

UNIT 1

Keep in Touch



Unit Overview

Themes

The importance of online safety

The history of communication technology and how it impacts our lives

Synopsis

In this unit, students will explore the importance of technology in our day-to-day lives. They will learn about online safety and fake news. They will discuss how children their age use the internet and learn how communication technology has evolved over time. Students will write a fact-based article and plan and prepare a conversation discussing a blog post.



Vocabulary

blog, blog post, comment, crash, download, email, message, save to favorites, search history, upload

Pronunciation: Sentence Stress:
Content Words

p. 35

Think It Over

Review and Reflection:
My Planning Sheet

p. 47

Explore Language

Verbs of Thinking

p. 37

Language Book

Talk About It

Conversation: Asking for
Clarification and Confirming
Understanding

p. 45

Global Citizenship

How does technology help us learn?
create a profile, devices, lowercase letters, online privacy, online safety, password, personal information, register, secure, special characters, uppercase letters, username

p. 39

Write About It

A Fact-Based Article
Paragraph and Sentence Building:
Presenting Facts and Giving
Details, Examples,
and Opinions

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Explore Language

Simple and Progressive Forms

p. 41





Think Together

What are the benefits of communication technology?

p. 61

Visible Thinking

Think, Pair, Share

p. 49

Nonfiction

Informational Text: *Communication Time!*

Words in Context: *wireless, telegraph, patents, reverses, demonstration, wi-fi*

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Literacy Book

Fiction

Story: *Urgent Message*
Words in Context: *instant message, weird, coast guard, prank, enlarged*

p. 51

Reading Skill

Understanding Chronology

p. 55



Literary Term

Register

p. 53

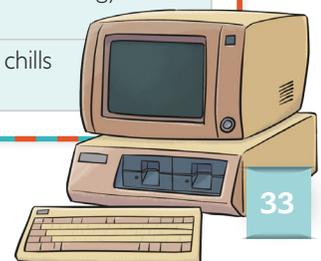
Language and Literacy Connections

The connecting theme for Unit 1 is using technology in our everyday lives.

Language

Literacy

Vocabulary	Set 1: technology Set 2: online safety	Fiction: email, personal information, search for; username Nonfiction: message
Grammar	Verbs of Thinking I wonder if he always wakes up on time. I don't remember if the children play them. I forgot which website it was. I don't understand why they have drums. Simple and Progressive Forms It says here that the reports are fake. Daniel told me about it. I'm taking a look right now. He was looking for information yesterday. Is anyone else reporting it?	Fiction She started to wonder if this was someone's bad idea of a joke. Pia lifted her head off the pillow. Somehow Helen was sending messages. Nonfiction Marconi wins the Nobel Prize. People are always looking to improve the way they communicate.
Skills	Pronunciation: sentence stress: content words Process Writing: generating ideas	Reading: understanding chronology Literary Term: register
International English	I forgot / I've forgotten take a look / have a look	the heebie-jeebies / the chills



Lesson 1 Walkthrough Vocabulary

This lesson introduces the theme of the unit, and presents and practices the first vocabulary set.

The teaching notes provide **Warm Up** and **Cool Down** ideas to help set the tone for the lessons, often in the form of games or discussion points.

In the **Enhanced Teacher's eBook (ETB)**, there is also a **Two-Minute Review** which looks back at language from previous lessons.

A Contextualized Presentation: Picture Dictionary Scene

The unit starts with a dynamic dialogue set in the context of a picture dictionary scene which helps students activate their world knowledge and ignites their interest in the topic. Several of the new words for the unit are contextualized in this audio.

Unit Topic

The unit title is the same in the **Language Book** and the **Literacy Book**, with the topic explored in different ways across the two books.

D Controlled Practice & Critical Thinking

A critical thinking activity provides controlled written practice of the new words. By having to think and at times discuss and justify their choices, students engage actively with the new words. Practice of the written forms will also help cement them in the mind.

Characters

One character in each unit travels to the next, helping to reinforce the idea of Global Citizens and how we're connected.

A character or element from the same unit in the **Literacy Book** is part of the picture dictionary scene in the **Language Book**.



B Drill & Controlled Vocabulary Practice

The vocabulary presentation and drill of up to 12 words/phrases has the students look at the picture (including as definitions) and number the words in the list, before checking with the audio. This can also be used as a pronunciation drill.

Encouraging students to make educated guesses and engage with the image helps them to start thinking actively about the words and meanings.

C Visualization

A visualization activity supports the students to assimilate the new words by making them their own. They are guided to build images, memories, or word-associations via an audio track.

E Spoken Word

A spoken word rap, chant, or poem provides a new context for the vocabulary by exploring SEL competencies or other aspects of the topic. It also gives students the chance to practice saying the words in connected speech. There are audio and videos to support this activity.

F Pronunciation

Features of connected speech are pulled from the spoken word activity to analyze and practice. This builds on the individual sounds work from previous levels.

Vocabulary

Lesson Objectives

- to learn technology-related vocabulary: *blog, blog post, comment, crash, download, email, message, save to favorites, search history, upload*
- to say a chant about searching for information online
- to recognize and practice sentence stress: content words

Materials

Audio Tracks 3 to 7; Video

Warm Up

To introduce the theme of the unit, have students discuss how they keep in touch with their family and friends. Do they talk to them face-to-face or use technology? Why?

 **A TRACK 3 TB p. 215 Listen. What information does Daniel want? How does he find it?**

- Have students look at the picture and ask them to find Daniel from the Review Unit (he is at the bottom of the illustration). Then ask students to say what they see. Ask questions to prompt discussion: *What are the students doing? What lesson do you think they are in? Is the teacher happy that a student is arriving late?*
- Have students listen to Daniel and Kate chatting in the computer lab. Ask *What information does Daniel want? How does he find it?* Play the audio and check answers.

Answers

Daniel wants to find the good website he and Sofia found the day before (with information on the school day in Ghana). Kate helps him find it in his search history.

 **B TRACK 4 TB p. 215 Find and number the words in A. Then listen and check.**

- Have students look at the list of words and phrases. Point out the example and have students find *crash* in the picture. Tell students to find the other words and to write the numbers in their books. Play the audio for them to listen and check. Check answers with the class.

Answers

1 *crash* 2 *upload* 3 *email* 4 *message*
5 *search history* 6 *blog* 7 *blog post* 8 *comment*
9 *save to favorites* 10 *download*

 **C TRACK 5 TB p. 215 Close your eyes. Listen, visualize, and say.**

- Prepare students for the visualization (see TB p. 21).
- Play the audio for students to visualize the ideas as they listen. Tell them not to speak until they hear the word *say*.
- Have students share what they imagined in pairs. Then have some students share their ideas with the class, e.g. *My blog's going to be about my favorite music.*

D Look and write. There is more than one possible answer. 

- Point to the table and headings. Elicit the difference between *getting* and *writing* information. Look at the two examples and elicit why they go in the second column.
- Tell students to write the words and phrases from A in the table. Then check answers as a class. You could project the answers using the TTL.

Suggested Answers

Getting information, photos, and videos: download; save to favorites; search history

Writing information and showing pictures and videos: *blog, blog post*; comment; email; message; upload

Having a problem: crash

 **E TRACK 6 TB p. 215 Listen and write. Then watch and say.**

- Point to the title *Search the Net*. Ask students what they search the net for. Play the audio or video.
- Have students look at the lyrics and complete the blanks, using the initial letters to help. Remind students all the words can be found in A. Play the audio or video and have students check their answers.
- Play the audio or video again and have students join in with the chant. Encourage students to copy the rhythm and pronunciation.

Answers

1 *blog post* 2 *Save* 3 *Upload* 4 *download* 5 *crash*

 **F TRACK 7 TB p. 215 Pronunciation. Listen and say. Copy the sentence stress. Find other sentences in the poem and notice the stress patterns.**

- Display the examples from the chant. Play the audio and show that the dots show the stressed words. Play the audio again and have students clap the sentence stress and repeat the sentences chorally as they clap.
- Elicit that content words are stressed (nouns, verbs, adverbs, adjectives). Unstressed words are function words (auxiliary verbs, pronouns, determiners, articles). Note: *My* in the first sentence is an exception, because the speaker uses stress to show whose turn it is.
- Have students work in pairs to identify the stress in the other sentences. Then have students say them out loud.

Answers

Search the **n**et, search the **n**et. / **F**acts—who can find the **m**ost? / **U**pload your **p**hotos—**w**ow! / **D**on't **d**ownload that—it's **t**rash!

Cool Down

With books closed, play *Board Race* (see TB p. 25) by having students write as many technology-related words as they can.

Lesson 2 Walkthrough Explore Language

This grammar lesson presents and practices the first target structure using a simplified inductive approach.

A Contextualized Presentation

The target grammar structures are presented in context through a comic strip cartoon story, dialogue, or monologue and have an accompanying audio recording.

B Grammar Analysis Table

Students fill in the grammar table by finding the examples in the story in Activity A, focusing on form. The key language is highlighted to help students spot patterns in how the structure is constructed. In this level, a noticing question draws students' attention to a particular aspect, encouraging students to start to question and think about grammar for themselves.

C Inductive Analysis

Concept questions help focus students on the meaning and when to use the target grammar. This simplified inductive approach encourages students to make assumptions, discuss, and verify ideas using the examples in Activity A. By taking an active role in their learning, they will gain a better understanding of language, and will be better equipped for new ideas in the future.

Explore Language

A Listen and read. What's different about a school day in Ghana?

Verbs of Thinking

Verb	Example	Meaning
remember	if/whether	he always wakes up on time. the children play them. we'll go into class playing music some day.
don't	which	website it was. they have drums.

C Think and discuss. Then choose.

- We can use *if* and *whether* after a verb of thinking when the answer to the question is *yes* or *no* / *a specific detail*.
- We use a *wh-* word / *if* or *whether* after a verb of thinking when we're considering *who*, *where*, *what*, *why*, or *how*.

D Listen and say.

E Read and complete the sentences with the correct word.

- I forgot what the homework is.
- I can remember all my friends' birthdays are.
- I wonder how many I'll get many comments on my blog.
- I don't understand the internet works.
- I don't know I'll go to college in the future.
- I wonder I'll be able to finish my homework on time.
- I'm not sure time the school play starts.
- I wonder I have so many emails.

F Think and discuss. Are the sentences in E true for you?

I didn't forget what the homework is. I already finished it.

I didn't forget either. I'm going to do it after school.

International English

Regular *International English* features highlight differences between American and British English, helping raise awareness of different Englishes around the world. Audio for these words is available on the Tap & Teach Lessons (TTL).

