

3

Thanks for sharing!

LEARNING SITUATION

How can we share knowledge to help others?

PROJECT Make a how-to video on a subject of your choice

STEP 1 Decide on a topic for your how-to video

STEP 2 Plan the main steps of your instructions

STEP 3 Write a draft script for the key steps in your video

UNIT OBJECTIVES

VOCABULARY

- Adjectives and dependent prepositions
- Admiration, respect and criticism

GRAMMAR

- Modals: ability and speculation
- Modals: obligation and prohibition; *should have / shouldn't have*

SPEAKING

- Asking for and giving instructions

VIDEO
INSPO



Something someone taught me



- 1 Look at the photo. What do you think is happening?
- 2  **VIDEO** Watch the video. Where did Cleo learn the four skills?
- 3  **VIDEO** Watch the video again. Answer the questions.
 - 1 What's Cleo's dad really good at doing?
 - 2 What were Mia's three tips for finding lost stuff?
 - 3 How do we know Cleo's cooking skills are better?
 - 4 Why was Cleo unhappy about the test?
- 4  Can you think of something a friend or relative has taught you?
- 5  **MINI WRITING** Write a paragraph with the title 'Something ... taught me'.

VOCABULARY Adjectives and dependent prepositions

i Vocabulary presentation

6 Read and choose the correct option.

Video on social media has revolutionized how we learn. Whether you're ¹obsessed **with / of / at** making the perfect ramen or ²curious **on / for / about** how driverless cars work, social media offers everything from quick tutorials to detailed documentaries.

The format is especially ³appealing **at / with / to** younger people and it has brought some positives. Life skills such as cooking are more popular with young people than ever before. In education, video has been highly ⁴beneficial **about / to / of** learners who have difficulties with traditional classroom methods. And more generally, video tips and tutorials make students less ⁵dependent **of / for / on** teachers for help.

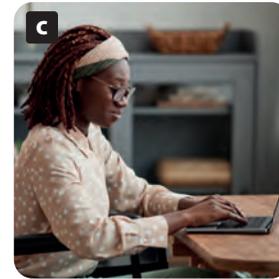
However, not everyone is ⁶optimistic **on / about / to** learning from social media. Critics say it can lead to 'superficial learning' – understanding the basics of a skill but nothing more. They also warn that overuse of social media can be ⁷harmful **at / to / about** people of all ages and that regular screen breaks are ⁸essential **on / for / at** good health.

PRONUNCIATION BANK p112

7 *i* *g* Complete the questions with the correct preposition. Then discuss the questions.

- 1 Have you ever tried to teach someone something and realized you were **hopeless** (...) it? What happened?
- 2 Would you be **capable** (...) teaching your class?
- 3 Which school subjects are the most **appropriate** (...) learning through video?

8 *g* 15 Listen to four people talk about their experiences of being taught something new. Match people 1–4 to photos a–d.



9 *g* *g* 16 Listen and complete the sentences with the adjectives in the box and their dependent prepositions.

addicted to concerned about
frustrated with keen on

- 1 Olivia's (...) coding.
- 2 Rav's (...) hurting himself while training.
- 3 Isla gets (...) drawing faces.
- 4 Aran's (...) studying fashion at university.

i Vocabulary practice

LEARNING SITUATION INTRODUCTION

Make a how-to video on a subject of your choice

1 *g* VIDEO Watch *Your project inspo*. Answer the questions.

- 1 What's the how-to video about?
- 2 How are the tips organized in the video?

2 *g* You are going to make a how-to video. Look at the categories. Can you think of more and add examples?

Practical skills: How to make pancakes, ...

Life skills: How to save money online, ...

3 Which categories appeal to your group?

3.2 Teaching the world

Lesson Objectives • Read about Sal Khan and the future of education • Learn how to do multiple-choice questions
• Learn modals of ability and speculation

READING

1  Discuss the questions.

- 1 Have you ever struggled with any subjects?
- 2 Have you improved in any subject recently?
- 3 Do you ever revise by watching video tutorials?

