

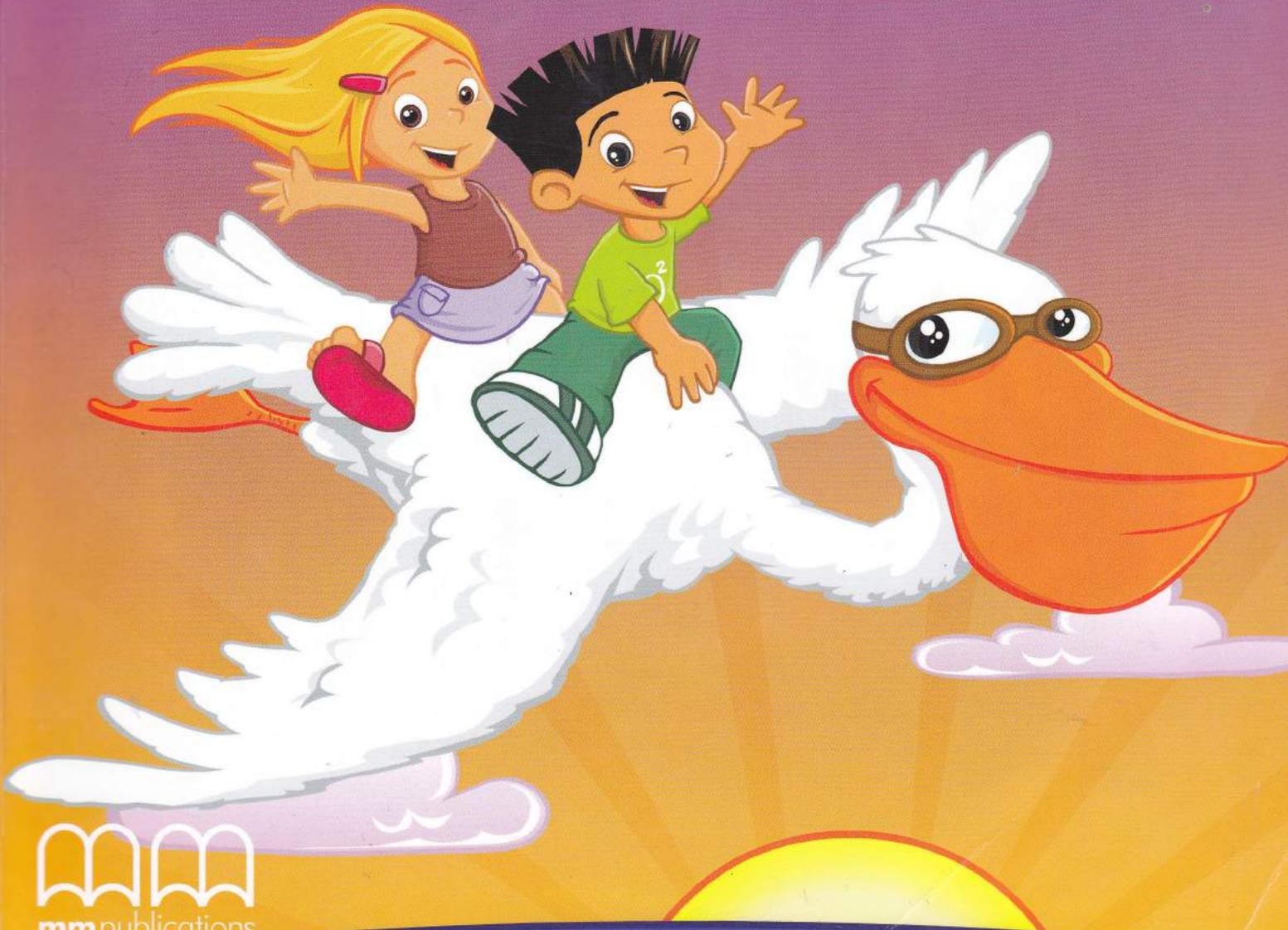
H.Q. Mitchell

# Smart

## junior

2

student's book





# Contents



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# 1a

# We're back!

1

Find and stick. Then listen and sing.



## Back to school

## ABCs



ABCDEFG  
Spell 'girl' G - I - R - L

HIJKLMN

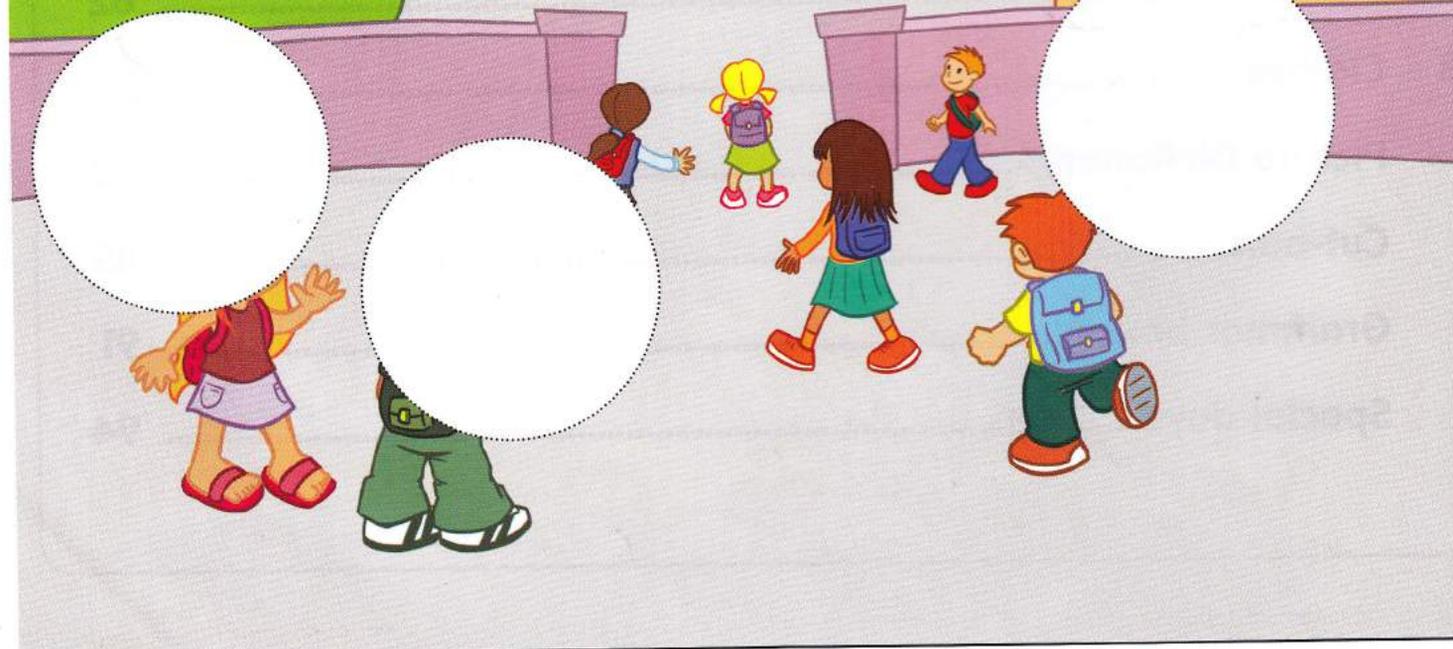
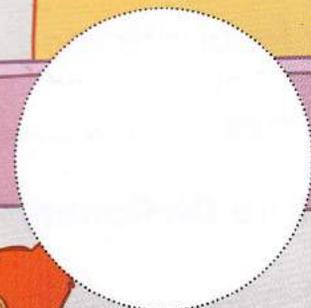
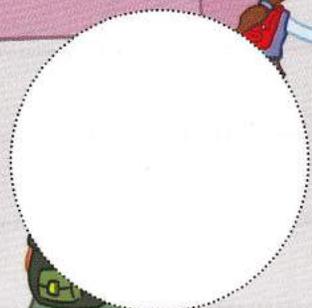
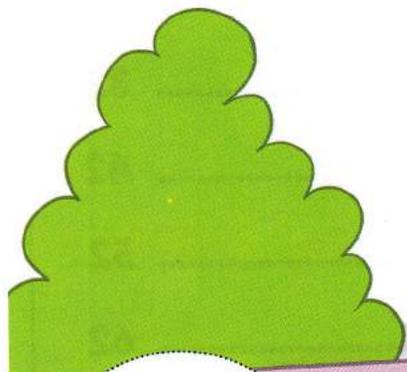
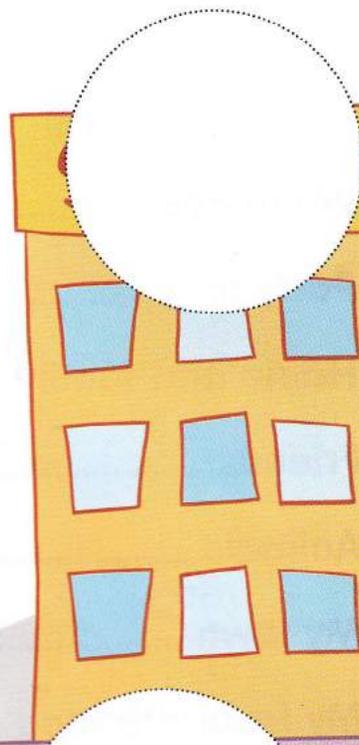
Spell 'nose' N - O - S - E

OPQRSTU

Spell 'star' S - T - A - R

VWXYZ

Spell 'zoo' Z - O - O.



1. Turn to the back of the book, find the appropriate stickers and stick them on the page. Listen to the song and sing.



book



pen

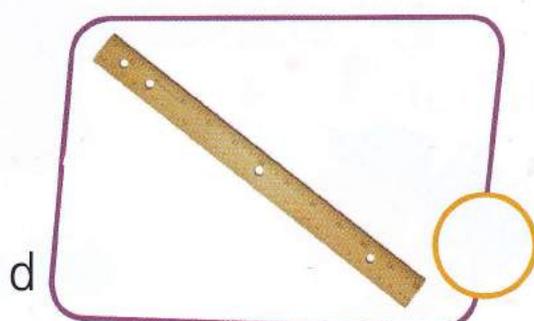
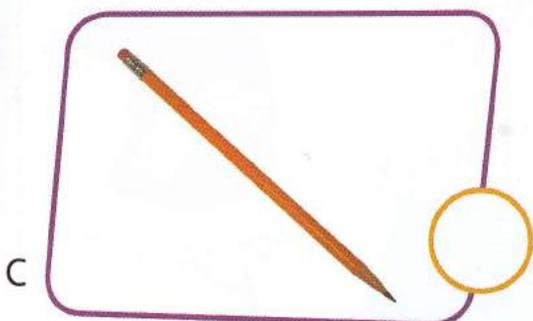
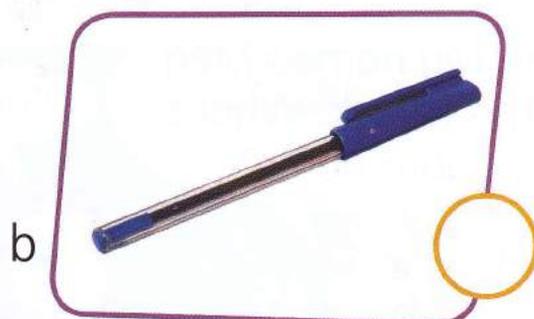


pencil



ruler

2 Listen and number (1-4).



3 Play.



Spell 'book.'



B - O - O - K.

2. Listen to the CD and number the pictures according to the order they are described.  
3. In pairs, take turns to spell words.

1b



bag



rubber



computer



pencil case

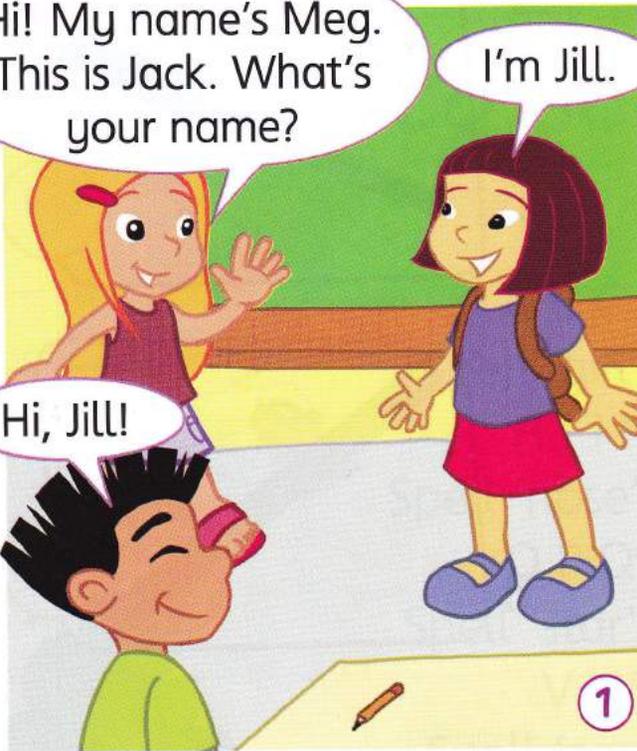
1 Listen, point and repeat.



Hi! My name's Meg. This is Jack. What's your name?

I'm Jill.

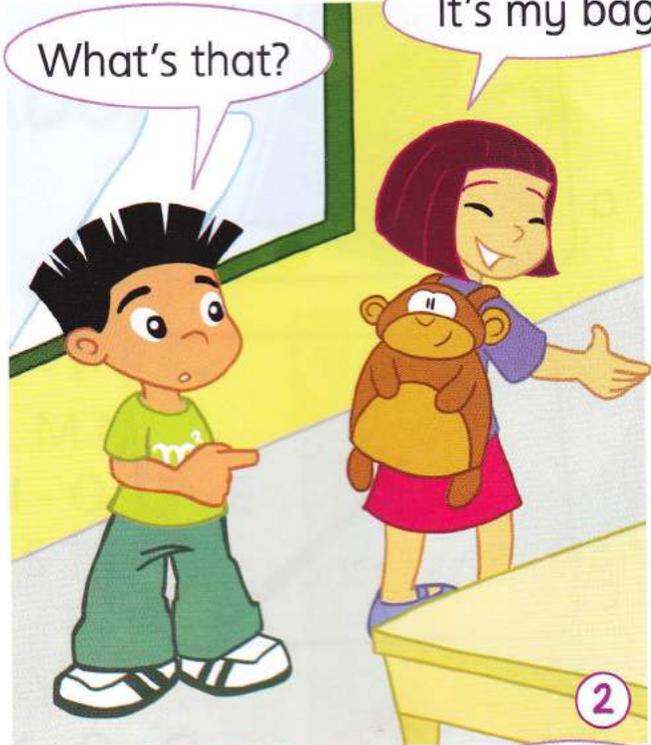
Hi, Jill!



1

What's that?

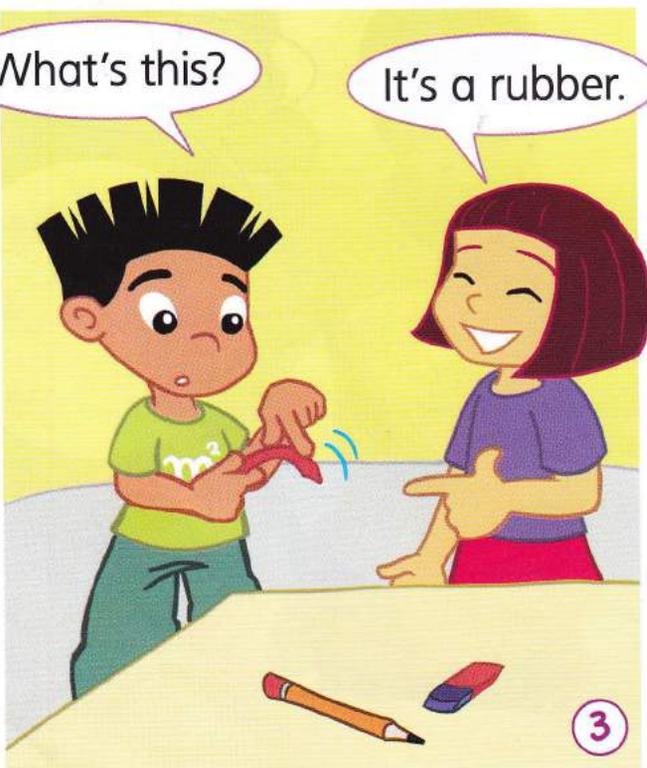
It's my bag.



2

What's this?

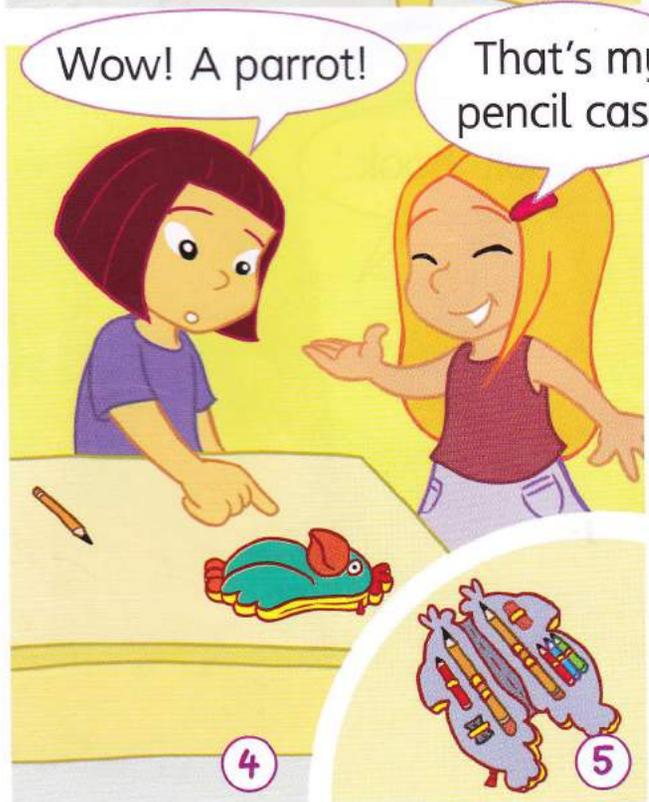
It's a rubber.



3

Wow! A parrot!

That's my pencil case!



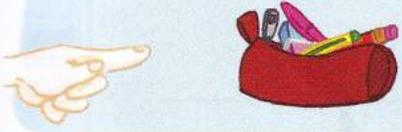
4

5

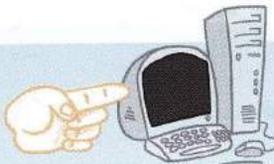
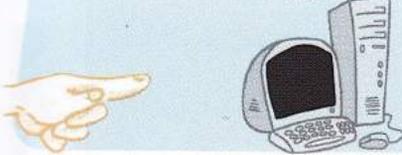
1. Listen to the CD, point to the corresponding frame and repeat each sentence.

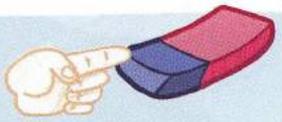
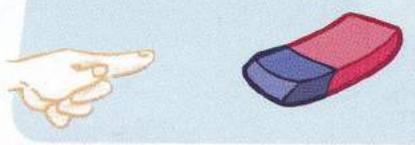
**2** Listen and tick (✓).



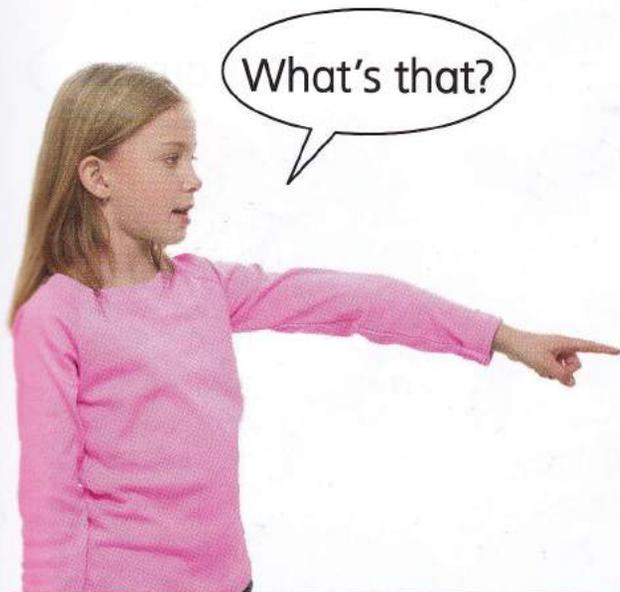
1  a   b

2  a   b

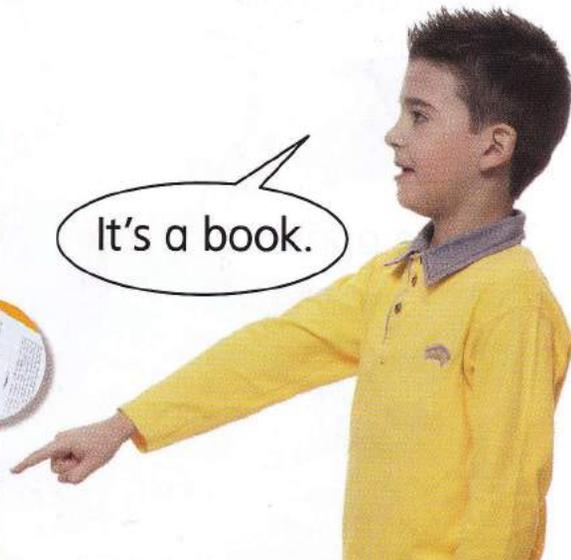
3  a   b

4  a   b

**3** Point, ask and answer.



What's that?



It's a book.

