

# 21st Century Skills for Young Learners

Katherine Stannett



**Katherine Stannett** is based in West Sussex, England and is an author with over twenty years of experience in editing, writing and developing materials to teach English.

She specializes in writing for children and teenagers at all levels and is particularly interested in the development of 21st century skills. She is an author of National Geographic Learning's Look, a seven-level series for young learners of English, and Impact, a five-level series for teenage learners of English.





**Students use virtual reality glasses  
to learn about science in Xiangxi  
Tujia and Miao Autonomous  
Prefecture, Hunan Province of  
China.**

***Look Level 6***

**Let's get technical**

UNIT  
**4**



Students wear virtual reality  
glasses to learn about science  
in Xiangxi Tujia and Miao  
Autonomous Prefecture, Hunan  
Province of China.

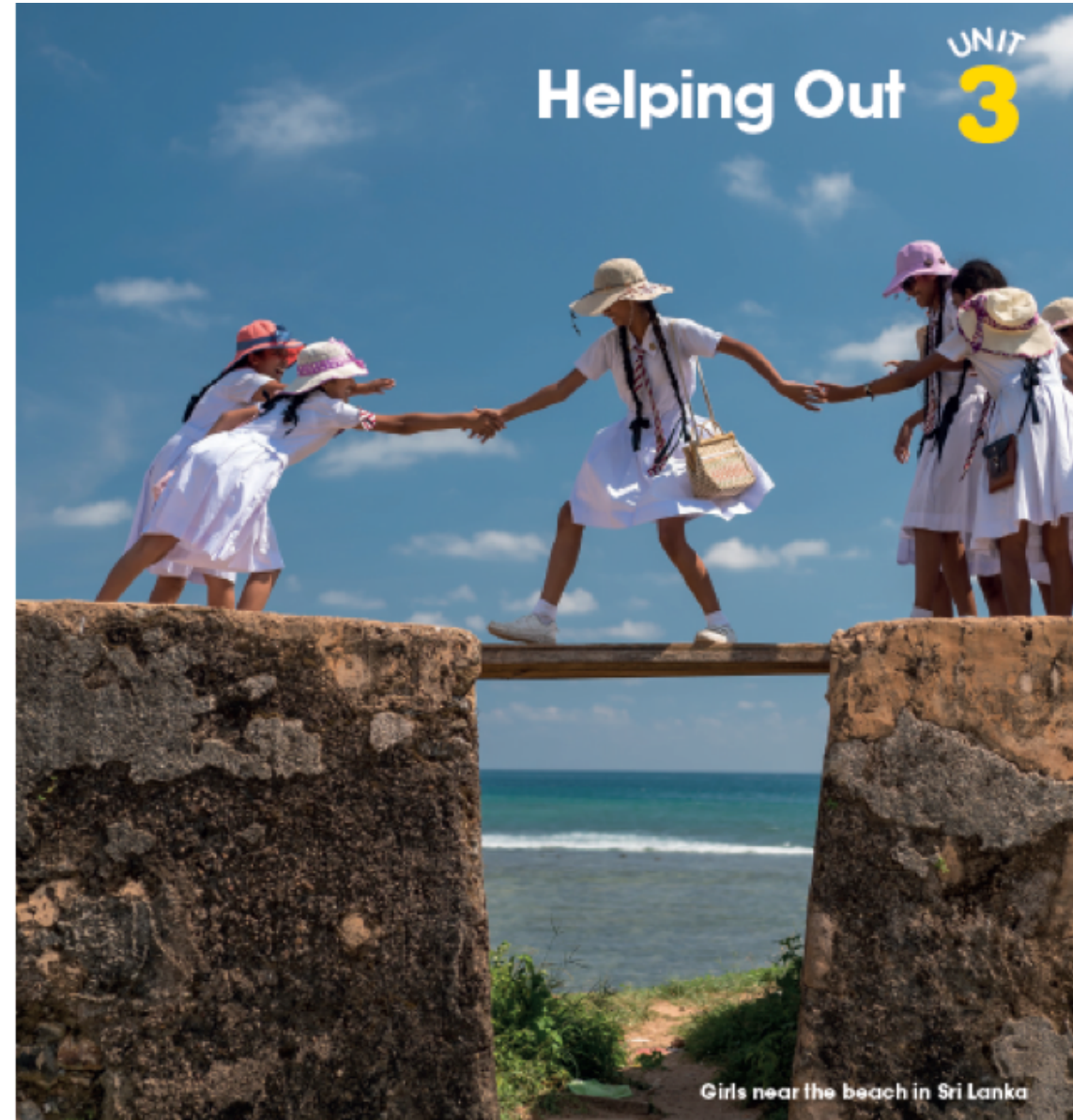


# In the 21<sup>st</sup> Century world we need to be ...

- conventionally & digitally literate
- independent
- team-workers
- problem-solvers
- creative

