



# BRIGHTER TOGETHER



# This Is Delicious

See, Think, Wonder



A Look at the picture. What do you see?

The color yellow.

I see a street.

B What do you think?

I think it's a party.

It's a mom and a daughter.

C What do you wonder?

Are they happy?

How old is the girl?

Listen, point, and say.



sandwich



burger



cheese



grapes

Find the key words in the story. Then write them in your picture dictionary.

Think, draw, and share. What food do you like at home?

Listen and answer.



How many people do you see? What are they doing?

Read The Right Place

What do you see?



Critical Thinking

Who do you see?



Critical Thinking

Where are they?



Intercultural competence

Are the bananas real or artificial?



Creativity





## Engaging Very Young and Young Learners in Real Communication

### Some Ways to Engage (Very) Young Learners

- **Personalize** – young learners tend to relate everything to themselves, so build on that
- **Appeal to their curiosity** – about different animals, plants, people (especially children), celebrations
- **Involve them in simple inter(acting)** with teachers, peers, & families at home (lots of movement, gestures, actions, role plays)
- **Engage their imagination** (stories & projects)
- **Make learning fun** (songs, chants, role plays, games)

New aim of the 21<sup>st</sup>  
century Education



### GLOBAL COMPETENCE: DEVELOPING ESSENTIAL SKILLS FOR THE 21ST CENTURY



### Collaborative Learning: From Local to Global

Dave Spencer



### Globalising students in a perfect world

Ben Crystal



### How to Develop Global Skills with Pre-school Children

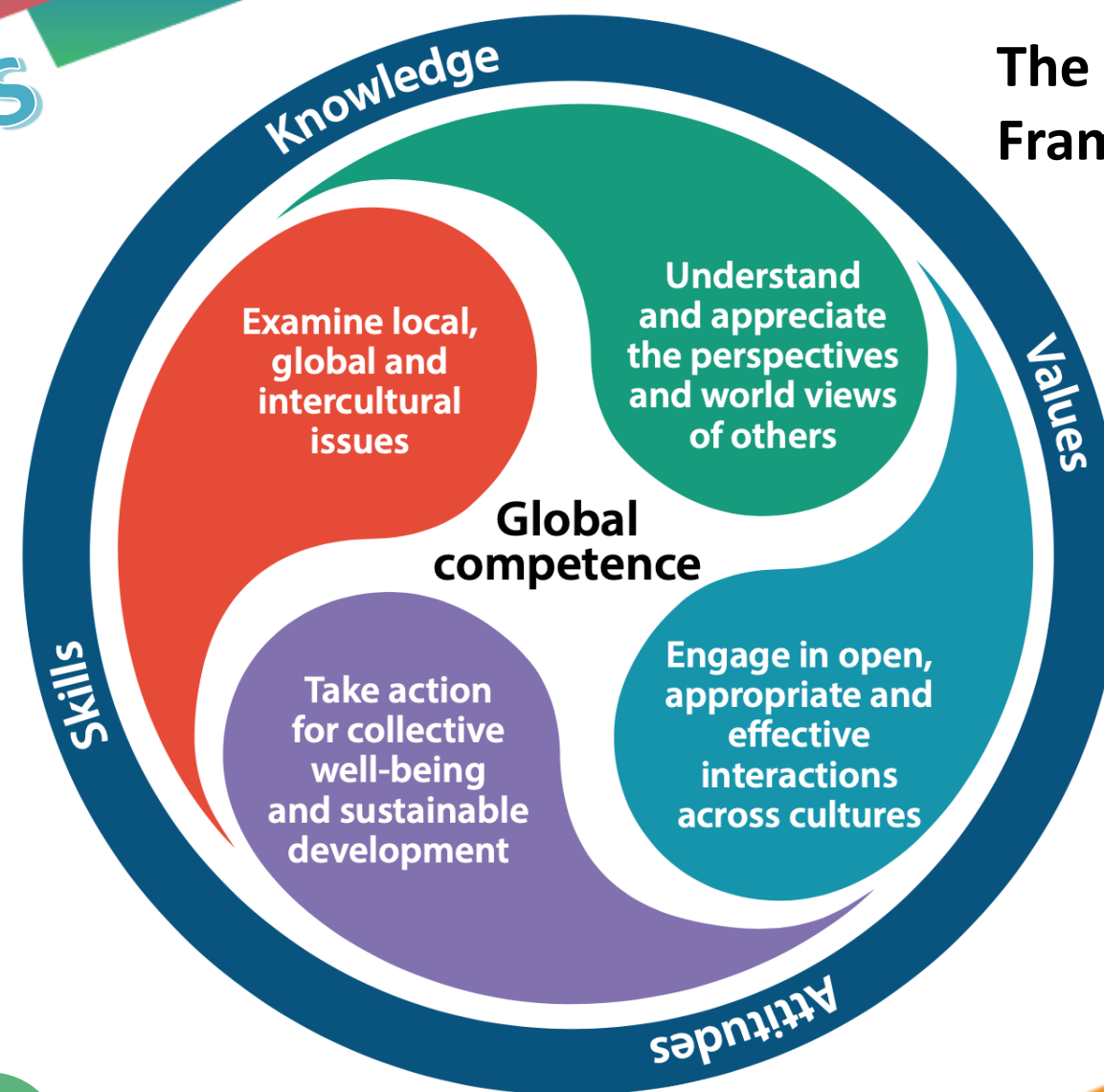
Carol Read

WATCH NOW →



# Framework for Global Skills

## The OECD PISA Global Competence Framework



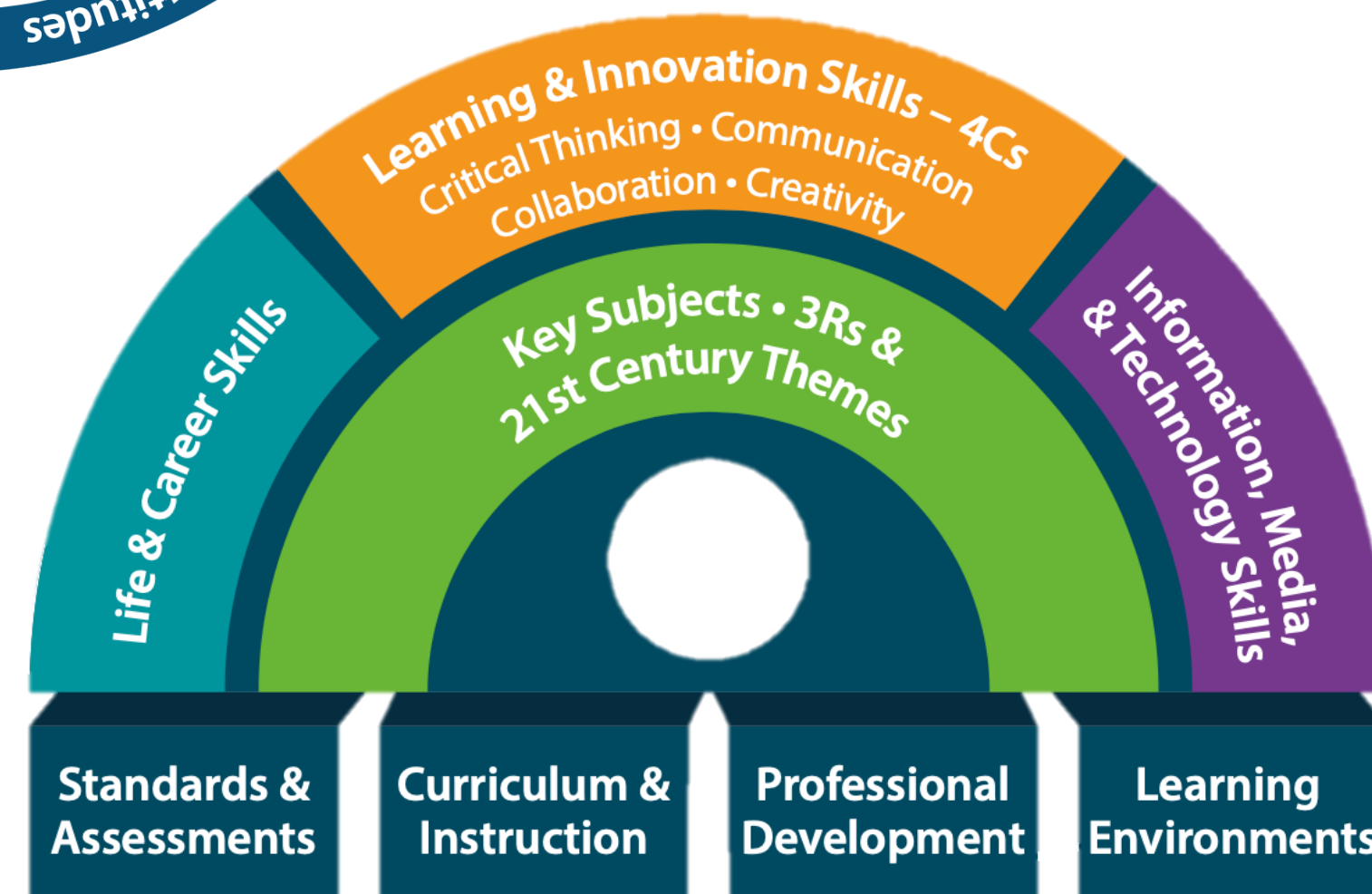
✓ Learning to know: developing the cognitive tools required to better comprehend the world and its complexities.

