



TECHNOLOGY

21st Century Skills for the modern younger learner

Phil Warwick Russia 2018



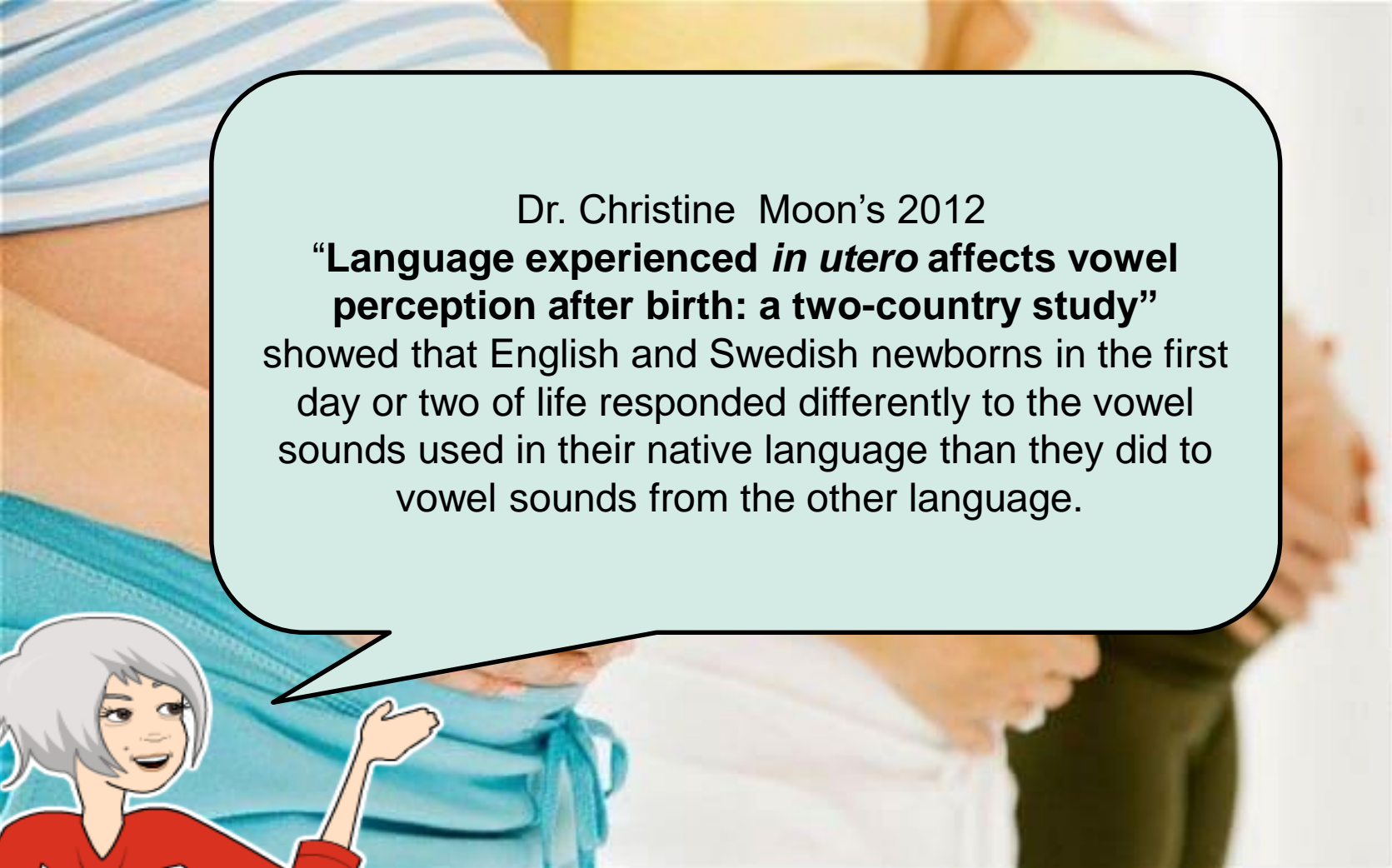
Think **BIG**, Dream **BIG**

BIG

ENGLISH

WHERE TO START?

Pre-birth learning?



Dr. Christine Moon's 2012
“Language experienced *in utero* affects vowel perception after birth: a two-country study”
showed that English and Swedish newborns in the first day or two of life responded differently to the vowel sounds used in their native language than they did to vowel sounds from the other language.



Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence

– Harvard University



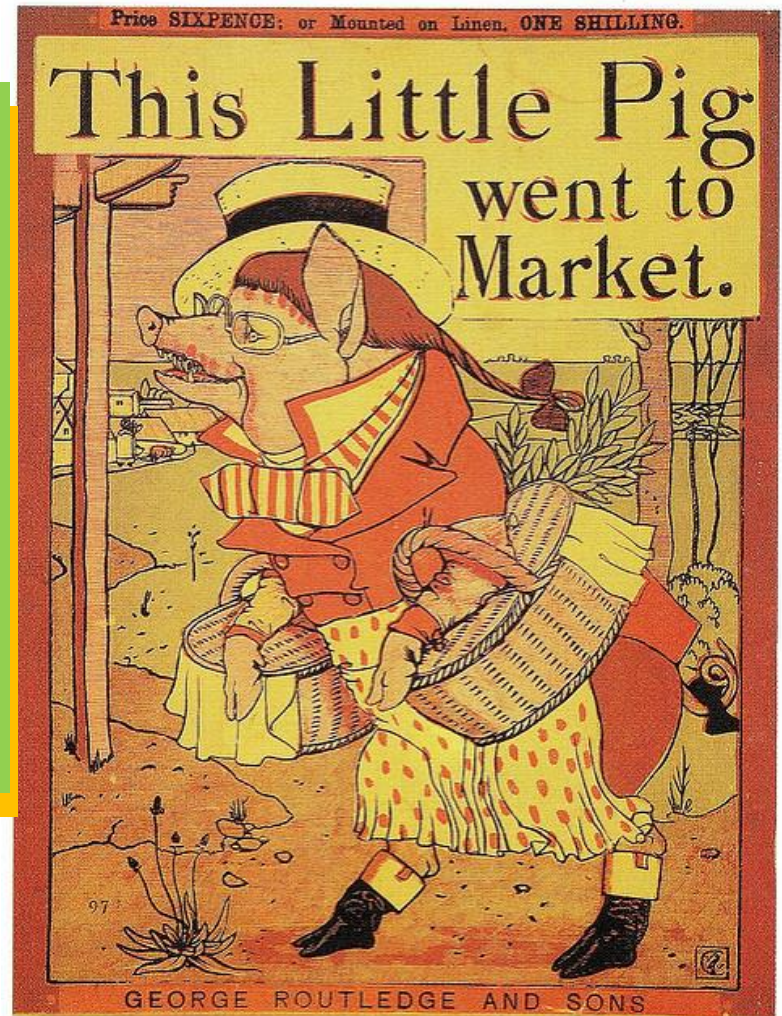
- **Working memory** — The ability to hold information in mind and use it.
- **Inhibitory control** — The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- **Cognitive flexibility** — The capacity to switch gears and adjust to changing demands, priorities, or perspectives.

