

Jain Cook

# SMASH

Teacher's Book

4



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# CONTENTS

Introduction	5	<b>Unit 7</b>	
Welcome Unit	9	Lesson One	66
<b>Unit 1</b>		Lesson Two	68
Lesson One	12	Lesson Three	70
Lesson Two	14	Smashfolio	72
Lesson Three	16	<b>Unit 8</b>	
Smashfolio	18	Lesson One	74
<b>Unit 2</b>		Lesson Two	76
Lesson One	20	Lesson Three	78
Lesson Two	22	Smashfolio	80
Lesson Three	24	<b>Revision 4</b>	82
Smashfolio	26	<b>Unit 9</b>	
<b>Revision 1</b>	28	Lesson One	84
<b>Unit 3</b>		Lesson Two	86
Lesson One	30	Lesson Three	88
Lesson Two	32	Smashfolio	90
Lesson Three	34	<b>Unit 10</b>	
Smashfolio	36	Lesson One	92
<b>Unit 4</b>		Lesson Two	94
Lesson One	38	Lesson Three	96
Lesson Two	40	Smashfolio	98
Lesson Three	42	<b>Revision 5</b>	100
Smashfolio	44	<b>Unit 11</b>	
<b>Revision 2</b>	46	Lesson One	102
<b>Unit 5</b>		Lesson Two	104
Lesson One	48	Lesson Three	106
Lesson Two	50	Smashfolio	108
Lesson Three	52	<b>Unit 12</b>	
Smashfolio	54	Lesson One	110
<b>Unit 6</b>		Lesson Two	112
Lesson One	56	Lesson Three	114
Lesson Two	58	Smashfolio	116
Lesson Three	60	<b>Revision 6</b>	118
Smashfolio	62	Projects	120
<b>Revision 3</b>	64	Tapescripts	121
		Workbook key	131
		Resource Pack	143





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## Welcome to *Smash 4*

*Smash 4* is the fourth 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 4*

### The storyline

Four teenagers from four different countries – Iceland, Ireland, Japan and Mexico – make up the Smash Team, a debating team who aim to take part in a global youth conference. They appear in every unit and, through e-mail correspondence and phone linkups, talk about subjects of interest and importance to teenagers today. Factual information is provided on a wide variety of topics. In addition to the input from the Smash Team, there are interesting reading texts which cover all different genres.

### The cross-cultural approach

Units are topic-based, with plenty of variety. The Smash Team reading texts act as a springboard for introducing students to related themes with a strong emphasis on learning about other cultures. *Smash 4* gives students plenty of opportunities to talk about their own culture while learning to use English as an international language.

### The ideal syllabus

*Smash 4* is an intermediate level book (B1 Threshold or Cambridge ESOL PET). The grammar, vocabulary and skills syllabus is based on the guidelines of the Common European Framework (CEF).

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 simple rules and clear examples. Both 'topic' vocabulary and 'system' vocabulary (eg opposites and synonyms) are presented in each unit. *Smash 4* also shows language in use: 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.

### Arousing students' interest

It is important that teenage learners' experience of studying English should be rewarding and fun. The first step towards this is to arouse their interest as soon as they open their new Student's Book. *Smash 4* does this through:

- the use of colourful photography, drawings and cartoons.
- the introduction of four real characters with whom teenagers can identify.
- the use of real situations which teenagers can immediately recognise and respond to.
- lively, everyday language and expressions in context, which students will want to learn and use.

### Communicative language learning

Teenage learners should be encouraged to use the language they learn as a tool of communication. In this way, learning is not only more effective but also more enjoyable. In *Smash 4*, students are given plenty of opportunities to:

- discuss different topics and situations together, to express opinions, put forward suggestions and solve problems.
- work together on communication activities that consolidate the grammar or vocabulary they have learnt.

### In tune with learners' development

Any English language course for teenagers is more effective if it keeps pace with their cognitive and social development. In *Smash 4*, cognitive development is reflected in the topics used throughout the Student's Book. Social development – how teenagers cooperate with their peers and adults, as well as how they think about themselves – is reflected through the types of activities, projects and games suggested for language practice.

### Tests: Monitoring students' progress

It is important that teenagers have regular opportunities to consolidate the language they learn and are also given the means to monitor their own progress. *Smash 4* helps students to revise and check their progress through:

- review units in the Student's Book and Workbook after every second unit.
- skills development tests in the Resource Pack – these consolidate and extend the language and skills learnt in the preceding two units.
- vocabulary and grammar tests in the Resource Pack – these provide extra consolidation of vocabulary and grammar taught.
- unit tests and term tests downloadable from [www.macmillanenglish.com/smash](http://www.macmillanenglish.com/smash)

### Important elements:

- regular and systematic integration of the skills
- a systematic writing syllabus
- guided writing and speaking
- graded development of reading and listening skills
- regular recycling of language
- projects

### Organisation of the Student's Book

The Student's Book consists of:

- a Welcome unit
- twelve units, each with three lessons
- twelve *Smashfolio* sections, one after every unit
- six revision sections, one after every two units
- six projects
- an Irregular Verb List
- a Phrasal Verb List
- a Wordlist
- a Grammar File

## The structure of a unit

Each unit is split into four sections or lessons.