2. Listen to the CD and tick (✓) one of the two pictures.

3. In pairs, point to each picture and take turns to ask and answer, as in the example.

1c

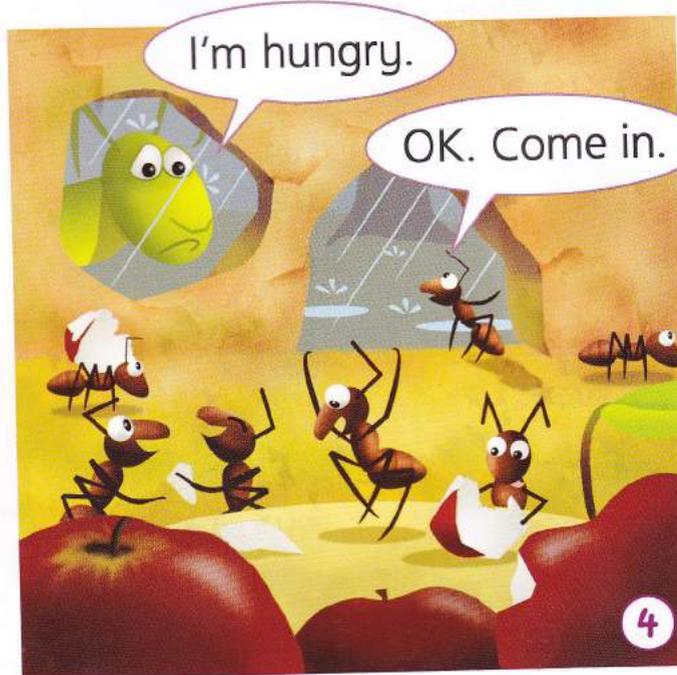
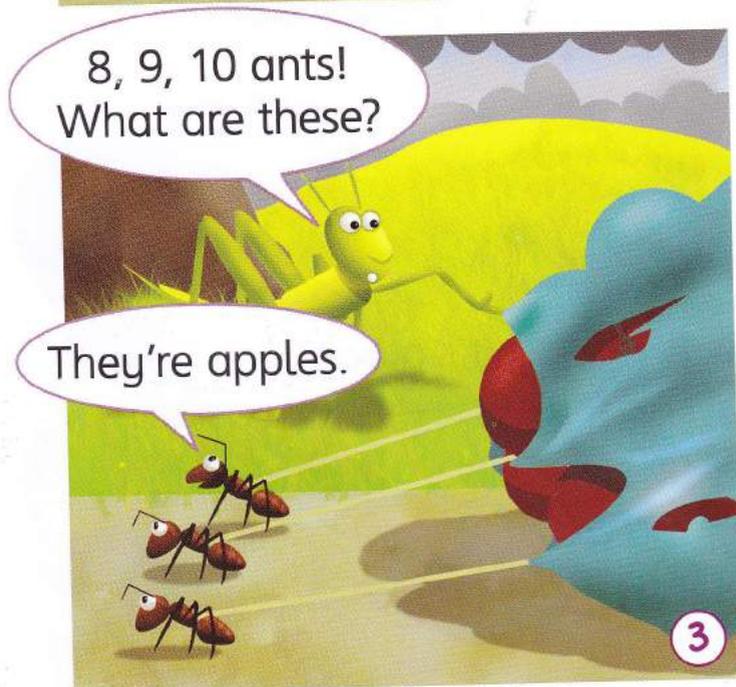
1 2 3 4 5 6 7 8 9 10

one two three four five six seven eight nine ten

1 Listen, point and repeat.



# The Grasshopper and the Ants



1. Listen to the story, point to the corresponding frame and repeat each sentence.



apple



apples

2 Look and write. Then count and match.



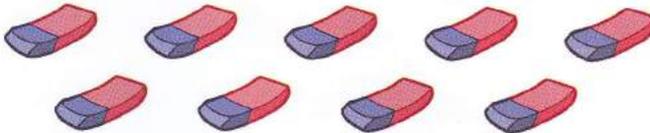
1 5

\_\_\_\_\_



2 10

\_\_\_\_\_



3 9

\_\_\_\_\_



4 7

\_\_\_\_\_



3 Look at activity 2. Ask and answer.



What are these?



They're pens.

- 2. Look and write the words. Count each item and match it to the corresponding number.
- 3. In pairs, look at activity 2 and take turns to ask and answer about each item, as in the example.

## Let's play

1 Listen, point and repeat. Then read and play.



red



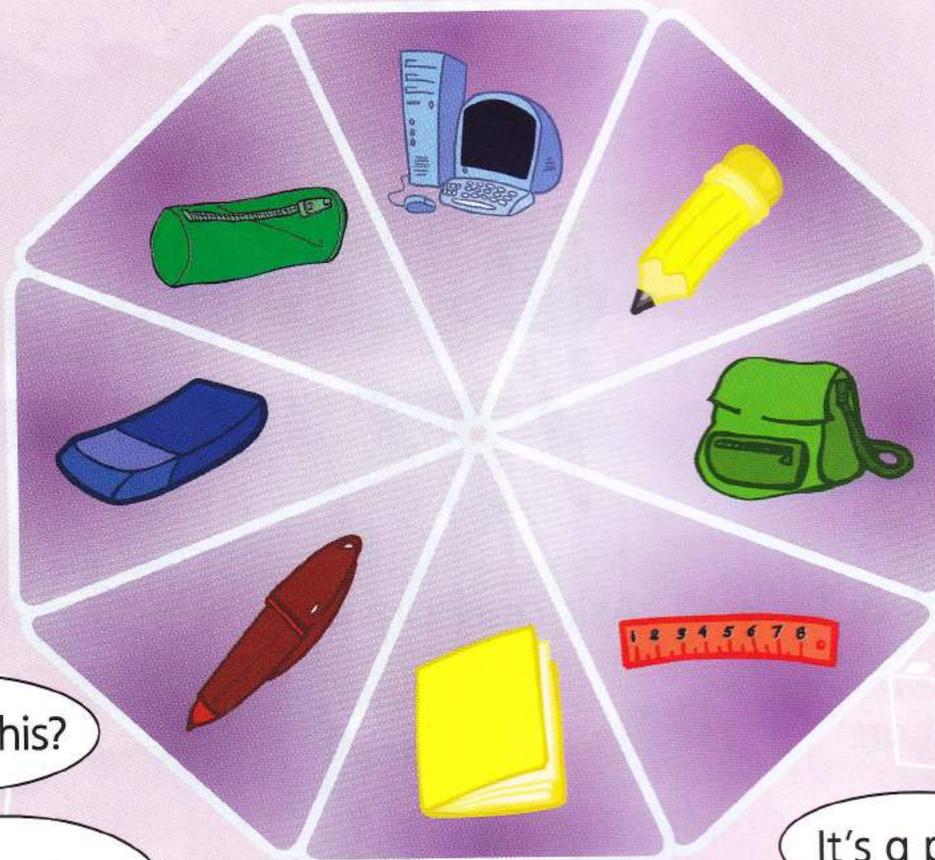
blue



yellow



green



What's this?

What colour  
is it?

It's a pen.

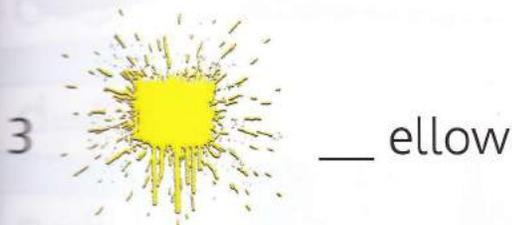
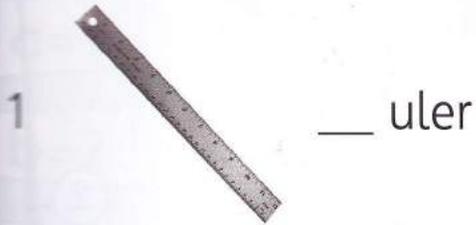
It's red.



1. In pairs, place a pencil in an upright position in the centre of the circle and let it fall. Take turns to ask about the object the pencil falls on, e.g. *What's this? What colour is it?*

1 Look and write the letter. Then say the word.

y p r b



2 Look and circle.



What's **this** / **that**?  
It's a pen.



What's **this** / **that**?  
It's a book.



What's **this** / **that**?  
It's a computer.

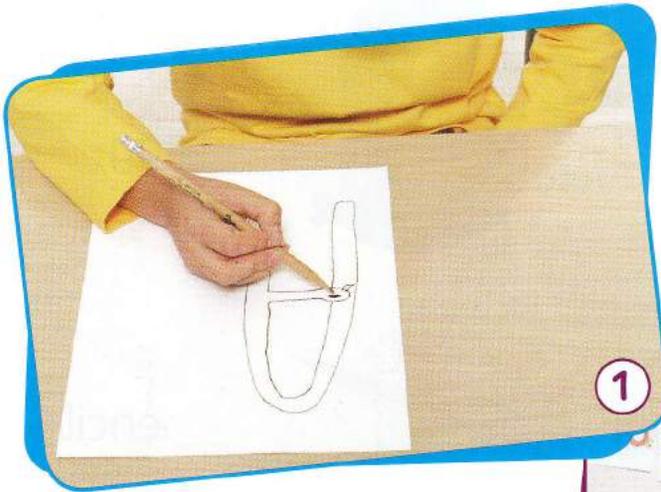


What's **this** / **that**?  
It's a pencil case.

1. Look at the pictures and write the first letter of the words. Then, say the words aloud and spell them.
2. Look at the pictures and circle *this* if the item is close or *that* if it's further away.

## Project

1 Make an alphabet line.



2 Show and tell.



B is for book.

D is for dog.



1. Draw and colour a letter from the alphabet (capital and lower case). Hang the letters on rows of string, using clothes pegs in alphabetical order.
2. Come up to the clothes line, point to a letter and say a word beginning with that letter.

# smart time 1



1 Find the words and match.

- a=1
- b=2
- c=3
- d=4
- e=5
- f=6
- g=7
- h=8
- i=9
- j=10
- k=11
- l=12
- m=13
- n=14
- o=15
- p=16
- q=17
- r=18
- s=19
- t=20
- u=21
- v=22
- w=23
- x=24
- y=25
- z=26

16	5	14	3	9	12		
3	15	13	16	21	20	5	18
18	21	2	2	5	18		
18	21	12	5	18			



1. Write the letter that corresponds to each number and find the four words. Then, match each word to the corresponding object.

# 2a Party time!



1 Listen and sing.



## Presents

Presents, presents  
How many presents?

Two dolls, four yo-yos  
Three teddy bears, too.  
One big dog,  
One ball  
They are all for you.

Presents, presents  
How many presents?



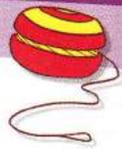
1. Listen to the CD and sing the song. Point to the corresponding presents while singing.



present



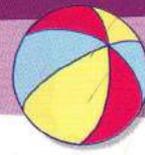
doll



yo-yo



teddy bear



ball

2 Listen and match.



5

8

2

10

3 Look at activity 1. Ask and answer.



How many teddy bears?

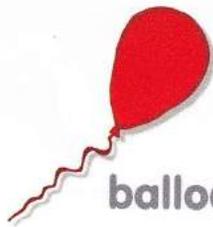
Three teddy bears.

2. Listen to the CD and match each toy to the corresponding number.

3. In pairs, look at the picture in the first activity and take turns to ask and answer questions about the quantity of each item, as in the example.

2b

19



balloon



cake

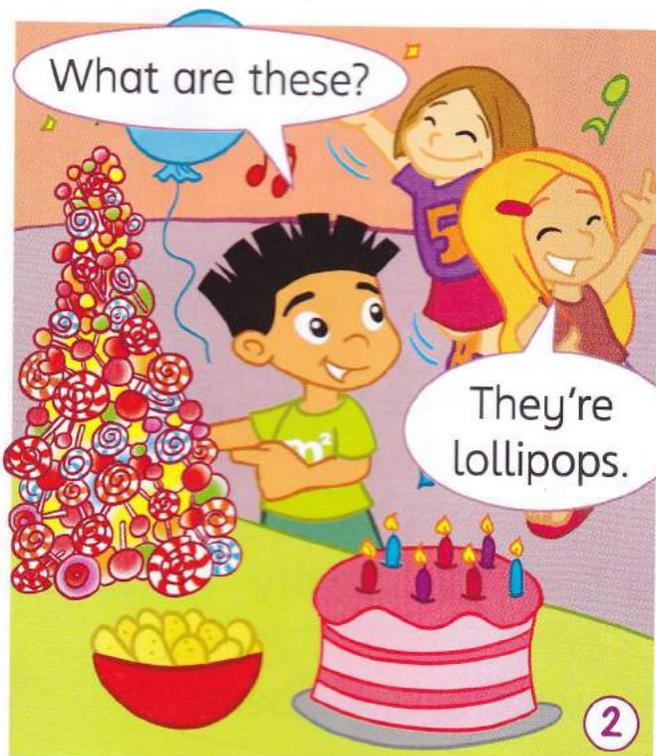
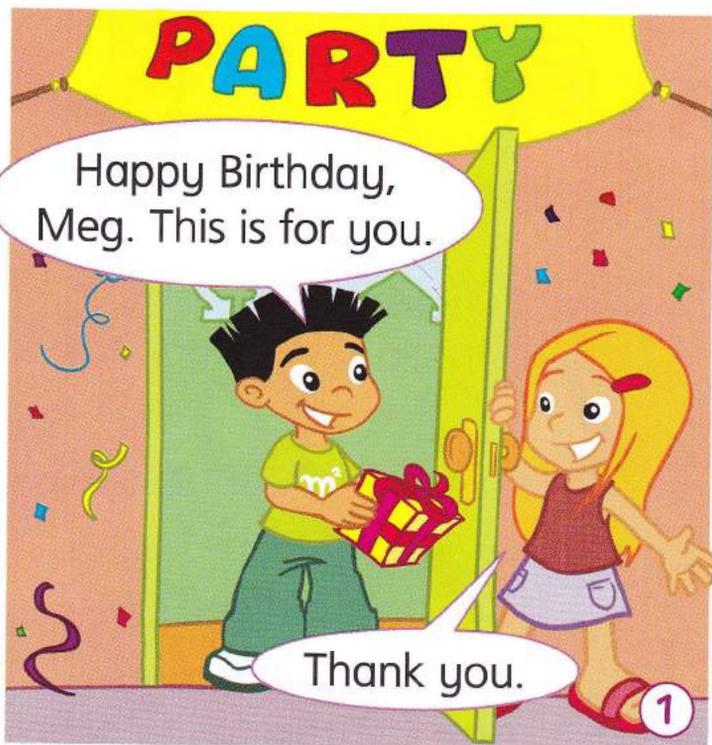


lollipop



hat

1 Listen, point and repeat.



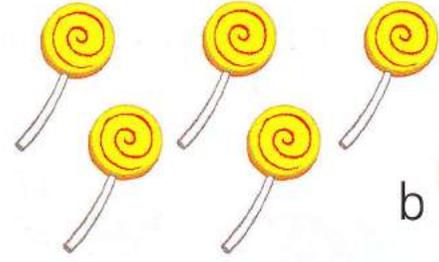
1. Listen to the CD, point to the corresponding frame and repeat each sentence.

21

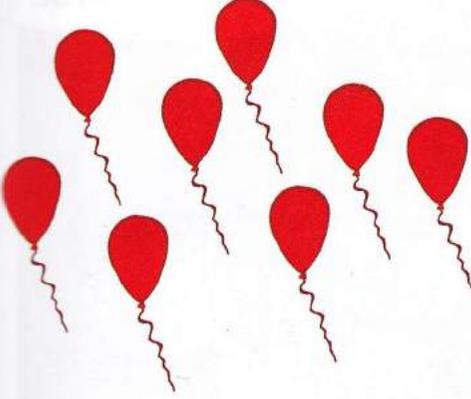
2 Listen and number (1-4).



a



b



c



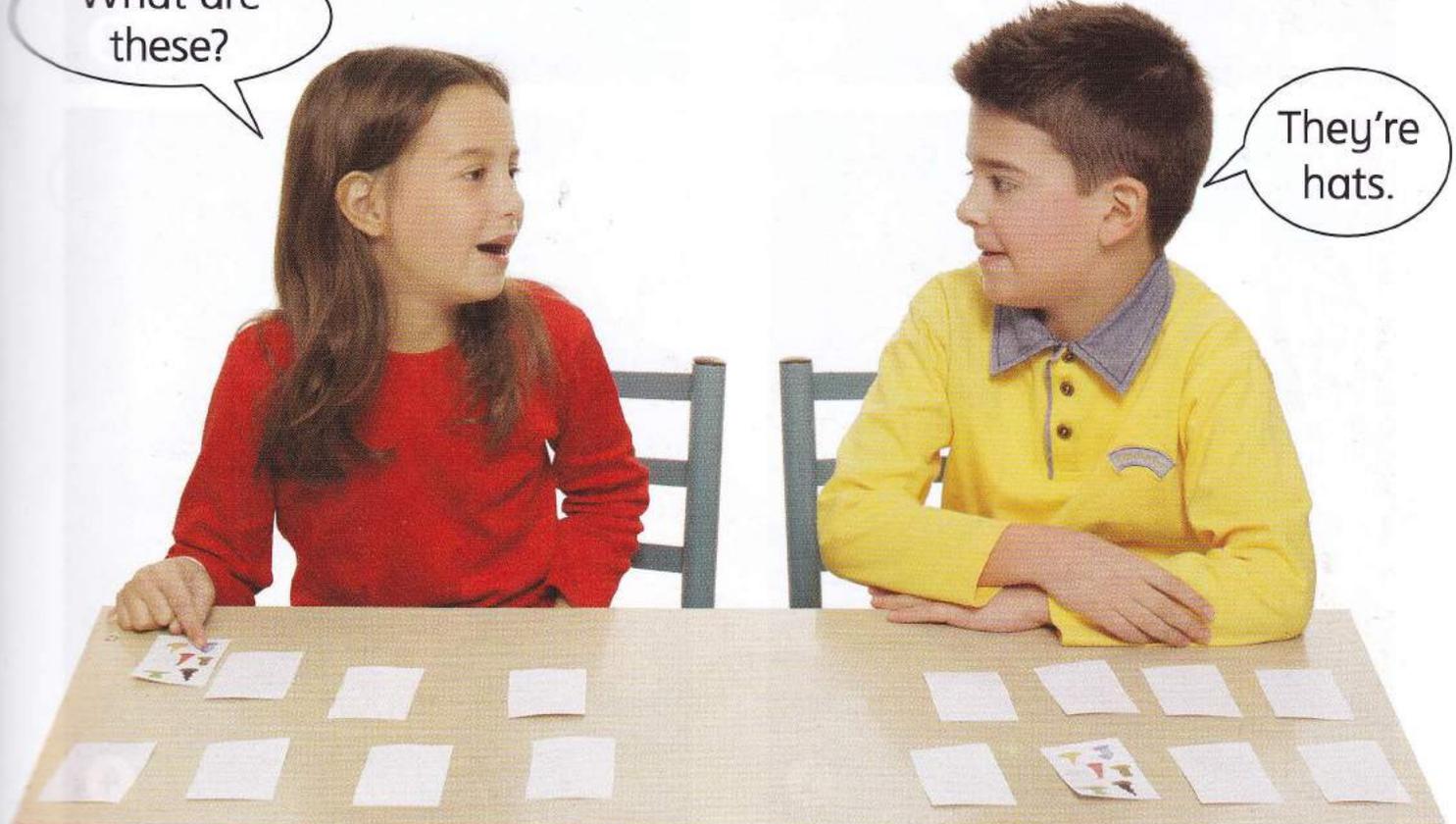
d

3 Play. Use the cut-outs on page 85.



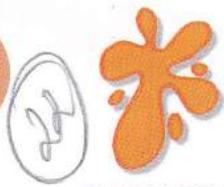
What are these?

They're hats.



- 2. Listen to the exchanges on the CD and number (1-4) the pictures (a-d) according to the answers.
- 3. Turn to p.85 and cut out the cards. In pairs, play the card game. Collect the most pairs of the same cards to win the game.

2c



orange



pink



brown



black

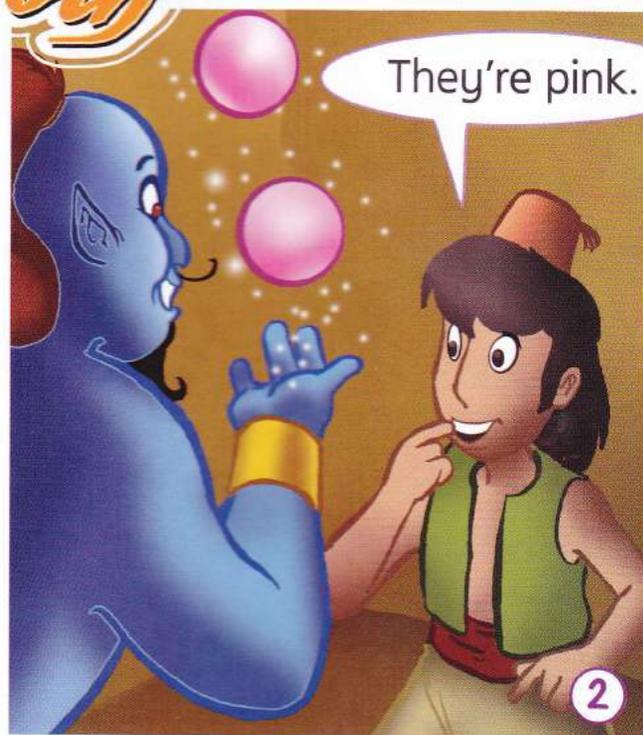
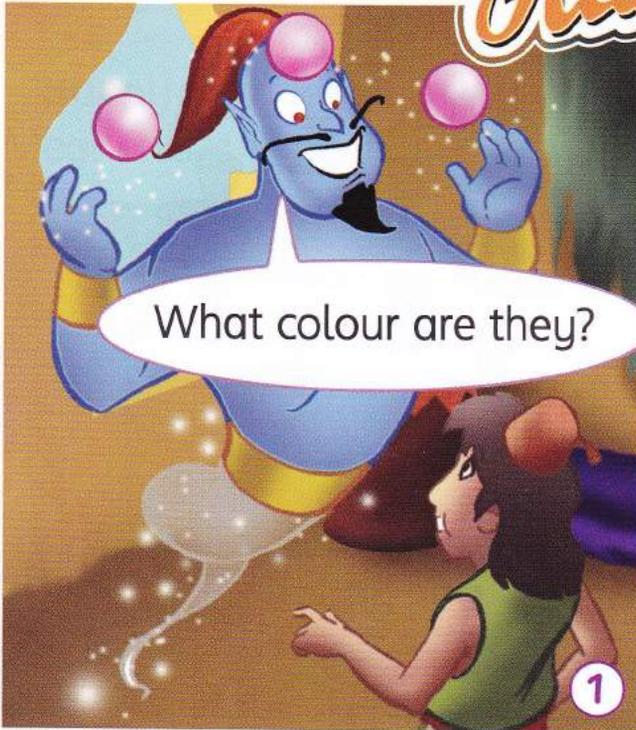


white

1 Listen, point and repeat.



# Aladdin



1. Listen to the story on the CD, point to the corresponding frame and repeat each sentence.

2 Find and stick. Then listen and point.



3 Look at activity 2. Ask and answer.



What colour  
are they?

They're  
lollipops.

They're  
pink.

Yes.



2. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Listen to the CD and point to the corresponding sticker.

3. In pairs, look at activity 2 and take turns to ask and answer questions to guess the items, as in the example.

# 2

## Let's play

1 Look and read. Then play.



Are they lollipops?



No, they aren't.

Are they dolls?



Yes, they are.

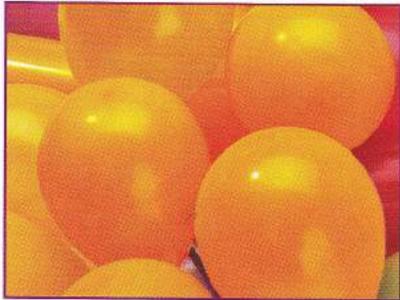
1. In pairs, take turns to feel the objects in the bag and guess what they are.

