

A blue-tinted background image showing a group of people in a hallway. In the foreground, a man in a white shirt is seen from the back, and a woman in a white shirt is looking towards the camera. In the background, another person has their hands raised in a gesture of excitement or achievement.

Building confidence in language learning

Mike Mayor
Senior Director, Global Scale of English



What is confidence....

“A combination of hope, optimism and resilience.
A belief that you can be successful and reach your goal”.

Source: Stajkovic et al, 2015

**Why are your learners
studying English?**



https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/news/gls/Pearson_Global-Learners-Survey_2020_FINAL.pdf



Learning English is instrumental in achieving those big life steps

Getting job

Securing a visa

Making friends

Passing the end of year exam

Travelling the world

A university place

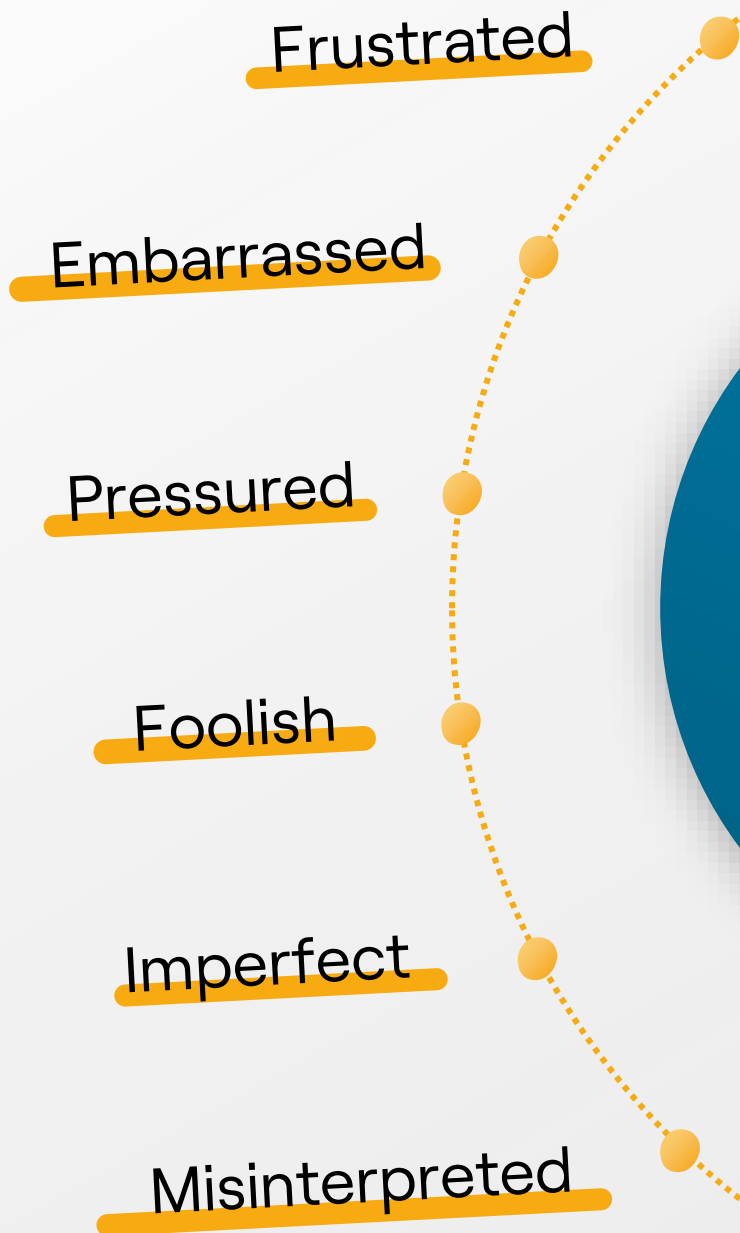
Learning a new skill

Gaining a qualification

A promotion

When it comes to learning English, the stakes are high

**What emotions have you
experienced when
learning something new?**



Negative emotions are to be expected. But left to linger can impact confidence and chances of success.

“Emotions shape an individual’s mindset and disposition towards learning – driving their motivation to learn, the strategies they employ to learn, and ultimately what they learn”.

Pekrun, 2014; Pekrun, Goetz, Titz & Perry, 2010

“Positive emotions support learning, increase engagement which in turn leads to greater... performance”.

Rodriguez-Munoz, 2021

“The belief in one’s ability to complete a specific task or goal successfully, is a strong predictor of persistence, achievement, and effort”

Zimmerman, 2006

**Learning experiences that
build confidence help
learners achieve their goals**

Common European Framework of Reference

*Common European Framework
of Reference for Languages*



Conseil
de l'Europe

Council
of Europe

- 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

Common European Framework of Reference



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Global Scale of English

Fast-track your progress

The Global Scale of English is a must-have tool to **fast-track learner progress**.

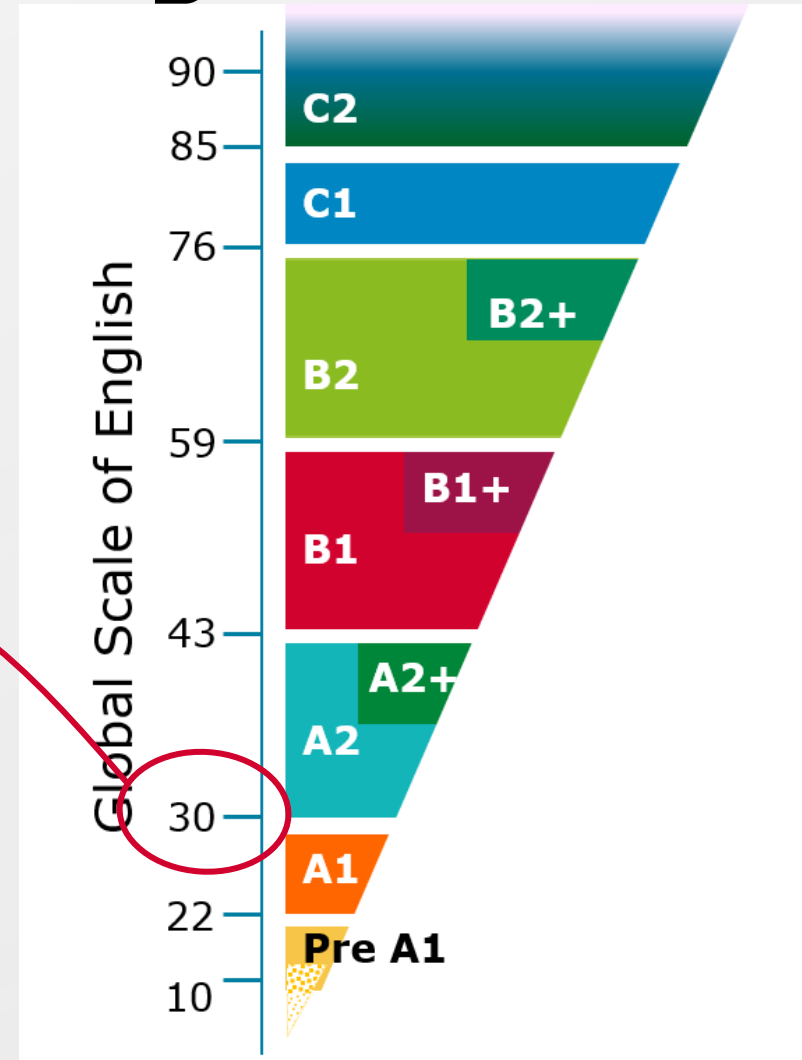
It's been designed to build learners' **confidence** by understanding exactly where they are on their learning journey, setting personalised goals to focus their learning, and accurately measuring their progress.

It's the results of **extensive global research**, extending the number of learning objectives in the Common European Framework of Reference (CEFR) and assessing what learners are capable of on a scale of 10 to 90 for each of the four key language skills: speaking, listening reading and writing.

It's the first of its kind. A truly global standard in English language learning.

Global Scale of English

LOGIT	CEFR	
>3.80	Mastery	C2
2.80	Operational eff.	C1
1.74	Vantage	B2+
0.72		B2
-0.26	Threshold	B1+
-1.23		B1
-2.21	Waystage	A2+
-3.23		A2
-4.29	Breakthrough	A1
-5.39	'Tourist'	Pre A1



