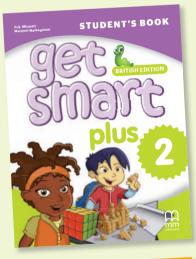
samplepagescatalogue

Simon plus

















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.

competencie

IT FOLLOWS:

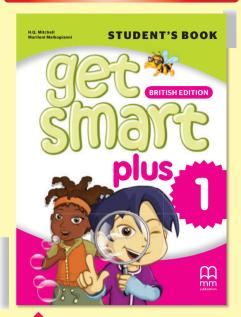
the requirements of the Common European
 Framework of Reference

 the modular approach and is organised in ten well-balanced modules

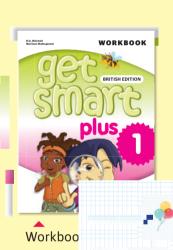
COURSE FEATURES

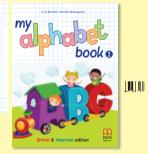
- Well-balanced modules with songs, stories, factual texts, cross-curricular information, cross-curricular learning and skills development
- A variety of activities (listening, speaking, games, hands-on activities and projects)
- Revision units
- Self-evaluation sections
- Comic-strip stories
- Board Games
- Phonics
- CLIL lessons (Content and Language Integrated Learning)
- My alphabet book
- 'Take a Look' Videos

Components for students



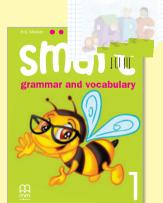
Student's Book





Student's CD-ROM also including games

Alphabet Book



Grammar

Components for teachers





Teacher's Book with reduced-size student's pages

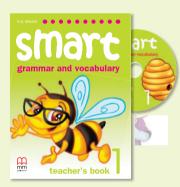


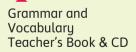
◆ Teacher's Resource CD/CD-ROM

- Tests
- 'Take a Look' video worksheets
- Special Days
- Flashcards

Interactive Whiteboard CD-ROM also including 'Take a Look' videos and games









Flashcards



Posters **>**



- Extra activities
- Games
- Posters

3

Contents for Get Smart Plus 1

STRUCTURES

Module 1 • Hello!

I'm (Lisa).

What's your name? My name's (John).

Module 2 • School

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.

Module 3 • Family and friends

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.

Module 4 • You and me

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.

Module 5 • Party time!

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.

Module 6 • Toys and games

(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.

Module 7 • My body

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.

Module 8 • Food

I like (apples). I don't like (beans). What's your favourite food? (Pizza). Two (bananas), please. Here you are. Thanks.

Module 9 • My house

Where's the (ball)? It's (in) the (wardrobe). Where are the (shoes)? They're (under) the table. His (trousers are green). Her (dress is yellow).

Module 10 • Places

4

There's a (toy shop).
There are (monkeys) at the (zoo).
How many (toys) are there?
There are (twenty) (toys).

Contents for Get Smart Plus 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 (apple). What are these? They're (apples). What colour 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 (wardrobe). Where are the (dolls)? They're next to the (sofa). They're between the (lamp) and the (computer).

Module 3 • Friends

(I) have got (a book). Have you got (a snake)? Yes, I have. No, I haven't. (She) has got (curly hair). (She) hasn't got (straight hair). Has (he) got (brown eyes)? Yes, (he) has. No, (he) hasn'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 opposite the (supermarket).

Module 6 • My favourite food

What's your favourite 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 favourite day? What's the time? It's (nine) o'clock. What time do you (get up)? I (get up) at (seven) o'clock. February is (after) January.

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 (trainers)? Yes, they are. No, they aren't. I'm wearing (a dress). (He)'s wearing (a jumper). Is (she) wearing (glasses)? Yes, (she) is. No, (she) isn't.

Module 10 • Having fun

I'm (playing).
(He)'s (riding a bike).
They ('re eating).
Are you (skipping)?
Yes, I am. No, I'm not.
Is (she) (playing tag)?
Yes, (she) is. No, (she) isn't.

(He) isn't (sitting).
Are you (watching TV)?
Yes, I am. No, I'm not.
Are they (playing hide and seek)?
Yes, they are. No, they aren't.

Contents for Get Smart Plus 3

STRUCTURES

Module 1 • Welcome!

Who's that? It's (John). What's (her) name? (Her) name is (Anna). (I) have got (big teeth). (She) has got (brown éyes). Have (you) got (twenty shells)? Yes, (I) have. No, (I) haven't. Has (she) got (fifty dolls)?

