

MACMILLAN EDUCATION ENGLISH WEDNESDAYS

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**MACMILLAN EDUCATION
TEACHER TRAINING DAYS**

Critical Thinking, Critical Reading

David Spencer



Breaking news!

Have scientists really found a gigantic crystal pyramid under the Bermuda Triangle?

 [Comment](#)



Gateway 2nd Edition A2 Unit 10

These strange underwater pyramid structures were found 2,000 metres under the sea by Dr Verlag Meyer. Studies by Japanese scientists show that the two giant pyramids are made of something like a thick glass. Each of them is larger than the pyramid of Cheops in Egypt.

Recently, American and French scientists studying the Bermuda Triangle say that they have found a pyramid standing on the bottom of the sea. The length of the base of this pyramid reached 300 metres, and the distance from the base to the tip of the pyramid is about 100 metres. Preliminary results show this structure is made of glass.

This newly discovered pyramid is larger than the pyramids of ancient Egypt. On top of the pyramid, there are two very large holes. The sea water moves in an unusual way because of the holes. This new discovery makes scientists wonder if the pyramid is having an effect on passing boats and planes and could be the reason for all the mysterious events that have happened over many years in the Bermuda Triangle.

Some experts think the pyramid was made on the land and that an earthquake changed its position. Other scientists think that a few hundred years ago the waters of the Bermuda Triangle area were the home of the people of Atlantis. And that the pyramid was probably built under the water by these people.

This amazing news was discussed at a conference in Florida and even appeared in local Florida newspapers. There are a lot of pictures and high resolution data which show the pyramids. Some people think that the pyramid can attract and collect cosmic rays, from the 'energy field' or 'quantum vacuum'.

In 1977, another mysterious discovery was made on the floor of the Atlantic. A large pyramid with lights was found. The discovery was photographed by Arl Marahall's expedition near Cay Sal.

Another huge pyramid was found with a pulsating crystal on top of it, by Tony Benik's expedition. The group also found a crystal tablet there, and reported that when a light passed through it, mysterious writing became visible.

Source of article can be found [HERE](#)

Gateway 2nd Edition A2 Unit 10

4 Work in a small group. Do you think these pyramids exist? Why/Why not?

5a Read this list of things to think about in order to check if an article on the Internet is real or invented.

- 1 Who are the people mentioned in the text? Do they really exist?
- 2 When the text mentions 'scientists', 'experts', or 'people', does it say who they are or where they are from (a university, a government agency or a hospital)?
- 3 Who wrote the text? Does it say? What do you know about this person? What other things have they written?
- 4 Which website is the text from? What do you know about the website or the people who create it?
- 5 Do the places in the text really exist?
- 6 If the text uses scientific language, is it really science or 'pseudo' science?
- 7 Is there photographic evidence of what the text says? Does it look real? Do you know who took the photos?
- 8 What is the source of the article? Is it a text that comes from another place, like a scientific or official document? Is it from a newspaper or a serious magazine?

Have scientists really found a gigantic crystal pyramid under the Bermuda Triangle?

 [Comment](#)



Rob Waugh Monday 10 Oct 2016 7:47 am

Have scientists really found a gigantic crystal pyramid under the Bermuda Triangle?

 [Comment](#)



Rob Waugh Monday 10 Oct 2016 7:47 am



Rob Waugh

Former TV scientist turned nightmare angel of the expressways

What is Critical Thinking?

“If the suggestion that occurs is at once accepted, we have uncritical thinking, the minimum of reflection.

To turn the thing over in the mind, to reflect, means to hunt for additional evidence, for new data, that will develop the suggestion and will either... bear it out or else make obvious its absurdity and irrelevance.”

John Dewey (American philosopher, psychologist
and educational reformer) 1910

Why is Critical Thinking important?

1. Autonomy and independence – training students to “think for themselves”
-

Education and school: “traditional”

- Memorising facts
 - Retaining knowledge
 - The student as an empty jar
 - Surface Learning
-

Education and school: “progressive”

- Students and teachers questioning
 - Hands-on, experiential
 - The student as an active participant
 - Deeper learning and understanding
-

“Teach children what to think and you limit them to your ideas.
Teach children how to think and their ideas are limitless.”

Sandra Parks, Educational Author

Why is Critical Thinking important?

2. The Internet Age – Fake News



Image by John Iglar from Pixabay

Why is Critical Thinking important?

3. The Internet Age – Staying safe online

Gateway to Success B1

CITIZENSHIP TASK

3 Online friendships. Social media have made it easier to make and keep in touch with friends, but we must learn to use these new tools responsibly in order to stay safe. Work in groups. Go to www.generazioniconnesse.it and explore one of these questions.

- Is a follower a friend?
- Is sharing in person the same as sharing on line?
- What's the difference between bullying and cyberbullying?
- Do we need to follow etiquette rules on social media?
- What happens when you like or tag?

Prepare a presentation about your issue. Explain it and give examples. Include 5 golden rules to avoid problems related to the issue you chose.

Why is Critical Thinking important?

4. Thinking, in general is becoming part of evaluation

Programme for International Student Assessment

Adding a Creative Thinking test to its Maths, Reading and Science tests in 2022



“By including creative thinking in PISA, we are sending a clear message that all students should learn how to think autonomously, believe in their creative potential, and express their ideas with confidence and openness to feedback.”

https://www.legofoundation.com/media/1657/creating-creators_andreas-schleicher-assessor.pdf

Part II: Composition

Choose one of the following topics. Write about 350 to 500 words. Don't forget the title!

Please count the words.