### Lesson One

- Correspondence from the Smash Team, introducing the theme of the unit
- Comprehension questions
- Vocabulary
- Speaking
- Fascinating fact!

### Lesson Two – Language log

- Grammar presentation and practice
- Vocabulary
- Listening
- Writing

### Lesson Three

- Reading (topic-related)
- Comprehension questions
- Grammar presentation and practice
- Vocabulary
- Speaking

### Smashfolio

- Reading
- Listening
- Speaking
- Writing

### 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 Two and Three and is recycled in *Smashfolio*.

Key grammar rules are presented in clear boxes 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 (speaking, listening and writing).

The Student's Book contains the essential information for the presentation of new grammar. There is also a Grammar File 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. Eg:

**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, there are also opportunities to practise their listening skills in *Smashfolio*. If students are struggling to understand the CD, it is sometimes helpful to read out the tapescript yourself more clearly and slowly, but only do this as a last resort. Always ask students to read through the exercise first, so that they know what they are listening for.

### 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 stage in their learning. Most of the speaking tasks ask the students to talk about themselves or ordinary daily 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 116-119 of the Student's Book.)

### Reading

The key to successful reading at this stage is engaging the attention of the students. *Smash 4* tries to do this by presenting a variety of text types (e-mails, blogs, magazine articles, etc) specially designed to appeal to teenagers. Successfully developing reading skills involves providing lots of comprehensible input. *Smash 4* introduces new language in clear contexts so as not to overload the students.

## Writing

The key to writing at this level is guidance: models, prompts and visuals. Students are not 'thrown in at the deep end'. This should be avoided since students without guidance will produce very little, and that full of errors. Thus, writing practice follows listening or speaking. The grammar and vocabulary presented in the lesson will be an integral part of the writing task. There is a full writing skills section in the *Smashfolio* sections, which develops writing systematically (topics, language, paragraphing, punctuation, types of writing, etc).

It is useful to ask students to complete all their written work in a notebook so that all their writing is in one place. This will allow students to look back over the year and see how their writing has improved.

## Early finishers

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

- ask them to write 2-3 examples of their own.
- ask them to change positive sentences into negative ones.
- ask them to turn sentences into questions.

## Using native language in the classroom

Make using English the 'norm' in the classroom. Set the pattern of using English from the very start. 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.

## Songs

Songs are a wonderful way to learn. The melody makes the language memorable. *Smash Hits* is included in Units 5, 8 and 10 and includes 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 six projects at the back of *Smash 4* (pages 120-125) 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 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.
- It provides a key to the exercises and explanations where necessary.
- 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 to further practise new grammar and vocabulary.
- skills development 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
- Audio CDs

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# Welcome to Youth United!

## → Welcome

### Aims

**Introducing characters in the book; advising students how to improve their language learning skills; personal profile; introduction to essay writing**

### → Language focus

**Use of present simple/continuous; asking questions and eliciting personal information; parts of speech; error correction**

### → New vocabulary

**annoyed, natural, silly, avoid, subtitles, application form, material things, voluntary work, selfish, seriously, prouder, identity, value, awful; words about language**

### → Materials

**An application form, eg for a passport, a sports club, a competition, etc (ex 2D)**

## > Warm-up [10 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 3*. Ask individual volunteers *What's your name? / How old are you? / Do you have any hobbies? / Where are you from? / What's your favourite subject at school?* 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.

## →1 Be a better learner! [15-20 minutes]

- Say *Open your books at page 4*. Point to the title *Welcome to Youth United!* and ask students for suggestions as to what it might mean.
- Point to the instructions for the quiz and read them aloud while students follow in their books. Read each of the questions and options. Stop after each final option. 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 *annoyed, natural, silly, avoid, subtitles*.

- Tell students to read each question again on their own and choose the option that best fits with what they would do or have done in those situations.
- When students have finished, tell them to compare their answers with another student.
- Have a class feedback discussion on how they can be a better learner and which of the options they should try to remember.

### ✿ Extension

Students work in small groups of four or five to ask each other what their answers were for each question, to find out how each of the students learns and records new vocabulary, and so on.

## →2 Change the world! [20 minutes]

### A

- Read out the advertisement for a competition. Ask students what it is for and if they would like to take part in something like this.
- Ask the class if anyone has ever entered a competition for anything that involved writing an essay. If so, how did they get on?
- Ask the class what changes they think we could make in the modern world. Encourage them to express their

### B

- Ask the class to look at the four pictures of teenagers. Explain that these people entered the competition and that students are going to read parts of their winning essays.
- Read the first extract aloud. At the end, encourage students to tell you any words they don't understand. Explain or translate any unfamiliar words, such as *material things*.
- Repeat the procedure with the other three extracts.
- Ask volunteers to read out the four speech bubbles.
- Tell students to match the four extracts to the four people in the pictures. Give students a minute or so to do this. Check answers orally.

