

1C App instructions

WRITING OUTPUT | a set of instructions  
GOAL | simplify a source text  
MEDIATION SKILL | writing for your audience



How to open an account

WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 What apps do you use the most? Why?
  - 2 What app would you recommend? Why?
  - 3 What makes a good app? Why?

PREPARE

2A Read the email in the Scenario. What does Angelo want you to do?

B Read the instructions *How to open an account*. What in particular do you think makes these instructions hard for a lower-level English speaker to understand? Think about these things.

length   density of information  
organisation   grammar   vocabulary

SCENARIO

From: Angelo  
To: You

Hi! I'm Angelo, your aunt Marisol's friend. I'm here in Dublin now. My new home is nice, but I don't know any friends. I don't use social media or any apps. I download a friendship app, but I don't understand the instructions. My English is not good. Please help! Please reply with simple instructions – thank you!

Angelo

Download the app, open it and then create an account. You'll be asked to select the relevant Friendz mode. The Friendz app has been designed with friends and colleagues in mind. There are therefore two modes: social and business. If you're looking to make friends, choose the former. If you're after work connections, choose the latter. Simply tap on the mode you want and then scroll down to complete your profile with your name and other details. For the social mode, make sure you type in your location so the app can match you with people in the vicinity. When you have finished adding your information, tap on 'Save'. You can change the mode any time by clicking on 'Mode' in the top right of the screen. Choose 'Social' or 'Business'. You will need to make a different profile.

Creating your profile might take a bit of time, but it's well worth it. The photos you choose will show others the kind of person you are, so choose wisely. Make sure at least two include a clear image of your face. You should try to look open and friendly whether you're in Social or Business mode, but your social images are more likely to be of free-time activities. In the Business mode, you only need to upload one photo of yourself. Write a short biography – maybe ask a friend to help you with this for your Social profile. Get a colleague to do it for your Business mode. They can often identify things you didn't think to include. You can connect your profile to other social media pages you have if you like. Simply select the social media in the list and type in your username.

You now need to verify your profile. You do this by tapping on 'Verify' and following the instructions. Basically, you'll be asked to choose a pose and take a photo of yourself in that pose. The images you uploaded on your profile and the photo you took of yourself will be examined by a human rather than a computer. The person will then confirm you're the same person. To edit your profile in the future, click on your profile image at the top right of the screen and choose 'Edit'.

Once your profile has been created, you can start to look for possible friends on the app. Tap on the three dots in the top left of the screen and select 'MyFriendz'. Profiles of people you might have something in common with appear on your screen. Swipe left if you don't feel you want to talk to them. Swipe right if you do. If that person swipes right on your profile, you'll be able to talk to each other. Tap on 'Talk' (bottom right) to see all of your chats with people. It's a good idea to delete chats that have ended so your box isn't too full. We'd recommend doing this once or twice a month.

- 3 Read the Mediation Skill box. What is the main information that Angelo wants to know about opening an account?

MEDIATION SKILL  
Writing for your audience



When writing any text, it's important to consider the audience. Think about their purpose for reading the text, their existing knowledge of the topic and the context (e.g. blog post, journal). Use this information to decide these things:

- the main point of the text (the main message the reader wants/needs to know).
- the text structure (length, sections, subheadings).
- what information to include (information related to the main idea, examples that help understanding).
- what information to leave out (information not related to the main point, unnecessary details, additional examples not needed for understanding).
- what grammar to use (short, simple sentences with an active voice).
- what vocabulary to use (simple, common vocabulary and no unknown abbreviations).
- what terms to explain (repeated terms, terms vital for meaning).
- what terms to omit (those which appear only once and aren't vital for understanding).

4A These are two possible headings for the simplified instructions for Angelo. Add a third idea of your own. Then, choose the best one.

- 1 Instructions for the Friendz app
- 2 A 'how-to' guide on using Friendz
- 3 .....

B Complete the subheadings for the instructions with your own ideas.

- 1 Choose 'Social' or 'Business'
- 2 .....
- 3 .....
- 4 .....

C Which is the most appropriate structure for Angelo's instructions. Why?

