

# 3 LIFESTYLE

## Learning objectives

Go through the learning objectives with the class to make sure everyone understands what they can expect to achieve in this unit. Point out that learners will have a chance to review these objectives again at the end of the unit.

## UNLOCK YOUR KNOWLEDGE


### Lead-in


Ask learners about a typical working day in their country:

*What time do people usually get up?*

*What time do they start/finish work?*


*When do they have breakfast/lunch/dinner?*

 Put learners in pairs and get them to ask and answer similar questions for a typical student in their country. Monitor, then ask one pair to report back to the class. You could pre-teach *lecture* /'lektʃə/ (a formal talk on a serious or specialist subject given to a group of people, especially students), *seminar* /'seminɑː/ (an occasion when a teacher or expert and a group of people meet to study and discuss something) and *timetable* /'taɪmteɪbl/ (a list of the times when classes in school happen).

-  Focus on the wordbox and the gapped phrases. Learners write the words in the correct gaps. Check answers with the class.

### Answers

- 1 relax with friends in a café
- 2 study in your room
- 3 work in a shop
- 4 work in an office

-  Focus on the questions. Learners ask and answer with a partner. Ask one or two pairs to tell the class about their partner.



## WATCH AND LISTEN

### Optional activity

Focus on the video stills at the top of the page and ask learners to say what they can see.

## PREPARING TO WATCH

### UNDERSTANDING KEY VOCABULARY


-  Focus on the diagram of a mine and pre-teach this word. Ask learners to check the meanings of the words in the diagram using a dictionary. Ask: *What does a miner do?* (He/she works in a mine.) *Where are mines?* (underground)
-  Focus on the sentences and the words in the box. Complete the first sentence with the class as an example. Remind them to use the diagram to help them with the new vocabulary. Learners complete the remaining sentences, then check their answers in pairs. Check answers with the class. Ask: *Is there a desert / Are there mines in your country?*

### Answers

- 1 desert 2 dust 3 underground 4 rock 5 mine 6 comfortable



## WHILE WATCHING

### UNDERSTANDING MAIN IDEAS

-  Focus on the statements in the table. Elicit/ pre-teach the meanings of *opal* /'əʊpl/, *stone* and *golf* using the video stills and/or pictures from the Internet. Learners decide if the statements are true or false and write (T) or (F) in column A. Explain that some of their answers will be guesses at this point.

### Answers

Answers will vary.

-   Play the video. Learners watch, then complete column B in the table in Exercise 3. Allow learners to discuss their answers in pairs before checking answers with the class. You could elicit correct versions of the false sentences, e.g. *The people don't live in tall houses. They live underground.* Ask: *Did anything surprise you in the video? Do people play golf at night in your country / live in underground houses?*

## Answers

- 1 T
- 2 F They live underground.
- 3 F The people are miners; they work in the mines.
- 4 T
- 5 T
- 6 T

## Video script

### Coober Pedy, South Australia

It is hot here. The average temperature can get as high as 55 degrees centigrade. How can people live here? The answer? They live underground. They make houses from the rock.

These houses are comfortable. Dust can be a problem. But the people vacuum every day. Almost 3,000 people live in houses like this one. But why do people live in Coober Pedy? They live here to work in the opal mines.

This is an opal. You can sell a good opal for 50,000 dollars! Ninety-five per cent of all opal in the world comes from Australia.

Milena Telak is from Croatia. She is an opal miner. Every day, Milena goes to work in her opal mine. She likes her job. She likes working underground. Milena works with other miners. They use big machines to cut the rock.

What do people in Coober Pedy do in their free time?


They play golf! It is too hot to play in the day so they play at night. They use bright green golf balls.

## Background note

Opals are a precious multicoloured stone used in jewellery.

Coober Pedy is in South Australia, 846 kilometres (525 miles) north of Adelaide. It is sometimes called the 'opal capital of the world' because of the number of opals mined there. It is well known for its underground houses, called 'dugouts'. The name Coober Pedy means 'white man's hole' in the local Aboriginal language.

