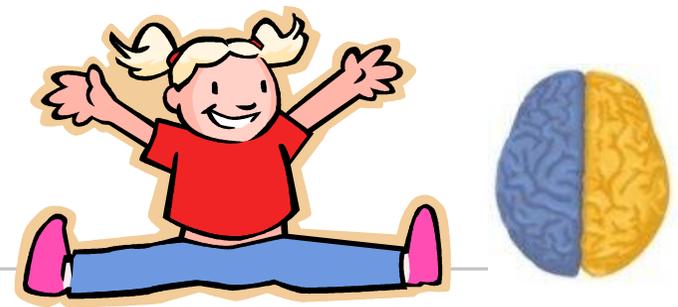


With Learners for Life

Brain Breaks

- simple exercises
- enhance readiness for learning
- increased oxygen in the blood stream
- improved concentration.



Move your right hand to hold your left ear then your left hand to hold your nose. Now swap and repeat again and again.

One step to the left.
One step to the right.
Stretch arms up high.
Wiggle fingers.
Let arms drop.

Rub your tummy,
pat your head.
Change hands.



And one more thing.....Transferable Skills for Life

Teresa Doğuelli

March 2016



Our children's future



<https://www.youtube.com/watch?v=-MiHr16Xrsg>



Transferable Skills

AKA

Life Skills
21st Century Skills
Soft Skills

Life skills emerged against a backdrop of change

line goes here

Business Practice

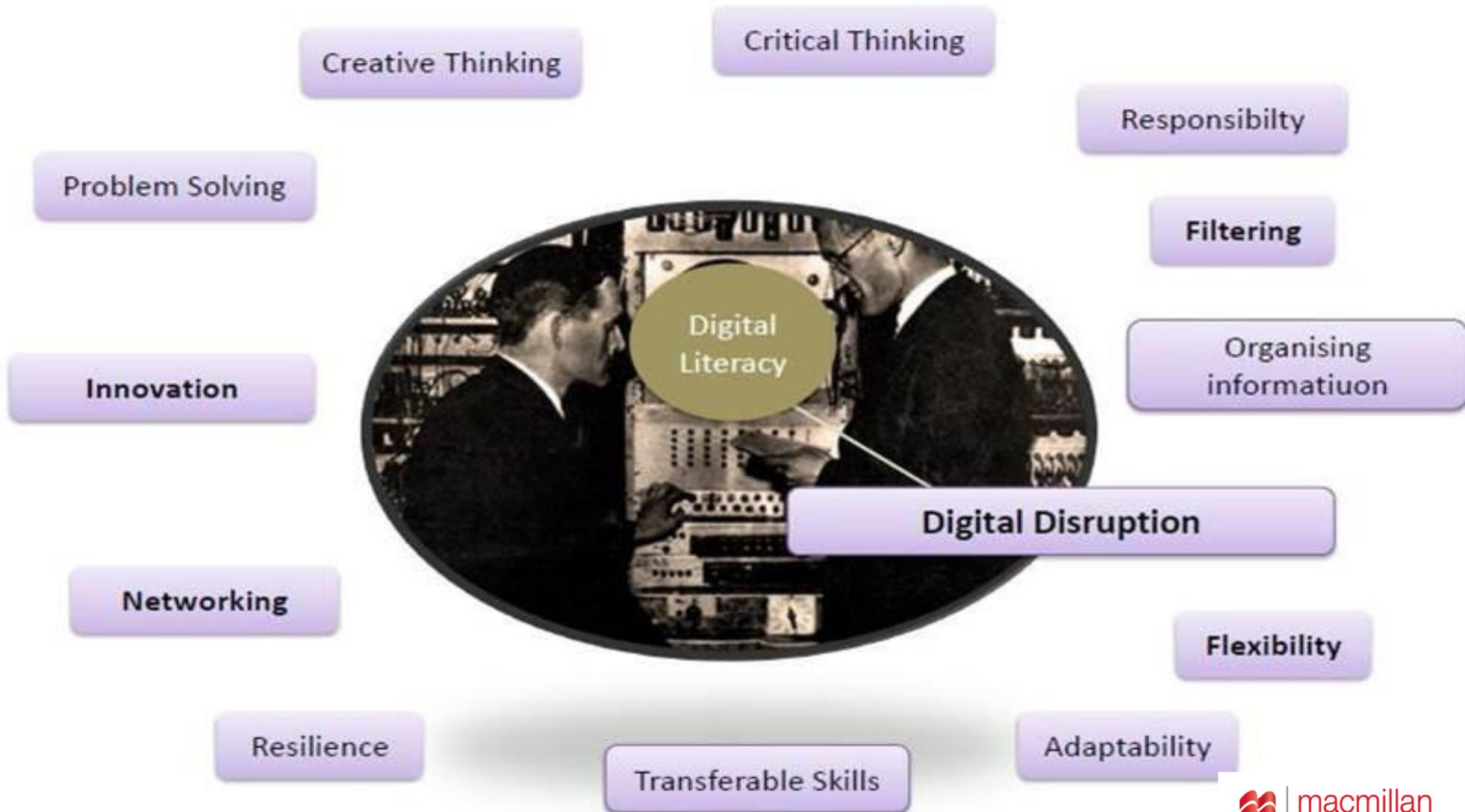
20th C. Health concerns

20th Century changes

Academics and Education

Digital Disruption

Life skills emerged out of many different fields



Life skills emerged out of many different fields



World Health Organisation

Life Skills

Decision Making

Creative Thinking

Problem Solving

Critical Thinking

Co-operation

Resilience

Self-awareness

Respect

Active Listening

Reflecting

Flexibility

Assertiveness

Interpersonal Skills

Livelihood Skills

Life skills emerged out of many different fields

Lateral Thinking

Critical Thinking

Ways of Thinking

Decision Making

Creative Thinking

Business Practice

Interpersonal Skills

Motivation

Problem Solving

Effective Skills

Active Listening

Innovation

Feedback

Adaptability

Team work

Organising

Soft Skills

Entrepreneurship

Transferable Skills



Changing World, Changing Demands

Dream Jobs Before 21st century

- Doctor
- Train driver
- Astronaut
- Teacher
- Fireman
- Engineer
- Actor
- Pop Singer
- Dancer
- Football player

