

H.Q. Mitchell

Smart

junior

6



student's book

Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 1 • School and work p. 5				
<ul style="list-style-type: none"> - to talk about everyday and spare-time activities - to talk about chores and jobs - to talk about past events / situations - to talk about plans in the near future - to distinguish between habitual actions and current activities 	Present Simple (adverbs of frequency) Present Progressive Past Simple Future going to	Words related to leisure activities: spare time, hobby, make model..., collect comic books Adverb: early Chores: dust, take the kids to school, mop, iron Verbs: check e-mail, deliver letters, change, order, look after, train, sew Nouns: office, postman, typist, team, band, babysitter, concert, furniture, factory, stick, problem Adjectives: naughty, strict, friendly	Music (song about one's activities in one's spare time) Social Studies (reading about the jobs in the past) Language Arts (writing about your spare time) History (reading about schools in the past and schools nowadays)	/s/ takes mops makes /z/ goes irons /ɪz/ dances changes
Module 2 • Faces and places p. 15				
<ul style="list-style-type: none"> - to talk about what people wear in different countries around the world - to talk about birthday traditions in different countries - to talk about rules of etiquette around the world - to talk about actions you are supposed and not supposed to do - to talk about table manners 	Object pronouns Verbs with two objects Should / Shouldn't Imperative	Materials: cotton, leather, straw Adjectives: colourful, polite, impolite Nouns: sandals, cloth, classmates, waltz, chat room, tradition, chopsticks, gift, wrapping paper, formal dinner, dessertspoon, napkin, lap, snow sculpture, slide, lorry, statue, maze, tower Actions: shake hands, hug, kiss on the cheek, light up Phrase: be on time	Social Studies (learning about people's clothes from different countries, learning about birthday traditions in different countries, learning about rules of etiquette around the world -South Korea, Brazil, China, etc-, learning about table manners, reading about the Sapporo Snow Festival) Home Economics (reading about a traditional dish of a country and writing about a traditional dish of your country) History (reading about The Tower of London-WB)	/ʌ/ hug luck colourful /ɒ/ problem cloth cotton /æ/ lap chat wrap
Smart World 1	Sights around the world p. 26			
Module 3 • Adventures p. 27				
<ul style="list-style-type: none"> - to talk about experiences someone had in the past - to ask and answer about how long someone has done something - to talk about activities a person has/hasn't done yet 	Present Perfect Have you ever ...? Yes, I have./No, I haven't. I've never ... How long have you ...? I've ... for / since ... I've ... so far. I haven't ... yet.	Nouns: parents, dream, experience, contest, eagle, climbing boots, nest, helmet, mountain, trip, Boy Scout, nature, badge, uniform, first aid, dummy, studio, wild animals, delivery boy, special effects Verbs: try, win, travel, remember, scream, survive Adjectives: different, haunted Adverb: outside Outdoor activities: rock climbing, white-water rafting, horse riding, make a shelter, cook over a campfire	Music (song about life experiences - what people have done) PE (reading and talking about outdoor activities like rock climbing, white-water rafting, horse riding) Social Studies (reading about Boy / Girl Scouts) Language Arts (making "My Adventures" poster)	/aɪ/ exciting outside wild /ɪ/ win trip /ɜː/ girl first