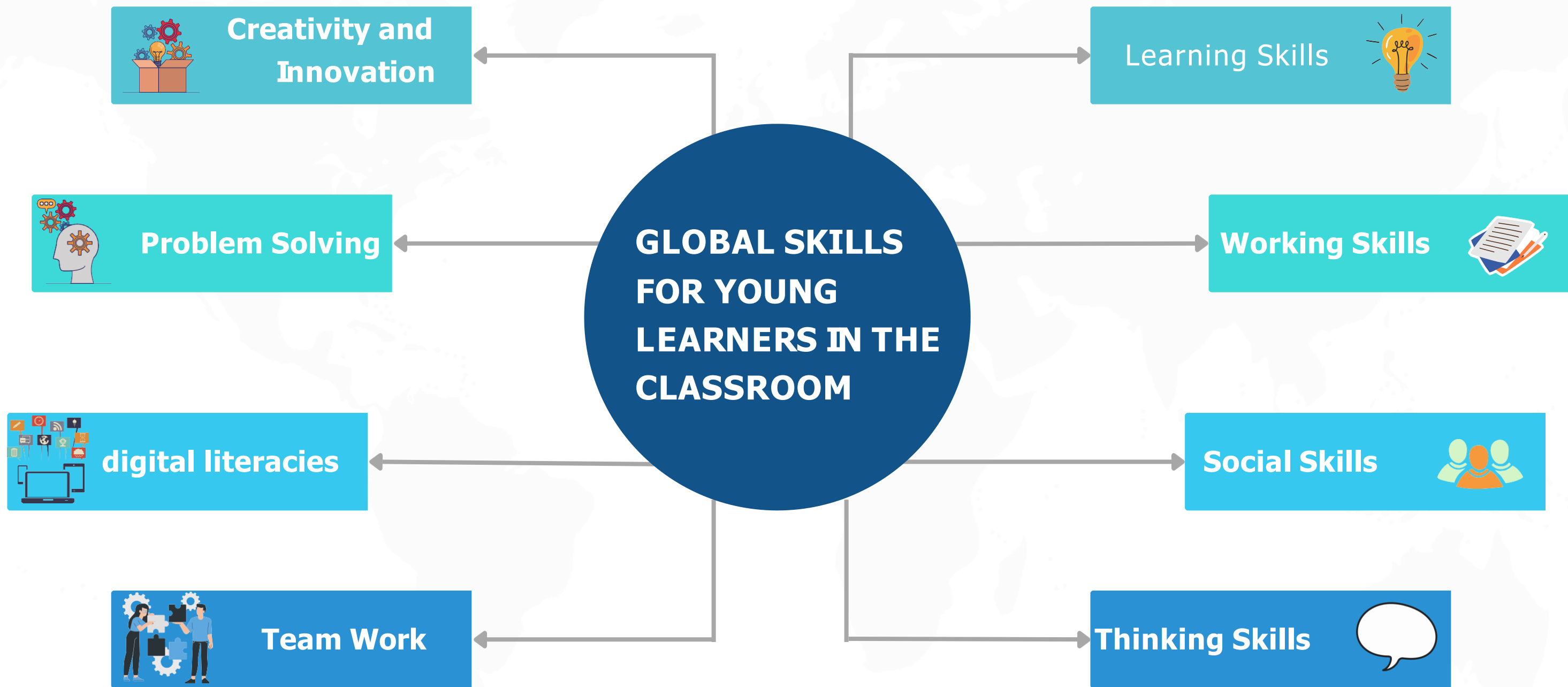
✓ Learning to do: acquiring knowledge and social skills to support effective participation in the global economy and society.



✓ Learning to live together: Developing an understanding of other people and human interdependence.

✓ Learning to be: Developing one's personality and an ability to act with autonomy, judgement, and personal responsibility.





# How familiar are the Global Skills?

Are the global skills new or already established?

Do you stimulate these skills in your classroom?

What methods do you use to develop Global Skills?





Grade 1

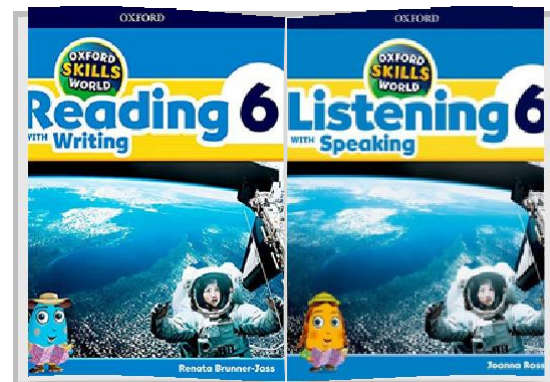
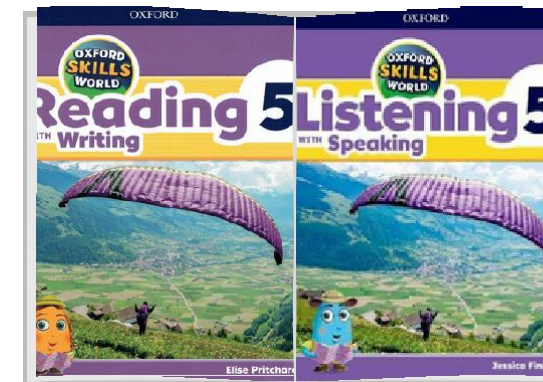
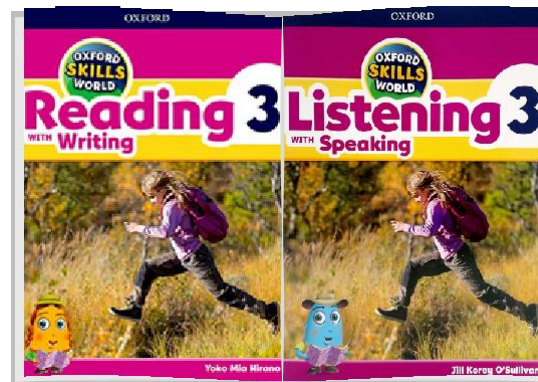
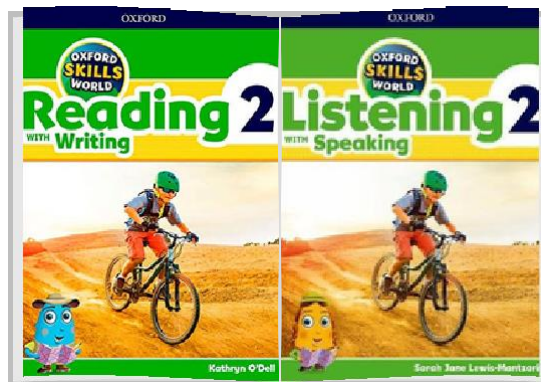
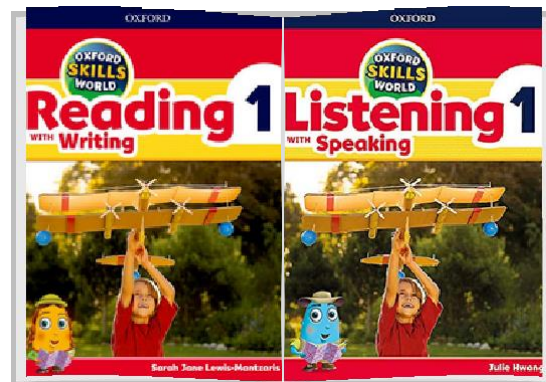
Grade 2

Grade 3

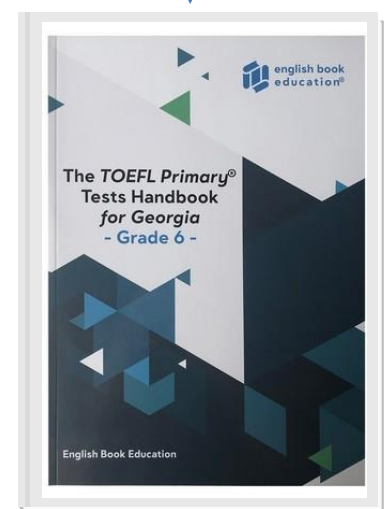
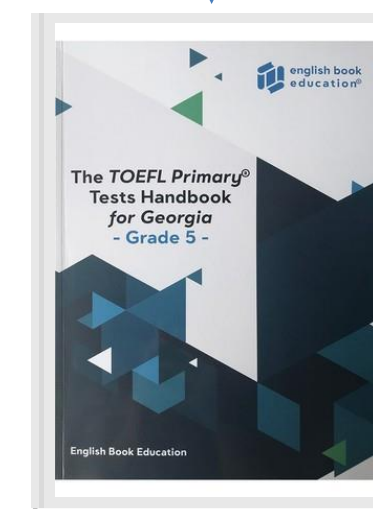
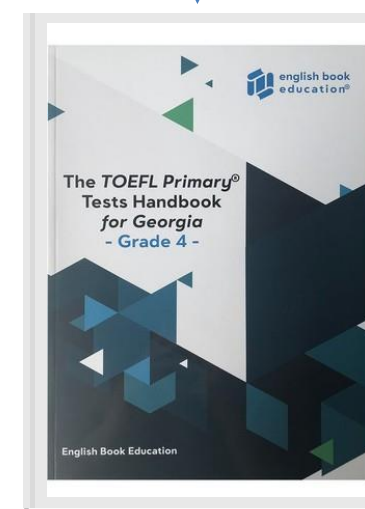
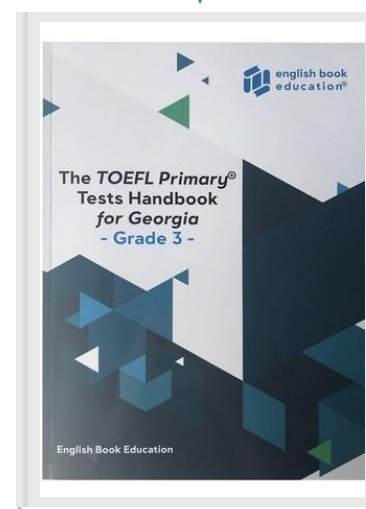
Grade 4

Grade 5

Grade 6



Building up the curriculum





# OXFORD WORD SKILLS

**IT'S FLEXIBLE** – use the chapters in any order, use the course with any primary curriculum. Teach with freedom.

**IT'S FUN** – get young learners excited about skills learning! If they enjoy lessons, they'll learn better.

**IT PREPARES** – help learners to get familiar with the kind of tasks they'll do in exams.

**IT SUPPORTS** – get all the help you need to integrate the course into your curriculum.

**IT INSPIRES** – get all the help you need to integrate the course into your curriculum.





- 1 Global Citizenship and SEL
- 2 Language and Literacy Practice
- 3 Confident Speakers and Writers
- 4 Thinking Skills
- 5 Digital Learning





# How to Develop Global skills in your classroom



## Cluster 1: Creativity and critical thinking



Learners with creativity and critical thinking skills can:

### LEARNER PROFILE

- think flexibly to generate new ideas and solutions
- express themselves in creative ways through a range of language and media
- objectively analyse and evaluate material or information
- present coherent arguments about the source, reliability, and accuracy of information
- reach reasoned conclusions based on facts.



UNIT 4

What's Up There?

Get Ready to Read

See, Think, Wonder

A Look at the picture. What do you see?

I see an elephant on top of a cloud.

B What do you think?

I think a really big telescope took this picture.

Why do you say that?

C What do you wonder?

I wonder how many stars there are.

D Think and discuss. How do we explore space? What space missions do you know?

To explore space we ...

E Scan the first page of Hope You Like Fish. What is the name of the spaceship?

Now read Hope You Like Fish

UNIT 4

What's Up There?

A Listen and find. What does Amit want to be?

astronomer

telescope

spaceship

observatory

solar system

B Listen, say, and number the pictures in A.

C Close your eyes. Listen, visualize, and say.

comet

planet

shooting star

Look and write.

In Space

Both

Not In Space

comet

astronaut

observatory

E Listen and complete. Then watch and sing.

The Astronomer's Song

I live on Earth, and look into space

At the 1 planets in our galaxy

My feet on the ground, and my head in the clouds

Working in the 2 o

Looking through my 3 t

When the stars in the sky shine bright

Hoping to see a 4 s

Or a comet in the night.

A 5 s travels way up high

An 6 a inside.

