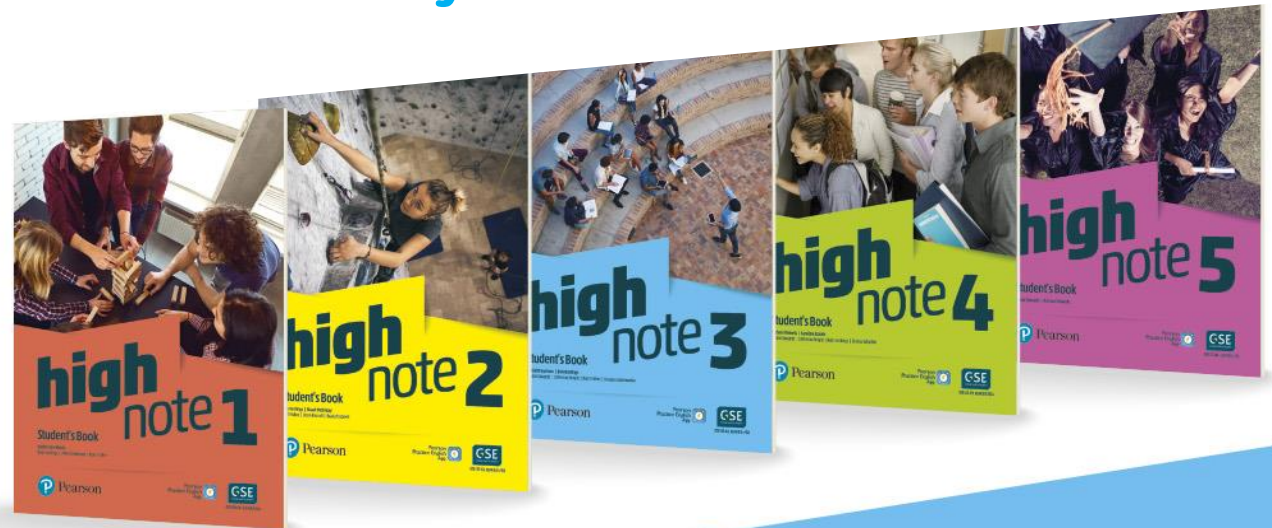


# Personalisation with Upper-secondary students

## Tips and Challenges

Spring 2020

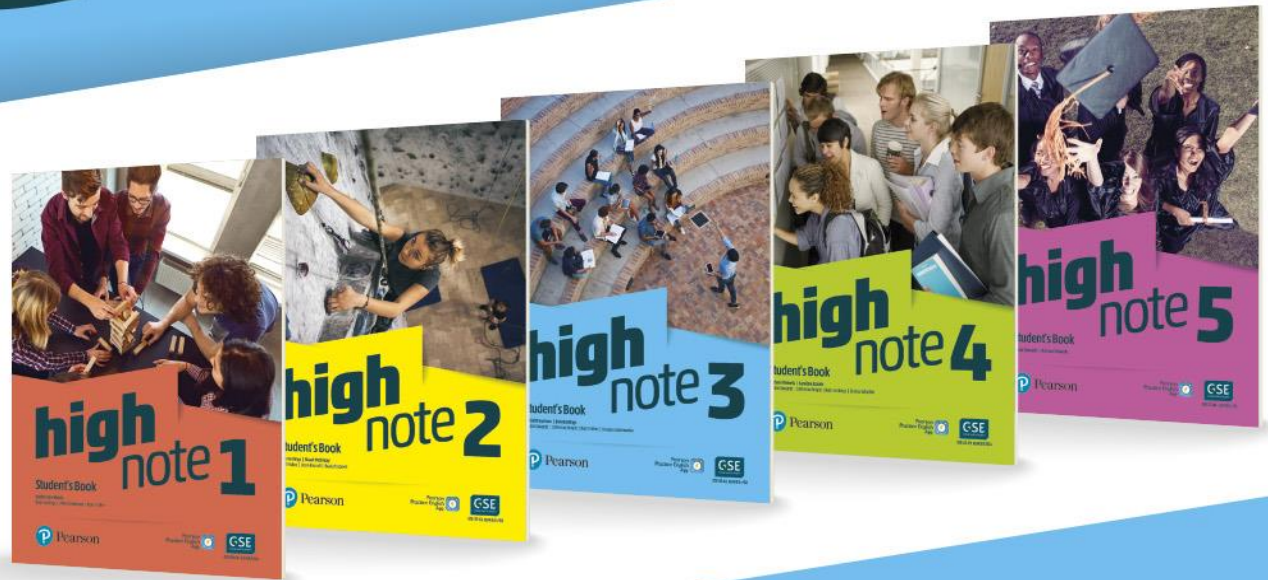
Dan Brayshaw



# Menu

- Definition & origins  
Humanistic methodology
- Personalising input  
Making practice meaningful
- Personalising output  
Pitfalls and solutions
- Providing feedback  
Delayed error correction

# high note



# Definition and origins

# Personalisation is...

...when you use language to talk about your knowledge, experience and feelings.

*(Thornbury An A-Z of ELT)*

...when activities allow students to use language to express their own ideas, feelings, preferences and opinions.

*(BC Website Teaching English)*

...when students use language to talk about themselves and things which interest them.

*(Harmer Essential Teacher Knowledge)*

# History and Rationale

## The Humanistic Approach

Moskowitz, G. 1978. *Caring and Sharing in the Foreign Language Class*. Rowley, MA: Newbury House. As featured on Scott Thorbury's A-Z of ELT.

# Connect the contents with the student's | ?

By connecting the content with the students' | ?  
you are focusing on *what students know* rather than  
what they are ignorant of. From the learner's  
standpoint, there is quite a psychological difference  
in dealing with what is fa | ? ... rather than what is  
unknown...

