

Smart



Teacher's Book

**WINSTON
ACADEMY**

Time to Warm up!

Components

Student's Book, CD-ROM TS 1

This section of the book aims to give Ss a chance to review the language items in the first book. Emphasis should be placed on not only the grammar and vocabulary but also the skills that are covered in the first book.

- (Question Words)** Allow the Ss enough time to match the question words to the answers. Help them with any possible vocabulary challenges. On completion of the task, check their answers.
- (Word Order)** Read the instructions and explain the task. Allow them enough time to make sentences by using the jumbled words. Circulate and provide any necessary help while they do the task. When they have finished writing sentences, play the recording and have them check their answers. Ask individual Ss to come up to the board and write their answers.
- (Grammar Review)** Read the instructions and explain the task. On completion of the task, write the mistakes and their corrections on the board. Provide any necessary explanation about the mistakes.
- (Vocabulary)** Read the instructions and explain the tasks. Focus on spelling and pronunciation as well as meaning. Read the words and have the Ss repeat as a class and/or individually.
- (Prepositions)** Underline the importance of prepositions in English. Have the Ss do the exercise, reminding them that not all the blanks require a preposition. Check their answers when they have finished the task.
- (Vocabulary)** Read the instructions and explain the tasks. Allow the Ss enough time to do the tasks, encouraging them to cooperate with their classmates. Provide help with any vocabulary challenges. On completion of the tasks, read the words and have the Ss repeat as a class and/or individually.
- (Writing and Speaking)** Have the Ss work in pairs. Circulate and provide any necessary help while they write the missing lines of the dialogues. Check their answers by having individual pairs read out their sentences. Write some of the sentences on the board. Make any necessary corrections and/or suggestions. After you have checked all the answers, tell them to practise the dialogues in pairs.

Suggested Answer Key

- a) 6 b) 9 c) 2 d) 3 e) 8 f) 10 g) 1 h) 4 i) 5 j) 7
- a) We are doing an exercise.
b) Some of the students were late.
c) She is not coming with us.
d) They will probably help us tomorrow.
e) We can't do this exercise without your help.
f) You should come and see us soon.
g) They did not study very hard.
h) He's not at school today because he's ill.
- a) (isn't → wasn't) b) (are work → work)
c) (you ate → did you eat) (a cheese → some cheese)
d) (goes → go) (is → does) e) (either → too)
f) (is → are) (nice → fine)
g) (much → many) (is → are)
h) (in → Ø) (were → was)
- a) boxing (not a person)
b) sociable (not about appearance)
c) Science (not a language)
d) handsome (not about character)
e) forecast (not a job)
f) much (+ uncountable noun)
g) gestures (not an accessory)
h) resident (not an animal)
- IMAGINE, SOFTWARE, NATURAL, AWARD, SMILE, BREATHE
NATIONAL, CHANNEL, THUNDER, RESPONSIBLE, MAJOR
ACCEPT
- a) Ø b) in c) at d) from e) in f) at g) in h) Ø i) with j) Ø
- a) Diving b) curly c) Creative d) forget e) avoid f) diary
g) complaining h) opportunity i) shelf j) requirements
k) severe l) communication
- Verb: marry, create, benefit, depress, use, produce
Noun: help, difference, success, entertainment,
meaning, product
Adjective: married, different, relaxed, successful,
entertaining, useful
1. LOSE 2. CHILDHOOD 3. WONDERFUL 4. REGION, RINSE
5. BREATHE 6. TRACKSUIT 7. BOSS 8. TROUSERS 9. MESSY
- ⁽¹⁾ Yes, I'm a high school student. ⁽²⁾ I started high school
this year. ⁽³⁾ My favourite school subjects are English and
Mathematics. ⁽⁴⁾ Yes, I like it. ⁽⁵⁾ I'd like to study engineering.
⁽⁶⁾ I'm from Antalya, Turkey. ⁽⁷⁾ I live in Istanbul. ⁽⁸⁾ It's hot and
sunny in summer and cold and rainy in winter. ⁽⁹⁾ It's raining.
⁽¹⁰⁾ What are you doing? ⁽¹¹⁾ What are you studying? ⁽¹²⁾ Do you
have an exam soon? ⁽¹³⁾ Are you anxious? ⁽¹⁴⁾ Do you ever get
anxious before exams? ⁽¹⁵⁾ When were you born? ⁽¹⁶⁾ When did
you start school? ⁽¹⁷⁾ When did you start studying English?
⁽¹⁸⁾ When will you stop studying English?

unit 1 The Individual and Society

1-1 Neighbours

Components

Student's Book, CD-ROM **TS 2 - TS 5**, Dictionary, Workbook, Grammar Sheet 1-1

Let's Remember

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

This section of Unit 1 focuses on neighbours. A variety of texts and tasks about relationships with neighbours in the past and today are used for exposing the Ss to target language items and having them produce similar ones. Refer the Ss 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.

