

B. HASTINGS - S. MCKINLAY - C. E. MORRIS - J. BOWIE

My Voice

A2/B1

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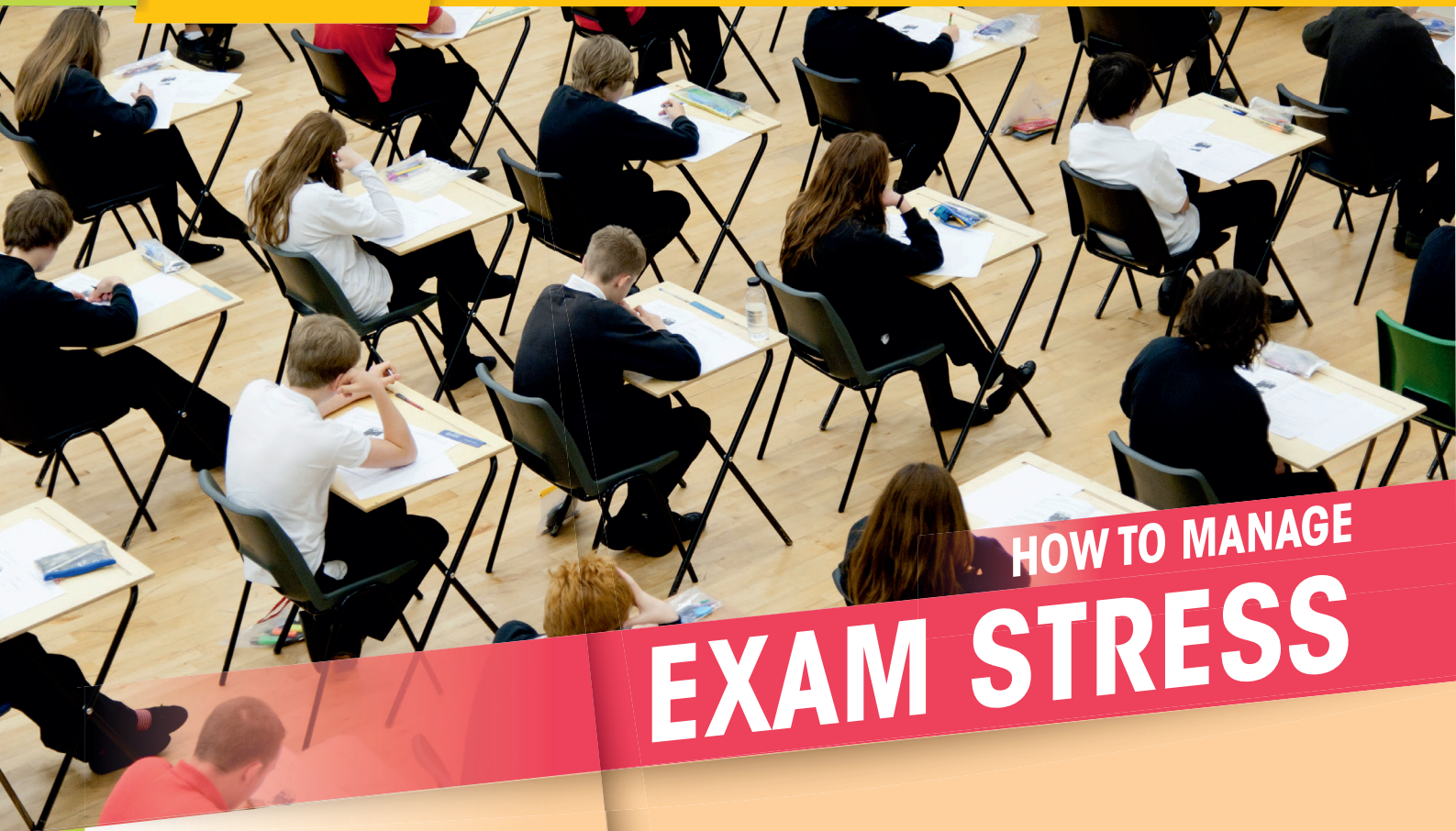
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HOW TO MANAGE EXAM STRESS

This month, Jonathan Parson, director of the Student Support Centre discusses how to cope with the stress of exams.

Pre-test stress is a big problem in students' lives. It makes you feel bad and stops you from thinking clearly. So here are my tips to help you revise, relax and reduce the stress of tests and exams.



