

Vocabulary and real-world link

Lesson objectives read and listen to the news for global understanding and specific information; real-world link: talk about the main areas of the news

Key language *the news, business, entertainment, local news, the news, sports, weather, world news*

Materials Class CD

UNIT 10
The Media

1 Read the webpage. Which story do you want to know more about?

Do you know what's happening in the world right now?

www.primaryplanet.com

PRIMARY PLANET
THE AWARD WINNING ONLINE NEWS SITE FOR KIDS

Home
Subscribe
News
Win!
Team Talk
Your Say
Games
Shop
Teachers

Business
Eleven year old wins "Idea of the Year" for his new kids' computer

LOCAL NEWS
Government starts new school music program

World news
Thousands of people leave their homes as risk of volcano eruption increases

SPORTS
Another win for the Australian

Entertainment
Over 80 rock and pop acts play at the biggest-ever charity concert

Weather
A warm sunny day for most of the U.S.A. Some afternoon thunderstorms in the northwest and a chance of showers in Florida

Subscribe Now!

2 Listen to the news. Then number the stories on the webpage.

3 Listen again. Why are Frankie Williams and Paul Simpson in the news?

4 Test your friend. In which section of the website can you find the answers to these questions?

a Business b Entertainment c Local news
d Sports e Weather f World news

1 Why are they building a new highway near my town?

2 Did my soccer team win their match?

3 Will it be sunny tomorrow?

4 Which companies are making a lot of money this year?

5 What's happening in Tanzania?

6 What did my favorite movie star wear to the premiere?

Do you believe what you see and hear in the news?

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Warmer Find someone who ...

Write the following questions on the board and have the children copy them into their notebook:

- 1 Do you watch the news on TV?
- 2 Do you read the news on the Internet?
- 3 Do you listen to the news on the radio?

First clarify *the news*—*What kind of information do we hear in the news?* Ask the children how to say *the news* in L1. Explain that the objective of the activity is to find a different person who answers *yes* to each question. Have the children mingle with all their classmates and ask and answer the questions. As soon as they have written three different names, they can sit down. Do a quick class survey of the questions by a show of hands.

1 Lead-in and presentation of new vocabulary

Ask the children if they know about any important things that are happening somewhere in the world this week. (Do some research before the class to make sure there are positive things to talk about—avoid having them talk about bad things that may have happened.)

Have the children look quickly at the webpage and decide which story they want to know more about. Have them talk about this with a friend. Ask them if they are interested in the same things.

2 2.12 Listening for specific information

Play the CD and have the children listen to the news. Have them number the stories on the webpage in the order they hear them. Stop the CD after the first story (World news) as the example to check with the whole class. Then continue to play the CD with no pauses. At the end, ask the children if they want to hear the CD again. Ask a child to start "autonomous feedback" (see Activity 3, p. 21) to check the answers.

Audioscript

Good evening and welcome to the 9 o'clock news. Here are tonight's top stories.

First of all, let's find out what is happening in other countries in World News. Many people are trying to escape from danger in Indonesia tonight as experts say a volcano is going to erupt. Thousands of people have packed their bags and left their homes.

Business is all about having good ideas and making money. It looks like Frankie Williams, aged 11, has a great future as a businessman already. Today he won the "Idea of the Year" award for his invention—a computer for kids.

Now let's find out what's happening closer to home in Local News. Beginning next year, every schoolchild will have free music lessons. Parents used to have to pay for music lessons, but now every child in the area will learn an instrument for free.

And now some exciting news for fans of Paul Simpson. The 24-year-old Australian has won his fifth tennis championship today.

Now time for the weather. There's bad news if you're staying home this weekend. There will be thunderstorms tomorrow afternoon. If you're in Florida, there might also be some showers. The rest of the country will be sunny and dry.

And finally, some of the most famous people from the world of entertainment were all together today raising money for charity. Over 80 bands and artists played at the concert, the biggest charity concert ever. Everyone watching had a very good time.

Thank you for listening and good evening.

Answers 1 World News 2 Business 3 Local News
4 Sports 5 Weather 6 Entertainment

3 2.12 Listening for specific information

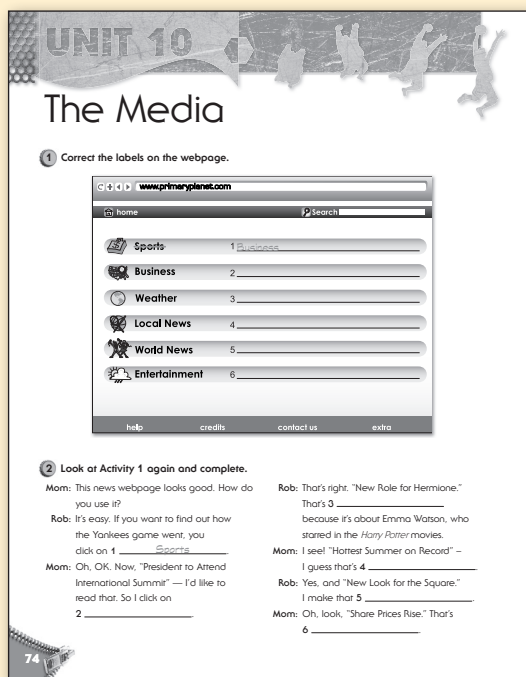
Play the CD and have the children listen for the information about Frankie Williams and Paul Simpson. Have them write the answers in note form and then compare their notes with a friend. Have the children raise their hand to give their answer. Ask for whole class agreement.

