



Pearson

Bridging the gap between school and adulthood

Magdalena Szewczyk



21 August 2020

School from September?



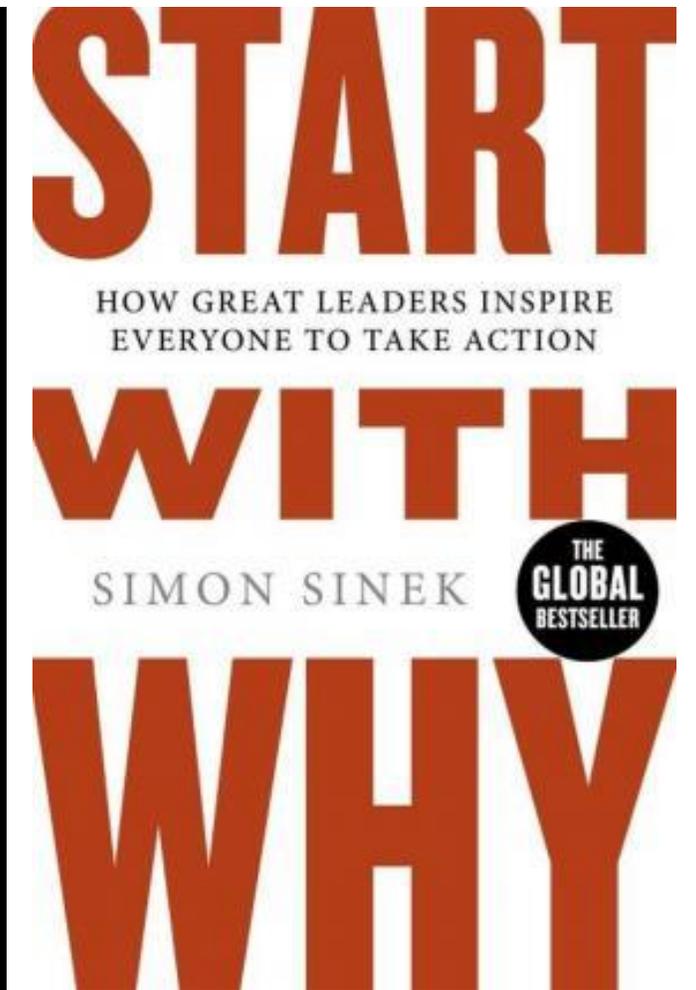
What if this is our reality from September?



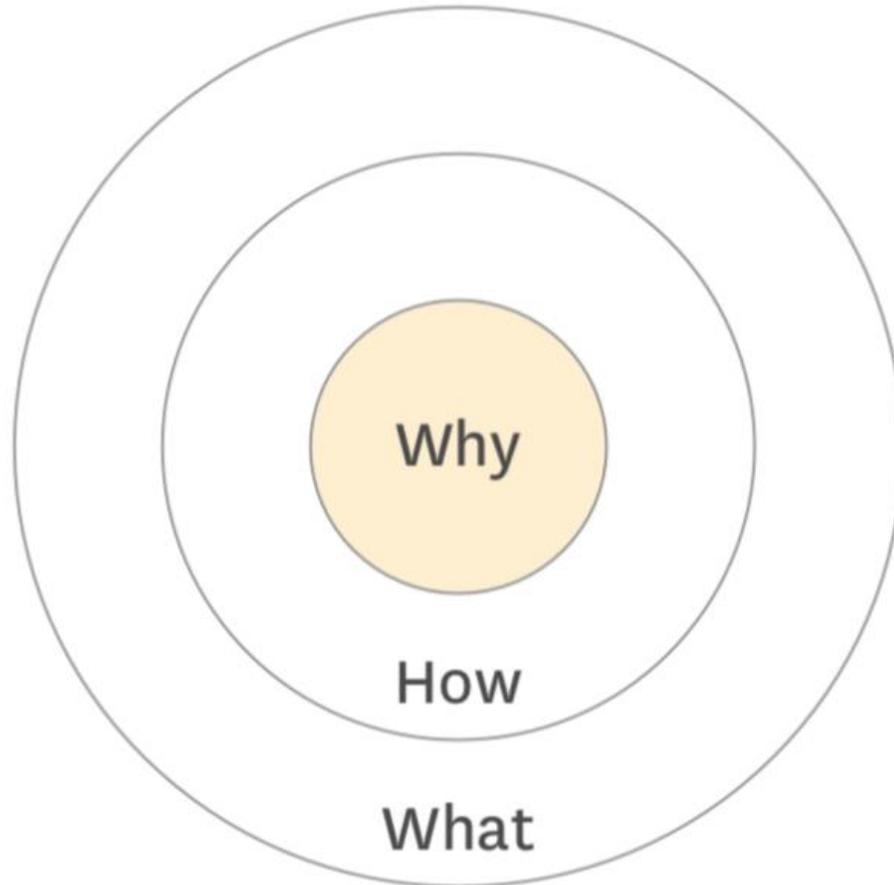
Agenda

1. What are the most important questions we need to ask ourselves before September?
2. What do I teach to know I am making a difference? How do I bridge the gap between school and adulthood for my students?
3. How do I do it? Are there any tools that can help me?

Three questions to go by



Three questions to go by



Why - Your Purpose

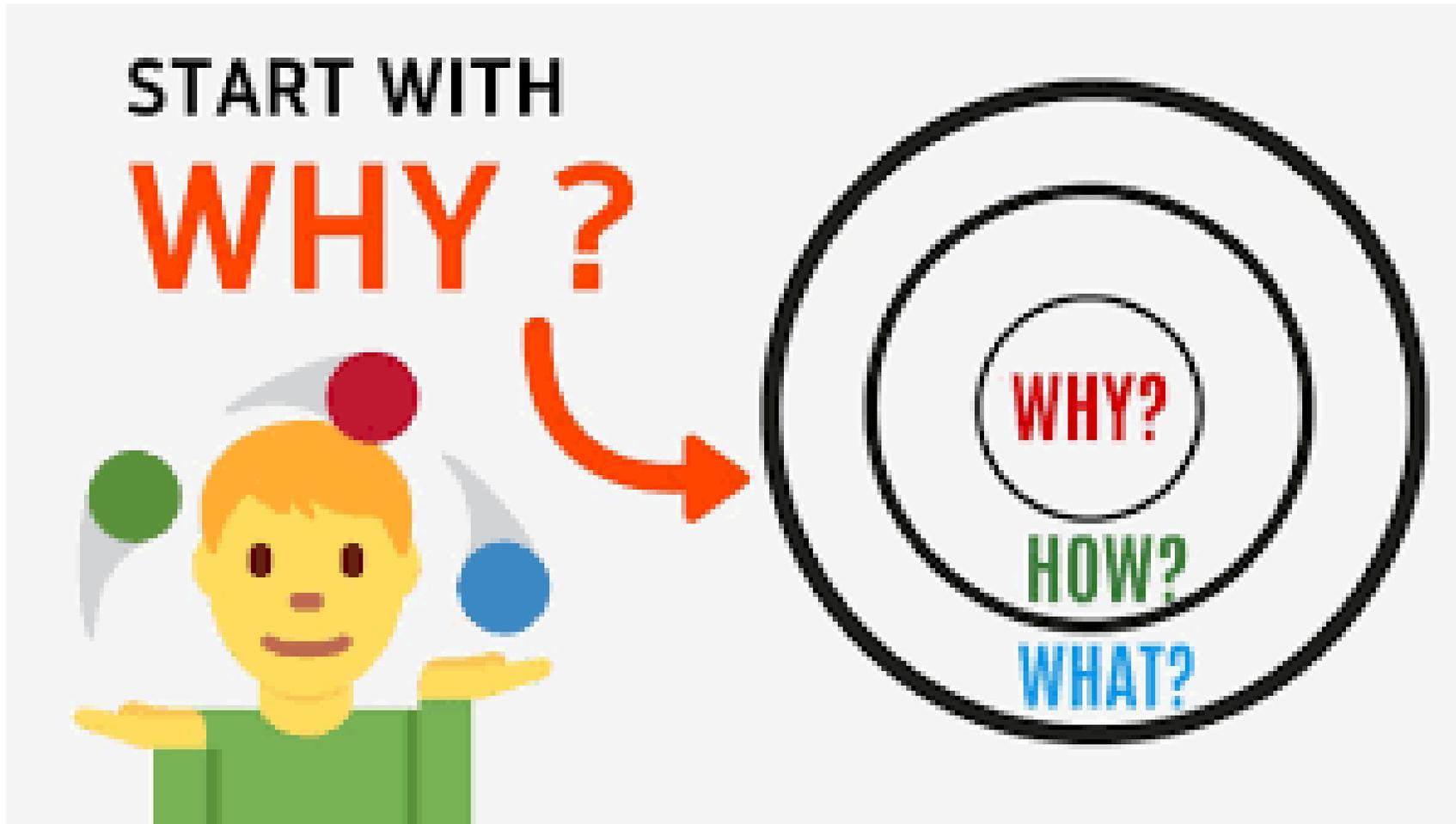
What is your cause? What do you believe?