- 1 Subheading + short paragraph (x4)
- 2 Subheading + numbered points (x4)

D Tick the information which is NOT relevant to Angelo's instructions. Think about his specific needs.

- 1 which mode to select and how
- 2 how to move between modes
- 3 how to create a Social profile
- 4 how to create a Business profile
- 5 connecting your profile to your social media
- 6 how to link your social media to your profile
- 7 how to verify your profile
- 8 how to edit your profile in the future
- 9 how to find friends
- 10 how to find and delete conversations

5A Look at texts A and B and answer the questions.

A Your feed can be filtered so that only those people who live within your vicinity can be seen. You can do this by tapping on 'Options' and selecting the relevant areas for you. Once done, save your choices.

B To see people who live in your vicinity (i.e. area), click on 'Options'. Tick (✓) the areas near you. Click on 'Save'.

- 1 Which instructions are for high-level speakers of English? Which are for lower-level speakers of English? How do you know?
- 2 How has the writer simplified the language in the instructions for lower-level speakers of English?

B Rewrite this section of the instructions in Ex 2B for Angelo, simplifying the content and language.

The Friendz app has been designed with friends and colleagues in mind. There are therefore two modes: social and business. If you're looking to make friends, choose the former. If you're after work connections, choose the latter.

C Match the terms (1–8) with the definitions (a–h). Look at the instructions in Ex 2B to help you.

- |                       |  |
|-----------------------|--|
| 1 profile             | a show your profile is real                            |
| 2 social mode         | b put your finger on the screen and move it left/right |
| 3 tap on              | c information about who you are                        |
| 4 verify your profile | d (...)  |
| 5 pose                | e system for finding friends                           |
| 6 edit                | f sit/stand in a particular position                   |
| 7 three dots          | g make changes to                                      |
| 8 swipe left/right    | h touch the screen with your finger                    |

D Work in pairs. Which terms in Ex 5C can you leave out of Angelo's instructions and explain using simpler words? Which should you keep and explain?

MEDIATE

6A Write a set of instructions for Angelo, simplifying the instructions in the source text in Ex 2B and taking his level of English and technical knowledge into account.

B Swap your instructions with another student and discuss the questions.

- 1 Do the instructions achieve their purpose?
- 2 Are they structured appropriately? How/Why not?
- 3 Is the information included appropriate for the audience? Is there anything missing/unnecessary?
- 4 Is the language appropriate for the audience? How/Why not?

C Redraft your instructions where appropriate, taking any feedback from your partner into account.



## 2C Unlimited holiday

**SPEAKING OUTPUT** | a discussion

**GOAL** | evaluate problems, challenges and proposals

**MEDIATION SKILL** | evaluating



### WARM-UP

- 1 Work in pairs. How much paid holiday do employees typically have in your country? Do you think this is enough, not enough or more than enough? Why?

### PREPARE

- 2 Read the Scenario. What does Vikram need to do?

### SCENARIO

Vikram receives this message.

#### Company messaging board

**@Vikram** As you know, three years ago we decided to change the way we dealt with paid holiday at this company. Rather than employees getting a set number of days off, we get unlimited paid leave each year. We also provide staff with a £1,000 voucher towards a holiday. Today, we've published an internal report on the effect of both schemes. Staff productivity and job satisfaction increased in year one, but in year two they fell slightly and in year three, they've fallen fairly significantly. Staff take fewer days off. We're deciding whether to continue both schemes, go back to the old scheme of having a set number of days and no holiday voucher, or do something new. It'd be great if you could share your thoughts on this with us.

- 3A **MB2.01** | Listen to Vikram and his HR colleagues discussing the £1,000 holiday voucher scheme. What course of action do they decide to take?

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

### MEDIATION SKILL

#### Evaluating



When deciding on a course of action, it's important to evaluate the current situation to understand the benefits, problems and their causes. Use phrases like the ones below to help you think of, and evaluate, possible actions.

#### Evaluating the current situation

One thing that's worked/working (well) is ...

There's clearly a problem with ...

#### Understand the cause of a problem

The (most likely) root of the problem is ...

That/This/It could be because ...

Maybe/Perhaps what's happening is (that) ...

#### Coming up with possible actions

One way to tackle (this problem) might/would be to ...