6- to 18-month-olds

- Lap games
- Peekaboo
- Predictable rhymes
- Hiding games
- Finger games



This little piggy had a bath
This little piggy went to bed
This little piggy woke up
This little piggy ate bread
And this little piggy went
Play, play, play, all the way home!



Ideas from www.babycentre.co.uk

18- to 36-month-olds

- Active games
- Imitation games
- Song games
- Conversation and storytelling
- Matching/sorting games
- Imaginary play

HAND CLAP

HOT SEAT



3- to 5-year-olds

- Imaginary play
- Reading books
- Movement challenges
- Songs and games
- Bingo or lotto games

HEAD &
SHOULDERS

SIMON SAYS

5- to 7-year-olds



TRUE &
FALSE

BOARD RACE

- Card games and board games
- Games that require attention and quick responses).
- Logic and reasoning games
- Sports, Music and Movement

Stepping Up

A



B



C



1

2

3

4

7- to 12-year-olds



- Card games and board games
- Fantasy play
- Brain teasers

BED AND BREAKFAST



£30



£9



£9



£9

£25



WHERE'S THE MISSING POUND?

Two types of grammar:

① Primary or Natural Grammar

② Secondary or Analytic Grammar





Teaching Younger Students

Digital Residents

Information Overload

Soft Skills Shortage

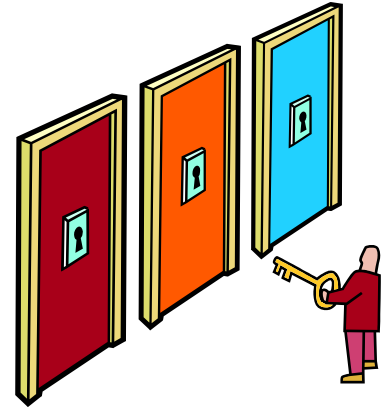
Edutainment



Which of the following skills do you think is the least important for 21st language learners?

To be able to:

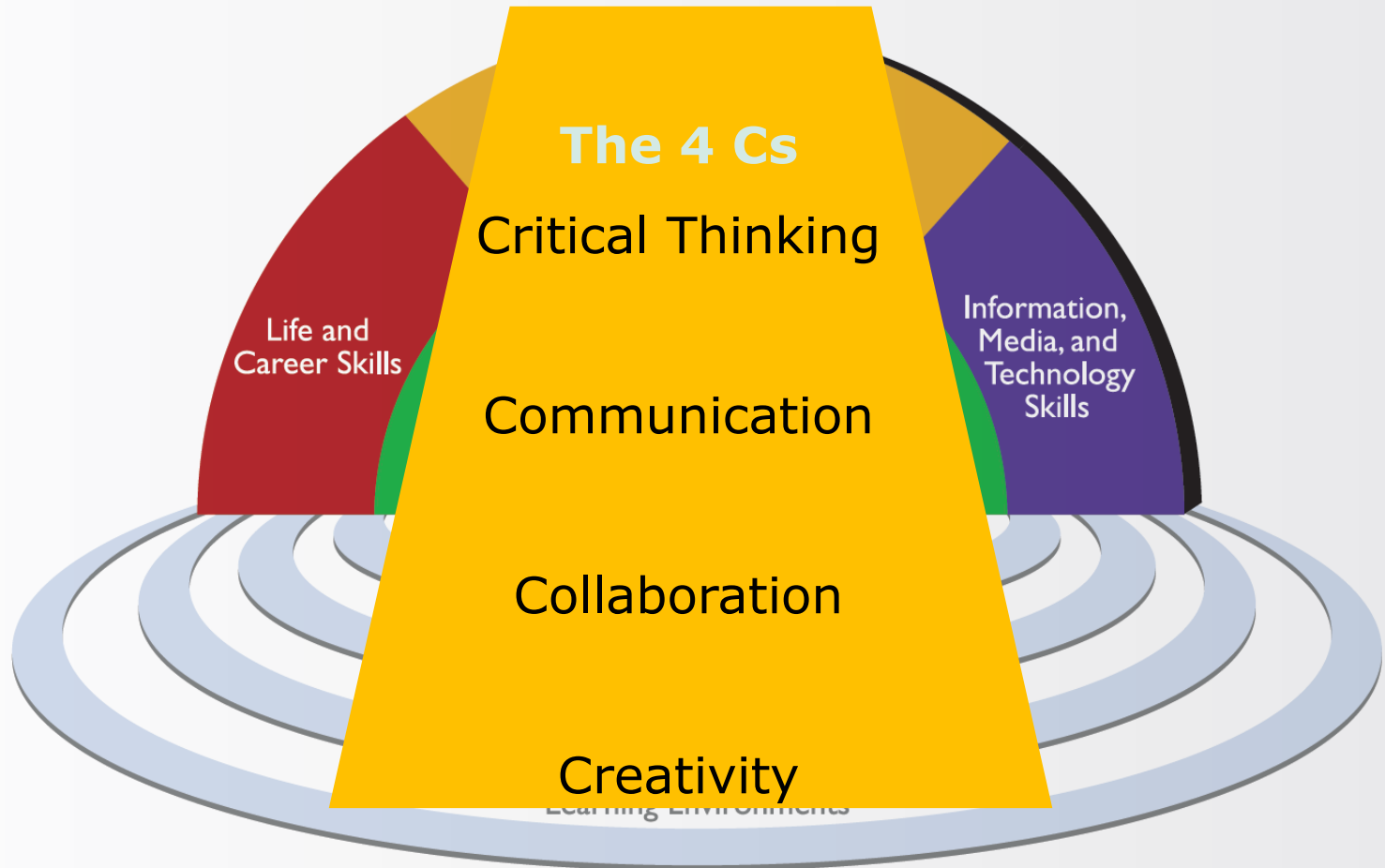
1. Learn on your own
2. Communicate and interact in English
3. Remember lots of facts
4. Use digital media to communicate
5. Get information, process it and apply it
6. Think critically and creatively
7. To work well with other people
8. Understand language systems



