

ALWAYS
LEARNING

Mission: impossible?

Motivating teens and preparing
them for Cambridge exams

Ian Wood

Today's objectives

Understand how the teenage brain works! (or doesn't)

Show how student-centred communicative activities can **engage** teens and help them **excel** in their exam

Show how Gold Experience **motivates** teens

Look at the 2015 First for Schools specifications

The teenage brain

The teenage brain

Who said this?

'Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.'

Socrates, 350 BC

The teenage brain

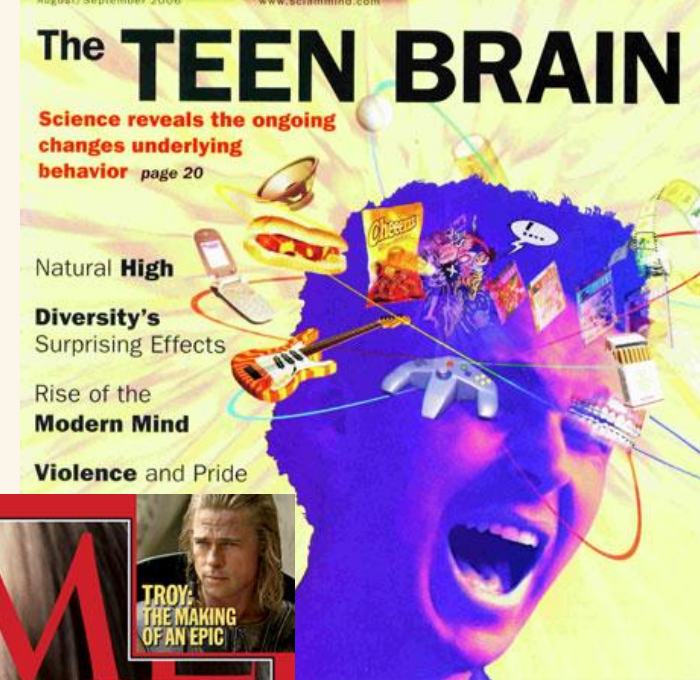
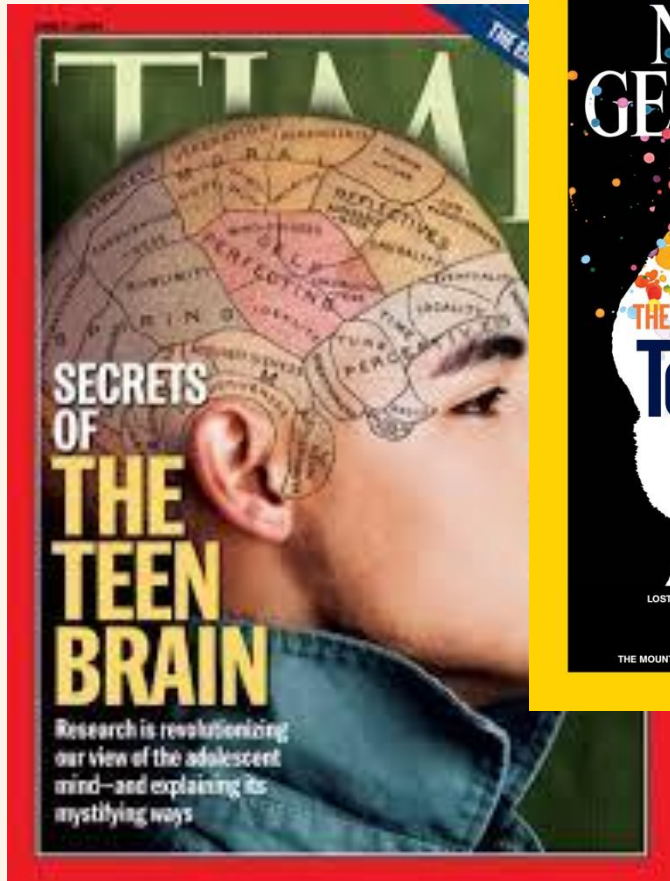
Who said this?

