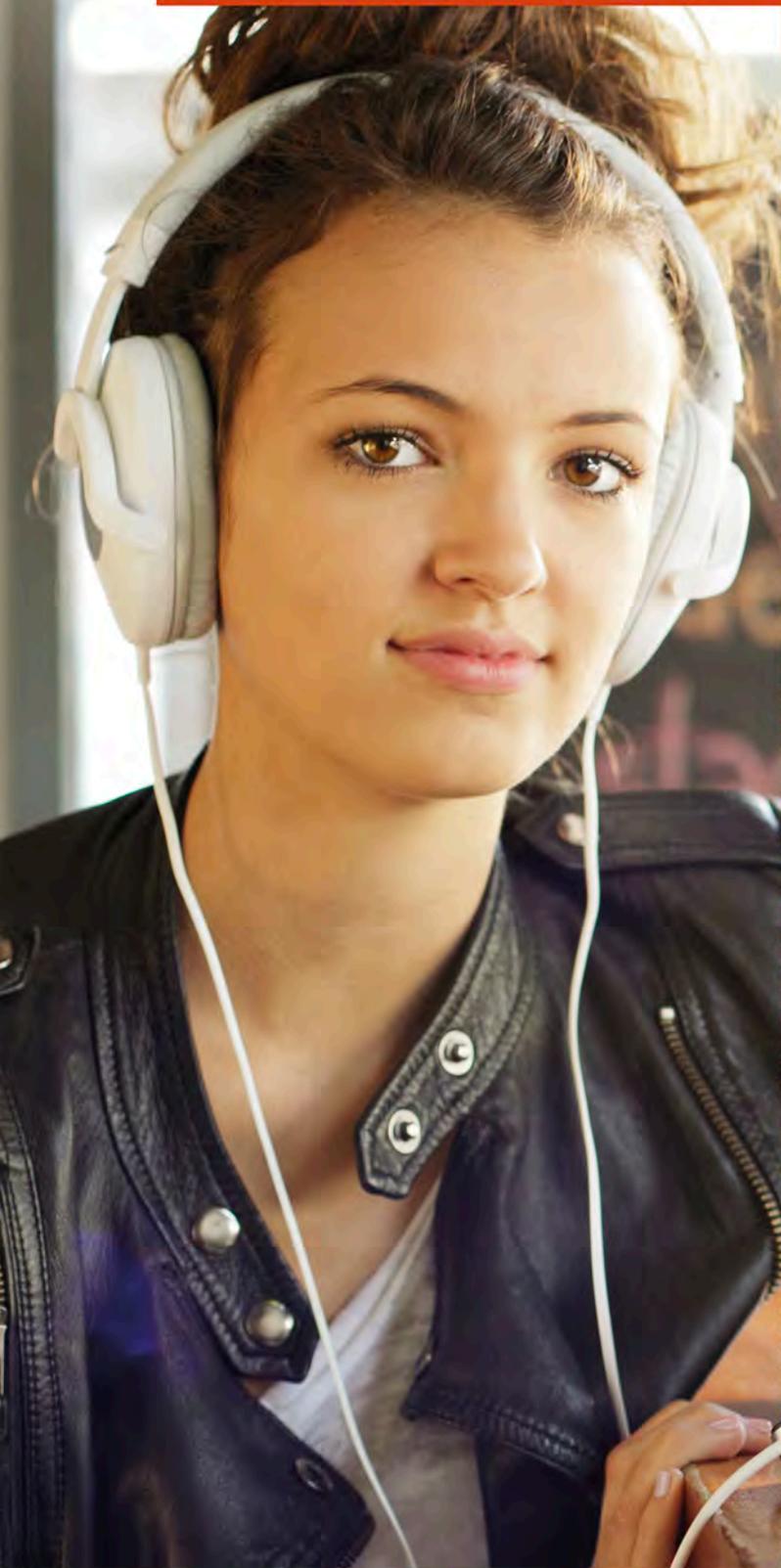


# Influence

Student's Book



Uncorrected  
Proofs

3

# 2

## Love to learn!

**WDYT?**  
(What do you think?)

What's the best new skill you've ever learnt, and how can you teach it to others?