2  17 Read and listen to the article. How has Sal Khan's mission changed?

 **READING HACK!**

Multiple-choice questions

- Eliminate wrong answers by looking for evidence in the text.
- Be careful of similar words in the text and the answers.
- Don't assume you know the answer. Find evidence.

 Extra practice

3  Choose the correct answers. Use the tips in the *Reading hack*.

- 1 Why did Sal adapt his classes with his relatives?
 - a Some students didn't attend lessons.
 - b He wanted his students to be less dependent on him.
 - c A friend offered to make videos for him.
 - d He got too impatient with his students.
- 2 What encouraged Sal to make more tutorials?
 - a The feedback from other viewers.
 - b There weren't any other videos like his online.
 - c His students needed help with science.
 - d He wanted to earn money from his work.

From Nadia to AI:

Sal Khan's mission continues

When Sal Khan heard that his young cousin, Nadia, was struggling with maths, ¹he could have bought her a book or even paid for a private tutor. After all, he was a busy and successful investment banker in Boston, a three-hour flight away. Instead, Khan took on the job himself. Video calls weren't common yet, so the two started daily sessions on the phone. Within months, their collaboration had improved Nadia's confidence and performance dramatically.

Word got around and soon Sal was coaching more than ten of his relatives. This continued for two years, but eventually ²Sal couldn't cope. He was also getting frustrated with his students. They kept forgetting things. Sal repeatedly had to explain the same concepts. Then, a friend suggested recording some videos and posting them on a video-sharing website, which was new at the time, called YouTube. Now, Nadia and the others ³were able to review topics at their own pace. And Sal suddenly had some time again.

Sal ⁴can't have been the first person to post maths videos online. But he had made his videos just for his relatives. His friendly, personal style was appealing to people. Sal thinks ⁵this might have been the reason behind what happened next.

Comments started appearing from students and teachers worldwide. They told Sal how useful they had found his videos. He suddenly realized ⁶there must be millions of students like his relatives and ⁷they all might benefit from his videos. So, Sal spent his evenings and weekends making more tutorials and expanding to science subjects, too. Soon after, he started the Khan Academy – a non-profit organization with a mission to provide access to a free education for anyone, anywhere.

Now the Khan Academy is a world-famous educational platform in nearly 200 countries and over 50 languages. Sal has received many awards for his work in education, and recently he's been speaking about the next step of his mission. Just as YouTube enabled his lessons to reach millions, Sal believes that AI is an opportunity to democratize education even further. It's capable of being a one-to-one tutor for every student, no matter what their location or status. ⁸AI can give them the support he gave Nadia, adapting lessons to their needs and providing instant feedback. And it can be similarly beneficial to teachers, assisting them personally in routine tasks such as marking homework, exams and even lesson planning.

Naturally, there are concerns about AI, including its accuracy, but Sal is concentrating on the positives. He's confident that ⁹it won't be long before we've dealt with this. And for now, we can minimize the problems. Sal doesn't believe that AI offers a complete or 'magic' solution, but he's excited about its potential to improve learning.



- 3 What does Sal see as AI's role in education?
 - a to prepare students for exams
 - b to make education affordable for everyone
 - c to give teachers more time to prepare materials
 - d to give personalized help to students and teachers
- 4 What does Sal think about the issues with AI?
 - a He's excited about them.
 - b We will resolve them soon.
 - c New technology always has them.
 - d They aren't very significant.

4 Answer the questions about the article.

- 1 Why was Sal's decision to help his cousin surprising?
- 2 Why does Sal think people liked his early videos?
- 3 What evidence is there that the Khan Academy has become successful?

5 **THINK** Are you as optimistic as Sal about the use of AI in education? Why?