21st Century Skills

21st Century Student Outcomes and Support Systems

MOVE IT!





Critical Thinking

How many lessons are there in a school day?

Are you good at maths?

Can you walk to school?

What's your favourite lesson?

Is your school for boys and girls?

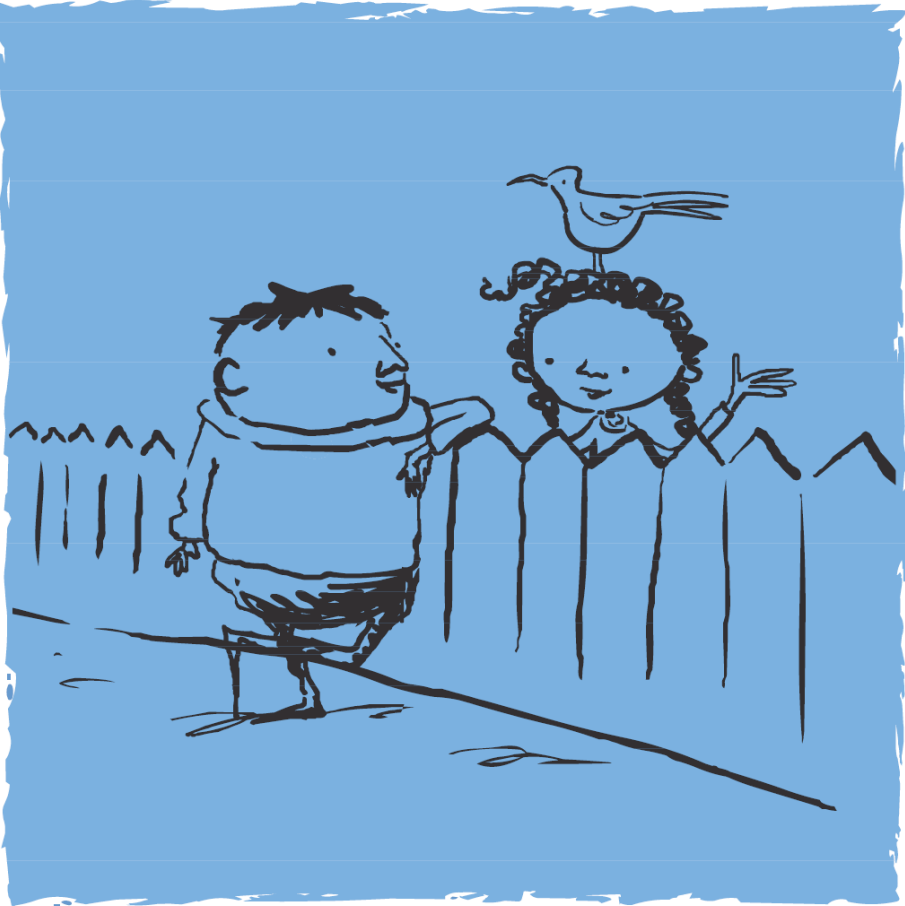
HERE

YES

7

Now

THIS



Communication



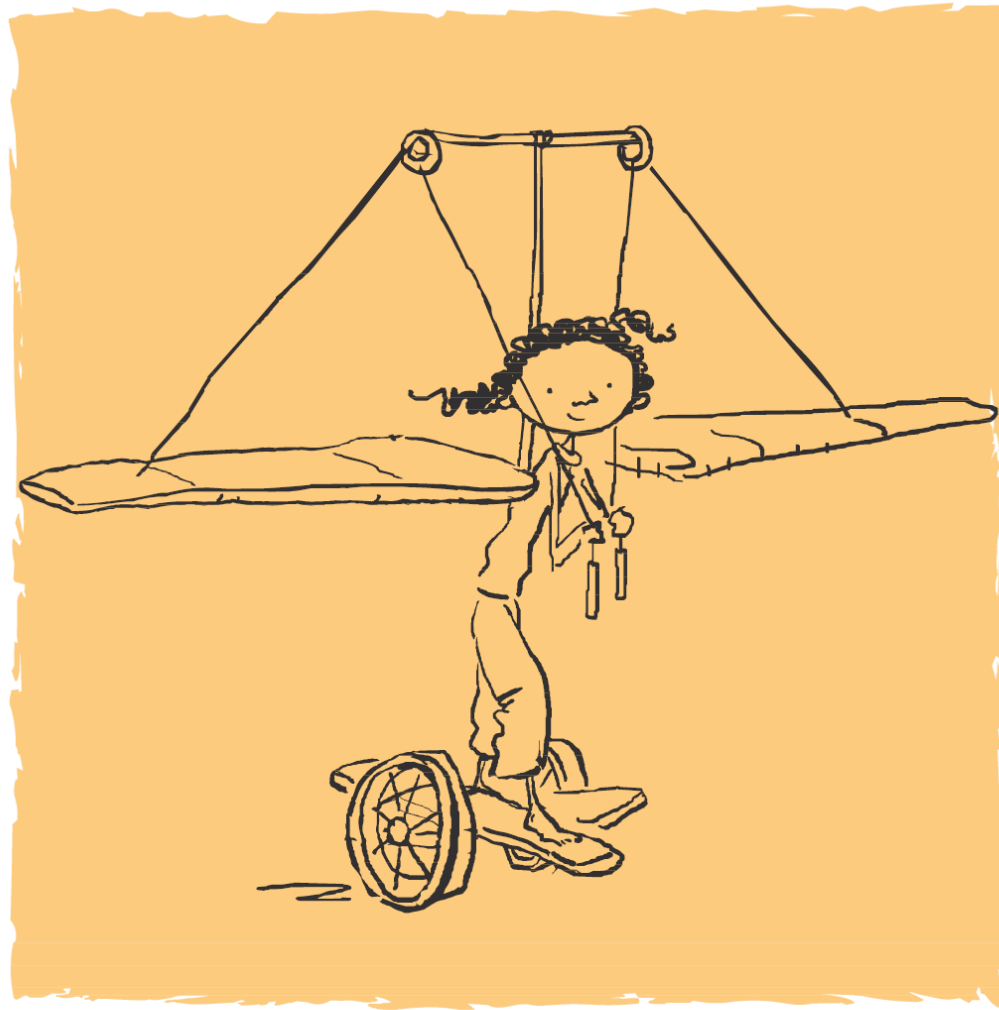
Collaboration

+

-

?

*Wh***I like pizza.****I don't like
pizza.****Do you like
pizza?****Which pizza
do you like?****I play
computer
games.****When****How often
do you go
skiing?****I don't buy
comics.****Where**



Creativity

It's five pounds for you and two pounds for a child.

They are here, next to the tigers.

This is a photo of a snake.

Can you take a photo of me please?

Look. We can sit there.

Have some cake. I've got lots.

There are lots of people here. Let's come back later.



In the Classroom

The Environment

Space
Posters
Routine
Students

The Lesson

Classroom language
Immersion techniques
Classroom management
