

A blue-tinted background image showing a group of students in a hallway. A man in a white shirt is on the left, and a woman in a white shirt is on the right. They appear to be engaged in a discussion or activity. The text is overlaid on this image.

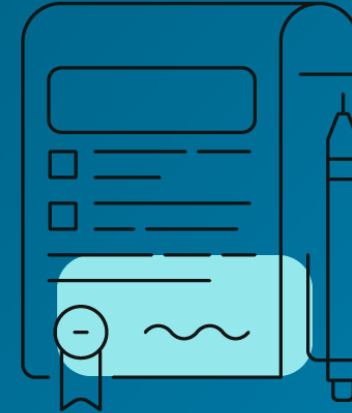
# Future Skills: What will make our students employable?

Mike Mayor  
Senior Director, Global Scale of English



**96%** of chief academic officers believe they are equipping their students for future employment

Are our students prepared for the workplace?



**11%** of employers think that education institutions are effectively preparing students for work

[www.gallup.com](http://www.gallup.com) 2014

# A changing jobmarket



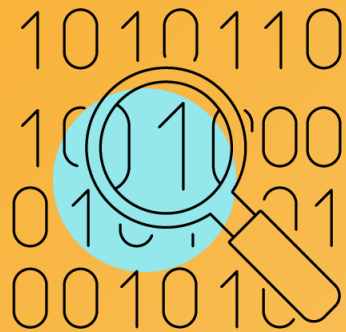
**Sustainability director**



**Podcast producer**



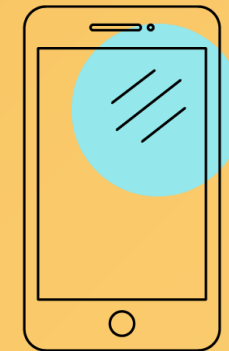
**Cloud architect**



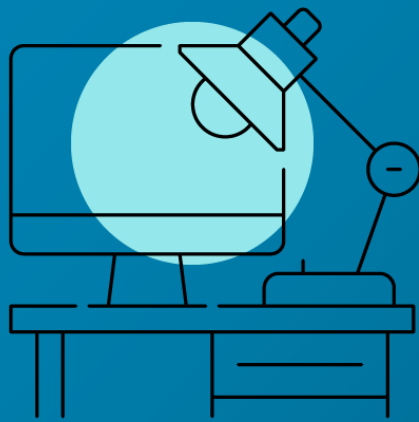
**Data scientist**



**Social media manager**



**App developer**



**65%** of today's 12-year-olds will end up in jobs that do not yet exist

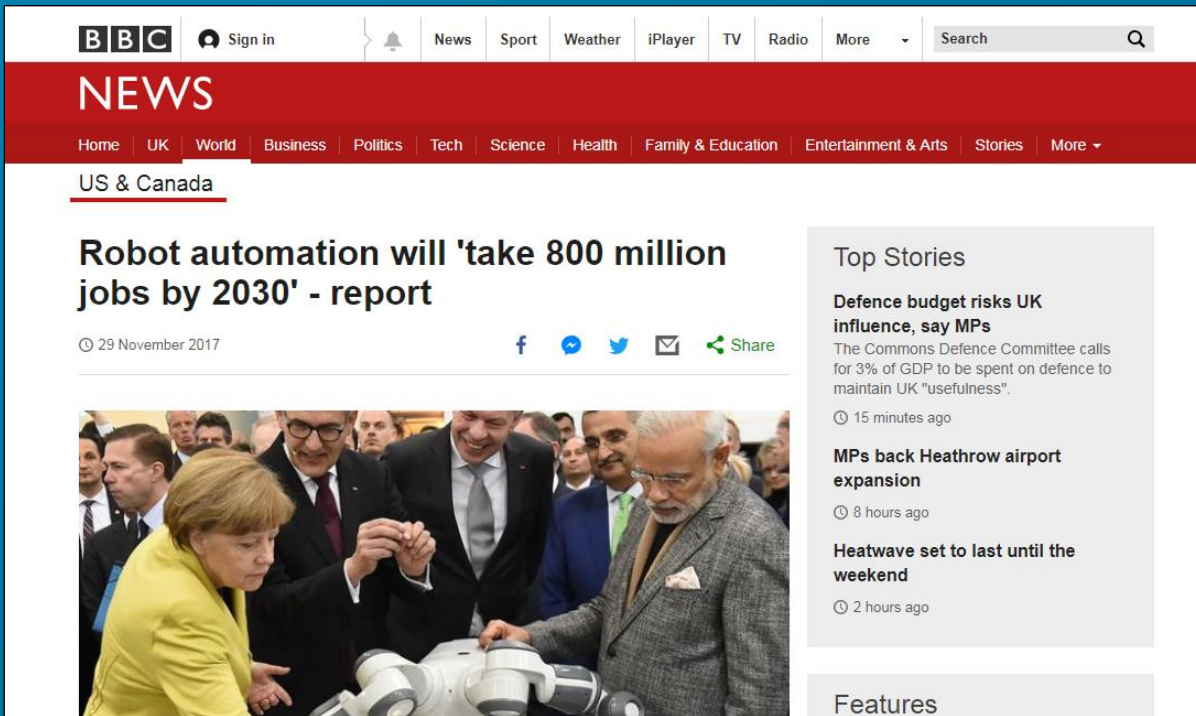
Source: UNESCO/World Bank 2015

## A changing jobmarket



**12 -14** the number of jobs a millennial will have over the course of their career

# What the papers say



The screenshot shows the BBC News website interface. At the top, there is a navigation bar with the BBC logo, a sign-in button, and various news categories like News, Sport, Weather, iPlayer, TV, Radio, and More. Below this is a red banner with the word "NEWS" in white. Underneath, there are more category links: Home, UK, World, Business, Politics, Tech, Science, Health, Family & Education, Entertainment & Arts, Stories, and More. The main content area is titled "US & Canada" and features a large article headline: "Robot automation will 'take 800 million jobs by 2030' - report". The article is dated "29 November 2017" and includes social media sharing icons for Facebook, Twitter, and Email. Below the headline is a photograph of several men in suits, including Narendra Modi, gathered around a white robotic arm. To the right of the main article is a "Top Stories" sidebar with three items: "Defence budget risks UK influence, say MPs" (15 minutes ago), "MPs back Heathrow airport expansion" (8 hours ago), and "Heatwave set to last until the weekend" (2 hours ago). At the bottom of the sidebar is a "Features" section.

[www.bbc.co.uk](http://www.bbc.co.uk)



The snippet shows a headline from The Guardian: "Robots will take our jobs. We'd better plan now, before it's too late" by Larry Elliott. Below the headline is a portrait of Larry Elliott. The sub-headline reads: "The opening of the Amazon Go store in Seattle brings us one step closer to the end of work as we know it". At the bottom of the snippet is a photograph of a factory floor with several humanoid robots in blue and green, standing in a line.

[www.theguardian.com](http://www.theguardian.com)

# Haven't we been here before?

---

1. What was the job role/name?
2. What "technology" replaced it?

1



2



3



4



# Technology *is* having an impact

## BT to cut 55,000 jobs with up to a fifth replaced by AI

3 hours ago · Comments



[www.bbc.co.uk](http://www.bbc.co.uk)  
(18 May 2023)

# Jobs most at risk from AI

- Tech jobs (coders, data analysts, computer programmers, software engineers)
- Media jobs (advertising, content creation, technical writing, journalism)
- Legal Industry jobs (legal assistants, paralegals)
- Market Research Analysts
- Finance jobs (financial analysts, personal financial advisers)
- Traders
- Graphic designers
- Accountants
- Customer Service Agents
- Teachers ??????????

