



Developing essential skills for 21st century learners

Michael Harris Italy March 2014

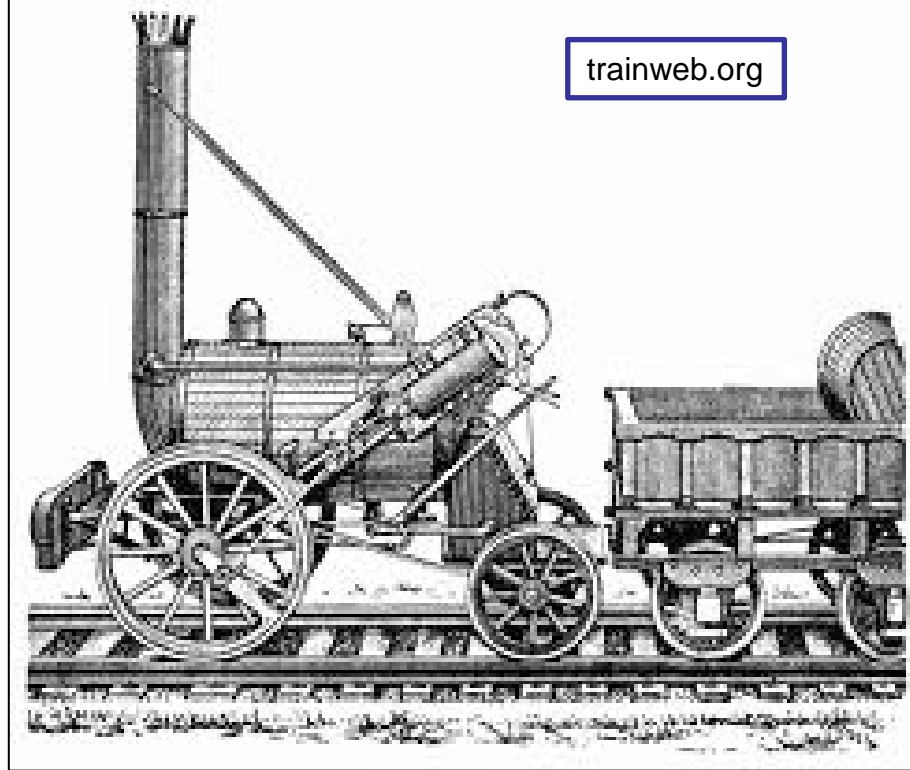
21st century skills

Which two of these skills are the *most* useful and which one is the *least* important?

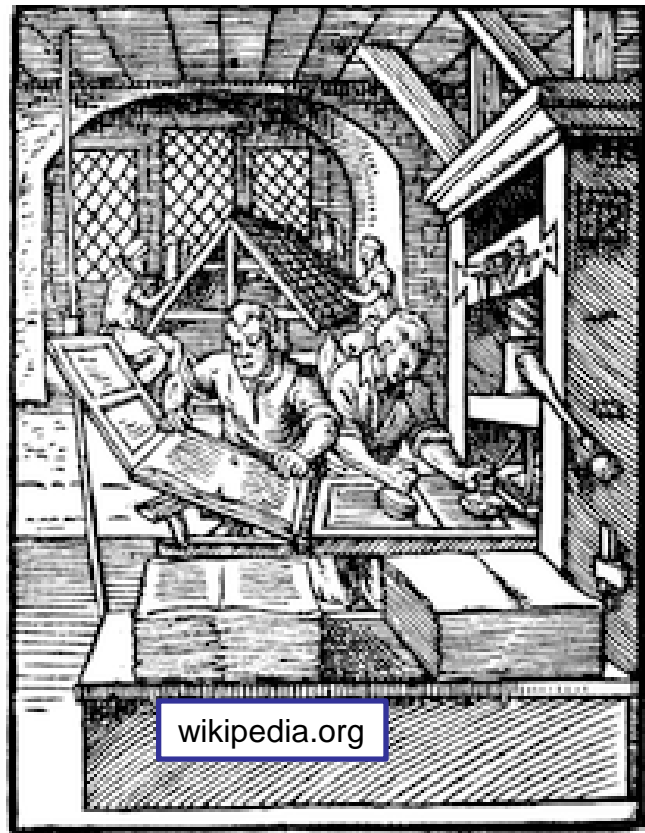
- a) learn on your own using the technology available.
- b) understand people from other cultures.
- c) remember a lot of facts.
- d) cooperate and communicate effectively.
- e) use digital media to communicate.
- f) process information critically.



ecomunity.uml.edu



trainweb.org



wikipedia.org



oldcomputers.net

21st century skills

- Self-directed learning
- Information handling + critical thinking

- Teamwork/communication
- Intercultural competence
- Digital connections

DIGITAL
LITERACIES

Global awareness

25 Choose two of the activities below (a-f). Write notes about the activities in your town or city.

- a sightseeing/places to visit
- b music
- c films/plays
- d museums/galleries
- e sport/exercise
- f markets

Milan:

Piazza Duomo - summer evenings: street performers

26 Work in groups. Tell your partners about the activities.

Go to Piazza Duomo and listen to the free concerts. They are at seven o'clock in the evening.

 **WORKBOOK p. 165**

BEST CHOICE 1

Vocabulary Network

Identity

My family roots are in ¹England / Wales.

I am proud of my/our ²_____.

One thing I love about my country is the

³_____.

I suppose I'm a/an ⁴_____ type of

person but I'm a bit too ⁵_____.

I'm passionate about/keen on ⁶art /
fashion / nature / sport, etc.

I ⁷'m / ⁸'m not into _____.

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses

climate, food, landscape, lifestyle, people, wildlife

adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty

independent, laid-back, rebellious, shy, untidy

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos

piercings, tattoos

- 5** **PET SPEAKING - Part 1** Work in groups. Use the *Vocabulary Network* to talk about *your* identity.

WORKBOOK p. 123

PRONUNCIATION - digital practice: ex. 1

VOCABULARY - digital practice: ex. 2

BEST CHOICE 2

Sound Choice UNITS 5-6

Sound Check

Say the words and expressions below.

- a bigger, nicest, longer (Exercise 1)
- b bathroom, Thursday, maths (Exercise 3)
- c he's, his, cheap (Exercise 4)
- d cheap, street, read (Exercise 5)
- e How much are the tickets? (Exercise 6)
- f outdoor, art, theatre (Exercise 7)

41223 Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

1 **41224** Grammar Listen and repeat the words.

- 1 big - bigger
- 2 nice - nicest
- 3 long - longer
- 4 busy - busiest
- 5 old - older
- 6 small - smallest

2 **41225** Grammar - Regular past endings Write the words in the correct column depending on the sound of the final -ed. Then listen to check.

/d/	/t/	/ɪd/
<i>lived</i>	<i>worked</i>	<i>wanted</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 **41226** Consonants - Unstressed schwa sound Listen and repeat the words.

- 1 bathroom
- 2 birthday
- 3 thirsty
- 4 theatre
- 5 Thursday
- 6 maths

4 **41227** Vowels - /i/ and /i:/ Listen to the words. Which vowel sound do they have, /i/ or /i:/?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

5 **41228** Say the words and expressions below.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

- a bigger, nicest, longer (Exercise 1)
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6 **41229**

- exj
- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____
 - 6 _____

7 **41230**

- Cir
- 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____
 - 6 _____
 - 7 _____
 - 8 _____
 - 9 _____

41223 Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

1 Music Complete the sentences with the correct word.

- 1 Patrick isn't really _____ about it.
- 2 Joe just loves _____ to come.
- 3 Steph is crazy _____ The band.
- 4 Joby _____ stand jazz.
- 5 Zoe's got a really good singing _____.
- 6 I'd like to _____ the piano.

