



Universidad
Zaragoza

Trabajo Fin de Grado

Mediation and Mediating Activities in the
English Subject: A Practical Insight into its
Integration in Compulsory Secondary Education
in Spain

Autor/es

Elena Arellano Ballabriga

Director/es

María José Luzón Marco

Facultad de Filosofía y Letras
2024

Table of Contents

1. Introduction	2
2. Literature review	3
2.1 Introducing mediation.....	3
2.2 Mediation according to the Common European Framework of Languages	4
2.3 Curriculum for English as a Foreign Language in Spanish Compulsory Secondary Education	8
3. Method and participants.....	9
4. Results.....	10
4.1 Teachers who include mediating activities in the classroom	11
4.2 Teachers who do not include mediating activities in the classroom	17
5. Proposal	20
6. Conclusions	26
7. Bibliography.....	28
8. Appendix	31

1. Introduction

The Common European Framework of Reference for Languages (CEFR) included mediation in 2001 and it has been developed along the years, facing different reactions among educators who follow the CEFR as a guide and model for teaching and assessing English as a second language, like the Spanish Ministry of Education, Professional Training and Sports.

This raises interest among the development of mediation activities from teachers' perspective and therefore, concerned with understanding the complexity and the compliance within the Spanish educational curriculum concerning the integration of mediation activities into classrooms. The objective of this thesis is to examine the concept of mediation in the context of learning English as a second language in Spain in Compulsory Secondary Education, as it is promoted as an incorporation in the curriculum that contributes to language learning. In particular, this aims to check if mediation and mediating activities are really included in the classroom by teachers. Other opinions by institutions that already have dealt with mediation in the classroom are going to be considered in order to better understand the role it plays in a real experience. Mediation is a promising and interesting concept to work with in the classroom that has a huge potential if adequately understood, introduced and taught.

Through a theoretical framework and practical insights based on different interviews to six high school English teachers, this dissertation tries to illustrate and provide a small sample of the reality of mediation and mediating activities in the classroom, and whether mediating activities are really integrated in the Spanish Compulsory Secondary School or not. A proposal consisting of five different mediating activities for an English textbook is included to illustrate those teachers who do not include them in their lessons.

2. Literature review

2.1 Introducing mediation

Etymologically speaking, the notion of mediation and *mediate* can be traced back to Latin origins “mediare”, and the word means being in the middle, intervening or acting as a liaison between two or more parties (Roth, 2007). Its roots suggest that mediation was already present and practised in ancient communities for different purposes. Mediation is a curious concept to examine and also to follow, since its evolution must be understood in a context where the reality of cultural coexistence has needed methods to collaborate and bring resolution to problems through different attitudes, requiring mediation and the figure of the mediator.

In the field of Law, as Greenebaum (1999) points out, lawyers still relate mediation to its original meaning and connotations, implying that it is used to resolve a conflict between two parties, assess them and so being impartial or neutral about the issue (p. 116). From an educational, linguistic and communicative perspective, the notion of mediation slightly changes because of its context, which does not necessarily involve solving a conflict. The act and process of teaching per se has the principal characteristics of the mediator’s role, since the main purpose is to transform and facilitate meaning for students in order for them to learn and understand it. Psychologist Vygotsky (1979) explored in his studies the way mediation could be applied to learning and believed in the importance of students, being guided by educators acting as intentional mediators, succeeding in interpreting and recognising implications in different contexts. This would mean that students can help students to be able to increase their knowledge almost by themselves. That would turn teachers into mediators of knowledge (Mason 2000, p. 346).

Nonetheless, in the context of Spanish education a perspective of mediation as a form of translanguaging could be considered. Translanguaging is a term used in bilingual education. It is the act of acquiring comprehension and knowledge using two languages on a subject matter that helps improve the skills of the weaker language (Baker 2011). According to Stathopoulou and following this perspective, instead of focusing on the language as a system of fixed grammar rules, the focus would be on the use of a language, its user, and the user's process of relaying information from one language to another, or even within one language (Stathopoulou 2015).

2.2 Mediation according to the Common European Framework of Languages

The notion of “mediation” as it is known in relation to teaching and learning languages, was introduced by the *Common European Framework of Languages: teaching, learning and assessment* in 2001, and it has gained attention in recent years. With the purpose of the Common European Framework of Languages (CEFR) of guiding teachers to assess and educate by standardising language proficiency levels of the English language, there was the need to start to emphasise the communicative language competence, including mediation, over traditional approaches: “The language learner/user's communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating).” (Council of Europe 2001, p. 14). The term mediation is therefore associated in first place with the disciplines of translation and interpretation. Then, when dealing with the section of communicative language activities and strategies, mediation is stated to be open for interaction. Thus, the role of mediation and what it implies is clarified. It involves students in either creating their own content to

convey thoughts and ideas or serving as an intermediary between people who are not able to communicate with each other because of language barriers. (Council of Europe 2001).

Even not directly mentioned, Celce-Murcia Mariam (2014) observes the fact that the traditional four skills model (speaking, writing; active skills, listening and reading; passive skills) is getting obsolete, since there is a “general acceptance of the complexity and interrelatedness of skills in both written and oral communication and of the need for learners to have the experience of communication, to participate in the negotiation of meaning” (p. 15). It is so that the Companion Volume of 2018 replaced the communicative language activities by reception, production, interaction and mediation. (Council of Europe 2018, p. 107).

It is not until the 2018 version of the *CEFR Companion Volume with New Descriptors* (2018) is published, that the concept of mediation is developed in more detail and is updated with a proper definition based on the characteristics stated in the 2001 version, and not only associating it with translating and interpreting, but also with other skills such as summarising, paraphrasing and adapting texts. The proper explanation and definition given to mediation is the following,

“In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.” (Council of Europe 2018, p. 87)

Therefore, mediation is not only related to language in linguistic terms, but it is also involved in “communication and learning as well as social and cultural mediation” (Council of Europe 2018, p. 34). Dendrinou (2006) sees mediation as a “purposeful social practice, aiming at the interpretation of (social) meanings which are then to be communicated/relayed to others when they do not understand a text or a speaker fully or partially.” (p. 12). In her latest investigations she accurately distinguishes the role of the mediator and its uniqueness from others like translators (whose role is purely interlingual, unlike mediation, which can be intralingual as well) and states that contrary to translators and interpreters, mediators possess the freedom to generate their own content, which may not precisely mirror the original form but is clearly tied to the conveyed meaning. Mediators introduce their personal perspective, reflecting their interpretation of the subject matter in the final output. (Dendrinou 2013)

Subsequently, a distinction is made between different types of mediating activities in order to practise mediation, in particular separating them in two: oral mediation and written mediation. Mediating activities are those where “the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of different languages.” (Council of Europe 2001, p. 87). As seen in this description, the role of the mediation used to be identified and reduced to being simply an interlocutor, but it has been reexamined and it is recognised as more complex than that. Again, as previously mentioned, mediation is highlighted not only for its cross-linguistic features but also the fact it can be present within the same language.

Regarding mediation activities, the *CEFR Companion Volume with New Descriptors* (2018) separates them into three different categories: mediating a text, mediating concepts and mediating communication. Mediating a text is open for both oral

and written mediation, listing them as relaying specific information, explaining data, processing a text, translating a written text, and then exclusively written mediation with note-taking and expressing personal response to creative texts (including literature). When dealing with more abstract concepts, mediation can be practised in groups, facilitating collaborative interaction with peers, collaborating to construct meaning, managing interaction and encouraging conceptual talk. The last category is mediating communication, where the purpose is to facilitate pluricultural space, act as intermediary in informal situations and facilitate communication in delicate situations and disagreements. The aforementioned activities can be carried out through different mediating strategies which are subcategorised in strategies to explain a new concept and strategies to simplify a text. In Figure 1 mediating scales are illustrated.

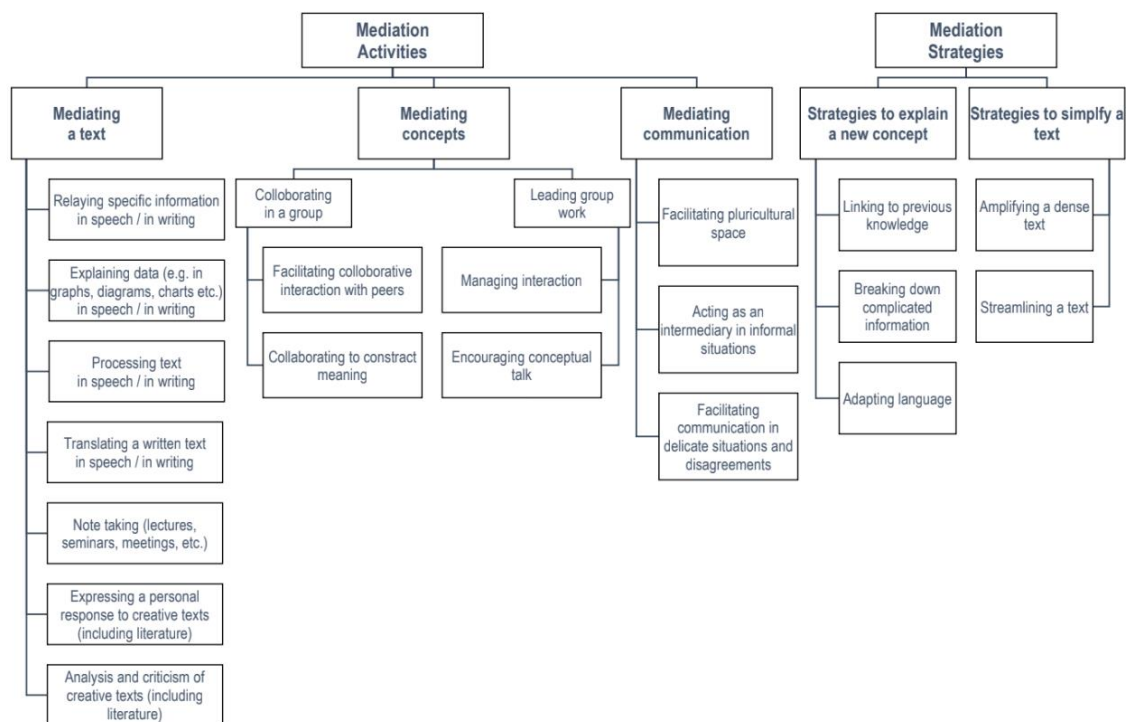


Figure 1. Mediation Scales in the CV (Council of Europe 2018, p. 104)

2.3 Curriculum for English as a Foreign Language in Spanish Compulsory

Secondary Education

As for the current curriculum of Spanish high schools for teaching English as a second language (last updated in 2022), one of the principal competencies that is brought to the fore to be developed is the communicative one. According to the official document provided by the Ministry of Education, Professional Training and Sports, communicative competence is key for developing an ideal democratic culture and society, encouraging internationalisation and mobility. The curriculum of each course in Compulsory Secondary Education is contemplated based on the criteria and activities proposed by the Council of Europe in the CEFR. Consequently, following the criteria of the CEFR, mediation is included in the “communication” section that stands for deepening and increasing knowledge in communicative strategies, along with comprehension, production and interaction. (Boletín Oficial del Estado 2022, p. 131).

When looking at the specific competences, the purpose of mediation in Compulsory Secondary Education is using it as a tool for solving challenges in different communicative contexts, but also creating spaces and conditions for communication as well as learning. Respect, empathy, critical and ethical thinking are elements ideally needed for achieving mediation. (Boletín Oficial del Estado, p. 134).

Regardless of how important mediation seems to be according to official sources, the reality in the classroom could not match the expectations of the curriculum. Bonilla and Molina (2020) carried out a study to analyse the first impressions of teachers working with mediation at the Spanish institution Escuela Oficial de Idiomas, that introduced mediation in their program in 2017 following the Real Decreto 1041/2017 of the 22nd of December. This means that this institution has already seven years of experience when

dealing with integrating mediation in the classroom, unlike in Compulsory Secondary Education that was introduced only two years ago. They found five possible problems to be faced by educators when dealing with mediation in the classroom – there is an ignorance or lack of awareness about the concept itself, which is added to the lack of mediation activities offered by books of diverse publishing houses, and elaborating mediation activities is not simple because of the complexity and multiplicity of options made possible by the nature of mediation. Besides, adding mediation to the curriculum requires restructuring teaching more contents within the same amount of time in the school year, which is translated to not spending enough time working with mediation and if so, there is a general difficulty of how to evaluate it. These are worth mentioning declarations since they are the resulting first impressions of teachers working at the Spanish institution Escuela Oficial de Idiomas, that introduced mediation in their program in 2017 following the Real Decreto 1041/2017 of the 22nd of December, having then almost seven years of advantage and experience when dealing with integrating mediation in the classroom.

3. Method and participants

In order to verify how mediation is taught and perceived in Spanish Compulsory Secondary School and which mediating activities are introduced in the classroom, interviews to high school teachers were conducted (See Appendix 1). Interviews were carried out with six English Secondary School teachers about their professional experience and firsthand encounter with mediation and mediating activities. They consisted of seven fixed questions and additional ones depending on their inclusion of mediating activities in the classroom or not, in order to know which kind of activities they include or the reasons for not including them. Hence, the length of the interview was

ideally around thirty minutes, with the possibility of extending it for additional observations or comments.

The six interviewees are all current English teachers from different high schools, including IES Bajo Cinca and IES Ramón J. Sender in Fraga (Huesca), Colegio Santa Ana and Colegio Santa María del Pilar, Marianistas in Zaragoza (Zaragoza). The interview was designed to examine and check if mediating activities are carried out in the classroom and understand the reasoning behind its incorporation or not. By focusing on a small number of anonymous participants, this study will mirror just a few experiences regarding mediation in the classroom, leaving an open window for the possibility of continuing studying this subject. Out of the six interviewees, only one of them teaches all four courses of Compulsory Secondary Education. Another teacher handles the first three courses. Meanwhile, out of the remaining teachers, two teach 4th ESO, and the other two both teach 1st and 2nd ESO.

4. Results

Concerning the question “How would you describe or define the concept of “mediation”?” most interviewees revealed that they did not possess a clear or precise understanding of the concept. The most complete answer is from a teacher who includes the idea of mediation acting as a bridge (which is mentioned in the definition of mediation according to the CEFR) between a message and an individual who does not speak the language in which the message is expressed (or not), in order to achieve a specific purpose, such as informing, summarising or giving advice.

Alternatively, three teachers coincided with the fact that mediation is related to understanding a message, putting emphasis on the need for the message and its meaning to be accessible. Similarly, two of them also mention mediation as the way in which an

agreement is reached between two parties, which reminds of the perspective of mediation in its original meaning but limits the concept to a merely speaking activity. Even so, the other four seem to be aware of the possibilities of mediation being intralinguistic or interlinguistic, as well as the medium possibly being oral or written. Only one of the participants directly mentioned one of the most relevant aspects of mediation, which is achieving communication. Tagged as an interaction, the importance of mediation lies significantly in its communicative aspect, which facilitates meaningful dialogue and understanding between speakers.

These answers reveal that the impression teachers have on mediation is decisive and significantly shapes the way they approach and implement it in their teaching practices. However, their conception of mediation tends to be generally vague and overly simplistic, lacking the depth and specificity necessary to fully align with the detailed and nuanced guidelines proposed by the Common European Framework of Reference for Languages (CEFR). This discrepancy suggests a gap between the theoretical framework provided by the CEFR and the practical application of mediation strategies in the classroom setting.

Regarding the question of whether they include mediating activities in the classroom or not, three of them happen to include them and the other three do not. Taking into consideration both approaches of teaching English in the classroom, different questions will be asked in order to know the reasons for their choices.

4.1 Teachers who include mediating activities in the classroom

A series of questions were asked in order for the teachers to justify the inclusion of mediation in the subject. One of them was related to the amount of time they dedicate to mediation and mediating activities in the classroom in comparison to other skills, such

as the traditional ones, including writing, reading, listening and writing. The three of them separately agreed in spending the same amount of time to mediation as to the other skills. Their positive attitude towards mediation suggests that they are willing to integrate it in the classroom and give the same importance to it as to other skills. The role of mediation is then present and relevant for them, even though they admit the additional effort it takes to introduce it in the classroom. The reasoning behind this is the fact that the vast majority of students do not seem to have previous knowledge on mediation and mediating activities. Two participants bring up the fact that the few who show some knowledge on it, do not identify the activities as mediation or do not really name it as such simply because of ignorance of the concept. Nonetheless, one of the teachers argues that a minority of students are slightly acquainted with mediating activities through the Official School of Languages, which introduced mediation in the classroom a few years ago. The diversity of perspectives that teachers get from students is generic, as this makes the competence of mediation new for both students and teachers in Compulsory Secondary Education.