*10 roles that AI is most likely to replace  
businessinsider.com, June 2, 2023*



# THE FUTURE OF SKILLS

## EMPLOYMENT IN 2030



<https://futureskills.pearson.com/>

# Future Skills

1. Judgment and Decision Making
2. Fluency of Ideas
3. Active Learning
4. Learning Strategies
5. Originality
6. Systems Evaluation
7. Deductive Reasoning
8. Complex Problem Solving
9. Systems Analysis
10. Monitoring
11. Critical Thinking
12. Instructing
13. Education and Training
14. Management of Personnel Resources
15. Coordination
16. Inductive Reasoning
17. Problem Sensitivity
18. Information Ordering
19. Active Listening
20. Administration and Management

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Critical thinking

Creativity

Collaboration

Communication

**Future Skills**

1. Judgment and Decision Making
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"... the supply of people possessing **STEM** (science, technology, engineering, math) skills and the **uniquely human skills** (e.g. creativity, empathy, collaboration) increasingly prized in today's job market cannot keep up with demand."

PwC's 23rd Annual Global CEO Survey  
Published in 2020

# What does it mean to be employable?



- Literacy
- Numeracy
- Digital fluency



- Skills related to a specific job
- Hard skills

- Soft Skills/21<sup>st</sup> Century Skills
- Collaboration
- Communication
- Critical thinking
- Creativity
- Leadership
- Self management
- Social responsibility

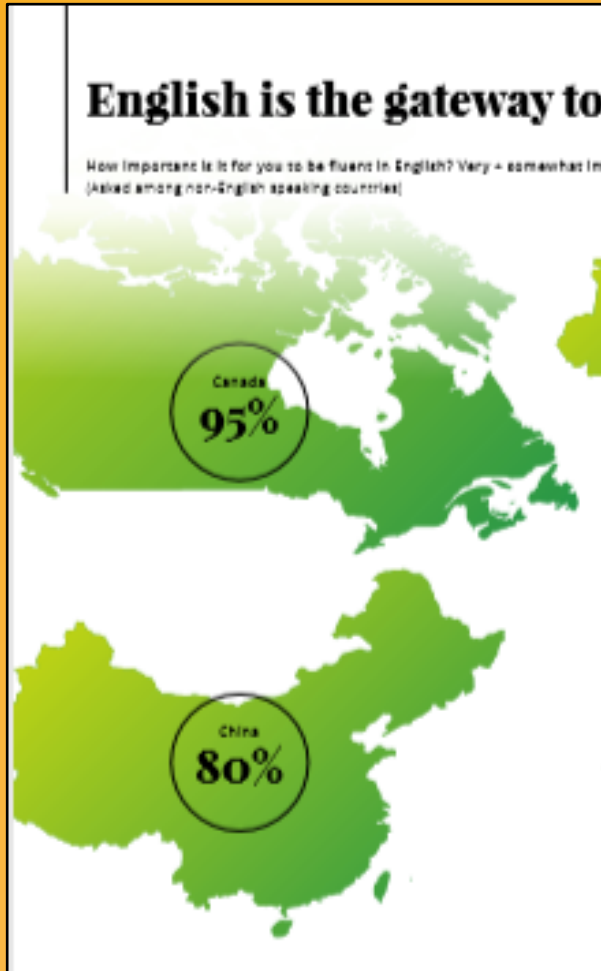


- Showcasing skills and qualifications
- Developing a presence on social media
- Interview skills
- CV writing

# Why are our learners learning English?



# Pearson Global Learner Survey

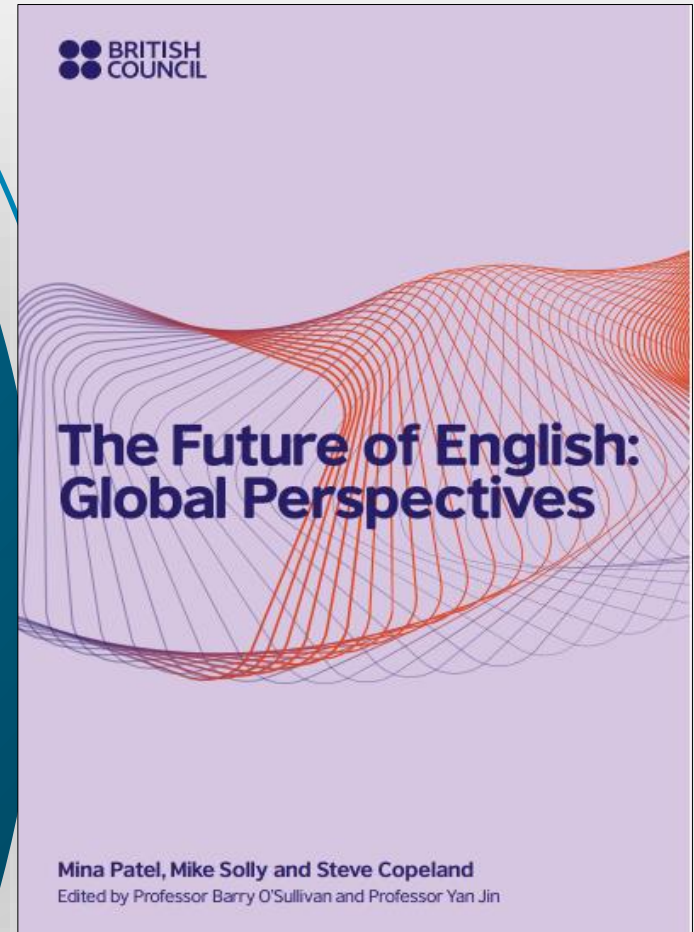


**Why is it important for you to know English?  
It's a critical skill for...**  
(Asked among non-English speaking countries and respondents who think English fluency is important)

	Canada	Brazil	China	India
Communicating with colleagues and customers around the world.	51	← 52	52	55
Being able to work for international companies.	37	← 64	42	51
Being able to travel freely.	37	54	44	40
Working abroad.	27	← 33	26	47
Studying abroad.	20	46	30	40
Remaining employable in a difficult economy.	41	← 32	32	29
Working in my country.	53	← 30	19	35
Participating in global entertainment (music, movies, etc.).	26	34	29	32
Keeping my current job.	36	← 19	19	33
Being seen as being educated.	28	26	17	34
Studying in my country.	38	12	19	29

# The future of English: Global Perspectives

- English will continue to be *the lingua franca* for at least the next decade
- It is *unlikely that technology will replace the need for teachers* in the foreseeable future
- Language proficiency for *employability is without question a key driver* behind the desire to learn English for many people
- *Requirements set by employers* are partly shaping English language syllabuses
- English is seen as the key to higher education, *better employment and higher salaries*



['The Future of English: Global Perspectives' | British Council](#)  
(2023)