2 (don't) have to Complete the text with **have to** and the verbs in brackets.

This summer I'm volunteering at a music festival for some friends. We ¹ _____ start early because the work starts at 8 o'clock. Musicians are more lucky - they (not arrive) on the stage before 10 o'clock in the canteen. I ² _____ make coffee. I ⁴ _____ (no) but I ⁵ _____ (bring) some drinks for the performers. My friend Janet is ill. I ⁶ _____ (carry) instruments for the musicians. She ⁷ _____ work hard but she ⁸ _____ because the instruments are so heavy.

3 can/can't, have to/don't have to Complete the text with the correct words.

I play the drums in a heavy metal band. We ¹ _____ don't have to practise during the school holidays. We all go to different schools, so we ² _____ have to meet up at the weekend to practise at my house so I ³ _____ don't have to practise at my house. We ⁴ _____ can't practise in the garage at the school because we're too loud. We ⁵ _____ practise in the garage at the school. It's a bit cold sometimes but at least we ⁶ _____ can make a noise. We ⁷ _____ can / have to if we want to! We ⁸ _____ don't have to make the noise!

4 may, must and mustn't Complete the text with **must**, **mustn't** or **may**.

- 1 You _____ go in now - the head teacher is ready to see you.
- 2 You _____ go in now - there is an exam in progress.
- 3 You _____ swim here - it's very dangerous.
- 4 You _____ swim here - but be very careful.

5 _____ we go now? - have you finished asking us questions?

6 _____ we go now? - I'm having such a good time.

Self Assessment



CHECK YOUR PROGRESS - Keys Unit 12

A Look at your results on this page. What language areas in this unit do you need to study more?

B Look at the communication and competences objectives on p. 95 in the Students' Book and evaluate your learning.

- 1 Now I can _____ well / quite well / with difficulty.
- 2 Now I can _____ well / quite well / with difficulty.
- 3 Now I can _____ well / quite well / with difficulty.



Go to the DIGITAL PRACTICE for more exercises.

B Look at the communication and competences objectives on p. 95 in the Students' Book and evaluate your learning.

- 1 Now I can _____ well / quite well / with difficulty.
- 2 Now I can _____ well / quite well / with difficulty.
- 3 Now I can _____ well / quite well / with difficulty.



Go to the DIGITAL PRACTICE for more exercises.

This activity distinguishes between lowercase and uppercase in grading.

Practice

Attempt 1

Exercise 15: Passives – Modal verbs

Inserisci il verbo e gli elementi opportuni nella seconda frase di ogni coppia, in modo da farne la trasposizione al passivo della prima. Fai attenzione all'eventuale complemento d'agente.



1 Lack of sleep can cause car accidents.

Car accidents lack of sleep.

Usa *can* con il verbo *be*. Ci vuole la preposizione *by*?

2 They should explain these things in detail later.

These things in detail later.

Osserva il verbo modale usato nella frase attiva. Per formare il passivo di una frase con un modale, lo stesso verbo modale deve essere anteposto al verbo *be*. A questo si aggiunge il participio passato del verbo che esprime l'azione.

3 Only people over 18 can see that film.

That film people over 18.

Osserva il verbo modale usato nella frase attiva. Per formare il passivo di una frase con un modale, lo stesso verbo modale deve essere anteposto al verbo *be*. A questo si aggiunge il participio passato del verbo che esprime l'azione.

4 You can't buy these old vinyl records in the shops.

These old vinyl records in the shops.

Usa *must* con il verbo *be*.

5 You must change the battery of this watch once a year.

The battery of this watch once a year.

Osserva il verbo modale usato nella frase attiva. Per formare il passivo di una frase con un modale, lo stesso verbo modale deve essere anteposto al verbo *be*. A questo si aggiunge il participio passato del verbo che esprime l'azione.

6 The police could arrest the terrorists very soon.

The terrorists very soon.

Usa *could* con il verbo *be*.

BLENDED LEARNING

INFORMATION HANDLING

- 1- Is an argument being given?
- 2- What is it?
- 3- Should I be persuaded by it?

TRACY BOWELL AND GARY KEMP (2005)

CC Marco Arment

CRITICAL THINKING

Reading

- 16 Which of the things below are sometimes or always free in London? Guess the answers.

concerts night clubs museums
art galleries professional football
games (e.g. Spurs and Chelsea)
sightseeing running and skating
films street performers
sports centres plays

- 17 **1-84** Listen and read the website and check your guesses from Exercise 16.

- 18 Read the website again. Complete the notes.

- Free music at: the National Theatre, the HMV Music Store, Covent Garden Market
- Street performers at: _____
- Exhibits in the Science Museum: *modern technology* and _____

Listening

Skills Builder Listening

Getting specific information (text completion)

- Try to guess the kind of information you need to complete the gaps. For example, is it a time, a number, a day, a date, a sport?
- Listen the first time to get the general idea. Answer some of the questions.
- Listen again and try to answer all the questions.
- Be careful with times and numbers (e.g. sixteen and sixty).
- When you don't know the answer, make a guess!

VOCABULARY Look at the Language Builder and the words in red in the website. Complete the sentences.

Language Builder Verbs and prepositions

- Don't stay at home!
- You can listen _____ famous pop groups.
- Millions of tourists come _____ London every year.
- Go _____ Trafalgar Square.
- Walk _____ Buckingham Palace.
- The Queen lives _____ the palace.
- Look _____ the cool clothes.
- They go _____ the streets of London.

- 23 Complete the description with verbs from the Language Builder.

1.7 million people ¹ *live* in Barcelona but millions of tourists ² _____ to our city every year. Barcelona is a great place to visit so ³ _____ at a hotel in the centre. In the morning, ⁴ _____ to the old city and visit the art galleries. In the evening, ⁵ _____ around the streets near the Rambla. At night, ⁶ _____ to some good music or dance at a club.

VOCABULARY - digital practice: ex. 50

concerts on ⁷ _____ afternoons.

Hyde Park

Hyde Park opens at ⁸ _____ o'clock in the morning every day until midnight. You can go ⁹ _____ or cycling and you can play ¹⁰ _____ in the park in the summer.

Speaking

- 24 Choose two of the activities below (a-f). Write notes about the activities in your town or city.

- | | |
|-------------------------------|---------------------|
| a sightseeing/places to visit | d museums/galleries |
| b music | e sport/exercise |
| c films/plays | f markets |

Milan:

Plazza Duomo - summer evenings: *street performers*

- 25 Work in groups. Tell your partners about the activities.

Go to Plazza Duomo and listen to the free concerts. They are at seven o'clock in the evening.

WORKBOOK p. 165

SELF-QUESTIONING



- 1 What do you know about London?
- 2 Write two questions about London.
- 3 Listen and see which questions you can answer.

Listening

23 ⏮ 2:45 ⏪ 2:46 Look at the photo. Listen to a news programme and choose the best headline (1-3) below.



