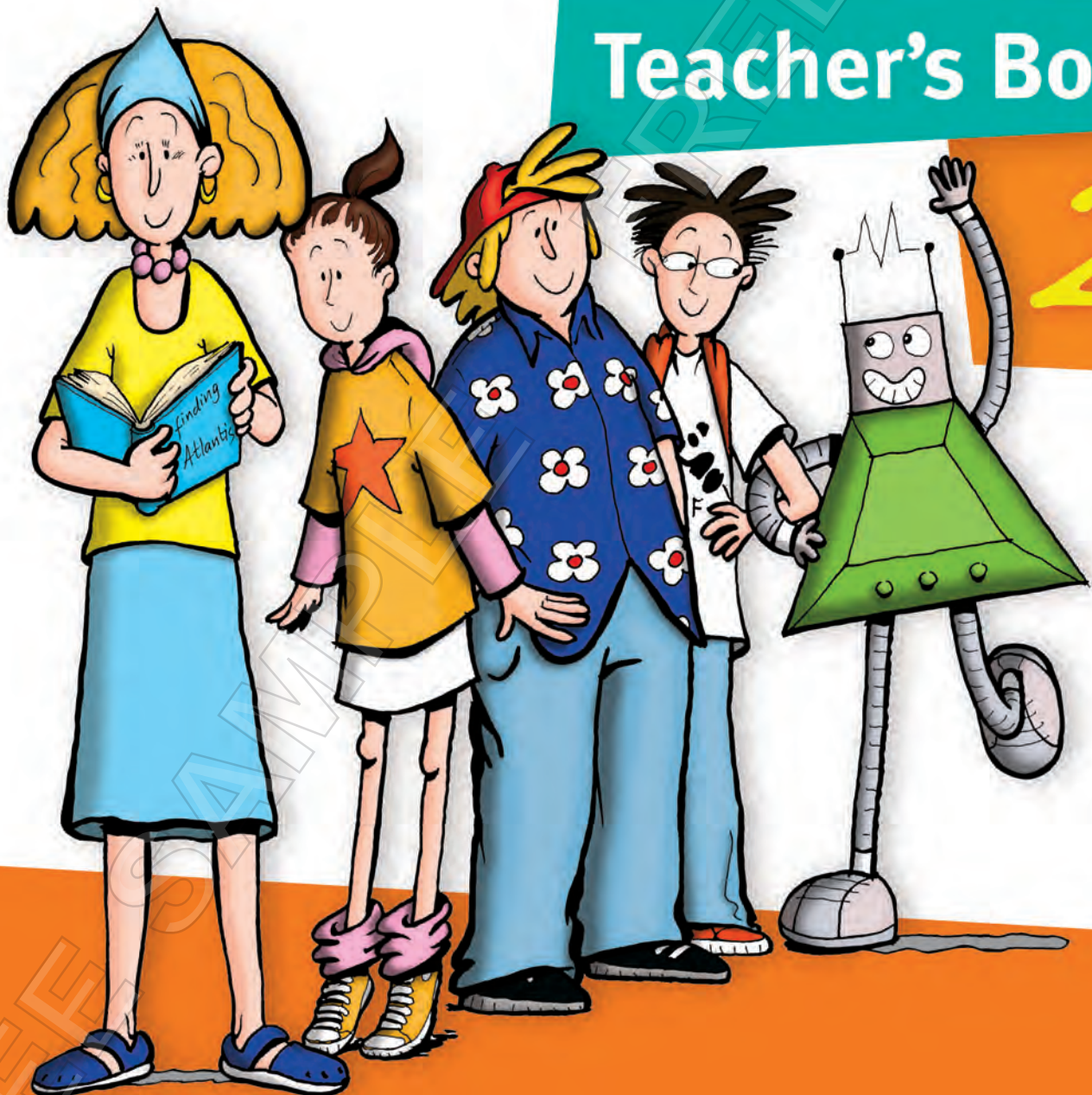


Rob Nicholas

# SMASH

Teacher's Book

2





## Welcome

# Welcome to Smash again!

### Listen and read.

Meet the Smashkids – they're from Smashtown. It's the year 2051. They're beginning a new journey with their teacher Miss Brown. They're looking for the lost island of Atlantis. It was a beautiful, magical island, but was it real? The Smashkids want to find it.

But, they have a problem: Mog, the robot.  
Mog's English is not very good and he has problems with instructions. So, the crew of the Time and Space Machine (TSM) are ... lost!

Meet the crew of the TSM.

Hi, my name's Winston Wizard. I'm 12 years old. I go to Smashstreet School. I like computers, electronic toys, reading and the environment. My hobby is inventing things. My latest invention is Mog - he doesn't work very well, but don't worry, I'm going to fix him. Meet my friend Bob.

Hi, I'm Victoria Winner. I'm 11 years old and I love sport, History and animals. My hobby is travelling in time and space. This is Robert, our Time and Space Machine.

Hello, my name's Miss Brown, Jenny Brown. I'm a Physics teacher at Smashstreet School. I'm organizing the journey. Let me introduce you to my team of young explorers. This is Winston Wizard.

Hello, I'm Bob Smith, they call me Big Bob. I'm 12 years old. I'm a pupil at Smashstreet School. I like mobile phones, space travel, comics and food. My hobby is basketball. This is Victoria Winner, one of my best friends.

Hello. I'm Robert.

## Welcome to Smash again!

### Aims

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

### → Language focus

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

### → New vocabulary

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

### → Materials

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

### > Warm up [5 minutes]

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

### Welcome [10 minutes]



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

### ✳ Extension

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



## 1 What about you? [5 minutes]

### A

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

### B

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

### ✱ Extension

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

## 2 Numbers in my life [10 minutes]

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

### A

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

### B

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

### Answers

1 b 2 a 3 c 4 d

### C

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

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

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

### D



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

**Tapescript** pg 128

### Answers

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

### E

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

# 1 What about you?



## A Write your answers.

- 1 What's your name?  
.....
- 2 Where are you from?  
.....
- 3 Where do you live?  
.....
- 4 How old are you?  
.....
- 5 What are your hobbies?  
.....
- 6 What's your favourite colour?  
.....

## B Ask and answer questions with a partner.



# 2 Numbers in my life

## A Answer the questions. Write the numbers.

- 1 What's your home address? .....
- 2 What's your telephone number? .....
- 3 What's your mobile number? .....
- 4 What's your date of birth? .....
- 5 How many CDs do you have? .....
- 6 How many chairs are there in
  - a) your living room? .....
  - b) kitchen? .....
  - c) bedroom? .....
- 7 How many pictures/posters are there on your bedroom walls? .....

## B Match the telephone number in words with the figures.

- |  |                      |
|--|----------------------|
| 1 Two two five, eight six two  | a 210 6792089        |
| 2 two one oh six seven nine two oh eight nine                                  | b 225862             |
| 3 two three one oh two two one eight four oh                                   | c 2310 221840        |
| 4 double oh four four oh two seven six five two three four five six three four | d 0044 02765 2345634 |

## C Find out the names and telephone numbers of five students in your class. Complete the chart.

Name	Number

## D Write the numbers you hear.

- a .....
- b .....
- c .....
- d .....
- e .....
- f .....
- g .....

## E Add up all the numbers. Do you and your friends have the same number?

# 3 Message to my teacher



## A Complete this form.

- 1 People usually call me .....
- 2 I live in .....
- 3 In class, I like (✓) don't like (X) a) games  
b) vocabulary c) tests d) speaking e) writing.
- 4 In class, I like a) pairwork b) group work  
c) solo work d) listening to the teacher.
- 5 Homework: I a) never b) sometimes c) always  
do my homework.
- 6 Homework: I think we get a) too much  
b) too little c) the right amount.
- 7 Errors: I like the teacher to correct a) all my  
errors b) some errors c) no errors.
- 8 Sports: I like a) basketball b) football  
c) tennis d) volleyball e) other.

## B Complete the questions for 1-8.

- 1 ..... do people usually call you?
- 2 Where .....
- 3 What ..... like doing in class?
- 4 Do you like .....
- 5 Do you always .....
- 6 Do you think ..... homework?
- 7 Do you like the teacher to .....
- 8 What sports do .....

# 4 Nationalities

Where are you from?



## The Members of the European Union

	Country	Nationality
1	Britain	British
2	France	French
3	Germany	
4	Holland	
5	Italy	
6	Denmark	
7	Belgium	
8	Sweden	
9	Greece	
10	Spain	

## A Complete the chart.

## B Do you know the other countries in the European Union?

## C Complete with the correct word from the chart.

- 1 Antonio Banderas is from .....  
He's .....
- 2 Pizza is from .....  
It's .....
- 3 Sakis Rouvas is .....



## D Do you know any famous people from other countries?



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

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

#### A

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

#### B

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

#### Answers

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

### 4 Nationalities [10 minutes]

#### A

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

#### Answers

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

#### B

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

#### C

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

#### Answers

- 1 Spain, Spanish 2 Italy, Italian 3 Greek

#### D

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

#### Extension

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

## 5 School subjects [5 minutes]

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

### Answers

1 20 2 12 3 15

## 6 Ordinal numbers [5 minutes]

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

### Answers

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

## 7 Classroom language [5 minutes]

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

### Answers

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



## 5 School subjects

### Marks last year

	Winston	Victoria	Bob
Maths	20	15	12
English	20	19	18
Geography	20	11	9
History	20	13	10
Physics	20	18	16
Chemistry	20	15	11
Biology	20	20	14
Sports	10	20	12

- 1 Last year, Winston's mark in Maths was .....
- 2 Last year, Bob scored ..... in Maths.
- 3 Last year, Victoria got ..... in Maths.

## 6 Ordinal numbers

Winston, Victoria or Bob? Look at the marks they got last year.



- 1 Who came first in Maths? .....
- 2 Who came second in Geography? .....
- 3 Who came third in History? .....
- 4 Who came first in Chemistry? .....

