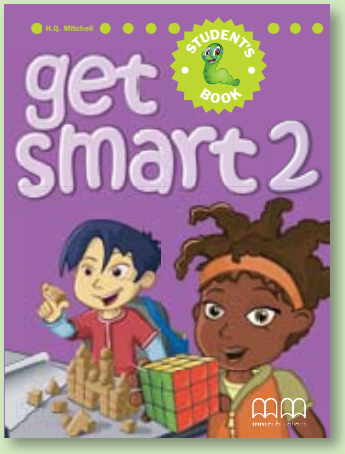
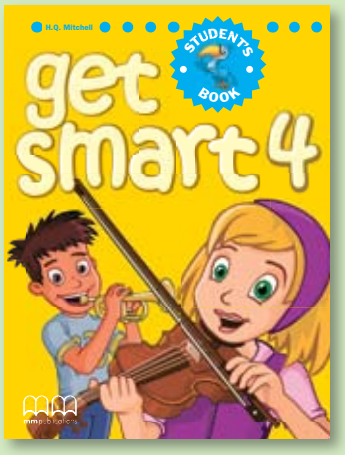
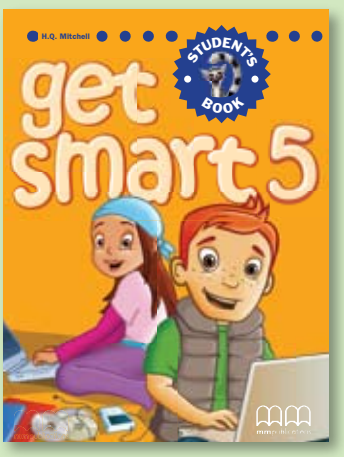






SAMPLE PAGES CATALOGUE

mm publications

get smart

is an innovative six-level primary course in American English. It takes students from Beginner to Pre-intermediate level, while carefully considering students' particular needs and interests at each stage.

BRITISH EDITION ALSO AVAILABLE

IT FOLLOWS:

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

EACH MODULE INCLUDES:

- Seven lessons including a revision section
- A wide variety of songs, chants, games, phonics activities, factual texts, dramatization and stories
- Communication, cross-curricular activities and projects
- Gradual development of all four skills
- Systematic recycling

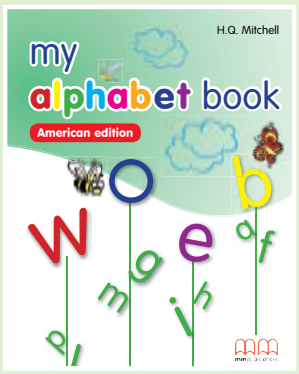
CONTENTS PAGE

Get Smart components for students & teachers 3
Get Smart six-level syllabus 4
Get Smart sample pages 7

Components for students

Student's Book

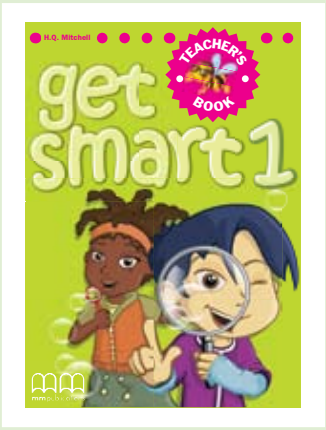
Full-color Workbook + Audio CD/CD-ROM for every student which includes all songs, chants, factual texts and stories



A unique Alphabet Book

MM Primary DVD Activity Book

Components for teachers



Teacher's Book including tests

Tests CD/CD-ROM including tests in PDF format and in modifiable format

Flashcards

Class CDs

Interactive Whiteboard Material

MM Primary DVD

Posters

Contents for Get Smart 1

Module	Structures
1 Hello!	I'm (Lisa). What's your name? My name's (John).
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.
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.
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.
5 Party time!	How many (dolls)? (Two) (dolls). Happy birthday, (Lisa). This is for you. Thank you. What are these? They're (lollipops). What color are they? They're (pink). Are they (lollipops)? Yes, they are. No, they aren't.
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.
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.
8 Food	I like (apples). I don't like (beans). What's your favorite food? (Pizza). Two (bananas), please. Here you are. Thanks.
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).
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

Module	Structures
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).
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).
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.
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).
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).
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).
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. June is (before) March.
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).
9 Clothes	Whose is this / are these? It's/They're my brother's / X's. Is this / Are these X's ...? No, it isn't / they aren't his / her ... What's s/he wearing? She's wearing ... Is s/he wearing ...? Yes, s/he is. / No, s/he isn't.
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

Module	Structures
1 Welcome!	Who's that? It's (John). What's (her) name? (Her) name is (Anna). (I) have (big teeth). Do (you) have (twenty shells)? Does (she) have (fifty dolls)? (He) can't (paint), but (he) can (do karate). Can (they) (dive)? What time is it?
2 Every day	(I) always (do my homework). (He) sometimes (combs his hair). Do (they) (walk to school)? What do you do? I'm a (firefighter). What do you want to be? I want to be a (pilot). (She) wants to be a (farmer).
3 Right now	What are you doing? I'm (playing the guitar). I'm not (playing volleyball). What are (they) doing? (They)'re (making a cake). Is (she) (doing gymnastics)?
4 Year in, year out	What's your favorite season? It's (spring). 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).
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 (closet). Whose (coat) is this? It's (mine). There is one (big room). There are a lot of (paper doors).
6 Food, please!	There's some (milk). Is there any (cheese)? Are there any (peppers)? (Noodles) come from (China). What would you like (to drink)? I'd like some (water), please. Would you like some (dessert)?
7 Out and about	Be (quiet). Don't (take pictures). What time is it? It's a quarter to (three).
8 Where were you yesterday?	Where were you yesterday? I was at (the mall). Was (the movie) good? Yes, it was. No, it wasn't. There was (a theater). There weren't (many cars).
9 On vacation	(We) packed (our bags). What did (you) do on the weekend? (I) went (to the forest). (He) didn't (swim). Did (you) (watch TV)? Yes, (I)did. No, (I) didn't.
10 The world around us	(Tigers) are (stronger) than (lions). Which is the (hottest) (planet)? (Venus) is the (hottest) (planet).

