

English Usage for Communication

1500103

Jaime Paster
Language Institute



มหาวิทยาลัยราชภัฏนครปฐม
Nakhon Pathom Rajabhat University

Topic 6 : People and Relationships

About the topic

**English Usage for
Communication
1500103**

Topic 6 : People and Relationships

Activity A - Vocabulary Building

**Activity B - Listening and Reading
Comprehension**

**Activity C - Grammar and Speaking
Exercises**

Activity D – Reading and Writing Practice

Warm-up

Can you identify the relationship of the people in the picture?



a. officemates

b. a couple

c. family

d. friends



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity A - Vocabulary Building

1. Nervous (adjective)

definition

feeling uneasy, anxious, or worried about something,
or being easily alarmed

example

She felt nervous before her job interview.

Activity A - Vocabulary Building

2. Popular (adjective)

definition

liked or admired by many people or by a particular group;
commonly encountered or widespread

example

The band's latest album is very popular among teenagers.

Activity A - Vocabulary Building

3. Argument (noun)

definition

a reason or set of reasons given in support of an idea, or action;
a disagreement or dispute

example

He presented a convincing argument in favor of his proposal.

Activity A - Vocabulary Building

4. Annual (adjective)

definition

occurring or done once a year; relating to a period of one year

example

Songkran is an annual celebration all over Thailand.

Activity A - Vocabulary Building

5. Opportunity (noun)

definition

a set of circumstances that makes it possible to do something;
a chance for advancement or progress

example

Studying abroad is a great opportunity for personal growth and cultural immersion.

Activity A - Vocabulary Building

Complete the statements using the following words;

nervous popular argument annual opportunity

1. I am excited about the _____ to study abroad next year.
2. The _____ between the two politicians became heated and contentious.
3. The new restaurant in town is becoming increasingly _____ among foodies.
4. Our company holds an _____ conference to discuss our progress and future plans.
5. She was _____ about giving her speech in front of a large audience.



Activity A - Vocabulary Building

Complete the statements using the following words;

nervous popular argument annual opportunity

1. I am excited about the opportunity to study abroad next year.
2. The argument between the two politicians became heated and contentious.
3. The new restaurant in town is becoming increasingly popular among foodies.
4. Our company holds an annual conference to discuss our progress and future plans.
5. She was nervous about giving her speech in front of a large audience.

Activity B - Listening and Reading Comprehension



After listening to an article about bringing your parents to work, we'll answer these comprehension questions:

1. What makes most people feel nervous in bringing parents to work?
2. What's the main purpose in starting the Bring Your Parents to Work Day?
3. How does Martin feel about the experience?

Activity B - Listening and Reading Comprehension

Paragraph

1



Bring Your Parents to Work Day!

How would you feel about bringing your mom or dad to work with you? Would you be worried about the things that they might say to your boss? Or nervous that they might start showing embarrassing photos of you as a child to the co - worker who sits next to you? Well, get ready for Bring Your Parents to Work Day, an event that is already becoming popular in some U.S. companies and that could be coming your way soon!



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).



Activity B - Listening and Reading Comprehension

Paragraph

2



Bring Your Parents to Work Day!

The company where it all started, LinkedIn, realized that there are a lot of parents who don't understand what their children's jobs involve. There is already a national Take Your Child to Work Day for workers who want to take their sons and daughters to their places of work, and more than 37 million Americans take part every year. So why not do the same thing for parents? LinkedIn's argument is that employees who feel supported by their family are happier and more productive.



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).



Activity B - Listening and Reading Comprehension

Paragraph

3



Bring Your Parents to Work Day!

Now, there are more than 80 companies in 18 countries that organize an annual event for parents to get to know how their kids spend their time at work. So, what do the parents think of it? Martin Richards has just spent a day at the office where his daughter and son-in-law work. "For me, it was a great opportunity to see how digital marketing works, to meet some of Imogen's co-workers, and, best of all, to spend a day with my eldest daughter! "



Adapted from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).



