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# SMASH

Teacher's Book

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# Introduction

## Welcome to *Smash 1*

*Smash 1* is the first of 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 1*

### Story fun

Exciting and humorous episodic storylines make the course enjoyable and memorable. The story centres around the main characters of the book, the *Smashkids*, who travel in Time and Space. A second storyline involves an entertaining English Language classroom situation in Smashtown.

There are also five extra stories at the end of the book which use the characters from history or fiction presented in the main storyline.

### The cross-cultural approach

Units are topic based, with plenty of variety. The *Smashkids* storyline acts as a spring board 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 1* is the equivalent of A1 Breakthrough (Cambridge ESOL Young Learners Starters and Movers).

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 student, 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
- an Irregular Verb List
- a Wordlist
- a Grammar Summary

## The structure of the 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 questions
- Grammar presentation and practice
- Vocabulary
- Writing
- Pronunciation

### Lesson Two

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

### Lesson Three

- *Sketchtime!* (a play to act out in class, recycling language)
- *Sound natural!* (pronunciation tips to encourage a good accent and fluency)
- Grammar
- Speaking

- Vocabulary

- 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, with ample use of visuals and quizzes.

## ✳ 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

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use the patterns in communication. Thus, controlled practice is usually followed by an opportunity to use the new forms in oral practice. The 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 learners at all stages. You can elicit the new grammar from the learners, 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 also provide an opportunity to practise their listening skills:

The stories in Lesson 1, *Sketchtime* in Lesson 3, *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 CD/cassette, it is sometimes helpful to read out the tapescript yourself more clearly and slowly, but only do this as a last resort.

### 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.

The story of Mr Chip and his lively class can also be acted out in class or at the end of the school year. This optional activity could be of enormous help in acquiring the new language as it combines learning, activity and fun. Give it a try!

### Communication Activities (extensions)

Having a reason to speak will also motivate learners and help develop their fluency. The *Communication Activities* facilitate speaking for a purpose by giving students different information to piece together.

### Reading

The key to successful reading at this early stage is engaging the attention of the students. *Smash 1* 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 1* gives students this in abundance. The storylines in *Smash 1* introduce new language in clear contexts. The story of Bob, Winston, Victoria and Maggie 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 back of the book are enjoyable enough for students to read more than once and thus imprint the language in their memory.

### 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 *Sketchtime!* by heart
  - ask them to read one of the stories in the back of the book
- 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 1* is unique in giving 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 second storyline in *Smash 1 (Smashtown Language School 2010)* 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 the sketch out after the comprehension task or 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 students in Mr Chip's class 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' (or part of *Smashtown Language School 2010* at mid-term), 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.

### How to use *Smashlog Portfolio*

The *Smashlog Portfolio* provides entertaining reading skills practice and extra writing practice. It is designed so that students can be creative and use real life experiences to write about. It is a fun and attractive way for students to use the language they have learned and display their work for the rest

of the class.

There is also a double spread of games and quizzes at the end of *Smashlog Portfolio*. Students can do these activities together or in their own time.

### 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.)
- It gives advice on how to deal with early finishers.

### 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 vocabulary and grammar tests for the end of term

#### Course components:

- Student's Book
- Teacher's Book and Resource Pack
- Workbook
- Grammar Book
- Test Book / CD
- Audio CDs
- *Smashlog Portfolio*
- CD-Rom

# Welcome to Smash!

## Aims

Introducing characters and components of the book; introducing each other

## Language focus

Present simple affirmative; *this/that / these/those*; the verb *be*

## New vocabulary

mobile phone, space travel, comic, monster, computer, electronic toy, reading, tree, joke, the Internet, roller skates, sport, history, e-mail, animal; classroom objects; colours; numbers

## Materials

A popular comic or magazine with comic strip; photos from catalogues or magazines of as many vocabulary objects as possible

## > Warm up [5 minutes]

- Write your name on the board before the start of the lesson.
- **(Optional)** As the students enter the class, sit at your desk and read the comic or magazine.
- Start by introducing yourself to the class. Say *Hello, I'm... (name)* while pointing to yourself and your name on the board.
- Introduce yourself to individual students. Encourage them to reply with *Hello* or *Hi*.
- Briefly revise some simple questions and answers that should be familiar to the class from their primary level course. Ask individual volunteers *What's your name?* and *How old are you?* Your aim is to gently remind them of familiar language, so only ask confident students at this stage.

## ✦ Extension

Build students' confidence by pretending to forget names and ages. Ask *Are you Katherine?* *Are you ten?* deliberately getting some names and ages wrong. Accept simple *Yes/No* answers.

