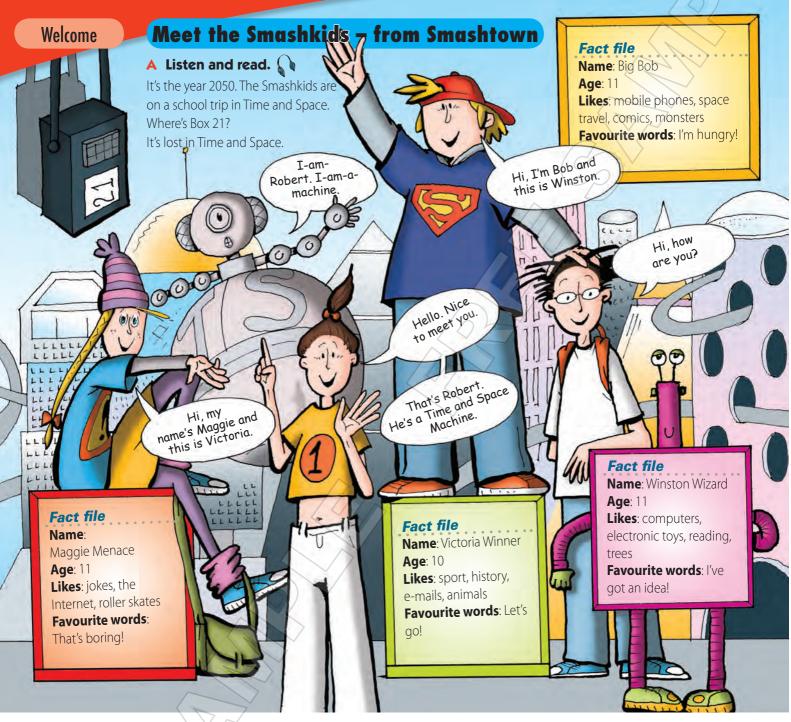


Welcome to Smash



B Say your name. Say 'hello'.





l am	•
I'm	

My name is	 7	•
Mv name's		

Welcome to Smash!

Aims

Introducing characters and components of the book; introducing each other

→Language focus

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

→ New vocabulary

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

→ Materials

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

>Warm up [5 minutes]

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

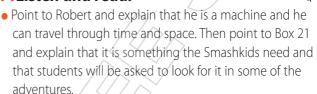
SEXTENSION

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

Meet the Smashkids from Smashtown [10 minutes]

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

A Listen and read.



- Point to the introductory text at the top of the page (It's the year 2050 ...). Say Listen and read. Play the CD/cassette. Stop at the end of each section. Ask Do you understand all the words? Encourage students to read out any words they don't understand. Explain or translate any new expressions, eq school trip, time and space, lost.
- Read out the Fact file for Big Bob while students follow in their books. Check understanding and encourage student participation by asking What's his name? / How old is he? / What are his favourite words?
- Say Now read the other Fact files. Allow two minutes for students to read.
- Point to Maggie and say What's her name? Continue with the other questions.
- Repeat the guestions for the other *Fact files*, asking as many different students as possible.

B Say your name. Say 'hello'.

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

Welcome to Smash!

C Welcome to the World!

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

Come to the Smashtown Language School [10 minutes]

A Listen and read.

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

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

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

Answers

He's Winston.

She's Maggie.

He's Hans.

He's Cheng.

She's Jeanne.

SEXTENSION

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



C Welcome to the World!

Read Smashmag!



smaShmag

Come to the Smashtown Language School

A Listen and read. 🕥

Hi, I'm Mr Chip, the English teacher.

> These are my pupils.







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

Who's he? Who's she?

Who's he?

Who's she?



He's Mr Chip.



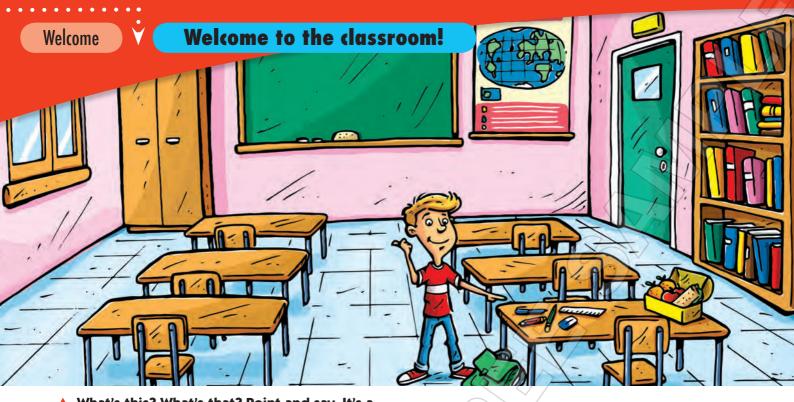








She's Carla.



A What's this? What's that? Point and say. It's a ...

- 1 map
- **3** desk
- **5** door

- 2 book
- 4 ruler
- **6** window
- 7 cupboard 8 chair
- 9 board
- **10** bag

this / that



This is a desk. That is a table. \rightarrow That's a table.

B Look at the classroom. Tom says ...

This is a / That's a ..., These are / Those are ...

C Now talk about your classroom.

these / those



These are pens. Those are pencils.

Grammar

be

	affir	rmative	negative	questions
I am	ľm	I'm a teacher.	I'm not a pupil.	Am I a teacher?
You are	You're	You're a pupil.	You aren't a teacher.	Are you a pupil?
He is She is It is	He's She's It's	He's a boy. She's a girl. It's a desk.	He isn't a girl. She isn't a boy. It isn't a chair.	Is he a boy? Is it a chair?
We are	We're	We're friends.	We aren't friends.	Are we friends?
They are	They're	They're chairs.	They aren't desks.	Are they chairs?

Welcome to the classroom! [10-15 minutes]

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

A What's this? What's that?

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

B Look at the classroom. Tom says ...

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

C Now talk about your classroom.

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

SExtension

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

Grammar [10 minutes]

be

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

SEXTENSION

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

Colours [5 minutes]

A Write the number for each colour.

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

Answers

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

B Say the colour and the number.

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

Numbers [10 minutes]

A Find the numbers.

• Ask students to draw lines separating the numbers.

Answers

seven four five one two three eight ten nine

B Copy them in order.

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

Answers

one two three four five six seven eight nine ten

C Match the numbers.

• Ask students to draw lines matching the numbers.

Answers

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

D Now complete the table.

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

Answers

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

E Talk about you. Write your answer.

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

The Alphabet [5 minutes]

A Listen and finish the alphabet.

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

Tapescript

ABCDEFGHIJKLMNOPORSTUVWXYZ



B Learn the rhyme by heart.

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

C Can you spell your name?

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

D Say these letters.

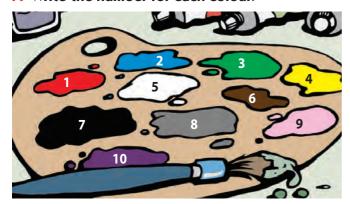
Ask volunteers to say the letters. Pay attention to pronunciation and correct where necessary.

Welcome to the World of English! [2 minutes]

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

Colours

A Write the number for each colour.



red	green	yellow	black	brown
grey	purple	pink	blue	white

B Say the colour and the number.



Number two is

Numbers

A Find the numbers.



B Copy them in order.

six

C Match the numbers.

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

D Now complete the table.

22	
	thirty-one
45	
	seventy-nine
	fifty-six
62	

E Talk about you. Write your answer.

My favourite colour is	
My lucky number is	
My phone number is	

The Alphabet

A Listen and finish the alphabet.



ABDE	F		Н	IJ	K	L	M	N
O Q R S		U	V	W	X	Y		. •

- **B** Learn the rhyme by heart.
- Can you spell your name?
- D Say these letters.

1	ABC	4	DVD	7	TV
2	BBC	5	WWW	8	CD
3	CNN	6	FM	9	SMS

Welcome to the World of English!

Look. English is everywhere.







Can	you	find	more
Engli	ish v	vord	5?

Lesson One

Unit

Is this London?



1 Reading

Answer the questions.

- 1 What's this? It's
 - a) The Tower of London.
 - b) Buckingham Palace.
 - c) Big Ben.



2 Hugh Grant is a) a singer. b) an actor. c) a footballer.



3 What's 'Big Ben'? a) a park in London b) a famous singer c) a clock

B Listen and read.

The Smashkids meet Robin Hood.



Victoria: Is this England? Are we in London?

Bob: Where are the houses and cars?

Maggie: Look, trees, a forest!

Bob: Where's the River Thames?

Winston: Hmm. We are in England, but we aren't in

London.

Bob: What?

Winston: This is Sherwood Forest. Look! That's Robin Hood.

Bob: Robin Hood, fantastic!

Victoria: And look, there's Little John.

