

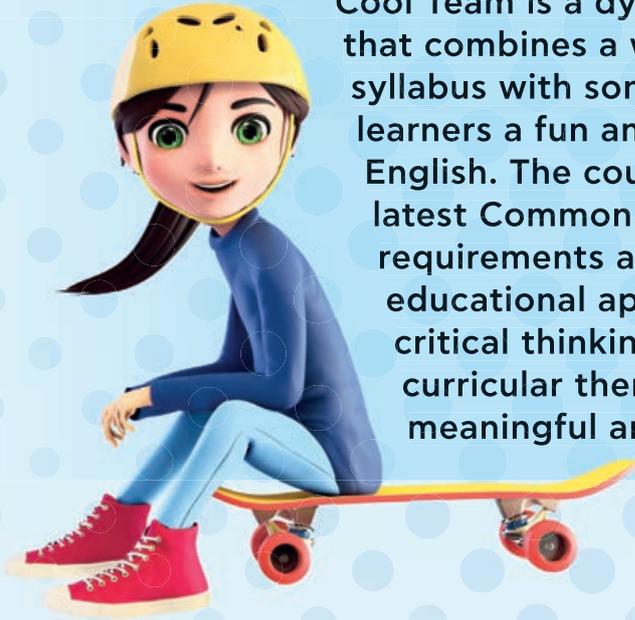
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Marileni Malkogianni

# Cool Team



Sample Pages Catalogue

# Where Fun and Learning Meet!



Cool Team is a dynamic primary course that combines a well-structured language syllabus with songs and play to give young learners a fun and engaging start to learning English. The course is aligned with the latest Common European Framework requirements and builds on modern educational approaches by employing critical thinking activities, and cross-curricular themes that make learning both meaningful and enjoyable.



including  
3D animations

## Course Features

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations
- Story Time sections that promote critical thinking
- Cross-curricular learning and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Gradual development of all four skills
- Activities designed to develop 21st-century skills
- Activities that help students develop mediation strategies
- Revision units
- Two plays
- Cool Skills sections
- Cool Steps sections that develop higher-order thinking skills
- Self-evaluation sections
- Phonics
- Short videos (teasers) introducing the topic of the module
- Videos consolidating each module



## Components for STUDENTS



Student's Book with  
abc Book



Workbook



Companion & Grammar

- Student's Digital Material (including 3D animations)
- Test Booklet
- Online Tests



## Components for TEACHERS



Teacher's Book



Workbook  
Teacher's Edition



Companion & Grammar  
Teacher's Edition

- Interactive Whiteboard Material (including 3D animations)
- Class Audio Material
- Teacher's Digital Resources
- Flashcards
- Readers
- Posters

# Syllabus



	Grammar	Vocabulary
<b>HELLO!</b>	Hello. / Hi. – Goodbye. / Bye. What's your name? My name is... / I'm... How are you? Fine, thank you. / Fine, thanks. Good morning. / Good night. What colour is it? It's... How old are you? I'm... Imperatives	Greetings Colours Numbers 1-10 Instructions
<b>MODULE 1</b> Back to school	a / an / the What's this/that...? It's... This / That These / Those Regular plurals -s	Classroom objects Classroom language
<b>MODULE 2</b> Home and family	I am, You are, He/She/It is Are you? Is he/she/it? and Short Answers Where's...? on / in / under his / her	Occupations Family members Rooms in a house Items in a house
<b>MODULE 3</b> People and animals	We/You/They are Are we/you/they are? and Short Answers our / your / their the verb <i>can</i>	Adjectives Action verbs Animals Animal habitats Five senses
<b>MODULE 4</b> What I've got!	The verb <i>have got</i> (Affirmative – Negative – Questions and Short Answers) Who's that? It's my... Irregular plurals	Toys / Objects Parts of the face and body Animal parts Wild animals Farm animals
<b>MODULE 5</b> Food, please!	I like... / I don't like... Do you like...? Yes, I do. / No, I don't. Plurals (-s, -es) / Irregular plurals It's/They're good/bad for you. - (Bananas), please. - How many (bananas)? - (Ten), please. - Here you are. - Thank you. It's time for breakfast/lunch/dinner. What's the time? It's... o'clock.	Types of food and drink Meals Numbers 11-20
<b>MODULE 6</b> Out and about	What day is it today? It's... Let's... There's... / There are... There isn't/aren't... Is there...? Yes, there is. / No, there isn't. Are there...? Yes, there are. / No, there aren't. Prepositions of place (next to, between)	Days of the week Places in a town/city Geographical features Materials
<b>MODULE 7</b> Day by day	Present Simple (Affirmative) Present Simple (Questions and Short Answers) Prepositions of time (at, in)	Everyday activities Parts of the day Sports Musical instruments
<b>MODULE 8</b> Right now	Present Progressive (Affirmative – Questions and Short Answers) Whose... is this? It's... 's. Whose... are these? They're... 's.	Clothes Actions Weather