## 7 Classroom language

Who says these things in class, the teacher (T) or the pupils (P) or both (B)?

Who says ...

Good morning.	B
Did you have a nice weekend?	
Open your books.	
Close your books.	
Can I ask a question?	
Can I leave the room?	
Can I leave early?	
Be quiet!	
Don't be noisy!	

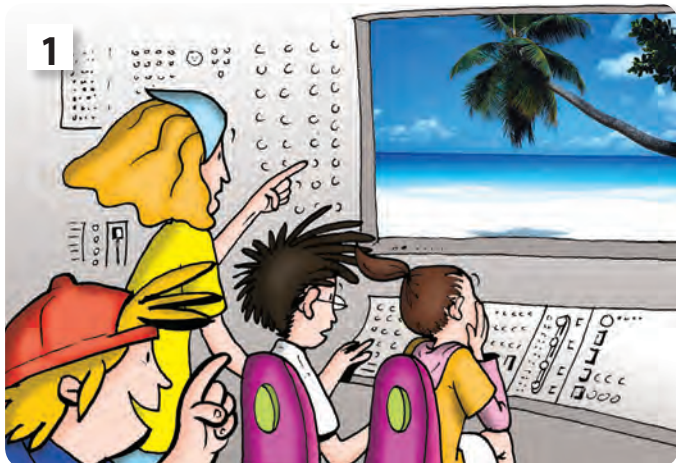
What does that mean?	
How do we say that in English?	
Don't forget your homework!	
Do we have any homework?	
Put your hands up.	
I haven't got a pencil.	
Have you got your homework?	
I don't understand.	
Can you repeat that, please?	

## Lesson One

## Is this Atlantis?

## 1 Reading

Listen and read.



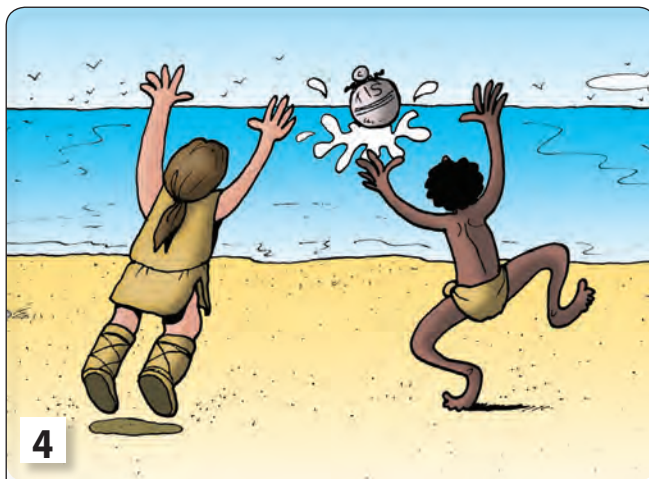
**Miss Brown:** Hmm. I don't think this is Atlantis, is it Winston?  
**Winston:** Sorry, Miss Brown, I think Mog got it wrong.  
**Victoria:** It's not Atlantis but wow, it's beautiful! Let's go!  
**Bob:** Look at those coconuts! Mmm, delicious!  
**Winston:** Hey! Who are they?

**2** Robinson Crusoe's ship sinks – he is on a desert island. He thinks he is alone but one day he is hunting on the beach – he is chasing a goat when he sees some footprints in the sand. There's another person on the island.



**Robinson:** Good morning. Do you speak English?  
**Friday:** *Handina Kūnzweisisa*  
**1)** .....  
**Robinson:** Hi, my name's Robinson. Robinson Crusoe. What's your name?  
**Friday:** *Yoruba* **2)** .....  
**Robinson:** Pleased to meet you. I'm from England. Where are you from?  
**Friday:** *Ndinobra pano. Ndinogora panyanza pano.*  
**3)** .....  
**Robinson:** What do you do all day, here on the island?  
**Friday:** *Ndinovedzahore nekud higidha* **4)** .....

**Robinson:** Let me see. What day is it today? It's Friday. I'm going to call you Friday, OK?  
**Friday:** Friday, OK.  
**Robinson:** Friday, come and see my house. It's not a big house, it's a little hut.  
**Friday:** It's a hut?  
**Robinson:** Great. You're learning English. Good. This is my house, my hut.  
**Friday:** *Imba iyi yakanaka*  
**5)** .....  
**Robinson:** Every day, I sit under the tree and I look at the sea. I'm waiting for a ship. I want to go home.  
**Friday:** Go home.



**Friday:** Look! There's a ship.  
**Robinson:** A ship! Yes, but it's not in the sea - it's in the sky. That's amazing. Help, help! Stop, stop!  
**Friday:** Help, help! Stop, stop!

Take part. Act out the dialogue.



## Lesson One → Is this Atlantis?

### Aims

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

### → Language focus

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

### → New vocabulary

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

### → Materials

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

### > Warm up [5 minutes]

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

### → 1 Reading [10 minutes]



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

### ✦ Extension 1

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

### ✦ Extension 2

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

## →2 Comprehension [10 minutes]

### A

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

### Answers

1 d 2 c 3 b 4 e 5 a

### B

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

### Answers

1 c 2 d 3 a 4 b

## →3 Grammar [10-15 minutes]

### Present simple

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

### Present continuous

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

#### Remember this!

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

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

### A

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

### Answers

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

### B

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

### Answers

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

## →4 Speaking and writing

[10 minutes]

### A

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

### B

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

### C

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

### Pronunciation file page 98

#### Smash facts

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



## 2 Comprehension

### A Read the text again and match Friday's answers with Robinson's questions.

- a It's a very nice house.  
b I'm from here. I live on this island.  
c My name's Yoruba.  
d I don't understand.  
e I catch fish and I swim.

### B Match.

- |             |                                       |
|-------------|---------------------------------------|
| <b>A</b>    | <b>B</b>                              |
| 1 sand      | a the opposite of together            |
| 2 hut       | b a word for nice food                |
| 3 alone     | c there is a lot of this on the beach |
| 4 delicious | d a very small house                  |

## 3 Grammar

### Present simple

We use the present simple for:

- things that happen again and again (habits/routines).

*She gets up at 8 o'clock every day.*

*I don't get up early at weekends.*

*What time do you usually get up?*

- things that are generally true.

*Dolphins live in the sea.*

### Present continuous

We use the present continuous for actions happening now.

*They're having an exam at the moment.*

*She isn't sitting down now.*

*Are you having dinner now?*

*What are you doing?*

### Remember this! Time expressions

in	July / December / the summer / winter
on	Mondays / Tuesdays ...
at	five o'clock / 12 o'clock / weekends
every day	
always	usually sometimes never
now	at the moment

### A Complete these sentences with the present simple or present continuous.

Tom / visit / his grandmother / on Sundays.

*Tom visits his grandmother on Sundays.*

- 1 I / watch / TV / at the moment.

- 2 My mum / not do / any sport / at weekends.

- 3 My dad / learn / English / now.

- 4 I / always / have a shower / at 8 o'clock.

### B Look at these answers and complete the questions.

- 1 They're staying on Robinson Crusoe's island.

Where .....

- 2 No. He doesn't speak English.

Does Friday .....

- 3 He lives in England.

Where .....

- 4 He catches fish.

What does .....

- 5 He's learning English.

What is .....

## 4 Speaking and writing

### A Match to make short dialogues.

#### A

Good morning.

Do you speak English?

What's your name?

Where are you from?

What's your phone number?

How old are you?

When's your birthday?

#### B

Good morning.

In August.

Yes, I do.

I'm 12.

My name's Robert.

I'm from China.

2310 235236

### B Practise the dialogues with your own answers.

### C Now write a short paragraph about you.

Pronunciation file page 98

Did you know?

### Smash facts

Robinson Crusoe was a real man, Alexander Selkirk. His island was Juan Fernandez in the South Pacific. He lived there from 1704 to 1709.

## 1 Reading

A Do this Atlantis quiz.

B Read and check your answers.

# Atlantis:

## a lost Paradise

### WHAT DO YOU KNOW ABOUT ATLANTIS?

- 1 Atlantis was  
a) a real island      b) just a story      c) perhaps real.
- 2 Atlantis was  
a) very dangerous      b) very poor      c) very rich.
- 3 Which Greek philosopher mentions Atlantis for the first time?  
a) Plato      b) Aristotle      c) Socrates
- 4 Atlantis was like  
a) a paradise      b) a mountain      c) a desert.

The ancient Greeks told stories about the lost island of Atlantis. Over 11,000 years ago there was an island in the middle of the Atlantic Ocean. They said it was a perfect place, 1) \_\_\_\_\_ where people were rich and powerful.

Atlantis was the land of Poseidon, god of the sea. When Poseidon fell in love with Cleito, he built a beautiful house for her at the top of a hill in the middle of the island. Cleito had five twins: ten boys. They became the first rulers of Atlantis. Atlas was the 2) \_\_\_\_\_ of Atlantis.

For many years, the Atlanteans lived simple,

good lives. But slowly they began to change.

They were greedy and wanted more and more things. They became 3) \_\_\_\_\_. Zeus decided to punish them. One day, there was a storm and the island and its people sank.

What happened to Atlantis? Some people say Atlantis is in the Azores Islands in the Atlantic Ocean. Some people say it is really the island of Santorini in the Aegean. Finally, some people say Atlantis never existed. It was just an idea in Plato's 4) \_\_\_\_\_.

Today, many people 5) \_\_\_\_\_ there really was an Atlantis and they go on journeys to find this lost paradise.

C Read the text again and put in the missing words or phrases.

- a head
- b bad people
- c a paradise
- d first king
- e believe

D Listen and check your answers. 

E True (T) or false (F)?

- 1 The people of Atlantis were weak. ....
- 2 Cleito had a lot of children. ....
- 3 Zeus punished the people of Atlantis because they were strong. ....
- 4 We know where Atlantis was. ....

