

teacher's book

Up Up now 5

H.Q. Mitchell
S. Parker



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mm publications

Contents



For teachers' inspection ONLY
pop
up
now

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Contents

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POP UP 5 NOW

UNIT 1 Information everywhere (Review) Page 8

- L 1**
- Present Simple
 - Present Continuous
 - Info Questions
 - (Review)
- L 2**
- Past Simple
 - (Review)
- L 3**
- Future *going to*
 - (Review)
- L 4**
- Present Simple
 - Info Questions
 - (Review)

Language

article, photographer, photo, think

editor, reporter, join, mean (v), grow up, write-wrote

competition, event, writer

decide, interview(v), design(v), graphic designer, page

Consolidation

- L 5** Our world: Information is everywhere (information, radio station, Internet, website)
- L 6** Project Page: Make your own newspaper article
- L 7** Storyline: Archie's comet 1 (scientist, comet, sky, close(adv), bring)
- L 8** Revision

Functions

Describing one's life.

Giving personal information.

Discussing school events.

Talking about professions related to newspapers / magazines.

Talking about sources of information.

Writing a newspaper / magazine article.

UNIT 2 Exploring the world Page 16

- L 1**
- could / couldn't
 - When I was + age, I could / couldn't...
- L 2**
- could / couldn't
- L 3**
- Past Simple vs. Past Continuous
 - When + Past Simple, Past Continuous
- L 4**
- Past Simple vs Past Continuous
 - Past Continuous + when + Past Simple

telescope, hold my breath, top

hole, discover, think - thought

sail, sailor, explorer, ship, land, map, moon

study, move, bright

- L 5** Our World: A great explorer (Captain James Cook) (voyage, captain, island, iceberg, die-died)
- L 6** Project page: Write about an explorer
- L 7** Storyline: Archie's comet 2 (tape recorder, tail, far away)
- L 8** Revision

Describing ability / lack of ability in the past

Comparing past and present abilities.

Narrating an adventure.

Talking about pioneers in exploration.

Telling a story.

Writing a biography.

UNIT 3 Try hard Page 24

- L 1**
- Adverbs of manner (regular: adj + ly)
- L 2**
- Adverbs of manner (regular)
- L 3**
- Adverbs of manner (irregular)
- L 4**
- Comparison of adverbs (faster than, higher than)

cheer, loud - loudly, slow - slowly, quick - quickly, careful - carefully

singer, dancer, quiet - quietly, beautiful - beautifully, nice - nicely, bad - badly, soft - softly

paragliding, water-skiing, surfing, good-well, high-high, fast-fast, hard-hard

wall, rope

- L 5** Our world: Faster! Higher! Stronger! (train (v), take place, athlete, medal, flame)
- L 6** Project page: Write about a popular sports event in your country
- L 7** Storyline: Archie's comet 3 (important, lie(v), sorry)
- L 8** Revision

Talking about how people do things.

Discussing personal skills and talents.

Describing sporting activities.

Describing sports events.

Comparing two actions.

Writing about a sports event.

UNIT 4 High up in the sky Page 32

- L 1**
- Defining Relative Clauses relative pronoun *who* (as subject)
- L 2**
- Defining Relative Clauses: relative pronoun *which* (as subject)
 - Preposition of Time: *during*
- L 3**
- Defining Relative Clauses relative pronoun *which* (as object)
- L 4**
- Defining Relative Clauses (*who / which*)

actor, actress, stuntman, window washer, skyscraper

tiny, backwards, hummingbird, owl, during, woodpecker, bring - brought

model, motorbike, helicopter, spacecraft, astronaut, ride - rode, fly - flew

view, cable car, break down, enjoy

- L 5** Our World: Up in the sky (still, heat, air, wind, blind)
- L 6** Project page: Make a rocket and make up a story
- L 7** Storyline: The Birdwatchers 1 (glad, storm, worry, thunder, lightning)
- L 8** Revision

Defining people.

Defining animals.

Defining things.

Making up a story.

Contents

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UNIT 5

Looking at nature

Page 40

UNIT 6

Numbers everywhere

Page 48

UNIT 7

Will you help me?

Page 56

UNIT 8

What's playing?

Page 64

Structures

- L 1** • Quantifiers
a little + uncountable nouns
a few + countable nouns
- L 2** • Quantifiers
many + countable nouns
a lot of + countable / uncountable nouns
- L 3** • Quantifiers
a lot of / lots of + countable / uncountable nouns
much + uncountable nouns
- L 4** • How much does it weigh?
• How much / How many...?

