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Super Minds

Student's Book 1

Limba engleză
Clasa I

art Klett

CAMBRIDGE UNIVERSITY PRESS

Map of the book

Friends (pages 6–9)

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

1 At School (pages 10–19)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Classroom objects 1.1, 1.2, 1.3, 2.1, 2.3, 2.4	*What's this? It's a (pencil).* *Is it a pen? Yes, it is. / No, it isn't.* *Open your book, please.*	*Watch out, Flash!* Helping each other The letter sound *a*	• Listening • Speaking	• Matching	**Art:** Colours

Song: What's this? **Creativity** **Revision** (page 19)

2 Let's Play! (pages 20–29)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Toys 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	*What's his/her name?* *His/Her name's (Ben/Sue).* *What's his/her favourite toy?* *How old is he/she?* *It's a (new kite).* *It's an (ugly doll).*	*The go-kart race* Fair play – cheating is wrong The letter sound *e*	• Listening • Speaking	• Comparative thinking	**Games:** Toys

Song: Hey, Emma! What's your favourite toy? **Creativity** **Revision** (page 29)

3 Pet Show (pages 30–39)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	*The (lizard) is in the (bag).* *My favourite animal is the …*	*The spider* Being brave The letter sound *i*	• Listening • Speaking • Reading	• Matching • Applying world knowledge	**Science:** Camouflage

Song: Look at the spiders **Creativity** **Revision** (page 39)

4 Lunchtime (pages 40–49)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	*I've got / I haven't got a (sandwich).* *Have we got any (cheese)?* *Yes, we have. / No, we haven't.* *here / there* *Where is the …?* *The (cat) is here.* *The (rat) is there.*	*The pizza* Waiting your turn The letter sound *o*	• Listening • Speaking • Reading • Writing	• Categorising • Applying world knowledge	**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:

1. 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
2. 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
3. Understand simple written messages
   - 3.1. Manifest curiosity towards decoding simple, short written messages related to their immediate universe
4. 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.**

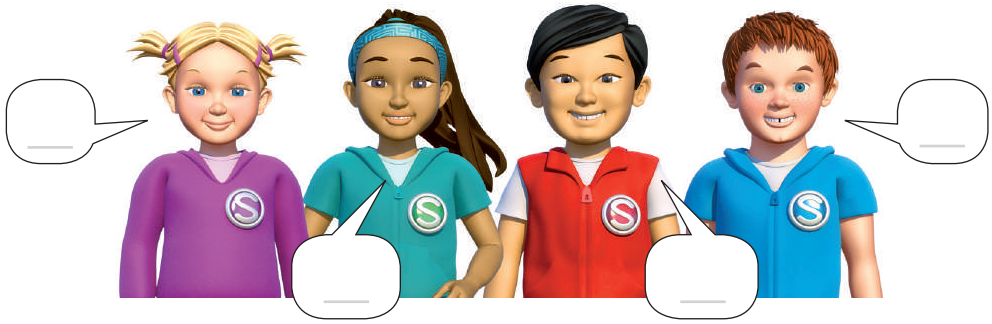
3 Pair work. Ask and answer.



