

1C Top five

SPEAKING OUTPUT | an informal discussion
GOAL | create tourist recommendations for your town/area
MEDIATION SKILL | organising a group task

WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 Is your town or area popular with tourists?
 - 2 Do you think your town or area is a good place for a holiday? Why/Why not?
 - 3 What do you like most about your town or area?

PREPARE

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

SCENARIO

The editor of a local magazine that you contribute to has got touch in with you and some of the other writers.

To Hyde, Billie; Blyth, Pete; Wood, Campbell
From Andersson, Leif
Subject Next feature

Hi everyone,



Local Culture Week is coming up and we'd like to do a little feature on the top five places to visit in our town/area, both for visitors from abroad and from our country.

I'd like you to list your top five in order and give brief reasons why each is good to visit.

Can you guys get something back to me in the next week or so?

Thanks,

Leif

- 3A  **MB1.01** | Listen to the conversation. How does the group decide to organise the task?
- B  **MB1.01** | Read the Mediation Skill box. Listen to the conversation in Ex 3A again and tick the phrases you hear.

MEDIATION SKILL
organising a group task

When deciding how to do something as a group, it's important to clarify the objective and involve everyone in the process.

Make sure the goal is clear
So, they want us to ...
OK, so what we have to do is ...

Involve people in the process
OK. So how do you want to do this?
Shall we each come up with [a list/some ideas] and then compare?
How about going through [them/everything] one by one?

Give opinions about the best way of doing things
It would be easier if we ...
It's going to take too long if we ...
It's better to ... first, then later we can ...
Let's take about five minutes each to ...
Let's just ... first.

- 4 Number sentences a–e in the correct order to make a short conversation.
- a Right. So, how shall we start? Shall we pick a couple of ideas and focus on the costs?
 - b Hmm, let's just get a big list of ideas together first and worry about the costs later.
 - c Fine, we can always add more ideas later I guess.
 - d OK, so Maria wants us to come up with some ideas for the party and give her an idea of how much everything would cost.
 - e Making a big list will take too long. Let's just focus on a couple of ideas first.

MEDIATE

- 5A Work in groups. Read the Scenario again and decide how to organise your group. Then create your top five list, explaining your choices.
- B Read your lists to the other groups. How similar are they?

2C Micro gigs

WRITING OUTPUT | an informal summary
GOAL | summarise an informal interview
MEDIATION SKILL | note taking and summarising

WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 How often do you go to gigs or concerts?
 - 2 Do you prefer big or small venues? Why?
 - 3 What are the possible advantages of a very small venue?


PREPARE



- 2A Read the Scenario. What do you think a 'micro gig' is?

SCENARIO

Your friend Jez sends you this message.

Hey! I've got to work tonight, so I won't be able to listen to that interview before class. Could you take some notes for me? I'm actually really interested in this whole micro gig idea. I might even set one up myself!

 3.52 p.m.

- B  **MB2.01** | Listen to the first part of the interview and check.
- 3  **MB2.01** | Listen again. Use the prompts to make sentences about Sam's micro gigs.
- 1 micro gig / small concert / people's homes
A micro gig is a small concert which happens in people's homes.
 - 2 Sam / living room / concerts / three years
 - 3 artists / stay / bed and breakfast / part of fee
 - 4 solo artists / fifteen people / big instruments and groups / fewer

- 4 Read the Mediation Skill box. What type of words are usually 'key' words?

MEDIATION SKILL
note taking and summarising

When taking notes, you don't need to write down every word you hear. Instead, note down the key words (i.e., the ones that give you the most important information). For example, if you heard:

A micro gig is a very small concert, but perhaps the biggest difference is that they happen in people's homes rather than big concert venues.

Your notes might look something like this:

micro gig/small concert/biggest difference/people's homes/not concert venues

Sometimes it's easier to paraphrase certain words rather than writing down exactly what somebody says. Notice the word 'not' is included in the notes above instead of 'rather than', which appears in the interview.

You can then use the notes to summarise the information for someone else. These sentences can be shorter and simpler than what was originally said: A micro gig is a small concert, but the biggest difference is it happens in people's homes, not in concert venues.

Also, you don't need to write down notes for every sentence you hear. Listen for sections that give you the most important information.

- 5A Look at the transcript of the next section of the interview. Underline the key words in Sam's answers.

