

## PART 3: Meet Jack and Amy (Pages 8-11)

### Let's remember

Ask:

- What happened in Part 2? (Tom and Kate got a secret message.)
- What did that secret message say? (Someone needs your help.)
- Who needs their help? (We don't know yet.)

Discuss the meaning of the title.

Ask:

- What do you think will happen here?

Curriculum:

AI: Students will use simple information tools such as a glossary, a simplified learner's dictionary and a table of contents.

### NEW WORDS

community center  
detectives  
explain  
gym  
important  
partner  
remember

### Vocabulary

Present the **new words** on the board. Either use the flashcards or write the words. Discuss each word, giving a synonym or a definition via a sentence that explains the meaning of the word.

### Vocabulary reinforcement

Have the students go over the text and find the words they just learned. Ask them to read the sentences where they found the words. If there are still unclear words, explain them. Have the students copy the words into their notebooks and write their definitions.

**For weaker students:** Have them copy the sentence with the new word into their notebooks, next to the definition they wrote. This will help them remember the context as well.

For more ideas, go to pages vi and vii in the Yellow Pages section.

### 1. Let's Read! (CD Track 4) (page 8)

#### Before Reading

Have the students look at the text.

Ask:

- What type of text is this? (an e-mail)
- How do we know it's an e-mail? (Review various features.)

Curriculum:

AI: Students will understand the general meaning, main ideas, and sequence of events in the text and use this knowledge as needed.

AI: Students will identify different text types and use this knowledge as needed.

AI: Students will locate relevant information for a specific purpose.

AI: Students will extract information from visual data such as a timetable.

AI: Students will identify explicit opinions and feelings.

### Reading

Have the students read the e-mail.

Ask:

- Who is this e-mail to? (Tom and Kate)
- Who wrote the e-mail? (Amy and Jack)
- What is the subject of the e-mail? (Please meet us tonight!)
- How do we know that this is a very important message? (The subject is written only in capital letters, which shows that it's being said 'loudly'.)
- When was the e-mail sent? (Thursday, October 4<sup>th</sup>)
- Who are Amy and Jack? (They are detectives.)
- How do Jack and Amy know Tom and Kate? (They came to Tom and Kate's school.)
- Why are Jack and Amy writing to Tom and Kate? (They need help.)
- Where do they want to meet Tom and Kate? (at the gym in the new community center on State Street)
- When do they want them to come? (six o'clock tonight)
- How will Tom and Kate know how to get to the community center? (The MP3 file contains directions.)
- What do they want Tom and Kate to bring? (their MP3 player with the file in it)
- How will Tom and Kate know what's going on? (Jack and Amy will explain.)
- (HOTS) Why do they add the note at the end? (Encourage the students to explain that they need to make sure their parents know what's going on.)

### After Reading

Ask:

- What is the e-mail about? (meeting Jack and Amy)
- What do you think Jack and Amy need Tom and Kate's help with? (Accept logical answers - HOTS)
- Would you go if you were sent this kind of e-mail? (Accept all logical answers - HOTS)
- Who are the characters in the text? (Jack and Amy)
- Will Tom and Kate's parents say it is O.K to meet Jack and Amy? Explain your answer. (Accept all logical answers - HOTS)

## 2. Let's Answer! (page 8)

Have the students answer in their notebooks.

When they have finished, go over the answers with them.

### Answer Key:

1. Thursday, October 4<sup>th</sup>
2. Jack and Amy
3. a. Yes  
b. The subject is written in capital letters: PLEASE MEET US TONIGHT!"
4. Accept any logical answers - HOTS. Here the students need to apply their prior knowledge regarding children/parents relationships. Discuss this issue with the students.

### 3. Let's Match! (page 9)

Have the students answer in their notebooks.

When they have finished, go over the answers with them.

**Answer key:**

- 1 – c
- 2 – e
- 3 – g
- 4 – f
- 5 – a
- 6 – b
- 7 – d

### 4. Let's Practice! (page 9)

Have the students answer in their notebooks.

