

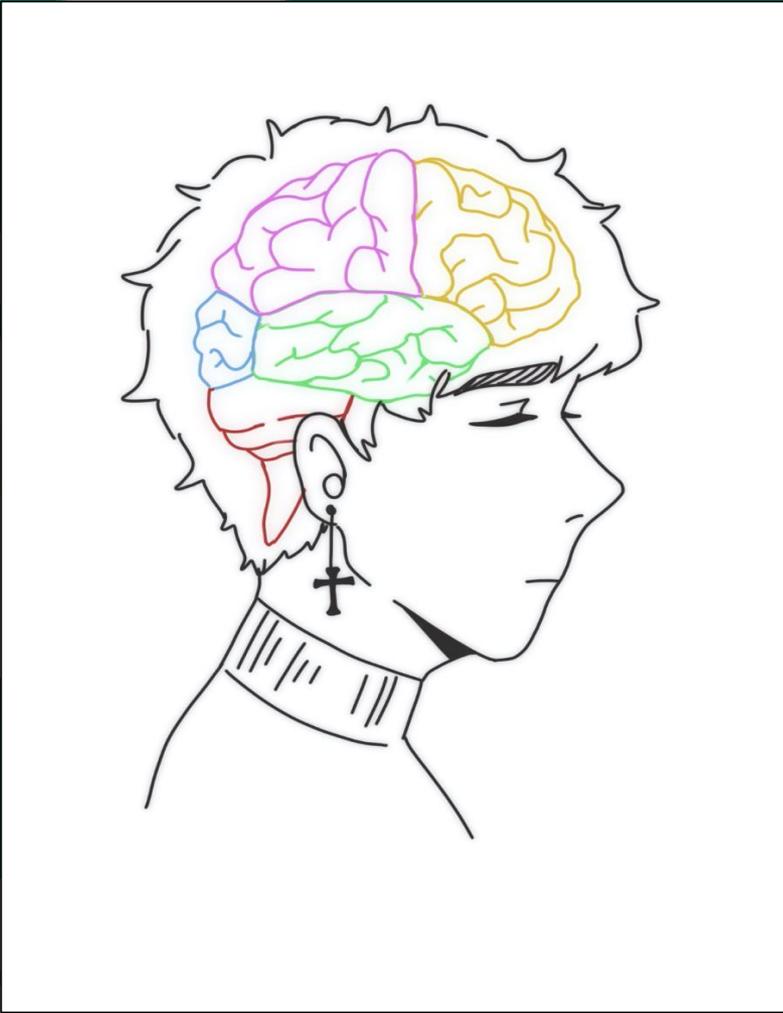


Pearson

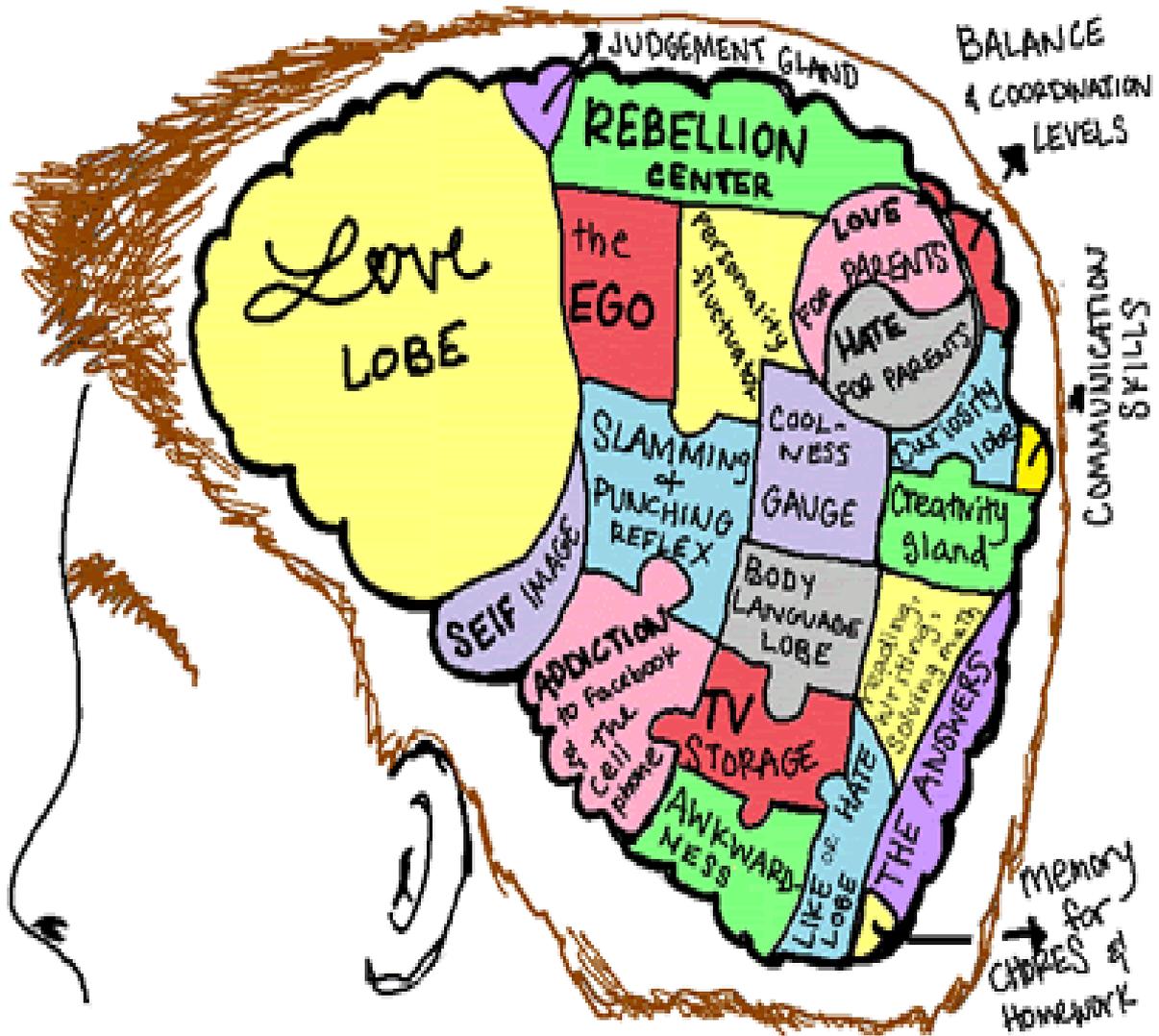
Mentoring and Moulding the Modern Teenager