Answers Frankie Williams won the "Idea of the Year" award for his new invention, a computer for kids. Paul Simpson won his fifth tennis championship.

4 Consolidation of new vocabulary

Have the children work in pairs to match the questions to the correct news section. Before starting, clarify *highway*—*What is the name for a big, fast road?* and *companies*—*elicit or give L1 equivalent.* Have the children take turns asking (with book open) and answering (with book closed). Ask a child to start "autonomous feedback" (see Activity 3, p. 21) to check the answers.

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



UNIT 10
The Media

1 Correct the labels on the webpage.

2 Look at Activity 1 again and complete.

Mom: This news webpage looks good. How do you use it?
Rob: It's easy. If you want to find out how the Yankees game went, you click on 1 Sports.
Mom: Oh, OK. Now, "President to Attend International Summit" — I'd like to read that. So I click on 2 _____.
Rob: That's right. "New Role for Hermione." That's 3 _____ because it's about Emma Watson, who starred in the *Harry Potter* movies.
Mom: I see! "Hottest Summer on Record" — I guess that's 4 _____.
Rob: Yes, and "New Look for the Square." I make that 5 _____.
Mom: Oh, look, "Share Prices Rise." That's 6 _____.



Trust—Do you believe what you see and hear in the news?

Ask the question to the whole class. Give your own opinion as an example first: e.g. *I believe news about sports results or important world events. It's very difficult to change this because everyone can know the truth. I don't really believe a lot of news about movie stars and other celebrities. Sometimes people invent stories just because they know people are interested!* Ask the children if they agree with any part of your opinion. Have them raise their hand to share their comments. Ask the children how they think people who appear in these invented stories feel. Say *Maybe next time we read a story about someone famous, we should think carefully: is it true or invented? Some magazines invent stories so that people will buy them. Maybe we shouldn't buy them!*

Optional Use the Values Worksheet on the Teacher's Resource CD.


- 1 Have the children look at the webpage and describe what they can see. Have them write the correct label for each symbol. Then have them compare their answers with a friend. Review the answers with the whole class.

Answers 1 Business 2 Local News 3 World News
4 Sports 5 Entertainment 6 Weather

- 2 Have the children complete the dialogue with the words from Activity 1. Read the example together. Have the children continue individually. Have the children raise their hand to read out a sentence of the dialogue each. Ask the rest of the class if they agree.

Answers 1 Sports 2 World News 3 Entertainment
4 Weather 5 Local News 6 Business

Cooler What's the next word?

- 3  2.12 Play the CD of the news again. Pause the CD before key words and have the children raise their hand to predict or remember the next word. Continue the CD to check if they were correct. This can be played as a team game for points.

Grammar and speaking

Lesson objectives talk about past actions and activities using the simple past and past progressive

Key language *I saw John at the park. He was training for the competition.*

Warmer What's the category?

Tell the children you will read the questions about the news from the last lesson (Student Book, p. 93, Activity 4). Have them listen and write the corresponding news category. As soon as they finish writing, they should hold up their notebook and say *Finished!* Nominate children to say the answers and spell the word. If they do not spell the word correctly, ask another child. At the end, have the whole class repeat all the news categories.

Optional Moving Grammar



Use the Moving Grammar presentation on the Teacher's Resource CD.

1 Lead-in

Have the children look at the photos and talk with a friend about what is happening in each one. Have them raise their hand to share their ideas with the class.

2 Presentation of new language/reading for specific information

Have the children read the texts quickly and match each one to the corresponding photo. Ask a child to start "autonomous feedback" (see Activity 3, p. 21) to check the answers. Ask the children which parts of the stories they think are probably invented. Have them raise their hand to give suggestions.

Answers 1 c 2 a 3 b

Shape It! Have the children read the sentences and choose the best option. Encourage the children to say them first in their heads to see which option *sounds* better. Have them raise their hand to read out a complete sentence. Ask for class agreement and write the correct sentences on the board.

Answers saw, was training

Lesson 2

1 Look at the photos. Describe what you see.

The woman is going shopping.

1 The President was having a drink with Cindy James, the daughter-in-law. They were talking. Perhaps she was telling him about her new house! The President must have had no time to work. Cindy was wearing a hat by a famous designer. She looked fantastic.

2 Lizzy was shopping at the mall. She was buying a lot of new clothes. She wanted a blue dress, but she couldn't find one. She was also talking to someone on her cell phone - she didn't look very happy. Perhaps she was talking to her boyfriend!

3 John was training for next month's tennis competition. He and his trainer were running in the park. The trainer was shouting at him and making him run very fast. He didn't think John was trying hard enough.

