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# SMASH

Teacher's Book

3



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# Introduction

## Welcome to *Smash 3*

*Smash 3* is the third of a four-part English course. It combines lively, fun activities for the relevant age group with a broad grammar syllabus.

### Key features of *Smash 3*

#### The storyline

*Smash 3* follows the adventures of four children who are attending Reality School - an unusual kind of school where 'reality show' meets education! Here, the students learn to live and work together, facing several exciting challenges along the way. The characters keep us up to date with their adventures through weekly weblogs. These culminate in the selection of a 'best student' and 'Reality School winner' at the end of the book. This is where students can participate in the Reality School experience themselves by voting for the person they want to be the winner.

#### The cross-cultural approach

Units are topic-based, with an emphasis on contemporary culture. In addition, the different nationalities of the four children are used as a starting point for exploring other cultures from a child-friendly perspective.

#### The ideal syllabus

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

*Smash 3* is equivalent to the first half of B1 Threshold (Cambridge ESOL, halfway to PET).

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 (eg 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
- simple, user-friendly pronunciation practice
- songs for revising and consolidating the language of the unit
- regular recycling of language
- projects
- a story and play 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 *Smash Challenge* sections, one after every unit
- five revision sections, one after every two units
- an extra story
- a play
- an Irregular Verb List
- a Wordlist
- a Grammar Summary

#### The structure of a Unit

Each unit is split into four sections or lessons (see below). The following appear regularly throughout:

- *Chat corner* (speaking activities)
- *Sound natural!* (pronunciation tips)
- *Word Nerd* (vocabulary tips)

##### Lesson One

- The Reality School storyline: a weblog or dialogue introducing the themes and new structures
- Comprehension questions
- Vocabulary: 'topic' and/or 'system' vocabulary
- Grammar presentation and practice
- Listening

##### Lesson Two

- Reading (magazine article)
- Comprehension questions
- Vocabulary: 'topic' and/or 'system' vocabulary
- Grammar presentation and practice
- Writing: skills development

##### Lesson Three

- Reading (newspaper or magazine article, story, diary extract, webpage or advert)
- Reading comprehension questions
- Vocabulary: 'topic' and/or 'system' vocabulary
- Grammar
- Listening

##### Smash Challenge

- Smash Challenge: fun activities in the form of 'challenges' practising language from the rest of the unit

- Reading challenge (quiz, game, jokes or questionnaire)
- Speaking challenge
- Listening challenge
- Writing challenge: guided writing task
- Song or project

### Revision

There is a double-page revision unit after every two units. The exercises here recycle key structures and vocabulary through amusing, easy-to-do activities.

### 🌟 Teacher's tips

#### Grammar presentation in the classroom

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

The basic patterns are presented in clear boxes and tables with examples. The grammar presentation is followed by controlled, guided and then freer practice. Wherever possible, the grammar is put into natural contexts which will help students use the patterns in communication. Thus, controlled practice is usually followed by an opportunity to use the new forms in oral practice. The students are given fresh opportunities to see and use the grammar in integrated activities (speaking, listening, 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 and sometimes they are taught together in a more integrated way.

#### Listening

The students will get plenty of opportunities to listen. There are at least two Listening sections in every unit, and extra listening practice is included in every Reading section (see below).

#### Listening and Reading

Give students the chance to listen with their books open and their books closed. Some students will be more acoustic and will be happy to listen with books closed. If students need

extra practice, encourage them to use the CDs/cassettes at home. If students are struggling to understand the cassette, it is sometimes helpful to read out the tapescript yourself more clearly and slowly, but only do this as a last resort.

#### Speaking

Speaking is a skill which is often sacrificed for the sake of reading and grammar, but it shouldn't be. In *Smash 3*, speaking activities are guided and draw on the students' cognitive level and experience. Most of the tasks ask the students to talk about themselves and their experiences, so there is in-built motivation for communication.

Encourage pairwork 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.

#### Communication Activities (extensions)

The *Communication Activities* are another way of motivating learners and helping to develop their fluency. They facilitate speaking for a purpose by giving students different information to piece together. (See pages 100-107 of the Student's Book.)

#### Pronunciation

There are pronunciation tasks to accompany every unit in the Pronunciation File at the back of the book. These have been designed to be as user-friendly as possible. They don't rely on an understanding of the phonetic alphabet, which can be confusing at this level. Each pronunciation task focuses on a key area of difficulty for learners of English in a light-hearted way. At this age, students find the acquisition of pronunciation relatively easy - and enjoyable - so you'll find that these activities go down well with them.

#### Reading

At this level, reading must, above all, be enjoyable! At the same time, students should gradually become familiar with different text types. In *Smash 3*, an effort has been made to ensure that reading as an activity is never 'heavy' or dull. In addition to the main story, which students will find appealing and fun, the book contains a rich variety of reading material from different sources.

#### 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 make a large number 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. In *Smash 3*,

there are two writing sections in every unit: the first develops a particular skill (eg the use of paragraphs), while the second provides step-by-step guidance to a fuller writing task.