Interviewer: How did you get started with all of this?

Sam: I guess it was a bit of an accident really. I had a friend who was a musician, and she wanted to play a gig in the area, but she wasn't really interested in the local venues, as, well, I guess she thought they were a little bit old fashioned, you know? All the bands just sounded the same – there was nothing new or inspiring about any of it.


Interviewer: So, you offered her your place?

Sam: Basically, yes. I said she could use my living room, and I put a couple of posts on social media to promote the event. I came up with the name 'micro gig' to make it sound a bit different, something special, unique.

Interviewer: And was that first gig a success?

Sam: It was a disaster! Very few people came, and it turned out that my living room wasn't great for live sound, but I could still see the potential for it to be a success. I decided I needed to buy better equipment to make the sound better, and that for the next gig I needed to be less lazy about promoting the event. The second gig was a lot better, and I got great feedback. From then on, I was hooked.

- B Work in pairs. Compare the key words you underlined.

- 6  **MB2.02** | Listen to the final part of the interview and make notes. Remember to only include the key words.

MEDIATE

- 7A Read the Scenario again. Write a short summary of the last part of the interview for Jez. Use your notes from Ex 6 to help you.
- B Work in pairs. Compare your summaries. Is there anything they mentioned that you didn't?

3C Film challenge

WRITING OUTPUT | a blog post
GOAL | describe a film
MEDIATION SKILL | giving general and personal views

WARM-UP

- 1 Work in pairs. Which of the following sentences are true for you and why? Give examples.
- 1 I usually like the most popular films.
 - 2 I often like films other people don't like.
 - 3 I have very specific tastes in films.

PREPARE

- 2 Read the Scenario. What do you think an 'underrated' film is?
- 3 Read the Mediation Skill box. Underline the phrases in the Scenario that the writer uses to give personal opinions and general opinions.

MEDIATION SKILL
giving general and personal views



When giving your own interpretation of a story, novel, film or play – especially when you think it is under- or overrated – you might want to contrast your own opinions with what other people think.

Giving personal opinions

For me, it's ...
Personally, I ...
As far as I'm concerned, it's ...

Contrasting general opinions with your own

A lot of people say ... , but I ...
I've heard people say ... , but I think ...
It's regarded as ... , but I think ...

SCENARIO

You are tagged in a social media post.



Maya Lewin
Yesterday at 13.36

Thanks for nominating me for the underrated film challenge, @Nickky Blu! Here are three films that are much better than you think ...

My first pick is *Jaws*. Yes, it's regarded as one of the best horror films of all time, but I also think there's another level to it; it's about the value of human life – the choice between making money and looking after people – and that's still an important theme today.

My second choice is a film called *Waterworld*. It got mixed reviews when it was released, but personally I think it's great! The basic plot is that the polar ice caps have melted, which has caused sea levels to rise, so most of the world is underwater. Everyone thought it was ridiculous at the time but given everything that's happening with the environment at the moment, maybe it's not so crazy after all! For me, it's well worth a watch!

My last pick is one of Scarlett Johansson's early films – *Ghost World*. On the surface it's another typical American teen film, but what makes it great for me are the two main characters. They were best friends in high school, but now they've graduated, they start to realise that they're very different people. It's a very real relationship and one I think we can all relate to. I've heard people say it's nothing special, but what do people know?

Anyway, that's my list. Now I nominate @you!

20 Likes | 5 Comments

4 Complete the posts with the sentences (a–f).

- a For me, it's more than just a comedy.
- b some people would say it's not an underrated film
- c It's regarded as a complicated film
- d I've heard people say it's badly acted
- e A lot of people say *Star Wars* is the best sci-fi film ever.
- f as far as I'm concerned, it's one of his best performances



Wilco4
20 February at 13:03

Some people say that *Police Academy* is just a funny film. ¹ It shows how important friendship is at work, and how true friends will stand by each other in difficult times, even when the situation is completely desperate. ² , but for me it's probably the highlight of Steve Guttenberg's career as an actor.

♥ 27 💬 11 ➦



Neko_Desu
28 February at 14:14

³ I agree that it's a good film, but personally I think that title should go to *Moon*. While *Star Wars* tells a very simple story, basically a good vs. evil children's story, *Moon* has a complex plot that keeps you guessing till the end and asks serious questions about scientific development. ⁴ , but you just need to be a little patient and all of the answers appear by the end.

