



# *Smart*

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**A1.1**

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*Teacher's Book*

**WINSTON  
ACADEMY**





# Time to Warm up!

## Components

Student's Book, CD-ROM (TS 1 - TS 12), pictures of everyday objects

In this age group, none of the students are, in fact, total beginners, although they may vary extensively in their knowledge of English. Therefore, it will be of great use to give students (Ss) a chance to learn or remember basic vocabulary that will help them progress more efficiently. Emphasis should be placed on not only the meanings but also the spelling and pronunciation of these vocabulary items.

### 1-2 (Classroom Instructions)

As understanding the instructions throughout the book is very important, the students are presented with a set of commonly used instructions. Encourage the students by acting out some of the words yourself before they begin to do it.

### 3-4 (Letters)

Most Ss can say the alphabet from A to Z, but when it comes to actually spelling or understanding the spelling of random words, they often confuse letters, particularly the vowels *a*, *e*, and *i*. Thus, it is worth devoting some time to spelling practice. Use a variety of words; tell them that they do not need to know the meanings of all the words they spell out.

### 5-7 (Numbers)

Numbers are another problem area where even higher level Ss may have difficulty. Therefore, enough time should be allocated for practicing numbers in varied ways, such as counting by twos, threes, etc.

### 8-9 (Colours)

Present the students with various colours by pointing to different items in the classroom. Then have them practice these words by writing and saying them.

### 10 (Indefinite Articles)

The rule about the usage of "a/an" is easy to understand, except for words beginning with a vowel but pronounced with a consonant (or vice versa), like unit, university, hour, etc.

### 11-12 (Countries & Nationalities)

Ss are presented with a number of country and nationality words. They may be familiar with some but it is likely that they make pronunciation and spelling errors. Have them practice writing and saying these words.

### 13 (Everyday Objects)

Ss are presented with a number of everyday objects. It may be a good idea to include some other words in this list. To do this, you should show pictures of some commonly used objects to your Ss and ask them to name these words by using their dictionary.

### 14-15 (World Language)

It should be motivating for students to see they already know a lot of English words. Encourage them to come up with other words of this type they may know.

#### Suggested Answer Key

1. a) match, b) read, c) listen, d) answer, e) complete, f) choose, g) open, h) speak, i) look, l) ask, j) repeat, k) write
2. Ss' own answers.
3. D, G, I, K, P, Q, V, W, X
4. Ss' own answers.
5. a) three, b) eight, c) twelve, d) eighteen, e) fifty, f) a hundred, g) sixteen, h) forty-seven, i) nine, j) sixty-eight
6. Ss' own answers.
7. a) 18, b) 70, c) 50, d) 14, e) 12, f) 15, g) 90, h) 20, i) 80, j) 16
8. a) lilac, b) blue, c) orange, d) black, e) yellow, f) brown, g) white, h) purple, i) maroon, j) green, k) red, l) navy blue
9. Ss' own answers.
10. a) a, b) a, c) an, d) a, e) an, f) a, g) a, h) an, i) an, j) a, k) an, l) a
11. a) Turkey, b) France, c) Azerbaijan, d) The USA, e) Brazil, f) Greece, g) England, h) Germany, i) Russia, j) Italy, k) Japan, l) China
12. a) English, b) Azerbaijani, c) Italian, d) Turkish, e) American, f) Chinese, g) French, h) Japanese, i) Brazilian, j) Greek, k) German, l) Russian
13. a) bag, b) charger, c) printer, d) credit card, e) dictionary, f) earphones, g) keyboard, h) ticket, i) menu, j) backpack, k) board marker, l) car key
14. Ss' own answers.
15. Ss' own answers.

# unit 1 The Individual and Society

## 1-1 Personal Identification

### Components

Student's Book, CD-ROM (TS 13 - TS 18), Dictionary, Workbook, Grammar Sheet 1-1

### Let's Remember

Have each student do one of the following:

- Count up to 10, 20, 30 etc.
- Count in twos, threes, fives, etc.
- Name the colour of a classroom object
- Name a country
- Name one of the everyday objects studied in *Time to Warm up!*
- Name an English word used similarly in Turkish

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This section of Unit 1 focuses on giving personal information like name, job, nationality, age, height, weight, and clothing size. Popular sport and fashion figures are used for exposing the students to target language items and having them produce similar ones. Refer the students to the Grammar Reference at the back of the book when you think it is necessary. You can assign the related Grammar Sheet as homework and check it later, or you can do it in class together.

