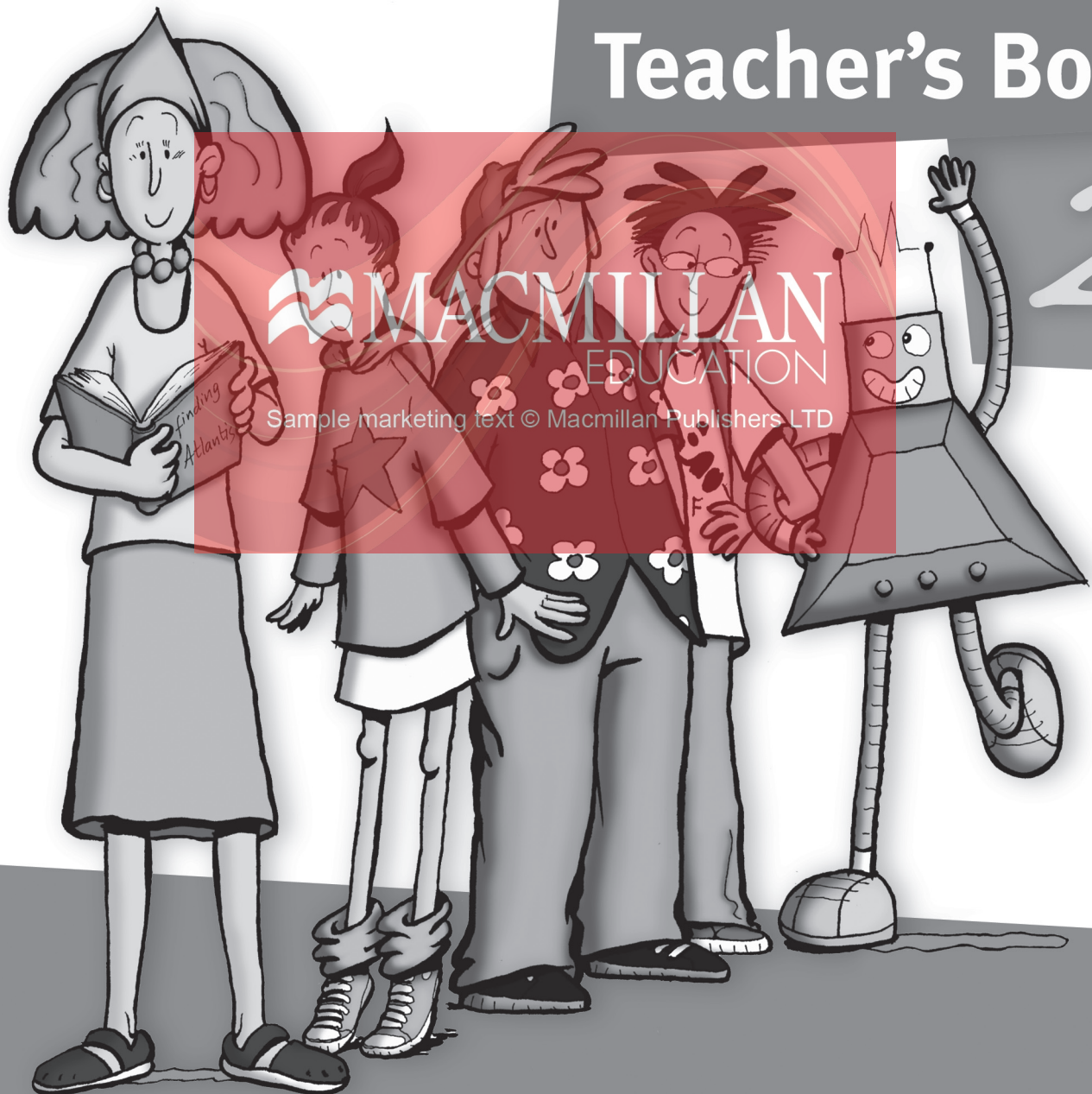


Luke Prodromou  
Rob Nicholas

# SMASH

Teacher's Book

2



Macmillan Education  
Between Towns Road, Oxford OX4 3PP  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

ISBN Teacher's Book 978-960-447-059-4

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First published in 2007

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Recorded at Sayit Educational Audio and Video  
Song arrangements by Tim Hodgson at Doghouse Studio  
Special thanks to Andy Harvey and Thalia Bistika for their voices and to Antonis Tychtonides.

Many thanks to Erika Stiles and Monica Berlis for their contribution to this course.

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Printed and bound in Hong Kong

2010    2009    2008    2007  
10   9   8   7   6   5   4   3   2   1

# CONTENTS

Introduction 5

Welcome to Smash again! 8

## Unit 1

---

Lesson One 12

Lesson Two 14

Lesson Three 16

Smashmag 18

## Unit 2

---

Lesson One 20

Lesson Two 22

Lesson Three 24

Smashmag 26

**Revision 1** 28

## Unit 3

---

Lesson One 30

Lesson Two 32

Lesson Three 34

Smashmag 36

## Unit 4

---

Lesson One 38

Lesson Two 40

Lesson Three 42

Smashmag 44

**Revision 2** 46

## Unit 5

---

Lesson One 48

Lesson Two 50

Lesson Three 52

Smashmag 54

## Unit 6

---

Lesson One 56

Lesson Two 58

Lesson Three 60

Smashmag 62

**Revision 3** 64

## Unit 7

---

Lesson One 66

Lesson Two 68

Lesson Three 70

Smashmag 72

## Unit 8

---

Lesson One 74

Lesson Two 76

Lesson Three 78

Smashmag 80

**Revision 4** 82

## Unit 9

---

Lesson One 84

Lesson Two 86

Lesson Three 88

Smashmag 90

## Unit 10

---

Lesson One 92

Lesson Two 94

Lesson Three 96

Smashmag 98

**Revision 5** 100

Pronunciation Files 102

Tapescripts 104

Key Smashtastic Storytime 113

Workbook Key 114

Resource Pack 129

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# Introduction

## Welcome to *Smash 2*

*Smash 2* is the second book in a four-part English course. It has been written to take into account the early age at which students tend to embark on English language courses.