'Teenagers have all this energy. We can do so many things, just ask us. But I will tell you why we don't do the dishes... It's because at that point in time it's not important for us to have clean dishes in the house. We will just do them later.'

Eva-Maria Salikhova, (then) 19

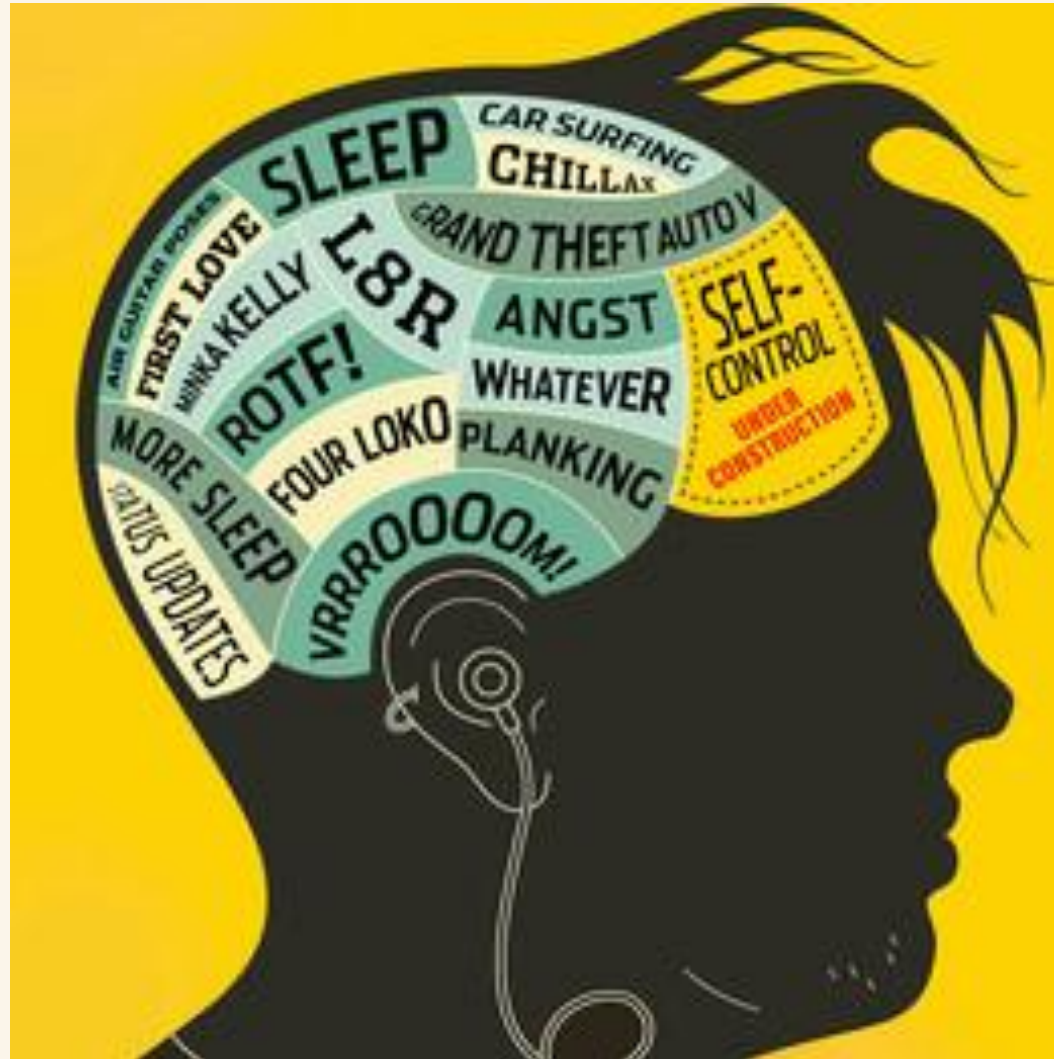
Author of the first parenting book by a teenager

The teenage brain everyone is looking in to it...



The teenage brain

but what have they found?