Phil Warwick April 2020





THE AVERAGE TEENAGE BRAIN







Sally goes out for a walk.



Anne takes the marble out of the basket and puts it into the box.

Now Sally comes back.

She wants to play with her marble.



Where will Sally look for her marble?



Cognitive Development

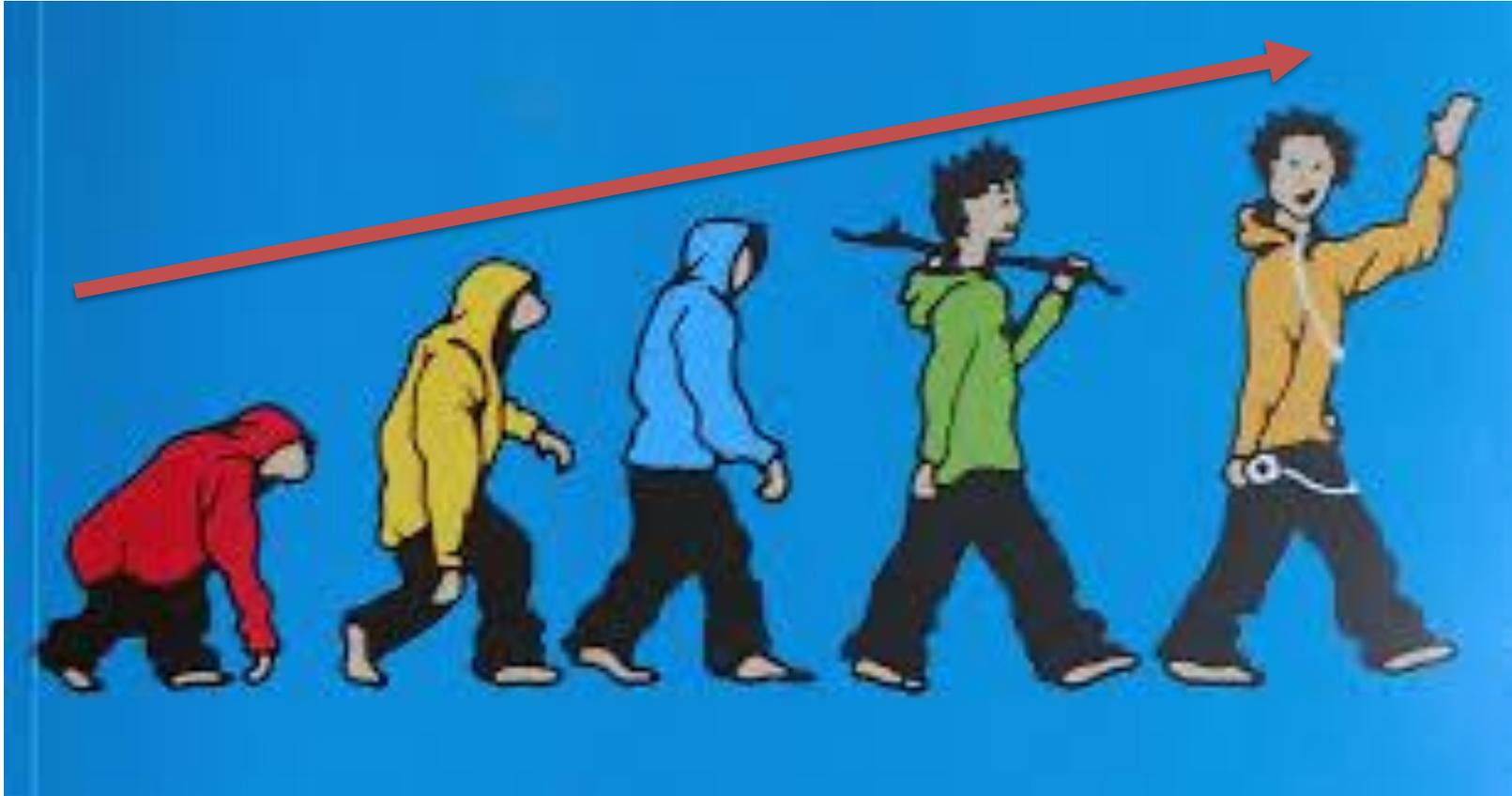


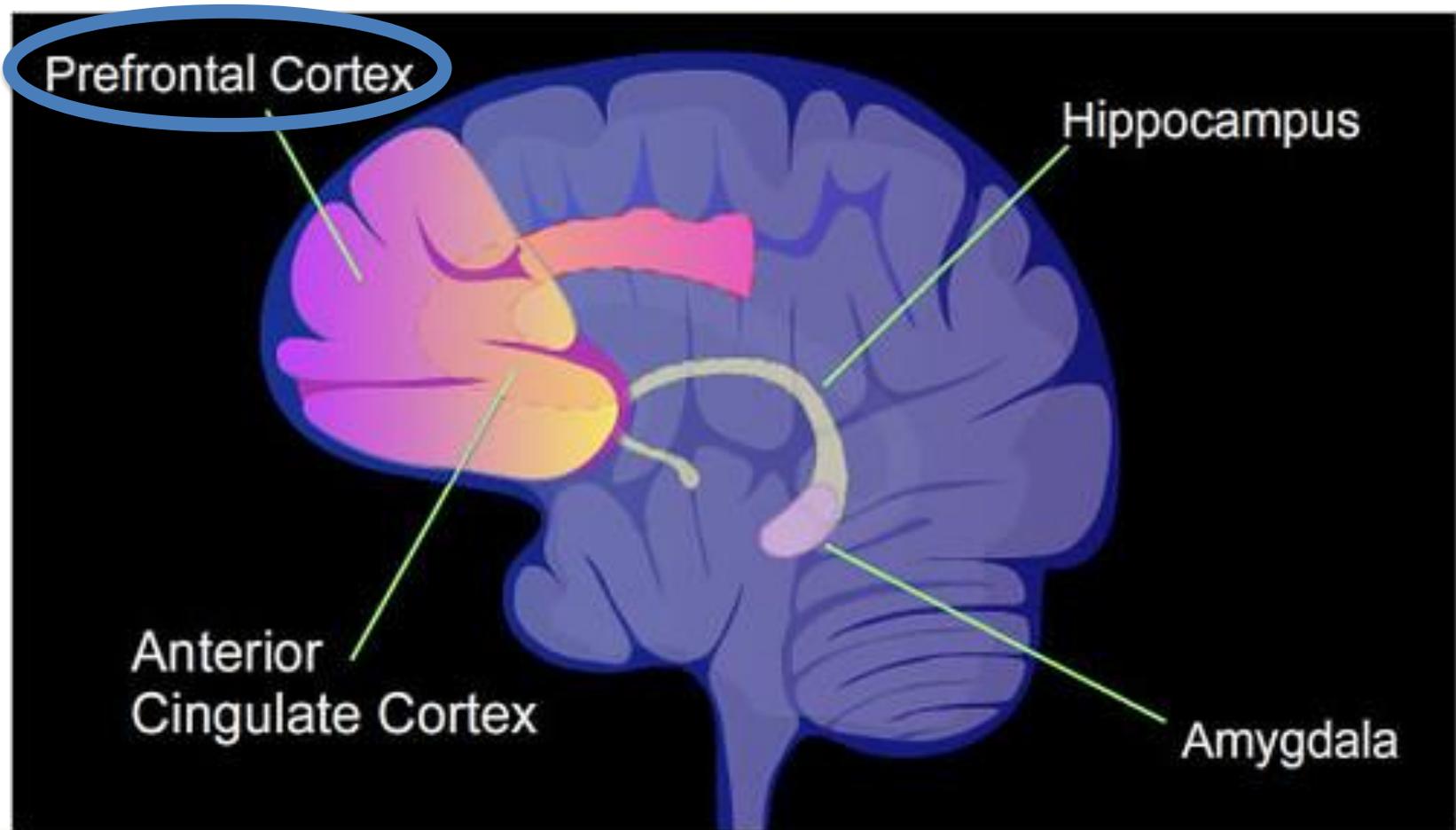
1. Sensomotoric stage – from the birth up to the age of two.

