hardworking, interesting, microphone,

-able, de-, dis-, im-, in-, -ist, -ment, -ous,

annoyed, determined, disagree,

Expectations

Affixes

re-, un-

Present Continuous for Future Arrangements The diggers are moving in this weekend.

Will for Prediction

I'm sure we will get permission.

Going to for Prediction Based on Evidence We're going to be rich!

Present Simple for Future Arrangements I fly on Saturday at 5 p.m.

Question Words (different tenses)

What was that noise?

When are you going to Vladivostock?

Vocabulary

Life Skills and Extra Features

Project

Communication Survey

⋖

Language

and Language

Topic 1

Present Perfect with Just

Greta and Dylan have just arrived at school. I've just sat down.

Present Perfect Continuous

Communication

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

Present Perfect Continuous Affirmatives and Negatives

She's sleeping. Has she been working? No, she hasn't been working. She has been watching TV.

Phrasal Verbs with Get

get around, get away with, get by, get into, get on with, get through to, get together

Technology and Communication applications, databases, devices, network, security, screen time, text message, viruses

Communication Verbs announce, inform, complain, convince, shout

Communication Phrasal Verbs break down, calm down, clam up, cut in, fall out, make up, speak up, turn away

Mindfulness Being Present Sounds Fun!

Minimal pairs: voiced and unvoiced: /s/ /z/, /p//b/, /t/ /d/, /k/ /g/, /ch/ /j/

Used to and Would for Past Actions, Habits and States

I used to be a security guard at Amur Energy.

Every night, I would lock the office.

Verb + Object + Infinitive give / take / send / bring / show + Direct / Indirect Object Dylan asks his mom to show him the latest message.

Do you want us to help you?

Sounds Fun!

Silent letters I, t, b, u: talk, listen, doubt, dialogue

CLIL

Social Science

Citizenship

Being a Responsible and Careful Digital Citizen

Home Connection

Invent a communication app that would be useful at home.

Topic 2 A Curious World

clearina.

Prepositional Phrases with Gerunds

The Amur leopard is afraid of going anywhere near humans. Let's concentrate on getting to the

Modal Verbs of Deduction: Must, Might, Could, Can't

It might be a bear! It could be a machine. It can't be a bear. It must be a digger.

Reported Requests and Commands

The weather forecaster is telling people not to go out.

Jim asked us to call him.

Reported Statements

They said it would be bad on the news. He said that the project had started, and it couldn't be stopped.

Phrasal Verbs for Discovery

come across, come up with, figure out, find out, look for, look into, pick up,

Fossil Hunting

Natural Disasters

bone, clay, fossil, shovel, skeleton,

Mindfulness

Learning to Learn

Sounds Fun!

Minimal pairs: long and short vowels: /a/ mad vs /a:/ made; /e/ well vs /e:/ wheel; /i/ sit vs /i:/ site; /o/ sock vs /0:/ soak; /u/ tub vs /u:/ tube

earthquake, flood, lightning, thunder, tsunami, typhoon, volcanic eruption, wildfire

Phrasal Verbs for Extreme Weather clear up, cloud over, cool down, die out, takes over, turn into, warm up

Sounds Fun!

Homophones: bye / buy, I / eye, see / sea, know / no, hear / here

CLIL

Geography

Citizenship

Thinking Globally, Acting Locally

Home Connection Make candy tectonic plates. Information Booklet An

A Consumer Advice Sheet

Faking Care of Ourselves

Topic 3 Our Lives

Advice and Suggestions You ought to do more exercise. Why don't we play a game? How about playing basketball? If I were you, I would eat healthy food.

Semi-modals for Necessity and Obligation: Have to, Need to

Dylan and Greta need to do exercise. Dylan and Great have to use a locker.

Gerunds

Swimming is good for my health. I didn't know you enjoyed swimming.

Infinitives with and without to I have to get to the office. We might find some evidence.

Indirect Speech

I wonder if you could mow the lawn. Could you tell me where the sponge and bucket are?

