

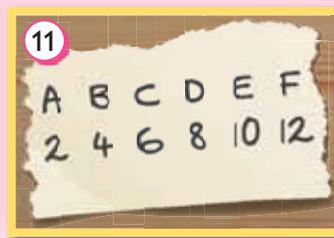
Let's communicate!



Heroes Connect say:
Our next blog project is about technology and communication. Here are some photos to inspire you. Who wants to help us?

- 1 Think of different ways people can communicate. Make a list with a partner.  
- 2 Look and match. Listen, check and repeat. Which of these types of communication do you prefer? Why?   00:00

advert brochure code email letter note postcard
radio programme sign text TV programme video call



- 3 Listen and guess the type of communication in Activity 2.  00:00
- 4 Ask and answer about the ways you communicate.  

write read make listen to watch send



I often send emails. Do you send emails, too?

No, I don't. I send texts or I make video calls.

How often do you send texts?

I send texts every day.



The BIG question

Is it a good idea for children to have a mobile phone?

Pupil's Book page 75

Key learning outcomes: learn vocabulary for different forms of communication; ask and answer questions about how we communicate.

1 Listen and read. How many types of communication are there?  00:00



The Lucky Shamrocks say: We're The Lucky Shamrocks from Dublin, Ireland. We're doing a project about communication at school. We asked our parents about communication when they were young.



Sarah - Did you send texts to your friends?

↳ **Sarah's dad** - We didn't have mobile phones then, so we didn't send texts. We wrote letters or postcards. We went to the post box a lot!



Conor - Did you use a computer to communicate?

↳ **Conor's dad** - No, we didn't. We played computer games, but we didn't have email or Internet. We didn't make video calls, either. We had one phone in the living room. When I wanted to ask a friend to come and play, I used the phone.



Ava - Did you listen to the radio or watch TV?

↳ **Ava's mum** - Yes, we did. But we only had four TV channels then and we didn't have a lot of choices. Like you, my brother and I listened to pop music, but it was different then.



GRAMMAR CONNECT



2 Read and say the missing verb. Find more verbs in the past in Activity 1. Are they regular or irregular?

- Ava's mum to pop music.
- Sarah's dad letters.
- Conor's dad video calls and he emails.

3 Listen, follow and repeat. Make more sentences.  00:00

Past simple: regular & irregular

I / You / He / She / We / They

listened to the radio.
wrote letters.

didn't listen to the radio.
didn't write letters.

Did

I / you / he / she / we / they

listen to the radio?
write letters?

Yes,

I / you / he / she / we / they

did.

No,

didn't.

MAKE CONNECTIONS

4 Read and answer. 

When do we use the past form of *do*?

I listened to the radio.

*I **didn't** listen to the radio.*

***Did** you listen to the radio?*

5 Talk about your family with a partner. 

I think my mum watched TV a lot.

My grandad wrote letters to my grandma.

My aunt didn't make video calls.



Key learning outcomes: read about forms of communication in the past; talk about the past using regular and irregular verbs.



Heroes Connect say: Hey, Lucky Shamrocks! It's your turn to nominate a hero for our Wall of Fame.



The Lucky Shamrocks say: OK! This story is about communication between Europe and the USA many years ago.

Before you read

- 1 Look, think and answer.
 - 1 Is this a legend, a historical story, a comic story or a romantic story?
 - 2 Do you think the information is fact or fiction? Why?
 - 3 Who do you think the hero is? Is there more than one hero?

Read the story

- 2 Listen and read. 00:00

After you read

- 3 Read and answer.
 - 1 How did people send messages from Europe to the USA in the 1850s?
 - 2 What did Samuel Morse invent?
 - 3 What did Cyrus Field want to do?
 - 4 Which two countries did the cable connect?
 - 5 How is communication different now?
- 4 Read, think and answer.
 - 1 Do you like the story? Why? Why not?
 - 2 What's the most interesting part of the story? Why?
 - 3 Why was the work of Morse important?
 - 4 What can we learn from people like Cyrus Field?
 - 5 What other important inventions can you think of?

WALL OF FAME

The race to send messages

Every day, people use computers and the Internet to send messages all over the world. Messages can take less than a second to go from the UK to the USA. In 1850, the world was a very different place. When someone wanted to send a message from the UK to the USA, they put the message on a ship. It took more than ten days to arrive!



1

Telegraphs and Morse code



Samuel Morse was an American inventor. He was one of the people who invented the telegraph. A telegraph was a machine which sent and received messages using electricity. It sent sounds through long pieces of cable.