D Drill: Sentence Level

An audio recording provides example sentences and questions for pronunciation practice. Drilling new grammar structures helps students become comfortable with how they sound before using them in a freer context. (See also TB p. 23)

E Controlled Practice: Written

Controlled written practice helps consolidate the grammar.

F Freer Practice: Communication

The lesson ends with an activity which allows students to use the grammar in a freer context. There is always a speaking task, and it may also include some writing.

Explore Language

Lesson Objectives

- to learn how to use verbs of thinking
- to practice vocabulary related to technology

Materials

Audio Tracks 8 and 9

Warm Up

Elicit which African country was mentioned in the previous lesson (Ghana) and brainstorm ideas. If appropriate, have students do some research on the internet under the following categories: location, flag, language, animals, food, and weather.

A TRACK 8 TB p. 215 Listen and read. What's different about a school day in Ghana?

- Tell students that they are going to listen to Daniel talking to a boy named Deepak. Have students look at the picture and identify where the boys are (at school) and what they are looking at (Daniel's tablet). Play the audio and have students follow the dialogue in their books.
- Ask the question *What's different about a school day in Ghana?* and elicit answers. Play the audio again for students to check.

Answers

In Ghana, children get up between 5:30 and 6:00. / They do household chores before school (and the types of chores they do). / They walk to school (sometimes for an hour). / Drums play when it's time for class.



International English



Point to the flags and elicit which countries they represent (the USA and UK). Tell students that they will see American English words used in this course, but that British English is also correct. If appropriate, you could also ask them to choose whether they want to use American or British English, but let them know they have to be consistent.

Ask them to look at the phrases and identify the forms (simple past and present perfect). Explain that speakers of American English tend to use the present perfect far less than British English speakers.

B Look at A. Complete the table. What verb forms can follow *if* or *wh-* words?

- Display the table using the TTL. Tell students that the words they need to complete the table are all in A. Have them complete the table individually. Check answers as a class.
- Point out the *wh-* words in the table and elicit more examples. Make a list of other *wh-* words and when they are used, e.g. *when* = time, *why* = reason, *who* = person.

- Ask the noticing question *What verb forms can follow "if" or "wh-" words?* Discuss answers and have students underline the verb form in each case.
- Refer students to the Grammar tip *Remember*. Ask why we can't say *I'm not remembering* (*remember* is a thinking verb, not an action verb). If you feel students need more guidance, the **ETB** provides a differentiation activity.

Answers

wonder; don't; wonder; forgot; understand; why
If and *wh-* words are usually followed by a simple present, a simple past, or future form.

C Think and discuss. Then choose.

- Refer students to the table in B and encourage them to try making questions out of the sentences. What sorts of questions are they? What sorts of answers would they expect? Have students work in pairs to discuss the sentences and answer options. Check answers.

Answers

1 yes or no 2 *wh-* word



D TRACK 9 TB p. 216 Listen and say.

- This activity helps with pronunciation in fluent speech so students can begin to internalize the structure. Play the audio and have students repeat each example chorally. (See TB p. 23, Making Language Drills Fun.)

E Read and complete the sentences with the correct word.

- This activity provides controlled practice of verbs of thinking and *if* or *wh-* words. Look at the example together. Elicit that *what* refers to the homework, and we use it because homework is a thing.
- Have them complete the sentences individually or in pairs.
- To check answers, invite students to read a sentence aloud and encourage the rest of the class to say whether they agree. Ask them to explain why if they disagree.

Answers

1 *what* 2 *when* 3 *if/whether* 4 *how* 5 *if/whether*
6 *whether/if* 7 *what* 8 *why*

F Think and discuss. Are the sentences in E true for you?



- This activity provides freer practice of verbs of thinking and *if* or *wh-* words. Have two students read the example exchange. Then give students time to read through the sentences again and think how they feel about each one.
- Have students discuss the sentences in pairs or groups.

Cool Down

With books closed, play *How Many Words?* (see TB p. 26) using the sentences from B and E on p. 13.



Lesson 3 Walkthrough Global Citizenship

This lesson presents and practices the second vocabulary set, and explores the Global Citizenship topic through listening and discussion.

A Contextualized Vocabulary

A dialogue, discussion, or monologue provides initial input on the Global Citizenship theme and contextualizes some of the new vocabulary for the lesson. Comprehension questions are provided in the **ETB**.

Opening Question

The lesson starts with an Opening Question to get students thinking about the lives of other children around the world and issues which affect us globally. There are no right or wrong answers for this as the focus is on raising awareness and provoking thought and discussion.

B Drill & Controlled Vocabulary Practice

The second vocabulary set of up to 12 words/phrases is presented and practiced through a matching activity, which is then checked with an audio recording. The vocabulary items are represented in photos or as definitions.

A Visualization recording is available on the TTL for this vocabulary set.

Global Citizenship

How does technology help us learn?

A Listen to an online video tutorial. What information does the tutorial give?

- 1 put your name and other information on an official list
- 2 control over what information you give about yourself over the internet
- 3 being or staying safe when connected to the internet
- 4 post personal details and other information on a website or app

B Look at the pictures and definitions in A and write. Then listen and check.

create a profile devices lowercase letters online privacy
 online safety password personal information register
 secure special characters uppercase letters username

C Read and complete the online safety rules.

Rules For Online Safety

- Always check for signs that the website is 1 secure. Does the address start with "https"?
- Is there a padlock symbol? Check quality: are there spelling mistakes on the site?
- Many websites, such as video-sharing websites, ask you to 2 register. Remember to ask your teacher, parent, or guardian first. It's important to protect your online 3 profile.
- If you want to join one of these websites, you need to 4 create a profile for yourself. Make your 5 password different from your real name. Maybe invent something funny!
- Choose a 6 strong password that no one else can guess. Use a special combination of uppercase and 7 lowercase letters and numbers. It's a good idea to use some 8 special characters too, like "*", "\$", and "%".
- Always log out of a website when you've finished, especially if you are on a shared 9 device that other people use.
- Never give your 10 personal information without checking that it's safe to do so.

D Now listen to Pablo and Mari presenting a podcast. What's the podcast about?

E Listen again. Write *True, False, or Doesn't Say*.

- Pablo is presenting the second part of a podcast. True
- Mari thinks that all websites are worth reading.
- Children in different countries think differently about some things.
- Online study groups are only for studying school subjects.
- There is information about the blog for parents.

How is technology a part of your everyday life? What are the benefits and dangers of posting online?

Unit 1 15

C Controlled Vocabulary Practice: Written

Students practice at least six of the new vocabulary in a written context related to the lesson topic.

Discussion Questions

The lesson ends with Discussion Questions to stimulate thought and conversation about what students have learned from the lesson. One question focuses on their personal experience, while the other encourages them to think more globally. Further notes on developing this discussion and ideas for project work are given in the **ETB**.

D & E Listening for Gist and Details

A second audio recording delves further into the Global Citizenship topic, as a monologue or interview. The speakers may be from different countries, or have a particular interest or expert knowledge to share.

The first listening focuses on understanding the gist, while the second looks at the details, using a variety of activity types often seen in exams.



Global Citizenship

Lesson Objectives

- to learn vocabulary related to online safety: *create a profile, devices, lowercase letters, online privacy, online safety, password, personal information, register, secure, special characters, uppercase letters, username*
- to explore the importance of online safety
- to practice listening for gist and details

Materials

Audio Tracks 10 to 12; Audio Track A

Opening Question

Ask the opening question: *How does technology help us learn?* Allow students to think about how they have learned something through technology and then to share their ideas.

A **TRACK 10 TB p. 216** Listen to an online video tutorial. What information does the tutorial give?

- Ask students what a video tutorial does (shows how to do something) and discuss whether students have ever watched one. What was it about?
- Direct students to the question and have them guess what the tutorial video is about. Write their ideas on the board. Play the audio and check their guesses. Ask the question again and discuss.
- Ask *Why does Meg watch the video?* Play the audio again for students to check. Elicit ideas. (She wants to register for a website and she needs to do this safely.) Ask further comprehension questions (see **ETB**).
- Ask students if they have ever registered for a website and, if so, what information they had to include.

Answer

It tells you how you can register for a website safely.

B **TRACK 11 TB p. 216** Look at the pictures and definitions in A and write. Then listen and check.

- Point out the example answer for number 1, *register*. Refer students to the vocabulary box in B and have them match the words and phrases to the pictures and definitions in A. Encourage students to make guesses if they are unsure.
- Play the audio for students to check their answers. Then play it again to practice the pronunciation, pausing after each word or phrase for them to repeat.

Answers

1 register 2 online privacy 3 online safety 4 create a profile
5 personal information 6 devices 7 secure
8 username 9 password 10 uppercase letters
11 lowercase letters 12 special characters

TRACK A TB p. 216 Visualization

The TTL has a visualization audio track for this vocabulary set. (See TB p. 21.)

C Read and complete the online safety rules.

- Have students quickly read the text. Ask what the purpose of the text is (to advise how to use the internet safely).
- Ask students how to check that a website is secure (the address starts with *https* and there is a padlock symbol). Have them complete the rules with words from B. Check answers.

Answers

1 secure 2 register 3 privacy 4 create a profile
5 username 6 password 7 lowercase 8 special characters
9 device 10 personal information

D **TRACK 12 TB p. 216** Now listen to Pablo and Mari presenting a podcast. What's the podcast about?

- Ask students if they've ever listened to a podcast. If so, discuss what types they've listened to.
- Listening for gist: have students listen to Pablo and Mari presenting a podcast. Ask the question and play the audio. Have students discuss answers in pairs, then as a class.

Answer

It's about the benefits of technology for learning.

E Listen again. Write *True, False, or Doesn't Say*.

- Listening for details: have students look at the sentences to see how many things they remember. Play the audio for them to complete their answers.
- Put students in pairs and have them compare answers. Ask them to correct any false sentences orally. Check answers. Discuss whether students enjoy using technology to learn.

Answers

1 True 2 False (you need think carefully about which websites to ignore) 3 True 4 False (special interests, like music) 5 Doesn't Say

Discussion Questions

- Draw students' attention to the discussion questions: *How is technology a part of your everyday life? What are the benefits and dangers of posting online?* Have students discuss the questions in pairs or small groups (see **ETB**). Encourage them to recognize that technology is part of daily life, but that they need to ensure they are safe online.
- Return to the opening question: *How does technology help us learn?* Review the ideas discussed at the beginning of the lesson and encourage students to share any new ideas. Focus on the concept of technology as a tool and discuss how beneficial it can be when used safely.

