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SUPER Minds

Student's Book 1

Limba engleză
Clasa I



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Map of the book

1 Friends (pages 6–9)			
Vocabulary Greetings Numbers 1–10 Colours	Grammar <i>What's your name?</i> <i>I'm (Thunder).</i> <i>How old are you?</i> <i>I'm (seven).</i>	Story and value <i>Meet the Super Friends</i> Making friends	Thinking skills • Matching

2 At School (pages 10–19)					
Vocabulary Classroom objects 1.1, 1.2, 1.3, 2.1, 2.3, 2.4	Grammar <i>What's this? It's a (pencil).</i> <i>Is it a pen? Yes, it is. / No, it isn't.</i> <i>Open your book, please.</i>	Story and value Phonics <i>Watch out, Flash!</i> Helping each other The letter sound a	Skills • Listening • Speaking	Thinking skills • Matching	English for school Art: Colours
▶ Song: What's this?		▶ Creativity		▶ Revision (page 19)	

3 Let's Play! (pages 20–29)					
Vocabulary Toys 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Grammar <i>What's his/her name?</i> <i>His/Her name's (Ben/Sue).</i> <i>What's his/her favourite toy?</i> <i>How old is he/she?</i> <i>It's a (new kite).</i> <i>It's an (ugly doll).</i>	Story and value Phonics <i>The go-kart race</i> Fair play – cheating is wrong The letter sound e	Skills • Listening • Speaking	Thinking skills • Comparative thinking	English for school Games: Toys
▶ Song: Hey, Emma! What's your favourite toy?		▶ Creativity		▶ Revision (page 29)	

4 Pet Show (pages 30–39)					
Vocabulary Animals 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar <i>The (lizard) is in the (bag).</i> <i>My favourite animal is the ...</i>	Story and value Phonics <i>The spider</i> Being brave The letter sound i	Skills • Listening • Speaking • Reading	Thinking skills • Matching • Applying world knowledge	English for school Science: Camouflage
▶ Song: Look at the spiders		▶ Creativity		▶ Revision (page 39)	

5 Lunchtime (pages 40–49)					
Vocabulary Food 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	Grammar <i>I've got / I haven't got a (sandwich).</i> <i>Have we got any (cheese)?</i> <i>Yes, we have. / No, we haven't.</i> <i>here / there</i> <i>Where is the ...?</i> <i>The (cat) is here.</i> <i>The (rat) is there.</i>	Story and value Phonics <i>The pizza</i> Waiting your turn The letter sound o	Skills • Listening • Speaking • Reading • Writing	Thinking skills • Categorising • Applying world knowledge	English for school Science: Fruit and veg
▶ Song: Tommy's in the kitchen		▶ Creativity			

5 The Old House (pages 50–59)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The home 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	There's a (monster). There are (four cats). Is there a (plane)? Are there any (rats)? How many (cars) are there?	At the house Looking after your friends The letter sound h	• Listening • Speaking • Reading • Writing	• Interpreting pictures • Applying world knowledge • Matching	Geography: Habitats
▶ Song: In my little house		▶ Creativity		▶ Revision (page 59)	

6 The Robot (pages 60–69)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The body 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	I can/can't stand on one leg. He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.	The problem Teamwork The letter sound g	• Listening • Speaking • Reading • Writing	• Problem solving • Identifying	Science: The skeleton
▶ Song: Can you guess who we are?		▶ Creativity			

7 At the Beach (pages 70–79)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Let's (play the guitar). Where's the (blue book)? Where are the (orange books)?	The top of the hill Modesty The letter sounds ee and ea	• Listening • Speaking • Reading • Writing	• Inferring meaning	Geography: Holidays
▶ Song: Let's go to the beach		▶ Creativity		▶ Revision (page 79)	

Revision 1: Units 0–3 (pages 80–82)

Revision 2: Units 4–7 (pages 83–85)

Festivals and cut-outs: pages 86–94

Stickers: End section

General and specific competences from the curriculum explored in the units:

- Understand simple oral messages
 - 1.1. Provide an adequate reaction to greetings and short, simple questions/instructions articulated clearly, very slowly and carefully by the interlocutor
 - 1.2. Recognise the elementary location of objects from their immediate universe (left, right, here, there) in clearly and slowly articulated messages
 - 1.3. Manifest curiosity towards understanding the global meaning of children's films and songs in English
- Speak in common communication situations
 - 2.1. Reproduce short, simple songs/poems
 - 2.2. Elicit short personal presentation messages (hobbies, address) with help from the interlocutor
 - 2.3. Take part in communication games by reproducing or creating short chants/messages
 - 2.4. Elicit simple requests in order to obtain objects from their immediate universe
- Understand simple written messages
 - 3.1. Manifest curiosity towards decoding simple, short written messages related to their immediate universe
- Write short, simple messages in common communication situations
 - 4.1. Take part in group/class projects by producing short written messages

Friends

1

CD1
02

Listen and look. Then listen and say the words.



