and then compare with a partner. You do not necessarily need to go through the answers in class. Students can move directly on to Task 2 if you do not want to interrupt the flow of the lesson.

Note: The information given here is not academic, but based on anecdotal evidence of the author!

Answers

1. sleeping
2. academic work
3. washing/keeping clean

Task 2

Give students a strict time limit for this of just 2 minutes, otherwise you will not have time to get on to the rest of the lesson. Encourage the students to just create a 'rough and ready' pie chart – it does not have to be a beautiful piece of art. When they have done this, they should share with a partner, who should interpret it. The other student can then say if they have interpreted it correctly.

Part 2: Preparing for the text

Task 3

Encourage students to take a moment to think about the question asked in 3.1 – they should reflect on their typical week and try to give a reasonably accurate figure. They should restrict themselves to the five topics mentioned here, so the number should add up to 100. Once they have done this, they should move on to Task 3.2. Encourage students to be honest – emphasize that this is not an activity where there is necessarily a correct answer. The purpose is more to get them thinking about their own academic practice so that they can identify ways of becoming a better learner.

Task 4

Elicit from students why titles are important and how they can help with reading a text (i.e., they can give a good overview and show what the central question under discussion is). Emphasize to students that they are not expected to know these answers, but they should be able to make reasonable guesses. If you think students will struggle to discuss this in pairs, make small groups of 4–5 so that there are more voices.

Before moving on to the reading text, you might ask 2–3 groups to share their views with the class as a whole.

Ideally, students will also make brief notes about their thoughts here, since they will be encouraged to reflect on these points again in Task 9.

Part 3: Reading the text

Task 5

Note: This text is also available as a downloadable audio file (Track 10) at garneteducation.com/caw.

This text is 744 words long and quite dense, which means that some students may struggle a little with it. They will probably need 5–7 minutes to read it. As they read, they should be thinking back to the predictions that they made in Task 4.

Part 4: Understanding the text

Task 6

When taking feedback for question 1, you may find that many students will have missed the word *not*, and simply taken the figure of 82% from the text. In feedback, use this point to stress the importance of reading questions carefully. Small words – especially negative words – can radically change the meaning of a question, and this kind of ‘trick’ is commonly found in exams.

Answers

- 1 18%
2. Presenteeism is the practice of being present at work even when you do not need to be – the idea that your quality of work can be measured by the number of hours you spend there.

Task 7

In feedback, it would be an interesting extension discussion point to ask students their views on what Volkswagen have done – whether or not they think this is a sensible policy.

Answers

1. They prevent them from being able to check their work emails at home.
2. They could try to move away from a culture of presenteeism to one where workers can be trusted to work from home on their laptops.

Task 8

In feedback, you might ask students what they think about the point being made in question 1.

Answers

1. They are concerned that it will make them look weak and that if any workers are fired in the future, they might be the first to go.
2. Dawson is used to support the point about people overworking and effectively just being an extension of a machine. Dawson specifically talks about the automatization of society.

Part 5: Understanding the writing point

Task 9

Try to ensure that this activity is fast and direct – it should only take around 1–2 minutes for students to discuss this. Once students have done this in pairs or small groups, take class feedback. It might be interesting to focus in particular on those predictions made by students which were **not** correct, and to try to understand collectively as a class why the predictions were not accurate. This could lead to valuable learning.

Task 10

One option here is to get students to close their books and to look back at the essay in Part 3. Together, they should try to describe its key features and the way in which it is written. They could perhaps try to imagine that they have been asked to describe it to somebody who has never come across this kind of essay before. They are getting to a stage in the course where they may be able to have this sort of discussion more effectively.

Part 6: Checking your understanding

Task 11

As students do this task, they should try to focus their argument on an academic topic and make it realistic. You might give them some examples to help them identify what they want to write, e.g., *People should give 10% of their salary to charity* or *The government should tax richer people at a higher rate*. Emphasize that their thesis statement should be written in as clear and direct a way as possible. They should not put any additional information here at this stage.

Task 12

It may be useful to do an example with the class for one of the arguments noted above. Try to elicit different arguments from the class (e.g., *This is a way that society can become more fair economically* or *People have a social responsibility to support the poorest members of society*). You might write these ideas up on the board so that students have a reference.

