

1C Something different

WRITING OUTPUT | a social media post  
GOAL | share recommendations  
MEDIATION SKILL | describing genres

WARM-UP

1 Work in pairs. Read the quote and discuss the questions.

‘Creativity is the victory of originality over habit.’

- 1 What does this mean? Do you agree? Why/Why not?
- 2 If this is true, does the concept of fixed genres of film, music and literature stop people being creative?
- 3 What film genres do you enjoy most? Do the things you watch need to be creative/different in order to be enjoyable?

PREPARE

2A Read the Scenario and answer the questions.

- 1 What problem does Pietro have?
- 2 How does he want you to help?

B Match the words (1–8) with the definitions (a–h).

- |                   |  |
|-------------------|--|
| 1 formulaic       | a words, phrases or themes that are used for an unusual or interesting effect              |
| 2 ground-breaking | b following a storyline that has been used many times before                               |
| 3 twist           | c revolutionary, using ideas or methods that haven’t been thought of before                |
| 4 derivative      | d a surprising, unexpected change or difference  |
| 5 trope           | e a film or TV programme with characters that were previously in another programme or film |
| 6 prequel         | f based on previous films, books or works  |
| 7 mind-blowing    | g a book, film or play that tells you what happened before the original story              |
| 8 spin-off        | h overwhelming, affecting you strongly   |

C Look at the words (1–8) in Ex 2B. Which words convey the idea of originality?

D Find three more words in the Scenario to describe originality, or a lack of it, in films.

SCENARIO

A friend sends the following message to you and a group of friends.



Pietro  
16:36 | 4 June

Hi everyone,

So you know how much I love watching TV and films. Whatever kind of movie it is, I almost always enjoy it – actually that should be ‘enjoyED’. The last few times I’ve sat down to watch a film or tried to get into a series, I’ve just got bored. I even walked out of the cinema halfway through a film the other day!

When you look at cinema listings and streaming channels, they’re just full of spin-offs, sequels and prequels. Even when it’s a new idea, everything seems so formulaic, with predictable storylines, clichéd characters and the same old tired tropes. There doesn’t seem to be anything ground-breaking out there, or even slightly innovative.

Well, here’s your challenge ... can you come up with some suggestions for things that will help me fall back in love with film and TV? I really hope so!

14 3

Three of your friends have already posted replies.

3A Work in groups of three. Student A: Read Leo’s post. Student B: Read Mina’s post. Student C: Read Berta’s post. Answer the questions.

- 1 What does the post suggest?
- 2 What do you think about the suggestion?

B Tell the other students in your group about your post.



Leo  
17:18 | 4 June

Do you ever watch old black and white movies? Unlike a lot of modern movies, they often take things quite slowly, and because there are none of the special effects or CGI that we can over-rely on, they really focus on the story and the characters. One film you should definitely try watching is *12 Angry Men*. It’s kind of a crime drama but with a bit of a twist – you never actually find out whether the suspect committed the crime. The film is really about how we judge people. Admittedly, the cast are all men – just typical of the times, I suppose – but I really recommend it. It really gets you thinking.

34 12



Mina  
09:07 | 5 June

Hi Pietro, I feel your pain. I went through a similar thing with books last year. Anyway, one film I watched recently was *WALL-E* – have you ever seen it? If you look up the movie poster, it looks pretty much like any other animated movie you’d expect to see. In fact though, it’s really quite unique. For a start, there’s hardly any dialogue for the first half an hour – which is kind of shocking, particularly when you consider it’s meant to be for kids. I don’t want to give away any spoilers about it so I won’t say too much but the storyline is very innovative, too.

9 4



Berta  
13:11 | 5 June

Maybe you should try watching *Spaced* – it’s a TV show rather than a film. In some ways it’s very derivative because it has a lot of references to those clichés and conventions we’ve got so used to seeing at the cinema. At the same time though, they take some of those predictable ideas and turn them on their heads. They make them really funny and bring them back to life. It makes it all feel quite fresh and original in that it sets these big Hollywood set-pieces and conventions in a very ordinary real-world place!

14 8

4 Read the Mediation Skill box. Then read the posts in Ex 3A again. Find examples of phrases to describe genres in the post you read.

MEDIATION SKILL  
describing genres



When you are discussing films, TV, books or music, it’s helpful to describe where they fit in the genre and to compare them with other works in that genre. This means other people can get an idea of whether they might be interested and helps to set expectations about any recommendations you give. Here are some ways to do that:

Give an overall impression

X is so/very/fairly predictable/derivative/formulaic.  
It’s surprising/shocking/very different!  
It’s not what you usually expect.

Give specific examples of what’s different

Unlike a lot of action films, the hero is ...  
Whereas most of the time, James Bond is basically a superhero, in this film he shows he’s human!  
It’s a real twist on the normal conventions/things we’ve all got used to.

Describe ways in which it’s more generic

Admittedly, it has a lot of the usual tropes ... but the characters are really believable. It’s much easier to empathise with them.  
It’s typical of (action movies) in some ways.

Say why you recommend it

It really gets you thinking.  
It definitely challenges the normal way of doing things.  
It might change how you think/feel about old movies.

MEDIATE

5 Think of something you watched recently and write a short post about it, recommending it to Pietro. Remember to say how it compares to other films or programmes he might have seen before.

6 Work in groups. Take turns to present your recommendations. Decide which suggestion you would most like to watch.



2C A difficult character

SPEAKING OUTPUT | an informal group discussion  
GOAL | talk about a character and speculate on their motivation  
MEDIATION SKILL | analysing a fictional character



WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Have you ever been part of a book club? Would you want to be?
  - 2 Do you have a favourite book?
  - 3 Think of a character you remember from a book/film/programme. What makes them memorable?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 Who is the message from?
  - 2 Why are they writing?