♥ 30 💬 9 ➦



You_Can_Call_Me_Mal
4 March at 09:31

If you ask people to name the best Tom Cruise films, not many people would say *Vanilla Sky*, but ⁵ He's really believable as David Aames, a man who has it all and loses it all. While ⁶ , I find that it rarely gets mentioned when people talk about Cruise's greatest films.

♥ 16 💬 4 ➦

5 Number sentences a–e in the correct order to make a blog post.

- a ... but for me, *Hot Fuzz* is one of the best comedy films made in the last thirty years, if not more.
- b A lot of people say it's not even as good as other films by Simon Pegg and Edgar Wright, like *Shaun of the Dead*.
- c Personally, I find it far funnier than any of his other films, as the chemistry between him and his co-star Nick Frost is just magical in this film.
- d I hear a lot of opinions about the best comedy films, some say *The Wedding Singer*, others talk about *The Hangover*
- e As far as I'm concerned, they're the best double act appearing on the screen today.

6 Work in pairs. Take turns completing the sentences with your own ideas.

- 1 ... is regarded as a very funny film. For me, it's ...
- 2 A lot of people say ... is a talented actor. Personally, I think ...
- 3 Everyone thought ... was a terrible film. In my case, I ...
- 4 Some people think ... films are great, but I think ...

7 Make a list of films that you think are underrated. Think about what other people say about these films, and what you think about them. Make notes about:

- the characters.
- the plot.
- the themes.

MEDIATE

8A Write your blog post about three underrated films. Try to contrast what most people think about each film with your own opinion where relevant.

B Work in pairs. Show your post to another student. Ask and answer questions about the films you've chosen.

A: Do you really think *Die Hard* is underrated?
B: Yes, lots of people think it's just an action movie, but for me ...

4C Active week

SPEAKING OUTPUT | a group discussion
GOAL | decide how to contribute to an event
MEDIATION SKILL | making group decisions

WARM-UP

- 1 Work in groups. Discuss the questions.
- 1 Does everyone have a responsibility to have a healthy and active lifestyle? Why/Why not?
 - 2 Is it the government's responsibility to encourage people to be more active? Why/Why not?
 - 3 How much do you enjoy exercise? How do you make it enjoyable?

PREPARE

- 2 Read the Scenario. Why can you only choose one activity for Active Week?

SCENARIO

To Community Group
From Garcia, Abe
Subject Re: Active Week

Hey guys,
It's national Active Week again soon, so we need to come up with an event to encourage people in our community to exercise and be active. I've had a quick brainstorm and this is what I've got so far:

- organising a marathon and inviting people from all over the country to take part.
- organising a football tournament featuring local celebrities.
- organising a walk for the whole town to do together.
- organising a talk from a famous sports star to encourage people to get involved in sport.
- organising a day where people can talk to experts to find the best sport/activity for them.

Can you add this to next week's agenda? We'd probably only be able to do one event as we don't have much time or budget.

Anyway, let me know what you decide.
Abe

- 3 **MB4.01** | Listen to a meeting about Active Week. Do the group manage to choose one activity?

- 4 **MB4.01** | Read the Mediation Skill box. Then listen to the conversation again. Tick the phrases you hear.

MEDIATION SKILL
making group decisions

Making decisions as a group can be difficult because we often disagree. There are three things we can do to help move the conversation forward.

Ask questions

Find out what everyone thinks and get everyone involved.

So, how does everyone feel about ... ?
[Tom] – what do you think about [Sarah's] idea to ...

Identify areas of agreement

Highlight areas of agreement. This encourages the people to see what they have in common.

[I think] we all agree that ...
None of us want to ...

Invite solutions and compromises

We also need to help people resolve things that they don't agree about, either by asking them to come up with a solution, persuading them to change their minds or by offering a compromise.

So, what's the solution?
Is there a way we can do both?
Would that work, [Bruna]?

- 5A Work in groups. Read the Scenario again and choose one of Abe's suggestions or think of your own idea. Make sure you each choose something different.
- B Make notes about the advantages of your suggestion.

