

CAN-DO STATEMENTS. YES, YOU CAN!





B1

B2

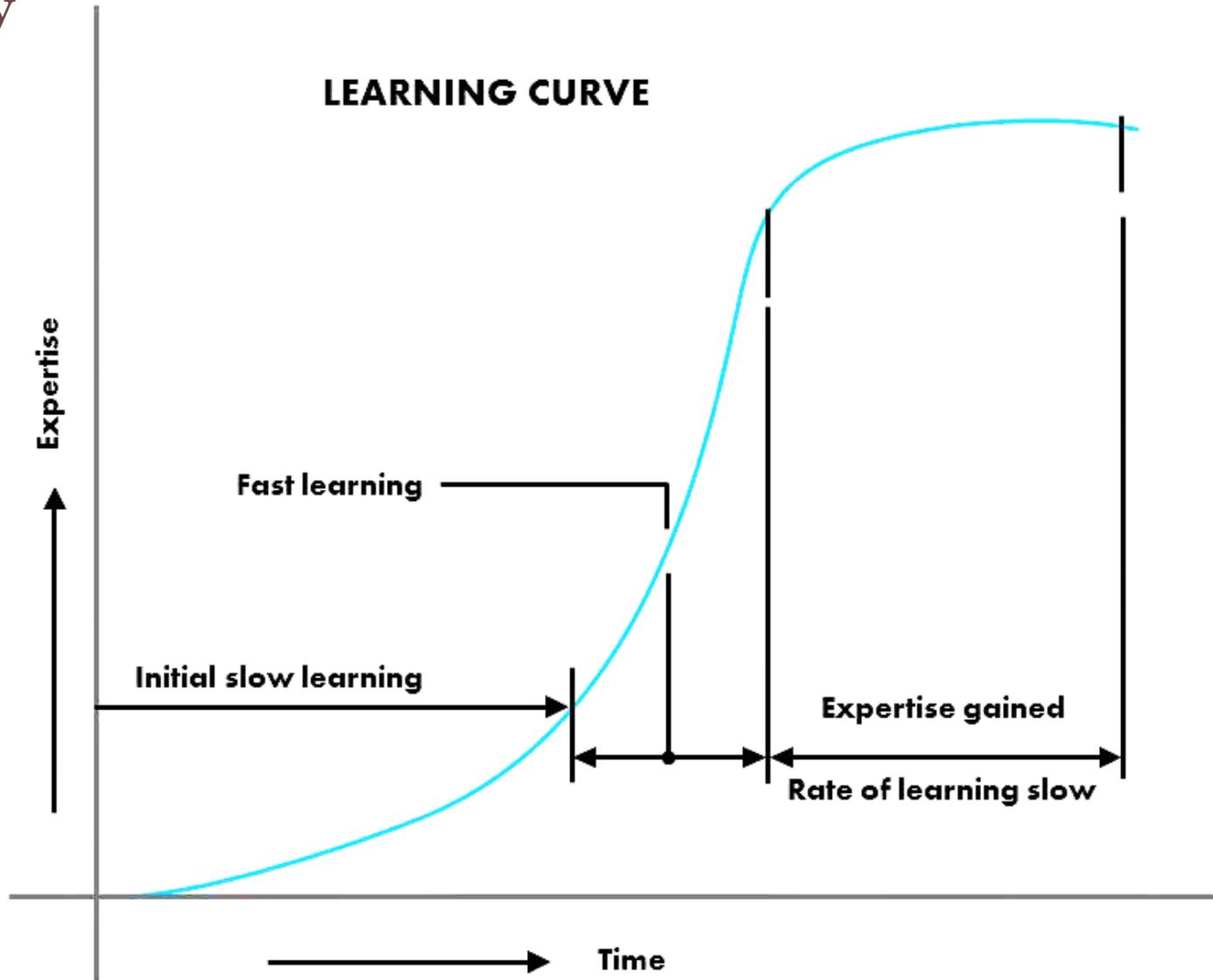
A1

A2

B1

B2

Theory

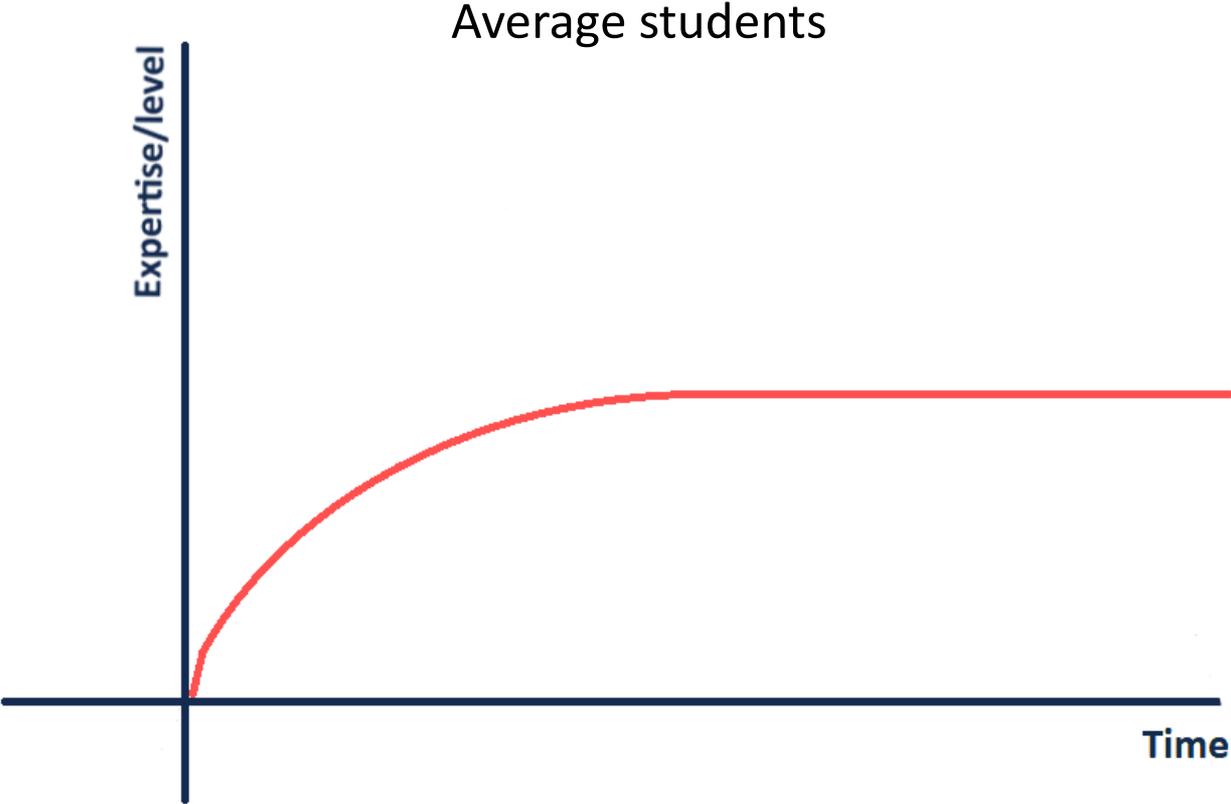


Theory