Variety
Course Books

unit 3

My Body

1:62

1 Listen, look and say.



1:63

2 Listen, find and say.

3 Play a game.

1:64 1:66

4 Listen and sing. Then look at 1 and find.

My Body Song

Have you got two ears?
Have you got one mouth?
Have you got two eyes?
Yes, I have. Yes, I have.



I've got ten fingers.
I've got ten toes.
I've got two feet
And one big nose!









And have you got long legs?
And have you got short hair?
And have you got small hands?
I sing my body song, my body song,
I sing my body song again!



1:66

5 Listen and ✓.

1 a		b	
2 a		b	
3 a		b	

6 Look at 5. Ask and answer.

How many ears have you got?

I've got two ears.

THINK BIG

Have you got short or long hair? Who do you know who's got short or long hair?

1

2

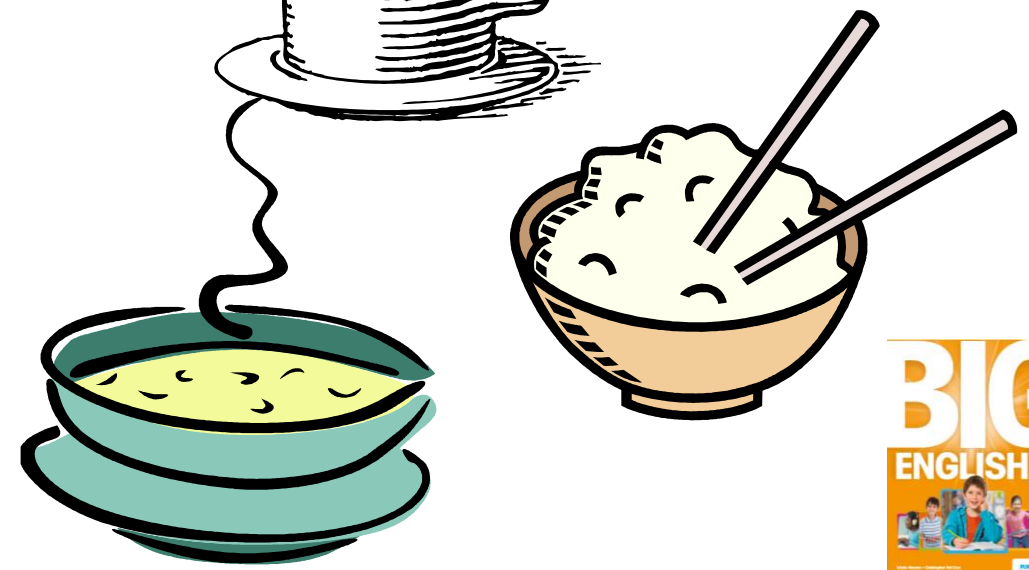
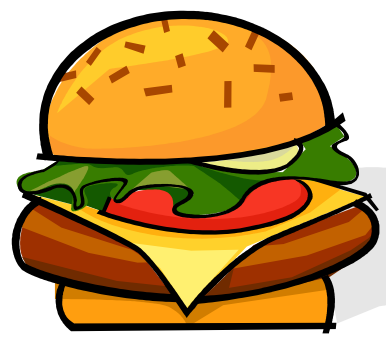
3

4

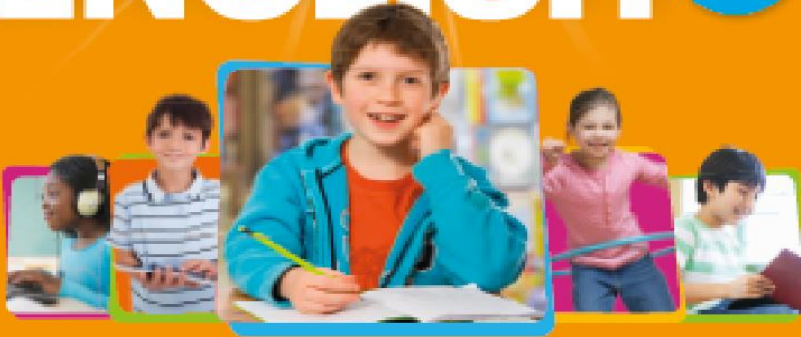
5

6

7



BIG ENGLISH 1



María Herrera • Christopher Sol Cruz

PUPIL'S BOOK

ALWAYS LEARNING

PEARSON

^{1:18} **21** Listen, look and repeat.

