

Reading file 3 | Teacher's notes

Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for detailed comprehension, paraphrasing and giving opinions about ideas in the text.

- 1 Ask students to work in pairs to discuss the questions then take feedback from the whole class. Make a note of their ideas from questions 3 and 4 so that you can refer to them in the feedback to task 2.

Suggested answers

- 1 Students' own answers
- 2 Typical shift-work jobs are: manufacturing / production jobs, nurses, doctors, call-centre workers, supermarket workers, security jobs, engineers, etc.
- 3 **Pros:** it can be useful to work night shifts if you have a family to look after in the daytime.
Cons: working shifts, especially at night can be tiring and it might be difficult to use public transport at night.
- 4 Students' own answers

- 2 Give out the text, putting it face-down until ready so that students don't have too long to read it. Ask students to read the text to find out if any of their ideas are mentioned. Give them a time limit (2 minutes) to do this to encourage skimming. Get students to compare answers with a partner before taking class feedback. As you take feedback compare what students read to what they thought about in exercise 1, question 4.
- 3 Ask students to read the text again to decide whether the statements are true or false. Encourage them to think of why the sentences are true or false so they can justify their answers later. Allow them to work in pairs before taking class feedback.

Answers

- 1 T (women's health seems to be affected more by working long hours and shifts)
- 2 T (17% is almost 20% which is one fifth)
- 3 F (all shift workers tend to have a poor diet)
- 4 F (they do shift work and then home tasks)
- 5 T (healthier staff are more productive)

- 4 If you have a one-to-one class the student can be Student A and you take the B role. When students swap information, encourage them to use their own words.

Suggested answers

Student A: risk of heart disease, breast cancer, peptic ulcer, sleep disturbance, complications in pregnancy, accidents, sleep and sunlight deprivation, poor diet and lack of exercise, doing domestic chores after a night at work

Student B: allow sufficient breaks and days off to ensure workers get enough sleep; have good quality lights to help simulate daylight to help to keep workers feeling fresh throughout the shift; have quality food available and regular exercise during their shift.

- 5 Get students to work in pairs and look at the words in bold to see them in context and then to match them to the definitions. After a few minutes, take feedback from the class.

Answers

- 1 accommodate
- 2 square meal
- 3 chore
- 4 inevitable
- 5 alert
- 6 simulate
- 7 deprivation
- 8 revive

- 6 Working in pairs again, get students to use the words in their own sentences. When you take feedback, check for the correct use of the word rather than a completely accurate sentence.
- 7 Ask students to look at the text again and find three words that would be useful for their line of work. Get them to discuss their answers in pairs giving reasons why.
- 8 Ask students what they think of the advice in the text, would they follow any of it?