



English Code 6




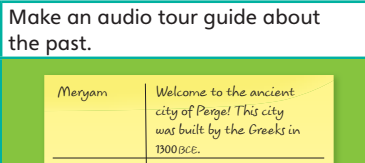


Pupil's Book



Contents



Unit	Unit aims	Vocabulary and Phonics	Values
Welcome! pp. 4–9	How can I talk about my school timetable? <ul style="list-style-type: none"> Use school day words. Use <i>like</i>. 	School words: assembly, bell's ringing, break, canteen, corridor, detention, gym, locker, packed lunch, portable classroom, queue, timetable	Be welcoming.
1 In the news pp. 10–23	How can I make a video news report? <ul style="list-style-type: none"> Use social media and news words. Talk about what others have said. Talk about what others have asked. Write a podcast. 	Social media: blog, caption, cyberbullying, headline, interview, news article, online, report, reporter, sharing, sources, upload, vlog Phonics: u, o, a, oo	Fact checking.
2 Inspirational people pp. 24–37	How can I make a book about inspirational people? <ul style="list-style-type: none"> Use words to describe people and their jobs. Use relative clauses. Talk about past habits and states. Write a biography. 	Jobs: author, campaigner, charity worker, lawyer, researcher, volunteer Adjectives: brave, compassionate, determined, generous, inspirational, intelligent Phonics: ea	Value yourself.
Checkpoint	Review Units 1–2	pp. 38–39	
Culture	Sweden	pp. 40–41	
3 Let's earn money! pp. 42–55	How can I make an advertisement for my business? <ul style="list-style-type: none"> Use money words. Talk about obligation and advice. Ask for help. Write an advertisement. 	Business words: advertisement, cash, earn, invent, price, product, save, sell, spend Phonics: oa, oe, ow, ew, ue	Fund our school.
4 Food for the future! pp. 56–69	How can I create a sustainable farm for the future? <ul style="list-style-type: none"> Use food and farming words. Talk about the future. Talk about future possibilities. Write about an event in a newsletter. 	Food: carbohydrate, dairy, fats, fibre, minerals, protein, vitamins Farming: agriculture, intensive farming, organic farming, pesticides, pollinators, sustainable farming Phonics: aw, oo	Food sustainability.
Checkpoint	Review Units 3–4	pp. 70–71	
Culture	Kenya	pp. 72–73	
5 The ancient world pp. 74–87	How can I make an audio tour guide about the past? <ul style="list-style-type: none"> Use words to describe ancient Egypt. Use the Past Passive. Ask questions in the Past Passive. Write a fact file. 	Ancient Egypt: archaeologist, burial place, coffin, digging, hieroglyphics, hole, mummy, papyrus, pyramid, treasure Phonics: ur, or, ear, ere, are	Our history.
6 On the move! pp. 88–101	How can I help exchange students in my town? <ul style="list-style-type: none"> Use airport words. Use the Present Perfect Continuous. Talk about recent events. Write a feedback form. 	Airport: arrivals, check-in, departure gate, emigrating, land, language exchange, luggage, passport, security, take off, terminal Phonics: ire, our, ower	Look after our world.
Checkpoint	Review Units 5–6	pp. 102–103	
Culture	The United Kingdom	pp. 104–105	
7 I hate it when ... pp. 106–119	How can I design a board game about fears? <ul style="list-style-type: none"> Use words to describe challenging situations. Use the Present Perfect and Past Simple. Talk about giving a presentation. Write a dialogue. 	Challenging situations: called your teacher 'Mum', dropped your phone, forgotten your words, got lost in a maze, looked down from the top of a skyscraper, overslept and missed class, slept alone in the dark, slipped on a banana skin, texted the wrong person, switched off the internet Phonics: silent b, k, gh, w	Challenge yourself.
8 My amazing city pp. 120–133	How can I create a project to change my city? <ul style="list-style-type: none"> Use town and city words. Use the second conditional. Ask for and give directions. Writing instructions. 	City words: factory, flyover, office building, pavement, skyscraper, stadium, statue, town hall, tunnel, university, zebra crossing Phonics: a/an	Choose your environment.
Checkpoint	Review Units 7–8	pp. 134–135	
Culture	USA	pp. 136–137	