### Answers

- 1 picture 2
- 2 picture 4
- 3 picture 1
- 4 picture 3

**C**

- Ask the class whose ideas in the four extracts they agree with. Encourage all the class to express an opinion, or to agree or disagree with the other students.



**D**

- If you have brought an application form to class, show this to students now and explain what it is. Pass it round to individual students so that they can all look at it.
- Tell students to look at the four application forms in their books and remind them that the four teenagers are the people from the previous page.
- Tell the class that they are going to listen to the teenagers' details and complete the missing information.
- Play the CD twice for students to complete the information. Advise students to complete as much information as they can the first time they listen and, when listening the second time, to check their answers and complete any information they missed.
- Check answers by asking volunteers to write their answers on the board. Check their spelling as they write.



**Tapescript pg 121**



**Answers**

Katie Flynn **Age:** 15; **Nationality:** Irish; **Likes:** music; **Dislikes:** rain, snakes; **Hobbies:** painting; **Ambition:** to travel round the world.

Akira Masayoshi **Age:** 16; **Nationality:** Japanese; **Likes:** fashion, computers; **Dislikes:** school, onions; **Ambition:** to make a lot of money (and stop working when he is 30).

Halla Helgadóttir **Age:** 15 (nearly 16); **Likes:** animals; **Dislikes:** soap operas, cleaning her bedroom; **Hobbies:** yoga; **Ambition:** to be a vet.

Marco Bustamante **Age:** 15; **Nationality:** Mexican; **Likes:** football, watching DVDs; **Dislikes:** sharing a bedroom with his little brother; **Hobbies:** playing drums, cooking.

**E**

- Put students in pairs and explain that they are going to interview each other and complete the application form in their Student's Book.
- Point out that, although *What is your name?* is a suitable question to ask, *What is your age?* / *What is your nationality?* do not sound very natural. Begin by eliciting one or two examples of questions students can ask, eg *How old are you?* / *Where are you from?* / *What things do you like?* etc.
- Monitor the activity and help with vocabulary where necessary. When students have finished, have a class feedback session about what each student likes and dislikes, their hobbies and their ambitions.

**Extension**

Students write a short paragraph of 50-70 words about their partner based on the information they wrote down during their interview. They should include all the information on the application form. This can be done in class or set for homework.

**→3 Think about language!**  
[15-20 minutes]

**A**

- Go through the parts of speech and check that everyone understands what they are looking for.
- Tell students to look back at the previous pages and find examples of the parts of speech as listed in their Student's Book.
- Allow three or four minutes to complete this. Check answers as a class, but allow for some variety in the answers.

**Possible answers**

- 1 page, language, title
- 2 useful, young, annoyed
- 3 immediately, seriously, secondly
- 4 find, think, write
- 5 is, don't, do
- 6 look up
- 7 on, in, of

**B**

- Ask the class to look back through the unit and choose four words to learn. Tell them to write the words and the other information in their vocabulary notebooks.
- Monitor the activity and check that students are doing the task correctly.

**C**

- Explain to the class that they are going to read an essay. Ask a volunteer to read out the items they should look for.
- Read out the title of the essay and ask three volunteers to read a paragraph each. Explain or translate any unknown words.
- Allow two or three minutes for students to work individually and then compare the mistakes they have found with a partner.
- Ask the class how many mistakes they have found. (There are 15 mistakes.) If they have not found them all, give them another minute to look through the essay again. Elicit answers from the class and write them on the board.



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**Answers**

- 1 *change* - to change
- 2 *resons* - reasons
- 3 *I'm thinking* - I think
- 4 *more happy* - happier
- 5 *the technology* - technology
- 6 *It has been had* - It has had
- 7 *the computers* - computers
- 8 *they isn't good* - they aren't good
- 9 *healthy* - health
- 10 *more bad* - worse
- 11 *got time enough* - got enough time
- 12 *used to being* - used to be
- 13 *On conclusion* - In conclusion
- 14 *are much* - are many
- 15 *promblems* - problems

**Tapescript pg 121****Answers**

- 1 friendly
- 2 accommodation
- 3 definitely
- 4 embarrassing
- 5 weird
- 6 athlete
- 7 suspicious
- 8 business
- 9 character
- 10 breathe

**Extension 1**

Ask students what mark out of 10 they would give for this essay. Ask as many students as possible to give their opinion and to tell the class why they would have given that mark. Write the following marks on the board, 1/10, 5/10, 9/10 and ask the class which mark they think you would give. Tell students that you would give it 5/10 because, despite the mistakes (which students should avoid at all costs!), the essay does communicate a reasonably clear message. Mention other positive factors, such as paragraphing, the use of connectors (first of all, secondly), and the relevant points the writer has included. You may also wish to ask the class what kind of essay would get 1/10 (a very short one / one with no paragraphing / a badly organised one / one with irrelevant ideas / one that doesn't answer the question, etc).

