

LISTENING 1 Listening for specific information

LISTENING 2 Listening for effects

VOCABULARY Words to describe waking and sleeping

STUDY SKILL Strategies for taking notes while listening

GRAMMAR Adverbs of frequency

SPEAKING Getting attention and asking for permission

Warm-up

Write the theme of the unit on the board: Time. Ask the students to come up and write any words or expressions.

Possible answers: *time is money / in a hurry*. Discuss by asking questions: *Who wrote (e.g. deadline)? Why did you write it?* etc. Correct any spelling mistakes. Tell students that this unit focuses on time.

Discussion point

- Before starting the unit, check or pre-teach the phrase *jet lag*. Remind students of the term *infographic*. Give them a few moments to study the infographic and answer the questions. Do a quick whole-class check and ask students why they think they might be a day person or a night person.

ANSWERS

- 1 day people 2 younger 3 night people
4 Students' own answers

Extra support: Brainstorm a list of common jobs before starting the exercises. Offer help as necessary with the names of jobs. Collate the list on the board.

VIDEO

Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and feedback as a class.

While you watch

Play the video once. Ask the students to watch the video and complete the exercise. Play the video again so that students can check their answers. Feedback as a class.

ANSWERS

- 1 b 2 a 3 b 4 b

See page 107 for the video script.

After you watch

Put the students into pairs or groups and ask them to complete the exercise. Encourage them to use what they have learned in the video and the example answers to answer the questions. Feedback as a class.

LISTENING 1

The clock in our brain

A Vocabulary preview

- Remind students that the word *brain* has one syllable. Ask individual students to read out the other words in bold and check they have placed the word stress in the correct place. When students have matched the words and definitions, do a quick whole-class check.

ANSWERS

- 1 d 2 c 3 b 4 a 5 g 6 h 7 e 8 f

- With weaker groups, ask them to scan the eight sentences first and underline or highlight any new words. Elicit these and have another student in the group explain the words, or explain them yourself if nobody knows. **Possible answers:** *diet: a limited amount of food that someone eats because they are trying to become thinner; routine: something which is your usual way of doing things, especially when you do them in a fixed order at the same time* (Macmillan English Dictionary). When students have filled in the blanks, ask individual students to read out their sentences as a whole-class check.

ANSWERS

- 1 brain 2 awake 3 active 4 cycle
5 expect 6 regular 7 daily 8 find out

- 3 Ask students to change places in order to work with a new partner. When checking the activity, ask students *Who* questions. **Possible questions:** *Who drinks energy drinks? Who uses social media?* etc. Use this as a fluency activity and encourage students to explain their answers in more detail. Finish the activity by providing any helpful language feedback.

B Before you listen

- 1 Give students a few moments to think about when they do these things. Then, put the students in pairs to discuss the similarities and differences in their daily routines. Use the feedback to ask: *Who gets up earliest? Who exercises longest? Who is the latest to go to bed?* etc.

Extra support: Brainstorm a list of adjectives of feeling e.g. *unhappy / sad / fine / excited* etc.

- 2 Give students some examples of doing things at a different time and how you feel, which are true for you. **Possible answers:** *I don't feel happy when I watch a film in the middle of the afternoon; I feel tired in the morning when I go to bed late* etc. Put students in pairs and ask them to discuss their feelings if they do things at different times. Ask individual students to tell the whole class anything interesting they found out. Finish this activity with any necessary language feedback.

C Global listening

Exam tip

Exams usually contain multiple-choice activities. These often contain the beginning of a sentence plus three possible sentence endings, with one correct answer a, b, or c. Tell students to eliminate any answers that don't seem feasible and focus on answers which could be possible, before listening carefully to check.

Read through the words in the *Glossary* as a class. Point out that a term like *circadian rhythm* is not common, and it's normal in academic texts to explain specialized terms. Remind students that the aim of global listening is to concentrate on the main ideas and not to worry if they don't catch each detail. Ask them to read through the alternative answers first, so they know what to listen out for. Play the recording. Do a quick whole-class check on their answers.

AUDIO SCRIPT

Track 2.1

LING: Hey Bella. Do you have a minute?

BELLA: Sure. What's up?

LING: I'm doing a survey about circadian rhythm for my biology class. I'd like to know ...

