

7 Newspapers

Reading 1

Hold the front page!

Two thousand years ago
There were no newspapers. When something important happened, people told each other about it. News travelled slowly. Sometimes it was weeks before people heard about a battle or the death of a king.



More than a thousand years ago
The Chinese government wrote news on silk. It was news about what the government was doing. It did not tell people about other things that were happening.



Four hundred years ago
The first newspaper appeared in Germany. It was printed every week. It took a long time to print all the copies.



Two hundred years ago
The new printing presses could print much more quickly and newspapers were sold on the streets every day.



Now
We have newspapers in the morning and in the evening every day of the week and millions of papers are sold all over the world. Some newspapers have lots of pages and sometimes there is a separate magazine inside it, too.



Reporters go to the scene of a news story and find out what happened. They write about it and photographers take pictures. The editor reads the reporters' work and decides what will be in the paper. If there are mistakes, the editor will change some words. Sometimes an editor says, "Hold the front page!" This means a story is very good and will appear on the front page instead of something else. It is very exciting for the reporter who wrote it. The story on the next page was written by a young reporter. It is front page news!

Unit 7 Reading: information: a newspaper article

Blackdown Daily News

Lucky to be alive!



Joe Carver, rescued yesterday from the Blackdown Hills

A father and daughter saved the life of an injured climber yesterday. "Their quick actions prevented a terrible disaster," said Bill Day of the Search and Rescue Team.



Jenny Brown found the climber and saved his life

Jenny Brown and her father were walking to the Blackdown Hills yesterday. They found rock climber, Joe Carver, lying at the bottom of Blackdown Cliff. Jenny said, "We haven't got a

mobile phone, so we couldn't call anyone. The man was unconscious and he had bad injuries."

While her father was putting a blanket over the man, Jenny noticed a mobile phone under his body. When she pulled it from under him, she realised it was connected to the Search and Rescue Team.

Team leader Bill Day said, "Joe Carver phoned us but then he suddenly stopped speaking. We didn't know where he was. We waited for a long time. Then we heard Jenny's voice."

The rescue helicopter went straight to the cliff and picked up the climber. Pilot Fred Hall said, "There has been in the rescue team for twenty years and Joe Carver is the luckiest man I know. Snow was starting to fall and he almost died of cold."

Last night Joe Carver was recovering in hospital. He said, "I have off Blackdown since 2004. I have never fallen before, but I won't climb again next time."



Blackdown Cliff where Joe Carver fell



The Search and Rescue Team helicopter picked up the injured man

Unit 7 Reading: information: a newspaper article

What happened to him? He fell down a cliff.
Who helped to save him? Jenny Brown and her father
How did Jenny call for help? She used Joe Carver's phone.
Why is Joe Carver lucky to be alive? It was very cold and he could have died.

Workbook: Study skills

Make sure the children understand the tasks.
If possible, go through this page with the class before they do the exercises.

Exercises 1 and 2

Ask volunteers to read the story and notes.

Exercise 3

Go through this exercise orally. If you wish, write words on the board. The children look and listen, then write for homework.

In turn, ask the children to tell you all the nouns, verbs, adjectives and adverbs.

Ask them to tell you which words are not in the notes (B). Write some of these little words on the board.

Ask the last question. The children should recognise and say that the missing words do not give important information.

7 Study skills

Let's learn about making notes

1 Read

A Joe Carver was climbing in the Blackdown Hills yesterday. He fell on some steep rocks and injured his legs badly. A man and his daughter found the climber. They covered the man with a warm blanket and called the Search and Rescue Team. They saved the man's life.



2 Now look at these notes about the story

B Joe Carver climbing - Blackdown Hills - yesterday
fall - steep rocks - injured legs badly
man and daughter found climber
covered man - warm blanket - called Search and Rescue Team
saved man's life.

3 Think about the story and the notes

Do you understand the story in A? Do you understand the story in B?
The words in the notes (B) are important words. They give you information.
In B you can find nouns.
Write two nouns from the notes: _____
In B you can find verbs.
Write two verbs from the notes: _____
In B you can find adjectives.
Write two adjectives from the notes: _____
In B you can find adverbs.
Write two adverbs from the notes: _____
Which words are missing from the notes, little words or big words?
Write some of the missing words: _____
Do these words give you important information?

