

# Map of the book

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

| 1 At School (pages 10–19)    |   |                           |             |                             |                    |
|------------------------------|---|---------------------------|-------------|-----------------------------|--------------------|
| Vocabulary                   | Grammar   | Story and value           | Skills      | Thinking skills             | English for school |
| Classroom objects            | <i>What's this? It's a (pencil).</i>            | Phonics                   | • Listening | • Matching                  | <b>Art:</b>        |
| 1.1, 1.2, 1.3, 2.1, 2.3, 2.4 | <i>Is it a pen? Yes, it is. / No, it isn't.</i> | <i>Watch out, Flash!</i>  | • Speaking  |                             | Colours            |
|                              | <i>Open your book, please.</i>                  | <i>Helping each other</i> |             |                             |                    |
|                              |   | <i>The letter sound a</i> |             |                             |                    |
| ▶ <b>Song:</b> What's this?  |   | ▶ <b>Creativity</b>       |             | ▶ <b>Revision</b> (page 19) |                    |

| 2 Let's Play! (pages 20–29)                          |                                      |                                      |             |                             |                    |
|--|--------------------------------------|--------------------------------------|-------------|-----------------------------|--------------------|
| Vocabulary   | Grammar                              | Story and value                      | Skills      | Thinking skills             | English for school |
| Toys   | <i>What's his/her name?</i>          | Phonics                              | • Listening | • Comparative thinking      | <b>Games:</b>      |
| 1.1, 1.2, 1.3, 2.1, 2.2, 2.3                         | <i>His/Her name's (Ben/Sue).</i>     | <i>The go-kart race</i>              | • Speaking  |                             | Toys               |
|  | <i>What's his/her favourite toy?</i> | <i>Fair play – cheating is wrong</i> |             |                             |                    |
|  | <i>How old is he/she?</i>            | <i>The letter sound e</i>            |             |                             |                    |
|  | <i>It's a (new kite).</i>            |                                      |             |                             |                    |
|  | <i>It's an (ugly doll).</i>          |                                      |             |                             |                    |
| ▶ <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                         | Grammar                               | Story and value           | Skills      | Thinking skills             | English for school |
| Animals                            | <i>The (lizard) is in the (bag).</i>  | Phonics                   | • Listening | • Matching                  | <b>Science:</b>    |
| 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1  | <i>My favourite animal is the ...</i> | <i>The spider</i>         | • Speaking  | • Applying world knowledge  | Camouflage         |
|                                    |                                       | <i>Being brave</i>        | • Reading   |                             |                    |
|                                    |                                       | <i>The letter sound i</i> |             |                             |                    |
| ▶ <b>Song:</b> Look at the spiders |                                       | ▶ <b>Creativity</b>       |             | ▶ <b>Revision</b> (page 39) |                    |

| 4 Lunchtime (pages 40–49)                   |   |                           |             |                            |                    |
|---|---|---------------------------|-------------|----------------------------|--------------------|
| Vocabulary                                  | Grammar                                       | Story and value           | Skills      | Thinking skills            | English for school |
| Food  | <i>I've got / I haven't got a (sandwich).</i> | Phonics                   | • Listening | • Categorising             | <b>Science:</b>    |
| 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1 | <i>Have we got any (cheese)?</i>              | <i>The pizza</i>          | • Speaking  | • Applying world knowledge | Fruit and veg      |
|   | <i>Yes, we have. / No, we haven't.</i>        | <i>Waiting your turn</i>  | • Reading   |                            |                    |
|   | <i>here / there</i>                           | <i>The letter sound o</i> | • Writing   |                            |                    |
|   | <i>Where is the ...?</i>                      |                           |             |                            |                    |
|   | <i>The (cat) is here.</i>                     |                           |             |                            |                    |
|   | <i>The (rat) is there.</i>                    |                           |             |                            |                    |
| ▶ <b>Song:</b> Tommy's in the kitchen       |   | ▶ <b>Creativity</b>       |             |                            |                    |

## 5 The Old House (pages 50–59)

| Vocabulary   | Grammar   | Story and value<br>Phonics  | Skills  | Thinking skills   | English for school            |
|--|---|---|---|---|-------------------------------|
| The home<br>1.1, 1.2, 1.3,<br>2.1, 2.2, 2.3,<br>3.1, 4.1 | <i>There's a (monster).</i><br><i>There are (four cats).</i><br><i>Is there a (plane)?</i><br><i>Are there any (rats)?</i><br><i>How many (cars) are there?</i> | <i>At the house</i><br>Looking after your friends<br>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><br>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<br>Phonics                           | Skills  | Thinking skills  | English for school              |
|---|--|--|---|--|---------------------------------|
| The body<br>1.1, 1.2, 1.3,<br>2.1, 2.2, 2.3,<br>2.4, 3.1, 4.1 | <i>I can/can't stand on one leg.</i><br><i>He/She can/can't (skip).</i><br><i>Can you (swim)?</i><br><i>Yes, I can. / No, I can't.</i> | <i>The problem</i><br>Teamwork<br>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><br>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<br>Phonics   | Skills  | Thinking skills   | English for school            |
|--|--|--|---|---|-------------------------------|
| Holidays<br>1.1, 1.2, 1.3,<br>2.1, 2.2, 2.3,<br>3.1, 4.1 | <i>Let's (play the guitar).</i><br><i>Where's the (blue book)?</i><br><i>Where are the (orange books)?</i> | <i>The top of the hill</i><br>Modesty<br>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><br>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

