

1C Positive thinking

WRITING OUTPUT | a message
 GOAL | relay specific information
 MEDIATION SKILL | looking for specific information

WARM-UP

1 Work in pairs. What helps you when you're stressed or in a bad mood? Why?

PREPARE

2 Read the Scenario. What problem does your friend Safiya need help with?

SCENARIO

Your friend Safiya sends you a message.

I need your help! I love my job, but work is really hard at the moment. I'm stressed and I'm in a bad mood all the time. What can I do to feel more positive?

3 You see this social media post online. Read the title and the first paragraph. What is the post about? Can it help Safiya?

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Thinking positive: Live talk

Did you know that words can change our brains? Think of a positive word for a few minutes, for example 'love'. Changes happen in your brain. Think of a positive word for a long time, and you can feel more positive about yourself, other people and the world. You start to do more things, too.

Dr Shelly Gibbs will be here on Monday to tell us more about the topic of positive words and our brain. She is a professor at the Institute of Positive Thinking. In her one-hour talk, Dr Gibbs explains the science of positive words. She explains what happens in our brains and she tells us how to use positive words. This talk is for people who want to feel more positive.

You can see our talk on our website www.uniofpositivethinking.com on Monday. It starts at 7 p.m. Watch, listen and join the discussion in the chat. There's no cost. It's free for everyone.

4A Read the Mediation Skill box. In what kinds of texts do we look for specific information?

MEDIATION SKILL

looking for specific information



Sometimes we want to find information in a text quickly. We can do these things.

- 1 Think about the information we want, e.g. a price, a name.
- 2 Think of words and phrases that help us find that information, e.g. *cost*, *called*.
- 3 Think of other things that can help us, e.g. £, a number, capital letters.
- 4 Look for the information we want and words and phrases to help us in the text.
- 5 Read the whole sentence around the word or phrase to be sure the information is what we need.

B Look at questions 1–8. What things in the box do they ask for? You can use two things twice.

day name number place price
 time type of person something else

- 1 Who is the speaker? name
- 2 When is the talk? (x2)
- 3 How long is the talk? (x2)
- 4 How much does the talk cost?
- 5 What is the topic of the talk?
- 6 What kind of people is the talk for?
- 7 Where can people see the talk?
- 8 Where does the speaker work?

C Look at Question 1 in Ex 4B and:

- 1 decide what to look for in the social media post to find the answer.
- 2 find it in the post.
- 3 read the whole sentence(s) and answer the question.

D Repeat for Questions 2–8.

MEDIATE

5A Write a message to Safiya. Tell her about the talk. Use your answers to Exs 4C and 4D to help you. Put the information in a logical order.

There's a talk that can help you. It's about ...

B Swap messages with another student. Is the important information from the social media post there?

2C A charity event

SPEAKING OUTPUT | a discussion
 GOAL | work together in simple, shared tasks
 MEDIATION SKILL | taking turns

WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Have you ever organised an event? When?
 - 2 What kind of events do you like, or not like (e.g. music, sports)? Why?

PREPARE

2 Read the Scenario. What does Alena want you to do? What do you need to decide on?

SCENARIO

Your marketing director sends you an email.

To: theAteam@email.uk
 From: alenaparks@email.uk

Dear team,

We need to plan our company's charity event for this year. Let's meet on Tuesday at 2 p.m. to discuss it. We need to decide:
 - the type of event.
 - when to have it.
 - where to have it.
 - what we need for it.

Remember, last year we raised over £4,000 for the children's hospital. Let's raise more this year!

Alena
 Marketing Director

3 MB2.01 | Listen to a marketing team talking about a charity event. What kind of events do they discuss? Which one do they decide to have?

4A Read the Mediation Skill box. Think of one more phrase for each section.

MEDIATION SKILL

taking turns



When we have a conversation, we take turns to speak. These phrases can help us to have a longer conversation or discussion.

Starting the conversation: *Let's talk about / discuss ... , I've got an idea.*

Keeping your turn: *Also, ... , And that's not all ...*

Getting your turn: *Sorry, but ... , Can I just say that ... ? Good idea! Good point. I agree.*

Giving your turn to others: *What do you think? How about ... ? Sorry, did you want to say something?*

Filling silence: *Er ... , Let's think ... , Let's see.*

B MB2.01 | Listen to the conversation again. Tick the phrases in the Mediation Skill box you hear.

C MB2.02 | Read the next part of the conversation. Choose the correct words. Then listen and check.

J = Janek D = David A = Alena

J: ¹Let's discuss / Let's see the date. What's a good time for a fun run?