Maggie: Little? He's not little, he's big.



John: Who are you?

Robin: I'm Robin Hood. Who are you?

John: My name's John, Little John.

Robin: Pleased to meet you.

John: Nice to meet you – take that!

Robin: Aaagh! This is my forest!

John: No, it isn't!

Bob: Come on, Robin!

Winston: Come on, Little John!



John: No, it isn't!

Robin: Yes, it is! **Bob**: Hi, Little John.

John: Hey! You little monkey!

Can you find Bot 2

Lesson One Is this London?

Aims

Talking about things around you

→Language focus

a/an; plural nouns: regular/irregular

→ New vocabulary

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

→ Materials

Photos from magazines of any actors/singers/ footballers the students may know. Also choose one or two famous landmarks, eg the

Parthenon, Statue of Liberty, Tower of London.

>Warm up [10 minutes]

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

→1 Reading [5 minutes]

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





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

SExtension 1

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

SEXTENSION 2

Choose six students to read the parts of Victoria, Bob, Maggie, Winston, Robin and John.

Can you find Box 21?



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

Unit 1

→2 Comprehension [5 minutes]

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

Answers

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

→3 Grammar [10 minutes]

Remember this!

- Read the examples and encourage class repetition.
- Explain that we use *an* before words that start with five of the letters of the alphabet. Write an + a on the board. Ask *What are the other four letters?* Elicit the vowels *e, i, o, u* and write these on the board. If students do not remember these letters, write them up anyway.
- Ask the class for examples of words beginning with e (egg, elephant), i (insect, ink), o (orange, octopus) and u (umbrella).
 They should be able to think of words they learned in their primary class. Write their suggestions on the board.
- Say Write 'a' or 'an'. Then check answers as a class.
- Ask Which one is different? and translate. Read the four lists of words to the class and translate any unknown words.
- In pairs, students try to find the odd one out in each list.
- Invite several pairs to tell their answers to the class. Write the answers on the board.

Answers

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

Plural regular nouns

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

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

Plural irregular nouns

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

B

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

Possible answers

One Two ... three ... ten
teacher bags
floor pens/pencils
ceiling desks

man/woman chairs

CD player children/people

C

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

→ 4 Writing [3-4 minutes]

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

Answers

1 forest 2 cars 3 clock 4 river 5 fantastic

6 Pleased

→ **5** Pronunciation [5 minutes]

A

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

В

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

Answers

1 shops 2 robots 3 glasses

2 Comprehension

A Complete the crossword. Use a word from the

- **1** Sherwood Forest is in
- **2** John says Bob is a little
- **4** There are no houses or _____ in a forest.
- **5** The children are in a
- **6** There are _____ in the forest.
- **7** John falls into a

					F		
1							
	l	2					
		3					
			4				
5							
				6			
			7				
					С		

B Can you find the mystery word?

MYSTERY WORD:

Grammar

Remember this!

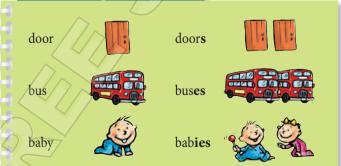
a/an

a singer an actor a clock an apple

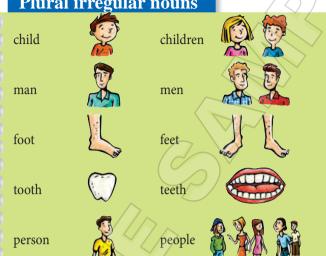
A Fill in the gaps with alan. Which word is different?

- 1 street / house / palace / igloo
- 2 ____apple / ____sandwich / ___lemon / ____orange
- window / door / map / house
-umbrella/.... car/.....bus/....bicycle

Plural regular nouns



Plural irregular nouns



B Look in your classroom Write the words

	One	Two three ten.
	door	windows
	blackboard	books
<		

C Read the list to your partner.

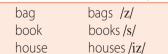
4 Writing

Complete the sentences with words from this lesson.

- **1** Look, trees, trees! It's a f......
- **2** The Volkswagen and Honda are c......
- 3 Big Ben is a c.....
- **5** Wow! That's amazing. It's f.....!
- **6** P..... to meet you.

Pronunciation: Plural -s sounds

🛕 Listen and repeat. 🕻 🕽



B Say the words. Which sound is different?

- 1 trees / teachers / shops / windows / videos
- **2** palaces / classes / sandwiches / robots
- **3** forests / tourists / comics / glasses / cats



Hi, Welcome to London. My name's Jenny. I'm a tour

I'm from London. It's a big city. There are about seven million people and there are lots of famous places. One famous sight in London is the London Eye. It's a

big wheel. There's a fantastic view! The Tower of London is a very famous tourist attraction, too, and in London there's a big park, Regent's Park. There's a big zoo in the park with lions, elephants and snakes ...

Buses every 15 – 20 minutes.

Tuesday to Sunday. Last bus at 6.00 pm.



One ticket for six big tourist attractions:

- 1. The Tower of London,
- 2. Buckingham Palace,
- 3. Big Ben,
- 4. Trafalgar Square,
- 5. Madame Tussaud's, the famous wax museum,
- 6. Regent's Park with London Zoo.

True (T) or false (F)?

- 1 London isn't a big city.
- The Tower of London is a park. 2
- There are lions in the zoo. 3
- There is a tour on Monday.
- There are tickets for adults and children.

2Listening 📢

Match a speaker with a London tourist attraction from the Reading.

Speaker 1:

Speaker 2:

Speaker 3:

Find a word in A for each picture.

5









Thursday • Monday • Friday • Sunday • Tuesday Saturday • Wednesday







_	
6	
_	

1	Monday
2	
3	
4	
5	
6	
7	

Lesson Two



Aims

Talking about places

→Language focus

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

→ New vocabulary

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

→ Materials

An English calendar or diary showing days of the week

>Warm up [5 minutes]

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

→1 Reading [10-15 minutes]

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

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

Answers

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

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

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

Answers

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

→2 Listening [5 minutes]



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

Tapescript

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

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

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

Answers

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

→3 Vocabulary [3-4 minutes]

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

Unit 1

→4 Grammar [10 minutes]

There is / There are

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

Remember this!

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

A

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

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

В

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

Answers

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

C

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

Is there / Are there ...?

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

→ 5 Speaking [5 minutes]

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

→ 6 Writing [10-15 minutes]

A

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

B

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

Smash facts

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

4 Grammar

There is / There are

There is a clock in this room. → There's a clock in this room.

There are two doors in this room.

Remember this!

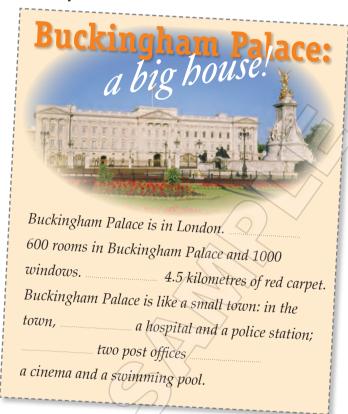
a or the

There is **a** clock in the room. **The** clock is old. There is **a** bag on the chair. **The** bag is blue and green.

A Complete the sentences with a or the.

1	There's	forest near the towr	nforest is big.
2	There's	river, too rive	er is small.
3	There are t	wo girls in the park	girls are Victoria and
	Maggie.		
4	There are t	wo boys at the palace	boys are Bob and
	Winston.		

B Complete the text. Use there is or there are.



C What's in your classroom? Use there is or there are.

Is there | Are there ...?

Is there a river in this city? Yes, there is. / No, there isn't.

Are there three windows in this room? Yes, there are. / No, there aren't.

5 Speaking

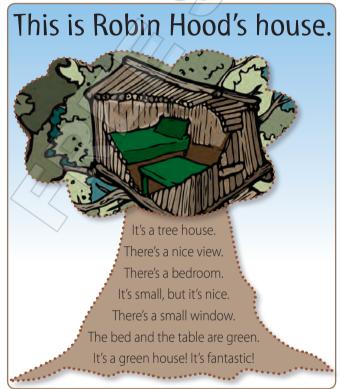
Talk about your town. Use the words in the box.

palace • museum hospital • police station post office • cinema swimming pool • church

Is there a swimming pool? No, there isn't. There's a cinema.

6 Writing

A Read the description of Robin Hood's house.



B Write about your bedroom. Use these words and any other words you like:

small / big / nice / horrible red / green / yellow / blue bed / table / window / door

My bedroom is	- it's	
The window is	. The bed is	
The table is	. It's a	bedroom.



Smash facts

There are 12 football teams in London.

schtiz

Smashtown Language School, 2010

Episode 1 Who are you?

1 Reading

A Listen and read. 🕥

Meet the cast!

Mr Peter Chip, the teacher, is with his pupils: Cheng, Carla, Hans, Jeanne and Julia. Today is rehearsal number one of the school play.

