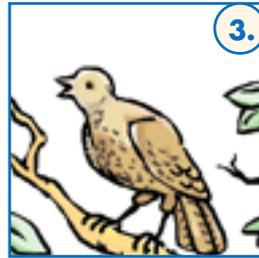
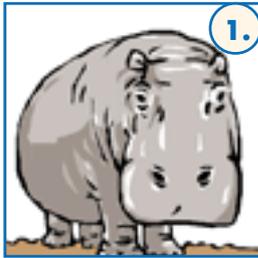




Pre-Reading Activities

A: Pictures and Words

1. Match the words with the pictures below.
mobile phone; hippo; bird; lion.



2. Now match the sounds with the pictures above.

beep

roar

grunt

song

B: Vocabulary

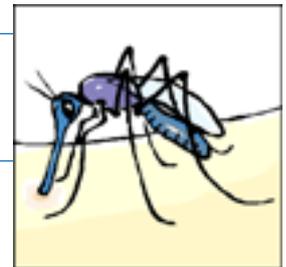
Look at the sentences below. Guess what the words in **bold** mean and write their meanings in your own language. When you have done this, check your answers using your dictionary.

1. I really like that singer. I will **download** photos of him from the Internet so that I can look at them.

2. "What kind of **ring tone** does your mobile phone have?" "Three loud beeps."

3. In summer in my country the weather is hot and **humid** and my skin always feels wet.

4. I hate **mosquitoes** and they always bite me. I will buy something to put on my skin that will **repel** them.



Reading Activities

A: Reading

Your teacher is going to divide the class into two groups: **Group A** and **Group B**. Your teacher will give you a short article. Read the article and answer the questions.

B: Tell Someone Else

Find a partner from the other group. Using only your question sheet and your memory, tell your partner about what you read. Use your own words.



C: Matching Information

Read **Article A** and **B** again and match the questions with the correct answers. (Be careful: there are **two extra** answers!)

Questions

Article A

1. Who is offering recordings of birds and animals as ring tones?
2. How many recordings of birds and animals does it have?
3. Who is it offering the recordings to?

Article B

4. How can mobile phone users get the sound?
5. Why will the mosquitoes go away?
6. What is the weather like in summer in Korea?

Answers

- a. Mobile phone operators.
- b. Mosquitoes.
- c. They can download it from the Internet.
- d. Hot and humid.
- e. The British Library.
- f. Mobile phones.
- g. 100,000.
- h. Because they do not like a sound that the mobile phone users can put on their phones.

D: Reading For Detail

Look at these parts of **Article B** and choose the best answer for each question.

South Korea's top mobile phone operator...

1. In this sentence **top** means...
 - a. the tallest.
 - b. the most important.

Mosquitoes are **a problem** during the hot, humid summers...

2. Mosquitoes are **a problem** in Korea for...
 - a. Koreans.
 - b. mobile phones.

E: Talk About It

Use today's article and your own ideas to discuss the questions below in groups.

1. Do many people in your country have **mobile phones**? Which types are popular now?
2. Do you think **recordings** of animals and birds as ring tones would be popular in your country? Why or why not?
3. What problems could animal or bird recordings as **ring tones** cause?
4. If you have a mobile phone, what ring tone do you have?
5. Do you think the idea from Korea to **repel** mosquitoes would be popular in your country? Why or why not?
6. If you have mosquitoes in your country, how do you repel them?



Post-Reading Activities

You may do one or more of these.

A: Language

1. Read the sentence below from the article. What is the name of this tense?

"South Korea's top mobile phone operator **is offering** a new service."

The **present continuous** is used to describe something that is happening now or during the present period.

Hey, Peter! Your phone **is ringing!**

What **are you doing?** I **am looking** for my mobile phone.

What **is he doing** this year? He **is doing** a new research project. He is trying to find ways to repel mosquitoes.

What **is your company doing?** We **are selling** a new service that repels mosquitoes.

2. Look at this cartoon from Article A and use the word prompts to make sentences in the **present continuous**. One is done for you as an example.

a. What / the woman / do?

