



Student Book

Smart UP!



5.1

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

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Job Day</p> <p>Conversation When is your birthday? It's September 19th! It's next week! Yes! I can't wait!</p> <p>Vocabulary pilot, chef, singer, firefighter, judge, movie director</p> <p>Grammar I want to be a pilot. He / She wants to be a pilot.</p>	<p>Jobs</p> <p>Vocabulary writer, explorer, architect, engineer, reporter, fashion designer</p> <p>Grammar What do you want to be? I want to be a writer. What does he / she want to be? He / She wants to be a writer.</p>	<p>Story (Lessons 1 & 2 Review)</p> <p>Conversation When is Job Day? It's September 13th. It's today. I can't wait!</p> <p>Vocabulary pilot, chef, singer, firefighter, judge, movie director, writer, explorer, architect, engineer, reporter, fashion designer</p> <p>Grammar What does he want to be? He wants to be a chef.</p>	<p>Reading (Colors of a Rainbow)</p> <p>Curriculum Topic Art</p> <p>Reading Words colors, come from, primary colors, mix, make, rainbow</p>
Lesson 5	Lesson 6	Lesson 7	Lesson 8
<p>At the Music Class</p> <p>Conversation What's that? It's an accordion. Cool! How do you play it? Let me show you.</p> <p>Vocabulary piano, violin, recorder, guitar, flute, drums</p> <p>Grammar I want to play the piano. I don't want to play the piano. He / She wants to play the piano. He / She doesn't want to play the piano.</p>	<p>Musical Instruments</p> <p>Vocabulary trumpet, xylophone, cello, triangle, harp, cymbals</p> <p>Grammar Do you want to play the trumpet? Yes, I do. No, I don't. Does he / she want to play the trumpet? Yes, he / she does. No, he / she doesn't.</p>	<p>Story (Lessons 5 & 6 Review)</p> <p>Conversation What are they? They're cymbals. How do you play them? Let me show you.</p> <p>Vocabulary piano, violin, recorder, guitar, flute, drums, trumpet, xylophone, cello, triangle, harp, cymbals</p> <p>Grammar Do you want to play the piano? Yes, I do.</p>	<p>Reading (Colors of a Rainbow)</p> <p>Curriculum Topic Art</p> <p>Reading Words colors, come from, primary colors, mix, make, rainbow</p> <p>Key Sentences Mix red and yellow. Red and yellow make orange.</p>



Lesson 9	Lesson 10	Lesson 11	Lesson 12
Time with Friends	Emotions	Story (Lessons 9 & 10 Review)	Reading (The Journey of a Seed)
<p>Conversation Why don't you come to the park with us? I'm sorry. I can't. Why not? I'm busy. I have to do my homework.</p> <p>Vocabulary excited, exciting, bored, boring, surprised, surprising, tired, tiring</p> <p>Grammar He's / She's excited. He / She thinks the game is exciting. They're excited. They think the game is exciting.</p>	<p>Vocabulary interested, interesting, disappointed, disappointing, thrilled, thrilling, confused, confusing</p> <p>Grammar Is he / she interested? Yes, he / she is. He / She thinks the movie is interesting. No, he / she isn't. He / She thinks the movie is disappointing. Are they interested? Yes, they are. They think the movie is interesting. No, they aren't. They think the movie is disappointing.</p>	<p>Conversation Ron, why don't you play with me? Sorry. I have to do my science homework.</p> <p>Vocabulary excited, exciting, bored, boring, surprised, surprising, tired, tiring, interested, interesting, disappointed, disappointing, thrilled, thrilling, confused, confusing</p> <p>Grammar Is she excited? Yes, she is. She thinks the game is exciting.</p>	<p>Curriculum Topic Science</p> <p>Reading Words take in, come out, grow, open, inside, start</p>