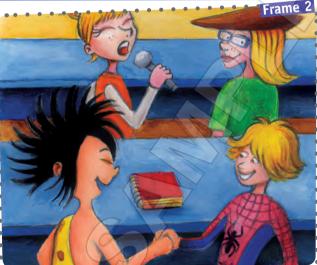


Mr Chip: Let's rehearse the play! Who are you, Carla?

Carla: My name's Carla.

Mr Chip: Yes, your name's Carla, but who are you in the play?

Carla: I'm Catwoman!



Cheng: Who are you? Hans: I'm Spiderman, but my name's Hans.

Cheng: Pleased to meet you. I'm Cheng.

Hans: Who are you? **Cheng**: I'm Tarzan.

Hans: This is Jeanne from Belgium.

Jeanne: Hi! Are you Cheng from China?

Cheng: Yeah, nice to meet

Jeanne: I'm a singer in the play, and this is my twin sister, Julia.

Cheng: Who's she? Jeanne: She's Robin Hood.



Julia: Hey, who's that on the desk?

Cheng: That's Catwoman.

Julia: No, what's her name? Cheng: That's Carla Sanchez from Brazil.



Mr Chip: Let's start the

lesson now. I'm Peter Chip. and you?

• Carla: Catwoman.

• Mr Chip: No, no, what's

your *real* name?

Carla: My name's Carla Sanchez. I'm from Brazil.

Mr Chip: OK, everybody, what's her name?

All: Carla!

Mr Chip: And who is she

now?

All: Look! It's Miss Jones, the director. Oh, no!!

B Match.

a the teacher

b the pupils

c the director

from Brazil

e Spiderman

- 1 Mr Chip is ...
- **2** Miss Jones is
- **3** Carla is
- **4** Hans is
- 5 Julia, Jeanne, Carla, Cheng and Hans are.

Sound natural!

Don't say:

Pleased - to - meet - you. Nice - to - meet - you.



Pleasedtomeetyou. Nicetomeetyou!

Take part. Act out the dialogue.



Smashtown Language School, 2010: Episode 1

Aims

More introductions; describing people

→ Language focus My name's ...; Who ...?

→ New vocabulary rehearsal, play (n), Belgium, Brazil, China, real

→ Materials

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

>Warm up [5 minutes]

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

→1 Reading [10-15 minutes]

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

- Say Listen and read. Play the CD/cassette. Stop at the end of each section. Ask Do you understand all the words? Encourage students to read out any words they don't understand. Explain or translate any new words, eq rehearse, twin.
- Say Listen again. Find the names of the characters in the play. Play the CD/cassette again. Ask Who is Catwoman? Elicit Carla is Catwoman. Do the same for Spiderman, Tarzan, a singer, Robin Hood.

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

2 c 3 d 4 e

Sound natural!

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

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

Extension

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

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

→2 Grammar [5-10 minutes]

Who ... ?

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

→3 Speaking [5 minutes]

Remember this!

- Invite two volunteers to create a conversation using the cues given.
- In pairs, students introduce themselves using their own names. Swap pairs and repeat.
- In different pairs, students introduce themselves using the names of their characters from ex 2.

→ 4 Vocabulary [5 minutes]

A

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

Answers

1 singer 4 footballer 5 teacher 6 actor8 tour guide

В

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

Answers

taxi driver nurse doctor architect police officer housewife plumber dentist

a/an before a job.

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

Answers

Picture 1: singer, footballer, tour guide, doctor, police officer **Picture 2:** actress, footballer, tour guide, nurse, police officer

→ 5 Writing [10-15 minutes]

A

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

Answers

1 London 2 people 3 countries 4 footballer5 nurse 6 actress

B

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

Answers

Regent's Park = It The people = They

Jenny = She The tourists = They

the boy = he

C

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

Answers

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

Remember this!

Briefly point out that in English we need to keep the article

Grammar

Who ...?

Ouestion

Who are you? I'm Tarzan/Hans. Who's he/she? He's Superman/Cheng.

Who's this/that? It's / This is / That's Jeanne / Britney

Spears.

Are you Hans? Yes, I am. / No, I'm not.

Choose a new name. Write the new names of all the pupils in the class, eg Spiderwoman, Lara Croft. Go round the class and check. Learn them.

Maria is Spiderwoman. Peter is James Bond.

Who are you? Are you? Who's he/she?

3 Speaking

Remember this! Meeting people

- Hi/Hello. My name's Cheng.
- Hi/Hello. My name's Jeanne.
- Nice to meet you. / Pleased to meet you.

Make similar dialogues with other pupils.

4 Vocabulary: Jobs

A Find the jobs. There are five. Underline them.

1 singer **5** teacher **2** tower **6** actor **3** computer **7** pupil **4** footballer 8 tour guide

B Match the pictures with the jobs.

doctor • police officer • taxi driver • architect nurse • dentist • plumber • housewife

















l'ma + job

I'm a singer. NOT I'm singer.

C Spot the difference! Find the jobs in your pictures. Which are the same? Which are different?

Student A: Look at Picture 1 on page 98. Student B: Look at Picture 2 on page 100.

In my picture there's a singer. There isn't a nurse.

Is there a singer? yes, there is./ No, there isn't.

her fans.

A Look at Picture 2 on page 100 and write the correct word.

- 1 New York / London
 - singer / footballer
- 2 lions / people
- 5 doctor / nurse
- 3 zoos / countries
- **6** architect / actress

This is Regent's Park. Regent's Park is in

- day. There are a lot of (2) _____ in Regent's Park. The people are happy. Jenny is the tour guide. Jenny is with a big group of tourists. The tourists are from
- Replace the underlined phrases with he, she, it or they.
- C Describe Picture 1 on page 98.

In Picture 1 there are a	lot of p
from different c	. They are with Jenny
the tg	
There is also a s	
a bou and a p	O

sma\$hmag

: Famous Places on Planet Earth

A Look at the chart. Match the physical features with the photos.

	physical feature	example
1	island	Britain, Mykonos, Canary Islands
2 capital city London, Washington, Athens		London, Washington, Athens
3	desert	the Sahara, the Gobi
4	mountain	Mount Everest, Mount Olympus
5	volcano	Etna, Fuji, Santorini

B Do you know where these tourist attractions are? Match them with a country.

Italy • Greece • Egypt • Canada • China • France • England



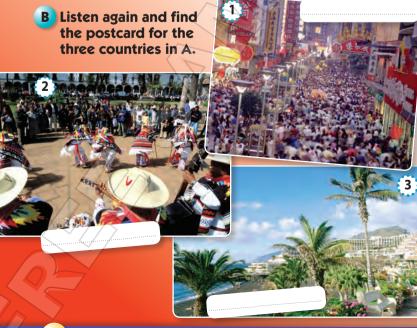
Round the World in Eight Minutes.

A Listen to these Smashmag readers. They are talking about their countries. Number the countries in the order you hear.

China

Spain

Mexico





The Pyramids



The Ellier lower

C Write notes about your country.

big/small?
capital?
weather in the summer?
tourist attractions?

Now look at your notes and finish the letter to Smashmag about your country.

It's a country.

The capital is .

It's very in the summer and many tourists come from all over the world. There are interesting places to see. A fantastic tourist attraction is

Smashmag

Famous Places on Planet Earth!

>Warm up [5 minutes]

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



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

Inswers

2 a **3** d **4** C

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

Answers

The Pyramids – Egypt The Eiffel Tower – France

The Colisseum – Italy The Great Wall - China

2 Smashmag Radio Link

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

Tapescript

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

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

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

1 Spain 2 Mexico 3 China

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

Answers

1 China 2 Mexico 3 Spain

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

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

Unit

Write in!

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

SExtension

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

B

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

Answers

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

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

D

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

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

Word chunks

• Read each word/phrase aloud with a strong but natural emphasis. Translate if necessary. Read again and practise class repetition. Students should sound as natural as possible.

Smash hits My town's great!



- Ask students to translate any words in the box they know. Explain or translate any unknown words, eq 'cool' as in great, fashionable.
- Choose three students to read a verse and chorus aloud each. Help with pronunciation of any unknown words. Ask Do you know all the words? and explain any new or forgotten words, eg faces, top (as in top marks), grass.
- Say Now write one word from the box in each gap. Demonstrate by doing the first example as a class. Point out that they should look for rhyming words such as faces/places. Allow a minute or two for students to write their answers.

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

places marks clean cool sky toys

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

Smash facts

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

Write in!

A Read this e-mail from Sam. Who is ...?

- 1 'a little monster'
- 2 'my best friend'

Kaynala

Keypais	New Message	
0 0 0	Titoli	
То:		
Subject:		

Dear Smashmag.