- L 1** • Addition - Subtraction with 3 and 4 digit numbers
- L 2** • What's your first name/ surname?
• What's your address?
• What's your phone number?
- L 3** • How much do you weigh?
• How tall are you?
- L 4** • It's ten oh five
• It's ... past ...
• It's ... to ...
• It's half past ...

- L 1** • Future 'will': expressing possibility
Maybe I will....
- L 2** • Future 'will': making promises
I will / won't...
- L 3** • Future 'will': making spontaneous decisions and offers
I'll...
- L 4** • Future 'will': making a request / offering or refusing help
Will you please...?
Of course I will.
I'm sorry. I can't.

- L 1** • Indefinite pronouns (something, anything, everything, nothing)
There is + indefinite pronoun
- L 2** • Indefinite pronouns (someone/somebody, anyone/anybody, no one/nobody, everyone/everybody)
• Indefinite pronoun + singular verb
- L 3** • Adverbs (somewhere, anywhere, nowhere, everywhere).
- L 4** • Indefinite pronouns + else

Language

seed, greenhouse, soil, sunlight, grow, add

pack, pick, become, field, farmer, lorry, market, factory - factories

honey, hive, beekeeper, sting

pumpkin, weigh, fertiliser, kilo=kg, contest

plus, minus, equals, 1000=one thousand, calculator, maths problem

telephone directory, address, (tele)phone number, avenue, first name, surname, zero

measure, height, weight, 1 metre (m) =100 centimetres (cm)

quarter, half

take care of, do me a favour, ferris wheel, ghost, maybe

drop, promise, cheat, make fun of, lie - lied

filthy, carpet, housework, vacuum, mow the lawn

reach, put away, bookcase

programme, TV guide, remote control, channel, turn on / off anything, everything
Are you kidding?

stage, director, performance
someone=somebody
anyone=anybody
noone=nobody
everyone=everybody

miss, theatre, mess
somewhere, anywhere, nowhere, everywhere

frightening, cartoon, horror film, adventure film, comedy - comedies

Consolidation

- L 5** Our World: Trees are our friends
(road, oxygen, nut, wood, cut down, disappear, build)
- L 6** Project page: Plant your initials
- L 7** Storyline: The Birdwatchers 2
(angry, scream, throw - threw, sting - stung)
- L 8** Revision

- L 5** Our World: Time zones (side, change, watch (n), forwards)
- L 6** Project page: Do a class survey: How high can you jump?
- L 7** Storyline: The Birdwatchers 3
(swollen, way, remember, joke, understand, carry - carried)
- L 8** Revision

- L 5** Our World: What do you know about UNICEF?
(send, donate, hope, organisation, disease, surprise)
- L 6** Project page: Make your own charity. Draw a poster.
- L 7** Storyline: Another Saturday night 1
(rest(v), flatmates, electronic)
- L 8** Revision

- L 5** Our World: E.T. The Extra-Terrestrial
(alien, protect, special effects, rent)
- L 6** Project page: Make your own TV guide
- L 7** Storyline: Another Saturday night 2
(newsflash, local)
- L 8** Revision

Functions

Talking about quantities.

Describing the process of growing a vegetable.

Describing the life cycle of a vegetable.

Describing the process of making honey.

Talking about the importance of trees.

Doing an experiment.

Practising adding and subtracting.

Asking for and giving personal information (phone numbers, addresses).

Measuring height, weight and length.

Telling the time.

Doing a survey.

Expressing possibility in the future.

Acknowledging improper behaviour, apologising and making promises.

Making spontaneous decisions.

Asking for help and offering or refusing help.

Making a poster and writing about a charity.

Talking about the presence or absence of things.

Talking about the presence or absence of people.

Identifying the location of things.

Talking about likes / dislikes and giving reasons.

UNIT 9

Let's communicate

Page 72

Structures
L 1 • Modal verb: <i>may</i> May I...? Yes, you may. No, you may not.
L 2 • Full infinitive It's + adjective + full infinitive + object
L 3 • Infinitive of purpose
L 4 • How about+ing...? Why don't ...? Let's...? (review)

Language
in a hurry, borrow, post (v), envelope
keyboard, screen, floppy disk, e-mail, type (v), teach, send - sent
tribe, smoke (n), signal, message, blanket, shape, mobile phone
invitation, tie (v), let

Consolidation
L 5 Our World: The telephone: Then and now (invent, appear, cord, light(adj), handy, future, become - became)
L 6 Project page: Write a letter to a friend and tell him/her your news
L 7 Storyline: Another Saturday night 3 (terrible, teenager, plug)
L 8 Revision

Functions
Asking for, giving and refusing permission.
Making requests.
Expressing opinions.
Expressing purpose.
Making suggestions.
Talking about ways of communication.
Writing a letter giving news.

