



# English Code 6

Teacher's Book

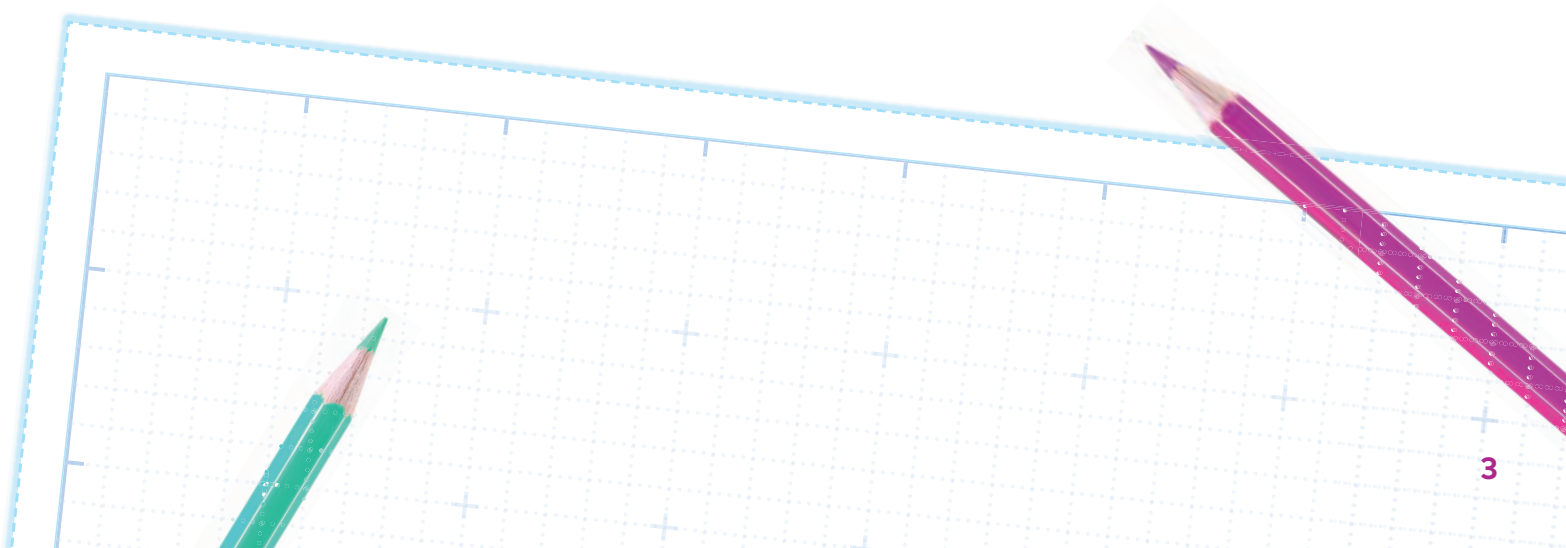




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# OUR WORLD

## INTRO:

Here we stand: children of every age,  
This is our world and the world's our stage.   
We can laugh, we can cry – we can float, we can fly,  
We can dance, we can sing – we can do almost anything  
in *OUR* world ... our *beautiful* world.



## VERSE 1:

 Some of us are small; some of us are tall,  
Some of us are shy; some say hi to everybody,  
Some of us like numbers; some of us love words,  
Some of us watch football and some of us watch the birds!

## (CHORUS)

**This is our world** ... we're different but the same.  
We live and learn together – we get to know each other ...  
in *OUR* world ... our *beautiful* world.

## VERSE 2:

  Some of us like music; some of us like cars,  
Some of us draw pictures, looking at the stars,  
Some of us are scientists, trying to find the code,  
All of us can help a friend and give a hand to hold.

**This is our world** – there's room for everyone.  
We learn to live together and we have a lot of fun ...  
In *our* world ... in *our* world ... in our *beautiful* world!



# Welcome!

## OBJECTIVES

### Reading

- Reading comprehension – Can understand the humour in a simple story.
- Reading comprehension – Can skim a short text to get a general idea of the content.

### Listening

- Listening comprehension – Can identify the main points of short, clear factual talks or presentations on familiar topics.
- Listening comprehension – Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures.

### Speaking

- Spoken production – Can talk about someone they admire, if guided by questions or prompts.
- Spoken accuracy and appropriacy – Can act out a simple role-play or dialogue with correct intonation.

### Writing

- Written production – Can create a plot with a main action or problem and a resolution.
- Written production – Can write short, simple notices giving information about events or activities using appropriate layout, given a model.

## KEY LANGUAGE

Key vocabulary				Grammar	
assembly	canteen	gym	portable classroom	study hall	What is he like?
bell's ringing	corridor	locker	queue	timetable	What does she like?
break	detention	packed lunch			What does he look like?

## CODING: BOOLEAN OPERATIVES

- Students will learn to understand Boolean operatives.

## VALUES AND SOCIAL-EMOTIONAL LEARNING: BE WELCOMING

Students will learn the value of being welcoming to new people.

## CREATIVE ACTIVITIES

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

This feature occurs in most of the Story lab lessons and will help students revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.

# How can I talk about my school timetable?

## OPENER

### 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  
 b break
- 2 It's at 9:30 a.m., for fifteen minutes.  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

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

**3** Work in pairs. Ask and answer.

- 1 What time is break? What do you do then?  
2 What time is lunch? Where do you have lunch?  
3 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!

4 four

5 five

## Lesson flow



Warm up



Critical thinking



Lesson objective



Presentation



Practice



Production



Production



Objective review

### LESSON OBJECTIVE

I will learn about schools.

### KEY LANGUAGE

lockers

break

the timetable

### Warm up

- Have students work with a partner to brainstorm as many school-related words as they can in a given time limit. Elicit as a class and write the words on the board. Encourage students to explain any unknown words to their classmates.

- Put students into small groups and ask them to create a spidergram about school using the words on the board.
- Then have groups put the words into categories (for example, *school subjects*, *school rooms*) and add to their spidergram.
- Put students into different groups and have them explain their spidergram to each other.
- Extra** After students have discussed their spidergram in groups, have them close their notebooks and look at the words on the board for 10 seconds. Then ask them to close their eyes while you rub out one of the words. Have students open their eyes and try to find which word was rubbed out.




## CRITICAL THINKING

- Ask students *How can I talk about my school timetable?* Explain that students will learn how to describe their school timetable. Ask what words they will need to be able to do this. Write ideas on the board (*school vocabulary, etc.*).
- **Assist** Go around the class and ask each student to say one thing about their school. Write these on the board. Encourage students to use English, but also accept complex ideas in L1 and provide the English translation.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about schools.*
- **Involve** Students will learn to be able to talk about their school timetable in English.

### Presentation

**1**  **002** Work in pairs. Look and match. What are the students talking about? Then listen and check.

(Answers: **1 c, 2 b, 3 a**)

- Ask students to look at the photo and discuss in pairs what they can see and what they think is happening. Encourage them to think about what the children are doing and how they know each other. Activate prior knowledge by encouraging them to make full sentences using words they know. Then go around the class and ask for one sentence from each student.
- Direct students to the three speech bubbles and read together. Then have students look at the three options. Students discuss in pairs what each option means (*lockers* – where you can put your books and other belongings, *break* – a period of free time between lessons, *the timetable* – a document that tells you what classes you have each day and when).
- Have students decide which of the three options, a, b, or c, is the topic of each speech bubble.
- Play audio 002 for students to listen and check their answers.

### Practice

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

(Answers: **1 F, 2 T, 3 T, 4 T**)

- Elicit the different classes in your school by giving brief descriptions of each. For example, *In this lesson you learn about what happened in the past (History)* and *In this lesson, you do a lot of exercise (PE)*. Write on the board.

- Discuss students' timetable with them. Find out when they study different classes, for example, by asking *When do you have Maths?* and *How many times a week do you have English?* Find out about break by asking *How long is your morning break?*
- Direct students to the timetable. Check their understanding of it by asking questions, such as *When is PE?*
- Students use the information in the timetable to decide if the statements are true or false.
- **Extra** Students create their timetable in English. Encourage them to include all their lessons, break and lunch.



## COMMUNICATION

### Production

**3** Work in pairs. Ask and answer.

- Have students work in pairs to ask and answer the questions. Encourage them to use the timetable they created in Activity 2 and to give reasons for their answers.
- Students tell the class what their partner's favourite day and class is.



## CREATIVITY

### Production

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

- **Materials:** coloured paper, cloth, crayons and pencils, recycled fabric, paint, glue
- Explain that the students are going to decorate the cover of their notebook. Explain that they are free to decide how they want to decorate it, but encourage them to consider a school or English theme. Alternatively, allow them to go online to find some ideas. Ask them to search for 'notebook decoration ideas'.
- Students think how they want to decorate their notebook and tell a partner. Can their partner give them any suggestions?
- Students decorate their notebook using a variety of materials.
- Students present their notebook to the class. Have them explain how they decorated it, what materials they used and why they chose that particular design.

### Objective review

- Revisit the lesson objective. Say *Now I know about schools.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

# The school day

## VOCABULARY

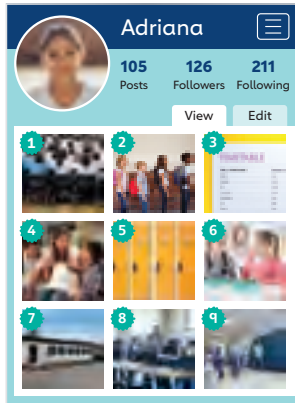
### The school day

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.