1 Whisper

2 Thunder

3 Misty

4 Flash

2

CD1
03

Listen and chant.

6

Greetings

3

Pair work. Ask and answer.

What's your name?

I'm Thunder.



4 CD1 04

Listen and point to the numbers.



5 CD1 05

How old are the Super Friends? Listen and write a number.



Meet the Super Friends



2 CD1 07

Listen and number the pictures.



3

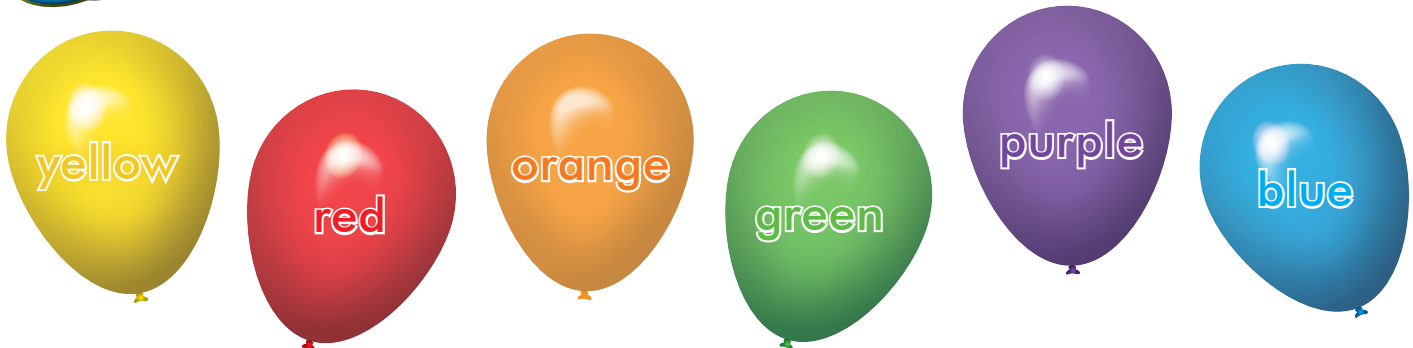
Look at the pictures in Activity 2 and say.

This is Misty.

This is ...

4 CD1 08

Listen and point to the balloons.



5

Colour the S (for Super Friends): yellow for Misty, orange for Flash, red for Whisper, blue for Thunder.