Cool Down

Have students think about internet safety. Write the following prompts on the board: *You should ...; You shouldn't ...* What advice can they offer to others to improve their online safety? Have them share their ideas.

Next lesson: Ask students to bring a photo from home.

Lesson 4 Walkthrough Explore Language

This grammar lesson presents and practices the second target structure using a simplified inductive approach. Differentiation ideas to support or challenge students are given in the **ETB** wherever it would be useful. See also TB p. 24 for some general ideas for differentiated learning. Further written practice is also available through Grammar Printouts in the Resource Bank.

A Contextualized Presentation

A gist question focuses students on the story and further comprehension questions are provided in the **ETB**.

B Grammar Analysis Table

The grammar table is reproduced in the TTL, allowing for this to be completed as a heads-up class activity.

Grammar Tip

After every grammar analysis table, there is a tip with additional information. These are divided into three categories:

Watch Out: highlights common errors

Remember: aspects of language students have seen before, e.g. contractions

Look: additional features students should be aware of, e.g. spelling patterns

Explore Language

1 Listen and read. What does Sofia want? Can she have them?

Sofia: Deepak, did you know you can get selfie shoes? You put your phone in a special shoe and use your foot to take a selfie!

Deepak: Really, Sofia? Are you sure that's true?

Sofia: Yes! Daniel told me about it. When he was looking for information yesterday on how to take the best selfie, he found an article about it. He wasn't joking!

2

Deepak: Do you remember what Miss Goran said about checking for fake news?

Sofia: Oh, yeah—I forgot.

Deepak: Do you have the website there?

Sofia: Yes, I'm taking a look right now. What did Miss Goran tell us to check? Oh, yeah! Is anyone else reporting it?

Deepak: Yes. And also to check for things like bad spelling or grammar—is it bad quality?

3

Sofia: Well, yes, it is. While I was reading it, I found a lot of mistakes.

Deepak: Wait a minute. Look, it says here that the reports are fake!

Sofia: Well, I still want some. They'd be a great invention!

4

1 **was checking** (check) my emails when Harper called. She

2 (not remember) the website address we found yesterday. Do you have it?

3 (you watch) TV right now? There's a great program about fake news on Channel 6.

4 (you go) to the photography club on Saturday mornings?

5 My mom (drive) me home from the mall when I dropped my phone out of the car window.

6 (take) a great photo but the screen cracked!

5 Think and discuss. Then match.

1 Simple present a. describes an action that is happening now or around now.

2 Simple past b. describes a long action in the past.

3 Present progressive c. describes a present state or a habit.

4 Past progressive d. describes a finished action in the past.

6 Listen and say.

E Complete the sentences with the correct form of the verbs.

F Show a photo. Say when you took it, what you were doing, and how you feel when you look at it.

Remember Use contractions: He's joking / He isn't joking / He wasn't joking.

16 Grammar Simple and Progressive Forms **17** Unit 1

Characters

One of the characters in this scene will appear in the next unit, in a new setting with a new group of friends.

Competency Icons

Competency icons indicate the areas covered in each lesson (see TB p. 19). The teaching notes tell you which activities address which competencies.

Explore Language

Lesson Objectives

- to review simple and progressive forms
- to describe a photo and feelings about it

Materials

Audio Tracks 13 and 14; students' photos, print or digital (F); a photo (F)

Warm Up

Ask students if they read articles in newspapers or online. Ask *What kinds of articles do you read? How else do you keep yourself informed? Do you talk with your friends about the news?*

A TRACK 13 TB p. 216 Listen and read. What does Sofia want? Can she have them?

- Have students look at the pictures on p. 16 and say who they can see (*Sofia* and *Deepak*). Ask them to predict what they are talking about and why they are smiling at the end.
- Play the audio. Have students follow the dialogue in their books and check to see if their predictions were correct.
- Then ask the questions and elicit the answers.

Answers

She wants a pair of selfie shoes. She can't have them because the news is fake.



International English



Ask students to look at the phrases and notice which word changes (the verb *take* changes to *have*). Explain that there are similar phrases for everyday activities, e.g. take or have a bath / a shower / a rest / a break / a holiday or vacation.

B Look at A. Complete the table. Which verbs are used to form questions?

- Have students complete the table. Tell them that all the sentences are in the dialogue in A and that they need to write the verbs. Have them work individually and then compare in pairs.
- Display the table and check answers as a class. Ask students if each sentence refers to the present or the past. Elicit the name of the verb form and how each one is made. Ask *Which verbs are used to form questions?* Elicit answers and discuss which verbs we use with the simple present (*do, does*), simple past (*did*), present progressive (*am, is, are*), and past progressive (*was, were*).
- Draw students' attention to the Grammar tip *Remember*. Elicit that *he's* is a contraction of *he is*, not *he was*. Remind students we only use the contraction in the present, not the past.

Answers

says; told; 'm; looking; Is
The verbs *do* and *be* are used to form questions.

Practice

Resource Bank: Grammar Printout
Student's App: Grammar Practice

C Think and discuss. Then match.

- Have students match the verb forms to the explanations of when we use each. Do the first as an example (c) and elicit example sentences, e.g. *I live in (Spain)*.
- Ask students to match the rest of the forms and explanations. Have them compare answers in pairs. Check answers. Then ask students to give an example sentence using each form. If you feel students need more guidance, the ETB provides a differentiation activity.

Answers

1 c 2 d 3 a 4 b



D TRACK 14 TB p. 216 Listen and say.

- Play the audio and have students repeat each example chorally. (See TB p. 23, Making Language Drills Fun.)

E Complete the sentences with the correct form of the verbs.

- This activity provides controlled practice of the simple and progressive forms. Read the example and elicit *was checking* is past progressive. Ask *Why do we use past progressive here?* (It describes a long action in the past that was interrupted by another event.) Ask *What words helped you decide which form to use?* ("when Harper called")
- Give students time to complete the sentences individually. Ask students to compare in pairs.
- To check answers, invite students to read a sentence aloud. Alternatively, project them on the board. Elicit what clues helped students decide which form to use.

Answers

1 *was checking* 2 *doesn't remember* 3 *Are you watching* 4 *Do you go* 5 *was driving* 6 *took*

F Show a photo. Say when you took it, what you were doing, and how you feel when you look at it.

- For this freer oral practice, show students a photo of yours and demonstrate a short description of it, using *when, what,* and *how*. Encourage students to ask you further questions.
- Put students in pairs or small groups. Ask them to take turns showing and talking about their photo. While students are listening, ask them to make notes of key words and ask at least one question.
- When they finish, put students in different pairs or groups to talk about what they saw and heard. Which photo sounds the most interesting?

Cool Down

Play *Disappearing Sentences* (see TB p. 25). Use sentences with simple and progressive forms. You can use sentences from E on p. 17 or write your own.

Lesson 5 Walkthrough Write About It

This first productive skills lesson is dedicated to writing, which now occupies a double page. In Levels 5 and 6, the lessons explore different genres of text, linked to those in the **Literacy Book**, and take students through the different stages of Process Writing. The left-hand page presents the genre and highlights the structure, key features, and aspects of language. The right-hand page scaffolds students to produce their own writing, through carefully staged activities focusing on each step of Process Writing cumulatively: Units 1 and 2 look at brainstorming; Units 3–5 work on brainstorming and planning; Units 6–8 explore brainstorming, planning, and drafting & revising; Units 9 and 10 bring it all together to finish with editing and publishing.

A Contextualized Writing Mechanics

A model text continues the topic of the unit and a gist question ensures students are engaged with the text as readers, before becoming writers. Further comprehension questions are provided in the **ETB**.

D Brainstorming

In every unit, students are encouraged to brainstorm ideas as the first step to writing. A variety of examples are given on the page to encourage students to be flexible and choose the right technique for the final product.

Process Writing

The pencils icon in Units 1, 3, 6, and 9, refer students to a page at the back of the book exploring a Process Writing stage. These can be done before the activities in the unit to give them a better understanding of why each stage is important and useful.

B Text Analysis

Students are guided to analyze the structure and textual features for the text type.

Write About It

A Read the article. Check (✓) the topics and opinions about using the internet that the writer discusses.

- How many young people use it
- How many old people use it
- The good things
- The dangers

B Look at the structure of the article. Read and answer the questions.

- How many paragraphs are there and what does each paragraph do? Four
- Which come first: facts or opinions?
- How does the writer give details?
- How does the writer add interest?

C Look at the language in the article. Read and complete the table.

Giving opinions	Presenting facts	Giving examples	Giving details
Presenting facts			
A survey shows ...	First, ... second, ...	for example, ...	In my view, ...
Most children say ...	Third, ... secondly, ... lastly, ...	like, ... such as,	I think

D Think and discuss. How do you and your friends use the internet? Complete the mind map with your ideas and research.

Internet Activity	Reason or Example	Facts or Statistics
to look for new games	more games available online than in stores	91% of children in USA play video games

E Plan your article. Look at your ideas in D. Think of a title and make notes for each paragraph.

Title: _____
 Introduction: _____
 First main point (including facts): _____
 Second main point (including facts): _____
 Conclusion (including opinion): _____

F Now write your article. Include a photo.

Read and Respond
 Ask your friend to read your article. Can he/she think of a fact or opinion to add?

C Language Analysis

This activity focuses students on language used in the model text that they may find useful in their own writing. Where relevant, a *callout* provides additional insights into the features or language in the model text

E Planning

Every unit includes a planning stage, which is more scaffolded in the earlier units, drawing on the ideas gathered in Activity D.

F (& G) Production: Writing Task

The final writing task can be done in notebooks. *Support* printouts are available in the Resource Bank for those students who need it. For some more light-hearted writing practice, there is also a Writing Game for each unit in the Resource Bank.

Read and Respond

Students are invited to share their work with a friend, who will offer an opinion or some advice. This encourages students to write with a reader in mind, and to get into the habit of editing and making improvements to their work.

Write About It

Lesson Objectives

- to plan and write a fact-based article
- to present facts and give details, examples, and opinions
- to learn to build sentences and paragraphs
- to learn to generate ideas to help your writing (Process Writing Step 1)

Materials

Support writing printouts from the Resource Bank (F)

Warm Up

Ask *When was the internet invented?* and elicit ideas. If students don't know, allow them to do a quick search to find out. (The internet was developed over a long time, but Tim Berners-Lee invented the World Wide Web in 1990.)

A Read the article. Check (✓) the topics and opinions about using the internet that the writer discusses.

