



## 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 Organising information to achieve our goals

It's important to organise information in a logical way when we want to persuade other people.

### 1 Read two letters about learning sign language. Which letter is better and why?

- a** I don't know why we spend so much time learning foreign languages. Sign language is much more useful. Not many people who aren't deaf can communicate using sign language. I heard an interview about this. So, we should all learn sign language to help others. It would be a good way to spend our time – and it's more interesting than French or German!
- b** I'd like to suggest a new course for our school. I recently listened to an interview about a campaign to teach sign language in secondary schools. It's easy to forget how difficult daily life is for deaf students. Simple activities like making friends or shopping are a lot more complicated. As a solution, I think the school should offer a sign language course. We all spend time studying foreign languages, so why not sign language? This would help our school be more integrated. But it would also be a very useful skill for all students to have for life outside school. I think this would be a great addition to the curriculum. What do you think?

### 2 Number the features of letter b in exercise 1 in the order that they appear in the letter.

- a** an explanation of the benefits for the school \_\_\_\_\_
- b** a closing sentence that involves the reader \_\_\_\_\_
- c** an opening sentence that explains what the letter is about \_\_\_\_\_
- d** examples of the difficulties that deaf students experience \_\_\_\_\_
- e** An explanation of the benefits for all students \_\_\_\_\_
- f** Background information that explains the writer's interest in the topic \_\_\_\_\_
- g** A suggestion \_\_\_\_\_

### 3 Now do the Mediation task in exercise 9 on p17 of the Student's Book. Organise the information in your letter in a logical way.

## Unit 2 Summarising content and making it relevant

When we pass on information, it's important to think about what is relevant to the reader or listener and include key information.

### 1 Read an email from Jamie to his friend, Olga. Complete the email with the words in the box.

called day holidays kinds lasts perfect place reviews take well

Hi there!

The other **1** \_\_\_\_\_ in our English class we read some **2** \_\_\_\_\_ of cool courses that you can do in the summer **3** \_\_\_\_\_. There was one course that I thought would be **4** \_\_\_\_\_ for you! You know you love technology and also playing the guitar? **5** \_\_\_\_\_, I read about a course **6** \_\_\_\_\_ Studio Time. You can learn all **7** \_\_\_\_\_ of things, like recording and using computer programs to get a professional sound. The course **8** \_\_\_\_\_ a week and takes **9** \_\_\_\_\_ in Southampton. I really think you should **10** \_\_\_\_\_ a look.

### 2 What is the email about? Mark each option with a tick (✓) or a cross (X).

- a** a course to learn how to play the guitar ☐
- b** a course to learn how to record music ☐
- c** a course to learn how to write computer programs ☐

### 3 Now do the Mediation task in exercise 9 on p26 of the Student's Book. Use phrases from the email in exercise 1.



Unit 3 Comparing and giving examples

When we explain things, it helps the reader or listener if we include comparisons and give examples.

- 1 Read the article on p39 of the Student’s Book again, then choose the correct option.
- 1 You can feel **more/less** stressed if you pay attention to what you eat.
  - 2 When you eat dark chocolate, 150 g **isn’t as good for you as/is better for you than** 50 g.
  - 3 Mangoes can help you feel **calmer/less calm**.
  - 4 Your brain works **slower/faster** if you drink blueberry juice.
  - 5 Skipping meals is **worse/better** than eating regularly.
  - 6 You feel **happier/sadder** if you eat bananas and eggs.

- 2 Complete the text with the expressions for giving examples in the box.

for example      like      such

Food isn’t the only important thing during an exam period; other habits are also important. 1 \_\_\_\_\_, you need to make sure that you’re getting enough sleep. It’s also important to think about other things, 2 \_\_\_\_\_ what you’re drinking. Too much caffeine is not a good idea and fizzy drinks 3 \_\_\_\_\_ as cola and lemonade are not as good as water for helping your brain.

- 3 Now do the Mediation task in exercise 7 on p38 of the Student’s Book. Include comparisons, examples and the phrases from exercise 3.



Unit 4 Changing spoken language to formal written language

When we change spoken information to written information, we need to use different or more formal language.