## Meet the Smashkids – from Smashtown [10 minutes]

- If you have a magazine or comic, show it to the class. Say *I like magazines/comics. They're great!* Explain that the characters in *Smash* are like comic-book characters.
- Say *Look! Open your books at page 4.* Point to each character in turn and read out the names slowly and clearly. Say *This is Bob/Winston/Maggie/Victoria/Robert.*

## A Listen and read.



- Point to Robert and explain that he is a machine and he can travel through time and space. Then point to Box 21 and explain that it is something the Smashkids need and that students will be asked to look for it in some of the adventures.
- Point to the introductory text at the top of the page (*It's the year 2050...*). Say *Listen and read.* Play the CD/cassette. 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 expressions, eg *school trip, time and space, lost.*
- Read out the Fact file for Big Bob while students follow in their books. Check understanding and encourage student participation by asking *What's his name? / How old is he? / What are his favourite words?*
- Say *Now read the other Fact files.* Allow two minutes for students to read.
- Point to Maggie and say *What's her name?* Continue with the other questions.
- Repeat the questions for the other *Fact files*, asking as many different students as possible.

## B Say your name. Say 'hello'.

- Point to the two photographs and say *What's his name?* and *What's her name?*
- Explain the different ways of introducing yourself (*Hi/Hello; I'm... / My name's...*). Explain the phrase *Nice to meet you.*
- Ask two volunteers to read the dialogue aloud. Help with pronunciation if necessary.
- Ask other pairs to read out the dialogue. Correct any mistakes.
- Explain the contracted forms and the use of apostrophes. Students write their names in the spaces.



**C Welcome to the World!**

Explain that students will be discovering interesting things about people from other countries. Tell them that *Smashmag* appears at the end of each unit and is like a magazine for young people.

**Come to the Smashtown Language School [10 minutes]**

**A Listen and read.**



- Point to *Mr Chip* in the picture and explain that he is an English teacher at Smashtown Language School.
- Point to the other people in the picture and explain that they are his students.
- Say *Listen and read*. Play the CD/cassette. Ask *Do you understand all the words?*

**B Who's he/she? Ask and answer.**

- Point to the people at the bottom of the page. Start with *Mr Chip* and say *Who's he?* Ask two or three students. Repeat for the second person, saying *Who's she?*
- Allow about a minute for students to fill in the names of the other people.
- Ask volunteers about the other people. Say *Who's he? / Who's she?*
- In pairs, students point and ask each other about the characters in the pictures.



**Answers**

- He's Winston.
- She's Maggie.
- He's Hans.
- He's Cheng.
- She's Jeanne.

**Extension**

Continue the task by getting pairs of students to ask and answer about their classmates. Go round the class listening and correcting any mistakes.

## Welcome to the classroom! [10-15 minutes]

- Point to the picture and say *Welcome to the classroom!* Ask students what they can see in the classroom. At this stage, focus on vocabulary the students know.

### A What's this? What's that?

- Show students the exercise and say *Number one*. Point to the map on the wall and say *What's this?* Ask volunteers to reply *It's a map*.
- Explain the contracted form of *What's*. Write on the board *What is = What's*. Underneath it write *It is = It's*.
- Repeat the question, asking *What's this? / What's that?* about the numbered items. At this stage, don't distinguish between *this* and *that*. Focus on helping students learn the names of the items in the classroom.
- Allow students two minutes to ask and answer in pairs in order to familiarise themselves with the vocabulary items.
- Show students the first of the smaller pictures and explain that we normally use *this* for something which is near to us, while *that* describes something which is further away. Give the examples in the picture. Say *This is a desk*. Then point at the table in the distance and say *That is a table*. If there is a desk and a table in the classroom, stand close to the desk and repeat the two sentences, emphasising that the desk is close (by touching it) and that the table is further away (by pointing at it).
- Explain the contracted form of *That's*. Write *That is = That's* underneath the other items on the board.
- Show students the second of the smaller pictures and explain that we normally use *these* for plural items that are near to us, while *those* describes things which are further away. Give the examples in the picture. Say *These are pens*. Then point at the pencils in the distance and say *Those are pencils*. Position pens and pencils in the classroom, stand close to the pens and repeat the two sentences, emphasising that the pens are close (by touching them) and that the pencils are further away (by pointing at them).

### B Look at the classroom. Tom says ...

- Point to the boy in the main picture. Say *This is Tom*. Ask students to imagine that they are Tom. Explain that some of the objects are close to Tom (eg *the objects on the table*), while others are far away (eg *the window, the map, the board*).
- Ask volunteers to tell you what Tom would say about the classroom (eg *These are pens. / This is a ruler. / That is a window. / Those are books.*).

### C Now talk about your classroom.

- Encourage students to think about the things in your classroom that are close to them, and the things that are further away. Go round the class asking individual volunteers to give you a sentence. Ask as many students as possible to give you one sentence each. Correct any mistakes. Reinforce the item by asking some students to give you pairs of sentences (either *This is ... / That is ...* or *These are ... / Those are ...*). Continue asking volunteers until you are satisfied that the students have understood.

### ✿ Extension

For further practice, hand out photographs of everyday objects that you have cut from magazines. Give students at least one photo each and let them work in pairs, looking at each other's photo. Then ask volunteers to give you sentences about their photos. Encourage students to use *this/these* for their own photo and *that/those* for their partner's.

