get smart

www.mmpublications.com
is an innovative six-level primary course. It takes students from Beginner to Pre-intermediate level (A2), while carefully considering students’ particular needs and interests at each stage.

**IT FOLLOWS:**
- the requirements of the *Common European Framework of Reference*
- the *modular approach* and is organized in ten well-balanced modules

**COURSE FEATURES**
- Seven lessons including a revision section
- A wide variety of songs, chants, games, factual texts, dramatization and stories
- Communication, cross-curricular activities and projects
- Gradual development of all four skills
- Systematic recycling
- Board Games
- Phonics
- My alphabet book
- Videos

**BRITISH & AMERICAN Edition**
Components for students

- Student’s Book
- Alphabet Book
- Workbook
- DVD Activity Book
- Grammar

Components for teachers

- Teacher’s Book
- Teacher’s Resource CD/CD-ROM including tests and extra material
- Grammar and Vocabulary Teacher’s Book & CD
- Interactive Whiteboard CD-ROM also including videos and games
- Posters

ONLINE material
by

- Extra activities
- Games
- Posters
Module 1 • Hello!
I'm (Lisa).
What's your name?
My name's (John).
Module 2 • School
What color is it? (Blue).
What's this? It's a (pen).
What's that? It's an (apple).
Is it a (computer)?
Yes, it is. No, it isn't.
Module 3 • Family and friends
How are you? Fine, thank you.
Who's that? It's my (grandma).
This is my (dog).
Is that your (sister)?
Yes, it is. No, it isn't.
Module 4 • You and me
Module 5 • Party time!
I have a (kite).
I don't have a (ball).
Do you have a (car)?
Yes, I do. No, I don't.
Module 7 • My body
Don't (touch your nose.)
(She) has (long) (legs).
(He) doesn't have (big) (feet).
Does (it) have (a long tail)?
Yes, (it) does. No, (it) doesn't.
Module 8 • Food
I like (apples).
I don't like (beans).
What's your favorite food? (Pizza).
Two (bananas), please.
Here you are.
Thanks.
Module 9 • My house
Where's the (ball)?
It's (in) the (closet).
Where are the (shoes)?
They're (under) the table.
His (pants are green).
Her (dress is yellow).
Module 10 • Places
There's a (toy store).
There are (monkeys) at the (zoo).
How many (toys) are there?
There are (twenty) (toys).
<table>
<thead>
<tr>
<th>Module 1 • Welcome!</th>
<th>STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who’s that? It’s (John).</td>
<td>Yes, (she) does. No, (she) doesn’t.</td>
</tr>
<tr>
<td>What’s (her) name? (Her) name is (Anna).</td>
<td>(He) can’t (paint), but (he) can (do karate).</td>
</tr>
<tr>
<td>(I) have (big teeth).</td>
<td>Can (they) (dive)? Yes, (they) can. No, (they) can’t.</td>
</tr>
<tr>
<td>(She) has (brown eyes).</td>
<td>Do (you) have (twenty shells)? Yes, (I) do. No, (I) don’t.</td>
</tr>
<tr>
<td>Do (you) have (twenty shells)? Yes, (I) do. No, (I) don’t.</td>
<td>Does (she) have (fifty dolls)? It’s (three) o’clock.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Module 2 • Every day</th>
<th>STRUCTURES</th>
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</thead>
<tbody>
<tr>
<td>(I) always (do my homework).</td>
<td>What do you do?</td>
</tr>
<tr>
<td>(He) sometimes (combs his hair).</td>
<td>I’m (a firefighter).</td>
</tr>
<tr>
<td>(You) never (brush your teeth).</td>
<td>What does (he) do?</td>
</tr>
<tr>
<td>Do (they) (walk to school)?</td>
<td>(He’s) a (dentist).</td>
</tr>
<tr>
<td>Yes, (they) do. No, (they) don’t.</td>
<td>What do you want to be?</td>
</tr>
<tr>
<td>Does (she) (take the bus to school)? Yes, (she) does. No, (she) doesn’t.</td>
<td>I want to be a (pilot).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 • Right now</th>
<th>STRUCTURES</th>
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</thead>
<tbody>
<tr>
<td>What are you doing?</td>
<td>(They)’re (making a cake).</td>
</tr>
<tr>
<td>I’m (playing the guitar).</td>
<td>(They) aren’t (watching TV).</td>
</tr>
<tr>
<td>I’m not (playing volleyball).</td>
<td>Is (she) (doing gymnastics)? Yes, (she) is. No, (she) isn’t.</td>
</tr>
<tr>
<td>What is (he) doing?</td>
<td>Are (they) (playing tennis)? Yes, (they), are. No, (they) aren’t.</td>
</tr>
<tr>
<td>(He)’s (washing the dishes).</td>
<td>(He) isn’t (skateboarding).</td>
</tr>
<tr>
<td>(He) isn’t (skateboarding).</td>
<td>What are they doing?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Module 4 • Year in, year out</th>
<th>STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your favorite season?</td>
<td>It’s in (March).</td>
</tr>
<tr>
<td>It’s (spring).</td>
<td>What do you (do) in the (summer)?</td>
</tr>
<tr>
<td>I have (karate) on (Saturday).</td>
<td>(I) go (swimming) in the (summer).</td>
</tr>
<tr>
<td>When’s your birthday?</td>
<td>(He) goes (skiing) in the (winter).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5 • My newhouse</th>
<th>STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where’s the (dog)?</td>
<td>Whose (coat) is this? It’s (mine).</td>
</tr>
<tr>
<td>It’s behind (the door).</td>
<td>Whose (sneakers) are these?</td>
</tr>
<tr>
<td>Where are (the toys)?</td>
<td>They’re (Tim)’s. They’re (his).</td>
</tr>
<tr>
<td>They’re (upstairs).</td>
<td>There is one (big room).</td>
</tr>
<tr>
<td>They’re in front of the (closet).</td>
<td>There are a lot of (paper doors).</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Module 6 • Food, please!</th>
<th>STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s some (milk).</td>
<td>(Souvlaki) comes from (Greece).</td>
</tr>
<tr>
<td>There are some (carrots).</td>
<td>(Noodles) come from (China).</td>
