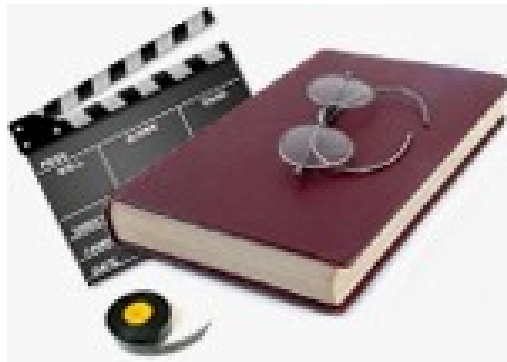


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THINK ABOUT IT!



Belo Horizonte
2012

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PRESENTATION

Brazil is a developing country which shows a constant rise in its literacy rate over the last decade. Two theme-based units which approach book and movie reviews and news headlines, respectively, were developed around this fact in an attempt to raise awareness to these two communication genres.

Both lessons are to be finished in no more than two 60 minute classes (or three 50 minute ones), allowing plenty of time to complete the activities and reach the units' objectives (given at the beginning of each lesson). Through pair, group and class work, the reading, listening and discussing of texts, questions and activities learners are provided with a clear understanding as to what information reviews and headlines offer and to whom.

The first unit, entitled "Movie and Book Reviews", considers that as the film and television industries continue to grow, becoming more and more popularized and mainstream, literate people throughout the world are noticeably reading less. The unit intends to show its target audience (upper intermediate to advanced teenagers and younger and older adults of private, public and English schools) the effect of literature on what is shown on television and movie theatres while guiding learners through its communication purpose of discussing and eventually producing movie and book reviews.

The second unit features spoken and written "Headlines". Directed towards young adults-adults at a beginner level, this theme is perfect for engaging learners in critical literacy, focusing on the simple present verb tense.

RATIONALE

Introduction

Now is a time of converging and contrasting teaching methods and approaches and new names being given to old and current concepts alike. *THINK ABOUT IT!* attempts to intertwine the genre process approach and the communicative approach while applying critical literacy to every text analyzed and created, to ultimately result in more autonomous and conscious learners.

Communicative Language Teaching, which focuses “on the process of communication rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms.” (RICHARDS, 2001, p.166). Considering this, activities in the units were organized in a way that would motivate learners into thinking for themselves in a bottom-up process. This process refers to an inductive way of learning, in which knowledge is acquired by students as opposed to simply being given information from teachers. From communicative activities and exercises, learners are asked to try and find their own rules and reasons to language through discussion and negotiation while the teacher takes on the role of a guide. Breen and Candin also see the role of the learner as a negotiator which “should contribute as much as he gains, and thereby learn in an interdependent way.” (RICHARDS, 2001, p.166). For them, the teacher’s role, amongst others, is also that of “a guide within the classroom procedures and activities...” (RICHARDS, 2001, p.166).

While the activities were made considering the communicative approach, the writing development of both units was done in view of the genre approach. First learners are exposed to texts similar to ones they will be asked to make then, after answering questions which guide them into understanding the make-up of these texts, they create their own. The genre approach defines “... three phases: modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners.” (HAMMOND, 1992, p.202).

However, when analyzing the questions in both units and lesson guides the genre process model is predominant. According to Badger and White (BADGER and WHITE, 2000, p.157) this model is actually a dual approach which combines both the genre and process approaches.

...this dual approach works well if the writing cycle begins with models, description of the key linguistic features, discussion of the social situation in which it happens, and analysis of the recommended rhetorical patterns of each genre. Student writing is then subjected to the sequence of drafts in the process approach.

In search of meaningful learning, engaging warm-up and pre and post activities were given in a way which guides students into naturally reflecting on what they will see and have seen. This reflection allows them to draw their own conclusions on the theme studied along with features of the language itself. The main activities in both units are built around authentic texts which enable learners to watch, listen and read vocabulary and language aspects and functions within a real context. All the questions in the lead in, pre, post and main activities alike are devised to encourage and lead students into critical thinking.

The reality we are faced with today as teachers and learners in life is that of constant change, bombarding information, clashing ideas and the thought of limitless possibilities. This illustrates the need for critical literacy which "...demands reading texts and filtering them for positionalities, agendas, and purposes." (STEVENS and BEAN, 2007, p.17). (Texts in this case refer to everything from pop-up ads online to a commercial on television to a newspaper article, etc.). With this in mind, questions throughout the units and teachers guides ask students to think about why and how things are written the way they are and to analyze not just the content of what they are reading but the context, always asking themselves: 'who was this text made for and in turn who will I make my own for?' This kind of reflection is critical literacy and answering these types of questions result in greater learner awareness in and out of the classroom. In this way, learners are empowered by knowledge and true understanding of the huge range of information they are incessantly in contact with.

Units

Units 1 and 2 were made independently of each other, for different levels, target audiences and are not to be considered as a sequence. However, both units are the same in that:

- 1- They are both theme and genre based lessons.
- 2- They are divided into similar sections: objectives, warm-up and lead-in activities, one activity for each skill, one for pronunciation and some extra activities at the end of the lessons.
- 3- The objectives, warm-up and lead-in exercises are all to attract learners' interest while giving them a general idea on what to expect.
- 4- Grammar is worked on indirectly, guided questions made concerning each text (spoken and written) prior to the creative process are evaluated in the content of the finished texts the students produce.
- 5- The Flashback activity recaps what was seen in the class before and gives learners a chance to refresh their memories and see if anything has happened in their lives related to what they learned.
- 6- The 'want more' section of both units has a list of web sites that were used to get information or texts within the lesson and which students might be interested in researching. This section of the unit especially encourages learners' autonomy which increases with guidance to critical literacy

Unit 1 was thought to be used as a review unit after the simple present, the present continuous, the simple past and the present perfect verbal tenses have all been worked on. It is a theme-based unit about the book and movie review, which in itself may use any one of the verbal tenses mentioned as a spoken or written genre. Directed toward upper-intermediate to advanced levels, all the texts found within the lesson are challenging and interesting to the teenage-adult target audience.

Vocabulary in this unit was worked on in the lead-in activity. Beginning the lesson with a topic of vocabulary which most likely interests learners was done considering that "the most important condition to encourage learning relates to

the choice of what is read, namely interest.” (Elley, 1989; Penno, Wilkinson and Moore). The activity is a matching exercise which asks learners to link different book and movie genres to their definitions. Although the matching itself may be easy for upper-intermediate to advanced students, almost every definition has words with which these levels might not yet be familiar with. Being that the exercise is done in pairs (and the students are always encouraged to ask the teacher questions) there are more opportunities for learning through negotiation.

The listening and reading activities ask both closed and open-ended questions. Their objective is to evaluate comprehension and cause reflection on features of the genre they have just been in contact with. (These genres are not to be confused with genres worked with in the vocabulary activity which refer to different kinds of movies and books, such as comedy, action, sci-fi, romance, etc. but instead to all the various types of texts like articles, commercials, billboards, recipes, etc.)