How - Your Process

Specific actions taken to realise your Why.

What - Your Process

What do you do? The result of Why. Proof.



What's your WHY?

Three questions to go by

WHY



WHAT



HOW

WHAT

and

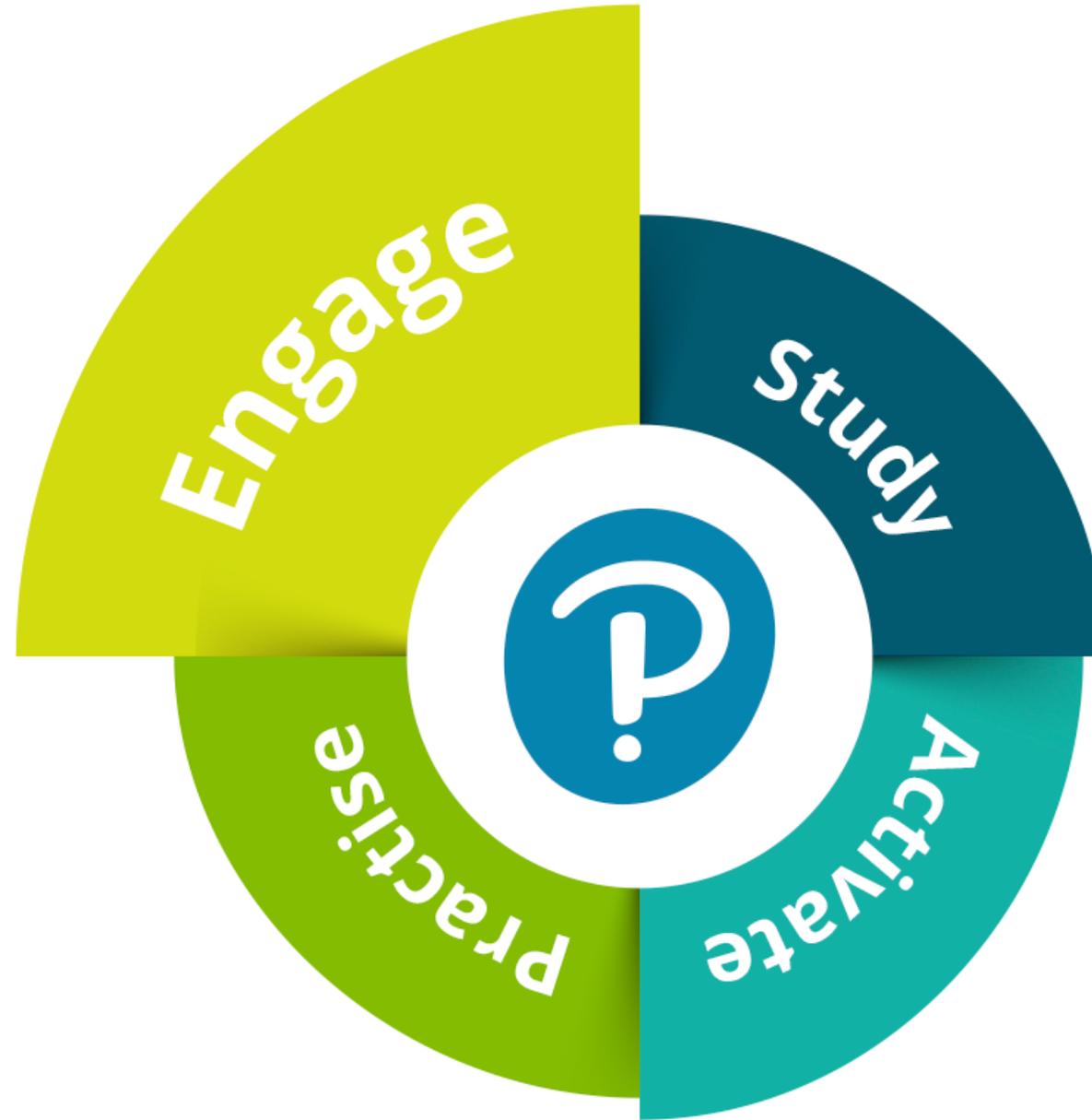
HOW?

Teaching English

Helping students become
fully rounded citizens
of the world



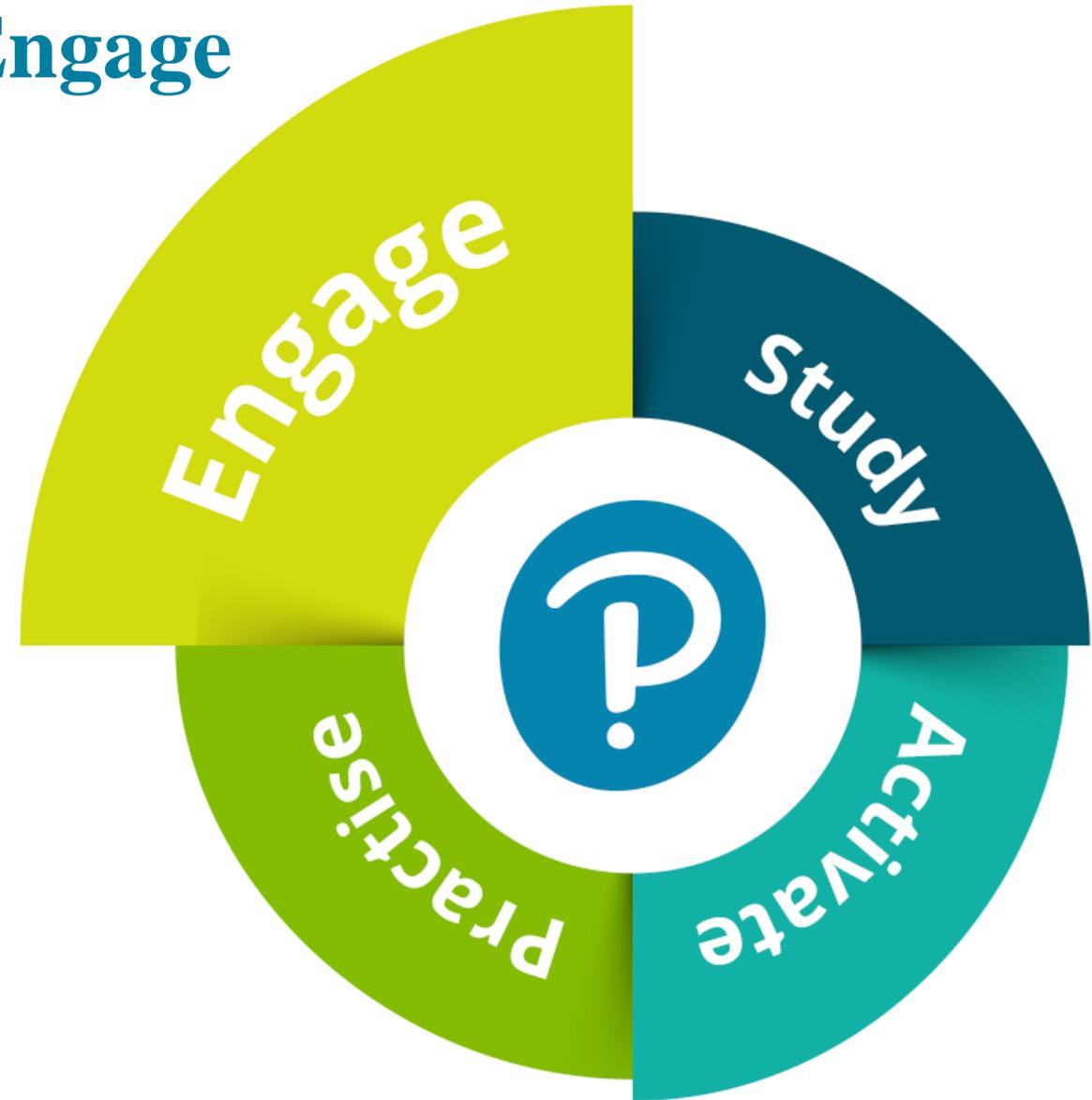
HOW



ESAP - Engage

Warm-up:

- Revision of the previous lesson
- Getting students interested
- Communicating the purpose of the lesson – what will we learn today?



