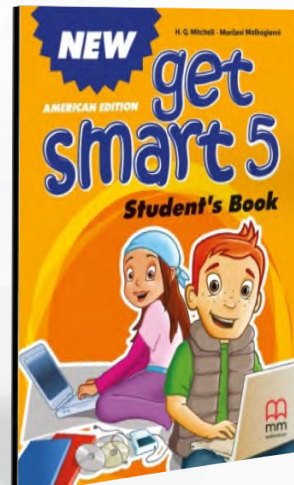
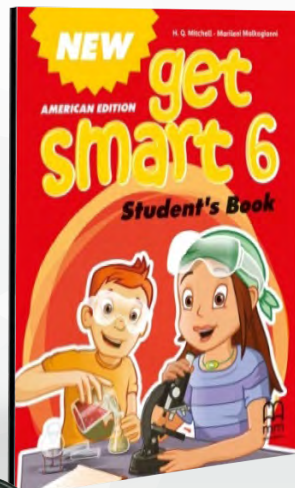
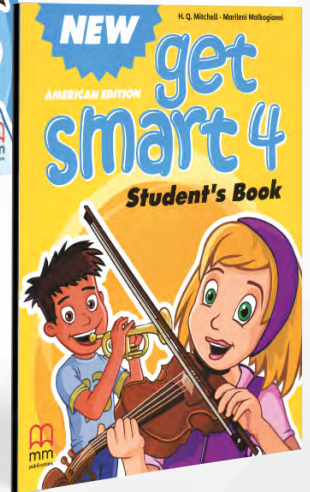
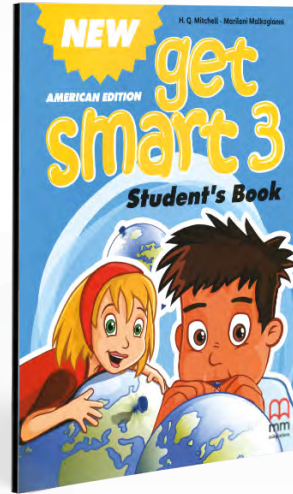
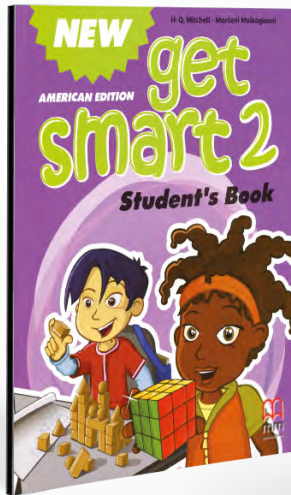
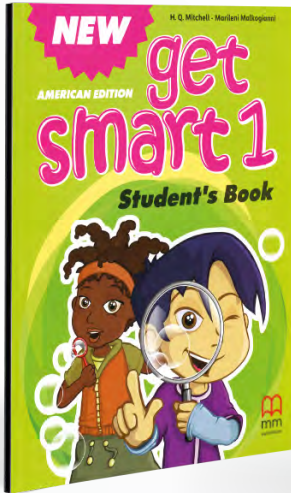


NEW get smart





NE_Build & Grow

Clue & Key

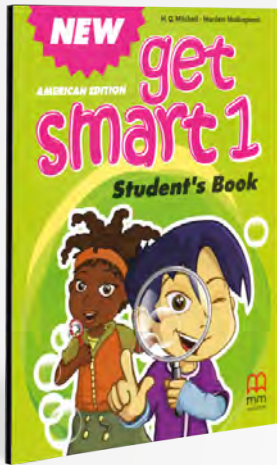
Compass Publishing

CARROT GLOBAL

Alston

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Series



CEFR
A1 to A2

Levels
6 books

Modules per book
10

Lessons per module
7 + 1 review

Teaching hours
per week:

Starting at 5 hours per week using SB only. Up to 7 to 10 if implementing WB and digital components

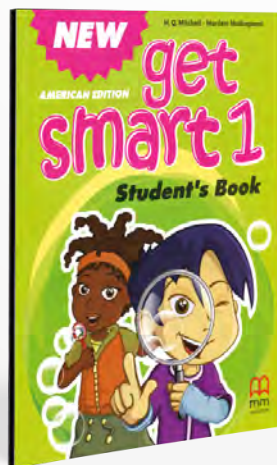
Main Characteristics

New Get Smart is a primary course that takes students from Beginner to Pre - Intermediate level, while carefully considering students' particular needs and interests at each stage. The **New Get Smart** series provides students with the necessary skills and knowledge to take on the challenges and opportunities of the 21st century. The course systematically develops students' ability to adequately apply learning both in the classroom and in their everyday lives, while also promoting globalized ethical values. This series follows the modular approach and the requirements of the Common European Framework of Reference.

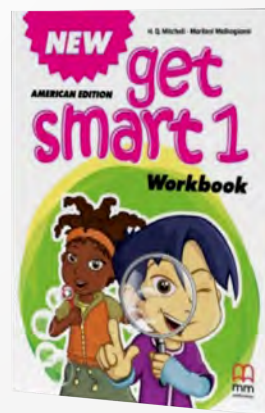
Key features:

- > Comic-strip stories with characters of the books that present new structures.
- > Cross-curricular activities and projects that enhance students' creativity and increase their motivation for learning.
- > Interactive and board games.
- > Phonics and self-evaluation pages.
- > Videos and Digital Glossary.

Components for students



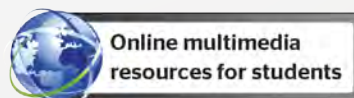
Student's book



Full-color
Workbook



Student's CD





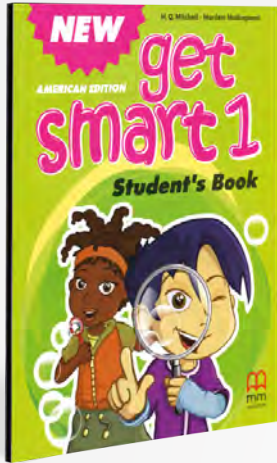
NE_Build & Grow

Clue & Key

Compass Publishing

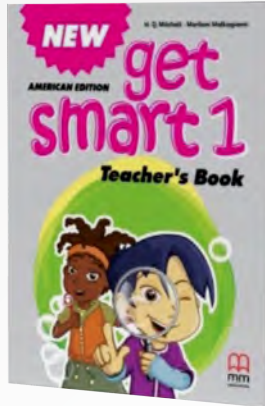


Series

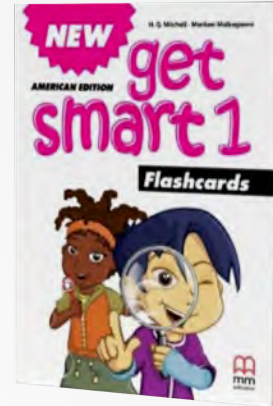


Main Characteristics

Components for teachers



Teacher's Book (interleaved)



Flashcards



Interactive Whiteboard Material DVD



Teacher's Resource CD / CD-ROM



Class CDs



MM Series Student's Resources



ELT Platform



Available in American English



Scope and Sequence



Platform

Samples
pages

Home and family 2

Sing a song



father



mother



sister



brother



grandfather



grandmother

1 Listen and match. Then sing. 



My family photos

Rat-a-tat-tat.

Who's that?

It's my sister, Jane.

That's her name! That's her name!

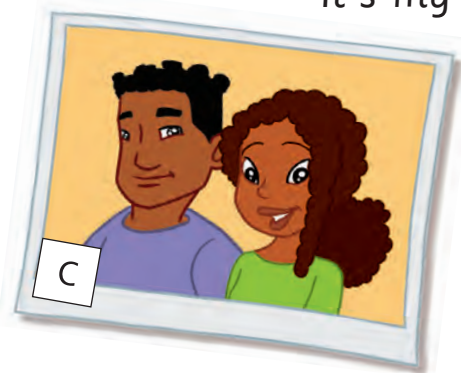


Rat-a-tat-tat.

Who's that?

It's my mother and my father.

It's my grandmother and my grandfather!



Rat-a-tat-tat.

Who's that?

It's my brother, Ben.

Say it again! Say it again!



LOOK! 

Who's that? It's my sister.

Who's that? It's my mother.

Who's that? It's my grandfather.

Who's = Who is

It's = It is





uncle



aunt



cousin



baby



friend

1 Look and listen. 



LOOK!





