

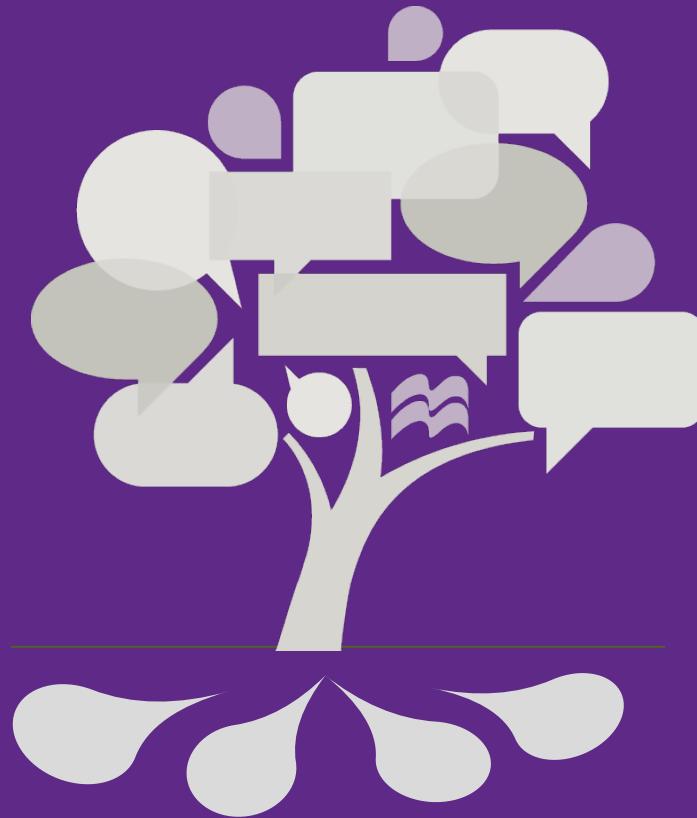




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# LIFE SKILLS

LANGUAGE IS A LIFE SKILL



**LANGUAGE SKILLS**



**LANGUAGE SKILLS**



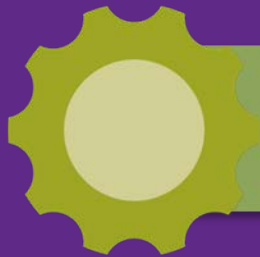
**LANGUAGE SKILLS**

# Next Steps

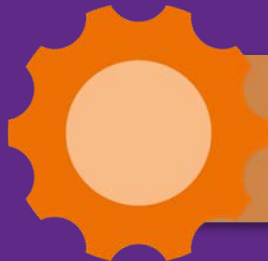




Work and Career



Study and Learning



Self and Society

## Many workers 'lack soft skills'

By PRESS ASSOCIATION

PUBLISHED: 00:36, 14 January 2015 | UPDATED: 00:36, 14 January 2015



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### Why 'soft skills' are more important than a great CV

## College Graduates Suffer From a Lack of "Soft Skills"

ARTICLE PREVIEW — For full access, [register below, it's free](#)



# UNIT 1 NEW MILLENNIUM

## IN THIS UNIT YOU

- learn language for talking about cultural trends and important events
- read about key events during a recent decade
- ask and answer questions about people's lives during a specific period in the past
- listen to a talk about generational trends
- write about an important event in the past
- analyse different sources of information to research a specific period in the past
- ▶ watch a video about world events in the new millennium

### READING

**pronoun reference**  
What are pronouns?  
Why do we use them?

### SPEAKING

**asking follow-up questions**  
Why is it important to ask questions when you are having a conversation with someone?

**LIFE  
SKILLS**





**11,000 young people**  
**23 countries**

63% say

it is difficult for their  
generation to **progress**  
**from school to the**  
**workplace environment**



WHY?

**LIFE  
SKILLS**  
STUDY  
& LEARNING



# A NEW LOOK AT LEARNING

- learn language to talk about educational trends
- listen to people debate the merits of online learning
- write a variety of sentence types to describe a personal experience
- read about the value of a university degree
- talk about changes and new alternatives in education
- learn about being prepared
- watch a video about the use of technology in the classroom

## WRITING

sentence variety

Why might you want to include different types of sentences in your writing? What are some effects of using either short or long sentences?

