

11 MAKING THE NEWS

Objectives

FUNCTIONS	reporting what someone has said; expressing feelings: anger
GRAMMAR	reported statements; verb patterns: object + infinitive
VOCABULARY	fun; more verbs with object + infinitive; expressions with <i>make</i>

Student's Book page 102–103

READING

- 1 Books closed. If you have an Interactive Whiteboard (IWB), do an Internet search for an online newspaper and look through the different sections. Write any interesting vocabulary on the board. Ask students: *What do we call a person who writes for a newspaper?* Elicit *journalist*. With the whole class, discuss what a journalist does in their job.
Books open. Read through the qualities with the whole class and check understanding. Say the qualities and ask students to repeat and mark the main stress. Check answers.
Ask students to work individually and complete the exercise. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs and ask students to compare their answers to Exercise 1 and try to think of some more qualities. Listen to their answers in open class and write any new qualities on the board.
- 3 **SPEAKING** Students discuss the question in pairs. During whole-class feedback, nominate individual students to give reasons for their answer.
- 4 If you have access to the Internet in your classroom, a good way to introduce this topic is to do an online video search for one of the April Fool's jokes from the reading text, e.g. *The flying penguins* and show a video clip on the IWB. Ask students if it looks real. Read through the information and discuss the question in open class.
- 5 **2.27** You could set a homework research task for students to find out about the following items as they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Panorama, which has been a popular BBC television programme since 1951, is the longest running current affairs programme in the world. It covers current news topics in a documentary format.

April Fool's Day has been celebrated in many countries, especially in Europe, Australia and the USA since the 19th Century. The earliest reference to 1 April as a fool's day appeared in literature in 1392. Jokes often appear across the media. In the UK, joking is supposed to stop at midday.

The London Marathon is the second largest running event in the UK. It has been held in spring every year since 1981. The event has raised over £450 million for charity since 1981.

Thomas Edison (1847–1931) was an American inventor and businessman. He was a prolific inventor who patented more than 1,000 inventions, the most famous of which are the phonograph, the motion picture camera and the long-lasting electric light bulb. He was one of the pioneers of mass production and created the first industrial research laboratory.

Tell students they are going to read about some April Fool's Day jokes. Look at the photos with students and nominate individuals to describe what they can see. Play the audio while students read the article and answer the questions. Students compare their answers before a whole-class check.

Answers

Penguins: 1 April 2008 Food machine: 1 April 1878
Spaghetti: 1 April 1957 Runner: 1 April 1981
Hamburger: 1 April 1998

- 6 Read through the instructions and questions in open class. Before reading, ask students to underline the key words in the sentences. As they read, students should underline the parts of the stories that helped them choose their answer. Students compare answers with a partner before open class feedback. During feedback, ask students to refer to the parts of the text that helped them find the answer.

Answers

- 1 The BBC claim that penguins could fly
- 2 The left-handed burger advertisement
- 3 The Japanese runner in the London marathon
- 4 The spaghetti tree story
- 5 Thomas Edison's food machine

Optional extension

Ask students to work in small groups and discuss the following questions:

Can you think of three different examples of April Fool's Day jokes that you have experienced?

Have you ever believed an April Fool's Day joke?

Can you invent a new April Fool's joke?

Students discuss the questions. Monitor and help with any difficulties and to give ideas if students have none. Listen to some of the best examples in open class as feedback. Ask: *Which is the funniest? Which is the most believable?*

THINK VALUES

Being able to laugh at yourself

- 1 SPEAKING** Read through the instructions and the three reactions. Check/clarify: *embarrassed*. Ask students to work in small groups and discuss the three reactions. Listen to some of their ideas in open class and ask them what they think their own reaction would be.
- 2 SPEAKING** Read through the instructions. Give an example of your own or a fictional example to get them started. In pairs or small groups, students discuss the questions. Monitor to encourage students to explain the jokes and their reactions in detail. Also check that all students are getting a chance to speak. As feedback, nominate an individual from each group to describe the funniest story to the class.
- 3 SPEAKING** Regroup the students so that they have different partners or groups. Students discuss the questions before feedback in open class.

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GRAMMAR

Reported statements

- 1** Read through the instructions and statements 1–6 in open class. Go through the example, pointing out the change in tense from present continuous to past continuous. Students complete the sentences. Check answers in open class, pointing out the changes in tenses.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the article.

Weaker students can find the answers in the article.