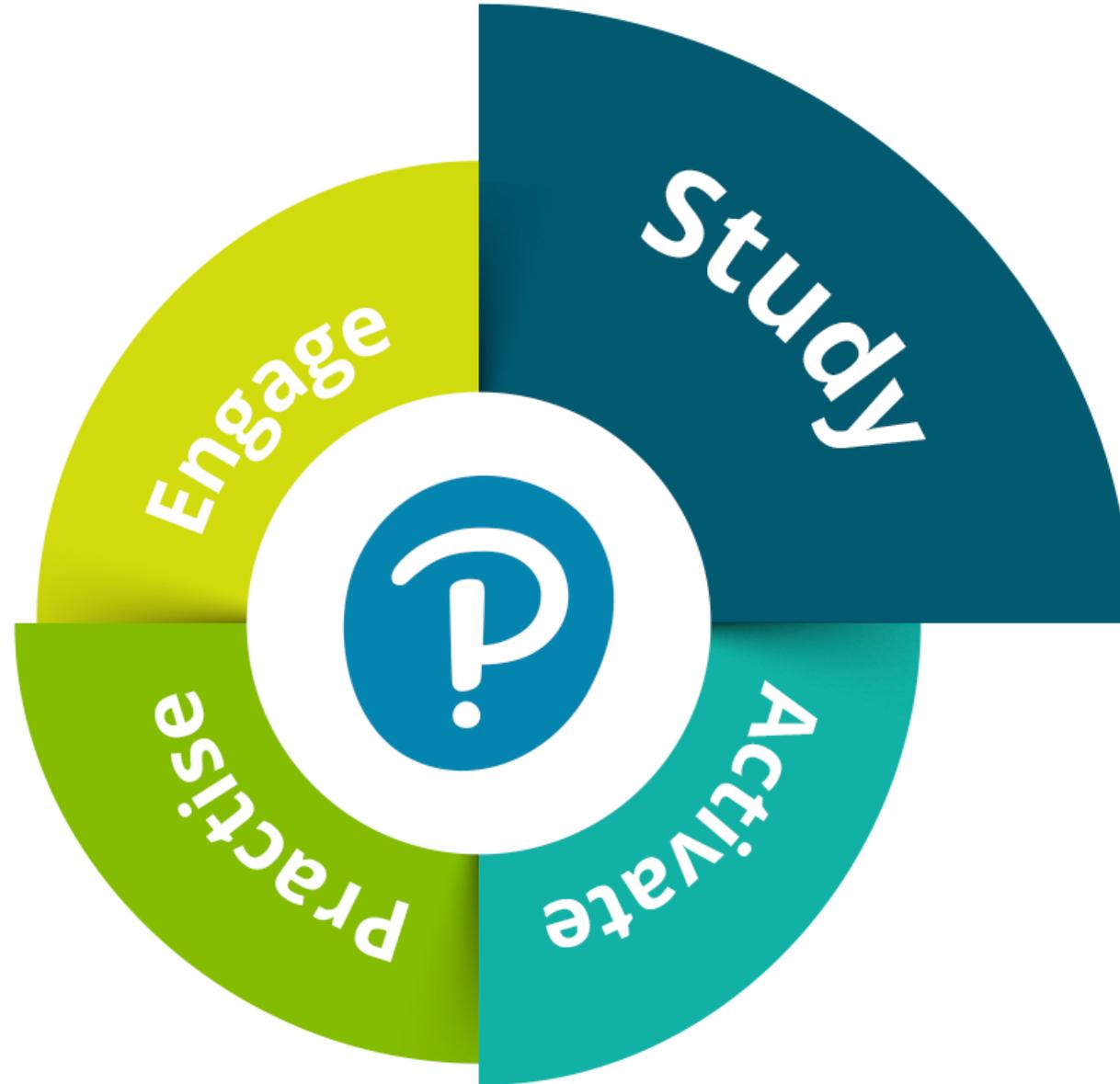
Nice welcome

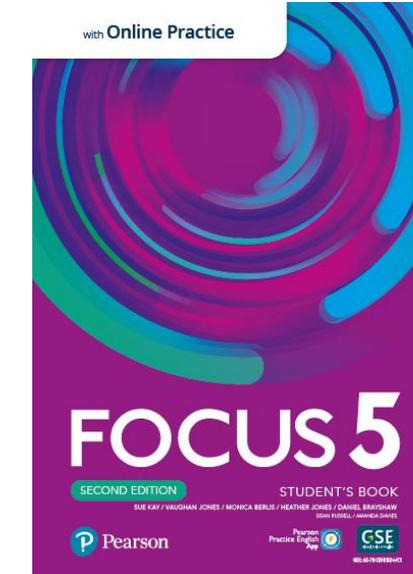
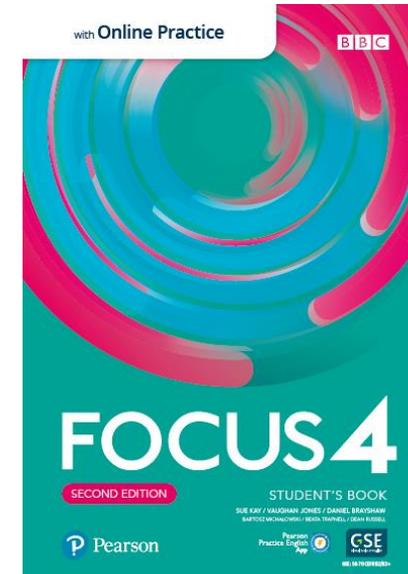
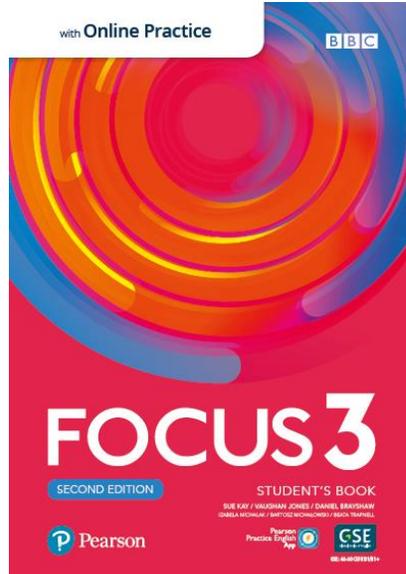
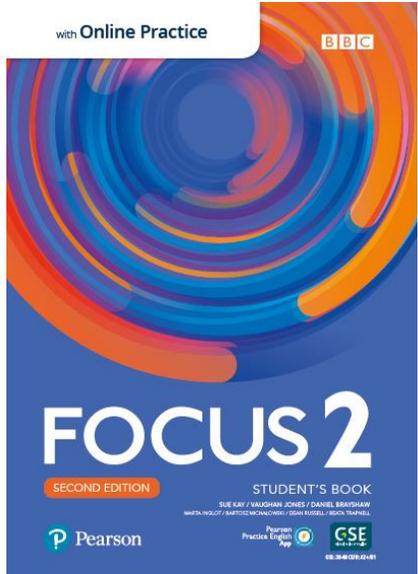
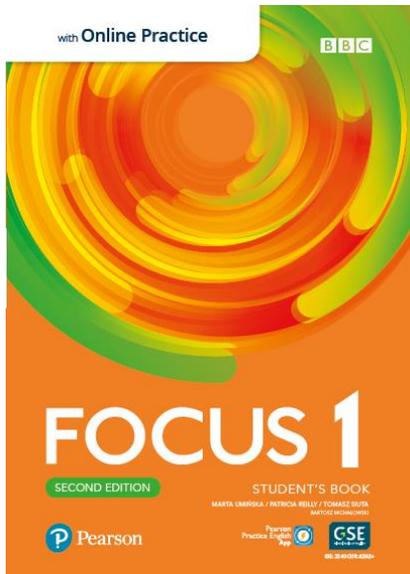
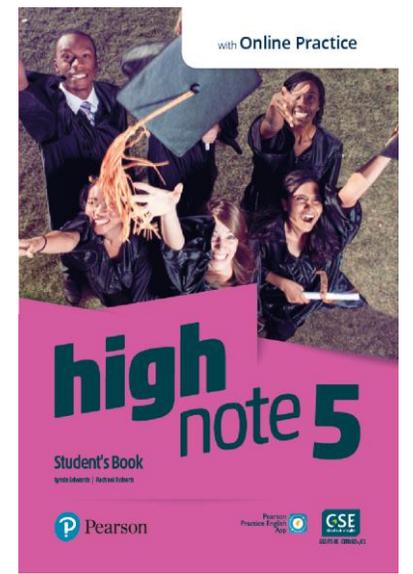
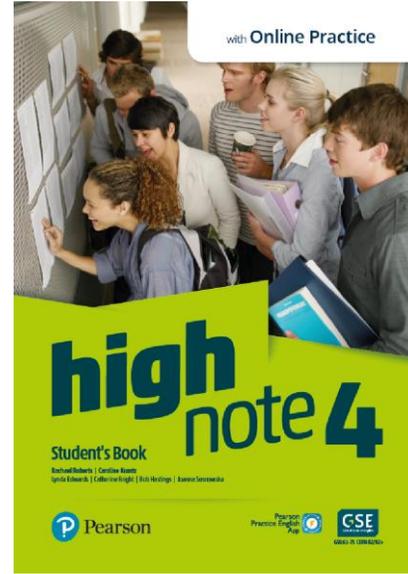
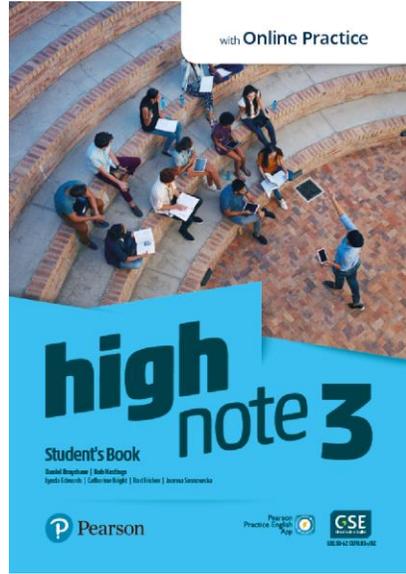
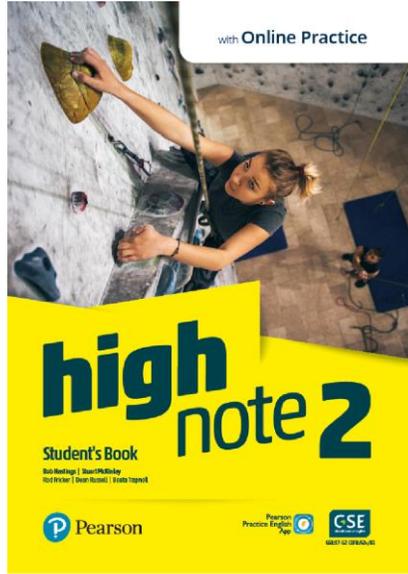
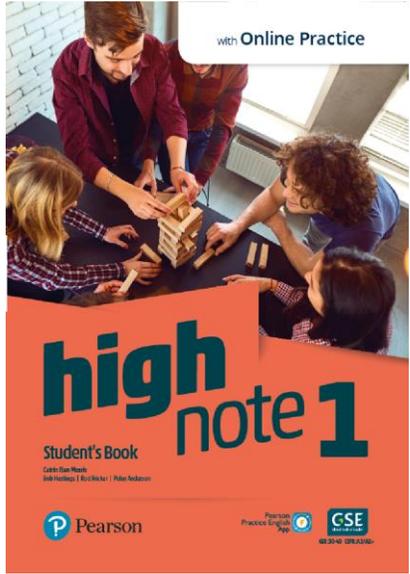
The screenshot displays a virtual classroom interface. At the top left, the title "Virtual Classroom" is shown with a back arrow, and below it, the text "Szkoła Demonstracyjna | Class IV D | Anna Grabowska". On the top right, there are navigation buttons: "Whiteboard" (highlighted with a blue border), "Tasks", "Question", and "END CLASS".