- 1 New president looks for new country
- 2 Rising sea level destroys coral reefs
- 3 Maldives builds artificial island

Skills Builder Listening

Completing notes

- Guess what kind of information you are listening for (e.g. *a number, a measurement, a date, a place, an activity, an action*) and use your general knowledge to make guesses.
- Listen out for key words in the notes (e.g. *population*) and words with the same meaning (e.g. *the number of people*).
- Use abbreviations to write down the information on a piece of paper (e.g. *1.5 m = metres*).

24 PET LISTENING - Part 3 ⏮ 2:45 ⏪ 2:46 Listen to the programme again. Use the strategies in the *Skills Builder* to complete the notes below.

Population of the Maldives: 1 370,000

Number of islands: 2 _____

Sea level rise: 3 _____

Highest point in the Maldives: 4 _____

Future rise in sea level: 5 _____

Year of the tsunami: 6 _____

The tsunami destroyed: 7 _____

Solutions: buy another 8 _____
build 9 _____

Listen out for key words in the notes (e.g. *population*) and words with the same meaning (e.g. *the number of people*).

- Use abbreviations to write down the information on a piece of paper (e.g. *1.5 m = metres*).

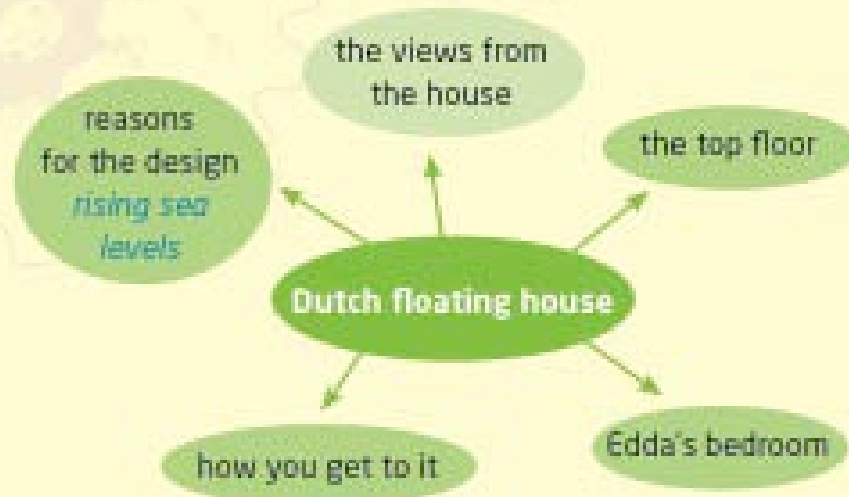
- A What would you do if you were in the Maldives on holiday?
- B I would go diving.

WORKBOOK p. 149

BEST CHOICE 2

1 Taking notes

- Before you listen, draw an empty network to complete or use any topics that are given to draw it.



- When you listen the first time, identify the list of topics (or write down a list of them).
- When you listen again, write down important information related to each topic. Do not try to write down too much information. Use abbreviations.
- After listening, add any other information to the network that you remember and that is relevant.



description of her house.

- Edda's bedroom
- the living room

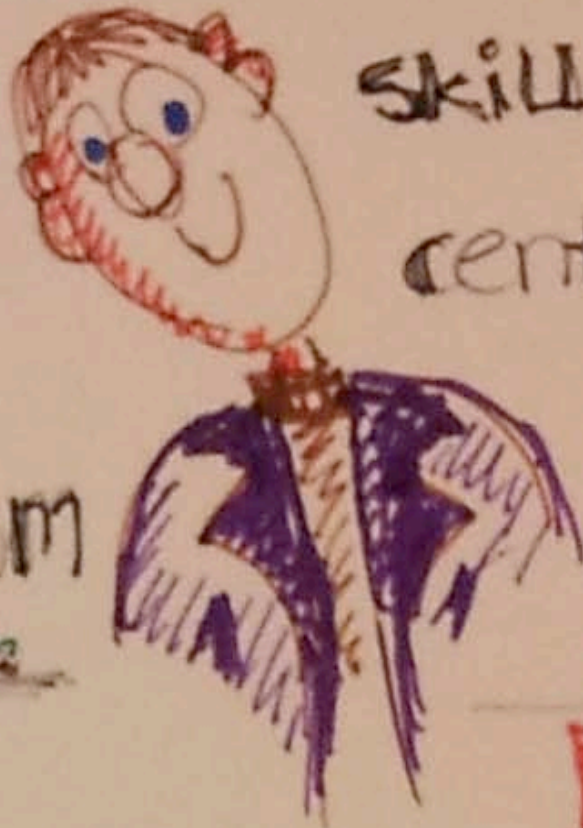
BEST CHOICE 2

Lis

21

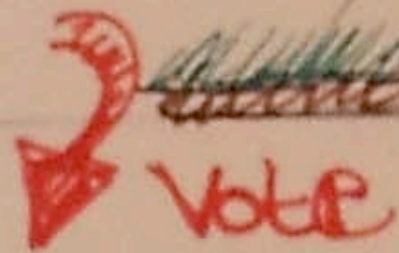
MICHAEL HARRIS

Essentials
21st



Skills for the
century

CLASSROOM

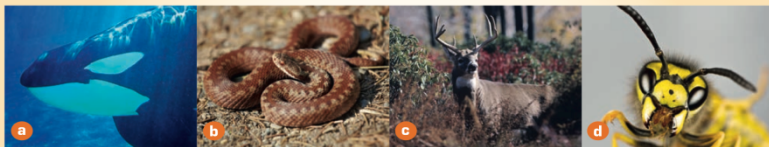


Commenting on research findings

Britain's most dangerous animals

Page 1 of 3 1 2 3

Thrill seekers around the world are always looking for exciting and dangerous adventures from diving with sharks in South Africa to crocodile safaris in Australia, but could the UK ever be a holiday destination for dangerous wildlife? Write in and let us know what you think.



What about the deadly killer whales in the north west of Scotland? People will be surprised to learn that Britain is home to killer whales. We could offer diving with whales, or whale safaris – there are hundreds of whales swimming around our coast.

Ricky, Glasgow

FACT CHECK *The killer whale is part of the dolphin family. There is only one small group of killer whales in Scotland (currently 9 whales) and they are a protected species. They usually feed on seals and are not generally dangerous to humans. According to 'Save our Seas' association there have been no human deaths from killer whales in the UK.*

The adder is the most poisonous and vicious animal in the UK. There are thousands of them here in Wales. An adder bit my cousin just last year – she stepped on it accidentally, and it attacked her viciously. Luckily she was ok because we got her to the hospital on time. But I think people will pay money to come and hunt adders.

Anita, Pembrokeshire

FACT CHECK *The adder is not an aggressive animal and will only attack when threatened. About 100 people report adder bites each year – none of them result in fatalities and all of them are as a result of either stepping on the snake or holding it. We don't know precise figures of adder populations but researchers generally agree that populations are declining due to the disappearance of their natural habitat.*

As a zoologist I can tell you that the most dangerous animals to man in the UK are actually deers, bees and wasps and I don't think anyone will pay good money to come and see them!

Ethan, Devon

FACT CHECK *Animals like deer on the roads are responsible for over 75,000 traffic accidents each year in the UK. Bees and wasp stings kill around 5 people each year in the UK – they have violent allergic reactions to the sting.*

41 **PET SPEAKING - Part 2** Before you read, look at the pictures (a-d) and answer the questions in pairs.