## DISCUSSION


- 6  Focus on the questions. Learners ask and answer in pairs. Monitor and make a note of any interesting points learners make. Conduct full class feedback and ask individual learners to share their ideas with the class. You could use this discussion to help learners produce more complex language, e.g. *I'd / I wouldn't like to live in Coober Pedy because ...; I don't like the underground houses because ...; Life is different from my town because ...*

## Answers


Answers will vary.

## READING 1



### PREPARING TO READ

 To lead in to the reading text, ask learners to tell their partners about the last book they read and to say why they chose to read it. Elicit feedback from one or two pairs. Ask: *How do people choose books?* Elicit that there is often a short description plus reviews of a book (a *blurb*) on its back cover, which tries to persuade people to buy and read it. Look at real examples of back covers here, including those of the books the learners are using.

### PREVIEWING

- 1  Focus on the wordbox and the text. Ask learners to circle the words in the box if they can see any of the things listed, either on the book cover itself or in the photographs. To introduce a competitive element to this, you could set a time limit; the winner is the first learner to circle the correct words. Check answers with the class.

### LISTENING FOR KEY INFORMATION

- 5   Focus on the numbers in the box and elicit/model pronunciation of each number (*forty-two, fifty-five, ninety-five, three thousand, five thousand, fifty thousand*). Go through the facts to make sure learners understand them. Play the video again. Learners watch and write the numbers next to the correct facts. Remind them there are three numbers they do not need. Check answers with the class. Ask: *How much does a good opal cost?* (50,000 dollars); *How hot is it in the Australian desert?* (55 degrees centigrade/ Celsius); *How many people live in the town?* (3,000).

## Answers

- 1 3,000 2 50,000 3 55

### Answers

a writer, a hunter, a tree house, a price, a book cover, the name of a newspaper

## UNDERSTANDING KEY VOCABULARY

- 2 Focus on the sentences and the words in the box. Elicit the first answer from the class as an example. Learners read and complete the remaining sentences. Check answers with the class.

### Answers

1 imagine 2 cook 3 traditional 4 lifestyle  
5 different 6 hunt 7 jungle 8 amazing

## WHILE READING

### Background note

Papua New Guinea, officially the Independent State of Papua New Guinea, is in the southwestern Pacific Ocean. Papua New Guinea occupies the eastern part of the world's second largest island. The capital city is Port Moresby. Its population is approximately 7 million and the majority of the population (approximately 80 per cent) live in rural areas.

## SCANNING TO FIND INFORMATION

- 3 Check understanding of (or pre-teach) *meat* and *banana* using the Internet or photographs. Revise the scanning technique from the previous units if necessary. Focus on the completed example. Ask: *Who hunts animals in the jungle?* (Kombai men) Focus on the second row of the table, ask: *Who travels 15,000 kilometres?* and elicit the information learners will scan the text for (15,000 km) and the correct answer (Rebecca Moore). Learners scan the text to complete the rest of the table. Point out that for some questions (e.g. question 4) more than one column of the table will need a tick. As learners scan and complete the exercise, monitor and help as necessary. Check answers with the class.

### Answers

	Rebecca Moore	Kombai men	Kombai women	Kombai children
1 hunt animals in the jungle		✓		
2 travels 15,000 km	✓			
3 cook			✓	
4 eat green bananas		✓	✓	✓
5 have no cars		✓	✓	✓
6 teach children the traditional lifestyle		✓	✓	
7 build tree houses		✓	✓	✓
8 tells the story of the traditional Kombai lifestyle	✓			

- 4 Focus on the *Pronouns and possessive determiners* explanation box and highlight the ways in which pronouns and determiners refer back to nouns. Write the examples on the board and draw arrows to make the references clear and visual, e.g.:

Faisal has a new mobile phone. It is amazing.  
  
Kamile has a new car. Her car is amazing.

Elicit the first answer to the exercise from the class as an example (1b). Show how *she* in sentence (b) refers back to *Rebecca* in sentence (1). Learners match the remaining sentences, using the personal pronouns to help them.

