

# Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship
<b>Language Review</b> Vocabulary <i>Emotions; Crime; Nature; Being Eco-Friendly; Storytelling; Work and Skills</i> Grammar <i>Present Perfect; Tag Questions; Present and Past Passive; Too and Enough; Agreeing with Too, So, Either, and Neither; Reported Speech; First and Second Conditional</i>			
<b>1</b> <b>Keep in Touch</b> page 10	<b>Technology</b> <i>blog, blog post, comment, crash, download, email, message, save to favorites, search history, upload</i> <b>Online Safety</b> <i>create a profile, devices, lowercase letters, online privacy, online safety, password, personal information, register, secure, special characters, uppercase letters, username</i> <b>Chant</b> <i>Search the Net</i>	Verbs of Thinking Simple and Progressive Forms	How does technology help us learn? <b>Listening Skills</b> Listening for gist and details
<b>2</b> <b>Time for a Change</b> page 22	<b>Lifestyle and Habits</b> <i>argue, be late, healthy diet, junk food, messy, polite, punctual, workout, rude, sleep late</i> <b>Healthy Food</b> <i>convenience food, high in fiber, high in salt and sugar, in season, local produce, packaging, processed food, red meat, saturated fat, white meat, whole grains</i> <b>Poem</b> <i>You Can Do Better</i>	Present Perfect Present Perfect Progressive	How do eating habits affect our lives? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 1 and 2 <i>Know It, Win It</i>			
<b>3</b> <b>Dream Big</b> page 36	<b>Dreams and Ambitions</b> <i>ambition, confidence, determination, happiness, health, pride, success, wealth</i> <b>Persevering to Succeed</b> <i>be the hero, do things for fun, experience failure, fear of the unknown, find joy in, fresh start, notice the small things, nurture friendship</i> <b>Poem</b> <i>My Dreams</i>	Second Conditional Wish + Past Forms	How can children help solve the world's problems? <b>Listening Skills</b> Listening for gist and details
<b>4</b> <b>How's That Possible?</b> page 48	<b>Facts, Mysteries, and Illusions</b> <i>evidence, fact, have a feeling, make up, optical illusion, play a trick, puzzle, see things</i> <b>Historical Discoveries</b> <i>ancient monument, archaeologist, clue, expert, legend, prehistoric times, solve, theory</i> <b>Poem</b> <i>My Friend Oscar</i>	Modals of Deduction: Past Forms Modals of Obligation: Past Forms	Why is it important to explore things we don't understand? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 3 and 4 <i>Chatter Boxes</i>			
<b>5</b> <b>What Is Art?</b> page 62	<b>Describing Paintings</b> <i>abstract shapes, complex, doodles, dots, lines, playful, powerful, serious, simple, squiggles</i> <b>Artistic Elements and Features</b> <i>contrast, creativity, depict, iconic, large-scale, masterpiece, style, symbolize</i> <b>Poem</b> <i>The More I Look—A Poem Inspired by Kandinsky</i>	Past Perfect and Past Perfect Progressive Narrative Tenses	What can art tell us about different countries and periods of time? <b>Listening Skills</b> Listening for gist and details

	Writing	Speaking	International English	Literacy Book
			<b>Literacy:</b> Making Predictions; Sequence of Events; Sensory Details; Synonyms; Making Inferences; Understanding the Main Idea and Details; Transition Words	
	<b>Paragraph and Sentence Building</b> Presenting Facts and Giving Details, Examples, and Opinions  <b>Product</b> A Fact-Based Article	<b>Conversation</b> Asking for Clarification and Confirming Understanding  <b>Pronunciation</b> Sentence Stress: Content Words	<b>US</b> <i>I forgot; take a look</i> <b>UK</b> <i>I've forgotten; have a look</i>	<b>Story</b> <i>Urgent Message</i>  <b>Informational Text</b> <i>Communication Time</i>  <b>Reading Skill</b> Understanding Chronology
	<b>Function</b> Making Connections Between Entries  <b>Word Study</b> Using Informal and Emotive Language  <b>Product</b> A Diary Entry	<b>Presentation</b> Supporting an Argument and Being Persuasive  <b>Pronunciation</b> Sentence Stress: Weak Forms	<b>US</b> <i>messy; we've gotten better</i> <b>UK</b> <i>untidy; we've got better</i>	<b>Diary</b> <i>My Stay at Camp Karma</i>  <b>Informational Text</b> <i>Why Do We Sleep?</i>  <b>Reading Skill</b> Analyzing and Evaluating
	<b>Paragraph Building</b> Describing Causes and Effects, and Suggesting Solutions  <b>Word Study</b> Positive and Negative Adjectives  <b>Product</b> A Cause and Effect Article	<b>Conversation</b> Asking for Ideas and Summarizing Points  <b>Pronunciation</b> Connected Speech: Consonant-Vowel Linking	<b>US</b> <i>soccer uniform</i> <b>UK</b> <i>football kit</i>	<b>Creative Nonfiction</b> <i>Communities Making Dreams Come True</i>  <b>Poem</b> <i>Dreams</i>  <b>Reading Skill</b> Understanding Author's Word Choice
	<b>Paragraph Building</b> Including and Omitting Information  <b>Word Study</b> Review: Time Phrases and Adjectives about Feelings and Reactions  <b>Product</b> A Story Beginning	<b>Presentation</b> Asking Questions and Pausing for Effect  <b>Pronunciation</b> Connected Speech: Elision, Dropping the t		<b>Informational Text</b> <i>The Sci-Files</i>  <b>Fantasy</b> <i>An Enlightening Journey</i>  <b>Reading Skill</b> Making Inferences
	<b>Paragraph Building</b> Linking the Beginning, Middle, and End of a Story  <b>Word Study</b> Using Descriptive Language  <b>Product</b> A Mini Saga	<b>Presentation</b> Organizing and Summarizing Points  <b>Pronunciation</b> Sentence Stress: Content Words	<b>US</b> <i>leaned</i> <b>UK</b> <i>leant</i>	<b>Creative Nonfiction</b> <i>Cave Painting</i>  <b>Folk Tale</b> <i>The Boy Who Drew Cats</i>  <b>Reading Skill</b> Recognizing Genres

Unit	Vocabulary	Explore Language	Global Citizenship
<b>6</b> <b>It's Your Turn</b> page 74	<b>Playing Traditional Board Games</b> <i>board game, chance, land on, lose, miss a turn, pieces, players, strategy, throw the dice, win</i> <b>Playing Video Games</b> <i>avatar, collaborate, collect points, gaming, graphics, instructions, level up, multiplayer, role-playing game, virtual</i> <b>Poem</b> <i>Fun and Games</i>	Indirect Questions Defining and Non-defining Relative Clauses	How can games help you learn about other ways of life? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 5 and 6 <i>Yesterday's Vacation Fun</i>			
<b>7</b> <b>All About Ads</b> page 88	<b>Advertising</b> <i>advertisement, bargain, billboard, customer, discount, persuade, products, profit, quality, value</i> <b>Branding in Advertising</b> <i>brand, claims, false impression, image, promote, slogan, small print, target market</i> <b>Chant</b> <i>Why Buy?</i>	Reported Speech: Statements and Commands Reported Speech: Questions	What do advertisements sell, other than products? <b>Listening Skills</b> Listening for gist and details
<b>8</b> <b>What Are the Odds?</b> page 100	<b>Numbers, Shapes, and Symmetry</b> <i>angle, divide, even number, hexagon, multiply, odd number, prime number, sequence, spirals, symmetry</i> <b>Statistics Descriptors</b> <i>average, chart, data, fall, percentage, reach a peak, rise, statistics, stay stable, trend</i> <b>Poem</b> <i>I Love Numbers</i>	Passives: Present and Past Passives: Future Forms <i>Will, Going to</i>	How does math link to different aspects of our lives? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 7 and 8 <i>Word Scramble Race</i>			
<b>9</b> <b>Make Up Your Mind</b> page 114	<b>Decision-making</b> <i>brainstorm the options, consider the consequences, decide on a solution, define the problem, evaluate your ideas, learn from your mistakes, make a decision, regret</i> <b>Collaborative Decision-making</b> <i>be fair, control your emotions, fit in with, get your own way, have your say, independence, individual identity, peer pressure, pros and cons</i> <b>Poem</b> <i>Make Up My Mind</i>	Third Conditional: Statements Third Conditional: Questions	How do the decisions we make affect other people? <b>Listening Skills</b> Listening for gist and details
<b>10</b> <b>Take the Lead</b> page 126	<b>Positive Values</b> <i>can-do attitude, encourage, gut feeling, inspire, mentor, positive influence, respect, role model</i> <b>Influencing and Leading</b> <i>commitment, focus, honest, motivate, organizational skills, passionate, set a good example, support</i> <b>Poem</b> <i>Let's Look to the Future</i>	Future Progressive Review: Future Forms	Can anyone be a leader? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 9 and 10 <i>Solve a Problem!</i>			
Process Writing page 140	Generating Ideas Step 1      Drafting Step 3 Planning Step 2              Editing and Publishing Step 4		