- 1.) Write a story with the following title: 'The Hand'.
- 2.) Describe how parents or teachers could reach a better understanding of young people.
- 3.) Hope. What meaning can 'hope' have in our lives?
- 4.) "Good clothes open all doors". Comment on this proverb.
- 5.) Beauty is being in harmony with what you are. (*Peter Nivio Zarlenga, The Orator, "Flight", 1977*) What is meant by this statement? Do you agree?



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
PRUEBA DE ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS
OFICIALES DE GRADO

Curso 2015-2016

Modelo

MATERIA: INGLÉS

OPCIÓN A

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos.

TIEMPO: 90 minutos.

How Would We Live in a World Without Oil?

What would happen if our oil supply were shut off in a day? First, there is transportation. With the overwhelming majority of the oil we produce devoted to powering our vehicles, the impact on getting around would be most dramatic. Price-speculation would begin right away, and long lines would form at gas stations. Soon, we would all be looking for an electric car or converting our vehicles to run on natural gas. But it would not be long before natural gas supplies were also driven to extinction.

Fuel shortage is not the only problem our enslavement to black gold would cause. We also need to keep the lights on and blackouts would soon begin. It gets much worse still, of course, because a world without oil would quickly become a world without all of the products made from petroleum that we have come to know, love and depend upon. The list of essentials that we would soon be doing without is prodigious: medicines, paints, utensils and equipment, virtually all plastics, etc.

Eating would get tougher, too. If no one can truck fresh vegetables from across the country, we might be inclined to go back to basics and grow our own food. Local farmers would become a necessity, not just people who sell us honey at the street fair. It is an interesting thought experiment to picture such a world. Though the scenario is unreal, of course, taken to its logical conclusion, it encompasses so much more. A complete extinction of oil would lead to a rapid breakdown of society, desperation, lawlessness, wars and untold suffering.

QUESTIONS

1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- a) Most petroleum supply goes to producing plastics and medicines.
- b) If fuel suddenly disappeared, our daily life would be affected but social order would remain intact.

(Puntuación máxima: 2 puntos)

2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) Give two consequences that a lack of oil would have on transportation.
- b) What consequences would oil extinction have on our eating habits?

(Puntuación máxima: 2 puntos)

3.- Find the words in the text that mean:

- a) immediately (paragraph 1)
- b) tools (paragraph 2)
- c) collapse (paragraph 3)
- d) anarchy (paragraph 3)

(Puntuación máxima: 1 punto)

4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a) You can save money by _____ (grow) fruits and vegetables; it's actually much simpler _____ it sounds.
- b) Last year, a research team _____ (find) signs that the amount of oil left in the world's reserves has decreased _____ (significant) since the 1990s!
- c) By growing food organically, that is to say, _____ pesticides or herbicides, you're _____ ensuring the quality of your products, but also growing healthier food.
- d) _____ would happen if oil _____ (run) out in 100 years?

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

What should local authorities do to improve transport and mobility in large cities?

(Puntuación máxima: 3 puntos)

New Evaluation Criteria (2017-18) in the Comunidad de Madrid for marking essays in the English University Entrance Exam

Puntuación: de 0 – 3

Cada apartado se valorara entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	--- / 0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	--- / 0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	--- / 0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	--- / 0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	--- / 0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	

One out of the total of three marks:

- The message is clear, precise and coherent, with interesting ideas which are relevant to the question.
 - The candidate can develop a personal point of view with original opinions which are adequately backed up.
-

Why is Critical Thinking important?

5. In ELT, “hunting for additional data and new information” leads to more (and more meaningful) skills work in English
-

John Dewey:

‘To turn the thing over in the mind, to reflect, means to hunt for additional evidence, for new data, that will develop the suggestion and will either...bear it out or else make obvious its absurdity and irrelevance.’

The teacher's most useful tool – the question WHY

- **WHY** do you think this is the correct alternative?
 - **WHY** do you say the answer is True?
 - What's your favourite school subject? **WHY**?
 - **WHY** is it a good idea to read the text once quickly before you try to complete the gaps?
 - **WHY** do we double the consonant here?
 - **WHY** do we use a gerund in this case?
 - **WHY** are we doing this?
-

'FIVE WHYS' or 'THE WHY CHAIN' (Sakichi Toyoda)

- **WHY** is the traffic so bad in big cities?
Because there are so many people driving cars nowadays.
 - **WHY** are there so many people driving cars nowadays?
Because public transport isn't very good.
 - **WHY** is...?
-

Different Critical Reading skills

.....

Identifying true facts from bogus facts

.....

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Different Critical Reading skills

Identifying facts versus opinions

Quick Quiz!

1. How many bathrooms does the White House have?

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 2. What's special about the desk in the Oval Office?
 3. What sport do some people play in the Oval Office?
 4. There are four doors in the Oval Office. One takes you to a private dining room/study and two take you to the West Wing. Where does the fourth take you?
-

Gateway to Success A2

2



045

Read and listen to the text and check your answers in 1.



Martha's Luxury Residences



The White House is a world-famous house. It's in the capital city of the United States, Washington DC, and it's the official residence of the President of the US. We often see pictures of the White House on the news and in films. It's even on the back of the US \$20 bill. But what's it really like to live there?

