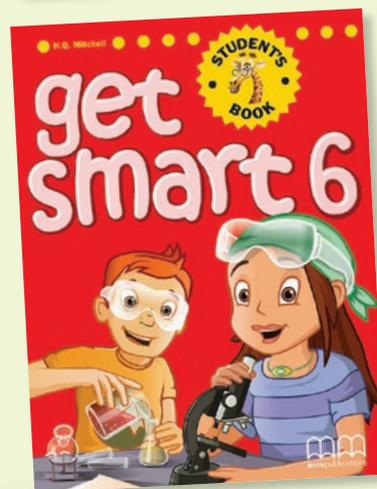
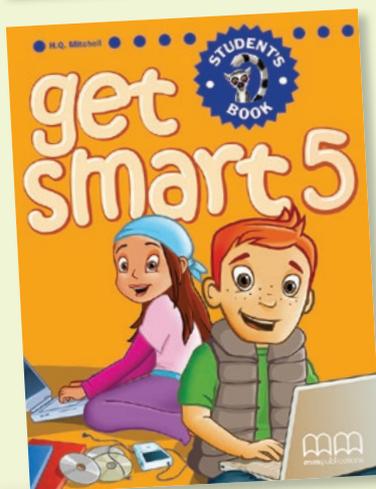
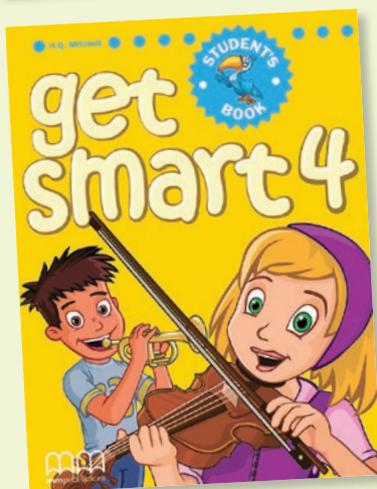
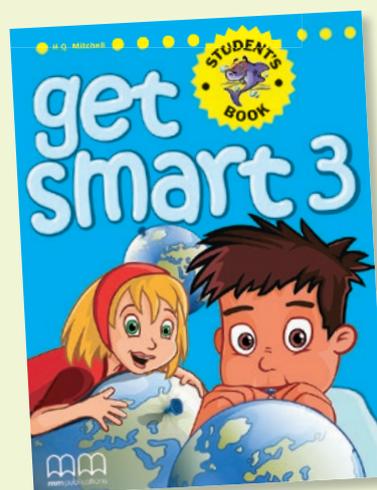
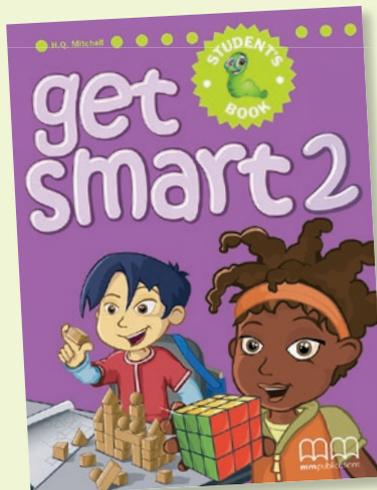
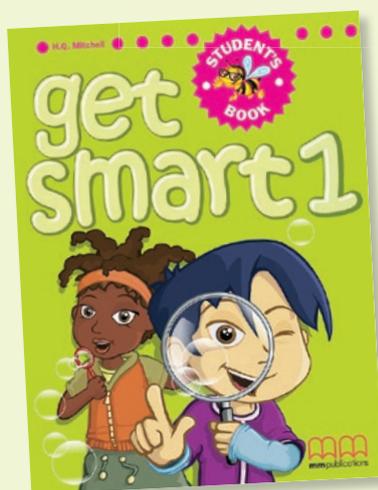


# get smart



# get smart

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:

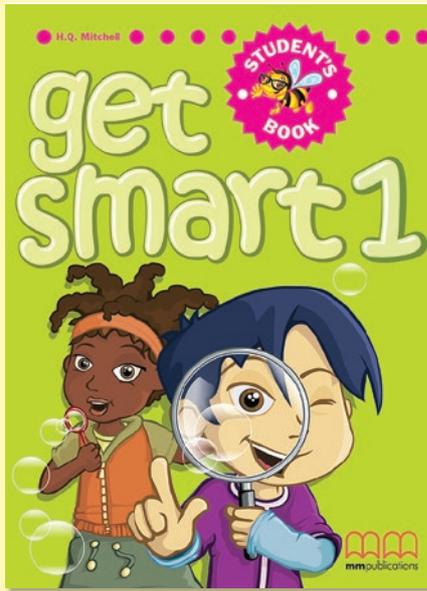
- the requirements of the **Common European Framework of Reference**
- the **modular approach** and is organized in ten well-balanced modules