## Grammar [10 minutes]

### be

- Make three columns on the board, headed *affirmative*, *negative* and *questions*. Explain or translate these terms.
- In the first column, write *I'm a teacher*.
- Write *I'm not a pupil* in the second column, underlining the word *not*.
- In the third column, write *Am I a teacher?* Explain that the question is made by changing the position of the subject and the verb.
- Check that students have understood by pointing at yourself and saying *Am I a teacher?* When students say *Yes*, point to the first column and say *Yes, I'm a teacher*.
- Say *Am I a pupil?* When students say *No*, point to the second column and say *No, I'm not a pupil*. Then point to the first column again and say *I'm a teacher*.
- Go through the table in the book, asking volunteers to read out the sentences/questions. Check understanding by pointing and asking some silly and some sensible questions (eg *Are you a teacher? / Is he a desk? / Are you friends?*).

### ✿ Extension

Continue the task by getting pairs of students to write some questions to ask their partners. Allow two minutes for students to write questions. Then go round the class listening carefully to the questions and the answers and correcting any mistakes.

## Colours [5 minutes]

### A Write the number for each colour.

- Point to the colour *red* in the picture. Say *What colour is this?* Ask students to write the number next to the word red.
- Allow two minutes for students to write down the other numbers.
- Check the answers as a class.

#### Answers

1 red 2 blue 3 green 4 yellow 5 white 6 brown  
7 black 8 grey 9 pink 10 purple

### B Say the colour and the number.

- Read the examples and elicit sentences for the other colours, eg *Number three is green.*

## Numbers [10 minutes]

### A Find the numbers.

- Ask students to draw lines separating the numbers.

#### Answers

seven four five one two three eight ten  
nine

### B Copy them in order.

- Tell students to write the words in order, paying attention to spelling.

#### Answers

one two three four five six seven eight  
nine ten

### C Match the numbers.

- Ask students to draw lines matching the numbers.

#### Answers

12 twelve	13 thirteen	14 fourteen
15 fifteen	16 sixteen	17 seventeen
18 eighteen	19 nineteen	20 twenty
30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty
90 ninety	100 a hundred	

### D Now complete the table.

- Tell students to write the correct numbers either in numerical or written form in the spaces.

#### Answers

twenty-two 31 forty-five 79 56 sixty-two

### E Talk about you. Write your answer.

- Check understanding and allow a short time for students to write their answers. Ask individual students to read out their sentences.

## The Alphabet [5 minutes]

### A Listen and finish the alphabet.

- Explain that there are some letters missing from the alphabet. Play the CD/cassette while students fill in the missing letters.

#### Tapescript

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

#### Answers

C E G P T Z

### B Learn the rhyme by heart.

- Explain that learning the rhyme will help students to remember the alphabet. Play the CD/cassette again while students listen.

### C Can you spell your name?

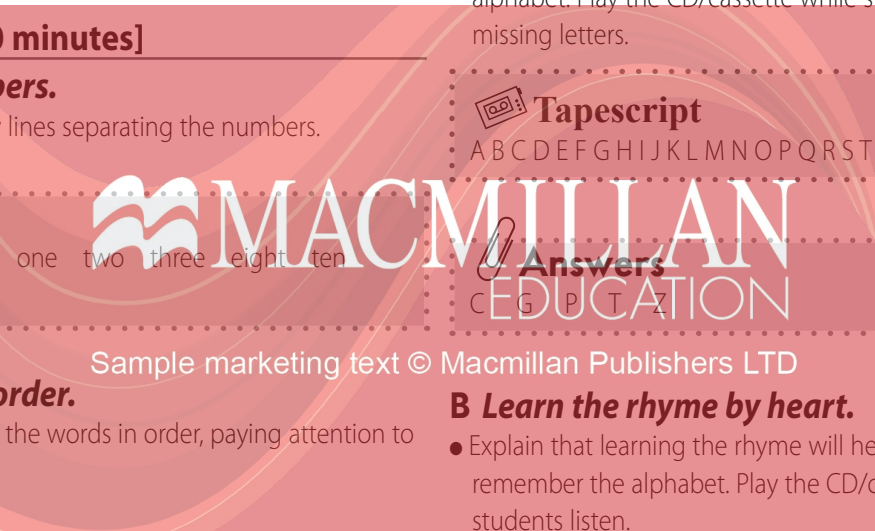
- Ask volunteers to spell their names, letter by letter.

### D Say these letters.

- Ask volunteers to say the letters. Pay attention to pronunciation and correct where necessary.

## Welcome to the World of English! [2 minutes]

- Ask students to think of where else they might see English in everyday life. Prompt with *TV, supermarkets*, etc. They can note them down at home and report back in the next lesson.



## Lesson One

## → Is this London?

## Aims

Talking about things around you

## → Language focus

a/an; plural nouns: regular/irregular

## → New vocabulary

singer, actor, footballer, park, house, car, forest, river, fantastic, little

## → Materials

Photos from magazines of any actors/singers/footballers the students may know.

Also choose one or two famous landmarks, eg the Parthenon, Statue of Liberty, Tower of London.