F Find words in the text that mean:

- 1 very good, with no problems .....
- 2 strong .....
- 3 with a lot of money .....
- 4 two children born at the same time to the same mother .....
- 5 someone who controls a country .....

## 2 Word pool: Family

How many pairs of words can you make from the following?

mum and dad

mum • father • mother • brother • aunt • sister  
uncle • godfather • grandmother • nephew • niece  
stepfather • stepmother • dad • godmother • grandfather



## Lesson Two → The real Atlantis

## Aims

Talking about places and events in the past

## → Language focus

Past simple; time expressions

## → New vocabulary

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

## → Materials

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

## &gt; Warm up [5 minutes]

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

## → 1 Reading [15-20 minutes]



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

## A

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

## B

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

## Answers

1 c 2 c 3 a 4 a

## C

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

## D

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

## Answers

1 c 2 d 3 b 4 a 5 e

## E

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

## Answers

1 F 2 T 3 F 4 F

## F

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

## Answers

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

## → 2 Word pool [5 minutes]

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

## Answers

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

## →3 Writing [10 minutes]

## A

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

## B

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

## →4 Grammar [10 minutes]

## Past simple

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

## Remember this!

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

## →5 Listening [10 minutes]



## A

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

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



## Possible answers

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

## B

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



## Tapescript pg 128



## Answers

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

## →6 Speaking [5 minutes]

## A

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

## B

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



### 3 Writing

#### A Write about someone in your family.

*She works hard, she drives a car, she cooks, she loves me a lot, she's 36 years old. (Mum)*

#### B Work with a partner. Read out your descriptions. Guess who your partner is describing.

### 4 Grammar

#### Past simple

We use the past simple for finished actions in the past.

##### regular verb + ed

*I visited Jim a week ago.*

*I saw Sue last night.*

(see page 113 for irregular verbs)

##### didn't + verb

*I didn't go to school yesterday.*

##### did + subject + verb?

*Did you watch the football match last night?*

*Yes, I did. / No, I didn't.*

#### Remember this!

##### Time expressions

five minutes / a week / a year ago  
last night / Tuesday / week / month / winter  
yesterday / yesterday morning/evening/night  
on Monday / in 2004

#### Write sentences in the past simple.

#### When did you last *see* / *visit* / *speak to* / *play with* the people in brackets?

*I saw my grandmother last week.*

(grandmother / grandfather)

1 .....

(sister / brother)

2 .....

(aunt / uncle)

3 .....

(godmother / godfather)

4 .....

(mum / dad)

### 5 Listening

## Fact file: Paradise islands



#### A Match the information with the photos:

- |                        |                           |
|------------------------|---------------------------|
| 1 looks hot            | 2 an exciting place       |
| 3 a peaceful place     | 4 very exotic             |
| 5 it's got great shops | 6 it's got high mountains |
| 7 it's not very hot    |                           |

#### B Listen and complete the chart.

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

### 6 Speaking

#### A Talk to your partner about a visit to a place. Use these sentences to help you.

- Where did you go?
- When did you go?
- Who did you go with?
- Was it a big place or a small place?
- What was the weather like?
- What did you do a) in the morning b) in the afternoon c) in the evening?

Where did you go?

I went to Crete.

#### B Now tell the teacher about your partner.



# Swiss Family Robinson

## 1 Reading

**A** Can you guess what happened to the Swiss Family Robinson?



**B** Read the text and check your answers.

## Shipwrecked!

A family were on their way to New Guinea; there was a storm and their boat sank. They were shipwrecked on a tropical island. It was a desert island and it was very beautiful, with lots of trees and water. They were alone on the island but there were pirates on the other islands. They were dangerous men.

The Swiss Family Robinson built a home; it was a huge tree house with a living room, bedrooms, kitchen and cupboards. The children explored the island; they saw lots of wild animals but they were not dangerous. They were friendly animals. It was like paradise.

But they had adventures.

One day the pirates came and attacked the Robinsons. But the children weren't afraid of the pirates. They helped their parents and the pirates went away.

They all worked, parents and children: they collected firewood, they made a fire, they cooked and cleaned.

**C** Read the text again. Who did these things?

- 1 They built a tree house. ....
- 2 They explored the island. ....
- 3 They were friendly. ....
- 4 They were dangerous. ....
- 5 They attacked the island. ....
- 6 They weren't afraid. ....

**D** Complete with these words from the text in the correct form.

build • collect • attack • sink

- 1 There was a storm and the ship .....
- 2 They ..... a big bridge and they crossed the river.
- 3 The pirates ..... the people on the island.
- 4 Sam ..... some firewood from the beach.

## 2 Word pool: In the home

Father, Mother, Fritz, Ernst and Francis invite you to visit their home.



**Label the picture. Use these words:**

living room • dining room • bedroom • kitchen  
cupboard • wardrobe • chair • armchair • sofa  
stairs • balcony

## Lesson Three → Storytime

## Swiss Family Robinson

## Aims

Talking about present and past situations and events

## → Language focus

State verbs; past tense verbs

## → New vocabulary

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

## → Materials

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

## &gt; Warm up [5 minutes]

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

## → 1 Reading [10-15 minutes]

## A

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

## B

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

## C

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

## Answers

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

## D

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

## Answers

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

## → 2 Word pool [5 minutes]

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

## Answers

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

## ✳ Extension

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



## →3 Grammar [10 minutes]

## State verbs

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

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

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

## Answers

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

## →4 Writing [15 minutes]

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

## A

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

## Answers

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

## B

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

## Answers

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

## Remember this!

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

## C

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

## D

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

## Sound natural!

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

### 3 Grammar

#### State verbs

These are action verbs:

come • learn • go

These are state verbs:

be • know • believe • dislike • hate • love • notice • own  
remember • see • seem • smell • think • understand  
want • wish • taste

State verbs do not usually have an *-ing* form.

*I'm learning English.* (✓)

*I'm knowing English.* (X) *I know English.* (✓)

**Underline the correct verb form in these sentences.**

- 1 I love / I'm loving ice cream.
- 2 Ice cream is tasting / tastes delicious.
- 3 I learn / I'm learning French and English right now.
- 4 I hate / I'm hating tests.
- 5 I'm knowing / I know two languages.

### 4 Writing

**A Read Francis Robinson's diary. When does he do these things?**



Francis Robinson:

A day on the island.

In the morning, I always get up early and I go swimming. We don't have a shower or bathroom, so I wash in the sea. It feels fresh. The water's cold, but I love it.

At 11 o'clock, I usually feel hungry so I have breakfast. I drink milk. There are coconuts on the island. The coconut milk tastes delicious.

I have lunch at midday.

At one o'clock, I check my messages.

page 10

I don't often have any. When I do have a message I write back and put it in the bottle.

in the afternoon i go fishing in the evening i go for a walk along the beach sometimes i walk in the forest or i climb the mountain i look at the horizon i look for a ship we like it here but we want to go home

page 11

**Remember this!**

in the morning / the afternoon / the evening  
at mid-day / lunchtime / dinnertime

**B Read the last paragraph again and add CAPITAL LETTERS, full stops (.) and commas (,).**

**C Answer the following questions about your day.**

What time do you ...

wake up? .....

have breakfast? .....

go to school? .....

have lunch? .....

go to bed? .....

In the morning I usually wake up at ...

**Sound natural!**

**Don't say:**

I - get - up -  
at - seven

**Say:**

I get up at seven





# Famous mystery islands



**A Match these expressions with the photographs:**

The sea is bright blue.

1

The local people are friendly.

2

The stone statues are very large.

3

The landscape is amazing.

4

**The  
Smashmag  
article**

**B Read the text and answer the questions.**

- 1 Who discovered Easter Island?
- 2 What strange things did he find on the island?
- 3 How did people move the heads?
- 4 What are the people like?
- 5 What is the landscape like?

## The mystery of Easter Island

On Easter day in 1722 a Dutch captain discovered a beautiful island in the South Pacific. He named it Easter Island; it was a very strange place.

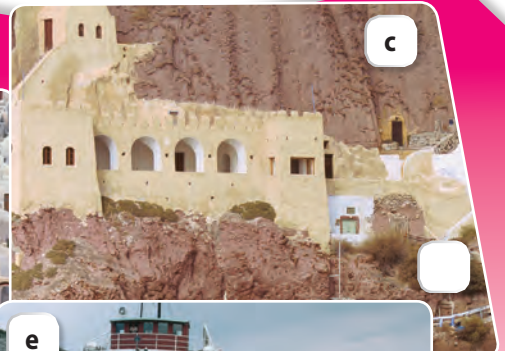
There were about 2000 natives on the island. But the strangest things on the island were large stone heads. They had long faces and very long ears. Some statues had hands and some wore hats. These heads were everywhere on the island. No other place in the world has statues like this. They are still a mystery.

How did people move them? No one knows. The natives on the island today don't know the answer to the mystery.

Easter Island today is a very special place: it is an open-air museum of a mysterious, but lost, culture. The local people are the friendliest people in the world, and the landscape is amazing - with its volcanoes, beaches and brilliant blue water.

**SmaShmag  
RADIO  
LINK**

Listen to a radio programme about a Greek island. Number the pictures in the right order.





## Smashmag

### Famous mystery islands

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

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

1

A

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

#### Answers

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

B

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

#### Answers

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

2

### Smashmag Radio Link

#### [5 minutes]



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



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#### Answers

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

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

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

**✿ Extension**

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

**B**

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

**Answers**

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

**C**

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

**Useful language**

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

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

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

**Tapescript pg 128****Answers**

ground hand meet love

**B**

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

3

Write in!

## USEFUL LANGUAGE

What is X ... like?  
It's + adjective: It's beautiful.

**A** Read this article from a Smashmag reader. In which paragraph does the writer do these things?

- 1 introduce the topic ☐    2 describe the town ☐  
3 give some history ☐

Hi Smashmag readers!

