

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?

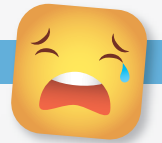
1) Two young teenagers are having an argument. How should they communicate?

- a) By shouting at the same time. c) By listening to what each other says.
b) By putting their fingers in their ears. 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. c) By sending a postcard.
b) By going to their house. 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. c) By nodding and making eye contact.
b) By looking out of the window. 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. c) Getting very angry.
b) Crying. 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. c) To announce the next departure.
b) To explain where to get coffee. d) To describe things to do in town.



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

- 2 convincing 1 shouting 3 informing 5 announcing 4 complaining

Unit 1 People and Language

Objectives of the day:

1. Learn communication verbs.
2. Read and understand a multiple-choice quiz.

Materials: *Communicating* Flashcards, Flashcard Activity 1A on page XIV.

Open the day

- ◆ "Mindful Body" practice.
- ◆ Flashcard Activity 1A.

Open the book!

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

Have students look at the photo on page 14. Invite volunteers to read the communication verbs and their definitions. In pairs, have students discuss the best choice of verb for the photo. (complain) Elicit what the complaint might be.

2 Read and underline the best option in each situation.

The following activity will help students to consolidate vocabulary in a meaningful way. Ask students to read the heading. Explain that they are going to complete a multiple-choice quiz on the topic of communication. Read the headings aloud. Invite five volunteers to read Question 1 and answers A–D. Discuss the options as a class. Have students underline the best option. (C)

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

Tell students that they are going to hear five dialogues. Call their attention to the five verb choices, then read the instruction aloud. Play Track 4 and pause after the first dialogue. Elicit the answer. (shouting) Continue playing the audio and have students number the verbs. Play Track 4 again to consolidate and check the answers together. (announcing: 5, complaining: 4, convincing: 2, inform: 3, shouting: 1) Elicit the words and phrases, or tones of voice that informed their decisions.

Open Day Tip Listening for Gist

Listening activities where students have to infer meaning or intention are good practice for real-life use of English, as well as for the certifications at this level. It is a good idea to play an audio more than once and discuss how students worked out the answers. (key words, intonation, etc.)

Close the day

- ◆ Place the *Communicating* Flashcards on the board. Strike a pose, or make a gesture, that represents one of the verbs. Have students guess the verb. Form small groups. Have them create a tableaux for one of the verbs. Invite groups to share their scene for their classmates to guess.

  Practice Book: Assign page 8 as homework.

Objectives of the day:

1. Listen to a talk about different types of communication.
2. Learn communication phrasal verbs.
3. Write about your communication style and how to change it.

Materials: *Phrasal Verbs* Flashcards, Flashcard Activity 1B on page XV.

Open the day

- ◆ "Mindful Body" practice.

◆ Play *Simon Says*:

Write the following on the board: *stand up, sit down, turn around*. Have students stand up and stand in front of their chairs. Remind students how to play *Simon Says*. Say: *If I say "Simon says..." then you should do what I say next. If I don't say "Simon says..." first, then you shouldn't do it.* Demonstrate and say: *Simon says turn around*. Check that all students turn around. Say: *Sit down*. Congratulate those students still standing and remind those who sat down that you hadn't said "*Simon says...*" first. Play the game for a few rounds. Point out that the verbs used in the game consist of two parts. (stand + up, sit + down, turn + around) Write a few of the phrasal verbs that you used in the game on the board. Tell students that in today's class, they are going to learn some communication verbs made up of two parts, such as the ones on the board, called phrasal verbs.

Open the book!

4 Listen and number the pictures.

Point to the three photos in your book. Explain to students that they are going to hear a talk by a communication expert. Next, ask students to look at the terms 1 to 3. Read them aloud to model the pronunciation. Play Track 5 for students to number the pictures. Have them compare their answers in pairs. Play the audio again, pausing after each section, to check the answers.

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

Call students' attention to texts 1 to 3 and the lines under each one. Tell them to read the texts and label them with one of the terms above. As they finish, have them compare their answers in pairs. Play Track 5 again and have students point to key words in the texts with their fingers.

Finally, remind students to visit the online platform for more practice at home.

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

Ask volunteers to read the definitions 1 to 8 aloud. Call students' attention to the phrasal verbs in bold in the texts. Read the first sentence in Text 1 aloud. Elicit the phrasal verb in bold and elicit the meaning. (fall out; have a disagreement) Tell students to write the base form of the phrasal verb *fall out* next to Definition 1.

Finally, remind students to visit the online platform for more practice at home.

My Space

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

Ask students to read the headings in the chart. Have them copy the chart in their notebooks. Demonstrate the activity with a personal example. Say: *For example, if someone asks me for money in the street, I usually look away quickly. That's passive communication. Perhaps one way to make this assertive is to look at the person in the eye, smile and say, "Sorry, I'm not going to give you any money today."* Encourage students to write two or more examples of their own. (physical or verbal communication) Help them to transform their sentences into assertive solutions.

Close the day

- ◆ Flashcard Activity 1B.



 Practice Book: Assign page 9 as homework.

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.

Passive

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.

Assertive

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.