## &gt; Warm up [10 minutes]

- (Optional) To alert students' interest as they enter the class, fix some of the pictures to the board before the lesson.
- Start the lesson by saying *Hello* or *Hi* + (name) to individuals as they come in. You should work hard to remember all their names as quickly as possible as this will make them feel more at home. If you are not sure of some names, ask *Are you (Alice)?* Say *Oh, of course! Hello (name)!* if you are wrong. Make extra sure you remember a child's name if you need to ask!
- Ask several individuals *How old are you?* or *What's your favourite colour/number?*
- Ask students to name English words they have found since the last lesson. Write these on the board. If possible, students should say where they saw each word.
- Point to (or hold up) one of your pictures of a landmark. Ask *What's this?* If they are not sure, ask *Is it (the Tower of London)?* Do the same for each landmark.
- Repeat the process for your pictures of people, but ask *Who's this? Is he/she an actor/singer/footballer?* Make sure the class understands each word. Translate if necessary.

## → 1 Reading [5 minutes]

## A

- Say *Open your books. Look at page 8. Look at the photographs and read the questions.* Read out the three questions and explain or translate the unknown words.
- In pairs, the students read the questions again and decide on their answers. They note these on a slip of paper.
- Write the question numbers on the board. Read the questions aloud and ask volunteers from several different pairs to give their answers to each. Then announce the correct answer and write it on the board for reference.



## Answers

1 a 2 b 3 c

## B



- Read the title aloud and ask *Who's Robin Hood?* Point to Robin Hood in Picture 1 (he's the tall, thin one on the right). Translate the name if the students still haven't guessed it.
- Point to each of the four main characters in turn and ask *Who's this?*
- Remind the class that the characters are on a school trip in time and space. On the board write *Is Little John little?* Say *Listen and read.* Play the CD/cassette for Picture 1. Translate any unknown words, eg *forest, river, fantastic, big, little.* Explain that Little John's name is a joke because he's a very big man.
- Repeat the above step for Pictures 2 and 3. Ask the students if they can guess what the phrase *You little monkey!* means. Explain that we say it when a child is being cheeky or naughty.
- 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 six students to read the parts of Victoria, Bob, Maggie, Winston, Robin and John.

## Can you find Box 21?



## Answer

It's in Picture 2, between Little John's and Robin's legs.

## → 2 Comprehension [5 minutes]

- Say *Look at the Comprehension questions on page 9 and point to them on the page. Say Listen and read.* Read the incomplete sentences aloud. Students do not answer at this stage.
- Say *Write one word in each gap.* Demonstrate by reading the first question again and pointing back to part 1 of the story. Elicit the word *England* and tell students to write it in their books. Allow a minute or two for them to complete the sentences in silence. Walk around quietly helping any students who are stuck.
- Check answers as a class. Write the missing words on the board for reference.

### Answers

1 England 2 monkey 3 little 4 cars 5 forest  
6 trees 7 river **mystery word:** fantastic

## → 3 Grammar [10 minutes]

### Remember this!

- Read the examples and encourage class repetition.
- Explain that we use *an* before words that start with five of the letters of the alphabet. Write *an + a* on the board. Ask *What are the other four letters?* Elicit the vowels *e, i, o, u* and write these on the board. If students do not remember these letters, write them up anyway.
- Ask the class for examples of words beginning with *e* (*egg*, *elephant*), *i* (*insect*, *ink*), *o* (*orange*, *octopus*) and *u* (*umbrella*). They should be able to think of words they learned in their primary class. Write their suggestions on the board.

### A

- Say *Write 'a' or 'an'.* Then check answers as a class.
- Ask *Which one is different?* and translate. Read the four lists of words to the class and translate any unknown words.
- In pairs, students try to find the odd one out in each list.
- Invite several pairs to tell their answers to the class. Write the answers on the board.

### Answers

1 (a/a/a/an) a street (it's not a building)  
2 (an/a/a/an) a sandwich (it's not a fruit)  
3 (a/a/a/a) a map (it's not part of a house)  
4 (an/a/a/a) an umbrella (it's not a means of transport)

## Plural regular nouns

- Copy the first example *door/doors* onto the board. Read it aloud and say *One door, two doors.* Underline the *-s*. Ask the class to suggest other words that we make plural by adding a final *-s*. They should remember some from the Welcome Unit.

- Explain that some plurals are regular, but are formed with a final *-es*. Write *bus/buses* on the board and ask if the class can remember any more words which have the same plural ending, eg *watches, boxes, glasses*.
- Follow the same procedure for the other endings.

## Plural irregular nouns

- Explain that some nouns have irregular plurals. Read the examples aloud and encourage class repetition.

### B

- Read the table. Tell students to look for other examples to add to each column. Do one or two examples together. Then allow a few minutes for students to complete the table with their own ideas.

### Possible answers

One	Two ... three ... ten
teacher	bags
floor	pens/pencils
ceiling	desks
man/woman	chairs
CD player	children/people

### C

- In pairs, students read their list to a partner. Walk around listening and checking. Invite one or two students with interesting lists to read aloud.