The teenage brain

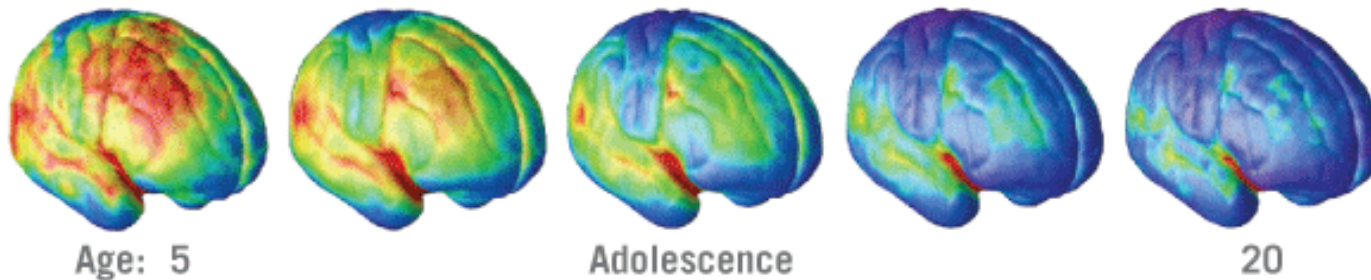
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Growing a Grown-up Brain

Scientists have long thought that the human brain was formed in early childhood. But by scanning children's brains with an MRI year after year, they discovered that the brain undergoes radical changes in adolescence. Excess gray matter is pruned out, making brain connections more specialized and efficient. The parts of the brain that control physical movement, vision, and the senses mature first, while the regions in the front that control higher thinking don't finish the pruning process until the early 20s.

Gray matter density

Gray matter becomes less dense as the brain matures.



Gray matter: Nerve cell bodies and fibers that make up the bulk of the brain's computing power.

Parietal lobe: Spatial perception

Occipital lobe: Vision

Temporal lobe: Memory, hearing, language

Frontal lobe: Planning, emotional control, problem solving

Source: "Dynamic mapping of human cortical development during childhood through early adulthood," Nitin Gogtay et al., *Proceedings of the National Academy of Sciences*, May 25, 2004; California Institute of Technology



Decision making

Planning

Self-awareness

Empathy

Heightened risk-taking

Poor impulse control

Self-consciousness

Work in progress

The teenage brain

child

adult

A challenging teaching process

Whatever...



Self-conscious...





Poor impulse control...



Belonging...





Crave variety

Tired...



The teenage brain

The teenage learner

- seeks meaning and relevance
- worries what others think about them
- is egocentric
- craves independence
- has opinions
- needs help to plan
- seeks novelty and sensation
- PERSONALISE
- GROUP THEM
- BE CREATIVE
- GIVE CHOICE
- GIVE THEM A VOICE
- STRUCTURE TASKS
- PROVIDE VARIETY

The teenage brain

Engagement and motivation

- PERSONALISE
- GROUP THEM
- BE CREATIVE
- GIVE CHOICE
- GIVE THEM A VOICE
- STRUCTURE TASKS
- PROVIDE VARIETY



Relevant material
Opportunities to talk
Variety of media
Different groupings
Achievable tasks
Sense of challenge

GOLD

EXPERIENCE



Opportunities to talk

03 We ♥ school

READING
Power up

1 Match the school subjects with the photos.

ART computer studies geography
history maths music PE
science

Read on

3 Read the article on page 27 about a school in Northern Ireland. Match the headings (1–5) with paragraphs (A–D). There is one extra heading.

1 What is a lip dub? B
2 The story and the music
3 A great idea
4 Fun for everyone
5 Making the lip dub

2 Do you do any subjects that aren't here? What are your favourite subjects?

4 More than 1,000 students made the lip dub.
5 Students and adults were in the lip dub.
6 The students loved making the lip dub.

Sum up

5 How do you make a school lip dub? Use these words to help you.

add music to the video choose a song
dance and sing
film different places in the school
tell a story use a digital camera

You use a digital camera.

Speak up

6 Do you think a lip dub of your school is a good idea? What would you like to show in your school? Can you think of a song you would like to use?