</tr>
<tr>
<td>Is there any (cheese)?</td>
<td>What would you like to (drink)?</td>
</tr>
<tr>
<td>Yes, there is. No, there isn’t. I’d like some (water), please.</td>
<td></td>
</tr>
<tr>
<td>Are there any (peppers)?</td>
<td>Would you like some (dessert)? Yes, please. No, thanks.</td>
</tr>
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<thead>
<tr>
<th>Module 7 • Out and about</th>
<th>STRUCTURES</th>
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<tr>
<td>Be quiet. Don’t (take pictures).</td>
<td>It’s a quarter after (three).</td>
</tr>
<tr>
<td>What time is it?</td>
<td>It’s (two) forty-five.</td>
</tr>
<tr>
<td>It’s a quarter to (three).</td>
<td>It’s (three) fifteen.</td>
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<table>
<thead>
<tr>
<th>Module 8 • Where were you yesterday?</th>
<th>STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were you yesterday?</td>
<td>Were you at (home)?</td>
</tr>
<tr>
<td>I was at (the mall). Yes, we were. No, we weren’t.</td>
<td></td>
</tr>
<tr>
<td>Where was (she) yesterday?</td>
<td>How was it? It was (noisy).</td>
</tr>
<tr>
<td>(She) was at (home).</td>
<td>There was (a theater).</td>
</tr>
<tr>
<td>Where were they yesterday?</td>
<td>There were (carriages).</td>
</tr>
<tr>
<td>They were at (the theater).</td>
<td>There wasn’t (a bus).</td>
</tr>
<tr>
<td>There weren’t (many cars).</td>
<td></td>
</tr>
<tr>
<td>Was the (movie) good?</td>
<td>Yes, it was. No, it wasn’t.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Module 9 • On vacation</th>
<th>STRUCTURES</th>
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</thead>
<tbody>
<tr>
<td>(We) packed (our bags).</td>
<td>(He) didn’t (swim).</td>
</tr>
<tr>
<td>What did (you) do on the weekend? Did (you) (watch TV)? Yes, (I) did. No, (I) didn’t.</td>
<td></td>
</tr>
<tr>
<td>(I) went (to the forest).</td>
<td></td>
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<thead>
<tr>
<th>Module 10 • The world around us</th>
<th>STRUCTURES</th>
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<tr>
<td>(Tigers) are (stronger) than (lions).</td>
<td>(Venus) is the (hottest) (planet).</td>
</tr>
<tr>
<td>Which is the (hottest) (planet)?</td>
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<td>Past Simple</td>
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<td>Future be going to</td>
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<th>Module 2 • Exploring</th>
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<td>The verb could</td>
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<td>Past Continuous</td>
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<td>Past Simple - Past Continuous</td>
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<td>Time clause (when)</td>
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<td>Comparative forms</td>
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<td>as + adjective + as</td>
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<td>Superlative forms</td>
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<td>Which</td>
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<td>Adverbs of manner</td>
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<tr>
<td>Comparison of adverbs</td>
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<th>Module 4 • Up high!</th>
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<tr>
<td>Relative pronouns: who, which, that</td>
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<tr>
<th>Module 5 • It's natural</th>
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<tbody>
<tr>
<td>much / many / a lot of / lots of / a few / a little</td>
</tr>
<tr>
<td>How much...?</td>
</tr>
<tr>
<td>How many...?</td>
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<td>How long...?</td>
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<td>Both / Neither</td>
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<th>Module 6 • One and all</th>
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<tr>
<td>Compounds of some / any / no / every</td>
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<th>Module 7 • Let's help</th>
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<td>The adverb maybe</td>
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<td>Future will</td>
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<td>Prepositions of movement</td>
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<td>Directions</td>
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<td>The verb may</td>
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<td>like / love / enjoy / hate</td>
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<tr>
<td>+ -ing form</td>
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<tr>
<th>Module 9 • Looking ahead</th>
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<tr>
<td>Full infinitive</td>
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<tr>
<td>Infinitive of purpose</td>
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<tr>
<td>too / enough</td>
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<tr>
<td>Why don’t...? /</td>
</tr>
<tr>
<td>How about...? / Let’s...</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Module 10 • Don't panic!</th>
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<tr>
<td>Reported Speech: commands (affirmative / negative)</td>
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<td>Reported Speech: requests</td>
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### Contents for Get Smart 6