D: July or August?

A: Yes, we want good weather so ...

J: Er, sorry, ²can I just say that / how about it can be very hot in July and August and a lot of staff go on holiday then, too?

A: Hmm, true. June is probably better. Maybe 24 June. ³Sorry, but ... / What do you think?

D: Sounds good. We can have it in the park. I can speak to the council.

A: ⁴Good idea! / Let's think! What else do we need?

D: ⁵And that's not all / Let's see ... we need food and drink for everyone before and after the race.

A: Er ...

J: Yes, ⁶also / I agree music. Maybe we can have a band playing. I can speak to my cousin. She's in a band.

D: I like that idea. We need people to have a really good time so they give lots of money! Sorry, Alena, ⁷did you want to say something / how about?

A: Yes, we need some prizes for the winners.

J: ⁸That's not all / Good point!

5 You're going to plan a charity event. Think of at least one idea for each thing in the email in Ex 2. Make notes.

MEDIATE

6A Work in groups. Plan the charity event. Make suggestions and decide on the things in the email in Ex 2. Offer to help with the planning. Use your notes from Ex 5 to help you.

B Tell the class or another group about your event. Which event would you like to go to? Why?

3C Unusual sandwiches

SPEAKING OUTPUT | spoken instructions
GOAL | check the listener understands
MEDIATION SKILL | checking understanding



WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 How often do you eat sandwiches?
 - 2 When do you usually have sandwiches?
 - 3 What kind of sandwiches do you like? Why?

PREPARE

- 2 Read the Scenario. What does your friend Emogene want all her friends to do? Why?

SCENARIO

Your friend Emogene sends this message.

Friends – I'm so bored of cheese sandwiches. I need to learn how to make something different. You all love preparing food. Next time I see you, tell me how to make something more interesting, please!

- 3A **MB3.01** | Listen to one of Emogene's friends telling her how to make a sandwich. What kind of sandwich is it? What are the steps?

B Work in pairs. Remember the steps. Could you make this sandwich? Would you like to eat it? Why/Why not?

- First, take ...
- Put ... on (top of) ...
- Put ... in (the fridge).
- Cut (up) ...

- 4A Read the Mediation Skill box. Think of one more question you could ask.

MEDIATION SKILL checking understanding



When you give instructions, ask questions to check the listener understands.

- Is that clear?
- Does that make sense?
- OK?
- OK so far?
- Did I explain that/everything/it all clearly?

When someone checks you understand their instructions, reply politely.

- Yes, I've got it.
- Yes, I think so.
- Yes, it's all clear, thanks.
- I'm not sure.
- Sorry, I don't understand.
- Could you explain it again?

You can also repeat what the person said to show you understand.

- B **MB3.01** | Listen to the conversation again. Tick the questions and responses in the Mediation Skill box you hear.

- 5 Work in pairs and look at how to prepare a sandwich. Student A: Go to page 148. Student B: Go to page 150.

MEDIATE

- 6A Work in pairs, A and B. Take turns to explain how to make your sandwich. Check your partner understands your instructions. Listen to your partner and check you understand their instructions.

B Which of the two sandwiches would you like to eat? Why? Tell your partner.

4C Regifting

WRITING OUTPUT | an email
GOAL | list relevant points from an article
MEDIATION SKILL | listing information in bullet points

WARM-UP

- 1 Work in pairs. Some people receive a gift and then give that gift to someone else. Have you ever done this? Do you think it's a good thing to do? Why/Why not?

PREPARE

- 2 Read the Scenario. What does your friend Isabel want to do? What does she want to know?

SCENARIO

Your friend Isabel sends you an email.

From: Isabel Grande **To:** You

I'm cleaning up my house – I have a lot of stuff I don't need! In fact, I've found quite a few gifts that people gave me, but I've never used them. I want to give them to other people. Is that OK, or is it bad? I can't decide. Do you have any advice?

- 3A You find an article on 'regifting'. Read it. What is regifting? Does the writer think it's good or bad to regift something?

Regifting your gifts

Getting gifts makes us feel good but sometimes the gift isn't what we want. So, later, we decide to 'regift' it – meaning we give it to someone else. Is 'regifting' OK?

These days, we buy a lot of things and throw them away. This isn't very good for our planet, so regifting can be good, but not always. A friend of mine got a gift from a colleague. She then gave it to another colleague, but ... the colleagues knew each other! Always make sure the gift giver and new owner don't know each other.

