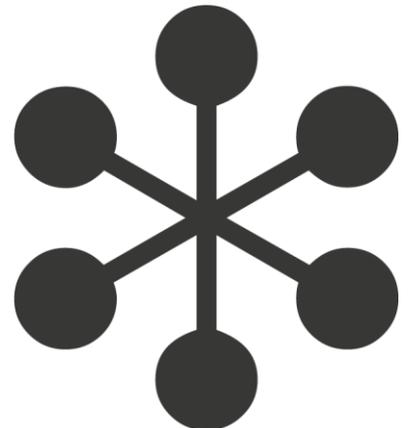
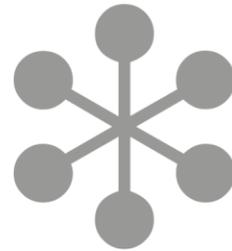
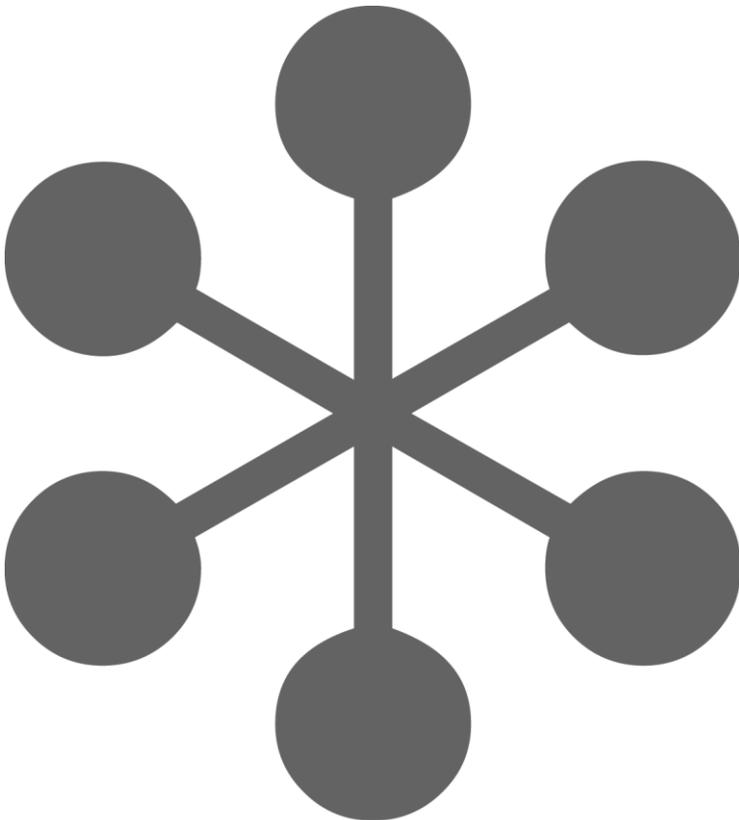




Cambridge English

Preparing learners for the 21st century

7Y07



Handout: Resources to explore 21st-century skills

- The 21st-century skills and categories listed in the presentation are taken from Suto, I (2013) 21st-century Skills: Ancient, ubiquitous, enigmatic? *Research Matters* 15, pp.6–7, Cambridge: Cambridge Assessment. Available online at: <http://www.cambridgeassessment.org.uk/images/130437-21st-century-skills-ancient-ubiquitous-enigmatic-.pdf>
- They are based on research done by ACT21S (2013) *Assessment and Teaching of 21st-century Skills*, available online at: <http://atc21s.org>
- Andreas' Schleicher's article describing the future of work and its implications for education is at: <http://www.oecd.org/general/thecasefor21st-centurylearning.htm>
- An alternative way of thinking about 21st-century skills (with definitions of many of the skills) can be found at: <http://www.p21.org/about-us/p21-framework>
- For a short talk on how the idea of 21st-century skills fits into the longer history of education, see: <http://tedxtalks.ted.com/video/What-60-Schools-Can-Tell-Us-Abt;search%3Atag%3A%22tedxdenverteachers%22>
- An article from the US (where the focus is more on character education) against 21st-century skills: http://www.huffingtonpost.com/jordan-shapiro/the-trouble-with-21st-cen_b_4108231.html

Handout: What are information and ICT literacy?