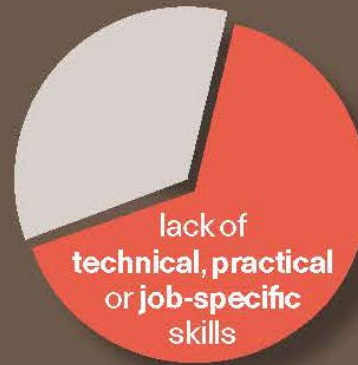
## LISTENING

to non-native English speakers

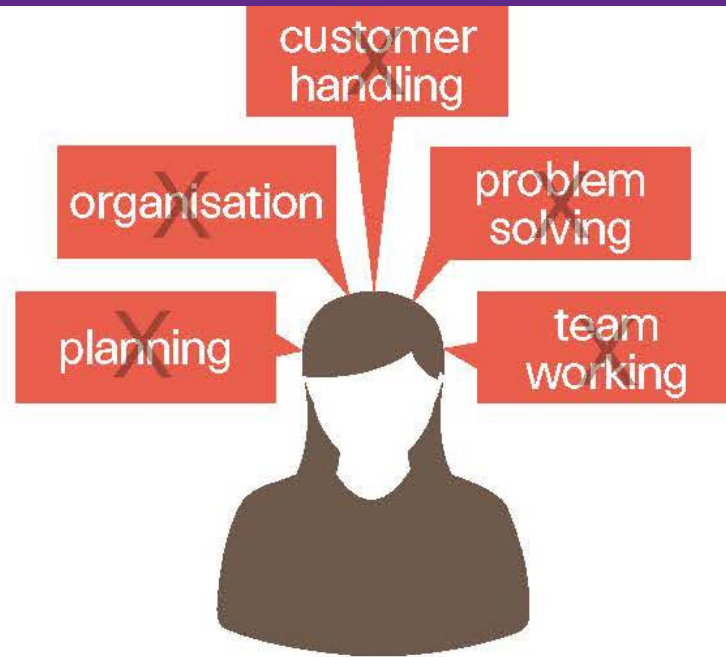
What are some challenges you might face listening to a conversation between non-native speakers of English?

# WHY?





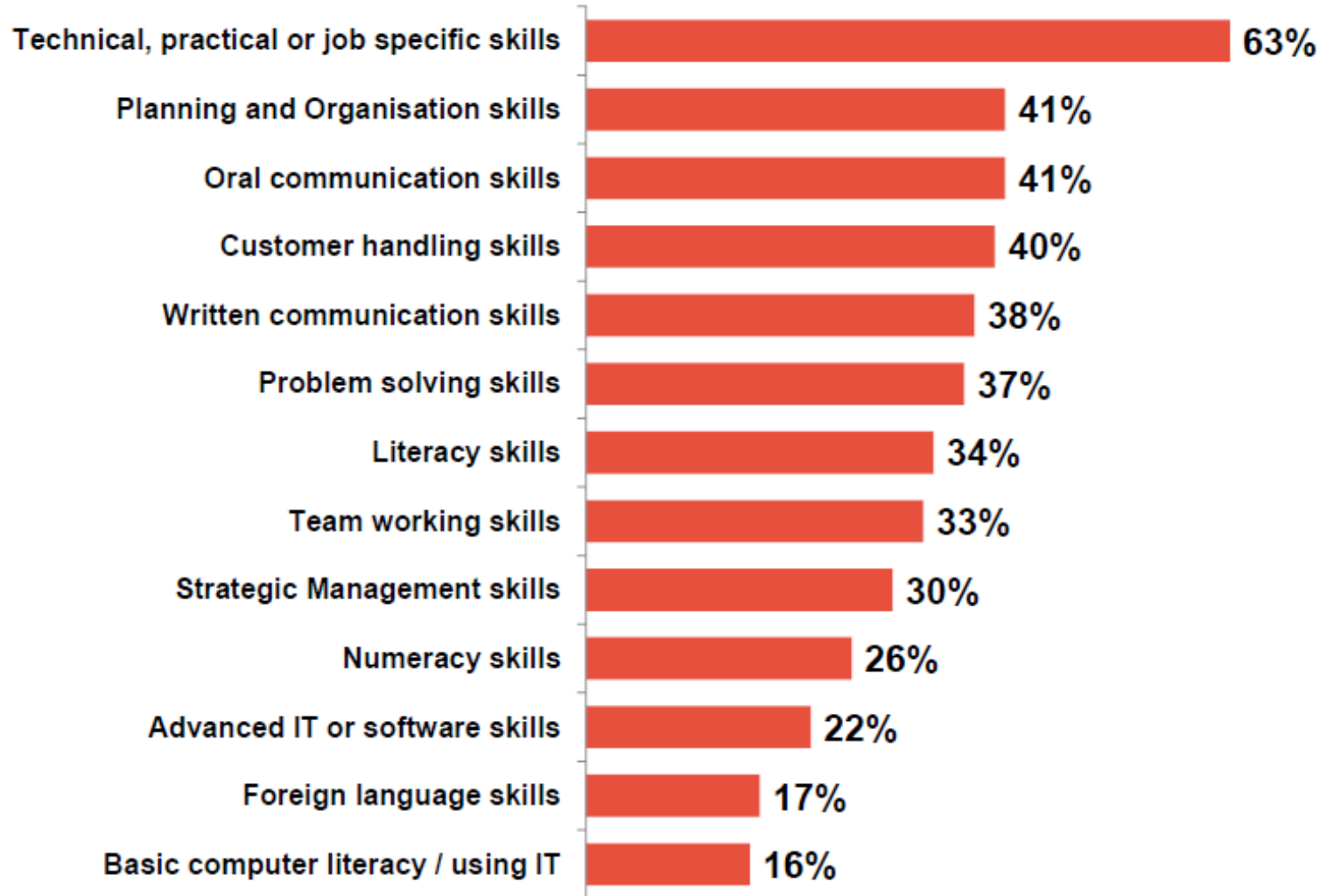
**Almost two-thirds** of all skill-shortage vacancies were attributed to a lack of **technical, practical or job-specific** skills



