This talk - fact or opinion

1. I look great in this top
2. We will talk about thinking skills in this session
3. Developing thinking skills is vital for our students
4. This talk will include Macmillan resources
5. You will be keen to answer/take part
6. You’ll think my talk is brilliant
What jobs will he do in the future?

What skills will he need at:

- 20
- 40
- 60
- 70

What skills are transferable?
What are these trends?
Did you know…?

In 2014
if you typed in
**Life Skills** in education
you got 77 M responses

Today it’s
201 Million
WHO thinks life skills are important?
Remember this...
"abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO)
Principles for Teaching Thinking...

1. Switching on the CT Scan
2. Higher and Lower thinking
3. Rethinking Thinking
4. Thinking Skills for ELT
1. Switching on the CT scan

(that’s Critical Thinking)
What questions can you ask about this photo?
Ask your students to...

Choose 3 photos that include themselves:
- One that they like
- One they wish hadn’t been taken
- One that shows them...
  (at a hobby, on holiday...)
Image Bank Activity

In pairs, show these to your partner – you can’t speak...

Partner can you work out...
1. which photo was chosen for which option (like/don’t like/specific)

2. a reason to support that choice
Image Bank Activity

Partners can you **THINK CRITICALLY**

As an employer...
As a parent...
As the head of your school...
What would those photos say to you?

Swap roles...
2. Higher and Lower Thinking
Recognise this? B - - - - ’s T - - - - - -
Who am I?

A)
1. My parents are from the Caribbean
2. I’m 30 years old
3. I drive for a living
Who am I?

1. My parents are from the Caribbean
2. I’m 30 years old
3. I drive for a living

A) What job do you think I have?
Who am I?

B)
1. I cut tobacco in Kentucky
2. I sold ladies shoes in a Department store
3. I’m 54 years old
Who am I?

1. I cut tobacco in Kentucky
2. I sold ladies shoes in a Department store
3. I’m 54 years old

B) What job do I have now?
Who am I?

C)
1. I’m 72 years old
2. I worked as an ice cream seller
3. I have 4 grandchildren
Who am I?

1. I’m 71 years old
2. I worked as an ice cream seller
3. I have 4 grandchildren

C) How do you think I’m spending my retirement?
Answers

A) Lewis Hamilton
F1 Motor Racing driver

B) George Clooney
Oscar winning actor

C) Sir Mick Jagger
Lead singer Rolling Stones
Brain Barriers activity

Students see ‘stars’ but do they know the whole picture?

1. Ask students to choose 2 or 3 celebrities.

2. They find out interesting 3 facts about them (from their past, charity activities..)

3. Share the facts and see if your partner can guess who it is
Students see ‘stars’ but do they know the whole picture?

Explain or ask the class...

What is a stereotype?

How does our upbringing influence our thinking?

Is this a good or a bad thing – WHY?
3. Rethinking Thinking
21st Century Skills

Ways of thinking
Creativity, critical thinking, problem-solving, decision-making and learning

Ways of working
Communication and collaboration

Tools for working
Information and communications technology (ICT) and information literacy

Skills for living in the world
Citizenship, life and career, and personal and social responsibility
Talk about what is happening
How self aware are you...

1. What stereotypes were in the video?
2. How easy was it for you to believe what you initially saw?
3. What would you have said to the Punk after the first section?
4. Did you expect the punk to **meet** the man in the hat? What did you think the punk was trying to do?
5. What would you have said to the man in the hat after the second section?
6. What would you say the Punk and/or the man in the hat after the third part of the video?
Who is this man?

Are we preparing our students to think for the 21st century?
He says...

Thoughtful educators know that their students’ success in the 21st century depends on thinking skills.

Two trends make thinking skills one of the most important outcomes of schooling.
These trends are...

The information explosion

Rate of change

So what do we do?
Rethink thinking

Beyond Bloom...

...We cannot develop just six types of thinking and feel we have left our students well prepared. To prepare our students for a full range of thinking skills we need to go further than Bloom’s taxonomy.
Thinking skills curriculum:

Understanding Information

Transforming Information

Generating Information

an information process approach
Thinking skills curriculum:

- Understanding
  - Summarising
  - Recalling
  - Symbolizing
  - Categorizing
- Transforming
  - Analysing
  - Calculating
  - Inducing
  - Deducing
- Generating
  - Brainstorming
  - Predicting
  - Synthesizing
  - Evaluating
  - Questioning
  - Applying
What happens when some of the information is missing?