Unit 7 Making notes

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Hold the front page!*
- answer true/false and personal response comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p78; WB p63

Time division

W-up Read again Comp & vocab

WB

Warm-up

Alphabetical order. Include some words with the first three letters the same: *reporter, read, recover, reply, rescue, realise*. Give the children a time limit to list them in alphabetical order. (See Games, p215.)

is disagreement, the children should look back at the text to check. Ask what is wrong with the statement and elicit the correct sentence.

Continue with the other sentences, asking children to correct false sentences.

Answers: 1 false: News travelled slowly, not newspapers. 2 false: The Chinese government wrote on silk. 3 true 4 false: They were printed every week not every day. 5 true 6 false: The editor decides what will go in the paper. 7 false: They were walking yesterday not last week. 8 false: She used Joe Carver's phone because she did not have one. 9 true 10 false: He has never fallen before.

Reading comprehension and vocabulary

1 Read the sentences. Write true or false.

- Two thousand years ago newspapers travelled slowly. _____
- The Chinese government wrote silk. _____
- The first newspaper appeared in Germany. _____
- Four hundred years ago newspapers were printed every day. _____
- Sometimes there is a separate magazine inside a newspaper. _____
- The reporter decides what will go in the paper. _____
- Jenny Brown and her father were walking in the Blackdown Hills last week. _____
- Jenny used her phone to speak to the Search and Rescue Team. _____
- The helicopter took the injured man to hospital. _____
- Joe Carver has fallen several times before. _____



2 Talk about the answers to these questions.

- How many newspapers can you name?
- Do you ever look at the sports page in a newspaper?
- Which word do you think describes Jenny best? Why?
a brave b clever c kind
- Why do you think Joe Carver said:
"I won't climb alone next time."



3 Choose the best word to complete these sentences.

mistake search magazine editor decided rescue

- Ben's favourite _____ is all about planes.
- A helicopter went to _____ the sailors from the sinking ship.
- Anna _____ to join the basketball club.
- Mum lost her ring and we had to _____ for it everywhere.
- The _____ put the news story about the fire on the front page.
- Always correct a _____ when you notice it.

Activity 2

The children answer questions 1 and 2 from their own experience. If some children do not look at the sports page, ask if they have ever looked at a front or other page.

Question 3 requires a personal opinion but the children should be able to explain their reasons for their view.

Question 4 requires the children to deduce an answer from the story.

If you wish, do the first two questions as a whole-class discussion then let the children discuss in pairs or small groups before you listen to their answers.

Alternatively, the whole activity can be done with pair/group work before whole-class discussion.

Answers: 4 It is safer to climb with another person. If one person is injured the other one can get help. Joe Carver was rescued because he was found by luck.

Activity 3

Ask a child to read the words.

Give the class a minute or two to read all the sentences.

Ask a volunteer to read and complete the first sentence.

Check with the class. The children write.

Continue with the other sentences.

Answers: 1 magazine 2 rescue 3 decided 4 search
5 editor 6 mistake

Reading comprehension and vocabulary (PB p78)

Read again

Read the text to the class or ask children to read aloud. Alternatively, play track 17 while the children listen and follow in their books.

Activity 1

Ask a child to read the first statement. Ask whether it is true or not. Elicit an answer. Check that the class agrees. If there

Extension

Vocabulary practice: ask questions about new vocabulary.

Workbook: Reading comprehension and vocabulary (WB p63)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2.

Point out the first sentence in exercise 2 to the class. Read it and ask *When did that happen?* Elicit **two hundred years ago**. Point out number 1 in the box next to that time.

The children read the other sentences and decide which time in the past each statement matches.

Remind them to check back to the text to check their answers.

Exercise 3

Remind the children to check in their Dictionaries as necessary.