Answers

- 1 could 2 had seen 3 was 4 had invented
5 was going to 6 would

Students read through the Rule table. Look at the example. Explain to students that each tense in direct speech changes in reported speech. Students complete the exercise. Remind them to think carefully about how each tense will change before they write their answer. Check answers.

Rule

past continuous past perfect past perfect
was/were going to could/couldn't would/wouldn't

Language note

- 1 Point out that the past perfect doesn't change in reported speech.
- 2 Remind students that pronouns may also need to be changed in reported speech, e.g. *these – those, this – that, here – there*, as well some time phrases, e.g. *last night – the night before, tonight – that night, next week – the following week*.
- 3 Students may find it useful to translate some direct speech into reported speech in their own language and notice if the same changes take place.

Optional extension

If your students need a little bit more support in this language area, read out the following statements (or others of your choice).

My brother is going on holiday next week.

I play football every Tuesday.

My sister can speak six languages.

Write *My teacher said ...* three times on the board and ask students to work with a partner and complete the sentences with the information you gave them. Monitor to see how students are getting on and to remind them to think carefully about tense.

In open class, elicit

My teacher said he/she was going on holiday next week.

My teacher said he/she played football every Tuesday.

My teacher said his/her sister could speak six languages.

- 2** Explain to students that the two main verbs used to report speech are *say* and *tell*. Write on the board:

He said he was hungry.

He told me he was hungry.

Elicit the difference between *say* and *tell* (*tell* is followed by an object pronoun).

Read through the instructions and look at the example. Students complete the exercise in pairs. During whole-class feedback, emphasise the use of object pronouns after *told*.

Answers

- 1 told 2 said 3 said 4 told 5 said 6 said
7 told 8 said; told

Fast finishers

Ask students to write sentences reporting some of the things their friends said to them yesterday. Encourage them to use both *said* and *told*.



Be aware of common errors related to *say* and *tell*, go to Get it right on Student's Book page 126.

- 3** Students read through sentences 1–8. Go through the example, drawing students' attention to the changes in tense and pronoun. Students complete the exercise. Remind them to look carefully at the verbs and pronouns in each sentence before they make their decisions about the tense changes. They should also look at the rule box if necessary. Check answers. If you're short on time, set this exercise as homework.

Answers

- 1 She told me [or other object] that she had flown back from Africa on Friday.
- 2 They said they had met lots of interesting people.
- 3 He told me that he was going to write a book one day.
- 4 You said that you could work for two days without sleeping.
- 5 They told me that they would call me from the airport.
- 6 She said that she was working on a really interesting story.
- 7 He told me that he needed a holiday.
- 8 She told me that she had wanted to see the movie on opening night.

Optional extension

Divide the class into small groups of four or five. One student thinks of a true sentence about themselves in direct speech. They whisper it to the next person in the group who must then report the first student's sentence to the next person and add a new sentence in direct speech about themselves. This continues until the last person on the group can report back all the sentences. Continue like this until everyone has had a turn at reporting back all the sentences. For example:

S1 to S2: I'm going to the cinema tonight.

S2 to S3: Marco said he was going to the cinema tonight. I went to the cinema yesterday.

S3 to S4: Marco said he was going to the cinema tonight, Magda said she had been to the cinema yesterday. I'm ... etc.

Workbook page 100 and page 127

Fast finishers

Ask students to write a short joke in English. After feedback on Exercise 1, ask individual students to read their jokes to the group. Take a vote on whose joke is the funniest.

- 3 **SPEAKING** Read through the questions with students in open class and check understanding. Divide the class into small groups to discuss the questions. Encourage them to answer in detail and give examples of funny jokes and experiences. During whole-class feedback, ask individuals to volunteer to tell jokes to the class.

Workbook page 102

WRITING**A news report**

To introduce the topic of news reports, read out (or write on the board) the following story (insert your name and school details if you wish).

ENGLISH TEACHER DISAPPEARS

Popular English teacher XXXX has gone missing.

Mrs XXXX who works at the XX School in XX was last seen on Friday afternoon, walking towards her house carrying a bag full of homework. When she did not go to school on Monday morning her friend went to her house to look for her. The bag of homework was found on a table next to a note which said. 'This homework is brilliant. My students now have perfect English. My work here is done.'

Her neighbours told police that they had heard loud music on Saturday evening. Her student XXXX said she had walked past Mrs XXXX's house and thought she was having a party.

