Developing essential skills for 21st century learners

Michael Harris      Italy      March 2014

‘Going to the Opera in the Year 2000’  Albert Robida (1882)
21st century skills

Which two of these skills are the *most* useful and which one is the *least* important?

a) learn on your own using the technology available.
b) understand people from other cultures.
c) remember a lot of facts.
d) cooperate and communicate effectively.
e) use digital media to communicate.
f) process information critically.
21st century skills

- Self-directed learning
- Information handling + critical thinking
- Teamwork/communication
- Intercultural competence
- Digital connections

GLOBAL AWARENESS

DIGITAL LITERACIES
Choose two of the activities below (a-f). Write notes about the activities in your town or city.

a  sightseeing/places to visit  
b  music  
c  films/plays  
d  museums/galleries  
e  sport/exercise  
f  markets

*Milan:*
*Piazza Duomo - summer evenings: street performers*

Work in groups. Tell your partners about the activities.

*Go to Piazza Duomo and listen to the free concerts. They are at seven o’clock in the evening.*
Identity

My family roots are in **England** / **Wales**.
I am proud of my/our **2** _______.
One thing I love about my country is the **3** _______.
I suppose I'm a/an **4** _______ type of person but I'm a bit too **5** _______.
I'm passionate about/keen on **6** art / fashion / nature / sport, etc.
I'm **7**'m / 'm not into **8** _______.

- country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses
- climate, food, landscape, lifestyle, people, wildlife
- adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty
- independent, laid-back, rebellious, shy, untidy

- **wearing** badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos, piercings, tattoos

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**5** **PET SPEAKING - Part 1** Work in groups. Use the **Vocabulary Network** to talk about your identity.

- WORKBOOK p. 123
- PRONUNCIATION - digital practice: ex. 1
- VOCABULARY - digital practice: ex. 2
Sound Choice UNITS 5-6

Sound Check

Say the words and expressions below.

a) bigger, nicest, longer (Exercise 1)
b) bathroom, Thursday, maths (Exercise 3)
c) he's, his, cheap (Exercise 4)
d) cheap, street, read (Exercise 5)
e) How much are the tickets? (Exercise 6)
f) outdoor, art, theatre (Exercise 7)

Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

Grammar - Listen and repeat the words.

1) big - bigger
2) nice - nicest
3) long - longer
4) busy - busiest
5) old - older
6) small - smallest

Grammar - Regular past endings. Write the words in the correct column depending on the sound of the final -ed. Then listen to check.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>lived</td>
<td>worked</td>
<td>wanted</td>
</tr>
</tbody>
</table>

Consonants - Unstressed schwa sound. Listen and repeat the words.

1) bathroom
2) birthday
3) thirsty
4) theatre
5) Thursday
6) maths

Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.
CHECK YOUR PROGRESS

A. Look at your results on this page. What language areas in this unit do you need to study more?

1. Now I can ________ well / quite well / with difficulty.
2. Now I can ________ well / quite well / with difficulty.
3. Now I can ________ well / quite well / with difficulty.

B. Look at the communication and competences objectives on p. 95 in the Students' Book and evaluate your learning.

1. Now I can ________ well / quite well / with difficulty.
2. Now I can ________ well / quite well / with difficulty.
3. Now I can ________ well / quite well / with difficulty.

Go to the DIGITAL PRACTICE for more exercises.
Exercise 15: Passives – Modal verbs

Inserisci il verbo e gli elementi opportuni nella seconda frase di ogni coppia, in modo da farne la trasposizione al passivo della prima. Fai attenzione all’eventuale complemento d’agente.