INSIDE THE WHITE HOUSE

- ★ The White House is big!
There are 132 rooms and 35 bathrooms, plus 412 doors and 147 windows. There's a large kitchen in the White House. The chefs can make dinner for 140 people. 140 is the maximum number of people who can sit in the main dining room.
- ★ The room where the President works is called the Oval Office. The president has got a big desk there. The desk is famous because the wood for it comes from a British ship from about 1850. The desk was a present from Queen Victoria to US President Rutherford in 1880.
- ★ There are four doors in the Oval Office. One door goes to a small dining room and study. Two of the four doors take you to the West Wing of the White House. In the West Wing, there are offices for the Vice-President and other important people. The fourth door takes you to a rose garden.
- ★ In the Oval Office, there are famous paintings on the walls. The paintings come from the White House or from other museums. New Presidents decide which paintings they want on the walls, and the colour of the walls!
- ★ Are there rooms in the White House where the President can relax? Yes, there are! There's a small cinema in the East Wing of the White House. There are seats for 42 people there. They also have concerts in the East Room. And in the Oval Office there is an unusual tradition. Some US presidents play golf there!

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CRITICAL THINKING



Think! Then compare ideas with your class.

- Does this text generally express facts or opinions?

Different Critical Reading skills

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Thinking about text types and sources

.....

Gateway to Success A2

Can SCHOOL be COOL? IT'S 4 TEENS · FORUM

Hey! Somebody tells me there's a great school for people who love music and dance. It's called the BRIT School. Does anybody know it?

Posted by Lee on 21st September at 2.36 pm

1 Yeah. It's for students between 14 and 19. They study the usual subjects like maths, history, ICT, PE, etc. But they also have special classes in art, music, dance, film, photography ...

Posted by Mia on 21st September at 5.44 pm

2 A friend of mine goes to the BRIT School. She plays the guitar and sings. She says the school is brilliant! Sometimes at lunchtime there are concerts where students sing, play music, dance... Imagine! Sometimes she wants classes at the weekend, she loves it that much!

Posted by Ella 03 on 21st September at 8.12 pm

3 In my school we usually call our teachers Sir or Miss but at the BRIT School I think the students call their teachers by their first names. And they don't wear school uniform!

Posted by Jonno on 21st September at 9.06 pm

4 The idea is for the students to learn all about the creative industries – music, art, theatre, TV... And they learn to use new technology to do it.

Posted by Ella 03 on 22nd September at 4.32 pm

5 I know the school has some very famous old students. Adele, for example! And famous people visit the school. They play concerts there, or just talk to the students and help them.

Posted by KidLondon on 22nd September at 7.45 pm

Awesome! I really want to study there! Thanks for the help, guys.

Posted by Lee on 22nd September at 8.10 pm

CRITICAL THINKING



Think! Then compare ideas with your class.

Lee consults a forum on the Internet for information about the BRIT School. What are the advantages of consulting a forum? What are the disadvantages? Start with these ideas:

- You can get useful information and advice (advantage).
- The information isn't always true (disadvantage).

If you have a problem, you can find useful information or advice. This is an advantage.

Different Critical Reading skills

Encouraging responsible research on the Internet

3) Think about ...

Digital skills

When you look at a website, it's important to think critically about what you find there. Does the website appear to be reliable? Who is the author of the website? Does the website seem to have any particular bias? Compare any surprising information you find there with other websites or sources.

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Digital skills

When you find a piece of information that you want to use in your project, search for at least one other source that confirms that information.

Different Critical Reading skills

Comparing and considering socio-cultural differences in an objective, open-minded and respectful way

Gateway to Success A2

INVALSI training

- 1 **LISTENING** 021 Listen to a recording about Eton College. While listening, choose the correct answer (A, B, C or D) for questions 1-6. Only one answer is correct. The first one (O) has been done for you.

First you will have 1 minute to study the task, then you will hear the recording twice. After the second listening, you will have 1 minute to check your answers.

- O Eton College is a famous
 A private day school.
 B private boarding school.
 C state day school.
 D state boarding school.
- 1 Eton is approximately ____ years old.
 A 380 B 480
 C 580 D 680
- 2 The age of students is between
 A 13 and 18. B 11 and 16.
 C 3 and 18. D 4 and 16.
- 3 The school is for
 A boys only.
 B boys, but girls can study there when they are 15.
 C girls only.
 D girls, but boys can study there when they are 15.
- 4 Old Eton students include
 A eight prime ministers from African and Asian countries.
 B British prime ministers.
 C famous secret agents.
 D famous American actors.
- 5 All Eton students study
 A at Oxford or Cambridge universities.
 B in small classrooms.
 C Eton traditions.
 D Latin for one year or more.
- 6 Eton is important in the history of
 A rugby. B tennis.
 C football. D swimming.



Secondary Schools in England

In Britain children must stay in school from 5 to 18 years old. However, from 16 they can choose to study full time or part time. Everybody studies English, maths and science up to the age of 16. These subjects are compulsory. In the first years of secondary school, students have twelve different subjects. 90% of students go to comprehensive schools. Comprehensive schools are state schools which are open to all students. In England, private schools are called public schools, or independent schools. Independent schools are very expensive. Only 10% of students go to these schools. There is one subject in English schools that isn't very usual in other countries. It's called Design and Technology (D&T). When you study this subject, you study different things like food, textiles and materials and electronic products. In England, parents can teach their children at home: this is called home schooling. About 50,000 children study at home and not at school. At 16, English students take national exams called GCSEs. GCSE means General Certificate of Secondary Education.

After GCSEs, it is possible to finish your studies. Students who stay on at school study in the sixth form. You study the subjects you like and no subjects are compulsory. Students have just three or four subjects. They take national exams in these subjects. The exams are called A levels (Advanced levels). English secondary school students normally call their teachers Sir (for men) or Miss (for women).