92

1 Listen and tick (✓).



1



a



b

2



a



b

3



a



b

4



a



b

1. Listen to the CD and tick one of the two pictures.

## Project

1 Make a birthday card.



2 Act out.



Happy birthday,  
Nick! This is  
for you.

Thank you.



1. Make a birthday card.

2. In pairs, act out the dialogue using your birthday cards.

# smart world 2

1 Listen and read. Then match.



# HALLOWEEN

1

She is a witch.

a



2

She is a cat. She's black and white.

b



c



3

What are these?  
They are apples.

d



4

How many pumpkins?  
1, 2, 3, 4, 5!

1. Listen to the CD and read the texts. Then match them to the corresponding pictures.

33

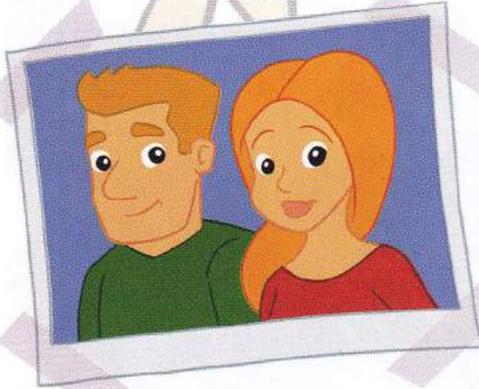
1

Listen and match. Then sing.



34

## My family photos



a

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 father. It's my mother.  
It's my father. It's my mother.



b

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

It's my brother, Ben.  
Say it again! Say it again!



c



father



mother



sister



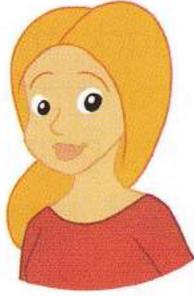
brother

2

Listen and number (1-4).



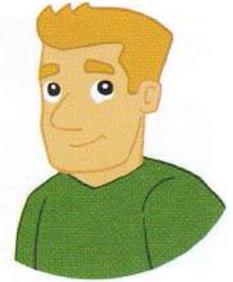
a



b



c



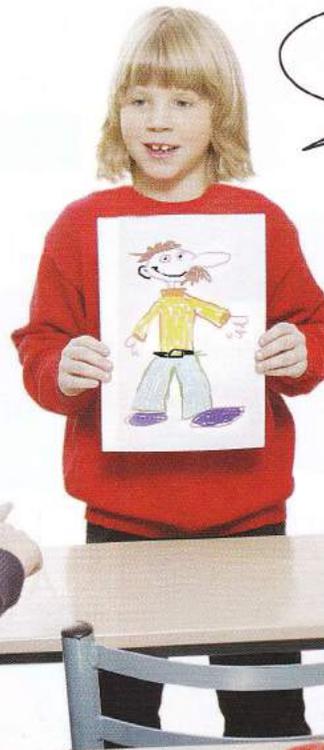
d

3

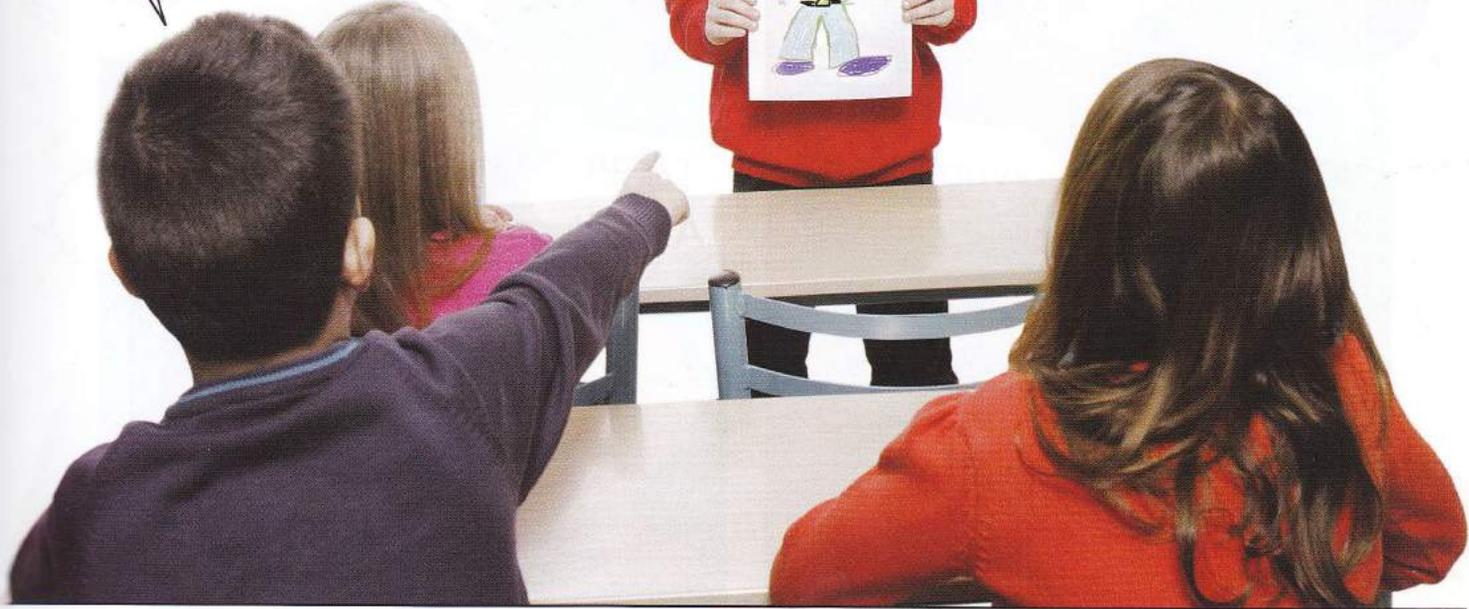
Point, ask and answer.



Who's that?



It's my father.



- 2. Listen to the CD and number the pictures (a-d) according to the order they are described.
- 3. Show your drawing and answer questions in order to identify your family member.

# 3b



grandfather



grandmother

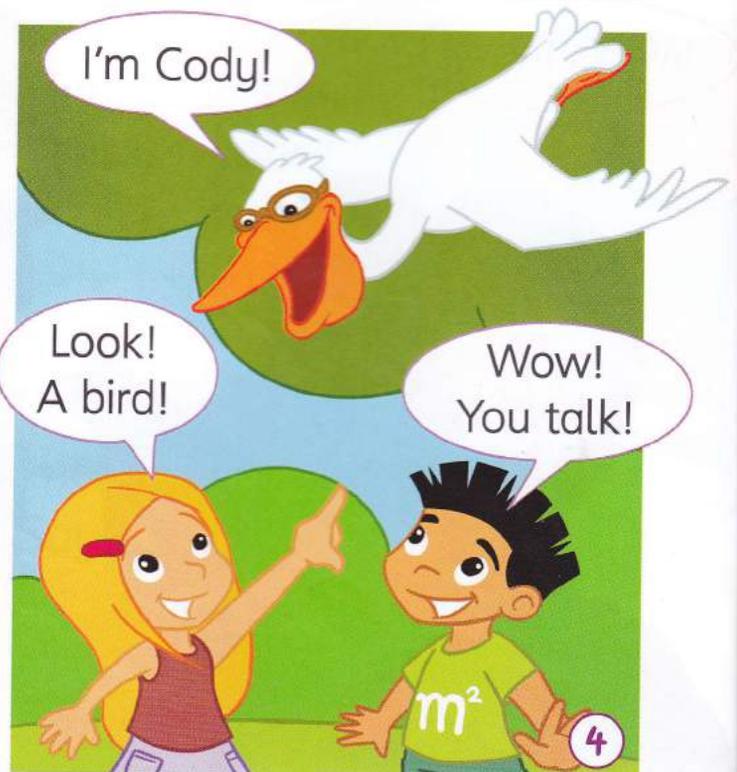
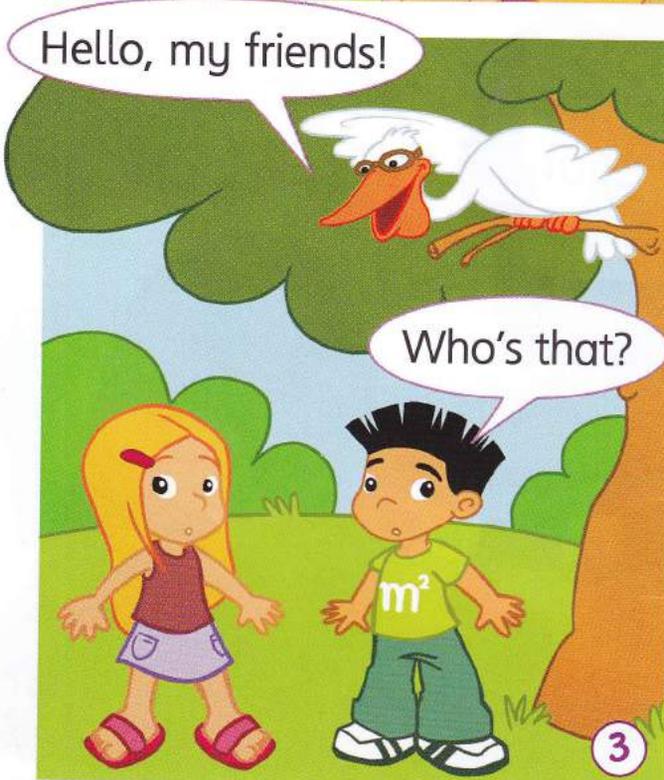
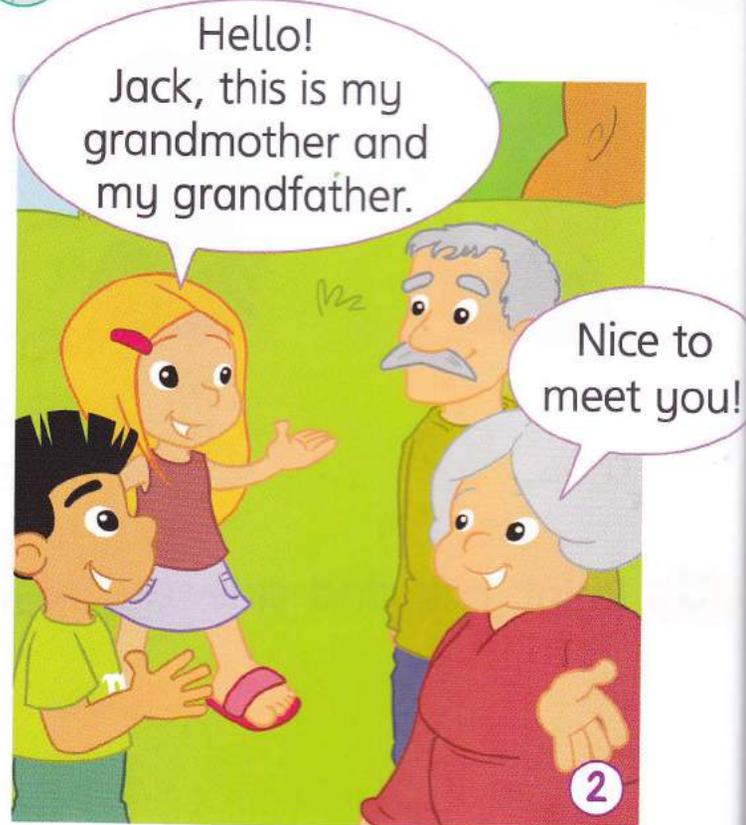
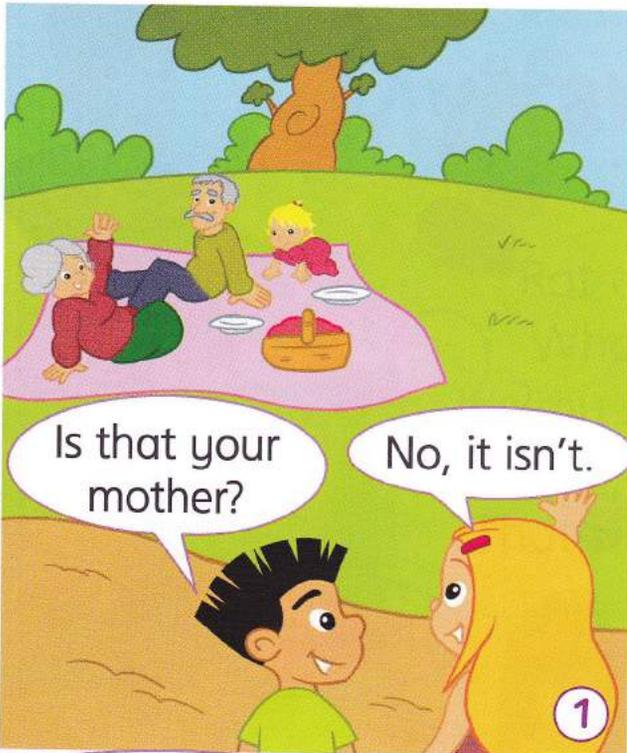


bird



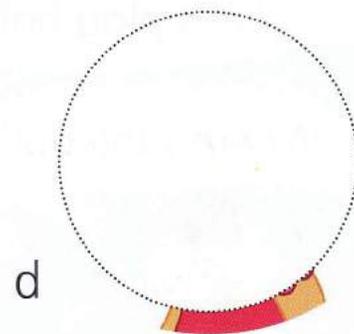
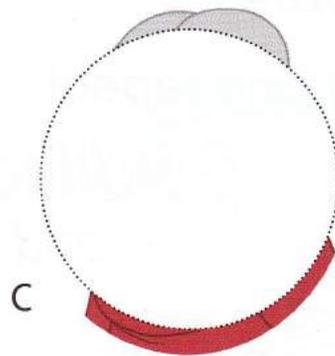
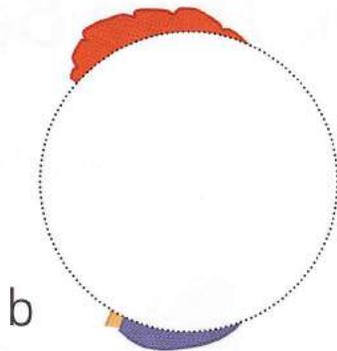
friend

1 Listen, point and repeat.



1. Listen to the dialogue, point to the corresponding frame and repeat each sentence.

2 Find and stick. Then listen and point.



3 Ask and answer.



Is that your father?

Yes, it is.



2. Turn to the back of the book, find the appropriate stickers and stick them in the activity.

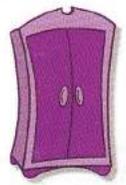
3. In pairs, point to the photos of your partner's family members and take turns to ask and answer questions to identify each family member, as in the example.



puzzle



bed



wardrobe

1 Listen, point and repeat.



## Goldilocks and the Three Bears

Let's play ball.

Where's the ball?

OK.

It's on the bed.



It isn't on the bed.

Umm. It's  
under the bed.

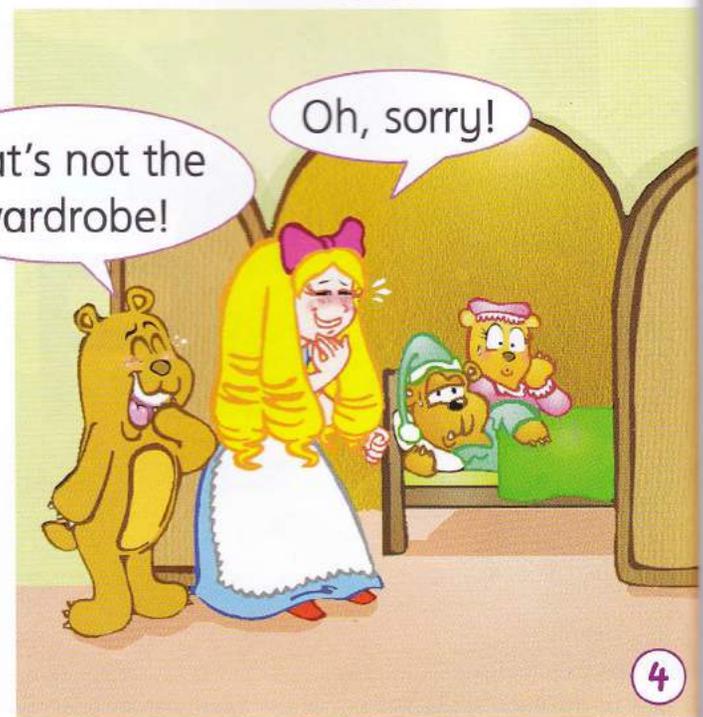
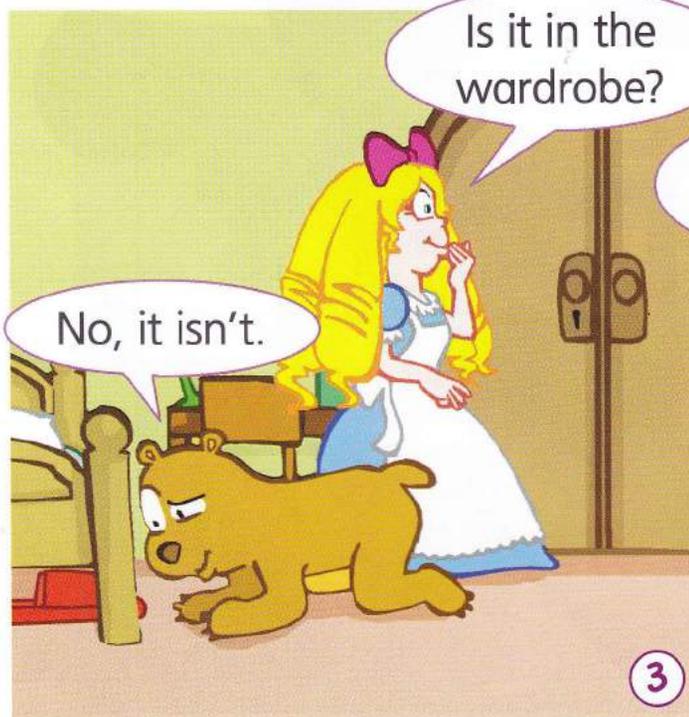


Is it in the  
wardrobe?

No, it isn't.

That's not the  
wardrobe!

Oh, sorry!



1. Listen to the story, point to the corresponding frame and repeat each sentence.

41

2 Listen and tick (✓).



1

a  b

2

a  b

3

a  b

4

a  b

3 Look at activity 2. Ask and answer.



Where's the puzzle?

It's under the bed.



2. Listen to the CD and tick one of the two pictures according to where each item is.

3. In pairs, look at activity 2 and take turns to ask and answer questions about the position of each item, as in the example.

3

# Let's play

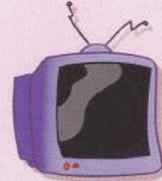
42



lamp



sofa



TV



chair

1

Look and read. Then play.

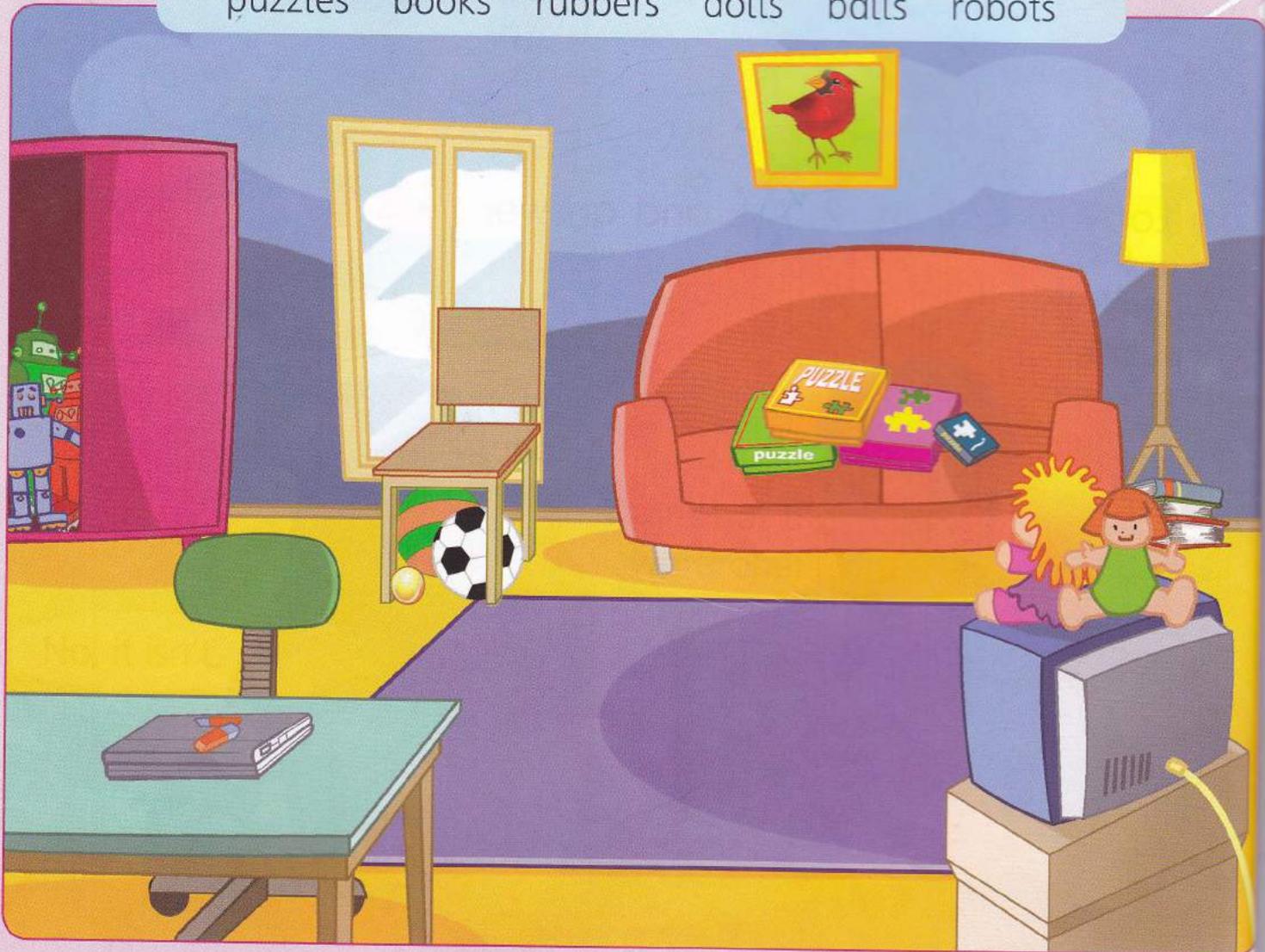


Where are the puzzles?