Writing	Structures		STEAM	Project and Review
	<p>Language lab What's he like? He's shy and quiet. What does he like? He likes science. What does he look like? He's tall and has got short hair.</p>			
Write a podcast.	<p>Language lab He said that he watched the news. They said that they had a funny news story to tell.</p>	<p>Communication I asked him if he had any brothers or sisters. She asked me what time I got up in the morning.</p>	<p>Science: Freezing liquids and solids Experiment: What happens when you freeze different materials?</p>	<p>Make a video news report.</p> 
Write a biography.	<p>Language lab She's the woman who works as a charity worker. That's the lion which/that he rescued. This is where the politician lived.</p>	<p>Communication I used to live in Texas. She didn't use to go to school. Did you use to study English?</p>	<p>Science: Mould and bacteria Experiment: Which conditions does mould grow best in?</p>	<p>Make a class book of inspirational people.</p> 
Write an advertisement.	<p>Language lab You should listen to the rules. You have to pay with cash. You don't have to buy all the biscuits. You must queue.</p>	<p>Communication Would you do me a favour and open the door, please? Could we borrow a pencil, please?</p>	<p>Maths: Spending and earning money Experiment: Calculating profit and loss</p>	<p>Make a video advertisement for your business.</p> 
Write about an event in a newsletter.	<p>Language lab It will rain tomorrow. It's going to be delicious. I'm visiting an organic farm on Saturday.</p>	<p>Communication We might grow food in laboratories in the future. He's a vegan, so he might not eat anything on the menu.</p>	<p>Science: Food chains Experiment: How does energy pass through a sea food chain?</p>	<p>Create a 3D plan of a sustainable farm for the future.</p> 
Write a fact file.	<p>Language lab My name was written in hieroglyphics. The pyramids were visited by tourists.</p>	<p>Communication Why was it built? Was it moved? Yes, it was.</p>	<p>Engineering: How the pyramids were built Experiment: How do different surfaces affect friction?</p>	<p>Make an audio tour guide about the past.</p> 
Give feedback.	<p>Language lab I've been waiting in the queue at check-in for hours! They haven't been staying with a host family.</p>	<p>Communication Have you arrived yet? Yes, we've just arrived here. Have you checked in already?</p>	<p>Technology: Iris recognition Experiment: Can I recognise my classmates just from their eyes?</p>	<p>Create a welcome pack to help exchange students to settle in.</p> 
Write a dialogue.	<p>Language lab Have you ever taken a ride in a helicopter? Yes, I have. When did you do that? I went in a helicopter last summer.</p>	<p>Communication Introduce the topic. Use personal experiences. Order your points. End the presentation.</p>	<p>Science: What happens when we feel fear? Experiment: Measuring heart rate</p>	<p>Design and make a board game about fears.</p> 
Write instructions.	<p>Language lab If I were a millionaire, I'd buy a huge apartment in a skyscraper. She wouldn't use the zebra crossing if there was a flyover.</p>	<p>Communication How do I get to the stadium? I'd go across the park. Go along this street.</p>	<p>Design: Water features Experiment: Create a water pump!</p>	<p>Create a project to change your city.</p> 

Welcome!

How can I talk about my school timetable?

1



Work in pairs. Look and match.
What are the students talking about?
Then listen and check.

1

Mondays are really good days. Look – we've got Science, PE and French before lunch, and then Maths and English!

a lockers

2

It's at 9:30 a.m., for fifteen minutes.

b break

c the timetable

3

Mine's number 132. What number is yours?

2 Look at the timetable. Read the sentences and circle T (True) or F (False).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30–9:30	Science	Maths	Science	Maths	Science
9:30–9:45	BREAK				
9:45–10:15	PE	Music	Art	French	Maths
10:15–11:15	French	French	Technology	French	Maths
11:15–12:15	LUNCH				
12:15–12:45	Maths	English	Maths	English	PE
12:45–1:45	Maths	English	Maths	English	French
1:45–2:00	BREAK				
2:00–3:00	English	Science	English	Science	English

- We've got Technology twice a week. T / F
- We've got PE at the start and end of the week. T / F
- Afternoon break is longer than morning break. T / F
- The lunch break is an hour long. T / F

3 Work in pairs. Ask and answer.

- What time is break? What do you do then?
- What time is lunch? Where do you have lunch?
- Look at your timetable. What's your favourite day and class?