4 I saw / was seeing John at the park. He trained / was training for the competition.

2 Read and match.

3 Ask and answer.

do homework - not difficult shopping at the mall - want a book
talk to a friend - look worried buying a hat - like the blue one

What were you doing yesterday at four o'clock?

I was doing my homework. It wasn't difficult.

Shape It! Circle to complete the sentences.

I saw / was seeing John at the park. He trained / was training for the competition.

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Ask *Are these sentences about the present or the past? (past). Which sentence is about an activity in progress, not finished, and which sentence is about a finished action? (activity in progress—"was training"; finished action—"saw").* Underline the verbs and label the two sentences *finished action* and *activity in progress*. Ask *How do we form the verb to talk about activities in progress? (past of verb to be + -ing).* Label these verb parts. Have the children copy the labeled versions into their notebook. Have them repeat each sentence.

Have the children find more examples of finished actions and activities in progress in the texts and compare their findings with a friend.

Ask the children which teachers they saw today before their English class. Ask *What were they doing?* Have them tell a friend. Invite volunteers to share their examples with the class.

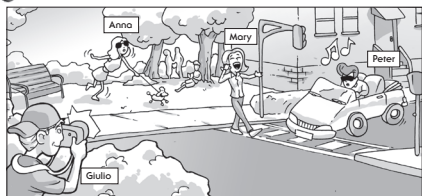
3 Controlled spoken production of new language

Have two children read out the example question and answer for the class. Have the children continue a similar conversation using the ideas in the box and take turns asking and answering. Explain that they can decide who to talk about (e.g. *What was Maggie doing yesterday at five o'clock? She was shopping at the mall. She wanted ...*). Have them make notes of the answers so that they can refer to them later.

Have the children move and report their findings to a new friend (*Maggie was shopping ...*). Have volunteers share their information with the whole class.

Lesson 2

1 Look and write the correct forms of the verbs.



Giulio 1 (take) _____ a photo of Anna Peati yesterday. Anna 2 (walk) _____ her dog in the park. She 3 (wear) _____ a skirt. When she 4 (fall) _____ over she 5 (look) _____ very silly! Peter Dudley 6 (listen) _____ to music while he 7 (drive) _____ through town in his new car. He almost 8 (not stop) _____ at the traffic lights.

2 Answer the questions.

- 1 What was Mary doing?
 a She / cross / the road. *She was crossing the road.*
 b She / talk / on her cell phone. _____
 c She not / look / where she / go. _____
- 2 Why was she lucky?
 The driver / stop / just in time! _____

Catchphrase

Cross out the incorrect sentences. Write two more sentences in your notebook.

He didn't look busy. It looked difficulty.
 He looked silly. She didn't look attraction.

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- 1 Have the children look at the picture and talk to a friend about what is happening. Write the words *Giulio / photo / Anna and Anna / walk / dog* on the board. As a whole class, elicit complete sentences and write them on the board. (*Giulio took a photo of Anna. Anna was walking her dog*). Have the children complete the text by writing in the correct verb forms. Have children raise their hand to read a line of the story each. Ask the rest of the class if they agree.

Answers 1 took 2 was walking 3 was wearing 4 fell
 5 looked 6 was listening 7 was driving 8 didn't stop

- 2 Have the children write the answers to the questions, then compare with a friend. Have children raise their hand to give the answers. Ask the rest of the class if they agree.

Answers 1 a *She was crossing the road.* b *She was talking on her cell phone.* c *She wasn't looking where she was going.*
 2 *The driver stopped just in time!*

Catchphrase Have the children cross out the incorrect sentences. Have them compare with a friend. Have children raise their hand to say which are the correct sentences. Have the children write two more sentences using *look* + adjective in their notebook, then compare with a friend. Have some children read out their examples.

Answers ~~X~~ *It looked difficulty* ~~X~~ *She didn't look attraction*
Sample answers: *She looked beautiful in the red dress.*
It didn't look easy.

My Grammar (p. 109)

- Explain that we can talk about what people were doing in the past by using *was / were* + the *-ing* form of the main verb.
- Ask the children to read the examples aloud.
- Draw attention to the **Be Careful!** box. Tell the children that one of the sentences is incorrect. Have the children cross out the incorrect sentence. Check answers as a class. Make sure the children have crossed out the incorrect sentence in their book (sentence 2 is incorrect).
- Have the children do the personalization activity. Check answers as a class.
- Have the children work in pairs to take turns asking and answering the questions.

Answers *Children's own answers.*

Cooler Play "Disappearing Text"



Play the game (see Games Bank pp. 204–205) with the sentences on the board from Activity 3.

Listening and vocabulary

Lesson objectives listen for specific information in a radio show; name and express preferences for different news media

Key language *blog, books, forum, magazine, podcast, radio, TV, website*

Materials Class CD

Warmer Play "Telephone"



Play the game (see Games Bank pp. 204–205) with these adapted sentences from the last lesson: *When I saw John he was playing tennis. She was talking to her boyfriend on the phone. The President was dancing with the rock star. She was wearing a fantastic dress.* Have the children repeat all the sentences at the end.