Being previously asked about the courses they teach; they are able to discuss if the activities depend on the student's level in the English language. Mediation can be carried out for all student's levels, but it is obvious for them to adapt the activities to the vocabulary and grammar established for each course, and more specifically to each unit. Following the CEFR scale, high school students should start Compulsory Secondary Education with a A2 level, but teachers of 1st ESO find it harder to adapt mediating activities to them since students come from an unknown educational background and level for them. Besides, it is in the first year in Compulsory Education that students start working with mediation and introducing it in the classroom takes even longer since students have to familiarise themselves with the concept and the dynamics of the

activities. The higher the course and their English level, the more resources teachers include in the activities (such as infographics or the use of ITC) and the more challenging the tasks are. One of the interviewees admits that being a teacher of a bilingual group gives her more freedom when working with mediating activities since the better their English is, the number of activities to work with is wider. They see mediation activities as a complementary tool for students to understand grammar and different structures to express a communicative intention.

The type of activities used by the three teachers include both written mediation and oral mediation activities. The mediation activities scale shown in the Companion Volume of 2018 is used since teachers do not seem to properly name and differentiate the kind of activities they are. They recognise using some of them and explain the reasons for choosing them.

Regarding written mediation, all of them work with students having to explain data (in graphs, diagrams, charts), even though the activity of paraphrasing, and relaying specific information in writing is frequently used as well. Other activities are given less relevance, but they still mention students being able to interpret and translate a text in writing, note taking while other students are making oral presentations, summarising a text or even completing information in a listening activity is considered as mediation for them. Some are not even alluded, such as the activities of expressing a personal response to creative texts or the analysis and criticism of creating texts. The reasoning behind it is the fact that, for them, these last activities are often associated to the skill of reading.

Regarding oral mediation, the activity of a student having to explain data is again the most frequently used by the three of them. The use of this activity in both written and oral mediation indicates that teachers see it as one of the most effective activities to practise mediation, as well as one of the easiest to introduce and that fits their way of

teaching. The activity of relaying specific information in speech is again mentioned, as well as others like processing text in speech and translating a written text in speech. Besides, two of them coincide with the activity of making students act as an intermediary in informal situations and making students facilitate communication in delicate situations and disagreements, while the other teacher also uses oral mediating activities in groups by making students interact and collaborate to construct meaning. In the case of oral mediation, all the activities mentioned in the scale by the Companion Volume of 2018 are used by at least one teacher.

As a whole, they make use of these activities because they find that they are best suited to their student's learning styles and preferences, allowing them to effectively improve their communication skills in a way that is both engaging and beneficial. By participating in these different mediating activities, they are able to enhance various aspects of their communicative abilities, including verbal and non-verbal communication, listening skills, and the ability to articulate thoughts and ideas more clearly and confidently. It is brought up that these activities are the closest and most effective way of practising and experiencing real-life situations, as they provide participants with hands-on involvement and immersive scenarios that closely mimic the complexities and dynamics of real-world challenges and interactions. Additionally, they are useful and a good way to activate the "functional language" that students have formally learnt in class and use it in a natural context, even though at first sight students themselves might not be aware of the language structures they need in order to convey the intended meaning or accomplish the purpose of the task. It is also considered the student's reaction and feedback to the different activities for deciding which ones are more effective and appropriate to include in the classroom. For example, one of the teachers states that as a matter of fact, students often learn better from their peers than from their teachers. In

other words, students frequently demonstrate a higher level of understanding and retention when they learn from their peers compared to traditional teacher-led instruction, an idea reminiscent of Vygotsky's studies previously mentioned, and mediation is a great tool for it.

Teachers' intention when incorporating mediating activities into their teaching strategies is twofold – they aim for these activities to serve as effective tools for facilitating both interlingual communication, which encompasses interactions between different languages, and intralingual communication, which focuses on enhancing comprehension and expression within a single language context. The interlingual aspect of the activities forces students not to literally translate from one language to another and therefore, the essence of mediation is preserved while bilingualism is encouraged (similarly to Baker's notion of translanguaging). On the other hand, the intralingual aspect of activities clearly show the degree of understanding of a student on the language, as they are forced to achieve communication and all their knowledge is put to test in simple activities of mediation.

When asked about their professional perspective on those other teachers who do not include mediation and mediating activities in the classroom, they all admit knowing at least one other teacher who does not work with the concept. Shall they give any advice to encourage them to introduce mediation to their students, their recommendations are quite dissimilar. The first one stands with an open-minded and positive attitude, for her it is just a matter of trying them out as it creates a new dynamic in the classroom. The second interviewee adopts a more serious stance and underlines the importance of getting informed about what mediation is and specially, of what it is not. In the process, she suggests looking for examples of mediating activities on the Internet and brings special attention to those provided by the Escuela Oficial de Idiomas, which confesses has found

helpful. The third teacher's position is startling, since even though she includes mediating activities in the classroom, she does not consider them a novelty and even states that they are neither essential nor compulsory for teachers to include them. This clearly shows ignorance on the changes in the Spanish curriculum, and when she is told that mediation is, in fact, compulsory, she does not seem to be surprised but shows a tired attitude towards the constant changes and updates on the curriculum. Another interviewee in fact brings up the fact that she has seen colleagues unmotivated and lost in relation to the competence of mediation, but unlike others she has taken an active role because of her position – she is in the interesting case of being a 4th ESO teacher who has to prepare students for the B1 level accreditation for the BRIT-Aragon bilingual system, since her high school (IES Bajo Cinca) is part of this program.

The BRIT-Aragon program is a bilingual system originally designed in 2018 in order to develop the linguistic competence of the subject of foreign language, considering a deeper immersion into the foreign language chosen by each educational centre (Boletín Oficial de Aragón 2018). In collaboration with the institution of the Official School of Languages, the students coursing 4th ESO are given the opportunity to obtain the B1 level certification by taking their exam, the last updated version of this novelty being from earlier this year in the document Boletín Oficial de Aragón (2024).

As previously mentioned, this institution has included mediation since 2017, forcing English teachers of Compulsory Secondary Education of 4th ESO to prepare their students for it with mediating activities, and ideally they would have already dealt with mediation in previous courses. Her experience making her students be qualified in mediation has been supported by attending two online training sessions which she found very helpful and illustrative. No matter if teachers are involved in the BRIT-Aragon

program or not, she believes that teachers should receive training in order to keep up with the changes and updates of the curriculum and the possibilities in new ways of teaching.

4.2 Teachers who do not include mediating activities in the classroom

The other three teachers who do not work with mediation and mediating activities in the classroom barely show interest in the topic. One of them does not even identify which would be the main reason for not including mediating activities in the classroom. She is given some possible reasons for it and concludes that it could be because of the lack of time, lack of knowledge on how to integrate mediating activities in the classroom and also a lack of knowledge on how to evaluate them. Another of the interviewees directly acknowledges that the reason behind not including mediating activities is the lack of time and materials. The third teacher is aware of the fact that she does not know how to differentiate mediating activities from speaking, writing or rephrasing ones, and additionally shows confusion towards the understanding of the concept of mediation and how to evaluate it. Some problems are clearly identified and show a reticent attitude towards mediation, so they are questioned about what would have to change in order for them to include mediating activities in the classroom. It is mentioned that there is a need to understand the reasons for mediation to be so important, so again the general lack of knowledge about the concept is one of the main issues for teachers. An incentive for the other two teachers to include them would be to have more materials about mediation, and to learn an easy way to add them to the already existing activities or speaking and writing, mentioning role-play activities. They lack a model and example to follow, but also motivation and willingness to change their already scheduled subject.

Among their colleagues, the attitude towards integrating mediating activities into their teaching is similar, and they all agree on the fact that they do not know any teacher

who is successfully achieving teaching it properly. Knowing it is a compulsory competence in the curriculum, they are not proud to admit that they often replace mediating activities with others and then say that the mediation part is covered, but the reality is that it ends up being evaluated as a speaking or reading activity. The last interviewee explains in a degrading tone that mediation feels like an addition to the curriculum just to be “innovative” but would be open to accept guidance in order to try to introduce in it her lessons.

Even though it is a small sample of teachers’ experiences, it is quite intriguing to notice diversity and differences that exists between them. There is a clear division which is marked by those teachers who actively include mediation and mediating activities as integral parts of their classroom dynamics and those who, for various reasons, do not incorporate such strategies in their teaching practices. This dichotomy highlights a significant difference in pedagogical approaches and their way of understanding language teaching, which could have important implications for student engagement and learning outcomes.

Despite their choice of either including mediating activities or not in the classroom, all teachers were asked in which ways these activities could be beneficial and useful for students. The prevailing agreement is that they are indeed beneficial, even though they introduce a set of conditions for it to be considered a completely truthful assertion. Teachers who do not work with mediation in the classroom emphasise the relevance of properly introducing the concept to teachers in the first place so that it is correctly taught in the classroom. The reasoning is simple, an unknown concept for teachers cannot be useful if wrongly taught to students. It is also mentioned that in the process of learning and acquiring a second language, mediation can be useful up to a certain extent since it should be complemented with the practice of other skills. Once the

communicative purpose of mediation seems to be clear, it is argued that it still is not an exclusive skill to work the communicative competence. Besides, the benefits for students of learning about mediation also depend on their response and attitude towards it, as it is useful for them only if teachers find it possible to work with mediating activities which is not always the case. Mediation is present in everyday-life situations and so it is useful not only in an academic context but also in their personal experiences.

The last question (How do you see the concept of mediation evolving in education, and what role do you think it will play in the future of teaching and learning) was formulated to wrap up the interview and see if throughout the previous questions the general attitude towards mediation had varied. According to their professional and personal opinion, they were asked to speculate about the evolution of mediation in education and its future role in teaching and learning processes. There is an agreement on the fact that mediation will grow to be more relevant in education, noticing already this increasing interest in the way publishing houses are adding mediating activities in their new books. Nonetheless, one of the teachers seems uncertain about the evolution of mediation in the educational curriculum since she has witnessed and has had to adapt to how fast and often educational laws change. Mediation is starting to be seen as a convenient resource to be present in practical lessons as a way for students to improve themselves and well as learn English. This is reflected in the fact that is now considered a competence to be evaluated along with the rest of the skills. As mediation's inclusion could entail (and is entailing) a change in the classroom methodology and practice is presented as a challenge for teachers, but they are willing to learn about mediation and adequate ways to use it and promote it. Because of their role as teachers they are aware of their duty to keep updated in the educational environment, and as passionate for the

English language some of them confess that after this interview they are more curious than before about mediation and everything this concept implies.

5. Proposal

This section will provide a proposal of how mediating activities can be integrated in the classroom. This proposal involves adapting materials from the coursebook from the *Think Ahead Student's Book* for 4th ESO students by Burlington Books. This student's book does not contain mediation and mediating activities as such yet, but they could be included within each unit in different ways. In particular, this proposal will adapt five mediating activities for the fifth and sixth unit in different sections. These units can be seen in Appendix 2.

Since each unit/module is subdivided in three sections that deal with different topics and English competences, five mediating activities have been adapted in order to be included in almost each of them.

The first and second activity would be included in Module 5: Mother Nature. The first one would be part of Section A: Plant Power. The purpose of this oral mediating activity is to develop students' ability to relay specific information and use mediation to give suggestions and information in the context of environmental issues with the infographic provided as seen below.

MODULE 5: MOTHER NATURE
Section A: Plant Power
ORAL MEDIATION

Your friend Andrew is worried about the condition of the planet and wants to be more responsible. Give him suggestions to take care of the environment with the information and tips that you have read in a magazine.

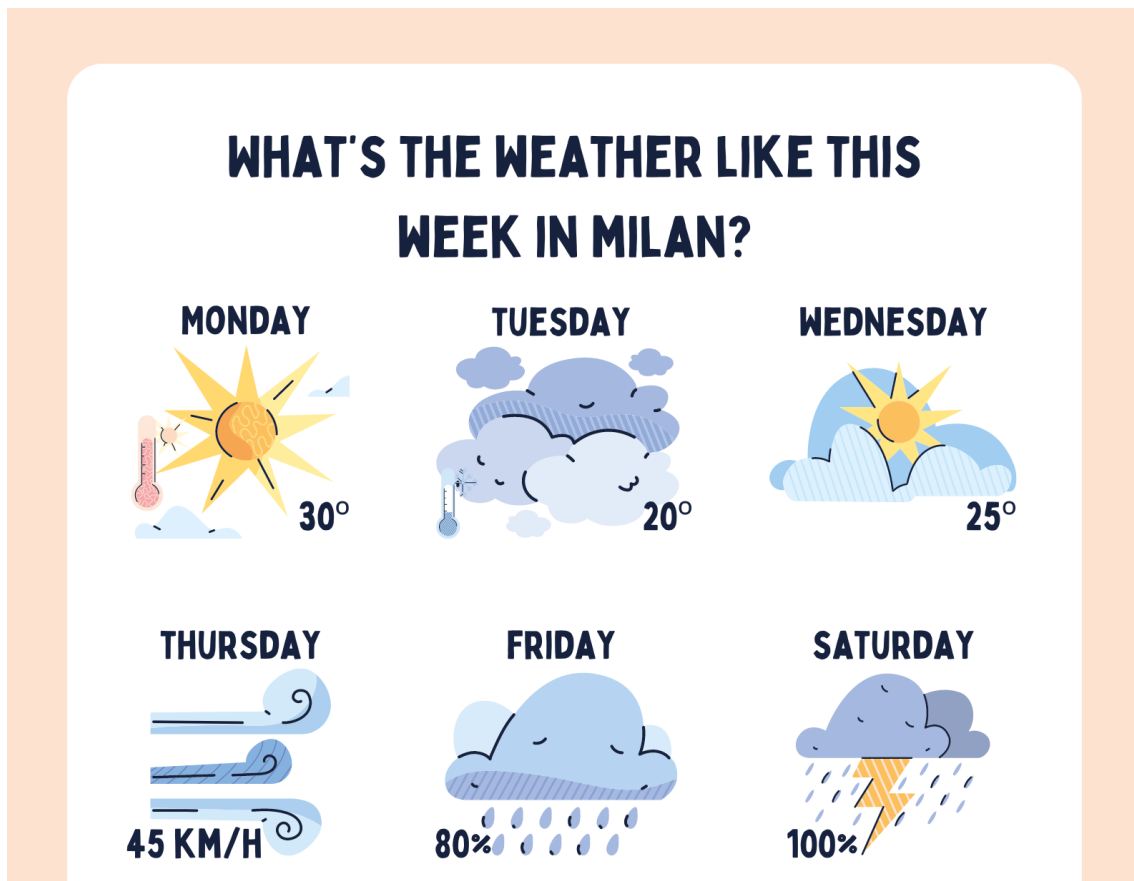


This activity could be done right before turning to the reading exercise (in page 86), so that the order of practising the skills according to the exercises would be mediation, reading, listening and speaking – a balanced sequence.

The second activity would be included in Module 5: Mother Nature, in Section C: Extreme Weather. This oral mediation activity is designed for students to explain data and verbalise information from a provided image of a weather chart to another student based on a given scenario, which can be seen below.

MODULE 5: MOTHER NATURE
Section C: Extreme Weather
ORAL MEDIATION

Tomorrow, your friend Vanessa is going on a trip to Milan and she doesn't know what to expect from the weather, so you check it. Tell her the meteorological conditions she will find.



This activity could possibly replace exercise 5 on page 93, as even though they look similar, the approach of the proposed activity is highly suited for mediation since it meets the necessary requirements to be a mediating activity – being able to interpret and describe information presented in a diagram.

The third, fourth and fifth activity would be included in Module 6: Trending Now.

The following activity would be part of Section A: Dressing Up.

MODULE 6: TRENDING NOW
Section A: Dressing Up
WRITTEN MEDIATION

You have read this article about a type of clothes that scientist have developed. Summarise the main ideas that are mentioned in this article.

SCIENTIST MAKE SELF-REPAIRING CLOTHES

Humans have learnt many things from nature that help us in our daily life. The latest thing is self-repairing clothing. Scientists have developed a way for cotton, linen and wool clothes to repair themselves, without the need for sewing. Scientists from the Naval Research Office and Pennsylvania State University in the USA looked at how squid can cling on to things so well. They found a protein in the teeth that cover the suckers on a squid. The protein is like the one found in the silk that spiders use to make spider webs. It is very strong and stretchy.

The new protein is now part of a coating, which is put on clothes. A rip or tear in clothes joins together in less than a minute after it is dipped in water. This could be useful for military and survival clothes. People will be safer with clothes that repair quickly and easily. A scientist spoke about the invention. He said: "The coatings are thin, less than a micron, so they wouldn't be noticed in everyday wear." He added: "Even thin, they increase the overall strength of the material. For the first time, we are making self-healing textiles."