Lesson 13	Lesson 14	Lesson 15	Lesson 16
On Weekends	Leisure Activities	Story (Lessons 13 & 14 Review)	Reading (The Journey of a Seed)
<p>Conversation Hi, Ron. This is Tyler. Hi, Tyler. What's up? Are you free on Sunday? Yes, I am.</p> <p>Vocabulary go on a picnic, surf the Internet, read comics, hang out with friends</p> <p>Grammar I always go on a picnic on Sundays. I never go on a picnic on Sundays. He / She always goes on a picnic on Sundays. He / She never goes on a picnic on Sundays.</p>	<p>Vocabulary go to the movies, eat out, go to the library, take a nap</p> <p>Grammar Do you go to the movies on weekends? Yes, I do. I always go to the movies on weekends. No, I don't. I never go to the movies on weekends. Does he / she go to the movies on weekends? Yes, he / she does. He / She always goes to the movies on weekends. No, he / she doesn't. He / She never goes to the movies on weekends.</p>	<p>Conversation Hi, Ron! This is Tyler. Hi, Tyler! What's up?</p> <p>Vocabulary go on a picnic, surf the Internet, read comics, hang out with friends, go to the movies, eat out, go to the library, take a nap</p> <p>Grammar Do you go to the library on weekends? Yes, I do. Are you free on Sunday? Yes, I am.</p>	<p>Curriculum Topic Science</p> <p>Reading Words take in, come out, grow, open, inside, start</p> <p>Key Sentences A sprout comes out. It grows a stem.</p>



About

Lesson 1 | Lesson 5 | Lesson 9 | Lesson 13

A. Listen and say.

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

B. Listen and act.

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

E. Listen and write. Then read.

provides topic-based words with illustrations and audio aids.

F. Listen and write the number. Then say.

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

C. Choose and write. Then read.

provides an opportunity to complete the conversation by finding and writing the appropriate words.

D. Sing and write the letter.

provides a song to reinforce previously learned language and check listening skills by completing the lyrics with appropriate words.

G. Listen and choose T(True) or F(False).

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

H. Circle the wrong words and correct the sentence.

checks the understanding of the use of the grammar patterns with the words.

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.

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

E. Listen and repeat. Then practice.

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

I. Sing.

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

C. Look, read, and match.

checks the understanding of the use of the grammar patterns with the words.

D. Look and write. Then practice.

practices the dialogue form by using the previously learned sentences and vocabulary.

G. Listen and write the number.

checks the understanding of the use of the grammar patterns in a dialogue form with the words.

H. Look and write. Then practice.

practices the dialogue form by using the previously learned sentences and vocabulary.



Lesson 3 | Lesson 7 | Lesson 11 | Lesson 15

A. Listen and write the letter.

features a fun-to-read story written with target everyday English conversations, words, and grammar patterns, along with related illustrations.

3 Story Lessons 1 & 2 Review

1 Listen and write the letter.

Run, Clara, Monty, and Tyler are in the classroom. The class is about to start.

Where's Job Day?

It's today.

I can't wait!

Tyler's dad comes and talks about his job.

Hi, everyone! I'm an explorer. What do you want to be?

I want to be a reporter!

I want to be a chef. No, wait! I want to be a pilot. Not a dancer! I want to be a dancer!

Great!

Tyler's dad looks at Ron.

How about you, Ron?

Excellent!

2 Read and write.

When _____ Job Day?

September 13th.

I'm an explorer. What do you want to _____?

I _____ to be a singer!

I want _____ to be a dancer!

3 Read and check (T/True or F/False).

Tyler's dad is an explorer. T F

Clara wants to be a reporter. T F

Tyler wants to be a singer. T F

Ron wants to be a pilot. T F

B. Read and write.

provides a review of target grammar patterns through sentence completion exercises.

C. Read and check T(True) or F(False).

provides an opportunity to check comprehension of the story through various question types.

D. Read and write. Then act.

provides an opportunity to review the story by completing its dialogue.