After a short investigation, local police discovered that Mrs XXXX had taken all the money out of her bank account and it is believed she is now on a beach somewhere in the Caribbean.

Point out the following to students:

- The use of the present perfect tense in first sentence to explain the basic story
- Description of *when, where, what* etc. in first paragraph
- The use of reported speech
- Further information and current situation found in second paragraph

Look at the three headlines with students in open class. Ask students to work with a partner and write a short news report using one of the headlines, using the format above. When students have completed their stories, ask them to exchange with a different pair and correct the other pair's report. Tell them to not to correct every error, but to look for the following:

Does the report follow the format above, with paragraphs, the present perfect and reported speech?

Can you understand it?

Do you need more information?

Could vocabulary be improved?

Is punctuation and spelling correct?

VOCABULARY**Fun**

- 1 Books closed. To introduce the topic of fun, tell students the following jokes or different ones of your choice:

Joke 1

A man walks into a library and walks up to the librarian and says, 'I'll have a cheeseburger and fries, please.' The librarian responds, 'Sir, this is a library' The man says, 'Oh, sorry. [in a whisper] I'll have a cheeseburger and fries, please.'

Joke 2

*What did one eye say to the other eye?
Don't look now but something between us smells.*

Hold a class vote to decide which joke students thought was the funniest. In open class, discuss why the jokes are or aren't funny.

Books open. Ask student to cover up sentences a–h. Read through the instructions and sentences 1–8. Elicit or explain the meaning of the words in italics. Ask students to work in pairs and think of sentences to follow 1–8 which explain the meaning of the words in italics. Monitor and help with any difficulties. Listen to some of their ideas in open class.

- 2 Divide the class into pairs. Ask students to complete the exercise. Check answers in open class. During feedback, say the words for students to repeat and check pronunciation.

Answers

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


Monitor and help with any difficulties. Students work in small groups to review reports and point out any necessary corrections and changes. Students return reports and create a final draft of their report. Listen to some of the best examples in open class.

LISTENING

- 1 In open class, elicit any weather vocabulary (covered in Unit 1) and write any interesting words on the board. Look at the four pictures with students and nominate individuals to match the words to the pictures. Say the words for students to repeat and check pronunciation. Tell students that *tornado*, *blizzard*, *flood* and *hailstorm* are examples of extreme weather.

Answers

1 wind 2 snow 3 rain 4 ice

- 2  2.28 Read through the instructions and question with students. Play the audio while students listen and complete the exercise. Check answers in open class.

Answers

A weather journalist reports when the weather is extreme enough to be a news story. A weatherman studies and predicts the weather.

Audio Script Track 2.28

Some journalists report on politics, some report from football grounds. Some journalists report from the law courts, others report on wars from the other side of the world. Warren Faidley is a journalist with a difference. He's an extreme weather journalist. Don't confuse him with a weatherman, who studies the weather and predicts what's going to happen tomorrow. Warren is a weather journalist. He's there when the weather is the news. For more than 25 years he has been following and filming tornadoes and blizzards, giant hailstorms and floods. Wherever there is bad weather, Warren Faidley is never far behind.



An extreme weather journalist is always close to danger. Of course, Warren always tries to stay safe. He doesn't look for trouble, but trouble always seems to find him.

In his career he has had many last-minute escapes. The closest he ever came to death, however, was when he was a 12-year-old child. He was by the side of a river with a friend watching a flood. Suddenly, the side of the river collapsed, and he found himself in the fast-flowing muddy flood waters. He thought he was dead, but luckily he managed to grab onto a rock and pull himself out of the water.

Warren's interest in extreme weather began when he was a small child. In his autobiography *Storm Chaser*, he describes several occasions when he came face to face with scary weather conditions. For example, there was one time when he and his father were chased by a huge storm while they were out sailing in a small boat. His father later told him he thought they were going to die.

Warren was always interested in photography and at college he worked as a part-time photojournalist. He reported from many dangerous places and quickly learned how to use a film camera in difficult conditions. His lucky break came when one day he took an amazing photo of lightning striking a gas farm. The photo was published by *Life* magazine and suddenly everyone was interested in his work. Warren was now able to follow his dream and become a weather journalist.

These days Warren is often seen on American TV news programmes reporting on incidents of extreme weather. He has also become an expert on how to survive in these situations and has written a book called *The Ultimate Storm Survival Handbook* based on his experiences. He's also started a charity called *The Storm Angel Foundation* which helps educate children about the dangers of extreme weather.

