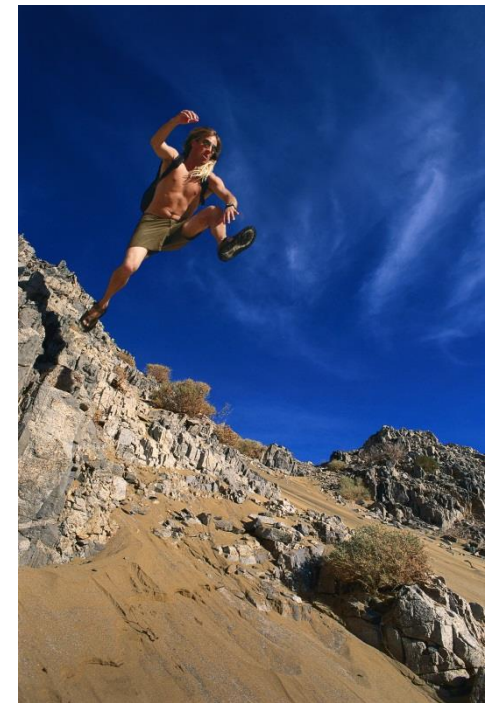


Life skills

Warm ups, Wrap ups and Gap fills



In the next 30 minutes we'll...

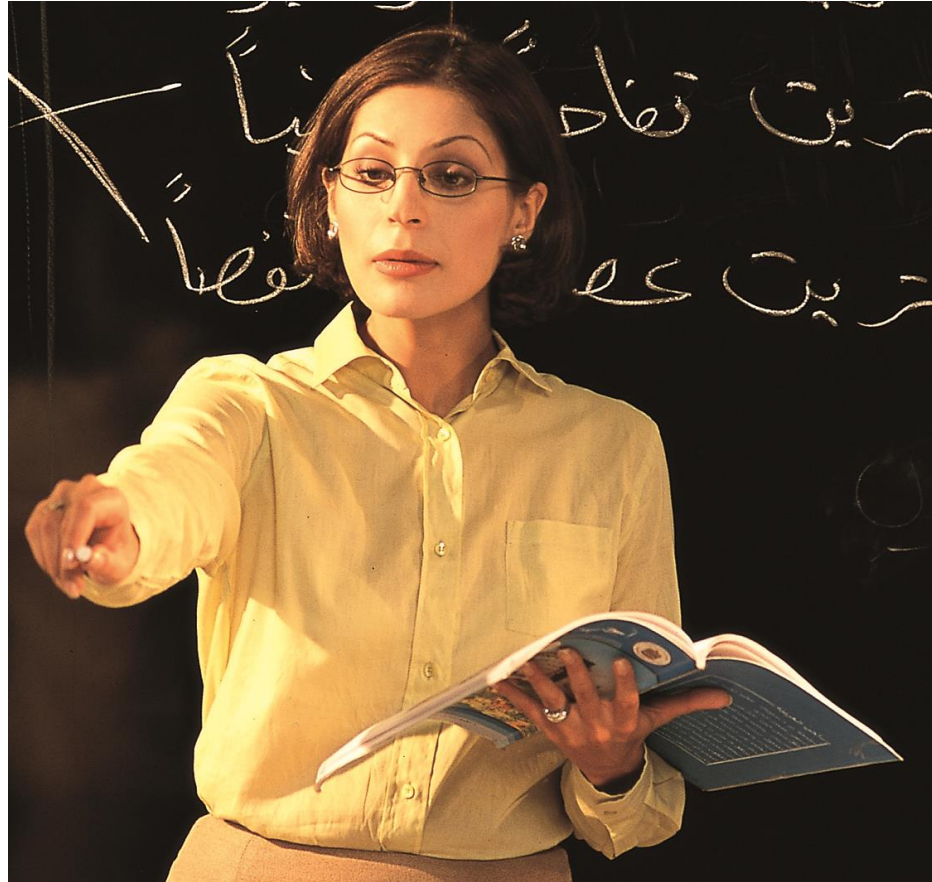
Look at what we've got

Introduce some warm-up, wrap-up and gap-fill activities

Think about how these fit in a lesson

See how these introduce life skills

I've got a Teacher's Book
and I'm not afraid to use it!