Yes, (she) has. No, (she) hasn't. (He) can't (paint), but (he) can (do karate) Can (they) (dive)? Yes, (they) can. No, (they) can't. What's the time? It's (three) o'clock. It's (three) thirty.

Module 2 • Every day

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

Module 3 • Right now

What are you doing? I'm (playing the guitar). I'm not (playing volleyball). What is (he) doing? (He)'s (washing the dishes). (He) isn't (skateboarding). What are (they) doing?

(They)'re (making a cake). (They) aren't (watching TV). ls (she) (doing gymnastics)? Yes, (she) is. No, (she) isn't. Are (they) (playing tennis)? Yes, (they) are. No, (they) aren't.

Module 4 • Year in, year out

What's your favourite season? My favourite season is (spring). Your favourite season is (autumn). I have (karate) on (Saturday). When's your birthday?

It's in (March). What do (you) do in the (summer)? (I) go (swimming) in the (summer). (He) goes (skiing) in the (winter).

Module 5 • My new house

Where's the (dog)? It's (behind) the (door). Where are the (toys)? They're (upstairs). They're in front of the (wardrobe).

Whose (coat) is this? It's (mine). Whose (trainers) are these? Theu're (Tim)'s. Theu're (his). There is one (big room). There are a lot of (paper doors).

Module 6 • Food, please!

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

Module 7 • Out and about

Turn left. Turn right. Go straight. Don't (take photos). What's the time? It's a quarter to (three). It's a quarter after (three).

Module 8 • Where were you yesterday?

Where were you yesterday? I was at (the shopping centre). Where was (she) yesterday? (She) was at (home). Where were they yesterday? They were at (the theatre). Was (the film) good? Yes, it was. No, it wasn't.

Were you at (home)? Yes, we were. No, we weren't. How was it? It was (noisy). There was (a theatre). There were (carriages). There wasn't (a bus). There weren't (many cars).

Module 9 • On holiday

(We) packed (our bags). What did (you) do at the weekend? (I) went (to the forest).

(He) didn't (swim). Did (you) (watch TV)? Yes, (I) did. No, (I) didn't.

Module 10 • The world around us

(Lions) are (stronger) than (mice). Which is the (hottest) (planet)?

(Venus) is the (hottest) (planet).

Contents for Get Smart Plus 4

STRUCTURES

Module 1 • Where are you from?

Where are you from? I'm from Mexico. I'm Mexican. I always skate before dinner. You usually play baseball after school.

He sometimes plays chess. They never play volleyball. What is he doing? He's reading.

Module 2 • My week

What's your favourite subject? How often do you have PE? Once/twice/three times a week. Every day. What do you/they have to do at

home? They/I have /don't have to rake leaves. What does s/he have to do? S/he has to /doesn't have to go shopping.

Module 3 • In the past

The Egyptians took out the body's stomach and brain to make a mummy. Did you wake up at 10:00? Yes, I did. No, I didn't. How old was he?

He was 18 How did he die? A snake bit him. What was his name? His name was Tutankhamun.

Module 4 • Celebrations

What's the date today? It's 3 November. When's your birthday? It's on 13 September. What are you going to dress up as? Yes, s/he is. No, s/he isn't. He's going to dress up as a ghost. She's going to go trick-or-treating. We're going to have a party. I'm not going to bed early.

S/he isn't going to watch TV. They aren't going to decorate the house. Is s/he going to watch TV? Are you/they going to swim? Yes, we/they are. No, we/they aren't.

Module 5 • Eating right

What do you want to eat? I want (an apple). What do we need? We need some (eggs). There are some biscuits. Have you got any cereal?

There isn't any juice. How many (meals do you eat every day)? How much (water do you drink every day)?

Module 6 • Getting ground

Fasten uour seat belt. How are we going to get there? By bus/car/bike/train/plane. On foot. How long does it take? Twenty minutes.

What time does the bus leave/ arrive? It leaves/arrives at 10:10. Riding on tuk-tuks is fun! How much is it / are they? It's/They're two pounds and fifty pence.

Module 7 • Helping out

Help me take out the rubbish. Whose jacket is this? It's my jacket. It's mine. Whose sleeping bags are these? They're our sleeping bags. Theu're ours. There is someone at the door. There is something on the table.

Everyone can recycle. We can't recycle everything. There's no one in the house. There is nothing on the table. There isn't anyone in the bus. There isn't anything in the fridge.