Dream Jobs in 21st Century

- Data Scientist ('Sexiest job')
- Custom implant organ designer
- Nanotechnologist
- Stem cell researcher
- Waste Management Consultant
- Robotics Technician
- Wind Turbine Technician
- Software Engineer
- Certified Ethical Hacker ('Hottest job')
- Professional Gamer

21st Century Employers

*“G.P.A.’s are **worthless as a criteria for hiring**, and **test scores are worthless**. We found that they don’t predict anything.”*

Laszlo Bock

Senior VP of people operations



*GPA=Grade Point Average

Life skills emerged out of many different fields



What we learn at school is a waste of time! It has nothing to do with life after school!



02:35



macmillan
education

Life Skills for Teenagers

The Gateway to the Future

In the UK

PSHE Education

PSHE Education

P = PERSONAL

S = SOCIAL

H = HEALTH

E = ECONOMIC

'The issues that PSHE education covers are central to young people's well-being.'

What issues do YOU think are central to young people's well-being?

UK PSHE issues include:

nutrition and physical activity

relationships

emotional health and well-being

safety

work-related learning

personal finance

In Europe

European Commission – Education and Training

'The European Commission works with EU countries to strengthen 'key competences' – knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society...

http://ec.europa.eu/education/policy/school/competences_en.htm

European Commission – Education and Training

'(These key competences include 'traditional' skills such as communication in one's mother tongue, foreign languages, digital skills, literacy and basic skills in maths and science...)

as well as horizontal skills such as learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness, and creativity.'

http://ec.europa.eu/education/policy/school/competences_en.htm

English is a perfect medium for including these 'horizontal skills such as learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness, and creativity.'

We can integrate Life Skills into our reading and listening texts, we can use them as the basis for oral and written work.

Life Skills give us highly useful, interesting and relevant content, allowing us to teach things that are relevant to our students' present lives, immediate future, and the long term too.

How are Life Skills integrated in our ELT courses?

*“teaching the same content but **structuring and incorporating opportunities for Ss to develop life skills** into the organization of the class”*

A Unit on Healthy Living

	Vocabulary 	Reading 	Grammar 	Life skills 	Listening 	Speaking 	Writing 	Exam success 
Unit 6 Healthy living p70	Parts of the body Words connected with health Idioms connected with health and illness	► Health news Nutrition and teenagers in the UK: Survey results A for-and-against essay	Zero, first and second conditionals <i>unless, as long as, provided/providing (that), in case</i> Third conditional  <i>I wish/If only</i>	Physical well-being: Understanding nutrition	► Teenagers and sport Good nutrition Negotiating	► Negotiating and collaborating - 2 Talking about health Discussing sports	► A for-and-against essay A healthy eating campaign	Use of English: Sentence transformation activities Writing: For-and-against and opinion essays

Gateway 2nd Ed. B2

A Questionnaire with adverbs of frequency

GRAMMAR: adverbs of frequency

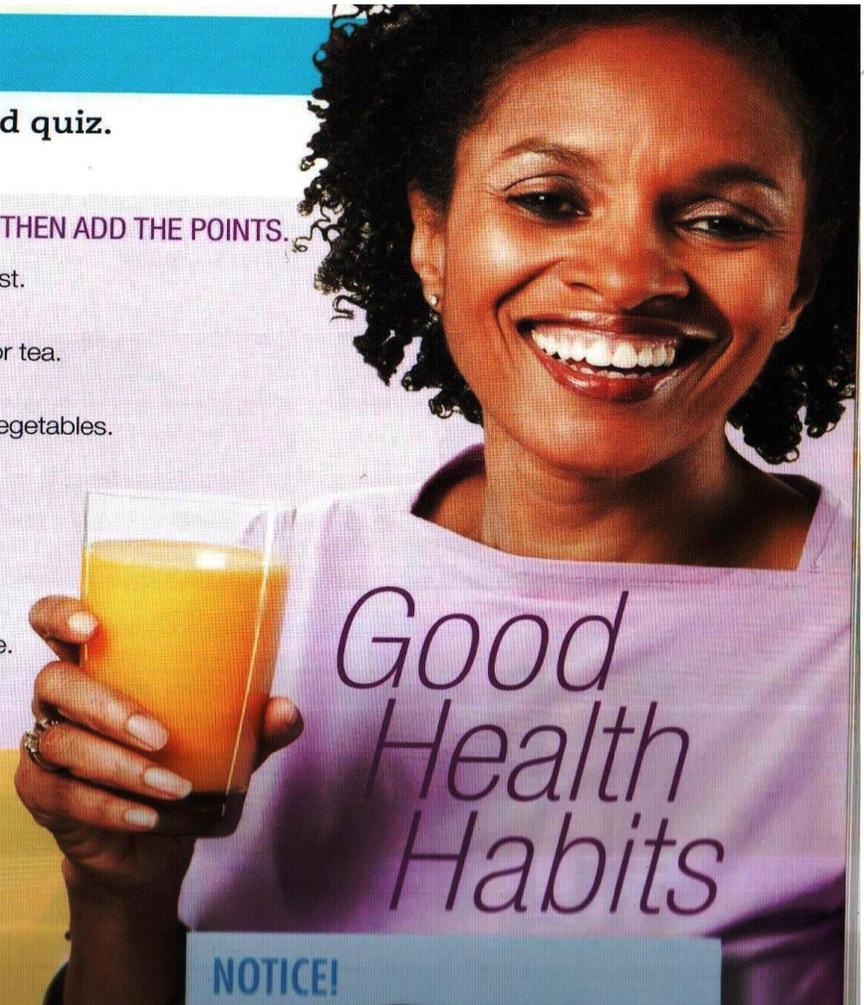
A LANGUAGE IN CONTEXT Read the completed quiz.
Is this person healthy?