*“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”*

Alwin Toffler, writer, businessman and futurist.



Girls near the beach in Sri Lanka



**20<sup>th</sup> Century Classroom**

**21<sup>st</sup> Century Classroom**



## 20<sup>th</sup> Century Classroom

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

Students work collaboratively.

Students work in isolation.



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Students work collaboratively.

The teacher is the 'sage on the stage'.

The teacher is the 'guide on the side'.



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Students are active learners.

Students are passive learners.

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Students are active learners.

Students focus on learning facts.

Students focus on discovering facts.

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The emphasis is on analysing facts and  
using them to create something new.

The emphasis is on remembering  
facts and applying them.



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# 21<sup>st</sup> Century Skills: 'The Four Cs'

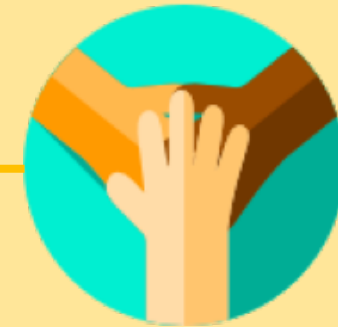


**Critical Thinking**

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**Collaboration**

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**Communication**

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**Creativity**

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# 21<sup>st</sup> Century Skills: 'The Four Cs'



## Critical Thinking

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- analyse and interpret information
- evaluate ideas
- make decisions
- solve problems



# Making Contact

UNIT

1





**Look at the photo.  
Discuss the questions.**

- 1 Where are these people?
- 2 What are they doing? Why?
- 3 Why do you think they can't use their phones to make phone calls?
- 4 How do you communicate with the following people: your school friends; your family; people who live far away?



**Look at the photo. Discuss the questions.**

1. Where are these people?
2. What are they doing? Why?
3. Why do you think they can't use their phones to make phone calls?
4. How do you communicate with the following people: your school friends, your family, people who live far away?





cook lunch



do the washing up



feed the dog



fix my bike



go shopping



make my bed



practise the piano



take out the rubbish



tidy my bedroom



water the plants

- 1 Listen and point.
- 2 Listen and repeat.
- 3 Act and say.
- 4 Order.



## The Wind and the Sun

One day, the Wind said to the Sun: "There are not many things in this world stronger than us, are there?"

"You are right," said the Sun. "But we are strong in different ways."

"Different ways?" asked the Wind. "You are saying that because you are weaker than me."

"Really? Do you think so?" asked the Sun. "Then let's have a competition to see how strong we are."

"Good idea," agreed the Wind.

Far below them, there was a road. And on the road they could see a man walking. He wore a winter coat and a scarf.

"I know," said the Sun. "Let's see which one of us can take the coat and scarf off that man."

"Ha!" said the Wind. "That's easy for me. I can blow them off him."

So the Wind blew and blew. The leaves flew from the trees. The animals on the ground were scared. Even the birds were scared.

The man was very cold. "Ooh," he said. "What a terrible day!"

He held his coat. He held his scarf. And he didn't take them off. The Wind blew more. But the man held his coat more. In the end, the Wind was so tired, he had to stop.

Then, the Sun came out from behind a cloud. The Sun was hot. "Ooh," the man said. "What a beautiful day it is now!"

He took off his scarf. The Sun grew hotter and hotter. The man was so hot he took off his coat and sat down under a tree.

"How did you do that?" asked the Wind.

"Ah!" said the Sun. "I told you, there are different ways to be strong. You can blow the leaves from the trees and you can make the animals scared. But sometimes, when you want people to do things for you, it is better not to force them."



**1** Look at the picture. What's the weather like?

**2** Listen and read. What part of the story can you see in the picture? 🎧 TR: 80

**3** Answer the questions.

Who in the story...

