

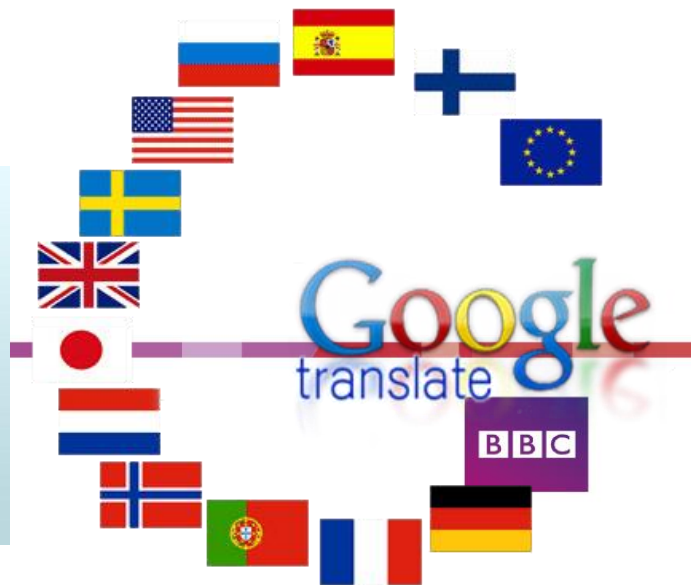
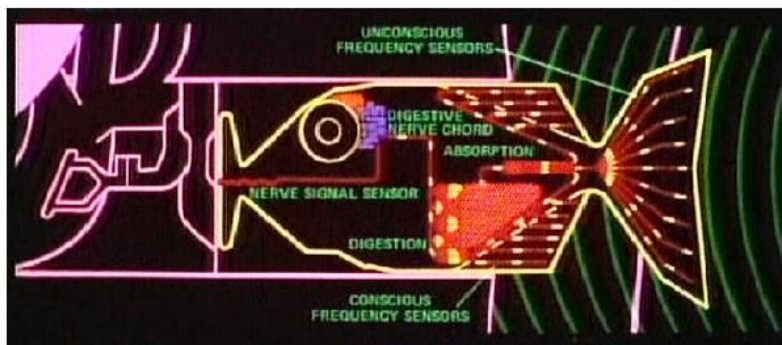


Pearson

# How do we bring authenticity to a world full of screenagers?

Phil Warwick





# *Learning?* English

- Distance Learning
- Electronic Learning
- Flexible Learning
- Through Google
- Mobile Learning
- Nano-Learning
- Conventional





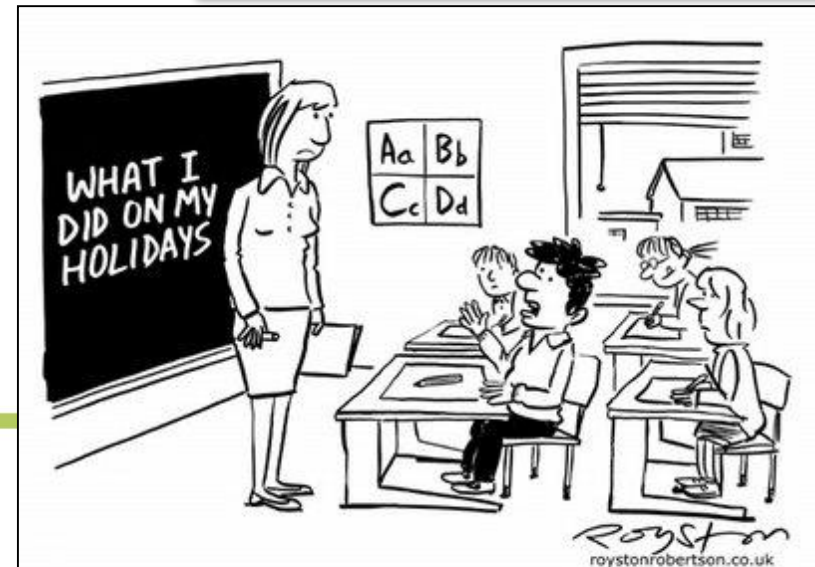
# Teaching Teenage Students

Digital Residents

Edutainment

Information Overload

Soft Skills Shortage



"Can't I just email you a link to my blog, Miss?"