- This lesson corresponds with the informational text in the Unit 1 nonfiction reading in the **Literacy Book**. Introduce students to the concept of a fact-based article. Ask where we usually find articles (newspapers, magazines, blogs, and websites) and elicit topics of articles students have read recently. Ask *Why do people write articles?* (to give facts and opinions)
- Have students look at the article title and the photo. Elicit ideas what it is about, then ask them to skim and find out.
- Have students look at the four options and check the facts they remember. Then have them read the article again to check their answers. Ask *Is the writer for or against the internet? How do we know?* See the **ETB** for further comprehension questions.

Answers

1; 3; 4

B Look at the structure of the article. Read and answer the questions.

- Look at the first question and discuss what the first paragraph does (it introduces the topic of the article). Then give students time to answer the rest of the questions. Allow them to work individually or in pairs. Check answers as a class.

Answers

1 *Four*; 1: introduction; 2: first main point (including facts); 3: second main point (including facts); 4: conclusion (including opinion) **2** facts **3** statistics and examples **4** a title taken from a quotation in the article; a photo

C Look at the language in the article. Read and complete the table.

- Look at the prompts in column 1 and highlight how they present the facts in the article.

- Have students complete the other headings by finding the prompts and noticing how they are used. Check answers as a class.

Answers

Presenting facts; Giving details; Giving opinions

- Ask students to turn to p. 140 to review ideas about **Process Writing Step 1: Generating Ideas** (see TB p. 211 for teaching notes). Students will need to do this step before they do D.
- D Think and discuss. How do you and your friends use the internet? Complete the mind map with your ideas and research.**    
- This lesson practices the first stage of process writing: generating ideas. Tell students they are going to write about how and why they use the internet.
- Have students look at the question and the example answers. Ask them to do a Round Robin (see TB p. 20) to generate more ideas. Remind students of **Process Writing Step 1**. Tell them not to worry about facts or statistics for now.
- Have students write down the strongest ideas. Then ask them to find facts or statistics for each of their ideas by searching online.

Answers

Students' own answers

E Plan your article. Look at your ideas in D. Think of a title and make notes for each paragraph.

- This activity gets students to put into practice the brainstorming skills from **Process Writing Step 1** and the notes they made to plan their fact-based article.
- Have students plan their fact-based opinion article, using their ideas from D. Highlight the paragraph headings and refer students to the model in A for examples.
- Allow time for students to plan their article in note form. Encourage students to select information from D—they don't have to use everything.

F Now write your article. Include a photo.

- Have students write a draft of their articles in their notebooks, referring to their plan in E. They should read their drafts and make any corrections or improvements.
- Have students write their final versions neatly on paper. Alternatively, hand out the Support printouts.
- Have pairs read each other's article. Ask them to suggest at least one fact or opinion their friend could add.

Cool Down

Have students place their articles face up, then walk around and skim at least three. Ask them to look for the most interesting article with the most persuasive conclusion. Discuss their choices as a class.

Lesson 6 Walkthrough Take the Stage / Talk About It

The second productive skills lesson is dedicated to speaking and functional language, and at this level is set on a single page. There are five *Take the Stage* lessons focusing on presentation skills, and five *Talk About It* lessons focusing on conversation skills. Each lesson starts with a video showing a child/children presenting or having a conversation, which helps to bring the language alive. If it isn't possible to watch the video during class time, encourage students to watch it at home beforehand (see *The Flipped Classroom Approach* TB p. 15).

A Video Showcase

The video sets the context for the lesson, showing students what they are working toward. It provides a natural context for the functional language as well as an opportunity to recycle some of the vocabulary and structures from the unit. A gist question gives them an initial reason to watch, and further comprehension questions are in the **ETB**.

Watch

The *Watch* callout encourages students to use all the clues available in the video to help figure out what makes the presentation/conversation successful.

B Functional Language

Students work with the functional language from the video, which they can use in their own presentations/conversations.

Reflect

As with the writing lessons, students are invited to give constructive feedback to their peers with the *Reflect* question. This analysis also helps them reflect on their own contributions and performance.

C Planning

Students are encouraged to brainstorm ideas and plan what they want to keep for the presentations. For the conversations, students are encouraged to be spontaneous in Levels 5 and 6, so while some brainstorming and preparation activities are given, students are not expected to write a full dialogue.

D Production

Students have their conversations in pairs/groups, or give their presentations to a group or the class using the language from Activity B. They should build on their notes and use the opportunity to pull together everything they have learned.

Talk About It

A Watch and listen. What tasks do Gene and Lloyd each agree to do?

Watch
What can you tell about Gene and Lloyd from their body language?

B Watch again. Put the phrases in order. Write **AC** (asking for clarification) or **CU** (confirming understanding).

a. Yes, exactly! _____

b. Do you mean ...? _____

c. That's right. _____

d. What do you mean? **AC** _____

e. That's true. _____

f. So, you're saying ...? _____

C Imagine you're going to create a blog post in groups. Think about these questions.

- What would you like to create a blog post about?
- What different tasks do you need to do?
- How will you decide who does each task and why?

D Talk with your friend, using phrases from **B**. Discuss your ideas for the blog post.

We could do something about cooking and food.

We need someone to upload some photos.

How about you do the writing?

Reflect
Did I ask for clarification?
Did I confirm understanding?

20 Conversation Asking for Clarification and Confirming Understanding

Talk About It

Lesson Objectives

- to prepare and have a conversation about a blog post
- to learn to ask for clarification and confirm understanding

Materials

Video

Warm Up

Give a riddle for the word *blog*, e.g. *Anyone can have one of these. It's online. It's a space to share your thoughts, opinions, and experiences. It can be about any topic. It's like an online diary.* Encourage students to shout out the answer. Then discuss what blogs students follow and what they like about them, or show them a blog you follow and talk about it.

A TB p. 239 Watch and listen. What tasks do Gene and Lloyd each agree to do?

- Tell students they are going to watch a video of a conversation between Gene and Lloyd about their blog. Have students guess what the two boys are going to blog about. Tell students to listen for the answer and watch the body language in the video.
- With books closed, play the video for students to check to see if they guessed correctly (they're going to blog about school lunches).
- Ask the comprehension question *What tasks do Gene and Lloyd each agree to do?* Have students remember what they heard. Play the video again and then check the answers. Ask further comprehension questions, e.g. *What are they going to ask Linda to do?* (search for information online and in the library).

Answers

Lloyd: make the lunch on video
Gene: write the blog post

B Watch again. Put the phrases in order. Write AC (asking for clarification) or CU (confirming understanding).

- Tell students that the phrases in this activity are all useful expressions when we are having a conversation. Have them read the phrases and look at the example number. Don't focus on AC or CU yet.
- Play the video again and have students order the phrases as they hear them. Play the video again and have students raise their hands when they hear a phrase. Pause the video and elicit the phrase and number.

- Point to the example AC. Ask *If we ask for clarification, what's the problem?* (We don't understand what someone said.) *If we want to confirm understanding, what do we do?* (We ask the other person if they've understood.) Give students time to go through each phrase and decide if it's asking for clarification or confirming understanding. Check answers as a class.
- Have students practice saying the suggestions and responses in a drill, encouraging them to use intonation to convey meaning.

Answers

1 d 2 a 3 f 4 c 5 b 6 e

Asking for clarification: Do you mean ...?; *What do you mean?*; So, you're saying ...?

Confirming understanding: Yes, exactly!; That's right; That's true.

C Imagine you're going to create a blog post in groups. Think about these questions.

- Tell students they are going to discuss possible ideas for their own blog post to prepare for the conversation in D. Give students time to read and think about the questions individually and ask them to make simple notes.

Answers

Students' own answers

D Talk with your friend, using phrases from B. Discuss your ideas for the blog post.

- Project the phrases from B on the board using the TTL. Then demonstrate the example exchange with a confident student. Use the expressions from B to ask students for clarification and to confirm understanding.
- Have students discuss their ideas for the blog post in pairs. Remind them to use the phrases from B, to take turns, and to listen when their partner is speaking. Then ask pairs to join up with another pair to have a new conversation and share ideas.
- Have students analyze their own performance and then check if their friend agrees.

Cool Down

Have students work in pairs or small groups and brainstorm ideas for a blog post. Ask them to make a note of their best ideas. Elicit ideas on the board and take a class vote on the best idea.

Lesson 7 Walkthrough Think It Over

The final lesson in the **Language Book** encourages students to reflect on what they have learned and what they need to work on. In Levels 5 and 6, students see different graphic organizers based on key strategies of Assessment for Learning: students reflect on their starting point, what they have learned, and what they need to learn or the next steps they can take to continue learning. By taking an active role in their learning, students can discover what works for them and their responses can help you, the teacher, to adapt future lessons to suit their needs or recommend targeted practice.

Graphic Organizers

There are five different graphic organizers: *3-2-1*; *Looking Back*; *My Planning Sheet*; *My Favorite Mistakes*; and *Monthly Goal Reflection*.

For each one, it's important that the students take time to reflect and respond for themselves on their progress or what they struggled with, rather than doing this as a class or group activity. Full sentences aren't necessary; the focus should be on the reflection and planning for ongoing learning.

Think It Over **UNIT 1**

How well did you meet the challenge of Unit 1? Read and respond.

My Planning Sheet

We're all good at some things.
I'm good at ...

And we all need to improve some things.
I need to work on ...

We can always work to improve. Even when we are good at something, we can get better!
My plan to improve my English is ...

If my plan works, then I'll ...

I'll know my plan is working when ...

Hello! Remember me? I'm Sofia. I'm often late for things and I'm kind of messy. But what's healthy about my life? Find out in Unit 2!

Looking Forward

At the end of every unit is a teaser question linking one of the characters with the next unit. At the start of the next unit in the **Language Book**, students can find this character in the picture dictionary scene and try to answer the question.

Put It Together

After Units 2, 4, 6, 8, and 10 there is a game that brings together the language and vocabulary of the two previous units. By setting the language in new contexts and adding in a fun and sometimes competitive element, students will want to play them again and again.

Think It Over

Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their own progress
- to think about learning strategies and how to continue learning at home

Warm Up

Review the unit with a quiz. Put students in pairs or small groups. Explain that you are going to ask questions and they must write down their answers. Allow them a minute to look through the unit. Then ask the following questions:

- 1 What's Sofia doing in the big picture on pages 10 and 11? (reading or sending a message)
- 2 How many posters are there in the computer lab? (three)
- 3 Who's reading about Ghana on page 12? (Daniel)
- 4 Who's talking to Daniel about Ghana on page 12? (Deepak)
- 5 What time does the boy who wrote the blog post about Ghana wake up? (4:30)
- 6 What letters should a safe website start with? (https)
- 7 Sofia read a fake news story. What was it about? (selfie shoes)
- 8 What tip does Deepak give Sofia about spotting fake news? (check for bad spelling or grammar)
- 9 Gene and Lloyd are talking about a blog on page 20. What's the blog going to be about? (school lunches)
- 10 Who are they going to ask for help? (Maria and Linda)

Go through the answers with the class.