- 3  2.28 This exercise is closely modelled on  Listening Part 2 of the Cambridge English: Preliminary exam. Give students two minutes to look at the pictures and to think about which key information they will need to listen for to answer the questions. Play the audio while students complete the exercise. Play the audio again for students to check their answers before feedback in open class. Ask students to give reasons for their answers.

Answers

1 B 2 A 3 A 4 C

Optional extension

Divide the class into pairs. Ask students to imagine how Warren Faidley feels when he is reporting on extreme weather. Which of the weather conditions do they think is most frightening? Listen to some of their answers in open class.

THINK SELF-ESTEEM

Giving an award

- 1 In open class, ask students if they have ever won an award. Read through the instructions and hold a group discussion followed by a vote to decide who the best type of person to give the prize to is. Ask students to give reasons for their answers.
- 2 Divide the class into small groups and ask them to create an award. Monitor and help with any difficulties or to give ideas. In their groups, students discuss who they think should receive their award. If they are allowed to use mobile phones, ask them to research the winner. When students have completed the exercise, ask students to present the winner of their award on the IWB, using photo searches and presenting other information on websites.

Optional extension

During whole-class feedback on Exercise 2, write the different awards that students have created on the board. Ask students to return to their groups to agree on a nomination for each of the other groups' awards. Give students 5–10 minutes for this. In open class, ask for each group's nominations and write them on the board. Hold a class vote to decide who the recipient of each award should be. Students can also vote for the person they chose in Exercise 2.

Student's Book page 106–107

READING

- 1 A recording of this text is available with your digital resources. Books closed. To introduce the topic, tell students they are going to interview you about your specialist subject: English! Give them two minutes to work in pairs and think of questions to ask you. Answer their questions in open class.
Books open. Read through the instructions and questions. Students work individually and complete the exercise. Monitor and help with vocabulary as required.
- 2 **SPEAKING** Divide the class into pairs. Students take it in turns to ask their partner questions about their specialist subject. Tell them that the interviews should last for at least three minutes. Listen to some examples in open class as feedback.
- 3 Tell students they are going to read about a man at an interview. Read through the questions quickly and check/clarify: *candidate*. Students read the article and match the people to the descriptions. Give them a time limit of two minutes to encourage them to concentrate on completing the exercise. Students compare answers with a partner before checking in open class.

Answers

1 b 2 a 3 c

- 4 Check understanding of the instructions. Check/clarify: *court case*. Before reading, ask students to underline the key information they need to find in the text. Students work individually to put the events in order. After whole-class feedback, do an online video search for a clip of Mr Goma being interviewed and show students the video on the IWB.

Mixed-ability

Stronger students may be able to order the statements from memory before looking back at the article to check.

Weaker students read the article in more detail and complete the exercise, underlining the parts of the text that helped them decide on their answers.

Answers

6 2 7 3 4 8 1 5

GRAMMAR

Verb patterns: object + infinitive

- 1 Read through the instructions. Students work in pairs and order the words to make sentences. During whole-class feedback, pay attention to the word order and the use of the object pronoun and base form.

Answers

1 She told him to follow her. 2 Karen asked him to talk about the result of the court case. 3 The woman wanted him to answer questions.

Read through the rule in open class and nominate individuals to complete it.

Rule

1 pronoun 2 infinitive

- 2 Look at the example in open class. Ask students to look at the pictures and work in pairs to complete the exercise. Tell them that they should write questions or imperatives. Check answers.

Answers

2 Can you pick the paper up, please?/Please pick the paper up. [Command.] 3 Can you close the door, please? 4 Can you be quiet, please?/Please be quiet. [Command.]

Fast finishers

Ask students to write some further requests and a sentence to report each of the requests, e.g. *Could I borrow your pen? He asked if he could borrow her pen.*

- 3 In pairs, students take it in turns to report the sentences in Exercise 2. Monitor and help with any difficulties. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

Optional extension

Divide the class into pairs roughly according to level so that strong students are working together and weaker students are working together. Assign a role to each student – A is a teacher and B is a student. Teachers tell students to do a variety of things. After a minute or so, regroup students into As and Bs. Bs report what they were told to do (She told me to ...) and As report what they said to the student (I told her to ...). Monitor and record any repeated errors with verb patterns to return to later. During whole-class feedback, listen to some examples and decide who was the strictest teacher.