- 1 Have a good study plan – decide which subjects to study and how much time to spend on each one. And don't wait until just before the exam to begin your revision.
- 2 Take a short break every 45-60 minutes. Change the subject you're studying when you start feeling bored. And try studying with a friend. It's more fun when there are two of you.
- 3 When we don't understand something, we feel stressed. Ask your teacher for help. You may find it hard to believe but all teachers want their students to do well in exams.
- 4 Don't study all the time. Your body needs exercise for your brain to work better. Do some sport, go to the gym or just go for a walk but get up and move!
- 5 It's important for your brain to rest so try to get eight hours' sleep every night. Eat a healthy diet and avoid drinks with caffeine that can stop you from sleeping well.
- 6 Finally, don't keep stress a secret. Talk to someone, a family member, a friend or a teacher and tell them how you feel. We all need help sometimes.

1 Order these situations from 'not very stressful' (1) to 'very stressful' (6). Then, compare in pairs. Can you think of anything more stressful?

- you lose your phone
- you get up late and miss the bus to school
- you have an argument with your best friend
- your parents ask you to do some housework while you're studying
- your end of year exams start tomorrow
- you are sitting an important exam

2 In pairs, discuss what you can do to avoid stress in situations like those in Exercise 1.

3 **INVALSI** Read the article and match the headings (A-F) with the advice for revising (1-6).

- A** Don't be afraid to ask
- B** Be organised and start early
- C** Make it interesting
- D** Eat, sleep, pass exams
- E** Don't keep your stress to yourself
- F** Healthy body, healthy brain

4 Read the text again and decide if the statements are true (T) or false (F).

- 1** Jonathan says stress prevents us from thinking clearly. T F
- 2** It's important to study for 45-60 minutes a day. T F
- 3** A study friend can be a distraction. T F
- 4** Don't exercise as it can make you more tired. T F
- 5** When you feel stressed talking about it can help. T F

5 **065 PEIC** Listen to two friends talking about exam stress. Complete Mark's advice with 2-3 words in each gap.

- Go ¹ *to bed early* the night before the exam.
- Have a ² _____ so you don't feel hungry.
- Take a ³ _____ to the exam, it's good for your brain.
- Leave ⁴ _____ so you aren't late for the exam.
- When you get the exam paper, ⁵ _____ very carefully.
- Answer the ⁶ _____ first. It makes you feel good.
- Plan ⁷ _____ to spend on each question.
- If you panic in the exam, try to relax. ⁸ _____ and take deep breaths.

6 **SPEAKING** In pairs, answer the questions.

- 1** Which of Mark and Jonathan's tips do you usually follow?
- 2** Which ones would you like to try?

7 Complete the Academic skills box with the words below.

early • answer • breaks • carefully • eight • teacher • late • revising • talk • exercise

HOW TO ...

ACADEMIC SKILLS

... MANAGE EXAM STRESS

Start ¹ _____ a long time before the exam but don't study all the time - take short ² _____ often. Take care of yourself: try to get ³ _____ hours' sleep every night, have a healthy diet and get lots of physical ⁴ _____.

Ask your ⁵ _____ to explain complicated things and ⁶ _____ to someone if you feel stressed. The night before the exam, go to bed ⁷ _____. In the morning have a good breakfast but don't be ⁸ _____ for your exam. Read the exam paper ⁹ _____, make a plan and ¹⁰ _____ the easy questions first.

REAL TASK

ACADEMIC SKILLS

- A** Imagine you have an important exam in two weeks' time. In pairs, make a pre-exam plan together. Decide:
 - which subjects to study;
 - what to do when you aren't studying;
 - when and where to study;
 - when to have breaks/relax/see friends;
 - what kind of exercise to do and when to do it;
 - when to sleep.
- B** Present your pre-exam plan to the class.





A



B



C



D

HOW TO CHOOSE A FUTURE CAREER



E

1 Look at photos A-E of people at work. What are their jobs? Say which of the things below they have to do in their jobs.

- work full-time/part-time • go on business trips • manage people • use a foreign language • work from home/in an office • do physical work • work indoors/outdoors • work on your own/in a team • work with children/animals

The woman in photo A is a vet. She works ...

2 Would you like to do any of the jobs in photos A-E? Say why.

3 You are going to hear an interview with a career advisor about choosing a career. Tick the things you think he'll mention.

- | | |
|--------------------------------------|-----------------------------------------|
| <input type="checkbox"/> personality | <input type="checkbox"/> qualifications |
| <input type="checkbox"/> exams | <input type="checkbox"/> colleagues |
| <input type="checkbox"/> experience | <input type="checkbox"/> courses |

4 **138** Listen and check your answers to Exercise 3.

5 **138** Listen again and match the advice (1-6) with the extra tips (A-F).

HOW TO ...

EMPLOYABILITY SKILLS

... CHOOSE A FUTURE CAREER

- 1** Get to know yourself.
- 2** Visit a professional adviser.
- 3** Research jobs you are interested in.
- 4** Check what skills and qualifications you need.
- 5** Consider other career options if necessary.
- 6** Make your own decisions.

