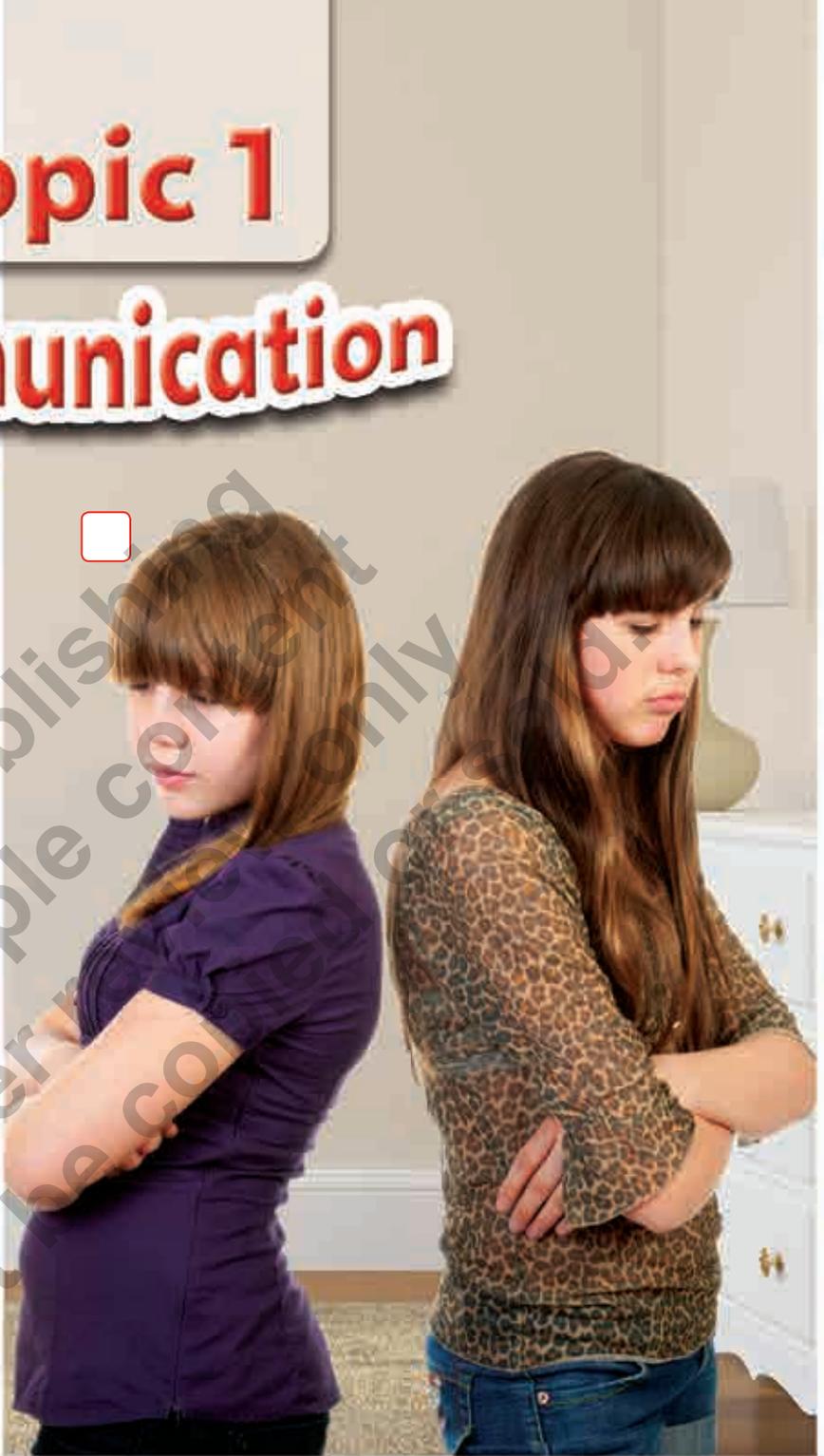


Topic 1

Communication



 **A History of Sign Language** 

Unit 1 People and Language

- ◆ Number the pictures according to their intentions.
 1. Expressing that they're upset
 2. Scolding someone
 3. Showing interest
- ◆ Write how they use their bodies to show how they are feeling.
 1. _____
 2. _____
 3. _____



Unit 2 Now and Then

- ◆ Look at the pictures and discuss the questions.

1. What can you name in these pictures?
2. What are the big differences between communication today and in the past?

- ◆ Mark (✓) the ways you communicate with your friends.

- | | | | |
|-----------------|--------------------------|---------------|--------------------------|
| 1. Text message | <input type="checkbox"/> | 3. Video call | <input type="checkbox"/> |
| 2. Phone call | <input type="checkbox"/> | 4. In person | <input type="checkbox"/> |

- ◆ Discuss how often you do these things.

Unit 1 People and Language

1 Look, read and mark (✓) the verb that best describes the interaction shown below.

announce verb
to tell a lot of people about something officially.

complain verb
to express that something is wrong or upsetting.

convince verb
to persuade someone or make someone sure about something.

inform verb
to tell a person about something.

shout verb
to speak using a very loud voice.



2 Read and underline the best option in each situation.

Let's Communicate!

Communication isn't just about talking. It involves making predictions, listening and responding with the right words or gestures. What's the best thing to do in each of these situations?

1) Two young teenagers are having an argument. How should they communicate?

- a) By shouting at the same time.
- b) By putting their fingers in their ears.
- c) By listening to what each other says.
- d) By chewing gum.



2) Your neighbors are playing music very loudly. How do you convince them to turn it down?

- a) By sending a text message.
- b) By going to their house.
- c) By sending a postcard.
- d) By phoning them.



3) A hotel guest informs the reception that there is a problem with her room. How should the receptionist show he is paying attention?

- a) By turning away from the guest.
- b) By looking out of the window.
- c) By nodding and making eye contact.
- d) By acting like he's bored.



4) A man complains about the service in a restaurant. What's the best way for him to behave?

- a) Staying calm and explaining the problem.
- b) Crying.
- c) Getting very angry.
- d) Saying the same thing over and over.



5) Your family is at an airport and hears an announcement. What do you think the reason for the message is?

- a) To say who the manager is.
- b) To explain where to get coffee.
- c) To announce the next departure.
- d) To describe things to do in town.



