



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 Personalising content

When we pass on information as a recommendation, it's important to think about how we can make the message personal to the reader/listener.

- 1** Read the mediation task in exercise 6 on p21 of the Student's Book. Which exercise on p20 will help you find information for your message?
- 2** Read the text on p20 of the Student's Book again and make notes to prepare your message.

| | |
|---|--|
| Practical information about the festival (where, when, cost). | |
| What you can see and do there. | |
| Why the festival would appeal to your friend. | |

- 3** Now do the mediation task. Use your notes from exercise 2 to personalise the information. Use at least two of the expressions in the box.

I think you would like it because ...
 One of the things I think you would like is ...
 I know how much you enjoy ...
 This festival would be perfect for you because ...

Unit 2 Focusing on key words

In order to communicate the most important information, it's a good idea to focus on the key words.

- 1** Read the mediation task in exercise 7 on p29 of the Student's Book. Underline the key words and phrases in the box that you need to do the task. There are three words and phrases that you do not need.

advantage appearance can't trust people
 disadvantage lookalike make friends
 online games people can lie practice languages
 share interests studio

- 2** Put the words and phrases in exercise 1 into two groups: advantages and disadvantages.

| Advantages | Disadvantages |
|------------|---------------|
| | |

- 3** Translate the key words and phrases in exercise 1 into your language.

- 4** Now do the mediation task. Use the key words and phrases in exercise 3.



Unit 3 Turning fact into recommendation

When we pass on factual information, we sometimes need to give our own opinion of it, for example, if we wish to recommend something.

- 1 Read the mediation task in exercise 9 on p37 of the Student's Book. Then watch the video again and complete the table with information in your own language about the Rapa Nui statues.

| | |
|--|--|
| Where are the statues? | |
| How many statues are there? | |
| When were they built? | |
| Can we see the complete statues? | |
| Why you think we should include the statues in an article about mysteries? | |

- 2 Now do the mediation task. Use your notes from exercise 1 and give your own opinion.

Unit 4 Explaining cultural differences

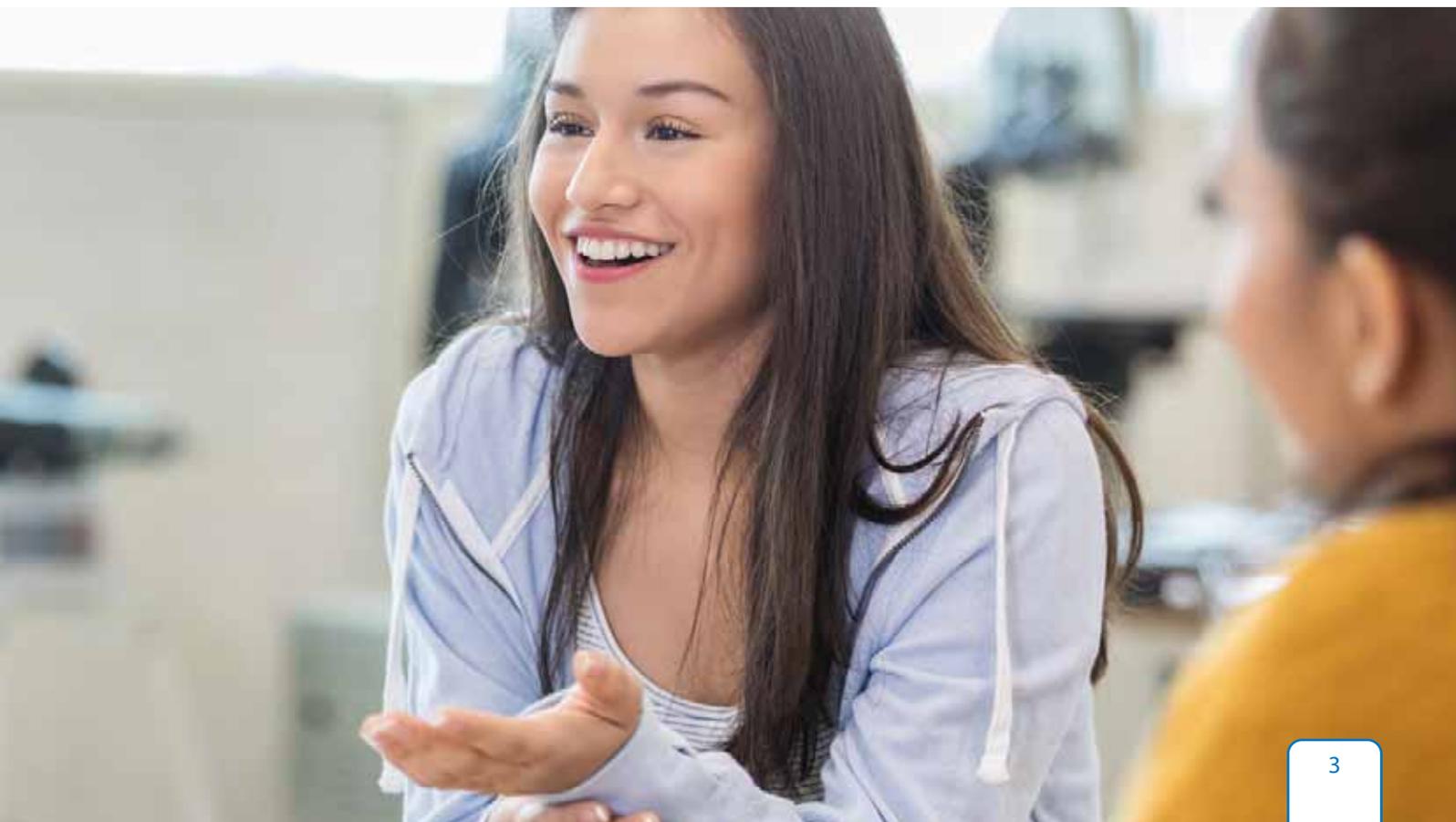
When we pass on information, we emphasise the things which are different and/or surprising.