**Vocabulary:** skills and abilities (including past participle forms); learning techniques

**Grammar:** present perfect with *for/since/How long/just/ yet/already*; present perfect and past simple

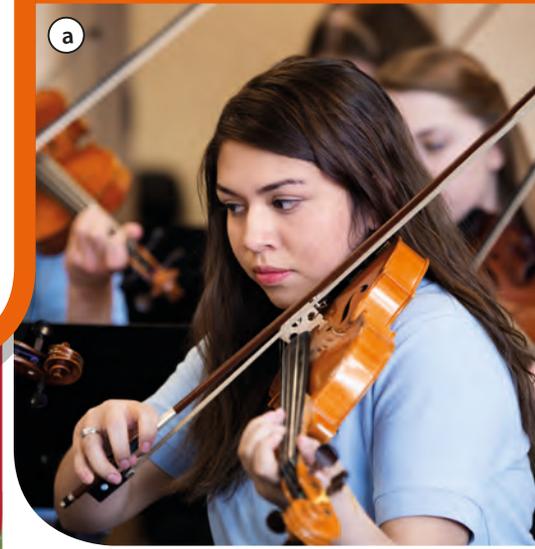
**Reading:** online reviews about learning new skills

**Listening:** a podcast on learning languages

**Speaking:** asking for and giving information

**Writing:** a blog

**Project:** a tutorial for learning a new skill



① **I have never** ridden a quad-bike or a go-kart.

② **I have never** learnt to sew or knit.

③ **I have never** written computer code.

④ **I have never** climbed an indoor climbing wall.



Video skills p25



Real-world speaking p31



Project p34

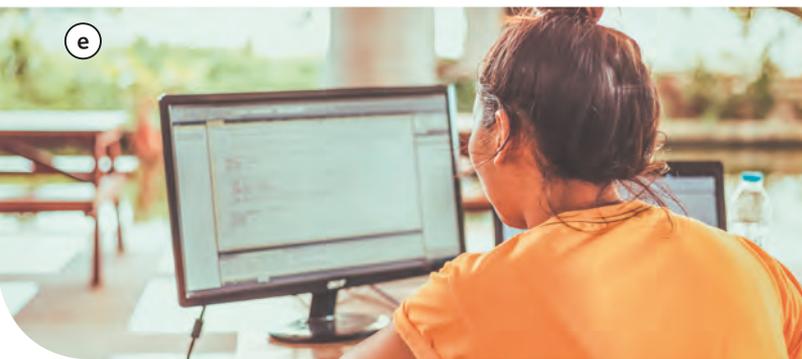
### Skills and abilities

- 1 Match the 'I have never' cards 1–6 with pictures a–f. Which ones are true for you?
- 2 Which four cards contain irregular past participles? How are the regular past participles formed?
- 3 Find the infinitive form of these irregular past participles. You can look at p134.

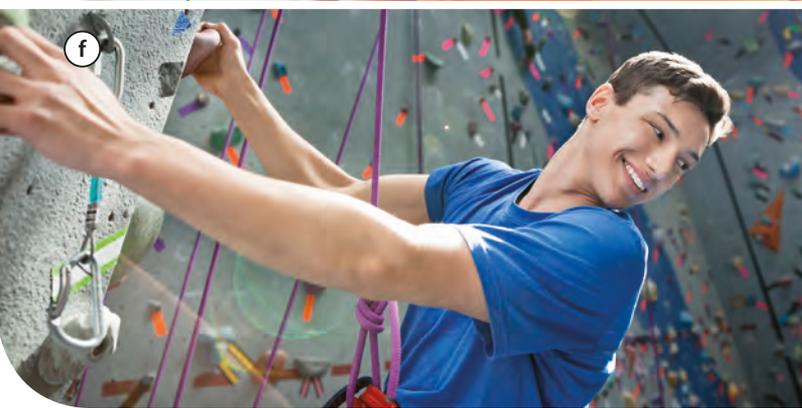
caught built done driven learnt ridden  
spoken sung swum written



(b)



(e)



(f)

5 **I have never done DIY.**

6 **I have never played in an orchestra.**

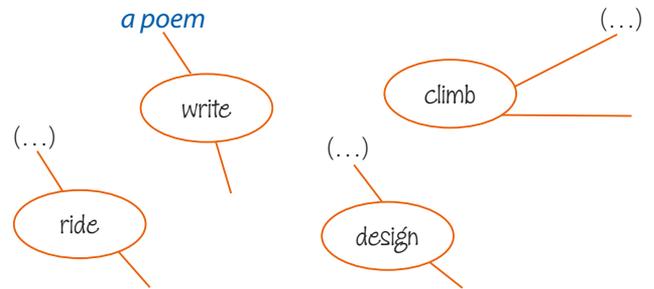
4 **9 Listen and repeat the skills and abilities. How many of these things can you do?**

- bake bread   build a robot   catch a fish  
 climb an indoor climbing wall  
 design (your own) clothes  
 do DIY (do-it-yourself)   drive a vehicle  
 learn a foreign language   learn to sew  
 ride a quad-bike   sing in a choir  
 swim 20 lengths   write computer code

5 **10 Listen to Jessica answer ten questions. How many of the activities has she done?**

6 Complete the diagram with the words in the box. Then add expressions from exercise 4.

an app   a moped   a mountain   ~~a poem~~



7 Invent four new 'I have never' cards with sentences that are true for you. Use verbs from exercise 3 or your own ideas.