# 1 Back to school



Welcome to Module 1



**A** Discuss.

- What's the name of your teacher?
- Do you like your classroom?

**B** Flick through the module and find:



**1** p. ....



**2** p. ....



**3** p. ....

**SAMPLE PAGES**  
Student's book

# 1

## Let's Start



1 Listen, point and say. 



school



bag



pen



pencil



desk



chair

2 Listen to the song and number the pictures (1-3). 

## Cool school!



Hello! My name's Stu.  
This is a pencil. It's blue.

This is my school!  
School is cool!

Hello! My name's Lynn.  
This is a pen. It's green.

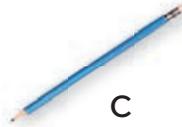
This is my school!  
School is cool!

Hello! My name's Ted.  
This is a bag. It's red.

This is my school!  
School is cool!



3 Look at activity 2 and match.



## Grammar

This is a...

This is a bag.



4 Listen and circle a or b. 

1

a 

b 

2

a 

b 

3

a 

b 

4

a 

b 

5 Present your classroom objects.



# 1 Cool Team



1 Listen, point and say.



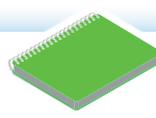
computer



rubber



book

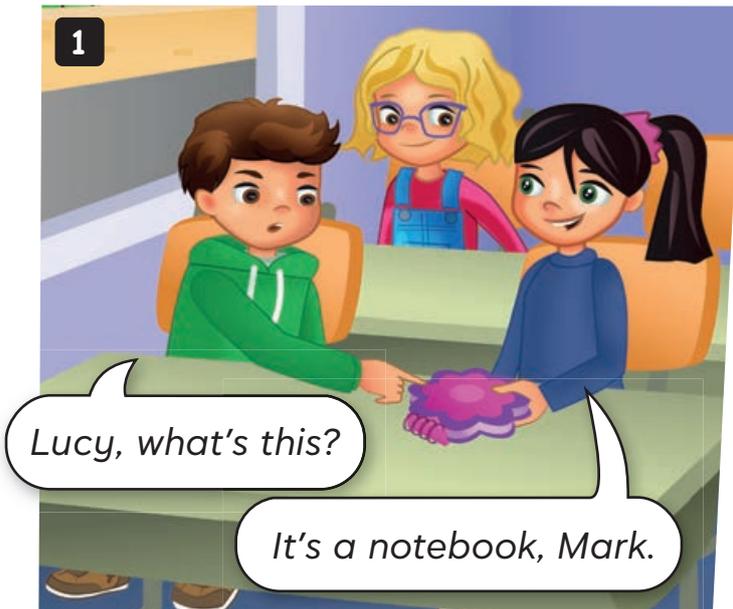


notebook

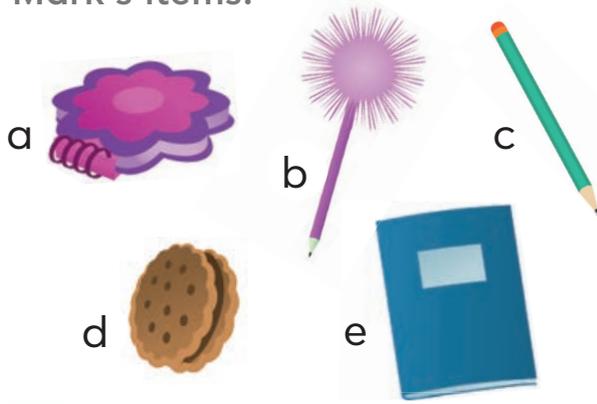


whiteboard

2 Listen and answer: *What classroom objects have the kids got?*  
Then read.



3 Look at activity 2 and circle Mark's items.



4 Look and circle. Guess what the kids find in the next episode.



## Grammar

### This / That

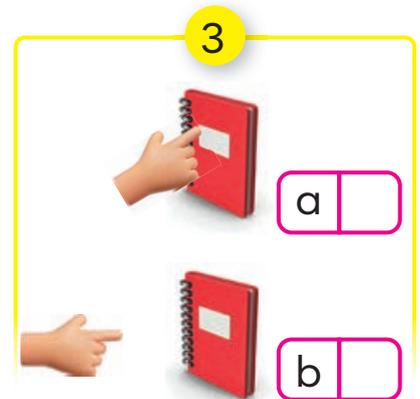
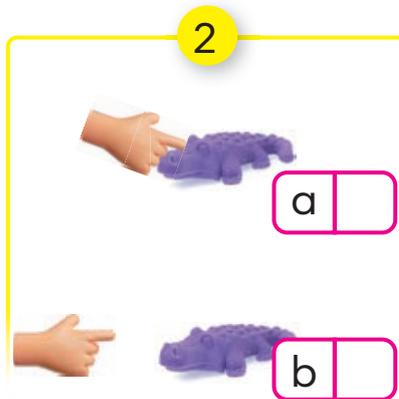
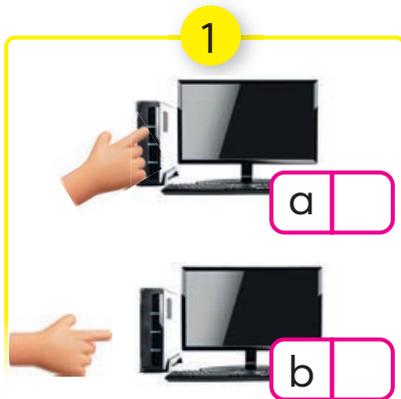


What's **this**? It's a whiteboard.  
**This is** a whiteboard.

What's **that**? It's a book.  
**That is** a book.

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

5 Listen and tick (4) a or b.



6 Play a game.



# 1 Our World



1 Listen, point and say. 



classroom



apple



umbrella



board



student



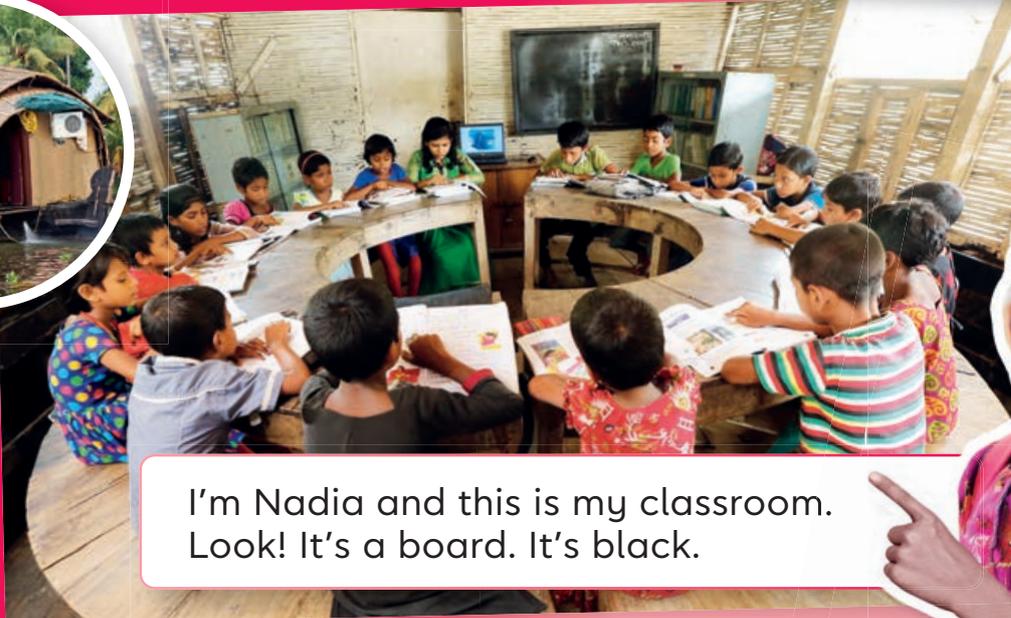
teacher

2 Look at the pictures. *What are the texts about?* Then listen and read. 

## Cool classrooms!



I'm Leo. I'm a student. This is my classroom and this is my teacher. My chair is orange. Look at this! It's an apple. It's blue.