Same Scale

GSE and the CEFR

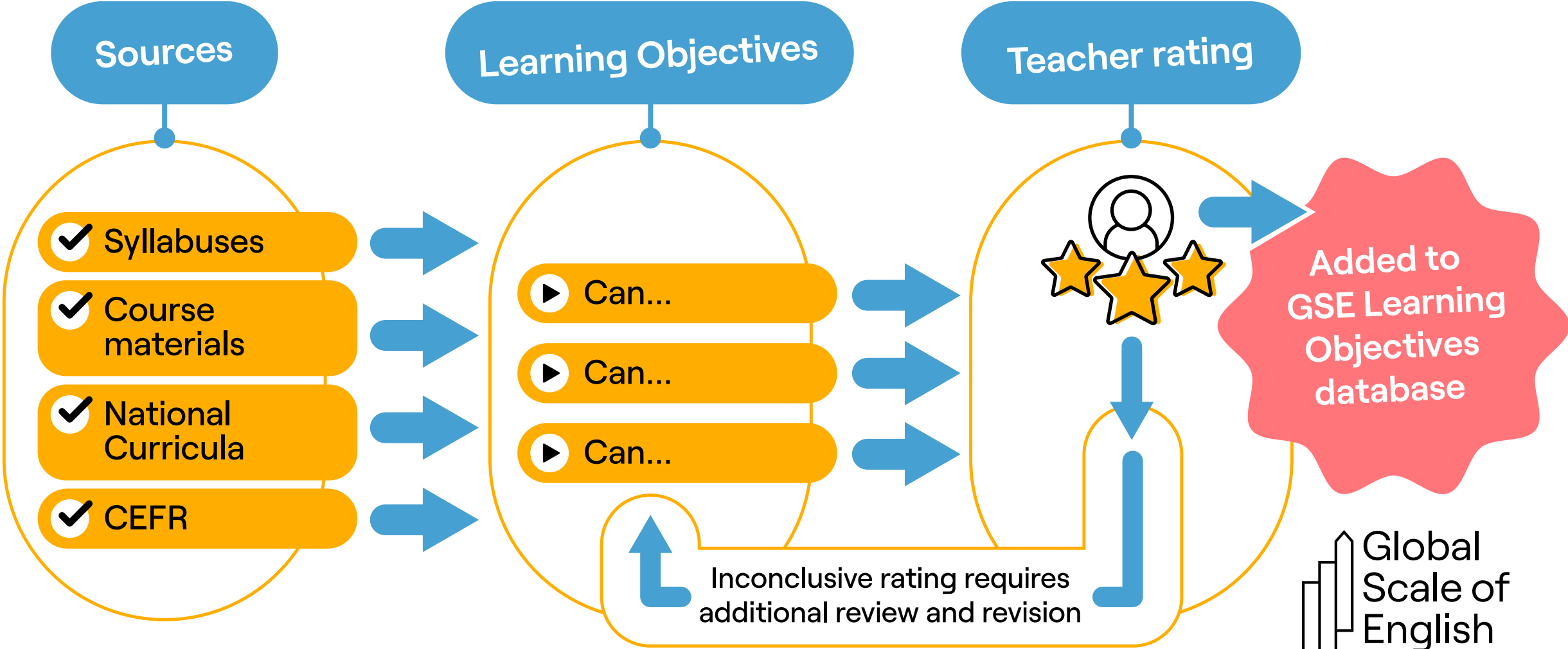
COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT
COMPANION VOLUME
WITH NEW DESCRIPTORS

Provisional Edition
September 2017

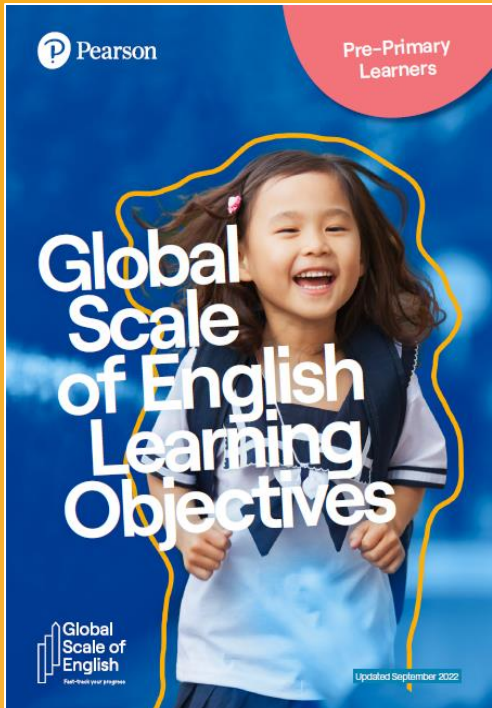


- Additional descriptors for “Mediation”
- Introduction of a level “Pre-A1”
- Inclusion of 50 GSE Learning Objectives
- Recognised by NEAS in its Quality Assurance standards

Developing the Global Scale of English



GSE Learning Objectives



pearsonenglish.com/gse

GSE Learning Objectives

GSE 51-58/B1(+): Listening

51 Can follow an everyday conversation or informal interview on common topics. (P)

Can understand most of a weather forecast on the radio. (CSE_A)

AC Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)

AC Can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers. (P)

AC Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)

Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (CA)

Can infer speakers' opinions in conversations on familiar everyday topics. (P)

Can distinguish between main ideas and supporting details in familiar, standard texts. (P)

Extending the CEFR for Academic English

Writing (B1/B1+; GSE 43-58)

- **CEFR**

Can write short simple essays on topics of interest. (B1)

- **GSE**

Can write an introduction to a simple essay, if provided with a model. (B1: 50)

Can write a conclusion to a simple essay, if provided with a model. (B1+: 52)

Can write a simple descriptive essay, if provided with a model. (B1+: 53)

Can write a simple essay in response to a specific question. (B1+: 54)

Can write a simple discursive essay, if provided with a model. (B1+: 55)

Can write a short, simple academic essay on a familiar topic, if provided with a model. (B1+: 56)

Can write an essay in response to a specific question, if provided with a model. (B1+: 57)

Can write a conclusion to a simple academic essay. (B1+: 58)

Can write an introduction to a simple academic essay. (B1+: 59)

Can write a simple discursive essay. (B1+: 59)

Extending the CEFR for Academic English

Writing (B1/B1+; GSE 43-58)

- **CEFR**

Can write short simple essays on topics of interest. (B1)

- **GSE**

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Can write a conclusion to a simple essay, if provided with a model. (B1+: 52)

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Can write an essay in response to a specific question, if provided with a model. (B1+: 57)

Can write a conclusion to a simple academic essay. (B1+: 58)

Can write an introduction to a simple academic essay. (B1+: 59)

Can write a simple discursive essay. (B1+: 59)

GSE Teacher Toolkit

Choose category [?]

Learning Objectives

Grammar

Vocabulary

Text Analyzer

Who are you teaching? [?]

Adult Learners ▼

Choose a range on the GSE / CEFR [?]



 Choose Skill [?]

Hide filters (1) ^

Clear all filters

Show results

Learner

Adult Learners ×

How does GSE help?

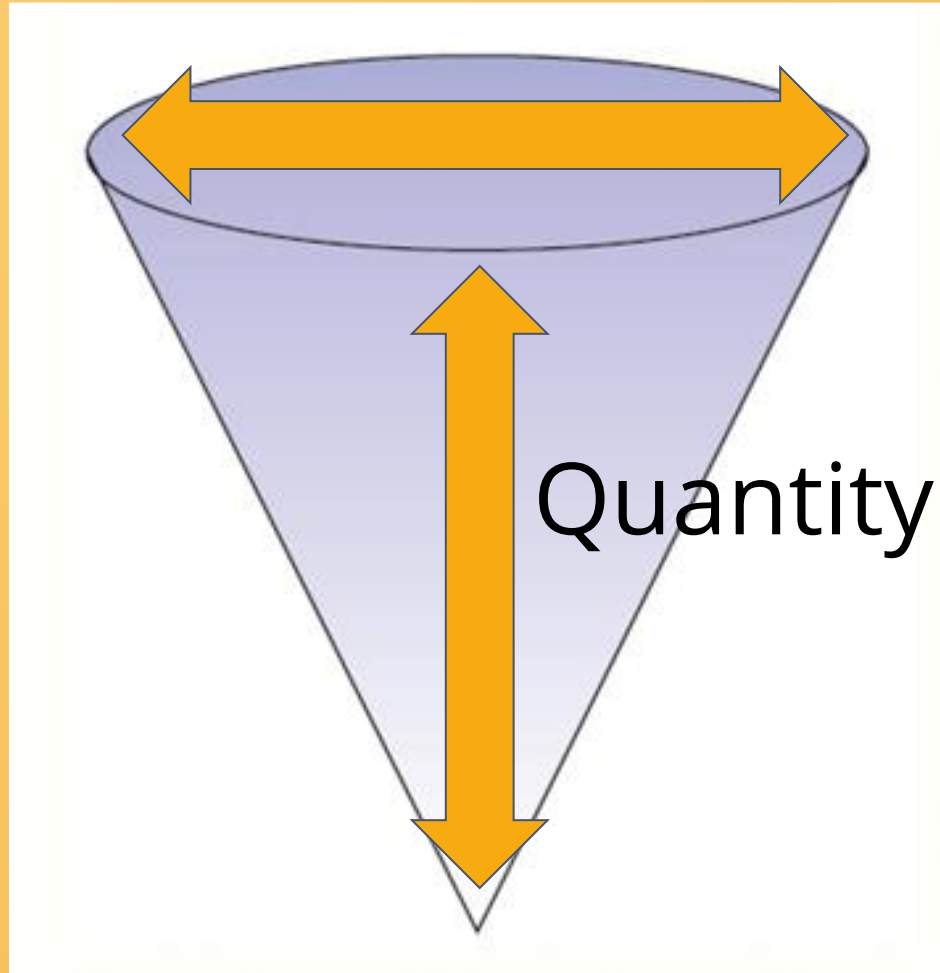
Learners

- Gives them a really clear understanding of what they need to master at each level
- Keeps them motivated as they can see themselves progress.

Teachers

- Measure learners' progress against an international standard
- Access to the framework of learning objectives:
 - Identify appropriate skills to teach at different levels of proficiency
 - Identify areas of potential challenge
 - Monitor progress of your students.

