

Life in a Day

ACADEMIC PATHWAYS

- Lesson A: Skimming for gist
Guessing meaning from context
- Lesson B: Reading interviews
- Lesson C: Understanding the writing process
Writing sentences about a single topic

Think and Discuss

1. Which part of your day do you like best? Which part do you like least? Why?
2. Think of someone you know who has an interesting life. Describe a day in the life of that person.

▲ A woman exercises as a new day begins in the Forbidden City, Beijing, China.

Exploring the Theme

A. Look at the information on these pages and answer the questions.

1. About how many more people are there in the world each day?
How many children go to school? How many people visit social networking sites?
2. Does any of the information surprise you?

B. Answer the questions about yourself.

1. How often do you use a cell phone? What do you use it for?
2. Do you use the Internet every day? What kinds of things do you use it for?

More than **1,000,000,000**
children go to school.

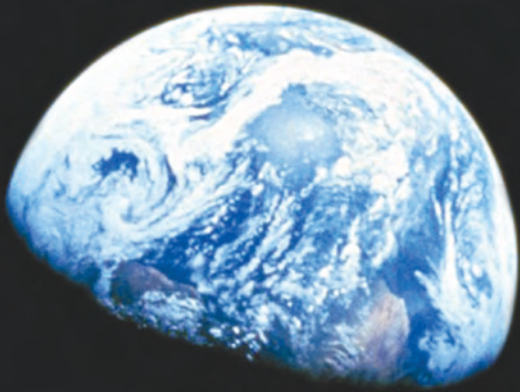
More than **4,000,000,000**
people use a cell phone.

About **300,000,000**
people visit social networking sites.

1,000 = one thousand
1,000,000 = one million
1,000,000,000 = one billion

Sources: www.umac.com, www.techrepublic.com, www.un.org, www.cbsnews.com

In one day on planet Earth...



The world's population grows by about

200,000 people.



◀ People and taxis crowd the streets of Kolkata, India, at the end of a busy day.

About **180,000**
people move into cities.

▲ This photograph, taken in 1968 from the *Apollo 8* spacecraft, showed for the first time the Earth as it looks from space.

Word Link

When you learn a new word, use a dictionary to find other forms of the word, e.g.,
 (v.) arrive, (n.) arrival;
 (v.) produce, (n.) production;
 (v.) communicate, (n.) communication;
 (adj.) connected, (v.) connect, (n.) connection.

A | Building Vocabulary. Find the words and phrases in **blue** in the reading passage on pages 5–6. Read the words around them and try to guess their meanings. Then circle the correct word or phrase to complete each sentence (1–10).

1. The **globe** / **team** is another way to describe the whole world or the Earth.
2. If something is **connected** / **normal**, it is usual and not very special.
3. A **result** / **project** is something that happens because of something else.
4. When two people or things are **connected** / **normal**, they are linked or joined together in some way.
5. When you **communicate** / **produce** with someone, you talk or write to that person.
6. When you **produce** / **arrive** somewhere, you get there from somewhere else.
7. A **globe** / **team** is a group of people who work together.
8. When you **connect** / **take care of** people, you look after them and make sure they are OK.
9. A **project** / **result** is a task or job that takes a lot of time and work.
10. When you **take care of** / **produce** something, you make it.

B | Using Vocabulary. Answer the questions. Share your ideas with a partner.

1. How do you usually **communicate** with your friends and family?
2. Who **took care of** you when you were young? Do you take care of anyone?
3. When do you work as part of a **team**?

C | Brainstorming. List things that you think most people around the globe do every day. Share your ideas with your partner.



Strategy

Scanning for repeated words can help you predict what a passage is about.

D | Scanning/Predicting. Scan the paragraphs on page 5 quickly. List nouns or verbs that appear two or more times.

Now look at the words you wrote. What do you think the passage is about?

