



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 in your language

When we pass information from English into your own language, it's important to think how to translate or explain key words and phrases.

1 Order the description of the video.

- a They put sensors on Marcus. ☐
- b The special camera puts the character in a different place. ☐
- c In the video, they visit a film studio in London. ☐
- d A special camera makes Marcus into the computer character. ☐
- e Bren explains motion capture technology to Marcus. ☐
- f The computer reads the sensors and creates a virtual character. ☐
- g They meet Bren Jordan, a man who creates special effects. ☐

2 Look at the key words and phrases from the video. Translate them into your language.

English	My language
film studio	_____
special effects	_____
motion capture	_____
sensor	_____
virtual	_____
character	_____

3 Now do the Mediation task in exercise 10 on p13 of the Student's Book. Remember to include both parts in your email.

Unit 2 Emphasising surprising information

When we pass on information, we need to think about what the reader/listener already knows and what information may be surprising. It's important to emphasise surprising information.

1 Tick the things you knew about the Aztecs before you read the text in the Student's Book.

- The Aztec Empire was an old civilization. ☐
- The Aztecs lived in Mexico. ☐
- They built pyramids. ☐
- Their capital city was one of the largest cities in the world. ☐
- They created islands where they grew food. ☐
- They had free schools for everyone. ☐
- They had a special calendar. ☐
- People still speak the Aztec language. ☐
- The Aztec Empire disappeared many years ago. ☐

2 Complete the expressions for emphasising surprising information.

idea know something surprising

- 1 _____ I didn't know is that ...
- 2 One thing I found _____ was ...
- 3 Did you _____ that ...?
- 4 I had no _____ that ...

3 Now do the Mediation task in exercise 8 on p26 of the Student's Book. Use phrases from exercise 2 to emphasise the information you *didn't* know about the Aztecs before you read the text.



Unit 3 Introducing and concluding

When we pass on information from comprehension questions, it's important to introduce the topic at the beginning and to include a conclusion at the end to help the reader/listener understand.

1 Read the Mediation task in exercise 10 on p41 of the Student's Book. Which sentence would make the best introduction to your blog post? Why?

- 1 The girls were into science and entered a robotics competition.
- 2 I recently listened to a presentation about some girls from Afghanistan who entered a robotics competition.
- 3 In a recent robotics competition, a team of Afghan girls had lots of problems.

2 Complete the sentence to make a conclusion for your blog post.

I like this story because it shows that _____

3 Now do the Mediation task. In your blog post, use the introduction from exercise 1, your answers from exercise 8 in the Student's Book and your conclusion from exercise 2.

Unit 4 Explaining and organising

When we explain information in our own language, it's important to organise our ideas.

1 Read the Mediation task in exercise 9 on p53 of the Student's Book. Complete the advantages of Generation Skill Share.

easier free generation help learn

- 1 It's _____, which is better than paying for a course.
- 2 You can _____ a variety of different things.
- 3 It's _____ for people to learn in this way than in a class.
- 4 You can meet people from a different _____.
- 5 You can _____ other people.

2 Translate the advantages of Generation Skill Share in exercise 1 into your language.

3 Now do the Mediation task. Organise your ideas in this order.

- 1 Greet your friend.
- 2 Explain the reason you are sending a message.
- 3 Give a short explanation of Generation Skill Share.
- 4 Tell your friend about the advantages of Generation Skill Share.
- 5 Recommend Generation Skill Share and say goodbye.





Using a variety of sources

1 Match the advice about using sources (A–C) with the advantages and disadvantages (1–3). Decide which is the best advice.

A — Go to an online encyclopedia. It always has the answer.

B — Try to look at two or three different sources to confirm information.

C — Write your question in the search box and go to the first option.

- 1** + It's always a good idea to check. Don't just accept one answer.
 - It will take more time, but you'll get a better result.
- 2** + It's free and it has information on everything – it's a great place to start looking.
 - Anyone can write the information. The people who write it aren't always experts.
- 3** + The first answer is often the best place to find a quick answer.
 - The first option is often advertising, paid for by a company that wants to sell something.

Keeping personal details safe

2 Complete the table with the things that you should and shouldn't do online (a–j).

- a** Share your personal details online.
- b** Ask an adult if you feel worried about a contact.
- c** Make sure only friends can contact you on your social media accounts.
- d** Cover the camera on your laptop.
- e** Let an app know where you are.
- f** Select cookies: don't just click 'accept all'.
- g** Share information about your friends.
- h** Tag other people in photographs.
- i** Use a good password.
- j** Use free wi-fi in public places.