Module 8 · Amazing animals

Elephants are bigger than rhinos. Utahraptor was more dangerous than T. rex.

Its head was as big as a small car. Why do you like giraffes? Because they're tall and pretty.

Module 9 • Get active!

it's popular. This is the easiest race of all. She is the best high jumper in the school.

I like playing basketball because Table tennis is the most popular sport in my country. I'm good at basketball. He is not very good at football. She's bad at cooking.

Module 10 • What's the matter?

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

Contents for Get Smart Plus 5

STRUCTURES

Module 1 • People

Information Questions (What, Where, When, How often)

Present Simple vs Present Progressive

Past Simple

Future be going to

Module 2 • Exploring

The verb could

Past Progressive

Past Simple - Past Progressive

Time clause (when)

Numbers (100-1,000)

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 Plus 6

STRUCTURES

Module 1 • School and work

Present Simple (adverbs of frequency)

Present Progressive

Past Simple

Past Progressive

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)

Question tags

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

Zero Conditional

Module 10 • Healthy body, healthy mind

Reported Commands and Polite Requests

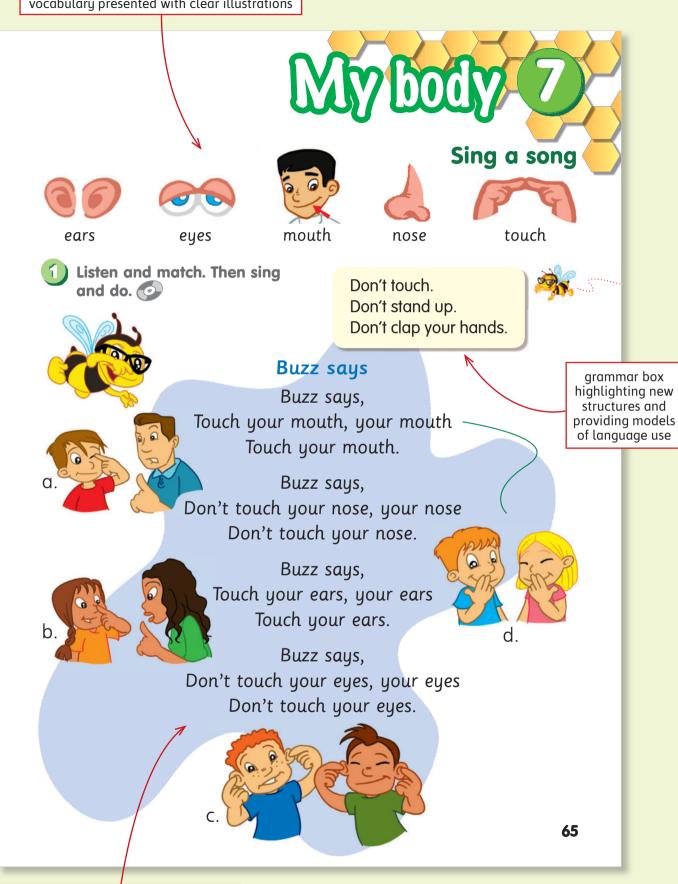
Reported Statements

(Present Simple / Present Progressive)

Reported statements can / will

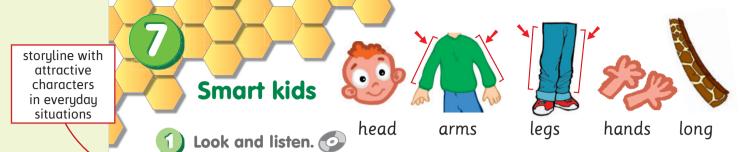
Lessons focusing on presenting new language

vocabulary presented with clear illustrations



catchy song introducing new language

Lessons focusing on presenting and practising new language



He has got a small head now. Look at my game! Let's play! OK!









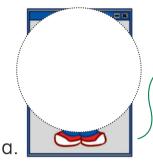
listening activity where Ss stick stickers found at the back of the Student's Book

grammar box highlighting new structures and providing models of language use

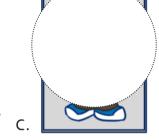
She has got long legs. He has got long arms. It has got a big mouth.



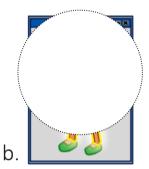




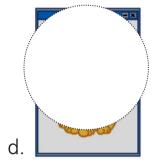
1. He has got a big head.