1 Read and write. Then act.

What's Job Day?

It's September 13th. It's today.

What do you want to be?

I want to be a singer!

What do you want to be?

I can't wait!

When is your birthday?

I want to be a reporter!

2 Listen and circle.

3 Listen and choose.

4 Look and say. Then write.

SEPTEMBER

It's September 13th.

A: _____?

B: It's September 13th.

A: What does he want to be?

B: _____.

F. Listen and circle.

provides an extensive review of target words and grammar patterns.

H. Look and say. Then write.

reviews the key dialogue form and target grammar patterns by completing the conversation.

E. Read and write about yourself.

reviews target grammar patterns by having learners answer questions about themselves.

Lesson 4 | Lesson 8 | Lesson 12 | Lesson 16

A. Listen, repeat, and write. Then read.

provides key vocabulary with illustrations and audio aids before reading the passage.

C. Read and check T(True) or F(False).

D. Look and match.

provides different types of comprehension questions to guide young learners into the joyful worlds of reading.

4 Reading Colors of a Rainbow

1 Listen, repeat, and write. Then read.

There are many colors in the world. These colors are red, blue, and yellow. They are primary colors.

Let's mix colors. Mix red and yellow. Red and yellow make orange. Mix blue and yellow. Blue and yellow make green. Mix red and blue. Red and blue make purple. Mix blue and a little more red. They make violet.

How many colors are in a rainbow? A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet.

2 Listen and read.

There are many colors in the world. These colors are red, blue, and yellow. They are primary colors.

Let's mix colors. Mix red and yellow. Red and yellow make orange. Mix blue and yellow. Blue and yellow make green. Mix red and blue. Red and blue make purple. Mix blue and a little more red. They make violet.

How many colors are in a rainbow? A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet.

3 Read and check (T/True or F/False).

Red, green, and yellow are primary colors. T F

Red and blue make green. T F

Red and yellow make orange. T F

Blue and a little more red make violet. T F

There are seven colors in a rainbow. T F

4 Look and match.

5 Write the words and match.

There are many colors in the world.

Red, blue, and yellow are primary colors.

A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet.

Let's mix colors.

Red and yellow make orange.

Blue and yellow make green.

Red and blue make purple.

Blue and a little more red make violet.

B. Listen and read.

provides nonfiction passages based on curriculum topics in science, art, social studies, history, etc.

E. Write the words and match.

practices key vocabulary after reading the passage.

A. Listen and write.

provides fill-in-the-blank exercises by listening to the passage read in the previous lesson.

C. Listen and write. Then read.

D. Look and write.

practices key sentences from the passage through listening and writing.

8 Reading Colors of a Rainbow

1 Listen and write.

There are many _____ in the world. These colors are red, blue, and yellow. They are _____.

Let's _____ colors. Mix red and yellow. Red and yellow make orange. Mix blue and yellow. Blue and yellow make green. Mix red and blue. Red and blue make purple. Mix blue and a little more red. They make violet.

How many colors are in a _____? A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet.

2 Read and choose the correct answer.

This story is about _____.

a. how rainbows are made
b. colors of rainbows
c. how to mix colors

3 Listen and write.

Let's _____ colors. Mix _____ and _____.

_____ and _____ make _____.

_____ and a little more _____ make _____.

4 Unscramble the sentences and read.

There are many colors in the world. These colors are red, blue, and yellow. They are primary colors.

Let's mix colors. Mix red and yellow. Red and yellow make orange. Mix blue and yellow. Blue and yellow make green. Mix red and blue. Red and blue make purple. Mix blue and a little more red. They make violet.

How many colors are in a rainbow? A rainbow has seven colors: red, orange, yellow, green, blue, indigo, and violet.

B. Read and choose the correct answer.

assesses reading comprehension skills through comprehension questions related to the passage.

E. Unscramble the sentences and read.

provides an activity that reviews the reading passage.