HOW HEALTHY ARE YOU? TAKE OUR QUIZ! CIRCLE THE ANSWERS. THEN ADD THE POINTS.

- 1 I always / usually / often / sometimes / rarely / never have breakfast.
1 2 3 4 5 6
- 2 I always / usually / often / sometimes / rarely / never have coffee or tea.
6 5 4 3 2 1
- 3 I always / usually / often / sometimes / rarely / never have green vegetables.
1 2 3 4 5 6
- 4 I always / usually / often / sometimes / rarely / never have dessert.
6 5 4 3 2 1
- 5 I always / usually / often / sometimes / rarely / never eat fruit.
1 2 3 4 5 6
- 6 I always / usually / often / sometimes / rarely / never eat dinner late.
6 5 4 3 2 1



- +++ 6-15 points:
You have a very healthy lifestyle!
- ++ 16-26 points:
You have a healthy lifestyle,
but can you do more?
- + 27-36 points:
Your lifestyle isn't very healthy!



Open Mind Beginner

Reading a magazine article including colours, fruit & veg

READING: a magazine article

A Read the article. How many foods can you find?

EAT THE rainbow!

What is a healthy meal? A meal of many colours! Have some foods of different colours at breakfast, lunch and dinner. Here are some ideas:

Red: Tomatoes or tomato sauce. Or how about a fruit salad with cherries and strawberries for dessert?

Orange: Carrots! You can have them with other vegetables or in a salad. And oranges are orange, too. You can have pumpkin for lunch, dinner or in a dessert.

Yellow: Try corn or bananas. Pineapples are a popular yellow fruit, too.

Green: A nice salad with green peppers or broccoli. What about peas?

Blue: Everyone likes blueberries. They're delicious. And they're good for you, too.

Purple: Aubergine is a popular purple vegetable. Plums and grapes are great for a snack or dessert.

White and brown are colours, too. Potatoes and bread are brown. Rice and pasta are white.

What colour is your dinner tonight?
Remember, you need many colours!

Open Mind Beginner

A discussion to raise self and inter-cultural awareness

A Look at the restaurant menu below and write the times of the day people eat these meals in your country.

B 50 Look at the food in the menu and listen to the waitress. Circle the things the restaurant has today.

C Work in pairs. What are popular foods and drinks in your country for the meals on this page?
In my country, we have ... for breakfast.

BREAKFAST

Served _____ to _____

toast, eggs, cereal, fruit

DRINKS

bottled water, tea/coffee, milk, juice

LUNCH

Served _____ to _____

rice and vegetables, soup and bread, sandwiches, salad

tea/coffee, milk

DINNER

Served _____ to _____

pasta, chicken, pizza

juice

SPEAKING: talking about food around the world

A Work in pairs. Which of these foods and drinks do you think are popular in these countries?

bread cheese chicken milk pizza rice tea

- the USA
- China
- the UK

B 54 Listen to Mark talking about food in the three countries. Are your ideas in Exercise A correct?

C 54 Listen again and tick (✓) the phrases that you hear.

- Americans eat a lot of pizza.
- Everybody likes cheese in the USA.
- Rice is very popular in China.
- In the UK, bread is very popular.
- We don't drink a lot of milk.

D Work in groups. What foods and drinks are popular in your country? Which foods do you like?

A: Pizza is popular in my country.
B: Yes, and bread. But we don't eat a lot of sandwiches.

Open Mind Beginner

Choosing healthy

FOOD

LIFE SKILLS OBJECTIVES

- To learn how to read food labels
- To think about our food choices
- To analyse what we eat and decide if it is healthy or not

KEY CONCEPTS

healthy/unhealthy [adj]: I think apples are healthy – they're really good for you amount [n]: it's important to eat the right amount – not too much or too little. serving [n]: This breakfast cereal has 16 servings so I can eat it every morning for 16 days. saturated fat [n]: Burgers, whole milk, cream and butter all contain lots of saturated fat. fat [n]: Some foods, like nuts, contain fats which are not as bad as saturated fats. nutrient [n]: We eat because our body needs the nutrients from food for energy.

1 Work with a partner. Look at the different types of food. Do you think each type of food is healthy (H), unhealthy (U), or it depends (D)?



1 apples 2 breakfast cereals 3 eggs 4 chips 5 orange juice 6 burger

2 When experts talk about food, they often talk about Reference Intake. The Reference Intake shows us approximately how much food it is OK to eat in one day. Look at this table. What is the total number of calories for you?

REFERENCE INTAKE

Age	Energy Calories (kcal)	Fat (g)	Saturated Fat (g)	Sugar (g)	Salt (g)
11-14	2200	65	25	110	6
15-18	2750	105	35	140	6
19+	2500	95	30	120	6
	2000	70	20	90	6

3a Look at this food label from a breakfast cereal packet. In your opinion, is this cereal healthy or in the middle? Why?



3b **TASKS** Read and match A-D with 1-4 below.