- 2 **READING** 022 Lead the text about secondary schools in Britain, then answer the questions (1-8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (O) has been done for you.

O When does compulsory education end in Britain?	at 18
1 What compulsory subjects do all British students study?	
2 What is the most common type of school called?	
3 How many students go to private schools?	
4 Which subject looks at things like clothes and food?	
5 Who teaches boys and girls that study at home?	
6 At what age do students take GCSEs?	
7 What do sixth form students study?	
8 How many subjects are included in A levels?	

Gateway to Success A2

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Gateway to Success A2

Today Highlights



Breathe, Focus, LIVE!

Do you experience anxiety and stress in your life? We all do sometimes. Sport, exercise, hobbies and an active social life are all great ways to fight negative feelings and relax. But there is also a simple method you can use. It's free and very effective. It's called **mindfulness**.

What is mindfulness?
You are mindful when you pay full attention to something. Mindfulness happens naturally sometimes. For example, you are about to take a shot¹ in basketball. What do you do? Well, you carefully position your feet at the line, you look up at the hoop² and feel the ball in your hands. When you're ready, you take your shot. Swoosh – yes! That's mindfulness in action.



Why is it useful?
Mindfulness helps you do your best at things. It helps you:

- ▶ pay attention to things
- ▶ be less distracted
- ▶ learn more
- ▶ stay calm under stress
- ▶ slow down instead of rush
- ▶ listen to others
- ▶ be patient
- ▶ be confident³
- ▶ feel happy and enjoy things.

How does it work?
Do you always need a teacher to learn mindfulness? No, you usually don't. You learn it by yourself⁴, through regular practice, until it becomes a habit. Mindfulness skills are easy to practice and just take a few minutes a day. Here are the basic steps:



1 Sit in a relaxed, comfortable position. Focus your attention on something, like a word you repeat in your head or your breathing.

2 Let's say you decide to focus on your breathing. Breathe normally and always try to pay attention to your breath.

3 Notice when your mind wanders away⁵ from your breath. Maybe you start thinking about your homework, or lunch. Whenever you become distracted, guide your attention back to your breathing again. That's how you train your attention.

4 Continue to breathe, relax and pay attention to your breathing. Do this for five minutes.

That's it! There are lots of other ways to practise mindfulness, like mindful eating or mindful walking. Nowadays there are even mindfulness apps for your mobile.



¹ are about to take a shot: stai per tirare
² hoop: canestro
³ confident: sicuro di te stesso
⁴ by yourself: da solo
⁵ wanders away: si allontana

Gateway to Success A2

Today Highlights



Breathe, Focus, LIVE!

Do you experience anxiety and stress in your life? We all do sometimes. Sport, exercise, hobbies and an active social life are all great ways to fight negative feelings and relax. But there is also a simple method you can use. It's free and very effective. It's called **mindfulness**.

What is mindfulness?
You are mindful when you pay full attention to something. Mindfulness happens naturally sometimes. For example, you are about to take a shot¹ in basketball. What do you do? Well, you carefully position your feet at the line, you look up at the hoop² and feel the ball in your hands. When you're ready, you take your shot. Swoosh – yes! That's mindfulness in action.



Why is it useful?
Mindfulness helps you do your best at things. It helps you:

- ▶ pay attention to things
- ▶ be less distracted
- ▶ learn more
- ▶ stay calm under stress
- ▶ slow down instead of rush
- ▶ listen to others
- ▶ be patient
- ▶ be confident³
- ▶ feel happy and enjoy things.

How does it work?
Do you always need a teacher to learn mindfulness? No, you usually don't. You learn it by yourself⁴, through regular practice, until it becomes a habit. Mindfulness skills are easy to practice and just take a few minutes a day. Here are the basic steps:



1 Sit in a relaxed, comfortable position. Focus your attention on something, like a word you repeat in your head or your breathing.

2 Let's say you decide to focus on your breathing. Breathe normally and always try to pay attention to your breath.

3 Notice when your mind wanders away⁵ from your breath. Maybe you start thinking about your homework, or lunch. Whenever you become distracted, guide your attention back to your breathing again. That's how you train your attention.

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6

DEBATING

Do you think a stressful life is the same all over the world? Discuss the topic with your classmates.



School Swap, Korea Style

<https://www.youtube.com/watch?v=aZsYdesxVCg>

**MACMILLAN EDUCATION
ENGLISH WEDNESDAYS**

Different Critical Reading skills

Identifying and summarising key points and arguments in a text

***How happy (from 1 to 5)
do you think teenagers
are in Italy?***

Gateway to Success Build up to B1

1 Work with a partner. Answer the question.

How happy do you think teenagers are in your country? Give a number from 1 (very sad) to 5 (very happy). Give reasons.

HAPPY TEENAGERS?



A few years ago, UNICEF wanted to find out if children and teenagers in rich countries were happy. They discovered that youngsters in the Netherlands were top for general well-being. Then came four Nordic countries. Out of 29 countries, the UK was only 16th and the US 26th. The situation hasn't changed. Today, Dutch kids are still on top of the league.



Jake Shared publicly - 21 Oct

I don't care if Dutch children are happier than British kids or if American teenagers are sadder than Swedish teenagers. What about all the young people who live in poorer countries? That's what we should be worried about. In richer countries, kids feel bad if their mobile phone is older than their friend's. It's easy to forget that a lot of kids in the world haven't got any modern gadgets. In fact, maybe they haven't got a school to go to, or clean water to drink. I think it's more important to think about those kids than the lucky ones who have everything.