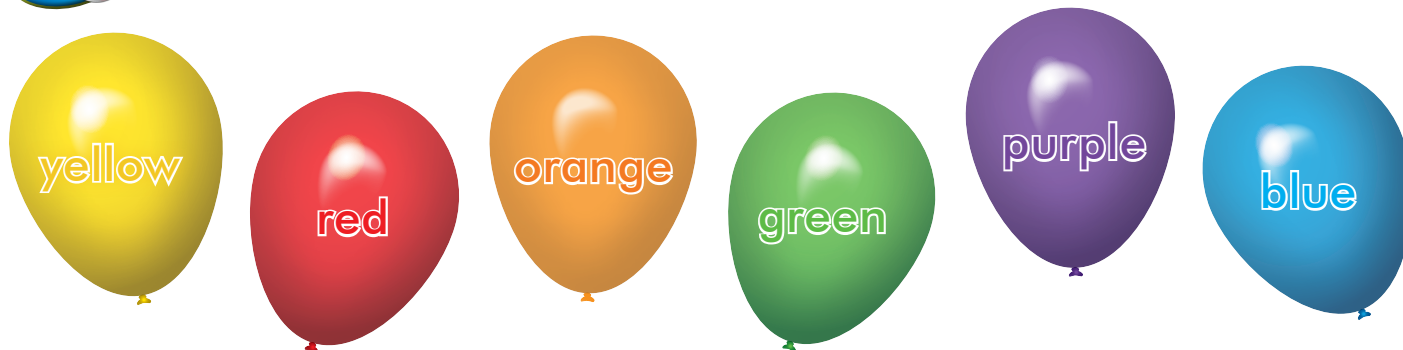
Look at the pictures in Activity 2 and say.

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.