# English *is* a Future Skill



- General competency in English as a foreign language



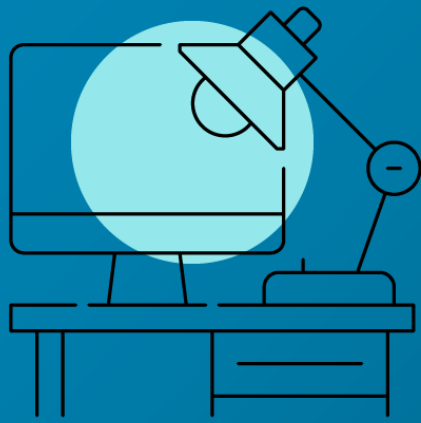
- ESP
- General Business English language skills



- 21<sup>st</sup> Century Skills

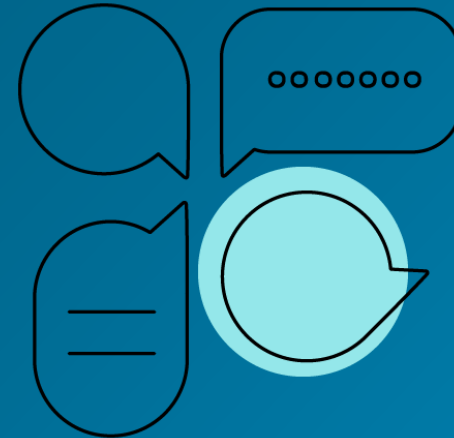


- Writing a CV
- Letter of application
- Interviewing



**92%** of employees said that English was important for their job

# Employees lack confidence in their English



**7%** of employees think they can communicate effectively at work

Research carried out by Pearson and LinkedIn: 2015

# CEFR and Global Scale of English

- mainly focussed on **general English** with limited reference to work and study
- developed for **adult and young adult learners** – never intended for Young Learners
- 60%+ of Can Do statements focus on **Speaking**
- wide levels that take many hours to master – so **difficult to show regular progress** is being made
- **difficult for teachers to use** in their day-to-day teaching and testing – CEFR Can Do statements need to be adapted to create lesson objectives



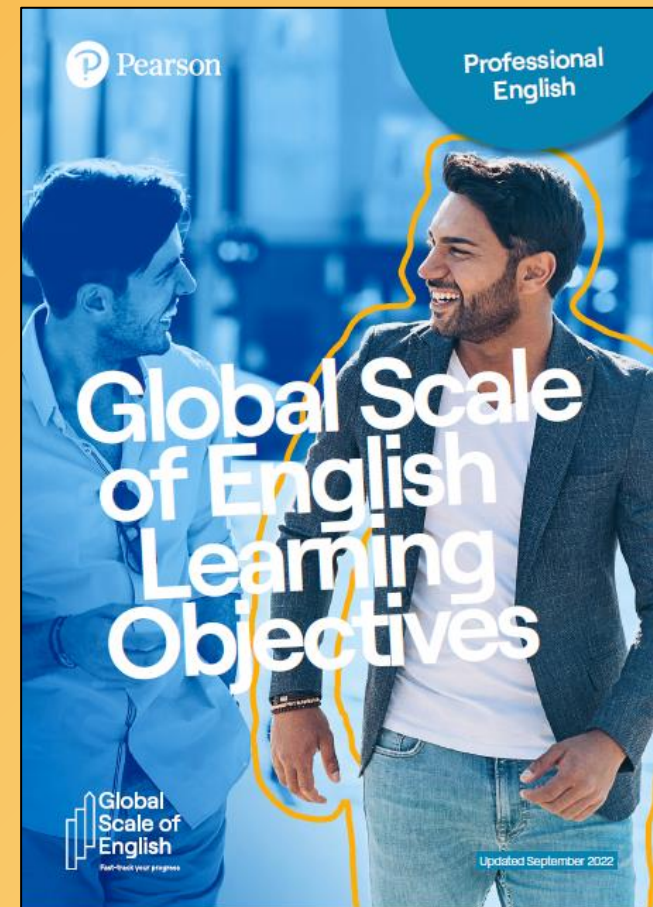
# GSE Learning Objectives



[www.pearson.com/languages](http://www.pearson.com/languages)

# Creating a language framework for the workplace

- mainly focussed on **general English** with limited reference to work and study
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# GSE for Professional English

## GSE 51-58/B1(+): Speaking

- 51 Can make a complaint. (C)
- PRO** Can give a simple presentation on a work-related topic. (P)
- PRO** Can ask questions about professional experience. (P)
- Can report the opinions of others, using simple language. (P)
- PRO** Can answer questions about professional experience. (P)
- Can briefly give reasons and explanations for opinions, plans and actions. (C)
- Can express opinions and react to practical suggestions of where to go, what to do, etc. (C<sub>A</sub>)
- Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)
- Can respond to opinions expressed by others. (W<sub>A</sub>)
- PRO** Can signal agreement in a simple negotiation using fixed expressions. (P)
- PRO** Can carry out a work-related phone conversation using polite fixed expressions. (P)
- Can express hopes for the future using a range of fixed expressions. (C<sub>J</sub>A)
- PRO** Can give information in a job interview about job history. (P)
- Can express opinions as regards possible solutions, giving brief reasons and explanations. (C<sub>A</sub>)
- PRO** Can ask questions about someone's professional experience. (P)