Poll – The Teacher’s Book

- a) I have one and use it every lesson
- b) I have one and use it for the first couple of units
- c) I have one and looked at it at the start of term
- d) I think I have one, somewhere....
- e) I don’t have one



LifeSkills: establishing priorities (p. 64)

Step 1: Understand the criteria. (Ex. A)

Step 2: List the options. (Ex. B, Ex. C)

Step 3: Order the options according to the criteria.
(Ex. D, Ex. E)

Lead-in

- Read the target skill aloud and **highlight** the three-step strategy to develop the skill. Check that the students understand all the vocabulary.
- Relate each exercise in the LifeSkills section to the relevant stage in the three-step strategy before you ask the students to begin the exercise (e.g. *The aim of this exercise is to understand criteria. This is Step 1 in the three-step strategy.*).
- Tell the students that this section of the unit will help them with organising information by establishing priorities.
- Ask the students when they need to prioritise (put things in order of importance) in their lives. Elicit one or two ideas from them. Possible answers include *When we have a lot of homework, but we also want to go out with friends, and so on.*



Poll

Does your course cover any of the following?

- a) Family and friends
- b) The media/What's in the news
- c) Countries and cultures
- d) Festivals and holidays
- e) All of the above

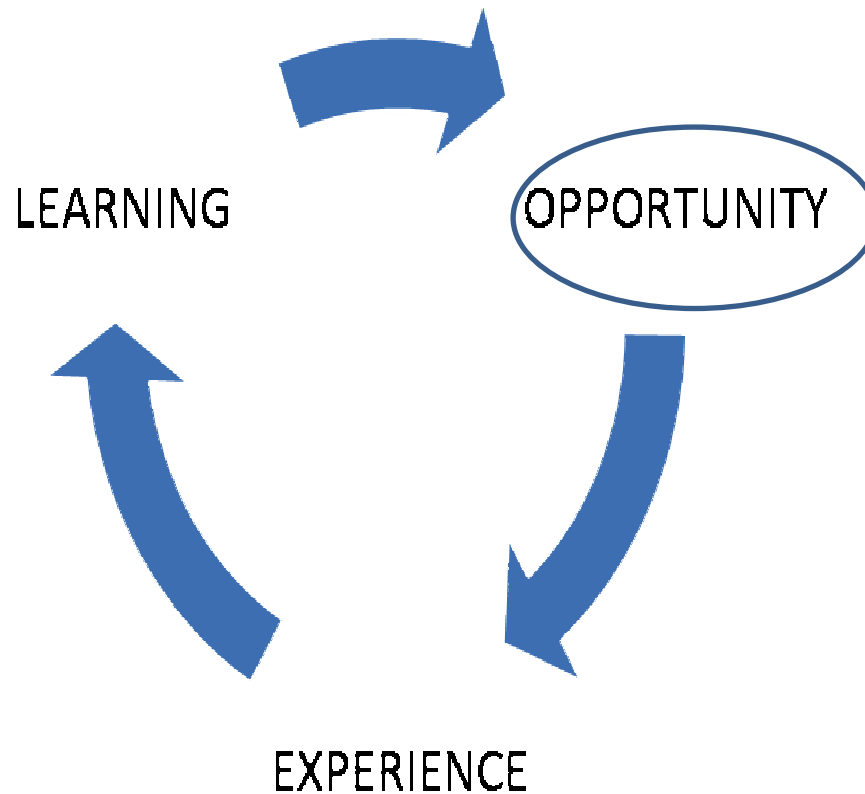


How can these introduce life skills?

- a) Family and friends (**social skills**)
- b) The media/What's in the news (**critical thinking, assessing and analysing information**)
- c) Countries and cultures (**citizenship, cultural awareness**)
- d) Festivals and holidays (**respecting diversity**)
- e) All of the above (**communication, cooperation, expressing an opinion**)



The cycle of change.....



Warm-ups:

Short – 5 minutes

Fun – mood setters for the lesson

Stimulate the mind – this is the ideal point to get students thinking beyond the page



Even young learners can develop skills

The illustration shows a girl in a pink shirt and blue pants standing next to a brown horse. A circular inset shows the girl in a yellow dress repeating the sound 'Vrrmm, vrrmm!' while holding a black and white striped object. Below the illustration is a banner with three numbered icons: 1. A green smiley face with sound waves. 2. A purple smiley face wearing headphones. 3. A red smiley face with a string and a pink smiley face with a string. To the right of the banner are two shapes: a blue diamond labeled 'Value' and a green triangle labeled 'New Words'.

1

2

3

16

Value

I'm kind to my friends.