1 Lead-in

Do some research before the class and, if possible, take some positive headlines from a newspaper or magazine. Have the children raise their hand to mention any news story they heard today. Ask them how and where they heard about it.

2 Pre-listening: presentation of new vocabulary

Ask the children if their parents are interested in the news and how they get their information. Write their suggestions on the board. Clarify any of the vocabulary items that you haven't already covered in their suggestions by asking questions: *Which one is a radio show in mp3 format? (podcast). Which one is a place on a website to ask and answer questions? (forum). Which one gives new information about people and events every day? (blog).* Have the children match the list of media with the descriptions above. Have them compare their answers with a friend and point to the corresponding photos. Have the children raise their hand to answer. Ask for whole class agreement. Help with pronunciation where necessary. Have the children repeat each word.

Answers 1 a 2 h 3 e, g 4 c 5 g 6 d 7 b 8 f, g

1 What's the biggest news today? How did you find out about it?

2 What medium is best if you want to ...

- listen to the news and other interesting features?
- watch informative programs?
- research information in detail?
- discuss things with people all over the world?
- download information?
- read about what someone is doing every day?
- use your mp3 player to listen to programs?
- read articles?

a radio
b podcast
c forum
d blog
e books
f magazine
g website
h TV

3 Listen. Which medium don't the presenters talk about?

4 Do a class survey. Which medium is the most popular? Why?

Which medium do you use most?

radio	children
blog	children
books	children
website	children
podcast	children
forum	children
magazine	children
TV	children

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3 2.13 Listening for global understanding and specific information

Play the CD and have the children listen and notice which medium is not mentioned. Play it again and ask them which of the presenter's suggestions sounds most interesting. Have children raise their hand to share their ideas with the class.

Audioscript

Well, boys and girls. That's all for today here on the Gossip Show. Thank you for listening. Can't wait for next week's program? Here are some other ways you can find out what's happening in the media world:

Our website, www.gossipshow.com, gives you lots more information on what we talked about today.

Or you can go to our blog and read about what the stars were doing last night when you were in bed! We put new information on our blog every hour.

We also have a forum on our website—you can chat with other listeners and share your opinions about the stars in the news this week.

And you can listen to the show again. Just go online and download our podcast. You can listen to it on your MP3 player on the bus to school.

And there's Gossip magazine. Remember, there's a new magazine every week with amazing photos and great stories. And don't forget to watch Gossip TV on Saturday night to see interviews, film clips, and more. Bye for now!

Answer books

4 Spoken consolidation of new language

Divide the class into groups of six to eight children. Nominate one child in each group to be the information keeper. Explain that the child should ask the question *Which medium do you use most?* to all the children in their group and make a note of the answers. The children can give more than one answer. Give your own example: have the class ask you the question and answer *I use websites, books, and TV.* After all the questions, ask the information keeper for the final scores per group and write them on the board. Have the children copy them into their book, too. Have them add up the final numbers and give you the information to write on the board to find the most popular medium. Is the class surprised by the result?


Quick Stretch

Quick class surveys and votes are a good way to get the attention of the class back together. The most and the least confident children feel they can contribute, and there is physical movement involved—standing or raising hands to vote—and it ends in a concrete result.

Lesson 3

1 Unscramble the words. Check (✓) the mediums you use every day.

1 rdaio _____ 2 books _____ 3 cdtspoo _____ 4 maagznie _____ 5 enwsibe _____ 6 VT _____ 7 bolg _____ 8 fruom _____



2 Compare with a friend.

I download a podcast every day, but I don't often read magazines.

3 Solve the code. How can you listen to a show you missed?

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

f b b a y v a r

1 You can _____

q	b	j	a	y	b	n	q	n	c	b	q	p	n	f	g
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

2 and _____

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- 1 Have the children unscramble the media words. While the children are working, write numbers 1–8 on the board. Invite children who have finished to come to the board and write a word. Ask the rest of the class if they agree. Have the children check the media they use every day.

Answers 1 radio 2 books 3 podcast 4 magazine
5 website 6 TV 7 blog 8 forum

- 2 Have the children talk to a friend about their use of the different media. Give your own example first: *I read books every day, but I rarely read magazines. I sometimes download podcasts of my favorite radio shows, and of course I watch TV every day.* Have the children continue in pairs.

Answers Children's own answers.

- 3 Have the children solve the code to find the message. Explain the code if necessary: *What letter does "t" correspond to in the first chart? ("g").*

Answers 1 go online 2 download a podcast

Optional Projectable Poster



Use the Unit 10 poster on the Teacher's Resource CD to consolidate new language and develop the real-world theme.

Cooler Make a bar chart

Show the children how to make a simple bar chart with numbers of children on the vertical axis and media they use along the bottom. Have the children draw and label the bar chart using the information for their group from Student Book, Activity 4. Have them compare their chart with the other groups and the whole class result.

Grammar and speaking

Lesson objectives read and talk about interrupted past activities using the past progressive and simple past; read a blog

Key language *We were going to history class when we saw the school magazine.*

Materials a piece of scrap paper for each child

Warmer Do a visualization

Tell the children they are going to imagine being at a party. *Close your eyes . . . Imagine you are at a party. Whose party is it? Is it yours or a friend's or a family member's? What are the other people doing? What are they wearing? Is there music playing? Is there food? Do the people look happy? How do you feel? Open your eyes, please.* Have the children tell a friend about what they imagined. Ask volunteers to share their ideas with the whole class.