- A** Be ready to adapt your plans.
- B** What are you like? What interests do you have?
- C** Get some work experience and meet people who do your dream job.
- D** What courses do you need to complete?
- E** Choose a job that makes you happy.
- F** Take a personality test to find a possible future job.

6 **SPEAKING** In pairs, ask and answer the questions. Note down your partner's answers.

- 1 What do you enjoy doing in your free time?
- 2 What are you good at? What school subjects do you like?
- 3 What are your strengths and weaknesses?
- 4 Write down five adjectives to describe you.

*I'm keen on ... I'm good at ... I find it hard to ...
I'd say I'm ...*

7 Use your notes from Exercise 6 to suggest three possible jobs for your partner. Justify your choices.

8 Match the questions (1-6) with the biographies (A-B) below. Some questions can go with both.

Which person ...

- 1 chose a career related to something they liked to do as a child? _____
- 2 completed his/her university education? _____
- 3 had a company that failed? _____
- 4 followed his/her parents' advice? _____
- 5 was not discouraged in spite of difficulties? _____
- 6 was interested in different subjects? _____

ROADS to success

A She wrote her first story when she was only six years old. She studied French at university because this is what her parents wanted, even though she really wanted to study English. After graduation, she had a few different jobs in London, but she still had an ambition to write books. One day, during a long train journey, she had an idea that changed her life: she decided to write a book for children. After a few years she finished the book. The first twelve publishers that read the story didn't like it, but she finally found a publisher for her story. Seven years later, she became the first woman to make a million pounds from writing books.

B As a child, he had original and unusual ideas and was interested in electronics. He studied law at college, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses which he found interesting, such as Art and Calligraphy. When he was just twenty he built his first computer, together with a friend, in his family's garage. They started a new company and it became quite successful. However, success did not last long and he lost his job as the director of the company. He was a bit upset at first, but then he opened two new technology companies. He loved his work and those companies have become some of the best known and successful businesses in the world.

9 **SPEAKING** In pairs, look at the photos and guess who the people in biographies A-B are. What do you think helped them become successful? Use the ideas below or your own.

- education • hard work •
luck • interests/skills • talent • passion •
determination • self-belief



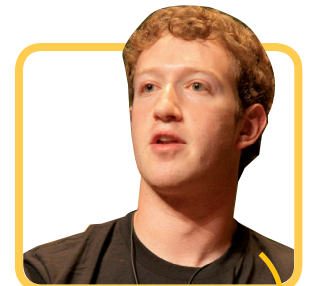
Michelle Obama



Steve Jobs



J.K. Rowling



Mark Zuckerberg

REAL TASK

EMPLOYABILITY SKILLS

A Choose one of the jobs your partner suggested for you in Exercise 7. Use the internet to find more information about it. Complete the diagram below.



B In small groups, share your findings. Explain why the job would be good for you. Does your group agree? Say why.

A SURVEY

CRITICAL THINKING COMMUNICATION CREATIVITY

1 In pairs, decide if these statements are true or false for you and say why.

- 1 I think graphs are easier to understand than texts.
- 2 I prefer black and white graphs to coloured graphs.
- 3 If I see a graph, I usually stop to look at it.

2 Look at the graphs about Class 4D and match each one with its name.

- 1 pie chart
- 2 bar chart

DESCRIBING GRAPHS

Graph A shows that in Class 4B there are 25 students. 5 students say that they stay up late studying before an exam.

5 out of 25 students

1/5 (one fifth)

20% (per cent)

say that they stay up late studying before an exam.

13 students go to bed early before an exam, 5 prefer to stay up late studying.

More students prefer to go to bed early than late.

A majority of students prefer to go to bed early.

Fewer students prefer to go to bed late than early.

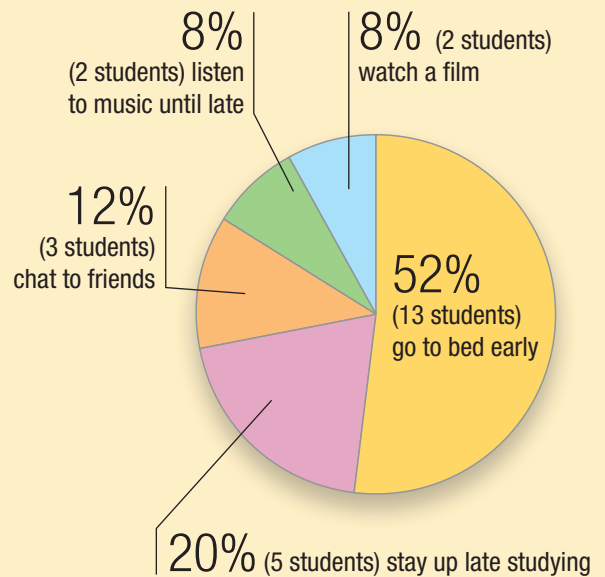
A minority of students prefer to go to bed late.

