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# SUPER Minds

Student's Book 1

Limba engleză  
Clasa I



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# Foreword

*Super Minds* is an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, English and Romanian teachers have worked together to bring the *Super Minds 1* adventure to first grade students through this course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun arts and crafts.

So join the four Super Friends, Whisper, Misty, Flash and Thunder, on this exciting adventure in the world of English!



# Super Minds 1 components

- **Student's Book** – contains an introductory *Friends!* Unit, 7 core units with an easy to use single-page lesson format, self-assessment materials, 2 revision units (one for each semester), Festivals and cut-outs, stickers.
- **Workbook** – contains follow-up activities for each lesson in the *Student's Book*, self-assessment activities, providing an opportunity to review the key vocabulary from each unit, projects, a revision unit, a picture dictionary which covers all the core vocabulary in the *Student's Book*.
- **Teacher's Book** – contains one page for each of the lessons in the *Student's Book* with an Aims box, instructions for both the *Student's Book* and the *Workbook* activities, additional lesson stage suggestions (ideas for beginning the lesson, simple ideas that are flexible in the time available to bring the lesson to a close, optional activities to extend the focus of the lesson), transcripts and an answer key.
- **3 Class Audio CDs** – contain exercise tasks, dialogues, stories, songs along with karaoke versions.
- **Flashcards** – cover all the core vocabulary and are ideal for warm-ups, presentations and games.

All the listed components are interconnected. For optimum results the use of all the packet components is recommended: the *Student's Book* to introduce new vocabulary and grammar structures and to form skills, the *Workbook* to reinforce language, structures and skills, the *Teacher's Book* to plan lessons and read detailed instructions on how to use all the activities, the class CDs to provide the students with the audio support they need to solve the tasks and to help practise the songs, the Flashcards set to provide the students with extra visual support, to be used in games and other fun activities.

# Map of the book

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 Phonics <i>Meet the Super Friends</i> Making friends	Thinking skills • Matching

1 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 <b>Art:</b> Colours
▶ <b>Song:</b> What's this?		▶ <b>Creativity</b>		▶ <b>Revision</b> (page 19)	

2 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 <b>Games:</b> Toys
▶ <b>Song:</b> Hey, Emma! What's your favourite toy?		▶ <b>Creativity</b>		▶ <b>Revision</b> (page 29)	

3 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 <b>Science:</b> Camouflage
▶ <b>Song:</b> Look at the spiders		▶ <b>Creativity</b>		▶ <b>Revision</b> (page 39)	

4 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 <b>Science:</b> Fruit and veg
▶ <b>Song:</b> Tommy's in the kitchen		▶ <b>Creativity</b>			

## 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).</i> <i>There are (four cats).</i> <i>Is there a (plane)?</i> <i>Are there any (rats)?</i> <i>How many (cars) are there?</i>	<i>At the house</i> Looking after your friends The letter sound h	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting pictures</li> <li>• Applying world knowledge</li> <li>• Matching</li> </ul>	<b>Geography:</b> Habitats
▶ <b>Song:</b> In my little house		▶ <b>Creativity</b>		▶ <b>Revision</b> (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.</i> <i>He/She can/can't (skip).</i> <i>Can you (swim)?</i> <i>Yes, I can. / No, I can't.</i>	<i>The problem</i> Teamwork The letter sound g	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Identifying</li> </ul>	<b>Science:</b> The skeleton
▶ <b>Song:</b> Can you guess who we are?		▶ <b>Creativity</b>			

## 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).</i> <i>Where's the (blue book)?</i> <i>Where are the (orange books)?</i>	<i>The top of the hill</i> Modesty The letter sounds ee and ea	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Inferring meaning</li> </ul>	<b>Geography:</b> Holidays
▶ <b>Song:</b> Let's go to the beach		▶ <b>Creativity</b>		▶ <b>Revision</b> (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?