How well did you meet the challenge of Unit 1? Read and respond. 

My Planning Sheet

- Give students time to think about and discuss activities in the unit before they complete each section of the graphic organizer. Tell students they are going to review what they learned in the unit and what they need to improve at. Then they will make a plan outlining what they will do next in order to continue learning.
- Let them know that it's important that they think about themselves and not worry about what other people think or say, as different students will remember or enjoy different things. Tell them that it's OK if they found something difficult that their friend found easy—maybe their friend struggled with something they found easy. Explain that reflecting on what they've learned and what they enjoyed or found difficult can help them think about what to focus on next time or what they need to practice more or do again. It can help them learn about themselves.

- As a class, brainstorm a list or mind map of activities students have done and things they have learned. They can look back through the unit to help them. It is important that students lead this brainstorming session and that the ideas generated are things they remember rather than the things you want them to remember.
- Refer students to the graphic organizer on p. 21 and give an example for each prompt, e.g. *We're all good at some things. I'm good at asking for clarification. I need to work on my grammar because I make mistakes with simple and progressive forms.* Have students talk in pairs about the different sections. Encourage them to focus particularly on the second and third sections and to discuss what they can do to learn more about or how they can practice the areas they have problems with. Remind students about the online materials including the **Student's App**, but also encourage them to think of other ways they can practice English. Write some prompts on the board to support their conversation, e.g. *I'm going to ...; I plan to ...; I can try to ...*
- When you feel they have enough ideas, have students work individually to complete the organizer. Remind them that they should write their own responses about themselves. Monitor and help as necessary. Look at what students are writing so you can tailor your classes and any additional practice to their needs.
- If you feel it is appropriate for your class, have students share their ideas with a friend. Encourage them to think together of how they can put their plans into practice. They can use phrases from the Talk About It lesson to clarify ideas and confirm understanding.
- Discuss the last two sections with the class before you have students write about them. Ask *How will you know if your plan works?* Elicit that students will be able to do some of the things they wrote about in the second section, which they need to improve on, without looking in their books. Ask students what they will do if their plan works. Encourage students to think of other areas they would like to practice. Remind them again about the **Student's App** and online materials. Then have students fill out the final two sections in the graphic organizer.

Looking Forward

Draw students' attention to the character at the bottom of the page. Have students say who she is and what they remember about her. (Sofia appears in Lesson 1, p. 10, and Lesson 4, p. 16. She wanted selfie shoes after reading and believing a fake news story.) Have students look at the speech bubble and make predictions about Sofia's lifestyle in Unit 2. Tell students they will find out the answer in Lesson 1 of the next unit.

Lesson 1 Walkthrough Get Ready to Read

There are two sections to this lesson: Section 1 is a Visible Thinking Routine (VTR) and Section 2 has pre-reading activities, which also preview the reading skill that will be explored in more detail in Lesson 4. The sections can be done in one lesson or spread over two lessons, e.g. allowing you to devote more time to the VTR and to do the pre-reading activities immediately before the reading text. In this lesson, there is no Cool Down activity suggested, but the **Enhanced Teacher's eBook (ETB)** has plenty of additional extension ideas if you choose to end the lesson after the pre-reading activities.

Warm Up activities are designed to generate interest in the topic and activate schema, thereby helping students make connections between their own experiences and the unit topic and readings. These activities are purposely not focused on vocabulary to give the **Literacy Book** a distinct first language (L1) feel.

In the **ETB**, there is also a **Two-Minute Review** that helps students make connections between the units.

A, B, C (& D) Visible Thinking Routine

The first three (or four) activities take students through the Visible Thinking Routine using the striking opening image to foster thoughtful and constructive discussion. Six different routines are used in Level 6, building on those seen in lower levels. The teaching notes give clear instructions for how to set them up and encourage participation without leading students to specific answers, including example conversations and prompts. See TB p. 19 for details on each VTR.

Unit Topic

The unit title is the same in the **Language Book** and the **Literacy Book**, with the topic explored in different ways across the two books.



Competency Icons

Competency icons indicate the areas covered in each lesson (see TB p. 19). The teaching notes tell you which activities address which competency.

Transition

A question linking the VTR discussion with the pre-reading activities is provided in the teaching notes. This could also be used as a Warm Up activity if you decide to do the pre-reading and reading on different days.

D, E (& F) Critical Thinking & Skill Preview

The pre-reading activities aim to prepare and motivate students for the reading text: fiction or nonfiction. The first activity focuses on critical thinking and discussion, and the second gives a preview of the reading skill that will be fully explored with the second text.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about communication
- to guide inquiry and deepen understanding through a Think, Pair, Share Visible Thinking Routine (VTR)
- to preview the reading skill of understanding chronology

Materials

VTR printout from the Resource Bank (A, B, C)

Warm Up

Do a guided visualization (see TB p. 21) before students discuss the picture. Say *You're at a party. Where is it? Who are the guests? What are they doing? What can you hear/smell?* Encourage students to share their ideas with the class.



Think, Pair, Share ✨ 🧠 🗣️

A Look at the picture. What is happening? Think about it.

- This VTR encourages students to explore the image of communication and the factors that influence this. Start by asking students *What do you see?* and give them up to a minute to look at the picture and think silently. Provide vocabulary where necessary.
- Have students brainstorm what they can see in the picture. Encourage them to use adjectives such as colors, shapes, and feelings, as well as nouns and verbs.
- Ask students to think silently about what is happening in the picture and why there are words on the page. Tell them to cross their arms when they have thought of some ideas. You could use the Think, Pair, Share printout.

B Discuss with your partner.

- Divide the class into pairs and have students share their ideas about the picture. Encourage them to discuss any questions they might have and to think of possible answers together. Write some prompts on the board to help them with their discussions, e.g. *Why do you think that?; I agree / don't agree because ...; I think that too!; I don't think so because ...; I like that idea!* Monitor and support students as they discuss their ideas.

C Share your ideas with the class.

- Ask pairs to decide which two ideas they would like to share with the class and think about how they will explain them.
- Invite pairs to share their ideas about the picture with the class. Encourage students to use *we*, as they are talking on behalf of their partner, too. When you ask a student a question, encourage other students to say if they agree or disagree. Allow the class to lead the discussion.
- Keep a record of students' ideas from the VTR to revisit in the Think Together lesson.

Here's an example of this part of the routine.

Teacher: What do you think is happening here?

Student A: We think they're friends planning a party.

Teacher: Why do you think that?

Student B: Because they're smiling and thinking about party food and who they'll invite.

Student C: We disagree. We think they're talking about a party they went to.

Teacher: That's interesting. So they are remembering something they did in the past?

Student D: Yes, that's why the word "experience" is there. They're talking about an experience they had.

Student E: No, I think they're talking about an experience they want to have. They're dreaming about the perfect party!

Student F: Yes, they want a good experience, good location, and noise at their party!

Transition

Ask *How are the friends communicating in the picture? Are they communicating face-to-face or online? Are they using body language to communicate, too? Would they do something differently if they were texting or talking on the phone?*

D Think and write. What different ways do we communicate with each other? Make a list. ✨

- Ask students to think about how they communicate with their friends, family, and teachers. Brainstorm a few ideas on the board.
- Have students write their own list. Then have them compare their list with others in groups.

Suggested Answers

writing, speaking, drawing, sign language, body language / gestures, email, text messages, instant messaging, blogs, video calls

E Read and sequence the events.

- This activity previews the skill of understanding chronology. Tell students they are going to order the events of a story. Have them read the sentences to get an idea of the plot. Then have them work with a partner to order the events by noticing the time sequencers. Check answers as a class.
- Discuss what the story is about and what they think might happen to Helen and her parents.

Answers

4; 1; 3; 2

Now read **Urgent Message**

Lesson 2 Walkthrough Reading 1

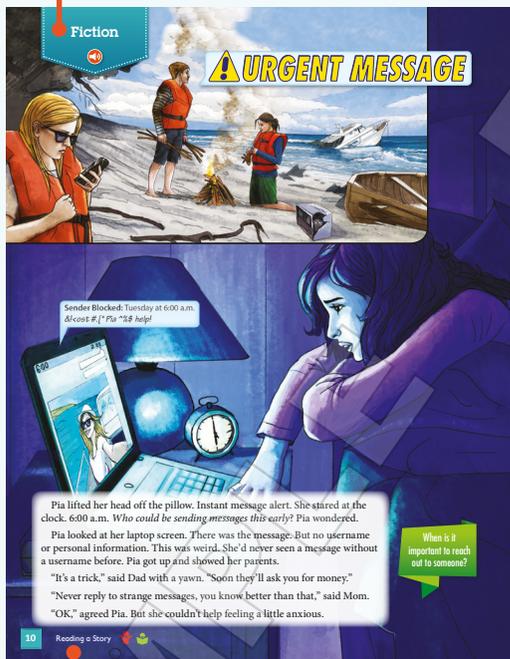
The reading lessons develop literacy in English and aim to foster a love of reading, encouraging students to become lifelong readers and learners. Specific language is sometimes slightly above level because research shows that with the right support, this sort of challenge significantly improves overall reading skills.

Text Type

Every unit has one fictional and one nonfictional text, spread over 10 pages. Texts are laid out to emulate first language (L1) / ESL materials, allowing students to draw on all the relevant contextual clues to support their understanding. Nonfictional texts provide an opportunity for students to learn new concepts and broaden their view of the world. With a realistic look and feel based on websites, articles and nonfiction books, these types of texts often appeal to reluctant readers.

International English

Regular *International English* features highlight differences between American and British English, helping raise awareness of different Englishes around the world. Audio for these words is available on the Tap & Teach Lessons (TTL).



Genre

The footer tells you the genre of text, highlighting the wide variety of text types.

Words in Context

See the Walkthrough notes for lesson 5, TB p. 56.

Three-Stage Reading Approach

The teaching notes are broken into three stages, allowing students to read and work with the text on different levels and with different criteria (see TB p. 13). The main comprehension activities are in the next lesson.

First Reading: focuses on engagement and understanding the main idea. You can use prediction questions to stimulate curiosity and play the audio, with sound effects and character voices, to help set the scene and motivate students to want to understand the details.