## → 4 Writing [34 minutes]

- Invite volunteers to read the incomplete sentences aloud. Help with pronunciation where necessary.
- Allow a minute or so for them to write a word from the lesson in each gap. Check answers as a class. Write each word on the board.

### Answers

1 forest 2 cars 3 clock 4 river 5 fantastic  
6 Pleased

## → 5 Pronunciation [5 minutes]

### A

- Explain that the *-s* on the end of a word has two different sounds: /-s/ or /-z/. Explain that *-es* is usually pronounced /iz/. Say *Listen and repeat.* Play the CD/cassette. Make sure everyone joins in.

### B

- Say *Listen and say.* Read out each list. The class repeats. Ask volunteers to identify the odd words out in each list.

### Answers

1 shops 2 robots 3 glasses

**Lesson Two** → **This is London**

**Aims**

Talking about places

→ **Language focus**

**There is/isn't, There are/aren't; a/the; Is there / Are there ...?**

→ **New vocabulary**

**tour guide, city, million, famous, place, wheel, tourist attraction, zoo; days of the week**

→ **Materials**

**An English calendar or diary showing days of the week (ex 3)**

> **Warm up [5 minutes]**

- Divide the board into five columns. At the top of the first two columns write *a/an*. Ask for words that take each.
- At the top of the remaining columns write *-s, -es, irregular*. Ask the students to name several examples of plural nouns.

→ **1 Reading [10-15 minutes]**

- Say *Open your books at page 10. Ask What can you see? Point to each picture in turn and ask What's this? What are these? Students should be able to say I can see ... trees, etc.*

**A**

- Say *Listen and read.* Play the CD/cassette. Stop at the end of each paragraph or section. Ask *Do you understand all the words? Explain or translate any new words.*
- Say *Listen again. Find the tourist attractions and famous London sights.* Play the CD/cassette again. Point out that some of the sights are listed in Jenny's speech and some are in the *Red Bus Tour* section.
- Say *Now write the name of the tourist attraction under each photograph.* Allow several minutes for students to copy the correct names beneath the photos.

**Answers**

- 1 Regent's Park                      2 The London Eye
- 3 Madame Tussaud's              4 The Tower of London
- 5 London Zoo

**B**

- Ask five volunteers to read the sentences. Do not ask for answers at this stage.
- Allow a minute or two for students to write *T* or *F*. Explain that they may need to read the passage again and find the sentence(s) which relate to the question.

**Answers**

- 1 F    2 F    3 T    4 F    5 T

**C**

- Say *Look at the pictures in C. Find a word for each picture. Write the word.* Demonstrate by doing number 1 together.
- Allow a minute or two for students to write the words. Check the answers as a class. Write numbers 1-6 on the board and invite individual students to come up and write their answers.

**Answers**

- 1 tower    2 wheel    3 park    4 lion    5 elephant
- 6 ticket

→ **2 Listening [5 minutes]**



- Explain that they will hear three different people speaking. Say *Listen carefully. Don't write.* Play the CD/cassette once through.
- Say *Listen again and write the tourist attraction.* Play the CD/cassette, pausing after each speaker for students to write their answers. Do not rush them, but make sure there is no talking.
- Write the answers on the board for students to check.

**Tapescript**

**Speaker 1:** It's fantastic. There are more than four hundred wax figures. My favourite is Superman. But there are a lot of famous people: James Bond, the Beatles, and there's a fantastic Madonna.

**Speaker 2:** It's great. There are lions, elephants, snakes, ... The monkeys are funny but the big attraction is the panda. My dad says the zoo is really big. There are thousands of animals. There's also a shop with souvenirs ...

**Speaker 3:** It's really big but there's a big map of the park so it's OK. There are lots of things to see. There's a river and there are boats on the river. There are playgrounds for the children, too.

**Answers**

- 1 Madame Tussaud's    2 London Zoo    3 Regent's Park

→ **3 Vocabulary [3-4 minutes]**

- Ask the whole class to read out each day in the order they appear on the page.
- Say *Write the days in the correct order.* Point to the example and say *Monday*. Allow two minutes for students to complete the task. Write the answers on the board. Make sure students see the difference between *Tuesday* and *Thursday*.

## →4 Grammar [10 minutes]

### There is / There are

- Write the heading on the board and translate. Read the examples aloud and ask the class to make two similar examples about objects in their classroom. You can use prompts if necessary, eg say *windows* or *board*. Students respond with *There are two windows.* or *There is a board.*

#### Remember this!

- Ask two volunteers to read the pairs of sentences.
- Explain that we use *the* to refer to something we have already mentioned once.

#### A

- Read the incomplete sentences aloud. Explain that each gap needs to be filled with either *a* or *the*. Allow two minutes for students to read the sentences again and write their answers.
- Write out the sentences on the board, with gaps. Check answers as a class. Invite volunteers to come and complete the sentences on the board.