“Softer” skills such as planning and organisation, customer handling, problem solving and team working were also cited



# SKILLS LACKING AMONG JOB APPLICANTS



UK Commission for Employment and Skills Report, 2014

*Base : All establishments with skills shortage vacancies - up to 6 occupations followed up (4,897)*



# Multiple Surveys

The logo of the University of Kent, featuring the text "University of" in a smaller, blue, sans-serif font above the word "Kent" in a larger, bold, blue, sans-serif font. The entire logo is centered within a white rectangular box.

University of  
**Kent**

# Top Ten Skills

that employers want

- verbal communication
- written communication
- teamwork
- initiative / self-motivation
- drive
- analysing and investigating
- planning & organising
- flexibility
- time management
- commercial awareness

Study of multiple surveys  
University of Kent



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LANGUAGE IS A LIFE SKILL



# Open Mind



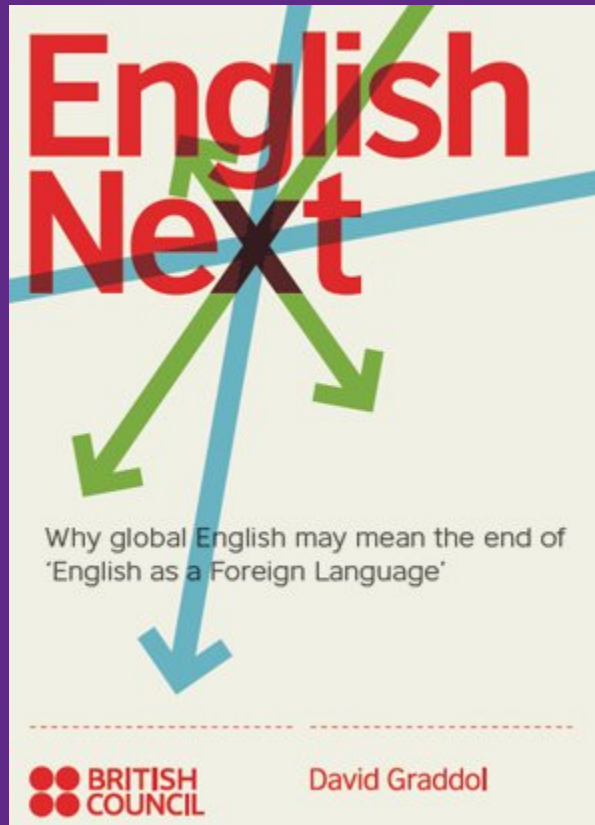
# English Teacher





**English alone  
is no longer  
enough**





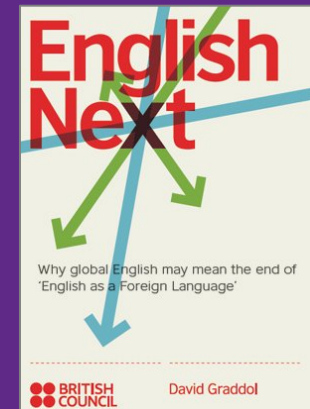


# English Next

... as English becomes more generally available, **little or no competitive advantage** is gained by adopting it.... without English you are **not even in the race.**

David Graddol (2006)

British Council



# UNIT 9 COMPETITIVE EDGE

## IN THIS UNIT YOU

- learn language to talk about competition, personality types and science
- read about the reasons for competitiveness
- talk about different aspects of competition
- listen to experts' opinions about the effects of competition on young people
- write a description of a TV contest
- learn about synthesising information
- ▶ watch a video about a cat show competition

## READING

understanding text  
organisation

Do you often read factual texts? If so, for what reasons? What types of information do writers of factual texts tend to include?

## SPEAKING

paraphrasing