SCENARIO

You are part of a book group in your class. The organiser sends you this message.

I just read this short story and thought that it would be an interesting one for us to talk about in the book group as it relates to what we were talking about in the class last week. I'm not sure what to make of the characters, and whether I like them or not. And I'm not even sure if I am meant to like them. Perhaps we could focus on that in our discussion.

- 3 Read the short story and answer the questions.
- 1 Who are the characters? How are they related?
  - 2 Why are they there?
  - 3 How would you describe their relationship with the older woman?

The visit

'Two hours, Paul. Two max OK?'  
'OK Wendy, and please just try to be nice.'  
'I'm **always** nice. It's her that's not.'  
'You know what I mean. She's old now. Just indulge her a little.'  
Paul took a deep breath and shouted hello through the open door, to be greeted by the slow determined shuffle of slippers across a stone floor. He arranged his face in what he hoped was a pleasant smile and not a rictus. Wendy tried less hard. Then Grandma was upon them.  
'It's Festival Week again, Gran! How are you enjoying it so far?'  
'Paul! You've been eating well, I can see, my dear boy. All that restaurant food. You should eat at home more,' chirped Gran, her eyes on Wendy.  
Paul knew he couldn't leave any space in the conversation. 'Wendy and I just wanted to wish you the best of the season, Gran.'  
'Come in, come in. It's been so long since your last visit. I can't even remember when it was.'  
Paul could. It was last Festival Week.  
A darkened parlour full of the ornaments accrued over a lifetime, more like a museum than a living room. The atmosphere set to work on Paul and Wendy's spirits.  
'We got you some festival buns, Gran.'  
'That's very kind! Oh. You bought them?'  
'Yes, sorry Gran, I didn't have time to bake them this year.'  
'Nor Wendy, it seems ...'  
'Paul doesn't let me near the kitch ...'  
'I'd always make them for my mum and dad, you know, Paul. One year I was so sick with fever that I could barely get out of bed, but I made sure they got their buns, just how they liked them. They so appreciated those buns, you know. And your mother, she would always do her best. But she can't now ...'  
Paul tried to ignore that spectre at the feast. Wendy couldn't stop herself now. 'Not many people have time to make them these days.'  
Gran smiled and armed her response. 'No, I'm sure you're right, Wendy, they have better things to do with their time.'

- 4 Work in groups of three. Focus on one character from the short story and make notes about the questions (1–4).
- Student A: Make notes about Grandma.  
Student B: Make notes about Wendy.  
Student C: Make notes about Paul.
- 1 How do they feel?
  - 2 How do they respond to the other characters?
  - 3 Why are they there, or what do they want?
  - 4 What three words would you use to describe them? Use the words in the box or your own ideas.

cruel defensive diplomatic dutiful  
generous honest hostile manipulative  
narrow-minded patient sensitive  
sympathetic thoughtful unkind

Gran bade them sit down and went to make tea to go with their shop-bought buns. Paul's brave attempt at a smile this time was directed at Wendy, whose face was a gathering thunder cloud.  
'An hour max, Wendy ...'  
'During which, Paul, we'll be reminded of what bad people we are because we don't follow the old ways. This is the last time, Paul.'  
The tea arrived in an ornate teapot and was decanted into equally ornate cups, which hadn't been used for a year. The clinks of cups only accentuated the uncomfortable silence.  
Paul smiled warmly, casting around for safe conversation. Nothing is safe. 'Any plans for Festival Week, Gran?'  
'I'll be doing what I've done every year on Festival Week since I was a young girl, Paul, doing the big clean. Wendy, will you be doing the big clean?'  
An ambush. A trap. 'We have a cleaner, **he** comes every week, so we don't need ...'  
'My mother and I would do the big clean together.' Gran becomes distant, she's inhabiting the past now. 'We'd scrub, clean and polish, and laugh and laugh till the tears came. Of course, I doubt you can do that with your mother. Your mother is all the way over on the other side of the country, isn't she, Wendy? I'm guessing you don't see her very often.'  
Paul laid what he hoped was a reassuring hand on Wendy's shoulder and blundered to her rescue.  
'We go as often as we can, Gran.'  
'Yes, she's very understanding, isn't she Paul? **And** supportive ...'  
'Hmm. We're both doing such long hours at work, you know how it is ...'  
Gran didn't know how it was.  
A further hour of conversational cat and mouse followed, full of civilised accusations and desperate deflections, and then suddenly Paul and Wendy found themselves deposited outside on the street.  
'How much did she give us, Paul?'  
'Two thousand.'  
'Wow, where does she get all the money from?'  
'She doesn't spend much these days, not since Grandpa died. They used to travel, but she won't go anywhere now.'  
'Well, that's the car paid for the next two months. Now, who are we seeing tomorrow?'

- 5 Read the Mediation Skill box. Write three sentences about the characters in the short story.

MEDIATION SKILL  
analysing a fictional character



When you're analysing a character in a book, play, programme or film, there are a number of different questions you should think about.

What do they say?  
He insists that ...  
She objects to the suggestion ...

What do they do? How do they behave?  
She comes across as quite cruel.  
It's as though he's bitter about something.

How do they relate to the other characters?  
There is (conflict/common ground) between them.  
They're clearly approaching it from opposite angles.  
They don't see eye-to-eye.  
They're brought together by a shared goal.  
She's very supportive of him.  
They're trying to manipulate her.

Why? What do they want?  
I'm left with the impression that it's not about the money.  
It strikes me that she's quite lonely.  
It's important to understand that she is from a different generation.

How do they impact the story/the other characters?  
They antagonise the other characters.

