

Date With Disaster!-Extra

Level 1

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CROWN magazine.

SYNOPSIS

Kate is 13 and she'd like to be a singer. She'd also like a boyfriend – but he has to like music too. Then Kate meets Joe, the handsome new boy in Year 9. Joe loves music and he wants to start a band. Kate's other friend, Ian, isn't exciting, but he often helps Kate with homework. Joe casually asks her if she'd like to go to a party – on the same evening that Ian invites her to the cinema. Kate misreads the situation and thinks that Joe has asked her out on a date. She texts Ian saying she is ill but sends it to Joe by mistake. She arrives at the party and sees both Ian and Joe talking outside. She goes home, without them seeing her. She knows she's deceived them and she's worried. Has she lost two friends?

But next day, Ian invites her to the cinema. There they see Joe and Joe's girlfriend. Kate realises that Joe was just being friendly and hadn't asked her on a date. Joe tells them that he's having auditions for a singer for his new band. Ian says that he plays the guitar and that he'd like to audition. Kate is impressed. Maybe she'll have her musician boyfriend after all! But for now, most importantly, both Ian and Joe are her friends.

CULTURAL BACKGROUND

Kate is in Year 8, the second year of secondary school in England.

Many British teenagers have Saturday jobs, but under 16-year-olds can only work for a few hours.

CASUAL LANGUAGE

There are three informal expressions in the story.

- **'See you!'** This is a short form of 'See you later!' which means 'Goodbye!'. Teenagers use this between friends. It doesn't always literally mean that they will meet later that same day – but it is a friendly, informal way to say 'Bye!'
- **'Keep your hair on!'** This means 'Don't get stressed! Relax!' This would be used when a friend feels that another friend is worrying unnecessarily about something.
- **'I'm out of here.'** This means 'I'm going somewhere else.' When your voice sounds bored, this can mean 'I'm going because I'm bored.' If you sound in a rush, it can mean 'I'm going because I've got to go.' Teenagers use this with a friend they know very well.

HOW TO USE YOUR SCHOLASTIC ELT READER

Choosing

Is this the right story for your class? Do they want to read it? If not, choose another! Ask them some questions. For example: *Do you think your life is exciting? Or do you dream of a celebrity lifestyle? Do you ever have dates that are total disasters?*

Motivating

Get your class to want to read *Date with Disaster!* Motivate them with some background information and a taste of the story: *Kate's dream is to sing in a band. She meets Joe who loves music too. Kate thinks he might want to be her boyfriend. But there's also Ian, Kate's other friend. He's nice, goodlooking and helps her with her homework! Who will she choose?*

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the back of the reader and photocopy extra activities from this resource sheet to go with each chunk of reading.

Anticipating

Read People and Places on pages 3-4 aloud with the class. Talk about the characters. Ask for predictions. What is going to happen in this story?

Glossary

Go to New Words! on the inside back cover of the reader. Translate the words with the class or get students to find meanings at home.

Casual language

Introduce the informal expressions used in *Date with Disaster!* Put them into context (see above). Tell students to look out for them as they read.

Book exercises

Show students the self-study exercises on pages 30-32. These are divided into sections. They complete some exercises before they read a section, and some after. (Answers are in this resource sheet.)

Feedback

Have class feedback sessions each week. Talk and ask about the story so far. Get students to ask each other questions. Check exercise answers with the whole class. Answers to all exercises are on page 4 of this resource sheet.

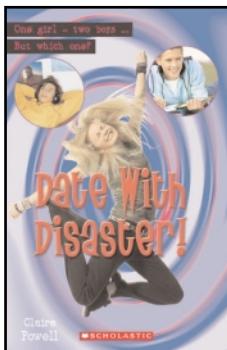
Fact files

After the story, there are 3 Fact Files. Set these as self-study or use for whole class work. The files explore the themes of the book in a fun and cultural context with interactive elements. Use the files as a springboard for class research projects. Project ideas are on page 4 of this resource sheet.

What did they think?