1 Lead-in

Have the children raise their hand if they have ever read a blog. Ask some children for more information: *What's the blog about? Who writes it? Is it funny or serious?*

Optional Moving Grammar



Use the Moving Grammar presentation on the Teacher's Resource CD.

2 Reading for specific information

Have the children look at the photo of Allison and guess her age (*around 15 years old*). Have the children read the blog quickly. Have them find and underline all the names and actions (*Allison, Leo, Mom, James, Lisa; choosing a dress, dance, checking e-mail, sent a message, pick me up, showing the dress, said, called, open the door, trying to explain, go to the dance, dance all night, go to history class, see the magazine*). Ask the children how they think Lisa felt (*excited about the school dance*).

Have the children read the sentences and then the blog again silently. Have the children find the sentence in the text that helps correct the first sentence (*I was choosing my dress for the school dance when my friend Allison called*). Nominate a child to read the example aloud. Have the children continue to correct the other sentences. Ask a child to start "autonomous feedback" (see Activity 3, p. 21) to check the answers.

Answers 1 *When Alison called, Lisa was choosing her dress.* 2 *When Lisa saw Leo's message, she was checking her e-mail.* 3 *When Lisa opened the door, Leo and James were standing there.* 4 *When Lisa saw the school magazine, she was going to history class.*

Lesson 4

1 Have you ever read a blog?

2 Read Lisa's blog. Correct the mistakes.

- When Allison called, Leo and James were standing at the door.
When Allison called, Lisa was choosing her dress.
- When Lisa saw Leo's message, she was dancing.
- When Lisa opened the door, she was choosing her dress.
- When Lisa saw the school magazine, she was talking to her parents.

3 Tell the story. Act it out.

I was choosing my dress for the school dance when my friend Allison called.

Shape It! Circle to complete the sentence.

We were going / went to school when we were seeing / saw my brother.

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Shape It! Have the children read the sentence and circle the correct verb form. Have them raise their hand to say the complete sentence. Ask for class agreement. Write the correct sentence on the board.

Answers *were going, saw*

Ask the children: *Can you see an activity in progress and a finished action? (we were going to history class / we saw the school magazine).* Underline the verbs and label them *activity in progress* and *finished action*. *Do you think they stopped when they saw the magazine? (Yes.) So the action interrupted the activity.*

A timeline illustrates this particularly well. Draw one on the board: point out the dotted line is *now* (label it *Now*) and everything before it is the past. Ask the children what words they think the wavy line and the solid line represent (*going to history class / saw the magazine*). *Why does the wavy line stop there? (because they stopped going to history class).* *Do you think they continued to the history class a little later? (probably!)* You can add another wavy line starting a little way after the solid line to indicate this. Have the children copy the timeline and labeled sentences into their notebook. Have them repeat the sentence.

Have the children look back at the blog and find more examples of activities interrupted by past actions. Have them compare their findings with a friend. Have them raise their hand to share ideas with the class.


3 Spoken consolidation of new language

Explain to the children that you will read the blog aloud and they should all act out all the actions. Then divide the class into groups of five. Each child takes one of the parts: Lisa, Allison, Leo, James, and Mom. The child playing Lisa narrates the story.

The other children do the actions or say the lines that appear in the story. When they finish, have them change parts and act it out again. Invite a couple of groups to act the story out for the whole class. Encourage applause and praise for the actors: *Good job! That was great!*

Lesson 4

1 Circle the correct words.



JAMES'S BLOG

1 I checked ~~was checking~~ my e-mail on the Internet when Allison 2 asked / was asking me who I wanted to dance with at the prom.

3 I thought / was thinking about asking Lisa, so I 4 sent / was sending her a message. I said I wanted to pick her up at 7 p.m.

LEO'S BLOG

5 I 5 walked / was walking to Lisa's house when I 6 met / was meeting James. He was going to pick Lisa up, too! When Lisa 7 opened / was opening the door, she was very surprised because James and I 8 stood / were standing there together!

2 Write the correct forms of the verbs.

1 I (go) was going to math class with James when we 2 (see) _____ the school magazine. On the front cover, there was a photo of us with Lisa. The headline 3 (read) _____ "Lucky Lisa has TWO Prom Dates!" James 4 (ask) _____ me who took the photo, when a group of kids 5 (see) _____ us. They 6 (point) _____ at us and 7 (laugh) _____. We were so angry! We 8 (chase) _____ them down the hallway!

3 Act it out with two friends.

Lisa, how did you feel about the photo? I felt ...

Catchphrase
Cross out the incorrect sentences. Write two more sentences in your notebook.

I was so exciting! I was so surprised!
I'm so famous! I was so worry!

- Have the children choose the correct form of the verb to complete the blogs. Read the example together and do number 2 as a whole class example. Remind the children they can look back at the Student Book to check the story. Have children raise their hand to give the answers. Ask the rest of the class if they agree.