- What do you know about these animals?
- How dangerous do you think these animals are to humans?

42 Read the texts to check your ideas. Are you surprised by the facts?

43 Read the texts again and answer.

- 1 Which fact is incorrect in Ricky's post?
- 2 How many people have killer whales attacked in the UK?
- 3 How many people die as a result of snake bites in the UK annually?
- 4 Why are deer dangerous to humans?
- 5 Which animals have caused fatalities in the UK?

TASK - World's deadliest animals

44 Surf the net and do some research to find out about dangerous animals in one of the following English speaking countries:

- Ireland
- South Africa
- New Zealand
- USA
- Australia
- Canada

Present your findings to the class and add your opinions. Vote on the country with the deadliest animals.

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21st Century Skills Builder Information literacy

Identifying facts and opinions

- **Facts** - true information (e.g. *About 100 people report adder bites each year.*)
- Be careful - sometimes writers get their facts wrong. Double check facts by looking at more than one source of information.
- Look out for references in books or hypertext in websites that give the source of information (e.g. *according to 'Save our Seas'*) to check the fact.
- Facts often have numbers, dates, and names.
- **Opinions** often contain opinion adjectives (e.g. *amazing, incredible*).
- There are opinions in many predictions (e.g. *They will be really frightened!*), comparisons and superlatives (e.g. *It is the most vicious animal.*).

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WORKBOOK: Check your progress p. 146

SKILLS BUILDERS ONLINE SKILLS: n° 2

COMPUTER GAMES

Task: Write a review of your favourite computer game

Tools: www.amazon.co.uk

Skills: Finding and selecting information

Before you start

- 1 Read the review of a video game. What does the reviewer tell you about the game? Order the comments below.

amazon.co.uk

By **SimsFan**
☆☆☆☆

I love The Sims! It's a strategy game and you control the lives of cartoon characters - the 'Sims'. You help them work, play, shop and do things in their houses. I bought the first Sims when I was thirteen and I played it every day. This new version is much better - it has got amazing graphics, lots of new and fun characters and incredible music. But it does crash sometimes. ☹ It's not a cheap game (£19.99), but it is great fun!

Comments (6)

- What happens in the game ____
- The kind of game ____
- The name of the game i
- What features it has ____
- The price ____
- Problems with the game ____

- 2 Answer the questions below about your favourite computer game.

- What is the name of the game?

- What kind of game is it (role-playing, simulation)?

- What happens in the game (is there a story)?

- What features does it have (graphics, music, levels)?

- How much does it cost?

- Does it have any problems?

- Why do you like it?

Research

- 3 Go to www.amazon.co.uk and search for your game.

Tip!

Sometimes the language in online reviews is difficult, so don't try to understand every word. Try to get a general idea of the review. If you don't understand a sentence, you can use an online translator like Google Translate, www.translate.google.com but remember that online translators are not a 100 percent accurate.

- 4 Read some of the reviews and make notes. Do not copy the text from the webpage.

What do people like about the game?

What do people dislike about the game?

Are there any problems with the game?

Task

- Use your answers from Exercise 2 and your notes from Exercise 4 to write a review of your favourite computer game. Use the model from Exercise 1 to help you.
- Give your review to the other students in your class to read. Which computer game do most of the class like best?

Review

In this task I have:

- found out information about computer games on the internet and used it to write a review.

Tip!

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ADVENTURE

Task: Look at the features on a company's Facebook page and write a short review of it
Tools: www.nordicvisitor.com www.facebook.com/nordicvisitor
Skills: Finding specific information on a web page, and exploring and evaluating a social networking site

Before you start

- Go to www.nordicvisitor.com. Which places can you visit with this tour company? Where would you like to visit?
- Explore the Facebook page for *Nordic Visitor* www.facebook.com/nordicvisitor



Tip!
 You can change the language on Facebook to English by clicking on the link at the bottom of the page.

Research

The Wall
 The *Wall* often includes comments and photos from the company and from their clients. It is usually the page you see first. To see if a wall is active, look at how often and when people last posted comments.

- Look at the wall on the *Nordic Visitor* Facebook page. Can you find these things?
 - travel information and updates
 - customers' messages
 - customers' photos
 - customers' opinions
 - company links and photos
 - advertisements of new products

Task

- Look at the features (1–6) on Facebook and match them with the things they do (a–f).

1 the 'like' feature	4 info
2 photos	5 reviews
3 notes	6 discussion

 - gives information about the company (its objectives, products etc.)
 - customers' opinions of holidays
 - shows other sites that the company thinks are of interest
 - shows photos from the holidays
 - shows people's opinions
 - gives information about new offers and products

Tip!
 When evaluating a Facebook page:

- Think about the features on the page.
- Does the page help you understand the holidays *Nordic Visitor* offers?
- Does the page make you want to take a holiday with them? Why/Why not?
- What else would you like to see on the page? Is anything missing, in your opinion?

Remember that when a company keeps a Facebook page, they want you to see them in a very positive light. They include photos and comments that are positive because they usually want to sell you something.

- Evaluate the *Nordic Visitor* page's features. Write a short review of the page.

Review
 In this task I have:

- explored and evaluated a social networking site
- written a short paragraph about a company social networking site.

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- written a short paragraph about a company social networking site