### Key features of *Smash 2*

#### Story fun

An exciting and humorous episodic storyline makes the course enjoyable and memorable. The story centres around the main characters of the book, the *Smashkids*. They have become lost in Time and Space while searching for the lost city of Atlantis with their Physics teacher, Miss Brown.

In addition to the episodic storyline, there are interesting stories from all over the world in *Storytime*.

#### The cross-cultural approach

Units are topic based, with plenty of variety. The *Smashkids* storyline acts as a springboard for introducing students to related themes with a strong emphasis on learning about other cultures.

#### The ideal syllabus

The grammar, vocabulary and skills syllabus is based on the Common European Framework (CEF).

*Smash 2* is the equivalent of A2 Waystage (Cambridge ESOL Young Learners Flyers and KET).

The course is easy to follow and easy to teach. It is traditional in approach, with a clear grammar syllabus and a systematic and thorough approach to vocabulary. The grammar syllabus is presented in easy chunks using clear grammar tables and simple rules. Both 'topic' vocabulary and 'system' vocabulary (opposites and synonyms) are presented in each unit. Students are given frequent opportunities to put their knowledge of grammar and vocabulary into practice in motivating activities in all four skills.

Careful focus on specific language problems facilitates language learning for the learner, especially through regular and easy to teach pronunciation practice.

#### Important elements:

- regular and systematic integration of the skills
- a systematic writing syllabus
- guided writing and speaking
- graded development of reading and listening skills
- songs for revising and consolidating the language of the unit
- regular recycling of language
- projects
- extra stories
- plays to act in class or at the end of the year

## Organisation of the Student's Book

The Student's Book consists of:

- a welcome unit
- ten units, each with three lessons
- ten *Smashmag* sections, one after every unit
- five revision sections, one after every two units
- *Smash playlet*
- five projects
- an Irregular Verb List
- a Wordlist
- a Grammar Summary

## The structure of a Unit

Each unit is split into four sections or lessons.

### Lesson One

- Storyline: *The Smashkids in Time and Space* (a strip cartoon introducing the themes and new structures)
- Comprehension
- Grammar presentation and practice
- *Word pool* (a vocabulary section)
- Writing
- Pronunciation (a separate reference file on pages 98 and 99 of the *Student's Book*)

### Lesson Two

- Reading (about topics related to the theme of the unit)
- Grammar
- Speaking
- Writing

### Lesson Three

- *Storytime* (extra fun stories, either well-known classics or stories from other countries)
- *Sound natural!* (pronunciation tips to encourage a good accent and fluency)
- Grammar
- *Word pool*
- Speaking
- Writing

### Smashmag

- *Smashmag* (a magazine with cross-cultural topics and integrated skills)
- *Write in!* (activities developing the writing skill)
- *Smash hits* (songs for memorable recycling of language)

### Revision

There is a double-page revision unit after every two units. The exercises here have been designed to be clear and enjoyable.

## Teacher's tips

### Grammar presentation in the classroom

Grammar is presented in Lessons One to Three and is recycled in *Smashmag*.

The basic patterns are presented in clear boxes and tables with examples. The grammar presentation is followed by controlled, guided and then freer practice. Wherever possible, the



grammar is put into natural contexts which will help students use the patterns in communication. Thus, controlled practice is usually followed by an opportunity to use the new forms in oral practice. Students will be given fresh opportunities to see and use the grammar in integrated activities (*Listening, Fact files, Writing*).

The Student's Book contains the essential information for the presentation of new grammar. There is also a *Grammar Summary* at the end of the book. You may like to present the new grammar yourself by building it up on the board with the students help. Try whenever possible to give students an opportunity to contribute to the lesson and show what they know already. Build the new on the old and involve students at all stages. You can elicit the new grammar from the students, building it up on the board step-by-step:

**Teacher: Can anybody give me a sentence with always? Can anybody tell us where the adverbs always and never go in the sentence?**

You can then ask the students to turn to the appropriate page in the Student's Book for a summary.

### Improving the four skills

The four skills are listening, speaking, reading and writing. Sometimes these are taught separately, sometimes they are taught together in a more integrated way.

### Listening

The students will get plenty of opportunities to listen. Apart from the focus on listening in the Listening sections, the following sections in each unit will give students an opportunity to practise their listening skills:

- The stories in Lesson One, *Storytime* in Lesson Three, *Smashmag Radio Link* and *Smash hits*.

### Listening to the storyline

Give students the chance to listen with their books open and their books closed. Some students will be more acoustic and will be happy to listen with books closed. If students need extra practice, encourage them to use the CDs/cassettes at home. If students are struggling to understand the cassette, it is sometimes helpful to read out the tapescript yourself more clearly and slowly, but do this only as a last resort. (Tapescripts for the listening sections are on pages 104-112.)

### Speaking

Speaking activities are guided and draw on the students' cognitive level and experience. Encourage pairwork from the earliest stages so the skill becomes habitual. Good speaking involves being a good listener – this is why pairwork is so important. Speaking fluently is an important skill, but getting a response from the person you're speaking to is equally important. Guidance is provided in the form of model dialogues, pictures and helpful language. Encourage students to make use of these at this early stage in their learning. Most

of the speaking tasks ask the students to talk about themselves or ordinary everyday activities.

### Communication Activities (extensions)

Having a reason to speak will also motivate students and help develop their fluency. The *Communication Activities* facilitate speaking for a purpose by giving students different information to piece together. (See pages 100-103 of the Student's Book.)