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### 1-1-(A) Age and Origin

1. Write "My favourite sport is football." on the board and read it out. Have several Ss name their favourite sport in a similar way. Help them with any possible vocabulary challenges. Write each new sport on the board. Then have the students put the sports listed in the exercise in order of preference.
2. Read the instructions and explain the task. Have the students read the example. Pair up with one of the students and ask the questions and elicit answers. Then have the students work in pairs and ask and answer the questions.
3. Write "I'm an English teacher. I'm 30 years old." on the board and tell the students that they will hear four sentences similar to this. Have them listen to the sentences (TS13) and tick the sportspeople they hear.
4. Have them listen to the sentences again and write the ages of the sportspeople. If they miss any numbers, rewind the CD and let them listen again.
5. Have the students listen to the recording (TS14) without looking at the text and tell them to try to understand as much as they can. Then play the recording again and have them read and listen at the same time. After they do the true/false exercise, check their answers and (ask them to) explain why the false sentences are false.
6. Give the students enough time to read the text about Lindsey Vonn again and answer the questions that follow. Underline the importance of writing complete sentences. Tell them not to worry about any unknown words and encourage them to guess the meanings of unknown words from the context before they look them up in the dictionary.
7. Read the instructions and explain the task. Focus their attention on the difficulty and importance of writing questions. Have them read the text about Usain Bolt and write the questions. Write their questions on the board. Encourage the students to make corrections to their classmates' sentences.
8. Read the instructions and explain the task. It is important for language learners to know the very basic grammar terms like noun, adjective, and verb. At this point, it should be enough to talk about nouns and adjectives, as it may confuse the students if you try to explain verbs and adverbs.
9. Allow them some time to write the opposite adjectives. Play the recording (TS15) and check their answers.
10. This is where you should underline the importance of being a good dictionary user. Bring a good dictionary (preferably your own worn-out dictionary) to the class and tell them about your experience of dictionary use. Have them find the missing words with the help of a dictionary. Then play the recording (TS16) and check their answers. Play the recording again, pausing for them to repeat the words as a class or individually.
11. Allow the students enough time to ask and answer the questions. Walk around the classroom while they practise in pairs and provide help when asked for.
12. Read the instructions and explain the task. Help the students with any vocabulary challenges. Allow them enough time to write a paragraph. Provide help when asked for. Collect their paragraphs and return their corrected/improved paragraphs in the shortest possible time.

13. Read the instructions and explain the task. Focus the students' attention on using or producing visual materials and encourage them to produce an attractive poster.

### **Suggested Answer Key**

1. Ss' own answers.
2. Ss' own answers.
3. b) gymnast  
e) athlete  
f) skier  
h) basketball player
4. a) 28 b) 29 c) 34 d) 26
5. a) true c) false e) false  
b) false d) true f) false
6. a) Yes, she is.  
b) She is American.  
c) It is in the north of the US.  
d) She is 28 years old.  
e) No, she isn't.  
f) It is Law & Order.
7. a) Is he a marathon runner?  
b) How old is he?  
c) Is his English good?  
d) What is his favourite football team?
8. 1) big 5) old  
2) cold 6) married  
3) high 7) favourite  
4) good 8) small
9. a) small d) bad  
b) hot e) young  
c) low f) single
10. *Country:* Jamaica, Cyprus, Ukraine, Serbia, Egypt  
*Nationality:* Kenyan, Indian, Bosnian, Swedish, Swiss
11. Ss' own answers.
12. Ss' own answers.
13. Ss' own answers.

## **1-1-(B) Physique**

1. Write the word "physique" on the board and say it. Have the students repeat it. Draw the form on the board and fill it in with information about yourself. Have the students fill in the form. Ask one student to read out Jennie's sentences. Have the students work in pairs and talk about themselves in a similar way.
2. This is a while-listening exercise. Allow the students enough time to read the gapped dialogue. Explain that there could be one or more missing words in each blank. Play the recording (TS17) and have them write the missing words or phrases. Ask individual students to read out their answers. Encourage the students to correct their classmates' responses.