Answers 1 was checking 2 asked 3 was thinking
4 sent 5 was walking 6 met 7 opened 8 were standing

- Have the children complete the rest of the story with the verbs in the correct form. Review the answers with the class. Write each verb on the board so the children can check their work.

Answers 1 was going 2 saw 3 read 4 was asking
5 saw 6 pointed 7 laughed 8 chased

- Have the children act out the interview in pairs. Have them invent answers for Lisa, James, and Leo. Monitor the children's dialogues and help as necessary.

Answers Children's own answers.

Catchphrase Have the children cross out the sentences that are incorrect. Read the sentences aloud and have the children say *Yes* or *No*, depending on whether they are correct or not. Have the children write two more sentences with *so* in their notebook, then share with friends. Ask for some examples to share with the class.

Answers X I was so exciting! X I was so worry!
Sample answers: I was so embarrassed! I was so tired!

My Grammar (p. 109)

- Explain that we can use *when* + the simple past to talk about sudden or short actions in the past that happened while something else was happening.
- Ask the children to read the examples aloud. See if they can think of one more of their own to add.
- Have the children do the activity. Check answers as a class.
- Call out different times / days and ask children to say what they were doing at that time.

Answers 1 I was making lunch when Joe knocked on the door.
2 The sun was shining when I woke up. 3 The teacher was writing on the board when I walked into the classroom.
4 I was reading a book when the lights went out.

Cooler Play past progressive "Consequences"



Distribute a piece of scrap paper to every child. Explain that they are going to write a story called *My Strange Weekend!* At the top of the paper, have the children write *In the morning ...* followed by an activity in the past. Give an example: *... I was having a shower.* Have them fold the sentence to the back, pass the paper to the next child, and write *when* followed by a simple past action on the paper they receive. Give an example: *the water stopped!* Have them fold this to the back and continue in the same way. Have them continue the story with *In the afternoon ...* and *In the evening ...* using the same pattern. After the last sentence, they open and read the whole story. They are usually a little strange, but funny. Allow them time to share their stories with the friends around them. Invite them to share the funniest ones with the class. Keep the stories to use in the next lesson.

Spelling

Lesson objectives focus on the spelling–pronunciation patterns of words with the sound “j”

Key language cage, damage, enjoyed, huge, jazz, jeans, joke, jumped, injured, just, language, message, stage, strange, teenagers

Materials Class CD, the Cooler stories from the last lesson

Warmer Crazy stories

Choose two of the best *My Strange Weekend* stories from the Cooler in the last lesson and have some of the children read them aloud. Have the children raise their hand to contribute to a new crazy story. Do this several times with morning, afternoon, and evening sentences. Write the new story on the board and nominate children to read (or act) it out.

2.14 Presentation of language and listening and reading

Have the children look at the pictures of the TV screens and talk with a friend about what’s happening. Play the CD and have the children listen and follow in their book. Clarify the meaning of: *injured*—If you’re injured, did you hurt something or are you OK? (*hurt*); *damage*—If there is damage to an object, is it OK or is it broken? (*broken*). Have the children match each TV screen with a text. Ask a child to start “autonomous feedback” (see Activity 3, p. 21) to check the answers.

Answers a 3 b 2 c 1 d 4

2 Focus on the spelling–pronunciation patterns

Have the children look at the circled words in the texts. Have them repeat the words and ask *What sound do these two words have in common?* (“j”). Ask *How many different ways of spelling this sound can you find?* (two—“j”, “ge/gi”).

3 Further focus on the spelling–pronunciation patterns

Have the children find more examples of words with this sound in the texts. Have them circle the different spellings with the different colors used for the groups in the Student Book. Ask how many the children found (there should be eight more, excluding names). Have children raise their hand to say a word. Have all the children repeat each word.

Answers j—jumped, jeans, Just, enjoyed, Jazz; ge/gi—Giant, Teenagers, stage

Lesson 5

1 Listen and read. Then match the information with the TV screens.

a A lion escaped from a city zoo. No one was injured, but it jumped onto the roof of a car and caused lots of damage.

b Did you see the basketball game? Lee Wilson, known as “The Giant” because he’s the tallest player on the team, has now scored more than any other player this season.

c Fashion stylist Mara James launched her new jeans today. She hopes the collection, called “Just for Teenagers”, will be very popular.

d Thousands enjoyed hip hop star “M Tee” on stage in Tokyo. Jazz musician Cristina Nenna was his support.

2 Look at the circled words in Activity 1. Find the different ways of spelling the sound j.

3 Circle the other words in Activity 1 with the same spellings.

4 Complete the Spell It! chart. Use words from Activity 1.

5 Dictate a sentence to a friend.

Spelling: _____

Sound: _____

Spelling: _____

Sound: _____

Jimmy went on stage in his new jeans.

A giant called Jack jumped up and down.