1 th 2 th

^{1:19} **22** Listen and find. Then say.



bath



thin



this



that

^{1:20} **23** Listen and blend the sounds.

1 th-e the

2 th-e-n then

3 b-o-th both

4 w-i-th with

5 p-a-th path

6 M-a-th-s Maths

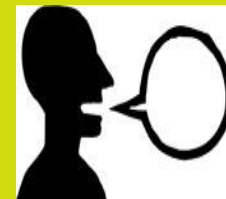
^{1:27} **24** Underline **th** and **th**. Then listen and chant.

There are three crocodiles
In the bath.
They've got thin mouths
But big teeth!
Look out! Look out!



The phonemic chart can be divided into three parts: **Vowels**, **Diphthongs** and **Consonants**.

i: <small>MOVEMENT!</small>	ɪ	ʊ	u:	ɪə	eɪ	↗	↘
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j



aɪ

e

i:

ɑ:

ju

ə

eɪ

**I
Y**

**F
L
M
N
X**

**B
C
D
E
G
P
V
Z**

R

**Q
U
W**

O

**A
H
J
K**

Tongue Twisters

Red Lorry Yellow Lorry (x3)

Fried Fish Fresh

Fresh Fried Fish

Fish Fried Fresh

Sherman shops at cheap chop suey shops.

The sixth sheik's sixth sheep's sick.

Pass the pink peas please.

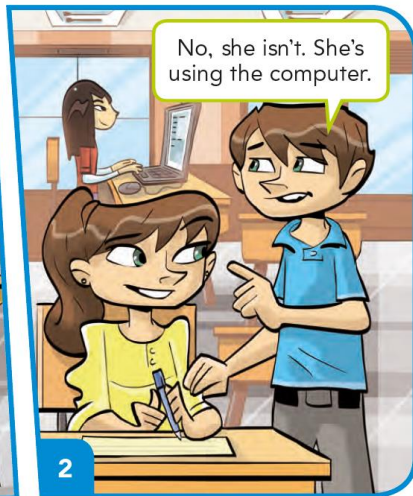
Three free through trains.(x3)

Truly Rural(x3)



Story

1:09 **7** Listen and read. How many Marias are there?



8 Look at the story. Then match.

- 1 She's cutting paper.
- 2 She's gluing pictures.
- 3 She's using the computer.
- 4 She's writing on the board.



THINK BIG Are there any girls called Maria in your class? How many? How many children are there with the same name? What are the names?

SO

BUT

AND

1) Cycle

2) Rain

3) Slip

4) Fall

5) Hurt

6) Drive

6) Stop

7) Help

8) Put

9) Take

10) Look after

11) Thank

Story



1:09

Listen and read. How many Marias are there?



WHEN

ONE DAY

THEN

25 Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.



In Picture 1, what are they doing?



In Picture 1, they're playing a game.

26 Look and write.



1 _____
shapes.



2 _____
her name.



3 _____
to a story.



4 _____
a DVD.

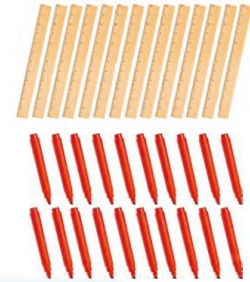


5 _____
a picture.



6 _____
his fingers.

27 Count and write. Use **There's** or **There are**.

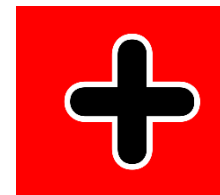
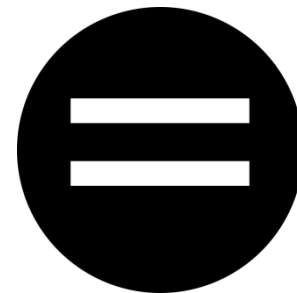


1 _____
_____ rulers.
2 _____
_____ rubber.
3 _____
_____ marker pens.

I Can

- talk about what people are doing in the classroom.
- count to 100.
- talk about taking turns.