Activity B - Listening and Reading Comprehension



comprehension question

1. What makes most people feel nervous in bringing parents to work?

a. Most people feel nervous about their parents asking about their salary.

b. Most people feel nervous about their parents showing embarrassing photos.

c. Most people feel nervous about their parents starting a loud conversation with their boss.



Activity B - Listening and Reading Comprehension



comprehension question

2. What's the main purpose in starting the Bring Your Parents to Work Day?

a. To educate parents about the length of time their children need to work.

b. To familiarize parents with the location of their children's workplace.

c. To help parents understand what their children's jobs involve



Activity B - Listening and Reading Comprehension



comprehension question

3. How does Martin feel about the experience?

a. He felt sad to see how much hard work his daughter needed to exert.

b. He felt great to spend a day at work with his eldest daughter.

c. He felt surprised to see how easy is his daughter's job.



Activity B - Listening and Reading Comprehension

Facts and Figures : The Main Idea

What is the main idea of the article?

A. "Bring Your Parents to Work Day" is an emerging event at some U.S. companies that aims to allow employees to go to their parents' workplaces to understand their parents' jobs better.

B. "Bring Your Parents to Work Day" is an emerging event at some U.S. companies that aims to allow employees to bring their parents to their workplaces to understand their jobs better.



Activity B - Listening and Reading Comprehension

Summarizing Facts and Figures

How would you summarize Living the Dream?

1) Key Events, 2) Relevant Details, 3) Write In Your Own Words

A. "Bring Your Parents to Work Day" is gaining popularity in some U.S. companies, offering employees the opportunity to bring their parents to their workplaces. LinkedIn initiated this event to help parents understand their children's jobs better. More than 80 companies across 18 countries now organize similar annual events, where parents can spend a day at their children's workplace.

B. "Bring Your Parents to Work Day" is gaining popularity in some U.S. companies, offering employees the opportunity to experience their parents' workplaces. LinkedIn initiated this event to help parents explain their jobs to their children. More than 80 companies across 18 countries now organize similar annual events, where parents bring their children to their workplace.



Activity C - Grammar and Speaking Exercises

Defining relative clauses

- ▶ We use relative clauses to say which person, thing, or place we are talking about.
- ▶ *He's the actor who was Sherlock Holmes on TV.*
- ▶ *It's a machine that bakes bread.*
- ▶ *That's the restaurant where I used to work.*

Activity C - Grammar and Speaking Exercises

Defining relative clauses

- ▶ We use the relative pronouns *who* or *that* to talk about people.
- ▶ *The man who sits next to me at work was sick today.*
- ▶ *I saw the woman that works at the post office in the park.*

Reproduced from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity C - Grammar and Speaking Exercises

Defining relative clauses

- ▶ We use the relative pronouns *that* to talk about things.
- ▶ *There are companies that plan weddings for people.*
- ▶ *Louise enjoys movies that make her laugh.*

Activity C - Grammar and Speaking Exercises

Defining relative clauses

- ▶ In some cases it is possible to omit *that* entirely.
- ▶ *This is the sweater (that) he gave me for my birthday.*
- ▶ We use *where* to talk about places.
- ▶ *I want to visit the stadium where our team plays soccer.*
- ▶ *Jorge works in the hospital where I was born.*

Activity C - Grammar and Speaking Exercises

Defining relative clauses



12.2

defining relative clauses



To describe people

He's the teacher **who** taught me English.
Did you see the children **that** were singing?



To describe things

That's the dog **that** bit me on the leg.
I bought the flowers (**that**) she likes.



To describe places

I'll meet you in the square **where** we met last time.

Look! *Who, that, and where* refer to a person, thing, or place that's already been mentioned so we don't need to use another word again.

Snakes are the animals that ~~they~~ kill most people each year.

I'd prefer to see the doctor who ~~she~~ saw me last time.

Ronald went to the movie theater where we saw the Star Wars movie ~~there~~.

Reproduced from Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018).

Activity C - Grammar and Speaking Exercises

Complete the sentences with *who*, *that*, or *where*.