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**Extension 2**

Ask the class to write the mistakes from the essay in their notebooks, with the corrected version and then write what the mistake was, eg verb tense. Monitor the activity and check answers orally.

- Answers:** 1 verb form 2 spelling 3 verb tense  
 4 comparative 5 article 6 verb tense 7 article  
 8 verb form 9 spelling 10 comparative  
 11 word order 12 verb tense 13 preposition  
 14 countable/uncountable 15 spelling

**D**

- Tell students that they are going to listen to some words that are difficult to spell. Play the CD twice. Check answers by asking volunteers to write the words on the board.

**Aims**

**Talking about celebrations and traditions; talking about and describing food; asking and answering questions about food**

→ **New vocabulary**

**admit, depends, identity, shape, traditional, tasty, sour, chewy, juicy, crunchy, raw, spicy, soft, mild, sweet**

**> Warm-up [5 minutes]**

- Ask students what the main celebrations are each year in their country. Write the celebrations on the board and then ask the class if there is any special food or music that it is traditional to have or listen to at these celebrations.
- Ask the class if there is any particular history behind these celebrations, eg Pancake Day in England originated to use up all eggs and oil before Lent, and pancakes were the perfect way to finish up these ingredients.
- Elicit from the class any other traditions or celebrations they know of from other countries around the world, and write these on the board.

**→1 Reading [15 minutes]**

- A**
- Say *Open your books. Look at page 8.* Remind the class of the names of the four members of the Smash Team (Akira, Katie, Halla and Marco). Read the title aloud and ask students to match the three celebrations with the three pictures and then compare their answers with another student.
  - Check their answers and ask the class which of the celebrations they had heard of before, and which they have never heard of. Were any of these celebrations the same as they had remembered in the Warm-up?
- Answers**
- 1 Thanksgiving
  - 2 The Day of the Dead
  - 3 Pancake Day
- B**
- Ask the class if they can think of any other celebrations where food is important, eg Christmas, Easter, Hanukkah, Bar Mitzvahs, Cinco de Mayo and so on.

**C**

- Tell students to read the text silently and then tell you which festival in the pictures is mentioned in the text. (The

- Day of the Dead). Play the CD once for students to listen.
- Explain or translate any unknown words.
- Ask the class if they would like to try sheep's eyes or make sweets in the shape of skeletons. Elicit from as many students as possible what their favourite food is at a traditional celebration in their country.

✿ **Extension**

Choose four students to read out the parts of Akira, Katie, Marco and Halla.

**→2 Comprehension [5 minutes]**

- A**
- Say *Look at the Comprehension questions on page 9.* and point to them on the page. Explain that students have to write the names of the members of the Smash Team who have mentioned the things listed. Point out that some answers require more than one name. Allow three or four minutes. Check answers.
- Answers**
- 1 Akira 2 Marco, Halla 3 Marco, Halla, Akira 4 Katie
- B**
- Explain that the class should look back at the text to answer the questions. Allow a minute or two for students to find the answers and complete the exercise. Check answers.

- Answers**
- 1 the favourite food of their dead relatives and sweets in the shape of skeletons with their names on
  - 2 with lots of music and dancing and traditional Icelandic dishes like sheep's eyes
  - 3 raw fish
  - 4 on your left hand, crown up

**→3 Word recall [10 minutes]**

- Refer students back to the text and point out the words in bold. Tell them that these are the words they need to complete the sentences.
- Allow students two or three minutes to write their answers in silence. Check answers as a class.

- Answers**
- 1 admit 2 tasty 3 shape 4 identity 5 depends
  - 6 traditional 7 relatives 8 celebrations 9 raw

**✿ Extension**

Put students in pairs and explain that they are going to write similar sentences to the ones in the Word recall exercise. They are going to use the same words but must leave a gap where the words would go.

Give pairs about five minutes to write their sentences. They then swap them with another pair. The second pair then attempts to fill in the gaps and gives the sentences back to the original pair to mark. Ask one student from each pair to write one or two of their sentences on the board.

**→4 Word pool: Describing food**  
**[10 minutes]****A**

- Explain that all the words are adjectives used to describe different kinds of food. Check understanding of all the foods and adjectives.
- Elicit from the class the answer to the first item and ask the class to complete the exercise individually.
- Ask individual students to say the answers. Write the answers on the board for the others to check.

**Answers**

**1** chewy **2** sour **3** juicy **4** spicy **5** raw **6** crunchy

**B**

- Read out the four words and explain or translate any words that are unfamiliar.
- Tell students to find the opposites of these words in exercise A.
- Allow two or three minutes and check answers as a class.