Is that your mother? Yes, it is. / No, it isn't.
Is that your uncle? Yes, it is. / No, it isn't.
Is that your friend? Yes, it is. / No, it isn't.


isn't = is not




2 Read, look and write Yes, it is or No, it isn't.

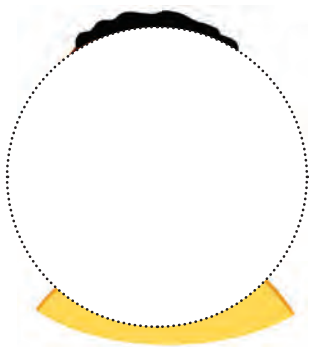
1.  Is that your aunt?
_____ No, it isn't.

2.  Is that your sister?

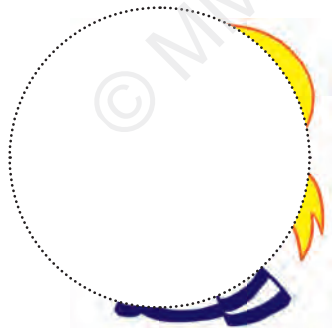
3.  Is that your grandfather?

4.  Is that your uncle?

3 Find and stick. Then listen and number (1-4).



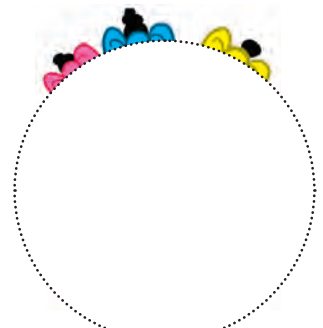
a



c



b 1



d

4 Ask and answer.



Is that your father?

No, it isn't.
It's my uncle.



Once upon a time



puzzle



board game



doll



teddy bear



bed



closet

1 Look and listen. 

Goldilocks and the Three Bears



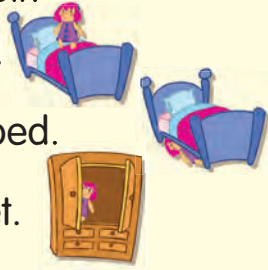
LOOK! 

Where's the doll?

It's **on** the bed.

It's **under** the bed.

It's **in** the closet.



Where's = Where is

It's = It is



2 Look, read and write.

under ~~on~~ in under

1. Where's the puzzle?

It's on the bed.



2. Where's the teddy bear?

It's _____ the closet.



3. Where's the doll?

It's _____ the table.



4. Where's the board game?

It's _____ the chair.



3 Listen and check (✓). 

1.



a



b

2.



a



b

3.



a



b

4.



a



b

4 Look at activity 3. Ask and answer. 

Where's the puzzle?

It's under the bed.





lamp



couch



TV



window

LOOK! 

Where are the dolls?

They're **next to** the couch.



They're **between** the lamp and the computer.



They're = They are

1 Look and listen. Then play. 

Where are the board games?



They're next to the lamp.

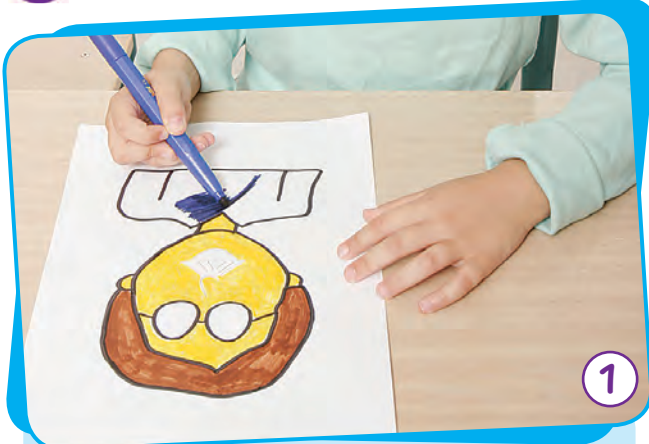
board games puzzles books erasers teddy bears dolls





Project

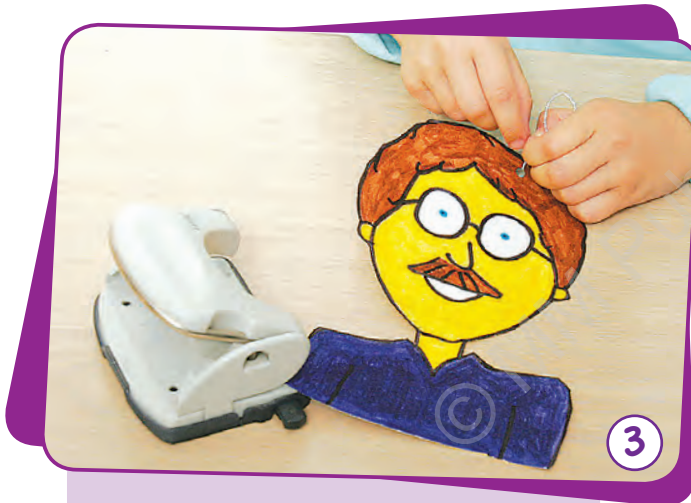
1 Make a family mobile.



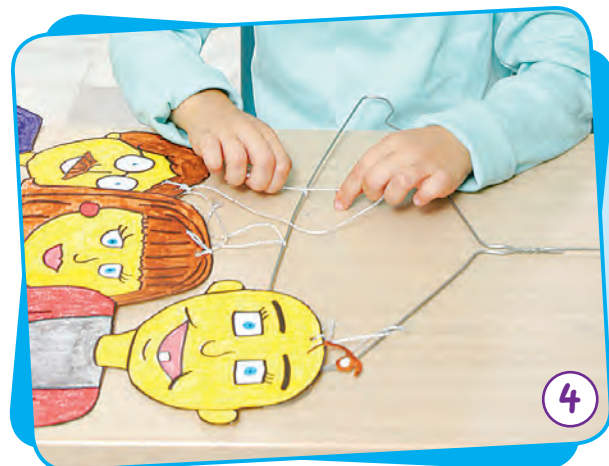
Draw some members of your family and color them in.



Cut them out.



Punch holes through the cut-outs and tie some string through them.



Tie the other end of the string to a hanger.

2 Show and tell.

This is my uncle Bill.