### Early finishers

If some students finish the exercises in the book and have 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 read the story or play in the back of the book
- Try and keep early finishers busy.

### Using student's native language in the class

Make using English the norm in the classroom. The occasional 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. 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 3* gives students and teachers an opportunity to present 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.

Here is a simple procedure for making use of this option in class:

- ask different students to play the parts so everybody gets a chance to act
- for homework, ask students to learn their role by heart
- get them to act it out without looking at their books
- be patient and encouraging
- encourage students to take it seriously while having fun

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

### Songs

Songs are a wonderful way to learn. The melody makes the language memorable. 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 the *Smashfan* magazine

*Smashfan* provides entertaining reading skills practice in the form of a magazine for children/young teenagers. The articles are designed to be attractive and entertaining and there are some optional follow-up activities for each one. The more comfortable students become with reading at this level, the better. *Smashfan* aims to show students that reading can be an enjoyable activity in itself!

### 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 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 and how to deal with mixed ability classes.
- It provides a key to the exercises and explanations where necessary.
- 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 conclusion 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
- *Smashfan* magazine
- CD-Rom

## Aims

**Introducing Reality School and meeting the characters; talking about people and countries**

### → Language focus

**Present simple / Present continuous**

### → New vocabulary

**ordinary, live together, have fun, get on (well) with, (my friends) call me, feel a bit (nervous), experience, decide, cool, top of the class, follow, adventure, weblog, look forward to, (great) chance, face (challenges), real life, I guess, bedroom-related words, vegetarian, selfish, tell jokes**

### → Materials

**Any photos or short video clips of characters from well-known or recent reality shows (Warm up)**

## > Warm up [10-15 minutes]

- Start by introducing yourself to the class. Say *Hello, I'm ...* (name). Ask students to introduce themselves.
- Tell students that you want to find out a bit about them. Draw two columns on the board headed *like* and *hate*. Say *Tell me something that you like*. Ask students to call out any things that they like or hate and add them to the board. Prompt (if necessary) with *food, TV, people, school, sport, music, daily routines*, etc. If you don't know the students' names, you can extend this by asking questions based on the two lists, eg *Now, is it Michael or Joanna that hates ice cream? / Does Steve like getting up in the morning?*
- Ask the class to name any reality shows they have seen on TV. Ask students to tell you what they like/dislike about them. Your aim is to help students settle in to the class, so don't focus on correcting mistakes at this stage. If you have brought in any photos or DVDs/videos, show them to the class and ask volunteers to tell you about them. Again, don't focus on mistakes; let students tell you what they can in English.

## This is Reality School [20-30 minutes]

1



- Say *Open your books at page 4*. Point to each photograph and introduce the characters. Say *This is (Beth Wilson, etc)*. Point out that these four people are taking part in a TV reality show which is set in a school.
- Say *Listen and read*. Play the CD/cassette while students follow in their books. Stop at the end of each section. Ask *Do you understand all the words?* Encourage students to read

out any words they don't understand. Explain any new or forgotten expressions. Play the CD/cassette again all the way through.

- Check understanding by asking questions such as *How old is Beth? / Where is she from?*
- Say *Now we're going to find out some more things about each person*. Go through the *Important facts about me* fact files and make sure students understand all the words. Again check understanding by asking questions about the pupils' likes and dislikes.

## ✳ Extension

Tell students to look back at the text and to choose some new words or expressions to learn and use in their own writing and speaking. Allow up to five minutes for students to note down their chosen words/expressions. Ask individuals to call out what they have written and write them on the board. At this point, give guidance about how to use the words/phrases; eg if a student has noted down *together*, write various collocations - *live together / be together / work together*, etc on the board. Similarly, if someone chooses *feel*, point out that you can *feel happy/sad/hot/cold/tired*, etc, and that you can qualify this with *a bit*, as in *I'm feeling a bit nervous*.



**2**

- In pairs, students test each other's memories. Go round the class listening and correcting any mistakes.

**Note:** if you plan to do the extension exercises below, keep this exercise short, allowing students to ask only one or two questions about each person in the book. If you feel your class would benefit more from pairwork, allow them to ask more questions.

**✿ Extension 1**

To give extra practice with question forming, ask students to make a list of questions to ask the class. They should write at least two questions for each character in the book. Then, with books closed, invite volunteers to choose people to answer one of their questions (remind students to make sure they know the answers to their own questions so that they don't have to keep opening their books).

**✿ Extension 2**

Divide the class into teams. Allow about five minutes for students to reread the information on page 4. Tell them to remember as much as they can about each person. Then, with books closed, ask teams questions in turn. Give two marks for each correct answer and one mark if the team fails to answer but another team answers correctly. Keep score on the board. Remember to keep the level of difficulty about the same in each round.

**3**

- Remind students of the list of things you wrote on the board during the Warm up and tell them that you want to find out more about their likes and dislikes.
- Allow two or three minutes for students to make their lists. Tell them to try to find four or five things to write in each column.
- In pairs, students ask and answer the questions, eg *Tell me one thing/something (else) that you like/hate.* Go round the class listening and correcting any mistakes.