Picture 1

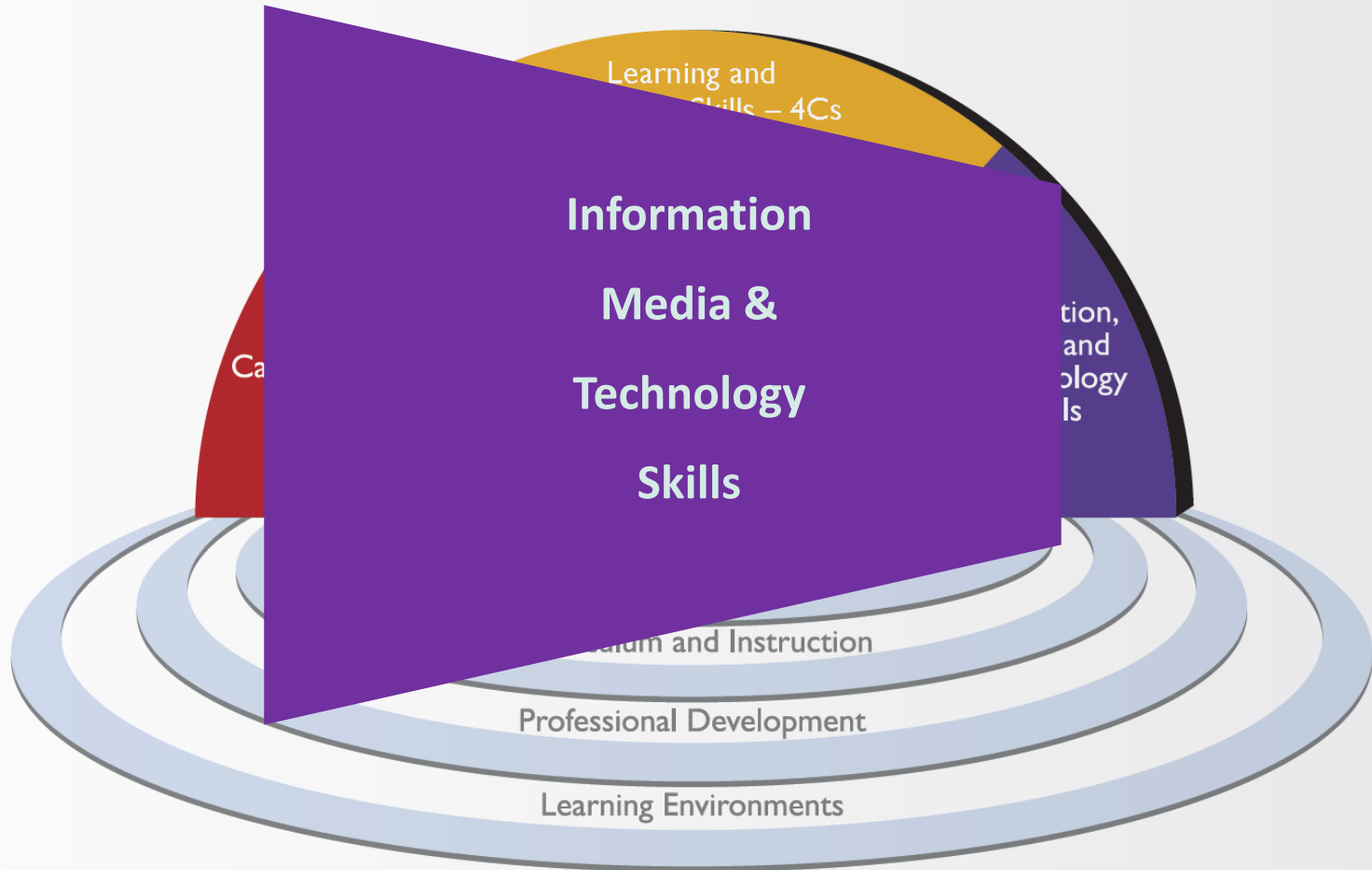


Picture 2



21st Century Skills

21st Century Student Outcomes and Support Systems





Unit 1

Unit 2

Unit 3

Checkpoint Units 1-3

Unit 4

Unit 5

Unit 6

Checkpoint Units 4-6

Unit 1

Switch to Student view

- ➔ Vocabulary and Song
- ➔ Story
- ➔ Language In Action
- ➔ Content Connection: Maths
- ➔ Values: Take turns
- ➔ Phonics: th
- ➔ Review

1:34
14

Look, listen and repeat.

13 26 27 34 70

1:35
15

Look, listen and read. Write the numbers from **14**.

Playing is fun. When we move, we use our bones and muscles. Bones and muscles help us play.



We throw with our hands. Our hands have got lots of bones. One hand has got ¹ ___ bones.



We kick with our feet. Our feet have got lots of bones, too. One foot has got ² ___ bones. When we throw a ball, we use ³ ___ muscles. When we kick a ball, we use ⁴ ___ muscles.



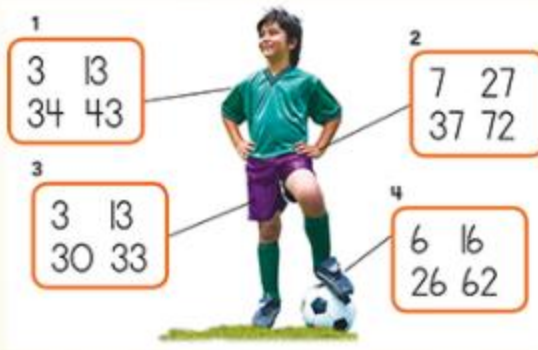
When we jump, we use more than ⁵ ___ muscles.



2 Content Connection: Science

[Switch to Teacher view](#)

Activity 7

 Listen and choose.

1

3 13
34 43

2

7 27
37 72

3

3 13
30 33

4

6 16
26 62

1 3 13 34 432 7 27 37 723 3 13 30 334 6 16 26 62

Close

Submit

Activity 6

Read and write.

glass sand sun time two water



- 1 A sundial uses the to tell the time. The sun makes a shadow on the sundial. The shadow tells the of day.



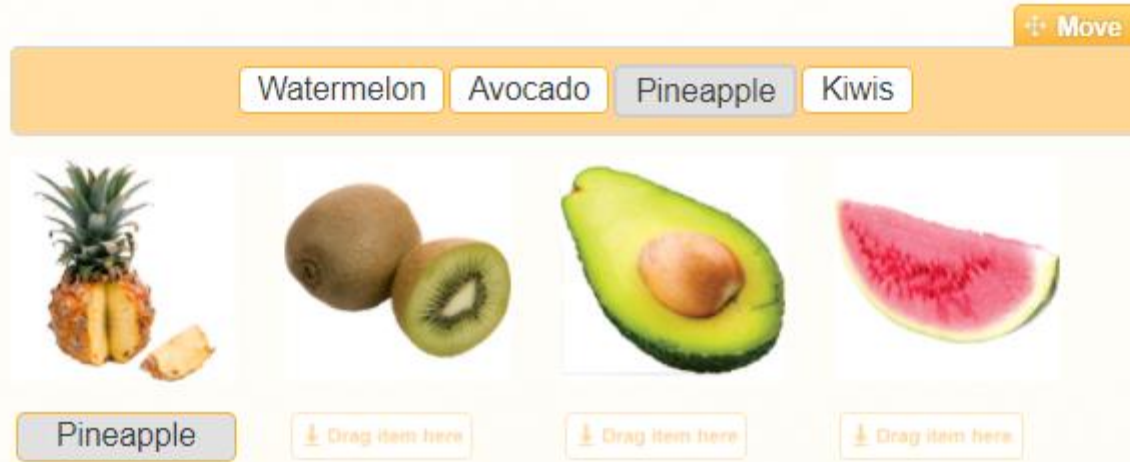
- 2 An hourglass uses to tell the time. Sand falls from the top of a to the bottom.

A

Look and match.

Move

Watermelon Avocado Pineapple Kiwis



B

Match.

Pineapples

Watermelons

come from China.

come from South America.





CLIL



14 Look, listen and repeat.



11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred

15 Look, listen and circle + or -. Then answer.

+	-	=
plus	minus	equals

1  + / -  = _____ footballs

2  + / -  = _____ pencils

3  + / -  = _____ fingers

THINK BIG How many children are there in your class?
How old is your grandma or grandad?