BEST CHOICE 2

DHMO.org

Dihydrogen Monoxide Research Division

WELCOME

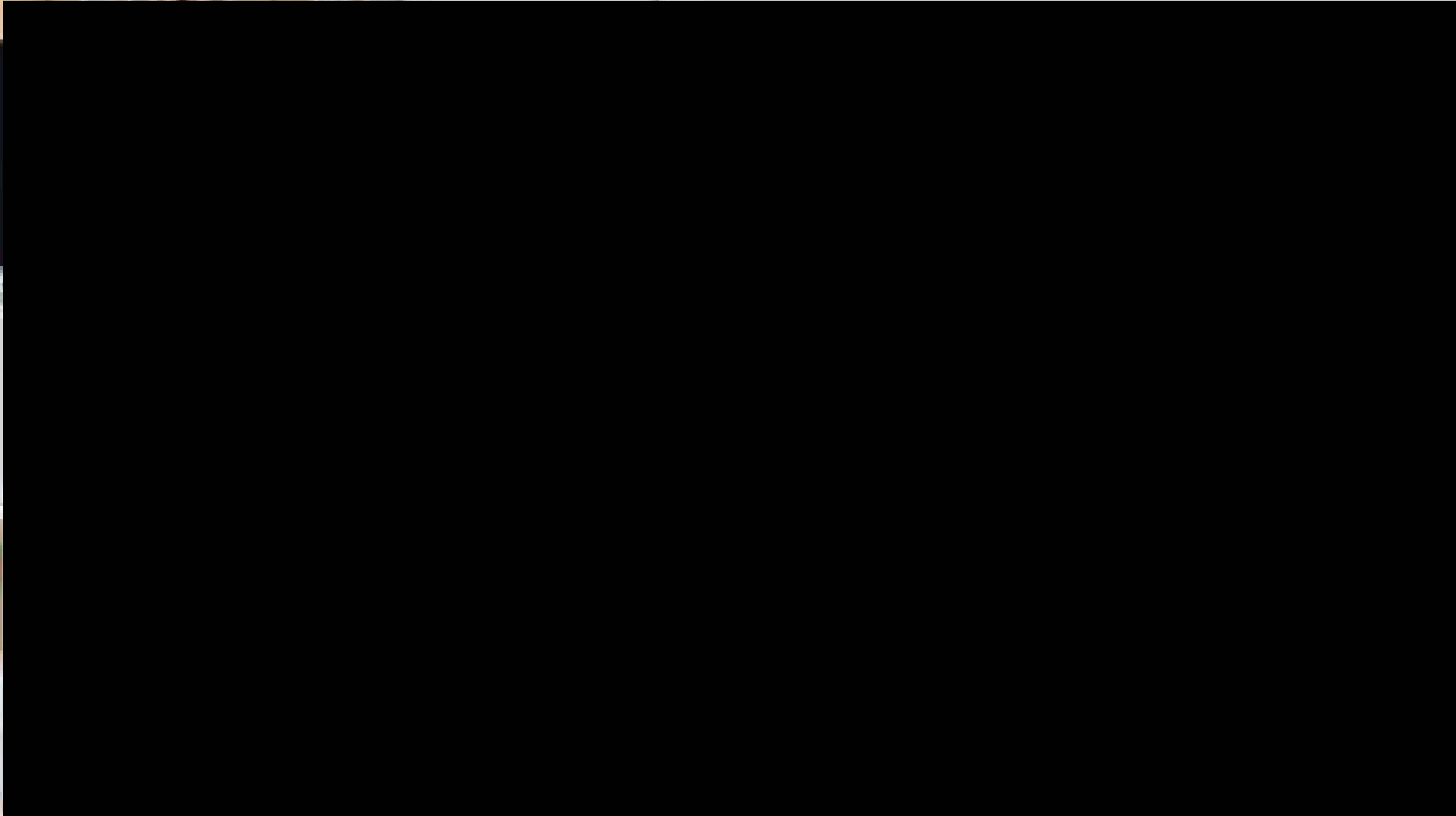
Welcome to the web site for the Dihydrogen Monoxide Research Division (DMRD), currently located in Newark, Delaware. The [controversy](#) surrounding dihydrogen monoxide has never been more widely debated, and the goal of this site is to provide an unbiased data clearinghouse and a forum for public discussion.



- [Dihydrogen Monoxide FAQ](#)
- [Enviro Impact of DHMO](#)
- [DHMO and Cancer](#)
- [DHMO Research](#)
- [Editorial: Truth about DHMO](#)

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

31 Look at the photos (a-c) from a BBC comedy programme. Guess the answers to the questions.



BEST CHOICE 1

FOCUS ON CONTEXT

COMMUNICATION

Watching and Speaking

Talk Builder Giving opinions

Well, I don't think that's very good in my opinion, ten is okay because everything is very expensive.

WORKBOOK p. 207

expensive.

BEST CHOICE 1

UNIT **11** Presenting and debating ideas

40 **PRE-READING** Before you read, look at the photographs: do you think they show typical families? Then read the text and check your ideas.

40 Read again and answer the questions.

1. What percentage of households had two parents and two children 40 years ago?
2. What percentage of people over 60 live alone?
3. What percentage of people live in a multi-generational household?
4. What percentage of couples with children are married?

TASK - A survey on family life

- 41** Do a survey about your friends' views on family life. Ask the following questions:
- What is the ideal family unit?
 - Should it contain two parents?
 - Should they be married?
 - Should they be heterosexual?

Present your data and debate the results.

21st Century Skills Builder Communication

Debating ideas

In a debate, listening is as important as talking. Acknowledge what other people say, even if you do not agree with phrases like: *I take your point but ... That's interesting, but ...*

Family Life in the UK

Today we talk to the politician Louise Deal about her family values.



1 What do you think are the main issues regarding family in the UK?

L: Well, family life in the UK has changed a lot over the last 40 years. The percentage of traditional two parent-two children families has fallen from 52% to 36%, so the main change is that there is no typical family!

1 Many people think this is a good thing, do you agree?

L: Well, I take their point, diversity is interesting, but one negative change is that more people live alone - 40 years ago just 6% of households were single people, but now around 29% of all households in the UK contain one person, and this can lead to loneliness and isolation - 43% of people over 60

years of age in the UK live alone - I think that's very sad.

1 So what is the typical UK family?

L: Of the households with children the most common type of family in the UK has two parents and one child (48.3% of all families with children). Around half of the couples with children are married.

1 So marriage is not as important to us now?

L: Yes, that's right. People obviously don't see marriage as being essential anymore and I agree with that.



1 Many people now think it's not important for children to have two parents, do you agree?

L: Well, it's an interesting point. Personally, I think two-parent families are better because children see life from different perspectives. I actually think that children who also grow up with grandparents or extended family have the best kind of family. Only just 2% of the population live in multi-generational households. I guess families on the other growing.

What do people think?

28% think that a couple that married before they did

77% think that single parent are acceptable.

58% think that same sex couples can be a good family.

TASK - A survey on family life

41 Do a survey about your friends' views on family life. Ask the following questions:

- What is the ideal family unit?
- Should it contain two parents?
- Should they be married?
- Should they be heterosexual?

Present your data and debate the results.

21st Century Skills Builder Communication

Debating ideas

In a debate, listening is as important as talking. Acknowledge what other people say, even if you do not agree with phrases like:

I take your point but, ... That's interesting, but ...

BEST CHOICE 1

Presenting and interpreting facts and figures

Houses in numbers

Many people's idea of the perfect house is the typical British cottage with a beautiful garden – but how many people in the UK have got houses like this? The answer is not many. The majority of houses in the UK are semi-detached houses and while many people are happy with their houses the situation is different for a lot of people.

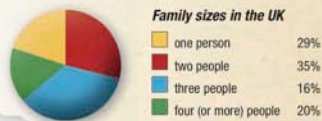
There is currently a housing crisis in the UK – every year there are 450,000 more people in the UK, but the number of new houses each year is small – 100,000.

In addition architects in the UK are not happy about the size of new houses. The majority of new houses haven't got much space or light. In a lot of new houses there is little space for furniture and



Average house sizes in the UK

Type of house	Number of bedrooms	Living space in square metres
Flat	1	50
	2	61
	3	74
House	2	83
	3	90



possessions – in some houses there is no wardrobe in the bedroom because there isn't a wardrobe, in many kitchens there isn't a table, there aren't any chairs – they have just a table in the living room. For big families these are a real problem – around 400,000 people in the UK are overcrowded. But these are temporary – they have got homes. There are 750,000 people with no home at all in the UK – this is a big

TASK - Houses in the UK and Italy

41 Use the internet to find out:

- What are the most common types of houses in the UK? Detached, semi-detached, apartments, other? And in Italy?
- What percentage of the population live in the different kinds of houses?

Use a table or a chart to present your research to the class and debate the results.

39 **PET SPEAKING - Part 3** Before you read, look at the photos and answer the questions in pairs.

- 1 How are the houses different?
- 2 What type of people is each house appropriate for? Single, young, old, families etc.?
- 3 Which house is your favourite, why?

40 Read the text and answer the questions.

- 1 How many new houses are there each year in the UK?
- 2 Who is not happy about the size of new houses?
- 3 How many houses in the UK are overcrowded?
- 4 What is the average size of a two-bedroom flat in the UK?
- 5 What is the average size of a three-bedroom house in the UK?
- 6 What percentage of families in the UK have got more than three people?