In what situations do you need to paraphrase (say in different words) what another person has said or written?

LIFE  
SKILLS









life skills  
are culturally  
and linguistically  
dependent



## UNIT 4 A NEW LOOK AT LEARNING

### IN THIS UNIT YOU

- ⚙ learn language to talk about educational trends
- ⚙ listen to people debate the merits of online learning
- ⚙ write a variety of sentence types to describe a personal experience
- ⚙ read about the value of a university degree
- ⚙ talk about changes and new alternatives in education
- ⚙ learn about being prepared
- ▶ watch a video about the use of technology in the classroom

### WRITING

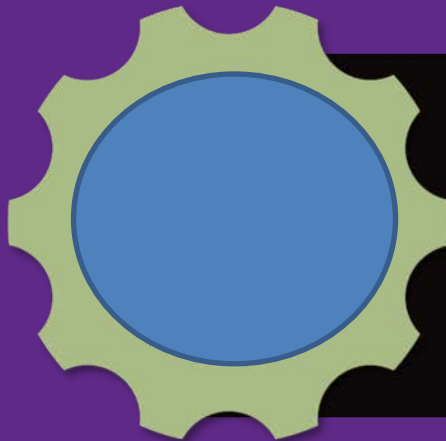
sentence variety

Why might you want to include different types of sentences in your writing? What are some effects of using either short or long sentences?

### LISTENING

to non-native English speakers


What are some challenges you might face listening to a conversation between non-native speakers of English?



## anticipating cultural differences

Do you ever meet people from different cultures? What kind of differences do you observe?

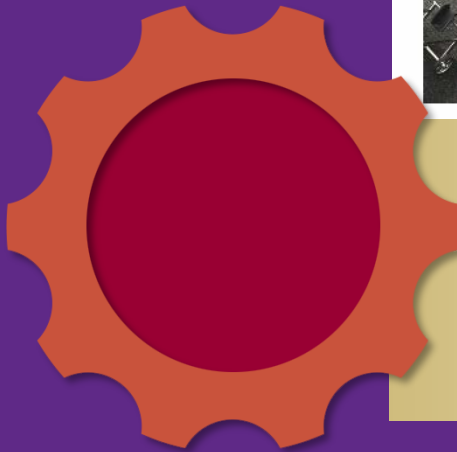


**A**  Work in pairs. Look at these photos of different kinds of teams. What do they have in common? What characteristics do you think the members of these teams have?



## WORKING AS PART OF A TEAM

- Participate equally.
- Be positive and encourage others.
- Listen actively to others.
- Regularly review whether you're being a good team player.



## UNIT 11 THROUGH THE LENS

### IN THIS UNIT YOU

- learn language to talk about photos and make comparisons
- read about selfies
- talk about the similarities and differences between two photos
- listen to a podcast about photography
- write a memo about photos of staff members
- learn about giving and receiving feedback
- watch a video about how photography can help change people's perception of a country

### READING

understanding text organisation

Different sentences have different functions. What functions can you think of, e.g. providing an example?