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

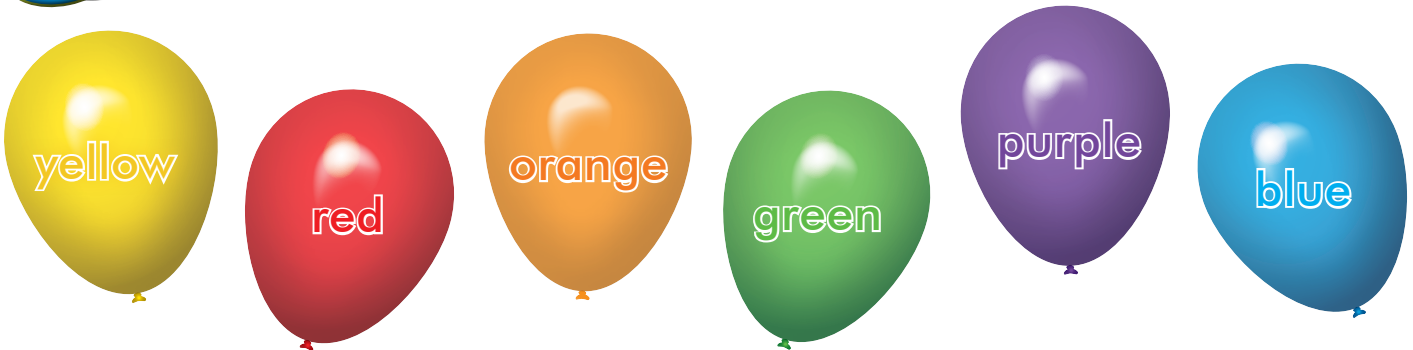
Look at the pictures in Activity 2 and say.

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.