A well-written character will have several different sides, depending on who they are with, and whose point of view we see them from. For a character analysis, make notes and consider the context or the situation that the character is in. Also, try to read between the lines to understand their motivation. What are the reasons for their actions?

MEDIATE

- 6 Work in your same group from Ex 4. Prepare a short character analysis of the character you focused on in Ex 4. Take turns to explain the character, their actions and motivation.
- 7 Work in pairs. Discuss the questions.
- 1 What traditions in your country might older people follow more than younger people?
  - 2 Do you feel that the disconnect between generations shown in the story exists in your country? In what ways?



3C Bring in the robots

SPEAKING OUTPUT | a meeting to agree a course of action  
GOAL | share and listen to viewpoints  
MEDIATION SKILL | showing sensitivity to other opinions and empathising

WARM-UP

- 1 Work in pairs. Look at the photos and discuss the questions.
- 1 What can you see in the photos?
  - 2 What are the advantages and disadvantages of using robots in the workplace?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What change is happening at the store?
  - 2 Who is the author of each text? Who do they represent?

SCENARIO

You work for a supermarket chain. The company has just issued a press release about a major innovation: the use of robots to stack shelves. Many of the people who work in your store are worried about the impact of the change. A staff representative has written an email to their manager to outline their concerns. You arrange a meeting to discuss the issues.

- 3 Work in pairs. Predict what the attitude to the change is likely to be in the press release and the email. Why do you think that?
- 4A Work in pairs.
- Student A: Read the press release and make notes on the most important points.  
CostSave introducing robot shelf-stackers. They've been successfully trialled already ...
- Student B: Read the email and make notes on the most important points.  
Key concern is job security and redundancies ...
- B Compare your notes. Are the points similar to your predictions in Ex 3?

Press release | CostSave | 16.02 | Page 1 of 1

Here at CostSave we're excited to announce that we will soon be introducing a fleet of automated shelf-stacking robots across our larger stores nationwide, following successful trials in a number of locations.

'The robots are incredibly sophisticated and can grasp, or pick and place, objects of several different shapes and sizes into different locations,' explains Amanda Gomez, our head of technology and operations. In truth, the stackers are still controlled by a human wearing a VR headset and special gloves. The human 'controllers' are also equipped with a microphone and headphones to allow them to communicate with nearby shoppers if necessary.

The advantage is that it will allow a single person to oversee and control the work of the robot shelf-stackers at multiple stores simultaneously – ensuring that shelves are consistently stocked and stores are able to rapidly report supply and replenishment issues to a central database, keeping our customers satisfied and reducing one of the main causes of stress for the rest of our in-store employees.

Over recent years, it has become increasingly difficult to recruit people to work as shelf-stackers – it's a laborious, repetitive task with various physical and mental health implications, such as repetitive strain injury, industrial accidents, mental fatigue and stress. This innovation helps us reduce risk factors for our existing workforce, who will be able to focus more on the service-dominant areas of the business: for example, dealing with customer queries and public relations – the more human side of retail.

Surveys prove that our customers are ready for such a change. The majority responded that they expect to see fewer and fewer human staff in shops over the next ten years. In fact, 13 percent of people believe there will be no human staff in stores at all by 2030.



Memo from: CostSave rep • 09.38 • 12 Recipients

Reply

I'm writing on behalf of our staff in response to the company's announcement that it will be introducing shelf-stacking robots. We've been in contact with employee representatives in other stores, and it's clear that we are far from alone in having concerns about this supposed 'innovation'.

As I'm sure you'll understand, our primary concern is about jobs, our livelihoods. You mention the importance of staff in other roles, but realistically how many positions will be required? What assurances can you offer us about redundancies?

Apart from that, we also remain unconvinced about the workability and practicality of the technology. From my understanding, the trials took place in our least busy stores during off-peak times. I can't be the only person who is concerned about what will happen in crowded stores. There are health and safety issues to consider, not to mention the impact this could have on our customers. The board say that customers expect this to be part of their shopping experience of the future – but do they really want it? It seems a real possibility that it's going to lead to reduced customer satisfaction and loyalty. We have already witnessed this with self-checkouts, for example.

We also object to the notion that this will 'lower stress levels' for staff. The truth is that there are bound to be frequent technical problems which, inevitably, will need to be rectified by the human workforce. This has the potential to increase workload, customer dissatisfaction and stress.

As with self-checkouts, which aren't necessarily faster than staffed checkouts, there will be indirect costs of maintenance and increased breakages on top of the initial set-up costs. We are led to believe that set-up costs for each store will be in excess of US\$100,000. Could this not be better invested in other areas – not least the staff, who have for a number of years put up with below-inflation salary increases and cut company benefits?

We hope that there is still time to change the course of this decision and look forward to discussing this further.

Sincerely,  
Andres Jimenez  
Staff Representative

- 5 Read the Mediation Skill box. Write a sentence for each of the three headings in the box about the text you read in Ex 4A.

MEDIATION SKILL  
showing sensitivity to other opinions and empathising



When you are discussing an issue which people have strong feelings about, it's important to show empathy and sensitivity. Doing so makes it more likely to resolve the problem in a positive way. Here are some ways to do that.

1 Empathise  
Show you are thinking about how the other person is feeling.  
I can see why you think that/you feel that ...  
It's understandable that you would feel disappointed by this.  
Of course, you feel irritated, angry, sad, etc.  
You're stuck in a tricky situation here and I see why you feel ...

- 2 Paraphrase  
Show that you have heard and understood what the other person has said.  
... uh huh, so in a way you think that ...  
So, you feel aggrieved that you were treated in this way.
- 3 Understand people's requirements in order to reach agreement  
Think about areas for compromise and negotiation.  
So, you feel that unless we ... , there won't be ...  
So without ... , you think there'd be no point ...

