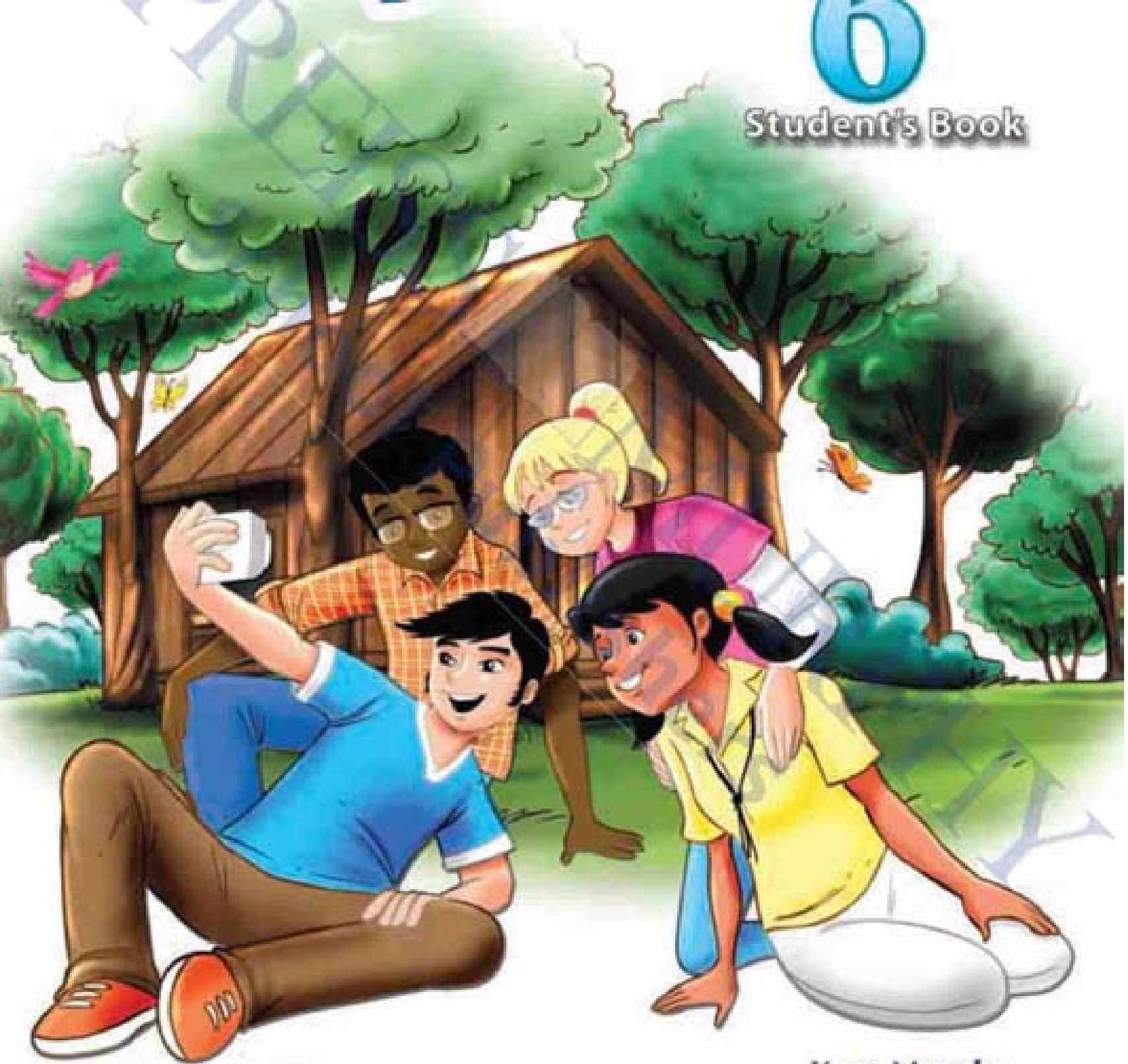


# Playhouse 6

Student's Book



PREISS MURPHY  
School Publishers

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# Scope and Sequence

## 1 In the Studio 4

Word Power	Conversation	Grammar	Skills
News studio vocabulary	Talking about how the TV news works	Prepositions of Time	LB: 'the' vs. 'a' / 'an' W: Planning a screenplay R: Informational text R: Playhouse Newsletter

