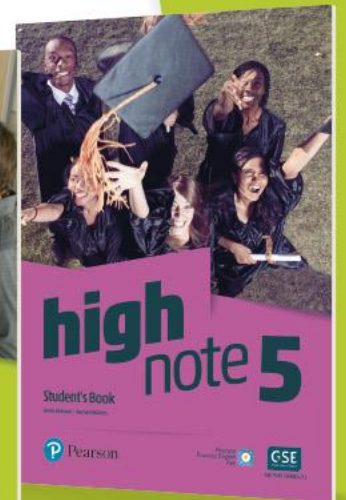
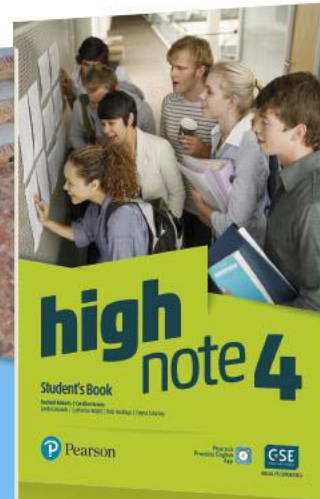
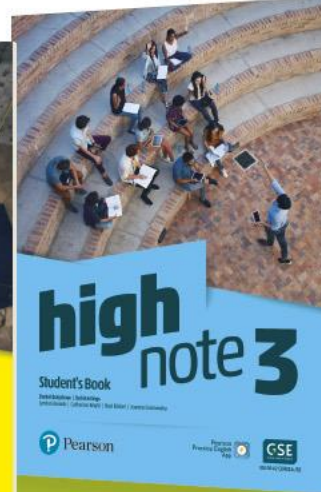
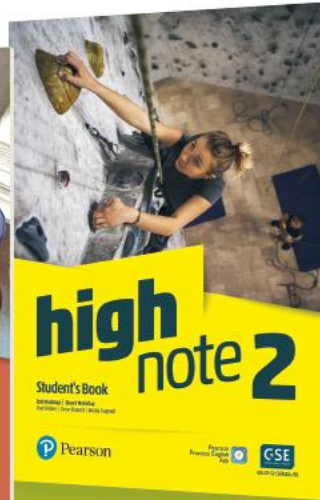
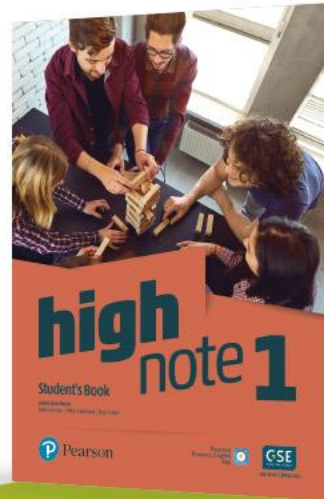


high note



The gift of growth mindset



Rachael Roberts







1A No matter how much intelligence you have, you can always change it a great deal.

1B You can learn new things, but you cannot really change your basic level of intelligence.

2A I like my work best when it makes me think hard.

2B I like my work best when I can do it really well without too much trouble.

3A I like work that I'll learn from even if I make a lot of mistakes.

3B I like my work best when I can do it perfectly without any mistakes.

4A When something is hard, it just makes me want to work more on it, not less.

4B To tell the truth, when I work hard, it makes me feel as though I'm not very smart.

1A No matter how much intelligence you have, you can always change it a great deal.

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UPDATED EDITION

MILLION-COPY BESTSELLER

'Essential
reading for
anyone with
aspirations'

MATTHEW SYED,
author of
BOUNCE

mindset

Changing the way you think to
fulfil your potential

DR CAROL S. DWECK

Challenges



Fixed mindset

Challenges are avoided so you can avoid looking 'stupid.'

Growth mindset

Challenges are embraced as a way to stretch oneself and learn.

Obstacles



Fixed mindset

Tendency to give up when faced with setbacks and obstacles.

Growth mindset

Perseveres when faced with setbacks and obstacles.

Effort



Fixed mindset

If you have to try hard, it means you're not very talented or clever.

Growth mindset

Putting in effort is what leads to success.

Feedback



Fixed mindset

Any negative feedback is ignored, even if it's constructive.



Growth mindset

Constructive feedback, whether positive or negative, helps us improve more rapidly.

Success of others



Fixed mindset

When other people succeed, it's seen as a threat and it triggers insecurity.



Growth mindset

When other people succeed it's inspiring and even educational.

Why do students lose growth mindset?

Teachers

'I can't believe you got that wrong again!'