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<td>Present Simple (adverbs of frequency)</td>
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<tr>
<td>Present Continuous</td>
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<tr>
<td>Past Simple</td>
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<tr>
<td>Past Continuous</td>
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<tr>
<td>Future be going to</td>
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<tr>
<th>Module 2 • Faces and places</th>
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<tr>
<td>Object pronouns</td>
</tr>
<tr>
<td>Verbs with two objects</td>
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<tr>
<td>Should / Shouldn’t</td>
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<tr>
<td>Imperative</td>
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<thead>
<tr>
<th>Module 3 • Adventures</th>
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<tbody>
<tr>
<td>Present Perfect</td>
</tr>
<tr>
<td>Have you ever ...?</td>
</tr>
<tr>
<td>Yes, I have./No, I haven’t.</td>
</tr>
<tr>
<td>I’ve never ...</td>
</tr>
<tr>
<td>How long have you ...?</td>
</tr>
<tr>
<td>I've ... for / since ...</td>
</tr>
<tr>
<td>I’ve ... so far.</td>
</tr>
<tr>
<td>I haven’t ... yet.</td>
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<tr>
<th>Module 4 • Material world</th>
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<tr>
<td>It’s / They’re made of ...</td>
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<tr>
<td>Passive Voice (Affirmative)</td>
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<tr>
<td>(Questions-Negative)</td>
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<tr>
<td>It’s / They’re used for ...</td>
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<tr>
<th>Module 5 • Looking back</th>
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<tr>
<td>Used to (Affirmative)</td>
</tr>
<tr>
<td>Used to (Negative)</td>
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<tr>
<td>Used to (Questions)</td>
</tr>
<tr>
<td>There used to be ...</td>
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<table>
<thead>
<tr>
<th>Module 6 • The four corners of the Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ing as subject of verbs</td>
</tr>
<tr>
<td>go, start, hate, can’t stand, love, like, enjoy, good at + -ing</td>
</tr>
<tr>
<td>too / enough + adjective + full infinitive</td>
</tr>
<tr>
<td>Comparison (not) as + adj + as</td>
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<tr>
<th>Module 7 • Fine arts</th>
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<td>Prepositions of time (on, in, during, from ... to ..., after)</td>
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<td>Relative clauses (who / that)</td>
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<tr>
<td>Relative clauses (that / which)</td>
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<tr>
<td>Relative clauses (where)</td>
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<th>Module 8 • Let's learn</th>
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<tr>
<td>Have to (Affirmative / Questions / Negative)</td>
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<tr>
<td>Had to</td>
</tr>
<tr>
<td>Would you like to ...?</td>
</tr>
<tr>
<td>That would be nice. / I'd love to. / I’m afraid I can’t. / I don’t think so.</td>
</tr>
</tbody>
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<tr>
<th>Module 9 • Go green!</th>
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<tr>
<td>Will + time clauses</td>
</tr>
<tr>
<td>may / might</td>
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<tr>
<td>Conditional sentences Type 1</td>
</tr>
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<table>
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<th>Module 10 • Healthy body, healthy mind</th>
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<tr>
<td>Reported Commands and Polite Requests</td>
</tr>
<tr>
<td>Reported Statements (Present Simple / Present Continuous)</td>
</tr>
<tr>
<td>Reported statements can / will</td>
</tr>
</tbody>
</table>
Sing a song