Second Reading: encourages students to read more critically, using the embedded comments/questions as a guide. *Text Focus* comments embedded in blue in the texts highlight features of the genre so that students can recognize these traits in other similar texts.

Third Reading: takes students beyond the text to respond in different ways, e.g. perform a role-play, summarize it, or think about the characters' feelings.

Fiction: *Urgent Message*—Story

Lesson Objectives

- to read a story about an urgent message
- to make a personal connection to the reading

Materials

Audio Tracks 3 and 4; slips of paper (Cool Down)

Warm Up

Write the title on the board, leaving blanks for the vowels: *_rg_nt M_ss_g_*. Have pairs race to find the missing vowels. Ask *Have you ever received an urgent message? What was it?*

TRACK 3 TB p. 229 Reading Approach

First Reading: Engage with the Text

- Use the Story Player on the TTL to show the story, without the sound. Ask students to notice the title, text, and characters and to make predictions about the story.
- Play the audio and have students follow along.
- Pause the audio at the end of p. 11 for students to predict if the message was from Helen.
- Ensure students have read the whole story before looking at the Words in Context.

TRACK 4 TB p. 229 Words in Context

- Give students time to find and highlight each word.
- Have them identify the parts of speech, and elicit how they know (by looking at the structure of the sentences and at the form of the words themselves).
- Write these strategies on the board for students to use with the words: *pictures, synonyms, surrounding words and sentences, separate parts of word, world knowledge, word families*. Have students discuss the words in pairs.
- Remind students that different words will require different combinations of strategies to figure them out. Some key words appear more than once in the story, so students should read all the instances to help them.

instant message (p. 10, noun) The next sentences show the time and that it is early. Strategies to use: pictures, surrounding words and sentences, separate parts of word, world knowledge of the internet

weird (p. 10, adjective) A later sentence contains a synonym, *strange*. The sentence before says *But no username or personal information*. Strategies to use: surrounding sentences, world knowledge of the information messages usually contain, synonyms

coast guard (p. 12 / p. 15, noun) The sentences on p. 12 and 15 show this is someone or something you contact for help when it is *urgent*. Strategies to use: pictures, surrounding words and sentences, separate parts of word

prank (p. 13, noun) A previous paragraph (p. 12) has a synonym, *joke*. Strategy to use: synonyms

enlarged (p. 14, verb) This has the word *large* in it. The end of the sentence explains the result of the action (*looked closely at the details*). Strategies to use: word families, surrounding words and sentences, world knowledge of viewing images on a device

- Check each word in turn to elicit the meaning and how they know. Play the audio to practice the pronunciation.



International English



Elicit what *the heebie-jeebies* (American English) and *the chills* (British English) mean. Ask *Is it a pleasant feeling?* (no) *How does it make us feel?* (uncomfortable, scared) Mime feeling a shiver down your spine to make this clearer. Ask *Which phrase will you use?* Tell students they can use British or American English, but they must be consistent.

Second Reading: Analyze the Text and Features

- Play the audio or have students read the story again to consolidate their understanding.
- Ask questions to check comprehension, e.g. *Who is sending the weird messages?* (Helen) See **ETB** for more questions.
- Discuss the questions in the green boxes. Then look at the text focus.
 - **Critical Thinking** (p. 10): *When is it important to reach out to someone?* Ask students who Pia reaches out to (her parents). Discuss how they respond.
 - **Personalization** (p. 11): *What online safety rules do you know?* Ask students to scan the story and find advice for online safety. Brainstorm more rules with the class.
 - **Critical Thinking** (p. 15): *What would you do to communicate if you were stuck on an island?* Have groups think of three possible ways of communicating. Elicit ideas on the board. Ask students to discuss which ways are the most effective and which are the least.
 - **Text Focus** (p. 13): *Who is the protagonist, or main character, in this story?* (Pia)

Third Reading: Interact with the Text

- Tell students they are going to do an interview role-play in groups of three (the interviewer, Pia, and Helen). They are going to ask and answer questions after being reunited.
- Give time for the interviewer to think of questions to ask and for “Pia” and “Helen” to revise the story. They can use facts from the story but also improvise. Then have students carry out their interview.

Cool Down

Give each student a slip of paper as an exit pass. Have them write a sentence describing what they liked about the story. They should give you the paper as they leave the classroom.

Lesson 3 Walkthrough Explore the Reading

This lesson is dedicated to detailed comprehension, analysis, and discussion of the text on the previous pages.

A Reading Comprehension

The first activity provides heads-down comprehension questions and students are often directed to write full sentences or provide evidence from the text for their answers.

Students should be encouraged to use strategies they have learned, such as scanning for key words or using pictures or headings, rather than re-reading the whole text.

B/C Post-Reading Discussion & SEL Competency

Fictional texts contain a social and emotional message which is explored in this lesson, often through discussion and reflection. The teaching notes provide ideas and further questions to help develop this discussion. (See TB p. 17)

Explore the Reading

A Answer the questions.

- 1 When did Pia get the first message?
- 2 Who did Pia's dad think sent the first message?
- 3 What advice did Pia's mom give her?
- 4 How did Pia know Helen sent the messages?
- 5 Where were Helen and her parents stuck?
- 6 Who did Pia's mom call?

B Think, write, and discuss. Describe Pia's character: Does Pia remind you of anyone you know? Why?

Pia reminds me of _____ because _____

C Think and write. What different clues and methods did Pia use to solve the problem of the mysterious messages? Make a list.

D Think and discuss. Imagine you're with Helen and her parents on the island. What characteristics would you need to show?

Literary Term Register

Register is the way we speak or write in a particular situation or when communicating with a particular group of people.

Listen. Then think and discuss. What are more formal ways to say the underlined informal words and phrases?

- 1 What's up? Have you started your homework yet?
- 2 That car chase in the movie was so awesome.
- 3 Cut it out! I can't concentrate with all that noise.
- 4 Just take it easy and don't think about tomorrow.

Now find informal words or phrases in the reading that mean Pia scared and is amazing. What other examples can you think of?

16 Understanding the Reading: Self-Management: Register 🌟 🌟 🌟

B/C Text Analysis

Further analysis of the text encourages critical thinking, critical literacy, and often includes opportunities for personalization.

Literary Terms

Building on the work on phonics and spelling in earlier levels, literacy is further developed through the section Literary Terms, looking at devices and structures writers use to convey their ideas. Having an awareness of these terms can help students analyze and understand a text. This section appears in one of the readings only. (See TB p. 13)

A **Cool Down** activity in the teaching notes helps bring the lesson to a close, often with a game, summarizing activity, or collaborative task.

Explore the Reading

Lesson Objectives

- to understand and analyze *Urgent Message* through reading comprehension activities
- to explore the SEL competency of self-management by displaying grit, determination, and perseverance
- to make a personal connection to the reading

Materials

Audio Track 5

Warm Up

Write the 5 Ws and 1 H on the board: *Who, What, Why, When, Where, How*. Write an example question: *Who are the characters in Urgent Message?* and elicit the answer. Then have pairs form questions about *Urgent Message* with the other question words. Have a class quiz.

A Answer the questions.

- Have students read the questions once and check they understand them. Then give them time to scan the story for the answers.
- Put students in pairs or small groups to compare their answers. Check answers as a class.

Answers

1 on Tuesday at 6.00 a.m. 2 someone who was playing a trick 3 never reply to strange messages 4 She sent a message in their secret code and Helen replied with the correct response. 5 Isla Violin (between Isla Garrobo and Isla Punta Zacate) 6 the coast guard.

B Think, write, and discuss. Describe Pia's character. Does Pia remind you of anyone you know? Why?

- Elicit an adjective to describe Pia and why the word describes her. Then ask the questions and elicit answers.
- Have students brainstorm more adjectives in pairs or small groups. Discuss their ideas as a class, encouraging them to give reasons.

Suggested Answers

Pia is determined/perservering/resourceful/intelligent/logical/reliable/loyal/thoughtful/clever/practical
Pia reminds me of ... because ... [Students' own answers]

C Think and write. What different clues and methods did Pia use to solve the problem of the mysterious messages? Make a list.

- Encourage students to think what actions Pia took to solve the problem of the mysterious messages. Ask *What different clues did she use? What were her methods?* Give them time to look through the story and make notes.
- Put students in small groups to compare their answers. Then have a Group Time discussion (see TB p. 21) on how effective Pia's methods were. Encourage them to think about what they would have done differently.

Suggested Answers

Pia used the following clues: incomplete messages, Helen's previous messages and photos, their secret code, online maps and information

She used the following methods: logical thinking, problem-solving, investigation, experimentation, math

D Think and discuss. Imagine you're with Helen and her parents on the island. What characteristics would you need to show?

- Students are going to connect the reading to their own lives. This activity encourages students to explore the SEL competency of self-management: displaying grit, determination, and perseverance.
- Do a guided visualization (see TB p. 21) to stimulate ideas for the discussion. Say *You're on Isla Violin with Helen and her parents. What are Helen and her parents doing? How are they feeling? How do you feel?* Then ask *What characteristics would you need to show if you were on that island?* Elicit examples, e.g. *I'd have to show patience. I'd have to be positive.*
- Have students discuss the characteristics in pairs. Monitor and provide language help when needed. Make a note of good ideas to share with the class.

Literary Term: Register



TRACK 5 TB p. 229 Listen. Then think and discuss. What are more formal ways to say the underlined informal words and phrases?

- Draw students' attention to the sentences. Play the audio once and ask if they would use the underlined words with someone they didn't know well. Elicit that they wouldn't because they're informal. Have them think about similar words and situations when they would use different phrases when speaking in LI.
- Put students in groups to think of more formal ways to say each phrase. Elicit ideas and write them on the board.

Now find informal words or phrases in the reading that mean *made Pia scared* and *is amazing*. What other examples can you think of?

- Have students scan the reading to find the informal words and phrases. Then ask students to compare answers in pairs. Check answers as a class.

Suggested Answers

1 How are you? / How are you doing? 2 very exciting
3 Please stop it! 4 relax / calm down
From the reading: made Pia scared = gave Pia the heebie-jeebies; is amazing = rocks

Cool Down

Have students work in pairs to write a newspaper headline for the story. Remind them that headlines include key information only and are in present forms. Give an example: *Firefighter saves dog from burning shed*. Invite students to share their headlines.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about the history of communication
- to practice the reading skill of understanding chronology
- to review the reading skill of skimming

Warm Up

Write *Inventors* on the board. Have students work in groups to brainstorm as many inventors as they can in two minutes. Discuss as a class, encouraging them to say what they know about the inventors and their inventions.