1-1 - (A) Neighbours in the Past

1. Allow the Ss enough time to come up with words that are related to neighbours. Then elicit answers and write them on the board.
2. Read the instructions and explain the task. Make sure the Ss understand the given words. Give them enough time to fill in the blanks with the given words. While they do this, circulate and provide any necessary help when asked for. Play the recording and have them check their answers. Play the recording again if you or the Ss think it is necessary.
3. Tell them to read the text again and answer the comprehension questions. Explain that they don't need to write complete sentences. Then elicit their answers and give feedback.
4. Read the instructions and explain the task. Go through the questions and make sure the Ss understand them. Have them work in groups and ask and answer the questions. On completion of the group work, ask these questions to as many Ss as possible and elicit answers.
5. Read the instructions and explain the task. Go through the listed phrases and make sure the Ss understand them. Play the recording and have the Ss tick the phrases they hear. Check their answers.
6. Tell the Ss to go through the incomplete sentences before they hear the recording again. Help them with any vocabulary challenges. Play the recording and have them do the task. Play the recording again if you or the Ss think it is necessary. On completion of the task, have individual Ss read out the completed sentences and provide feedback.
7. Go through the questions and make sure the Ss understand them. Have them work in pairs and ask and answer the questions. On completion of the pair work, ask these questions to as many Ss as possible and elicit answers.
8. This exercise aims to improve Ss' reading comprehension skills. An overall understanding of the paragraph should be enough to complete the text with the given sentences. Tell the Ss 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.

Understanding the content as well as possible is the best strategy for reading-comprehension exercises, but it may be useful to give some clues about text-completion exercises. Tell them to be careful about:

- Verb tenses
- Pronouns
- Sentence connectors like but, so, and, etc.

Allow the Ss enough time to do the task, check their answers, and provide explanation for the correct answers.

Suggested Answer Key

1. Ss' own answers.
2. ⁽¹⁾ an, ⁽²⁾ every, ⁽³⁾ remember, ⁽⁴⁾ nine, ⁽⁵⁾ worked, ⁽⁶⁾ invited, ⁽⁷⁾ games, ⁽⁸⁾ friend
3. a) Yes, they did.
b) In a big block of flats.
c) No, she wasn't.
d) They played games and watched TV.
e) No, she didn't.
4. Ss' own answers.
5. terraced house, narrow street, big problem, showed no respect for
6. a) with a car b) middle-aged c) blocked d) door
e) police officer
7. Ss' own answers.
8. B, A, C

1-1 - **B** Neighbours Today

1. Remind the Ss what accommodation means. Write "house", "flat", and "hotel" on the board and ask the Ss if they can come up with any other types of accommodation.

Read the instructions and explain the task. After you check the definitions, have the Ss complete the sentence that explains their preference for one of the types of accommodation. Then get individual Ss to read out their sentences.

2. Read the instructions and explain the task. Remind the Ss 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.

Tell them not to try to write complete grammatical sentences. Circulate and provide any necessary help while they do the task. On completion of the task, have individual Ss read out their answers. Provide feedback about their answers.

3. Write the underlined words from the reading text on the board. Before you get them to complete the sentences with the underlined words, make sure the Ss know what they mean. After the sentences have been completed with the underlined words, have individual Ss read the sentences and provide feedback.

4. Read the instructions and explain the task. Go through the given words and make sure the Ss know their meanings. Allow them enough time to read the text and fill in the blanks. Circulate and provide any necessary help while they do the task. When the Ss are ready, play the recording and tell them to check their answers.
5. Make sure the Ss understand the given situation before they try to complete the dialogue. Give them enough time to do the task. Circulate and provide any necessary help. When they are finished with completing the dialogue, play the recording and have them check their answers.

As an optional activity, you may get your Ss to act out the dialogue. Give them five to ten minutes to read the dialogue as many times as they can. At the end of that period, tell individual pairs to come up to the board and act out the dialogue. Encourage them to use their own words if necessary, instead of trying to remember the exact words / phrases.

Portfolio Assignment 1

Have the Ss write a paragraph of about 60 words about their neighbours and their relationship with them. The Ss 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 Ss cannot understand. Tell them to write the second draft and put it in their portfolio folder.

