



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 | ☐ | 3. Video call | ☐ |
| 2. Phone call | ☐ | 4. In person | ☐ |

- ◆ 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?

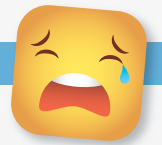
1) Two young teenagers are having an argument. How should they communicate?

- 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.


☐

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 _____

5. reconcile _____

2. relax _____

6. interrupt _____

3. say what you think _____

7. stop communication _____

4. face in another direction _____

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.

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?



4



2 Read and answer the questions.

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

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

☐ body language

☐ video call

☐ facial gestures

☐ phone call

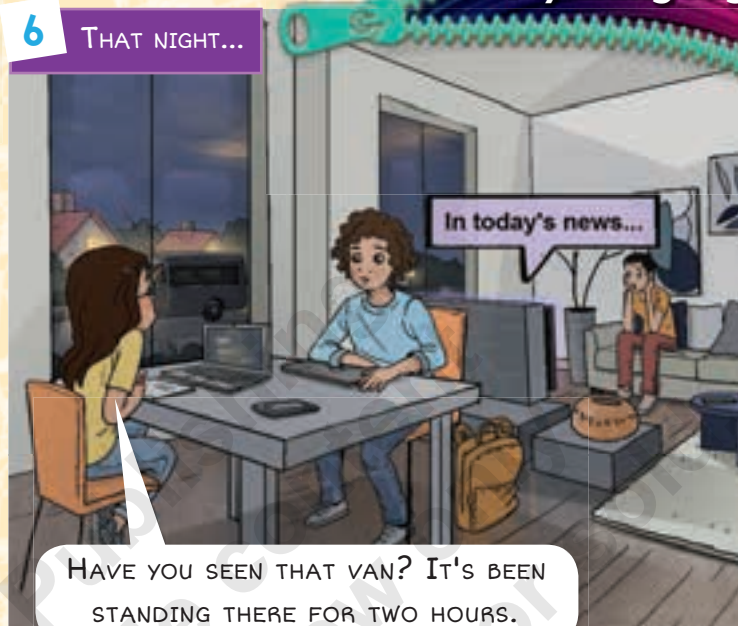
☐ face-to-face talking

☐ e-mail

5



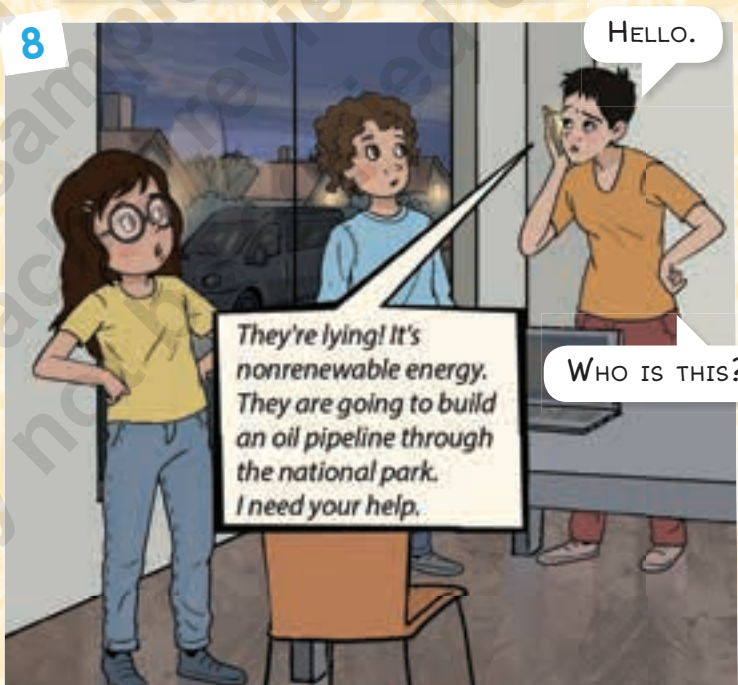
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7



8



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

1. Greta and Dylan (frame 1)
2. Mr. Diamond (frame 2)
3. Vicky (frame 4)
4. Dylan (frame 7)

- has just read an e-mail.
- has just sat down.
- has just signed a deal.
- have just arrived at school.