Conference Call
Skype
Lack of instructions
New job, no buddy
Text in English...
Warm/Wrap up Activity

Can you name the pet?
Warm/Wrap up Activity

Can you name the colour?
Warm/Wrap up Activity

Can you name the country?
Warm/Wrap up Activity

Can you name the country?
Warm/Wrap up Activity

This can help your students not just for *times but *n th* w*rkpl*c*, t**.
Thinking Skills for ELT – Gateway 2nd Edition

Prepares Teen students for exams

Grammar shown in context

Free Macmillan Readers eBook per level

Life skills at the heart of each unit
CEFR levelled activities

1. What are the people’s names?
2. What is on their T-shirts?
3. Why are they wearing the T-shirts?
4. Why do you think they are standing in front of a map?
### Vocabulary

#### Countries, nationalities and languages

1. Work with a partner. How many countries can you name in this map of Europe?

2. Complete the table of countries around the world with the names for the nationality and the main language(s).

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
<th>Main language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Argentina</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Austria</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bulgaria</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Egypt</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary activities

Learning a language

6 Look at these words. They are all verbs. What nouns can you make from them?

memorise • practise • revise • study • translate

study – student, studies
In North America there are different colours. English is the main language. The pink for Spanish. And purple for French in countries of Europe, on the other rainbow. We can see the blocks of colour for languages.
Grammar on the page & on video

**Grammar in context**

*some, any, much, many, a lot (of), a few, a little*

1a Look at the words. Are they countable or uncountable?

1 country  
2 time  
3 money  
4 colour  
5 area  
6 language

1b Look at these sentences. The words in bold all express quantity. Answer questions a–e about the words.

1 Some countries are almost invisible.
2 He needed some time to collect the data.
5b SPEAKING Work in pairs. You need to discover your partner’s country by asking questions with *any*, *much*, *many*, *a few*, *a little*, *a lot (of)*. Your partner can only answer ‘Yes’ or ‘No’.
The 4 skills and Life Skills work together...

**Gateway to life skills: Social skills**

**Public Speaking**

### LIFE SKILLS OBJECTIVES
- To consider the importance of body language.
- To learn useful tips for public speaking.
- To practise giving a talk to the class.

### KEY CONCEPTS
- **gesture [n]**: He made a gesture with his hand to get our attention.
- **confident [adj]**, **confidence [n]**: She was confident in her presentation and knew she studied hard for it.
- **(in)secure [adj]**: I feel somewhat insecure in front of my friends.
- **(non-)verbal [adj]**: Animals communicate without using words.
- **audience [n]**: The audience for the school concert.
- **sincerity [n]**: A quality which shows you really mean what you say.
Not just in print...

Life Skills Montage.mp4
Critical Thinking

1a Work with a partner. Look at the photos. From this person’s ‘body language’, decide if you think the person is:

A secure, confident and in control
B insecure and not very confident
Still covering the 4 skills

WHAT is more important - WHAT YOU SAY or HOW YOU SAY IT?

Some experts say that up to 70% of decisions made at interviews are based on non-verbal factors. We can communicate a lot just with our body, our face and our gestures. The problem is that we often do this without thinking or realising. Just by the way that we sit, stand or walk we can appear insecure, confident or sometimes overconfident. Other people form opinions about us before we open our mouths.

Do a little experiment. The next
And developing skills for their future

**LIFE TASK**

You want to speak in public.

**Follow this plan:**

1. Choose one of these statements. Decide if you agree or disagree with the statement and make notes with your ideas.
   
   a. It is essential to learn English in today’s world.
   
   b. Films and TV series are always best in the original version.
   
   c. It’s bad for our language when people start using English words.
   
   d. Chinese is the language of the future.
   
   e. The whole world should speak just one language.
And developing skills for their future

2 Prepare a one- to two-minute talk with your notes in 1. Decide the best order for your different points and ideas.

3 Give your talk to the class or a group of students. Remember to follow the advice in 6.

4 When you all finish, give each other feedback. Which advice in 6 did you follow? What can you do better next time?
And supporting EFL learners

**Grammar revision**

some, any, much, many, a lot (of), a few, a little

1. Complete the sentences with some, any, much, many, a lot (of), a few, a little.

   1. I haven’t got many magazines, only ..........................................
   2. We haven’t got ........................................ information about this country – nothing at all.
   3. There was only ........................................ milk in the fridg

**Vocabulary**

1. Countries, nationalities, languages
   - Countries: Canada, Mexico, Poland, Russia, Switzerland, Thailand, Egypt, Japanese, Mexican, Arabic, Bulgarian, German, Japan
   - Nationalities: Canadian, Polish, Russian, Swiss, Thai, Egyptian, Japanese, Mexican, Arabic, Bulgarian, German
   - Languages: English, French, Spanish, Chinese, Japanese, Arabic, Russian