#### 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						

6 six

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



seven 7

## Lesson flow



Warm up



Lesson objective



Presentation



Code Cracker Practice



Objective review

### LESSON OBJECTIVE

I will learn words to talk about the school day.

### KEY LANGUAGE

#### Key vocabulary

assembly	packed lunch
bell's ringing	portable classroom
canteen	break
detention	timetable
gym	queue
corridor	study hall
locker	

### Warm up

- Before the class, prepare word and definition cards using the vocabulary from the previous lesson and other school-related words students know, such as *equipment*, *experiment*, *classmate*, *principal*, *uniform*, *study*, and *take tests* from English Code Level 5, Unit 1. Each card should either contain a word or its definition. Make sure there are enough so that each student has one.
- Hand out the cards to the students. Explain that they have to go around the class to find the person who has either the word or definition to match their card. If there is an odd number of students in the class, you should take part in this activity.



- When all the students have found their partner, collect and hand out the cards again to play a second time.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn words to talk about the school day.*

- Involve** Students will learn new words to describe their school day. They will practise identifying and making sentences with these words.

### Presentation

#### 1 Match the sentences with the photos.

(Answers: a 4, b 6, c 2, d 7, e 8, f 5, g 9, h 1, i 3)

- Read the sentences together and have students match them to the photos on the right.
- Draw students' attention to the words in orange. Students work in pairs to think what each word means before writing a definition of each. Students give their definitions to a partner to guess the word.
- Differentiation** Students can look in a dictionary before they write their definitions.
- Extra** Write the following questions on the board: *What do you normally do during break? Have you ever had detention? If you have a locker, what do you keep in it?* Students ask and answer the questions with a partner. Encourage students to ask further questions to get more information.

## CODE CRACKER

### Practice

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

(Answers: Chen: in the portable classroom, in an English class, Alicia: in the corridor, opening a locker, Yildiz: outside the canteen, queuing)

- Coding Syllabus:** Students will learn to understand Boolean operatives.
- Explain that students have to use the clues to find out where the three children are and what they are doing.
- Read the first clue together. Explain that we know Chen is in the portable classroom, so Alicia and Yildiz are either in the corridor or outside the canteen. Then have students read the clues to see if they can discover what Chen is doing (*in an English class*).
- Students work with a partner to discover where Alicia and Yildiz are and what they are doing.

### Objective review

- Revisit the lesson objective. Say *Now I can use words to talk about the school day.*
- Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

- Chen is in the portable classroom.
- The person that is outside the canteen is queuing.

- Alicia isn't 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

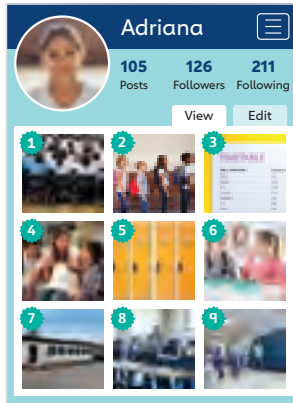
### The school day

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.



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

#### CODE CRACKER

- 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						

6 six

### 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

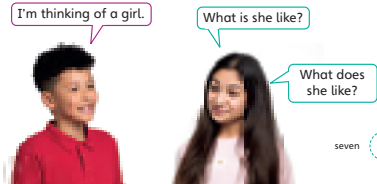
#### Personality

#### School subjects

#### 2 Match the questions to the answers.

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

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



## Lesson flow



Warm up

Lesson objective

Presentation

Practice

Production

Objective review

### LESSON OBJECTIVE

I will learn the different uses of *like*.

### KEY LANGUAGE

What is he like?  
What does she like?  
What does he look like?

### Warm up

- Brainstorm physical description words (for example, *short, thin, tall*) and personality words (*brave, clever, funny*) and write these on the board.

- Write the following sentence stems on the board: *I've got ... and I am ...*
- Have students use the sentence stems to write sentences describing their physical appearance and their personality on different pieces of paper. Collect the pieces of paper and fold them up. Students choose a piece of paper and read the sentence on it out loud. Can the class guess who wrote the sentence?

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn the different uses of like.*

- **Involve** Students will learn the different uses of *like* to ask about personality, physical descriptions, and opinions.

### Presentation

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

**Physical appearance**

curly hair  
short hair  
tall  
wears glasses

**Personality**

friendly  
quiet  
shy  
sporty

**School subjects**

English  
Maths  
PE  
Science

- Read the words in the box together and have students explain any unknown words to their classmates.
- Students put the words in the box under the correct headings.
- Students work with a partner to add more words under each heading.

- Point at the grammar box and read it together. Explain that we use *like* to ask questions about a person's physical description, personality, or their likes/dislikes.
- **Assist** Tell students that *like* is a verb, an adjective, or a preposition. Have students look at the three questions in the grammar box and decide which part of speech *like* is in each one (*What is he/she like?* – adjective, *What does he/she like?* – verb, *What does he/she look like?* – preposition).

### Practice

- 2 Match the questions to the answers.

(Answers: 1 c, 2 d, 3 e, 4 f, 5 a, 6 b)

- Students match the questions to the answers.
- **Extra** Students answer the questions about a classmate.

**COMMUNICATION**

**Production**

- 3 Play *Guess Who It Is* with a partner.
  - Demonstrate the game. Think of a student in the class and say *I'm thinking of a boy/girl*. Ask a volunteer to ask you the questions in Activity 2 to try to guess who you are thinking of. Remind students to use *he* for boys and *she* for girls.
  - Have students work with a partner. Student A thinks of a classmate and says *I'm thinking of a boy/girl*, and Student B asks the questions in Activity 2 to guess who Student A is thinking of.
  - **Extra** Students play *Guess Who It Is* with famous people.

### Objective review

- Revisit the lesson objective. Say *Now I know the different uses of like*.
- **Involve** Encourage awareness of what students can do by asking them the three questions in the grammar box about a family member.

### Story lab

READING

I will read a comedy story.

**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?

8 eight

nine 9

## Lesson flow



Warm up



Lesson objective



Reading



Comprehension



Act out



Values Production



Objective review

### LESSON OBJECTIVE

I will read a comedy story.

### Warm up

- Before the class, prepare prompt cards which all feature people and thing words, such as *dad*, *mum*, *pet cat*, *sister*, *best friend*, *car*, *aeroplane*, *helicopter*, *favourite book*. Make sure you make enough so that each pair of students has got four or so cards to choose.

- Have students work with a partner and give each pair some prompt cards. Explain that students have to take a card and ask their partner the following question using the word on the card: *What is your (mum) like?* Remind students that this question is asking about a person's personality or the description of something.
- If students haven't got the person or thing on the card, ask them to imagine they do and use their imagination when they answer the question.
- Students take turns to ask and answer the question.



- **Extra** Write the following on the board: *films, music, sport, clothes, food, TV shows, books, blogs, computer games*. Have students work with a partner. Ask them to choose one of the words on the board and ask their partner the following question along with the word they chose: *What (cinemas) do you like?* Encourage students to ask further questions to get more information.

### Lesson objective

- Introduce the lesson objective. Say *Today I will read a comedy story.*

- **Involve** Students will read a story about a case of mistaken identity. They will then change elements of the story before acting it out.

### Reading

- 1  **003** Read the story quickly and answer. Who is Samira? Tick .

(Answer: b)

- Ask students to look at the title of the story and the pictures and predict what they think the story is going to be about. Have them write a sentence.
- Direct students to the three options and, if necessary, explain that *buddy* is another word for *friend*.
- Students quickly read the story and tick who Samira is.
- Play audio 003 while students listen and check their answer.
- **Extra** Students check their predictions. Did anyone predict correctly?

### Comprehension

- 2 Read the story again. Answer.

(Answers: 1 Science and Maths, 2 She's got long dark hair and glasses., 3 She's got short hair and no glasses., 4 the Science laboratory, 5 No, she hasn't., 6 the girl)

- Direct students to the six questions and read the first one together. Ask *Is this question about what Riley's personality is, what he looks like, or what his likes and dislikes are? (likes and dislikes)*.
- Students re-read the story and answer the questions.
- Students check their answers with a partner.
- **Differentiation** Students answer the questions before they re-read the story to check their answers.

- **Extra** Write *mistaken identity* on the board and explain that *The Wrong Riley* is about two cases of mistaken identity. Elicit what mistaken identity is (when you confuse a person with someone else). Ask students if they have ever been a victim of mistaken identity or confused a person with someone else.



### CREATIVITY



### COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

### Act out

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

- Have students work in groups of three and explain that they have to work together to create a new version of the story, told from the point of view of the girl Riley and the real Samira.
- Have students read the story again and brainstorm what happened to the girl Riley and the real Samira while the boy Riley was with Shemina.
- Students use their ideas to create a new story.
- Then have them each choose a role (narrator, the girl Riley, and Samira) and practise their story before they act it out to the rest of the class.
- When all the groups have acted out their story, have the students vote for their favourite.

## Values

### Production

- 4 Work in pairs and discuss.