Parents

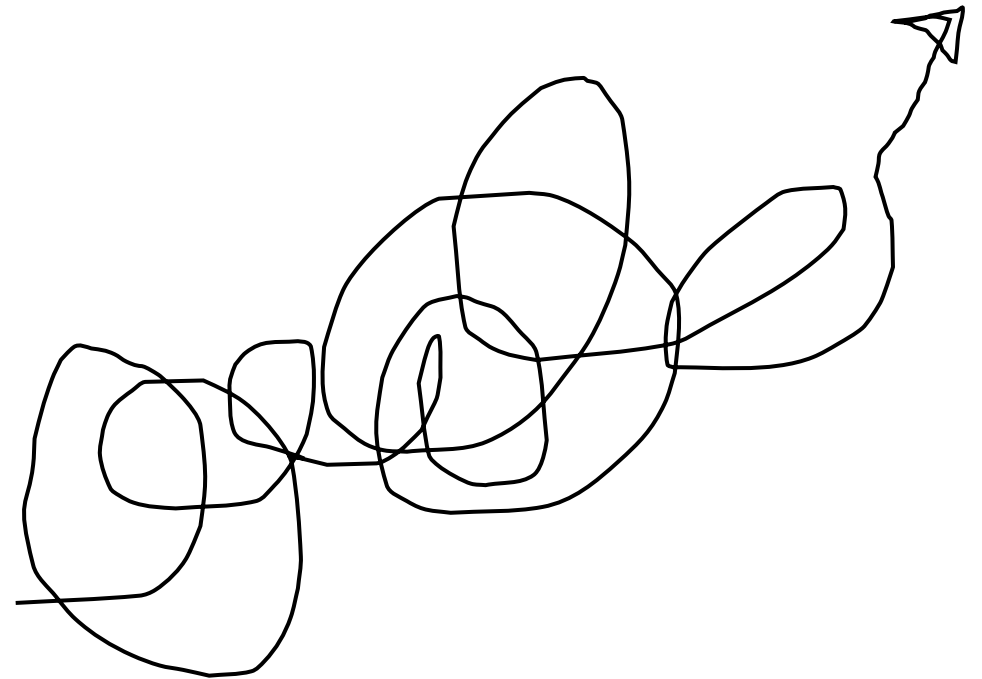
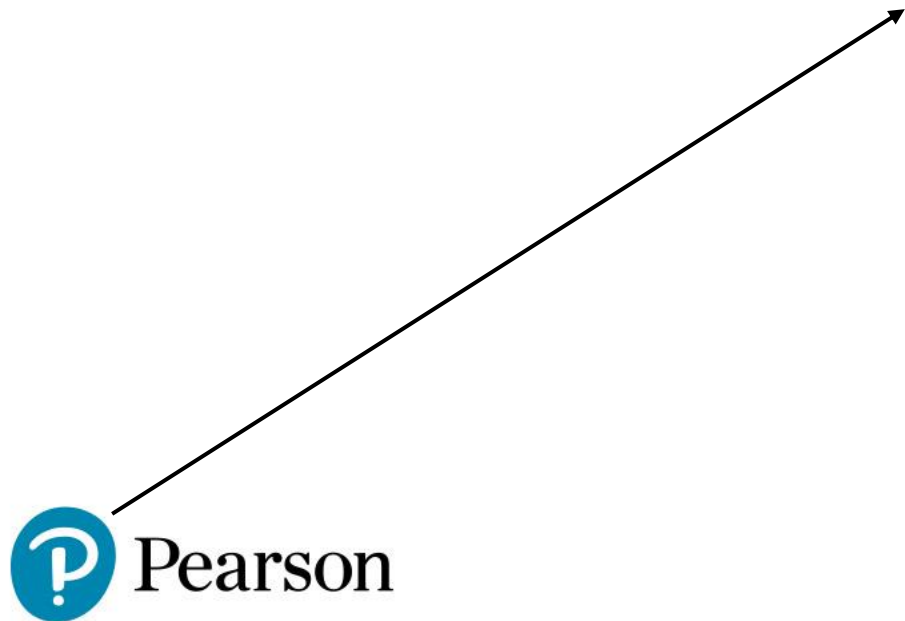
'You're just like me: I don't have a maths brain either.'

A young green plant with several leaves is growing out of a dark, textured log. The background is a blurred forest floor with brown leaves and dark soil. The text is overlaid in white, bold font.

How can we help our
students (re)develop growth
mindset?

What people think success looks like.

What success actually looks like.



The importance of 'yet'



You did
brilliantly, as
usual.

You're really
clever!

Great
answer!

You did brilliantly, as usual.