- a. a day in the life of a movie director
- b. a very unusual day on our planet
- c. a movie about one day on Earth

READING



A DAY ON PLANET EARTH

▲ Skydiver Vania da Rui was one of thousands of contributors to the *Life in a Day* project.



track 1-01

What happens in a single day on planet Earth? In 2010, a **team** led by film director Kevin Macdonald tried to find out. The team asked people around the world to film their life on a single day—July 24—and to send in their videos. As a **result**, people uploaded¹ 80,000 videos to YouTube—a total of more than 4,500 hours. The videos came from big cities and small villages, from people in 192 countries from Australia to Zambia. Macdonald’s team used the videos to **produce** a 90-minute movie called *Life in a Day*.

A

The movie begins as most days begin. People wake up, get dressed, wash their face, and brush their teeth. Parents **take care of** their children. People laugh and cry. As the day goes on, we see changes in people’s lives. A man thanks the hospital workers who helped save his life. A woman learns that she is pregnant.² A man calls his mother and asks, “What should I say to the woman I love?”

B

¹ If you **upload** something, such as a photo or a movie, you put it on a website.

² If a woman or a female animal is **pregnant**, she has a baby or babies growing inside her.

To make the movie, Macdonald understood that what may be **normal** to one person may be extraordinary to another. For example, the movie shows cultural differences such as the different ways that people travel to work. Macdonald explains, “What we might see as banal, living in our own culture, is not banal to somebody growing up in Dakar.”

C

Macdonald’s team also asked people the following questions: “What do you love most in the world, and what do you fear?”

People speak of their love for family and friends, of football and fast cars, a pet cat, even a refrigerator. Children speak of being scared of imaginary monsters³ and of real-life lions. Some Ukrainian farmers worry that wolves are going to eat their goats. People around the **globe** talk about their fear of guns, of war, and of the loss of natural beauty.

D

Macdonald says that *Life in a Day* was possible because of the way we are all **connected**. “The film is doing something that [was not] possible pre-Internet . . . The idea that you can ask thousands, tens of thousands, maybe hundreds of thousands of people all to contribute to a **project** and all to **communicate** about it and learn about it at the same time.”

E

One of the people in the movie is a Korean cyclist named Okhwan Yoon. After traveling alone for nine years through 190 countries, he **arrived** on July 24 in Kathmandu, Nepal. “When I close my eyes,” he says, “I can see all the different people in the world, from town to town, from country to country. I can feel it. I can touch it. I can see it.” The *Life in a Day** team hopes that, after watching the movie, others may feel the same way.

F



▲ A man enjoys a watermelon in Piatichatki, Ukraine, on July 24, 2010

“When I close my eyes, I can see all the different people in the world, from town to town, from country to country.”

— Round-the-world cyclist Okhwan Yoon



³ **Monsters** are creatures in stories that are ugly and scary.

* To view the full-length *Life in a Day* movie, visit: <http://www.youtube.com/movie/life-in-a-day>

UNDERSTANDING THE READING

A | Understanding the Gist. Look back at your answer for exercise **D** on page 4. Was your prediction correct?

B | Identifying Key Details. Read each statement below. Circle **T** for *true* and **F** for *false*.

- | | | |
|---|----------|----------|
| 1. The events in <i>Life in a Day</i> all happened on July 24, 2010. | T | F |
| 2. The film shows people in many different countries. | T | F |
| 3. People uploaded 80,000 hours of videos. | T | F |
| 4. The filmmakers asked people to talk about things they love and fear. | T | F |

C | Critical Thinking: Guessing Meaning from Context. Look at this example from the passage:

The team asked people around the world to film their life on a single day—July 24—and to send in their videos.


We can guess from the context (“July 24”) that a single day probably means “one day.” Now find and underline the following words in the reading. Use context to identify their meanings. Then match each word with its definition (1–6).

goes on (paragraph B)	extraordinary (paragraph C)	cultural (paragraph C)
banal (paragraph C)	imaginary (paragraph D)	contribute (paragraph E)

CT Focus

Use the context—the words around a word—to guess the meaning of a new word. The context can also help you decide the word’s part of speech, e.g., noun, verb, adjective, etc.

- | | |
|---------------------------------------|---|
| 1. _____ continues; doesn’t stop | 4. _____ boring; not interesting or unusual |
| 2. _____ not real; made-up; fictional | 5. _____ relating to how a group of people live |
| 3. _____ very unusual or special | 6. _____ (to) give something for a particular purpose |

 **D | Critical Thinking: Analyzing.** Read the last paragraph of the reading again. How do you think the filmmakers want people to feel after watching the film? Write three words or phrases. Share your ideas with a partner.