3 Listen and number how people are communicating in each situation. 4

- convincing shouting informing announcing complaining

4 Listen and number the pictures. 

1. Aggressive

2. Assertive

3. Passive



◆ Label each description with the type of communication. Then listen again and check. 



1 Sam and Emilio don't usually argue, but they **fell out** last week. When Emilio tries to speak, Sam **clams up**. Sam stops talking and Emilio looks at someone else. Sam hates it when Emilio **turns away**. Now, their friendship has **broken down** completely. They don't talk at all.

2 Dora and Carla are good friends, but they are having a disagreement. They haven't talked to each other for a while. Dora thinks this is silly, so she decides to **speak up** and tell Carla how she feels. Carla listens closely and then gives her opinion. Soon, they understand each other. It wasn't so hard after all to **make up** and continue being friends.

3 Dan never lets his friends finish what they are saying. He always **cuts in** when others haven't finished talking. He's trying to change. If he took a deep breath and **calmed down**, more people would listen to him. He needs to relax.

◆ Write the verbs in bold using the base form next to their meanings. 

- 1. argue _____
- 2. relax _____
- 3. say what you think _____
- 4. face in another direction _____
- 5. reconcile _____
- 6. interrupt _____
- 7. stop communication _____
- 8. finish/end (a relationship) _____

My Space

◆ Think of moments when you use aggressive or passive communication and write how you could turn them into assertive communication.

Aggressive/Passive Moment	Assertive Solution

1 Listen and follow. 

Greta and Dylan **have just arrived** at school.
We've just signed a big new international eco-energy deal.
I've just sat down.

Good Buddies An Anonymous Call

1 GRETA AND DYLAN HAVE JUST ARRIVED AT SCHOOL.

SEE YOU TONIGHT, GUYS. I MIGHT BE LATE GETTING HOME. WE HAVE A LOT OF WORK AT THE OFFICE.



2 AT THE OFFICE...

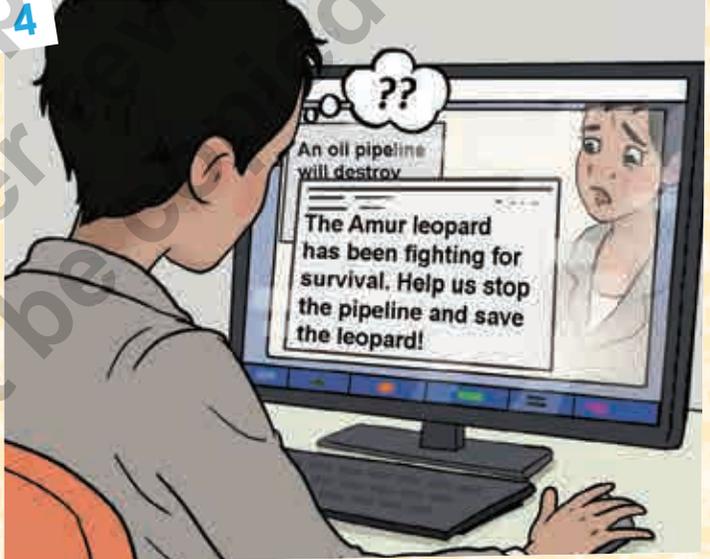
VICKY! WE'VE BEEN WAITING FOR YOU SINCE 8 A.M. HAVE SOME CAKE.

THANKS, MR. DIAMOND.



3 LATER THAT DAY...

WHAT'S THAT?

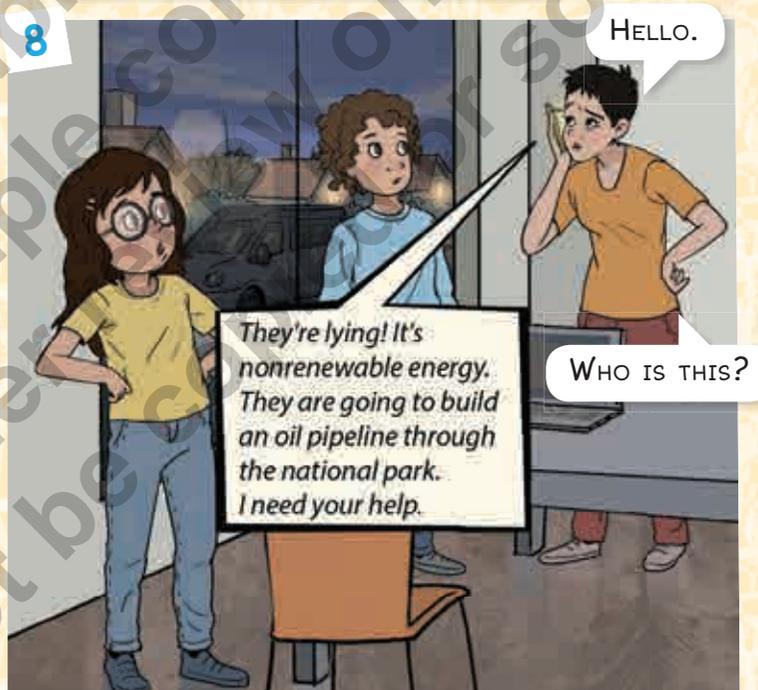


2 Read and answer the questions.

1. How does Mr. Diamond feel about the deal? _____
2. What kind of energy deal is it according to the news? _____
3. What kind of energy deal is it according to the phone call? _____

3 Mark (✓) the types of communication used in the story.

- | | | |
|--|---|--|
| <input type="checkbox"/> body language | <input type="checkbox"/> video call | <input type="checkbox"/> facial gestures |
| <input type="checkbox"/> phone call | <input type="checkbox"/> face-to-face talking | <input type="checkbox"/> e-mail |



4 Match the people with the things they have just done.

- | | |
|------------------------------|------------------------------|
| 1. Greta and Dylan (frame 1) | has just read an e-mail. |
| 2. Mr. Diamond (frame 2) | has just sat down. |
| 3. Vicky (frame 4) | has just signed a deal. |
| 4. Dylan (frame 7) | have just arrived at school. |

◆ Say what the people have just done.

- Vicky (frame 2)
- Mr. Diamond (frame 5)
- Vicky (at the end of the story)

Vicky's work colleagues (frame 2)

They've just eaten cake.

We've been waiting for you since 8 a.m.
It's been standing there for two hours.

