UNIT 1 GATHERING

Reading	Identifying the writer's position
Critical thinking	What exactly is an argument?
Language development	Synonyms Simple and progressive verb forms
Writing	Formality

As this is the first lesson, it is worth spending some time making sure that students feel relaxed and comfortable. Ask students to look at the picture and say what they think it portrays. Ask questions to stimulate ideas: *Where do you think this picture was taken? What can you see in the picture? Have you ever been in a place like this? How do you think the picture is related to the unit title, Gathering?* etc.

Background information

The picture probably shows a technology trade fair or online gaming event in Germany. (This is suggested by some of the signage on the wall.) The people have gathered because they share an interest in computing technology. There are camp beds and food, so the participants are probably attending for a while.

Remember that at any stage the students can access the *Skillful* digital component through the access codes in their Student's Books. Teachers can also access extra items such as tests through the access codes in the Teacher's Book. The activities in the digital component don't have to be done in a fixed order. In the digital component, both students and teachers can also find the Digibook. This is a page-faithful representation of the Student's Book. It could be projected on to a screen such as an interactive whiteboard.

Discussion point

Start with a quick brainstorm of social networking sites students know about or use (e.g., Facebook, Twitter, Kik Messenger, mixi, netlog, etc.). Write these on the board. Ask students what their definition of social networking is. Find out what other ways students have of social networking (such as joining after school clubs), before asking them to discuss the questions with a partner. Examples of other ways to network include meeting friends in cafes, attending events together, and chatting outside of class. If the class is small enough, question 1 could be done as a class poll. For questions 2 and 3, students should discuss in pairs or groups of three. Monitor students' conversations, encouraging them to give reasons for their answers. In the feedback session, ask students to share some of the ideas from their discussion. Demonstrate seminar-type discussion by asking

students to speak and respond to each other, not just the teacher.

Cultural awareness

Different countries have different social networking sites. Netlog is popular in the Middle East, mixi is Japanese, and renren is Chinese. These sites are similar to Facebook, but are not all in English.

As part of the routine for the beginning of each unit, it is a good idea to refer students to the box which shows the learning objectives. Knowing the objectives helps students understand why they are doing certain tasks and what they should aim to learn from them. Ask students to read the objectives box on page 7. At the end of the unit, refer students to the box again.

Vocabulary preview

Students at this level should be encouraged to decipher the meaning of unknown words from context when possible and to use a good monolingual dictionary if needed.

Find out how students keep track of and learn new vocabulary. They should develop a system using a notebook or notecards. Show students, with an example word (perhaps the unit title, *Gathering*), how they can note important information about each word: the definition(s), part of speech, word forms, collocations, stress patterns, and example sentences which contextualize the term. A brief translation into the students' mother tongues can be helpful, although students should not rely on this. Many words have more than one meaning, so context is key to understanding the meaning, nuance, and usage.

1 Ask students to work in pairs to read the sentences and match the underlined words to the meanings in the box. Tell them not to use translators or dictionaries, but to rely on the context to help them. When going over the answers, ask students what clues they used to figure out the correct definitions.

ANSWERS
1 people you know
2 evidence based on observation
3 different
4 develops
5 someone who is interested only in him/herself
6 connections
7 children who are changing into young adults
8 help to develop
9 always linked to people via technology
10 ability to understand how someone feels

EXTENSION ACTIVITY

A wiki is a website which allows its readers to freely add and edit content, and create links between different pieces of content. Start a class wiki to provide a tailored, online study guide for the vocabulary in the book. Divide the class into ten groups. Each group will be in charge of setting up wiki entries for the vocabulary from one unit. First, set up a class wiki (search for *set up class wiki* to find out how, or use *wikispaces.com*). Next, ask students what kinds of information they think would be useful to post (e.g., word forms charts, definitions, example sentences, collocations). Set the input task for homework, and remind the group to add new vocabulary as it comes up within the unit. Remind the rest of the class to visit the wiki as part of their studying during the unit.

This is a good point to introduce the students to the digital component activities. These additional activities support the sections covered in the Student's Book and provide extra practice for students either at home or in the classroom.

READING Are online "friends" a threat to development?

Word count 1,028

Background information

Online social networking continues to grow. According to Facebook's 2013 report, 1.11 billion people use the site.

