

Units begin with a **WDYT? (What Do You Think?) question** which provides a curiosity-driven approach and awakens interest in the topic. Throughout the unit learners acquire the knowledge, language and skills necessary to answer the question in the end of unit project.

The unit objectives specify which **Sustainable Development Goals** are covered in each unit. A SDG mapping is provided within the TRC.

Vibrant, teen-tested **videos** bring variety and whole-group engagement to lessons.

3

Goals

WDYT?
(What do you think?)

What is your idea of success?

Vocabulary: success and achievements; word families: verbs and nouns
Grammar: past continuous; past simple and past continuous; *when* and *while*
Reading: an online article
Listening: a presentation
Speaking: telling a story
Writing: a story
Project: an infographic
Sustainable Development Goals: 3, 5



Success and achievements

- Work in pairs. Look at the noticeboard from Liam's bedroom. What can you say about Liam's hobbies and interests?
- Match the phrases in the box to pictures 1-6 on the noticeboard.
 - be famous feel happy get fit learn a language
 - make money win a race
- Complete the expressions with the verbs in exercise 2 to describe other types of achievement.

1 (...) a prize/a competition	4 (...) po... /rich
2 (...) a good job/good grades	5 (...) frie... a difference
3 (...) something new/to surf	6 (...) pat... team/proud

4 Complete the sentences with an expression from exercise 3.

- I like water sports, so I'd love to (...).
- My friend was really pleased to (...) in this year's writing competition.
- My dad says it's not so important to (...) in all your exams. What's important is working hard and doing your best.
- I'm not very good at running, so I (...) that I finished a 10k race last weekend.
- Money isn't very important to me. I think it's more important to be happy than to (...).
- My brother is studying to be a doctor because he wants to (...).

Vocabulary 3

Learning a new language
Learn the complete expression including the verb. It will make it easier for you to use new language.

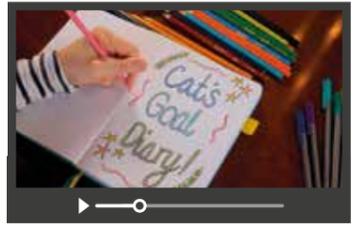
5 Copy and complete the table with achievements from exercises 2 and 3. Give reasons for your answers.

	Achievement	Reasons
Important	<i>get good grades</i>	<i>study what you want make your parents happy</i>
Not important	<i>be rich</i>	<i>money doesn't make you happy</i>

6 Work in pairs. Compare your opinions in exercise 5 with your partner.

Do you think it's important to be rich?
 No because I think that money doesn't make you happy. What do you think?

VIDEO SKILLS



- Watch the video. What is the vlogger's main goal? Is she successful?
- Work in pairs. Discuss the questions.
 - Why do people make 'how to' videos?
 - Why are 'how to' videos popular?
 - Why is watching a 'how to' video a good way to learn something new?
 - What could you make a 'how to' video about?

Video Skills sections develop students' ability to interpret and think critically about the vast quantity of video content they access every day.

The lesson begins with **vocabulary recycled from previous levels** to review previous knowledge and offer extra support to students who need it.

Your Influence Today combines reading and critical thinking skills to enable students to digest and respond to a variety of everyday text types.

Critical Thinking activities are structured based on the HOTS and LOTS by Bloom's taxonomy so that all students can work on critical thinking at their own pace and level.

The Subskills feature offers students tips and strategies for developing key language skills.

3 Reading and critical thinking

An online article

- Write the missing verbs for each group of expressions. Then choose five expressions that may be reasons to work for a successful company.
 - (...) a race, a prize, a competition
 - (...) money, friends, a difference
 - (...) fit, a good job, good grades
 - (...) famous, popular, rich
 - (...) a language, something new, to surf
 - (...) part of a team, happy, proud



- How many brands can you name for each of the products in the photos?
- Do you have a favourite or least favourite brand for these products? Explain your reasons.

- Read and listen to the online article about three brands and answer the questions.
 - For which brand was the key to success?
 - What was the difficulty of doing new things?
 - What was the difficulty of old things coming back in fashion?
 - What was the difficulty of making things easy for users?