### SPEAKING

making comparisons

What words, phrases or grammar do you know that we use for comparing one thing to another, e.g. comparative adjectives?

LIFE  
SKILLS

giving and receiving feedback







# By 2005

electronic banking  
replaces cash in  
developed countries



# By 2008

holistic health care  
gains widespread  
acceptance



# By 2010

translation software  
replaces foreign  
language teachers



# How to Integrate



## UNIT 1 LIVE AND LEARN

### IN THIS UNIT YOU

- learn language to talk about recent events in your life
- read about the stages of learning something new
- talk about recent events in your life
- listen to advice about learning
- write a diary entry
- learn how to set goals
- watch a video about studying at university

### READING

for the main idea  
Do a class survey. How many people think they are making faster progress with their English now than when they were beginners?

### SPEAKING

encouraging the speaker  
What kinds of words or phrases do people use to indicate that they are interested in what another person is saying?

LIFE  
SKILLS

setting goals



## UNIT 3 FAME AND FORTUNE

### IN THIS UNIT YOU

- learn language to talk about fame
- read about the drawbacks of wanting to be famous
- talk about the advantages and disadvantages of being famous
- listen to a gossip columnist's opinions about different levels of fame
- write a blog post about someone you admire
- learn about evaluating arguments
- ▶ watch a video about an actor working in Los Angeles

### READING

for different purposes  
Why do you think we read different types of texts in different ways?

### SPEAKING

clarifying misunderstandings

What kinds of phrases can you use to explain or clarify what you are saying when someone misunderstands you?

LIFE  
SKILLS

evaluating arguments





## UNIT 5 SOMETHING IN THE WATER

### IN THIS UNIT YOU

- learn language to talk about marketing and environment-related issues
- read about designer bottled water
- talk about ways to help a charity
- listen to an interview with a charity spokesperson
- write an opinion in an online debate about bottled water
- learn about developing empathy
- watch a video about solutions to problems with water and sanitation

**READING**  
inferring opinion  
What do you think the expression 'read between the lines' means?

**SPEAKING**  
suggesting alternatives  
When was the last time you helped someone make a decision? What kinds of phrases can you use to suggest alternatives?

**LIFE  
SKILLS**

developing empathy



## UNIT 4 UPS AND DOWNS

### IN THIS UNIT YOU

- learn language to talk about mood and life satisfaction
- listen to a lecture about wealth and happiness
- write a thank-you note
- read about research on happiness
- talk about having a positive attitude
- learn about being a positive team member
- watch a video about the concept of Gross National Happiness

### LISTENING

discourse markers  
What are some phrases you might hear that signal a change of topic or the conclusion of a topic?

### WRITING

a thank-you note  
In what situations do you need to write a thank-you note? Would different situations require a different style? Why?

## LIFE SKILLS

**being a positive team member** When you are working as part of a team, it is important to be positive. What are some characteristics of a positive team member?

# How to Integrate



# How to Integrate

teachable  
and learnable  
chunks





### GIVING AND RECEIVING FEEDBACK

#### Giving feedback

- Start by making at least a couple of positive comments.
- Give the other person a chance to respond.
- Use friendly language and positive body language.

#### Receiving feedback

- Listen with an open mind.
- Ask questions to fully understand the feedback.
- Stay calm and consider the validity of any criticism.



**A** **2.29** Listen to the feedback session. Do you think the manager gives feedback well? Does Paul receive the feedback well? Explain what they do well or badly.

**B** Work in groups. You work as a member of a team in a public relations company. Read the email from your manager and discuss the questions.

- 1 What two elements need to be included in the campaign?
- 2 What steps does your manager want you to take?

From: Kaewa@mastermail.mac.wd  
Subject: Local tourism campaign

Hello everybody,

As you probably know, the number of tourists visiting our local area has been falling in recent years. It's not clear whether this is due to increasing prices or other factors. However, the local government is eager to reverse this trend, so they've approached us for ideas.

We need to design a whole campaign, and it needs to be visual. We need to really use the beauty of the local area in images for adverts, both in the traditional media and online, and we need to come up with some good slogans for the campaign. Think of as many ways of promoting the area as you can, and I'm sure we'll come up with something powerful between us.