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than 65,000 people watched it.

D The lip dub ends at the sports field. The students and teachers are dancing, running, singing and having fun. They say they enjoyed every minute of the video. Some students described it as a fantastic and amazing experience. One thing is sure: they all love their school.

SWITCH ON Welcome to our school, page 33 **27**

Gold Experience, A2

New Exams course for Teens

The most engaging experience in teaching exams to teens



EXPERIENCE - ENGAGE – EXCEL!

Relevant material



Relevant material: Real teens, real issues

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26 **LEVEL-UP**



How do you tell the world your school is special? Make a 'lip dub' video! That's what the students and teachers from the Friends' School in Lisburn, Northern Ireland did. The result was an overnight Internet hit!

A

When PE teacher Stephen Robinson decided to make a lip dub about Friends' School in Lisburn, the students were very excited. Their 11-minute video tells the story of a girl's first day at their school. She arrives at the school, the door opens and the music begins. The teachers at the Friends' school weren't surprised when their students chose the music from the American TV programme Friends. At their school friends are important.

B

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C

Nearly 1,000 students and teachers worked on the lip dub. The students wrote their ideas on big boards and decided which places in the school they wanted to show. They made it with a digital camcorder, a tripod and a computer. The cameraperson filmed the students in classrooms, the science lab and the gym. There was Irish dancing, gymnastics and rock climbing. Even the cooks from the school canteen danced and sang. In the first 48 hours more than 65,000 people watched it.

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The lip dub ends at the sports field. The students and teachers are dancing, running, singing and having fun. They say they enjoyed every minute of the video. Some students described it as a fantastic and amazing experience. One thing is sure: they all love their school.