I have never swum in the Atlantic Ocean.

8 Work in groups of four. Put all your cards face down in the middle and take turns to read a card. The first person to say "I have!" wins the card if he/she can give more information about it.

I have! I swam in the Atlantic when I was on holiday in Portugal.

VIDEO SKILLS



9 Watch the video. What three things does Sophie want to do?

10 Work in pairs. Discuss the questions.

- Why do vloggers make this type of video?
- What makes the video interesting and attractive? Think about music, images, colour, light, and the vlogger.

## Online reviews

- Choose one or two new skills that you want to learn during the next school holidays. Where can you learn these skills?
- Skim the reviews on p27. Which of these skills are they about?

climbing   cooking   driving   first aid   robotics

### Subskill: Scanning for specific information

When you scan a text, you read it very quickly to look for specific information. It doesn't matter if you don't understand all the words.

- Read the subskill information. Then scan the reviews and copy and complete the table.

Activity week	1	2	3
Age	1 (...)	2 (...)	3 (...)
Number of days	4 (...)	5 (...)	6 (...)

-  11 Read and listen to the text. Make a list of at least three new skills that Alice, Ben and Cora have learnt during the activity weeks.

Alice: how to *drive*, (...)

Ben: how to (...)

Cora: how to (...)

- Word work** Find words or expressions in the text that mean:

- try new ideas or methods (v)
- practical (adj)
- drive (an expression with v+n)
- become an expert at something (v)
- when you live at the place you're studying (adj)
- not on real roads (adj)

- Read the text again and answer the questions.

- Why hasn't Alice passed her test yet?
- What other activities did Alice try?
- Did Ben stay in a hotel?
- What did Ben do after the cookery course?
- How did Cora test her robot?
- What other Fire Tech courses are there?

- Write questions for these answers about Alice, Ben and Cora. Start with the words in brackets.

- (What kind ...)  
She drove a Mini Cooper.
- (How old ...)  
She's 14.
- (Can Ben ...)  
Yes, he can. He learnt on the course.
- (Could Ben ...)  
No, he couldn't. There wasn't any Wi-Fi.
- (What ...)  
She learnt to design and build robots.
- (Did Cora ...)  
Yes, she did. She had a great week!



-  Work in pairs. Have you ever done any of the activities mentioned here?

Have you ever learnt to cook?

Yes, I have! My parents taught me.

No, I haven't but I must learn.

## CRITICAL THINKING



- Understand** Think about the courses on p27. Which one sounds most interesting to you? Write sentences.  
*I'd like to ...*  
*I'm not sure about ...*  
*I don't fancy ...*
- Analyse** Examine your preferred options. What are the advantages and disadvantages?
- Evaluate** Decide which course sounds most interesting to you. Explain your reasons and how you reached your decision.  
*I'd like to do the (...) course because (...).*

## Research

Find out more about other activity courses in your town/country. Are there any that inspire you more than the one you chose in Critical Thinking?

# Learn new skills!

## Reviews: Amazing activity weeks

There are some great activity weeks out there, but don't just take our word for it – find out what the participants have said!



Search: UK

### 1 PGL Learner Driver Course



Boreatton Park, Shropshire

Have you always wanted to learn to drive, but you haven't turned 17 yet? Don't worry – this six-day activity course is for 13–16-year-olds! As I've wanted to **get behind the wheel** for years, this was the perfect opportunity! I really was allowed to drive a proper car – a Mini Cooper, no less! Obviously we didn't drive on real roads, but we had plenty of practice every morning at a special **off-road** location. Have I passed my test yet? No, I haven't – unfortunately that's not legal yet! But I have learnt how to drive and park the car, and how to pass the theory test. As well as that, I tried quad-biking and go-karting, and made some great new friends! 😊

Alice (14)



### 2 Root Camp Cookery Course



Locations include Hereford, Suffolk, Scotland

Whether you've been a mini-chef for years or you've just started cooking, I'd definitely recommend Root Camp. I've learnt to bake bread, catch fish and survive for a week without Wi-Fi! 😊 Honestly, it was great fun meeting everyone else and camping on the Isle of Bute in Scotland. I've enjoyed cooking since I was a kid, but I never realised it could be so creative! This course has definitely inspired me. Since coming home, I've **experimented** with some new dishes. I've uploaded photos of them on Instagram – have a look [here!](#) (By the way, this six-day **residential** course is for 15–21-year-olds.)