The speaking activity is actually a preparation for the writing. Although they will be evaluated on how they respond to each question, in talking about their favorite book or movie, learners automatically review them as well which is what they are ultimately asked to do at the end of the lesson.

After various texts of the review genre have been thoroughly discussed and understood, learners write their own applying all of the features they see fit from the others they have seen. According to the genre approach “learning takes place through imitation and exploration of different kinds of models” (BADGER and WHITE, 2000, pp.155-156).

The pronunciation exercise deals with the stress in compound nouns. It is extremely important to clarify compound nouns as much as possible in order for students to be able to identify them and distinguish one from the other. These words can be difficult to understand and recognize for various reasons. First of all they can be formed using various combinations of words like: “noun + noun; adjective + noun; noun + adjective; verb(-ing) + noun; noun + verb (-ing); preposition + noun; noun + verb; noun + preposition; adjective + verb;

preposition + verb; verb + preposition; noun + prepositional phrase (<http://www.learnenglish.de/grammar/nouncompound.htm#bottom>; <http://www.englishclub.com/grammar/nouns-compound.htm>)". Secondly "there are three forms of compound words: the closed form, the hyphenated form, and the open form..."(<http://grammar.ccc.commnet.edu/grammar/compounds.htm>). Also "sometimes there are more than two nouns together" (MURPHY and SMALZER, 2009, p. 156) and when these words are written in open form it can cause much confusion. Finally, even in a simple noun + noun pattern the first noun is like an adjective. "When we use noun + noun, the first noun is like an adjective. It is normally singular, but the meaning is often plural." (MURPHY and SMALZER, 2009, p. 156)

Although all of this may seem more like grammar it is important that the learners know the make up of a compound noun since they are asked to recognize these words in order to identify where the proper stress should go. Lastly, the section of final reflections is indispensable and of utmost importance. If two 60 minute classes are not enough to include this part then it must be done at the beginning of the third class or given as a written assignment for homework. This is because it will be used as a means for the teacher to assess the theme's appeal, the efficiency of the lesson and also, and more importantly, for the learner to evaluate him/herself. Being that this activity is untimed, has a free response format with open-ended and creative answers it is considered as "alternative assessment" described by Brown and Hudson. "Learner self-assessment means a learner's own analysis of their skills, progress and achievements" (Brown & Hudson, 1998 apud Brown).

Unit 2 is a beginner lesson for young adults to adults. It is a theme based lesson which focuses on the 'Headlines' genre, specifically those found in magazines, newspapers and television news reports.

Authentic headlines were taken from magazine and newspaper websites to create the lead-in, reading and listening exercises. Although the spoken text may be considered fast the questions in the activity are in accordance to the level.

Vocabulary in this unit is worked on indirectly in the lead-in exercise. The last question in the lead-in asks learners if there are any words they do not know. The teacher's guide continues with directions which has the teacher write these words on the board and have the students give their own definitions for them then find their true meaning in the dictionary.

Learners need to focus on words not only as a part of the message but as words themselves. This can be helped by noting words on the blackboard, and by providing short definitions or translations of words (NATION, I.S.P., Learning Vocabulary in Another Language, 2010, p. 119)

As priorly mentioned, grammar in this unit is worked on indirectly in that students are asked to identify the verb tense used in the headlines shown and in producing their own they are checked for understanding. The verb tense in this case is the simple present which is the one most often times used in the headlines genre.

Although the writing activity may appear to be too simple and short, it was made considering the age and level for which the unit was developed and that "...a much smaller vocabulary is needed for speaking than for writing" (NATION, I.S.P., Learning Vocabulary in Another Language, p.125). Students are asked to write a short creative example of the genre worked on throughout the lesson. Since the headlines genre was shown as one phrase students will most likely produce the same. However, the exercise fully analyzes and evaluates if the learner has understood what verb tense to use and how to use it.

The pronunciation activity has to do with syllable stress. Like in the first unit it talks about how the change in stress changes the meaning of the word. However, in this unit the words are not compound words and their stress define their part of speech (if they are nouns or verbs).

Unlike Unit 1 there was no self evaluation section in this lesson. The booklet will be used for that instead since it is to be done more interactively than Booklet 1 which does not include a speaking activity.

The teacher's guide is self explanatory, showing teachers exactly what steps to follow in order to carry out a lesson plan. It is complete with answers and a photocopy worksheet of a word search used in lesson 1.

There are two sets of booklets, one with answers and the other without. Since the booklet for Unit 2 has an interactive (with the teacher and class) speaking activity, guidelines for this activity is found in the booklet with answers.

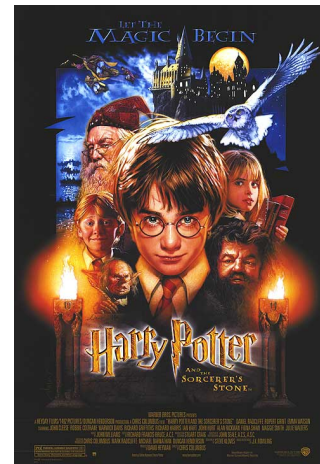
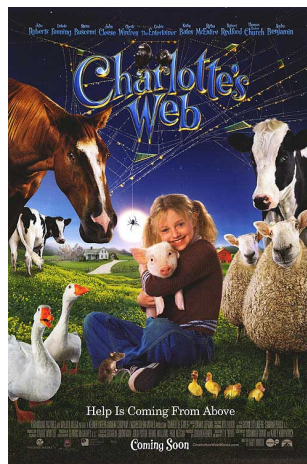
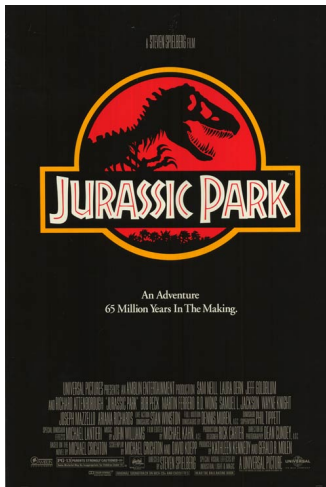
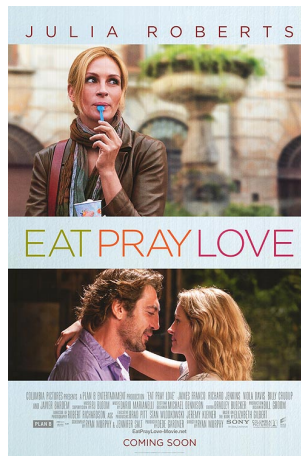
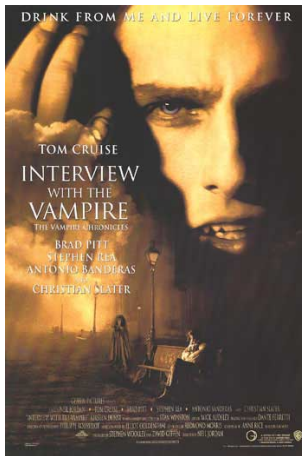
The principal communication purpose of both units is to get learners to analyze the genres given and create their own. "In these activities, students create a text by examining other examples of a particular genre and replicating their features..." (PALTRIDGE, 2001, p. 69)

TWO THUMBS UP!

