

LBRIS

We know
books

Herbert Puchta Günter Gerngross Peter Lewis-Jones with Bianca Popa

SUPER Minds

Student's Book 1

Limba engleză
Clasa I

art Klett



CAMBRIDGE
UNIVERSITY PRESS



Map of the book

1 Friends (pages 6–9)

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

2 At School (pages 10–19)

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

► **Song:** What's this?

► **Creativity**

► **Revision** (page 19)

3 Let's Play! (pages 20–29)

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

► **Song:** Hey, Emma! What's your favourite toy?

► **Creativity**

► **Revision** (page 29)

4 Pet Show (pages 30–39)

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

► **Song:** Look at the spiders

► **Creativity**

► **Revision** (page 39)

5 Lunchtime (pages 40–49)

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

► **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	<i>There's a (monster). There are (four cats). Is there a (plane)? Are there any (rats)? How many (cars) are there?</i>	<i>At the house Looking after your friends The letter sound h</i>	• 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>I can/can't stand on one leg. He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.</i>	<i>The problem Teamwork The letter sound g</i>	• 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	<i>Let's (play the guitar). Where's the (blue book)? Where are the (orange books)?</i>	<i>The top of the hill Modesty The letter sounds ee and ea</i>	• 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

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.

What's your name?



4 CD1 04

Listen and point to the numbers.

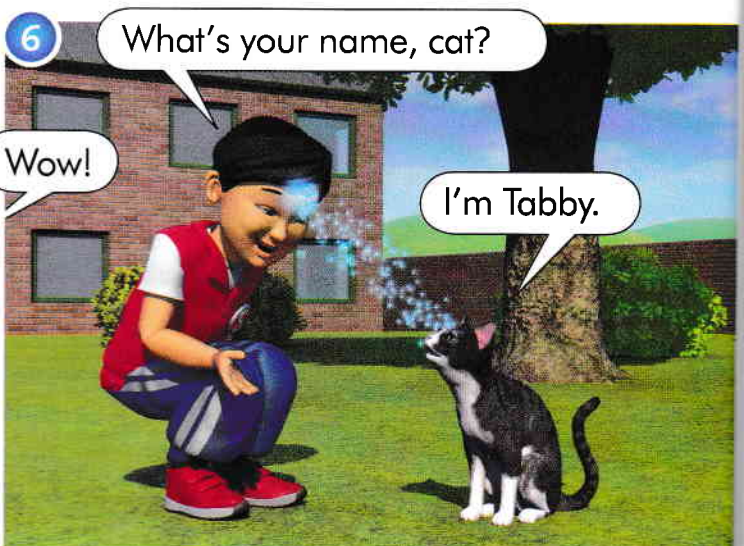
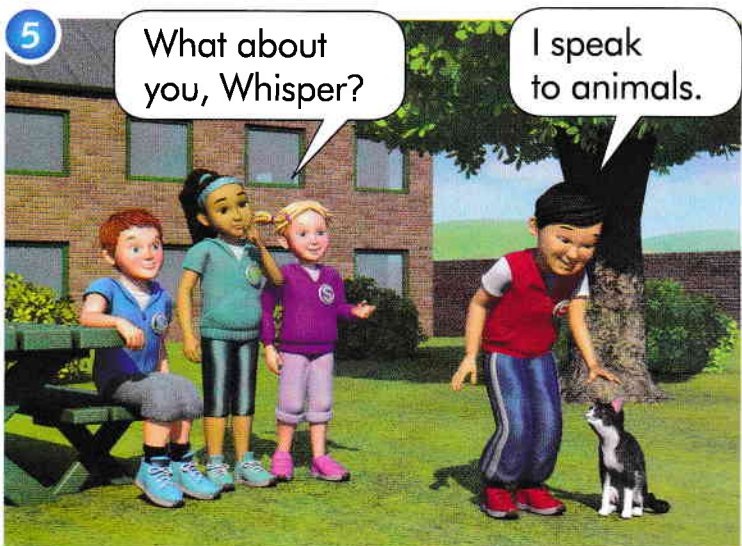
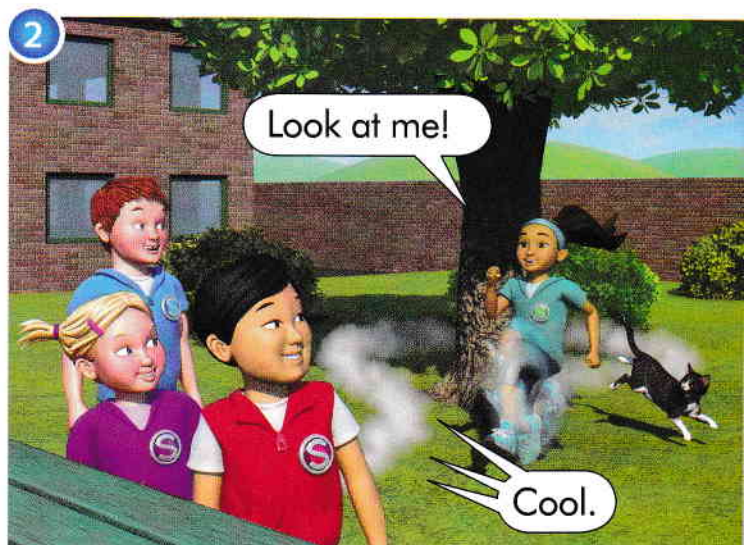
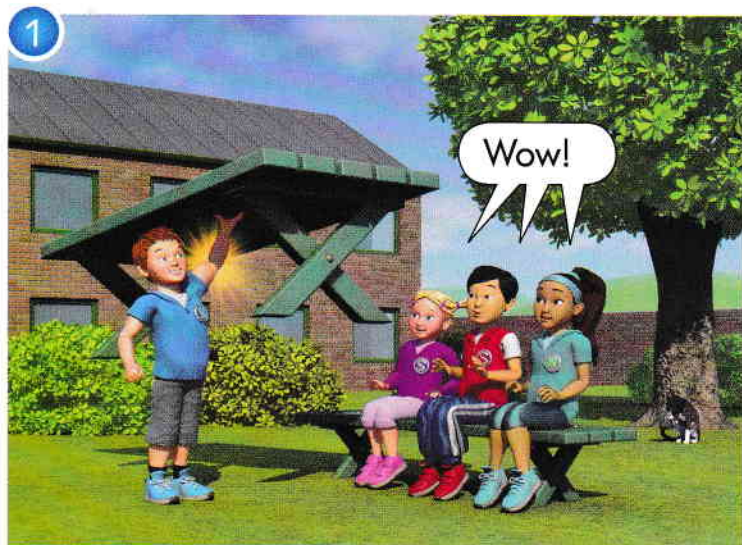


5 CD1 05

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



Meet the Super Friends



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.