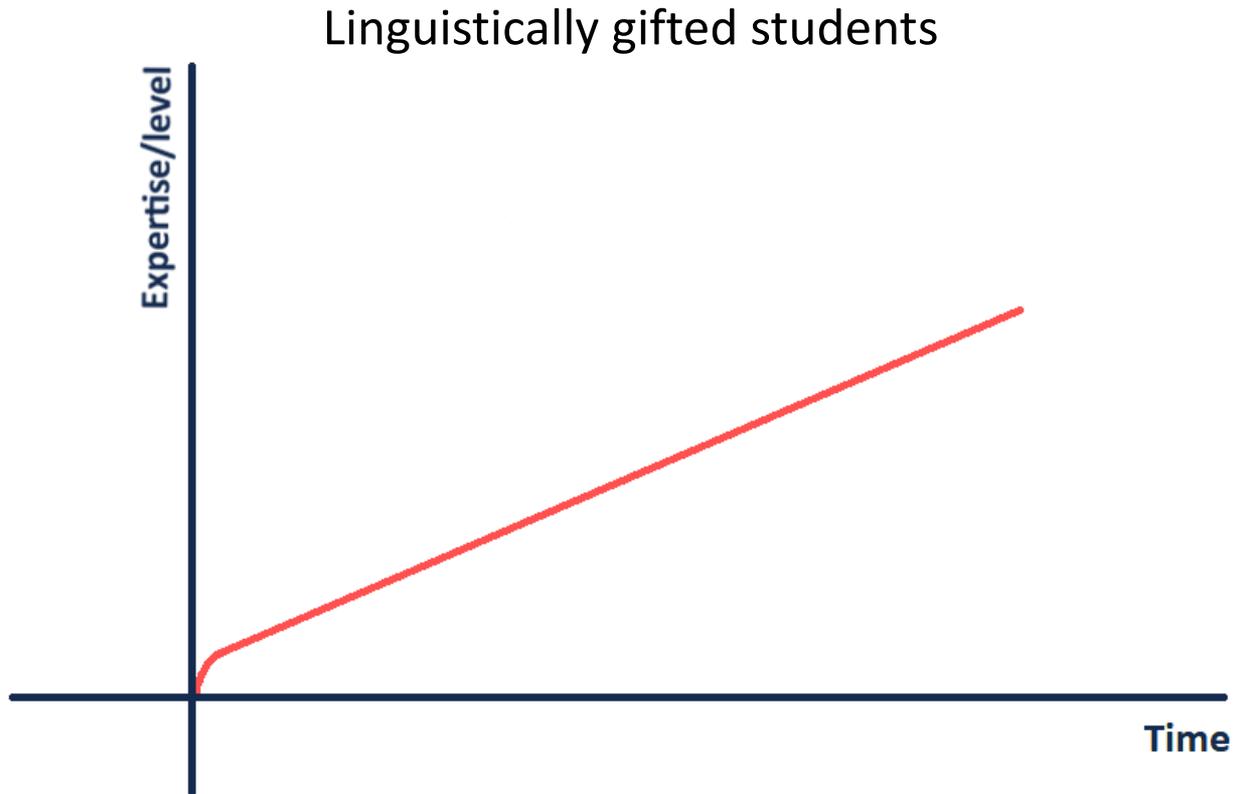
CEFR		Hours per level	
Start	Finish	Fast	Slow
< A1	A1	95	480
A1	A2	95	290
A2	B1	190	616
B1	B2	380	1109
B2	C1	760	1996