## 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**

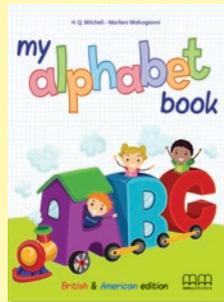
## Components for students



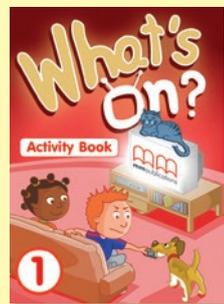
Student's Book



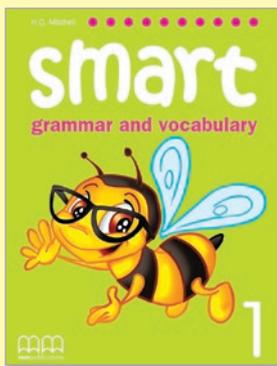
Workbook



Alphabet Book



DVD Activity Book



Grammar

## Components for teachers



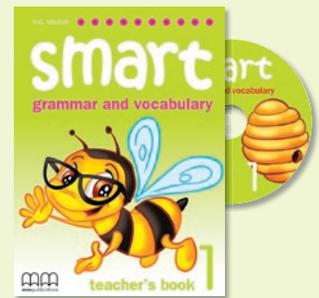
Teacher's Book



Class CDs



Teacher's Resource CD/CD-ROM including tests and extra material



Grammar and Vocabulary Teacher's Book & CD



Flashcards



Interactive Whiteboard CD-ROM also including videos and games



DVD



Posters



**ONLINE material**

by 

- Extra activities
- Games
- Posters

## Contents for Get Smart 1

### STRUCTURES

#### 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

How old are you? (He)'s (thin).  
I'm (six). You're (seven). Is (she) (sad)?  
Are you (happy)? Yes, (she) is. No, (she) isn't.  
Yes, I am. No, I'm not.

#### Module 5 • Party time!

How many (dolls)? (Two) (dolls). They're (lollipops).  
Happy birthday, (Lisa). What color are they?  
This is for you. They're (pink).  
Thank you. Are they (lollipops)?  
What are these? Yes, they are. No, they aren't.

#### Module 6 • Toys and games

(Stand up).  
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).

## Contents for Get Smart 2

### STRUCTURES

#### Module 1 • We're back!

Spell ("book").  
My name's (Lisa).  
This is (John).  
What's your name?  
I'm (Mary).  
What's this? It's a (bag).  
What's that? It's an (eraser).  
What are these?  
They're (apples).  
What color is it? It's (red).

#### Module 2 • Home and family

Who's that? It's my (sister).  
Is that your (mother)?  
Yes, it is. No, it isn't.  
Where's the (doll)?  
It's in/on/under the (closet).  
Where are the (dolls)?  
They're next to the (couch).  
They're between the (lamp) and the (computer).

#### Module 3 • Friends

(I) have (a book).  
Do you have (a snake)?  
Yes, I do. No, I don't.  
(She) has (curly hair).  
(She) doesn't have (straight hair).  
Does (he) have (brown eyes)?  
Yes, (he) does.  
No, (he) doesn't.

#### Module 4 • Animals

Its (tail) is (long).  
Their (heads) are (small).  
Can you (swim)?  
Yes, I can. No, I can't.  
(It) can (jump).  
(It) can't (fly).  
How many (elephants) can you see?  
(I) can (see) (three elephants).

#### Module 5 • My town

There is (a park).  
There are (three restaurants).  
Is there (a park) (in your town)?  
Yes, there is. No, there isn't.  
What's the weather like?  
It's (sunny).  
Where's the (hospital)?  
It's across from the (supermarket).

#### Module 6 • My favorite food

What's your favorite food?  
I like (sandwiches).  
I don't like (meat).  
Do you like (apples)?  
Yes, I do. No, I don't.  
I want (fruit).  
I don't want (soda).  
It's good for you.  
It's bad for you.  
What do you have for (breakfast)?  
For (breakfast) I have (cereal).

#### Module 7 • On time

What day is it? It's (Monday).  
What's your favorite day?  
What time is it?  
It's (nine) o'clock.  
What time do you (get up)?  
I (get up) at (seven) o'clock.  
February is (after) January.  
What's your favorite day?  
What time is it?  
It's (nine) o'clock.  
What time do you (get up)?  
I (get up) at (seven) o'clock.  
February is (after) January.  
May is (before) June.

#### Module 8 • At work

Do you work in a (restaurant)?  
Yes, I do. No, I don't.  
She (sings).  
He (plays the piano).  
Does (she) (dance)?  
Yes, (she) does.  
No, (she) doesn't.  
What time does (Mrs. Sanchez go to the hospital)? At (7:30).

#### Module 9 • Clothes

Whose (hat) is this? It's (Pat)'s.  
Whose (shorts) are these?  
They're (Mort)'s.  
Is this her (T-shirt)?  
Yes, it is. No, it isn't.  
Are these his (sneakers)?  
Yes, they are. No, they aren't.  
I'm wearing (a dress).  
(He)'s wearing (a sweater).  
Is (she) wearing (glasses)?  
Yes, (she) is. No, (she) isn't.

#### Module 10 • Having fun

I'm (playing).  
(He)'s (riding a bike).  
Are you (jumping rope)?  
Yes, I am. No, I'm not.  
Is (she) (playing tag)?  
Yes, (she) is. No, (she) isn't.  
(He) isn't (sitting).  
Are they (playing hide and seek)?  
Yes, they are. No, they aren't.