**HAPPENING TODAY**

# **WORLD CUP 2018 KICKS OFF TODAY**

Russia vs. Saudi Arabia in opening match

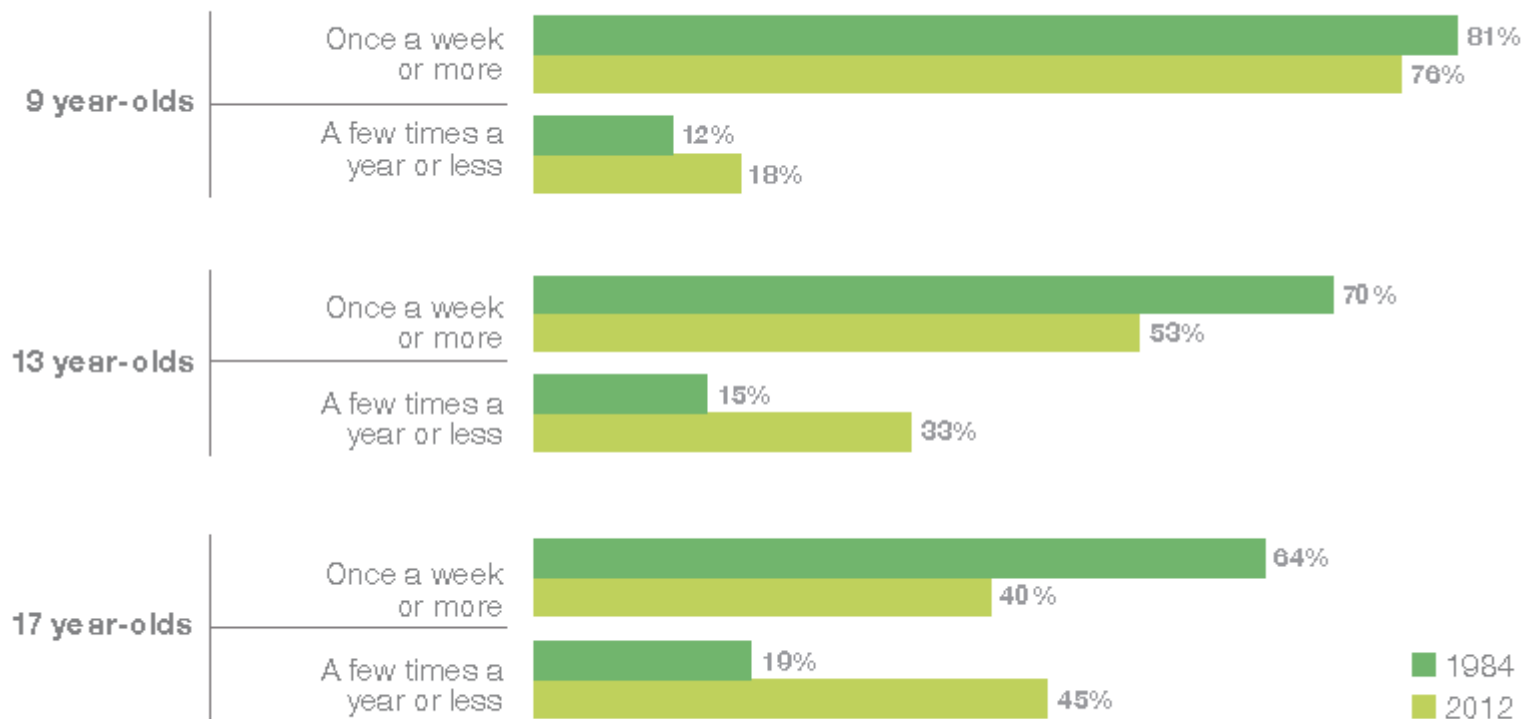
**CNN**

1:25 AM PT

**EARLY START**

**1. Reading for fun drops off dramatically as children get older, and rates among all children - especially teens - have fallen precipitously in recent**

Change in frequency of reading, 1984-2012:



Source: National Center for Education Statistics, 2013.

**keeping print books in the home, reading themselves, and setting aside time daily for their children to read.**



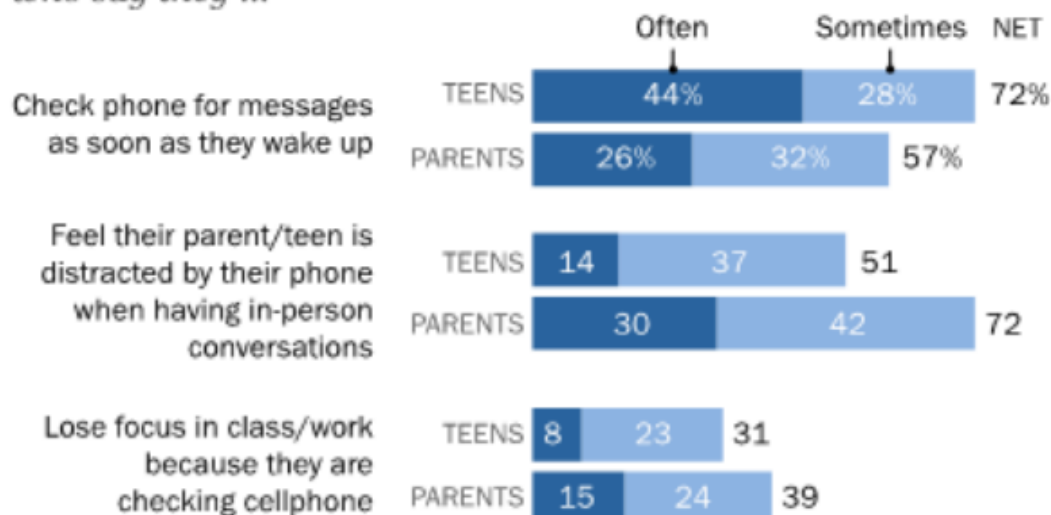


## Parents and teens report varying levels of attachment, distraction due to their cellphones

*% of U.S. teens/parents who say they ...*



*% of U.S. teens/parents who say they ...*



Note: Parents refer to parents of teens ages 13 to 17. Teens were asked how often they lose focus in class, whereas parents were asked how often they lose focus at work.