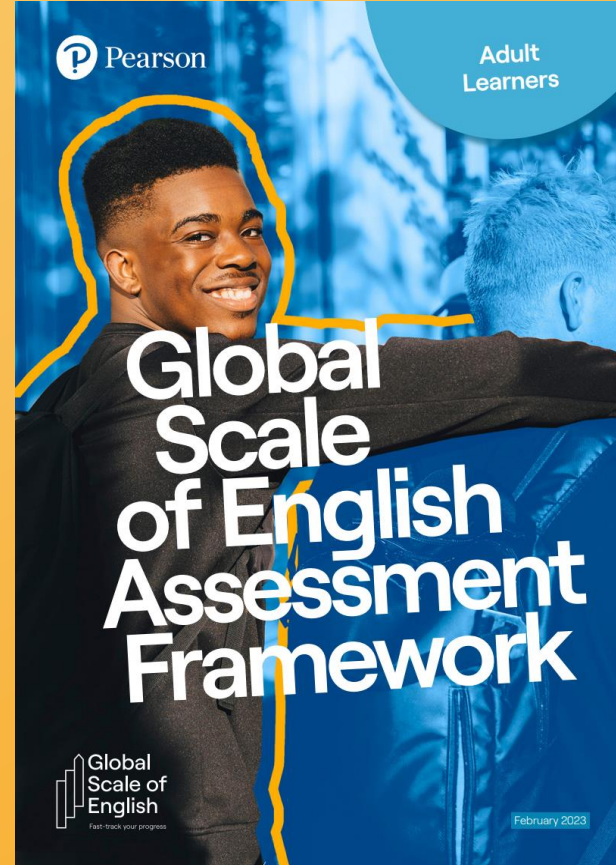
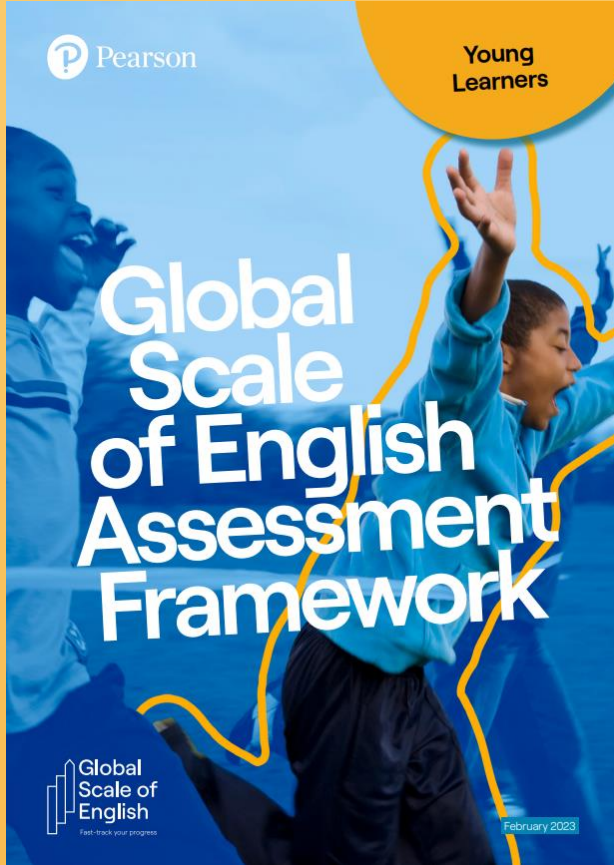
Assessment criteria



??????

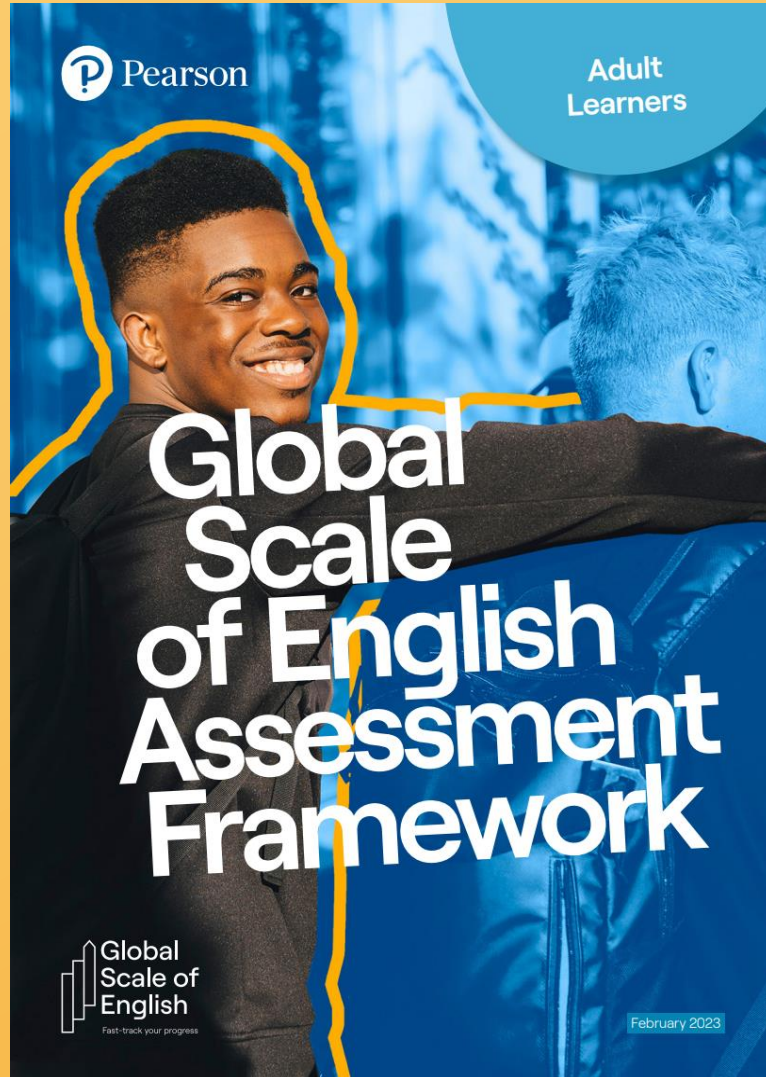


GSE Assessment Frameworks



pearsonenglish.com/gse

GSE Assessment Frameworks

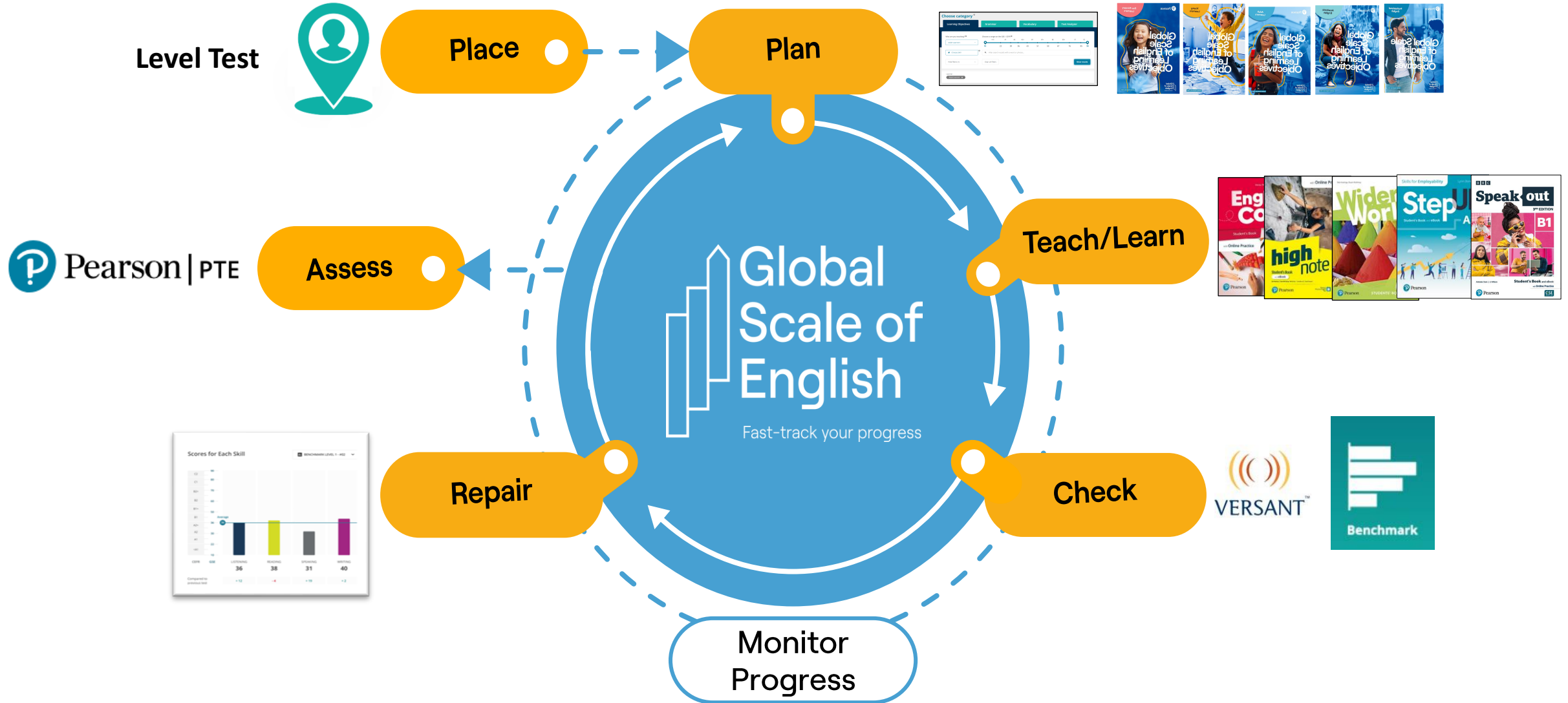


- Assessment guidelines for Listening, Reading, Speaking and Writing
- What to expect at different CEFR levels/GSE ranges
- What does accuracy look like for Speaking at A2+? How is it different at B1?
- Provides teachers/institutions with a standardised scoring rubric