### Reading

The key to successful reading at this early stage is engaging the attention of the students. *Smash 2* tries to do this by presenting stories which are great fun and written in such a way as to help understanding. Successfully developing reading skills involves lots of comprehensible input and *Smash 2* gives students this in abundance. The storyline in *Smash 2* introduces new language in clear contexts. The story of Bob, Winston, Victoria and Miss Brown has humour and interesting situations. The stories are beautifully illustrated to capture and keep the attention of the students. The stories in the body of the book and in the *Smashtastic* additional supplement are enjoyable enough for students to read more than once and thus imprint the language in their memories.

### Writing

Like developing speaking skills, the key to writing at this level is guidance: models, prompts, visuals. Students are not 'thrown in at the deep end'. This should be avoided: students without guidance will produce very little, and that full of errors. Thus, writing practice will often follow listening or speaking. The grammar and vocabulary presented in the lesson will be an integral part of the writing task. Finally and most importantly, there is a full writing skills section in *Smashmag: Write in!*, which develops writing systematically (topics, language, paragraphing, punctuation, etc).

### Early finishers

If a student finishes the exercises in the book and has nothing to do, you can do a number of things to keep them busy:

- ask them to write 2-3 examples of their own
- ask them to change positive sentences into negative ones
- ask them to learn one of the roles in the *Smash playlet* by heart
- ask them to read one of the stories in the *Smashtastic* story supplement.

Try and keep early finishers busy.

### Using students' native language in the class

Make using English the 'norm' in the classroom. Set the pattern of using English from the very start. First impressions count most and the early bird catches the worm. If you begin with the mother tongue from the word go, it will create a bad habit which will be very difficult to break later. The odd translation

of a difficult word won't do any harm, of course, and may often help the flow and pace of the lesson. But instructions and explanations should be in English as this is often when students learn most: out of unconscious need. Use these opportunities for exposure to English as much as you can and use the native language sensibly to make sure students understand crucial information or vocabulary.

### Plays in the classroom

*Smash 2* gives students and teachers an opportunity to present sketches or a full-length play in the classroom or at the end of the year for the delight of the public, other classes and the students themselves. The *Smash playlet* has been written with the prospect of performance in mind. Here is a simple procedure for making use of this option:

- ask students to act out parts of the sketch at the end of the lesson
- ask different students to play the parts so everybody gets a chance to act
- for homework, ask students to learn 'their' role by heart
- ask them to act it out without looking at their books
- students without a role can be one of the people in the bank so everybody is doing something
- be patient and encouraging
- encourage students to take it seriously while having fun

If you decide to put on an end-of-year play, you will have to assign roles on a more regular basis. But in class, you should give everyone a chance to perform. Out of class, rehearsals will involve the regular cast. Other teachers and parents can help with costumes. One thing is certain: everyone will enjoy the show and students' English will develop at an astronomic pace. Give it a go!

### Songs

Songs are a wonderful way to learn. The melody makes the language memorable. Every *Smashmag* includes a special feature, *Smash hits*, which presents songs including vocabulary and grammar related to the theme of the unit. After the students have listened to the song and done the activity, get them to learn it and sing it by heart.

### Using the projects

The five projects at the back of *Smash 2* (pp. 108-112) are intended to provide students with extra guided writing practice. There is a careful build-up to the writing task with questions to set the context and get students thinking, as well as short reading passages to be used as examples of what they could write. The projects use colourful pictures and photographs to inspire students, with the aim of encouraging creativity and making the writing task more enjoyable. Encourage students to produce their work for display in the classroom. One project could be set as homework at the end of every two units.

### Using the *Smashtastic* supplement

There are ten extra short stories, quizzes and limericks in the *Smashtastic* supplement. They are intended as fun extra reading for the students. A glossary is provided to help with tricky vocabulary. The supplement is intended to encourage students to read alone and ideally learn to enjoy reading in English. Teachers may choose to use the material for reading in class if they wish. Activities are provided for each 'story' to keep students focused.

### Using the Teacher's Book

The Teacher's Book does a number of things:

- It explains the aims of each lesson – from the point of view of language and skills.
- It provides lesson plans for each lesson, which you can follow or use as a basis for your own approach (how to present the storyline; how to ask and check comprehension; how to present grammar and vocabulary; tips on how to elicit, correct, encourage).
- It gives guidance on:
  - how to teach the four skills
  - how to present and practise pronunciation
  - how to deal with mixed-ability classes
- It provides a key to the exercises and explanations where necessary.
- It provides background notes on the topic of each lesson (famous people, countries, customs, scientific and historical facts).
- It explains the storyline.
- It provides the tapescripts for listening passages.
- It provides additional tips for extension activities. (These are all optional.)

### The Teacher's Resource Pack

The Resource Pack is a useful tool for teachers to provide students with extra practice. It provides:

- pairwork activities for extra speaking practice
- games which can be used as a fun end to a lesson
- skills tests to be assigned every second unit
- extra grammar and vocabulary tests for the end of term
- teacher and student portfolio achievement pages

#### Course components:

- Student's Book
- Teacher's Book and Resource Pack
- Workbook
- Grammar Book
- Test Book / CD
- Audio CDs
- Smashtastic storytime
- CD-Rom

## Welcome to Smash again!

### Aims

**Introducing characters in the book; personal profile; revision of basic grammatical items covered in *Smash 1***

### → Language focus

**Present simple/continuous; past simple; *going to*; to ask questions and elicit personal information; numbers; likes and dislikes; nationalities; school/classroom language; imperatives**

### → New vocabulary

**journey, lost, magical, real, instructions, crew, explorer, environment, inventing/invention, fix, they call me, best friend, travelling, address, date of birth, pair/group/solo work, error, mark, score**

### → Materials

**A telephone directory / Yellow Pages - either in English or a local one (ex 2)**

## > Warm up [5 minutes]

- Start by introducing yourself to the class. Say *Hello, I'm ...* (name).
- Briefly revise some items that should be familiar to the class from *Smash 1*. Ask individual volunteers *What's your name? / How old are you? / What are your hobbies? / Where are you from? / What's your favourite subject?*, etc. Your aim is to remind them of familiar language, so don't focus too much on correcting mistakes at this stage.
- **(Optional)** Write a personal fact file on the board. This should be in the form of a table with some or all of the following sections: *Name / Age / Date of birth / From / Likes / Dislikes / Hobbies / Favourite colour / Favourite subject / Sports*. Then say *Ask me some questions*. Elicit questions from students and fill in the table with information about you. Tell students that you will only write down the information if they ask the questions correctly.