The main interface is divided into three vertical panels:

- Users list:** A list of 17 users, with "Natalia Białkowska" highlighted in green.
- Whiteboard:** A large central area containing the text "What's the highlight of your day/week and why?". To the left of the whiteboard is a vertical toolbar with icons for erasing, text, drawing, and other tools.
- Audio / Video:** A panel on the right showing a black video feed with a blue microphone icon and a red mute icon.

At the bottom right, there is a "Chat" panel with a "Message..." input field and a blue send button.





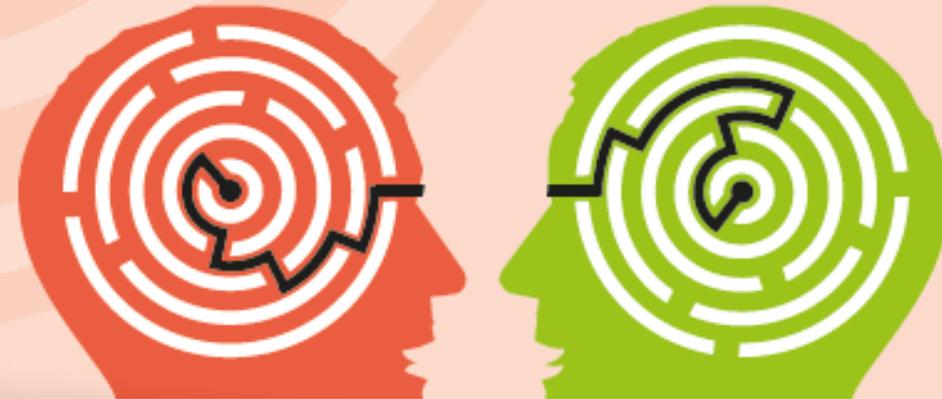
QUIZ

Are you in touch with your feelings and those of other people?
Take our empathy test and find out!

06

For each statement say whether you agree strongly (AS), agree (A), disagree (D), or disagree strongly (DS).

- 1 If people are unhappy, I enjoy making them feel better.
- 2 When I upset someone, I feel bad.
- 3 I find it hard to guess how someone is feeling unless they are a close friend.
- 4 After I have an argument with someone, I'm usually the first one to try to make up with them.
- 5 I'm not really interested in how other people feel unless it affects me directly.
- 6 I don't share personal information with people until I know them very well.
- 7 Before I discuss my problems with others, I try to solve them myself.
- 8 As soon as someone starts crying, I begin to feel irritated.
- 9 I can talk to almost anyone as long as they show an interest in having a conversation with me, too.
- 10 Provided that they aren't dangerous, I generally prefer animals to people.



Your ideal part-time job

- 1** If I **had** a day off tomorrow, I'd **spend** the day with a friend. We'd ...
A go swimming. **B** watch films at home. **C** go shopping.
- 2** If I won the lottery, I'd give some money to a charity. I'd choose ...
A Free Sport for Everyone. **B** Save the Children.
C Love Eco Fashion.
- 3** If I had to describe myself in six words, it would be easy. I'd say ...
A I love walking by the sea. **B** I want to help other people.
C I like spending time in shops.
- 4** If I needed money, I'd get a part-time job ...
A in a sports centre. **B** at home. **C** in a shop.
- 5** If I was super rich, I'd live in a big house ...
A near a beach. **B** with all my family. **C** in the city centre.

What your score means

Mainly As = Your ideal part-time job is outside, possibly something connected with sport, e.g. a lifeguard or a skiing instructor.

Mainly Bs = You would be good at caring for people, e.g. a babysitter or a carer for elderly people.

Mainly Cs = Your ideal part-time job is in retail, e.g. a shop assistant or a beautician.

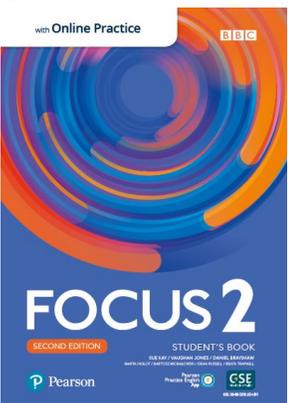


Look at the questionnaire. Decide which answers are best for you and find out what your ideal part-time job is.

Your ideal part-time job

- 1** If I **had** a day off tomorrow, I'd **spend** the day with a friend. We'd ...
A go swimming.
B watch films at home.
C go shopping.
- 2** If I won the lottery, I'd give some money to a charity. I'd choose ...
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A I love walking by the sea.
B I want to help other people.

FOCUS SECOND EDITION 2, UNIT 6 Pearson English Portal



FOCUS VLOG About dream jobs

Watch the Focus Vlog. What are the speakers' dream jobs? Write the answers in your notebook.



Show answers

FOCUS SECOND EDITION 2, UNIT 6
Pearson English Portal



Teaching tools



Page view



Teaching notes



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Fullscreen



GIVE FEEDBACK

If you could have any job
in the world, what would
you want to be?