He's on his way to the space station

Leaving Earth behind.

Read 17

Planet Zork

Find two similes in the story. Underline them.

"This is it!" said Naoko. She climbed out of the spacecraft and then helped her son, Hiro. "This planet isn't that different from Earth," he said and took a photo of some rocks.

"Welcome!" said a friendly man. "Are you ... Deran?" asked Naoko. "That's right. I'm your guide for today. Jump in!" Deran said.

"Wow! Cool car!" said Hiro. It went fast like a rocket. Naoko and Hiro looked around the city. They saw strange buildings and people sailing boats in the sky. "What's that? Can we climb it?" asked Hiro. "Oh, that's our pink volcano! It's hard to climb. It's as soft as a pillow. But we can try!" Deran said.

"Do you want to be an astronaut when you're older?" Deran asked Hiro. "No, I want to drive a race car on Earth," Hiro answered. "Space is fun, but it's too strange for me," and they all laughed.

Key Words 18

Listen, point, and say.

spacecraft

rocks

rocket

sail a boat

volcano

drive a race car

Find the key words in the story. Then write them in your picture dictionary.

Unit 5 Read 37

B Listen to Erin's Dream again. Choose the correct answer.

1. What does Erin want to be?

a. a pilot

b. an astronaut

2. What can Erin see in the sky?

a. satellites and asteroids



b. another solar system



3. What does Erin have to get better at?



a. reading and gymnastics



b. math and science

C Listen and choose the correct picture. Then write the key word.

1.  ☐ a.  ☐ b.

2.  ☐ a.  ☐ b.

3.  ☐ a.  ☐ b.

4.  ☐ a.  ☐ b.



Global skills focus

Critical thinking and Creativity

Collaboration and Communication

Intercultural Competences

Digital Literacy

Have students to look at pg and ask:  
what can you see? What do you think  
people are talking about?

Listening and Speaking

**B** Listen to **Erin's Dream** again. Choose the correct answer. 25

- What does Erin want to be?  
☐ a. a pilot                      ☐ b. an astronaut
- What can Erin see in the sky?  
☐ a. satellites and asteroids                      ☐ b. another solar system
- What does Erin have to get better at?  
☐ a. reading and gymnastics                      ☐ b. math and science

**C** Listen and choose the correct picture. Then write the key word. 26

- ☐ a. ☐ b. ☐ a. ☐ b.
- ☐ a. ☐ b. ☐ a. ☐ b.

Reading with writing

**Read** 17

Find two **similes** in the story. Underline them.

**Planet Zork**

"This is it!" said Naoko. She climbed out of the spacecraft and then helped her son, Hiro. "This planet isn't that different from Earth," he said and took a photo of some rocks.

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Find the key words in the story. Then write them in your picture dictionary.

**Key words**

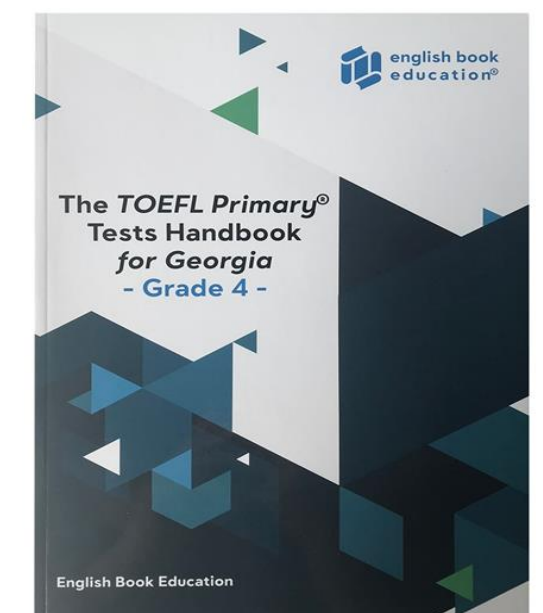
- spacecraft
- rocks
- rocket
- sail a boat
- volcano
- drive a race car

Assess student's knowledge, skills and abilities

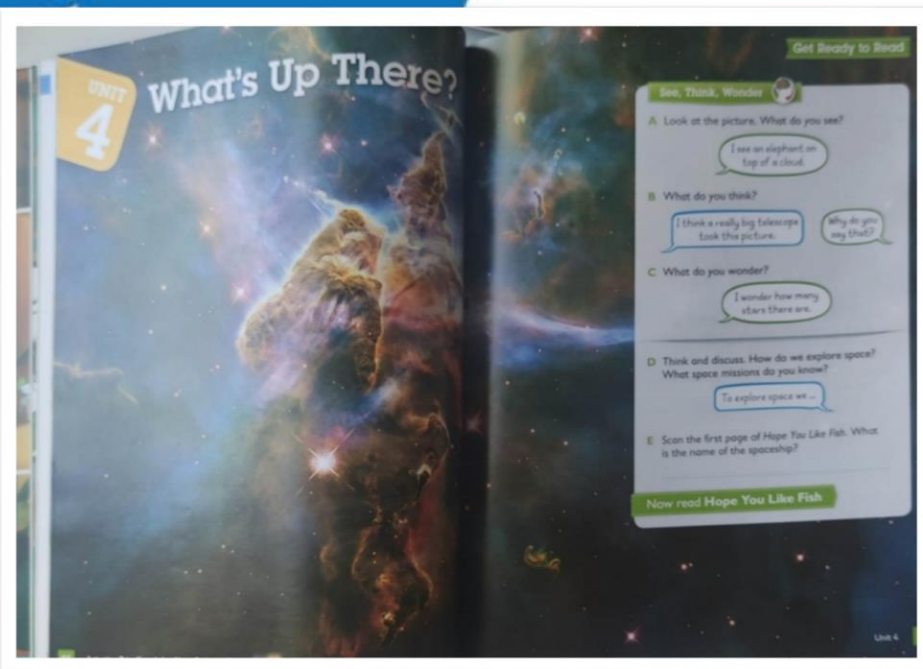
Measures reading and listening proficiencies.

Identifies student's strengths and weaknesses in English

Assists teacher to plan future lessons that match student need.



**Global stage** – provides opportunities for students to practice communication skills, while  
**Oxford word skills** reinforces the vocabulary and grammar.  
**The Handbook** measures reading and listening proficiencies.







## Cluster 2: Communication and collaboration



Learners with **communication and collaboration** skills can:

### LEARNER PROFILE

- communicate effectively, appropriately, and sensitively with others in a range of contexts
- communicate effectively across diverse communication modes—written, spoken, or digital
- show empathy with others and understand a range of alternative perspectives
- collaborate by sharing their skills and supporting others
- collaborate through learning from others.



# Global skills focus

Critical thinking and Creativity

Collaboration and Communication

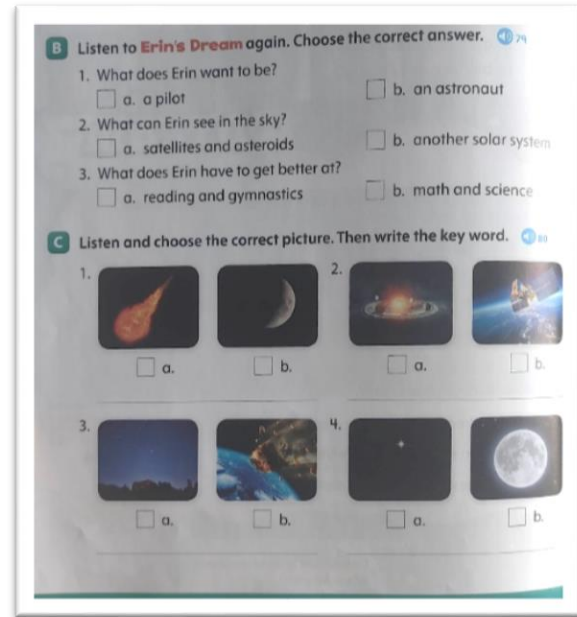
Intercultural Competences

Digital Literacy

Have students to look at pg and ask: what can you see? What do you think people are talking about?

Have students to work in pair and read the text. Ask them to determine the similarities and differences.

## Listening and Speaking



## Reading with writing

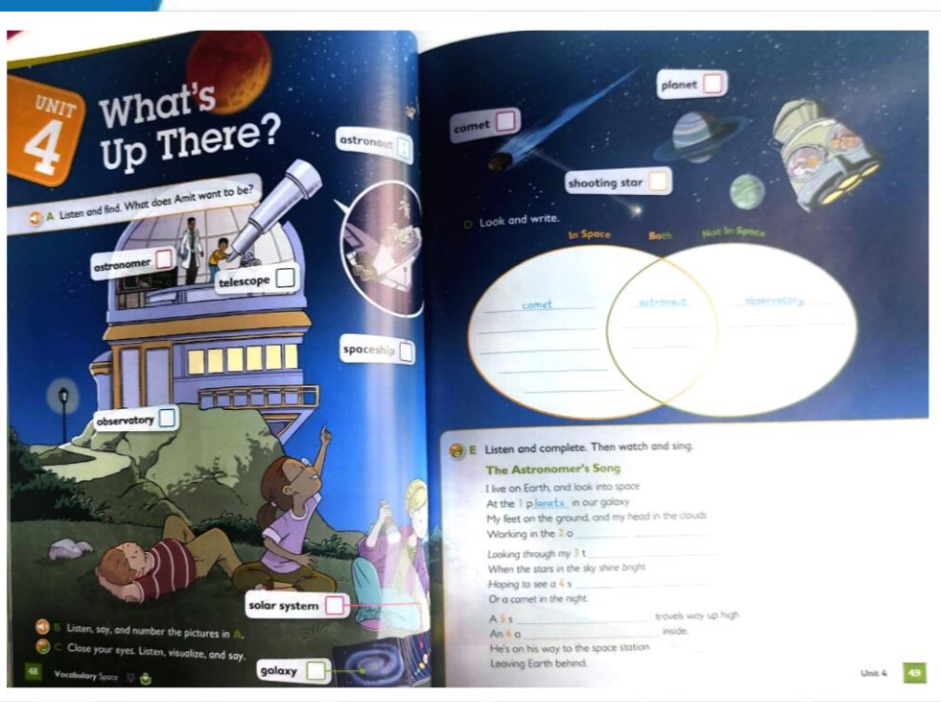
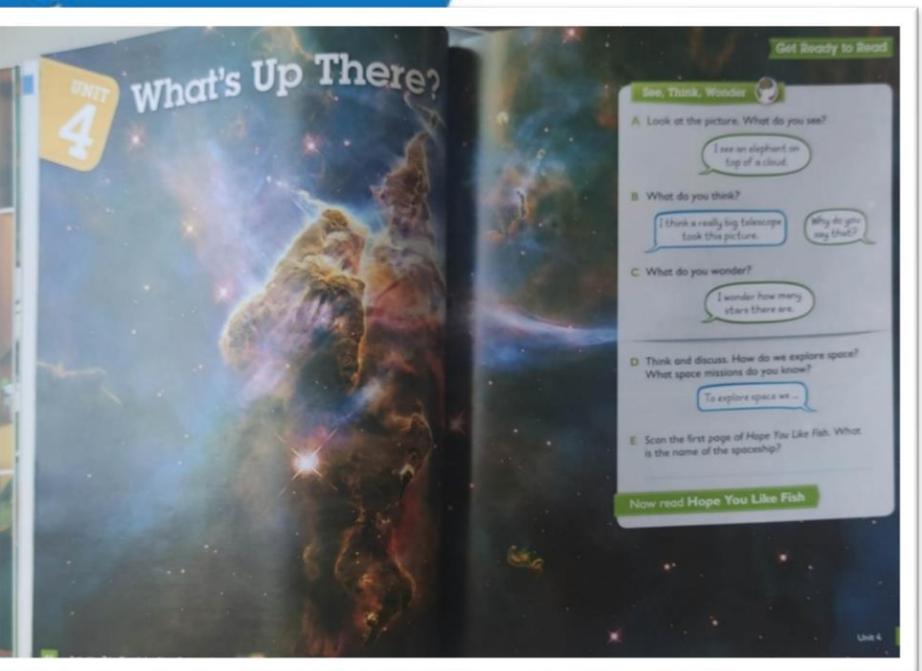
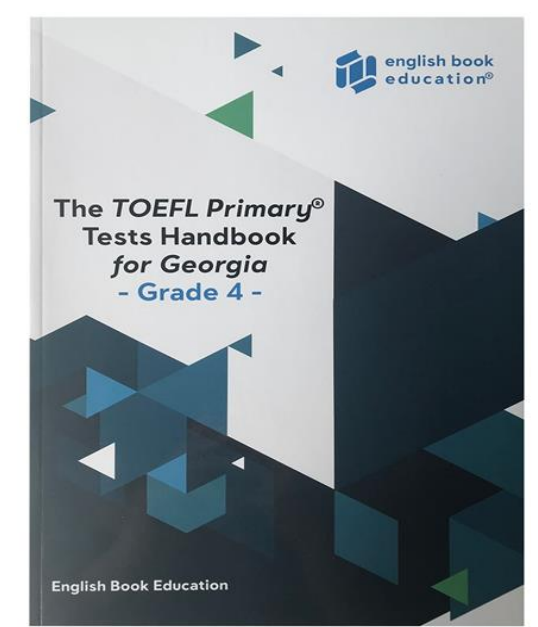