2. Preoperational stage- from the age of two until the age of seven.

3. Concrete operational stage – from the age of seven until eleven

4. Formal operational stage – from eleven to adulthood





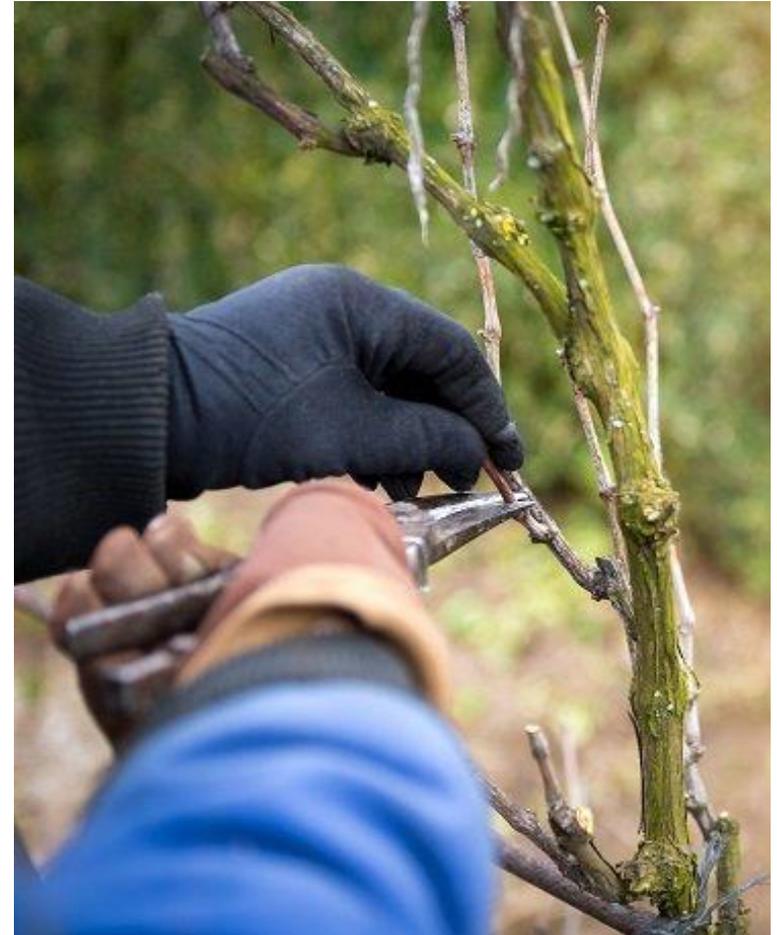


Prefrontal Cortex

- Proportionally much bigger in humans than any other species
- Involved in decision making, planning, inhibition, social interaction and self-awareness
- Grey matter peaks around puberty
- Grey matter then declines

Synaptic Pruning

- Elimination of unwanted synapses
- Prune unused
- Strengthened used
- Fine tune the brain tissue





School Leaving Age in the UK

10 – in **1870**

15 – in **1939**

16 – in **1964**

17 – in **2013**

18 - in **2015**

Schools are boring and irrelevant say teenagers





Yale University – January 2020

Stage 1 - a survey of 21,678 US high school students

Stage 2 - "experience sampling" study with 472
high school students in Connecticut

From the Yale Center for Emotional Intelligence and the Yale Child Study Center



Yale University – January 2020

In the online survey, students were asked to "***think about the range of positive and negative feelings you have in school***" and provide answers in **three open text boxes**.

They were also asked to rate on a scale of **0 (never) to 100 (always)** how often they felt **10 emotions: happy, proud, cheerful, joyful, lively, sad, mad, miserable, afraid, scared, stressed and bored**.

From the Yale Center for Emotional Intelligence and the Yale Child Study Center



Yale University – January 2020

In the open-ended responses, the most common emotion students reported was **tired** (58%)

The next most-reported emotions -- **all just under 50%** -- were **stressed, bored, calm, and happy**.

The ratings scale supported the findings, with students reporting feeling **stressed** (79.83%) and **bored** (69.51%) the most.

From the Yale Center for Emotional Intelligence and the Yale Child Study Center



We have **21st century students** taught by **20th century teachers** using **19th century methods**, sometimes in **18th century buildings!!!**







LOTS

HOTS

Higher Order Thinking Skills



Figure 1. New Bloom's Taxonomy

(from http://cvsdlearning.weebly.com/uploads/1/2/3/8/12388126/41192_orig.jpg)