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 4 • Material world p. 37				
<ul style="list-style-type: none"> - to talk about the materials things are made of - to talk about the origin of products and where they are produced / grown - to use linking words 	<p>It's / They're made of ...</p> <p>Passive Voice (Affirmative)</p> <p>(Questions-Negative)</p> <p>It's / They're used for ...</p>	<p>Materials: silk, wool, silver</p> <p>Jewelry & accessories: belt, chain, ring, watch</p> <p>Body part: neck</p> <p>Nouns: mixture, ingredients, flavour, teapot, headphones, telescope, sponge, pot, scissors, toothbrush, note, stone, shapes, credit card</p> <p>Verbs: mix, freeze, melt, produce, become, look like</p> <p>Food and drink: coffee, corn, avocado, vanilla</p> <p>Adjectives: amazing, round</p>	<p>Home economics (reading and talking about how to make ice cream and chocolate chip biscuits)</p> <p>Social Studies (reading and talking about products produced / grown in different countries, talking about animals that live in different countries, reading about silk - WB)</p> <p>Science (reading and writing about an invention)</p> <p>History (reading about the history of money)</p>	<p>/ʊ/ look wool</p> <p>/uː/ food toothbrush</p> <p>/oʊ/ telescope headphones avocado</p>
Smart Time 1	Techno crisps p. 48			
Module 5 • Looking back p. 49				
<ul style="list-style-type: none"> - to talk about how life used to be in the past - to talk about things that didn't use to happen in the past and happen now - to ask and answer about things that used to happen in the past that no longer happen 	<p>Used to (Affirmative)</p> <p>Used to (Negative)</p> <p>Used to (Questions)</p> <p>There used to be ...</p>	<p>Words related to prehistoric times: animal skin, humans, mammoth, spear, barefoot, thousand, prehistoric</p> <p>Places: neighbourhood, garden, flat, hotel, grocer's shop, motorway</p> <p>Adjectives: huge, quiet, luxury</p> <p>Verbs: show, hang out, cheer up, miss, surf the Net, miss, care</p> <p>Means of transport: carriage, streetcar</p> <p>Nouns: population, laptop, band, trumpet, pocket money, country, entertainment, cocoa</p> <p>Words related to the Aztecs: canal, lake, warrior, jaguar, chilli peppers, century, capital, exist, enemy</p>	<p>Music (song about how humans used to live in prehistoric times)</p> <p>History (reading and talking about how Salt Lake City used to be and how it is now, reading and talking about the Aztecs, reading about the Queen Mary - WB)</p> <p>Art (making a mini "flip book")</p>	<p>/æ/ animal band hang</p> <p>/ɑː/ garden streetcar flat</p> <p>/ə/ human jaguar</p>
Module 6 • The four corners of the Earth p. 59				
<ul style="list-style-type: none"> - to talk about different climates / activities in different countries - to talk about a day trip - to give information about the Amazon rainforest - to compare two or more animals or things 	<p>-ing as subject of verbs <i>go, start, hate, can't stand, love, like, enjoy, good at + -ing</i></p> <p>too + adjective + full infinitive adjective + enough full infinitive</p> <p>Comparison (not) as + adj + as</p>	<p>Words related to the poles: polar bear, West, North, East, South, pole</p> <p>Adverb: lonely</p> <p>Verbs: believe, search, shout, push</p> <p>Nouns: top, bottom, middle, storm, rope, sailing boat, hot-air balloon, jeep, mountain biking, tour, clue, fountain, submarine, university, temple, frog</p> <p>Adjectives: slippery, rough, calm, seasick, alone, large, poisonous, tiring, safe</p> <p>Words related to the Amazon rainforest: tropical rainforest, frog, climate, temperature</p> <p>Numbers: million</p>	<p>Geography (reading about countries, climates and weather conditions, writing about your country, reading about deserts - WB)</p> <p>Science (reading about the Amazon Rainforest and the animals that live there, reading about the Tembre Indians of the Amazon - WB)</p>	Silent vowels
Smart World 2	Dinosaurs p. 70			