Source:


Scientists make self-repairing clothes. www.breakingnewsenglish.com. (2016, August 16). <https://breakingnewsenglish.com/1608/160816-self-repairing-clothes-2.html>

The aim of this written mediating activity is students being able to summarise an article about fashion, processing the information and understanding it to condense it and reformulate it. An adapted piece of news has been used so that it is accessible to their English level. It could be done right after the listening exercise 9 in page 101, right in the middle of section A before getting into the part of grammar in pages 102 and 103 to try to avoid mixing skills and competences.


The fourth activity would be included in Section B: Going Online, which can be seen below.

MODULE 6: TRENDING NOW
Section B: Going Online
WRITTEN MEDIATION

Your British friend Paul is afraid of suffering a cyber-attack. You have found this information but he does not know Spanish. Write an email telling him the relevant information.



**4 PASOS
PARA NO SUFRIR
UN CIBERATAQUE**

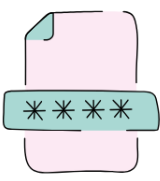


**1 NUNCA DESCARGUES
CONTENIDO PIRATA**

Es ilegal, peligroso y no es ético. Puede tener consecuencias legales y puedes sufrir el riesgo de exponer información personal.

**2 USA CONTRASEÑAS
SEGURAS**

Una contraseña segura debe incluir una mezcla de letras, números y símbolos. Cada cuenta debe tener una contraseña y ser única.

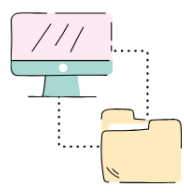


**3 TEN UN ANTI-VIRUS EN
EL ORDENADOR**

Es una herramienta esencial para defenderte contra los virus y los ciberataques. También protege tus datos y tu hace que tu sistema sea más rápido.

**4 HAZ COPIAS DE
SEGURIDAD**

Realiza una copia de seguridad de manera regular para asegurarte de que puedes recuperar tus documentos en caso de emergencia o fallo del sistema.



In this written mediating activity students will be able to interpret a text and reproduce an approximate translation that retains the necessary information in the form of an email. The aim is to achieve communication in an interlinguistic context, forcing students to be clear and accurate when conveying the message. It could be done after exercise 14 on page 106, since it addresses the possible problems of social media. The activity designed provides an infographic in Spanish focusing on ways to avoid cyber-attacks in order for students to interpret the written text and transform it to create an appropriate translation while maintaining the meaning of the original one.

The fifth and last activity would be included in Section C: Bon Voyage. The objective of this written mediating activity is that students are able to take notes while watching a video about tourism in Paris, grasping the relevant information and express then coherently. The activity would be presented as the following:

MODULE 6: TRENDING NOW
Section C: Bon Voyage
WRITTEN MEDIATION

You are going on a trip to Paris and you want to gather information about things you can do there. Take notes of the information you find relevant.

Remember!

- You can take notes as a list of key points.
- Be precise with you notes in order to complete them using your own words.

You will have 2 minutes to check it.



Top 5 Things To Do In Paris, France | Travel Guide

2 visualizaciones · hace 6 meses

Easy Travel

Welcome to our latest travel guide on the mesmerizing city of Paris! In this video, we're taking you through a journey to discover ...

Source: Easy Travel. (2023, November 1). *Top 5 things to do in Paris, France | Travel Guide*. YouTube. https://www.youtube.com/watch?v=ijsn6W8_2Rk

The video can be played twice in order for students to complete the information from the video. They can use their own words always being faithful and accurate to the ideas mentioned. Students are encouraged to use a list of key points to facilitate the task. This activity could be done after exercise 15 in page 110 because it also mentions Paris and so, could be thematically related.

6. Conclusions

The purpose of this thesis has been to analyse whether mediation is being taught in Compulsory Secondary Education and make a proposal of how mediating activities can be introduced in the classroom. The evident result of this thesis is the existence of a discrepancy that indicates a gap between the CEFR's vision for mediation and mediating activities and the actual practical implementation in the classroom. The CEFR provides guidelines for mediation and includes tasks for practising it that appears to be inconsistent with real-life experiences. One reason for the existence of this gap is the clear lack of training and lack of resources that educators face to teach mediation properly. Additionally, the CEFR sets a series of expectations that are not possible to fulfil due to the diverse situations that take place in the classroom, such as the limited time of lessons. As a result, the mediation competence ends up being assessed yet as another of the traditional language skills (writing, reading, listening and speaking). However, the gap seems to be narrowing down since the second conclusion reached has been the positive attitude towards mediation, the recognised importance of mediating activities and their benefits. The inclusion of mediation and mediating activities in the classroom translate in better results in students in relation to learning a second language such as English, since it has been repeated and mentioned the effectiveness among those teachers who do include them in their lessons. The ones who do not, are ready to accept and be provided

with materials as to comply with the new educative curriculum and keep up with teaching strategies.

The activities proposed in this thesis would enable the integration and inclusion of mediation in the classroom so that it could be assessed as a communicative competence just as the curriculum requires. With the intention of facilitating and illustrating those teachers who do not include it in their lessons, these mediating activities relate to materials already provided by a student's book making them more accessible and easier to implement. Inspired by existing materials and resources, these activities can be used as a model for teachers to incorporate mediation into their teaching while helping them to better understand the concept and its dynamics.

Due to practical limitations with the number of interviews carried out, the conclusions of this thesis cannot mirror the general and current reality of mediation and mediating activities in the Spanish classrooms. Still, the conclusions that have come up from this particular thesis are revealing and interesting, offering the perception of a small number of English teachers that could encourage a deeper investigation on whether mediation is actually integrated in Compulsory Secondary Education in Spain or not, in which ways, and the reasons for it.

7. Bibliography

Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters.

Boletín Oficial de Aragón. (2018). ORDEN ECD/823/2018, de 18 de mayo, por la que se regula el Modelo BRIT- Aragón para el desarrollo de la Competencia Lingüística de y en Lenguas Extranjeras en centros docentes públicos no universitarios de la Comunidad Autónoma de Aragón. Boletín Oficial de Aragón del 25 de mayo (BOA). Núm 101.

Boletín Oficial de Aragón. (2024). RESOLUCIÓN de 14 de marzo de 2024, del Director General de Planificación, Centros y Formación Profesional, por la que se convocan las pruebas de certificación para alumnado oficial y libre en los niveles Básico A2, Intermedio B1, Intermedio B2, Avanzado C1 y Avanzado C2 de las enseñanzas de idiomas de régimen especial de las escuelas oficiales de idiomas de la Comunidad Autónoma de Aragón para el curso 2023-2024. Boletín Oficial de Aragón. Núm 59.

Boletín Oficial del Estado. (2017). Real Decreto 1041/2017, de 22 de diciembre, por el que se fijan las exigencias mínimas del nivel básico a efectos de certificación, se establece el currículo básico de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2, de las Enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, y se establecen las equivalencias entre las Enseñanzas de idiomas de régimen especial reguladas en diversos planes de estudios y las de este real decreto. Boletín Oficial del Estado de 23 de diciembre (BOE). Núm. 311 127773-127838.

Boletín Oficial del Estado. (2022). Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. Boletín Oficial del Estado de 30 de marzo (BOE). Núm 76.

Bonilla, R. N., & Molina, M. V. (2020). La mediación y su impacto en las aulas de las escuelas oficiales de idiomas. *e-CO: Revista digital de educación y formación del profesorado*, (17), 529-540.

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language*.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. <https://rm.coe.int/16802fc1bf>, retrieved on June 25th, 2021

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Companion Volume with New Descriptors*, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>.

Dendrinós, B. (2006). Mediation in communication, language teaching and testing. *Journal of Applied Linguistics*, 22(1), 9-35.

Dendrinós, B. (2013). Testing and teaching mediation. *Directions in English language teaching and testing*, 1.

Easy Travel. (2023, November 1). *Top 5 things to do in Paris, France | Travel Guide*. YouTube. https://www.youtube.com/watch?v=ijsn6W8_2Rk

Greenebaum, E. H. (1999). On teaching mediation. *Journal of Dispute Resolution*, 1999(2), 115-152.

Scientists make self-repairing clothes. www.breakingnewsenglish.com. (2016, August 16). <https://breakingnewsenglish.com/1608/160816-self-repairing-clothes-2.html>

Stathopoulou, M. (2015). *Cross-language mediation in foreign language teaching and testing* (Vol. 43). Multilingual Matters.

Roth, W. M. (2007). On mediation: Toward a cultural-historical understanding. *Theory & Psychology, 17*(5), 655-680.

Marks, L., & Scott, A. (2019). *THINK AHEAD Student's Book ESO 4*. Burlington Books.

Mason, M. (2000). *Teachers as Critical Mediators of Knowledge.* *Journal of the Philosophy of Education, 34*(2), 343–342. doi:10.1111/1467-9752.00177

VYGOTSKY, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>

8. Appendix

Appendix 1. Interview questions.

Appendix 2. Module 5 and 6 from *Think Ahead Student's Book* (Burlington Books) for 4th ESO.

Appendix 1. Interview questions.

1. How would you describe or define the concept of “mediation”?
2. Which courses do you teach?
3. Do you include mediating activities in the classroom?

If the answer is yes:

- 3.1 How much time do you spend working with mediation in the classroom?
- 3.2 Do the activities depend on the student's level in the English language?
- 3.3 In which ways do you adapt mediating activities to meet the needs and learning styles of students in your classroom?
- 3.4 Which type of mediating activities do you use? Why not others?
- 3.5 What piece of advice would you give to teachers who are trying to introduce mediating activities in the classroom?



If the answer is no:



- 3.6 Which is your main reason for not including activities in the classroom?
 - 3.7 What would have to change in order for you to include mediating activities in the classroom?
 - 3.8 Have you observed other teachers successfully integrating mediating activities into their teaching, and if so, what aspects of their approach do you find inspiring or worth considering?
4. Do you think practising mediation is useful for students?
 5. How do you see the concept of mediation evolving in education, and what role do you think it will play in the future of teaching and learning?

Appendix 2. Module 5 and 6 from *Think Ahead Student's Book* (Burlington Books) for 4th ESO.

Contents

SKILLS

	Sections	Vocabulary V	Grammar Gr	Reading 	Listening 
MODULE 4: All in the Mind Page 63	A: Perfect Sense	The senses	Gerunds and Infinitives		Descriptions of experiences
	B: Brain Power	Memory	Modals: <i>may, might, can, could, be able to</i>	Memory Games A magazine article	An online lesson
	C: Don't Panic!	Fears and phobias	Modals: <i>must, have to, need to, should</i>	Jacqui's Story A web article	A class discussion Slideshow: Phobias
Review 2 Page 79	Vocabulary Review		Grammar Review		
MODULE 5: Mother Nature Page 83	A: Plant Power	Nature	Zero Conditional First Conditional Time Clauses	Mushrooms to the Rescue An article	A radio interview
	B: The Animal World	Animals	Second Conditional Third Conditional	Fooled You! An educational article	A class trip
	C: Extreme Weather	Weather Slideshow: Climate Quiz	Conditionals Time Clauses		News reports
MODULE 6: Trending Now Page 99	A: Dressing Up	Clothes and fashion	Reported statements		A radio report A teen presentation
	B: Going Online	Social media Slideshow: Social Media Apps	Reported questions	The Influencers Profiles	Discussions
	C: Bon Voyage	Travel	Reported orders, requests, offers and suggestions	Here Come the Megaships! A blog post	A conversation
Review 3 Page 115	Vocabulary Review		Grammar Review		
Pairwork Appendix Page 119		Pronunciation Appendix Page 121		Grammar Lab Page 124	

Speaking 	Writing Tasks 	Collaborative Project	Life Skills	Culture Magazine	Key Competences*
Discussing rules Discussing likes and preferences Video: At the Museum	An advert	A Classroom Display	Giving Warnings Video: Look Out!	Extreme Athletes Video: Extreme Sports	1 2 3 4 5 6
Talking about abilities /əʊ/, /aʊ/	A memory box				1 2 3 4 5 6
Describing a frightening experience /ɛ/	A blog post <i>Connectors of purpose</i> <i>Connectors of result</i>				1 2 3 4 5 6 7

Skills Check

Literature: *Frankenstein*

Speculating about a picture /ʌ/, /æ/, /ɪ/ Video: The Camping Trip	Speculations about a picture	A Brochure	Agreeing and Disagreeing Video: Quiz Time!	A Day at the Museum Video: Wikipedia	1 2 3 4 5 6
Asking and answering questions	A poster				1 2 3 4 5 6 7
Discussing the weather /ɜ:/, /ɔ:/	A news report <i>The apostrophe</i> <i>Synonyms</i>				1 2 3 4 5 6
Talking about fashion choices /tʃ/, /dʒ/, /j/	Notes about an interview	A Future Trends Poster	Checking in to a Hotel Video: Home or Away?	Hotel History Video: Home or Hotel?	1 3 4 5 7
Talking about social media /ʌ/, /ɑ:/	A survey about social media				1 3 4 5 6 7
Discussing travel plans Video: A Trip to France	An e-mail of application <i>Formal and informal language</i>				1 3 4 5 6 7

Skills Check

Literature: *The War of the Worlds* *

* Key Competences: 1. linguistic 2. maths, science and technology 3. digital 4. learning to learn 5. social and civic 6. initiative and entrepreneurship 7. cultural

Mother Nature

Section A: Plant Power

In this section, you will:

- learn vocabulary: nature
- use the Zero and First Conditional and Time Clauses
- practise speculating about a picture

In order to:

 **Speculate about a picture.**



Section B: The Animal World

In this section, you will:

- learn vocabulary: animals
- use the Second and Third Conditional
- practise asking and answering questions

In order to:

 **Make a poster.**



Section C: Extreme Weather

In this section, you will:

- learn vocabulary: weather
- use Conditionals and Time Clauses
- practise discussing the weather

In order to:

 **Write a news report.**



Collaborative Project: A Brochure

Life Skills: Agreeing and Disagreeing

EXTRA

Culture Magazine: A Day at the Museum

IC/IS COMMUNICATION VIDEO



The Camping Trip, page 87

IC SLIDESHOW



Climate Quiz, page 93

IC/IS LIFE SKILLS VIDEO



Quiz Time!, page 98

IC/IS CULTURE VIDEO



Wikipedia, page 146

A Plant Power

Nature  

IS FLIPPED CLASSROOM

IC VOCABULARY PRESENTATION

1 Read the suggestions for ways to enjoy nature on the website below. Pay attention to the words and expressions in green. Which suggestion do you think is the best one?

NATURE LOVERS' CORNER

HOME | VOLUNTEER PROJECTS | NEWS | THINGS TO DO

It's time to get out of the house and enjoy nature with your friends and family! Here are some of our top suggestions:

Plant a fruit tree

If you have your own trees, you'll enjoy fresh, tasty fruit. Caring for the trees is part of the fun.

How to Plant a Tree:

Dig a deep hole in the **soil** and plant the tree.

Water it every two weeks.

Once a year, put fertiliser around the **trunk**.

Remove dead **branches**.

Trees **freeze** if the temperature is very low, so make sure you cover them in winter.

Don't **pick** the fruit too early.

Bon appétit!



Nature campsites

Surrounded by magnificent **peaks**, Magic Mountain Campsite is the place to enjoy nature and **get away from it all!** You can hike to clear blue lakes, rappel down rocky cliffs and explore hidden **caves**. Or just **wander** through the **woods** and have a picnic in the **shade** of a tree. After a day of adventures, watch the **sunset** from the nearby beach.

The joys of ocean kayaking

Get up at **dawn** and **head for** the beach! Then set out in your kayak and watch the **sunrise**, surrounded by ocean **waves**, sea birds and, if you're lucky, dolphins. If you kayak, you'll experience absolute tranquility. Just remember to return before the **tide** goes out!



3 Answer the questions.

1. What dangerous things might you find in a cave?
2. What time is sunset in your area tonight?
3. Where can you find shade in the city?
4. In what sports do people ride on waves?
5. Why does snow melt very slowly on mountain peaks?
6. Which vegetables do people dig for? Which do they pick?

2 Copy and complete the sentences. Use the words in green in Exercise 1.

1. If we get up early enough, we'll see the ...
2. I can't climb the tree. It's lowest ... are too high to reach.
3. It's getting late. We should ... the campsite.
4. Farmers need fertile ... to grow things in.
5. All of our things got wet when the ... came in.
6. In Oaxaca, Mexico, you can see the widest tree ... in the world.
7. We found lots of mushrooms in the ... today.
8. Let's ... around and explore the town.