MEDIATE

- 6 Get back into your groups. Try to agree on one event for your area. Use the Mediation Skill box to help you to reach compromises where necessary.
- 7 Tell other groups which event you chose. Did you choose the same event, and for the same reasons?

5C Online or offline?

SPEAKING OUTPUT | a group discussion
GOAL | agree on a course of action
MEDIATION SKILL | encouraging people to expand on their ideas

WARM-UP

- 1 Work in pairs. What kind of things do you prefer doing online? What do you prefer doing in person? Why?
- I never buy clothes online because it's really hard to know if they'll fit properly. I much prefer actually trying things on in shops.

PREPARE

- 2 Read the Scenario. What company-wide change is being suggested? Why is your manager contacting you about it?

SCENARIO

Your manager sends your team a message.

To Marketing Team
From Olsson, Felix
Subject New directive – online-only

Hi everyone, I hope you're all OK. I just wanted to let you know that I've been talking to the senior management team this week, and they are suggesting that we should do all meetings online from now on. Obviously, I'd like your feedback on the idea, as it would be a big change in the way we work. Let's talk about this in our weekly meeting, but in the meantime, have a think about how you feel about the idea.
Thanks,
Felix

- 3 **MB5.01** | Listen to colleagues discussing the proposal. What advantages and disadvantages do they mention?

- 4 **MB5.01** | Read the Mediation Skill box. Then listen again and tick the questions you hear.

MEDIATION SKILL
encouraging people to expand on their ideas

When discussing something in a group, it's useful to encourage people to talk in detail about their opinions so everyone can understand their position better.

Asking for more detail

Can you talk us through your thinking on this?
Can you expand on that a bit?
In what ways is it different?
Can you give us some examples (of that)?

Asking about positive/negative aspects

What are the (main) benefits of ... ?
Can you see any problems with that?

Questioning the facts presented

Is that always an issue?
Is that true for everybody?

Giving feedback

I agree that can sometimes be a problem.
That's an interesting point. How does everyone else feel about that?
That's definitely something to think about.

- 5 Match the questions (1–5) with the correct responses (a–e).

- | | |
|--|---|
| 1 Can you talk us through your thinking on this? | a Well, the main difference is that ... |
| 2 In what way is it different? | b Well, one of the good things is that ... |
| 3 What are the benefits of that? | c Not all the time, but it does happen quite often. |
| 4 Is that always the case? | d Well, the other situation that comes to mind is ... |
| 5 Can you give us any other examples? | e Sure. The main reason I think this is because ... |

- 6 Read the Scenario again. Make notes about the advantages and disadvantages of holding every meeting online.

MEDIATE

- 7 Work in groups. Imagine you work in the company described in the Scenario. Discuss the proposal, using your notes from Ex 6 to help you. Listen and encourage everyone to expand on their ideas.
- 8 Vote on whether or not to hold all of your meetings online from now on. Then, explain your decision to the class.

6C Problem posts

WRITING OUTPUT | online comments
GOAL | add to posts in a thread, building on the advice of other people
MEDIATION SKILL | building on other people's ideas

WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 How often do you post on social media?
 - 2 Do you ever post about things that make you angry? Why/Why not?
 - 3 Do you ever respond to other people's angry posts with help or advice? Why/Why not?

PREPARE

- 2 Work in pairs. Read the Scenario and discuss which bits of advice are the most helpful and why.
- 3 Read the Mediation Skill box. Which of the two people, Pixie or Ralf, is each comment for?

MEDIATION SKILL
building on other people's ideas



When you give advice as part of a thread on social media, it's sometimes helpful to build on what other people have said.

- 1 Like RJ says, you won't achieve anything by getting angry with the people upstairs.
- 2 Maybe do what Toni suggests and tell her how you feel.
- 3 Ronnie makes a good point about not wanting to upset them – they are your neighbours, after all!
- 4 I'd ask for a refund, as Linda says, but you should also give them some feedback.
- 5 I see it a bit like Rudy – you can't solve anything when you're furious.

SCENARIO

You're scrolling through your social media and you see some friends asking for advice, and other people's replies.



Pixie 8 August at 9.17

So, it's the third week of this creative-writing course I'm doing and I'm getting pretty annoyed with it all. I just want to learn some new techniques and get a bit of practice, but the teacher just talks about herself and what a great writer she is. Should I quit?