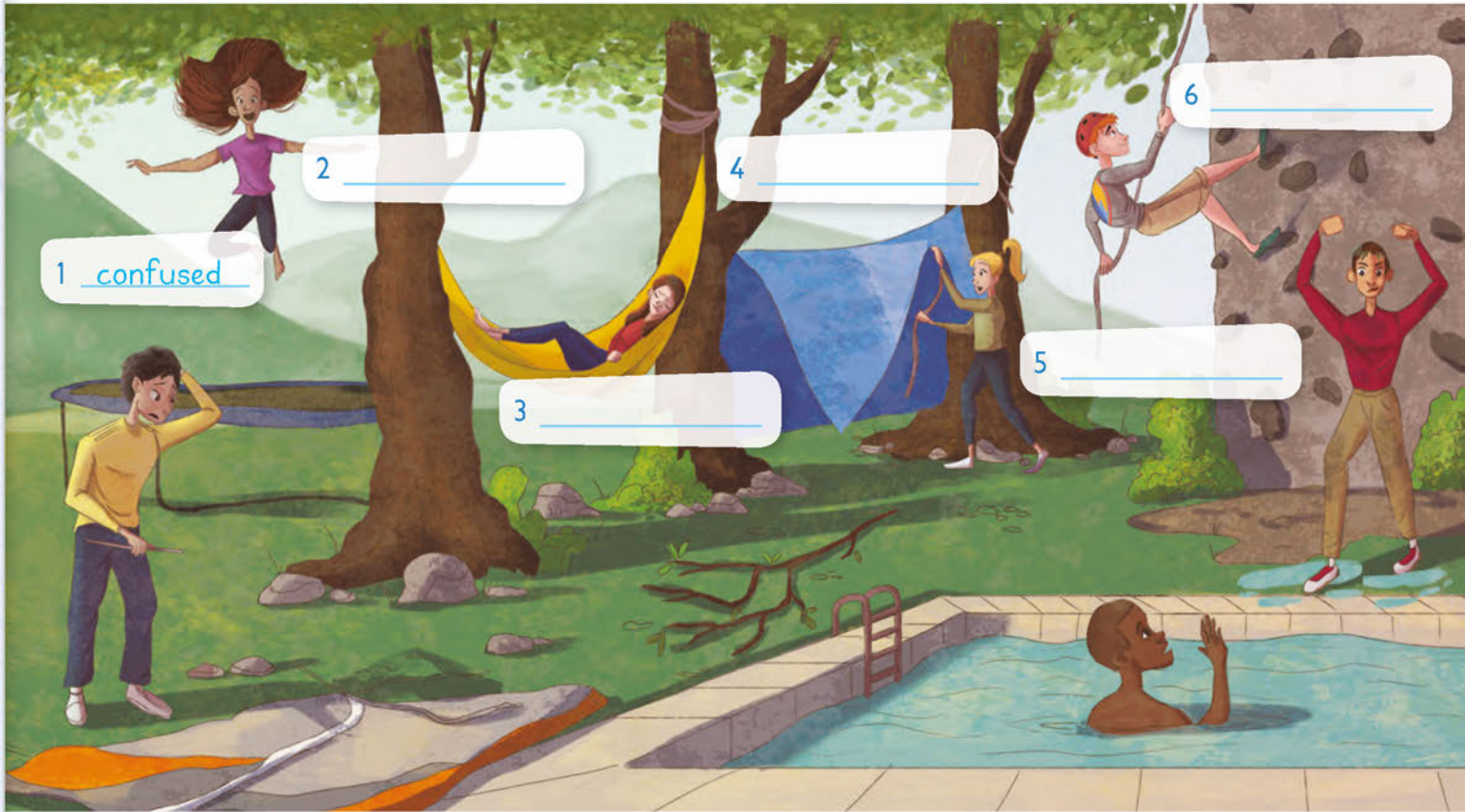
	<b>Writing</b>	<b>Speaking</b>	<b>International English</b>	<b>Literacy Book</b>
	<p><b>Function</b> Introducing Ideas and Making Comparisons</p> <p><b>Word Study</b> Using Adverb and Adjective Collocations</p> <p><b>Product</b> A For and Against Article</p>	<p><b>Conversation</b> Giving Opinions and Disagreeing</p> <p><b>Pronunciation</b> Intonation in Exclamations</p>		<p><b>Informational Text</b> <i>The History of Board Games</i></p> <p><b>Story</b> <i>The Game of Life</i></p> <p><b>Reading Skill</b> Understanding Denotation and Connotation</p>
	<p><b>Paragraph Building</b> Giving Reasons and Summarizing Ideas</p> <p><b>Word Study</b> Using Adjectives to Reinforce Opinion</p> <p><b>Product</b> An Opinion Essay</p>	<p><b>Conversation</b> Preparing for an Interview; Describing Qualities, Skills, and Experience</p> <p><b>Pronunciation</b> Intonation</p>	<p><b>US</b> <i>donut, advertisement</i> <b>UK</b> <i>doughnut, advert</i></p>	<p><b>Science Fiction</b> <i>Commercial Break</i></p> <p><b>Persuasive Text</b> <i>Ad Smart</i></p> <p><b>Reading Skill</b> Identifying Text and Graphic Features</p>
	<p><b>Paragraph Building</b> Writing Chronologically and Supporting a Point with Examples</p> <p><b>Product</b> A Biography</p>	<p><b>Presentation</b> Engaging and Motivating Your Audience; Using Visuals</p> <p><b>Pronunciation</b> Consonant clusters</p>	<p><b>US</b> <i>analyzed</i> <b>UK</b> <i>analysed</i></p>	<p><b>Biography</b> <i>Ada Lovelace</i></p> <p><b>Story</b> <i>The Binary Life</i></p> <p><b>Reading Skill</b> Recognizing Story Structure</p>
	<p><b>Function</b> Organizing Information and Engaging the Reader</p> <p><b>Product</b> An Instructional Article</p>	<p><b>Conversation</b> Inviting Contributions to a Conversation</p> <p><b>Pronunciation</b> Connected Speech: Linking</p>	<p><b>US</b> <i>middle school/high school; schedule</i> <b>UK</b> <i>secondary school; timetable</i></p>	<p><b>Instructional Text</b> <i>Making Decisions</i></p> <p><b>Story</b> <i>It's Not OK</i></p> <p><b>Reading Skill</b> Identifying Internal and External Conflict</p>
	<p><b>Function</b> Features of a Blog</p> <p><b>Word Study</b> Informal Language and Ellipsis</p> <p><b>Product</b> A Blog Post</p>	<p><b>Presentation</b> Using Cause-and-effect Reasoning; Sounding Positive</p> <p><b>Pronunciation</b> Sentence Stress: Influencing Meaning</p>	<p><b>US</b> <i>regular people; buddy</i> <b>UK</b> <i>ordinary people; mate</i></p>	<p><b>Play</b> <i>Click to Follow</i></p> <p><b>Informational Text</b> <i>Recycle Runway</i></p> <p><b>Reading Skill</b> Summarizing Readings</p>

# Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
<b>Literacy Review</b>							
Making Predictions; Sequence of Events; Sensory Details; Synonyms Making Inferences; Understanding the Main Idea and Details; Transition Words							
<b>1</b> <b>Keep in Touch</b> page 8	<b>Fiction</b> <i>Urgent Message</i> Story <b>Literary Term</b> register	<b>Nonfiction</b> <i>Communication Time!</i> Informational Text	Understanding Chronology	Science: Technology	Self-Management: Display grit, determination, or perseverance	What are the benefits of communication technology?	<b>Vocabulary</b> technology and online safety <b>Grammar</b> verbs of thinking, and simple and progressive forms
<b>2</b> <b>Time for a Change</b> page 24	<b>Fiction</b> <i>My Stay at Camp Karma</i> Diary <b>Literary Term</b> dropped subjects	<b>Nonfiction</b> <i>Why Do We Sleep?</i> Informational Text	Analyzing and Evaluating	Science: Health	Responsible Decision-Making: Become self-reflective and self-evaluative	Why is it important to have good lifestyle habits?	<b>Vocabulary</b> lifestyle and habits, and healthy food <b>Grammar</b> present perfect and progressive
<b>3</b> <b>Dream Big</b> page 40	<b>Nonfiction</b> <i>Communities Making Dreams Come True</i> Creative Nonfiction <b>Literary Term</b> prefix	<b>Fiction</b> <i>Dreams</i> Poem	Understanding Author's Word Choice	Social Studies: Communities	Self-Management: Exhibit positive motivation, hope, and optimism	Why is it important to have dreams?	<b>Vocabulary</b> dreams and ambitions, and persevering to succeed <b>Grammar</b> second conditional and wish + past forms
<b>4</b> <b>How's That Possible?</b> page 56	<b>Nonfiction</b> <i>The Sci-Files</i> Informational Text	<b>Fiction</b> <i>An Enlightening Journey</i> Fantasy <b>Literary Term</b> personification	Making Inferences	Science: Environmental Science	Relationship skills: Prevent interpersonal conflict, but manage to resolve it when it does occur	Why are mysteries so fascinating?	<b>Vocabulary</b> facts, mysteries, and illusions, and historical discoveries <b>Grammar</b> modals of deduction and obligation: past forms
<b>5</b> <b>What Is Art?</b> page 72	<b>Nonfiction</b> <i>Cave Painting</i> Creative Nonfiction	<b>Fiction</b> <i>The Boy Who Drew Cats</i> Folk Tale <b>Literary Term</b> synonym	Recognizing Genres	Arts and Humanities: Art History	Self-Awareness: Identify what triggers own emotions	What would our world be like without art?	<b>Vocabulary</b> describing paintings and artistic elements and features <b>Grammar</b> past perfect simple and progressive, and narrative tenses

