

CAMBRIDGE



Student's Book 1

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SUPER Minds

Student's Book 1



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Map of the book

Friends (pages 4–9)

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

▶ **Song:** A, B, C, D, E, F, G

1 At school (pages 10–21)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Classroom objects	<i>What's this? It's a (pencil). Is it a pen? Yes, it is. / No, it isn't. Open your book, please.</i>	Phonics <i>Watch out, Flash!</i> Helping each other The letter sound a	• Listening • Reading, speaking and writing	• Matching • Hypothesising and predicting	Art: Colours

▶ **Song:** What's this?

▶ **Creativity**

▶ **Revision**

2 Let's play! (pages 22–33)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Toys	<i>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 monster).</i>	Phonics <i>The go-kart race</i> Fair play – cheating is wrong The letter sound e	• Reading • Listening, speaking and writing	• Comparative thinking • Analysis of statements • Hypothesising	Maths: Tangrams

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

▶ **Creativity**

▶ **Revision**

3 Pet show (pages 34–45)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Animals	<i>The (lizard) is in/on/under the (bag). I like / don't like (dogs).</i>	Phonics <i>The spider</i> Being brave The letter sound i	• Reading, listening and writing • Speaking	• Matching • Applying world knowledge	Science: Camouflage

▶ **Song:** Look at the spiders

▶ **Creativity**

▶ **Revision**

4 Lunchtime (pages 46–57)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Food	<i>I've got / haven't got a (sandwich). Have we got any (cheese)? Yes, we have. / No, we haven't.</i>	Phonics <i>The pizza</i> Waiting your turn The letter sound o	• Listening and writing • Reading and speaking	• Categorising • Applying world knowledge • Predicting	Science: Fruit and veg

▶ **Song:** Tommy's in the kitchen

▶ **Creativity**

▶ **Revision**

5 Free time (pages 58–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Days of the week	<i>I (watch TV) on (Sundays). Do you (play football) at the weekend? Yes, I do. / No, I don't.</i>	<i>We're lost! Asking for help when you need it The letter sound u</i>	<ul style="list-style-type: none"> • Listening • Reading, speaking and writing 	<ul style="list-style-type: none"> • Interpreting and understanding 	Social science: Be healthy!
▶ Song: It's a busy, busy week			▶ Creativity	▶ Revision	

6 The old house (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The home	<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>	<ul style="list-style-type: none"> • Reading • Listening and writing 	<ul style="list-style-type: none"> • Interpreting pictures • Applying world knowledge • Matching 	Geography: Habitats
▶ Song: In my little house			▶ Creativity	▶ Revision	

7 Get dressed (pages 82–93)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Clothes	<i>Do you like this (hat) / these (shoes)? (Olivia)'s wearing (a red sweater). Is he/she wearing (a blue T-shirt)? Yes, he/she is. / No, he/she isn't.</i>	<i>The cap Saying Sorry The letter sounds sp and st</i>	<ul style="list-style-type: none"> • Reading • Speaking, listening and writing 	<ul style="list-style-type: none"> • Interpreting visual information • Selecting information • Applying world knowledge 	Science: Materials
▶ Song: I'm a cool, cool cat			▶ Creativity	▶ Revision	

8 The robot (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The body	<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>	<ul style="list-style-type: none"> • Listening and speaking • Reading and writing 	<ul style="list-style-type: none"> • Problem solving • Identifying 	Science: The skeleton
▶ Song: Can you guess who we are?			▶ Creativity	▶ Revision	

9 At the beach (pages 106–117)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays	<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>	<ul style="list-style-type: none"> • Reading, listening and writing • Speaking 	<ul style="list-style-type: none"> • Inferring meaning • Interpreting visual information 	Geography: Holiday weather
▶ Song: Let's go to the beach			▶ Creativity	▶ Revision	

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.

Hi, I'm Whisper.
What's your name?
Hi, I'm Thunder.
What a nice name!

Hi, I'm Flash.
What's your name?
Hi, I'm Misty.
What a nice name!

4 Greetings



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1 CD1 04

Listen and point to the numbers.



2 CD1 05

How old are the Super Friends? Listen and write.



3

Ask and answer.

What's your name?

I'm Carlos.

How old are you?

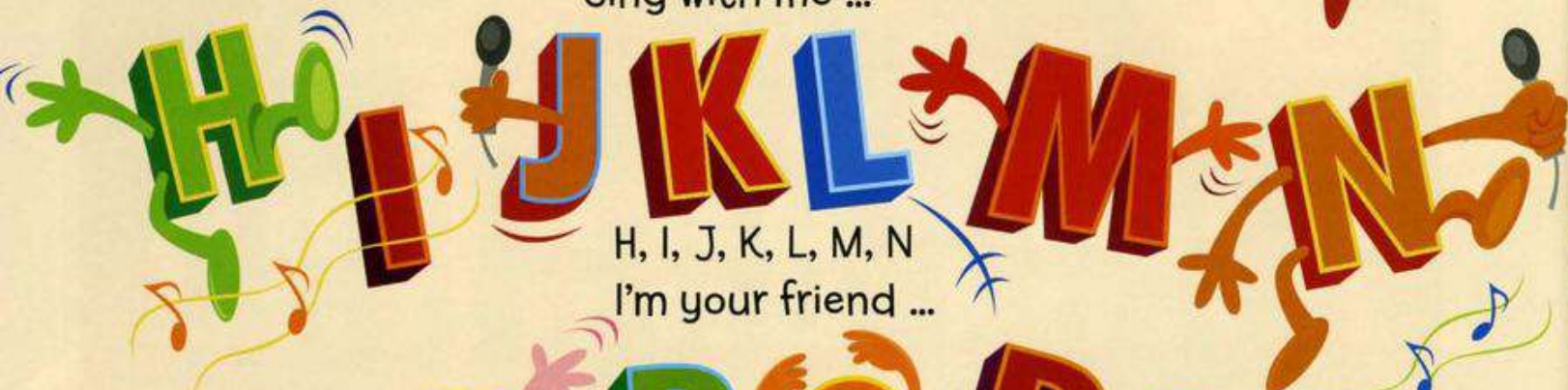
I'm six.



Listen and sing.



A, B, C, D, E, F, G
Sing with me ...



H, I, J, K, L, M, N
I'm your friend ...



O, P, Q and R and S
Yes, yes, yes ...
T, U, V and W
Me and you ...



X, Y and Z
Let's sing and dance.
X, Y and Z
The alphabet ...

2 Say the alphabet.



1 CD1 08

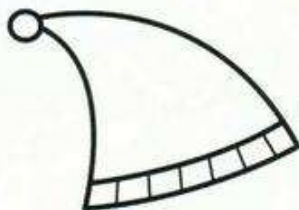
Listen and point to the balloons.



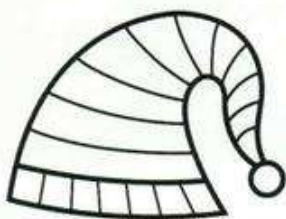
2 CD1 09

Listen and colour. Then follow the lines and say.

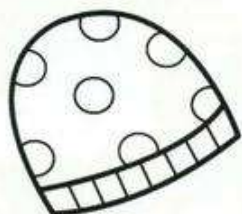
1



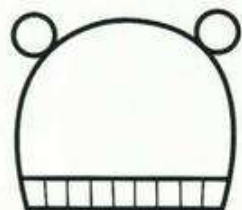
2



3



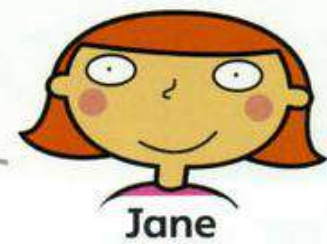
4



a



b



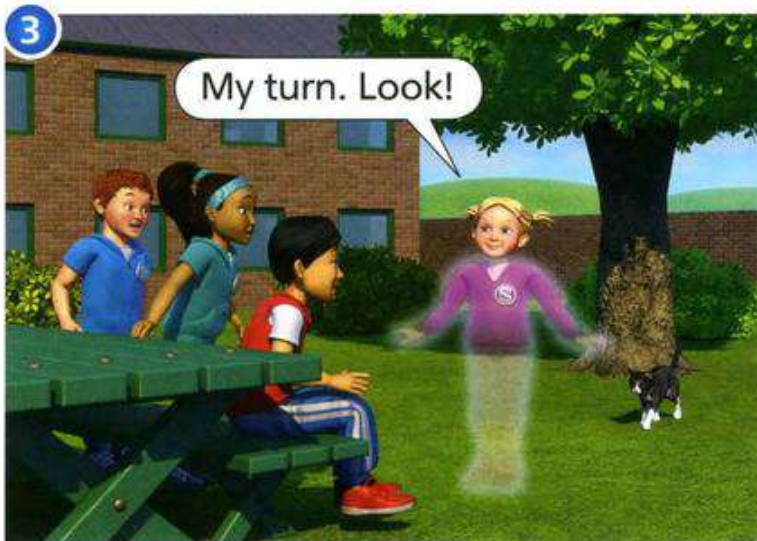
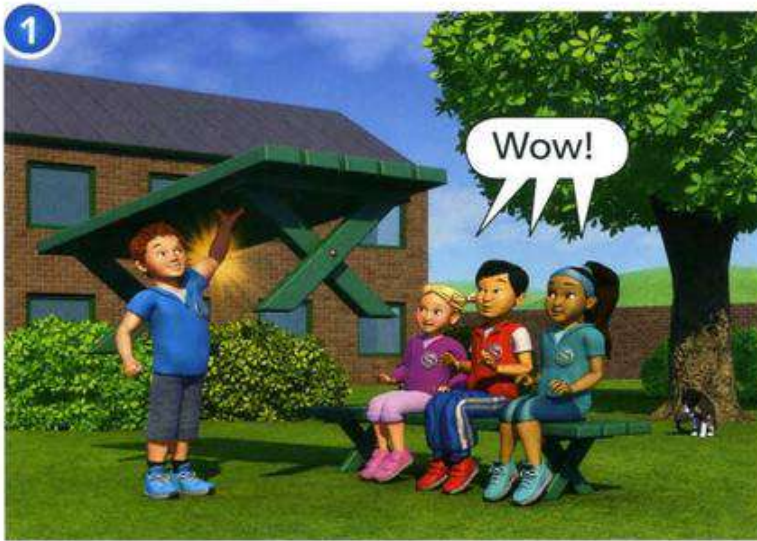
c