I live in a small town called Ia on the island of Santorini. It's one of the prettiest towns on Santorini and lots of tourists visit every year.

About 2000 years ago, there was a huge earthquake on Santorini and the middle of the island sank. Now, there's a fantastic view from Ia.

Ia is a very colourful town. It's famous for its traditional houses and beautiful sunsets. In summer, it's great fun because all the cafés, restaurants and interesting shops open. You can also go to the beach. The sea is calm and the water is clear, but it's really deep!

## Island of love



**A** Listen and put these words in the correct space.

love • ground • meet • hand

The blue sky above  
The blue sea all around  
Green grass on the .....  
That's my island of love.

All alone on the beach  
Lying on the warm sand  
You holding my .....  
A place no one can reach.

An evening walk in the streets  
Have a drink have a meal  
Say hi to friends you .....  
Say how perfect you feel.

The blue sky above  
The blue sea all around  
Green grass on the ground  
That's my island of .....

**B** Learn the song by heart.

**B** Read the article again and find adjectives that describe the nouns.

Noun	Adjectives		
town			
earthquake			
view			
house			
sunset			
shop			
sea			

**C** Write about the place where you live. Use this plan and the Santorini text as a model.

**P1: Introduction**

Where do you live? How big is it? Is it pretty? Are there a lot of tourists?

**P2: Some history**

How old is your town? What important things took place there in the past?

**P3: Describe the place where you live.**

Why do people visit it? What can a visitor see and do near you?

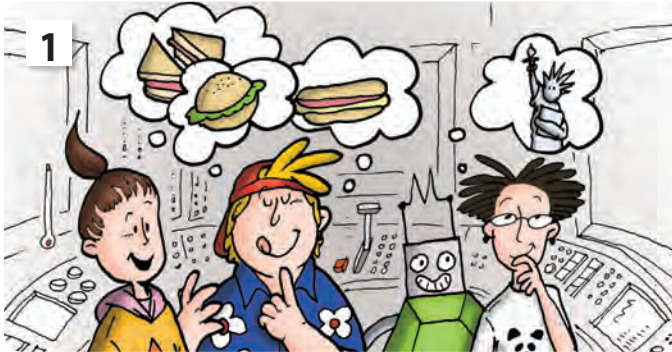


## Lesson One

## Have a sandwich!

### 1 Reading

Listen and read.



Bob and Victoria were talking about food when Bob felt hungry. 'Let's go to a fast food restaurant,' he said. 'I hate fast food,' said Victoria. Winston was listening to Bob

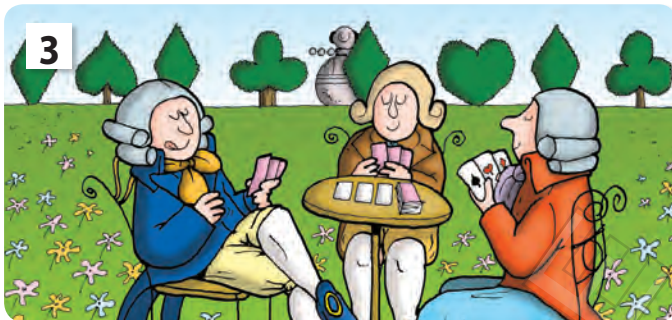
and Victoria when he said, 'I've got an idea! Let's go to the food capital of the world: New York. Mog, take this Time and Space Machine to New York!'



**Bob:** Hey, Mog, this isn't New York. This is England!

**Winston:** Sorry, Mog, thought we were talking about 'sandwiches'.

**Miss Brown:** No problem; I think we're going to discover the first fast food. We're back in the 1700s.



The sun was shining in Sandwich. John Montague, the Earl of Sandwich, was sitting in his garden with his friends. They were talking, laughing and playing games. When the Smashkids arrived,

Montague and his friends were playing cards. The rich Earl was winning. Suddenly he felt hungry. He didn't want to stop the game. He was enjoying himself very much.



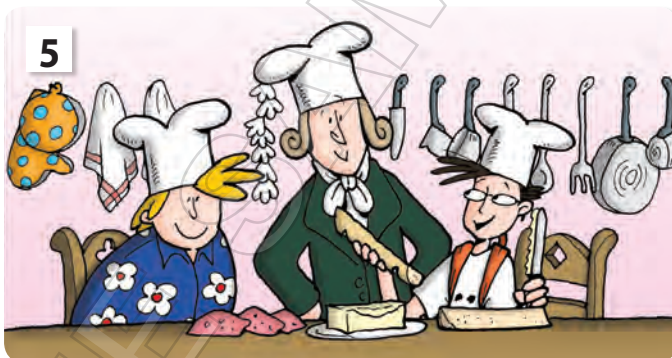
**Sandwich:** James, bring me some food, I'm very hungry!

**James:** But, my lord, the cupboard is empty. We only have a little meat and some

bread in the house.

**Sandwich:** Bring me some food now, or you're out!

**James:** Yes, sir, right away, sir.



**James:** Oh, dear, what am I going to do? I must find some food.

**Bob:** Winston, we must help him. He's got a family. He's very poor.

**Winston:** I've got an idea – why don't you put some butter on the bread and then put the meat between the two slices of bread?

**James:** What a good idea!



The Earl of Sandwich was playing cards when his servant brought him his quick meal.

**Sandwich:** Thank you, James. This is a very large meal. And

very tasty! Well done.

**Bob:** I'm starving! His sandwich looks delicious.

**Miss Brown:** Bob, there isn't any time for food now. The TSM is waiting.

**Take part. Act out the dialogue.**

## Lesson One → Have a sandwich!

## Aims

Talking about food; talking about present and past habits

## → Language focus

Past continuous

## → New vocabulary

**fast food restaurant, capital, the sun was shining, earl, enjoy yourself, why don't you, servant, empty, right away, starving, slice, discover, meal, you're out (of a job)!**

## → Materials

**Advertising material from a local fast food restaurant; takeaway menus - preferably with large photos of meals (Warm up)**

## &gt; Warm up [5 minutes]

- Check the writing from the previous lesson if the students did it for homework.
- If you have brought photos of food, either display them prominently or, if there are enough, distribute them to students. Say *I'm hungry! Let's talk about food! I'm starving!*, etc.
- Initiate a discussion on eating habits and food in general, helping with translation into English.
- Ask students to tell you what their favourite meal is.
- Ask them what they like to eat at home and what they choose when they go out.
- Ask if any of them can cook; if yes, what is their speciality?
- At this stage of the lesson, allow students to use their own language but prompt them with English words that they know and strongly encourage and praise any sentences or phrases that they can give you in English.

## → 1 Reading [15 minutes]



- Say *Open your books. Look at page 16. Look at the title and the first picture. Ask What are they thinking about?* (Victoria and Bob are thinking about food; Winston is thinking about New York/America). Explain the title *Have a sandwich!*
- Say *Listen and read.* Play the CD/cassette for Picture 1. Translate any unknown words, eg *fast food restaurant, capital*.
- Repeat the above step for Pictures 2-6.
- Play the CD/cassette again, this time all the way through. Students listen and read.
- Check understanding by asking one or two questions about each picture, eg *Say Picture 1 - What were Bob and Victoria talking about? Where do they want to go? Picture 2 - Where are they? What did Mog think they were talking about?*

## ✦ Extension 1

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

## ✦ Extension 2

Choose seven students to read the parts of the narrator in Picture 1, Bob, Winston, Miss Brown, the narrator in Picture 3, John Montague (the Earl of Sandwich) and James (the servant).



## →2 Comprehension [5 minutes]

## A

- Say *Look at the Comprehension questions on page 17.* Ask six volunteers to read the sentences aloud. Students do not answer at this stage.
- Say *Write T for true or F for false.* Demonstrate. Allow two or three minutes for them to write the answers in silence. Check answers as a class.

## Answers

1 F 2 F 3 T 4 F 5 F 6 T

## B

- Students can work alone or in pairs. Explain that each of the phrases 1-6 means the same as a word in the story. Allow two or three minutes for students to look back at the story, find and write down the words. Check answers.

## Answers

1 discover 2 enjoy 3 servant  
4 slice 5 starving 6 meal

## →3 Grammar [10 minutes]

## Past continuous

- On the board, write *walk - I was walking* (underline *was* and *-ing*). Invite volunteers to come up and do the same with other verbs. Include one or two negatives, plural forms and questions, eg *We were (not) shouting.* / *Were you talking?* / *Was she eating?*
- Explain that we use the past continuous form for actions that were happening for some time in the past. Read out the examples. Ask the class for examples of past continuous verbs from the story.
- Explain that the past continuous can sometimes be used alone to describe the background of a story. Demonstrate by referring to Picture 3. Explain that the first five verbs are all in the continuous form because they are describing the background of the story, or 'setting the scene'.

## A

- Read the verbs to the class and translate any unknown words.
- Read out the examples. Then say *What were you doing at seven o'clock last night?* Invite a volunteer to write one affirmative and one negative sentence on the board, as in the example. Repeat with several other volunteers.

## B

- Ask students to write down what they were really doing at the times given.
- Ask a volunteer to tell the class what he/she was doing at eight o'clock yesterday morning. Say *Was anyone doing anything different?* Elicit the answers. Repeat with a variety of students for the other times in the list.

## →4 Speaking and writing

[10 minutes]

## A

- In pairs, students take turns asking and answering. Tell students to make a note of the time and the activity their partner was doing, eg *ten o'clock - Maths lesson.* Allow enough time for all the students to note down the answers to at least five questions.

## B

- Say *Now write sentences about the things your partner was doing.* Allow a few minutes for students to write sentences.

## →5 Word pool [5 minutes]

## A

- Check understanding of the meals and ask the class to note down the time that they usually eat them. Ask a variety of students *What time do you usually eat breakfast?*
- Say *Now you ask the questions.* Choose a student and allow him/her to choose anyone in the room (including the teacher). Continue until most students have had the chance to speak and all of the questions have been asked.