Workbook answers

Exercise 2

Two thousand years ago: 4, 7

More than a thousand years ago: 2, 6

Four hundred years ago: 3, 8

Two hundred years ago: 1, 5

Exercise 3

1 notice 2 realise 3 connect 4 recover 5 injure

Reading comprehension and vocabulary

1 Read *Hold the front page!* again.

2 Write the number of each sentence in the correct place below.



- 1 Newspapers were sold on the streets every day.
- 2 The news was about the government.
- 3 The first newspaper was printed every week.
- 4 People told each other the news.
- 5 New printing presses printed the newspapers more quickly.
- 6 The Chinese government wrote news on silk.
- 7 The news travelled slowly.
- 8 The first newspaper appeared in Germany.

two thousand years ago

more than a thousand years ago

four hundred years ago

two hundred years ago

3 Match the words and the definitions.

injure connect realise notice recover

- 1 to see something among other things
- 2 to think and understand
- 3 to join
- 4 to get better after being ill
- 5 to hurt badly

Unit 7 Matching definitions

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Workbook: Grammar (WB p64)

Make sure the children understand the tasks.

The children should be able to complete these exercises independently.

Exercise 1

If necessary, remind them of when to use *for* and *since* before they begin.

Exercise 2

Do the first question together as preparation if you wish.

Workbook answers

Exercise 1

1 for 2 since 3 for 4 since 5 since 6 for

Exercise 2

1 Grandpa has worn his hat for years. 2 Mandy has had that kitten since her birthday. 3 Miss Morgan has worked as a dentist since 2005. 4 They have lived in their house for six weeks. 5 There have been swings in the playground since April. 6 She has taught at this school for eighteen months.

Grammar Practice Book (GPB p34)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 34.

Grammar Practice Book answers

Activity 1

1 for 2 since 3 since 4 for 5 since 6 since

Activity 2

2 He has lived in London since 2002. 3 He has had a headache for three hours. 4 He has studied Spanish for three months. 5 He has been friends with Joe for two years. 6 He has had a bicycle since June.

Grammar



Grammar is brilliant!



1 Complete the sentences with *for* or *since*.

- 1 Aunt Sally has lived in Paris a long time.
- 2 Jimmy has been in this class last September.
- 3 Lily has had her puppy three months.
- 4 Billy has played in the football team 2008.
- 5 Susie is ill. She has not eaten anything yesterday morning.
- 6 Grandma has kept chickens in her garden many years.

2 Answer the questions. Use *for* or *since* and the words in brackets.

- 1  How long has Grandpa worn his hat? (years)
.....
- 2  How long has Mandy had that kitten? (her birthday)
.....
- 3  How long has Miss Morgan worked as a dentist? (2005)
.....
- 4  How long have they lived in their house? (six weeks)
.....
- 5  How long have there been swings in the playground? (April)
.....
- 6  How long has she taught at this school? (eighteen months)
.....



Unit 7 Present perfect with *for* and *since*

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure present perfect with *for* and *since*

Vocabulary from Lesson 1

Materials PB p79; WB p64; GPB p34

Time division

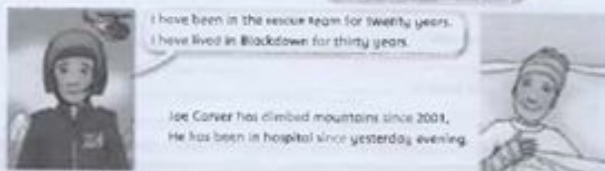
| | | |
|------|-------------------------|----|
| W-up | Presentation / practice | WB |
|------|-------------------------|----|

Warm-up

Word classes. Write verbs, adverbs and nouns on the board. Children volunteer to underline verbs, circle adverbs and draw a box round nouns. (See Games, p216.)

Grammar

1 Look and read.



2 Answer the questions. Use *for* or *since*.



- 1 How long has she had her cat?
- 2 How long has he had that car?
- 3 How long have they been friends?
- 4 How long has she been in hospital?
- 5 How long have they lived in their house?
- 6 How long has he lived in New York?

She's had her cat for ten years.

3 Read, ask and answer. Use *for* or *since* in the answer. Use the verbs in brackets.

- 1 Fred came to Blackdown thirty years ago. (live)
How long has Fred lived in Blackdown?



He's lived in Blackdown for thirty years.

- 2 Sam started playing the guitar six months ago. (play)
- 3 Miss Brown came to this school in 2007. (be)
- 4 Grandpa bought his car twenty years ago. (have)
- 5 People first arrived on this island hundreds of years ago. (live)
- 6 The children began to study French in September. (study)

Unit 7 Grammar: present perfect with *for* and *since*

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Tell the class that *for* and *since* are both used with time words and phrases.