A list of other networks shows users in the millions.

Social networking via computing technology has actually been around since the 70s. Computer hobbyists and technophiles communicated via services such as BBS and CompuServe. However, it was really only with the growth of the Internet that social networking sites started their big growth. Some of the earliest sites included Classmates.com and SixDegrees.com. Niche sites included AsianAvenue.com, BlackPlanet.com, and MiGente.com. Then came Friendster, LinkedIn, MySpace, Facebook, and Twitter. Wikipedia has a list of 200 of the most active social networking sites which it says is far from comprehensive.

So, what does the future of social networking look like? Younger users are already abandoning Facebook for sites that their parents aren't on and sites that allow more open access with no advertising. More and more users are uploading their own apps, too, so sharing is becoming even bigger. It appears that people today are adapting social networking to better suit modern purposes.

Before you read

Write the title of the reading text on the board. Ask students why they think the word *friends* is in quotation marks. (The quotation marks indicate that the friends people have online may not be true friends.) Ask them to predict briefly what the article might include, then put them into pairs to discuss the questions. You may need to pre-teach the verb *outweigh*. In this context, it means that the advantages are more important or more valuable than the disadvantages. In the feedback session, note the advantages and disadvantages on the board for question 1, and ask students to give reasons to support their views for question 2.

Global reading

1 Ask students to read the question and think about the areas of impact the author may mention for one minute. Brainstorm ideas on the board.

2 Give students four minutes to skim the text on pages 10–11 to see if the ideas on the board are mentioned. They should not use dictionaries at this point because the main aim is to read quickly to check their ideas. As students read, watch them to see what they do when they read. Some students may use their finger as they read, others may spend a long time on one sentence. Poor readers will get stuck on unknown words, whereas good readers will skip unknown words and try to figure out the meaning from context. Depending on your group, you may need to review good reading strategies. After students have finished reading, discuss which of the ideas on the board from the *Before you read* section were mentioned.

This would be a good time to draw students' attention to the *Academic keywords* box on page 11. Academic keywords are terms that occur frequently in academic texts, so they are particularly important for those students who plan to study in English in higher education. The Digibook features the same academic keywords, but with definitions. If you have set up wiki groups, they should add the keywords in this unit to the wiki.

SUPPORTING CRITICAL THINKING

Identifying the writer's position is an important critical thinking skill, especially at advanced levels. It is important to recognize when a writer agrees or disagrees with the views he/she presents because it is in this way the reader can judge the arguments of the writer. Writers may use adjectives, adverbs, opinion language, and linking phrases to direct the reader and build their argument, though in many academic texts, writers may rely less on adjectives and adverbs and more on linking phrases. Recognizing how a writer builds an argument is also important as students begin to portray their position in their own writing.

As a lead-in, write *identifying the writer's position* on the board. Ask students what they think *position* means in this context. Refer them to the *Identifying the writer's position* box and give them a couple of minutes to read it. Has their idea of what *position* means changed? Why do they think it is important to be able to identify the writer's view?

3   Refer students to exercise 3 and give them a few minutes to discuss the questions in pairs.

ANSWERS
Writer's position = 2, 4

Critical thinking skill

Students may know the term *argument* in the context of a disagreement, but in this context it has a different meaning. Ask students to read the *What exactly is an argument?* box to find out what it means in this context. Check that they have understood that in the academic definition, an argument has nothing to do with disagreement. Find out if they think giving reasons for opinions is important when trying to make a point.

Cultural awareness

Generally at Western universities, students are expected to give reasons for their opinions and to formulate logical arguments based on evidence. It is not about disrespecting other people's ideas, particularly from senior professors, but a chance to demonstrate a student's depth of thinking and academic ability. Much of the evidence used in an academic argument comes from other scholars and authors. Students have to show their ability to build a good argument both in writing and in seminar discussions.

1   Ask students to read the text again and do exercise 1. Encourage students to read quickly. They may wish to highlight unknown words to look up later at home. Early finishers can compare and discuss their answers. Then feed back on answers.