- Read the text again. Match the dates on the timeline with information from the text.

1943: Edwin Land first had the idea of instant photography.

Subskill: Finding answers in a text
Sometimes the words in a question are different from the reading text. Look for words or phrases with a similar meaning.

- Complete the sentences with information from the text, using a word or phrase.
 - The name of the app that came before Instagram was ...
 - 25,000 people downloaded Instagram in one ...
 - At first most of the people who wore Vans shoes were ...
 - Apart from making shoes, the Vans company organises ...
 - A big problem for Polaroid cameras was ...
 - Today some people buy instant cameras for ...

6 WORD WORK Match the words in bold in the text with an expression which means the same. Then answer any additional questions.

- was in the shops for people to buy (What's the infinitive?)
- give financial help
- green, helping the planet
- people who start an organisation (What's the singular noun?)
- from the recent past
- took data from the Internet onto a computer or smartphone (What's the infinitive?)

7 Complete the sentences with the correct word or phrase from exercise 6.

- I prefer cycling to going by car, because it's more (...).
- People used to queue for hours when a new Harry Potter book (...).
- My aunt loves fashion from the 1970s: she's really into (...) clothes.
- Larry Page and Sergey Brin were the (...) of Google.
- I (...) that new game yesterday – it's amazing!
- A lot of big companies (...) sports teams.

CRITICAL THINKING

- Understand** Which of the three brands in the text do you think had the most difficulty, and why?
- Apply** Can you think of other difficulties businesses can have? Give some examples.
- Evaluate** Why do people like buying famous brands? Are brands (of clothes, shoes, phones, etc.) important to you? Why/Why not?

Digital competence

Vans holds a competition every year for high-school students to design Vans shoes. Go online and find this year's winning designs in the Van's Custom Culture Art competition. What do you think of the designs? Which is your favourite?

Digital competence tasks encourage students to make connections between classroom content and their everyday lives as they improve their digital literacy skills.

How it all started: the story of three brands

TIMELINE

- 1943
- 1948
- 1966
- 1960s and 70s
- 1980s
- 2010
- 2012
- NOW

Instagram **founders** Kevin Systrom and Mike Krieger originally launched their app as Burbn. When it proved too complicated for many users, they decided to make the app much simpler: take a nice photo, share it with your friends, comment on other people's photos. It was an instant success: on 6th October 2010, 25,000 people **downloaded** it in 24 hours. Instagram became popular really fast but the team was very small. Just 13 people were working for Instagram when Mark Zuckerberg bought the company in 2012 for 1 billion dollars. Systrom and Krieger made a lot of money and both men are very rich today.

The Van Doren brothers started the Vans company in 1966 and their shoes were soon very popular with skateboarders. Before long, people were wearing Vans as a fashion shoe as well as for sport. The company had some financial problems in the 1980s, but soon it was doing much better. Now they make boots for snowboarders, **sponsor** sports competitions and organise an annual art competition for high-school students. It's a company that also tries to make a difference, with **environmentally friendly** offices and community projects.

Edwin Land first had the idea of instant photography when he was travelling with his daughter in 1943, and the first Polaroid Land camera **went on sale** in 1948. They became really popular in the 1960s and 70s. But when people started to use digital cameras, the Polaroid company had a very hard time: people weren't taking photos in the same way. Today it's a different story. **Retro** things are popular again and today people are buying instant cameras to use at weddings and parties.

Your Influence Today's authentic texts feature inspiring role models that students want to read about.

Your Influence Today uses a mixture of inductive and deductive approaches to grammar which makes students think but also offers the support of gapped tables for those students who need it.

Your Influence Today's Brain Teasers and Puzzles are part of its inclusive approach. They cater for all-ability classes and allow students to apply their logical and analytical skills in English, demonstrating their non-linguistic talents.

3 Grammar

Past continuous

1 Read the examples. Copy and complete the table with the words *wearing, were / weren't* and *was/wasn't* to make the past continuous.

In 2012, just 13 people **were working** for Instagram.
The company **was doing** very well.
At the start of the 21st century, people **weren't taking** photos in the same way.