## Welcome [10 minutes]



- Say *Open your books at page 4*. Point to each character in turn and ask students if they can remember any of the names. Then ask them to scan the speech bubbles to check.
- Point to the introductory text at the top of the page (*Meet the Smashkids ...*). Say *Listen and read*. Read the introduction aloud while students follow in their books. Stop at the end of each section. Ask *Do you understand all the words?* Encourage students to read out any words they don't understand. Explain or translate any new or forgotten expressions, eg *journey, lost, real, magical*.
- Read out the speech bubble for Miss Brown while students follow in their books. Check understanding and encourage student participation by asking *What's her name? / What does she do?*
- Say *Now read about Winston*. Allow a minute for students to read.
- Point to Winston and say *How old is he?* Continue with other questions, eg *What school does he go to? / What does he like? / What's his hobby? / What's his latest invention? / What's he going to do?*
- Repeat for Bob and Victoria, asking as many different students as possible.

### ✦ Extension

Students can work in pairs, taking one speech bubble at a time. Student A asks the questions and Student B answers as if he/she is the character, eg *What's your name? / My name's Miss Brown, Jenny Brown*.



**1 What about you? [5 minutes]**

- A**
- Tell students that you want to find out more about them so they are going to answer some questions about themselves.
  - Allow about a minute for students to answer the questions on their own.


- B**
- In pairs, students ask and answer the questions. Go round the class listening and correcting any mistakes.

**✿ Extension**

Continue the task by getting individual students to choose another student in the class and ask the questions. If students do not know each other, this can be continued for several minutes as a useful way of letting them introduce themselves. In a small class, make sure everyone has a chance to speak.

names. Remind students that they should give their numbers in English.

- Allow three or four minutes for students to circulate freely around the class writing down names and numbers. Go round the class listening and helping with any difficulties.

- D** 
- Tell students that they will hear seven numbers and that they need to write them down.
  - Play the CD/cassette and allow students to fill in the missing numbers.
  - Play the CD/cassette again but do not reveal the answers at this stage.

 **Tapescript pg 104**

 **Answers**


**a 5 b 4 c 11 d 24 e 36 f 98 g 100**

**2 Numbers in my life [10 minutes]**

- If you have brought in a telephone directory / Yellow Pages, open it at a particular name or business and say *I can't read this number (without my glasses). Can anyone help me?* Ask a volunteer to tell you the number. Repeat this with two or three numbers/students, saying *Oh, and I need to phone (for a pizza tonight). Could you read the number for me?*
- Begin by asking the class to count up to 20 in English. Ask individual students if they can recite their phone numbers in English. Remind them that we say 'oh' instead of zero, and that we sometimes say *double six* instead of *six six*. Encourage them to pause after an area code or after three or four numbers.

- A**
- Allow about a minute for students to fill in the numbers.
  - Ask individual students each question and correct any pronunciation problems.

- B**
- Explain the exercise and allow about a minute for students to match items from the two columns. Check answers.

 **Answers**  
**1 b 2 a 3 c 4 d**

- C**
- Write *What's your phone number?* on the board. Ask several volunteers the question, correcting any mistakes as they are made.
  - Tell students that they need to collect five numbers from their classmates and write them in the table next to the

- E**
- Tell students to add up all the numbers and write down the total. Encourage them to compare their total with students sitting nearby.
  - Ask several volunteers to give you the total (the correct total is 278). Ask if any students have a different total. Depending on how many different totals students give you, it should be easy to gauge how well they have answered the listening activity (but be aware that the problem may be with their Mathematics, rather than with their English!).
  - Give the answers to 2D. If it appears that many students have wrong answers, it may be worth playing the CD/cassette a third time, stopping and checking after each item so that students can see where they went wrong.

## 3 Message to my teacher [10-15 minutes]

- Point to the picture and say *What is the teacher saying?* Elicit answers from the class, such as *Put your hands up / Who knows the answer?*, etc. Ask the class what they like/dislike about school. Allow several students to answer.

### A

- Tell students that you need to find out about what they like/dislike in school so they are going to answer some questions about themselves.
- Go through the items one by one, explaining any unknown or forgotten words or phrases.
- Allow a minute or two for students to answer the questions on their own.
- Go round the class asking individual students questions about their forms, eg *What do people usually call you? / Where do you live? / What do you like in class? / What don't you like? / Do you always do your homework?*

### B

- Say *Now it's your turn to make questions* and point to ex B.
- Do the first two questions as examples with the class. If necessary, remind them of the use of the auxiliary verb *do* in questions.
- Point out that the numbers correspond to the items in ex A above.
- Allow three or four minutes for students to do the exercise. Check answers.

### Answers

- 1 What 2 do you live 3 do you
- 4 pairwork / group work / solo work / listening to the teacher
- 5 do your homework
- 6 you get too much / too little / the right amount of
- 7 correct (all of / some of / none of) your errors
- 8 you like

## 4 Nationalities [10 minutes]

### A

- Show students the map of Europe and read out the speech bubbles.
- Explain that the left-hand column contains ten members of the European Union, while the right-hand column is for their nationalities.
- Go through the first two items with the class and allow three or four minutes for students to complete the table. Check answers.

### Answers

- 3 German 4 Dutch 5 Italian 6 Danish 7 Belgian
- 8 Swedish 9 Greek 10 Spanish

### B

- Ask volunteers to tell you the names of some other members of the European Union (Portugal, Ireland, Austria, Finland, Cyprus, Czech Republic, Hungary, Malta, Poland and Slovenia). Ask if anyone knows the nationalities we use for these countries (Portuguese, Irish, Austrian, Finnish, Cypriot, Czech, Hungarian, Maltese, Polish and Slovenian).