My name's Sam and I'm from Smashtown, England. Smashtown is great. It's not a big town, but it's very nice. There are lots of interesting places. There are parks, playgrounds and a river. There is also a beautiful old tower - it's a thousand years old! It's a great tourist attraction.

My mum is a teacher and my dad is an engineer. My big sister Georgina is a student. She is 23 years old. My little brother's name is Jason. He's five and he's very naughty! My name for him is 'little monster'. My best friend is Alistair.

And you?

Write soon, Best wishes,

Sam

B) Write Sam's answer to these questions.

- 1 Where are you from?
- 2 Is your town big or small?
- **3** What's a great tourist attraction in your town?
- 4 Is your mum an engineer?
- **5** What's your brother's/sister's name?
- **6** Who's your best friend?

(Your name)

Now you answer the questions.

write you	re-ilidii to Saili. Use your flotes.
	New Message
0 0	
To:	
Subject:	
Hi	
Thanks for	your e-mail.
	7
Best wish	es,
12 7	

Word chunks

Let's! Let's go! Let's listen to a song!

My town's great!



A Read the song. Put these words in the gaps.

marks • places • cool • sky • clean • toys

In my town, there are nice faces In my town, there are lovely There are playgrounds, there are parks My town's great, it gets top

That's my town, my town is great. That's my town, my town is cool.

In my town the river is *In my town the grass is green* There are shops, there's a school My town's great, my town's

That's my town, my town is great. That's my town, my town is cool.

In my town, there are girls and boys In my town, there are shops with There are tall trees, there's a blue, blue My town's great, now you know why

> That's my town, my town is great. That's my town, my town is cool.

- **B** Listen and check your answers.
- C Learn the song by heart.

Smash facts

The old London Bridge is in the USA.

Do you know

Lesson One

The Olympics

1 Reading

Listen and read.



Bob: What are you doing?

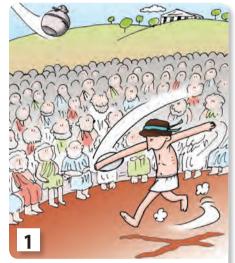
Victoria: We're watching the Olympic Games.

Winston: I've got an idea! Let's go to Ancient Olympia!

Robert: ... We-are-here. This-is-Ancient-Olympia.



The Smashkids at the Ancient Olympic Games.

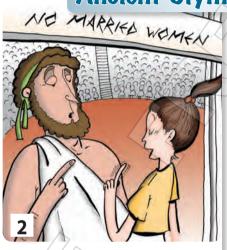


Victoria: The games are starting. This

is fantastic!

Bob: Look, he's holding a plate. Victoria: Very funny. The race is

starting - let's go!

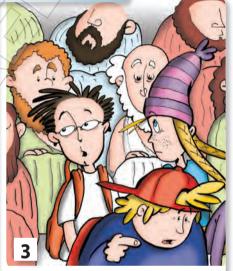


Victoria: Look, those are good seats. Guard: Excuse me, madam, are you

married?

Victoria: No, I'm not. Guard: OK, enter.

Victoria: Come on, quick!



Winston: Where's Victoria?

Maggie: She's watching the games. Winston: No, she isn't. She isn't here.

Bob: Look, there she is!



Winston: What's Victoria doing? Maggie: She's over there, with the

runners.

Winston: But the Ancient Olympics are

only for men!

Crowd: Phi-li-pi-des! Phi-li-pi-des! Maggie: Come on, Victoria!

Bob, Winston: Vi-cto-ri-a! Vi-cto-ri-a!

Maggie: She's winning!

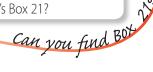
Winston: Victoria, you're a winner!



Crowd: Barbarians! Out!

Winston: Quick, everybody! Run!

Bob: We *are* running! Victoria: I'm the winner! Winston: Where's Box 21?



Lesson One The Olympics

Aims

Talking about hobbies and pastimes

→ Language focus

Present continuous: affirmative

→ New vocabulary

Verbs: start, hold, watch, do, win, run, swim, shoot, fence, play, ride

→ Materials

Photos of the Athens Olympics (or similar athletic events)

>Warm up [5 minutes]

- (Optional) To alert students' interest as they enter the class, fix some photos of the Athens Olympics (or similar athletic events) to the board before the lesson. If possible, find photos of people running, swimming, jumping and some people watching an event.
- Start the lesson by briefly revising a few basic verbs. You could do this with a simple game of 'Simon says' using imperatives for students to mime, eg stand, sit, jump, run, swim, walk.

→1 Reading [15 minutes]



- Say Open your books at page 16. Look at the picture at the top of the page. Ask Who is in the picture? Where are they? (The children are in Robert, the Time Machine)
- Say Listen and read. Play the CD/cassette for the first section. Translate any unknown words. Ask volunteers to translate the question and answer, eq What are you doing? We're watching...
- Play the CD/cassette again. Pause after each sentence and encourage class repetition.
- In their own language, let students tell you any facts they know about the Ancient Olympic Games. These might include: when they started; no women competitors; took place in Olympia in the Peloponnese.
- Say Listen and read. Play the CD/cassette for Picture 1. Translate any unknown words, eq hold, plate, funny, race.
- Repeat the above step for Pictures 2-5.
- Play the CD/cassette for the whole story again. Students listen and read.

Can you find Box 21?

Point out that Box 21 is lost again, so it is not in these pictures.

SExtension 1

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

SEXTENSION 2

Choose five students to read the parts of Victoria, Bob, Maggie, Winston and the Guard. The rest of the class take the part of the crowd.

→2 Comprehension [5 minutes]

A

- Say Look at the Comprehension questions on page 17 and point to them on the page. Ask five volunteers to read the sentences aloud. Students do not answer at this stage.
- Say Write T for true or F for false.
- Check answers as a class. Write the answers on the board for reference.

Answers

1 F 2 T 3 F 4 T 5 F

B

- Read the sentences aloud and check that everyone understands all the words. Explain that the missing words are all in the text.
- *(Optional)* As a class, work through the text on page 16 one picture at a time. Ask volunteers to read out the next present continuous verb. Remind them to look for *-ing* endings.

Answers

1 holding2 starting3 watching4 married5 winning

→3 Grammar [5-10 minutes]

Present continuous

- Explain that we use the present continuous form for actions that are happening NOW. Read the examples and encourage class repetition.
- Remind the class that we usually use short forms when speaking. Demonstrate how the apostrophe replaces a missing letter.
- Ask the class for examples of short sentences using the present continuous. Write their suggestions on the board.
- Read the spelling rules and explain that most verbs simply add -ing. A few verbs ending in a vowel followed by m, n or t double the final consonant, eg sitting, running, winning.
 Verbs that end in e usually delete the final e before adding -ing, eg writing, making.

A

- Read the verbs to the class and translate any unknown verbs.
- Invite volunteers to write the answers on the board. The rest of the class can copy them down for reference.

Answers

boxing swimming riding wrestling watching winning fencing

B

- Read the verbs aloud and translate any new verbs, eg shoot.
 Say Let's match the verbs to the correct photograph. Swim?
 Elicit Number 2. Work through all the verbs. Allow students to write the number above each verb.
- Say Look at photograph 1. Work through the activity orally eliciting He's/She's/They're ... running/swimming, etc. Do not let students write at this stage.
- Say *Now write about each picture*. Allow a few minutes for them to complete the writing task. Check answers as a class by asking individuals to read out their sentences.

Answers

- 1 She's running.
- 3 He's riding a horse.
- 2 She's swimming.
- rse. 4 They're shooting.
- **5** They're fencing.
- **6** They're playing football.

→4 Speaking and writing

[10 minutes]

- Read out each verb in turn and ask individuals to tell you
 the continuous form. Explain that they should tick only
 the actions that they are doing now. Work through the list
 eliciting yes or no for each verb.
- Say Now write sentences about the things you are doing.
 Demonstrate by doing the first sentence together on the board. Encourage them to use short forms.

B

 In pairs, students take it in turns to read their sentences to a partner. Ask volunteers to say one of their sentences to the class.

→ **5** Pronunciation [5 minutes]

A

- On the board, write 1 jump run 2 cat match. Underline the letters u and a.
- Say Listen and repeat and play the CD/cassette. Practise class repetition.
- Divide the class in half. Group 1 says the /u/ sound. Group 2 says the /a/ sound. Alternate quickly between the two halves of the class. Swap halves and repeat.

B

• Say Listen and choose sound 1 or sound 2. Point to the examples on the board. Sound 1 is /u/, sound 2 is /a/. Play the CD/cassette. The class calls out 1 or 2, according to the sound they hear.

Answers

a 2 b 1 c 2 d 1 e 2 f 2 g 1 h 2

2 Comprehension

A True (T) or false (F)?