What time is our break?

The morning break is at 9:30 a.m.
The afternoon break is at 1:45 p.m.

4 Make and decorate a notebook cover. You can use coloured paper or material – or recycled objects!


The school day

VOCABULARY

I will learn words to talk about the school day.

1 Match the sentences with the photos.


- a Chatting to my friends at **break**.
- b Here we are in the **canteen**.
What's in my **packed lunch** today?
- c The **bell's ringing!** It's time to **queue**.
- d Our English class is in a **portable classroom** this term!
- e Oh, no. Jose has to stay at school for **detention!**
- f This is my **locker!** It's my lucky number, too.
- g Hey! No running in the **corridor!**
- h Every Friday, we've got **assembly** in the **gym**.
- i This is my **timetable**. It's in my homework diary.





Adriana


105
Posts
126
Followers
211
Following


View
Edit


1


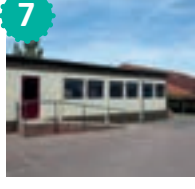
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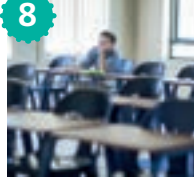
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4


5


6


7


8


9


2 Can you work out the puzzle? Where are Chen, Alicia and Yildiz? What are they doing there?

- Chen is in the portable classroom.
- Alicia isn't queuing.
- The person that is outside the canteen is queuing.
- The person that is in the corridor is opening a locker.

	in the portable classroom	in the corridor	outside the canteen	in an English class	opening a locker	queuing
Chen	✓	✗	✗			
Alicia						
Yildiz						

Language lab

GRAMMAR: *LIKE*

I will learn the different uses of like.

- 1** Write the words below under the correct headings. Add more words to each.

curly hair English friendly Maths
PE quiet Science short hair shy
sporty tall wears glasses

be like / like / look like

What is he / she **like**? = a question about someone's personality

What **does** he / she **like**? = a question about someone's likes / dislikes

What **does** he / she **look like**? = a question about someone's appearance


Physical appearance

Personality

School subjects

- 2** Match the questions to the answers.

- 1 What does he look like? ●
 - 2 What does she like? ●
 - 3 What does she look like? ●
 - 4 What is he like? ●
 - 5 What does he like? ●
 - 6 What is she like? ●
- a He likes Science and Computer Coding.
 - b She's shy and quiet.
 - c He's tall and has got short, curly, black hair.
 - d She likes English and Art.
 - e She's short and has got long, straight, red hair.
 - f He's really friendly.

- 3**  Play *Guess Who It Is* with a partner.

I'm thinking of a girl.

What is she like?

What does she like?

1  Read the story quickly and answer. Who is Samira? Tick .

- a the headteacher
- b the Welcome Buddy
- c the new kid at school

The Wrong Riley

'Riley, there's a letter from Summertown Secondary School here for you', yelled Mum. My stomach turned upside down. It was my first day of term at a new school on Monday and I was feeling a little nervous.

It was my Year 7 timetable and a letter from the headteacher. Then something else caught my eye. 'Hey, look – a message from my Welcome Buddy! She's called Samira.'

'What's she like?' asked Mum.

'She seems really friendly. She likes Science and Maths, but she doesn't like PE. Oh, look, here's a photo.'

'She sounds a lot like you! What does she look like?' asked Mum.

'She's got long, dark hair and glasses. I'll buy her a little present for being my Welcome Buddy.'



I arrived for my first day of school clutching a science book as a present for Samira. I saw her in a group of Welcome Buddies standing near the lockers. She didn't look exactly like she did in the photo – her hair was short and she wasn't wearing glasses – but it was definitely her.

'Hi, I'm Riley – you're my Welcome Buddy!' I said. 'This is for you.'

I handed her my present. She didn't look very happy.

'Hi Riley. Uh, thanks for the book', she answered.

'I suppose you want to see the gym and the sports pitch first. I'm so excited that you were the PE captain in your last school. I love PE – I'm the PE captain here.'

'Oh', I said, a little confused. 'I'd rather see the Science laboratory first.'



'Really?!' exclaimed Samira. 'You like Science?!'

'Yes', I said. 'I thought you did, too ...'

'Hmmm, not so much', she replied.