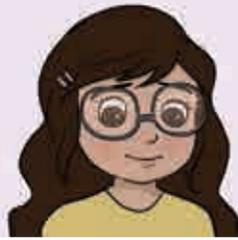
5 Number according to who is speaking. 

1



I'm happy because I've been chatting with my friend.

2



I'm puzzled because I've been getting anonymous calls all day.

3



I'm tired because I've been working on this project for 3 hours.

6 Answer the questions using the pictures as cues. 

1



She's sleeping. Has she been working?

No, she hasn't been working.

She has been watching TV.

2



He's hot and tired. Has he been running?

3



They're wet. Have they been walking in the rain?

4



You're tired. Have you been doing exercise?

 Play What Have I Been Doing?

I feel sick.

Have you been eating a lot?

Listening

- 1 For each item, write the correct answer in the blank. Write one or two words or a number or a date or a time. There is one example.   



DAME SCHOOL

Dramatic Art and Music in English

Classes available now for 11- to 15-year-olds:

- ⊙ Speech and (0) drama
- ⊙ Musical (1) _____

Special Skills

- ⊙ How to write a (2) _____
- ⊙ Positive (3) _____

Special Offers

- ⊙ Summer camp tickets are now available.
- ⊙ Ten-day courses for (4) _____ dollars

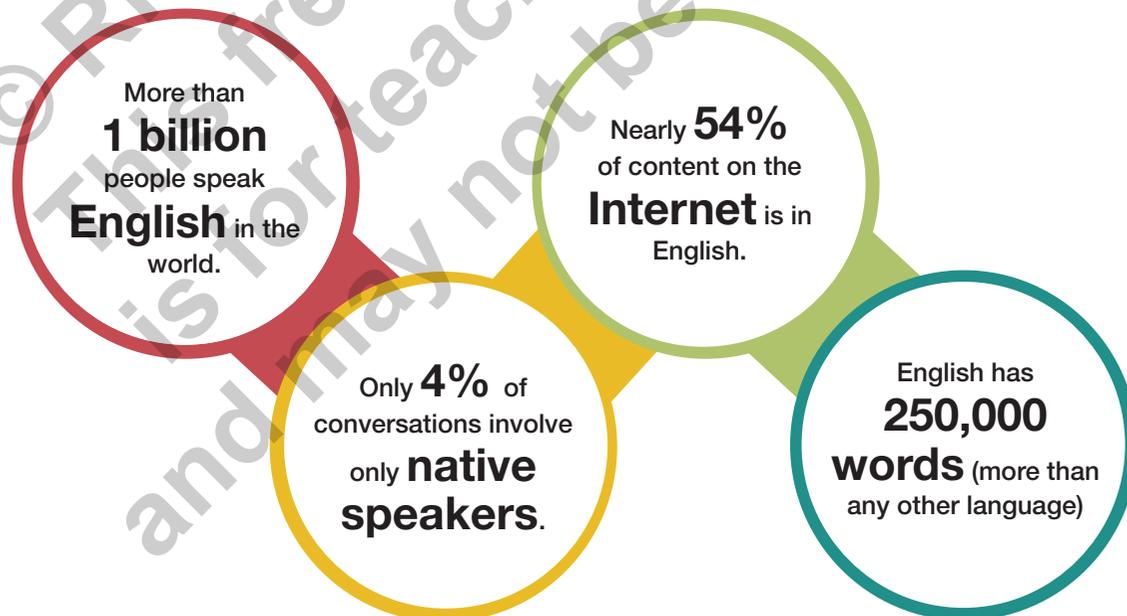
Information:

- ⊙ E-mail address: (5) _____ @dame.com
- ⊙ Phone number: (6) _____



Speaking

- 2 Look at the infographic and discuss the questions.  



1. Why is it important to learn English?
2. How can you improve your communication in English?
3. How do you practice?



Being Present



 Why is it important to practice mindful communication?
How can it help relations between people?

1 Listen and mark (✓) the examples of mindful communication. 

- | | | |
|---|--|--|
| <input type="checkbox"/> Pay attention. | <input type="checkbox"/> Show interest. | <input type="checkbox"/> Tell a personal story. |
| <input type="checkbox"/> Accept different opinions. | <input type="checkbox"/> Check your phone. | <input type="checkbox"/> Choose words carefully. |

2 Think about a time when a friend or family member told you something important. Make notes about what the person said or did.

body language

feelings

name

facial gestures

words

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◆ Think about how you responded. Answer the questions.

1. How did you feel and what words did you use?
2. Did you shout, cut in or cut the person off?
3. What gestures did you use (turning away, looking out the window, etc.)?
4. How could you communicate differently?

3 Think about three things you can do to be more mindful in your communication. Make a key ring using your ideas.



1 Listen and follow. Then discuss what the communication problem was and why it happened. 



2 Listen and repeat. 

1. coat 	/ goat 	4. peas 	/ bees 
2. cheer 	/ jeer 	5. tart 	/ dart 
3. frock 	/ frog 	6. price 	/ prize 

◆ Listen and circle the correct option. 

- The **coat** / **goat** was very expensive.
- The crowd **cheers** / **jeers** every time he kicks the ball.
- The **frock** / **frog** is wet because it has been raining all day.
- There are lots of **peas** / **bees** in the yard.
- Don't touch the **tart** / **dart**! It's not yours.
- The **price** / **prize** is 100 dollars.

◆ Read the sentences for a classmate to identify the word you are saying in each sentence. 

Reading

1 Five sentences have been removed from the story. For each blank, choose the correct sentence.

There are three extra sentences that you do not need to use. There is one example.

- A "It feels like we've been pushing that 10-ton boat up the Missouri river forever!"
- B On the first night at Mandan, I was annoyed because I had insect bites all over my arms and neck.
- C Soon, Sacagawea started to be useful in other ways.
- D "I've just been bitten!" I said.
- E But that wasn't the only reason for the trip.
- F However, we didn't follow the river.
- G Captain Lewis said that we needed their help on the next part of the journey.
- H Finally, this person translated the question into English for Lewis and Clark.
- I "Sacagawea has been taking us the wrong way," said Jim.