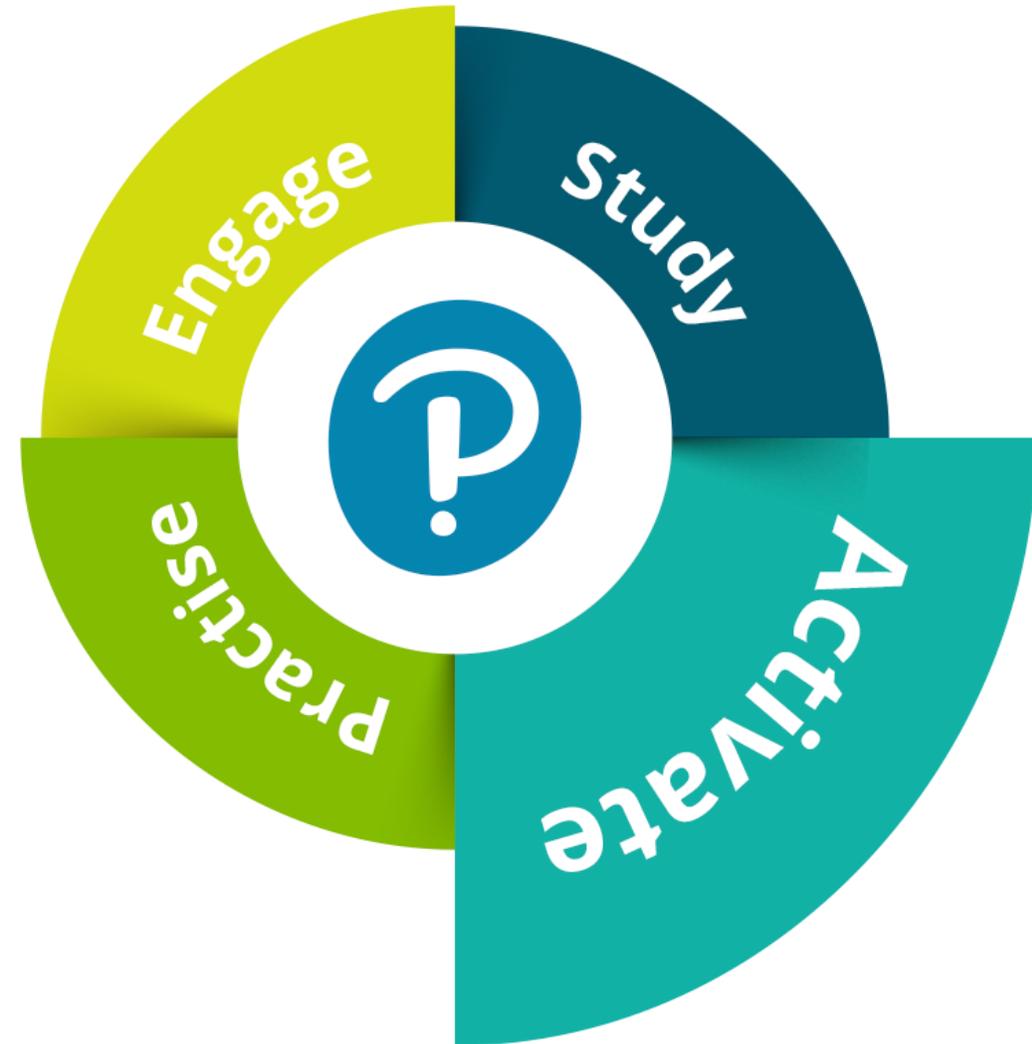
HIGH NOTE 3, UNIT 6, Pearson English Portal

They hope that through their work,

ESAP - Activate

Practising the learnt material through speaking or writing.

- Try to make it as personalised as possible.
- Use chats or jamboards.
- Make sure the tasks are open.
- Agree on what the success criteria will be.



Is it better to spend your money on experiences or possessions?

1 Most young people have to be careful with money, so deciding what to do with it requires thought. It is my firm belief that spending money on experiences brings greater happiness than spending it on possessions.

2 My first reason for this opinion is that experiences change you as a person. We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us. For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

3 Another reason I prefer experiences is that they bring people together. Sharing a new experience strengthens relationships and creates lasting memories. For instance, I am still in touch with some of the teenagers I met on our family holiday three years ago, but I hardly remember any of the things I bought or was given back then.

4 My final point is that, while some people say that they get pleasure simply from owning things, I think that using your possessions is more enjoyable. For example, I spend most of my spare money on new parts for my old mountain bike, but I love the experience of cycling, not owning bike parts!

5 To sum up, experiences make us who we are and strengthen our relationships. As far as I'm concerned, this makes them a better thing to spend money on than possessions. Consider this next time you want to buy yourself something.



8G WRITING | An opinion essay

- 1** Which of the following would you rather spend your money on? Say why.
- A subscription to a music streaming service or tickets to a concert?
 - A new pair of trainers or a backpacking trip with friends?
 - A trip to the cinema or a new computer game?
- I'd rather spend my money on tickets to a concert because I love listening to live music.*

- 3** Read the essay. Do you agree or disagree with the writer? Say why.
- 4** Look at the essay again. In which paragraphs does the writer do the following things?
- Summarise their opinion.
 - State their overall opinion for the first time.
 - Consider an opposing opinion and state why they disagree with it.
 - Provide further viewpoints and examples which support their overall opinion.
 - Leave the reader with a statement or question to consider.
 - Restate the essay question in their own words.

- 5** Study the Writing box. Then find examples of the main point, supporting arguments and a personal example in paragraphs 3 and 4 of the essay.

WRITING | An opinion essay

It is very important to support your opinions and provide examples in an opinion essay. Each paragraph in the body of the essay should include:

The main point
My first reason for this opinion is that experiences change you as a person.

Supporting arguments
We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us.

A personal example
For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

- 7** Add the underlined linkers in the essay on page 116 to the correct group.

- Phrases to give your overall opinion**
This essay will argue that ...
It is my firm belief that ...
- Phrases to add further support**
It is also worth pointing out that ...
- Phrases to emphasise your opinion by repeating it**
To put it another way ...
- Phrases to introduce an opposing opinion**
It is true that ...
Some people do not agree and feel that ...

- 6** Match main points 1-3 with supporting arguments a-c and personal examples i-iii to make three paragraphs from an essay. What do you think the essay question was?

- Main points**
- My first reason for this opinion is that making a present for someone means you don't have to spend a lot of money.
 - Another reason is that you can give someone something really personal.
 - A third reason is that doing something creative such as making presents is an enjoyable way to spend your time.

- Supporting arguments**
- If you like spending time in the kitchen, make your friend some food, or if you enjoy art, paint them a picture.
 - The present can be based on a shared experience or a joke between you and your friend.
 - It doesn't cost a lot to cook something for someone or to make some simple jewellery, for example.
- Personal examples**
- I made my friend some very spicy chilli oil because we are always competing to see who can eat the spiciest food.
 - I can easily make a cake for a lot less than it costs to buy one.
 - I'd rather spend time making a present than walking round the shops trying to find something suitable.

- 8** Complete each sentence with one word. Then, in pairs, say whether they belong in the introduction, the supporting body paragraphs, or the opposing opinion paragraph.

- For example, studies show that people spend more when using a credit card. *supporting body paragraph*
- This essay will _____ that the world would be a better place without credit cards.
- It is also worth _____ out that credit cards tempt people to spend more than they can afford.
- To _____ it another way, credit cards make you feel you have more money than you really do.
- My first _____ for this opinion is that buying things on credit can make them much more expensive in the long term.
- It is _____ that credit cards are useful for online shopping, but a bank transfer is usually also an option and doesn't require you to borrow money.

- 9** **WRITING TASK** You are going to write an opinion essay. Read the question and follow the instructions. Use the Writing box and Exercise 7 to help you.

- When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise?
- Decide what your overall opinion on the topic is and make a list of supporting arguments, reasons and examples.
 - Consider an opposite opinion and note down why you disagree with it or how you feel about it.
 - Organise your ideas into a simple 5-paragraph plan and write your essay.

GIVE FEEDBACK



with Online Practice

high note 3

Student's Book

Pearson

HIGH NOTE 3, UNIT 6, Pearson English Portal

1 Lives people live | 1.7 Writing | Exercise 10

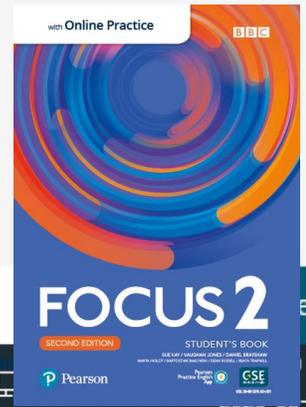
- Teaching tools
- Page view
- Teaching notes
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- Fullscreen

SPEAKING In your notebook, complete the questions with the correct preposition. Then ask and answer the questions in pairs.

- 1 What sort of things are you interested in ✓ ?
- 2 What after-school activities are you involved in ✓ ?
- 3 What bands and singers are you keen on ✓ ?
- 4 What sports or games are you good at ✗ ?
- 5 What sort of things are you serious ?
- 6 What are you most passionate ?