This was strange! Why did Samira lie in her Welcome Buddy letter? And why did she think I was PE captain?

We walked down the corridor into the Science lab and suddenly there were two Samiras – my Samira and her double with long hair and glasses, showing a confused-looking girl in sportswear around the lab.

'Look – it's my twin', said my Samira. 'Hey Samira, this is Riley. He likes Science like you.'

'Hi Shemina! My Welcome Buddy is called Riley, too! And she likes PE like you!' said the real Samira.

'I think we got the wrong Riley!' laughed Samira and Shemina, identically.



2 Read the story again. Answer.

1 What does Riley like?

2 What does Riley's Welcome Buddy look like in her photo?

3 What does she look like when he meets her?

4 What does Riley want to see first?

5 Does Shemina like Science?

6 Which Riley, the girl or the boy, likes PE?

3  Rewrite the story from the point of view of the girl Riley and the real Samira. Act out the story in groups.

Values Be welcoming.

4  Work in pairs and discuss.

1 Can you remember your first day at school? How did you feel?

2 What type of personality do you think Welcome Buddies need?

3 Would you be a good Welcome Buddy? Why or why not?

1

In the news

How can I make a video news report?

SKY BROWN
SKATEBOARDING CHAMPION

WA
YO
NATIO
S
-OR




1  Look and discuss.
How do you find out about the news? What kind of news are you most interested in?



2  Identify the following in the photo.

- | | |
|---------------------|----------------------|
| 1 a headline | 2 a reporter |
| 3 an article | 4 online news |

3  Which news report would you like to find out more about? Write three questions to ask about it.

4  How do you know if news is true? In pairs, tick the sentences you agree with.

It's true because ...

... it's on social media.

... there's a photo to prove it really happened.

... it's in many different articles and reports.

... you can look it up on the internet.

... it comes from a reliable source.

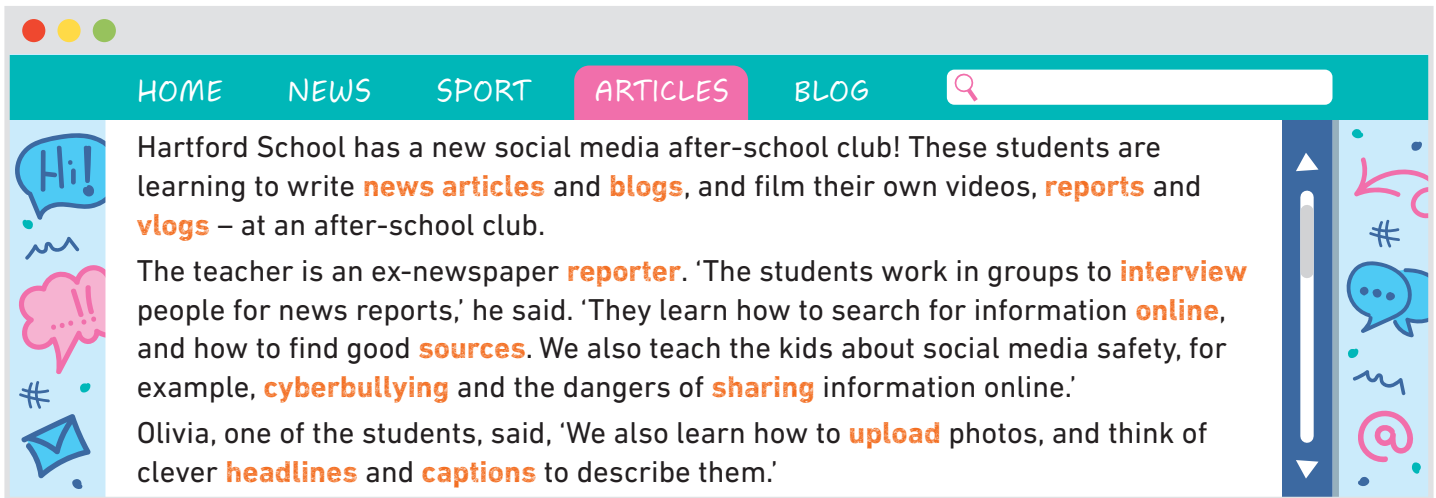
Social media club

VOCABULARY

I will learn words to talk about social media and news.