Contents for Get Smart 4

Module	Structures
1 Where are you from?	Where are you from? I'm from Mexico. I'm Mexican. I always skate before dinner. He sometimes plays chess. What is he doing? He's reading.
2 My week	What's your favorite subject? How often do you have Gym? Once/twice/three times a week. Every day. What do you/they have to do at home? They/I have to rake leaves.
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? How old was he? He was 18. How did he die? A snake bit him.
4 Celebrations	What's the date today? It's November third. When's your birthday? It's on January fifth. What are you going to dress up as? I'm going to go trick-or-treating. I'm not going to bed early. Are you/they going to swim? Yes, we/they are. No, we/they aren't.
5 Eating right	I want an omelette. We need some eggs and some cheese. Do you have any cereal? There isn't any juice. How many meals do you eat every day? How much water do you drink every day?
6 Getting around	How are we going to get there? By bus/car. On foot. How long does it take? What time does the bus leave/arrive? Riding tuk-tuks is fun! How much is it / are they? It's / They're two dollars and fifty cents.
7 Helping out	Help me take out the trash. Whose jacket is this? It's my jacket. It's mine. 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 anything in the refrigerator.
8 Amazing animals	Elephants are bigger than rhinos. Its head was as big as a small car. Why do you like giraffes? Because they're tall and pretty.
9 Get active!	I like playing basketball because it's popular. This is the easiest race of all. She is the best high jumper in the school. I'm good at basketball. She's bad at cooking.
10 What's the matter?	What's the matter? I have a headache. You should take some medicine. She shouldn't run on the stairs. Should they eat more candy? Yes, they should. No, they shouldn't.

Contents for Get Smart 5

Module	Structures
1 People	What's your full name? What's your address? / Where do you live? What's your telephone number? What's your date of birth? / When were you born? What's the name of your school? / What school do you go to? What's your favorite sport? John writes an article for the newspaper every Sunday. John is taking pictures now. He/they visited the zoo last year. He's going to buy souvenirs tomorrow.
2 Exploring	When I was six years old I could run fast. Sally was digging. Fred wasn't digging. He was exploring Australia when he saw a kangaroo. What was the weather like in picture 1? It was cold and windy. What was Kate doing? She was watching TV.
3 Try hard	John is taller than Paul. Peter is the tallest boy in the class. / Soccer is more exciting than golf. / Windsurfing is the most exciting sport of all. / Kelly is as old as Luke. Your portrait is going nicely. Can you swim well? Kovals threw the javelin farther than Kamaki. Thorkildsen threw the javelin the farthest.
4 Up high	This is a bird that / which makes holes in trees. An actress is a woman who/that plays in movies.
5 Go green	You need a few seeds. Seeds need a little sunlight. He has lots of beehives. There's a lot of honey in this honeycomb. There aren't many bees in here. There isn't much honey in this honeycomb. How much does it weigh? / How many cubs does it have? Both of them drive a car. Neither of them likes milk.
6 One and all	Is there anyone / anybody / anything in the car? Yes, there is someone / somebody / something in the car. Nobody / No one is in the store. Everybody / Everyone is at the party. You need to find somewhere to put all these boxes. I looked for my other shoe everywhere but I can't find it anywhere.
7 Let's help	Maybe they will see some wild animals. / Will you please help me carry these bags? / I'll be nice to you. I won't lie to you again. / I think we will have flying cars.
8 What's up?	over, towards, around, through, past, up, down take a right / left on.... go two blocks to the right / left, go down the street It's to your right / left. May I borrow your pen? Yes, you may. / No, you may not. I love / like / hate going shopping.
9 Looking ahead	I want / would like / hope to save money. I decided / promised to study more this year. I didn't remember to call Kelly on her birthday. You can't play here. You're too old. You're too old to play here. I can't drive a car. I'm not old enough. I'm not old enough to drive a car. This ice cream is delicious to eat. It's easy to use. Let's go to the zoo. Why don't we visit our friends? How about watching a movie?
10 Don't panic!	Put on your white uniform and take off your shoes. She told me to put on my white uniform and take off my shoes. "Don't panic!" She told us not to panic "Lin, find the flashlights, please," mom said. Mom asked Lin to find the flashlights. "Please kids, don't panic," dad said Dad asked the kids not to panic.

Contents for Get Smart 6

Module	Structures
1 School and Work	Present Simple (advs of frequency) Present Continuous Past Simple Future be going to
2 Places and faces	Object pronouns Verbs with two objects Should / Shouldn't
3 Adventures	Present Perfect Have you (ever) ...? Yes, I have. / No, I haven't. (+ When did you? - Past Simple) How long have you ...? I've ... for / since
4 What's it made of?	It's / They're made of ... Passive Voice (Aff) Passive Voice (Que) It's used for ...
5 Back to today	(there) Used to (Aff) Used to (Neg) Used to (Que)
6 Our Earth	Comparison (not) as + adj + as What does X look/sound/ feel/taste/smell like? It looks/sounds/feels/ tastes/smells (like) Too / enough adjective + inf Enough + noun
7 Fine art	Defining relative clauses (who) + Prepositions of time Defining relative clauses (which) Defining relative clauses (where)
8 What's out there?	Would you like to ...? That would be nice. / I'd love to. / I'm afraid I can't. / I don't think so. I have to ... Have to (Aff / Que) Had to - could / couldn't
9 The Environment	Conditional sentences Type 0 Will + time clauses Conditional sentences Type 1 (may, might?)
10 Get into shape	Reported commands and requests Reported statements Present Simple / 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

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

a.

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.

b.

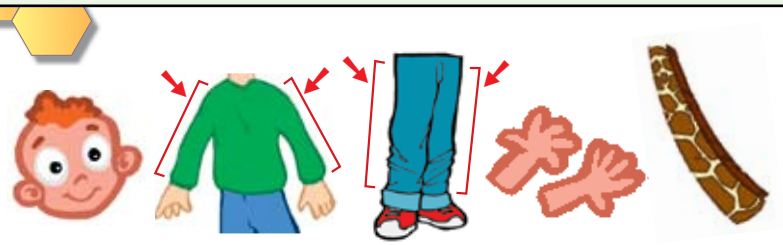
Buzz says,
Don't touch your eyes, your eyes
Don't touch your eyes.

c.

catchy song introducing new language

storyline with attractive characters in everyday situations

7 Smart kids



1 Look and listen.

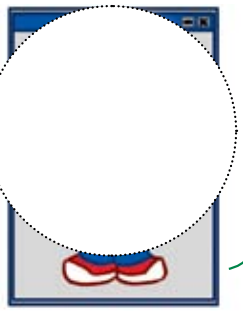
64

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

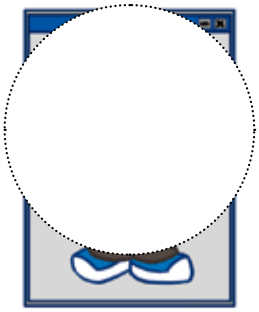
She has long legs.
He has long arms.
It has a big mouth.