**Personalisation builds confidence**

# Use students' **res** **in** the lesson

Since the students will be sharing of themselves, utilise what they share by asking the class questions relating to what has been exchanged in the interaction...

**Personalisation requires feedback**



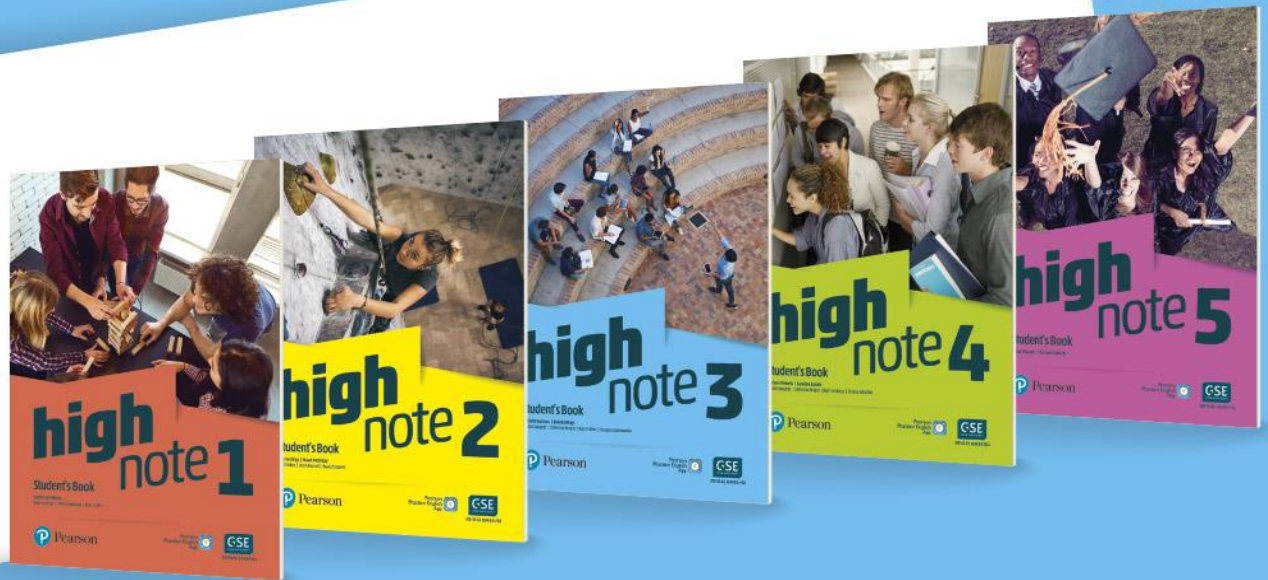
# Your students have ideas too

Don't overlook an important resource of ideas for humanistic techniques. Who can tell you what interests them better than ? ...

**Bringing the students' lives to the content  
brings the content to life!**

# Personalising language input

# high note



# Type in the chatbox

- Think of 3 ways robots are better than humans

1. Robots don't get sick

2. ...

3. ...



## 2B READING AND VOCABULARY

- 1 In pairs, list three ways humans are better than computers and three ways computers are better than humans. Compare your ideas with another pair.

*Computers are better at processing information quickly.  
Humans can feel emotions.*

- 2 Study Active Reading, skim the text and answer questions 1 and 2. Then discuss questions 3 and 4 with a partner.

- Where would you see a text like this one?
- What is the main idea?
- What do you know about the topic?
- What do you expect to learn from the text?

### ACTIVE READING | Skimming and scanning

Skimming and scanning are ways of searching for information in a text quickly and effectively. When you skim or scan a text, you do not need to read every word.

- Skimming** - looking at photos and reading the title, headings, captions and the first line of each paragraph to get the general idea of what a text is about.
- Scanning** - reading parts of the text to find specific information such as key words, dates or names.

- 3 Scan the text to complete the notes with one or two words from the article. Then read the text more carefully if necessary.

- Recent developments in AI have altered the way we *interact* with our electronic devices.
- Some experts believe general AI might be possible by \_\_\_\_\_.
- The example of elephants shows that control comes from \_\_\_\_\_ rather than strength.
- Unlike human intelligence, artificial intelligence can exist without a \_\_\_\_\_.
- One way AI may create problems is by causing \_\_\_\_\_ as it tries to do something helpful.
- Research into \_\_\_\_\_ needs to develop more quickly.

- 4 Do you think AI will make the world a better place in the future? Discuss in pairs.

- 5 Complete the table with the words from the article.

Verbs	Nouns
achieve	achievement
create	
develop	
disagree	
exist	
identify	
	interaction
	possession
proceed	
	proposal
recognise	
require	

- 6 Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun. Then, in pairs, say if the sentences are true for you and add more details.

- I've achieved something amazing.  
It's an amazing achievement for me.
- I've created something wonderful.  
It is a wonderful \_\_\_\_\_.
- My parents and I disagree strongly on one important issue.  
There is a strong \_\_\_\_\_ between my parents and I on one issue.
- I always have to identify myself at the school entrance.  
I always have to show my \_\_\_\_\_ at the school entrance.
- I don't know how to proceed with applying to university.  
I don't know the \_\_\_\_\_ for applying to university.
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My new phone has a fingerprint \_\_\_\_\_.
- I propose we use more technology to learn English.  
I have a \_\_\_\_\_ . Why don't we use more technology to learn English?  
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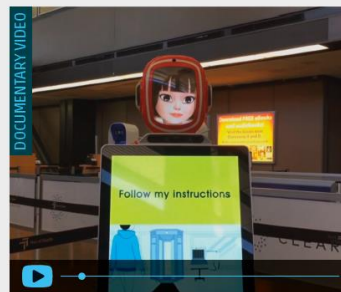
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- homework and studying
- parents and siblings
- cooking and housework
- health and fitness
- friendship and love

*AI could help me with my homework; for example, it could search for information faster!*

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- ▶ **5 WATCH AND REFLECT** Go to page 163. Watch the documentary *The future of AI* and do the exercises.



