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**STUDENT'S BOOK**

# get smart



BRITISH EDITION

plus

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publications

# Contents

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
<b>Module 1 • Hello!</b> p. 5				
<ul style="list-style-type: none"> <li>- to greet someone</li> <li>- to introduce oneself and inquire about one's name</li> <li>- to count (1-10)</li> </ul>	I'm (Lisa). What's your name? My name's (John).	<b>Greetings:</b> Hi. Hello. Goodbye. Bye. <b>Numbers:</b> 1-10 <b>Phonics:</b> <b>a</b> apple, <b>b</b> bag, <b>c</b> cat, <b>d</b> dog	<b>Music</b> (song, chant) <b>Maths</b> (counting) <b>Language Arts</b> (fiction) <b>Art</b> (finger puppets, drawing, colouring)	 <b>Value</b> Be careful when you are playing.
<b>Module 2 • School</b> p. 15				
<ul style="list-style-type: none"> <li>- to identify colours</li> <li>- to identify and talk about classroom objects</li> </ul>	What colour 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.	<b>Colours:</b> red, blue, yellow, green <b>Classroom objects:</b> pen, pencil, rubber, book, ruler, computer, chair, desk, bag <b>Phonics:</b> <b>e</b> egg, <b>f</b> fish, <b>g</b> green, <b>h</b> hat, <b>i</b> ink	<b>Music</b> (song) <b>Maths</b> (counting, identifying shapes) <b>Language Arts</b> (fiction) <b>Art</b> (clay objects, drawing, colouring)	 <b>Value</b> Don't use other people's things without asking first.
<b>Module 3 • Family and friends</b> p. 25				
<ul style="list-style-type: none"> <li>- to identify and talk about family members and friends</li> <li>- to ask and answer about one's well-being</li> <li>- to identify and talk about pets</li> </ul>	How are you? Fine, thank you. Who's that? It's my (grandmother). This is my (dog). Is that your (sister)? Yes, it is. No, it isn't.	<b>Family:</b> mother/mum, father/dad, brother, sister, grandfather, grandmother, friend, teacher, me <b>Pets:</b> rabbit, bird, fish, tortoise, cat, dog <b>Phonics:</b> <b>j</b> jam, <b>k</b> kite, <b>l</b> lollipop, <b>m</b> mum, <b>n</b> nose	<b>Music</b> (song) <b>Social studies</b> (family album, family tree) <b>Language Arts</b> (fiction) <b>Art</b> (family album, drawing, colouring)	 <b>Value</b> Never make fun of other people.
<b>Module 4 • You and me</b> p. 35				
<ul style="list-style-type: none"> <li>- to count (11-15)</li> <li>- to ask and answer about somebody's age</li> <li>- to talk about feelings</li> <li>- to talk about physical appearance</li> </ul>	How old are you? I'm (six). You're (seven). Are you (happy)? Yes, I am. No, I'm not. (He)'s (thin). Is (she) (sad)? Yes, (she) is. No, (she) isn't.	<b>Numbers:</b> 11-15 <b>Adjectives:</b> big, small, thin, fat, short, tall, hungry, thirsty, happy, sad <b>People:</b> boy, girl <b>Phonics:</b> <b>o</b> orange, <b>p</b> pen, <b>q</b> queen, <b>r</b> red, <b>s</b> sad, <b>t</b> tall	<b>Music</b> (song) <b>Social studies</b> (appearance, feelings, helping friends) <b>Maths</b> (counting) <b>Language Arts</b> (fiction) <b>Science</b> (size) <b>Art</b> (stick and clay figures, colouring)	 <b>Value</b> Help your friends.
<b>Module 5 • Party time!</b> p. 45				
<ul style="list-style-type: none"> <li>- to talk about quantity</li> <li>- to identify and talk about party items</li> <li>- to identify and talk about colours</li> </ul>	How many (dolls)? (Two) (dolls). Happy birthday, (Lisa). This is for you. Thank you. What are these? They're (lollipops). What colour are they? They're (pink). Are they (lollipops)? Yes, they are. No, they aren't.	<b>Toys:</b> doll, guitar, teddy bear, yo-yo <b>Party items:</b> present, balloon, cake, lollipop, hat <b>Colors:</b> pink, orange, brown, white, black <b>Phonics:</b> <b>u</b> umbrella, <b>v</b> van, <b>w</b> whale, <b>x</b> fox, <b>y</b> yo-yo, <b>z</b> zoo	<b>Music</b> (song) <b>Social studies</b> (birthdays) <b>Maths</b> (counting) <b>Language Arts</b> (fiction) <b>Art</b> (birthday card, colouring)	 <b>Value</b> Good manners are important.