Also, think carefully about what to regift a person. Give them something you know they like. Put the gift in a new bag or box to show you care. Be sure it's not open or used. No one wants to open a box of chocolates to find one is missing or to find a personal message for you! Check for these before you give the gift.

So, it's fine to regift, but do it in the right way so everyone is happy.

- B Read the article again. What advice does the writer give about regifting? Complete the sentences with your own words.

- 1 Make sure the original gift giver and the new gift owner ...
- 2 Make sure the gift ...
- 3 Put the gift ...
- 4 Don't regift a gift which ...

- C Work in pairs. Think of two more pieces of advice about regifting (e.g. what to regift). Then share your pieces of advice with the class.

- 4A Read the Mediation Skill box. What do you notice about the punctuation in the bullet points?

MEDIATION SKILL listing information in bullet points



Bullet points help us present information in a short, simple way. Bullet points can be:

- words.
- phrases.
- sentences.

The bullet points above are all words.

Make sure words and phrases have the same form. For example:

- all nouns
- all phrases

The bullet points above are all phrases.

Make sure sentences begin with the same form and follow the same punctuation.

- Start each bullet point in the same way, e.g. subject + verb.
- Begin sentences with a capital letter.
- End sentences with a full stop (.)

The bullet points above are sentences. They all begin with an imperative verb.

- B What is the problem with these bullet points? Rewrite them.

Buying a gift for a friend:

- spending time thinking about it.
- You should think about your friend's interests
- You can talk to other friends about it.
- Regifting something nice is good.

MEDIATE

- 5A Reply to Isabel's email. Answer her question and include a list of bullet points to give her advice on how to regift. Use your ideas in Ex 3B and 3C to help you.

- B Swap emails with another student. Does it have all the important information? Do the bullet points all begin in the same way? Is the punctuation correct?



5C The coffee machine

WRITING OUTPUT | a short report
GOAL | share specific, relevant information from a short text
MEDIATION SKILL | identifying and reporting key information

WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Do you prefer tea, coffee or a different hot drink? Why?
 - 2 What type of coffee is the most popular among people you know? Why?
 - 3 How important is coffee in offices and other workplaces? Why?

PREPARE

- 2 Read the Scenario. What does your manager, Paolo, want you to do? Why?

SCENARIO

Your manager, Paolo, sends you an email.

From: Paolo Zulli **To:** You

The coffee machine in the staff kitchen has broken and we need to order a new one as soon as possible. I'm in meetings all day. Could you take a look at some websites and send me key information about the best one? I'll check it's OK and order it later. I'm happy to pay for a good one. It needs to be easy to use and to make drinks for the fifty people who work here, and it needs to make different types of coffee. We all need our caffeine! We don't need any coffee beans. We've got enough for the next few months. We need to be careful of the size though. It can't be bigger than the old one.

Thanks!
Paolo

- 3 Read the Mediation Skill box. Then read the webpage and tick the information it gives (1–12).

1 the company	7 the type of drinks it makes
2 where the company is from	8 how it gets water
3 the number of cups the machine makes	9 cleaning type
4 how fast it makes coffee	10 cleaning time
5 colour and size	11 price
6 how you use it	12 how to order coffee beans for it
- 4A Read Paolo's email again. Decide which information in Ex 3 Paolo wants to know and any other information that might be useful.
 - B Read the webpage again. Make notes on the key information you identified in Ex 4A.

MEDIATION SKILL identifying and reporting key information



When we read and then share information in writing with someone, we need to decide what information to share with them.

- 1 Read the text to identify the type of information in it (e.g. price, reviews).
- 2 Identify the key information. Think about what information the person has asked for. Include any other information that might be useful (e.g. colour, size).
- 3 Read the text more carefully and make notes on the points in 2.
- 4 Use your notes to share the key information. Use headings to make it clear (e.g. *Description*, *How it works*). You can use bullet points, too.

← → ↑ ☰

The Café Care Touch

The Café Care Touch is the newest coffee machine from Café Care Coffee, a brand that provides machines to cafés, restaurants, hotels and offices around the world. The Café Care Touch is very easy to use and can make up to 200 cups of coffee a day with the very best, freshest coffee beans.

The machine comes in three colours: black, white and bright red. It has an easy-to-use touch screen and an app, so you can order your coffee from your desk. Simply make your choice and by the time you get to the machine, your coffee will be ready.

You can choose the size of your coffee, the type of coffee, the temperature of the water and how much milk you want, so everyone can make coffee that is perfect for them. The machine can make ten different types of coffee, including cappuccino and espresso. It also produces hot water for tea drinkers, and has an option for hot chocolate. Like most of Café Care Coffee's products, it's self-cleaning, which makes it very easy to look after.

