

# 1

## Life in the UK

### Curriculum coverage

#### *Listening and speaking*

- Understand and give a factual account of social trends
- Listen to explanations and presentations
- Give and follow a talk

Lr/L1.1a; Sc/L1.3a, 3b, 3e  
Lr/L1.2a, 2d  
Sc/L1.4b, 4e; Sd/L1.1a, 1b

#### *Skills*

#### *Reading and writing*

- Reading about statistics and social trends
- Understand the structure of a text presenting advantages and disadvantages
- Write a text to develop an argument
- Extend vocabulary related to social change
- Plan a talk

Rt/L1.2a, 3a, 5a; Rs/L1.1a; Rw/L1.2a  
Rt/L1.1a

#### *Skills*

Wt/L1.3a; Ws/L1.1a  
Rw/L1.2a  
Wt/L1.1a

#### *Key functions*

- Describing social trends
- Giving factual accounts
- Discussing changes
- Describing advantages and disadvantages
- Expressing views and opinions
- Presenting ideas
- Giving a talk

#### *Key grammar*

- Complex comparative structures
- Conjunctions for expressing similarity / difference
- Discourse markers

#### *Resources to support the unit*

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Samples of graphs, pie charts (teacher's own)
- Newspaper cuttings on social trends (teacher's own)
- Web pages on social issues (teacher's own)

## Themes and issues in the unit

The issues covered in this unit reflect social trends and changes in UK society. It is important to emphasise to learners that, while the unit is a vehicle for learning something about the UK, it will also provide practice in the language needed for describing social change and for using and explaining statistical data, etc. All these language skills are transferable to discussing changes related to learners' own lives. It is assumed that the teacher will be sensitive in deciding how much to personalise the topics (family, marriage, divorce, obesity) in accordance with his or her own knowledge of their learners.

## Page 1 Life in the UK

### Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

### Task

- Introduce the idea of changes in society. Ask what changes learners are aware of.
- Use the pictures to focus on life in the UK 50 years ago and now. Get learners to consider the two questions.
- Discuss the questions with the whole group. Use prompts if necessary, e.g. life expectancy, size of families, income, food, living arrangements, house ownership, work patterns, men and women's roles, technology in the home, technology in general, and so on.
- If appropriate, ask learners to reflect also on changes in their own countries.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Pages 2 and 3 Changes in the UK

### Materials

- Audio – changes in the UK
- OHTs/flip chart
- Articles on changes in different countries (teacher's own)

### Rationale

To practise reading for gist and specific information; to focus on structures used for comparing social trends; to practise listening for gist and specific information; to listen for grammatical detail; to give opinions; to ask for opinions; to review and practise the language of comparison

## Activity A Reading an article about changes

### Pre-task activity

- Put up the article headline 'A half-century of change' on an OHT or the board and use it to generate ideas about the possible topics in the article .

### Task

- In task 1, learners work in small group or pairs to predict the likely content of the article. After discussing each of the listed points, they need to make brief notes of the group decision for each point. They can compare with other groups before checking their answers by reading the text for task 2. Provide feedback to the whole group.
- For task 3, learners work in pairs to discuss briefly anything unexpected in the article. Encourage the use of a dictionary if they are unsure of the meaning of any of the words. Pairs should then report back to the whole group. For task 4, work together with the class to identify the structures used to compare and describe the changes. It might be useful to put the text on an OHT and use different-coloured pens to highlight comparatives such as *much longer than*, *twice as much as* and signals for comparison, e.g. *compared with*.
- After learners have completed the exercise, feedback to the whole group.
- Task 5 focuses on the use of intensifiers. As necessary, review comparative forms. Put the sentence with the intensifier *much* on the board or an OHT and elicit other words with a similar meaning. The learners can then look for examples in the text, e.g. *considerably*. Transfer by eliciting other examples for reinforcement. Clarify any queries.
- Learners complete the table for task 6 individually or in pairs. Set a time limit as the task involves scanning to find specific information. Feedback with the whole class.