- 1 She opened the box _____ arrived this morning.
- 2 This is the nightclub _____ Nicola met her boyfriend.
- 3 There's a meeting at 2:00 p.m. for all employees _____ work in the sales department.
- 4 The office _____ she spends most of her time is in Kuala Lumpur.
- 5 The person _____ started this company is now a millionaire.



TIME'S
UP

Pause the
video and
take your
time.

Activity C - Grammar and Speaking Exercises

Complete the sentences with *who*, *that*, or *where*.

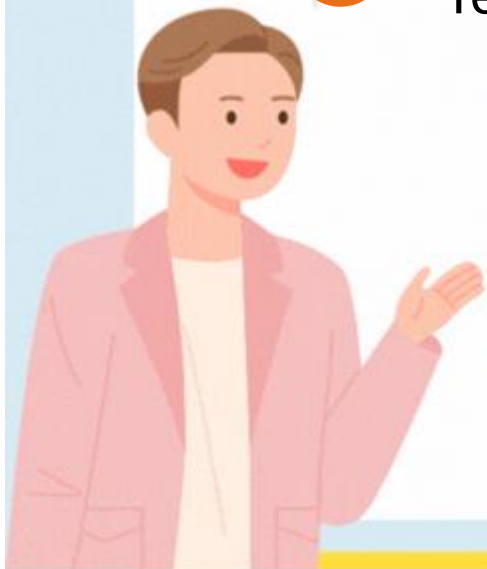
- 1 She opened the box that arrived this morning.
- 2 This is the nightclub where Nicola met her boyfriend.
- 3 There's a meeting at 2:00 p.m. for all employees who work in the sales department.
- 4 The office where she spends most of her time is in Kuala Lumpur.
- 5 The person who started this company is now a millionaire.

Activity C - Grammar and Speaking Exercises

I Say

2

Yes, her name is
Teacher Elizabeth.



You Say

1

Do you know the name of
the teacher **who** taught
us English last year?

3

Thanks a lot.



Activity C - Grammar and Speaking Exercises

I Say

2

Sure, I'll lead you there.
And let me help you carry
those papers.



You Say

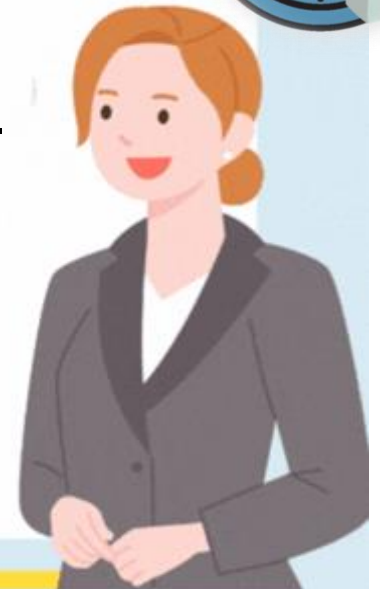
1

I need a hand. Do you
know a machine **that** can
make a hundred copies of
this document?



3

That's very kind of you.

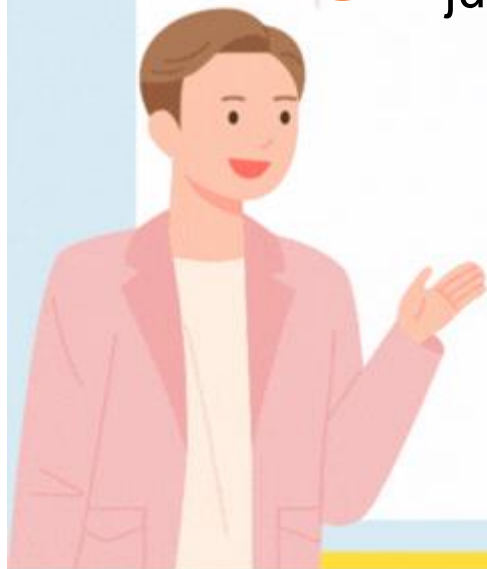


Activity C - Grammar and Speaking Exercises

I Say

2

Yes, there's a flower shop just across the university.



