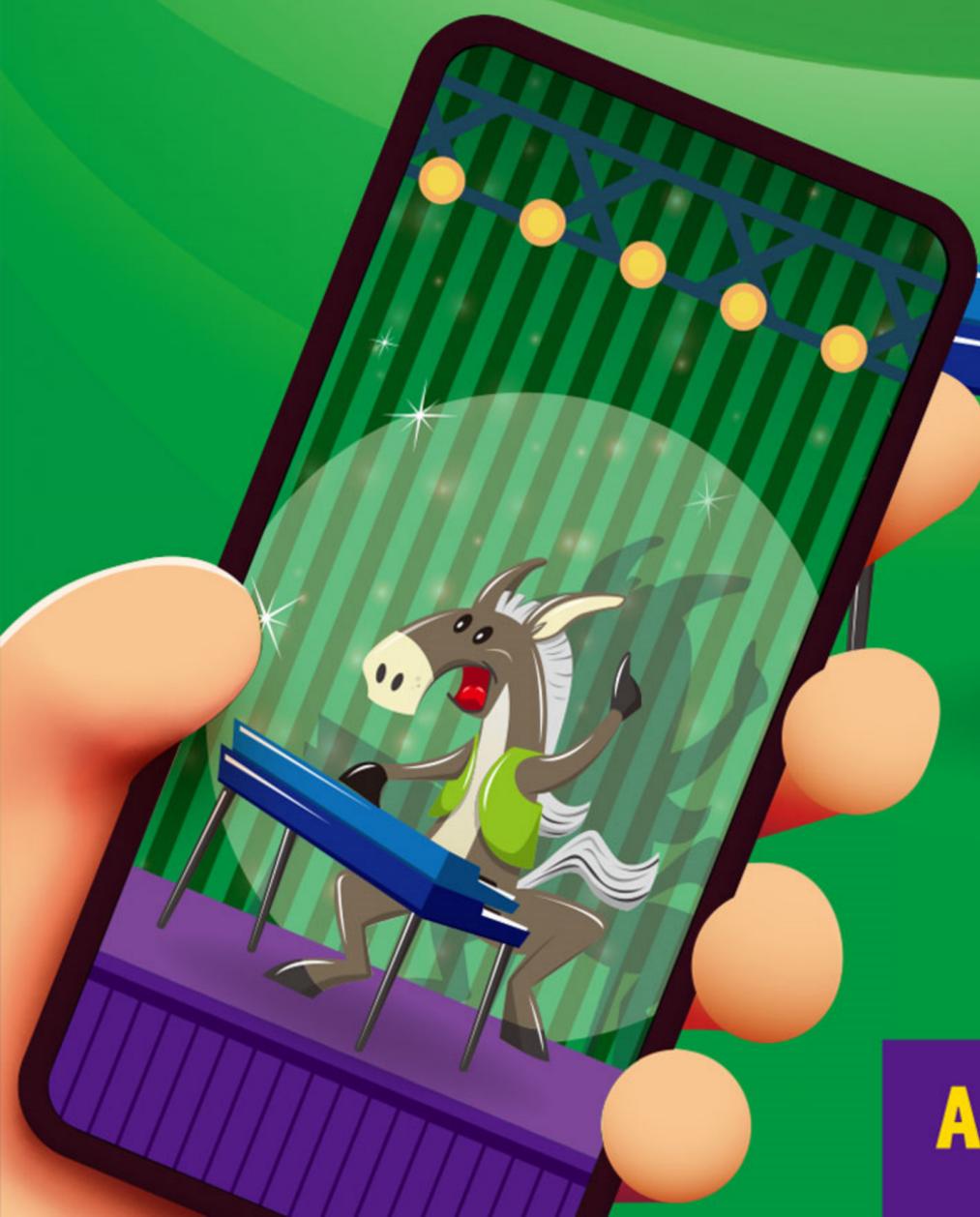


Student Book



Free App

# Smart UP!



4.1

A\* List



# Title Song

02



It's time to start Smart Up! Smart Up! (x2)  
Everybody. Wake up! Wake up! Wake up!  
Everybody. Move up! Move up! Move up!  
Everybody. Heads up! Heads up! Heads up!  
It's time to start Smart Up! Smart Up!