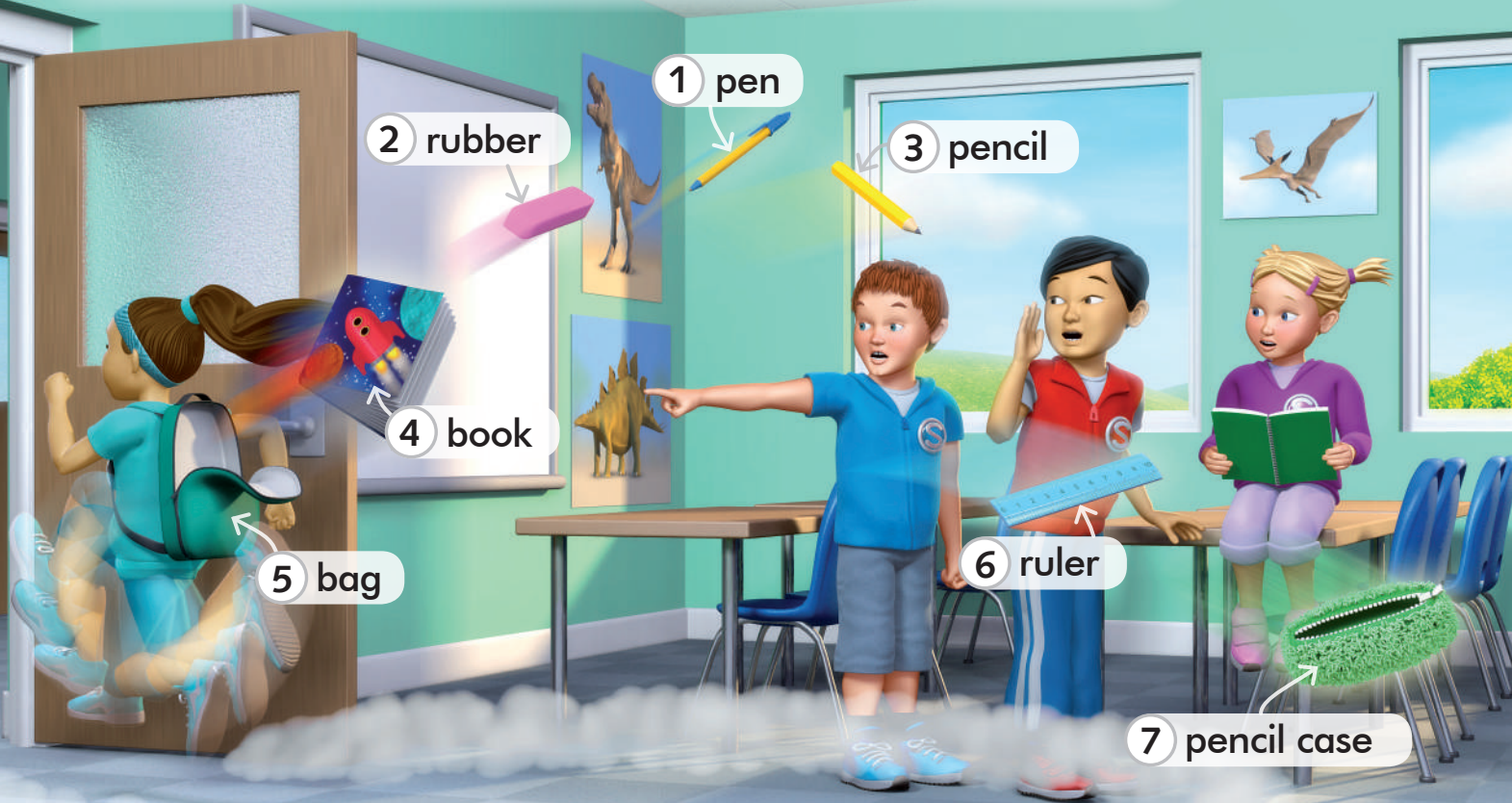


# 1

# At School

CD1  
09

Listen and look. Then listen and say the words.



CD1  
10

Listen and chant.

3 CD1 11

Listen and number the pictures.



4 CD1 12

Grammar focus

Listen and say.

What's this?                      It's a pencil.  
 No, it isn't.                      Is it a pen?  
    Yes, it is.



5

Play the guessing game.



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

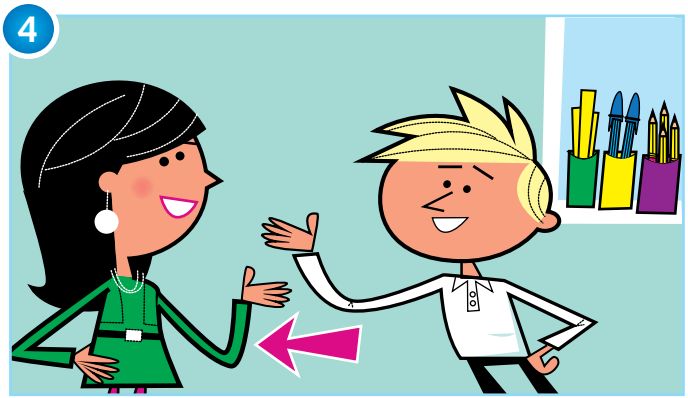
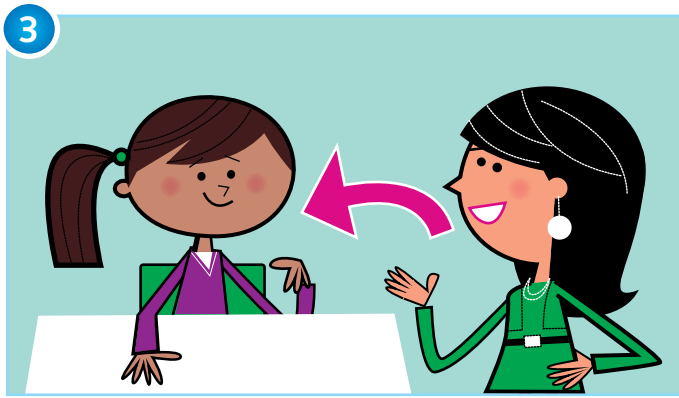
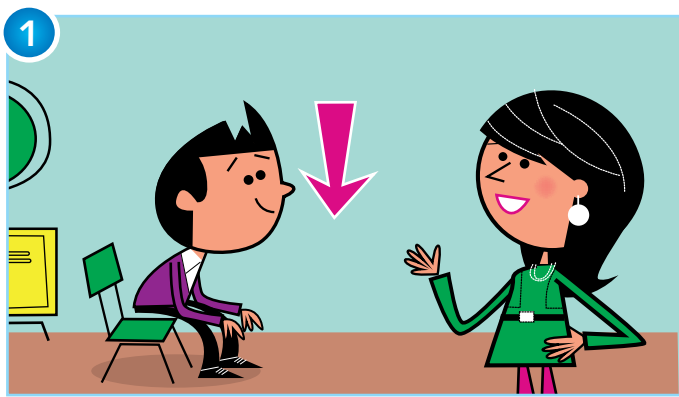
Look at Joe's desk. Draw lines from the classroom objects to the correct desk.