Suggested Answer Key

1. a) 4 b) 1 c) 5 d) 3 e) 2
2. a) Because he's single.
b) No, he doesn't.
c) Because of her busy lifestyle.
d) Yes, she does.
e) Five years ago.
f) Jessica's best neighbour.
3. a) residents
b) prefer
c) chat
d) moved
e) anymore
4. ⁽¹⁾ poor, ⁽²⁾ owner, ⁽³⁾ bad, ⁽⁴⁾ criminals, ⁽⁵⁾ dirty, ⁽⁶⁾ good
5. ⁽¹⁾ look, ⁽²⁾ sleep, ⁽³⁾ flat ⁽⁴⁾ die ⁽⁵⁾ officers ⁽⁶⁾ neighbour
⁽⁷⁾ What, ⁽⁸⁾ bad

1-2 Family Types

Components

Student's Book, CD-ROM **TS 6 - TS 7**, Dictionary, Workbook, Grammar Sheet 1-2

Let's Remember

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

This section of Unit 1 focuses on family types. A variety of texts and tasks about extended families and nuclear families are used for exposing the Ss to target language items and having them produce similar ones. Refer the Ss 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.

1-2 - (A) Extended Family

1. Focus the Ss' attention on "For Your Information" before they start doing the task. Help them with any vocabulary challenges.

Go through the questions and make sure the Ss understand them. Have them work in pairs and ask and answer the questions. On completion of the pair work, ask these questions to as many Ss as possible and elicit answers.

2. Read the instructions and explain the task. Circulate and provide any necessary help while they try to complete the gapped text. Have them listen to the full text and check their answers.
3. Have the Ss guess the answers to the questions about Tony's family and elicit answers.
4. Tell the Ss to read Tony's ideas. Have them check their answers to the questions in exercise 3.
5. Read the instructions and explain the task. Circulate and provide any necessary help while they complete the sentence. Have individual Ss read out their sentences to the class.
6. Make sure the Ss understand the instructions. Have them work in pairs and make a list of disadvantages of living with an extended family. On completion of the task, elicit

answers and write them on the board. Make any necessary corrections and / or suggestions.

7. Tell the Ss that the text that they are going to read is about a very crowded family. Allow them enough time to read the text and answer the questions in complete sentences. 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.

Encourage the Ss to answer the questions in their own words. Circulate and provide any necessary help while they do the task. Check the answers by having individual Ss write the sentences on the board. Make any necessary corrections and / or suggestions.

Suggested Answer Key

1. Ss' own answers.
2. ⁽¹⁾ grew, ⁽²⁾ together, ⁽³⁾ parents, ⁽⁴⁾ spent
3. Ss' own answers.
4. Ss' own answers.
5. happy, because he never, with his schoolwork, a long time
6. noise, lack of privacy, TV fights, transportation, engaged bathrooms, shared bedrooms
7. a) There were twelve people.
b) She shared it with her cousins.
c) There were two bathrooms for twelve people.
d) No, she didn't.
e) No, she wasn't.

1-2 - (B) Nuclear Family

1. Focus the Ss' attention on "For Your Information" before they start doing the task. Help them with any vocabulary challenges.

Go through the questions and make sure the Ss understand them. Have them work in pairs and ask and answer the questions. On completion of the pair work, ask these questions to as many Ss as possible and elicit answers.

2. Tell the Ss that the text that they are going to read is about a nuclear family. Allow them enough time to read the text and answer the 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.

Check the answers when they have completed the task and provide any necessary explanations.

3. Make sure the Ss understand the discussion questions about the reading text that they have read. Have them work in pairs and discuss the questions. On completion of the pair work, ask these questions to as many Ss as possible and elicit answers.

4. Read the instructions and explain the task. Make sure the Ss understand the given situation. Allow the Ss enough time to complete the dialogue. While they do the task, circulate and provide any necessary help. When they are ready, play the recording and have them check their answers. Play the recording again if you or the Ss think it is necessary.

As an optional activity, you may get your Ss to act out the dialogue. Give them five to ten minutes to read the dialogue as many times as they can. At the end of that period, tell individual pairs to come up to the board and act out the dialogue. Encourage them to use their own words if necessary, instead of trying to remember the exact words / phrases.

5. Make sure the Ss understand the discussion questions about the dialogue that they have read. Have them work in pairs and discuss the questions. On completion of the pair work, ask these questions to as many Ss as possible and elicit answers.

Portfolio Assignment 2

Tell the Ss to do a web search and write ten sentences about changes in family types in different countries. Focus their attention on the example sentence and make sure they understand the assignment. The Ss write the sentences 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 Ss cannot understand. Tell them to write the second draft and put it in their portfolio folder.

Suggested Answer Key

1. Ss' own answers.
2. a) false
b) true
c) false
d) false
e) true
f) true
g) false
h) true
3. Ss' own answers.
4. ⁽¹⁾You are ⁽²⁾think ⁽³⁾feel lonely ⁽⁴⁾Why not ⁽⁵⁾to be ⁽⁶⁾big problem ⁽⁷⁾I can't ⁽⁸⁾often ⁽⁹⁾is not ⁽¹⁰⁾right
5. Ss' own answers.