A good solution would be (to)... (because) ...

#### Evaluating possible actions

The benefit (of this) is that ...

One (unintended) consequence (of this) might be ...

#### Selecting the best course of action

We should go with (this idea) because ...

Are we all agreed that the best course of action is ... ?

- 4A **MB2.02** | Listen to five employees giving their views about the unlimited paid holiday scheme to Vikram. Is each employee for (F) or against (A) the scheme?

- B **MB2.02** | Listen again and make notes on the reasons given for the employees' points of view.

- C Work in pairs. Using the comments in Ex 4B to help you, note down the benefits and problems of the scheme in Ex 2, their possible causes and possible solutions.

### MEDIATE

- 5A Work in groups. You work in the HR department with Vikram. Evaluate the unlimited holiday scheme in Ex 2 and decide what the company should do. Use your notes in Ex 4B and 4C to help you.

- B Share your decision with the class. Which group's idea do you think is the best?

## 3C Gamification

**SPEAKING OUTPUT** | a debate

**GOAL** | encourage others to elaborate

**MEDIATION SKILL** | asking the right questions



### WARM-UP

- 1 Work in pairs and discuss the questions.
  - 1 Why do we play games (e.g. board games, video games)?
  - 2 What are typical features of video games (e.g. score, levels)?
  - 3 What are some examples of video game features in everyday life?

### PREPARE

- 2 Read the Scenario. What does your friend want you to do? Why?

### SCENARIO

@mk25 We have to talk about this. I've got some strong views on it and no doubt you think the opposite!

To increase motivation among students and staff at our further education college, we have implemented a scoring system where:

- students collect points for effort, improvement and work quality.
- teachers collect points for their students' results.
- student scores are listed on a public leader board.
- teacher scores are listed on a public leader board.
- students and teachers receive gifts after collecting a certain number of points.

- 3A **MB3.01** | Listen to two students discussing the new scoring system. Do they support it? What are the reasons for and against it?

- B **MB3.01** | Read the Mediation Skill box. Then listen to the conversation again. Tick the phrases you hear. What effect do they have on the discussion?

### MEDIATION SKILL

#### Asking the right questions



It's important to ask the right questions when having a discussion so that you can push someone to elaborate on their thinking and challenge them to consider another point of view.

#### Getting someone to elaborate

What (exactly) do you mean by that?

What makes you say that?

Why do you think (this is true)?

How would/does (it) work?

How will it (do that)?

What do you think the effects of (it) will be (on ...)?

How do you think people might respond to (this)?

Does that mean you think ... ?

What are your thoughts?

#### Challenging someone's point of view

But don't you think that ... ?

But isn't it true/the case that ... ?

What about ... ?

Might it have a negative effect (on ...)?

Might there be a better alternative?

But what if ... ?

Do you think everyone would agree with you?

What do you mean by that?

- 4 Look at the statement below. How could you get the speaker to elaborate? What could you ask to challenge their point of view? Make a list.

'I think competition should be banned in educational contexts.'

- 5 Work in pairs. Prepare to argue for or against the points in Ex 2. Note down your reasons.

### MEDIATE

- 6A Work with a pair from the other half of the class. Debate the points in Ex 2. Give your opinions and ask questions to encourage elaboration and challenge each other's point of view.

- B Decide which pair's argument was the most convincing and why. Do you feel you asked the right questions? Why/Why not?



4C Your personal brand

WRITING OUTPUT | an email  
GOAL | relay information in a professional journal  
MEDIATION SKILL | taking notes on a written text



WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Do you think we present ourselves in the same way or in a different way to different people? Why? Give examples.
  - 2 Should we always be ourselves with other people? Why/Why not?

PREPARE

- 2A Read the Scenario. What does your friend want you to do? Why?

SCENARIO

**From:** aniaania@mail.uk **To:** messageme@mail.uk

Hi! I passed my professional exams! Great, right? This is the start of hopefully a very successful career! But I need your help. I need to make sure I create a really positive professional image online. You said you read something recently about how to do this in a business journal. Can you share the tips with me? Thanks!

Ania x

- B Work in pairs. What advice would you give Ania? Why?