Work with your own team first to come up with good ideas. Then I want you to present your ideas to another team and listen to their constructive feedback. That will guide you in improving your ideas.

I'd like to see what you've come up with in a few days. I'll contact you to arrange a meeting.

Regards,  
James Kaewa  
Project Manager



**C** As a group, discuss the ideas. Say what you like or dislike about them and decide which ones you might be able to use in your campaign. Make a note of any other ideas.

- organise a competition for photos taken of the area by local people and use the best ones
- hire a professional photographer to take photos of local sights
- create social media pages with lots of images of different kinds
- do a survey with local people to see what they think
- make a short professional film about the area to go online
- use local people to make a short film
- create a poster campaign with an interesting slogan

**D** Using ideas from your discussion, and other ideas of your own, make notes to plan your local tourism campaign. Give as much detail as you can.

**E** Work with another group. Group A, describe your campaign to Group B. Explain how you think it will boost local tourism. Group B, listen and make notes. Then give Group A feedback on their ideas. Follow the steps below. Finally swap roles.

- 1 Comment on what you liked about the other group's ideas.
- 2 Comment on any problems you can see with the other group's ideas. Allow the other group to respond.
- 3 Try to suggest ways to improve the ideas.

**F** In your group, improve your ideas. Take into account the feedback you received. Then present your ideas to the whole class.

#### HOW TO SAY IT

We thought ... was a really good idea. In addition, we liked ...  
Can you tell us why you decided to ...?  
Have you thought about ...? Also, ...  
Do you think ... might be better?  
I see your point, and I could change things so that ...  
Yes, I understand, but the reason I did that was ...

**G** Discuss the questions.

- 1 What did you learn about giving and receiving feedback?
- 2 How well do you usually respond to feedback? Do you think what you've learnt will change your reaction in the future? Why or why not?



**REFLECT ...** How can the skill of giving and receiving feedback be useful to you in Self & Society and Study & Learning?



#### RESEARCH ...

Find out how your local area is advertised to tourists. What images and slogans are used? Think of ways in which the image of your area could be improved. In the next lesson, report back to the class on what you have found.

# GIVING AND RECEIVING FEEDBACK

## GIVING AND RECEIVING FEEDBACK

### Giving feedback

- Start by making at least a couple of positive comments.
- Give the other person a chance to respond.
- Use friendly language and positive body language.

### Receiving feedback

- Listen with an open mind.
- Ask questions to fully understand the feedback.

**A**



**2.29**

**Listen**

**B** Work in groups. You work as a member of a team in a public relations company. Read the email from your manager and discuss the questions.

**B**



**Work in groups.**

### Subject: Local tourism campaign

Hello everybody,

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I'd like to see what you've come up with in a few days. I'll contact you to arrange a meeting.

Regards,  
James Kaewa  
Project Manager

**C**



**As a group, discuss the ideas.**

- hire a professional photographer to take photos of local sights
- create social media pages with lots of images of different kinds
- do a survey with local people to see what they think
- make a short professional film about the area to go online
- use local people to make a short film
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**D** Using ideas from your discussion, and other ideas of your own, make notes to plan your local tourism campaign. Give as much detail as you can.

**E** Work with another group. Group A, describe your

**D Make notes**

- 1 Comment on any problems you can see with the other group's ideas. Allow the other group to respond.
- 2 Try to suggest ways to improve the ideas.

**F** In your group, improve your ideas. Take into account the feedback you received. Then present your ideas to the whole class.

### HOW TO SAY IT

**E**



**Work with another group.**

**F**



**In your group, improve your ideas.**

will change your reaction in the future?  
Why or why not?

Find out how your local area is advertised to tourists. What images and slogans are used? Think of ways in which the image of your area could be improved. In the next lesson, report back to the class on what you have found.

UNIT

IN 7

○

○

○

○

○

○

▶ watch a

of Gross N

## LISTENING

discourse markers

What are some phrases you might hear that signal a change of topic or the conclusion of a topic?

## WRITING

a thank-you note

In what situations do you need to write a thank-you note? Would different situations require a different style? Why?