Great work. How could you increase the challenge next time?

Great answer!

That's great. Can you explain why that 's right?

You're really clever!

You've done really well today because you kept going when you hit a problem.

You did brilliantly, as usual.

Great work. How could you increase the challenge next time?

Great answer!

That's great. Can you explain why that 's right?

You're really clever!

You've done really well today because you kept going when you hit a problem.

1. Say WHY something is good.
2. Ask follow up questions.

The teenage brain



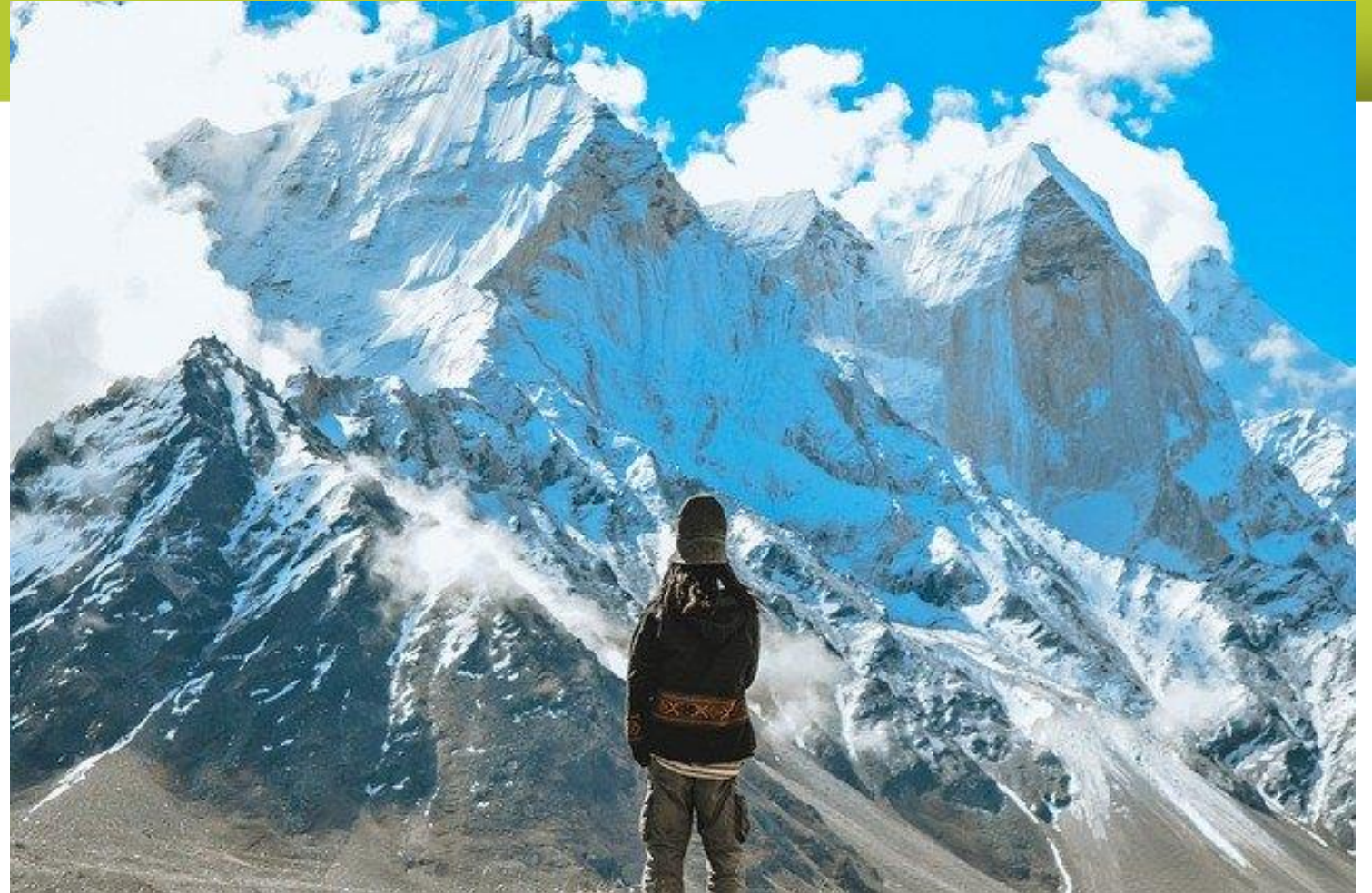
Understanding how the brain develops





Practical ways to build growth mindset in the classroom

Encourage students to take more responsibility





- 6 **1.10** Listen to an interview and tick the ideas in Exercise 5 which the speakers described as being related to emotional intelligence.
- 7 **1.10** Listen again and complete the sentences with a word, a phrase or a number.
- 1 One piece of research showed that people with high emotional intelligence earned \$ _____ more than those with a low EQ.
 - 2 Emotional intelligence is not _____, which is different from IQ.
 - 3 One way to become more self-aware is to write a _____.
 - 4 We need to learn how to recognise our negative emotions in order to be able to _____ them.
 - 5 Other people cannot make us feel a certain way; we are largely _____ for our own moods.
 - 6 Body language, such as _____ can demonstrate that you are listening.
 - 7 Active listening can also help you to avoid _____.