OBJECTIVE:

Know more about:

- books made into movies
- different book and movie genres
- how to write a movie/book review
- compound noun word stress



www.movieposter.com

1. WARM-UP:

Do you recognize these movie posters?
 Which of these movies have you seen?
 What types of movies are they?
 What do you think all of them have in common?

2. LEAD-IN: PAIRWORK

A. Match the genres to their definitions:

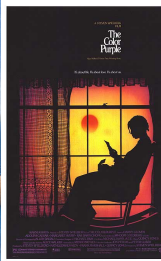
- 1) Action (___) Quasi-scientific, visionary and imaginative - complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters ('things or creatures from space'), either created by mad scientists or by nuclear havoc.
- 2) Comedy (___) Usually include high energy, big-budget physical stunts and chases, possibly with rescues, battles, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.), non-stop motion, spectacular rhythm and pacing, and adventurous, often two-dimensional 'good-guy' heroes (or recently, heroines) battling 'bad guys' - all designed for pure audience escapism.
- 3) Drama (___) Designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience
- 4) Horror (___) Light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.
- 5) Romance (___) Serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories involving intense character development and interaction.
- 6) SciFi (___) Love stories that focus on passion, emotion, and the affectionate involvement of the main characters and the journey that their love takes through courtship or marriage.

<http://www.filmsite.org/genres.html>

http://en.wikipedia.org/wiki/Romance_film

<http://www.slideshare.net/AlexandraRamirez/types-of-films-vocabulary-presentation>

B. Now that you know them, what category do you think these famous movies, also based on books, fall into?



www.alshrouk.ahlamontada.com

www.movieposter.com

3. LISTENING:

Listen to a segment of a review and answer the questions.

Listen again and check with a partner.

Segment: <http://www.youtube.com/watch?v=k8PI5fMVBhM>

1) Is it a movie or a book review?

2) Mark True or False according to what you hear and correct the false statements

- ___ Anna read the books before watching the movies.
- ___ She loved the first Twilight book.
- ___ She bought the books for her mum.
- ___ She thinks the books are just for kids.
- ___ The first book is more about Bella and Jacob.
- ___ Bella moves into Forks and makes friends in first book.
- ___ There are good and bad vampires.

- _____ Vegetarian vampires just eat vegetables.
- _____ There is no danger in any of the vampires.
- _____ She didn't enjoy the second book because she wanted to know more about Jacob.
- _____ There are a lot of murders in the third book in another state.
- _____ She wanted Edward to hurry and make Bella a vampire.
- _____ She gives away massive spoilers.

- 3) How can Anna identify with Bella?
- 4) Why does Anna keep reading books like these?
- 5) Which book is Anna's favorite and why?

4. SPEAKING:

Consider the following and talk to the class about your favorite book or movie.

- What the title is
- Did you read it or watch it
- What movie/book genre it is
- Who it's by (writer or director)
- Who the main characters are
- How old the movie/book is
- Why it's your favorite and what you didn't like about it

5. FLASHBACK:

- Remember what we talked about last class?
- Have any of you watched any movies since then?
- What kinds of movies were they?

6. PRE-READING: Discussion

You are going to read a segment of a movie review of *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*.

- Do you think the reviewer will give their opinion on the movie?
- What kind of information will he/she give about the movie?

7. READING:

MOVIE REVIEW:

Finally, the long awaited, much anticipated adaptation of the beloved children's story from *The Chronicles of Narnia* come to the big screen. This second of seven books from the series authored by C.S. Lewis over fifty years ago creates the substance with which this film, *The Lion, the Witch and the Wardrobe* mystifies, mesmerizes, enlightens and entertains anyone who is willing to embrace it. Doors to your imagination will unavoidably be opened—as might a door to your very heart and soul.

A wonderful adventure. An illustrious biblical metaphor. A beautiful Christmas story. A captivating fantasy. From the very heart of renowned Christian apologetic C.S. Lewis is the story of four children, Peter (William Moseley), Susan (Anna Popplewell), Edmund (Skandar Keynes) and Lucy (Georgie Henley) who discover a world they would have never thought possible. It's World War II and these siblings are sent away for safe

keeping into the English countryside to stay with a delightful old professor (Jim Broadbent) until danger subsides at their home in London. But after an unexpected discovery in the back of a coat closet, Lucy introduces her brothers and sister to a realm of make-believe that is more fun than any fantasy and more real than life and death. It is a world that provides friends and enemies, battles and betrayals, family unity and sacrifice, and a promise to become a king or queen.

But is the film *The Lion, the Witch and the Wardrobe* like the book? Director Andrew Adamson (“Shrek”, “Shrek II”) says that what you get from the book is what you will get from the movie. This does not mean Adamson did not make changes, however (see our interview article for more on this). But this movie has been made by all kinds of different people and companies, from all different backgrounds and walks of life and various worldviews. Did not some things have to change in order for a movie like this to be released into the mainstream media? Yes, there are changes, but ardent fans that have cherished these books for decades can rest assured knowing that these filmmakers remain faithful to its origins. The characters, storyline, themes and creativity all remain intact from the original charming children’s story. [...]

segment: <http://christiananswers.net/spotlight/movies/2005/thechroniclesofnarniathelionthewitchandthewardrobe2005.html>

COMPREHENSION QUESTIONS:

- 1) Were your answers to the pre-reading questions correct?
- 2) Tick what you found in the text

- The name of the book and movie
- The genre of the book and movie
- The author’s name
- The characters’ names
- The director’s name
- The actors’ and/or actresses’ names
- The plot or storyline of the book/movie
- How long the movie is
- What happens in the end of the story
- There were no changes made from the book to the movie
- Details about the changes made to the movie
- Opinion words such as: I think(thought), In my opinion, I love(d)
- Where the story takes place
- When the story takes place
- Predictions on how the audience will react to the film

8. PRE-WRITING: Discussion

Think about what was discussed in the other activities. Based on what you saw:

What is and isn’t included in a review?

What do you have to consider when writing a review?

What verbal tense(s) was/were used in the written review? Why do you think that is?

9. WRITING:

There are many online blogs in which movie and/or book reviews can be posted by anyone who is willing and believes to have written an interesting review. You will now choose a book or movie to write your own review about. Read the tips and consider

your observations from the other tasks to write your review. The draft will be checked by your peers and teacher. After corrected, the movie reviews will be posted on <http://www.coolest-movie-reviews.com/submit-a-movie-review.html> and the book reviews on <http://teacher.scholastic.com/activities/swyar/write.asp>. GOOD LUCK and HAVE FUN!!!