3 CD1 15  
Sticker

### Listen and stick.



pen book bag desk



4 CD1 16

Grammar focus

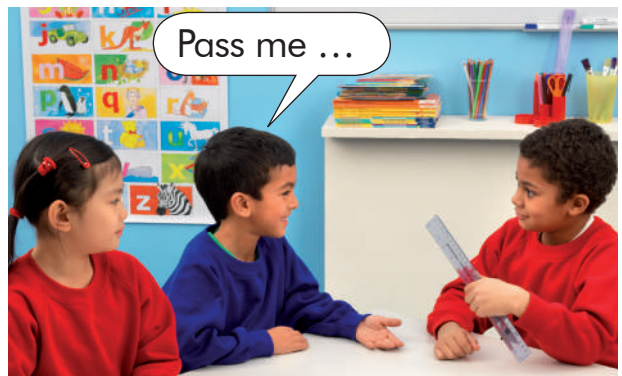
### Listen and say.

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



5

### Play the chain game.



# Watch out, Flash!



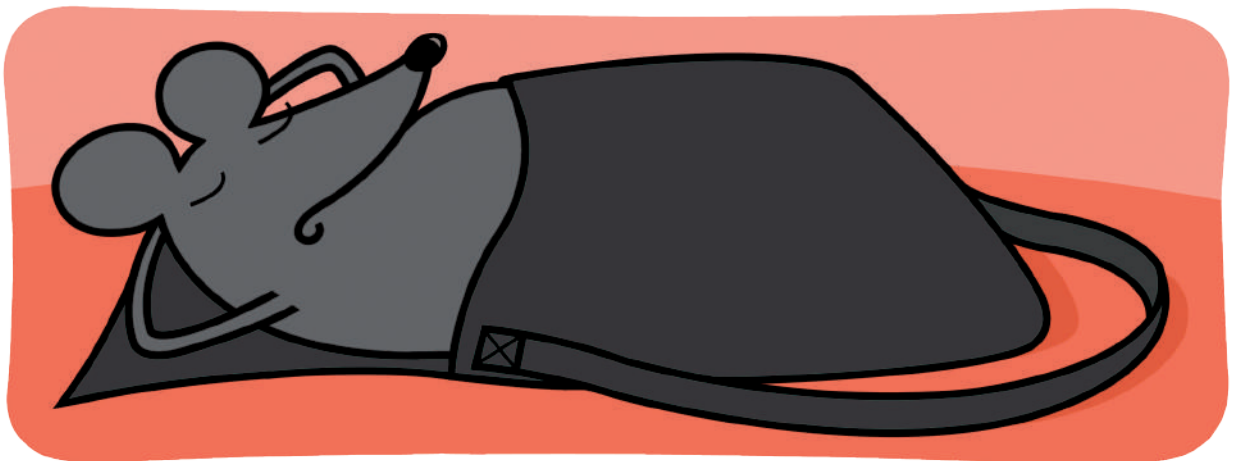
2 Find and circle the same pictures in the story.



3 Find who says ... My bag!



4 <sup>CD1</sup><sub>18</sub> 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





1 CD1  
19

Listen and draw lines.