BELLA: Sorry, Ling. I'm going to have to stop you – a “Circular what”?

LING: Circadian rhythm. That's the scientific name. You know what the body clock is?

BELLA: Yeah.

LING: It's the same thing. It's the regular, daily cycle of activities like sleeping, waking, body temperature, and eating. It's why most people feel hungry or tired at the same times every day.

BELLA: So it really is like a clock.

LING: Exactly. And the important thing about circadian rhythm is that it responds to light and dark. That's why most humans are active during the day, when it's light outside, and we feel sleepy at night when it's dark.

BELLA: OK ... so it's a 24-hour clock?

LING: Actually, in the 1970s scientists did some studies about that. They wanted to know what happens if people never know what the time is. They put a group of volunteers – that's the people who were in the study – in a room without windows or clocks for two months. The volunteers could eat, sleep, work, or play at any time they wanted, but they couldn't watch TV, listen to the radio, or have visitors.

BELLA: Oh, wow two months! What happened?

LING: Well, they expected to find out that people live by an exact 24-hour cycle. But instead, they found that for about 75% of people, the cycle is a little more than 24 hours, like 24.2 or 24.5.

BELLA: OK, then, doesn't that mean that we should wake up a little bit later every day?

LING: Maybe, but that doesn't happen because, like I said, our brains respond to light. Light in the morning makes the clock in our brain start again every day. Speaking of light, you've heard of jet lag right?

BELLA: Come on! We all know that one! It's when you fly long distances east and west, and after you arrive you want to sleep at the wrong time of day. And then at night you feel totally awake. That happened to me when I visited China. The time difference between New York and Beijing is 12 hours. I felt terrible.

LING: Right. See, your brain was confused because light and dark were exactly opposite. So my point is, if you have jet lag, it helps if you spend time outside early in the morning. The light helps your brain adjust to the difference in time.

BELLA: So if I have jet lag, I should go outside – but the hotel was so nice and it was so cold outside ... So anyway Ling, what about this survey?

ANSWERS

1 b 2 c 3 a 4 c 5 a

D Close listening

Listening for specific information

- 1 Give students a few moments to read through the *Listening skills* box. Ask students to read the sentences and think about what type of information they are looking for. Make it clear that they should use one or more of the terms in the box, i.e. names of people, places or things; a date, number or definition. Check students' answers.

ANSWERS

1 date / place 2 place / thing 3 place
4 people / thing 5 number

- 2 Play the extract from the interview, pausing at intervals to allow students to write in their answers. Ask students to compare their answers with a classmate, and deal with any difficulties arising.

AUDIO SCRIPT

Track 2.2

LING: Actually, in the 1970s scientists did some studies about that. They wanted to know what happens if people never know what the time is. They put a group of volunteers – that's the people who were in the study – in a room without windows or clocks for two months. The volunteers could eat, sleep, work, or play at any time they wanted, but they couldn't watch TV, listen to the radio, or have visitors.

BELLA: Oh, wow two months! What happened?

LING: Well, they expected to find out that people live by an exact 24-hour cycle. But instead, they found that for about 75% of people, the cycle is a little more than 24 hours, like 24.2 or 24.5.

ANSWERS

1 1970s 2 study 3 room
4 people / volunteers 5 24

- 3 Ask students to read through the five statements and notice the words in bold. Tell them these are all mistakes and they should correct these when they hear the second part of the interview. You could ask them to do this from memory or using logic before you play the recording. Do a quick whole-class check of the answers.

AUDIO SCRIPT

Track 2.3

LING: Maybe, but that doesn't happen because, like I said, our brains respond to light. Light in the morning makes the clock in our brain start again every day. Speaking of light, you've heard of jet lag right?

BELLA: Come on! We all know that one! It's when you fly long distances east and west, and after you arrive you want to sleep at the wrong time of day. And then at night you feel totally awake. That happened to me when I visited China. The time difference between New York and Beijing is 12 hours. I felt terrible.

LING: Right. See, your brain was confused because light and dark were exactly opposite. So my point is, if you have jet lag, it helps if you spend time outside early in the morning. The light helps your brain adjust to the difference in time.

BELLA: So if I have jet lag, I should go outside – but the hotel was so nice and it was so cold outside ... So anyway Ling, what about this survey?