Work together to match the subskills below with the headings. You can use any resources that you have access to, including other participants!

| 1) Information literacy | 2) ICT literacy |
|-------------------------|-----------------|
| | |

| | |
|----|---|
| a) | communicate information effectively |
| b) | be able to evaluate information |
| c) | use digital resources to find information |
| d) | know when and why you need information |
| e) | be able to use digital tools and media work to build collective understanding |
| f) | be able to use information effectively |
| g) | build and develop online social networks and communities |
| h) | use information responsibly and ethically |
| i) | know where to find information |
| j) | create, organise and upload information or knowledge to digital resources |

Handout: Seminar activities

Here are the outlines of three of the activities you have done in today's session.

The 21st-century skills practised in each activity are given after the title.

Choose one of the activities in your group, and discuss these questions:

- What levels could you use this activity with?
- What age groups could you use this activity with?
- How could you adapt this activity so it would work better with your learners and in your context?
- How could you extend this activity? Could you add further skills work or language work?
- How would the activity help to prepare learners for a Cambridge English exam?

A) Working with audio-visual input (*communication, critical thinking*)

- 1) Choose a short piece of audio-visual or audio input that will interest your learners, and which deals with a topic they will respond to.
- 2) Do a short pre-listening activity. This will depend on the material, but you may present some key vocabulary, use a related image or allow learners a few minutes to discuss what they know about the topic.
- 3) While watching or listening, ask learners to identify three different ideas or pieces of information to which they respond differently, for example, surprise, agree, question.
- 4) In groups, ask learners to discuss their responses to the questions. Make it clear that they must provide reasons for their responses. This may require you to provide learners with questions to ask each other to encourage them to justify their statements, e.g. Why do you say that? Can you explain what you mean? What reasons do you have for saying that?

B) Many viewpoints – integrated skills activity (*information literacy, communication, collaboration, critical thinking, citizenship*)

- 1) Choose a topic which interests your learners and for which there are many different opinions. Collect some materials which present different points of view on the topic – these could be written texts or audio-visual materials.
- 2) Present the materials, ideally giving each group different materials so they find out about a specific viewpoint and evaluate the relevance of the materials they work with.

- 3) Regroup the learners so there are a range of viewpoints and input materials represented. Ask learners to explain what they have learned and express their opinions.
 - 4) After a set time limit, each group must present one idea they have discussed and explain the reasoning behind it. They must not repeat an idea that has already been mentioned.
- C) Collaborative problem-solving (*collaboration, problem-solving, ICT literacy, information literacy*)
- 1) Set each group a different but related task, e.g. finding definitions of words or terms; explaining how a set of words are used; finding out about inventions.
 - 2) Set tight limitations to the task, e.g. timing, size of final product, media. Allow learners access to any resources which may help them, but point out that they must use the time wisely to find creative and alternative approaches to solving the task.
 - 3) Once the time is up, groups present their outcomes to the class to share information or understanding. This could be done by online access.
 - 4) Learners then reflect on how they managed their task, what worked and what they could have done differently.

Follow-up

Share your ideas for the activity you've chosen by uploading them to an online working wall, such as Padlet. You'll be able to see other seminar participants' ideas there as well.

Handout: Seminar activities – key

| Question | Activity A: Working with audio-visual input | Activity B: Many viewpoints | Activity C: Collaborative problem-solving |
|--|---|--|--|
| What levels could you use this activity with? | A1–C2 | B2–C2 | A2–C2 |
| What age groups could you use this activity with? | Young learners, teens, young adults, adults | Teens, young adults, adults | Younger teens and teens, young adults, adults |
| How could you adapt this activity so it would work better with your learners and in your context? | For learners at younger/lower levels, responses can be like/don't like/feel happy, etc. Use a topic with local relevance – make own recording. | Set learners the reading/listening activities as homework. Choose a topic as a class and ask learners to find relevant materials. Groups learners carefully to allow for different strengths and weaknesses. | For lower levels/younger learners, keep to definitions or pronunciation of new vocabulary. For older/more advanced learners, research grammar items, collocations, connotations, idioms. For CLIL contexts, learners can research characters from a historical period, geographical features, etc. |
| How could you extend this activity? Could you add further skills work or language work? | Use as a lead-in to a debate or role-play. Use as a lead-in to essay writing or formal letter writing. | Learners could research one aspect of the topic further. Use as a lead-in to a debate or role-play. Use as a lead-in to writing essays or formal letters. Use as a lead-in to watching a longer documentary on the topic. | In subsequent weeks, play games using the vocabulary items to review and revise them. Set up online quizzes, e.g. on Quizlet, using learners' research. Create stories (individually or collaboratively) using the new language. |