8 **SPEAKING** In pairs, discuss the questions.

- 1 Which aspects of emotional intelligence do you think you are strongest at?
- 2 How could you further improve your emotional intelligence? What could be the benefits?

9 **SPEAKING** In groups, discuss the best way to approach the situations below. Think about how you could use self-awareness, manage your own emotions and listen to and empathise with the other person in the situation.

- 1 A close friend has started hanging out with a different group of friends. You get the impression that they are avoiding you. You feel hurt, and quite confused about what's happening.
- 2 Your brother or sister seems quite depressed. They rarely come out of their room and when you try to talk to them they just grunt. You're getting a bit worried.

Offer choices

When elementary students in a Pittsburgh classroom were given the chance of deciding which tasks they would work on in the classroom at any given moment, the result ended with the students completing more tasks in less time.

Don't spoonfeed students

When high school students were given the task of working on a project without clear instructions (they had to decide for themselves how to find a solution), the result ended with students putting more time into the project, produced better write-ups of the project, and remembered the material better than those who have been told what to do for the assignment.

Is every student really participating?

Analyze the interaction in your class.

Increase wait time.

Use more small groups and allocate specific roles.

Talk to your learners about the issue and get them to take responsibility for participation.





Develop metacognition

Planning time




- Give planning time before a speaking or writing activity.
- Ask students to show evidence of their ‘working’- as in maths.

high note

4F SPEAKING

- 1 What is an urban myth? Read the short explanation and check your ideas.

An urban myth is a modern story that is usually completely false, though it may be based on some truth. It usually has some elements of humour and/or horror. For example, that there are alligators living in the New York sewer system. These stories are often reported as having happened to 'a friend of a friend' and they spread widely.

- 2 Look at the photos. How do you think they are connected to three urban myths? What do you think happens in these stories?
- 3  2.17 Listen and check your ideas. Which of these stories do you think are true, false or partly true? Then go to page 197 to check the answer.

- 4 Study the Speaking box and complete it with the phrases from the box.

Guess what?
I was travelling down to London from Oxford on the train ...
It was probably the most embarrassing moment of my life!
Obviously, I was a bit taken aback.
You'll never believe what happened to me the other day.

SPEAKING | telling an anecdote

Anecdotes tend to have quite specific and predictable stages.

Saying that an anecdote is about to start

- 1 _____
 That reminds me of (a time when) ...
 Have I ever told you about ...?
 A friend of a friend told me this story.

Giving background information (people, time, place)

- 2 _____
 Well, I'm not sure if you know ..., but ...
 There was this guy who had been working there ...

Introducing a turning point in the sequence of events

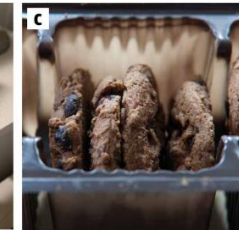
- Anyway, to cut a long story short, ...
 Suddenly, ... No sooner had ... than ...
 Hardly had we ... when ...
 It turned out that ...
 Before we knew what was happening ...
 3 _____


Showing the speaker's attitude (this can happen at any point, and more than once)

- 4 _____
 I couldn't believe what was happening.
 Obviously, / Presumably, / Unbelievably, / Apparently, etc.
 And then, to top it all, ...
 I mean - I've done it, haven't you?
 No word of a lie!
 Would you believe it?

Rounding off the anecdote

- 5 _____ I'll never forget ...
 I'll never ... again.



- 5  2.17 Listen again and tick the phrases in the Speaking box that you hear.

- 6 Choose the most suitable comment adverb to complete the sentences. In pairs, explain your choices.