Workbook page 101 and page 127

VOCABULARY

More verbs with object + infinitive

- 1 Tell students that we use many other verbs to report speech, as the information they give makes texts sound more interesting than always using *say* and *tell*. Read through the verbs in open class and check understanding. Ask students to work with a partner to match the verbs to the sentences. Check answers in open class.

Answers

1 warn 2 remind 3 allow 4 encourage 5 persuade
6 want 7 invite

- 2 Students work with a partner and rewrite the sentences using the reporting verbs. Tell them to decide which the main verb is in each sentence that they need to report. Check answers and make sure students are using object pronouns and base forms correctly. Point out that *him* in the answers could be replaced by *her/me/us*.

Answers

- 1 (You/She/He/They) warned (me/her/him/us) to slow down.
- 2 (You) reminded (me) to watch the programme.
- 3 (You) allowed (me) to go to the party.
- 4 (You) encouraged (me) to enter the talent show.
- 5 (You) persuaded (me) to take (you) to the concert.
- 6 (You) wanted (me) to play in the team.
- 7 (You) invited (me) to the cinema.

Fast finishers

Ask students to write further sentences containing one of the eight verbs. Their sentences should report things that they have said or heard, e.g. My mother reminded me to do my homework. Listen to some examples after feedback on Exercise 2.

Workbook page 102

SPEAKING

- 1 Working individually, students complete the exercise. Give them some examples if necessary.
- 2 Divide the class into pairs and ask students to tell each other about their sentences from Exercise 1. Encourage them to go into detail and give examples. Listen to some of their thoughts in open class as feedback.
- 3 Students discuss the questions with their partner. Monitor and check that they are using a variety of reporting verbs. During feedback, listen to some of their examples and decide who wants the most from their parents and whose parents expect the most from them.

Mixed-ability

Stronger students: Discuss the questions with a partner or in small groups.

Weaker students: Give students some time to think about and make notes on their answers before discussing with a partner.

PRONUNCIATION


For pronunciation practice in intonation, go to Student's Book page 121.

Student's Book page 108–109

PHOTOSTORY: episode 6

The journalist


- 1 Look at the photo with students and ask them to name the people. Ask them: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at the photostories in previous units to help them remember. Students look at the photos and guess how the people feel and what they might be discussing. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.

- 2  2.31 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

The newspaper report criticises teenagers.
Graffiti

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4  EP6 Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the sentences in open class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class. Ask individual students to correct the incorrect statements.

Answers

1 (ticked) 2 (ticked) 3 (ticked) 4 (crossed)
5 (crossed) 6 (ticked) 7 (ticked)

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 108 and decide who says them. How would they say the expressions in their own language? Ask students to compare their answers with a partner before open class feedback.

Answers

1 Megan 2 Luke 3 Ryan 4 Olivia 5 Luke 6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 We're talking about 2 It's not worth it 3 he was like
4 have a word with 5 check this out 6 I'm just saying

WordWise

Expressions with *make*

- Books closed. To introduce this activity, write the word *make* in the middle of the board. In open class, ask students to think of any words that could go after *make*. Write any correct answers on the board.

Books open. Read through the sentences and the phrases. Ask students to work with a partner and complete the exercise. Check answers in open class.

Mixed-ability

Weaker classes: Before students complete the exercise, write *make fun, make friends, make angry, make up, make sure, make a difference* on the board and discuss the meaning of each.

Stronger classes: During whole-class feedback, elicit or explain the meaning of the five phrases and give further examples as necessary.

Answers

1 up 2 fun 3 angry 4 sure 5 difference 6 friends

- Students work individually to complete the sentences. Students compare answers with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

1 make sure 2 make ... difference 3 make friends
4 make fun 5 make ... up 6 make ... angry

Workbook page 102 

FUNCTIONS

Expressing feelings: anger

- Show a photo of an angry person on the IWB. In open class, ask students: *Why might the person be angry?* Listen to some of their ideas and write any interesting vocabulary on the board.

Read through the instructions and the words in the box. Students complete the exercise with a partner. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

Answers

1 so 2 makes 3 hate 4 cross

- Working individually, students write sentences about what makes them angry. Monitor to help with any questions and to check they are using the expressions correctly.
- SPEAKING** Divide the class into pairs or small groups. Students discuss what makes them angry. Encourage partners to be sympathetic and give ideas about how to make things better. Listen to some of their ideas in open class as feedback.