6 **MEDIATION** Imagine your partner missed the lesson and wants you to explain who Sal Khan is. Select five facts and take turns to explain them.

Reading extra

GRAMMAR

Modals: ability and speculation

Grammar animation

7 Match phrases 1–9 in the text with uses a–g.

Ability: present and future

a We use *can* or *be able to* for ability. (We use *will be able to* for future ability.)

Ability: past

b We use *could* or *was / were able to* for ability in the past.
 c We use *could have* + past participle to describe a past ability or opportunity which wasn't used.

Speculation: present and future

d We use *will* and *must* when we're certain something will happen or is true.
 e We use *won't* and *can't* (NOT *mustn't*) when we're certain something won't happen or isn't true.
 f We use *could / might / may* (not) when something is possibly (not) true or possibly will (not) happen.

Speculation: past

g We can use *must, might, could* + *have* + past participle to speculate about the past. Remember: the negative of *must* (for speculation) is *can't* NOT *mustn't*.

EXTRA GRAMMAR PRACTICE p116

8 Choose the correct option.

- 1 The bus was late, but luckily I **was able to get / could have got** there on time.
- 2 He **must say / must have said** to do the homework by Friday. We haven't got maths tomorrow.
- 3 I **could lose / might have lost** my phone. It's not in my bag.
- 4 It **can't / mustn't** be ten o'clock already. We've only just had dinner.
- 5 I **must / could** have gone to the party, but I decided to stay at home.
- 6 I'm very certain you **will / must enjoy** the course.
- 7 Dad **may / must** be home. I heard him upstairs.
- 8 It's Thursday, so Jo **can't / won't** be home until six.

9 Complete the text with the verb forms in the box.

could answer couldn't believe might mean
 must be must have been was even able to write
 wasn't able to sleep would students be able to use

Sal Khan was one of the first 20 people to see GPT4, the AI behind ChatGPT. He ¹(...) very excited about it because he ²(...) for a week!

GPT4 ³(...) difficult educational questions in seconds. It ⁴(...) questions itself! After a weekend of using it, Sal ⁵(...) what it was capable of.

He soon started thinking about what AI ⁶(...) for education. ⁷(...) it sensibly, without cheating?

There are challenges ahead, says Khan. But it ⁸(...) possible.

Grammar practice

LEARNING SITUATION STEP 1

Decide on a topic for your how-to video

WORKBOOK LEARNING JOURNAL p12

- 1 Look back at the *Learning situation* introduction and your list of possible topics for your video. Discuss the questions.
 - 1 Are there any ideas that will be difficult to make a video about?
 - 2 Which might be the most interesting or fun to make and watch? Why?
 - 3 Can you add any more good ideas to your list?
- 2 Decide on a final topic for your video. Make sure that everyone agrees!
- 3 Before your next lesson, research your topic online. Are there already any good how-to videos that might be helpful?

Lesson Objectives • Learn phrases relating to admiration, respect and criticism • Listen to a spoken history
• Recognize features of informal speech • Use modals of obligation and prohibition

VOCABULARY

Admiration, respect and criticism

i Vocabulary presentation

1 **🔊** Read the questions. Match the phrases in **bold** with definitions a–h.

- Who do you most **look up to** in your family?
- Do your parents always **approve of** your friends?
- Do your friends or parents ever **criticize** your clothes?
- Do your parents **praise** you for helping out at home?
- Who **pushes you to do your best** in your family?
- Have any of your friends **inspired** you to try something new?
- Is there anything you wish you **had the courage to** do?
- Are there any school rules you **object to**?
 - to say what is bad about someone / something
 - admire and respect someone
 - say good things about someone
 - give someone the confidence to do something
 - disagree with something
 - think that someone / something is good
 - encourage someone to try their hardest
 - be brave enough to do something

2 **🗣️** Discuss the questions in exercise 1. Use the phrases in **bold** in your answers.

The person who I most look up to in my family is ...