Ben (16)



### 3 Fire Tech Robotics Course



Lancing College, Brighton

I've just finished a Robotics course at Fire Tech. What an amazing week! If you've ever wanted to **master** robotics, this is the course for you. I've learnt to design my own robot, build it using a VEX IQ kit, and program it in the ROBOTC language. It was very **hands-on** and we tested our robots in real competitions. We worked in teams and it was really exciting to see whose robots would win. I also learnt to write computer code. This one-week course is for under-17s, and other Fire Tech courses include app design, video game design and digital music production. I've already put them on my wish list!

Cora (15)



Write your review [here](#).

## Present perfect with *for*, *since* and *How long ...?*

- 1 Read the example sentences and complete the rules. How do you say *for* and *since* in your language?

*How long* has Alice wanted to drive?  
She's wanted to drive *for* years.  
*How long* has Ben enjoyed cooking?  
He's enjoyed cooking *since* he was a kid.

- We use the present perfect with (...) to talk about the point in time when an action starts.
- We use the present perfect with (...) to talk about the duration of an action.

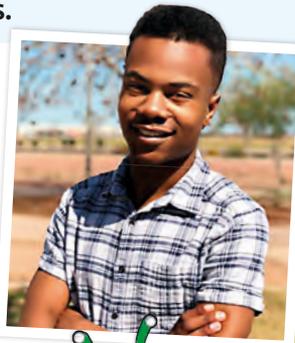
- 2 Copy and complete the table with these phrases. Then add two more of your own.

2017 eight o'clock this morning a long time  
a week ages an hour I was 12 last week  
Monday two years

For	Since
<i>an hour</i>	<i>last week</i>

- 3  12 Choose the correct words. Then listen and check your answers.

Max Polhill **1 loves/has loved** technology **2 for/since** many years – **3 for/since** he got his first computer at the age of two! Soon he began to write computer code, and in 2012 he designed his first game app, *Stellar Alien*. Since then, he **4 creates/has created** many games, music videos and animations. Max **5 runs/has run** his own company, Xavier Games, **6 for/since** the age of 14.



- 4 Complete the sentences with information that is true for you. Use the present perfect and *for* or *since*.

- I've been in this room for 30 minutes.*
- I ... (have) this book *for/since* ...
- Our teacher ... (teach) us English ...
- I ... (study) English ...
- We ... (be) at this school ...
- I ... (live) in my house ...

- 5  Work in pairs. Make questions with *How long ... for* the sentences in exercise 4. Ask and answer.

How long have you been in this room?

I've been in this room for 20 minutes – I was late for class!

## *just*, *yet* and *already*

- 6 Read the example sentences and choose the correct answers in rules 1–6.

Alice *has just learnt* to drive.  
Has she *passed* her test *yet*?  
Cora *has already built* a robot.  
She *hasn't designed* an app *yet*.

- We put *yet* at the **start/end** of the sentence.
- We put *already* and *just* **before/after** the past participle.
- We use *yet* in **affirmative/negative** sentences and questions.
- We use **just/yet** to talk about something that happened very recently.
- We use **yet/already** for something that happened previously or sooner than expected.
- We use **just/yet** to say or ask whether something that we expected has happened or not.

- 7 Rewrite the sentences adding the word in brackets. Are they true or false for you?

- We've done exercise 6. (already)
- We haven't solved the puzzle. (yet)
- We've learnt the present perfect. (already)
- The bell hasn't rung. (yet)

- 8 Answer the question to solve the Brain teaser.

## BRAIN TEASER

Jill, Phil and Will are triplets who all love running, and have just turned 16. Jill and Phil have just joined an Athletic Club, although they've enjoyed running since they were 12. Will hasn't joined the club yet, but he's already been a runner for six years. They often run 5 k races together, but Jill and Phil have just run a 10 k race, too. None of them has run a marathon yet, but Jill has already won a half-marathon!

- Who started running first?
- Who has run the furthest?

## Learning techniques

- 1** Look at the learning techniques. Which of them have you used in your English class, and which in self-study?