Aggressive

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

1. argue **fall out**

5. reconcile **make up**

2. relax **calm down**

6. interrupt **cut in**

3. say what you think **speak up**

7. stop communication **clam up**


4. face in another direction **turn away**

8. finish/end (a relationship) **break down**

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.



OK, MOM. SEE YOU LATER.

2 AT THE OFFICE...

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



THANKS, MR. DIAMOND.

WE'VE JUST SIGNED A BIG NEW INTERNATIONAL ECO-ENERGY DEAL A WHILE AGO! I'M SO HAPPY! LET'S CELEBRATE.

3 LATER THAT DAY...

WHAT'S THAT?



WHAT PIPELINE?



??
 An oil pipeline will destroy
 The Amur leopard has been fighting for survival. Help us stop the pipeline and save the leopard!

2 Read and answer the questions.

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

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

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

Objectives of the day:

1. Understand the context for the use of the present perfect.
2. Read about different types of energy.

Materials: photo or drawing of an Amur leopard; Poster 1 with Cutouts, Poster Activity 1A on page XXI.

Open the day

- ◆ "Mindful Body" practice.
- ◆ Place a photo or drawing of an Amur leopard (or write *Amur leopard*) on the board. Have students turn to a classmate and recall the comic strip story. You can prompt them by asking questions: *Where is the story set?* (In a national park, East Russia and near Japan.) *Who is making a plan?* (an oil company)

Language Presentation**Present Perfect**

In this class, students will learn how to make use of the present perfect to talk about things that have just happened. We suggest that you do Poster Activity 1A at this stage to present and practice the topic. This will help students to complete the activities on this page.

Open the book!**1 Listen and follow.** 

Have students work in pairs and guess who the characters are and where they are in each picture. This will help students to better understand the story while listening. Prompt their discussion with questions: *What job do you think the mom, Vicky, does? How do you know?* You can ask volunteers to explain what they think is going to happen in the story. Play Track 6 once as students follow. Ask students whether their guesses were correct or not.

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the structure presented there is used to describe activities experienced at any time in a person's life. Elicit this information by asking questions related to the story: *Where have Greta and Dylan just arrived? What has Mr. Diamond just*

signed? You can personalize the questions and ask students about their own experiences until you are confident that they have grasped the concept of the structure.

2 Read and answer the questions.

To check reading comprehension, ask students to read the questions and point to the comic strip frames that show the answer. Have students write their answers in their notebooks. Check the answers as a class. Have volunteers support their answers by using clues from the text.

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

Call students' attention to the six types of communication. Elicit examples of each to check that students understand the six types. Ask: *Do the characters use their bodies to show how they feel? What type of communication is this?* (yes; body language) Have them mark the communication types that they feel is present in the story. Finally, check the answers as a class.

Close the day

- ◆ In order to review past participles, write the verbs used in the unit so far (pages 12 to 17) on the board. Have students call out the past participle form of the verbs on the board. Then have volunteers describe experiences, real or invented, using the present perfect: *I have eaten all my chips!* Then have the class guess if the statement is true or false.



Practice Book: Assign page 10 as homework.

Go to video "Amur Leopards." 

On the platform, you will find a video along with activities and projects related to this level's vulnerable animal. (the Amur leopards) It is important to take this time to begin raising students' awareness of this species. You might want to take a few minutes to show the opening of the video and then elicit from students what they know about Amur leopards. They can do the "Before Watching" activity online now. If possible, ask students to talk to their family members about the Amur leopard. They can draw pictures and bring them in for the next class. You can put these up on the walls for classroom decoration, if permitted. This might also be a good time to introduce one of the projects available for them.

Objectives of the day:

1. Understand the context for the present perfect with *just*.
2. Exchange information about experiences they have and haven't done.

Materials: Reader (1 per student).

Open the day

- ◆ "Mindful Body" practice.
- ◆ Review the comic strip story by asking the following questions: *What are the children's names?* (Greta and Dylan) *Where does their mom, Vicky, work?* (Amur Energy oil company) *Who is the boss?* (Mr. Diamond) *Has he just signed an eco-energy deal?* (No, he hasn't, but he said he has.) *What news story has Vicky read recently?* (An oil pipeline will destroy the Land of the Leopard National Park.)

Open the book!

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

Have students read the comic strip again to check their answers. Then point out the characters' names and the specific frames listed next to them. Explain that all these characters have just completed an action in the frames mentioned. Say: *They've all just done something. Who did what? Look at the frame to find out.* Have students match the people with the actions that they have just completed.

◆ Say what the people have just done.

Divide students into pairs and tell them to say the recently completed actions. Demonstrate with the examples. Say: *Go to frame 2. Read the frame and look at the people. Look at Vicky's work colleagues. What have they just done?* Elicit: *they've just eaten cake.* Provide help as needed.