Dos	Don'ts

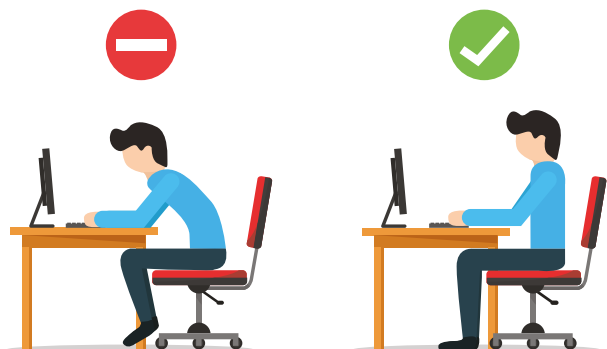
Keeping it green

3 Match the tips for using technology in a sustainable way (1–5) to the pictures (a–e).

- 1** When you throw away old devices, recycle them properly.
- 2** Switch off: don't leave devices on stand-by when you're not using them.
- 3** When possible, don't print things on paper.
- 4** Don't leave devices plugged in when they are fully charged.
- 5** Don't get a new phone until you really need one.



Helping your posture



4 Match 1–6 with a–f to make tips on how to sit at a computer and help your posture.

- 1** Sit so your eyes are looking directly at _____
- 2** Put your feet _____
- 3** Don't work lying _____
- 4** Working with your computer on your lap _____
- 5** Try to _____
- 6** Take regular _____

- a** in bed.
- b** breaks.
- c** the top part of the screen.
- d** relax your shoulders.
- e** is bad for your back.
- f** on the floor.

Citing your sources

5 Match the tips for citing your sources (1–4) with the reasons to do them (a–d).

- 1 It's important to say whose idea it is. —
 - 2 When you find a good webpage, note the address. —
 - 3 Use quotation marks when you use a person's exact words. —
 - 4 List the websites you used at the end of your work. —
-
- a The reader can look up the information.
 - b To show that another person said those words.
 - c You can give the web address at the end of your work.
 - d You need to show clearly that it's not your own idea.

Keeping presentations simple

6 Complete the tips with the headings.

Consistent Changing slides Fonts
Images Text

- 1 _____: choose one that's easy to read and use it for all your headings. Choose a smaller one for text.
- 2 _____: use one simple way to make new slides or text appear.
- 3 _____: your presentation will look better if you use the same style for all your slides.

- 4 _____: it's better to use these than a lot of words.
- 5 _____: don't use long sentences; use key words.

Working in groups

7 Complete the text.

abilities different divide everyone's
responsibility times

Tips for successful group work

- 1 Listen to _____ ideas.
- 2 _____ work equally.
- 3 Ask a _____ person to write notes each time you meet.
- 4 Agree _____ to meet and work and stick to them.
- 5 Use everybody's talents and _____.
- 6 Share _____ for the project.



Digital competence: Tip bank

Using a variety of sources

- Always use two or three sources to check information.

Keeping personal details safe

- Don't share information or photos about other people.
- Ask an adult if you're worried.

Keeping it green

- Limit your use of electricity.
- Avoid using paper.
- Recycle old devices.

Helping your posture

- Think about your eyes, back and feet.
- Take regular breaks.

Citing your sources

- Say whose work it is and include sources.
- Include the web address.
- Use quotation marks for someone's words.

Keeping presentations simple

- Don't use too many fonts.
- Use a consistent style.
- Use images.

Working in groups

- Discuss how to divide work before you start.
- Use different people's abilities.

1

Stories



Unit evaluation



Competence	What can I do?	How well did I do it?
Listening and Reading	○ Watch and understand a video about a visit to a film studio.	😊 😐 😞 ✗
	○ Read and understand a blog post about young people using technology.	
	○ Make and check predictions.	
	○ Listen to and understand a live report from a public library.	
	○ Answer true/false questions.	
Speaking and Writing	○ Express preferences.	
	○ Use the Skills boost to Think, Prepare, Practise and Perform my dialogue.	
	○ Write a review.	
	○ Use <i>also, too</i> and <i>as well</i> .	
	○ Use the Skills boost to Think, Prepare, Write and Check my review.	
Interaction	○ In groups, discuss information on a storyboard.	
	○ Generate ideas together.	
Mediation	○ Watch a video, then write an email to a friend explaining what the video is about and why he/she would like it.	
Plurilingual	○ Understand the similarities and differences between English and my language by translating questions and answers in the present simple.	
Intercultural	○ Find out about libraries in different countries.	