## B

- Check that students understand the list of foods.
- Point out the sample answer in the speech bubble. Ask *When did you last eat (ham)?* Hand the questioning over to the class in the same way as you did in A.

## Pronunciation file page 98

## Smash facts

- Read the information aloud. Ask students what their favourite sandwich is.



## 2 Comprehension

### A True (T) or false (F)?

- 1 The Smashkids are in New York. ....
- 2 It was raining in England. ....
- 3 Montague was playing games with his friends. ....
- 4 Montague was losing a lot of money. ....
- 5 There wasn't any food in the house. ....
- 6 James has a wife and children. ....

### B Find the words in the text that mean:

- 1 learn something for the first time .....
- 2 to like doing something .....
- 3 he/she cleans and cooks for you .....
- 4 a flat piece of bread .....
- 5 feeling really hungry .....
- 6 another word for lunch or dinner .....

## 3 Grammar

### Past continuous

I/he/she/it	was/wasn't	walking.
You/we/they	were/weren't	
Was	I/he/she/it	walking?
Were	we/you/they	
Yes,/No,	I/he/she/it	was/wasn't.
	you/we/they	were/weren't.

We use the past continuous for:

- actions happening at a certain time in the past.

*What were you doing at eight o'clock last night?*  
*I was watching TV.*

### A What were you doing at seven o'clock last night?

*I was watching TV.*

*I wasn't washing the dishes.*

- 1 watch TV
- 2 wash dishes
- 3 eat a sandwich
- 4 listen to music
- 5 make a cake
- 6 talk on the phone
- 7 do homework
- 8 play computer games

### B Now write the things you were really doing yesterday at these times.

- 1 eight o'clock in the morning .....
- 2 ten o'clock in the morning .....
- 3 one o'clock in the afternoon .....
- 4 four o'clock in the afternoon .....
- 5 seven o'clock in the evening .....
- 6 two o'clock in the morning .....

## 4 Speaking and writing

### A Guess what your partner was doing.

Were you  
having breakfast at  
eight o'clock?

Yes, I was. /  
No, I wasn't.

### B Write five things your partner was doing yesterday.

*At four o'clock he/she was ...*

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## 5 Word pool: Food (1)

### A What time do you usually eat the following meals?

Breakfast ..... Lunch ..... Dinner .....

### B When did you last eat these things? Did you eat them for breakfast, lunch or dinner?

ham • tomato • sandwich • hamburger • cereal • milk  
 bread • butter • toast • pies • pizza • spaghetti  
 bread roll • meat  
 eggs • fish

I ate  
spaghetti for lunch  
on Monday.

Pronunciation file page 98

Did you know?

### Smash facts

Many languages use the word sandwich. In Russian it is 'sandvich', in Chinese, 'sanmingzhi', and in Japanese, 'sandoitchi'.

## Where does the 'hamburger' come from?



beef



potatoes



steak



green beans



lemon



peas



strawberries



carrots



peach



pear



cabbage



melon



mushrooms



grapes



pork

## 1 Word pool: Food (2)

A Divide the food into meat, fruit or vegetable.

Meat	Fruit	Vegetable
steak	lemon	potatoes

B Which is the most popular food in your house? You can select more than one.

a) meat b) vegetables c) fruit

C Which food do you love/like/dislike/hate?

## 2 Reading

A Listen and read.

## The history of the hamburger

The first hamburger was German. In fact, the hamburger got its name from the German town Hamburg.

In the 19<sup>th</sup> century a lot of immigrants went to the USA from Hamburg. They sailed the Atlantic; it was a long journey. One day, when they were feeling hungry, they made a sandwich with bread and meat. People called it a 'hamburg steak'.

In the USA, people worked very hard. While they were working, they stopped for a quick snack. They put meat between a roll of bread, too. This 'snack' became very popular and people called it a 'hamburger'.

Then, in the 1920s, new 'hamburger' restaurants opened. The first was the White Castle and then McDonald's opened in 1940. They sold the hamburger between two halves of toasted bread. It was delicious.

Soon, everyone was eating hamburgers, not only in the United States, but in over 40 countries all round the world.

Now we have cheeseburgers, baconburgers, eggburgers, fishburgers, chickenburgers, veggieburgers and beefburgers.

Which is your favourite burger?

B Put these events in the correct order according to the text.

	Event	number
a	Hamburger restaurants opened.	
b	McDonald's opened.	
c	People all over the world ate hamburgers.	
d	People called their snack a 'hamburger'.	
e	Immigrants went to the USA.	

C Find the words in the text that mean:

- 100 years .....
- they go to work in other countries .....
- a long trip .....
- something you eat, but not a meal .....
- lots of people like it .....

## Lesson Two → Where does the 'hamburger' come from?

### Aims

More talk about food; telling stories in the past

### → Language focus

Past continuous in conjunction with past simple

### → New vocabulary

beef, steak, beans, peas, strawberries, peach, pear, cabbage, melon, grapes, pork, century, immigrants, sail, snack, popular

### → Materials

A pizza takeaway menu showing the different toppings available on a pizza. It is not essential that it is in English, but it would be preferable (ex 4C)

### > Warm up [5 minutes]

- Say *How many types of food can you name?* Make sure each student has a pen and paper. Tell them to write as many foods as they can think of in two minutes. Ask students to call out the foods one at a time and write a list on the board.
- Now ask the class if they like burgers. Get students to tell you the different types of burger there are and add one or two that they might not think of (*beefburger, cheeseburger, hamburger, chickenburger, veggieburger*, etc).

### → 1 Word pool [10 minutes]

#### A

- Say *Open your books at page 18.* Ask students to call out the foods in the pictures that are not in the list you wrote on the board. Ask if any of the students have eaten these foods.
- Tell students to put the foods in the correct columns, according to whether they are meat, fruit or vegetables. Check answers and ask if students can suggest any other foods to add to each column.

#### Answers

**Meat:** steak, beef, pork

**Fruit:** lemon, strawberries, peach, pear, melon, grapes

**Vegetables:** potatoes, green beans, peas, carrots, cabbage, mushrooms

#### B

- Say *Which is the most popular food in your house?* and show students the three choices.

#### C

- Write four columns on the board, headed by the verbs *love*, *like*, *dislike* and *hate*. Ask the class what the difference is between these verbs. Elicit that *love* is stronger than *like*; *hate* is stronger than *dislike*.
- Beginning with the column headed *love*, ask the class *Is there any food that you really love?* Write down the foods that students suggest.
- Repeat the above step for the other three verbs.
- Ask the class to give you some sentences about the table, eg *A lot of people like potatoes. / Some people love mushrooms, but some people hate them. / No one likes cabbage*, etc.

### → 2 Reading [15 minutes]



- Say *What can you see in the photo?* Elicit that it is a young woman eating a hamburger. Point out that there are chips on the plate as well. Ask students if they know where the hamburger originally came from. Tell them they will find out in the text.

#### A

- Say *Listen and read.* Play the CD/cassette while students follow in their books. Stop after each paragraph and explain or translate any unknown words.
- Play the CD/cassette again all the way through.

#### B

- Go through the events with the class and deal with any difficulties. Explain that these are all events from the text, but they are in the wrong order.
- Tell students to read the text again and number the events in the order that they happened. Allow four or five minutes for this if necessary. Check answers.

#### Answers

a 3 b 4 c 5 d 2 e 1

#### C

- Students can work alone or in pairs. Tell them to look back at the text and find words which mean the same as phrases 1-5. Check answers.

#### Answers

1 century 2 immigrants 3 journey 4 snack 5 popular



## →3 Grammar [10 minutes]

**Past simple and past continuous**

- Read the rules and the example sentence aloud. Explain that the past continuous is often used alongside the past simple, when the continuous verb is interrupted by a simple verb.

**A**

- Ask volunteers to read the sentences. Explain that each gap needs to be filled with either 1 or 2, depending on which action started first. Allow a minute or two for students to read the sentences again and write their answers. Check answers.

**Answers**

1 (1), (2) 2 (1), (2)

**B**

- Say *Read the beginnings and the endings, then match them to make sentences.* Explain that there may be more than one correct answer. Allow about two minutes before checking answers by asking various students to read out a sentence each.

**Note:** other answers to those given below are also possible, eg 1 a, but try to encourage students to choose more obvious answers.

**Possible answers**

1 b 2 d, b 3 a 4 b, c

✳️ **Extension**

- For further practice, refer students back to the verbs in Picture 1 of the story on page 16 (*Bob and Victoria were talking about food when Bob felt hungry / Winston was listening to Bob and Victoria when he said ..., etc*). Write two or three of these sentences on the board, underlining the word *when* and the two different verb tenses. Check understanding by asking students questions like *Which verb interrupted which? / What happened first?*, etc.
- Point to Picture 3 of the story on page 16 and write on the board *When the Smashkids arrived, Montague and his friends were playing cards.* Underline the word *When* and the verb tenses. Point out that *when* can appear at the start of the sentence or in the middle. Ask students to tell you which action started first, and which action 'interrupted' the other one.

## →4 Listening [10 minutes]



- Ask the class one or two questions about pizza, eg *Do you often eat pizza? / What's your favourite kind? / Do you know where it was first made?*, etc. Tell students that they are going to find out about the history of pizza.

**A**

- Point to the quiz and ask students to fill in their guesses. Walk around giving help with any difficult words.
- When students have finished, go through the questions and ask several students to tell you what they have written, but don't give them the correct answers yet.

**B**

- Tell students that they are going to hear an interview about the history of pizza. While they listen, they should check their answers to the quiz.
- Play the CD/cassette. Check that students have understood the correct answers. If they have difficulties, play the CD/cassette again.