Reader

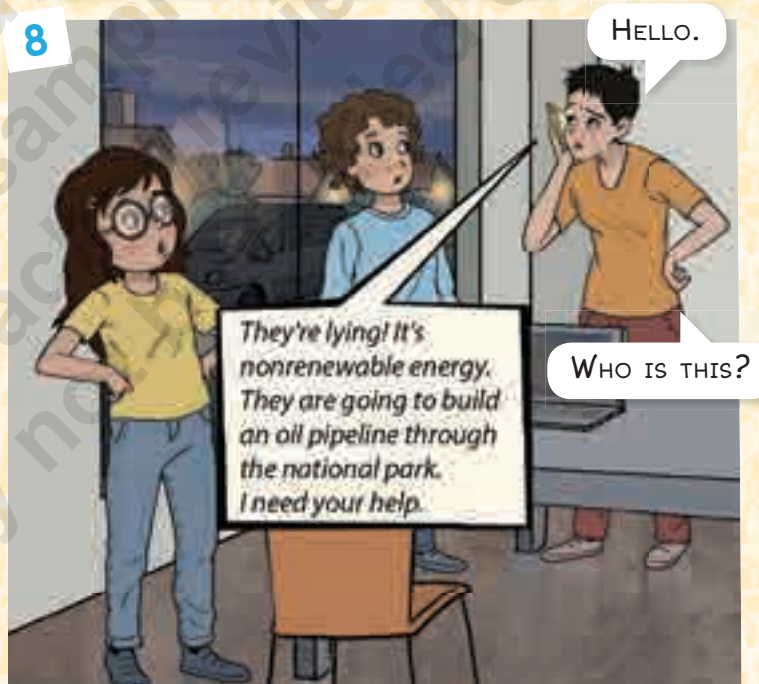
Remind students of the predictions that they made about *A History of Sign Language*. (See page T13.) Play Track R1 and ask students to listen and follow along on pages 5 and 6. Have them discuss whether their predictions were correct or not. Ask students if they are surprised about any of the facts they have heard. Have them try out a few of the gestures.

Close the day

- ◆ Write these sentences on the board: *I have just finished reading a book about monsters. I have prepared my class for tomorrow.* Have students guess whether the sentences are true or false. Invite volunteers to write similar sentences on the board, one true and one false, for the class to guess.



Practice Book: Assign page 11 as homework.



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.

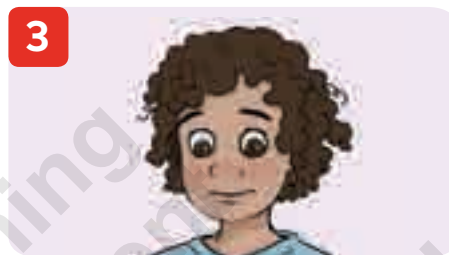
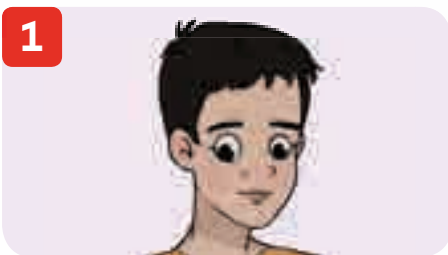
- Vicky (frame 2)
- Mr. Diamond (frame 5)
- Vicky (at the end of the story)

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. 



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

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

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

6 Answer the questions using the pictures as cues. 



She's sleeping. Has she been working?

No, she hasn't been working.

She has been watching TV.



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

No, he hasn't been running.

He's been cooking.



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

No, they haven't been walking in the rain.

They've been swimming.



You're tired. Have you been doing exercise?

No, I haven't been doing exercise.

I've been studying.

 Play What Have I Been Doing?

I feel sick.

Have you been eating a lot?

Objectives of the day:

1. Understand the context for using the present perfect continuous.
2. Write positive and negative present perfect continuous sentences.

Materials: Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- ◆ "Mindful Body" practice.
- ◆ Review emotions and feelings by miming or posing in different positions to represent the following: *tired, sad, hot, excited, interested, puzzled, happy, bored*. Have students guess the feelings.

Language Presentation**Present Perfect Continuous**

In this class, students will learn how to make use of the present perfect continuous to talk about things that have just happened and are still happening. We suggest you do Poster Activity 1B at this stage to present and practice the topic. This will help students to complete the activities on this page.

Open the book!**Open to Learn**

Call students' attention to the *Open to Learn* box. The structure presented there is used to describe continuous activities that are experienced up to the present time in a person's life. Elicit this information by asking questions related to the story: *When did the colleagues start waiting for Vicky?* (8 a.m.) *When did the van arrive?* (two hours ago) You might like to personalize the questions and ask students about their own experiences until you are confident that they have grasped the concept of the structure.

5 Number according to who is speaking. 

Have students name the characters. (Vicky, Greta, Dylan) Have volunteers read aloud each statement under the pictures. Explain to students that they will hear a conversation and that they need to listen for who says each of the statements. Tell them that they will then number the statements according to the number of the character. Play Track 7 twice. During the first listening, have students number the statements. During the second listening, pause after each statement for students to confirm their answers.

6 Answer the questions using the pictures as cues. 

Point out the pictures. Call students' attention to Picture 1. Have pairs of volunteers read the statement and the question aloud. Then read the example answers for Picture 1 aloud. Tell students that they need to write a negative present perfect continuous sentence first. Then they need to think of another explanation for the situation. Prompt students by asking questions: *Why do we think she has been watching TV?* (She's holding a TV remote control.) Finally, remind students to visit the online platform for more practice at home.