- Students will learn the value of being welcoming to new people.
- Have students read the questions alone and make notes of their answers.
- Then ask students to work with a partner. Have them ask and answer the questions with their partner. Encourage them to use the notes they made when they answer a question.
- Discuss as a class why it is important to welcome new people to school, the neighbourhood, etc.

### Objective review

- Revisit the lesson objective. Say *Now I can understand a comedy story.*
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story.

# Activity Book answer key and notes

WELCOME!

## 1 Read and complete.

(Answers: 1 timetable, 2 Break, 3 locker)

## 2 🎧 002 Listen and complete.

(Answers: 8:50 English, 9:55 Maths, 11:00 break, 11:20 Art, 12:25 Science, 13:30 lunch, 2:20 French, 3:30 PE)

- Play audio 002 while students listen and complete the timetable with the classes.

## 3 🎧 002 Listen again and answer the questions.

(Answers: 1 opposite the gym, 2 11:00, 3 13:30, 4 really nice)

- Play audio 002 again. Students listen and answer the questions. Have them compare answers with a partner.

## 4 Can you work out the missing number to open the locker?

(Answer: AEH)

- Students will learn to understand Boolean operatives to work out the missing letters to open the locker.
- Students work with a partner to read the clues to solve the puzzle of the missing letters.

## The school day

### 1 Read and complete.

(Answers: 1 timetable, 2 hall, 3 assembly, 4 bell rings, 5 queue, 6 gym, 7 break, 8 portable classrooms, 9 canteen, 10 locker, 11 packed lunch, 12 study hall, 13 detention)

### 2 Work it out!

(Answer: six)

- Students use addition and division to solve the word problem.

### 3 Design a locker label. Choose some decorations to stick on it.

- **Materials:** fabric, glue, glitter, sticky tape, recycled materials, plastic flowers, etc.
- Elicit what a locker label is (*a tag with your name on it that you put on your locker so that people know it belongs to you*).
- Draw students' attention to the picture of the locker label. Have students first design their locker label in their notebooks and then think of what materials they will need to make their label.

- When students have made their locker label, have them describe it to the class and explain how they made it.

## Language lab

### 1 Read the questions and answers below. Are they about personality (P), likes and dislikes (L), or appearance (A)?

(Answers: 1 A, 2 L, 3 P, 4 P, 5 L, 6 A)

### 2 Think of a person who you know. Answer the questions in 1.

- Students think of a person they know, such as someone famous, a family member, or a classmate, and answer the questions in Activity 1 about this person.

### 3 Work with a partner. Ask and answer the questions in 1 to find out about the person in 2.

- Have students work with a partner. Ask them to ask and answer the questions in Activity 1 to find out the person they each wrote about in Activity 2.

### 4 What is more important: what a person is like, what a person looks like, or what a person likes? Discuss with a partner.

- Students work with a partner to discuss the question. Encourage them to give reasons for their answers.

## Story lab

### 1 Look at the words and expressions from *The Wrong Riley*. Use the context of the story or a dictionary to help you work out the meanings.

- Students find the words and expressions in *The Wrong Riley*. Have them use the context of the story, their own general knowledge, or a dictionary to work out what each means.

### 2 Choose three of the words and expressions from 1. Write a definition of each in your own words. Then tell your definitions to a partner. Can they guess the word or expression?

- Students choose four words and expressions from Activity 1 and write a definition of each. Students then read their definitions to a partner to guess the word or expression.

### 3 Find and underline the incorrect information in each sentence. Write the correct information.

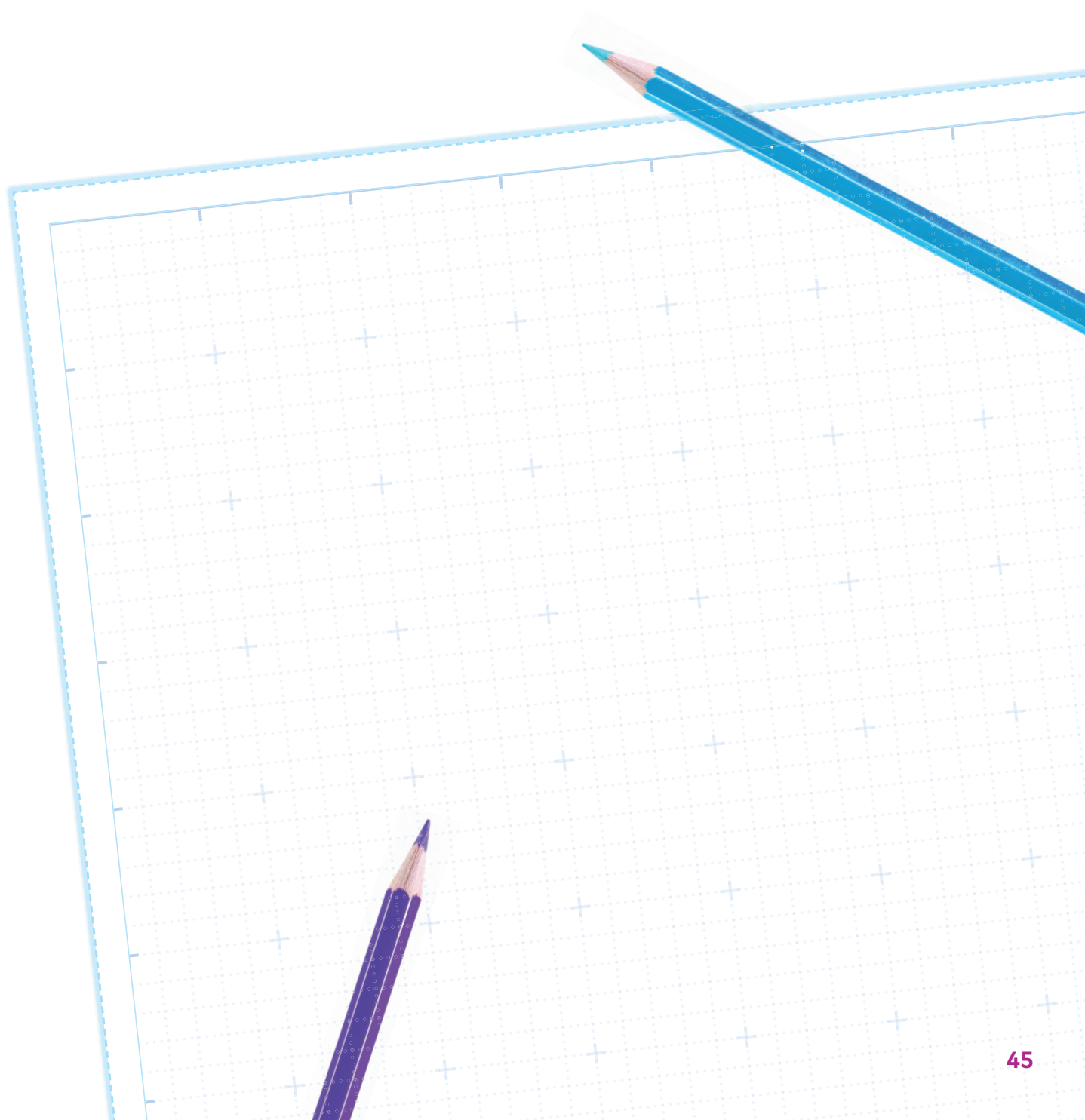
(Answers: 1 excited – nervous, 2 shy – friendly, 3 curly – dark, 4 Maths – Science)

**4** Imagine *The Wrong Riley* is a film. Follow the steps below and draw a film poster.

- Students follow the instructions to create their film poster.

**5** Present your poster to the class. Have a class vote to find out which poster is the best.

- Students present their poster to the class. Encourage them to tell their classmates how they made their poster and why they chose the actors in their film, etc.
- Encourage students to applaud each presentation and say words of encouragement, such as *Well done!*
- Students vote for their favourite film poster.



# 1

# In the news

## OBJECTIVES

### Reading

- Response to text – Can extract information from newspaper headlines, if guided by questions.
- Reading comprehension – Can follow extended stories and texts written in simple familiar language, if supported by pictures.

### Listening

- Listening development – Can understand the main points of a short, informal interview on a familiar topic.
- Listening comprehension – Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech.

### Speaking

- Spoken accuracy and appropriacy – Can speak fluently pronouncing most words correctly.
- Spoken production – Can add detail to descriptions of everyday topics using a range of nouns and verbs.

### Writing

- Text development and written process – Can include new vocabulary specific to the topic.
- Written production – Can write a short description of a trip or event.

## KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
blog	The sounds /b/, /ʌ/ and /v/	boiling point	Vaun said that he watched the news every day.
caption	a lot	crash	Hassan said that he was interested in sports news.
cyberbullying	blog	dense	Juan and Maria said that they had a funny news story to tell me.
headline	book	expand	They asked him where he was from.
interview	bully	freeze	They asked him if he liked their city.
news article	club	freezing point	I asked Scott if he had any hobbies.
online	come	gas	
report	cushion	hexagonal	
reporter	drum	ice	
share	foot	liquid	
source	fun	molecules	
upload		snowflakes	
vlog		solid	
		steam	



## PROJECT: MAKE A VIDEO NEWS REPORT

Students will think about how we find out about the news. They will consider and compare the different sources of news (newspapers, TV, radio, internet, social media) and research news stories that they find interesting. Students will check the facts of these news stories by comparing different sources. Next, students will agree on in groups a news story to develop into a video script. They will write a video script before filming it if the technology is available. Finally, they will present it to the class.