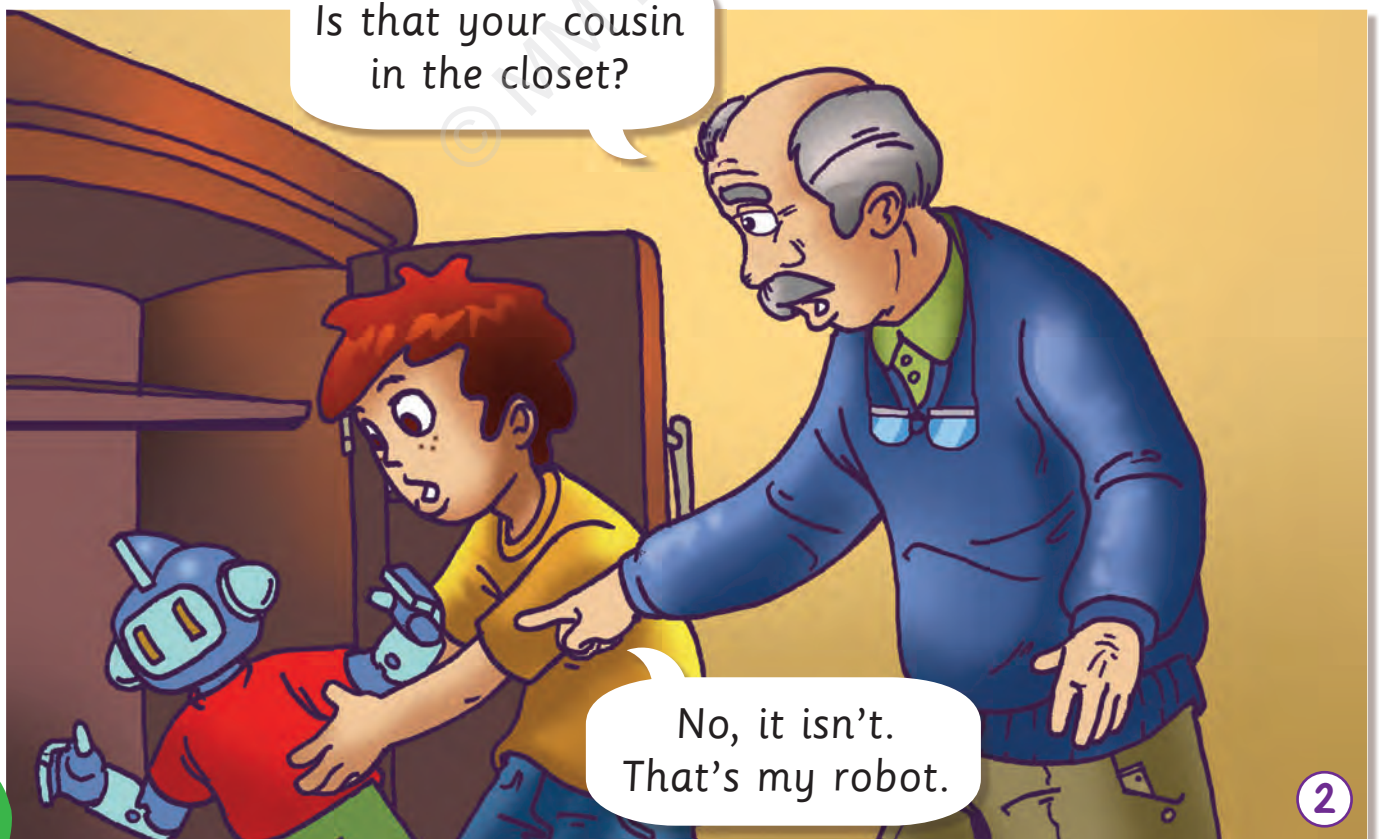
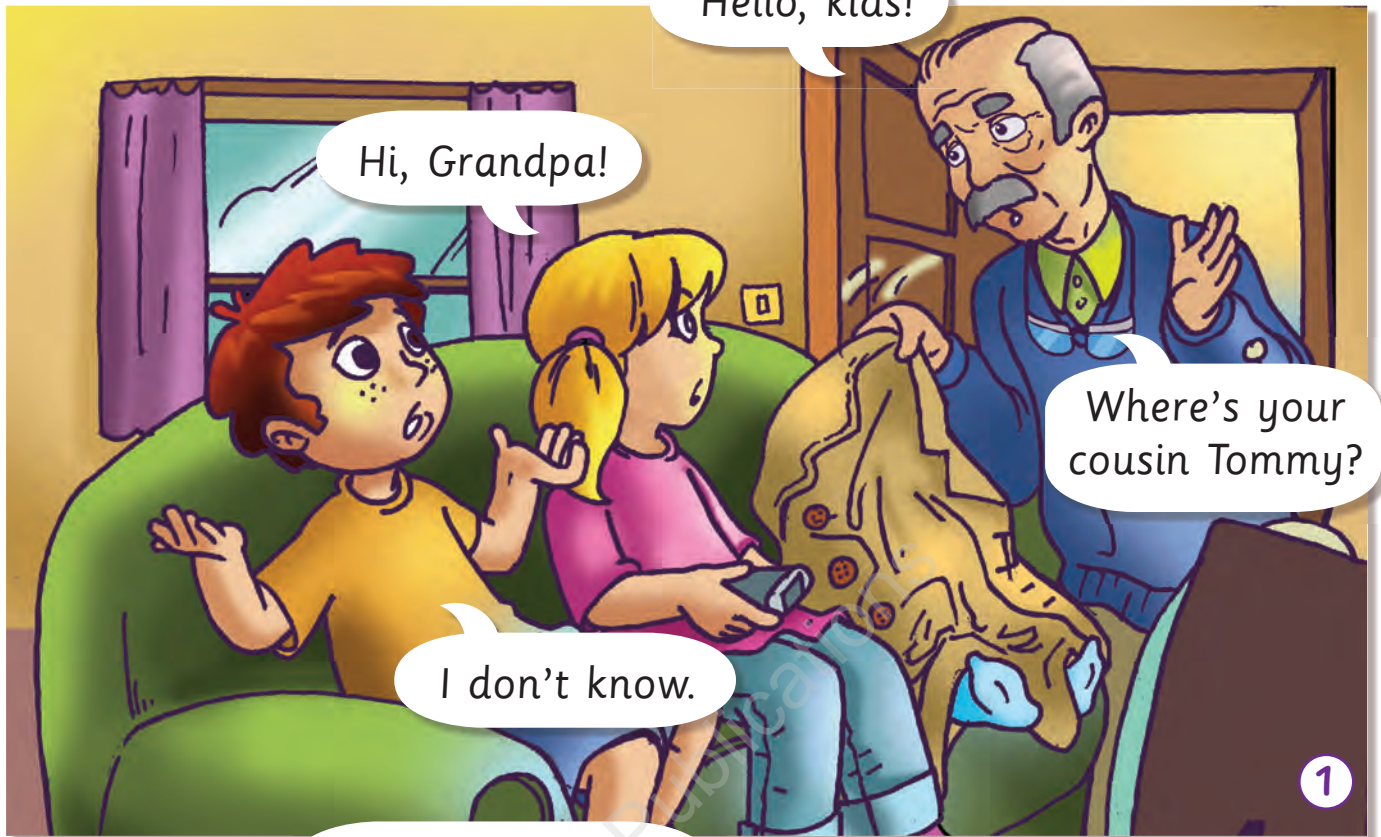
2

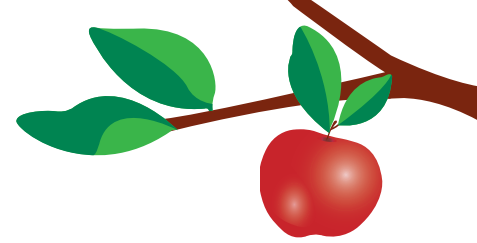
Story time

WHERE'S TOMMY?

1

Look and listen.





Is that your cousin?

Where?

Between the board game and the puzzle.

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

Oh!

There's Tommy! On the couch!

Tommy!

VALUE Help your elders.



Review 2

1 Read, look and complete. closet lamp mother grandfather

1. **A:** Who's that? **B:** It's my _____.



2. **A:** Is that your _____?

B: Yes, it is.

3. **A:** Where's the puzzle? **B:** It's in the _____.



4. **A:** Where are the dolls?

B: They're next to the _____.

2 Look and write.

grandfather aunt cousin grandmother uncle baby

1. _____



6. _____

2. _____

5. _____

3. _____

4. _____

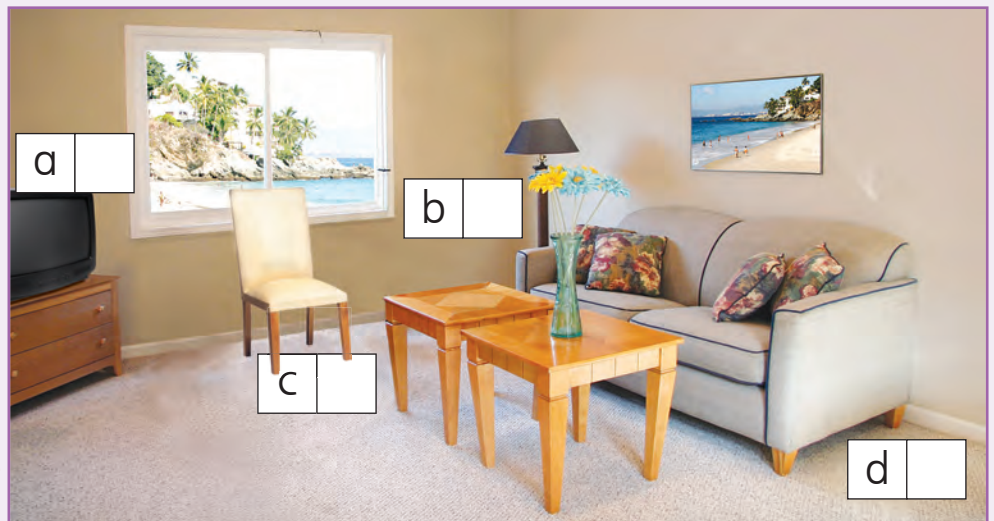
3 Listen and number (1-4). 

1. 

2. 

3. 

4. 



2 Home and family

Sing a song



Language focus

Objectives

- to sing a song
- to identify family members

Vocabulary

Family members: father, mother, sister, brother, grandfather, grandmother

Structures

Who's that?
It's my (sister).



Materials

- flashcards of *father, mother, sister, brother, grandfather, grandmother*
- photocopies of the above flashcards (so that each S has a family member)
- a photo album of your family members
- adhesive putty or tape
- a soft ball



Lesson plan



Warm-up

- Take out the photo album you have brought of your family members. Hold it up, point to each family member and introduce him/her to Ss. Include each family member's name. Say *This is my father, this is my mother*, etc.
- Pass the photo album around so that Ss can have a closer look.

Vocabulary



Track 21

- Draw Ss' attention to the vocabulary section at the top of the page. Point out Lisa's family. Play the CD a few times and have Ss point to the family members and repeat.
- Say the family members again in random order and have Ss repeat and point.