**Play What have I Been Doing?** 

Have students form small groups or pairs, and then explain the game. Say: *Think of a problem that could have different causes.* Read the example: *I feel sick.* Explain that the classmates need to ask questions to guess the reason. Read the example question: *Have you been eating a lot?* Tell them to play the game taking turns to say and guess the explanations.

Close the day

- ◆ Remind students of the opening activity. Strike one of the poses or make a gesture to represent *excited*, having in mind the reason for your excitement. Have students ask present perfect continuous questions to guess why you feel that way: *Have you been watching a good movie?* Invite volunteers to do the same.



 Practice Book: Assign page 12 as homework.

Objectives of the day:

1. Practice the following listening strategy:
 - Listening for specific information.
2. Exchange information about facts and figures.

Open the day




- ◆ "Mindful Body" practice.

Open the book!

Listening

International Certification: Listening

One of the tasks in the Listening section of international certifications for this level is the form-filling exercise. Students listen to a speaker and have to complete a form with facts and figures. It is important to read the incomplete form fully and try to guess the type of words that they might hear. Say: *If the information missing from the form is a phone number, we know that we must listen for numbers.* Explain that we can help our brains get into the right frame, so that the listening task will be easier.

- 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.   

Ask a volunteer to read the instruction aloud. Then have students quickly read the form for themselves. Give students a minute to consider what information is missing. Elicit the type of information that could be missing in the gaps. Encourage a variety of guesses. This will build students' skills to think widely about possible vocabulary. Play Track 8 twice and have students complete the activity as they listen. To check the answers, read the form and have volunteers call out the answers.

Speaking

International Certification: Speaking

At this level students will be expected to decipher charts with data. It is important that students spend time to understand the information given and then use language of precision to describe and discuss the facts. They should also focus on being able to personalize the information in their discussion.

- 2 Look at the infographic and discuss the questions.  

Have students look at the data in the infographic. Ask: *How many numbers are there? (4) Which word appears most often? (English) What is the main message of this graphic? (the importance of English)* In a speaking test students will have a few minutes to look at information before they discuss it. Tell students that this time is useful to guess the questions and practice your answers, too. Say: *The test might be about why English is important, or how I learn English.* Ask students to discuss the questions in pairs.

Close the day

- ◆ Play *The Whispering Game*:

Divide the class into two teams. Have the teams line up, facing away from you. Write a sentence on a piece of paper and have the first two team members come to read it. They have to memorize it and walk back to whisper the sentence to the next teammate. The other students do the same. The last students in line run to the board and write the sentence they heard. Compare the sentences with your original sentence. Award points for the closest version.

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. 



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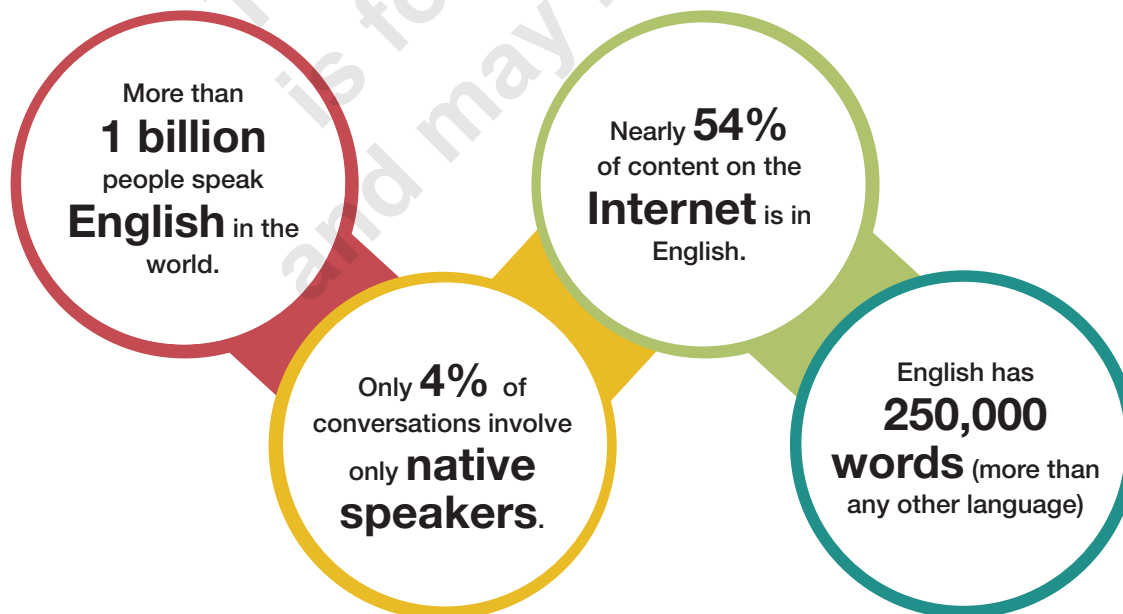
Information:

- ⊙ E-mail address: (5) jsweeney @dame.com
- ⊙ Phone number: (6) 152727



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.



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.