Explain that *for* is used with a length of time; *since* is used with a point in time (a named day, month, year, etc.) Write this on the board if you wish.

Activity 2

Give the children a few moments to look at the pictures. Ask one or more children to read the time words and phrases. If you wish, ask if each one is a length of time or a point in time.

Read the first question and let a child read the answer. Ask the next question and elicit an answer. If the children make mistakes, remind them to think whether the time phrase means a length of time or a point in time.

Continue with the other sentences.

When the activity has been completed with the class working together, the children should practise asking and answering the questions in pairs. Listen to pairs speaking.

Answers: 2 He has had that car since Saturday.

3 They have been friends for a long time. 4 She has been in hospital for two weeks. 5 They have lived in their house since 2004. 6 He has lived in New York since April.

Activity 3

Go through the example with the class.

Explain that every question must begin with *How long* and use the verb in brackets. The sentences give the information for the answer.

Go through the activity orally with the whole class, then let children practise in pairs.

Answers: 2 How long has Sam played the guitar? He has played the guitar for six months. 3 How long has Miss Brown been at this school? She has been at this school since 2007. 4 How long has Grandpa had his car? He has had his car for twenty years. 5 How long have people lived on this island? People have lived on this island for hundreds of years. 6 How long have the children studied French? They have studied French since September.

Grammar (PB p79)

Activity 1

Ask *Who are the two people in the pictures? What did they do? Fred Hall flew the rescue helicopter; Joe Carver fell at Blackdown Cliff.*

Ask different children to read the speech bubble and the sentences.

Write the sentences on the board and underline the structure or write it in colour.

Remind the class of the present perfect: present tense of *have* + past participle.

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *How long have you lived here? I've lived here for ten years / since June.*

Key vocabulary homes and houses

Materials PB p80; CD B track 18; WB p65; GPB p35

Time division

| | | | | |
|------|----------|------------|---------------------|----|
| W-up | Dialogue | Indiv prep | Pair/class speaking | WB |
|------|----------|------------|---------------------|----|

Warm-up

Play the *Question game*. (See Games p214.)

Grammar in conversation

1 Listen and read.

Molly: Have you always lived in Blackdown?
Sam: No. When I was little, we lived in a village in the country.
Molly: So how long have you lived here?
Sam: We've lived here for eight years.
Molly: Do you live in a house or an apartment?
Sam: We've got an apartment in Sun Street. It's on the top floor.
Molly: Lucky you! We're on the ground floor.
Sam: Where do you live?
Molly: In that new apartment block in Park Road.
Sam: We've been there since August.



2 Think, write and say.

Where do you live?

I live in Hill Street.



Do you live in a house or an apartment?

I live in a house.



My family lives in an apartment.



Is it big or small?

Has it got a garden?

Which floor do you live on?

Have you got a balcony?

We've lived there for ages.



How long have you lived there?

3 Let's talk!

Where do you live?



I live in River Lane.



Useful phrases

How long...? since for
Which floor...? lucky you!

Unit 7 Grammar in conversation: present perfect with for and since

Grammar in conversation (PB p80)

Activity 1

Ask the class *What do you think the children are talking about? the places where they live*

Play track 18. The children listen and follow in their books.

Explain that the last sentence is another way of saying *We've lived there since August*.

Activity 2

Read, or ask children to read, the questions. Choose other children to read each speech bubble answer.

Give the children a few minutes to note their answers to all the questions. Remind them to write just a word or two, not complete sentences.

Activity 3

Choose children to read the speech bubbles and the useful phrases.

Divide the class into pairs or small groups. They talk about where they live by asking all the questions in activity 2 and using their notes to remind them of their answers.

If your class is confident, encourage them to speak to each other without referring to their answer notes. They may need to refer to the questions.

Go around listening as they speak. All pairs/groups should use the question *How long have you lived there?*

Encourage the children to find out as much from each other as they can. Tell them they may ask each other extra questions, e.g. *Do you like your apartment/house? Is it noisy? Is it near our school?* etc.

Workbook: Grammar in conversation (WB p65)

Make sure the children understand the tasks.

Exercise 1

Remind the class that their answers must be true answers about themselves.

Exercise 2

Tell the children to read the complete conversation and all the words in the box before they begin to fill the gaps. Remind them to re-read the completed dialogue and to check that it makes sense.