**✿ Extension**

Ask students to report back to the class about their own and their partner's likes and dislikes. Encourage them to make complex sentences, eg *Alex likes going out at night, but he hates getting up early in the mornings. / Alex likes ice cream, but I hate it.* If necessary, remind students of a variety of linking devices by writing them on the board, eg *and, but, so do I, nor do I, as well as, both.*

**4**

- Remind students about the differences between the two tenses. Elicit examples of each and write them on the board. Make sure the class understands that the present continuous is usually used for actions that are taking place now, whereas the present simple refers to general truths.
- Allow three or four minutes for students to write the questions in full. Go round the class checking that the questions have been written correctly.
- When everyone is ready, tell students to work in pairs asking and answering the questions. Go round the class listening and helping with any difficulties.
- Invite volunteers to report back to the class about what their partner said. Again, encourage students to construct full, complex sentences.

**Answers**

- 1 Where do you live? (only allow *Where are you living?* if it is qualified by *now, at the moment, these days, etc.*)
- 2 What are you wearing today?
- 3 How tall are you?
- 4 What do you do in your spare time?
- 5 What are you doing now?
- 6 What kind of music do you listen to?
- 7 How many languages can/do you speak?

**5****A**

- Show students the maps and the illustrations and ask volunteers to read out the information. As a class, match the text with the countries and ask students to say which map refers to each one. Tell students to write down the names of the countries in the correct spaces.
- Ask students to check on page 4 to see who comes from each place.

**Answers**

- 1 Malaysia (San)
- 2 Britain (Beth)
- 3 Poland (Alex)
- 4 Belgium (Justine)

**B**

- Tell students to write the name of their country and to note down the answers to the five questions in the spaces provided. Tell students to check with you if they are not sure what to write. Go round the class helping with any difficulties.
- Check answers by asking volunteers to tell you what they have written.

## Explore Reality School! [10-15 minutes]

6



- Remind the class that the characters they met on page 4 are taking part in a reality show on TV. Explain that students are now going to find out about the school where the programme is set.
- Ask students to look at the picture of the school. Point out the entrance on the left and the various buildings. Make sure students are aware of the symbols 1-5. Ask volunteers to tell you what they think they represent. Elicit *1 restaurant; 2 gym; 3 swimming pool; 4 bedroom; 5 classroom*.
- Explain that they will hear a description of the school and that they have to write the numbers in the correct places.
- Play the CD/cassette. Play it a second time if some students have not written down all the numbers. Check answers.

### Tapescript

**Mr Maloney:** OK kids, follow me. This is where you're going to spend the next ten weeks! We're going through the main entrance now and on our left is the gym. And next to the gym is the swimming pool.

**Justine:** Wow! It's enormous!

**Mr Maloney:** Yes, it's fantastic, isn't it? So make the most of it! On the right, opposite the gym and the swimming pool are the bedrooms. The boys' bedrooms are on the ground floor and the girls' bedrooms are above them, on the first floor. I'll show you them afterwards. Now we're going through the garden to the most important room - the classroom!

**Kids:** Oh!

**Mr Maloney:** Just look at it, though. It isn't an ordinary classroom.

**San:** Mmm - sofas instead of chairs - I hope I won't fall asleep in the lessons!

**Mr Maloney:** And behind the classroom is the library. That's where you can go to do your homework ...

**Beth:** Homework! But ...

**Mr Maloney:** Now if we go out of the classroom and follow this path to the left we come to the restaurant. And here's Oliver. Hi Oliver! Oliver's our chef.

**Oliver:** Hi everyone.

**Kids:** Hello!

**Oliver:** I hope you're all hungry! Lunch will be ready in half an hour.

**Alex:** I hope we don't have to eat English food!

**Mr Maloney:** I've just got time to show you the bedrooms before lunch. Let's go!

## Extension

If you feel that students need a further reminder of directions / prepositions of place, write the following on the board: *on your/the left/right; next to; opposite; through; behind*. Ask individuals questions about the school in the picture, eg *Where is the (swimming pool)?* Follow up by asking the class to tell you about the layout of your school using these words.

7

A

- Go through the list of words and explain any that students are unfamiliar with.
- Allow three or four minutes for students to write the answers on their own, after which they can compare notes with a partner. Check answers.



### Answers

1 photograph	2 lamp
3 calendar	4 computer
5 mobile phone	6 magazine
7 poster	8 bed
9 plant	10 wardrobe
11 suitcase	12 rug
13 trainers	14 desk

B

- Tell students to close their books. Explain that you are going to give them exactly one minute and they have to write down as many of the objects as possible in that time. Make sure everyone has a pen and some paper. Then say *Start writing. You have one minute.*
- After a minute, tell students to put their pens down. Invite volunteers to call out the items from the bedroom. Write them on the board. Ask the class if anyone found all of them.



### Answers

See underlined parts in Tapescript.