Answer: What is the woman doing?

b. She / scream

c. How / she / feel?

d. She / feel / frightened

e. What / the phone / doing?

f. It / ring

g. What sound / the phone / make?

h. It / make / a roaring sound

i. What / the man / do?

j. He / explain / about the phone



B: What Am I?

Your teacher will give everyone in the class a card to put on their back. On each card will be the name of an animal. You will not see the name of the animal on your own back. Move around the class and ask your classmates yes / no questions to try and work out which animal is on your back. e.g. *Do I have wings? Do I have four legs? Do I live on a farm?* You may only ask each person one question, and then you must move to a different person. (If you have asked everyone in the class, you may then ask the same people again.)

C: Cartoons

Work in pairs for this activity.

- Look at the cartoon from **Post-Reading Activity A** again. Why is this cartoon funny?
- Read Article B again. Draw a cartoon for Article B.

D: Crossword

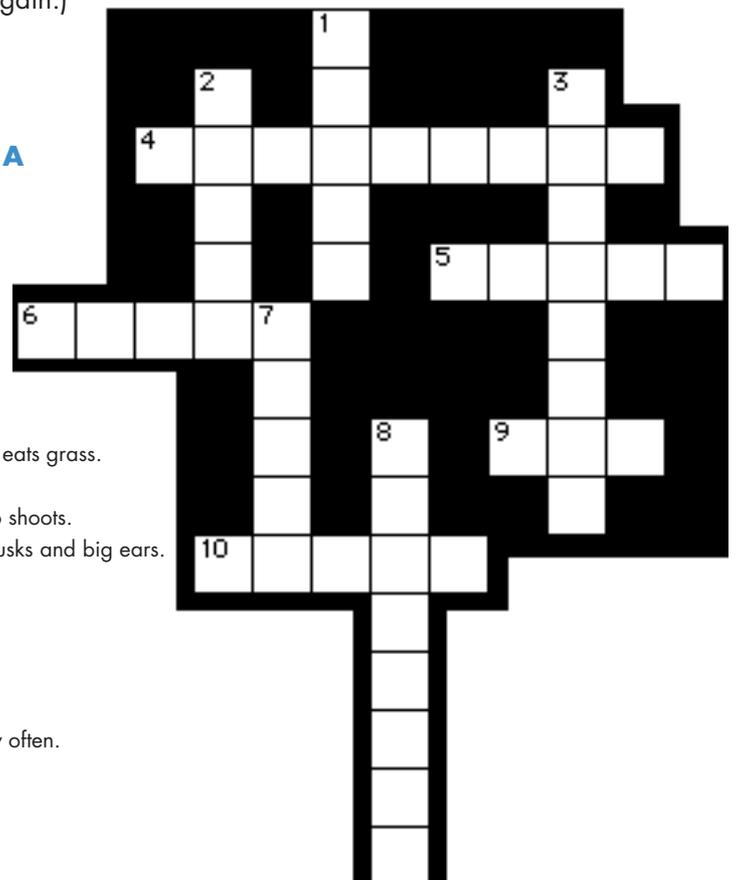
Here's a short crossword. The words are all animals.

Clues Down:

- This very big animal lives in the sea but it isn't a fish.
- People ride this very fast animal and it sometimes pulls things. It eats grass.
- This jumping animal comes from Australia.
- This black and white animal is found in China and eats bamboo shoots.
- This animal is found in Africa and parts of Asia. It has a trunk, tusks and big ears.

Clues Across:

- This big white animal lives in the Arctic and eats meat.
- This striped big cat eats meat and comes from India.
- This woolly animal makes the sound, 'Baa'.
- This farm animal gives us milk and makes the sound, 'Moo'.
- This animal is found in the desert and doesn't need to drink very often.



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Pictures and Words - Answers

Picture 1 - hippo - grunt

Picture 2 - lion - roar

Picture 3 - bird - song

Picture 4 - mobile phone - beep

B: Vocabulary - Notes

In this activity, the students use the context to help them guess the new words.