You Say

1

Do you know **where** can I buy fresh flowers?

3

I really appreciate it.



Activity D – Reading and Writing Practice

What's an Infographic?

An infographic is a visual representation of information, data, or knowledge, designed to present complex concepts or data in a clear and easily understandable format.

It is a combination of "information" and "graphic," and it uses a mix of text, images, charts, graphs, icons, and other visual elements to convey information concisely and effectively.

Activity D – Reading and Writing Practice

Writing a summary of an infographic.

Step 1: Study the Infographic

Take some time to analyze the infographic thoroughly. Understand the **main message**, **data points**, and **the flow of information** it presents.

Step 2: Focus on the Key Points

Identify the insights conveyed by the infographic. Look for **patterns**, **trends**, or **comparisons** presented in the visual.

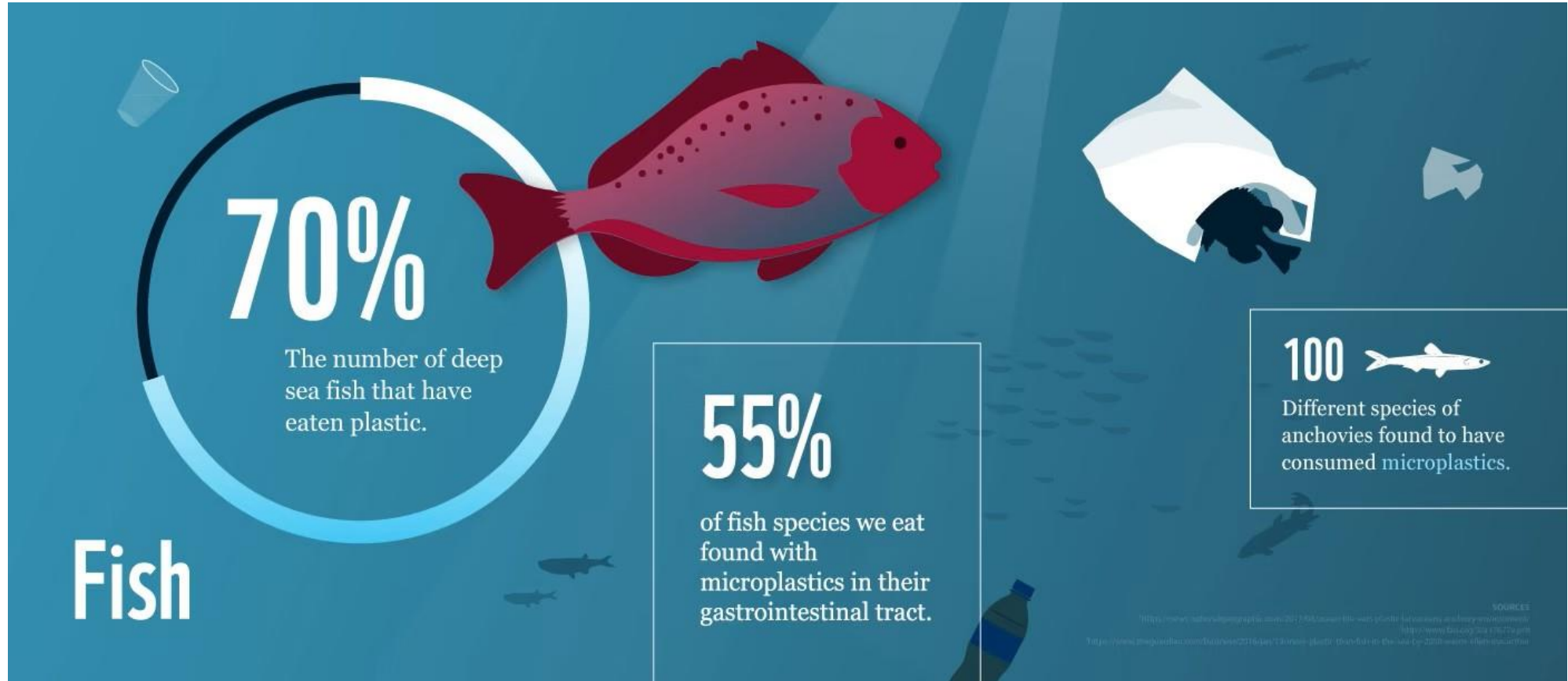
Step 3: Create a Structure

Decide on the structure of your summary. A summary includes an **introduction**, **the main data points**, and a **conclusion**.