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
<b>6</b> <b>It's Your Turn</b> page 88	<b>Nonfiction</b> <i>The History of Board Games</i> Informational Text  <b>Literary Term</b> antonym	<b>Fiction</b> <i>The Game of Life</i> Story	Understanding Denotation and Connotation	History: Civilizations	Social Awareness: Respect others	Why do people play games?	<b>Vocabulary</b> playing traditional board games and video games  <b>Grammar</b> indirect questions, and defining and non-defining relative clauses
<b>7</b> <b>All About Ads</b> page 104	<b>Fiction</b> <i>Commercial Break</i> Science Fiction  <b>Literary Term</b> alliteration	<b>Nonfiction</b> <i>Ad Smart</i> Persuasive Text	Identifying Text and Graphic Features	Social Studies: Communication	Responsible Decision-Making: Discuss strategies used to resist peer pressure	Does advertising influence the way we think?	<b>Vocabulary</b> advertising and branding in advertising  <b>Grammar</b> reported speech
<b>8</b> <b>What Are the Odds?</b> page 120	<b>Nonfiction</b> <i>Ada Lovelace</i> Biography  <b>Literary Term</b> open compound	<b>Fiction</b> <i>The Binary Life</i> Story	Recognizing Story Structure	History: Computer Science	Responsible Decision-Making: Make decisions based on moral, personal, and ethical standards	Why are numbers important in our lives?	<b>Vocabulary</b> numbers, shapes, and symmetry, and statistics descriptors  <b>Grammar</b> passives
<b>9</b> <b>Make Up Your Mind</b> page 136	<b>Nonfiction</b> <i>Making Decisions</i> Instructional Text	<b>Fiction</b> <i>It's Not OK</i> Story  <b>Literary Term</b> oxymoron	Identifying Internal and External Conflict	Social Studies: Ethics	Responsible Decision-Making: Reflect on how current choices affect future	How do we handle difficult choices?	<b>Vocabulary</b> decision-making and collaborative decision-making  <b>Grammar</b> third conditional
<b>10</b> <b>Take the Lead</b> page 152	<b>Fiction</b> <i>Click to Follow</i> Play  <b>Literary Term</b> assonance	<b>Nonfiction</b> <i>Recycle Runway</i> Informational Text	Summarizing Readings	Science: Ecology	Relationship Skills: Resist inappropriate social pressures	How are we influenced by things around us?	<b>Vocabulary</b> positive values, and influencing and leading  <b>Grammar</b> future progressive and future forms review

**A** Listen and write. How did all the children feel?



1 confused

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**B** Unscramble and write the crime words.

- 1 fehit    thief
- 2 vticeedte    d \_\_\_\_\_
- 3 rineginrft    f \_\_\_\_\_
- 4 ciusiuspo    s \_\_\_\_\_
- 5 ulec    c \_\_\_\_\_
- 6 nstwsie    w \_\_\_\_\_



C Find and write five positive words and five negative words about nature and the environment.

Positive

1 eco-friendly

2 c \_\_\_\_\_

3 o \_\_\_\_\_

4 s \_\_\_\_\_

5 r \_\_\_\_\_

Negative

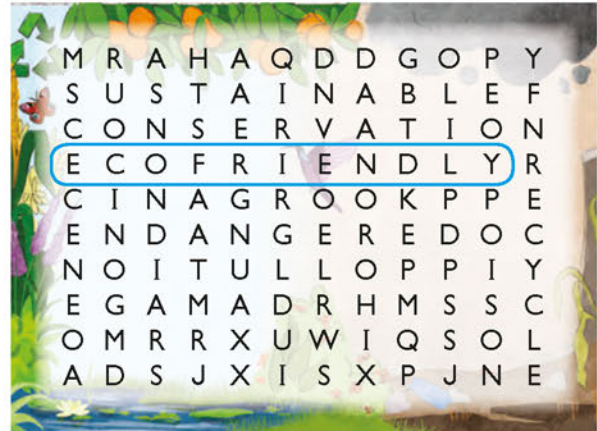
6 p \_\_\_\_\_

7 p \_\_\_\_\_

8 d \_\_\_\_\_

9 h \_\_\_\_\_

10 e \_\_\_\_\_



D Read and complete.

fascinating

moral

empathize

suspense

enemy

imagination

villain

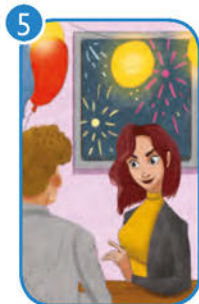
character

hero

I saw a great movie yesterday. The main 1 character was a man called Kasper, a brave 2 \_\_\_\_\_ trying to stop his worst 3 \_\_\_\_\_; a cruel 4 \_\_\_\_\_ who was controlling people's minds and taking away their 5 \_\_\_\_\_ and their ability to 6 \_\_\_\_\_ with other people who needed help. This 7 \_\_\_\_\_ movie, was full of 8 \_\_\_\_\_ but the 9 \_\_\_\_\_ of the story was that good always wins in the end!

E Look, read, and choose.

- I'd really like to keep in touch with the stressful / talented friends I made at summer camp this year.
- Doing our community project was a really rewarding / reliable experience—I felt really proud.
- Pet psychologists have to be very independent / observant.
- Snowboarding was very resourceful / challenging at first, but I worked hard and really improved.
- I haven't worked as a party planner before, but I know I have the skills / experience for the job.
- You need a degree / business to become an architect.







**A** Listen and complete.

1 Have you tried to play these instruments yet?

2 They're great, \_\_\_\_\_ ?

3 I \_\_\_\_\_ just \_\_\_\_\_ this Indian food.

**B** Read and complete.

- 1 These drums were made (make) in Ghana.
- 2 I \_\_\_\_\_ (teach) how to make sushi at the Japanese stall.
- 3 The Pyramids of the Sun and the Moon \_\_\_\_\_ (build) about 2,000 years ago.
- 4 Indian food \_\_\_\_\_ (eat) by millions of people every day.
- 5 This photo \_\_\_\_\_ (take) on my new phone.
- 6 Chess \_\_\_\_\_ (play) in many after-school clubs in Russia.
- 7 These poems \_\_\_\_\_ (write) by children in Egypt.
- 8 All this food \_\_\_\_\_ (prepare) by my family.

**C** Match the sentences to the responses.

- |   |       |                     |
|---|-------|---------------------|
| 1 I love chess!                         | _____ | a. I don't either.  |
| 2 I'm not hungry.                       | _____ | b. Me, too.         |
| 3 I didn't play the flute.              | _____ | c. Neither was I.   |
| 4 I'm too small to reach the top shelf. | _____ | d. Neither am I.    |
| 5 I don't have enough money to buy it.  | _____ | e. So am I.         |
| 6 I wasn't good enough to win.          | _____ | f. I didn't either. |





**D** Read and choose.

- 1 a. Look at the girl **who** / **what's** wearing a soccer shirt.  
b. What did she say? She said that she **loves** / **loved** chess.
- 2 a. Look at the boys **who** / **where** are near the sushi stall.  
b. What did the boys say? They said they **aren't** / **weren't** hungry.
- 3 a. Look at the shelf **who** / **where** the dolls are.  
b. What did the girl say? She told the boy she was **too small** / **small enough** to reach the doll.
- 4 a. Look at the stall **who** / **that's** selling camels.  
b. What did the man say? He said he didn't have **too** / **enough** money.

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

**Caleb:** I 1 was thinking (think) about joining a new club when I saw the notice about the Guitar Club. You're a member, aren't you?

**Ethan:** Yes, and if you 2 \_\_\_\_\_ (join) the club, you'll make lots of new friends.

**Caleb:** I was walking to school this morning when I 3 \_\_\_\_\_ (see) my cousin Alex. She said she 4 \_\_\_\_\_ (want) to join, too.

**Ethan:** That's great. If I 5 \_\_\_\_\_ (be) you, I'd bring her to the meeting tonight. If she came with you, it 6 \_\_\_\_\_ (be) a great help as you could practice together. But even if you came alone, you 7 \_\_\_\_\_ (not be) on your own for long. If you 8 \_\_\_\_\_ (arrive) early you might hear Jessica playing at the end of her individual lesson. She's amazing!

**Caleb:** How much does it cost?

**Ethan:** You 9 \_\_\_\_\_ (not have to) pay to join the club—it's free.

# UNIT 1

## Keep in Touch

**A** Listen. What information does Daniel want? How does he find it?

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

**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.

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

Getting information, photos, and videos	Writing information and showing photos and videos	Having a problem
	blog, blog post	

**E** Listen and write. Then watch and say.

### Search the Net

Search the net, search the net.  
My turn to search and write the  
1 blog post!