1  Read the text quickly and answer the questions. Then listen and read.

- 1 Where do the students learn how to make video news reports?
- 2 How did the teacher learn about news reporting?



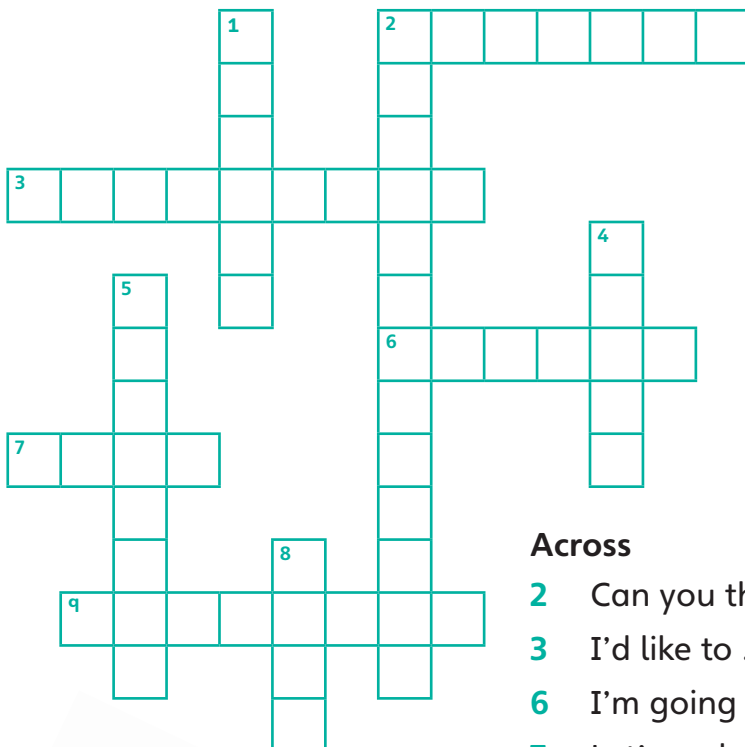
The screenshot shows a web browser window with a teal header containing navigation links: HOME, NEWS, SPORT, ARTICLES (highlighted), and BLOG. A search bar is on the right. The main content area has a light blue background with social media icons on the left and right. The text of the article is as follows:

Hartford School has a new social media after-school club! These students are learning to write **news articles** and **blogs**, and film their own videos, **reports** and **vlogs** – at an after-school club.

The teacher is an ex-newspaper **reporter**. 'The students work in groups to **interview** people for news reports,' he said. 'They learn how to search for information **online**, and how to find good **sources**. We also teach the kids about social media safety, for example, **cyberbullying** and the dangers of **sharing** information online.'

Olivia, one of the students, said, 'We also learn how to **upload** photos, and think of clever **headlines** and **captions** to describe them.'

2 Complete the crossword with **colour** words from 1.



Down

- 1 When you check facts, use a good ...
- 2 Never say unkind things online. That's ...
- 4 I ... funny photos with my friends online.
- 5 My uncle is a ... for a newspaper.
- 8 I always go online to read Barry's It's so funny.


Across

- 2 Can you think of a funny ... for this photo?
- 3 I'd like to ... a famous person one day.
- 6 I'm going to ... all my holiday photos onto social media.
- 7 Let's make a ... ! We can review films.
- 9 The ... in today's newspaper is 'Boy finds crocodile'.

3  **Make your own spidergram.**
Use the **colour** words from 1.

4  **Listen and tick** .

- 1 What does Olivia enjoy most?
 - a interviewing people
 - b making news reports
 - c vlogging
- 2 How often does she do it?
 - a every week
 - b every two weeks
 - c every day
- 3 What is it about?
 - a reviewing games
 - b giving interviews
 - c reviewing films
- 4 What does Rob want to be?
 - a a computer games tester
 - b a reporter
 - c a website designer
- 5 What is he doing at the moment?
 - a checking the facts
 - b writing the headline
 - c looking for a good source



5  **Discuss the questions in small groups.**

- 1 What would you enjoy most/least about this after-school club? Why?
- 2 What would you like to make a vlog/write a blog about?