#### Answers

1 a, The    2 a, The    3 The    4 The

#### B

- Say *Look at the picture in B*. Ask *Is it your house, (Alex)? Is it my house?* Elicit the answer *No*. Ask *Whose house is it?* If students do not know, say *It's the Queen of England's house*. Ask *What's the Queen's name?* Elicit *Queen Elizabeth II*.
- Say *Read the text*. Allow a minute for the class to read the text quietly. Then ask *Do you know all the words?* Translate or explain any new words and make a note of them on the board, eg *carpet, like, town, police station, post office*.
- Say *Now write there is or there are in each gap*. Allow several minutes for students to think and write. Walk around helping where necessary.
- Say *Listen and read*. Read the text aloud slowly and clearly.
- Ask individuals to read out a sentence aloud.

#### Answers

There are (600 rooms)    There are (4.5 kilometres of carpet)  
there is (a hospital)    there are (two post offices)  
there is (a cinema)

#### C

- Ask students to name as many objects as they can in the classroom. They can look back to the Welcome Unit if necessary. Write their suggestions on the board. Make sure the list includes both singular and plural objects.
- In pairs, students take it in turns to say a sentence about their classroom using *there is* or *there are*.

## Is there / Are there ...?

- Write *There is* and *There are* on the board. Underneath this, write *Is there? Are there?* and remind the class that questions are often formed by swapping the word order.
- Write out the questions on the board and point out that the verb used in these short answers should match the one used in the question (ie singular or plural).
- Ask the example questions and elicit short answers. Then ask similar questions about Buckingham Palace and your school, eg *Are there 600 rooms in Buckingham Palace? Are there 600 rooms in this school? Is there a swimming pool in Buckingham Palace? Is there a swimming pool in this school?*

## →5 Speaking [5 minutes]

- Demonstrate the example question with a confident pair of students. Point out that the person answering can add an extra piece of information. Say *Now ask and answer about this town/village*. In pairs, students take it in turns to ask a question about their town or village.

## →6 Writing [10-15 minutes]

#### A

- Say *Read the text*. Allow a minute for the class to read the text quietly. Then ask *Do you know all the words?* Translate or explain any new words and make a note of them on the board, eg *nice view*.
- Ask a few questions about Robin Hood's house, eg *Is there a bedroom? Are there ten windows? Is Robin Hood's house big or small? What colour is the bed?*

#### B

- Ask *What about your bedroom?* Ask individual students *Is your bedroom small/big/nice/horrible? Is there a table/carpet/clock in your room? Are there two windows/chairs?*
- Ask students to make notes in their books of the words they would write in each gap. Encourage them to think of one extra sentence to write about, eg the colour of their *bed cover, curtains, rug*. Write any new vocabulary clearly on the board.
- As part of their homework, students write up their notes in their exercise books. If there is time, they can start doing this in the lesson, in their best handwriting.

#### Smash facts

- Read out the Smash facts section. Ask the class if they know the names of any London teams. Write a few teams on the board, eg *Arsenal, Chelsea, Tottenham Hotspur (Spurs), West Ham, Fulham, Crystal Palace, Queen's Park Rangers*.
- Ask them to name big football teams in their country. You could even ask them to spell the teams in English.

## Lesson Three → Sketchtime!

Smashtown Language School, 2010:  
Episode 1

## Aims

More introductions; describing people

## → Language focus

My name's ...; Who ...?

## → New vocabulary

rehearsal, play (n), Belgium, Brazil, China, real

## → Materials

Simple masks or props which will help students act out the characters, eg **cat mask for Catwoman, pin-on spider for Spiderman, hat with feather for Robin Hood, jungle-print material for Tarzan, microphone for singer, pointy glasses for Miss Jones the director, fake beard for Mr Chip (ex 1 Extension); slips of paper (ex 2)**

## &gt; Warm up [5 minutes]

- Invite two or three students to read aloud their descriptions of their bedrooms. Say *Well done! Very good! Fantastic*, especially if they have made an effort to add extra detail.
- Ask other individuals about their bedrooms, eg *Is there a red carpet in your room? Are there 1000 windows in your room?*
- Say *Open your books at page 12*. Remind the class of the characters by pointing to each one and asking *Who's this?* Read the introduction to Episode 1 and translate *rehearsal* and *play*.

## → 1 Reading [10-15 minutes]

- Ask questions about the pictures, eg 1 *Is there a man in the classroom? Is he a teacher? 2 Are there people in the classroom? Are there two bags on the desk? 3 Is there a girl on the desk? 4 Is there a woman in the classroom?*

A



- Say *Listen and read*. Play the CD/cassette. 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 words, eg *rehearse, twin*.
- Say *Listen again*. Find the names of the characters in the play. Play the CD/cassette again. Ask *Who is Catwoman?* Elicit *Carla is Catwoman*. Do the same for Spiderman, Tarzan, a singer, Robin Hood.

B

- Read the list of words on the left. Make sure the class knows all the words, eg *pupils*.
- Demonstrate how to do the activity by reading out the first sentence and getting a volunteer to provide the answer, *a*. Students write *a* in the gap for number 1.
- Allow a few minutes for students to write their answers, then check them as a class.