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
<b>Module 6 • Toys and games p. 55</b>				
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about toys</li> <li>- to talk about possession</li> </ul>	(Stand up). I have got a (kite). I haven't got a (ball). Have you got a (car)? Yes, I have. No, I haven't.	<b>Actions:</b> come, stand up, sit down, clap your hands <b>Toys:</b> car, computer game, ball, kite, bike, plane, train, robot <b>Phonics:</b> /p/ pen, pencil, pink /b/ book, ball, bike	<b>Music</b> (song) <b>PE</b> (physical activities) <b>Language Arts</b> (fiction) <b>Art</b> (toy poster, drawing, colouring)	 <b>Value</b> Share your toys.
<b>Module 7 • My body p. 65</b>				
<ul style="list-style-type: none"> <li>- to give and follow simple instructions</li> <li>- to identify and talk about parts of the body</li> <li>- to describe physical appearance</li> </ul>	Don't (touch your nose.) (She) has got (long) (legs). (He) hasn't got (big) (feet). Has (it) got (a long tail)? Yes, (it) has. No, (it) hasn't.	<b>Parts of the body:</b> eyes, ears, mouth, nose, head, arms, legs, hands, feet, fingers, toes, teeth, tail <b>Action verbs:</b> touch <b>Adjective:</b> long <b>Phonics:</b> /t/ tail toe table, /d/ desk doll dog	<b>Music</b> (song) <b>PE</b> (physical activities) <b>Science</b> (describing animals) <b>Language Arts</b> (fiction) <b>Art</b> (puppets, drawing)	 <b>Value</b> Don't judge people by their appearance.
<b>Module 8 • Food p. 75</b>				
<ul style="list-style-type: none"> <li>- to identify and talk about food</li> <li>- to talk about likes and dislikes</li> <li>- to ask for something politely</li> <li>- to thank</li> </ul>	I like (apples). I don't like (beans). What's your favourite food? (Pizza). Two (bananas), please. Here you are. Thanks.	<b>Food:</b> bananas, grapes, mangoes, strawberries, oranges, apples, fish, carrots, rice, eggs, beans, pizza, burger, ice cream, pasta <b>Phonics:</b> /k/ kite, car, cat /g/ guitar, girl, gum	<b>Music</b> (song) <b>Health</b> (food pyramid) <b>Social studies</b> (preferences, being polite) <b>Maths</b> (counting) <b>Language Arts</b> (fiction) <b>Art</b> (food plates, food mobile)	 <b>Value</b> Listen to your elders.
<b>Module 9 • My house p. 85</b>				
<ul style="list-style-type: none"> <li>- to identify and talk about rooms in a house</li> <li>- to describe location</li> <li>- to identify furniture</li> <li>- to describe one's house/bedroom</li> <li>- to identify and talk about clothes</li> </ul>	Where's the (ball)? It's (in) the (wardrobe). Where are the (shoes)? They're (under) the table. Where are the (pants)? They're (on) the bed. His (trousers are green). Her (dress is yellow).	<b>Rooms of the house:</b> kitchen, bedroom, living room, bathroom <b>Prepositions of place:</b> on, in, under <b>Furniture:</b> bed, wardrobe, table <b>Clothes:</b> shoes, trousers, shirt, dress <b>Phonics:</b> /f/ feet, fish, fat /v/ van, vase, violin	<b>Music</b> (song) <b>Science</b> (position of objects) <b>Social studies</b> (describing one's bedroom) <b>Language Arts</b> (fiction, poem) <b>Art</b> (bedroom poster)	 <b>Value</b> Keep your bedroom clean and tidy.
<b>Module 10 • Places p. 95</b>				
<ul style="list-style-type: none"> <li>- to identify and talk about places in a town</li> <li>- to identify and talk about zoo animals</li> <li>- to count (16-20)</li> </ul>	There's a (toy shop). There are (monkeys) at the (zoo). How many (toys) are there? There are (twenty) (toys).	<b>Places:</b> bookshop, toy shop, fast food restaurant, pet shop, zoo <b>Animals:</b> bear, crocodile, monkey, parrot <b>Numbers:</b> 16-20 <b>Phonics:</b> /m/ mum, mouth, monkey /n/ nine, nose, nurse	<b>Music</b> (song) <b>Maths</b> (counting, adding, subtracting) <b>Social studies</b> (zoo poster) <b>Language Arts</b> (fiction) <b>Art</b> (zoo poster)	 <b>Value</b> Respect wildlife.
<b>Phonics p.105 / CLIL p.115 / Picture dictionary p.120 / Cut-outs p.124</b>				

# Family and friends 3



mother / mum



father / dad



brother



sister

Sing a song

1 Listen and sing. 

## My family

This is my mum.