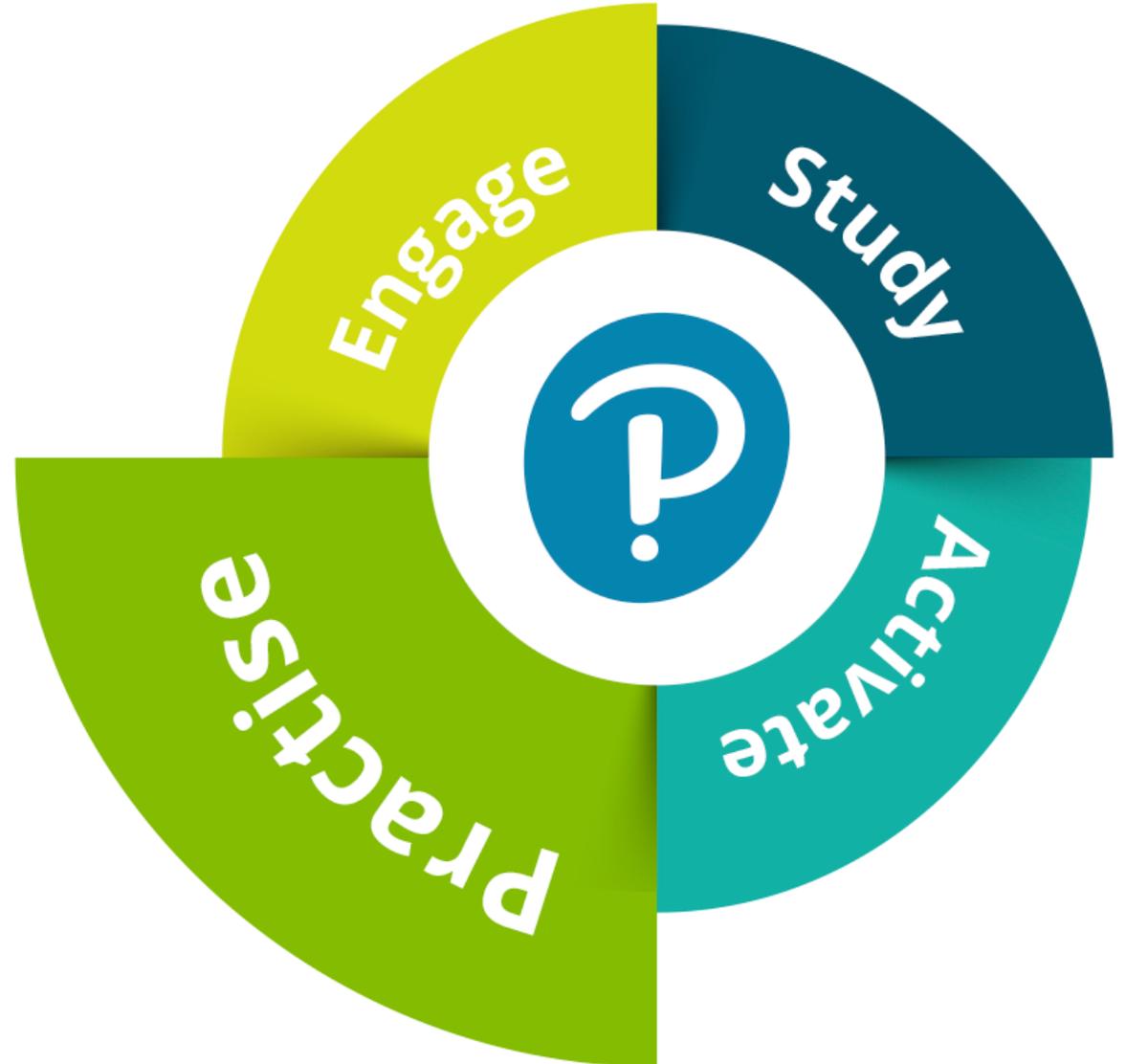
Attachments Check Clear Show answer Show all

FOCUS SECOND EDITION 2, UNIT 1 Pearson English Portal

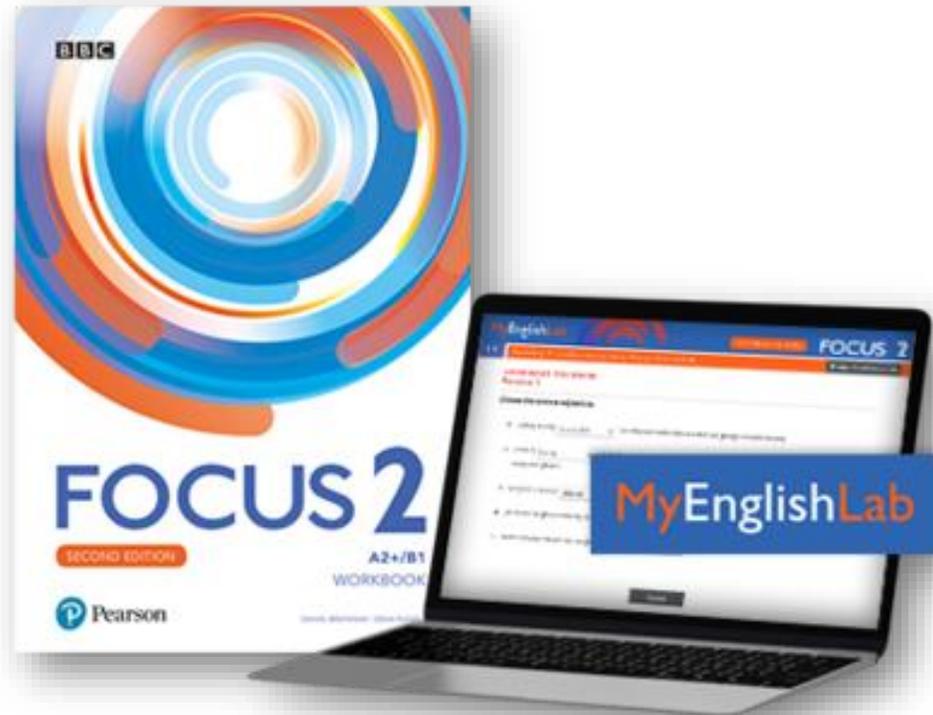


ESAP - Practise

- Homework on MyEnglishLab accessible via Pearson English Portal.
- Students receive immediate feedback.
- Teachers can access Common Error Report thanks to which they have a better understanding of what their students have really mastered and where they may need more support or remediation practice.



Homework on MyEnglishLab



high note 3 High Note 3 Online Practice (workbook), Extra Activities and Resources

FOCUS 2 Focus 2 2nd Edition PL Online Practice Demo

FOCUS 2 Focus 2 2nd Edition Online Practice (workbook), Extra Activities and Resources Demo

All courses

Create course

Add product

Online Practice (workbook)

Extra Activities

Resources (video and audio)

Online Practice (workbook)

Switch to Student view

- Unit 01 Looking good
- Unit 02 The digital mind
- Unit 03 Active and healthy
- Unit 04 Time to move
- Unit 05 The next step
- Unit 06 Do the right thing
- Unit 07 In the spotlight
- Unit 08 Consumers' world
- Unit 09 The power of nature

GIVE FEEDBACK

high note 3 High Note 3 Online Practice (workbook), Extra Activities and Resources

FOCUS 2 Focus 2 2nd Edition PL Online Practice Demo

FOCUS 2 Focus 2 2nd Edition Online Practice (workbook), Extra Activities and Resources Demo

All courses

- Create course
- Add product

- Online Practice (workbook)
- Extra Activities**
- Resources (video and audio)

Extra Activities

Switch to Student view

- Vocabulary Checkpoint
- Grammar Checkpoint
- Use of English Checkpoint
- Reading Checkpoint
- Listening Checkpoint

GIVE FEEDBACK



WHAT

Helping students become fully rounded citizens of the world with Pearson Employability Skills



- Literacy
- Numeracy
- Digital fluency



- Skills related to a specific job
- “Hard” skills

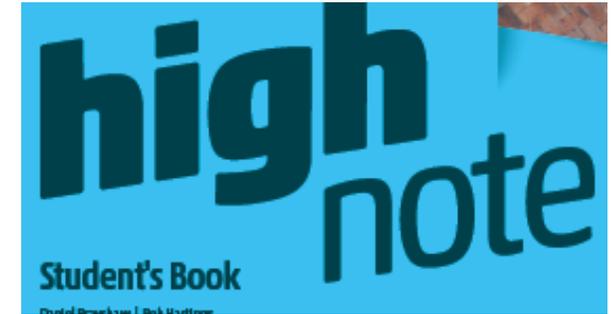


- “Soft” skills/21st Century Skills
- Critical Thinking and Creativity
- Communication
- Collaboration
- Self Management
- Leadership
- Social Responsibility

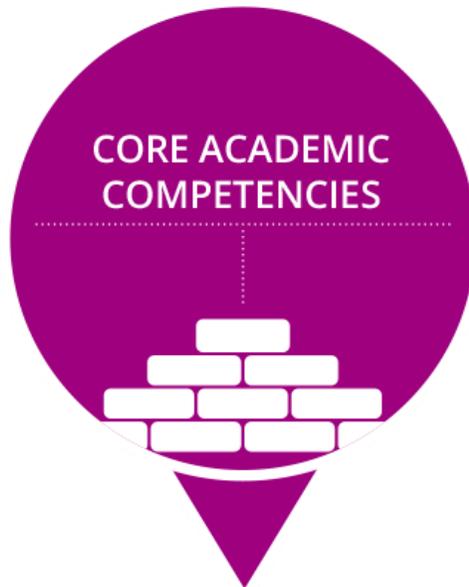


- Showcasing skills and qualifications
- Developing a presence on social media
- Interview skills
- CV writing

Ambitious learning goals: academic & employability prospects



Life Skills development programme



- Giving successful presentations
- Debating
- Planning a future career
- Using online resources for school projects



- Working in a team
- Understanding how advertising works
- Identifying fake news
- Managing online presence
- Handling stress



- Time management
- Setting SMART goals
- Improving memory
- Improving creativity
- Building resilience



- 5 **1.23** Watch or listen to Jenny, a student, giving a presentation. Answer the questions.
- 1 What does Jenny say is the key message of her talk?
 - 2 How does she make the beginning of her talk memorable and engaging?
 - 3 What personal stories does she tell?
 - 4 What is the prop she uses towards the end of the talk, and why does she use it?