Objective of the day:

1. Listen to a talk about mindful communication.
2. Analyze a personal experience in order to increase personal awareness of how to improve communication.

Materials: key rings (1 per student), tabs made from colored cardboard (3 per student), markers (1 per student).

Open the day

- ◆ "Being Present" practice.

Write the word *present* on the board. Ask students what it means. Elicit: *to be there*. Have volunteers tell the class about times when they can be there for someone and how people can be present in their lives.

Open the book!**Being Present**  **Critical Thinking****Why is it important to practice mindful communication? How can it help relations between people?**

Have students work in groups. Call their attention to the *Critical Thinking* box and have them think of one reason why we should think before we speak or do something. Students discuss their ideas in their group and then share them with the class. Prompt ideas, such as: *We need to think about the best words for the situation. If we just say the first thing that comes into our heads, it might be unkind.* If you would like to understand more about mindful communication, we recommend you visit this website: <https://www.mindful.org/stop-go-wait/>

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

Explain to students that they are going to hear a communications expert talk about about mindful communication. Elicit from students if they can remember what it means to be mindful. (being aware) Point out the six statements and have students mark the examples that show mindful communication. Play Track 9. After the audio has finished, have students compare their answers in pairs. Play the audio again and pause at the relevant sections as you check the answers together.

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

Give students an example to show that all sections of the chart can be completed, without having to say what the actual issue was. This is important since there may be sensitive topics on students' minds and you don't want to make them feel uncomfortable. Give them a few minutes to complete the chart, encourage one or more notes in each box.

◆ Think about how you responded. Answer the questions.

Demonstrate your own answers to these questions first. Then have students answer the questions. Explain that nobody is judging them, and that this activity will help them to do the next task.

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

Point out the key ring and its different colored tabs. Explain that they are going to make a key ring reminder about how to be more mindful when they communicate. Tell students that they should include body language as well as words.

Close the day

- ◆ Write the following phrases on the board: *Your shoes are horrible! Your idea is stupid! I'm not going to invite you to my party!* Form small groups and have them discuss a mindful response to each of the comments. Invite volunteers to share their ideas.

Objective of the day:

1. Practice pronunciation of minimal pairs: voiced and unvoiced: /s/z/, /p/ /b/, /t/ /d/, /k/ /g/, /ch/ /j/

Materials: You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- ◆ "Being Present" practice. (See page T20.)
- ◆ Invite volunteers to share any tricks or recommendations for pronouncing English sounds. Explain that the way we use our mouth, teeth, tongue and voice is different in different languages. Remind students that being aware of their body can help them to pronounce English sounds better.

Open the book!

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

For this activity you don't want to predict the problem because it will spoil the joke. Have students follow the comic strip as you play Track 10. After listening to the audio, have pairs discuss the communication problem.

2 Listen and repeat.

Point out the pairs of pictures and their labels, with the individual sounds in bold. Have the same pairs of students as before practice saying aloud the first pair (coat / goat) several times. Tell them to hold their throats to feel the difference in their voices. Explain that some sounds in English are similar and one way in which we can tell the difference is noticing the use of our voice. Say: *We call these pairs voiced and unvoiced minimal pairs.* Play Track 11 for students to listen and repeat. Remind them to touch their throats if they are unsure whether a sound is voiced or unvoiced.

◆ Listen and circle the correct option.

Have students read the sentences twice, once for each of the options. Play Track 12 for students to circle the word they hear. Have them compare their answers in pairs, before you play the audio a second time. Check the answers by playing the audio a third time, pausing after each sentence.


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

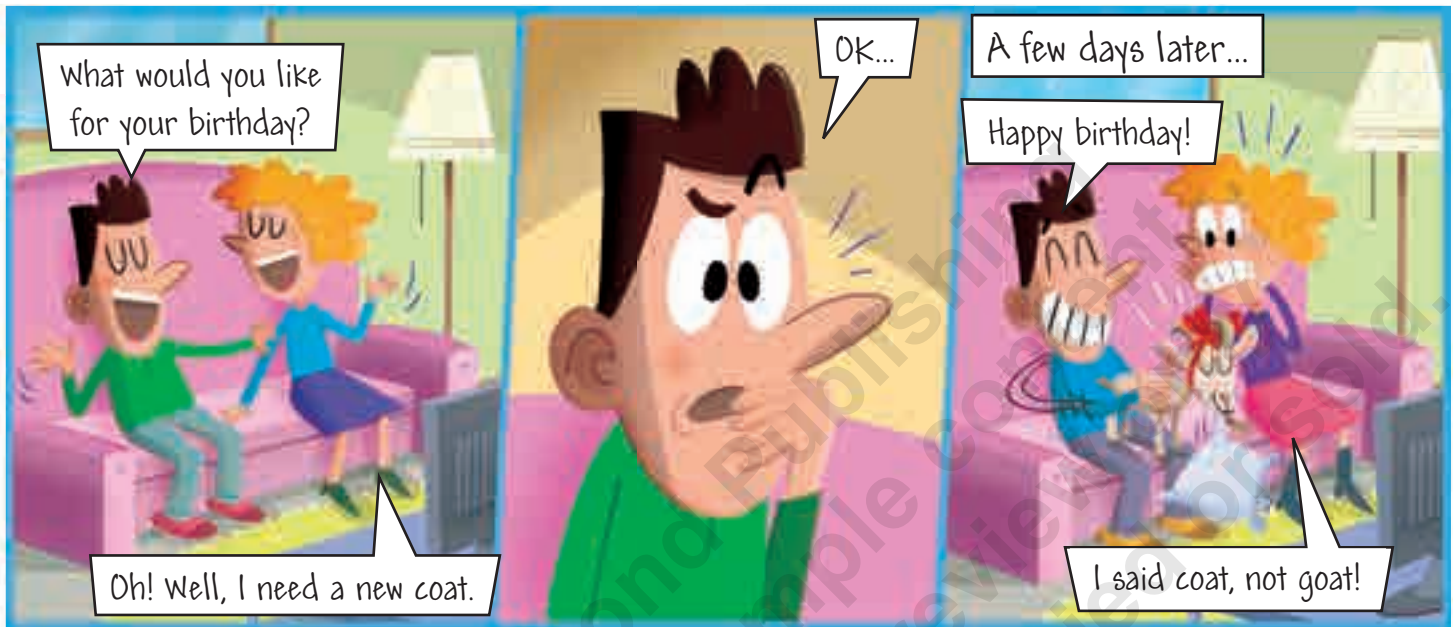
In the same pairs as before, have students take turns reading the sentences, choosing one of the options and pronouncing the word carefully for their classmate to guess.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Have students create a riddle or tongue twister using some of the voiced and unvoiced minimal pairs. Invite them to share their ideas with the class.