## 8

**Play the conversation game! [10-15 minutes]**

- Explain that the game involves making complete conversations.
- Tell pairs to decide who is going to be Student A and who is Student B.
- Do the first one or two conversations as a class so that students know what to do. Tell the class to look at the first comment (*This game is brilliant!*). Point out that Student A will say this.
- Say *What would be a good reply from Student B?* and point to the four possible replies. Elicit *Can I play?* Enact the first part of the conversation with a student. Say (*Mary*) *this game is brilliant!* Elicit *Can I play?* If it appears that students might find this difficult, reverse roles and ask a volunteer to open the conversation. You then reply with a wrong answer, eg the volunteer says *This game is brilliant!* and you reply with *What film shall we see?* Ask the class if that is a suitable reply and make sure they understand why it is not.
- Write the following on the board:  
Student A: *This game is brilliant!*  
Student B: *Can I play?*  
Student A: \_\_\_\_\_
- Ask students to look at the four responses in the box at the top right of the page. Invite volunteers to suggest which response is the most appropriate (*In a minute.*) and write it on the board to complete the conversation.
- Choose two or three pairs to enact the conversation as it is written on the board.
- Allow up to five minutes for students to practise their conversations in pairs. Remind them to swap roles when they have made four conversations. Ask several pairs to enact them for the whole class to hear.

**✿ Extension 1**

Each pair of students can make their own conversation game and get their classmates to play it. Allow 10-15 minutes for pairs to write down four whole conversations. There should be three parts to each conversation. Walk around the class helping with ideas. Students then rewrite the conversations on a piece of paper, following the layout in the Student's Book. Make sure you check each conversation before it is broken up into parts, and that the replies/responses are not too similar to one another. Ensure that students jumble the parts correctly and place them in the correct places on the page. When everyone has finished, tell pairs to swap games and try to enact the conversations. Ask several pairs to do this in front of the class.

**✿ Extension 2**

To give students further practice at spelling words out, tell them to choose five words from the *Welcome unit* and make a note of them (correctly spelt). When everyone is ready, choose one student and say *Who do you want to answer your questions?* The first student chooses someone to spell the five words and begins by asking *How do you spell (experience)?* When the second student has answered, the first student says *Right!* or *Wrong!* and marks down the score. When all five words have been spelt out, the first student says *You scored (four) out of five* and reads out the correct spelling of any words the second student got wrong. Repeat with two more students. Make sure that students pronounce the letters of the alphabet correctly and that all students in the class get the chance to ask or answer.

## Lesson One → Friends

### Aims

Talking about people and personalities

### → Language focus

Present simple; present continuous; state verbs; adverbs of frequency; prefixes

### → New vocabulary

(im)patient, honest, funny, generous, friendly, kind, private, share, quiet, shy, brilliant, sense of humour, laugh, practise, (don't) mind, organised, bossy, get on my nerves, have (got) something in common, wonder, project, solve problems, behave, members, team, ratings

### > Warm up [5 minutes]

- Explain that San, Beth, Alex and Justine will have to spend a lot of time together while they are at Reality School. Ask volunteers to suggest advantages and disadvantages of this, eg *It might be fun. / They might become good friends. / They might not like each other.*
- On the board, write the heading *Characteristics* and below that draw two columns headed *Positive* and *Negative*. Then say *What kind of people are easy to share with?* Make sure students understand *share* and elicit several adjectives for each column, eg *friendly, nice/unfriendly, horrible* and write them on the board. At this stage, keep to adjectives that students suggest.

### → 1 Reading [15 minutes]



#### A

- Say *Open your books. Look at page 8.* Tell the class that they are going to be learning about friends and friendships.
- Read out the adjectives and check that students understand them.
- Organise students into pairs and then get them to write down *M, P* or *B* in the boxes. Don't let them discuss their answers yet.

#### B

- Tell students to compare answers with their partner and encourage them to make sentences, as in the examples. Walk around listening and helping with any difficulties. Ask several pairs to enact dialogues in front of the class.

#### C

- Tell the class that they are going to read a weblog written by San in his first week at Reality School.
- Say *Listen and read.* Play the CD/cassette, stopping periodically to check understanding. Explain any unknown vocabulary.
- Play the CD/cassette again all the way through. Students listen and read.

### ✳ Extension

Individual students can read out a paragraph each. Pay attention to pronunciation and give help where necessary.

### → 2 Comprehension [10-15 minutes]

- Read out the statements and check that everyone understands. Tell students to look back at the text and mark each statement to show whether it is true or false. Check answers.



#### Answers

1 F 2 T 3 F 4 F 5 T

### Chat corner

- Depending on the class, you may like to remind students of the adjectives they supplied in the Warm up. Point out that the text provides a good opportunity to increase their vocabulary for describing people.
- Students can work alone or in pairs to find and underline the adjectives. Allow three or four minutes for pairs to discuss whether they think the adjectives are *good, bad* or *either*. Elicit answers.



#### Answers

**Good:** organised, honest

**Bad:** bossy, impatient

**Either:** quiet, shy

### → 3 Word recall [5 minutes]

- Allow three or four minutes for students to complete the task. Check answers as a class.



#### Answers

1 nerves 2 team 3 humour 4 wonder 5 common

**Word Nerd**

- Read out the information and the examples. Elicit other examples from the class and write one or two on the board.