# Science fiction or science fact?

02

### 1.11

Most of us have watched or read stories about lifelike robots and super-intelligent machines. However, in today's world, science fiction is quickly becoming science fact. From facial identification systems in our phones, to algorithms that help us search the Internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology.

### What is AI?

- There are two types of AI, narrow and general. Narrow AI is already a part of our lives. It focuses on one particular task and can be used for our GPS systems or the voice-recognition systems that let us talk to our devices. General AI is a kind of machine super-intelligence and is still more of an idea than a reality. It is designed to do better than humans in all tasks that require mental effort. There are disagreements about when general AI might become a reality. Some experts say never, while others believe it could happen as early as 2045.

### Why are some experts worried?

- The rapid progress of research into general AI worries big names such as Elon Musk and Bill Gates. They have been warning of the possible dangers of AI for some time. One of the biggest questions is who will be in control when machines become more intelligent than people. Elephants are stronger than humans for example, but we can control them. We are able to do this because we possess greater intelligence than them. When our technological creations become more intelligent than us, will we control them or will they control us?

### Will there be evil robots?

Are super-intelligent machines going to take over the world and make us their slaves? Most researchers agree that computers will never experience love or hate in the same way we do. This means that, despite sensational stories in the tabloid press, the rise of the killer robots is definitely more science fiction than scientific fact. A physical body is not a requirement for the existence of super-intelligence. In fact, all that is really necessary is electricity and the Internet. AI is more likely to do something 'evil' because humans tell it to. Either that, or we will programme it to do something helpful, but it will cause harm as it attempts to achieve this.

### How can we make sure AI is safe?

- Experts have proposed that we speed up research on AI safety immediately. It may take longer to design important safety procedures than to develop general AI itself. There are many other basic but important questions about a world shared with artificially intelligent beings. For example, how will we earn money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? What will happen when it becomes impossible to tell the difference between a human and a machine? Ultimately, we need to begin an important conversation about what sort of future we want and how AI can help us get there.

“ One of the biggest questions is who will be in control when machines become more intelligent than people. ”



# Personalising Controlled Practice

- 6** Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun. Then, in pairs, say if the sentences are true for you and add more details.
- 6** My new phone can recognise my fingerprints.  
My new phone has a fingerprint \_\_\_\_\_.

# Personalising Controlled Practice

- 7** Complete the questions with the correct form of the highlighted words in the texts about Aaron and Katie.  
Then ask and answer the questions in pairs.

- 5** Can you name someone from your country who has set a world \_\_\_\_\_? What was it?
- 6** Does your country usually \_\_\_\_\_ a lot of medals from the Olympic Games? For which sports?

**Bringing the students' lives to the content  
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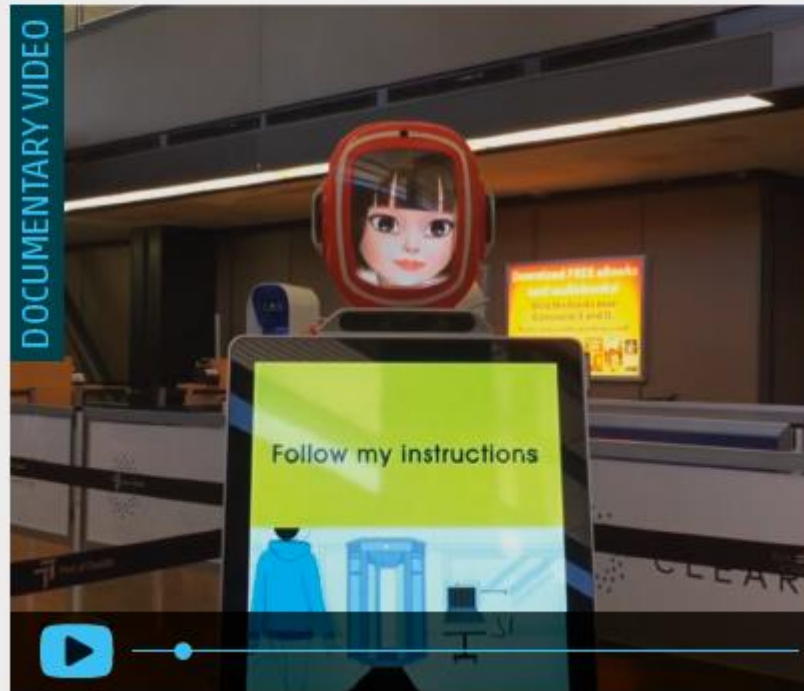
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## Silence and respect

Lindsey Stone was a carer working with a group of adults with learning difficulties. She and her friend and colleague Jamie often took the group on day trips and holidays. The two friends had something of a running joke going on. When they were out and about, they would often take and post silly photos of themselves online.

One day they visited Arlington National Cemetery in Washington. Many famous people are buried there, as well as a great number of war veterans. Lindsey and Jamie saw a sign saying 'Silence and Respect' and thought it would be funny to take a photo of Lindsey pretending to shout. They posted the photo, had a giggle ... and didn't think much more about it.

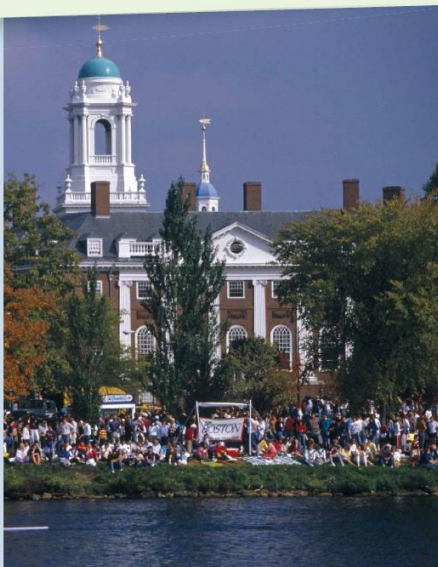
They really had never thought about their privacy settings or who might be sharing the photo until Lindsey woke up one day to find reporters and camera crews outside her door. 12,000 people had signed an online petition to have her fired from her job, because of the lack of respect shown by her photo. Soon she was one of the most hated women in America – and she did indeed lose her job as a result of her negative online presence. Just because of one thoughtless post on social media.