New Words

Listen and repeat.
Listen.
Play and say.

(from: Learning Stars by Jeanne Perrett)



Write 1 kind thing you can do for a friend



When was the last time you
did this?



When is the next time you
can do this?



1 Look at these people and pets. Work with a partner.
Which pet do you think belongs to each person? Guess.



Often this is a case of matching the information to the images

Example topics from existing courses

Who do you Think You are?

Family

Work

Friends/teams/groups

In our Community



Who am I?

1. My parents are from the Caribbean
2. I'm 29 years old
3. I drive for a living



Who am I?

A.

1. My parents are from the Caribbean
2. I'm 29 years old
3. I drive for a living

A. What job do you think I have – type your answer



Who am I?

A.

1. My parents are from the Caribbean
2. I'm 29 years old
3. I drive for a living

B.

1. I cut tobacco in Kentucky
2. I sold ladies shoes in a Department store
3. I'm 53 years old

B. What job do they have now – type your answer



who am I?

A.

1. My parents are from the Caribbean
2. I'm 29 years old
3. I drive for a living

B.

1. I cut tobacco in Kentucky
2. I sold ladies shoes in a Department store
3. I'm 53 years old

C.

1. I'm 71 years old
2. I worked as an ice cream seller
3. I have 4 grand children

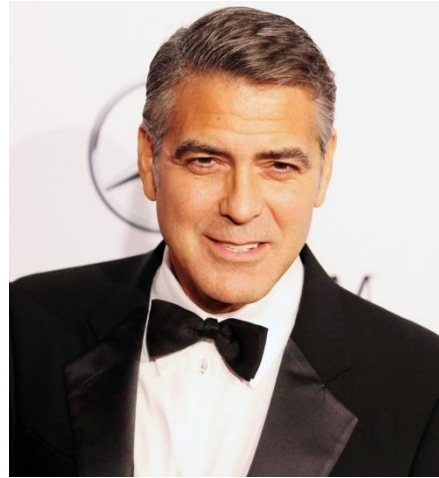
C. How do you think they are spending their retirement? – type your answer



Answers



A. Lewis Hamilton
F1 Motor Racing driver



B. George Clooney
Oscar winning actor



C. Sir Mick Jagger
Lead singer

Respecting Cultures/differences



My world



Vocabulary 1 Countries and nationalities

1 Look at the map. Match places 1–6 with the countries

High days and holidays (groups)

Have students draw a simple picture of a festival/holiday they enjoy (no words).

Once the group have finished have them show their pictures to their group. Can everyone guess what the picture is and say one positive thing (about the picture or the festival) to the 'artist' as they go round the group.

(Can also do this with Food, Pets, clothing, designations, etc.)



Desert Island

Students list up to 5 things they would take to a desert island.

Put into groups of 4 – 6.

Now they have to make a list of only 5 items for the whole group – what will they all agree to take?



Or supply the list...

Which word is the odd one out?