Estimated number of hours per increasing proficiency Pearson research in May 2017

Real Life Experience

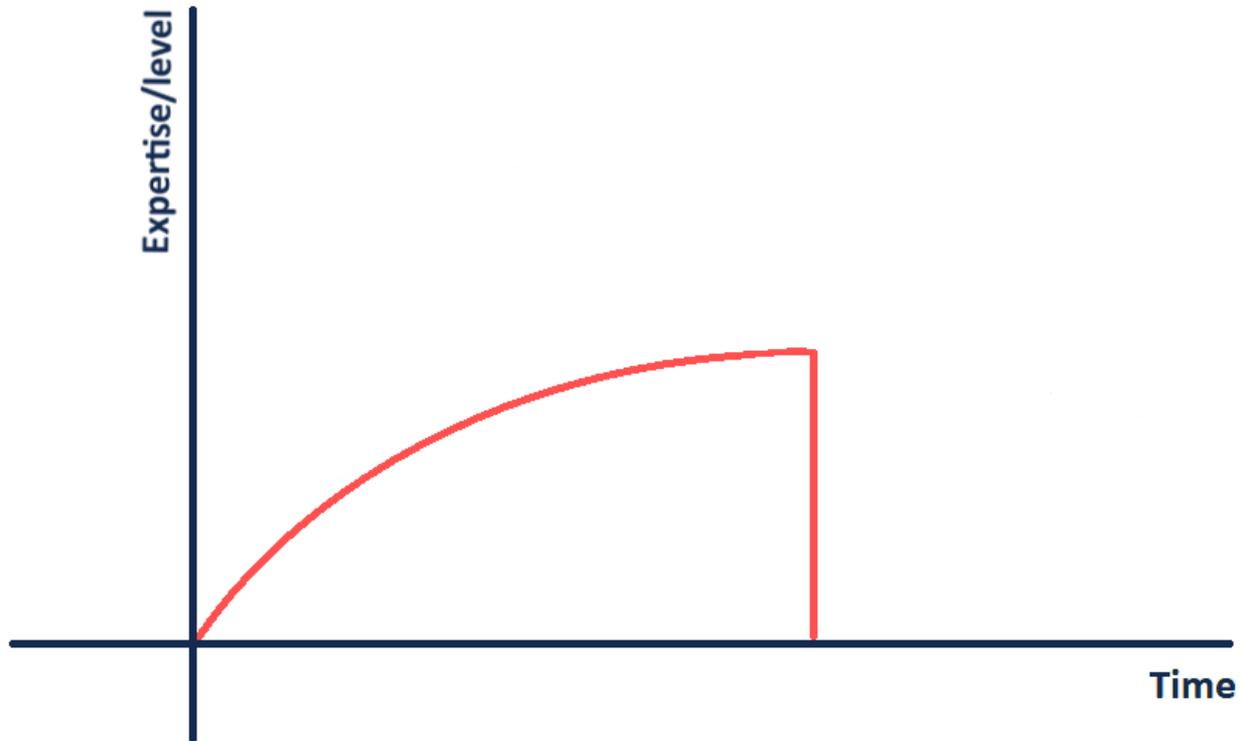


Real Life Experience



Real Life Experience

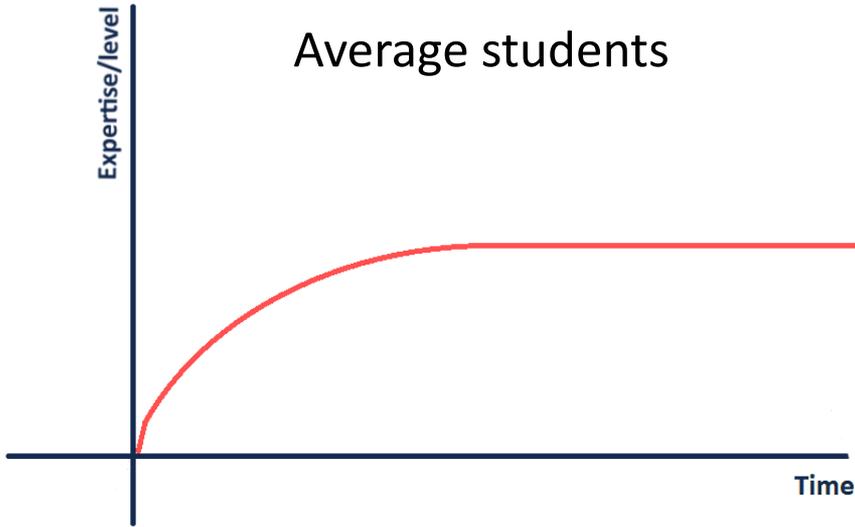
False beginner students



Seminar survey

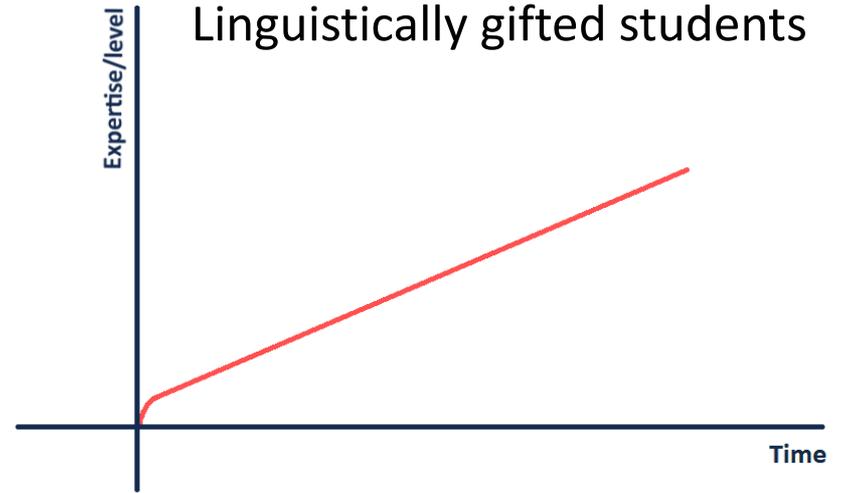
A

Average students



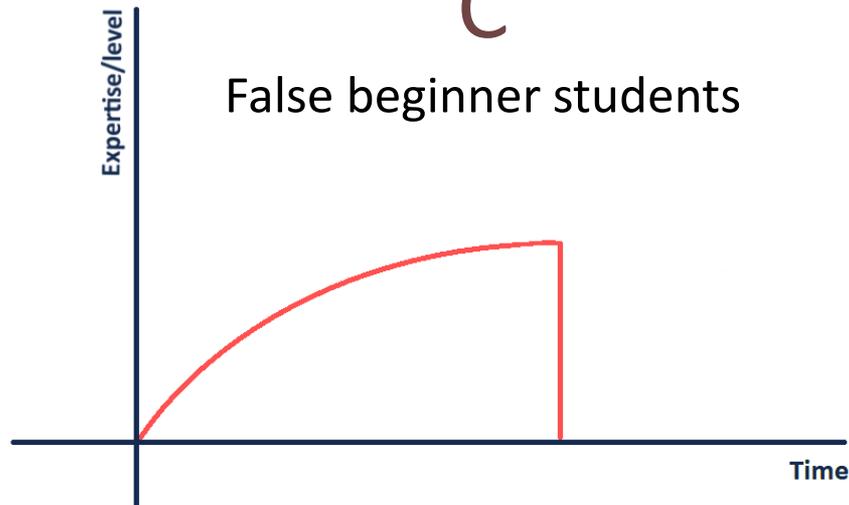
B

Linguistically gifted students



C

False beginner students



**M
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learning objectives and success criteria



day, week, month, half a year, year, school cycle...

