

Warm-up

If possible, first, project a short video of different types of electromagnetic waves made visible, then ask students to get into small groups to discuss what they are seeing and how the images are created: <https://www.youtube.com/shorts/imaJLR7JCwE> or <https://svs.gsfc.nasa.gov/20241/> Then, elicit possible answers from volunteers, but don't confirm anything.

Teaching Tip

For Exercise 4

First, provide students with time and suggested online resources for their research. Next, encourage students to give live presentations using a note card with some bullet points. Then, have pairs focus on paraphrasing, not reading the information they researched. Finally, the exercise will be closed by inviting volunteers to talk about the presentations they saw.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 2



Science

How do the invisible waves around us affect our lives?

01 Work with a classmate. Discuss the following question: What do these devices and technologies have in common?

- › cell phone
- › solar panels
- › Wi-Fi
- › GPS

02 Read "Wave After Wave" and underline the best summary statement.

1. Electromagnetic waves can make life easier in several ways.
2. We can find one kind of electromagnetic waves all around us.
3. Many types of electromagnetic waves are used in many technologies.

03 Read the text again and correct the false statements about electromagnetic waves.

1. Only one type of electromagnetic wave is used in technology. >

Many types are used

2. Cell phones, Wi-Fi, and GPS use the same transmitters of electromagnetic waves. >

different towers, routers, satellites

3. EM waves are only used to transmit information. >

They're also used to transmit energy.

4. All EM waves are at the same frequency. >

different frequencies

Wave After Wave

Karina: Today, on "How Does It Work?", we're talking about phones, Wi-Fi, Bluetooth, and GPS. Mr. McGuinty, from the science department, is here to tell us how they work. Mr. McGuinty...



Mr. McGuinty: Thanks. While these are all different technologies, they all use **electromagnetic** or EM waves. EM waves are both **electric** and **magnetic**; they travel at the speed of light, are invisible, and are measured in **frequencies** from long to short. Radio waves are the longest, meaning they can travel the furthest and are used to transmit data in computers. Gamma rays are the shortest, creating intense amounts of energy for nuclear explosions and cancer treatment.

Karina: Back to cell phones?

Mr. McGuinty: Yes, back to cell phones and related technologies. Cell phones send and receive radio frequency radiation or radio waves to local stations or towers. The strength of the wave dissipates with distance, which explains why you may not have cell service if you're in an isolated location remote from **cell towers**. It's also important to note that while you may not be sending or receiving messages, your phone is constantly sending waves if it's powered on. GPS works similarly by transmitting radio waves to and from satellites that use atomic time to identify locations.

Karina: That's amazing! Are Wi-Fi and Bluetooth the same?

Mr. McGuinty: Almost; insomuch that radio waves are sent and received, but in the case of Wi-Fi, the transmitting device, your phone or computer, sends binary code, which is converted to frequencies by a router and then back into binary code, repeating the process until the entire operation is complete. In the case of Bluetooth, the waves are sent between devices. Bluetooth uses **ultra-high frequency** (UHF) radio waves, bypassing internet traffic. In summary, we can use our contemporary communication technology because of electromagnetic waves.

04 Work with a classmate. Get more information about one of the uses of EM waves and give a mini presentation to another pair.

Language Structures and Functions Tip

For Exercise 5

First, draw students' attention to the conjunctions in the word bank. Have students work in groups of four to research and explain the use and form of each conjunction. Invite them to take turns explaining the conjunctions to each other. Then, encourage students to identify the category, use, and form of each conjunction. Next, have them complete the exercise individually. Finally, have them compare their answers before reviewing the task as a whole group. In the report back, elicit the use and form again while making any needed corrections.

Teaching Tip

For Exercise 6

First, provide scaffolding as needed, including eliciting or providing a set of conjunctions from each category; for example: *concession-although*; *reason-since*; *contrast-whereas*; *time-while*; *result-therefore*. Then, provide one or two incorrect uses and elicit corrections from volunteers. For example, *she worked every day on her project because she finished early* (*wrong conjunction*). Next, have students complete the exercise individually or in pairs. Finally, have students review their sentences with another pair before closing the exercise.

Differentiation Strategy

For Exercise 8

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.

Wrap-up

First, close the session by asking students to write three things they learned about EM waves. Then, have them stand up and mingle, finding others who learned the same thing. Once they have a group of four, ask them to sit down and discuss why they found it the most interesting part of the lesson. Finally, volunteers should be invited to share their conclusions with the rest of the class.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 7

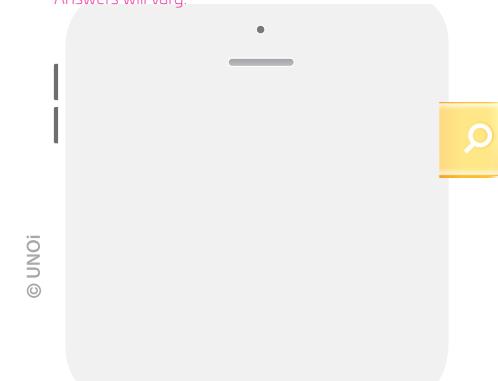
 05 Complete the sentences with the correct conjunctions from the word bank.

although
so as to
until
consequently
while

1. _____ *Although* _____ ultraviolet waves are invisible to the human eye, they play a key role in sterilization technology.
2. _____ *Until* _____ the invention of radar, weather prediction relied mostly on observation and guesswork.
3. Smartphones use different frequencies _____ *so as to* _____ avoid interference between devices.
4. Bluetooth works over short distances, _____ *while* _____ satellite signals can travel across continents.
5. The signal was blocked by thick concrete walls; _____ *consequently* _____, the internet connection dropped.

 07 Work with a classmate to create a dialogue about the world without EM waves and our contemporary communication technology. Use conjunctions.

Answers will vary.

 06 Use different types of conjunctions from Exercise 5 to create sentences about EM waves and technology in your life.

Answers will vary.

1. Concession: _____
2. Contrast: _____
3. Reason: _____
4. Result: _____
5. Time: _____

 08 Imagine you can only have one technology that uses EM waves. Follow the instructions below.

1. Choose one technology or device. Example: Cell phone
2. Make a list of its benefits.
3. Create an argument supporting this technology or device as the most useful one.
4. Present your argument to a small group.
5. Together, choose the best argument in the group.