## EXPERIMENT LAB: FREEZING LIQUIDS AND SOLIDS

Students will find out about the different states of water and what happens when you freeze different materials.

**Materials:** three paper cups, salt, food colouring, a fizzy drink, a teaspoon, an empty glass, shaving cream

### Pearson English Portal digital resources

Go to Pearson English Portal and click on 'Resources' for more teaching resources, including videos.

## CODING: SEQUENCE PATTERNS

- Students will learn how to recognise a sequence in a pattern.
- Students will learn to see and copy patterns or orders in a sequence.

## MATHS

Students will learn how to solve word problems using addition or division.

## VALUES AND SOCIAL-EMOTIONAL LEARNING: FACT CHECKING

Students will learn why it is important to check the facts.

## CREATIVE ACTIVITIES

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

This feature occurs in most of the Story lab lessons and will help students revisit and produce core language learnt so far in the unit, as well as collaborate with other students in a fun context.

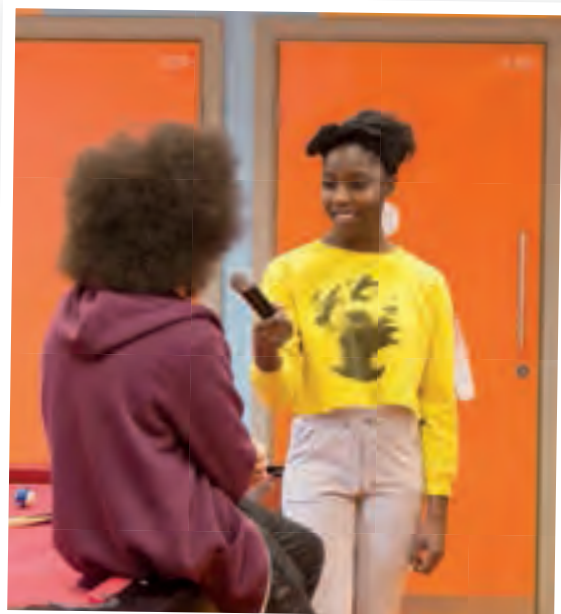
### Make a newspaper bookmark.

Continuing their research into the subject of newspapers, students make their own bookmark from old newspapers. They go through the old newspapers to find photos and headlines that appeal to them, then cut these out and stick onto the card.

### Interview classmates for a school magazine.

### In your notebooks, write direct questions.

Students practise using direct questions to interview their classmates.



# How can I make a video news report?

## OPENER

### 1 In the news

How can I make a video news report?

**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.

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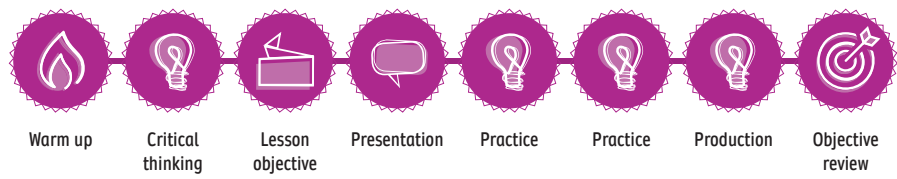
**4** ☀️ How do you know if news is true? In pairs, tick  the sentences you agree with.

It's true because ...

... it's on social media. <input type="checkbox"/>	... you can look it up on the internet. <input type="checkbox"/>
... there's a photo to prove it really happened. <input type="checkbox"/>	... it comes from a reliable source. <input type="checkbox"/>
... it's in many different articles and reports. <input type="checkbox"/>	

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

## Lesson flow



**LESSON OBJECTIVE**

I will learn how we can report the news.

---

**KEY LANGUAGE**

article	online news	website
headline	reporter	

### Warm up

- Before the lesson, find two different news articles in English. Divide students into two teams and ask for a volunteer from each team to dictate the first two paragraphs to the other team, who must write down what they hear.

- When the dictations have finished, ask students to read what they wrote out loud. How accurate was each dictation?
- **Challenge** Students work in groups to read one of the news stories in full. Have students think about how the news reporter got the information.

**CRITICAL THINKING**

- Ask students *How can we report the news?* Explain that they will make a video news report as their final project. Ask what they will need to think about for their project. Write ideas on the board (*what news story to report, how they will report the news, how they will check the facts, how they will make their news report, etc.*).

- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for the news, how to report what someone has said, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask individuals for ideas. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1 and provide the English translation.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn how we can report the news.*
- **Involve** Students will learn to recall and identify what they already know about the news and learn some new language to be able to discuss those ideas in English.

## COMMUNICATION

### Presentation

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

- Activate prior knowledge by asking students *How do you get information about what is happening in the world?* Elicit and write their ideas on the board (*from newspapers, from the TV, the radio, online, etc.*). Ask them how often they watch, listen to, or read the news. Put students into pairs and ask them to describe a recent news event to their partner.
- Have students look at the picture and headlines on pages 10 and 11. Ask them what they think each headline is about.
- **Differentiation** Point at the picture and ask *What can you see?* (*I can see newspapers on the table, etc.*). Then have students think which newspaper belongs to which headline.

## CRITICAL THINKING

### Practice

#### 2 Identify the following in the photo.

(Answers: **1** Sky Brown Skateboard Champion, Huge Snowstorm Hits the USA, We Love Swimming Together, **2** any of the children, **3** Sky Brown Skateboard Champion, Huge Snowstorm Hits the USA, We Love Swimming Together, **4** We Love Swimming Together)

- Introduce the new vocabulary (*article, headline, online news and reporter*) and encourage students to say the words out loud. Ask students to identify the new vocabulary in the picture on pages 10 and 11.

## CRITICAL THINKING

### Practice

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

- Have students look at the headlines again and decide which they would like to find out more about. Elicit and ask students to explain why.
- Ask students to write three questions they want to ask to find out more information about their chosen article(s).
- **Monitor** Monitor, answer any vocabulary queries, and help students with grammar and sentence structure if necessary.
- **Extra** Before the class, find an appropriate headline in English from a recent news story. Display this on the board and ask students to write three questions they would ask to find out more information about the story. Students research the story to find the answers to their questions.

## CRITICAL THINKING

### Production

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

(Answers: ... it's in many different articles and reports., ... it comes from a good, reliable source.)

- Go through the sentences together as a class and answer any vocabulary queries. Ask students how they know if news is true. Have them tick the ones they agree with. Then students work in pairs to compare sentences. Are there any similarities or differences? Discuss as a class.
- Ask students to consider why they didn't tick the other sentences. Discuss as a class. (*Anybody can post things on social media; photos can easily be faked or manipulated; anybody can post things online.*)
- **Extra** Ask students to find headlines from two true news stories. Then ask them to invent a headline from an imaginary news story. Have students swap headlines to find the true news stories.

### Objective review

- Revisit the lesson objective. Say *Now I know how we can report the news.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.



# Social media club

## VOCABULARY

### 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.

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

HOME NEWS SPORT ARTICLES BLOG

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**

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

**Across**

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

12 twelve

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

**4** Listen and tick .

- What does Olivia enjoy most?
  - a interviewing people
  - b making news reports
  - c vlogging
- How often does she do it?
  - a every week
  - b every two weeks
  - c every day
- What is it about?
  - a reviewing games
  - b giving interviews
  - c reviewing films
- What does Rob want to be?
  - a a computer games tester
  - b a reporter
  - c a website designer
- 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.

- What would you enjoy most/least about this after-school club? Why?
- 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.

Let's make a vlog! A lot of people will watch it on the internet.

The after-school club is fun. Why don't you come?

It isn't a good idea to put unkind comments on the internet. That's cyberbullying.

**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 ___

thirteen 13

## Lesson flow

Warm up   Lesson objective   Presentation   Practice   Practice   Practice   Production   Presentation   Practice   Objective review

### LESSON OBJECTIVE

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

### KEY LANGUAGE

#### Key vocabulary

blog	news article	source
caption	online	upload
cyberbullying	report	vlog
headline	reporter	
interview	share	

### Phonics

/ɒ/, /ʌ/ and /ʊ/

a lot	club	foot	on	Sun
blog	come	fun	put	vlog
book	cushion	good	shop	wash
bully	drum	money	son	watch

### Warm up

- Write *blog* and *vlog* on the board. Ask students if they read blogs or watch vlogs. If so, have them discuss with a partner what blogs and vlogs they like and why. Then ask students if they have ever written a blog or made a vlog. If so, what are they about? Students tell the class.



### Lesson objective

- Introduce the lesson objective. *Say Today I will learn words to talk about social media and news.*
- **Involve** Students will learn new social media and news words that relate to their everyday lives. They will practise identifying and making sentences with these words.

### Presentation

- 1 **004** Read the text quickly and answer the questions. Then listen and read.

(Answers: **1** The students learn to make video news reports at a social media after-school club., **2** The teacher learnt about news reporting in his old job because he is an ex-newspaper reporter.)