- Camel
- Pyramid
- Desert
- Kangaroo
- Eat
- hot

Gap-fillers

Break from one theme to another

Good for long classes to keep students focussed

Can be used when something finished early/
doesn't go as planned

Can reinforce/review a teaching point



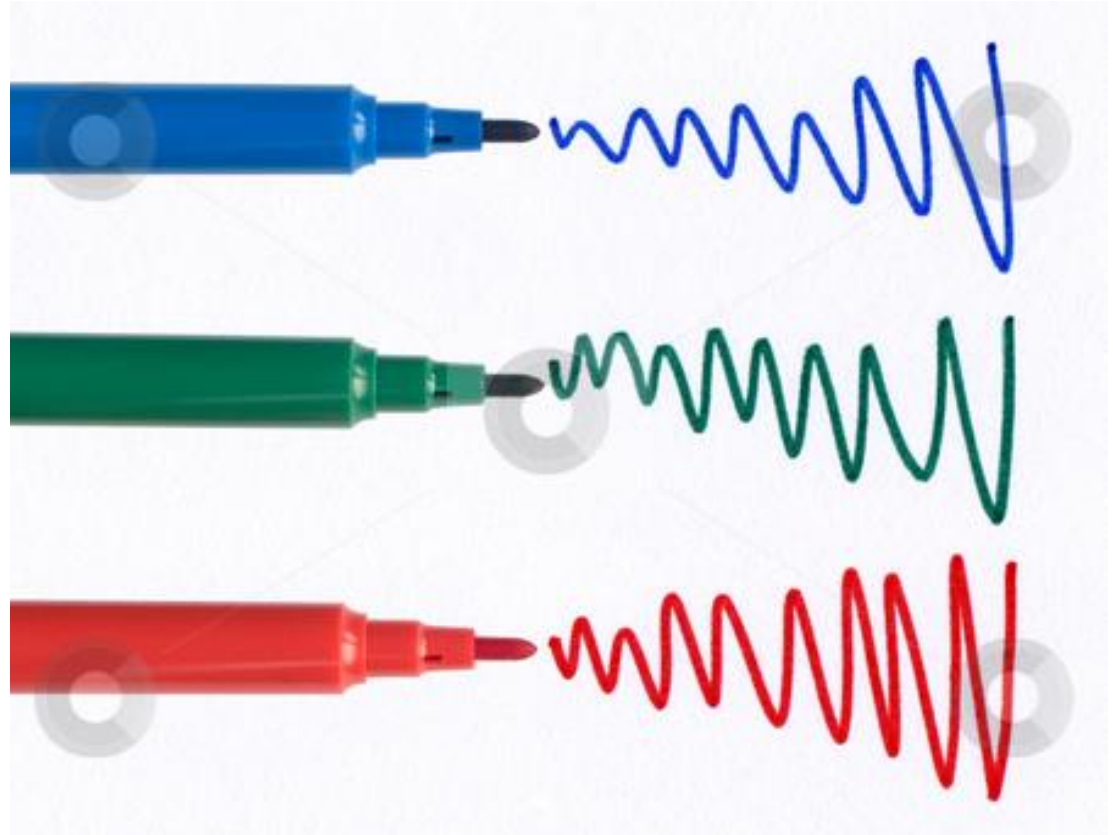
Imagination and Creative thinking

Self knowledge

Colours

Emotions

Culture



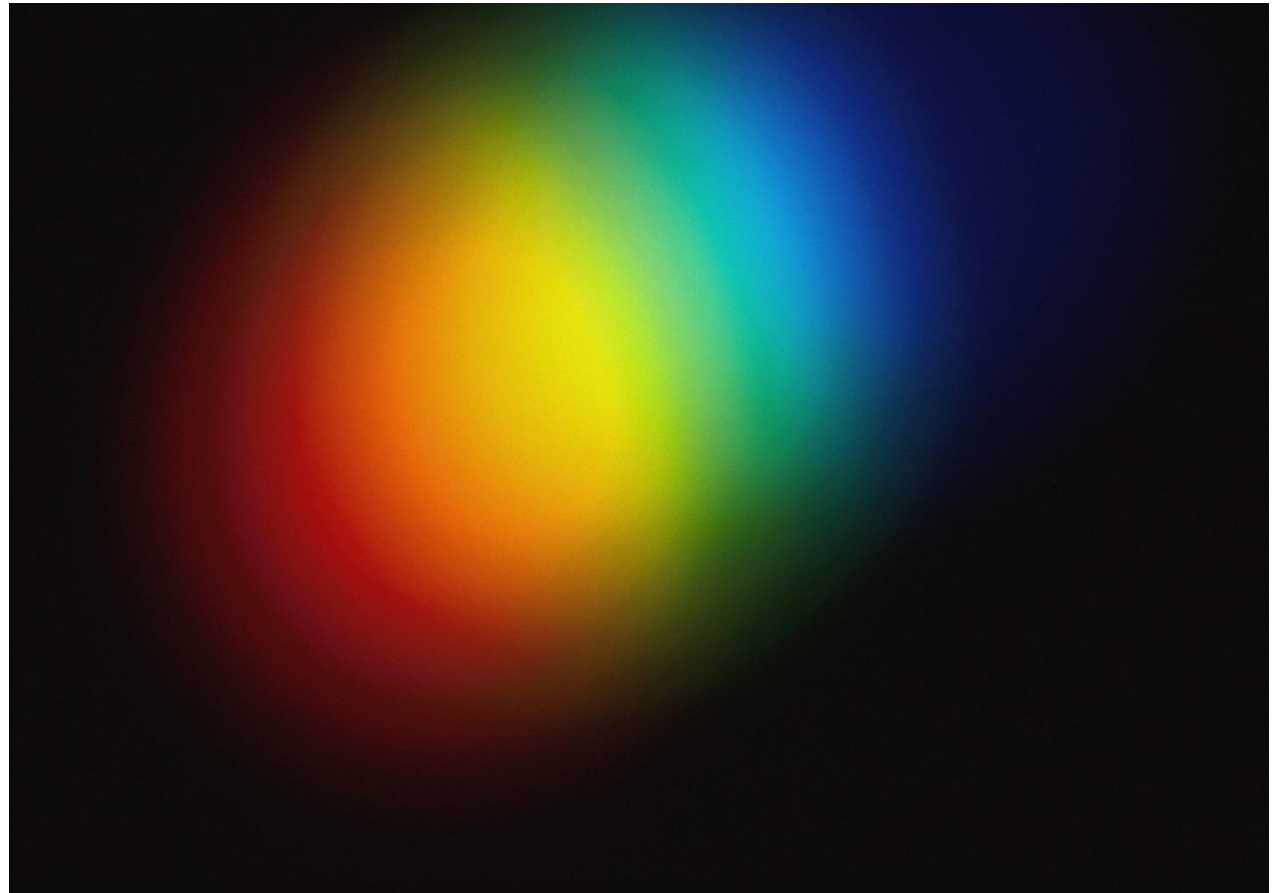
What colour is....