- 3A Work in pairs and discuss the questions.
- 1 When might you have to take notes on a written text? Why?
  - 2 If you took notes on a text, what process would you follow?
  - 3 What kind of information would your notes contain and how would you lay them out?

- B Read the Mediation Skill box. Which of these tips would you like to try? Why?

MEDIATION SKILL  
Taking notes on a written text

Taking notes when reading can help us to read with focus, process what we read better, identify the main points, think more critically about the text and have a record for future reference. To achieve these benefits, we can follow these tips.

- 1 Highlight key terms and points when reading.
- 2 Put notes into our own words.
- 3 Organise notes according to text type and our preference, e.g. linear notes (subheadings, numbering, etc.), or visual notes (mind map, timeline, diagram, etc.).
- 4 Keep the notes brief with main points only.
- 5 Note down our own thoughts, questions and conclusions.
- 6 Develop a system of abbreviations and symbols for note-taking.



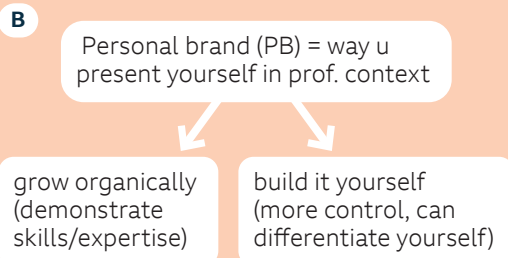
- 4A Read text extracts 1 and 2 and match them with notes A and B. What effective features can you see in both notes? Which style of notes do you prefer? Why?

1 Your personal brand is the way that you present yourself to others in a professional context. This brand can grow organically, as a result of you demonstrating the skills and expertise which people come to recognise you by. Or, you can work hard to build your brand so that you have control over how others perceive you and you can differentiate yourself from others in your field.

2 Have you ever put your name into a search engine to see what comes up? It's the first step in seeing how people who come across your name online perceive you. In a favourable light? In a less than favourable light? It might be excruciatingly embarrassing, but searching for yourself online (or 'ego surfing' as it's called) is the first step in knowing exactly what changes you need to make to your social media to ensure you're perceived in the way you want.

A Search yourself online ('ego surfing')

- See how you're perceived
- Make appropriate changes to your social media (How?)



- B Reorganise notes A into a mind map like notes B, or reorganise notes B into an outline like notes A.

- 5A Read the article and take notes so that you can send the information to Ania. Follow the tips in the Mediation Skill box.
- B Compare your notes with a partner's. How are they similar or different? Is there anything in the content or layout of your partner's notes you would like to include in your own?
- C Plan your email to Ania. Decide how you'll start, what tips you'll include and how you'll finish. Consider the tone you'll use.

MEDIATE

- 6A Reply to Ania's email, relaying the information from the article in Ex 5A. Use your own words. Use your notes in Ex 5A and ideas from your partner's notes in Ex 5B to help you.
- B Swap emails with a partner. Does your partner relay the main tips from the article effectively? How?/Why not?

Building your personal brand on social media

We all have a personal brand – the perceptions that others have about our professionalism, our expertise and our competencies. If we want to be successful in our careers, we need to ensure our brand fits us and fits our work context. Probably the best place to build our personal brand is via social media.



Start by identifying your audience and thinking about which platforms will reach them best. Then, focus on those platforms. You can cross-post (i.e. write one post and have it appear on different platforms) using online tools to save time. After you've identified your audience and platform(s), you can set goals, i.e. what you want to achieve and by when. For example, do you want to increase your number of followers, increase your post rate or raise your share rate? Create realistic short-term goals to keep yourself on track towards your long-term goal.

Once you have your goals in mind, you can start to plan your content. Firstly, think about the type of content you want to put out. What area of expertise do you want to be known for? If you're working in marketing, perhaps you want to focus on digital marketing. If you're in sales, maybe you want to focus on the psychology behind buying and selling. Avoid selecting too narrow a field so that you can appeal to a sufficiently wide audience.

Now you know what you want to post about, you can start posting. So, the first question is, how often? Too many posts, and people might get fed up with you. Too few, and they might not notice you. It depends on your audience, but experts suggest three to four posts a week with the rest of the time filled with comments on other people's posts. The next question is, what to post? Do you create your own posts or share others'? Well, it's a happy medium of the two. You need to demonstrate the ability to create your own content,

to show others who you are, what you know and how you think, but you can also show that you're paying attention to others by sharing and commenting on their content, too.