3 **✍️** **MINI WRITING** Choose one of the questions in exercise 1 and write your answer in a short paragraph. Set yourself a time limit of three minutes.

i Vocabulary practice

LISTENING

4 **🗣️** Discuss the questions.

- Do you remember any teachers from your last school?
- If you could speak to any of them today, what would you ask them?

5 **🗣️** Read about the National Day of Listening.

- Why do you think the organizers chose the day after Thanksgiving?
- What do you think 'window into the past' means?

NATIONAL DAY OF LISTENING

The **National Day of Listening** is an annual event in the USA, on the day after the family celebration of Thanksgiving. On this day, Americans are encouraged to sit down with family members, friends or people in their communities and share their experiences and stories. These stories are then submitted to a national collection.

The recordings are an example of oral histories. Oral histories have been used for centuries to preserve the stories of individuals and communities that might otherwise have been forgotten. For future generations they will offer a unique window into the past.



6 **🔊** 18 Listen to the conversation between Kyle and his former teacher Mrs Miller. Do you think Mrs Miller is still teaching now? Why?

7 **🔊** 18 Listen again. Correct the false sentences.

- Kyle writes mostly for online publications.
- Before starting teaching, Mrs Miller was a journalist.
- Kyle's sure Mrs Miller inspired him to do journalism.
- Mrs Miller knew Kyle was good at writing.
- Mrs Miller left without warning her students.
- When Mrs Miller left the school, Kyle was about ten.

⚡ LISTENING HACK!

Features of informal speech

In informal spoken language, some sounds, usually consonants, disappear.

'You must send me some links.' sounds like 'You *mussend* me some links.'

i Extra practice

- 8 18 Read the questions. Write down as many answers as possible. Then listen and check.
- 1 In what ways does Mrs Miller speak positively about Kyle as a student?
 - 2 How does Kyle speak positively about Mrs Miller?
- 9 **THINK** Who from your life would you like to record an oral history with?

GRAMMAR

Modals: obligation and prohibition; *should have / shouldn't have*

Grammar animation

- 10 19 Listen and complete the comments.
- 1 'You (...) send me some links.'
 - 2 'Now students (...) bring phones to school at all.'
 - 3 'I (...) have given you more warning.'
 - 4 'You (...) say that!'
 - 5 'I just did what teachers (...) do.'
 - 6 'I (...) go.'
 - 7 'I (...) find a place on a course near my home.'
- 11 Use the sentences in exercise 10 to complete the grammar rules with the missing verbs.

Obligation and prohibition: present and future

- a We use ¹(...) or *have to* for obligation or strong advice.
- b We use *mustn't* or ²(...) to say something isn't allowed.
- c We use ³(...) to say something isn't necessary.
- d We use ⁴(...) / *shouldn't* for advice or recommendations.

Obligation and prohibition: past

- e We use ⁵(...) for past obligation. We use *didn't have to* when something wasn't necessary.
- f We use ⁶(...) to say something was not allowed or not possible.
- g We use ⁷(...) / *shouldn't have* + past participle to express regret or criticize things that happened in the past.

EXTRA GRAMMAR PRACTICE p116

- 12 Choose the correct option.
- 1 In chemistry, we **must** / **should** wear safety glasses.
 - 2 My mum **couldn't** / **mustn't** wear earrings at school.
 - 3 We **must** / **had to** wait ages for a bus yesterday.
 - 4 I **should** / **shouldn't** have listened to you, but I didn't.
 - 5 You **shouldn't** / **mustn't** forget your keys.

VIDEO INSPRO **CONTENT CREATOR**
How to use it



- 13 Read the tips on recording your own spoken history. Complete each tip with the correct phrases from the box.

can't share don't have to use must prepare
should find shouldn't interrupt

Top Tips for recording spoken histories

- 1 You (...) some questions to keep the conversation going.
- 2 You (...) expensive equipment.
- 3 You (...) a quiet room to record in.
- 4 You (...) people.
- 5 You (...) recordings without permission.