Activity 1



Track 22

- Direct Ss' attention to the four photos of Lisa's family members and, in L1, ask them whose family photos they are (They're Lisa's). Then point to each picture and encourage Ss to say the family members in chorus.
- Tell Ss that they're going to listen to a song and that they will have to match the family members mentioned in the song to the pictures. Read the title of the song and ask Ss to guess what the song is going to be about.
- Play the song once and have Ss listen and point to the corresponding family members.
- Play the song a second time, pausing after each family member is mentioned, so that Ss have enough time to match. Then play it again for Ss to check their work.
- When Ss feel comfortable, invite them to sing the song.



a: It's my grandmother and my grandfather!

b: It's my brother, Ben.

c: It's my mother and my father.

d: It's my sister, Jane.



TPR Activity

- Hand out photocopies of the family flashcards so that each S has a family member.
- Ask Ss to stand up at their desks. Explain to Ss that they will hear the song again and tap to the

beat when they hear *Rat-a-tat-tat*. When they hear the family member they have being mentioned, they have to raise their flashcard.

- Play the song once and demonstrate for Ss.
- Play the song again and invite Ss to perform the actions as they sing along.

Look!



Track 23

- Draw Ss' attention to the *Look!* box and read the questions and the answers aloud.
- Hold up a photo of one of your family members and say *Who's that? It's my (mother)*. Write it on the board. Read the sentences and have Ss repeat after you. Elicit that we use *Who's that?* to ask about the identity of a person.
- Hold up the same photo again and say *It's my mother*. Stress *my* and point to yourself. Give Ss another example of *my* by holding up your bag and saying *It's my bag* while pointing to yourself. Encourage Ss to guess what *my* means.
- Play the CD and get Ss to follow in their books and repeat.

Follow-up Activity



- Divide Ss into pairs. SA asks *Who's that?* while pointing to Lisa's family members and SB answers as if he/she was Lisa, for example *It's my (mother)*.
- After SA has asked questions about all the family members, he/she pretends to be Lisa and answers SB's questions.
- Have some pairs of Ss perform for the entire class.

Home and family 2

Sing a song



father



mother



sister



brother



grandfather



grandmother

1 Listen and match. Then sing.



My family photos

Rat-a-tat-tat.
Who's that?

It's my sister, Jane.

That's her name! That's her name!



Rat-a-tat-tat.
Who's that?

It's my mother and my father.

It's my grandmother and my grandfather!



Rat-a-tat-tat.
Who's that?

It's my brother, Ben.

Say it again! Say it again!



LOOK!

Who's that? It's my sister.
Who's that? It's my mother.
Who's that? It's my grandfather.

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

15



Before leaving



- Invite Ss to stand in a circle. Give one S a soft ball.
- Explain to Ss that once you play the song *My family photos* (Track 22), they will have to pass the ball clockwise around the circle.
- When you stop the music, point to the S holding the ball and ask the rest of the Ss *Who's that?* Ss will then have to answer *It's (Bob)* chorally.
- Play the game for as long as time permits, making sure to pause the song on a different S each time.



Workbook

Activity 1

- Point to the example and ask Ss *Who's that?* Encourage Ss to say *mother*.
- Explain to Ss that they are going to match the family members to the puzzle pieces depicting them.
- Have Ss check their answers in pairs first, then as a class.



mother 3. e brother 1. d
father 5. f grandmother 2. c
sister 6. a grandfather 4. b

Activity 2

- Explain to Ss that they have to connect the dots, reveal Lisa's family members and answer the questions.
- Check answers as a class by holding up your book, pointing to each of the family members and asking *Who's that?*



1. mother
2. grandmother
3. brother



Optional

Say if it's true

- Stick the flashcards of the family members on the board using adhesive putty or tape.
- Explain to Ss that when you point to a flashcard and say the word depicted on it, they have to repeat the word, whereas when you say the wrong word for a flashcard you're pointing to, Ss will have to fold their arms and stay silent.
- For example, if you're pointing to the *mother* flashcard and you say *mother*, Ss will have to repeat the word. But if you're pointing to the *father* flashcard and say *brother*, Ss will have to cross their arms in front of them and remain silent.



Note

- Ask Ss to bring in pictures of their family members and friends for the next lesson: mother, father, brother, sister, grandfather, grandmother, uncle, aunt, cousin, baby, friend. They can also bring in a photo album if they have one.

2 Smart kids

Language focus

Objectives

- to identify family members and friends

Vocabulary

Family members: uncle, aunt, cousin, baby, friend

Structures

Is that your (mother)?
Yes, it is. / No, it isn't.

Materials

- flashcards of *father, mother, sister, brother, Lisa, grandmother, grandfather, uncle, aunt, cousin, baby, friend*
- adhesive putty or tape
- a plate
- orange chalk or crayons

Review

- Draw an outline of a tree on the board. Make sure that it is big enough to fit 12 flashcards in it.
- Stick the family member flashcards on the top part of the tree beginning with grandmother and grandfather on top. Leave a space for Lisa's flashcard.
- Then draw branches between the family members to show their relationships.
- Point to each flashcard and encourage Ss to name the family members. See if they remember the names of Lisa's sister (Jane) and Lisa's brother (Ben).

Lesson plan

Warm-up

- Show Ss the flashcards of Lisa's uncle and aunt and ask them to guess how they're related to Lisa. Accept answers in L1. Do the same with the flashcards of *cousin, baby, and friend*.
- Stick the *aunt* flashcard next to Lisa's mother and the *uncle* flashcard next to the *aunt* flashcard. Draw branches connecting Lisa's aunt to Lisa's mother and grandparents and a branch connecting Lisa's aunt to her uncle.
- Hold up the flashcard of *Lisa* and, pointing to the *aunt* flashcard, say *This is*

2 Smart kids



uncle



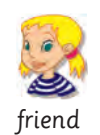
aunt



cousin



baby



friend

1 Look and listen.



Hello! This is my friend, John. John, this is my aunt, Ann, and my uncle, Stan.



16

my aunt. Repeat this with the *uncle* flashcard.

- Follow the same procedure with the flashcards of *cousin, baby* and *friend*.
- Then stick the flashcard of *Lisa* below her parents and draw branches connecting her to them as well as to her brother and sister. Stick the flashcard of Lisa's friend next to Lisa without drawing any branches.

Vocabulary Track 24

- Draw Ss' attention to the vocabulary section at the top of the page and point out the people. Play the CD a few times and have Ss point to the people and repeat.
- Say the people again in random order and have Ss repeat and point.

Activity 1 Track 25

- Have Ss look at the presentation and, pointing to all the people that they know, ask *Who's that?* Encourage Ss

to answer *It's (Lisa, John, etc.)*.

- Ask Ss (in L1) to tell you what they think is happening (Lisa and John are at the park where Lisa sees her aunt, uncle and cousins having a picnic. She introduces them to John. Then Lisa's baby cousin surprises John by throwing carrots at him as he goes to greet her.).
- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with two Ss. Choose four Ss to act it out for the class. Then, have Ss act out the dialogue in groups of four.
- Have groups of Ss perform in front of the whole class. A plate with orange chalk or crayons in it can be used as the plate of carrots.



Is that your mother? Yes, it is. / No, it isn't.
 Is that your uncle? Yes, it is. / No, it isn't.
 Is that your friend? Yes, it is. / No, it isn't.

isn't = is not



2 Read, look and write Yes, it is or No, it isn't.

- Is that your aunt?
- Is that your sister?
- Is that your grandfather?
- Is that your uncle?

3 Find and stick. Then listen and number (1-4).

a

b

c

d

4 Ask and answer.

Is that your father?

No, it isn't.
It's my uncle.



17

Look! **Track 26**

- Choose a student at random and ask him/her to take out his/her family photos. Point to a person in one of the photos and ask the S *Is that your (mother)?* Encourage the S to answer Yes/No. Repeat this with another person and his/her photos.
- Encourage Ss to guess when we use *Is that your (cousin)?* Elicit that we use it to ask about a person when we aren't sure about who he/she is.
- Direct Ss' attention to the *Look!* box. Read the exchanges and have Ss repeat after you.
- Play the CD and get Ss to follow in their books and repeat.

Activity 2

- Draw Ss' attention to the pictures and the questions in activity 2.
- Explain to Ss that they will have to read the questions and write the correct answer *Yes, it is or No, it isn't.*

- Make sure the Ss have answered the questions correctly.



- No, it isn't.
- Yes, it is.
- Yes, it is.
- No, it isn't.

Activity 3 **Track 27**

- Direct Ss' attention to the four white circles. Point to each space and have Ss guess which family members belong there.
- Have Ss turn to the back of their books, find the appropriate stickers and stick them in the correct places.
- Point to each sticker and encourage Ss to say the family member (first in chorus, then individually). Point to the example and ask *Is that Lisa's mother?* Encourage Ss to answer *No, it isn't.*
- Explain to Ss that they will listen to similar sentences and they will have to look at the stickers of the family

- members and write the numbers in the order that they hear each family member being mentioned.
- Play the CD and have Ss listen (more than once if necessary) and point to the appropriate sticker. Explain that the first one has been done for them and that they are to continue numbering from 2-4. Repeat the procedure for all exchanges and have Ss write the correct number.
- Have Ss check their answers in pairs first, then as a class.