Search the net, search the net.  
Facts—who can find the most?

Search the net, search the net.  
2 S \_\_\_\_\_ to favorites now!

Search the net, search the net.  
3 U \_\_\_\_\_ your photos—wow!

Search the net, search the net.  
Don't 4 d \_\_\_\_\_ that—it's trash!

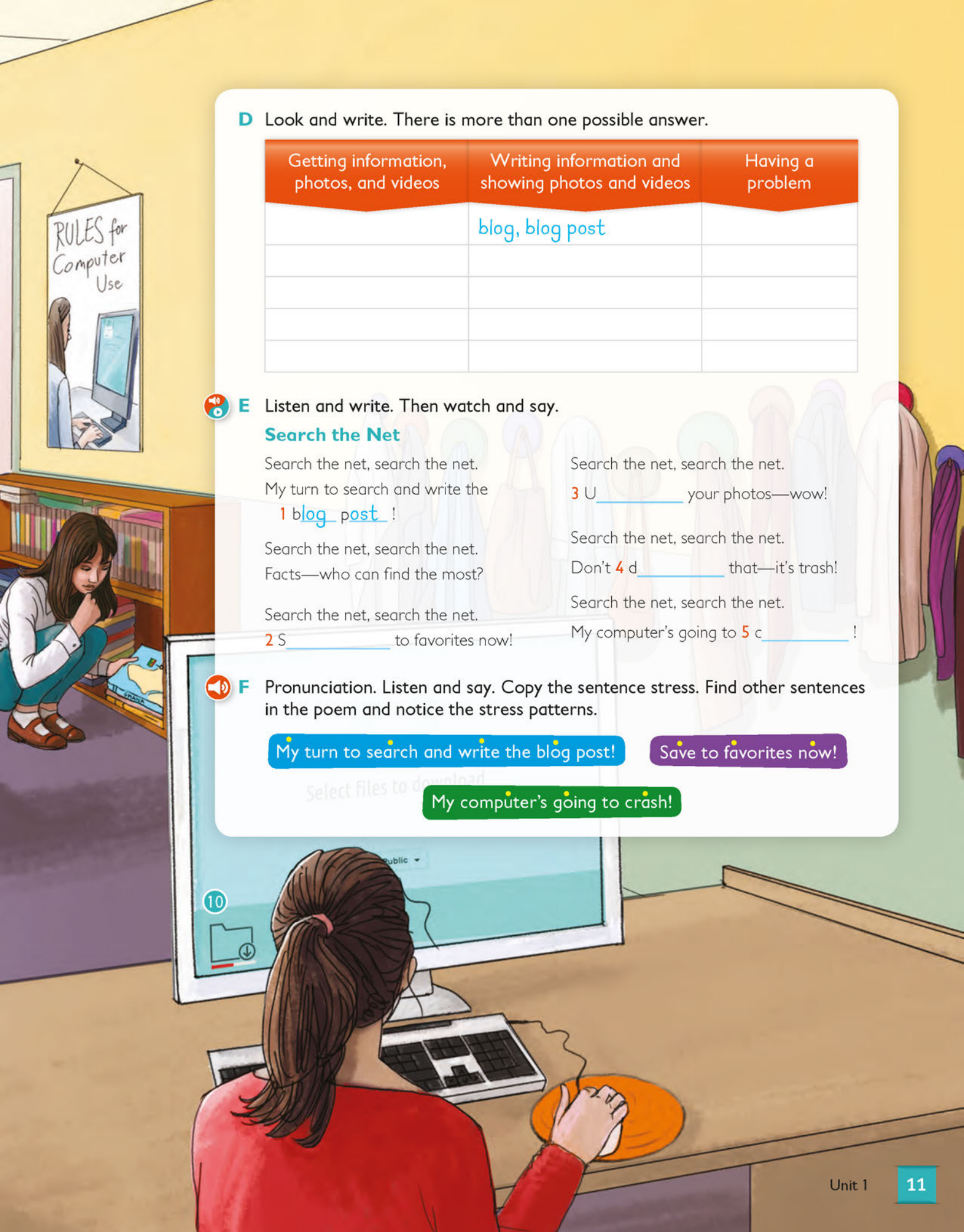
Search the net, search the net.  
My computer's going to 5 c \_\_\_\_\_!

**F** Pronunciation. Listen and say. Copy the sentence stress. Find other sentences in the poem and notice the stress patterns.

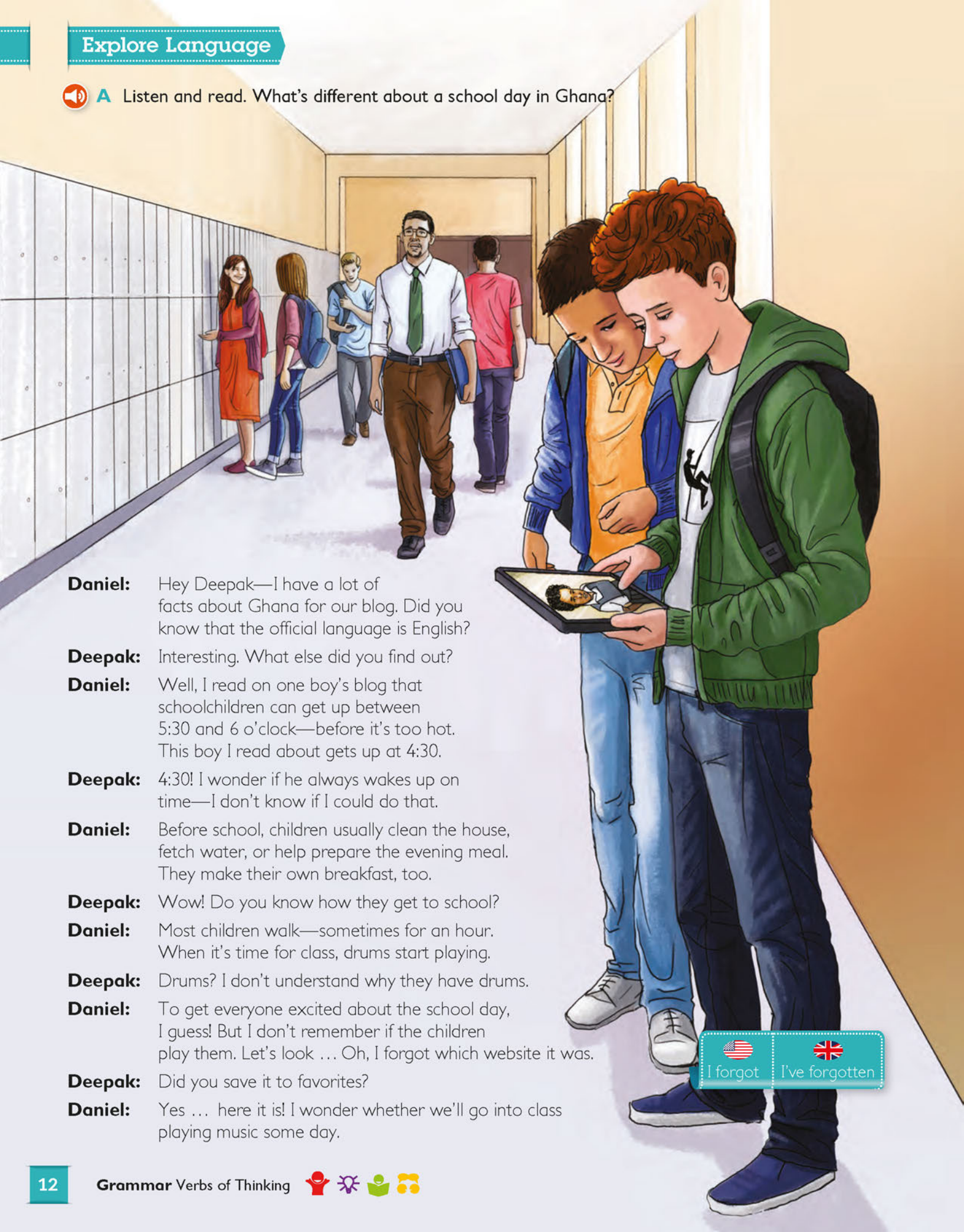
My turn to search and write the blog post!

Save to favorites now!

My computer's going to crash!



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



- Daniel:** Hey Deepak—I have a lot of facts about Ghana for our blog. Did you know that the official language is English?
- Deepak:** Interesting. What else did you find out?
- Daniel:** Well, I read on one boy's blog that schoolchildren can get up between 5:30 and 6 o'clock—before it's too hot. This boy I read about gets up at 4:30.
- Deepak:** 4:30! I wonder if he always wakes up on time—I don't know if I could do that.
- Daniel:** Before school, children usually clean the house, fetch water, or help prepare the evening meal. They make their own breakfast, too.
- Deepak:** Wow! Do you know how they get to school?
- Daniel:** Most children walk—sometimes for an hour. When it's time for class, drums start playing.
- Deepak:** Drums? I don't understand why they have drums.
- Daniel:** To get everyone excited about the school day, I guess! But I don't remember if the children play them. Let's look ... Oh, I forgot which website it was.
- Deepak:** Did you save it to favorites?
- Daniel:** Yes ... here it is! I wonder whether we'll go into class playing music some day.