1. Listen and match. Then sing and do.

**Buzz says**

Buzz says, Touch your mouth, your mouth
Touch your mouth.

Buzz says, Don’t touch your nose, your nose
Don’t touch your nose.

Buzz says, Touch your ears, your ears
Touch your ears.

Buzz says, Don’t touch your eyes, your eyes
Don’t touch your eyes.
Look and listen.

Look at my game! Let’s play!

He has a small head now.

OK!

He has small eyes too!

Now he has a big head!

And long legs.

Now Lisa has a big mouth.

John!

Smart kids

head arms legs hands long

Storyline with attractive characters in everyday situations

Lessons focusing on presenting new language
She has long legs.
He has long arms.
It has a big mouth.

2 Find and stick. Then listen and match.

1. He has a big head.
2. It has a small head.
3. She has long legs.
4. He has short arms.

3 Draw and say.

Ben has long arms.
Nick has short legs.
Once upon a time

Look and listen.

Grandma?

Hello, Little Red Riding Hood. Come sit down.

My grandma doesn’t have big teeth.

My grandma doesn’t have big feet.

That’s not your grandma! It’s a wolf!

I know!
Once upon a time
Look and listen.
feet teethtoesfingers
tail
Grandma?
Hello, Little Red Riding Hood.
Come sit down.
My grandma doesn’t have big teeth. 
My grandma doesn’t have big feet. 
That’s not your grandma!
It’s a wolf!
I know!

Listen and circle.

1. bird
2. Tom
3. Ann
4. fish

Look at activity 2 and say.

It has four feet.
It doesn’t have a long tail.

It’s a dog.

doesn’t have = does not have
Let's play

1. Look and listen. Then play.

Does it have a long tail?
Yes, it does. No, it doesn't.

doesn’t = does not

Does it have a long tail?
Yes, it does.