June8 Shared publicly - 12 Oct

We usually think that the US and the UK are super-rich countries. But there are a lot of very poor families there as well as rich ones. And education isn't always better there. The results in tests were worse in the US and in the UK than a lot of other countries like Switzerland and Poland. And some kids are more unhealthy in the US than in other poorer countries. Reports like this are useful because they show that things aren't always what they seem.



Marion Shared publicly - 01 Oct

I'm 15 and I'm from the Netherlands. It's true that we're generally very happy here. Family is really important. I find it easy to speak to my parents. In my opinion, that's more important than money if you want to be happy. My mum and dad are quite relaxed about what I do. And at school we don't feel particularly stressed. Maybe one problem is that in the UK and the US, television and newspapers make kids feel disappointed because their lives aren't perfect. But here we're more positive about life.



Luke Shared publicly - 21 Oct

Being a British teenager, I find this quite strange. I think that young people here are healthier now than in the past. We learn in school about the importance of exercise, eating well, the dangers of smoking and all of that. And at school I know my teachers care and want to help me. My relationship with my parents is healthy too. Maybe things could be better here in the UK, but they could also be a lot worse. I think the report is fine, but then newspapers make the results sound so negative. The reality is different.

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CRITICAL THINKING



Think! Then compare ideas with your class.

- Write one or two sentences to summarise what each person thinks about the question of teenage happiness in different countries. Are they giving facts or opinions?

Different Critical Reading skills

Going deeper, beyond our first impressions

Gateway to Exams Units 1 and 2

READING

911 for emergency

In most countries there is a special emergency telephone number to call the police. This number is 911 in the US but it can change from one country to the next. The only trouble is that some people do not have a very clear idea of what an emergency is.

Take the case of Rother McLennon from Connecticut in the US. In 2012, McLennon rang 911 because of a sandwich. In a local delicatessen, he ordered a sandwich with a lot of cheese and mayonnaise.

When they gave him his sandwich, he wasn't happy with it. The police officer who answered the call could not believe her ears. At first, she thought the man was joking. Then she said, 'Don't buy the sandwich, then. Just leave.' But McLennon explained that he didn't want to do that because he wanted to be able to go

back to the shop in the future. In the end, the police officer sent somebody to help.

Another woman once called 911 to tell the police that she wasn't happy because her local fast-food restaurant didn't have her favourite dish. One evening, a young boy was doing his maths homework. He was having a problem with one of the questions and so he called 911. The police officer helped him to answer the maths problem! One man had no job and no friends, so each day he invented a reason to call 911, to stop getting bored. Another woman was sitting in her car and couldn't find her keys to open the car door. She called 911. Of course, the police officer told the woman to try opening the car door manually. It worked.


At first these 911 calls seem to be funny, but really they aren't. Each call takes up the time of the police. They waste their time instead of being free to answer serious calls and to help people with real problems. That explains why the police can, in fact, arrest you for calling 911 without a good reason.



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Eating chocolate may help you win Nobel Prize


OCTOBER 11, 2012 / 10:05 AM / AP

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OCTOBER 11, 2012 / 10:05 AM / AP

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FOOD & DRINK

Secret to Winning a Nobel Prize? Eat More Chocolate

By Olivia B. Waxman | Oct. 12, 2012

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As the Nobel Prizes are being awarded this week, one U.S. scientist asks: could eating chocolate have anything to do with becoming a laureate?

Why would the sweet treat be linked to winning the most prestigious intellectual award, you ask? In a “note” published in the *New England Journal of Medicine*, Dr. Franz H. Messerli, a cardiologist at St. Luke’s–Roosevelt Hospital in New York City, writes that cocoa contains flavanols, plant-based compounds that previous studies have linked to the slowing or reversing of age-related cognitive decline. (You can also get flavanols in green tea, red wine and some fruits.)

Given that, Messerli wondered “whether there would be a correlation between a country’s level of chocolate consumption and its population’s cognitive function.” But since “no data on overall national cognitive function are publicly available,” Messerli decided to use the number of Nobel laureates per capita as a stand-in.

(MORE: [31 Healthiest Foods of All Time \(With Recipes\)](#))

Messerli went to Wikipedia and downloaded a list of countries ranked by Nobel laureates per capita (only prizes awarded through 2011 were included), and then compared that data with each country’s annual chocolate consumption per capita, obtained from several chocolate trade associations. What he found was a “surprisingly powerful correlation” between the two.



Getty Images

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[Can Chocolate Be the Key to Winning the Nobel Prize? ABC](#)

[Chocolate Consumption, Cognitive Function and Nobel Laureates The New England Journal of Medicine](#)

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**MACMILLAN EDUCATION
ENGLISH WEDNESDAYS**

Different Critical Reading skills

Allowing texts to change our minds and opinions

3-2-1 Bridge

1. Think of **3 WORDS** that quickly come to your mind when you think about (using a smartphone at school).
-

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 4. Share your ideas with other students.
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 2. Think quickly of **2 QUESTIONS** you have about (using a smartphone at school).
 3. Think of **1 SIMILE** to describe speaking in public: '(Using a smartphone at school) is like...'
 4. Share your ideas with other students.
 5. Read the text. Does it make you want to change any of your **words** or your **simile**? Does it answer your **questions**? If not, where could you find the answers?
-

'Making Thinking Visible' – Ritchart, Church and Morrison, Jossey-Bass, 2011

Different Critical Reading skills

Developing empathy by seeing things from other people's viewpoints

Gateway to Success B1

Gateway to Exams Units 1 and 2

READING

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Circle of Viewpoints

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2. Think about how you feel and why. Prepare what you want to say, and any questions you might have for the other people in your group.