- 6 **1.26** Study the Speaking box. Then listen to four extracts from Jenny's presentation. Write the number of each extract next to the rhetorical feature she uses. Some extracts relate to more than one point.

LIFE SKILLS | How to give a persuasive presentation (2)

- Using rhetorical devices**
Rhetorical devices are techniques used by a speaker to make their language or arguments more persuasive or convincing.
- Emotion**
People tend to respond to emotional language, or an appeal to their emotions.
 - Rhetorical questions**
A rhetorical question is asked to make a point, rather than to get an answer.
 - Quotations**
A well-selected quotation from a famous person can give your argument more weight.
 - Repetition**
The repetition of a particular word or phrase, usually something which carries a key meaning.
 - Tripling**
People seem to respond to information in threes, so speeches often list three similar things, or make three similar points.

- 7 Rewrite the sentences following the instructions in brackets.
- 1 Doing well in exams requires several different things. (Think of three things and use tripling.)
Hard work, motivation and determination are all required for exam success.
 - 2 I think you probably all agree with me. (Use a rhetorical question.)
 - 3 I have never forgotten my first day at primary school or at secondary school. (Use repetition by repeating I have never forgotten.)
 - 4 It's probably a good idea to stand up for our beliefs. (Make this statement more convincing. Use emotional adjectives or adverbs. Start with If we ...)
 - 5 This issue affects a lot of different people. (Think of three people or groups of people the problem affects and use tripling.)
 - 6 I'm not sure what we should do about this. (Use a rhetorical question.)
- 8 **1.25** Listen to three pairs of sentences. In each pair, which sentence sounds more interesting and engaging? Say why.
- 9 **1.26** Look at some sentences from Jenny's talk and underline key words (words that carry the most meaning). Listen and check which words Jenny stresses. Repeat the stress and intonation.
- 1 I'd like to talk about the aims and ambitions we all have.
 - 2 We need to have something to reach for and to help us move forward.
 - 3 If you've got something you really want to do, then you shouldn't let anything stop you.
 - 4 For as long as I can remember I've loved to swim.
 - 5 But what they hadn't realised was just how determined I was.
 - 6 But if you are really passionate about something, don't be afraid to take the risk.
- 10 **Work in pairs.** Choose one of the topics below, or think of another one that you feel strongly about. Make a list of arguments and examples to support them.
- 1 It is more important to enjoy life than make money.
 - 2 Developing self-discipline is essential to success in life.
 - 3 Video games are good for you.
- 11 **Do the task below.**

LIFE SKILLS | Project

- Use your notes from Ex.10 to give a short presentation.
- Prepare a presentation based on your plan.
 - Organise your arguments and examples into clear sections.
 - Use the tips from the Life Skills box to make your presentation as persuasive and motivating as possible.
 - Use some of the rhetorical devices from the Speaking box.
 - Give your talk to the class. Think about stress and intonation.
 - Listen to other students' presentations. Notice what techniques they use to make their presentation impactful.
 - Choose the most persuasive presentation.



with Online Practice

high note 4

Student's Book

Pearson

GCE

- 1 Do you overwatch inspiring or motivating short talks online? Why do you think they are popular? Discuss in pairs.
- 2 Look at the list of popular topics for motivating talks. Which would you like to watch? Say why.
- How to be happy.
 - Why stress can be a good thing.
 - The importance of creativity.
 - Why looking good isn't really that important.
 - How to be a more effective public speaker.
 - The power of believing in your dreams.
- 3 **1.22** Listen to two students talking about giving talks. One of them recently gave a motivational talk for the first time. What did she learn from the experience?

- 4 **1.22** Complete the advice in the Life Skills box with one word in each gap. Then listen again and check.

LIFE SKILLS | How to give a persuasive presentation (1)

- Planning and delivery**
- Focus on getting a cross just one key ¹ _____. Everything you say should clearly relate to this.
 - Plan a strong ² _____ and ³ _____. Practise exactly what you're going to say at these points.
 - It's vital to ⁴ _____ with the audience. You can do this through:
 - keeping good eye contact
 - engaging them with some ⁵ _____ facts, saying something funny, or telling a ⁶ _____ anecdote
 - making your voice sound ⁷ _____
 - using ⁸ _____ aids and props.

LIFE SKILLS

How to choose a future career



with Online Practice

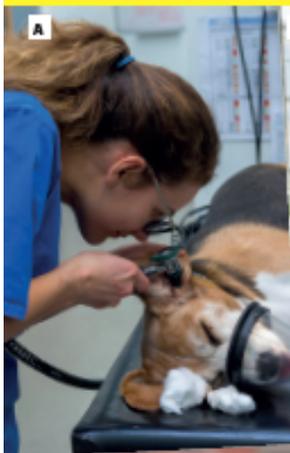
high note 2

Student's Book

Rob Hedderley | Sarah McWhirter
Rob Hedderley | Sarah McWhirter | Rob Hedderley



www.pearson.com



1 Look at photos A–E of people at work. Tick the things below that the people have to do in their jobs. Would you like to have any of these jobs? Say why.

- | | |
|---|---|
| <input type="checkbox"/> work on your own | <input type="checkbox"/> work outdoors |
| <input type="checkbox"/> work in a team | <input type="checkbox"/> do physical work |
| <input type="checkbox"/> use a foreign language | <input type="checkbox"/> work part-time |
| <input type="checkbox"/> go on business trips | <input type="checkbox"/> work full-time |
| <input type="checkbox"/> wear a uniform | <input type="checkbox"/> work with children |
| <input type="checkbox"/> work from home | <input type="checkbox"/> work with animals |
| <input type="checkbox"/> work in an office | <input type="checkbox"/> manage people |

2 In pairs, say which three of the things below would be the most important to you in your future job. Say why.

- | | | |
|---------------------|-----------------------|----------------|
| doing what you like | fast promotion | flexible hours |
| friendly colleagues | high salary | long holidays |
| on-the-job training | opportunity to travel | |

3 Listen to an interview with a careers adviser and match the advice for choosing a career 1–6 with extra tips a–f.

LIFE SKILLS | How to choose a future career

- Get to know yourself.
- Visit a professional adviser.
- Research jobs you are interested in.
- Check what skills and qualifications you need to do this job.
- Consider other career options if necessary.
- Make your own decisions.

- a Be ready to adapt your plans.
- b What are you like? What interests do you have?
- c Get some work experience and meet people who do your dream job.
- d What courses do you need to complete?
- e Choose a job that makes you happy.
- f Take a personality test to find a possible future job.

4 In pairs, ask and answer the questions below. Note down your partner's answers.

- What are your hobbies? What do you enjoy doing in your free time?
I'm keen on ... I spend a lot of time ...
- What are you good at? What school subjects do you like?
People say I'm good at ... I really enjoy ...
- What are your strengths and weaknesses?
I sometimes find it hard to ...
- What are you like? Write down five adjectives to describe you.
I'd describe myself as ... I'd say I'm ...

5 Use your notes from Exercise 4 to suggest at least three possible jobs which would be a good choice for your partner. Justify your choices.

6 Read the biographies of three successful people below. Match texts A–C with questions 1–6. Each question can be matched with one, two or three texts.

Which person ...

- chose a career related to something they liked to do as a child?
- completed his/her university education?
- received advice to quit his/her job?
- followed his/her parents' advice?
- was not discouraged in spite of difficulties?
- was interested in a number of different subjects?