**→4 Word pool**

- Begin by writing *im-*, *un-* and *dis-* on the board. Explain that these are prefixes which make a word negative.
- Allow three or four minutes for students to fill in the prefixes.

**Answers**

- |             |               |                |
|-------------|---------------|----------------|
| 1 impatient | 2 dishonest   | 3 unfriendly   |
| 4 untidy    | 5 impolite    | 6 disorganised |
| 7 unkind    | 8 disobedient |                |

**→5 Grammar [15 minutes]****Present simple**

- Copy the first example *He always laughs at my jokes* onto the board. Underline *laughs* and *always* and remind the class that this usually indicates the present simple.
- Ask the class to tell you things they *don't like* and things that are *generally* or *always true*.

**Remember this!**

- Go through the examples and elicit further examples from the class. Write a selection of these on the board, making sure that they include at least one with the verb *be* to show the different position of the adjective. Refer students to the *Grammar Summary* on page 122 for further information.

**Possible answers**

A good friend is always patient / always tells the truth / is usually polite / is never unkind / never forgets your birthday, etc.

**Present continuous**

- Remind the class that the present continuous is different from the present simple because it refers to things that are happening *now*.
- Ask the class to tell you other things that are happening *now* or *these days*.
- Write one or two of their suggestions on the board and underline the present continuous.
- Point to the question *Is Mike doing his homework?* and explain that this doesn't have *now* / *at the moment* / *these days* at the end, but it clearly means *now* because it is written in the present continuous.

**Remember this!**

- Remind the class that there are some verbs, called state verbs, which do not take the continuous form. Point out

the example. Ask the class which other verbs like this they remember and refer them to the *Grammar Summary* on page 122 for further examples.

- Do the first speech bubble with the class, eliciting that, because *love* is a state verb, the sentence must be in the present simple.
- Allow time for students to write the other sentences.

**Answers**

- |                 |                   |          |
|-----------------|-------------------|----------|
| 1 love          | 2 am not enjoying |          |
| 3 are you doing | 4 am looking      | 5 tastes |

**→6 Listening [10 minutes]**

- Ask one or two questions about the relationships between the people in the pictures, eg *What are they doing?* / *Do you think they could be sisters?*, etc. Explain that they will hear four people speaking. Tell them to tick the pictures they hear. Point out that, for each speaker, they should choose between the pairs of pictures.
- Play the CD/cassette. If students have not all managed to find the answers, play it a second time. Check answers.

**Tapescrpt**

- 1 My Aunt Sonia is my best friend. She's my mum's youngest sister and she's only a few years older than me, so she isn't really like an aunt. I just call her Sonia. She's got a great sense of humour and if I'm sad about something, she always makes me laugh.
- 2 My best friend is my dad. I haven't got a mum, so my dad's really important to me. He's never impatient with me and my brother even when we're naughty. He's a really good cook too - he makes delicious hamburgers! On Saturdays he sometimes takes us to watch our local team play football and we always have a great time.
- 3 My best friend is my twin brother, Mike. We don't look the same, even though we're twins, but we've got lots of things in common. We both love fishing, we've both got the same kind of car and our wives look the same. They're both blonde with blue eyes.

**Answers**

- 1 a 2 b 3 b



## Lesson Two → Celebrating love!

## Aims

Talking about celebrations

## → Language focus

Defining and non-defining relative clauses

## → New vocabulary

celebrate, occasion, popular, Roman, festival, tradition, nasty, nowadays, send a card, sign, clue, treat, note, tie up, orphan

## → Materials

Any cards you might have from recent celebrations, eg birthday card, Mother's Day card or examples downloaded from the Internet (Warm up)

## &gt; Warm up [5 minutes]

- If you have managed to bring in any cards from recent celebrations, you could either pin them up on the board or hand them round for the class to see. Ask them if they know the dates of other annual celebrations.
- Draw 12 columns on the board and write the 12 months of the year as headings. Write *When's your birthday?* Starting with January, say *Who has a birthday in January?* If any of your students have their birthday in January, write their name and the date in the first column. Continue for the other months of the year, adding any dates (like Mother's Day) that you know. You could also make a note of students' birthdays that fall in term time and ask the class to design cards for them in advance, so that they can be given to them on or near their birthdays.

## → 1 Reading [15-20 minutes]



## A

- Say *Open your books at page 10.* Read out the title *Celebrating love!* and explain the meaning. Ask *What can you see in the pictures?* Elicit that they are cards for: 1 Mother's Day; 2 Father's Day; 3 a birthday; 4 Valentine's Day.

## B

- Explain the word *occasions* and ask the class which of them they celebrate. Ask students to tell you what usually happens on these days.

## C

- Say *Listen and read.* Play the CD/cassette, stopping after each section to explain or translate any unknown words.

- Play the CD/cassette all the way through and ask students to tell you which special occasions are mentioned.