## Assess student`s knowledge, skills and abilities

Measures reading and listening proficiencies.

Identifies student`s strengths and weaknesses in English

Assists teacher to plan future lessons that match student need.



**Global stage** – provides opportunities for students to practice communication skills, while **Oxford word skills** reinforces the vocabulary and grammar. **The Handbook** measures reading and listening proficiencies.





### Cluster 3: Intercultural competence and citizenship



Learners with **intercultural competence and citizenship** skills can:

#### LEARNER PROFILE

- demonstrate openness and curiosity about their own and diverse cultures
- communicate respectfully and appropriately with interaction partners from diverse cultural backgrounds
- understand and appreciate their own (multi)cultural identities
- demonstrate an awareness of their roles, responsibilities, and potential for action as citizens within society
- understand their local and global roles with regard to international issues, such as environmental issues and sustainable living practices.



# Global skills focus

Critical thinking and Creativity

Collaboration and Communication

Intercultural Competences

Digital Literacy

Have students to look at pg and ask: what can you see? What do you think people are talking about?

Have students to work in pair and read the text. Ask them to determine the similarities and differences.

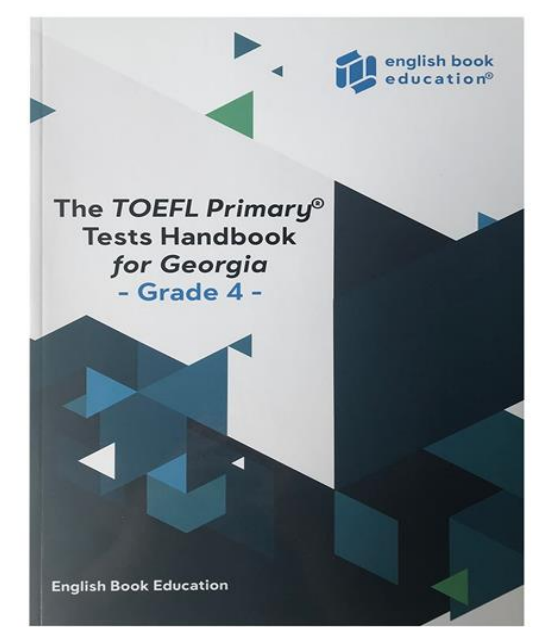
Tell students to imagine they are Astronauts. Ask them to think about the importance of this job for the world

Assess student`s knowledge, skills and abilities

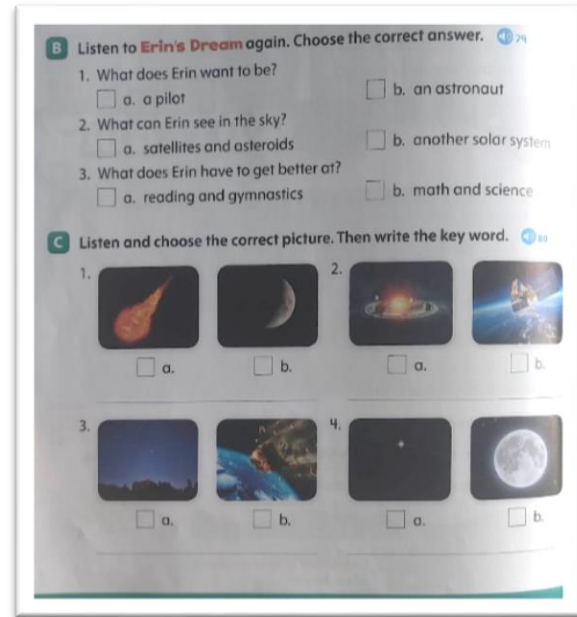
Measures reading and listening proficiencies.

Identifies student`s strengths and weaknesses in English

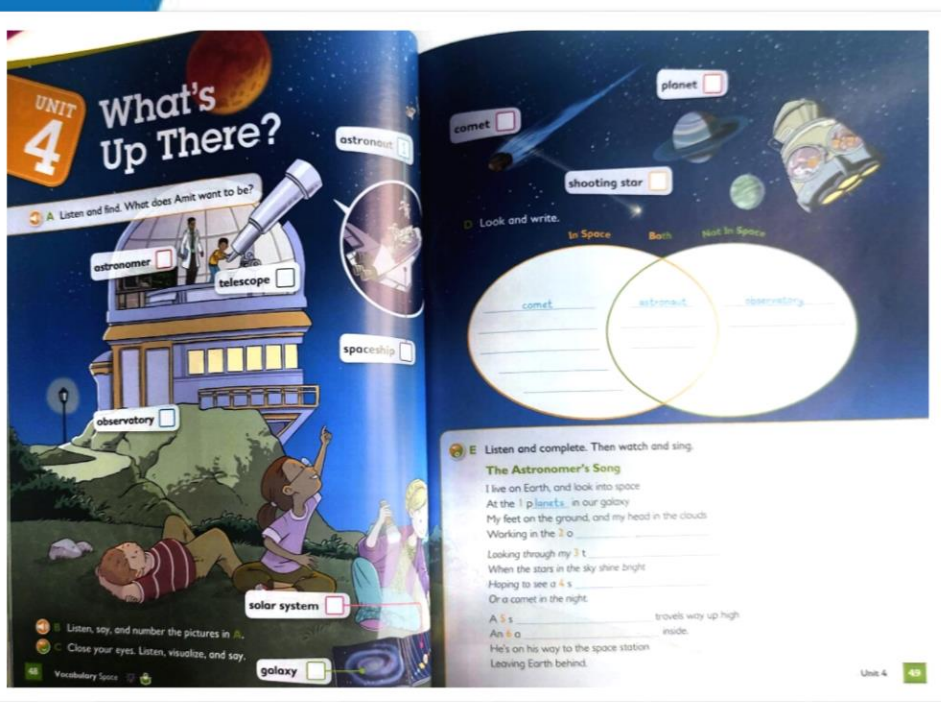
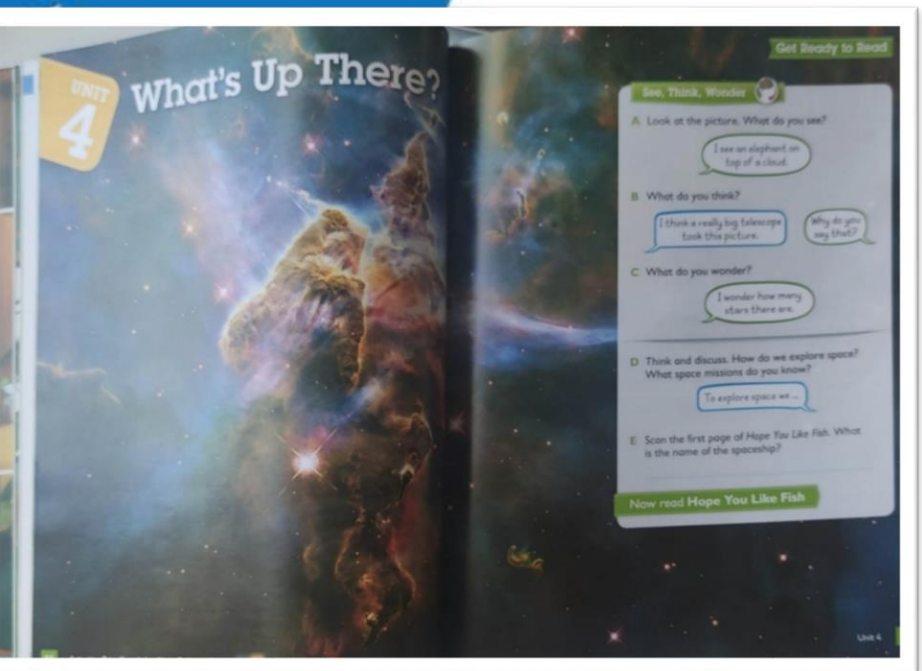
Assists teacher to plan future lessons that match student need.



## Listening and Speaking



## Reading with writing



**Global stage** – provides opportunities for students to practice communication skills, while **Oxford word skills** reinforces the vocabulary and grammar. **The Handbook** measures reading and listening proficiencies.





## Cluster 4: Digital literacies



Learners with **digital literacies** can:

### LEARNER PROFILE

- use a diverse range of digital technologies
- use digital technologies to communicate safely and effectively with others
- deploy digital technologies in socially appropriate ways in a range of cultural contexts
- deploy data literacy to derive meaningful information from digital data sources
- apply global skills across a range of digital technologies.