1. Lack of sleep can cause car accidents.
   Car accidents ____ lack of sleep. ____
   
   **Usa can con il verbo be. Ci vuole la preposizione by?**

2. They should explain these things in detail later.
   These things ____ in detail later.
   
   **Osserva il verbo modale usato nella frase attiva. Per formare il passivo di una frase con un modale, lo stesso verbo modale deve essere anteposto al verbo be. A questo si aggiunge il participio passato del verbo che esprime l’azione.**

3. Only people over 18 can see that film.
   That film ____ people over 18.

4. You can’t buy these old vinyl records in the shops.
   These old vinyl records ____ in the shops.

5. You must change the battery of this watch once a year.
   The battery of this watch ____ once a year.

6. The police could arrest the terrorists very soon.
   The terrorists ____ very soon.

**BLENDED LEARNING**
1- Is an argument being given?
2- What is it?
3- Should I be persuaded by it?

TRACY BOWELL AND GARY KEMP (2005)
Which of the things below are sometimes or always free in London? Guess the answers.

- concerts
- night clubs
- museums
- art galleries
- professional football games (e.g. Spurs and Chelsea)
- sightseeing
- running and skating
- films
- street performers
- sports centres
- plays

Listen and read the website and check your guesses from Exercise 16.

Read the website again. Complete the notes.

1. Free music at: the National Theatre, the HMV Music Store, Covent Garden Market
2. Street performers at: ___________
3. Exhibits in the Science Museum: modern technology and ___________

VOCABULARY - digital practice: ex. 50
1 What do you know about London?
2 Write two questions about London.
3 Listen and see which questions you can answer.
Listening

23. Look at the photo. Listen to a news programme and choose the best headline (1-3) below.

1. New president looks for new country
2. Rising sea level destroys coral reefs
3. Maldives builds artificial island

Skills Builder Listening

Completing notes
- Guess what kind of information you are listening for (e.g. a number, a measurement, a date, a place, an activity, an action) and use your general knowledge to make guesses.
- Listen out for key words in the notes (e.g. population) and words with the same meaning (e.g. the number of people).
- Use abbreviations to write down the information on a piece of paper (e.g. 1.5 m = metres).

24. Listen to the programme again. Use the strategies in the Skills Builder to complete the notes below.

Population of the Maldives: 1 __________
Number of islands: 2 __________
Sea level rise: 3 __________
Highest point in the Maldives: 4 __________
Future rise in sea level: 5 __________
Year of the tsunami: 6 __________
The tsunami destroyed: 7 __________
Solutions: buy another 8 __________
build 9 __________
1 Taking notes

- Before you listen, draw an empty network to complete or use any topics that are given to draw it.

- reasons for the design
- rising sea levels
- Dutch floating house
- the views from the house
- the top floor
- how you get to it
- Edda’s bedroom

- When you listen the first time, identify the list of topics (or write down a list of them).

- When you listen again, write down important information related to each topic. Do not try to write down too much information. Use abbreviations.

- After listening, add any other information to the network that you remember and that is relevant.

- Edda’s bedroom
- the living room
Michael Harris
Essentials 21st skills for the century Classroom

CC Marlies Van Eunen-de Boer
Commenting on research findings

Britain’s most dangerous animals

Thrill seekers around the world are always looking for exciting and dangerous adventures from diving with sharks in South Africa to crocodile safaris in Australia, but could the UK ever be a holiday destination for dangerous wildlife? Write in and let us know what you think.

What about the deadly killer whales in the north west of Scotland? People will be surprised to learn that Britain is home to killer whales. We could offer diving with whales, or whale safaris – there are hundreds of whales swimming around our coast.

Ricky, Glasgow

The adder is the most poisonous and vicious animal in the UK. There are thousands of them here in Wales. An adder bit my cousin just last year – she stepped on it by accidently, and it attacked her viciously. Luckily she was ok because we got her to the hospital on time. But I think people will pay money to come and hunt adders.

Anita, Pembrokeshire

**FACT CHECK:** The killer whale is part of the dolphin family. There is only one small group of killer whales in Scotland (currently 5 whales) and they are a protected species. They usually feed on seals and are not generally dangerous to humans. According to ‘Save our Seas’ association there have been no human deaths from killer whales in the UK.

