

7.3 Vocabulary and skills development

GOALS ■ Understand time sequencers in a text ■ Understand easily confused words

Reading & Speaking time sequencers

- 1 Work with a partner. Read instructions a–e for staying fit and healthy. Which order do you think the instructions could be in?
- Make a timetable.
 - Repeat the exercise twice a day.
 - Choose an activity you enjoy.
 - Set a goal for yourself.
 - Find a friend to exercise with you.

- 2a Read the information in the Unlock the code box about time sequencers.

UNLOCK THE CODE time sequencers

Writers often use time sequencers to show the order in which something happens, e.g. *first, next, then*. If you understand these phrases, it is easier to understand what comes next in the text.

- b When we talk about something that happened, which time expressions do we use to describe ...
- the beginning? _____
 - the middle? _____
 - the end? _____

After that, ... Finally, ... First/Firstly, ... Lastly, ...
Next, ... Then, ...

- c Use the time sequencers in exercise 2b to make the order clearer in exercise 1.

First, ...

- 3a Work with a partner. Answer the questions.
- Do you think you take enough exercise?
 - How many steps do you think you take every day?
 - Do you ever check your own health? If so, how? If not, why not?
- b Work with a partner. Look at the title of a TV programme review. How do you think technology can make you healthier?
- c Read the review and check your ideas.

5 • THE REVIEW • TV

Technology to make you healthier

The programme was about apps and gadgets that check our health and daily exercise. In the programme, three female office workers used this new technology for three weeks. What did they do and did it work?

Firstly, university scientist Blaine Price **lent** the women a gadget to count their steps, and a specially-programmed smartphone to check their sleep.

After that, the women **went** back to their normal lives and used the gadget to check their exercise. At the end of each day, the scientist sent them an email with the number of their steps. At the beginning they only took 5,000 steps, but the target was 10,000 a day.

Next, they checked their sleep. Every night, they put the smartphone on their bed when they **went** to sleep. The next morning, they **looked at** the phone and saw the number of hours they slept, and how deeply.

Finally, the three women and Blaine met again to **talk** about their progress. All the women **said** they were healthier and fitter, and one said she ran when she **watched** TV. They all lost weight, and they all understood better why and when they slept well.

So the programme showed that new gadgets and technology can help us change our routine and get healthier!

- 4a Put sentences a–d about the story in the correct order without looking at the review. Compare your answers with a partner.
- The women talked about how healthy and fit they were.
 - The women lived normal lives.
 - The women used their phones to check their sleep.
 - The scientist gave the women some equipment.
- b Work with a partner. Describe each stage of the story in your own words using the time sequencers from exercise 2b.
- 5 Work with a partner. Answer the questions.
- What do you think of the idea of checking your exercise and your sleep with a gadget or phone?
 - Do you think that technology can change your routine?
 - Is it a good idea to check your health and routines every day? Why / Why not?

Vocabulary & Speaking easily confused words

- 6 Match the words in **bold** in each pair of sentences to the correct meaning.
- I need to buy some food and I don't have any money. Can you **lend** me £10? I'll pay you back tomorrow.
 - I forgot my pen, so I **borrowed** one from my classmate.
 - take something from somebody for a short time (and then give it back later) _____
 - give something to somebody for a short time (and then get it back later) _____
 - Why don't you **come** to my house for dinner tomorrow?
 - Did you **go** to the swimming pool yesterday?
 - move from another place to here _____
 - move from here to another place _____
 - She **told** me her name.
 - He **said** that he was hungry.
 - give information by speaking or writing _____
 - give information to somebody by speaking or writing _____
 - He **looked** at his watch and said, 'It's late!'
 - The police **watched** the house for two days.
 - look at something for a long time to see what happens or because you like doing it _____
 - look at something for a short time _____
 - Can you **bring** me my glasses?
 - It's cold. **Take** a coat with you.
 - move something/somebody from another place to here _____
 - move something/somebody from here to another place _____

- 7a Read the Vocabulary focus box about easily confused words.

VOCABULARY FOCUS easily confused words

There are some common pairs of words in English that are easily confused. These are often:

- words to do with movement or actions between people, e.g. *come/go, bring/take, lend/borrow*.
- words describing similar actions but with different grammar or collocation, e.g. *say/tell, look/watch*.

- b Complete the sentences with the correct form of a word in **bold** in exercise 6.
- Can you lend me your car for the weekend?
 - They _____ basketball on TV last night.
 - _____ here! I want to speak to you.
 - My colleague _____ me about a new restaurant in town.
 - Can you _____ this book to the library for me?
 - 'I'm lost,' he _____.
 - When Jacek _____ at his phone during the meeting, I got very angry.
 - I didn't have a pen, so I _____ one from my friend.
 - When you come to the party, can you _____ something to drink?
 - Let's _____ to the beach tomorrow.
- c 7.9))) Listen and check your answers.
- 8a **TASK** Four of questions 1–5 use the wrong verbs. Correct the wrong ones.
- How often do you go to the gym and do exercises?
 - Do you look at films in English without reading the subtitles?
 - Do you prefer playing or looking at sport?
 - Do you usually say your neighbours that you want to have a party?
 - Would you prefer to lend money from a bank or from a member of your family? Why?
- b Work in small groups. Take turns to ask and answer the questions in exercise 8a. Add follow-up questions.
- A *How often do you go to the gym?*
 B *Not very often.*
 A *What kind of exercises do you do?*