*In class, I've taken notes and (...)*

*In self-study, I've used apps and (...)*

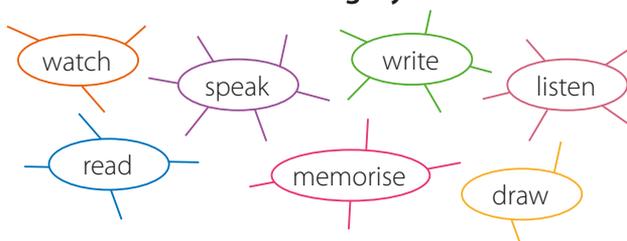
do a conversation exchange   draw mind maps  
follow instructions   highlight key point  
keep practising   listen to podcasts  
learn (something) by heart   record yourself  
revise for a test   set up a study group  
take a course (in something)   take notes  
use sticky notes   use apps   watch video tutorials

### Confusable words

revise (UK) = review (US) – study something again before a test



- 2** Categorise the words in exercise 1 according to which skills are used. Some words could go in more than one category.



- 3** 13 Change pictures 1–8 for words or expressions from exercise 1. Then listen, check and repeat.

## How to be a top student



The key to being a top student is to be consistent through the year. Think about the things that help you learn – for example, **1** (...) in class and **2** (...) the key points, or **3** (...) the class and listen again later. You can also watch video tutorials about your subject.

If you're learning a new language, you could use **4** (...) to practise your pronunciation, or do a **5** (...) in person or by video call. A good tip for learning vocabulary is to draw **6** (...) to group the words. You can also put **7** (...) around the house!

If you prefer to study with others, you could set up a **8** (...) when you have to revise for an exam. And remember: don't just learn everything by heart – you need to understand it too!

## A podcast

- 4** 14 Look at the information about the podcast. Which of these things do you think you will hear? Listen and check.

- a people speaking in lots of different languages
- b people speaking about how they've learnt foreign languages

### Let's speak a foreign language!

To celebrate our 50th podcast, tell us what you've loved so far, and send us your top tips!

### Subskill: Remembering what you hear

Sometimes it's a good idea to take notes while you're listening. Focus on the key information that you need to answer the questions.

- 5** Read the subskill information. Then listen again. Take notes so you can answer these questions about each of speakers 1–5.

- 1 Which language is he/she learning?
- 2 Which learning method is he/she using?

- 6** Listen again and complete the sentences.

- 1 Jacob practises every morning while (...).
- 2 Anya and her friends have memorised (...).
- 3 Cathy loves watching (...).
- 4 Rashid started learning a new language in (...).
- 5 Nuala met Almudena when (...).

- 7** Have you ever used any of these techniques for learning English? What tip(s) would you add to the podcast?

## Present perfect and past simple

### 1 Match rules 1–3 with example sentences a–f.

- a Have you **ever** done a conversation exchange?  
 b Nuala went to Spain **last** summer.  
 c Her school organised an exchange a year **ago**.  
 d Rashid started learning Mandarin **in** September.  
 e Anya has **already** learnt ten songs by heart.  
 f We've studied English **for** years.

- 1 We use the past simple for an action completed at a specific time in the past.  
 2 We use the present perfect for an action that started in the past and continues or is still relevant now.  
 3 We use the present perfect for an action that happened at an unspecified time in the past.

### 2 Copy and complete the table with the time expressions from exercise 1. Then add these expressions.

at the age of in (+ month / year) just  
 never since yesterday yet

Time expressions	
with past simple	with present perfect
<i>last</i>	<i>ever</i>

### 3 15 Complete the text with time expressions from exercise 2. Then listen and check. How many different ways can Bibi say hello?



Have you **1** *ever* heard of Bibi the African parrot? A friend of mine has **2** (...) shown me a video of her online. Apparently Bibi has loved languages **3** (...) she was born. **4** (...) two she already knew a lot of words, and now she can say 'hello' in 20 different languages, including Polish, Japanese and Swahili. Bibi was born **5** (...) 2006, but she's still young for a parrot; they can live up to 60 years. Bibi also does great sound effects. She can sound like a dog, cat or chicken. I've **6** (...) seen anything like it!

### 4 Complete the sentences with the past simple or present perfect form of the verbs.

- 1 We (...) (use) this book since September.  
 2 I (...) (speak) a foreign language yesterday.  
 3 I (...) (come) to this school when I was 12.  
 4 We (...) (have) five English classes last week.  
 5 I (...) (never / watch) a YouTube tutorial.