LIFE  
SKILLS  
WORK

being a positive team member When you are working as part of a team, it is important to be positive. What are some characteristics of a positive team member?





## UNIT 4 UPS AND DOWNS

### IN THIS UNIT YOU

- learn language to talk about mood and life satisfaction
- listen to a lecture about wealth and happiness
- write a thank-you note
- read about research on happiness
- talk about having a positive attitude
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- ▶ watch a video about the concept of Gross National Happiness

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discourse markers  
What are some phrases you might hear that signal a change of topic or the conclusion of a topic?

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## LIFE SKILLS

**being a positive team member** When you are working as part of a team, it is important to be positive. What are some characteristics of a positive team member?



# LIFE SATISFACTION

## Adjective

happy

wealthy

\_\_\_\_\_

\_\_\_\_\_

## Noun

\_\_\_\_\_

\_\_\_\_\_

pleasure

contentment

## Verb

\_\_\_\_\_

enjoy

\_\_\_\_\_

## Noun

appreciation

\_\_\_\_\_

satisfaction

## E VOCABULARY: LIFE SATISFACTION

Work in pairs. Complete the sentences with the correct form of the word in brackets. Then discuss them with your partner.

- 1 I feel \_\_\_\_\_ (satisfaction) with my life when I ...
- 2 People usually \_\_\_\_\_ (appreciation) happiness more when they ...
- 3 I think people are generally more \_\_\_\_\_ (contentment) when they ...
- 4 Material \_\_\_\_\_ (wealthy) can sometimes cause unhappiness because ...
- 5 \_\_\_\_\_ (enjoy) of life depends on ... as well as ...


LIFE  
SKILLS

being a positive team member

# SPEAKING:

## talking about having a positive attitude

**SPEAKING:** talking about having a positive attitude

**A**  Work in groups. Discuss what you think each of these sayings means. Does each one express a positive or negative attitude?



THINK OF  
≡ *the glass as* ≡  
**HALF FULL,**  
≡ NOT HALF ≡  
*empty.*

→ Always expect  
★ THE WORST ★  
≡ and then ≡  
• YOU'RE NEVER •  
disappointed.

LIFE  
SKILLS

being a positive team member

## GRAMMAR: noun clauses as objects

**A**  **1.18 LANGUAGE IN CONTEXT** Read the poster. Then listen to the conversation. According to Michelle, how does laughter help?

**A**  **1.18 LANGUAGE IN CONTEXT** Read the conversation. According to Michelle, how does laughter help?

**Clara:** Look at this! Laughter therapy!

**Michelle:** Yeah, I've read about that. Apparently, laughing can help people feel happier and less stressed, so now they're using it as a therapy!

**Clara:** That sounds really interesting. Do you know what it involves?

**Michelle:** I'm not exactly sure, but I think they explain how laughter could help you deal with a problem. I think you learn techniques to see the positive side of a situation.

**Clara:** That sounds useful! I wonder when they're holding the workshop. Does it say where we can get more information?

**Michelle:** I'll check the website. I think we need to register online, but I might need to explain why we want to go.



LIFE  
SKILLS

being a positive team member





## UNIT 3 FAME AND FORTUNE

### IN THIS UNIT YOU

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### READING

for different purposes  
Why do you think we read different types of texts in different ways?

### SPEAKING

clarifying misunderstandings  
What kinds of phrases can you use to explain or clarify what you are saying when someone misunderstands you?

### LIFE SKILLS WORK & CAREER

**evaluating arguments** The word *argument* has two meanings. It can be a disagreement or it can be ideas and evidence that someone presents to convince other people to agree. Think of a time when you argued for or against something. Were you able to convince other people to agree with you?

**A** **43** Work in pairs. Who do you think are five of the most famous people in the world? Try to think of a variety of famous people, not just entertainers. Use the photos to help you. Share your ideas with the class.



**B** **43** Work in groups. Do you think the famous people you chose in Exercise A are different or special compared to ordinary people? If so, how?


# UNIT 3 FAME AND FORTUNE



evaluating arguments



**REFLECT ...** How can the skill of giving and receiving feedback be useful to you in **Self & Society** and **Study & Learning**?

**F**  In your group, improve your ideas. Take into account the feedback you received. Then present your ideas to the whole class.