## 2 Lights! Camera! Action! 12

Word Power	Conversation	Grammar	Skills
Film vocabulary	Talking about filming a documentary	Using Infinitives	LB: Verbs that are also nouns W: Writing a screenplay R: A screenplay R: Playhouse Newsletter

## 3 I Love Sports! 20

Word Power	Conversation	Grammar	Skills
Sports vocabulary	Talking about favourite sports	Future Perfect	LB: Prepositional phrases W: Informational essay R: Informational text R: Playhouse Newsletter

## Review 28

### Units 1 – 3

## 4 At the Airport 32

Word Power	Conversation	Grammar	Skills
Airport vocabulary	Checking in at the airport	Say vs. Tell	LB: Finding adjectives W: Writing a blog R: Travel blog R: Playhouse Newsletter

## 5 Special Friends 40

Word Power	Conversation	Grammar	Skills
Vocabulary that describes physical challenges	Talking about how people with challenges communicate and move around	Parts of Speech and Complete Sentences	LB: Noun suffixes: -ness, -ship, -er / -or W: Research using keywords R: Informational report R: Playhouse Newsletter

## 6 It's a Computer World 48

Word Power	Conversation	Grammar	Skills
Computer vocabulary	Talking about and comparing types of computers and their parts	Simple Present vs. Present Continuous	LB: Adverbs of degree: so, such, pretty, quite W: Research using keywords R: Personal narrative R: Playhouse Newsletter

## Review 56

### Units 4 – 6

## 7 Adventures in Space 60

Word Power	Conversation	Grammar	Skills
Space vocabulary	Talking about astronomy	Simple Tenses Review	LB: Interjections W: Presenting non-fiction: biography R: Biographical text R: Playhouse Newsletter

## 8 I've Been Travelling 68

Word Power	Conversation	Grammar	Skills
Vocabulary that describes ways of travelling	Talking about travelling around the world	Present Perfect Continuous	LB: Irregular verbs Wr: Writing a biography Rs: Biographical text Rz: Playhouse Newsletter

## 9 How's the Weather? 76

Word Power	Conversation	Grammar	Skills
Weather vocabulary	Talking about the weather	Simple Future vs. Future Perfect	LB: Idioms Wr: Descriptive writing Rs: Informational text: Weather forecasting Rz: Playhouse Newsletter

## Review 84

### Units 7 – 9

## 10 Going Green 88

Word Power	Conversation	Grammar	Skills
Conservation vocabulary	Talking about a conservation project at school	Wish and Hope	LB: Prefixes: re- / pre- Wr: Persuasive writing Rs: Informational text: Recycling Rz: Playhouse Newsletter

## 11 Making the Right Choices 96

Word Power	Conversation	Grammar	Skills
Health and fitness vocabulary	Talking about getting in shape	Simple Past vs. Present Perfect	LB: Expressing preference Wr: Writing a health plan Rs: Inspirational text Rz: Playhouse Newsletter

## 12 First Aid 104

Word Power	Conversation	Grammar	Skills
First aid vocabulary	Talking about items in a first aid kit and their uses	Zero Conditional	LB: Suffix 'less' Wr: Descriptive writing Rs: Informational text: Being prepared Rz: Playhouse Newsletter

## Review 112

### Units 10 – 12

## 13 Social Media 116

Word Power	Conversation	Grammar	Skills
Common social media terms	Talking about finding an old friend on a social media site	First Conditional	LB: Prefix 'un' Wr: Writing tips and rules Rs: Social media tips Rz: Playhouse Newsletter

## 14 My Family Reunion 124

Word Power	Conversation	Grammar	Skills
Family vocabulary	Talking about members of a family	Reported Speech	LB: Common reported speech verbs Wr: Thank-you note Rs: Realistic fiction Rz: Playhouse Newsletter

## 15 What Are Friends For? 132

Word Power	Conversation	Grammar	Skills
Describing personality traits	Talking about others' personalities	Past Perfect	LB: Past participle Wr: Pen friend letter Rs: Narrative fiction Rz: Playhouse Newsletter

## Review 140

### Units 13 – 15

## WORD POWER



1 Listen to the words and repeat them.

Do your parents watch the news on TV, listen to the news on the radio or read the news on the internet? Do you think news is important? Have you, or anyone you know, ever been on the news?