CORE ACADEMIC  
COMPETENCIES



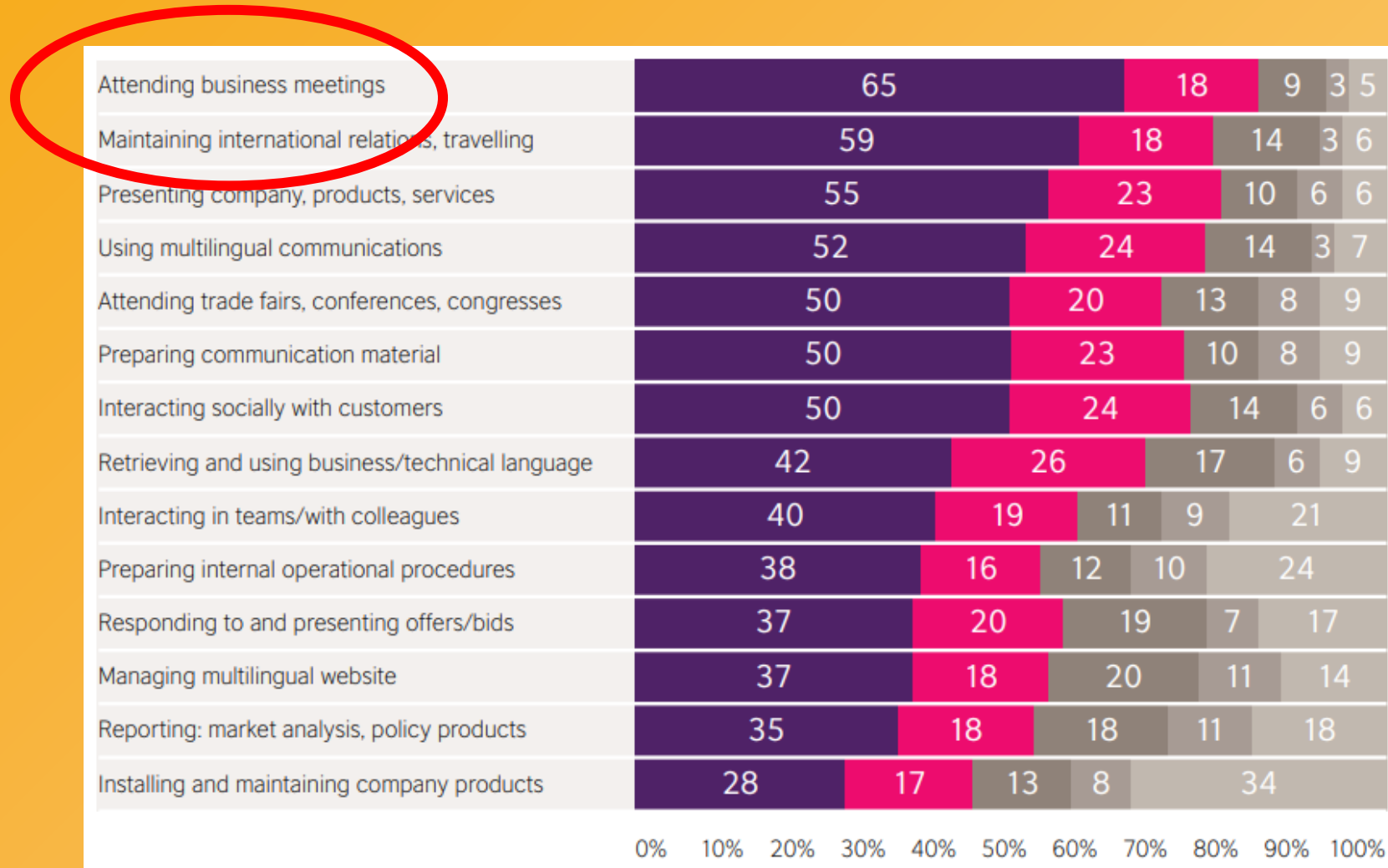
CAREER KNOWLEDGE  
& TRANSITION SKILLS



OCCUPATIONAL  
COMPETENCIES



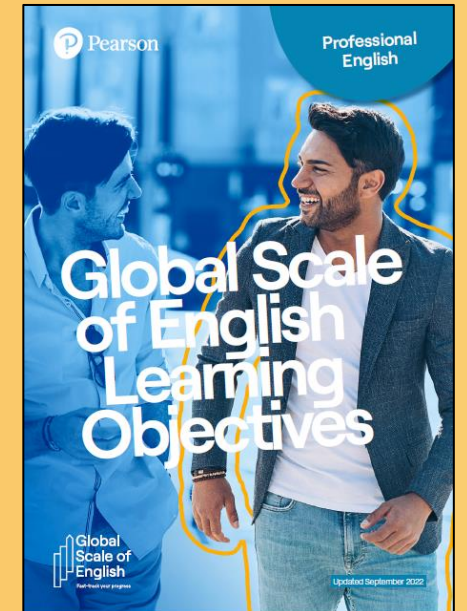
# What is the top workplace activity?



European Commission  
(2015)  
*Study on Foreign  
Language Proficiency  
and Employability.*

# Meetings

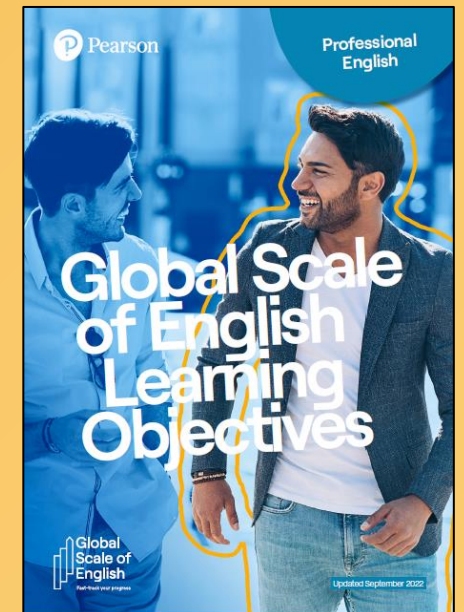
	Learning Objective
1	Can understand the advantages and disadvantages of different options during a discussion.
2	Can check that everyone agrees in group discussions using fixed expressions.
3	Can politely respond to interruptions during a discussion and return to the main topic.
4	Can write up the objectives and key points of a work-related meeting in a simple way.
5	Can invite others into the discussion during a teleconference by asking for questions.





# Meetings

	<b>Learning Objective</b>	<b>CEFR</b>	<b>GSE</b>
4	Can write up the objectives and key points of a work-related meeting in a simple way.	B1	50
2	Can check that everyone agrees in group discussions using fixed expressions.	B1+	57
5	Can invite others into the discussion during a teleconference by asking for questions.	B2	60
1	Can understand the advantages and disadvantages of different options during a discussion.	B2	64
3	Can politely respond to interruptions during a discussion and return to the main topic.	B2+	69



# Language skills for specific jobs

The screenshot shows the O\*NET OnLine website. At the top left is the O\*NET logo. To its right is the text "O\*NET OnLine". Further right is an "Occupation Quick Search" bar with a magnifying glass icon and a right-pointing arrow. Below the logo and search bar is a navigation menu with links for "Help", "Find Occupations", "Advanced Search", "Crosswalks", "Share", and "O\*NET Sites".

The main content area features a large banner with a construction crane image. The text reads: "Build your future with O\*NET OnLine." Below this, it says: "Welcome to your tool for career exploration and job analysis! O\*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!" A "What is O\*NET?" button is at the bottom right of the banner.

Below the banner is an "Occupation Search" section with a search bar labeled "Keyword or O\*NET-SOC Code:". To the right of the search bar are three icons: a magnifying glass for "Find Occupations", a wrench for "Advanced Search", and a person for "Crosswalks".

Under "Find Occupations", it says: "Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more." Under "Advanced Search", it says: "Focus on occupations that use a specific tool or software. Explore occupations that need your skills." Under "Crosswalks", it says: "Connect to a wealth of O\*NET data. Enter a code or title from another classification to find the related O\*NET-SOC occupation."

On the right side of the page, there are several promotional boxes: "What's New?" with a "Learn More" button and a link to "Get O\*NET news by email or RSS."; "I want to be a..." with a "Find It Now at My Next Move" button; "ATTN: VETERANS" with a "Get Started" button and a "FOR VETERANS" badge; and "Hot Technologies are..." (partially visible).

The image shows the cover of a Pearson Professional English book. The Pearson logo is in the top left. The text "Professional English" is in the top right. The main title is "Global Scale of English Learning Objectives". The cover features a photograph of two men in a professional setting, one in a white shirt and the other in a grey blazer. A yellow outline highlights the man in the blazer. At the bottom left is the "Global Scale of English" logo with the tagline "Put trust in your progress". At the bottom right, it says "Updated September 2022".

# Language skills for specific jobs

**o-net** **O\*NET OnLine** Occupation Quick Search:

[Help](#) [Find Occupations](#) [Advanced Search](#) [Crosswalks](#) [Share](#) [O\\*NET Sites](#)

**Summary Report for:**  
**29-1141.00 - Registered Nurses**

[Updated 2017](#)  
**Bright Outlook**

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

**Sample of reported job titles:** Charge Nurse, Director of Nursing (DON), Emergency Department RN (Emergency Department Registered Nurse), Oncology RN (Oncology Registered Nurse), Operating Room Registered Nurse (OR RN), Public Health Nurse (PHN), Registered Nurse (RN), School Nurse, Staff Nurse, Staff RN (Staff Registered Nurse)

Also see: [Acute Care Nurses](#), [Advanced Practice Psychiatric Nurses](#), [Critical Care Nurses](#), [Clinical Nurse Specialists](#)

View report: [Summary](#) [Details](#) [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

**Tasks**

+ - All 28 displayed

- ⊕ Maintain accurate, detailed reports and records.
- ⊕ Administer medications to patients and monitor patients for reactions or side effects.
- ⊕ Record patients' medical information and vital signs.
- ⊕ Monitor, record, and report symptoms or changes in patients' conditions.
- ⊕ Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.
- ⊕ Modify patient treatment plans as indicated by patients' responses and conditions.
- ⊕ Monitor all aspects of patient care, including diet and physical activity.