MEDIATE

- 6 Work in pairs. You are now in the meeting to discuss CostSave's announcement. Refer back to your notes in Ex 4A and your sentences in Ex 5.
- Student A: You are the store manager. You represent the company. Make your points and respond to what the staff representative says.
- Student B: You are the staff representative. Make your points and respond to what the manager says.
- 7 Discuss what you think should happen next. What would be a good way to resolve the conflict?



4C Model economy

WRITING OUTPUT | a summary of a process  
GOAL | explain a complex diagram  
MEDIATION SKILL | describing a process diagram



WARM-UP

- 1 Work in pairs. Look at the photos and discuss the questions.
- 1 What does each photo show?
  - 2 What is your opinion and/or experience with these things?

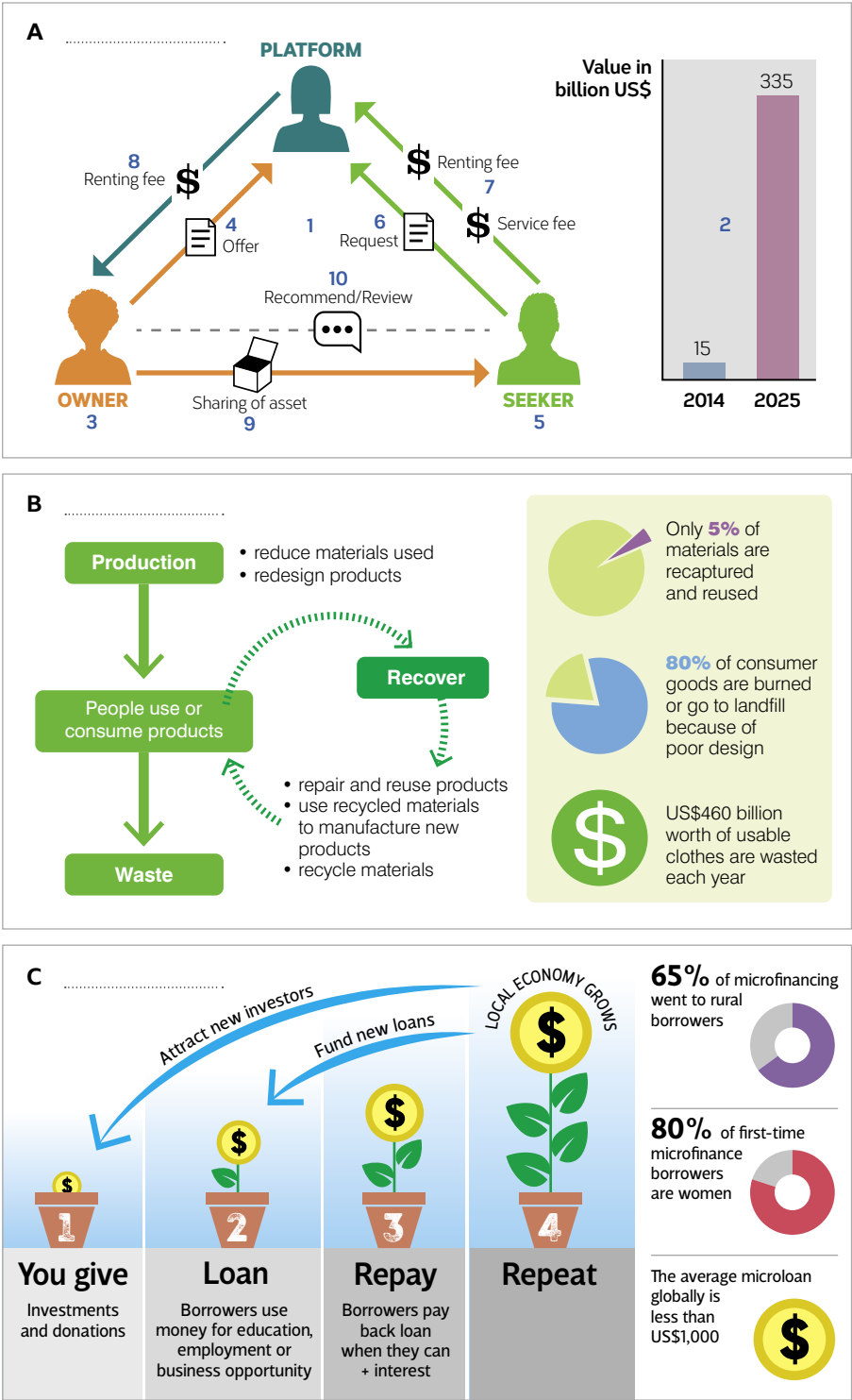
PREPARE

- 2A Read the Scenario and look at the diagrams. How does Hwan want you to help him?

SCENARIO

Your friend Hwan has just started a business course. He has to write an essay about recent economic trends and models: microloans, the circular economy and the sharing economy. He has found some diagrams for all three models, as well as a description for the sharing economy, but isn't sure he completely understands them all. He asks for your help.

- B Label diagrams A–C with the headings (1–3).
- 1 circular economy
  - 2 microlending
  - 3 sharing economy



MEDIATION SKILL  
describing a process diagram

To describe a process diagram, try to give an overview to summarise the process before describing the steps in more detail. Identify the beginning and end of the process, then break it down into simple steps.

Overview

Give a summary of the diagram and/or description of the overall goal of the process.  
What this diagram shows is the way people can lend and borrow assets through the sharing economy. The ultimate goal is to improve local economies.

Specifics

Describe what certain parts of the diagram represent. This line/icon represents the flow of money from the platform to the borrower.

