

1C A warm welcome

SPEAKING OUTPUT | a committee meeting
GOAL | agree on a community project
MEDIATION SKILL | managing turn-taking

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Have you ever moved to a new country, city or area?
 - 2 How do you meet people in a new place?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What is happening in the town?
 - 2 What is the meeting about?
 - 3 Who are you trying to help?

SCENARIO

You live in a town where there are many people moving to the area. You work for a community group and you want to help new people feel welcome in the town. You also want to help other people in the area who don't have a lot of social contact. The group arranges a meeting to talk about different ideas.

Town meeting agenda
19 February, 19.00, Town Hall

NOTE: what are the advantages and disadvantages for each activity or event? We also need to think of who the events would be good for (age groups, for example).

- 1 Cultural activities – art, theatre, music
 - Which activities? Where?
- 2 Community events (for example, fairs, markets, food festivals)
 - What events? • When? Who will organise?
- 3 Physical activities
 - Which sports or activities?

- 3 Read the meeting agenda and write notes. Which idea do you think is the best? What are the advantages and disadvantages of each idea?

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

MEDIATION SKILL
managing turn-taking



When you are working in a group, it's important to get everyone's ideas, share your own ideas and make sure you discuss all the important points. Here are some ways to do that.

Finish someone's turn

- A: Some people don't like using technology ...
- B: So, you think it will be difficult for some people to use social media. Good point!

Bring new people into the conversation

- What's your opinion on that, Goran?
- What do you think, Gio?

Introduce a new topic

- How about social media groups?
- What do you think about the idea of cultural activities?

MEDIATE

- 5 Work in groups of three and discuss the ideas on the meeting agenda. Take turns to introduce each point on the agenda.
- Student A: Start the meeting and introduce the first topic: cultural activities.
- Student B: Introduce the second topic: community events.
- Student C: Introduce the third topic: physical activities.
- 6 Can you think of any other good ideas to add to the plan? Discuss them with your group.

2C Let's talk about it

SPEAKING OUTPUT | a meeting about a problem at work
GOAL | solve a problem between work colleagues
MEDIATION SKILL | asking questions to deal with disagreements

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Have you ever had a disagreement with someone at work or school?
 - 2 What happened? Did you solve the problem?

PREPARE

- 2 Read the Scenario and the article about workplace disagreements. Answer the questions.
- 1 Are disagreements between colleagues always negative?
 - 2 What are the negative effects of work disagreements?

SCENARIO

You are a manager at Finca Bank. You notice that some of the people in your team are not working well together. It's making life difficult for everyone and causing problems on an important project.

You're not sure what to do about it, so you speak to a colleague. Your colleague sends you an article about dealing with conflict at work.

Dealing with conflict at work

In a work environment, people should be able to work out small problems. Some disagreements are natural and can even help people to be creative. However, as a manager, sometimes you need to do something about conflict, especially if it causes difficulties for your team.

Talk to everyone involved. Ask questions, encourage them to be honest and open, and listen.

When you have spoken to everyone and understand the reasons for the problem, think of ways you can solve the problem together. Ask people what they think they can do about it. It will be more successful if people agree to a solution.

Remember that not all conflict is bad. It sometimes happens between people working hard in a busy place. However, when conflict stops people doing their work, asking questions and communicating honestly is the only way to solve it.

- 3 Look at the list of issues. Discuss them and put them in order from the most to least serious.
- She sends me work messages at five in the morning!
 - The way he writes emails is very direct ... and it seems rude!
 - She interrupts me in meetings – I can't share my ideas.
 - He takes my ideas and says they are his.
 - I don't like the way she speaks to customers.
 - He always leaves everything till the last minute. It's really stressful.
- 4 Read the Mediation Skill box and think about the advice in the article. Choose one of the statements in Ex 3. What questions would you ask the people involved?

MEDIATION SKILL
asking questions to deal with disagreements



When you are trying to find a solution to a problem or a disagreement between people, it's important to understand the details about what has happened, the reasons for it and the effects it has had on people. So, you should ask questions to understand what happened and how people feel.

Ask about the disagreement from their point of view
What exactly happened?

