TEACHER’S NOTES

THE REPORTERS

Level: 6th year Primary School

GENERAL OBJECTIVES:
To understand oral and written texts based on wh- questions and answers.
To ask and answer using wh- questions.

ESPECIFÍC OBJECTIVES:
To understand oral interviews based on the structure of the wh- forms.
To ask and answer using wh- questions.
To understand written questions and answers.
To write wh- questions and answers.

ORAL COMPREHENSION:
To understand oral interviews based on the structure of the wh- forms.

ORAL INTERACTION:
To ask and answer using wh- questions.

WRITTEN COMPREHENSION
To understand written questions and answers.

WRITTEN PRODUCTION
To write wh- questions and answers.

BASIC COMPETENCE
• Linguistic communication.
• Social and cultural

CONTENTS:
FUNCTIONAL – Questions to interview people.
LEXICAL – Vocabulary related to sports and music events.
GRAMMAR – Subject + verb + object.


DISCURSIVE – To take part in oral interactions based on questions and answers.

PHONETICS – Sounds [Wh] / [h].

EVALUATION CRITERIA

The evaluation will be positive if students manage to achieve the general and specific objectives stated above. They must show that they are able to produce and understand questions referring to other people’s lives.

STRUCTURE OF THE UNIT AND SOLUTIONS:

PART 1: MEETING A POP STAR.

Vocabulary

The aim of the following 3 activities is that students revise or learn some words related to musical events.

1. **Words for musical events.** They listen and see the pictures and the words at the same time.

2. How do the words sound?. They listen and drag the sounds next to the written words.

3. **Matching definitions.** This is a consolidation activity. Students have to drag the words next to the corresponding definitions. The exercise is made easier because the answers go back if they are not correct.

Reading

4. **An interview with Samantha Rock.** Students read and listen to the interview. They should be encouraged to read it more than once because they will need the information for next activities.

Comprehension
5. *Did you understand?*. This is a multiple choice exercise. They have to mark the right answer to the questions about the previous interview.

6. *Matching answers*. They have to drag the questions next to the answers. The aim of this activity and the next one, is that students get familiarised with the kind of questions needed for an interview.

7. *Making questions*. Students are given questions and they have to put the words in order.

**PART 2: INTERVIEWING A CHAMPION.**

**Vocabulary**

8. *Words for tennis events*. The aim of this activity, and the next two, is that students revise or learn some vocabulary related to tennis, so that they prepare for the understanding of the following activities. They listen and see the pictures and the words at the same time.

9. *Labelling pictures*. Students have to drag the words under the corresponding picture.

**Listening and writing**

10. *Tennis tournaments*. Students are given a text about tennis events. Students have to fill the spaces with words from the vocabulary learnt. As a help, they can listen to the words by clicking on the audios next to the spaces.

**Reading**

11. *Interview with a tennis player*. Students read the interview. They should be encouraged to read it more than once because they will need the information for next activities.

**Comprehension**

12. *Rafa’s hangman*. Students are given incomplete sentences related to the previous reading. They play hangman to complete the sentences.
Writing

13. **Question words.** Students are given some of the questions and answers from the interview. They have to fill the spaces with question words.

**PART 3: ARE YOU A GOOD REPORTER?**

Phonetics

14. **Pronunciation.** Students listen to the pronunciation of some words that begin with “wh”. The aim of this exercise is that they learn when to pronounce [wh] or [h].

15. **Sounds.** Now, they have to classify the words according to their pronunciation. They listen and have to drag the word next to the corresponding sound.

16. **Recording.** Students listen to the words and record themselves. The aim of this exercise is that students practise the pronunciation of question words.

Writing

17. **Completing an interview.** They have to complete the questions they will ask when they interview a famous person. They have to fill the spaces with a question word and the verb.

Recording

18. **Interviewing a tennis player.**

This time the student has to record the questions and play the answers. They have audios with the model as help. When they finish all cards they can play the whole audio. They should be encouraged to play it more than once, because they will need the information for next activity.

Comprehension

19. **Choosing the correct information.** This is a multiple choice exercise. They have to choose the right answer. As a reward they get a microphone each time they give the right answer.
20. Writing an interview. Students have to fill the information about a person of their interest. They can use the internet to get information. They then, have to write the interview on the space provided. They can print their work or show it to the teacher if a printer is not available.

ANSWER KEY

Some of the activities don’t need answers or can be self – corrected.

PART 1:

2. How do the words sound?
   1 an album
   2 a chart
   3 a hit
   4 studio
   5 lyrics
   6 release
   7 award
   8 to perform

5. Did you understand?
   In South Africa
   24 years old
   When I was 16
   Heroes of Peace
   Various styles
   Keep singing

   Where were you born?
   How old are you?
   When did you start singing?
   Which was your first album?
   What sort of music do you make?
   What are your plans for the future?
   Why do you wear those clothes?
   Do you write all your songs?
7. Making questions.
Where were you born?
When did you start singing?
What are your plans for the future?
What sort of music do you make?
When did you release your first album?
Why do you wear those clothes?
Do you write your songs?
How old are you?

PART 2:

9. Labelling pictures.

<table>
<thead>
<tr>
<th>A clay court</th>
<th>A hard court</th>
<th>A tennis match</th>
<th>A grass court</th>
</tr>
</thead>
<tbody>
<tr>
<td>To train</td>
<td>To serve</td>
<td>A chair umpire</td>
<td>A tournament</td>
</tr>
</tbody>
</table>

10. Tennis tournaments
There are four Grand Slam tournaments, the Australian Open, the US Open, both played on a hard court, the French Open, played on a clay court, and Wimbledon, played on a grass court. To win a tournament, tennis players have to train. They have to serve and play very well. This is very important if they want to win. They also have to follow the rules that the chair umpire explains to them before a tennis match.

12. Rafa’s hangman
Pereira
Manacor
Eight
Clay
Seven
Fishing
Chicken
Tournament
13. Question words
How
What
Who
Where
When
What
What

PART 3:
15. Sounds
Sound h:
Whole, who, whose, whom
Sound w:
What, when, where, why

17. Completing an interview
How old are you?
Where were you born?
When did you start playing tennis?
When did you win your first title?
What kind of food do you eat?
What is your typical day like?
What are your hobbies?
What are your future plans?

18. Interviewing a tennis player
Audios:
How old are you?
When did you start playing tennis?
When did you win your first title?
When do you train?
What kind of food do you eat?
What’s a typical day for you?
What are your hobbies?
What are your plans for the future?

19. Choosing the correct information
26 years old
10 years old
In 2005
Sometimes
Healthy food
Playing golf
The French Open
20. Writing an interview
Free exercise (Suggested questions):
  How old are you?
  What is your real name?
  Where were you born?
  When did you start (acting)?
  How many Oscars did you win?
  What’s a typical day for you?
  What kind of food do you eat?

TEST WITH ANSWER KEY
For an extra test about the unit including solutions, go to the text directory, where you will find the PRI6_the_reporters_worksheet.pdf.