They're on the sofa.

They are...

puzzles books rubbers dolls balls robots



1. Read the exchange and repeat. In pairs, look at the picture and take turns to ask and answer questions about the position of the items in the box, as in the example.

Revision

1 Look and write. 

father mother grandfather grandmother

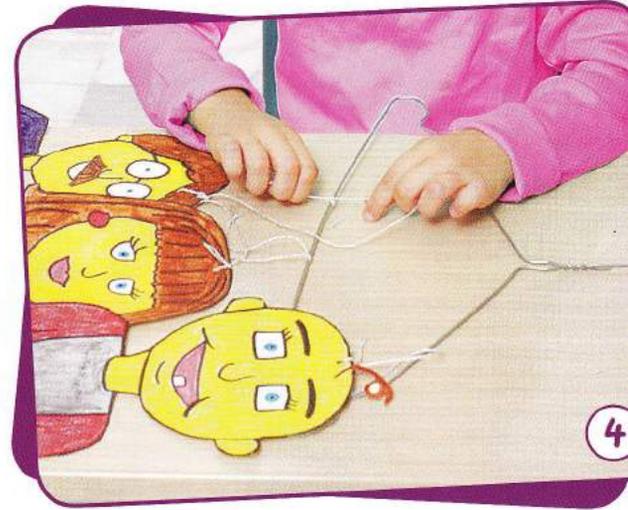
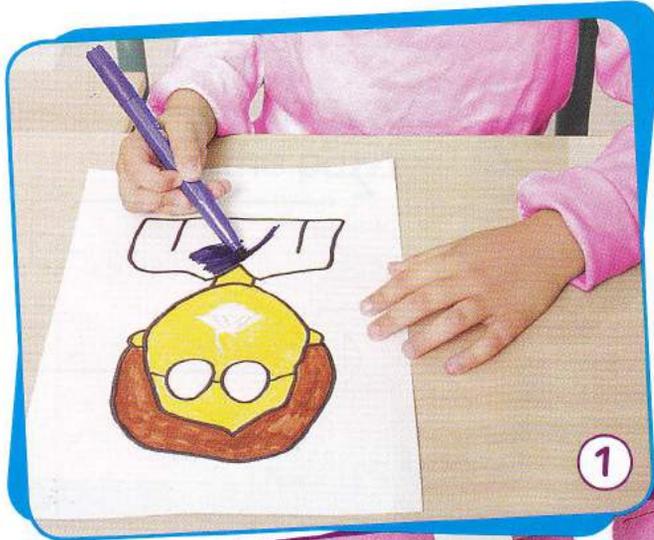


2 Listen and number (1-4).  



1. Look at the picture and write the family members.
2. Listen to the CD and number (1-4) according to where each item is in the picture.

1 Make a family mobile.



2 Show and tell.



This is my  
father, Bill.



1. Make a family mobile. Draw and colour any family members you like, cut them out and tie them to a hanger.
2. Present your mobile. Then, in pairs, ask each other questions about your family members.

# smart time 3

HISTORY

1 Listen and read. Then match.



## Roman Villa

1 Grandfather and grandmother.

2 Mother is on the bed.



3 The apples are red.

4 The cat is on the chair.

1. Listen to the CD and read about the Roman Villa. Read the sentences (1-4) and match them to the corresponding pictures.

# 4a Friends

1 Listen and match. Then sing.



## Friends

I've got eleven balls  
You've got **twelve** dolls  
I've got **thirteen** toys  
Toys, toys, toys  
For all the girls and boys!

I've got **fourteen** kites  
You've got **eleven** bikes  
I've got **fifteen** pens  
Pens, pens, pens  
For all our friends!



1. Listen to the song and match each number in the song to the corresponding ball. Then sing the song.

# 11

eleven

# 12

twelve

# 13

thirteen

# 14

fourteen

# 15

fifteen

**2** Listen and circle.



11 12



a

10 14



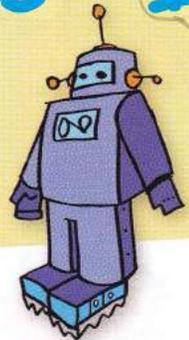
b

15 13



c

15 11



d

**3** Circle what you have got. Then say.



I've got a doll.  
You've got a yo-yo.



2. Listen to the CD and circle the amount being heard.

3. In pairs, look at the photos and circle the toys you have got. Then, take turns to say the toys you and your partner have got, as in the example.

# 4b



cat



dog



snake



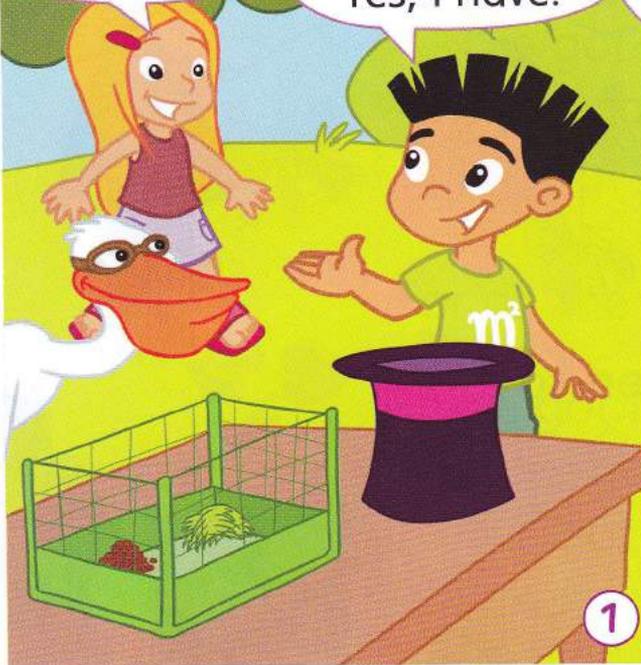
rabb

1 Listen, point and repeat.



Have you got a new pet?

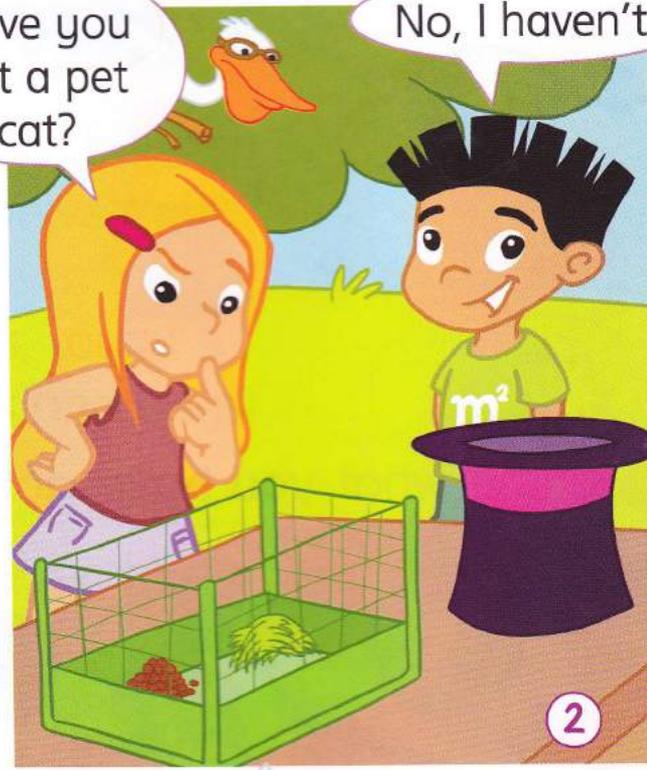
Yes, I have.



1

Have you got a pet cat?

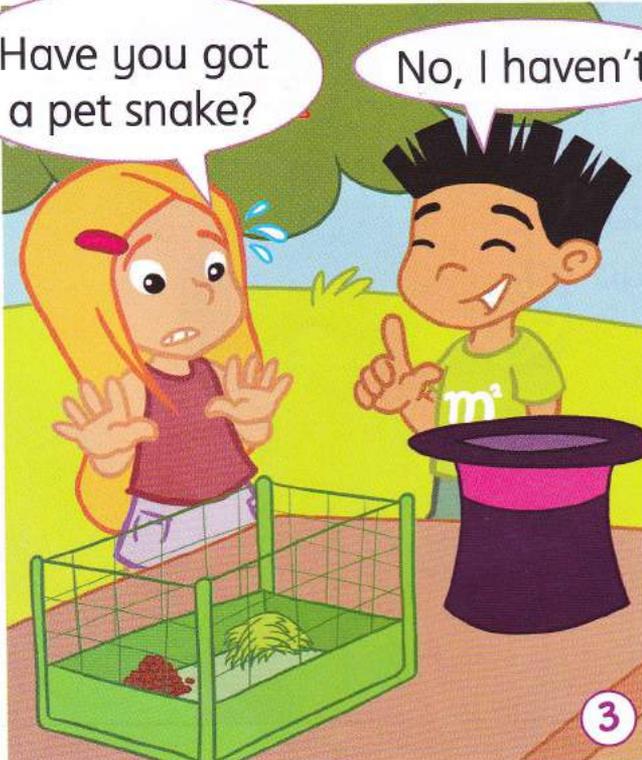
No, I haven't.



2

Have you got a pet snake?

No, I haven't.



3

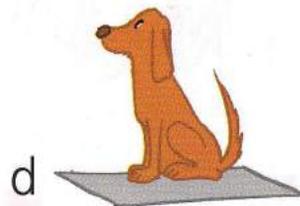
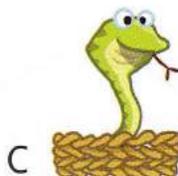
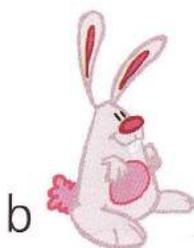
I've got a pet rabbit.



4

1. Listen to the dialogue, point to the corresponding frame and repeat each sentence.

2 Listen and match.



3 Ask and answer. Then write.



Have you got a cat?

Yes, I have.



Find someone who has got:

- a cat \_\_\_\_\_
- a dog \_\_\_\_\_
- a fish \_\_\_\_\_
- a snake \_\_\_\_\_
- a rabbit \_\_\_\_\_
- a bird \_\_\_\_\_

2. Listen to the CD and match each child to his/her pet.

3. Go around the class asking if your classmates have got these pets, as in the example. Write their names next to the corresponding pets.

4c



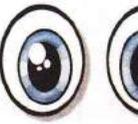
fair hair



brown hair



green eyes



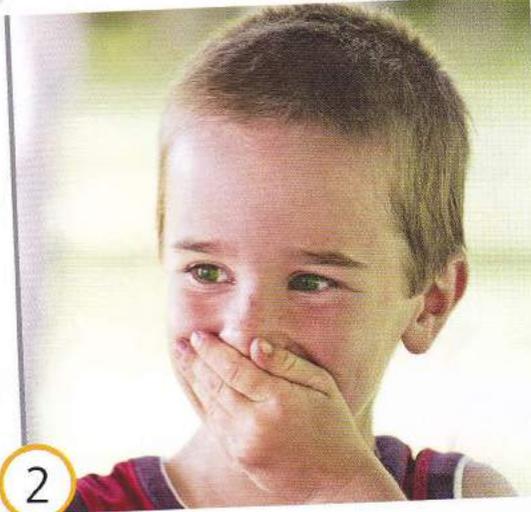
blue eyes

1 Listen, point and repeat.



# My Friends

2



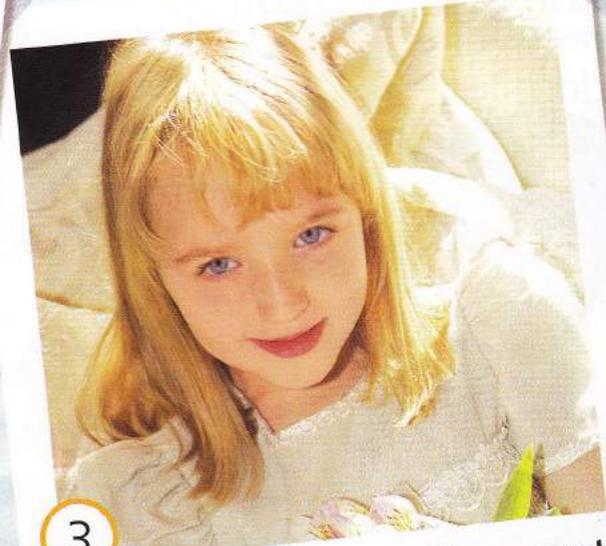
This is Henry. He has got fair hair and green eyes

1



This is Emma. She has got brown hair and brown eyes.

3



This is Mary. She has got fair hair and blue eyes.

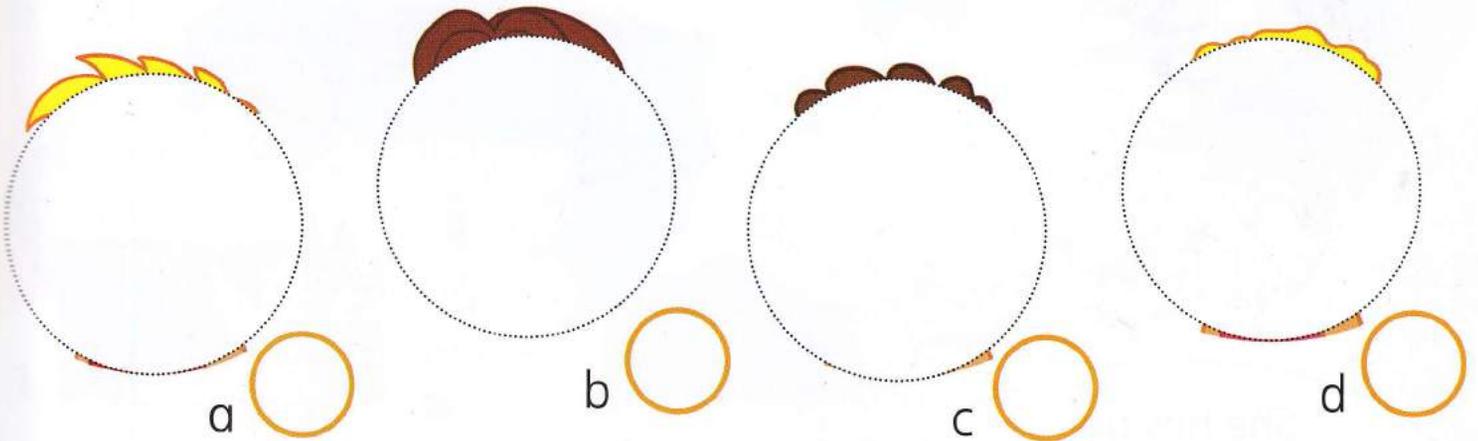
1. Listen to the CD, point to the corresponding photo and repeat each sentence.

2 Look at activity 1 and write.



	Emma	Henry	Mary
			
			

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



4 Look at activity 1 and say.



He has got fair hair.

It's Henry.



2. Look at activity 1 and complete the table by writing the corresponding colours.
3. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Listen to the CD and number the children in the order they are described.
4. In pairs, look at activity 1 and take turns to describe and guess the children, as in the example.

## Let's play



mouth



nose

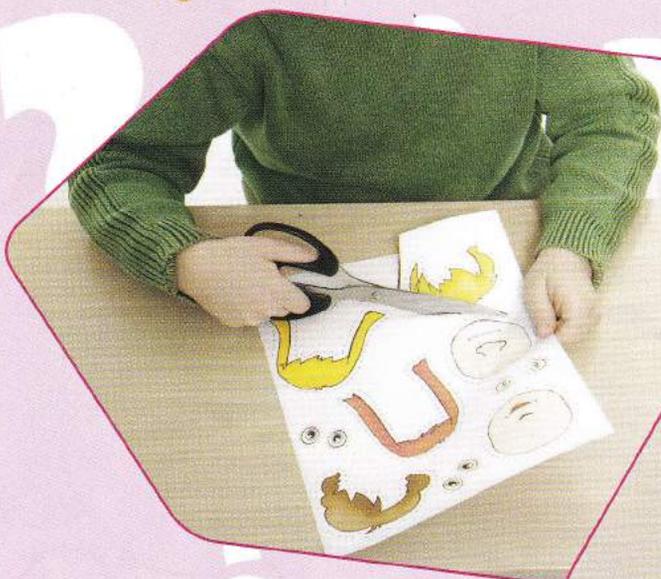


big ears



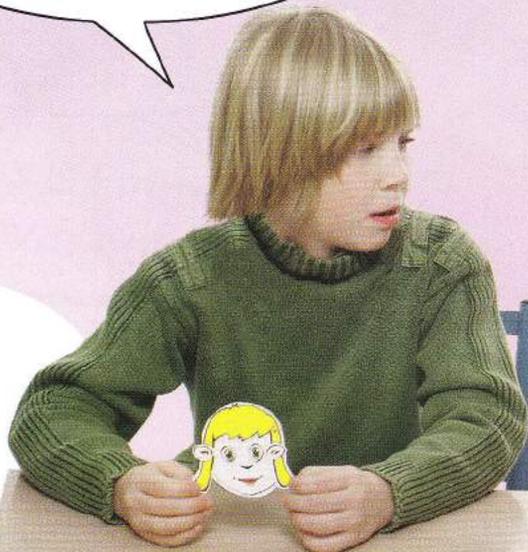
small ears

1 Look and read. Use the cut-outs on page 87 and play.



She has got  
fair hair and green eyes.  
She has got a small nose  
and small ears.

He has got...



1. Turn to page 87, cut out the parts of the face and glue them on the faces. When you finish making the faces of the boy and the girl, present them to your partner, as in the example.

1 Listen and match.  

1 Sam

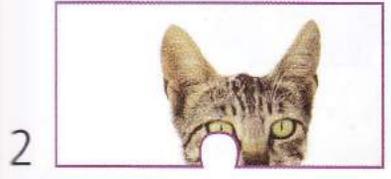
2 Mary

3 Tom

4 Ann



2 Look and match. Then write.  snake rabbit cat dog



1. Listen to the CD and match the names to the photos according to the descriptions.  
2. Match the two halves of the photos and write the animal.

## 1 Make a missing pet poster.



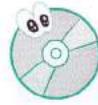
## 2 Show and tell.



This is Lilly,  
my rabbit. She has got  
brown eyes, big ears and  
a small nose.

1. Draw and colour your missing pet. Write his/her name, as in the third photo.
2. Describe your missing pet.

1 Listen and read. Then match.



1 I'm Rosie.  
I'm black and white.  
I've got brown eyes and  
big ears.

2 I'm Foxy.  
I'm brown and white.  
I've got brown eyes  
and brown ears.



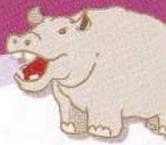
1. Listen to the CD and read the texts. Then match each text to the corresponding dog.



parrot



monkey



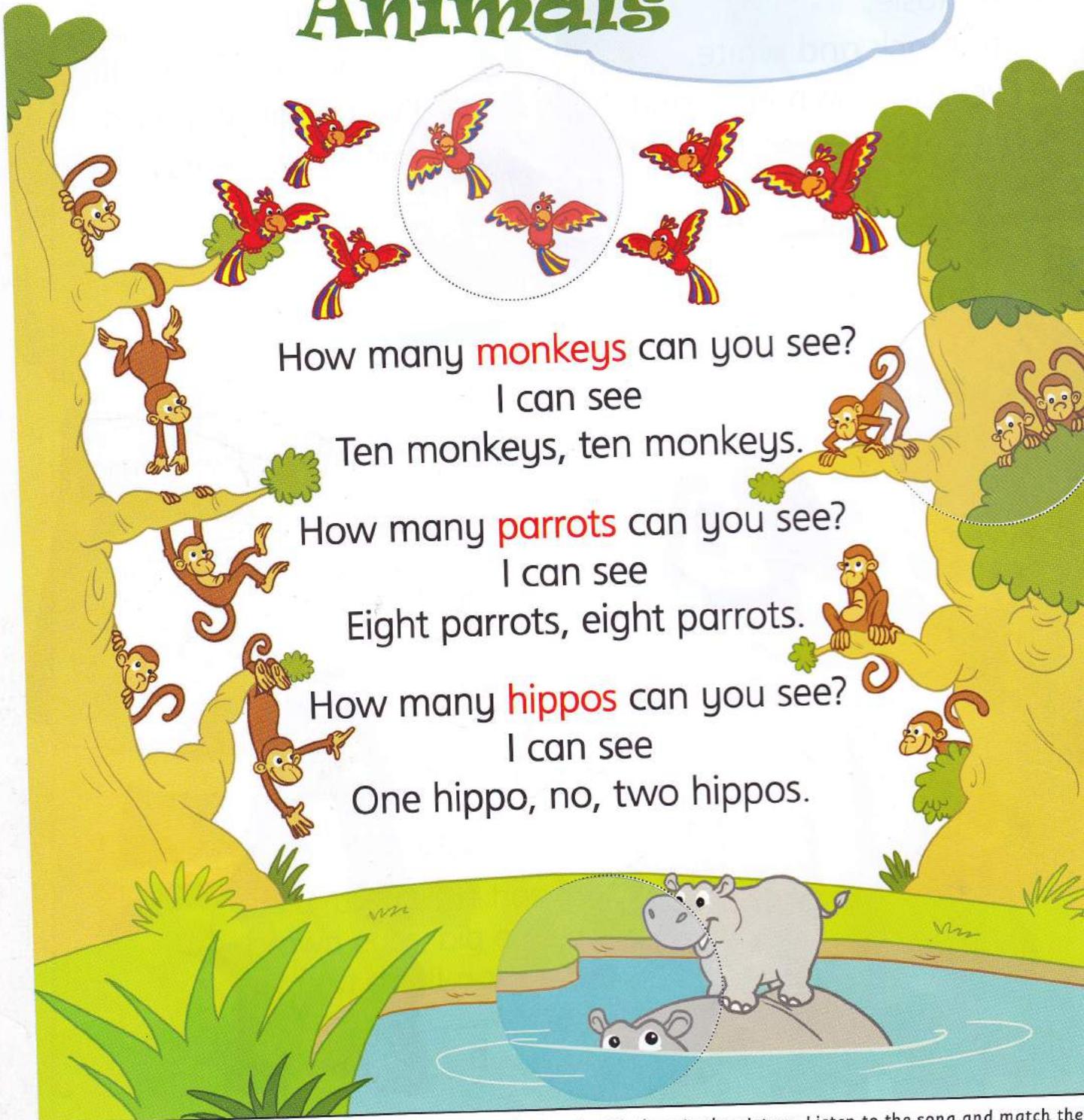
hippo

1 Find and stick. Listen to the song and match. Then sing.

3



# Animals



How many **monkeys** can you see?

I can see

Ten monkeys, ten monkeys.

How many **parrots** can you see?

I can see

Eight parrots, eight parrots.

How many **hippos** can you see?