4 CD1 04 Listen and point to the numbers.



5 CD1 05 How old are the Super Friends? Listen and write a number.



1 CD1 06 Meet the Super Friends



2 CD1 07 Listen and number the pictures.

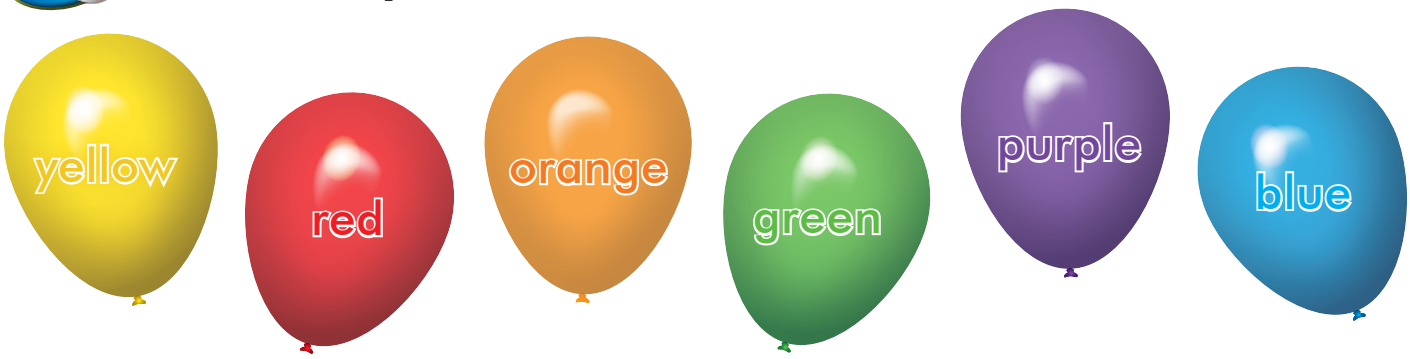


3 Look at the pictures in Activity 2 and say.

This is Misty.

This is ...