If this work is done in class, or at another suitable time, let the children work in pairs and read through the dialogue together.

Ask a pair to read while the rest of the class listen and check their work.

Workbook answers

Exercise 1

Children's own answers.

Exercise 2

house, apartment, block, How long, for ages, floor, top, balcony, Lucky, ground

Grammar in conversation

1 Answer these questions about you.

- 1 Which town or city do you live in? _____
- 2 How long have you lived there? _____
- 3 Which school do you go to? _____
- 4 How long have you been a pupil there? _____
- 5 Who is your teacher? _____
- 6 How long has he or she taught you? _____
- 7 Who is your best friend? _____
- 8 How long have you been friends? _____

2 Complete the conversation. Use the words in the box.

| | | | | |
|----------|-------|----------|-----------|---------|
| How long | top | floor | house | balcony |
| ground | Lucky | for ages | apartment | block |

- Fred: Do you live in a _____ or an apartment?
 Alice: We live in an _____.
 It's in that old _____ near the park.
 Fred: _____ have you lived there?
 Alice: We've lived there _____.
 Fred: Which _____ is your apartment on?
 Alice: It's on the _____ floor.
 Fred: Does it have a _____?
 Alice: Yes, it does.
 Fred: _____ you? We haven't got one
 because we're on the _____ floor.



Unit 7: Present perfect with for and since

Grammar Practice Book (GPB p35)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 35.

Grammar Practice Book answers

Activity 1

- 2 since 10 o'clock 3 for two days 4 since 9 o'clock
 5 for four hours

Activity 2

- 2 How long have you had a dog? 3 How long have you played football? 4 How long have you lived in this town? 5 How long have you had a computer in your room?

Lesson 5 Spelling, Use of English

Lesson aim Spelling; poem; Use of English

Lesson targets Children:

- learn the spelling of compound nouns
- practise spelling and writing words
- understand and say a short poem

Key language (poem) houses and homes

Target words newspaper, snowman, football, sunglasses, toothache, supermarket

Materials PB p81; CD B tracks 19–21; WB pp66–67; GPB p36

Time division

| | | | | |
|------|----------|------|----------------|----|
| W-up | Spelling | Poem | Use of English | WB |
|------|----------|------|----------------|----|

Warm-up

Play *Rhyming words, version 2*. (See Games, p214.)

Spelling

Compound nouns are made from two words put together.







news + paper = newspaper

1 Write these compound nouns. Read the words.

show + man = _____ news + paper = _____
 foot + ball = _____ sun + glasses = _____
 tooth + ache = _____ super + market = _____

2 Listen and say the words.

2 Write the words.

1  _____
 2  _____
 3  _____
 4  _____
 5  _____
 6  _____

3 Listen and say.

I call it an igloo.

Big house, small house.
 Very, very tall house.
 Castle, cottage.
 Hole-in-the-wall house.
 Houseboat, boat house.
 Snow house, tree house.
 Palace, perthouse.
 Dog house, greenhouse.
 Home!

I call it a nest.

Unit 7 Spelling: compound words

Spelling (PB p81)

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books. Play track 19. The children listen. Read the example word. The class repeats.

Activity 1

Give the children a minute or two to write the words. Play track 20. The children listen and repeat. The class reads the words together.

Activity 2

Give the class a moment to look at the pictures. Ask a child to say the first word. Check the class agrees. Ask a volunteer to write the word on the board. Check everyone agrees with the spelling before they write in their books.

Answers: 1 toothache 2 football 3 sunglasses
 4 snowman 5 supermarket 6 newspaper

Activity 3

Tell the class to look at the picture. Ask what they think the poem is about. Listen to their ideas. Play track 21. The children listen and follow. Read through the words with the class. Explain any unfamiliar language. Play track 21 again. The children join in. They may learn this poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p67.

Workbook: Use of English (WB p67)

Read out Miss Smart's speech bubble. Ask a volunteer to read the example sentence. Write it on the board. Circle the 's.

Exercise 1

Tell the children to look at the sentence, find and circle the 's. While they do this, write the sentence on the board. Ask a child to circle on the board. The other children check their work.

Ask the question. Elicit *the reporter*. The children write.