Is it a cat?
Yes, that’s right!

Does it have a long tail?
Yes, it does.
Project

1. Make puppets. Use the cut-outs on page 125.

2. Show and tell.
   - He has a big mouth and big teeth.
   - She has small feet.

projects for Ss to create visual representations of module concepts

presentation of projects recycling language in an authentic and meaningful way
7 Story time

1 Look and listen.

It has a blue tail!

Look at that fish. It’s pretty!

Wow! Look! It has ten legs!

And big eyes... Ew!
Look and listen.

It has a blue tail!

Look at that fish. It's pretty!

Wow! Look! It has ten legs! And big eyes... Ew!

The octopus has eight legs!

It doesn’t have a mouth.

Stop that.

He has a mouth.

I have a big mouth. Ah!

Ah!

Ah!
Listen and check (✓).

1. a b

2. a b

3. a b

4. a b

activities consolidating previously taught language
Listen and chant.

Listen and sing.

What a mess!

Ten toes on the table
A dog on the desk
Two dolls on the table
Oh! What a mess!

cut-outs at the back of the book

phonics section to practice sounds through chants and activities
**Lesson Plan**

**Warm up**
- Touch your feet, fingers, toes, teeth, tail.

**Vocabulary**
- Have Ss look at the presentation and ask them to identify body parts in the vocabulary section.
- Play the CD and have Ss point to the body parts and repeat.
- Say the body parts again in random order and have Ss repeat and point.

**Activity 1**
- Have Ss open their books to page 66 and look at the pictures. Explain that they may look like puzzles. Ask Ss what body parts they can identify and circle them in picture a.

**Activity 2**
- Have Ss look at activity 2 and say:
  - It has four feet.
  - She has a small mouth. She doesn't have big teeth.
  - He has big toes.
  - It doesn't have a tail.

**Activity 3**
- Divide Ss into pairs. One S has to describe a picture in activity 2 and the other S has to guess who it is.
- Ss check their answers in pairs first, then as a class.

**Background Note**

**Little Red Riding Hood**

**Grammar Box**
- Hold up your book, point to LRRH and say: She has a small mouth. She doesn't have big teeth. He doesn't have small toes. He doesn't have small toes. Have Ss repeat after you.
- Point to the wolf and say: He has big teeth. He doesn't have small teeth. Have Ss repeat after you.

**Workbook**

**Activity 1**
- Direct Ss' attention to the pictures of the body parts and ask Ss to identify them.
- Hand out the props (refer to the materials section) and have one or more groups of Ss perform for the whole class.

**Activity 2**
- Direct Ss' attention to the wolf and ask them what is happening (Ben and Ann are looking at activity 2 in their books and playing a guessing game.).
- Have Ss check their answers in pairs first, then as a class.

**Activity 3**
- Direct Ss' attention to the wolf and ask them what is happening (Ben and Ann are looking at activity 2 in their books and playing a guessing game.).
- Have Ss check their answers in pairs first, then as a class.

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**Workbook**

**Activity 1**
- Direct Ss' attention to the pictures of the body parts and ask Ss to identify them.
- Hand out the props (refer to the materials section) and have one or more groups of Ss perform for the whole class.

**Activity 2**
- Direct Ss' attention to the wolf and ask them what is happening (Ben and Ann are looking at activity 2 in their books and playing a guessing game.).
- Have Ss check their answers in pairs first, then as a class.

**Activity 3**
- Direct Ss' attention to the wolf and ask them what is happening (Ben and Ann are looking at activity 2 in their books and playing a guessing game.).
- Have Ss check their answers in pairs first, then as a class.

**Background Note**

**Little Red Riding Hood**

**Grammar Box**
- Hold up your book, point to LRRH and say: She has a small mouth. She doesn't have big teeth. He doesn't have small toes. He doesn't have small toes. Have Ss repeat after you.
- Point to the wolf and say: He has big teeth. He doesn't have small teeth. Have Ss repeat after you.