TOP 5 TIPS:

- 1- KNOW YOUR SUBJECT
- 2- DON'T BE AFRAID TO HAVE STRONG OPINIONS
- 3- AVOID "I" AND "IN MY OPINION"
- 4- GIVE BACKGROUND
- 5- DON'T SPOIL THE ENDING
- 6- KNOW YOUR AUDIENCE

<http://journalism.about.com/od/writing/a/reviews.htm>

10. PRONUNCIATION:

DID YOU KNOW???

The stress in compound nouns in English is usually in the first part of the compound!

What is a compound noun?

A noun that's made of two or more words.

Why is this important?

Sometimes, depending on the stress, the same word can mean different things.

For example: green HOUSE is a house which is painted green and a GREENhouse is a building made of glass for growing plants inside.

The unit we've just worked on has many examples of compound nouns.

Here are three examples. Listen carefully; circle the word or part of the word (first or second) that is stressed.

NOTEBOOK

MAKE-BELIEVE

NATURAL DISASTERS

Like the examples given, compound nouns may be written together, separated by a hyphen or completely separate respectively.

A compound noun can be made up of many combinations. The most common ones are: noun+noun; adjective + noun; verb + noun; noun + verb (ing).

What are the patterns of the compound nouns you listened to?

Find one more example of a compound noun in the unit and WITH A PARTNER find where the stress is.

11. FINAL REFLECTIONS:

1. How does the spoken review differ from the written review?
2. Which did you prefer?
3. Had you read, heard or seen a review before?
4. If so, did it (they) influence your decision to watch a movie?
5. What was the most interesting thing you learned about this unit?
6. Do you feel comfortable and confident enough to write reviews? Why or why not?

12. IF TIME ALLOWS:

WORD SEARCH:

13. WANT MORE?

Want to find out more about books made into movies?

What about checking out other peoples' reviews?

Curious about compound nouns?

Need help with definitions?

Check out these sites:

<http://thefilmblog.com/2008/11/the-movie-blogs-top-100-movies-based-on-books>

<http://journalism.about.com/od/writing/a/reviews.htm>

<http://teacher.scholastic.com/activities/swyar/write.asp>

<http://www.coolest-movie-reviews.com/submit-a-movie-review.html>

www.macmillandictionary.com

<http://grammar.ccc.commnet.edu/grammar/compounds.htm>

<http://www.englishclub.com/grammar/nouns-compound.htm>

<http://www.learnenglish.de/grammar/nouncompound.htm#bottom>

EXERCISE BOOKLET: UNIT 1

TWO THUMBS UP! (Movie and Book Reviews)

1. Reading and Writing

Read the 4 different book reviews.

A. Fill in the blanks with words from the box.

<i>becomes</i>	<i>running</i>	<i>put</i>	<i>believe</i>	<i>named</i>
<i>set</i>	<i>starts</i>	<i>think</i>	<i>find</i>	<i>interesting</i>
<i>fell</i>	<i>were</i>	<i>character</i>		

Review by: Justin W.
Oregon, Grade 3

This book is about a girl _____Jodie and her brother Mark. They both go to their Grandparent's farm. They both _____ out that the scarecrows there walk at midnight.

I like this book because it is very scary.

Review by: Jeff S.
Iowa, Grade 12

One thing that was _____about this book was that it was _____ in outer space and it began with "man-apes" _____ around on earth.

I didn't like this book because it jumped around from man-apes, to a character named Floyd going to the Moon, then to two characters going to Saturn.

Review by: Kaitlyn G.
North Carolina, Grade 7

It was written from 1796-1797, and was originally titled

I really enjoyed this book!!! The characters_____ really round, the settings were easily pictured, and the whole storyline is very captivating; I could hardly_____ the book down!!! The language is old, too, which really adds to the book. I _____ in love with this book and its characters. I really enjoyed following the rich and seemingly arrogant Mr. Darcy, who is my favorite _____!! It all _____ when the Bingleys take residence in Netherfield Park, which is very near Longbourn, where the protagonist, Elizabeth Bennet, her four sisters, and her parents live. All of the ladies in the town immediately fall in love with Mr. Bingley and instantly despise Mr. Darcy, who they _____ is prideful and vain. Elizabeth's only older sister, Jane, _____ very close to the Bingleys, and really loves Mr. Bingley, when suddenly, the whole Netherfield party moves away to London on business for Mr. Bingley. What will happen between the Netherfield and Longbourn parties??? You'll have to read to find out!!! This is a flawless piece of art that I _____that everybody should read!!! Jane Austen is an amazing author!!!

B. Each book is on a different book and genre. What genres (Drama, Action, Romance, Comedy, Sci-fi, Action) are they?

Red: _____ Green: _____ Blue: _____

C: In your opinion, which review is the most affective? Give reasons and details about the one you chose and the others to support your answer.

2. Vocabulary

Match the words to their definitions.

- a. character (____) information about what happens in a story that you may not want to know about before reading a book, seeing a film etc for yourself
- b. setting (____) a particular style used in cinema, writing, or art, which can be recognized by certain features
- c. plot (____) a person in a book, play, film etc
- d. spoiler (____) all the people who watch a television programme, listen to a radio broadcast, or are reached by advertising
- e. audience happens in (____) a particular time or place that a play, book, film etc
- f. genre (____) a series of related events that make up the main story in a book, film etc.

www.macmillandictionary.com

3. Listening

Watch and listen to this short video that state different book genres.

(From 1:10-1:26) <http://www.youtube.com/watch?feature=endscreen&v=mR-xqT7Vlqo&NR=1>

- A. Which genres does the woman talk about?
- B. Which of the ones she mentioned did we study?

4. Pronunciation

A. Listen and practice. Notice that the stress in these compound nouns is on the first word.

pen pal homework notebook

B. Listen to three other compound nouns. Which of them does not receive the stress on the first word? Does the stress change the meaning of the word? How?

laptop white house storyline

EXTRA, EXTRA, READ ALL ABOUT IT!

OBJECTIVE:

Know more about:

- newspaper and magazine headlines
- simple present verb tense
- adverbs of frequency

1. WARM-UP:

“EXTRA, EXTRA, READ ALL ABOUT IT!”

Have you seen or heard this phrase before? Where?

Usually when someone says this phrase they say the current headline afterwards.

Read the definition of headline and discuss the last headline you read or heard.

headline [ˈhɛd.laɪn]

n

1. (Communication Arts / Journalism & Publishing) Also called **head heading**

a. a phrase at the top of a newspaper or magazine article indicating the subject of the article, usually in larger and heavier type

b. a line at the top of a page indicating the title, page number, etc.

2. (Communication Arts / Broadcasting) (*usually plural*) the main points of a television or radio news broadcast, read out before the full broadcast and summarized at the end (Communication Arts / Journalism & Publishing)

hit the headlines to become prominent in the news

<http://www.thefreedictionary.com/headline>

2. LEAD-IN:

Barcelona defends Messi over racial abuse claims

Potter Producer Works on Paddington Bear

Twin explosions kill 8 in Russia

Greece Lights Olympic Torch

Ryan Seacrest Proposes to Julianne Hough on American Idol?

www.cnn.com

www.usmagazine.com

<http://sportsillustrated.cnn.com/soccer/>

Where can you find headlines like these?