**Answers**

soft - chewy; sweet - sour; mild - spicy; cooked - raw

**→5 Let's talk [5 minutes]**

- Ask the class to look at the cartoon and say what they think the tigers might be saying to each other.
- Put students in pairs and explain that they are going to describe a food to their partner using the adjectives from exercises A and B of the Word pool. They should not say what the food is, but can say its colour, shape and size along with an adjective.
- Demonstrate by asking a student to think of a food. You then ask a question about it, eg *Is it crunchy?* Student replies, *Yes, it is.* You ask, *Is it round?* Student replies, *Yes, it is.* You could then guess, *Is it a biscuit?* Student replies, *Yes, it is.*
- Monitor the activity and make sure students are using the adjectives and not saying the name of the food until their partner has guessed it.

**Fascinating fact!**

- Read the information aloud and explain any difficult words. Ask students what their favourite sandwich is, and how often they eat sandwiches.

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**Aims****Talking about unusual festivals**→ **Language focus****Present simple; present continuous; state verbs; adverbs of frequency**→ **New vocabulary****Food pairs; negative suffix -less; celebrations and festivals**→ **Materials****Any pictures or literature you can find about a celebration in your country, a carnival with groups wearing costumes, or special events that take place on a national holiday (ex 2D)**> **Warm-up [5 minutes]**

- Ask students to tell you what they do every day. Ask as many students as possible to give you an example of a daily action and write the sentences on the board. Do not correct any errors in tenses at this point.
- Then ask students what they do every Christmas or Easter. Again, elicit as many examples as possible and write them on the board.

→ **1 Grammar [25 minutes]****Present simple**

- With books closed, write *I go to school by bus every day.* on the board. Read it aloud and underline *go*. Explain that we use the present simple for things that are general habits or events that happen regularly.
- Go back to the example sentences students have already told you that are on the board and if any sentences are incorrect, elicit from the class how to correct them.
- Read out the next item and put an example with the third person -s on the board, eg *He lives near me.* and underline the -s of *lives*.
- Remind the class how to form questions with the present simple.
- Ask the class to tell you how the negative is formed. Elicit one or two examples of the question and negative forms.
- Say *Open your books. Look at page 10.* Ask students to read through items 1-4.
- Elicit from the class the rule about where we place adverbs of frequency in a sentence. Refer students to the Grammar File, page 133.

**Present continuous**

- Explain that the present continuous is different to the present simple because it refers to things that are happening now.
- Elicit from the class some things that are happening now, eg *We are having an English lesson. / You are talking.*
- Write on the board, *I am studying at the moment.* and underline *at the moment*. Point out that whether we read it or write it, the present continuous describes what

is happening *now / at the moment*, not what happens regularly.

- Read through the spelling of the *-ing* form together and ask the class to give you some examples of the question form of the present continuous.

**State verbs**

- Write the sentence *I know this student.* on the board. Ask students to tell you what it means. Then write *I am knowing this student.* on the board and ask them if the second sentence is correct. Point out that they should never use the second sentence because the verb *know* does not take the *-ing* form.
- Read item 1 aloud and explain that some verbs (state verbs) can only be used in the simple form and not the continuous form.
- Read out item 2 and tell the class to look at the list of state verbs.
- Check that students understand all these verbs and elicit some sentences using them, eg *I like music.* Confirm that students understand that they are using state verbs by asking, eg *Can we say, 'I am liking music'?* and eliciting the answer, *No.*
- Read out item 3 in the box. Ask students for sentences with state verbs in the continuous form. Write their answers on the board, eg *I am seeing John. / She's smelling the flowers. / Be quiet - I'm thinking!* Make sure students understand the differences in meaning when these verbs are used in the continuous form.

**A**

- Read out the two rules and ask volunteers to read out a-d. Allow a minute or two for students to complete the rules. Check answers.

**Answers****1** b, c **2** a, d**B**

- Show the class the exercise and remind them that adverbs of frequency are used with the present simple and go before a main verb, between the auxiliary and main verb or after the verb *to be*.
- Allow one or two minutes for the class to complete the exercise. Check the answers as a class. There will be some variation in the answers. The point is to have the adverb in the correct place in the sentence. Ask the class why in sentence 5 the adverb of frequency is placed after the verb. (It is the verb *to be*.)

**Answers**

**1** I always/usually/often/sometimes/rarely/never dance at parties. **2** My family and I always/usually/often/sometimes/rarely/never go to restaurants. **3** I am always/usually/often/sometimes/rarely/never hungry at school. **4** My dad always/usually/often/sometimes/rarely/never cooks. **5** Carnivals are always/usually/often/sometimes/rarely/never fun. **6** I always/usually/often/sometimes/rarely/never eat chocolate.