I'm Nadia and this is my classroom. Look! It's a board. It's black.



3 Look at activity 2 and write **L** for Leo or **N** for Nadia.



1



2



3



4



5

## Grammar

It's **a/an**

It's **a** pen.



It's **an** apple.



4 Read and circle.



1. It's **a** / **an** board.
2. It's **a** / **an** apple.
3. It's **a** / **an** umbrella.
4. It's **a** / **an** pencil.



5 Look and say.



It's a pencil.  
It's green.



# 1

## Let's Talk



1 Listen, point and say. 



orange



laptop



pencil case



ruler

2 Point and say.



1



2



3



4



5



6



7



8

These are pencil cases.



## Grammar

These / Those



These are laptops.



Those are oranges.

3 Listen and repeat. 

A **bag**, an **umbrella** and a **red apple**!



## Project

1 Listen and read. 

## MY CLASSROOM

This is my classroom.

This is a bag. That is an apple.

These are notebooks. Those are pens.

**Writing Tip**

All sentences start with a CAPITAL letter and finish with a full stop (.), e.g. *This is a bag.*

2 Write about your classroom.  
Go to the Workbook. First, do the activity.  
Then do the project and present it.



I can use capital letters and full stops.

I can write simple sentences about my classroom.

1 Listen, point and repeat. 

At a school, in the UK. 



2 Look at activity 1 and say with your partner.





## Maths

1 How many have you got? Look and colour in the boxes about yourself.

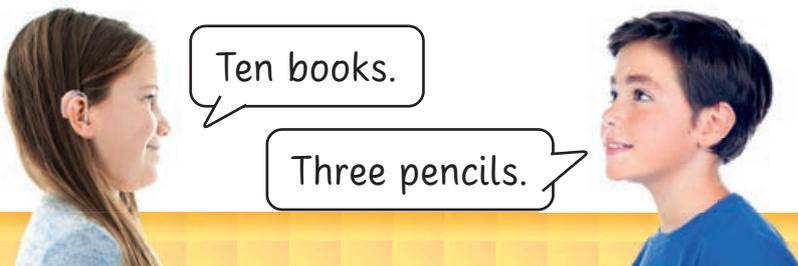


- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

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2 Say in groups how many items you have got.

3 In your notebook, write what you have got, e.g. *Two rubbers. Five notebooks.*



# 1

# Revision



1 Look and write.

whiteboard desk ~~pen~~ bag notebook ruler



1. pen



4. \_\_\_\_\_



2. \_\_\_\_\_



5. \_\_\_\_\_



3. \_\_\_\_\_



6. \_\_\_\_\_

2 Read, look and write.

a an



1

1. This is an apple.



2



3

2. That is \_\_\_\_\_ bag.



4

3. This is \_\_\_\_\_ umbrella.

4. That is \_\_\_\_\_ laptop.

3 Listen and number (1-4).



a

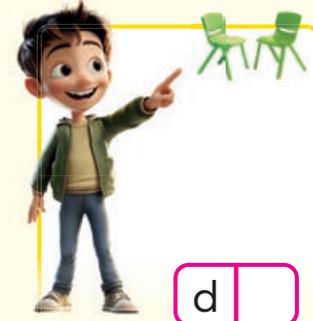


b

1



c



d

# 1 Back to school



Let's Start

1 Look and circle **a** or **b**.

1.  a. bag b. pencil

2.  a. pencil b. pen

3.  a. chair b. school

4.  a. pen b. chair

2 Read, look and write.

desk pen ~~bag~~ pencil

1.  This is a bag.

2.  This is a \_\_\_\_\_.

3.  This is a \_\_\_\_\_.

4.  This is a \_\_\_\_\_.

3 Read, look and write.



1. This is a pencil. It's yellow.

2. This is \_\_\_\_\_ . It's \_\_\_\_\_ .



3. This is \_\_\_\_\_ . It's \_\_\_\_\_ .

4 Complete.

This is my c \_\_\_\_ l  
s \_\_\_\_ o \_\_\_\_ !