## Differentiation

- Write some extra comprehension questions for learners who complete the tasks quickly.
- Provide more support for individuals who may be having difficulty with the concepts behind statistical information, demonstrating examples yourself or by using strengths within the group.
- For learners with less developed reading skills, create extra comprehension questions.
- When looking at the language of change, concentrate on the comparatives. It may be necessary to simplify the text to include just one or two examples of intensifiers.

## Activity B *Listening to a radio programme*

### Pre-task activity

- Set the context. Ask learners to anticipate the kinds of things people might mention when interviewed.

### Task

- After listening to the five speakers in task 1 and noting their opinions, learners can check their answers with each other in pairs. Replay the audio if appropriate. Provide feedback and clarify any queries.
- Before playing the audio for task 2 again, point out that some of the target comparative phrases are repeated more than once, but that they will hear each one at least once. Focus on and demonstrate the pronunciation of the weak form *a* and elisions, e.g. in *nearly as safe as*. Practise pronunciation.
- Feedback. Elicit the examples given on the audio and write them on the board. Ask learners to provide their own examples.

### Differentiation

- If you feel it would benefit your learners, play the audio again while they read the audio script.

## Activity C *Talking to others about changes*

### Pre-task activity

- As a group, elicit questions similar to those in the audio for Activity B and note them on the board, e.g. *Is life getting better or worse?*

### Task

- Each learner should devise a very simple questionnaire of 2 or 3 questions and mingle, asking them to as many other learners as possible.
- Encourage learners to extend their conversations by asking for clarification/further information, e.g., *what do you mean? Can you give an example?*
- Monitor the activity and note common errors to discuss during feedback.
- Ask learners to report back on what was discussed, for example, *Mahnaz thinks that life is getting better because ...*

### Differentiation

- Provide more support and the opportunity to rehearse for less confident learners.

### Extension

- Learners work in groups and record a series of short interviews based on the audio and speaking activity

## Pages 4 and 5 How we spend our time

### Materials

- Audio – saying figures
- Photocopiable resource – quiz

### Rationale

To read textual and non-textual information related to social trends and statistics; to practise some of the structures for describing data; to design and conduct a survey; to practise describing data

## Activity A

### Reading statistical information

#### Pre-task activity

- Discuss the ways in which social trends are measured, e.g. the census, telephone polls, targeted questionnaires, and what purpose they serve, e.g. government planning, companies marketing products, etc.
- Set the context.

#### Task

- Hand out the quiz from the photocopiable resources. Learners should attempt the questions in task 1.
- For task 3 learners check the answers to the quiz by looking at the pie chart and reading the text 'What do we do with our time?' They can work individually or in pairs.
- Feedback to the whole group. Clarify any queries. Discuss any of the statistics that surprised or interested the learners.
- Discuss any obvious differences between the UK and the countries represented in the class.
- For task 4, elicit the structures used to describe data in the text and demonstrate how this can be described in different terms, e.g. 50% (*percentage*) is the same as  $1/2$  (*fraction*) or  $1/3$  can be described as a *third*, or possibly a *proportion*, and explain that in the exercise they will be transforming data from one form to another. Feedback to the whole group.

#### Extension

- Create a gap-fill worksheet to further practise the structures.

## Activity B

### Saying figures

- Play the audio. Learners tick the figures in the order in which they hear them and then practise saying them.

## Activity C

### Designing a questionnaire

#### Pre-task activity

- Bring in some questionnaires and discuss their purposes, who they are aimed at and their layouts.

- Introduce the task. Learners should work in small groups of three or four.
- Alternatively, as a group, form some similar questions to those presented earlier and note them on the board.