27

SWITCH ON Welcome to our school, page 33

Gold Experience, A2

Opportunities to talk

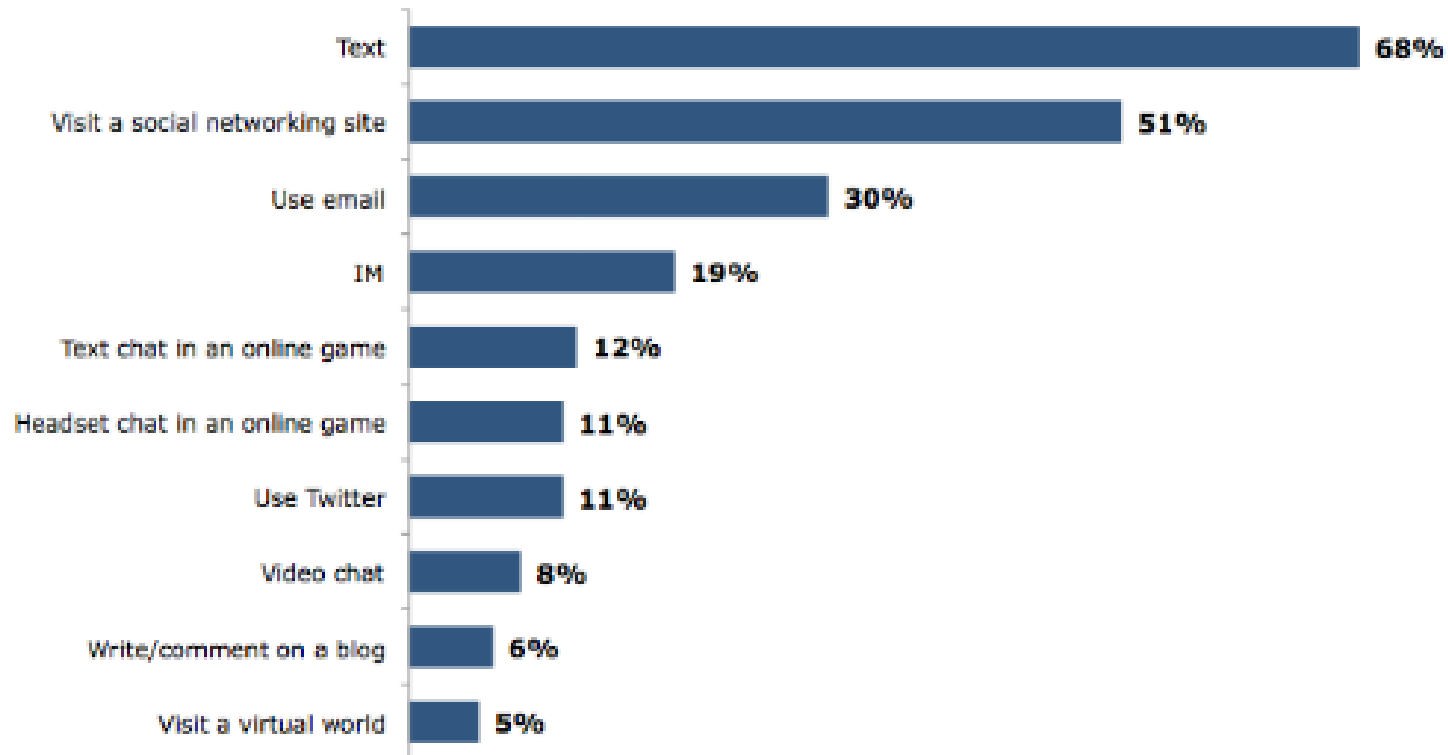


Variety of media

Teens' Daily Use of Communications Media

(% of respondents)

June 2012



MC MARKETINGCHARTS.COM

Source: Common Sense Media

Variety of media

03 We ♥

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A  **B**  **C**  **D**  **E**  **F**  **G**  **H** 


2 Do you do any subjects that aren't here?
What are your favourite subjects?

26 LEVEL-UP

Gold Experience, A2

Switch on

WELCOME TO OUR SCHOOL



1 You are going to watch a lip dub of the Friends' School in Lisburn, Northern Ireland. What and who do you think you will see? Watch and check.

a choir a DJ a science teacher
balloons the gym the head teacher

2 Choose the correct answer.

- At the beginning of the video, some students are going into/coming out of school.
- The lip dub involved nearly one hundred/thousand pupils.
- PE teacher Stephen Robinson made the lip dub with ex-pupil/producer Matthew Good.
- Stephen saw a great lip dub video on YouTube from Canada/Columbia.
- The aim of the lip dub was to help students find a happy place/space.
- The students found the filming experience unforgettable/unbelievable.

3 What do you think the students enjoyed most when they made their lip dub?

Project

4 Work in small groups. Imagine you are going to make a lip dub about your school. Decide where you want to film and who is in it. Think of some music you can use. Make a poster of your ideas and present it to the class. You could make a video of each presentation and decide who has the best idea.

Where? the science lab, the canteen and the sports field
Who? students, teachers, the people who work in the canteen
What music? We want to use ... because ...

33

A2, Unit 3 video

03 We ♥ school

our school's a BIG happy family!

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SWITCH ON Welcome to our school, page 83 **27**

Different groupings



Different groupings

Whole class

Individual

Pair or group work

Whole class

03 We love school

Notes

There are many lip dub videos available to watch online, many of which have been created by schools. If your students are unsure about what a lip dub video is, show them an example before you start the reading exercise to help them process what they are about to read.

2A 3 even heading 4D 5C

4 Students read the text again and decide whether the sentences are true or false. Ask students to correct the false statements. Then conduct feedback around the class.

2T 3F 4F 5T 6T

Sum up

5 Students work in pairs to discuss their ideas. The ideas don't come in many different shapes, so there are various possibilities here. Give students a few minutes to write in small groups and decide how to make a lip dub.

Students' own answers.

Suggested answers

You use a digital camera. You choose a song. Then you dance and sing and the different places in the school. You tell a story. Then you add music to the video.

Speak up

6 Read the questions together as a class. Organise students into small groups, nominating one student in each group to chair the discussion, one person to take notes and one person to report back to the class. Bring the whole class together again and ask groups to report back on their ideas.

Students' own answers.

To finish

Write down the following sentence heads on the board.