### C

- Point to the picture. Say *This is Antonio Banderas. Does anyone know where he's from? What nationality is he?*
- Elicit *Spain/Spanish* and ask students to fill in the gaps in item 1.
- Ask students to look at the chart to fill in the other gaps. Check answers.

### Answers

- 1 Spain, Spanish 2 Italy, Italian 3 British

### D

- Ask students to think of singers, actors, people in the news, and to say what nationality they are, eg *George Bush is from America. He's American.* Give help with more difficult countries and nationalities.

### Extension

- Write the names of the five continents on the board - *Africa, North America, South America, Europe, Asia*. Ask the class to name some countries/nationalities they know from each of the continents. Write the names of the countries with the nationalities next to them.
- Ask students to try to think of a person from any of these places and to write down the name of that person. Then in pairs, students try to guess the person by asking questions, eg *Is it a man or a woman? / Is he/she from South America? / Is he/she from Brazil? Is it Ronaldo?*

### 5 School subjects [5 minutes]

- Explain the table. Check understanding by asking questions such as *Who got the best marks last year? (Winston) / Who got the worst marks? (Bob)*.
- Allow about a minute for students to fill in the gaps. Check answers.



#### Answers

1 20 2 12 3 15

### 6 Ordinal numbers [5 minutes]

- Ask students to use the information in ex 5 to answer the questions.



#### Answers

- 1 Winston
- 2 Victoria
- 3 Bob
- 4 Winston

### 7 Classroom language [5 minutes]

- Tell students to think about the things they say in class and the things their teacher says.
- Point to the first item, *Good morning*, and elicit that this could be said by a teacher or a student.
- Allow time for students to fill in the boxes. Deal with any difficulties with language as they come up.
- Check answers. Allow for some variation in answers; it is possible, for example, for both teachers and students to say *Did you have a nice weekend?* However, students may feel that this is something that only the teacher says.

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#### Answers

- Did you have a nice weekend? - **T (B)**
- Open your books. - **T**
- Close your books. - **T**
- Can I ask a question? - **S**
- Can I leave the room? - **S**
- Can I leave early? - **S**
- Be quiet! - **T**
- Don't be noisy! - **T**
- What does that mean? - **S (B)**
- How do we say that in English? - **S (B)**
- Don't forget your homework! - **T**
- Do we have any homework? - **S**
- Put your hands up. - **T**
- I haven't got a pencil. - **S**
- Have you got your homework? - **T**
- I don't understand. - **S**
- Can you repeat that, please? - **S (B)**

## Lesson One → Is this Atlantis?

**Aims**

**Talking about places; talking about present actions; asking and answering questions**

→ **Language focus**

**Present simple; present continuous; time expressions used with these tenses**

→ **New vocabulary**

**coconut, delicious, sink, alone, hunt, chase, goat, footprint, sand, let me see, hut**

→ **Materials**

**A copy of the book *Robinson Crusoe* or a video/DVD (Warm up)**

**> Warm up [5 minutes]**

- If you have managed to find a copy of *Robinson Crusoe*, show it to the class and ask if anyone knows the story.
- Write the name *Robinson Crusoe* on the board. Elicit any information the class knows about the story and write up key words on the board. If no one knows the story, write *ship, sink, desert island, alone, hunt, footprints* and *sand*. Use these words to give some basic information about the story (you will find this information in picture 2 on page 8).

**→ 1 Reading [10 minutes]**

- Say *Open your books. Look at page 8.* Remind the class that the characters are on a school trip in Time and Space. Read the title aloud, point to Picture 1 and ask *Where do the Smashkids want to go?* (Atlantis).
- Then point to Picture 4 and say *Where do the Smashkids go?* (Robinson Crusoe's island).
- Say *Listen and read.* Play the CD/cassette for Picture 1. Translate any unknown words, eg *coconuts, delicious*.
- Repeat the above step for Pictures 2, 3 and 4.
- Play the CD/cassette for the whole story again. Students listen and read.

**✦ Extension 1**

In pairs, students take it in turns to read a line from the story.

**✦ Extension 2**

Choose seven students to read the parts of Miss Brown, Winston, Victoria, Bob, the narrator in Picture 2, Robinson and Friday.

## → 2 Comprehension [10 minutes]

### A

- Say *Look at the Comprehension questions on page 9* and point to them on the page. Explain that students have to put Friday's answers into the numbered gaps in Picture 3 on page 8. Allow about five minutes. Check answers.



### Answers

1 d 2 c 3 b 4 e 5 a

### B

- Explain that the words in A are from the story on page 8. Allow a minute or two for students to find the words in the passage and do the exercise. Check answers.



### Answers

1 c 2 d 3 a 4 b

## → 3 Grammar [10-15 minutes]

### Present simple

- Copy *She gets up at 8 o'clock every day* onto the board. Read it aloud and underline *gets* and *every day*. Ask the class to tell you things that they do every day, eg *I go to school. / I watch TV*. Explain that we use the present simple for things that happen regularly.
- Repeat for the next two examples, pointing out how the negative and question forms are formed. Ask the class for more examples.
- Write the example *Dolphins live in the sea.* on the board. Tell the class that the present simple is also used for things that are generally true. Elicit some more examples.

### Present continuous

- Explain that the present continuous is different to the present simple because it refers to things that are happening now.
- Ask the class to tell you other things that are happening now, eg *We are having a lesson. / You are talking.*
- Write one or two suggestions on the board and underline the present continuous. Then write *now / at the moment* at the end of each sentence. Point out that whether we write it or not, the present continuous describes what is happening *now / at the moment*, not what happens regularly. Point to the question *What are you doing?* as an example of this.