TASK - Houses in the UK

41 Use the internet to find out:

- What are the most common types of houses in the UK? Detached, semi-detached, other? And in Italy?
- What percentage of the population live in the different kinds of houses?

Use a table or a chart to present your research to the class and debate the results.

21st Century Skills Builder Media literacy

Presenting information visually

When talking about numbers and percentages it is useful to use visual images such as:

- tables
- graphs and charts
- photographs

21st Century Skills Builder Media literacy

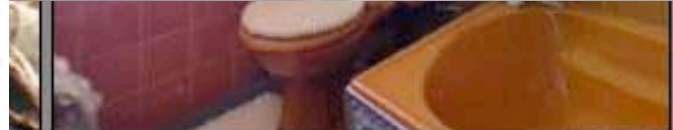
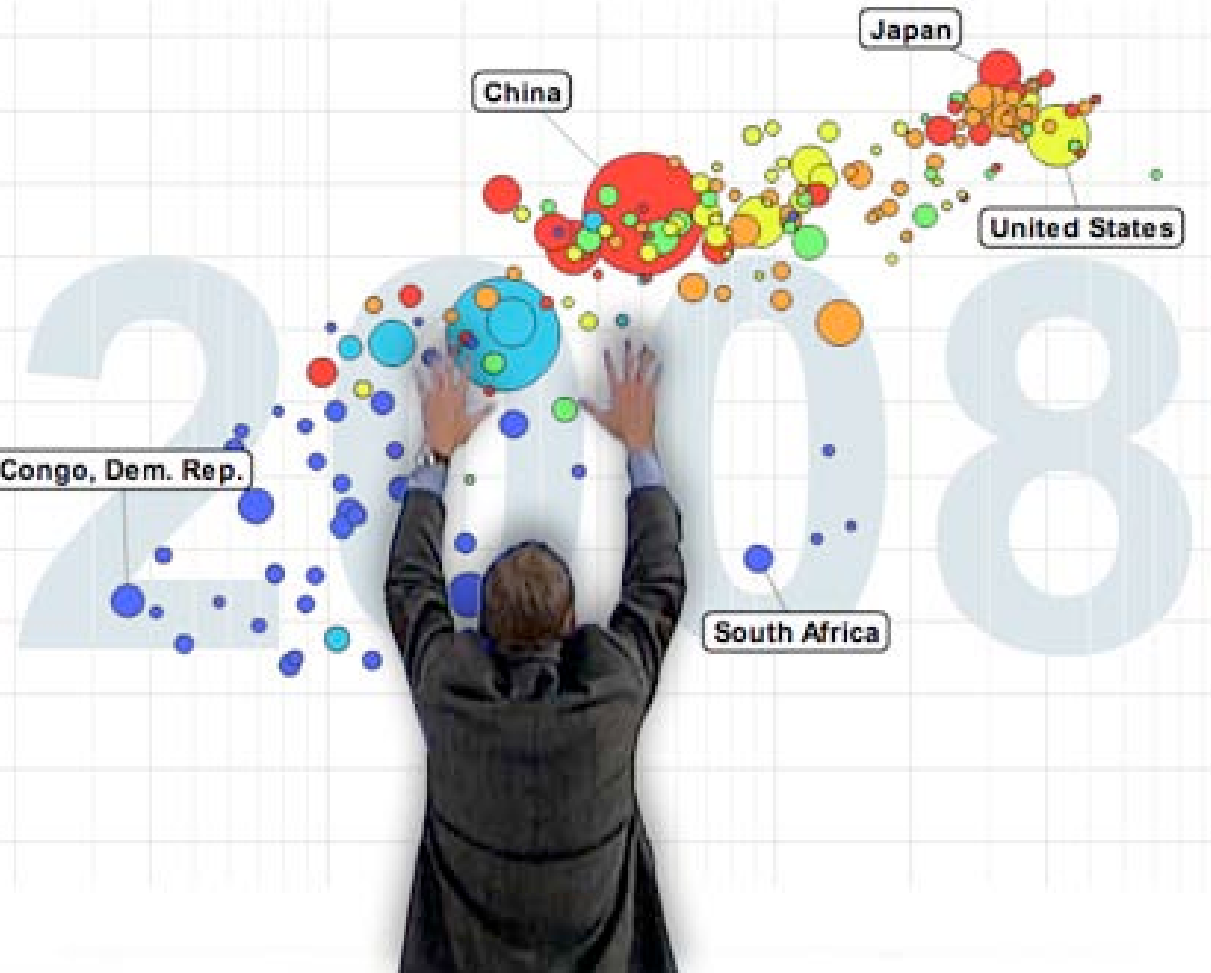
Presenting information visually

When talking about numbers and percentages it is useful to use visual images such as:

- tables
- graphs and charts
- photographs

1-2 \$/Day/Person

2-5 \$/Day/Person



Stellenbosch, S. Africa Toilet

ROBE FLOOR WATER TABLE WINDOW



1-2 \$/Day/Person

Giving a PowerPoint presentation

PUBLIC TRANSPORT IN THE UK

Car Facts



- 398,350 km of roads in the UK
- 75% of households = 1 car
- 33% of households = 2+ cars
- 64% of all journeys are by car
- 13,567 km = average annual car mileage

Car travel is the most popular form of transport in the UK and there are approximately 13,567 million car journeys made each year. Around 75% of households have a car, 33% have two or more cars. The average annual car mileage is estimated to be 13,567 km.



Bus is the most popular form of public transport - over two thirds of all journeys made by public transport in the UK are by bus. The average distance travelled by bus is 226 miles per person per year. Over 5 billion journeys per year are made by bus in the UK.

Rail Facts



- 16,209 km of railway network in the UK
- 2,516 stations
- 1.33 billion journeys/year

The UK built the first passenger railway in 1825. Today there are 2,516 stations in the UK. There are 2,516 stations in the UK. There are 2,516 stations in the UK. There are 2,516 stations in the UK. There are 2,516 stations in the UK.

21st Century Skills

Presentation skills

- Don't read from your notes, speak clearly and slowly and try to keep eye contact.
- Put key information on slides to help you remember your presentation facts.
- Too many slides and/or too much information means your audience will read and not listen.
- Attractive graphics are nice but too much can be distracting.
- Time your presentation and decide to cut if you run out of time.

TASK - National transport

- 38 Prepare a PowerPoint presentation about transport in Italy.

21st Century Skills Builder

Communication

Presentation skills

- Don't read from your notes, speak clearly and slowly and try to keep eye contact.
- Put key information on slides to help you remember your presentation facts.
- Too many slides and/or too much information means your audience will read and not listen.



Don McMillan

effects can be... what you will

Life After Death by PowerPoint 2012 by Don McMillan

WORKBOOK: Check your progress p. 178

SKILLS BUILDERS

Literature Choice 3

1 Look at the photos (a-e) from Tim Burton's *Wonderland*. Do you know the film or book? Do you know any more children's stories or popular with adults?

2 **1:170** **1:171** Listen to descriptions of five *Wonderland* (1-5). Match them with the photos (a-e).

3 **1:170** **1:171** Listen again. Match the person below (1-4) with the characters in the photos (a-e).