1. thinks he is the strongest?
2. has the idea for a competition?
3. thinks he can win the competition easily?
4. is scared of the strong wind?
5. likes hot weather?
6. wins the competition?

**4** Work in pairs. How can you do these things? Is it best to use strength or a different way?

1. open a coconut
2. take a piano upstairs
3. move a donkey that doesn't want to move
4. get all the juice from a lemon





# Examples of Critical Thinking Tasks

- Look at a picture and make guesses.  
(Where is it? Who are they? What are they doing? Why are they there?)
- Rank things  
(by size, preference, speed, cost, etc.)
- Use puzzles and games  
(e.g.: Odd One Out, Spot the Difference)
- Match things  
(e.g.: names of sports & sports equipment)
- Identify opinions
- Think about a story's message
- Relate a text to your own experience



# 21<sup>st</sup> Century Skills: 'The Four Cs'



## Collaboration

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- work with others
- share responsibility
- assign different roles within a group
- be flexible



**Pair work**



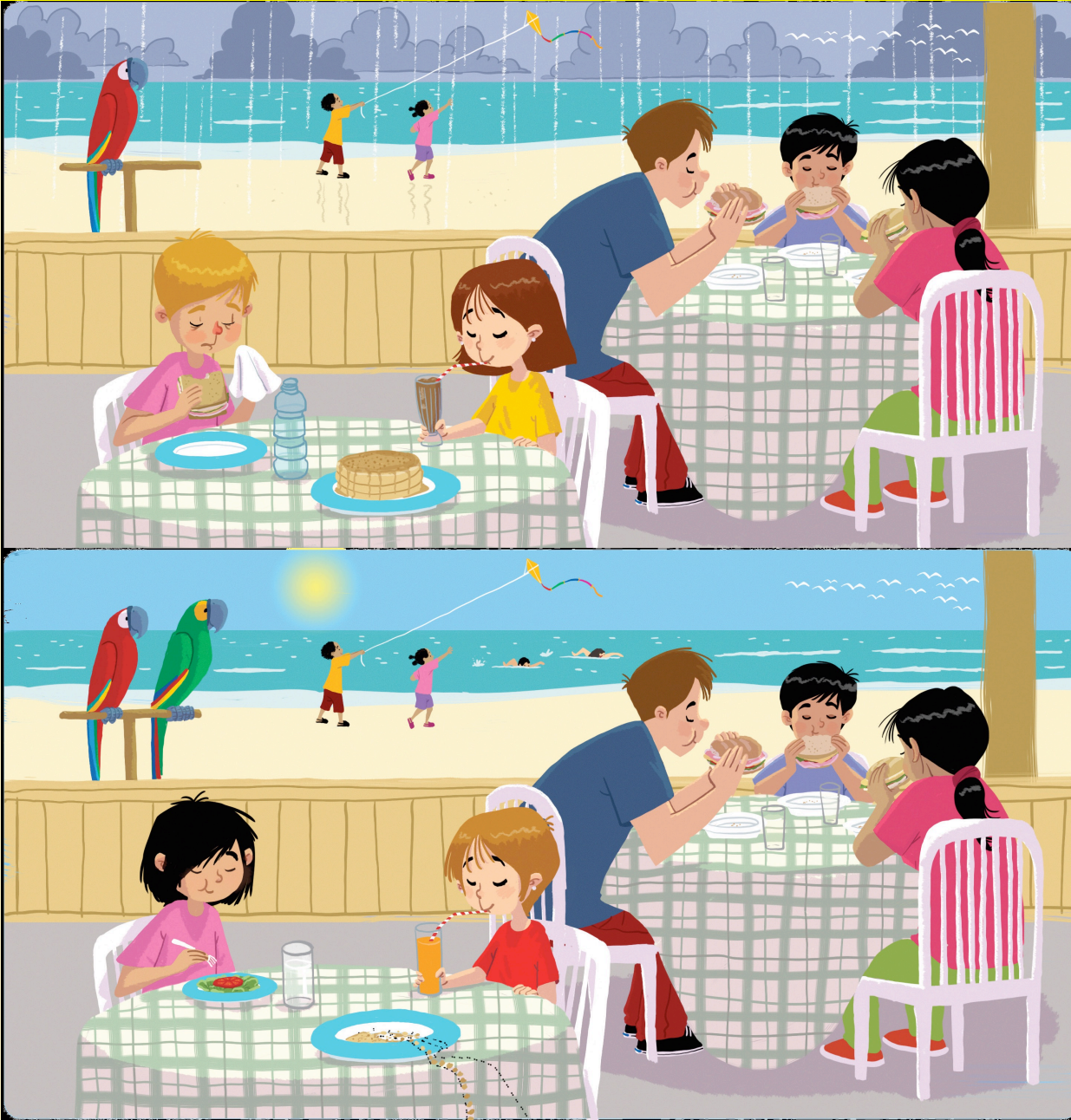
**Group work**



**Team work**



# Game





# Collaborative 'Find the Difference' Activities



## Pairwork

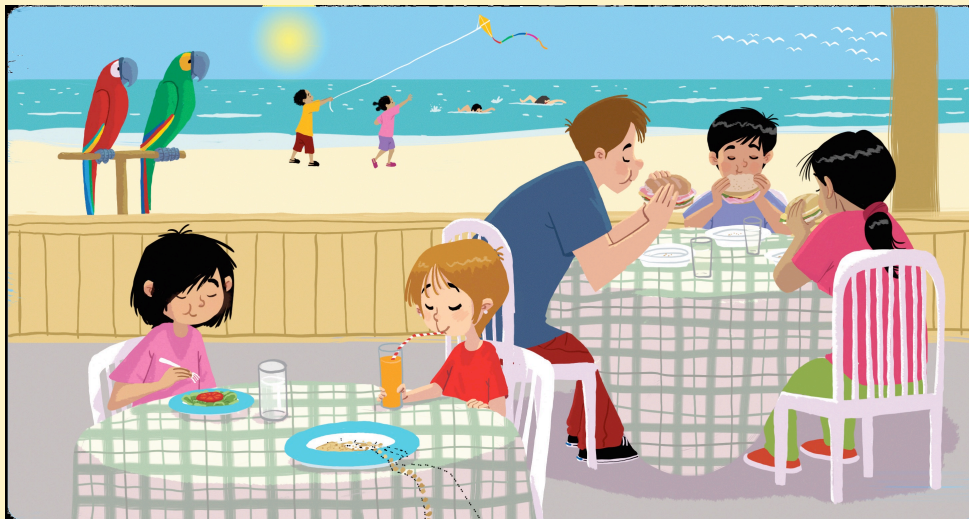
In pairs, students look at both pictures and talk about the differences.

*or*

Student A looks at picture A. Student B looks at picture B. They describe their pictures to each other.

## Groupwork

Group A write sentences about picture A. Group B writes sentences about picture B. Then they get into A/B pairs and compare sentences.



## Teamwork

In teams, students race to find the ten differences first.