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2. Think about how you feel and why. Prepare what you want to say, and any questions you might have for the other people in your group.
 3. Have your conversation.
-

Different Critical Reading skills

.....

Getting to grips with complex, “slippery” issues

.....

SECURITY

Apple Fights Order to Unlock San Bernardino Shooter's iPhone

Gateway to Success B1

Today Highlights

THE BATTLE OVER ENCRYPTION¹



A Message to Our Customers by Tim Cook

In 2016, Tim Cook, the CEO of Apple, fought the law and won. It all started after the horrendous San Bernardino shooting, in which 14 people were murdered. The two perpetrators were killed by the police and an iPhone belonging to one of them was found. However, the phone was locked with a four-digit passcode. The phone was programmed to automatically delete all its data after ten failed password attempts. The FBI first asked the National Security Agency to break into the phone, but they were unable to. As a result, Apple was asked by the FBI to create a new version of the phone's iOS operating system that could be installed to disable certain security features. Basically, this special version of iOS would accept an unlimited combination of passwords electronically, until the right one was found. Apple refused because of its policy, which required it to never undermine² the security features of its products. The FBI then responded by successfully asking a US magistrate judge to issue a court order forcing Apple to create and provide this new software. But again Apple refused and justified its position with a letter to the public signed by Cook. In the end, on 28 March this request was withdrawn³ by the government after another company was able to unlock⁴ the iPhone – which was found to contain no relevant information about the attack.

30 "Smartphones, led by iPhone, have become an essential part of our lives. People use them to store an incredible amount of personal information [...] All that information needs to be protected from hackers and criminals who want to access it, steal it, and use it without our knowledge or permission. Customers expect Apple and other technology companies to do everything in our power to protect their personal information, and at Apple we are deeply committed to safeguarding⁵ their data. Compromising the security of our personal information can ultimately put our personal safety at risk. That is why encryption has become so important to all of us. [...] We have great respect for the professionals at the FBI, and we believe their intentions are good. Up to this point, we have done everything that is both within our power and within the law to help them. But now the US government has asked us for something we simply do not have, and something we consider too dangerous to create. Specifically, the FBI wants us to make a new version of the iPhone operating system, circumventing⁶ several important security features, and install it on an iPhone recovered during the investigation. In the wrong hands, this software – which does not exist today – would have the potential to unlock any iPhone in someone's physical possession. [...] The government suggests this tool could only be used once, on one phone. But that's simply not true. Once created, the technique could be used over and over again, on any number of devices. In the physical world, it would be the equivalent of a master key, capable of opening hundreds of millions of locks. [...]"



¹ encryption: criptaggio
² undermine: indebolire
³ withdrawn: ritirare
⁴ unlock: sbloccare
⁵ committed to safeguarding: impegnati a proteggere
⁶ circumventing: aggirando

136 UNIT 10 TODAY HIGHLIGHTS

IT'S WORTH REMEMBERING THAT....

1. Critical Thinking/Reading doesn't always lead to clear, black and white answers.
 2. Beware enforcing your own opinion as the 'right' answer.
 3. You can lead a horse to water...
-

**You can lead
a horse to water
but you can't make
it drink.**



“At its simplest, schools give young people a place at the water’s edge.
A horse may not choose to drink if it is led to water but it cannot drink at all if the water is not there.”

Tony Little
“An intelligent person’s guide to education”
Bloomsbury, 2015

Gateway to Success

The network of Democracy and Agenda 2030

In the following pages you will examine some of the challenges that the world is facing today and the action you can take as responsible citizens. In 2015 the leaders of the UN member states decided to work on 17 goals for a better world by 2030. Their project, called Agenda 2030, was accepted by all UN member states. It is a landmark of democracy because it is based on a shared global vision and commitment towards sustainable development for all, with the aim among others, to fight inequality, end poverty, and address the urgency of climate change.



Match the pictures to the appropriate caption.

- | | |
|---|--|
| 1 ■ Joining forces to save our planet. | 3 ■ Planning the future in a responsible way. |
| 2 ■ Checking our environmental footprint. | 4 ■ Overcoming difficulties and joining hands to attain peace. |



YOUR VIEW

Generation Unlimited



Generation Unlimited is a new commitment of the United Nations to work with and for young people. As part of the Youth 2030 Strategy, Generation Unlimited aims to address the desperate lack of quality education, skills training, and employment opportunities for youngsters. It is a global partnership dedicated to increasing opportunities and investment for children and young people aged 10 to 24, with the overarching (*all-embracing*) goal to ensure that every young person is in some form of school, learning, training or employment by 2030. Without urgent investment in education and skills training, the rapidly growing global population of adolescents and young people – which will reach 2 billion by 2030 – will continue to be unprepared and unskilled for the future workforce. And with more than 200 million young people of lower- and upper-secondary school age currently missing out on school, instead of contributing to equitable progress, young people – especially the most disadvantaged – could face futures of deprivation and discrimination.

europa.eu

- 1 Read the text and look at the picture.
 - 1 What kind of partnership is Generation Unlimited and how is it connected to Agenda 2030?
 - 2 What is its main aim?
 - 3 How many young people are deprived of education?
 - 4 What are the future consequences of this deprivation?
- 2 **DEBATING** Get into groups and discuss the following points:
 - 1 How does the information you get from the text influence or modify your opinion about school?
 - 2 In the light of the importance of education, what improvements would you suggest to your school system?
 - 3 What kind of people are deprived of high quality education in your country?
 - 4 What kind of partnerships could help solve this problem?