SAMPLE PAGES  
Workbook

# 1 Cool Team



1 Look and write.

computer rubber book notebook ~~whiteboard~~



2 Read, look and circle.

1.  **This** / **That** is a rubber.

2.  **This** / **That** is a whiteboard. 

3.  **This** / **That** is a computer. 

4. **This** / **That** is a book. 

3 Read, look and write.

this that



What's this? It's a computer.



What's \_\_\_\_\_? It's a whiteboard.



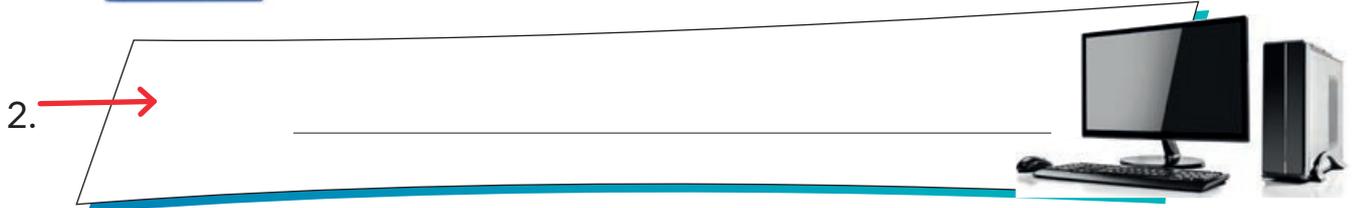
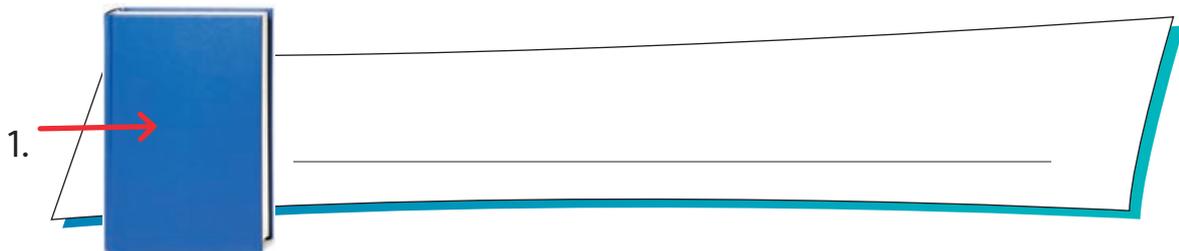
What's \_\_\_\_\_? It's a notebook.



What's \_\_\_\_\_? It's a bag.



4 Look and write **This/That is a...**





1 Write the words in the correct category.

~~vet~~ ~~bathroom~~ ~~pencil~~ ~~bed~~ ~~sister~~ TV desk chef  
 bag doctor brother ruler father kitchen  
 lamp living room mother sofa bedroom pilot

SCHOOL ITEMS	FAMILY	JOB	ITEMS IN A HOUSE	ROOMS
<i>pencil</i>	<i>sister</i>	<i>vet</i>	<i>bed</i>	<i>bathroom</i>

2 Look and circle the odd one out. Then say.

1 a b c **d**

2 a b c d

3 a b c d

4 a b c d

3 Look at activity 2 and make your own odd one out example.

# 1

# Back to school

## COVER PAGE

### Objectives

- to introduce the topic of the module and activate Ss' background knowledge



- Draw Ss' attention to the title of the module and the main picture on the page. Explain to them what the title means. Use L1 if necessary.
- Ask Ss to look at the picture and tell you what they can see (a teacher in a classroom with her students).
- Ask Ss: *How many children can you see? How old do you think they are?*
- Elicit answers. Allow the use of L1 to encourage all Ss to express themselves.