3. Write "Is physique important for a doctor?" on the board and elicit answers; then say what you think. Have them tick the jobs for which physique is important.
4. Read the instructions and explain the task. Write one question on the board as an example. Allow the students enough time to write their questions. Provide help when asked for. When they've finished writing their questions, have individual students ask you the questions one by one and write them on the board. Answer the questions orally; do not write the answers on the board. If they miss any words, spell them out instead of writing them on the board.
5. Ask questions about some of the blanks and encourage students to make guesses. Play the recording (TS18) and have the students fill in the blanks. Play it for a second time so that they can fill in all the blanks. Check their answers.
6. Focus the students' attention on "For Your Information" before they start doing the task. Help them with any vocabulary challenges.

In this exercise, the model is rather fat. This is because some students may feel uncomfortable when the topic is physical appearance; the underlying message here is "You don't have to be perfect."

The students are expected to produce sentences about what they have been exposed to up to this point. Walk around the classroom while they write their paragraphs on a separate piece of paper. Provide help when asked for. After they have finished writing their paragraphs, tell them to exchange their papers with their partners and encourage them to give feedback on each other's paragraphs. Finally, collect their papers and return their corrected/improved paragraphs in the shortest possible time.

7. Allow the students enough time to come up with suitable questions for the given prompts. Then have them do the task.

### **Portfolio Assignment 1**

Tell the students to write the dialogue they made in exercise 7 on a separate piece of paper and collect them. Return the corrected papers in the shortest possible time. Provide explanation about any corrections that the students cannot understand. Tell them to write the second draft and do the recording after class. Underline the importance of keeping these assignments in their language portfolios.

### Suggested Answer Key

1. Ss' own answers.
2. A: How tall  
A: What  
A: What  
A: What's  
A: What colour
3. model  
athlete  
actor
4. a) How old is she? (twenty-five years)  
b) Where is she from? (Italy)  
c) What colour is her hair? (blonde)  
d) What colour are her eyes? (blue)  
e) How tall is she? (one metre eighty centimetres)  
f) What is her weight? (fifty-six kilos)  
g) What is her shoe size? (forty-one)  
h) What is her dress size? (thirty-six)
5. <sup>(1)</sup>thirty-four, <sup>(2)</sup> Australia, <sup>(3)</sup> dark, <sup>(4)</sup> green, <sup>(5)</sup> eighty-three, <sup>(6)</sup> seventy-eight, <sup>(7)</sup> forty-three, <sup>(8)</sup> fifty.
6. This is May Lane. She is twenty-eight years old. She is from the US. Her hair is black. Her eyes are green. She is one metre seventy-five centimetres tall. Her weight is eighty - two kilos. Her shoe size is forty. Her dress size is forty-four.
7. Ss' own answers.

## 1-2 Family and Friends

### Components

Student's Book, CD-ROM (TS 19 - TS 23), Dictionary, Workbook, Grammar Sheet 1-2

### Let's Remember

Have the students fill in the blanks in Let's Remember. Then ask the questions to as many students as possible and elicit answers.

*What is your nationality?*

*What is your favourite sport?*

*How tall are you?*

*What is your shoe size?*

*Are you married?*

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This section of Unit 1 focuses on describing family members and friends. Physical descriptions and character traits of people from varied backgrounds are used for exposing the students to target language items and having them produce similar ones. Refer the students to the Grammar Reference at the back of the book when you think it is necessary. You can assign the related Grammar Sheet as homework and check it later, or you can do it in class together.

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## 1-2 - (A) Family Members

1. Read the instructions and explain the task. After the students have grouped the words as male or female, read the words one by one and have them repeat as a class and / or individually. Then call individual students up to the board and dictate some or all of the words in the exercise.
2. Focus the students' attention on "For Your Information" before they start doing the task. After they write the names of their relatives, have them read their sentences out. Then show them one of your family photos. Encourage them to ask questions about the people in the photo.

As the students will not have family photos, tell them to write the names of some relatives in their notebooks. Then have them ask each other questions to find out their relation with the names. (e.g. A: *Who is Mina?* B: *She is my cousin.*)

3. Tell the students how many brothers and sisters you have got and write the sentence on the board. Ask some of the students how many brothers and sisters they have got and write their answers on the board, too.