2 Listen to the words again and read them.

- |                   |                  |
|-------------------|------------------|
| ① studio          | ⑦ sound engineer |
| ② channel         | ⑧ programme      |
| ③ teleprompter    | ⑨ breaking news  |
| ④ microphone      | ⑩ anchor         |
| ⑤ camera operator | ⑪ reporter       |
| ⑥ on air          | ⑫ live broadcast |

3 Ask and answer.



What is number five?



A camera operator.

## CONVERSATION

**1 Listen to it!** Listen to the conversation. Then act it out in groups.

### Before the school trip...

**Teacher:** Well, here's our schedule for our school trip to the **Channel 4 TV studio** on Monday.

**Lilly:** Does this mean we'll be on a **live broadcast**?

**Teacher:** No. We'll get to see a **live broadcast**. We'll be behind the camera, not in front of it.

**Lilly:** Oh well, maybe I'll become a star later.

**Teacher:** To remind you all, we'll be leaving the school at around nine o'clock on Monday, and we are supposed to arrive at the **studio** before ten o'clock.

**Max:** It says on the schedule that we will take a tour with the **camera operator** and the **reporter** at ten o'clock.

**Teacher:** Yes, and we can't be late because the **anchors** will begin the news **programme** at eleven o'clock. We need to be done with our tour before they go **on air**.

**Yoshi:** Do you think if we get done with the tour early, they'll let me turn on the **teleprompter**?

**Teacher:** I don't think so, Yoshi. Giving the news is serious business. There's no time for fooling around.

### During the school trip...

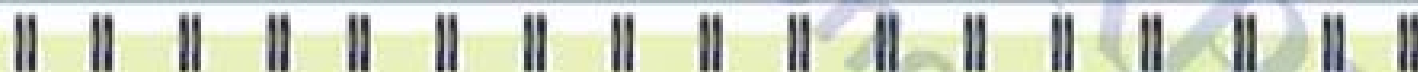
**Yoshi:** Look there's a **sound engineer** with a **microphone**. He's in a hurry. I wonder what's up.

**Sound Man:** (out of breath) Excuse me, son, there's **breaking news**! I've got to get to the **reporter** right away.

**Max:** This is an amazing school trip. I never knew that making a news **programme** would be so fascinating!

**Teacher:** Come on, everyone. We've got to head back to school. Let's go, the bus is picking us up in 10 minutes. We can't be late!

**Kids:** Goodbye! Thanks for the tour!



### Useful Expressions

fooling around      I wonder what's up.      fascinating      We've got to head back.

**2 Listen to it!** Listen to the kids' news programme and answer the questions.

- The gym teacher, Ms. Elipas, is the founder of
  - the Fun Run programme.
  - the Healthy Gym programme.
  - the Wildwood Lake programme.

- When does it take place?

- Sunday, June 4<sup>th</sup>
- Saturday, June 4<sup>th</sup>
- Saturday, July 4<sup>th</sup>



- Nora wants to raise money for
  - UNICEF.
  - School Relief.
  - the second grade.



1 Look and say.

Prepositions of Time

Some prepositions that are used to talk about a time relationship are:

- in:** used with months, seasons, years or periods of time  
 in December in spring in 2014 in the morning in two weeks
- on:** used with days, dates or holidays  
 on Monday on May 5<sup>th</sup> on Independence Day
- at:** used with exact times or days  
 at seven o'clock at the weekend at the same time
- before:** used to describe a time that is earlier than something  
 before school before the test before 6:00
- after:** used to describe a time that is later than something  
 after I got home after the news programme after 7:30
- until:** used when talking about a time that is no later than another time  
 until tomorrow until he comes until Wednesday
- around:** to describe a time that is close to another time  
 around five o'clock around the same time around dinnertime

2 Complete it! Use the prepositions in the box to complete Yoshi's diary.

Dear Diary,

On Monday we went to the Channel 4 news studio. We arrived at the studio \_\_\_\_\_ lunchtime. Mr. Hill told us we would stay from 10:00 \_\_\_\_\_ 12:00. We met the news anchor. He was at the studio \_\_\_\_\_ us. He came \_\_\_\_\_ 8:00 \_\_\_\_\_ the morning. He sure does have a long day! The anchorman was really nice. He works alone now, but \_\_\_\_\_ December, he will work with an anchorwoman.

We took a tour of the whole studio. We met the camera operator and the makeup artist. The floor manager let me read from the teleprompter. Later, \_\_\_\_\_ we finished the tour, we got to record a video in the reporter's room. We pretended we were reporters who were giving breaking news. I was first. I said, 'This is Yoshi Takamatsu reporting the news from Waritsat City. More news \_\_\_\_\_ 5:00.' It was lots of fun. I can't wait to go back again!