## MEME SCHEME

It's many students' dream, an offer of a place at Harvard, one of the most prestigious universities in the world. But for ten students, that dream crashed and burnt after university administrators discovered a private group chat.

The administrators were horrified to find a number of very offensive memes being posted by the group of friends, who had found each other through an official university group for upcoming students. The private group chat had been created specifically to post shocking memes, and only those who could come up with something truly offensive were admitted as members.

No doubt, these students believed that the private nature of the group meant that no one would ever see what they posted. Unfortunately, they were wrong, and all of them had their offers of a place at Harvard withdrawn.



### 1 In pairs, read the definition and discuss the questions.

**digital footprint** – the information about a particular person that exists on the Internet as a result of their online activity

- 1 Give some examples of how someone could create a negative digital footprint.
- 2 In what ways could a negative digital footprint affect your life?

### 2 Work in pairs. Read two newspaper articles about the consequences of a negative digital footprint. Student A read *Silence and Respect* and Student B read *Meme Scheme*. Then answer the questions.

#### Text 1

- 1 What was Lindsey's intention in posting the photo?
- 2 Why did the photo provoke such a strong reaction?
- 3 Do you think Lindsey deserved to lose her job? Say why.

#### Text 2

- 1 Why were the university administrators horrified?
- 2 Why did the students think no one outside the group would see what they had posted?
- 3 What was the outcome of them posting the memes?

### 3 Tell your partner what happened in the incident you read about and discuss the questions.

- 1 Do you think what happened in each case was too harsh? Say why.
- 2 How do you think the people's lives were affected in the years after the incident.
- 3 What could they have done differently?

### 4 In pairs, decide if the following statements are true or false.

- 1 What you post online stays online forever.
- 2 Once you have a negative online reputation, you can't do anything about it.
- 3 It's better to have no online profile at all.
- 4 What you post in a private message cannot be seen by others.

### 5 3.29 Listen to a radio podcast with the author of a book about online etiquette and check whether the speaker agrees with your answers to Exercise 4.

### 6 Study the Life Skills box and match tips 1-6 with extra information a-f.

#### LIFE SKILLS | How to manage your online image

- 1  Don't post anything online without thinking about its consequences first.
- 2  Take steps to remove or hide anything negative.
- 3  The same rules apply online as in real life.
- 4  Do a search on your name every six months or so.
- 5  Check your privacy settings regularly.
- 6  Don't avoid an online presence altogether.

- a Remember that posting something privately doesn't necessarily protect you.
- b Ask yourself if you would be comfortable with your grandmother seeing or reading it.
- c Set up an alert to let you know when someone tags you, or mentions you online.
- d Add a lot of new posts to move something you don't want people to see to the third or fourth page of search results.
- e Employers actively look for employees who are comfortable in the online world.
- f Don't download or share anything that belongs to anyone else without permission.

### 7 In pairs, discuss the questions. Could someone else access and impact your digital footprint? How well do you guard your privacy?

### 8 DEBATE In pairs or small groups, discuss this statement. Adults should not be allowed to post pictures of their children on social media without their explicit permission.

### 9 Do the task below.

#### LIFE SKILLS | Project

Work in pairs. Make a plan to improve your online presence.

- Look at your current online presence and consider if anything should be removed.
- Think about what you could add to make a good impression on universities or future employers.
- Write down at least five actions you will take in the next few weeks.
- Share some of your ideas with the class.



## A Dutch teen inventor about to launch innovative project to clean the world's oceans

## B THIS GROUND-BREAKING DISCOVERY WILL MAKE THE OCEANS CLEAN AGAIN

- Do you keep up with the news? If yes, how? If not, why not? Discuss in pairs.
- Read headlines A-B above. Which article would you choose to read? Say why.
- Read the two online news items on page 153 and match headlines A-B with the texts 1-2.
- Read the news items again and answer the questions.  
Which text:  
1  suggests an easy solution to a complex problem?  
2  uses more neutral language?  
3  contains various opinions on the topic?  
4  quotes a source you can't check?  
5  mainly aims to give information?  
6  asks the reader to do something?
- In pairs, discuss the questions.  
1 What do you think is the main purpose for writing each text?  
2 Do the photos provide evidence to the claims in the texts?  
3 Do you think these are real news stories or fake? Why? What evidence can you find in the texts?  
4 How would you check out the stories to see if they are real or not?
- 4.15** Listen to an extract from a radio programme about fake news. Answer the questions.  
1 What is fake news?  
2 What is the main reason why people spread fake news?  
3 How is false information often used during elections?  
4 Why is fake news a bigger problem today than in the past?  
5 What recent fake news does Professor Ashton describe?

- Match tips 1-7 in the box with extra information a-g.

### LIFE SKILLS | How to identify fake news

- Check the source.
  - Check the facts.
  - Check the style.
  - Check the author.
  - Check the image source.
  - Check other reports of the same news.
  - Check your beliefs.
- Can you find it on other news websites?
  - Is it a real person? What else has he/she written?
  - Research the facts on other websites or use a fact-checking website.
  - Does it contain any grammar, spelling or structural mistakes?
  - Is it used anywhere else? Use reverse image check - upload a photo you think is fake and find its origin and other places it's used.
  - Could your opinions or preferences encourage you to believe a story without checking?
  - Is the website real, what's its history, its main purpose? Has it got a long, complex domain name?
- Study the news items on page 153 again. In pairs, discuss what you could do to check the stories out. Use the information from the Life Skills box to help you.
  - REFLECT | Society** What impact do you think fake news may have on the things in the box? Discuss in pairs.  
education democracy social media your life
- Do the task below.