## Contents for Get Smart 3

### STRUCTURES

#### Module 1 • Welcome!

Who's that? It's (John).	Yes, (she) does. No, (she) doesn't.
What's (her) name?	(He) can't (paint), but (he) can (do karate).
(Her) name is (Anna).	Can (they) (dive)?
(I) have (big teeth).	Yes, (they) can. No, (they) can't.
(She) has (brown eyes).	What time is it?
Do (you) have (twenty shells)?	It's (three) o'clock.
Yes, (I) do. No, (I) don't.	It's (three) thirty.
Does (she) have (fifty dolls)?	

#### Module 2 • Every day

(I) always (do my homework).	What do you do?
(He) sometimes (combs his hair).	I'm a (firefighter).
(You) never (brush your teeth).	What does (he) do?
Do (they) (walk to school)?	(He)'s a (dentist).
Yes, (they) do. No, (they) don't.	What do you want to be?
Does (she) (take the bus to school)?	I want to be a (pilot).
Yes, (she) does. No, (she) doesn't.	(She) wants to be a (farmer).

#### Module 3 • Right now

What are you doing?	(They)'re (making a cake).
I'm (playing the guitar).	(They) aren't (watching TV).
I'm not (playing volleyball).	Is (she) (doing gymnastics)?
What is (he) doing?	Yes, (she) is. No, (she) isn't.
(He)'s (washing the dishes).	Are (they) (playing tennis)?
(He) isn't (skateboarding).	Yes, (they) are. No, (they) aren't.
What are (they) doing?	

#### Module 4 • Year in, year out

What's your favorite season?	It's in (March).
It's (spring).	What do (you) do in the (summer)?
I have (karate) on (Saturday).	(I) go (swimming) in the (summer).
When's your birthday?	(He) goes (skiing) in the (winter).

#### Module 5 • My newhouse

Where's the (dog)?	Whose (coat) is this? It's (mine).
It's (behind) the (door).	Whose (sneakers) are these?
Where are the (toys)?	They're (Tim)'s. They're (his).
They're (upstairs).	There is one (big room).
They're in front of the (closet).	There are a lot of (paper doors).

#### Module 6 • Food, please!

There's some (milk).	(Souvlaki) comes from (Greece).
There are some (carrots).	(Noodles) come from (China).
Is there any (cheese)?	What would you like (to drink)?
Yes, there is. No, there isn't.	I'd like some (water), please.
Are there any (peppers)?	Would you like some (dessert)?
Yes, there are. No, there aren't.	Yes, please. No, thanks.

#### Module 7 • Out and about

Be (quiet).	It's a quarter after (three).
Don't (take pictures).	It's (two) forty-five.
What time is it?	It's (three) fifteen.
It's a quarter to (three).	

#### Module 8 • Where were you yesterday?

Where were you yesterday?	Were you at (home)?
I was at (the mall).	Yes, we were. No, we weren't.
Where was (she) yesterday?	How was it? It was (noisy).
(She) was at (home).	There was (a theater).
Where were they yesterday?	There were (carriages).
They were at (the theater).	There wasn't (a bus).
Was (the movie) good?	There weren't (many cars).
Yes, it was. No, it wasn't.	

#### Module 9 • On vacation

(We) packed (our bags).	(He) didn't (swim).
What did (you) do on the weekend?	Did (you) (watch TV)?
(I) went (to the forest).	Yes, (I) did. No, (I) didn't.

#### Module 10 • The world around us

(Tigers) are (stronger) than (lions).	(Venus) is the (hottest) (planet).
Which is the (hottest) (planet)?	

## Contents for Get Smart 4

### STRUCTURES

#### Module 1 • Where are you from?

Where are you from?	He sometimes plays chess.
I'm from Mexico. I'm Mexican.	They never play volleyball.
I always skate before dinner.	What is he doing?
You usually play baseball after school.	He's reading.

#### Module 2 • My week

What's your favorite subject?	What do you/they have to do at home?
How often do you have Gym?	They/I have to rake leaves.
Once/twice/three times a week.	What does s/he have to do?
Every day.	S/he has to go shopping.

#### Module 3 • In the past

The Egyptians took out the body's stomach and brain to make a mummy.	He was 18.
Did you wake up at 10:00?	How did he die?
Yes, I did. No, I didn't.	A snake bit him.
How old was he?	What was his name?
	His name was Tutankhamun.

#### Module 4 • Celebrations

What's the date today?	S/he isn't going to watch TV.
It's November third.	They aren't going to decorate the house.
When's your birthday?	Is s/he going to watch TV?
It's on January fifth.	Yes, s/he is. No, s/he isn't.
What are you going to dress up as?	Are you/they going to swim?
I'm going to go trick-or-treating.	Yes, we/they are.
He's going to dress up as a ghost.	No, we/they aren't.
We're going to have a party.	
I'm not going to bed early.	

#### Module 5 • Eating right

I want an omelette.	There isn't any juice.
We need some eggs, some milk, and some cheese.	How many meals do you eat every day?
There are some cookies.	How much water do you drink every day?
Do you have any cereal?	