At this point, either continue with the video *Welcome to Module 1* and then proceed to the *Discuss* section, or continue with the *Discuss* section.

## VIDEO

### PART A

- Play the video (Teaser, episode 1, Part 1) and discuss in L1 what Ss think the module will be about (classrooms and classroom objects).

#### Listening transcript

bag, desk, chair, book, classroom, school

### PART B

- Play the video (Part 2) and ask Ss questions using L1, e.g. *What's the girl's name? (Tina.) Is she a student? (Yes, she is.) Who's the woman? (Her teacher, Mrs Smith.)*

#### Listening transcript

**Girl:** Hello! I'm Tina. I'm a student. This is my school. This is my classroom. This is my desk, and this is my chair. This is my bag, and this is my book. Look! This is my teacher, Mrs Smith.

### PART C

- This part of the video is a game. Ss look at the pictures and try to



#### A Discuss.

- What's the name of your teacher?
- Do you like your classroom?

#### B Flick through the module and find:



find where they are in the module by flicking through the pages in their book. They have to write the page number in the space provided under each picture in their book.

#### Key

1. p. 12 2. p. 18 3. p. 14

#### A Discuss.

- Draw Ss' attention to the questions in the *Discuss* section. To help Ss understand the meaning of any unknown words/phrases, point to yourself and the classroom and say, e.g. *I am the teacher and this is the classroom* so that Ss understand what they are expected to answer.

#### Suggested Answers

What's the name of your

**teacher?** My teacher is Mrs Brown.  
**Do you like your classroom?**  
Yes, I like my classroom. / No, I don't like my classroom.

- Elicit answers and initiate a short discussion. Allow the use of L1.

#### B

- If you have completed this activity using the video, go straight to Module 1 *Let's Start*.
- Have Ss look at the pictures and try to find where they are in the module by flicking through the pages in their book. They have to write the page number in the space provided under each picture in their book.

**Key** (see VIDEO)

**SAMPLE PAGES**  
Teacher's book

# 1 Let's Start

## LANGUAGE FOCUS

### Objectives

- to identify classroom objects

### Vocabulary

**Classroom objects:** bag, pen, pencil, desk, chair

**Place:** school

**Adjective:** cool

### Structures

This is a (bag).

## MATERIALS

- flashcards for *school, bag, pen, pencil, desk, chair*

## LESSON PLAN

### Warm-up

- Go round the classroom and point to the objects that are mentioned in the lesson. For example, point to a desk and say, *desk*. Repeat the same procedure with the rest of the words presented in this lesson.
- Have Ss repeat the words after you.
- Alternatively, hold up each flashcard, say the corresponding word and get Ss to repeat.

### Activity 1

- Have Ss look at the pictures in the vocabulary section. Play the recording a few times, and have Ss point to the corresponding objects and repeat.
- Say the words again in random order and have Ss point and repeat.

### Activity 2

- Draw Ss' attention to the pictures shown in activity 2, and ask them where the children are (in a classroom).
- Ask Ss to name as many objects as they know (bag, desk, chair, pen, pencil).
- Read the title of the song, and ask Ss to say what they think it is about. (It is about the school that the children go to.) Explain to the children that a *cool school* is a fun and interesting school.
- Explain to Ss that they are going to listen to a song, and they have to number the pictures according to the order in which each picture is referred to in the song.

# 1 Let's Start



## 1 Listen, point and say.



## 2 Listen to the song and number the pictures (1-3).

## Cool school!



Hello! My name's Stu.  
This is a pencil. It's blue.

This is my school!  
School is cool!

Hello! My name's Lynn.  
This is a pen. It's green.

This is my school!  
School is cool!

Hello! My name's Ted.  
This is a bag. It's red.

This is my school!  
School is cool!



10 I can name classroom objects. 

### Key



- Play the song again and encourage Ss to sing along.

### Activity 3

- Ask Ss to look at the objects (a-c) depicted in activity 3. Ask them to point to each picture and say the name of the object depicted.
- Explain to Ss that they have to refer to activity 2 and match the children with the objects that belong to them.
- Have Ss check their answers in pairs. Then check the answers with the whole class.