- **1** The athlete is holding a plate.
- **2** The games are starting.
- **3** Victoria is watching the games.
- 4 Victoria is running.
- **5** Victoria isn't winning.

Find the words from the text.

- a plate. He's **h**....
- 2 The film is s..... now.
- She's **w** TV. 3
- This man and woman are **m**... with two children.
- **5** Manchester United are **w** the game.

3 Grammar

Present continuous

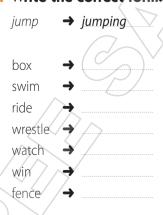
	affirmative				
I am You are He is She is It is We are They are	I'm You're He's She's It's We're They're	running. winning. watching.			
Spelling start → starting					

sitting

making

A Write the correct form.

make



B What's happening in these pictures? Use the verbs below.

swim • run • shoot • fence • play football ride a horse











4 Speaking and writing

A Tick the things you are doing and write them.

2 write read learn English listen eat talk run

Tell your partner.

5 Pronunciation: /u/or/a/



A Listen and repeat.

1 jump run 2 cat match

B Now listen to more words. Are these sounds like 1 or 2?

(a) camp (b) fun (c) fan (d) sun (e) mad (f) sad (g) gun (h) ant



Reading

A Can you name the animals?

kangaroo • cheetah • puma • dolphin • ant • whale

B Read and write the names of the animals.

- can run 100 metres in 5 seconds. 1 A(n) An Olympic athlete can run 100 metres in 10 seconds.
- A(n)can jump 13 metres. An Olympic long jump athlete can jump 9 metres.
- can swim at 46 kilometres an hour. An Olympic swimmer can swim at 25 kilometres an hour.
- 4 A(n) can lift 50 ants. An Olympic weightlifter can lift 2 men.
- can swim 800 metres under the sea. People can swim 130 metres under the sea.
- can jump 5 metres up in the air. An Olympic high jumper can jump 2.5 metres.

C Listen and check your answers.



2 Vocabulary: Time

Use these words to complete the gaps.

seconds • weeks • days (x2) • minutes • hours

- 1 There are 60 in a minute.
- There are 60 in an hour.
- **3** There are 24. in a day.
- There are 7... in a week.
- There are 52 in a year.

There are 365 in a year.

Grammar

can: ability

affirmative	I/You/He/She/It/We/They can swim.
question	Can I/you/he/she/it/we/they swim?
answer	Yes, I/you/he/she/it/we/they can . No, I/you/he/she/it/we/they can't . (cannot)
negative	I/You/He/She/It/We/They can't (cannot) swim.

A Answer these questions. Use short answers.

- 1 Can you write your name and address in ten seconds?
- 2 Can you do your homework in an hour?
- **3** Can you eat your breakfast in five minutes?
- **4** Can you read a book in a week?
- Can you learn English in a year?

How sporty are you?

Aims

Talking about abilities

→Language focus can (ability)

→ New vocabulary second, minute, hour, day, week, year

→ Materials

An orange (Smash facts)

>Warm up [5 minutes]

- Ask How many times can you write your name in one minute? Translate if necessary and demonstrate on the board. Time one minute exactly.
- Say There are 60 seconds in one minute. Translate seconds if necessary. Ask How many times can you jump up and down? etc. Choose an action and time one minute exactly.

→1 Reading [10 minutes]

 Say Open your books at page 18. Ask What can you see? Allow volunteers to name any animals they know. Read out the names of the animals and get class repetition. Translate any unknown animals. Point to each picture in turn and ask What's this? / What are these? (1 kangaroo; 2 ant; 3 whale; 4 dolphins; 5 cheetah; 6 puma)

• Allow several minutes for students to read the sentences silently. Explain or translate any new words, eg second, lift, weightlifter, sea, air. Say Now write the name of one animal in each gap.

 Say Now check your answers. Play the CD/cassette. Pause after each section and write the animal on the board.

Tapescript

Woman: Hello and welcome to Amazing facts! Today, it's sport. Fact one: running.

Man: Did you know that a cheetah can run 100 metres in 5 seconds?

Woman: An Olympic athlete can only run 100 metres in 10 seconds! Amazing!

Woman: Fact two: jumping.

Man: A kangaroo can jump 13 metres.

Woman: An Olympic long jump athlete can jump 9

metres. Amazina!

Woman: Fact three: swimming.

Man: A dolphin can swim 46 kilometres an hour. Woman: An Olympic swimmer can only swim 25

kilometres an hour. Amazing!

Woman: Fact four: weightlifting. Man: An ant can lift 50 ants.

Woman: An Olympic weightlifter can lift just 2 men.

Amazing!

Woman: Fact five: swimming.

Man: Whales can swim 800 metres under the sea. Woman: People can swim 130 metres under the sea.

Amazing!

Woman: Fact six: jumping.

Man: A puma can jump 5 metres up in the air.

Woman: An Olympic high jumper? 2.5 metres. Amazing!

Answers

1 cheetah 2 kangaroo 3 dolphin 4 ant 5 whale 6 puma

→2 Vocabulary [5 minutes]

- Read the measurements of time and translate any unknown words.
- Ask six volunteers to read the sentences. Do not ask for answers at this stage.
- Allow a minute or two for students to write a time word in each gap. Check answers as a class.

3 hours 1 seconds 2 minutes 5 weeks 6 days 4 days

→3 Grammar [5-10 minutes]

can: ability

- Write the heading on the board and translate. Read the examples aloud. Write some example sentences on the board, eg I can swim, You can't jump two metres. Read these aloud and get class repetition. Make sure they pronounce the long /a/ sound in can't.
- Ask questions requiring short answers, Can you swim? etc.

- Ask volunteers to read the sentences. Explain that each gap needs to be filled with either Yes, I can or No, I can't. Allow a minute or two for students to read the sentences again and write their answers.
- Check answers orally by asking each question to several different individuals.

В

- Explain that each gap needs to be filled with either *can* or *can't*. Allow a minute or two for students to read the sentences and write their answers.
- Check answers to each question orally by asking several students to read their answers.

C

- Say Look at the pictures in C. Ask Who can you see? Elicit the answers Spiderman, Nio from The Matrix and Lara Croft. Ask questions about Spiderman, Can he run fast? Can he lift a car? Can he jump two metres? etc. Get students to tick or cross each column as they answer. Repeat for the other two people. Allow some discussion about what exactly Spiderman, etc can do. Let students disagree as long as they do it in English!
- Once the students have completed their tables, tell them to work in pairs. Each partner chooses a character and describes what he or she can/can't do. Walk around listening and helping.
- Ask volunteers to choose a character and talk about him/her to the class.

Possible answers

	run	lift a car	jump	fly	climb
	fast		two metres		buildings
Spiderman	1	Χ	1	Χ	\checkmark
Nio	1	1	1	Χ /	$\times///$
Lara Croft	1	Χ	1	X	X //

→ 4 Vocabulary [5-10 minutes]

- Say Read the sentences. Allow a minute for the class to read quietly. Then ask Do you know all the words? Translate or explain any new words and make a note of them on the board, eg basket, touch, king, queen.
- Allow a minute for students to think. Read the sentences aloud and ask volunteers to suggest the name of the game.
 Students then match the sentence to the correct picture.

Answers

- 1 There are two baskets.
- 2 Only two can play.
- 3 You can't touch the ball.
- 4 There is a king and queen.
- **5** There are two or four players.
- There are two or roar players
- 6 You can learn new words.

basketball backgammon (or chess)

football

chess

tennis

Scrabble

→ 5 Speaking

- Ask several students Can you play backgammon? Say Now you ask. Invite volunteers to choose a person and ask him/her the same question, eg (Kristina) asks (Tassos) Can you play backgammon? Repeat this with several other students. They may ask you, too!
- Continue with the questions from the table. Start off by choosing a student. Say Play tennis ... Nikos, ask Dimitris.
 (Nikos) asks (Dimitris) Can you play tennis? Tell Nikos to write Dimitris' name in the box. Depending on what Dimitris says, Nikos puts a tick or a cross. Choose several more students to ask and answer, and instruct them what to write.
- Allow two or three minutes for students to ask each other the questions and fill in the answers.
- Ask for suggestions for activity 7. Write suggestions on the board and allow students to choose. Examples may include ski, lift 50 kilos, play volleyball, ride a horse, etc.
- Now ask individuals to say sentences according to what they have written, eg Maria can play tennis, Dimitra can't play chess.

→ 6 Writing [10 minutes]

Remember this!