GSE Assessment Frameworks

	GSE 36–42/A2+	GSE 43–50/B1	GSE 51–58/B1+
SPOKEN PRODUCTION AND FLUENCY <ul style="list-style-type: none"> Length of contribution Intelligibility Pausing & hesitation Cohesion Repair strategies 	Can construct utterances consisting of several simple sentences but may hesitate, pause and repair speech. Can use the most common connectors to link a series of simple clauses or sentences to show time, reason or contrast. Is generally intelligible but this may break down in longer utterances.	Can communicate with a series of simple connected clauses and sentences although pausing and repair can interrupt the flow especially in longer contributions. Can maintain a straightforward description or narration using linking words and devices. Is generally intelligible and can use basic stress and intonation to support meaning.	Can communicate using longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation). May pause when handling more complex matters and need to use repair strategies. Is generally intelligible and can use basic stress and intonation to support meaning.
SPOKEN INTERACTION <ul style="list-style-type: none"> A C A P RA S V D 	Can participate comfortably in exchanges using imprecise vocabulary.	Can initiate interaction and offer extended responses using imprecise vocabulary.	Can maintain and develop the interaction using imprecise vocabulary.
ACCURACY <ul style="list-style-type: none"> Structure Vocabulary Appropriacy of vocabulary Functions 	Can communicate using longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation). May pause when handling more complex matters and need to use repair strategies. Is generally intelligible and can use basic stress and intonation to support meaning.	Can maintain and develop the interaction with relative ease and coherence on familiar topics, including some abstract matters. Can respond with some flexibility within familiar topic areas and can reformulate simple responses but may need to ask for clarification in less familiar topic areas.	Can maintain and develop the interaction with relative ease and coherence on familiar topics, including some abstract matters. Can respond with some flexibility within familiar topic areas and can reformulate simple responses but may need to ask for clarification in less familiar topic areas.
ACCURACY <ul style="list-style-type: none"> Structure Vocabulary Appropriacy of vocabulary Functions 	Can communicate using longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation). May pause when handling more complex matters and need to use repair strategies. Is generally intelligible and can use basic stress and intonation to support meaning.	Can maintain and develop the interaction with relative ease and coherence on familiar topics, including some abstract matters. Can respond with some flexibility within familiar topic areas and can reformulate simple responses but may need to ask for clarification in less familiar topic areas.	Uses a range of words, structures and collocations. Can use functional language to deal with unfamiliar everyday topics but has a limited range of complex language. Searches for unknown words and /or uses repetitive paraphrases.

Pearson Connected English Learning Programme





Building learner confidence with the Global Scale of English

Using the GSE to build confidence

1

Understanding
the right level
of challenge

2

SMART goal
setting

3

Experiencing
success

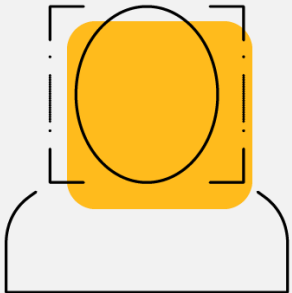
4

Building a
growth
mindset

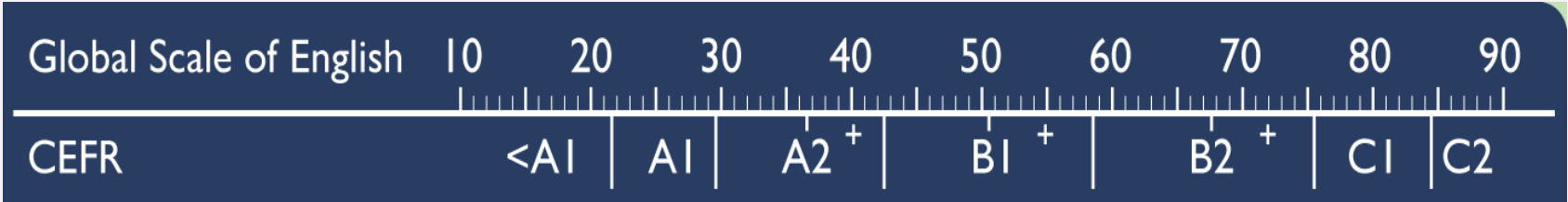
Level of challenge

1

Understanding the right level of challenge



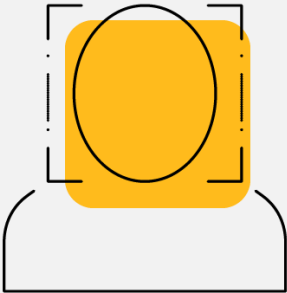
Current level: GSE 28



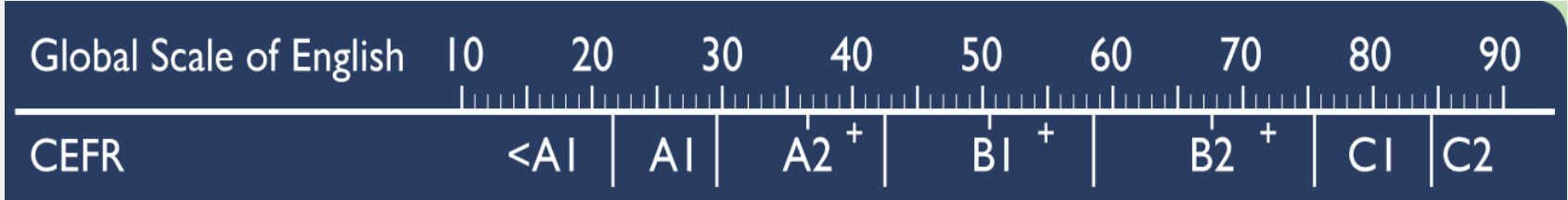
Level of challenge

1

Understanding the right level of challenge



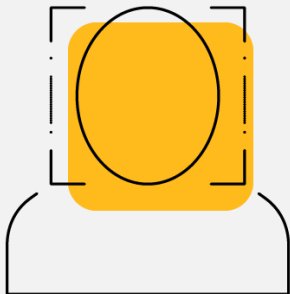
Exit goal:
GSE 35-37



Level of challenge - the zone of proximal development

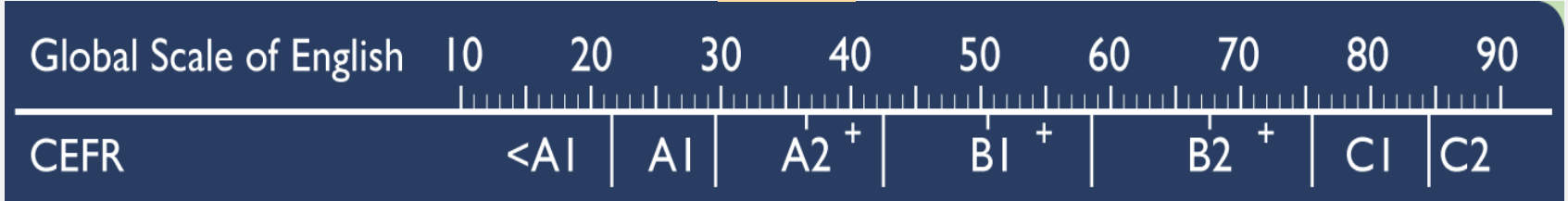
1

Understanding
the right level
of challenge



Learning:
GSE 30-38

Optimal
Learning
Zone



Choose category [?]

Learning Objectives


Grammar

Vocabulary

Text Analyzer

Who are you teaching? [?]

Adult Learners ▾

 Choose Skill [?]

Hide filters (2) ▴

Choose a range on the GSE / CEFR [?]



 Filter search results with a word or phrase...

Clear all filters

Show results

Learner

Adult Learners ✕

GSE

30 - 38 ✕

1

Search results

226

Download

Find coursebook

LEARNING OBJECTIVES ▾	SKILL ▾	GSE ▲	CEFR ▾	
<input type="checkbox"/> Can give a short description of their home, family and job, given some help with vocabulary. ©	Speaking	30	A2 (30-35)	
<input type="checkbox"/> Can ask to borrow things using basic fixed expressions. ©	Speaking	30	A2 (30-35)	▼
<input type="checkbox"/> Can express basic intentions with simple time markers (e.g. 'tomorrow'). ©	Speaking	30	A2 (30-35)	▼
<input type="checkbox"/> Can talk about hotel accommodation using simple language. ©	Speaking	30	A2 (30-35)	
<input type="checkbox"/> Can recognise phrases and content words related to basic personal and family information. ©	Listening	30	A2 (30-35)	
<input type="checkbox"/> Can make requests related to immediate needs using basic fixed expressions. ©	Speaking	30	A2 (30-35)	▼
<input type="checkbox"/> Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. ©	Listening	30	A2 (30-35)	
<input type="checkbox"/> Can describe a person's hobbies and activities using simple language. ©	Speaking	30	A2 (30-35)	▼
<input type="checkbox"/> Can write simple sentences about what they and other people do. ©	Writing	30	A2 (30-35)	▼

1

Providing the right level of challenge

BBC

Speakout 3RD EDITION

Welcome to the third edition of our best-selling eight-level general English course for adults – *Speakout*. Developed in association with BBC Studios, this new edition has been completely revised based on feedback from *Speakout* users from all over the world.