# Global skills focus

Critical thinking and Creativity

Collaboration and Communication

Intercultural Competences

Digital Literacy

Have students to look at pg and ask: what can you see? What do you think people are talking about?

Have students to work in pair and read the text. Ask them to determine the similarities and differences.

Tell students to imagine they are Astronauts. Ask them to think about the importance of this job for the world

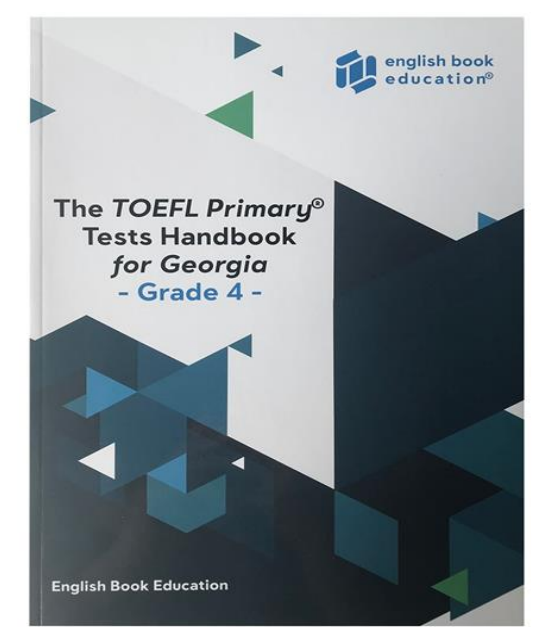
Who are the famous Astronauts? Find information on internet.

Assess student`s knowledge, skills and abilities

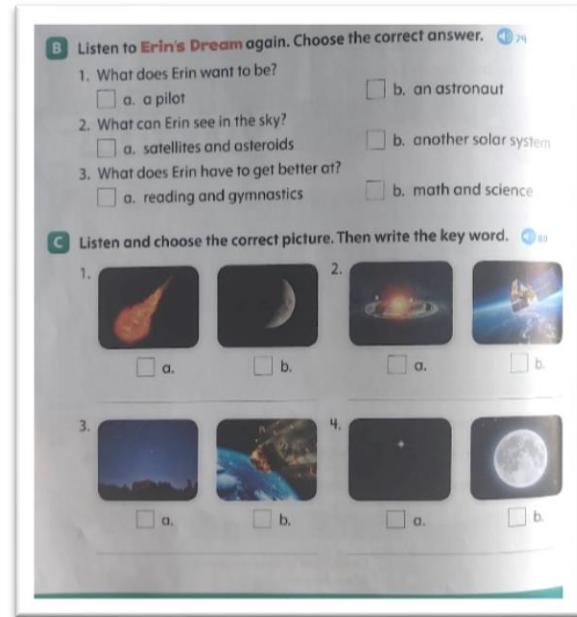
Measures reading and listening proficiencies.

Identifies student`s strengths and weaknesses in English

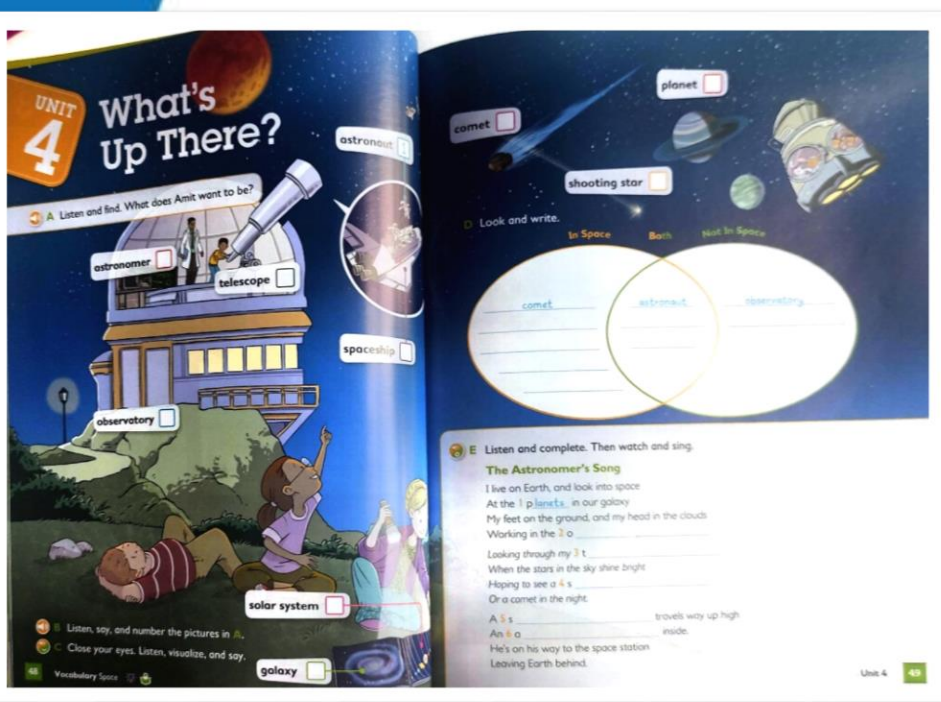
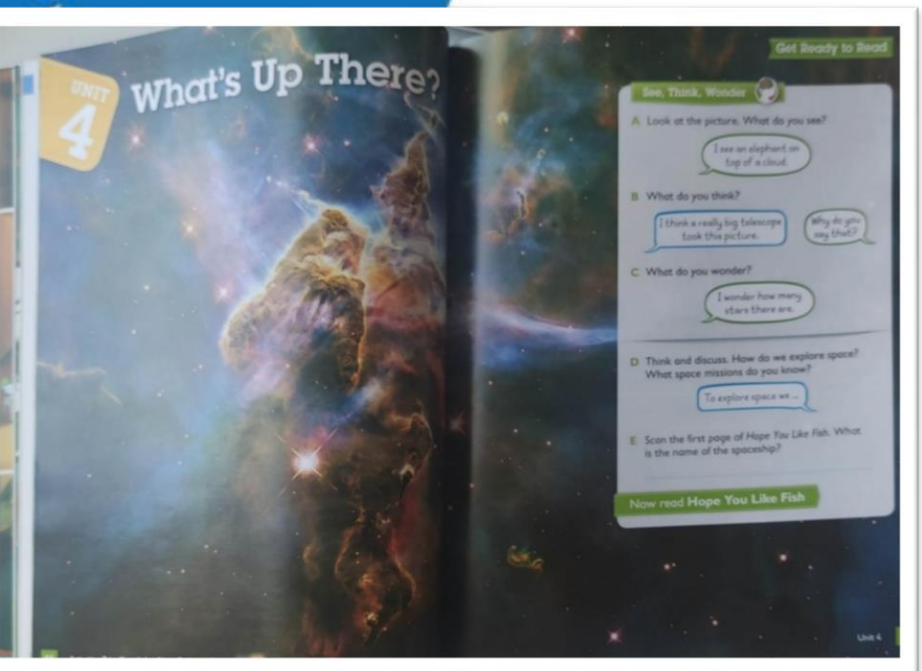
Assists teacher to plan future lessons that match student need.



## Listening and Speaking



## Reading with writing



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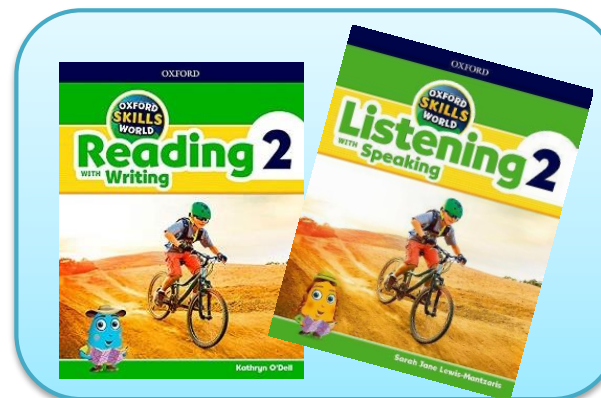


1<sup>st</sup> Grade

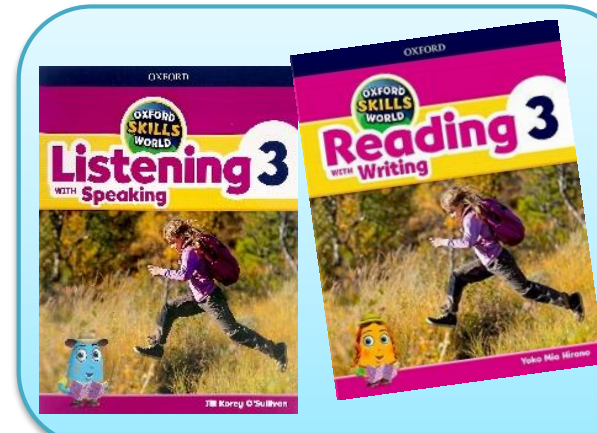
Main course



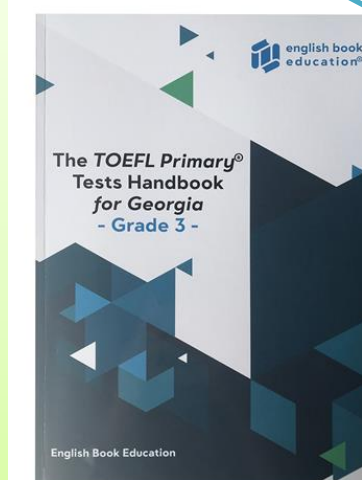
3<sup>rd</sup> Grade



3<sup>rd</sup> Grade



Assessment



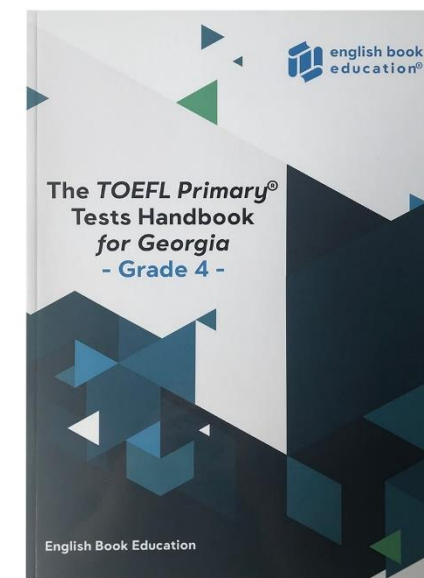
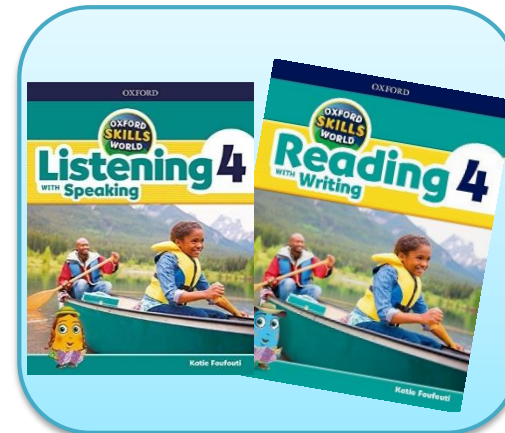
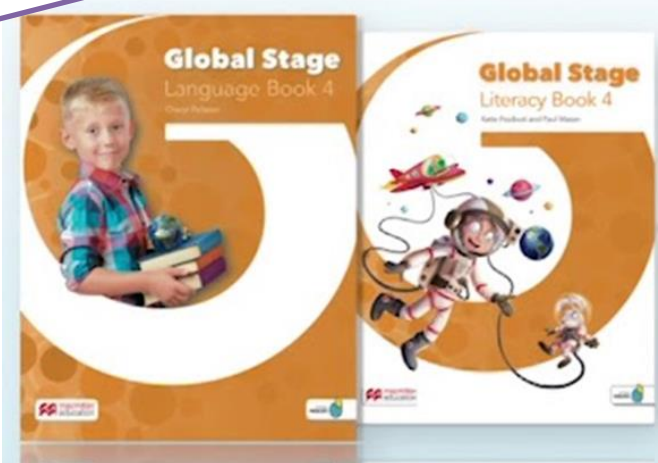
- Main course – **Global Stage**
- CEFR – A1 – B1+
- 6-level primary course
- extra resources.– **Oxford word skills**
- CEFR– A1 – B1
- 6-level primary course