The final question to ask when it comes to posting is how personal to get. Do you have one account for friends, family and work? Or do you have two accounts to keep friends and family separate from your working life? There are, as is usual, pros and cons to each option. If you have one account, you can bring in aspects of your personal life to show people who you really are as a person. Don't feel you need to always present yourself as living a perfect life, either. People appreciate hearing that others face challenges, too. Present your imperfections, but remain positive where possible.

Of course, if you're concerned that posts related to family and friends or your thoughts about the world might interfere with your professional brand, (or friends and family may post things you don't want professional peers to see), then keep a separate account for just your loved ones. You can still post some personal content on professional accounts.

Finally, despite mentioning *followers* above, it's best if you think of followers as relationships. You don't want to increase your number of followers, you want to deepen your relationships with people who have similar work interests as you. That way, you'll build a brand that shows you're a person who cares about, and is interested in, the views and expertise of others.



5C Buying local

SPEAKING OUTPUT | a presentation  
GOAL | simplify a complicated argument  
MEDIATION SKILL | presenting the components of an argument

WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 Where do you tend to do most of your shopping? Why?
  - 2 What items do you prefer to buy locally as opposed to online? Why?
  - 3 What is the impact of people buying online rather than buying locally?

PREPARE


- 2 Read the Scenario. What does the organisation want volunteers to do?

SCENARIO

You see this post on social media.

@ShopLocalCampaign

Our town centre is dying. People are choosing to buy online rather than buy local and as a result, a quarter of shops in the town are currently empty. This weekend, we need volunteers to hand out flyers and explain clearly and patiently to local people why buying local is so vital. If you can help, DM me.

- 3A  MB5.01 | Listen to three volunteers presenting an argument. Which one do you think is the clearest and most effective? Why?

B Read the Mediation Skill box and think about the presentations given by Volunteer 1 and Volunteer 3.

- 1 What is the main argument of each one?
- 2 What do you think of their arguments?


MEDIATION SKILL

Presenting the components of an argument



When presenting a complicated argument, it helps to break it down into component parts. It is important to organise points logically and avoid overly complex language.

- 1 State the claim.  
*Shopping locally is better for us than shopping online.*
- 2 Give your reason(s).  
*When we shop in store, we connect to people locally.*
- 3 Provide clear evidence.
  - Avoid complex or technical terminology.  
*personal connections* NOT *emotional, social and cognitive-connectedness*
  - Use language that is easy to process. Keep sentences short.  
*They help to keep our immune systems strong.* NOT *They enhance our body's ability to recognise foreign substances and produce antibodies.*
  - Omit statistics which are overwhelming, but keep those that are simple to process.  
*A quarter of shops are empty.* NOT *Visitors to the area have fallen incrementally to around 76.5 percent of what they were a decade ago.*
- 4 Address the opposing viewpoint to gain trust from listeners.
  - Admit it has some merit.
  - Dismiss it with an alternative point of view.
- 5 Summarise the key points to conclude.

- 4A  MB5.02 | Listen to Volunteers 1 and 3 again. Take notes on the detailed information the volunteers give.

B Work in pairs. Prepare to simplify one of the arguments in Ex 4A and present it to a member of the public. Use the steps in the Mediation Skill box to help you.

Student A: Look at your notes for Volunteer 1. Argue that people should shop local as it is more environmentally friendly.

Student B: Look at your notes for Volunteer 3. Argue that people should shop local as it is beneficial to the local economy.

MEDIATE

- 5A Work with your partner. Take turns to present your argument in a clear and simple way.

B Did both presentations make the issue and argument easier to understand? Why/Why not?

6C Mediating disputes

WRITING OUTPUT | a summary  
GOAL | accurately report the outcomes of a meeting  
MEDIATION SKILL | summarising agreements and expectations

WARM-UP

- 1 Work in pairs. Why might two colleagues fall out with each other? What should their manager(s) do in this situation?


PREPARE

- 2 Read the Scenario. What is the problem? What do you need to do?

