

# I'M NOT A KID ANYMORE!

Choosing age-appropriate  
material for teenagers and  
young adults

Charlotte Ellis

# How can we get the best out of our learners?

## Presentation outline

### Mythbusters!

- Today's typical teenager

### What's going to keep our students interested and motivated?

- Presentation of topics
- Engaging video content
- National Geographic content

### Preparing them for the real world

- Autonomous Learning
- Critical Thinking
- Exam Success

# 21<sup>st</sup> Century Teenagers

lazy

# 21<sup>st</sup> Century Teenagers

lazy

uninterested

# 21<sup>st</sup> Century Teenagers

lazy

uninterested

sullen

# 21<sup>st</sup> Century Teenagers

lazy

uninterested

unmotivated

sullen

# 21<sup>st</sup> Century Teenagers

lazy

uninterested

unmotivated

enthusiastic

engaged

bright

motivated

sullen

determined

# 21<sup>st</sup> Century Teenagers






# How can we keep them motivated?

## Inspire them

**9** Making a Living

**Reading:** missing sentences, choosing the missing sentence  
**Vocabulary:** work-related words  
**Grammar:** reported speech; statements, changes in time and place, questions, commands and requests, reporting verbs  
**Listening:** multiple matching, listening carefully  
**Speaking:** talking about work, comparing photos, giving full answers, considering your answer  
**Use your English:** collocations & expressions, prepositions  
**Writing:** report, presenting factual information, using linking words

Michael Scott walks above a fog bank to paint one of the Golden Gate Bridge cables, San Francisco, USA

A photograph of a worker, Michael Scott, standing on a narrow walkway high above the Golden Gate Bridge in San Francisco. He is wearing a hard hat, a safety harness, and work clothes, and is holding a paintbrush and a bucket. The bridge's iconic red cables and towers are visible, and the background shows a hazy, foggy bay with distant hills and buildings. The image is part of a textbook page, with a yellow header and a list of learning objectives.


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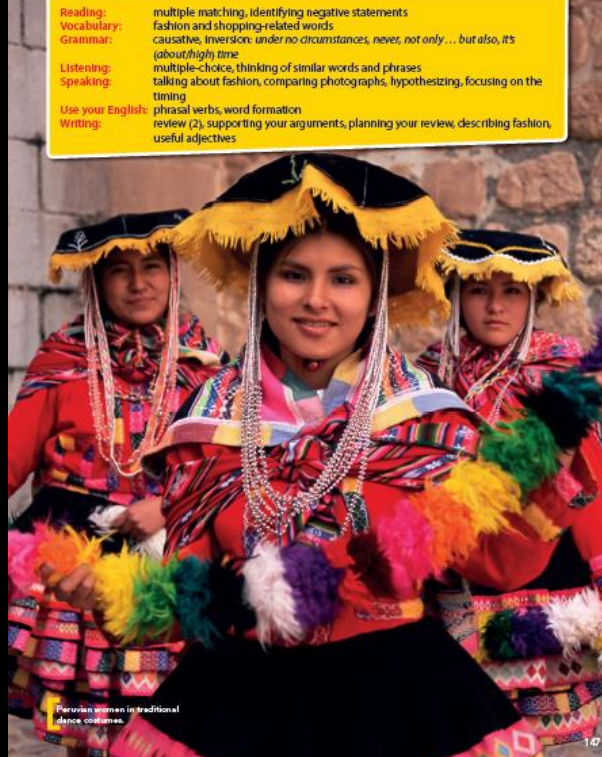
Michael Scott walks above a fog bank to paint one of the Golden Gate Bridge cables, San Francisco, USA



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### 12 You Are What You Wear

**Reading:** multiple matching, identifying negative statements  
**Vocabulary:** fashion and shopping-related words  
**Grammar:** causative, inversion: under no circumstances, never, not only... but also, it's (about/high) time  
**Listening:** multiple-choice, thinking of similar words and phrases  
**Speaking:** talking about fashion, comparing photographs, hypothesizing, focusing on the timing  
**Use your English:** phrasal verbs, word formation  
**Writing:** review (2), supporting your arguments, planning your review, describing fashion, useful adjectives



Peruvian women in traditional dance costumes

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# How can we keep them motivated?