Mrs. Diamond asked us what we wanted

Phrasal Verbs for Health

come down with, cut back on, get over, look after, wear out, work out

Social and Health-related Problems bully, depressed, disabled, gossip, housebound, jealous, lonely, wheelchair

Mindfulness Being Happy

Sounds Fun! Different silent /gh/ sounds: although, caught, cough, eight, high, through

Reported Speech Questions

You asked if we could help you.

Equipment for Doing Jobs

brush, bucket, cloth, hose, lawn mower, leash, sponge, watering can

Phrasal Verbs for Jobs at Home drop off, get rid of, hang up, help out with, put away, run off, take out

Sounds Fun!

Homographs with stress change: desert / desert, present / present, produce / produce, project / project, record / record, refuse / refuse

CLIL Biology

Citizenship

Respecting the Elderly Home Connection Create a weekly health planner.

Topic 4 **Making Choices**

Causative Have / Get

She got her hair cut. I'm having the pipeline improved every day. I got it signed this morning.

Wishes about the Past, Present and **Future**

I wish I'd locked the door! I wish we were out of the country. I wish you would hurry up.

At the Store

aisle, bargains, checkout counter, discount shelves, label, price tags

Phrasal Verbs for Shopping bring down, fork out, line up, pay for, sell out, shop around, take back, take off, try on

Mindfulness

Being Thoughtful

Sounds Fun!

Stress patterns in foursyllable words: supermarket, experiment, reputation

Agree and Disagree using So and Neither I am excited. So am I.

I don't think they'll get here on time. Neither

Non-defining Relative Clauses

We are following Mr. Diamond, who is with his wife.

Mr. Diamond has the contract, which explains everything, and is on the way to the airport.

Third Conditionals

If I hadn't checked it, I would have bought it! I would've escaped if it hadn't been for you!

Verbs for Technology

charge, drag, run down, scroll down, sign in, slide across, swipe across, swipe up, turn on, zoom in / out

Returning Things to a Store

battery, charger, device, electrical circuit, faulty, flat, fuse, misleading, repair, replace, small print, tiny, user auide, warranty

Sounds Fun!

Connected words: Elision: Stand up, to education, happy and

CLIL

Technology

Citizenship

Knowing your Rights

Home Connection

Join a conservation group.