160 Hours



4<sup>th</sup> Grade

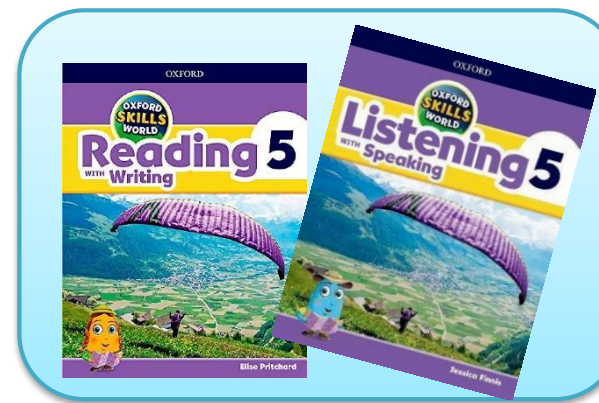
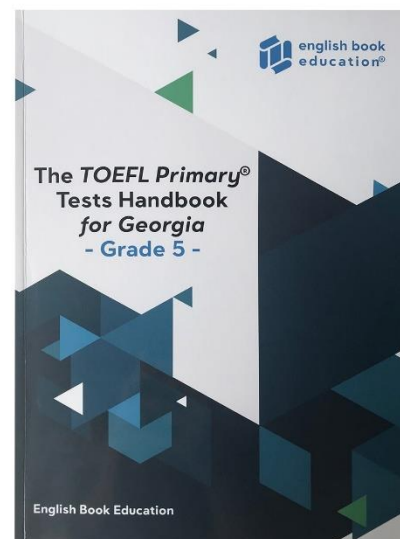
Main course



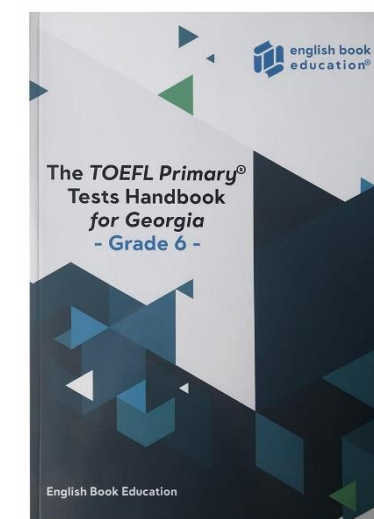
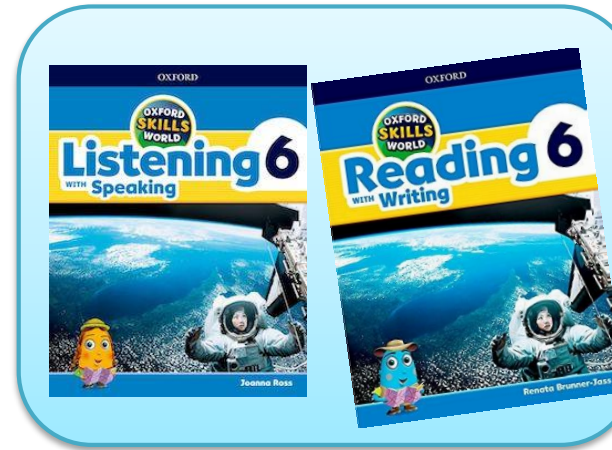
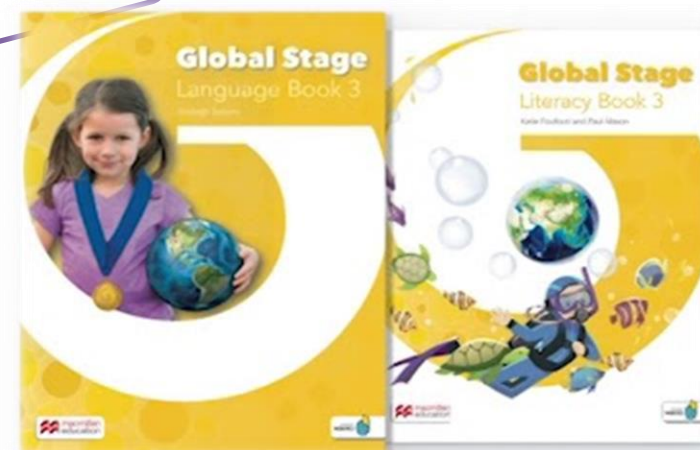
- Main course – **Global Stage**
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- 6-level primary course
- extra resources.– **Oxford word skills**
- CEFR– A1 – B1
- 6-level primary course

160 Hours

5<sup>th</sup> Grade



6<sup>th</sup> Grade



Assessment



The built-in strategies  
Checks progress

Prepare students for  
exam success

Reviews Previous  
Lessons

Language  
Proficiency

Educational  
Qualification

Problem Solving  
Digital literacy

Social Skills  
Team Work

Students` Skills

Thinking  
Learning skills

CEFR - Primary

B1

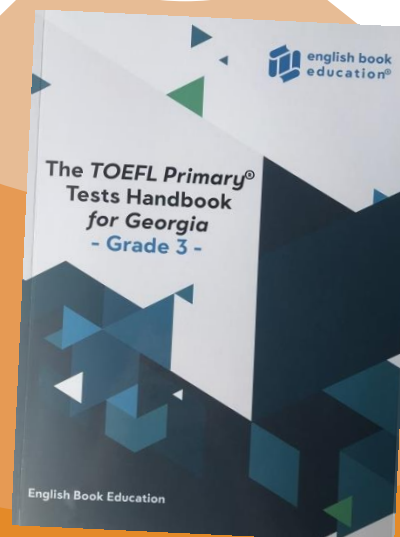
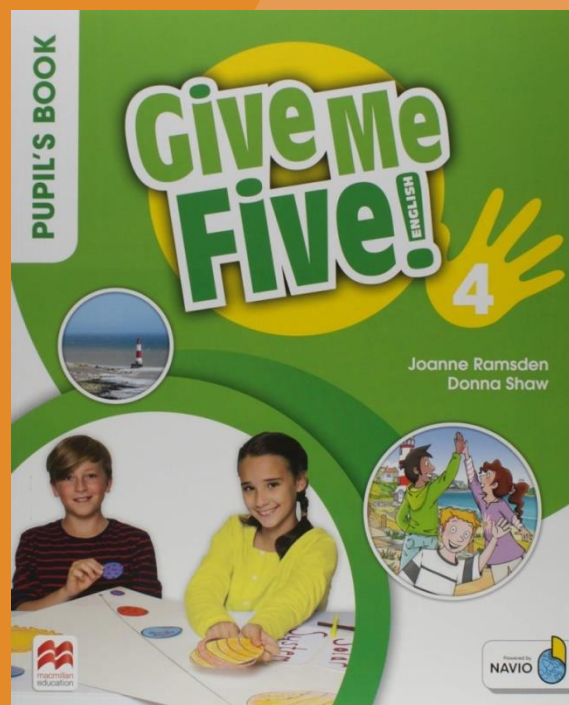
A2+

A2

A1+

A1

**21<sup>st</sup> quality  
in the  
classroom**



Measures reading and  
listening proficiencies

Identifies student`s strengths  
and weaknesses in English

Designed to engage and build students' confidence as they learn to communicate.

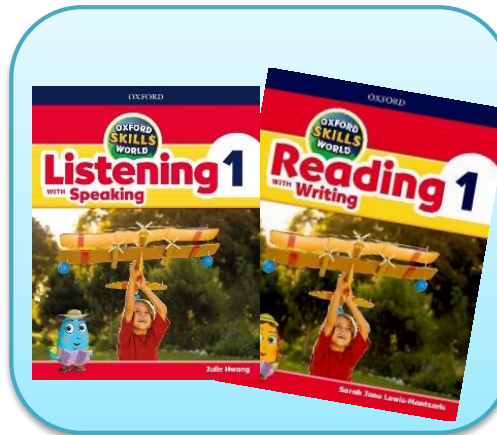
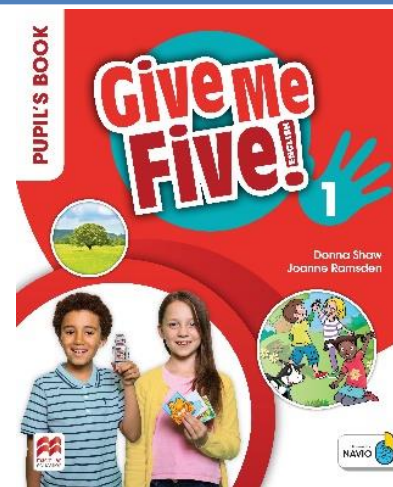
The 21st century learning strand develops skills such as creative and critical thinking.

The cooperative methodology encourages teamwork and collaboration, helping to create a positive classroom environment and celebrate achievement.