**C**

- Show students the exercise and ask them to choose the correct tense using the verb in brackets. Allow one or two minutes. Check the answers as a class and write their answers on the board. Deal with any mistakes and give explanations for each answer, eg 1 – 'love' is a state verb; 2 & 3 – these verbs refer to 'now' (draw attention to the phrase 'at the moment'); 4 – this must be present simple because it refers to something that is generally true, etc.

**Answers**

1 love 2 am taking 3 am learning 4 has 5 know 6 sounds  
7 tastes 8 look 9 think 10 am not joking 11 hate  
12 don't know 13 are 14 am becoming

**D**

- Ask students to choose the correct ending to each sentence. Make sure that students recognise why the simple/continuous form is used in each case.

**Answers**

1 a 2 a 3 b 4 a 5 b

**→2 Word pool (1): Food pairs**  
[10 minutes]

**A**

- Show students the exercise and explain any unknown words. Elicit the first item from the class. Tell students to match the pairs. Allow one or two minutes for this.

**Answers**

1 salt and pepper 2 strawberries and cream 3 bread and butter 4 hamburger and chips 5 oil and vinegar

**B**

- Elicit any other foods students can think of that go together. Students should be able to name one or two food pairs, eg *meat and potatoes*.

**→Word pool (2): Negative suffix -less**

**C**

- Go through the list of adjectives in the box, eliciting their meanings. Elicit from students what the suffix or ending -less means (without).
- Ask them to do the exercise individually or in pairs. Remind them they are using one of the adjectives to sum up the sentence, not to actually put it in a sentence.
- Check answers.

**Answers**

1 speechless 2 harmless 3 humourless 4 careless  
5 endless 6 tasteless

**→Word pool (3): Celebrations and festivals**

**D**

- If you have brought in pictures, show them to the class and ask them what the celebrations are, when they are

celebrated and what people do on that day to celebrate.

- Read the words aloud and tell the class to circle the correct meaning of each word. Allow one or two minutes for this. Check answers orally.

**Answers**

1 a 2 a 3 a 4 a 5 b 6 b

**→3 Listening [5 minutes]**

**A**

- Read the question to the class. Can they think of any strange festivals in their country? What do they do on that day? Encourage students to think of as many unusual festivals as possible.

**B**

- Tell the class that they will hear someone talking about an unusual festival in Spain. Get volunteers to read out a sentence each. Make sure students understand what they have to do.
- Play the CD. Students listen and choose the correct word or phrase. Check answers orally. If necessary, play the CD again.

**Tapescript pg 121**

**Answers**

1 throw 2 Anybody 3 musician 4 carnival  
5 for several days

**→4 Writing [5 minutes]**

**A**

- Ask the class to look at the picture and tell them it is a photo of a Japanese festival called the Shichi-go-san. Akira has written a paragraph about it but he has made some mistakes with the verb endings and tenses, which they are going to correct.
- Tell students to read the paragraph through by themselves. Then, in pairs, students decide on the correct verb endings and tenses. Check answers orally.

**Answers**

take place - takes place; celebrates - celebrate;  
are believing - believe; are getting - get

**B**

- Explain that they are going to write a paragraph of about 70 words about a festival in their country. If they do the writing in class, ask them to swap paragraphs with another student to check there are no mistakes with the verbs or tenses. The student who wrote the paragraph then makes any corrections. If it is done for homework, ask students to swap paragraphs in the next lesson. Then collect them to mark yourself.



## → Language and behaviour

**Aims**

Talking about what is considered rude behaviour; making polite requests

→ **Language focus**

Articles (1): People, languages and places

→ **New vocabulary**

Verbs of communication

→ **Materials**

Map of the world or a globe, and a map of London or New York (ex 4)

> **Warm-up [5 minutes]**

- If students have written their paragraph for homework, ask them to swap paragraphs with a partner to check for mistakes with verb endings. The writer of the paragraph should make any corrections. Collect the paragraphs to mark yourself.
- Ask the class if many foreign tourists come to their country. If so, what sort of things do they normally do? Can most tourists speak their language?

→ **1 Reading [10 minutes]****A**

- Say *Open your books. Look at page 12. Read the question and the rating scale aloud. Make sure that students understand all the vocabulary.*
- Ask volunteers to read out the four items and tell the class to put one of the numbers 1-5 in the boxes, depending on how rude they think each item is.
- Write the numbers 1-4 on the board for the questions. Ask the class how many gave the first item a rating of 1 and write on the board the number of students who thought it was not rude at all.
- Repeat with 2, 3, 4 and 5 and then the second, third and fourth items. Which item did the class think was the most rude and why?
- Ask students if they think any of these things would be considered rude in another country. If so, why or why not? Give as an example that all four items would be considered rude in the UK.

**B**

- Ask the class to look at the picture. How do the people look and what do they think has happened? (The two people outside the house have arrived late. They are obviously not bothered but the host is angry.)
- Ask students to read the article by themselves. Do not help with any unknown vocabulary at this point.