d



1 CD1 10 **S** Meet the Super Friends





2 Think! Read and number the pictures.

1 Look at me!

2 My turn. Look!

3 I'm Tabby.



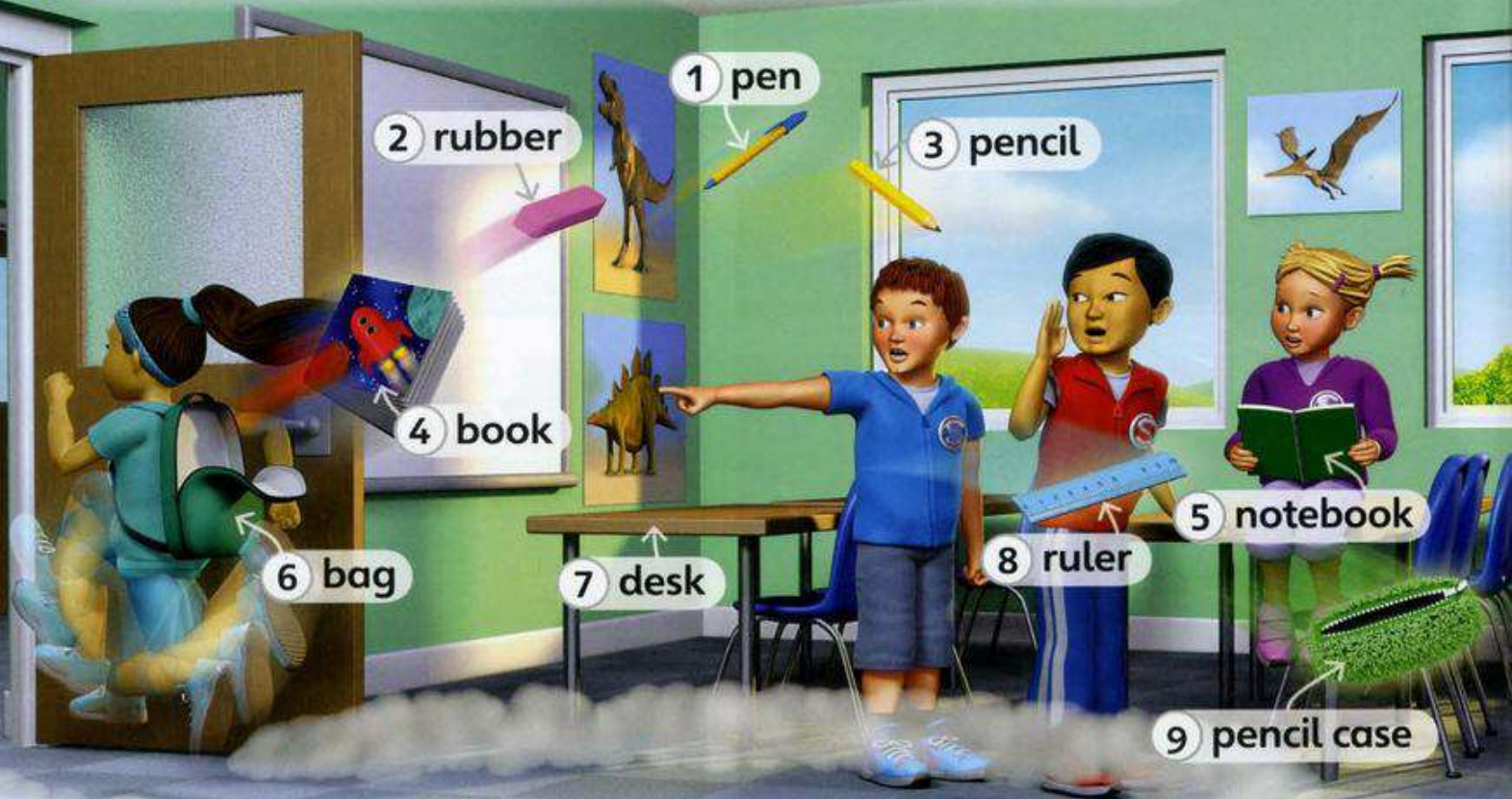
4 How old are you?

5 No. Listen to me!

1

At school

1 ^{CD1}₁₂ Listen and look. Then listen and say the words.



2 ^{CD1}₁₃ Listen and chant.

Hey, Flash! Hey, Flash!
Come back, come back!

Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

Hey, Flash! Hey, Flash!
Close your bag, close your bag!

Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

1 CD1 14 Listen and number the pictures.



2 CD1 15 Grammar focus Listen and say.

What's this?
No, it isn't.
Yes, it is.

It's a pencil.
Is it a pen?



3 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 school things to the correct desk.

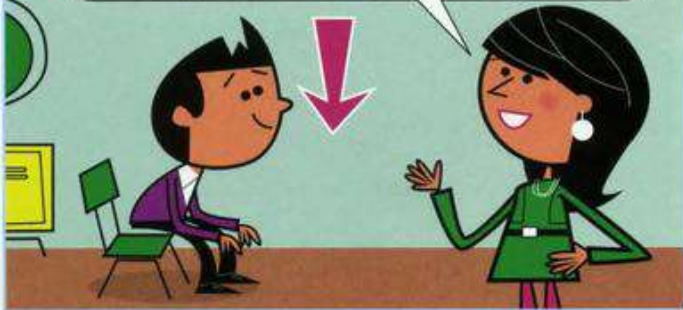
1 CD 1
19

Sticker

Listen and stick.
Then write the words.

pen book bag desk

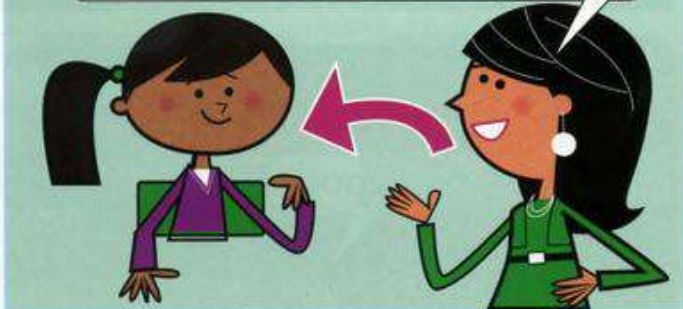
1 Sit at your _____, please.



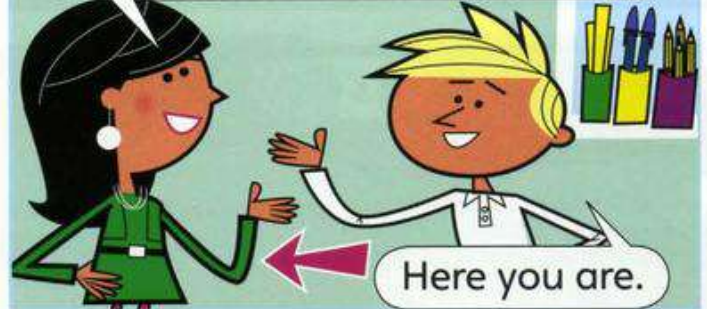
2 Open your _____, please.



3 Close your _____, please.



4 Pass me a _____, please.

2 CD 1
20Grammar
focus

Listen and say.

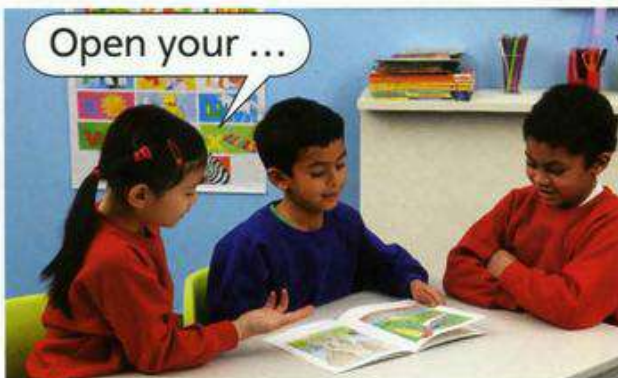
Open your book, please.
Sit at your desk, please.

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



3 Play the chain game.

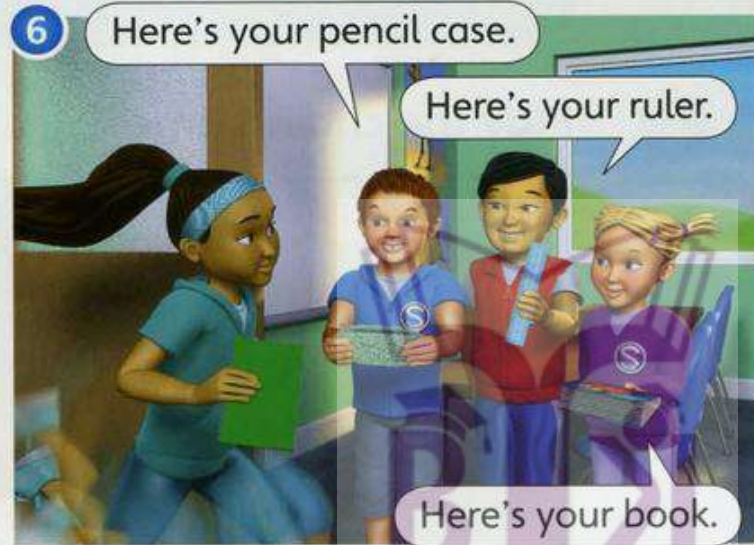
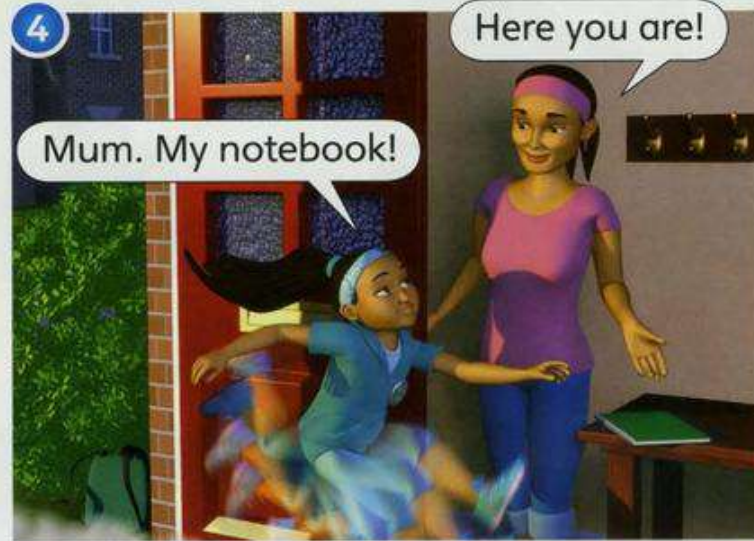
Open your ...