ANSWERS
1 The impact of technology on the nature of our friendships has been a much-debated topic since the meteoric rise of social networks.
2 In fact there is a lot of research that shows these criticisms are generally unfounded.
3 They also found that social networks allow us to have discussions with a much more diverse set of people than in the real world, so we share knowledge with people from a wide variety of backgrounds.
4 A study conducted by Michigan State University (2010) concluded that our virtual friendships provide social benefits and improve our psychological well-being.

5 Research is starting to show that this culture is negatively affecting not our friendships but our character.
6 Through her years of research, she has noticed that these devices permit us to have complete control over our friendships.
7 Friendships are unpredictable and difficult to deal with, but social networks are allowing people to tidy them up and manage them.
8 Turkle also suggests that people are no longer comfortable being alone.

2   Ask students to do exercise 2 and then compare their answers in pairs.

ANSWERS
1 d   **2** a   **3** a   **4** f   **5** c   **6** d   **7** e   **8** b & e

3   For this exercise, students should identify the points which are not arguments, using the definition of *argument* they learned earlier. They should be prepared to give reasons for their choices.

ANSWER
1 and 6 are not arguments because the statements are not supported by evidence/reasons.

Developing critical thinking

Background information

The aim of this section is for students to discuss their ideas and opinions in groups, so it is important to encourage all students to speak. In this context, *critical* means *reflective, analytical, or evaluative thinking* and has nothing to do with being negative. Some students may not be used to this kind of task, so you may need to tell them the aim and how it will benefit them.

Before beginning the task, make sure students understand the definition of *critical thinking*. Explain that this is the ability to reflect on the quality of beliefs and opinions, and should not be confused with the negative sense of criticism. Showing that they are thinking critically includes giving reasons for their opinions and putting forth a good argument.

Ask students to think about how they perform in a group discussion. Do they talk a lot? Do they ask others questions? Refer them to the functional language on page 108 of the Student's Book and ask them to identify one functional area they would like to be better at. They should choose a phrase from that area that they would like to use during the discussion which follows.

Put students into groups of three or four for the discussion task. Monitor discussions to encourage all students to speak.

EXTENSION ACTIVITY

Ask students to find and highlight the vocabulary from page 8 in the text. They should note the word form, how the word is used in context, and any collocations that they find, e.g., the collocation *narcissistic tendencies* in paragraph 8.

Language development: Synonyms

Cultural awareness

In some cultures, using the same word repetitively in the same paper is considered poor writing. While the word *friend* or *friendship* does appear 18 times in the reading on pages 10–11, synonym use is generally preferred. Writers need to choose synonyms with the same meaning and level of formality: in the example given in the *Synonyms* box, *spend time* is slightly more formal than *hang out*; *hang out* is too informal for an academic piece of writing. A good monolingual dictionary will have notes about levels of formality. A thesaurus is useful for finding synonyms.

Ensure students know what a synonym is and ask them to scan paragraph 3 on page 10 to find a synonym for *friends* (*companions*). Ask students why writers use synonyms and how important they think they are. Ask them to read the *Synonyms* box to find out three important points to remember about synonyms (some mean the same thing, some have slightly different meanings, some have different levels of formality).

1 Ask students to complete the exercise individually or in pairs. Allow monolingual dictionary use if necessary. When going over the answers, make sure that students can pronounce the words. Ask them to make a note of which of the words are more formal and which have slightly different meanings.

ANSWERS
1 i **2** h **3** a **4** f **5** g **6** d **7** e **8** b
9 c **10** j
Provide and *permit* are all slightly more formal than their synonyms; *adolescents* are people going through puberty so could be younger than 13, when teenage years traditionally start; *deal with* is just one sense of "manage"; you *nurture* a child, animal, or plant, but you can *foster* many other things, e.g., understanding, a feeling of happiness.

2 Students may need to use a monolingual dictionary or thesaurus for this exercise. They should pay attention to the meaning of words in order to choose the most accurate synonym for the context. They also need to be aware that some of the sentences might need to be grammatically modified in order to accommodate the synonym replacements. For example, in the third sentence, *lets us make* could be replaced with *allows us to make*, with the addition of *to*.

POSSIBLE ANSWERS
1 adolescents; worried; impact; society/planet
2 uncommon; virtual; ties/links
3 allows; form/create; relationships; diverse
4 unfounded; reduction/drop; face-to-face
5 character; appear; evolving
6 alone; get in touch with

3 For this exercise, students should first identify the repeated words, then replace them with synonyms. For students who are struggling, identify the words together as a class first.