### 5 Complete the questions with the correct form of the past simple or the present perfect.

- 1 a (...) (you / speak) English all your life?  
 b When (...) (you / start) to learn English?  
 2 a (...) (you / always have) the same English teacher?  
 b Who (...) (be) your English teacher last year?  
 3 a (...) (you / always be) a student at this school?  
 b Which primary school (...) (you / go) to?

### 6 Work in pairs. Ask and answer the questions in exercise 5.

### 7 Choose the correct answers.

#### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

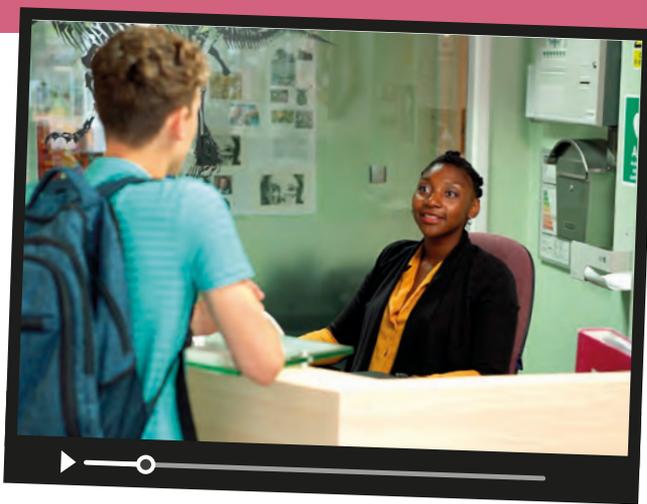
### 'Stayin' alive': can karaoke save endangered languages?

Have you **1** *ever try/tried ever/ever tried* singing karaoke? In Spokane, Washington (USA), karaoke is more than a fun night out – it's a way of keeping the indigenous Salish language alive. Every year they **2** *have/had/are having* a karaoke competition to encourage people to use the endangered Native American language.

In the past, thousands of people **3** *were speaking/speak/spoke* Salish, but now only about 300 people **4** *speak/are speaking/have spoken* it fluently. Karaoke judge Graham Wiley-Camacho learnt a dialect of Salish while he **5** *grew/was growing/has grown* up. He **6** *speaks/spoke/has spoken* the language since he was a child, and now he's trying to keep it alive by teaching others. After studying Salish **7** *since/for/ago* only nine months, Keegan Heron **8** *wins/won/was winning* second prize in the competition with his version of 'Everybody' by the Backstreet Boys, translated into Salish.

#### Research

Find out more about karaoke. When and where did it begin?



### Asking for information

- 1 Look at the picture. Where do you think they are? What kind of activity is Joe interested in?
- 2 Watch the video and answer the questions. What activity does Joe want to do?

**Joe**  
Hello, I'm looking for information about one of the after-school activities.

**Receptionist**  
Yes, of course. Which activity are you interested in?

**Joe**  
The rock choir. It think it's on **1 Tuesday/Thursday** evenings?

**Receptionist**  
Ah, yes. Have you sung in a choir before?

**Joe**  
No, I haven't. I started singing a couple of **2 months/years** ago, though.

**Receptionist**  
No problem. This choir is for everyone!

**Joe**  
Great! Has the new term already started?

**Receptionist**  
No, they haven't started yet so it's the perfect time to register.

**Joe**  
I've heard it's very popular. Do I need to sign up now?

**Receptionist**  
Yes, that would be best. It filled up quite quickly last year.

**Joe**  
Ah, I've got one more question. What time is it on?

**Receptionist**  
It's from 4:15 to **3 5:15/5:45**.

**Joe**  
Great. Thanks for your help.

**Receptionist**  
You're welcome! Just ask if you need any more information.

- 3 Watch again and choose the correct answers.
- 4 Read the Key phrases. Which phrases are about asking for information, and which are about giving information?
- 5 Create your own dialogue. Follow the steps in the Skills boost.

**THINK**  
Look at the pictures and choose the class you'd like to find out about. Make notes about the day/time/level/price.

**SKILLS BOOST**

**PREPARE**  
Prepare a dialogue. Remember to include phrases for asking for and giving information.

**PRACTISE**  
Practise your dialogue. Remember to use appropriate intonation for sounding polite.

**PERFORM**  
Act out your dialogue for the class.

- 6 **Peer review** Listen to your classmates. Answer the questions.
  - 1 Which classes did they want to do?
  - 2 How many of the useful phrases did they use?
  - 3 Did they sound polite?

**Key phrases**

I'm looking for information about ...

Have you ... before?

I've heard it's very popular.

Do I need to sign up now?

I've got one more question.

Thanks for your help.