What's the problem between you and Sabine?
So Tom, did you interrupt her in the meeting?

Find out the reasons for it
Why do you think she does that?
And why did you do that?

Think about the effects it has
What problems does it cause?
How do you think she feels about that?

MEDIATE

- 5 Work in groups of three. Take turns to play the role of the manager and ask questions to resolve a disagreement at work. Prepare what you are going to say for each conversation.
- Student A: Explain how Student B takes your ideas. Student C is the manager.
- Student B: Explain that Student C interrupts you in meetings. Student A is the manager.
- Student C: Explain that Student A sends you work messages early in the morning. Student B is the manager.

3C Where in the world?

WRITING OUTPUT | an online post
GOAL | give a friend advice about where to study English
MEDIATION SKILL | describing advantages and disadvantages

WARM-UP

- 1 Work in pairs and discuss the questions.
- Where do you think are the best places in the world to study English? Why? Is it the place, the schools or other activities?

PREPARE

- 2 Read the Scenario. What does Sakura want to know?

SCENARIO

Your classmate Sakura is thinking about studying English abroad and she posts a question on your online class forum.



Sakura

Hi, everyone! I want to keep studying English next year, but I'm not sure where to go. I want to go somewhere a bit different as I have already been to the UK and the USA. I read something about Malta, which looks nice. Does anyone have any other ideas?

You know that Sakura enjoys eating out, socialising and meeting new people. She is used to living in a big city, but she also enjoys nature and doing things outdoors.

- 3 Work in pairs. Read about one destination in the text and write notes about the important things to tell Sakura.

Student A: Read about Belize and write notes.

Student B: Read about Iceland and write notes.

- 4 Read the Mediation Skill box. Think of the country you read about in Ex 3. Write a sentence about an advantage and a disadvantage of that place.

MEDIATION SKILL
describing advantages and disadvantages

When you're giving someone a recommendation, it's useful to think about advantages and disadvantages. Here are some phrases you can use.

It's an interesting place, but the transport isn't great.

The weather is pretty good in the summer – winter is a different story!

It's not the busiest city, but there's still a lot to do.

Another good thing is that it's not very expensive.

Belize

It may not be a large country, but Belize has a lot to offer. You can visit Mayan ruins, go hiking in rainforests, visit beautiful beaches to go surfing or diving and enjoy delicious Caribbean food and nightlife. English is the official language of Belize – in fact, it's the only country in Central America where English is the official language and it has some great language schools. Your classmates will be from all over the world. Travelling around Belize isn't always easy because some of the roads are not very good and the buses are sometimes slow! But that's not a problem if you have some time. It's also not the easiest place to get to, but it's well worth the trip!



Iceland

It's true that English isn't the official language of Iceland. However, 80 percent of the country's population speak perfect English and the people are very happy to speak English with tourists, so you'll get lots of practice. There are some excellent English-language schools in Reykjavik, the capital city. Reykjavik also has plenty of things to do: interesting museums and galleries, impressive architecture and fantastic bars and restaurants. Outside the city, Iceland has beautiful scenery, including mountains, waterfalls and lakes. It's true that Iceland is an expensive place to visit, and make sure you prepare for the weather. But whatever the weather, studying in Iceland is an unforgettable experience.



MEDIATE

- 5 Post a comment to Sakura.

Student A: Tell her about Belize and explain why it would be a good place to visit.

Student B: Tell her about Iceland and explain why it would be a good place for Taki to visit.

- 6 Read your partner's online post and write a comment to reply. Discuss your posts and comments.

4C Let's play!

SPEAKING OUTPUT | a description of a word game
GOAL | help someone understand a game
MEDIATION SKILL | describing how something is similar or different to something else

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 What word games do you know?
2 Do you ever play word games in English? If not, would you like to try?

PREPARE

- 2 Read the Scenario. How will you decide which word game to play?

SCENARIO




Your class decides to have a games evening and you decide to include a word game. There are different suggestions for games to play. You will vote to choose the game you want to play.

- 3 Work in pairs and look at the rules of the games.

Student A: Read about Pronunciation Ships and write notes about the important details. What is the aim of the game?