### LIFE TASK | Project

- Work in small groups. Write a fake news story and find a real news story online.
- Present both stories to the class.
- Ask students to decide which story is real and which is fake.
- Use the tips from the lesson to help you.

- Sponsored Content

Hey - check this out! A really simple answer created by students can help solve the problem of unwanted plastics in the world's seas. Unbelievable! [Donate](#) now! Plastics are killing our fish - help us kill the plastic!



- A student initiative at a university in the south of England has made a significant breakthrough in ridding our oceans of plastic. We are only too well aware of the damage plastics are doing to our sea life, and the processes these clever students have developed can identify different types of plastics found in rivers and use a simple chemical formula to dissolve them. 'The idea came to me one evening and I knew we had to follow it through!' says Sally Smith. The university has invested millions in the project and experts say it will definitely work. 'It's a miracle!' says an expert in ocean plastics, Mary Waters. But to keep it going, the project needs more money. That's where you come in. More research will mean that this process can start to be used. It would only take six months to completely clear the oceans of plastics. The project needs another £500,000. Find out more about how YOU can help these students in their fight to save the oceans by clicking [here](#).

By Danny Shark

- 



By Jackie Edwards, science correspondent

A recent study has found an increasing build-up of plastic waste in the Pacific Ocean. The most affected area is a large stretch of ocean lying between California and Hawaii known as The Great Pacific Garbage Patch, where around 80,000 tonnes of plastic are estimated to be currently floating in the water.

This mass of waste will present a huge challenge to the team led by a young Dutch inventor, Boyan Slat. They have recently launched an ambitious clean-up project to collect plastic from this vast area.

- As part of the project, a giant barrier, 600 m long, made up of sections of tube will float on the surface of the water, with a three-metre-deep screen, hanging below it. It will move slowly with the wind and currents in a U shape collecting plastics in its centre. Ships will visit the system every six weeks to remove the waste. The system is expected to remove 50% of the plastics in the area within five years.

However, some oceanographers are sceptical that the project can successfully remove such large amounts of plastic. Critics also fear that marine life may suffer during this process and that the money and energy involved would be better spent in stopping litter from entering the oceans in the first place. The efficiency of the system will not be known for a few years.

For more articles about innovative solutions to environmental problems click [here](#).



# CULTURE SPOT 1 Tea drinking in the UK



## The most popular drink in Britain

### 4.16

- Ask anyone around the world what they think is typically British and they would probably mention tea. And it's true. In Britain a cup of tea is far more popular than a cup of coffee and 80 percent of Britons drink it every 5 day. In fact, an amazing 165 million cups of tea are drunk daily – which adds up to an incredible 60.2 billion cups a year! The traditional 'cuppa' is normally drunk with milk in a china cup, but today a mug is more popular and it's a custom to 'dunk' a biscuit in your tea. Tea has also made 10 its way into the English language – with phrases like 'a storm in a teacup' and 'hot for all the tea in China!'
- So, why did tea become so popular in Britain? Firstly, European explorers brought tea from China to Europe. In 1662, Catherine of Braganza, King Charles II's wife, 15 made the drink fashionable and instantly popular in England. Less alcohol was sold, and the government was angry because they lost money from taxes. As a result, they started to tax tea heavily, and, at one point, the tax was 117 percent. It was so expensive that smuggling tea 20 became common and often other things were added to tea – like used tea leaves or even dung!
- The big, heavy ships that brought tea from China to England in the 1800s took nearly a year! In the 1850s the British started to use 'clippers'. These were much faster 25 ships, very tall with lots of sails and the first one made the journey in 97 days. In 1869, the Suez Canal in Egypt opened and the distance to bring the tea got shorter. The clippers stopped because they couldn't sail through it and different types of ships were used instead.
- The British tradition of 'afternoon tea' started with the Duchess of Bedford in 1841. She got hungry in the middle of the afternoon and asked for some bread and butter and a cup of tea. It soon became the fashion to enjoy tea with small sandwiches or cakes between 4 and 5 o'clock. 35 Today it is very popular in tea shops where tea and

scones, with jam and cream, is known as a cream tea. You can also pay a lot of money in top hotels where tea might be served with cucumber sandwiches and delicate fancy cakes on the traditional three-tier stands.

- Traditional tea drinkers in Britain make tea from leaves in a teapot. A teapot is often covered with a tea cosy to keep it warm. When the tea is ready, it is poured through a strainer into a cup. However, today 96 percent of cups of tea are made with tea bags. It's easy and quick, 45 and believe it or not the invention of the tea bag was an accident! Thomas Sullivan, a tea seller in the USA, used to send samples of his tea to customers in small silk bags. Some customers thought the idea was to put the bag in hot water and the tea bag was born!
- Tea drinking in the UK is not standing still – new traditions with new types of tea are becoming very popular. Back in the 1980s a new tea drink was developed in Taiwan and has now spread all over the world. Bubble tea uses cooked tapioca balls (often called 'pearls') and 55 refreshing fruit teas which are shaken up to create a creamy topping. It can be drunk ice cold or piping hot. The sweet, chewy balls are sucked up through a big straw. Nitro tea is when the bubble tea is kept cold with nitroglycerin, which makes the tea also a little fizzy. Then 60 there's Chai tea which was originally an Indian drink. This is a sweet and spicy drink made from tea with both warm water and milk. It is supposed to be very healthy! And the future of tea drinking in Britain? Who knows – but it will certainly never disappear from our tables!