Just ask if you need any more information.



# Give it a go!

## Learn how to make your own accessories

FAQs

BLOG

Tutorials

Forum

Competitions

Subscribe

Login / register

### What's your skill?

In today's post, Vala tells us about her latest craft project: personalised accessories.

#### 1 How long have you been interested in this activity?

I've designed my own T-shirts since I was about 13. Then last year I started doing accessories, too – mainly bags and trainers.

#### 2 How did you learn?

I did a design course a couple of years ago. Then I practised a lot! Also, I sometimes read other people's blogs, and I often watch video tutorials on YouTube.

#### 3 What has been your proudest moment yet?

I sold one of my designs! One of my friends bought a bag that I personalised. Lots of my friends have asked me to make things for them.

#### 4 What are you working on now?

At the moment, I'm making a rucksack for my brother's birthday. I've just sewn the patches on – I hope he likes it!

#### 5 How did you get inspired?

While I was staying with my grandparents one summer, they taught me to sew and to do DIY. Ever since then, I've loved making things.



#### Who, How, Where?

> **Is this skill for everyone?** Absolutely! All you need is lots of creativity and an eye for detail.

> **How do you learn?** It's easy to teach yourself with video tutorials. You could also find out if there are any craft and design classes where you live.

> **Get inspired!** Find craft tutorials and blogs about sewing online.

## A blog

1 Read the blog. What are Vala's skills? How did she learn them?

2 Read the blog again and complete the sentences.

- Vala has designed her own T-shirts since (...).
- Vala often (...).
- Vala sold a bag to (...).
- (...) have asked her to make things for them.
- Vala is making a rucksack for (...).
- (...) taught her to sew and do DIY.

### ▶ Subskill: Using tenses correctly

Sometimes the time expression can help you decide which tense to use.

3 Read the subskill information. Match the verbs in bold in sentences 1–5 with tenses in a–e. How do you say the time expressions in your language?

- |   |                      |
|---|----------------------|
| 1 I <b>did</b> a design course a couple of years ago.                                       | a present simple     |
| 2 I sometimes <b>read</b> other people's blogs.   | b present continuous |
| 3 At the moment, I' <b>m making</b> a rucksack.   | c past simple        |
| 4 I' <b>ve just sewn</b> on the patches.  | d past continuous    |
| 5 While I <b>was staying</b> with my grandparents, they <b>taught</b> me to sew and do DIY. | e present perfect    |

- 4** Find three more examples in the blog of the present simple, past simple and present perfect. Which time expressions can you find?
- 5** Complete sentences a–e with the correct tense of the verbs in brackets. Then match them with questions 1–5 in the blog.
- a I first got inspired while I (...) (watch) indoor climbing on TV.
  - b At the moment I (...) (prepare) to take the National Indoor Climbing award.
  - c I (...) (do) a climbing course with Scouts last summer.
  - d I (...) (be) interested in climbing for about a year.
  - e I (...) (just / complete) my most difficult climb – my friend helped me get there.
- 6** Write a blog about a skill that you've learnt. Follow the steps in the Skills boost.

**THINK**

Choose the skill that you're going to write about. Think about your answers to questions 1-5 in the blog.

**PREPARE**

Make notes to answer the five questions about your skill. Give additional information for the 'Who, How, Where?' section of the blog.

**WRITE**

Write your blog. Use the model and your notes to help you.

**CHECK**

Read your blog. Answer the questions.

- 1 Have you used the correct tenses?
- 2 Have you included time expressions that go with the present simple, present continuous, past simple and present perfect?
- 3 Have you checked the spelling of irregular verb forms?
- 4 Have you included vocabulary about skills and abilities and learning techniques?

- 7** **Peer review** Exchange your blog with another student. Answer the questions.

- 1 Did he/she answer all five questions in the blog?
- 2 Did he/she use the correct tenses?
- 3 Did he/she give information about how you could learn this skill?

**Grammar**

**Present perfect**

- + I've learnt to write computer code.
- I haven't learnt to cook.
- ? Have you learnt to make bread?  
Yes, I have. / No, I haven't.

**for, since and How long ...?**

We use *since* to talk about the point in time when an action starts.

*How long has Ben enjoyed cooking?*  
*He's enjoyed cooking **since** he was young.*

We use *for* to talk about the duration of an action.

*How long has Alice wanted to drive?*  
*She's wanted to drive **for** years.*

**just, yet and already**

We use *just* to talk about something that happened very recently.

*Alice has **just** learnt to drive.*

We use *yet* to say or ask whether something that we expected has happened or not.