## Answers

1 a 2 c 3 d 4 e 5 b

## Sound natural!

- Read out the instructions. Practise saying the phrases aloud as a class. Then shake hands with various members of the class and say *Nice to meet you* or *Pleased to meet you*.
- Point to the picture of the Time and Space Machine and ask students if they remember how Robert the robot speaks. Draw their attention to the bad example here and explain that it is better to sound natural than to sound like a robot!

C

- In pairs, students take it in turns to read each part. Walk around listening and helping with pronunciation.
- Put the class into groups of six where possible and allow them to choose roles. In smaller groups, one or two students will have to take on two roles. In a group of five, the same person can play Carla/Julia. In a group of four, the same person can also play Mr Chip and Hans. Students can read aloud or act out the dialogues, depending on available space and time.

## ✿ Extension

Invite six volunteers to take the speaking parts and one volunteer for a non-speaking part (Miss Jones). Assign roles and give them any props, such as masks, you have managed to bring in. The actors come up in pairs/groups to act out each of the four scenes.

In a larger class, try to allow time for more than one group. Give priority to students who don't often participate actively.



## →2 Grammar [5 - 10minutes]

### Who ... ?

- Read the questions and appropriate answers aloud. Explain that the form of the answer depends on the question asked. Ask each question to various individuals at random, eg *Are you Marianna? Is he Paul? Who's he/she? Who are you?*
- Brainstorm ideas for popular characters, real or imaginary. Ask *Who's your favourite actor/person in a film / TV character / basketball player / footballer?* Write as many answers as possible on the board.
- Hand out slips of paper. Say *Who are you?* Students choose a name and write it on their slip of paper.
- Ask individuals *Who are you?* or *Are you (James Bond)?* They should show their paper slip to prove their identity. Do this with each student.
- **(Optional)** Choose a new personality yourself and write it on a slip of paper. Ask *Who am I?*

## →3 Speaking [5 minutes]

### Remember this!

- Invite two volunteers to create a conversation using the cues given.
- In pairs, students introduce themselves using their own names. Swap pairs and repeat.
- In different pairs, students introduce themselves using the names of their characters from *Sample marketing text © Macmillan Publishers LTD*

## →4 Vocabulary [5 minutes]

### A

- Say *Read and underline five jobs.* Allow students to work quietly for a minute or two, then ask individuals to name a job. Write the jobs on the board. Point out that many words for jobs end in *-or* or *-er*.

### Answers

1 singer 4 footballer 5 teacher 6 actor  
8 tour guide

### B

- Read each job aloud and ask volunteers the meaning.
- Say *Now write the jobs under each picture.* Demonstrate with taxi driver. Allow a minute or so for students to write the answers. Check answers as a class.

### Answers

taxi driver nurse doctor architect  
police officer housewife plumber dentist

### Remember this!

- Briefly point out that in English we need to keep the article *a/an* before a job.

### C

- In pairs, students decide who will be A and who will be B. Tell all the As to look at page 98 and all the Bs to look at page 100.
- Ask two volunteers to read out the example sentences. Ask two more volunteers to ask and answer a question about Picture 2. Allow two or three minutes for pairs to discuss the pictures. Walk around listening and helping.

### Answers

**Picture 1:** singer, footballer, tour guide, doctor, police officer

**Picture 2:** actress, footballer, tour guide, nurse, police officer

## →5 Writing [10-15 minutes]

### A

- Show Picture 2 on page 100. Say *Read about the people in Regent's Park.* Allow a minute or two for the class to read the passage quietly.
- Explain that there are two options for each answer. Allow time for students to choose and write their answers in the gaps. Ask six volunteers to read aloud the sentences with the gaps filled in.

### Answers

1 London 2 people 3 countries 4 footballer  
5 nurse 6 actress

### B

- Write the sentences with underlining on the board. Tell the class to read this and think about whether the underlined noun can be replaced with *he, she, it* or *they*. Work through each one as a class and write the answers on the board, above the underlined words. Use a different coloured chalk/ marker pen if possible.

### Answers

Regent's Park = It      The people = They  
Jenny = She      The tourists = They  
the boy = he

### C

- Ask students to make notes in their books of the words they would write in each gap.
- As part of their homework, students write up their notes in their exercise books.

### Answers

people, countries, tour guide, singer, doctor, police officer

## Smashmag

## Famous Places on Planet Earth!

## &gt; Warm up [5 minutes]

- Ask several volunteers to read out the description of Picture 1 which they did for homework.
- Write two headings on the board: *Countries* and *Capital Cities*. Ask the class to name as many countries as they can in English. Write them on the board. Then ask *What's the capital city of (China)?* Some suggestions may include England (*London*), Scotland (*Edinburgh*), Greece (*Athens*), France (*Paris*), Italy (*Rome*), Spain (*Madrid*), China (*Beijing*).

## 1 A

- Say *Open your books at page 14. Today's lesson is about Geography.*
- Read the table aloud, one item at a time. Ask volunteers to translate each physical feature and write it on the board.
- Say *Look at these five photos* and point to the five physical features. Demonstrate how to do the activity by matching the first physical feature to the correct photo. Allow a minute or two for them to match the photos.
- Check answers as a class.