Tell the students that they are going to read a text about a very crowded family. Have them read the gapped text quickly and encourage them to fill in some of the blanks before they listen to the recording (TS19). Play the recording and have them fill in the blanks. Check their answers.

4. Have them read the text again and answer the true / false questions. Remind them that they should not worry about any unknown words and encourage them to guess the meanings of unknown words from the context before they look them up in the dictionary. After they have finished the task, check their answers. Have them explain why the false sentences are false.
5. Have them scan the text and find the opposites of the given words. Write the given words on the board while they look for the answers. Check their answers and write the opposite words on the board, too. Then read the words in pairs and have the students repeat the words as a class and / or individually. Tell the students to close their books and erase some of the words. Ask individual students to say the missing words.
6. The sentences are about the oldest member of the Chernenko family. Allow them enough time to match the sentence parts. Then play the recording (TS 20) and check the answers. Have individual students read out the connected sentences.
7. There are a lot of words listed in this exercise and students are expected to practise these words. The students can easily find suitable headings for these words by recognizing one or two words from each set. However, they need to make an additional effort to learn the new words. Therefore, encourage the students to use their dictionary to look up the words they do not know. Have them describe their classmates by using these words before you move on to the next exercise.
8. Allow the students enough time to complete the sentences and elicit their answers.
9. Before the students start writing about a relative, present a description of one of your relatives. But do this orally; do not write your description on the board as it would tempt some (or all) of the students to copy your paragraph.

Walk around the classroom while they write their paragraph and provide help when asked for. After all the students have finished writing, tell them to exchange their paragraphs and encourage them to make suggestions about each other's work. Keep walking around the classroom and provide help while they do this.

### Suggested Answer Key

Let's Remember: Write the missing words.

A: nationality

A: favourite

A: How

A: size

A: married

1. F M  
M F  
F F  
M M  
F F  
F M  
M M
2. Ss' own answers.
3. <sup>(1)</sup> housewife, <sup>(2)</sup> sons, <sup>(3)</sup> daughters, <sup>(4)</sup> child, <sup>(5)</sup> children, <sup>(6)</sup> enjoyable, <sup>(7)</sup> family, <sup>(8)</sup> member
4. a) false b) false c) false d) true
5. a) large e) happy  
b) oldest f) bored  
c) a lot of g) never  
d) unusual h) enjoyable
6. a) 5 c) 6 e) 8 g) 4  
b) 7 d) 2 f) 3 h) 1
7. (a) Hair, (b) Face, (c) Height, (d) Eyes, (e) General
8. Ss' own answers.
9. Ss' own answers.

## 1-2 - (B) Friends and Acquaintances

1. Write "sociable" on the board and say it; have the students repeat the word as a class. Then write "I'm (not) a sociable person" on the board and read it out. Ask individual students whether (they think) they are sociable or not.

Read the instructions and explain the task. Have the students answer the questions and read the comment. Ask whether they agree with the comment or not.

2. Have the students use a dictionary while they do this exercise. After they have checked the meanings of unknown words, read out all the words and have the students repeat as a class and / or individually. Have them tick the positive adjectives and elicit answers.
3. Tell the students that they are going to read and listen to a text (TS 21) about a high school student. Allow enough time to read the text and answer the questions. Encourage the students to guess the meanings of unknown words from the context before they look them up in the dictionary. Focus their attention on the importance of being able to write complete sentences and get them to write complete sentences, although it may not seem very natural.

4. Have them read and listen to the text (TS 22) about another high school student. This time they have a more difficult task. They are expected to write questions for the given answers. Give the students enough time to write their questions. Then call individual students up to the board and have them write their questions on the board. Comment on the questions together with the students and make necessary corrections.

5. Write the listed words on the board with one spelling mistake in each word. Ask the students to find the mistake in each word. Do some class and / or individual repetition. Have individual Ss name one friend or relative who is aggressive, polite, unhappy, etc.

Read the instructions and explain the task. Allow them enough time to scan both texts. Check the answers.