 **E | Personalizing.** Write answers to the questions. Then share your ideas with your partner.

1. Imagine you are making a video to send to a life-in-a-day project. What part of your daily life would you film? Explain.

I would send a video of _____
because _____.

2. Macdonald says, “The film is doing something that [was not] possible pre-Internet.” What are two other things that were not possible before the Internet?

Reading Skill: *Skimming for Gist*

When we read a short passage such as an article or a story, we usually skim it first to find out what it is basically about. In other words, we look quickly at a passage without reading every word. We pay attention to key words and phrases such as repeated nouns. We also look for clues found in titles, photos, and subtitles that help us understand the overall topic. Knowing the gist of a passage can help you predict the kind of information you will learn before you read a passage in detail.

- A | Skimming.** Skim the paragraphs quickly. Pay attention to the words in **bold**. Then match each paragraph with one of the topics below.

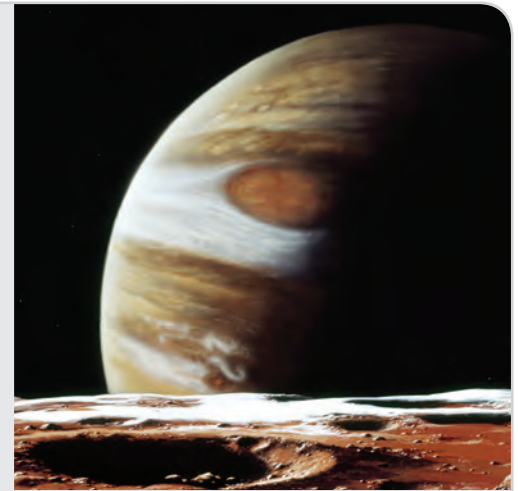


track 1-02

CT Focus

Use context to guess the meaning of new words. What do you think *rotation* means?

- A.** We all know that a **single day** is **24 hours** long. However, that is only true about a day on the **planet Earth**. That's because it takes the Earth **24 hours** to make **one rotation**. Different **planets** take different amounts of time to **rotate**, or turn. So how long is one day on some of the **other planets** in our solar system? **One day** on the **planet Mercury** takes over **58 days** in Earth time. That's a long day, but **Venus** has the **longest day**. A day on the planet Venus is **243 Earth days** long. **Jupiter**, the largest planet, has the **shortest day**, just **9.9 Earth hours** long.



▲ A day lasts less than 10 hours on the planet Jupiter.

- B.** Are you about to have your **first baby**? Are you wondering what your **typical day** will be like? Well, it will definitely be very different from your **typical day** now. First, you won't **sleep** for eight hours at night and **stay awake** for the other 16 hours of the day. You will probably **sleep** when your **baby sleeps** and be **awake** when your **baby is awake**. **Babies** have different **sleep** patterns, but your baby will probably **sleep** for one to three hours at a time. When you are **awake**, you will probably spend a lot of your time **feeding your baby** and **changing diapers**. Expect to be **tired** most of the time. But you can also expect to feel incredible **happiness** when you look at your **beautiful new baby**.

A.

- _____ 1. how long a day is on other planets
 _____ 2. why a day on Earth is 24 hours long
 _____ 3. a normal day on the planet Jupiter

B.

- _____ 1. the normal day of a new parent
 _____ 2. how to take care of a baby
 _____ 3. why people need a lot of sleep

- B |** Now read the paragraphs in exercise **A** in detail. Were you correct about the gist of each one?



BioBlitz: Life in 24 Hours

▲ A wild deer appears in the early morning light in Rock Creek Park, District of Columbia, USA.

Before Viewing

A | Using a Dictionary. Here are some words you will hear in the video. Complete each definition with the correct word. Use your dictionary to help you.