Pronunciation Ships

Work in pairs. Each player creates an identical grid with words along the top and down the side.

	so	saw	know	now
sheep				
ship				
cheap				
chip				

Then draw boats on three of the squares. Do not show your partner where you put the boats.

Take it in turns to read out two words, one from the left side and one from the top, e.g. 'sheep-now'. Your partner will say 'hit' or 'miss' if you hit or missed one of their boats. The winner is the first person to hit all their opponent's boats.

Student B: Read about Sheep and Cows and write notes about the important details. What is the aim of the game?

Sheep and Cows

This is a word-guessing game for pairs or a small group. The first player chooses a word with a set number of letters, and keeps it secret. The other players take turns to guess the word by saying a word with the same number of letters. The first player tells them how many letters match in the right position (sheep) and how many letters are correct but in the wrong position (cows). The first player to guess the word correctly scores a point. Then the next player chooses a word.

A: Three letters.

B: Sad.

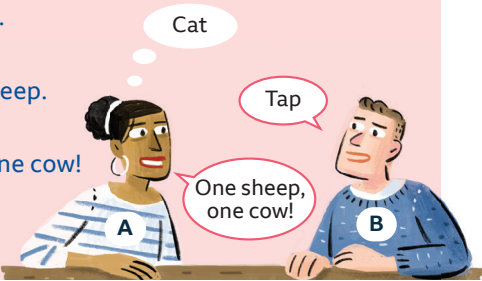
A: That's one sheep.

B: Tap.

A: One sheep, one cow!

B: Cat.

A: Correct!



- 4 Work in pairs. Read the Mediation Skill box. Use the phrases to compare two games or sports you know (e.g. rugby and football, basketball and volleyball).

MEDIATION SKILL

describing how something is similar or different to something else

When you want to help someone understand new information, it's useful to compare it to things they already know. To do that, you can describe similarities and differences.

It's like a crossword, but instead of reading clues, you have to write them.

You see other people's letters, but not your own letters.

It's different from Scrabble™, you play it on your own.

It's better than the other game because you have to help each other.

MEDIATE

- 5 Work in pairs. Use phrases in the Mediation Skill box to help your classmates understand a new game.

Student A: Tell your partner about Sheep and Cows.

Student B: Ask questions and check that you understand the game.

Student B: Tell your partner about Pronunciation Ships.

Student A: Ask questions and check that you understand the game.

- 6 Work in pairs. Decide which game to play, and then play it.

5C Change of plans

SPEAKING OUTPUT | an informal discussion about plans
GOAL | agree on a plan
MEDIATION SKILL | agreeing to a change of plans

WARM-UP

- 1 Work in pairs. Think of a time you had to change plans. Discuss the questions.
- 1 What happened?
 - 2 What did you do?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What were your plans and what is the problem?
 - 2 What might you decide to do next?

SCENARIO

You and a group of friends bought tickets to go to a music festival in the summer. A few weeks before the festival, you receive this email from the organisers.

Dear music fan,

We have some very sad news about the Max Farm MusicFest. Unfortunately, we have to cancel the event this year as there are some problems with the location and we don't have time to arrange a new one. We'll write to you soon with more information.

- 3 Work in pairs and follow the instructions.
- Student A:** Read the next email from the organisers and note the important information.
- Student B:** Read about the City Radio Arts festival and note the important information.

Max MusicFest

We're sorry that the festival is cancelled this year, but we promise to make next year's festival bigger and better and we're giving you tickets! We will have ten more world-famous artists to bring you, so you will get an extra day of entertainment.

You can also upgrade your accommodation for just \$30 per person and we'll give you vouchers for some of the great food that will be available.

So don't ask for a refund, just wait another year!

City Radio Arts Festival

The Max festival is cancelled this year, but don't worry ... City Radio's annual festival is going to be better than ever this summer.

The festival is famous for its theatre, food and comedy, but this year we'll have a lot of music, too – ten bands that were going to play at Max Farm are booked to play the festival.

We still have some tickets available, but don't wait too long!

- 4 Read the Mediation Skill box. Think of another phrase for each section.

MEDIATION SKILL
agreeing to a change of plans

When you need to change plans as a group, it's important to listen and understand other people's ideas and think about the options. When you want to decide what to do next, share your ideas and explain the reasons for your ideas.