Book review time. Get everyone to do a written or verbal review of *Date with Disaster!* Compare opinions. Take account of these opinions when you choose the next class reader. Did you like it? Let us know at: readers@link2English.com

RESOURCE SHEET STUDENT ACTIVITIES



Date With Disaster! -Extra

Chapter 1: The new boy

1 Who said what? What did Kate, Rachel, Joe or Ian say in chapter 1? Write the correct name next to each sentence.

- a) 'I want to be a singer one day.' *Kate*
- b) 'Here, listen to the new 50 Cent CD. See you!'
- c) 'She can't do any homework today.'
- d) 'Please be quiet. Just leave me alone.'
- e) 'We can do our homework together one day.'
- f) 'What are you doing here?'

2 Being friends. Kate is friends with Joe and Ian. Put the words in the correct order to make phrases that help you make friends. All the phrases come from Chapter 1.

- a) tomorrow! / you / See
See you tomorrow!
- b) My / and I'm / here. / new / name's / Joe
.....
- c) Do / too? / you / to / want / come
.....
- d) your / My / What' /Kate. / name's / name?
.....
- e) mobile / me. / number. / my / Text / Here's
.....

Chapter 2: Boys, boys, boys ...

What happened in Chapter 2? Put the events a – h in the correct order.

- a) Kate read her magazine in bed.
- b) Kate wrote lists about Ian and Joe.
- c) Ian saw Kate. He asked her about football.
- d) Ian called Kate on her mobile.
- e) He invited Kate to his house.
- f) Kate was embarrassed.
- g) Kate watched the boys play football.
- h) Rachel and Kate agreed to go shopping together.

Chapter 3: I'm going to sell my sister!

Match what Kate says, does and feels with the reasons a – e.

- 1. Kate wants to leave the clothes shop quickly...
- 2. Kate feels embarrassed...
- 3. Kate says 'Great!'...
- 4. Kate leaves the shop sadly...
- 5. Kate feels happy again...

- a) ...because Joe invites her to a party that evening.
- b) ...because she wants to go to the music shop, MegaSounds.
- c) ...because Ian sends her a text. He says he's got a surprise for her.
- d) ...because her sister says that Kate likes a stupid CD that isn't cool.
- e) ...because she has to go to Ian's house to do maths homework.

Chapter 4: Spots + messages + maths = HELP!

1 Making arrangement: useful language. Complete the sentences with the words from the box.

like	love	Would	want	Great!	can't	time	outside
------	------	-------	------	--------	-------	------	---------

- a) 'Would you to come to a party with me this evening?'
- b) 'I'd to come to the party!'
- c) 'I've got tickets for the new Orlando Bloom film. Do you to come?'
- d) '..... What time does the film start?'
- e) 'Meet you the cinema at eight!'
- f) 'I'm really sorry. I make it this evening.'
- g) 'OK. Some other , maybe?'

2 Making arrangements: a role play. Act out what happens in the story. (Or, if you prefer, you can change the story!) Use Exercise 1 to help you.

You are Kate. Your friend Ian calls. He invites you to the cinema. You accept. *What do you say?* Then your friend Joe calls. He invites you to a party. You say yes. *What do you say?* But the party and the cinema are at the same time. What do you decide to do? Who do you call? *What do you say?*

You are Ian. You call your friend Kate and you ask her to go to the cinema this evening. *What do you say?* Then your friend Joe calls. He invites you to a party. *What do you say?* After the party, you talk to Joe / Kate again. *What happens? What do you say?*

You are Joe. You call your friend Kate and invite her to a party this evening. Then you call your friend Ian. You also invite him to the party. *What do you say?* After the party, you talk to Ian / Kate again. *What happens? What do you say?*

RESOURCE SHEET STUDENT ACTIVITIES

Chapter 5: Mobile mistake

Why was Saturday night a date with disaster for Kate? Match the questions and answers.

1. Why was Rachel angry with Kate?
2. Why did Kate send the first message to Ian by mistake?
3. Why did Kate say that she had a headache?
4. Why didn't Kate's parents take Kate to the party in their car?
5. Why did Kate stand behind a tree?
6. Why did Kate go home?