The Chain of Translation

Based on the true story of the Lewis and Clark Expedition

Part 1

It was November 1804 when we arrived at Mandan village. The previous year, President Thomas Jefferson had raised funds to send a group of soldiers to explore the West. He appointed Meriwether Lewis to lead the expedition, and William Clark became his co-commander. In March, I volunteered to join them.

We started our journey on May 14. Nearly 50 of us left St. Louis, Missouri, and the journey was tough.

"I'm exhausted," said my friend Jim when we arrived at Mandan. (0) A

That was true. In fact, we'd managed to travel between 16 and 32 kilometers every day. We were hoping to find the Northwest Passage, a supposed water route to the Pacific Ocean. (1) The president also wanted us to make contact with Native Americans on our journey and improve trade with them.

I wasn't convinced about this second objective. How would we communicate? All of us spoke English, but none of us spoke any of the native languages. There were some French speakers, but I wasn't sure how they could help.

(2)

"You've been scratching them all day!" Jim laughed. "Ugh! Disgusting bugs!" I said. "I need a rest. We've been traveling for six months, and we've just climbed through a thick forest to get to this village."

"Well, there's some good news," Jim replied. "Lewis and Clark have decided to build a fort and stay here for the winter."

That was a relief. It was uncomfortably cold at Mandan, but there was plenty to eat, including buffalo, elk and deer. After a few weeks, I was happy again.

While we were staying at Mandan, two new people joined the party. A French Canadian, Toussaint Charbonneau, and his Shoshone Indian wife, Sacagawea.

(3)



2 Read Part 1 again. Identify and discuss the three difficulties the narrator has had so far.

Part 2

After six months at the fort, it was time to move on again.

"We've been eating like kings. I don't want to leave!" I cried. Jim laughed, but we were both nervous. We were going into unknown territory.

We left the fort on April 7, 1805, and around 30 of us continued the journey west. Captain Clark said that this was native Shoshone country. We had never traded with Shoshones before, and I wasn't sure that they would trust us.

"Sacagawea has been living with us for a few months now," said Jim. "She trusts us, and she can translate for us, too!"

"But she doesn't speak English," I said. "Sure, she'll understand what they say, but how can she tell us?"

"Good point," said Jim, and we continued up the river.

(4) _____ She recognized places along the river and pointed which way to go when it separated into two directions. Then we came to a Shoshone camp.

Some Shoshones came out to meet us. At first, everyone shouted at once. It felt like everyone was cutting in. It looked like Captain Lewis and the Shoshone chief were arguing. Then Captain Lewis turned away and waved Sacagawea forward.

Sacagawea said something and the Shoshones immediately calmed down. Then an amazing thing happened. The Shoshone chief asked Sacagawea a question in Shoshone. Sacagawea turned to her husband and translated the question

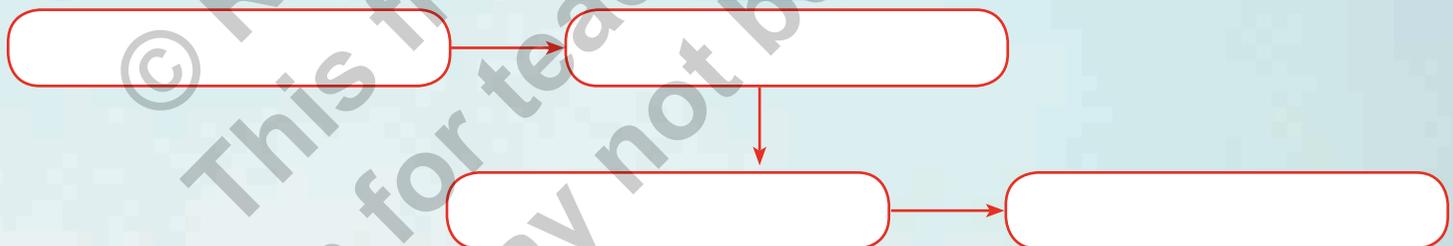


into Hidatsa, another Native language. We didn't know it, but Charbonneau could speak Hidatsa. Then he called over a French-speaking trader and translated the question into French. (5) _____ It was a chain of translation!

Things took a long time, and there were some misunderstandings, but eventually everyone understood one another. Sacagawea used her communication skills to inform the Shoshones of the reason for our expedition. They agreed to give us some horses in return for trade.

"I've just seen something incredible," said Jim, shaking his head. And we continued on our journey.

3 Write the languages in "The Chain of Translation."



4 Imagine that the Lewis and Clark Expedition took place today. Make notes in the chart.

Lewis and Clark Expedition	1804-5	Today
Transportation	boats, horses, on foot	
Communication		
Food		

Writing

1 Read the first part of the article and number the people we communicate with in order.

- Friends and siblings Teachers and adults Parents

An Important Skill

We all develop our communication skills as we grow up. Babies communicate by crying as soon as they are born, and then learn how to communicate better by watching and copying their parents. Later, children discover how to behave in social situations by playing with their brothers, sisters or friends. Then at school, they learn how to take part in discussions, present ideas and take oral or written exams. They speak to teachers and other adults and prepare for life after school, when they will use their communication skills to build a successful future.

What communication experiences have you had while growing up?

Here is what one person said.



Diana, 12

I don't remember when I was a baby, but Mom says I was always hungry. She says that, when I cried, I made **such a loud noise that** the neighbors woke up! I have an older brother, so I played with him when I was a kid. He had lots of toy cars. One day, I was **so jealous that** I took them and hid them in my room. He got so angry that he shouted at me, and we fell out. Mom convinced me to return the cars, but from that day on, my brother didn't let me in his room.

I've just started 6th grade, and we have to present our projects and other work to the class. I've been working on a science project with my friends. It's such a difficult project that I'm nervous about presenting it. I hope I don't get so nervous that I forget what to say!

2 Read what Diana says and look at the words in bold. Find and underline other examples of *so...that* and *such...that*.

◆ In your notebook, write sentences with *so...that* or *such...that*. Use the prompts below.

There is one example.

1. **Cause:** It's a difficult language. **Effect:** I'm taking extra classes.

It is such a difficult language that I'm taking extra classes.

2. **Cause:** I'm shy.

Effect: I get nervous when I speak.

3. **Cause:** She was excited.

Effect: She couldn't sleep.

4. **Cause:** It was a great movie.

Effect: She watched it twice.