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4 Consolidation of the spelling–pronunciation patterns

Have the children copy the Spell It! chart into their notebook and complete it. They should use the colors used in the Student Book for the different spelling groups. Encourage them to use a whole page of their notebook to draw the chart as it will have more visual impact and leave space to add more words in the future. (Fast finishers can add more words to each group in this session.) Draw the chart on the board and have the children raise their hand to tell you the answers. Use them to complete the chart on the board.

5 Spoken and written consolidation of the spelling–pronunciation patterns

Have the children work in pairs. Explain that one of them is going to dictate a sentence and the other is going to close their book and write what they hear. Have them dictate the sentence the first time uninterrupted. The second time, ask the writers to say *Stop!* when they hear a word with a “j” sound and say what color group the word belongs to. Have the children check the written sentence. Then have them exchange roles and repeat the activity.

Lesson 5

- 1 Underline all the *j* sounds. Use different colors.

A MESSAGE MOVED A VILLAGE

LAST JULY, Jane's mother read a message from her daughter. It said, "Huge wave 2 of." She was worried. She told everyone, "There's going to be a giant wave. People will get injured and the water will damage our houses!" All the neighbors in the village hurried



up the hill. Jane's mother took the cat in its cage.

"A huge wave?" said Jane's dad. "That's very strange..." Then he laughed. "There won't be a flood!" he said. "This is just Jane's way of saying 'Hello!' The problem is that teenagers speak a different language." When Jane heard about this, she really enjoyed the joke.

- 2 Complete with *j* or *g*.

- 1 Just send me a message when you arrive.
- 2 We saw a giant octopus and a huge squid.
- 3 Floods cause damage and injure animals.
- 4 He wore jeans and spoke in a strange language as a joke.



- 3 Do the puzzle. Then answer the question.

My first letter is in INJURE and JOKE but not in DAMAGE
My second letter is in TEENAGER (three times!)
My third letter is in MESSAGE and also in LANGUAGE but not in HUGE
My fourth letter is in STRANGE and GIANT but not in STAGE
My fifth letter is in JUST and in MESSAGE

What's my favorite thing to wear? _____



- 1 Have volunteers read out the text, a couple of sentences each. Have all the children underline the words containing the "j" sound. Have children raise their hand to say the words. Have the whole class repeat the words.

Answers "j"—July, Jane's, injured, just, Jane, joke; "g"—message, Huge, giant, damage, village, cage, language, strange, teenagers

- 2 Have the children complete the words in the sentences with the correct spelling, "j" or "g". Have children raise their hand to say each sentence, then say and spell the completed word. Ask the rest of the class if they agree.

Answers 1 Just, message 2 giant, huge 3 damage, injure 4 jeans, strange, language, joke

3 Spelling Quest

Have the children solve the puzzle. Ask *Who can be the first person to write the word in their notebook and show it to me?*

Answer jeans

Cooler Play "Finger Spelling"



Have the children work in pairs. Have one child choose a word from the Spell It! chart and trace each letter on the other child's back. Tell them to trace large letters using the whole back for each letter. The other child guesses what the word is and spells it back orally. Have them exchange roles and repeat the activity.

Reading and writing

Lesson objectives read a series of short news articles for global understanding; write headlines for news articles

Key language car crash, climbers, homeless

Warmer Play "Tic-Tac-Toe"



Play the game (see Games Bank pp. 204–205) with some of the key words from Lesson 5. (Suggested words: 1 injured, 2 just, 3 giant, 4 James, 5 teenagers, 6 damage, 7 jumped, 8 stage, 9 jazz)

1 Reading for global understanding

Have the children look quickly at the articles and find the places mentioned. Ask *Which text does not mention a place? (text 4).*

Clarify the meaning of *homeless*—*Does someone who is homeless have a home or not? (not); Where do they live? (on the street / in the open); car crash*—mime a car crash with your hands and ask *What sound does it make?* (children make crashing noise). Have the children read the articles again and choose the most suitable headline for each one. Have them compare their answers with a friend. Ask a child to start "autonomous feedback" (see Activity 3, p. 21) to check the answers.

Answers 1 *Thousands Homeless After Flood* 2 *Get to the Top!* 3 *Malaria Still a Problem in Africa* 4 *Message in a Bottle* 5 *Car Crash on Down Street*

Teacher Time

Use different ways to check the meaning of vocabulary: visuals, mime, and definitions are most immediately useful, but sound effects are great for auditory learners.

Pen Pal  Newspaper headlines

Write on the board *Thousands of people are now homeless after a flood which affected the country.* Ask *What's the difference between this and the headline for the story? (the headline is shorter, less detail). Does the headline give the essential information? (Yes.) That's the idea of a headline.*

Ask the children to think of something interesting, fun, or exciting that's happened in their lives recently—a party, a soccer game, a new dress. Write two or three basic sentences on the board and have the children invent headlines for each story, e.g. *Big Fun at Party / Lots of Presents for Birthday Girl! / Amazing Goal Wins Local Soccer Game! / Looking Good—It's the New Fashion!*

Lesson 6

1 Read the articles. Write the correct headlines.

1 *Thousands Homeless After Flood* Malaria Still a Problem in Africa
Get to the Top! Message in a Bottle Car Crash on Down Street

2 There has been a flood in India. Thousands of people are homeless. Our reporter reports from the scene of the disaster ...