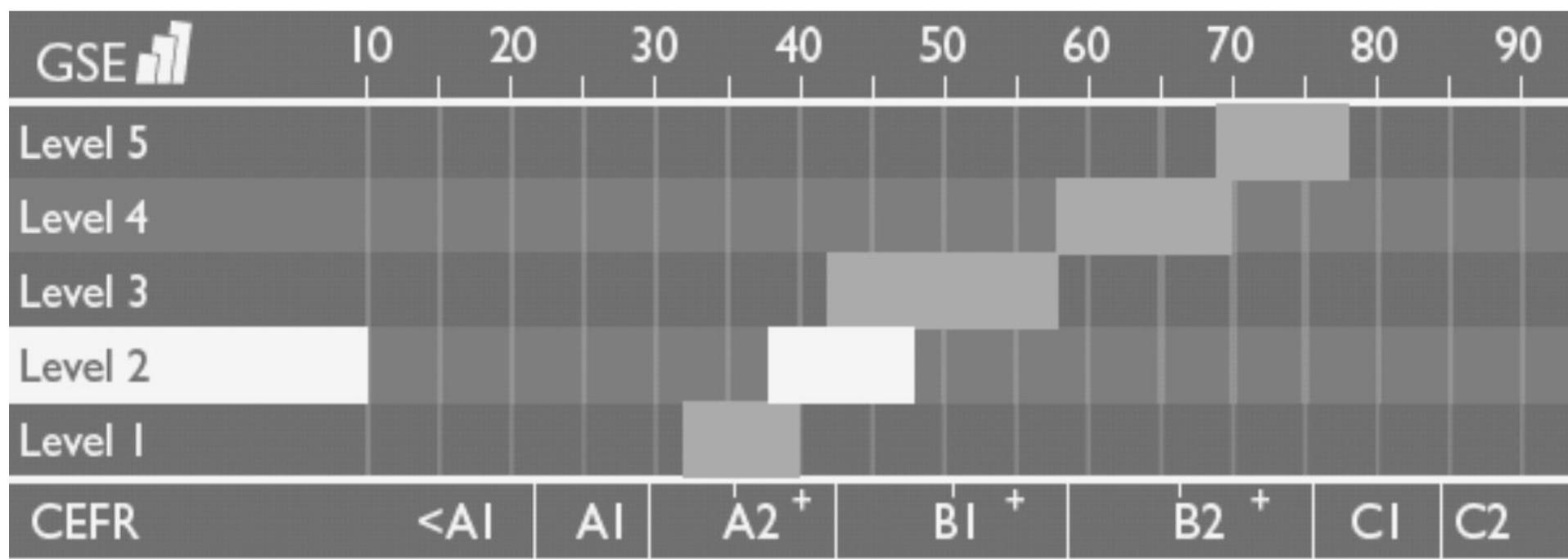
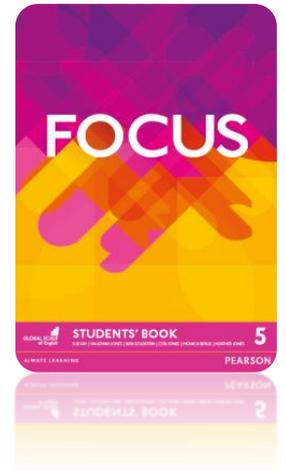
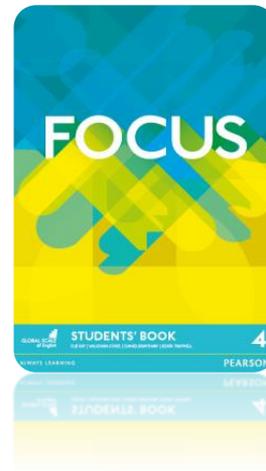
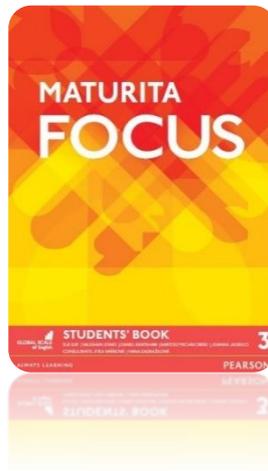
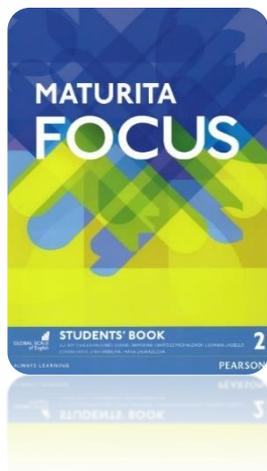
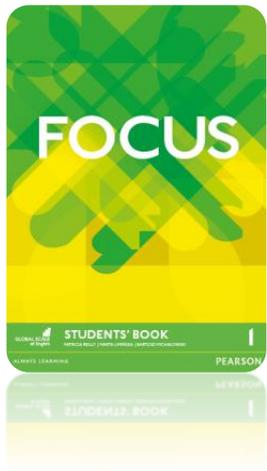
exercise, lesson, unit, module, book...

marks / CEFR levels

entrance exam at university

language exams

Can-Do statements = real life situations



design your own **learning objectives** and **success criteria** with students



design your own **learning objectives** and **success criteria** with students



elicitation

Students do the teacher's job

Grammar: Defining relative clauses

Vocabulary: Work

SHOW WHAT YOU KNOW

1 In pairs, list all the jobs you can think of in sixty seconds.

doctor, ...

2 Put the words from your list in Exercise 1 in groups 1–5. Some words can go in more than one group.

1 jobs that pay a high salary: *doctor,*

2 jobs which involve long hours: *doctor,*

3 jobs where you can do overtime: *doctor,*

4 jobs for people who are creative:

5 jobs which you would like to do:

Mixed abilities – not just single correct answer

Grammar: Quantifiers

Vocabulary: Food and drink

SHOW WHAT YOU KNOW

- 1 In pairs, write a type of food or drink for each letter of the alphabet. How many can you write in sixty seconds?

apple bread carrot

- 2 Complete the table with your words from Exercise 1 and write the plural form of the countable nouns. Then tick the food or drink you like most and compare with a partner.

Countable nouns	Uncountable nouns