Supporting information

Back up the claims with relevant data. This indicates the rate at which spending has increased in this area.

Sequencing

Explain the steps of the process. The money is then deposited in the borrower's account. Before/After that, the owner must accept the request. Following that/Subsequently, people can search for assets through the platform. In turn, the owner can review the borrower.

Cause and effect

Describe how different parts of the process are linked. As a consequence, people have more trust in the platform. If they are successful, they can repay the loan and more people will invest in the future. Later on, we see that the local economy has become stronger as a result.

- 3 Work in pairs. Read the Mediation Skill box. Then match sentences a–j to the headings in the box.

- a The platform then pays the renting fee to the asset owner.
- b Here you can see the sharing economy will be worth \$335 billion in 2025.
- c Instead of offering it directly to anyone, their offer goes through a digital platform.
- d Finally, this line represents the review or recommendation – the borrower and owner rate and review one another.
- e From this, they can make a request to borrow the asset to the platform. If the request is accepted, ...
- f This allows the borrower or seeker to search for the asset through an app or website.
- g The diagram gives an overview of the interactions between owner, seeker and digital platform that make up the booming sharing economy.
- h Let's start with the owner. They have an asset – something they're prepared to offer to others for a fee – a spare bedroom, for example. But how do they find a reliable 'borrower'?
- i They pay the renting fee plus a service fee to the platform.
- j From there, the owner shares the asset with the borrower.

- 4 Match the sentences (a–j) in Ex 3 with the numbers (1–10) in diagram A in Ex 2A.

MEDIATE

- 5 Write a short description of one of the processes in order to help Hwan with his course.  
Student A: Describe the circular economy diagram.  
Student B: Describe the microlending economy.
- 6 Work in groups. Discuss the three models. Which do you think has the biggest impact for you, and for the world?



5C Playing with words

WRITING OUTPUT | an email for a colleague  
GOAL | give opinions about a course of action  
MEDIATION SKILL | describing the techniques used in advertising

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Do you think advertising on social media, on TV or in print is effective? Why/Why not?
  - 2 Can you think of any examples of clever advertising?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What is your role?
  - 2 What does your client want you to create?

SCENARIO

You work for a marketing company. You and your team are working on a social media advertising campaign for a new brand of healthy snacks and soft drinks called Nature's Candy. The client has sent this brief.

We would like to create a slogan or tag line with interesting, clever use of language so that people will stop scrolling through their social media feeds and actually take notice. It's important that people understand what we're all about – natural, light but delicious drinks, snacks and treats which are good for the body, as well as the environment, and free from additives and preservatives.

One of your colleagues has researched some successful advertising campaigns using word-play. They send you a short article about what makes a good tag line and an ideas board with some examples for inspiration. You agree to look at their suggestions and email them with your opinions.

- 3 Read the article. What examples of tag lines can you think of?

What's a tag line and how do you write one?

A tag line is a short phrase or sentence – preferably no longer than five or six words so people can remember it – which sums up what a brand or product is all about. So that's where you need to start: thinking about the purpose of the product, the values of the company, and the identity of the brand. Once you have thought about that, it's time to get creative. This works best as a team. Brainstorm as many ideas as you can and write them on sticky notes. You can use the internet, dictionaries and a thesaurus to come up with words and idioms related to your product, values and identity. Play with the words and the sounds and think about different meanings.

When you have run out of ideas, look at your list and choose the ones that say most about the product and will be easy to remember. A great tag line will set you apart from the competition.

- 4 Read the examples your colleague has sent you. Match the products (1–8) with the tag lines (a–h).

- 1 sportswear brand
- 2 car
- 3 design software
- 4 mobile banking app
- 5 cosmetics brand
- 6 video-conferencing and call platform
- 7 an airline
- 8 a gift company

- a Think inside the box
- b Running the world
- c Your driving force
- d Be. Hear. Now.
- e In safe hands
- f Love is in the hair
- g Make. Believe.
- h Cos nothing else will fly

- 5A Read the Mediation Skill box. Read the emails (1–4) and find more examples of phrases to discuss techniques used in advertising.

MEDIATION SKILL describing the techniques used in advertising



Advertising uses language in unusual or creative ways to attract attention, to make people think and remember the brand or product. It often uses devices like similes and metaphors as well as word-play – particularly with idioms (common non-literal phrases), puns (words which sound similar but create ambiguity in meaning) and double meanings. Here are some ways to describe those techniques.

Meaning

I like the way it uses ... instead of ...  
It works on different levels; on one level, it's a twist of a common idiom, but it also ...  
The double meaning of ... is very clever.

Impact

I think the metaphor of ... is very effective.  
It makes you stop and think.  
It really grabs your attention.  
It speaks to the idea of (security).

1 09.38, 3 Recipients, [Reply](#)  
It's a take on a common phrase, playing with the double meaning. It helps bring your attention to the brand's key messaging – the sense of power and ambition. It's quite a clever message.

2 14.02, 1 Recipient, [Reply](#)  
I like how it's very short and simple but still achieves quite a lot – and it works well as a written slogan because it gets you thinking. It makes an impact because, with just a couple of words, it effectively communicates the concept of 'creativity'.

3 12.55, 2 Recipients, [Reply](#)  
This one is interesting because it's a short idiom without any word-play or pun, but it still lands its message about how using their service is convenient because you can access it on your phone while also promising security, which is very important.

4 11.32, 1 Recipient, [Reply](#)  
I don't really like this one. It's a pretty simple pun based on an obvious rhyme. I'm not really sure how the original idiom connects to the product either. To be honest, it doesn't strike me as being very memorable.

- B Which of the tag lines in Ex 4 do you think the emails in Ex 5A are referring to?