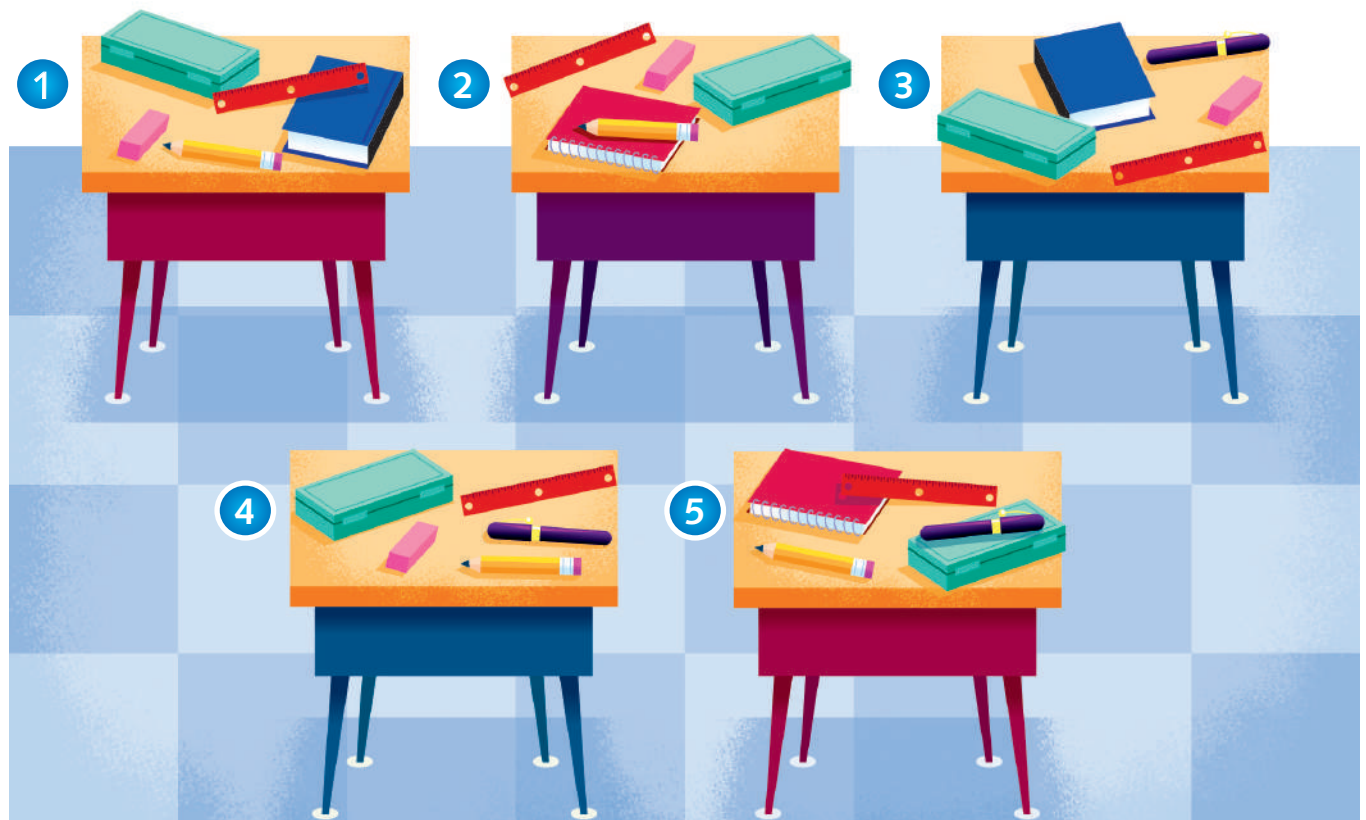
Sam



Fred



Kim



Mia



Jane





2

Listen to your teacher and circle the correct pictures.

1



Close your bag, please.



2



Pass me a ruler, please.



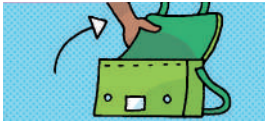
3



Pass me a pencil, please.



4



Open your bag, please.

3 CD1  
20

Listen and act out with your teacher.



4

Listen to your partner and act out.

Turn around.



1

**Listen to your teacher and answer the questions.**

**a** What colours are these?

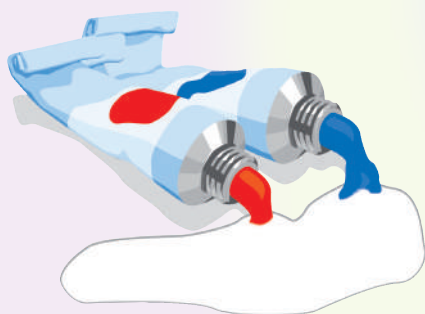


**b** Look at your classroom. What objects are blue, red or yellow?

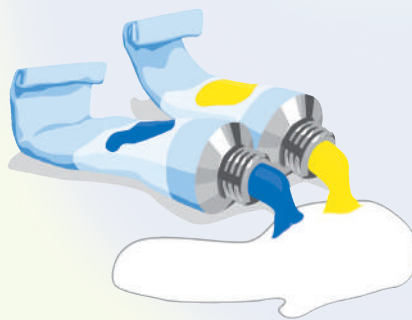


2

**Look and say. Mix the colours to make new colours. What colours are they?**



purple



green



orange

1

**Make a poster.**

# Colours at school

a

Choose and draw 3 or 4 colours on your poster.



b

Think of classroom objects and find pictures in these colours.



c

Cut out the pictures and stick them on your poster.



2

**What classroom objects are they?****What colour are they?**

There are nine pencils. Two are blue and two are red ...