- 14 Rewrite the sentences using the words in brackets.
- 1 I wish you hadn't criticized me in front of my friends. (shouldn't)
 - 2 It was compulsory to wear a uniform at our school. (had)
 - 3 We weren't allowed to leave until the classroom was tidy. (couldn't)
 - 4 Homework was optional for us. (have)
 - 5 I regret not telling my teachers how much they inspired me. (should)

Grammar practice

LEARNING SITUATION STEP 2

Plan the main steps of your instructions

WORKBOOK LEARNING JOURNAL p13

- 1 Review the topic you chose in Step 1. Discuss the questions.
 - 1 What are the main points you need to include in your how-to video?
 - 2 What might be difficult to explain or not be interesting for viewers?
- 2 Write a list of the main points for your video.

How to turn your old clothes into cash

 - Wash and iron your old clothes.
 - Take photos in natural light.
 - Research prices.
 - Write accurate descriptions.
 - Send things to your customers promptly.



3.4 The Irish gap year



4 QUALITY EDUCATION



Lesson Objectives • Learn about a different approach to education in Ireland

CULTURE i Warm-up

1 These students are at a secondary school in Ireland. What do you think they are learning? Why?



VIDEO INSPO

CULTURE
The Irish gap year



Ireland Quiz

- Is the Republic of Ireland part of the UK?
a yes b no
- What's the capital of Ireland?
a Belfast b Dublin c Edinburgh
- What currency do they use in Ireland?
a the pound b the euro c the dollar
- What's the population of Ireland?
a 5.5 million b 10.5 million c 20.5 million
- What's the most famous festival in the Irish calendar?
a St George's Day b St Michael's Day c St Patrick's Day
- What do the majority of Irish students do at age 16?
a get a job b start university c take a transition year

2 **20** Do the Ireland quiz in pairs. Then listen and check your answers.

3 **VIDEO** Watch the video. Choose the correct answer.

- A Transition Year in Ireland is ...
- a year of work experience
 - a break from most academic subjects
 - an extra year of study to prepare for university

4 **VIDEO** Watch the video again. Are the statements true or false? Correct the false sentences.

- After three years of secondary school, Irish students must take a Transition Year.
- Cillian Murphy developed an interest in music during his Transition Year.
- During Transition Year, every student must study Irish, English and maths.
- Kishoge Community College allows students to help organize their Transition Year programme.
- Students do exams several times during the Transition Year.

5 Write down all the activities you see in the video. Which would you like to do most?



ACROSS CULTURES

- 6 **THINK** Discuss the questions.
- If you had the opportunity to do a Transition Year, would you do it? Give reasons for your answer.
 - What new skills would you be interested in learning?
 - Are there any similar programmes in your country?
- 7 **MEDIATION** Your partner is doing a presentation on Ireland and asks for advice. Suggest interesting things from the quiz and video that they could include.



EXPLORE IT!

Research a famous person who has talked about what they learned or experienced at school. Share it with the class.

3.5

Asking for and giving instructions

Lesson Objectives • Ask for and give instructions • Use fillers in speech

SPEAKING



VIDEO
INSPO

SPEAKING
Ask Me Anything: life in the UK



- VIDEO** Look at the photo. What do you think Eva and Callum are explaining? Watch the first part of the video and check.
- VIDEO** Order the stages. Then watch the video and check.

a Remove the teabag.	e Pour the water in the mug.
b Boil the water.	f Wait two minutes.
c Add milk.	g Put the teabag in a mug.
d Stir.	
- VIDEO** Watch the second part of the video. Complete the sentences with one word.

How to deal with the

British weather



- Use an (...) to check the weather.
- Wear several (...) of clothing.
- Don't leave home without an (...).
- Enjoy the (...) while it lasts.