- A** Food labels show the amount of each nutrient: fat, saturated fat, sugar and salt in a serving, in grams. The colour is important. They use a traffic-light system. If the amount is high, it's red. That means 'Stop!' You need to be careful. If it's medium, it's amber (orange). If it's low, it's green.
- B** The people who produce the food decide what is a normal 'serving', i.e. the normal amount of food for one person to eat at one time. But it's important to see what they consider is normal. In this case, the serving is 30g of breakfast cereal. But many people means 'Stop!' You need to be careful. If it's medium, it's amber (orange). If it's low, it's green.
- C** Food labels usually measure energy in kilojoules (kJ) and kilocalories (kcal – often called calories). Labels give the amount in 100g (100ml for drinks) or the amount in a serving, or both. Read the label carefully – there's often a big difference in calories between a serving and 100g.



These percentages (%) show the amount of your Reference Intake that comes from one serving. It's important to remember that the Reference Intake is usually a maximum limit. The idea is that you don't go above these amounts.

4 Read the statements and mark the statements T/F.

- The colour red means it's bad. T/F
- When you see a nutrient marked in red, it's bad. T/F
- A serving is always 30g. T/F
- 30g of cereal is not a lot for many people. T/F
- The number of calories is always per 100g. T/F
- It is bad to go above your Reference Intake. T/F

5a Look at the nutrition label. Do you think this cereal is healthy? Give reasons for your answer.



5b Think this comes from a pizza packet or a cereal packet? Why?

6 **LISTEN** Watch or listen. What do you think of his diet?

7 **39** Watch and listen again and answer the questions.

- What does the boy usually have for breakfast?
- What does he have for lunch?
- Why does he buy his lunch at school?
- Does he think he has a healthy diet?
- Does his diet worry him? Why/Why not?

8 **39** Do you think the boy's diet is typical of teenagers in your country? Why/Why not?

LIFE TASK

Do you have a healthy diet? Find out. Follow this plan:

- Write an eating diary for the last three days. Make a list of the contents of your breakfast, lunch and dinner, plus any other snacks.

Monday

- Breakfast: Cereal and Milk
- Lunch: Pizza and salad
- Dinner: Chicken and rice

- Circle each type of food or drink on your list with a colour. Green means it hasn't got much sugar, fat or salt. Amber (orange) means it's medium. Red means it's got a lot.

- Work with a partner. Look at the colours in your eating diary. What are the good and bad things about your diet/your partner's diet? If you have a lot of red marks, think about healthy alternatives!

Cultural Awareness / Awareness of Difference

8 BREAKFAST TIME

Part 3

1  Look at the picture. Ask and answer.



A gap-fill about energy drinks vs sports drinks- benefits & dangers!



7 Read the text and predict what word or type of word could fill each gap.

Expert Norman Robins says that energy drinks are not the same as sports drinks. Sports drinks replace liquid, carbohydrates and (a)..... Energy drinks are very different from sports drinks because they contain caffeine. Caffeine (b)..... be a danger for people under 16 and it is definitely bad for people who are under (c)..... Another effect of caffeine is that it (d)..... you.

A teenage boy died because he drank four cans of energy drink and then he played (e).....

One report seemed to show that energy drinks can help (f)..... to concentrate more.

One 250ml can of energy drink can contain five (g)..... of sugar.

(h)..... is an amino acid which often comes in energy drinks.

This amino acid helps you to eliminate (i)..... from the body.

Norman thinks you don't really need energy drinks. You just need a healthy (j).....



Gateway 2nd Ed. B2

8 LISTENING 32 Listen to a radio programme about energy drinks. Complete the text with one word or a number in each gap.

Research, Projects, Presentations & Writing about Food Miles

Gateway to life skills: The world around you

Investigating FOOD MILES



21ST CENTURY SKILLS OBJECTIVES

- To learn about food miles and their impact on the environment.
- To think about what we can do to reduce the impact of food miles.
- To investigate and evaluate our own food buying habits.

KEY CONCEPTS

environmentally friendly [adj]: Cars cause a lot of pollution so they aren't very environmentally friendly. **carbon dioxide [n]:** Carbon dioxide is a gas which is harmful to the atmosphere. **carbon emissions [n]:** Vehicles and factories are producing carbon emissions which affect the environment. **transport [n, v]/transportation [n]:** Lorries transport products to supermarkets. **in season [phr]:** Strawberries are usually in season from May to August or September in the UK. **label [n]:** Read the label on that bottle to see what the ingredients are.

1a SPEAKING Work with a partner. Look at the food label. It shows a product sold in the US. How far did it travel before getting to the US?

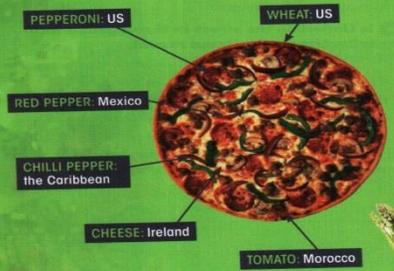
1b Look at the title of the article. What do you think 'food miles' are?

2 READING Read the introduction. Were your ideas in 1 correct? How serious a problem do you think food miles are? Why?



FOOD MILES THE GREAT DEBATE

When you sit down for dinner tonight, just think of the long journey your food has taken to get to your table. The average item of food in a British supermarket has travelled 1,600 kilometres to get there. We use the expression 'food miles' to describe how far food travels from the place it's produced until it gets to our table. Some people say that food miles will have a catastrophic effect on the environment in the coming years, but others say that they aren't that important. Let's see what both sides have to say.

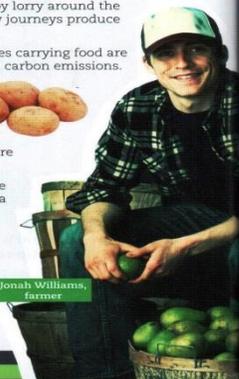


A FOOD MILES: An Environmental time bomb

There used to be a time when apples would only appear in shops in the autumn in the UK, and strawberries in the summer. Now, however, we can eat just about everything at any time of the year. But, at what price for our planet? Just look at these facts:

- 95% of fruit in the UK comes from abroad, and 50% of vegetables. Some apples travel nearly 18,000 km from New Zealand to reach the UK!
- 30% of all products transported by lorry around the UK are food products. These lorry journeys produce 25% of all CO₂ emissions.
- Environmentally unfriendly planes carrying food are already responsible for 11% of all carbon emissions.
- Some food products like potatoes are often grown in one place, then travel somewhere else to be packaged, and then travel back to near where they were grown to be sold!
- Experts have calculated that if we all bought food produced within a 20 kilometre radius from where we live, the country would save over two billion pounds in environmental costs.