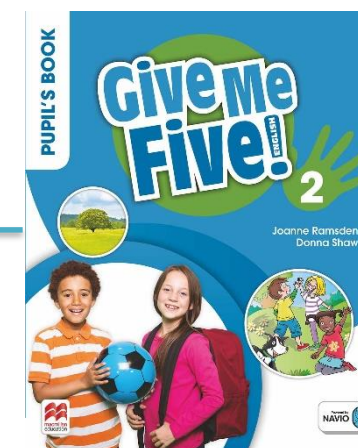
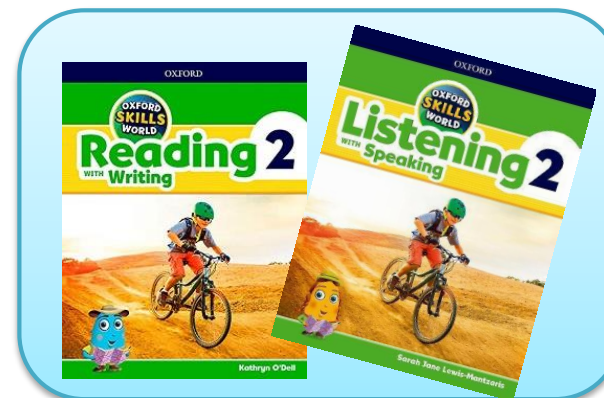
1<sup>st</sup> Grade

Main  
course

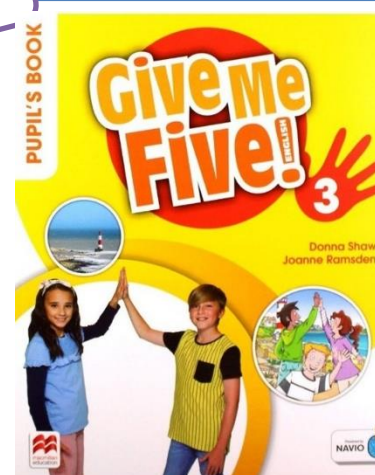


3<sup>rd</sup> Grade

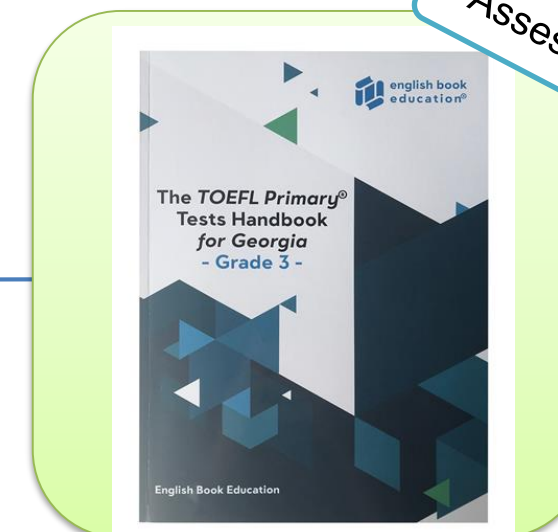
Main  
course



3<sup>rd</sup> Grade



Assessment



- Main course – **Give me 5**
- CEFR – A1 – B1
- 6-level primary course

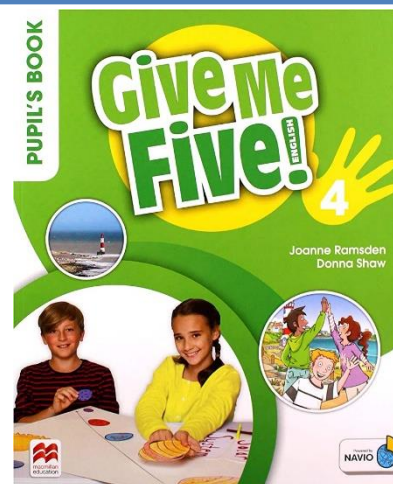
- extra resources.– **Oxford word skills**
- CEFR– A1 – B1
- 6-level primary course

120 Hours

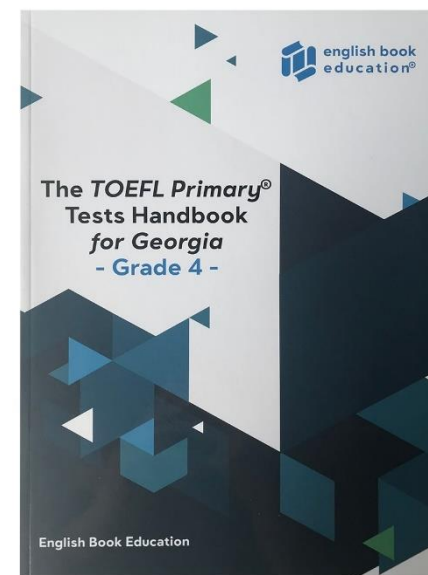
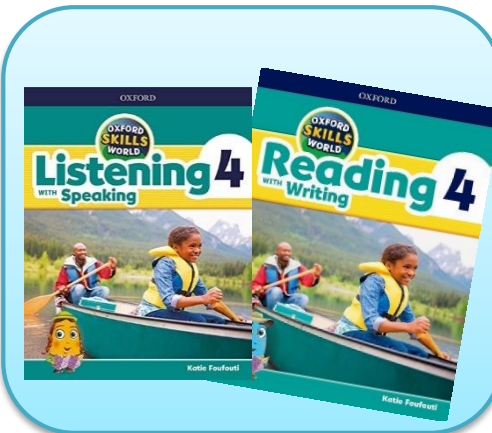


4<sup>th</sup> Grade

Main  
course

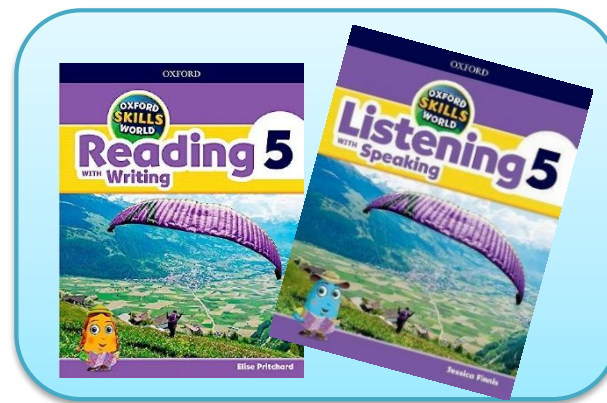
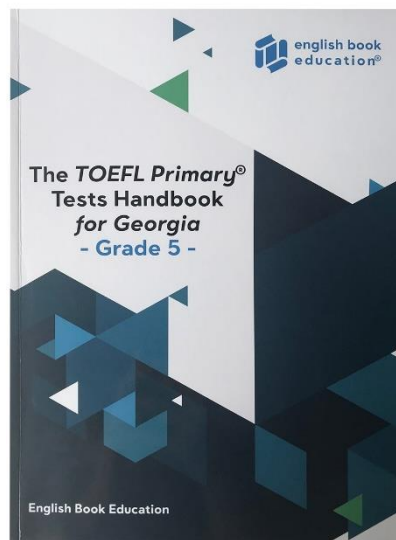


+

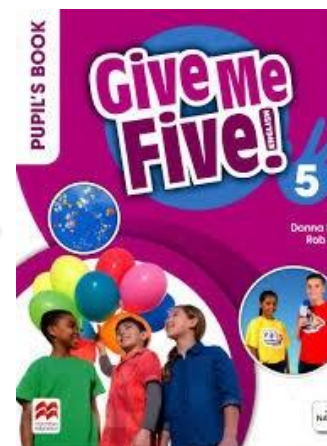


5<sup>th</sup> Grade

Main  
course



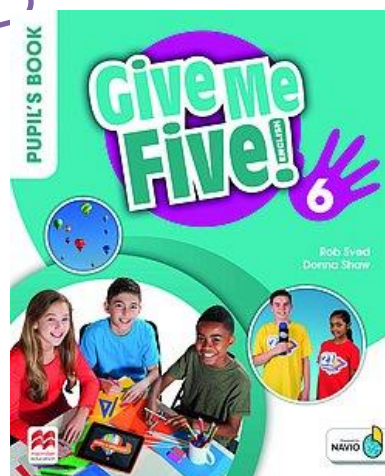
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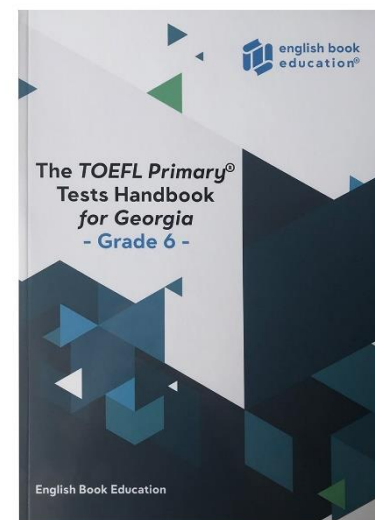
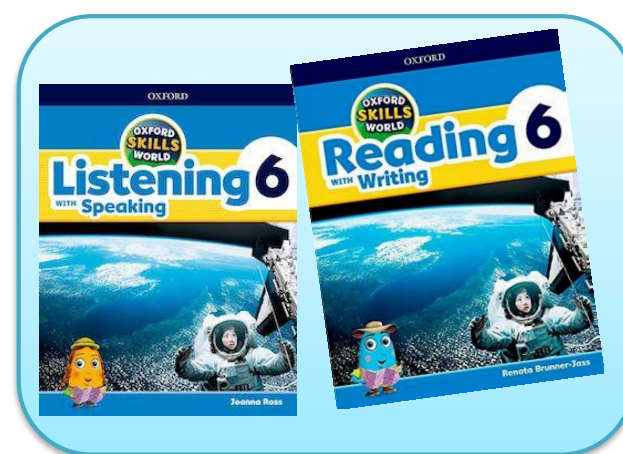
Assessment