3 Talk about it! Talk to a partner about what you plan to do today and tomorrow. Are you using prepositions of time correctly?



**1 Listen to it!** Listen to the following conversation. Then use the prepositions of time in the brackets to help you answer the questions.



1. When will Lori go to the library? (**around**)

\_\_\_\_\_

2. How long will she stay at the library? (**until**)

\_\_\_\_\_

3. What time does Greg have to leave? (**before**)

\_\_\_\_\_

4. Why won't Craig come with the others? (**after**)

\_\_\_\_\_

5. When will the students go to the Autumn Fair? (**in**)

\_\_\_\_\_

**2 Fix it!** Oops! Mr. Do-Wrong wrote the following sentences, but used the wrong prepositions of time. Can you cross out the incorrect word and write the correct word in the box? Some may have more than one answer.



1. Will Donna come to the station ~~until~~ the morning?

in

2. Helen will be the news anchor in Thursday this week.

3. Can Victor come to baseball practice at 3:00 pm instead of on 4:00 pm?

4. The film will last at 6:00 pm.

5. Kyle works the camera in Mondays.

6. I usually arrive around Tom. I arrive at 8:00 am and Tom comes at 8:30 am.

**3 Group work!** In groups, talk about the pictures below. Make sure you use the correct prepositions of time. Can you use more than one preposition with each picture?

Fridays Saturdays Sundays





**1 Read about it!** Read the informational text below.

### A Day in the Life . . . of a News Announcer!

Meet Eric. He is one of the people you see on TV each evening. He is an anchor. He tells you the news. Each day Eric comes to the studio at eight o'clock in the morning. The TV programme won't air until six o'clock in the evening. Why does Eric come so early? It's because there are many things to do to get ready!

First, Eric must learn about the news for the day. Some of it will change quickly, but he must learn as much as he can about the news that has already happened. Sometimes there is breaking news that he must read as soon as possible. You might think the news depends on Eric because he is the only one you see reporting on TV. However, there are many people who help put the programme together. Eric must talk with these people so he

Here is the breaking news for today. On September 12, a solar eclipse will occur at twelve noon. Be sure . . .



knows what is planned for him. He must sit down and wait so the makeup artist can do his hair and makeup so he will look good on camera. The teleprompter operator will be giving Eric his lines, so this person must know how slowly or quickly Eric wants his lines shown. The programme editor will make changes often, so Eric talks with him early in the day and again before the programme begins. The programme is broadcast live, so Eric must know all the news well before the camera starts. He has an important job to give the news to the people of the town.

Eric does not work at the weekend, so there is another reporter who does the programmes on Saturdays and Sundays. Eric is glad because he likes his job, but he needs a break sometimes! He is very grateful to the sound engineer, the microphone holder, called the grip, the floor manager, the camera operator, the videotape operator and all the other people who work together on the news programme.

**2 You do it!** Answer the following questions about the article.

1. What is Eric's job?

\_\_\_\_\_

2. What does 'it' refer to on line 4?

\_\_\_\_\_



What is the main idea of this text?

- a. Eric's job as an anchorman
- b. Eric only works on weekdays.
- c. All the people who work with Eric

★ Do you think Eric's job is easy or hard? Talk about it with your class.

**3 Think about it!** After reading about Eric's job, you know some information about his day. Cross out the sentences that would probably not be a part of Eric's day.

- a. ~~Doing the evening news programme at 7.30 am~~
- b. Working with many people to report the news
- c. Meeting with the teleprompter operator before the news programme begins
- d. Skipping a meeting with the hair and makeup artist
- e. Talking with the programme editor after the programme is finished
- f. Reading breaking news as soon as possible





1 Read about it!

'the' vs. 'a'/'an'

the

Use 'the' when you and the listener know what you are talking about.

I'd like **the** white one, please.

This means that there are several different colours, but the speaker only wants the one that is white. Both you and the listener know which one you want.

Josh went to **the** park to see **the** animals.

This sentence means that both you and the speaker know which park Josh went to.

a/an

Use 'a' when you are talking about anything or one of several items. The exact one is not important.

I'd like **a** white one, please.

This means that there are several white ones. You will take any one of them. It doesn't matter which one exactly, you just want a white one.

Josh went to **a** park to see **an** animal.