- 6 Work in groups. Discuss which of the tag lines in Ex 4 are most effective and why.

MEDIATE

- 7 Work in groups of three. Discuss the suggested tag lines for Nature's Candy (1–8) and say which you think are most effective and why.

Notes

- 1 All sweetness and light
- 2 Bite off what you can chew
- 3 Required taste
- 4 Cherrypicked
- 5 Waist not, want not
- 6 Food for thought
- 7 When there's too much on your plate
- 8 A free lunch

- 8 Write an email to your colleague about the tag lines in Ex 7. Give your opinion about which are the most effective and why.



6C Arguing the point

SPEAKING OUTPUT | a class debate on tourism  
GOAL | process and report a range of opinions  
MEDIATION SKILL | referring to multiple sources



WARM-UP

- 1 Work in pairs. Look at the photos and discuss the questions.
- 1 What do you think is happening in each photo?
  - 2 What is the common theme that connects the photos?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What is happening next week?
  - 2 What is the topic?

**SCENARIO**

You belong to a debate club. You are going to have a debate next week and the organisers have asked for suggestions on what the topic should be. Later, you are listening to the radio and hear people discussing the advantages and disadvantages of mass tourism. Different people are interviewed, representing a range of viewpoints. You suggest this should be the topic and send your teacher and classmates a link to the programme. You agree that you will debate the following motion:

**We believe that people should be restricted to one return flight per year for the purposes of tourism.**

- 3 Work in pairs and discuss how you think you should prepare for a debate.
- 4 **MB6.01** | Listen to the interviews from the radio programme. Match the speakers (1–5) with the descriptions (a–e).
- a resident affected by air travel
  - b climate change activist
  - c a commuter
  - d travel writer
  - e CEO of an online travel agency



- 5 **MB6.01** | Match the statements (a–e) with the speakers (1–5) in Ex 4. Listen again and check.
- a The cost of mass tourism is simply too great.
  - b It's difficult for individuals to do much to tackle the problem.
  - c The benefits of travel and tourism are underestimated.
  - d Powerful decision-makers are only interested in money.
  - e Travel is too important a part of our culture and the economy to abandon completely.
- 6 Read the Mediation Skill box. Complete the sentences (1–6) about the speakers in the radio programme using phrases from the box and your own ideas.

**MEDIATION SKILL**  
referring to multiple sources

During debates and discussions, it's common to make references to arguments made by other people or sources.

**Citing specific points**  
The points that X and Y make are very valid.  
The example that (the journalist) gives is interesting: we can't ignore the fact that ...  
It's like the (travel agency CEO) says, ...  
I see it very much like (the activist); ...

**Comparing opinions**  
While X does make a valid point, I think what Y says is more (convincing).  
Both sides make fair points, but I find the arguments against are far more (compelling).  
I think there must be a middle ground between the two sides.  
Though I agree we have to consider (the economy), X is a more urgent issue.  
It's hard to argue with the idea that (it's important).  
However, we also need to consider ...

- 1 The example that the travel agency CEO gives is .....: we can't ignore the fact that ...
- 2 It's like the last speaker .....; ...
- 3 I see it very much ..... the travel writer; ...
- 4 It's hard to argue with the ..... that ... However, we also need to consider the role that companies should play.
- 5 While the travel writer does make a ..... point, I think ...
- 6 Though I ..... we have to consider ... , ... is a more urgent issue.

MEDIATE

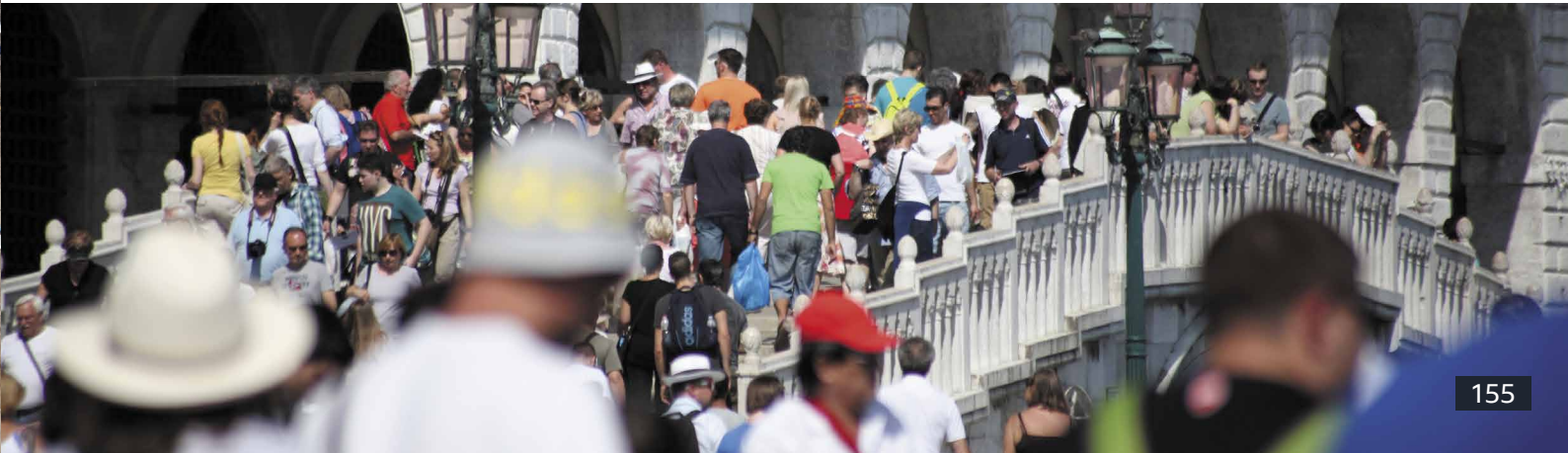
- 7 Work in groups of four and divide into two pairs. Prepare your arguments and plan which points from the programme you will mention. Read the Debate club rules before you start.
- Pair A:** Argue in favour of the motion. Plan what each of you will say, thinking about the interviews you heard in Ex 4. Predict what the other side will say and think about how you can argue against their points.
- Pair B:** Argue against the motion. Plan what each of you will say, thinking about the interviews you heard in Ex 4. Predict what the other side will say and think how you can argue against their points.