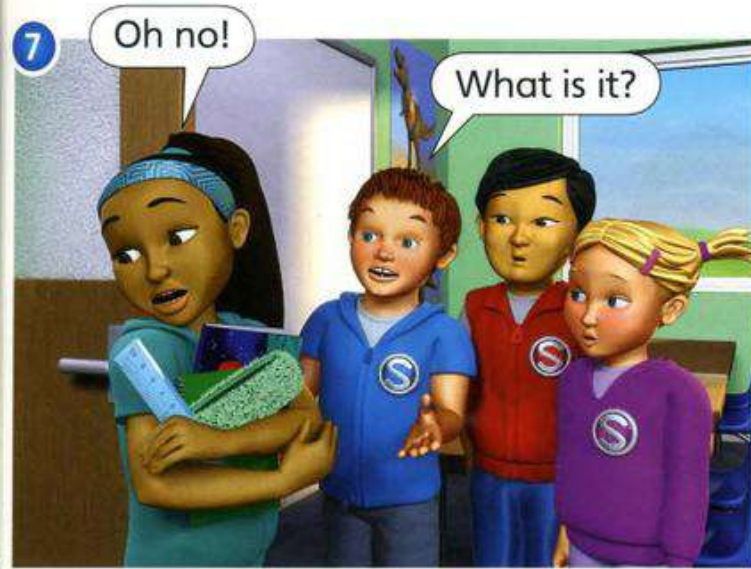


Pass me ...



Watch out, Flash!





2 **Think!** Find and circle the same pictures in the story.



3 Find who says ... **My bag!**



4 CD 1
23 Listen and say.



A fat rat in a black bag.



1 CD 1 25

Listen and draw lines.



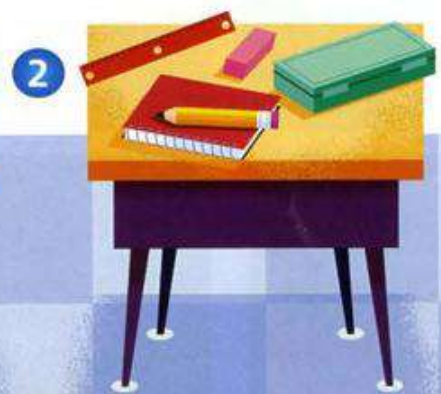
Sam



Fred



Kim



Mia

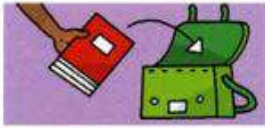


Jane

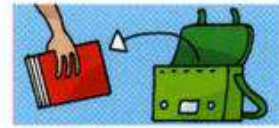


Read and circle the correct pictures.

1



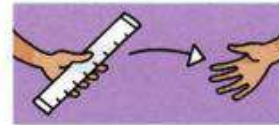
Put away your book, please.



2



Take out your ruler, please.



3



Pass me a pencil, please.



4



Open your bag, please.



2

Ask and answer.

What's number 1?

It's a bag.

1



2



3



4



5



6



3

Draw and write about your bag.



This is my bag.
It is green and blue.

1

Read and answer the questions.

- a There are three primary colours. What are they?



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



2

Look and read. Mix the colours to make new colours.

We mix the primary colours to make new colours. These are called secondary colours.



purple



green



orange

1 Look at the picture. Read and answer.



- a Find the primary colours. What are they?
- b Find the secondary colours. Do you remember how to make them?

2 **Think!** When you mix white with a different colour, the colour gets lighter. Look, think and colour.



3 **Project** Make your own picture.



Do that!

1 CD 1
27

Listen and act out with your teacher. Then listen again and number the pictures.



2

Read and number the sentences from the story.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Look down and catch it. | <input type="checkbox"/> Turn around. |
| <input type="checkbox"/> Take out your pencil case. | <input type="checkbox"/> Stand up. |
| <input type="checkbox"/> Put the pencil case on your head. | <input type="checkbox"/> Stretch. |

3

Listen to your friend and act out.

Put the ruler on your head.



1 Make a poster.

Colours at school

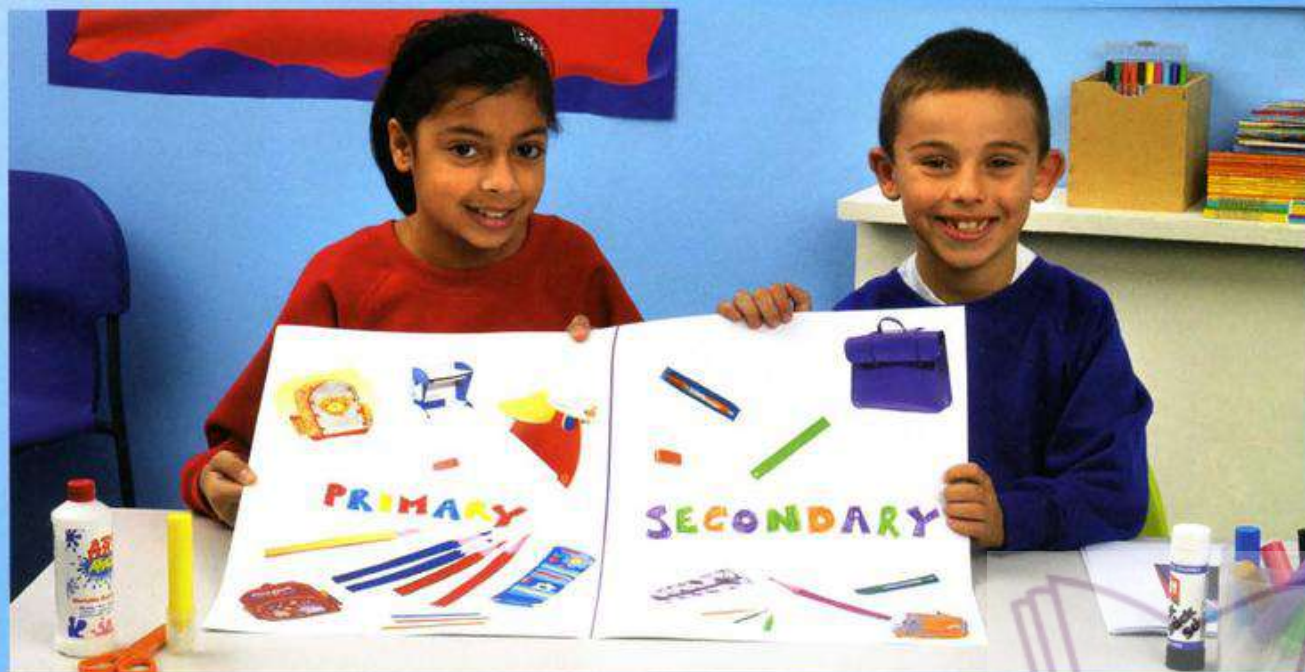
- a Write the colour words on your poster.



- b Think of school objects and find pictures in different colours.



- c Cut out the pictures and stick them on your poster.



- 2 Count the school objects. Close your eyes. What colour are they?

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

2

Let's play!

1 CD 1
28

Listen and look. Then listen and say the words.

1 kite



2 doll



3 monster



4 plane

Go-kart
raceSports centre
1 team - 1 go-kart

5 computer game



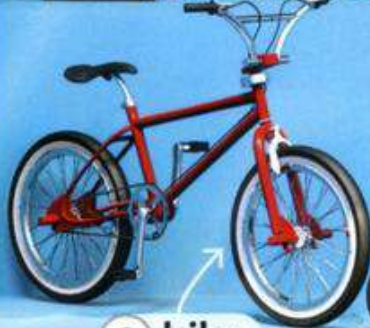
6 train



7 car



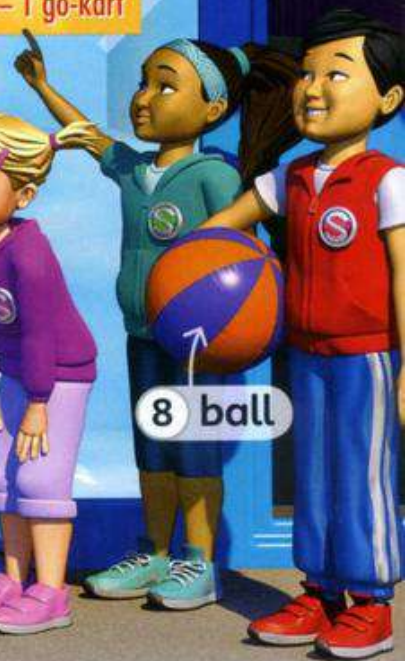
9 bike



10 go-kart



8 ball

2 CD 1
29

Listen and chant.

Toy shop, toy shop,
Let's go to the toy shop.
Look!

A doll, a car, a bike, oh yes,
A go-kart and a train,

A ball, a computer game,
A monster and a plane.

Yes.

And there's a kite!
That's right!

1 ^{CD 1} 31 Listen and stick.

Sticker



Sophie



Alex



Olivia



Mark

2 ^{CD 1} 32

Grammar focus

Listen and say.



What's his name?

His name's Ben.

How old is he?

He's seven.

What's his favourite toy?

His favourite toy's his ball.

What's her name?

Her name's Lisa.

How old is she?

She's six.