| How would the activity help to prepare learners for a Cambridge English exam? | | | |
|--|--|--|---|
| Reading/Use of English | Extension: reading for opinion, global meaning, detail, etc. | Extension: reading for opinion, global meaning, detail, implication, purpose, etc. | Accuracy and range of grammar and vocabulary; reading for detail. |
| Writing | Extension for writing skills – essay writing (Part 1 task), letter writing. | Extension for writing skills – essay writing (Part 1 task), letter writing. | Language appropriacy and range; story writing is a task type in some Cambridge English exams (<i>Cambridge English: First for Schools, Preliminary for Schools, Preliminary</i>). |
| Listening | Listening for opinion, attitude, gist. | Listening for specific information, detail, main idea, opinion, speaker feeling, attitude, gist. | |
| Speaking | Giving and justifying opinion; extending answers; maintaining and developing in interaction. | Producing extended stretches of language; using intelligible pronunciation; maintaining interaction; responding appropriately. | Grammatical and lexical resource; word pronunciation. |

Handout: Lesson plan

| | | |
|-------------------------------|---|---------------------------|
| Teacher: | Date: | Level of class: B1 |
| Lesson Length: 50 mins | | |
| Language objectives: | a) to develop speaking and listening skills, specifically: <ul style="list-style-type: none">• discourse management• interactive communication (as required in <i>Cambridge English: Preliminary Speaking</i>) | |
| | b) to practise the use of mixed question forms and extend topic vocabulary | |
| | c) to practise making suggestions and dis/agreeing with others | |
| | d) to extend topic vocabulary | |
| | | |
| 21C skills development | a) team working and collaboration | |
| | b) creativity | |
| | c) critical thinking | |
| | d) ICT skills | |

Handout: Classroom activities

Classroom activity: Parent/teen contract

Timing 60–90 minutes

Materials *Complete First* (2nd edition), Cambridge: Cambridge University Press; some learners need internet access (can be out of class time)

Rationale This activity is aimed at learners who are working towards B2-level English. It is based around a role-play from a coursebook page, and then extends the activity into a task where learners need to research and present their outcomes. It integrates speaking, listening, reading and writing, as well as a number of 21st-century skills. This activity develops problem-solving, ICT literacy (the Group A task), critical thinking (Groups B and C tasks), information literacy (all three tasks) and collaboration (devising the contract).

Procedure

N.B. The coursebook provides plenty of input to help learners deal with this topic before they do this role-play.

It is Saturday night and your teenage son/daughter has gone out with friends. You are annoyed because:

- they came home half an hour late
- you called their mobile but there was no answer
- this has already happened once this month.

Have a conversation with your teenage son/daughter. Find out what happened and decide how to avoid this situation in the future.

1. Ask learners to do the role-play, then divide the class into three groups. Each group has a different task:
 - A) Group A: Find out and compare the ages at which young people reach different rights and responsibilities in 3–5 countries from around the world. For example, the right to vote; the right to marry; the right to leave full-time education; the right to join the armed forces, the right to drive a car. Learners will have to decide what areas they want to investigate before doing their research, and which countries to focus on. Do they want to look at countries which are culturally similar to their own, or very different? The group also needs to decide on the best way to present the findings of their research to the rest of the class.