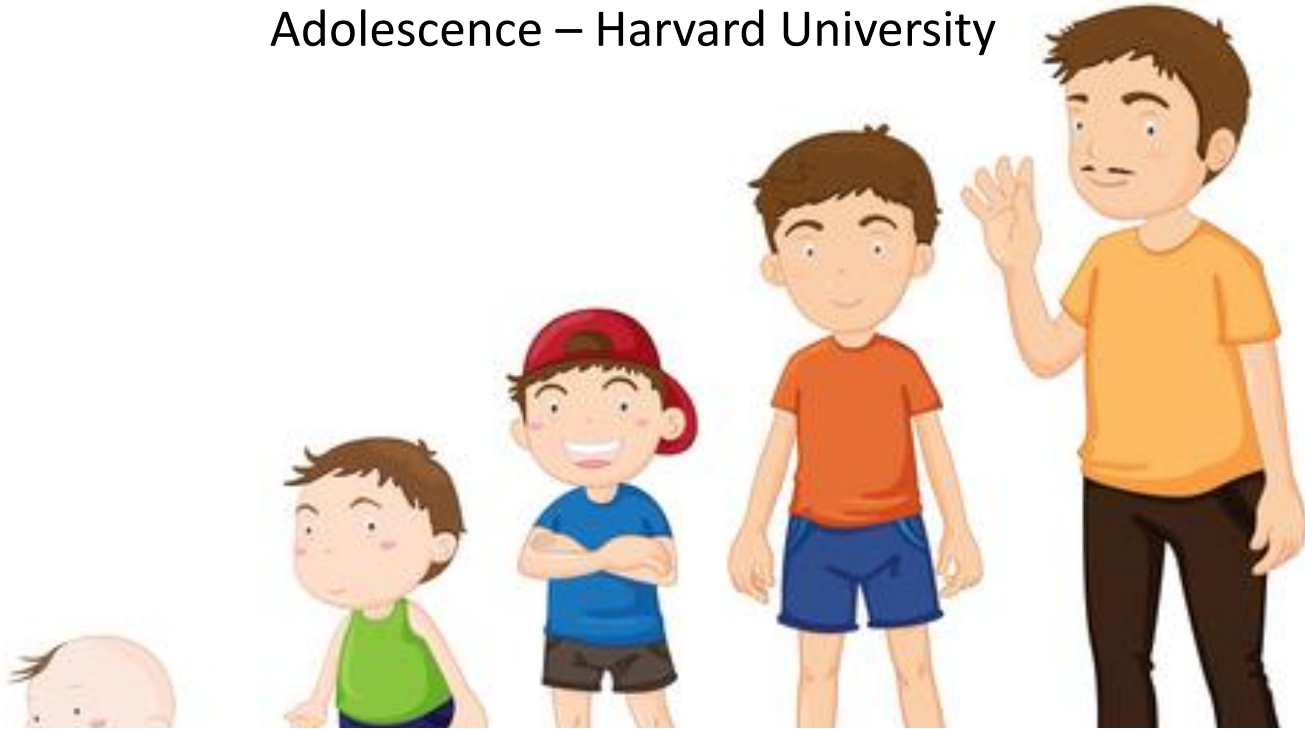
Source: Survey conducted March 7-April 10, 2018.

"How Parents and Teens Navigate Screen Time and Device Distractions"

PEW RESEARCH CENTER

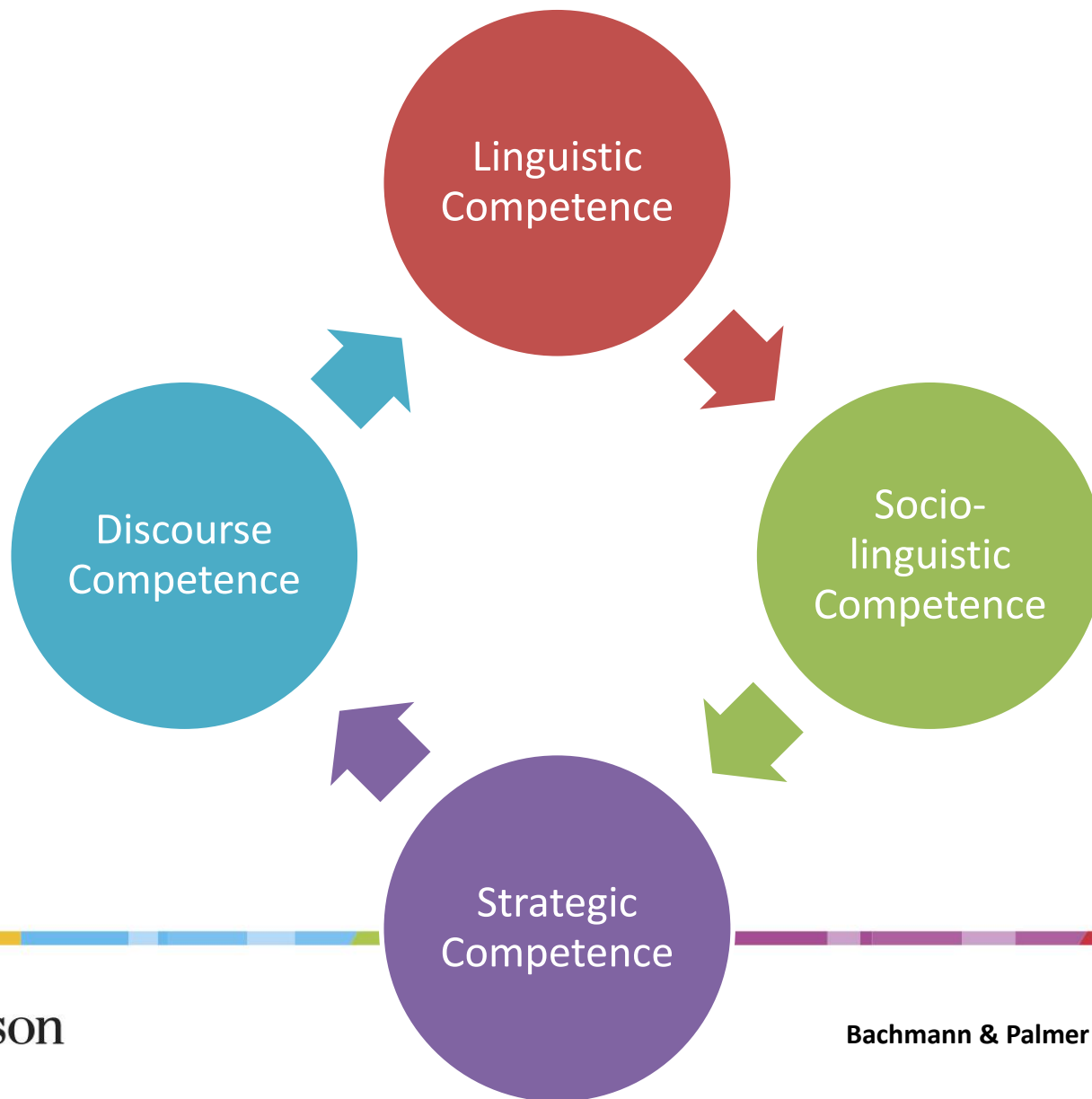


# Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence – Harvard University



- **Working memory** — The ability to hold information in mind and use it.
- **Inhibitory control** — The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- **Cognitive flexibility** — The capacity to switch gears and adjust to changing demands, priorities, or perspectives.