ROADS TO SUCCESS

A In high school he worked as a presenter on the school radio because he had a good voice. While at college, he signed up for a drama course and first got interested in acting. However, he wasn't a very strong student and quit university before graduation. He moved to Los Angeles to look for a job on the radio, but couldn't find one. Instead, he got small roles in film productions. Although he was once told that he would probably never be a successful actor, he continued to go to auditions. Seven years after his first acting job, he got a big role in a hit film and became a Hollywood star.

B She wrote her first story when she was only six years old. Her parents wanted her to study French, so she chose this subject at university, even though deep down she wanted to study English. After graduation, she had a few different jobs in London, but still had an ambition to write books. One day during a long train journey, she had an idea that would change her life: she decided to write a book for children. However, it took her a few years to finish the book. The first twelve publishers that read the story didn't like it, but finally she found one that decided to publish it. Seven years later, she became the first woman to make a million pounds from writing books.

C As a child, he had original and unusual ideas and was interested in electronics. He went to college to study Law, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses he found interesting, such as Art and Calligraphy. When he was just twenty, together with a friend he built his first computer in his family's garage. They started a new company, which became quite successful. However, success did not last long and after some time he lost his job as the director of the company. He was a bit upset to begin with, but after some time he decided to continue doing what he loved and opened two new technology companies. These companies have later become one of the best known and successful businesses in the world.

7 In pairs, try to guess who the people described in the texts are. Check your answers on page 190. What do you think helped them become successful? Use the prompts below or your own ideas.

- | | | | |
|---------------|-----------|-------------|------------------|
| determination | education | hard work | interests/skills |
| luck | passion | self-belief | talent |

8 In pairs, read the quotes and explain what they mean.

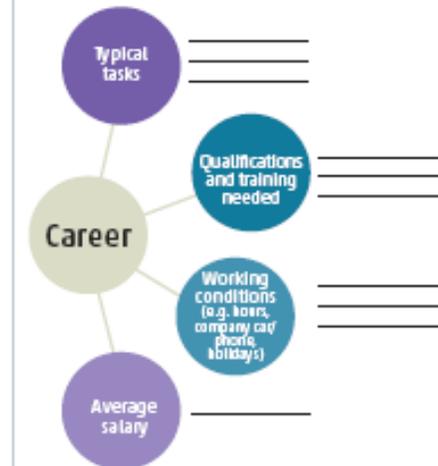
“The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.”
Steve Jobs (American businessman)

“Let the beauty of what you love be what you do.”
Rumi (thirteenth-century Persian philosopher and poet)

9 Do the task below.

LIFE SKILLS | Project

A Choose one of the jobs your partner suggested for you in Exercise 5. Use the Internet to find more information about it. Complete the diagram below.



B In small groups, share your findings. Explain why the job is suitable for you. Does your group agree? Say why.

Make a SMART goal

Your goal: improve my English, learn new vocabulary

S

Specific What do you exactly want to achieve? ¹ _____

M

Measurable How will you know when your goal is met? ² _____

A

Achievable What steps can you take to achieve your goal? ³ _____

R

Relevant Why is your goal important to you? ⁴ _____

T

Time-bound How long will it take you to reach your goal? ⁵ _____

School from September – we are ready 😊



WHAT

and

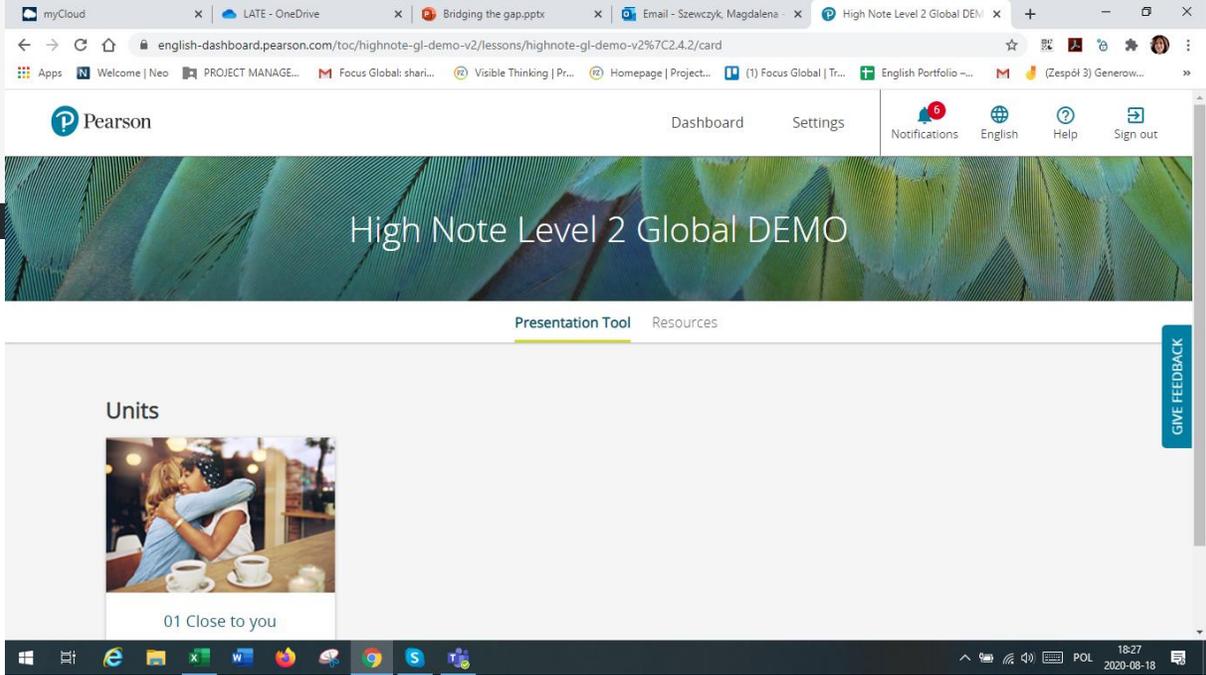
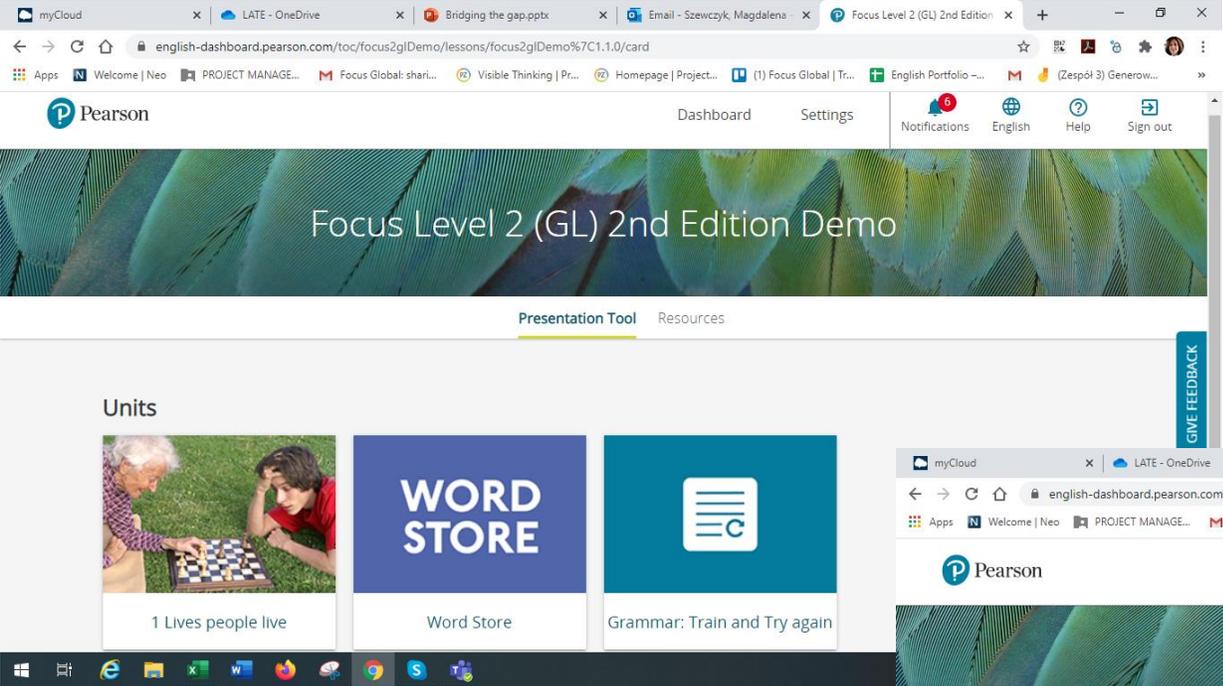
HOW?

Teaching English

Helping students become
fully rounded citizens
of the world



FOCUS SECOND EDITION 2 DEMO on Pearson English Portal



HIGH NOTE 2 DEMO on Pearson English Portal

THANK YOU!
Q&A

Magdalena Szewczyk

ALWAYS LEARNING