4 Complete the chart with as many geological features as you can.

Land	Water
forest	lake



5 Listen and repeat. Pay attention to the pronunciation of /ʌ/, /æ/ and /u:/.

1. sunset • fun • trunk /ʌ/
2. campsite • magic • kayak /æ/
3. through • blue • fruit /u:/

→ PRONUNCIATION APPENDIX, Module 5, Exercises 1-2, page 123

→ WORKBOOK, page 56

Zero and First Conditional, Time Clauses

Gr V  

IS FLIPPED CLASSROOM

IC GRAMMAR PRESENTATION

- 6** We use the Zero Conditional to describe general truths. Look at the chart.

Zero Conditional

If you **heat** water to 100°C, it **boils**.
I always **wear** a hat **if I go** hiking on a hot day.

→ GRAMMAR APPENDIX, WORKBOOK, page 100

We use the First Conditional to talk about a result that will or won't occur if a condition takes place. Look at the chart.

First Conditional

If the plant **is** healthy, it **will grow** quickly.
Unless the weather **turns** bad, they **will sleep** in the woods.

→ GRAMMAR APPENDIX, WORKBOOK, page 101

We use time clauses for general statements and future events. In time clauses, we use words such as *when, as soon as, before, after, once* and *the moment (that)*. Look at the chart.

Time Clauses

Plants **need** extra water **when it doesn't** rain.
We **will head** for the beach **before** it gets too hot.

→ GRAMMAR APPENDIX, WORKBOOK, page 102

- 7** Match the sentence beginnings in A to the endings in B. Then complete them using the Zero Conditional.

A

1. Bees don't make honey
2. If you want your garden to grow,
3. Forest fires don't usually start
4. A cabbage produces toxins
5. If it rains just a little,
6. If you pick a plant,

B

- a. if an insect ... (bite) it.
- b. unless people ... (be) careless.
- c. it ... (feel) pain.
- d. you ... (have to) work hard.
- e. unless flowers ... (produce) pollen.
- f. the river ... (not flood).

- 8** Copy and complete the sentences with the correct verb in brackets. Use the First Conditional.

1. If the farmer ... that fruit too early, it ... sweet. (pick, not taste)
2. You ... the sunrise unless you ... at dawn. (get up, not see)
3. My grandfather ... soon if he ... in the shade. (not rest, get tired)
4. You ... the peak of the mountain if you ... for about three hours. (reach, climb)
5. We ... unless the lake ... (freeze, not go skating)

- 9** Copy and complete the sentences with the correct form of the verbs in list A. Then find the correct word or number in list B to make each sentence true.

A pull • freeze • pass • turn on • reach • feel

B tides • cave • shade • 0° • trunk • leaf

1. We won't see anything in this ... before you ... your torch.
2. When each year ... , a ring grows inside the ... of a tree.
3. Photosynthesis begins the moment that sunlight ... a
4. We ... cooler as soon as we rest in the
5. When the moon's gravity ... the ocean, the ... go in or out.
6. Rivers and lakes ... once the temperature gets colder than

- 10** Complete the text with the verbs in brackets. Use the Zero or First Conditional or time clauses.

HEALING FORESTS

If you ¹ ... (want) to relax next weekend, you ² ... (probably / listen) to music or play computer games. However, there might be better ways to rest.

We know that people ³ ... (feel) tranquil when they ⁴ ... (walk) in a forest. But now research has proved that being in nature has a real physical effect, reducing stress by changing your brain activity and slowing your body rhythms.

In South Korea, stress has become a national health problem. The government there has realised that the problem ⁵ ... (not improve) unless they ⁶ ... (do) something about it. That's why they've created "Healing Forests" all over the country. These are green places where people ⁷ ... (go) when they ⁸ ... (want) to get away from it all. If anyone ⁹ ... (need) help relaxing and letting nature heal them, specially trained Forest Healing instructors ¹⁰ ... (show) them how to do it.

As for me, I don't live near a Healing Forest. But I know that as soon as I ¹¹ ... (finish) my next exam, I ¹² ... (head) for the woods near my house!



THINK TANK

How do you relax when you're stressed? Do you think being in nature helps people relax?

11 Write questions with the words below. Use the key.

Z = Zero Conditional F = First Conditional T = Time clause

- What / happen / to snow / if / the weather / get warm (Z)
What happens to snow if the weather gets warm?
- If / we / cut down / too many trees, / how / the atmosphere / change (F)
- What / a river / become / if / it / flow / over a cliff (Z)
- After / a bee / drink / nectar, what / it / make (T)
- What / wind / create / when / it / move / across the ocean (T)
- How / coral reefs / react / we / not stop / polluting the oceans (F)

12 With a partner, take turns asking and answering the questions in Exercise 11. How many answers do you both know?

What happens to snow if the weather gets warm?

If the weather gets warm, snow melts.

GRAMMAR LAB Do exercises 1-4, page 134

Reading an article

13 Read the first sentence only of paragraphs 1-5. Which paragraph/s describe ...

- how fungi help plants
- the uses of fungi in medicine
- why fungi are included in *Star Trek*
- what fungi are
- how fungi can help the environment

14 Read the entire article and check your answers to Exercise 13.

Mushrooms to the Rescue

If you watch *Star Trek: Discovery*, you know the character Paul Stamets, a scientist who's mad about the power of mushrooms. Mushrooms make **fantastic** soups and sauces, but why did *Star Trek's* creators put them in their script? The answer is, they were inspired by the real Paul Stamets, an American mycologist, or fungi scientist. His work convinced them that fungi, like mushrooms for example, can **save** the world.

Fungi aren't plants, but they aren't animals either. There are about 1.5 million weird and **wonderful** species of fungi. Many of these species are edible, while others are **extremely poisonous**. They come in every colour of the rainbow, from hot pink to bright blue, and some even glow in the dark. They grow everywhere – on land and in water, in sun or shade, on tree branches and leaves.

Creating **enormous** underground networks, the job of many fungi is to transfer the minerals and nutrients in soil to plants, in exchange for sugars that the plants give them. In fact, most plants wouldn't survive without fungi – and therefore humans wouldn't either. But Stamets is more interested in other fungi powers.

Fungi are great at protecting themselves against bacteria using natural chemicals – in fact, we already use these chemicals to make antibiotics. The problem is, ordinary antibiotics don't work on new, resistant superbugs. However, if you take those nasty bacteria and

feed them to a fungus, the fungus will produce a new chemical designed specifically to fight it! This is just what we need to make new, more effective antibiotics.

Fungi can help us solve other problems as well. After a tsunami caused a disaster at Japan's Fukushima nuclear reactor in 2011, a **huge** area around it became radioactive. Stamets wants to decontaminate the area using fungi which absorb nuclear radiation. Other types of fungi can do the same with oil, making them the ideal way to clean up oil spills all over the world.

And how about using mushrooms as a natural insecticide? When fungi "assassins" meet insects such as ants, they invade their bodies, grow inside them and then kill them. If we learn to use these **lethal** powers, mushrooms will become the perfect alternative to toxic pesticides.

In *Star Trek*, Paul Stamets uses mushrooms to help save the world from enemy aliens. In real life as well, mushrooms can help **rescue** us and our planet if we use their superpowers effectively.

NOTICE!

We use **synonyms** rather than repeating the same word so that our writing will be more varied. Look at the bolded words in the text and find four pairs of synonyms.

15 Choose the correct answer.

1. The writers of *Star Trek* got the idea of including mushrooms in their show from ...
 - a. another series
 - b. a person
 - c. recipes
2. Chemicals produced by fungi ...
 - a. will be used in the future to fight superbugs
 - b. are now used to fight superbugs
 - c. cannot kill superbugs
3. What do all the uses of fungi have in common?
 - a. They remove toxins from the environment.
 - b. They use the fungi's natural abilities.
 - c. They are found in the same type of fungus.
4. In the last paragraph, the writer's purpose is to show that ...
 - a. just as mushrooms are useful in *Star Trek*, they can be useful in real life
 - b. mushrooms are used differently in real life and in *Star Trek*
 - c. humans can use mushrooms to fight enemy aliens

16 Decide whether the statements are true (T), false (F) or the text doesn't say (DS). Then correct the false statements.

1. Paul Stamets is an actor in *Star Trek*.
2. Fungi are found in many types of environments.
3. Fungi and plants need each other to survive.
4. Most fungi are naturally poisonous to humans.
5. Fungi have decontaminated the Fukushima area.
6. Pesticides made from fungi are not toxic.

A radio interview

17 Listen to the interview. Why do young trees sometimes need help?

18 Listen again and complete the sentences.

1. Cabbage plants send a ... by producing a gas.
2. The other cabbages ... themselves by producing toxic chemicals.
3. Most people think that trees ... with each other in a forest.
4. The fungi in a forest form a ... that connects the trees to each other.
5. Scientists call this the ... Wide Web because it is similar to the Internet.
6. Older trees help young trees survive by ... to their roots.

Speculating about a picture

IC/IS VIDEO: THE CAMPING TRIP



19 Look at the picture James and Emma chose of the Year 8 camping trip for the school's online newspaper. Watch or listen and complete James' comments and questions.



1. It's of the kids at ...
2. They've probably just come back from swimming ...
3. What do you suppose they're cooking over ... ?
4. If you ... , you can see that it's marshmallows.
5. He looks ...

20 Watch or listen again and match Emma's comments and responses to James'.

- a. No, I'd say they were kayaking or rafting.
- b. I'm not sure. It's hard to tell.
- c. It seems like a nice place.
- d. I imagine being with the students all weekend made him very tired!
- e. Oh, yes. You're right.

21 With your partner, make as many speculations as you can about the picture in Exercise 19.

It looks like they're in a forest.



TASK

1. With a partner, choose a picture on page 120.
2. Write at least six sentences to speculate about the picture. Use the language in Exercises 19 and 20 to help you.
3. Discuss your speculations with your partner.

B The Animal World

Animals

IS FLIPPED CLASSROOM

IC VOCABULARY PRESENTATION

- 1 Look at the blog page. Read the descriptions of scenes from the TV series *Planet Earth II*. Pay attention to the words in orange. Which scene do you think would be the most interesting to watch?



Jenny's TV blog

Watching the BBC's spectacular documentary *Planet Earth II* gave me views of nature I'll never forget. If I hadn't watched it, I would never have known that flamingos dance in groups of thousands, or that a frog can kick a wasp. Here are some of the most outstanding scenes:

A huge **herd** of reindeer marches across the snow and ice, unaware that a **predator** is waiting – a hungry Arctic **wolf**. The wolf chases a reindeer **calf**, but the calf **outruns** it! The wolf must continue to **hunt**.

Rare snow leopards are seen walking along rocky paths, high up in the mountains. Their **spots** are the perfect camouflage in their mountain environment.

A tiny male glass frog guards his eggs. Suddenly, **deadly** wasps fly in to grab them, but the **fierce** frog kicks them hard! None of his babies become **prey**.

Huge **flocks** of flamingos do an amazing dance, across the ice in order to attract a **mate**.

Ibexes, a kind of **goat** with **stripes** on their horns, are living on a perpendicular cliff. If their **young** weren't outstanding climbers, they would fall to the **foxes** that are waiting below!

- 2 Answer the questions.

1. Which animal is usually bigger, a fox or a wolf?
2. What does a tiger have, spots or stripes?
3. Which animal gets eaten, prey or predator?
4. Which group has birds in it, a herd or a flock?

- 3 Rewrite the sentences by replacing the words in bold with words in orange from Exercise 1. Make any necessary changes.

1. Some penguins stay with the same **partner** for life.
2. Lions are able to **chase and kill** even large animals such as buffalos.
3. A scorpion's venom can be **fatal**.
4. Hippos look gentle, but they can be **dangerous and aggressive**.
5. A cheetah can **run faster than** all other animals.
6. Elephant females help each other take care of their **babies**.

-  4 Give at least one example of an animal that has got ...

- | | |
|-------------|-------------|
| a. fins | d. whiskers |
| b. a trunk | e. a beak |
| c. feathers | f. fur |

→ WORKBOOK, page 58

Second and Third Conditional

Gr   

IS FLIPPED CLASSROOM

IC GRAMMAR PRESENTATION

- 5 We use the **Second Conditional** to talk about a **hypothetical or unreal situation** and to give advice. Look at the chart.

Second Conditional

I **would get** a dog **if I had** time to look after it.
If I **were** you, I **wouldn't touch** that spider.

→ GRAMMAR APPENDIX, WORKBOOK, page 101
→ IRREGULAR VERB LIST, pages 138-139

When we talk about something that can never happen because the time has already passed, we use the **Third Conditional**. Look at the chart.

Third Conditional

If you **had read** that article, you **would have learned** a lot about marine animals.
The calf **wouldn't have escaped** if it **hadn't outrun** the wolf.

→ GRAMMAR APPENDIX, WORKBOOK, page 101
→ IRREGULAR VERB LIST, pages 138-139



6 Match A to B to form sentences. Then copy and complete the sentences with the verbs in brackets. Use the Second Conditional.

A

1. Zebras ... (look) like horses
2. If Arctic foxes ... (not turn) white in winter,
3. If fish ... (have) wings,
4. Predators ... (not catch) their prey
5. I ... (not go) near that snake
6. If wolves ... (not protect) their young,
7. We ... (have) lots of mice

B

- a. other animals ... (see) them.
- b. if I ... (be) you.
- c. they ... (not survive) for long.
- d. they ... (fly).
- e. if they ... (not have) stripes.
- f. if they ... (not use) clever hunting methods.
- g. if our cat ... (not hunt) them.

7 With a partner, take turns asking and answering the questions below.

What would happen if ...?

1. polar bears didn't have thick fur
2. a lion escaped from the zoo
3. all the bees disappeared
4. wolves were as friendly as dogs
5. you saw a mouse in your bedroom

What would happen if polar bears didn't have thick fur?

If polar bears didn't have thick fur, they would freeze to death.

8 Copy and complete the sentences with the verbs in brackets. Use the Third Conditional.

1. I ... (watch) the documentary if I ... (not fall) asleep.
2. The mother bear ... (attack) us if we ... (go) near her young.
3. If you ... (come) kayaking with us, you ... (see) lots of dolphins.
4. The panther ... (have) a good meal if it ... (catch) the rabbit.
5. If people ... (not hunt) the Pyrenean ibex, it ... (not become) extinct.
6. The bird ... (give) a warning call if it ... (hear) the cat.

9 Complete the sentences. Use the Third Conditional.

1. My cat didn't look sick, so I didn't take him to the vet.
I would have
2. Humans polluted the ocean, so the fish ate plastic.
If humans
3. Janet didn't go home after school, so she didn't walk the dog.
Janet would
4. The birds flew away because you made a loud noise.
If you
5. I didn't train my dog, so its behaviour didn't improve.
My dog's behaviour
6. The panda didn't find a mate, so it didn't have cubs.
If the panda

NOTICE!

In second and third conditionals, we usually use *would* in the result clause, but we can also use other modals.

I could / might have fed the dog if you had bought dog food.

10 Complete the text with the correct form of the verbs in brackets. Use the Second or Third Conditional.



Save Birds with Scrunchies!

Cats are great hunters that kill rats and mice. However, we'd all feel happier if these fierce little animals ¹ ... (not like) hunting birds as well. Every year, cats kill 2.4 billion birds in the United States alone. Many bird species have become extinct, and scientists say that this ² ... (not happen) if cats hadn't hunted them. However, there might be a simple solution: scrunchies. Using these colourful collars will enable birds, who have good colour vision, to see the cats and fly away before they get too close. If all cats ³ ... (wear) them, birds would have a better chance of survival. But what about rats and mice? Cats ⁴ ... (have) a hard time hunting rats and mice if they could see the scrunchies, but the colour vision of rats and mice isn't good at all!

Email | Print | Comment

KKate: My cat killed a beautiful blue bird last week. If I ⁵ ... (know) about scrunchies, I might have prevented this.
12/8 16:05 | Comment | Like | Email

SunnyO: Birds ⁶ ... (be) safer if people kept their cats indoors!
12/8 16:13 | Comment | Like | Email

THINK TANK

Why do you think birds need good colour vision?

GRAMMAR LAB Do exercises 5-7, pages 134-135

 11 Read an article on an educational website. What do all the predators have in common?



AMAZING ANIMALS.COM

News | Articles | Forum | Pics | Links |

Fooled You!