ANSWERS

1 fly 2 awake 3 12 4 light

E Critical thinking

Being able to see both the advantages and disadvantages of an issue is an important academic skill. It is common at first to see more points on one side than another; it probably means you are thinking of your own view and haven't thought about the other side of the issue. Discussing an issue with your classmates and friends can help you get a fuller picture. Remember that not all the pros and cons have the same importance. Part of critical thinking is evaluating the strength of each advantage or disadvantage.

Put students into new groups. Remind students of some jobs you typically do at night **Possible answers:** *supermarket shelf stacker / truck driver / taxi driver*. Tell students they can use the sentence starters to help them frame their ideas. When students have finished, elicit answers. Encourage students to explain their answers. Take language notes and give feedback on any good instances of critical thinking, good language use, and any important language mistakes.

STUDY SKILLS

Strategies for taking notes while listening

Warm-up

As a physical warm up, ask students to sort themselves into one line depending on how well they take notes. People who feel they are good note-takers will be at one end of the line, people who think they are poor note-takers at the other. Go down the line and assign students a letter (A, B, C etc.) and ask them to form new discussion groups. The weaker students now explain why note-taking is difficult and ask stronger students to give three tips for good note-taking. Then, elicit students' ideas and collate these on the board.

Ask students to look at the strategies for note taking in the *Study skills* box. Check the meaning of *indent* (to start a line of writing or printing further from the edge of the page than the other lines – Macmillan English Dictionary). Check which ones students thought of in the Warm up and then ask which of the strategies they think is most useful. Alternatively, they could rank all the strategies (1–7) according to how useful they think they are (1 = most useful).

- 1 Check students know all the words in the box. Give examples where necessary. **Suggested examples:** abbreviations, *hrs = hours; yrs = years*; symbols, $= / + / \neq$. Ask students to complete the exercise individually and then do a quick whole-class check.

ANSWERS

1 heading 2 indent 3 symbol
4 abbreviation 5 numbers

- 2 Ask students to work in pairs and find further examples of each strategy. Elicit students' answers.

POSSIBLE ANSWERS

key words / main ideas / phrases: throughout
abbreviations: sci (scientists), volun (volunteers), w/out (without), mos (months), hrs (hours)
headings: Studies in 1960s–1970s
indents: points 1, 2; points 1, 2, 3
symbols: &, %
points numbered: throughout

- 3 Put students into small groups to discuss the questions about strategies. Tell them they can use the sentence starters in their discussion.

Extension activity

To consolidate this section, issue a good set of model notes for groups to study. Elicit reasons why these notes are particularly good. Give students extra practice in listening and note-taking, e.g. play a short recording and ask students to take notes. Take the notes in and give students an impression mark (A, B, C) for if the notes are very good, good, or not good enough.

LISTENING 2

Time to sleep

Warm-up

Ask students to find out who sleeps the longest and the least in the class. Write the result on the board. Ask students who sleeps well, and who sleeps badly, and why.

A Vocabulary preview

- 1 Give students a few moments to read the sentences and definitions. When they have matched the words in bold with the definitions, do a quick whole-class check.

ANSWERS

1 d 2 b 3 a 4 c 5 f 6 h 7 g 8 e

- 2 Ask students to work with a different partner. When they have finished, elicit answers from the whole class. Complete the activity by finding the student who spends longest online / the student who eats the healthiest food.

B Before you listen

Ask students to work with a partner to discuss the questions and then share ideas in class feedback. An alternative way of doing this activity is as a class survey. Divide the class into three groups. Assign one question to each student in a group. Students then ask the same question to all the students in the class, collate the information in their group and report back. Finish by asking the students if they were surprised at the survey result. Provide language feedback on good language use, and on important mistakes.

C Global listening

- 1 Read through the words in the *Glossary* as a whole class. Point out that *rhythm* is a tricky word to spell. Play the recording and ask students to listen out for the three terms in the exercise: monophasic, biphasic

and multiphasic, but tell them not to worry about their exact meanings at this stage. Give students a few moments after the recording to complete their answers. Do a whole-class check.