I can see

One hippo, no, two hippos.

1. Turn to the back of the book, find the appropriate stickers and stick them in the picture. Listen to the song and match the in red to the corresponding animal. Then sing the song.

2 Listen and match.



11

8

3

15

3 Play.



I can see three monkeys.



2. Listen to the CD and match the animals to the correct number.

3. In groups, draw different animals on a piece of card / white paper. Stick two drawings on the board and play in two groups.

# 5b



swim



run

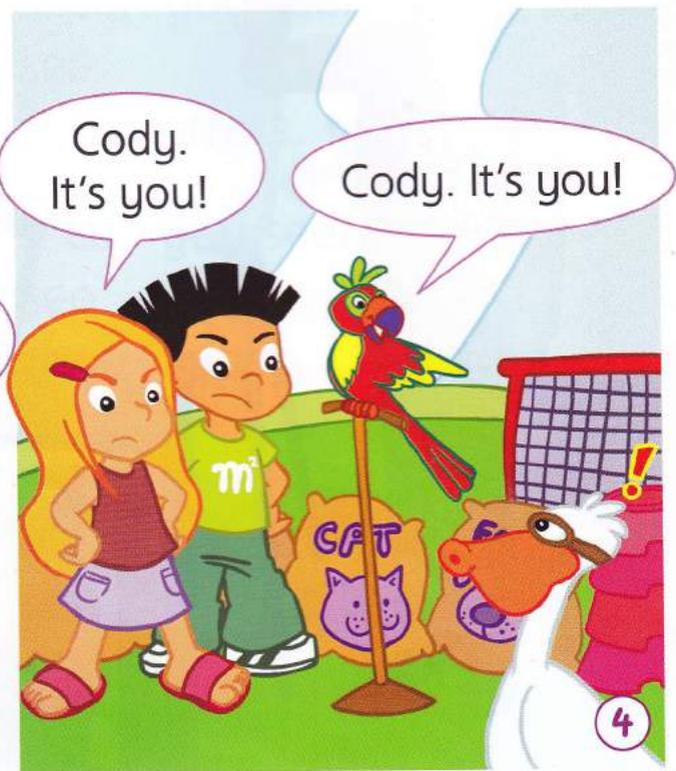
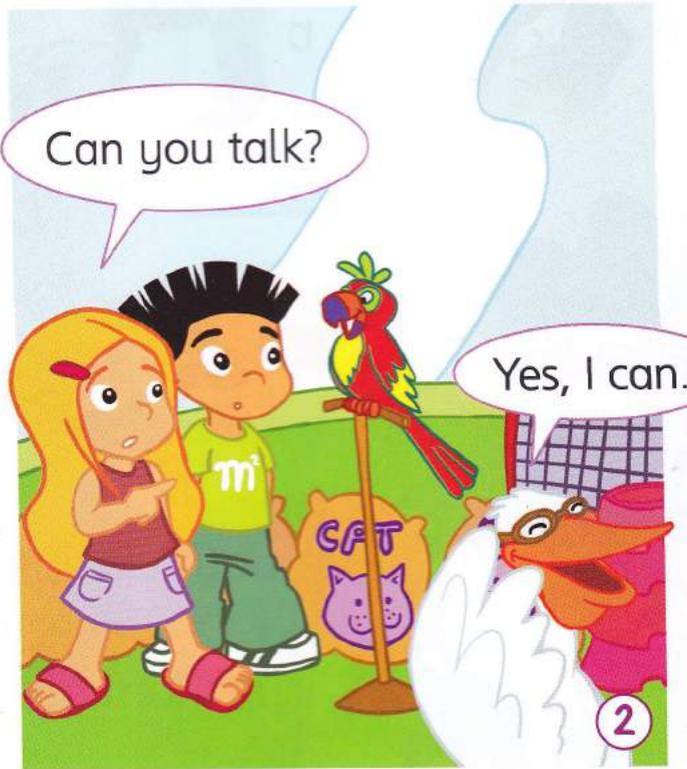


talk



fly

1 Listen, point and repeat.



1. Listen to the dialogue, point to the corresponding frame and repeat each sentence.

2 Listen and circle *a* or *b*.



a



b



a



b



a



b



a



b

3 Tick (✓) or cross (X). Then ask and answer.



Can you swim?

Yes, I can.



talk
swim
run
fly

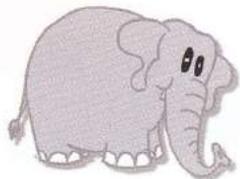
You	Your friend
<input type="checkbox"/>	<input type="checkbox"/>

2. Listen to the CD and circle one of the two pictures.

3. Place a tick (✓) for the actions you can do and a cross (X) for the ones you can't do. Then ask and answer with your partner, as in the example.

5c

8



elephant



penguin

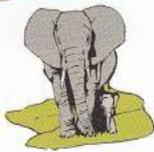


crocodile

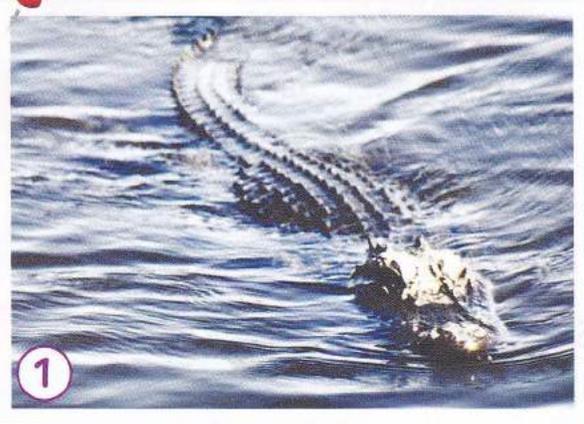


jump

1 Listen, point and repeat.



# Wild animals



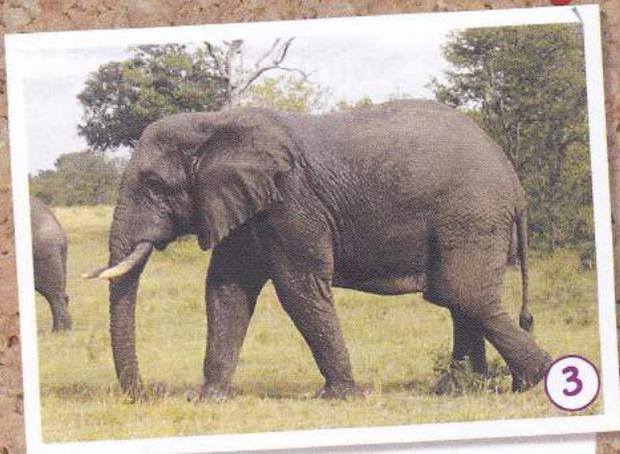
1

This is a crocodile.  
It can swim.



2

This is a parrot.  
It can fly and talk, too.



3

This is an elephant.  
It can run.

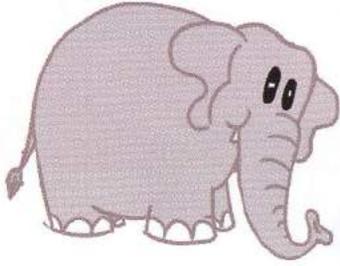


4

This is a penguin.  
It can jump.

1. Listen to the CD, point to the corresponding picture and repeat each sentence.

2 Listen and number (1-4).



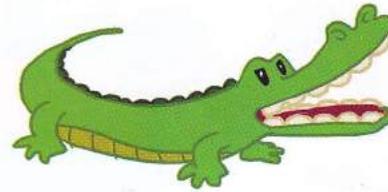
a



b



c



d



3 Guess.



It can talk.

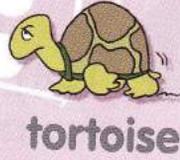


It's a parrot.



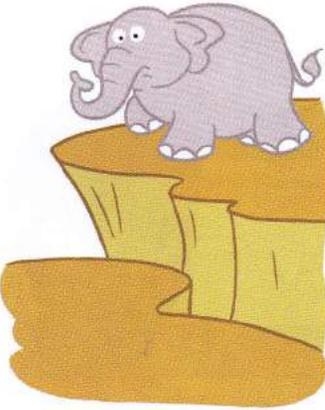
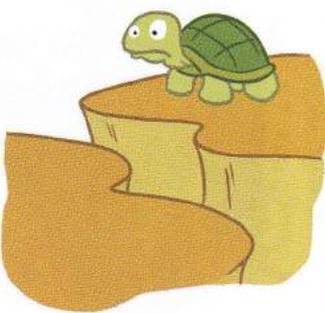
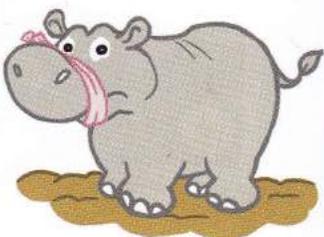
2. Listen to the CD and number the pictures according to what each animal can do.
3. In pairs, take turns to say what each animal can do and guess the animal.

## Let's play



1 Play.



1. In pairs, take turns to throw a paper clip / rubber on the pictures. Say a sentence about what each animal can't do according to the picture.

1 Look and write.



crocodile zebra lion tortoise parrot elephant penguin

A crossword puzzle grid with seven numbered clues, each accompanied by a photograph of an animal:

- 1**: Parrot (vertical, 5 letters)
- 2**: Zebra (vertical, 5 letters)
- 3**: Tortoise (vertical, 7 letters)
- 4**: Elephant (horizontal, 7 letters)
- 5**: Crocodile (horizontal, 8 letters)
- 6**: Penguin (horizontal, 6 letters)
- 7**: Lion (horizontal, 4 letters)

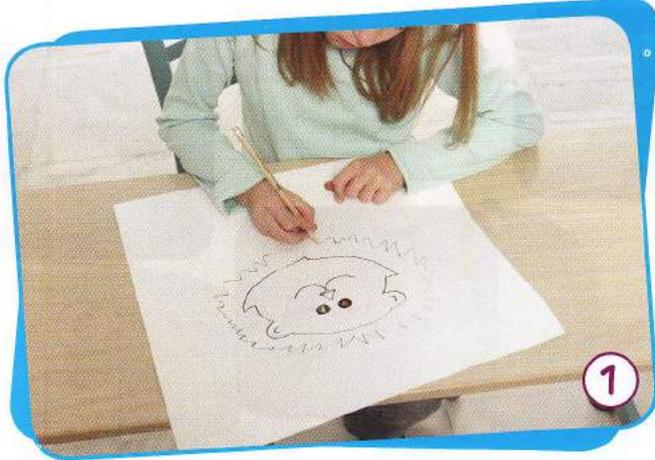
2 Read and circle.



- |                           |          |
|---------------------------|----------|
| 1 A lion can run.         | Yes / No |
| 2 A penguin can fly.      | Yes / No |
| 3 An elephant can jump.   | Yes / No |
| 4 A crocodile can't swim. | Yes / No |
| 5 A zebra can't talk.     | Yes / No |
| 6 A monkey can climb.     | Yes / No |

1. Look at the photos and complete the crossword with the names of the animals.  
 2. Read the sentences and circle Yes if the sentence is true or No if it's false.

1 Make an animal mosaic.



2 Show and tell.



This is my lion.  
It can run, jump  
and swim.  
It can't fly.

1. Draw an animal, cut different shapes out of coloured card and glue them on the animal.
2. Present your animal mosaic by saying what it can/can't do.

# Smart time 5

Read and find the way to the lake.



Read the sentences and follow the animal that each one describes. The animals will lead you to the correct path to the lake.

# 6a My town



pet shop



toy shop



school



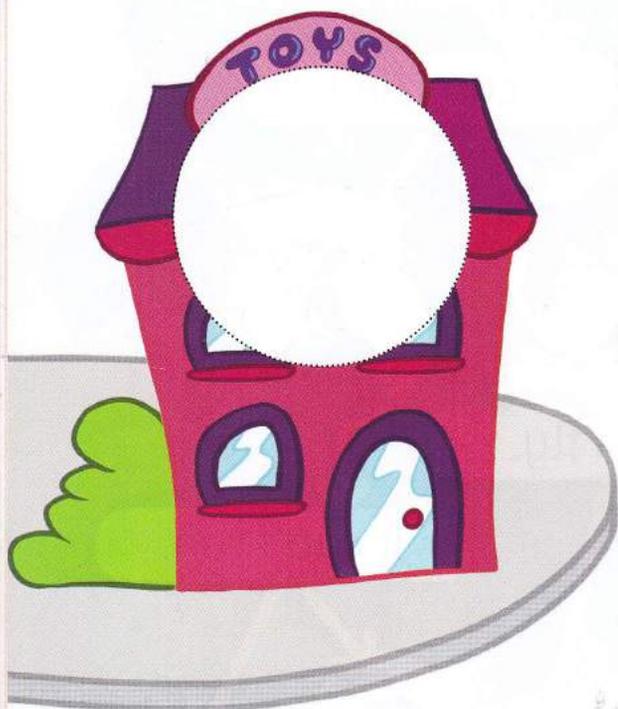
park

17

1 Find and stick. Listen, match and sing.



## This is my town

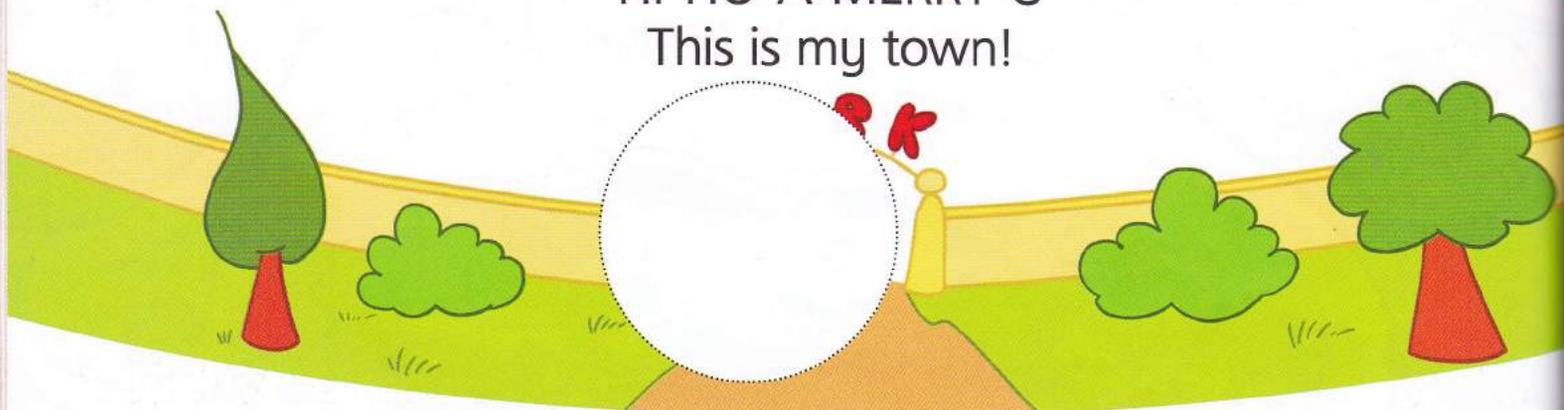


This is my town.  
This is my town.  
HI-HO-A-MERRY-O  
This is my town!

There is a school.  
There is a school.  
HI-HO-A-MERRY-O  
This is my town!

There is a park.  
There is a park.  
HI-HO-A-MERRY-O  
This is my town!

There is a toy shop.  
There is a toy shop.  
HI-HO-A-MERRY-O  
This is my town!



1. Turn to the back of the book, find the appropriate stickers and stick them on the page. Listen to the song and match verses 2-4 to the corresponding pictures of the places. Then sing the song.

2 Listen and number (1-4).



3 Play.



There's a school.  
There's a toy shop.  
There's a park.



2. Listen to the CD and number the places in the order they are heard.

3. Stick the corresponding flashcards on the board in the order a S says them. The S who sticks the correct flashcards in the correct order first, gets a point for his/her team.

# 6b

20



supermarket



hospital



cinema



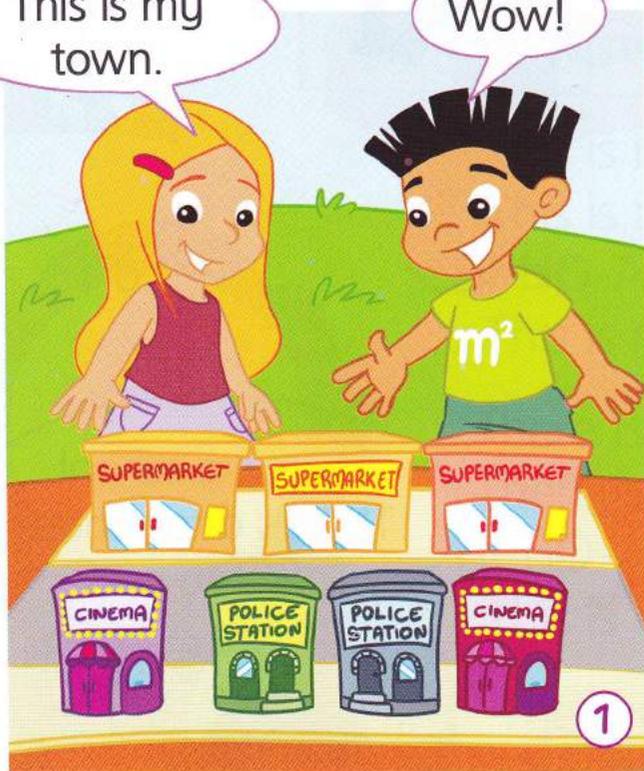
police station

1 Listen, point and repeat.



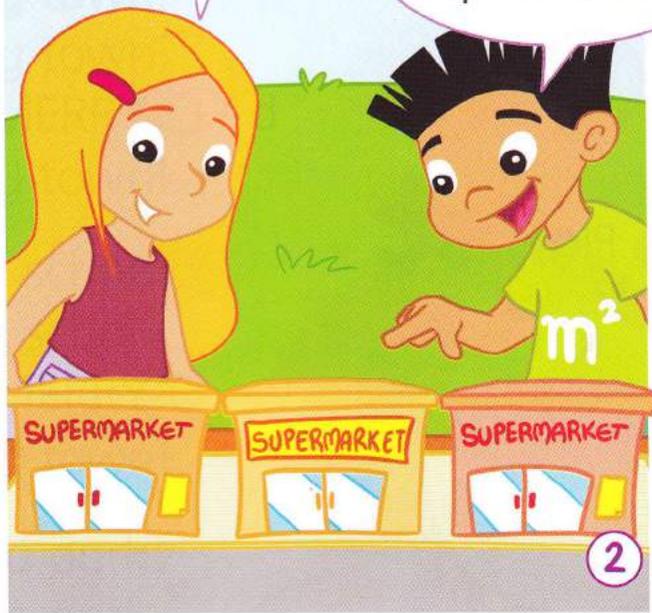
This is my town.

Wow!

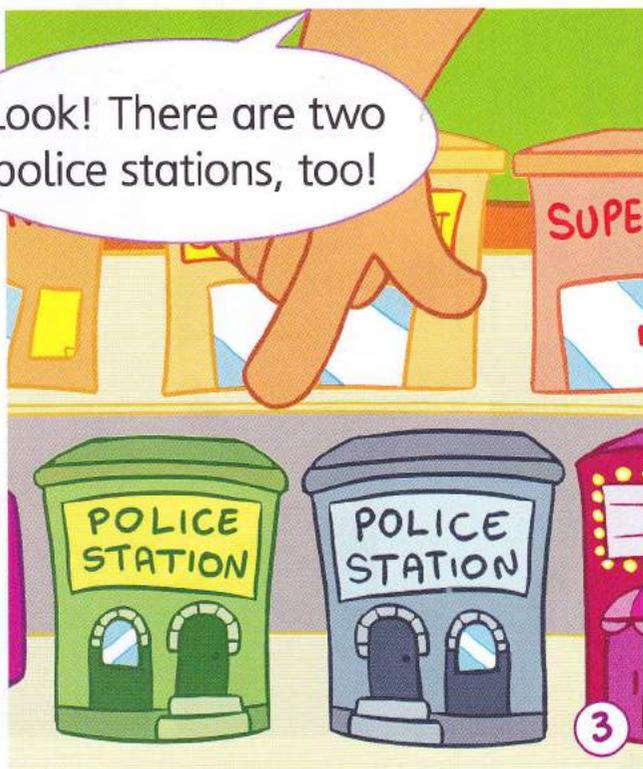


There are two cinemas...

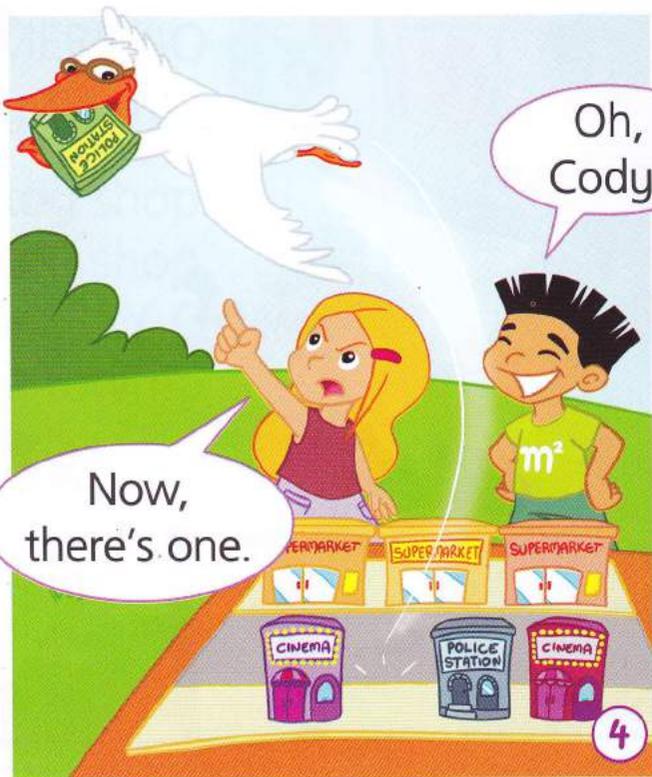
...and there are three supermarkets.



Look! There are two police stations, too!



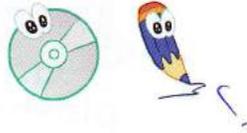
Oh, Cody!