6<sup>th</sup> Grade



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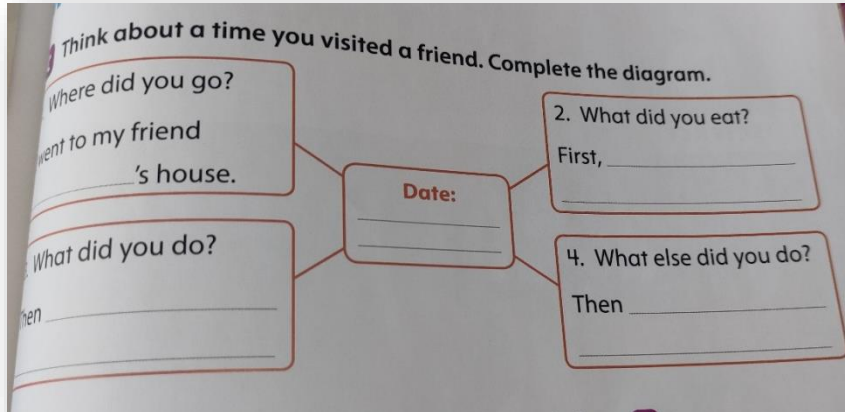
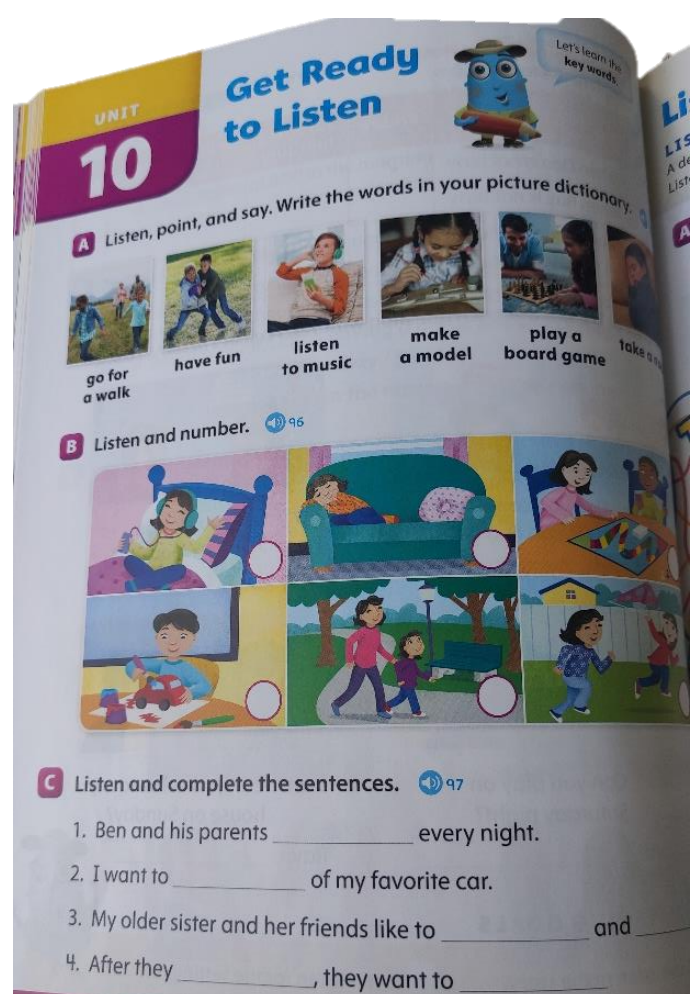
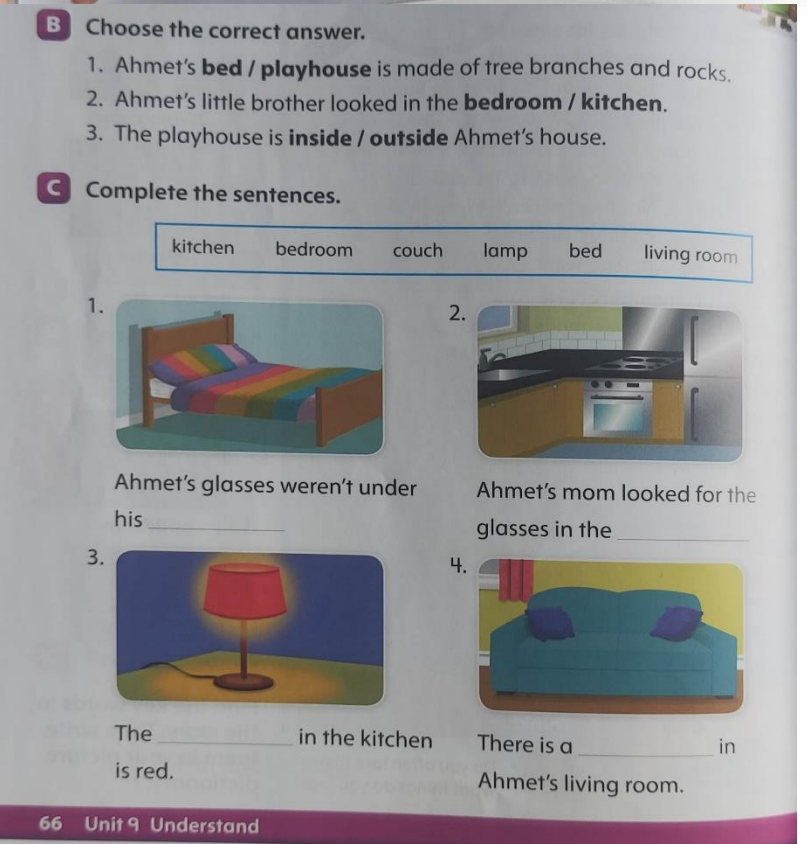
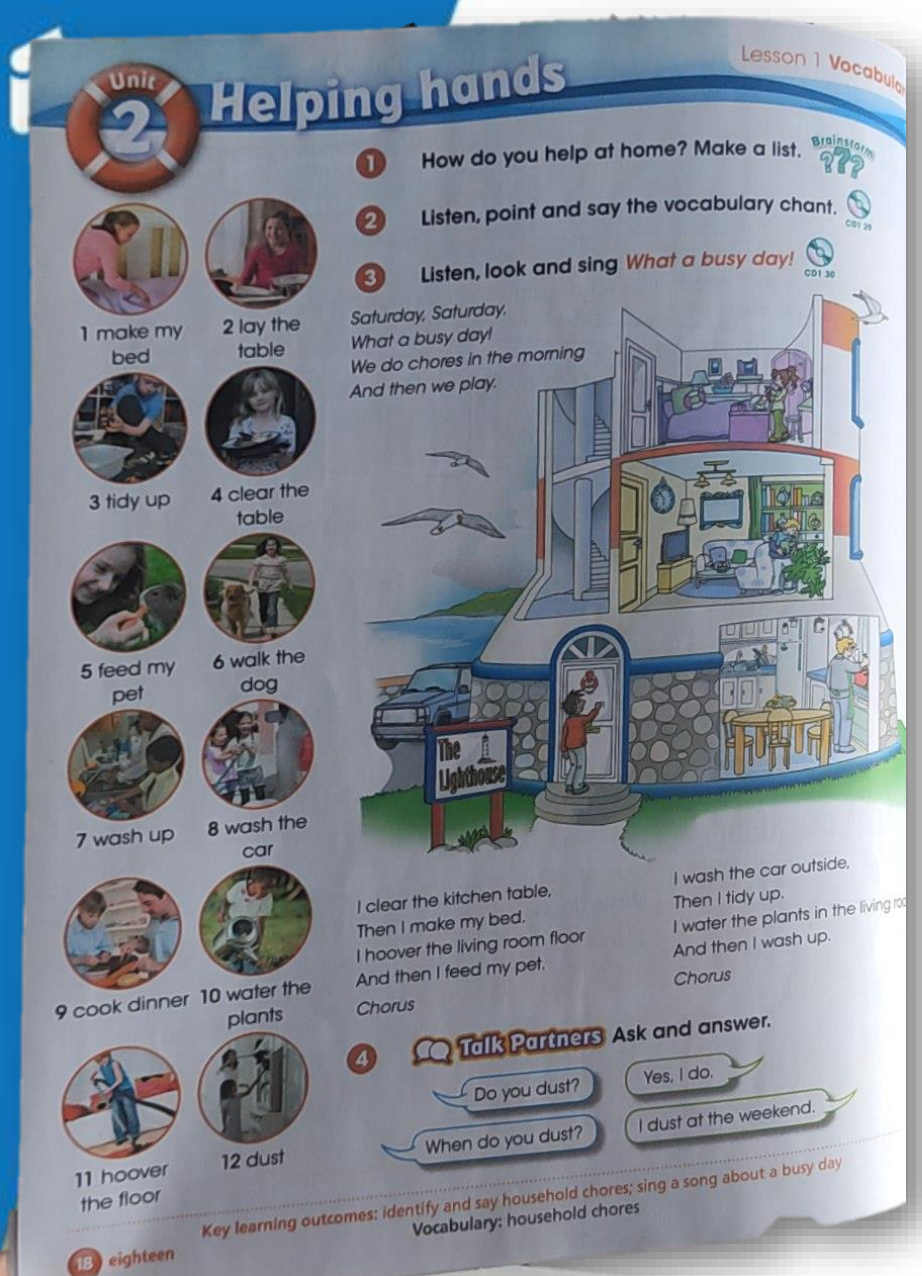


- Main course – Give me 5
- CEFR – A1 – B1
- 6-level primary course

- extra resources.– Oxford word skills
- CEFR– A1 – B1
- 6-level primary course

120 Hours





Global skills focus



- Critical thinking and Creativity
- Collaboration and Communication
- Intercultural Competences
- Digital Literacy

Have students to look at pg and ask:  
Does this family do a lot of house work?

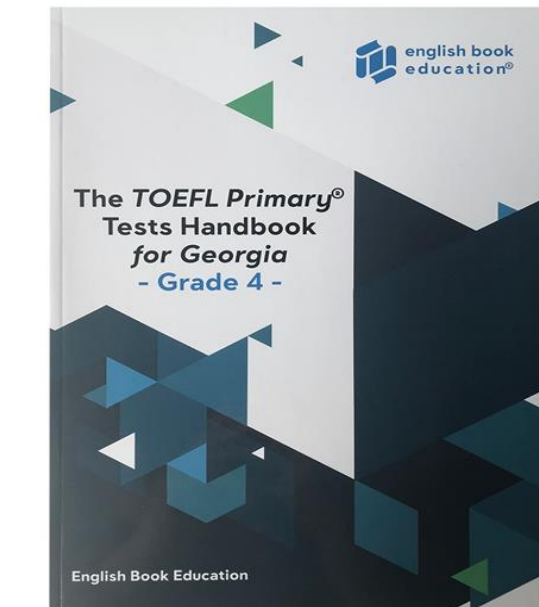
Have students to work in group:  
Ask them to do exercise number B from  
"OXFORD WORD SKILLS"

Ask students to describe Ahmed and  
distinguish similarities and differences  
between him and them.

Ask students to make their own week  
planer.

Assess student's knowledge, skills and abilities

- Measures reading and listening proficiencies.
- Identifies student's strengths and weaknesses in English
- Assists teacher to plan future lessons that match student need.





Grammar

Exercise 3

Complete the text with the words in the box. There are several extra words. The first one is an example.

between	into	like	look like
next to	off	on	with

- 1. Ben paid for the ticket and put his wallet back .....into..... his pocket.
- 2. Where's the corkscrew? I want to open this bottle of wine ..... it.
- 3. Most people have an alarm clock ..... their bed.
- 4. What's their new car ..... ?
- 5. The Theatre is ..... the bank on the left and the book shop on the right.

Exercise 4

Read the words and make questions correctly. There is one example.

- 1. own / do / a computer? / you  
.....Do you own a computer?.....
- 2. the news / do / read / you / online?  
.....
- 3. often / shop online ? / do / how / you  
.....
- 4. usually / check / do / you / your / where / e-mail?  
.....
- 5. website? / your / favourite / is / what  
.....
- 6. music? / you / do / download / sometimes  
.....

Writing

Exercise 1

Look at the picture and describe it. Write 75-100 words.



.....

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Exercise 2

You are a writer for the school magazine. Write about birthdays in your country, mention how you celebrate them. Write 75-100 words.

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The TOEFL Primary Tests Handbook



**THANK YOU FOR YOUR ATTENTION**