4 CD1 08 Listen and point to the balloons.

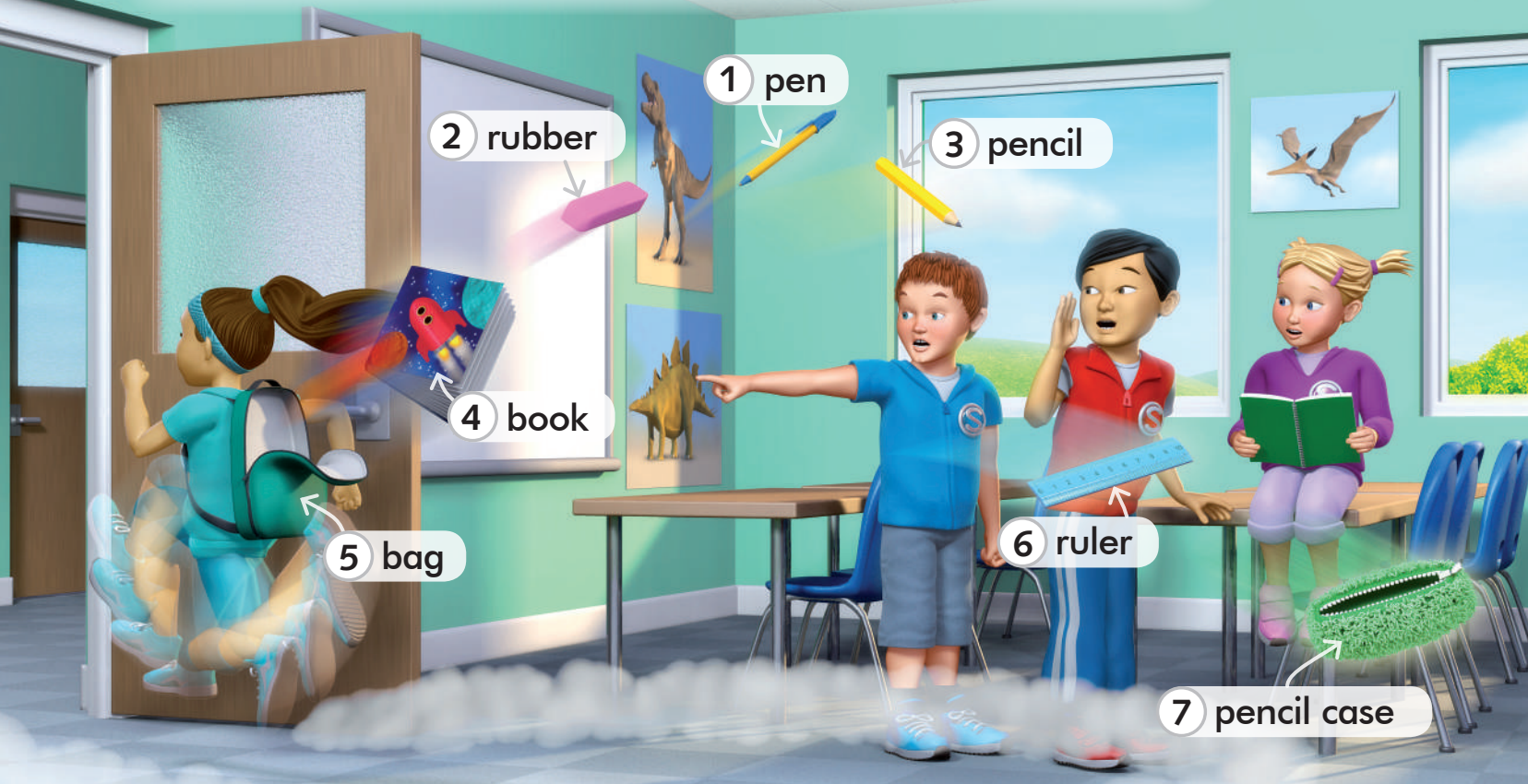


5 Colour the S (for Super Friends): yellow for Misty, orange for Flash, red for Whisper, blue for Thunder.



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 12 Grammar 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.



1 CD1 13 14 Listen and sing.

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 ...



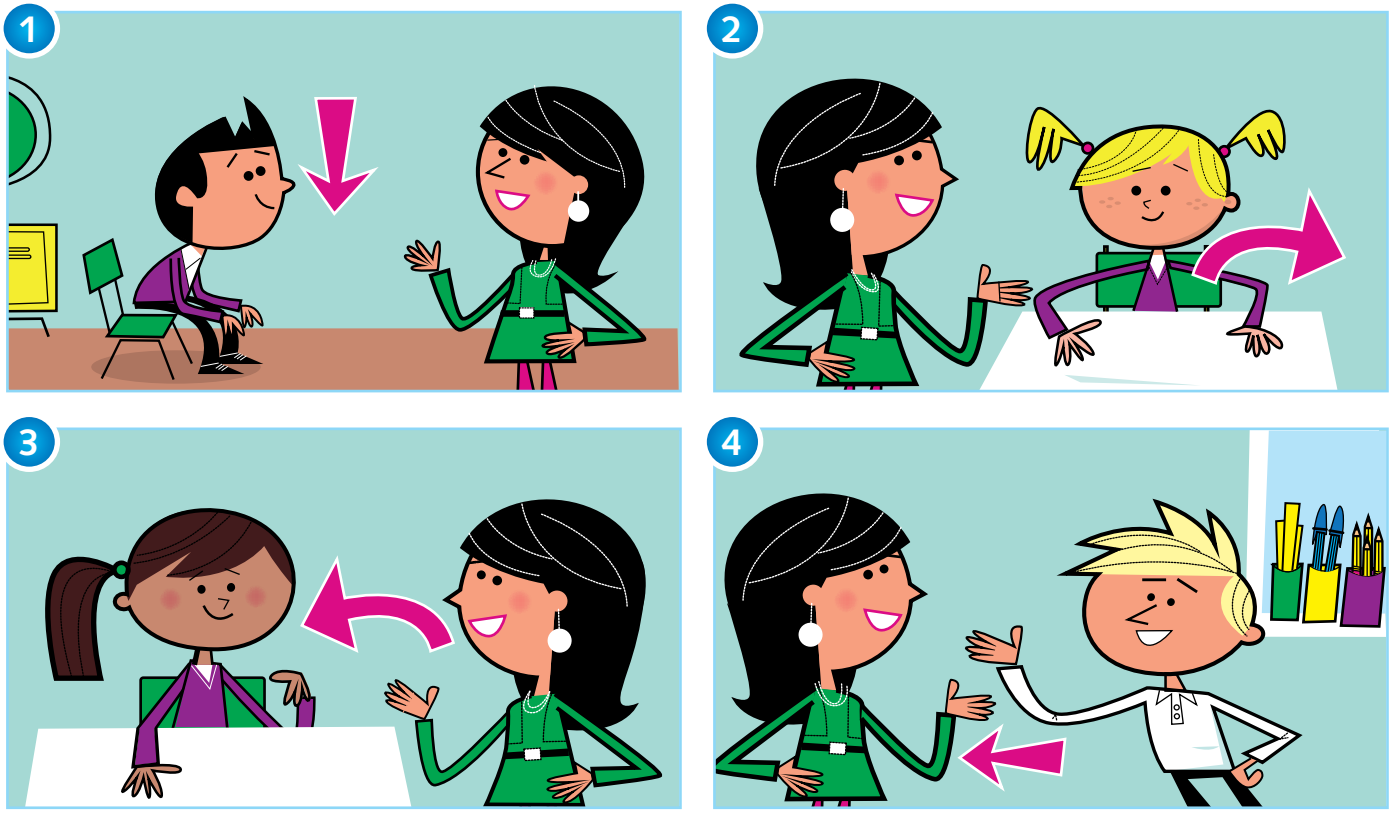
2 Look at Joe's desk. Draw lines from the classroom objects to the correct desk.