#### Module 6 • Getting around

How are we going to get there?	arrive? It leaves/arrives at 10:10.
By bus/car/bike/train/plane.	Riding tuk-tuks is fun!
On foot.	How much is it / are they?
How long does it take?	It's/They're two dollars and fifty cents.
Twenty minutes.	
What time does the bus leave/	

#### Module 7 • Helping out

Help me take out the trash.	Everyone can recycle.
Whose jacket is this?	We can't recycle everything.
It's my jacket. It's mine.	There's no one in the house.
Whose sleeping bags are these?	There is nothing on the table.
They're our sleeping bags.	There isn't anyone in the bus.
They're ours.	There isn't anything in the refrigerator.
There is someone at the door.	
There is something on the table.	

#### Module 8 • Amazing animals

Elephants are bigger than rhinos.	Its head was as big as a small car.
Utahraptor was more dangerous than T. rex.	Why do you like giraffes?
	Because they're tall and pretty.

#### Module 9 • Get active!

I like playing basketball because it's popular.	Ping-Pong is the most popular sport in my country.
I hate playing basketball because it's hard.	I'm good at basketball.
This is the easiest race of all.	He is not very good at soccer.
She is the best high jumper in the school.	She's bad at cooking.

#### Module 10 • What's the matter?

What's the matter?	Should they eat more candy?
I have a headache.	Yes, they should. No, they shouldn't.
You should take some medicine.	
She shouldn't run on the stairs.	

## Contents for Get Smart 5

### STRUCTURES

#### Module 1 • People

Information Questions (What, Where, When)  
Present Simple vs Present Continuous  
Past Simple  
Future *be going to*

#### Module 2 • Exploring

The verb *could*  
Past Continuous  
Past Simple - Past Continuous  
Time clause (when)

#### Module 3 • Try hard

Comparative forms  
as + adjective + as  
Superlative forms  
Which  
Adverbs of manner  
Comparison of adverbs

#### Module 4 • Up high!

Relative pronouns: who, which, that

#### Module 5 • It's natural

much / many / a lot of /  
lots of / a few / a little  
How much...?  
How many...?  
How long...?  
Both / Neither

#### Module 6 • One and all

Compounds of some / any / no / every

#### Module 7 • Let's help

The adverb *maybe*  
Future *will*

#### Module 8 • What's up?

Prepositions of movement  
Directions  
The verb *may*  
like / love / enjoy / hate  
+ *-ing* form

#### Module 9 • Looking ahead

Full infinitive  
Infinitive of purpose  
too / enough  
Why don't...? /  
How about...? / Let's...

#### Module 10 • Don't panic!

Reported Speech: commands (affirmative / negative)  
Reported Speech: requests

## Contents for Get Smart 6

### STRUCTURES

#### Module 1 • School and work

Present Simple (adverbs of frequency)  
Present Continuous  
Past Simple  
Past Continuous  
Future *be going to*

#### Module 2 • Faces and places

Object pronouns  
Verbs with two objects  
Should / Shouldn't  
Imperative

#### Module 3 • Adventures

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.

#### Module 4 • Material world

It's / They're made of ...  
Passive Voice (Affirmative)  
(Questions-Negative)  
It's / They're used for ...

#### Module 5 • Looking back

Used to (Affirmative)  
Used to (Negative)  
Used to (Questions)  
There used to be ...

#### Module 6 • The four corners of the Earth

*-ing* as subject of verbs  
*go, start, hate, can't stand, love, like, enjoy, good at* + *-ing*  
too / enough + adjective + full infinitive  
Comparison (not) as + adj + as

#### Module 7 • Fine arts

Prepositions of time (on, in, during, from ... to ..., after)  
Relative clauses (who / that)  
Relative clauses (that / which)  
Relative clauses (where)

#### Module 8 • Let's learn

Have to (Affirmative / Questions / Negative)  
Had to  
Would you like to ...?  
That would be nice. / I'd love to. / I'm afraid I can't. / I don't think so.

#### Module 9 • Go green!

Will + time clauses  
may / might  
Conditional sentences Type 1

#### Module 10 • Healthy body, healthy mind

Reported Commands and Polite Requests  
Reported Statements  
(Present Simple / Present Continuous)  
Reported statements can / will

vocabulary presented with clear illustrations

# My body 7

Sing a song



ears



eyes



mouth



nose

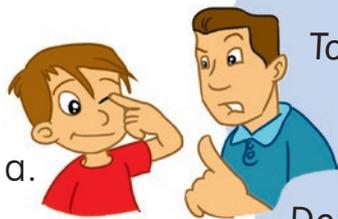


touch

1 Listen and match. Then sing and do. 



Buzz says



a.

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



b.

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



d.

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

Buzz says,  
Don't touch your eyes, your eyes  
Don't touch your eyes.

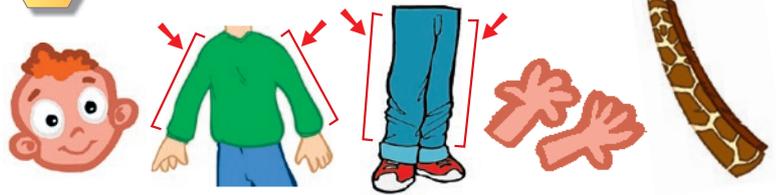


c.

catchy song introducing new language

7

Smart kids



head arms legs hands long

1 Look and listen.

storyline with attractive characters in everyday situations

Look at my game! Let's play!