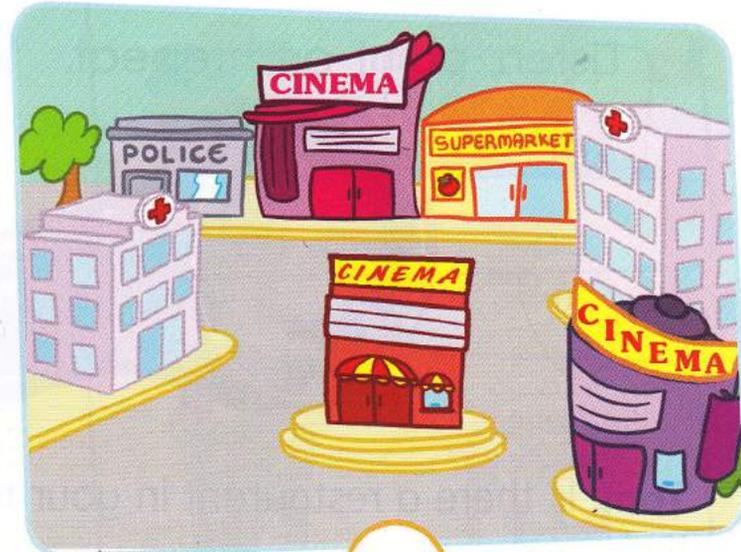
Now, there's one.

1. Listen to the dialogue on the CD, point to the corresponding frame and repeat each sentence.

2 Listen and tick (✓).



a



b

3 Draw a town and say.



There is a school in my town. There are two cinemas, two parks and three supermarkets.



- 2. Listen to the CD and tick the correct town according to the description.
- 3. Draw a town and say the places in the town, as in the example.

6c



restaurant



playground



zoo

1 Listen, point and repeat.



24

**Tom** Is there a restaurant in your town?

**Jim** Yes.

**Tom** Is there a zoo in your town?

**Jim** No.

**Tom** Is there a playground in your town?

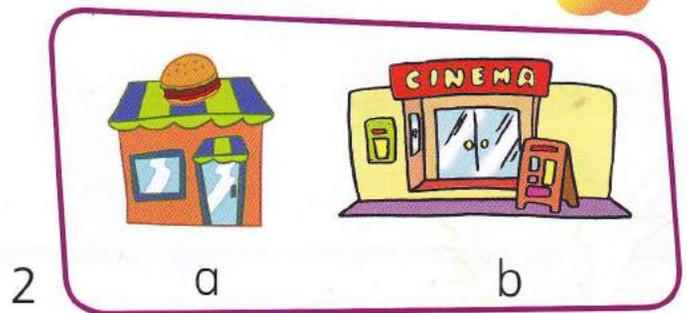
**Jim** Yes. There are three playgrounds.

**Tom** Three playgrounds? Wow!



1. Listen to the dialogue on the CD, point to the corresponding place and repeat each sentence.

2 Listen and circle *a* or *b*.



3 Play. Use the cut-outs on page 89.



2. Listen to the CD and circle one of the two pictures according to the answers about what places there are in the town.
3. Cut out the cards on p. 89 and form a pyramid stand. Try to make the same town as your partner, by asking questions and putting the corresponding places on the pyramid stand.

## Let's play

1 Play.



1	2	3	4
9	8	7	5
11	12	13	14
20	19	18	17
			15
			16



1. In pairs, take turns to play the board game. Use scrunched-up pieces of paper as pawns and a rubber as a dice. Say the places on the squares you land on, e.g. *There is a / are + name of place/s*. For every wrong sentence, you miss a turn.

1 Look and write.  
Where can you find these things?



toy shop hospital supermarket pet shop park restaurant

1

2

3

4

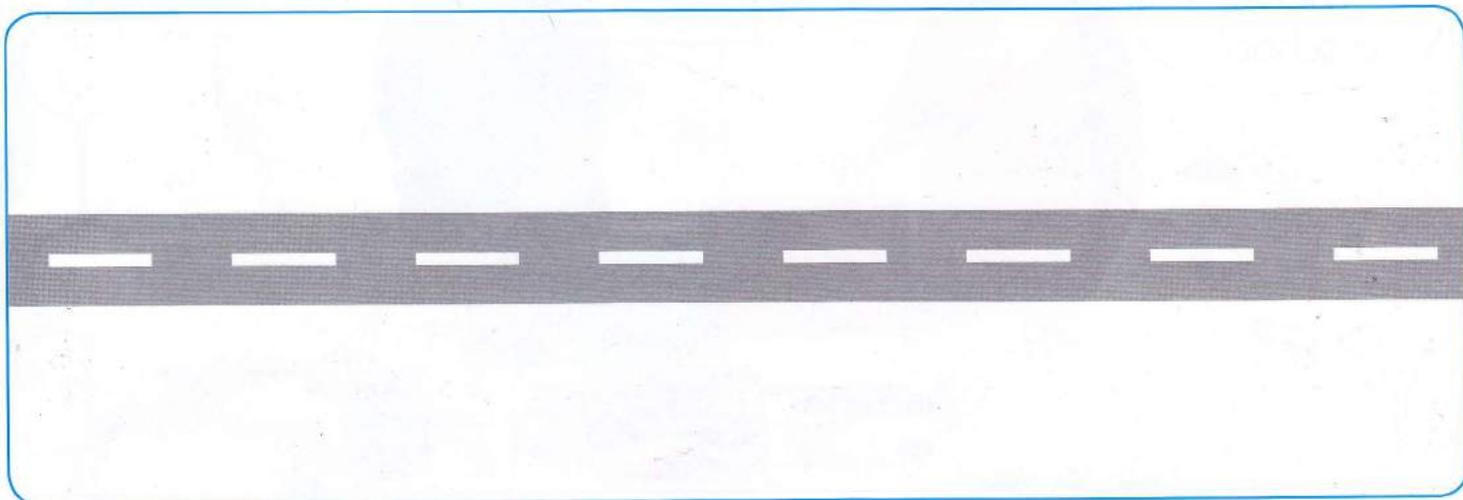
5

6

2 Read and draw.



There's a toy shop. There are two schools.  
There are two hospitals. There's a zoo and a restaurant.



1. Look at the photos and complete the crossword with the places where you find these things.
2. Read the sentences and draw the corresponding places in the town.

## 1 Make a town.



1



2



3



4

## 2 Show and tell.



There's  
a school.



There are two  
restaurants.



1. In pairs, make your model town. Use empty food packaging, wrap the boxes with coloured paper and draw pictures. Then draw a street in the middle of a card and stick the boxes on it to make a town.
2. Present your town to other pairs, as in the example.

# smart world 6



1 Listen and read.



Hamleys is a toy shop in London. Look at the toys in Hamleys.

5 Spiderman  
Star Wars  
café

4 trains  
cars

3 dolls  
dolls' houses

2 toys for 0-4  
years old

1 board games  
puzzles  
sweets

0 soft toys  
(teddy bears,  
elephants, lions)

-1 Lego  
bikes

Where can you find these toys? Write (-1)-(5).



- a
- b
- c
- d
- e
- f
- g

1. Listen to the CD and read about the toy shop. Then, look at the toys and write the corresponding floor where you can find each one.

CD2 (30)

1 Find and stick. Listen, match and sing.



(31)

# What's your favourite food?

I like meat.

I like rice.

I like cheese.

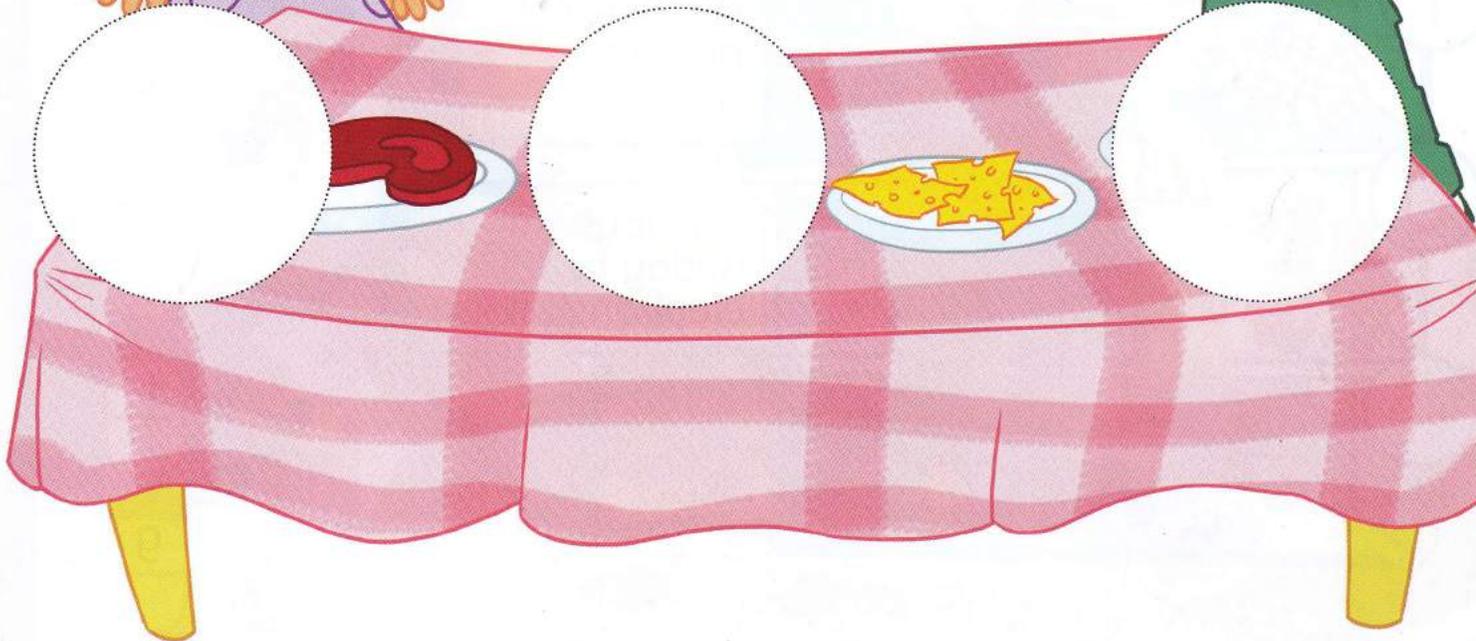
It is nice.

I like sandwiches.

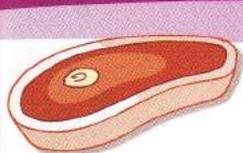
They are good.

With tomato and cheese.

They're my favourite food.



1. Turn to the back of the book, find the appropriate stickers and stick them in the picture. Listen to the song and match each item of food to the corresponding picture. Then sing the song.



meat



cheese



rice



tomato



sandwich

2 Listen and circle the food the girl likes.



32



3 Look at activity 1 and say.



I like meat.



2. Listen to the CD and circle the items of food that the girl likes.

3. SA says the food he/she likes in the first activity and SB points to the corresponding picture/s. Ss take turns.

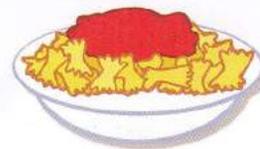
# 7b



chips



bananas



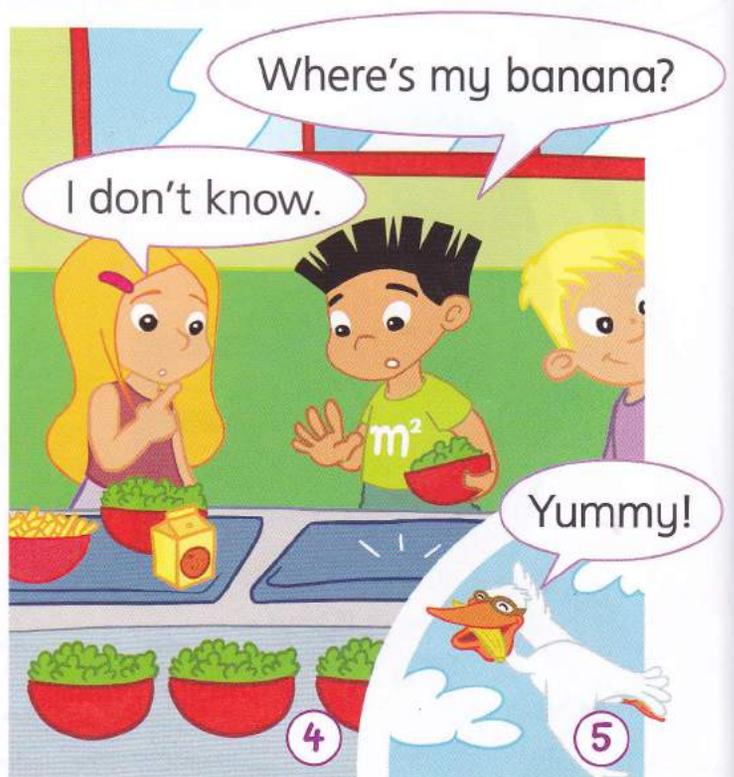
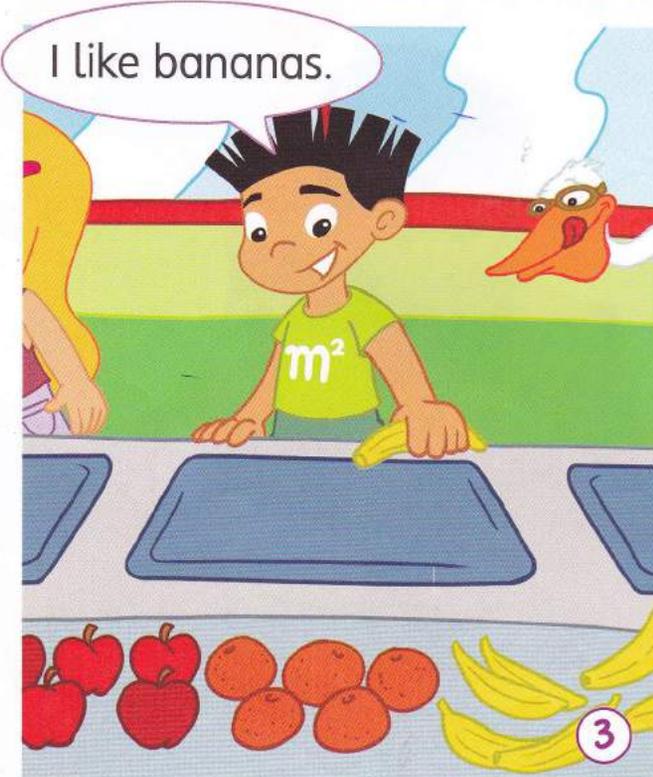
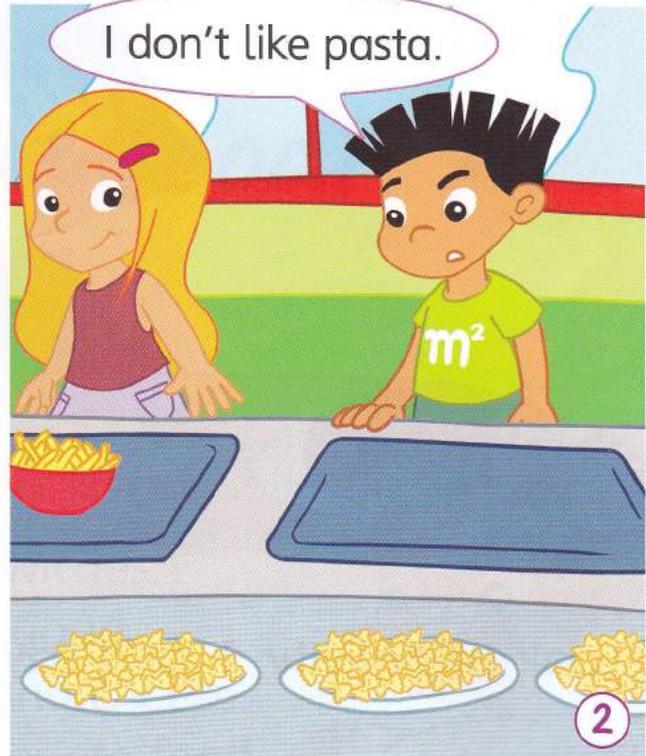
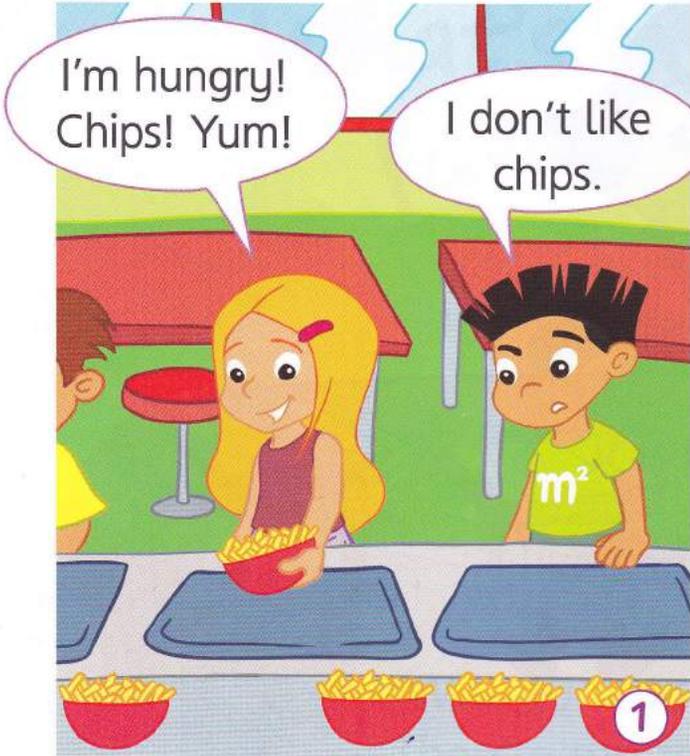
pasta



milk

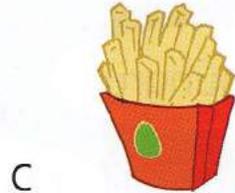
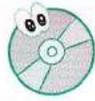
34

1 Listen, point and repeat.



1. Listen to the dialogue, point to the corresponding frame and repeat each sentence.

2 Listen and match.

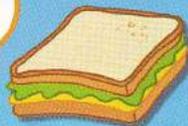
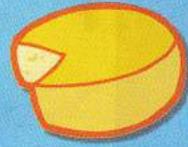


3 Tick (✓) or cross (X). Then ask and answer.



I like pasta.

I don't like bananas.



Listen to the CD and match each character to the food he/she doesn't like.  
 Tick the items of food / drink that you like and cross the ones you don't like. In pairs, take turns to say the corresponding sentences, as in the example.

7c



sweets



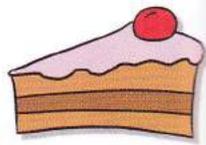
fruit



salad



cola

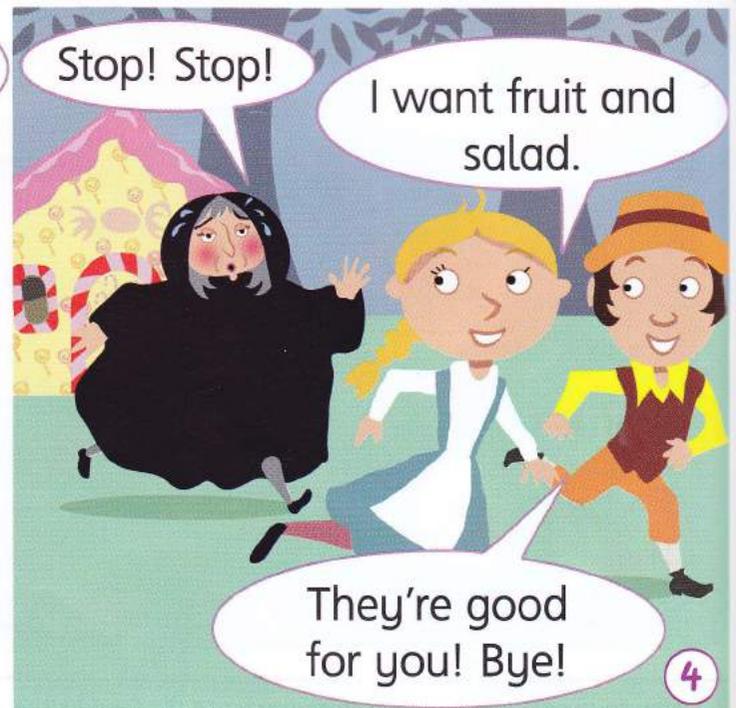
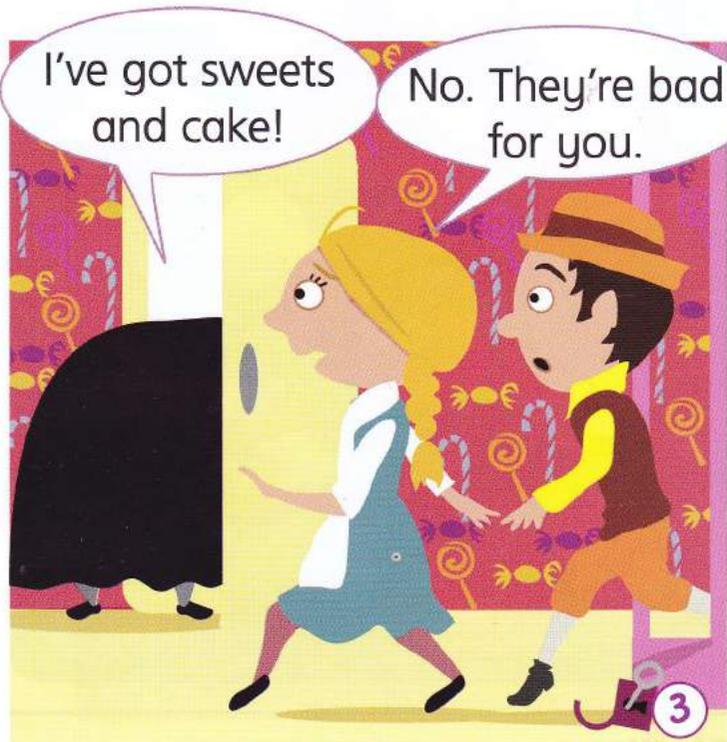
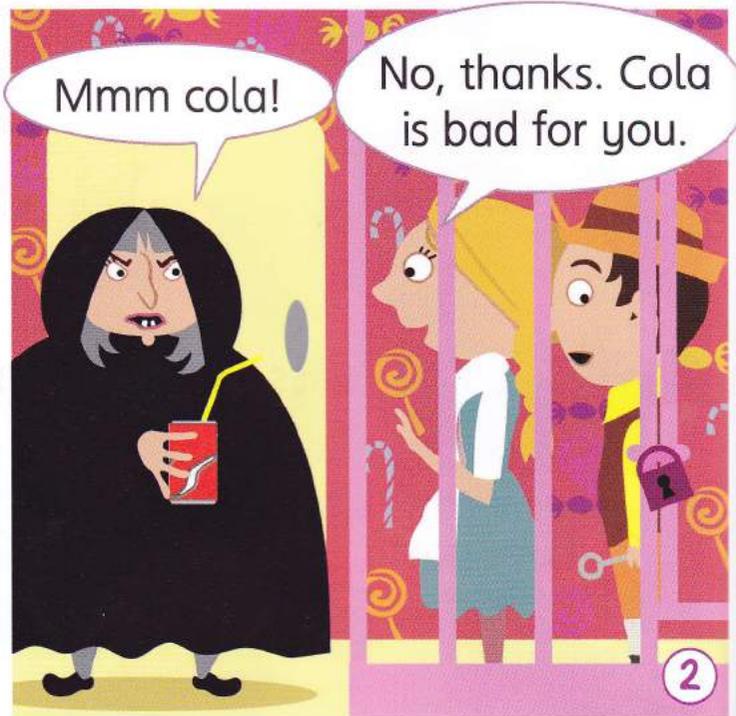
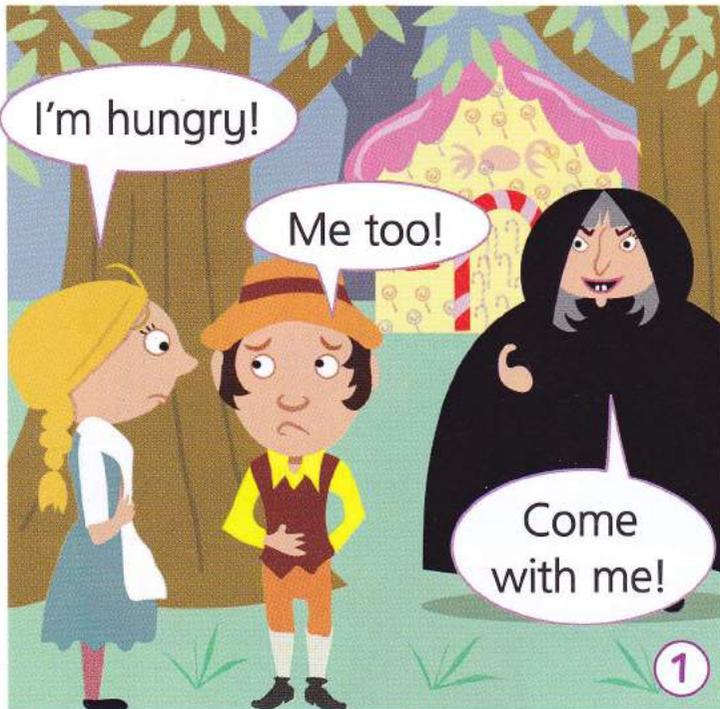


cake

1 Listen, point and repeat.



# Hansel and Gretel



1. Listen to the dialogue, point to the corresponding frame and repeat each sentence.

2 Write.



fruit sweets salad cola cake milk

Good for you	Bad for you
_____	_____
_____	_____
_____	_____

3 Listen and tick (✓).



like  
like

a  b

2

a  b

4 Draw and say.



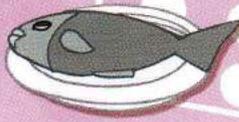
I want fruit.