SCENARIO

From: generalmanager@mail.uk  
To: hrofficer@mail.uk

Please can you attend a meeting in my office at 2 p.m. today to take notes and send follow-up admin? Two members of Naomi's team are unhappy about working together on their current project.

- 3  MB6.01 | Listen to the meeting. Take notes on these things.
- what the exact problems are
  - what action each employee agrees to
  - how the employees agree to communicate in the future
- 4 Read the Mediation Skill box. Why do you think it's important to set out agreements and expectations in writing?

MEDIATION SKILL

Summarising agreements and expectations



After meetings that involve mediation or negotiations, agreements and expectations are normally set out in writing. The summary focuses on the outcome of the meeting, not the history of the dispute.

Acceptances regarding the issue(s)  
*(Syed) accepted/recognised (that) ...*  
*(Both Syed and Grace) acknowledge (that) ...*

Details of actions agreed to  
*(Both Syed and Grace) agreed to ...*  
*(Grace) undertakes to/will endeavour to ...*

Expectations regarding future communications  
*From now on, both parties will (actively) (talk/discuss/communicate) ...*  
*If (Syed fails to) ... , it is agreed that (Grace) will (remind him) ...*  
*(Grace) will address concerns to ...*

- 5A Read the mediation summary and answer the questions (1–3).

- 1 What is the dispute about?
- 2 What's been agreed by Mr Cahill and Mr and Mrs Hamilton?
- 3 What do you notice about the layout (the way the information is organised)?

Meeting regarding the position of a fence – 24 April

Dispute: Mr Cahill believes Mr and Mrs Hamilton took some of his land when erecting a new fence between their properties.

- 1. Acceptances
  - a. Mr Cahill recognised that Mr and Mrs Hamilton have not deliberately tried to take extra land.
- 2. Actions agreed
  - a. Mr Cahill and Mr and Mrs Hamilton agreed to allow a surveyor to inspect the position of the fence and will endeavour to follow the surveyor's decision.
  - b. Mr and Mrs Hamilton agreed to reposition the fence if necessary.
  - c. All parties will communicate through their chosen legal representatives until the issue has been resolved.

B Plan to write a summary of the agreements and expectations decided on in Ex 3. Decide what information to include using the organisation in Ex 5A.

MEDIATE

- 6A Write a summary of the agreements and expectations from the meeting in Ex 3.

B Swap summaries with a partner. Is the summary accurate and clearly set out?

C Redraft your summary where appropriate, taking any feedback from your partner into account.



7C Fast fashion

WRITING OUTPUT | a summary paragraph  
GOAL | compare, contrast and synthesise information in texts  
MEDIATION SKILL | synthesising information

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 How often do you buy new clothes?
  - 2 What happens to your old clothes?
  - 3 Do you ever repair clothes when they tear or come apart? Why/Why not?

PREPARE

- 2 Read the Scenario. Who is writing to you? What do they want you to do?

SCENARIO

**From:** Professor Newley  
**To:** You

Thank you for agreeing to assist some of our first-year fashion students this term. As a PhD student specialising in this area, I think you'll enjoy it. Please find attached extracts from three articles on the topic of fast fashion. I'd like you to write a paragraph on one of the main points raised in the extracts, comparing and contrasting viewpoints. Please send it to the students to read before our next lesson, when they'll discuss it. I'll leave which point you focus on up to you!

- 3 Read the three extracts (A–C). What points do they make about these themes? Make notes.
- 1 fast fashion and the environment
  - 2 fashion accessible to everyone
  - 3 the lifespan of clothes

**A** The term 'fast fashion' immediately brings to mind polluted waters, huge piles of unwanted clothes and the estimated eight to ten percent of global carbon emissions it produces, but there's a reason it contributes billions of dollars globally – it democratises fashion. By that, I mean that it allows people from all economic backgrounds to purchase and wear fashion that in the past would not have been possible due to high costs. This is why it's been so successful over the last two decades.