- Read the two questions with the students, and ask them to quickly find the answers in the web page.
- Play audio 004 and have students read along while they listen.
- Draw students' attention to the words in orange. Say the words out loud and encourage students to repeat. Students work in pairs to think what each word means from the context before writing a definition of each one.
- **Differentiation** Allow students to use a dictionary before they write their definitions.

### Practice

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

(Answers: Down: **1** source, **2** cyberbullying, **4** share, **5** reporter, **8** blog, Across: **2** caption, **3** interview, **6** upload, **7** vlog, **9** headline)

- Explain that students must use the clues to complete the crossword with the colour words from Activity 1. Do the first one together.
- Students complete the crossword.

### CRITICAL THINKING

#### Practice

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

- Ask students to write as many social media and news words as they can in one minute. Elicit and write on the board.
- Draw a spidergram on the board with five lines coming from the central circle. In the central circle, write *social media and news*. In circles at the end of each of the lines, write *types of text, the origin of a text or information, negative activities, verbs, people*.
- Students copy the spidergram and put the words on the board in one of the five categories. Then students add words from pages 10, 11, and 12.

### Practice

- 4 **005** Listen and tick  the correct box.  
(Answers: **1** c, **2** b, **3** a, **4** b, **5** b)

- Play audio 005 and have students tick a, b, or c to answer the questions.
- Play the audio again for students to check their answers.

### CRITICAL THINKING

#### Production

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

- Focus students' attention on the two questions and have them answer them.

### Ph PHONICS

#### Presentation

- 6 **006** Listen to how we say the coloured letters. Listen again and repeat.

- Students will learn the sounds /b/, /ʌ/, and /ʊ/.
- Play audio 006. Students listen and read the speech bubbles. Then play the audio for the first speech bubble again. Pause the audio and ask *How do we say the coloured letters?* (/a/).
- Play the audio once again for students to repeat and encourage them to emphasise the /b/ sound.
- Repeat for the second speech bubble and encourage them to emphasise the /ʌ/ sound. Then do the same for the third speech bubble and encourage them to emphasise the /ʊ/ sound.
- **Assist** Play the *Phonics Pronunciation* video while students sit and watch quietly. Play it again and have students copy what they see and hear.

### Ph PHONICS

#### Practice

- 7 **007** Listen. What sound has each word got? Write **1, 2** or **3**. Then listen again and check.

(Answers: cushion **3**, drum **2**, blog **1**, wash **1**, shop **1**, son **2**, money **2**, book **3**, foot **3**)

- Say the words in Sound 1. Ask students to repeat and identify what the sound is (/b/). Repeat with Sound 2 (/ʌ/) and Sound 3 (/ʊ/).
- Play audio 007 and have students write the sound they hear. Play the audio again to check answers.

### Objective review

- Revisit the lesson objective. *Say Now I know words to talk about social media and news.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

# Language lab

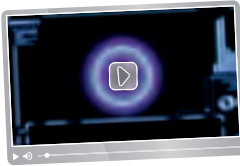
## GRAMMAR 1: REPORTED SPEECH

### 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.



##### 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**

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

14 fourteen

#### 3 Look at the picture story. Write the letter.

#### CODE CRACKER

- We often rescue cats from trees. I am on my way.
- I'm stuck in a tree because I'm too scared to climb down!
- I'm so glad you are safe and back home with me!
- 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 \_\_\_\_\_

2 The firefighter said that \_\_\_\_\_

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 ...

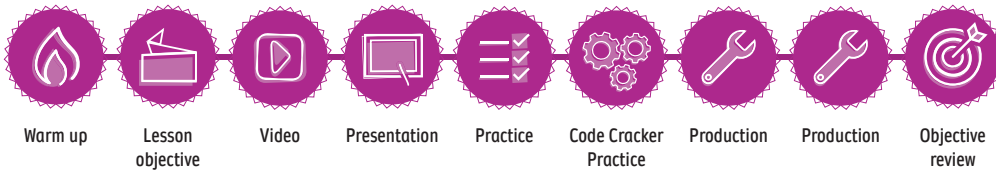
**Marta**

My brother's got a pet lizard.

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

fifteen 15

## Lesson flow



### LESSON OBJECTIVE

I will learn to use reported speech.

### KEY LANGUAGE

Vaun said that he watched the news every day.  
Hassan said that he was interested in sports news.  
Juan and Maria said that they had a funny news story to tell me.

### Warm up

- Before the class, write definitions of the social media and news words from pages 12 and 13.

Make sure half of the definitions are close to the topic but incorrect.

- Ask students to stand in a line down the middle of the classroom. On the left side of the board write *yes*, on the right write *no*.
- Read the definitions to the class. If students think the definition is correct, they jump to the left. If they think it is wrong, they jump to the right.
- Extra** Students correct the incorrect definitions.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn to use reported speech.*

- **Involve** Students will learn to use reported speech. They will practise by reporting what other people have said.

## Video

### 1 Watch the video.

- Play the introductory video where we meet the grammar game contestants. Then play the Unit 1 video. Ask students to sit and watch quietly.
- Write the following sentences on the board: *This video is popular. We have to take care of the planet. In my school, we learn about social media.* Play the video again and ask students to write down the sentences that the players find on the line (*Sasha said the video was popular., The blogger said we had to take care of the planet., He said in his school they learnt about social media.*). Elicit and write these on the board alongside the other sentences, but in a different order.

## Presentation

- Point at the grammar box and read the sentence in direct speech. Then read the sentence in reported speech. Focus students' attention on the red words. Ask *What do you notice about the verb? (It's in the present in direct speech, but in the past in reported speech.)*. Allow students a few moments to discuss with a partner. Elicit.
- Look at the pronouns with the class. Ask *What happens to the pronouns in reported speech? (They change.)*.
- **Extra** Students match the sentences on the board from the previous activity.
- Remind students to use the Grammar Reference on page 146 of their Pupil's Books.

## Practice

### 2 What did they say? Circle.

(Answers: 1 read, were, 2 had, 3 wrote, 4 was)

- Students read the comments. If necessary, ask students to add words to their spidergrams.
- **Differentiation** Ask students to underline the verbs in the comments. Elicit the Past Simple forms.
- Students circle the correct words to complete the sentences.

## Practice

### 3 Look at the picture story. Write the letter.

(Answers: 1 a, 2 d, 3 c, 4 b)

- **Coding Syllabus:** Students will learn how to recognise a sequence in a pattern.
- Have students look at the pictures and discuss with a partner what is happening in each one.

## CODE CRACKER

- Draw students' attention to the sentences. Explain that they are what the characters in the story are saying. Students match the sentences to the speech bubbles.

## Production

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

(Answers: 1 he needed help. His cat was stuck in a tree., 2 they often rescued cats from trees. He was on his way., 3 he was so glad the cat was safe and back home with him., 4 was stuck in a tree because he was too scared to climb down.)

- Look at the sentence in the first speech bubble in Activity 3. Ask students to circle the pronouns (*I, My*) and underline the verbs (*need, is*). Elicit what happens to these words in reported speech (*I – he, my – his, need – needed, is – was*).
- Complete the first blank in the news article together by putting the sentence in reported speech (*He said that he needed help. His cat was stuck in a tree.*).
- Students work in pairs to complete the rest of the news article by converting sentences a–d to reported speech.

## Production

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

- Demonstrate the activity by asking a student to write one true sentence and one false sentence about themselves using the prompts in the box. Use reported speech to tell the class what the student wrote. Ask the class to raise a hand when they hear the true sentence.
- Ask students to use the sentence prompts to write one true and one false sentence about themselves on a piece of paper. Ask them to write their name at the top of their piece of paper before folding it.
- Go around the class and collect all the folded pieces of paper in a bag or a hat. Invite a student to choose one of the pieces of paper. Have them read the two sentences out loud using reported speech. The class puts up their hand when they hear the true sentence.

## Objective review

- Revisit the lesson objective. Say *Now I can use reported speech.*
- **Involve** Encourage awareness of what students can do by saying a sentence and having them tell you what you just said using reported speech.

### Story lab

READING

I will read a mystery story.

**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.

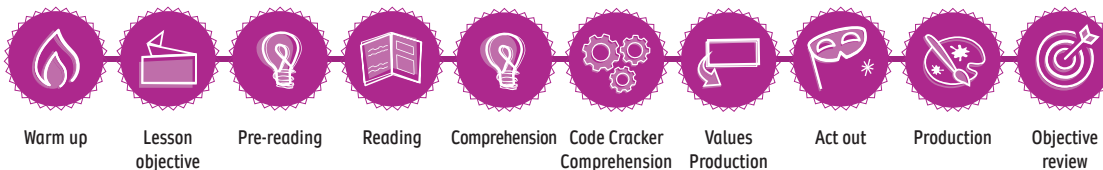
**5** Think and discuss.

- How can reporters find out facts?
- Why is it important for them to check facts before they write an article?
- 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.

## Lesson flow



### LESSON OBJECTIVE

I will read a mystery story.

### Warm up

- Write the following on the board: *pop star, film star, football player, politician*. Ask students to work in pairs. Student A is a reporter and Student B chooses one of the occupations on the board. Allow Student A a few moments to think of some questions before interviewing Student B. Student A then writes sentences reporting what Student B said. Students then swap roles.