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.

Planning visual output

- organise your space
- include a title
- choose black and white or colour
- do a rough plan

Project content

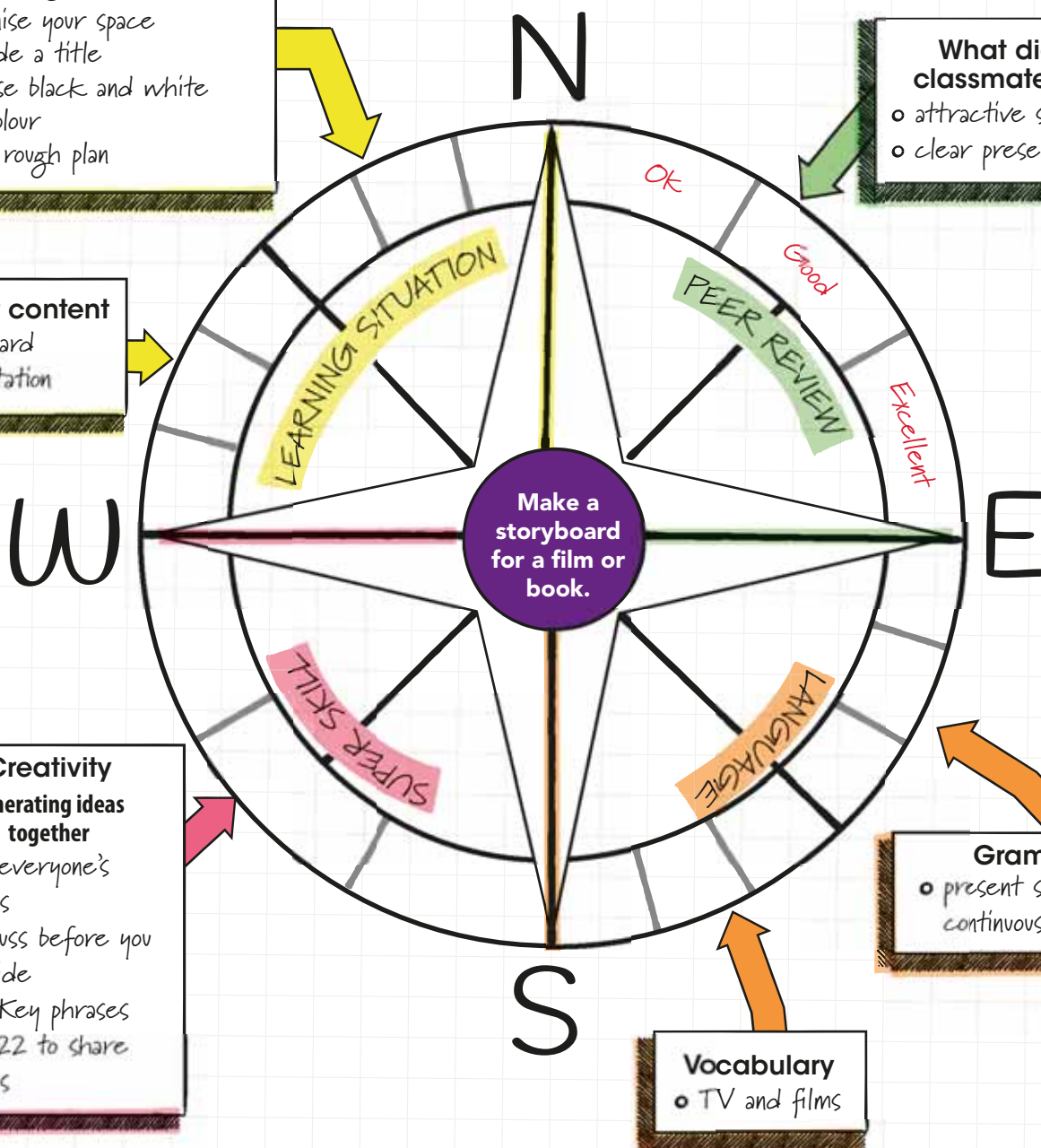
- storyboard
- presentation

Creativity Generating ideas together

- use everyone's ideas
- discuss before you decide
- use Key phrases on p22 to share ideas

What did your classmates think?

- attractive storyboard
- clear presentation



Grammar

- present simple and continuous

Vocabulary

- TV and films

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 _____