## Inspire them

### 9 Making a Living

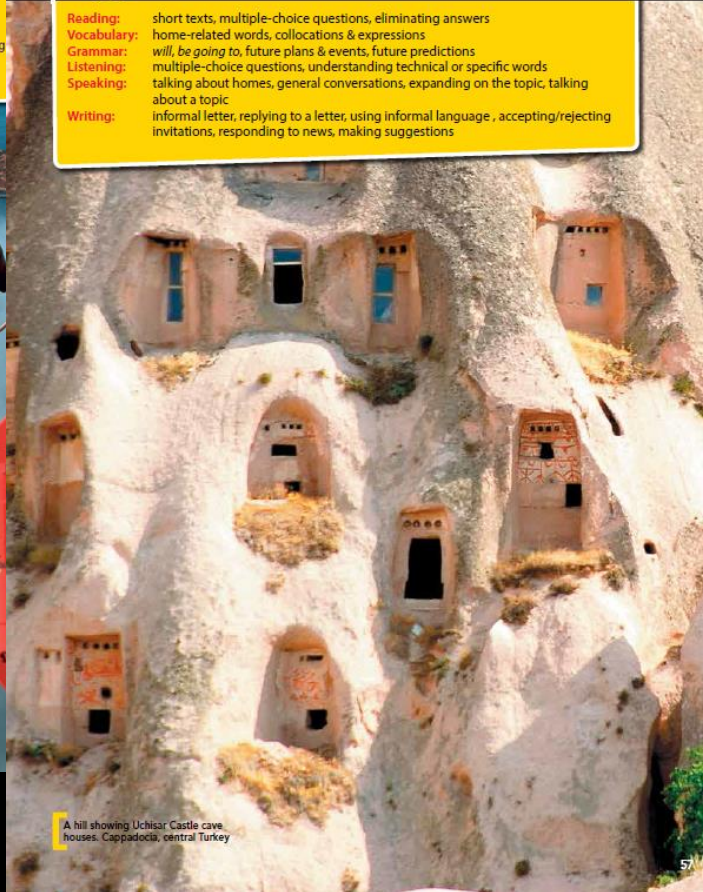
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### 5 A Place to Call Home

**Reading:** short texts, multiple-choice questions, eliminating answers  
**Vocabulary:** home-related words, collocations & expressions  
**Grammar:** will, be going to, future plans & events, future predictions  
**Listening:** multiple-choice questions, understanding technical or specific words  
**Speaking:** talking about homes, general conversations, expanding on the topic, talking about a topic  
**Writing:** informal letter, replying to a letter, using informal language, accepting/rejecting invitations, responding to news, making suggestions