Speakout 3rd Edition offers 100% new content, all-new video, and a fresh new look and feel, all underpinned by flexible components for in-class, online and hybrid use.

- Built on the Global Scale of English, providing clear objectives for every stage of a lesson
- All-new BBC video, including clips from popular TV programmes, street interviews, and vlogs for maximum exposure to authentic English as it is spoken around the world
- Innovative speech recognition for out-of-class speaking practice
- Enhanced pronunciation strand with recording feature
- Integrated skills for employability, including mediation lessons and 'future skills' training to help learners prepare for the changing world of work
- Mapped to external exams, including the Benchmark Test and Pearson English International Certificate

Student's Book and eBook with Online Practice

Brings the Student's Book to life with interactive activities including marking, video and audio

Practice provides Workbook activities with instant marking

3rd Edition is fully accessible on your computer, tablet and mobile phone so you can enjoy the full functionality of your course wherever you are.

Also available

- Student's eBook with Online Practice Access Code
- Workbook
- Split editions

pearsonenglish.com/speakout3e

Learning English

with Pearson's 12 Essential English materials support your journey.

How do you know if you're ready for the next level? Preparation

with exams. www.pearson.com/exams offer

Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test B1	Level 2 (B1)
B2	58-67	Benchmark Test B2	Level 3 (B2)
B2+	64-76	Benchmark Test B2	Level 3 (B2)
C1-C2	73-90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

ISBN 978-1-292-33191-0

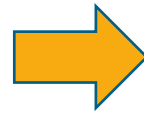


Speakout

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B2+	64-76	Benchmark Test B2	Level 3 (B2)
C1-C2	73-90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

2

SMART goal
setting



1

Students can give a simple presentation
on a topic of their choice

2

Students can write a simple academic
essay

3

Students can understand a simple
academic report

End of course goals:

2

SMART goal
setting

SMART lesson goals:

1

Students can write an introduction to an academic essay, given a model

2

Students can write a topic sentence

3

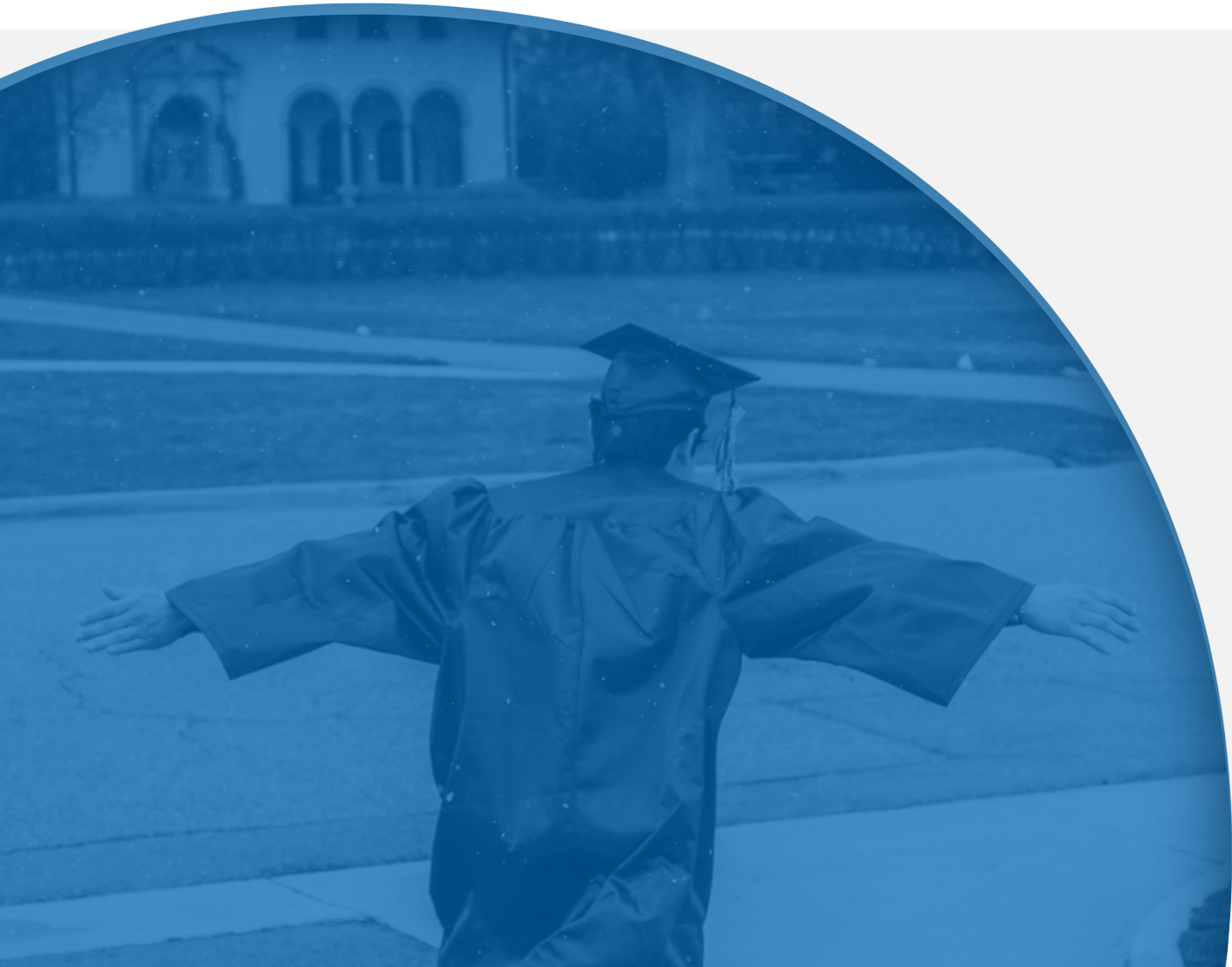
Students can write a concluding paragraph, given a model

Goal setting

“Simply tell students what they will be learning before the lesson begins and you can raise student achievement as much as 27 percent.”

John Hattie (2013)

Experiencing success



“I am making progress and I can prove it”.

A numerical scale enables us to demonstrate progress over a shorter timescale to support motivation, optimism, and performance.

The GSE accurately and regularly measures learners' progress providing them with tangible proof of how far they have come and identifying their next steps.

Measuring proficiency

You have 3 new students. The placement test gives you the following results:

Student 1: A2

Student 2: A2

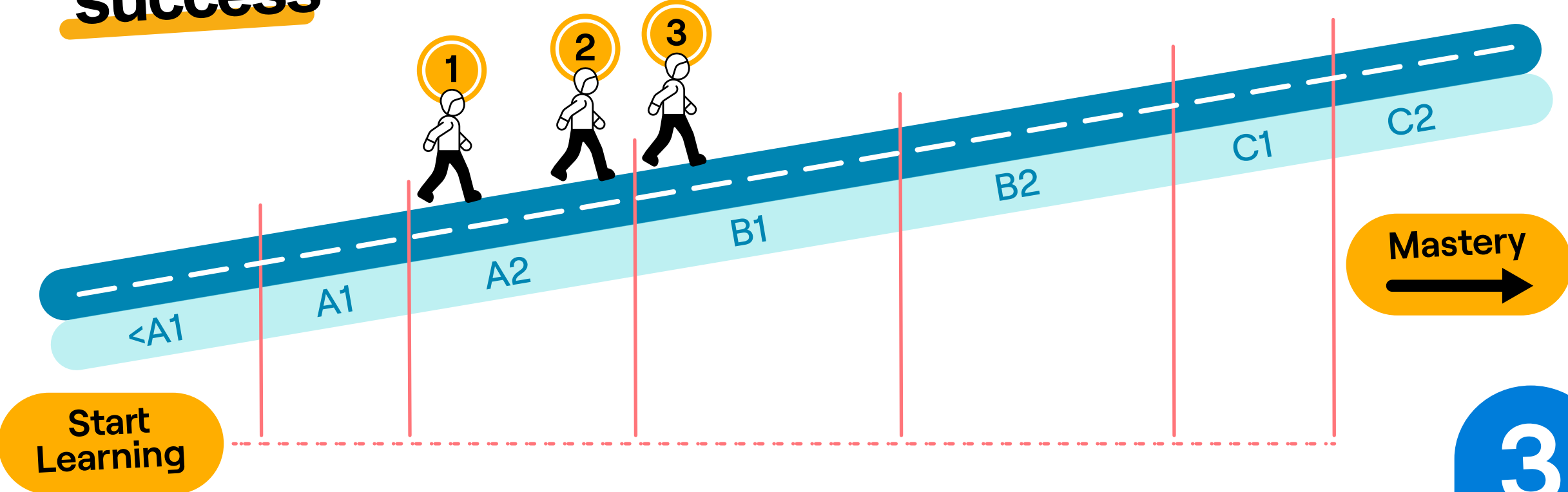
Student 3: B1

Which two students are closest in proficiency?



Giving learners evidence of progress

Experiencing success



Giving learners a sense of their progress

How long does it take to make progress learning a language?

Learner profile:

- a first language that is different to English
- unmotivated
- a couple of hours of English per week

How long (on average) will it take this learner to move from B1 to B2?