Give the children time to circle 's in the four phrases and write the owner. Meanwhile, write the phrases on the board. Ask volunteers to circle on the board. Ask who the owner is in each phrase. The children check their work.

Exercise 2

Tell the children to look at the first picture. Ask *Whose bottle is it?* Elicit *It's the baby's bottle*. The children complete the phrase in their books. While they do this write *the _____ bottle* on the board.

Ask a volunteer to complete it. The children check their work. Go through the sentence and phrases with objects as owners.

Workbook answers

Exercise 1

1 the butterfly 2 the baker 3 the climber 4 the swan

Exercise 2

1 baby's 2 bird's 3 boy's 4 man's

Workbook: Spelling (WB p66)

Make sure the children understand the tasks. This page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash's speech bubble. Ask a volunteer to read the word in the box.

Exercise 1

Point out the example and where to write the complete word.

Exercise 2

Explain that there are many words in English that are made by putting two words together. Tell the class they already know these compound words and they should be able to match the two parts and write them under the correct pictures.

Workbook answers

Exercise 1

1 snowman 2 toothache 3 sunglasses 4 newspaper
5 football 6 supermarket

Exercise 2

1 motorbike 2 candlelight 3 woodcutter 4 jellyfish

Grammar Practice Book (GPB p36)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 36.

Grammar Practice Book answers

Activity 1

3 It is the boy's notebook. 4 the boy 5 It is the bird's wing. 6 the bird 7 It is the girl's hair. 8 the girl

Use of English



A possessive noun shows the owner of something. It ends with 's'.

Jenny Brown helped to save the climber's life.



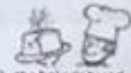
1 Read and answer the questions.

Look at this sentence: The editor read the reporter's work. Circle the 's. Who was the owner of the work?

Circle the 's. Write the owner.



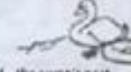
1 the butterfly's wing



2 the baker's bread



3 the climber's rope



4 the swan's nest

2 Complete these phrases



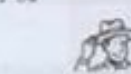
1 the _____ bottle



2 the _____ egg



3 the _____ bike



4 the _____ hat

An object can be the owner, too.

the chair's leg



the car's wheel



Unit 7 Possessive nouns

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Spelling

Compound nouns are made from two words put together.



news + paper = newspaper



1 Match the words. Write the words.

super
foot
snow
sun
tooth
news

man
ache
glasses
paper
bell
market

1 _____
2 _____
3 _____
4 _____
5 _____
6 supermarket

2 Match and write the words under the correct picture.

wood
jelly
motor
candle

bike
cutter
light
fish



1 _____



2 _____



3 _____



4 _____

Unit 7 Compound nouns

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose a newspaper article with teacher support (session 1)
- note ideas for writing a report independently (session 2)
- write a newspaper report independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p82; WB pp68–69

Time division (session 1)

| | | | |
|------|--------------------|---------|--------------------|
| W-up | Discussion & notes | Writing | Editing, improving |
|------|--------------------|---------|--------------------|

Time division (session 2)

| | | |
|------|--------------|-------------|
| W-up | Writing prep | Composition |
|------|--------------|-------------|

Session 1 Warm-up

Play one of the *Find the word* games. (See Games, p215.)

Class composition

1 Read the newspaper report on page 77 again.

2 Read what happened next.

The rescue team wanted to thank Jenny Brown. She was invited to the Search and Rescue Centre. She went with her father and also met the team leader, Bill Day, and the helicopter pilot, Fred Hall. Jenny said her father was up in the rescue helicopter. They flew over Blackdown Cliff.



The rescue team showed how they picked up old Conan. One of the men went down in a rope. It was very exciting.



They went back to the Centre. Bill Day presented a certificate to Jenny.

3 Write the story for the *Blackdown Daily News*.

- 1 Write a headline. This tells the reader what the story is about. It is usual to only a few words.
- 2 Write a short first paragraph. This tells the reader a little more about the story. Try to make it interesting so that the reader wants to read the whole report.
- 3 Write the report of Jenny's visit to the Search and Rescue Centre. Write what happened. Write what these people said about the visit.



Jenny



Bill Day



Fred Hall

4 Think of a photo to put with the report. Write a caption for the photo.

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Unit 7 Class composition: a newspaper report

Class composition (PB p82)

Read Miss Sparkle's speech bubble. Ask the class what they can remember about Jenny.