Listening transcript

- John:** *Is that your mother?*
Lisa: *No, it isn't. It's my aunt, Ann.*
- John:** *Is that your friend?*
Lisa: *Yes, it is. It's my friend, Mary.*
- John:** *Is that your sister?*
Lisa: *No, it isn't. It's my baby cousin, Nicky.*
- John:** *Is that your uncle?*
Lisa: *Yes, it is. It's my uncle, Stan.*



- a. 4 b. 1 c. 2 d. 3

Activity 4 **Track 28**

- Direct Ss' attention to the two children in the picture and ask them to guess what's happening (Ben is asking Kim about the people in her photos.).
- Play the CD and have Ss repeat the exchange chorally. Have individual Ss model the exchange.
- Ask a random S to take out his/her family photos. Choose a photo, hold it up for the class and ask the S *Is that your (uncle)?* Encourage him/her to answer *Yes, it is. / No, it isn't.*
- Divide Ss into pairs. Ask them to place their photos on their desks and take turns asking about their photos.
- Have some pairs of Ss perform for the entire class.



Workbook

Activity 1

- Ss fill in the members of Lisa's family from the box above.



- grandfather
- grandmother
- uncle
- aunt
- cousin
- sister
- brother

Activity 2

- Ss fill in the parts of the dialogue according to who said what in the story.
- Check Ss' answers as a class.



- Is that your mother?
- No, it isn't.
- Who's that baby?
- She's my cousin, Nicky.

2 Once upon a time

Language focus

Objectives

- to identify toys
- to identify furniture
- to describe location
- to ask and answer questions about location
- to identify prepositions of location

Vocabulary

Toys: puzzle, board game, doll, teddy bear

Furniture: bed, closet

Structures

Where's the (doll)?

It's in / on / under the (closet).

Materials

- flashcards of *puzzle, board game, doll, teddy bear, bed, closet*
- photocopies of the above flashcards (two sets)
- adhesive putty or tape
- props for acting out the story: a pink ribbon with a bow, three head bands with construction paper brown bear ears
- a whistle

Review

- Place the family flashcards on your desk facing down. Choose a random S to come up to the front of the class and pick up a card.
- The S has to mime the person depicted on the card while the rest of the Ss guess which of Lisa's family members he/she is miming.
- Whoever guesses correctly chooses a different card and mimes.

Lesson plan

Warm-up

- Use the flashcards to introduce the words *puzzle, board game, doll, bed, closet*. Hold up each flashcard, say the word and encourage Ss to repeat.

Vocabulary Track 29

- Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.

2 Once upon a time



puzzle



board game



doll



teddy bear



bed



closet

1 Look and listen.

Goldilocks and the Three Bears



18

Activity 1 Track 30

Background Note - Goldilocks and the Three Bears

• *Goldilocks and the Three Bears* is a children's bedtime story written by Robert Southey. A family of bears goes for a walk in the woods. While the bears are out, Goldilocks enters their home and starts eating their porridge and trying out their furniture. She ends up eating all of the baby bear's porridge, breaking its chair and sleeping in its bed. Goldilocks is discovered by the bear family upon their return. In this spin-off, Goldilocks and the baby bear are friends.

- Have Ss look at the presentation and ask them (in L1) to tell you if they recognize the fairy tale (*Goldilocks and the Three Bears*).
- Ask Ss different questions about the pictures, e.g. *Who's that? / What's this? / What color is it? / What are these?*
- Ask Ss to guess what's happening in the story (Goldilocks visits her friend Baby Bear, who is bored. Goldilocks suggests playing a board game. They go to Baby Bear's room and start looking for the board game. They look on his desk and under his bed and then Goldilocks decides to look in what she thinks is a closet. When she opens the door she discovers that the closet is really Baby Bear's parents' room and she apologizes, embarrassed.).
- 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 again and invite Ss to shadow read (read along with the CD).

LOOK!

Where's the doll?

It's **on** the bed.

It's **under** the bed.

It's **in** the closet.



Where's = Where is

It's = It is



2 Look, read and write.

under on in under

1. Where's the puzzle?

It's on the bed.



2. Where's the teddy bear?

It's _____ the closet.



3. Where's the doll?

It's _____ the table.



4. Where's the board game?

It's _____ the chair.



3 Listen and check (✓).



a



b



2.

a



b



3.

a

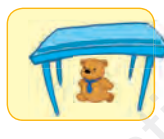


b



4.

a



b

4 Look at activity 3. Ask and answer.

Where's the puzzle?

It's under the bed.



19

- Model acting out the dialogue with one S. Have four Ss act out for the class. Assign roles to each S (Goldilocks, Baby Bear, Mother and Father Bear) and hand out the props (refer to the materials section).
- Repeat with more groups of Ss.

Look! Track 31

- Place a pen on your book and ask *Where's the pen?* Say *It's on the book.* Then, place the pen in and under the book and ask *Where's the pen?* Elicit Ss' answers *It's in the book* and *It's under the book.*
- Write the examples above on the board and get Ss to guess the meaning of the three prepositions.
- Draw Ss' attention to the *Look!* box at the top of the page and read it aloud. Have Ss repeat.
- Ask Ss what they think *Where's the (doll)?* means and when we use this question. Elicit that we use it to ask about the location of things. Point out

that *Where's* and *It's* are short forms of *Where is* and *It is*.

- Play the CD and get Ss to follow in their books and repeat.

Activity 2

- Draw Ss' attention to the pictures in activity 2.
- Explain to Ss that they will have to read the questions and fill in the answers with the correct preposition.
- Check Ss' answers.

1. on 2. in 3. under 4. under

Activity 3 Track 32

- Direct Ss' attention to the first picture in the example and ask them *Where's the puzzle?* Encourage Ss to answer *It's under the bed.* Then ask them to say where it is in the second picture (*It's on the bed*).
- Do the same with all the items. Explain to Ss that they will listen to similar exchanges and they will have to check the correct box according to what they hear.

- Play the CD and have Ss listen to the first exchange (more than once if necessary). Point out to Ss that the first one has been done for them.
- Repeat the procedure for the rest of the exchanges.
- Have Ss compare their answers in pairs first.
- Check answers as a class by pointing to each toy and asking *Where's the (doll)?*

Listening transcript

1. *Where's the puzzle?*
It's under the bed.
2. *Where's the doll?*
It's on the desk.
3. *Where's the board game?*
It's in the closet.
4. *Where's the teddy bear?*
It's under the desk.

1. a
2. b
3. a
4. b

Activity 4 Track 33

- Direct Ss' attention to Nick and Ann in the picture and ask them to guess what they're doing (They're looking at activity 3 and asking questions about where each toy is.).
- Play the CD and have Ss chorally repeat the exchange. Have individual Ss model the exchange.
- Divide Ss into pairs. Ask them to look at activity 3 and ask each other questions about where each toy is.
- Have pairs of Ss present to the class.



Workbook

Activity 1

- Ss match the pictures to the correct words.
- Check answers as a class by pointing to each object and asking *What's this?*

1. doll
2. bed
3. puzzle
4. teddy bear
5. board game
6. closet

Activity 2

- Explain to Ss that they have to look at the pictures, read the exchanges and then circle the corresponding pictures.

1. a
2. b
3. a

Activity 3

- Ss complete the sentences with the correct preposition of location.
- Check answers as a class.

1. in
2. in
3. on
4. under



Note

- Ask each S to bring in one of the following toys for the next lesson: doll, teddy bear, board game, puzzle.

2 Let's play

Language focus

Objectives

- to identify furniture and items in a house
- to describe location
- to ask and answer questions about location

Vocabulary

Furniture and household items:

lamp, couch, TV, window

Structures

Where are the (dolls)?

They're next to the (TV).

They're between the (lamp) and the (couch).

Materials

- flashcards of *doll*, *board game*, *puzzle*, *teddy bear*, *lamp*, *couch*, *TV*, *window*
- photocopies of the above flashcards (two sets)
- a whistle
- adhesive putty or tape
- a puzzle, a board game, two small dolls and two small teddy bears

Review

- Play *Goldilocks and the Three Bears* on SB page 18 (Track 30) and have Ss follow along in their books.
- Have Ss act out the story.
- Review the prepositions and vocabulary from the previous lesson. Draw a closet, a bed and a desk on the board.
- Stick the puzzle flashcard on the bed and ask Ss *Where's the puzzle?* Encourage Ss to answer *It's on the bed.*
- Repeat this with the rest of the flashcards, using different combinations each time.