2 Find and stick. Then listen and match.

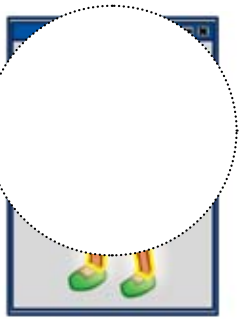


a.

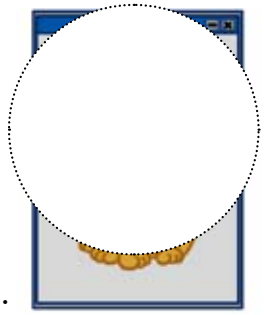
1. He has a big head.
2. It has a small head.
3. She has long legs.
4. He has short arms.



c.



b.



d.

3 Draw and say.

Ben has long arms.

Nick has short legs.

speaking activity to practice new language

65

7 Once upon a time

feet

fingers

toes

teeth

tail

1 Look and listen.

adaptations of well-known fairy tales and fables

Little Red Riding Hood

66

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.

1. bird / cat

3. Ann / Pam

2. Tom / Dan

4. fish / dog

3 Look at activity 2 and say.

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.

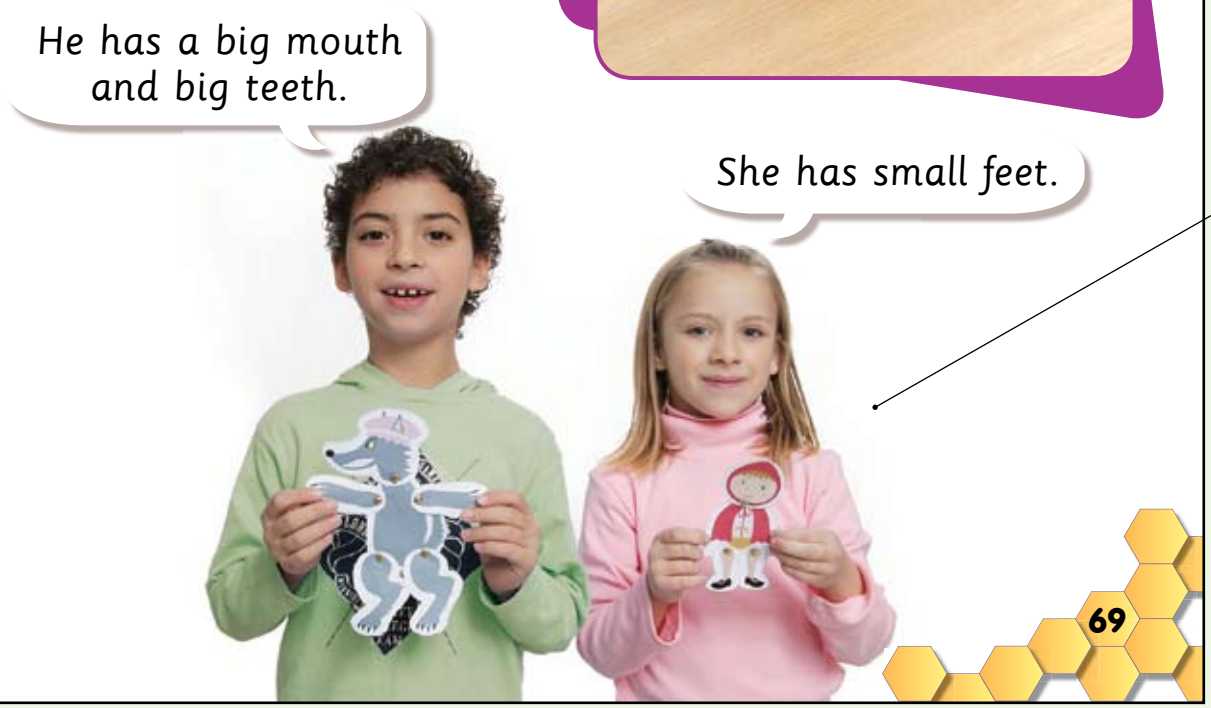
enjoyable games enabling Ss to vividly experience and retain new language

