



## When we mediate, we ...

- pass information from one person to another
- select the most important information
- change the format, for example we *read* a text, but we *write* the information
- sometimes pass information in a different language

## Unit 1 Explaining cultural differences

It's important to remember that people's lives are different in different countries.

### 1 Complete the table with information about Finland and your country.

	Finland	My country
School day starts (time)		
School day ends (time)		
Homework (a lot / a little)		
Exams (Yes/No)		
Typical subjects		
Study several subjects in one lesson (Yes/No)		

### 2 Now do the Mediation task in exercise 9 on p17 of the Student's Book. Think about how to introduce the topic of the email in your language.

## Unit 2 Selecting information

When we tell someone about something we have heard or read, we should choose the most important information.

### 1 Read the Mediation task in exercise 9 on p26 of the Student's Book. Then choose the six most important points (a–j) to include in your voice message.

- a The blog is from 6th October. ☐
- b Brighton is 13 and she's in 8th grade. ☐
- c She listens to music in her bedroom. ☐
- d She likes Beyoncé and YouTube. ☐
- e Encinitas is in California. ☐
- f Brighton is a champion skateboarder. ☐
- g She's preparing for the Olympics. ☐
- h She trains before and after school. ☐
- i The skate park is near her house. ☐
- j Brighton is famous, but she's a normal person. ☐

### 2 Now do the Mediation task.

## Unit 3 Connecting ideas

When we explain things, it's important to connect ideas to help the reader/listener.

### 1 Read Jo's description of a special day. Decide if the statements are T (true) or F (false).

- a Students at Jo's school usually wear a uniform. ☐
- b On the special day, they always wear black clothes. ☐
- c They do it for fun. ☐

Every year, my friends and I have a special day when we all wear the same clothes. We don't have a uniform at our school **and** normally everyone wears different clothes. **But** on this day, maybe we all wear jeans, **or** everyone wears black clothes. There's no real reason. We do it **because** it's fun to do something different!

### 2 Look at the text in exercise 1 again. Complete the sentences with the words in bold.

- a We use \_\_\_\_\_ to add a similar idea.
- b We use \_\_\_\_\_ to give a reason.
- c We use \_\_\_\_\_ to add an alternative.
- d We use \_\_\_\_\_ to add a different idea.

### 3 Now do the Mediation task in exercise 8 on p41 of the Student's Book. Use words from exercise 2 to connect your ideas.



## Unit 4 Giving reasons and explaining

It's a good idea to give a reason *why* people need to do things.

- 1 Read the two messages. Which sounds better, A or B? Why? Which word do we use to give a reason?

A

Buy some drinks.  
Order a pizza.

B

Buy some drinks **because**  
Jonas is coming for dinner.  
Order a pizza **because** I'm  
working late.

- 2 Match the instructions for Yosemite Park (1–4) with the reasons to do them (a–d).

- |  |  |
|--|--|
| 1 Take photos.                                   | a It's sunny.                                |
| 2 Put your food and toothpaste in a special box. | b You can't take plants or flowers with you. |
| 3 Wear a hat.                                    | c It's hot.                                  |
| 4 Take a full water bottle.                      | d Bears want to eat them.                    |

- 3 Now do the Mediation task in exercise 10 on p53 of the Student's Book. Use *because* to give reasons and explain why.

## Unit 5 Organising a message

To make a message clear to the listener, it needs to be organised in a logical order.

- 1 Read the messages. Which is clearer? Why?

A

Most people like crisps. Can you bring some? Thanks. It's for the party. Oh, and bring cake. The party's on Saturday. Bye.

B

Hi. I'm organising the party on Saturday. Can you bring some food? Most people like cake. And crisps – lots of crisps! Thanks so much. See you on Saturday – bye!

- 2 Look at message B in exercise 1 again. Number the things that the writer does in order from 1 to 6.

- |   |   |
|---|---|
| a Says thank you.                         | — |
| b Says hello.                             | — |
| c Says goodbye.                           | — |
| d Gives a list of things to bring.        | — |
| e Gives a reason for sending the message. | — |
| f Asks the reader a question.             | — |

- 3 Now do the Mediation task in exercise 11 on p61 of the Student's Book. Organise your voice message in a logical order.





## Reading a web page

**1 Match a tip in box A with a tip that gives opposite information in box B. Which group of tips gives good advice, A or B?**

### A

- 1 Start at the top and read to the end of the page, line by line.
- 2 The best way to find information is by reading the text.
- 3 Read slowly all the time.

### B

- a Find the information you want by looking at photos and reading headings.
- b Read quickly and slowly: read quickly to find relevant information and then slowly to find details.
- c Start by scrolling down the page to find relevant information.