A hill showing Uchisar Castle cave houses, Cappadocia, central Turkey

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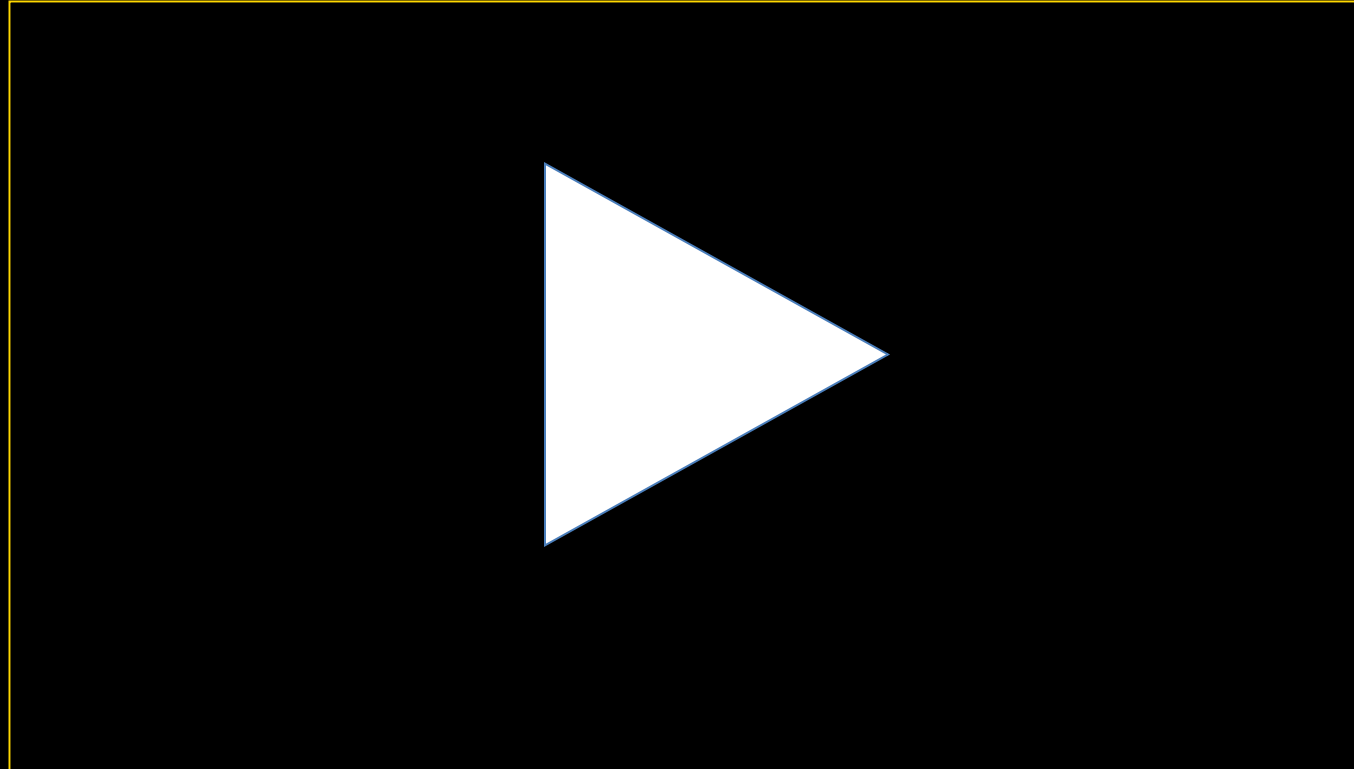
# How can we keep them motivated?

## Presentation of topics



# How can we keep them motivated?

Engaging video content



# How can we keep them motivated?

## Involve them

Geography is about curiosity, exploration, and discovery. It gives you the power to see places in new ways, search for your own answers, challenge things as they are, and make sense of the world.

—*Daniel Raven-Ellison*

# Material that promotes real-world success

- Autonomous Learning
- Critical Thinking
- Exam Success

# Autonomous Learning

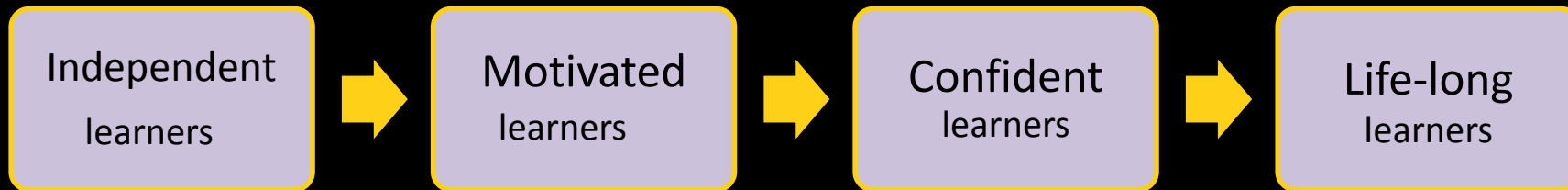
- Independent learners are more effective learners
- A key skill required for success in higher education and professional life
- Gives students the motivation and determination to succeed



# Autonomous Learning

An independent learner of English:

- Is truly aware of his learning needs and goals
- Can reflect on how he learns
- Has a positive attitude towards language learning
- Makes the most of learning opportunities



Jeffries, 2010

# Autonomous Learning

## Learning Focus

### Learning collocations and expressions

- Collocations and expressions are often included in gapped text tasks in exams.
- It's a good idea to keep a list of common collocations and expressions. This will help you learn them so you can identify them in a gapped text.