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
Module 7 • Fine arts p. 71				
<ul style="list-style-type: none"> - to converse about preferences, feelings, experiences - to develop an awareness and enjoyment of art - to give information about a person / a thing / a place in a sentence, avoiding repetition 	<p>Prepositions of time (on, in, during, from ... to ..., after)</p> <p>Relative clauses (who / that)</p> <p>Relative clauses (that / which)</p> <p>Relative clauses (where)</p>	<p>Nouns: sculptor, circle, square, art gallery, member, fan club, building, garden, steel, brick, sphere, architect, view, microwave, acrobat, exhibition, show, magician, clown, security guard, guide, pottery</p> <p>Adjective: talented</p> <p>Kinds of music: pop, rock, jazz, hip hop, classical</p> <p>Verbs: sculpt, hold, sign, design, heat, connect, whisper</p> <p>Phrases: do tricks, stay close, play a trick</p>	<p>Music (song about art, listening to different types of music)</p> <p>Art (reading about famous buildings, making a collage, reading about Picasso and Children's Museum of the Arts - WB)</p>	Silent vowels and consonants
Module 8 • Go green! p. 81				
<ul style="list-style-type: none"> - to develop an awareness of environmental problems - to talk about solutions to environmental problems - to make promises and decisions - to make guesses and hypotheses - to talk referring to conditions and their results 	<p>Will + time clauses may / might</p> <p>Conditional sentences Type 1</p>	<p>Verbs: destroy, pollute, bring, grow up, save, hurry up, protect, kill, breathe, turn into, plant trees, smile, cheat, copy</p> <p>Nouns: land, environment, shore, seal, fin, pollution, fumes, acid rain, public transport, bicycle lane, traffic, health problem, government, solar panel, judge, garage, starting line, energy</p> <p>Adjectives: alive, harmful, excited, fair</p> <p>Adverbs: less, instead, suddenly</p>	<p>Music (song about saving the environment)</p> <p>Science (reading about air pollution and talking about how to save the environment, reading about Greenpeace, making a booklet about the environment)</p>	<p>/ʌ/ public turtle</p> <p>/uː/ fumes pollute</p> <p>/ɜː/ turn hurry</p>
Smart Time 2	Water p. 92			

Looking back 5



humans



animal skin



mammoth



spear



barefoot

Sing a song

thousand
prehistoric

1 Complete the table with past activities done by early humans and present activities done by modern humans. Use the words in the box. Then listen, read and check your answers.

- cook
- paint
- wear
- cook
- go
- hunt
- draw
- wear
- buy

PAST	PRESENT
1. _____ on cave walls	1. _____ in an oven
2. _____ over a fire	2. _____ jeans
3. _____ around barefoot	3. _____ food from the supermarket
4. _____ with spears	4. _____ on paper
5. _____ animal skins	

2 Listen and sing.

The way we used to be

Humans have come a long, long way
From prehistoric times until today
Don't you know
Thousands of years ago
They lived in a different way
Than we live our lives today.

Early humans used to hunt with spears
They used to wear animal skins
Today we go to the supermarket
And wear T-shirts with jeans!

Early humans used to go around barefoot
And cook over fire in the rain
Today we use an oven
And we travel the world by plane.

Early humans used to paint mammoths
All over the walls of their caves
Today we draw on paper
We're different in many ways.

Early humans **used to wear** animal skins. We don't wear animal skins today.

3 In what ways were the lives of early humans different from ours? Close your books and discuss this question with a friend. Use ideas from the song and your own.

Early humans used to hunt for their food.



We buy our food from the supermarket.





neighbourhood



garden



flat

1 Listen and answer. Why is Kevin upset? Then read. 



Kevin is a new kid in the neighbourhood.

Carla: What's wrong, Kevin?

Kevin: I miss my old neighbourhood.

Carla: Come on. It isn't that different here.

Kevin: Well, I used to live near a big park and I used to go skateboarding every day.

Carla: There is a park in our neighbourhood.

Kevin: Yeah, I know. But it's very small. I can't go skateboarding there.

Carla: Oh, I see.

Kevin: Also, I didn't use to live in a flat. I used to live in a house with a huge garden. My friends and I used to play baseball there at the weekends. But now I can't do that any more. I just stay at home and surf the Net.

Carla: Well, I'm sure you didn't use to have a shopping centre near your old house.

Kevin: No, I didn't. But I don't care. I don't like hanging out at shopping centres.