# School trip

Lopburi, Thailand is a small city about 155 kilometres away from Bangkok. It's one of the oldest cities in the country and it's famous for its historic ruins and its monkeys. There are macaque monkeys everywhere in Lopburi. In fact, it's often called 'Monkey City' and it even has a monkey festival every year at the end of November. The Lopburi Monkey Festival has been taking place every year since 1989. It's become very popular and many people travel to the city to see it. At the festival, you can see performances, large tables with different kinds of food such as fruit, salad and rice – and of course lots of monkeys. It's a very unusual festival that people and monkeys enjoy together.

Monkeys in Lopburi, Thailand

Look Level 6

1 Why do you think the Lopburi Monkey Festival is so popular?  
3 What would you like to learn about the

at the festival.  
2 The Thai people believe that a monkey

## The Lopburi Monkey Festival

Lopburi, Thailand is a small city about 155 kilometres away from Bangkok. It's one of the oldest cities in the country and it's famous for its historic ruins and its monkeys. There are macaque monkeys everywhere in Lopburi. In fact, it's often called 'Monkey City' and it even has a monkey festival every year at the end of November. The Lopburi Monkey Festival has been taking place every year since 1989. It's become very popular and many people travel to the city to see it. At the festival, you can see performances, large tables with different kinds of food such as fruit, salad and rice – and of course lots of monkeys. It's a very unusual festival that people and monkeys enjoy together.

- What's the name of the festival?
- What kind of animal does it celebrate?
- Where and when does it take place?
- What can you see at the festival?