What do you think each one is about?

Which one(s) interest(s) you?

Are there any words in these headlines you don't know?

3. READING:

A. Read these newspaper headlines and article excerpts and match them.

1) 'The Avengers' smashes domestic box office record for opening weekend.

2) European voters revolt against austerity cuts.

3) Messi scores four as emotional Guardiola bids Barca farewell.

_____ Europeans are revolting against their leaders and established political parties, against an austerity plan 'made in Germany', and against a future that promises declining living standards and shriveling public services.

_____ The superhero smorgasbord featuring Captain America, Iron Man, Thor and The Hulk brought in \$200.3 million its opening weekend in 4,300 U.S. theaters, smashing the previous domestic record for any movie's first three days, Walt Disney Studios said Sunday in a news release.

_____ The three-time world player of the year paid the ultimate tribute to Josep Guardiola in the coach's final home game, which ended in a 4-0 victory over city rivals Espanyol.

www.cnn.com

B. Answer the questions.

1. What verb tense is used in the headlines?

- Do the headlines refer to something that happens (present), is happening (right now) or happened (past)?
- What's different about the simple present verbs used in the headlines?
- Why do you think they're different?

2. Who might be interested in article 1, 2, 3?

4. PRE-WRITING: Class Discussion

What are the characteristics of a headline?
 How can you know what source a headline is taken from?
 When writing a headline what do you have to consider?

5. WRITING:

Imagine you are a newspaper/magazine writer. Write your own headline about something that happened in your school, work, neighborhood or private life. Make sure you consider the ideas and conclusions you just discussed in the pre-writing.

6. FLASHBACK:

What happened around the world since last class?

Think about what happened to you or your community since our last class and say it as if you were reporting a headline

7. LISTENING:

A. Listen to these headlines of around the world news and answer the questions.

1. What four countries do they mention?
2. How does the spoken headline differ from the written one?

B. Listen again and complete the chart.

Countries:	What happened
	new tribe discovered; corn, peanuts and banana crops found
	locals protest at train station
	tourists watch huge water sprays, severe floods months ago
	students demand head of university to step down and throw rocks

8. SPEAKING:

Look at these pictures. Applying your conclusions from the previous exercises discuss and decide on an appropriate headline for each picture in pairs.



http://www.bbc.co.uk/news/world/latin_america/



nj.com

9. PRONUNCIATION:

DID YOU KNOW?

Some words can be both nouns and verbs. When these words have two syllables, usually we must stress *nouns* on the *first* syllable, and *verbs* on the *second* syllable.

A. Listen and repeat the words. Is the stress on the first or second syllable?

project present address

B. Listen to the words. Which are verbs and which are nouns?

record suspect desert
 _____ _____ _____

Why is this important?

A sentence can be misunderstood if a word is pronounced as a verb and not a noun and vice versa. This is especially significant in cases such as spoken headlines, in which verbs are usually used in the simple present and must not be mistaken for nouns.

10. IF TIME ALLOWS:

Read a classmate's headline and write a short news story for it to share with the class.

11. WANT MORE?

Want to find tips on how to write the most effective headlines?

Want to find more about world news, entertainment or sports?

Want to have fun with more MadLibs?

Need help with definitions?

Check out these sites:

<http://www.copyblogger.com/how-to-write-headlines-that-work/>

<http://web.ku.edu/~edit/heads.html>

www.cnn.com/

<http://www.usmagazine.com/celebrity-news>

<http://sportsillustrated.cnn.com/>

www.macmillandictionary.com

EXERCISE BOOKLET: Unit 2

EXTRA EXTRA, READ ALL ABOUT IT!

1. Reading (vocabulary)

Read the headlines. Then match the underlined verbs to their correct dictionary definition.

1) Landslides kill 15, trap others in India.

2) Riot police, protestors clash outside US Embassy in Cairo

3) Turkish woman awaits trial after beheading her alleged rapist

4) Ex-Apple boss tackles poverty in India with mobile technology

1. argue violently with someone

2. start fighting

1. to wait for something that you expect to happen.

a. to wait for something that is the next stage in a process

1. [USUALLY PASSIVE] to prevent someone from leaving a place, especially a dangerous place

1. [TRANSITIVE] to make an organized and determined attempt to deal with a problem, often a social problem such as crime or unemployment

2. Pronunciation and writing

A. Listen to the stress in these words. Notice which syllable has the main stress and decide if the words are verbs or nouns.

record

suspect

address

present

conduct

project

B. Write headlines with the verbs you listened to.

3. Listening

Listen to this cartoon news report.

Check what you hear about Alderaan.

1. _____ Gang shooting
2. _____ Attack on Alderaan
3. _____ The weather
4. _____ Fashion show
5. _____ Flood
6. _____ Economic crisis in Alderaan
7. _____ Ewoks disappear
8. _____ Proof of weapons in Alderaan
9. _____ Gay pride parade
10. _____ Ewok pride parade

4. Speaking

Go global based on what you just heard. Think about these questions and discuss them with the class.

From what you heard, what can be related to things that are happening now in the world? In your country? In your city?

TEACHER'S GUIDE: Unit 1

TWO THUMBS UP! (Movie and Book Reviews)

Level: Upper-intermediate (teenagers-adults)

In this unit learners read about and discuss: different kinds of books and movies, also known as book and movie genres (Part 1); and book and movie reviews, in order to eventually write their own (Part 2).

Part 1 (60 minutes): Exercises 1 – 4

1. Warm-up (5-10 minutes)

Write the following words on the board and with books closed ask learners about ideas on their meaning and what they might all have in common.

Action Comedy Drama Horror Romance Sci-fi

Open books and begin a discussion on: the posters (with warm-up questions); the title of the lesson (ask if they are familiar with the phrase and if not describe that it is used to rate or review something in a positive way); and the lesson's objectives (to give learners a general idea on what to expect from the unit).

Teachers ask warm-up questions in a natural way (not as if reading aloud).

All answers are accepted at this point.

Objectives are read by the learners.

2. Lead-in (10-15 minutes)

A student is asked to read the directions for A and B aloud for others to think about. Then students pair up to do exercises A and B. Discuss answers to both activities as a class, focusing on new vocabulary, which will help learners in their production (speaking and writing) tasks.

Answers:

A. 6, 1, 4, 2, 3, 5

B. The Diary of a Shopaholic - Comedy, The Shining - Horror, The Notebook - Romance, The Fly - Sci-fi, Die Hard - Action, Forrest Gump - Drama

3. Listening (15-20 minutes)

There are 2 different types of comprehension questions, True/False and open ended.

1. Students read aloud and understand all questions.
2. Play the video and students check the correct response individually.
3. Tell students to pair up and play the video again for them to check their answers with their partners'.
4. Quickly correct as a class, only stating answers.