◆ Say what the people have just done.

1. Vicky (frame 2)
2. Mr. Diamond (frame 5)
3. 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

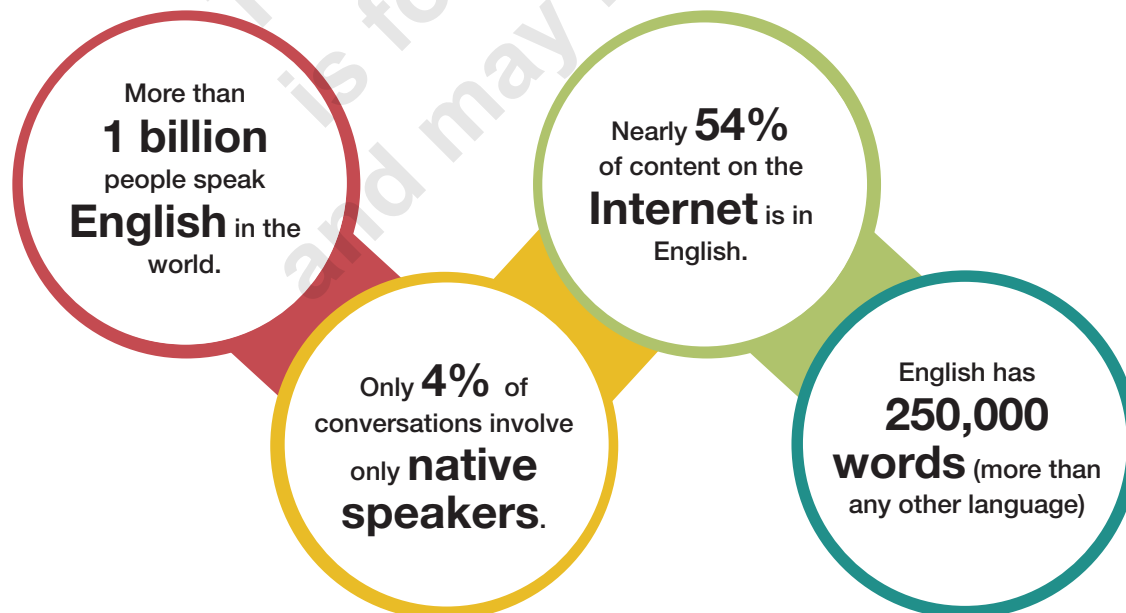
Information:

- ⊙ 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?

Mindfulness

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.

☐

Pay attention.

☐

Show interest.

☐

Tell a personal story.

☐

Accept different opinions.

☐

Check your phone.