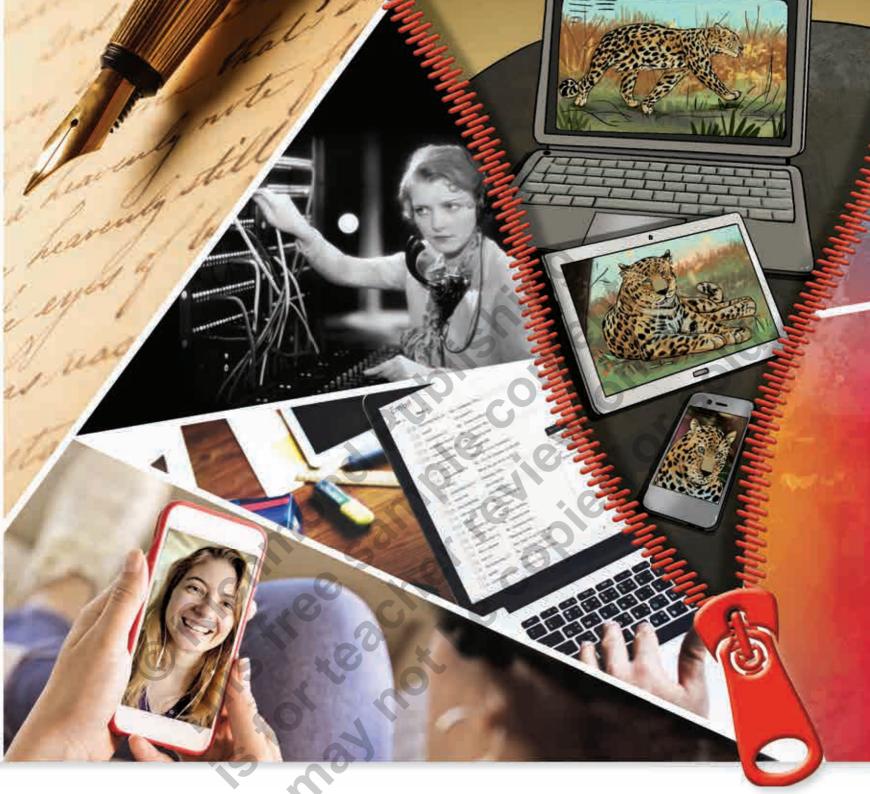


Unit 1 People and Language

- 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.	
_	



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 op	tion in each situation.
Let's Communicat	S the best twing to do the chem of these situations.
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.
	oudly. 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 he is paying attention?	there is a problem with her room. How should the receptionist show
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.
	restaurant. What's the best way for him to behave?
a) Staying calm and explaining the probleb) Crying.	em. c) Getting very angry. d) Saying the same thing over and over.
5) Your family is at an airport and hears an a	nnouncement. 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	

4 Listen and number the pictures. [5]



- 1. Aggressive
- 2. Assertive
- 3. Passive







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



- 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.
- 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.
- 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	
)		

1 Listen and follow.



Good Buddies An Anonymous Call

Open to Learn

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

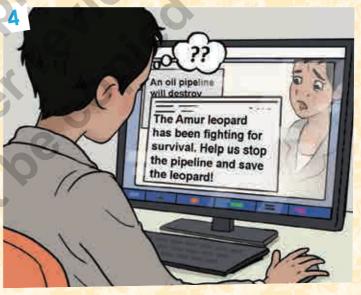
GRETA AND DYLAN HAVE JUST ARRIVED AT SCHOOL.

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









2 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 (\checkmark) the types of communication used in the story.

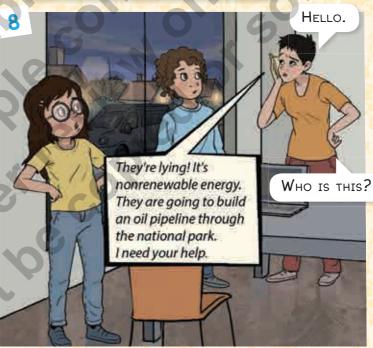
body language video call facial gestures

phone call face-to-face talking e-mail









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)
- Say what the people have just done.
 - 1. Vicky (frame 2)
 - 2. Mr. Diamond (frame 5)
 - 3. Vicky (at the end of the story)

has just read an e-mail.

has just sat down.

has just signed a deal.

have just arrived at school.

Vicky's work colleagues (frame 2)

They've just eaten cake.

5 Number according to who is speaking. [7]



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

Open to Learn



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

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

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

6 Answer the questions using the pictures as cues.







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

She has been watching



They're wet. Have they been walking in the rain? You're tired. Have you been doing exercise?





Play What Have I Been Doing?

I feel sick.

Have you been eating a lot?

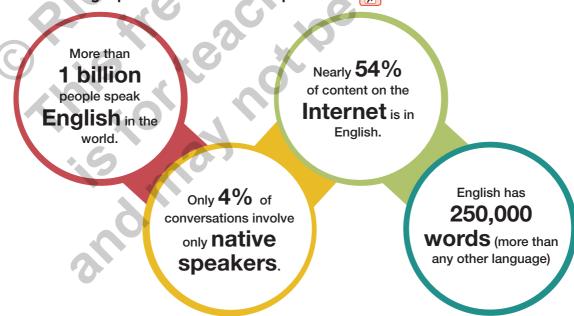
Listening

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.



Speaking

2 Look at the infographic and discuss the questions. $\sqrt{\chi}$



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





1 Listen and mark (/) the examples of r	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 fo	amily member told you	something important. Make
notes about what the person said or o	did.	9
body language		feelings
	115	6.714 79.
	7,0,00,	0, 0
	name	, 0,
	MR .64	0
facial gestures		words
(C) (O)	100	
Q-1 640 Q	5, 70	
	X.	
	0	

- 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.