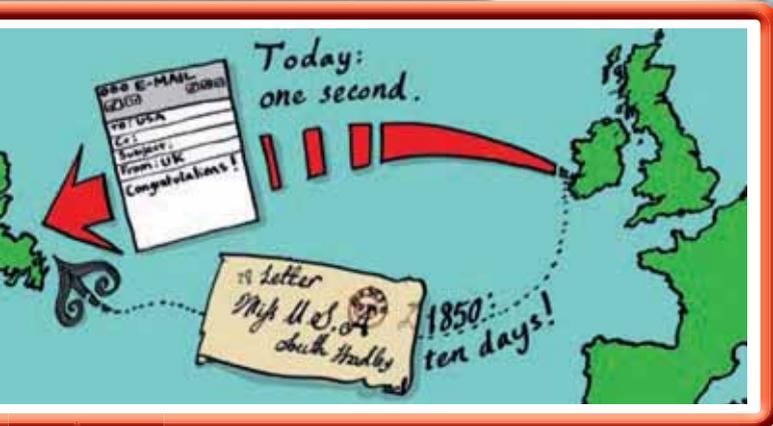
The telegraph used a code made of short sounds and long sounds to send messages. Each letter of the alphabet had a different sound. This is called the **Morse code**.

• is a short sound and – is a long sound in Morse code. The letter 's', for example, is three short sounds.

A • –	J • – – –	S • • •
B – • • •	K – • –	T –
C – – • –	L – • – •	U • • –
D – • –	M – – –	V • • • –
E •	N – •	W • – –
F • • – •	O – – –	X – • • –
G – – –	P – • – –	Y – – • –
H • • •	Q – – • –	Z – – • •
I • •	R • – •	

- 5 Listen. What word is this? Use Morse code to make more words for your partner. 00:00

Can I have a bigger version of the background image? 125% current resolution?



2

Cyrus Field

An American businessman, Cyrus Field, had the idea to put a long, thick cable across the Atlantic Ocean. He wanted people to communicate by telegraph between Europe and North America. But it was difficult to do it. He needed many kilometres of heavy cable.



3

The telegraph cable

Cyrus Field's company made more than 5,000 kilometres of telegraph cable. The first time ships put it into the Atlantic Ocean, the cable broke. The next time, two ships connected the cable together in the middle of the ocean. One ship went to Ireland and the other ship went to Canada. But the cable broke again!



4

Connected!

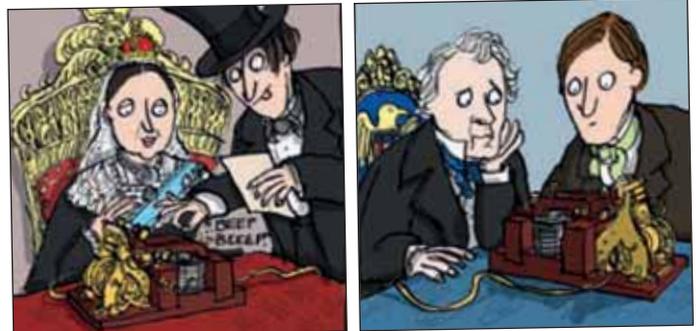
In August 1858, Cyrus Field tried again and this time it was a success. One ship arrived in Canada and the other arrived in Ireland. The cable went across the Atlantic Ocean. People sent the first messages between Europe and North America.



This is part of the Atlantic cable. After many years, sea animals made their homes on it!

Interesting fact

One of the first telegraph messages was from Queen Victoria of England to the President of the USA. It was a short message, but it took 14 hours to send!



5

Messages today



Today, communication is different. We use mobile phones to send text messages. Text messages don't need cables: they travel through radio waves.

1 Listen and read. Why is Sophie surprised by the photo?  00:00

Jack: The story about sending messages is amazing.
Sophie: I liked it, too.
Jack: I learnt about communication at the Museum of Science and Industry in Manchester.
Sophie: Really? When did you go?
Jack: I went there last summer.
Sophie: Who did you go with? Did you go with your family?
Jack: Yes, I did. I went with my grandad and my sister.
Sophie: What did you see?
Jack: We saw one of the first computers, called The Baby. Look!
Sophie: Why did they call it The Baby? It's enormous!



GRAMMAR CONNECT



2 How many questions in the past can you find in Activity 1? What words do they begin with?

3 Listen, follow and repeat. Ask and answer questions about you.  00:00 

Past simple: question words

Where	did	I / you / he / she / it / we / they	go?
When			see?
What			do?
Why			go with?
Who			get there?
How			

5 Listen and read. What do the arrows show? Listen again and repeat.  00:00 

When did you go?
 What did you see?
 Did you go by train?
 Did you go with your family?



SAY IT!

