

Saving time

Language

Reported opinions (thought / considered to be / to have done)

Level

Intermediate to Upper-intermediate (equivalent to CEF level B2–C1)

Comment

This eLesson is about Daylight Saving – the practice of putting clocks forward in spring and back again in autumn in many countries around the world.

How to use the lesson

- 1 Ask your students if they know when people put the clocks back or forwards, and why they do this. They could discuss these questions in pairs or small groups and then ask some students to report back to the class.
- 2 Give out the worksheet. Students read the text to complete exercise 1. Check that they understand the word *downside* (disadvantage) and point out that *anecdote* is included in the glossary. Encourage them to read quickly to improve their skimming skills.
- 3 Exercise 2 gives students detailed reading practice. Encourage them to read carefully, as the answers may not be obvious. In feedback, ask the students to justify their answers with reference to the text.
- 4 Exercise 3 focuses on the use of reporting verbs in the passive to discuss interesting or controversial facts. Ask them to underline the first example in paragraph 2 and ensure they notice both aspects of the grammar: the use of the passive and the need to take care about past or present time in both parts of the phrase. So, in the example, we need *is considered* because this is an opinion people have now, but we need *to have been 'saved'* because this action happened before. Students complete the table. In feedback, ask them to explain the choice of past or present time in each example.
- 5 Exercise 4 gives the students more practice with the grammar. You could do the first example together. Point out that the rewritten sentences are better because the main topic 'Daylight Saving' is now at the beginning of the sentence and vague words like 'they' and 'people' have been removed. Encourage the students to pronounce the phrases with natural rhythm – eg in sentence 1, /ɪ'sɛdtʊəv'bi:ɪn/. If you think students are interested, you could mention that people's natural rhythms – also known as Circadian Rhythms or, informally, as our 'body clock' – include when we feel tired, hungry, etc. Ask them if they agree with sentence 6.
- 6 Exercise 5 consolidates students' knowledge of the grammar through a personalisation exercise. Point out that 1 and 6 do not have to be true, but should represent commonly-held beliefs. If they wish, they could continue these sentences, *but, actually ...* to correct mistaken beliefs. Students could share their ideas in small groups and then report back to the rest of the class.

- 7 Exercise 6 gives the students further personalised speaking practice on the theme from the article.
- 8 For homework, students could conduct a small survey about Daylight Saving with their friends and family and present their findings in a chart.

Answer key

1

1 para 4 2 para 5 3 para 3 4 para 6 5 para 1 6 para 2

2

- 1 F (it doesn't increase them – just 'moves' them from morning to evening)
- 2 F (over 70 countries change their clocks around this time, but not all are putting them forward – in the southern hemisphere, it's autumn so they are putting their clocks back!)
- 3 T
- 4 T
- 5 F (it encourages people to go out in the evening, and increased light reduces traffic accidents)

3

Passive form of reporting verb	Infinitive – present (<i>to do / to be done</i>) or past (<i>to have done / to have been done</i>)
is thought	to have resulted (in energy savings)
is estimated	to reduce (power)
has been found	to have (a positive impact)
are (also) said	to make (the streets safer)

4

- 1 Daylight Saving is said to have been first proposed by Benjamin Franklin.
- 2 Daylight Saving is estimated to have reduced electricity usage in Brazil by 1%.
- 3 Daylight Saving is believed to benefit the tourist industry in Northern Ireland.
- 4 Daylight Saving has been found to cause problems for electronic devices.
- 5 Daylight Saving is known to be unpopular with many farmers.
- 6 Daylight Saving is said to disrupt people's natural rhythms.

5, 6

Students' own answers.

Related websites

The following websites might be useful, for either yourself or your students.

<http://www.webexhibits.org/daylightsaving/index.html> An article summarising the history and practice of Daylight Saving in various countries

<http://www.timeanddate.com/time/dst/daylight-saving-debate.html> Clear summary of arguments for and against Daylight Saving

<http://www.dia.govt.nz/Resource-material-Information-We-Provide-About-Daylight-Saving#B>
An example of a Government website explaining Daylight Saving in New Zealand