- 1 polite and friendly
- 2 very nervous and worried about the time
- 3 not very polite and talkative (x 2)
- 4 intelligent and relaxed

4 Read about Lewis Carroll on page 109. Match the descriptions (a-e) with the questions (1-5).

- 1 Who did Lewis Carroll tell his stories to? **a** the change in his appearance
- 2 What happens in the stories? **b** that life is very different from the real world
- 3 What is the book about? **c** Alice visits Wonderland and has adventures
- 4 What does Alice learn in *Wonderland*? **d** children are more popular with adults
- 5 Who are the stories popular with? **e** the children

5 **PET READING - Part 3** **41:172** Use the glossary to check the statements from *Alice in Wonderland*. Are they true (T) or false (F)?

- 1 The characters are happy to see Alice. **F**
- 2 The Hatter and the Hare are not very polite. **T**
- 3 The Hatter had problems with his watch. **T**
- 4 His watch shows the date and the year. **F**
- 5 For the Hatter it is always the same day. **T**
- 6 Alice doesn't understand the Hatter. **T**

6 Match the two parts of the sentences about *Wonderland*. Which is the strangest thing?

- 1 They say there are no places at the table but **d** there are many.
- 2 They offer Alice some wine but **c** it doesn't taste like wine.
- 3 The Hare repaired the Hatter's watch but **e** he usually doesn't work.
- 4 The Hatter has got a watch but **a** it doesn't show the time.
- 5 The teacups are dirty but **b** they are very clean.

My Project

7 Choose a character from your country's literature. Write notes about these things:

- appearance: physical appearance/ clothes
- personality
- what he/she does in the story

8 Work in groups. Tell your partners about your character.

My favourite character is Captain Nemo from Jules Verne's Twenty-thousand Leagues Under the Sea. He is ...

My favourite character is Captain Nemo from Jules Verne's Twenty-thousand Leagues Under the Sea. He is ...

... it's a long story, said the mad hatter. Time was my friend, you see. But he and I aren't friends now. So he doesn't help me and now I have no time. 'I see,' said Alice and smiled politely. But she didn't really understand.



Tea Party



...ound it. But there were only the March Hare and a large brown rat who had been the Hatter and the March Hare.

'You can't sit here!' There was a large teacup in front of him.

'I can't sit here?' said Alice.

'You can't sit here!' said the Hatter.

'I can't sit here?' said Alice.

'It wasn't very polite of you,' said the Hatter.

'That wasn't very polite of me,' said Alice.

'But he didn't speak.'

'What day is it?' he asked.

'I don't know,' she said.

'You see I was right,' said the Hatter.

'Perhaps some bread got in,' said the Hatter.

'Mad Hatter and looked at it again.

'Catch!' she said. 'It tells you the day of the month.'

'I don't know,' she said.

'It's always tea-time,' said the Hatter.

'I don't understand you,' she said.

'I don't understand you,' she said.

'I don't understand you,' she said.

'I don't understand you,' she said.

Lewis Carroll (real name Charles Dodgson) wrote *Alice in Wonderland* in 1865. Carroll was a young teacher at Oxford University; he did not have a family but he was good friends with the Liddell family and their four young children. He told the children stories about a girl's adventures in a strange world - Wonderland. The stories were about the change from the simple life of a child to the more complicated world of an adult. First, Alice can't get into Wonderland because she is very big so she drinks and eats things to change her size. Then she also meets a lot of strange people and has a lot of problems. When Carroll published the stories, they were very successful and are now famous around the world. Lewis Carroll's stories are for children but are also popular with adults. One of the most recent film versions was Tim Burton's 2010 *Alice in Wonderland*.

Glossary
angrily: (adv) in an angry way
mad: (adj) mentally ill
polite: (adj) to behave correctly

My Project

1 Which of the world's major festivals (1-4) can you see in the photos (a-b) on page 113? Do you celebrate any of them?

- 1 Diwali (Hindu)
- 2 Chinese New Year
- 3 Eid al-Fitr (Muslim)
- 4 Christmas

2 Vocabulary Look at the words below. Which of these things can you see in the photos?



3 Work in pairs. Try to answer the quiz.

- 1 Which two festivals are related to Christmas?
 - a Halloween (Celtic)
 - b Yule (Scandinavian)
 - c Saturnalia (Roman)
- 2 When did people begin to celebrate Christmas on 25 December?
 - a 1st century AD (Palestine)
 - b 2nd century AD (Greece)
 - c 4th century AD (Rome)
- 3 Where does the name 'Santa Claus' come from?
 - a Father Christmas (England)
 - b Saint Nicholas (The Netherlands)
 - c Odin (Scandinavia)
- 4 Where did people first have Christmas trees?
 - a Ireland
 - b Canada
 - c Germany
- 5 What special food do the British eat at Christmas?
 - a fish soup, turkey, Christmas pudding
 - b mince pies, turkey, Christmas pudding
 - c mince pies, turkey, apple pie

4 4:17-4:17 Listen to the radio programme. Check your answers to the quiz in Exercise 3.

5 4:17-4:17 Listen again and answer the questions.

- 1 Why did people celebrate mid-winter festivals?
- 2 When did the Dutch go to America?
- 3 What do people eat at Christmas in the USA?

10 Choose an important festival in your country. Make notes to answer the questions. Use vocabulary from Exercise 2 and other words. It is sometimes impossible to use an English word! e.g. *panettone* (Italian Christmas cake)

- 1 When do you celebrate and who with?
- 2 What decorations are there?
- 3 What special meals do you have?
- 4 Do you give/receive presents? Who to/from?
- 5 What other things do you do (e.g. dance/sing)?

11 Work in pairs. Imagine you are telling a visitor to your country about the festival. Take turns to ask and answer the questions.

- A What is your celebration? When do you celebrate?
- B We celebrate Eid al-Fitr. The date changes every year. We celebrate the end of Ramadan. That's a time when you don't eat or drink during the day ...

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- you put your head here in bed
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fficulty
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ere were)
= is it a good idea to forget old friends?