POSSIBLE ANSWERS
The human brain is constantly changing, and neuroscientist Gary Small believes it is <u>evolving</u> further because of new technologies. He believes that our ability to multitask is improving. He says that our <u>skills in making</u> decisions are <u>getting better</u>. He also <u>suggests</u> that technology is <u>developing</u> our decision-making abilities. One study carried out with people aged between 55 and 76 using the Internet showed that the brains of the people who could already use the <u>web</u> <u>displayed</u> much greater activity than those of the people who could not already use it.

This is a good place to use the video resource *No man is an island*. It is located in the Video resources section of the digital component. Alternatively, remind students about the video so they can do this at home. Wiki groups can add some of these words to the class wiki.

Language development: Simple and progressive verb forms

Students will already know about the form of these verbs, but may still be making mistakes when choosing which form to use. Begin by finding out what students know about the two forms. Write *Simple and progressive verb forms* on the board. Ask half of the class to brainstorm examples of each and ask the other half to think about what the difference is in the use of each. Give them one minute, then ask for feedback. Refer them to the *Simple and progressive verb forms* box to find out if they were right.

Background information

Although verbs describing states are not usually used in the progressive form, there are many examples of stative verbs used progressively, especially in the media and in colloquial speech: *I'm loving it! He's feeling better. I'm not believing this! Are you doubting her abilities?* Students should be made aware that in formal English these forms are not used, but in colloquial contexts, they are acceptable.

1 Students should study the examples in the box and discuss why each verb form was used.

ANSWERS

The simple forms all describe completed actions. The progressive forms are all used to describe duration (*had been chatting*, *will be chatting*) or incompletion (*have been using*).

2 This exercise contains the verb forms in context—a useful way for students to see which form fits best. Ask students to first read the paragraph, then choose the correct verb form.

ANSWERS

1 have been carrying out (progressive emphasizes the incomplete ongoing action)
2 has shown (simple form to describe a factual action)
3 has helped (completed action; we see the result in the context)
4 has taken (completed action; we see the result in the context)
5 had benefited (completed action; we see the result in the context)
6 had used (completed action; we see the result in the context)
7 had then replied (completed action; we see the result in the context)
8 had been lacking (progressive emphasizes duration)
9 had begun (completed action; we see the result in the context)
10 will be adopting (progressive emphasizes the incomplete ongoing action)

3 Ask students to discuss their answers with a partner.

WRITING Writing an email

Background information

Writing an email at the appropriate level of formality to a college professor is a skill that many students lack. Students may omit the subject line or use an overly formal or informal tone. They may be unsure of how to address the professor or how to end the email. This uncertainty may prevent students from emailing their professor—a task which is acceptable and expected in most Western universities. In general, a formal or neutral tone is acceptable depending on the professor and the content of the email.

Begin with a discussion about the types of emails students send and to whom they send them. Ask students if they would ever consider emailing a teacher and if the tone should be formal, neutral, or informal. Find out what students think makes language formal or informal and write some ideas on the board to compare with the *Formality* box in the next section. Ask students to read the paragraph explaining what they are going to learn and what they are going to do.

Writing skill

Ask students to read the *Formality* box and compare the ideas on the board to the ones in the chart.

1 Ask students to follow the instructions. They should try to identify the features that make each text formal, neutral, or informal.

ANSWERS

1 Formal/Academic: writer to reader (formal language, e.g., *It is said that*; no contractions; *an increase in online communication,* i.e., noun phrase)
2 Formal: company to customer (formal, polite language; *product;* no contractions; no abbreviations, e.g.; *ASAP)*
3 Informal: colleagues (friendly, chatty style; contractions; slang, e.g., *gonna;* phrasal verbs; abbreviations)
4 Neutral: student to professor he or she is acquainted with (polite but friendly; contractions; phrasal verbs but no slang)

2 Ask students to rewrite the email extracts. They may wish to do this in pairs. Be prepared for students to feed back answers verbally, as there will be lots of possible answers, and evaluate the appropriateness of each pair's answers with the class.