Write the food that is good for you in the first column and the food that is bad for you in the second one.  
Listen to the CD and circle the items of food/drinks the people want.  
Draw an item of food/drink that you want and present it to the class.

# 7

## Let's play



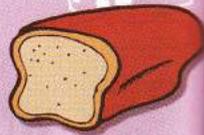
fish



soup

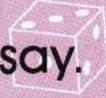


beans



bread

1 Cross (X) and say.



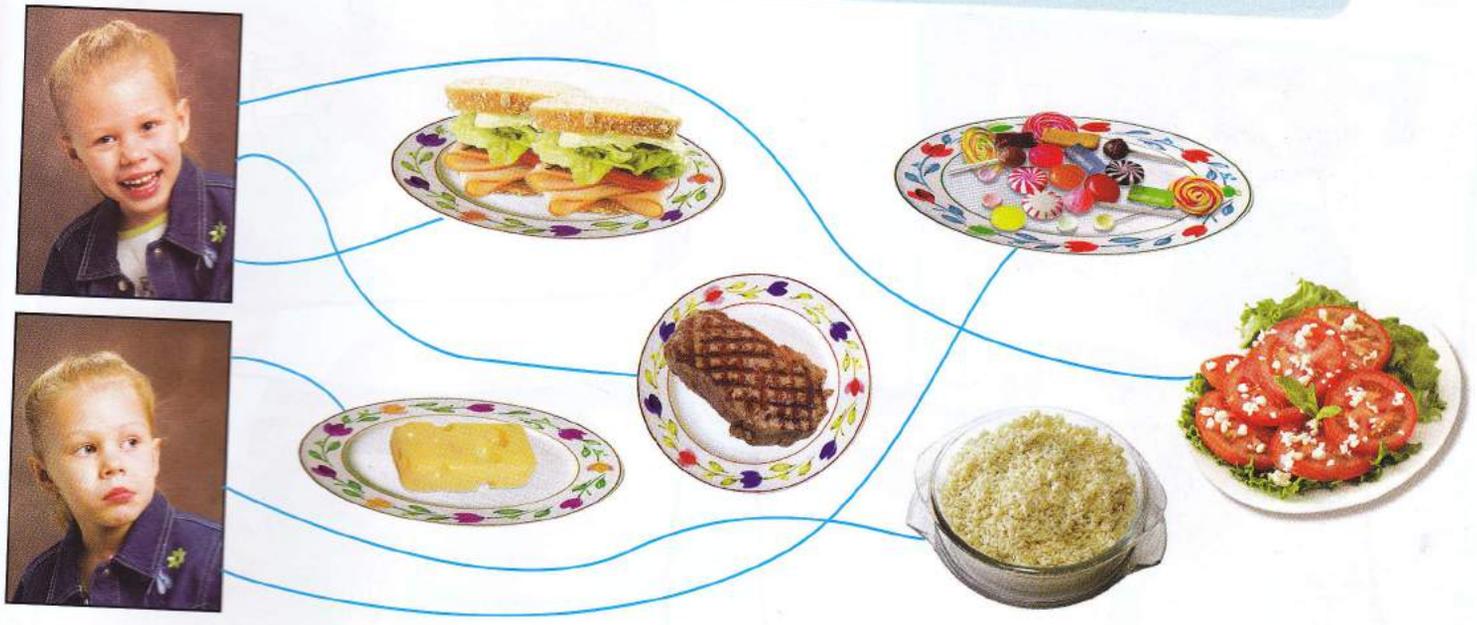
Don't want	Me	My friend
		
		
		
		
		
		
		
		
		

1. Place a cross in the first column next to the items of food/drink you don't want. Then, ask your partner to say what he/she doesn't want and place a cross in the corresponding boxes in the second column, e.g. *I don't want soup.* Then swap roles.

1 Look and write.



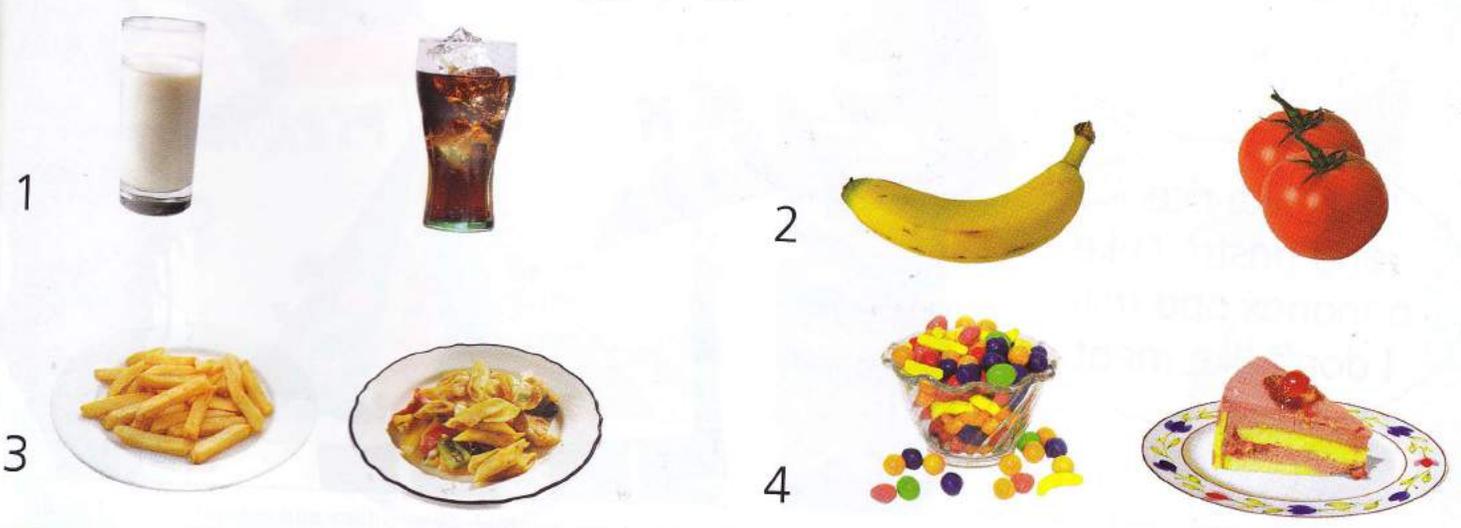
sandwiches meat salad cheese sweets rice



1 I like \_\_\_\_\_ .  
 2 I like \_\_\_\_\_ .  
 3 I like \_\_\_\_\_ .

4 I don't like \_\_\_\_\_ .  
 5 I don't like \_\_\_\_\_ .  
 6 I don't like \_\_\_\_\_ .

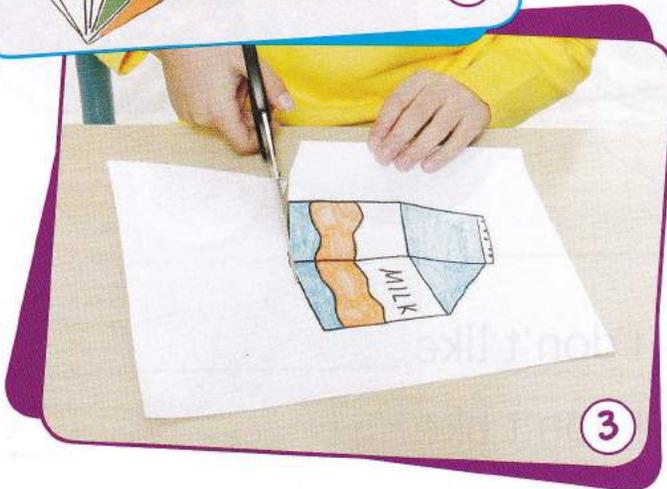
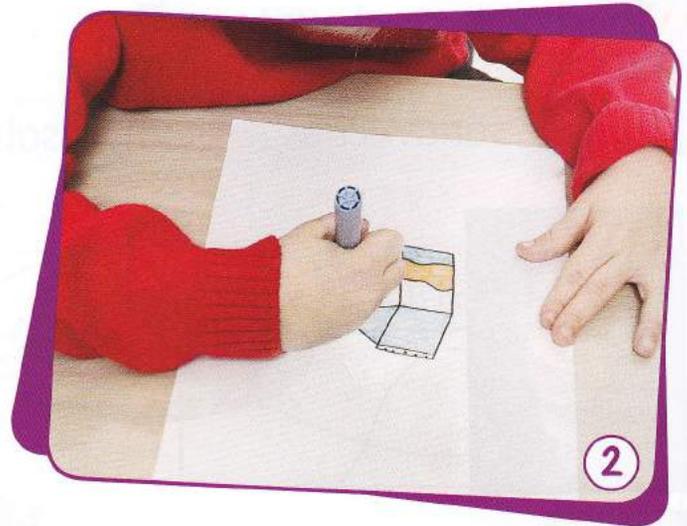
2 Listen and circle.



1. Follow each line and complete the sentences with the food the girl likes/doesn't like.  
 2. Listen to the CD and circle the items of food/drink the people want.

## Project

## 1 Make a food pyramid.



## 2 Present and say.



I like rice  
and pasta. I like  
bananas and milk.  
I don't like meat.



1. In groups make the food pyramid. First glue 6 coloured strips of paper on the pyramid. Then colour and cut out items of food/drinks and glue them on the corresponding strip.
2. In your group, take turns to say the items of food/drinks you like/don't like, as in the example. Present your pyramid to other groups.

# smart time 7

1 Listen and read. Then match.



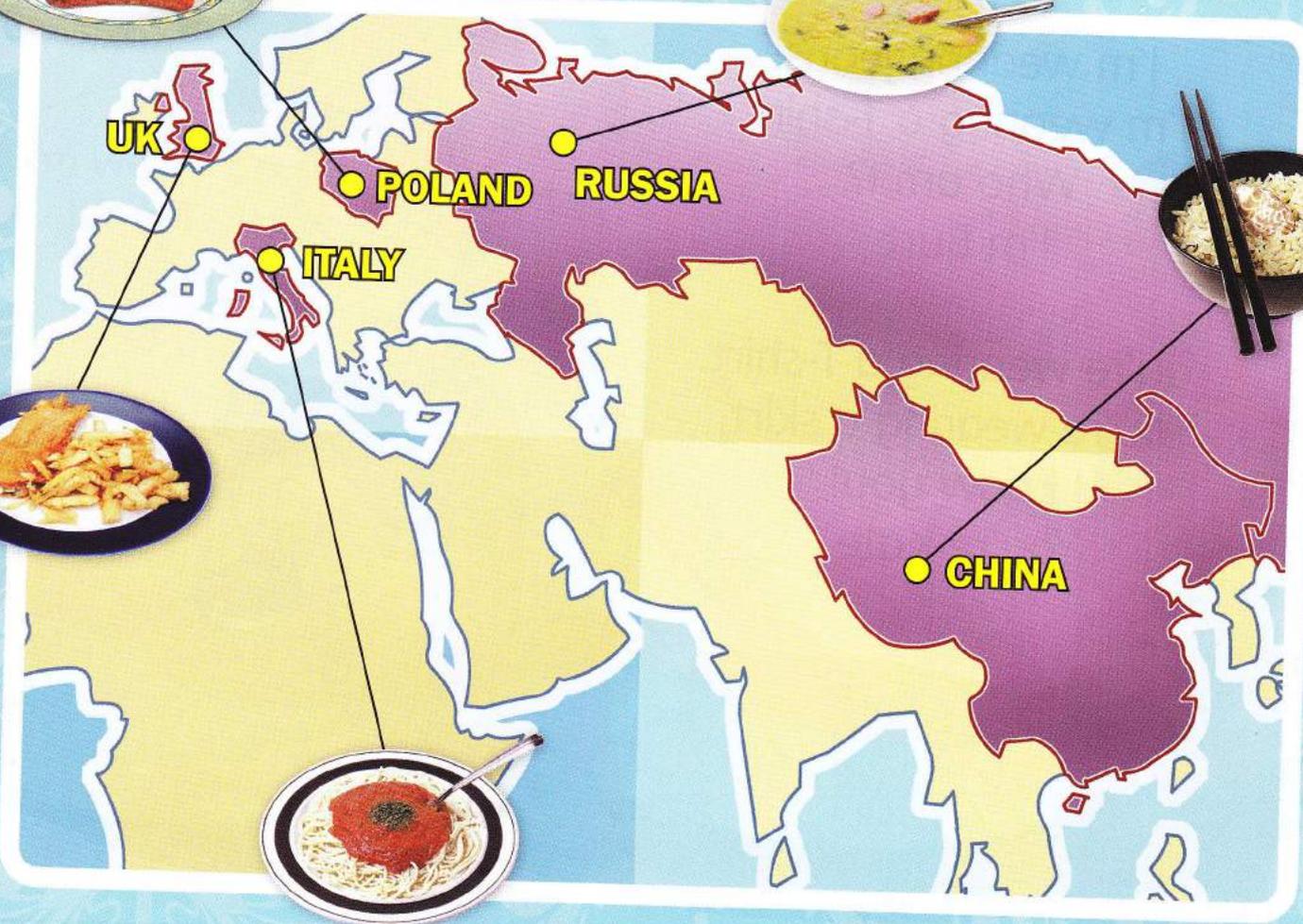
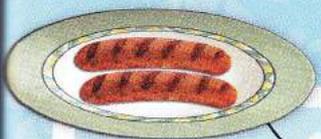
I like pasta.

I like rice.

I like fish and chips.

I like soup.

I like sausages.



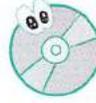
Listen to the CD and read the sentences. Then match the children to the corresponding countries.

## 8a

## Clothes



1 Listen and match. Then sing.



# Who am I?

I'm wearing a dress.  
I'm wearing a dress.  
Who am I?  
I'm Jess.

I'm wearing jeans.  
I'm wearing a T-shirt.  
Who am I?  
I'm Burt.

You're wearing a T-shirt.  
You're wearing a skirt.  
I know you!  
You're Kate.



1. Listen to the song and match each verse to the corresponding child and item of clothing. Then sing the song.

2 Listen and match.



3 Say in pairs.



I'm wearing a skirt.  
It's red. You're  
wearing jeans.



Listen to the CD and match each child to the corresponding item of clothing.  
In pairs, take turns to say what you and your partner are wearing, as in the example.

# 8b



hat



shorts



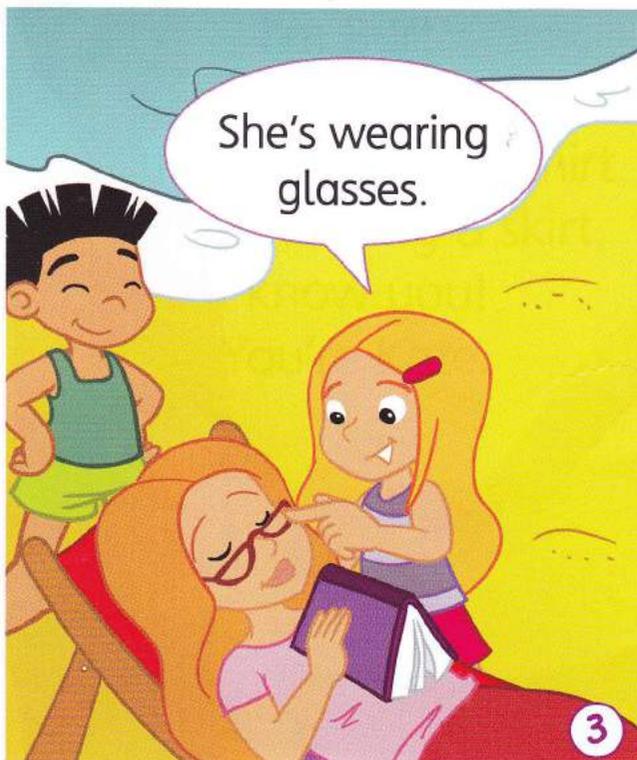
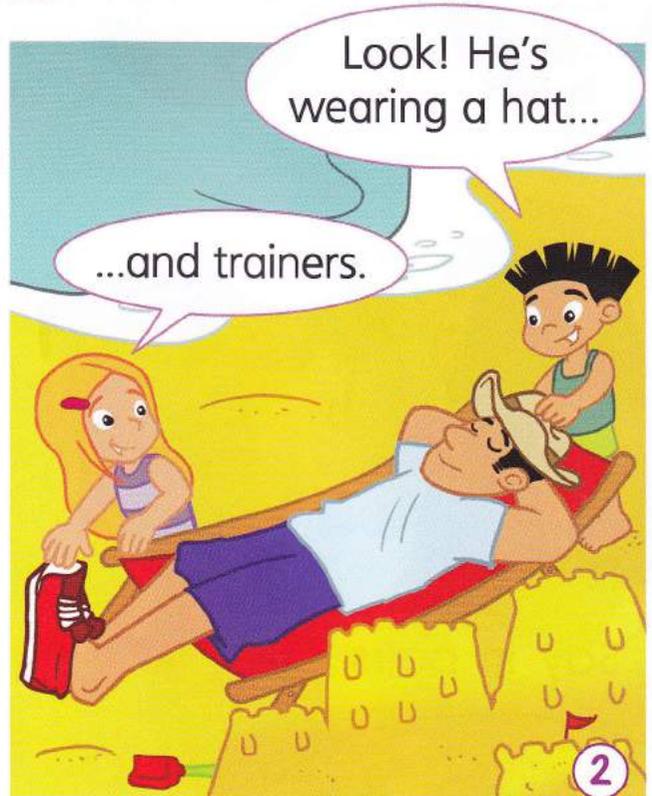
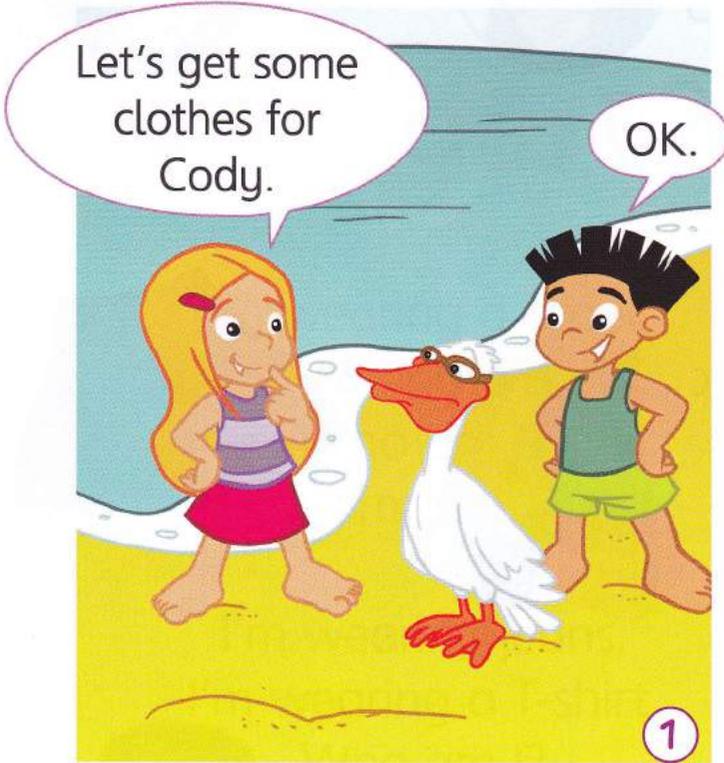
glasses



trainers



1 Listen, point and repeat.

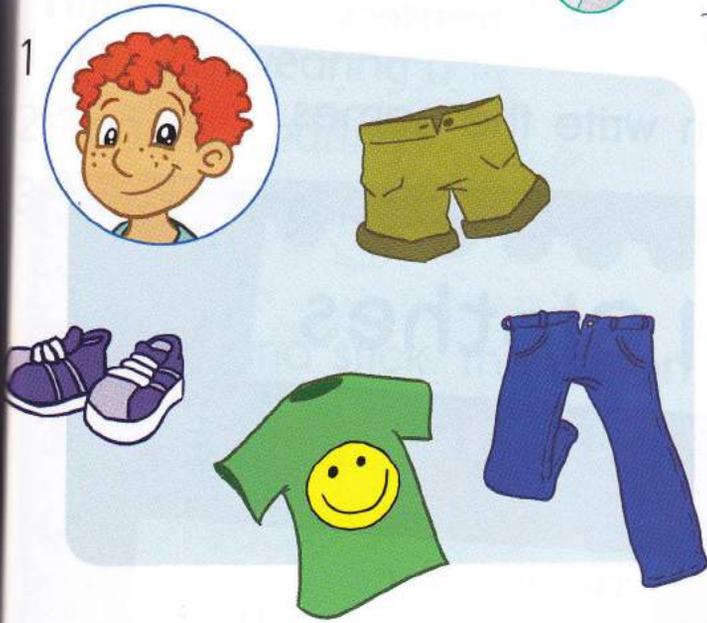


1. Listen to the dialogue, point to the corresponding frame and repeat each sentence.

2 Listen and circle.



1



2



3 Draw and say.



He's wearing  
a T-shirt, jeans and trainers.  
He's wearing glasses.