# communicative competence





# communicative competence

The target language introduced has to be for a purpose: practising particular language elements in order to achieve **communicative objectives**.

Key factors which contribute to the **development of communicative competence**:

## **Engaging in communication**

(emerging language and emerging competence): a focus on activities and group work in the classroom

## **Focusing on receptive skills**

as second most important contributor to the development of communicative competence in learners

## **Focusing on chunks of language**

(focus on collocations and functional exponents)

***Authenticity is a gateway to Communicative Competence***

**Authenticity relates to the language produced by native speakers for native speakers in a particular language community — Porter and Roberts, Little**

**Authenticity relates to the language produced by a real speaker/writer for a real audience, conveying a real message — Morrow; Porter & Roberts; Swaffar; Nunan; Benson & Voller**

**Authenticity relates to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener — Widdowson; Breen**

**Authenticity relates to the interaction between students and teacher — van Lier**

**Authenticity relates to the types of task chosen — Breen; Bachman; van Lier; Benson & Voller; Lewkowicz; Guariento & Morley**

**Authenticity relates to the social situation of the classroom — Breen; Arnold; Lee; Guariento & Morley; Rost**

**Authenticity relates to assessment — Bachman; Bachman & Palmer; Lewkowicz**

**Authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them — Kramsch**

**Fitness to the learning process — Hutchinson & Waters**





# What is authenticity?

- **Authentic Learning**
- **Authentic Situations**
- **Authentic Materials**
- **Authentic Tasks**
- **Authentic Teachers**



# **Authentic Learning**

- **Activities that involve real-world problems and that are focused on audiences beyond the classroom.**
- **Use of open-ended inquiry, thinking skills and metacognition.**
- **Students engage in discourse and social learning in a community of learners.**
- **Students direct their own learning in project work.**

# The taste test



3.1

## VOCABULARY Food and drink

I can talk about food and drink.

### VOCABULARY

Food and drink | Flavours

1

#### CLASS VOTE

Which is your favourite meal of the day? Why?

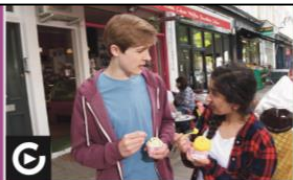
breakfast lunch dinner supper snack

1

#### CLASS VOTE

Which is your favourite meal of the day? Why?

breakfast lunch dinner supper snack



**Speaking:** What can I get you?



**BBC Culture:** Indian food  
Liverpool style



lemonade lettuce nuts peach pear pineapple smoothie  
tuna yoghurt

3



**1.49** Match the sentences with the people in the picture.


Complete the sentences with words from the Vocabulary A box then listen and check.

- 1 \_\_\_ This person has got a shopping list. She is looking for chilli, cream and some \_\_\_\_\_.
- 2 \_\_\_ These people want to buy \_\_\_\_\_, honey, yoghurt and \_\_\_\_\_.
- 3 \_\_\_ The shop assistant is near the \_\_\_\_\_, grapes and \_\_\_\_\_.
- 4 \_\_\_ The grandmother wants lettuce, \_\_\_\_\_ and some \_\_\_\_\_.
- 5 \_\_\_ The child is looking at the fruit juice and \_\_\_\_\_.
- 6 \_\_\_ The man is buying \_\_\_\_\_, beef and \_\_\_\_\_.

4


Match the words from the Vocabulary A box with the correct sign.





**5** **I KNOW!** Work in groups. How many words can you add to each category in Exercise 4, in one minute? Compare your ideas with the class.

flavours. Which is your favourite flavour?

**6**  **1.50** In pairs, use the words from the Vocabulary B box to discuss the ice cream flavours. Which is your favourite flavour?

*I think the white ice cream is vanilla.  
Yes, or maybe it's ...*





# **Authentic Situations**

- **Students learn and practice high frequency language useful in common communicative situations**
- **Lexical phrases are chunked together to enhance communicative competency**
- **Target language is linked to situations and modelled throughout the course**



3 Study the Grammar box. Find more examples of the Present Perfect in the dialogue.

#### Grammar

#### Present Perfect

Have you **ever tried** pizza with banana?  
 I've **never eaten** so much food.  
 He's **just made** a new TV programme.  
 I've **already tried** it.  
 I **haven't finished** yet.  
 Have you **done** it **yet**?

GRAMMAR TIME > PAGE 120

*You bet! Yuck! Hang on.*

**OUT** of  
class

1 **CLASS VOTE** Which strange food would you like to try?

cheeseburger ice cream    pizza with bananas  
 cucumber and garlic smoothie

**IOS**





3.2

**GRAMMAR** Present Perfect with *ever*, *never*, *just*, *already* and *yet*I can use the Present Perfect with *ever*, *never*, *just*, *already* and *yet*.**3** Study the Grammar box. Find more examples of the Present Perfect in the dialogue.**Grammar** Present PerfectHave you **ever** tried pizza with banana?I've **never** eaten so much food.He's **just** made a new TV programme.I've **already** tried it.I **haven't** finished **yet**.

**6** [VOX POPS ▶ 3.2] Write about a place where you like to eat with friends.

- 1 What's it called?
- 2 Who have you been there with?
- 3 What food have you tried?

*It's called Marco's and I've been there with ...*







# VOX POPS

00:00:00:00

timeline\_334\_eating\_005.mp4

### 3.5 LISTENING and VOCABULARY A dream cake

I can identify specific detail in speech and describe food.

1 **CLASS VOTE** Is it important to have a special cake on your birthday? Compare your ideas with the class. Vote Yes or No.

2 **1.58** Study the Vocabulary box, using a dictionary. Choose the correct option. Listen and check.