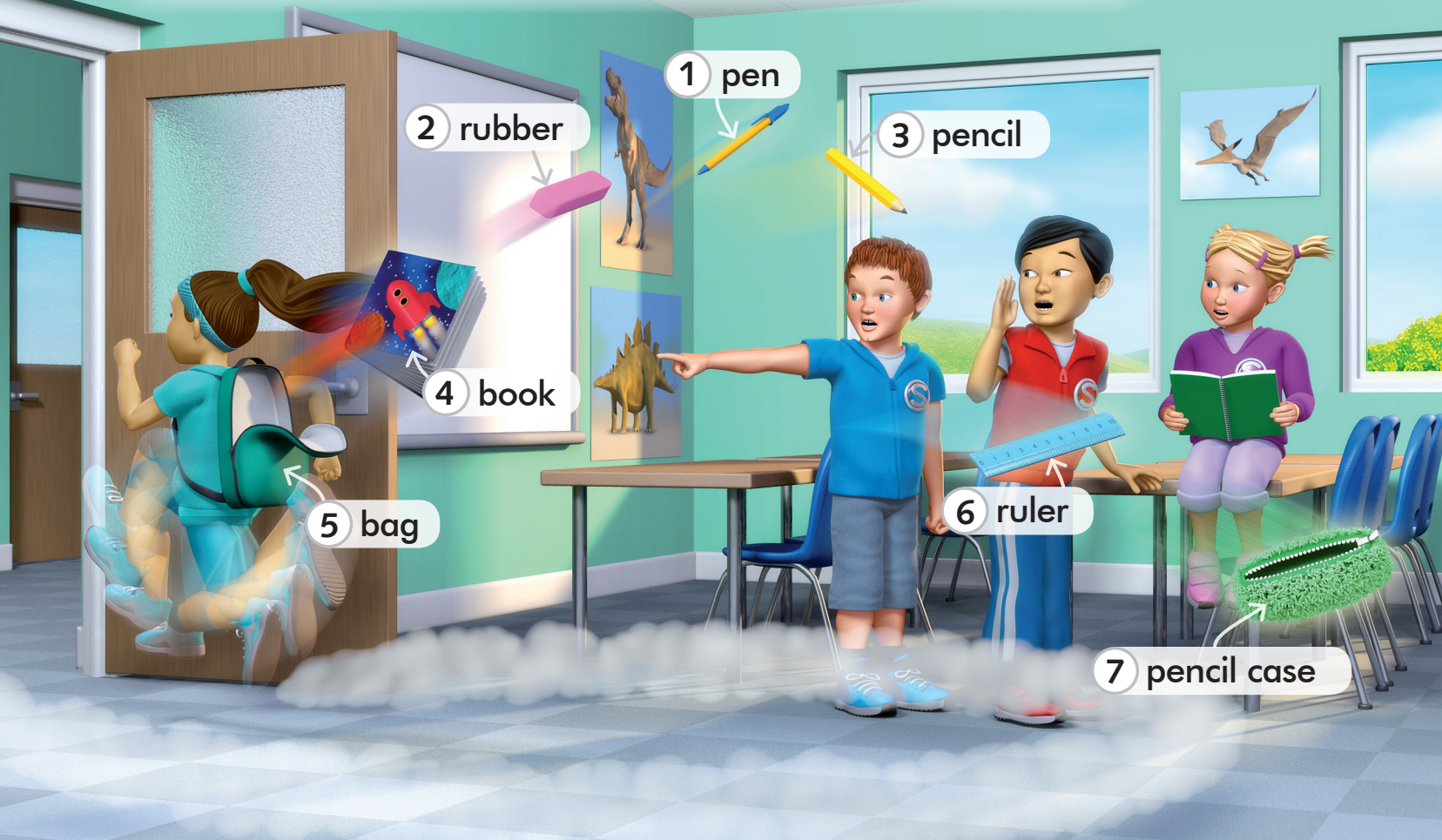


1

At School

1 CD1 09

Listen and look. Then listen and say the words.



2 CD1 10

Listen and chant.

3 CD1
11

Listen and number the pictures.

4 CD1
12Grammar
focus

Listen and say.

What's this?

No, it isn't.

It's a pencil.

Is it a pen?

Yes, it is.



5

Play the guessing game.



What's this?

Look at the desk,
Look at the desk,
The desk is in a mess!

Is it your pen?
Is it your book?
Is it your pencil case?

Yes or no?
Tell me, Joe.

It isn't my pen.
It isn't my book.
It isn't my pencil case.
Oh no, no!
No, no, no!

Look at the desk ...