- Go through the examples with the class and remind students that they can use and and but to make longer sentences.
- Ask individual students *Can you ski?* Find two students who can ski and write an example phrase on the board. *Yannis and Yiota can ski*. Underline *and*. Explain that they can both do the same thing.
- Find two students who can't ski and add a second phrase to the sentence, *Yannis and Yiota can ski, but Michalis and Vicky can't*. Underline *but*. Explain that the word *but* shows us that something is NOT the same.
- Ask three volunteers to read the examples. Explain that they should use these types of sentences in their writing. Tell them to look back at their completed tables in ex 5 and use the information there to write three sentences about people in their class. Point out that they can choose any three activities to make their sentences.
- If possible, allow students to make a start on the writing in the classroom. Walk around helping and checking as they do. Any work that is unfinished can be completed at home.

Smash facts

• If you have an orange in your bag, ask *Can you smell orange?* Sniff the air as if you can smell something delicious. Take the orange out of your bag and say *What a fantastic smell!* Offer it to one or two students to smell. Read out the *Smash facts*. Ask a few volunteers *What's your favourite smell?* (they can answer in English or Greek).

В	Write	can	or	can't	for	you.
---	-------	-----	----	-------	-----	------

1	1	swim.	4	Ijump 2 metres.
2	1	lift 100 kilos.	5	Irun 100 metres in 20 seconds
2	1	al.:		

C Talk about these people. Use can or can't and these verbs. Tick (\checkmark) or cross (X) the boxes.

	run fast	lift a car	jump two metres	fly	climb buildings
SPIDERMAN					
Nio					
LARA CROFT					

4 Vocabulary: Sports and hobbies

Look at the pictures. Which game is it?

- **1** There are two baskets.
- 2 Only two can play.
- **3** You can't touch the ball.
- **4** There is a king and queen.
- **5** There are two or four players.
- **6** You can learn new words.













Find someone who can or can't do these things. Complete the questionnaire. Add one question of your own.

ı	tennis

Can you play backgammon?

	^.		
	Find someone who can	Name	(✓)/ (X)
1	play tennis.		
/ 2	play chess.		
/3 /	play Scrabble.		
4	play basketball.		
5	ride a bicycle.		
6	play football.		
7			
	3 4 5	 play tennis. play chess. play Scrabble. play basketball. ride a bicycle. 	 play tennis. play chess. play Scrabble. play basketball. ride a bicycle.

footbal

6 Writing

Remember this! / and/but

John and Helen can play Scrabble. I can play tennis (✓), **but** Maria can't (✗). I can't play chess (✗), but Peter can (✔).

Write about you and your classmates, using the information in the questionnaire.

(D	
110 wou	know
D b g b tt	707(000

Smash facts

People can smell 10,000 things. A dog can smell 100,000 things.

Smashtown Language School, 2010

Miss Jones is angry.

schti

1 Reading

A Do you remember Episode 1?

- 1 The name of the new English teacher is:
- **2** The names of the pupils are:
- The name of the director is:

Listen and read.



Miss Jones: Who are you and why are you on the desk? Carla: My name's Catwoman. I'm climbing a tree now.

Mr Chip: Miss Jones, can I explain?

Miss Jones: Mr Chip! Are you teaching English here or

are you playing games?

Mr Chip: Sorry, Miss Jones. We're ... rehearsing. **Miss Jones**: Rehearsing? And you, who are you? Hans: I'm Spiderman and I'm climbing walls.



Cheng: I'm Tarzan. I'm King of the Jungle. Can I speak to you in monkey language?

Miss Jones: No, you certainly can't, young man!



Jeanne: 'I'm in love with you ... you're in love with me ...'

Miss Jones: Is this pupil listening to a Walkman in class, Mr Chip?

Mr Chip: She's Britney Spears. She's learning a song. It's in the show. **Julia**: Mr Chip, can I be a singer, too?

Jeanne: 'It's a lovely day ...' **Cheng**: I'm the King of the Jungle.

Carla: I'm climbing Big Ben.



Miss Jones: Mr Chip, can I see you in my office later, please?

Mr Chip: Yes, Miss Jones.

C Answer the questions.

- **1** Who's standing on the desk?
- **2** What's Spiderman climbing?.....
- **3** Who's singing a song?
- **4** Is Mr Chip listening to a Walkman?
- **5** Is Miss Jones happy?

Remember this! | can: permission

Can I be a singer? Can I play outside? Can I leave the room? Can I wash my hands?

Sound natural!

Don't say: I can (kan) speak. Say:

I can (kn) speak!

and say: Yes, I can (kan).

/ No, I can't (ka:nt).

D Take part. Act out the dialogue.

Lesson Three -> Sketchtime!

Smashtown Language School, 2010: Episode 2

Aims

To extend practice in reading and speaking skills

→Language focus

can (permission); present continuous negative, questions and short answers

→ New vocabulary

I'm in love, certainly, climb, play, learn, listen to, ride

→ Materials

Suitable masks or costumes for Catwoman, Spiderman, Tarzan; earphones and/or microphone for Britney Spears, beard for Mr Chip, glasses for **Miss Jones**

>Warm up [5 minutes]

• Say Open your books at page 20. Ask questions about the pictures, eq 1 Is there a woman in the classroom? Is there a girl on the desk? 2 Is Miss Jones on the desk? 3 Are there two people on the desk? 4 Who is the teacher?

→1 Reading [10 minutes]

• Read out the questions and ask volunteers for the answers. Write the answers on the board for the class to copy. Ask the class if they can remember who is acting which role in the school play.

Answers

1 Mr Chip 2 Carla, Hans, Cheng, Julia, Jeanne 3 Miss Jones

- Say Listen and read. Play the CD/cassette. Stop at the end of each section. Ask Do you understand all the words? Encourage students to read out any words they don't understand. Explain or translate any new words, eq explain, jungle, monkey, language, certainly, in love, show.
- Say Listen again. Play the CD/cassette again while students follow in their books.

- Read the guestions. Make sure the class knows all the words,
- Read out the first sentence and get a volunteer to provide the answer.
- Allow a few minutes for students to write their answers, then check them as a class.

Answers

- 1 Cheng and Carla/Tarzan and Catwoman 2 walls
- **3** Jeanne
- 4 No (he isn't).

Remember this!

- Ask four volunteers to read out the questions. Explain that we use these questions when we ask another person if it's OK to do something.
- Write some more verbs on the board and ask volunteers to ask permission to do things, eg open, close, sit, go, watch, read, write, play. Point out that we often use please before or after the main phrase in these types of sentences, eg Can I watch TV, please?

Sound natural!

• Read out the instructions. Practise saying the phrases aloud as a class. Pay attention to pronunciation of can and can't.

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

SExtension

Invite seven volunteers to take the speaking parts. Assign roles and give them any props you have managed to bring in. The actors come up in pairs/groups to act out each of the four scenes.

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

→2 Grammar [5-10 minutes]

Present continuous: negative

• Read the negative forms aloud. Remind the class that an apostrophe replaces a letter in the short forms.

A

- Say *Read the sentences. Write about you.* Remind students that the present continuous refers to now. Explain that sentences can be affirmative or negative, eg *I'm listening to the teacher.* or *I'm not listening to the teacher.*
- Allow a few minutes for students to write about themselves.
 They may talk quietly to a partner if they wish. Walk around helping where necessary.

Answers

- 1 'm listening / 'm not listening
- 2 'm reading / 'm not reading
- 3 'm doing / 'm not doing
- 4 'm looking / 'm not looking
- 5 'm learning / 'm not learning
- 6 'm listening / 'm not listening

Present continuous: questions / short answers

• Read out the example questions. Remind the class that word order changes for a question. Read out the short answers.

B

- Ask students to make three or four questions orally, using the verbs from ex 2A. Ask other students to answer each question. Write each question and answer on the board.
- Erase the writing from the board. Allow students several minutes to write six questions of their own to ask a partner. Walk around checking and helping where necessary.
- In pairs, students take it in turns to ask their partners a question. Walk around listening and making sure they use short answers correctly.

→3 Vocabulary [5 minutes]

- Say Read A and B, then match the verbs in A to a word in B.
 Explain that there is more than one correct answer, eg play basketball / the piano / a game / a song.
- Ask individuals for a pair of words and ask a question using the words given, eg read/comic – Are you reading a comic? Do this for several pairs of words and elicit answers.

SExtension

In pairs, students take it in turns to ask and answer questions using their pairs of words. Walk around listening and helping,

→ 4 Speaking [5 minutes]

- Invite a student to the front and give him/her an action to mime, eg *reading a comic / listening to a song.* Use a student who is reasonably confident, but not necessarily a fluent speaker.
- The rest of the class try to guess the action by asking questions, eg *Are you reading a book?* The 'actor' must answer with *No, I'm not.* or *Yes, I am.* Repeat the activity with as many students as possible.

→ 5 Writing [5-10 minutes]

- Point to the picture and ask *What can you see?* Encourage students to make as many different types of sentences as possible, using language from the last couple of units, eg *I can see a town/city. There are people and dogs in the park. There are trees and a lake.*
- Provide any new words the students may need, eg mobile phone, pond/lake. Focus on the present continuous form by pointing to individual people or animals and ask What's he/ she/it doing?
- Tell students to choose six people/animals and write about what they are doing. Allow plenty of time for them to decide and write. Walk around helping where necessary.
- Ask individual students to read out one of their sentences.