- My dream school is ...
- In my dream school the teachers are ...
- In my dream school I learn ...
- In my dream school the canteen serves ...
- My dream school starts at ... and finishes at ...
- Read the sentence heads aloud, supplying your own ideas.
- In my dream school canteen the cooks serve Chinese and fresh pineapple juice. My dream school starts at eleven o'clock and finishes at five o'clock.
- Ask students to complete the sentences with their own ideas and then compare their ideas with a partner. Nominates a few students to report back on their dream school and encourage discussion of what makes a good school. Do your students have similar ideas?

Homework

MyLipDub

29

30

GOLD EXPERIENCE

Unit objectives

Reading: matching heading with paragraphs and education; verb-noun collocations

Grammar: past simple to be regular and irregular verbs; past simple questions

Listening: completing sentences; listening for specific information

Speaking: asking and answering questions about the past

Writing: a paragraph/short article; ordering events

READING (SB pages 26–27)

To start

Write the title of this unit on the board. We love school. Ask students to suggest some other possible options about school, e.g. We don't mind school. We like school. We don't like school, etc.

Students to join down a sentence describing how they feel about school. Students now need to find someone who has a different opinion than their own. Students work in pairs or small groups to discuss their experiences with a partner. Conduct class feedback. How do you students feel about school? Encourage them to give reasons for their answers, brainstorming any new vocabulary which comes up.

POWER UP

1 Focus students' attention on the photos. Provide a short time limit for students to match the photos with the school subjects. Conduct class feedback, eliciting useful vocabulary where necessary, e.g. test subject, globe. Ask students which of these subjects they study.

a science b maths c media d history e computer studies F E G H geography

2 Ask students to tell you what subjects they study which aren't in Exercise 1. Write these on the board. Students work in pairs to ask each other about their favourite subjects and to give reasons for their answers. Nominate a few students to report back on their partners' answers.

Students' own answers.

Background

In the UK, students usually start school from Monday through to Friday. School systems vary in different parts of the UK (the Scottish education system is very different from the English system, for example), but children usually start school at about five years of age and can leave school from the age of seventeen. Many pupils choose to stay on to do higher qualifications: A levels in England and Higners in Scotland.

Popular British school subjects are art, craft and design, PE and home economics. Foreign languages are not such a popular choice in fact, relatively few children choose to study French or German, which are the languages usually taught in UK schools.

Schools usually start at around nine o'clock and finish at around three o'clock. At lunch time, children can eat in the school canteen, but many bring a packed lunch from home. Older students sometimes go to the local shops and buy lunch there.

Read on

3 Focus students' attention on the photos on page 27 and ask them to tell you what they can see. Ask students if they can predict what the photo is going to be about and to discuss their ideas with a partner. Nominate a few students to report back and write their predictions on the board. If necessary, pre-teach select (very enthusiastic about something), original (the first or earliest version of something) and amazing (excellent).

Ask questions to check students' understanding, e.g. If you are excited about something it is a good or bad feeling? (good) When do you feel excited? (before a party, before a holiday, etc.) If two singers sing the same song, whose song is the original version: the one which came first or the one which came after? (the one which came first) If something is amazing do we like it? (yes)

Read the heading and the short introductory paragraph aloud to the class. Ask students if anybody knows what a lip dub video is.

Tip: Tell students that they are going to read the text carefully and that, as they read, they are going to decide whether the sentences are true or false. Read through the paragraph headings together, checking understanding as you go. Focus students' attention on the last sentence. Students check their answers in pairs before whole class feedback.

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important.