- behavior biodiversity identify stuff volunteers

- _____ is a collection of things or ideas.
- If you study an animal's _____, you study the things it does and the way it acts.
- _____ are people who do work without being paid for it; they do the work because they want to help other people.
- _____ is the existence of many different kinds, or species, of plants and animals.
- When you _____ something, you are able to say who or what it is.

B | Brainstorming. Think about a park in your town. List some plants, animals, and insects that you think live in the park. Share your ideas with a partner.

While Viewing

A | Read questions 1–4. Think about the answers as you view the video.

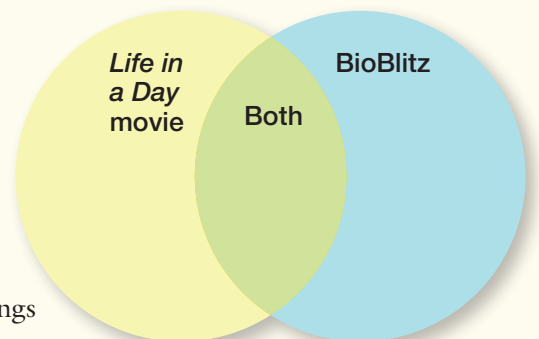
1. What did the people do in the park?
2. How long were the people in the park?
3. Why was Rock Creek a good park for a Bioblitz?
4. What is the main purpose of the Bioblitz?

After Viewing

A | Discuss your answers to questions 1–4 above with a partner.

B | Synthesizing. What do the BioBlitz and the movie *Life in a Day* have in common? Write the number of each idea in the correct place in the Venn diagram.

1. goes on for 24 hours
2. happens in a park
3. includes children
4. is about life in different countries
5. uses volunteers
6. shows behavior of living things
7. shows diversity
8. is about 90 minutes long



- A | Building Vocabulary.** Read the definitions below of some of the words and phrases in the reading on pages 12–13. Complete each sentence (1–5) with the correct word or phrase.

When you **balance** two things, they both have the same weight or importance.

When one thing **depends on** a second thing, the first thing is affected by the second thing.

If something happens **during** a period of time, it happens between the beginning and end of that period.

An animal's **environment** is the place where it lives.

If something is **unexpected**, you did not know that it would happen.



Word Link

The prefix **un-** can make an adjective negative, e.g., **unexpected**, **unhappy**, **unidentified**, **unexplored**.

1. An employee's paycheck _____ his or her work hours. When the employee works more hours, he or she gets a bigger paycheck.
2. Scientists usually like to study an animal in its natural _____. That way, they can see what it eats, where it sleeps, and how it lives.
3. It's important to _____ your work and your personal life. Don't work so much that you don't have time to be with your family and friends.
4. Some people sleep _____ the day and work at night.
5. Do you like _____ visits from your friends? Or do you like it when people call you before they come over?

- B | Building Vocabulary.** Read the sentences below. The words and phrases in **bold** are from the reading on pages 12–13. Write each word or phrase next to the correct definition.

Builders have to **measure** each piece of wood before they cut it. Each piece of wood has to be the right size.


When drivers **realize** they are going the wrong way, they usually look at a map or ask for directions.

Do you have a busy **schedule** on the weekend? Or do you have a lot of free time then?

Do you usually **spend time** with your friends during the weekend?

A rainy day in the middle of the summer is often a **surprise**.

1. _____: to find how big or small something is
2. _____: to do something or be with certain people for a while
3. _____: an event, a fact, or a piece of news that you did not think will happen
4. _____: to become aware that something is true, or to understand it is true
5. _____: a plan or an outline of times when things will happen

 **C | Using Vocabulary.** Answer the questions in complete sentences. Then share your sentences with a partner.

1. Describe something **unexpected** that happened to you in the past.

2. What things does an ability to learn a new language **depend on**?

3. Think of two animals and describe their natural **environments**.

4. How do you remember your **schedule**? For example, do you use a wall calendar? Do you use a calendar on your phone?

5. What kinds of things do you do for fun **during** your vacation?

D | Predicting. Look at the title, subheads, and photos in the reading on pages 12–13. What kind of reading is it?