# Language skills for nurses



**Monitor, record, and report symptoms or changes in patients' conditions.**



Can record the details of project-related actions and results in a log.



**Modify patient treatment plans as indicated by patients' responses and conditions**



Can ask open-ended questions to better understand the specific details of a problem.



**Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.**



Can give a clear, detailed spoken description of how to carry out a procedure.

# GSE Toolkit

**ELTons**  
Awards for innovation in English language teaching  
2020 18<sup>th</sup> YEAR  
Finalist  
Innovation in Teacher Resources

### GSE Teacher Toolkit

Let the Global Scale of English (GSE) save you time and improve the quality and relevance of your English classes. The GSE Teacher Toolkit makes it quick and easy to find learning objectives, grammar, vocabulary and coursebook recommendations all mapped to the GSE and CEFR.

Play Overview

## Choose category

Learning Objectives Grammar Vocabulary Text Analyzer

Who are you teaching?

Choose Learner

Choose Skill

Choose a range on the GSE / CEFR

< A1 A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

10 22 30 36 43 51 59 67 76 85 90

Filter search results with a word or phrase...

Show results

# Language skills for specific jobs

Select Professional Learners

The screenshot shows a web interface for selecting language learning resources. At the top, there are three tabs: 'Learning Objectives', 'Grammar', and 'Vocabulary'. Below these, there are several filter sections. The first section, 'Who are you teaching?', has a dropdown menu with 'Professional Learners' selected. The second section, 'Choose a range on the GSE / CEFR', features a horizontal scale from 10 to 90 with markers for <A1, A1, A2, A2+, B1, B1+, B2, B2+, C1, and C2. The third section contains three input fields: 'Choose Skill', 'Choose Job Role', and a search box with the placeholder 'Filter search results with a word or phrase...'. Below these are buttons for 'Hide filters (1)', 'Clear all filters', and 'Show results'. At the bottom, a 'Learner' section shows 'Professional Learners' with a close button.

Learning Objectives Grammar Vocabulary

Who are you teaching? Professional Learners

Choose a range on the GSE / CEFR

< A1 A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

10 22 30 36 43 51 59 67 76 85 90

Choose Skill Choose Job Role Filter search results with a word or phrase...

Hide filters (1) Clear all filters Show results

Learner Professional Learners

Select a specific job role

# Language skills for specific jobs

The screenshot shows the O-Net 'Choose Job Role (Beta)' interface. It features a search bar at the top right with the O-Net logo. The main area is a list of job families and roles. A yellow callout box labeled 'Select a job family' points to the 'Office and Administrative Support' job family, which is highlighted in blue. Another yellow callout box labeled 'Select a specific job role' points to the 'Customer Service Representatives' job role, which is checked with a blue square. Below the list, a 'Current selection' section shows 'Customer Service Representatives' with a close button. At the bottom, there are 'Cancel' and 'Choose' buttons. The background shows a blurred view of the main O-Net page with various filters and a 'Show results' button.

Choose Job Role (Beta) Search... **o-net™**

- Healthcare Support
- Legal
- Life, Physical, and Social Science
- Management
- Office and Administrative Support
- Personal Care and Service
- Production
- Protective Services

- Bill and Account Collectors
- Billing, Cost, and Rate Clerks
- Bookkeeping, Accounting, and Auditing Clerks
- Computer Operators
- Correspondence Clerks
- Court Clerks
- Customer Service Representatives
- Data Entry Keyers

Current selection  
Customer Service Representatives ✕

Cancel Choose

# Customer Service Reps

## Search results

26

Download

Find coursebook

LEARNING OBJECTIVES ↕	SKILL ↕	GSE ↕	CEFR ↕	
<input type="checkbox"/> Can discuss product features in a business setting using simple language. © <b>PL</b>	Speaking	49	B1 (43-50)	▼
<input type="checkbox"/> Can carry out a work-related phone conversation using polite fixed expressions. © <b>PL</b>	Speaking	51	B1+ (51-58)	▼
<input type="checkbox"/> Can briefly give reasons and explanations for opinions, plans and actions. ©	Speaking	51	B1+ (51-58)	▼
<input type="checkbox"/> Can write a short report on a work-related task or event. © <b>PL</b>	Writing	51	B1+ (51-58)	▼
<input type="checkbox"/> Can use closed questions to receive concise answers. © <b>PL</b>	Speaking	54	B1+ (51-58)	▼



The image shows two young women in a university courtyard. The woman on the left is wearing a denim jacket over a light-colored sweater and has her right arm raised. The woman on the right is wearing a patterned sweater and a dark beanie, holding a smartphone. The background features a large building with arched windows. The entire image is overlaid with a semi-transparent blue filter. A thick, yellow, brushstroke-like line is drawn across the lower portion of the image, starting from the left and ending on the right, positioned below the main text.

Is mastery of  
English enough  
to secure a job?



- General competency in English as a foreign language



- ESP
- General Business English language skills



- 21<sup>st</sup> Century Skills




- Writing a CV
- Letter of application
- Interviewing

 Pearson

## Skills for Today:


What We Know about Teaching and Assessing Collaboration




 Pearson

## Skills for Today:


What We Know about Teaching and Assessing Leadership



 Pearson

## Skills for Today:

What We Know about Teaching and Assessing Critical Thinking




 Pearson

## Skills for Today:


What We Know about Teaching and Assessing Creativity



 Pearson

## Skills for Today:

What We Know about Teaching and Assessing Communication



 Pearson

## Skills for Today:

What We Know about Teaching and Assessing Self-Management



# Teaching Future Skills: what the research says

- Future skills need to be **explicitly taught** – you cannot assume they will simply be “picked up” along the way
- **Start young!** These skills take many years to master
- Future skills are taught most effectively **within the context of teaching other subjects**
- Timely **feedback** on performance is one of the most effective ways to teach future skills
- **Raise the profile** of these skills – tell students which of the skills they are practising

# Teaching Future Skills: what the research says

- Set up tasks which require students to **use Future Skills**
  - Group tasks (Collaboration)
  - Researching a topic (Critical Thinking)
  - Sharing their own ideas (Communication)
  - Suggestion solutions to a problem (Creativity)

# Future skills

Unit 1 | Lesson B

**READING**

4 A Work in groups of three. Student A: Read text A on this page. Student B: Read text B on page 146. Student C: Read text C on page 148.

B Complete the table with information from your text.

	Text A	Text B	Text C
Who is the text about? Where?			
What is their job? What do they do for other people?			
Why do they do it?			
Do they run an organisation?			
What do they say about what they do?			

5 A Use your notes to tell the other students in your group about your text. Complete the table for the other two texts.

B In your groups, discuss the questions.