POSSIBLE ANSWERS

1 Could you call me as soon as you can? I have a problem I can't deal with and need your help.
2 I'm very concerned that I won't be able to do my assignment in time and you won't be able to pass it. Is it possible for me to have an extension?
3 I'm Ahmed's friend. Ahmed suggested that you could help me with my research. Do you think that is possible?
4 I'm attaching a copy of my finished assignment, which I hope you enjoy. See you in class next week.

Cultural awareness

Formal emails in English generally begin with *Dear Mr/Mrs/Ms (*+ surname*)* and end with *Sincerely, Regards,* or *Kind regards*. (Remember also that American English requires a period/full stop after *Mr.*, *Mrs.*, *Ms.*) Informal emails can begin *Hi* (+ first name) or with no salutation at all. They may end with just the name of the sender or, if the people are close, with an X, signifying a kiss. Neutral emails may begin with *Dear* (+ first name) or *Hi* (+ first name) and may end with *Best wishes* or *All the best*. A too-familiar tone can cause offense, so it is best to err on the side of formality when unsure. Adopting the level of formality of the other person is another good strategy.

WRITING TASK

Background information

All the writing tasks in *Skillful* follow the pattern of brainstorming, planning, writing, sharing, rewriting, and editing. This process approach encourages students to think of writing as something more than just putting words on paper and will help them become more effective writers whose writing is more cohesive.

The <u>brainstorming</u> stage generates ideas, which is important in helping avoid writer's block.

<u>Planning</u> ensures that students have thought carefully about the content and structure of what they write.

<u>Writing</u> in class serves several purposes: firstly it ensures that students actually do the writing and that it is their own work. It shows students that the writing is an important part of the course. Secondly, it gives the teacher an indication of what students do when writing: do they look up words they will use first, or use a dictionary or translator while writing? Do they write, stop, count words, write some more, and keep adding sentences until they reach the right word count, or do they follow the plan they have made?

<u>Sharing</u> may take students some time to become accustomed to. Students are asked to read and evaluate each other's work. This not only improves students' editing skills, but also shows them that they can make valuable contributions—that it's not just the teacher who can judge a piece of work. In all units, students should refer to the Peer review checklist on page 109 of the Student's Book to help them review the work. Teachers can photocopy the page to give the students each unit. Teachers may also like to photocopy the *Unit assignment checklist* for each relevant unit at the back of this book for students to use once they are more comfortable with peer review.

In the <u>rewrite and edit</u> stage, students should consider their peer's comments carefully, decide on any changes they would like to make, and rewrite their piece of work. Many students will find this a new experience, but responding to feedback is an important skill to develop. You may choose to set this final stage for homework and ask that it be typed.

Ask students to read the *Writing task* instructions and discuss the kind of tone they think the email should adopt. Refer them to the box which outlines the audience, context, and purpose. Ask them how the email might change if the audience or context were to change. For example, if their professor is a man or a woman, someone from their own culture or from another culture, or if the context were to give information rather than request a meeting.

Ask students to read the email and do the task.

POSSIBLE ANSWER

<u>Hi</u> Joelle,

<u>How are you?</u> How was your weekend? Mine was hectic as usual<u>!</u>

<u>Are you free</u> later this week to <u>get together and chat</u> about the psychology project? I've been struggling with it and need a bit of help <u>cos</u> the deadline's fast approaching. I'm worried that if I don't <u>get a move on</u>, I'll <u>end up</u> rushing it. I really want to get a good grade for this one <u>so need to</u> <u>put some work in</u>. <u>How about</u> tomorrow night? I've got an appointment in the afternoon but I'll <u>be done</u> by 6pm. Does 7pm sound <u>okay</u>? I can come to you if <u>it's</u> easier. I could <u>even</u> <u>bring pizza</u> <u>if you like</u>. <u>Let me know</u> <u>asap</u>. <u>Hopefully see you soon,</u>
Allie

Brainstorm, plan, and write

Ask students how they would change the email to make it appropriate: use a more formal tone, avoid slang, avoid exclamation marks, etc. It is important that students realize that they mustn't simply change a few words. For example, how comfortable would they feel about asking their professor, *How are you? How was your weekend?* Or about telling her about the fact that his or her own weekend was *hectic*? They may choose to say, *I hope you had a good weekend*, or *I had a busy weekend* instead. It should also be pointed out that since they are asking the professor for a favor, they need to be a bit more formal. In addition, what do they think about suggesting a meeting at 7 p.m. or bringing a pizza? They may wish to suggest a time they are free or ask when the professor has office hours instead. They also may wish to apologize for the request—recognizing that the professor is busy.