### GLOSSARY

**dung** – solid waste from animals, especially cows  
**dunk** – to put something into a liquid quickly and then take it out (e.g. a biscuit in your tea)  
**piping hot** – very hot  
**topping** – something you put on top of food to make it look nicer or taste better

## What do you know about tea in Britain?

- How many Britons drink tea every day?  
A 41% B 80% C 93%
- How many cups of tea are drunk every day in Britain?  
A 60 million B 165 million C 210 million
- When did tea first become popular in Britain?  
A 16th century B 17th century C 18th century
- How long did it take for the first ships to bring tea to Britain?  
A 3 months B 1 year C 2 years
- Where was the tea bag invented?  
A USA B China C UK
- Which of these is not a kind of tea?  
A chai tea B bubble tea C tapioca

- Match the words below with the photos A-I on page 154.

china cup  scones  straws  tea bags  tapioca balls  
 tea cosy  teapot  tea strainer  three-tier stand

- Work in pairs. Answer the questions in the questionnaire above. Then scan the text to check your answers.

- Read the text again and match the headings to the text. There is one extra heading.

A How tea got to Britain E The story of tea in Britain  
 B The changing face and taste of tea F An accidental invention  
 C The important job of tea tasting G A very British habit  
 D Not only a drink

- Complete the conversations with the correct common phrases a-e related to tea.

A <sup>1</sup> How do you take your tea?  
 B With milk and five sugars, please.

A Do you fancy going to the opera with me tonight?  
 B Thanks for inviting me but <sup>2</sup> \_\_\_\_\_

A Are you and Dave still not talking after your argument?  
 B Oh, we're fine now. <sup>3</sup> \_\_\_\_\_

A Wow! That looks exciting. Would you like to have a go?  
 B No way! <sup>4</sup> \_\_\_\_\_

A <sup>5</sup> \_\_\_\_\_  
 B Cool. I'd love one.

- It was just **a storm in a teacup**.
- I wouldn't try that **for all the tea in China!**
- I'm afraid it's not **my cup of tea!**
- Fancy a cuppa?
- How do you **take your tea?**

- Tell your partner about these situations.

- A recent disagreement that was 'a storm in a tea cup'.
- Something that you wouldn't do 'for all the tea in China!'
- Something you refused to do recently because it wasn't your 'cup of tea'.
- A time recently when you really 'fancied a cuppa'.

- 4.17 Listen to a radio programme with a tea expert. Tick the things we should do. Which is the strangest, in your opinion?

- You should take the tea bag out after one minute.
- Tea is ready to drink when it reaches sixty degrees.
- You should always pour milk first.
- Stir your tea across the cup.
- It's good manners to hold your cup with an extended little finger.

- Complete the sentences with the correct verbs from the box.

boil slurp strain squeeze spill sip gulp stir

- You should strain the tea, otherwise you get leaves in the bottom of the cup!
- It's a good idea to \_\_\_\_\_ the tea bag against the side of the cup with a spoon.
- Never \_\_\_\_\_ your tea because it's bad manners to make noises when you drink.
- If your tea is too hot, \_\_\_\_\_ it slowly.
- You should \_\_\_\_\_ your tea in a clockwise direction, otherwise it's bad luck.
- If you fill your mug right to the top, you might \_\_\_\_\_ the tea.
- The water must \_\_\_\_\_ before you pour it onto the tea.
- Don't \_\_\_\_\_ piping hot tea quickly or you'll burn your tongue.

- In pairs, invent two new rules for drinking or making tea. Compare with the class.

- REFLECT | Culture In groups, answer the questions.

- What's the most popular hot drink in your country? Is it your favourite too?
- How do people in your country usually take their tea/coffee/hot chocolate? How about you?
- Some people say that having good table manners isn't very important today. Is it true in your country and do you agree with this opinion?

# Personalising language output

What could possibly go wrong?





# Tea or coffee?



tea **or** coffee



spicy **or** mild



wild night out **or** quiet night in



Hemsworth **or** Clooney





# Why aren't they speaking!?!

- Gaps in linguistic knowledge
- Don't understand the task
- Lack of confidence
- No time to think about what to say or how to say it
- No content ideas
- No reason to listen to partner(s)
- Doubts about the value of personalised freer speaking

# Why aren't they speaking!?!

- Gaps in linguistic knowledge
- High note lesson(s) leading up to the task provide the essential linguistic input
- Recycling of key structures and vocabulary built in to every unit



# high note 4

Workbook

Daniel Brayshaw



GSE:61-75 CEFR:B2/B2+

# Why aren't they speaking!?!

- Don't understand the task
- Teacher models task open class
- Teacher checks instructions

# Why aren't they speaking!?!

- Lack of confidence
- Emphasis is on fluency not accuracy
- Personalised activities draw on what the students know

# Why aren't they speaking!?!

- No content ideas
- No time to think about what to say or how to say it



## 03

## Active and healthy

**VOCABULARY** Sports and fitness, injuries, accidents and emergencies, diet and nutrition

**GRAMMAR** Past Simple, Past Continuous and Past Perfect; used to and would  
Use of English > page 192

**SPEAKING** Being polite

**WRITING** A short story

**VIDEO** Grammar ▶ Communication ▶ Documentary ▶

## Aaron 'Wheelz' Fotheringham



Aaron Fotheringham was born with a disease which made walking impossible. However, by the time he was four, he had learned to get around on crutches. A few years later, he left the crutches behind and began using a wheelchair. He and his brother Brian soon became a regular sight on the streets of their neighbourhood in Las Vegas, Aaron in his wheelchair and Brian on his BMX.

One life-changing day, the boys had just arrived at the local skate park when Brian had an idea. Perhaps his younger brother could try one of the ramps in his chair. Aaron accepted the challenge. On his first attempt he fell, but he was determined to succeed, so he tried again. At the end of the day, he realised he had found a sport that he loved. He called it wheelchair motocross (WCMX).