The message is clear. We need to produce food locally, and we need to buy locally produced food. It's cheap, it's environmentally friendly and it's natural.



ORGANIC

B FOOD MILES: Exploding the myth



A while ago everybody started saying that food miles showed how the world was going mad. Producing apples in New Zealand or green beans in Africa and then flying them to the UK? Think of all the carbon emissions from flying all that distance! Scandalous!

But let's think again. OK if we want UK apples in the summer we have to keep them cool for nearly a whole year. But the energy that you need to keep them fresh for ten months will be worse for the environment than the carbon emissions created by air transportation.

Remember that we buy food from other countries because their weather provides the ideal natural conditions for producing that food. You can produce tomatoes in the UK in the winter, but you need energy to heat the greenhouses to recreate the warm, sunny weather of Spain. That means that in the UK it makes sense to buy Spanish tomatoes in the winter, even taking into account the food miles.

And let's not forget about the one million African workers, for example, who depend on selling fruit and vegetables to the UK and other markets. If we stop buying food from other parts of the world, it might have a catastrophic impact on their economies, and then our own.

So, food miles are not ideal. But sometimes they're better than the alternative!

....., (that is depending on the time of year).

5 How many miles it takes to get a product from A to B is known as

6 The best place to start would be your local farmer's

6c Work with a partner. What does Ben say about these things?

- locally sourced food
- agribusiness
- product labelling

21ST CENTURY TASK

You want to find out more about food miles in your area.

Work in a group and follow this plan:

- Collect different food labels or packaging and bring them to class.
- Using a world map, create a display to show each item and where it came from and/or where it was packaged.
- Find out which of the products could be produced or packaged closer to where you live, and what the benefits could be.
- Present your findings to the class. What are your conclusions?

Considering other people's needs and preferences

DO

3  **Your class is organising a party to welcome the group of British students.**

- In groups, make a list of food for the party.
- Include options for Asha, Carmelo and Lucy.
- Consider the needs and preferences of other students in your class.

REFLECT

4 **Discuss the questions with your class. Do you agree with the** **REFLECTION POINT** **?**

- 1 Whose special diet was the most difficult to consider – Asha's, Carmelo's or Lucy's? Why?
- 2 Do you know anybody with a special diet? Describe it.
- 3 How do you think people with special diets feel when they can't eat anything at a meal or party?

EXTEND

5 **Work in groups. Make a music playlist for the welcome party. Think about the preferences of other people in your class.**

PHRASE BYTES



Let's bring ...

Why don't we make ... ?

What could we bring for ... ?

Have we got anything for ... ?

We need something without ... in it.

REFLECTION POINT



It isn't always easy to consider other people's needs and preferences. But when you consider them, people feel better.



22 Watch or listen again. Both chefs are doing something wrong in the kitchen. Match the person to the problems and make notes about why it's a problem.

Person	Problem	Why?
Jasmine	olive oil apron and hair jewellery
Ben	knife and chopping board

Work with a partner. What do you think of the advice in the video? What other 'food safety advice' can you give?

- Save time
- Improve social life
- Enjoy yourself
- Look after yourself
- Quality control
- Future career?
- Save money
- Taste the difference!
- Travel the world
- Become independent

LIFE TASK 

Work in a small group and follow these steps:

- 1 Find or invent a recipe for a salad that is healthy and tasty.
- 2 Prepare a presentation to your class. In your presentation you need to:
 - give a list of all the ingredients.
 - explain why the salad is healthy.
 - give any special instructions about how to make the salad.
 - give any necessary 'food safety' advice for preparing and preserving the salad.
- 3 Give your presentation. Vote for the healthiest and tastiest salads.

Making Life Style Changes

Gateway 2nd Ed. B2+

A Look at the lifestyle table and the example. For each category, write things you are doing right and things you are doing wrong at this point in your life. Then circle the number that best indicates where you are in each category.

Lifestyle category	Things I'm doing right	Things I'm doing wrong	My score Wrong OK Right
Being green	I'm using canvas shopping bags now, not plastic.	I'm not recycling. I'm using a lot of electricity and water. I never use public transport.	1 (2) 3 4 5

Lifestyle category	Things I'm doing right	Things I'm doing wrong	My score Wrong OK Right
Being green			1 2 3 4 5
Healthy living			1 2 3 4 5
Work or study			1 2 3 4 5
Social relationships			1 2 3 4 5

Critical Thinking

Gateway to life skills: Critical thinking

Reading articles **CRITICALLY**

21 ST CENTURY SKILLS OBJECTIVES 	KEY CONCEPTS 
<ul style="list-style-type: none"> To question how scientific facts are interpreted in news articles To identify what to look for in science articles to decide how reliable they are To critique an article 	<p>causation [n]: Correlation does not mean causation; in other words just because there is a correlation between two things, it doesn't mean that one causes the other. corroborate [v]: You need to corroborate information by looking at other research to see if it reaches the same conclusions. conclusive [adj]: Just because there is some evidence, it doesn't mean that the results of the research are conclusive.</p>

1 **SPEAKING** Work with a partner. Look at the table. What does it show? What conclusions can you draw from this information?

2 **READING** Read the article and answer these questions.