6    **Listen to how we say the coloured letters. Listen again and repeat.**



7   **Listen. What sound has each word got? Write 1, 2 or 3. Then listen again and check.**

Sound 1	Sound 2	Sound 3
watch, vlog	sun, come	good, put

cushion ____	wash ____	money ____
drum ____	shop ____	book ____
blog ____	son ____	foot ____

Language lab

GRAMMAR 1: REPORTED SPEECH

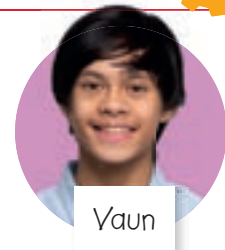
I will learn to use reported speech.

1 Watch the video.



Direct speech

I **watch** the news every day.



Vaun

Reported speech

Vaun said that he **watched** the news every day.

I → he/she

my → his/her

you → he/she/they

your → his/her/their

we → they

our → their

2 What did they say? Circle.



Your views ... on the news!



I always read the news because my parents are both reporters!

Amal



We've got a funny news story to tell you!

Juan and Maria



I write about news in my blog.

Kai



I'm interested in sports news.

Hassan

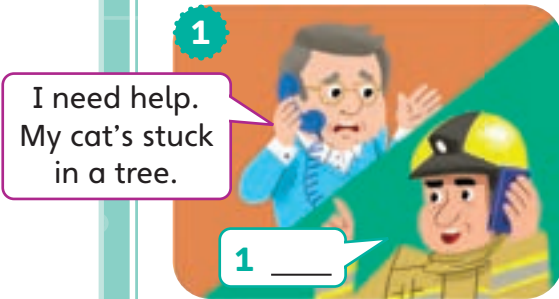
- 1 Amal said that she always **reads** / **read** the news because her parents are / **were** both reporters.
- 2 Juan and Maria said that they **have** / **had** got a funny news story to tell me.
- 3 Kai said that he **writes** / **wrote** about news in his blog.
- 4 Hassan said that he **is** / **was** interested in sports news.



3 Look at the picture story.
Write the letter.

CODE CRACKER

- a We often rescue cats from trees. I am on my way.
- b I'm stuck in a tree because I'm too scared to climb down!
- c I'm so glad you are safe and back home with me!
- d His name's Gordo. He's really hungry. It's his dinner time.



4 Complete the news article. Write the sentences from 3 in reported speech.

LOCAL NEWS

4TH MARCH

FIREFIGHTER GETS STUCK IN TREE

A man called the fire service yesterday. He said that

1 _____

The firefighter said that

2 _____

When the firefighter reached the cat, it ran down the tree into the man's arms. He said that

3 _____

The firefighter looked down. He was very high up! He called the fire brigade and said that he

4 _____


5 Write one true and one false sentence. Guess if your partner's sentences are true or false.

I've got ... I like ...
I never ... I often ...

Marta

My brother's got a pet lizard.

Marta said that her brother had got a pet lizard. I think that's true!

- 1**  Look at the picture. Can you guess where in the world Annisa lives? Why do you think this?

- 2**  Read and listen.

The mystery of

the missing necklace



The radio was on as Annisa was coming downstairs for breakfast on Saturday. The newsreader was talking about a burglary. Annisa listened while she had her breakfast. The newsreader said that a necklace was missing from Mr Budi's gift shop in the centre of town. The necklace was made of different coloured precious stones and was very expensive.

'Perhaps I can find out who the thief was,' thought Annisa. 'Then my story will be in the newspaper and my dream will come true! I'll be a famous reporter!'

She finished her breakfast quickly, got dressed, packed a pencil and a notebook in her backpack, and rode her bike down the hill to the centre of town.

- 3**  Circle T (True) or F (False).

- 1 The theft happened while Annisa was having breakfast. T / F
- 2 Annisa wanted to be a famous reporter. T / F
- 3 Annisa lived in the centre of town. T / F
- 4 There were no clues about the thief in the shop. T / F
- 5 The police officer didn't want Annisa to ask any questions. T / F
- 6 Annisa found the thief before the police. T / F

When she got to Mr Budi's shop, a police officer was there. He was interviewing people about the burglary. They all had different ideas about the thief. One said, 'It's someone with short, black hair. I know this because there's short, black hair on the floor.' Another said it was someone with very small feet because there were small footprints on the floor.

Annisa went up to them with her notebook and pencil. She wanted to ask them some questions, too, but before she could start, the police officer stopped her.