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.**

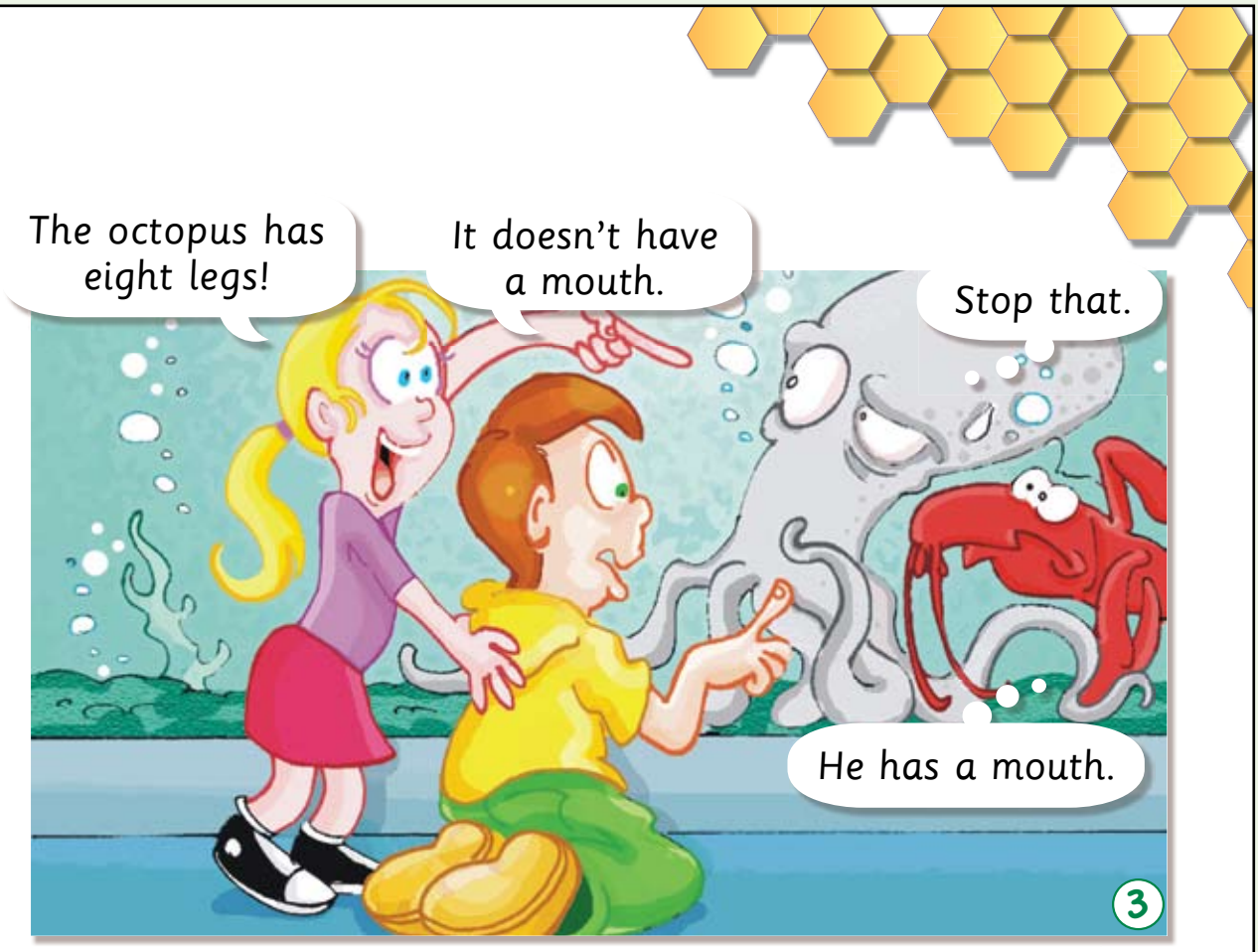


presentation of projects recycling language in an authentic and meaningful way

comic-strip story to revise structures and vocabulary

7 Story time

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

71

Revision 7

1 Listen and check (✔).

1.

a ☐

b ☐

2.

a ☐

b ☐

3.

a ☐

b ☐

4.