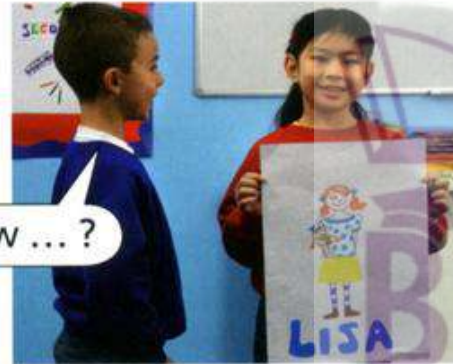
What's her favourite toy?

Her favourite toy's her doll.

3 Ask and answer.



What's ... ?



How ... ?

What's his / her ... ? How old is he / she?

4

Hey, Emma! What's your favourite toy? ...

My favourite toy isn't a plane.
It isn't a kite or a computer game.
My favourite toy!

Hey, Mike! What's your favourite number? ...

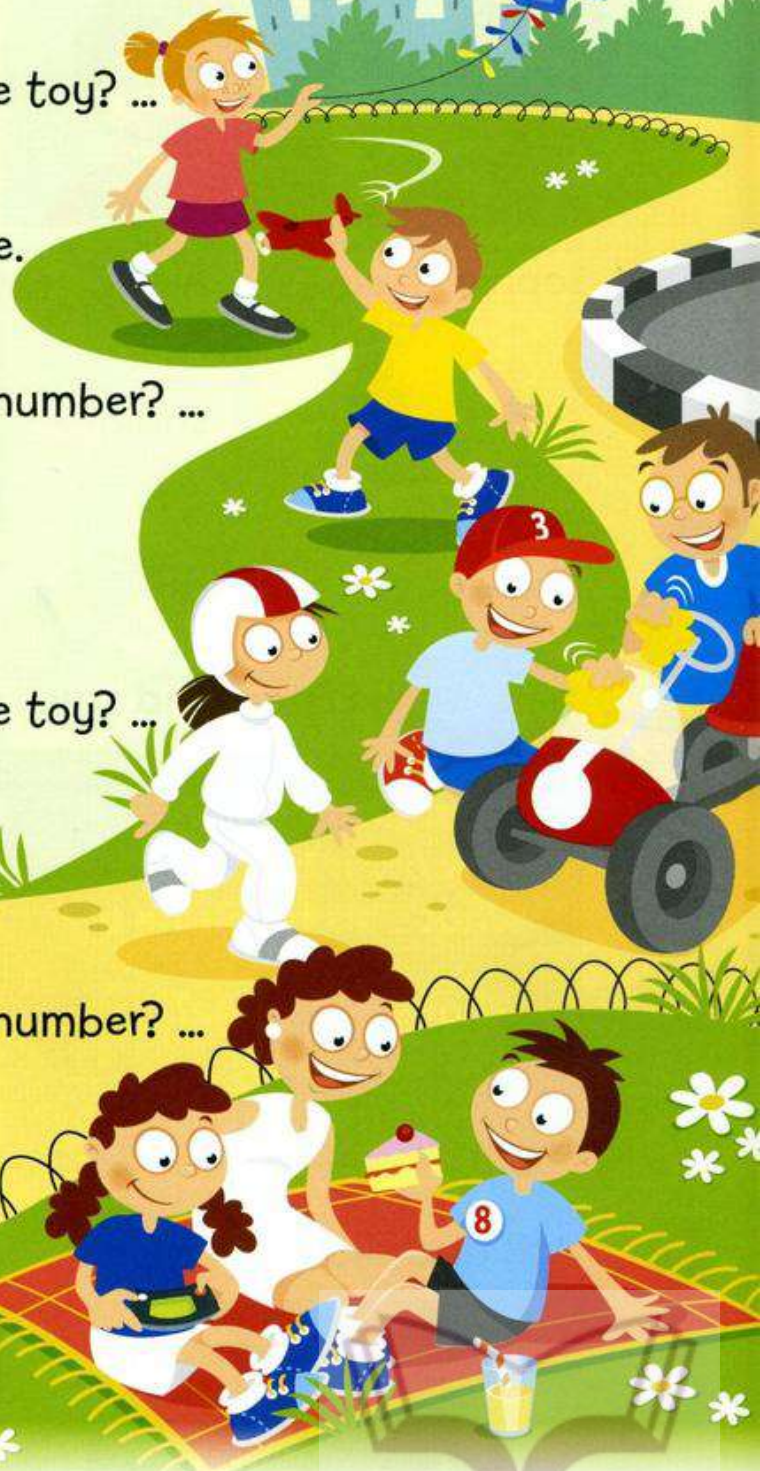
My favourite number isn't three.
Can you find it? Look at me!
My favourite number!

Hey, Emma! What's your favourite toy? ...

My favourite toy ...
My favourite toy's a go-kart.
That's smart!

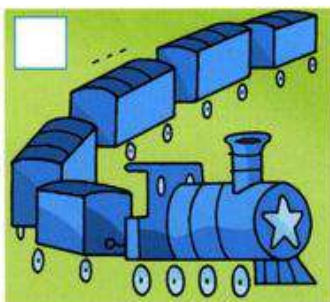
Hey, Mike! What's your favourite number? ...

My favourite number ...
My favourite number's eight.
That's great!

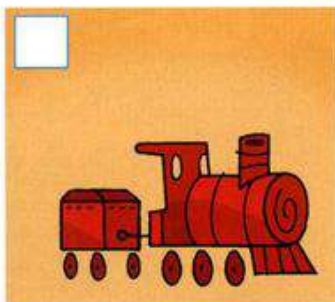


1 CD1
35

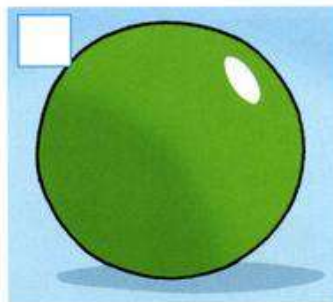
Listen and number the pictures.



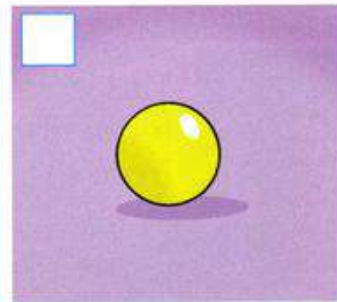
A long blue train.



A short red train.



A big green ball.



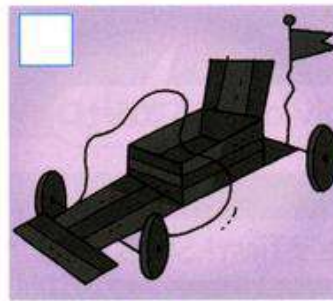
A small yellow ball.



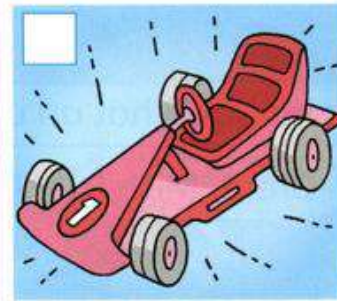
An ugly purple monster.



A beautiful orange monster.



An old black go-kart.



A new pink go-kart.

2 CD1
36

Grammar focus

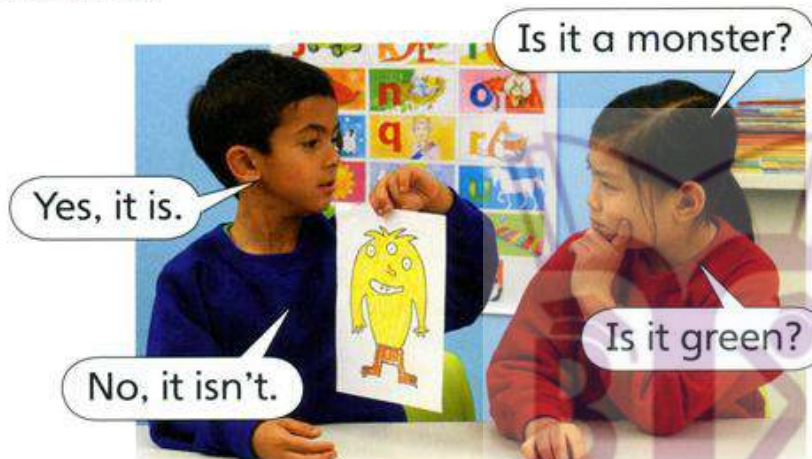
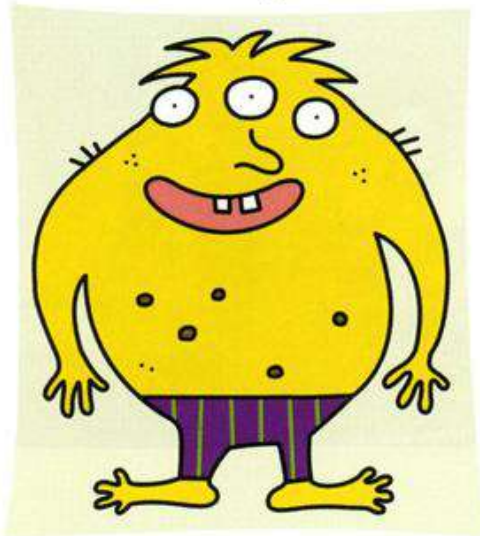
Listen and say.

It's a new kite. It's an ugly monster.



3

Draw a toy. Ask and answer.

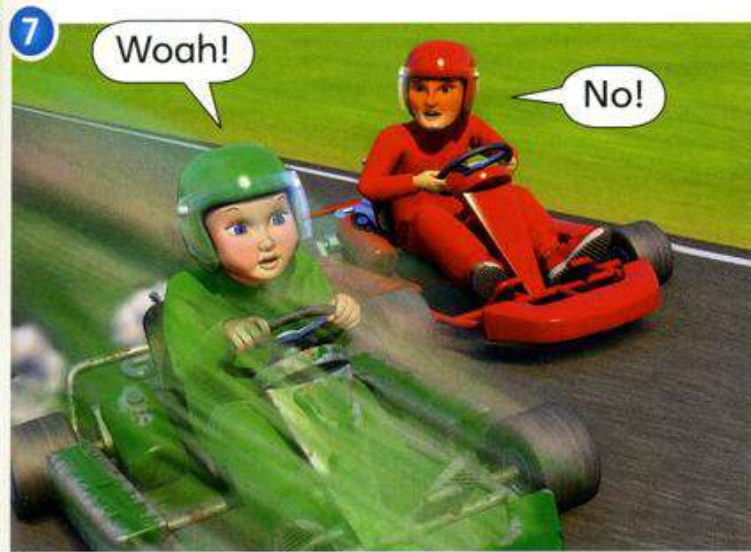


The go-kart race



Ha ha ha! Now I'm first!