- 1 Read the text on p51 of the Student's Book again and complete the table with information about the UK and your country.

| Age when you can ... | The UK | My country |
|---|--------|------------|
| fly a glider | | |
| fly a plane | | |
| give blood | | |
| leave school | | |
| leave education | | |
| dye your hair without permission | | |
| have your ears pierced without permission | | |

- 2 Now do the mediation task in exercise 9 on p50 of the Student's Book. Emphasise the differences in your language between the UK and your country. Think about how you say the expressions in the box in your own language.

| | |
|--------------------|------------------------|
| Interestingly, ... | Whereas ... |
| Actually ... | Did you know that ...? |





Using audio and video in presentations

1 Decide if the statements about using audio and video in presentations (1–8) are advantages (A) or disadvantages (D).

- 1 A video can illustrate complex ideas. _____
- 2 It can distract the audience. _____
- 3 It can cause an emotional response. _____
- 4 Video and audio files are large. _____
- 5 It means you need less text. _____
- 6 It demands an audience's attention. _____
- 7 You need a good internet connection. _____
- 8 It takes time to prepare. _____

Using bookmarks

2 Complete the text with the words in the box.

before different earlier
idea information open

Save links to useful websites when you are looking for **1** _____ online. It's easy to follow links and then realise that you can't get back to a website that you were using **2** _____. It's a good **3** _____ to use 'bookmarks' or 'favourites' on your web browser to save links to webpages you want to use again. To do this, **4** _____ you start researching, go into your web browser and **5** _____ a new bookmark or favourites folder, or you can also create a bookmark when you are on a webpage. You can also make sub-folders for **6** _____ topics.



Creating healthy habits

3 Read the clues (1–6) and complete the puzzle with the missing words.

- 1 It's important to do physical activity, like _____.
- 2 Make sure your computer _____ is at the right height for your eyes.
- 3 You won't sleep well if you're online _____ at night.
- 4 It isn't a good idea to _____ for a long time: you need to move!
- 5 Remember to meet your friends in _____, not just online.
- 6 Too much screen time is bad for your _____.

| | | | | | | | | | | |
|---|--|--|--|--|--|---|--|--|--|--|
| 1 | | | | | | O | | | | |
| 2 | | | | | | N | | | | |
| 3 | | | | | | L | | | | |
| 4 | | | | | | I | | | | |
| 5 | | | | | | N | | | | |
| 6 | | | | | | E | | | | |

Understanding cookies

4 Read the text and match the questions (a–d) to the paragraphs (1–4).

- a What should I do to be safe?
- b What's good about cookies?
- c What are cookies?
- d Why can cookies be a problem?

