

Lesson 5

Teacher's Notes

Language development 1 p. 13

- 1a** Students turn back to the text in Reading 1 and identify the different tenses. Warn students that they may not find examples of all of them (the past continuous is not found).
- 1b** Ask students to count the examples and tell you which type of tense is the most common (simple). You may want to point out that students often overuse continuous tenses. Emphasise that academic English tends to use mostly simple tenses, with perfect tenses also being relatively frequent but continuous tenses relatively rare. The passive is also relatively common in academic English, especially when describing processes such as research projects, and is used frequently in the audio script for Listening 1.
- 2** Students read the extracts from the listening, which demonstrate the difference between the active and passive. Go through the questions either as a class or ask students to work in pairs.
- 3** Students complete the exercise either individually or in pairs. Draw attention to the position of the adverbs in 1, 9 and 10 (after the verb *be*).
- 4a** Ask students to read the extract from the listening and elicit that the two sentences are in contrast (half of the children versus the other half). This is signalled by *however*.
- 4b** Students work individually or in pairs to match the discourse markers with the functions.
- 4c** Students work in pairs to brainstorm other possible words and expressions with the same functions.
- 5** Students work individually or in pairs to complete the lecture transcript. Some students may ask about the punctuation, so you may need to tell them that some discourse markers join two ideas in the same sentence (conjunctions) and others show the relationship between two separate sentences (adverbs). However, the main focus of this exercise is meaning.

1a

present simple: changes, see, think, use, don't need, makes, is, is, place, are, (are not found), covers, are, belong, speak, (is published), tend, learn

present continuous: you're (also unconsciously) learning

present perfect: has found, has shown

past simple: showed, looked, matched, perceived, found, distinguished, resembled, depended, used
The past continuous is not used.

1b

Simple tenses are most common; continuous tenses are least common (only one example). The frequency with which perfect tenses are used is somewhere between simple and continuous tenses.

2

1 A was carried out; B were given **2** A researcher did the action in A. The preposition *by* begins the phrase. **3** We don't know who did the action in B.

4 The action is more important than the person who did the action in these sentences.

3

1 was often **2** caused **3** was thought **4** had
5 were given **6** was realised **7** tested **8** were tested **9** was generally found **10** are