#### Remember this!

- Write *Christmas is at December* on the board and ask the class what is wrong with the sentence. Show them the table and ask them to help you correct your sentence. Cross out *at* and write *in*.
- Draw the attention of the class to the other expressions and

explain that they are all used with the present simple except *now* and *at the moment*. Elicit sentences from the class containing a variety of these time expressions.

### A

- Go through the example with the class and say *What tense is this?* (present simple). Elicit why the present continuous would be wrong here. Allow three or four minutes for students to write the other sentences. Check answers.



### Answers

- 1 I am watching TV at the moment.
- 2 My mum doesn't do any sport at weekends.
- 3 My dad is learning English now.
- 4 I always have a shower at 8 o'clock.

### B

- Point out that the question and the answer should be in the same tense. Allow three or four minutes for students to write the questions. Check answers.



### Answers

- 1 are they staying    2 speak English    3 does he live
- 4 he catch    5 he learning

## → 4 Speaking and writing [10 minutes]

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- Tell students to draw a line between *Good morning* in A and *Good morning* in B. Say *Do you speak English?* to several individual students, eliciting the response *Yes, I do*. Point to *Yes, I do* in B and ask students to draw a line between these two items in the exercise. Allow a minute or two for students to complete the exercise. Check answers.

### B

- Ask students to write their own information next to the responses in column B. Allow a minute or two for this.
- In pairs, students take turns asking and answering the questions.

### C

- This can be done as homework if there is no time in class. Tell students to use the information they noted down next to column B to write a short paragraph about themselves.

### Pronunciation file page 102

#### Smash facts

- Read the information aloud. Ask students if they would like to live on a desert island like Robinson Crusoe. Ask what the best/worst thing would be and what they would miss.



## Lesson Two → The real Atlantis

## Aims

Talking about places and events in the past

## → Language focus

Past simple; time expressions

## → New vocabulary

paradise, perfect, powerful, ruler, king, rich, greedy, punish, storm, exist, believe

## → Materials

Any literature you can find about the legend of Atlantis – the level/language is unimportant, but the title should be clear (Warm up)

## &gt; Warm up [5 minutes]

- Check the writing from the previous lesson if students did it for homework.
- If you have managed to find any literature on Atlantis, hold it up or pass it round for students to see. Elicit any information that they may know and give them one or two basic facts.

## → 1 Reading [15-20 minutes]

- Say *Open your books at page 10. Read out the title Atlantis: a lost Paradise and explain the meaning. Ask What can you see in the picture?* Elicit words like *island, trees, sea*. Tell students that they are going to find out more about Atlantis.

## A

- Allow one or two minutes for students to guess the answers to the quiz. Give help with unknown items, but do not give the answers at this stage.

## B

- Say *Read and check your answers.* Tell students to ignore the gaps and unknown words and to focus on finding the answers to the quiz. Check answers as a class.

## Answers

1 c 2 c 3 a 4 a

## C

- Say *Now fill in the gaps.* Allow two or three minutes for students to put the missing words or phrases into the text. Do not give the answers at this stage.

## D

- Say *Now listen and check your answers.* Play the CD/cassette all the way through. Check answers as a class. If necessary, play the CD/cassette again, stopping after each gap to point out the answers.

## Answers

1 c 2 d 3 b 4 a 5 e

## E

- Ask four volunteers to read the sentences. Do not ask for answers at this stage.
- Allow a minute or two for students to write *T* for *true* if a sentence is correct or *F* for *false* if it is incorrect. Explain that they may need to read the passage again and find the sentence which relates to the question. Demonstrate with sentence 1 if students seem unsure. Check answers as a class.

## Answers

1 F 2 T 3 F 4 F

## F

- Tell them that they need to find words in the text with similar meanings to those given. Allow three or four minutes before checking their answers.

## Answers

1 perfect 2 powerful 3 rich 4 twins 5 ruler/king

## → 2 Word pool [5 minutes]

- Explain that all the words are to do with family members. Show them the example *mum and dad* and ask them to make similar pairs.
- Ask individual students to call out pairs. Write the answers on the board for the others to check.

## Answers

father and mother  
 brother and sister  
 aunt and uncle  
 godfather and godmother  
 grandmother and grandfather  
 nephew and niece  
 stepfather and stepmother

### →3 Writing [10 minutes]

#### A

- Read out the example and ask who is being described. Tell students to think of a family member and to write as many things as possible about that person. They should not write who the person is. Set a time limit of five minutes to see who can write the most things in that time.

#### B

- Allow two or three minutes for students to read their descriptions for their partners to guess.
- Ask several students to read out their descriptions for the rest of the class to guess.

### →4 Grammar [10 minutes]

#### Past simple

- Read the examples aloud and ask the class to give you similar examples using different verbs. Remind students to look at the irregular verbs on page 113. Elicit sentences for each example and write a variety of them on the board.

#### Remember this!

- Explain that certain time expressions are used with the past simple and these can be useful in helping to decide which tense is appropriate.
- Go through the time expressions with the class and emphasise that they are all used with the past simple if they can all describe finished actions in the past.
- Check understanding by asking volunteers to give you sentences using the time expressions, eg *I met John a year ago. / I did my homework last night. / We didn't have a lesson on Monday.*
- Read out the instructions to the class. Explain that the question refers to the last time they did something and that they can choose from the verbs given.
- Go through the example with the class and point out that the verb *see* has been used. Elicit/Explain that the other verbs could also be used here, eg *I visited my grandmother last week.* Also point out that the time expression can change, depending on the student, eg *I visited my grandmother yesterday evening.*
- Tell students to choose one of the people in brackets and write sentences in the past simple, paying particular attention to the verb and the time expression used. Check answers by asking individual students.