- DISCUSS** Discuss the questions.
 - Did you learn anything new from the video?
 - What do you think is the most useful tip?
- Read the *Key language*. Is each sentence from the first or second part of the video, or not mentioned?

KEY LANGUAGE

Asking for instructions

- Could you explain how to (make a proper cup of tea)?
- What's the best way to (deal with British weather)?

Giving instructions

- First, you'll need (a mug, a tea bag, ...).
- The first thing you should do is (check your weather app).
- The next step is to (dress in layers).
- Once you've (waited patiently for two minutes, ...).
- And lastly / one last thing, (add a splash of milk).

Emphasizing important instructions

- Make sure you (always carry an umbrella).
- It's essential that you (boil the water properly).
- Never, ever (add milk before hot water)!

- LISTEN** 21 Read the *Speaking hack*. Then listen. Which of the fillers do you hear?



SPEAKING HACK!

Using fillers in speech

We use fillers such as: *well, so, let me see, right, OK*, and to give ourselves time to think.

INFO Dialogue builder

- DISCUSS** Prepare a short dialogue asking for and giving instructions about one of these tasks or your own idea. Use the *Key language* in exercise 5.
 - make a simple traditional dish or drink
 - revise for an exam
- Join another pair and give your instructions. Try not to use your script. Use fillers when appropriate.

REAL TALK ➔ Active Learning Kit Unit 3

LEARNING SITUATION STEP 3

Write a draft script for the key steps in your video

➔ **WORKBOOK LEARNING JOURNAL** p14

- You're going to write a draft script for your video. Look back at your main points from Step 2. Can you phrase any using the *Key language*?
First, you'll need to prepare your clothes.
The next step is to take photos in natural light.
- WRITE** Write a draft script of the instructions for your video.

- Lesson Objectives**
- Write a personal statement
 - Practise different ways of beginning sentences

WRITING A personal statement

- 1  Read the advertisement from a school website. Then discuss: What skills could you offer?

We're looking for **passionate young teachers!**

Our school is starting a skill-sharing programme to help students learn from each other.

Do you have a skill you love and want to share with others?

Write a personal statement, explaining:

- what skill you want to teach
- your experience with the skill
- why you'd be a great teacher

- 2  Read Zoe's statement. What experience does she have of teaching others?

I'd like to teach students how to play the ukulele. ¹Playing music is a great way to relax and bring people together. The ukelele is a fun and simple instrument that anyone at any age can learn easily.

I took up playing the ukelele three years ago. ²It was my dad who inspired me. He bought us one each so we could play together. At first, we learned through videos, and later we used some apps and a big book of Beatles songs. ³Since then, I've taught a few friends how to play simple songs, and ⁴recently we formed a band. You might have seen us when we performed at the school talent show.

I believe teachers need to be enthusiastic about their subject and I'm obsessed with playing the ukelele! ⁵Teaching young children would be challenging, but having a younger brother and sister has also taught me to be patient and supportive. I'd love to help others gain confidence and enjoy playing music together.



- 3  Read the Writing hack. Match a–c with the example phrases 1–5 in Zoe's statement.

WRITING HACK!

Using a variety of structures to begin sentences

We can make our writing more interesting to read by starting sentences in different ways.

- Use *-ing* forms as the subject of a sentence.
- Add emphasis to someone or something with *It is / was ... that ...*
- Use adverbs or adverbial phrases, e.g. *after that, eventually*

 Writing extra



WRITING PLANNER

A personal statement

PLAN

- Choose a skill you could offer to teach to younger students. You can invent a skill if you prefer.
- Make notes on your experiences of learning and teaching the skill.

WRITE

- Follow the structure of Zoe's statement.

Paragraph 1 Introduction

Explain what skill you want to teach and why it's valuable.

- *I'd like to teach students ...*
- *It is (football) that has inspired me to ...*

Paragraph 2 Your experience

Explain how you learned the skill and any special achievements.