OK!

He has a small head now.

He has small eyes too!

1 2

Now he has a big head!

And long legs.

Now Lisa has a big mouth.

John!

3 4

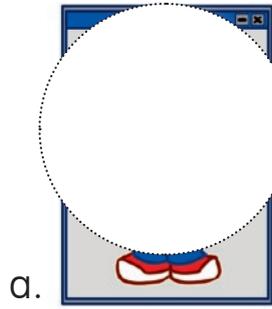
listening activity where Ss stick stickers found at the back of the Student's Book

grammar box highlighting new structures and providing models of language use

She has long legs.  
He has long arms.  
It has a big mouth.

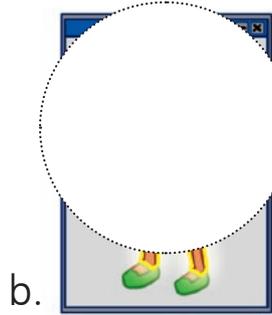


**2 Find and stick. Then listen and match.** 



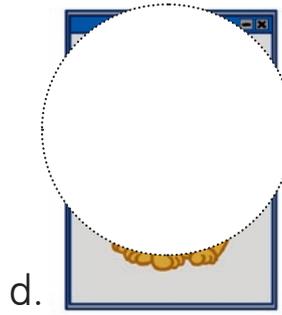
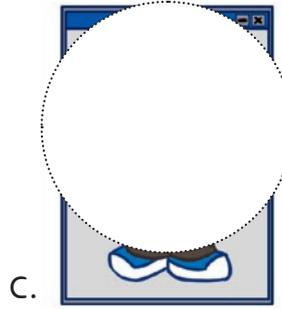
1. He has a big head.

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.

speaking activity to practice new language

7

### Once upon a time



feet



fingers



toes



teeth



tail

1 Look and listen. 

## Little Red Riding Hood

adaptations  
of well-known  
fairy tales and  
fables

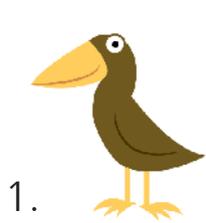


She doesn't have long fingers.  
He doesn't have big feet.  
It doesn't have a tail.

doesn't have = does not have



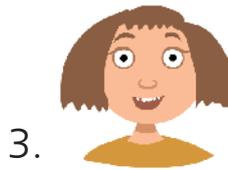
2 Listen and circle. 



bird



cat



Ann



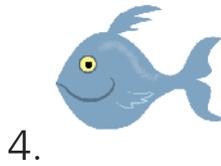
Pam



Tom



Dan



fish



dog

3 Look at activity 2 and say. 

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

It's a dog.

integrated skills  
development



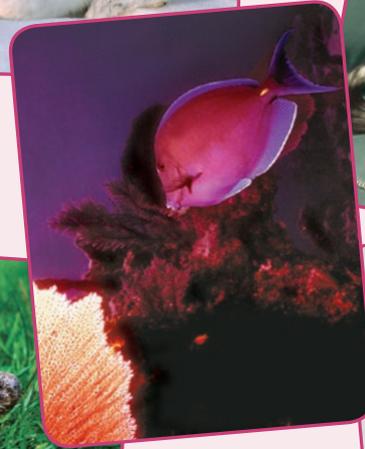
7

### Let's play

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

doesn't = does not

1 Look and listen. Then play. 



enjoyable games enabling Ss to vividly experience and retain new language

Does it have a long tail?

Yes, it does.

Is it a cat?

Yes, that's right!

Lessons focusing on consolidating previously taught language

projects for Ss to create visual representations of module concepts



# 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.



presentation  
of projects  
recycling  
language in an  
authentic and  
meaningful way



# 7 Story time

## Big Mouth

comic-strip story to revise structures and vocabulary

### 1 Look and listen.



The octopus has eight legs!

It doesn't have a mouth.

Stop that.

He has a mouth.

3

I have a big mouth.

Ah!

Ah!

4



# Revision 7

1 Listen and check (✓). 



phonics section to practice sounds through chants and activities

## Phonics 1

1 Listen and chant.

### Aa



apple

### Bb



bag

### Cc



cat

### Dd



dog

2 Listen and sing.

## Aa Bb Cc Dd

103

## Phonics 7

1 Listen and say.

### /t/



tail



table



toe

### /d/



dog



desk



doll

2 Listen and chant.

**What a mess!**

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



109

cut-outs at the back of the book

## Cut-outs 1

Project

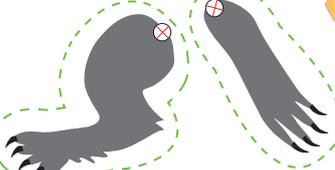




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## Cut-outs 7

Project







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Lessons focusing on consolidating previously taught language

list of objectives, vocabulary and structures introduced in each lesson

optional activities making the lesson more enjoyable and giving further practice

instructions and key to Workbook activities

### 7 Once upon a time

**Language focus**

- Objectives
  - to identify body parts
  - to describe physical appearance
- Vocabulary
  - Body parts: feet, fingers, toes, teeth, tail
  - She / He / It doesn't have (long fingers).