Tapescript pg 128

**Answers**

1 b 2 a 3 a 4 a, c, d 5 c

**C**

- Ask students what their favourite toppings are on a pizza. If you have brought a takeaway pizza menu, read out some of the options. Tell students that some people like strange things on their pizza, like pineapple or anchovies, or both together!
- Allow a minute for students to write down their answers. Then open up a discussion with the class about what makes the perfect pizza. They may disagree with each other quite strongly, but try to make sure that they do this in English!

## →5 Writing [10 minutes]

- Go through the linking words with the class and remind students that they can use them to make longer sentences. Demonstrate this by reading out the examples.
- Show students the story and ask volunteers to read out a line each.
- Explain that some of the sentences are very short and simple. Remind students that linking words help them to make sentences longer and better.
- Invite suggestions as to how the linking words could be used in the story of Raffael Esposito.

**Possible answers**

**Note:** several answers are possible, but these are the most likely.

Esposito was making bread for the king when he had an idea. First, he made the bread and he made it flat. Then he added a topping of tomato, cheese and basil because these were the colours of the Italian flag. The king loved this 'pizza' and finally, it became popular with poor people because it was cheap and tasty.

### 3 Grammar

#### Past simple and past continuous

- We use the past continuous for an action or feeling continuing in the past (1).
- We use the past simple for an action that happened in the middle of the continuous action (2).

*I was watching Fame Story on TV when the phone rang.*

the phone rang (2)

I was watching TV (1)

#### A Write (1) or (2) next to the verbs in the sentences below.

- It was raining ..... when we left ..... the house this morning.
- They were eating ..... in a fast food restaurant when someone stole ..... their money.

#### B What were you doing? Match to make sentences. Use *when* to join them.

1	We were playing in the park	when	a	an apple fell on his head.
2	She was walking in the street		b	it started to rain.
3	My friend was sitting under a tree		c	a policeman stopped me.
4	I was riding my bike		d	they stole her bag.

### 4 Listening

#### Fact file: The first pizza



#### A Do this pizza quiz.

- What was the first pizza like?  
a) a small piece of bread b) flat bread  
c) a big loaf of bread
- Who made the first pizza?  
a) a baker b) a butcher c) a chef
- Who ate the first pizza?  
a) a king b) a queen c) a farmer
- Which three ingredients were in the first pizza?  
a) tomato b) olive oil c) cheese  
d) basil e) onions f) ham
- Which colours were in the first pizza?

a)



b)



c)



#### B Listen to the radio programme about pizza and check your answers.

#### C How about you? Complete the ingredients for your favourite pizza.

I like pizza with .....

### 5 Writing

We use these linking words to connect sentences.

and • because • when

#### Examples

*I like pizza, spaghetti AND hamburgers.*

*We mustn't eat too much fast food BECAUSE it's bad for us.*

*We were walking in the park WHEN it started to rain.*

Write the story of Raffael Esposito. Use these sentences. Connect them with *and*, *because* or *when*.

*Esposito was making bread for the king.*

*He had an idea.*

*First, he made the bread.*

*He made it flat.*

*Then, he added a topping of tomato, cheese and basil.*

*These were the colours of the Italian flag.*

*The king loved this 'pizza'.*

*Finally, it became popular with poor people.*

*It was cheap and tasty.*



# The story of the HOT DOG

## 1 Reading

### A Do this quiz.

- 1 A 'frankfurter' is a kind of  
a) pizza    b) sausage    c) bread
- 2 What do we call someone who makes food?  
a) a cooker    b) a cook    c) a chief
- 3 Where do we make food? In a  
a) chicken    b) kitchen    c) plate
- 4 What do we call this dog? .....
- 5 What is this in English? .....
- 6 What is this in English? .....
- 7 What is this in English? .....



### B Listen and read the text and check your answers.



This is Hans Schmidt. He is a rich man, but he used to be very poor. Today, Hans owns a lot of restaurants, but he used to be a cook. This is his story. In the 1920s, Hans arrived in New York. He didn't have any money. In Germany, he

used to eat sausages every day, but in New York he was hungry and his only friend was his little 'dachshund' or 'sausage dog'. They walked the streets of New York every day because Hans wanted to find work.

In the end, he found a job in a restaurant as a cook. 'I used to cook "frankfurter" sausages every day in Frankfurt; I can cook them here, too!' he said. In fact, he didn't know any other recipes. He was very busy at the

restaurant. He didn't have time to go home so he ate in the kitchen. He took a sausage and put it inside a bread roll. He used to do this every day. He liked spicy food, so he added mustard and ketchup. It tasted delicious.



The other people in the restaurant wanted one, too. Soon, everyone was eating the 'sausage sandwich'. The restaurant was doing

badly when Hans had an idea. 'We can sell this new sandwich – it will be our speciality!'



They were making a poster for the new speciality when Hans looked at the sausage and he looked at his dog. 'I've got an

idea!' He drew a long German dog, a dachshund, inside a bread roll and he called it 'hot dog'.

### C Answer these questions.

- 1 Where did Hans Schmidt come from?
- 2 Is he rich or poor?
- 3 What is his job now?
- 4 What was his first job in New York?
- 5 What did he eat every day in New York?
- 6 What was in the 'sausage sandwich'?



## Lesson Three → Storytime

## The story of the hot dog

## Aims

To extend practice in reading and speaking skills

## → Language focus

used to; prepositions of place

## → New vocabulary

sausage, dachshund, recipes, mustard, ketchup, speciality, draw

## → Materials

long bread rolls, hot dog sausages / frankfurters (in a tin or a packet), mustard, ketchup (ex 1B)

## → 1 Reading [10-15 minutes]

## A

- To prepare students for the main reading text, tell them to do the quiz. If they don't know the answers, they can ask the person sitting nearest to them. Go through the questions and ask individual students what they have put, but don't give them the answers yet.

## B

- Play the CD/cassette.
- Say *Read the text and check your answers*. Encourage students to read out any words they don't understand. Explain or translate any new words. Ask if students have found all the answers. If they haven't, guide them to the picture where the answer can be found.
- If you have brought in any hot dog ingredients, take them out and show the class. Ask volunteers to tell you about how they are used in a hot dog.



## Answers

- 1 b
- 2 b
- 3 b
- 4 dachshund or sausage dog
- 5 mustard
- 6 ketchup
- 7 a (bread) roll

## C

- Read the questions. Make sure the class knows all the words.
- Tell students to look back at the text to find the answers.
- Allow a few minutes for students to write their answers, then check them as a class.

## Answers

- 1 Germany
- 2 rich
- 3 restaurant owner
- 4 cook
- 5 sausage in a roll
- 6 frankfurter sausage, ketchup, mustard

## ✳ Extension

Invite four volunteers to read a section of the text each. In a larger class, try to allow time for more than one group. Give priority to students who don't often participate actively. If students get into difficulty, help out with pronunciation.

## →2 Grammar [10-15 minutes]

**used to**

- Go through the table, pointing out that the structure *used to* does not have a -d in the negative or the question form. Read out the example sentence and ask students to translate it for you.

**A**

- Tell students that they are going to compare two things: life in the past and life now. Read out the example and make sure the class understands.
- Allow three or four minutes for students to write their sentences. Check answers by asking students to read out what they have written.

**Answers**

- 1 People used to eat fresh food, but now they eat fast food.
- 2 People used to use typewriters, but now they use computers.
- 3 People used to read books, but now they play computer games.
- 4 People used to live in houses, but now they live in flats.
- 5 People used to walk, but now they drive cars.

**B**

- Say *Now it's your turn. What did you use to do? What didn't you use to do?* Choose different students and ask them a question each, eg *Georgos, did you use to eat mushrooms / play football / come to this school when you were younger?*
- In pairs, students take it in turns to say what they did and didn't do when they were younger. Walk around listening and helping where necessary.

✳️**Extension**

Ask several students to report to the class on the things that they did and didn't use to do when they were younger. For homework, ask students to write about these things in their notebooks. They should write at least five sentences.

**Prepositions of place**

- Point to the first picture and say *Where's the dog?* Ask students to look carefully at the list of prepositions. Elicit the answer *In front of the school*. Tell students to write the phrase under the picture.
- Allow three or four minutes for students to complete the activity. They may compare their answers with a partner.
- Go through the pictures and ask the class to call out the answers.

**Answers**

- |                          |                         |
|--------------------------|-------------------------|
| 1 in front of the school | 2 in a shop             |
| 3 on top of the fridge   | 4 between the sausages  |
| 5 in the bin             | 6 behind the tree       |
| 7 next to a/the cat      | 8 on top of a/the table |
| 9 opposite the dog/boxer | 10 under the bed        |

✳️**Extension**

Ask students to look around the room and choose an object. One by one, they then say roughly where it is (*It's next to the board / opposite the window / on the floor*, etc). Other students have to guess what the object is (*Is it the table/chair/light*, etc). Warn students not to look at their chosen object or they will give the game away!

**Sound natural!**

- Read out the correct phrases, making sure to pronounce the individual sounds correctly. Ask students to repeat the phrases correctly. If any of the students pronounce the phrases like the 'bad' example, say *That doesn't sound natural! Try again*. and repeat the phrase for them to listen to. These sounds are very difficult for some students, but a little effort now will help them develop much more natural pronunciation.

**Communicate! [5 minutes]**

- Read the question *Are you a good witness?* Explain the word *witness*. Read the introduction and make sure everyone understands.

**A**

- Tell students to turn to page 100. Point out Lisa in the picture (she's the one sitting at the back). Tell them to look very carefully at the picture and try to remember as much as possible. Time one minute exactly and tell them to turn back to page 21.

**B**

- Put students into groups of between three and five, if possible. Tell each group to answer as many questions as they can. Make sure students do not look at the picture!

**C**

- Choose one person from each group and ask the questions. Look at the picture and keep score on the board. Add up the correct answers for each group and announce the winner.