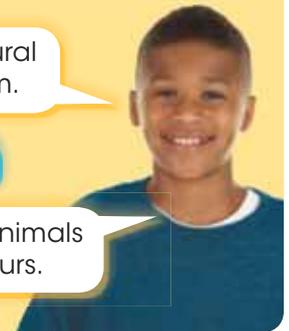
6 Think about an interesting place you visited. Ask and answer with a partner.  

Where did you go?

I went to the Natural History Museum.

What did you do?

I learnt about animals and dinosaurs.



MAKE CONNECTIONS

4 Read and answer. 
 How do we form *Wh-* questions in the past?
 When **do** you play tennis?
 When **did** you play tennis?



7 Sing *Communication, communication*. (Pupil's Book page 79)  00:00

1 Think Think about someone you know. Do they like the same things as you? Do they do the same things as you?  

2 Learn Listen and read. Who do Sophie and Charlie imagine they are?  00:00

1 Sophie and Charlie are in class. Mr Turner has got a question.



Tips for thinking about different points of view

- ✓ Imagine you are the other person.
- ✓ Ask questions like *What do they like?* *What do they think?*
- ✓ If the person is younger, think about yourself at that age.

 **Can you think of two more tips?**

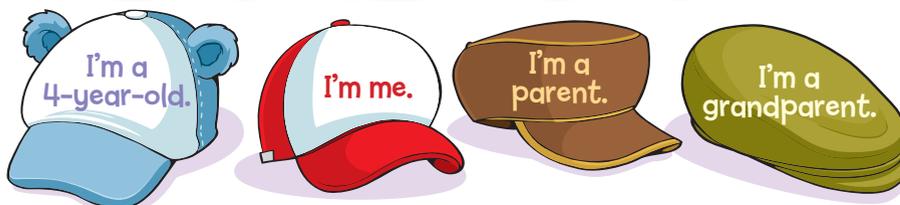
3 Practise Work in groups of four. Each person in the group chooses a different hat. Tell your group about your choice for each category.  

The best film

The best breakfast

The best book

The best free-time activity



Useful language

I think the best (film) is ... **because** ...
 For me, the best (book) is ...
 What about you?
 I love ...
 What do you like / think?

4 Reflect Read and discuss. 

- 1 Is it easy or difficult to imagine you are a different person? Why?
- 2 When is it important to imagine what other people think or feel?



The Lucky Shamrocks

say: We are starting a coding club at our school. This is a news article about coding clubs in Ireland. We hope you enjoy it!

Stage 1 Reading

- Look at the news article quickly and answer the questions.
 - What do you think the article is about?
 - Where can you read an article like this?
- Listen and read the news article. Would you like to join a coding club? Why? Why not? 00:00



Reading tip: Try to understand the meaning of words before you ask your teacher or use a dictionary.

A New Generation of Coders

What can you do on a computer? Can you **search** the internet? Can you **open** a file? Can you **connect** to the wifi? Can you **log** on to a website? Maybe you can do all these things. But can you **write** code?

Meet James Whelton!



Coding is writing messages to tell a computer what to do. You need to learn to code to **design** computer games, for example. When he was 17, James started a coding club at his school in Ireland. He wanted to show children that it was fun and cool to code. Soon, it was the biggest club in the school.

What happened next?

In 2011, James met an Australian called Bill Laio. They started more coding clubs in Ireland, the UK and then the rest of the world! They called them Coderdojo clubs. Now there are hundreds of Coderdojo clubs around the world.

What can you do at the clubs?

At the clubs you can learn computer languages, like Scratch or Python. You can create your own computer games, working on your own or in groups. You can learn how to program robots to move and speak. You can program 3D printers, too.

'Children love playing games on computers. Now they can work together to make their own games,' said Jenny Rogers, a head teacher in London.

Search online to find out about coding clubs near you.



NB: The old PH4.36.12 is used as a background here so will need adding for permissions.

- Vocabulary** Find these verbs in the news article. Listen, check and repeat. 00:00



to the wifi



a game



code



a file



the internet



on

Stage 2 Listening

- Listen and complete the information about the activity camp. 00:00

Time	Activity	Place	Cost
10:00	1 <input type="text"/>	2 <input type="text"/>	£2
11:00	table tennis	3 <input type="text"/>	4 <input type="text"/>
13:00	5 <input type="text"/>	green room	free
6 <input type="text"/>	7 <input type="text"/>	playground	8 <input type="text"/>





Heroes Connect say: Thanks for uploading the news article. It was really interesting. Jack won a school computer coding competition last week. Here's Sophie's article for the school newsletter.

Stage 3

5 Listen and read the article. What did Jack do?  00:00

OUR SCHOOL | **SCHOOL NEWS** | GAMES | CONTACT US

Jack is the champion!