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### Editing your work

- Always edit your writing carefully once you have finished, as careless errors can make a bad impression on the reader.
- When you read back through your writing, try to find and correct errors. Think about: word order (question forms, objects of verbs, adverbs, inversions); spelling (homophones like see and sea, silent letters, double letters and irregular plurals); punctuation (apostrophes, speech marks, full stops, question marks); vocabulary (especially prepositions, collocations and phrasal verbs); and grammar (tenses, verb forms, gerunds and infinitives, articles, conditionals).

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### Presenting arguments in formal essays

- When you write formal essays of opinion, you should try to express your ideas in a neutral and objective way.
- Although you can draw on personal experience, try to avoid exaggerating, over-generalising and being too emotional as your arguments will be less believable.
- You should also try to avoid colloquial expressions and phrasal verbs, as well as contractions.

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### Presenting factual information

- When you write a report, you have to present factual information in a clear way with appropriate headings and a clearly stated aim.
- You usually have to discuss your observations about what has already happened and make recommendations for future action.
- As the report should be written in a formal register, you should try to present your ideas as objectively as possible without exaggerating or being too critical or enthusiastic.
- You should also avoid personal, colloquial language and use formal structures like the passive voice.



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## Learning Focus

### Brainstorming

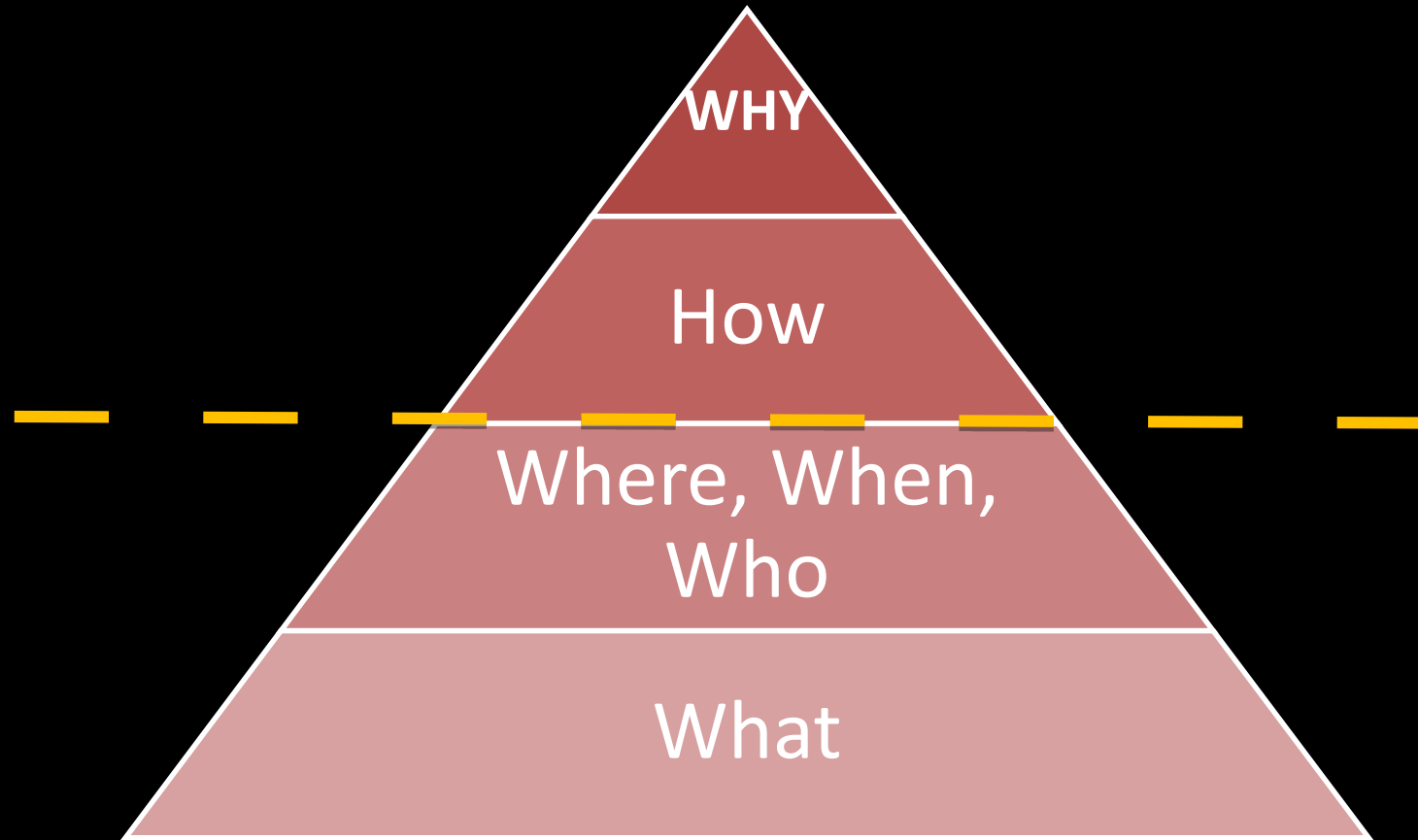
- When you write an essay, it's important that you brainstorm to come up with as many ideas as possible about the topic, and then try to group related ideas together.
- If you are dealing with the advantages and disadvantages of a topic, write down your ideas.
- Decide which are advantages and which are disadvantages, and then decide what the most important points are and in what order you will present the arguments.