2. Language-related expressions
   - a language
   - do an exercise
division
- take • memorise • memorisation
3. Prefixes il-, in-, im-, ir-, un-
   - illegal
   - unusual

**Words and phrases** ➤ page 138
Gateway 2nd Ed. Builds Life Skills

A1  Preparing a presentation
B1  Public Speaking
B1+ Explaining statistics
B2  Analysing news stories
B2+ Succeeding in an interview
LEARNING FROM EXPERIENCE

- Tell someone about a bad experience.
- Let them help you understand what happened and analyse why things went wrong.
- Together, think of ways to avoid a similar situation in the future.

A Work in small groups. Read about a bad experience in a person’s life. Then discuss these questions.
1. Do you think Don is telling the whole story? If not, what questions would you ask him to understand what happened?
2. Did Don make any mistakes or incorrect assumptions? If so, what did he do wrong?
3. What seems to be Don’s attitude about what happened? Did he admit to making any mistakes?
4. What should Don do differently in a similar situation in the future?
How do these Life skills work through EFL courses?

- Self and Society
  - Managing your time
  - Working as a team
  - Estimating and guessing

- Work and Career
  - Making personal change
  - Making choices
  - Identifying learning styles

- Study and Learning
  - Establishing priorities
  - Thinking creatively
  - Making notes on a text
For our top selling Adult course we have something new...

Opening doors everywhere for adult learners
Skills for Work – Employability Videos

A series of supporting workshops, aimed at use in class, on:

• Interview Skills
• Group Discussion
• Giving Feedback
• Presenting Skills
• Influencing and Persuasion
• Understanding decision-making styles
• Team-working skills

Each has a photocopiable worksheet
Will this prepare students for work in the 21st century?

‘Companies and organizations are trying to compete in a world of economic and technological change that is moving faster than ever. They urgently need people who are creative, innovative and flexible’

Sir Ken Robinson
Professor Emeritus,
Warwick University, UK
Open Mind

ENTER OUR COMPETITION TO WIN

a two-week work experience in London, including flights, accommodation and meals*

Bring your ideas to life and experience Macmillan Education’s London office in one of our dynamic departments

WHAT ARE YOU WAITING FOR?

BROADEN YOUR HORIZONS

LONDON CALLING

See overleaf for details to enter our work experience competition or visit www.macmillanenglish.com/mind-competition

HOW WILL YOU ANSWER?

www.macmillanopenmind.com
‘Skills at Work’ Experience

1st prize
2 weeks internship in the London office
3 winners
Prize includes flights, accommodation and an allowance for meals etc.

Runner up Prizes
(# tbc) 1-2-1 coaching session(s) with John Allison

How will the competition work?
1 Complete a work related task taken from Mind
2 From all the entries 10 candidates will be shortlisted for a Skype (or face-to-face interview)
3 Winners announced Dec ‘16

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Benefit to PLS/Fee schools

Higher ratio of success
More than just ELT lessons
More positive environment
No loss of teaching time
No special equipment or extra costs
And for teachers...

- A small library of approved imagery is available from the Brand Hub on the Macmillan Education space in Campus digital.
- Macmillan chats about Life Skills with polar explorer Rosie Stancer.
- Develop the skills to succeed in 21st-century employment.
2015: from strength to strength
KPIs

Almost 1.5 million
Pageviews on the
www.macmillanenglish.com website
And country to country

Sessions

13  29,409
How long have you been teaching life skills?

“I have been teaching life skills all my teaching life (approx. 20 years) but have only in the last few years discovered the Life Skills resources on Macmillan.

Bearing in mind that my English language teaching revolves around special language projects, then I like to use materials that are ‘out of the ordinary’ but far closer to ‘home’ in the lives of the students.

That’s why life skills are a great resource.”

Nives Torresi
Teacher in Italy
Award Winning!

This page will manage your text using the standard PPT text functions on your tool bar.

The minimum size for presentations that will be projected to an audience should be 18.

The minimum size for slide decks that will be read should be 10.
Find all these wonderful FREE resources at http://www.macmillanenglish.com/life-skills/resources/

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou
This talk - fact or opinion

1. Evidence supports the development of life skills for our students
2. We talked about thinking skills in this session
3. Gateway 2\textsuperscript{nd} Ed gives teachers a CEFR levelled curriculum
4. Open Mind and Gateway have Life Skills as part of their unit structure
5. Students need to have a broad range of skills for future employment
Thank you