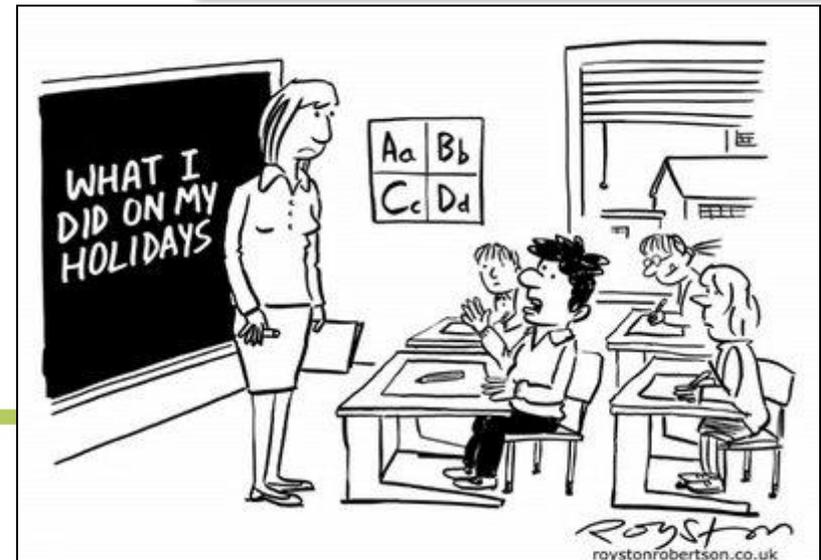
Teaching Teenage Students

Digital Residents

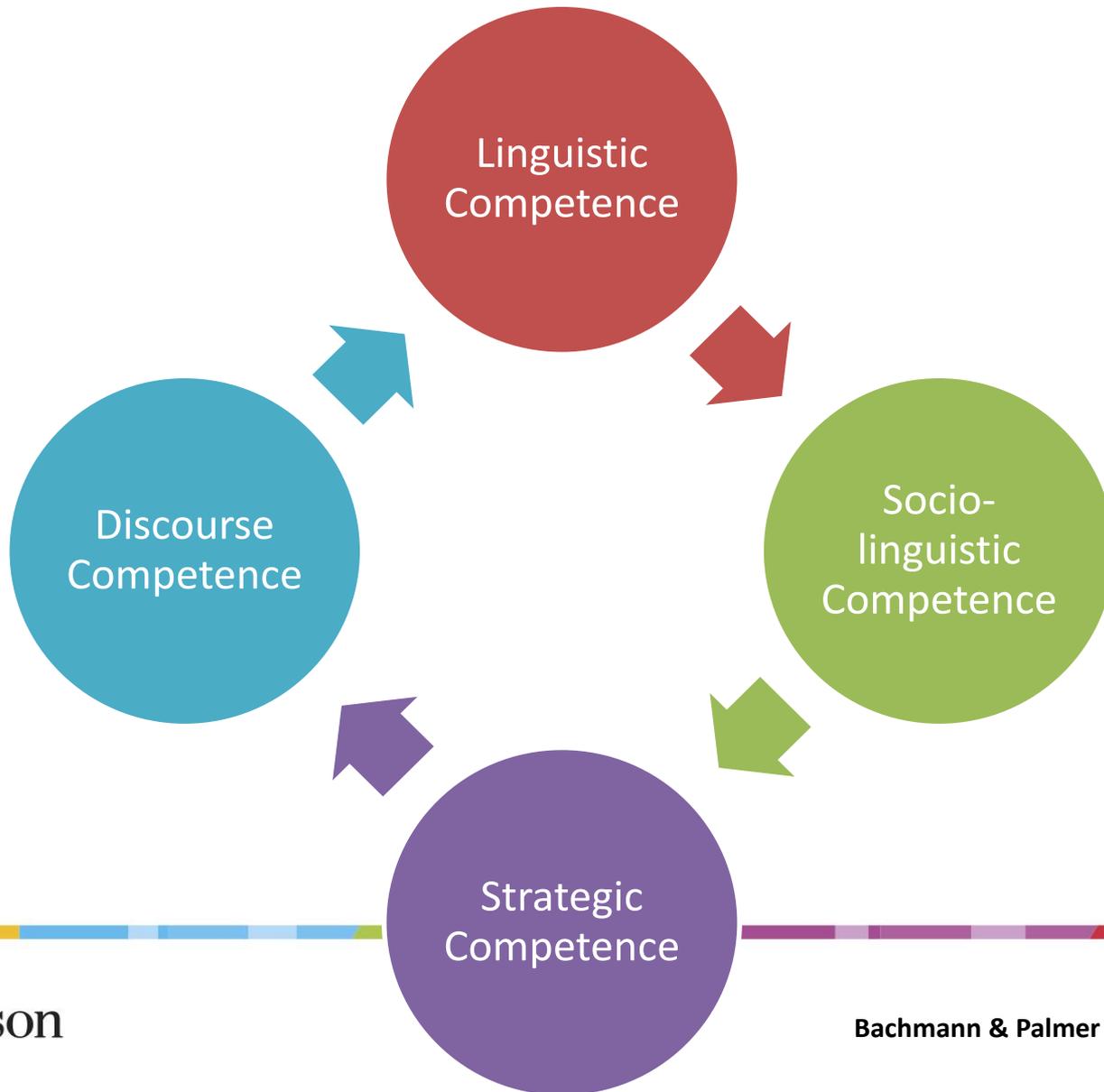
Edutainment

Information Overload

Soft Skills Shortage



communicative competence





communicative competence

The target language introduced has to be for a purpose: practising particular language elements in order to achieve **communicative objectives**.

Key factors which contribute to the **development of communicative competence**:

Engaging in communication

(emerging language and emerging competence): a focus on activities and group work in the classroom

Focusing on receptive skills

as second most important contributor to the development of communicative competence in learners

Focusing on chunks of language

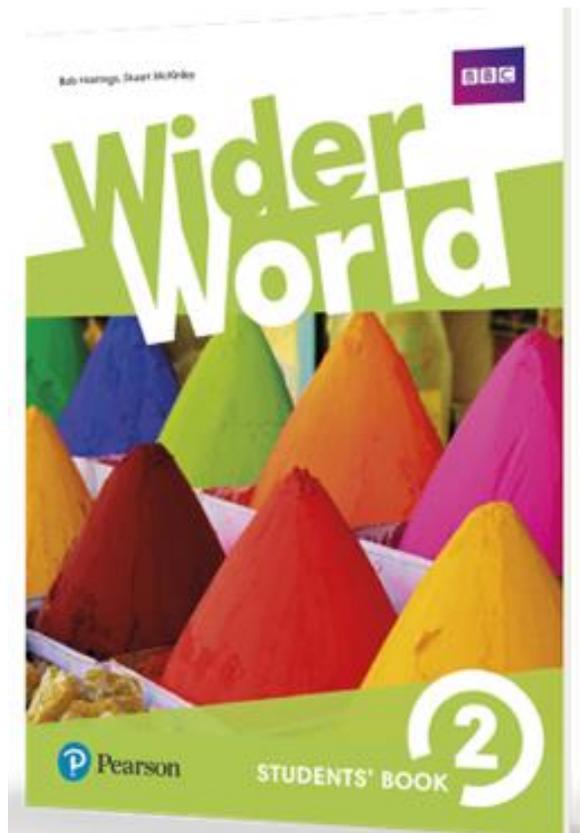
(focus on collocations and functional exponents)

Authenticity is a gateway to Communicative Competence



What is authenticity?

- **Authentic Learning**
- **Authentic Situations**
- **Authentic Materials**
- **Authentic Tasks**
- **Authentic Teachers**





Authentic Learning

- **Activities that involve real-world problems and that are focused on audiences beyond the classroom.**
- **Use of open-ended inquiry, thinking skills and metacognition.**
- **Students engage in discourse and social learning in a community of learners.**
- **Students direct their own learning in project work.**

The taste test



VOCABULARY Food and drink

I can talk about food and drink.