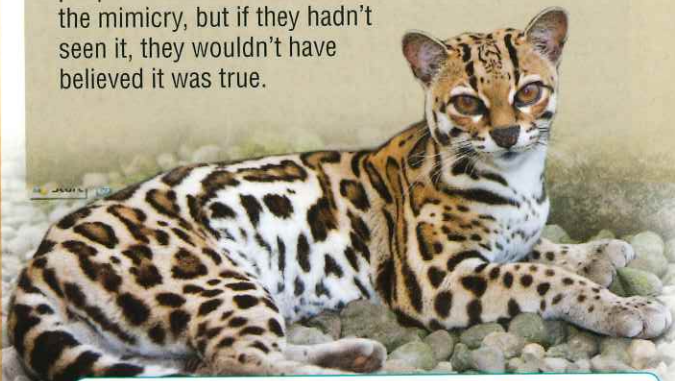
The animal world is full of clever predators. Here are some of the cleverest ones!

A: Blister Beetles

When a male digger bee sees a female, he'll fly over to check her out. However, what he thought was a mate might actually be a mass of baby blister beetles! Hundreds of these tiny bugs get together to form a bee-sized ball and then produce a chemical that smells exactly like a female bee's scent. When the male comes to investigate, they jump onto his body and fly off with him. As soon as he finds a real female, the beetle hitchhikers jump onto her. She then unsuspectingly takes them all to her nest, where they eat her eggs for dinner.

B: The Margay

The margay is a small but fierce wildcat with a pattern of stripes and spots on its fur. One of its favourite meals is a small monkey whose young have a special call when they're in danger. The clever margay mimics the sound of a frightened baby monkey, knowing that soon the worried adults will come running to find out what's wrong. It's so much easier than chasing them through the trees! Margays are rarely seen, but a group of scientists actually witnessed one doing this trick in a Brazilian jungle. The people from the area had told them about the mimicry, but if they hadn't seen it, they wouldn't have believed it was true.



NOTICE!

We use **apostrophes** (') in different ways. In the text, find apostrophes that are used to show:

- where letters have been omitted in a contraction
- saxon genitive

Then look at the words in bold in Part B. What is the difference between *its* and *it's*?

C: Green Herons

If green herons just stood around hoping for fish to show up, it would mean a very long wait. That's why they've developed a better way to catch their prey: by using bait just like a fisherman! These hungry birds drop small objects, such as bugs or feathers, into the water. Sometimes they even steal the bread that people feed to ducks and use it as bait. Soon, curious fish come to have a look, and that's when the heron grabs one for its dinner!

D: Glow-worms

If you stood in a cave with glow-worms hanging from the ceiling, you would think you were looking at the beautiful lights of a starry sky. That's what the glow-worms want you to think – well, not you, but the moths in the cave. We all know that moths can't resist light, so they fly right up into the "stars", where they're trapped by the glow-worms' sticky webs and are eaten! Glow-worms can't crawl or fly, so they would have died out long ago if they hadn't developed this clever way of hunting.



12 Copy the chart and complete it by ticking (✓) the correct column or columns.

Which of the predators ... ?

	A	B	C	D
1. attracts prey by pretending to be something it isn't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. uses another creature to go somewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. doesn't appear very often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. doesn't eat the creature that it attracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. uses the same methods that humans use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. is unable to chase its prey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 Copy and complete the sentences.

1. When attracting bees, blister beetles use the bees' sense of ...
2. When monkeys hear the margay, they think that a young monkey ...
3. The scientists were told about the margays' trick ...
4. Herons use bread that people ...
5. Moths fly towards the glow-worms because the moths ...

14 Find words in the text to match the definitions below.

1. without thinking something is wrong (lines 1-10)
2. saw (lines 11-23)
3. appear (lines 24-31)
4. an object or food used to attract fish or animals (lines 24-31)
5. become extinct (lines 32-39)

A class trip   Gr

15 Who eats who in the ocean? Put the pictures of the ocean food chain in the order you think is correct.

THE OCEAN FOOD CHAIN



shellfish



large fish



algae



small fish and octopus




shark


16 A group of students are on a class trip to an aquarium. Listen to Part 1 of their discussion with their guide, and check your answers to Exercise 15.

17 Listen to Part 2 of the discussion and complete the poster.


What would happen if there were no sharks?




The number of big fish would ¹..., while small fish and shellfish would ²...



The ³... would get out of control, kill ⁴... and fish, and ⁵... the water.



Humans would have no ⁶... to eat.



Sharks play an important role at the top of the food chain. If they disappeared, the ocean ecosystem could ⁷... !

Did you know?

Amazing Shark Facts

- Sharks live in every ocean on the planet.
- Unlike fish, sharks can only swim forwards.
- Sharks lose teeth regularly and grow new ones – a shark can go through 30,000 teeth during its lifetime.

 **TASK**

1. Choose an animal from the list or think of your own. bees • vultures • bats • worms
2. Make a poster titled: "What would happen if there were no ... (complete with the name of your animal)?" Use Conditionals. Use the poster in Exercise 17 to help you.
3. Present and explain your poster to the class.

C Extreme Weather

Weather   

IS FLIPPED CLASSROOM

IC VOCABULARY PRESENTATION

1 Read the weather reports below. Pay attention to the words in pink. Find words or phrases connected to weather that is: warm / hot • cool / cold • rainy

A

The **fair** weather we've had this **season** will soon end, as clouds coming from the west bring rain. This could **ruin** any picnic plans you may have, so keep your weather apps open!

C

Everyone hopes that it won't **pour with rain** at next month's royal wedding. I would tell you if I knew, but our **forecasts** can't predict things so far into the future! Meanwhile, tonight will be **chilly**. Temperatures will **drop** to 10°C and there's a chance of **frost** in the higher regions.

NOTICE!

We can use the modal *should* to express expectation.
Today's showers **should** clear up soon.

2 Choose the correct word or phrase to show you understand the words in bold.

1. It's **chilly** in here. Would you please *turn off / turn on* the air conditioner?
2. The **cold spell** lasted for a few *hours / days*.
3. The temperature is **rising** and it will become a lot *colder / warmer*.
4. We'll probably have some **frost** tonight, which is *fantastic / terrible* for our fruit trees.
5. If it **warms up** later, you can *take off / put on* your jacket.
6. Temperatures usually **drop** after *summer / winter* ends.

B

Today's **showers** should **clear up** soon, but you may find yourself wishing for more rain when it gets **boiling hot** on Thursday. The **heatwave** should continue, with temperatures **rising** into the mid-30s and no sign of it **cooling down** till next week.

D

After a **freezing cold** week, things are **warming up** and we're looking forward to some **mild** weather over the weekend. If the **cold spell** had continued, it would have meant even more problems for farmers in our area.

3 Complete the e-mail using the words below.

showers • cooled down • ruin • heatwave • clear up
mild • poured with rain • boiling hot • forecast • fair

Hi Jason,

Here we are in the mountains, where we had planned to go hiking. But when we got here it was ¹... and everyone preferred to stay inside with the air conditioners on! We all hoped the ²... wouldn't last, and we certainly got our wish. The weather ³... quite a bit, and the next day it was just 23°C outside. ⁴... temperatures like that would have been perfect if it hadn't ⁵...!

We decided not to let the weather ⁶... our holiday, so we went to coffee shops and walked around village markets with our umbrellas. If the ⁷... is correct, there'll be some ⁸... tomorrow morning and then it's supposed to ⁹... . To tell you the truth, I'll be a bit sorry if the weather is ¹⁰... . It's been so fantastic to relax!

See you,
Marian

THINK TANK

When does the weather matter more – when you're on holiday or when you're at home? Why?

4 Listen and repeat. Pay attention to the pronunciation of /ɔ:/ and /ɒ/.

1. pour • forecast • your /ɔ:/
2. frost • drop • hot /ɒ/

PRONUNCIATION APPENDIX, Module 5, Exercises 3-4, page 123

5 Choose a city. Ask your partner about next week's weather.



What will the weather be like in Beijing?

There'll be a cold spell at the beginning of the week and it will pour with rain. It should warm up by the weekend.

IC SLIDESHOW

→ WORKBOOK, page 60

News reports

6 You are going to listen to three news reports. Listen to the first news report and choose the correct answers.

- When it rained fish in Sri Lanka, people were ...
 - calm
 - afraid
 - surprised
- What causes falling fish?
 - rain
 - flooding rivers
 - the wind
- The residents decided to ...
 - eat the fish
 - return the fish to the river
 - throw the fish out

7 Listen to the second news report and complete the sentences.

- Before Aeolus, satellites couldn't measure the ... of winds around the globe.
- The information from Aeolus will improve weather ...
- Scientists will be able to learn about ... and why temperatures are rising.
- Aeolus wasn't sent into ... yesterday because the winds were too ...

8 Listen to the third news report and decide if the sentences are true (T) or false (F).

Karen ...

- hiked for more than a day in the snow
- called for help on her mobile phone
- went for help because she was younger than her husband
- found the rescuers
- was rescued after her husband and son

Conditionals, Time Clauses Gr V

IS FLIPPED CLASSROOM

IC GRAMMAR PRESENTATION

9 Review the conditional forms and time clauses below. Look at the chart.

Zero Conditional and Time Clauses

If temperatures drop, frost forms.
Once / When / As soon as the temperature drops, frost will form.

First Conditional

If the weather improves, we'll go for a walk.

Second Conditional

If the weather improved, we would go for a walk.

Third Conditional

If the weather had improved, we would have gone for a walk.

→ GRAMMAR APPENDIX, WORKBOOK, page 100
→ IRREGULAR VERB LIST, pages 138-139

10 Read the first sentence in each pair. Then write the second sentence using the words given. Use conditionals or time clauses.

- You should give your dog some water.
dogs / get / thirsty / if / it / be / hot
- The children are very bored.
I / take / them / to the park / if / it / not be / freezing cold
- School was cancelled because of the snow.
we / have / a test / if / it not snow
- It's chilly, so we might eat inside.
we / not eat / outside / unless / it / warm up
- Soon it will be light outside in the evenings.
when / summer / come, / the sun / set / later
- What luck that it stopped raining!
if / it / not clear up, / we / not go / to the beach

11 Complete the sentences using the idioms in bold. Use conditionals or time clauses. Then match each idiom to its meaning below.

1. Sometimes people don't know what to say when they first meet.
When I meet someone new, I ... by telling a joke.
break the ice

2. We're playing against Birmingham tonight.
I ... if we win the match!
be on cloud nine

3. I couldn't come to the party.
I would have come if I ...
not feel under the weather

4. I'm sorry, you'll have to ask someone else.
I would help you if I ...
not be snowed under

5. I didn't have any money to fix my bike last winter.
If I ... , I would have had enough to fix it.
save up for a rainy day

- | | |
|----------------------------------|-----------------|
| a. put money away for the future | d. feel sick |
| b. make people feel comfortable | e. be very busy |
| c. feel very happy | |

12 Complete the news reports with the correct form of the verbs in bold. Use conditionals and time clauses. Then match each heading to a report.

- Family Found Alive
- Hundreds Missing
- Heatwave to Continue

1. reach • work • communicate • open

We are still unable to get in touch with many people in the countryside. If their mobile phones ¹ ... , we ² ... with them, but the area has no reception. Hopefully, rescuers ³ ... them as soon as police ⁴ ... the roads.

2. not be • have to drink • rise • have

Europe, which usually enjoys mild summers, is not prepared for this weather. If homes ¹ ... air conditioning, the situation ² ... so serious. An important rule to remember: You ³ ... a lot of water when the temperatures ⁴ ...

3. know • die • find • not come

Rescuers ¹ ... them earlier if they ² ... where to dig. Fortunately, no one was badly injured despite spending two days under snow. "If the rescuers ³ ... , we ⁴ ... , " said the mother.

13 Complete the passage using the correct form of the verbs in brackets. Use conditionals or time clauses.

The Inventor of the Weather Forecast



Today we take weather forecasts for granted, but that might not have been the case if a British admiral, Robert FitzRoy, ¹ ... (not work) hard to start them.

In the 1800s, thousands of British ships were destroyed and their crews were drowned in storms. "If someone warned ships before a storm, these tragedies ² ... (not occur)," thought FitzRoy. He studied new scientific ways to predict the weather and began to send his forecasts to ports all over the world, saving many lives. "Once I ³ ... (write) a forecast, I'll send it to the newspapers as well," he decided. FitzRoy's weather forecasts became immensely popular and people also began to rely on them to predict the weather before sporting and social events.



Read some contemporary opinions about FitzRoy's forecasts:

What ⁴ ... we ... (do) if there were no weather forecasts? When FitzRoy ⁵ ... (predict) rain, all ladies and gentleman bring umbrellas to the horse-races. If they ⁶ ... (not take) them, the rain will ruin their hats!

If FitzRoy hadn't predicted sudden showers, we ⁷ ... (enjoy) a lovely flower festival. The festival was cancelled, but the weather was fair. These forecasts would be useful if they ⁸ ... (be) more accurate!

THINK TANK

Have you ever changed your plans because of the weather forecast? Give an example.

14 Complete the sentences using conditionals and time clauses.

- I feel uncomfortable when ...
- I would like living here more if ...
- We would have had a great holiday if ...
- When winter comes, ...
- If the hurricane had come to our town, ...

GRAMMAR LAB Do exercises 8-10, page 135

→ WORKBOOK, pages 60-61

Writing a news report 

STEP 1: Content

In a news report, we tell what happened as clearly as possible. First, we give the most important facts. Then, we provide details in an objective way. We often include a quote from an expert or from the public.

15 Read the news report. Then answer the questions below. Which paragraph gives the answer to each question?

Model

BRITAIN TODAY

Record UK Heatwave

The UK is experiencing the highest temperatures in its history this summer, and there is no sign of it cooling down any time soon. The heatwave has led to major problems in train travel, as well as wildfires in Northern England.

There was chaos today at train stations, as thousands of tired, impatient passengers waited for hours in the boiling heat. Trains were running late or were cancelled as a result of the high temperatures, which caused the steel tracks to expand. Meanwhile, exhausted firefighters have called in the army to help them fight a wildfire near Manchester. Residents will evacuate their homes as soon as army reinforcements arrive. So far, the fire has destroyed over 3,000 acres of land, but, fortunately, there have been no injuries.

Scientists say that heatwaves are now twice as likely because of global warming. A local councilwoman who spoke to reporters earlier today warned, "It's the worst heatwave in UK history – but if we don't take action against climate change, we can expect this every year."



1. What two problems is the weather causing?
2. How have the problems affected people?
3. What damage has the extreme weather caused?
4. What are scientists saying about the unusual weather?
5. What is the view of a local politician?

STEP 2: Language

16 In this module, you saw the following writing points highlighted in the NOTICE! boxes. Complete the rules with the words below. Look at the underlined words in the model to help you.

varied • apostrophes • saxon genitive • synonyms • can't

1. We use ... to show contractions like ... , and the
2. We use ... rather than repeating the same word so that our writing will be more

17 Use two synonyms from the list below to replace the words that are the same in each sentence.

immediately • terrible • increase • horrible enjoyable • grow • entertaining • right away

1. We had a really fun hike in the woods and the party in the evening was fun, too.
2. I need to pick this mushroom now. Stamets has asked me to take it to his lab now.
3. The number of endangered animals will rise in the coming year. Extinction rates might rise as well.
4. We've had a really awful summer. The heatwave was awful.

18 Read the sentences and add apostrophes where necessary.

1. Its too early to see the sunrise.
2. Theyre not expecting it to clear up until Sunday.
3. The penguins mates waited for them on the ice.

19 Correct the mistakes.

1. Its warmer in Florida than in Alaska.
2. These tree's leaves havent come out yet.
3. The predator caught it's prey after a short chase.
4. Well be back soon with this weeks' weather forecast.
5. Id like to see those bird's nests, but they're hidden in the cliff's.

STEP 3:

TASK

Copy and complete the chart about an extreme weather event. Then write a news report about the event. Use the model to help you.

Paragraph 1:	What happened, where and when it happened
Paragraph 2:	More details about what happened
Paragraph 3:	What people say about the event

→ WRITING GUIDE, WORKBOOK, page 108

Collaborative Project: A Brochure

STEP 1:

Read the Model

Read the model brochure and find at least five things that are special about or unique to Australia.



Come and see Australia An Entire World in One Continent!

Plants

There is a huge variety of plants unique to Australia.

There are tropical plants in the rainforests and low-growing bushes in the desert areas.

Many of the plants have developed ways that help them grow in the dry soil. They've also developed techniques that enable them to survive wildfires, which are very common in Australia.

The most common tree in Australia is the eucalyptus. There are also many types of flowers, including bottlebrush, orchids and Australia's national flower, the fragrant golden wattle.



golden wattle

bottlebrush

eucalyptus

Sydney funnel web spider



king brown snake



box jellyfish



koala



Animals

Many of the animals in Australia are found nowhere else in the world.

Its most famous animals are the kangaroo and the koala bear.

Australia is home to many fierce predators. It's got more deadly snakes than any other continent, as well as plenty of crocodiles and poisonous spiders.

