

# IN A NUTSHELL

YOUR WEEKLY DISCUSSION BOOSTER

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## MY HOME IS MY (TINY) CASTLE

A micro-house from  
IKEA for only \$9400

## SOUNDS LIKE A DEAD-END JOB?

A deceased professor  
continues to teach

# My home is my (tiny) castle

There comes a moment in everybody's life when they have to choose where they want to live. Many have a **dilemma**: they would like to live closer to nature and have more freedom, but the prices of houses are so high they **can only afford to buy** a small flat.

Perhaps thanks to the pandemic, which kept people in **cramped** spaces for a long time, more and more companies started offering an alternative: micro-houses. One such proposition comes from IKEA. The company invited two architects, Johanne Holm-Jensen and Mia Behrens, to their experimental lab where they designed a house you can have for only \$9400.

It has 49 square meters and is built from **plywood**. Just like every other IKEA product it can be transported in parts and assembled **on the spot**. But you don't even have to do this. The whole design was published at building-blocks.io, so you can download it and make it **from scratch** on your own. What is more, the building is based on modules which you can adapt to your individual needs. For this price, it will be cheaper than a studio flat even if you need to buy land where it will stand.

However, there is one serious **drawback**. Plywood is not **resistant** to rain, so in the project it was protected with **tar** which smells bad and looks unattractive. The designers have yet to **say their final words**, though.



## RETELL

Why did companies start offering micro-houses?

How much does the IKEA house cost?

What is the building made of?

Do you have to buy the product from IKEA?

What disadvantage does it have?



## DISCUSS

It is better to live in a small house than in a small flat.



## ARGUMENT BANK

Do neighbours disturb you when you live in a house?

Can you easily make your house bigger?

Can your kids play outside unattended when you live in a house?

Why is living in a flat cheaper?

Why could building a house be complicated and time-consuming?

Is it easy to sell a flat?

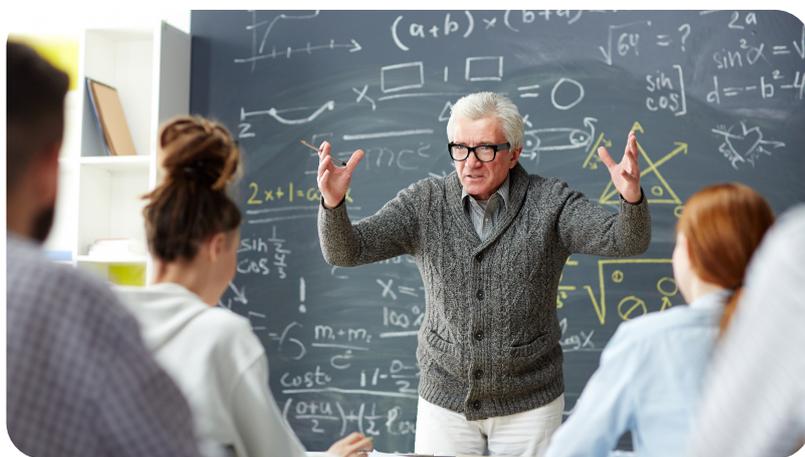
# Sounds like a DEAD-end job?

Teaching is one of the most rewarding occupations, yet it is really flattering to be looked up to as a source of inspiration and invaluable knowledge long after you've **kicked the bucket**?

A Canadian university student, Aaron Ansuini, barely recovered from shock after he'd found out the professor whose "live" lectures he had been attending online had actually passed away the year before. Speechless as he was, Ansuini double clicked on the link to the information about his professor only to be redirected to his **obituary**. Although his perplexity knew no boundaries, facts remained facts.

The point is that owing to social-distance learning, the university had recorded the **deceased** professor's lectures while he was still alive and later used them to provide its students with academic support. Quite a smart ploy, isn't it? Although this situation **raised a lot of eyebrows**, the university **set a precedent** for such practice to start growing **exponentially**. In recent years, **tenures** at universities have become an unthought-of thing since most academic positions on offer are temporary and easily replaceable, which is very cost-effective. Educational establishments might **follow suit** and start "recycling" the lectures recorded by either retired or deceased professors and thus **kill two birds with one stone** – keep the tuition fees unchanged while capitalizing on not hiring and, consequently, not paying any new teaching staff.

The whole thing may not be that **appalling**, though. We still listen to music composed by deceased artists, admire paintings created centuries ago, read books whose authors' ashes mixed with dust, so why not make use of the opportunity to learn new things from clever professors' lectures even though the image we see on the screen is, in fact, only a digital reflection of what a living person used to be.



## RETELL

Why was Aaron Ansuini in a state of shock?

What did he come across while browsing the net?

How did the university take advantage of its professor?

What is the current employment trend at universities?

Why is the whole situation, in fact, relatively acceptable?



## DISCUSS

It is OK for schools to offer online courses based on videos made by late teachers.



## ARGUMENT BANK

Are there any teachers who are unique enough for a school to stick to their lectures even after they die?

Can a school use materials that have been paid for?

Can watching inspiring videos be an effective way to learn?

How would you react if you were a child of a deceased teacher whose lessons are still used?

How would you react if you discovered that your online teacher had been long dead?

Should tuition fees be lower if students are taught online?

# How to use this magazine?



## THE LEARNER



### CHOOSE YOUR LEVEL

Choose a text which is fairly easy for you to understand. Continue reading articles at this level until you are ready for more advanced reading.



### READ THE TEXT

Read the text and check if you can answer the questions in the box. Try to retell the text to yourself or find someone you can talk to in English.



### CHECK THE VOCABULARY

Words are the essence of any language. Look them up on your own. This extra effort pays off! Make your own notes. Don't check every single word you don't understand.



### DISCUSS/WRITE

Find somebody to discuss the subject with. If you work alone, try to find arguments and write an essay about the subject. If you can get it checked by someone - perfect!



### REVISE

Never read a text only once. Always come back to it - next day, after a week, after a month. Try to retell the text to yourself using the bolded words. Make sentences with the bolded words. Practise, practise, practise!



## THE TEACHER



### CHOOSING THE LEVEL

Use the right text with the right learners. The first article will work with teenagers (grade 7 and higher) and adults at B1 - B2 levels. The second one is for high-schoolers and adults at C1 - C2 levels.



### READING

Get the students to read the text at home. Pick one to retell the story in class. Reading in class is possible, but takes away precious time.



### CHECKING THE VOCABULARY

Ask your students to look up the bolded words before the lesson. They can prepare definitions or translations.



### RETELLING THE STORY

At the beginning of class, a chosen student retells the story. He or she should do it well, trying to use as many bolded lexical items from the text as possible.



### DISCUSSION

Get your students to discuss the subject. Make them find at least 5 arguments for and 5 against. They should note the arguments down for later use.



### WRITING

Ask your students to write an essay based on their arguments. Discuss it with them. Give constructive feedback.



### REVISION

During the next meetings, ask your students to retell the story in pairs. Also, they can try to write their own sentences with the bolded words. Practise is key, and there are many ways to do it!

# AMAZING LESSONS

# EVERY WEEK

IN A NUTSHELL, a weekly discussion booster for teachers and learners of English.

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