 I forgot  I've forgotten

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

Verbs of Thinking			
I	_____	<b>if/whether</b>	he always wakes up on time.
	_____ <b>remember</b> _____		the children play them.
	_____		we'll go into class playing music some day.
I	_____	<b>which</b>	website it was.
	<b>don't</b> _____		they have drums.

**C** Think and discuss. Then choose.

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

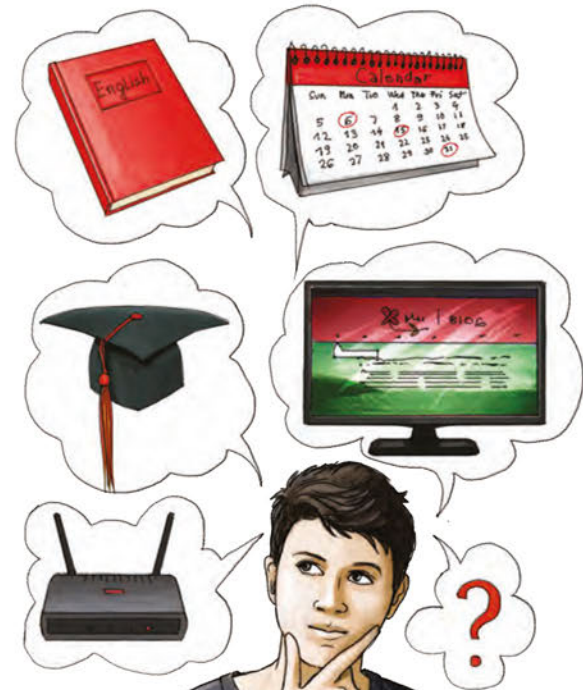
- ✓ I don't remember.
- ✗ I'm not remembering.

**Remember**

**D** Listen and say.

**E** Read and complete the sentences with the correct word.

- 1 I forgot what the homework is.
- 2 I can remember \_\_\_\_\_ all my friends' birthdays are.
- 3 I wonder \_\_\_\_\_ I'll get many comments on my blog.
- 4 I don't understand \_\_\_\_\_ the internet works.
- 5 I don't know \_\_\_\_\_ I'll go to college in the future.
- 6 I wonder \_\_\_\_\_ I'll be able to finish my homework on time.
- 7 I'm not sure \_\_\_\_\_ time the school play starts.
- 8 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.

How does technology help us learn?

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

put your name and other information on an official list

1 register

control over what information you give about yourself over the internet

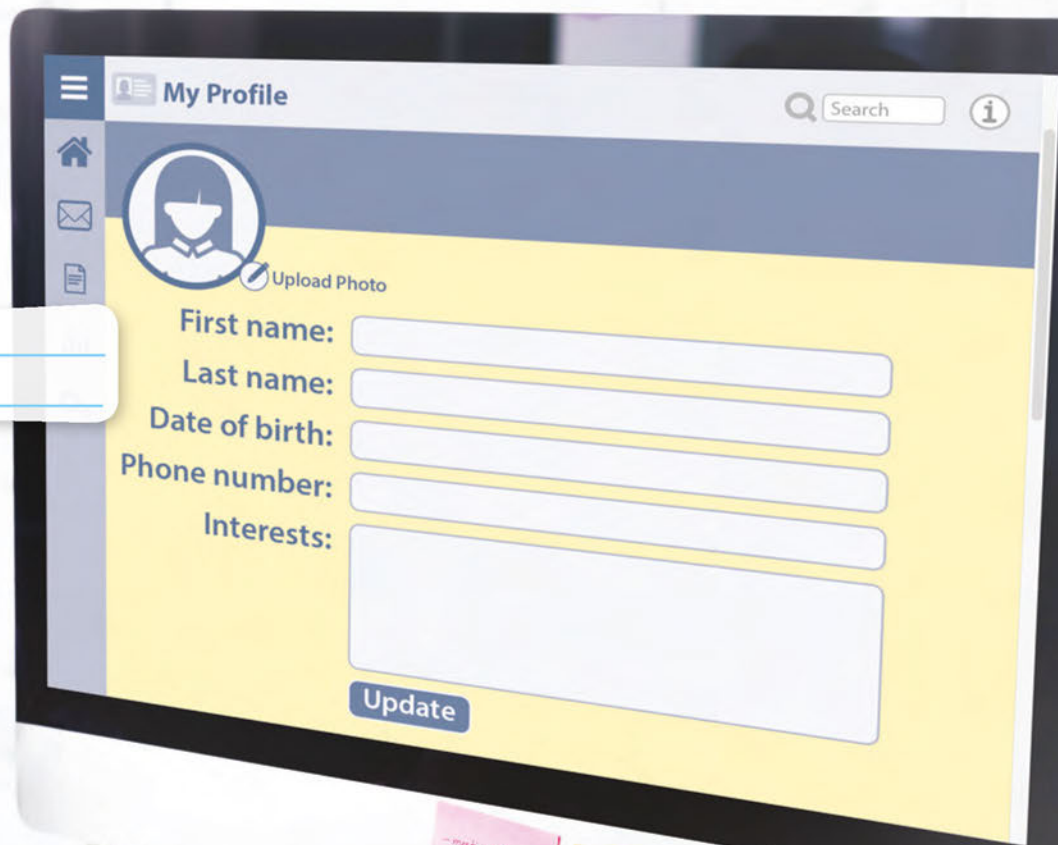
2 \_\_\_\_\_

being or staying safe when connected to the internet

3 \_\_\_\_\_

post personal details and other information on a website or app

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

Lisa\_Lemon28

8 \_\_\_\_\_

p.....7

9 \_\_\_\_\_

ARQTSE

10 \_\_\_\_\_

arqtse

11 \_\_\_\_\_

\*£\$%&

12 \_\_\_\_\_





**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	<del>register</del>
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 \_\_\_\_\_ . Remember to ask your teacher, parent, or guardian first. It’s important to protect your online 3 \_\_\_\_\_ .
- If you want to join one of these websites, you need to 4 \_\_\_\_\_ for yourself. Make your 5 \_\_\_\_\_ different from your real name. Maybe invent something funny!
- Choose a 6 \_\_\_\_\_ that no one else can guess. Use a special combination of uppercase and 7 \_\_\_\_\_ letters and numbers. It’s a good idea to use some 8 \_\_\_\_\_ too, like \*, \$, and %.
- Always log out of a website when you’ve finished, especially if you are on a shared 9 \_\_\_\_\_ that other people use.
- Never give your 10 \_\_\_\_\_ 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*.

- 1 Pablo is presenting the second part of a podcast. True
- 2 Mari thinks that all websites are worth reading. \_\_\_\_\_
- 3 Children in different countries think differently about some things. \_\_\_\_\_
- 4 Online study groups are only for studying school subjects. \_\_\_\_\_
- 5 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?**



**A** 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!



**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?

**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!



take a look    have a look

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

Simple and Progressive Forms			
It	_____		here that the reports are fake!
Daniel	_____		me about it.
Do	you	remember	what Miss Goran said?
I	_____	taking	a look right now.
He	was	_____	for information yesterday.
_____	anyone else	reporting	it?

**C** 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.                 |

Use contractions  
*He's joking. / He isn't joking. / He wasn't joking.*

**Remember**

 **D** Listen and say.

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

- 1 I 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 I \_\_\_\_\_ (take) a great photo but the screen cracked!

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

I took this photo when I was traveling in Norway last year ...

## Write About It

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

1  How many young people use it

3  The good things

2  How many old people use it

4  The dangers


### Wow, The Internet Appeared!

About one in three children worldwide use the internet. A survey by *Global Kids Online* shows that many children think the internet is a necessity. Most children say the two best things about the internet are first, learning and second, being in touch with people.

The main things children like about learning online are: doing research for school and sharing their learning, having the freedom to learn new things, for example, the guitar, and listening to music online (using music websites, like Spotify).

Children like being in touch online firstly because they can contact friends or family who live far away, by email or video call. Secondly, they like sharing things, such as photos and videos they've made, and lastly, they like playing online games with friends.

There are some risks with using the internet. We must check for fake news and be careful about giving personal information. But I think this 15-year-old boy from the survey is right when he says, "We grew up with the internet ... The grown-ups are like 'Wow, the internet appeared,' while it is perfectly normal for us." In my view, the internet is an essential part of our lives—after all, we don't know what life is like without it!