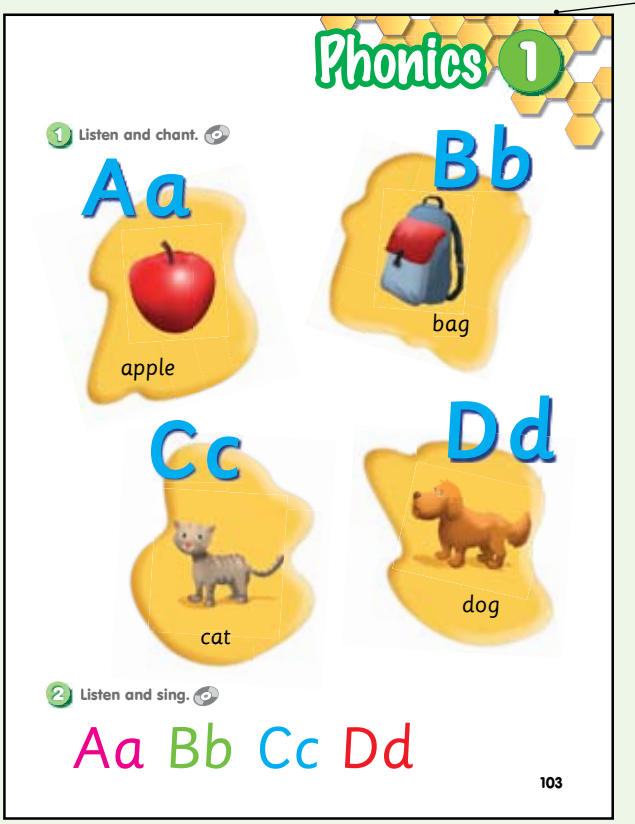
a ☐

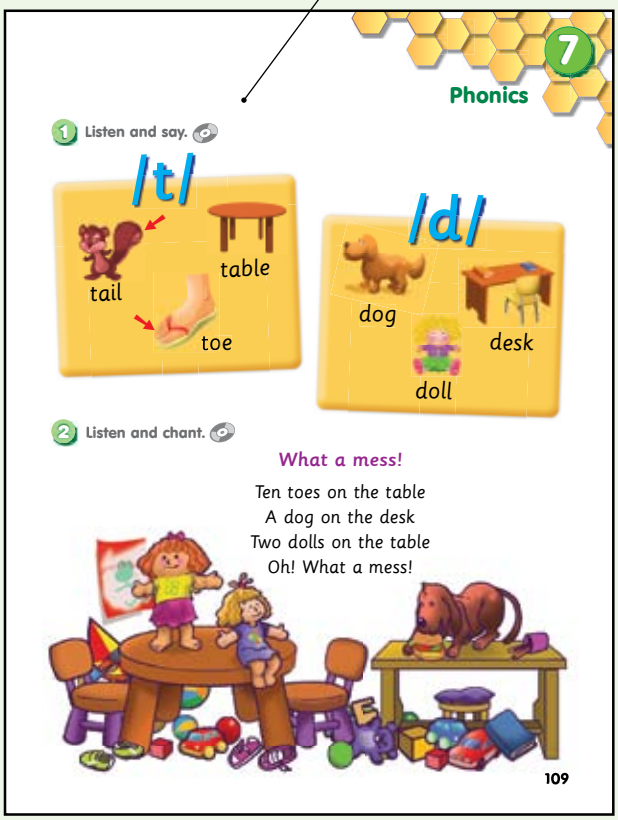
b ☐

72

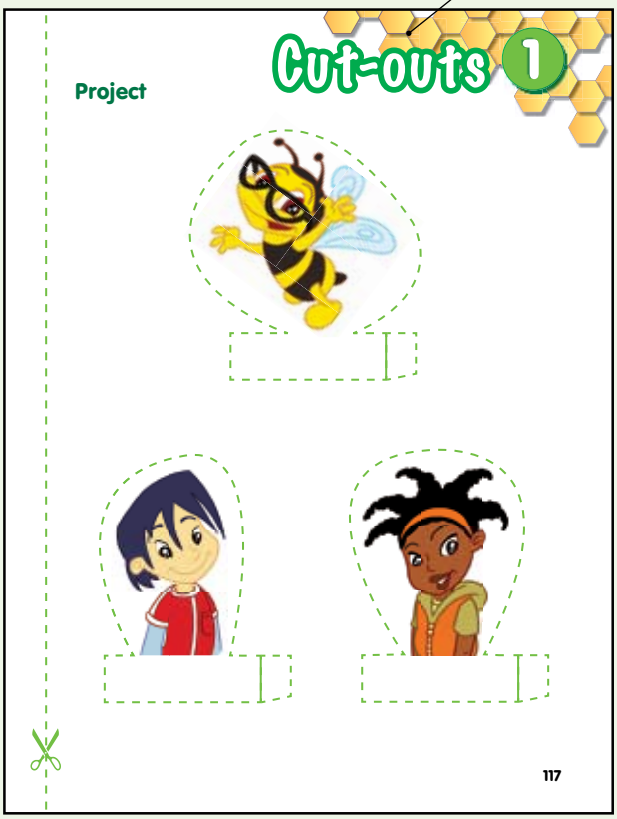
activities consolidating previously taught language

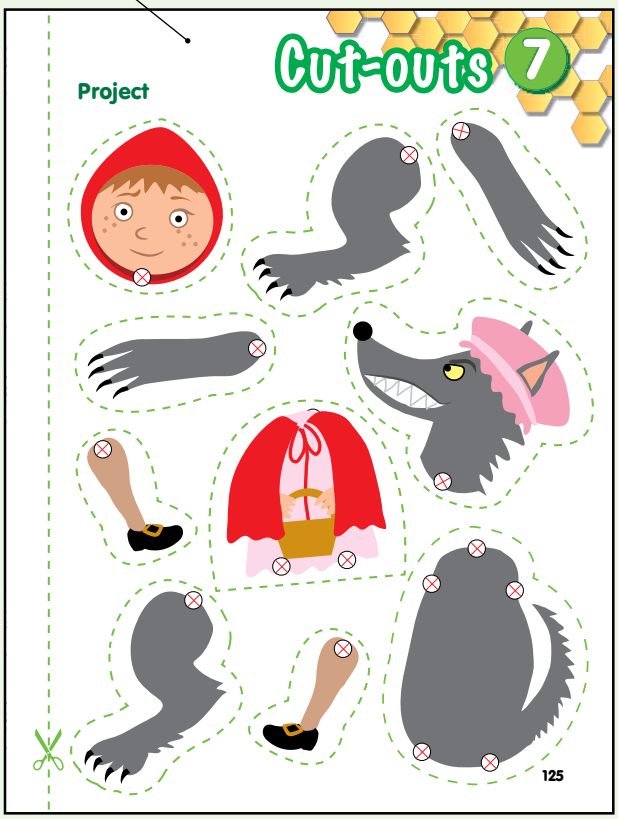
phonics section to practice sounds through chants and activities





cut-outs at the back of the book





SAMPLE PAGES FROM **GET SMART 1 - TEACHER'S BOOK**

list of objectives, vocabulary and structures introduced in each lesson

optional activities making the lesson more enjoyable and giving further practice

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

instructions and key to Workbook activities

audioscripts and key to 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

Structures
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 ax, construction paper gray ears
- plain A4 paper (enough for all Ss)
- pencil 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.

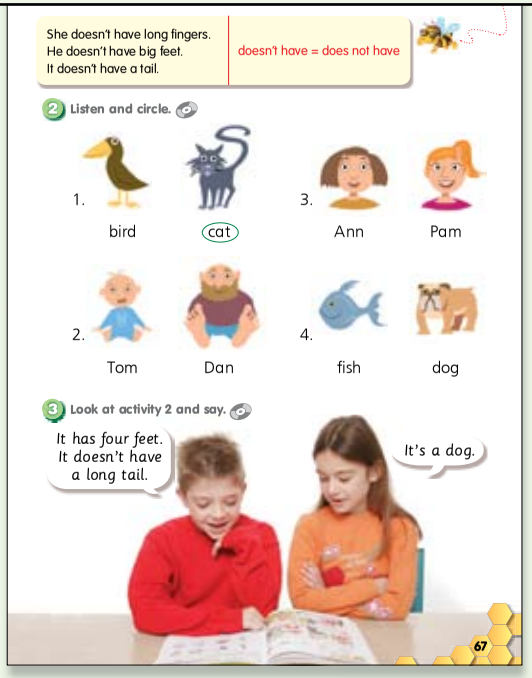
Activity 1 Track 16

Background Note
Little Red Riding Hood
- *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. LRRH naively tells the wolf where she is going, so the wolf gets to the grandmother's house first, eats her, and waits for the girl disguised as the grandmother. 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.

- 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, assigning roles 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.*



Activity 2 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. It has four feet.*
2. *He doesn't have small toes. He has big toes.*
3. *She doesn't have big teeth. She has small teeth.*
4. *It doesn't have a long tail. It has a short tail.*

1. cat
2. Dan
3. Ann
4. dog

Activity 3 Track 18

- Direct Ss' attention to Ben and Ann and ask them what is happening (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.

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.
- The S to your right has to then draw the next body part (shoulders / neck), then fold it 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 *S/he has... / S/he 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.