3 Read what Diana says again and make notes in the chart.

Communication experiences...	What she did	Why
When she was a baby.		
When she was a small child.		
At school.		

◆ Make notes about your own communication experiences. Say what you did, why and how you felt.



4 In your notebook, write a description of your communication experiences in about 100 words. Use your notes.

Listening

1 For each question, choose the correct answer. There is one example.    

0. What time is it?



A



B



C

1. What food did the girl bring to the party?



A



B



C

2. How did the boy feel yesterday?



A



B



C

3. Which platform is the train to Fairfield leaving from?



A



B



C

4. Why can't the boy sleep?



A



B



C

5. What is Aida doing now?



A



B



C

6. What club does Dan want to join?



A



B



C

◆ Listen again and identify the communication styles in each conversation. 

Speaking

- 1 Work in pairs and follow the instructions. 
- ◆ Take turns describing your photograph for 1 minute. While your classmate speaks, you may not interrupt.

Student A

Someone speaking at school



Student B

Someone speaking at home



- ◆ Compare the pictures. Make notes in the chart.

Similarities	Differences

Unit 2 Now and Then

1 Read and number the paragraphs according to the pictures.

Communication Then

The way we communicate has been getting easier and easier over the centuries. It feels like everyone wants to **get on with** things as fast as they can. In other words, we all want to do things quickly. Communication is no different.

In 2000, there were more than 2 million payphones in the USA. Today, there are only 100,000. So, how do people **get through to** each other today? They all own cell phones to communicate. There are 300 millions of them in the USA alone!

It was also common for people to **get together** in groups and talk face-to-face. Information **got around** by word of mouth when people met to tell each other the latest news. Now, we are more likely to speak to each other by video call or pass on information via social media.

Today, we often send texts to tell friends about things we are interested in. We can even send pictures or videos of the activities that we are **getting into**, such as online series or new video games. In the eighteenth century, it took two weeks for a letter to travel 150 kilometers, so it could take a month to get a reply! You wouldn't be able to **get away with** that today. Your friends would criticize you and ask for an explanation!



1 One of the first mail carriages



2 An old rotary payphone



3 People chatting in a café

Think about how we use communication technology to **get by**. How would you survive without it?

◆ Write the verbs in bold using the base form next to their meanings.

1. avoid criticism for something _____
2. survive _____
3. continue doing something _____
4. meet _____
5. be shared (such as information) _____
6. succeed in talking to someone on the phone _____
7. be interested in something _____

2 In your notebook, write three advantages and three disadvantages of communication in the past and in the present. Then share ideas.

3 Complete the article using the words in the box.

databases network applications text message
 devices Security screen time Viruses

Communication Now

Here are some amazing facts about communication today.

- 1 Today, **79 / 69 / 59** per cent of 12-year-olds in the USA own a smartphone.
- 2 In some countries, the majority of **4 / 8 / 12**-year-olds already own a tablet!
- 3 It usually takes a **second / minute / hour** for a _____ to travel across a phone _____ from one place to another.
- 4 Around 200 **billion / million / thousand** _____ are downloaded each year.
- 5 Most children say **sending messages / playing games / watching videos** is their favorite smartphone activity.
- 6 On average, people in the USA send and receive **54 / 74 / 94** text messages a day.
- 7 Young teenagers have **2 / 4 / 6** hours of _____ on different _____ per day.
- 8 _____ is a big concern. _____ can attack _____ that hold our personal information. To protect our personal information, experts block **4,000 / 14,000 / 24,000** dangerous apps every day.

◆ Read and circle the correct option. Then listen and check. 

4 Conduct a quick class survey. 

- How many people in your class often download applications?
- How many text messages do they send and receive each day?
- How many people in your class use their cell phones to do homework?

I **used to be** a security guard at *Amur Energy*.
Every night, I **would lock** the office.

1 Listen and follow. 

Good Buddies Jim, the Volunteer

1 DYLAN ASKS HIS MOM TO SHOW HIM THE LATEST MESSAGE.

LOOK! THERE IS A LINK TO A WEBSITE.



IT SAYS THERE USED TO BE THOUSANDS OF AMUR LEOPARDS, BUT PEOPLE WOULD HUNT THEM FOR THEIR FUR.

3

THE LEOPARDS GO TO DEER FARMS TO GET FOOD, BUT FARMERS TRY TO PROTECT THE DEER AND HURT THE LEOPARDS. THE LEOPARDS USED TO CHASE THE DEER IN THE WILD.



SOMEONE SENT YOU THIS INFORMATION FOR A REASON, MOM.

2

HOW DID THEY GET AWAY WITH THAT?



WELL, IT'S ILLEGAL NOW. BUT THEY ARE STILL IN DANGER.

Why?

4

WHO'S THAT?



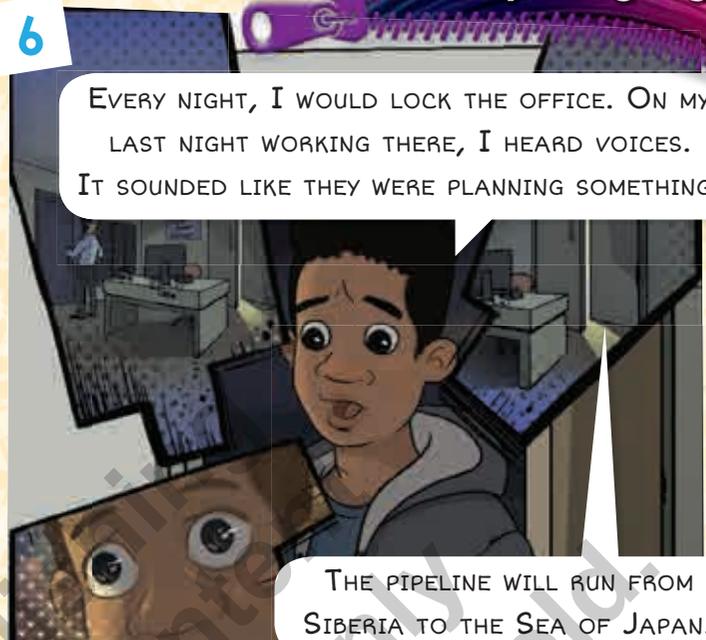
IT'S THE MAN FROM THE VAN!

