

# Guess English Idioms

1.    n  

2. 

3.    

4.      before 

5.    with 

6. Let's  it a 

7.  of  

8.   

9.    with 

10.  of the 

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_



# 21ST CENTURY SKILLS

## HOW TODAY'S STUDENTS CAN STAY COMPETITIVE IN A CHANGING JOB MARKET

### Learning Skills

Critical Thinking



Creativity



Collaboration



Communication



### Literacy Skills

Information



Media



Technology



### Life Skills

Flexibility



Leadership



Initiative



Productivity



Social



Applied

educational systems

## Characteristics of a 21<sup>st</sup> century teacher and learner

1. C.....l thinking
2. C.....y
3. C.....n
4. C.....n
5. Information l.....y
6. M.... literacy
7. T..... literacy
8. F.....y
9. L.....p
10. I.....e
11. P.....y
12. S..... skills

## Characteristics of a 21<sup>st</sup> century teacher and learner

### Skills for the 21st-century workplace

Have you got the skills you need for the 21st-century workplace?

Read about what employers are looking for and test yourself to see if you are prepared!

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?

#### Imagination

In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Think: Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?

#### Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?

#### Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

Think: How do people communicate with each other in the 21st century?

#### Critical analysis

Employers want workers who are able to recognise the difference between information that can be believed and false information.

Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?

#### Decision making

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

<https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/skills-21st-century-workplace>

1. Employers like workers to be imaginative.
2. Employers want workers to think about possible problems.
3. Employers like workers to be original when solving problems.
4. Future workers will need to be able to write concisely.
5. People communicate with each other less in the 21st century.
6. Employers believe it is useful to know a lot of information about celebrities.
7. Employers don't want workers to make decisions without asking them.

## Teaching 21<sup>st</sup> Century Skills in the English Classroom

**Collaborate:** Start off by handing out magazines or picture books. Have the students collaborate together to choose a picture.

**Communication, Critical thinking, and Creativity:** Ask your students to work together to create ways to give directions. One set of directions for a student who is blind. Another set of directions for a student who is deaf. Encourage students to think outside the box and think about ways to give the directions using a computer, a mobile phone, a television, or a YouTube video. While there may be some L1 use in the classroom the goal is for the final product to be in English. Stand back and watch your learners go.

Another way to engage with 21st century skills using a typical ELL lesson: the “What’s your favorite food lesson?” At some point, we have all experienced it.

**Collaborate:** In groups, have students create a survey to assess classroom interest in 10 different foods representing different types of meals (breakfast, lunch, dinner, dessert).

**Communication:** Once finished have learners use the information to create a pie or bar graph to communicate the results and determine which meals are the favorite.

**Critical thinking:** Have the students compare their answers with answers from other groups. How many differences are there in the reporting? Is the information consistent with the same foods or does it change drastically? Have students compare their results with other teams. Then ask the groups to create a short writing or spoken piece to explain how their results differed from other students.

**Creativity:** Using the information collected from the class, and after analysing data from other students, have groups work together to create an advertising campaign that will make the foods that students liked least into foods students may like more. For example, if the survey said that most students did not like kim-chi-chigae for breakfast, the group would need to work together to create an advertising campaign to make kim-chi-chigae seem like a tasty choice for breakfast. To do this student should consider what makes certain foods more popular in the class. Of course this may require further follow up interviewing to find out why students like one thing and not another, this information can then be used in the campaign. This lesson may play out over a few days but in the end, everyone involved will have gotten a lot more out of the lesson than perhaps they had anticipated going in.