If you go swimming in Australia, you don't want to meet a box jellyfish or a stingray – their toxins can kill a human in minutes!

Weather

Australia is a continent that has got a variety of climates.

In most cities on the coast the weather is mild, while the north is tropical. But if you go to the central part of Australia, you'll find a huge desert called The Outback. It's boiling hot there for most of the year, and rain is quite rare.

Australia has also got mountains, so you can go skiing if you want to.

Because Australia is in the southern hemisphere, the seasons are reversed from those in Europe and the USA. Christmas is usually spent at the beach!



Outback

STEP 2:
Plan Your Project 

- 1 In groups, decide what country or area you want to write about.
- 2 Decide which topic each member is responsible for.
 - Plants
 - Animals
 - Weather

STEP 3:
Research and Write

- 1 Use the Internet to find information about your topic.
- 2 Find suitable pictures.
- 3 Write your part of the project.

STEP 4:
Do Your Project 

- 1 Look at each person's part of the project. Discuss and edit it.
- 2 Arrange the descriptions and pictures to form a brochure.

 **Techno option**
Create an online brochure.

For help see:

IS TECHNO HELP

STEP 5:
Present the Project 

- 1 Decide how you want to present your brochure.
- 2 Complete a cue card. Use it to present the brochure to the class. Use the model cue card to help you.

Useful Vocabulary

Nature

branch	shade
cave	soil
dawn	sunrise
dig	sunset
freeze	tide
get away from it all	trunk
head for	wander
peak	wave
pick	woods

Animals

calf	outrun
deadly	predator
fierce	prey
flock	rare
fox	spot
goat	stripe
herd	wolf
hunt	young
mate	

Weather

boiling hot	frost
chilly	heatwave
clear up	mild
cold spell	pour with rain
cool down	rise
drop	ruin
fair	season
forecast	shower
freezing cold	warm up

Cue card

The country we chose is Australia

Many of the plants in Australia have developed ways to survive in very dry soil. They can also survive wildfires

The animals ...

Life Skills Extra: Agreeing and Disagreeing

IC/IS VIDEO: QUIZ TIME!



- 1 Watch the video. How many questions did Lizzie answer correctly?
- 2 Which of the following expressions do you use to agree with someone? Which do you use to disagree?

1. I think you're wrong.

2. No way!

3. You're wrong.

4. That's not correct.

5. I agree.

6. I don't think so.

7. Absolutely!

8. You're right.

- 3 Discuss the possible answers to these quiz questions with your partner. Do you agree or disagree with your partner's answers? Use the expressions in Exercise 2. → ANSWERS, page 140



ANIMAL QUIZ

- 1 What is a rhinoceros' horn made of?
a. bone b. hair c. skin
- 2 Which animal was the first in space?
a. a monkey b. a rat c. a dog
- 3 How many dogs are there in the world?
a. 500 million b. 750 million c. 1 billion
- 4 Which runs the fastest?
a. a tiger b. a lion c. a zebra

→ Extra Culture Magazine page 146

→ WORKBOOK Progress and Standards Check, pages 64-67

IC GAME

IS WORDLIST AND ACTIVITIES

IC/IS EXTRA PRACTICE

IS DIALOGUE BUILDERS



6

Trending Now

Section A: Dressing Up

In this section, you will:

- learn vocabulary: clothes and fashion
- use reported statements
- practise talking about fashion choices

In order to:



Make notes about an interview.



Section B: Going Online

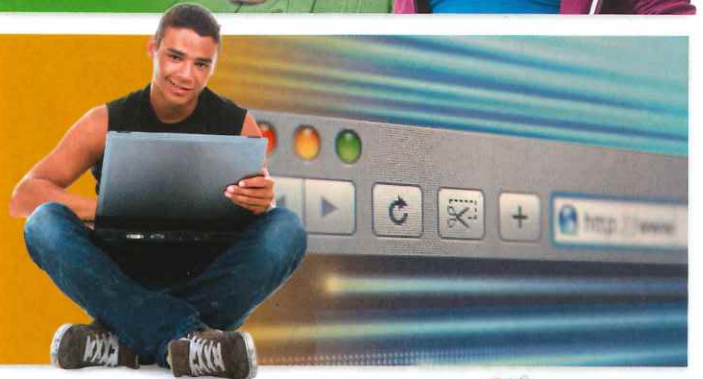
In this section, you will:

- learn vocabulary: social media
- use reported questions
- practise talking about social media

In order to:



Create a survey about social media.



Section C: Bon Voyage

In this section, you will:

- learn vocabulary: travel
- use reported orders, requests, offers and suggestions
- practise making travel plans

In order to:



Write an e-mail of application.



Collaborative Project: A Future Trends Poster

EXTRA

Life Skills: Checking in to a Hotel

Culture Magazine: Hotel History



Social Media Apps, page 104



A Trip to France, page 108



Home or Away?, page 114



Home or Hotel?, page 147

A Dressing Up

Clothes and fashion   

IS FLIPPED CLASSROOM

IC VOCABULARY PRESENTATION

1 Read the teen fashion blogs below. Pay attention to the words in purple. What does each blogger recommend or like? Why?

2



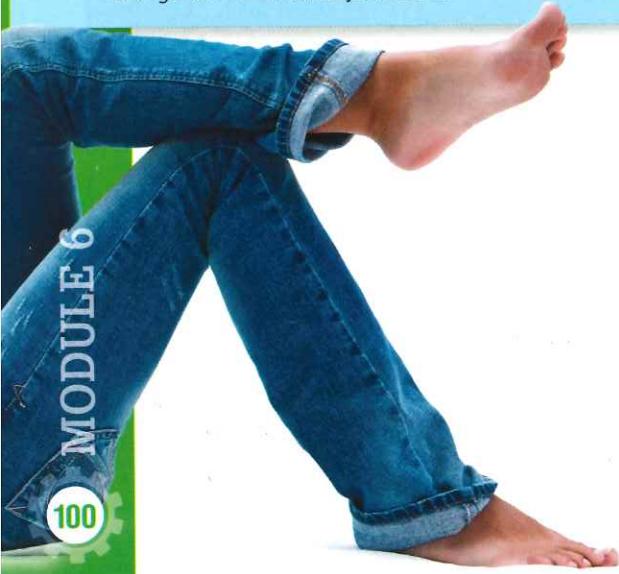
@TEENBLOGGER

ShoppingwithShelley
25,000 subscribers



Home
About me
Blog
Contact

Are you mad about jeans? My friend Lee told me that she had discovered a great shop, so I checked it out. They've got the widest **range** of jeans you'll ever find, in all sizes and colours, **ripped** or **plain**. Their jeans are good quality, but the **price tags** are not too shocking – and they even **deliver** for free. Just go to www.worldofjeans.com.



MODULE 6

100



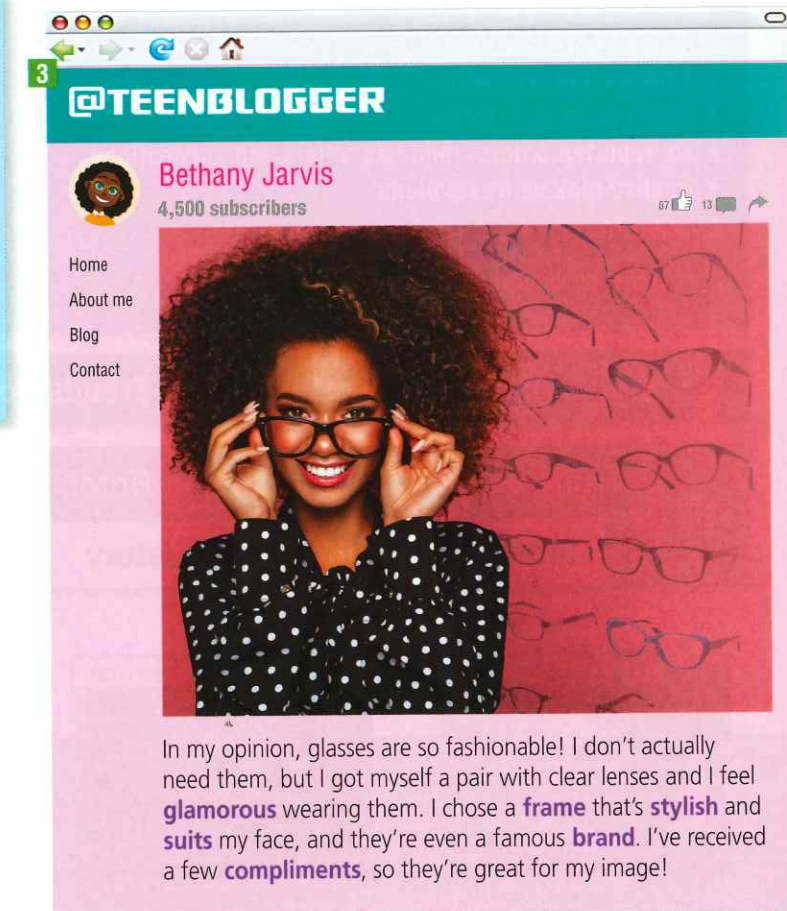
@TEENBLOGGER

Matt McKenzie
15,000 subscribers




Home
About me
Blog
Contact

I love my **hoodies**! With or without a **zip**, the hoodie is the most versatile, comfortable and practical type of **clothing** in the world. You can wear **layers** under it according to the weather – long **sleeves**, short sleeves or **sleeveless**. Hoodies – I wouldn't **swap** them for anything!



@TEENBLOGGER

Bethany Jarvis
4,500 subscribers



Home
About me
Blog
Contact

In my opinion, glasses are so fashionable! I don't actually need them, but I got myself a pair with clear lenses and I feel **glamorous** wearing them. I chose a **frame** that's **stylish** and **suits** my face, and they're even a famous **brand**. I've received a few **compliments**, so they're great for my image!

2 Copy and complete the chart with the words in colour in Exercise 1.

Noun	Verb	Adjective

3 Which of the following sentences are true for you?

- I never wear ripped jeans.
- I like a specific brand of trainers.
- It's important for me to look stylish.
- I usually wear sleeveless shirts to school.
- It's easy for me to find clothes that suit me.
- I like to swap clothes with friends.

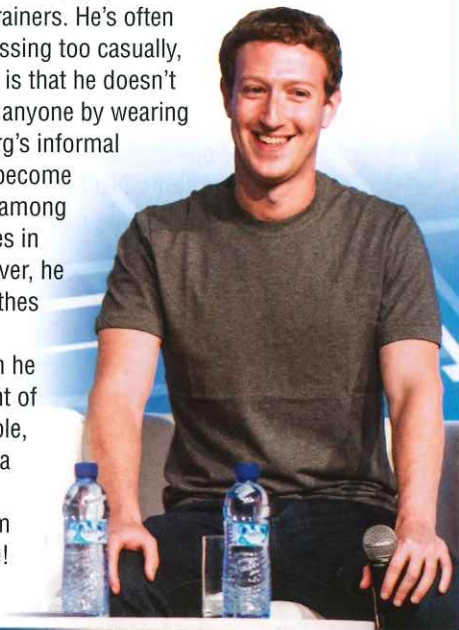
4 Complete the text with the words below.

compliments • sleeves • glamorous • hoodies
stylish • price tag • zips • range • clothing

Fashion, Facebook Style



Which would you rather have – a wide ¹... of clothes, or just one item? Mark Zuckerberg, the founder of Facebook, can afford to wear whatever he wants without looking at the ²... . However, he prefers to put on the same thing every morning! His “uniform,” which he wears for everything from business meetings to TV interviews, consists of grey T-shirts with short ³... , grey ⁴... with ⁵... , jeans and trainers. He's often criticised for dressing too casually, but his message is that he doesn't need to impress anyone by wearing a suit. Zuckerberg's informal style of ⁶... has become popular and ⁷... among hi-tech executives in California. However, he does change clothes for very special occasions. When he met the President of China, for example, he looked ⁸... in a formal designer suit. That got him lots of ⁹... online!



THINK TANK

How would you expect a famous businessperson to dress for a TV interview? How would you expect a singer or comedian to dress?

→ WORKBOOK, page 68

5 What other words connected to fashion do you know? Make two lists: Clothes and Accessories.

6 Listen and repeat. Pay attention to the pronunciation of /tʃ/, /dʒ/ and /ʃ/.

- much • actually • check /tʃ/
- jeans • image • just /dʒ/
- short • shocking • stylish /ʃ/

→ PRONUNCIATION APPENDIX, Module 6, Exercises 1-2, page 123

7 Look at the sentences in Exercise 3 again. Compare your answers with your partner's.

I sometimes wear ripped jeans, but I don't like them very much.

Really? I think they're so stylish. I wear them all the time.

A radio report

8 Listen to Part 1 of the report. What is Sneaker Con? What do people do there?

9 Listen to Part 2 of the report. Decide if the sentences are true (T) or false (F). Correct the false sentences.

- Nick has got more sneakers than he needs.
- Nick would like to make some money at Sneaker Con.
- The newest sneakers are difficult to find in shops.
- Alice is looking for fashionable sneakers to wear.
- Alice would like to make money at Sneaker Con.
- Collectors argue about the cost of the sneakers.
- Sneakerheads don't buy or sell online.
- Sneaker Con has grown from 600 to about 19,000 participants.



NOTICE!

sneakers = US English trainers = British English

10 We use reported speech to report what someone said. Because we report the words at a later time, we change the verb tense and other words, such as time expressions and pronouns. Look at the chart.

Reported Statements

Direct Speech

"I never **wear** ripped jeans," Susan told me.
 "We're **swapping** clothes **now**," my friends said.
 "I've **chosen** an outfit for the party **tonight**," she said.
 "I **bought** **these** shoes **yesterday**," Evan told me.
 "I'll **lend** **you** **this** sleeveless shirt," Shelley said.
 "**You can try** on the trousers **here**," said the shop assistant.
 "**You must wear** **your** school uniform every day," the teacher told us.

Indirect Speech

Susan told me that she never **wore** ripped jeans.
 My friends said that they **were swapping** clothes then.
 She said that she **had chosen** an outfit for the party that night.
 Evan told me that he **had bought** those shoes the day before.
 Shelly said that she **would lend** me that sleeveless shirt.
 The shop assistant said that I **could try** on the trousers there.
 The teacher told us that we **had to wear** our school uniform every day.

NOTICE!

After the reporting verbs *say*, *tell* and *think*, the word *that* can be left out of the sentence.
 He said (that) my shirt was trendy.

→ GRAMMAR APPENDIX, WORKBOOK, page 102

11 Read what some teens said about clothes and fashion. Copy and complete the sentences in reported speech.

Luckily, I dressed in layers yesterday. It was cold first thing in the morning, but then it turned hot. It's getting too warm to wear long sleeves all day.

1 Carl said that luckily, 1. ... in layers 2. He told us that 3. ... cold first thing in the morning, but then it 4. ... hot. He explained that it 5. ... too warm to wear long sleeves all day.

I must take my favourite jeans to the tailor tomorrow. The zip is broken. I don't know what I'll do without them!

2 Neil told us that he 6. ... his favourite jeans to the tailor 7. He explained that the zip 8. He added that 9. ... what he 10. ... without them.



I haven't received any compliments on my new hair colour. Maybe green doesn't suit me! I'll try purple next month.

3 Zoe said that she 11. ... any compliments on 12. ... new hair colour. She added that maybe green 13. She said that she 14. ... purple 15.

NOTICE!

In reported statements, we use a variety of reporting verbs in addition to *said* and *told*. These verbs often tell us more about the purpose, emotion or tone of the speaker. Find two more reporting verbs in Exercise 11.

12 Holly had to get glasses. She spoke to her mother and sister about it. Rewrite the conversation in reported speech.

- "Everyone will laugh at me!" Holly complained.
Holly complained that ...
- "People's opinions about glasses have changed," Holly's mum told her.
- "I felt terrible about wearing glasses 25 years ago," she admitted.
- "No one laughs at people wearing glasses any more," explained Holly's sister Kaye.
- "Everyone thinks that glasses are really cool now," said Kaye.
- "A lot of my friends are even buying glasses with clear lenses," she added.
- "I'll find you a nice pair of glasses tomorrow," she promised Holly.
- "You should find a stylish frame," said Holly's mum.

13 Rewrite the sentences in reported speech. Choose an appropriate reporting verb from the list below.

announce • admit • complain • explain • promise

- Jenny: "I'll help Kim choose Dave's present next week."
- Sam: "I ruined my best sweater."
- Mum: "This shirt doesn't suit you because of its colour."
- Nick: "I can't walk in these uncomfortable shoes."
- Mr Reynolds: "Theresa has won the prize for Best Fashion Designer."