Possible answers

Kim is running (in the park).

Sue is listening to a Walkman.

Joe is playing basketball.

Jim is riding a bike.

Tom is talking on a mobile phone.

Spot is sitting on the grass.

Fritz and Rex are swimming.

A person is walking in the park.

2 Grammar

Present continuous: negative

	negative	
I am not You are not He/She/It is not We/They are not	I'm not You aren't He/She/It isn't We/They aren't	learning Chinese.

A Write true sentences about you.

1	1	(listen) to the teacher.
2	I	(read) a book now.
3	1	(do) a grammar exercise.
4	1	(look) at the blackboard.
5	1	(learn) the present continuous.
6	1	(listen) to a Walkman.

Present continuous: questions / short answers

	question	n
Am	I	
Are	you	1 . 12
Is	he/she/it	learning French?
Are	we/they	
	short ansv	ver
Yes, I am.	. / No, I'm not.	
Yes, he is. / No, she isn't.		
Yes, they	are. / No, they aren't.	

B Make questions. Use the verbs from A and 'you'. Ask and answer with a partner. Give short answers.

Are you listening

	to the teacher?	Yes I am. / No, I'm not.
1		
2	\rightarrow	
3		
4 5		
6		

yes I am. /

3 Vocabulary: Activities

Match to make phrases.

Α	В
	English
play	a song
	a Walkman
read	the piano
	the teacher
learn	a game
	a book
listen to	basketball
	Chinese
sing	a comic

4 Speaking

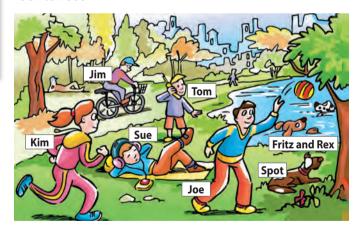
Guess the activity.

Are you playing football?



5 Writing

Look at the picture. What can you see? Write six sentences.



1	
2	
3	
4	
5	
6	

sma\$hmag

Hobbi

What are these people doing? Write the missing verbs.



- She's in the car.
- She's in the park.
- She's a bicycle.
- She's a hamburger with chips and tomato sauce.
- She's TV and popcorn.
- She's football.
- She's to music.
- 8 She's her favourite comic.



A Listen to the interview with Tanya. Which photos does she mention? Put (T) next to them.

3

- B Listen again. Correct the things Tanya says.
- 'Girls can't play football'.
- 2 'I'm walking in the park.'
- 'I'm forty years old.'
- 'I'm riding my horse.'

3: Keypals

Read this e-mail message to Smashmag. Which pictures does Myriam talk about? Put (M) next to them.

New Message

Subject:

Hi Smashmag,

I'm writing from Mexico. I'm eleven years old. I'm a great fan of Smashmag. I'm learning English and Smashmag is a great help. I'm sending you three photos (attached). In the first one, I'm in Mum's car and I'm going to school. In the second picture, I'm in McDonald's. I'm eating my favourite food: hamburger and chips. In the last picture, I'm watching my favourite programme. Can you see that bowl? That's popcorn ... mmm ... delicious! You can see my favourite hobbies are food and TV!

Love, Myriam

B Answer the questions.

- 1 Where is Myriam from?
- 2 What is she learning?
- **3** What is her favourite food?
- What are her hobbies?

Smashmag Hobbies

>Warm up [5 minutes]

• Write the word Hobbies on the board and translate. Tell the class one or two hobbies you have or used to have. Ask various students what they like doing and provide English translations for some of their hobbies, eq dance classes, reading, making things, collecting postcards/stamps/badges, playing computer games, gymnastics.



- Explain that today you are going to find out about people's hobbies in Smashmag.
- Say Open your books at page 22. Look at the photographs.
- Point to each photo in turn and ask individual students What's she doing?
- Demonstrate how to do the activity by showing where to write the missing verbs. Allow a minute or two for the class to write all the verbs.
- Check answers as a class.

Answers

1 riding 2 jogging/running

3 riding 4 eating 5 watching, eating 6 playing 8 reading **7** listening

2 Smashmag Radio Link



 Explain that the class will hear a girl called Tanya talking about three of the photos. Say Listen and write T next to three photos. Play the CD/cassette. Stop after each section. Students should write T next to the three photos that Tanya describes.



Tapescript

Smashmag: Tanya, where are you from?

Tanya: I'm speaking to you from Germany, but I'm from Vienna in Austria.

Smashmag: OK. How old are you, Tanya?

Tanya: I'm ten years old. I'm a great fan of Smashmag and my hobbies are photography and sport. I'm football crazy.

Smashmag: So, football is not just for boys?

Tanya: No, it isn't. Girls can play soccer, too. I'm sending a picture. I'm jogging in the park. I'm keeping fit; that's important for a football player. In the other picture, I'm riding my bike.

These three photos are mentioned: 2, 3, 6

- Ask four volunteers to read the sentences. Say Listen again and correct the sentences. Play the CD/cassette. Pause after each section to allow time for writing.
- Invite individuals to read out their sentences or come and write them on the board.

2 I'm jogging in the park. **1** Girls can play football.

3 I'm ten years old. 4 I'm riding my bike.

Keypals

 Say Read the e-mail from Myriam and answer the question. Allow a few minutes for students to read through the e-mail quietly on their own. Ask Do you know all the words? Explain or translate any unknown words, eg fan, help, popcorn, delicious, food.

Ask several students in turn to read out a sentence each.

These three photos are mentioned: 1, 4, 5

- Explain that students should write the answers to the questions, using the information from Myriam's e-mail.
- Allow students to work in pairs to discuss the answers and write. Choose students from various pairs to read out their answers.

1 Mexico 2 English **3** hamburger and chips 4 food and TV

Unit 2

4 Write in!

A

• Read the list of sports and hobbies aloud and explain any new words. Say *Tick your favourite sports and hobbies from the list*. At this stage they should stick to items on the list.

В

- On the board write My favourite hobby is ... / My favourite sport is ... In pairs, students tell a partner two sentences about their favourite hobbies/sports from the list. Walk around listening and helping.
- Repeat the activity, but this time the class can speak about hobbies/sports that are not on the list. Spend a few minutes first checking that everyone knows the vocabulary for things they want to talk about.

C

- Explain to the class that it is their turn to write an e-mail, using the outline provided. Ask volunteers to read the text aloud, as it is.
- **(Optional)** If you think your class may struggle with the writing task, help them by writing an example on the board, using your own hobbies. Ask individual students to make suggestions about what you should write, sentence by sentence.
- You may prefer students to write in their notebooks rather than in the Smash Student's Book. Some classes may benefit from doing a rough draft first. Walk around helping at all stages.

Word chunks

 Read each word/phrase aloud with a strong but natural emphasis. Translate if necessary. Read again and practise class repetition. Students should sound as natural as possible.

Smash hits Dream Team



A

- Say *Listen*. Read out the words from the box. Ask students to translate any words in the box they know. Explain or translate any unknown words, eg *dream*, *far*, *star*.
- Say Find the rhyming words. Complete the example together.
 Say Dream rhymes with ... and elicit the answer team. Write these on the board. Allow a minute for students to find and write the rhyming pairs in the boxes. Check answers as a class.

Answers

dream - team game - train far - star vou - do

B

- Choose three students to read a verse and chorus aloud each. Help with pronunciation of any unknown words. Ask Do you know all the words? and explain any new or forgotten words or phrases, eg We can do it, wait and see, You are getting there, world, peace.
- Say Now write one word from the boxes in each gap.
 Demonstrate by doing the first example as a class. Point out that they should look for rhyming words. Allow a minute or two for students to write their answers.
- Say Listen and check. Play the CD/cassette. Make sure that everyone has the right answers. Write them on the board.

Answers

team star you dream train

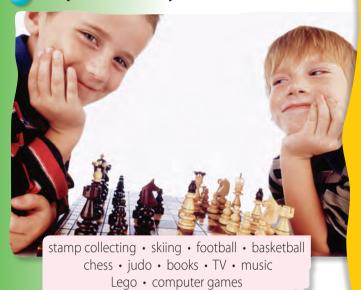
Play the song again. Play each verse twice. Students listen
the first time and join in the second time. Play the song one
more time all the way through with everyone joining in.
Tell students to read through the song and try to learn it at
home.

Smash facts

 Read the information aloud. Ask volunteers to estimate how high they can jump and how far they can jump.

Write in!

A Tick your favourite sports and hobbies.



B Tell your partner.

Dear

Write a message to Tanya or Myriam. Describe your favourite sports and hobbies.