2 Let's play



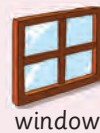
lamp



couch



TV



window

LOOK!

Where are the dolls?

They're **next to** the couch.



They're = They are

They're **between** the lamp and the computer.



1 Look and listen. Then play.

Where are the board games?



They're next to the lamp.



board games puzzles books erasers teddy bears dolls



20



Lesson plan



Warm-up

- Present the new vocabulary using the flashcards. Hold up the flashcard of the *lamp* and say *What's this? It's a lamp.* Ask Ss to repeat after you. Do this with the words *couch*, *TV* and *window* too.

Vocabulary Track 34

- Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.

Look! Track 35

- Direct Ss' attention to the *Look!* box at the top of the page. Read the question aloud for Ss. Ask Ss what *Where are the (dolls)?* means and when we use this question. Elicit that we use it to ask about the location of more than one thing. Explain to Ss the meaning of *next to* and *between* by reading the sentences and pointing to the corresponding picture. Point out that *They're* is the short form of *They are*.
- Play the CD and get Ss to follow in their books and repeat.

Activity 1 Track 36

- Ask Ss to look at the picture and ask them (in L1) what is happening (Ben and Ann are looking at the picture and playing a game.)
- Play the CD once and have Ss follow along in their books.
- Play the CD again and pause after each phrase for Ss to repeat (chorally - in groups - individually).
- Model how the game is played with a S.
- Divide Ss into pairs and have them play the game in turns until they've used up all the words.
- If time permits, have some pairs of Ss play the game in front of the class.



Note

- Ask Ss to bring in a wire hanger, a pair of scissors and markers / pencil crayons for the next lesson.



Optional 1 Picture memory

- Tell Ss that you're going to play a memory game.
- Place the puzzle, the board game, the doll and the teddy bear in different places, e.g. the dolls on your desk, the board game next to the window, etc.
- Ask Ss to look around the classroom and try to take a picture of the room and store it in their heads. You can make things more fun by having Ss hold up their hands to form the shape of a camera and make a clicking sound.
- After Ss have done this, tell them to close their eyes and ask them about one of the toys e.g. *Where are the dolls?* Encourage Ss to answer *They're on the desk* by having them recall the memory photo they took.
- Divide the Ss into pairs and have them take turns playing the game with their own toys.



Optional 2 Prepositions relay

- Clear a space in the middle of the classroom and divide Ss into two teams.
- Ask the teams to stand in lines at one end of the room.
- Place two desks facing the teams at the other end of the room. Put a pile of photocopied flashcards on each desk as well as a book and a bag.
- Stand next to the lines of Ss and call out an instruction for Ss to follow such as *Put the doll on the desk*. Blow the whistle to initiate the game.
- The Ss run to the desks at the other end of the room, they carry out the action and run back.
- The S to reach his/her team first earns a point for the team, provided that he/she's chosen the correct flashcard and placed it in the right place. The team with the most points at the end of the game wins.
- Play the game for as long as time permits.



Workbook

Activity 1

- Direct Ss' attention to the picture and ask them to identify different objects in it by asking *What's this?*
- Read the example for Ss and explain that they will have to look at the picture and complete the sentences with the correct words from the box above the picture.
- Have Ss check answers in pairs first, then as a class.



1. lamp
2. couch
3. between
4. next to
5. closet
6. TV

2 Project

Language focus

Objectives

- to make a family mobile
- to review and consolidate vocabulary and structures learned in previous lessons

Materials

- flashcards of *father, mother, sister, brother, grandfather, grandmother, uncle, aunt, cousin, baby, friend*
- flashcards of *lamp, couch, TV, window, bed, closet*
- photocopies of the flashcards of *father, mother, sister, brother, grandfather, grandmother, uncle, aunt, cousin, baby, friend* (at least two of each so that each S has one)
- sheets of white cardboard (enough for all Ss)
- tape
- 3 pieces of yarn for each S (the yarn should be long enough to use for hanging the family member cut-outs on the hanger)
- a hole-puncher
- some extra wire hangers and scissors for Ss who may have forgotten to bring theirs

Review

- Use flashcards to review the items in a house and prepositions of location.
- Stick the flashcards in different places around the classroom, e.g. under a desk, next to the window, etc.
- Then ask Ss to look around the room and tell you where each of the flashcards is by asking questions such as *Where's the TV?* Encourage Ss to answer *It's under the desk.*
- Do this until all of the objects have been found.

Lesson plan

Warm-up

- Review family members by playing the song *My family photos* on SB page 15 and doing the TPR activity from Lesson 1 (TB page 30).

Activity 1

- Direct Ss' attention to the pictures on the page and ask them what Kim is doing (She's making a family mobile).
- Ask Ss to guess which family member she's making (her uncle).
- Make sure Ss understand that they will make a family mobile too.
- Hand out the sheets of white cardboard to Ss and pieces of pre-cut yarn.
- Explain to Ss that first they have to draw and color any family members they like (of the ones they've learned) and then they have to cut them out.
- After all Ss have cut out their family members, go around punching holes for them.
- You might want to demonstrate how to string and tie the knot from the cut-outs to the hanger. Go around helping Ss with any difficulties.

Note

- Read the instructions aloud and explain them in L1. Make sure Ss understand the instructions.

Activity 2

- Direct Ss' attention to the picture and ask what is happening (Kim is presenting her family mobile.).
- Read out the sentence and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs and have them present their mobiles and ask each other questions about their family members.
- Have Ss come up and present their family mobiles to the class.

1 Make a family mobile.



Draw some members of your family and color them in.



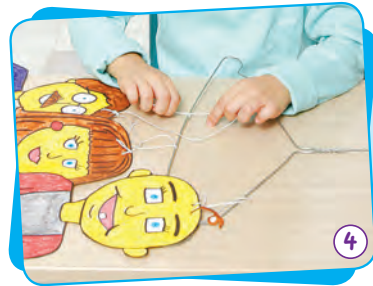
Cut them out.



Punch holes through the cut-outs and tie some string through them.

2 Show and tell.

This is my uncle Bill.



Tie the other end of the string to a hanger.



21



Workbook

Activity 1 Track 37

- Read the example and explain to Ss that they will have to complete the song by looking at the pictures before the blanks and filling them in with the words in the box.
- After Ss are finished, play the song twice and have Ss check their answers.
- Play the song again and have Ss follow along in their books.
- When Ss feel comfortable, invite them to sing the song.



1. closet
2. dolls
3. dolls
4. dolls
5. window
6. couch



Optional Family reunion



- Hand out photocopies of the family flashcards to Ss, making sure to hand out at least two of each family member.
- Tell Ss to look at their card and hold it without revealing it.
- Explain to Ss that they are going to walk around the classroom naming the family member on their card, trying to find another S with the same card.
- When Ss find their partner, they go up to the board, write the word for the family member flashcard they have and say it aloud.
- If Ss do everything correctly, they earn a point each.
- The S with the most points after a couple of rounds of the game, wins.
- Another variation of the game is to have Ss racing against the clock. Ss that find their partners the fastest get to play in the next round while the last three pairs of Ss to find their partners sit out the next round of the game.

2 Story time

Language focus

Objectives

- to listen and read for pleasure
- to review and consolidate vocabulary and structures learned in previous lessons

Materials

- blown-up color photocopies of Story time *Where's Tommy?*
- props for acting out the story: a coat, a robot, a board game, a doll, a puzzle, a pair of glasses on a cord
- flashcards of *puzzle, board game, doll, teddy bear, closet, lamp, couch, TV, window*
- photocopies of the flashcards of *couch, doll, closet, window* (enough for all Ss)