This is my dad.

How are you?

Fine, thank you.

This is my sister.

This is my brother.

How are you?

Fine, thank you.

How are you?

Fine, and you?

How are you?  
Fine, thank you.



a

b 1



c

d

2 Listen and number (1-4). 

# 3

## Smart kids

1 Look and listen. 



me



grandmother



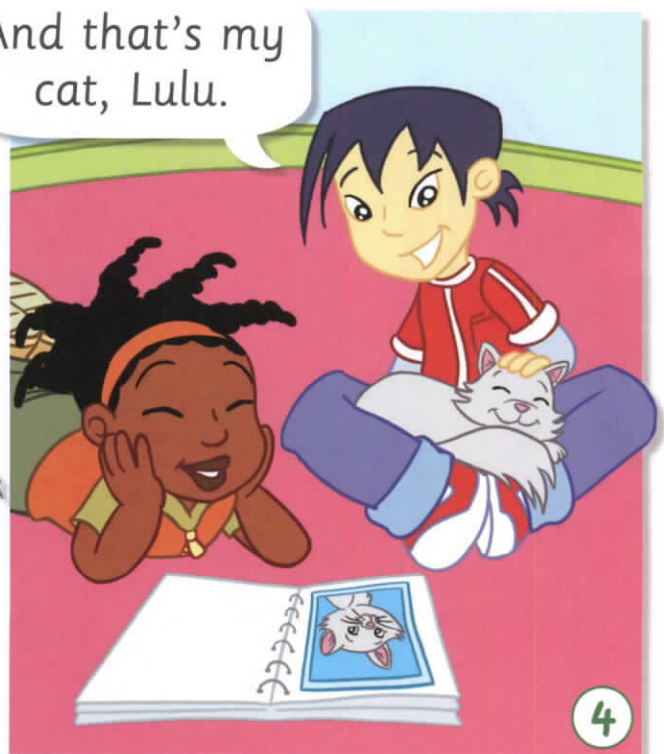
grandfather



friend



teacher



Who's that?  
It's my grandmother.

Who's = Who is  
It's = It is



2 Listen and tick (✓). 



a



b



a



b



a



b



a



b

3 Ask and answer. 

Who's that?

It's my friend.



## Our world



cat



dog



bird



tortoise



fish



rabbit

1

Look and listen.

**MY PET**

I'm Sue.  
This is my tortoise, Pat.



I'm Tom.  
This is my bird, Lou.



I'm Bill.  
This is my rabbit, Neil.

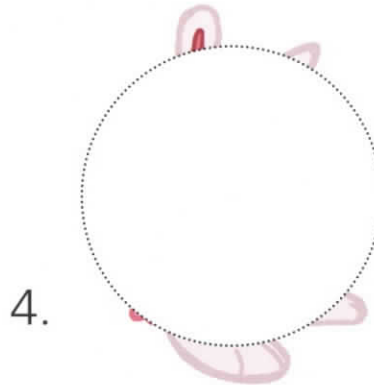
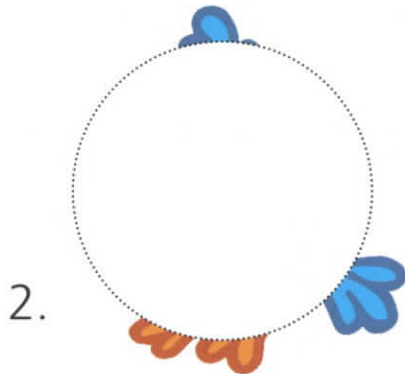
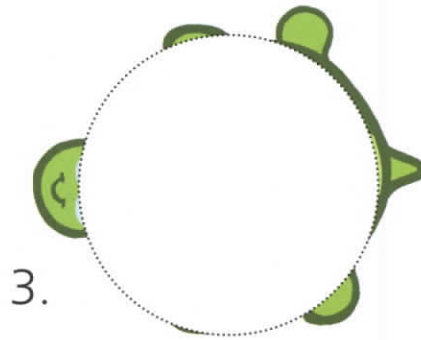
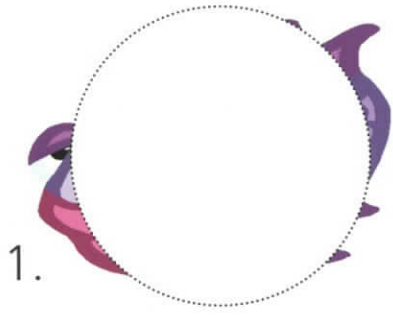


I'm May.  
This is my fish, Fay.

This is my dog.