1-3 University Life

Components

Student's Book, CD-ROM **TS 8 - TS 9**, Dictionary, Workbook, Grammar Sheet 1-3

Let's Remember

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

This section of Unit 1 focuses on university life. A variety of texts and tasks about different aspects of university life are used for exposing the Ss to target language items and having them produce similar ones. Refer the Ss 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) Studying

1. Focus the Ss' attention on "For Your Information" before they start doing the task. Help them with any vocabulary challenges.

Allow the Ss enough time to write down three words that come to mind when they think about university education. Elicit answers and write them on the board.

2. Read the instructions and explain the task. Make sure the Ss understand the given words. Allow them enough time to complete the dialogue. Circulate and provide any necessary help. When they are ready, play the recording and have them check their answers.
3. Give the Ss enough time to read the questions before you play the recording again. Elicit answers and provide feedback.

As an optional activity, you may get your Ss to act out the dialogue. Give them five to ten minutes to read the dialogue as many times as they can. At the end of that period, tell individual pairs to come up to the board and act out the dialogue. Encourage them to use their own words if necessary, instead of trying to remember the exact words / phrases.

4. Write "Middle East Technical University" on the board and ask the Ss what they know about it. Read the instructions and explain the task. Allow them enough time to fill in the blanks. Help the Ss with any vocabulary challenges.
5. Make sure the Ss understand the instructions. Allow them enough time to write down their ideas. Circulate and provide any necessary help. On completion of the task, have them work in pairs and compare their answers. Then discuss the answers as a class. Encourage individual Ss to justify their answers.
6. Read the instructions and explain the task. Give the Ss enough time to write down their ideas. Circulate and provide any necessary help. On completion of the task, have some of the Ss share their ideas with the class.

Write a couple of student sentences on the board as they speak and encourage the other Ss to make corrections and / or suggestions.

Suggested Answer Key

1. Ss' own answers.
2. ⁽¹⁾ ask ⁽²⁾ comparison ⁽³⁾ compulsory ⁽⁴⁾ optional ⁽⁵⁾ explanation
3. a) Tina's help.
b) No, she won't.
c) Yes, I do. / No, I don't
4. Architecture, Sciences, Economic, Education, Engineering, Foreign
5. Ss' own answers.
6. Ss' own answers.

1-3 - (B) Social Life

1. Tell the Ss that they are going to listen to someone talk about university life and answer some true/false questions about what is said. Make sure they understand the given sentences before they listen to the recording.

Play the recording and have the Ss answer the true/false questions. Play the recording again if you or the Ss think it is necessary. Elicit answers and make any necessary explanations about the answers.

2. Have the Ss work in pairs and discuss the speaker's ideas. Circulate and provide help if asked for.
3. Tell the Ss that the text that they are going to read is about the life of a university student. Allow them enough time to read the text and answer the questions in complete sentences. 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.

Check the answers by having individual Ss write their answers on the board. Make any necessary corrections and / or suggestions.

4. Read the instructions and explain the task. Give the Ss enough time to write down their ideas. Elicit answers and encourage the Ss to agree or disagree with each other's ideas.
5. Allow the Ss enough time to complete the sentences with the underlined words in the reading text. Elicit answers and provide feedback.
6. Make sure the Ss understand the given situation. Give them enough time to complete the dialogue with the given words. Check their answers and provide feedback.

Tell them to work in pairs. Allow them enough time to memorise the lines. When they are ready, have them come up to the board and act out the dialogue in pairs.

7. Make sure the Ss understand the given situation. Tell them to work in pairs and write a similar dialogue to the one in exercise 6. Circulate and provide any necessary help while they write the dialogue.

On completion of the task, have the Ss act out their dialogues in front of the class.

Portfolio Assignment 3

Have the Ss write a paragraph of about 60 words about an ideal university student. The Ss 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 Ss cannot understand. Tell them to write the second draft and put it in their portfolio folder.

Suggested Answer Key

1. a) true
b) false
c) false
d) false
e) true
2. Ss' own answers.
3. a) She started six years ago.
b) Yes, she is.
c) She attends them when she has to.
d) No, she doesn't.
e) It's enjoying the moment.
4. Ss' own answers.
5. a) improve
b) attend
c) departments
d) moment
6. ⁽¹⁾ going ⁽²⁾ tomorrow ⁽³⁾ grade ⁽⁴⁾ fail ⁽⁵⁾ miss ⁽⁶⁾ alone
7. Ss' own answers.