- a. three scientific news reports
- b. an opinion article about a scientific topic
- c. a set of interviews with scientists

Word Partners

Use **schedule** with: (*adj.*) **busy** schedule, **regular** schedule; (*n.*) **change of** schedule, schedule **of events, train** schedule; (*prep.*) **ahead of** schedule, **behind** schedule, **on** schedule.

Strategy

Use clues in **titles, subheads, and photos** to get an idea of the overall gist of a reading. These clues will help you know what to expect when you read in more detail.



A Day in a Life

WHAT IS IT LIKE to be a National Geographic Explorer? Three scientific explorers around the world describe their daily life.

Name: **Kakani Katija**

Job: **Bioengineer**

Kakani Katija studies the movements of jellyfish and other ocean animals.

Where do you work?

Sometimes I work in my office or with animals in a laboratory. I **spend** a lot of **time** in the ocean, too. I dive with animals to learn how they swim and eat.

What time do you normally start and end your workday?

I often keep a 9-to-5 **schedule**. When I am studying animals in the ocean, my start and end times **depend on** the behavior of the animals.

What's the best thing about your job?

The best thing is finding answers to a question that truly interests me. I also get to see things in nature that nobody else gets to see.

What's the most difficult thing about your job?

It's tough to **balance** my work schedule, travel, and time with my family.

What's one of the strangest things that happened to you at work?

One night I was diving in Woods Hole, Massachusetts. I was **measuring** a jellyfish. Suddenly, a crab swam up. It grabbed the jellyfish in its claws and ate him! It was a big **surprise!**

Scientists like Kakani ▶ Katija look for designs in nature that engineers can use. An example is this animal, called a boxfish. Mercedes-Benz used the boxfish's design to make a new type of car (right).



Name: **Christine Lee**

Job: **Bioarchaeologist**

Christine Lee studies the skeletons of early humans to understand how they lived.

Where do you work?

I work on archaeological excavations¹ in China and Mongolia. I also work in a professor's office and in a laboratory.

What time do you normally start and end your workday?

If I am on an archaeological excavation, I usually work from sunrise to sundown. In the laboratory, I work as long as the laboratory is open.

What's the best thing about your job?

Finding a story that has been buried for hundreds or thousands of years.

What's the toughest thing about your job?

Cold weather, no bathrooms!

What's one of the strangest things that happened to you at work?

When I was working on two children's skeletons, the skulls started moving back and forth. Luckily, I realized there was a rainstorm coming. The wind was moving the skulls!



Name: **Katsufumi Sato**

Job: **Behavioral ecologist**

Katsufumi Sato studies the behavior of animals in their natural environment.

▲ Katsufumi Sato with one of the tools he uses to record animal behavior.

Where do you work?

That depends on the animals that I am studying. For example, when I studied penguins, I went to Antarctica. When I studied tiger sharks, I went to a tropical island.

What time do you normally start and end your workday?

When I am in Tokyo, I go to my office at the university at 9:00 A.M. and come home at 9:00 P.M. However, when I am at a study site, animals decide my schedule. When I study nocturnal animals, I work during the night and sleep in the daytime.

What's the best thing about your job?

I really enjoy visiting different places in the world and experiencing unexpected things.

What's the most difficult thing about your job?

I get seasick on the ocean!

“It's amazing to look at a skull and realize I'm the first person to see that face in 2,000 years.”