**FACT CHECK:** The adder is not an aggressive animal and will only attack when threatened. About 100 people report adder bites each year – none of them result in fatalities and all of them are as a result of either stepping on the snake or hounding it. We don’t know precise figures of adder populations but researchers generally agree that populations are declining due to the disappearance of their natural habitat.

**TASK – World’s deadliest animals**

**44** Surf the net and do some research to find out about dangerous animals in one of the following English speaking countries:

- Ireland
- South Africa
- New Zealand
- USA
- Australia
- Canada

Present your findings to the class and add your opinions. Vote on the country with the deadliest animals.

**21st Century Skills Builder**

**Information literacy**

**Identifying facts and opinions**

- **Facts** - true information (e.g. About 100 people report adder bites each year).
- Be careful - sometimes writers get their facts wrong.
- Double check facts by looking at more than one source of information.
- Look out for references in books or hypertext in websites that give the source of information (e.g. according to ‘Save our Seas’) to check the fact.
- Facts often have numbers, dates, and names.
- **Opinions** often contain opinion adjectives (e.g. amazing, incredible).
- There are opinions in many predictions (e.g. They will be really frightened), comparisons and superlatives (e.g. It is the most vicious animal).
Before you start

3. Read the review of a video game. What does the reviewer tell you about the game? Order the comments below.

By SimsFan
🌟🌟🌟
I love The Sims! It's a strategy game and you control the lives of cartoon characters – the 'Sims'. You help them work, play, shop and do things in their houses. I bought the first Sims when I was thirteen and I played it every day. This new version is much better – it has got amazing graphics, lots of new and fun characters and incredible music. But it does crash sometimes. 😞 It's not a cheap game (£19.99), but it is great fun!

Comment (6)

3. Read some of the reviews and make notes. Do not copy the text from the webpage.

a. What happens in the game?

b. The kind of game?

c. The name of the game?

d. What features it has?

e. The price?

f. Problems with the game?

3. Answer the questions below about your favourite computer game.

1. What is the name of the game?

2. What kind of game is it (role-playing, simulation)?

3. What happens in the game (is there a story)?

4. What features does it have (graphics, music, levels)?

5. How much does it cost?

6. Does it have any problems?

7. Why do you like it?

Task

4. Use your answers from Exercise 2 and your notes from Exercise 4 to write a review of your favourite computer game. Use the model from Exercise 1 to help you.

5. Give your review to the other students in your class to read. Which computer game do most of the class like best?

Research

4. Go to www.amazon.co.uk and search for your game.

Tip!
Sometimes the language in online reviews is difficult, so don’t try to understand every word. Try to get a general idea of the review. If you don’t understand a sentence, you can use an online translator like Google Translate, www.translate.google.com but remember that online translators are not a 100 percent accurate.
Task: Look at the features on a company’s Facebook page and write a short review of it.

Tools: www.nordicvisitor.com  www.facebook.com/nordicvisitor

Skills: Finding specific information on a web page, and exploring and evaluating a social networking site.

Before you start:
1. Go to www.nordicvisitor.com. Which places can you visit with this tour company? Where would you like to visit?
2. Explore the Facebook page for Nordic Visitor www.facebook.com/nordicvisitor

Task:

Look at the features (1-6) on Facebook and match them with the things they do (a-f):

1. the ‘like’ feature ______ 4. info ______
2. photos ______ 5. reviews ______
3. notes ______ 6. discussion ______

a. gives information about the company (its objectives, products etc.)
b. customers’ opinions of holidays
c. shows other sites that the company thinks are of interest
d. shows photos from the holidays
e. shows people’s opinions of holidays
f. gives information about new offers and products

Tip! When evaluating a Facebook page:
• Think about the features on the page.
• Does the page help you understand the holidays Nordic Visitor offers?
• Does the page make you want to take a holiday with them? Why/Why not?
• What else would you like to see on the page? i.e. anything missing, in your opinion?