2

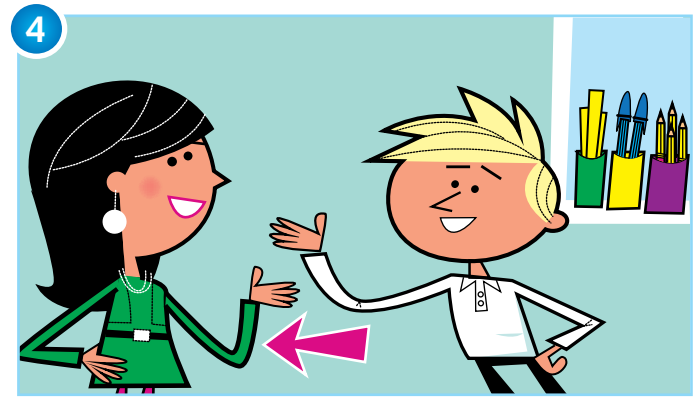
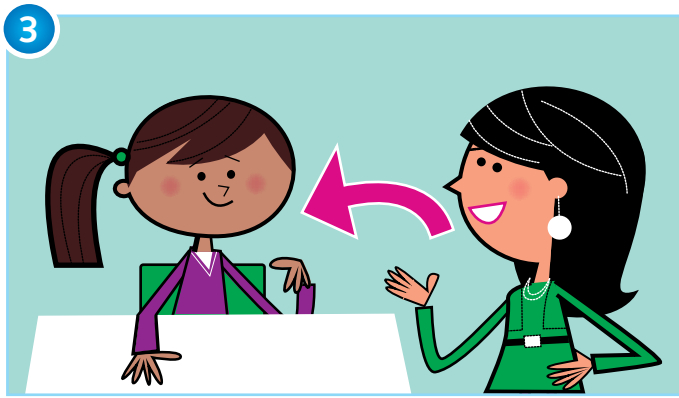
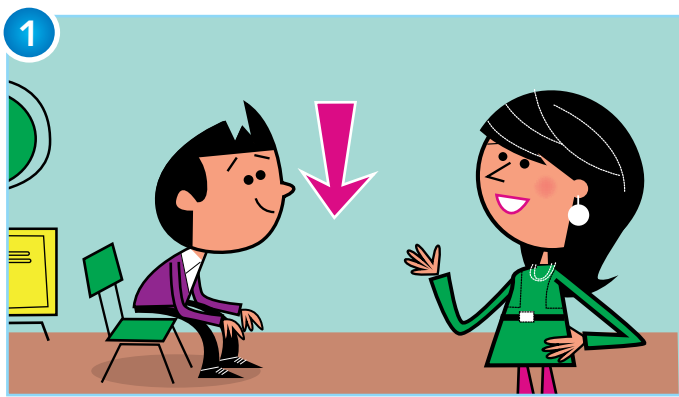
Look at Joe's desk. Draw lines from the classroom objects to the correct desk.

3 CD1 15
Sticker

Listen and stick.



pen book bag desk



4 CD1 16

Grammar focus

Listen and say.

Open your book, please.
Sit at your desk, please.

Close your bag, please.
Pass me a ruler, please.



5

Play the chain game.



Watch out, Flash!



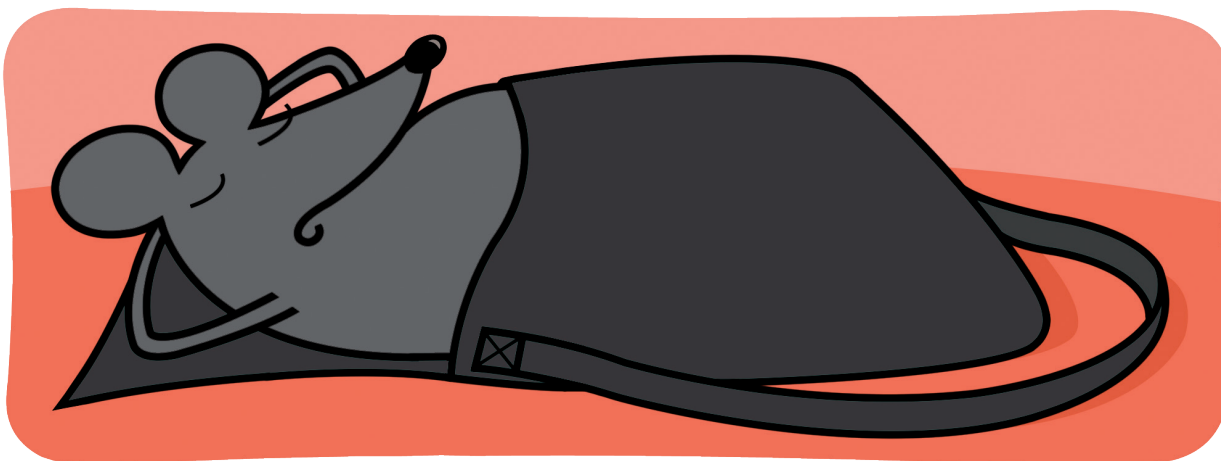
2 Find and circle the same pictures in the story.



3 Find who says ... My bag!



4 CD 1 18 Listen and say.



A fat **rat** in a black **bag**.

5 Pair work.
Ask and answer.

What's number 1?

It's a notebook.

1



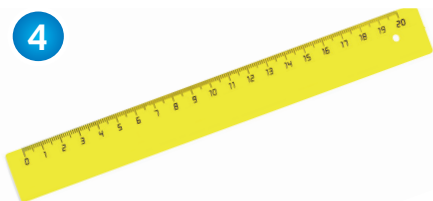
2



3



4



5



6