Activity D – Reading and Writing Practice

Writing a
summary of an
infographic.

Fish and Plastic



Reference: *Plastic, fish, and the Great Pacific Garbage Patch* – WWF-Australia | *Plastic, fish and the Great Pacific Garbage Patch* | WWF Australia. (n.d.). WWF Australia. <https://wwf.org.au/blogs/plastic-fish-and-the-great-pacific-garbage-patch/>

Activity D – Reading and Writing Practice

Writing a
summary of an
infographic.

The main message

The main data points

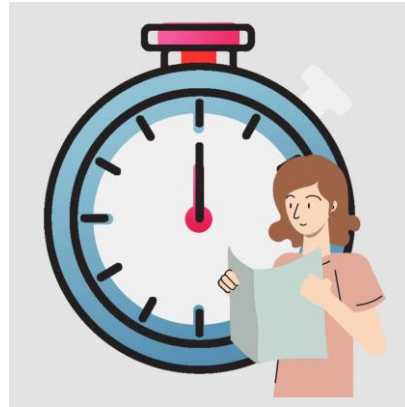
The conclusion

Infographic Title:
“Fish and Plastic”

This infographic highlights the detrimental effects of plastic on fish. It reveals that 70% of deep-sea fish have eaten plastic, 55% of fish species we eat are found to have microplastics in their gastrointestinal tract, and 100 species of anchovies are found to have consumed microplastics. Urgent action is needed to address this issue and protect our marine life.

Activity D – Reading and Writing Practice

**Write a short summary
of an infographic.**



**Pause the
video and
take your
time.**

Activity D – Reading and Writing Practice

Writing a
summary of an
infographic.

TIME'S
UP

Pause the
video and
take your
time.

THE FOREST CRISIS IN NUMBERS

1/2: Forests are home to almost half the species on land.

1 BILLION: Over 1 billion people live in and around forests.

10 MILLION: Every year, 10 million hectares of forest is destroyed.

40%: Human impacts have destroyed around 40% of forests.

HUMAN IMPACT: Commercial agriculture is the largest driver of deforestation, followed by subsistence agriculture.



Activity D – Reading and Writing Practice

OUTPUT

Infographic Title:
"The Forest Crisis in Numbers"

The main message

Forests support a remarkable diversity of life, sheltering nearly half of all land-based species. With over 1 billion people residing in and around forest regions, these ecosystems play a crucial role in sustaining human livelihoods. Tragically, each year witnesses the loss of 10 million hectares of forest due to human activities. Human impacts have already ravaged approximately 40% of the world's forests. Commercial agriculture stands as the leading cause of deforestation, closely followed by subsistence agriculture. The urgent need to address this crisis becomes evident, as the preservation of forests is vital for both biodiversity and the well-being of human communities.

The main data points

The conclusion

About the topic

**English Usage for
Communication
1500103**

Topic 6 : People and Relationships

Activity A - Vocabulary Building

**Activity B - Listening and Reading
Comprehension**

**Activity C - Grammar and Speaking
Exercises**

Activity D – Reading and Writing Practice



Reference:

Bradfield, B., Fruen, G., Walter, E., and Woodford, K. (2018). Personal Best: student's book B1 pre-intermediate. Oxford: Richmond.

Forests (2017) World Wide Fund For Nature | WWF. WWF. <https://explore.panda.org/forests>

Plastic, fish, and the Great Pacific Garbage Patch – WWF-Australia | Plastic, fish and the Great Pacific Garbage Patch | WWF Australia. (n.d.). WWF Australia. <https://wwf.org.au/blogs/plastic-fish-and-the-great-pacific-garbage-patch/>