Show you understand how someone feels

Yes, I see what you mean.
I know how you feel.

Check you understand an idea

So, you're saying you want to wait?

Explain your reasons

They might cancel the MusicFest again next year so let's get our money back. Then we can do something else – like the arts festival.

Deciding what to do

What do you think we should do?
Why don't we ... ?

MEDIATE

- 5 Work in pairs. Discuss your options and decide on a plan.
- Student A:** You want to wait and go to the MusicFest next year.
- Student B:** You want to get a refund so you can do something else this year.

6C Book club

SPEAKING OUTPUT | an informal discussion
GOAL | agree on a book to read for a book club
MEDIATION SKILL | describing why something interests you

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 What was the last book you read? Did you enjoy it? Why/Why not?
 - 2 Have you ever been part of a book club?

PREPARE

- 2 Read the Scenario. How will your group decide which book to read?

SCENARIO

You want to start a book group in your class. Read some book reviews. Explain to the rest of the group which book interests you and vote to decide which book to read.

- 3 Read three book reviews and decide which ones might be interesting to read.

The Curious Incident of the Dog in the Night-Time

Genre: detective story

This is not an ordinary mystery novel. The 'detective' is a teenage boy called Christopher, who has Asperger's syndrome, and he finds communicating with people very difficult. One night, his neighbour's dog is killed and Christopher, who has never travelled far from home, decides to investigate what happened. He begins an incredible journey to find the truth.

Freakonomics

Genre: Non-fiction – economics

Freakonomics asks some interesting questions and gives us some very surprising answers: for example, which is more dangerous, a gun or a swimming pool? He uses facts and analysis to make you question what you know. It's great to read just a chapter, but you might find it impossible to stop reading. There is also a great podcast of the same name that you can listen to!

The Hitchhiker's Guide to the Galaxy

Genre: comedy, science-fiction

This is the story of Arthur Dent, a normal man who finds himself going on an extraordinary trip through space. On the trip he meets many interesting characters. For example, there's Zaphod Beeblebrox, the loud president of the Galaxy; and Marvin, an unhappy robot. The only other normal human on the journey is Trillian. They're chased all the way to the Restaurant at the End of the Universe because someone believes Arthur knows the meaning of life! There is also a film version you can watch.

- 4 Read the Mediation Skill box. Think about the reviews you read in Ex 3 and decide which of the sentences below you would use to describe them.

MEDIATION SKILL
describing why something interests you

If you're trying to persuade someone why they should read a book, film or TV programme, describe why it's interesting to you.

What you like about the book in the review

It sounds fascinating.

It sounds like an interesting story.

Why it's similar to other things you enjoy

I enjoy books about real events.

I've read another book by the author.

Why other people might like it

I think it will give us lots of things to talk about.

I think people will enjoy it because it's quick and easy to read.

MEDIATE

- 5 Work in groups. Discuss which of the books is best for your group to read and give your reasons.
- 6 Vote on which of the books you'd like to read.

7C Singapore

WRITING OUTPUT | an informal message
GOAL | tell someone useful information
MEDIATION SKILL | selecting relevant information

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Have you ever been on a short city break? Where? What did you do?
 - 2 What do you do before you travel to a country or city for the first time?

PREPARE

- 2 Read the Scenario and the messages. Do Paola and Rui need the same information about Singapore?

SCENARIO

Two friends send you different messages asking for advice.

Paola: I'm going to Singapore for work. I will have a lot of meetings and I won't have much time to go sightseeing. But do you know anywhere I can go to feel better after a long stressful day at the office? Also, where are the best places to eat? That's very important!

Rui: I'm going to be in Singapore for two days on the way to New Zealand. I heard that the food is great and you know I love shopping, though I don't want to spend too much money! I also read that there are interesting buildings. I don't have much time, but I want to do as much as possible – things I can't do anywhere else. Any ideas?

You went to Singapore a few months ago and still have a travel guide. Use it to write a reply with some suggestions.

- 3 Read the Mediation Skill box. Then read the travel guide and find one piece of information that would be useful for Paola and Rui, or both.