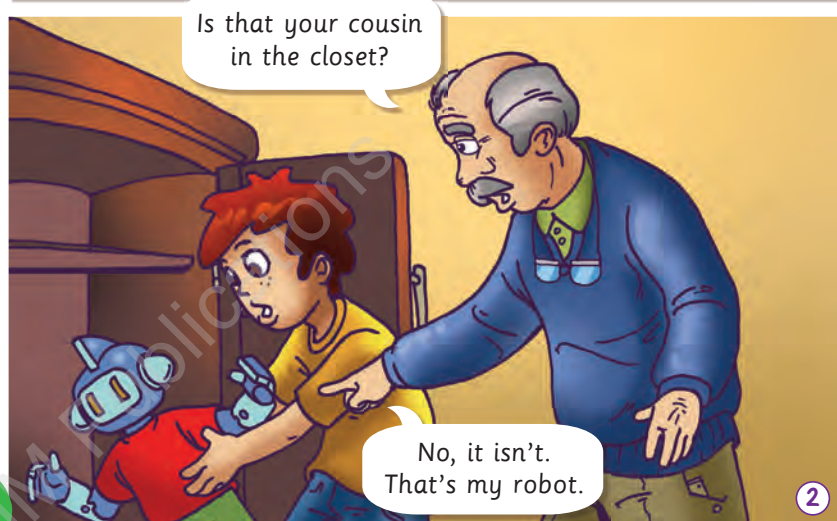
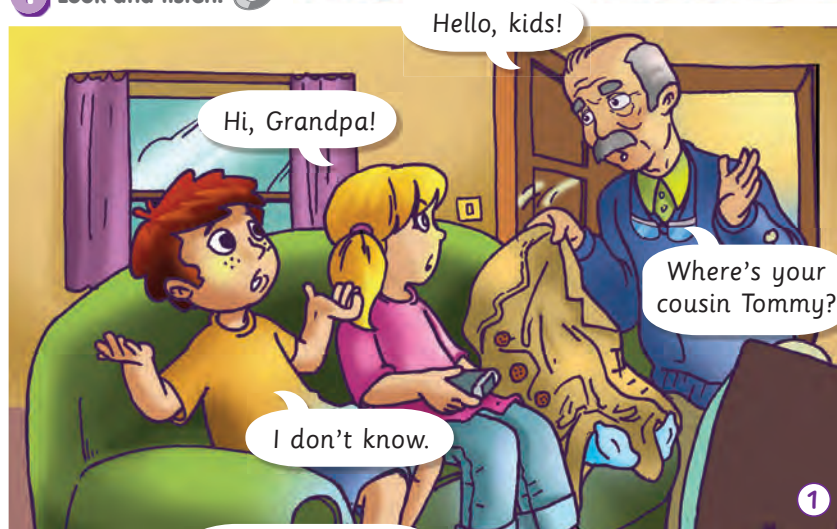
Review

- Divide Ss into pairs (so that they have a different partner than the one they had in the previous lesson), and have them present their family mobiles to each other.
- Have some pairs come up and present to the whole class.

2 Story time

WHERE'S TOMMY?

1 Look and listen.



22

Lesson plan

Warm-up

- Hand out photocopies of the following flashcards to Ss: *couch, doll, closet, window*.
- Play the song *Where are my toys?* on WB page 14 (Track 37).
- Encourage Ss to sing along and raise the corresponding flashcards every time they hear the words being mentioned in the song.

Activity 1 Track 38

Before reading

- Hold up the book or stick blown-up color photocopies of the story on the board.
- Tell Ss they will listen and read a story

with the title *Where's Tommy?* Point to the first frame and invite them to guess who Tommy is (the baby).

- Ask Ss to look at pages 22-23 and name as many things as they can. Help them by asking questions such as *What's this/that? What color is it?*
- Point to each frame and invite Ss to guess what is happening.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each speech bubble and follow along.
- Talk about what happens in each frame.

Frame 1: The kids are watching TV when their grandfather arrives. He sets down his coat on the couch without realizing that he's laid it on top of his grandson, Tommy. He asks the kids where their baby cousin is but they don't know.

Frame 2: The kids and the grandfather start looking for Tommy all over the house. The grandfather sees part of a T-shirt sticking out of the closet and tells the boy to look for the baby in the closet. All the boy finds is his toy robot.

Frame 3: The grandfather tells the girl to look under a pile of toys where he sees something that might be Tommy, but it's her doll.

Frame 4: The grandfather puts on his glasses and lifts up his coat to find that Tommy has been under it all along.



VALUE Help your elders.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then play it again, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

- Ask Ss comprehension questions, such as:

Frame 1: *Who's that? (It's grandpa.)*

Frame 2: *Is Tommy in the closet? (No, he isn't.)*

Frame 3: *Is Tommy between the board game and the puzzle? (No, he isn't.)*

Frame 4: *Where's Tommy? (On the couch.)*

- Divide Ss into groups of three and have them act out the story.
- Invite some groups to perform for the whole class. Invite them to mime the actions as well. You may also give them props (refer to the materials section).

Post-story activity  

Value

- Draw Ss' attention to the *value* and read it aloud.
- Explain it and discuss it with Ss using L1.
- Ask Ss some further questions related to the story. For example, *Why is it important to help the elderly? How often do you spend time with your grandparents? What do you usually do together? Do you help them with the household chores?, etc.*

Optional Hot card

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to sit on the chairs (If this isn't possible, do the activity with Ss seated at their desks.)
- Give out a flashcard of one of the items in a house or toys learned in this module.
- Explain to Ss that once you play some music, they will have to pass the flashcard clockwise around the circle.
- When you stop the music, the S holding the flashcard has to hold it up and say e.g. *board game*.
- You can make the game more challenging by having Ss spell the word instead of saying it.

Before leaving

- Play the song *My family photos* on SB page 15 (Track 22) and have Ss sing along.

Workbook

Activity 1

- Direct Ss' attention to the pictures and explain that they are scenes from the story. Ask Ss if they remember them.
- Then read the speech bubble in the example and explain that they will have to match the rest of the speech bubbles to the scenes in which they are heard.
- Check answers as a class.

1. Where's your cousin Tommy?
2. Is that your cousin in the closet?
3. Is that your cousin between the board game and the puzzle?
4. There's Tommy! On the couch!

Activity 2 

- Ss choose one of the three faces and color it to show how much they liked the story.

2 Review

Language focus

Objectives

- to review and consolidate vocabulary and structures learned in previous lessons

Materials

- blown-up color photocopies of Story time *Where's Tommy?*
- props for acting out the story: a coat, a robot, a board game, a doll, a puzzle, a pair of glasses on a cord
- flashcards of *father, mother, sister, brother, grandfather, grandmother, uncle, aunt, cousin, baby, friend and Lisa*
- photocopies of the above flashcards
- adhesive putty or tape

Review

- Hold up the book or stick blown-up color photocopies of the story on the board.
- Ask Ss if they remember the title of the story (*Where's Tommy?*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 22-23. Play the CD (Track 38) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Have some Ss perform for the whole class. You may give them props (refer to the materials section).

Lesson plan

Warm-up

- Draw Lisa's family tree on the board. Make sure it's big enough to fit the flashcards of the people Ss know (father, mother, sister, brother, grandfather, grandmother, uncle, aunt, cousin, baby, friend).
- Stick the flashcard of Lisa in the correct space on the family tree and

Review 2

1 Read, look and complete. closet lamp mother grandfather

1. **A:** Who's that? **B:** It's my _____.



2. **A:** Is that your _____?

B: Yes, it is.



3. **A:** Where's the puzzle? **B:** It's in the _____.



4. **A:** Where are the dolls?

B: They're next to the _____.



2 Look and write.

grandfather aunt cousin grandmother uncle baby

1. _____



6. _____

2. _____

5. _____

3. _____

4. _____

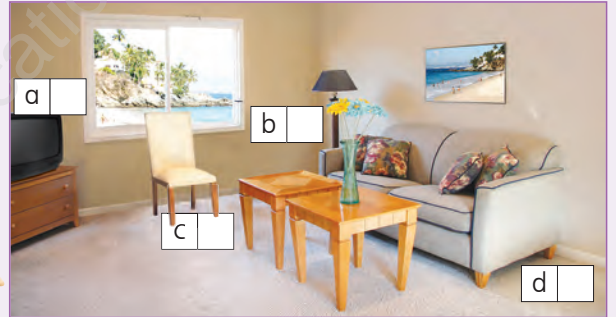
3 Listen and number (1-4).

1. _____

2. _____

3. _____

4. _____



24

ask Ss *Who's that?* Encourage them to answer *It's Lisa*.

- Place the rest of the family member flashcards face down on your desk. Invite Ss to come up, pick a card, say the family member and stick it in its place on the board.
- To make this activity more competitive, you may divide Ss into two teams and give each team one point for every correct answer.

Activity 1

- Draw Ss' attention to the pictures and the questions in activity 1.
- Explain to Ss that they will have to read the exchanges and complete them with the words in the box.
- Check Ss' answers.

1. grandfather 2. mother
3. closet 4. lamp

Activity 2

- Direct Ss' attention to activity 2. Hold up your book and point to one of the family members in the picture. Ask *Who's that?* Encourage Ss to answer *It's the (uncle)*.
- Read the instructions and make sure Ss understand that they will look at the picture and fill in the names of the family members.
- Have Ss check their answers in pairs first, then as a class.

1. aunt 2. grandfather
3. baby 4. cousin
5. uncle 6. grandmother

Activity 3 Track 39

- Hold up your book, point to each toy and ask *What's this? / What are these?* Encourage Ss to answer *It's a (puzzle) / They're (board games)*.
- Have Ss look at the picture of

the room and identify any items they know (a lamp, a chair, a couch, a TV, a window).