'I'm sorry, young lady,' he said, 'but I'm afraid you can't help us. This is a job for the police!'

Annisa was disappointed, but she had another idea. 'A good reporter listens and watches,' she said to herself and started looking around carefully for more clues. Then she saw Mr Budi sitting outside, under a tree. She decided to ask him what he thought.

On her way to him, she saw something black in the tree. She looked up and saw a small monkey. As it moved from one branch to another, Annisa noticed, among the green leaves, a flash of colour around its neck – blue, red and yellow ...

'I think I've got my story!' she laughed, as she took out her notebook and pencil and started to write.



4 When the police found the necklace, it was broken. Colour the missing beads in the correct order.

CODE CRACKER




Values

Fact checking.

5  Think and discuss.

- 1 How can reporters find out facts?
- 2 Why is it important for them to check facts before they write an article?
- 3 What questions should we ask to check facts?


6  What details do you want to change? Act out the story in groups.

7  Make a newspaper bookmark.

Experiment lab

SCIENCE: FREEZING LIQUIDS AND SOLIDS

I will learn about different states of water.

- 1**  Look, think and discuss. Why do you think this weather story was in the news?



Watch a video about states of matter.



EXTREME ICE STORM

HITS USA



- 2**  Read and complete. Then listen and check.

THE CHANGING STATES OF WATER



boiling point freezing point
gas liquid solid

Water is a **1** _____. When water freezes, it becomes ice. Ice is a **2** _____. The **3** _____ of water is 0 degrees Celsius. When water is heated to its **4** _____, 100 degrees Celsius, it becomes water vapour or steam – a **5** _____.



WHAT HAPPENS WHEN WATER FREEZES?

As a liquid, the molecules in water move around all the time. They crash into each other, and move over and under each other. The molecules in steam can move past each other more easily. They spread out in all directions.

When water freezes, the molecules start to move more slowly, until finally they stop moving. They become hexagonal rings, and when it gets even colder, these hexagonal rings become snowflakes. As water freezes, it expands and takes up more space. It also becomes less dense, or less heavy, than water.

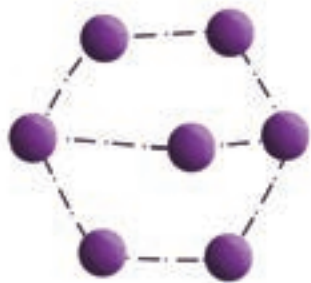


3 Look back at the text in 2 and label the diagrams.

ice water steam



1 _____ 2 _____



3 _____

4  Work in pairs and discuss.

- 1 In cold countries, people put salt on the road when ice might form. Why do you think they do that?
- 2 Why does ice float on top of water?

5 Circle T (True) or F (False).

- 1 Water molecules move more slowly than ice molecules. T / F
- 2 Water molecules remain in one position. T / F
- 3 Ice molecules are organised in shapes. T / F
- 4 The molecules in ice are further apart than in water. T / F

6 Work it out! Compare with a partner.

MATHS ZONE

- 1 There is 10 cm of snow on the ground. How many more centimetres of snow need to fall for the snow to reach the top of your head?
- 2 The snow melts away by 2 cm every day. How many days will it take to disappear?

EXPERIMENT TIME

What happens when you freeze different materials?

Materials

- 3 paper cups
- a teaspoon of salt
- a teaspoon of food colouring
- a can of fizzy drink



- 1 Fill cup A with cold water. Add and dissolve one teaspoon of salt. Fill cup B with cold water. Add a teaspoon of food colouring. Fill cup C with some fizzy drink.
- 2 Put all the cups in the freezer for a day.
- 3 Predict what will happen to the liquid in each cup. What are the results?



He asked me if ...

COMMUNICATION: REPORTED SPEECH QUESTIONS

I will learn about reporting an interview.

1   Look at the sentences. Can you guess the questions the reporters asked Scott? Write. Then listen and check.



1 _____

I'm from Boston, USA!

2 _____

I'm 28 years old.

3 _____

My birthday's in January.

4 _____

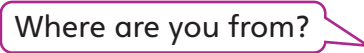

Spaghetti and meatballs!


5 _____

No, I don't watch much TV.

6 _____


After the match, I want to sleep!

	Direct questions	Reported speech questions
Wh- questions		They asked him where he was from.
Yes/No questions		They asked him if he liked their city.