16 Listen and circle.

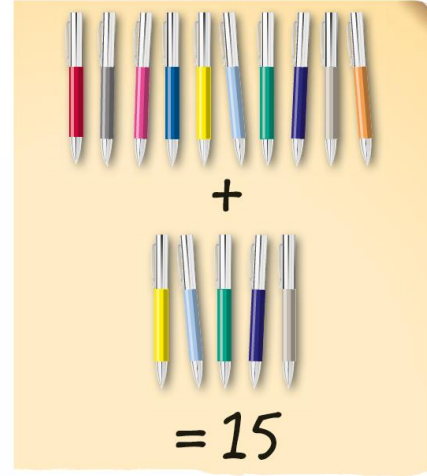
1 17 / 70	2 59 / 95
3 89 / 69	4 31 / 33
5 47 / 27	6 23 / 22

17 Count and write. Then listen and check.

1 $3 + 7 =$ <input type="text"/>	2 $14 + 6 =$ <input type="text"/>
3 $30 + 30 =$ <input type="text"/>	4 $70 + 5 =$ <input type="text"/>
5 $8 - 2 =$ <input type="text"/>	6 $18 - 4 =$ <input type="text"/>
7 $60 - 10 =$ <input type="text"/>	8 $40 - 5 =$ <input type="text"/>

PROJECT

18 Make a Maths poster. Then present it to the class.



10 pens + 5 pens = 15 pens

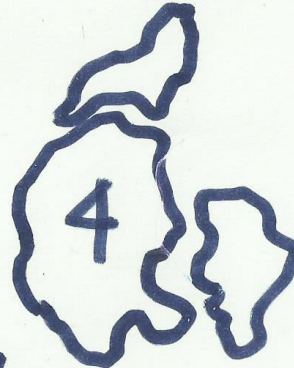
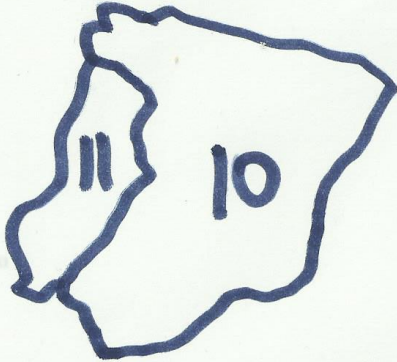
Ten pens plus five pens equals fifteen pens.