- 1 Obviously, / Theoretically, you don't need any help with this - you're doing brilliantly!
2 Disappointingly, / Foolishly, I forgot to take an umbrella. I should have known it would rain.
3 Presumably, / Apparently, attention spans are getting shorter - I read that somewhere.
4 Surely, / Fortunately, you don't expect me to believe that?
5 Presumably, / Unbelievably, he doesn't like vegetable; I've never seen him eating any.
6 Personally, / Surely, I like him, but a lot of people can't stand him.
7 Theoretically, / Clearly, your job is not important to you, or you wouldn't keep turning up late.
8 Unbelievably, / Surely, she was rude to a customer not just once, but four times!
9 Fortunately, / Theoretically, you can buy a ticket at the station, but the machine is always broken.
10 Personally, / Disappointingly, we lost the football match, even though we had a strong team.

- 7 Plan an anecdote that could become an urban myth. Use an incident that happened to you or someone you know, or the ideas below. Use the phrases from the Speaking box and the adverbs in Exercise 6.

a stranger a wild animal on the loose
someone embarrassing themselves the supernatural
unusual or disgusting ingredients in a certain food

- 8 In pairs, tell your anecdotes. Is your partner's story false or are there some elements of truth in it?

Paws for thought



Did you know that there are at least nine million stray cats living wild in the UK, surviving on scraps? In the UK at least, local councils have no legal responsibility to deal with them, and their numbers are growing. But there is one initiative that is trying to help. All across the country, people are setting up 'cat cafés' and I visited one last month.

From the outside it looked like any other café, but once I was inside I saw why it's called a cat café. Curled up on every piece of furniture were a dozen or so cats, just hoping for us to make a fuss of them. I ordered a cup of tea and a cake (with absolutely no cat hairs in it!) and the owner explained that the Cat Café was a way of introducing people to stray cats and that they might then choose to adopt one and take it home. I love cats, but it would be impractical for me to have one. I discovered though, that there are lots of other things the people

who run the café are doing to help. For example, there is a scheme that they're running to build shelters for other stray cats, to protect them against the weather.

I had no idea of the scale of the problem before visiting the Cat Café and my visit really opened my eyes to this situation, and to everything that is being done to help. Participating in such projects is, without a shadow of a doubt, worthwhile because they educate the public as well as helping individual animals.

If you want to get a kitten, think carefully about what you will need to do in order to look after it properly. Don't just think about how cute the kitten looks: 'paws for thought!' Consider the time, energy and expense involved before you get a cat. I don't want to discourage you from adopting a cat, but remember that once you have taken it into your home, you are responsible for its well-being and safety.

1 **SPEAKING** What is a 'cat café'? Have you ever been to one? Read the article and compare it with your ideas or experience.

2 Read the Writing task. In which paragraph of the article does the writer address the two underlined parts of the task?

You recently found out about an initiative to help stray animals. Write an article for a youth magazine in which you describe this initiative and express your opinion on how worthwhile such actions are.

3 Study the Writing box and discuss the questions.

- Which tip from the Writing box does the writer use in the title?
- Which tips in the Writing box does the writer use to make the introduction engaging?
- How does the conclusion emphasise the ideas in the introduction?

WRITING | An article

Title

Attract your reader's attention with a catchy/interesting title. You could:

- use a question form, e.g. *Can we save stray cats?*
- use a pun, e.g. *Paws for thought,*
- use alliteration, e.g. *Captivating Cat Café.*

Introduction

Clearly define what your article is about. You could:

- address your readers directly,
- give a surprising fact or statistic,
- tell a personal anecdote,
- ask a rhetorical question.

Main paragraphs

- Each paragraph should have a clear topic.
- Use an informal, chatty style throughout.
- Use informal punctuation, e.g. exclamation marks.

Conclusion

Return to the main idea from the introduction; leave the reader with something to think about. You could:

- repeat the words from the title,
- make a suggestion,
- give a personal opinion,
- ask a thought-provoking question.

4 Many verbs are often followed by a specific preposition. Complete the table with examples from the article on page 102.

against	A defend, ¹ _____ B campaign, rebel, fight back, demonstrate, speak out
for	C ² _____, lobby, beg, wish, negotiate
from	D ban, ³ _____, prohibit
in	E engage, intervene, interfere, ⁴ _____
on	F exist, get by, live, ⁵ _____
to	G ⁶ _____, connect, join, relate
with	H ⁷ _____, cope, struggle

5 Verbs with similar meanings often use the same dependent preposition. Look at the groups of verbs A-H in the table in Exercise 4 and match them with the general meanings 1-8 below.