- B) Group B: Interview up to four adults about their opinions on the rights and responsibilities that teenagers have or should have. What do they think teenagers should be allowed to do, and when? What rules do they think teenagers should have to follow? Learners should first write their questions, but they should also write follow-up questions for each one, which ask the interviewee to justify his/her answer. After the interviews, the group could be asked to decide which of the opinions they dis/agree with. The teacher may also ask the learners to note whether the interviewees include facts, as well as opinions, in their responses.
- C) Group C: Interview up to four teenagers about their opinions on the rights and responsibilities that teenagers have or should have. What do they think teenagers should be allowed to do, and when? What rules do they think teenagers should have to follow? Learners should first write their questions, but they should also write follow-up questions for each one, which ask the interviewee to justify his/her answer. After the interviews, the group could be asked to decide which of the opinions they dis/agree with. The teacher may also ask the learners to note whether the interviewees include facts, as well as opinions, in their responses.
2. Once the groups have carried out their tasks, tell the whole class they are going to devise a parent/teen contract which parents and teenagers agree to concerning the issues raised in the original role-play, or other issues which learners think are relevant to their context. Together they should create a set of success criteria for this contract, e.g. parents are happy to sign this contract; the terms of the contract are easy to understand; teenagers are happy to sign this contract; there are clear consequences if the contract is broken.
 3. Reorganise the groups so that there is at least one person from each of groups A, B and C. The new groups should contain 3–5 people. Learners must begin by exchanging their information and results from the first task and deciding which of that information could be useful for their contract.
 4. They then work on developing the contract. It must include points for the parents to agree to, as well as the teenagers. The format and layout is up to the group, and they can focus on one specific age group or include different points for different age groups. Learners should be encouraged to allocate tasks so different learners' skills are used, e.g. layout, wording, negotiating.
 5. Once the contract is complete, the learners return to the adults and teens they interviewed at the start for a critical evaluation. They should ask the adult/teen to evaluate the contract according to the success criteria they established.

Classroom activity: Photo stories

- Timing** up to one hour, divided over more than one lesson and homework time
- Materials** a set of 8–10 pictures or photographs which can be displayed for learners to see
- Rationale** This activity is aimed at learners at A2 or B1 levels. It is a collaborative task which requires learners to think creatively, reach decisions, communicate, use ICT skills, and show initiative and self-direction. Depending on the topic chosen, it may also develop local citizenship. It develops learners' story writing skills for *Cambridge English: Preliminary* and *First for Schools*, or report writing for *Cambridge English: First*. It also develops their ability to identify facts and opinions when listening.

Procedure

1. Show your set of pictures and tell a very basic story using them, but remember to include an opinion at some point. For example, for photos of an anxious student, a bus stop, traffic lights, a clock, a bus, a school, an angry teacher and empty streets:
 - Near my house there's a bus stop which I wait at every morning. One day last week I waited for nearly an hour because there was an accident at the traffic lights. I was late for school, and the teacher was not happy. If more people use buses instead of their cars, there won't be so much traffic and I can get to school on time.
2. After learners hear the story, ask if the text includes facts, opinions or both.
3. Explain that the students are going to take photos and create their own story, then save it digitally so that others can see it and comment on it.
4. Organise learners into groups to discuss their story. Give them some prompt questions if necessary:
 - Would you like to write a report or a story?
 - Is there something about our city/area/community which you would like to talk about?
 - Have you attended an event recently – sports, entertainment – that you can tell us about?
5. Allow the groups a few minutes for discussion, then get feedback on their ideas so far, and offer encouragement, suggestions, etc.

6. Together, elicit what the different tasks are that the groups will have to do, e.g. plan the photos, take and upload the photos, develop the story, edit the story, review and improve the final version. Allow each group to decide how they are going to allocate the tasks, but ensure that each member of the group has an equal role to play.
7. Outside class, learners must take their photos and create the report or story. It is important that they use a website which allows others to see the photos, such as Instagram or Flickr, or they can create a comic strip using a site such as <http://chogger.com/creator>, or create a slide show.
8. In class, learners then take turns to tell their story to the others, using their photos. It should not be written, except for some key vocabulary they need to help tell the story. Encourage students to ask questions about the story, to ask for clarification of vocabulary if necessary, etc.
9. Allow the class to discuss the best way of storing the picture stories digitally, e.g. using USB sticks or a cloud-based application. The groups must create an electronic document, telling their stories, which can be saved then peer-corrected.
10. Photos and stories may be shared online or recorded as slide shows or online videos, e.g. YouTube, Vimeo.