#### Vocabulary Describing food

bitter bland delicious dry fresh rich  
sour spicy stale sweet tasty

- I like chilli popcorn because it's so *spicy* / *stale*.
- These cupcakes aren't very tasty, they're quite *sweet* / *bland*.
- I love this fruit juice, it's really *dry* / *delicious*.
- This cake has icing and a filling with butter, so it's very *rich* / *bitter*.
- This milk has been in the sun too long, it tastes *sour* / *fresh*.
- This bread is old, I think it's *stale* / *bitter*.

3 **1.59** Listen to Gianni talking about a very special cake. Mark the sentences T (true) or F (false).

- ☐ Gianni saw the cake in New York.
- ☐ The cake took a week to make.
- ☐ The baker didn't make the cake in his shop.
- ☐ The cake weighed around 70 kilos.
- ☐ Gianni didn't like the cake at all.

4 Look at the text. In pairs, decide what kind of information is missing from gaps 1–6: words or numbers?

5 **1.60** Listen to information about how to enter the competition. Complete the text in Exercise 4.

6 **[VOX POPS 3.3]** In pairs, describe the best cake you've ever had. Ask and answer the questions:

- What did it look like?
- What did it taste like?
- What flavour was it?
- Who made it?

And YOU



Is it a car? Is it a robot? No ... it's a cake!

### 3.6 SPEAKING Ordering food

I can order food in a café or restaurant.

## Annie's Café

eat in or take away!

Homemade tomato soup and roll	Today's speciality: green cake!
Toasted cheese sandwich	ALSO Why not try a smoothie?
Salad with tuna or cheese	Melon-and-mango or
Chocolate cupcakes	banana-and-strawberry
A selection of biscuits	OR our homemade lemonade!



1 **CLASS VOTE** What would you like from the menu?

2 **3.4** **1.61** In pairs, discuss what you think green cake is. Watch or listen and check.

3 **1.61** Read and listen to the dialogue. What do Dan, Alisha, Tommo and Skye order?

#### VIDEO WHAT CAN I GET YOU?

Annie: Hi! Take a seat and I'll get you the menus. Here you are. Now what can I get you to drink?

Alisha: I'll have an apple juice, please.

Dan: Just water for me, thanks.

Tommo: Could I have a melon-and-mango smoothie, please?

Annie: Of course. Are you ready to order?

Alisha: Nearly. That green cake looks interesting. What's in it?

Annie: Green tea and yoghurt. It's quite sweet.

Tommo: Mmhh. I'd like that, please.

Alisha: Me too.

Dan: Um, I don't fancy cake today. I'll have a toasted cheese sandwich, please.

Annie: So that's one toasted sandwich and two slices of cake.

Tommo, Dan and Alisha: Thanks.

Skye: Hi, guys. Sorry I'm late.

Tommo: We've just ordered. What do you want?

Skye: It's OK. I'll get it. Excuse me. Can I have a hot chocolate, please?

Annie: Of course. Would you like anything to eat?

Skye: Not for me, thanks.

Hi, guys. I'll get it!  
I don't fancy (cake today).

OUT of class

4 Study the Speaking box. Match questions 1–5 with answers a–e.

#### Speaking Ordering food

##### Customer

I'll have ... / I'd like a ... / a slice of ...  
Excuse me, can/could I have ...  
Just ... for me, please.  
Not for me, thanks.

##### Waiter

Take a seat and I'll get you the menu.  
What would you like to drink?  
Are you ready to order?  
Would you like anything to eat?  
Can I get you something?  
Here you are.

- ☐ Are you ready to order?
  - ☐ What's in it?
  - ☐ What soup do you have?
  - ☐ What can I get you to drink?
  - ☐ Would you like anything to eat?
- a Homemade tomato.  
b I'll have a cola, please.  
c Nearly.  
d Not for me, thanks.  
e It's just fruit and yoghurt.

5 In pairs or small groups, use the Speaking box to order food from the menu in Exercise 1.

And YOU

WIN

## Your Dream Cake from Benny's Bakery!

Send us a photo or drawing of your ideal cake! We will make the best cake and send it to you.

- Email address: benny@.....com
- Usual cost of cake: \$ .....
- Choose a flavour: chocolate, ..... or vanilla
- Don't forget! Tell us your .....
- Closing date of competition: Friday, January .....
- Other prizes for five runners up: 12 .....



# **Authentic Materials**

- **Produced for another purpose**
- **Designed to expose the students to new information**
- **Designed to encourage students to explore the topic at a deeper level**
- **Designed to encourage students to use their own technology to create vlogs, drama etc.**



## Popular food in the UK

Most people think that food in Britain is all about fish and chips, chip butties or afternoon tea, but that's not the whole story. There are so many different cultures in the UK that you have a huge choice of flavours and cuisines to choose from.

- 1 Indian food has been the country's favourite for years. Every town has at least one Indian restaurant. People even say that the national dish is now *chicken tikka masala*, a spicy curry usually served with rice or Indian bread called naan. It's delicious!
- 2 American food is everywhere. There's not only McDonald's now, but new gourmet burger restaurants like Five Guys. American food is popular because the recipes are very familiar to British people – hot dogs, fried chicken, pepperoni pizza, nachos and BBQ ribs are all big favourites.
- 3 People have a passion for fresh and healthy food these days and that's why Japanese food is popular. It's also easy to eat as a takeaway meal. Young people now prefer to eat sushi at lunchtime to the traditional British sandwich, although some still have problems with chopsticks!

Do you want to try more international food? Then check out the amazing Zaza Bazaar in Bristol! It opened in 2011 and has become one of the most popular places to eat in the city. It's also the biggest restaurant; they can serve over 1,000 people and have food from everywhere – Vietnam, Italy, China, Thailand, as well as Britain's three favourites, of course!

### Popular food

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## EXPLORE

### 1 In pairs, ask and answer the questions.

- 1 What do people like eating in your country?
- 2 What are your favourite dishes?
- 3 What do you think British people really eat?