- a) Because Kate saw Ian and Joe at the school gates. 5
- b) Because their house was near the school.
- c) Because she didn't know what to say to Ian and Joe.
- d) Because Kate didn't ask before she used her sister's phone.
- e) Because she didn't want Ian to go to the party with her.
- f) Because she wrote Ian's number, not Joe's, onto her sister's phone.

Chapter 6: Date with disaster!

Who said what? Write the correct name next to each sentence. Is it Kate, Mum, Dad, Rachel, Ian, Joe or Laura?

1. 'Eat your breakfast! It's going to be cold soon!' *Dad*
2. 'It's not true! I don't have a boyfriend!'
3. 'Ian and Joe are your friends.'
4. 'How are you feeling?'
5. 'Do you want to see the film tonight?'
6. 'That was a great film.'
7. 'I can play in the band every weekend.'
8. 'But we still need a good singer.'
9. 'I can play the guitar.'
10. 'Let's talk music!'

FINAL TASK**Writing**

What happened next? Did Kate and Ian audition for Joe's band? Did Kate start dating Ian? Did she learn how to do her maths homework? Did Joe get more detentions?

Write your own Chapter 7. Use one of these sentences as a beginning, or write your own.

- Kate waited outside the hall for her audition. She wasn't nervous – but there were four other girls in a line outside the hall too.
- Ian phoned Kate. 'Hi, Kate. Do you want to come to my house? We can practise for the audition. I've got some music.' Kate said, '.....'.
- Joe was late again. His teacher said, 'Detention again, Joe!' But today was the auditions day. 'How can I start my band now?' thought Joe.

VOCABULARY BUILDER**School**

Use the words in the box to complete the sentences. There is one extra word.

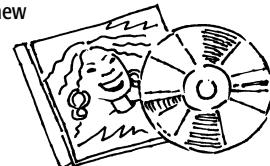
detention locker lesson homework classroom
teacher timetable

1. I've got double maths on Monday morning. What a terrible !
2. My is full of rubbish. I can never find anything in it.
3. I can't go out this afternoon. I've got so much
4. That was an easy I got all the answers right!
5. They were half an hour late for school. Now they've got a
6. Our has big windows and some plants in the corner.

Music

Choose the correct music word to complete the sentences.

1. I want to be in a band. I've got an audition / test on Monday.
2. I love singing. I want to be a song / singer.
3. I'm learning to play the drums / drummer.
4. I've got stamps / tickets for a concert tonight. Do you want to come?
5. I'm hearing / listening to the new CD by Beyoncé. It's great.

**Casual language**

Complete the dialogues with the expressions below.

See you! Text me Keep your hair on! I'm out of here.

1. 'We're going to the cinema on Saturday. Do you want to come?'
'I'm not sure now. the time and the place.'
2. 'Tidy your room now, please!'
'OK, OK, I'm going to clean it. !'
3. That was a great game. See you again next week!'
'Yes, it was fun. !'
4. 'It's three-thirty. School's finished for the weekend!'
'Great! !'

FACT FILE FOLLOW-UP

FIRST DATE (page 24)**Survey**

Organise a dating survey in your class. Elicit possible question areas. For example:

- What's the best age to start dating?
- Does the boy ask the girl? Or the girl ask the boy? Is it important?
- What are the best clothes to wear on a first date?
- What's a good place for a first date?
- What's a bad/crazy place for a first date? (e.g. a cemetery/a bus stop)
- What's more important – good friends or boy/girlfriends?

Students ask and answer the questions in groups. Get feedback from each group and use as a focus for class discussion.

Homework/extension: Students interview someone in their family (e.g. parents/grandparents) about their attitudes to dating. How are attitudes different from the past?

I WAS SO EMBARRASSED! (page 25)**Anecdotes**

Ask students to remember all the times in *Date with Disaster!* when Kate was embarrassed. What happened? Why was she embarrassed? Which was the funniest moment?