- 5** **LISTENING**  12 Watch or listen again. Make notes about what the science journalist says about the things to consider when reading a science article.
- the news outlet
 - the source and quotes
 - the references to scientific research
 - the context and purpose
 - correlation and causation
- 6** Look at the article again. Find further examples to support the points made by the science journalist in 5.

21ST CENTURY TASK 

Work in groups of three. You are going to read a science article and critique it.

Follow this plan:

- Choose one of the articles on page 162-3 or find one of your own.
- Identify the different points discussed in 5.
- Decide together whether you think the conclusions in the article are reliable or not and make a list of reasons why.
- Prepare and present your conclusions to another group. Give reasons to defend your opinion.

Gateway 2nd Ed. B2+

A LIFE OF LEARNING...



Life Skills for Young Learners



Life Skills



 **MACMILLAN**
YOUNG LEARNERS





I can eat healthily. Can you?

EATING HEALTHILY



We can use the past tense. Can you?

COMMUNICATION

COMMUNICATION



I can describe animals. Can you?



We can count. Can you?

NUMERACY



CREATIVITY

I can write a story. Can you?



We can work in a team. Can you?

COLLABORATION

CULTURAL AWARENESS



I can understand different cultures. Can you?

INDEPENDENCE



We can buy items from a shop in English. Can you?



I can give directions. Can you?

CITIZENSHIP

I can solve puzzles. Can you?



PROBLEM SOLVING



Life Skills at home for YLs

I can....

Wash fruit & vegetables

Make sandwiches

Prepare a salad

Stir baking ingredients

Help make bread/
cakes/ biscuits*

**Supervision needed*

Life skills at home

High Days and holidays

Ask students to talk about:
A special time for my family is _____
We eat _____
We visit _____ (place/people)
We give _____ (e.g. type of gifts/
money/food/actions)

Food

I can...
wash fruit and vegetables
make jam/cheese/liced meat sandwiches
prepare a salad
roll pastry/cookie dough/pizza base
stir baking ingredients together
help make bread/cup cakes/biscuits*
*supervision needed

I help...

set the table
fold serviettes
wash-up after a meal
clear up wrapping paper/boxes
put away cutlery

Ask pupils to draw/talk about:
What foods are good for us?
What foods do you like?
Make a list of all the foods pupils like.
Talk about the different likes and dislikes.

Birthdays events
festivals national holidays concerts

"Happy Birthday"
"You're welcome"
"Can I get you ..."
"This is for you"
"Thank you"
"Can you pass me ..."
"I'm sorry, I can't see..."

I help....

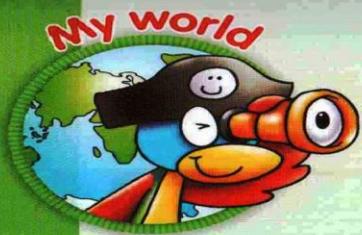
Set the table

Fold serviettes

Wash-up after a meal

Clear up wrapping
paper/boxes

Put away cutlery



Personal hygiene



Daily routines



Autonomy
Healthy Lifestyle
Healthy food
Spatial awareness and relations

47

Captain Jack

Social Skills for YLs

How do we treat our friends?

How do we make new friends?

What happens when we are not friendly?

How do we feel when people are not friends to us?

The worksheet is titled "Caring and sharing" in a pink box. It features several prompts and images:

- Three small boxes at the top left: "share a smile/my sweets", "help someone with their reading/spelling/painting", and "work without talking to other groups".
- A photo of four children smiling in a circle.
- A pink box with the title "Caring and sharing" and a list of questions: "Ask pupils to talk about: How do we treat our friends? How do we make new friends? What happens when we are not friendly? How do we feel when people are not friends to us?".
- Four speech bubbles with prompts: "Would you like to share...?", "Come and join us", "Do you have a partner?", and "I like your (picture/model)".
- A photo of a young girl hugging a black dog.
- A pink box at the bottom left with a list of questions: "Ask the class if they have a pet or to imagine a pet they would like. How would you care for it? How would you show it you loved it? How would you keep it healthy and safe?".

Ask the class if they have a pet or to imagine a pet they would like.

How would you care for it?

How would you show it you loved it?

How would you keep it healthy and safe?

Thinking Skills for YLs

Life skills in the classroom

Clean and tidy

Ask students to talk about:
How do we keep our classroom clean and tidy?
What do we do as a class?
What do you do as a group/table?
What can you do by yourself?

I can...
wipe the desk after craft activities
pick up paper under the desk
put my books in my bag
keep my pens and pencils in a pencil case

Sort and store

We can...
put toys away
sort pencils/pens into pots
tidy paper into folders/trays
stack books by size
collect homework books

Numbers and money

Ask students to talk about:
Why do we need money?
What happens if you don't have enough money?
Can you have too much money?

I can...
count to 10, 20, 50, 100
put prices in order up to the most expensive
help find things on a shopping list
weigh out ingredients
put things into sets (toys, cards)

Learning skills for Primary pupils

Curiosity and imagination
Devotion and passion
Enthusiasm and persistence
Appreciation and acceptance
Failure and tolerance
Sharing and self-control

Talk about

"Do you have...?"
"Is this your...?"
"Have you finished with...?"
"Do you need this again?"
"I take this!"

"I'm sorry that's too expensive"
"How much is this?"
"I have ... sweets"
"This is bigger than that!"

kind, caring, thoughtful, helping
I can ...ask someone to ...

How can we keep our classroom clean & tidy?

- What do we do as a class
- What can you do as a group
- What can you do by yourself?

Why do we have money?

What happens when you don't have enough money?

Can you have too much money?

8

Weird science

Grammar start

If you shake the bottle, the oil and water mix.

1 Listen, say, and point.



dissolve



evaporate



expand



float



freeze



melt



sink



vibrate

2 Read and listen. Why do we use dishwashing liquid?



If you put oil and water in a bottle, they don't mix. The oil floats on top of the water. If you shake the bottle, they start to mix. When you stop, they separate again.