- 1 What do you think the three people enjoy about what they do?
- 2 Which person do you admire the most? Why?

C Find words or phrases in bold in your text to match the meanings (1–5).

- 1 a list showing how much you have to pay
- 2 behaviour that shows you care for and want to help others
- 3 the money that someone earns or receives regularly
- 4 to become popular
- 5 to do something so you can be certain of the result

D Work in your groups. Read the text in the Skills box and discuss the questions.

**FUTURE SKILLS**  
Social responsibility

The media often describes people like Lou, Zeal and James as good people or heroes. Define a good person. Are the people in the texts good people? Which famous people do you think are good? Why?



**A**  
**Food is Free**

Lou Ridsdale loves gardening. In a small space next to her home in Ballarat, Australia, she grows vegetables. One day, she heard about a man in Los Angeles who grew food to share with the community. He belonged to an organisation called Food is Free. Ridsdale saw that she had more vegetables than she needed and decided to give them away, like the man in Los Angeles.

In Ballarat, just 6.4 percent of people eat the recommended amount of vegetables. A lot of people in the city have low incomes and the city has many problems connected to what people eat: lack of affordable food and lack

## FUTURE SKILLS

### Leadership



When you make a decision in a group or team, it is important to listen to different ideas and choices before you decide what to do.

Talk to a partner about a time when you listened to other people before you made a decision. How did their ideas and opinions help you?

## FUTURE SKILLS

### Self-management



When you record new vocabulary, it is important to add extra information about the word in the future, e.g. the word's meaning, how to use it, or a picture.

## FUTURE SKILLS

### Creativity



Creativity can be useful for language learning. Visualising new vocabulary, drawing pictures and creating interesting or unusual sentences or stories with new language are all ways that can help fix the language in your mind. Can you think of other creative ideas for language learning? With a partner, write a list of creative ways to learn English.

## FUTURE SKILLS

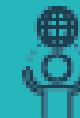
### Critical thinking

When you read news stories, it is important to think about whether they are true or false. Before you read a news story, you should:

- look at the source and author of the news story so you can trust them.
- read the whole article, not just the headline.
- check if the same news story is being reported in other places that you trust.
- check some of the facts in the news story with the names of experts.

Do you use any of these strategies when you access the news? Which ones? What else do you do?

## Social responsibility



The media often describes people like Lou, Zeal and James as good people or heroes. Define a good person. Are the people in the texts good people? Which famous people do you think are good? Why?

BBC

**Speak out**

3<sup>RD</sup> EDITION

B1



Antonia Clark | Jill Wilson

Student's Book and eBook  
with Online Practice

Pearson

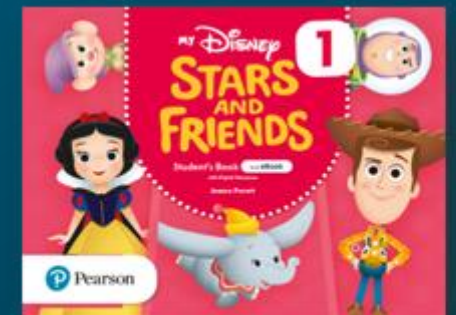
CSE

# Pre-Primary: social & emotional learning

Lesson 3 • Feelings  
I'm excited

14

1 Listen and say. 2 How do you feel? Sing and move. 3 Choose and color. 4 Stick.



# Teaching Future Skills: alongside English

- **Provide students with the language** they need eg. to collaborate:
  - *So what you're saying is.....* (Active Listening: Checking understanding)
  - *I'd like to hear what Sue has to say...* (Inviting others to give their opinion)
  - *I'm not sure I entirely agree with you there...* (polite disagreement)
  - *Can I just make a quick point...* (polite interruption)



# Collaboration: Task Management

## SET FOR LIFE



### Let's work together



#### International Day Competition

Friday 24 February, 2 p.m.

Prepare a presentation about another country. You can learn some interesting things, have fun with other students and win amazing gadgets for your group!

#### In your presentation:

- 1 talk about the country's flag, population and capital city.
- 2 make some food from that country.
- 3 say *Hello!*, *How are you?* and *Goodbye!* in that country's language.
- 4 present a song or a dance from that country.

Open to small groups of students from any year!



- 1 Choose the correct option to make the sentences true for you. Then, in pairs, compare your answers.
  - 1 Project work is *fun / boring*.
  - 2 It's *easy / difficult* to think of ideas for projects.
  - 3 Working in a group is *fun / difficult*.

- 2 Read the information about the International Day Competition above. Answer the questions.
  - 1 When is the International Day competition?
  - 2 What can students win?

- 3 Match photos A–D with tasks 1–4 in the competition.



What can you do well?	Zack	Holly	Ed	Yasmin
find information online	☆☆☆	☆☆☆	☆☆☆	☆☆☆
cook	☆☆☆	☆☆	☆☆☆☆	☆☆
speak different languages	☆☆	☆	☆	☆☆
sing	☆☆☆☆	☆☆	☆☆	☆☆
dance	☆☆	☆☆☆☆	☆☆	☆☆

- 4 The students in a group have all got different skills. Look at the table below and answer the questions. Write the correct name(s) next to each question.

Who:

- 1 can dance very well? \_\_\_\_\_
- 2 is good at singing? \_\_\_\_\_
- 3 isn't very good at cooking? \_\_\_\_\_
- 4 can cook very well? \_\_\_\_\_
- 5 can't sing very well? \_\_\_\_\_
- 6 is good at searching the Internet? \_\_\_\_\_

- 5 In pairs, decide which student from Exercise 4 can do each of the tasks (1–4) in the competition.

1 *All the students can talk about the country's flag, population and capital city.*

- 6 **4)** 2.26 Listen to the students discussing the competition and answer the questions.

- 1 What country is their presentation about?
- 2 Which task for the presentation isn't on their list?

- 7 **4)** 2.26 Listen again and check your answers to Exercise 5. Write the names of the students for each of the tasks (1–4).

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

- 8 In pairs, discuss which activities in the table in Exercise 4 you can or can't do. Use expressions from the Useful Phrases box.

*I can speak German quite well, but I'm not good at dancing.*

- 9 Read the Useful Tips. In pairs, discuss the questions.

- 1 Are the tips easy or difficult to follow?
- 2 Can you add one more tip?

#### SET FOR LIFE

- 10 In groups, make plans for the International Day Competition. Choose a task for everyone. Follow these steps.

- 1 Choose a country for the competition. Decide what food, song or dance you can prepare.

- 2 Draw a table like the one in Exercise 4 and complete it for your group. Write which activities each person can and can't do.

- 3 In your group, choose a person for each task.
  - Say which tasks you would like to do and why. Use expressions from the Useful Phrases box. *I'd like to sing the song because I can sing very well.*
  - Decide which tasks two students can do together and how you can help each other.

- 4 Present your plan to the class.

## Plan a project in a group

#### USEFUL TIPS

When you work on a project, it's important to plan your work. Think of the things you are good at. Find a task for everyone in the group.



#### USEFUL PHRASES

- Who would like to ... ?
- I can ... quite well/well/really well.
- I can't ... very well.
- I'm (quite/not very) good at ...ing.
- I'd like to ...
- It's OK. You can do it.
- We can do it together.