Research:

The Wall

The Wall often includes comments and photos from the company and their clients. It is usually the page you see first. To see if a wall is active, look at how often and when people last posted comments.

3. Look at the wall on the Nordic Visitor Facebook page. Can you find these things?
   1. travel information and updates
   2. customers’ messages
   3. customers’ photos
   4. customers’ opinions
   5. company links and photos
   6. advertisements of new products

4. Evaluate the Nordic Visitor page’s features. Write a short review of the page.

Review:

In this task I have:
• explored and evaluated a social networking site
• written a short paragraph about a company social networking site.

BEST CHOICE 2
Welcome to the website for the Dihydrogen Monoxide Research Division (DMRD), currently located in Newark, Delaware. The controversy surrounding dihydrogen monoxide has never been more widely debated, and the goal of this site is to provide an unbiased data clearinghouse and a forum for public discussion.
Look at the photos (a-c) from a BBC comedy programme. Guess the answers to the questions.
Talk Builder Giving opinions

Always Learning

WORKBOOK p. 207

BEST CHOICE 1
TASK - A survey on family life

1. Do a survey about your friends’ views on family life. Ask the following questions:
   - What is the ideal family unit?
   - Should it contain two parents?
   - Should they be married?
   - Should they be heterosexual?

   Present your data and debate the results.

21st Century Skills Builder Communication

Debating ideas

In a debate, listening is as important as talking. Acknowledge what other people say, even if you do not agree with phrases like:

I take your point but, ... That’s interesting, but ...

BEST CHOICE 1
Houses in numbers

Many people's idea of the perfect house is the typical British cottage with a beautiful garden – but how many people in the UK have got houses like this? The answer is not many. The majority of houses in the UK are semi-detached houses and while many people are happy with their houses the situation is different for a lot of people. There is currently a housing crisis in the UK – every year there are 650,000 more people in the UK, but the number of new houses each year is small – 100,000.

In addition architects in the UK are not happy about the size of new houses. The majority of new houses haven’t got much space or light. In a lot of new houses there is little space for furniture and possessions – in some houses there isn’t even space in the bedroom because there isn’t a wardrobe, in many kitchens there isn’t a fridge, there aren’t any chairs – they have just the living room. For big families these are a real problem – around 400,000 families in the UK are overcrowded. But these are the only families – they have got houses. There are 75,000 families with no home at all in the UK – this is a big problem.

**Average house sizes in the UK**

<table>
<thead>
<tr>
<th>Type of House</th>
<th>Number of Bedrooms</th>
<th>Living Space in Square Metres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Flat</td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td>House</td>
<td>2</td>
<td>83</td>
</tr>
<tr>
<td>House</td>
<td>3</td>
<td>90</td>
</tr>
</tbody>
</table>

**Family sizes in the UK**

- one person: 29%
- two people: 35%
- three people: 16%
- four or more people: 20%

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**TASK - Houses in the UK and Italy**

**41** Use the internet to find out:

- What are the most common types of houses in the UK? Detached, semi-detached, apartments, other? And in Italy?
- What percentage of the population live in the different kinds of houses?

Use a table or a chart to present your research to the class and debate the results.

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**21st Century Skills Builder**

**Media literacy**

**Presenting information visually**

When talking about numbers and percentages it is useful to use visual images such as:

- tables
- graphs and charts
- photographs
**Car Facts**
- 388,350 km of roads in the UK
- 75% of households have 1 car
- 33% of households have 2 cars
- 64% of all journeys are by car
- 13,567 km = average annual car mileage

**Rail Facts**
- 16,209 km of railway network in the UK
- 2,516 stations
- 1.33 billion journeys/year

**Bus Facts**
- Bus is the most popular form of public transport - over two thirds of all journeys made by public transport in the UK are by bus. The average distance travelled by bus is 226 miles per person per year. Over 5 billion journeys per year are made by bus in the UK.