JT 8 August at 11.17

Just drop the course if it's boring and ask for a refund. You're paying good money for it after all.



Mikey 8 August at 13.57

I had the same problem with that course last year. I left some feedback, but nothing changed. I just stopped going in the end.



SarahM 9 August at 06.31

Why don't teachers ever think about how students feel? It's really annoying, isn't it? I feel for you, @Pixie.



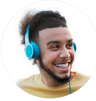
Ralf 8 August at 10.35

Arghh! The upstairs neighbours are doing it AGAIN! They're making so much noise I can't hear the TV. I know they've got a young kid and everything, and they were so nice about it when I went to talk to them the last time, but it's driving me crazy.



Mike M 8 August at 12.01

Just go round again, but this time don't be so nice. They'll think twice about ruining your evening next time if you give them a good telling off!



D Wand 8 August at 14.03

You won't like this, but I think you've just got to accept it, or move. Young kids are always going to run around. That's part of being a young kid and there's no way you can ask them to sit in silence just so you can watch Netflix. It's not just about you.



LisaInLondon 9 August at 11:06

Take them some of those lovely cakes you do, @Ralf, and maybe see if you can get chatting? Better than shouting at them @Mike M.



Mike M 9 August at 11.32

DID I SAY SHOUT AT THEM, LISA?

- 4 Match the sentence beginnings (1–5) with endings (a–e).

- 1 Like Lori ...
 - 2 Ana makes a good ...
 - 3 I'd talk to them about it, ...
 - 4 I see it a bit ...
 - 5 As ...
- a point about trying to stay calm.
 - b as Dierdra suggests.
 - c like Tomas, getting angry never helps.
 - d Kayo suggests, try and see it from his side.
 - e says, you need to ask for help sometimes.

- 5 Use the correct form of the phrases in the Mediation Skill box to complete the comments. Make sure you refer back to the original comment.

- 1 Blossom: Don't worry about it too much.
Like Blossom says, don't worry about it too much.
- 2 Ajay: I think you should try and push yourself a bit more.
..... about trying to push yourself. Otherwise, you won't learn anything.
- 3 Stella: Try it! How else are you going to find out?
As, you won't know unless you try.
- 4 Obi: There's no way you can do it all by yourself – that's ridiculous!
I see – they can't expect you to do everything on your own.
- 5 Percival: I'd try and call them before you go if I were you.
Maybe do and try to call them first?
- 6 BB: I know you need the work, but you shouldn't take on more than you can handle.
BB taking on too much – you don't want to burn yourself out!

MEDIATE

- 6A Read the Scenario again and write your own responses to Pixie and Ralf. Build on the other arguments made in the thread where possible.
- B Work in pairs. Compare your responses. Who has the best solution to each problem?

7C Explainers

SPEAKING OUTPUT | a YouTube-style explainer video
GOAL | make a concept easier for someone else to understand
MEDIATION SKILL | making concepts easier to understand



WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 Do you think watching videos online is a good way to learn about new ideas? Why/Why not?
 - 2 What was the last 'explainer' video you watched online? How useful was it?

PREPARE

- 2 Read the Scenario. What does Henry want you to do?

SCENARIO

To Creative_Student
From Lawson, Henry
Subject Explainers video

Hey! Thanks for agreeing to be in our next video. As I mentioned, it's part of a YouTube series called 'Explainers'. Basically, in each episode, we give an expert two minutes to try and explain something to me – the presenter. You can talk about anything in your field of interest – a key concept related to your studies, the rules of a game, even something you've read about recently. It doesn't matter. It just needs to be something you're interested in and that you think our viewers might care about, too!

Anyway, have a think about it and I'll call you later to work out the details.

Cheers,

Henry

- 3 MB7.01 | Listen to a guest on the show explaining *ad hominem* arguments and answer the questions.
- 1 What are *ad hominem* arguments?
 - 2 How does Tyra make the concept easier to understand?
- 4A MB7.01 | Read the Mediation Skill box. Listen to the explanation in Ex 3 again and tick the phrases in bold that Tyra uses.

MEDIATION SKILL
making concepts easier
to understand



There are several ways to make complicated ideas easier for listeners to understand:

Give memorable examples and comparisons
It's like a kid trying to put too many sweets in his mouth at the same time. They won't be able to eat them.
For instance, you accidentally see the time is 11.11 on your phone in the morning, and that evening you look at your phone at exactly the same time.