# Critical Thinking

*'...Don't simply measure whether students can fill in a bubble on a test, but whether they possess 21<sup>st</sup> century skills like problem solving and critical thinking.'*



# Critical Thinking





# Critical Thinking

- Do you believe that technology pushes people apart or brings them together? Why?
- Should parents monitor their children's use of technology? Why? / Why not? How can they do this?
- Are young people's social skills affected by modern technology? Why? / Why not?

Ideas Focus



# Exam Familiarisation

## Exam Task

Here are some sentences about sport. For each question **1–5**, complete the second sentence so that it means the same as the first. **Use no more than three words.**

- 1 She started playing volleyball for her health.  
She started playing volleyball to get \_\_\_\_\_.
- 2 Does this bat belong to you?  
Is this \_\_\_\_\_ bat?
- 3 Alice liked team sports a lot.  
Alice was very keen \_\_\_\_\_ team sports.
- 4 David skied for 21 years before he hurt his back.  
David skied for \_\_\_\_\_ 20 years before he hurt his back.
- 5 She wanted a drink after the race.  
She was \_\_\_\_\_ after the race.

## Exam Close-up

### Transforming sentences

- ♦ Read the first sentence and see if it is in the present, past or future.
- ♦ Underline the verb and any other key words.
- ♦ Then read the second sentence and look at the gap. What type of word is missing?
- ♦ Complete each with a verb, noun, preposition, adverb or adjective.
- ♦ Remember, you may need more than one word but don't write more than three.

## Exam Close-up

### Understanding technical or specific words

- ♦ In the exam, if you hear technical or difficult words that you don't understand – try not to panic.
- ♦ Think about the words you do know and what the listening is about and try to use the context to help you understand.

## Exam Task

You will hear some students interviewing engineer, Robert Weston. For questions **1–6**, circle the best answer, **a**, **b** or **c**.

- 1 Robert is interested in
  - a recording the numbers of deaths in earthquakes.
  - b how to rescue people from collapsed buildings.
  - c how to construct buildings that won't fall down.
- 2 Modern building methods
  - a don't use steel or concrete.
  - b offer cheap solutions.
  - c are too expensive for poor countries.
- 3 Roofs are stronger when they're made from
  - a concrete.
  - b metal.
  - c straw.
- 4 Plastic netting is used to
  - a hold roofs in place.
  - b hold walls together.
  - c protect houses from underneath.
- 5 What are engineers testing in Indonesia?
  - a How to build with bamboo instead of metal.
  - b How to protect houses from below the structure.
  - c How to construct walls with sand.
- 6 Robert thinks that using cheap or local materials
  - a is completely useless.
  - b is better than using expensive materials.
  - c may not produce the best results.