## Answers

1 b 2 a 3 d 4 c 5 e

## B

- Say *Look at these four photos*. Point and read the headings. Ask *Where are these tourist attractions?* Explain that there are more countries than attractions. In pairs, students spend a few minutes deciding which country each attraction is in.
- Ask *Where are the Pyramids? Where is the Coliseum / Eiffel Tower / Great Wall?* Write the answers on the board.



## Answers

The Pyramids – Egypt	The Coliseum – Italy
The Eiffel Tower – France	The Great Wall – China

## 2 Smashmag Radio Link



## A

- Explain that the class will hear three *Smashmag* readers talking about three different countries. Say *Listen and write the number*. Play the CD/cassette. Stop after each section. Students should write the numbers next to the countries in the order they hear them.



## Tapescript

**Speaker 1:** Hi! My country is a big country in Europe. In the south, it is very hot in summer and many tourists come from all over Europe because it is cheap and the beaches are very nice. Up in the north, it is very green and beautiful. There are a lot of beautiful old cities here: Barcelona, Seville and Granada. The capital is Madrid.

**Speaker 2:** Hello. My country is a very big country. It is in Central America, next to the United States of America. In my country, there are jungles, mountains and volcanoes. There are men with very big hats called sombreros. Our food is very hot, too!

**Speaker 3:** My country is very, very big! The people in the cities have small houses or flats with one or two rooms. The favourite tourist attraction in my country is the Great Wall. Our language is very difficult. We write in pictures, not letters and words and it is very difficult. My favourite food is rice.



## Answers

1 Spain 2 Mexico 3 China

- Tell students to write the name of the country on the postcard. Play the CD/cassette again.



## Answers

1 China 2 Mexico 3 Spain

## C

- Give the class a minute to read the outline for notes on their country. Allow them to work in pairs to write their notes. Walk around and help with difficulties.
- Invite individuals/pairs to talk about their country using their notes.

## D

- Elicit answers for the first sentence, eg *It's a big country*. Ask students to make notes in their books of the words they would write in each gap. Ask six volunteers to read out a sentence each. Again, they may work in pairs if they need to discuss their ideas.
- Ask volunteers to read out their letters to the class.

### 3 Write in!

#### A

- Say *Read the e-mail from Sam and answer the questions.* Allow a few minutes for students to read through the e-mail quietly on their own. Ask *Do you know all the words?* Explain or translate any unknown words, eg *interesting, beautiful, engineer, 'little monster.'*
- Ask *Who is a 'little monster'? (Sam's brother); Who is Sam's best friend? (Alistair).*

#### ✦ Extension

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

#### B

- Explain that students should write Sam's answers to the questions, using the information from his e-mail. They do not write about themselves at this stage.
- Allow students to work in pairs to discuss the answers and write. Choose students from various pairs to read out their answers.

#### Answers

- 1 Smashtown
- 2 (It's) small.
- 3 (The) old tower
- 4 No
- 5 Jason/Georgina
- 6 Alistair

#### C

- Say *Copy questions 1-6 in your notebooks. Leave a line under each question.* Demonstrate that they should leave a space to write their own answers. Walk around making sure that students copy all the questions carefully and correctly.
- Once you have checked that they have written the questions, ask each question to various students. Elicit spoken answers for all the questions to give students confidence. Say *Now write your answers in your notebooks.*

#### D

- Explain to the class that it is their turn to write an e-mail. They can use their own notes and the outline in the book to help them. Point out that they should write at least six sentences if they are to include all the information. They may also take ideas from Sam's e-mail.
- **(Optional)** If you think your class may struggle with the writing task, help them by writing an example on the board, using your own answers from C. Ask individual students to make suggestions about what you should write.

- Demonstrate that students need to write in full sentences, rather than just giving the answers to the questions, eg *My name's Ellen and I'm from Brighton. It's a big town. NOT Brighton. It's big.* They can use Sam's e-mail to help them.
- Ask students to write the e-mail for homework.

#### Word chunks

- Read each word/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 My town's great!



#### A

- Ask students to translate any words in the box they know. Explain or translate any unknown words, eg *'cool' as in great, fashionable.*
- Choose three students to read a verse and chorus aloud each. Help with pronunciation of any unknown words. Ask *Do you know all the words?* and explain any new or forgotten words, eg *faces, top* (as in top marks), *grass.*
- 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 *faces/places.* Allow a minute or two for students to write their answers.

#### B

- Say *Listen and check.* Play the CD/cassette. Make sure that everyone has the right answers. Write them on the board.

#### Answers

places	marks	clean
cool	toys	sky

#### C

- 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.

#### Smash facts

- Read the information aloud. Ask students if they can name any other famous bridges, eg *Golden Gate Bridge in San Francisco, Sydney Harbour Bridge in Australia.* Explain that the bridge was sold to an American. Ask students how they would feel if a tourist attraction from their country was sold and taken to the USA.