2 Read again and circle *T* (True) or *F* (False).

- | | | |
|--|---|---|
| 1. Amur leopards aren't in danger now that the fur trade is illegal. | T | F |
| 2. It is illegal to keep deer farms. | T | F |
| 3. Jim worked at the same place as Vicky Adams. | T | F |
| 4. Jim knew who the people in the office were. | T | F |
| 5. Jim doesn't want Vicky to help him. | T | F |

3 Discuss possible answers to the questions.

1. Why is it illegal to hunt leopards for their fur?
2. Why do leopards go to deer farms to get food?
3. Where do you think Jim hides?
4. Why isn't Jim sure who the people were?



- 4 Read the sentences and decide if they refer to past actions/habits or past states.**
1. People **would** hunt Amur leopards.
 2. Jim **would** lock the office every night.

◆ **Mark (✓) the sentence where it is also possible to use *would*.**

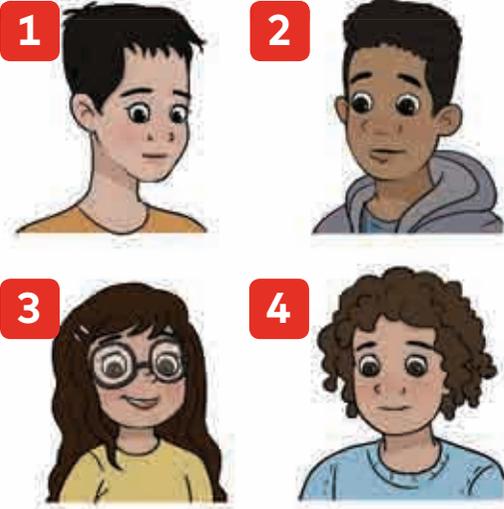
1. There **used to** be thousands of Amur leopards.
2. The leopards **used to** chase deer in the wild.
3. I **used to** be a security guard at *Amur Energy*.

5 In your notebook, write three past actions or states about yourself, two true and one false.

I would/used to go swimming twice a week. I used to live with my grandparents. I used to have two cats.

Dylan asks his mom to show him the latest message. Do you want us to help you?

6 Number according to who says it. 



- Can you give us more information?
- The newspapers need more evidence.
- Can you bring Jim some coffee?
- You should show more pictures on a website.
- We can have a chat group.

◆ Match the columns. 

- | | | |
|----------------------|----------|-------------------------------|
| 1. Vicky asks Jim | to show | Jim some coffee. |
| 2. Jim wants someone | to bring | messages in a chat group. |
| 3. Vicky asks Dylan | to take | them more information. |
| 4. Greta advises Jim | to send | evidence to the newspapers. |
| 5. Dylan tells them | to give | more pictures on the website. |

 Play the Sentence Race!

to show need She them us
 bring persuade We a call. a text.
 tell me They information.
 take invite you the message.
 send give ask you her advice.
 want He I him

I persuaded her to give him a call.

I asked him to show me the message.

1 Listen and repeat the words. Underline the silent letters. 



talk



listen



doubt



dialogue

2 Listen and circle the odd one out. 

- | | | | |
|-----------|---------|---------|-------|
| 1. chalk | should | sold | would |
| 2. castle | faster | whistle | often |
| 3. lamb | climber | mumble | thumb |
| 4. build | tongue | guess | under |

3 Look at the pictures and solve the riddles.

1 You would use me when you were happy
To say that everything was fine.
You pointed me up towards the sky
And made a positive sign!
What am I? _____



2 You should listen for me when the referee
Wants to stop the game,
Or when a lifeguard
makes a loud sound with me at the pool
And shouts "out of the water, please."
What am I? _____



3 You use me when you're talking.
I move around your mouth.
And sometimes, if you're being rude,
You even stick me out!
What am I? _____



4 Teachers used to write with me
To make things clear at school,
But now they have interactive boards,
So now I'm not so cool.
What am I? _____



◆ In pairs, take turns reading the riddles aloud. 

Reading and Writing

1 Look at the pictures and discuss how learning is similar or different.

2 Read the text. For each question, choose the correct answer. There is one example. 

The Rise of Cyber Schools!

We all know what a traditional classroom looks like. Children sit at desks and classes are for a specific amount of time. For some students, this is a problem. "I used to get bored in class and couldn't sit still," says Luke Harris. "So my parents suggested trying something different. I haven't been to a traditional school since fourth grade." What does Luke do? He studies at a cyber school!

What are cyber schools and why are they becoming a popular way to learn? Cyber schools are where students work at home using computers and other devices. Students can create their own schedules, depending on which subjects they find difficult or which they can get on with quickly.

But how do "cyber teachers" communicate with their students? Students at online schools send work by e-mail to a course management system or database. In this way, teachers can see what their students are doing. They still have to grade work, give advice and communicate with parents themselves, but the "class" is a network of students in different locations.

One area of concern is online students' happiness and whether they socialize enough with their peers. For this reason, a lot of cyber schools sometimes give students the chance to get together for after-school activities, sports events or field trips. This allows them to have face-to-face communication with each other.

Finally, there are a lot of students who just can't make it to classes at traditional schools. This can happen for a number of reasons, like health problems or because their parents have to move around a lot. Cyber schools cover the same course contents as traditional schools, so they can help these students get by. This is yet another reason for cyber schools' growing popularity!



0. Luke stopped going to traditional school
- A after his parents got angry with him.
 - B because he didn't like learning.
 - C on the advice of his parents.
 - D before fourth grade.
1. What influences students' schedules at cyber schools?
- A The devices they use.
 - B The time they need to do something.
 - C The fact that they are working at home.
 - D The subjects that they struggle with.
2. What does the course management system help teachers do?
- A Monitor what students are doing.
 - B Grade work.
 - C Build a network of students.
 - D Teach the subject.
3. At cyber schools, students
- A never meet face-to-face.
 - B meet during study time.
 - C are unhappy about socializing.
 - D occasionally meet and socialize.

- 3 For each item, write the correct answer. Write one word for each blank. There is one example. 

Do you think cyber schools are a good idea? Send us your comments!

Alan commented last week

I'm in sixth grade and I study online. It is perfect for me because I am a swimmer. I train every day and travel around the country a lot for competitions. I (0) used to go to a traditional school, but I left because I missed too many classes. I (1) _____ do my homework late at night and got really tired. In the end, I started falling behind with my homework and my teachers weren't happy.