14 Complete the article with the correct form of the verbs in brackets. Use reported speech.

BRIDE Magazine

Virtual Try-Ons for Brides

The latest news from our fashion correspondents

Why don't more brides buy wedding dresses online? Because they can't try them on until they are delivered, of course! But a representative of an Israeli company called Zeekit told us that they ¹... (recently / come up with) a solution. She said that their new app ²... (soon / make) it possible to try on dresses via a mobile phone. She explained that a bride who ³... (want) to buy a dress ⁴... (can / upload) a picture of herself to the app, which ⁵... (then / send) simulations of her wearing a range of dresses from the collection. Yael Vizel, founder of Zeekit, explained that the technology ⁶... (work) by scanning the selected dress and breaking it up into tens of thousands of virtual pieces, and that it ⁷... (can / put) these pieces on the image of the bride's body with great accuracy. She hoped that this new app ⁸... (give) the online bridal clothing market a big boost.



A teen presentation Gr

15 Listen to a teenage boy giving a presentation about his favourite item of clothing. Correct the mistakes in some of the sentences.

- Toby said that his favourite item of clothing was his beanie.
- He told us that he had bought it at a shopping centre the year before.
- He said that he wore it only indoors.
- He told us that he could wear it at school.
- He explained that his beanie made him look special.
- He added that it suited him and that he got lots of compliments.
- He said that he would wear it in the summer.
- He explained that he would keep it for the following autumn.



TASK

- Interview your partner about his / her favourite clothes / accessories. Use the following questions, or questions of your own. Take notes so you remember what your partner says.
 - What is your favourite item of clothing / accessory?
 - Where did you get it?
 - How long have you had it?
 - Where / When do you wear it?
 - Why do you like it?
- Report to the class what your partner said about his / her favourite items of clothing / accessories. Use reported speech.

THINK TANK

Do you ever buy clothes online? Does it bother you that you can't try them on before you buy them?

▶ GRAMMAR LAB Do exercises 1-2, page 136

B Going Online

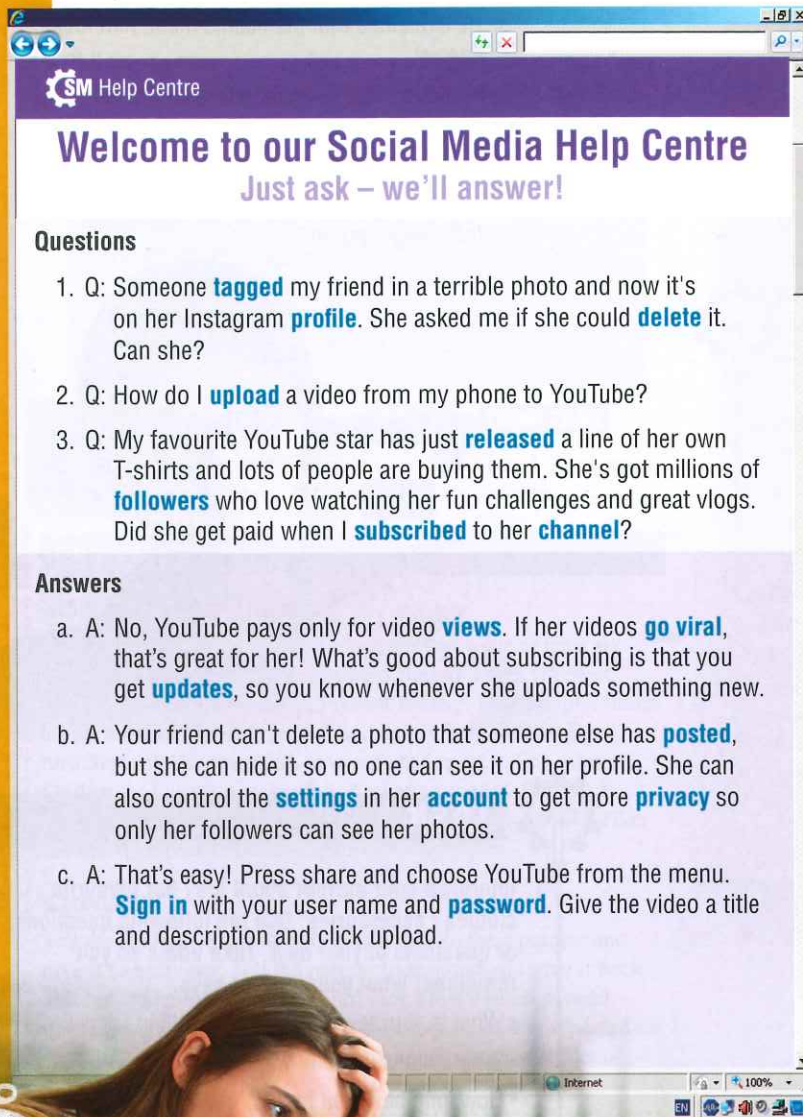
Social media   

IS FLIPPED CLASSROOM

IC VOCABULARY PRESENTATION

1 Read the questions on the social media help site below. How would you answer them? Pay attention to the words in blue.

2 Read the answers and match them to the questions. Were your answers correct?



3 The words in bold are in the wrong sentences. Write the sentences with the correct words.

1. I'm going to start my own YouTube **settings**.
2. Don't tell anyone your **channel**.
3. You should change the photo on your **password**.
4. Videos of funny animals often **release** within hours.
5. I've just received a new **profile** that they've cancelled the exam.
6. My favourite band is going to **subscribe** a new song.
7. You can change your **update** if you don't want notifications.
8. Thousands of people **go viral** to this online newspaper.


4 Match A and B to form sentences.

A

1. To read the articles on this website,
2. This video of my cat is really funny,
3. When everyone knows what you're doing,
4. That humorous video
5. I've decided to open
6. This popular vlogger


B

- a. has had a million views.
- b. so I'm going to upload it.
- c. you don't have any privacy.
- d. you have to sign in.
- e. has got millions of followers.
- f. a Twitter account.

 **5** Listen and repeat. Pay attention to the pronunciation of the /ʌ/ and /ɑ:/.
3/16

1. updates • funny • love /ʌ/
2. stars • password • photograph /ɑ:/

PRONUNCIATION APPENDIX, Module 6, Exercises 3-4, page 123

 **6** What are the main things you use social media for? Tell your partner.

I mainly post photos of myself on Instagram. What about you?

I've subscribed to some YouTube channels and I love getting updates on my favourite stars.

IC SLIDESHOW

→ WORKBOOK, page 70

DANGER**The cinnamon challenge****Discussions**

7 Do you watch online challenges? Do you know what the cinnamon challenge is?

8 Listen to three discussions about online challenges and answer the questions.

- A hospital nurse is talking to her husband. What does she say about injuries from online challenges?
 - They don't happen very often.
 - They could be prevented.
 - They're worse than injuries from accidents.
- A teenager is explaining why he likes online challenges. What is one of the reasons?
 - It's something to do when he's bored.
 - He likes the thrill of doing something dangerous.
 - It makes people notice him.
- A parent has heard a psychologist's talk on teens and challenges. What did the psychologist say?
 - Dangerous challenges started with social media.
 - Social media exposes teens to more challenges.
 - Teens should not try online challenges.

9 Listen again. Copy and complete the sentences.

- Participants have to eat the cinnamon in less than ...
- There are plenty of ... challenges.
- Teens can now see more than just what their ... are doing.

Reported questions**IS** FLIPPED CLASSROOM**IC** GRAMMAR PRESENTATION

10 We can report both **yes / no** and **wh-** questions using reported speech. Look at the chart.

Reported questions

"**Have** you ever **posted** a video on YouTube?" asked Ashley. Ashley asked **if / whether** I **had** ever **posted** a video on YouTube. "Why **did** this silly video **go** viral?" asked Matt. Matt wondered why that silly video **had gone** viral.

NOTICE!

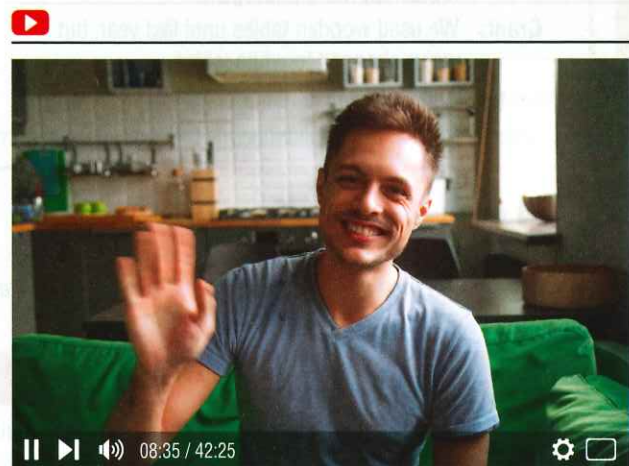
In reported questions, we can use the reporting verbs *wondered* and *wanted to know*, in addition to *asked*.

→ GRAMMAR APPENDIX, WORKBOOK, page 102

11 Some teens are discussing Instagram. Rewrite the questions in reported speech.

- "Why did you post this awful video yesterday?" Yvonne asked Sue.
Yvonne asked Sue why ...
- "Have you seen Tina's story today?" Diana asked Max.
Diana asked Max if ...
- "Can you show me how to add music to a story?" Paul asked Michelle.
Paul asked Michelle if ...
- "When will my story disappear?" Zach wanted to know.
Zach wanted to know ...
- "Do you want to add a filter to this photo?" Ian wondered.
Ian wondered whether I ...

12 Luke Marlin is advertising an online course. Read his advert and the questions people have posted. Then tell Luke what people asked. Use various reporting verbs.



Hi, this is Luke Marlin! I want to welcome you to my course, **The YouTube Guide**. You'll learn how to start an amazing channel and attract followers who can't live without you!

- Will I earn money with my channel? *Zara*
Zara wanted to know ...
- Can you teach me some techniques for making great videos? *Lauren*
- How much does the course cost? *Liam*
- Do I have to know what kind of channel I want to create? *Jamie*
- Have other people succeeded by taking this course? *Jenna*
- How did you become so successful? *David*

13 Read the interview and rewrite it in reported speech. Use different reporting verbs.

Food for Instagram

Reporter Debbie May interviewed Grant Michaels, owner of a trendy London restaurant.

- Debbie:** How is Instagram affecting food trends?
Debbie asked Grant how ...
Grant: People don't care about the taste of the food, only its appearance.
- Debbie:** What food looks best on Instagram?
Grant: Colourful or beautifully arranged food attracts the most likes.
- Debbie:** Can you give me some examples?
Grant: People are making rainbow bagels and crazy desserts called freakshakes. These are all very unhealthy!
- Debbie:** Have you changed anything to make your restaurant more photogenic?
Grant: We used wooden tables until last year, but we've changed to white tables.
- Debbie:** Will this trend continue?
Grant: Social media will influence food for years to come.

14 Complete the text using the verbs in brackets. Use reported speech.

A social media expert is telling his friend about a talk he gave to parents on problems with social media.

Stop Online Bullying!

When parents in the audience asked me what I ¹ ... (think) the worst social media problem ² ... (be), I knew what to answer. I told them that we ³ ... (must stop) online bullying. They asked me what we ⁴ ... (can do) about it, and I answered that parents and teachers ⁵ ... (have to check) their children's WhatsApp, YouTube and Instagram all the time. Of course, they asked whether their children ⁶ ... (get) angry if they did that. I said that their children's lives ⁷ ... (be) more important than privacy. When they asked me how common the problem ⁸ ... (become), I told them that at least 43% of children and teens ⁹ ... (experience) online bullying at least once.



THINK TANK

Do you think that it's acceptable for parents to check their children's social media?

► **GRAMMAR LAB** Do exercises 3-5, page 137

→ **WORKBOOK**, pages 70-71

Reading profiles  

15 Read the introduction to the profiles. In what ways are today's celebrities different from traditional Hollywood stars?

The Influencers

The world's newest celebrities aren't professional Hollywood actors. Ordinary kids and teens are using social media such as YouTube to create their own online personalities, attracting millions of followers who subscribe to their channels and watch everything they post.

We asked teens which celebs they liked to watch. Here are a few of the people they named.

JoJo Siwa

Originally known for appearing in TV reality dance competitions, JoJo Siwa is vibrant and energetic. Apart from having a popular vlog, she's also released several songs which show what a talented singer and dancer she is. And she's set a new fashion trend – the enormous, colourful bows that she wears in her hair have become a hot fashion item all over the world.

Although she's full of fun, JoJo also deals with some serious subjects. In songs, videos and books she's written, she encourages kids to keep strong when faced with bullying, have confidence in themselves, and never give up on their dreams.

Real name: Joelle Joanie Siwa

Birthday: 19/5/2003

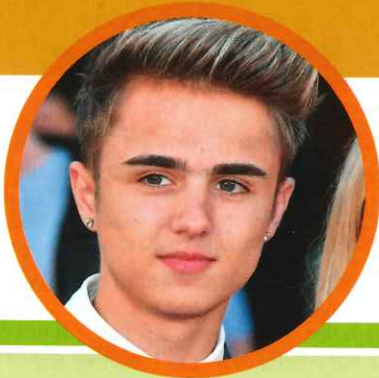
Nationality: USA

Subscribers: over 8,000,000

Did you know?

The word *blog* comes from *weblog*. A *vlog* is a blog that contains video content.





Jake Mitchell

When British vlogger Jake Mitchell started his own YouTube channel at the age of 13, he had no idea that his comical clips would soon go viral. His videos include challenges, crazy projects and harmless tricks that he plays on people. Others show his own humorous views on teenage life, such as imitations of annoying things that parents and teachers do – subjects that every teen can relate to.

It's always been Jake's dream to make people laugh, and he has certainly succeeded.

Real name: Jake Mitchell
Birthday: 12/1/2000
Nationality: UK
Subscribers: close to 2,000,000

Ryan ToysReview

Every day, millions of children around the world watch Ryan ToysReview, where a child named Ryan talks about the new toys he's playing with. Now one of YouTube's biggest and highest paid stars, he was only three when his parents posted the first video of him opening toys. In addition to helping sell the toys he plays with, Ryan has just released his own line of toys.

But is it right for parents to encourage their children to promote products this way? Interviewers asked Ryan's parents whether he had ever complained about having such a public life. They

promised that they would stop the camera as soon as Ryan wanted them to. However, all that money he makes may be hard for them to give up.

Real name: Unknown
Birthday: 6/10/2010
Nationality: USA
Subscribers: about 17,000,000



- 16** Read the profiles. Are the sentences true (T) or false (F)? What sentence gave you the answer?
- JoJo began her career by vlogging on YouTube.
 - Many people imitate JoJo's accessories.
 - Jake did not expect to become famous.
 - Ryan's parents are involved in running his channel.
 - Ryan has told his parents that he is tired of being on YouTube.

- 17** Answer the questions.
- What shows us that JoJo is creative?
 - What problem does JoJo try to help teens overcome?
 - Why do teens enjoy watching Jake?
 - How has Jake achieved what he wanted?
 - In what way do toy-makers benefit from Ryan's channel?
 - Why may it be hard for Ryan's parents to stop posting?

A survey Gr

- 18** A student asked her classmates questions about social media for a project. Look at the graphs she created for her project. Write the questions that she asked in reported speech.

She asked the students how much ...



- 19** Write sentences reporting the survey results.
58% of the students said that ...

- 20** Answer the following survey questions.
- How many YouTube channels do you subscribe to?
 - How often do you change your profile picture?
 - Have you ever done a YouTube challenge?
 - Do you have your own YouTube channel?
 - When did you last post a picture on social media?

TASK

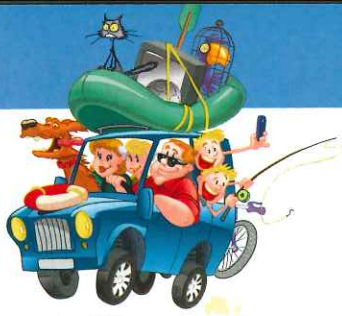
- Do a survey about social media. Choose five questions from Exercises 18 and 20 or think of your own. Ask 10 people the questions.
- Write a summary of your survey questions and results. Use reported speech. Then present your questions and results to the class.

C Bon Voyage

Travel  

IS FLIPPED CLASSROOM

IC VOCABULARY PRESENTATION



1 Read the travel reviews. Pay attention to the words in blue. What was negative about each experience?

TripTIP Reviews

City Centre Youth Hostel

13/6 15:15 | Comment | Like | Email

After a three-night stay at the City Centre **youth hostel**, I can say that this is great accommodation for young people **on a budget**. The facilities are clean, the atmosphere is **lively** and the **rates** are low. We found the dining room **overcrowded** – because it was **high season**, I suppose – but they offered to pack our food so we could eat outside in the garden. You need to book well **in advance**.