Affirmative/negative		
subject	be + (not)	verb -ing
I, he, she, it	1 (...)/ (...)	3 (...)
you, we, they	2 (...)/ (...)	

-ing form
Check the Spelling rules on p21.

2 Complete the sentences with the affirmative or negative form of the past continuous and the verbs in brackets.

- At 6:30 am today I (...) (sleep) (+).
- Last night at 10:30 pm my dad (...) (make dinner) (-).
- One hour ago we (...) (do sport) (+).
- This time last week, we (...) (study) (-) English.

3 Work in pairs. Write true sentences starting with the time phrases in exercise 2. Compare your sentences with your partner.
At 6:30 am today I was having breakfast.

4 Read the examples and add them to the tables below.

Was the Vans company **having** problems in the 1970s? No, it **wasn't**.
Who was Edwin Land **travelling** with in 1943?

Wh- questions				
question word	be	subject	verb -ing	
Where	were	they	going	yesterday?

Yes/No questions			
be	subject	verb -ing	
Were	they	wearing	sunglasses?

Yes/No,	subject	be (+ not)	
Yes,	they	were.	

5 Write questions in the past continuous.

- (boy / walk) quickly or slowly at the start?
- (what / boy / do) while (he / walk)?
- (what / birds / do)?
- (any other people / travel)?
- (how / boy / move) in the second part?
- (who / boy / talk to)?

6 Listen to a sequence of sounds and answer the questions in exercise 5.

7 Answer the question to solve the Brain teaser.

BRAIN TEASER

Each suspect was carrying one thing and wearing one of the items of clothing.

The police know that the bank robber was wearing a hat.

- Mark wasn't carrying a camera or a beach bag.
- Mark and Clara weren't wearing a scarf.
- Clara was wearing sunglasses.
- The person who was carrying a camera was wearing a scarf.

	Jana	Mark	Clara
backpack			
camera			
beach bag			
sunglasses			
hat			
scarf	✓	X	X

Can you find the identity of the bank robber?

40 Reinforcement and Challenge → Grammar bootcamp p120

The **Grammar Bootcamp** at the end of the Student's Book offers **reinforcement and challenge activities** which cater for multi-level classes.

3 Vocabulary and Listening

Word families: verbs and nouns

1 Read the board. Which presentation topic would you choose? Why?

Presentation homework

Prepare a three-minute presentation on one of the following topics:

- a time you **decided to compete** for a prize
- a story of an amazing **achievement**
- a person you would **invite** to speak at your school and why
- an **invention** that changed the world

Be ready to give your presentation next week.

5 Work in pairs. Complete the sentence with a noun or the correct form of the verb in brackets. Then ask and answer the questions.

- Where do you look for (...) (inform) when you do your homework?
- What's your favourite sports (...) (compete)?
- Do you think that technology (...) (improve) our lives? How?
- What is your favourite (...) (advertise) on television?
- When was the last time someone (...) (invite) you to a party?

A presentation

6 Listen to a student giving a presentation. Which topic in exercise 1 does she talk about?

7 What problems did the girls have? Can you remember?

Subskill: Writing notes
When you answer questions, make notes first using key words to help you remember. If necessary, write complete sentences after you finish listening.

8 MEDIATION Listen again. Student A, look at questions 1, 3 and 5. Student B, look at questions 2, 4 and 6. Write notes and then share what you have learnt with your partner.

- What happened when they tried to get materials for their robot?
- How long did they have to make their robot?
- How many times did they travel to Kabul to get visas?
- How did they get visas in the end?
- What did the girls do when their robot broke?
- What did the girls win?

9 Work in pairs. What do you think about the end of the story? What do you think was the girls' greatest achievement?

2 Look at the words in bold in exercise 1.

- Which are verbs, and which are nouns?
- What are the two endings for the nouns?