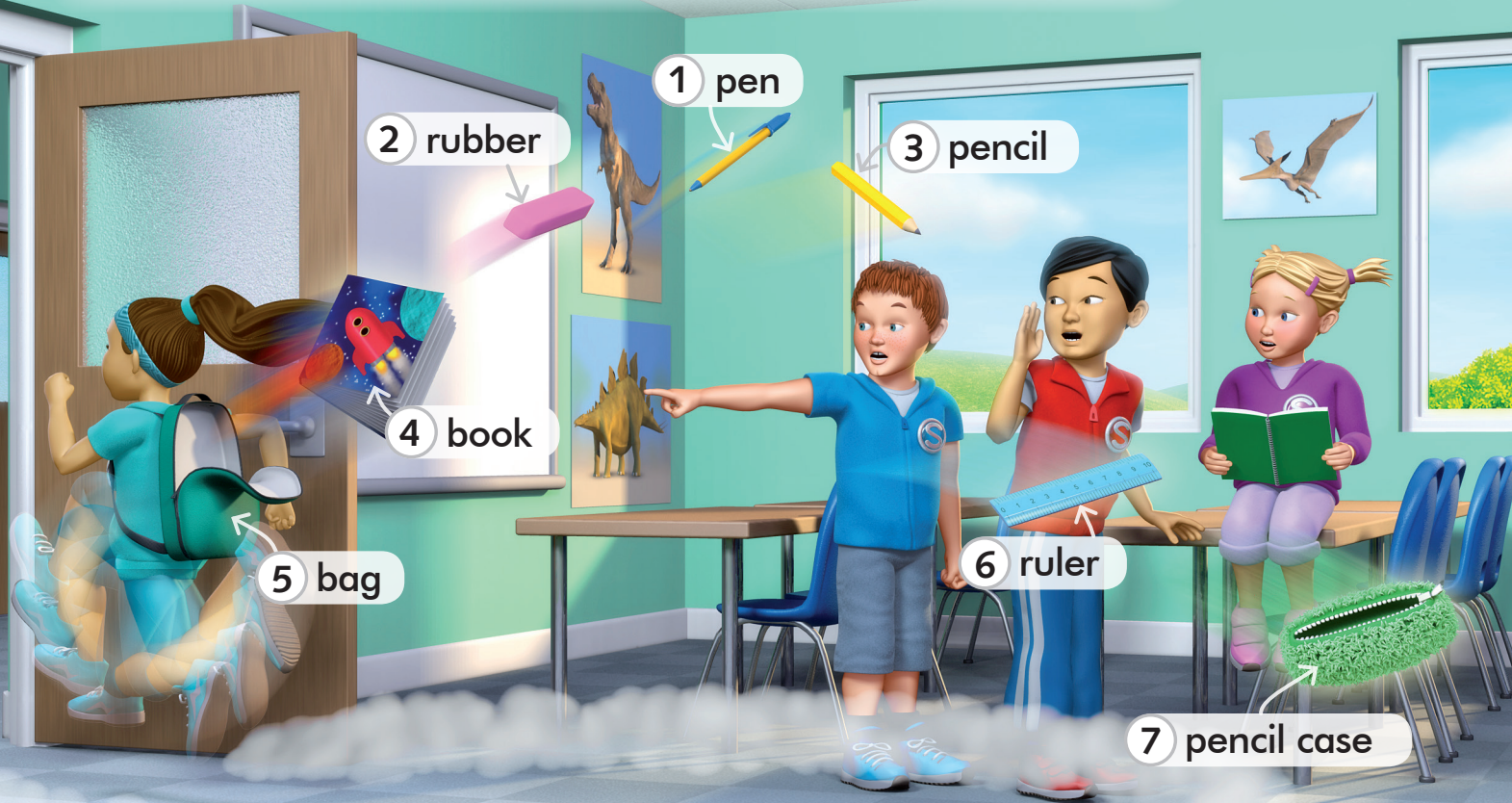


# 1

# At School

1 CD1 09

Listen and look. Then listen and say the words.



2 CD1 10

Listen and chant.





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

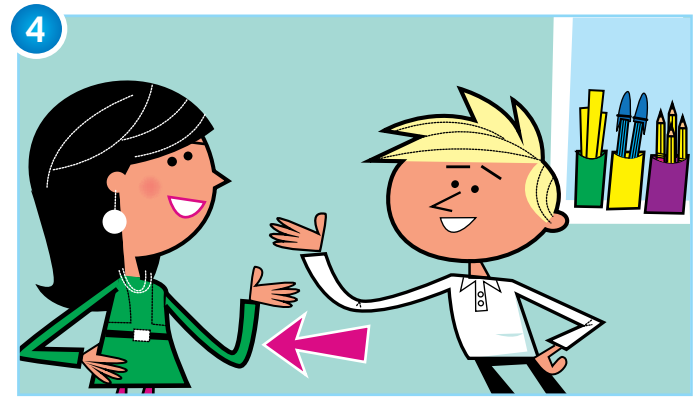
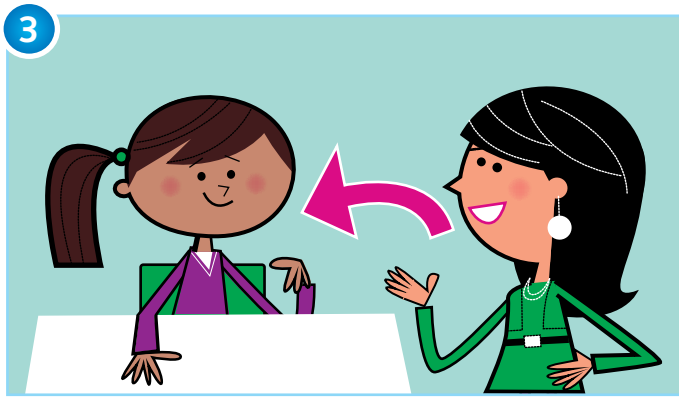
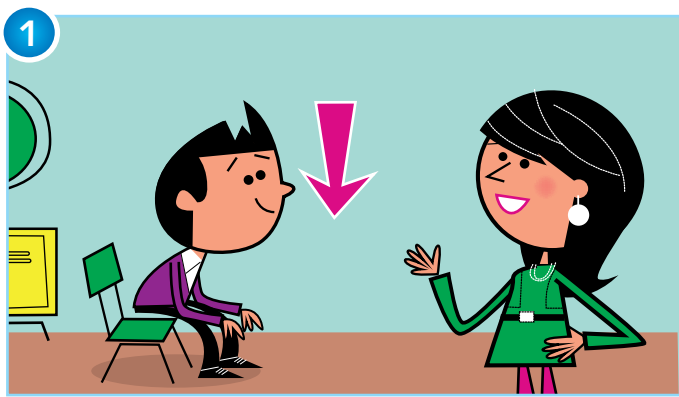
Look at Joe's desk. Draw lines from the classroom objects to the correct desk.

3 CD1 15  
Sticker

### Listen and stick.



pen book bag desk



4 CD1 16

Grammar focus

### Listen and say.

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

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



5

### Play the chain game.