A: about 200 hours

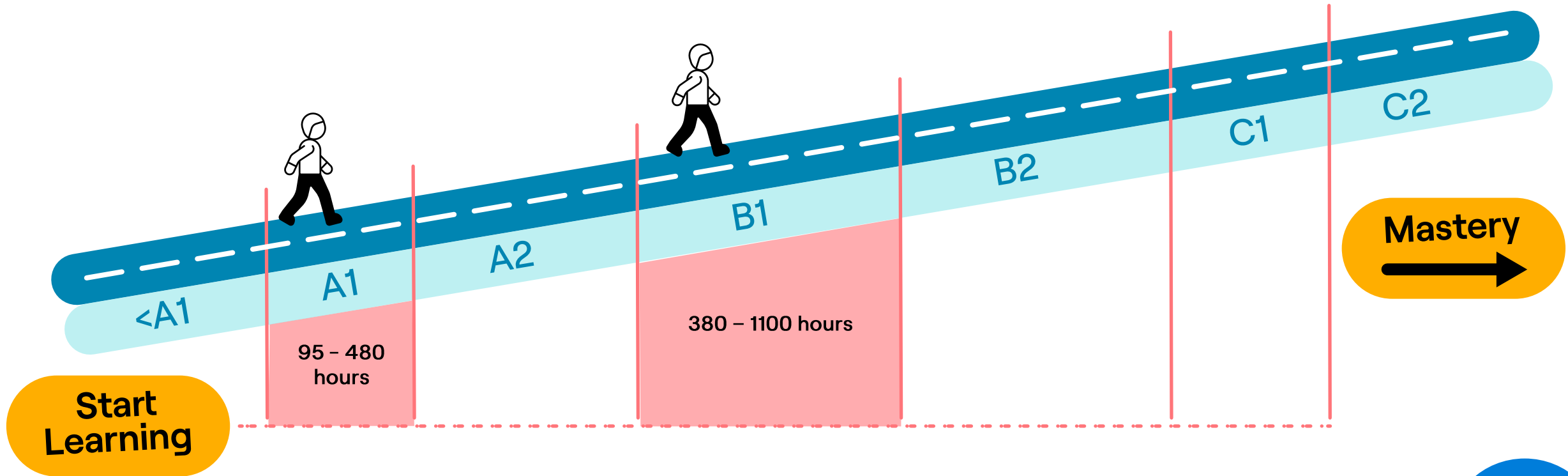
B: about 400 hours

C: about 600 hours

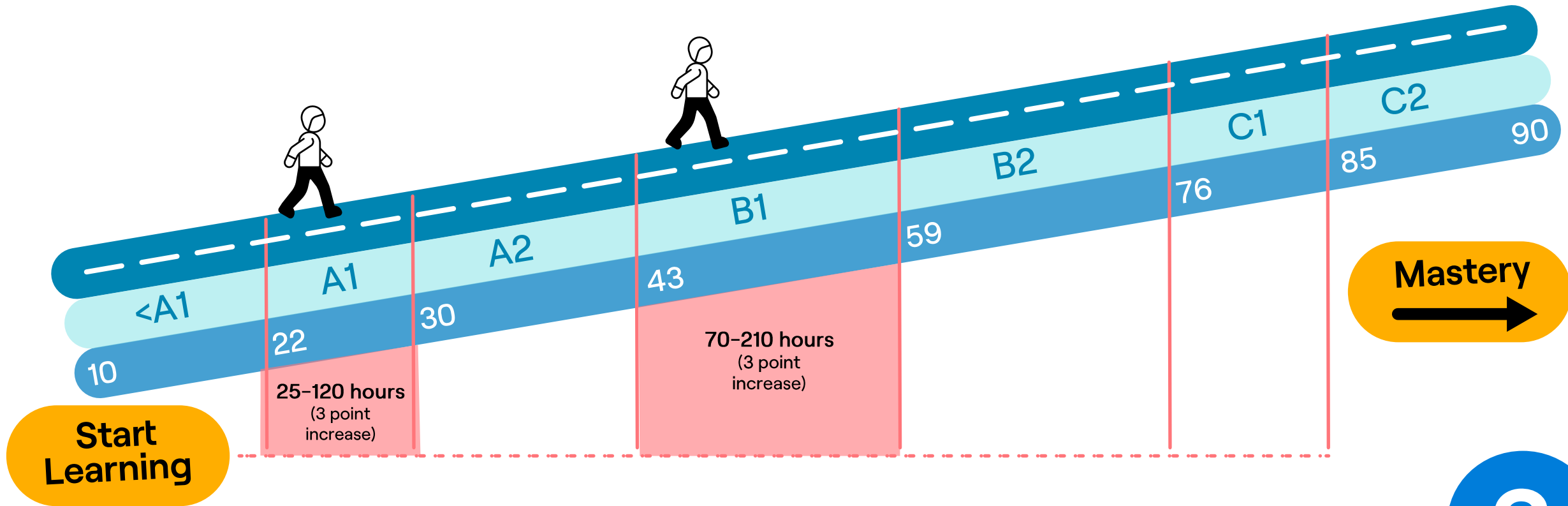
D: about 800 hours

E: about 1000 hours

Wide levels make it difficult for learners to experience progress regularly



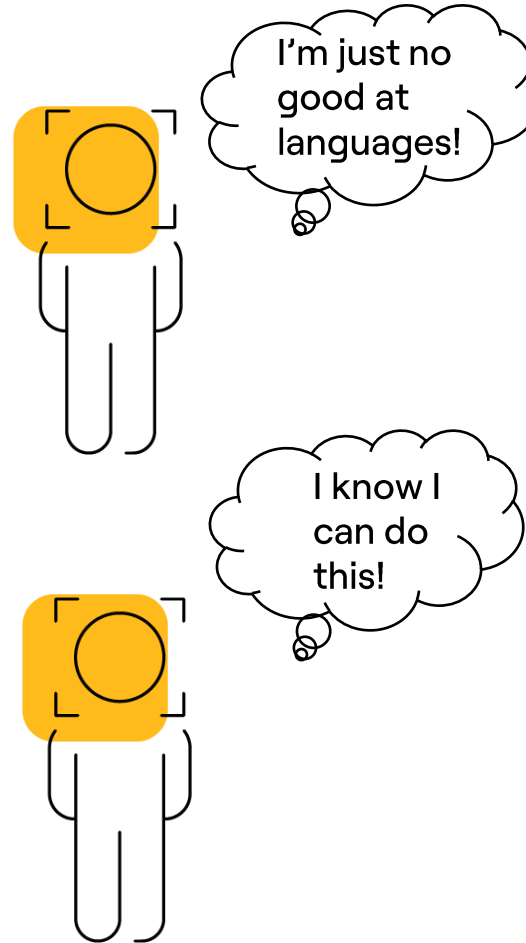
Giving learners evidence of progress



Building a growth mindset

“I am just no good at English”

In many cases, learners have had a bad experience learning English – be it failure, frustration or embarrassment.



Fixed mindset

The belief that intelligence is a trait you are born with and cannot change

Growth mindset

The belief that intelligence can be enhanced by working hard and learning more

4

Building a growth mindset

1 Allow the learner to experience success early on

1

- Provide learning support with activities pitched at the right level of challenge so that they can enjoy it
- Provide smart goals to easily measure progress

2 Encourage self-reflection

2

- Ask what can you do now that you couldn't do when you started? How has that happened?
- Enable learners to articulate their success is down to their hard work rather than luck
- Model a positive attitude to "mistakes"