- 5 Learners check their answers to Exercise 4 by reading the text again. Check answers with the class. You could write the sentence pairs on the board and show the references using arrows. Note that pair 1b contains two uses of reference: one using a personal pronoun (*she* to *Rebecca*) and one using a possessive determiner (*their* to *the Kombai people*).

## Answers

1 In Papua New Guinea, Rebecca meets the Kombai people.


↕  
b She tells the story of their  
traditional lifestyle.  
↕

2 a 3 d 4 c

## Language note

Using pronouns and possessive determiners to refer back to preceding nouns or noun phrases (referencing) is an important cohesive device in writing. It can make a text more fluent and natural. It also avoids repetition which can make a text stilted and unnatural.

## Optional activity

 To round off the lesson, write these questions on the board and ask learners to discuss them in pairs. For feedback, ask one or two learners to report back to the class.

*Would you like to visit Papua New Guinea?  
Do you like the tree houses? Would you like to live in one?  
How is life in the Kombai village different from life in your town or city?*


# READING 2

## PREPARING TO READ

## Optional activity

To lead into Reading 2 about the daily routine of a university student, you could discuss the following questions with individual learners / the whole class:

*How is your day/week going?  
Are you busy?  
Do students work too hard in your country?  
Do students need more holidays?*


-  Focus on the wordbox and the table. Make sure learners understand the column headings, e.g. *subject* (here = an area of knowledge studied in a school, university, etc.). Contrast it with the grammatical term *subject*, which learners already know.

Elicit one or two answers from the whole class as examples. Learners complete the rest of the table using the glossary or a dictionary to help them. Check answers with the class. You could write or project the table onto the board and get learners to write in the answers there.

## Answers

verb: get up, take, study, relax  
adjective: busy, quiet, late, early  
name of a subject: Maths, Engineering, Physics  
part of the day: evening, morning, afternoon  
day of the week: Tuesday, Friday, Monday, Wednesday

## PREVIEWING

-  Focus on the timetable and the text. Revise *timetable* if necessary. Focus on statements (1–3). Learners quickly preview the timetable and the text to decide if they are true or false. You could set a time limit of 10–15 seconds to make sure learners do this quickly. Check the answers with the class.

## Answers


1 T 2 F 3 T

## Language note

Notice the typical features of timetables: abbreviations for days of the week (i.e. the first three or four letters of the word, e.g. *Mon, Thurs*); and the abbreviations *am* (from Latin *ante meridiem* [= before midday]) or *pm* (from Latin *post meridiem* [= after midday]) to indicate morning or afternoon. Some learners may wish to use these abbreviations when they write a timetable for their partner in the Critical thinking section.

## WHILE READING

### SCANNING TO FIND INFORMATION

-  Focus on the *Scanning* explanation box and revise scanning techniques learnt so far (e.g. looking for numbers or names as described in Unit 2) if necessary. In addition to numbers and names, learners can also scan for key words (see Language note below).

Focus on Exercise 3 and point out that the key words learners need to look for in the texts are underlined. Learners must circle the correct italicized options to complete the sentences. Demonstrate the activity by doing the first one or two together with the class. Learners circle the remaining options. To make sure that learners scan for key words rather than read closely, set a time limit of two or three minutes for this. Learners can check their answers in pairs. Check answers with the class. Ask: *What do you think of Abdullah's timetable?*

### Answers

1 Thursday evening 2 Cairo 3 busy 4 three  
5 cinema 6 morning 7 early 8 five  
9 Thursday 10 Engineering

### Language note

A key word or important word means a content word which carries information relevant to the search (usually a noun, verb or adjective). This is in contrast to function words which show grammatical relationship rather than lexical meaning (e.g. auxiliary verbs, determiners, prepositions).

## DISCUSSION

- 4 Learners ask and answer the questions in pairs. For feedback, ask one or two learners to tell the class their or their partner's answers.