**Car travel is the most p-**
- UK and there are approx-
- Around 75% of households
- car: 33% have two or more of all trips made. The average trip is estimated to be 13.567 km.

**21st Century Skills Builder**

**Presentation Skills**
- Don’t read from your notes, speak clearly and slowly and try to keep eye contact.
- Put key information on slides to help you remember your presentation facts.
- Too many slides and/or too much information means your audience will not be able to keep up. Effects can be cut if you run out of time.

**Task - National Transport**
- Prepare a PowerPoint presentation about transport in Italy.

**Communication**

**DON McMillan**

**Life After Death by PowerPoint 2012 by Don McMillan**
My Project

7 Choose a character from your country’s literature. Write notes about these things:

• appearance: physical appearance/clothes
• personality
• what he/she does in the story

8 Work in groups. Tell your partners about your character.

My favourite character is Captain Nemo from Jules Verne’s Twenty Thousand Leagues Under the Sea. He is...

My favourite character is Captain Nemo from Jules Verne’s Twenty Thousand Leagues Under the Sea. He is...

Lewis Carroll (real name Charles Lutwidge Dodgson) wrote Alice in Wonderland in 1865. Carroll was a young teacher at Oxford University; he did not have a family but he was good friends with the Liddell family and their four young children. He told the children stories about a girl’s adventures in a strange world - Wonderland. The stories were about the change from the simple life of a child to the more complicated world of an adult. First, Alice can’t get into Wonderland because she is too big to go through the door. An old nurse tells her that she needs to drink some water to make her smaller. Then she also meets a lot of strange people and has a lot of problems. When Carroll published the stories, they were very successful and are now famous around the world. Lewis Carroll’s stories are for children but are also popular with adults. One of the most recent film versions was Tim Burton’s 2010 Alice in Wonderland.

Glossary

neglect: (v) to ignore or forget
mad: (adj) mentally ill
polite: (adj) to behave correctly
My Project

10 Choose an important festival in your country. Make notes to answer the questions. Use vocabulary from Exercise 2 and other words. It is sometimes impossible to use an English word! E.g. **panettone** (Italian Christmas cake)

1. When do you celebrate and who with?
2. What decorations are there?
3. What special meals do you have?
4. Do you give/receive presents? Who to/from?
5. What other things do you do (e.g. dance/sing)?

11 Work in pairs. Imagine you are telling a visitor to your country about the festival. Take turns to ask and answer the questions.

A What is your celebration? When do you celebrate?
B We celebrate Eid al-Fitr. The date changes every year. We celebrate the end of Ramadan. That’s a time when you don’t eat or drink during the day.

Activities
- dance, have parties/paties, give presents, pull crackers, send cards, watch fireworks

Festivals
- Christmas

Food
- desserts (cake, pudding, mince pies), roast meat (turkey, lamb), sweets

Decorations
- lights, candles, plants (Christmas tree/mistletoe)
What “digital tasks” are involved in this online project?

Example: find good websites

http://www.glogster.com
1 How well did you work together as a group?
A-very well  B-quite well  C-not very well

2 Complete the work report below:

<table>
<thead>
<tr>
<th>TASKS</th>
<th>Maria</th>
<th>Bruno</th>
<th>Rosa</th>
<th>Mario</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>find good websites</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make notes / find recordings + graphics (permissions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Production:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>design / writing / recording: video/audio / solving technical problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>upload / share class presentation + follow-up questions / reacting to feedback</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

3. Assess the participation of the others:
A-very good  B-quite good  C-not very good
MAIN ARGUMENT: In the future, we will need to acquire a new set of skills to work and live.

Reason: Rapid technological, social + economic change (paradigm shift)

Shifting job market

Digital knowledge economy

Globalised + interconnected world

Consequences:
- Lifelong learning skills
- Information handling/critical thinking
- Cross-cultural competence
- Digital connections

Examples:
- Self-assessment
- Note-taking
- Comparing traditions
- Multimedia projects
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