Give a talk to the class to report your group's results.

Agenda 2030

Let's start with an analysis of the points on this Agenda.



LOOK AT THE PICTURE

Look at the two sets of icons and read the captions. Which lists the goals and which groups them under more general targets, called the five Ps? What is the key message that is present in both? What does it suggest about the present trend?

Global involvement

The text below summarises the main points of the (Sustainable Development Goals) SDG summit of 2019 where they assessed the state of advancement of Agenda 2030.

- 1 Read the first part of the text and answer the questions.
 - 1 What actions do the SDGs call on nations to fulfil?
 - 2 How many years does the Agenda cover?
 - 3 Who adopted the goals?
 - 4 Why is more intense action needed from 2020 on?
- 2 Read to the end of the text.
 - 1 Underline the phrases in the text that express the following promises from the 2019 SDG Summit:
 - Make financial support available
 - Stimulate member nations to carry out action
 - Render institutions stronger
 - 2 Which phrase reveals a democratic spirit?

Different Critical Reading skills

.....
Develop “visual literacy”
.....

SEE-THINK-WONDER

Gateway to Success A2



Gateway to Success A2



Gateway to Success A2

Please Write on the Walls!



A famous tourist attraction in Verona, Italy, is always covered with graffiti.

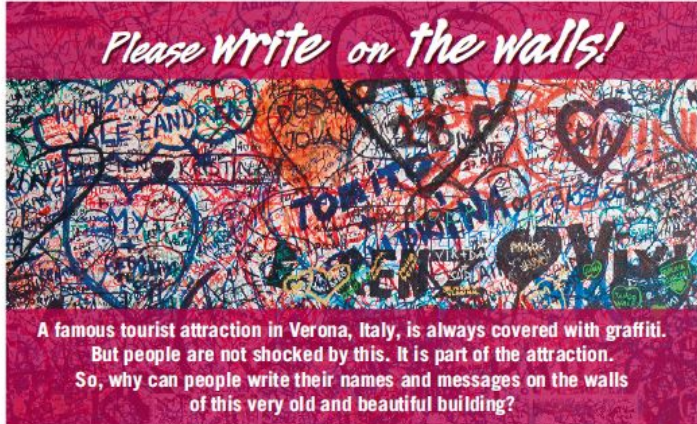
But people are not shocked by this. It is part of the attraction.

So, why can people write their names and messages on the walls of this very old and beautiful building?

Gateway to Success A2

Why do you think tourists visit this place?

- A It is a beautiful building. B Someone famous in a story lived here. C It was the home of a famous artist.



The love story of Shakespeare's Romeo and Juliet is very famous. Two teenagers were in love, but died tragically because they couldn't be together. It's not a true story, but many people say that an old house in Verona was Juliet's home. The lovely old building has a balcony – just like

in the play. This is now a very popular tourist site. Tourists can visit the house and stand under her balcony! There is a tradition, too. People in love write their names on the wall under the balcony. This means that their love will last forever. People also put love letters

on the wall. They sometimes leave colourful padlocks to show that their love will never die. Today tourists go to see the graffiti on the wall, as well as to visit the house.

There is another tradition connected to Juliet's house. In 1930 people started to send letters to Juliet's house. They were from people who wanted her advice because they couldn't find true love. Then in 1937 someone decided to answer some of the letters. More volunteers began to help and then the Juliet Club started. The volunteers try to reply to all the letters. At first there weren't a lot of letters, but now people from all over the world send thousands of letters every year! In 2010, there was a film about the tradition called 'Letters to Juliet'. Now the tourist attraction is very, very popular. Unfortunately, they have to clean the walls regularly... but don't tell the couples who wrote their names!

2 **Rileggi il testo e rispondi alle domande usando un massimo di 4 parole.**

- 1 What does Juliet's house mean for tourists?
- 2 What is one of the walls of Juliet's house covered with?
- 3 Is the old house with the balcony really Juliet's house?
- 4 What can tourists do at Juliet's house? (3 answers)
- 5 What do tourists in love leave on the walls of Juliet's house?
- 6 When did people start to send letters to Juliet?