3 Match 1-4 to a-d to make nouns.

1 achieve	a -ion
2 invent	b -ment
3 competi	c -ation
4 invit	d -tion

4 Copy and complete the table with the corresponding verb or noun.

Verb	Noun
compete	1 (...)
2 (...)	invitation
3 (...)	improvement
inform	4 (...)
educate	5 (...)
6 (...)	agreement
7 (...)	advertisement

Mediation → Competence Evaluation Tracker 41

Listening activities feature **authentic information**.

Your Influence Today's **Subskills** focus provides **essential tips and strategies** for successful skills development, helping students learn how to learn.

A variety of **Linguistic Mediation activity types** is covered throughout the course in different parts of the units to ensure different input sources and output types are provided.

Further guidance work on **Linguistic Mediation** is provided in the Competence Evaluation Tracker.

Regular **pairwork activities** enable students to put new language into practice.

The **Cumulative Round-up** section allows new grammar to be added to students' existing knowledge, making learning more effective.

3 Grammar

Past simple and past continuous

1 Read the examples and answer the questions.

While the girls **were waiting**, they **tried** to invent a robot.
They **were practising** with their robot when it **broke**.

2 Write questions. In each question, use both the past simple and past continuous.

- where / your parents / live / when / they / meet ?
- what / they / do / when / you / get / home yesterday ?
- Who / you / talk to / while / you / come / to school ?
- What / you / do / while / you / wait / for the bus ?

3 Work in pairs. Ask and answer the questions in exercise 5.

4 Work in pairs. How many crazy sentences can you make using the prompts?

I	eat an ice-cream		run to catch the bus
We	see a spaceship	while	find a million euros
Our teacher	sing in the shower	when	meet [famous person]
[famous person]	step on a snake		have breakfast

5 Choose the correct option.

1 I **went/was going** to a robotics competition while I **stayed/was staying** in the USA.

2 We **walked/were walking** home from school, when it **started/was starting** to rain.

3 While I **visited/was visiting** my cousin, I **learnt/was learning** to surf.

4 When the bus **came/was coming**, I **talked/was talking** on the phone.

5 We **watched/were watching** when our team **won/was winning** the Cup.

6 Read the examples and choose the correct option in the rules.

They were practising with their robot **when** it broke.
While they were practising with their robot, it broke.

- We often use **while/when** before the past continuous.
- We often use **when/while** before the past simple.

7 Complete the sentences with the past simple or past continuous.

- The sun (...) (**shine**) when I (...) (**wake up**) today.
- I (...) (**call**) my friend while I (...) (**wait**) for the bus to arrive.
- We (...) (**chat**) when our teacher (...) (**come**) into class today.
- My parents (...) (**meet**) while they (...) (**work**) in a shop.
- My dad (...) (**make**) dinner when I (...) (**get**) home yesterday.

8 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Selena Gomez growing up

Selena Gomez is rich and famous, but her life 1 was/were very different in the past. She used to 2 live/living with her mother in a small apartment in Los Angeles. They 3 weren't having/didn't have much money and they couldn't 4 buy/to buy nice things. Selena's mother worked as an actress. That's how she 5 become/became interested in acting. Selena got her first job when she was nine. A few years later, she got a part in a Disney show. Selena 6 worked/was working on this show when she 7 met/was meeting Justin Bieber! Now she acts and sings, and she also does a lot of work for charity.

A few years 8 before/ago, Selena was ill, so now she eats a healthy diet and does exercise at least 9 twice a week/two times in a week. She has millions of followers on Instagram. She's one of the most popular people in the world!



42 Reinforcement and Challenge → Grammar bootcamp pp120-121



Telling a story

- Work in pairs. Which famous person would you most like to meet?
- Watch the video. Which famous person did Diego see and where?
- Watch again. Which Key phrases do you hear?
- Complete the dialogue with the Key phrases. Watch again and check.

Jen: Great movie! The way he climbs and jumps – it's awesome!

Diego: I know. Did I ever 1 (...) the time I saw Tom Holland?

Jen: You're 2 (...)!

Diego: It's true. I was staying with my cousin in London at the time.

Jen: So, 3 (...)?

Diego: Well, we were walking in the park one day when we saw people playing sports.

Jen: Right.

Diego: They were free running, you know, doing acrobatics.

Jen: And one of them was Tom Holland?