Cultural awareness

University professors in the U.S. and U.K. generally have office hours when they meet with students either by appointment or on a drop-in basis. Students shouldn't expect to see professors outside these office hours unless a time has been arranged, and students should be sure to be punctual.

POSSIBLE ANSWERS

Tone—friendly but more polite and less chatty
Language—less slang and more neutral language, fewer phrasal verbs and abbreviations
Punctuation—no exclamation marks

Ask students to identify the key parts to the email that they need to include, for example: a greeting, an opening, the request, the reason for the request, a suggested time, an ending. Remind them of the audience and context. It may help some students to imagine an actual person—this will help them decide

if they wish to write in a more neutral or more formal tone. Ask them to explain to their partner why they would choose a neutral or formal tone for the email.

Ideally, class time could be given for the *Write* task, with a set time limit—20 minutes, for example. The first draft can be written on paper, or, if the facilities are available, students can write an actual email which they would need to send to their partner for the *Share* section. They should aim to write 100 words.

Share, rewrite, and edit

Ask students to exchange emails with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's email. They may write on each other's paper or make notations as appropriate. Encourage constructive feedback. If they don't think something works, they should say why. If they think something is good, they should say why. Give them about ten minutes to comment on each other's papers.

Ask students to rewrite and edit their emails. Encourage them to take into consideration their partner's feedback when rewriting. Rewriting can be done as an actual email: ask students to rewrite for homework and email you their finished request. You may need to specify a subject line, e.g., *Unit 1 request for a meeting*. Use the photocopiable *Unit assignment checklist* on page 86 to assess the students' emails.

Extra research task

Ask students to research email etiquette online. They should visit more than just one site to get various views and tips. Ask them to make a note of all the sites they gather information from and then come up with their own top ten email etiquette tips. They should bring their tips to class for sharing.

STUDY SKILLS Process writing and peer checking

Background information

Students not accustomed to process writing may be resistant to it at first. This section highlights why it is an important skill to develop. The *Scenario* section provides students with an example to critique while the *Consider it* section gives useful tips to think about.

Getting started

As a lead-in to the discussion questions, ask students to reflect on the writing that they did in the *Writing task* section: How did they feel about the stages they went through? Put them into pairs to discuss this question and the ones in the *Getting started* section. Once students have discussed in pairs, create a

seminar-style discussion. If possible, arrange chairs in a circle so that students are encouraged to share and listen to each other's ideas. For question 3, challenge any students who think that the teacher is the only one who can give feedback to another student. Encourage them to recognize that their thoughts, ideas, and views hold value, and that they can give constructive and insightful feedback. This important skill is a step towards learner autonomy—a skill they will need as they progress, especially if they plan further academic education.

Scenario

Refer students to the picture at the bottom of the page and ask them to speculate on the writer's planning strategy: *Why has he put the information on so many cards? Why has he used color? What are the sticky notes for? Would this strategy work for you?*

Tell students they are going to read about Saif's experience. They should think about what he did right and what he could have done more effectively.

POSSIBLE ANSWER

Saif read the question carefully, he did lots of research, and he emailed his work to his teacher with a friendly, polite email. However, he spent only two hours writing the essay, he did not organize his work effectively, he did not ask a classmate to peer check it, and he gave his classmate only negative feedback.

Consider it

Students should first read the instructions and the tips, then discuss in pairs. Once students have finished, hold a seminar-type discussion to find out students' reaction to the tips and if they think they are relevant to writing in their mother tongue as well.

Over to you

This section could be done in pairs or as a whole-class discussion. At the end of the discussion, ask students if they have different ideas about what writing entails.

EXTENSION ACTIVITY

Ask students to prepare a graphic summary (a flow chart or other visual representation) of the stages of process writing and why they are important. You could ask them to research process writing further using the Internet. They should make their graphic summaries look nice so you can display them on the wall or bulletin board!