- Listen and circle the correct option. [12]
 - 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.
 - 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. $\frac{1}{|X|}$



- (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 cocommander. 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.

"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.



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

(2)

My Skills

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

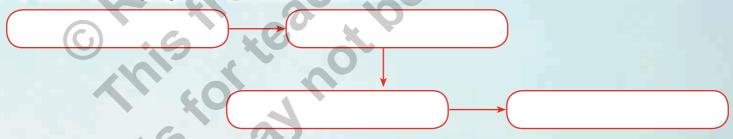


into Hidatsa, another Native language. We didn't know it, but Charbonneau could speak Hidatsa. Then he called over a French-speaking trader and translated the question into French. (5) _____ It was a chain of translation!

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

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



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



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

C

Speaking

- 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 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 groups and talk face-to-face. 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!



One of the first mail carriages



An old rotary payphone



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.

databases devices network Security applications screen time text message Viruses

Communication Now

Here are some amazing facts about communication today.

- Today, **79** / **69** / **59** per cent of 12-year-olds in the USA own a smartphone.
- In some countries, the majority of 4 / 8 / 12 -year-olds already own a tablet!
- It usually takes a second / minute / hour to travel across a phone

one place to another.

- Around 200 billion / million / thousand downloaded each year.
- Most children say sending messages / playing games / watching videos is their favorite smartphone activity.
- On average, people in the USA send and receive 54 / 74 / 94 text messages a day.

Young teenagers have 2 / 4 / 6 hours of on different per day.

My Words

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

1 Listen and follow. 15

*Dpen to Learn

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

Good Buddies Jim, the Volunteer



It says there used to be thousands of $\boldsymbol{\mathsf{A}}$ mur leopards, but people would hunt them for their fur.

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.







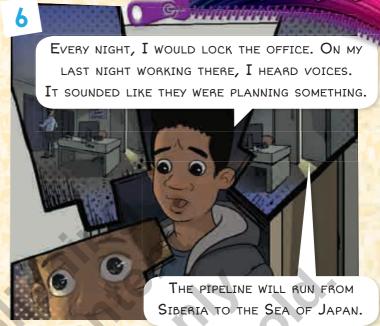
2 Read again and circle *T* (True) or *F* (False).

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

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.

pen to Learn

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

6 Number according to who says it. 16







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
- 2. Jim wants someone
- 3. Vicky asks Dylan
- 4. Greta advises Jim
- 5. Dylan tells them

to show

to bring

to take

to send

to give

Jim some coffee.

messages in a chat group.

them more information.

evidence to the newspapers.

more pictures on the website.

I persuaded her to give him a call.

to si	low	need	10	She	ther	us
bring	+60		7e	We They	a co	III. a text.
take	9	vite as		you	info	rmation.
ser	d giv	6	~		ţ	he message.
want	He	I	him		her	advice.

I asked him to show me the message.

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









talk

listen

doubt

2 Listen and circle the odd one out.

	8
•	1

1. chalk

should

2. castle

faster

3. lamb

climber

4. build

tongue

sold

whistle

often

mumble

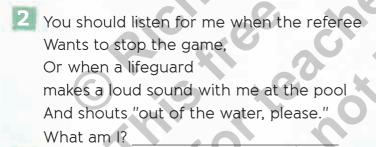
thumb

would

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?



- 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. $\frac{\checkmark}{x}$





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!



- O. Luke stopped going to traditional school
 - A after his parents got angry with him.
- (C)on the advice of his parents.
- B because he didn't like learning. **D** before fourth grade.
- 1. What influences students' schedules at cyber schools?
 - A The devices they use.
- **C** The fact that they are working at home.
- **B** The time they need to do something.
- **D** The subjects that they struggle with.
- 2. What does the course management system help teachers do?
 - A Monitor what students are doing.
- C Build a network of students.