Give a simple summary of the idea
Essentially, we always think we're better than we are.
Basically, it means we can't be in two places at the same time.

Repeat an idea
So, like I said, it's pretty simple.
Yes, in other words, it's a two-way system.

- B Work in pairs. Think of other phrases you could add to the box.

- 5 Complete the script from an 'explainer' video with the missing text (a–e).
- a Essentially, you do this by touching your opponent's electrified jacket, which is called the Lamé, with your weapon and scoring points.
 - b For instance, you should salute the officials and your opponent before beginning the fight.
 - c Basically, there are three disciplines in fencing based around three different weapons, Foil, Épée and Sabre.
 - d Fencing is like a kind of dance really, more than bloodthirsty combat
 - e But like I said, remember that it's not quite like how they show sword fighting in the movies!

For my explainer video, I'm going to talk about a sport I love dearly: fencing. When I tell people that I do fencing they immediately imagine scenes from films like *Braveheart* or *Highlander* with lots of violence and shouting. They couldn't be more wrong.

¹....., and speed is often much more valuable than strength, although the best fencers will obviously have both.

So first of all, let me tell you about different types of fencing. ²..... Each discipline requires a different strategy based on the weapon that you are using. For example the Épée is super heavy compared to the Foil and Sabre, and there are different rules, too. With the Épée and Sabre, you can attack your opponent's head, for example, while this is not allowed if you're using a Foil. Most people start with the Foil, and it's actually still my favourite weapon to use.

So, how do you win at fencing?

³..... The player who reaches fifteen points first is the winner, or the player who has the most points at the end of the third period of the game if neither player has reached fifteen points. It's usually played in three rounds of three minutes. What I love about fencing is that it's a gentle sport, and showing respect to others is very important. ⁴..... You should also shake hands with everyone at the end, and to acknowledge when your opponent has made a good hit, we say *touché*.

So that's about it. That's fencing, my one true love. You should give it a go if you're looking for a way to get fit and if you like competitive sports. ⁵..... I'll put a list of fencing clubs in different areas in the comments section under the video. Thanks for watching!

- 6 Work in pairs. Take turns trying to explain the topics in the box in under thirty seconds. Use the phrases from the Mediation Skill box to help you.

basketball charity climate change money
New Year's resolutions poetry rugby vaccines

Rugby is a sport played by two teams with an oval ball and H-shaped goalposts. There are lots of complicated rules, but basically, you score points by either putting the ball down over the opposition's goal line or by kicking the ball through the posts.

- 7A Read the Scenario again. Make a list of concepts or topics you could talk about (e.g., an interest, a hobby, something connected to your work/studies, etc.).
- B Plan your explanation. Make notes about:
- the key points.
 - concrete examples you can give for each.
- C Complete the notes with things you can say during your 'explainer' video.
- Give memorable examples and comparisons.
It's like
For instance,
- Give a simple summary of the idea.
Essentially,
Basically,
- Repeat the main idea.
So, like I said,
In other words,

MEDIATE

- 8 Work in groups. Take turns explaining your concepts. Ask and answer questions for more information.
- 9 Whose explainer was the most interesting and useful? Why?



8C Social safety

WRITING OUTPUT | an essay
GOAL | make a discursive argument on a topic
MEDIATION SKILL | using direct and indirect quotations

WARM-UP

- 1 Work in pairs. Discuss the questions.
- 1 Do you think online abuse is a big issue? Why/Why not?
 - 2 How easy or difficult do you think it is to deal with online abuse? Why?
 - 3 Whose responsibility is it to deal with online abuse?

PREPARE

- 2 Read the Scenario. What homework has your teacher given you?

SCENARIO

Your friend Yuki sends you these messages.

Hey! Sorry you couldn't make it to class yesterday. The homework was to write a short essay following up on the class discussion. The title is: 'How do we stop people receiving abuse on social media?'
10.19 a.m.

Oh, and Miss Waterstone said we need to describe the issue, say what solutions people have suggested and include our own opinion.

Anyway, I've emailed you a few articles that might help. Just give me a call if you're not sure about any of it.
10.25 a.m.

- 3 Skim the extracts about online abuse that Yuki sent. Which contain survey results?