### Materials

- flashcards of feet, fingers, toes, teeth, tail
- props for acting out the story: a basket, a red sweater with a hood, a sleeping cap, a rope, a construction paper ox, construction paper gray ears
- plain A4 paper (enough for all Ss)
- penal crayons / markers

### Revision

- Play the presentation on SB page 64 (Track 12) and have Ss follow along in their books.
- Have Ss act out the story.

### Lesson plan

**Warm up**

- Touch your feet, fingers, toes, teeth, say the word and have Ss do the same. Repeat a few times.

**Vocabulary** **Track 15**

- Have Ss open their books to page 66 and point out the body parts in the vocabulary section.
- Play the CD a few times 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** **Track 16**

**Background Note**  
**Little Red Riding Hood (LRRH)**, who is named after the red hood she always wears, is taking food to her sick grandmother. While walking through the woods, she encounters a wolf. She is nervous as the wolf wears the same red hood as she. She goes to the grandmother's house first, eats her, and waits for the

### 7 Once upon a time

Look and listen.

**1** Hello, Little Red Riding Hood. Come sit down.

**2** My grandma doesn't have big teeth.

**3** That's not your grandma! It's a wolf!

**4** I know!

**5** My grandma doesn't have big teeth.

feet, fingers, toes, teeth, tail

She doesn't have long fingers. He doesn't have big feet. It doesn't have a tail.

**2** Listen and circle.

**1.** bird, cat, dog, fish, Tom, Dan, Ann, Pam

**3.** Ann, Pam

**4.** dog, fish

**3** Look at activity 2 and say. It has four feet. It doesn't have a long tail.

It's a dog.

### Optional

**Draw, fold and pass**

- Hand out a piece of A4 paper to each S, keeping one for yourself.
- At the top of your paper, draw a head. Then fold the page back making sure that the fold line is directly below the base of the head.
- Tell Ss to do the same on their papers, and then pass them to the right.
- Pass the paper to the S on your right. Make sure it's facing down so that you don't ruin the surprise.
- Give Ss 30 seconds to draw the Ss to your right face, or then draw the Ss to your left face, or both, the fold and pass it to the person to his/her right in the same manner.
- Continue the drawing game until the feet and toes have been drawn.
- When all pictures are finished, unfold them to reveal the funny drawings and have Ss describe the pictures in turns using *She has...* / *She doesn't have...* and the vocabulary they have learned.

### Workbook

**Activity 1**

- Direct Ss' attention to the pictures of the body parts and ask Ss to identify them.
- Point out the word box and explain to Ss that they'll have to fill in the correct body parts under the pictures.

1. feet 3. fingers 5. tail  
2. teeth 4. toes

**Activity 2**

- Direct Ss' attention to the two pictures. Explain that they may look the same but that the second one has some mistakes.
- Holding up your book, point to the example and say *She doesn't have long arms. She has short arms.* Say this twice and have Ss repeat.
- Tell Ss to spot the rest of the mistakes and circle them in picture b.
- When Ss have done this, divide them into pairs and ask them to present the mistakes they found to each other.
- Have some Ss present to the class.

**Picture 2**

**LRRH:** She doesn't have small eyes. She doesn't have big feet. He doesn't have small teeth. He doesn't have a small tail.

**Wolf:** He doesn't have a small tail.

**Track 17**

- Holding up your book, point to the example and say *It doesn't have two feet. It has four feet.* Then ask *What is it?* Encourage Ss to answer.
- Explain to Ss that they will listen to similar sentences and that they will have to circle the correct word according to what they hear. Point out that the first one has been done for them.
- Play the CD (more than once if necessary) and have Ss choose the correct answer.
- Ss check their answers in pairs first, then as a class.

**Listening transcript**

1. *It doesn't have two feet.* 1. cat  
*It has four feet.* 2. Dan  
2. *He doesn't have small toes.* 3. Ann  
*He has big toes.* 4. dog

**Activity 3** **Track 18**

- Direct Ss' attention to Ben and Ann are looking at activity 2 in their books and playing a guessing game.)
- Play the CD once and have Ss listen. Play the CD again and have Ss repeat the exchange. Have individual Ss model the exchange.
- 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 take turns playing the game until they've talked about all of the pictures.

girl, disguised as the grandmother. When LRRH arrives, the wolf eats her as well. However, however, comes to the rescue and cuts the wolf open, freeing LRRH and her grandmother.

- Have Ss look at the presentation and ask them (in L1) if they recognize the fairy tale (*Little Red Riding Hood*).
- Say some sentences about the characters in the story and ask Ss to point to the correct one, for example *She has a big head (LRRH), He has big teeth (the wolf).*
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Play the CD a third time and invite Ss to shadow read.
- Model acting out the story with two Ss. Choose three Ss to act it out for the class. Assign a role to each S.
- Then have Ss act out the dialogue in groups of three. Assign a role to each S.
- Hand out the props (refer to the materials section) and have one or more groups of Ss perform for the whole class.