**Answers**

- 1 sitting at a table / in a café / having coffee
- 2 on (the back of) her chair
- 3 pink 4 Kelly 5 two 6 May 7 two
- 8 a boy was smiling, a man was drinking beer, the hot dog man was wearing a cap, etc

## 2 Grammar

### used to

I/you/he/she/it/we/they	used to didn't use to	eat hot dogs.
-------------------------	--------------------------	---------------

- We use *used to* for things which were true in the past but not now.

*He used to eat hot dogs every day, but now he eats fruit and vegetables.*

#### A Compare life in the past with life now.

write letters / send e-mail

*People used to write letters, but now they send e-mails.*

- eat fresh food / eat fast food
- use typewriters / use computers
- read books / play computer games
- live in houses / live in flats
- walk / drive cars

#### B Work with a partner. Talk about things you used to / didn't use to do but you do now. Talk about:

- food
- sport
- school

I didn't use to play basketball.

### Prepositions of place

#### Where's the dog?

on top of • inside • between • behind  
in • in front of • next to • on • opposite • under



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....

#### Sound natural!

Don't say: the sun was 'sining'. Say: the sun was shining.

Don't say: 'Hotdong'. Say: hot dog

Don't say: 'hamboorger'. Say: hamburger

## Communicate!

### Are you a good witness?

Yesterday, someone stole Lisa's handbag. You were there. Can you help the police?

#### A Turn to page 100. Look at the picture for one minute.

#### B In groups, write down what was happening in the picture. Use these questions to help you.

- What was Lisa doing when they stole her handbag?
- Where was Lisa's handbag?
- What colour coat was she wearing?
- Who was eating a hot dog?
- How many people were drinking coffee?
- Who was buying an ice cream?
- How many children were buying a burger?
- What else can you remember?

#### C Which group has the best memory?



# Fast food

## good or bad?

In this issue of Smashmag we ask our readers to tell us how they feel about fast food. And we listen to an expert's opinions about fast food. First, do this quiz.

**A Which of these do you eat or drink regularly? Tick (✓) the boxes.**

A	Tick	B	Tick
milk	<input type="checkbox"/>	fizzy drink (eg Sprite)	<input type="checkbox"/>
orange juice	<input type="checkbox"/>	hot chocolate	<input type="checkbox"/>
fruit	<input type="checkbox"/>	crisps	<input type="checkbox"/>
vegetables	<input type="checkbox"/>	chocolate or sweets	<input type="checkbox"/>
yoghurt	<input type="checkbox"/>	sausages	<input type="checkbox"/>
fish	<input type="checkbox"/>	hamburgers	<input type="checkbox"/>
rice	<input type="checkbox"/>	bacon	<input type="checkbox"/>

Look at page 23 for the analysis.

**B Read these opinions about fast food. Which ones do you agree with? Why?**

I love fast food because it's easy. I can go with my friends, without Mum and Dad, and I can pay for the food on my own. I give the restaurant the money and they give me the food.

Eric, 12

I love fast food restaurants because they're not expensive, not like the restaurants my mum and dad go to. I don't get a lot of pocket money, but I can sometimes eat at a fast food place.

Jess, 13

It's a great place for meeting friends. I was in Baddies yesterday with my friend Frank. We were making a lot of noise and having fun, but nobody complained. That's really great. When I go to restaurants with my parents we can't have fun like that.

Robbie, 12

**C The people above talk about the following points. What do they say about them? Take notes.**

	Good points	Notes
1	easy	You pay - they give you the food
2	money	
3	clothes	
4	friends	
5	fun	

smash  
views

I like fast food places because you can wear the clothes you like and it's OK. Mum and Dad get dressed up to go to a restaurant. That's boring. Yesterday, I went to Baddies and I was wearing jeans and a T-shirt and that's fine.

Fran, 11

You are going to listen to some opinions against 'fast food'.

**A Before you listen tick the things you like.**

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RADIO  
LINK



## Smashmag

### Fast food: good or bad?

#### >Warm up [5 minutes]

- Tell the class that today's lesson is about the good and bad points of fast food. To begin, ask students how much they can remember about the food they have learned about in the unit.
- Write the word *sandwich* on the board. Underneath it write *bread, slice, butter* and *meat*. Say *Can anyone tell me how to make a sandwich?* Accept a variety of suggestions from students and give guidance where necessary.
- Write the word *burger* on the board. Ask the class what they can remember about burgers from Lesson Two. Write up the key words on the board.
- Say *Can anyone tell me the story of the hot dog?* Again, invite suggestions from a variety of students and write key words on the board.
- **(Optional)** Write the headings *Fruit, Vegetables* and *Meat* on the board. Ask the class to call out foods for each column. Invite them to come and write the words on the board.

#### 1

#### A [5-10 minutes]

- Say *Open your books at page 22*. Read the introduction and explain words like *expert* and *opinion* that students might not know. Make sure everyone understands what the lesson is about.
- Go through the items in the list and make sure students understand them all.
- Emphasise that students only have to tick the things they regularly eat or drink.
- Tell students to turn to page 23. Show them the analysis at the bottom of the page. Explain the analysis and translate any unknown words. Encourage students to tell you what the results say about their diet.

#### B

- Allow a few minutes for students to read the opinions in the speech bubbles. Encourage them to read out any unknown words. Explain or translate these and write them on the board for reference.
- Choose four students to read the opinions aloud.
- Ask individual students *Which opinions do you agree with?* Ask each student why they agree and encourage them to give some more information and/or personal experience. Ask as many students as possible.

#### C

- Show students the table. Go through the good points and explain that these are the main opinions of the people in the photos. Then point to the second column and explain that this is extra information to support the opinions. Go through the example by referring back to Eric and showing students where the opinions are stated/supported.
- Allow a few minutes for students to read the opinions again and fill in the second column with a short phrase. Check answers as a class. Make allowances for variation in the notes students give you, but make sure they have chosen relevant phrases.

#### Answers

- 2 not expensive
- 3 wear the clothes you like / can wear jeans/T-shirt
- 4 great place for meeting friends
- 5 can make a lot of noise (and nobody complains)

#### 2

### Smashmag Radio Link

#### [10-15 minutes]



- Tell students that they will hear some different opinions about fast food and that these opinions are negative.

#### A

- Show students the photos and tell them to put a tick if they like these foods.

## B



- Explain that the class will hear Professor Monica Erikson talking about fast food. Say *Listen and underline the photos she mentions*. Play the CD/cassette. Check answers (she mentions all of them except pop corn).

## C



- Tell the class that this time, they have to listen for the arguments against fast food.
- Go through the list and make sure students understand all the words.
- Play the CD/cassette. If the class struggles, play it once more, stopping after each relevant point. Don't give the answers at this stage, but allow a little time for students to take in what they have heard. Check answers.
- Write the points 'against' on the board and invite students to make sentences beginning *Fast food is bad for you because ...* Pay attention to the formation of their sentences and give guidance if needed.

**Tapescript pg 128** **Answers**

- B** chips, salt, crisps, chocolate, ice cream.  
**C** points: 1, 2, 3, 5

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

## A

- Tell students to work in pairs to underline the correct words. Do the first argument 'for' and elicit answers from the class. Point out that in this case there are three correct options.
- Allow three or four minutes for students to do the task before checking their answers.

**Answers**

- | For:                  | Against: |
|-----------------------|----------|
| cheap/quick/easy      | vitamins |
| friends               | teeth    |
| jeans/T-shirts, noise | rubbish  |
|                       | plastic  |

## B

- Students do the task in their notebooks for homework. Make sure they understand what they have to do.
- Point to the introduction and tell them that they have to write two more paragraphs - one for and one against.
- Tell them they should use the points in 3A.
- They can change the order in which they present the points and add their own ideas, but they should keep the paragraphs 'for' and 'against' separate.

**Smash hits [5-10 minutes]****Food, fabulous food**

## A

- Say *Read the song. Try to guess which words are missing*. Allow two or three minutes for students to think of words, but tell them not to write anything yet.
- Go through the song with the class verse by verse. Explain or translate any unknown words. Invite suggestions for the gaps and accept all reasonable ideas.

## B

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

**Tapescript pg 129** **Answers**

- 1** good **2** know **3** loves **4** love **5** lunch

## C

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

**Optional:** Now set Project 1 for homework



**B** Now listen and underline the things the expert mentions. 

**C** Listen again. Tick the arguments 'against' fast food she mentions. 

	Points against fast food	P
1	not enough vitamins	
2	bad for your teeth	
3	a lot of salt	
4	it tastes bad	
5	creates rubbish	
6	it smells bad	

### 3 Write in!

**A** Work with a partner. What are the arguments for and against fast food?

Underline the correct words.

**For:**

- Children like fast food because it's **cheap** / **expensive** / **quick** / **easy**.
- Another thing children like about fast food is they can go to the restaurant with their **friends** / **parents** / **teachers**.
- Finally, in fast food restaurants, children can wear **pyjamas** / **jeans** / **T-shirts** / **new clothes** and they can make a lot of **noise** / **food**.

**Against:**

- But fast food doesn't have a lot of **sugar** / **vitamins** / **salt**.
- Another problem with fast food is it's bad for your **teeth** / **eyes** / **feet**.
- Finally, fast food also creates a lot of **noise** / **money** / **rubbish**.
- Fast food restaurants use a lot of **plastic** / **fruit** / **vegetables**.

**B** Now write two paragraphs for and against fast food. Use the sentences to help you.

*I think fast food has some advantages and disadvantages ...*

Page 22 Fast food Quiz - analysis:  
'I ticked most of the Bs and only a few of the As'; You have a good, healthy diet.  
'I ticked most of the Bs and only one or two of the As'; You are not eating very well; eat more fruit and vegetables and eat less 'fast food'!

## Food, fabulous food

**A** Can you guess the missing words in this song?

1 Food, fabulous food

Oh how I love it

It makes me feel 1) .....

Food, fabulous food!

2 Fruit, fantastic fruit

Oh how Mum loves it

I 2) ..... it is good

Fruit, fantastic fruit!