## USEFUL PHRASES

- Who would like to ... ?
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# Teaching English skills

## Teacher's notes:

Ss work in small groups and decide where to eat lunch/dinner. Monitor and make notes on Ss' language use for later feedback.

In the group discussion, did they...?

- Use the grammar from the unit (noun phrases)
- Use vocabulary from the unit (eating out)
- .....

Make a note of any errors to go through after the activity has ended.



## Speaking

### PREPARE

**10** Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:

- 1 think of at least two places you could suggest. Write down how you would define them and why you think they are good.
- 2 think of one or two places that you wouldn't go to if they were suggested and why.
- 3 think about the language you could use from this lesson.

### SPEAK

**11** Work in groups. Discuss and decide where to eat lunch/dinner. If you don't know each other, introduce yourselves first. Use the Useful phrases to help you.

#### Useful phrases

What does everyone fancy?  
How/What about (a pizza)?  
Let's go to (that Turkish restaurant).  
Sounds good.  
I'd prefer somewhere else, if no one else minds.

# Teaching Future skills

## Teacher's Notes

In the group discussion activity, did you see evidence of:

- Active Listening (checking for understanding)
- Polite interruption
- Asking others for their opinions
- Inviting others into the discussion



## Speaking

### PREPARE

- 10** Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:
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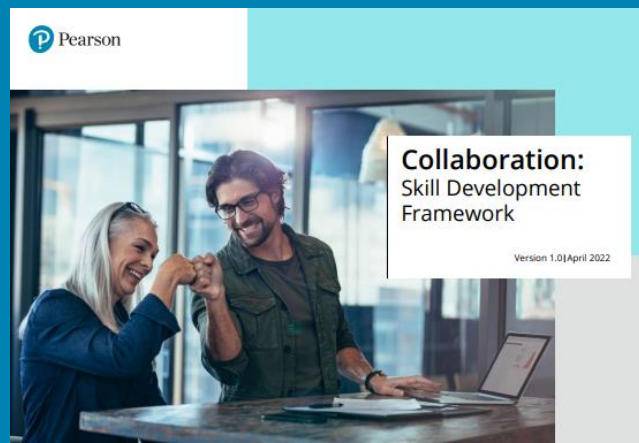
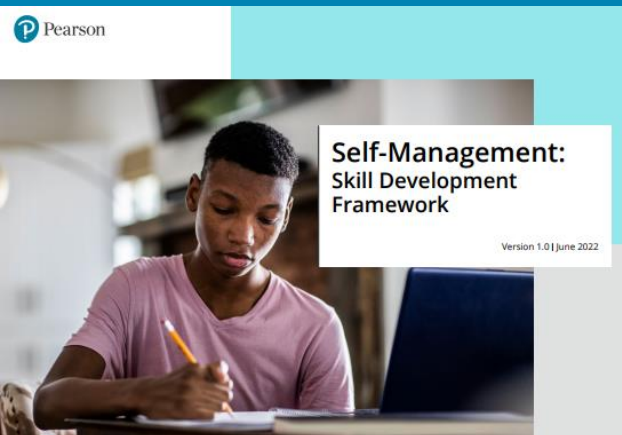
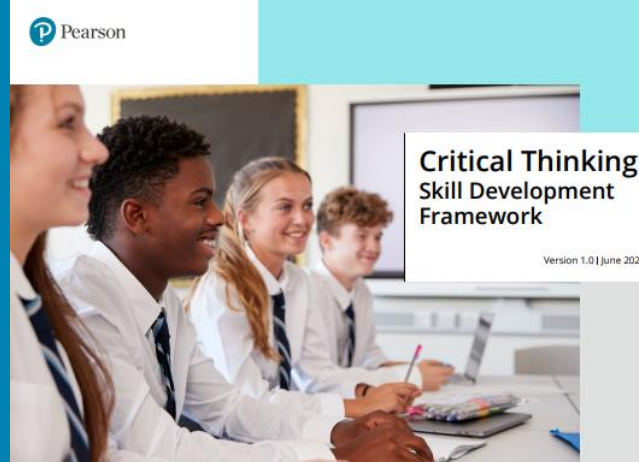
A blue-tinted photograph of two women with curly hair, smiling and holding hands on a city street. The background shows parked cars and buildings. The text 'Monitoring progress of Future Skills' is overlaid in white, with three thick orange horizontal bars behind it.

# Monitoring progress of Future Skills

# The challenge of measuring soft skills

The primary roadblock is that we often have different definitions of what soft skills look like, and we usually don't share those definitions with each other inside organizations to improve clarity. Before attempting to measure soft skills, you need to establish **a shared definition of each skill**, as well as clearly delineated **behaviors that indicate when that skill has been mastered**.

Dr. Amy Dufrane The challenge of measuring soft skills in TLNT  
([www.tlnt.com](http://www.tlnt.com)) 10 May 2021



# A Framework for Future Skills Development

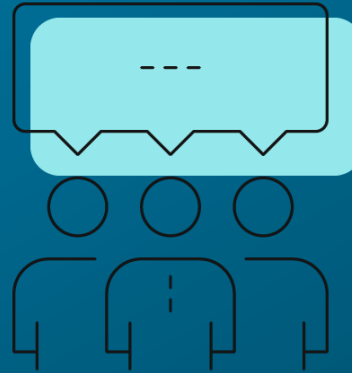
- Draft progressions created based on literature reviews
- Review by external experts in educational psychology, learning design, learning research
- Experts from different regions of the world (to mitigate issues of cultural bias/ differences): US, Norway, Singapore
- Review by internal experts from product development

# Collaboration

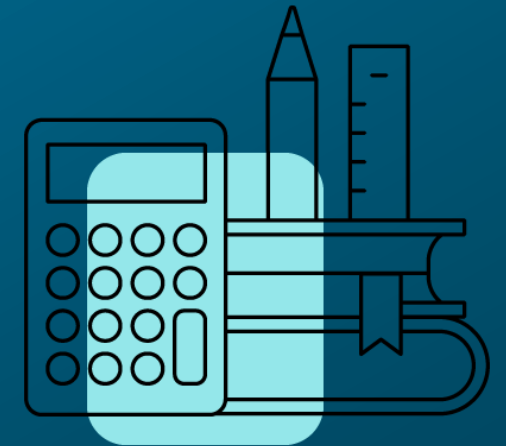
The process of working together to achieve shared goals through coordination and interdependence



Engaging with ideas



Interpersonal communication



Task management

# Collaboration

Sub-Skills	
Engaging with ideas	<ul style="list-style-type: none"><li>➤ Listening and building on ideas</li><li>➤ Engaging in group dialogue around differing ideas or opinions</li><li>➤ Building consensus</li></ul>
Interpersonal communication	<ul style="list-style-type: none"><li>➤ Receiving and giving feedback</li><li>➤ Using norms for group communication</li></ul>
Task management	<ul style="list-style-type: none"><li>➤ Managing work responsibilities within a group</li><li>➤ Making progress on group work</li><li>➤ Managing setbacks and challenges on group work</li></ul>



# Collaboration: Listening and building on ideas

1. Practises active listening to understand a speaker's point of view
2. Listens without interrupting or interrupts productively
3. Elaborates on the ideas of others
4. Summarizes multiple ideas to synthesize into a new or improved idea
5. Contributes ideas to the group

Order the behaviours from the lowest level of mastery to the highest level of mastery.