This means that the name of the park is not important. Josh could have gone to any park in the city.

2 Circle it! Look at the pictures and decide which sentence is better. Circle it.

I like to eat the apple for breakfast.



I like to eat an apple for breakfast.

The red house is smaller than the others.



A red house is smaller than the others.

He gave him the money.



He gave him a money.

3 Talk about it! Read the conversation and put the correct word (the/a) in the blanks. Then act out the conversation with a partner.

**News Manager:** Let's see, \_\_\_\_\_ first news story is about \_\_\_\_\_ President's visit yesterday.

**Anchor:** Don't we usually start with \_\_\_\_\_ national news story?

**News Manager:** Yes, but \_\_\_\_\_ visit from the President is so big that we're going to use it as \_\_\_\_\_ lead (first) story.

**Anchor:** Will I have \_\_\_\_\_ new guest on the programme tonight?

**News Manager:** No, but \_\_\_\_\_ guest from last night will come back tomorrow for another interview.





## The Writing Process: Planning a Screenplay!

### 1 Read about it!

When you are writing fiction or non-fiction, remember that writing is a process that happens over several steps. When you write, take time to think of ideas and organise them first. After your first draft, rewrite your text and make your writing better. You'll be surprised how great your writing will become!



### 2 Plan it!

You could make a film! A **screenplay** is a play written for the cinema. It includes directions so the director, actors and camera operator can understand what they are supposed to do. It also has all the lines the actors say.

When you write a screenplay, the main part should be the lines that the actors say. But remember to describe what actions are happening and if the camera angle needs to change.

Before you start writing your screenplay, take some time to think of some ideas about what you would like to write. In your notebook, or on another piece of paper, try writing down several thoughts about those ideas. This is called **brainstorming**. Pick the idea that you think will be best for a story. Then decide on the main events (happenings) and the characters (people) in the story. Put these into an outline, web or map. There are sample forms below that you can draw on another sheet of paper.

#### Brainstorming

##### Ideas:

1. a play about Waritsat School
2. another Star Wars episode

##### Thoughts about the ideas:

1. could use real students as characters, it's something I know well
2. good action, but too common, it's someone else's idea, might be hard to do as a play

#### Title or Main Idea

Characters    Setting (time and place)

#### Main Event One

detail    detail

#### Main Event Two

detail    detail

# PLAYHOUSE NEWSLETTER

## Let's Roll!

Kyle Rollins's mother hears these words every day because she does the ZYX daily news broadcast. Why don't we know her face well since we watch TV every night? Because she works behind the camera for the programme as a teleprompter operator.



Without Mrs. Rollins, the ZYX news announcer would probably make lots of mistakes! It is her job to put the announcer's lines into the machine that shows him his lines. This might sound easy, but she has to put the lines in at exactly the right time so the announcer can read the news at an easy speed. If the lines show up too fast or too slow, the announcer cannot read them very well. The news is broadcast live, so mistakes would show up on the programme! The news announcer is very thankful for the careful job that Mrs. Rollins does each day.

Mrs. Rollins says there are many people like her who work 'behind the scenes' to make the TV programmes excellent. There are sound mixers and vision mixers who work with the sound and pictures to make them very high quality. The camera operators work hard to get the angle, focus and range of the picture just right.

There are often several cameras,

so that the programme can be shown from different angles. The floor manager makes sure that all equipment is safe, working well and in the right place. He is also the link between the directors (up above) and the people on the studio floor. There are people who choose the announcer's clothes and do their makeup. There are people who plan and run the lights and others who plan and make the set (the stage).

Working in a TV studio is a team job!

by Lilly  
Photo by Yoshi

Star Student



We are very proud of this edition's Star Student, Yoshi Takamatsu!

Everyone knows that Yoshi loves to take photographs. But did you know that Waritsat News Channel asked Yoshi to be their junior reporter? On Saturdays, Yoshi goes to the studio at 9:00 am and drives around with a reporter and takes photos for interesting news stories. If he is lucky, some of the photographs will be on air. He never knows if they will use his photos or not, so Yoshi and his family always finish their dinner and chores before the 7:00 pm news.

Good job, Yoshi! See your photos on the news!

by Jenny  
Drawing by Max

## Can You Put Them in Order?

The Word Power machine is broken! Can you help us put the Word Power words in alphabetical order?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## What are they saying?

Look at the picture below. What do you think they are saying? With a friend, act out the conversation!



Cartoon drawn by Max