#### Task

- Elicit further examples of questions. Encourage learners to be very specific. Then allow a specific amount of time for the groups to devise a set of questions for task 1. Encourage the groups to cover different topics. Monitor and support the groups.
- Copy the questionnaire so that each person in the group has one.
- For task 2, encourage learners to interview as many people as possible, e.g. learners in other classes, friends and family, other people in the learning centre.
- After pooling their results within each group, support learners in working out some statistics and in designing a pie chart if appropriate for task 3.
- Ask them to write up their findings in a series of points and prepare a class presentation for task 4. Provide the necessary materials – OHT transparencies, flip chart, etc.
- Give feedback on the use of language for interpreting the statistics and the use of relevant phrases. Comment on interesting findings and encourage learners to display their work, including the use of graphs or charts if possible.

#### Differentiation

- Provide more support and the opportunity to rehearse for less confident learners.

#### Extension

- Learners work in groups and record a series of short interviews based on the audio and speaking activity.
- Alternatively, learners write a report based on their findings.

## Pages 6 and 7

### How we live

#### Materials

- Audio – how we live

#### Rationale

To explore vocabulary related to descriptions of family and domestic arrangements; to listen for specific information; to practise the language for discussing advantages and disadvantages; to read a model as a basis for developing an argument in writing

### Activity A *Listening: people talking about their situation*

#### Pre-task activity

- Set the context by considering the fact that family units have very different structures and people often live in a variety of situations at different points in their lives.

#### Task

- Use the pictures to focus on different structures and situations. Learners work in groups to explore and list (a) different types of family structures and (b) domestic groupings for task 1. Encourage as wide a range as possible to emphasise the variety. Provide or elicit vocabulary, e.g. lone/single parent, nuclear/extended family, step-brother/sister, etc., house-share, residential home, etc.
- Feedback and note answers on the board or an OHT.
- After listening to the audio, learners match the correct person and his or her present marital status for task 2.
- Play the audio again and this time ask learners to listen for the different situations each of the four people have lived in for task 3. Feedback to the whole group.
- Play the the first two conversations on the audio again to focus on the advantages and disadvantages of the speakers' situations and complete the chart for task 4. After feeding back to the whole group, play the audio once more if appropriate.

### Activity B

### *Speaking: advantages and disadvantages*

#### Task

- Focus on the phrases presented in the speech bubbles. Point out their appropriateness for talking informally about advantages and disadvantages. Elicit examples in situations relevant to the learners and get the learners to practise them.
- Clarify the topics for discussion and check comprehension. Before learners begin the task, select one topic and elicit some examples of advantages and disadvantages. Make sure the target language is used.
- Organise learners into small groups of three or four to select and discuss one of the topics. If possible, provide a flip chart or OHT for them to display their ideas and feedback to the whole group.

### Activity C

### *Reading about the nuclear family*

#### Pre-task activity

- Elicit from the learners some possible advantages and disadvantages of the nuclear family. Note the ideas on the board.

#### Task

- After learners have read through the text for task 1, check which of the ideas and answers to the the pre-task have come up. Check understanding of vocabulary.
- For task 2, work together to list the expressions used to introduce the advantages and the disadvantages. If possible put the text on an OHT and work with different-coloured pens to highlight the signals and linking words for advantages and disadvantages.
- Point out how the writer uses examples to support each main point. Get learners to find examples in the text.
- For task 3, learners choose one of the topics from Activity B and write a short text outlining the advantages and disadvantages of that particular situation. They should back up their points with examples.
- Learners read their texts to each other afterwards.

- Remind learners that when making a point in an argument for or against, they can support it with an example or explanation, e.g.

*On the other hand, a nuclear family can be quite isolated and often lacks the support that is available in an extended family situation.*

*For example, in larger family groups, there is usually an extra pair of hands to help with childcare and domestic tasks.*

### Extension

- Prepare a feedback of typical mistakes from the writing in sentences for the class to correct during a later lesson.
- Learners can work in groups of four on another situation. They prepare the list of advantages and disadvantages together. Then one pair prepares a spoken argument for or against and the other prepares a written argument for or against.
- Learners can prepare a list of linking words and expressions to introduce advantages and disadvantages and categorise them under the headings *informal spoken style* and *formal written style*.