VOCABULARY

Food and drink | Flavours

1 CLASS VOTE Which is your favourite meal of the day? Why?

breakfast lunch dinner supper snack

1 CLASS VOTE Which is your favourite meal of the day? Why?

breakfast lunch dinner supper snack



Speaking: What can I get you?



BBC Culture: Indian food
Liverpool style



lemonade lettuce nuts peach pear pineapple smoothie
tuna yoghurt

3 1.49 Match the sentences with the people in the picture. Complete the sentences with words from the Vocabulary A box then listen and check.

- 1 ___ This person has got a shopping list. She is looking for chilli, cream and some _____.
- 2 ___ These people want to buy _____, honey, yoghurt and _____.
- 3 ___ The shop assistant is near the _____, grapes and _____.
- 4 ___ The grandmother wants lettuce, _____ and some _____.
- 5 ___ The child is looking at the fruit juice and _____.
- 6 ___ The man is buying _____, beef and _____.

4 Match the words from the Vocabulary A box with the correct sign.



S



5 **I KNOW!** Work in groups. How many words can you add to each category in Exercise 4, in one minute? Compare your ideas with the class.

flavours. Which is your favourite flavour?

6  **1.50** In pairs, use the words from the Vocabulary B box to discuss the ice cream flavours. Which is your favourite flavour?

*I think the white ice cream is vanilla.
Yes, or maybe it's ...*



Authentic Situations

- **Students learn and practice high frequency language useful in common communicative situations**
- **Lexical phrases are chunked together to enhance communicative competency**
- **Target language is linked to situations and modelled throughout the course**



VIDEO I'VE HEARD IT'S FUNNY

3 Study the Grammar box. Find more examples of the Present Perfect in the dialogue.

Grammar Present Perfect

Have you ever tried pizza with banana?
I've never eaten so much food.
He's just made a new TV programme.
I've already tried it.
I haven't finished yet.
Have you done it yet?

You bet! Yuck! Hang on. OUT of class

1 CLASS VOTE Which strange food would you like to try?

- cheeseburger ice cream pizza with bananas
cucumber and garlic smoothie

IOS



GRAMMAR Present Perfect with *ever, never, just, already* and *yet*

I can use the Present Perfect with *ever, never, just, already* and *yet*.



3 Study the Grammar box. Find more examples of the Present Perfect in the dialogue.

Grammar Present Perfect

- Have you **ever** tried pizza with banana?
- I've **never** eaten so much food.
- He's **just** made a new TV programme.
- I've **already** tried it.
- I haven't finished **yet**.

6 [VOX POPS ▶ 3.2] Write about a place where you like to eat with friends.

- 1 What's it called?
- 2 Who have you been there with?
- 3 What food have you tried?

It's called Marco's and I've been there with ...





Academic studies suggest a demonstrable improvement in student performance when video is used in the curriculum.

Example. A study on the effects of a story based video on listening and grammar scores:

Story based video group:

10.4% increase in listening scores from pre-test to post-test

39.2% increase in grammar scores from pre-test to post-test

Text based story group:

7.5% increase in listening scores from pre-test to post-test

17.4% increase in grammar scores from pre-test to post-test

Reference: HERRON C, YORK H, CORRIE C, *Comparison Study of the Effects of a Story-based Video Instructional Package Versus a Text-based Instructional Package in the Intermediate-level Foreign Language Classroom* CALICO Journal, Vol. 23, No.2)



VOX POPS

00:00:00:00

timeline_334_eating_005.mp4





Why use video?

When video is incorporated into student-centred learning activities it can:

- *Increase student motivation.*
- *Enhance the learning experience.*
- *Lead to higher marks in tests.*
- *Develop potential for deeper learning of the subject.*
- *Help develop learner autonomy.*
- *Enhance team work and communication skills.*



Authentic Materials

- **Produced for another purpose**
- **Designed to expose the students to new information**
- **Designed to encourage students to explore the topic at a deeper level**
- **Designed to encourage students to use their own technology to create vlogs, drama etc.**

3.5 LISTENING and VOCABULARY A dream cake

I can identify specific detail in speech and describe food.

- CLASS VOTE** Is it important to have a special cake on your birthday? Compare your ideas with the class. Vote Yes or No.
- 1.58** Study the Vocabulary box, using a dictionary. Choose the correct option. Listen and check.

Vocabulary Describing food

bitter bland delicious dry fresh rich sour spicy stale sweet tasty

- I like chilli popcorn because it's so *spicy / stale*.
- These cupcakes aren't very tasty, they're quite *sweet / bland*.
- I love this fruit juice, it's really *dry / delicious*.
- This cake has icing and a filling with butter, so it's very *rich / bitter*.
- This milk has been in the sun too long, it tastes *sour / fresh*.
- This bread is old, I think it's *stale / bitter*.

- 1.59** Listen to Gianni talking about a very special cake. Mark the sentences T (true) or F (false).

- Gianni saw the cake in New York.
- The cake took a week to make.
- The baker didn't make the cake in his shop.
- The cake weighed around 70 kilos.
- Gianni didn't like the cake at all.

- Look at the text. In pairs, decide what kind of information is missing from gaps 1–6: words or numbers?