Talking to Mom

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

1 How many paragraphs are there and what does each paragraph do? Four

2 Which come first: facts or opinions? \_\_\_\_\_

3 How does the writer give details? \_\_\_\_\_

4 How does the writer add interest? \_\_\_\_\_

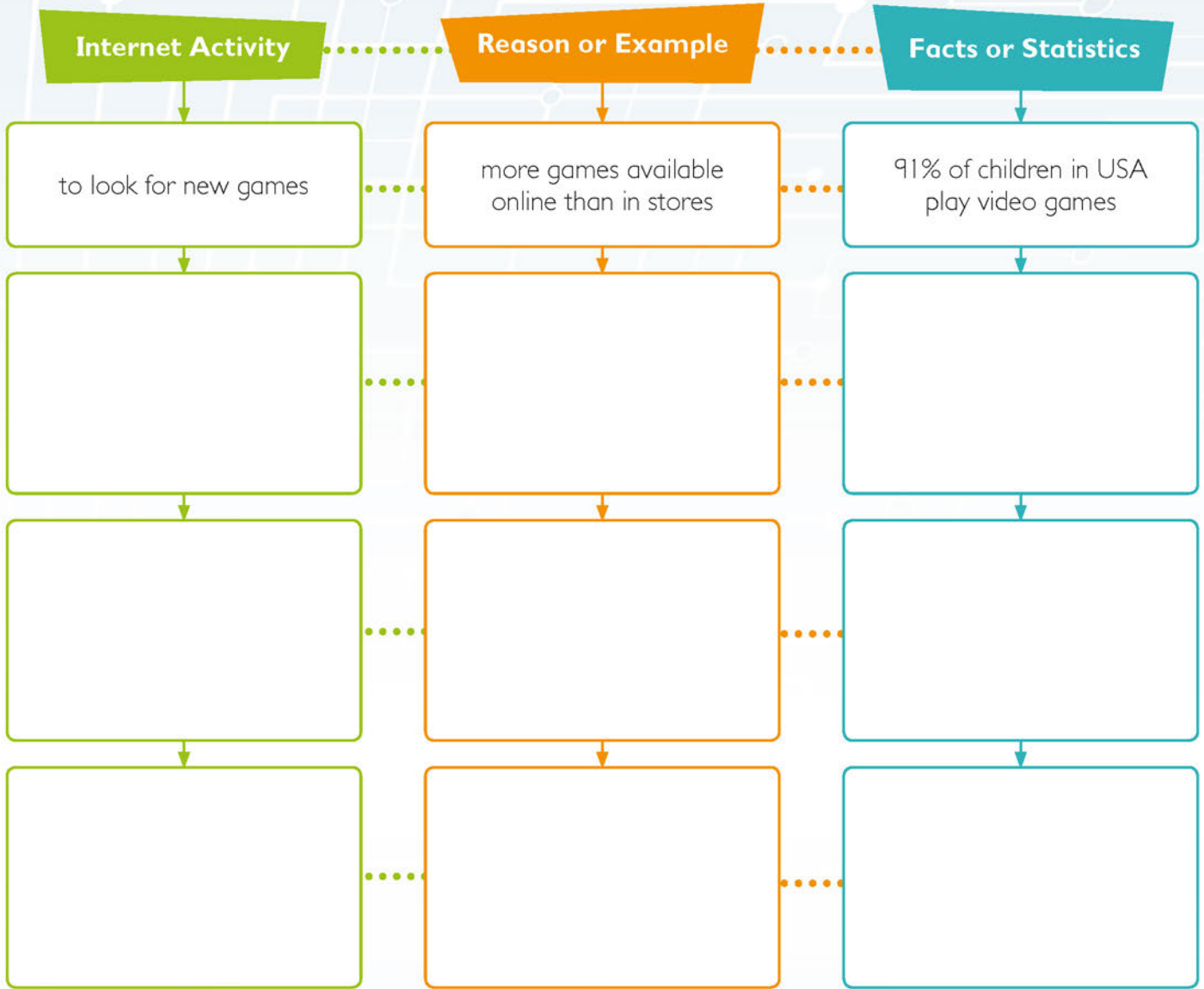
**C** Look at the language in the article. Read and complete the table.

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





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



2011 data © 2018 The NPD Group, Inc.

**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):

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

**F** Now write your article. Include a photo.

## Talk About It

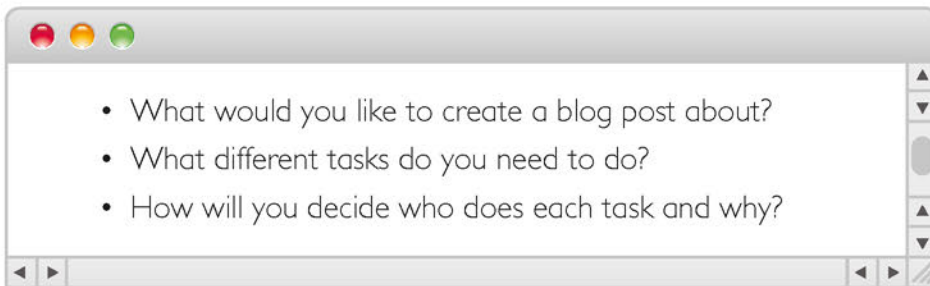
- A** Watch and listen. What tasks do Gene and Lloyd each agree to do?



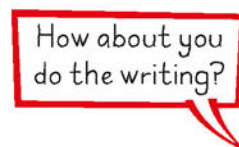
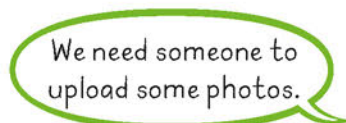
- B** Watch again. Put the phrases in order. Write **AC** (asking for clarification) or **CU** (confirming understanding).

- a.  Yes, exactly! \_\_\_\_\_
- b.  Do you mean ...? \_\_\_\_\_
- c.  That's right. \_\_\_\_\_
- d.  1 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.



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



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!



**A** Think and write. Predict from the pictures and the title. Where do you think the story is set? Then read.

**The Secret Way to Petra**

“Hey, there!” said a young boy in long shorts. “Come this way. I can show you a secret way in!”

Zac followed the boy into a cave. It was cool and quiet away from the hot desert sun and the crowds of tourists who were waiting at the entrance to the Lost City. The boy ran off through a long tunnel, jumping over stones and disappearing around corners.



“Wait for me!” Zac’s voice echoed.

The tunnel opened out into a narrow passage between smooth pink and red rocks. The boy stopped to show Zac some beautiful ancient carvings in the rock, but then he looked up and smelled the air. “I smell rain!” he shouted and dashed off.

“I didn’t know it rained in the desert,” said Zac, chasing after the boy. Soon it was raining hard and water splashed around his ankles.

“Up here!” called a voice. Zac looked up and saw the boy sitting high up on a rock. “Hurry! This is an old water tunnel. If it floods, we might drown!”

**B** Answer the questions. Then discuss how you know.

1 Where do you think the boy in shorts came from?

\_\_\_\_\_

2 Why did Zac go into the cave?

\_\_\_\_\_

3 Why do you think this place is called the Lost City?

\_\_\_\_\_

4 How did Zac feel when it rained?

\_\_\_\_\_

5 Why was the water splashing around Zac’s ankles?

\_\_\_\_\_

6 What do you think the tunnel was for?

\_\_\_\_\_

C Read and sequence the events. Then predict what will happen next.

- The boy climbed up onto a high rock.
- The boy ran through a long tunnel.
- It started to rain.
- Zac met a young boy.
- He followed the boy into a cave.
- They stopped to look at ancient carvings.
- 7 \_\_\_\_\_

D Think and write. Then discuss. Complete the table with sensory details from the story. Which sense doesn't have an example?

Sense	Examples
Sight	
Sound	
Touch	
Taste	
Smell	

Think and write. What are the synonyms for the underlined words?

Literary Term Synonyms

discover yell simple brothers and sisters

- 1 If you find a cell phone, you should tell an adult. discover \_\_\_\_\_
- 2 My siblings and I get along really well. \_\_\_\_\_
- 3 Please don't shout—I can hear you very well. \_\_\_\_\_
- 4 Driving to the store is easy because there is only one road. \_\_\_\_\_

Now find five pairs of synonyms in the reading.





**A** Look at the pictures of Machu Picchu. What do you think the big steps are for? Do you think the reading is about the past, the present, or the future?



### Machu Picchu

The city of Machu Picchu was built by the ancient Inca civilization in the 15th century. At more than 2,400 meters above sea level, the Inca constructed huge steps in the mountains for farming and making their homes. Their engineering skills were good and they developed ways to transport water to the fields and houses.

Then, in the 16th century, the Incas left the city. They may have died from diseases. Plants grew around Machu Picchu and it disappeared into the jungle. Consequently,

this helped to preserve the site. When the Spanish people came to Peru, they didn't find Machu Picchu and it remained hidden from the world. Eventually, in 1911, it was rediscovered by an American historian named Hiram Bingham. About 200 buildings were found around a square.