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**My body**

Sing a song

1. Write and color.
   - head
   - ear
   - mouth
   - nose
   - eye

2. Listen and number (1-4).

3. Listen and say. Then circle.
   - a
   - d

4. Trace.

**Phonics**

1. Listen and say. Then circle.
   - a
   - b
   - c
   - d

2. Trace.

**Board game**

- What's your name?
- Say the numbers 1, 2, 3, 4, 5
- Go forward 1 space
- Is it an answer?
- America
- How many yo-yos are there?
- Miss a turn
- What are these?
- What's this?
- How old are you?
- It's a mystery
- What color is it?
- What's your name?
- Say the numbers 6, 7, 8, 9, 10
- Is she thirsty?
- What color is it?
- She has a big mouth
- Don't touch your nose
- What's this?
- Say the parts of the body
- He doesn't have small teeth
- Does it have long ears?
- Yes, it does
- Don't touch your nose
- He doesn't have small teeth

**Coloring activities**

**Listening activities for extra practice**

**Tracing activities**

**Board game consolidating previously taught language**

**Self-assessment section fostering learner autonomy**
**Story time**

**Whose jacket is this?**

**Look and listen.**

OK, kids. Your jackets are on the bed.

**What a mess!**

This isn't my jacket.

It's Ann's.

She's on her way home, John.

But what's she wearing?

This jacket is big. It isn't my jacket. And whose are these? Are these John's glasses?

**What are you wearing?** Whose jacket is that?

Ann, wait. You're wearing my jacket!

**Sorry! We have the same jackets.**

**Look at activity 2 and write. Use don't where necessary.**

Listen and number (1-5).

1. Don't talk.
2. Turn off your cell phones.
3. Take a shower before swimming.
4. Don't touch the paintings.
5. Don't take pictures.

**Social Studies**

**RULES, RULES, RULES!**

Do you follow rules? There are rules wherever we go. At home, in class and the places we visit. Here are some rules for different places.

**Don't run.**

This isn't my jacket.

It's Ann's.

She's on her way home, John.

But what's she wearing?

This jacket is big. It isn't my jacket. And whose are these? Are these John's glasses?

**What are you wearing?** Whose jacket is that?

Ann, wait. You're wearing my jacket!

**Sorry! We have the same jackets.**

**Listen and number (1-5).**

1. Be quiet.
2. Don't take pictures.
3. Don't eat or drink.
4. Turn off your cell phones.
5. Throw trash in the trash can.

**Look at activity 2 and write. Use don't where necessary.**

**RULES, RULES, RULES!**

- Don't run in the classroom.
- Don't touch the paintings.
- Don't take pictures.
- Turn off your cell phones.
- Take a shower before swimming.
- Be quiet.

**Don't run in the classroom.**

**Class rules**

- 
- 
- 
- 
- 

**Sample Pages from GET SMART 2 – Student’s Book**

comic-strip story to revise structures and vocabulary

**Sample Pages from GET SMART 3 – Student’s Book**

factual text presenting aspects of the real world
Project

My favorite athlete

My favorite athlete is Ronaldo de Assis Moreira. He is a famous soccer player. His nickname is Ronaldinho. Ronaldinho is from Brazil. He is very good at running fast and scoring goals. He plays for the Brazilian soccer team. I think he’s the best player in the world!

Writing tip

Write about a famous person

What’s his/her name? What does s/he do? Where is s/he from? What is s/he good at? What do you think of him/her?

<table>
<thead>
<tr>
<th>You</th>
<th>Your friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>basketball</td>
<td></td>
</tr>
<tr>
<td>running</td>
<td></td>
</tr>
<tr>
<td>jumping</td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td></td>
</tr>
<tr>
<td>soccer</td>
<td></td>
</tr>
<tr>
<td>tennis</td>
<td></td>
</tr>
<tr>
<td>gymnastics</td>
<td></td>
</tr>
</tbody>
</table>

Lucy is not very good at basketball. She’s good at running.