Is it a car? Is it a robot? No ... it's a cake!

- 1.60** Listen to information about how to enter the competition. Complete the text in Exercise 4.

- VOX POPS** In pairs, describe the best cake you've ever had. Ask and answer the questions:

- What did it look like?
- What did it taste like?
- What flavour was it?
- Who made it?

And YOU

3.6 SPEAKING Ordering food

I can order food in a café or restaurant.

Annie's Café

eat in or take away!

Homemade tomato soup and roll Toasted cheese sandwich Salad with tuna or cheese Chocolate cupcakes A selection of biscuits	Today's speciality: green cake! ALSO Why not try a smoothie? Melon-and-mango or banana-and-strawberry OR our homemade lemonade!
--	---

- CLASS VOTE** What would you like from the menu?

- 3.4** **1.61** In pairs, discuss what you think green cake is. Watch or listen and check.

- 1.61** Read and listen to the dialogue. What do Dan, Alisha, Tommo and Skye order?

VIDEO WHAT CAN I GET YOU?

- Annie: Hi! Take a seat and I'll get you the menus. Here you are. Now what can I get you to drink?
- Alisha: I'll have an apple juice, please.
- Dan: Just water for me, thanks.
- Tommo: Could I have a melon-and-mango smoothie, please?
- Annie: Of course. Are you ready to order?
- Alisha: Nearly. That green cake looks interesting. What's in it?
- Annie: Green tea and yoghurt. It's quite sweet.
- Tommo: Mmhh. I'd like that, please.
- Alisha: Me too.
- Dan: Um, I don't fancy cake today. I'll have a toasted cheese sandwich, please.
- Annie: So that's one toasted sandwich and two slices of cake.
- Tommo, Dan and Alisha: Thanks.
- Skye: Hi, guys. Sorry I'm late.
- Tommo: We've just ordered. What do you want?
- Skye: It's OK. I'll get it. Excuse me. Can I have a hot chocolate, please?
- Annie: Of course. Would you like anything to eat?
- Skye: Not for me, thanks.

Hi, guys. I'll get it!
I don't fancy (cake today).

OUT of class

- Study the Speaking box. Match questions 1–5 with answers a–e.

Speaking Ordering food

Customer

I'll have ... / I'd like a ... / a slice of ...
Excuse me, can/could I have ...
Just ... for me, please.
Not for me, thanks.

Waiter

Take a seat and I'll get you the menu.
What would you like to drink?
Are you ready to order?
Would you like anything to eat?
Can I get you something?
Here you are.

- Are you ready to order?
- What's in it?
- What soup do you have?
- What can I get you to drink?
- Would you like anything to eat?

- Homemade tomato.
- I'll have a cola, please.
- Nearly.
- Not for me, thanks.
- It's just fruit and yoghurt.

- In pairs or small groups, use the Speaking box to order food from the menu in Exercise 1.

And YOU

WIN

Your Dream Cake from Benny's Bakery!

Send us a photo or drawing of your ideal cake! We will make the best cake and send it to you.

- Email address: benny@.....com
- Usual cost of cake: \$
- Choose a flavour: chocolate, or vanilla
- Don't forget! Tell us your
- Closing date of competition: Friday, January
- Other prizes for five runners up: 12

Popular food in the UK

Most people think that food in Britain is all about fish and chips, chip butties or afternoon tea, but that's not the whole story. There are so many different cultures in the UK that you have a huge choice of flavours and cuisines to choose from.

- 1 Indian food has been the country's favourite for years. Every town has at least one Indian restaurant. People even say that the national dish is now *chicken tikka masala*, a spicy curry usually served with rice or Indian bread called naan. It's delicious!
- 2 American food is everywhere. There's not only McDonald's now, but new gourmet burger restaurants like Five Guys. American food is popular because the recipes are very familiar to British people – hot dogs, fried chicken, pepperoni pizza, nachos and BBQ ribs are all big favourites.
- 3 People have a passion for fresh and healthy food these days and that's why Japanese food is popular. It's also easy to eat as a takeaway meal. Young people now prefer to eat sushi at lunchtime to the traditional British sandwich, although some still have problems with chopsticks!

Do you want to try more international food? Then check out the amazing Zaza Bazaar in Bristol! It opened in 2011 and has become one of the most popular places to eat in the city. It's also the biggest restaurant; they can serve over 1,000 people and have food from everywhere – Vietnam, Italy, China, Thailand, as well as Britain's three favourites, of course!

Popular food

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EXPLORE

1 In pairs, ask and answer the questions.

- 1 What do people like eating in your country?
- 2 What are your favourite dishes?
- 3 What do you think British people really eat?

2 Read the article. Mark the statements T (true) or F (false). Then check your answers to question 3 in Exercise 3.

- 1 People have the wrong idea about Indian food in the UK.
- 2 It's easy to find an Indian restaurant in the UK.
- 3 American food is not very popular in the UK.
- 4 A lot of people eat sushi for their evening meal.
- 5 Zaza Bazaar doesn't serve Indian food.

3 According to the article, why is each food particularly popular? Match types of food 1-3 with adjectives a-c.

- | | |
|------------|-------------|
| 1 American | a practical |
| 2 Japanese | b tasty |
| 3 Indian | c familiar |

EXERCISE

4 3.5 Write and answer the questions.

- 1 Who are your favourite chefs?
- 2 What type of food do you like?