3 Greens, glorious greens

Oh how Dad 3) ..... them

Lentils, lettuce and beans

Greens, glorious greens!

4 Fast, very fast food

Oh how I 4) ..... you

You taste really good

But you're not real food!

5 Food, delicious food

Morning and afternoon

At breakfast and 5) .....

Mmm ... munch munch!

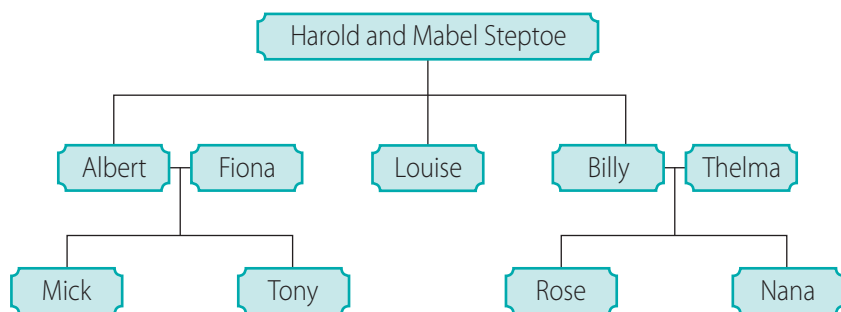
(Repeat verse 3)

**B** Listen and check your answers. 

**C** Learn the song by heart.

## Word pool

1 Look at the family tree and complete the sentences.



- 1 Albert is Louise's .....
- 2 Rose is Louise's .....
- 3 Mabel is Harold's .....
- 4 Billy is Mick and Tony's .....
- 5 Fiona is Rose and Nana's .....
- 6 Rose is Nana's .....
- 7 Tony is Billy's .....
- 8 Mabel is Albert's .....
- 9 Harold is Rose's .....
- 10 Mabel is Mick and Tony's .....

2 Answer these questions.

- 1 In which room do we usually watch TV? .....
- 2 In which room do we cook food? .....
- 3 In which room do we sleep? .....
- 4 In which room do we keep books? .....
- 5 Where do we keep cups and plates? .....

3 Which one is different?

- 1 ham tomato cabbage carrot
- 2 sandwich hamburger hot dog cereal
- 3 milk eggs butter fish
- 4 bread meat roll toast
- 5 beef potato steak sausage

## Grammar

1 Look at these pictures. Fill in the gaps below with the prepositions in the box.



next to • behind • between • in • in front of • above • under • on top of

- 1 The carrot is ..... the tomato.
- 2 The egg is ..... the tomatoes.
- 3 The fish is ..... the bread.
- 4 The ham is ..... the sandwich.
- 5 The cherry is ..... the pear.
- 6 The potato is ..... the sausage.
- 7 The peas are ..... the steak.
- 8 The lemons are ..... the grapes.

2 Complete these dialogues with an appropriate question.

### Dialogue 1

**Man:** Good morning. 1) .....?  
**Woman:** Yes, I do. And French and German – and I'm learning Chinese ...

### Dialogue 2

**Woman:** 2) .....?  
**Man:** My name's Bond. James Bond.  
**Woman:** 3) .....?  
**Man:** I'm from England. And you?  
**Woman:** I'm from Russia ... with love.

### Dialogue 3

**Policeman:** And 4) ....., young lady?  
**Girl:** Nine.  
**Policeman:** I see, and 5) .....?  
**Girl:** 12<sup>th</sup> September.  
**Policeman:** Your address?  
**Girl:** 12, Green Street.  
**Policeman:** And 6) .....?  
**Girl:** 1787 2310 224865 ...

## 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 2 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/vocabulary and do an example as a class, then allow students to work individually 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/vocabulary 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.

## Word pool [15-20 minutes]

1

- Say *Open your books at page 24. Look at the family tree at the top of the page. Complete the sentences.* Do the first sentence together as an example.
- Allow a minute or two for students to write their own answers. Check answers as a class.

### Answers

- |               |                |
|---------------|----------------|
| 1 brother     | 2 niece        |
| 3 wife        | 4 uncle        |
| 5 aunt        | 6 sister       |
| 7 nephew      | 8 mother       |
| 9 grandfather | 10 grandmother |

2

- Read the first question aloud. Elicit the correct answer.
- Allow a minute or two for students to write their own answers. Check answers as a class.

### Answers

- 1 living room
- 2 kitchen
- 3 bedroom
- 4 bedroom/living room
- 5 kitchen/cupboard

3

- Say *Which word is different?* Do the first item as a class.
- Allow a minute or two for students to write their own answers. Check answers.

### Answers

- 1 ham
- 2 cereal
- 3 fish
- 4 meat
- 5 potato

## Grammar [15-20 minutes]

1

- Do the first item as a class. Point to Picture 1 and say *Where is the carrot?* Elicit the correct answer.
- Allow a minute or two for students to write their own answers. Check answers.

### Answers

- |               |           |
|---------------|-----------|
| 1 on top of   | 2 between |
| 3 behind      | 4 in      |
| 5 in front of | 6 next to |
| 7 under       | 8 above   |

2

- Do the first item as a class. Read the dialogue and ask the class to suggest a question to go in the gap. Elicit the correct answer.
- Allow two or three minutes for students to write. Check answers.

### Answers

- 1 Do you speak English
- 2 What's your name
- 3 Where are you from
- 4 how old are you
- 5 when is your birthday
- 6 (what's) your telephone number



3

- Do the first two items as a class. Read the first sentence and ask the class for suggestions to go in the gaps. Tell students to fill in the first two gaps with the correct answers.
- Allow three or four minutes for students to read the text and fill in the rest of the gaps. Check answers as a class by asking individuals to read out one gap each.

**Answers**

- 1 is waiting      2 is riding  
3 are going      4 leave  
5 is shining      6 rains  
7 is smiling

4

- Say *Look at the picture. What is Debbie doing? Write one verb in each sentence.* Tell the class that they have to choose the correct tense.
- Allow three or four minutes and ask individuals to read out their answers.

**Answers**

- 1 is taking      2 is thinking  
3 thinks      4 knows  
5 is (not) looking      6 hates

5

- Tell the class to read the text quietly to themselves. Read out the first two sentences and ask individuals to put them into the past simple, where this is possible.
- Allow a few minutes for them to rewrite the text. Check answers as a class.

**Answers**

Every day I get up at eight o'clock. But this morning, I woke up at nine o'clock. I looked at the clock. I was late for school. I did not wake up because last night I went to bed late. I got out of bed. I washed my face and brushed my teeth very quickly. I didn't have my breakfast; I didn't have time. I ran out of the house. I caught the bus.

6

- Go through the example with the class.
- Allow several minutes for students to write out the questions.
- Ask individuals to read out their questions.

**Answers**

- 1 Did they go to bed late?  
2 Did she wash her face?  
3 Did he have breakfast?  
4 Did they catch a bus?

7

- Allow one or two minutes for students to fill in the gaps. Check answers as a class.

**Answers**

- 1 at 2 last 3 ago 4 on 5 this 6 on

8

- Allow one or two minutes for students to rearrange the words. Check answers as a class.

**Answers**

- 1 I was watching TV when the telephone rang.  
2 What were you doing when the teacher arrived?  
3 While I was having breakfast the postman came.  
4 Where were the children when Mum came home?

9

- Allow one or two minutes for students to write their answers. Check answers by asking individual students to tell the class about themselves.

**3 Complete with the present simple or present continuous form of the verb in brackets.**

It is 8 o'clock in the morning. Jamie **1** .....  
 (wait) for the bus ands Kelly **2** ..... (ride) a  
 bicycle. They **3** ..... (go) to school. They  
 always **4** ..... (leave) for school at 8 o'clock.  
 Today, the weather is nice. The sun **5** .....  
 (shine). In England it often **6** ..... (rain) and  
 it's cold, but today, everyone **7** ..... (smile);  
 they're happy because it's a lovely day.

**4 Complete with the present simple or present continuous form of the verb in brackets.**



- 1** Debbie ..... a test. (take)
- 2** She ..... about the test. (think)
- 3** She ..... the test is difficult. (think)
- 4** She ..... the answer to some of the  
questions. (know)
- 5** She ..... at the other pupils. (look)
- 6** She ..... tests – they're so difficult! (hate)

**5 Rewrite this story, using the past simple where necessary.**

Everyday I get up at eight o'clock. But this morning, I wake  
 up at nine o'clock. I look at the clock. I am late for school.  
 I do not wake up because last night I go to bed late. I  
 get out of bed. I wash my face and brush my teeth very  
 quickly. I don't have my breakfast; I don't have time. I run  
 out of the house. I catch the bus.

**6 Make questions.**

He woke up late. *Did he wake up late?*

- 1** They went to bed late. ....
- 2** She washed her face. ....
- 3** He had breakfast. ....
- 4** They caught a bus. ....

**7 Complete with these word.**

ago • on (x2) • at • this • last

- 1** Where were you ..... seven o'clock last night?
- 2** What were you doing at seven o'clock .....  
night?
- 3** What were you doing five minutes .....?
- 4** Where were you ..... Monday evening at nine  
o'clock?
- 5** What time did you wake up ..... morning?
- 6** Where were you ..... 15<sup>th</sup> August?

**8 Put the words in the correct order.**

- 1** watching TV / when / the telephone / rang / I was
- 2** you doing / when / what were / the teacher / arrived ?
- 3** having breakfast / while I was / came / the postman
- 4** the children / where were / when / Mum came home ?

**9 Write three things you *used to do* and three things you *didn't use to do* when you were younger.**

help my parents in the house • eat lots of fruit  
 wash the dishes • keep my room tidy • eat all my food  
 be very quiet • do all my homework • cry a lot • shout  
 want a lot of toys • fight with my brother/sister  
 break things • do dangerous things • eat fast food

**I was the perfect child.**

Things I used to do	Things I didn't use to do