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 long.
- 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) E 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) B

"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) G



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

Objective of the day:

1. Practice the following reading strategy:
 - Making connections.

Open the day

- ◆ "Being Present" practice.
- ◆ Ask students how they help themselves to understand longer texts or stories. Encourage them to express their positive and negative feelings about approaching reading in English. Ask them about their reading in other languages. Invite volunteers to share any reading strategies that they already use.

Open the book!**Reading****International Certification: Reading**

One of the tasks in the Reading section of international certifications for this level is to complete a text by inserting missing information. Students have to read a text and choose the correct sentence from a list to complete the text. Explain that it is important to read the complete text and all the options first. It is helpful to decide which answers are wrong and why.

Reading Strategy**Making Connections**

To make reading easier, students should make connections. In this activity, they are going to make text-to-text connections. That means that they think about how the text is similar to or different from another text that they have read. At the close of the day, they will make text-to-self connections.

- 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.**

Point out the text on pages 22 and 23. Have students make use of the context clues (title, pictures) to get some idea of what the story is about. Elicit answers. (a true story about exploring North America) Call attention to the five gaps in the text and explain that extracts A–I fit in those gaps. Then invite volunteers to read out the extracts. Ask: *Have you read another true story adventure like this? What do you think will be in this story?* Prompt students to say: *people, dates, places, problems, different languages, a journey.* You may want to read the first two paragraphs aloud and discuss the example answer. Point out that the A, D and I extracts are all direct speech, but A is the best choice because it connects to the word "Missouri" and the idea of being exhausted. Have students read the full text and fill in the blanks. As students finish, allow them to compare their answers in pairs. Finally, check the answers as a class. Elicit the reasons for students' choices.

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

Ask students to read the instructions and ask them: *How many difficulties are you looking for?* (three) Have them read Part 1 again and mark three possible difficulties. Check the answers as a class. Then discuss the difficulties and why they have arisen.

Close the day

- ◆ Explain to students that they have already worked with text-to-text connections. Elicit what a text-to-self connection could be. (a personal connection with a text) Have students open their notebooks and brainstorm a list of text-to-self connections. Prompt them with questions: *Have you made a long journey before? Have you traveled with lots of people before? Have you ever had a translator help you? Have you been bitten by insects before? Do you connect with any of the characters in this story?* Explain that making personal connections with a text can help them to understand it.

Objectives of the day:

1. Use information from a text in a new context.
2. Make notes on specific information from a text.

Open the day

- ◆ “Being Present” practice.
- ◆ In pairs, have students remember as much as they can about the Lewis and Clark Expedition. Give them a few minutes to do this, then collate all the points by inviting each pair to share one point, until every pair has contributed.

Open the book!

3 Write the languages in “The Chain of Translation.”

Ask students if they remember any of the names of the languages from the story. Point out the graphic organizer for the languages. Say: *This is like a flow chart for the translations in the story.* Elicit the first and last languages (English, French) and have students complete the chain of translation.

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

Point out the chart and read the headings aloud. Say: *You are going to compare life in the 1800s with life today.* Read the example and elicit today's equivalent. (cars, planes, trains, electric scooters, skateboards, etc.) Have students make notes in the chart. Ask volunteers to share their answers with the class.

Finally, remind students to visit the online platform for more practice at home.

Close the day

You can do either of the two activities below to close your class.

- ◆ Form small groups. Ask students to take turns in their groups to recall experiences when knowing, or not knowing, another language was important, funny or difficult. You may want to give a personal example from your own experience with languages.
- ◆ In pairs or small groups, have students discuss whether reading the story was difficult and why. Encourage them to talk about the strategies that may have helped. (text-to-text, text-to-self)



Practice Book: Assign page 13 as homework.