5 3.5 Write and answer the questions.

co

1

2

3

4

YOU EXPLORE

10 **CULTURE PROJECT** In groups, prepare a survey based on the question: 'What do people really eat in your town?'

- 1 Prepare a questionnaire. Include local and international dishes (e.g. pizza, burgers).
- 2 Give the questionnaire to friends and family. Then collect the results.
- 3 Report your results to the class.

9 Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do?

I once helped my mum cook dinner for six.

6 Tick the three dishes that Anjum and Lynn are going to make.

- 1 coconut curry with pepper
- 2 coconut chicken with ginger
- 3 spicy salmon wraps
- 4 rice and salmon wraps
- 5 rice noodles
- 6 vegetable noodles





Indian food Liverpool style

Part 1



Authentic tasks

- **Students use English to complete the tasks**
- **Tasks are designed to focus on communication, collaboration, creativity and critical thinking skills**
- **Emphasis on pair and group work**



RE	RE	RES	RES	RES
H	W	Wh	Hi	Co
	1	1		Com
	2			
		2		
				Acro
				5
				7
				8
				12
				13
				17
				18
				19
				20
		2		
		D		
		A		
		T		
		D		
		S		
		T		
		D		
		A		
		S		

Cuisines

CHINESE CUISINE

- * sweet and sour chicken
- * egg fried rice
- * spring rolls
- * prawn crackers
- * dim sum
- * _____

ARABIC CUISINE

- * falafel
- * kofta
- * tagine
- * baba ghanoush
- * chicken shawarma
- * _____

INDIAN CUISINE

- * onion bhaji
- * dal
- * poppadoms
- * vindaloo
- * aloo matar
- * _____

WEST INDIAN CUISINE

- * jerk chicken
- * beef patties
- * curried goat
- * ackee and saltfish
- * fried plantain
- * _____

MEXICAN CUISINE

- * quesadilla
- * tacos
- * fajitas
- * Mexican potatoes
- * chilli con carne
- * _____



Authentic Teachers

- **Ready to converse with students outside the classroom topic**
- **Prepared to admit mistakes**
- **Prepared to laugh and engage naturally**
- **Willing to share some aspects of their life**

CLASS VOTE

- 2** In pairs, complete the questions. Then ask and answer the questions in pairs. Make your own food quiz.
- 6**  **1.50** In pairs, use the words from the Vocabulary B box to discuss the ice cream flavours. Which is your favourite flavour?



- 7** Which of the three dishes would you like to try? Why?

I'd like to try the first dish because I love coconut.

- 9** Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do?

I once helped my mum cook dinner for six.



Life Long Teaching

A GOOD TEACHER NEVER
STOPS LEARNING



Should make sure that students leave the class with a smile on their face

Should make sure students feel comfortable in an English only environment and can function at a basic level

Should build on the foundation from Primary and students should leave secondary with an operational level of English

Should exploit their students' knowledge of English to make them independent learners

Adolescents



- Goal setting, planning and monitoring
- Strategy games and logic puzzles
- Computer games can also be valuable, as long as time limits are established and observed.
- Study skills



History of **CALL**

Behaviourist

– Drills and Practices

Communicative

– Chatrooms and Emails

Integrative

– Online Learning Platforms

Gamified

– Rewards and Rankings

MyEnglishLab



MyEnglishLab



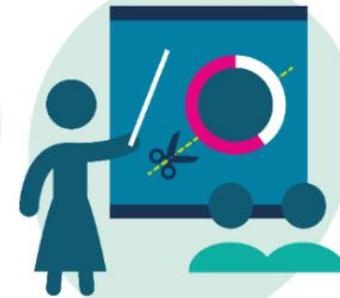
1 Deliver your lesson in class



2 Students practise online



3 Check students' performance online



4 Tailor your next class to target weak areas

Gradebook

Search for students

Change course:

A846

speakout Intermediate

Unit 1.2

Exercise 1 Grammar – review of verb tenses

Exercise 2 Grammar – review of verb tenses

Exercise 3A Vocabulary – relationships

Exercise 3B Vocabulary – relationships

Exercise 4 Vocabulary – relationships

Exercise 5A Reading

Exercise 5B Reading

Exercise 5C Reading

Exercise 6 Vocabulary Plus – collocations with *take / get / do / go*.

Unit 1.3

Exercise 1 Grammar – review of verb tenses

Data

Diagnostics

Common error report

Change view:

Practice & Tests

Student	Practice		Tests	
	Score	Status	Score	Status
Bartysiewicz, Domin...	81%	Submitted	---	Not submitted
Bień, Karolina	100%	Submitted	---	Not submitted
Ciastek, Aleksandra	100%	Submitted	---	Not submitted
Cofar, Małgorzata	100%	Submitted	---	Not submitted
Długosz, Paulina	56%	Submitted	---	Not submitted
Gadalska, Anna	44%	Submitted	---	Not submitted
Gasowska, Ania	100%	Submitted	---	Not submitted
Gorgosz, Szymon	100%	Submitted	---	Not submitted
Gumieł, Agata	75%	Submitted	---	Not submitted
Juszczuk, Daria	75%	Submitted	---	Not submitted
Kowaluk, Natalia	63%	Submitted	---	Not submitted
Kulikowska, Dominika	100%	Submitted	---	Not submitted



MAKE IT AUTHENTIC!

LEARNING

SITUATIONS

TASKS

MATERIALS

TEACHERS

**THANKS
FOR
YOUR
TIME**