Reading Activities

A: Reading - Notes

Divide the class into two groups: Groups A and B. Hand out the appropriate work sheet. Allow some time for the students to read the articles and answer the questions. You may suggest they underline any vocabulary covered in the Pre-Reading activities to stop them from constantly reaching for their dictionaries. Tell them that for the next activity they will be using the answers to the questions and their memories to tell a student from the other group.

A: Understanding The Main Idea - Articles To Be Copied And Given To Students

Article A for Group A

Article A

Grunt, Roar, Beep?

LONDON Mon July 7 (Reuters) - The sweet song of a bird, the roar of a lion or the grunt of a hippo could soon replace the beeping of Britain's mobile phones.

The British Library is offering **mobile phone operators** some of its 100,000 recordings of the world's birds and animals as alternative ring tones on mobile phones.

ARTICLE © 2003 REUTERS LIMITED. LESSON © 2003 WWW.ENGLISH-TO-GO.COM

Word: mobile phone operators - a company that sells mobile phones and mobile phone services

Questions for Article A

1. Which country is the article from?
2. What is the British Library offering?
3. What will the recordings be used for?

Article B for Group B

Article B

Phone To Repel Mosquitoes

SEOUL Thu July 10 (Reuters) - South Korea's top **mobile phone operator** is offering a new service that allows mobile phone users to download a sound it says repels mosquitoes.

Mosquitoes are a problem during the hot, humid summers in Korea.

ARTICLE © 2003 REUTERS LIMITED. LESSON © 2003 WWW.ENGLISH-TO-GO.COM

Word: mobile phone operator - a company that sells mobile phones and mobile phone services

Questions for Article B:

1. Which country is the article from?
2. What can mobile phone users do?
3. When are mosquitoes a problem?

A: Understanding The Main Idea - Answers

Article A

1. Britain
2. 100,000 recordings of the world's animals and birds.
3. As ring tones on mobile phones.

Article B

1. Korea
2. Download a sound that will repel mosquitoes.
3. In summer, when it is hot and humid.

B: Tell Someone Else - Notes

Before students begin this activity, ask them to put their articles away or take the articles back from them. This makes sure that each student is required to use their own words and not just read bits straight from the article.

C: Matching Information - Notes

Students need to share their articles from **Reading Activity A**, or else you can make extra copies.

C: Matching Information - Answers

1. e, 2. g, 3. a, 4. c, 5. h, 6. d. (Extra answers: b, f.)

D: Reading for Detail - Answers

1. b, 2. a.

Post-Reading Activities

A: Language - Answers

1. the present continuous / the present progressive
2. a. What is the woman doing? b. She is screaming.
c. How is she feeling? d. She is feeling frightened.
e. What is the phone doing? f. It is ringing.
g. What sound is the phone making? h. It is making a roaring sound.
i. What is the man doing? j. He is explaining about the phone.

B: What Am I? - Notes

You may want to go over the names of some of the animals before you start, in case the students are unfamiliar with them. A review of 'yes / no' questions could also be helpful. You may wish to spend a short time before or after the task looking at the construction of questions. Use the cards below or make your own, providing enough for each student to have one on their back. (You will need to attach these with tape.) It is a good idea to do some extra ones so that those that finish early can have another try. You can also 'recycle' the cards during the activity: as one student finishes, they hand you their old card and you stick another on their back. You can then give their old card to a different student.

B: What Am I? - Cards To Be Cut Up And Given To Students

1. lion	2. horse	3. goat	4. cow	5. monkey
6. cat	7. mouse	8. snake	9. sheep	10. bird

C: Cartoons - Notes

2. Give students the sample answer once they have finished their cartoon. Their cartoon could have a caption or a speech bubble or just a picture.

C: Cartoons - Sample Answers

1. The cartoon highlights something that could possibly happen when phones have animal noises. People could mistake them for the real thing, as this woman is doing.

D: Crossword - Answers

Down: 1. whale, 2. horse, 3. kangaroo, 7. panda, 8. elephant.

Across: 4. polarbear, 5. tiger, 6. sheep, 9. cow, 10. camel.



Please Note: This lesson also has online exercises at www.instantworkbook.com.