## LANGUAGE DEVELOPMENT

### COLLOCATIONS

#### Optional activity

You could lead into the Language development section by revising some of the new vocabulary covered in the unit so far. Write the two columns of words below on the board and ask learners to join each item on the left to one or more items on the right to make a meaningful phrase or collocation. Check answers with the class.

hunt	photographs
cook	150 kilometres
traditional	lifestyle
get up	food
travel	animals
amazing	early

### Answers

hunt animals  
cook food  
traditional lifestyle/food  
get up early  
travel 150 kilometres  
amazing photographs/food

- 1 Focus on the *Collocations* explanation box. Highlight the verb + noun and verb + prepositional phrase collocations and

write them on the board. Elicit other related examples, e.g.:

meals and drinks: *have breakfast/lunch/dinner/tea/coffee*  
sports: *play football/tennis*  
study subjects: *study Maths/English/History*  
activities: *go to the cinema/theatre/shopping centre/library/gym*

With a stronger class, you could also teach/revise phrases for everyday activities where the definite article is dropped, e.g. *go to bed/school/work*.

Elicit the first answer to Exercise 1 from the class. Learners match the remaining sentence halves. Check answers with the class.

### Answers

1 b 2 c 3 e 4 a 5 d

### Language note

A collocation means a word or phrase which is often used with another word or phrase, in a way that sounds correct to people who speak the language well.

- 2 Focus on the gapped sentences. You could ask learners to read the sentences first and think about what the missing verbs could be before looking for them in the wordbox. Remind them about matching singular and plural subjects and verbs. With a stronger class, you could point out use of the Present simple for these statements of general fact/habitual actions. (This is focused on in the Grammar for writing section later in the unit.) Learners complete the exercise individually. Check answers with the class.

### Answers

1 live 2 has 3 go 4 reads 5 have 6 eats/has  
7 relax 8 do 9 cooks 10 go

## VOCABULARY FOR STUDY

- 3 Focus on the table. Explain the meaning of Arts and Humanities (see Language note below). Elicit the correct category for one or two of the subjects in the table as examples. Learners work in pairs to complete the table, using the glossary to help them. Check answers with the class. Discuss any subjects which the class think could go into more than one category, e.g. Geography. You could also

ask learners which subjects they would like to study further.

noting down the information. Monitor and give support where needed.

## Answers

subject	Arts and Humanities	Business	Science	Languages
Maths			✓	
Physics			✓	
Literature	✓			
English				✓
Economics		✓		
Biology			✓	
History	✓			
Management		✓		
Arabic				✓
Geography	✓			
Chemistry			✓	
Art and Design	✓			

### Language note

Academic subjects are often divided into categories and taught through corresponding departments in universities and colleges. Arts and Humanities are grouped together in the table because there is some overlap in the subjects they cover. Generally, the Humanities include subjects that are concerned with human culture and ideas, e.g. Literature, History, Geography and Philosophy. Arts subjects can mean any subjects that are not Sciences or Business, but can also include Art, Design, Music and Drama.

## CRITICAL THINKING

Go through the instructions with the class and focus on the writing task. Explain that the following sections of the unit will help them to prepare to write factual sentences about the lifestyle of a student in their class.

### REMEMBER

- 1 Learners could prepare for this exercise by writing down headings for the information they are going to ask for, e.g. *Name, School/University, Subjects*, etc. You may also decide to move learners away from their usual partners so that they have someone new to interview. Learners ask and answer in pairs,

## CREATE

- 2 Refer learners back to Abdullah's timetable on page 58. You could again highlight the use of abbreviations for days and the method for showing times. Provide a model by asking a strong learner one or two questions about his/her partner's timetable and writing a partial timetable based on his/her answers on the board. Learners then complete the blank timetable with the information they noted down for their partner. Monitor and give support where needed.

## WRITING

### GRAMMAR FOR WRITING

Focus on the *Subject – Verb – Object* explanation box. Revise *subject* and *verb* and *explain object*. Remind learners that a prepositional phrase consists of a preposition and a noun/noun phrase (see Unit 2). As learners complete the next two exercises, ask them to use the explanation box information to help them. You could also refer to this when checking the answers as a class, particularly for problematic answers (i.e. if several students have made the same error).