2. It has got a small head.



3. She has got long legs.



4. He has got short arms.





Steve has got short legs.

speaking activity to practise new language



Lessons focusing on presenting and practising new language



Little Red Riding Hood

adaptations of well-known fairy tales and fables









He hasn't got big feet. She hasn't got long fingers. It hasn't got a tail.

hasn't = has not







bird





cat



Ann



Pam



Tom



Dan



fish



dog



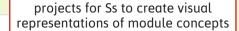
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integrated skills development

Lessons focusing on presenting and practising new language



Lessons focusing on consolidating previously taught language



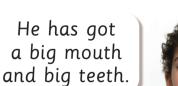


Make puppets.
Use the cut-outs on page 133.



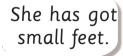
Cut out the parts of the body with a pair of scissors.







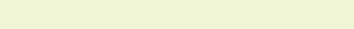
Then connect the parts of the body with paper fasteners.



presentation
of projects
recycling
language in an
authentic and
meaningful way

13

12/12/2017 4:20:23 μμ



Lessons focusing on consolidating previously taught language

7 Story time

comic-strip story to revise structures and vocabulary



Big Mouth



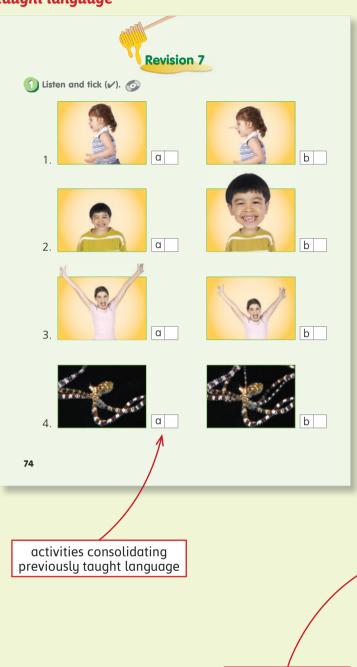


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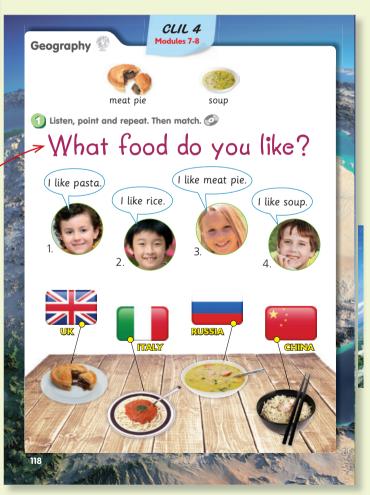




Lessons focusing on consolidating previously taught language

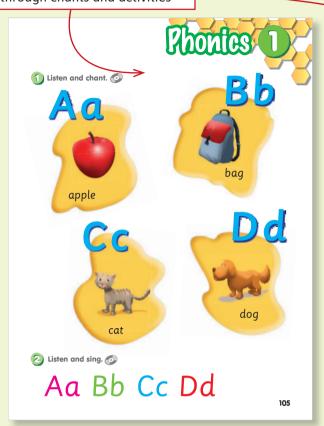


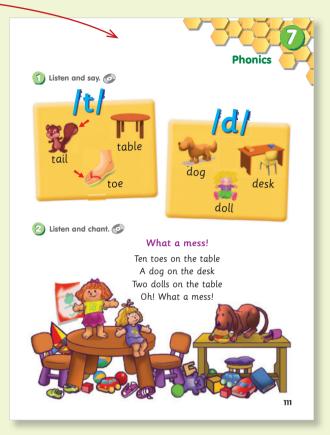
Lessons focusing on presenting cross-curricular information

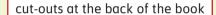


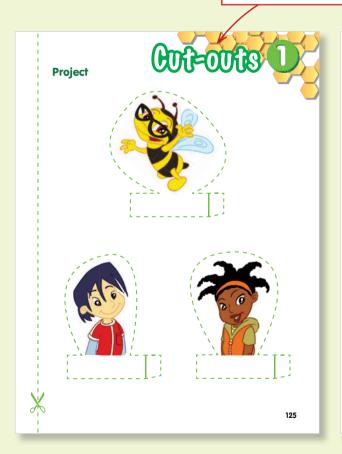
cross-curricular information

phonics section to practise sounds through chants and activities











SAMPLE PAGES FROM GET SMART PLUS 1 – Teacher's Book

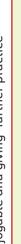
optional activities making the lesson more

instructions and key to Workbook activities

enjoyable and giving further practice

structures introduced in each lesson

ist of objectives, vocabulary and





My grandmother hasn't

got big teeth.