- 1 Complete the table with the different types of written information (a–g).
- a a letter to a newspaper
  - b a note to someone in your family
  - c a summary of a lesson your classmate missed
  - d a text message to your friend
  - e an application for a place on a summer school
  - f an email to your cousin
  - g an entry for a competition

Informal language	Formal language

- 2 Match the spoken language from a presentation (1–6) with the written language (a–f).

- 1 Good afternoon. \_\_\_\_\_
  - 2 I’m going to tell you about ... \_\_\_\_\_
  - 3 All you have to do is ... \_\_\_\_\_
  - 4 Best of all, it’s ... \_\_\_\_\_
  - 5 Everyone loved it! \_\_\_\_\_
  - 6 Thanks for listening. \_\_\_\_\_
- 
- a People have been very enthusiastic.
  - b Best wishes,
  - c Dear ...
  - d I’m writing about ...
  - e The best thing is that it’s ...
  - f You simply ...

- 3 Now do the Mediation task in exercise 9 on p53 of the Student’s Book. Think about how you would use the expressions (a–f) from exercise 2.



## Respecting other people's work

- 1** Read the text. Write who said the statements, J (Jonas) or A (Abigail).

Jonas and Abigail are working together on a project. Yesterday, Jonas spent two hours on the project. He wrote headings, added information and uploaded pictures. When Abigail looked at the document later, she changed some headings because she thought her ideas were better. She corrected some spelling mistakes and re-wrote the text so that it sounded better. She liked most of the pictures Jonas had chosen, but she did change one.

- a I thought we were working as a team. \_\_\_\_\_
- b I think this heading gives a better summary of the section. \_\_\_\_\_
- c I spent ages working on that. \_\_\_\_\_
- d What's wrong with the headings I wrote? \_\_\_\_\_
- e I think this image is better. \_\_\_\_\_
- f If there are mistakes, we won't get a good grade. \_\_\_\_\_
- g I wish you had asked me first. \_\_\_\_\_
- h I didn't mean to upset you. \_\_\_\_\_
- i Where's the picture of the dolphins? \_\_\_\_\_

- 2** What advice would you give to Jonas and Abigail about working together in the future?

## Protecting the identity of other people

- 3** Read the situations (a–d). What is the problem with each situation? Use appropriate words to complete the tips.

**1** I'm going to share this picture of the class party.

**2** Lisa's phone number? Yes, it's 0141 3360 7821.

**3** I'm going to post this picture of me and my friends on the beach.

**4** Clara is in this photo. I'm going to tag her.

Don't share a p\_\_\_\_\_ unless you have the permission of everyone in the group.

Never share another person's c\_\_\_\_\_ details without their permission.

Don't share p\_\_\_\_\_ photos of yourself or other people.

Don't tag other people w\_\_\_\_\_ their permission.

## Recognising promotional content

- 4** Read the text. Write T (true) or F (false) for each statement below.

A lot of us watch videos on social media. Sometimes these videos are uploaded by people who just want to share things. But it's important to remember that many vloggers make money by helping companies sell us things.

Some influencers might spend 30 seconds talking about a product and saying its name, before moving on to normal content. But other videos are only trying to sell a product, and videos where influencers try out or review a new product can be helpful if you're thinking of buying something.

The important thing is to decide if what you're watching is neutral or advertising a product.

- 1** All vloggers want to sell us things. \_\_\_\_\_
- 2** Some influencers promote a product for a short part of their video. \_\_\_\_\_
- 3** The main purpose of some videos is to sell. \_\_\_\_\_
- 4** There are no advantages to watching review videos. \_\_\_\_\_
- 5** It's important to know if content is neutral or promotional. \_\_\_\_\_

## Protecting your eyes

- 5** Match the beginnings (1–7) to the endings (a–g) to create tips for protecting your eyes.