**B** Fast fashion most definitely needs to slow its growth. Its impact on the environment has been well documented, with toxic chemicals from factory waste water and micro plastics from material, and over half of unwanted clothes ending up in landfill sites as people get bored with them. But it's the viewpoint that fast fashion allows everyone to participate in fashion that I want to oppose here. Yes, fast fashion allows people of all incomes to look fashionable, but fashion retailers also rely on those people not having income to purchase higher-quality goods to make their money. And while retailers and brands become financially successful, those making the clothes are not always paid a fair wage.

**C** Fashion may well have been costly for many people in the past, but clothes were at least well made and designed to last. These days, fashion is accessible to more people, but many of the items we buy are cheap for a reason – they're not designed to last more than a season. People used to adopt a 'make do and mend' approach, i.e. they repaired clothes to make them last longer rather than replaced them. In recent generations these skills have been lost, but they appear to be making a comeback with younger people learning to make their own clothes, or upcycle the ones they have to make them last longer. This is in part to reduce waste caused by fast fashion, and in part the desire to make clothes unique through design. At least one fashion retailer is supporting this trend, offering tips on their websites.

- 4A Read the Mediation Skill box. When might synthesising information be necessary?

MEDIATION SKILL  
Synthesising information



**Information from multiple sources**  
Synthesising information means taking similar and/or different information from multiple sources. For example:

- Source 1:** The squares of old material used in *boro* give strength to clothes.  
**Source 2:** *Boro* is the 18th-century Japanese tradition of mending clothes using old material.  
**Source 3:** *Boroboro* is often shortened to *boro*.  
**Source 4:** *Boro*'s popularity on social media is increasing.

The information is brought together in a text to create one cohesive idea. For example:  
*The use of boro (short for boroboro) appears to be a growing trend. This centuries-old Japanese skill of repairing and strengthening clothes with old material is becoming popular on social media.*

- How to synthesise information**
- 1 Read information from a variety of sources.
  - 2 Look for similarities and differences between the main points.
  - 3 Decide on the main point of your text.
  - 4 Decide how to organise the information in your text logically.
  - 5 Write your text. Put the ideas into your own words and cite sources where appropriate.

- B Synthesise the information from each set of sources (1–3) in one or two sentences.**
- 1 **Source 1:** Retailers can offer up to 20,000 different items at one time.  
**Source 2:** Fashion is described as 'fast' when brands design and produce clothes quickly.  
**Source 3:** Fast fashion allows brands and retailers to quickly react to changing trends.  
**Synthesised information:** .....
  - 2 **Source 1:** Slow fashion is gaining interest in a bid to reduce fashion's impact on the environment.  
**Source 2:** The term 'slow fashion' was first used in 2007 by journalist Kate Fletcher.  
**Source 3:** Slow fashion is similar in nature to ethical, sustainable fashion.  
**Synthesised information:** .....
  - 3 **Source 1:** Social media makes learning how to sew easy.  
**Source 2:** Home sewing is one of many crafts that has gained popularity in recent years.  
**Source 3:** The sale of sewing machines has increased by thirty percent in recent years.  
**Synthesised information:** .....

- 5A Choose one of the themes from Ex 3. Read your notes and identify the similarities and differences between the points made in the extracts.
- B** Decide on the main point you want to make in your paragraph. Write a sentence outlining this main point.
- C** Make a note of the supporting information and contrasting viewpoints.

MEDIATE

- 6A Write a paragraph synthesising the similar and different main points from the article extracts in Ex 3. Use your notes from Ex 5A–C to help you.
- B** Swap paragraphs with a partner and discuss these questions.
- 1 Do your paragraphs say similar or different things?
  - 2 Do the paragraphs fairly represent the original source material?
  - 3 Is the information brought together logically in both paragraphs?
  - 4 Is the information put into your own words in both paragraphs?
- C** Revise your paragraph where necessary, using your partner's feedback.





8C Saving schemes

SPEAKING OUTPUT | a discussion  
GOAL | contribute to collaborative decision-making  
MEDIATION SKILL | co-developing ideas



WARM-UP

- 1 Work in pairs. What are some ways that you've tried to save money? Were they successful? Why/Why not?

PREPARE

- 2 Read the Scenario. What do you need to do? Why?

SCENARIO

If we're going to book a holiday for the end of next summer, we need to start saving now. We've got about a year and none of us have much spare cash. Let's put our heads together and try to come up with some saving schemes so we all have enough by next summer.