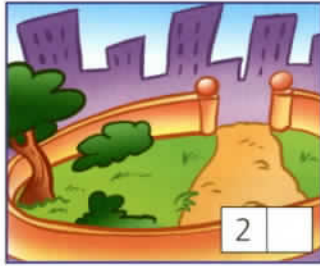
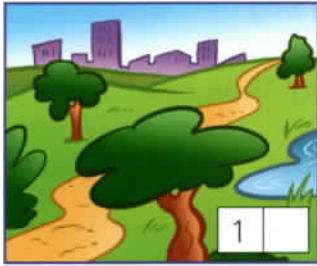
Carla: Cheer up! There are a lot of things we can do in this neighbourhood. Come on, I'll show you.

hang out cheer up miss show
 huge surf the Net care

When I was younger, I **used to go** to the library for information. I **didn't use to surf** the Net, but now I do.



2 Read and tick (✓) the pictures that show what Kevin used to do and have in his old neighbourhood.



3 Look at activity 2 and write sentences.

1. Kevin used to live near a big park.
2. He didn't use to live near a small park.
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

4 Discuss the questions and then write sentences.

- Which sport did you use to play that you don't play any more?
- Which sport do you play now?
- What did you use to do with your friends that you don't do any more?
- What do you do now when you hang out?

I used to play tennis when I was younger, but I don't any more.



I didn't use to play tennis but I do now.





hotel



carriage



streetcar



grocer's shop



motorway

population
quiet
luxury

1 Listen and answer. What means of transport did they have in the past? Then read. 

History

Salt Lake City

PAST



This is a picture of Salt Lake City, Utah U.S.A. in the year 1852. It was a small place with a population of around 6,000. It was very different and quiet then. Today, it's a city with over 180,000 people and lots of restaurants and theatres.

In the past, there used to be a lot of carriages and streetcars on the streets. There weren't many cars or any buses back then. There used to be only a few houses and no modern buildings, luxury hotels and motorways like today. There weren't any big shopping centres or supermarkets, but only some restaurants and grocer's shops. There used to be a theatre though. People loved going there!



There used to be a lot of carriages and streetcars on the streets.



2 Complete the chart about Salt Lake City.

THEN	NOW
<ul style="list-style-type: none"> around 6,000 people 	(1) • _____
(2) • _____, _____ and _____	<ul style="list-style-type: none"> cars and buses and other means of transport
<ul style="list-style-type: none"> a few houses and buildings 	(3) • _____, _____, _____ and _____
(4) • _____, _____, _____ and a _____	<ul style="list-style-type: none"> shopping centres, supermarkets, restaurants, theatres, etc.

3 Look at the pictures of the town of Lakeview and discuss.



There used to be one school in Lakeview, but now there are two.



5

Let's talk

Did she **use to be** in a band?
Yes, she did. / No, she didn't.



laptop



band



trumpet



pocket money



country

entertainment

1 What did Grandma use to do? Listen and tick (✓). 



1



2



3



4



5



6



7



8

2 Draw a table like the one below and write questions based on activity 1. Then ask and answer questions with your partner and compare your answers.

	Yes	No
Did she use to sing?		
Did she use to ...		

3 Write similar questions and ask your teacher / parents / grandparents. What did they use to do for entertainment?



PRONUNCIATION

Listen and repeat. Then tick (✓). 

	garden	animal	human	band	streetcar	jaguar	flat	hang
/æ/		✓						
/ɑ:/	✓							
/ə/			✓					

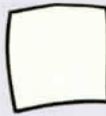
1 Read and discuss.

ANIMATED FILMS

Today, animated films are made mostly on computers. However, in the past things were different. Animation studios needed many people to make an animated film. You see, for every second of the film, they used to draw twenty-four pictures! A different picture for every single movement of the character. After that they used to photograph each picture and put them together to make the film.