- Extra** Before the class, write direct speech sentences down one side of a piece of paper and the reported speech versions on the other side. Divide the class into two teams and nominate a team captain. Read each reported speech sentence out loud. Teams have to discuss what the direct speech version is. When they think they have the answer, the team captain puts up his/her hand to say the answer.

### Lesson objective

- Introduce the lesson objective. Say *Today I will read a mystery story*.



- **Involve** Students will listen to and read a mystery story about a missing necklace. They will use the information in the picture to make predictions about the story and decide if information is true or false.

### CRITICAL THINKING

#### Pre-reading

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

(Answers: The students may give the name of any tropical country because of the plants, trees, and flowers and because of the monkey in the tree.)

- Ask students to look at the picture in pairs and discuss what they can see. Then ask them to make a prediction about what country it is.
- **Extra** Write these questions on the board: 1 Which character in the picture is Annisa? (the girl with the notepad), 2 Who is the man in the shop? (the owner), 3 Why is the necklace missing? (the monkey stole it). Have students look at the picture to make guesses.

#### Reading

- 2  **008 Read and listen.**

- Pre-teach the following words: *clue, footprint, precious, robbery, thief*. Ask questions to check students' understanding.
- Play audio 008 and have students listen and follow the story in their book.
- If you did the Extra activity in Activity 1, check students' predictions and elicit the correct answers.
- Read the story as a class and have students read a sentence each out loud.

### CRITICAL THINKING

#### Comprehension

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

(Answers: 1 F, 2 T, 3 F, 4 F, 5 T, 6 T)

- Students read the sentences and decide if they are true or false.
- **Differentiation** Students correct the false ones.

#### Comprehension

### CODE CRACKER

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

(Answers: purple, yellow, red, blue, blue)

- **Coding Syllabus:** Students will learn to see and copy patterns or orders in a sequence.
- Make sure you have sufficient blue, purple, yellow and red pens or pencils.

- Students work in pairs. Have them look at the necklace to see if they can spot the pattern. Students colour the missing beads.

### Values

#### Production

- 5 **Think and discuss.**

- Students will learn why it is important to check the facts.
- Students work in small groups to discuss the questions. Then have a class discussion.

### CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

#### Act out

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

- Put students into groups of five. Ask them to review the story and decide what details they want to keep and what details they want to change, e.g., characters' names, dialogue, or even what happens at the end of the story.
- Students make their changes before deciding who plays the different characters in the story.
- Each group practises before acting out in front of the class. Encourage students to provide support and encouragement for each other.

### CREATIVITY

#### Production

- 7 **Make a newspaper bookmark.**

- **Materials:** card, newspapers, scissors, glue
- Write the word *bookmark* on the board. Elicit what the word means and what bookmarks are used for.
- Explain that students are going to make their own bookmark from old newspapers.
- Have them cut out a rectangular piece of card. Then have them go through the old newspaper to find photos and headlines that appeal to them. Ask them to cut these out and use the paste to stick onto the card. Encourage students to then colour in their bookmarks.

#### Objective review

- Revisit the lesson objective. Say *Now I can read a mystery story*.
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story.



# Experiment lab

## SCIENCE: FREEZING LIQUIDS AND SOLIDS

### 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.



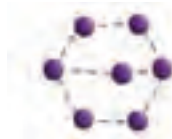
18 eighteen

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

ice    water    steam



1 \_\_\_\_\_ 2 \_\_\_\_\_



3 \_\_\_\_\_

- 4** Work in pairs and discuss.

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

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

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

- 6** Work it out! Compare with a partner.

#### MATHS ZONE

- 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?
- 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



- 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.
- Put all the cups in the freezer for a day.
- Predict what will happen to the liquid in each cup. What are the results?



nineteen 19

## Lesson flow



Warm up

Lesson objective

Video

Pre-reading

Reading

Reading

Practice

Production

Production

Maths Production

Experiment time

Objective review

### LESSON OBJECTIVE

I will learn about different states of water.

### KEY LANGUAGE

boiling point	freezing point	molecules
crash	gas	snowflakes
dense	hexagonal	solid
expand	ice	steam
freeze	liquid	

### Warm up

- Before the class, find different images of water from magazines or online. Have students work in pairs and give them an image. Write see on the board. Have students discuss with their partner what they can see in the image. Then write *think* on the board. Students discuss with their partner what they think is happening in their picture.
- Finally, write *wonder* on the board. Have students discuss what questions they would like to ask that can't be answered by their image.
- Students present their images and explain what they saw, thought and wondered.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about different states of water.*

- **Involve** Students will do an experiment to test what happens when you freeze different materials.

### Video

- Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about states of matter.

### Pre-reading

- Write *States of water* on the board. Ask students if they know the different states of water (*liquid, gas* and *solid*). If not, write them on the board and explain how they are different (*liquid* – water in its natural form, *gas* – this is what happens to water when it gets very hot and turns to steam, *solid* – this is what happens to water when it gets very cold).



### CRITICAL THINKING


#### Reading

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

(Answer: Because it is not a common event.)

- Put students into pairs. Student A explains the headline and Student B the photo.
- Ask *How cold do you think it is in the photo? Do you think weather like this is normal? Have any of you experienced weather like this?* Discuss.

### Reading

- 2  009 Read and complete. Then listen and check.**  
(Answers: 1 liquid, 2 solid, 3 freezing point, 4 boiling point, 5 gas)

- Pre-teach the following words: *crash, dense, expand, hexagonal, molecule, spread, steam.*
- Students read and complete the text with the words in the box.
- Play audio 009. Students listen and read to check their answers.

### Practice

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

(Answers: 1 steam, 2 water, 3 ice)

- Focus students' attention on the three diagrams and the words in the box. Have them work in pairs to label the diagrams. Students re-read the text in Activity 2 to check their answers.
- **Challenge** Write the following words on the board: *to melt, to heat, evaporation, condensation, to solidify.* Have students write a definition of each in their own words.



### CRITICAL THINKING

#### Production

- 4 Work in pairs and discuss.**

(Answers: 1 The salt lowers the freezing point of water (it makes water freeze at a lower temperature)., 2 Because ice is less dense and therefore lighter than water.)

- Go through the questions with the class and answer any vocabulary queries.

#### Production

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

(Answers: 1 F, 2 F, 3 T, 4 T)

- Students decide if the sentences are true or false.

### MATHS ZONE

#### Production

- 6 Work it out! Compare with a partner.**

- Students will learn how to solve word problems using addition or division.
- Go through the first problem together. The answer will depend on how tall each student is. For example, if a student is 1.5 metres tall (150 cm), the answer will be 140 cm.
- Students work out the remaining word problem. Remind them that each student's answer will be different.

### Experiment time

#### What happens when you freeze different materials?

- Students should do this experiment at home because they need to use a freezer. Ask them to make a vlog about their experiment.
- **Materials:** (per pair or group) three paper cups, a teaspoon of salt, a teaspoon of food colouring, a can of fizzy drink
- **Differentiation** Read all the instructions with students. You can check their understanding by asking *What do you need?* (*three paper cups, etc.*) *How can you do the experiment?* (*Fill cup A with water, etc.*).
- Students make their predictions. Ask them to do the experiment at home before recording the results.

#### Objective review

- Revisit the lesson objective. Say *Now I know about different states of water.*
- **Involve** Encourage awareness of what students know by asking them to describe the different states of water. Also, test them on some of the vocabulary from the lesson.

# He asked me if ...

## COMMUNICATION: REPORTED SPEECH QUESTIONS

### He asked me if ...

COMMUNICATION: REPORTED SPEECH QUESTIONS

I will learn about reporting an interview.

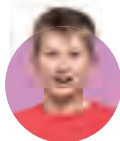
**1** Look at the sentences. Can you guess the questions the reporters asked Scott? Write. Then listen and check.

1 \_\_\_\_\_ 2 \_\_\_\_\_  
 I'm from Boston, USA! I'm 28 years old.  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 My birthday's in January. Spaghetti and meatballs!  
 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 No, I don't watch much TV. After the match, I want to sleep!

	Direct questions	Reported speech questions
Wh- questions	Where are you from?	They asked him where he was from.
Yes/No questions	Do you like our city?	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.

20 twenty

### Writing lab

WRITING A PODCAST

I will write a podcast.

**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.

**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.

twenty-one 21

## Lesson flow

Warm up Lesson objective Presentation Practice Production Production Production Objective review

### LESSON OBJECTIVE

I will learn about reporting an interview.

### KEY LANGUAGE

They asked him where he was from.  
 They asked him if he liked their city.  
 I asked Scott if he had any hobbies.

### Warm up

- Practise reported speech. Ask a student a question, for example, *What is your favourite food, Lei?* Allow the student to answer, but pretend you didn't hear. Ask another student to

tell you what the first student said. For example, *'What did Lei say, Kun?' 'Lei said that her favourite food was noodles.'*

- Extra** Before the class, write sentences on different pieces of paper. For example, *I'm sorry I'm late. I'm hungry.*, etc. Give a sentence to each student and have them walk around the classroom saying whatever is written on their piece of paper. After a few minutes, ask students to tell you what their classmates said (*Marta said that she was tired.*, etc.)

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about reporting an interview.*

- **Involve** Students will learn how to report questions. They will gain confidence using the new language through real-life conversations.