2 Find and stick. Then listen and point. 



3 Draw and say. 

This is my dog,  
Spot.





3

## Let's play

Is that your sister? < Yes, it is.  
No, it isn't.

isn't = is not

1 Look and listen. Then play. 

Is that your sister?

No, it isn't.  
That's my friend.



Is that your grandfather?

Yes, it is.





## Project

### 1 Make a family album.



Draw and colour in members of your family.



Glue the drawings onto the coloured card.



Make holes in your album.



Tie a ribbon through the holes to put your album together.

### 2 Show and tell.

This is my mother.

This is my dad.



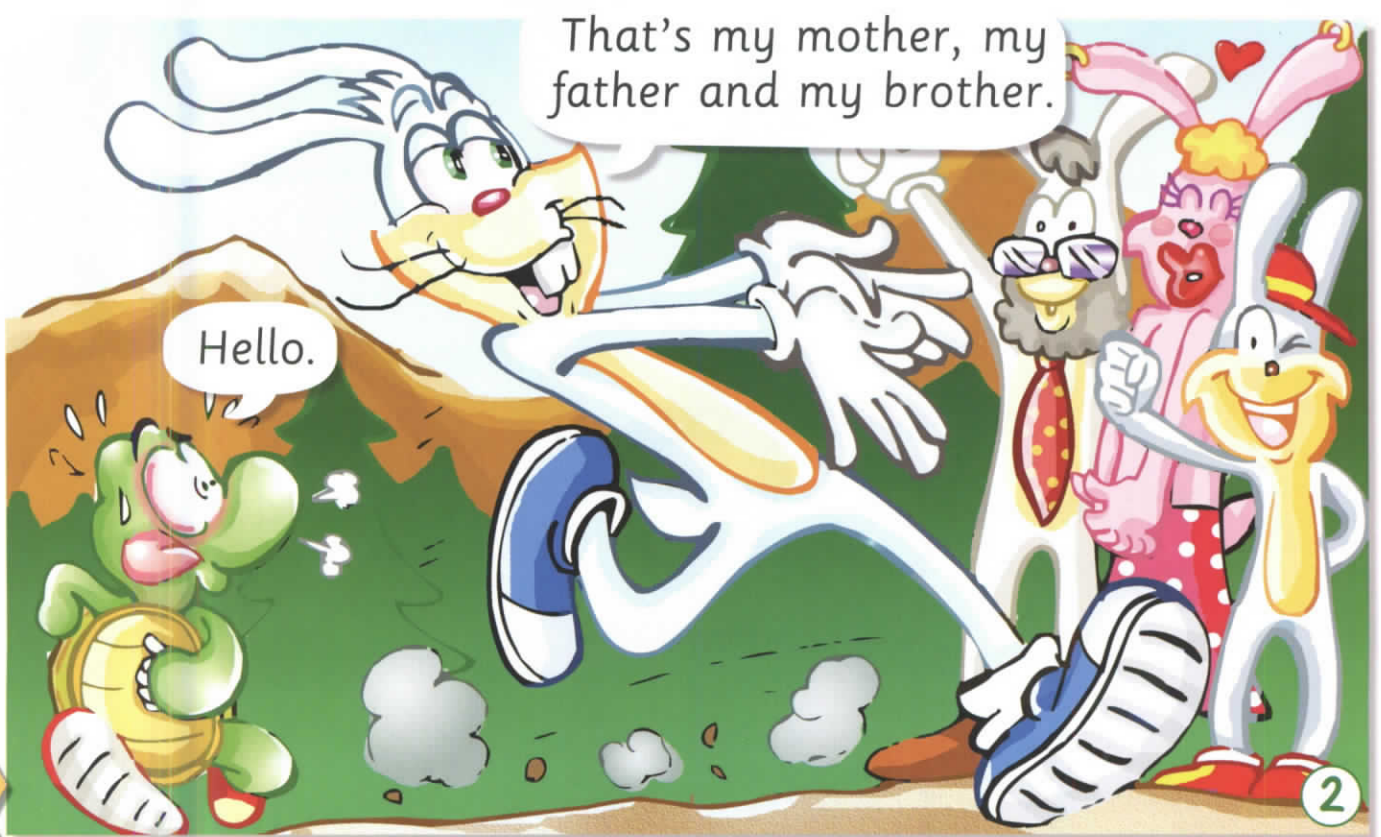
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# Story time

# The Big Race

1

Look and listen.



That's my grandfather.  
That's my grandmother.



And this is my  
family.

**VALUE** Never make fun of other people.



# Revision 3

1 Listen and circle. 



Yes No



Yes No



Yes No



Yes No



Yes No



Yes No