If you add dishwashing liquid and shake the bottle again, the oil and the water mix.



If you don't use dishwashing liquid, the water and grease (oil) on the plates don't mix. The grease stays on the plates. When you use dishwashing liquid, the grease comes off the plates more easily!

52

Zero conditional

Listen, Read & Play



Tiger Team

Lesson 5 Reading

19 Listen and read.

Five-a-day the fun way!

Fruit and vegetables contain vitamins, minerals and fibre. They help you grow and stay healthy. You need to eat five portions every day. Here are five fun ways to eat fruit and vegetables!



1 Make fruit ice lollies. You can use fresh fruit or fruit juice. Use different kinds of fruit to make different colours.



2 Make a funny face with salad and eat it. It's fun and it's good for you, too.



3 Make a smoothie of fruit, milk, yoghurt and ice cubes. Mmm. Delicious!



4 Make a fruit salad. Use any fruit you like, but don't add sugar!



5 Make vegetable sticks. Use raw carrots or celery. Eat the sticks with cheese. Yum!



20 Read and say True or False. **21** Listen and check.

- 1 Fruit and vegetables help you stay healthy.
- 2 You need to eat two portions every day.
- 3 You make a smoothie with carrots and cheese.
- 4 You need to add sugar to a fruit salad.
- 5 You can make a funny face with salad.



22 Play Question chain.



Do you like vegetable sticks? Yes, I do. Do you like smoothies? No, I don't.

23 Say what your friend likes.



David likes fruit ice lollies.

34 Explore the internet with your teacher. Find out what vitamins we get from oranges.

Critical Thinking Skills



1 Listen and number. Then say.

- 1 a giraffe
- 2 an elephant
- 3 a crocodile
- 4 a monkey
- 5 a lion
- 6 a tiger

A savanna scene with a giraffe, monkey, elephant, tiger, lion, and crocodile. Small numbered boxes are placed near each animal, corresponding to the patterns in the previous image.

Problem-Solving/Critical Thinking



Free Online Resources

Life Skills Resources

Explore our collection of life skills resources by topic for lesson plans, games and exclusive video interviews to integrate life skills teaching into your English language classes.

Macmillan Life Skills: winner of the 2015 ELTon award for Innovation in teacher resources!



What are life skills?

Resources

Young Learner Resources

Teachers

<http://macmillanenglish.com/>



Teens



Study Skills & Self-Awareness

GARDNER'S MULTIPLE INTELLIGENCES

- 1 LINGUISTIC**
Includes reading, writing, talking, listening, poetry ...
- 2 LOGICAL AND MATHEMATICAL**
Includes ability with numbers, legal thinking ...
- 3 SPATIAL**
Includes driving, navigating a boat or plane ...
- 4 MUSICAL**
Includes playing an instrument, composing music ...
- 5 BODILY-KINAESTHETIC**
Includes sports, drama, making things ...
- 6 INTERPERSONAL**
Includes understanding other people, communicating with them, helping them ...
- 7 INTRAPERSONAL**
Includes understanding yourself, reflection ...

6 SPEAKING Work with a partner. What do you think of Gardner's Theory of Multiple Intelligences? Do you agree with it? Why/Why not?

7 LISTENING  19 Watch or listen to Deana talking about study tips. Make notes about her study tips for each intelligence 1-7.

Intelligence 1: Intelligence 5:
Intelligence 2: Intelligence 6:
Intelligence 3: Intelligence 7:
Intelligence 4:

8 SPEAKING Work with a partner. Talk about each tip. Which of these things do you already do? Which would you like to try? Why?

ACADEMIC TASK

Find out what type of learner you are.

Follow this plan:

- 1 Do the Multiple Intelligence Test on page 159.
- 2 Work with a partner. Talk about your results in the test. Do you agree with the results? How might the results help you in your studies?
- 3 Do some research to find a study tip or activity that can help learners with your natural strengths. When you are ready, work in groups and share your tips and activities.