TIP: Draw attention to the term the girl uses, 'spoiler', which refers to revealing the ending of the book or movie. Explain how this is not recommended and how the word itself 'spoiler' describes the effect it may have on the readers or viewers.

Answers

- 1) Book review
- 2) F,T,T,F,F,T,T,F,F,F,F,T
- 3) Anna is scared of getting older.
- 4) They make her feel younger than she is.
- 5) The fourth book.

4. Speaking (15-20 minutes)

Teacher reads prompts and questions aloud and asks that students think about their answers. Then the teacher starts a class discussion based on these questions. Each student should have the opportunity to answer and talk about at least one of the questions. Although the teacher must always encourage learners who talk less to have a voice, due to the broad nature of the theme of the lesson, he/she must also be careful with time, and make sure the other students are more direct and succinct. If and when the discussion starts to stray the teacher must keep students focused on the subject.

Part 2 (60 minutes)

5. Flashback: Discussion (5 minutes)

Begin class by remembering elements from previous one. Quickly ask students if any of them have watched any movies since and what kinds of movies they were.

6. Pre-reading discussion (5 minutes)

Quickly discuss the pre-reading questions with the class.

7. Reading (15 minutes)

Have students scan the Reading Comprehension Questions, silently to themselves, before starting the reading so they'll know what to expect from the text and find answers more quickly.

TIP: If students do not know the meaning of 'scan', explain it to them, as opposed to 'skim'. Tell and show them how it is a useful test taking tool.

Students read the text and tick the statements individually.

Teacher corrects together with the class, answering any doubts or questions.

Answers: Tick statements 1-7, 13-15. Statement 2 can be ticked or not, if some students consider adventure or fantasy a genre accept it.

8. Pre-Writing: Discussion (5-7 minutes)

Engage students in a reflective discussion, using the Pre-Writing questions and the Top Five Tips from the book, to guide them in their writing process. Make sure they know and understand the key elements of the genre they are going to write: review, and on who they will be writing to: target audience.

9. Writing (15-20 minutes)

Tell students they have 10-15 minutes to write their own reviews then 5 to 10 minutes to exchange their reviews with a partner's for peer correction. Then all reviews are to be handed in to be corrected again by the teacher. Tell students that after this correction the reviews will be posted online for everyone to look at together in the next class in which a computer and internet are available.

10. Pronunciation (5-8 minutes)

Explain to students that: the stress of compound nouns is usually found in the first word; the meaning of 'compound noun'; and that changing the stress in these words may even change their meaning. Show them the reoccurrence of compound nouns within the lesson.

Tell a student to read the directions for the listening activity. Do the exercise and check together as a class.

Possible answers:

non-stop; two-dimensional; good-guy; bad-guys; light-hearted; one-liners; plot-driven; courtship; storyline; online

After checking explain the rest of the information given on compound nouns that is written in their books. If there is access to the internet two good websites to show students for better understanding and more examples of compound nouns are:

<http://grammar.ccc.commnet.edu/grammar/compounds.htm>

<http://www.englishclub.com/grammar/nouns-compound.htm>

<http://www.learnenglish.de/grammar/nouncompound.htm#bottom>

If there is not access, tell students to check these websites (which are given in the 'Want More' section of this lesson) on their own since it is important for them to see the many different combinations (patterns) and examples of compound nouns other than the ones shown in the lesson. Depending on the demand of the classroom, this can topic can be discussed further, maybe even given as a homework activity where they try and list compound nouns they know and categorize them into their respective combinations.

Then, ask students to: identify the patterns of the words they listened to; find more examples of compound nouns in the unit in pairs; and identify where the stress of the words they found goes, also in pairs.

Check this as a class.

11. Final Reflections (3-5 minutes – homework)

Begin a vital, concluding class discussion with the questions from this section of the lesson, to be used as a self evaluation for the student and a means of receiving learners' input and feedback for the teacher. Students' answers to these questions are to be done as homework and are not corrected but are given a grade for completion.

Students must know that this is both a teacher and a self evaluation and therefore must be handed in.

12. If Time Allows

The Movie/Book Review word search (found in the photocopy section of the Teacher's Guide) is to be used in the occasion that all students finish the lesson and discussion before class is over or if throughout the lesson some students finish an activity before others.

13. Want more

These websites provide more information on the topics discussed in class.

TEACHER'S GUIDE: Unit 2

EXTRA, EXTRA, READ ALL ABOUT IT! (Headlines)

Level: Beginner (young adults-adults)

In this unit learners read and discuss different newspaper and magazine headlines, focusing on the simple present verb tense, then write their own.

Part 1 (60 minutes): Exercises 1 – 3

1. Warm-up (5 - 10 minutes)

Books closed. Write the title of the unit on the board. Then ask students if they have ever heard or seen this phrase and if so, when and where. If they have not, ask when and where they think they might hear it and have a classroom discussion. Finally, explain that this is a very common phrase said by people who sell newspapers followed by the most important headline in that day's paper.

Students open their books and read the definition of headline aloud. Comments and doubts are welcome.

Call on one student at a time to talk about the last headline they remember seeing or hearing.

2. Lead-in (10 – 15 minutes)

Have each student read a different headline and question. Discuss the headlines and the answers to the questions as a class.

Ask students if there are any words they do not know from the headlines. Write these words on the board. Give two or three students a dictionary each and have other students say what they think the words mean based on the context before the ones with the dictionaries read the actual meaning. If it is a small group or one that can spend more time on this activity make this into a game.

GAME: After the teacher writes down the unknown words on the board each student writes their own definition (using the one from the warm-up exercise as an example) on a piece of paper. Then the teacher looks up the dictionary definition. Then the teacher collects the students' definitions and reads all of them along with the dictionary definition, out of order and out loud. Students then take a vote on what definition they think is correct. The teacher tells the correct meaning of the word and gives points to the student who received the most votes for their definition and for those who voted on the correct meaning. Whoever has the most points after all words have been worked on wins.

3. Reading (20 – 25 minutes)

Ask a student to read the directions to the Reading exercise in their books.

Explain the word 'skim' to the students and have them do activity A individually. (5 minutes)

Tell students to get into pairs to check their answers to exercise 3A and do 3B together. (10 minutes)

Go over answers together as a class. (5 – 10 minutes)

Answers:

3 A: 2, 1, 3

3 B1. Simple Past; a. happened; b. 1 and 3 have s in the end (smashes and scores) and 2 doesn't (revolt); c. when subject is third person (he, she, it) use verb + s(es)

If students do not know the answer to B1c immediately give them more examples to make it clearer instead of giving them the answer.

B2: Any response is correct.

Part 2 (60 minutes)

4. Pre-Writing: Class Discussion (5 minutes)

Review the concept of headline with the class and answer the questions together. Make sure students mention that they must consider: the target audience, the degree of formality and what verb tense to use.

5. Writing (15 minutes)

Ask one student to read the directions for exercise 6. Answer any questions or doubts. After students have written their own headlines tell them to trade their headlines with a partner and correct any mistakes. Each partner will hand in the other student's headline to the teacher.