My favorite athlete

Mary put plastic bottles in the recycling bin. Everyone can recycle. We can make shoes from old jars and clothes from plastic bottles.

Help the Earth - Recycle!

Recycling is using something you don’t need anymore to make something new. This helps the earth because we don’t make so much trash. We can’t recycle everything, but we can recycle metal, paper, glass, and plastic. For example, we can recycle empty metal cans of soda, boxes and glass bottles. We can use old plastic bottles to make new bottles, and also shoes and clothes.

Everyone can recycle: just put metal, paper, glass, and plastic in the recycling bin, not in the trash. So, next time you clean your room, think: What can I recycle?

What do you know about recycling? Listen and read.

1. Recycling is making new things from old things.
2. Recycling is making trash.
3. We can recycle metal, paper, glass and plastic.
4. We can make shoes from old jars.
5. We can make clothes from plastic bottles.

There is someone at the door. There is something on the table. Everyone can recycle. We can’t recycle everything.

There’s something behind the bookcase.

Talk about the picture. Use someone, something, everyone, everything.

1. He is putting bottles in the recycling bin.
2. Mary puts things in the trash can.
3. Everyone can recycle.
4. There’s something in the bag.

Enjoyable games and role-playing activities

Projects that help Ss develop their writing skills

Texts giving cultural and cross-curricular information
The Olympic Games are the biggest sporting event in the world. Over 10,000 athletes from around the world take part in more than 20 sports!

1. The first Olympic Games took place in ancient Greece in 776 BC and lasted one day. After that, the Games took place every four years in the town of Olympia. That’s how the Olympics got their name. During the Olympic Games there was peace. People stopped the wars. In 393 AD the Games stopped for more than 1,500 years!

2. In 1894 a Frenchman, Pierre de Coubertin, started to bring back the Games. So two years later, the first modern Olympic Games took place in Athens, the capital of Greece. Now the Games last for two weeks and take place every four years, but in a different country each time.

3. The rings on the Olympic flag show the five continents. The Olympic flag has at least one color from the flag of every country.

4. Before the Olympic Games start, people light a Flame at Olympia. Then bicycles carry the Flame around the world to the city where the Games are going to take place.

5. Athletes train hard because they want to take part in the Olympic Games and win a medal. In ancient Greece all winners were heroes!

6. Why do athletes train hard for the Olympics?

Do you like the Olympic Games? Why or why not? What other sports do you think should be in the Games? Who is your favorite athlete?

Activities encouraging critical thinking and personal response

Texts familiarizing students with different cultures

Factual texts
Recommended readers for:

Get Smart 1
Red and Blue
Yellow and Green
5 Marbles
Baby Brother
Cookies
Where’s Lucy?

Get Smart 2
Yellow Ted
The Old House
My Family
Toy Party
Let’s go home
Where’s Fluffy?
My Red Car
Black Ant
Big Shoes
Jumping Hat
Snowy
A Funny Story
Cookie Land
The Ugly Duckling

Get Smart 3
Jasper’s Pot of Gold
The Princess and the Frog
Pinocchio
The Fox & the Dog
Aladdin
Felix and the Fairy
The Selfish Giant
The King’s New Suit

Get Smart 4
The Tin Soldier
Puss in Boots
Rumpelstiltskin
Jingle’s Christmas
Adventure
Sleeping Beauty
The Emperor’s
Nightingale
The Wishing Fish
Mowgli
Ali Baba & the 40 Thieves
Peter Pan
The Short-necked Giraffe

Get Smart 5
Tom Sawyer
Theseus and the Minotaur
The Happy Prince
Paul and Pierre in Paris
Lisa goes to London

Get Smart 6
Robin Hood
Gulliver in Lilliput
Lisa in New York
The Table, the Ass and the Stick
Lisa visits Loch Ness
The Mix-up
White Fang
The Magic Ring
Beauty and the Beast
The Wizard of Oz