- |                                 |   |
|---------------------------------|---|
| <b>1</b> Take regular           | <b>a</b> screen is clean.                       |
| <b>2</b> Wear glasses           | <b>b</b> breaks.                                |
| <b>3</b> Splash your eyes       | <b>c</b> contrast and font size on your screen. |
| <b>4</b> Make sure your         | <b>d</b> look at something six metres away.     |
| <b>5</b> Sit at the             | <b>e</b> if you need them.                      |
| <b>6</b> Every 20 minutes,      | <b>f</b> right distance.                        |
| <b>7</b> Change the brightness, | <b>g</b> with water.                            |



## Following hyperlinks

### 6 Complete the tips about hyperlinks with the words in the box.

back click colour finger irrelevant new  
page time

A hyperlink is a word or image on a web page that you can **1** \_\_\_\_\_ on and that will take you to a related **2** \_\_\_\_\_. Hyperlinks are often in a different **3** \_\_\_\_\_ or underlined. When your cursor passes over a hyperlink, an image of a pointing **4** \_\_\_\_\_ appears. Hyperlinks can be helpful because they can lead you to a **5** \_\_\_\_\_ source of information. But be careful: they can also take you to **6** \_\_\_\_\_ pages, which can cause you to waste **7** \_\_\_\_\_. Just take a quick look at the new page and, if there's nothing interesting, use the **8** \_\_\_\_\_ button before you get distracted!

## Creating and using passwords

### 7 Match the weak passwords (a–f) with the advice about passwords (1–6). Write the number.

- a 12345678! \_\_\_\_\_
- b realbetis! \_\_\_\_\_
- c 12-03-2010 \_\_\_\_\_
- d A6B7C42 \_\_\_\_\_
- e y7?q7 \_\_\_\_\_
- f password \_\_\_\_\_

- 1 Don't use your birthday.
- 2 Don't use the word 'password'.
- 3 Use at least 7 characters.
- 4 Don't use an obvious sequence of numbers or letters.
- 5 Include letters, numbers and symbols
- 6 Don't use things which people can guess from your profile, like your favourite team.

## Using presentation tools

### 8 Complete the text about presentation tools with the headings in the box.

Collaboration Compatibility Cost Design  
Difficulty Download

There are several different apps that you can use when you're preparing or giving a presentation. So, how can you decide which app to use? Here's a list of the most important considerations.

- 1 \_\_\_\_\_: Can anybody use it or do you need very good tech skills?
- 2 \_\_\_\_\_: Does it have templates and images to make your presentation attractive?
- 3 \_\_\_\_\_: Is it easy for different people to work on the presentation at the same time?
- 4 \_\_\_\_\_: Is it free or do you have to pay?
- 5 \_\_\_\_\_: Does it work on different devices?
- 6 \_\_\_\_\_: Can you use it online or do you have to install an app?

## Digital competence: Tip bank

### Respecting other people's work

- Discuss how you will work together before you start.
- Think how other people feel.
- Don't make changes without checking first.

### Protecting the identity of other people

- Don't share photos of other people without permission.
- Don't tag people in photos.

### Recognising promotional content

- Decide if content is neutral or promotional.
- Remember that many vloggers are paid to promote products.

### Protecting your eyes

- Take breaks.
- Change your computer/phone settings.

### Following hyperlinks

- Use hyperlinks to find new information.
- Try not to get distracted.

### Creating and using passwords

- Create strong passwords.
- Change passwords regularly.
- Don't share passwords with other people.

### Using presentation tools

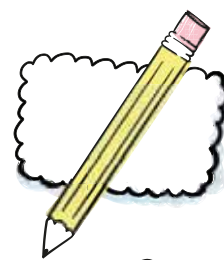
- Try different tools from time to time.
- Consider the pros and cons of apps.