## Pages 8 and 9 Marriage and divorce

### Materials

- Audio – marriage and divorce
- Photocopiable resource – divorce graph
- Examples of graphs about different social trends in different countries (teacher's own)

### Rationale

To listen for information; to explore vocabulary for talking about change; to interpret non-textual information

### Activity A *Discussing marriage*

#### Pre-task activity

- Set the context. Open a discussion on marriage and divorce using an approach relevant for your learner group. Stress the fact that the material being studied relates to aspects of life in the UK as it is today, and that it is a context in which we can discuss and describe social trends (or patterns of change).

### Task

- Depending on the group make-up, the discussion questions will inevitably raise issues of arranged marriages, prohibition on divorce and so on. Explore these with sensitivity.

### Activity B *Listening: giving your views about change*

#### Pre-task activity

- Set the context. Check that learners understand the concept of divorce rate. Discuss the pre-listening question in task 1 with the whole group, and ask whether the situation is similar or different in their own country and why they think that is the case.
- Before listening to the audio in tasks 2 and 3, remind learners that they only have to note the key reasons.

### Task

- Play the audio.
- Feedback and discuss views with the whole group.
- Replay and check again if appropriate.
- Ask learners to check their answers with a partner and then provide class feedback for task 4.

### Differentiation

- For the listening exercise in task 2, provide the reasons.
- Learners can match each reason with the appropriate speaker.

### Extension

- Develop the discussion further, e.g. what do learners think the impact of divorce is on other members of the family (grandparents, children) and the impact on society (family life, the education of children)?

### Activity C *Vocabulary for talking about changes*

#### Task

- Learners categorise phrases for talking about changes in columns, increasing (arrow up) or decreasing (arrow down).
- Check learners' charts. Encourage them to add other phrases they may be familiar with and other new vocabulary for increase/decrease from the unit.

## Activity D *Language: describing change*

### Pre-task activity

- Discuss where learners may have seen or used graphs, why graphs are used, what they are useful for and so on.
- Check that all understand how to interpret information using the two axes.
- Show any examples you have brought and discuss what they show.
- Elicit vocabulary – *axes, vertical, horizontal, curve*, etc.

### Task

- Feedback on answers to tasks 1 and 2 and check that learners are accessing the information accurately.
- Ask questions to elicit language of increase/decrease, e.g. *What happened between ... and ...?*
- Focus on sentence patterns with nouns, verbs and prepositions. Draw learners' attention to the 'Remember' box.
- Review vocabulary for approximation: *about, almost, nearly*.
- For task 2, learners complete the text using information from the graph.
- Provide the graph from the photocopiable resource pages for learners to work with.

## Activity E *Writing: describing a graph*

### Pre-task activity

- Point out that when you are describing a graph, it is not important to describe every small change, but just the main ones and to offer an analysis.
- Review discourse markers for introducing an explanation:  
*The (main) reason is ... . Another reason is ... .  
Firstly, because of ... . Secondly, because ... .*
- Put up some ideas to connect on an OHT or on the board. Elicit suggestions from the class.  
Example:

Trend	Reason 1	Reason 2
people getting married later	increase in number of young people going to university	many women want to have a career

- Elicit other examples using the framework: Trend/change → Reason 1 → Reason 2

### Task

- Set the writing task.

### Extension

- Learners can research changes in their country or another country they know about or are interested in over the last 5–10 years.
- They describe to the group how things were in the past.
- What has happened since then?

## Pages 10 and 11 Children's health

### Rationale

To provide a model text as a basis for examining the structure of a short report; to provide a basis for learners' own writing

## Activity A *Reading: a report on childhood obesity*

### Pre-task activity

- Elicit examples of typical concerns around children's health, e.g. asthma, smoking, drink and drugs.
- Use the pictures to elicit the context of the report on obesity.
- Check learners' understanding of the terms *obese* and *obesity* and responses to this now being an issue for health specialists.