6. Flashback (5 - 10 minutes)

Books closed, write three headlines of things that happened around the world, since their last class, on the board. Discuss the headlines with the class: what source (newspaper, magazine, etc.) they think the headlines were taken from, if information not given then where they think they happened, etc.

Now ask students to think about what happened to them or their community since the last class and to say it like a headline. If necessary to comment on or correct their headlines, do it as a whole class and not individually.

7. Listening (10 – 15 minutes) <http://www.youtube.com/watch?v=en9kfljYOpQ>

Have students read directions and questions of the activity aloud. Try to play the audio only twice, however play more times if necessary. Correct activity together discussing further details from the audio and any questions or doubts.

Answers:

7A 1- Peru, India, Brazil, China

7A 2- Spoken headlines are longer, give more information, use different verb tenses in same headline (simple present and present continuous in most of these cases).

7B

Countries:	What happened
Brazil	new tribe discovered; corn, peanuts and banana crops found
India	locals protest at train station
China	tourists watch huge water sprays, severe floods months ago
Peru	students demand head of university to step down and throw rocks

8. Speaking (15 – 20 minutes)

Have a student read the directions for the activity aloud. Students are given 10 minutes to get into pairs and agree on appropriate headlines for each picture while the teacher goes around the class checking that students are using as much of the language as they can. Then each pair will report their headline to the class while the teacher writes each on the board. After all headlines have been said, students decide on the best one (this is not evaluated). Then the teacher corrects each headline and as a class, mistakes are discussed and comments are made.

9. Pronunciation (5 - 10 minutes)

Read and explain the prompt and have students follow silently. Play both audios and correct together.

Answer:

8A: proJECT, preSENT, adDRESS

8B:

9. If time allows: remainder of class

Pass back headlines written in exercise 6 to different students. Tell them to write a short story about the headline they were given. Have students read headlines and stories aloud then hand in again.

10. Want more

These websites provide more information on the topics discussed in class.

MOVIE/BOOK REVIEW WORDSEARCH

E S P B E C L I A I X G B P V C S N C Z
 N C E L K F P J P D Y W J K H K Z R W D
 S W N T A O B G X B J F G A Y C Y L F U
 L O N E T L Z R E Q E E R A K I J T R L
 G V U L I I R P O I Z A C F U F P A W B
 W I W I S D N F I Y C Z O T C K S I F A
 Z K A A E O U G A T A Z G R I Q W C Z C
 I H O R I P N A E C C C D O Z V X H P K
 P C T N O N L R T C T B Z T S C E L Q G
 S C I F I R S O N Q I H E C V C A S X R
 D P B T B Y R B T T O J L E P G R J O O
 O L Y C T S U O M F N S K R O H T U A U
 G W V B U Z O Y H A C G B I K Y S T P N
 D J J X U T L M Z T U H Y D V E V S S D
 X M E B A X Z V A L U R O M A N C E D E
 N R M M E V K S M T C F M G R W S B T E
 J N J R R G H H A M C E N I L Y R O T S
 Z L N Q F C D O R T A D O W H M B V I X
 P E H C E H C J D Y R Y V V P T V O I Z
 G E P C F E V V B A Q Z I F B V M Q L A

ACTION
 ACTORS
 ADJECTIVES
 AUDIENCE
 AUTHOR
 BACKGROUND
 CHARACTERS
 DIRECTOR
 DRAMA
 GENRE
 HORROR
 OPINION
 PLOT
 ROMANCE
 SCIFI
 SETTING
 STORYLINE

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

AUDIO SCRIPTS

Unit 1

3. Listening

Now, I thoroughly enjoyed all the books. I saw the twilight film at the cinema to start with and I didn't even know that they, that it was based on the book so I went ahead and got the book and fell in love with it.

I really enjoyed it, thoroughly enjoyed the first twilight book. Um, so much so that I went and got them for my mum last year for Christmas. So um, you know, I don't really think it matters what age you are, I know they're aimed at kids cause they're in the children's' section at the bookshops but I don't really think they are just for kids, I think they are for you know the young adult or even the old adult.

Um, the second book, new moon is not so much about Edward anymore, Edward leaves in this book, to come back don't worry. But it's more about Jacob and Bella, whereas the first book is about Bella moving to forks and you know making friends and finding out about the Cullins and that they're vampires. Now they're good vampires as opposed to the bad vampires, they're like a vampire, vegetarian, they don't feed off humans they feed off animals, but there are vampires in these books that do feed off humans so there is an element of um of danger there still. The second book I enjoyed but it was more read it to get to the third one because it was all about Bella and Jacob and I really just wanted to know about Bella and Edward.

The third book uh there's quite a lot of murdering going on in Seattle, which is of like a neighboring town to forks or a neighboring city to forks. And I didn't really enjoy it that much, I must admit. It was um, I was just waiting for Edward to make Bella a vampire and read about that and it just never happened. And you know he keeps saying to her

“you have to wait” or “we need to wait” “we need to experience life as a human” “we need to go to your prom” “we need to go to university” and experience all these things first. And she of course is becoming absolutely paranoid about the fact that she is getting older than him and I can identify with that because I’ve been absolutely petrified about turning 30 this year. And I don’t wanna be old and I wanna be young still and I don’t know whether that’s why I keep moving towards books like this because it makes me feel younger than I am.

Um, but, yeah it just keeps going on and on about stuff that happened around them as opposed to them as a couple. The first book was more about Bella and Edward and the way Stephenie Meyer writes it, it’s all, she does it so well with her, ya know. It’s all about the eyes and you know, the looks that they give each other and she writes all that really well, she’s really skilled I think.

Um, the fourth book, by far, is my favorite. Its also the thickest of the lot. Um, and in this one its just everything happens, you know there’s the drama, there’s the action, and I wont give it away, what’s going on, you know and, I wont give you, you know, I wont give you any massive spoilers or anything but its just the best book because its so much about Bella and Edward. They go away together and have a holiday and its just well, “holiday” ill let you read it to find out what they go away for. But its just that Rather than reading about action and reading books that make you think about you know where you come from or why you’re here and life in general and what’s it all about. These just evoke such lovely feelings in you, it just makes you think about love and being loved and loving someone and having someone always be there for you. Uh, whether its Jacob or Edward or Carlisle or Jasper or ya know its just, I think they’re absolutely amazing books because they just invoke all these sort of feelings in you and I must admit when I finished reading all of them I felt really sad.

3. Listening

Books may not be new to the scene but they can take you on an adventure and get you lost in a whole new world. There are romance books, mystery books, comedy books, poetry books and science fiction books. Head to your local library today and start your adventure.

Unit 2

7. Listening:

Peru: thousands of students at a school in a central region demanding the head of that university step down. They claim he's corrupt and rigged the vote that got him his job. Police showing up at the demonstration firing tear gas to try to break up the crowd. The students throwing rocks at them. Somebody also set fire to a police vehicle.

India: hundreds protesting outside a train station in a southern state. Some trains have reportedly been bypassing that station. The locals demanding officials restore their stop.