### Key

1. c 2. b 3. a

## GRAMMAR

- Lift your pen up and say, *This is a pen*. Write the sentence on the board.
- Explain to Ss that we use *This is* when we want to identify something. Have Ss read the sentence aloud.
- Draw Ss' attention to the grammar box, read the sentence aloud, and point to the picture.
- Say a couple of words Ss know, and invite them to say *This is a...*

3 Look at activity 2 and match.

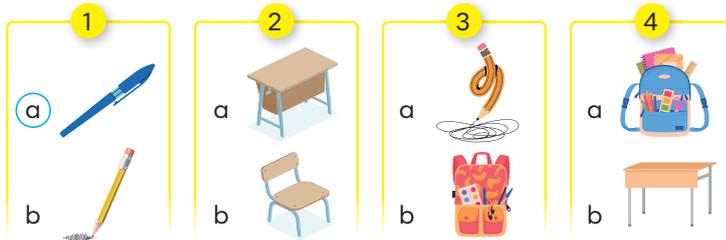


**Grammar**

This is a...

This is a bag.

4 Listen and circle a or b.



5 Present your classroom objects.



I can talk about classroom objects.

11

**Activity 4**

- Explain to Ss that they are going to listen to four sentences, and they have to look at the pictures and circle **a** or **b** according to what they hear.
- Play the recording twice and check Ss' answers.

**Listening transcript**

Man:

1. This is a pen.
2. This is a chair.
3. This is a pencil.
4. This is a desk.

**Key**

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

**Activity 5**

- Direct Ss' attention to the two children in activity 5. Ask them to say what they think the two children are doing. (They are

identifying classroom objects they've got.)

- Divide Ss into pairs or small groups, and explain that they have to take turns presenting the various classroom objects they are familiar with.
- Point out to Ss that they have to use the structure *This is a...*
- Ask random Ss to present various classroom objects to the class.

**Fast finishers**

- Ask Ss to take turns naming the object and saying what colour it is.



- Draw Ss' attention to the 'can do' statements at the bottom of pp. 10-11, read the statements and explain them in L1.
- Ask Ss to put a tick (✓) in the circles depending on what they can do.

**OPTIONAL**

**Guess the object!**

- Divide Ss into two teams.
- Ask a S from each team to stand behind your desk and close his/her eyes.
- Give each S the same item, e.g. a pencil, a pen or a book, or place his/her hands on your desk or chair.
- Ask Ss to guess the item by feeling it and say the corresponding sentence, e.g. *This is a pen.*
- The S to guess the item and say the corresponding sentence the fastest wins a point for his/her team.
- Continue in the same manner until all Ss have had a chance to play.
- The team with the most points wins.

**BEFORE LEAVING**

- Point to one of the classroom objects presented in this lesson and ask Ss to say the corresponding sentence using *This is a...*
- Make sure all Ss have had a chance to participate before leaving.

**WORKBOOK**

**Activity 1**

**Key**

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

**Activity 2**

**Key**

1. bag
2. pen
3. desk
4. pencil

**Activity 3**

**Key**

1. a pencil, yellow
2. a bag, pink
3. a chair, green

**Activity 4**

**Key**

This is my cool school!

**NOTE**

- For activity 6 (picture puzzle) in the next lesson, bring pictures of the following items on A4 paper: a computer, a rubber, a book, a notebook, a whiteboard. Alternatively, make photocopies of the flashcards for the lesson. Cut each picture into four or more pieces depending on how difficult you want the picture puzzles to be.

# Cool Team

Join the *Cool Team* for a fun-filled English learning journey with amusing characters, exciting stories and interactive lessons tailored for young, curious minds.

- builds 21<sup>st</sup> century competencies
- develops mediation strategies

## For students:

- Student's Book with abc Book
- Workbook
- Companion & Grammar
- Student's Digital Material (including 3D animations)
- Test Booklet

## For teachers:

- Teacher's Book
- Workbook Teacher's Edition
- Companion & Grammar Teacher's Edition
- Interactive Whiteboard Material (including 3D animations)
- Class Audio Material
- Teacher's Digital Resources
- Flashcards
- Posters
- Readers

For more information on our components, visit our website [www.mmpublications.gr](http://www.mmpublications.gr)