AUDIO SCRIPT

Track 2.4

Good afternoon class. Today we're going to continue talking about circadian rhythm, and today's lecture is about sleep. There are two questions I'd like to discuss with you: First, is there a "normal" or "typical" sleep cycle, and second, what are some cycles that different people or cultures follow?

Let's go right to the first question. Is there a normal sleep cycle? The answer is yes. Most people around the world follow a "monophasic" cycle. "Mono" means "one," and "phasic" means a period of time. In other words, most people sleep for 6 to 8 hours in one phase or one period, usually at night. Then they're awake for 16 to 18 hours, and after that the cycle starts again.

Now it's true that a monophasic sleep cycle is typical for most people. However, there are some cultures where a "biphasic" cycle is normal. Let me explain. "Bi" means "two." Biphasic sleepers have two sleep periods a day. In some countries, like Spain, it's traditional for people to sleep for four or five hours at night and then take a long nap in the afternoon.

OK. Finally there's a third kind of sleep cycle that isn't so common. It's called "multiphasic." "Multi" means "many," and in this cycle, people never sleep for a long time. Instead, they take many naps in every 24-hour period. For example, they might take six short naps a day for a total of 3 hours of sleep. Or maybe they take one long nap and several short ones for a total of four hours. There are a few people who do this by choice because they want more time to work or study. But there are lots of other people who have to follow a multiphasic cycle as part of their work, for example doctors, truck drivers, and yes, students! Especially at exam time!

The problem with a multiphasic sleep cycle is that it's not healthy. It interrupts the body's natural circadian rhythm, the clock in our brain. As a result, people may feel tired all the time. They often make mistakes or have accidents. In fact, research shows that multiphasic sleep for weeks or months can make people sick.

So in conclusion, we can answer the two questions I asked you at the beginning. We can say that both monophasic and biphasic sleep cycles are normal in different cultures. On the other hand, most experts agree that a multiphasic sleep cycle is not a good idea for most people because it is not safe or healthy.

ANSWERS

1 c 2 d 3 b 4 a

- 2 When students have matched the terms to the pictures, tell them you would like to know the most common sleep pattern in the class. Ask students to put up their hands depending on whether they are 1, 2 or 3. Find out whether the students are surprised at the descriptions of these ways of sleeping.

ANSWERS

1 monophasic 2 biphasic 3 multiphasic

D Close listening

- 1 Tell students they will hear the first part of the lecture again and that they should correct the mistakes in the notes. They could try to do this from memory first. Give them a moment to skim the notes. Play the recording. Do a whole-class check of students' answers.

AUDIO SCRIPT

Track 2.5

Let's go right to the first question. Is there a normal sleep cycle? The answer is yes. Most people around the world follow a "monophasic" cycle. "Mono" means "one," and "phasic" means a period of time. In other words, most people sleep for six to eight hours in one phase or one period, usually at night. Then they're awake for 16 to 18 hours, and after that the cycle starts again.

Now it's true that a monophasic sleep cycle is typical for most people. However, there are some cultures where a "biphasic" cycle is normal. Let me explain. "Bi" means "two." Biphasic sleepers have two sleep periods a day. In some countries, like Spain, it's traditional for people to sleep for four or five hours at night and then take a long nap in the afternoon.

ANSWERS

Monophasic pattern (Mono = 2 one);
Ppl sleep 6-8 hours in 1 period of time, awake 6-18
16-18 hours;
Biphasic pattern (Bi = 2);
2x sleeps = Sweden Spain;
Sleep 5-6 4-5 hrs @ night + nap in afternoon

Ask students to study the information in the *Listening for effects* box and check they are clear about the example using an arrow. On the board, illustrate cause and effect further with an example using an arrow: increase in cars → pollution. Students in pairs think of further examples.

Possible answers: *listening to loud music* → *deafness*;
eating poorly → *unhealthy*.

- Tell students they will listen to the second part of the lecture again. They should listen for “effects” and do the matching exercise. Do a whole-class check.

AUDIO SCRIPT

Track 2.6

OK. Finally there’s a third kind of sleep cycle that isn’t so common. It’s called “multiphasic.” “Multi” means “many,” and in this cycle, people never sleep for a long time. Instead, they take many naps in every 24-hour period. For example, they might take six short naps a day for a total of three hours of sleep. Or maybe they take one long nap and several short ones for a total of four hours. There are a few people who do this by choice because they want more time to work or study. But there are lots of other people who have to follow a multiphasic cycle as part of their work, for example doctors, truck drivers, and yes, students! Especially at exam time!