Brazil: authorities releasing the first photographs of a newly discovered tribe living deep inside the amazon rain forrest. Government officials say the tribe has likely had no contact with the outside world. The pictures show four large thatched huts and crops including corn, peanuts and bananas. Researchers using aerial surveillance to get these images so not to not disturb the tribes people

China: drought relief officials opening the flood gate at three reservoirs in northern in central regions. They say it's to help clear out sediment that settled in the bed of the Yellow River after severe flooding to the area in recent months. Tourists turning the event into an attraction, watching the huge water sprays. Authorities even setting up a show at one location.

And that's a wrap on this Fox trip around the world with 80 seconds!

Unit 2 – Booklet

3. Listening

W: Good evening Death Star. Tonight a special report on a controversial attack on Alderaan.

M1: While some view the attack as unwarranted, the Empire has obtained proof that Alderaan was in possession of weapons of mass destruction. And now let's go to our five day forecast. What's our weather like Ollie?

M2: Space weather.

M1: Thanks Ollie. Coming up we'll give you the road closures for this week's Ewok Pride Parade.

EXERCISE BOOKLET KEY: UNIT 1

TWO THUMBS UP! (Movie and Book Reviews)

1. Reading and Writing

Read the 4 different book reviews.

A. Fill in the blanks with words from the box.

<i>becomes</i>	<i>running</i>	<i>put</i>	<i>believe</i>	<i>named</i>
<i>set</i>	<i>starts</i>	<i>think</i>	<i>find</i>	<i>interesting</i>
<i>fell</i>	<i>were</i>	<i>character</i>		

Review by: Justin W.
Oregon, Grade 3

This book is about a girl **named** Jodie and her brother Mark. They both go to their Grandparent's farm. They both **find** out that the scarecrows there walk at midnight.

I like this book because it is very scary.

Review by: Jeff S.
Iowa, Grade 12

One thing that was **interesting** about this book was that it was **set** in outer space and it began with "man-apes" **running** around on earth.

I didn't like this book because it jumped around from man-apes, to a character named Floyd going to the Moon, then to two characters going to Saturn.

Review by: Kaitlyn G.
North Carolina, Grade 7

It was written from 1796-1797, and was originally titled

I really enjoyed this book!!! The characters **were** really round, the settings were easily pictured, and the whole storyline is very captivating; I could hardly **put** the book down!!! The language is old, too, which really adds to the book. I **fell** in love with this book and its characters. I really enjoyed following the rich and seemingly arrogant Mr. Darcy, who is my favorite **character**!! It all **starts** when the Bingleys take residence in Netherfield Park, which is very near Longbourn, where the protagonist, Elizabeth Bennet, her four sisters, and her parents live. All of the ladies in the town immediately fall in love with Mr. Bingley and instantly despise Mr. Darcy, who they **believe** is prideful and vain. Elizabeth's only older sister, Jane, **becomes** very close to the Bingleys, and really loves Mr. Bingley, when suddenly, the whole Netherfield party moves away to London on business for Mr. Bingley. What will happen between the Netherfield and Longbourn parties??? You'll have to read to find out!!! This is a flawless piece of art that I **think** that everybody should read!!! Jane Austen is an amazing author!!!

B. Each book is on a different book and genre. What genres (Drama, Action, Romance, Comedy, Sci-fi, Action) are they?

Red: **Horror** Green: **Sci-fi** Blue: **Romance**

C. In your opinion, which review is the most affective? Give reasons and details about the one you chose and the others to support your answer.

2. Vocabulary

Match the words to their definitions.

- a. character (d) information about what happens in a story that you may not want to know about before reading a book, seeing a film etc for yourself
- b. setting (f) a particular style used in cinema, writing, or art, which can be recognized by certain features
- c. plot (a) a person in a book, play, film etc
- d. spoiler (e) all the people who watch a television programme, listen to a radio broadcast, or are reached by advertising
- e. audience (b) a particular time or place that a play, book, film etc happens in
- f. genre (c) a series of related events that make up the main story in a book, film etc.

www.macmillandictionary.com

3. Listening

Watch and listen to this short video which states different book genres.

(From 1:10-1:26) <http://www.youtube.com/watch?feature=endscreen&v=mR-xqT7Vlqo&NR=1>

A. Which genres does the woman talk about? **Mystery, Romance, Comedy, Poetry, Sci-fi**

B. Which of the ones she mentioned did we study? **Romance, Comedy, Sci-fi**

4. Pronunciation

A. Listen and practice. Notice that the stress in these compound nouns is on the first word.

pen pal homework notebook

B. Listen to three other compound nouns. Which of them does not receive the stress on the first word? Does the stress change the meaning of the word? How?

laptop **white house** storyline

White house with the stress on the word white refers to the house the President lives in, with the stress on house the word means any ordinary white house.

EXERCISE BOOKLET KEY – UNIT 2

EXTRA EXTRA, READ ALL ABOUT IT! (Headlines)

1. Reading (vocabulary)

Read the headlines. Then match the underlined verbs to their correct dictionary definition.

2) Landslides kill 15, trap others in India.

2) Riot police, protestors clash outside US Embassy in Cairo

3) Turkish woman awaits trial after beheading her alleged rapist

4) Ex-Apple boss tackles poverty in India with mobile technology

clash

3. argue violently with someone
4. start fighting

awaits

2. to wait for something that you expect to happen.
 - a. to wait for something that is the next stage in a process

trap

2. [USUALLY PASSIVE] to prevent someone from leaving a place, especially a dangerous place

tackles

2. [TRANSITIVE] to make an organized and determined attempt to deal with a problem, often a social problem such as crime or unemployment

2. Pronunciation and writing

A. Listen to the stress in these words. Notice which syllable has the main stress and decide if the words are verbs or nouns.

record	suspect	address	present	conduct	project
noun	verb	noun	verb	verb	verb

B. Write headlines with the verbs you listened to.

3. Listening

Listen to this cartoon news report.
Check what you hear about Alderaan.

1. _____ Gang shooting
2. Attack on Alderaan
3. The weather
4. _____ Fashion show
5. _____ Flood
6. _____ Economic crisis in Alderaan
7. _____ Ewoks disappear
8. Proof of weapons in Alderaan
9. _____ Gay pride parade
10. Ewok pride parade

4. Speaking

Go glocal based on what you just heard. Think about these questions and discuss them with the class.

From what you heard, what can be related to things that are happening now in the world? In your country? In your city?

Explain to students that going glocal is bringing something you hear globally to situations closer to home, in their country, city, community, school, etc. Tell them that what they just heard is fake news from the Family Guy's version of the movie Star Wars and that going glocal would be taking situations from these news headlines to the real world. Situations such as attack on a place which may or may not have weapons, talking about the weather and a pride parade are all situations which can be related to what we see in the real world. Encourage class discussion with follow-up questions. Also encourage students to discuss as a class amongst themselves. Evaluate students' use of simple present and ability to relate listening to other situations.

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