UNIT 10

Look out!

Page 80

L 1 • Reported Speech: commands (affirmative)
L 2 • Reported Speech: commands (affirmative-negative)
L 3 • Reported Speech: requests
L 4 • Reported Speech (review)

safety gear, knee/elbow pad, wrist guard, rollerblade, look out
earthquake, panic, instructions, shake, follow
turn up/down, volume, erupt, volcano - volcanoes
emergency, push, afraid, picnic

L 5 Our World: 'I hate floods' (worried, flood, downstairs, upstairs, mud, destroy, wake up - woke up)
L 6 Project page: Make a volcano and watch it erupt. Make up information about your volcano.
L 7 Storyline: The Lost City of Gold 1 (lost, gold, ground, hill, put on, man - men)
L 8 Revision

Reporting commands and requests.
Talking about safety.
Giving instructions.
Reporting instructions.
Describing natural disasters.
Discussing emergencies and what to do.
Describing personal experiences.
Making a model of a volcano.

UNIT 11

In the city

Page 88

L 1 • Prepositions of movement (over, towards, round, through, past, up, down)
L 2 • How can I get to...? • Imperative
L 3 • Could you tell me the way to ...? • Imperative
L 4 • Where do you live? I live at...

bridge, windmill, tunnel, castle
escalator, floor, chemist's
tourist, bank, university, fire station, petrol station, bus station
age, occupation, art gallery, survey

L 5 Our world: A helicopter tour of New York (tour, fantastic, statue, harbour, square, stadium)
L 6 Project page: Make a 'Neighbourhood Bag'
L 7 Storyline: The Lost City of Gold 2 (believe, explain, read - read, know - knew)
L 8 Revision

Describing a route.
Reading a map.
Finding your way.
Asking for and giving directions.
Following instructions.
Describing an area.
Carrying out a survey and eliciting personal information.
Making a map of your neighbourhood.

UNIT 12

Time off

Page 96

L 1 • good / bad at + -ing
L 2 • Future going to (review)
L 3 • Past Simple Past Continuous (Review)
L 4 • enough + countable / uncountable noun

hiking, sightseeing, horseback riding, scuba diving
organise, sounds, jealous, interested (in), souvenir
ruins, empire, temple, breathe, faint, lie down, feel - felt
baked beans, same, group

L 5 Our World: The Incas (silver, cover, full, 1 kilometre (km) = 1000 metres (m), grow - grew, build - built)
L 6 Project page: Make an advertisement
L 7 Storyline: The Lost City of Gold 3 (meet - met, catch - caught)
L 8 Revision

Talking about talents and weaknesses.
Talking about one's future plans.
Making plans.
Narrating past events.
Referring to quantity.
Talking about holiday places and sights.
Talking about activities while on holiday.
Writing an advertisement.

UNIT 1 LESSON ONE

For teachers' inspection ONLY

Aim: General Review (Present Simple, Present Continuous, Question words)

Language: article, photographer, photo, think

Structures: Present Simple, Present Continuous, Question words

PRESENTATION

Warm up:

- Ask Ss* to introduce themselves to the class by saying, *Hi! My name's / I'm...*

1.

- Pre-teach new vocabulary.
- Draw Ss' attention to the picture and tell them that the four children are the new characters of the book. Ask Ss to guess where the children are (in the school library) and what they think the boys are doing. Do not give away the answer.
- Read the introduction and ask Ss, *Where do Colin and Bruce live?* (In Silverstone.) *What school do they go to?* (Silverstone Primary School.) *What are they thinking about?* (Articles for the school newspaper.) *Who came into the library?* (Donna with a new girl.)
- Point out the two tenses (Present Simple-Present Continuous) and ask Ss for examples.
- Ask Ss general personal questions, e.g. *What school do you go to? Where do you live?* etc.
- Ask Ss to listen to the CD and write the names of the characters in the correct boxes.