Diego: Yeah, 4 (...) he was training at the park.

Jen: 5 (...)! Did you say anything to him?

Diego: No, we just watched for a while. He was really good!

Jen: I can't believe you actually saw Spider-Man!



Real-world speaking

- 5 Create your own dialogue. You can invent the story. Follow the steps in the Skills boost.

SKILLS BOOST

THINK
Work in pairs. Make notes about a time you saw a famous person.

- Where were you? What were you doing?
- What was (the famous person) doing?
- What did you do? What did he/she say or do?

PREPARE
Prepare your dialogue. Remember to use the Key phrases.

PRACTICE
Practise your dialogue. Take turns to tell your story.

PERFORM
Act out your dialogue for the class.

- Peer review** Listen to your classmates. Answer the questions.
 - Who did they meet or see? What happened?
 - Which Key phrases did they use?

Key phrases

Starting a story: Did I ever tell you about the time ... It all started when ...

Keeping the listener interested: Can you imagine? You'll never guess what happened. It turns out ...

Responding: You're kidding! So, what happened? That's awesome/incredible/amazing/terrible! What a nightmare!

US → UK

Great movie! (US) → Great film! (UK)
We saw people playing sports. (US) → We saw people doing sport. (UK)

Authentic speaking situations featuring teen topics encourage students to use English in a relevant, natural way. Speaking sections come with a model video that helps students know what is expected of them.

The **Skills Boost's step-by-step structure** guides students through the preparation, practice and performance stages to help them **communicate successfully**.

Key phrases and **Real-world Grammar** provide language support for students to perform their speaking dialogues in an accurate way

Some of the speaking model videos are filmed in the USA and are in **American English**, exposing students to different expressions.

Writing lessons enable students to **analyse** each text type and **produce** their writing in a step-by-step manner.

Information based on real **people** who can serve as inspiring role models, **avoiding** **preconceived** **stereotypes**.

The **Subskills** section aids writing development by providing content and layout tips, and also with strategies which lead to successful completion of the writing task. These tips and strategies come with associated practice

3 Writing

One day, Billy Reid was walking along the beach near his home in Florida when he saw \$100 in the sand. The 14-year-old picked up the money. Then he saw another \$100, and another. Soon, he had \$1,500 in his hands.

Billy, a golf fan, was with friends from a local golf organisation when he found the money. They couldn't believe it when he showed it to them. Billy didn't think twice. When he saw a police officer, he gave him the money.

Billy's story was in all the newspapers and on television. A few days later, he received a phone call. It was an invitation to play video golf with some professional golf players. Billy was really happy. He played with some of his favourite players – and won! In the end, he didn't get any money, but he got a wonderful surprise.



A story

Choose the best title.

- ① **TEEN WINS GOLF COMPETITION**
- ② **Honest** teenager gets a **special surprise**
- ③ **Boy wins prize of \$1,500**

2 Read the story again. Put the events in the correct order.

- a Billy received an invitation to meet his heroes.
- b He gave the money to a police officer.
- c He showed the money to his friends.
- d People heard about his story in the news.
- e Billy found more than \$1,000 in the sand.

Subskill: Time expressions
Time expressions help to show the correct order of events in a story.

3 Which time expressions can you find in the story?

a few days later after that at the time
in the end one day soon then later

4 Choose the correct option.

1 Later/One day, Anupriya was watching TV when she saw the news of floods in her country. She wanted to buy a new bike **2 soon/at the time,** but she decided to donate all her money to victims of the flood.

3 In the end/A few days later, a reporter heard about her story and wrote about it in a newspaper.

4 After that/After, other reporters told her story too. **5 At the time/Soon** her name was in all the newspapers.

6 In the end/Then Anupriya got a surprise. A bicycle company sent her a message saying that they wanted to give her a new bike every year of her life!