Variation

- For higher levels (B2/C1), learners can brainstorm what they don't like about living in their town. For homework, they can use their mobile phones to take photos to support what they have said.
- In the next lesson, group learners according to their topic (what it is they dislike). They must compare photos, and decide the following:
 - Who is responsible for this feature of our town?
 - In what ways (if any) are they (the learners) responsible?
 - How can they help to improve the situation?
- Each group then summarises their discussion to the rest of the class, using their photos to illustrate the problem.
- Finally, learners set their own essay titles and write an essay about their problem.

Classroom activity: Topical issues

- Timing** up to one hour
- Materials** You will need a range of texts, which can include audio-visual texts, on a contentious topic; there should be around 5–6 texts in total. If possible, this should be a locally relevant topic, but if not, a search of English-language news sources will provide ideas. The collection of the materials can be done by the teacher, or by the learners as homework. Materials can be printed out if no internet access is available in class, or accessed online. However, it is important that in either case, the source of the material is made clear.
- Rationale** This reading activity is for learners at B2 or C1 levels, but can be adapted for use with learners at B1 level as well by using fewer or shorter texts, or adapting texts. It helps to improve reading skills such as recognising opinion, purpose, attitude and tone, and recognising implied meaning. It also gives learners the opportunity to handle longer texts and become more confident with them. In terms of 21st-century skills, it focuses on information literacy skills as well as developing problem-solving strategies, critical thinking, creativity and citizenship.

Procedure

1. Display the materials to the class. Explain that, for each text, as a class they need to answer the following questions:
 - What is the main idea of the text?
 - What facts are given in the text?
 - Does the text make any claims which are not supported by facts? What are they?
 - What is the purpose of the text?
 - What is the attitude of the writer?
2. Elicit suggestions for how they could go about answering these questions for each text, making it clear that this is a class goal, not an individual goal. Encourage learners to discuss each others' ideas, questioning them until they reach an agreement on the best way to proceed.
3. Follow the learners' suggestions for tackling the task, and allow them sufficient time to work on the texts, answer the questions and ensure everyone has an overview of the texts. This will probably take about 20–25 minutes.

4. Ask learners to work in groups and to rate each text out of ten in terms of the following criteria:
 - quality of information given
 - reliability
 - neutrality
 - accessibility (how easy it is to read)
 - engagement (how interesting it is to read).
5. Encourage learners to consider the language used and how this presents information in a specific way.
6. Discuss learners' ratings and have a brief discussion on language choices.

Extension

Learners can organise themselves into groups according to their opinion about the issue. Each group must produce a persuasive text to try to convince others. They must identify who they are trying to target with their text (young people; local government; people who behave in a certain way). They can choose the mode and medium of this text – online, poster, video, text, etc. Learners then work in their groups to produce their texts and present them to the class.

Notes

An example of a topical issue is the debate over fracking (the extraction of gas from rock underground) in North Yorkshire. The internet provides a wide range of text types such as the ones below – presenters should vet these links to make sure any they intend referring to are still live before the seminar:

- The local council's official information:
<http://www.northyorks.gov.uk/article/28613/Shale-gas>
- The National Park Authority statement on fracking:
<http://www.northyorkmoors.org.uk/planning/fracking-shale-gas>
- News reports on the recent decision to allow fracking in North Yorkshire:
<https://www.rt.com/uk/344236-fracking-north-yorkshire-protest/>
<http://www.ft.com/cms/s/0/d40af152-2110-11e6-9d4d-c11776a5124d.html>
- A protest group website: <http://frackfreenorthyorkshire.com/>
- A response by a government minister to the protests:
<http://www.yorkshirepost.co.uk/news/opinion/andrea-leadsom-fracking-is-an-opportunity-not-to-be-missed-or-feared-1-7935665>