3 In pairs, look at graph B. Make at least 6 true and false sentences about the numbers it shows using the Describing graphs box. Test your classmates.

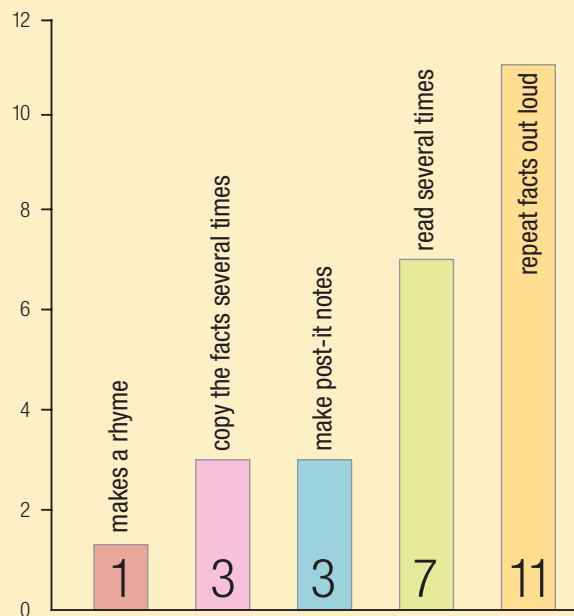
4 In pairs, answer the questions. Give reasons for your answers.

- 1 What is the last survey you did?
- 2 Where do you usually find surveys?
- 3 Is it better for surveys to be anonymous or to register names?

A How Class 4D spends the evening before a test



B How Class 4D remembers things



5  **141** Listen to the dialogue about writing a survey and match the two parts of the sentence.

- | | | |
|---|---------------------------------------------------------------|--------------------------|
| 1 | It's very important to be clear about | <input type="checkbox"/> |
| 2 | It's best to write questions that | <input type="checkbox"/> |
| 3 | An open question is not a good idea because | <input type="checkbox"/> |
| 4 | A closed question gives | <input type="checkbox"/> |
| 5 | The options must include | <input type="checkbox"/> |
| 6 | Be clear if people have to choose only one answer or they can | <input type="checkbox"/> |
| 7 | It's important not to ask two questions | <input type="checkbox"/> |
| 8 | Use words that mean | <input type="checkbox"/> |
- A** the same for everyone.
B choose more than one option.
C there are too many possible answers.
D an option for people who can't answer.
E limited answers.
F the information you are looking for.
G at the same time.
H are short and clear.

REAL-LIFE TASK

Prepare your ideas – Focus on your subject

6 In small groups, elect a secretary to make notes. Everyone, including the secretary, contributes with ideas. At this stage, accept all ideas and don't refuse any.

You are going to make a survey about how people **organise their study** and **take notes**. Brainstorm at least three ideas for each section. Remember that you can repeat possible answers in different questions.

Organising your study	Doing homework: _____ _____ Studying for a test: _____ _____ Doing research: _____ _____
Taking notes	In class: _____ _____ From a book: _____ _____ From a website: _____ _____

Creative process – Decide roles and prepare material

7 Still in groups, decide how you prefer to work: 1) as a whole group, discussing everything together; 2) in smaller subgroups or pairs, dividing the work and then bringing it together.

- First, prepare simple, objective questions.
How do you organise your homework?
How do you take notes in class?
- For each question, prepare the options, using your ideas from Exercise 6. Remember to include an option such as 'None of these' or 'I don't know'!
- Write your survey. Remember to inform classmates that they can choose more than one answer. Ask them to complete your survey. Include the teacher!

Pull it together

8 Collect your results and make a note of them. You are going to present your results to the class.

- Decide together which type of graph from Exercise 2 is best for you. You can make a graph for each question.
- Put your results together into the graphs. Remember to use colours.
- Make notes together about what language to use to present your findings.
Homework: Only 5% of the class starts with difficult exercises, but 87% prioritises it.
- Decide how to present your results: does each member of the group talk about a different question? Or does everyone have a different job?
A *Our first question was about how people organise their homework.*
B *We discovered that only 5% starts with difficult exercises, 95%, the majority of the class, starts with the easy exercises.*
C *87% prioritises it according to when they have to hand it in.*
D *No one, zero percent, answered 'I don't know'.*

Present your results.

Reflection

9 What type of graphs did the class use? Did different groups get different results? Which options did everyone choose to give? What was the most unusual option? Did any of the results surprise you?