**Grammar box**

- Hold up your book, point to LRRH and say *She has a small mouth. She doesn't have a big mouth.* 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.
- Direct Ss' attention to the grammar box and read the sentences aloud. Elicit that the negative form of *has* is *does not have*. Point out that *doesn't* is the short form of *does not*.

materials needed for each lesson

clearly staged step-by-step guidelines for each activity

background notes to provide teachers with useful information about the texts appearing in the Student's Book

audioscripts and key to activities

coloring activities

## 7 My body

**Sing a song**

1 Write and color.

head  
ear  
mouth  
nose  
eye

2 Listen and number (1-4).

a                      c  
b                      d

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listening activities for extra practice

## 1 Phonics

1 Listen and say. Then circle.

1.                      2.                      3.                      4.

a b                      a b                      c d                      c d

2 Trace.

Aa                      Bb                      Cc                      Dd

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tracing activities

board game consolidating previously taught language

## Board game

START                      FINISH

42                      43

self-assessment section fostering learner autonomy

## Now I can

1 Say the parts of the body.

1. head                      12. eye  
2. ear                      11. nose  
3. teeth                      10. arm  
4. mouth                      9. fingers  
5. hand                      8. toes  
6. leg                      7. feet

2 Say.

1. Don't touch your nose.                      3. Does it have long ears? Yes, it does.

2. She has a big mouth.                      4. He doesn't have small teeth.

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comic-strip story to revise structures and vocabulary

**9 Story time**

**1 Look and listen.** *Whose jacket is this?*

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.

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factual text presenting aspects of the real world

**7 Our world**

throw trash in the trash can   cell phone   be quiet   library   museum   swimming pool

**1 Listen and read. Then match the rules (1-4) to the places (a-d).**

**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.

**1** Don't talk. Turn off your cell phones. Throw trash in the trash can.

**2** Read quietly. Don't eat or drink.

**3** Take a shower before swimming. Don't run.

**4** Don't touch the paintings. Don't take pictures.

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

Be quiet. Don't take pictures. don't = do not

Shh...

a   b   c   d   e

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

eat   turn off   take pictures   throw   be quiet

a. \_\_\_\_\_ in class.  
 b. \_\_\_\_\_ trash in the trash can.  
 c. \_\_\_\_\_ in the hospital.  
 d. \_\_\_\_\_ your cell phones in the movie theater.  
 e. \_\_\_\_\_ in the museum.

**4 Make your own class rules with your partner. Then report to the class.**

Class rules

Don't run in the classroom.

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enjoyable games and role-playing activities

projects that help Ss develop their writing skills

**9**  
**Let's play**

I'm good at basketball.  
He is not very good at soccer.  
She's bad at cooking.

1 Read and write **G = good**, **NVG = not very good** or **B = bad** about you. Then ask your friend.

Are you good at basketball? No, I'm not very good at basketball.

	You	Your friend
basketball		
running		
jumping		
swimming		
soccer		
tennis		
gymnastics		

2 Talk about your friend.

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

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**Project**

1 Who's Alex's favorite athlete? Listen and read.

**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!

2 Read again and complete.

1. Name: \_\_\_\_\_ 4. Nationality: \_\_\_\_\_  
2. Sport: \_\_\_\_\_ 5. Good at: \_\_\_\_\_  
3. Nickname: \_\_\_\_\_ 6. Alex thinks: \_\_\_\_\_

**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?

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texts giving cultural and cross-curricular information

**7**  
**Our world**

recycling paper metal glass

1 What do you know about recycling? Listen and read.

**Science**

**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 bins, not in the trash. So, next time you clean your room, think: What can I recycle?

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plastic

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

2 Read again and write **T for True** or **F for False**.

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

3 Look at the pictures and write **someone, something, everyone, everything**.

1. \_\_\_\_\_ is putting bottles in the recycling bin.

2. \_\_\_\_\_ recycles at school.

3. There is \_\_\_\_\_ in the trash can.

4. Mary put \_\_\_\_\_ in the bag.

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

There's something behind the bookcase.

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**3 Reading time**

1 Listen, read and match the headings. Write a-e.

a. Today’s games   b. A special fire   c. The Olympic flag   d. Winning a medal   e. How it started

train   athlete   medal   winner   ring   mascot   light a flame

Social Studies

**FASTER! HIGHER! STRONGER!**

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, wanted 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 Olympics start, people light a flame at Olympia. Then athletes 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!

2 Answer the questions.

1. What are the Olympic Games?
2. Where did the first Olympic Games take place?
3. When and where did the first modern Olympic Games take place?
4. What does the Olympic flag have?
5. What happens before the Games start?
6. Why do athletes train hard for the Olympics?

**Let’s chat**

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?

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factual texts

activities encouraging critical thinking and personal response

texts familiarizing students with different cultures

**2 Our world**

1 Read and listen to the following advice for travelers. Where does the information come from? Circle a, b or c.

a. A poster at an airport   b. A book about traveling to different countries   c. Advertisements for trips to South Korea and Brazil

Social Studies

**In SOUTH KOREA...**

It’s a good idea to take a gift when you go to someone’s house for dinner. Fruit and chocolates are nice gifts. Use yellow or pink wrapping paper because these colors bring “happiness”. You should offer your gift with two hands. You can write a note but not with a red pen because it’s bad luck.