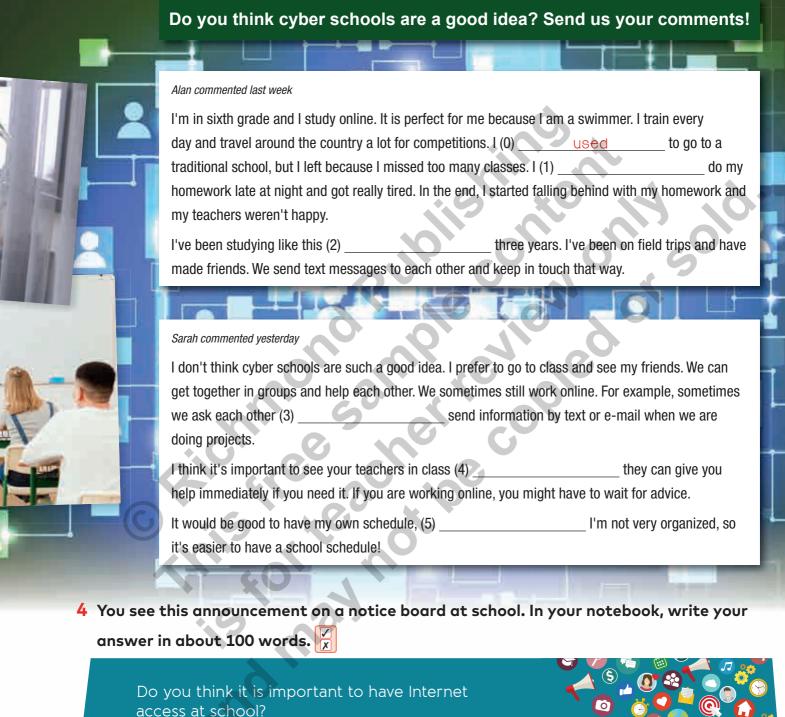
B Grade work.

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.

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



important or not.

question next month.

Write an article for the school magazine telling

We will publish the best articles answering this

us what you think. Give reasons why it is

CLIL social science

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).

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

Topic 1 CLIL

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!

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





- Circle the correct answer to each question.
 - 1. A digital citizen is someone who
 - A communicates well.
- **B** uses technology well.
- **C** writes letters.
- 2. Good digital citizens never say things online they wouldn't say
 - A to their parents.
- **B** in text messages.
- ${\bf C}$ in person.
- 3. You should not share personal information online with
 - A anyone.

38

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

1.	
2.	

Explore

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

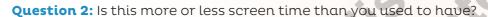
A Communication Survey

Number of participants: 20

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

No time	II .
< 2 hours	Ш
2-4 hours	Ш
4-8 hours	THH III
> 8 hours	II

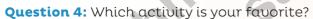




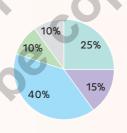
More: 95% Less: 5%

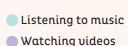
Question 3: Which of these activities have you been doing?

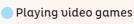
Listening to music	THITHI	50%
Watching videos	MAMAII	60%
Playing video games	THILTHIL .	50%
Sending text messages/social media	THA UI	40%
Reading	HIT I	30%



Listening to music	(2)	Hit
Watching videos	(2)	IN
Playing video games		HHT III
Sending text messages	social medic	
Reading	X	II.







Texts/Social media
Reading

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 speak loudly
- 2. shout say you are unhappy
- 3. complain give news in a formal way
- 4. announce 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	O	6	
1.	Please dor	n't	Q	Let her	finish who	at she is so	aying!	
2.	He put the	phone dov	vn, and I was _		10	in the m	iddle of a se	ntence
3.	They are a	ılways argı	uing and					
4.	Look at m	e when I'm	speaking to y	ou! Don't			·	
5.	She		wh	at the proble	m was, bu	, t he still di	dn't unders	tand.

Can you talk about things that happened recently?



- 3 Use the prompts below to write sentences.
 - 1. They/just/have/argument
 - 2. Andy/just/hear/announcement
 - 3. 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	R1
Sign Language	