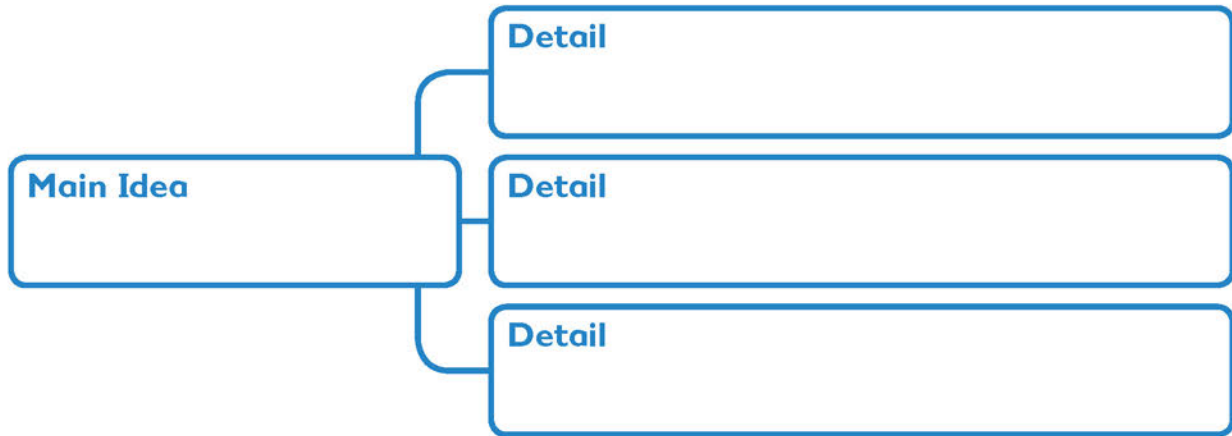
In order to protect Machu Picchu for future generations, it was named a UNESCO World Heritage Site and is the most visited tourist site in Peru. Some of the buildings have been rebuilt. The area has grasslands, forests, and tropical rainforests, so it's an important area for conservation, too. Machu Picchu must be safely passed on to future generations.



**B** Read and match the two parts of the sentences.

- |  |   |
|--|---|
| 1 They created steps in the land ...                   | a. because there are lots of different types of plants and animals there. |
| 2 Nobody knew about Machu Picchu ...                   | b. to make it easier to build houses and grow food.                       |
| 3 It's an important area for conservation ...          | c. to see how the Incas used to live.                                     |
| 4 People want to visit Machu Picchu ...                | d. because it was hidden by the jungle until 1911.                        |
| 5 Some of the buildings have been rebuilt ...          | e. to protect it for future generations.                                  |
| 6 Machu Picchu became a UNESCO World Heritage Site ... | f. to show what they looked like in ancient times.                        |

- C Choose one of the three main ideas in the reading and complete the graphic organizer. Write three details for the main idea.



- D Think, discuss, and write. Why do you think Machu Picchu is a UNESCO World Heritage Site? Write three reasons.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

### My Reading Journal

What else would you like to learn about Machu Picchu?

I want to learn \_\_\_\_\_

Read and complete.

Literary Term Transition Words

suddenly of course meanwhile as a result eventually

It was a long journey to the coast. \_\_\_\_\_, a lot of the children slept on the bus. \_\_\_\_\_, their teachers were chatting and planning the trip. \_\_\_\_\_ there was a loud noise and everybody woke up. The bus stopped and everyone had to get off. They had a flat tire. \_\_\_\_\_ the tire was changed and they got back onto the bus. By the time they arrived at the campsite it was nighttime, so \_\_\_\_\_ they had to put up the tents in the dark.

Now find more transition words in the reading.

UNIT  
**1**

# Keep in Touch



## Think, Pair, Share



- A** Look at the picture. What is happening? Think about it.  
**B** Discuss with your partner.

I think ...

I think ...

- C** Share your ideas with the class.

We think ...

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

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- E** Read and sequence the events.

- Finally, the boat sailed out to sea!  
 First, Helen packed her bags.  
 When the boat was loaded, Helen helped Mom to lock up the house.  
 Next, Helen helped her Mom and Dad load the bags on the boat.

Now read **Urgent Message**



# ! URGENT MESSAGE



Sender Blocked: Tuesday at 6:00 a.m.  
&!<ost #.[\* Pia ^%\$ help!



Pia lifted her head off the pillow. Instant message alert. She stared at the clock. 6:00 a.m. *Who could be sending messages this early?* Pia wondered.

Pia looked at her laptop screen. There was the message. But no username or personal information. This was weird. She'd never seen a message without a username before. Pia got up and showed her parents.

"It's a trick," said Dad with a yawn. "Soon they'll ask you for money."

"Never reply to strange messages, you know better than that," said Mom.

"OK," agreed Pia. But she couldn't help feeling a little anxious.

When is it important to reach out to someone?



The second message arrived later that day while Pia was playing a video game online.

No name, no ID. The message gave Pia the heebie-jeebies.

“-oat s-nk”? Pia didn’t understand. *Goat stink? Float sank? Was the first word boat? Boat sank!*

 the heebie-jeebies

 the chills

HELEN: Thursday at 4:50 p.m.  


PIA: Thursday at 5:03 p.m.  
*How's the boat?*

HELEN: Thursday at 5:04 p.m.  
*Great! It's really pretty out here!*

HELEN: Saturday at 11:27 p.m.  
*Isla Garrobo rocks!*

PIA: Saturday at 11:30 p.m.  
*Looks fun!*




What online safety rules do you know?

Her friend Helen was on a boat right now, sailing with her parents for vacation. Just the other day, Helen sent Pia some photos. Was Helen in trouble?

Pia knew she shouldn’t reply, but she and Helen had a secret code made from the letters of their names. She quickly typed.

Pia needed to be sure.

### Words in Context

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

- instant message   weird   coast guard   prank   enlarged

Pia waited and waited. It seemed like forever. She started to wonder if this was someone's bad idea of a joke. Then it came.

Sender Blocked: Tuesday at 6:00 a.m.  
&!<ost #.[\* Pia ^%\$ help!

Sender Blocked: Tuesday at 3:20 p.m.  
%!^&- oat s-nk

PIA: Tuesday at 3:25 p.m.  
Eena?

Sender Blocked: Tuesday at 3:27 p.m.  
\*&@# Phil



When she got the message, Pia's heart beat faster. *Phil* was the correct response. It was Helen.

This was no joke. Somehow Helen was sending messages—maybe she still had a phone? But why didn't Helen contact the coast guard? Maybe she couldn't. *Maybe I'm her last chance*, thought Pia.

"Where are you?" Pia typed.

She sat by her laptop, staring at the screen.

Pia needed to do something. She had to find out more, then perhaps she could convince her parents that this wasn't a prank.

Who is the **protagonist**, or main character, in this story?

*What clues do I have?* She remembered Helen's family kept their boat at Costa del Sol. *Where were they going? Isla Punta Zacate, wasn't it?*

Pia searched for a sailing map tool online, and found Costa del Sol. Then she found the islands. Using the tools, she drew a line between the two places. The map told her the distance was 154 km.

Pia knew that boats didn't always travel in a straight line, so she circled the whole area. Pia looked at her circle. Helen was stuck somewhere in there. *What did Helen say?* "Small island." On the map there were quite a few. How was she going to find them?





*The photos Helen emailed me!*

Pia opened up the messages from Helen. The last one was sent just two days earlier. It was of Helen sitting on the deck of the boat pointing at a small island. The message said “Isla Garrobo rocks!”

Pia enlarged the map and looked closely at the details. Isla Garrobo, there it was. Helen was on an island between Isla Garrobo and Isla Punta Zacate. Pia drew a smaller circle and studied it. There was only one piece of land inside her circle that made sense. Isla Violín!



Pia grabbed her laptop and ran with it into the living room. She took a deep breath and calmly told her parents everything. She showed them all the evidence she'd collected: the messages, the photo, and the map.



Mom didn't say anything. Then with a nod she reached for her phone and dialed.  
"Coast guard, please," said Mom. "It's urgent."

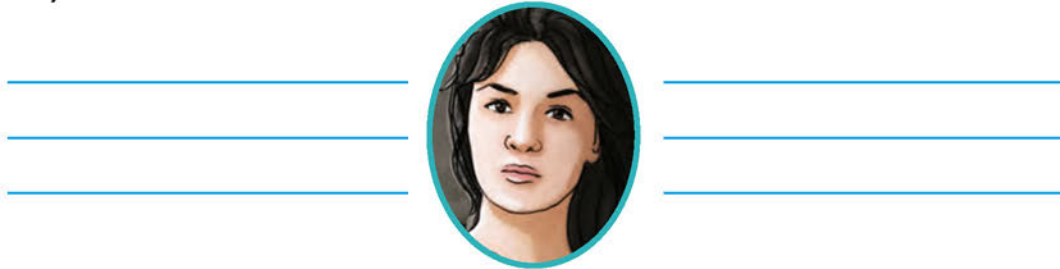


What would you do to communicate if you were stuck on an island?

**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 *made Pia scared* and *is amazing*. What other examples can you think of?

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

- 1 Pia remembered where Helen and her parents were sailing from and to. \_\_\_\_\_
- 2 Pia received the first message alert. \_\_\_\_\_
- 3 Pia's mom phoned for help. \_\_\_\_\_
- 4 Pia used a secret code. \_\_\_\_\_
- 5 Pia found the island shown in Helen's photo on the map. \_\_\_\_\_

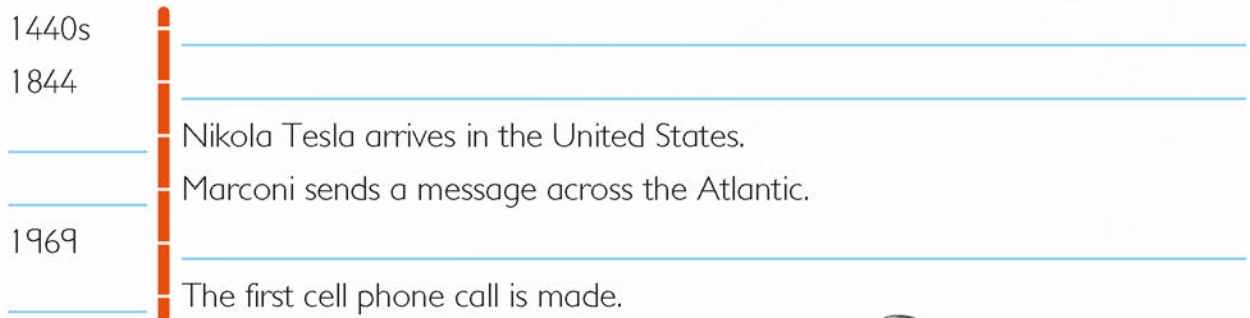


**B** Put the events from **A** on the timeline.



**Chronology** is another word for the sequence of events. A timeline is an example of something that uses chronology to list events in the order in which they happened.