I've been studying like this (2) _____ three years. I've been on field trips and have made friends. We send text messages to each other and keep in touch that way.

Sarah commented yesterday

I don't think cyber schools are such a good idea. I prefer to go to class and see my friends. We can get together in groups and help each other. We sometimes still work online. For example, sometimes we ask each other (3) _____ send information by text or e-mail when we are doing projects.

I think it's important to see your teachers in class (4) _____ they can give you help immediately if you need it. If you are working online, you might have to wait for advice.

It would be good to have my own schedule, (5) _____ I'm not very organized, so it's easier to have a school schedule!

- 4 You see this announcement on a notice board at school. In your notebook, write your answer in about 100 words. 

Do you think it is important to have Internet access at school?

Write an article for the school magazine telling us what you think. Give reasons why it is important or not.

We will publish the best articles answering this question next month.



1 Read and answer the questions.

1. How often do you play video games?
2. Do you think playing video games is good for you? Why or why not?

Is Playing Video Games Good For You?

Do you like playing video games? Lots of young people do. In fact, they love playing them so much that it can sometimes cause problems. Parents can get frustrated. "Why can't you do something else?" they shout. Then they ask you to give them the console. They might even ban you from playing altogether.

This is because video games used to have a bad reputation. Children who played video games would stay inside and not get enough exercise. Even today, playing video games too much can lead to stress, bad performance at school, sleep and mental health problems. If children feel like they have to play a video game and miss out on other activities, then game-playing has become a problem. Fortunately, only 3 per cent of children are obsessed with games in this way.

The good news is that playing video games can be good for your body and mind. Choosing the right game is important. The best video games make you feel good and give you a good message.

Games are rated, like movies, and your parents can help you choose which ones to play. Once you have a game, it is essential to play it in moderation. Limit your screen time on all devices to a reasonable amount.

Online Multiplayer Games

For a lot of young people, online games are important spaces to connect with others and chat while playing. They are a form of social media, where children and teenagers can build community networks and share content about games of common interest. If you balance playing these games with other activities, there can be developmental, emotional, social and educational benefits. Take a look at "The Benefits of Playing" to see how games have changed and how they can benefit you.



What did children use to play before video games were invented?

◆ Read the article and circle *T* (True) or *F* (False).

- | | | |
|--|---|---|
| 1. Parents get frustrated because they can't play video games. | T | F |
| 2. If gaming stops people doing other things, they are obsessed. | T | F |
| 3. Social media is a way of connecting and sharing content online. | T | F |
| 4. We should do things we enjoy all the time. | T | F |
| 5. People who play action games are quicker at decision-making. | T | F |



The Benefits of Gaming

The benefits of gaming depend on the activities you are doing and why, but you can get a lot from online games and gaming applications.



Developmental Benefits

Video games used to be a lot more basic, but they have been changing to include physical movement, problem-solving and decision-making tasks. For example, you might have to swing a virtual baseball bat or practice a dance move! You can improve your hand-eye coordination while doing several things at once.



Emotional Benefits

Whenever we do something we enjoy, we feel less stressed and more relaxed, as long as we don't do it too much. Plus, if you play a game well, it can also be good for your confidence. Online games help you feel connected to people with similar interests and can make you feel positive about life.



Social Benefits

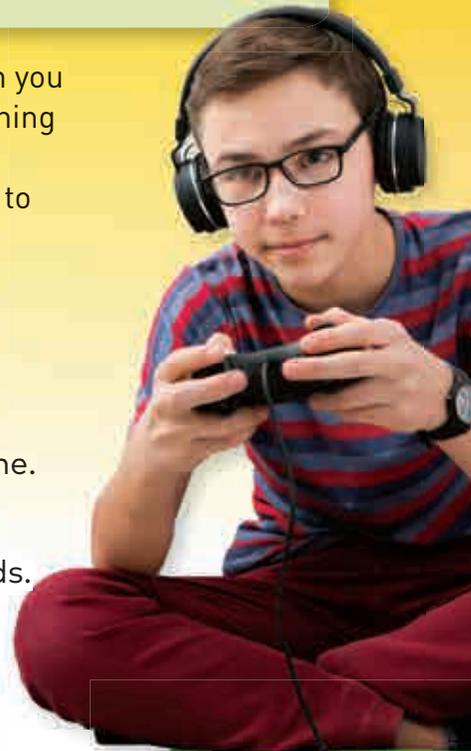
Although a lot of online games don't need face-to-face communication, you can get together with family and friends to play. This helps you learn how to play in teams and take turns. Even with online games, you learn to help other people and feel closer to them. By doing this, you build friendships and develop communication skills.



Educational Benefits

There are lots of educational benefits to gaming. Can you remember how to escape from that castle? What's the best way to get from A to B? Memory skills, critical thinking, learning new words and decision-making are all things you can get better at by playing games. Did you know that people who play action games make decisions 25 per cent faster than those who don't?

Remember that too much of anything can be bad for you, but that doesn't mean you shouldn't do things at all. The same goes for playing video games. There is nothing wrong with playing an appropriate game in your spare time in order to relax. Choose a game that gets you up and moving, challenge your family and friends to play it and have fun!



2 Read the situations and write the type of benefit they refer to.

developmental emotional social educational

1. You work together with a friend to pass a stage of an action game.

2. You build a town in a building game and decide everything it needs.

3. You play a tennis game where you follow the ball with your eyes and body. _____
4. You chat online about a game you enjoyed playing and have just completed successfully. _____

3 Think of a game you play. In your notebook, list what types of benefits it gives you.

Being a Responsible and Careful Digital Citizen

- 1 Listen and mark the examples of good digital citizenship (✓) and bad digital citizenship (X). 


Why is it important to learn how to be a good digital citizen in the twenty-first century?

What is being a responsible and careful digital citizen?



Reporting cyberbullying to parents or teachers.

Using information without checking facts.

Not sharing personal information like phone numbers.

Writing a rude text message about a friend in a chat group.

Using your pet's name as a password.

- ◆ Circle the correct answer to each question.

- A digital citizen is someone who

A communicates well.	B uses technology well.	C writes letters.
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- Good digital citizens never say things online they wouldn't say

A to their parents.	B in text messages.	C in person.
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- You should not share personal information online with

A anyone.	B cyberbullies.	C teachers.
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- 2 Write three ways you can become an ideal digital citizen.