3 CD1 15 Listen and stick.

Sticker



pen book bag desk



4 CD1 16 Grammar focus Listen and say.



Open your book, please.
Close your bag, please.
Sit at your desk, please.
Pass me a ruler, please.

5 Play the chain game.





1 CD1 17 Watch out, Flash!













2 Find and circle the same pictures in the story.

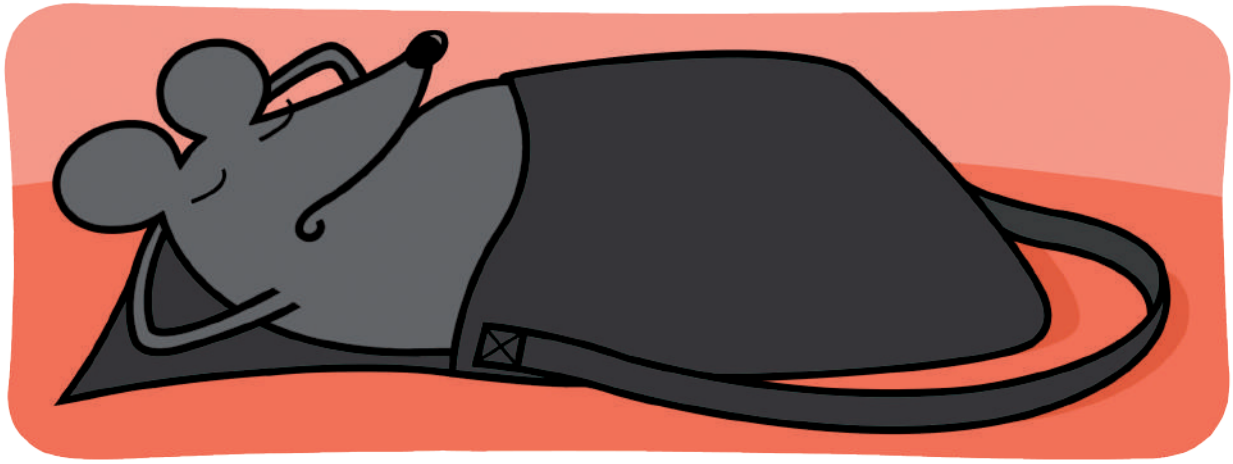





3 Find who says ... My bag!



4 CD1 18 Listen and say.



A fat rat in a black bag.

5 Pair work. Ask and answer.

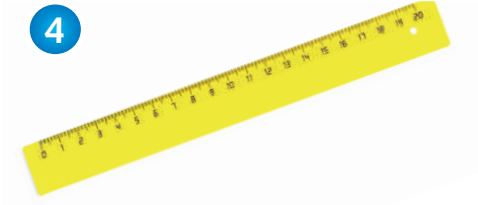
What's number 1?

It's a notebook.

1


2


3


4


5


6