Cookies Q and A

- 1 ___ Cookies are data files that are sent to your computer by a website that you visit. They give the webpage information about your online activity.
- 2 ___ Cookies store information so that the next time you visit the website, they remember what you were interested in, keep things in your shopping basket and suggest new products. They can make it easier to visit a website again and save you time.
- 3 ___ Cookies aren't harmful to your computer, but they can allow cybercriminals to see your history and interests.
- 4 ___ When you visit a new website, it usually asks you if you want to 'accept cookies'. Don't click 'accept all'; it's a good idea to only accept essential cookies. From time to time, clear cookies on your web browser that you don't need.

Using sources

5 Match the beginnings (1–3) with TWO endings (a–f) to make advice for using online sources.

- 1 Online encyclopedias _____
 - 2 Web addresses ending *.gov*, *.edu* and *.org* _____
 - 3 Checking your information in more than one place _____
- a are generally websites for official organisations.
b helps you to confirm that information is correct.
c are a good place to start looking.
d tend to include more reliable information.
e are not always reliable sources of information.
f is always a good idea.

Crediting your sources

6 Read the text and complete the information with the words in the box.

article author quotation website year

When you use information that you have found online or quote what someone else said, you must credit your sources. Include this information:

- 1 the _____ address
- 2 the title of the webpage, report or _____
- 3 the _____ or speaker's name
- 4 the _____ the information was published
- 5 _____ marks for direct speech

Identifying fake news and unreliable sources

7 Match the beginnings (1–6) with the endings (a–f) to make questions to help you identify fake news and unreliable sources.

- 1 Can you find same news story _____
 - 2 Can you see the name _____
 - 3 Do the images on the page _____
 - 4 Is there an 'About us' section _____
 - 5 Are there lots of _____
 - 6 Is the article written in a style _____
- a pop-up ads?
b in other places?
c of the person who wrote the article?
d to produce an emotional response?
e look authentic or have they been changed?
f with information about the website?



Digital competence: Tip bank

Using audio and video in presentations

- Improve your presentation with audio and video.
- Make sure you have a good internet connection.

Using bookmarks

- Make a bookmark/favourites folder.
- Save useful websites.

Creating healthy habits

- Limit your time at the computer.
- Balance computer time with other activities.

Understanding cookies

- Use cookies to save time.
- Don't click 'accept all'.

Using sources

- Use online encyclopedias to start.
- Choose reliable websites for information.
- Check your information in several places.

Crediting your sources

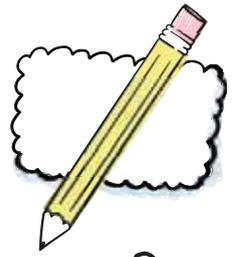
- Credit authors, websites, reports and articles.
- Use quotation marks for direct speech.

Identifying fake news and unreliable sources

- Check the same story in different sources.
- Look for the name of the writer and organisation.
- Avoid sites with lots of pop-up ads.



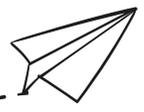
Environment



Unit evaluation



| Competence | What can I do? | How well did I do it?    X |
|-----------------------|---|--|
| Listening and Reading | <input type="checkbox"/> Watch and understand a video about a beach and park clean-up campaign. | |
| | <input type="checkbox"/> Read and understand an article about making your wardrobe greener. | |
| | <input type="checkbox"/> Identify the central idea. | |
| | <input type="checkbox"/> Listen to and understand a radio programme about a beach clean-up. | |
| | <input type="checkbox"/> Understand paraphrasing. | |
| Speaking and Writing | <input type="checkbox"/> Compare and contrast. | |
| | <input type="checkbox"/> Use the Skills boost to Think, Prepare, Practise and Perform my dialogue. | |
| | <input type="checkbox"/> Write a blog. | |
| | <input type="checkbox"/> Use appropriate language for a blog. | |
| | <input type="checkbox"/> Use the Skills boost to Think, Prepare, Write and Check my blog entry. | |
| Interaction | <input type="checkbox"/> In pairs, discuss how to create a leaflet. | |
| | <input type="checkbox"/> Be flexible when discussing problems. | |
| Mediation | <input type="checkbox"/> Listen to a radio programme about a beach clean-up, then make a video summarising it and encouraging teenagers to participate | |
| Plurilingual | <input type="checkbox"/> Understand the similarities and differences between English and my language by translating sentences with <i>make</i> and <i>let</i> . | |
| Intercultural | <input type="checkbox"/> Learn about environmental initiatives 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.