## Finding sources

**2 Match the types of online sources (1–5) with the websites.**

BBC Google visitbritain.com Wikipedia YouTube

- 1 a social-media site \_\_\_\_\_
- 2 an encyclopedia \_\_\_\_\_
- 3 a search engine \_\_\_\_\_
- 4 a news organisation \_\_\_\_\_
- 5 an official website \_\_\_\_\_

## Staying safe online

**3 Complete the tips. Which do you think is the most important tip?**

address parents password people share

### TOP TIPS

- 1 Only accept friend requests from \_\_\_\_\_ you know in real life.
- 2 Don't share personal information like your phone number or \_\_\_\_\_.
- 3 Think before you upload or \_\_\_\_\_ photos.
- 4 Don't meet someone you met online in real life without one of your \_\_\_\_\_.
- 5 Don't tell other people your computer \_\_\_\_\_.

## Protecting your work

**4 Complete the conversations (1–3) with the phrases (a–c).**

- a make a regular backup on the cloud?
- b give your file a name when you start.
- c save your work.

### Conversation 1

**Polly:** What are you doing?

**Kent:** I'm writing something for school.

**Polly:** But it says "Document 1".  
You should \_\_\_\_\_

### Conversation 2

**Daniel:** I'm tired of working on the computer! I think I'll have a break.

**Bea:** Remember to \_\_\_\_\_

### Conversation 3

**Maria:** I broke my phone and lost all my photos!

**Sara:** Did you \_\_\_\_\_

**Maria:** Yes, I did. Great! I can find them there.

## Respecting intellectual property

**5 Read the sentences. Tick the box if a sentence gives good advice.**

- 1 When you use other people's work, it's important to acknowledge this. ☐
- 2 Keep a list of the websites that you use to find information. ☐
- 3 If you write what another person said, use speech marks (""). ☐
- 4 It's OK to copy another person's work and not give their name. ☐
- 5 In a presentation, write sources of photos and information at the bottom of the slide. ☐



## Looking after your devices

### 6 Complete the table with the advice.

- a Carry your computer in a strong bag.
- b Charge your phone when the battery is over 40%.
- c Carry your computer with two hands.
- d Eat or drink near your computer.
- e Leave your phone connected to electricity when it finishes charging.
- f Clean your computer regularly.
- g Work at a table, not on your bed.

Dos	Don'ts



## Creating clear presentations

### 7 Match the tips for creating clear presentations (1–5) with the reasons to do them (a–e).

- 1 Don't use lots of different fonts. \_\_\_\_\_
- 2 Use bullet points. \_\_\_\_\_
- 3 Don't write a lot of text. \_\_\_\_\_
- 4 Use photos. \_\_\_\_\_
- 5 Use a large font. \_\_\_\_\_

- a Pictures are a great way to communicate.
- b It looks untidy.
- c You want people to listen to you, not read!
- d Everyone wants to see, including people sitting at the back.
- e They organise your ideas.

## Sharing responsibility

### 8 Four students are working together on a presentation. Read what each person says. Which person is NOT sharing responsibility?

Sam

You typed yesterday, so I can type today.

Helen

You prepare slides 1 to 4 and I'll prepare slides 5 to 8.

Evie

Sam, you write the text and Joel, you find the pictures

Joel

I'll organise the text. Can you find the photos, Helen?

## Digital competence: Tip bank

### Reading a web page

- Scan the page to find information.
- Read only the information you need.

### Finding sources

- Use different sources to find information.

### Staying safe online

- Protect yourself.
- Don't share personal information.

### Protecting your work

- Name files when you start work.
- Save regularly.
- Make regular backups.

### Respecting intellectual property

- Name your sources.
- Use quotation marks for speech.

### Looking after your devices

- Be careful with your devices.
- Work in an appropriate place.
- Protect the battery.

### Creating clear presentations

- Use photos and bullet points.
- Choose the right fonts.

### Sharing responsibility

- Share the work with your classmates.
- Everyone must do their part.