After you finish your food, you should put your chopsticks on the table.

**In BRAZIL...**

Men usually shake hands when they meet and women kiss each other twice on the cheeks. Sometimes they also hug.

You should arrive at least 30 minutes late when you visit someone’s home. It’s impolite to arrive earlier. You should take a gift, too. If you can’t take a gift, send flowers the next day. It’s a good idea.

be on time   polite ≠ impolite

You should use pink wrapping paper in South Korea. You shouldn’t write a note with a red pen in South Korea.

2 Read and answer the questions.

1. Why should you wrap gifts in yellow or pink paper in South Korea?
2. Where should you leave your chopsticks after your meal?
3. How many times do Brazilian women kiss?
4. Should you arrive on time when you visit a Brazilian home?

3 Listen to some travel tips when visiting China and write T for True or F for False.

1. You should move your hands a lot when you speak in China.
2. You shouldn’t say “no” when you’re in China.
3. You should always be on time in China.
4. It’s polite to take flowers to someone’s house in China.
5. In China, the number four is lucky.
6. You should give a gift with two hands in China.

4 Now talk about your country. Say what you should/shouldn’t do in the situations below. Use the ideas in the boxes and your own.

**School**

- raise your hand to speak
- chew gum
- talk when the teacher is talking
- be 15 minutes late for class
- stand up when the teacher comes in the classroom

**At a restaurant and during a meal**

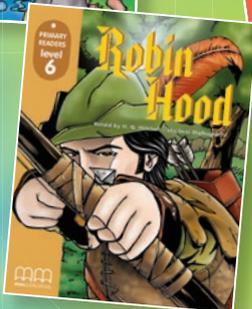
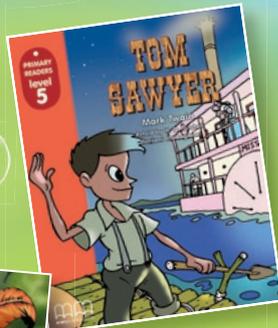
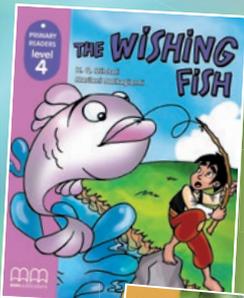
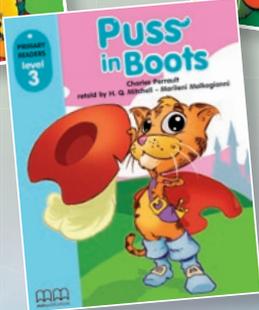
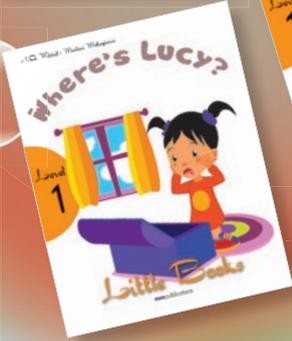
- eat with your hands
- clean your mouth with your shirt
- talk while you’re chewing
- talk on your cell phone
- talk when someone else is talking

**In the street**

- throw trash in the street
- throw your gum in the street
- smoke

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17



## 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

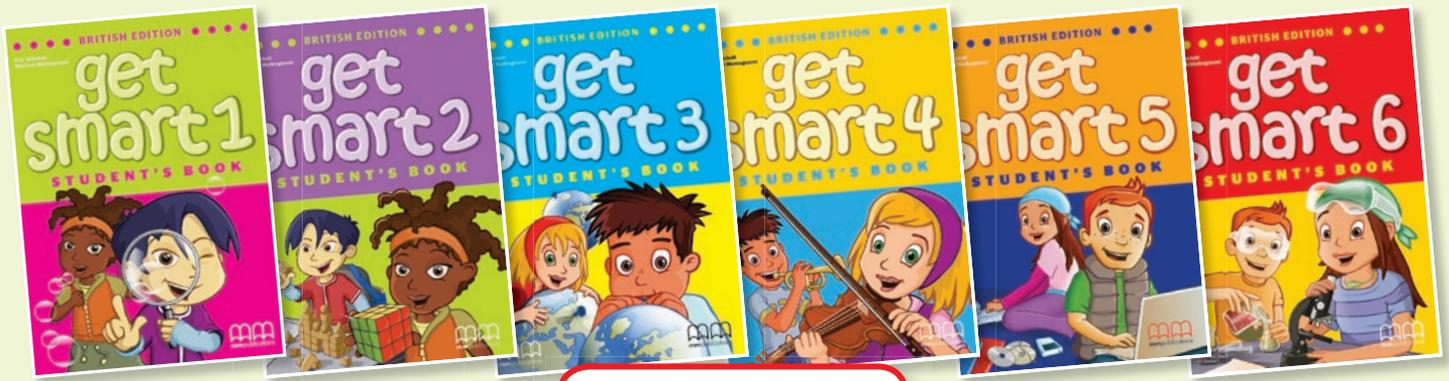
### Get Smart 6

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

# get smart



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