### 2 Read the article. Mark the statements T (true) or F (false). Then check your answers to question 3 in Exercise 3.

- 1 ☐ People have the wrong idea about Indian food in the UK.
- 2 ☐ It's easy to find an Indian restaurant in the UK.
- 3 ☐ American food is not very popular in the UK.
- 4 ☐ A lot of people eat sushi for their evening meal.
- 5 ☐ Zaza Bazaar doesn't serve Indian food.

### 3 According to the article, why is each food particularly popular? Match types of food 1–3 with adjectives a–c.

- |            |             |
|------------|-------------|
| 1 American | a practical |
| 2 Japanese | b tasty     |
| 3 Indian   | c familiar  |

## EX

### 4 3.5 Write and answer the questions.

- 1 Who are your favourite chefs?
- 2 What type of food do you like?

### 5 3.5 Write and answer the questions.

co

1

2

3

4

### 6 Tick the three dishes that Anjum and Lynn are going to make.

- 1 ☐ coconut curry with pepper
- 2 ☐ coconut chicken with ginger
- 3 ☐ spicy salmon wraps
- 4 ☐ rice and salmon wraps
- 5 ☐ rice noodles
- 6 ☐ vegetable noodles

## YOU EXPLORE

### 10 CULTURE PROJECT In groups, prepare a survey based on the question: 'What do people really eat in your town?'

- 1 Prepare a questionnaire. Include local and international dishes (e.g. pizza, burgers).
- 2 Give the questionnaire to friends and family. Then collect the results.
- 3 Report your results to the class.

### 9 Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do?

*I once helped my mum cook dinner for six.*





BBC



CULTURE

# Indian food Liverpool style

## Part 1



# **Authentic tasks**

- **Students use English to complete the tasks**
- **Tasks are designed to focus on communication, collaboration, creativity and critical thinking skills**
- **Emphasis on pair and group work**

RE	RE	RES	RES	RES
Hi	W	Wh	Hi	Cor
1	1	1	1	Com
2	2	2	2	Acro
3	3	3	3	5
4	4	4	4	7
5	5	5	5	8
6	6	6	6	12
7	7	7	7	13
8	8	8	8	17
9	9	9	9	18
10	10	10	10	19
11	11	11	11	20
12	12	12	12	
13	13	13	13	
14	14	14	14	
15	15	15	15	
16	16	16	16	
17	17	17	17	
18	18	18	18	
19	19	19	19	
20	20	20	20	

Cuisines

CHINESE CUISINE

- \* sweet and sour chicken
- \* egg fried rice
- \* spring rolls
- \* prawn crackers
- \* dim sum
- \* \_\_\_\_\_

ARABIC CUISINE

- \* falafel
- \* kofta
- \* tagine
- \* baba ghanoush
- \* chicken shawarma
- \* \_\_\_\_\_

INDIAN CUISINE

- \* onion bhaji
- \* dal
- \* poppadoms
- \* vindaloo
- \* aloo matar
- \* \_\_\_\_\_

WEST INDIAN CUISINE

- \* jerk chicken
- \* beef patties
- \* curried goat
- \* ackee and saltfish
- \* fried plantain
- \* \_\_\_\_\_

MEXICAN CUISINE

- \* quesadilla
- \* tacos
- \* fajitas
- \* Mexican potatoes
- \* chilli con carne
- \* \_\_\_\_\_




# **Authentic Teachers**

- **Ready to converse with students outside the classroom topic**
- **Prepared to admit mistakes**
- **Prepared to laugh and engage naturally**
- **Willing to share some aspects of their life**



# CLASS VOTE

- 2** In pairs, complete the questions. Then ask and answer the questions in pairs. Make your own food quiz.
- 6**  **1.50** In pairs, use the words from the Vocabulary B box to discuss the ice cream flavours. Which is your favourite flavour?