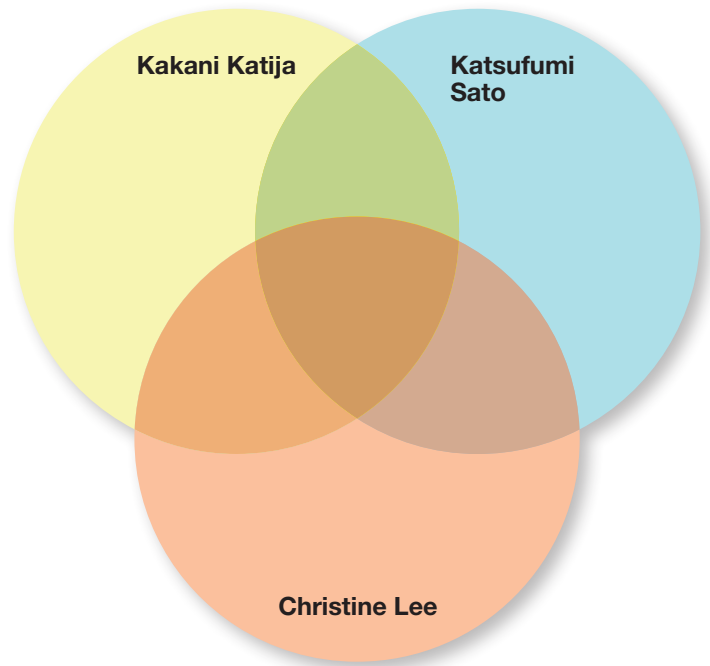


¹ In an archaeological excavation, scientists look for things buried in the ground, such as pots and bones, in order to learn about the past.

A | Understanding the Gist. Look back at your answer for exercise **D** on page 11. Was your prediction correct?

B | Identifying Key Details. Write the letter of each description in the correct place in the Venn diagram.

- scientist
- bioengineer
- ecologist
- archaeologist
- works in China and Mongolia
- studies humans
- works in an office
- studies animals' behavior
- schedule depends on animals
- gets seasick



C | Critical Thinking: Guessing Meaning from Context. Find and underline these words on pages 12–13. Use context to identify their meanings. Then match each word to its definition.

buried dive engineers laboratory nocturnal skeleton

- _____: covered up; hidden
- _____: staying awake during the night
- _____: all the bones in a person's or an animal's body
- _____: people who design or build machines or other things
- _____: go down under the surface of a sea or a lake
- _____: a room or building where scientific work is done



D | Synthesizing. Discuss these questions in small groups.

- What is similar about the two reading passages and the video in this unit?
- Which person in the unit do you think has the most interesting job? Who has the most difficult job? Why do you think so?

GOAL: In this lesson, you are going to plan, write, revise, and edit sentences on the following topic:

Which three of your daily activities might be interesting to someone from another country? Why do you think they might be interesting?

- A** | Read the information below. Then complete each sentence (1–7) with the correct simple present form of a verb from the box. You will use two verbs twice.

Language for Writing: Simple Present of *Be* and Other Verbs

Use the simple present for habits and daily routines:

*Sometimes I **work** in my office.*

*I **don't work** in a laboratory.*

*I **go** to my university at 9:00 A.M. and **come** home at 9:00 P.M.*

*Animals **decide** my schedule.*

Also use the simple present for facts or things that are generally true:

*The average American **eats** about 90 grams of sugar per day.*

*Planet Earth **takes** about 24 hours to make one rotation.*

*Jupiter **doesn't have** a 24-hour day.*

*This **is** really where the wild things are.*

For more explanation and examples, see page 214.

be communicate find go have ~~leave~~ not work ride work

Example: Every day, I leave my house at 7:00 A.M.

- I _____ with my friends by email.
- We _____ all connected through the Internet.
- A day on Jupiter _____ less than 10 Earth hours long.
- She _____ on weekends. She only _____ from Monday to Friday.
- In a BioBlitz, teams of scientists, parents, kids, and volunteers all _____ to a park or a neighborhood and try to _____ everything that's alive there.
- I _____ two jobs. My wife also _____ two jobs.
- I _____ the train to work every morning.

- B** | Write four sentences using the simple present. Use the verbs in parentheses.

- (go) _____
- (have) _____
- (be) _____
- (eat) _____

C | Write complete sentences to answer the questions below.

Example: What is your name?

My name is John.

Where do you live?

I live in Los Angeles.

1. What is your name?

2. Where do you live?

3. Where are you from?

4. What do you usually do on weekends?

5. How do you get to class every day?

6. Where do you study?

 **D** | Ask and answer the questions in exercise **C** with a partner. Then write your partner's answers.

Example:

My partner's name is John.

John lives in Los Angeles.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Writing Skill: Understanding the Writing Process

In this lesson, you are going to learn about the stages in the writing process: brainstorming, planning, drafting, revising, and editing.

In the **brainstorming** stage, you list all the ideas you can think of about a topic. You might also do some journal writing or free writing about the topic. You don't have to write complete sentences, and you should not worry about spelling, grammar, or punctuation.