apple – apples carrot – carrots	bread

Modify conditions: set time limit, reward students, play music, guessing – personalisation

Parts of the body • Injuries • Body idioms

I can talk about the body and minor injuries.

SHOW WHAT YOU KNOW

- 1 Look at the words in the box. In pairs, take turns to point to a part of your body and ask your partner to say the word.

bottom cheek chest elbow finger fingernail
forehead heel neck shoulder stomach teeth toe
tongue waist wrist

- 2 Look at the photos of six celebrities and read the text. In which photos can you see the parts of the body in the box?

ankle calf eyebrows jaw knee lips thigh thumb

SHOW WHAT YOU KNOW



Topic/lesson:

Words I know

New words

design your own **learning objectives** and **success criteria** with students



set learning objectives

elicitation

1.1 Vocabulary

Personality adjectives • Adjective + preposition

I can describe people and talk about personal qualities.

SHOW WHAT YOU KNOW

- Match adjectives 1–5 with their opposites a–e.

1 clever	<input checked="" type="checkbox"/>		a boring
2 funny	<input type="checkbox"/>		b negative
3 interesting	<input type="checkbox"/>		c serious
4 kind	<input type="checkbox"/>		d stupid
5 positive	<input type="checkbox"/>		e unkind
- In pairs, look at the photos and choose an adjective from Exercise 1 to describe each person.
- CD-1.12 MP3-12** Listen to Rani and check your answers to Exercise 2.
- CD-1.13 MP3-13** What do Sara, David and Rani want to be? Listen and complete the interview with the jobs they want to do.