- be involved
- stop someone or something
- make connections
- manage a situation (well or badly)
- take care of someone or something
- want or try to get something
- manage to live on few resources
- oppose someone or something

6 Complete the sentences with a correct preposition in each gap.

- If they keep increasing money paid to a university, students may rebel _____ the high cost of education.
- People sometimes feel they don't want to interfere _____ someone else's relationship.
- Although it is difficult, people need to speak out _____ racial discrimination.
- People need to be discouraged _____ throwing litter on the streets.
- Women need to negotiate _____ equal pay with men.
- The growth in organised crime is related _____ increased poverty.
- Older people may find it more difficult to cope _____ long working hours.
- How are students expected to survive _____ so little money?

7 Match the sentences in Exercise 6 with some of the issues from the box.

- age discrimination animal rights
 domestic violence gender equality
 gun violence racism the environment
 tuition fees

8 Read the Writing task and choose a topic from the box in Exercise 7, or your own idea, to write about. Use the Writing box to help you. Write a topic sentence for each paragraph.

You recently took part in a demonstration about an issue you feel strongly about. Write an article in which you describe the protest, explaining why it was important and what you hoped to achieve.

9 Read two possible introductions for the Writing task in Exercise 8. Rewrite them in a more suitable style using the ideas in the Writing box to help you.

- Women have become more equal over the last few decades, but it's still difficult for them to succeed professionally. They also often don't earn the same salary.
- Universities are planning to increase their fees to more than £10,000 a year. I think this isn't fair. Students whose families are on a low income won't be able to attend university.

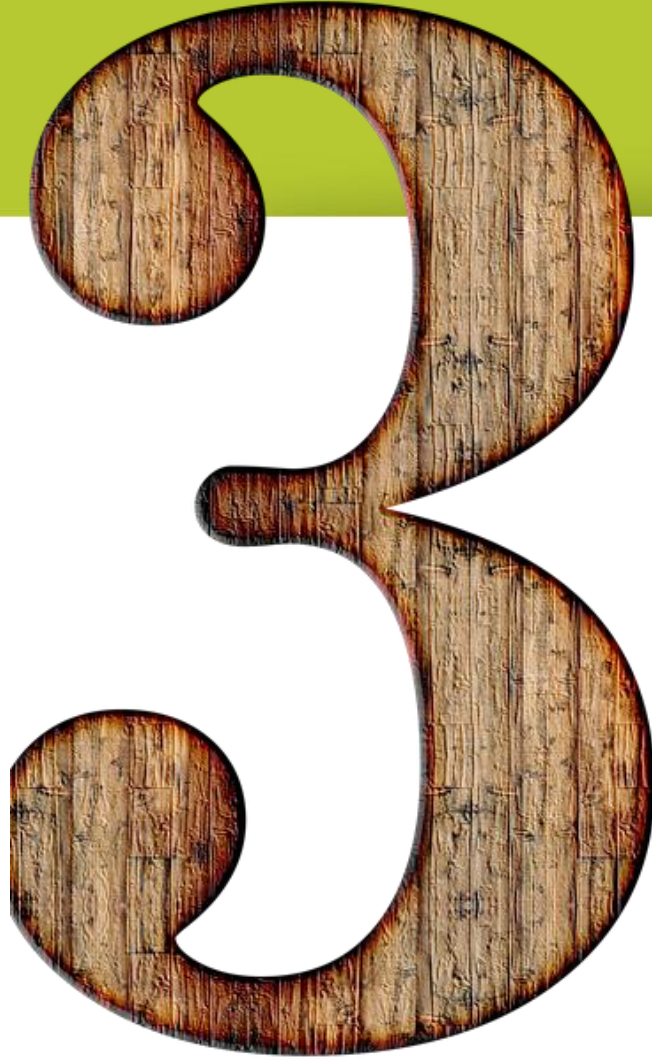
10 **WRITING TASK** Write your article. Use the Writing box to help you.

- Use your notes and topic sentences from Exercise 8.
- Use a lively, informal style.
- Don't forget to include a range of dependent prepositions.

Repetition



‘When learners repeat a task, even a relatively long time after its first performance, gains have been shown in both fluency and linguistic complexity.’



'A _____ is a
gift to the class'-
Caleb Gattegno



9B LISTENING AND VOCABULARY

1 **SPEAKING** In pairs, look at the photos and discuss the questions.

- 1 What is the common theme in all the photos?
- 2 What is the problem in each photo?
- 3 Could failure be a step towards success? Say why.



2 **4.3** Listen to four people talking about mistakes they made. For Speakers 1–4, choose from the list (a–g) what each speaker says. There are three extra options.

Speaker: 1 2 3 4

- a This mistake was about doing things in the wrong order.
- b The speaker felt this mistake was really someone else's fault.
- c Other people took the mistake less seriously than the speaker initially did.
- d The speaker thinks they made the mistake because they didn't work hard enough.
- e The speaker lost a relationship as a result of their mistake.
- f This mistake came as a shock to the speaker.
- g The speaker believes their life would be better now if they hadn't made the mistake.