## Answers

Valentine's Day; Mother's Day; Children's Day; Sweetest Day

## → 2 Comprehension [10 minutes]

## A

- Tell students to look at the pictures and guess which occasion is being celebrated in each one.
- After allowing them a minute to check the text, elicit the answers and ask volunteers to explain how they decided, eg *Picture 1 must be Mother's Day because it says that they sometimes serve her breakfast in bed and that's what the children here are doing.* Tell the class to write the answers in the spaces provided.



## Answers

1 Mother's Day      2 Valentine's Day  
3 Sweetest Day      4 Children's Day

## B

- Ask the class to read the questions by themselves and look in the text for the answers. Tell students to underline where they found the answers and write the number of the question on the text and walk around checking and dealing with any difficulties.
- When students have finished, check the answers as a class and tell them to write the answers in the spaces.



## Answers

1 people they didn't like  
2 Materice  
3 the USA / Ohio  
4 something sweet or kind for someone else

## → 3 Word recall [5 minutes]

- Read out the words and the definitions and, after dealing with any difficulties in the definitions (do not explain the words themselves!), allow three or four minutes for students to look through the text and match the answers. If students haven't found the answers after this time, tell them to compare notes with a partner. Check answers by asking volunteers to read out full sentences, eg *A note is a written message that is quite short.*



## Answers

1 b 2 c 3 d 4 a 5 f 6 e

## →4 Grammar [15-20 minutes]

### Defining relative clauses

#### A

- Read out the two sentences and ask students to suggest ways of joining them with *who*. Don't say at this point if they are right or wrong, but refer students back to the text on page 10 and ask them to look for the sentence.
- Make sure everyone can see the words *young Roman women who wanted a boyfriend wrote romantic notes* (in the third line of the text) and tell students to copy it into the space provided. Point out how the new sentence is constructed (with *these women* being replaced by *who*, and a secondary clause after the subject). Refer students to the *Grammar Summary* on page 122 for further information.

#### B

- Allow three or four minutes for the class to complete the sentences on their own. Meanwhile, write the beginnings of the sentences on the board, leaving plenty of space after each one.
- Elicit suggestions from the class and write a selection of them on the board. Make sure students are using relative pronouns correctly and that there is no confusion between *who* and *whose*.

#### ✿ Extension

For further practice, wipe the board and write *I hate ...*. Elicit suggestions from the class for ways to complete the sentence. Write their suggestions on the board, making sure you get at least one example each containing *who*, *where*, *when*, *that* and *whose*.

#### Chat corner

- Put students in pairs and make sure they know who is Student A and who is Student B. Tell them to take turns describing their words while their partner tries to guess what it is. Walk around listening and helping where necessary.

### Non-defining relative clauses

#### C

- Read out the two sentences and ask students to suggest ways of joining them with *which*. Don't say at this point if they are right or wrong, but refer students back to the text on page 10 and ask them to look for the sentence.
- Make sure everyone can see the sentence (it's the first sentence in the text) and tell students to copy it into the space provided. Point out how the new sentence is constructed (pay particular attention to the commas separating the secondary clause from the main sentence). Refer students to the *Grammar Summary* on page 122 for further information.

#### D

- Go through the *Facts* and the *Extra Information* with the class and ask students to tell you which information belongs with each fact (1d; 2a; 3e; 4c; 5b).
- Allow up to five minutes for students to write their sentences. Remind them that the extra information goes inside the sentence and is separated by commas. Check answers by going round the class and looking at students' work.



#### Answers

- 1 New York, *where my aunt lives*, is a very big city.
- 2 My best friend, *who hates his name*, is called Harry Potter!
- 3 Max plays volleyball, *which is his favourite sport*, every day after school.
- 4 In the summer holidays, *when I don't have to get up early*, I go to bed very late.
- 5 Emma Smith, *whose sister is in my class*, is the cleverest girl in the school.

#### Chat corner

- Put students in teams of three or four and ask them to write as many non-defining relative clauses as they can to go in each sentence. Set a time limit of five minutes, but if students seem to have run out of ideas before that, start eliciting suggestions. Write some of the funnier sentences on the board (at least one from each team) and ask the class to vote for which is the funniest.

## →5 Writing [10 minutes]

#### A

- Tell students that they are going to read about a competition. Go through the competition instructions with the class and make sure everyone understands. Point out that, according to the terms of the competition, the paragraph *must* contain the three things specified.
- Read out the paragraph and ask students to underline the three relevant pieces of information. Check answers.



#### Answers

- 1 My grandma, Betty
- 2 ... she's very patient and kind. She never gets angry with me and my sister and she always listens to our problems.
- 3 ... she isn't very well, but she never complains.

#### B

- This can be set for homework. Tell students to write a similar paragraph about someone they know who deserves a special treat. Make sure they understand that they need to include the three pieces of information specified.