UNIT 1 Personality

Grammar: Present tenses – question forms; Subject and object questions; *wh*- questions ending with prepositions, Verb + *-ing* or verb + *to*- infinitive

Vocabulary: Personality adjectives; Adjective antonyms; Negative prefixes; Adjective + preposition; Negative prefixes; Word families; Clothes

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	13
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	14
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	15

Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	16-17
	Can scan short texts to locate specific information. (P)	44	B1 (43-50)	16-17
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	18
	Can understand short, simple personal emails and letters. (CA)	37	A2+ (36-42)	20-21
Speaking	Can ask and answer questions about habits and routines. (C)	38	A2+ (36-42)	14
	Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)	39	A2+ (36-42)	19
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36-42)	19
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (CA)	48	B1 (43-50)	20-21

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elicit evidence of learning

set learning objectives

elicitation





Thinking Thumbs

ABCD Cards

Cards: ✓ X ?

End-of-Topic Questions/Summary

Cooperative Learning

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self-assessment

elicit evidence of learning

set learning objectives

elicitation

Self-Assessment

involves the student's:

- cognitive resources
- emotions
- responsibility
- critical thinking
- actions to carry out - **set their own learning goals**



For each learning objective, tick (✓) the box that best matches your ability.

😊😊 = I understand and can help a friend.

😞 = I understand but have some questions.

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

	😊😊	😊	😞	😞😞	Need help?	Now try ...
Vocabulary					Students' Book pp. Workbook pp.	
Grammar					Students' Book p. Workbook p.	
Reading					Students' Book p. Workbook p.	
Grammar					Students' Book p. Workbook p.	
Listening					Students' Book p. Workbook p.	
Speaking					Students' Book p. Workbook p.	
Writing					Students' Book p. Workbook p.	

I can talk about

I can use

I can find

I can ask and answer questions about

I can

I can

I can write

What can you remember from this unit?

New words I learned
(the words you most want to remember from this unit)

Expressions and phrases I liked
(any expressions or phrases you think sound nice, useful or funny)

English I heard or read outside class
(e.g. from websites, books, adverts, films, music)

design your own **learning objectives** and **success criteria** with students



metacognition

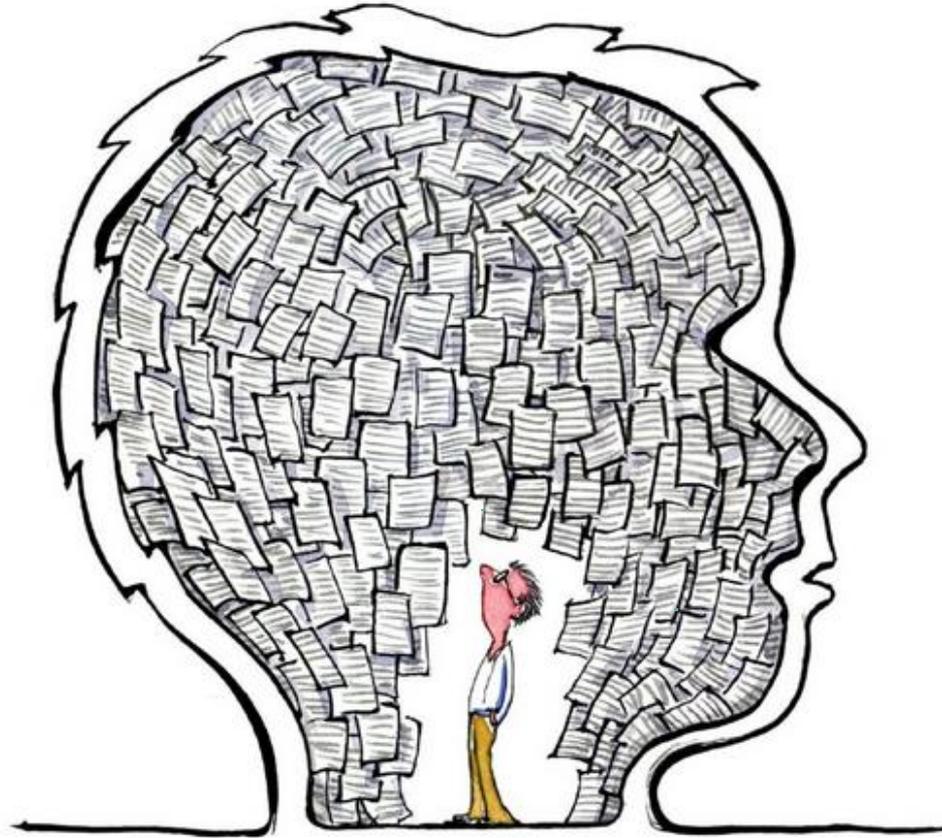
self-assessment

elicit evidence of learning

set learning objectives

elicitation

Metacognition



“I would be better at English if...”



Write a list of five creative activities.

UNIT

2

Creativity

PEARSON

Watch the interview.

Do speakers mention any of the activities in your list? Which?



Watch again.

For each speaker, make a note of what they do that is creative.