3 **4.3** Listen again and answer the questions.

- 1 How did Speaker 1 eventually get into the meeting room?
- 2 Why didn't Speaker 2 get into Oxford University?
- 3 How would her life have been different if she hadn't made that mistake?
- 4 What exactly was Speaker 3's business idea?
- 5 Why didn't his business idea work?
- 6 What does Speaker 4 think was the main reason for the mistake she made?
- 7 What has she learned from her mistake?

4 Complete the table with the words from the box. Then complete the extracts from the recording with the correct form of words from the box.

blunder flop flourish get nowhere masterstroke
mess up pay off setback

Success	
Failure	

- 1 I was embarrassed and felt like I'd really _____.
- 2 It was a huge _____ and I didn't get the marks I needed to go to Oxford.
- 3 In the end, I _____ at Bristol and got a great degree.
- 4 I had what I thought was a really good idea – a _____.
- 5 I really tried, but just _____, and in the end I gave up.
- 6 If I'd invested a few weeks in finding out about my business idea, it would have really _____.
- 7 But I did learn something from the _____ – do your market research first.
- 8 The idea was a complete _____.

5 Complete these extracts from the recording with the words from the box.

attempt blessing (x2) lot

- 1 I started walking around **in a vain** _____ to find another door.
- 2 There was a _____ **at stake** because I had to get top marks to have any chance of getting in.
- 3 I guess what we think is a complete disaster often turns out to be a _____ **in disguise**.
- 4 It was a bit of a **mixed** _____ really because I was really too young to have so much money.

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

- 1 Do you agree that a setback can sometimes be a blessing in disguise? Can you give an example from your own experience?
- 2 Can you think of any famous people who really messed up but learnt from the experience and made a success of their lives?

7 **REFLECT | Society** In pairs, discuss the quote.

“ Anyone who never made a mistake, never made anything new.
Albert Einstein ”

SPEAKING In pairs, discuss the questions.

- 1 Do you agree that a setback can sometimes be a blessing in disguise? Can you give an example from your own experience?
- 2 Can you think of any famous people who really messed up but learnt from the experience and made a success of their lives?

REFLECT | Society In pairs, discuss the quote.

“ Anyone who never made a mistake, never made anything new.
Albert Einstein ”

Mistake logs

Date	What was the mistake?	What caused you to make the mistake?	What did you learn from the mistake?

Mistake quotas

‘I expect you to make at least three mistakes. If you haven’t made any mistakes, you need to ask me to make the work more challenging for you.’

Difficulty can be ‘desirable’

“Conditions of learning that make performance improve rapidly often fail to support long-term retention and transfer, whereas conditions that create challenges and slow the rate of apparent learning often optimize long-term retention and transfer.”

Making things hard on yourself, but in a good way: creating desirable difficulties to enhance learning

Elizabeth and Robert Bjork , 2011.

... into a naval harbour. The portus
... Octavian's preparations for a
... consumed the whole of 37, but
... of the people for a
... of the people for a
... of the people for a

The campaign of 30 opened with a further
... for Octavian, for in an attempt to ex-
... a covering attack upon Sicily with dire
... by dislodging the main
... army from the

... the general body of citizens
... when Lepidus entered the
... Octavian, who
... his life and
... the dignity of the
... the death of the
... the death of the

high note



RESILIENCE: skills and strategies

People sometimes think that a resilient person is someone who is never upset or worried by stressful situations, but in fact, resilience is something that people build by going through difficulties and coming out the other side. Everyone can learn to be more resilient.

As much as anything, building resilience is about changing how you look at the world. When difficult situations arise, try to keep them in perspective. Don't assume that because something has gone wrong, everything will continue that way. See the problem as a challenge, and trust that eventually you will overcome it, even if it takes a few tries. Try setting yourself small, manageable tasks that will move you slowly towards your final goal.

Sometimes, you really can't do anything to improve the situation but you can always learn from it. Maybe that's about learning what you might do differently another time, or simply gaining a heightened awareness of the positive things in your life. Accept that change happens and that you can't always control it.

When going through tough time, it's important to take care of yourself. Eat foods that will nourish and sustain you, get enough sleep and exercise. Make time for activities that you enjoy and that bring you pleasure.

And remember that you don't have to do everything alone. The support of others can make all the difference between being resilient and feeling overwhelmed. Appreciate and make use of any support offered, and don't be afraid to ask for help when in need.