### Task

- Feedback after task 1 with learners pooling ideas on the causes, effects and solutions before reading the text for task 2 and comparing their ideas.
- After feedback, for task 3 learners work in pairs to categorise the link words and phrases. Feedback under the six headings on the whiteboard or an OHT and then transfer the phrases to other contexts using learners' own examples.
- Encourage the use of the dictionary and clarify any outstanding queries.

## ⬆️ **Activity B**     *Planning a short report*

### **Pre-task activity**

- Organise learners into groups of four.
- Set the context.

### **Task**

- Learners read through the four contexts together for task 1. Clarify any queries. Emphasise that they are only going to choose two of the situations, and that they are going to pool and share suggestions in order to generate as many ideas as possible about causes, effects and possible solutions for task 2.
- For task 3, they are then going to divide and work in pairs, each pair in the group of four developing one of their chosen situations. If appropriate, choose one of the situations and begin eliciting ideas to get them going.
- After completing the writing task 4, encourage learners to check for the usual areas of understanding, grammar, punctuation and in particular use of link words and phrases. They should redraft as appropriate. They then return to their original groups of four, and read and give feedback on each other's reports. Finally, post up the reports for the whole class to read.

### **Extension**

- If possible, bring in material yourself or encourage learners to research data on the various topics. This could be done prior to learners writing their reports (but after they have pooled ideas) or as a follow-up activity after writing.

## **Pages 12 and 13** **Male and female roles**

### **Rationale**

To provide a model for an oral presentation; to explore the process of planning and structuring a short talk; to practise giving a talk

## ⬇️ **Activity A**     *Listening: family roles*

### **Pre-task activity**

- Set the context. Use the pictures to raise the issue of how tasks are often divided within the family.

### **Task**

- Learners discuss points a–g in task 1 and the question in task 2 in small groups.
- Play the audio in task 3 to confirm their predictions.
- Take feedback from the whole group and discuss any differences between the audio and learners' opinions.
- Use task 3 to prompt a discussion on family members' roles within different societies for task 4.
- Replay the audio as appropriate.

## **Activity B**     *Planning a talk*

### **Pre-task activity**

- Set the context of giving a talk to a group of people: What are the issues? What are the difficulties? What equipment do you need? How easy is it to plan? How useful is it to rehearse beforehand?
- Get learners to work in groups to think of good presentations/talks they have seen and make a list of important points for giving a good presentation/talk.

### **Task**

- Use the notes to predict the likely content of Joel's talk.
- Discuss different formats for planning a talk, e.g. a list with headings, numbers or bullet points, using index cards.

## **Activity C**     *Listening: a talk on women and work*

### **Pre-task activity**

- Set the context and remind learners that this is the kind of talk they will give as part of the project.

### **Task**

- For task 1, use the picture of Joel in Activity B to elicit suggestions for good presentation skills: make eye contact, stand upright but in a relaxed manner, don't peer at your notes, smile and engage the group but don't giggle because you feel nervous, etc.
- Elicit the register and style which is right for this context: a fairly informal style; well-organised with clear points.

- Play the audio for task 2. Learners number and note the four main points in the order in which they hear them. Check their answers.
- Play the audio for task 3 again, pausing to focus on the supporting points Joel makes for each of his main points.
- Before listening, for tasks 3 and 4, stress the importance of introducing, and making it clear where points start and end, and how this helps listeners to follow the talk.
- Learners listen and note the phrases and then share ideas about possible alternative phrases.

### Differentiation

- Put the phrases used for organising the presentation and their functions, e.g. saying what his presentation is about, on the whiteboard or on an OHT.
- Learners match the phrases and the functions and then listen for the phrases on the audio.