- a little bit creative
- likes reading books as a creative act
- enjoys going to museums and libraries

- plays the guitar
- writes a few lyrics
- appreciates art and different types of music from around the world



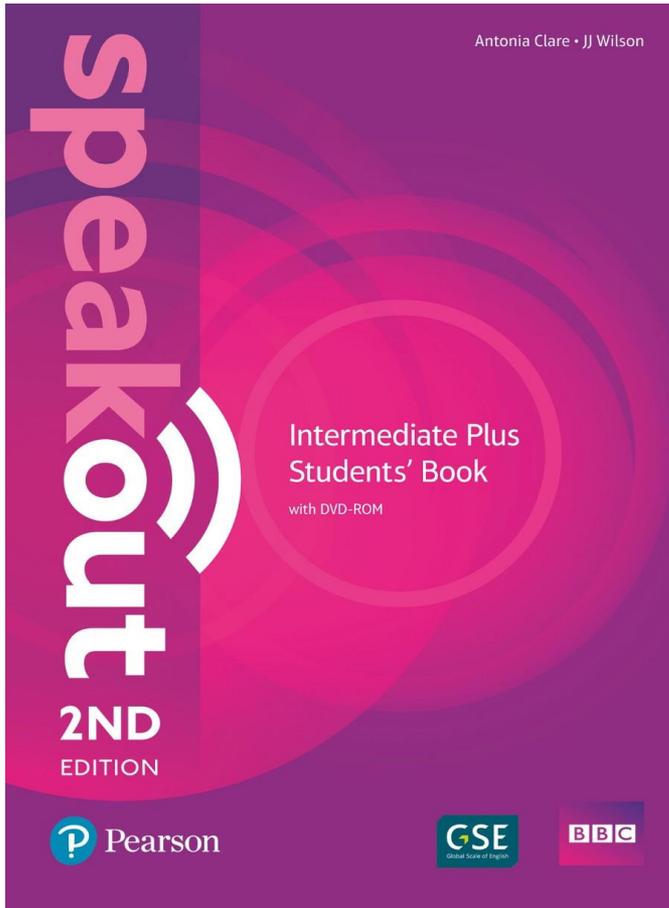
Patricia



- plays with her son
- makes up stories
- makes up new things out of old ones

- artistic but not good at art





Work in pairs.

Use the questions in the interview to write questions about creativity to ask another student.

Are you any good at fixing things around the house?

Do you enjoy inventing new recipes?

Would you say you are good at art?

Talk to other students. Ask and answer your questions.



Can-Do Statements

SKILL	LEARNING OBJECTIVE	CEFG
LISTENING	Can follow the main points in TV programs on familiar topics if delivered in clear standard speech.	B1+
	Can extract the meaning of unknown words from context if the topic discussed is familiar.	B1+

SKILL	LEARNING OBJECTIVE	CEFG
SPEAKING	Can give or seek personal views and opinions in discussing topics of interest.	B1
	Can carry out a simple informal interview.	B1
	Can express opinions and attitudes using a range of basic expressions and sentences	B1+

Make the progress visible to your students



DVD PREVIEW

1 A Write a list of ten creative activities. Are the activities in the box creative? Why/Why not?

fixing things around the house
reading books kayaking cooking
going to museums/the theatre
playing the guitar doing housework
making something new from something old going for a walk
playing games with children

B Do you do any of the activities above or other creative activities?

DVD VIEW

2 A Watch Part 1 of the interviews. Which of the activities in the box in Exercise 1A do the speakers mention?

B Watch Part 1 again. For each speaker, make a note of what they do that is creative.

Samantha: cooking – inventing new recipes

C What do they say? Match 1–10 with a)–j) to make sentences.

- 1 I just love
- 2 She's brilliant at
- 3 I'd like to think I'm
- 4 My artwork is
- 5 I like to read books
- 6 I enjoy going to
- 7 I like to sort of write a few words down,
- 8 I suppose I appreciate
- 9 Basically, I have to make up stories
- 10 I was artistic but

- a) you know, museums, libraries ...
- b) a little bit creative.
- c) and make new things out of old things.
- d) inventing new recipes with any food I can find.
- e) art and things like that.
- f) fixing things around the house.
- g) I wasn't good at art.
- h) terrible.
- i) as a kind of creative act.
- j) as well as, you know, write a few sort of lyrics now and again.



Samantha
Presenter



Chris



Paul



Patricia



Russell



Roxanne



Gene



Sophie



Julian



Philippa

3 Watch Part 2 of the interviews. Which speaker likes/liked:

- 1 things which are already made?
- 2 to create things with film or photography?
- 3 making music?
- 4 to do vignettes (a type of portrait photograph)?
- 5 repurposing things from old to new?
- 6 craft activities when she was at school?

4 Watch Part 3 of the interviews. Underline the correct alternatives to complete the information.

Julian has creative friends in the industry of *'music/ sculpture*. He used to go to school with *'an actor/ a rapper* named Stormzy. He has a friend who is a YouTube phenomenon called Kyodai (also known as Roll Safe) who does a lot of videos for *'young/old* people.

Philippa has creative friends who are *'directors/managers* and spend a lot of time in rehearsal rooms or they *'play games/do sport* or make theatre. She has a lot of creative friends because she works in *'the music industry/theatre*.