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HOW TO WORK IN A TEAM ON PROJECTS



In this week's article, James Maddison, the headteacher of Hilltop Secondary School, gives us some useful tips on how to create a successful project.

In my experience, the students that plan their projects carefully get the best results. It's a good idea to talk about the key stages of your project with the other people in your team. In my opinion, there are four key stages in a project:

A DECIDING ON THE PROJECT

Imagine your teacher wants you to do a project on the UK. Clearly, your project can't provide information about every aspect. So, the first thing for your team to do is to choose which topic you want to focus on. Let's say that your team decides to focus on geography. You can then brainstorm/mind map ideas to help you decide which aspects to include, for example, the mountains and the rivers and the major towns and cities.

B PLANNING YOUR PROJECT

It's important to plan your work on the project together. It's a good idea for each member of the team to have a different role. Perhaps the most creative person in your team can design the slides? You need to give each person a specific task and agree on a deadline.

C RESEARCHING THE INFORMATION

Talk together about the best ways of finding the information you need for your project. You can use the library and, of course, there's lots of information on the internet. Perhaps the people in your team can suggest good websites to visit?

D PRESENTING THE PROJECT

The final stage is to decide how to present this information to your class. Together, you can look at all the information from your research and choose the most important elements. It is a good idea to practise the presentation in your group before you present it to the class.

Working on a group project teaches you a lot about teamwork. By following these suggestions you can develop the teamworking skills everyone needs when they enter the world of work.

- 1 YOUR VOICE** In pairs, discuss the questions.
- How often do you do projects at school? Which projects are you working on at the moment?
 - Do you like working on a project on your own or with a team? Say why.
- 2** Read the article. Then, in pairs, say which stage A-D you find the most difficult. Say why.
- 3** Read the article again and complete the chart with the words below.

practice • deadline • internet • how • brainstorm/mind map • choose • role

A Deciding on the project

- Read the instructions.
- ¹ _____ the topic.
- ² _____ ideas.
- Agree the content of the project.

B Planning your project

- Decide each person's ³ _____ and tasks.
- Agree on a ⁴ _____.

C Researching the information

- Consult books and the ⁵ _____.

D Presenting the project

- Read the instructions.
- Decide ⁶ _____ to present the information.
- ⁷ _____ your presentation before you present it to the class.

- 4** **SPEAKING** In pairs, discuss what can go wrong when you work on a project in a team. What problems can you face?

- 5** **033** Listen to Anna and David as they tell Chloe about a group project. Then answer the questions.

- What was the presentation about?
- How many people were in the team?
- Which team members did all the work?
- What was the problem with Ben?
- What was the problem with Abby?
- What problem did they have during the presentation?
- How did they solve the problem?

- 6** **033** Read the Employability skills box and tick the advice that Anna and David followed. Then listen again and check.

HOW TO ...

EMPLOYABILITY SKILLS

... WORK IN A TEAM ON PROJECTS

- Before you start, discuss the project with the other people in your team.
- Each team member has different skills, so give each person in the team a different role.
- Listen to other people's ideas and opinions.
- Use brainstorming to help you to choose the best ideas.
- Explain things to the other people in your team if they don't understand.

REAL TASK

EMPLOYABILITY SKILLS

- A** In groups of four, discuss your ideas for the project 'A brief guide to an English-speaking country'.
- Choose one of these countries for your project: Australia, Canada, New Zealand, the USA.
 - Choose one of these topics: culture, films, food, geography, sport.
 - Brainstorm/Mind map ideas to decide which aspects of the topic you want to include.
 - Agree what to include in the project.
 - Agree each person's role.
 - Agree a deadline for researching and preparing the information.
- B** Create a brief guide to an English-speaking country:
- Prepare your part of the project – research the topic, use fact files, tables, graphs, maps, etc.
 - Create the final presentation with your team.
- C** Present your team's project to the class.
- D** Discuss with the class how well you worked as a team, describe any problems you had and say how you solved them.



HOW TO GIVE A PRESENTATION

For some of us public speaking can be stressful, but giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your classmates, but an official exam is a more formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with some surprising facts, a personal anecdote or a question to get the listeners' attention.
- Create note cards to help you remember what to say. Don't try to learn your presentation word for word. Instead, put two or three key points on note cards.

3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
- Time your speech. Read through your presentation and see if you can keep to the time limit.
- Practise in front of family and friends. This will help you deal with stress and prepare to answer any questions.

4 PRESENT

For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous.
Never read the presentation from a page.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.