SWITCH ON

Welcome to our school page 033

27

Gold Experience, A2 + teacher's note pages

Achievable yet challenging tasks



Achievable yet challenging tasks

Carefully staged tasks

Exam tips to help guide students

Cambridge exam style tasks from the start

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SWITCH ON Welcome to our school, page 33 27

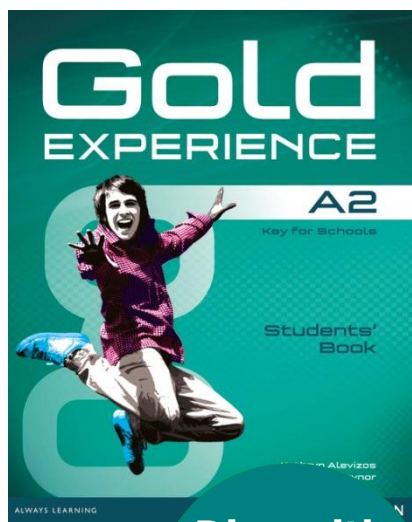
Gold Experience, A2

Gold Experience

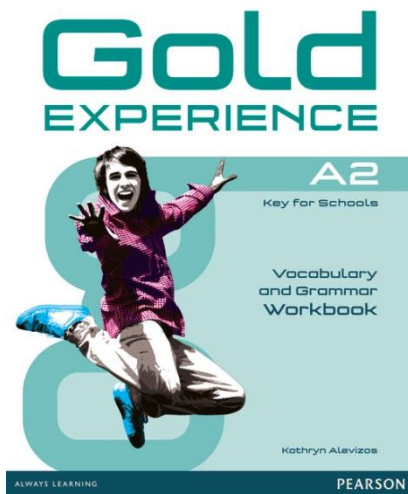
What are the components?

Print package

For students



**Disc with
Audio &
Video**



For teachers



Teacher's online resource materials:

- Teacher's notes
- Photocopiables
- Class audio
- Testmaster

**Print TB also
available**

**Class audio CDs
also available**

Digital package

For students



For teachers



Blended package

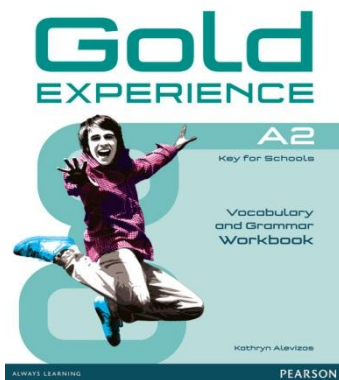
For students



For teachers



Practice element



- Grammar
- Vocabulary
- Language review
- Key online for teachers



- Grammar
- Vocabulary
- Language review (tests)
- Skills practice
- Skills tests
- Instant feedback
- Gradebook

What changes in the 2015 *for Schools* exams?

Cambridge English: *for Schools*

- Who are they for?

“primary and secondary school students”
(ages 11-15)

- Which exams are covered?

Key for Schools (KET / A2)

Preliminary for Schools (PET / B1)

First for Schools (FCE / B2) – updated in January 2015

- What’s the difference between *for Schools* and general?

Very little. The level is the same. The format is the same.
The topics and contexts are appropriate for school students.

Key changes: First *for Schools*

	Current exam	2015 exam	Change
General	5 papers	4 papers	Joined Reading & Use of English
Reading & Use of English	1 hr 45 mins 72 items	1 hr 15 mins 52 items	Shorter texts Fewer items
Writing	Compulsory letter Optional set text Includes story 120-180 words	Compulsory essay Set text & story in <i>for Schools</i> only 140-190 words	P1 genre = essay Fewer options in (main exam) P2 Longer output
Listening	P1 questions recorded P2 1 or 2 speakers (very minor changes) P3 5 items, 6 options		P1 no audio questions P2 monologue only P3 2 more distracters
Speaking	P3 based on pictures	P3 based on text prompts	Part 3 now word spider, not pictures

Motivating teens in class: Summary

Preparing teens for exams

Mission: impossible?

Teaching teens – a summary:

- Know what you're dealing with – the teen brain IS different
- Challenge and engage teens – they want to prove you wrong
- Teens won't see your point of view – because they can't
- Shake it up – don't let it become predictable
- If it's important, you'll need to keep repeating it
- Teens are subject to sleep deprivation – how would you feel?
- Teens have opinions – let them express them (it's an exam task)
- Use different media – especially THEIR media
- Teens prefer to do stuff than learn stuff – exams are SKILLS based
- Exams are about planning – the teen brain doesn't do planning

Any questions?

ian.wood@pearson.com