2 Make a mini "flip book".

You need:



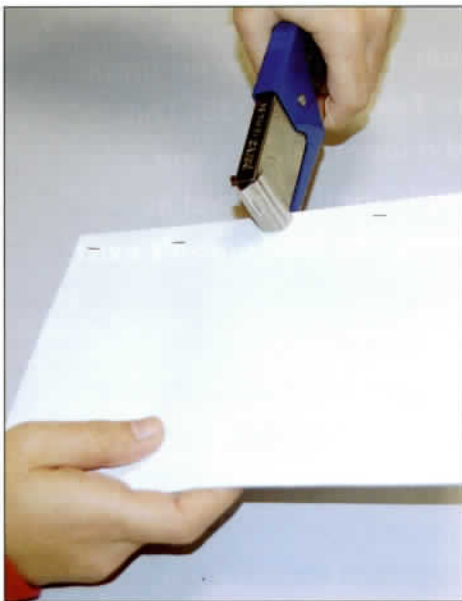
A4 pieces of paper



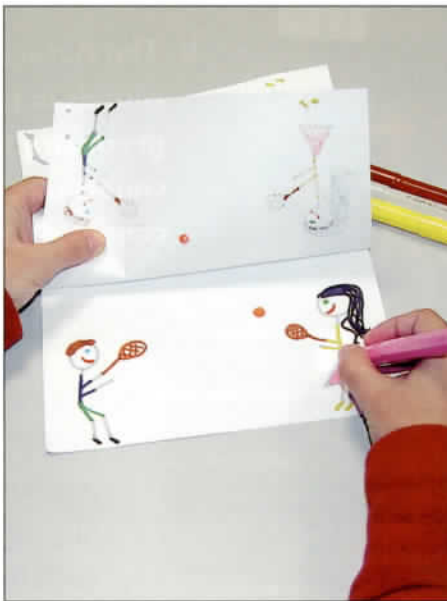
coloured pencils



stapler



1. Fold the paper in half.
Staple the papers together.



2. Choose a character/object and draw it. For every movement draw a separate picture.



3. Flip through the pages and see your characters move!

3 Make up a story for your character. Think about the questions below and write your animated story.

What is his/her name?

Where is your character?

What is he/she doing?



canal



lake

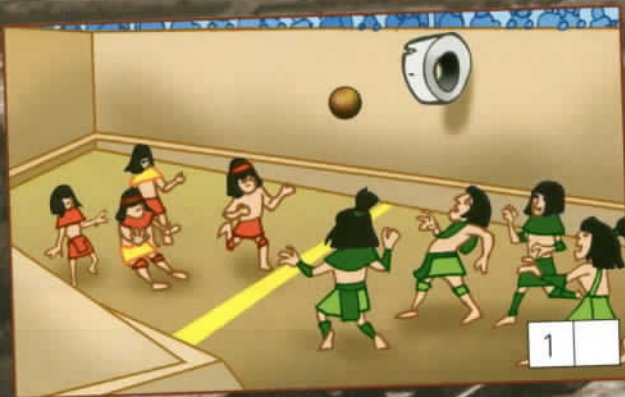


warrior

1 Read and match (a-f). Then listen. 



The AZTECS



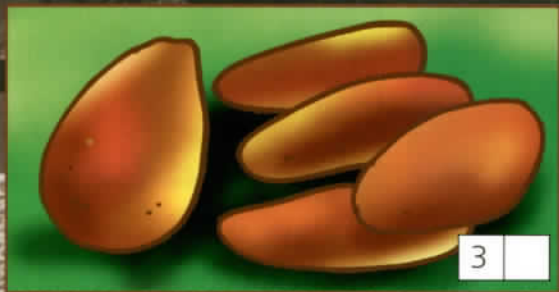
1

a. The Aztecs, or the Mexica, lived in the 14th, 15th and 16th centuries in what is now central Mexico. In fact, Mexico City is where the Aztec capital, *Tenochtitlan* used to be.