→ **2 Comprehension [5 minutes]****A**

- Say *Look at the Comprehension questions below the reading. Read the instructions aloud and read through the first item together before eliciting the answer. Tell students to complete the exercise. Check answers orally as a class. Encourage students to point out where in the text the correct answer can be found.*

**Answers**

1 b 2 a 3 b 4 b 5 a

**B**

- Go through the first item together and ask for suggestions to fill the gap. Elicit the answer *customs*. Read out the completed item.
- Tell students to fill in the other gaps with one word. Check answers as a class and write answers on the board.

**Answers**

1 customs 2 form 3 offend 4 confused 5 northern

→ **3 Word recall [5 minutes]****A**

- Read out the instructions for the exercise. Read the first item together and ask for suggestions for a noun that can follow the word *foreign*. Tell them not to look back at the text but see if they can remember what it is. Elicit the answer *country*.
- Tell students to write the other nouns but to try first without looking back at the article. If they cannot remember, then they should look back.
- Check answers as a class and write them on the board.

**Answers**

1 country 2 sense 3 customs 4 form 5 manners

**B**

- Tell students that the adjectives in exercise 3A can go with more than one noun. As an example, tell them that, although the text paired the word *foreign* with the word *country*, it could also be paired with the word *customs* (item 3 in the same exercise).
- Put students in pairs to write down nouns that collocate with each adjective.
- Write the five adjectives on the board. Check as a class and write all correct suggestions after each word. For incorrect answers, point out to students that these words do not collocate (ie they are not usually used together).
- Finally, explain or translate any words from the text that students are still unsure of.



**Possible answers**

- 1 foreign language/tourists
- 2 common problem/mistake
- 3 local people/shop
- 4 polite person/man/child
- 5 bad news/idea

**→4 Grammar [10 minutes]****Articles (1)**

- Go through the Grammar File on pages 133 and 134 at the back of the Student's Book. Then look at the rules on page 13 with students, drawing their attention to the many exceptions to the rules about article use.
- If you have brought a map or a globe to class, or a map of London or New York, point the places out to students as you go through to help them remember the rules.
- Ask volunteers to read out a sentence of the text message each. Tell the class that the word *the* is missing from six places in the message.
- Ask students to do the exercise, referring back to the chart if necessary.
- Check answers orally and/or by writing them on the board.

**Answers**

- 1 the USA
- 2 The French
- 3 all over the world
- 4 the UK
- 5 the River Thames
- 6 the West End

**→5 Word pool: Verbs of communication [10 minutes]****A**

- Read out the nouns in the box and check that students understand all of the words. Then read out the four verbs.
- Explain to the class that they have to put the nouns in the box next to the verbs that they belong with.
- Allow several minutes for students to complete this individually and then ask them to check their answers with a partner and see if they have the same answers. Check answers as a class and write the answers on the board next to the four verbs.

**Answers**

- speak:** a language  
**talk:** nonsense, about somebody/something  
**say:** sorry, something, goodbye, hello  
**tell:** a joke, a lie, a story, a friend

**B**

- Tell the class that they have to decide if the verbs in bold are correct.
- Give students about a minute to tick or correct the sentences. Check answers as a class.

**Answers**

- 1 tell 2 ✓ 3 say 4 ✓

**→6 Let's talk: Polite requests [5 minutes]****A**

- Read the three examples aloud to the class. Ask them if they think they are very polite. Elicit from the class how they could be made more polite.
- Ask three volunteers to read out how to make the three requests more polite. Explain that, unless we are talking to somebody we know very well, we usually use the polite forms.

**B**

- Explain to the class that they are going to make polite requests to suit each of the four situations.
- Ask a volunteer to make a polite request for the first situation. Check with the class to see if they agree that it is correct. Tell students to write it down.
- Allow students two or three minutes to write requests for the other situations.
- Check answers as a class. Make sure students are aware of all the alternatives by writing them on the board.

**Possible answers**

- 1 Do you mind if / Is it okay if we don't have any homework tonight?
- 2 Please could we do the test next week instead of today? / Do you mind if / Is it okay if we do the test next week instead of today?
- 3 Can/Could you (please) explain what the word 'punctuality' means (please)?
- 4 (Please) Can/Could I borrow a pen (please)? / (Please) Can/Could you lend me a pen (please)?

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## → Tradition says ...

## →1 Warm-up [5-10 minutes]

**A**

- Say *Open your books at page 14. Today we're going to talk about traditions.*
- Ask the class what traditional events are shown in the pictures. Ask students *Do you listen to traditional music? / Do you have a traditional costume? and if yes, When is it usually worn? / Is it common for the bride to wear white at a wedding? / Is it also a tradition to have a wedding cake? / What other traditions are there at a wedding in your country?*

**B**

- Ask three volunteers to read out items 1-3. Explain to the class that they are going to discuss these questions in groups.
- Divide the class into small groups of three or four and tell them to talk about the three questions.
- Monitor the activity and make sure all the class are using English and talking about traditions.
- When students have finished talking, ask groups to tell you what they discussed. Elicit suggestions in answer to the question, *Why do we have traditions?* Invite them to tell you about the traditions they enjoy and which ones they do not enjoy, giving reasons for their answers.