Grandmother?

Vocabulary Body parts: feet, fingers, toes, teeth, tail

Structures He / She / It hasn't got (long fingers).

Hello, Little Red Riding Hood. Come sit down.

flashcards of feet, fingers, toes, teeth

Materials Materials

props for acting out the story: a basket, a red jumper with a hood, a

My grandmother hasn't got big feet.

paper ax, construction paper grey ears

• plain A4 paper (enough for all Ss)

• pencil crayons / markers

Revision C 3 on the SB on page 66 (Track 12) and have Ss follow along in their books.

Howe Ss act out the story.

Little Red Riding Hood

fingers

feet

Language focus Objectives
• to identify body parts
• to describe physical appearance

1 Look and listen.

Once upon a time

Once upon

each lesson

needed for

materials

18

a time

s, keeping one for yourself.
• Aft he top of your paper, drow
of head. Then fold the page back
making sure that the fold line is
directly below the base of the head.
• Tell St to do the same on their Optional S D Draw, fold and pass

peacs, and then post them to the mopes, and then post them to the most the poper to the S on your right. Make sure it's found down soft or upon don't ruin the suprise.

The S to your right has to then drow the next body part (shouldes right), then folid i and post it to the person to hister right in the same namen.

C ontinue the drowing game until the Continue the drowing game until the Mills and the person in the state of the person when it is the continue the drowing game until the Mills and the person in the form to see how for the work.

unfold them to reveal the funny drawings and have Ss describe th pictures in turns using *S/he has* got... / S/he hasn't got... and the /ocabulary they have learnt.

🕄 Look at activity 2 and say. 📀

It has got four feet. It hasn't got a long tail.

It's a dog.

Workbook

Activity 1

• Direct Ss' attention to the picture 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 Z. teeth

Activity 2

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

your grandmother! That's not

Lesson plan

Warm up

clearly staged

guidelines for each activity

step-by-step

Have SS look at the presentation and ask them (In.L.) if they recognise the fairly 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 got a big head (LRRH), He has got big teeth (the wolf).

 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 soug She hasn't got a warmple and soug She hasn't got - Heldring up your book, point to the example and say It heart gat two feet. It has got four feet. Then ask What is rif? Encourage 5s to answer.

• Explain to ss that they will listen to similar sentences and that they will have to criticathe recently wild according to what they hear. Point out that the first one has been done for them.

• But the Colinear but noted freessary) and have 5s choose the correct answer.

• Scheck their answers in pairs first, then as a class.

long arms. She has got short arms. Say this twice and have Ss repeat.
• Tell Ss to spot the rest of the differences and circle them in

picture b.

• When Ss have done this, divide them

She hasn't got big teeth.
 She has got small teeth.
 It hasn't got a long tail.
 It has got a short tail.

Listening transcript

1. It hasn't got two feet

R has got four feet

2. He hasn't got small toes.
He has got big toes.
Activity 3

Model acting out the story with two Ss. Choose three Ss to act it out for the Cass, assigning roles to each S. Then have Ss act out the dialogue in groups 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.

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.

Play the CD of few times and have Ss point to the body parts and repent.
 Say the body parts again in random order and have Ss repeat and point.
 Activity 1

background

notes to provide

Have Ss open their books to page 68 and point out the body parts in the vocabulary section.

Vocabulary 🥌 Track 15

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

Track 18

into pairs and ask them to present the mistakes they found to each other.

Have some 5s present to the class.

Picture 2
LRNH: She hasn't got small eyes.
She hasn't got big feet.
Wolf: He hasn't got small teeth.
He hasn't got as mall teil.

9

Direct Ss' attention to Ben and Ann and ask them what is happening (Ben and Ann are booking at activity 1 in their books one plauging a guessing garne).
 Play the CD once and hove Ss listen. Play the CD again and have Ss repeat the exchange. Have individual Ss model the exchange.
 Divide Ss into point. One S has to describe a picture in activity 2 and the other S has a quess who it is.
 S stake turns playing the game until they've talked about all of the pictures.

Hold up your book, point to LRRH and say She has got a small mouth. She
harry got a lignmanth, heve so separa affect you. Foint to the wold and say He
has got big teeth. He harry tog small teeth. Howe So repeat offer you.
 Direct Ss' attention to the grammar box and read the sentences aloud Elicit
that the negative form of has got is hasn't got. Point out that hasn't is the
short form of hasn't.