MEDIATION SKILL
selecting relevant information



To select relevant information, you need to think about two things. Firstly, think about the important points in the original text or conversation. Then consider the person you are sharing the information with and think about the information they have asked for, or that would be important for them.

Then think about the text or conversation and write a list of the information to answer the questions.

Explain why you're making your recommendations – so the reader understands why something is useful for them.

I know you like shopping. So, you should really go to ...

If you don't want to spend a lot of money, go to ...

Singapore
What to see and do

Marina Bay is a good place to start any visit to Singapore. Even though it's full of banks and other offices, it has a lot for tourists, too. The iconic Marina Bay Sands towers are an impressive piece of architecture and if you take the lift to the top, you can see the whole of Singapore. The views are amazing and you can get something to drink at the rooftop bar.

Marina Bay also has plenty of fantastic restaurants with a wide variety of international options. If you want to try some of the local dishes, check out the Malay quarter. For a cheaper but still delicious meal, you can go to a 'hawker centre'. There are hawkers (food sellers) all over the city with something for every taste.

You have to see the incredible electronic 'supertrees' in the Gardens by the Bay, just a short distance from Marina Bay. It's a great place to relax away from the heat of the city, and go for a walk along the waterfront. There's also a Children's Garden water play zone. If you take fun seriously, you can also visit Sentosa water and amusement parks.

If you want to take a souvenir of Singapore away with you, check out Orchard Road. In just one street, you can find everything from luxury products to bargain buys. Changi Airport, where you'll arrive, is also a great place to shop. There's something for everyone.

And if fun, food and shopping just aren't enough for you, take some time to visit the National Gallery and National University of Singapore Museum, with its Chinese and Indian artworks.

MEDIATE

- 4A Work in pairs and read the Scenario again. Student A: Write a message to Paola. Student B: Write a message to Rui.

- B Read your partner's message. Does it answer the questions with relevant information for Paola or Rui?

8C Setting up

WRITING OUTPUT | a set of instructions
GOAL | make instructions easier to understand
MEDIATION SKILL | using headings, bullet points and simple sentences



WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 How much time do you spend using technology (phones, tablets, laptops)? What do you do (use apps, play games)?
 - 2 Do you ever use technology for learning?

PREPARE

- 2 Read the Scenario and the instructions. Are the statements True (T) or False (F)?
- 1 Wize is an app for teachers to use.
 - 2 Users will have to pay for the app.
 - 3 You can use the app on a laptop.
 - 4 The app is only for learning.

SCENARIO

A language school is about to start using a new app called Wize. Wize helps students to learn English, and to communicate with their teacher and other students. They will also use it for homework, and to check their progress. The instructions on the help video are too difficult though. You need to rewrite them so they are easier for students to understand.

1 Before you install the app, you need to decide which device to use: a phone, a tablet or a laptop. We recommend a tablet if possible. Download the program from the link on our website, or get it free from the app store. It is best to download the 'standard' version. You will see an icon called 'Wize'. Click 'open' and 'install'. Then you can log in to your account with the username and password from your teacher.

2 When you have logged in to the app, you're ready to go! But, what can you do with the app? Well, you can do lots of things. You can click on the 'messages' icon to see messages from your teacher or from your classmates. If you want news, you can go to the 'notice board' to see all the news about the school, like events and changes to your class. Finally, there's the 'My homework' icon, and this is very important. It tells you what homework you have to do!

- 3 Read the Mediation Skill box. Think of headings for the two sections in the text in Ex 2.

MEDIATION SKILL
using headings,
bullet points and simple
sentences



To make a text easier to understand, you can break down a text into sections. Then each section should have a list of instructions with bullet points for each step. Each bullet point should be short and simple – you don't even have to write full sentences. You can also use headings to describe the main areas or ideas.

Starting your class

- go to reception
- take the level test

MEDIATE

- 4A Work in pairs and rewrite the instructions in the Scenario to make them easier to understand. Student A: Rewrite part 1. Student B: Rewrite part 2.

- B Show your instructions to your partner and put them together. Give each other feedback on how you can improve them.

- Do they use headings to break the text into sections?
- Do they use bullet points?
- Are the bullets written as short, simple sentences?