*She hasn't passed her test **yet**.*  
*Has she bought a car **yet**?*

We use *already* for something that happened previously or sooner than expected.

*Ben has **already** experimented with some new dishes.*

**Present perfect and past simple**

We use the past simple for an action completed at a specific time in the past.

*Nuala went to Spain **last** summer.*  
*Her school organised an exchange a year **ago**.*  
*Rashid started learning Mandarin **in** September.*

We use the present perfect for an action that happened at an unspecified time in the past, or an action that started in the past and continues or is still relevant now.

*Have you **ever** done a conversation exchange?*  
*Anya has **already** learnt ten songs by heart.*  
*We've studied English **for** years.*

**Vocabulary**

**16 Skills and abilities**

bake bread, build a robot, catch a fish, climb an indoor climbing wall, do DIY (do-it-yourself), design (your own) clothes, drive a vehicle, learn a foreign language, learn to knit, learn to sew, play in an orchestra, ride a go-kart, ride a quad-bike, sing in a choir, swim 20 lengths, write computer code

**17 Learning techniques**

do a conversation exchange, draw mind maps, follow instructions, highlight key points, keep practising, learn (something) by heart, listen to podcasts, record yourself, revise for a test, set up a study group, take a course (in something), take notes, use apps, use sticky notes, watch video tutorials

# 2

# Project

WDYT?  
(What do you think?)

What's the best new skill you've ever learnt, and how can you teach it to others?

**TASK:** Create a tutorial to teach your classmates a new skill.

### Learning outcomes

- 1 I can prepare and teach a tutorial about a new skill.
- 2 I can think critically to find the best solution for a problem.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p130

- 1  Watch a video tutorial. Practise saying the words.



### STEP 1: THINK

- 2 Read the Model project and follow the instructions.

- 1 Brainstorm all the skills you know.
- 2 Which of these different methods could you use to teach these skills? Can you think of other ways?

app   face-to-face teaching  
podcast   video tutorial

- 3 Look at the Model project again. What method do they use to teach their skill?

### STEP 2: PLAN

- 4  Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.
- 5 Work in pairs. Follow the instructions.
  - 1 Choose:
    - a one of your skills from exercise 2  
or
    - b how to say 'Hello' in five more languages.
  - 2 Decide on the best method for your tutorial. Use the tips and Key phrases in the Super skills box.

### CRITICAL THINKING



#### Finding the best solution for a problem

##### Tips

Identify the problem and understand everyone's needs and challenges.

Brainstorm possible solutions and choose the best one.

Carry out your plan and evaluate its success.

##### Key phrases

*What's the best way to ...?*

*How useful is ...?*

*How shall we ...?*

*We/they won't be able to ...*

*Do you think we should ...?*

*Let's ...!*

### STEP 3: CREATE

- 6 Read the *How to ...* tips on p130. Then create your tutorial.
- 7 Practise teaching your tutorial with your partner. Record yourselves, and make any necessary changes.

# Model project

We've all studied English for years. But it can be hard to learn a new language! Have you ever wanted to talk to people in other languages?

In this video tutorial, we're going to teach you how to say 'Hello!' in five other foreign languages.

Are you ready? We're going to take you through the steps now.

In this video tutorial, you'll see the word and hear us say it. And then you repeat the word! Ready?

## How to teach anyone anything!

Whether you're teaching someone to sing, sew, bake bread or speak a foreign language, follow these steps and your classmates will soon master a new skill!

- |                   |  |
|-------------------|--|
| <b>1 Tell</b>     | Have you explained the learning objective?                 |
| <b>2 Show</b>     | Have you demonstrated the new skill?                       |
| <b>3 Practise</b> | Have your classmates had the chance to practise the skill? |
| <b>4 Review</b>   | Have you reviewed their progress?                          |

### STEP 4: PRESENT ■ ■ ■ ■

- With your partner, give your tutorial to another pair, or show them your tutorial video.
- Peer review** Take turns. Follow the other pair's tutorial. What new skill did you learn?

## Bonjour!

## 你好 Nǐ hao

## Guten Tag!

## こんにちは Kon'nichiwa!

## Здравствуй! / Zdravstvutye!

## 2 FINAL REFLECTION

- The task**  
How successfully did other students learn from your tutorial? 😊 😐 😞
- Super skills**  
How did you find the best solutions for any possible problems while you were planning your tutorial? 😊 😐 😞
- Language**  
Did you use new language from this unit? Give examples. 😊 😐 😞

**Beyond the task**  
Do you think all skills can be learnt? Why/Why not?