☐

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

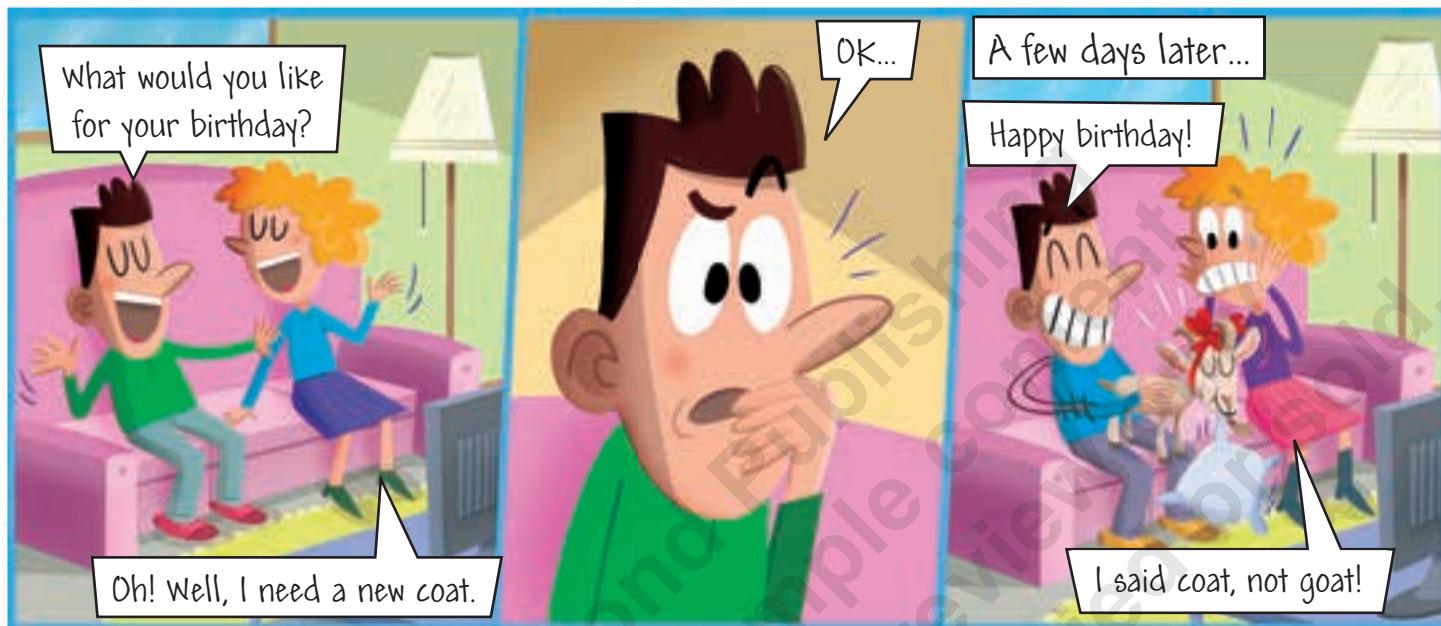
◆ Think about how you responded. Answer the questions.

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



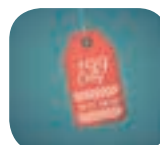
3. frock



/ frog



6. price



/ prize



◆ Listen and circle the correct option. 

1. The **coat** / **goat** was very expensive.

2. The crowd **cheers** / **jeers** every time he kicks the ball.

3. The **frock** / **frog** is wet because it has been raining all day long.

4. There are lots of **peas** / **bees** in the yard.

5. Don't touch the **tart** / **dart**! It's not yours.

6. 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

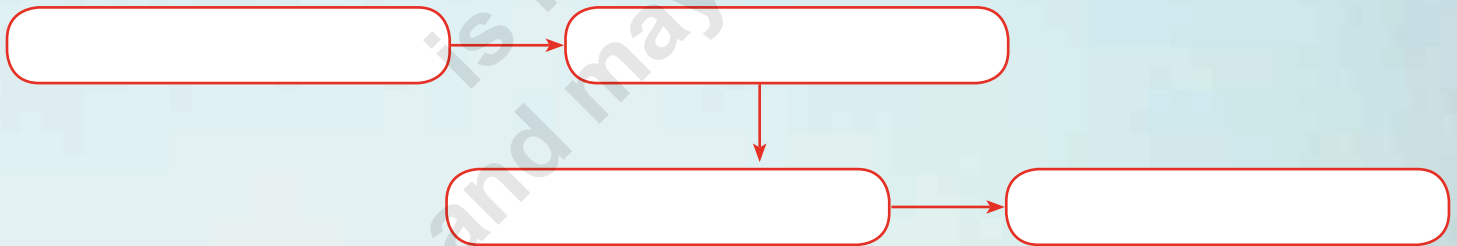


into Hidatsa, another Native language. We didn't know it, but Charbonneau could speak Hidatsa. Then he called over a French-speaking trader and translated the question into French. (5) — It was a chain of translation!

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 ☐

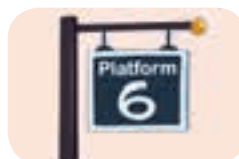
3. Which platform is the train to Fairfield leaving from?



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