- Explain to Ss that they will listen to some exchanges and write the numbers 1-4 in the correct boxes according to the location of each toy.
- Play the CD and have Ss listen to the first exchange (more than once if necessary). Ask Ss to point to the correct place.
- Play the CD again, pausing after each item in order to allow Ss enough time to write the number.
- Have Ss compare their answers in pairs first.
- Check answers by pointing to each toy and asking *Where's the (puzzle)?*

Listening transcript

1. *Where's the puzzle?*
It's under the chair.
2. *Where's the teddy bear?*
It's on the TV.
3. *Where are the board games?*
They're next to the couch.
4. *Where are the dolls?*
They're between the window and the lamp.



- a. 2
- b. 4
- c. 1
- d. 3



Optional Memory game

- Use adhesive putty to stick the photocopied set of the family member flashcards on the board backwards so that the pictures are hidden.
- Put a second set in a pile on your desk.
- Divide Ss into two teams. Explain to Ss that one member from each team will come to your desk at a time and pick a flashcard.
- Then he/she will choose one of the flashcards on the board by turning it over (without taking it off the board) to see if it is the same as the flashcard he/she is holding.
- If it's the same, then he/she must say what the flashcard depicts and remove the flashcard from the board as well as its pair from the game.
- If the flashcard is different from the one he/she is holding, the S must show the flashcard that is stuck on the board to his/her fellow Ss and return the other flashcard to the bottom of the pile on the desk.
- Every matching pair of flashcards earns a point for each team. The team to earn the most points when all the flashcards run out wins the game.



Before leaving

- Play the song *Where are my toys?* on WB page 14 (Track 37) and have Ss sing along.



Workbook

Activity 1

- Direct Ss attention to the picture and ask them to identify the objects in it by asking *What's this?*
- Explain to Ss that they have to look at the picture and complete the sentences with the correct preposition of location.
- Check answers as a class.



1. on 2. next to 3. between 4. under 5. in 6. on

Activity 2

- Explain to Ss that they will have to read and match the questions to the answers.
- Have Ss check their answers in pairs first, then as a class.



1. d. 2. a. 3. b. 4. c.

Now I can

- Explain to Ss that they are going to check (✓) the boxes of the words they have learned in this module.

Activity 1

- Holding up the WB, point to the pictures of the family members and encourage Ss to say them aloud.
- Have Ss check (✓) the boxes as they say each word.
- Do this with all of the words.

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Follow the same procedure as in Activities 1 and 2.

Activity 4

- Direct Ss' attention to the first picture and ask them what they think John is asking Lisa. Elicit Ss' answers. Then read the sentence aloud and have Ss repeat it and check (✓) the box.
- Do this with the rest of the sentences / questions and answers.



Note

- Do the Handwriting activity in the handwriting section at the end of the Workbook.



Key to Test 2

Activity 1

1. aunt
2. grandmother
3. grandfather
4. uncle

Activity 2

1. Yes
2. No
3. Yes
4. No

Activity 3

1. next to
2. between
3. on
4. in

Activity 4

1. Is that your mother
2. Who's that



Note

- Do CLIL 1 in SB, p.115 (TB, 176).

2 Home and family

Sing a song

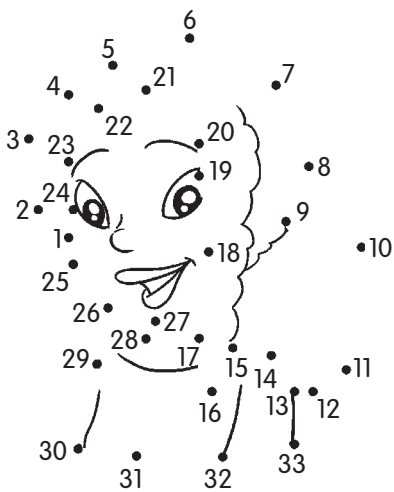
1 Look and match.



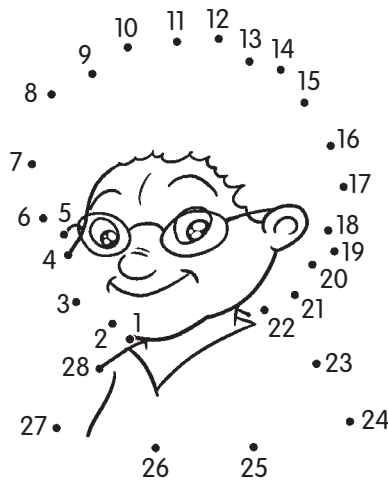
- mother
- father
- sister
- brother
- grandmother
- grandfather

1.		a.	
2.		b.	
3.		c.	
4.		d.	
5.		e.	
6.		f.	

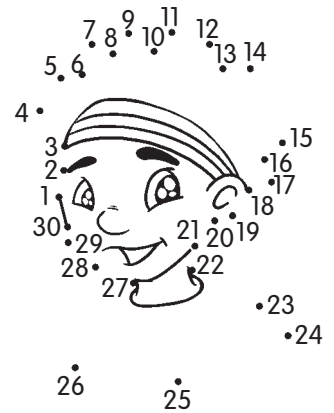
2 Connect the dots and write.



1. Who's that? It's my



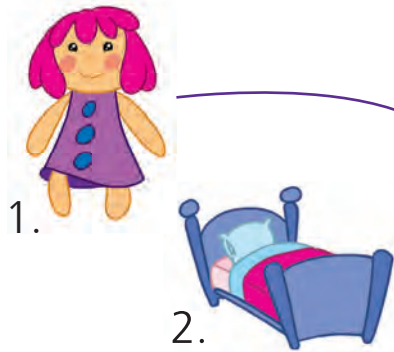
2. Who's that? It's my



3. Who's that? It's my

Once upon a time

1 Look and match.



puzzle

closet

board game

doll

bed

teddy bear



2 Look, read and circle.

1. Where's the teddy bear?
It's on the bed.



2. Where's the doll?
It's in the closet.



3. Where's the puzzle?
It's under the desk.



3 Look and write. on in under in

1. Where's the puzzle?
It's in the bag.



2. Where's the board game?
It's _____ the closet.



3. Where's the book?
It's _____ the desk.



4. Where's the teddy bear?
It's _____ the bed.



1 Look and write.

closet couch TV next to between lamp



1. Where are the board games? They're next to the lamp.
2. Where are the puzzles? They're on the sofa.
3. Where are the books? They're between the closet and the window.
4. Where are the erasers? They're on the computer.
5. Where are the teddy bears? They're in the closet.
6. Where are the dolls? They're on the TV.



1 Look and write. Then sing. 

couch dolls closet window dolls dolls

Where are my toys?

Where are my toys? Where are my toys?

Your toys are in the  (1) closet .

Come and see. Just come and see.

Where are my  (2) _____ ?

Where are my  (3) _____ ?

Your  (4) _____ are in the toy box,

Between the  (5) _____

and the blue  (6) _____ .

1 Look and match.



Is that your cousin
between the
board game and
the puzzle?

There's Tommy!
On the couch!

Where's your
cousin Tommy?

Is that your cousin
in the closet?

2 Do you like the story? Choose and color.



1 Look and complete. on in under next to on between



1. The TV is _____ the closet.
2. The lamp is _____ the closet.
3. The couch is _____ the window and the closet.
4. The board games are _____ the bed.
5. The dolls are _____ the closet.
6. The teddy bears are _____ the couch.

2 Read and match.

- | | |
|---------------------------|-----------------------------|
| 1. Is that your mother? | a. It's on the couch. |
| 2. Where's the doll? | b. They're under the table. |
| 3. Where are the puzzles? | c. It's my uncle. |
| 4. Who's that? | d. Yes, it is. |



Now I can

1 Say the family members.



1. father



2. mother



3. sister



4. brother



5. grandfather



6. grandmother

2 Say the toys.



1. puzzle



2. board game



3. doll



4. teddy bear

3 Say the furniture.



1. lamp



2. couch



3. bed



4. closet



5. window

4 Say.



Who's that?

It's my cousin,
Nicky.



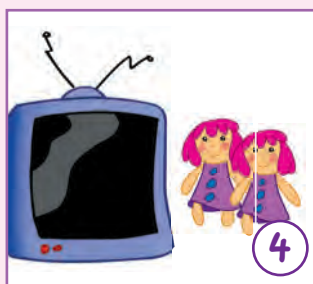
Is that your
mother?

No, it isn't. It's
my aunt.



Where's the
board game?

It's on the desk.



Where are the
dolls?

They're next to
the TV.

- If you need assistance with any of our products please contact us:



You will get immediate attention
from our academic staff.

