

1 Paraphrasing information for you

SPEAKING OUTPUT | Explaining extracts from an article

GOAL | Help a friend understand an article

MEDIATION SKILL | Using synonyms and definitions

WARM-UP

1 Work in pairs. Look at the photos of superfoods and answer the questions.

- 1 Can you name the food?
- 2 Can you name any of their health benefits?



PREPARE

2 Read the article 'Five superfoods' on page 41 of the Students' Book. Check your answers to Exercise 1.

3 Read the Scenario. Why does Catalina need help?

SCENARIO

Your friend Catalina is really interested in food and nutrition. She has found an article about superfoods, but she is having problems understanding some of the language. She asks you to help her understand them.

4 Read the Mediation Skill box. In pairs, think of synonyms or definitions to explain these words and phrases from the article 'Five superfoods'.

abstract (line 3)
keeps (your heart) healthy (lines 5–6)
brain (line 23)
shy (line 24)

MEDIATION SKILL



Using synonyms and definitions

When you are helping someone to understand a text, you often need to explain unfamiliar words or phrases. You can do this by using synonyms or simple definitions. Look at this example. A is explaining paragraph 1 of the article:

- A: The text says that if you eat chocolate regularly, you will be better at multitasking.
B: Sorry! What does 'regularly' mean?
A: It means 'often' or 'habitually'.
B: OK. And can you explain 'multitasking'?
A: It means doing different jobs at the same time.

MEDIATE

5 Work in pairs. Look at the Scenario again.

Student A: You are helping Catalina to understand the article 'Five superfoods'.

Student B: You are Catalina. Ask your partner to explain these words and phrases from the article or of your own: raw (line 9), eyesight (line 15), slightly (line 29), sorts (line 30).

6 Swap roles.

Student B: You are helping Catalina to understand the article 'Five Superfoods'.

Student A: You are Catalina. Ask your partner to explain these words and phrases from the article or of your own: tasty treats (line 27), slightly (line 29), keeps (the common cold) away (lines 35–36), spicy curries (line 39).

7 Think about the task and discuss the questions.

- 1 Did you help your friend understand the article?
- 2 Were your explanations simple and clear?

1 Paraphrasing information for you

SPEAKING OUTPUT | Explaining extracts from an article

GOAL | Help a friend understand an article

MEDIATION SKILL | Using synonyms and definitions

CEFR mediation descriptor: Can paraphrase short passages in a simple fashion, using the original order of the text.

TIMING | 40 minutes

LESSON OVERVIEW

The goal of this lesson is for students to practise using synonyms and definitions to help them paraphrase information from a text in clearer, simpler language.

WARM-UP

1

- Focus students' attention on the photos. Remind them that they read about these foods in the article 'Five Superfoods' on page 41 of the Students' Book.
- Ask students if they can remember any of the health benefits of the five foods. Put them into pairs to discuss and make notes.

2

- Give students time to read the article to check their ideas to the questions in Exercise 1. Elicit feedback from the whole class.

Answers:

- 1 A chocolate B salmon C pickles D pumpkin seeds
2 (Suggested answers) A It helps remember things.
B It can protect you from heart disease. C They help you feel more relaxed. D They give you energy.

PREPARE

3

- Focus students on the task. Give them time to read the Scenario and check that they understand what they have to do.
- Elicit the answer from the whole class.

Answer:

Catalina needs help understanding some of the language in the article.

4

- Go through the Mediation Skill box with the class. Focus students' attention on the examples in the Mediation Skill box. Point out that the two words appear in lines 1 and 2 of the article.
- Put students into pairs to come up with synonyms or definitions to explain the words and phrases from the article in the box.

Suggested answers:

abstract: general or hypothetical; the opposite of concrete

keeps (your heart) healthy: maintains (your heart) in good condition

brain: the organ in your head that controls how you think, feel and move

shy: timid

MEDIATE

5

- Put students into pairs and ask them to roleplay the conversation. Student A is helping Catalina. They have to answer Catalina's questions. Student B is Catalina. They have to ask about the meaning of *raw* (line 9), *eyesight* (line 15), *slightly* (line 29) and *sorts* (line 30) or any word they choose.

6

- Students swap roles. Student B is helping Catalina. They have to answer Catalina's questions. Student A is Catalina. They have to ask about the meaning of *tasty treats* (line 27), *slightly* (line 29), *keeps (the common cold) away* (lines 35–36) and *spicy curries* (line 39) or any word they choose.

7

- Read through the questions with the whole class and elicit answers from different pairs of students.
- Nominate one or two pairs to do the role-play for the rest of the class.

The key mediation criteria to evaluate this activity are:

- learner understands the key points of the article.
- learner uses synonyms and simple definitions to paraphrase extracts from the article.

The following example extracts show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- B: In the third paragraph it says that pickles have a positive effect on the brain. What does 'brain' mean?
- A: Well, the brain is the organ inside your head that you use to think and feel and move.
- B: Right. And in the next paragraph it says that pumpkin seeds are 'tasty treats'. Can you explain this phrase?
- A: Yes, a 'treat' is like a special food that you really like, but don't eat very often. So, a 'tasty treat' is a special food that tastes really good!
- B: Ah, OK. It also describes them as 'slightly salty'. I understand 'salty', but what does 'slightly' mean? Does it mean 'very'?
- A: No, it means the opposite. It means 'a little bit'.

Teacher's comments

Student A has clearly and effectively explained the words and phrases using simple definitions or clear synonyms that Student B is able to understand. It is an example of effective communication.

Marks: 5/5

EXAMPLE OUTPUT B

- A: What is 'positive effect on brain'?
- B: It's good. It means salmon is very good.
- A: Good? No, I mean 'brain'.
- B: Ah, your brain is this, up here (*pointing to head*).
- A: Like 'head'? ... 'hair'?
- A: No, here (*pointing again*) ... this, in your head.
- B: Oh ... OK ... I think I understand. And 'tasty little treats'?
- A: What's that?
- B: I'm asking you. What does it mean?
- A: Well, it's food. Nice food. Like chocolate.
- B: Oh. Like chocolate.

Teacher's comments

Although Student B has tried to explain the words and phrases, their attempts are not very clear or accurate and this has created some misunderstanding and confusion to Student A. At the same time, Student B's questions are not particularly clear. As a result, communication is not very effective.

Marks: 2/5