Happiness

Sadness

Honesty

Friendship



MACMILLAN
LIFE SKILLS

Follow a conversation

SPEAK AND LISTEN

- 1 a What do you associate each colour in the box with? Write the first word you think of. Then compare your words with your partner.

black blue brown gold green grey
orange pink purple red silver yellow

black – night

- b Find as many of the colours as you can on the colour wheel.
- 2 a Read the tips in the **HOW TO** box.
- b **▶ 2.07** Listen to the interview with Amy Shore about the National Colour Wheel and order the topics.
- The ways in which different cultures interpret colours. ...
 - A survey carried out in Manchester. ...
 - The reasons for doing the new survey. ...
 - How people can take part in the survey. ...



- 3 **▶ 2.07** Listen again and choose the correct answers.
- Amy Shore basically wants people to ...
A visit a website. B do a street survey. C visit Manchester.
 - The main purpose of the survey is to ...
A know what colours mean. B make people more aware of colour. C create an international database.
 - She gives an example of how white is associated with death in ...
A China. B countries with jungles. C the West.
 - The presenter associates the colour green with ...
A grass. B the environment. C the country he was born in.
- 4 Which tips in the **HOW TO** box did you use for help with Exercises 2b and 3? Tick (✓) them.

HOW TO

follow a conversation

- Basically, ... and The thing is, ... introduce an important point.
- For example, ... and For instance, ... introduce examples.
- Although, Even though and However add contrasting information.

REACT

- 5 Work in pairs. Look at the colour wheel and answer the questions.
- Which of the colours reflects the way you feel now?
 - Which is your favourite colour? Why do you like it?
 - Work in pairs. Complete the colours task. Student A looks at page 141. Student B looks at page 142.

WORK WITH WORDS

- 6 Match the colour idioms and phrases (1–10) to the definitions (a–j).
- | | |
|-----------------------|--|
| 1 as black as night | a suddenly feel angry |
| 2 black and white | b tell a small lie to make someone feel better |
| 3 as white as a sheet | c clear and simple |
| 4 get the green light | d very dark |
| 5 be in the red | e be sad or depressed |
| 6 once in a blue moon | f very pale, especially when frightened or ill |
| 7 out of the blue | g get permission to do something |
| 8 tell a white lie | h spend more money than you have |
| 9 feel blue | i very rarely |
| 10 see red | j suddenly and unexpectedly |

- 7 Work in pairs. Make a list of things that ...

GO BEYOND

Do the Words & Beyond exercise on page 134.

(From Beyond authored by Rebecca Robb Benne, Rob Metcalf and Robert Campbell)



The power of puzzles

Critical thinking

Creativity & imagination

Learner autonomy



Riddles and Puzzles:

The 3 bears fell down a hole, how did they get out?

Why are maths books always sad?

Which letter has the most water?



Prioritising

LifeSkills

ESTABLISHING PRIORITIES

- Understand the criteria.
- List the options.
- Order the options according to the criteria.

A Read the comment below from a travel website.

Tick (✓) Danny's two main criteria.