Give your presentation to the class. Make sure everyone in your group takes part in your presentation.



# School trip

Lopburi, Thailand is a small city about 180 kilometres away from Bangkok. It's one of the oldest cities in the country and it's famous for its historic ruins and its monkeys. There are macaque monkeys everywhere in Lopburi. In fact, it's often called 'Monkey City' and it even has a monkey festival every year at the end of November. The Lopburi Monkey Festival has been taking place every year since 1989. It's become very popular and many people travel to the city to see it. At the festival, you can see performances, large tables with different kinds of food such as fruit, salad and rice – and of course lots of monkeys. It's a very unusual festival that people and monkeys enjoy together.

Monkeys in Lopburi,  
Thailand

Look Level 6

## 4 PROJECT

**Give a presentation about a festival.**

Work in groups. Do research to learn about festivals that celebrate animals. Choose a festival for your presentation. Find a photo or draw a picture of the festival. Use these questions to help you organize your presentation:

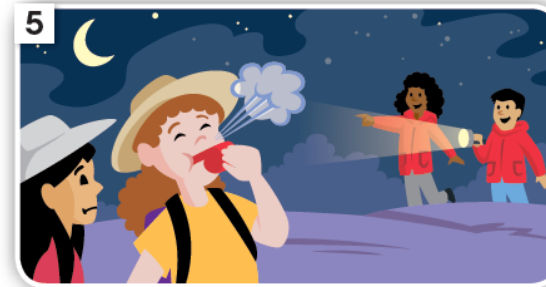
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# Review unit

- 1** Work in pairs. Look at the pictures and take turns to describe the story.  
Use the words in the box to help you.

blow a whistle   cut   first aid kit   foggy   hill   plaster   rescue team   stone   stream



One day, Kim and Ella went for a walk ...

# Examples of Collaborative Tasks

- Drama and roleplay activities
- Competitive team games
- Discussions and debates
- Project work, e.g.: a poster, a presentation or a blogpost
- Interviews and surveys
- Solving puzzles
- Storytelling

# 21<sup>st</sup> Century Skills: 'The Four Cs'



## Communication

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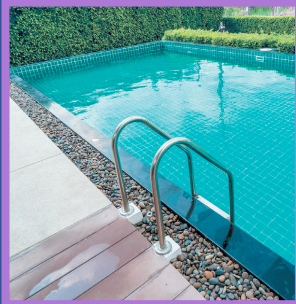
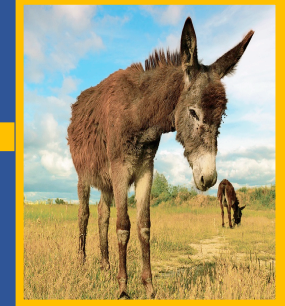
- share information
- express thoughts and opinions
- listen to others
- use verbal, written & multimedia messages



# Game

1 Work in pairs. Point, ask and answer.

START



FINISH!

Look Level 1



**7 Video**

**1** Watch. Who talks about each job? Write.  Video 6



Emilia



Marcel



Rafi



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Listen, watch and understand.

**2** Your turn! Ask and answer.

What does your grandpa do?



He's a teacher.

Oh, does he work in our school?

No, he doesn't.

Speak and listen.

**3** Draw a picture of someone in your family. Write about his/her job. Use the words to help you.

computer   help   inside   outside   use   work

My \_\_\_\_\_ is a \_\_\_\_\_ .

He/She \_\_\_\_\_ .

He/She \_\_\_\_\_ .

He/She \_\_\_\_\_ .

He/She \_\_\_\_\_ .

Draw and write.

Student A

Read about Komodo National Park and use the information to complete the chart below. Then ask your partner questions to complete the Khao Sok National Park part of the chart.



**Komodo National Park** is in Indonesia. The islands of Komodo, Rinca, and Padar are all part of Komodo National Park. The most famous animal in the park is the Komodo dragon. This is the biggest and heaviest lizard in the world...and it's fast as well! You can go diving in the ocean and look at a lot of different beautiful fish and marine animals. You can stay on a boat and sail around the islands or you can stay at a hotel on one of the islands near the National Park.