# Exam Practice

## Paper 1: Reading and Use of English

### Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).  
Mark your answers on the separate answer sheet.

Example:

0 A accounts for B counts on C brings out D clears up

0 A B C D

### Non-verbal communication

Non-verbal communication, including body language and facial expression, (0) ..... an enormous part of the way we convey our feelings to other people. This is (1) ..... from the words we say. A smile communicates happiness, a frown the opposite. We may say one thing, but our face can (2) ..... that we feel quite differently. Fear, anger, disgust, surprise, and a whole (3) ..... of other expressions have been found by scientists to be (4) ..... in the way they show on our faces. In other words, they're the same the world over.

'The eyes are the window to the soul' they say. We can tell a great (5) ..... about how someone feels through eye (6) ..... alone. When someone looks directly into our eyes during a conversation, we know they're interested in what we're saying; if they frequently look away, we understand they're distracted or (7) ..... . If a person's mouth is turned downwards, they're sad or (8) ..... ; if it's turned upwards we know they're feeling positive.

- |                  |                 |              |              |
|------------------|-----------------|--------------|--------------|
| 1 A alone        | B distant       | C far        | D aside      |
| 2 A inform       | B tell          | C reveal     | D exhibit    |
| 3 A range        | B extent        | C level      | D area       |
| 4 A universal    | B comprehensive | C widespread | D general    |
| 5 A load         | B deal          | C degree     | D ton        |
| 6 A look         | B meeting       | C contact    | D connection |
| 7 A disagreeable | B uncomfortable | C painful    | D difficult  |
| 8 A disapproving | B distrusting   | C disturbing | D disliking  |

### Part 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).  
Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 T O

### World's biggest dinosaur walks again

Giant steps taken by the biggest dinosaur ever (0) ..... walk on Earth have been reconstructed by scientists. *Argentinosaurus*, from South America, was able to walk and run (9) ..... the first time in more than 94 million years – in virtual reality. *Argentinosaurus* was an 80-ton, 38-metre-long plant eater that stood as tall as a three-storey building. Its movements were modelled (10) ..... experts, who used a laser to scan a skeleton of the animal in an Argentine museum.

This is science, (11) ..... just animation, say the researchers. They claim the best way to work out (12) ..... dinosaurs walked is to use computer simulation, as it is the only way (13) ..... bringing together all the different strands of information available.

Some people say that estimates of the dinosaur's weight must (14) ..... exaggerated, doubting that (15) ..... a heavy animal could have walked on land. Others say the study demonstrates it was more than capable of walking about in (16) ..... is now Patagonia, South America.

# Conclusion

- Present topics in a way that speaks to 21<sup>st</sup> Century teenagers.
- Use engaging, real-life video content
- 21<sup>st</sup> Century Skills: Autonomous Learning and Critical Thinking
- Exam Success!

# Don't clip their wings

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Ziauddin Yousafzai:

## My daughter, Malala

TED2014 · 16:36 · Filmed Mar 2014  
Subtitles available in 36 languages

[View interactive transcript](#)

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Pakistani educator Ziauddin Yousafzai reminds the world of a simple truth that many don't want to hear: Women and men deserve equal opportunities for education, autonomy, an independent identity. He tells stories from his own life and the life of his daughter, Malala, who was shot by the Taliban in 2012 simply for daring to go to school. "Why is my daughter so strong?" Yousafzai asks. "Because I didn't clip her wings."

[Interactive transcript](#)

**Ziauddin Yousafzai**  
Education activist

Despite an attack on his daughter Malala in 2012, Ziauddin Yousafzai continues his fight to educate children in the developing world. [Full bio](#)

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