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) C 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

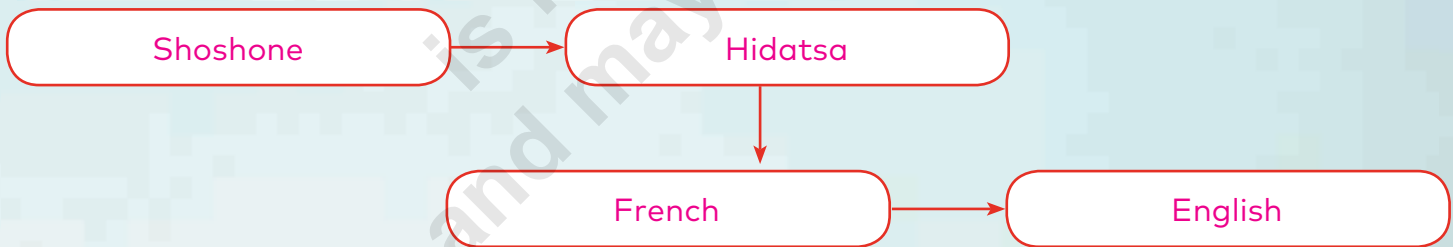


into Hidatsa, another Native language. We didn't know it, but Charbonneau could speak Hidatsa. Then he called over a French-speaking trader and translated the question into French. (5) H It was a chain of translation!

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.

2 Friends and siblings

3 Teachers and adults

1 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.

Objectives of the day:

1. Learn to write cause and effect sentences using *so... that* and *such... that*.
2. Practice the following writing strategy:
 - Noticing language in context.

Open the day

- ◆ "Being Present" practice.
- ◆ Remind students that Topic 1 is all about communication. Tell them that today they will write about the different people they communicate with throughout their lives. Have them close their eyes and try to remember their early childhood. Ask: *Who do you remember from your childhood?* Encourage students to remember the different people in their lives up to now, and how they communicated with them. Prompt them with the ideas from the unit so far. (body language, sounds, signs and gestures, different languages)

Open the book!**Writing****Writing Strategy****Noticing Language in Context**

Explain to students that whenever they read or hear English, it is a chance to learn. They can notice new language, or review language already learned. Paying attention to the language, as well as the meaning, will help them to learn English faster.

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

Invite volunteers to read the instruction aloud and then look at the groups of people that they need to number. Point out that the text consists of two parts. Have students read the first paragraph and number the people in order. Check the answers as a class.

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

Explain to students that they will learn how to write cause-and-effect sentences, but that they will first see how that language is used in a text. Point out Diana's words in bold in the second part of the text. (**such a loud noise that; so jealous that**) Invite volunteers to read the full sentences aloud. Explain that this is one way in which we can show how and why something happens in English. Elicit the two causes (Diana cried really loudly. / Diana was jealous.) and the two effects. (The neighbors woke up. / Diana hid her brother's toys.) Have students find the remaining examples. Check the answers as a class and elicit the cause and effect of each sentence.

◆ **In your notebook, write sentences with *so...that* and *such...that*. Use the prompts below. There is one example.**

Point out the prompts and read aloud the example cause-and-effect sentence. Elicit an alternative answer using *so... that*. (This language is so difficult that I'm taking extra classes.) Have students write the sentences in their notebooks. Provide help as necessary.

Close the day

- ◆ Form small groups. Ask students to discuss similar memories from their own childhood. Encourage them to use the cause-and-effect structures, but there is no need to force it. Invite students to share one memory with the class.

  Practice Book: Assign Activity 1 on page 14 as homework.

Objectives of the day:

1. Practice the following writing strategy:
 - Making notes.
2. Plan and write a description of experiences.

Open the day

- ◆ "Being Present" practice.
- ◆ Ask students which of their classmates' stories about childhood communication they remember. Remind them which classmates they have heard stories from over the past few classes. Have more volunteers share their stories.

Open the book!

Writing

Writing Strategy

Making Notes

Explain to students that making notes is an important skill to practice for various reasons. Tell students that making notes helps them to check their comprehension of a text. It also acts as a summarizing tool, that students can refer back to when having to answer questions. Remind students that making notes is a very important tool while brainstorming or planning a piece of writing. Having these short notes to refer back to can help students to remember what they wanted to write and act as the foundation on which to build their writing.

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

Ask students what they remember about Diana's childhood memories. Point out the chart on page 25 and invite volunteers to read the headings and experiences aloud. Have students read the text again to complete the chart.

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

Call students' attention to the graphic organizer. Remind them that brainstorming ideas is a good writing strategy for planning a piece of writing. Allow five minutes for students to plan. Provide help as necessary.

Open Day Tip Peer Feedback

It is important for students to know that they can learn from their classmates as well as their teacher. For this reason, allow students to read and reflect on their classmates' writing in a respectful manner. Encourage all students to participate in peer feedback, not just the more advanced students.