### Presentation

- Ask a volunteer to come to the front of the class. Tell the rest of the students that the volunteer is a new member of the class who you know nothing about. Give students a few minutes to think of questions they want to ask the new student. Elicit and write some of these on the board (e.g., *What is your name? Where do you live? Do you like English? How old are you?*).
- Students ask the volunteer their questions. Tell the volunteer to either use real information or to make their answers up.
- Alongside the questions you wrote on the board, write reported question sentence stems using the name of the student who asked the question and the verb asked, for example, *Nour asked the new student ...* Complete the first as an example (*Nour asked the new student what her name was.*).
- Elicit what happens to pronouns and verbs (*Pronouns change and Present Simple verbs become Past Simple verbs.*) and ask what they notice about word order (*question word order becomes normal word order*).
- Students complete the rest of the sentence stems.
- Remind students to use the Grammar Reference on page 146 of their Pupil's Books.

### CRITICAL THINKING

#### Practice

- 1 **010** Look at the sentences. Can you guess the questions the reporters asked Scott? Write. Then listen and check.

(Answers: 1 Where are you from?, 2 How old are you?, 3 When is your birthday?, 4 What's your favourite food?, 5 Do you watch much TV?, 6 What do you do after a game?)

- Put students in pairs to write the questions.
- Play audio 010. Students listen and check their answers.
- **Extra** Students write the questions in reported speech using the stem *The reporter asked Scott ...*

### COMMUNICATION

#### Production

- 2 Write two more questions to ask Scott. Then role-play your interview and report back to the class.
- Explain that students are reporters and they have to ask Scott two questions each. Encourage students to be as imaginative as possible.

- Students work in pairs. Student A is the reporter and Student B is Scott. Student A asks Student B their questions and makes a note of the answers. Students swap roles.
- Have students write their questions and Scott's answers in reported speech. Check answers as a class.

### CREATIVITY

#### Production

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

- Ask *What information do you typically find in a school magazine?* If students don't mention interviews with teachers and students, elicit this. Ask students what questions they would ask the school principal in an interview.
- Have students work in groups to interview each other. Make sure you group students who don't normally work together. Each student writes five questions they would like to ask the other members of their group.

### COMMUNICATION

#### Production

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

- Students interview the other members of their group. Make sure they make a note of the answers to their questions. Also, ask them to make a note of the questions that they were asked.
- Read the speech bubbles with students and explain that they must now tell the class what the other members of the group asked them. Allow them a few moments to think what they are going to say.
- **Differentiation** Students write down the questions they were asked using reported speech.
- Students take turns to tell the rest of the class what they were asked.

### Objective review

- Revisit the lesson objective. Say *Now I know about reporting an interview.*
- **Involve** Encourage awareness of what students can do by asking them questions and having them report what you said.



# Writing lab

## WRITING A PODCAST



### He asked me if ...

COMMUNICATION: REPORTED SPEECH QUESTIONS

I will learn about reporting an interview.

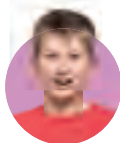
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 No, I don't watch much TV. After the match, I want to sleep!

	Direct questions	Reported speech questions
Wh- questions	Where are you from?	They asked him where he was from.
Yes/No questions	Do you like our city?	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.

20 twenty

### Writing lab

WRITING A PODCAST

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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.

**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.

twenty-one 21

## Lesson flow



Warm up Lesson objective Practice Production Production Production Objective review

### LESSON OBJECTIVE

I will write a podcast.

#### Warm up

- Play *Pass the ball*. Have students stand in a circle. Throw a ball or scrunched-up piece of paper to the first student and ask them a question, for example, *What is your name?* The student has to report your question (*The teacher asked me what my name was.*) before throwing the ball to the next student and asking them a question. Continue the game so that every student gets the chance to ask and report a question.

- Differentiation** Instead of using a ball, students can write their question on a piece of paper. When they have done so, they give it to a student. Allow students a few moments to report the question to the rest of the class.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will write a podcast.*
- Involve** Students will learn to write a podcast. They will gain confidence through scaffolded writing tasks, to enable them to write a script for a podcast.





## CRITICAL THINKING

### Practice

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

(Answer: It's about a boy who was saved from a shark attack by a group of dolphins.)

- Write the word *podcast* on the board and ask students to explain to you what one is (*an audio series that people can download and listen to at any time; they can be news shows, documentaries, review shows, etc.*). Ask students if they download and listen to any podcasts. If so, which ones? Encourage students to tell the rest of the class about the podcasts they like.
- Direct students' attention to the photo and headline, which is the first sentence that the presenter says. Ask *What animals rescued the surfer and what was the danger?* Students discuss in pairs.
- Students quickly read the podcast script to check their answers.

### Production

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

(Answers: The story is about a surfer who was rescued from a shark attack by a group of dolphins. The surfer saw a shark's fin, but before the shark could reach him, a group of dolphins appeared to protect him. It happened yesterday. It happened at Long Beach, California. It ended well because the boy was kept safe and he is now starting a *Save the Dolphins* group on social media.)

- Pre-teach the following words: *shark, fin, ring*. Ask questions to check students' understanding.
- Direct students' attention to the five *Wh-* questions. Explain that all good news stories usually answer these questions. Read the questions together and elicit when we use each *Wh-* question word (*who* – questions about people, *what* – questions about events or things, *when* – questions about time, *where* – questions about location, *why* – questions about reasons).
- Students read the podcast script and answer the questions.
- **Differentiation** Write the answers on the board and ask students to match them to the *Wh-* questions.
- **Extra** Have students find a news story in English and find the answers to the five *Wh-* questions in it.

### Production

**3 Find and underline the following in the podcast script.**

(Answers: **1** Animals rescue surfer from danger, **2** Sandy Rider, 12, **3** Sandy Rider, 12, was in the sea at Long Beach, California, **4** How did you feel when you saw the shark, Sandy?, **5** Sandy said that from that moment on, dolphins had a special place in his heart., Later, he said that he wanted to start a *Save the Dolphins* group on social media.)

- Ask students to quickly read the podcast script again to find and underline the headline (*Animals rescue surfer from danger*). Then have students find and underline the caption, an example of a fact, an example of direct speech, and an example of reported speech.
- **Extra** Before the class, source several different news stories in English. Make sure you have enough for each pair of students. Ask students to work in pairs, and give each pair a news story. Ask them to read their story and underline the headline, any photo captions, an example of a fact, an example of direct speech, and an example of reported speech.



## COMMUNICATION

### Production

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

- Have students work in pairs to create a script for a podcast news report. If you did the Extra activity in Activity 3, use the same news stories. If not, source sufficient news stories in English for each pair.
- Refer students back to the five *Wh-* questions and ask them to find the answers to these in their news stories. Monitor and check their answers.
- Ask students to use their answers to create a script for a podcast. Encourage them to include a headline, facts, examples of direct speech, and examples of reported speech. Also, remind them to include what the presenter, the reporter, and any other people who are going to be interviewed are going to say. Ask them to refer back to the script in the book to help them.
- **Digital literacy** If the technology is available (smartphones, computers, etc.), encourage students to record their podcast.

### Objective review

- Revisit the lesson objective. Say *Now I can write a podcast.*
- **Involve** Encourage awareness of what students can do by having them read their podcast out loud.

# Project and Review

## MAKE A VIDEO NEWS REPORT



### 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.

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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.

### Lesson flow

#### LESSON OBJECTIVE

I will make a video news report.

#### Warm up

- Ask students to look at the spidergram they created on page 12 and revise the new words from the unit. Have them work with a partner and make sentences using the words (e.g., *A reporter is someone who writes news. Cyberbullying is very bad. A headline is the title of a news report.*).
- Write on the board *How important is it to tell the truth when you report the news?* Have a class discussion. Encourage students to think about

the consequences of reporting false news, how a reporter can make sure their news is true and to consider how students can check themselves if a news story is true or not. Also, ask *Are the internet and social media reliable sources of news? If not, why?*

#### Lesson objective

- Introduce the lesson objective. Say *Today I will make a video news report.*
- **Involve** Students will learn how to make a video news report. They will use the language learnt from the unit to understand how to complete their project and present it to the rest of the class.

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## Step 1

### Research

- Students work in pairs. Ask them to think about the different ways in which we find out about the news, e.g., newspapers, the radio, and social media. How are these news sources similar and different? Discuss as a class.
- Pairs then make a list of the news sources from the most reliable to the least reliable. Ask them to compare their lists with another pair.
- Ask students to think of two or three news events that have happened recently. Students go online or check newspapers to find photos, headlines and facts about the stories.

## Step 2

### Plan

- Ask pairs to work with another pair. Have them compare the stories that they have researched. Encourage the two different pairs to explain to each other why they chose their stories.
- Each group then has to reach an agreement as to which news story they will use for the final project.
- Once students have decided upon their news story, refer them back to the five *Wh-* questions on page 21. Ask them to answer those questions about their news story.
- Have groups think about how true their story is. Ask *How can you find out if a news story is true?* Elicit the answer (*by checking different sources*). Groups then use different sources to check the facts of their news story.
- Students then decide who to interview for their video news report. Explain that they can use people who featured in the original news story. Ask them to think about the questions they will ask.