- *I took up ... After that ...*
- *It was (my dad) who ... Eventually, ...*

Paragraph 3 Why you'd be a great teacher

Highlight your personal qualities or experience with younger children.

- *I believe teachers need to be ... and I am ...*
- *... would be challenging, but ...*
- *... has taught me ...*

CHECK

- Read your work.

- Check you have answered all the questions.
- Check you have used a variety of structures to begin sentences.
- Check if you have used modal verbs correctly.

Language summary 3

VOCABULARY

Adjectives and dependent prepositions

➡ STUDENT'S BOOK p33

addicted to	essential for
appealing to	frustrated with
appropriate for	harmful to
beneficial to	hopeless at
capable of	keen on
concerned about	obsessed with
curious about	optimistic about
dependent on	

Admiration, respect and criticism

➡ STUDENT'S BOOK p36

approve of
criticize
have the courage to
inspire
look up to
object to
praise
push you to do your best

SPEAKING

Asking for and giving instructions

➡ STUDENT'S BOOK p39

Asking for instructions

Could you explain how to ...?
What's the best way to ...?

Giving instructions

First, you'll need ...
The first thing you should do is ...
The next step is to ...
Once you've ...
And lastly / one last thing, ...

Emphasizing important instructions

Make sure you ...
It's essential that you ...
Never, ever ...!

GRAMMAR

Modals: ability and speculation

➡ STUDENT'S BOOK p35

Ability: present and future

- We use *can* or *be able to* for ability. (We use *will be able to* for future ability.)

Ability: past

- We use *could* or *was / were able to* for ability in the past.
- We use *could have* + past participle to describe a past ability or opportunity which wasn't used.

Speculation: present and future

- We use *will* and *must* when we're certain something will happen or is true.
- We use *won't* and *can't* (NOT *mustn't*) when we're certain something won't happen or isn't true.
- We use *could / might / may (not)* when something is possibly (not) true or possibly will (not) happen.

Speculation: past

We can use *must, might, could + have* + past participle to speculate about the past. Remember: the negative of *must* (for speculation) is *can't* NOT *mustn't*.

Modals: obligations and prohibition; *should have / shouldn't have*

➡ STUDENT'S BOOK p37

Obligation and prohibition: present and future

- We use *must* or *have to* for obligation or strong advice.
- We use *can't* or *mustn't* to say something isn't allowed.
- We use *don't have to* to say something isn't necessary.
- We use *should / shouldn't* for advice or recommendations.

Obligation and prohibition: past

- We use *had to* for past obligation. We use *didn't have to* when something wasn't necessary.
- We use *couldn't* to say something was not allowed or not possible.
- We use *should have / shouldn't have* + past participle to express regret or criticize things that happened in the past.

PROJECT 3

Make a how-to video on a subject of your choice

PROJECT
INSPOYOUR PROJECT INSPO
A how-to video

REVIEW

- VIDEO** Watch *Your project inspo* again. Answer the questions.
 - Is the how-to video interesting to watch? Why? / Why not?
 - Does it give you any ideas for presenting your video?
 - Which tip is the most helpful, do you think?
- Look back at your *Learning situation* steps and check you've done these things. Do you want to make any changes or add any ideas?
 - STEP 1** Decide on a topic for your how-to video
 - STEP 2** Plan the main steps of your instructions
 - STEP 3** Write a draft script for the key steps in your video

CHOOSE

- Discuss the questions.
 - How might you introduce your video?
 - How can you present each key step in your video?
 - What must viewers be able to see at each step?
 - What props or other equipment will you need?
- What's the tone of your how-to video? Look at the list of adjectives and agree on the best two for your project.