A Think and write. Look back at *Urgent Message*. What time did these events happen?

- This lesson practices the skill of understanding chronology, which students previewed on page 9.
- Before students do the activity, ask them to spend 30 seconds thinking about the story *Urgent Message*. Ask them to visualize the main events in the order that they happened.
- Draw students' attention to the events and ask them to find out what time each one took place. Do the first one as the example to make sure students understand they need to check the time on the messages and the laptop. Check answers as a class.

Answers

- 1 6:30 p.m. 2 6:00 a.m. 3 6:40 p.m. 4 3:25 p.m.
5 6:40 p.m.

B Put the events from A on the timeline.

- Project the timeline on the board if you're using the TTL. Point to the example and explain that it refers to the first message Pia received.
- Have students add the rest of the events on the timeline. Check answers by asking students what happened next and at what time.
- Then have students read the information in the skills box. Discuss why it's important to understand chronology. Point out that a writer doesn't always present the events in a linear (chronological) way. The plot can move backwards and forwards in time. In *Urgent Message*, the writer does this with Pia's and Helen's messages. Discuss why the writer does this. (so that the clues are revealed slowly; so that we follow Pia's train of thought and solve the problem with her; to keep us interested). Point out that informational texts, such as *Communication Time*, usually present events in chronological order.

C Skim *Communication Time*. Complete the timeline so that the events are in chronological order.

- Ask the students to look at the pictures in *Communication Time* and predict what the reading is about.
- Draw their attention to the timeline in C. Ask *What are the differences between the two timelines on this page?* (one is horizontal and the other is vertical; one has times and the other has years) Have students skim the text to complete the missing information.
- To check answers, have students read out a year and the corresponding event. Alternatively, project the answers on the board if you're using the TTL.

Answers

1440s The printing press is invented. **1844** The first message is sent along telegraph wires by Samuel Morse using his code. **1884** Nikola Tesla arrives in the United States. **1901** Marconi sends a message across the Atlantic. **1969** Scientists create a way of sending messages from one computer to another. **1973** The first cell phone call is made.

D Think and discuss. Without modern technology, how would you communicate with people who are far away? How would you make plans?

- Draw students' attention to the questions. Establish what modern technology refers to (phones, cell phones, internet, computers, etc.) and elicit an example answer to the questions.
- Have students brainstorm more ideas in groups using the Option Explosion routine (see TB p. 21). Encourage them to think about what they know about how people lived in the past and to use their imagination. Monitor and provide language help when needed.
- Then bring the class together and have students share their ideas.

Suggested Answers

Communicate: send letters by post; ask people travelling to that place to deliver a letter; Morse code; send telegraphs; use homing pigeons; fire and smoke signals
Make plans: make plans a long time in advance by writing letters or discussing them with people face-to-face; let other people know by word of mouth; use a diary or calendar to write dates down so as not to forget

Cool Down

Have students draw a timeline for "yesterday" or a special day they have had recently. Ask them to include at least four events and the rough time when each one happened. Prompt them to include *sunrise* and *sunset* as in the timeline in B. They should add key words or small drawings for each event. In groups, they take turns to show their timeline for their friends to guess and say what happened.

Now read *Communication Time*

Lesson 5 Walkthrough Reading 2

The second reading lesson follows the same structure as the first, and will be a fictional or nonfictional text depending on the first text. As before, multiple exposure and work with the text, including audio and visual support, helps develop strong literacy skills leading towards autonomy in reading.

Both the fictional and nonfictional texts can also be accessed through the Story Player in the TTL and the **Student's App** on Navio (see TB p. 14).

Photos and Illustrations

Nonfictional texts make use of photos or realistic illustrations wherever appropriate and are graphically dynamic, providing opportunities to develop skills in identifying hierarchy and reading paths.

Nonfiction

COMMUNICATION TIME!

Since the earliest days of humanity, communication has allowed people to share ideas, feelings, and thoughts and to exchange information. People are always looking to improve the way they communicate. Communication technology has grown from the first cave paintings, through the invention of written language, to today's cell phones and wireless internet. Let's look at some important moments in the history of communication.

600s The Chinese use woodblocks covered in ink to print on paper.

1440s The printing press is invented. For the first time, copies of books can be made in large numbers.

1844 The first message is sent along telegraph wires by Samuel Morse using his code.

1876 Alexander Graham Bell makes the first telephone call to his assistant: "Mr. Watson—come here—I want to see you."

1890s The radio arrives.

The invention of radio is a big step on the communication timeline. Radio technology provides a way to communicate without wires. People can make easy contact over great distances connecting the world.

Who invented radio communication? There isn't an easy answer.

18 Reading Informational Text

GUGLIELMO MARCONI VERSUS NIKOLA TESLA

1845 Italian inventor Guglielmo Marconi experiments with using electromagnetic waves to send signals without using wires. He sends and receives a signal over a distance of 2.4 km.

1849 Marconi sends a signal across the sea between England and France.

1901 Marconi transmits a message across the Atlantic Ocean. The signal is the letter S in Morse Code.

1904 Marconi wins the Nobel Prize. He becomes known as the "father of wireless."

1884 Electrical engineer Nikola Tesla arrives in the United States from Europe.

1890 Tesla succeeds in transmitting energy through the air—the beginning of wireless power.

1894 As a result of his experiments with sending and receiving radio signals, Tesla works out a way to make wireless signals stronger. He patents an electromagnetic coil, known as the Tesla coil, so that no one can copy it and sell it.

1895 Tesla prepares to send a signal over a distance of 80.5 km, but a fire in his workshop destroys all his work.

1898 Tesla plans to build a worldwide wireless system. But his project later runs out of money.

1900 The United States Patent Office recognizes Tesla as the inventor of the radio.

1904 The United States Patent Office reverses its decision and gives Marconi the patent for inventing the radio. (This decision was later reversed in Tesla's favor in 1943.)

Marconi and Tesla built on the discoveries of earlier scientists such as Heinrich Hertz. Radio signals are measured in hertz (Hz).

Words in Context

Find these words in the reading. What do you think they mean?

wireless telegraph patents reverses demonstration wi-fi

Unit 1 19

Text and Feature Analysis

Every text, both fictional and nonfictional, has several comments/questions in colored boxes to help guide students to take a critical approach to reading. These are dealt with in turn in the Second Reading stage of the lesson, and the teaching notes provide further ideas to prompt discussion on the different themes such as a Language Focus, Personalization, and Making Connections (e.g. CLIL/SEL).

Words in Context

This activity focuses on building strategies to deal with unknown words in a text, which is an important skill for a competent reader. These are not words to be learned or pre-taught. In Levels 5 and 6, the teaching notes encourage students to experiment actively with different strategies and to recognize that different texts/words will need different strategies. Each word is recorded in isolation on the audio.

Nonfiction: Communication Time—Informational Text

Lesson Objectives

- to read an informational text about the history of communication
- to make a personal connection to the reading

Materials

Audio Tracks 6 and 7; online photos of prehistoric cave paintings (Warm Up)

Warm Up

Show students pictures of cave paintings. Discuss what they know about them. Ask *How old are they?* (prehistoric) *How did people draw them?* (using natural paints, carving the stone) *Is this a form of communication?* (yes)

TRACK 6 TB p. 229 Reading Approach

First Reading: Read and Engage

- Have students look quickly at pp. 18-21 and notice when the timeline starts (600s) and ends (2040, the future). Have them point to where they are now on the timeline.
- Play the audio once and have students listen and follow in their books. Then ask students to share what facts they already knew and what facts surprised them.
- Have students look at the Words in Context.

TRACK 7 TB p. 230 Words in Context

- Play the audio to familiarize students with the words and practice the pronunciation.
- Brainstorm strategies with the class and write on the board including but not limited to: *pictures*; *prefixes/suffixes*; *word families*; *surrounding words and sentences*; *world knowledge*; *the result or the trigger of an action verb*; *LI cognates*; *remembering other contexts*
- Divide the class into pairs. Assign two words to each pair. Have students find and discuss their words.
- Have pairs get together with two other pairs (groups of six, so all the words are covered) to explain their words to each other, saying which strategies they used.

wireless (p. 18, adjective) There are two explanations: *without wires* (p. 18) and *without using wires* (p. 19). The suffix *less* means *without*. Strategies to use: prefixes/suffixes; surrounding sentences

telegraph (p. 18, noun) There is a picture of one. The prefix *tele* means *distant*. Strategies to use: pictures; world knowledge of Morse code; prefixes/suffixes

patents (p. 19, verb) The last part of the sentence says *so no one can copy and sell it*. Strategies to use: surrounding sentences; the result or the trigger of an action verb

reverses (p. 19, verb) The sentences explain that first Tesla is decided as the inventor of the radio, then Marconi, then Tesla again. Students may already know *reverse* to mean *go backwards*. Strategies to use: surrounding sentences; remembering other contexts

demonstration (p. 20, noun) The previous sentence gives an example: *John Logie Baird sends a picture wirelessly*. Strategies to use: word families; surrounding sentences

wi-fi (p. 20, noun) The previous sentence gives an explanation: *wireless computer network*. Strategies to use: surrounding words; possible LI cognate

- Bring the class together to discuss which strategies worked or didn't work.

Second Reading: Analyze the Text and Features

- Have students read the text silently. Allow them to jump from date to date, reading the information in any order. Ask students to decide which date in the timeline is the most important and why. Have students share their ideas.
- Ask questions to check comprehension: *Why was the radio an important invention?* (it allowed people to communicate over great distances) *Why isn't it easy to decide who invented the radio?* (because both Marconi and Tesla worked hard on this invention). There are more questions in the **ETB**.
- Discuss the questions in the green boxes as a class.
 - **Personalization** (p. 18): *How many different ways do you communicate with people each day?* Elicit the different ways that students communicated with others the day before. Ask students how they prefer to communicate with their friends and with their family? Why?
 - **Fact** (p. 19): Read the fact and check what students know about radio waves.
 - **Fact** (p. 20): Read the fact and discuss what students know about the Titanic and how it sank.
 - **Personalization** (p. 21): *How has communication technology changed for you in the past five years?* Ask students what technology they use to communicate with others. Then, ask what they used five years ago. What are the similarities and differences? Alternatively, have them write a paragraph on this for homework.

Third Reading: Interact with the Text

- Have students work in pairs to choose an era from the text and compare the communication tools people had then to tools that are available today. Encourage students to use a Venn diagram to make notes.
- Have pairs compare notes in groups. Prompt them to discuss the pros and cons of each era. Elicit ideas.