## →2 Read and listen [25 minutes]

**A**

- Explain to the class that they are going to do a quiz which will tell them how traditional they are. Read out the first item and check that students understand they have to read the statement and then choose a, b or c, whichever is nearest to how they usually feel in that situation.
- Ask volunteers to read out the other three items. Explain or translate any unfamiliar vocabulary.
- Students work individually to choose their answers and then compare their answers with another student.
- Explain how to add up their scores by looking at how many 'a's they have chosen, how many 'b's and so on. Check that there are no unfamiliar words in the scoring section.
- After the class has read through the scoring section, ask students to put their hands up if they had mostly 'a's and so on, to see which students are more traditional than others.

**B**

- Tell the class they are going to listen to the Smash Team talking about traditions.
- Ask volunteers to read out the four statements. Tell the class that they need to listen for *who* says each of these things. Play the CD once. Students listen and write the names.
- Check answers orally. If there are a lot of mistakes with the answers, play the CD again, this time stopping after each person has spoken and asking students to tell you what the person said and which answer best summarises how the speaker feels.



## Tapescript pg 122



## Answers

1 Halla 2 Katie 3 Marco 4 Akira

**C**

- Explain to students that they are going to hear the CD again, but this time they are listening for specific expressions. Point out that in their Student's Book they have the first letter of the word or phrase they are listening for. Remind students that the expressions mean *I agree*, *I disagree* or *I'm not sure*.
- Play the CD once more. Elicit answers orally, but write them on the board so that students have the correct spelling.



## Answers

**I agree** - Exactly  
**I disagree** - No way  
**I'm not sure** - It's hard to say

**D**

- Elicit from the class one or two more examples of other words/phrases they know that they could add to the three columns. Either put students into small groups to think of as many words/phrases as they can, or divide the class into two teams and award a point for each correct word/phrase they think of. The team with the most points wins.



## Possible answers

**I agree** - I totally/completely agree; You're (quite) right; Yes, that's right because ... ; That's right; Yes, I agree; Right; Yes, and as well as that ... ; Yes, that's true; I think you're right  
**I disagree** - I totally/completely disagree; I am afraid I disagree; It's not true to say ...  
**I'm not sure** - Yes, but ... ; But on the other hand ... ; I suppose so; Well, yes, but ... ; OK, but ...

### →3 Let's talk [5 minutes]

- Remind students of the quiz they did on the previous page and ask them how important they think traditions are for young people. Encourage the class to talk and to tell you their opinions using the information they have heard in the lesson.

### →4 Now write! [15 minutes]

#### A

- Tell students that they are going to write an article about traditions in their country. Explain that first they are going to make some notes.
- Put students in pairs to make notes. Remind them to look back through the exercises in this lesson for ideas.
- Elicit suggestions from pairs and write the positive and negative points about traditions on the board. Students can copy down points if they think they might want to use them in their own articles.

#### B

- Explain that students are going to read part of an article similar to the one they will have to write. Point out the title and tell the class that they will use the same one.
- Draw students' attention to the two questions and read them aloud.
- Allow two or three minutes for the class to read the two paragraphs. Deal with any difficulties with vocabulary. Then elicit answers to the questions.

#### Answers

- 1 Katie
- 2 **so:** is used to introduce a consequence of something  
**On the other hand:** is used to present the other side of an argument  
**For example:** is used to introduce an example to support what the writer has just said

#### C

- Explain to the class that two paragraphs have been removed from the article. Ask students to read the two paragraphs silently and then decide where they should go in Katie's article. Check there are no unfamiliar words.
- Elicit suggestions for where the two paragraphs should go. Encourage students to justify their answers (eg the first paragraph has a general comment about the country and young people, suitable for an introduction; the second paragraph seems to summarise the ideas).

#### Answers

- 1 Introduction
- 2 Conclusion

#### D

- Ask students to read the writing task and refer them back to the title of Katie's article in exercise B.
- Write on the board the title and *First paragraph: Introduction. Second paragraph: An example of a tradition and how you feel about it. Third paragraph: Other tradition(s) and how you feel. Fourth paragraph: Conclusion.*
- Allow students some time to plan their work and decide what information to include in each of the two middle paragraphs. Remind them to try to include the linkers *so*, *On the other hand* and *For example*. Monitor and give help where necessary.
- Students write their article for homework. Remind the class that they only need to write the two middle paragraphs using their own ideas (they can copy the introduction and conclusion from their Student's Book). They should write between 100-120 words.

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