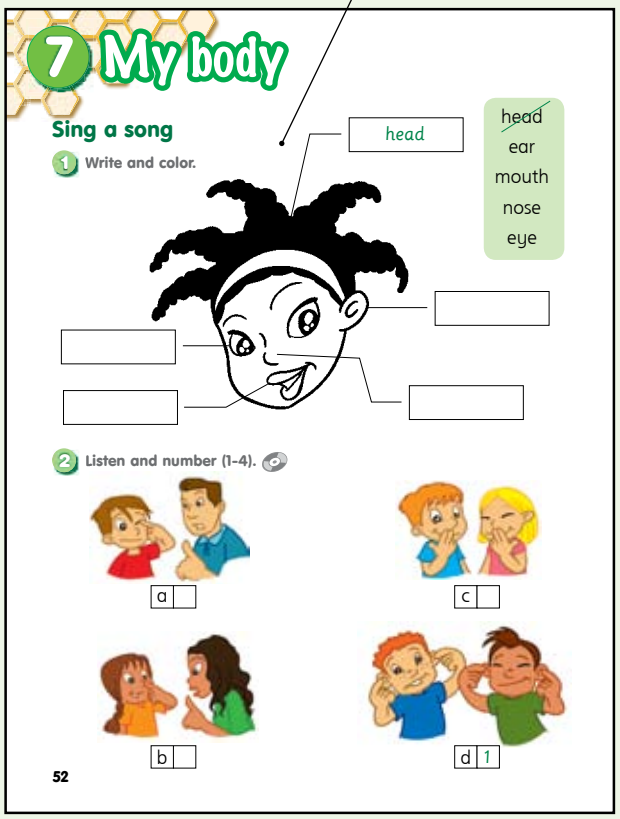
1. feet
2. teeth
3. fingers
4. toes
5. tail

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.

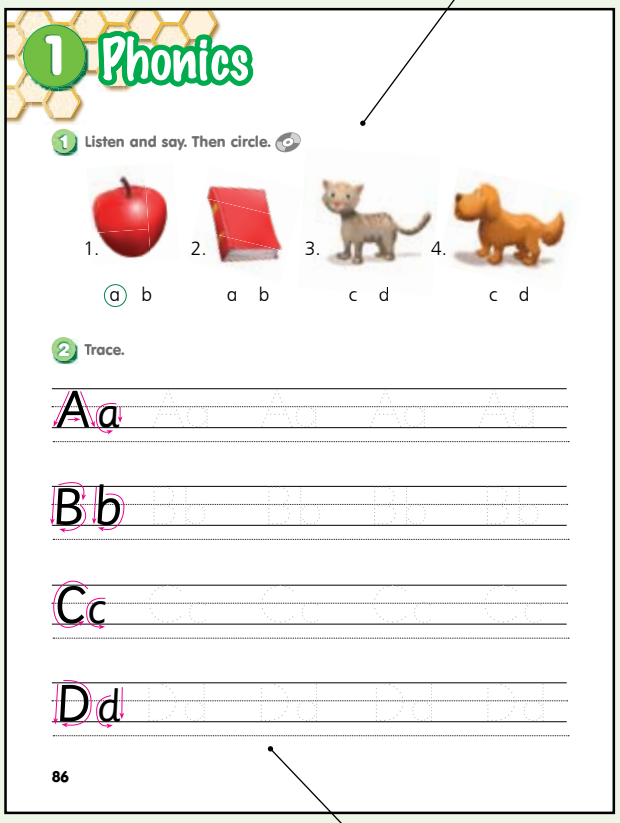
Picture 2
LRRH: She doesn't have small eyes. She doesn't have big feet.
Wolf: He doesn't have small teeth. He doesn't have a small tail.