1 Read the definition of resilience. In what way does each photo symbolise the idea of resilience?

resilience (n) - the ability to keep going when life is difficult, and even learn something from the experience

2 In pairs, discuss the questions.

- 1 What different life situations can you think of where it would be useful or necessary to have resilience?
- 2 Do you think it is possible to develop resilience?

3 **4.16** Listen to Anna and Joe talking about a difficult situation in their life. Make notes about the situations and how they were dealt with.

4 Read the article and use the information to complete the summary in the Life Skills box.

LIFE SKILLS | How to build resilience

- Accept that ¹_____ happens and that it isn't always possible to ²_____ it.
- Try to keep things in ³_____ and have a positive and hopeful outlook.
- Be determined and don't ⁴_____ up easily. Break tasks down into small manageable chunks.
- See a setback or disappointment as an opportunity to ⁵_____ something about yourself or about life.
- Take care of yourself. ⁶_____ well and get enough sleep and exercise.
- Even if you're busy, make sure you have time to ⁷_____ yourself.
- Be willing to ask for ⁸_____ or help from your friends and family.

5 What advice would you give to the following people to help them deal with their problem?

I think I've done something to upset my best friend. I don't know what it is, but I can tell from the way she looks at me that she's annoyed with me. I think she's going to start hanging out with someone else, and if that happens, I'll have no friends at all because they'll all like her better.



My granny has had to go into hospital. I can hear my parents whispering about it in the kitchen, but they aren't telling me what's going on or if she's going to be alright. I'm really worried.



6 In pairs, discuss the questions.

- 1 Describe a time you found really stressful at school.
- 2 How do you deal with pressure?
- 3 Talk about a time you failed at something.

7 Interviewers for jobs or university places often ask questions like those in Exercise 6. Why do you think that is?

8 **DEBATE** Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.

Should resilience be taught in schools or is it parents' responsibility?

9 Do the task below.

LIFE SKILLS | Project

Work in small groups. Choose a famous person who you think is resilient. Do some research about the person and prepare a mini-presentation for the class. Make notes under the following headings:

- Brief description of the person and what difficulties they experienced.
- How they dealt with the difficulties. (They may not have dealt with them well at first).
- How they were supported by others, if appropriate.
- What they learnt and/or how they changed as a result.
- The positive impact they have had on others or on the world.

Principles of feedback for growth



- It shouldn't be TOO supportive.
- It should involve more work for the students than the teacher.
- Grades and feedback have different purposes and effects.

DIRT



1. REWRITE A PARAGRAPH OF YOUR WORK AND USE SENTENCES.



2. REWRITE SOME OF YOUR LONG SENTENCES, ADDING PUNCTUATION OR CUTTING THEM DOWN INTO SHORTER SENTENCES.



3. LOOK UP 5 SPELLINGS THAT YOU ARE NOT SURE OF



4. REWRITE LONGER SENTENCES AND PUNCTUATE THEM.



... AS THOR -- GOD OF THUNDER!



6. REWRITE 3 SENTENCES THAT START THE SAME WAY AND CHANGE THEM.



7. UNDERLINE 5 BORING WORDS IN YOUR BOOK AND USE A THESAURUS TO FIND MORE INTERESTING VOCABULARY.

DIRT activities

- Target lists
- Compare two pieces of work
- Gallery Critique
- Margin marking
- Dots





The four Ps to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, 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 teacher and classmates, but an official exam is a more serious and 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. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, 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 by heart word for word. Instead, put two or three key points on note cards and follow your plan.

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. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
- 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 but speak directly to the people in your audience.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.

1 In pairs, answer the questions.

- 1 Describe the last time you gave a presentation. What was it about? How did you feel?
- 2 In which situations in your life could public speaking skills 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 by saying something funny.
- 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 so they don't forget what to say.

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

4 Which three tips from the text do you think are the most useful? In pairs, explain why.

5 1.27 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?



6 1.27 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 his 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.		

7 Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?

SPEAKING | Giving presentations

- 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 ...?

8 Read the quote. In pairs, explain what it means using your own words.

All great speakers were bad speakers at first.
Ralph Waldo Emerson (American poet)

9 Do the task below.

LIFE SKILLS | Project

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 7 to help you.
- Give your presentation in front of the class and listen to presentations from other students.
- Give each other feedback. Say what you liked about the presentation and what you could improve.

Some key points about growth mindset



- Learning requires repetition, trial and error, and mistakes
- Difficulty can be 'desirable'
- I can't do it YET
- Praise needs to be specific and related to effort
- Autonomy and choice are vital
- Give students ownership by teaching them about the process of learning

high note