- _____
- _____
- _____

Explore

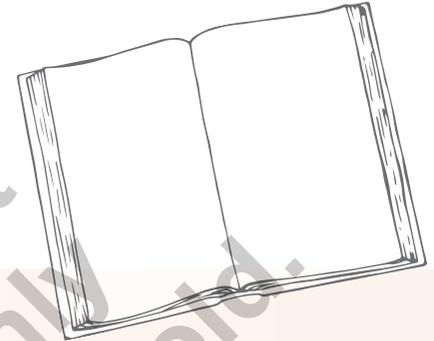
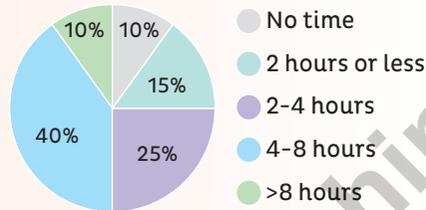
- ◆ Look at the survey results and identify the most and least popular ways of communicating.

A Communication Survey

Number of participants: 20

Question 1: How much screen time do you have every day?

No time	II
< 2 hours	III
2–4 hours	IIII
4–8 hours	IIII III
> 8 hours	II

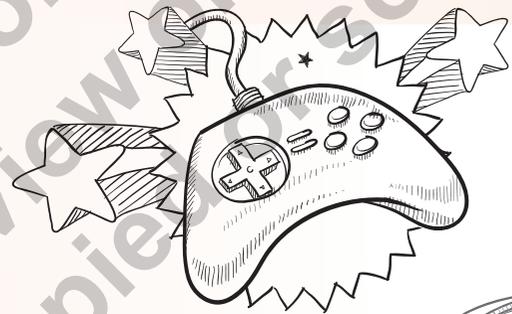


Question 2: Is this more or less screen time than you used to have?

More: 95% Less: 5%

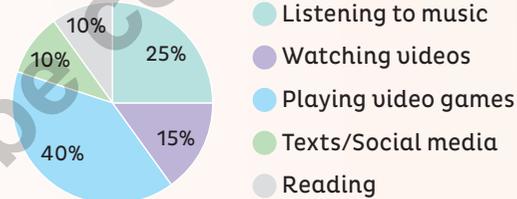
Question 3: Which of these activities have you been doing?

Listening to music	IIII IIII	50%
Watching videos	IIII IIII II	60%
Playing video games	IIII IIII	50%
Sending text messages/social media	IIII III	40%
Reading	IIII I	30%



Question 4: Which activity is your favorite?

Listening to music	IIII
Watching videos	III
Playing video games	IIII III
Sending text messages/social media	II
Reading	II



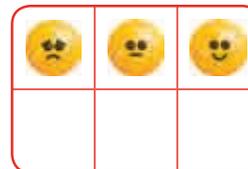
Produce

- ◆ Conduct a similar survey with your classmates. Go to Practice Book page 111 to record your data and results. 

Present

- ◆ Show and describe to the class the results of your survey.

Five people, which is twenty-five percent of the sample, spend two to four hours a day on digital devices. However, eight people, which is forty percent, spend four to eight hours a day on them.



Can you identify communication verbs?

1 Match the words with their definitions.

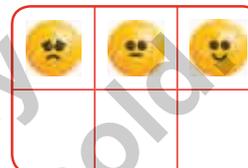
- | | | | |
|-------------|-------|-------|-------|
| 1. convince | _____ | _____ | _____ |
| 2. shout | _____ | _____ | _____ |
| 3. complain | _____ | _____ | _____ |
| 4. announce | _____ | _____ | _____ |
- speak loudly
 say you are unhappy
 give news in a formal way
 make a person agree

Can you use phrasal verbs related to communication?

2 Complete the sentences using the correct forms of the verbs in the box.

fall out cut off turn away point out cut in

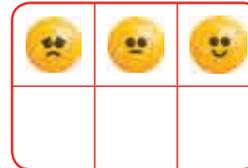
- Please don't _____. Let her finish what she is saying!
- He put the phone down, and I was _____ in the middle of a sentence.
- They are always arguing and _____.
- Look at me when I'm speaking to you! Don't _____.
- She _____ what the problem was, but he still didn't understand.



Can you talk about things that happened recently?

3 Use the prompts below to write sentences.

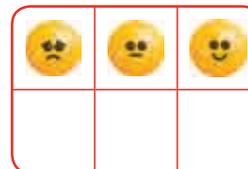
- They/just/have/argument _____
- Andy/just/hear/announcement _____
- Kate/just/make/complaint _____



Can you describe what people have been doing?

4 Look at the people and write what they have been doing.

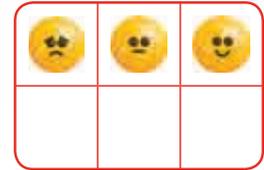
- 
 She's tired. _____
- 
 He's happy. _____



Can you identify words related to communication and technology?

5 Match the concepts with their definitions.

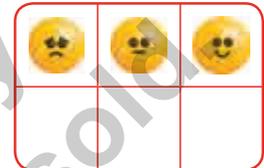
- | | |
|----------------|---|
| 1. device | a computer program for a mobile device |
| 2. application | a piece of electronic equipment |
| 3. database | a system of computers or other devices |
| 4. virus | a collection of data used by computers |
| 5. network | a computer program that causes problems |



Can you talk about past actions or states that are no longer true?

6 Describe how people communicated in the past using the prompts and *used to / would*. (Only use *used to* when you can't use *would*.)

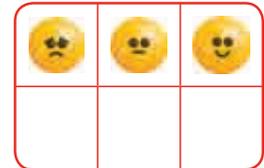
1. People/send/signals _____
2. My grandparents/post/letters _____
3. My parents/be/pen pals _____



Can you use infinitives with direct and indirect objects?

7 Complete the sentences using the correct forms of the words in parentheses.

1. She wanted _____ (me/bring) some soda to the party.
2. He needed _____ (her/send) the package.
3. We asked _____ (them/show) us their vacation photos.
4. They asked _____ (us/take) her a gift.
5. I reminded _____ (him/give) me a call.



Home Connection

◆ Invent a communication app that would be useful at home.



A History of Sign Language