friendly humorous inspiring professional
serious straightforward

KEY LANGUAGE

Agreeing with people

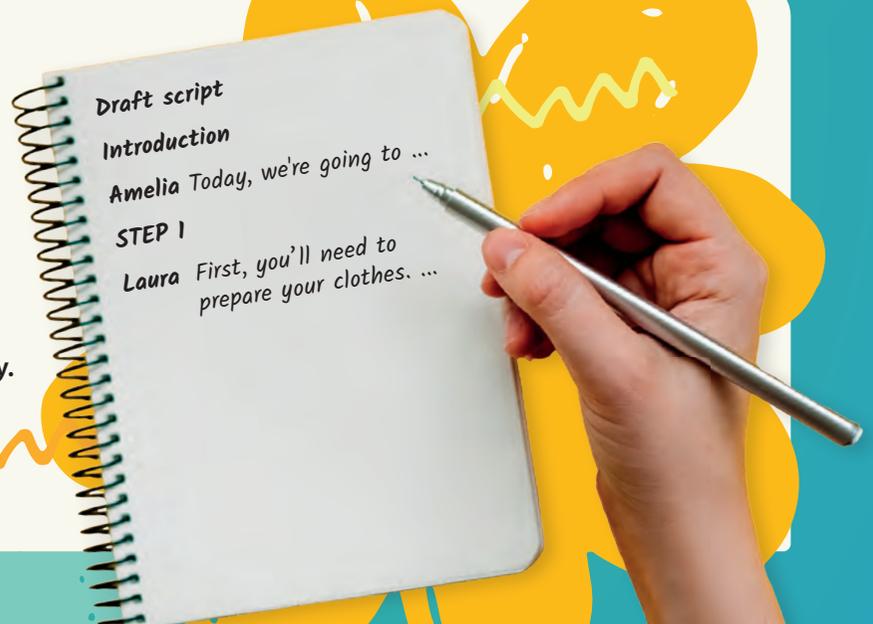
Yes, absolutely.
I couldn't agree more.
I'd go along with that.

Disagreeing with people

You might be right, but ...
That's an interesting idea, though ...
I'm sorry, but I have to disagree.

PREPARE

- Write a longer script for your video.
 - Use the draft script you wrote for Step 3.
 - Think about the tone you agreed on and:
 - Add an introduction. Include personal experiences or examples to make your script more interesting.
 - Decide how your video will end.
- Find any props or equipment you need and rehearse your script. Make changes if necessary.



CREATE

- 7 📺 Film your how-to video. Remember:
- Speak clearly and remember to look into the camera.
 - Record one step at a time.
 - Adapt your script during filming if you need to.

PROJECT BOOSTER

More ideas for your video

- 1 Include a title screen to introduce your how-to video.
- 2 Add subtitles when they might be helpful.
- 3 Add sound effects or background music.



SHARE

- 8 🗣️ Show your how-to videos to the class. While you watch each video, think about:
- 1 What do you think of the topic? For instance, is it interesting? Useful? Imaginative?
 - 2 Can you understand the steps easily?
 - 3 Do you think the tone is appropriate for the topic?

REAL WORLD

How can you use your how-to video in the real world?

If we can get the permission of everyone in the videos, we can create a class collection online.

Our videos could be useful for other students who do this project.

REFLECT

- 9 📺 VIDEO Watch the *Project Skills* video. Complete the tips.

PROJECT SKILLS

Reflecting on your own work

- 1 Think about your effort.
Did you get everything done?
Did you (...) on your tasks?
- 2 Accept and consider feedback.
You must (...) classmates' and teacher's feedback.
- 3 Decide on one takeaway. Choose one thing from the feedback that you can focus (...) next time.



VIDEO
INSPO

PROJECT SKILLS
Reflecting on your own work



- 10 Think about the question: *How can we share knowledge to help others?* What ideas are there in this unit?
- 11 Think about your project work in this unit. Answer the questions.
In this project:

1 Did you do everything you planned?
Did you spend enough time on your tasks?

2 Who did you get feedback from?
Did you listen to it?



3 What was your one main takeaway from the feedback for next time?