CHOICE 1

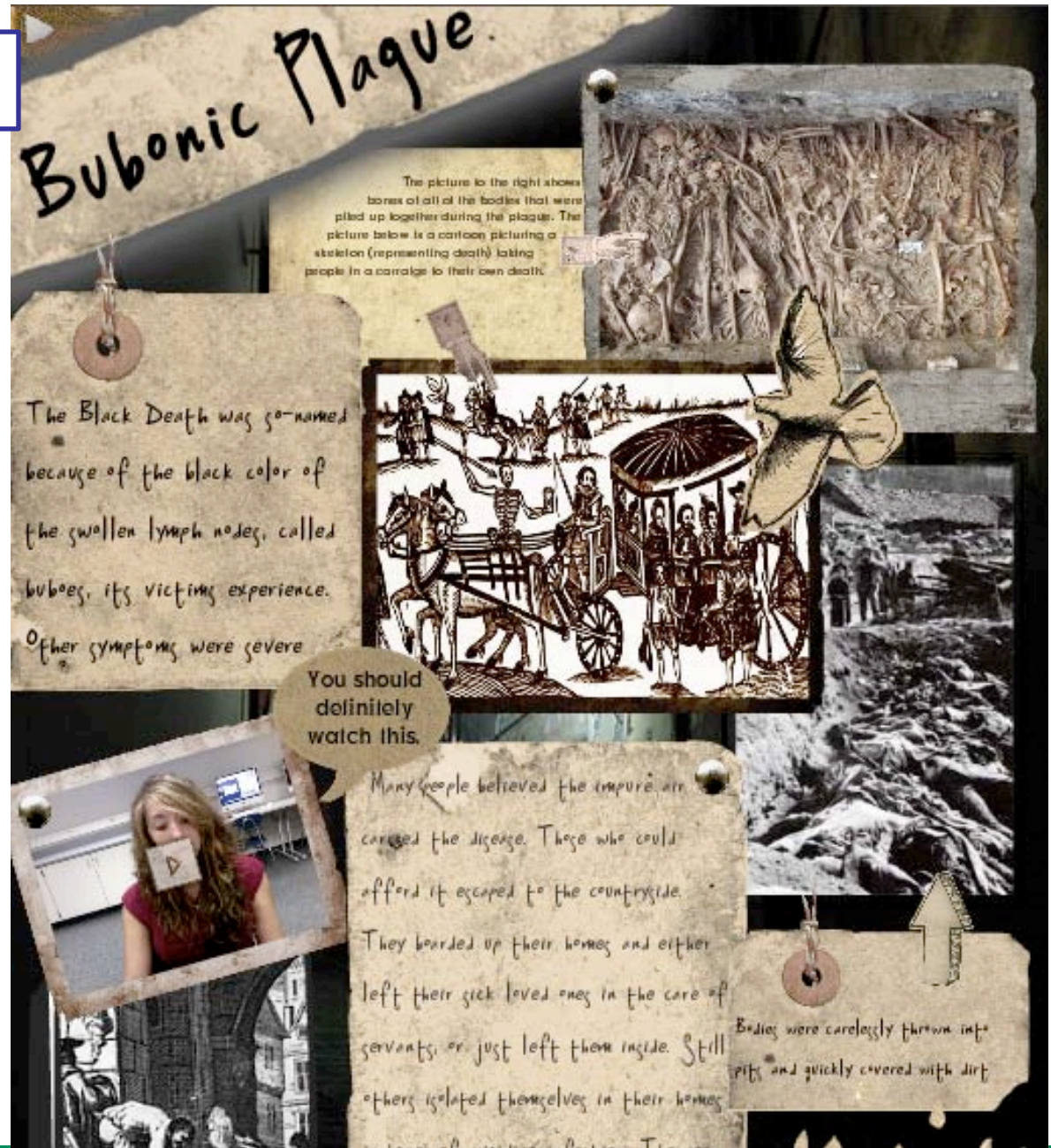
Digital connections

Online

What “digital tasks” are involved in this online project?

Example: find good websites

<http://www.glogster.com>



1 How well did you work together as a group?

A-very well B-quite well C-not very well

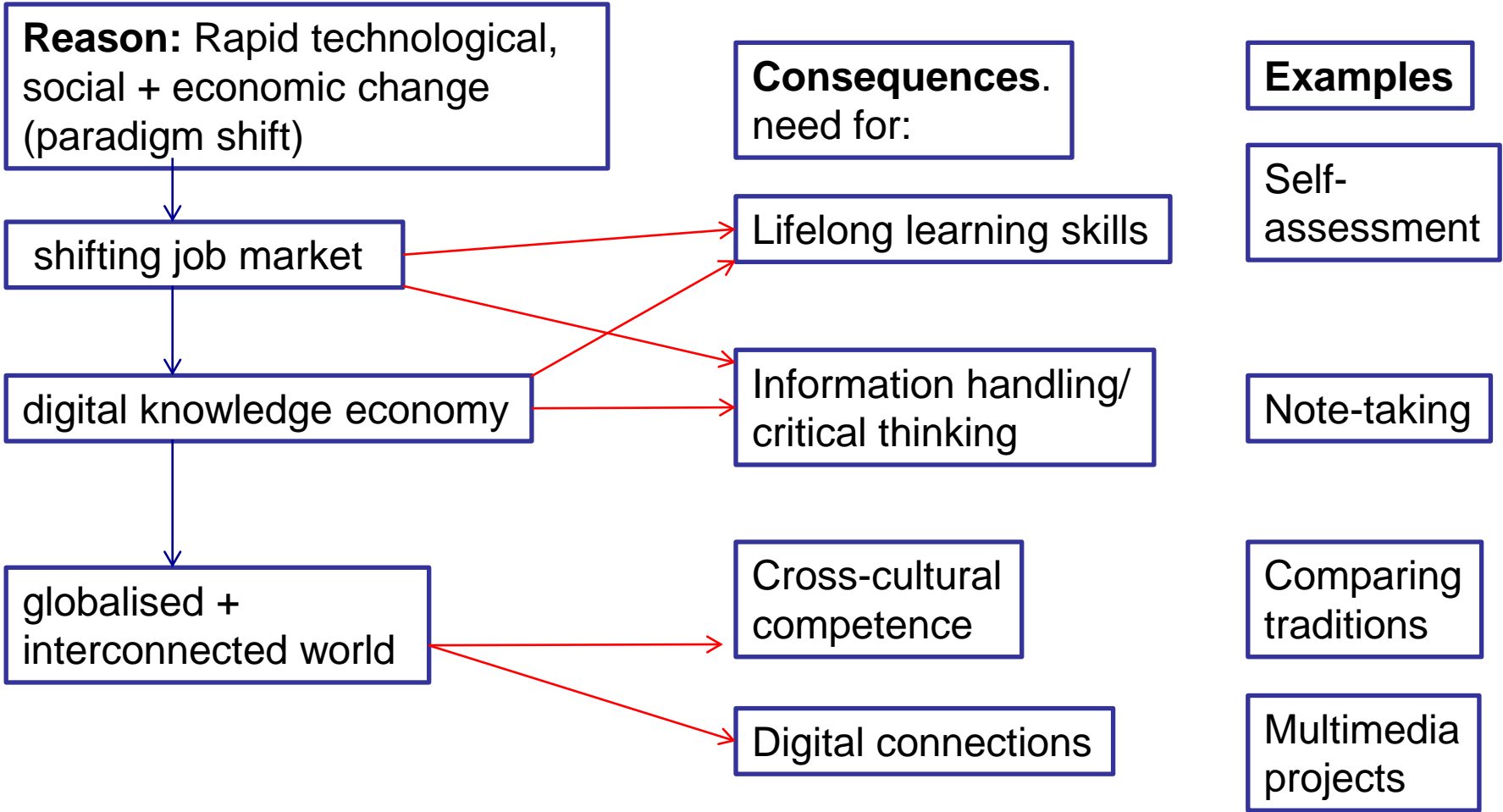
2 Complete the work report below:

TASKS	Maria	Bruno	Rosa	Mario
Research: find good websites make notes / find recordings + graphics (permissions)				
Production: design / writing / recording: video/audio / solving technical problems				
Presentation: upload / share class presentation + follow-up questions / reacting to feedback				

3. Assess the participation of the others:

A-very good B-quite good C- not very good

MAIN ARGUMENT: In the future, we will need to acquire a new set of skills to work and live.



- [Aims](#)
- [Materials](#)
- [For teachers](#)
- [English for Activists Escorial](#)
- [Short activities](#)

ENGLISH 4 GLOBAL CITIZENS

OPEN-SOURCE LANGUAGE LEARNING FOR GLOBAL AWARENESS



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