The machine is 66 x 55 x 60 cm. It costs £5,039.99. For special offers and a year's supply of coffee beans, click [here](#).

- 5 Work in pairs. You're going to give the key information to Paolo. Look at your notes and organise the information under headings.

MEDIATE

- 6A Reply to Paolo's email with a short report on the coffee machine. Include the key information in your notes in Ex 5.
 - B Work in pairs. Swap reports. Is all the key information there?

6C Feeling ill

SPEAKING OUTPUT | advice
GOAL | pick out and reproduce key words and phrases from a text
MEDIATION SKILL | identifying key words and phrases

WARM-UP

- 1 Work in pairs. Where do you go to get advice if you feel unwell? Why?

PREPARE

- 2 Read the Scenario. What's the problem with your friend Charlie? How does Charlie need your help?

SCENARIO

Your friend Charlie sends this message.

I don't feel well. I've had earache for a few days and today I've got a temperature and I'm really tired. I feel dizzy when I stand up. Friends, should I see a doctor?

- 3A **MB6.01** | Listen to a conversation between two friends and answer the questions.

- 1 What's wrong with the man?
- 2 What advice does the woman give him?
- 3 Where does the woman get the advice from?
- 4 Do you think she read from the text or did she put the information into her own words?

- B Read the Mediation Skill box. What's the answer to Question 4 in Ex 3A?

MEDIATION SKILL identifying key words and phrases



When we share information from a text with other people, we often pick out key words and phrases and use them in our own sentences.

Text: The most important thing is to keep moving. **Sharing the information:** It's important for you to keep moving.

To identify key words and phrases, look for these things that explain the main meaning:

- main verbs
- nouns
- adjectives and adverbs

Backache can be quite painful, but the good news is that it usually goes away in a few weeks.

- C **MB6.01** | Read the information about backache and circle the key words and phrases. Then listen to the conversation again. Which of these key words and phrases does the woman use?

Backache

- Don't sit or lie down for too long during the day. It can make the pain worse.
- Continue your daily activities, but don't do anything to make your pain worse.
- Do some light exercise, like going for a walk or swimming.
- Take something for the pain. You can find painkillers at your local pharmacy.
- Put something hot or cold on your back, e.g. a hot water bottle or ice in a towel.
- Can't do daily activities? Has the pain got much worse? See a doctor.

- 4A Read the information about ear infections. Make a note of the key words and phrases that explain the main advice.

Ear infections: what to do if you are an adult

If you have pain in your ear, you might have an ear infection.

- Take painkillers for the pain.
- Put a cold or warm towel over your ear.
- Don't put anything in your ear, like your finger or water.
- Do you feel dizzy? Have you got a temperature?

Yes – Go and see a doctor.

No – Visit a pharmacist. They can give you some medicine for some types of ear infection.

- B Prepare to give advice. Decide on the main information and the words and phrases you can use to give it.

MEDIATE

- 5A Work in pairs. Student A: You are Charlie. Student B: Call and give advice to Charlie.
 - B Swap roles and repeat the conversation.

7C A history festival

WRITING OUTPUT | a message

GOAL | report the main points of a radio news item

MEDIATION SKILL | understanding a news report



WARM-UP

- 1 Work in pairs and discuss the questions. Give reasons.
 - 1 Do you prefer to stay in or go out?
 - 2 Do you prefer to go out to eat or go out to do exercise?
 - 3 Do you prefer to see a show at the theatre or visit an exhibition at an art gallery?

PREPARE

- 2 Read the Scenario. What does your friend Salva want to do at the weekend? Why?

SCENARIO

Your friend Salva sends you a message.

Are you free this weekend? Do you want to meet up? I'm bored of sitting at home on the computer all day. Can we get outdoors and do something? Maybe there's a fun event we can go to. I really enjoyed the history tour we did last year.

- 3A **MB7.01** | Listen to a news report on a local radio station and answer the questions.

- 1 What's the event?
- 2 Why might your friend be interested in it?
- 3 Would you be interested in it? Why/Why not?

B Read the Mediation Skill box. Identify the information in the report about the Man vs Horse race that answers the questions.

MEDIATION SKILL

understanding a news report



A man has become only the third person to win the Man vs Horse race since it started in 1980.