SAMPLE PAGES FROM **GET SMART 1 - WORKBOOK**

coloring activites

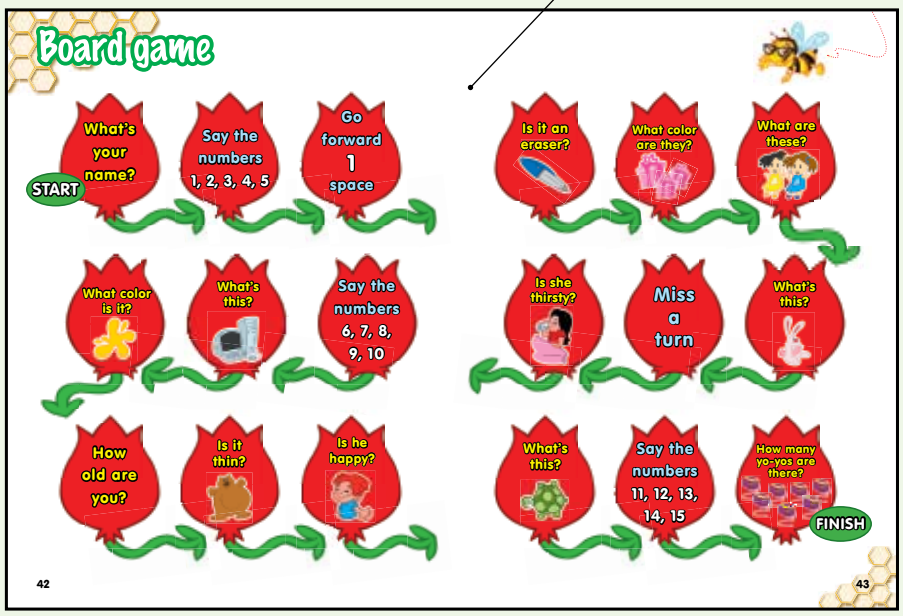


listening activities for extra practice

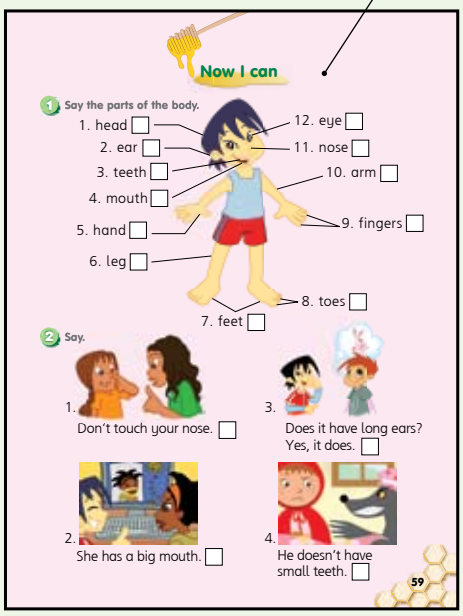


tracing activites

boardgame consolidating previously taught language



self-assessment section fostering learner autonomy

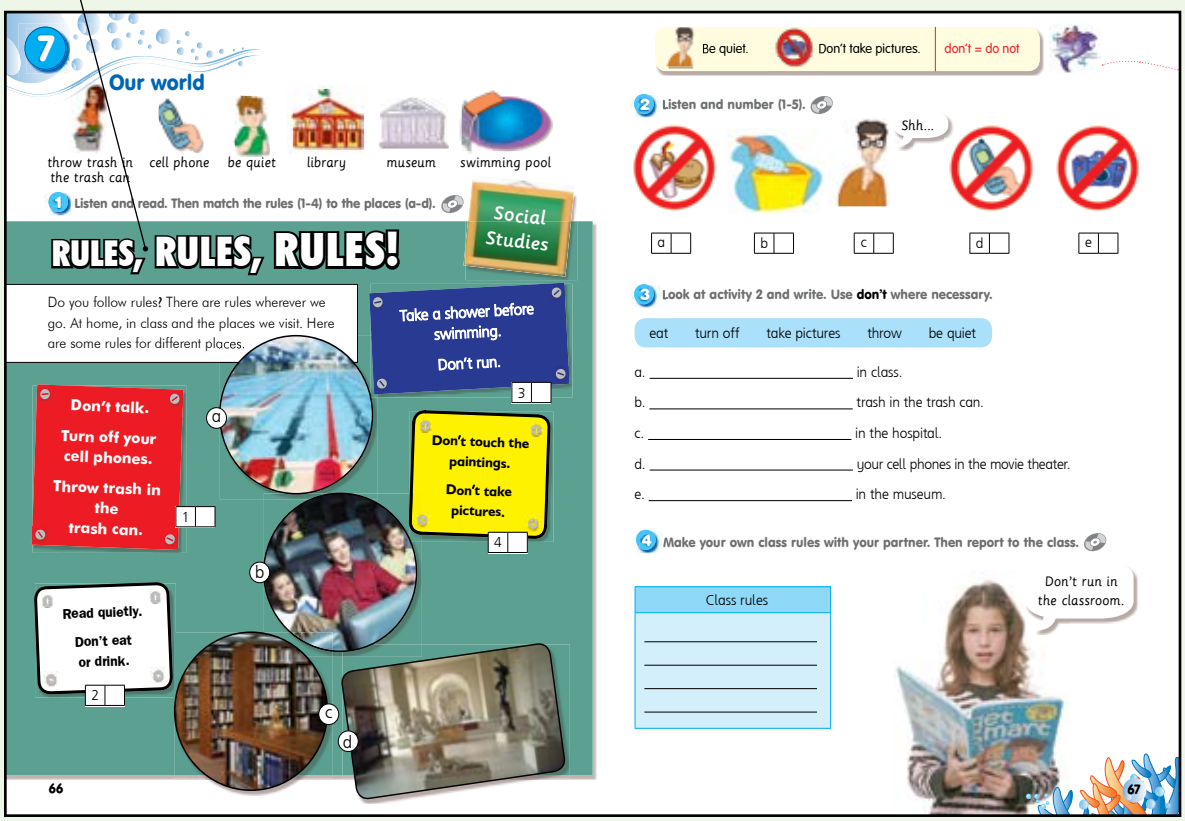


SAMPLE PAGES FROM **GET SMART 2 - STUDENT'S BOOK**

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



SAMPLE PAGES FROM **GET SMART 4 - STUDENT'S BOOK**

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

Language Arts

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: _____
2. Sport: _____
3. Nickname: _____
4. Nationality: _____
5. Good at: _____
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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SAMPLE PAGES FROM **GET SMART 4 - STUDENT'S BOOK**

texts giving cultural and cross-curricular information

7 Our world

recycling paper metal glass plastic

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

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?

66

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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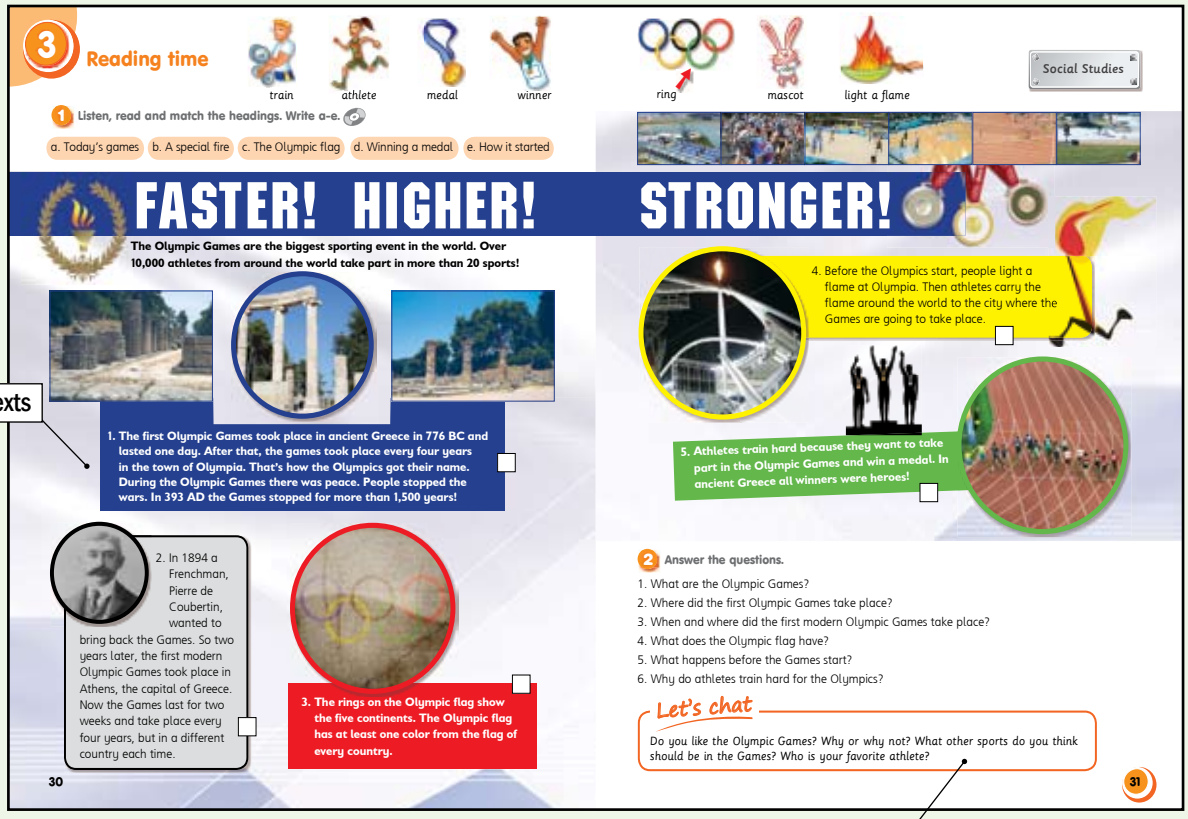
SAMPLE PAGES FROM **GET SMART 5 - STUDENT'S BOOK**



3 Reading time

train athlete medal winner

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

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?