Listen to the CD and circle the items of clothing each child is wearing.  
Draw a boy or a girl and then say what he/she is wearing to the class.



jacket



socks



trousers



shirt

1

Listen, point and repeat. Then write the names.

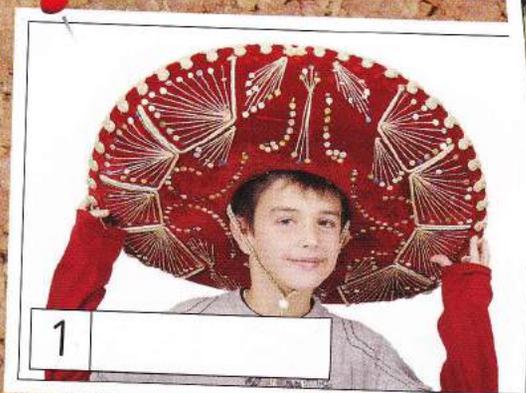


## Traditional Clothes

This is **Yoko**.  
She's wearing a kimono.  
A kimono is a dress.

This is **Tony**.  
He's wearing a kilt.  
It's a skirt.

This is **Mario**.  
He's wearing a sombrero.  
It's a hat.



1



2



3

1. Listen to the CD, point to the corresponding photos and repeat each sentence. Then write the names of the children in the corresponding space in each photo.

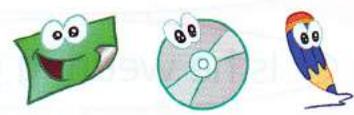
2 Look at activity 1 and circle.



- 1 Yoko is wearing a
- 2 Tony is wearing
- 3 Mario is wearing a

- a dress
- a trousers
a hat- b skirt
b a skirtb dress

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



Four large dotted circles representing faces, each with different shoes and hats. Below each circle is a small orange circle for labeling.

- a
- b
- c
- d

4 Think about a classmate and say.



He's wearing a T-shirt. It's black.  
He's wearing jeans.



It's Jack!

Read the sentences and the options, look at the first activity and circle a or b in order to complete them. Turn to the back of the book, find the appropriate stickers and stick them in the activity. Listen to the CD and number the children according to what they are wearing. In pairs, take turns to think about a classmate of yours and describe what he/she is wearing to your partner, as in the example.

## Let's play

1 Look and read. Then play.



Is he wearing jeans?

Is he wearing shorts?

Is he wearing glasses?

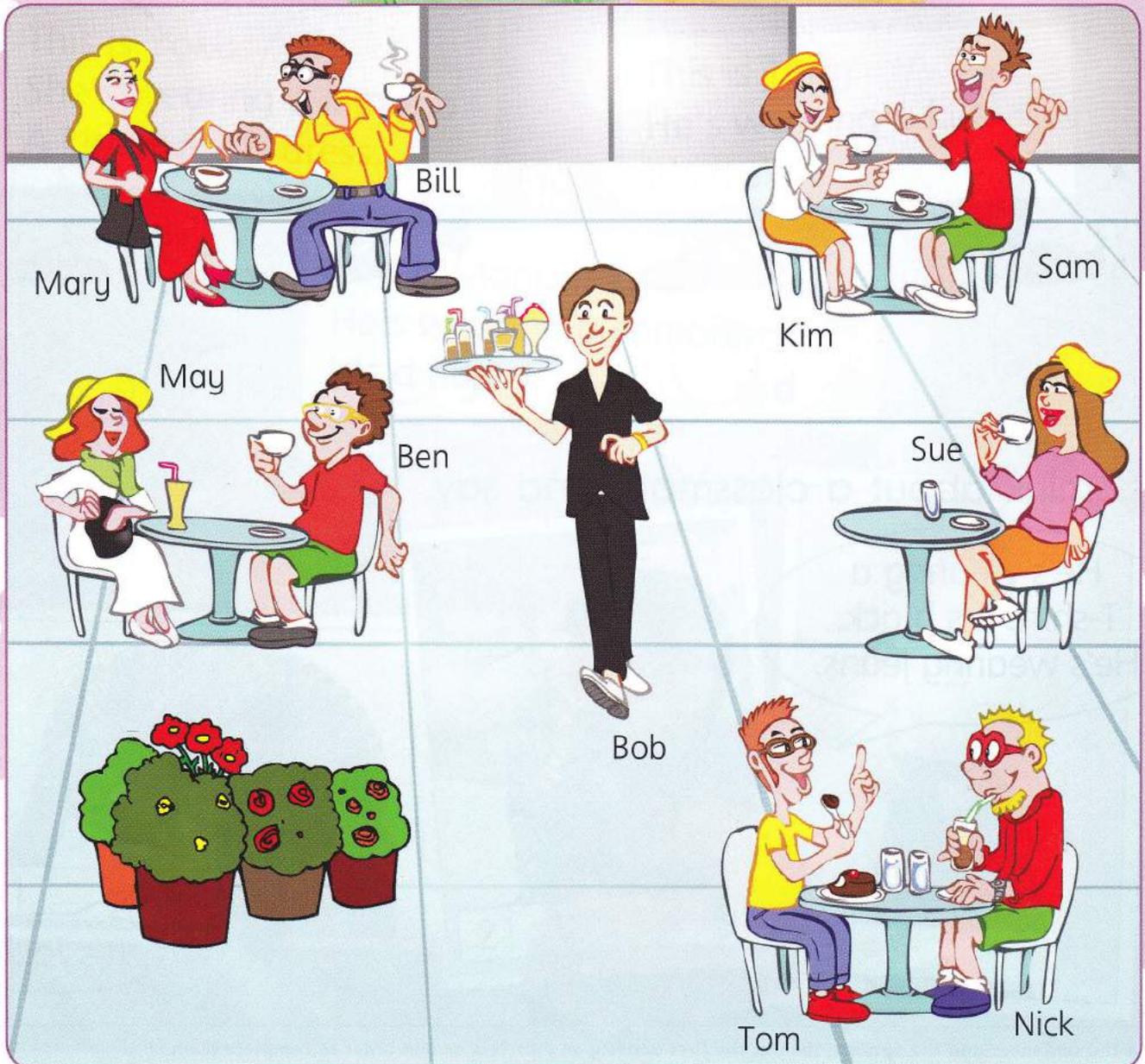
It's Sam.

No, he isn't.

Yes, he is.

No, he isn't.

Yes.



1. In pairs, take turns to choose a person and try to guess who it is by asking questions about his/her clothes, as in the example.

1 Read, look and circle.



- 1 Is he wearing socks?  
Yes, he is. / No, he isn't.
- 2 Is he wearing shorts?  
Yes, he is. / No, he isn't.
- 3 Is he wearing a jacket?  
Yes, he is. / No, he isn't.
- 4 Is he wearing glasses?  
Yes, he is. / No, he isn't.

- 1 Is she wearing a dress?  
Yes, she is. / No, she isn't.
- 2 Is she wearing a shirt?  
Yes, she is. / No, she isn't.
- 3 Is she wearing trainers?  
Yes, she is. / No, she isn't.
- 4 Is she wearing trousers?  
Yes, she is. / No, she isn't.



Look at the two photos, read the questions and circle the correct answer.

## 1 Make a fashion model.



## 2 Use your model in a fashion show.



This is Amy.  
She's wearing  
a jacket. It's pink.  
She's wearing  
a skirt. It's yellow,  
black and white.



This is Greg.  
He is wearing  
a hat. It's blue.  
He's wearing jeans  
and trainers. He's  
wearing glasses.



1. Cut items of clothing that people from magazine pages are wearing. Glue them and the parts of the body on a piece of card to make a fashion model. Cut the model and glue a popsicle stick at the back of the cut out.

2. Pretend your models are in a fashion show and describe what they are wearing, as in the example.

# smart world 8

1 Listen and read. Then match.



- 1 This is Samuel Wanjiru.  
He's an athlete.   
He's wearing shorts.  
They're red and white.  
He's wearing trainers.  
They're white.

a



- 2 This is Jackie Chan.  
He's an actor.   
He's wearing trousers,  
a shirt and a jacket.  
They're all white!

b



Listen to the CD and read the texts. Then match them to the corresponding photos.

# Picture Dictionary

## School



bag



book



pen



pencil



ruler



rubber



computer



pencil case

## Colours



red



blue



yellow



green



pink



orange



brown



white



black

## Family and friends



father



mother



sister



brother



grandfather



grandmother



friend

## Toys



puzzle



yo-yo



doll



teddy bear

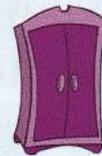


ball

## House



bed



wardrobe



lamp



sofa



TV



chair

# Picture Dictionary

## Animals



cat



dog



snake



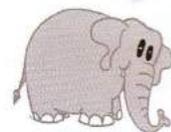
rabbit



parrot



monkey



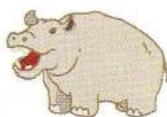
elephant



bird



penguin



hippo



crocodile



lion



zebra



tortoise

## Appearance



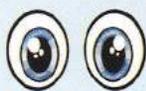
fair hair



brown hair



green eyes



blue eyes



mouth



nose



big ears



small ears

## Actions



talk



swim



run



jump



fly



climb

## Places



pet shop



toy shop



school



restaurant



park



zoo



supermarket



hospital



police station



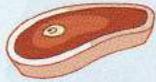
playground



cinema

# Picture Dictionary

## Food and drinks



meat



rice



apple



cheese



tomato



tomatoes



sandwich



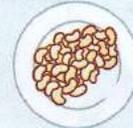
sandwiches



chips



bananas



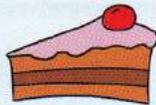
beans



pasta



milk



cake



fish



soup



sweets



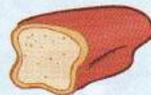
cola



fruit



salad

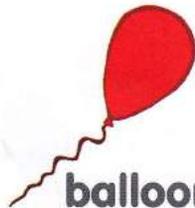


bread

## Party



present



balloon



cake



lollipop



hat

## Clothes



jeans



hat



shorts



shirt



jacket



socks



trainers



glasses



T-shirt



dress



trousers



skirt

# Grammar Boxes

We're back!



What's **this**?  
It's a bag.



What's **that**?  
It's a computer.

What's = What is  
It's = It is

1c

What are these?  
They're apples.



apple



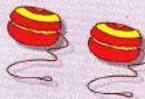
apples

They're = They are

## 2 Party time!

2a

How many yo-yos?  
Two yo-yos.



2b

What are these?  
They're lollipops.



2c

What colour are they?  
They're pink.



2

Let's play

Are they lollipops?  $\left\{ \begin{array}{l} \text{Yes, they are.} \\ \text{No, they aren't.} \end{array} \right.$

aren't = are not

## 3 Home and family

3a

Who's that?  
It's my sister.



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

3b

Is that your mother?  $\left\{ \begin{array}{l} \text{Yes, it is.} \\ \text{No, it isn't.} \end{array} \right.$

isn't = is not

# Grammar boxes

3c

Where's the doll?

It's **on** the bed.

It's **under** the bed.

It's **in** the wardrobe.



Where's = Where is

3

Let's play

Where are the dolls?

They're on the TV.



## 4 Friends

4a



I've got a book.

I've got = I have got



You've got a puzzle.

You've got = You have got

4b

Have you got a dog?

Yes, I have.

No, I haven't.

haven't = have not

4c



He has got brown hair.

She has got blue eyes.



## 5 Animals

5a

How many dogs can you see?

I can see two dogs.



One dog.



Two dogs.



5b

Can you swim?

Yes, I can.

No, I can't.

can't = cannot

5c

It can jump.



5

Let's play

It can't fly.



# Grammar boxes

## 6 My town

6a There is a pet shop.



There's = There is

6b There are two hospitals.



6c Is there a zoo in your town? < Yes.  
No.

## 7 My favourite food

7a I like rice.



sandwich



sandwiches



tomato



tomatoes



7b I don't like chips.



don't = do not

7c I want fruit.



7 Let's play  
I don't want fish.



## 8 Clothes

8a I'm wearing a skirt.  
You're wearing jeans.



I'm = I am  
You're = You are

8b He's wearing trainers.  
She's wearing a hat.



He's = He is  
She's = She is

8 Let's play  
Is he wearing glasses? < Yes, he is.  
No, she isn't.

# Santa Claus

1 Listen, point and repeat.



reindeer



sleigh



bells



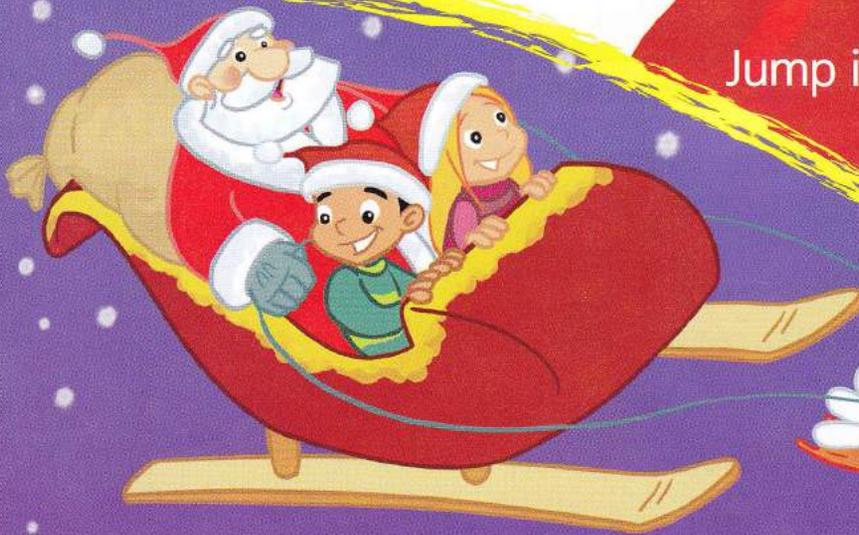
christmas tree

2 Sing.



## Here comes Santa Claus

Here comes Santa Claus  
Here comes Santa Claus  
Right down  
Santa Claus Lane  
He's got a bag with lots of toys  
For girls and boys again  
Jump in bed, cover up your head  
Santa Claus  
Comes tonight.

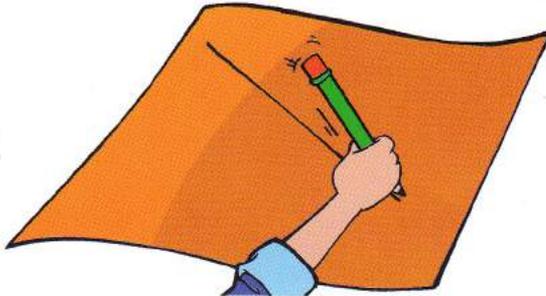


# Happy New Year

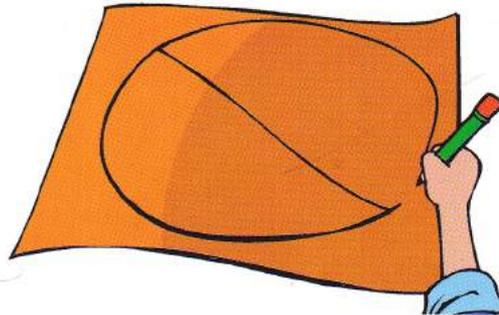
1 Make a New Year's party hat.



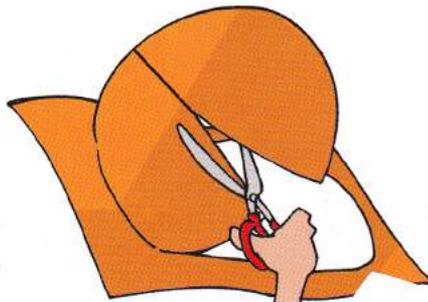
1 Draw a straight line (about 40 cm) on a sheet of coloured card.



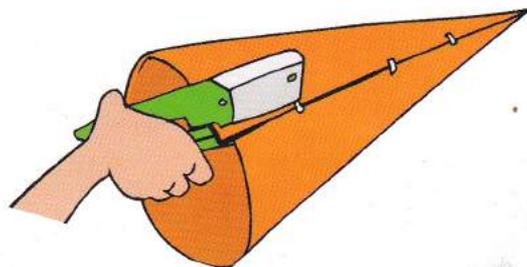
2 Draw a circle around the line.



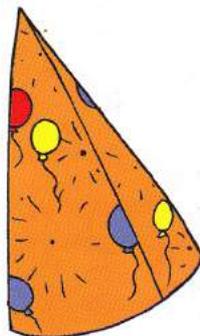
3 Cut around the circle and down half of the line.



4 Fold the edges around to fit it on your head and staple it together.

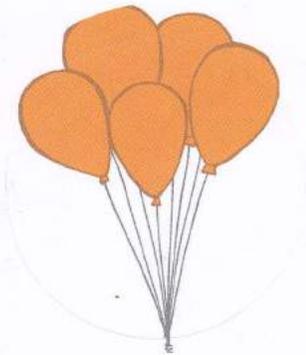
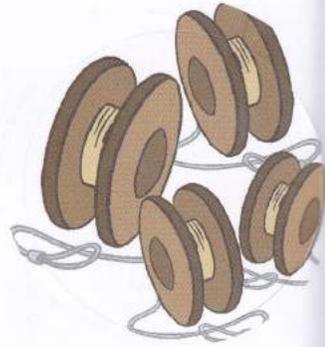
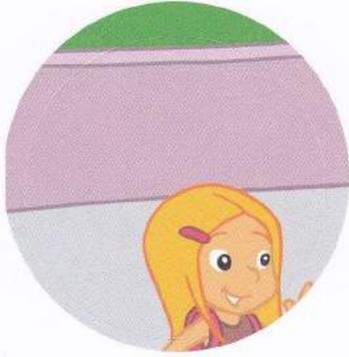


5 Decorate the hat with balloons and fireworks.

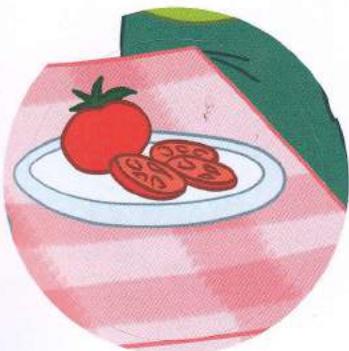
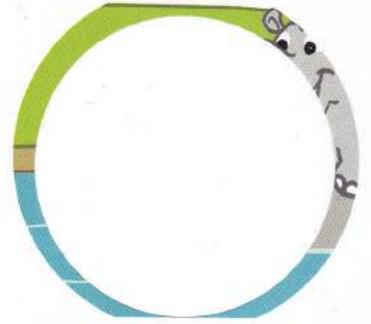
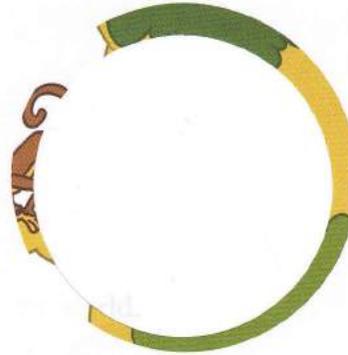




# Stickers



# Stickers



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**Student's Book**

H.Q. Mitchell

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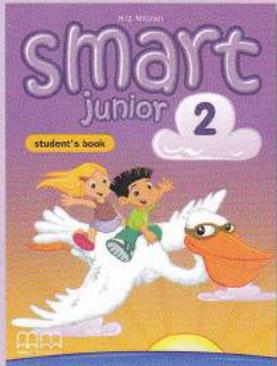
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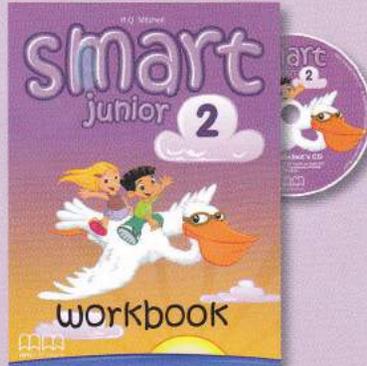
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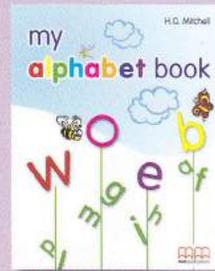
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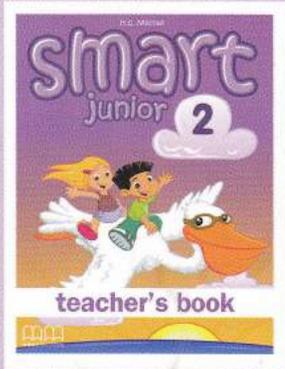
Workbook with free CD/CD-ROM



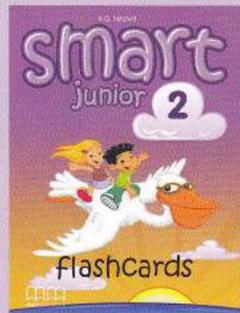
Alphabet Book



Interactive Whiteboard Material



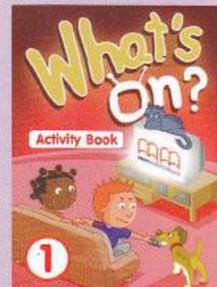
Teacher's Resource Book



Flashcards



Class CDs

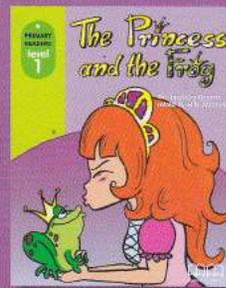
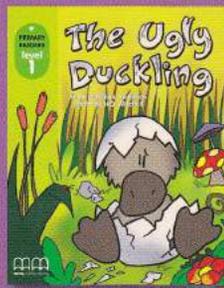
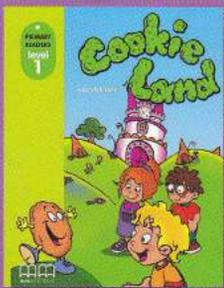


DVD



Posters

## Recommended readers for Smart Junior 2



ISBN: 978-960-443-818-1



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