1 Last Wednesday, Jack Allison won the City Schools Computer Coding Competition. He went to the town hall to receive a prize. The prize was a small trophy and £30 to spend on technology.

2 Jack designed a computer game called Wonder Words using the program Scratch. It's a word game and an adventure game mixed together! 'I love word games, but most of them are boring after a while. I wanted to design a game that was always fun and exciting!' said Jack.

3 The characters in Jack's game are in a huge castle. They move from room to room and look for clues to answer the word puzzles.

'I worked really hard on the game. I'm really happy everyone liked it!'

Everyone at the school is pleased, too. Well done, Jack!

PH4.43.01 (commissioned)

 YOU CAN DOWNLOAD THE GAME FROM THE SCHOOL WEBSITE.

6 Where in the article can you find this information? Write the paragraph number.  

- 1 What did Jack win?
- 2 Where did Jack go to receive his prize?
- 3 When did Jack go there?
- 4 What did Jack call the game?
- 5 Why did Jack design the game?
- 6 How did Jack feel?

7 Plan and write a news article for a school newsletter. (Workbook page XX)

 **Writing tip:** Make sure your article answers the questions:
What ...? Where ...? When ...? Why ...? Who ...?

Stage 4 Speaking

8 Present your school news article to the class. 

Our class sang in a music festival on Saturday morning. The festival was in the town square.



 **Presentation tip:** Why don't you present your article as a TV news programme?

UNIT REVIEW

1 Listen, look and choose. Say the type of communication.



2 Use the photos in Activity 1 to play a definitions game. Work with a partner.

You need a (pen and paper) to do this.

You (listen to) this.

Yes, it is.

This type of communication is (fast / slow).

Is it ...?

No, it isn't.

3 Play a memory game with a partner. Ask and answer.

Where did John go?

He went to Wales.

What did he do?

He went to the Science Museum.

John
Wales
Science
Museum
his family

Anna
Scotland
chess club
cousin

Lou
France
coding club
a friend

4 Read and predict the missing words. Listen and check. Act out.



Sophie: Hi, Jack. I'm so tired!

Jack: Why? What 1 you do this morning?

Sophie: Well ... First, I watched a very interesting TV programme, then I 2 a video call.

Jack: Really? That's not very tiring. What 3 you do next?

Sophie: Then I 4 some texts and I 5 a letter.

Jack: But, why are you so tired? You 6 do any exercise.

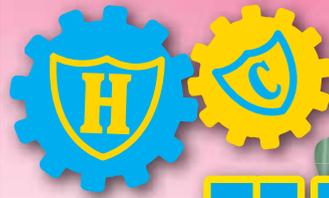
Sophie: I had to send the letter before 12 o'clock, so I ran to the post box!

Jack: Oh, I see ...





Heroes Connect say:
Hello! Welcome to another
Heroes Connect Vlog!



Vlog



Before you watch

- 1 Read and discuss with a partner. 💡
 - 1 Look at the photos. What can you see? Which technology do Heroes Connect use to make their blogs?
 - 2 What do you think the vlog is going to be about?



While you watch

- 2 Watch the vlog. Check your predictions. 🎥
- 3 Watch the vlog again. Complete the sentences with the past simple of these verbs. 🎥 📝

film arrive ask meet go find out

- 1 They all _____ at the studio in the morning.
- 2 They _____ on a tour of the studio.
- 3 They _____ a real cameraman.
- 4 Sophie _____ Jack pretending to be a film director.
- 5 Emily and Charlie _____ about voiceovers.
- 6 They _____ Charlie's uncle lots of questions.

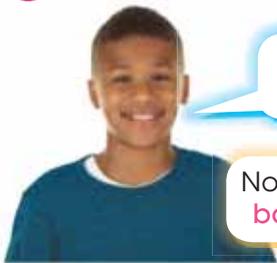
- 4 Watch the vlog again. Read and say true or false. Correct the false sentences. 🗨️ 📝

- 1 Michael gives five top tips.
- 2 The window should be in front of the camera.
- 3 It is important to listen to the people who watch their vlogs.
- 4 The most important thing is to do things carefully.
- 5 Michael didn't watch a lot of TV.



After you watch

- 5 Work with a partner. Imagine you are doing a voiceover for a nature programme.



Here is a **big, grey elephant**.
It's **walking to the water**.

Now **it's drinking**. Can you see **the baby elephant**? It's drinking too.



Talk time

Describing animals

Here is an (unusual) animal.
It's a very (scary) animal
Now it's (climbing through the trees).
Can you see (the colour of its tail)?

- 6 What's your favourite part of the vlog? Discuss with a partner. 🗨️

My favourite part of the vlog is when ...