Writing a leaflet

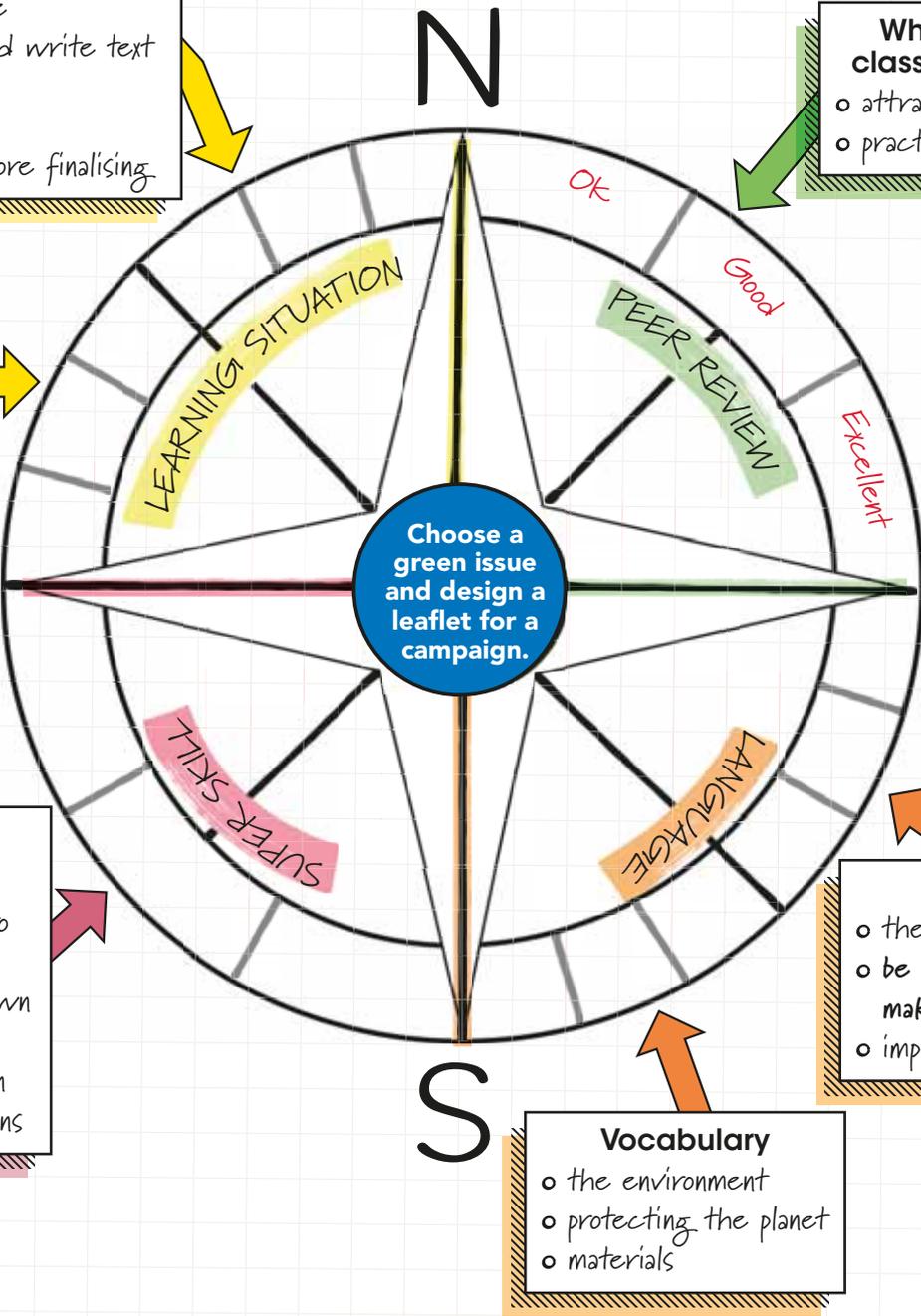
- think about purpose
- decide content and write text
- draw a layout plan
- include images
- get feedback before finalising

What did your classmates think?

- attractive leaflet
- practical advice

Project content

- research
- leaflet
- presentation



Collaboration
Being flexible

- flexible thinking to find solutions
- break problems down to find solutions
- use Key phrases on p70 to find solutions

Grammar

- the passive
- be allowed to, make and let
- impersonal phrases

Vocabulary

- the environment
- protecting the planet
- materials

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 _____