1 YOUR VOICE In pairs, talk about in which situations in your life public speaking skills could be useful. Say why.

2 In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.

- 1 Giving an exam presentation is *different from / similar to* a classroom presentation.
- 2 It is a *good / bad* idea for a speaker to start a presentation with a question.
- 3 The way a presenter uses their body during a talk *can / cannot* change the message.
- 4 It is *OK / not OK* for a presenter to speak longer than scheduled.
- 5 The best way to prepare for a presentation is to practise it *alone / with someone else*.
- 6 It is *OK / not OK* for presenters to read from a page.

3 Read the text and check your answers to Exercise 2.

4 14 059 Watch or listen to a student giving two presentations and answer the questions.

- 1 What are the topics of Jenny's presentations?
- 2 What pros and cons does she mention about the issues?



5 14 059 Watch or listen again and look at photos 1-2. For each presentation (P1 and P2), rate aspects A-E below from 1 to 5 (1 = poor, 5 = excellent).

	P1	P2
Ideas and organisation		
A The beginning of the presentation was interesting.		
B The presentation had a clear structure.		
Presenting		
C The presenter communicated her ideas in an effective way (eye contact, body language, facial expression).		
D The presenter spoke strongly and clearly.		
E The presenter looked confident and relaxed.		

6 Read the Academic skills box. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?

HOW TO ...

ACADEMIC SKILLS

... GIVE A PRESENTATION

- E** Do you have any questions?
- The subject/topic of my talk today is...
- I'd like to start by talking about...
- That brings me to the end of my presentation.
- To summarise, .../To conclude, ...
- Before I start, it might surprise you to learn that...
- Well, that's it from me. Thank you for listening.
- Today I'd like to talk about... But first, did you know that ...?

REAL TASK

ACADEMIC SKILLS

- A** Prepare a two-minute presentation on a subject you find interesting. Follow the tips from this lesson (Plan, Prepare, Practise, Present). Use some of the phrases from Exercise 6 to help you.
- B** Give your presentation in front of the class and listen to presentations from other students.
- C** Give each other feedback. Say what you liked about the presentation and what you could improve.

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- > OUT AND ABOUT
- > SPORTS FACILITIES



1 Work in small groups. Think about the town where your school is situated. Can you think of:

- one event from its history;
- one fun thing to do;
- one interesting place to visit;
- the most important reason people should visit the town.

Share your ideas with the class. Did you learn anything new?

2  127 Listen to the discussion between two colleagues from a tourist information office and decide if the statements are true (T) or false (F).

- 1 The Tourist Information Head Office says that Hepston's website is boring. T F
- 2 Melanie has found a local photographer who is happy to help with pictures. T F
- 3 Most tourists prefer to use a laptop. T F
- 4 Hepston has got some historic sites. T F
- 5 The countryside around Hepston is ugly. T F
- 6 Melanie and Ed decide to list accommodation on the website. T F

3 Match the sentence halves to make advice about how to create informative and accessible information about a town. There are two extra halves you don't need.

- | | |
|-----------------------------------------------------------|--------------------------|
| 1 Make sure that each single page | <input type="checkbox"/> |
| 2 Provide a simple | <input type="checkbox"/> |
| 3 Illustrate each page or place with | <input type="checkbox"/> |
| 4 Check about copyright | <input type="checkbox"/> |
| 5 Check if it's acceptable to advertise | <input type="checkbox"/> |
| 6 Divide into clear categories of interest such as | <input type="checkbox"/> |
- A** a good, recent photograph.
B historic sites, sports facilities, museums and galleries.
C before using other people's photos or texts.
D invite local people to contribute.
E is clear and has a heading or title.
F menu for people to consult.
G do some research at the library.
H private businesses or visitor attractions.

4 Look at the sentences from a tourist information website and choose the correct alternative.

- 1** Have you ever thought *of spending / to spend* a day in Hepston?
- 2** The castle *builds / was built* in the thirteenth century.
- 3** Children can spend an *exciting / excited* day at the adventure playground.
- 4** Archeological evidence shows that Hepston *dates back to / goes from* the Iron Age.
- 5** Visitors with an interest in arts and crafts *must / might* want to call in at the Municipal Art Gallery.
- 6** Need a breath of fresh air? The countryside around Hepston offers some *breathtaking / depressing* views over the hills.

REAL-LIFE TASK

Prepare your ideas – Think about the subject

5 Work in small groups. Every member of the group can take notes, but a secretary should make group notes.

You are going to create a website for the town your school is situated in. Make a list of four categories you want to include in your website, and then list at least two places for each category. You can use the categories from Exercise 2 or create your own.

Historic sites – The Cathedral (12th century)

Prepare your ideas - Focus on your subject

6 Divide the group into two. Each half takes two categories. Do some research into the examples you gave for each category. Use the internet, leaflets, the local library or visit the site itself.

Write a short text giving interesting information to tourists about the place. Try to make it sound attractive! Remember that your text should not be too short or too long to fit onto the screen.