### Language note

Subject – Verb – Object (S – V – O) is the usual word order of an English sentence. An object is a person or thing (a noun, pronoun or noun phrase) that is affected in a direct way by the action of a verb. A what-question can ask for information about the object of a verb, e.g. *What does Li Mei have? She has lunch. What does my grandfather read? He reads a newspaper*, etc. The prepositional phrases *in the library / in Cairo* answer the question *Where?*, not *What?*, and do not give information about the object.

A noun/noun phrase/adjective after *is/are* or another form of *be* is a complement, not an object. In the sentence *Abdullah is a student*, *a student* = a complement. Linking verbs, such as *be*, do not have objects.

- 1 Focus on the first sentence and ask if the bold words are an object or not (Answer: not). Elicit the reason (because they come after *are*). Learners tick the remaining sentences with objects, then check their answers in pairs. Check answers with the whole class. With some learners, it may be helpful to ask questions to reinforce the object idea here,




e.g. *What does Attila do in the morning?*  
*What do you have every morning?* *What does Somlek study?* *What does Ayşe have in the morning?* *What does your teacher ask?*

With stronger learners you could go through what the other non-objects are:

- 1 adverb + adjective after *is/are* (= complement)
- 6 and 8 = prepositional phrases

### Answers

The bold words and phrases in sentences 2, 3, 4, 5 and 7 are objects.

- 2  Focus on the jumbled sentences. Learners put the words in the correct order to make sentences. Check answers with the class. Elicit two possible versions of question 5.

### Answers


- 1 The Kombai eat meat.
- 2 Kombai men hunt animals.
- 3 Rebecca Moore writes books.
- 4 Abdullah reads books in the library.
- 5 Melody drinks coffee in the morning. / In the morning, Melody drinks coffee.

## Present simple

Focus on the *Present simple* explanation box. Elicit what learners understand by 'typical lifestyle' here (see also the Language note below). You could draw a simple timetable for your week on the board and elicit statements for your regular activities using the Present simple, e.g. *Mr Ali goes to the gym on Tuesday evenings / has dinner at 8 pm*, etc. (Keep the timetable on the board for the next activity.) Then, elicit personalized statements from learners about their own regular activities. Revise singular noun/pronoun plus singular verb as well as the spelling of the third person singular ending and the correct spellings of *goes* and *has*.

### Language note

We use the Present simple to talk about the things we usually/regularly do and things that are generally true about our lives, e.g. *I like apples*. The Present simple is often contrasted with the Present continuous which is used to refer to continuous events which are happening at the present moment, e.g. *I am eating an apple*.

- 3  Focus on the text and elicit the first two or three answers from the class as examples.

Learners circle the remaining correct verb forms. Check answers with the class and highlight the correct spelling of *studies*.

### Answers


- 1 is 2 is 3 studies 4 gets up 5 has
- 6 has 7 has 8 studies 9 goes 10 is

## Time expressions

Focus on the *Time expressions* explanation box. Highlight the use of the Present simple with *every* + noun time expressions, i.e. for regular activities. Elicit further examples from learners. You could also reuse the timetable of your regular activities from the previous activity to elicit Present simple sentences using time expressions with *on* and *in* for regular activities. In addition to *at* + clock time, you could also teach the expression *at night* and contrast this with *in the morning/afternoon/evening*.

### Optional activity

After looking at the *Time expressions* box, ask learners to close their books. Write *at*, *in* and *on* on the board and elicit one example of a time expression for each preposition. Write these next to the correct prepositions, then ask learners to make a note of them.

- 4  Ask learners to complete the sentences without looking at the explanation box. Monitor to see how well they can complete the exercise. Then ask them to look at the explanation box to check their answers. Check answers with the class. Point out that either *on* or *every* can be used with days of the week in sentences describing regular activities.

### Answers

- 1 on/every; at 2 In 3 On/Every; at 4 in
- 5 On/Every; at 6 on/every 7 in 8 at

## ACADEMIC WRITING SKILLS

### Spelling

Focus on the *Spelling* explanation box and introduce/revise vowels and consonants.