**Debate club rules**

- Debates are held with two teams, with two speakers in each team.
- Team 1** argues in favour of the motion. **Team 2** argues against it.
- Both teams must prepare their arguments before they begin the debate.
- Team 1** speaks first – each speaker can talk for up to ninety seconds. Both speakers in the team must speak.
- Team 2** can take notes, but at this stage they mustn't interrupt.
- Then **Team 2** can give their counter-argument for the same amount of time. **Team 1** mustn't interrupt.
- When both sides have spoken, there is 'open debate'. Anyone may now speak to challenge the arguments made by the other side, make further points or add extra supporting information.

**Remember, the debate is meant to be enjoyable for everyone, so don't make it personal!**

- 8 Debate the motion. Refer to at least some of the ideas from the radio programme using language from the Mediation Skill box.
- 9 Discuss what went well in the debate. What could you, or the opposing side, have done differently? What's your personal opinion on the topic?





7C On the trail

WRITING OUTPUT | a short summary of a talk  
GOAL | identify what is relevant in a talk  
MEDIATION SKILL | taking notes



WARM-UP

- 1 Work in pairs. Look at the photos and discuss the questions.
- 1 Where do you think this place is?
  - 2 Do you ever go hiking? Why/Why not?
  - 3 How important is it to connect with nature? Why?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What are you planning?
  - 2 What kind of information do you think the group will need to know?

SCENARIO

You are going to lead a fairly inexperienced group on a hike along part of the Appalachian Trail. You plan to attend a talk by an experienced local guide. As group leader, you need to take notes for the rest of the group as not everyone is able to attend.

The talk is interesting but not always focused on the things that are relevant to you and your group. You need to decide what's important and what you can ignore. Then you'll email the group with a summary of 'need-to-know' information.

- 3 Read the Mediation Skill box. Then answer questions 1 and 2 in relation to the Scenario.

MEDIATION SKILL  
taking notes



An important part of taking notes is to be selective about the information you record. Before a talk or lecture, think about what's going to be important to focus on. What do you want to get out of it?

Introductory and concluding remarks will often include important ideas or overviews of key points. Listen for signposting and sequencing words or phrases like:

**The most important thing to remember ...**  
**There are three main points ...**  
**First/Secondly/Finally ...**

- Consider two questions before you take notes:
- 1 **What is the purpose?**  
What are you going to use the notes for? Sometimes they are just for you to refer back to later on, to use in assignments or essays, and so on.
  - 2 **Who is the audience?**  
If you're taking notes which will be used by other people, or to inform a text you'll write for a particular audience, think about what they need to know.

- 4 **MB7.01** | Listen to the first part of the talk and complete the notes.

Appalachian Trail

Notes:

What you need to know

- Physical fitness & <sup>1</sup> ..... of similar trails, e.g. Dientes Circuit Trek (Chile), but also local <sup>2</sup> ..... with pack as heavy as you'll take.  
General fitness key – along with all the other <sup>3</sup> ..... of walking:
  - circulation
  - cardiovascular system
  - lowering blood sugar
  - <sup>4</sup> ..... loss
  - bone strength

- Not just a physical challenge – it's <sup>5</sup> ..... , too.  
Speaker hit the wall when he was on a hike during college. His friend Jan (later got married!) helped him get back.  
How to prepare mentally:
  - know your answer to question: <sup>6</sup> ..... ?
  - have a <sup>7</sup> ..... person\* (back home) who you can call (check daylight saving <sup>8</sup> ..... difference).

\*must be someone who'll motivate you

- 5 Read the script of the first part of the talk. Which information is important for the group of people in the Scenario? Circle the important information and cross out the parts you think are unnecessary.
- 6 Use your answers in Ex 5 to edit the notes in Ex 4.

MEDIATE

- 7 **MB7.02** | Listen to the second part of the talk and take notes.
- 8 Work in pairs. Compare your notes with your partner. Did you include the same information?
- 9 Write a summary of the two parts of the talk for your hiking group. Use your notes from Ex 6 and Ex 7 to help you.

The Appalachian Trail is a huge undertaking that requires the right preparation and attitude. You really don't want to hit the trail without your mind, body and kit being ready! So here's what you need to know before you set out on a hike of the Appalachian Trail.

Probably the most important thing is you've got to be physically fit. Hopefully, you've already got a lot of backpacking experience – I think I heard a couple of you have recently undertaken the Dientes Circuit Trek in Chile, which I'd love to hear more about if you have some time after. Even if you're very experienced, it's a great idea to head out on a few local, day hikes with your pack and gear as heavy as you plan to carry on the trail. And, of course, keeping fit and eating right in any other way you can is only going to benefit you on the hike, not to mention the general health benefits that I'm sure we're all aware of: improving circulation and strengthening the cardiovascular system, lowering blood sugar, weight loss, bone strength, etc.