2  Write two more questions to ask Scott. Then role-play your interview and report back to the class.

I asked Scott if he had any hobbies. He said he liked listening to music.



3  Interview classmates for a school magazine. In your notebooks, write direct questions.


4  Work in groups and ask your questions. Then tell the class who asked you what.

Have you got any brothers and sisters?

Leon asked me if I had got any brothers and sisters.

What time do you get up in the morning?

Gita asked me what time I got up in the morning.

1  Look at the photo and the headline. What do you think the podcast is about?


2 Read the podcast script and answer the Wh- questions in your notebook.

A good news report answers these five Wh- questions:

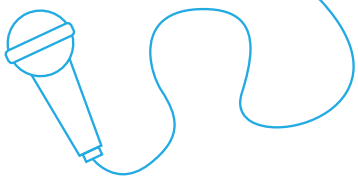
- Who (or what) is the story about?
- What happened?
- When did it happen?
- Where did it happen?
- Why did the story end well?

HOME
VIDEOS
BOOKS
SHOP

SPEAKER	TEXT
Presenter:	ANIMALS RESCUE SURFER FROM DANGER
Presenter:	A young surfer had a lucky escape yesterday thanks to some friendly dolphins. Sandy Rider, 12, was in the sea at Long Beach, California, when he saw a shark's fin just a few metres away from him. But before the shark could reach Sandy, a group of dolphins appeared. They swam around Sandy, forming a ring around him, and the shark couldn't touch him. The amazing animal rescuers followed Sandy all the way to the beach, where he was safe. Sandy said that from that moment on, dolphins had a special place in his heart. Our reporter spoke to Sandy later.
Reporter:	How did you feel when you saw the shark, Sandy?
Sandy:	I was terrified! I wanted to swim away, but I couldn't move.
Presenter:	That was our reporter talking to Sandy Rider. Later, he said that he wanted to start a Save the Dolphins group on social media. After all, they saved his life!




Sandy Rider, 12



3 Find and underline the following in the podcast script.

- 1 a headline 2 a caption 3 a fact 4 direct speech 5 reported speech


4  Use the five Wh- questions to plan and write a script for a podcast news report. Then read your script in groups.

PROJECT AND REVIEW

Make a video news report

Step 1

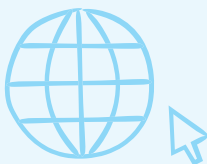
Research

 Where can we find the news?

- Work in pairs.
- Make a list of different ways to find out about the news. How are they different?
- Choose two or three stories you find interesting.
- Collect photos, pictures and headlines about the stories.

How we find out about the news:

- newspapers
- online video sites
- websites



Step 2

Plan

 How do we check facts?

- Form a group and compare your stories.
- Find the answers to the Wh- questions.
- Check the facts! Compare different sources.
- Decide who to interview for your news report. What are they going to talk about?

Who? What? When?
Where? Why?

Interview 1: the girl

I was walking my dog on Shelley Beach when ...


Interview 2: a history expert

We studied the coin at the museum and found that it comes from the Roman period ...

Step 3



Create

 How do we report the news?

- Write the text for your report.
- How are you going to introduce your story? Think of a way to make your story interesting.
- Include all the facts, using your Wh- questions.
- Report what people said.
- Decide different roles for each person in your group.
- Practise giving your report.
- Record your report.

Introduction: Do you ever dream about finding something really valuable one day? That's exactly what happened to Mia Jackson, 12, when she was walking her dog ...

Interview 1: Our reporter, Sebastian, asked Mia how she felt. She said she was very excited because a museum wanted to display the coin.




Watch the news on TV at home with your family or friends. When you hear a headline, see if you can guess what the story is about.

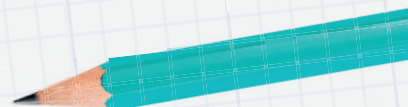
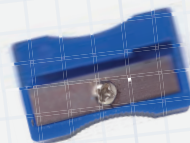
Step 4



Show and tell

 Show your video report to the class.

- Discuss the videos.
- Which were most interesting? Why?
- What kind of sources did they use?



Now I can ...

... use words to talk about social media and the news.

... use reported speech.

... use reported speech questions.

... write a script for a podcast news report.