Activity 1

The children look back at PB page 77. Ask one or more volunteers to read out the article.

Activity 2

Ask different children to read what happened next and the sentences under the pictures.

Activity 3

Help the class to compose the newspaper report.

Ask them to think what the report is about and to suggest a headline. Accept several ideas if there is more than one good one. Write them on the board for choosing later.

Ask the class what important information should be included in the first paragraph. Remind them that the first paragraph gives more detail about the events. It makes them sound interesting so that the reader continues to read the report.

Help the class to write the rest of the report in two or three paragraphs.

Ask the children to suggest what each of the people said about the visit. Show the class how to include some direct speech in the report.

Ask for suggestions for a photograph and a caption.

When the writing is complete, ask a volunteer to read it to the class. Ask whether any changes could be made to improve the report. *Is the first paragraph interesting? Does the report make sense? Is the caption correct?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

Example class composition

See page 149 for an example report drawn from answers to suggested questions and given prompts. This example is given as a guide only.

Session 2 Warm-up

Play *Look, cover, write, check* with words from Lesson 5. (see Games, p215.)

Workbook: Writing preparation (WB p68)

Exercise 1

Read out Mr Smash's speech bubble. Ask a volunteer to read the narrative about what happened next.

Ask other children to read the rest of the information.

Exercise 2

Explain the task to the class. The children write ideas of what people said in the boxes. If you wish, this exercise could be done in pairs.

Ask several pairs to tell you some of the ideas they have written in the boxes.

Exercise 3

Explain to the class that they are going to use their ideas to write the complete report on the facing page.

Go through the list of what they must include. Make sure the children understand what all these items are.

Explain that they can think of several ideas for a headline and choose one of them. They may do this when they have finished the rest of the report if they wish.

Workbook: Composition practice (WB p69)

The children write the newspaper story.

Go around helping and monitoring as they work.

Make sure they remember to write a caption under the photograph.

Remind them to read through their work when they have finished and to correct any mistakes.

If there is time, ask a few children to read out the headline and first paragraph.

They may complete the task for homework.

The children make neat copies of their reports for their portfolios. Encourage them to make them look realistic, using large writing for the headline, for example. If possible, children should key in their work, choosing appropriate style and size of fonts for the article.

Assessment

In assessing this task, look for writing which:

- contains all the elements of a newspaper report
- is written in the third person
- recounts events in a clear order that is easy to follow and understand.

Writing preparation

This is what happened when the injured climber, Joe Carver, left hospital.



1 Read.

Joe Carver phoned the *Blackdown Daily News*. He had a present for Jenny Brown. The editor invited Jenny to visit the *Blackdown Daily News*. Jenny Brown and her family went to the big building in the middle of the town.

Jenny met...



the reporter



the editor



the photographer

Joe Carver gave Jenny Brown a mobile phone.



2 What did these people say about Jenny? What did Jenny say about the present? Write your ideas in the boxes.



Joe Carver



Jenny's mum and dad



Jenny

3 Write the news story of Jenny's visit to the newspaper on the next page.

- 1 the headline
- 2 a short first paragraph
- 3 a photograph and a caption
- 4 the rest of the report

Remember to include all the parts of the news story. You can draw your idea for the photograph.



Unit 7 Writing notes for a newspaper report

Composition practice

the headline

a short first paragraph

a photograph

caption line

the rest of the report

Unit 7 Writing a newspaper report

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary *bully, leave alone, jealous, kit, fair, fed up, revenge*

Materials PB p83; CD B track 22

Time division

| W-up | Pre-listen | Listening | Post-listen | Activities |
|------|------------|-----------|-------------|------------|
|------|------------|-----------|-------------|------------|

Warm-up

Say the poem from PB page 81.

Listening

1 Look and read. 2 Listen and read. 3 Talk about the story.

Tim v Slug – Part 1



Unit 7 Listening 83

Listening (PB p83)

Activity 1

Read the title of the story to the class. Give the class a minute or two to look at the whole page.

Ask the class if they remember the characters, Tim and Jamie. Ask *How did they become friends?*

Explain the new words or ask the children to look in their Dictionaries.

Ask *What is the setting for this story? school*

Activity 2

Explain to the class that they are now going to hear the whole story.