You could highlight the different spelling patterns of the Present simple third person singular verb forms by using coloured pens to write them on

the board. Revise the different spellings learners have already encountered in the unit, e.g. *goes, has, studies*. With stronger learners, elicit other examples of each pattern, e.g. *ies: try/tries, fly/flies, marry/marries, cry/cries*; vowel + *-y: play/plays, stay/stays*.

### Language note

Note also the spelling of verbs ending in *-s, -ch, -z, -sh* which also add *-es*, e.g. *miss/misses, buzz/buzzes, watch/watches, teach/teaches, push/pushes, fix/fixes*.

### Optional activity

To practise vowels and consonants, ask learners to write down two headings: *vowels* and *consonants*. Read out five consonants randomly mixed with the five vowels, e.g. *o, r, e, j, a, t, h, u, i, y*. Learners write the letters in the correct columns. Check answers with the class.

- 1 Learners complete the table with the correct third person singular forms. Check answers with the class.

#### Answers

gets up sells goes studies pays has

- 2 Focus on the jumbled subject words and elicit the first answer from the class. Highlight the normal use of an initial capital letter for school/university subjects. Learners write the remaining correct subjects. You could add a competitive element by putting learners in pairs and giving them a time limit; the pair with the most correct answers when the time is up are the winners. Check answers with the class, paying particular attention to spelling.

#### Answers

1 Maths 2 English 3 Physics 4 Engineering  
5 History 6 Biology 7 Geography

## WRITING TASK

### WRITE A FIRST DRAFT

- 1 Learners look again at the timetable they made in the Critical thinking section.
- 2 Learners complete the gapped sentences with information about their partner.
- 3 Learners follow the prompts to write more sentences that are true for their partners. If necessary, you can use the prompts in

Exercise 3 and the text about Abdullah on page 59 as the basis for giving more support with the writing task. Ask learners to find the corresponding information about Abdullah, e.g. *What does he study?* Write the answers on the board showing how these sentences match the prompts.

- 1 Write a sentence about the subject(s) he/she studies, e.g. *He studies Engineering at Cairo University.*
- 2 Write a sentence about the time he/she gets up, e.g. *He gets up at 6 am every day, etc.*
- 3 Revise *from ... to ...* with specific times to show duration (see also Unit 2) for sentences describing a timetable, e.g. *Abdullah has three classes every morning. He has Physics from 8 am to 9 am, Maths from 9.15 am to 10.15 am, etc.*
- 4 Highlight the position of prepositional phrases of time (i.e. at the beginning of the sentences) in sentences about evening and free-time activities and contrast with other sentences where these come at the end, e.g. *In the evening, Abdullah studies in the library. In his free time, Abdullah relaxes with friends and sometimes he goes to the cinema.* This is one of the points on the task checklist below.

### EDIT

- 4 and 5 Focus on the task checklist. Go through the checklist together to make sure the learners know what to check. Then ask learners to edit their sentences, using the checklist to help them. When they have checked and revised their writing, they can hand it in to you for marking. If the writing task has produced some common errors, you can look at these in the next lesson and use the model answer to highlight any particular areas.

#### Answers

See page 132 for a model answer.



**Optional activity**

Ask students to identify similarities and differences between their own work and the model answer and the Abdullah Taha text. Ask students to underline examples of language from the unit (e.g. time expressions, third person singular verb endings/spellings, Subject – Verb – Object word order) in both their work and the models. Give feedback by discussing these as a class.

**OBJECTIVES REVIEW**

See Introduction, page 9, for ideas about using the Objectives Review with your learners.

**WORDLIST**

See Introduction, page 9, for ideas about how to make the most of the Wordlist with your learners.

**REVIEW TEST**

See page 105 for the photocopiable Review Test for this unit and page 94, for ideas about when and how to administer the Review Test.

## RESEARCH PROJECT

**Create a lifestyle magazine.**

Explain to your learners that they are going to research different elements to create a lifestyle magazine. An element is assigned to a group. They can do this in any word processing or layout program. Instruct learners to use internet poster creation sites to help them with images and design. The elements can include: health, family, entertainment, food, finances, fashion, the home, the garden, holidays and sport. Tell learners they will write, design and distribute their magazine to all the learners in their learning environment.