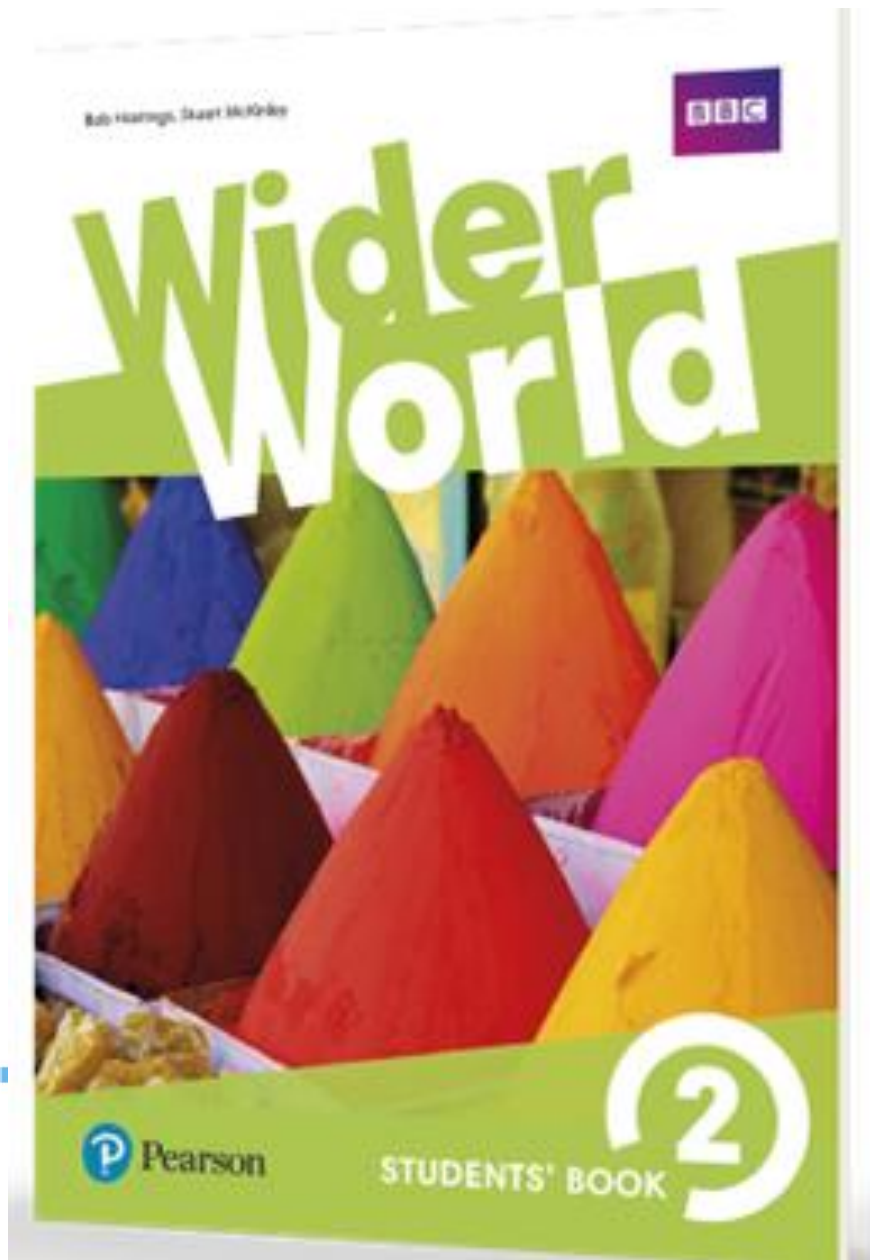


- 7** Which of the three dishes would you like to try? Why?

*I'd like to try the first dish because I love coconut.*


- 9** Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do?

*I once helped my mum cook dinner for six.*





# 3

- 1**  **2.01** In pairs, match the animals in the picture with the words in Vocabulary A. Listen and check.

## Vocabulary A

## Animals

<b>Pets:</b>	<input checked="" type="checkbox"/> J	parrot	<input type="checkbox"/>	rabbit	<input type="checkbox"/>	tortoise	
<b>Farm animals:</b>	<input type="checkbox"/>	chicken	<input type="checkbox"/>	cow	<input type="checkbox"/>	donkey	
<b>Wild animals:</b>	<input type="checkbox"/>	bear	<input type="checkbox"/>	chimp	<input type="checkbox"/>	elephant	<input type="checkbox"/> giraffe
	<input type="checkbox"/>	kangaroo	<input type="checkbox"/>	tiger	<input type="checkbox"/>	zebra	
<b>Insects:</b>	<input type="checkbox"/>	bee	<input type="checkbox"/>	butterfly	<input type="checkbox"/>	fly	

**VOCABULARY**

Animals  
Locality


**GRAMMAR:**

Example: was/were  
Example: regular verbs

**3.1**

**VOCABULARY** Animals

**Grammar:** Looking after Daisy

**2**  **2.02** **I KNOW!** In pairs, add the animals below to the correct category in Vocabulary A. How many more words can you add in two minutes?

ant cat monkey dolphin duck shark sheep snake spider

**3** In groups, think of two or more animals for each category below. Then compare with another group.

- 1 We can ride these animals. *horse, ...*
- 2 These animals sleep in the winter.
- 3 People keep these animals for meat.
- 4 These animals are good at climbing.
- 5 People use the skin of these animals for clothes or shoes.
- 6 These animals are good at running.
- 7 These animals are very dangerous.
- 8 These animals have sharp teeth and eat meat.

Authentic content  
coupled with authentic  
tasks

# Language functions

## The Learner CAN impart and seek factual information

## IDENTIFYING

- with pointing gesture
  - (an object) this or those
  - me, you, him, her
  - the this, that, the
  - (+N) + be + NP
  - I, you, he, she, it v

## REPORTING (DESCRIBING)

- declarative sentence
  - NP + say, thing + complement clause

## CORRECTING

- as with identifying a sections above, with

*correcting a positive statement*

- No (+tag)
- negative sentences

*correcting a negative statement*

- Yes (+ tag)

## IDENTIFYING

- with pointing gesture
  - (an object) this one, that one, these, those
  - me, you, him, her, us, them
  - the this, that, these, those
  - (+N) + be + NP
  - I, you, he, she, it we, they + be + NP

(person) who?

(possession) whose + NP?

(thing) what?

which (+ NP)?

## QUESTIONS

on  
ag)

## n

sentences

erb,

## Key phrases

verb, prepositional

dverb,

### hal phrase

dverb,

### hal phrase

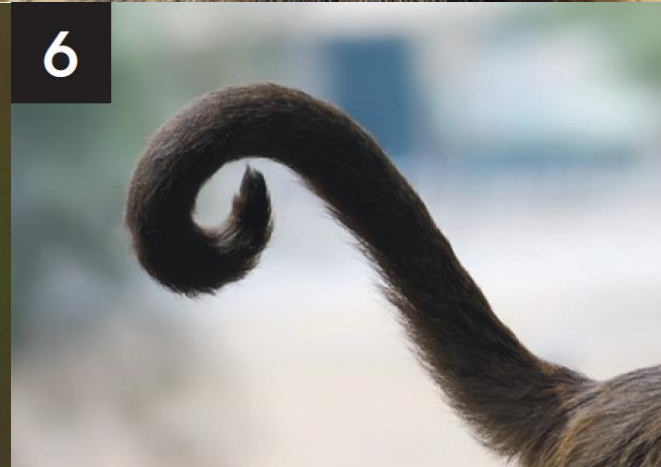
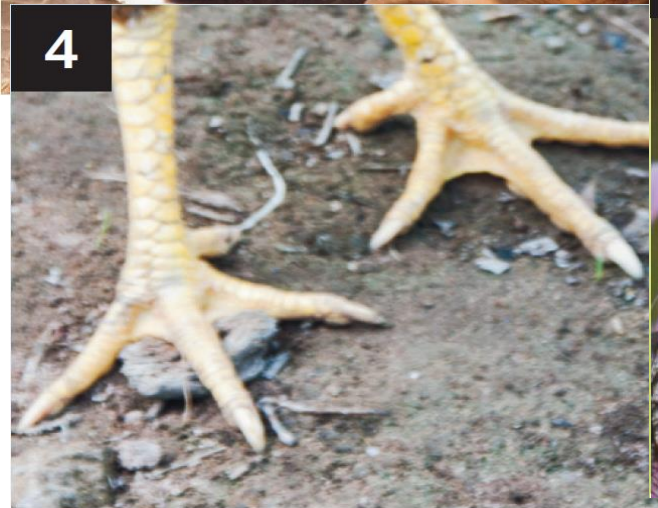
because +)