Tapescript:

Donna: *Hey, everybody, this is Gabby. She's new in our school. She just moved here from Brazil.*

Bruce: *From Brazil? I went there on holiday, last year!*

Donna: *And you know what? Gabby wants to help with the newspaper.*

Colin: *Really? That's great because we really need some help! Hi, Gabby! I'm Colin and this is Bruce.*

Gabby: *Hi!*

Donna: *Let's sit down, Gabby. Hey everybody, what are you working on? Is the first edition of the newspaper ready?*

Bruce: *Well, we're still looking for an interesting article for page four. We don't know what to write about.*

Colin: *Have you got any ideas?*

Donna: *Hhmmm...let's see...maybe Gabby can write about her new life here in the UK.*

Bruce: *That's a great idea, Donna!*

Colin: *And Bruce here can take your photo, Gabby. He's a great photographer!*

Gabby: *Oh, I don't know!*

Donna: *Please Gabby ... and I can help you with the article.*

Gabby: *Well...OK then.*

Bruce: *Alright...it's going to be a great story!*

Key: 1. Gabby 2. Donna 3. Bruce 4. Colin

2.

- Explain to Ss that they should refer to the previous activity and choose the correct answer to the questions given.
- If it is necessary, play the CD again.

Key: 1. a 2. b 3. b 4. a 5. b 6. b

OPTIONAL

- Explain to Ss that they have to take turns and introduce themselves, talk about where they live, which school they go to, etc.

WORKBOOK

1.

Key:

1. newspaper 2. article 3. picture 4. camera
5. photographer 6. magazines

2.

- Explain to Ss that they have to complete the text by writing the Present Simple or the Present Continuous of the verbs in brackets.
- Revise tenses and their use if necessary.

Key:

1. works 2. speaks 3. works 4. writes
5. isn't writing 6. is listening 7. is talking

3.

- Explain to Ss that this is a personal activity and they should answer the questions about themselves.
- Choose a few Ss to read their answers to the class.

Key: Open activity

*Ss= Students

UNIT 1 LESSON TWO

Aim: • To revise the Past Simple.
• To present a newspaper article.

Language: editor, reporter, join, mean (v), grow up, write-wrote

Structures: Past Simple

Revision:

- Ask Ss personal questions to revise the Present Simple and the Present Continuous.
- Talk about school newspapers. (If Ss think they are a good idea and why, what they find interesting/boring in them etc.)

PRESENTATION

Warm up:

- Tell Ss to imagine that they are going to write an article for the school newspaper. Ask them what they would write about and what information they would include.
- Ask Ss what information they would include if they were to write an article about themselves.
- Revise the Past Simple by asking Ss to tell you about an important past event in their lives.
- Discuss Ss' answers.

1.

- Pre-teach new vocabulary.
- Draw Ss' attention to the picture and ask Ss who they think the man is (a teacher and the editor of the school newspaper) and what Gabby is showing him (the newspaper article that she wrote).
- Ss listen to the CD and follow in their books.
- Ask Ss, *What subject does Mr Hart teach?* (English.) *What is the article about?* (Gabby's life.)

2.

- Draw Ss' attention to the text and ask them what it is. (Gabby's article.)
- Tell Ss to read the article and complete it with the sentences given.

Key: a. 3 b. 1 c. 4 d. 2

- Ask Ss what each paragraph is about.
- Ask Ss, *What's Gabby's full name?* (Gabriella da Costa.) *Where is she from?* (Rio de Janeiro.) *What does Rio de Janeiro mean?* ("River of January.") *Are there any rivers in Rio?* (No, there aren't.) *When did she come to the UK?* (Three months ago.) *What does her father do?* (He's a football player.) *How long is he going to play for a British team?* (For two years.) *Why didn't she want to leave Brazil in the beginning?* (Because all her friends were there.) *What was different in the UK?* (The people, the language and the weather.) *What does she want to be when she grows up?* (A reporter.)
- Get Ss to read the article.

3.

- Explain to Ss that they have to refer to the previous activity and complete the information.

Key:

- | | |
|--|-----------------------------|
| 1. Gabriella da Costa | 2. Brazilian |
| 3. They came to the UK. | 4. He is a football player. |
| 5. The people, the language and the weather. | 6. A reporter. |

OPTIONAL

- Ss work in groups of 4.
- Tell Ss to write an article about a person (imaginary or real) similar to the one that Gabby wrote.
- Help Ss if necessary.
- Choose a few Ss to read their articles to the class.

WORKBOOK

1.

- Explain to Ss that they should complete the text with the words in the box.

Key: 1. reporter 2. newspaper 3. left 4. friends
5. had 6. didn't 7. sad 8. holiday

2.

- Explain to Ss that they are going to listen to the CD and they have to number the pictures according to what happened and the order in which it happened.