5 Watch Part 4 of the interviews. Who says these things? Write the name of the speaker.

- 1 It's just natural or it is not there. _____
- 2 I realised it (my creativity) got a bit rusty. _____
- 3 You can inspire, not necessarily teach (creativity). _____
- 4 Everyone has it within them. You've just got to find a way of bringing it out. _____
- 5 You have to be able to let things flow naturally and just go with it. _____
- 6 You have to have some time and patience. _____
- 7 You need to stimulate creativity ... so you need to practise it. _____
- 8 Creativity is something that everyone has to varying degrees. _____
- 9 There's no right or wrong in a creative process. _____
- 10 Creativity can be inspired. _____



spekout a discussion

6 A Work in pairs. Use the questions in the interviews and some of the expressions in Exercise 2C to write five questions about creativity to ask another student.

*Are you any good at fixing things around the house?
Do you enjoy inventing new recipes?
Would you say you're good at art?*

B Talk to other students. Ask and answer your questions.

7 A Look at the quotes below from Part 4 of the interviews. Prepare to discuss the quotes using these instructions.

- 1 Do you agree or disagree with the statements?
- 2 Think of examples from your own life and experience to support your ideas.
- 3 Make some notes.

'Everyone has creativity within them. You've just got to find a way of bringing it out.'

'There's no right or wrong in a creative process.'

'You need to stimulate creativity or it gets rusty. So, you need to practise it.'

B Work in groups. Discuss the quotes in Exercise 7A. Do you agree or disagree with each other? Tell the class about your discussion.

writeback an article

8 A Read the text. Does the writer believe that creativity is an important skill? Why/Why not?

The importance of creativity

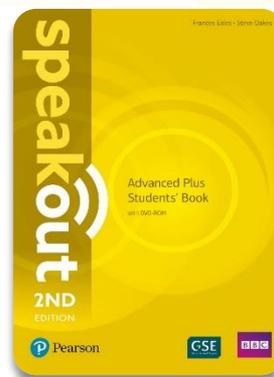
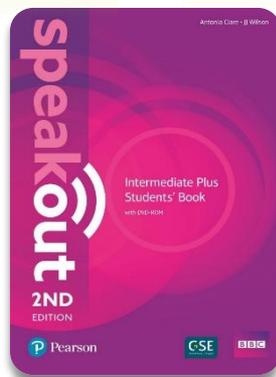
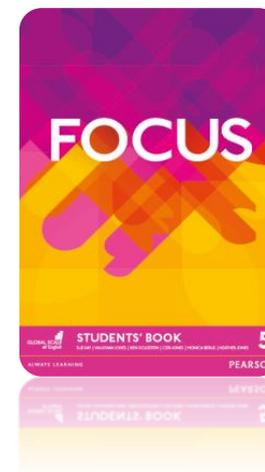
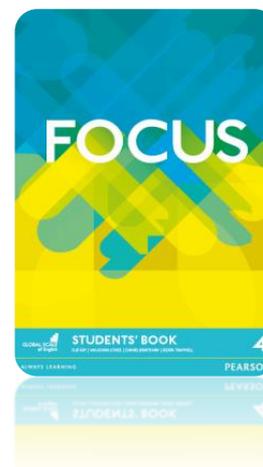
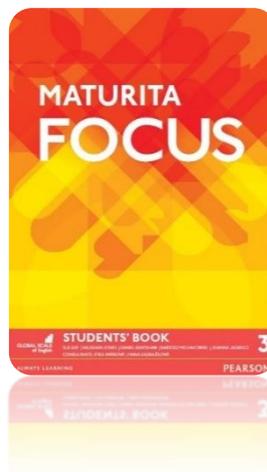
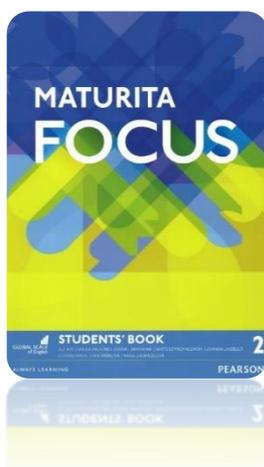
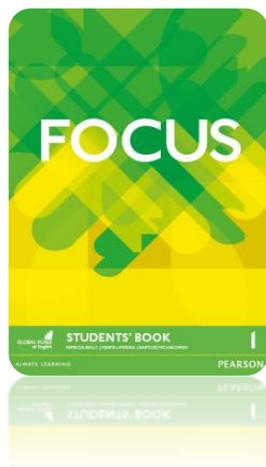
Creativity is an important twenty-first-century skill. We need to be able to teach our children how to be creative in order to help them cope with the rapidly changing society that they live in. Employers of the future are looking for people who have creative ideas, who can come up with creative solutions to the problems we face. And yet, education seems to be overly concerned with teaching learners historical facts, teaching them the answers to questions rather than encouraging them to ask the questions themselves. It's incredibly important that we focus on skills like creative and critical thinking, helping people to work together cooperatively and encouraging our learners to think about the world in new and creative ways.

B Write a short article about creativity (150–200 words). Choose one of these titles.

- 1 The importance of creativity
- 2 Modern schooling blocks our natural creativity
- 3 Being creative won't make you rich but it might make you happy



Can you remember your list of five creative activities?



References

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