The problem with a multiphasic sleep cycle is that it’s not healthy. It interrupts the body’s natural circadian rhythm, the clock in our brain. As a result, people may feel tired all the time. They often make mistakes or have accidents. In fact, research shows that multiphasic sleep for weeks or months can make people sick.

ANSWERS

1 b 2 c 3 a

E Critical thinking

Put students in small groups to discuss the questions. Listen to the discussions and keep a record of good things students say, especially examples of critical thinking. With weaker groups, supply examples of when sleep patterns may change. **Possible answers:** *in exam time / on holiday*. At the end of the discussion, give students feedback on good examples of critical thinking, good language use, and any important language mistakes.

PRONUNCIATION FOR LISTENING

Anticipated problems: Intonation has been described as the tune of the language. English has a rising and falling intonation, whereas some languages such as Finnish, Hungarian and Turkish have low intonation range. This means it can be difficult for speakers from other nationalities and areas to catch what they are saying.

Ask students to read through the *Intonation in statements* box and check understanding of the way the arrows are used to show intonation in the examples.

- Play the recording. Pause between each pair of sentences to allow students to guess which the correct option is. Go through students’ answers.

AUDIO SCRIPT

Track 2.7

- I’m feeling a little tired.
 - I’m feeling a little tired.
- Daniel usually studies at night.
 - Daniel usually studies at night.
- Dinner is at 6 o’clock.
 - Dinner is at 6 o’clock.
- I have an appointment.
 - I have an appointment.
- It’s really cold today.
 - It’s really cold today.
- Please work with a partner.
 - Please work with a partner.

ANSWERS

1 a 2 b 3 b 4 a 5 b 6 a

- For this activity, put students in pairs and ask one to read the sentence aloud while the other draws on the intonation pattern using up and down arrows. Suggest to the speakers that they exaggerate the intonation pattern a little to make it clearer. When students have finished, invite a successful speaker to read out their answer to the whole class in order to check the intonation patterns.

ANSWERS

1 breakfast 2 sleepy
3 alarm clock 4 bus to school

VOCABULARY DEVELOPMENT

Vocabulary for waking and sleeping

- Write the eight key words for waking and sleeping on the board, omitting the vowels (e.g. –rly etc.) You can use the “screen reveal” tool to hide the words if using an interactive whiteboard, and then reveal the words one by one, asking students to shout out the full forms. Students then do the matching exercise. Do a quick whole-class check.

ANSWERS

1 early 2 tired 3 go to bed 4 get up 5 fall asleep
6 stay up 7 wake up 8 late

- 2 As an alternative way of doing this exercise, give each student a number 1–8 and ask them to answer their one question individually, completing it with a word or phrase from Exercise 1. Ask students to read out their questions, with the rest of the class transferring each one into their own book after you have checked. Remind students to look out for sentences where there is more than one option.

ANSWERS

1 go to bed / fall asleep 2 wake up / get up
3 tired 4 get up 5 late 6 early
7 fall asleep 8 stay up / go to bed

- 3 As an alternative to pair work, assign students a question and ask them to go round the class and ask five people the same question. They can then report back to the whole class any variance in the answers.

ACADEMIC WORDS

- 1 Before starting this exercise, write the words 1–5 on the board and ask individual students to come out and mark on the word stress, e.g. by drawing a small square above the stressed syllable. Ask the others in the class to check that each attempt is correct. Choral drill any problematic words by modelling the correct stress pattern and asking students to repeat it all together. Ask students to match the words with the correct definition. Do a quick whole-class check.

ANSWERS

1 b 2 d 3 f 4 e 5 a 6 c

- 2 Students do the exercise individually. Elicit the correct answers by asking individual students to read out their answers.