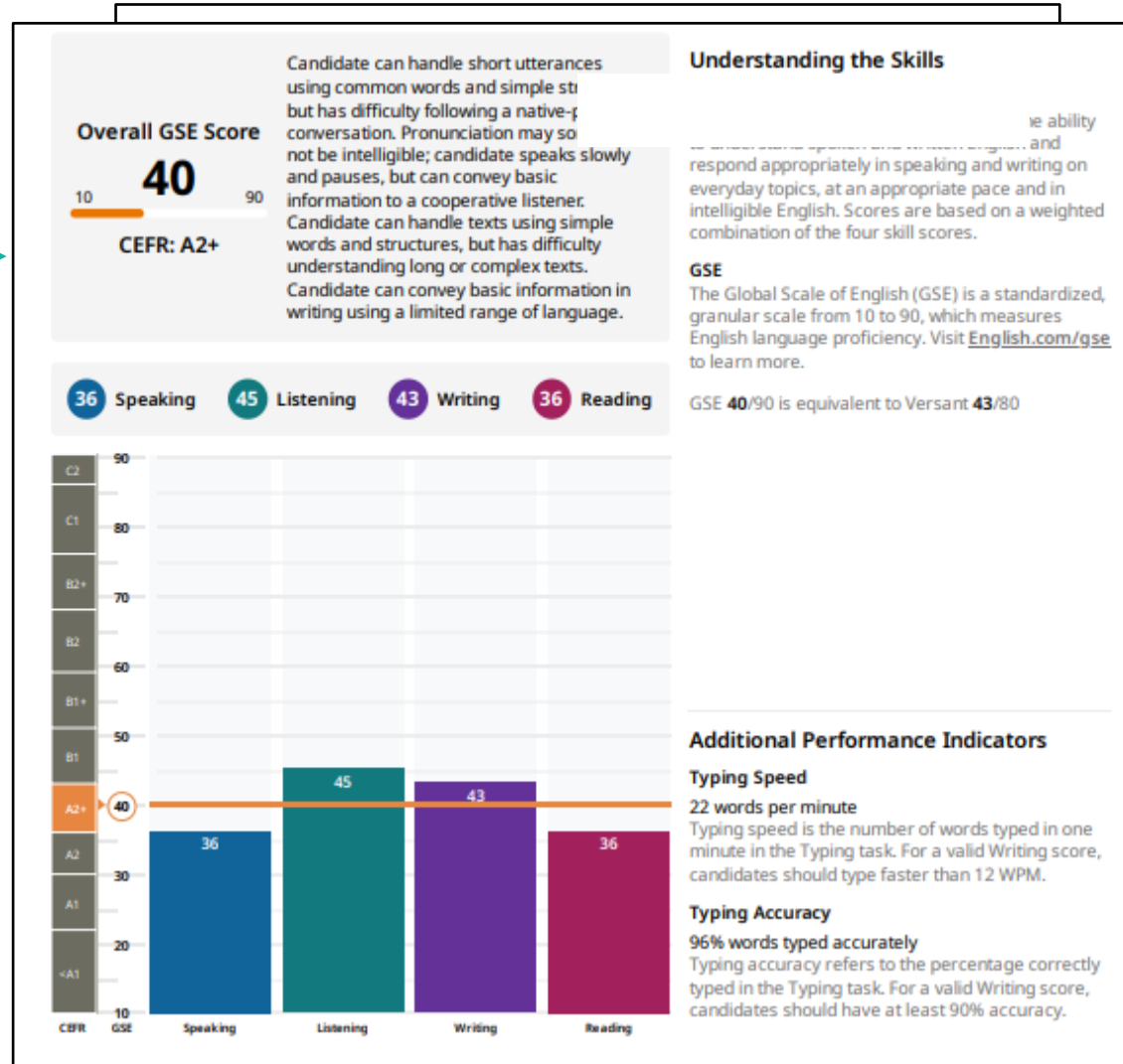
3 Assess and provide rich feedback

3

- Providing the learner with tangible evidence of progress
- Targeted feedback that focuses on the learning process, not the individual
- Personalised recommendations on what to do next

Visibility of learning

Overall score given on the GSE



Description of overall language ability

Visual chart for clear information at a glance

This is sample data for illustrative purposes only.

Assessment *for Learning*

Recommendations on how to improve this particular skill

Listening: GSE: 45/90

Versant: 47/80 CEFR: B1

Listening

Candidate generally follows the main points of a discussion provided speech is clear, but will miss some details.

Listening reflects the ability to understand specific details and main ideas from everyday English speech. The score is based on the ability to track meaning and infer the message from English that is spoken at a conversational pace.

🔗 **Tips to improve:**

- Practice listening to interviews and identifying the speakers' viewpoints and attitudes as well as the information content.
- Practice identifying the main points of TV news reports or simple podcasts.



Speakout 3e - B1:

SB: Unit 1 Lesson C Ex. 3
SB: Unit 3 Lesson A Ex. 3
SB: Unit 3 Lesson C Ex. 3

SB: Unit 4 Lesson A Ex. 3
SB: Unit 6 Lesson C Ex. 4
SB: Unit 7 Lesson C Ex. 3

Writing: GSE: 43/90

Versant: 46/80 CEFR: B1

Writing

Candidate writes straightforward texts on familiar subjects using a limited range of grammatical structures and an adequate range of common English words.

Writing reflects the ability to produce written English texts on everyday topics. The score is based on the ability to present ideas and information in a clear and logical sequence, use a wide range of appropriate words as well as a variety of sentences structures.

🔗 **Tips to improve:**

- Practice writing an online review of a restaurant or product.
- Study how transitions that you use in your first language translate into English words and structures.



Speakout 3e - B1:

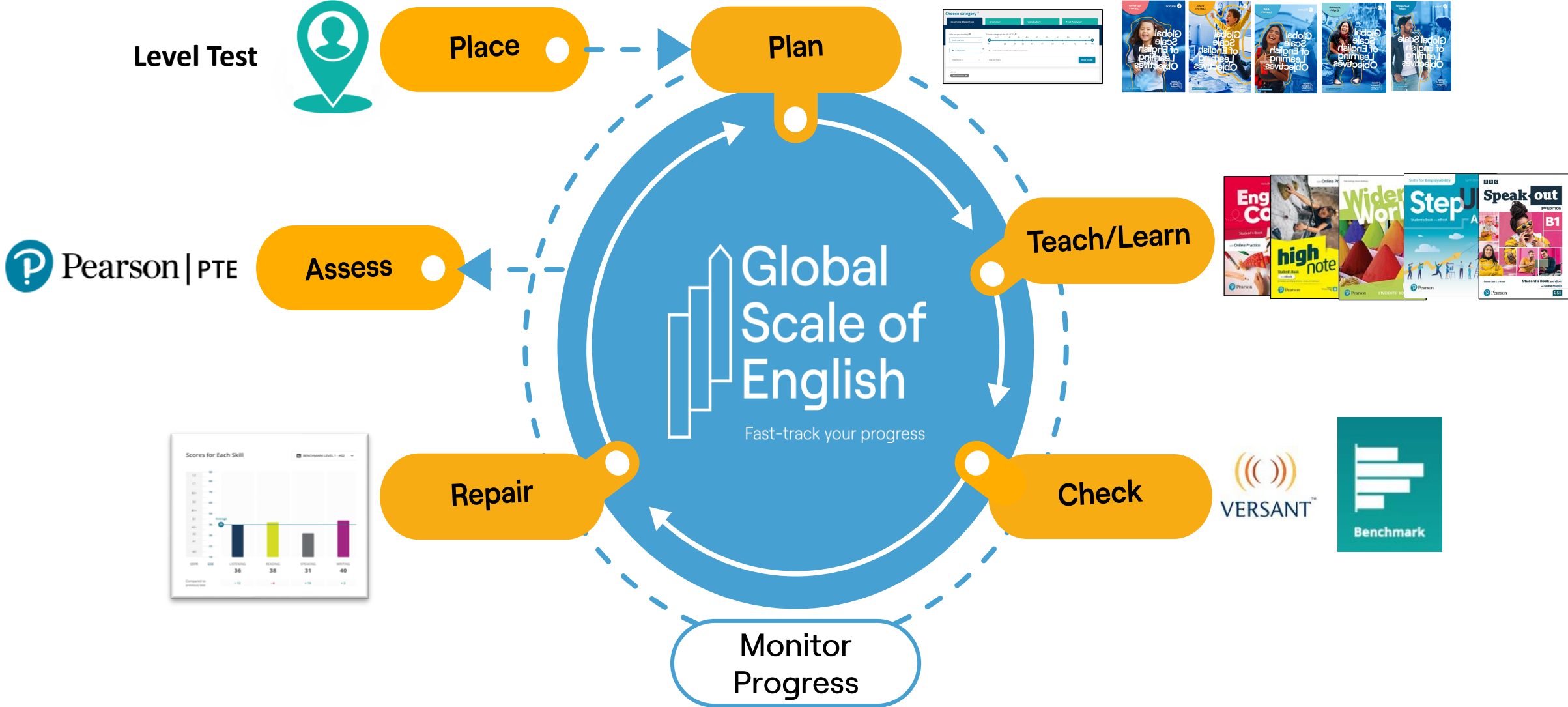
SB: Unit 2 Lesson A Ex. 9
SB: Unit 3 Lesson B Ex. 3
SB: Unit 4 Lesson D Ex. 5