## Lesson Three → Boy meets girl

**Aims**

Talking about relationships, experiences and future plans

→ **Language focus**

Future tenses

→ **New vocabulary**

make up your mind, (ask somebody to) go out with someone, looks, intelligent, moment, playground, ignore, regret, embarrassed, bet, change your mind, be keen on someone

→ **Materials**

Photocopies/Printouts of extracts from teenagers' diaries - these could be from a book (eg *Adrian Mole*) or weblogs from the Internet (Warm up); Photocopies of a calendar or desk diary for the coming week - it must have space under each day for students to write (ex 4 Extension)

**> Warm up [5 minutes]**

- If you have set the writing task from the previous lesson for homework, invite two or three students to read their work aloud. Make sure you look at the others' work during the lesson and give praise for their efforts.
- Initiate a discussion about diaries. Ask the class if anyone keeps a diary and, if so, what sort of things they write in it, without being too specific! If you have managed to find any literature from teenage diaries, depending on what you have found, you could explain what it is and ask students to guess what problems/things the teenagers write about. Alternatively, you could read out extracts or show them to the class and ask them what they think.
- Say *Open your books at page 12*. Explain that you will be talking about relationships.

**→ 1 Reading [15-20 minutes]****A**

- Point to the poem, *Love story*, and read it out while students follow in their books. Ask the class to tell you how the 'story' might continue.

**B**

- Tell students to turn to page 106 and read the rest of the poem. Ask the class to tell you if they think their predictions in ex 1A were better or worse than the story they have just read.

**✳ Extension**

Put students in pairs and ask them to write four lines of alternative verse. Walk around helping with rhyming words if necessary. Ask pairs to read out their rhymes for the rest of the class to hear.

**C**

- Tell the class that they are going to hear part of Simon Sprogg's diary. Play the CD/cassette, stopping after each section to deal with unknown or forgotten vocabulary.
- Tell the class that they will hear the diary again and that this time they should underline the problems Simon has. Play the CD/cassette all the way through.

**Answers**

Simon's problems:  
 He feels bad because of his looks / because he wants to ask Amanda out;  
 Amanda said 'No' to him;  
 Lisa wants to go to the cinema with him (but he isn't sure he wants to go out with her).

**→ 2 Comprehension [5 minutes]**

- Go through the items one by one and make sure everyone understands.
- Allow three or four minutes for students to look back at the text and circle the answers. They should do this alone. Check answers and ask volunteers to tell the class which part of the text justifies them.

**Answers**

1 c 2 b 3 b 4 c

**✳ Extension**

In pairs, students can write their own comprehension questions based on the text (point to questions 2, 3 and 4 and ask pairs to think of similar questions).

**→ 3 Word pool [5 minutes]****Word Nerd**

- Make sure students understand that usually adjectives ending in *-ed* refer to a person, whereas adjectives ending in *-ing* refer to a thing. Read out the example and make sure everyone understands the difference. Ask the class to tell you what happens to the meaning if the adjective endings are switched. Point out that it is not possible to have *a bored TV programme*. *A boring person*, however, is possible but students must understand what it implies!



- Allow three or four minutes for students to read the sentences and write the correct endings. Check answers.

### Answers

- |                |                |               |
|----------------|----------------|---------------|
| 1 exciting     | 2 interested   | 3 surprised   |
| 4 disappointed | 5 embarrassing | 6 frightening |

#### Chat corner

- Tell students to read what they have to do and make sure that everyone understands. Ask volunteers to talk about an experience they have had.

## →4 Grammar [10 minutes]

### Future tenses

- Go through the example sentences, making sure that students understand the differences between the ways in which the future forms are used. Elicit further sentences for each form and write a selection on the board. Refer the class to the *Grammar Summary* on pages 122-123.
- Show students the conversation and ask them to fill in the gaps. They should work alone for this. Allow three or four minutes. Check the answers as a class and refer students back to the tables and/or the *Grammar Summary*.

### Answers

- 1 Are you doing / Are you going to do
- 2 am going / am going to go
- 3 'll give
- 4 'll be
- 5 is going to be
- 6 am going / am going to go
- 7 'll meet
- 8 will be / is going to be

#### Chat corner

- Put students in pairs and make sure they know who is Student A and who is Student B. Tell them to turn to the respective pages and act out the roles. They then swap roles and repeat the exercise. Walk around listening and helping where necessary. Ask pairs to tell you who came up with the best excuse.

#### ✿ Extension

If you have brought in photocopies of a calendar or desk diary, hand one to each student and ask them to fill in a different activity for each day (*doing homework, playing football, going out with my brother*, etc). Tell them that these activities will be excuses like those they have just thought of. Then, in pairs, students try to ask their partner out by asking questions like *What are you doing on Monday? / Do you want to come to*

*the cinema on Saturday?*, etc. Remind students that we use the present continuous for arrangements. The partner then answers using the excuse they have written under that day, eg *Monday? Oh, I'm sorry, I'm walking my neighbour's dog on Monday*, etc.

## →5 Listening [15 minutes]



- Allow about a minute for students to read the sentences to see what they have to listen for.
- Play the CD/cassette while students choose their answers. Play the CD/cassette a second time for students to check. Ask volunteers to give you the answers.

### 📻 Tapscript

**Lucy:** We're meeting Bridget at the leisure centre at 8 o'clock, OK?

**Ben:** The leisure centre? Why?

**Lucy:** Don't tell me you've forgotten! It's Bridget's birthday and we're going ice-skating with her and the others tonight. I told you about it last week.