## Step 3

### Create

- Students now create the script for their video news report. Ask them to consider the following: the headline, an interesting introduction to get people's attention and to make sure they answer the five *Wh-* questions. Encourage them to also use direct and reported speech. Encourage them to use the podcast script on page 21 to help them.
- **Monitor** Go around the class and make suggestions as to how students can improve their news reports.
- When each news report is finished, students then decide on the different roles. Ask them to decide who will be the presenter, who will be the reporter, and who will be the people being interviewed. If the news report is going to be filmed, decide on who will operate the video camera. Once all the roles have been decided, have students practise the report.



## COLLABORATION

### Step 4

#### Show and tell

- Students present their news report to the rest of the class.
- Encourage the class to ask questions to find out more information at the end of each news report. The questions can be about the events of the news, or how each group decided upon which student played which role, for example.
- **Digital literacy** Groups can film their news reports if the technology is available.

### At home +

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

- Have students watch a TV news report at home with their family or friends. Ask them to predict what each news story is going to be about when they hear its headline. Encourage them to tell their predictions to the people they are watching with.

### Now I can ...

- Show students the *Now I can ...* box and read the sentences. Have students repeat, then ask questions to check understanding, e.g., *Can you use three words to talk about social media and the news?* (for example, *upload, source, report*).
- **Involve** Ask students to consider how they feel about these statements. Explain that if they feel confident about a statement, they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do.
- **Monitor** Go around the class and have students choose and say the statement they are the most confident about. Make notes of the statements that the fewest students choose and ensure to revise the content in the future.

### Objective review

- Revisit the lesson objective. Say *Now I can make a video news report*.
- **Involve** Encourage awareness of what students can do by having them show you their news report and asking them questions about it.

### Assessment pack

- For grammar and vocabulary assessment, have students complete the Practice and Unit tests in the Assessment Pack.

### Pearson English Portal games

Go the Pearson English Portal and click on 'Resources' for a class game.

# Activity Book answer key and notes

## UNIT 1: IN THE NEWS

### 1 Read and complete.

(Answers: **1** reporter, **2** caption, **3** headline, **4** article)

### 2 003 Listen. How do these people follow the news? Tick the things they mention.

(Answers: Bobbie: online news, websites, Vanessa: TV, Ollie: newspaper)

- Play audio 003 while students listen and complete the table.

### 3 How do you follow the news? Ask and answer in pairs.

### 4 Read the article. Who was the thief?

(Answer: Mr Silver. If Ms Diamond is telling the truth, then Mr Silver is the thief. If Mr Gold is telling the truth, then Mr Silver would be telling the truth, too. If Mr Silver is telling the truth, then Ms Diamond would be lying and she would be the thief. This is impossible because then Mr Gold would be telling the truth, too.)

### Social media club

### 1 Read and match.

(Answers: **a** headline, **b** cyberbullying, **c** blog, **d** interview, **e** upload, **f** vlog, **g** reporter, **h** share, **i** news article, **j** caption, **k** report, **l** online, **m** source)

### 2 Read and complete.

(Answers: **1** caption, **2** share, online)

### 3 004 Listen and match the word pairs.

(Answers: **1** hot, **2** wood, **3** jump)

### Language lab

### 1 005 Listen. What is the *Lucky Box* game?

(Answer: It's a game where you put your hand in a box and take out a mystery gift.)

### 2 Complete the news article in reported speech.

(Answers: **1** was, **2** had, **3** was, **4** were, **5** wanted, **6** was)

- If necessary, allow students to use the Grammar Reference on page 146 of their Pupil's Books.

### 3 Write the sentences in reported speech. Then read the news article again and circle T (True) or F (False).

(Answers: **1** Patrick said they could all bring prizes to school to put in the Lucky Box. T, **2** Patrick said he wanted to get the card game. F, **3** Missy P said her ring was at home. T, **4** Missy P said she didn't know whose ring it was. F)

### 4 Can you guess the pattern on the Lucky Numbers game?

(Answers: 36, 60)

- In this Maths activity, students will use multiplication to solve the problem.

### 5 Write the sentences in reported speech.

(Answers: **1** The children said they all had prizes to put in the Lucky Box., **2** Missy P said her ring was missing. She didn't know where it was., **3** Patrick said he wanted to try and guess the missing numbers., **4** Joe said he wasn't usually very good at number games. He found Maths difficult., **5** Miriam said she looked for patterns, for example, all even numbers, or all multiples of five.)

### 6 Think and discuss. What can your school do to collect money for new projects?

### 7 What do you do to help people? Make sentences in the Present Simple. Next, work in pairs and tell your partner your sentences. Then form new pairs. Can you remember what your first partner said?

### Story lab

### 1 Number the events in the correct order.

(Answers: **a** 7, **b** 3, **c** 1, **d** 4, **e** 2, **f** 5, **g** 6)

### 2 Read and circle the correct answer.

(Answers: **1** b, **2** c, **3** b, **4** c, **5** c, **6** a, **7** b, **8** a)

### 3 Find words in the story that mean ...

(Answers: **1** missing, **2** precious, **3** thief, **4** famous, **5** footprints, **6** clues)

### 4 006 Listen and find three mistakes in the radio news report.

(Answers: **1** The robbery happened in a town, not the countryside., **2** The thief took the necklace from Mr. Budi's store, not his home., **3** The necklace was made of different colored precious stones, not gold with a single stone.)

### 5 These sentences are missing from the story. Who said them? Write them in reported speech.

(Answers: **1** Annisa said (to her mum) that she had to go out because she had an important errand to run., **2** The police officer said that they were good at finding out information about burglaries., **3** Annisa said (to Mr Budi) that she was very sorry about his necklace.)



**6 Think about the story. What do you think happened next? Write the next paragraph in your notebook.**

- Have students work with a partner and brainstorm ideas about what happened next in the story.
- Students choose one of their ideas and write a paragraph in their notebook. Then have them read it to the rest of the class.

**7 Make a reporter's notebook.**

- **Materials:** (per student) paper, colouring pens and pencils
- Make sure each student has a piece of paper. Ask them to fold it in half horizontally before folding it in half again vertically to make a book. Ask them to write 'Reporter's notebook' on the front cover before they use their own ideas to decorate it.

**Experiment lab**

**1 Complete the crossword.**

(Answers: Down: **1** freezing, **2** gas, **3** liquid, Across: **4** solid, **5** boiling)

**2 Read and complete. Then match.**

(Answers: **1** b, molecules, crash, **2** c, steam, spread, **3** a, hexagonal, expands, dense)

**3 Write S (Solid), L (Liquid) or G (Gas).**

(Answers: **1** G, **2** S, **3** L, **4** L, **5** G, **6** S)

**4 Choose one of the pictures from 3 and draw the molecule pattern.**

- After students have chosen and drawn the molecule pattern, ask them to swap pictures with a partner to guess if the molecule pattern is a solid, liquid, or gas.

**Experiment time report**

**1 Draw the results of your experiment in cups a, b, or c.**

- Discuss with students the importance of recording results during experiments. Then have students draw the results of their experiments when they tried to freeze water and salt (cup a), water and food colouring (b), and water and fizzy drink (c).

**2 Write your report.**

- Students use all the information they learnt from their experiment to write their report.

**He asked me if ...**

**1 Write questions in the Present Simple to find out general and personal information about someone. Use the words below and your own ideas.**

**2 Choose three questions from 1. Ask and answer with a partner.**

**3 Write your partner's answers, using reported speech. Read your sentences to your partner. Did you write the information correctly?**

**4 Play the Telephone Game.**

- Student A whispers a *Wh-* question in the Present Simple to the student on their left. This student continues by whispering the same question to the student on their left. Continue until the question arrives at the final student. Ask them to say the question out loud. Student A confirms if the question is correct or incorrect.

**Writing lab**

**1 Read and match.**

(Answers: **1** Milly and her dog., **2** He ran to the rocks., **3** Last weekend.)

**2 Find and underline three facts and three opinions in the script.**

(Answers: Facts: Milly Franklin was walking on the beach, she heard a man shouting for help, She tried to pull the rock off his leg., Opinions: I'm sure it was very painful, he was lucky, I'm sure he's very happy you came along at the right time!)

**3 Use the diagram to help you plan a podcast script. Write notes about each question word in your notebook.**

- Students think about what they want to write a podcast script about. Encourage them to think about something that has been in the news recently.
- Students use the *Wh-* words in the diagram to make notes about who was involved, what happened, where it happened, when it happened, and why it happened.

**4 Write a podcast script. Include at least three facts and three opinions.**

- Students use the script in Activity 1 and their notes in Activity 3 to write their own podcast script. Remind them to include at least three facts and three opinions in their script.

**PROJECT**

**1 Compare a news report with a podcast script. What is the same or different?**

**2 Write your project report.**

**3 Present your report to your family and friends.**

**REVIEW**

**1 Join the pieces to make words from the unit.**

(Answers: caption, headline, website, cyberbully, upload, online, interview, report)

**2 Write the questions and answers in reported speech.**

(Answers: **1** I asked her what time she got up., **2** She said at half past four., **3** I asked her how she got here there morning., **4** She said she got a taxi, because there weren't any buses at that time of the morning., **5** I asked her how she liked to spend her free time., **6** She said she slept.)

**3 Work in pairs. Ask and answer the questions in 2. Then tell the class something your partner said.**