- 3A MB8.01 | Listen to three friends planning how to save money. What two ideas do they agree on?

B Work in pairs and discuss the questions.

- 1 What do you think of the ideas suggested in Ex 3A? Why?  
2 Do you think you could ever adopt these savings techniques? Why/Why not?

- 4A MB8.01 | Read the Mediation Skill box. Then listen to the conversation again and tick the phrases you hear.

MEDIATION SKILL  
Co-developing ideas



When discussing ideas, speakers often build on each other's suggestions before the right one is decided or agreed upon. Phrases such as these are often used.

Adding ideas to suggestions

We could also ... As well as that, how about ... ?

Suggesting ways of achieving an idea

One way we could do that is to ... If we ... , it/that would be even (better).  
It would/might work if ...

Pointing out possible drawbacks/problems

It might be difficult to ... I'm not sure that works (because ...)

Suggesting alternatives

That gives me an idea. Rather than ... , we could ...  
We could substitute ... with ... . How about we change it to ... ?

B Complete the conversation with phrases a–h.

- A: <sup>1</sup> ..... save money by having fewer takeaways.  
B: If we could cook together more, <sup>2</sup> ..... better. We wouldn't waste food.  
C: Good point. <sup>3</sup> ..... doing that, <sup>4</sup> ..... reducing the number of takeaway coffees we buy?  
A: Oh, that <sup>5</sup> ..... an idea. We could buy those travel coffee cups and put coffee in them when we leave home in the mornings.  
B: Good idea! And <sup>6</sup> ..... buying lunch out, we can make sandwiches.  
A: Bit boring but yeah, it'll be cheaper.  
C: I'm not sure that <sup>7</sup> ..... me. We have pretty cheap food in our restaurant at work. I think it'll be just as cheap for me to eat there.  
B: That's fine. You can just stick to what you usually do, then.  
A: <sup>8</sup> ..... difficult for me to keep my sandwiches cold all day when I'm out of the office.  
B: You can buy a cool bag and put them in there. I know it sounds like we're spending money, but it'll save us money in the long run!

- a As well as      c it'd be even      e We could      g rather than  
b works for      d gives me      f It might be      h how about

Tips for saving money

If you want to spend less and save more, follow these handy money-saving tips.



Water and energy bills

- ✓ Turn your heating down by 1°.  
✓ Check that you're getting the best deal possible from your providers.  
✓ .....



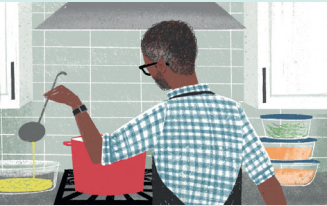
Shopping

- ✓ Write a shopping list and stick to it at the supermarket!  
✓ Always wait a week before you buy something that is not vital.  
✓ .....



Transport

- ✓ Cut fuel costs by checking the tyre pressure on your car and taking out extra weight.  
✓ Share car rides with family, friends, colleagues and classmates when you can.  
✓ .....



Food/Eating out

- ✓ Look for coupons and discounts online.  
✓ Cook several meals from your ingredients and freeze them.  
✓ .....



Social events

- ✓ Don't go out. Invite people to your home.  
✓ Look for free events like free concerts and festivals.  
✓ .....



Other

- ✓ Have a 'No spend' weekend once a month.  
✓ Try the 50/30/20 approach to spending: 50 percent of your income on bills, 30 percent on fun and 20 percent on savings.  
✓ .....

- 5A Read the tips for saving money. Have you ever tried any of these? Tell a partner.

B Add one money-saving tip of your own under each subheading in Ex 5A.

C Work in pairs. Share your ideas in Ex 5B. What other money-saving ideas can you think of? Write down as many as possible.

MEDIATE

6A Work with another pair. Have the conversation described in Ex 2.

- Make a plan to save money using at least five effective money-saving techniques.
- Make sure these techniques suit everyone in the group.
- Record your ideas.

B Prepare to share your money-saving plans with the class and explain your choices.

C Present your plan to the class. Listen to all the plans. Which group's plan, other than your own, do you think is the best? Why? Tell your group.