# Collaboration: Listening and building on ideas

2. Listens without interrupting or interrupts productively

# Collaboration: Listening and building on ideas

2. Listens without interrupting or interrupts productively
5. Contributes ideas to the group

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# Collaboration: Skill Development Framework

●○○○○○ Emerging	●●○○○○ Basic	●●●○○○ Intermediate	●●●●○○ Advanced	●●●●●● Mastery
Listening and Building on Ideas				
Listens without interrupting or interrupts productively.	Contributes ideas to the group.	Practices active listening in order to understand a speaker's point of view. Responds to and contributes additional / different ideas to the group conversation.	Extends an idea from the group conversation to work towards a shared goal. Elaborates on the ideas of others during a sustained conversation.	Identifies clusters of ideas shared by others in the group. Summarizes multiple ideas to synthesize into a new or improved idea.

2 5 1 3 4

# Teaching Future Skills

## Teacher's Notes

In the group discussion activity, did you see evidence of:

- Active Listening (checking for understanding)
- Polite interruption
- Asking others for their opinions
- Inviting others into the discussion



## Speaking

### PREPARE

- 10** Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:
- 1 think of at least two places you could suggest. Write down how you would define them and why you think they are good.
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### SPEAK

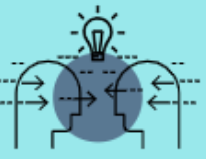
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#### Useful phrases

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# Collaboration: Observation checklist

Sub-Skill	The set of strategies people use to share, negotiate, and examine claims and ideas, and to reconcile different perspectives, values, opinions, or priorities				
Engaging with Ideas	●○○○○ Emerging	●●○○○ Basic	●●●○○ Intermediate	●●●●○ Advanced	●●●●● Mastery
<p>Learners need the capacity for verbal communication -- communicate ideas, ask and respond to questions.</p> 	<b>Listening and Building on Ideas</b>				
	<p>Listens without interrupting or interrupts productively.</p>	<p>Contributes ideas to the group.</p>	<p>Practices active listening in order to understand a speaker's point of view.</p> <p>Responds to and contributes additional / different ideas to the group conversation.</p>	<p>Extends an idea from the group conversation to work towards a shared goal.</p> <p>Elaborates on the ideas of others during a sustained conversation.</p>	<p>Identifies clusters of ideas shared by others in the group.</p> <p>Summarizes multiple ideas to synthesize into a new or improved idea.</p>
	<b>Engaging in Group Dialogue Around Differing Ideas or Opinions</b>				
<p>Expresses one's own opinion.</p> <p>Continues to work with others when disagreements arise.</p>	<p>Recognizes when there are differences in opinions or ideas within the group.</p> <p>Asks others for their opinions.</p>	<p>Engages in conversations to negotiate ideas with others.</p> <p>Seeks alternative ideas and counterclaim from the group.</p>	<p>Respectfully engages in conversations despite significant differences in ideas, opinions, or feelings.</p> <p>Suggests potential areas of compromise or other strategies for resolving differences in opinions.</p> <p>Explores and compares alternative ideas and counterclaim from the group in order to understand different perspectives.</p>	<p>Facilitates group dialogue to make sense of alternative ideas and counterclaim.</p> <p>Manages disagreements / conflict within the group.</p> <p>Negotiates compromises or moves forward with multiple ideas to make progress towards a shared goal.</p>	
<b>Building Consensus</b>					
			<p>Effectively advocates for an idea (either one's own or someone else's) by supporting claims with evidence.</p>	<p>Examines the quality of a set of claims made by members of the group to inform group consensus.</p>	<p>Synthesizes ideas from across a set of claims to help reach group consensus.</p>

## Collaboration checklist

In the group discussion activity, did you see evidence of group members:

- Listening without interrupting or interrupting politely
- Contributing ideas
- Effectively expressing their own opinions
- Asking others for their opinions
- Identifying differences in opinions within the group

# Critical thinking: assessment rubric

Sub-Skill				
<b>Accumulate and Interpret</b>				
The ability to identify, collect, and make sense of evidence.				
●○○○○ Emerging	●●○○○ Basic	●●●○○ Intermediate	●●●●○ Advanced	●●●●● Mastery
Identifying and Understanding Problems (Problem Solving)				
Observes and notices inconsistencies, disagreements, problems, something that isn't working, etc.  Attempts to understand the cause of inconsistencies, disagreements, problems, something that isn't working, etc.	Identifies a problem to solve.  Asks basic questions that can help to understand a problem and its causes better.	Uses strategies to guide problem identification.  Breaks down large problems into more manageable sub-problems.  Analyses whether the initial problem identified is actually the right problem to solve.	Uses understanding of an area or discipline to guide problem identification.  Approaches problems from more than one perspective.  Revises or redefines a problem when appropriate.  Articulates one's own assumptions and biases that may influence problem exploration.	Identifies when taking a new or unexpected perspective could be productive in understanding a problem.  Actively challenges their own assumptions and biases when exploring a problem.
Collecting Evidence				
Finds at least one reason to support a given point.  Identifies basic questions that can drive evidence collection.  Uses strategies (e.g., searching for keywords) to collect information.	Uses evidence to find several reasons to support a given point.  Develops at least one research question to guide the collection of evidence.  Collects evidence using concepts or categories to organize their search.	Identifies which of multiple possible research questions is best suited to gathering relevant evidence.  Develops a useful organizational structure for evidence collection (e.g., sorting by evidence type or observable characteristics).	Uses understanding of a discipline to direct and organize evidence collection.  Collects information, in considerable detail and nuance, from a variety of sources.  Identifies when evidence represents alternative perspectives.	Uses nuanced understanding of a discipline in order to decide when a 'collection of evidence' is sufficient.  Seeks out and considers evidence that represents alternative perspectives.

## Activity Prompt:

Research the market for a particular consumer good and use that research to propose a data-driven response addressing the impact of Covid.

## Rubric:

### Critical thinking

#### No evidence

No evidence of question and analysis of the decision process, data, information, or evidence base. Acceptance of inputs at face value. No evidence of new sources of information being sought.

#### Developing

Some evidence of questioning and critiquing of the decision process and inputs. Some effort put into finding new sources of inputs.

#### Intermediate

Well-defined questioning and critiquing moving towards new arguments and positions on the decision process and evidence base.

#### Advanced

Clearly defined questioning and critiquing with fully developed arguments and positions on the decision process and evidence base.

# Employability skills and ELT

- **Review the English skills** being taught [Ministry/Institution level decision]
- **Include soft skills** in the ELT classroom
- **Start young!** These skills take many years to master
- **Raise the profile** of soft skills
- **Give feedback** – positive and areas for improvement
- **Model the skills** yourself
- **Teach the necessary language** that allows learners to demonstrate soft skills
- **Include activities** that give learners the chance to practise soft skills
- **Share the criteria** outlining what “good” looks like

# Future Skills: Resources



## Learning for employability

Evidence tells us which skills and capabilities employers value, even as the world of work continues to change. Our Skill Development Frameworks support learning experiences that focus on employability.

- ▢ Collaboration
- ▢ Communication
- ▢ Critical Thinking
- ▢ Leadership
- ▢ Self-Management
- ▢ Social Responsibility
- [Learn more about employability](#)

[www.pearson.com/en-gb/efficacy/learning-evidence.html](http://www.pearson.com/en-gb/efficacy/learning-evidence.html)



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