### →5 Listening [10 minutes]



#### A

- Ask students to look at the pictures and to say which place they prefer. (You need to agree which is the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>

picture to avoid confusion.) Then ask them to look at items 1-7 and to decide which picture each one applies to. Elicit sentences such as *The second picture looks hot.*



#### Possible answers

- 1 The second picture looks hot.
- 2 The first picture is an exciting place.
- 3 The third picture is a peaceful place.
- 4 The second picture is very exotic.
- 5 The first picture has got great shops.
- 6 The second picture has got high mountains.
- 7 The third picture doesn't look very hot.

#### B

- Tell students that they will hear two people describing island holidays they went on. Show them the table and explain that the first person went to Mauritius and the second to Jersey.
- Tell students that, while they listen, they should put a tick in the appropriate box next to each piece of information. Play the CD/cassette. Students listen and tick. Play the CD/cassette again and check answers.

Tapescript pg 104

#### Answers

- last year - Mauritius
- two years ago - Jersey
- beautiful beaches - Mauritius
- fantastic shops - Mauritius
- good food - Mauritius
- a relaxing holiday - Jersey
- mountain climbing - Mauritius
- there's a zoo - Jersey

### →6 Speaking [5 minutes]

#### A

- Ask each student to think of a place they have visited. Go round the class eliciting answers. Then ask a selection of the questions 1-6, eg *Maria, where did you go? / Who did you go with?*
- In pairs, students take it in turns to ask their partner all of the questions. They should note down their partner's answers. Walk around listening and helping where necessary.

#### B

- Ask volunteers to report back to the class about what their partner told them, eg *David went to Paris. He went a year ago. He went with his mum and dad, etc.*

## Lesson Three → Storytime

## Swiss Family Robinson

## Aims

Talking about present and past situations and events

## → Language focus

State verbs; past tense verbs

## → New vocabulary

shipwreck, tropical, desert, build, pirates, attack, collect, firewood

## → Materials

a coconut - preferably one with milk in it (ex 4A)

## &gt; Warm up [5 minutes]

- Write the word *shipwreck* on the board and elicit/explain what it means. Tell students that they will be reading a story about a family who were shipwrecked on a tropical island.
- Say *Open your books at page 12*. Explain the title of the story.

## → 1 Reading [10-15 minutes]

## A

- Write the words *boat, storm, island, build, tree house, pirates* and *attack* on the board and check understanding. Ask the class to look at the four pictures at the top of the page and to give you sentences using the words on the board and the past simple.
- Elicit sentences such as *The family were on a boat. / There was a storm. / They were shipwrecked on an island. / They built a tree house. / Some pirates attacked them*. Write a suitable sentence for each picture on the board.

## B

- Say *Now read the story*. Allow three or four minutes for students to read the story quietly to themselves. Encourage students to read out any words they don't understand. Explain or translate any new words.
- Ask the class if there was anything in the story that they hadn't guessed in A. Prompt with questions such as *What kind of island was it? / What was their home like? / What were the animals like? / What did they do each day?*, etc.
- Choose three volunteers to read out a paragraph each.

## C

- Go through the items with the class and check that they understand.
- Read out the first item and do it as an example - point to the second paragraph in the text and say *The Swiss Family Robinson built a home; it was a huge tree house*. Ask students to write *the family* in gap 1.
- Students can work in pairs for this activity. Allow two or three minutes for students to find the answers. Check answers as a class.

## Answers

- |               |                         |
|---------------|-------------------------|
| 1 the family  | 2 the children          |
| 3 the animals | 4 the pirates / the men |
| 5 the pirates | 6 the children          |

## D

- Explain that students have to fill in the gaps with one of the four verbs given. Remind them that they will have to put the verbs in the correct tense.
- Allow a minute or two for them to do the activity before checking answers as a class.

## Answers

- |        |         |            |             |
|--------|---------|------------|-------------|
| 1 sank | 2 built | 3 attacked | 4 collected |
|--------|---------|------------|-------------|

## → 2 Word pool [5 minutes]

- Read out the introduction and explain that the picture shows the tree house that the family built.
- Go through the items one by one and explain or translate any unfamiliar words.
- Tell students to write the parts of the house in the correct places. Check answers as a class.

## Answers

- |               |            |
|---------------|------------|
| 1 wardrobe    | 2 armchair |
| 3 bedroom     | 4 stairs   |
| 5 sofa        | 6 chair    |
| 7 living room | 8 cupboard |
| 9 dining room | 10 kitchen |
| 11 balcony    |            |

## ✦ Extension

For further practice, ask students what they like/dislike about the tree house; which is their favourite part, etc. If time permits, they could draw and label a tree house of their own design.

### →3 Grammar [10 minutes]

#### State verbs

- Write the sentence *I understand this*. on the board. Ask students to tell you what it means. Then write *I am understanding this*. and ask them if they have ever heard the second sentence. Point out that they will never hear the second sentence because the verb *understand* does not take the *-ing* form.
- Explain that some verbs (state verbs) can only be used in the simple form and not the continuous form.
- Show students the table at the top of the page. Go through the action verbs and explain that most verbs can be used in the simple and continuous form. Give examples of both forms, eg *I come to school every day. / I am coming now*.
- Go through the state verbs one by one, giving examples of the simple form and pointing out that there is no continuous form, eg *I am a teacher; I know the answer* (not *I am knowing the answer*.)
- Finally, go through the example sentences, drawing attention to the verbs. Point out in the table that *learn* is an action verb, while *know* is a state verb.

**Note:** the exceptions to this grammar rule (eg *I'm seeing him tomorrow. / I'm tasting the soup. / I'm smelling the flowers.*) can be dealt with in a later lesson.

- Show students the exercise and ask them to choose the correct items in bold. Allow one or two minutes. Check the answers as a class and refer students back to the verbs in the table.

#### Answers

1 I love 2 tastes 3 I'm learning 4 I hate 5 I know

### →4 Writing [15 minutes]

- If you have managed to find a coconut, show it to the class. Say *This is a coconut*. It comes from a desert island. Coconut milk tastes delicious. Shake the coconut so that students can hear the milk. Ask if anyone has eaten fresh coconut / drunk the milk.