● sentence.

fication

- see identifying section above





**Which animals can you see  
in the pictures?**

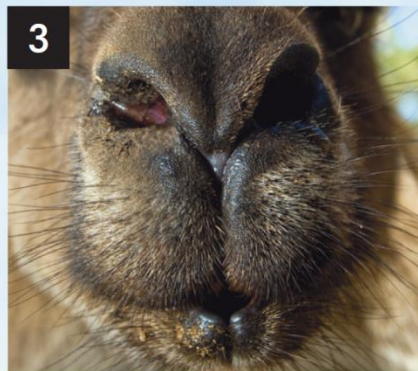




The feathers of  
a parrot / a duck.



The eye of a tortoise /  
an elephant.



The mouth of a  
sheep / a kangaroo.



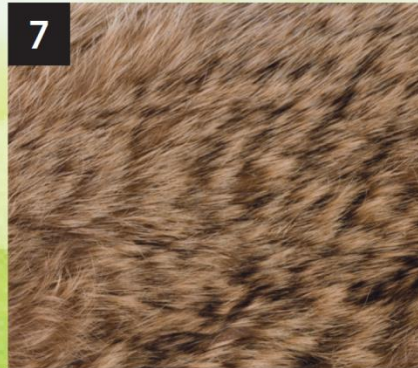
The claws of a  
chicken / a parrot.



The wing of a fly /  
a bee.




The tail of a donkey /  
a monkey.



The fur of a chimp /  
a rabbit.



**4**  **2.03** In pairs, look at the photos and decide which animal you think it is. Listen and check.

## FACTUAL: AGREEMENT, ETC.

- expressing agreement with a statement
  - I agree
  - That's right

*with a positive statement*

  - Yes (+ tag)
  - Of course
  - Certainly

*with a negative statement*

  - No (+tag)
  - Of course not
  - Certainly not
- expressing disagreement with a statement
  - That's not right
  - I don't agree

*with positive statements*

  - No (+ tag)
  - Certainly not
  - I don't think so

*with negative statements*

  - Yes (+ tag)
  - I think + positive statement
- enquiring about agreement and disagreement
  - Do(n't) you think + complement clause?
  - Do(n't) you think so (too)?
  - Do(n't) you agree?
- denying something
  - No (+negative tag)

- expressing agreement with a statement
  - I agree
  - That's right

*with a positive statement*

  - Yes (+ tag)
  - Of course
  - Certainly

*with a negative statement*

  - No (+tag)
  - Of course not
  - Certainly not
- expressing disagreement with a statement
  - That's not right
  - I don't agree

*with positive statements*

  - No (+ tag)
  - Certainly not
  - I don't think so

*with negative statements*

  - Yes (+ tag)
  - I think + positive statement
- enquiring about agreement

ative

NP + cannot...  
 I don't think so  
 I don't think + that clause

inquiring how (un)certain others are  
 f something  
 Are you (quite)sure?  
 Are you (quite) sure + that clause?  
 Do you think so?  
 Do you think + that clause?

xpressing one is (not) obliged to  
 o something  
 I/we (don't) have to...

nquiring whether one is obliged to  
 o something  
 Do I/we have to...?

iving permission  
 You can  
 You may  
 Yes  
 Of course (you may)  
 (That's) all right

eeeking permission  
 May I...?  
 Can I...?  
 Let me...  
 Do you mind + if clause?

tating that permission is withheld  
 (Please) don't (...)  
 No  
 NP + must not...

6 In pairs, decide if the s  
your answers on page

## True or False

Which four facts  
are false?

- 3 ☐ Tigers have stripes on t  
but not on their skin.
- 4 ☐ Bees can beat their wings  
200 times a second.
- 5 ☐ Elephants have a speci  
that means, 'Danger: H
- 6 ☐ For every human in the  
are about 1.6 million a
- 7 ☐ The tail of a giraffe can  
2.5 metres.
- 8 ☐ Butterflies can only see  
red, green and yellow.
- 9 ☐ A brown bear's claws ca  
over fifteen centimetres

- 1 **T** Polar bears have white fur but black skin
- 2 **T** A flamingo's feathers are pink because  
it eats a special kind of plankton.
- 3 **F** Tigers have stripes on their fur  
but not on their skin.
- 4 **F** Bees can beat their wings  
200 times a second.
- 5 **T** Elephants have a special call  
that means, 'Danger: Humans!'
- 6 **F** For every human in the world, there  
are about 1.6 million ants.
- 7 **F** The tail of a giraffe can grow to over  
2.5 metres.
- 8 **T** Butterflies can only see the colours  
red, green and yellow.
- 9 **T** A brown bear's claws can grow to  
over fifteen centimetres.



## 7 2.05 Work in groups.

Listen to five descriptions of animals. How quickly can you guess each animal?

- 8 Choose an animal from Vocabulary A. In pairs, guess your partner's animal by asking questions. You can only answer *yes* or *no*.

*A: Does it live on a farm?*

*B: Yes, it does.*

*A: Does it have a ...?*



- 9 In pairs, ask and answer the questions.



- What's your favourite wild animal? Why do you like it?
- Which dangerous wild animals live in your country?
- Are you afraid of any animals? Why?

*My favourite wild animal is ... because they're cute/ clever/fascinating/funny ...*





# **MAKE IT AUTHENTIC!**

**LEARNING**

**SITUATIONS**

**TASKS**

**MATERIALS**

**TEACHERS**

**THANKS  
FOR  
YOUR  
TIME**