They can work in pairs.

When they have finished, go over the answers with them.

**Answer Key:**

- |                     |              |
|---------------------|--------------|
| 1. gym              | 5. important |
| 2. community center | 6. partner   |
| 3. remember         | 7. detective |
| 4. explain          |              |

**Extra Activity:**

**Simple:** Have the students copy the words in the word bank and alphabetize them. When they are done, they should refer to the definitions for each of the words that they wrote in their notebooks. If they don't have the definitions, they should write them now.

**More challenging:** Have the students write at least three sentences, using at least one new word in each sentence. When they are done, they should make up one more sentence, leaving out the word, and give it to their partner to solve.

### 5. Let's Write! (page 10)

Explain to the students that they will be helping Tom and Kate write an e-mail to Jack and Amy.

Discuss the e-mail layout to make sure all sections are clear.

Ask and say:

- Who is this e-mail from? (Tom and Kate)
- Who is this e-mail to? (Jack and Amy)

Curriculum:  
P: Students will produce a short piece of coherent writing.

- What's the subject of this e-mail? How will we know? (Explain that when we reply to an e-mail, the program automatically gives us the letters "RE" in front of the subject. This shows that it's a reply – in reference to. So the subject here is: "RE: PLEASE MEET US TONIGHT!")
- Write today's date, we'll send it today. (This is a good opportunity to review how to write the date.)

Have the students look at the list of statements. They are to use them to write the e-mail on the template you handed out. The outcome should be:

Dear Jack and Amy,  
Of course we remember you!  
If you need us, we will be happy to help.  
We will see you in the gym at six o'clock.  
Oh, and thanks for the MP3!  
Tom and Kate

Collect the e-mails from the students and correct them.

### Extra Activity

**Simpler:** Have the students copy the same text leaving the following words out, the students have to fill them in on their own.

Dear Jack and Amy,  
Of course we remember you!  
If you need us, we will be happy to help.  
We will see you in the \_\_\_\_ at \_\_ o'clock. (Fill in place and time using the New Words.)  
Oh, and thanks for the \_\_\_\_! (Fill in an item that they want.)  
Tom and Kate

**More challenging:** Advanced students can write one more e-mail without prompts.

## 6. Let's Talk! (page 10)

### In pairs

Have students discuss with their friends why Jack and Amy need help.

Say and ask:

- Jack and Amy need help. Why do you think they need help?
- Look at the ideas in Kate's notebook. Do you think these ideas are correct?
- Can you think of any other ideas?

When they have finished, discuss the ideas that came up with the whole class.

Write a few ideas on the board.

## 7. Let's Think! (HOTS – Prediction) (page 10)

Teach HOTS – Prediction (see page xii)

Ask:

- What do you think happens next?
- Why do you think so?

Write their ideas on the board.

## 8. Language Focus: The Verb 'to be' (page 11)

Review the verb 'to be' – Positive, Negative, and Question— forms with the students.  
Write the positive form on the board and show

- how the word NOT is added after BE to form the negative sentences.
- how the verb BE comes before the subject to form the questions.

Have students look at the table in their books. Read a few examples together, clarifying any questions that might come up.

### Appreciation of Language:

NOTE: The verb 'to be' isn't used in the present tense in Hebrew or in Arabic, but it is used in English. Be sure to explain this point to the students giving some examples in Hebrew or Arabic and showing how English works differently.

## 9. Let's Practice! (page 11)

Have the students answer in their notebooks.

When they have finished, go over the answers with them.

### Answer key:

a.

- |        |         |
|--------|---------|
| 1. are | 6. is   |
| 2. is  | 7. is   |
| 3. are | 8. am   |
| 4. is  | 9. is   |
| 5. are | 10. are |

b. The students are going to write sentences.

Say:

- Write five sentences using the chart.
- Write them in your notebooks.

When they are finished, have the students read out their sentences.