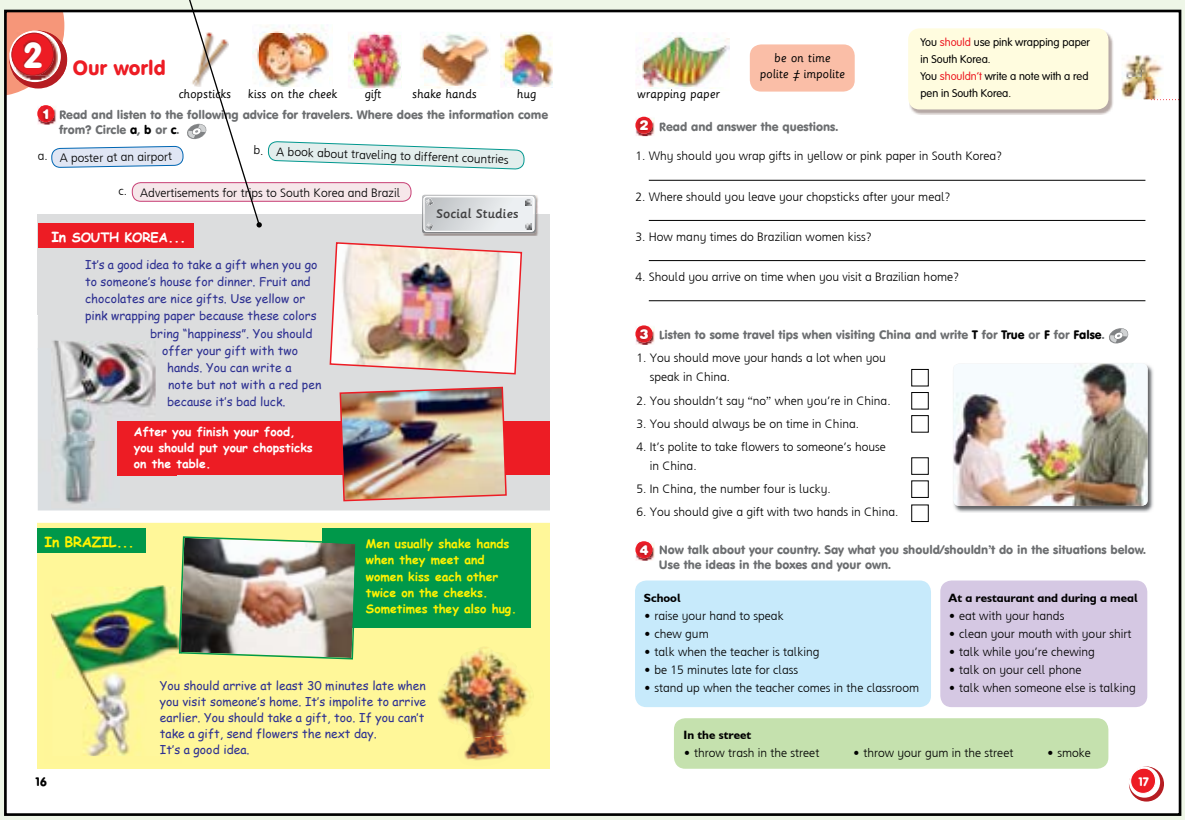
30 31

factual texts

activities encouraging critical thinking and personal response

SAMPLE PAGES FROM **GET SMART 6 - STUDENT'S BOOK**

texts familiarising students with different cultures



2 Our world

chopsticks kiss on the cheek gift shake hands hug

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.

wrapping paper

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.

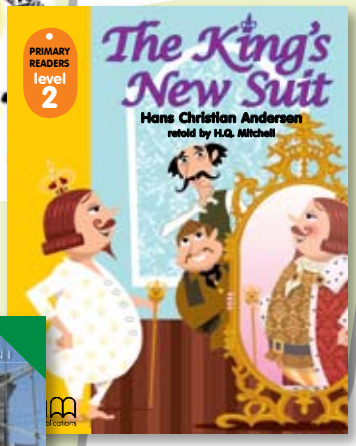
School
- raise your hand to speak
- chew gum
- talk when the teacher is talking
- be 15 minutes late for class
- stand up when the teacher comes in the classroom

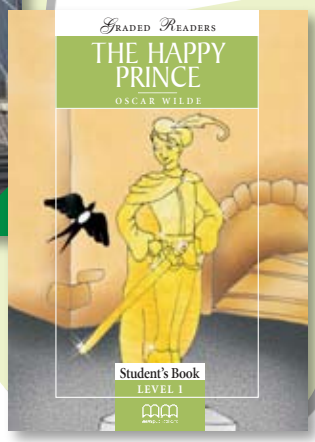
At a restaurant and during a meal
- eat with your hands
- clean your mouth with your shirt
- talk while you're chewing
- talk on your cell phone
- talk when someone else is talking

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

16 17

SMART Grammar & Vocabulary





Recommended readers for:

Get Smart 1
- Yellow Ted
- The Old House
- My Family
- Toy Party
- Let's Go Home
- Where's Fluffy?
- Cookie Land
- The Ugly Duckling

Get Smart 2
- My Red Car
- Black Ant
- Big Shoes
- Jumping Hat
- Snowy
- A Funny Story
- 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 3
- Puss in Boots
- The Tin Soldier
- Rumpelstiltskin
- Sleeping Beauty
- The Emperor's Nightingale
- Jingle's Christmas Adventure

Get Smart 4
- The Wishing Fish
- Mowgli
- Ali Baba & the 40 Thieves
- Peter Pan

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
- White Fang
- The Magic Ring
- Beauty and the Beast
- The Wizard of Oz
- Lisa visits Loch Ness
- The Mix-Up
- Lisa in New York
- The Table, the Ass and the Stick

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