4 **Completa le frasi con alcune delle parole riportate nell'esercizio 3.**





Not-So-Planned College Name Sign



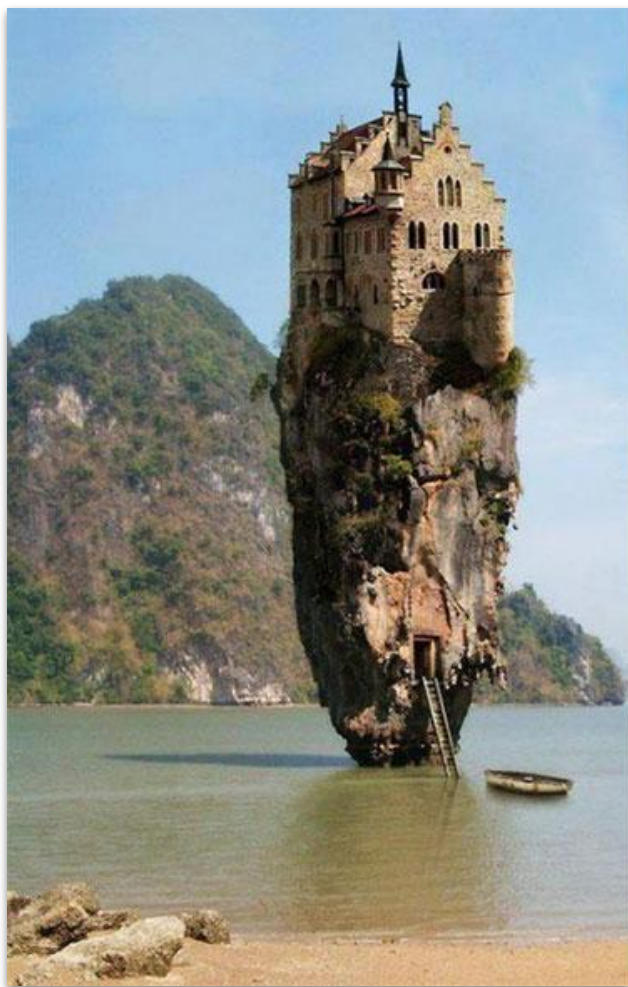
**MACMILLAN EDUCATION
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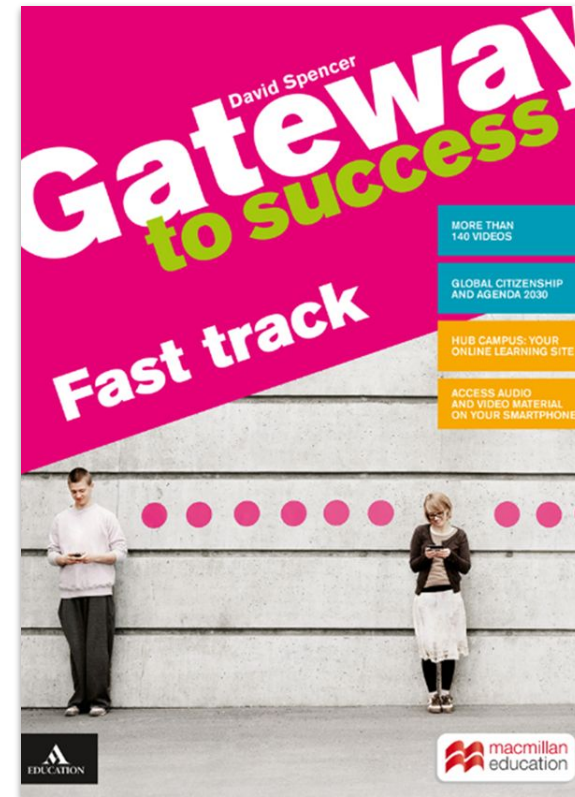
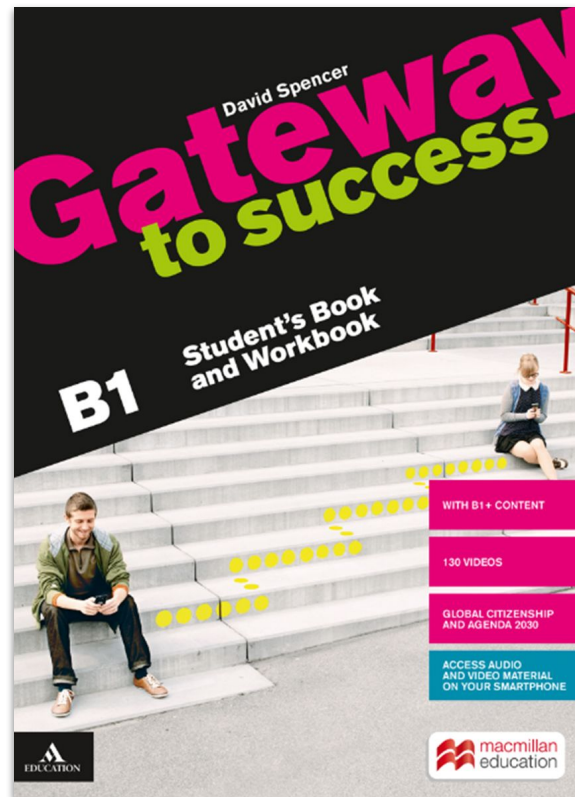
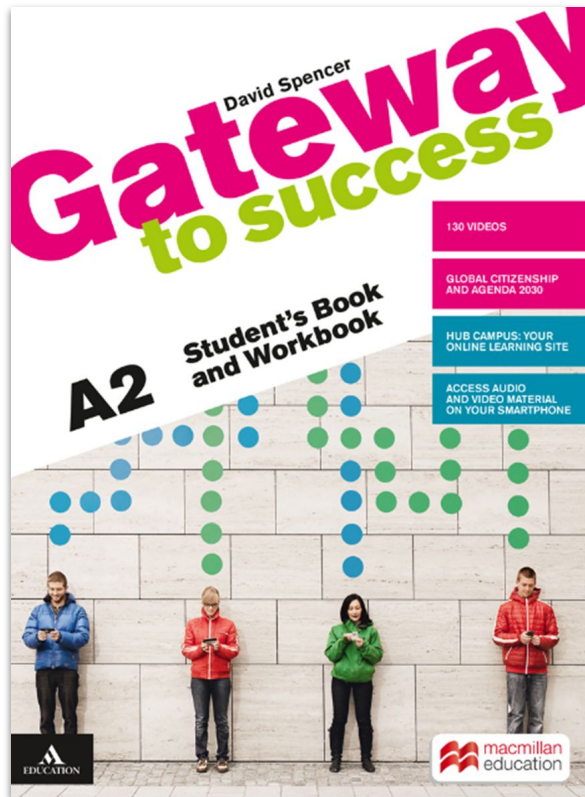


**MACMILLAN EDUCATION
ENGLISH WEDNESDAYS**

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