1 A shocking government report claims that almost half of young people have received abuse online. The recent survey also discovered that 75 percent of the victims of this abuse were female. Social media companies have been criticised for failing to do enough to prevent the bullying.

George Behr, *The London Star*, 2017

2 'Social media companies shouldn't need to guess what to do – the government needs to tell them what is legal and illegal, and then the companies need to respect the law.'

Mia Okizawa, *Centre for Policy Change*, 2021

3 Online communication has become more and more 'normal' over the years, and at the same time the rules for communication online have become more like the real world's. Where once it was mostly men who used the internet and defined the rules for what was acceptable to say online, it is now used by everyone, and people who are abusive online are starting to receive the same responses from other people that they would receive if they did the same to someone in 'real life'. Based on this, I think we will see online abuse declining in the coming years.

Dawn Schultz, *Professor of Technology Studies, Central University*, 2020

4 More than 90 percent of adults believe that social media companies need to do more to deal with online abuse, according to a poll conducted by Protect the Net, a UK charity. The poll also revealed that a large majority of people think that these companies should be fined if they do not deal with these issues.

The founder of the charity, Matt Zanker, thinks the companies need to be forced to act, especially in the case where their users are receiving anonymous abuse. 'These cowards hide behind made-up names and social media companies do nothing about it. They should be made to hand over the account information of anyone being abusive on their platform.'

However, not everyone agrees. Sadie Hinsliff, director of the Keep It Free campaign, says that the ability to be anonymous is important to protect privacy and freedom of expression. She points out that many people do positive things online, such as revealing the bad behaviour of powerful people, companies and governments, simply because they can remain anonymous.

Priya Shah, *Yorkshire Guardian*, 2019

5 Social Media companies are required to remove illegal content when it is discovered on their platforms, and the process most companies use is to encourage their users to report abusive content, which they then review and remove. There are also some systems which review content automatically, searching for key words which are often used in online abuse. This flags the content for review by a person working for the company. In terms of legal procedures, it is usually the victim's job to report the abuse to the police themselves, and most social media companies don't offer any support with this.

Isak Jansen, *Social magazine*, 2017

6 The solution is simple. Make every user of social media register using their passport or ID so the social media companies know who they are. Make everyone responsible for their actions, and if their actions are illegal, prosecute them. Do they have the right to remain anonymous? Not if they're breaking the law, no.

Roger Mallard, *The Seeker*, 2020

- 4 Read the Mediation Skill box. Then read the extracts again and find examples of direct and indirect quotes.

MEDIATION SKILL
using direct and indirect quotations



It's a good idea to include quotes from your sources where you feel it helps describe the issues or support your arguments.

Quoting directly

Direct quotes use quote marks and include information about who wrote the article, in what publication and when:

'The number of cases is rising at a really alarming speed and I fear it's only going to get worse.'

Luke Hallis (*The Tribune*, 2017)

This information can also be included as part of a sentence:

Luke Hallis in *The Tribune* (2017) thinks the issue is getting more serious: 'The number of cases is rising ...'

Quoting indirectly

With indirect quotes we don't need quote marks, and we may use reporting verbs such as *explain*, *say*, *state* and *ask*. These are often used in the present tense.

James Duckfield claims in *The Echo* (2021) that there's little evidence to suggest that online abuse is a big problem.

- 5 Rewrite the sentences as indirect quotations.

- 1 'It's a problem which is getting more and more serious.' Aaron Flynn, *The Flyer*, 2018
Aaron Flynn
- 2 Ellie Cooper in *The Legal* (2019) says 'Governments need to do more to help social media companies.'
Ellie Cooper
- 3 'You would feel differently if you had received abuse yourself. It's easy to say it's OK when it's happening to somebody else.' Helen Sharp
Helen Sharp

- 6 Read the Scenario again. Make notes under the headings below to prepare for your essay. Use information from the extracts in Ex 3 to support your argument.

- Paragraph 1: Introduce the topic and problem
- Paragraph 2: Possible solutions
- Paragraph 3: Problems with the solutions
- Paragraph 4: Talk about your own opinion

MEDIATE

- 7A Write your essay. Use your notes from Exercise 6 to help you.
- B Work in pairs. Read each other's essays and discuss any differences in your opinions.