Elicit other embarrassing moments. These could be related to dating or they could be about other situations, at school or at home. (Examples might include meeting a new boy/girlfriend's parents and getting their names wrong/breaking a favourite ornament in the new boy/girlfriend's house/spilling something during a family dinner at the new boy/girlfriend's house etc.)

Get students to think of the most embarrassing things that could happen to them or that have happened to them, either when they were younger or recently. Ask them to write notes about their real or imagined experience/s. They then tell their stories to their partner, who must guess whether the stories are true or not. Brave students can volunteer to read out their stories to the class! Get class opinion on how they would behave in those situations.

MOBILE MAD (pages 28-9)**1 Survey**

Organise a survey about mobile phone use in your class. Ask your students to find all the words related to mobile phones in the *Date with Disaster!* reader: buzz/text/message/press/send/credit/phone number/'call me'/'text me'. Elicit possible question areas. For example:

- What are the best types of mobile phones?
- If you have a mobile, how much does it cost you every week?
- Do you prefer to text or to talk?
- What are the advantages of mobile phones?
- What are the disadvantages of mobile phones?

In groups, students write and conduct a survey about mobile phones.

2 Mobile rules

Explain that in England there are certain situations where using a mobile phone is not allowed, for example, in restaurants, in certain parts of trains, art galleries etc. Ask what the mobile phone 'etiquette' in your country is? Are there any rules?

Get students to make posters explaining mobile phone rules.

Follow-up/extension: In pairs, students role play a situation where one student breaks a mobile phone 'rule'. His/her partner has to decide what he/she should say to solve the problem.

ANSWER KEY**Self-Study Activities (pages 30-2)**

- 1 a) saw b) sat c) took d) told e) thought f) gave g) ran h) knew i) got
- 2 a) personality: cool/stupid b) appearance: cool/gorgeous/pretty/good-looking c) feelings: cool/stupid/embarrassed/angry
- 3 fan
- 4 a) buzz b) laugh c) text d) smile
- 5 a) music b) He is in her maths class at school c) He fell asleep in class d) no e) shopping
- 6 open answers
- 7 a) no b) no c) a party d) your face/your reflection
- 8 a) ticket b) toothpaste c) send d) press
- 9 a) false. Kate sees Joe at the music shop. b) false. Kate doesn't like the music on the CD. c) true d) false. Ian helps Kate with her Maths homework. e) true f) true g) true h) false. She doesn't go to the cinema with Ian on Saturday. She goes home because she wants to send a message to Joe.
- 10 open answers
- 11 a) iii b) iv c) ii d) i
- 12 open answer
- 13 a) Kate uses her sister's mobile phone. b) Because Kate didn't ask her before she used her sister's mobile. c) Ian
- 14 a) true b) true c) false. Kate went home. d) false. The next day, Ian and Kate went to the cinema together. e) true f) false. Ian plays the guitar. g) true
- 15 open answers

Fact Files**Mobile Mad**

I LUV U = I love you BFN = bye for now
ASAP = as soon as possible C U L8R = see you later
W8 4 ME = wait for me R U OK? = are you ok?
I LQ = I like you THNQ = thank you

Resource Sheet Activities**Chapter 1**

- 1 Who said what? a) Joe b) Rachel c) Kate d) Ian e) Kate.
- 2 b) My name's Joe and I'm new here. c) Do you want to come too? d) My name's Kate. What's yours? e) Here's my mobile number. Text me.

Chapter 2

The correct order is: 1. g 2. c 3. f 4. a 5. d 6. e 7. b 8. h.

Chapter 3

2. d 3. a 4. e 5. c.

Chapter 4

- 1 b. love c. want d. Great! e. outside f. can't g. time.

Chapter 5

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

Chapter 6

2. Kate 3. Rachel 4. Ian 5. Ian 6. Kate 7. Laura 8. Joe 9. Ian 10. Kate.

Vocabulary Builder**School**

2. locker 3. homework 4. lesson 5. detention 6. classroom

Music

2. singer 3. drums 4. tickets 5. listening

Casual language

1. Text me
2. Keep your hair on!
3. See you!
4. I'm out of here!