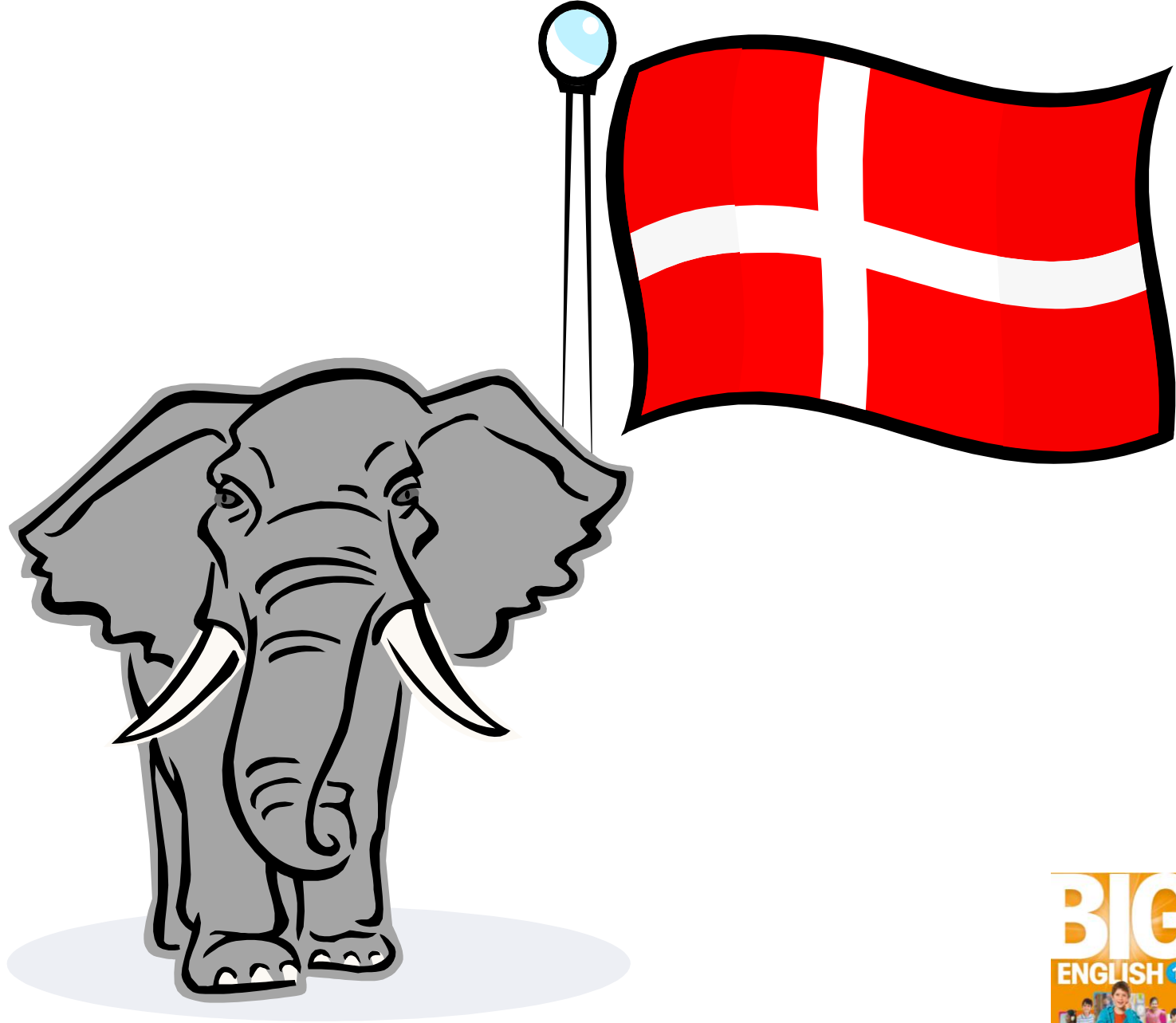
Denmark

Serbia

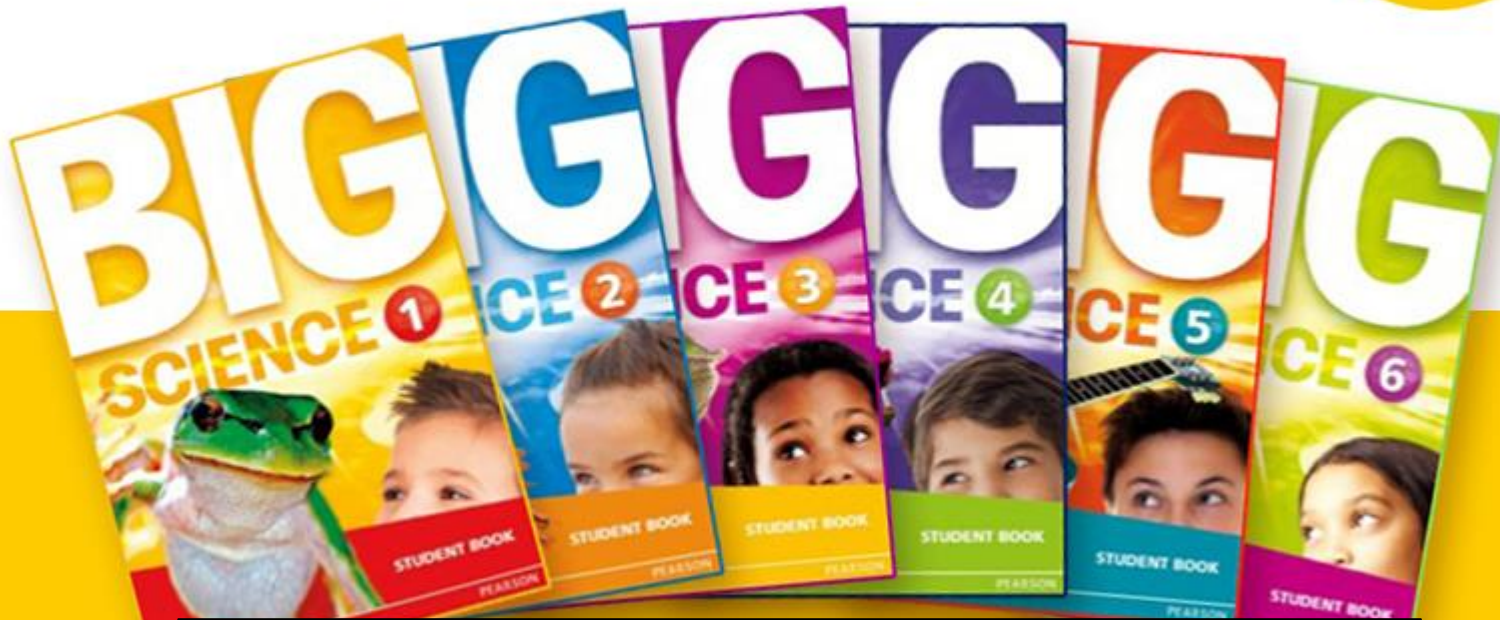
Czechia



- **Think of a whole number between 1-10**
- Multiple it by 9
- **If it is a 2 digit number add the digits together (e.g. 62 – 6+2=8)**
- Subtract 5 from the number (8-5=3)
- **If 1=A,2=B,3=C find a letter for your number**
- Think of a country beginning with that letter (e.g. 3=C=Canada)
- **Look at the second letter of the country and think of an animal beginning with that letter (e.g. cAnada A=Ant)**
- Think of the colour of the animal (e.g. an ant could be black or red – so I choose red)
- **So you have something like A Red Ant from Canada**



CONTENT and Language Integrated learning



Using a second or other language as a medium of instruction and learning for Primary, Secondary and/or Vocational level subjects.

**SOFT
CLIL**

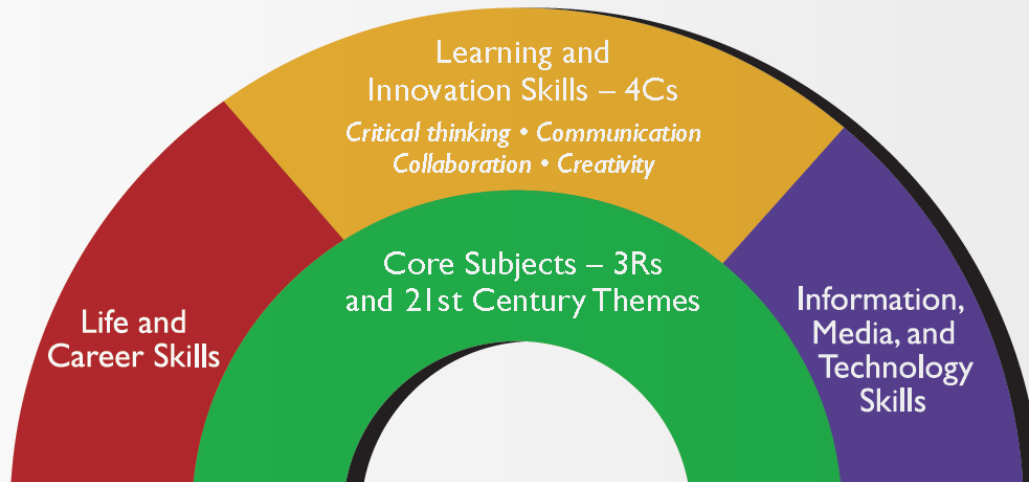
**HARD
CLIL**

WHY CLIL?

- CLIL students perform as well or even out-perform non-CLIL students in terms of language content.
- Far from interfering with content acquisition, CLIL can actually facilitate it.
- CLIL is value-added as opposed to a subtractive approach to learning.
- CLIL students develop meta-linguistic skills.
- CLIL is focusing on substance not form.

“Expecting all children the same age to learn the same way is like expecting all children the same age to wear the same size clothing”.





Inquiry Based Science Education