Paradise Resort

23/6 20:42 | Comment | Like | Email

From the **luxurious** rooms to the **fabulous** private beach, Paradise Resort is an **unforgettable** experience. I recommend choosing **full board** and not **half board**, since it's a bit remote. Public transport is a problem and there are no restaurants **within walking distance**.

TAU Airlines

2/7 10:27 | Comment | Like | Email

We **checked in** and went to the **gate**. They told us to **board** our flight, but departure was **delayed** for two hours and we had to wait on the plane. It was boiling hot and the **crew** didn't even give us water. I talked to a **flight attendant** and she said that there was nothing she could do. Apparently, it happens a lot with this **airline**. Luckily, they had some great in-flight films!

2 Choose two correct answers.

1. What kind of transport do you board?
a car / a ship / a plane
2. What place is usually lively?
a market / a dance club / a library
3. Where do you go for a luxurious holiday?
a 5-star hotel / a resort / a campsite
4. What do you usually plan in advance?
a conversation with your neighbour /
a visit to the dentist / a holiday abroad
5. What is nice to have within walking distance of your home?
your school / a pizza shop / a factory
6. What might people say is unforgettable?
a trip / a snack / a film

3 Are the following sentences true (T) or false (F)? Correct the false sentences without changing the words in bold.

1. A flight that is **delayed** leaves early.
2. You should choose **half board** if you want to eat all your meals at the hotel.
3. Very few people travel during **high season**.
4. The people who work on a ship are the **crew**.
5. People who are **on a budget** don't have to worry about spending money.
6. A place that is **overcrowded** has a lot of people in it.
7. The **rate** is the cost of a hotel room for a night.
8. An **airline** is the route of a flight.

Discussing travel plans  

IC/IS VIDEO: A TRIP TO FRANCE



4 Lily and Emma are going on a school trip to France. Watch or listen and complete the questions.

1. What time does the flight ... ?
2. What time do we have to be ... ?
3. What ... does the flight leave from?
4. Is our flight ... ?
5. Do you know ... we're allowed?

5 Match the responses below to the questions in Exercise 4.

- a. One suitcase and one carry-on.
- b. It leaves at twelve.
- c. At nine.
- d. Terminal three.
- e. Well, they haven't announced anything yet.

6 Watch or listen again and check your answers to Exercises 4 and 5.

7 Student A: Ask your partner for information about a flight from Milan to New York. Use the questions in Exercise 4 to help you. Student B: Look at the e-ticket on page 120 to answer your partner's questions.

Reverse roles. Student B: Ask your partner for information about a flight from Amsterdam to Copenhagen. Student A: Look at the e-ticket on page 119 to answer your partner's questions.

→ WORKBOOK, page 72

Reading a blog post



8 Read the blog post about cruises. How is a megaship different from a normal cruise ship?

Debbie's blog

Here Come the Megaships!

13/8 16:36 | Comment | Like | Email

I asked Sandra, my favourite travel blogger, to suggest an exciting holiday destination for my best friend and me. To my surprise, she recommended that I book an ocean cruise! I said that cruises were boring, so she sent me some links and told me to have a look. I had certainly had the wrong idea. There's no time for boredom on a cruise ship!

5 Cruises are the fastest-growing trend in the tourist industry today, with the number of passengers up from 17.8 million in 2009 to 27.2 million in 2018! And it's no wonder that so many people of all ages choose this type of holiday. You don't need to pack and unpack, search for hotels or wait for trains, as you travel from city to city in luxurious accommodation. On the way, you enjoy fabulous dining nearly 24 hours a day, as well as a huge range of exciting activities. Most surprising of all, 10 it doesn't cost more than a holiday in a hotel or resort – depending, of course, on the type of cabin you choose.

Sandra suggested that I look into megaships, which are the latest trend in cruising. These enormous floating cities can carry around 6,600 passengers and 2,200 crew members! Megaships offer more to passengers than ever, with dozens of lively 15 bars and restaurants, gardens and water parks. With sports activities from zip lines to climbing walls and a range of dazzling entertainment options that include real Broadway shows, there's never a dull moment on a megaship. Their incredible design and planning ensure that passengers can move easily from one area to the next, never feeling that an area is overcrowded.

20 In the end, we booked a Caribbean cruise on *Symphony of the Seas*, which is the world's biggest megaship. The cabin we can afford hasn't got a window or balcony, but we won't feel claustrophobic thanks to the virtual balcony – a floor-to-ceiling LED screen with live views from outside the ship.

25 In any case, I doubt we'll spend much time in the room. As soon as we board, we'll go straight to the water slides!



9 Choose the correct answer.

- At first the writer objected to cruises because ...
 - the rates are high
 - they are not for people her age
 - there isn't enough to do
- The writer had expected the cruises to be more ...
 - expensive
 - exciting
 - luxurious
- The friends chose their cabin because of its ...
 - virtual balcony
 - price
 - size

10 Copy and complete the sentences.

- When Sandra recommended the cruise, the writer felt ...
- Between 2009 and 2018, ...
- You sleep on the ship, so you don't have to spend time ...
- Broadway shows are one of the ...
- After boarding, the friends plan ...

11 Find words or phrases in the text that match the definitions below.

- not surprising (lines 5-11)
- boring (lines 12-19)
- variety (lines 5-11)
- not think / believe (lines 20-26)
- check out (lines 12-19)

Reported orders, requests, offers and suggestions

IS FLIPPED CLASSROOM

IC GRAMMAR PRESENTATION

12 We can also use reported speech to report orders, requests, offers and suggestions. The form is often different from reported statements and questions. Look at the chart.

Reported orders, requests, offers and suggestions

"Don't board the plane," the crew member told us. (order)

The crew member **told** us **not to board** the plane.

"Please help me pack," I said to my mum. (request)

I asked my mum **to help** me pack.

"I'll show you your room," the hotel worker said. (offer)

The hotel worker **offered to show** us our room.

"Let's go to Paris in the summer," said Jack. (suggestion)

Jack **suggested going / that we go** to Paris in the summer.

→ GRAMMAR APPENDIX, WORKBOOK, page 103

13 Copy and complete the sentences using one of the following reporting verbs.

told • asked • offered • suggested

- The tourist ... me to give him directions to the museum.
- My friend ... that we take the bus.
- The flight attendant ... us not to leave our seats.
- The guide ... delaying the tour until it stopped raining.
- The hotel worker ... us to leave our key at the desk.
- The hotel manager ... to give me the cheaper rate.

14 The Watkins family is planning to go to New York City. Read what they said. Then write what they said in reported speech.

Sarah: I can look on the Internet for a good hotel.

Zoe: Let's stay somewhere within walking distance of Times Square.

Jim: Sarah, don't book rooms in an expensive hotel!

Sarah: Jim, book tickets for the Metropolitan Museum online.

Craig: Maybe we should go to a Broadway show.

Jim: I can ask my friend about good restaurants.

Craig: Mum, please buy me some new trainers for the trip.

Zoe: Let's shop for shoes in New York!

Sarah: Craig, could you please check the prices in the shops there?

15 Complete the blog post with the correct form of the verbs in brackets.

Dan's Blog

Hi, everyone! When I was in Disneyland Paris yesterday, I saw hundreds of people running a race through the park! I spoke to a family and asked them ¹ ... (explain) what was going on. The father explained that a runcation ² ... (be) a type of holiday that combined a fabulous destination with a marathon or race. He told me that runcations ³ ... (become) more popular every year. He added that Disneyland Paris ⁴ ... (hold) annual 5 km, 10 km and half marathon races for all ages. Then he told his kids ⁵ ... (describe) that day's race to me. The kids said that they ⁶ ... (have) an unforgettable experience being entertained by Disney characters as they ran through the park. They added that they ⁷ ... (spend) months training for the race. Their mum suggested ⁸ ... (try) a runcation myself, and offered ⁹ ... (give) me some tips. I told her that I ¹⁰ ... (think) about it. I didn't want to admit it, but that's probably all I'll do!

THINK TANK

Do you think that a runcation is a good way to experience a new place? Why or why not?

16 Think of three travel tips. Exchange tips with your partner. Then report what your partner said.

You should stay in a youth hostel.

Liam suggested staying in a youth hostel.

▶ GRAMMAR LAB Do exercises 6-8, page 137

A conversation

17 Listen to the conversation. According to Michael, what's the advantage of learning to manage an adventure sport attraction?

18 Listen again. Copy and complete the sentences.

- According to Michael, ... is one of the fastest growing trends in the world.
- In aviation, you can work as a ... or as part of the ground ...
- You also learn how ... operates.
- A tour operator's job is to ... tours.
- A worker in tourism should be organised, ... and ...
- Mindy thinks that adventure sport attractions ... Michael.

→ WORKBOOK, page 73



Writing an e-mail of application   Gr

STEP 1: Content

In an e-mail of application, we try to convince a school or place of work to accept us. We usually include details about ourselves and relevant experience that will give a positive impression.

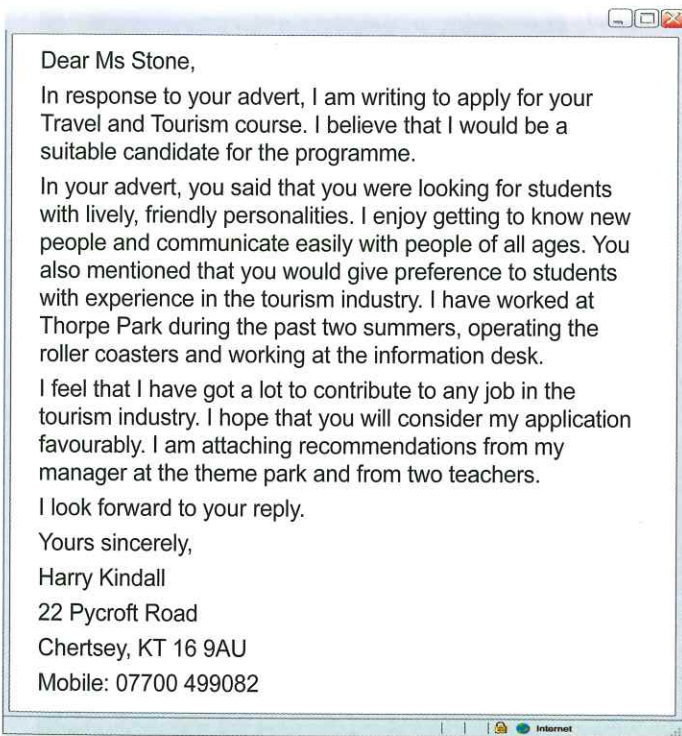
19 Read the advert and the e-mail and answer the questions below. In which part of the e-mail did you find the answers to each question?

City College

- Vocational course in Travel and Tourism for age 16+
- Looking for candidates with friendly, outgoing personalities
- Previous experience an advantage
- Limited places available!

Send letters of application to Sara Stone at:
sstone@citycollege.org

Model



1. Who is the e-mail addressed to?
2. What is the purpose of the e-mail?
3. How does Harry show that he fits both requirements in the advert?
4. What is Harry attaching to his e-mail?
5. What does Harry write before he signs off?

STEP 2: Language

20 When writing a formal e-mail of application, we use polite, formal language. The phrases below are too casual for a formal letter. In the model letter, find formal phrases to replace them.

1. Hi, Sara!
2. I'm answering your advert.
3. I think I would be a great candidate for the course.
4. I hope you'll accept me for the course.
5. Can't wait for your answer!
6. See you.

21 Decide which of the phrases in each pair is formal and which is informal.

1. a. I am available for an interview at any time.
b. You can interview me whenever you want.
2. a. I'm sure I'll do great.
b. I feel that I would be successful in this course.
3. a. Hi, Jack! b. Dear Sir / Madam,
4. a. Love, b. Yours faithfully,
5. a. I would like to apply for the job.
b. I want to apply for the job.
6. a. Could you please tell me what the fees are for the course?
b. How much does the course cost?

STEP 3:

TASK

Look at the course advertised below. Copy and complete the chart. Then write the e-mail of application using formal language. Use the model to help you.

SKYAIR
Flight Attendant Course

Applicants must be:

- Able to speak English and one other language
- Willing to participate in an intensive training programme
- Friendly, polite and able to work under pressure

Paragraph 1:	Purpose of your e-mail
Paragraph 2:	Details about yourself and relevant experience
Paragraph 3:	Summary of why you are a good candidate for the course

→ WRITING GUIDE, WORKBOOK, page 108

Collaborative Project: A Future Trends Poster

STEP 1:

Read the Model

Read the poster and answer the questions below.



Future Trends

We asked our friends and family what they thought life would be like 50 years from now. Here's what they said.

Fashion

Some friends predicted that in 50 years, clothes would have air-conditioning so that we would never feel too hot or too cold. Others said that people would use 3D printing to make their own stylish clothing, which would cost almost nothing. One person said that we wouldn't have to worry about clothes fitting, because our clothes would adjust to our bodies.

Communication

Some people said that we wouldn't need tablets or phones any more, because we would have tiny communication chips implanted in our bodies. They also predicted that we would share smells, tastes and even emotions through social media. Other people told us that we would have less privacy than today because social media would be with us all the time.

Travel

A few friends said that even people on a budget would travel in space. People could visit the moon or orbit Earth. Some predicted that our overcrowded planes would change. They said planes would have things like massage seats, robot flight attendants and individual climate control. One person even told us that they believed time travel would become a reality!

Which of the changes in the poster will make things ... ?

1. cheaper
2. more convenient
3. more exciting
4. less private

STEP 2:**Plan your Project** 

- 1 In groups, choose topics about the future for your poster. Use the following topics or think of your own:

- fashion
- communication and social media
- travel
- entertainment
- shopping
- food

- 2 Decide which topic each group member is responsible for.

STEP 3:**Research and Write**

- 1 Interview friends, classmates and family members about your topic.
- 2 Write a report of their answers.
- 3 Find suitable pictures.

STEP 4:**Do Your Project** 

- 1 Look at each person's report. Discuss and edit it.
- 2 Use the reports and pictures to make your poster.

Techno option

Make an online future trends poster.

For help see:

IS TECHNO HELP

STEP 5:**Present the Project** 

- 1 Decide how you want to present the poster.
- 2 Complete a cue card. Use it to present your poster to the class. Use the model cue card to help you.

Useful Vocabulary**Clothes and fashion**

brand	price tag
clothing	range
compliment	ripped
deliver	sleeve
frame (glasses)	sleeveless
glamorous	stylish
hoodie	suit
layer	swap
plain	zip

Social media

account	release
channel	settings
delete	sign in
follower	subscribe
go viral	tag
password	update
post	upload
privacy	view
profile	

Travel

airline	high season
board	in advance
check in	lively
crew	luxurious
delayed	on a budget
fabulous	overcrowded
flight attendant	rates
full board	unforgettable
gate	within walking distance
half board	youth hostel

Cue card

We asked our friends and families *what they thought life would be like 50 years from now* .

We asked them about *fashion, communication and travel* .

They said that *we would make our clothes on 3D printers* .

They also said that ...

Life Skills Extra: Checking in to a Hotel

IC/IS VIDEO: HOME OR AWAY?



1 Watch the video. What does Ms Lowell give Ellis?

2 Complete the dialogue with the expressions below.

Can I help you? • What floor is my room on?

What time is breakfast? • Enjoy your stay!

Could I have your name, please?

Please sign the registration form.

A: Good afternoon, sir. ¹ ...

B: Yes, I have a reservation.

A: ² ...

B: Yes, it's George Williams.

A: Right – you're in room 435. ³ ...

B: Of course. ⁴ ...

A: It's on the fourth floor. Here's your key.

B: Thank you. ⁵ ...

A: Breakfast is served from 7.00 to 9.30. ⁶ ...

B: Thanks.

3 Work with a partner.

Student A: You're the hotel receptionist. Use the language in Exercise 2 to help you.

Student B: You're the hotel guest. You don't have a reservation but would like a room for two nights. You want to have dinner at the hotel. Ask the receptionist questions and book a room. Use the language in Exercise 2 to help you.

4 Now reverse roles.

Student B: You're the hotel receptionist. Use the language in Exercise 2 to help you.

Student A: You're the hotel guest. You have a reservation for three nights. You want breakfast at the hotel, but you need to leave before 7.00 for a meeting. Ask the receptionist questions and book a room. Use the language in Exercise 2 to help you.



→ Extra Culture Magazine page 147

→ WORKBOOK Progress and Standards Check, pages 76-79

IC GAME

IS WORDLIST AND ACTIVITIES

IC/IS EXTRA PRACTICE

IS DIALOGUE BUILDERS