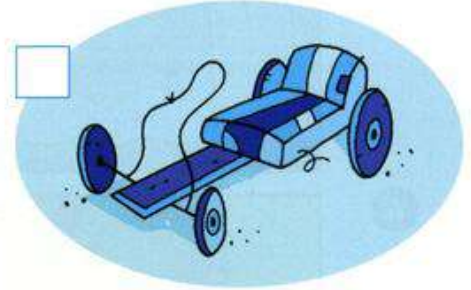
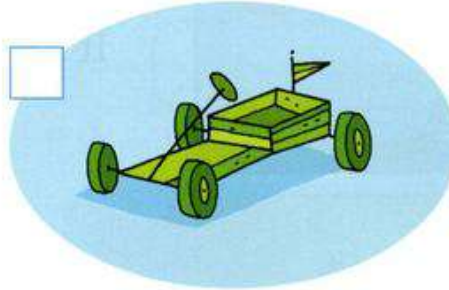


2 **Think!** Read and number the go-karts.

1 A small go-kart.

2 An old go-kart.

3 A big go-kart.

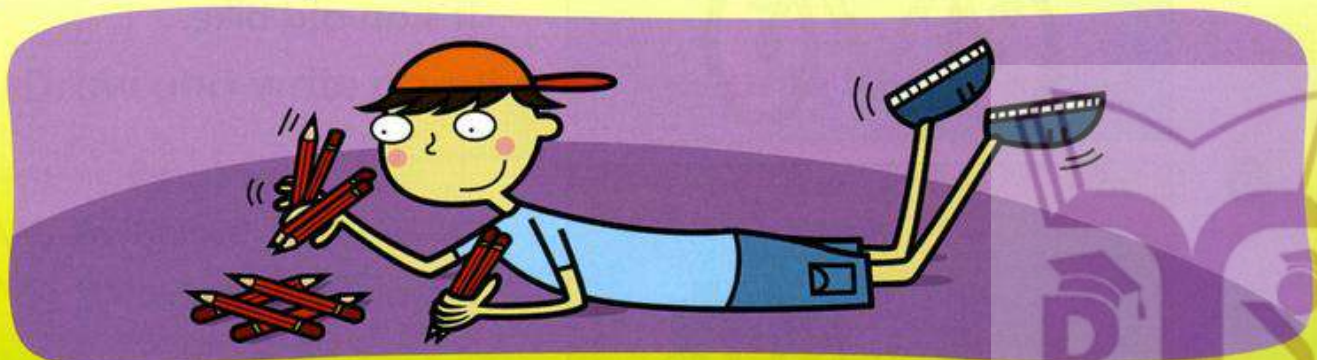


3 Find who says ...

This is Ben from
the Red team.



4  Listen and say.



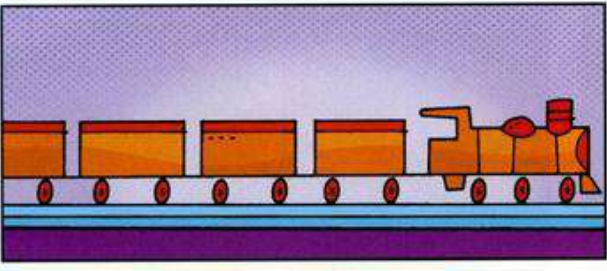
Ken and his ten red pens.



1

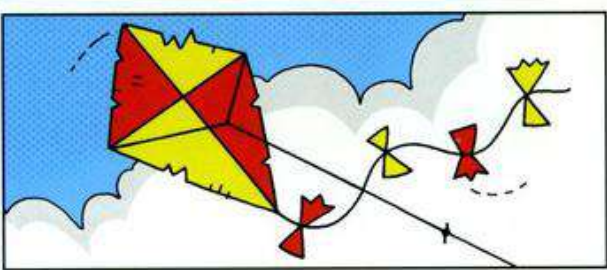
Look and read. Tick (✓) or cross (X) the box.

1



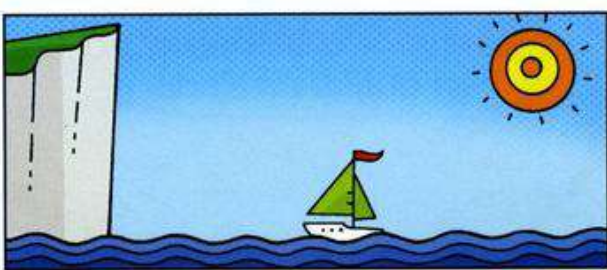
It's a long train.

2



It's a new kite.

3



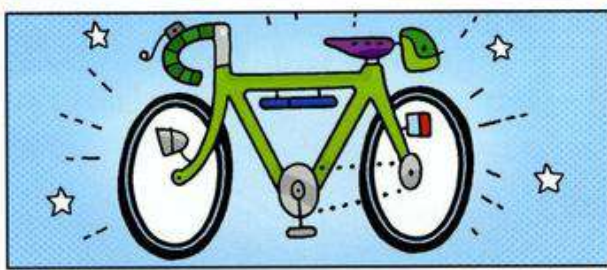
It's a big boat.

4



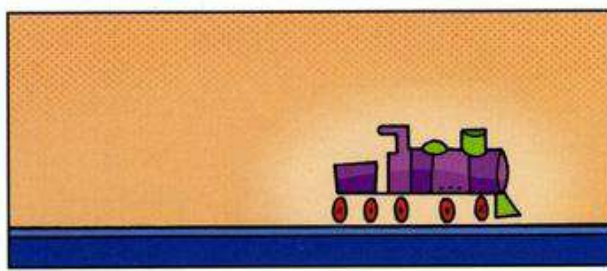
It's an ugly doll.

5



It's an old bike.

6



It's a short train.



skills

1 CD 1
43

Listen and write the names.

Beep Dino Nessie Star

1



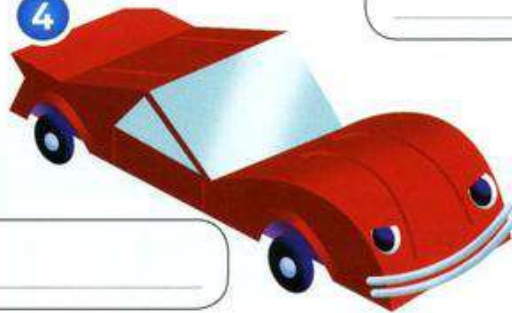
2



3



4



2

Ask and answer.



What's your favourite
toy?
colour?
number?

My favourite ...

3

Draw and write about your favourite toy.

My favourite things.
My favourite toy is my blue doll.

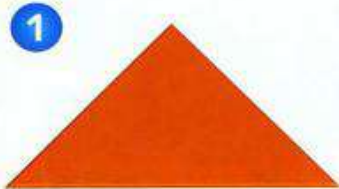


Tangrams

1 CD 1
44

Listen and look at the shapes.

Can you see them in your classroom?



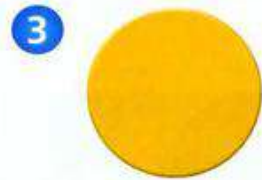
1

triangle



2

square



3

circle



4

parallelogram



5

rectangle

My book is a rectangle.



2

Read and answer.

The tangram is an old Chinese toy. Look at the tangram. What shapes can you see? What shapes can't you see?

I can see a square. I can't see a circle.

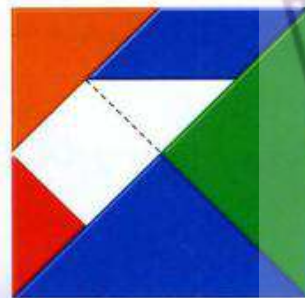
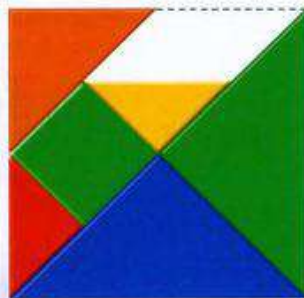


3

Think!

Look at the tangrams. What shapes are missing?

The blue triangle is missing.