ANSWERS

1 culture 2 biology 3 volunteers 4 energy
5 experts 6 label

- 3 Ask students in pairs or small groups to discuss the questions. When checking the answers, encourage students and groups to say why they think something is true or false. **Possible answer:** *I've visited America and in my experience, I think most people there eat earlier.*

POSSIBLE ANSWERS

1 F (Most Americans tend to eat dinner between 6 and 7pm.)
2 T 3 F (The actual percentage is 25.4.)
4 F (The correct answer seems to be Tuesdays and Wednesdays.) 5 T 6 T

SPEAKING

Speaking model

Warm-up

As an introduction to this section, ask students about their experience of running surveys, or taking part in them, e.g. *What was the survey about? What were the results?* Point out that surveys are often done in everyday life, such as political surveys and businesses gathering product information; also as part of academic studies, such as writing a research report.

A Analyze

Ask students to do the exercise individually. In order to check the exercise, ask students to read out the dialogue around the class.

ANSWERS

A: Excuse me. I'm doing a survey for my class.

(3) *Can I ask you some questions?*

B: Sure, no problem.

A: (1) *When do you usually wake up in the morning?*

B: I usually get up around 6:30 or 7 a.m. I have early classes almost every day.

A: And (5) *when do you usually go to bed?*

B: Around 11 p.m.

A: OK. Next question. (7) *How often do you take naps?*

B: I never take naps. It's impossible for me to fall asleep during the daytime.

A: All right. (2) *How do you usually feel in the morning?*

B: I always feel good in the morning. I have a lot of energy then.

A: (4) *How do you feel if you stay up late?*

B: Not good.

A: Finally, (6) *are you a day person or a night person?*

B: I am definitely a day person.

A: Well, thanks for your time.

B: You're welcome.

B Discuss

Put students into pairs to discuss the questions. Encourage students to use a highlighter to mark the key phrases in the dialogue. When students have finished discussing the answers, do a quick whole-class check.

ANSWERS

- 1 She says, Excuse me ... Can I ask you some questions? She could also say, Pardon me ... Is it OK if I ask you some questions? Could I ask you some questions?
- 2 The first question is, When do you usually wake up in the morning? The last one is, are you a day person or a night person? It is possible to change the order of the questions.
- 3 Speaker A says, thanks for your time. Speaker B says, You're welcome.

GRAMMAR

Adverbs of frequency

State the aim of this section is to focus on adverbs of frequency such as: *never, sometimes*. Elicit more adverbs of frequency to give you an idea of which ones students are familiar with. Ask students to study the *Adverbs of frequency* box and check they are clear about the positioning of the adverbs on the line and how it indicates frequency. Point out that the word *affirmative* is used to discuss and describe grammar.

- 1 With weaker groups, suggest that students write out the complete sentence in their notebooks. When students have finished the exercise, ask them to exchange notes with their partner and read through their partner's answers as a check. Finally, as a whole class, ask students if they want to check any specific answer.

ANSWERS

- 1 Attila never uses an alarm clock to wake up.
- 2 I sometimes forget to eat breakfast. / I forget to eat breakfast sometimes. / Sometimes I forget to eat breakfast.
- 3 Katya is rarely in class before 10 a.m.
- 4 Do you often stay up late to study? Do you stay up late often to study?
- 5 When do you usually study in the library?
- 6 My roommate and I almost never eat lunch together.
- 7 Dan almost always falls asleep quickly.

Anticipated problems: Remind students that verbs in the third person singular take s, e.g. she eats. Draw an s on the board and glance at it as a reminder when students make this common mistake. For groups where pronunciation is a problem, review the three sound endings: *watches /ɪz/*, *wakes /s/*, and *goes /z/*.

- 2 Remind students about the third person singular affirmative in English. Students write out their sentences individually. Monitor and help as necessary. As a whole-class check, ask individual students to read out their answers.

ANSWERS

- 1 Ali never goes to bed early.
- 2 Ali almost always wakes up early.
- 3 Ali rarely eats / almost never eats / doesn't usually eat breakfast.
- 4 Ali sometimes takes a nap. / Sometimes Ali takes a nap.
- 5 Ali often / usually walks to school.
- 6 Ali sometimes studies with a friend. / Sometimes Ali studies with a friend.

- 3 Monitor this writing activity, helping weaker students to write their personal sentences about their daily routine.

SPEAKING

Speaking skill

Getting attention and asking permission

- 1 Before students start, find out how polite they feel English is compared with their own language or other languages they know. **Possible answer:** *English is quite polite, and often formal. It is also indirect. Speakers of more direct languages often sound impolite in English.* Ask students to read the information in the box. Play the recording and pause it between each sentence in order for students to write in their answers. Do a whole-class check.