3rammar box

Little Red Riding Hood (LRRH), who is named after there at boad she always weers, is thing food to her Ill grandmother. While walking through the woods, she encounters a wolf. LRRH naively tells the wolf where she is goint, so the wolf opes to the grandmother's house first, eats her, and woits for the girl

about the texts appearing in the Student's

Book

information

with useful

teachers

audioscripts and

key to activities



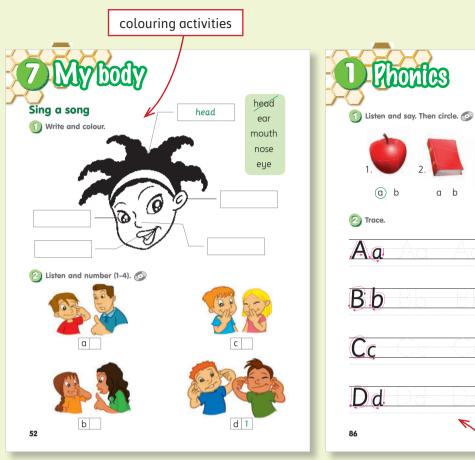
competencies

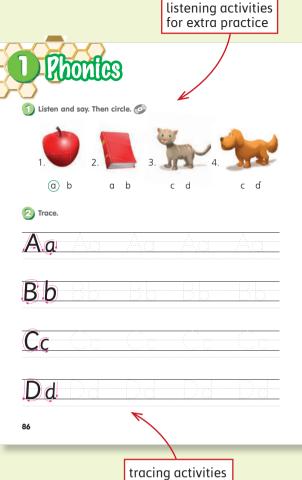
21st century

that build

activities

SAMPLE PAGES FROM GET SMART PLUS 1 – Workbook



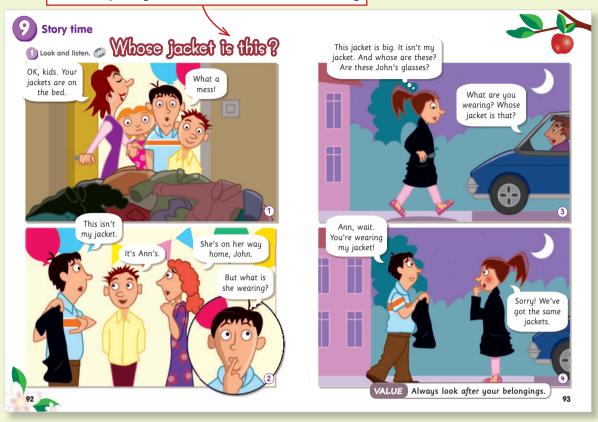


fostering learner autonomy Now I can Say the parts of the body. 12. eye 1. head 2. ear 11. nose 10. arm 4. mouth 9. fingers 5. hand 6. leg 7. feet 2 Say She has got a big mouth. He hasn't got small teeth.

self-assessment section



comic-strip story to revise structures and vocabulary



SAMPLE PAGES FROM GET SMART PLUS 3 – Student's Book

factual text presenting aspects of the real world



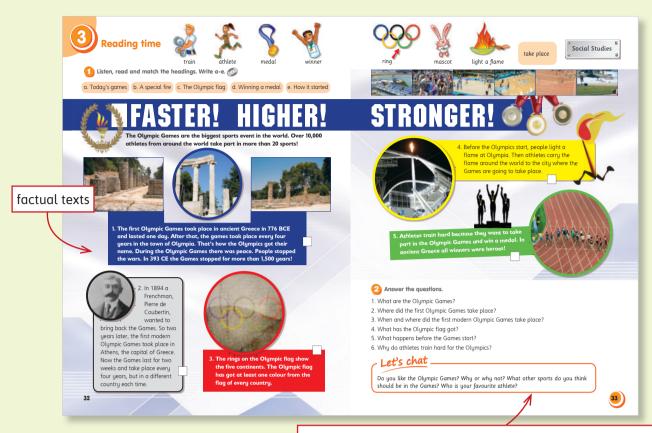




texts giving cultural and cross-curricular information







activities encouraging critical thinking and personal response

SAMPLE PAGES FROM GET SMART PLUS 6 – Student's Book

texts familiarising students with different cultures



GS plus_leaflet.indd 22 12/12/2017 4:20:46 μμ



Recommended readers for:

Get Smart Plus 1

Red and Blue Yellow and Green 5 Marbles Baby Brother Cookies Where's Lucy?

Get Smart Plus 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 Plus 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 Plus 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 Plus 5

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

Get Smart Plus 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

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