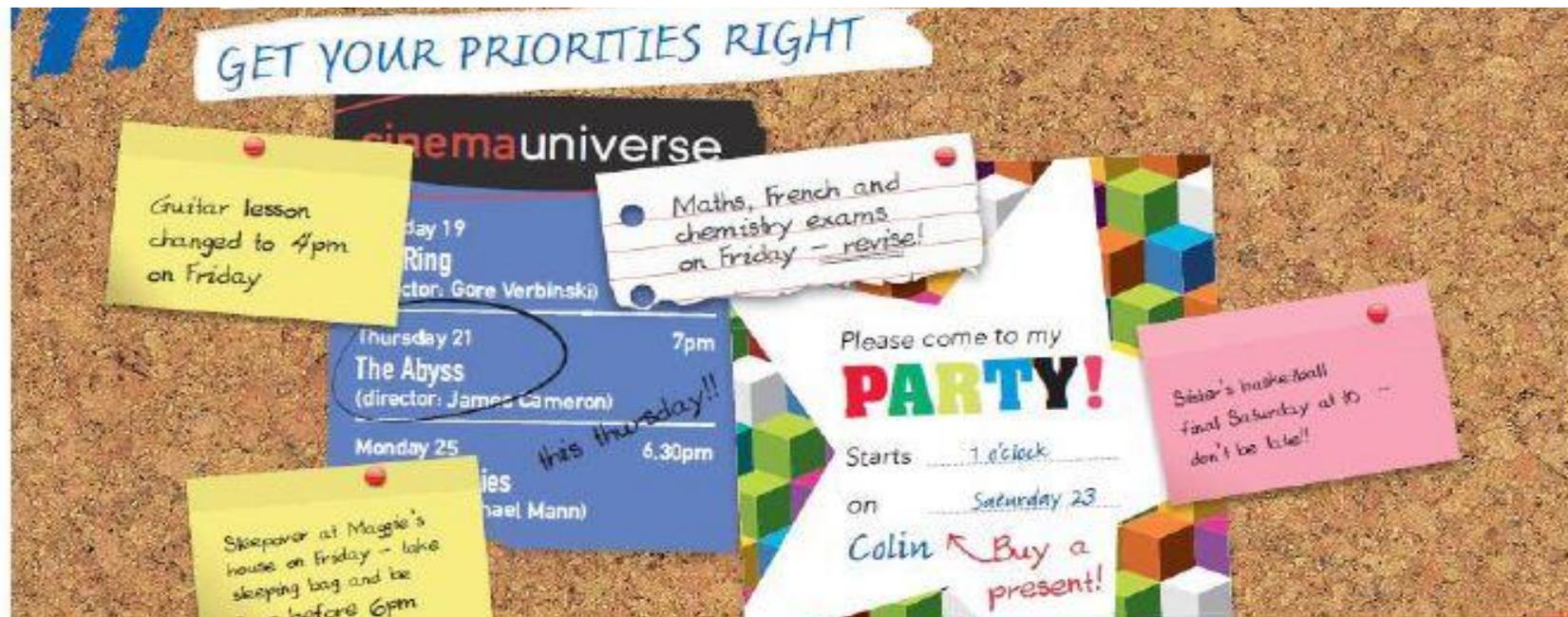
49

10 Read the statements in the quiz. Decide how true each one is for you – very true (VT), quite true (QT) or not true (NT).



- 1 I sometimes arrive late to class.
- 2 I'm not very sure what lessons I have each day.
- 3 I often have to finish assignments quickly at the last minute.
- 4 I sometimes hand in work late.
- 5 I sometimes forget to hand in homework or assignments.
- 6 I take a long time to get myself ready to do homework or assignments.
- 7 I'm quite easily distracted when I'm studying or doing homework.
- 8 I don't have much time to relax from schoolwork.

Using Lists/ Post-Its / Mind Maps to organise your time



Use lists to help you to organise your time

READ

- 1 Work in pairs. Look at Jasmin's notice board above. Copy and complete her diary for Thursday, Friday and Saturday.
- 2 Look at the diary. Is it easy for Jasmin to do everything? Why?/Why not?

THURSDAY

FRIDAY

SATURDAY



macmillan
education

Understanding how different cultures think about time

RESPECT OTHERS

READ

- 1 Read the questionnaire and the answers from two students. What differences do you notice in the answers?

DO

- 2 Do the questionnaire for you. Compare your answers with a partner. Then compare your answers with Nico's and Camilla's answers. What's the same? What's different?
- 3 Read what Camilla said to a friend. Why do you think both families were a little unhappy?

Last night Dad's friend and his wife came to our house. He's from Brazil. Dad said 7 o'clock and the food was all ready, but they came at 8 o'clock. We were all really hungry! They were a bit surprised when we ate soon after. We finished quite quickly. And they didn't seem very happy when Mum went to bed after dessert!

REFLECT

- 4  Discuss the questions with your class. Do you agree with the **REFLECTION POINT** ?
 - 1 How much time do you spend at the table at mealtimes?
 - 2 What is more important for you: spending time with family and friends or doing homework, jobs at home, etc?
 - 3 In what situations is it OK or not OK to be late in your country?

EXTEND

- 5  Work in pairs or a small group. Write some tips for visitors to your country. Include tips about time: when things happen and what visitors should or shouldn't do.

REFLECTION POINT

In different cultures, people do things at different times and think about time in different ways. When you're in a different country or meet people from different countries, try to understand their time system.

PHRASE BYTES

In my country, people usually ...
It's important to (spend a lot of time on) ...
It isn't important to ...
You should / have to ...
You shouldn't/mustn't ...

Questionnaire about Time

- You're going to be a bit late for dinner. **How late?**
- She got up really late last Saturday. **What time?**
- He got home really late from work. **What time?**
- When I invite someone to my house and they are late I am:
 - a) **Really happy**
 - b) **Really annoyed**
 - c) **Neutral**
- If people are late for a big ELT Conference the hosts should:
 - a) **Wait until everyone has arrived**
 - b) **Start on time whatever happens**
 - c) **Wait at least an extra 10-15 minutes**

Comparing and evaluating information you read and hear

LIFE SKILL

DO

3 Work in groups. Answer the questions. Which speaker(s) ...

- 1 share the same opinion?
- 2 might be influenced by their relationship with the people involved?
- 3 don't agree about some facts?
- 4 don't give their name or the name(s) of their sources?
- 5 include information that is possibly out of date?

4  **Order the speakers from the least to the most reliable, giving reasons for your choices.**

REFLECT

5 Discuss these questions with your class. Do you agree with the **REFLECTION POINT ?**

- 1 Why was it important to have more than one source for information in the situation in Exercise 1?
- 2 Why are multiple sources important when you look for facts?
- 3 How often do you use the internet to find information for school work?
How often do you compare the information from different sources?

EXTEND

6 Work in groups. Write five tips for using the internet to find factual information. Use Exercise 3 to help you.

Always check your information at more than two different sites.

PHRASEBOOK 

I don't believe much of what ... says because ...

She/He isn't very reliable because ...

... is much more reliable than ...

REFLECTION POINT 

It's important to find more than one source for information in order to compare and evaluate the different sources and information.

Benefit to Students

- Organisation
- Collaboration & teamwork
- Greater autonomy
- Respect
- Better concentration
- Higher motivation
- Fewer discipline problems
- Anger Management
- Active Listening
- Achievement & confidence for the future
- A better life-now and in the future



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Thank you

A MACMILLAN SCIENCE AND EDUCATION DIVISION