3 In some parts of Asia, and the Americas, this disease has disappeared. But in Africa, there are still many people getting sick every day ...

4 Four mountain climbers who have climbed Mount Everest are trying to reach the top again. They started walking yesterday ...

5 Yesterday, Mr. Wilson bought a new car. He was leaving his street this morning, when a car hit him from the right ...

6 Plastic bottles use a lot of oil which is bad for the environment. We ask you to stop buying bottled water ...

Class Writing Write headlines for these articles.

NEWS

A bull caused panic when it took a trip around a supermarket. The bull came from a farm near the town center.

A Russian man skydived into a volcano. He used a special suit to fly into the volcano after jumping from a helicopter.

A wildfire in South Carolina, in the U.S.A., has destroyed more than 70 homes. Firefighters are having difficulty controlling the fire.

Pen Pal Newspaper articles need a headline. A good headline: - is short - includes the most important words in the story

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Class Writing

Ask the children if they thought the headlines of the short texts were interesting. Ask *What was your favorite? Why?* Have volunteers share their opinions with the class.

Have the children read the first short news article in the Class Writing box and underline what they consider the essential words. Elicit their suggestions and write them on the board (probably *bull caused panic, supermarket, from farm near downtown*). Point out that often people read a headline and decide if the story sounds interesting enough to read or not, so it is very important that the headline gets their attention. Work with the whole class to write a headline that gives the essential idea in very few words. Suggested answer: *Bull Caused Panic in Supermarket*

Have the children work in pairs to write headlines for the other two stories. As you monitor their work, check they are including the key words in each headline. Also make a note of any key mistakes they make.

Allow up to five minutes to write the headlines. Now have the children check their first draft. Write a short checklist on the board: *Did you include the essential information? Are your headlines short? Do they get people's attention?*

Write any key mistakes you noticed on the board and elicit the corrections from the children. Have them check their work for similar mistakes. Now the children are now ready to write the final article on a clean sheet of paper. Have them write their headlines and copy the news article under it. As in all good stories, they should draw a picture to go with it.

Have the children compare their finished article with the other children around them. Encourage the children to say when they like a good headline: *That's great! Nice phrase!* Nominate some of the children to read the best ones aloud to the whole class. Encourage the rest of the class to applaud the young journalists. Add the best examples to the children's class writing portfolio.

Lesson 6

1 **Match the headlines with the correct stories.**

a **Children give away pocket money**
 b **MORE POCKET MONEY**
 c **Parents stop pocket money**

1 Al Jordan cleared his family's backyard. His parents are so happy that they are going to give him extra pocket money. "Al worked really hard," said his father. "I didn't ask him to clean up, he just did it!"

2 It was very hot last week and some children at Burns Elementary School decided they didn't want to take part in Sports Day. They sat down on the playground and refused to join in. Their parents decided not to give them pocket money.

3 When they heard about a local school being flooded, children at Burns Elementary decided to give their pocket money to the children there. "They need to buy new toys and books,"

2 **Circle the correct meanings.**

1 **Cafeteria Prices Lower**
 a The food in the cafeteria is now cheaper. b The cafeteria is closing.

2 **New Gym Equipment Ready**
 a The school is building a new gym. b The new material for the gym can now be used.

3 **Summer Swimming Pool Open**
 a The swimming pool is open now. b The swimming pool will open in the summer.

3 **Make these sentences into headlines. Use the Writing Bank to help you.**

1 Peter, Paul, and Andrew found some treasure buried in their backyard. _____
 2 Millie, Mollie, and Mandy saved their pet dog when it fell into a hole. _____

Writing Bank

For headlines, leave out any words you don't need:
 Many Houses have been Damaged by Floods
 Malaria is Still a Problem in Africa
 Two Cars have Crashed on Down Street

1 Pen Pal

Have the children read the stories quickly and say if the stories are happy or sad. Have the children match the headlines to the stories. Have children raise their hand to give the answers. Ask the rest of the class if they agree.

Answers 1 b 2 c 3 a

2 Have the children work in pairs to circle the correct explanation of the headlines. Have children raise their hand to give their answer. Ask the rest of the class if they agree.

Answers 1 a 2 b 3 a

3 Have the children look at the advice in the Writing Bank. Have the children work in pairs to write headlines for the sentences. Monitor their work and help as necessary. Ask children for their headlines. Encourage the other children to respond positively: *Good idea! Nice!*

**Sample answers 1 Friends Find Treasure in Backyard
 2 Girls Save Dog**

My Dictionary

1 & 2 Have the children add more words and pictures to the Mind Map[®]. Then have them create their own Mind Map for a different topic.

Optional Projectable Poster

Use the Unit 10 poster on the Teacher's Resource CD to review the language from the unit.

Cooler Play "Change It Around"

Use the news article about the Russian man on p. 98 of the Student Book. Have the children dictate it to you and write it on the board. You start: say *Take out "man" and put in "rock star"*. Erase the word *man* and write *rock star* in its place. Have the children raise their hand to suggest further changes. (See Games Bank pp. 204–205.)