Smart Up, Smart Up, shining bright.  
Learning English, day and night.  
S-M-A-R-T U-P. With Smart Up, everything's right.

Everybody. Wake up! Wake up! Wake up!  
Everybody. Move up! Move up! Move up!  
Everybody. Heads up! Heads up! Heads up!  
It's time to start Smart Up! Smart Up! (x2)





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# Scope & Sequence

Welcome Lesson

• Ordinal Numbers

• Rules of the Classroom

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>At the Nurse's Office</b>	<b>Illness</b>	<b>Story</b> (Lessons 1 & 2 Review)	<b>Phonics</b> (bl- fl- sl- br- cr- gr-)
<p><b>Conversation</b> What's the matter? My leg hurts. That's too bad. Let me see your leg.</p> <p><b>Vocabulary</b> fever, headache, cold, rash, cough</p> <p><b>Grammar</b> I have a fever. I don't have a fever. He /She has a fever. He /She doesn't have a fever.</p>	<p><b>Vocabulary</b> earache, toothache, runny nose, stomachache, sore throat</p> <p><b>Grammar</b> Do you have a stomachache? Yes, I do. No, I don't. I have an earache. Does he /she have a stomachache? Yes, he /she does. No, he /she doesn't. He / She has an earache.</p>	<p><b>Conversation</b> What's the matter? He has a toothache! That's too bad. Let me see your tooth.</p> <p><b>Vocabulary</b> fever, headache, cold, rash, cough, earache, toothache, runny nose, stomachache, sore throat</p> <p><b>Grammar</b> Does he have an earache? No, he doesn't. He has a headache.</p>	<p><b>Phonics</b> bl-, fl-, sl-, br-, cr-, gr-</p> <p><b>Phonics Words</b> blade, blow, flag, floor, sled, sleepy, bring, bridge, crown, crow, grapes, grass</p>

Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>My Day</b>	<b>Daily Routines</b>	<b>Story</b> (Lessons 5 & 6 Review)	<b>Phonics</b> (bl- fl- sl- br- cr- gr-)
<p><b>Conversation</b> Pass me the salt, please. Here you are. Thank you.</p> <p><b>Vocabulary</b> get up, do homework, watch TV, go to bed</p> <p><b>Grammar</b> I get up in the morning. He /She gets up in the morning.</p>	<p><b>Vocabulary</b> go to school, have a snack, play games, take a bath</p> <p><b>Grammar</b> What do you do in the morning? I go to school. What does he /she do in the morning? He /She goes to school.</p> 	<p><b>Conversation</b> Pass me the marker.</p> <p><b>Vocabulary</b> get up, do homework, watch TV, go to bed, go to school, have a snack, play games, take a bath</p> <p><b>Grammar</b> What do you do in the afternoon? I have a snack.</p>	<p><b>Phonics</b> bl-, fl-, sl-, br-, cr-, gr-</p> <p><b>Phonics Words</b> blade, blow, flag, floor, sled, sleepy, bring, bridge, crown, crow, grapes, grass</p> <p><b>Sight Words</b> the, it's, time, for</p> <p><b>Phonics Story</b> The 'L' and 'R' Blend Story</p>



Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>In My Town</b>	<b>Places in Town</b>	<b>Story</b> (Lessons 9 & 10 Review)	<b>Phonics</b> (sn- sp- st- str- spr-)
<b>Conversation</b> Where are you from? I'm from France.	<b>Vocabulary</b> mall, museum, hospital, bank, airport	<b>Conversation</b> Hi, Clare! Where are you going? Hi, Ron! I'm going to the library.	<b>Phonics</b> sn-, sp-, st-, str-, spr-
<b>Vocabulary</b> library, police station, bakery, market, toy store	<b>Grammar</b> Where are you going? I'm going to the bank. Where are they going? They're going to the bank.	<b>Vocabulary</b> library, police station, bakery, market, toy store, mall, museum, hospital, bank, airport	<b>Phonics Words</b> sniff, sneak, spit, spiky, stairs, store, strawberry, strong, spring, spread
<b>Grammar</b> I'm going to the bakery. They're going to the bakery.		<b>Grammar</b> Where are you going? I'm going to the bakery.	

Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>School Lunch</b>	<b>Foods</b>	<b>Story</b> (Lessons 13 & 14 Review)	<b>Phonics</b> (sn- sp- st- str- spr-)
<b>Conversation</b> What day is it today? It's Friday. It's Hamburger Day!	<b>Vocabulary</b> salad, hamburger, yogurt, milkshake, French fries	<b>Conversation</b> What day is it today? It's Saturday. It's Picnic Day!	<b>Phonics</b> sn-, sp-, st-, str-, spr-
<b>Vocabulary</b> hot dog, soup, pancake, juice, sandwich	<b>Grammar</b> Does he / she have any hamburgers? Yes, he / she does. No, he / she doesn't. He / She has some salad. Do they have any hamburgers? Yes, they do. No, they don't. They have some salad.	<b>Vocabulary</b> hot dog, soup, pancake, juice, sandwich, salad, hamburger, yogurt, milkshake, French fries	<b>Phonics Words</b> sniff, sneak, spit, spiky, stairs, store, strawberry, strong, spring, spread
<b>Grammar</b> He / She has some sandwiches. He / She doesn't have any sandwiches. They have some sandwiches. They don't have any sandwiches.		<b>Grammar</b> Does she have any juice? No, she doesn't. She has some soup.	<b>Sight Words</b> there, in, up, it, he, no
			<b>Phonics Story</b> The 'S' Blend Story



# About

Lesson 1 | Lesson 5 | Lesson 9 | Lesson 13

### A. Listen and say.

features the conversation in texts and audio, with aids to help learners understand the meaning.



### B. Listen and act.

offers a chance to model, practice, and personalize the conversation.



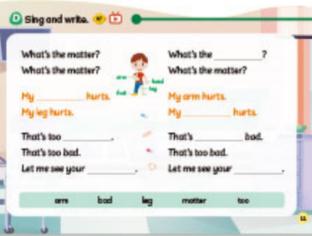
### C. Unscramble and write in order. Read three times.

provides an opportunity to write the conversation by unscrambling the sentences.



### D. Sing and write.

provides an easy-to-sing-along with song to reinforce previously learned language and check listening skills.



### E. Listen and write. Then read.

provides topic-based words with illustrations and audio aids.



### F. Listen, match, and say.

checks the understanding of connection between the picture and the sound with different types of activities.



### G. Learn the expressions. Point and say.

### H. Listen and write the number. Then practice.

presents new grammar patterns and lets learners practice them with the words they've learned.

### I. Chant.

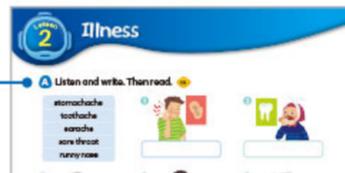
reinforces the pronunciation, intonation, and use of the words and grammar patterns with a dynamic tune.



Lesson 2 | Lesson 6 | Lesson 10 | Lesson 14

### A. Listen and write. Then read.

provides topic-based words with illustrations and audio aids.



### B. Learn the expressions. Point and say.

### C. Listen and write the number. Then practice.

presents new grammar patterns in a dialogue form and encourages learners to be exposed to further practice.



### D. Sing

reviews the target language reinforcing further practice and use with dynamic and fun tune.



### E. Talk about you and your friend.

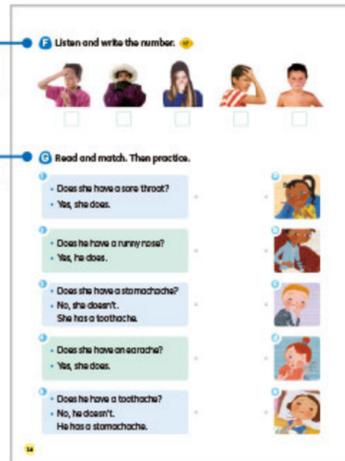
practices the dialogue form by asking and answering questions about real-life situations involving myself and my friend.



### F. Listen and write the number.

### G. Read and match. Then practice.

provides extensive review of words and sentence patterns.



### Ask. Then follow the lines and answer.

provides an interactive game board that engages learners to practice and review the target words and grammar patterns of the lesson.