The report then gives more information to help us understand the story, moving from most important to least important (often background information). It usually answers these questions:

- What? **What is the race? What did the man win?**
- Who? **Who was the man?**
- Where? **Where is the race?**
- When? **When was the race?**
- How? **How old is the man? How long did the race take him?**

Ricky Lightfoot, a thirty-seven-year-old firefighter from Cumbria, finished yesterday's thirty-five-kilometre race in Powys, Wales, in two hours, twenty-two minutes and twenty-three seconds, over two minutes quicker than the fastest rider Kim Alman on horse Invictus. Lightfoot was the first human winner for fifteen years and won a prize of £3,500.

- 4A **MB7.01** | You are going to reply to Salva and give him information about the history festival. Listen to the news report again and answer the questions.

- 1 What is the name of the festival?
- 2 Where is the festival?
- 3 What can you do at the festival?
- 4 Who is the festival for?
- 5 When does it open and close?
- 6 How much are tickets?
- 7 How can you buy tickets?

B Decide on the order of the information in your message.

MEDIATE

- 5A Reply to Salva's message in Ex 2. Agree to meet at the weekend and suggest you go to the festival. Give him the information.

I'd love to ... Let's ... There's a festival ...

B Swap messages with a partner. Does the message include the main points of the radio news report?

8C Going vegetarian

SPEAKING OUTPUT | a description

GOAL | interpret and describe a visual on a familiar topic

MEDIATION SKILL | interpreting a chart

WARM-UP

- 1 Work in pairs. Why do some people become vegetarian? Would you like to become a vegetarian? Why/Why not?

PREPARE

- 2 Read the Scenario. What does your manager, Ayesha, want you to do? Why?

SCENARIO

Your manager, Ayesha, sends this email.

From: Ayesha
To: The team

Hi team,

As you all know, we're thinking of making and selling vegetarian ready meals, as well as our very popular meat ready meals. Please can you do some research to find out some information about people's vegetarian meal-eating habits? You can present the information at our managers' meeting next month.

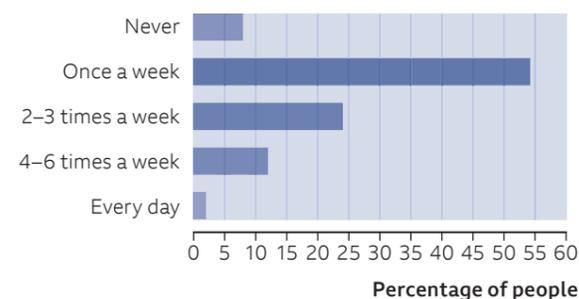
Any questions, let me know.

Ayesha

- 3 **MB8.01** | Listen to one of your colleagues presenting the information in chart A. Number the actions (a–d) in the order she does them.

- a describe other interesting information
- b describe the most important information
- c say what the chart shows
- d say what all of the information means

- 4A **Dinner habits of 2,000 adults**
How often do you eat a meat-free dinner?



- 4 **MB8.01** | Read the Mediation Skill box. Listen again and tick the phrases you hear.

MEDIATION SKILL

interpreting a chart

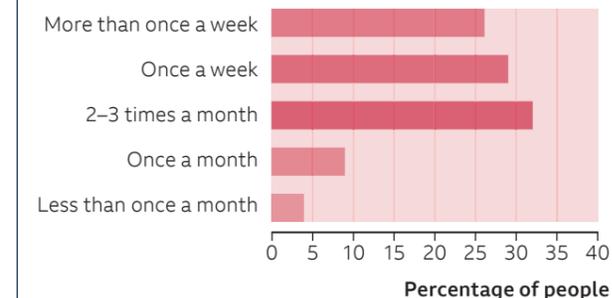


To interpret information in a chart, first understand what the chart shows and then look at the data.

- 1 Look at the chart title, the labels and any key.
The chart shows ...
- 2 Look for the biggest and smallest numbers.
(We can see that) most people ...
Only a small number of people ...
A large/small percentage of people ...
- 3 Look at what is the same and what is different.
The number/percentage of ... who ... is the same/similar/different.
- 4 Add (+) numbers together to see patterns.
Together, (38 percent) of people ...
- 5 Decide what all of the above information means.
It seems that ...

- 5 Work in pairs. Student A: Interpret the data in Chart B below. Prepare to present it at the managers' meeting. Plan what to say and use the phrases in the Mediation Skill box to help. Student B: Go to page 151.

- 4B **The ready-made meal habits of 2,000 adults**
How often do you buy ready-made meals?



MEDIATE

- 6A Work in pairs. Take turns to present your charts. Listen carefully to your partner. Does your partner interpret the chart well? Do they present the information clearly?

B Discuss your presentations. Did your partner interpret the chart well? Did they present the information clearly?