## HOW TO SAY IT



*We thought ... was a really good idea. In addition, we liked ...*

*Can you tell us why you decided to ...?*

*Have you thought about ...? Also, ...*

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*I see your point, and I could change things so that ...*

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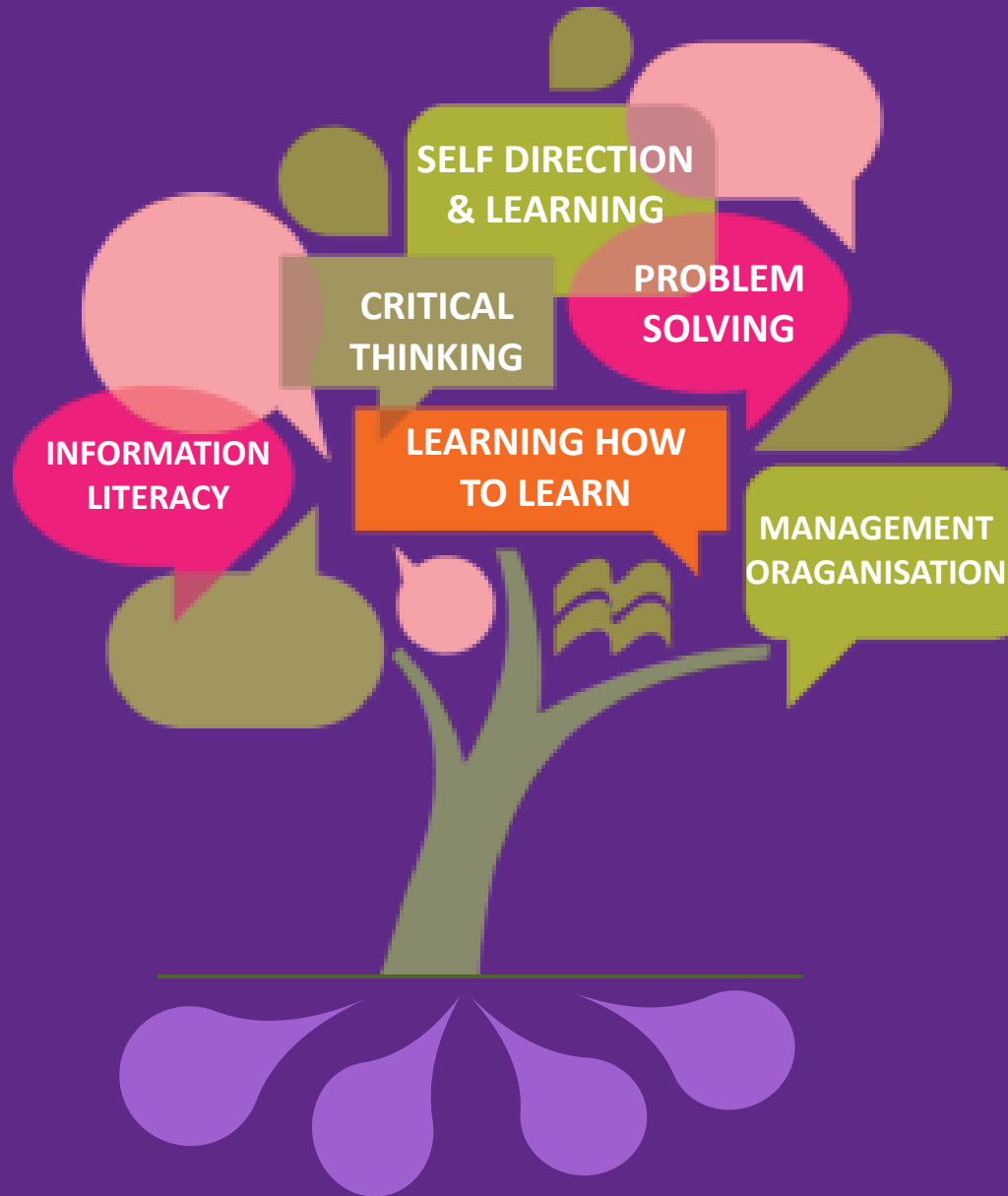




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# LIFE SKILLS

LANGUAGE IS A LIFE SKILL





2015  
**ELTons**  
winner

Innovation in  
teacher resources

In collaboration with



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