## Activity D

### *Speaking: giving a short talk*

#### Task

- Learners choose a topic to write a talk about in task 1.
- Allow learners time to choose a topic, and be clear about the topic if it's the 'your choice' option.
- For tasks 2 and 3, refer learners back to Activity B to help them structure the talk and monitor them as they do so.
- For task 4, move them into small groups to give their talks.

#### Extension

- Give each person a turn to give feedback on the following points:
  - a What was the presentation about?
  - b Was the introduction clear?
  - c Was the talk easy to follow?
  - d Did the speaker use phrases to move from point to point?
  - e Was there a conclusion?

#### Further extension

- Practise questions to ask at the end of a talk.
- Put some questions like these on cards or an OHT:
  - a What exactly did you mean when you talked about a glass ceiling?

- a What in your opinion could companies do to help women with small children?
- b How do you explain the big gap between women's and men's pay for part-time workers?
- c You mentioned provision of after-school clubs. Could you say a little bit more about that?

- Do the same for these functions:
  - 1 Ask for more information.
  - 2 Ask for information to be clarified.
  - 3 Ask for an explanation.
  - 4 Ask for an opinion.
- Learners match the functions and questions. Then they prepare questions for the presentations they heard in their groups in Activity D and take turns asking and answering them.

## Page 14 Project

### Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

NB The project is designed for learners to work in groups. However, if they prefer to work more independently on the project, adjust accordingly.

### Activity A

### *Research your topic*

- Discuss the possible choice of topic and add any others which are topical, or of specific interest to learners.
- Ensure that they have a clear understanding of research facilities available to them and how to access these.
- Monitor learners' progress in the research phase. Provide additional support if necessary.

### Activity B

### *Present your topic*

- Provide the necessary resources – flip chart, OHP – and organise a timetable for the presentation.

- Encourage learners to prepare and practise prior to giving their presentation.
- Provide a feedback sheet for the other learners to evaluate the presentation.
- Encourage constructive feedback.

### **Activity C** *Write a report*

- All learners should write up their findings. If IT facilities are not available, encourage them to present their work as neatly as possible.

## Page 15 Check it

### **Rationale**

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

### **Activity A** *Using connecting words*

#### **Task**

- Learners write sentences connecting the ideas for each item using the connecting words in bold.
- Learners complete and check their answers independently.
- Clarify if difficulties arise and provide more opportunities to practise.

### **Activity B** *Working with information in a graph*

#### **Task**

- Learners complete a text for a graph about cinema admissions.
- They practise reading information presented as a graph, use increase/decrease vocabulary for describing changes and discourse markers for giving explanations.
- Remind them to be careful to choose the right tense for the verbs.

## Page 16 Mini-projects

### **Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

### **Task**

- Activity A can be used at any point to develop confidence in researching information on the Internet, and prior to doing the in-depth project work.
- For Activity B, ensure that learners are aware that these organisations exist, that they are often staffed by volunteers involved in demanding kinds of support work, and that they need to be sensitive to this when making direct contact (it would be better if only one person contacted each group, for example).

### **How am I doing?**

#### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

# Photocopiable resources

Pages 4 and 5

## How do we spend our time?

*Activity A*

*Reading statistical information*

Try to answer the quiz below before you look at the graph and text.

- 1 What do we spend most of our time doing?
- 2 Do we spend more time eating or more time preparing food?
- 3 Do we spend more time watching TV or socialising?
- 4 Do we spend more time shopping or more time travelling during the week?
- 5 Are most people up or still in bed at 9 am at the weekend?
- 6 What time do most people eat lunch?
- 7 What percentage of people are working or travelling at midnight?  
4 per cent    8 per cent    12 per cent
- 8 How much time do we spend watching TV a week on average?  
16 hours    26 hours    36 hours
- 9 Who spend more time watching TV – children or elderly people?
- 10 Who spend more time alone – children or adults?

Now check your answers.

Pages 8 and 9  
**Divorce graph**  
Activity A