**Ben:** Well, I don't remember. Anyway, I can't skate.

**Lucy:** Don't worry. It's easy. I'll teach you.

**Ben:** Well, it's not just that. Colin's invited me round to his house tonight.

**Lucy:** Colin? What for?

**Ben:** Well, he's bought this new computer game, 'Speed Devils', and he's going to let me play it.

**Lucy:** But you can play computer games any time! This will be much more fun.

**Ben:** For you maybe! Um ... I know! Why don't you go ice-skating with your friends and I'll meet you afterwards for a coffee. There's a café next to the leisure centre, isn't there?

**Lucy:** Oh, Ben!

**Ben:** The thing is, I don't even like Bridget. And when you're with your friends, you never talk to me anyway.

**Lucy:** Oh, that's not true! Anyway, Bridget and Anna are bringing their boyfriends too so you can talk to them.

**Ben:** (sighing) OK, Lucy, you win. I'll come - but I'm going to ask Colin to come too.

**Lucy:** Oh. Do you have to?

**Ben:** What's wrong with Colin?

**Lucy:** Nothing. He's just a bit boring, that's all. And I don't know if I want to spend a...

### Answers

- |               |                  |         |
|---------------|------------------|---------|
| 1 ice-skating | 2 visit a friend | 3 later |
| 4 boys        | 5 boring         |         |

## Smash Challenge

### Speaking personally

#### 1 Reading challenge [5 minutes]

##### A

- Explain that students will be doing a personality quiz. Point out that the references to animals are just for fun - if necessary explaining that we often associate certain characteristics with particular animals.
- Go through the questions and the answer choices, reading them aloud and dealing with any difficulties.
- Allow three or four minutes for students to make their choices.

##### B

- Tell students to look at the key and read the description(s) that apply to them. Give help with unknown words. Ask several students what animal they are. Ask them if they agree with the descriptions.

#### 2 Listening challenge



- Explain that the class will hear Harry and Kate before and after Kate does the quiz in ex 1. Say *Listen and fill in the missing words*. Play the CD/cassette while students write their answers. Play the CD/cassette again if necessary. Check answers.

#### Tapescript

**Kate:** Mmm. This quiz is supposed to tell you which animal you're most like. Which animal do you think I'm like?

**Harry:** What's the choice?

**Kate:** Tiger, dog, monkey or mouse.

**Harry:** I don't know - a monkey, probably!

**Kate:** A monkey! Why?

**Harry:** Because you're always playing around and being silly!

**Kate:** Well, I don't think I'm a monkey. I think I'm more like a tiger. Anyway, I'm going to do the quiz and find out.

**Harry:** You don't really believe what those quizzes say, do you? Most of the time they're wrong.

**Kate:** No they aren't! Sometimes they're right about people's personalities.

**Harry:** Go on then - do it and see if you agree with the results.

**Kate:** OK.

...

**Harry:** So what were you?

**Kate:** A mouse! I don't agree with that! I'm not like a mouse at all!

**Harry:** I told you!

**Kate:** Maybe I didn't answer the questions truthfully. I think I'll do it again ...



#### Answers

1 monkey

2 tiger

3 wrong

4 mouse

5 agree

### 3 Speaking and Writing challenge

#### A

- Ask students if they ever read problem pages in magazines. Explain that they will be reading a letter from a girl who has written to one of these problem pages. Read out the questions and the introduction. Make sure everyone knows what they have to do.
- Say *Read the letter and answer the questions*. Allow a few minutes for students to read through the letter quietly on their own. Ask *Do you know all the words?* Explain any unknown words.
- Elicit the answer to Question 1 (*someone at school is bullying Emma*). Ask the class what they think Emma should do about her problem. Elicit as many suggestions as possible and make a list on the board. Then ask the class as a whole which suggestion(s) they think would be the most effective.

#### B

- Tell students to look again at the letter and find the four things listed. Allow a minute or two for students to number them in the correct order.



#### Answers

The correct order is 3, 4, 2, 1.

#### C

- Allow three or four minutes for students to read the reply. Give help with any unknown vocabulary. Ask students if Pat gives the same, or different, advice to what they suggested in ex 1A. Initiate a discussion about what might happen if Emma does what Pat says.

#### ✿ Extension

Students take turns reading Emma's letter and Pat's reply aloud to one another in pairs. Walk around listening and helping with pronunciation and intonation.

#### D

- Explain to the class that it is their turn to write a letter. Go through the instructions and the notes, checking that students know exactly what they have to do. Make sure they realise that they should use the model and the outline in the book as a basis for their writing.
- Ask students to write the letter for homework.

#### Project

- Refer students back to pages 4 and 8 (especially the section *Important facts about me* on page 4) to give them an idea of what a personal webpage might look like. Depending on how computer literate your students are, they could do the project in handwriting on paper, printed out from a computer with pictures stuck on, or designed like a real webpage and done entirely on a computer. Fix a date for completed projects to be handed in (for example, one week from today). Try to find space in the school for the projects to be displayed.