AUDIO SCRIPT

Track 2.8

- 1 **A:** It's raining. Can I use your umbrella?
B: Sure, no problem.
- 2 **A:** May I interrupt, Professor. Could I talk to you for a minute?
B: I'm sorry, I have a meeting now. But I can talk to you later.
- 3 **A:** Excuse me. Is it OK if I sit here?
B: I'm sorry. I'm saving the seat for my friend.
- 4 **A:** May I use your tablet?
B: Sure, go ahead.
- 5 **A:** Can I borrow your dictionary?
B: Yes, of course.

ANSWERS

- 1 Can I (informal) 2 May I; Could I (formal)
- 3 Excuse me. Is it OK (informal) 4 May I (formal)
- 5 Can I (informal)

- 2 Assign each student a letter, A or B. Give students time between each role play to read the information for the next role play. Suggest they alternate letters for each role play. With strong groups, ask them to roll a dice and act out the corresponding role play (1–6) with no preparation. Monitor the role plays. If you notice a very good role play, have the students come out and perform the dialogue in front of the class.

PRONUNCIATION FOR SPEAKING

Ask students to read the information in the box and check they are clear about the use of stress and arrows in the examples. Check comprehension by asking questions. **Possible questions:** *Do yes / no questions go up or down? (up) Do Wh- questions go up or down? (up then down).*

- 1 Play the recording. Pause the recording so that students can mark the intonation patterns. With groups which need extra pronunciation work, play the recording again so that students can practice these sentences either quietly to themselves as they listen again, or out loud as a choral drill.

AUDIO SCRIPT

Track 2.9

- 1 Can I ask you some questions?
- 2 What time do you go to bed?
- 3 What time do you wake up?
- 4 Do you feel tired now?
- 5 How much sleep do you need?

ANSWERS

- 1 Can I ask you some QUESTions?
- 2 What time do you go to BED?
- 3 What time do you wake UP?
- 4 Do you feel TIRED now?
- 5 How much sleep do you NEED?

- 2 Suggest that students write the five sentences in full in their notebooks. When students have finished marking the stress and drawing the intonation arrows, ask individual students to read their sentences aloud as a whole-class check. Check and re-model the sentences as necessary.

ANSWERS

- 1 Do you need an alarm clock?
- 2 What is your best time of day to study?
- 3 Is jet lag a problem for you?
- 4 How often do you take naps?
- 5 Are you a morning person?

- 3 Put students in pairs to ask and answer the questions. Monitor the activity and provide any language feedback as necessary.

SPEAKING

Speaking task

Exam tip

In an exam, fluency and vocabulary carry the same weight in grading. However, in terms of speaking, it is a good idea to practice becoming fluent rather than pausing and spending too long thinking of a specific word.

Before starting, you may wish to give students a chance to look back over the unit.

Brainstorm and plan

In the brainstorm stage, help the students as necessary to come up with further topics to add to the chart.

Possible additions: *holiday routines / eating supper in the evening / exam times / weekend routines.* Encourage students to write out their six questions in full.

Speak and share

Suggest students change places so that they are working with a new partner. Monitor the activity, taking notes as necessary on good use of language and any important mistakes. For the group work, change the classroom seating if necessary to facilitate the task. During the survey feedback, take language notes and when students have completed the activity, do whole-class feedback on any language areas covered by the unit.

Reflect

When students have thought about their own answers, ask them to compare their thoughts with a partner. Elicit feedback from each pair to see who agrees and who disagrees, and reasons for their answers.

REVIEW

A Wordlist

Give students time to transfer any words they wish to use into their vocabulary notebooks. Alternatively, play a vocabulary game where students read out a definition of one word from the list and others in the class guess their word.

B Academic words review

Ask students to complete the sentences with the words in the box.

ANSWERS

1 believe 2 expert 3 volunteer
4 positive 5 energy

Extra research task

Students can do small research projects on aspects of sleep and sleeping, e.g. more information on sleep patterns / circadian rhythm / how much sleep people need. They can take notes of anything they find which is new and interesting and report back to the class.

C Unit review

Ask students to check back on the unit and invite any questions.