7 In the end/After that, Anupriya got an amazing reward for her kindness.

44 Writing competence → Workbook pp112-113

5 Write a story for the school magazine. Follow the steps in the Skills boost.

17-year-old Miles Solomon does a physics project – he has a surprise
he checks data from the International Space Station – he finds a mistake
he checks the data again and again – he is sure
he goes to his physics teacher – they send an email to NASA
he gets a reply from NASA – they say thank you – no special prize!
he is happy – he wants to work with NASA in the future



SKILLS BOOST

THINK
Read the notes. Choose a title for your story.

PREPARE

- 1 Divide the information into three paragraphs:
The beginning of the story
What happened next
The result – a positive message
- 2 Think about where you can include time expressions in your story.

WRITE
Write your story.
One day, ...

CHECK
Read your story and answer the questions.

- 1 Do you include a title and three paragraphs?
- 2 Do you use the past simple and past continuous?
- 3 Do you use *when* and *while*?
- 4 Do you use time expressions correctly?

6 Peer review Exchange your story with another student. Answer the questions.

- 1 Does the writer use the past simple and continuous, and *when* and *while*?
- 2 Which time expressions does the writer use?
- 3 Does the writer make the story interesting? How?
- 4 What's the message at the end?

QUICK REVIEW

Grammar

Past continuous
Affirmative and negative
was/wasn't (was not), were/weren't (were not) + verb -ing
I was having dinner at seven o'clock last night.
Jodi wasn't (was not) sitting in her usual place yesterday.

Questions and short answers
(question word) + was/were + subject + verb -ing
What were you doing at eight o'clock last night?
Were you doing your homework? Yes, I was. / No, I wasn't.
Were your parents watching TV? Yes, they were. / No, they weren't.

Past simple and past continuous
We often use the past simple and past continuous together in the same sentence.
We use the past continuous to talk about a long action and the past simple to talk about a short action that happened during that time.
I was having a shower when you called.
We were playing a video game when my computer crashed.

when and while
We often use *while* before the past continuous. We often use *when* before the past simple.
We were playing football when it started to rain.
It started to rain while we were playing football.

Vocabulary

18 **Success and achievements**
be famous/popular/rich
feel part of a team/happy/proud
get fit/a good job/good grades
learn a language/something new/to surf
make money/friends/a difference
win a race/a prize/a competition

19 **Verb and noun suffixes**
achieve → achievement
advertise → advertisement
agree → agreement
compete → competition
educate → education
inform → information
invent → invention
invite → invitation

Plurilingual competence →
Do you have suffixes for these nouns in your language?
Do they all have the same ending?

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Quick Review provides a handy summary of the language content in the unit for students to check it when needed.

Skills Boost accompanies students through a step-by-step practice task enabling confident production.

Vocabulary from the unit is available in audio format enabling students to check pronunciation.

Further scaffolded practice of the writing competence is given in the Workbook so that no student is left behind.

Plurilingualism based reflection encourages students to compare aspects of the English language with their own.

The end-of-unit optional project provides the opportunity to put what has been learnt in the unit into practice through a real life learning situation, which is related to a CLIL topic.

The **WDYT? (What Do You Think?)** question that also appears at the beginning of the unit is answered through the Project.

The project encourages students to make use of digital media to present work and develop **digital competence**.

The **project objectives** make it clear to students what is expected of them.

Students watch a **video** of a teenager giving a presentation as a **model for their own work**.

The Project is **carefully-staged and scaffolded** for teachers and students.

The **Project Planner** at the end of the SB provides a graphic organiser to help with the brainstorming step, as well as "How to..." guidelines.

3 Project

WDYT?
(What do you think?)

What is your idea of success?

Make an infographic about a success story, either about a person or an organisation.

- 1 **Learning situation:** Research and present an infographic about a success story.
Cross-curricular topic: Lifelong learning
- 2 **Language:** Use the past simple and continuous and vocabulary from the unit.
- 3 **Super skill:** Take on different roles

1 Watch a video of students presenting their infographic. What makes Ellie's success special?



STEP 1: THINK ●●●●

2 Look at the infographic in the Model project. What information does it contain?

- age or date of birth
- personal life
- education
- information about money
- problems or difficulties
- when and why she decided to aim for success
- achievements
- plans for the future

STEP 2: PLAN ●●●●

3 Work in pairs. What does the infographic include that makes the information more attractive?
photographs...

4 Work in pairs. Choose a successful person (sports person, musician ...) or an organisation you admire.

5 Research the person or organisation.

- Save facts and information in a document, or take notes.
- Try to find photos or other images (maps, logos, etc.).
- Organise your information into sections (e.g. family, studies) as you save it.