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



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



Now read **Communication Time**



# 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.



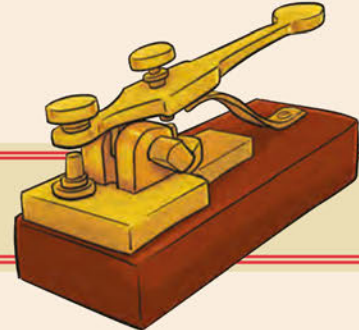
How many different ways do you communicate with people each day?



**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.



## GUGLIELMO MARCONI



## VERSUS

## NIKOLA TESLA



**1895** 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.

**1899** 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.

**1909** Marconi wins the Nobel Prize. He becomes known as the “father of wireless.”

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



**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.)

### Words in Context

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

wireless

telegraph

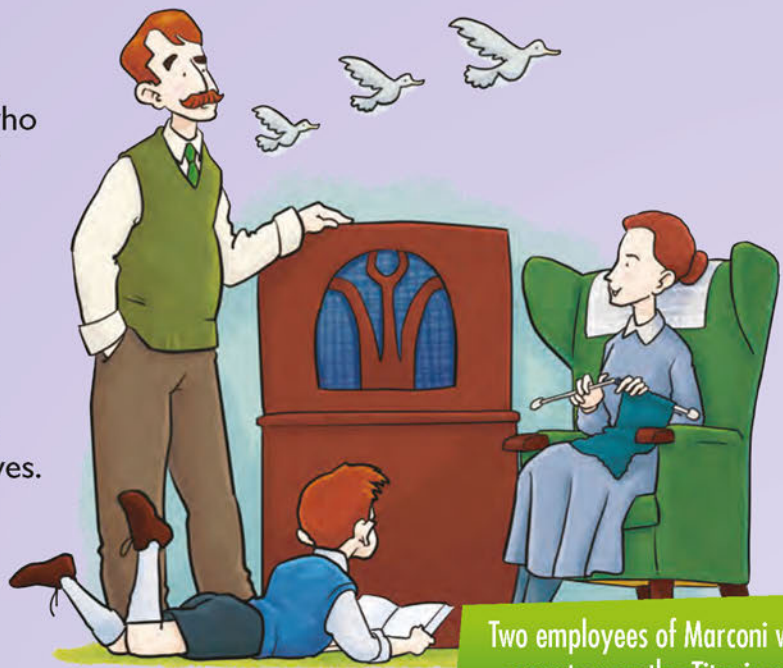
patents

reverses

demonstration

wi-fi

While people might argue about who should be known as the real inventor of radio, the story of communication technology doesn't end there ...

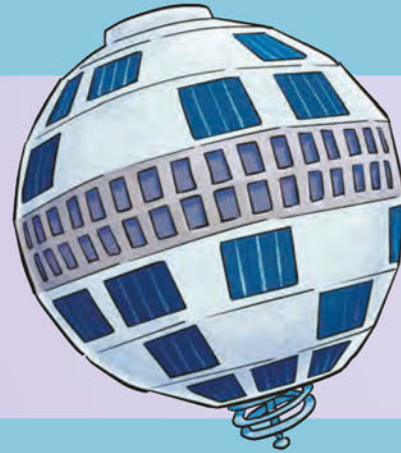


**1906** The first voice and music is transmitted over radio waves. Radio becomes a way of sharing news, information, and entertainment with a huge audience.

Two employees of Marconi were radio operators on the *Titanic* and saved hundreds of lives when it sank in 1912.



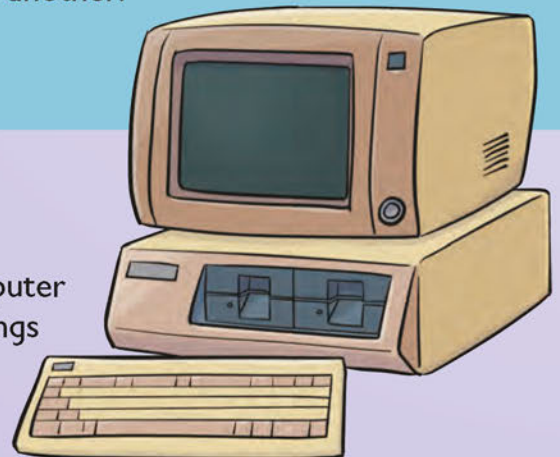
**1926** John Logie Baird sends a picture wirelessly. This is the first demonstration of television.



**1962** The first active communications satellite, *Telstar 1*, is launched.

**1969** Scientists create a way of sending messages from one computer to another.

**1971** The first demonstration of a wireless computer network happens. This is the early beginnings of wi-fi!



1973

The first cell phone call is made. The world takes a step towards wireless phones!



1989

Tim Berners-Lee creates the World Wide Web, a way of sharing information across the planet. This was the beginning of the internet as we know it.



2004

Online social media service Facebook is launched. It became the first social media site to reach 1 billion users.



2014

An estimated 7 billion people across the world use cell phones.



2018

Close to 2.7 billion people around the world use social media.



2040 ...?

Communication technology has grown since the first words were printed on paper. Scientists and inventors build on ideas that came before.

Communication technology is always changing. What do you think will be next?

How has communication technology changed for you in the past five years?



## Explore the Reading

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

- 1 Marconi's inventions were the best.
- 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.

Opinion

\_\_\_\_\_

\_\_\_\_\_

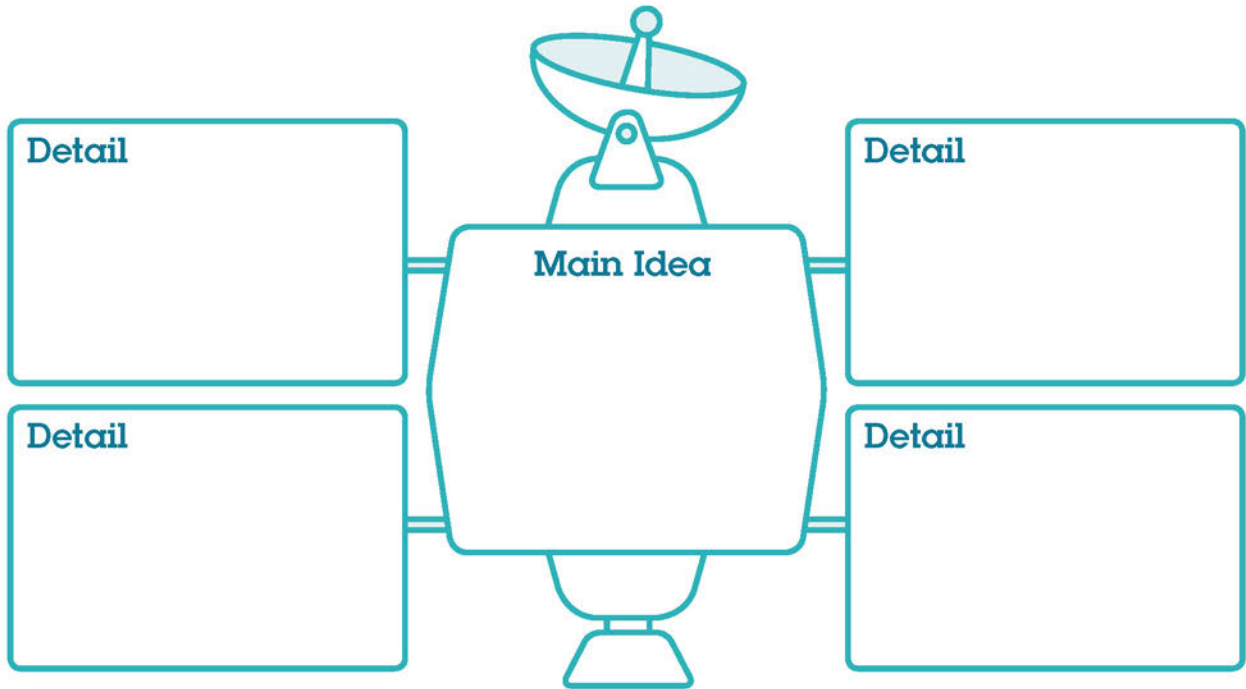
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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?


## What are the benefits of communication technology?

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

Purpose	<i>Urgent Message</i>	<i>Communication Time</i>
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?