	Komodo National Park	Khao Sok National Park
Where?		
Famous animal		
Things to do in the park		
Places to stay in the park		

Student B

Read about Khao Sok National Park and use the information to complete the chart below. Then ask your partner questions to complete the Komodo National Park part of the chart.



**Khao Sok National Park** is in the rainforest in Thailand. Perhaps one of the most famous animals in this park is the elephant. You can't ride the elephants here, but you can help to clean them and feed them. There are also tigers, leopards, and bears in the park. You can go hiking through the rain forest or go kayaking on the lake. You can stay in tents in the rain forest or on special floating tents on the lake. From your tents you can watch some amazing birds.

	Khao Sok National Park	Komodo National Park
Where?		
Famous animal		
Things to do in the park		
Places to stay in the park		



# Examples of Communicative Tasks

- Information gap activities
- Roleplay activities
- Interviews and surveys.
- Writing notes, letters & texts to each other/penfriends
- Pair work
- Show and tell
- Discussions on Moodle / School intranet

# 21<sup>st</sup> Century Skills: 'The Four Cs'



## Creativity

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- brainstorm ideas
- think 'outside the box'
- look at an issue from different perspectives
- solve problems

1 Listen and point.

2 Listen and repeat.

3 Point and say.



1 Listen and point. TR: 133



dress



jeans



shirt



shoes



skirt



socks



trousers



T-shirt

2 Listen and repeat. TR: 134

3 Point and say.



## Wrap Up

- Have students design an outfit for a party. To model, draw and colour an outfit on the board. Add labels, such as, *A big blue hat* or *Brown shoes*.
- Have students draw and colour their own clothes. Have them label each item with colour and clothes words. When they finish, have them show their picture to a partner. If you'd like, make a classroom display with all the pictures, adding the heading *Our Party Clothes*.

circus	sad	old man / woman	king
fairy tale	forest	queen	walk
puppet	sing	happy	dragon
get married	young boy / girl	find	ocean
scared	fire	cat	candy
horse	mountain	climb	house
castle	spider	clown	hat



**1** Listen and read. TR: 75

some / any

Are there **any** vegetables? / Is there **any** water?

There are **some** vegetables. / There is **some** water.

There aren't **any** vegetables. / There isn't **any** water.

a few / a little / a lot of

They ate **a few** olives / **a little** fresh food.

They grew **a lot of** zucchinis / **a lot of** fresh food.

**2** Complete the sentences with *a few* or *a little*.

1. Would you like \_\_\_\_\_ milk in your tea?
2. For the salad, we need lettuce, \_\_\_\_\_ carrots, \_\_\_\_\_ tomatoes, and \_\_\_\_\_ corn.
3. They have \_\_\_\_\_ nuts with their yogurt.
4. They picked \_\_\_\_\_ apples and \_\_\_\_\_ olives.

**3** Read and circle the correct answer.

**How to Make a School Vegetable Garden**

- Find <sup>1</sup>some / any / a few space outside. You don't need <sup>2</sup>a little / a lot of / a few space. Start with a small garden.
- Choose plants that are easy to grow. Does your school have <sup>3</sup>a few / a little / much tools? You can use them to make <sup>4</sup>some / any / a little holes for the seeds. Plant <sup>5</sup>a few / any / a little lettuce and <sup>6</sup>a few / any / a little broccoli, too.
- Leave <sup>7</sup>a little / many / a few space between the different plants so that you can walk around them easily.
- Take turns with your friends watering the plants. They usually need <sup>8</sup>a lot of / much / a few water when they're young.

**4** Make five sentences about you—three true and two false. Use *a few*, *a little*, and *a lot of*.

*I ate a lot of broccoli yesterday.*

**5** Work in groups. Say your sentences. Can your partners guess the true sentences?



Vegetables from the  
Community Vegetable

# Weather <sup>UNIT</sup> 10



A cloudy sky before a storm  
in Texas, USA

# Examples of Creative Tasks

- Cut and make / Colour in
- Write and act out dialogues and mini plays
- Project work, e.g.: a map, a mask, a leaflet
- Solving puzzles
- Make a video
- Use new language to make your own sentences
- Think of the story behind the picture

# 21<sup>st</sup> Century Skills: 'The Four Cs'



**Critical Thinking**

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**Collaboration**

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**Communication**

---

**Creativity**

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# Look

A seven-level series for young learners of English

Pre-A1 to B1





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