In the **planning** stage, you choose the ideas from your brainstorming list and/or your journal writing that you want to include in your writing. If you are writing a paragraph or a longer piece, you can organize your ideas in an outline or another type of graphic organizer before you begin writing.

In the **drafting** stage, you write your first draft. Don't worry too much about spelling, grammar, or punctuation. Focus on getting your ideas down on paper.

In the **revising** stage, you write your second draft. Focus on making your ideas clear and adding details. You may also write additional drafts if necessary.

In the **editing** stage, you check your writing for spelling, grammar, and punctuation errors and create your final draft.

E | Write the correct stage from the box above next to each description (1–5).

1. _____ writing your ideas in sentences for the first time
2. _____ choosing ideas to include in your writing
3. _____ making changes to your first draft
4. _____ correcting things such as spelling and grammar errors
5. _____ listing your ideas about a topic



F | **Critical Thinking: Evaluating.** Talk with a partner. Why do you think the stages below are important for the writing process? Complete the sentences with your ideas.

1. Brainstorming is important because _____

2. Revising is important because _____

3. Editing is important because _____

A | Brainstorming. Brainstorm a list of things that you do in a normal day.




B | Planning. Follow the steps to make notes for your sentences.

- Step 1** Look at your brainstorming notes from exercise **A**. Underline three daily activities that you think someone from another country might find interesting.
- Step 2** Decide how you want to organize your ideas. For example, do you want to put the activities in the order that you do them every day? Or do you want to save the most interesting activity for last?
- Step 3** Complete the chart.

Things I do in a normal day:	Why I think these might be interesting to someone from another country:
take a boat across the lake to get to work	not many people take boats to work
1.	
2.	
3.	

C | Draft 1. Use the information in your chart to write a first draft of your sentences.

WRITING TASK: Revising and Editing

 **D | Peer Evaluation.** Exchange your first draft with a partner and follow these steps:

Step 1 Read your partner's sentences. Then answer the questions below about them.

1. Are the sentences about daily activities? **Y N**
2. Does your partner explain why someone from another country might find each activity interesting? **Y N**
3. Does your partner organize the sentences in an order that makes sense? **Y N**

Step 2 Tell your partner one thing that you liked about his or her sentences.

Step 3 Share your answers to the questions in Step 1 with your partner.

E | Draft 2. Write a second draft of your sentences. Use what you learned from the peer evaluation activity. Make any other necessary changes.

F | Editing Practice. Read the information in the box. Then find and correct one simple present mistake in each of the sentences (1–8).

In sentences using the simple present, remember to:

- use the correct form of *be*: *am*, *is*, or *are*.
- use the correct form of other verbs, for example, *go/goes*, *eat/eats*, *talk/talks*.
- use the correct form of *do* and the base form of a verb in negative statements, for example, *don't take/doesn't take*.

1. I cooks food for 500 people every day.
2. I think most people doesn't cook for that many people.
3. My husband drive me to work every morning.
4. He be a bus driver.
5. I don't works in an office.
6. I working in a laboratory.
7. My wife and I has three daughters.
8. My daughter doesn't has a job.



G | Editing Checklist. Use the checklist to find errors in your second draft.

Editing Checklist	Yes	No
1. Are all the words spelled correctly?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did you use the simple present correctly?		

H | Final Draft. Now use your Editing Checklist to write a third draft of your sentences. Make any other necessary changes.

UNIT QUIZ

p.3

1. Each day, there are about 200,000 more _____ in the world.

p.6

2. The filmmakers asked people to share their _____.
Some people talked about guns and war. Some children talked about imaginary monsters.

p.6

3. According to director Kevin Macdonald, the movie *Life in a Day* was not possible before the _____.

p.8

4. _____ is looking at a passage quickly to find out what it is about.

p.9

5. Hundreds of _____ take part in the BioBlitz project;
they receive no money for taking part.

p.10

6. A plan that lists when things will happen is called a _____.

p.13

7. Katsufumi Sato studies animals in their natural _____.

p.17

8. In the writing process, the step between drafting and editing
is called _____.