I'm writing from
I'm years old. I am
learning . I'm a great
fan of . My hobby? I'm
crazy about . I can
. My number one favourite
sport is . I'm sending you
photos. In the photos,
I'm

Write soon,

Best wishes,

word chunks

Shall I? Shall we? Shall we listen to a song?

Dream Team



A Match the words that sound the same.

dream • far • team • game • star • train • you • do

dream

B Can you guess the missing words?

We can do it, we can dream
There's a game for you and me
We are playing for our favourite
We can do it, wait and see

You can do it, you can be a

There is nothing you cannot do

You are getting there, it's not far

There's a game for me and

The people of the world can

There's only one sport, one game

We're all playing for the dream team

We're all together on the peace

(Repeat verse two and chorus)

C Listen and check. Now learn the song by heart.

Do you know

Smash facts

Javier Sotomayer from Cuba can jump 2.45 metres into the air. That's really high!

Revision 1

Vocabulary

1 Match the hobbies with the pictures.













a) playing chess

b) reading

c) riding (a bike)

d) running

e) watching television

f) listening to music

2 Write the words in the correct column.

bag • actor • blackboard • cheetah • taxi driver • puma • park • ruler • nurse • street • whale • zoo

School	Animals	Places	People
		1057	
		\wedge	

3 Write the correct word.

He's a

She's a

She's a

He's a

She's a











- 4 Circle the correct word.
- 1 There are 7 days / hours in a week.
- 2 There are 60 minutes in a(n) second / hour.
- **3** There are 365 **weeks** / **days** in a year.

- 4 There are 60 **seconds / hours** in a minute.
- 5 There are 52 days / weeks in a year.

Grammar

- 1 Write a, an or the.
- 1 This is ____ umbrella. It's blue.
- zoo in Regent's Park is great!
- **3** ant is a small, black animal.
- 4 Can I opendoor, please?
- **5** My mum is doctor.
- **6** Madrid is capital city of Spain.

- 2 Correct the sentences.
- 1 There are nine boy in my class.
- 2 My tooths are white!
- **3** The women on the bus is my teacher.
- **4** The childs are in the swimming pool.
- **5** My foots are very big!
- **6** The babies is in bed. Shhh!

Revision

Aims

Revision of structures and language from Units 1-2

→ Method

- There are several ways to work through a revision section. Whichever way you choose, make sure students spend 5-10 minutes reading over the two relevant units in the Smash Student's Book. This can be done at home or at the start of the lesson.
- Students should be able to name the key structures in English and to know the main vocabulary groups they have covered.
- With most classes you need to work step-by-step as usual. Explain each activity, remind them of the grammar and do an example as a class, then allow students to work singly or in pairs. Check each activity as a class as they finish.
- With reasonably confident classes, you may want to briefly explain all the activities, and remind them of the grammar covered. Then allow them to work through the revision section in pairs or groups of three using pencil to note their answers. Walk around helping and then check answers as a class.

Vocabulary [15-20 minutes]

1)

- Say Open your books at page 24. Look at the pictures at the top of the page. Match the hobbies with the pictures. Do the first question together as an example.
- Allow a minute or two for students to write their own answers. Check answers as a class.

Answers

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

- Read the words aloud as a class. Sort the first two words as a
- Allow a minute or two for students to write their own answers. Check answers as a class.

School	Animals	Places	People	
bag /	cheetah	park	actor	
blackboard	puma	street	taxi driver	
ruler	whale	ZOO	nurse	

- Say Look at the men and women in the pictures. What are their jobs? and point to them on the page.
- Allow a few minutes for students to write. They may refer back to the units if they need to check spelling.

• Ask five volunteers to read the sentences aloud. Invite them to write the answers on the board for reference.

Answers

dentist nurse police officer singer

4)

- Read the sentences aloud and check that everyone understands all the key words by asking individuals to translate.
- Read out the first sentence and find the answer together as a class. Allow a minute or two for students to complete this on their own. Check answers by inviting volunteers to write them on the board.

Answers

1 days 2 hour 3 days 4 seconds

Grammar [15-20 minutes]

- Invite a volunteer to come to the board and ask the rest of the class to name the five letters of the alphabet which follow an at the start of a word. The volunteer writes the five letters down. (a, e, i, o, u)
- Remind the class that we use *the* when we have already referred to a particular object before, or when there is only one object.
- Ask six students to read a completed sentence aloud. Ask the class if the sentences are correct.

Answers

1 an 2 The 3 An 4 the 5 a 6 the

2)

- Write some singular words on the board and ask different students to write the plural. Make sure you cover a variety of rules for forming regular plurals and several irregular plurals, eg table, chair, bus, box, desk, baby, man, girl, party, foot.
- Ask six volunteers to read a corrected sentence each aloud. Ask the class if the sentences are correct. Allow several minutes for the class to rewrite the sentences.
- Check answers as a class.

Answers

- 1 There are nine boys in my class.
- 2 My teeth are white.
- **3** The **woman** on the bus is my teacher.
- **4** The **children** are in the swimming pool.
- 5 My feet are very big!
- 6 The baby is in bed. Shhh!

Revision 1

3)

- Briefly revise What's this/that? and What are these/those? by pointing to various objects in the classroom.
- Say Look at exercise 3. Write about each picture. Point out that short forms are used in the answers. Allow a few minutes for the class to complete the writing task. Check answers as a class by asking individuals to read out their questions and answers.

Answers

2 that /'s 3 those / 're 4 these / 're 5 this / 's

4)

- Ask various students' permission to do things using can, eg Can I have your pen, please? Can I open the window? Can I use your book, please?
- Say Look at exercise 4. Write one verb in each question.
- Once the class has done this, say *Now write short answers*. Look at the tick or the cross.
- Ask individuals to read out their questions and answers.

Answers

- 2 Can my friend sing a song, please? No, he/she can't.
- 3 Can we jump on the tables, please? No, you can't.
- 4 Can I drink some water, please? Yes, you can.

5)

- Tell the class to read the text quietly to themselves. Read out two or three sentences and ask individuals to tell you the present continuous form of the verb in brackets.
- Demonstrate by writing the first answers on the board.
 Encourage students to use short forms where possible.
 Allow a few minutes for them to write sentences. Walk around helping where necessary. Check answers as a class.

Answers

- 2 is not winning / isn't winning
- 3 is jumping / 's jumping
- 4 are running
- **5** is jumping
- 6 are holding / 're holding

6)

- Allow several minutes for students to write out the questions in the correct order. Once they have formed the questions, they should write short answers.
- Ask individuals to read out their questions and answers.

Answers

- 2 Can an ant jump 20 metres? No, it can't.
- **3** Can your mum and dad play chess? Yes, they can. / No, they can't.
- **4** Can your grandmother speak English? Yes, she can. / No, she can't.
- **5** Can people lift elephants? No, they can't. / Can elephants lift people? Yes, they can.

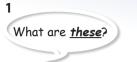
Smashtown Quiz

• Allow one or two minutes for students to choose and circle the answers. Check answers as a class.

Answers

1 a 2 b 3 c 4 c 5 a

3 Look and write. Use this/that or these/those in the question. Use is/are in the answer.





They're pencils.





Ιt a kangaroo.

3 What are



They toys.

What are



They hamburgers.

5 What is

Can I open the

door, please?



Ιt a cheetah.

Look, complete and answer.

open • drink • sing • jump

3

Yes, you can. Can my friend a song, X please?



Can we

tables, please?

on the

5 Complete with the present continuous form of the verb in brackets.

Henry and Harry are 12 years old. They are 'home alone' today and they (1) are playing (play) computer games. Henry (2) (not/win) the game. He's really (jump) on the sofa. Now, angry! He (3) (run) round the Harry and Henry (4) house and the dog, Patch, (5) (jump) with his ball. Look! Here are Mum and Dad!

(hold) a big chocolate cake. 'No, Patch! No!'WHOOPS! Chocolate cake everywhere!

- 6 Put the words in the correct order to make questions. Then write the answers.
- 1 Superman / can / run fast /? Can Superman run fast? Yes, he can.
- 2 an ant / can / jump 20 metres /?
- **3** your mum and dad / can / play chess /?
- **4** your grandmother / can / speak English /?
- **5** people / can / lift / elephants /?



Can you remember?

- 1 Mr Chip is a ...
 - a) teacher.
 - b) doctor.
- c) plumber.
- **2** Jeanne and Julia are ...
 - a) friends. b) twins.
- c) cousins.
- **3** The director's name is ...
 - a) Mr Jones.
- b) Miss Chip.
- c) Miss Jones.
- **4** The Smashkids meet Robin Hood in ...
 - a) London.

 - b) Nottingham. c) Sherwood Forest.
- **5** Little John is ...
 - a) bia.
- b) little.
- c) a footballer.