#### A

- Tell students that they are going to find out when Francis Robinson does things on the island.
- Point to the first picture and say *What is he doing in Picture 1?* Elicit the answer (*He is*) *getting up*.
- Say *When does he get up?* and show students the first line of the diary. Elicit the answer (*He gets up*) *in the morning / early*.
- Point to the other pictures and, for each one, say *What is he doing?*
- Tell students to read the diary and find out when he does the things in the pictures. Allow up to five minutes for students to read the diary and find the times. Check answers.

#### Answers

- 1 in the morning / early 2 in the morning / early
- 3 at one o'clock 4 in the afternoon
- 5 in the evening

#### B

- Ask the class if they noticed anything strange about the last paragraph (there's no punctuation). Tell students to correct the punctuation by putting in the capitals, commas and full stops.
- Check answers by asking individual students to tell you a sentence each and point out the corrections they made.
- Build up a correctly punctuated paragraph on the board, following students' suggestions.

#### Answers

In the afternoon, I go fishing. In the evening I go for a walk along the beach. Sometimes I walk in the forest or I climb the mountain. I look at the horizon. I look for a ship. We like it here, but we want to go home.

#### Remember this!

- Remind students of the time expressions and place special emphasis on the use of the prepositions *at* and *in*.

#### C

- Say *What about you? What time do you do things?* Read out the speech bubble and include a time, eg *In the morning, I usually wake up at seven o'clock*.
- Tell students to fill in the gaps with the times that apply to them.
- In pairs, students take turns asking and answering the questions. Walk around listening and helping.

#### D

- As part of their homework, students write a page from their diary based on their answers in C.

#### Sound natural!

- Read out the sentence in a normal voice at a normal pace. Point out that words often run into one another when we speak naturally. Read the sentence again, a little faster, deliberately joining the words. Ask volunteers to repeat. If they make an attempt at joining the words, say *That sounds natural!*
- Point to the robot and say *Does the robot sound natural? Listen!* Then read the sentence, deliberately spacing the words out. Elicit/Explain that the slow sentence does not sound natural. Finish by asking different volunteers to try saying it naturally.



## Smashmag

### Famous mystery islands

#### > Warm up [5-10 minutes]

- Ask several volunteers to read out their diaries from exercise 4D. Make sure you look at the others' work and give praise for their efforts, especially if they have added extra information of their own.
- Write the heading on the board: *My Town*. Then draw a two-column table. The left-hand column should contain the following: *Name; Size; History; Kind of place; Things to see and do*. The right-hand column should be blank. Ask the class to suggest what might go in the gaps. Write down any relevant suggestions.

#### 1

##### A

- Say *Open your books at page 14. Today's lesson is about mystery islands.*
- Point to the pictures, one at a time. Ask volunteers to say anything they can about them, eg *It's funny. / It's nice. / They're strange.*
- Read out the speech bubbles. Say *Which photographs are they talking about?* Allow a minute or two for them to match the photos to the comments.
- Check answers as a class.

#### Answers

- 1 picture c 2 picture b 3 picture a 4 picture c

##### B

- Go through the questions and check that everyone understands.
- Students can work alone or in pairs. Tell students to read the text to find the answers. Point out that they do not need to understand every word, since they are looking for specific information.
- Check their answers and give students a chance to ask about any unknown words, but don't spend too long on this.

#### Answers

- 1 a Dutch captain  
2 large stone heads  
3 no one knows  
4 friendly / the friendliest people in the world  
5 amazing

#### 2

### Smashmag Radio Link

#### [5 minutes]



- Explain that the class will hear someone talking about Santorini.
- Say *Listen and write the number.*
- Play the CD/cassette. Stop after each section.
- Students should write the numbers next to the photos in the order they hear them.
- Play the CD/cassette again for students to check their answers.

#### Tapescript pg 104

#### Answers

- 1 picture e 2 picture b 3 picture c 4 picture d 5 picture a

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**3 Write in! [10-15 minutes]****A**

- Say *Read the article and answer the question.* Allow a few minutes for students to read through the article quietly on their own. Ask *Do you know all the words?* Explain or translate any unknown words. Elicit that Paragraph 1 introduces the topic, Paragraph 2 gives some history and Paragraph 3 describes the town.

**Extension**

Students read the article aloud to one another in pairs. Walk around listening and helping with pronunciation and intonation.

**B**

- Explain that students should write the adjectives in the spaces in the table. Demonstrate by doing the first item with the class.
- Allow students to work in pairs to find the adjectives. Choose students from various pairs to read out their answers.

**Answers**

town - small, prettiest, colourful  
 earthquake - huge  
 view - fantastic  
 house - traditional  
 sunset - beautiful  
 shop - interesting  
 sea - calm, clear, deep

**C**

- Explain to the class that it is their turn to write an article. They can use the model and the outline in the book to help them.
- Ask students to write the article for homework.

**Useful language**

- Direct students to the table in 3B and then read each phrase aloud with a strong but natural emphasis. Translate if necessary.
- Read again and practise class repetition. Students should sound as natural as possible.

**Smash hits [10 minutes]****Island of love****A**

- Ask students to translate any words in the box they know. Explain or translate any unknown words.
- Tell students to read the song quickly to make sure they understand all the words. Help with pronunciation of any unknown words. Ask *Do you know all the words?* and explain any new or forgotten words.
- Say *Now write one word from the box in each gap.* Demonstrate by doing the first example as a class. Point out that they should look for rhyming words such as *around/ground*. Allow a minute or two for students to write their answers.
- Say *Listen and check.* Play the CD/cassette. Make sure that everyone has the right answers. Write them on the board.

**Tapescript pg 104****Answers**

ground hand meet love

**B**

- Play the song again. Play each verse twice. Students listen the first time and join in the second time.
- Play the song one more time all the way through with everyone joining in.
- Tell students to read through the song and try to learn it at home.

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