Look for a suitable photograph to illustrate each text.

Creative process - Prepare your material

7 In your group, make a 'mock up' of your website.

- Try to print each text, or write it clearly, onto a piece of paper. Glue a picture near the text as you would place it on your web page.
- Alternatively, use slides or a suitable software to create the pages as you would present them online.
- Remember to create a home page and a menu!

WATCH OUT!

- It's not very interesting to simply present a series of pieces of information in single sentences. Try to use questions, unusual or surprising information and vary your style to interest readers. You are 'selling' your town!
- Check copyright permission for any photographs or texts – if in doubt use your own photographs from your smartphone and rewrite texts in your own words.

Pull it together

8 In your groups, either place your paper board mock ups around the class, or give a slide presentation presenting your work. Read each other's work carefully. Each group think of a question a tourist might ask based on the material to ask the other groups.

Try to answer the other groups' questions.

A *Hi, I'm really interested in visiting the castle, when is it open?*

B *Every day from 9.30am to 5pm.*

Reflection and positive feedback

9 As you read, make a note of:

- any information you didn't know;
- categories you didn't include;
- the most positive aspect of each website you would like to 'copy'.

B. HASTINGS - D. BRAYSHAW
R. ROBERTS - C. KRANTZ - J. BOWIE

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HOW TO BE

MORE CREATIVE

Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic. ¹ _____. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.

It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. ² _____. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.

We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. ³ _____. It is one in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.

Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. ⁴ _____. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.

Finally, it's not enough just to have some good ideas, you need to put them into practice, too. ⁵ _____. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.

So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

1 **YOUR VOICE** In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.

- 1 Only those people who are born with artistic talent can be creative.
- 2 Before you can create something perfect, you have to fail.
- 3 To be creative, we need to wait for a special moment of inspiration.
- 4 Constantly learning new things helps us to develop creativity.
- 5 Innovation often comes from formulating the problem in a new way.
- 6 When you have a new idea, it is best to keep it in your head.
- 7 Creative innovations require more luck than effort.

2 **INVALSI** Read the article and check your answers to Exercise 1. Write the first four words of the sentence which supports your decision.

3 **INVALSI FIRST** Read the article again. Match the sentences (A-F) with the gaps (1-5) in the text. There is one extra sentence.

- A This is because we are afraid of being judged or making mistakes.
- B It involves ideas that may not be obtainable using a traditional step-by-step logic.
- C Professor Keith Sawyer describes the creative process as a 'zig-zag' path.
- D For example, we usually think of a creative person as being a writer, painter, musician or an engineer.
- E The best way to boost your creativity is to make things.
- F They always go beyond what they've learned from teachers and books.

4 Study the Employability skills box and match the tips for developing creativity (1-5) with the examples (A-E) below.

- A When you're working on a school essay, ask others what they think of your ideas.
- B Take a language or music course.
- C When you have a new idea, write it down, draw a picture, or build a model.
- D When you go to school, switch off your phone and look around. Try to observe as much as you can.
- E Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.

HOW TO ...

EMPLOYABILITY SKILLS

... BE MORE CREATIVE

- 1 Learn new things.
- 2 Notice more things.
- 3 Share ideas with others.
- 4 Make something out of your ideas.
- 5 Try approaching problems in a different way.

5 **SPEAKING** In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can. Then share your solutions with the class.

- A The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
- B When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
- C When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.

6 099 Listen to people describing creative solutions to the problems in Exercise 5. What are they? Are they similar to your class' solutions?

7 099 Listen again and draw an image of each of the solutions described in the recording. Then compare your drawings in pairs and discuss whether these solutions are good or bad.

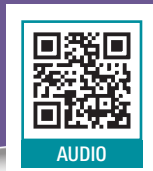
8 In pairs, discuss the questions.

- 1 Who is the most creative person you know? Say why.
- 2 Do you agree that a person can train to become more creative? Say why.
- 3 Give an example of a situation in which you had to find a solution to a difficult problem.

REAL TASK

ACADEMIC SKILLS

- A Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- B Choose your best idea and present it to the class.
- C Prepare a presentation, poster, draw a diagram or build a real-life model.
- D Compare ideas and vote for the most innovative solution.



WRITING A SUCCESSFUL CV

COLLABORATION CRITICAL THINKING COMMUNICATION DIGITAL COMPETENCE

1 Work in small groups. What information do you think is essential on a good CV? What information is not necessary? Can you think of four adjectives to describe a good CV?

2 Listen to the conversation between Ruben, a student, and his teacher, Mrs Blackmore, and complete the headings (1-6) in the CV.