Tapescript:

Five years ago, I wasn't very happy. My life was boring. You see, I didn't have many friends then. I didn't go out much and at the weekends I played computer games in my room. My favourite game was "Cricket Stars". But I got bored after a while. I wanted to play "real" cricket. Anyway, one day, I

went to the park. There were some children playing cricket. One boy hit the ball into the lake. I shouted to the boys "I've got a ball at home! Wait there!". I ran home and got my ball. They asked me to play with them. We played all day. They were a team, "The Suns". I joined their team and I played with them every day. Now, I'm a very good player. My team is really good and we are all good friends. That day in the park changed my life.

Key: a. 2 b. 1 c. 4 d. 3

3.

- Explain to Ss that this is a personal activity and they have to write a few sentences about their life 5 years ago.
- Help them with any verbs in the past tense that they don't remember and with ideas, e.g. where they lived, the school they went to, activities they did etc.

Key: Open activity

UNIT 1 LESSON THREE

Aim: To revise future *going to*.

Language: competition, event, writer

Structures: future *going to*

Revision:

- Ask a few Ss to talk about their lives 5 years ago.

PRESENTATION

Warm up:

- Discuss what special things Ss are going to do this year, e.g. places they are going to visit, things they are going to buy, films they are going to watch etc.

1.

- Pre-teach new vocabulary.
- Draw Ss' attention to the picture and ask them what it is (a notice board with school events of the year).
- Go through the notice board revising the months and read the events written. Discuss what they are and if Ss find them interesting.
- Explain to Ss that they are going to listen to the CD and they should complete the missing information with the events given underneath the notice board.

Tapescript:

Gabby: This year's events? What's that, Colin?

Colin: Well, every year there are special events in our school. And we're going to write about them in our newspaper.

Gabby: Great! Hey, look! There's a Halloween party on the 31st of October. That's in two weeks. I love costume parties!

Colin: Yeah and next month Julia Strindberg is coming to our school.

Gabby: Who's she?

Colin: She's a famous writer. She writes children's books.

Gabby: How exciting! Can I interview her, please?

Colin: Sure. Why not!

Gabby: In December, we're going on a trip to the planetarium. We can write about stars and planets.

Colin: We sure can! There's a Winter Fair in January and

look, there's also a short story competition.

Gabby: When's that? Oh, yes in February.

Colin: I'm definitely going to take part.

Gabby: Plant a Tree Day.

Colin: And then, my favourite: Sports Week. It's usually in the last week of April.

Gabby: Not this year. It's in May this year. Look.

Colin: Really? Oh! There's a music festival in April. That's something new.

Gabby: Are we going to write about that, too?

Colin: Of course we are! And Bruce is going to take some cool pictures!

Gabby: I can't wait! I love festivals. We have lots of festivals in Brazil. It's going to be a fun year!

Colin: And a lot of work, too!

Key:

November: 1 December: 4 February: 3 April: 2 May: 5

2.

- Draw Ss' attention to the bubbles and get two Ss to read them.
- Explain to Ss that they should look at the previous activity and ask and answer questions about the school events, as in the example.
- Ss work in pairs and take turns to ask and answer the questions.

3.

- Discuss any special events that are going to take place at the students' school this year, e.g. When they are going to take place, what the children are going to do, where they are going to go, which one they find interesting / boring etc.

OPTIONAL

Play Hot Potato!

- The Ss sit at their desks and pass the paper ball, "the hot potato" as fast as they can. When you shout "Stop", the S* stuck with the hot potato must form a sentence using the Future *going to* or he's/she's out.

WORKBOOK

1.

- Explain to Ss that they have to match the two sets of pictures (the first set is the preparation and the second set is the actual action). Then, they have to write sentences, as in the example.

Key:

- Tina and Billy are going to travel by plane tomorrow.
- Christine is going to paint her room tomorrow.
- Jack is going to make a tree house tomorrow.

2.

- Explain to Ss that they have to put the sentences in the correct order to form a dialogue.

Key:

4, 5, 7, 2, 6, 1, 8, 3

3.

- Draw Ss' attention to the events, the adjectives and the example given and read them aloud.
- Choose a few Ss to say which of these events they want / don't want to take part in and why.

UNIT 1 LESSON FOUR

Aim: To give information about what people who work for a magazine do.

Language: decide, interview (v), design (v), graphic designer, page

Structures: Present Simple, Question words

Revision:

- Ask Ss what they are going to do this afternoon / tomorrow etc.