Aaron started out as an amateur athlete, entering BMX competitions and posting his videos online. At the time he was working on a new trick. His dedication paid off when he eventually managed to do a backflip. No one had ever done that in a wheelchair before! A few years later, 'Wheelz' as he was now known, set another record: the first ever double backflip. In 2010, Aaron turned professional and joined the action sports show Nitro Circus Live. While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap. The crowd went wild. Four years later, on the evening of 7 September, the Brazilians were cheering him on again. This time Aaron was there to open the Rio Paralympics.

Though he has suffered a few injuries, Aaron takes safety very seriously. Through his passion, he wants to change the way the world thinks about people in wheelchairs, and to inspire everyone, disabled or not, to overcome their own challenges.



## 3A GRAMMAR AND VOCABULARY

1 In pairs, answer the questions.

- How many extreme sports can you list in one minute?
- Which have you tried?
- Which would/wouldn't you like to try?

2 Look at the photos of Aaron 'Wheelz' Fotheringham.

Write three questions you would like to ask Aaron about his life as a professional athlete. Then read the text. Does it answer your questions?

## Past Simple, Past Continuous and Past Perfect

3 Identify the tenses of the verbs in bold: the Past Simple, the Past Continuous and the Past Perfect. Then match sentences 1–5 with meanings a–e in the Grammar box.

- While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap.
- ... he fell, but he was determined to succeed, so he tried again.
- The boys had just arrived at the local skate park when Brian had an idea.
- At the time, he was working on a new trick ...
- ... on the evening of 7 September the Brazilians were cheering him on again.

## Past Simple, Past Continuous and Past Perfect

We use the Past Simple:

a to describe finished actions and tell the main events of a story in order.

Time expressions: yesterday, last night/week/year/Wednesday, when I was young, two months ago, in 2017, one day/evening

We use the Past Continuous:

b for longer actions interrupted by shorter ones.

For shorter actions we use the Past Simple.

c for temporary situations/habits.

d to describe things which were in progress at a precise time in the past.

Time expressions: as, when, while, at noon, this time last/week, all last night

We use the Past Perfect:

e to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.

Time expressions: after, already, as soon as, before, by, the time, just, once, until

Grammar Reference and Practice > page 176

4 In pairs, answer the questions using full sentences. Then check your answers in the text.

- What had Aaron learned to do by the age of four?
- How did Aaron react to his brother's idea in the skate park?
- Why was Aaron's first backflip special?
- What did Aaron do in 2012?
- What did he do the second time he went to Brazil?

5 Choose the correct tense to complete each sentence.

- When Aaron arrived at the skate park, his friends *already left* / *had already left*.
- Aaron broke his wheelchair while he *had practised* / *was practising* a new trick.
- After Aaron *had broken* / *was breaking* his first wheelchair, he got a new stronger one.
- The crowds in Brazil were amazed when they *saw* / *were seeing* how far Aaron jumped.

6 Complete the text with the most suitable tense of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

## Unlucky Katie

Katie Ormerod is a world-class snowboarder who qualified for the 2018 British Winter Olympic team and she **was** (be) a favourite to **take home a medal**. In 2017, she had injured her back, but by the time the 2018 season started she **was** (recover). Katie **was** (arrive) in South Korea before the 2018 Games and **was** (start) practising on the Olympic course. She **was** (only do) a few practice runs when she **was** (fall) and broke her wrist. Thankfully, it wasn't serious so she decided to carry on. Two days later, she **was** (train) again when she **was** (crash) and broke her heel in two places! This time it was serious, and she was out of the Games.

7 Complete the questions with the correct form of the highlighted words in the texts about Aaron and Katie. Then ask and answer the questions in pairs.

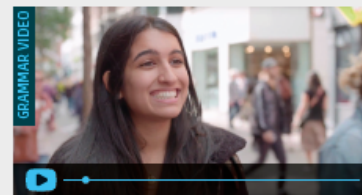
- Have you ever suffered an **injury** while doing a sport at school? What happened?
- Do you know anyone who started out as an **athlete** then turned **professional**? What do you know about their career?
- Has a team from your school ever won a **medal**? Had they taken part in an event like that before?
- Has a team from your country ever **performed** for the finals of a major sporting competition? What happened?
- Can you name someone from your country who has set a world **record**? What was it?
- Does your country usually **win** a lot of medals from the Olympic Games? For which sports?

8 **SPEAKING** In pairs, talk about a time when you or someone you know did well in a sport, a performance or some other kind of challenge. Use the prompts on page 197 to help you.

*I won a silver medal at the school's championships. I'd never run in a competition team before ...*

▶ Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a sports injury you had.



**8** **SPEAKING** In pairs, talk about a time when you or someone you know did well in a sport, a performance or some other kind of challenge. Use the prompts on page 197 to help you.

*I won a silver medal at the school's championships. I'd never run in a competition team before ...*

### 3A Exercise 8, page 35

- 1 What happened?
- 2 Had you/they ever done well at this sport, performance or challenge before?
- 3 What had you/they done before the event to prepare?
- 4 How did you/they feel before, during and after?
- 5 Did you/they take home a medal, cup or prize?
- 6 How did you/they celebrate?



# Why aren't they speaking!?!

- No reason to listen to partner(s)

## 01

## Looking good

<b>VOCABULARY</b>	Appearance, clothes, footwear and accessories, fashion
<b>GRAMMAR</b>	Present Simple and Continuous, state and action verbs, articles Use of English > page 191
<b>SPEAKING</b>	Participating in conversations
<b>WRITING</b>	An informal email
<b>VIDEO</b>	Grammar ▶ Documentary ▶ Communication ▶

## A night to remember

**It's 9 p.m.** and in the ballroom of a large UK hotel, a group of well-dressed secondary school students are dancing, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organisations such as Operation Prom, which provide low-income students with free formal clothing are becoming more and more popular. Moreover, an increasing number of students are organising their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture. Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?