Contact Details

Ruben Donaldson
52 Treebank Ave,
Anniston
Mobile: 121 789 1234
Email: ruben03@sunshine.com
Date of Birth: 24 September, 2003

1 _____ I'm passionate about animals of all types, and my aim is ^A _____. I'm serious and reliable, and enjoy working as a part of a team.

2 _____ Anniston Secondary School
7 GCSE certificates: English language (B) English literature (B) maths (C) Double science (B) geography (B) history (C) French (B).
Currently studying for A level English, biology and chemistry.

3 _____ 2019 ^B _____ as stable assistant at Portland Riding Stables ^C _____ and dog walker at Oakwood Dog Kennel since 2018.

4 _____ IT proficient: I can use all the main software ^D _____.
I speak and write B1 level French
I have excellent time management skills
I can ^E _____ customer enquiries politely and efficiently.

5 _____ I am passionate about animals and caring for them, and spend as much of my free time as possible helping out at a local kennel.
I enjoy sports and often play football and basketball with my friends.

6 _____ Oakwood Dog Kennel: ^F _____ 2019

References:

Ms Sandra Thompson Manager: Oakwood Dog Kennels 12 Sunderland Rd Anniston Tel: 0191 654321	Mr Derek Lunn Head Teacher Anniston Secondary School West Road Anniston Tel: 0191 123456
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3 Listen again and complete the information (A-F) Ruben could give in his CV. Use no more than four words.

4 Read the advice about writing a CV. Choose the correct alternative.

- 1** It's a good idea to look on the Internet and download *someone else's CV / a template you can complete.*
- 2** It often isn't necessary to *attach a photo / put your date of birth.*
- 3** Your objective should say something about *your aim in life / your favourite hobbies.*
- 4** Work experience can include *jobs you did for a short time / helping your parents in the house.*
- 5** Listing your hobbies and interests demonstrates that you *don't think much about work / have an open mind.*
- 6** It's important to check your CV for any *spelling or typing mistakes / sections where you could put pictures.*

5 Look at the sentences from a CV which a careers adviser has corrected. Replace them with the phrases below.

I have good time management skills •
Please do not hesitate to contact •
passionate about • I am reliable •
I have demonstrated good interpersonal skills •
I hope for a career as • I'm proficient in •
I have B1 level skills in French

- 1** I'm a bit interested in playing the guitar.
- 2** I'm nice to people at my Saturday job in a café.
- 3** I'm pretty good at IT technology and programs.
- 4** I can speak sort of intermediate French.
- 5** People can usually depend on me.
- 6** I'm good at arriving on time and stuff like that.
- 7** I wouldn't mind being a journalist.
- 8** If you want, you can call my Headteacher.

REAL-LIFE TASK

Prepare your material

- 6** Work in small groups. You are going to talk about each member of the group. Make sure you don't spend too much time on or neglect any one person.

Together make a list of ideas for each person in the group about what they can write on their CVs as personal skills. You can use these examples to help you:

- reliable and dependable
- creative thinker
- helpful
- good time management
- good listener
- able to work in a group

- 7** In your group, make a short description of your education: the school you attend, the subjects you study with your class and any examinations you have passed.

- 8** In your group, look for a good template you like on the Internet. Download it or copy the format and help each other to write a good CV. You are going to pass them round the class, so you can invent personal details if you prefer to keep them private.

Examples:

- I've put that I can speak English and I have a B1 qualification. Have you put that?
- I think I have good interpersonal skills. Do you agree?
- Remember that the school newspaper published your photo of the park last year!
- Why don't you put your basketball coach as a referee?

WATCH OUT!

Check that you use formal language in your CV.

- ✗ *I'm not bad at cooking.*
- ✓ *I have good cooking skills.*
- ✗ *I get on with people.*
- ✓ *I have good interpersonal skills.*

Do not use modifiers that limit or reduce your abilities and skills. At the same time do not lie. Try to make true statements that sound as positive as possible.

- ✗ *I can speak German a bit.*
- ✓ *I have an A2 qualification in German and am studying for a B1 qualification.*
- ✗ *I'm not very good with computers.*
- ✓ *I have basic IT skills.*

Pull it together

- 9** Pass your CV around the class. In your groups, decide which job you think each person's CV is suitable for.

Francesco, we think you could apply for a job in a hotel or restaurant kitchen as a chef's assistant.

Marta, this is a good CV for an application to a newspaper.

Reflection and positive feedback

- 10** In your groups, answer the questions.

- 1 What do you now think are "the golden rules" for writing a CV?
- 2 Did you learn anything new about yourself to put on your CV?
- 3 What do you now think are your strong points to tell employers about?
- 4 What sort of information do you think should stay private and is not relevant on a CV?
- 5 Did any of the phrases on your classmates' CVs sound particularly good to you?