SB: Unit 7 Lesson B Ex. 7
SB: Unit 7 Lesson D Ex. 6
SB: Unit 8 Lesson A Ex. 7-8

Links to courseware activities that practise the recommendations

Breakdown of scores and detailed description of ability for each language skill

Build confidence – and fast-track progress



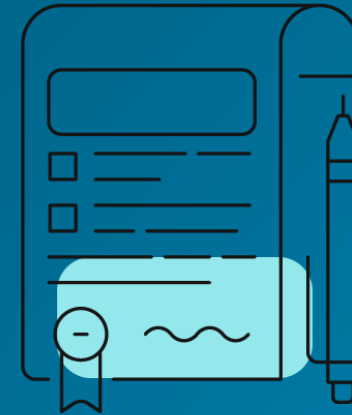


Building confidence for the workplace



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

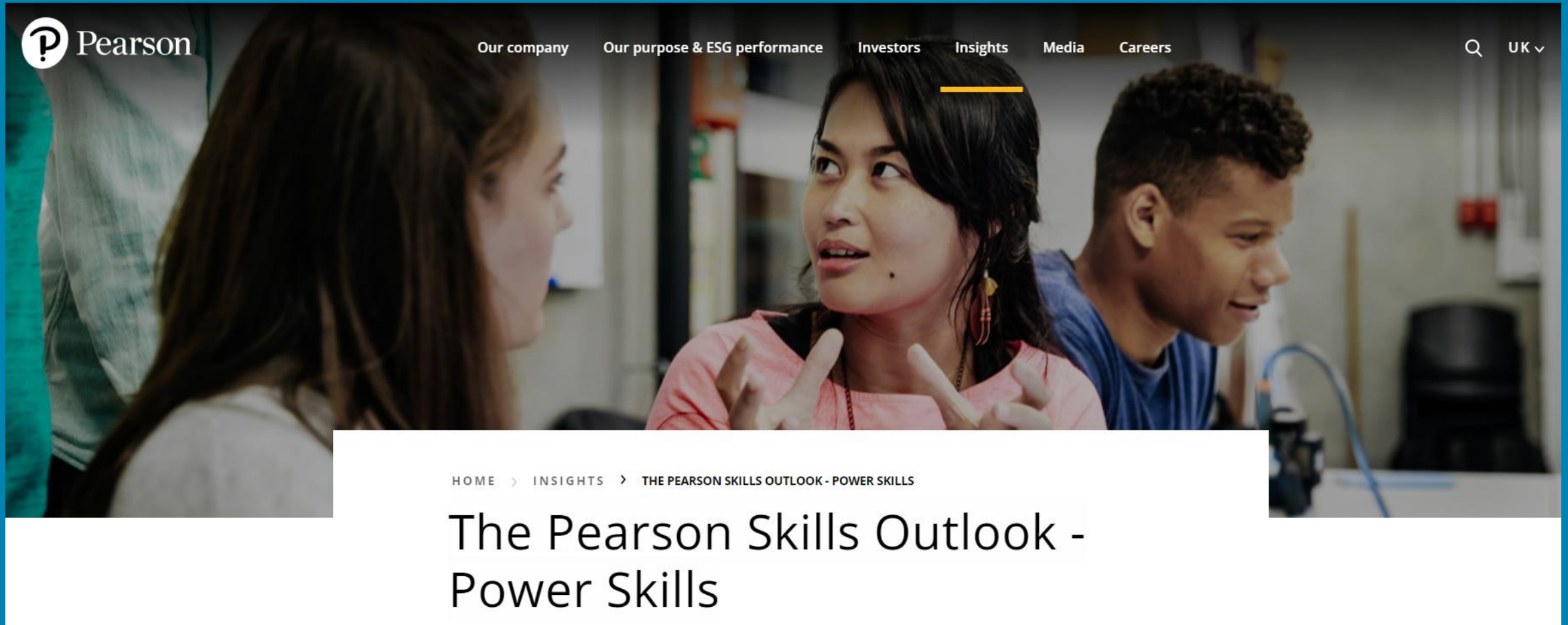
Are our students prepared for the workplace?



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

www.gallup.com 2014

Power Skills



Plc.Pearson.com/en-GB/insights/pearson-skills-outlokk-powerskills

Key findings for Australia - 2022



2022

The top 10 power skills in Australia today are:

01 Communication

02 Attention to detail

03 Customer service

04 Leadership

05 Teamwork

06 Collaboration

07 Problem Solving

08 Organisational Skills

09 Self-sufficiency

10 Operational Reporting



9/10 are human skills



The top three 'trending skills' (rising most quickly in demand) are:

- Leadership
- Information Technology (IT)
- Teaching

Key findings for Australia – 2026

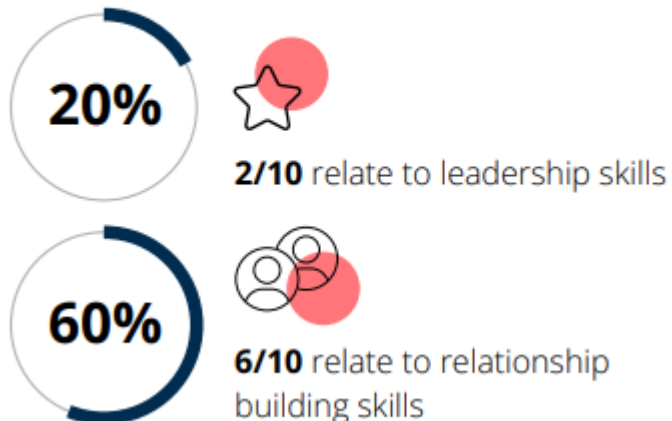


Looking ahead

The 10 skills needing most improvement to meet the demands of the country's economy by 2026 are:

- 01 Collaboration
- 02 Customer Focus
- 03 Personal Learning & Mastery
- 04 Achievement Focus
- 05 Cultural & Social Intelligence
- 06 Agility
- 07 Emotional Intelligence
- 08 People Management
- 09 Communication
- 10 Direction & Purpose

Of the top 10 power skills likely to need most development to meet 2026 demands:





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, a picture, or a sentence using the word.

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

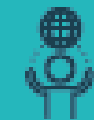
Critical thinking

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 to see if you can trust them.
- read the whole article, not just the headline.
- check if the same news story is reported in other sources that you trust.
- check some of the facts in the news story by looking up 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

3RD EDITION

B1

Antonia Clark | Jill Wilson

Student's Book and eBook
with Online Practice

Pearson

CSE

Pre-Primary: social & emotional learning



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.

A

B

C

D

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 **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 **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.

Make a list of tasks before you start.

Listen to what people would like to do.

Match people with tasks they can do well.

Share tasks.

Help other people.

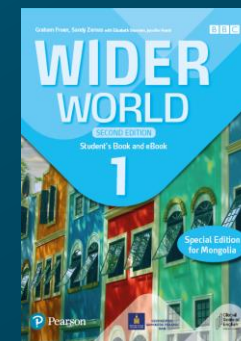
USEFUL PHRASES

- 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.

Units 1–2 34 I can plan a group project.

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.



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:
- 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.

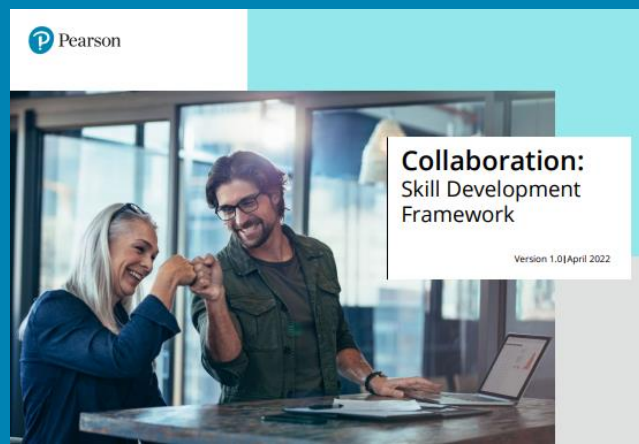
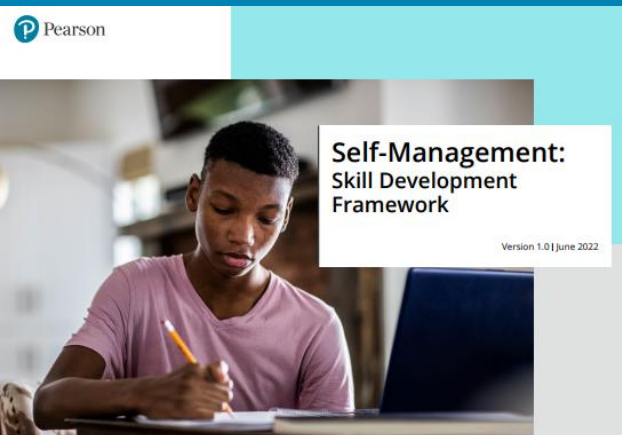
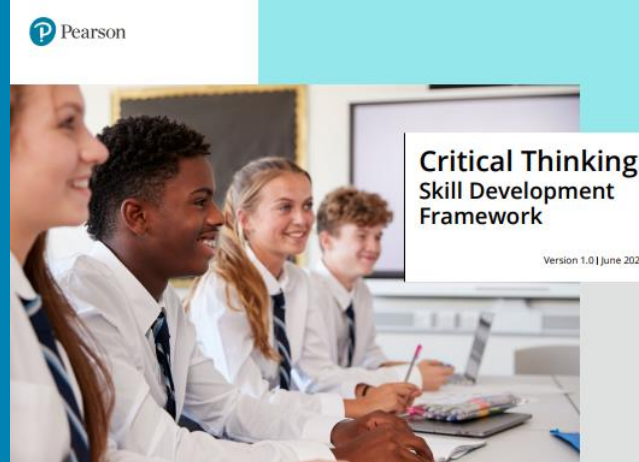
Useful phrases

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.

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) 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: 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

Collaboration: Listening and building on ideas

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Collaboration: Listening and building on ideas

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Collaboration: Listening and building on ideas

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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

Collaboration: Observation checklist

Sub-Skill

Engaging with Ideas

The set of strategies people use to share, negotiate, and examine claims and ideas, and to reconcile different perspectives, values, opinions, or priorities

Pre-Skill Foundations ●○○○○ Emerging ●●○○○ Basic ●●●○○ Intermediate ●●●●○ Advanced ●●●●● Mastery

Learners need the capacity for verbal communication -- communicate ideas, ask and respond to questions.

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.

Engaging in Group Dialogue Around Differing Ideas or Opinions

Expresses one's own opinion.
Continues to work with others when disagreements arise.

Recognizes when there are differences in opinions or ideas within the group.
Asks others for their opinions.

Engages in conversations to negotiate ideas with others.
Seeks alternative ideas and counterclaim from the group.

Respectfully engages in conversations despite significant differences in ideas, opinions, or feelings.
Suggests potential areas of compromise or other strategies for resolving differences in opinions.
Explores and compares alternative ideas and counterclaim from the group in order to understand different perspectives.

Facilitates group dialogue to make sense of alternative ideas and counterclaim.
Manages disagreements / conflict within the group.
Negotiates compromises or moves forward with multiple ideas to make progress towards a shared goal.

Building Consensus

Effectively advocates for an idea (either one's own or someone else's) by supporting claims with evidence.

Examines the quality of a set of claims made by members of the group to inform group consensus.

Synthesizes ideas from across a set of claims to help reach group consensus.



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

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.

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



The Global Scales of English underpins the whole of the Pearson Connected English Learning Programs. It supports learners to....

**Be confident and be
themselves in English**