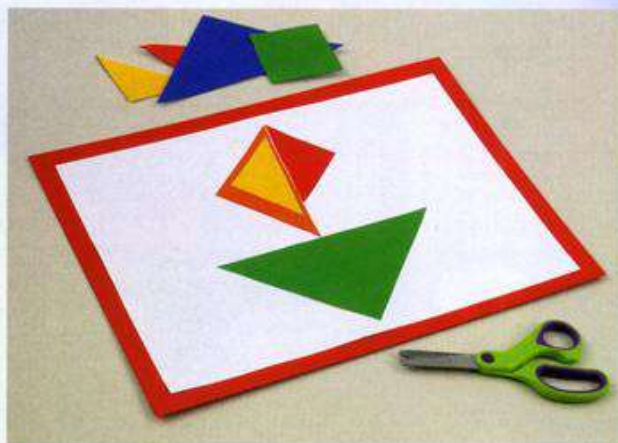
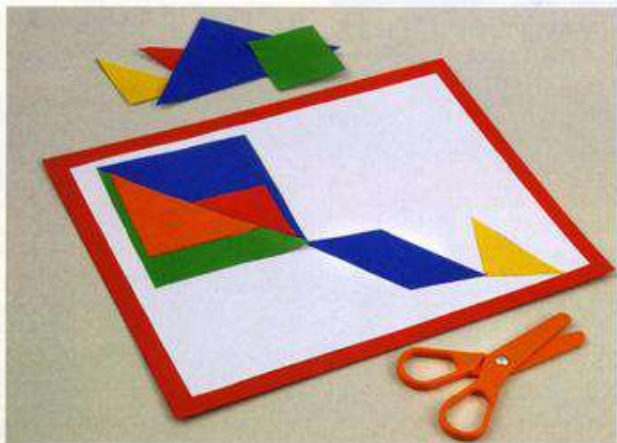
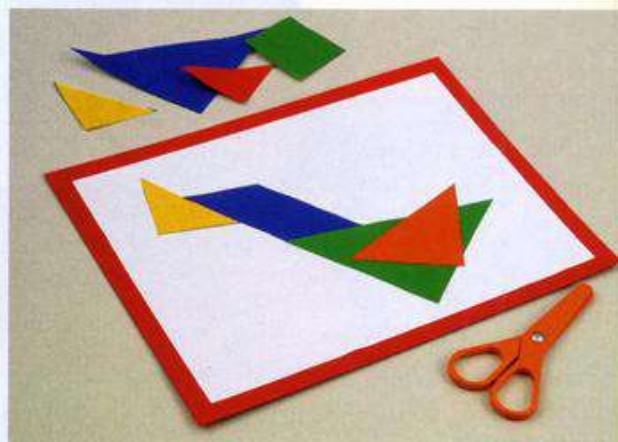
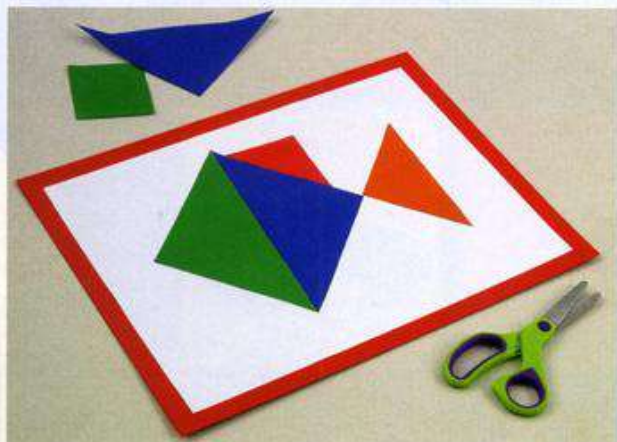


1

Page
125

Project Make a tangram.

- a Use your tangram to make the pictures.



- b Use your tangram to make a new picture.



Create that!

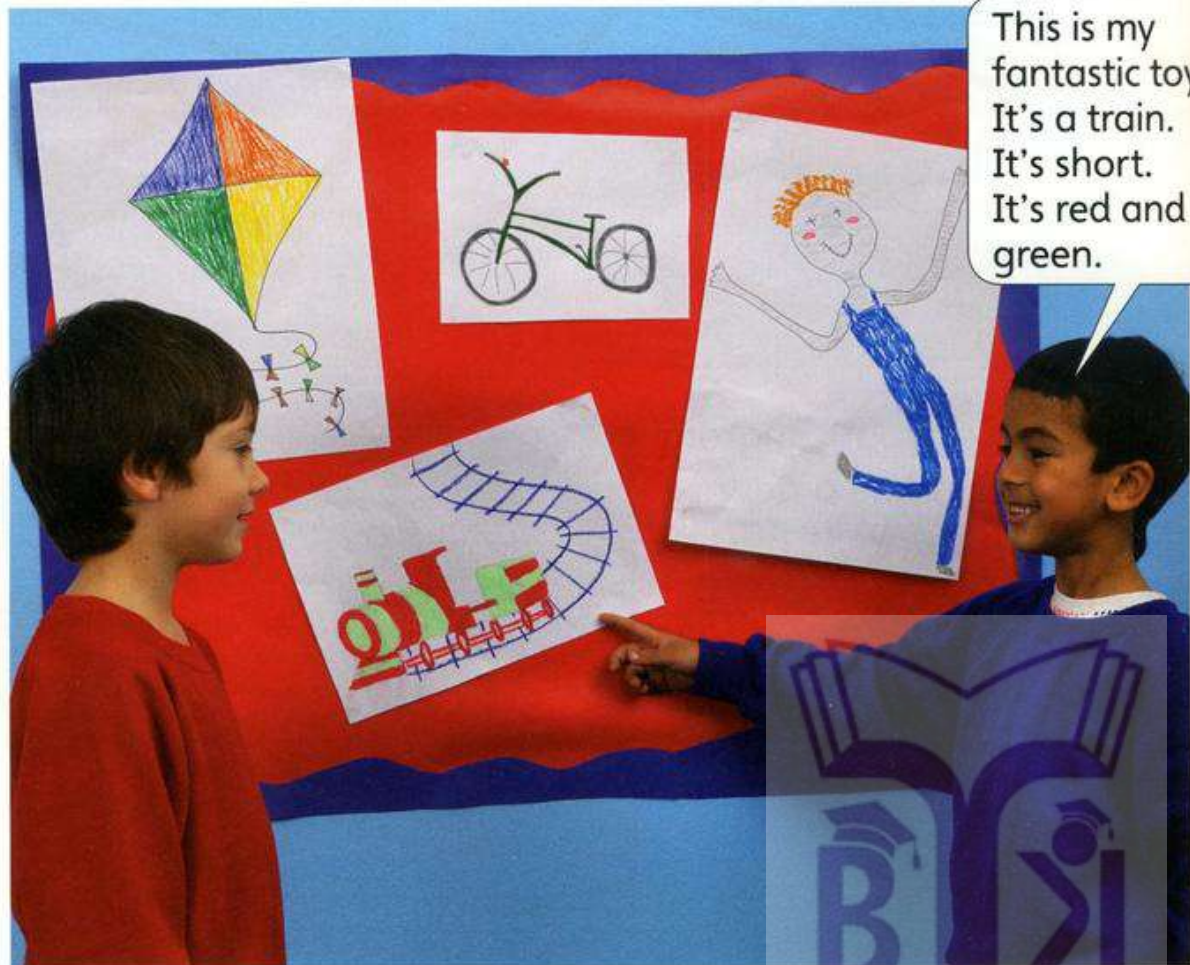
1 CD 1
46

Listen and imagine. Then draw your picture.



2

Show your picture to your friends.



This is my fantastic toy.
It's a train.
It's short.
It's red and green.

The spelling game

1 CD1
47

Listen and look. Then listen and say the words.

2 CD1
48

Listen and chant.

Pet show, pet show,
Look at all the pets.

Whisper and his spider,
Daisy and her dog,
Lenny and his lizard,
Sandra and her frog.

Donnie and his duck,
Katie and her cat,
Thunder and his elephant,
Misty and her rat.

Pet show, pet show,
Look at all the pets ...

1 CD 1 49 Sticker

Listen, read and stick.



The green frog is on the desk.



The yellow frog is in the desk.



The red frog is under the desk.

2 CD 1 50

Grammar focus

Listen and say.

The lizard is in on under the bag.



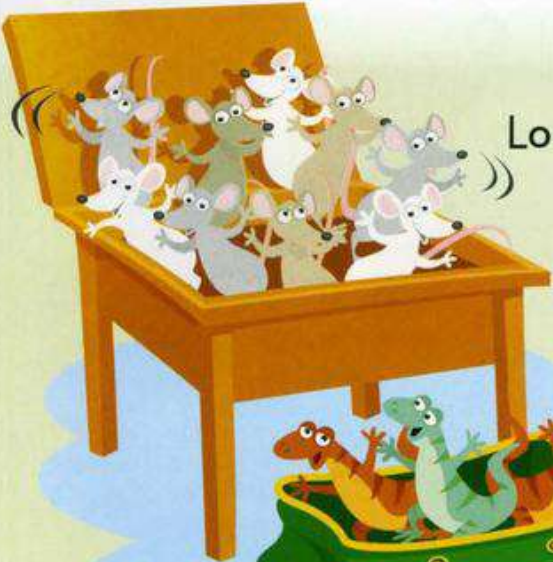
3 Play the description game.

The spider ...

Number ...



Listen and sing.

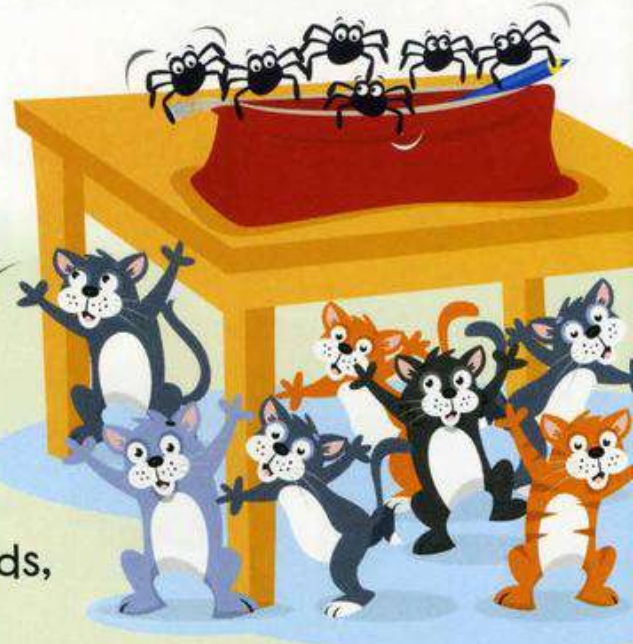


Look at the spiders,

Look at the rats,

Look at the lizards,

And look at the cats!