6. Tell Ss that they are going to listen to a dialogue (TS 23) between Katy and Mark. Ask them if they expect to hear a friendly or unfriendly dialogue.

Ask if the students can understand the given questions. Provide help if necessary. The students complete the dialogue with the given sentences and listen to the recording and check their answers. After you have checked the answers together, pair up with one of the students and read the dialogue together with him or her. Then have the students do the same.

It may be a good idea to give some of the students a chance to act out the dialogue in front of the class. Allow them enough time to get ready and ask volunteers to come up and act out the dialogue. They may wish to have their notes of the dialogue with them, which is okay.

7. Read and explain the instructions. Go through the sentences and explain any challenging words or sentences. Have them tick the good pieces of advice and read them out. Encourage the students to state their opinions about the pieces of advice.

### **Portfolio Assignment 2**

Have the students write a list of "do's and don'ts" for Mark to be a good student and get into university. The students write this on a separate piece of paper and you collect their papers. Return the corrected papers in the shortest possible time. Provide explanation about any corrections that the students cannot understand. Tell them to write the second draft and put it in their portfolio folder.

### **Suggested Answer Key**

1. Ss' own answers.
2. sociable, funny, hard-working, polite, friendly, helpful
3. a) There are thirty-five students in her class.  
b) No, she hasn't. She hasn't got a good relationship with Mark.  
c) No, she isn't. She is a hard-working student.  
d) No, she hasn't. She has got a negative opinion of him.
4. a) How many people are there in Mark's family?  
b) Why is his father tired and unhappy?  
c) Why is his mother bored and unhappy?  
d) Why is Mark an aggressive person?  
e) Why is Mark jealous of Katy?
5. M M K  
K K M  
M K K
6. 1) Katy: What is this?  
2) Katy: Why is it on my chair?  
3) Katy: What are these?  
4) Katy: Why are they on my desk?  
5) Katy: Why are you always so rude to me?
7. a) Don't be aggressive.  
c) Improve your relationship with Katy.  
d) Join a sports club.  
e) Don't be rude to your friends.

# 1-3 School Life

## Components

Student's Book, CD-ROM (TS 24 - TS 26), Dictionary, Workbook, Grammar Sheet 1-3

## Let's Remember

Have the students work in pairs and ask and answer the questions in Let's Remember. Then ask those questions to as many students as possible and elicit answers.

This section of Unit 1 focuses on describing school life in terms of teaching / learning facilities and social facilities. A variety of texts and posters about school and school life are used for exposing the students to target language items and having them produce similar ones. Refer the students to the Grammar Reference at the back of the book when you think it is necessary. You can assign the related Grammar Sheet as homework and check it later, or you can do it in class together.

## 1-3 - (A) Schoolwork

1. Read the school subjects one by one and do some class and / or individual repetition. Ask individual students to come up to the board. Read one or more words and have them write the word(s) they hear on the board.

Have them tick their favourite school subjects. You may wish to determine the most popular school subject in the class and write on the board "The most popular school subject in this class is ..."

2. Read the instructions and explain the task. Have the students match the questions to the answers. The students check their answers by listening to the recording (TS 24).
3. Read the instructions and explain the task. While they do the task in groups of four, circulate and provide any necessary help. On completion of their reports, ask individual Ss to read them out.
4. Read and explain the task. Tell the students to use their dictionaries to do this task. Allow enough time to match the words to the pictures. The students check their answers by listening to the recording (TS 25). Play the recording again, pausing between words for students to do some class and / or individual repetition.
5. Focus the students' attention on "For Your Information" before they start doing the task. Elicit their guesses about the number of speakers of their own language.

Refer the students to the pictures. Elicit their guesses about the nationality of the people in the pictures.

As the text is rather long, it may be a good idea to divide the reading into parts. Read out the first paragraph. Elicit / Present any unknown vocabulary. Ask one or two very easy

questions about the paragraph.

Have one of the students read out the second paragraph. Elicit / Present any unknown vocabulary. Ask one or two very easy questions about the paragraph.

The students read the other two paragraphs silently. Allow them enough time to answer the true / false questions. Check the answers. Have the students read the text again and underline the sentences that correspond to each true / false question. Ask individual Ss to read out these sentences and provide feedback.