COLLABORATION

Taking on different roles

Tips
Share the work equally between you. Don't always work the same way. If you normally write and your partner speaks, change what you do. Try to develop new skills.

Key phrases
OK, why don't you do X and I'll do Y?
Do you want to insert the photos?
You type and I'll read out the information.
Do you want to change, so I do the writing now?
Why don't you type this part?

6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with your partner.

7 Work together to create your infographic. Use the list in exercise 2 to help you. Use the tips and Key phrases in the Super skills box.

STEP 3: CREATE ●●●●

8 Read the *How to...* tips on p131. Then prepare to present your infographic.

9 **Peer review** Work with another pair. In turns, present your infographic. As you listen, answer the questions.

- 1 Do you find out interesting information about the person or organisation?
- 2 What is this a good example of a success story?

3 FINAL REFLECTION

1 **Learning situation**
Is the infographic clear and attractive? 😊 😐 😞
Did you give a good summary of the success story? 😊 😐 😞

2 **Language**
In your infographic and explanation, did you use language from the unit? 😊 😐 😞

3 **Super skill**
Did you take on different roles? 😊 😐 😞

→ Go to your **Competence Evaluation Tracker** and update your progress.

Super Skills develops the four Cs (critical thinking, collaboration, communication and creativity) through the authentic context of the project with tips and key phrases to allow for fluent communication.

Model project

ELLIE ROBINSON
Ellie Robinson is a Paralympic swimmer
Ellie was born in August 2001



MAJOR MILESTONES

Ellie was watching her hero, Ellie Simmonds, at the London Olympics when she decided to train more seriously. Ellie Simmonds also has achondroplasia.



Ellie won gold medals at the Rio Olympics and the Commonwealth Games. She was only 15.

After that, Ellie won an important prize: the BBC Young Sports Personality of the Year. She also became a Member of the British Empire and met Prince Charles.



STEP 4: PRESENT ●●●●

A **model of the project** is provided so that students have an idea of what is expected of them.

The **Final reflection** task allows students to evaluate their work and their use of the skills and language from the unit. A more detailed evaluation is provided in the **Competence Evaluation Tracker**.

The **Peer Review** section gives students the opportunity to **evaluate each other's language** by providing questions which make them reflect on the performance of their peers.

The **Writing Competence** pages at the end of the Workbook provide a very guided approach to each of the writing tasks so that all the students in the class can produce their piece of writing successfully.

These pages always offer a new model of the same task with **notes** of the important areas that need to be taken into account for each writing.

3 Writing competence

A story

Writing competition – the winner!

It doesn't sound like a true story but it is!

One day a group of South African teenagers decided to build their own plane! It wasn't easy – they had to put together thousands of small parts in only three weeks. How did they do it? Well, they worked really hard as a team. In fact, they didn't just build the plane, some of them were also the pilots!

Seventeen-year-old Megan Werner started the project and with five other teenagers she learned to fly a plane and got a pilot's licence. This was difficult because they had to study flying while they were finishing their school exams.

The four-seater plane started its journey in Cape Town. Three weeks later, it arrived in Cairo – 12,000 km away. After that first flight, the teenagers felt very proud of their achievement.

In the end their story shows that anything is possible if you work hard.



Add some background detail to the story to give it emotion.

Don't forget to use the correct time expressions.

Remember to give your story a surprise ending or a concluding message.

3 Writing competence

Task

Write a success story.



THINK

Look at the title of the story. Make notes to answer the questions. Use your imagination.

Teenager wins round-the-world trip as prize for science project!

- 1 What is the setting for the story?
- 2 Who is the main character?
- 3 What are the main events in the story?
- 4 What other things happened? Think about these events in order.
- 5 What could be a surprising end or a positive message for this story?

