

# Walking on two feet

## Language

Vocabulary connected with walking, word partnerships, sound / spelling connections, making comparisons

## Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

## Comment

This eLesson looks at walking with the International Walk to School month approaching in October.

## How to use the lesson

- 1 Set the context of the reading: walking. You could ask students how they travel to school / work, to go shopping, etc. You could ask them to think of some of the benefits of walking for your health. If appropriate, you could also ask them to guess when and why humans started to walk upright. This could be done either as a whole class activity or in pairs / small groups followed by class feedback.
- 2 Before setting exercise 1, pre-teach *upright* and *humans*. Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 2 gives students practice in reading for specific information. You could encourage students to scan quickly for the numbers by setting a time limit, eg 1–2 minutes. If you feel your students might have problems with any of the words, you can refer them to the Glossary. Students could compare their answers in pairs. Take class feedback.
- 4 Exercise 3 focuses on word partnerships in the text. You could ask students to match the words to their partner and students could then compare their answers in pairs. Take feedback. You could highlight the stress on the 2<sup>nd</sup> syllable for *reduce*, and the 1<sup>st</sup> syllable for *upright*. You could also highlight the same vowel sound in *way* /weɪ/ and *weight* /weɪt/.
- 5 Exercise 4 gives students practice of the word partnerships from exercise 3. Students could do this either as an oral or written exercise. They could then check their answers by looking back at the text. Take feedback. You could then ask higher level students to write their own sentences using the same word partnerships.
- 6 Exercise 5 gives students controlled practice of comparisons using *as + adj + as*. Focus on the comparatives using *+ er / more*. You could ask students to underline the comparatives in the exercise and say what the adjective is, eg *more efficient*, and highlight the spelling change from *healthy* (adj) to *healthier* (comparative) and the irregular *good* (adj) to *better* (comparative). Highlight the example with students and do the first question with them. Students can compare answers before class feedback.
- 7 Exercise 6 focuses on sound / spelling connections. With weaker students, model the task with a different set of words first, e.g. *some*, *both*, *other*, *won*, *done* (*both* is the odd one out as it has the sound /əʊ/, whereas the other words have the sound /ʌ/). In feedback it would be useful to drill the words. You could have a poster for each sound and when you find new words pronounced this way you can add them to the poster.
- 8 Exercise 7 gives students personalised speaking practice about walking. Set the discussion task for small groups if appropriate. Take class feedback.

### Answer key

1

- 1 paragraph 3
- 2 paragraph 5
- 3 paragraph 6
- 4 paragraph 2
- 5 paragraph 4

2

- |      |        |                     |
|------|--------|---------------------|
| 1 25 | 3 20   | 5 2000; 2 ½ million |
| 2 10 | 4 1995 | 6 2010; 40          |

3

- |        |        |                 |
|--------|--------|-----------------|
| 1 live | 3 walk | 5 reduce        |
| 2 lose | 4 keep | 6 watch out for |

4

- 1 (Walking) can possibly help people live longer.
- 2 Walking can help you lose weight.
- 3 Why did humans start to walk upright? / They believe walking upright possibly helped them stand on the ground and pick the best fruit from small trees.
- 4 Walking can help you keep fit.
- 5 Walking helps reduce stress.
- 6 Others (scientists) think it (walking upright) was to watch out for danger.

5

- 1 Robots *aren't as efficient* at walking as humans. / Robots *aren't as efficient* as humans at walking .
- 2 Walking on four feet *isn't as efficient* as walking on two feet.
- 3 Sitting watching TV *isn't as healthy* as walking.
- 4 Young children *aren't as good* as adults at walking. / Young children *aren't as good* at walking as adults.
- 5 Some scientists say that people who don't walk *aren't as happy* as people who walk.

6

- 1 all have the vowel sound /ʌ/ except move /u:/
- 2 all have the vowel sound /ɔ:/ except modern /ɒ/

7 Students' own answers / ideas.

### Related websites

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

<http://www.newscientist.com/article/mg19426074.400-walking-on-two-legs-evolved-surprisingly-early.html>

<http://www.newscientist.com/article/mg14219253.100-science-the-fruits-of-walking-on-two-legs.html>

<http://www.newscientist.com/article/dn12269-walking-on-two-feet-was-an-energysaving-step.html>

<http://www.newscientist.com/article/mg18524886.600-new-robots-waddle-with-human-efficiency.html>

<http://www.iwalktoschool.org/>