- | | | | |
|---|--------------------------|---|--------------------------|
| a) He doesn't want to spend a lot of money. | <input type="checkbox"/> | d) He doesn't want to visit a museum. | <input type="checkbox"/> |
| b) He wants to go shopping. | <input type="checkbox"/> | e) He wants to see as much as possible. | <input type="checkbox"/> |
| c) He doesn't have a lot of time. | <input type="checkbox"/> | | |



(from the Mind series co-authored by Dorothy Zemach)



Prioritising/Time management

(Technology and You)

What question did you/
will students expect?

Why?

How do you prioritise?

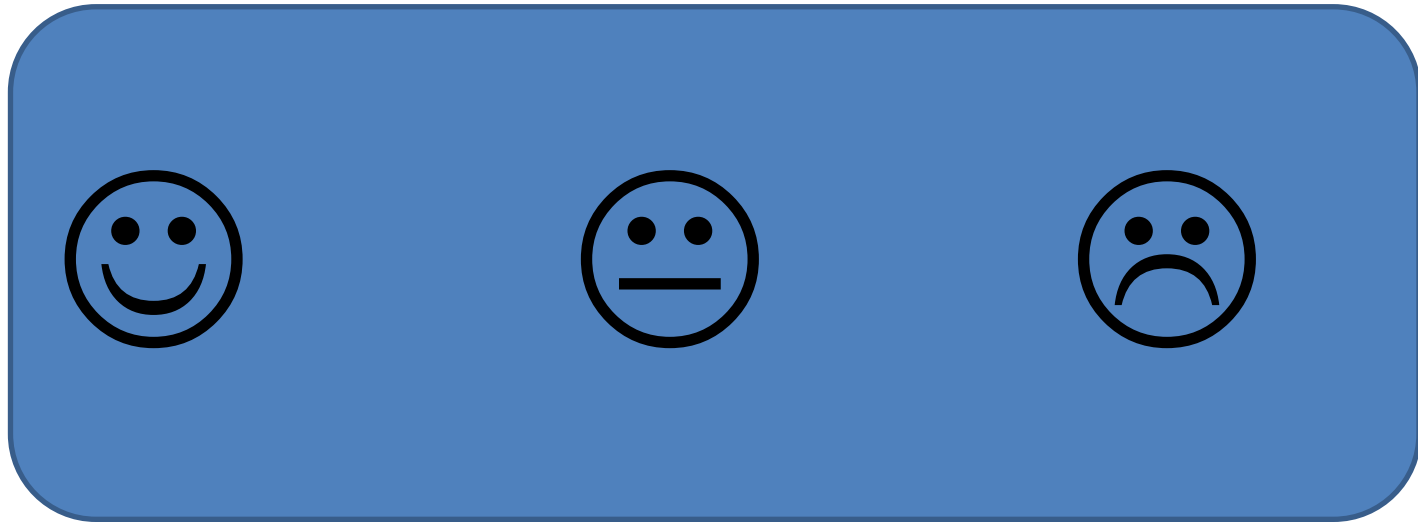


Wrap-up

Evaluate efforts

Make recommendations

Think about how to improve the next time



How well do I think I performed in this class?

How well do I think the group performed on this class?

What could I/we have done better?

What did I particularly like about this class?

Dislike?

Why?



How well do I think I performed on this class?
(learner autonomy)

How well do I think the group performed on this
class?
(analysis/organisation/time management)

What could I/we have done better?
(negotiation/leadership/agility/adaptability)

What did I particularly like about this class?
Dislike?
Why?



Lesson 9: Communicate / Cooperate

This lesson goes deeper into the meanings of communication and cooperation, and suggests ways to make them more effective.

Level: Intermediate and above (equivalent to CEF level B2 and above)

Time: 60-90 mins

How to use this lesson:

These exercises are best done in class but the final exercise can be done at home if you prefer to allow more time in class for discussion and role play.

Teacher's Notes

Worksheet A

1. Read the definitions below and answer the questions

This exercise introduces the subjects of communication and cooperation by giving students definitions. Allow up to five minutes for students to read the definitions and the questions. Students who finish earlier can write the answers. Check students' understanding of the words and make sure there are no problems. Elicit different suggestions for the answers.

Suggested answers

- 1 That it only involves getting your point across
- 2 Because they do not agree / When they have to reach a decision even though they don't agree
- 3 It doesn't involve doing something together, but being told what to do

2. Match these words to their definitions

This exercise introduces vocabulary that students can use when talking about communication. Some of the words are difficult and it might be hard for some students to grasp the finer meanings. Allow 3-4 minutes for students to complete the sentences alone. After this time, they can compare their answers with a partner. Elicit the answers and give guidance, explaining the meanings of any words that caused problems.