# 4

# Invention

## Unit evaluation

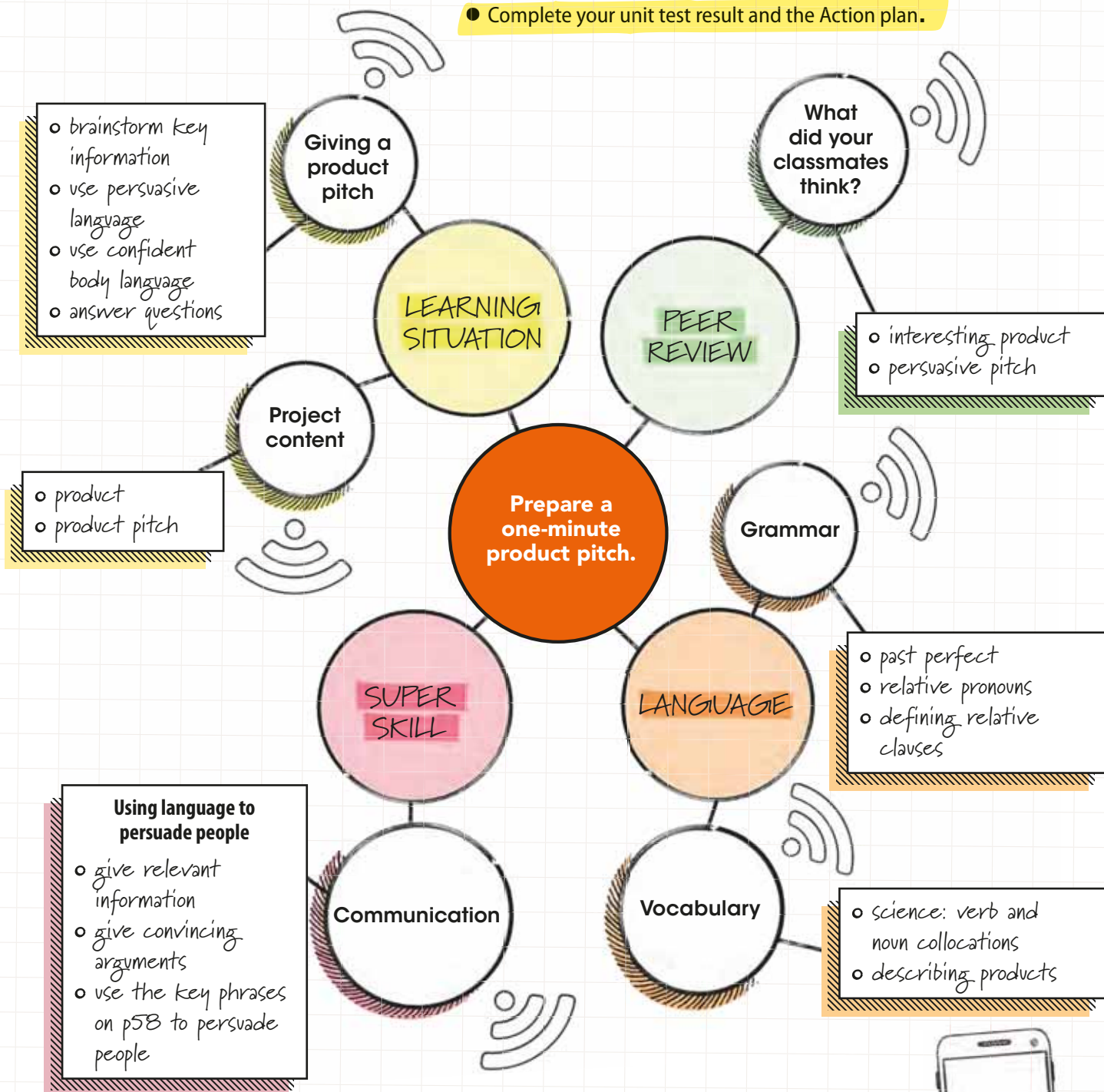


Competence	What can I do?	How well did I do it? 😊 😐 😞 X
Listening and Reading	○ Watch and understand a video about pitching ideas.	
	○ Read and understand an online article about science making a difference.	
	○ Identify the purpose of a text.	
	○ Listen to and understand a talk about an invention.	
	○ Listen for the information I need.	
Speaking and Writing	○ Check information.	
	○ Use the Skills boost to Think, Prepare, Practise and Perform my dialogue.	
	○ Write a formal letter.	
	○ Use formal language.	
	○ Use the Skills boost to Think, Prepare, Write and Check my letter.	
Interaction	○ In pairs, talk about the qualities of a product pitch.	
	○ Use language to persuade people.	
Mediation	○ Listen to a talk, then write a letter to explain the benefits of a product.	
Plurilingual	○ Understand the similarities and differences between English and my language by answering a question about relative pronouns.	
Intercultural	○ Learn about inventors from different countries.	

# Project evaluation

## INSTRUCTIONS

- Evaluate your work on each part of the project.
- To show your evaluation, colour one bar for OK, two bars for good and three bars for excellent.
- Complete your unit test result and the Action plan.



Unit evaluation +  
Project evaluation +  
Unit test results:



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