**Emma:** "People usually organise their own end-of-year celebrations, but this is great fun! It's nice to get together and everyone looks brilliant."

**Guy:** "I decided to wear trainers and a T-shirt with my suit, but I regret it now. I feel underdressed. I'm thinking of going home and getting changed."

**Brandon:** "I didn't buy a suit because I'm saving for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum."



## 1A GRAMMAR AND VOCABULARY

1 In pairs, look at the photo and the title of the text and answer these questions.

- What do you think the people in the photo are celebrating?
- When do you wear formal outfits? Do you like them? Say why.

2 Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.

- How much does the average US family spend per child on prom night?
- Why are attitudes to prom night changing in the US?
- Why are proms becoming more popular in the UK these days?

## Present Simple and Present Continuous

3 Match sentences 1–6 with meanings a–f in the Grammar box. Then find one more example underlined in the text for each rule.

- Everyone is waiting for their results.
- I think smart clothes are OK.
- Preparations often cost a fortune.
- No one is worrying about grades tonight.
- Prom nights are becoming more common in the UK.
- I usually dress casually.

## Present Simple and Present Continuous

We use the Present Simple for:

- a facts and general truths
- b routines and habits
- c state verbs (e.g. *want, know, prefer, remember, understand, mean, imagine, sound, appear, seem, own, belong to*)

**Time expressions:** always, every day, regularly, most days, usually, often, sometimes, hardly ever, never

We use the Present Continuous for:

- d actions happening right now
- e temporary situations happening around now
- f changing situations

**Time expressions:** now, at the moment, these days, nowadays, this year

Grammar Reference and Practice > page 172

## WATCH OUT!

State verbs are usually only used in the Present Simple because they express states, beliefs, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think, have, look, see*, for example:

We **think** proms are a great idea. (*think* = opinion)  
I'm **thinking** of going home. (*think* = mental activity)

4 Choose the correct forms to complete the sentences.

- My girlfriend and I take / are taking salsa dancing lessons this month and tonight we 're learning / learn a new dance routine.
- It gets / 's getting late but I don't want / 'm not wanting to leave the dance floor!
- I 'm not really enjoying / don't really enjoy myself, to be honest. It all is seeming / seems a bit too much, like a Hollywood movie.
- I 'm thinking / think there's a lot of pressure to come to the prom with a date, but I don't see / 'm not seeing anyone at the moment so I just came with a friend.
- My best friend hates / 's hating dancing so unfortunately we 're never going / never go dancing together.
- People love / are loving those dancing shows on TV and ballroom dancing is becoming / becomes more popular because of them.

5 **1.2** Complete the conversation with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

**Alice** I can't believe we 're wearing (wear) the same dress! What a nightmare!

**Clara** Ha ha! Yep. I 'm (know) how you feel.

**Alice** Why didn't I think? Everyone 's (wear) pink this summer! 's (you/think) of going home and getting changed at all?

**Clara** Not really. I 's (live) quite far from here.

**Alice** Maybe you should. I'll pay for your taxi.

**Clara** No, thanks ... I 'm (begin) to think it doesn't matter.

**Alice** Really?

**Clara** Yeah, it 's (not seem) worth it. I 'm (not think) you should worry. Let's just enjoy ourselves.

**Alice** Yeah, we both 're (look) great in this dress anyway.

6 Find four of the phrases from the box in the text on page 4. Then use the phrases in the box to complete the sentences.

dress casually dressed up get dressed get dressed up  
get underdressed overdressed underdressed well-dressed

- Oh no! I'm the only person not wearing a suit. I'm totally underdressed.
- Oh dear! Everyone else is wearing jeans and I'm in a dress. I'm completely \_\_\_\_\_.
- These formal clothes are OK but I still prefer to \_\_\_\_\_.
- I only \_\_\_\_\_ for weddings and funerals.
- It's a shame nobody is \_\_\_\_\_ super heroes.
- OK, it's 11 a.m. and I'm still in bed. I suppose I should get up, \_\_\_\_\_ and get going.
- I was so tired after the prom I didn't \_\_\_\_\_ and went to bed in my suit. It looked terrible in the morning.
- Appearance is important and I want people to think I'm a \_\_\_\_\_ person.

7 **SPEAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself. Can your partner guess which one is false?

▶ 1 Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- What's everyone wearing this year?
- What clothes styles are you wearing this season?



□ I can use Present Simple and Present Continuous to talk about habits and temporary situations.

- 6** Find four of the phrases from the box in the text on page 4. Then use the phrases in the box to complete the sentences.

dress casually   dressed up as   get dressed   get dressed up  
get undressed   overdressed   ~~underdressed~~   well-dressed

- 7** **SPEAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself.  
Can your partner guess which one is false?

# Why aren't they speaking!?!

- Doubts about the value of personalised freer speaking.

“There’s no point in talking about ourselves if we use bad English to do it”

“I speak a lot, but what is the point if you never correct me? I’ll never improve!”

Adapted from Scrivener, J – Learning Teaching, p160





# Delayed error correction

- Note examples of good and faulty language

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- Note examples of good and faulty language
- Write up anonymously on WB
- Feedback on content first



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- Ask Ss to work in pairs to spot and correct errors

# Delayed error correction

- Note examples of good and faulty language
- Write up anonymously on WB
- Feedback on content first
- Ask Ss to work in pairs to spot and correct errors

... in the next lesson

- Revise with a worksheet of errors from last time
- Invent and write out a story that contains the errors you heard and have Ss correct it.

# Recap

- Definition & origins  
Humanistic methodology
- Personalising input  
Making practice meaningful
- Personalising output  
Pitfalls and solutions
- Providing feedback  
Delayed error correction

# Thank you!

Dan Brayshaw

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