Look at the elephants,



Look at the dogs,

Look at the ducks,

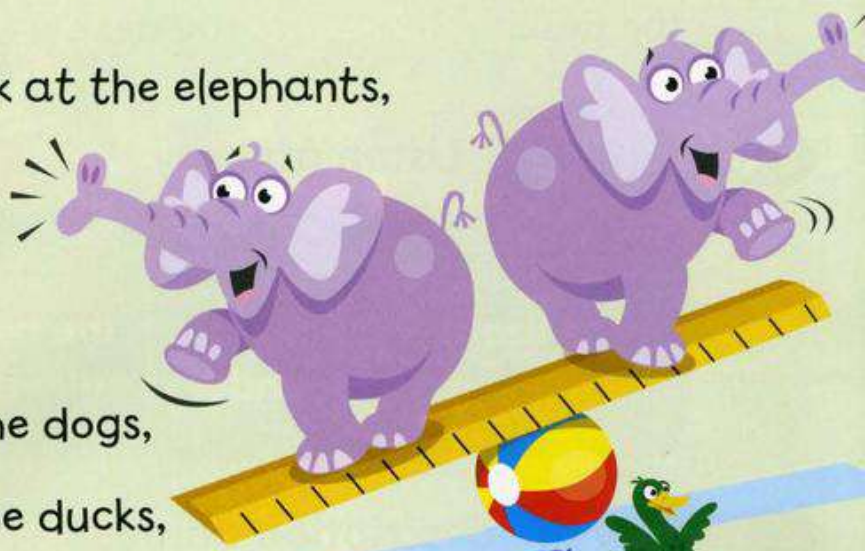
And look at the frogs!

Spiders, cats,

Lizards and rats.

Ducks, dogs,

Elephants and frogs.



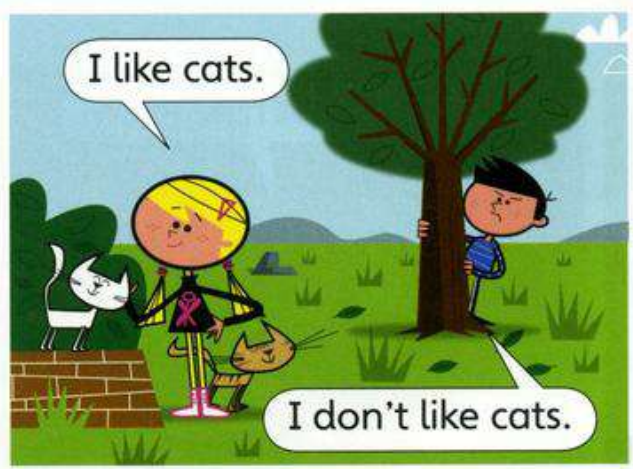
2

Look at the picture. Count the animals. Where are they?

Six spiders are on the pencil case.



1 ^{CD 1} 53 Listen and point to the pictures.



2 ^{CD 1} 54 Listen and circle what the spider says.



- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

3 ^{CD 1} 55 **Grammar focus** Listen and say.

I like dogs. I like dogs too.
 I don't like dogs.

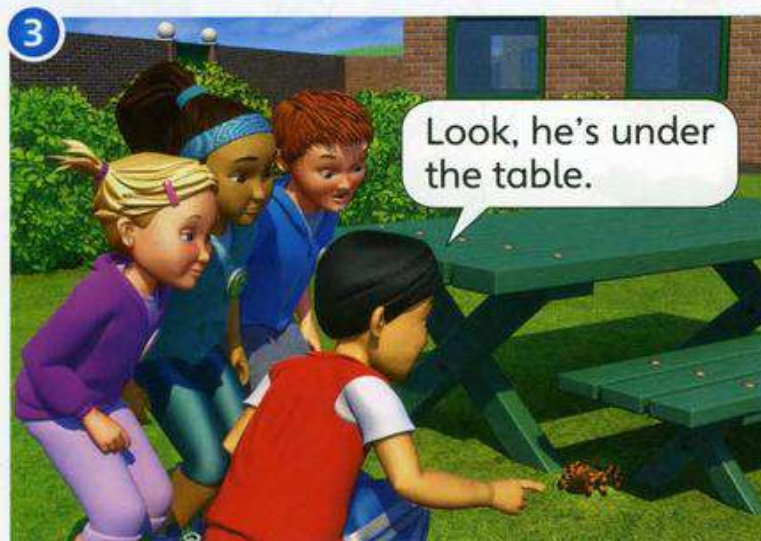
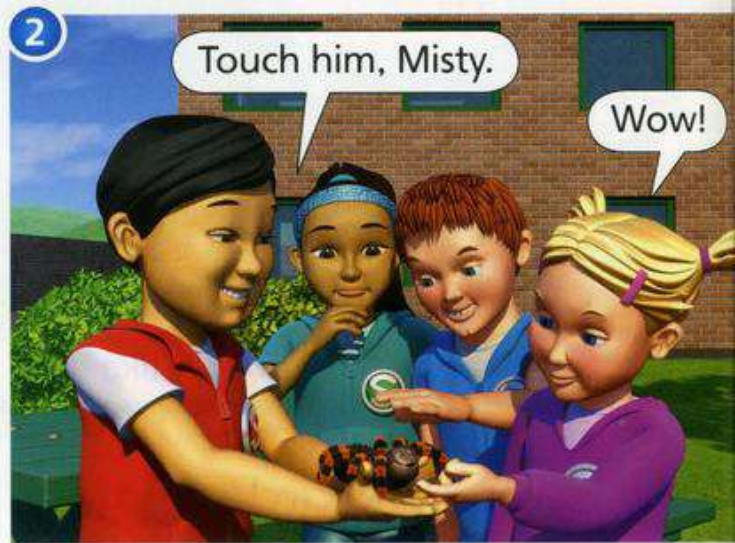


4 Ask and answer.



CD 1
57

The spider





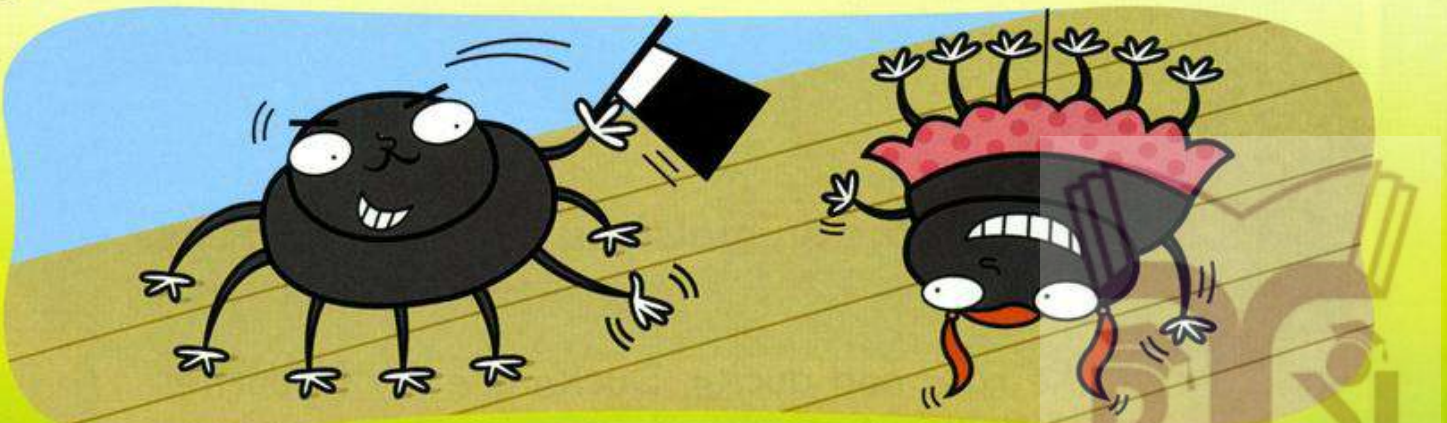
2 Read and circle *yes* or *no*.

- | | | |
|---|---|----------|
| 1 | In picture one Flash and Whisper like the spider. | yes / no |
| 2 | In picture three the spider is under the table. | yes / no |
| 3 | In picture four the spider is clever. | yes / no |
| 4 | In picture eight Misty, Thunder and Flash like the spiders. | yes / no |

3 Find who says ... Touch him, Misty.



4 CD 1
59 Listen and say.



This is Tim and his silly sister Kim.

Read and circle the correct picture.

Pet Show

Come and see the cats, dogs, rats, ducks and lizards.



2

CD 1
61

Sticker

Listen and stick.



3

Write about the animals you like and don't like.

I like rats and ducks. Ducks are my favourite!
I don't like dogs.



Skills

1
Sticker

Listen to your teacher and stick.



2

Look and say.

The cat is ...



Camouflage

1 What colours are the animals? Ask and answer.

What colour is the snake?

The snake is green and black.



snake



crocodile



butterfly



tiger



giraffe

2 What animals are in the pictures? There's a ... in picture 1!



3 Say why it is difficult to see the animals.

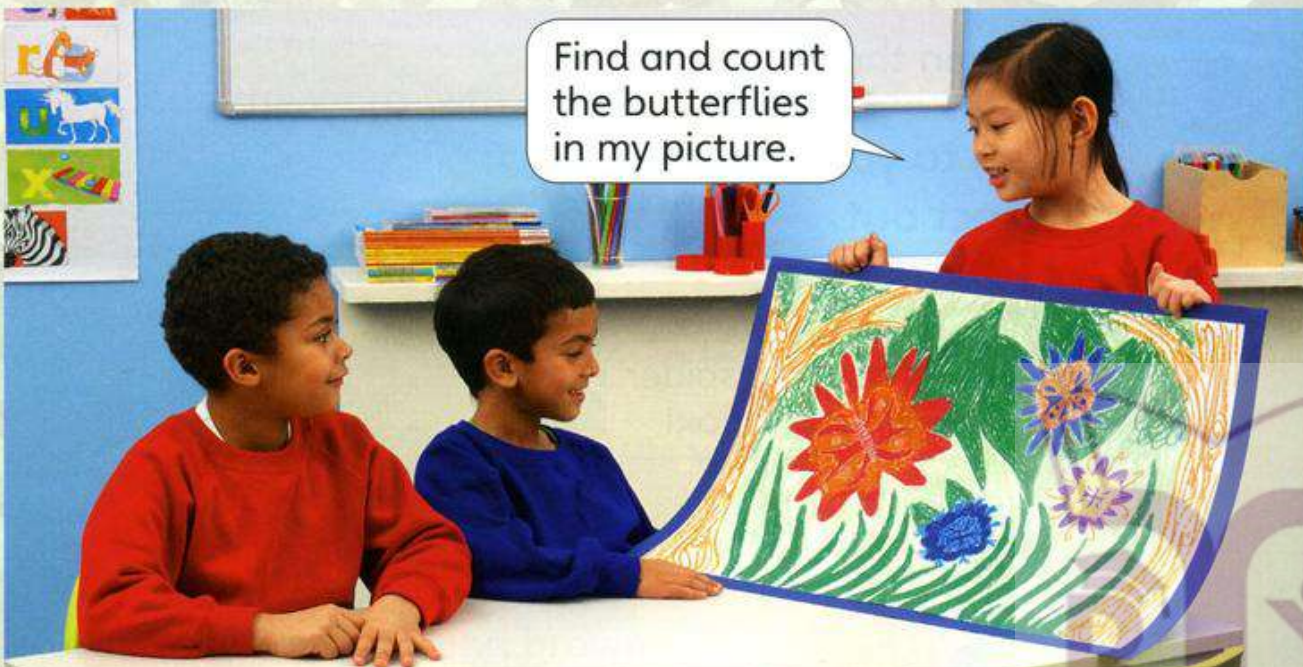
The crocodile is green and the water is green.