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

As soon as students are ready, have them write their descriptions. Allow 20 minutes for this writing activity. Early finishers can exchange notebooks and peer correct or write positive feedback, such as: *That's funny! I like your story about your sister.*

Close the day

You can do either of the two activities below to close your class.

- ◆ Display the descriptions around the classroom for the students to mingle and read. Encourage them to take a pencil with them and write a positive comment underneath each one they read.
- ◆ Invite volunteers to read their own description or a classmate's description aloud.

  Practice Book: Assign Activity 2 on page 14 as homework.

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

Communication experiences...	What she did	Why
When she was a baby.	She cried.	She was hungry.
When she was a small child.	She hid her brother's toys.	She was jealous.
At school.	She gets nervous.	She is shy.

◆ 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. 

Objectives of the day:

1. Listen for specific information.
2. Identify styles of communication.

Materials: realia, a cloth.

Open the day

- ◆ "Being Present" practice.
- ◆ Ask students how they help themselves to understand listening activities. Encourage them to express their positive and negative feelings about approaching listening tasks in English. Volunteers can share listening strategies that they already use.

Open the book!**Listening****International Certification: Listening**

In the Listening section of international certifications at this level, students will find an activity in which they have to choose the correct answer from three or more options. Before listening to the audio, students might find it useful to quickly read all the questions and imagine the words they might hear. In this way, their stress levels are lower because they have already predicted what type of information will be in the audio.

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

Give students one minute to look at all the questions and their options. Ask a volunteer to read the instructions and elicit the words they might hear on the audio. Explain that they are going to hear the audio twice and that they should not talk. Play Track 13 twice for students to complete the task. To check the answers, put students in small groups and have them compare their answers, justifying their answers to each other.

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

Read the instruction aloud and play the first part of Track 13 again. Elicit the communication style. Continue playing the audio, pausing for students to discuss the communication styles. Point out any features that justify the answers.

Finally, remind students to visit the online platform for more practice at home.

Close the day

◆ **Play A Memory Game:**

Explain to students that they can improve their listening skills by working on their memory. Tell them that they are going to play a memory game. Choose one of the following two options: Give students 30 seconds to look at the images on page 26. Have them close their books and write as many of the items as they can in their notebooks. After 30 seconds, say: *Stop!* Have students exchange books and check their classmate's answers against the book.

Or, you can display 12 to 20 items on a table or on the floor. Check that the items can all be covered with a cloth. Students gather round to memorize the items. Give them 30 seconds only. When time is up, cover the items and tell students to return to their desks. Give them 30 seconds to write as many items as they can remember. After 30 seconds say: *Stop!* Have students exchange books, then uncover the items for them to check their classmate's answers.

PB



Practice Book: Assign page 15 as homework.

Objective of the day:

1. Practice the following speaking strategy:
 - Using a variety of language.

Materials: Reader (1 per student); Practice Book (pages 17 and 18).

Open the day

- ◆ "Being Present" practice.
- ◆ **Play *The Synonym Game*:**

Have students stand behind their chairs. Explain to them that you are going to say a word they students have to say a word which means the same or is similar. To demonstrate, say: *chair*. Elicit synonyms and related words: *seat, bench, armchair, sofa*. If the word is accepted, that student sits down. Continue until all students are seated again.

Open the book!

Speaking

International Certification: Speaking

This exam-type activity involves students speaking extensively for about one minute to describe a photograph. Explain to students that for this type of activity they will have some time to prepare, so that they can think carefully of what they want to say. Tell them that they need to study the photograph carefully, so that they can speak about everything that they see in the photograph. Remind students that they will be evaluated on their organization and use of language and their vocabulary.

1 Work in pairs and follow the instructions.

Divide the class into pairs. Assign the letter A to the one student and the letter B to the other. Read the instructions for the activity and ask students if they have any questions.

Speaking Strategy

Variety of Language

Explain that an examiner wants students to succeed. They want to hear the use of many different words and many different tenses when a student describes their photo. Advise students to use their minute to plan a variety of language for the examiner to hear.

- ◆ **Take turns describing your photograph for 1 minute. While your classmate speaks, you may not interrupt.**

Divide students into pairs and assign them the letters A or B. Ask Students A to look at their corresponding photo. Students B should close their books. Explain that Students A will look at the photo for one minute and then they will describe as much as they can remember. Students B should listen with respect. After one minute, tell students to change roles.

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

Have students work in pairs to list the similarities and differences between the pictures. Again, encourage the use of a variety of language to impress the examiner.

Close the day




Reader 

Before opening the Reader, ask students what they can recall about the front cover of the Reader. Ask students to turn to page 5 in the Reader. Read aloud or play Track R1 from the beginning to page 9 for students to listen and follow.

Time to Practice

You have now finished the first part of Topic 1 "Communication." It is now time to practice some skills using the certifications' format. In this unit, students will practice a Listening skill, as well as Reading and Writing skills. Have students open their Practice Book to page 17. Remind students to read all of the questions and answers before you play Track 3. Play the audio twice for students to circle the correct options. Next, have students turn to page 18. Have them read the texts and choose the correct answer. Again, encourage them to read all of the answers before choosing. Finally, assign the two pages as homework or do the activities in class at the beginning of the next class.

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