6. Read and explain the instructions. Elicit answers and write the frequency adverbs on the board. Read the adverbs and have the students repeat them as a class and / or individually.
7. Pair up with one of the students and read the example together. Write the example on the board and underline the phrase "how often", explaining what it means.

Go through the vocabulary items, explaining any unfamiliar ones. Do some class and / or individual repetition if necessary.

Have the students work in pairs and make short dialogues as in the example. After they have practised enough, have individual pairs present their dialogues to the class.

### Suggested Answer Key

1. Ss' own answers.
2. a) 5 b) 3 c) 1 d) 6 e) 4 f) 2
3. Ss' own answers.
4. (a) stories, (b) songs, (c) games, (d) puzzles, (e) role-plays, (f) jokes, (g) posters, (i) flashcards, (i) cartoons, (j) web search
5. a) Ten.  
b) Role-plays.  
c) Alberto.  
d) Amaya's.  
e) Amaya.  
f) Metin's.
6. always, often, rarely, never
7. Ss' own answers.

## 1-3 - (B) School Clubs

1. Write "school club" on the board and read it out. Read the instructions and explain the task. Allow the students enough time to read and understand the questions before they listen to the text. Provide any necessary help about the meanings of the questions.

Play the recording (TS 26) and have the students answer the questions. Play it as many times as necessary for the students to write their answers. It may be a good idea to pause after the sentences that correspond to the questions,

giving the students enough time to think and write their answers.

Have individual Ss write their answers on the board. Discuss with the other Ss whether the given answers are right or wrong.

2. Read the school clubs one by one and do some class and / or individual repetition. Ask individual students to come up to the board. Read one or more words and have them write the word(s) they hear on the board.

After they have ticked the clubs in their school, elicit any other clubs and write them on the board.

3. Go through the questions and provide explanation if necessary. Then pair up with one of the students and ask the questions and elicit answers. Write his or her answers on the board, making any necessary corrections.

Have the students work in pairs and ask and answer the questions. Circulate while they practise and provide any necessary help.

4. Refer the students to the club notices and tell them to circle the club names. Ask which club they prefer before they read the notices. Tell them to explain why.  
Have the students read the notices quickly without using their dictionaries. Ask them again which club they prefer now. Tell them to explain why.

Tell them to read the notices again and underline any unfamiliar vocabulary items. Elicit the unfamiliar vocabulary items and write them on the board. Explain the meanings of the words. If they cannot understand any of your definitions / explanations, refer them to their dictionaries, reminding them of the importance of having and using a good dictionary.

5. Have the students read the science club notice again and find the adjectives. Elicit their answers and get one of the students to write the adjectives on the board.

Tell the students to use their dictionaries to find the noun forms of the adjectives. Elicit their answers and write them on the board. Read the words and do some class and / or individual repetition.

6. Underline the importance of being able to produce questions for a conversation to flow. Allow the students enough time to write questions for the underlined words. While they write, circulate and provide any necessary help.

Tell individual students to write their answers on the board. Provide feedback and / or discuss with the other Ss whether the questions are right or wrong.

7. To present an example, write a yes/no question in Simple Present Tense and its answer on the board. Then have the students give short answers to the questions in the exercise.

Go through the list of activities and explain any unfamiliar vocabulary items. Then get the students to work in pairs and ask and answer yes/no questions using the listed vocabulary items. While they converse, circulate and provide any necessary help.

### **Portfolio Assignment 3**

Have the students write a notice for an interesting, unusual club. Encourage them to be as creative as they can. While they prepare their notices, circulate and provide any necessary help and make any necessary corrections. On completion of the task, tell them to keep their notices in their portfolio folders.

### ***Suggested Answer Key***

1. a) Fifteen.  
b) Twice a week.  
c) No, they haven't.  
d) They talk about plays.
2. Ss' own answers.
3. Ss' own answers.
4. Ss' own answers.
5. Adjective: a) clever, b) ambitious, c) knowledgeable  
d) creative  
Noun: a) cleverness, b) ambition, c) knowledge  
d) creativity
6. a) How often do they meet?  
b) What do they listen to?  
c) When do they sing songs?  
d) How many new members do they need?
7. Yes, I do. / No, I don't.  
Yes, I do. / No, I don't.