However, this is not purely a physical challenge, it's a mental one, too. There will be times when you're cold, hungry, tired. I remember on my first serious hike, I was probably around nineteen – a freshman at college – and I really hit the wall. I just sat down – and it wasn't because my body had given up, I just couldn't work out why I was putting myself through such an ordeal – till my friend Jan came and talked to me (we ended up getting married as it happens!). There are some other things you can do to prepare for this, which don't involve finding a life partner! First, and before you start out, think of your honest answer to the question 'Why am I doing this?'. And, in the few days leading up to your trip, picture yourself arriving at Mount Katahdin. It sounds kinda corny but visualisation is so crucial to achieving any goal you set yourself, and that picture's a real pick-me-up when you're finding it tough.

Secondly, have a 'support person'. I'm not just talking about a 'buddy' who's on the trail with you, which is great to have, but you also need someone back home that you can call for mental support. Who's going to tell you what you need to hear to get you motivated and back up on your feet? And make sure, whoever it is, they know that you'll probably be calling them sometime, and it may not be at the most convenient time – especially with the time difference for y'all – what is it now? Five hours? Six? Thankfully it's not that time of year when we're out of sync for a coupla weeks with daylight saving. Boy did that get me in trouble a few years back ...



8C Working as a team

SPEAKING OUTPUT | a staff meeting  
GOAL | make a decision as a group  
MEDIATION SKILL | keeping the conversation on track tactfully



WARM-UP

- 1 Work in pairs. Look at the photos above and discuss the questions.
- 1 What are the people doing in each photo?
  - 2 Why do businesses organise events like these for their employees?

PREPARE

- 2 Read the Scenario and answer the questions.
- 1 What kind of course is your team going to do?
  - 2 How are you going to decide which course to take?

SCENARIO

You are a department manager for a company. You have been told that your staff can attend a training course to help create a better working environment and a happier, more productive team. You decide to discuss the options with your colleagues.

You share the descriptions of the courses with them and organise a meeting to choose the one you think will benefit you all the most.



Emotional intelligence for better professional relationships

★★★★★ | 10 reviews

You'll learn what we mean by 'emotional intelligence' and how we can use it to better understand ourselves and others, to build better professional relationships, resolve conflicts constructively and create a positive atmosphere for teamwork and collaboration.



Building a mindful team

★★★★★ | 10 reviews

Mindfulness is not some faddish new concept. It's based on academic research and is proven to lead to better communication skills, relationships and mental health. Learn how to apply the techniques of mindfulness to lead a happier, more productive life in the workplace and beyond.



Connecting nature and work

★★★★★ | 220 reviews

Learn how to establish a stronger connection with the natural world and implement more sustainable ways of working as an everyday part of business, as we face the climate crisis. You'll discover ways your team can reduce your carbon footprint, boost mental well-being and find out about potential business opportunities.



Creating a stress-free workplace

★★★★★ | 410 reviews

Stress is widely accepted as just a part of work. But it doesn't need to be that way. Stress is one of the leading causes of mental, as well as physical, health problems. You'll learn how to recognise the signs of stress in yourself and others, and what you can do about it. We'll also focus on prevention by creating a work environment which is more conducive to a stress-free existence.



Nutrition and fitness

★★★★★ | 460 reviews

You and your colleagues will work with one of our personal trainers and a nutrition expert. Underpinned by academic research, you'll learn about the effects of common bad habits, bust some myths and work on ways to integrate a healthier lifestyle into your work routine for a fitter, happier, more productive workforce and workplace.



Overcoming the fear of conflict

★★★★★ | 70 reviews

We spend much of our lives working with other people. Inevitably, that means some conflict. Rather than fear conflict, your team should be embracing it. It can be one of the most productive forces in the workplace if managed well – increasing creativity and energy. We'll teach you how!

- 3 Read the Mediation Skill box. Read the sentences (1–8) and decide which section they belong to.

MEDIATION SKILL

keeping the conversation on track tactfully

In meetings, it's important to be able to focus on the task at hand to avoid wasting time. However, it can be tricky to do that in a polite, constructive way. So it's useful to use tentative language. Also, remember to be sensitive to what other people think is important.

Moving the conversation on

These are all great points, but I think we really need to focus on (the business benefit).  
OK, some good ideas there, so let's move on to the next option.  
Given the time we have left, ...

Returning to a point

I want to return to something you mentioned earlier.

Interrupting

Sorry to interrupt, but (we need to move on/we're short of time).  
Hold that thought. Maybe we can come back to it in a minute.

Concluding

Have we reached a conclusion about (when will be the best time)?  
So, if there are no more suggestions, can we agree that ... ?  
We can take the (video idea) forward.

- 1 Did anyone have anything else to add on that? No? Great. So moving on to the next point, what do you think about the 'Connecting nature and work' course?
- 2 Actually, sorry, can we just go back to that last point? I had another idea about that.
- 3 We've definitely made some important points there. Are we ready to discuss the next option?
- 4 A: I'd just like to mention that there are some other courses out there which might be worth taking a look at.  
B: If you can hold that thought for a moment. I think we need to discuss what's on the table first, then we can pick that up afterwards if that's OK.
- 5 Unless anyone has any more ideas, can we agree that we'll vote on the best course and make a decision by the end of the day?
- 6 To recap, we've agreed to move forward with the conflict training.
- 7 Thanks everyone, some really useful ideas. We've agreed to move ahead with the mindfulness course. Please check your diaries so we can schedule some dates.
- 8 I'm not sure we should get into that now. We're short of time.

MEDIATE

- 4 Work in groups of three. Read the Scenario again. Hold a meeting to discuss each training course.
- Student A: You are the manager. Ask your team for their opinion on each of the courses. Keep the meeting on track using the language from the Mediation Skill box.
- Students B and C: Choose your favourite course and prepare to persuade the others. Try to keep talking about the course you want as much as possible.
- 5 Vote for the best course and explain your decision to the rest of the class.