Lesson 10.2: Vocabulary, grammar and practising writing

Part 7: Recapping the last lesson

Task 13

Elicit the concept of *critical friend* (= a person who gives helpful and/or constructive comments and feedback about something you have written). They should already know this phrase. If they do not, they should remember it. In feedback, ask 3 or 4 students what feedback they received and the changes they made (or think they will make) to the work they did in Task 11.

Part 8: Understanding the grammar point

Task 14

Elicit from students the meaning of *first draft*. Explain that the mistakes here are grammatical, and at the 'word' rather than 'sentence' level (i.e., they are micro-level problems). Once students have completed this activity individually, they should check their answers in pairs. If neither student in the pair thinks they have the correct answer, they should ask another pair, and so on. Do **not** take class feedback – they will find out the answers for themselves in Task 15.

Answers

1. There **are** data which **suggest** that ...
2. People who work, and who **have** guaranteed holiday entitlements ...
3. This essay **argues** that it is not ...
4. Life **passes** too many people by ...
5. Their staff **are** thus unable to check them at home.

Task 15

Before students look at the information presented in Task 15, elicit what they think the meaning of *grammatical agreement* is. They should be able to make a guess based on their knowledge of these words. They should then read through the information, checking their answers to Task 14. You should also run through the answers when they have completed this.

To check whether students have understood the key points, write up some or all of the following words on the board: *Subject, 3rd person, Sibilant, Indefinite pronouns, Group nouns* and *Gender*. In pairs, they should discuss how these points are relevant to the notion of grammatical agreement.

If you have time in class, it would be a useful activity to get students to provide examples of their own, to show that they have understood the key points. One way of doing this would be for students to work in pairs and for each partner to alternately give an example for point 3 number 1, number 2, etc.

Part 9: Understanding the language point

Task 16

Initially, you might discuss with students that the language point under discussion here is quite advanced – i.e., at this stage, it is not just about **what** you write, but **how** you write and the way in which you can convince people to accept a particular point. In academic essays, this is clearly a very important requirement. It is important that students know why

they are learning about this. You might mention that these devices can also be extremely effective when used in presentations and speeches.

Students should not be concerned about knowing the specific names of some of these rhetorical devices. What is more important is that they understand how they operate.

Students may have questions when they read through this information. It may be better to let them do Task 17 before you answer them, since seeing the devices in context may clarify and answer some of these questions.

Task 17

If you feel that, in general, your class understood the key points in Task 16, they should do this activity individually and then compare their answers with a partner. If they found it hard, they should do Task 17 together with a partner. Students may need 4–5 minutes to do this activity properly. Ensure that you have time to do proper class feedback and to go through the answers in detail. It may help to have the essay displayed on the whiteboard so that everybody can see it.

Answers

- a. At times when people should be *talking to their family, pursuing their own hobbies, or just relaxing at home ...*
- b. *Clearly, there are many jobs ...; Specifically, there are data which ...; ... they are, unbelievably, sending work-related text messages or checking their email.*
- c. *People must stand up for their rights and they must alter their behaviour.*
- d. *The rise of smartphones has, of course, brought many benefits, but these benefits have also brought many problems with them.*
- e. *It seems that quite the opposite has occurred.*

Part 10: Creating your own text

Task 18

For this activity, emphasize that students should try to be creative in their writing – that they should take a risk, and not worry too much if they make a mistake. You might stress that when learning something new, it is common to make mistakes, and that this is a natural part of the language learning process.

Before students start this activity, you could ask 3 or 4 of them to make one suggestion about the feedback they received in Task 13 which they are going to try to incorporate into this piece of writing.

Task 19

Again, students should be critical friends in this activity. They should try and find the weak points of the argument and argue against these. Emphasize that if students do disagree, they must explain and justify why they disagree, i.e., they must provide a counter-argument or identify a fault in the argument. It is not sufficient just to say *I think you are wrong*. They must explain and emphasize why. Students can then have a discussion about this, and try to persuade each other of their opinion.

Part 11: Consolidating your knowledge

Task 20

Once students have discussed together, take brief general feedback to ensure that all members of the class are clear about these key points. Where possible, try to get students to explain the points to each other, rather than you doing it. This could also be done as a piece of written homework as well.