Answers: 1 d; 2 f; 3 h; 4 a; 5 b; 6 c; 7 g; 8 e

3. Look at the examples below and circle the correct word

Remind the class that, although some communication is very smooth and leads to perfect cooperation, it doesn't always happen like that. The following two exercises practise a way of making sure that the communication stays civilised. Remind the class of the meaning of the word **acknowledge**, which they met in the previous exercise. Point out that acknowledging the other person's point is usually more effective than simply confronting them with the opposite viewpoint. Allow 3-4 minutes for students to make their choices. Then check their answers.

Answers

- 1 n
- 2 f
- 3 e
- 4 n
- 5 n
- 6 sound

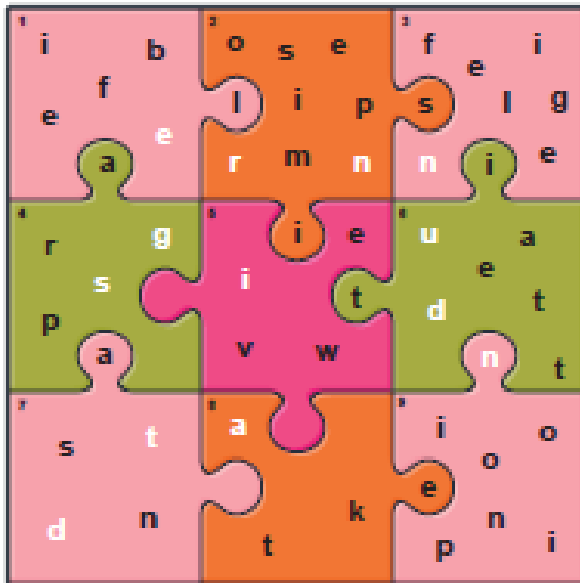




For Fun: Jigsaw

Each piece of the jigsaw contains a word related to a person's stereotype. Disassemble the letters to spell one word for each jigsaw piece.

Answers



1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____

Look at the letters in white - rearrange these 12 letters to make another vital part of communication.

COMMUNICATE / COOPERATE

Quotes For The Month

"I'm a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they're interested in."

- Bill Gates

**New resources
every 2 weeks**





Expressing yourself: ways of apologizing

Overview: In this lesson, learners review and consolidate ways of apologizing and accepting apologies.

Total time for activities: 35-40 minutes

Level: upper intermediate to advanced

EXPRESSING
YOURSELF

Teacher's Notes

1. Before class, cut up the Student's Copy so that you have four individual worksheets for each learner.

2. Distribute **Worksheet A**. Learners match the sentences with their functions.

3. Check answers in plenary.

Answers

1. d 2. c 3. g 4. a 5. f 6. b 7. e

4. Explain that this lesson will focus on the function of example sentence 3 and will look at ways of apologizing. In British English, the alternative spellings 'apologise', 'apologising' etc. are also used. Distribute **Worksheet B**. Learners complete the sentences.

5. Check answers in plenary.

Answers

1. *I am sorry.*
2. *Sorry for keeping you waiting.*
3. *Sorry that you've had to wait so long.*
4. *I/We owe you an apology.*
5. *I do apologize.*
6. *Please accept my/our apologies.*
7. *I/We regret any inconvenience this may cause.*
8. *I/We apologize for any inconvenience this may cause.*
9. *I beg your pardon.*
10. *I/We apologize to our customers for the long wait.*

Note that learners might use *must* instead of *do* in sentence 5. You can acknowledge this as an alternative correct answer.

6. Distribute **Worksheet C**. Learners try to answer the questions in pairs.

7. Go through the answers and distribute **Worksheet D** for reference.

8. Ask learners, in small groups, to think of recent situations in which they apologized to someone, or someone apologized to them, or they heard or read an apology. These situations may be in English or in their L1, for something trivial or something important, in their own lives or in the news, films etc.

If the situations were in English, they should try to recall how the apology was phrased and how the listener responded (if there was a response). If the situations were in their L1, they should suggest how the apology – and the response, if there was one – could be formulated in English.

They then report and discuss their experiences and suggestions in plenary.

EXPRESSING YOURSELF



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MACMILLAN LIFE SKILLS

LANGUAGE IS A LIFE SKILL

Thank you for joining us today.

Any questions, please email:
Carol.higho@macmillan.com