Tell them to look at each picture and follow the story.

Explain that the sound they hear tells them when to move on to the next picture.

Play track 22. The children listen and look.

Activity 3

Ask questions to check understanding:

What names do the school children call the two bullies? Slug and Snail

What is Slug's real name? Kevin Brown

Why does Jamie think Slug doesn't like Tim? because he is jealous

What things is Tim good at? sports, maths, having lots of friends

Is Kevin good at anything? He is not good at sports, maths and having friends.

What unkind thing did Slug and Snail do to Tim on Monday? hid his lunchbox

... Tuesday? threw his sports kit out of the window

... Wednesday? made paper planes out of his English homework

What did Tim have to do? stay in and do his homework again

Ask about the story:

What is Tim's only problem at school? Slug and Snail

How do they usually treat Tim? they bully him

What did Jamie tell Tim they would do? get their revenge

Ask deductive and personal response questions (see next page).

Suggested homework task

The children complete Check-up 7.

Listening audioscript: Tim versus Slug – Part 1

1 *Jamie and Tim were good friends. They were in the same class at school and they spent time together after school, too. They both loved playing computer games.*
 Jamie: Ha ha! I win!

2 *There was only one problem. At school there was a boy called Kevin Brown. Everyone called him Slug. And Slug was a bully.*
 Slug: Come here, you!
 Jamie: You're a bully, Slug! Leave him alone!

3 *Slug just didn't like Tim. Why not?*
 Tim: Why doesn't he like me? He's hated me since I arrived at this school.
 Jamie: Don't worry about him. He's just jealous.

4 *Perhaps Slug was jealous. Tim was good at sports...*
 Boys: Goal!!
Slug was not...
 Slug: Oh!

5 *Tim was very clever. He was especially good at Maths...*
 Teacher: Excellent work, Tim! Well done!
Slug was not...
 Teacher: Very bad work, Kevin. Do it again!

6 *The other boys liked Tim but they didn't like Slug. Slug had only one friend and his name was Snail.*
 Slug: Hello, Snail.
 Snail: Hello, Slug.

7 *Slug and Snail were horrible to Tim. On Monday, they hid his lunchbox.*
 Tim: Where's my lunch? I'm sure it was in my bag.
 Slug and Snail: Hee hee hee!

8 *On Tuesday they took his sports kit and threw it out of the window.*

Tim: Where's my sports kit? I know I put it in my bag this morning.

Slug and Snail: Ha ha ha!

9 *On Wednesday they took his English homework and made paper planes with it.*

Tim: Where's my English homework? It was in my bag. I know it was.

10 *Mrs Thomson, the English teacher, was very angry with Tim.*

Mrs Thomson: This is not good enough, Tim. You must do your homework. It's very important.

Tim: I did do it, Mrs Thomson. Really I did.

Mrs Thomson: Well, where is it?

Tim: I don't know.

Mrs Thomson: Well, you must stay after school and do it again.

Tim: Yes, Mrs Thomson.

11 *So Tim stayed at school and wrote his English homework again. He was really angry.*

Tim: It's not fair. I did my homework but somebody took it. I had my sports kit but somebody took it. I had my lunchbox but somebody took it. And I know who that "somebody" is...

12 *That evening Tim went to Jamie's house. They talked in Jamie's room.*

Tim: I'm fed up with Slug and Snail.

Jamie: I know.

Tim: They're horrible bullies.

Jamie: Don't worry. We'll get our revenge.

Tim: Really? How can we do that?

Deductive questions

Why do you think Slug only had one friend?

Children's own ideas. They might point out that Slug was a bully and people do not like bullies. He was unkind to Tim so perhaps he was often unkind to other people, too.

Was Jamie being a good friend to Tim? Why? / Why not?

The children should say that Jamie was being a good friend. They should be able to point out that Jamie helped Tim when Slug spoke unkindly to him. Jamie told Slug to leave Tim alone. He told Tim not to let Slug upset him. He talked with Tim about what they could do.

Personal response questions

If you wish, let the children discuss some or all of the following questions in groups before you ask for responses from around the class.

Before they discuss the first question, make sure they understand 'to get revenge'.

Is getting revenge a good idea? Why? / Why not?

What do you think Jamie is planning to do?

What would you do if you were Jamie?