2

b. The Aztecs built *Tenochtitlan* on small islands in *Lake Texcoco* in 1325. This great city had a lot of bridges and canals and people used to travel in canoes. But today the lake doesn't exist.



3

c. The Aztecs were great warriors and trained from an early age. Some warriors wore animal skins to look like jaguars and some wore a helmet with feathers that looked like the head of an eagle. They wanted to scare their enemies.



4

d. The Aztecs loved sports. They used to play *tlachtli*, which was a mix of football, basketball and volleyball. However, players couldn't use their hands!



jaguar



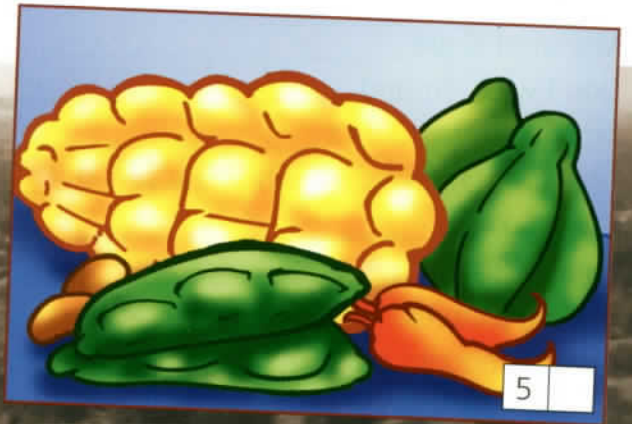
chilli peppers



cocoa

century
capital
enemy
exist

e. The Aztecs ate a lot of corn, beans and squash with chilli peppers and tomatoes. All these are still very popular in Mexico today. They used to eat insects, too.



5

f. Today, cocoa is used to make chocolate, but for the Aztecs it used to be very important. They used cocoa beans as money, and they also made a chocolate drink. The emperor Moctezuma II drank fifty cups of chocolate every day!



6

2 Read again and complete.

- Another name for the Aztecs is _____.
- The Aztecs built their capital on _____ in the year _____.
- People used _____ to travel on the canals.
- Some warriors wore costumes to look like _____ and _____.
- When playing tlachtli, one of the rules was for players not to use _____.
- The Aztecs ate things like _____, _____, _____ with _____, and _____.
- Moctezuma's favourite drink was _____.

Let's chat

What other (ancient) civilizations do you know of? Where did they use to live? Would you like to live in their time? Why / Why not?

Revision 5

Vocabulary

1 Complete the sentences and find the word in pink.

1. Mammoths are _____ animals.
2. Don't walk around _____. Wear your shoes.
3. Mobile phones didn't _____ fifty years ago.
4. Tina started screaming when she saw the _____ dog.
5. I live in a very _____ neighbourhood. I don't like noisy places.
6. Come here. Let me _____ you my pictures.
7. Beth has bought a new _____. It has four bedrooms.
8. There was an earthquake on the island a _____ years ago.
9. We went around the city in a horse and _____! It was a nice experience.
10. My sister lives in New York now. I don't see her often. I really _____ her.
11. We live in the 21st _____.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____

Listening

2 Listen to three dialogues and answer the questions. Choose a, b or c.

1. What did Jenny use to like most about her old house?
a. the huge garden b. the quiet neighbourhood c. the shops that were close
2. Who used to work in a grocer's shop?
a. Ken b. Ken's dad c. Ken's grandfather
3. What did they find in the cave?
a. dinosaur bones b. animal skins c. paintings of mammoths

Speaking

3 In pairs, talk about what you used to do and didn't use to do five years ago. You can use the ideas in the box, or your own.

- speak English?
- go to bed early?
- have a laptop?
- like...?
- eat...?
- drink...?

Five years ago, I used to eat a lot of sweets, but I don't any more. What about you?

Me too. But five years ago, I didn't use to speak English very well.