Cool Down

Put students in pairs or small groups and ask them to make a prediction about future communication technology. Allow students to be creative and accept all ideas. Invite them to present their ideas to the class.

Lesson 6 Walkthrough Explore the Reading

This lesson follows the same structure as Lesson 3, with comprehension, analysis, and discussion activities related to the second reading.

A Reading Comprehension

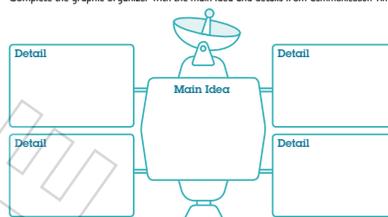
The heads-down comprehension questions include many activities similar to tasks students might see in an exam. The variety of tasks ensures students are engaged and challenged throughout the course.

Explore the Reading

A Read and write **Fact** or **Opinion**.

- 1 Marconi's inventions were the best. Opinion
- 2 John Logie Baird's demonstration of television was in 1926. _____
- 3 Tesla was the world's greatest inventor. _____
- 4 Television is more fun than radio. _____
- 5 The first signal across the Atlantic was sent in 1901. _____
- 6 In 1973, the first cell phone call was made. _____
- 7 Radio is the world's most useful invention. _____

B Complete the graphic organizer with the main idea and details from *Communication Time*.



C Think and write. Use the graphic organizer in B. Write a paragraph explaining what the reading is about.

D Think and discuss. Has communication technology made our lives better? Why or why not?

B/C Text Analysis & Practice

Further practice of the reading skill is provided, where appropriate, and often students are asked for their opinion or a personal response, which encourages them to engage more deeply with the text, whether fictional or nonfictional.

C/D Post-Reading Discussion & CLIL Focus

The nonfictional texts are used as a springboard for a cross-curricular link, giving students the opportunity to pull together knowledge from across their learning journey. This helps to bring the language alive in a real-world context. The **ETB** has more ideas for exploiting this link. (See TB p. 18)

Explore the Reading

Lesson Objectives

- to understand and analyze *Communication Time* through reading comprehension activities
- to practice identifying facts and opinions
- to review the reading skill of identifying main idea and details
- to learn through CLIL (science): exploring the impacts of communication technology
- to make a personal connection to the text

Materials

Audio Track 6 (optional, WU)

Warm Up

Review the reading by playing *What's the Next Word* (see TB p. 27). You can either play the audio or do this orally, selecting sentences from the reading.

A Read and write *Fact or Opinion*.

- Tell students they are going to identify facts and opinions. Read the example with the class and elicit why it is an opinion.
- Then ask them to read the sentences and decide if they contain a fact or an opinion.
- Check answers by reading out the sentence and ask students to raise their arms in the air for *Fact*. If it's an *Opinion*, have them put their hands on their head.

Answers

1 Opinion 2 Fact 3 Opinion 4 Opinion 5 Fact
6 Fact 7 Opinion

B Complete the graphic organizer with the main idea and details from *Communication Time*.

- Ask students to think what the main idea of the *Communication Time* is. To guide them, ask *Why did the writer write the text? What was the main idea he wanted to share?* Accept different answers.
- Then elicit an example of a detail. Give students time to look back through the text and choose four details they would like to add to the graphic organizer. They can do this individually or in pairs.
- To check answers, have students compare their details in pairs or small groups. Monitor and check.

Suggested Answers

Main Idea: People are always looking to improve the way they communicate

Details: Communication technology has gotten faster over time. / Technology started with paper in the 600s and went to the internet in the 1970s. / Different inventors developed new technologies. / More and more people are using social media

C Think and write. Use the graphic organizer in B. Write a paragraph explaining what the reading is about. 💡

- Tell students they are going to write a few sentences to explain what the reading is about. Ask them to imagine they are writing the paragraph for someone who hasn't read the text.
- Use one of the students' graphic organizers in B to demonstrate how they can combine the information in a paragraph. You can do this orally. Say *Communication Time is about ... One of the most important moments in the history of communication was ... Another important invention was ...*
- Give students time to write their paragraphs. Monitor and provide language help when needed.
- When students finish, ask them to exchange paragraphs with a friend and compare them.

D Think and discuss. Has communication technology made our lives better? Why or why not? 💡 🧠

- Students are going to use their critical thinking skills to discuss whether communication technology has made our lives better. This draws on the CLIL science area of the impact of communication technology.
- Draw students' attention to the questions. Set a time limit for them to discuss the questions using a Round Robin routine (see TB p. 20). Encourage them to think about their own experiences as well as how people from other backgrounds and of different ages might feel. Prompt them to think about areas such as agriculture, medicine, education, entertainment.
- When the time is up, ask groups to reach a conclusion: is life better or worse with the communication technology we have? Take a class vote and elicit reasons from individual students.

Cool Down

Play a memory game. Ask students to spend a few seconds going over the important events and dates in *Communication Time!* Then put them in pairs and ask them to write two questions related to these facts. Explain they are going to test another pair. When they are ready, group pairs of students. They take turns asking their questions and answering them with closed books. If they finish quickly, they can continue making up questions orally.

Lesson 7 Walkthrough Think Together

This last lesson in the **Literacy Book** brings the unit full circle, uniting the two readings and the overarching theme to further develop critical literacy.

A Text Comparison

The first activity is a text-to-text comparison, reviewing and comparing what they read in each.

Key Concept Question

The lesson stems from the Key Concept Question that brings together the concepts explored in the reading texts. As students work through the activities, they will be considering the question; it is not necessary to answer it at the start.

UNIT 1

Think Together

What are the benefits of communication technology?

A Complete the table. How is communication technology used in *Urgent Message* and *Communication Time*?

Purpose	Urgent Message	Communication Time
To signal for help		
To get information		
To send messages		
To transmit images		
To entertain		

B Think and write. Do a 5Ws and an H Routine.

Who _____ ?
 What _____ ?
 Where _____ ?
 When _____ ?
 Why _____ ?
 How _____ ?

C Look at your questions in B. Do a Roundtable.

Who did you communicate with? Richard

What did you use to communicate with? A phone

Where did you use it? At home

When did you use it? After school

Why did you communicate? To invite him over to play soccer.

How did you benefit? We had a fun time together.

My Reading Journal

My favorite type of communication is _____ because _____

A part of the unit I would change is _____ because _____

Go back to page 9. **What new thoughts do you have to share?**

✿ 🌟 🌟 Making Connections About Communication Technology 23

B/C Speaking Routine

These activities are designed to promote discussion with a text-to-world outlook, helping students compare, contrast, and draw conclusions for the key concept question. A cooperative learning routine helps ensure all students participate and creates an opportunity for purposeful communication and collaboration. (See TB p. 20)

My Reading Journal

In the Reading Journal, students give a personalized response to the readings and reflect on the unit as a whole. Through this self-reflection, students are empowered to guide their learning and motivated to participate actively in the process.

Finally, students are directed to return to the image at the start of the unit and revisit the VTR with new ideas and ways of thinking. This allows students to revise opinions and ideas and also serves to show students how much they have learned.

Think Together

Lesson Objectives

- to make connections between the readings
- to explore the key concept: What are the benefits of communication technology?
- to reflect on the unit and provide personal thoughts and opinions

Warm Up

Have students look back at the different types of communication in *Communication Time*. Ask how else Pia and Helen could have communicated. Have students discuss in groups and elicit ideas. You could also brainstorm a telegram Helen could have sent, e.g. *Help. Stop. On Isla Violin. Stop. With mom and dad. Stop.*

A Complete the table. How is communication technology used in *Urgent Message* and *Communication Time*?

- With books closed, write the question on the board. Have students recap how communication technology was used in *Urgent Message*. Then do the same with *Communication Time*. Brainstorm ideas as a class and write their suggestions on the board. Let students open their books to find more examples if necessary.
- Students can complete the table on their own or in pairs.

Suggested Answers

Urgent Message: Helen uses her phone to ask Pia for help; Mom calls the coast guard on her phone; Pia uses the internet to get sailing information/use a map; Helen sent Pia messages; Helen sent Pia photos; Pia plays a game on the internet.

Communication Time: Radio was used to save lives on the *Titanic*; The radio, television, and the internet are used for sharing news and information; Marconi sent a message across the Atlantic; Bell called his assistant; People use social media websites to communicate with each other; Television and the internet are used to send images; The radio, television, and the internet are used for entertainment.

B Think and write. Do a 5Ws and an H routine.

- Students are going to do a 5Ws and an H routine about when they last communicated with someone. Ask students to think about who they communicated with, how and why.
- Draw students attention to the six example questions on the right. Tell students to use these to help them write their own questions.

C Look at your questions in B. Do a Roundtable.

- Students are going to make connections to the key concept in the unit: *What are the benefits of communication technology?* by discussing their questions in B through a Roundtable routine (see TB p. 20).

- Give students three minutes to ask each other questions and share their experiences. Encourage them to ask follow-up questions if appropriate. They could create a mind map for each experience, writing the student's name in a circle in the middle and the main events/facts around it.

My Reading Journal

My favorite type of communication is ... because ...
A part of the unit I would change is ... because ...

This task encourages students to review and remember what they learned. Tell the class about your favorite type of communication and why; for example, *My favorite type of communication is the cell phone because you can talk to friends anywhere.* Then tell the class about one part of the unit you would change and why. Give students time to look through the unit and complete the sentences with their ideas. This encourages them to personalize what they have learned. Have them compare in pairs before eliciting a few examples with the class.

Example Answers

My favorite type of communication is (the radio) because (people can communicate with songs and music.)

A part of the unit I would change is (the end of *Urgent Message*) because (I would like to know what Pia and Helen said when they saw each other again. I would make the story longer.)

Go back to page 9. What new thoughts do you have to share?

This question encourages students to be creative and add new thoughts about the VTR picture on pp. 8 and 9. Have students look back at the VTR picture on pp. 8–9. If you are using the TTL, project the image onto the board. Elicit what they had discussed in the Get Ready to Read lesson on p. 9 (use your notes to remind them). Ask them how they think the picture connects to the two readings in the unit and elicit any new thoughts that they have. Draw their attention to the words in the image: *experience, language, location, emotion, culture, noise.* Discuss how these words relate to the topic of communication.

Cool Down

Have students work in groups to write three quiz questions about the unit. The questions can be about the two readings, the VTR picture, or the Literary section. Students can choose to write true or false questions, multiple-choice questions, or challenge questions (e.g., Name five communication devices). Then they get together with another group and quiz each other.