# Heroes



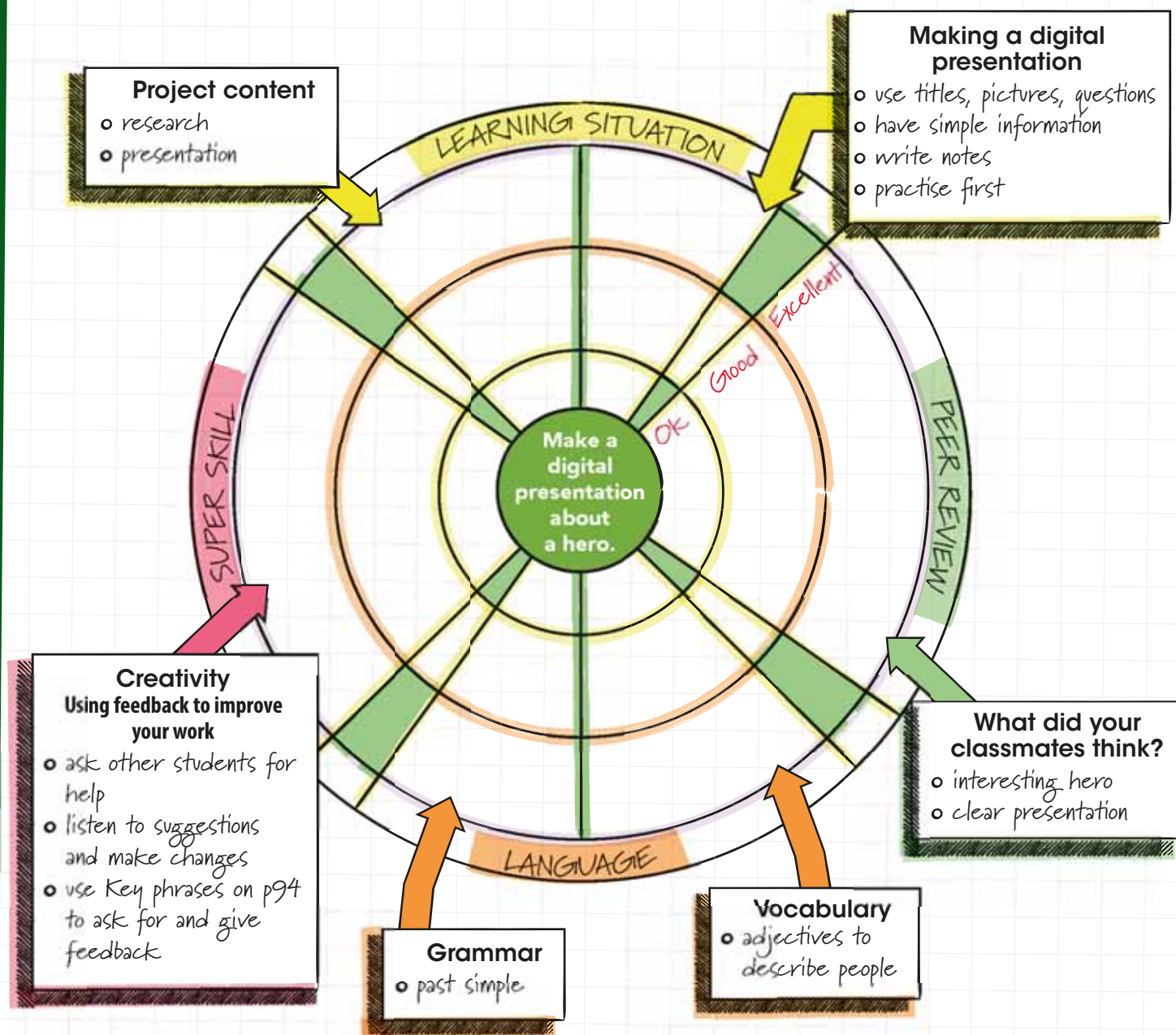
## Unit evaluation

Competence	What can I do?	How well did I do it?    X
Listening and Reading	<input type="radio"/> Watch and understand a video about a Formula 1 driver.	
	<input type="radio"/> Read and understand a newspaper article about heroic teens.	
	<input type="radio"/> Understand new words.	
	<input type="radio"/> Listen to and understand a podcast about two talented teens.	
	<input type="radio"/> Identify numbers when listening.	
Speaking and Writing	<input type="radio"/> Ask for and give opinions.	
	<input type="radio"/> Use the Skills boost to Think, Prepare, Practise and Perform my dialogue.	
	<input type="radio"/> Write a biography.	
	<input type="radio"/> Use paragraphs.	
	<input type="radio"/> Use the Skills boost to Think, Prepare, Write and Check my biography.	
Interaction	<input type="radio"/> In pairs, discuss heroes in science, sports, politics, literature and music.	
	<input type="radio"/> Ask for feedback about my work and give feedback to others.	
Mediation	<input type="radio"/> Watch a video about a Formula 1 driver, then write a message to a friend explaining what the video is about.	
Plurilingual	<input type="radio"/> Understand the similarities and differences between English and my language by answering a question about time expressions.	
Intercultural	<input type="radio"/> Learn about everyday heroes in different countries and think about what makes a hero in my culture.	

# Project evaluation

## INSTRUCTIONS

- Evaluate your work on each part of the project (OK, Good, or Excellent).
- Colour the sections of the chart to show your evaluation.
- Complete your unit test result and the Action plan.



Unit evaluation +  
Project evaluation +  
Unit test results:



## ACTION PLAN

My goal for the next unit is \_\_\_\_\_  
To work on this, I'm going to \_\_\_\_\_  
I'm going to try NOT to \_\_\_\_\_