WRITE

Write your story. Use your notes and the story on p112 to help you.

PREPARE

Organise your notes into three paragraphs.

Paragraph 1: The beginning of the story – set the scene and the main characters.

Paragraph 2: Write the main events of the story in order, what happened and how the people felt.

Paragraph 3: Give the story a surprising or funny ending if you can.

CHECK

Read your story. Answer the questions.

- 1 Do you include some background detail?
- 2 Do you write three separate paragraphs?
- 3 Do you use the past simple and past continuous correctly?
- 4 Do you use time expressions?
- 5 Do you finish the story with a surprising, funny or positive ending?

Useful language

- One day / night last week / year ...
- He/She/They felt ... He/She/They decided to ...
- Then ... / After that / Later, ...
- While he/she was ... -ing, ... happened.
- A few moments / days / months later, ...
- Finally / In the end ...
- This story tells us that ...

The questions here make the students think of the **information which should appear in the writing.**

The **Check** section includes a checklist with questions for students to check if their piece of writing includes the different aspects that are typical of each writing type.

A **Useful language** box with the key sentence prompts is included so that students can refer to it when writing their task.

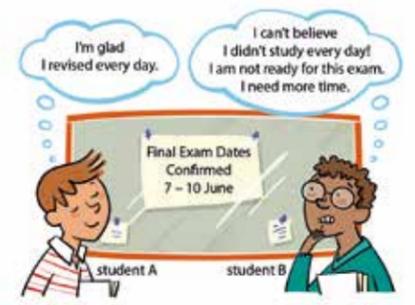
Students are asked to **organise the information in different paragraphs.**

The **Social and Emotional Competence** pages at the end of the Workbook cover social and emotional competence from a teenager's perspective, with content adapted to their level and maturity. The section always includes relevant vocabulary work, a text and activities for reflection.

3 Social and emotional competence

MANAGING STRESS
As you get older, you need to think about more and more things: studying, relationships, people, exams. It can be stressful to manage everything. It's important to organise your time and find ways to feel less stressed.

1 Look at the cartoon and answer the questions.



- What are the advantages of planning your revision time?

- What's the problem with studying at the last minute?

- Which type of student are you: A or B?

2 Read the website tips on p129. Match the expressions in the box to definitions 1-6.

believe in yourself do exercise
give yourself rewards look after yourself
set realistic goals talk things over

- do some physical activity, e.g. a sport, or go for a walk _____
- have plenty of breaks when revising _____
- communicate with somebody _____
- go to the doctor if you feel ill or rest if you're tired _____
- think positively about yourself _____
- have objectives that you can achieve _____

Social and emotional competence 3

How to succeed at exams and manage your stress

Here are some tips to help you feel less stressed!

- Choose a sport which you really enjoy and can do easily.
 - Sport will give you more energy.
 - It will also help you relax and feel less stressed.
- Don't be too ambitious with your goals.
 - Organise a timetable for revision which you can actually do.
 - Don't leave the studying to the last minute.
- Discuss your exam strategies with your friends. You can help each other this way.
 - Talk to your parents about your worries or fears.
 - Ask your teacher for extra help if you need it.
- When you feel stressed or worried, think about your strengths and what you are good at.
 - Don't exaggerate problems - keep things real.
 - Do practice exam papers to give yourself more confidence.
- Make sure you get lots of sleep.
 - Sleep well and learn to think about other things before you go to sleep.
 - Eat well - don't eat too much junk food!
- Plan a holiday or time off after the exams.
 - Watch a film or your favourite series to stop thinking about exams.
 - Think about how you're going to celebrate after the exam!

Like Reply

Jan
OK, but I still like to do everything at the last minute, if not I'm not motivated to study! I just can't work in any other way. 😞

Dalai
Great! I'm going to have more time off now, I work all the time and it's not productive! I started taking breaks a few days ago and I can already feel that they are good for me.

Caroline
It's true what you say, especially talking things over - that's so important. When I talk about my feelings, I become much less stressed.

Stuart
I agree with the advice but it's not easy for me to be confident. I need to work on this a bit more.

Leave a comment
Enter your comment here: _____