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PRESENTATION

Warm up:

- Ask Ss what magazines they like / don't like reading and why.
- Discuss what Ss think different people who work for a magazine do, e.g. Take pictures, write articles etc.

1.

- Pre-teach new vocabulary.
- Explain to Ss that they have to read the sentences and complete them with the correct profession.
- Do not give away the answers at this point.

2.

- Explain to Ss that they are going to listen to the CD and check their answers.

Key:

1. graphic designer
 2. reporter
 3. photographer
 4. editor
- Ask Ss what each of these people do.
 - Ask Ss if they would like to become a reporter etc. and why.
- ### 3.
- Draw Ss' attention to the professions given and choose two Ss to act out the dialogue given.
 - Explain to Ss that they have to choose a profession and act out a similar dialogue.
 - Ss work in pairs and swap roles to play the guessing game.
 - Choose a few pairs to act out the activity to the class.

OPTIONAL

- Ss work in pairs.
- Explain to Ss that SA* should take up the role of an interviewer and SB* should choose one of the professions taught in this lesson.
- SA asks SB questions about his/her work and his/her everyday life, e.g. Where do you work? What time do you get up? How do you go to work? etc.
- Ss swap roles.
- Choose a few pairs to act out the dialogue to the class.

WORKBOOK

1.

- Explain to Ss that they have to complete the text with the words in the box.

Key:

- | | | | |
|-------------|--------------|-------------|-------------|
| 1. photo | 2. newspaper | 3. reporter | 4. matches |
| 5. articles | 6. interview | 7. job | 8. exciting |

2.

- Explain to Ss that they have to read the text and answer the questions given.
- Read the text aloud or ask Ss to read it silently.

Key:

1. Five. He's a postman, a firefighter, a cook, a taxi driver and a photographer.
2. He collects the post and takes it to the houses in the town.
3. Three nights a week.
4. He helped put out a big forest fire near his town.
5. His camera.
6. Because he has to wake up early in the morning.

*SA= Student A

*SB= Student B

UNIT 1 LESSON FIVE

For teachers' inspection ONLY

Aim: • To expose Ss to a longer text related to the topic of the unit.

- To develop reading skills.

Language: information, radio station, Internet, website

PRESENTATION

Warm up:

- Pre-teach new vocabulary.
- Discuss in what ways people can get information nowadays.
- Ask Ss if they know how people used to get information hundreds of years ago. (People delivered messages on foot or on horseback.)

1.

- Draw Ss' attention to the pictures and ask them to guess what the text is going to be about. (Ways to get information.)
- Read the text aloud or ask Ss to read it silently and match the pictures with the corresponding paragraphs.

Key:

2nd paragraph: picture of newspapers and magazines

3rd paragraph: picture of the radio

4th paragraph: picture of the TV

5th paragraph: picture of the laptop

- Explain any unknown words.

- Point out that the word *news* always takes a singular verb.
- Ask Ss if they watch the news on TV, listen to the radio or read newspapers.
- Discuss the idea of the Internet and explain (if Ss don't know) what it is and what it offers. (It's a system that connects millions of computers around the world through the telephone system. It contains information on all sorts of things and it also provides a range of services.)

2.

- Explain to Ss that they have to refer to the previous activity and find the words / phrases that the sentences given indicate.

Key:

1. news
2. newspapers, magazines
3. radio stations
4. more than 500 million
5. websites

WORKBOOK

1.

- Explain to Ss that they are going to read a story.
- Draw Ss' attention to the pictures and ask them to guess what the story is going to be about. (Saving a forest.)
- Ask Ss what the second picture shows. (A newspaper article.)
- Read the text aloud or ask Ss to read it silently.
- Ask Ss, *Where did Kim and Fred go?* (To Longwood Forest.)
Why did they go there? (Because they wanted to write an article about the animals that live there.)
Why were the people cutting down the trees? (Because they were going to make houses there.)
What did Fred do? (He took a picture of them.)
What did the children write? (An article for the school newspaper.)
What was it called? ("Save the Forest.")
Why did they write the article? (Because they wanted students and their parents to read it and stop the people in the forest.)
What did the editor do with the children's article? (He put it in his newspaper.)
Why? (Because it was interesting information.)
Did they save the forest? (Yes, they did.)
- Get Ss to read the story.

2.

- Explain to Ss that they have to refer to the story and answer the questions given.
- Alternatively, Ss can write the answers.

Key:

1. Cut down the trees and make houses.
2. About the animals that live in the forest.
3. The forest and the people there.
4. The editor of a big newspaper in the city.
5. They saved the forest and there are no houses there.