1 **Think!** Where do the animals hide?

Tigers hide in tall grass.



2 **Project** Draw a camouflage. Show it to your friends.



Listen and act out with your teacher. Then listen again and number the pictures.



2

Read and number the sentences from the story.

- Hug the little dog. Listen. Go to the door.
 He's cold. Pick him up. There's a little dog under a tree.
 Open the door.

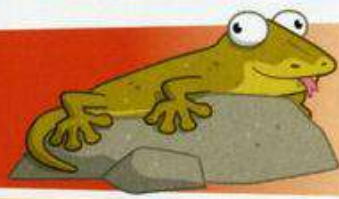
3

Listen to your friend and act out.

There's a big spider under your book!



Quiz time



1 This is _____ .
a a spider b a frog c a lizard

2 The cat is _____ the bag.
a on b in c under



3 I _____ rats.
a like b don't like

4 There are _____ ducks in the song.
a seven b eight c nine



5 Whisper's pet is _____ .
a a rat b a spider c a frog

6 Circle the word with the different sound.
a Tim b him c spider



7 This is _____ .
a a log b a leaf c grass

8 Tigers are _____ .
a orange, white and black
b red, yellow and brown
c orange, black and brown



4

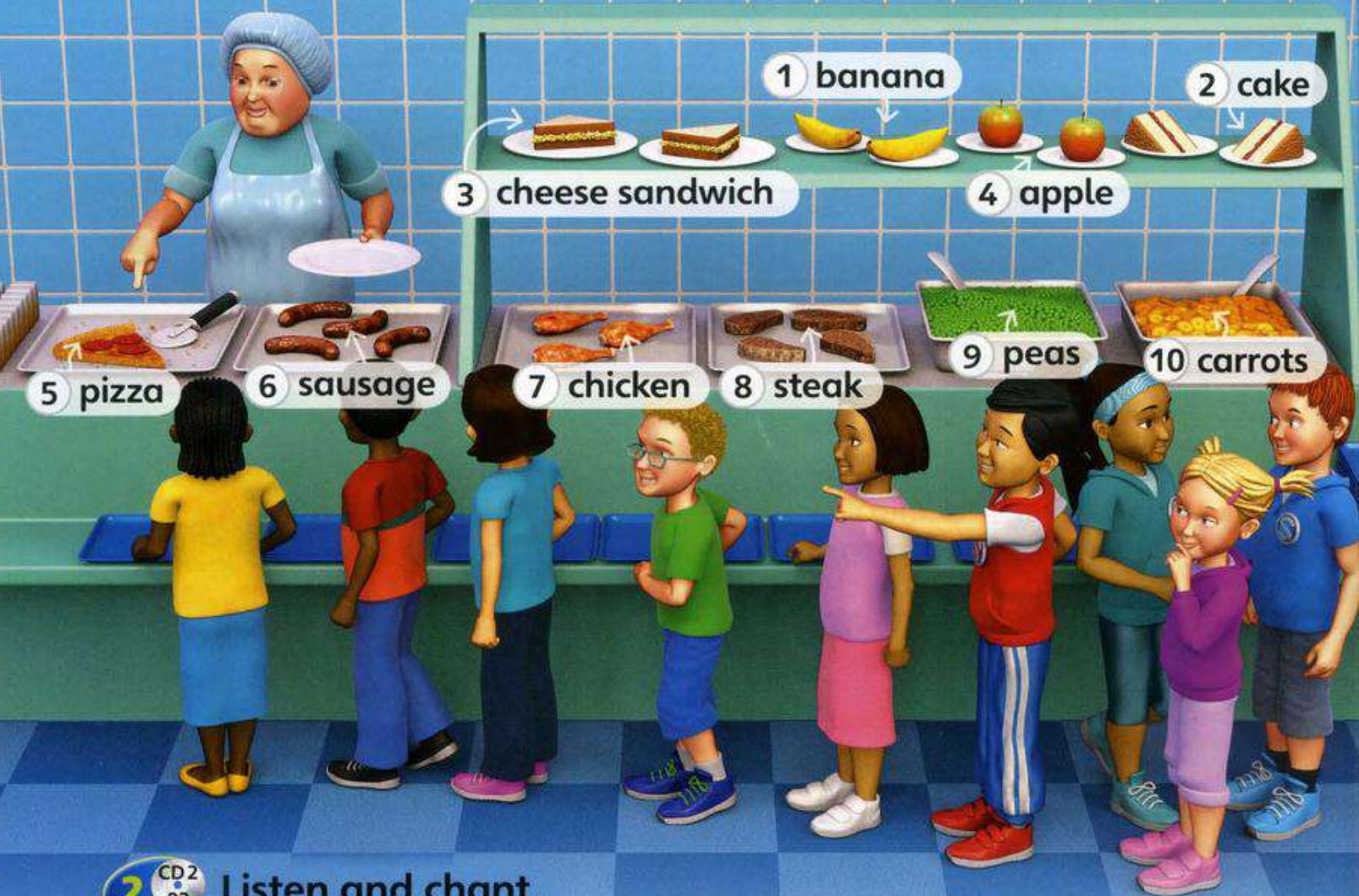
Lunchtime



1

CD2
02

Listen and look. Then listen and say the words.



1 banana

2 cake

3 cheese sandwich

4 apple

5 pizza

6 sausage

7 chicken

8 steak

9 peas

10 carrots

2

CD2
03

Listen and chant.

Lunchtime! Lunchtime!
What's for lunch?

I don't like chicken,
And I don't like cheese.
I don't like pizza,
And I don't like peas.

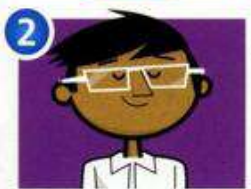
Lunchtime! Lunchtime!
What's for lunch?

Oh, I like apples,
And I like steak.
Oh, I like carrots,
And I like cake!
Yummy!

1 Read and draw lines.



I've got a sandwich and an apple.



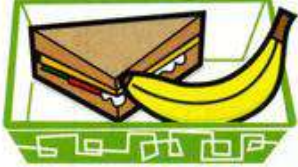
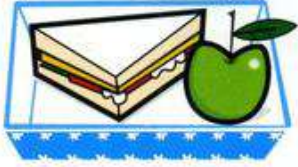
I've got a sandwich and a banana.



I've got pizza and a banana. I haven't got an apple.



I've got pizza and an apple. I haven't got a banana.

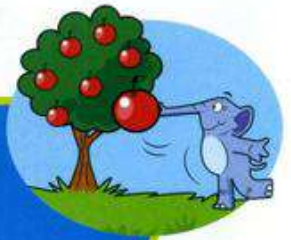


2 CD 2 04

Grammar focus

Listen and say.

I've got a sandwich and an apple. I haven't got a banana.

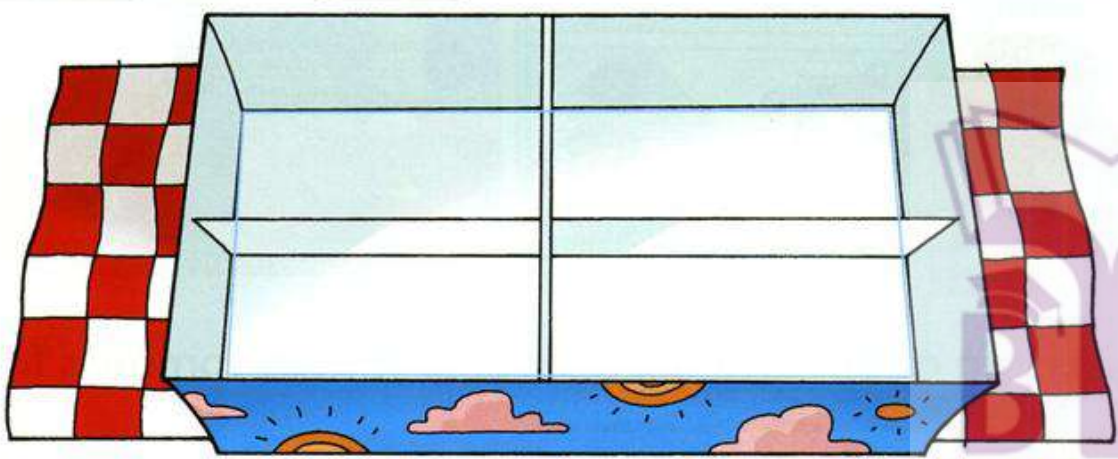


3 Choose your lunch. Find a friend with the same lunch.

Sticker

I've got ...

Me too!



Listen and sing.

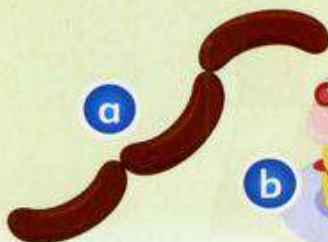
Tommy's in the kitchen,
Come and take him out!
Tommy's in the kitchen,
Come and take him out!

I've got an apple in my sandwich.
I've got milk on my peas.
I've got juice on my sausage.
Help! Oh, help me, please!

Tommy's in the kitchen ...

I've got carrots on my pizza.
And a banana on my cheese.
I've got chicken with my cake.
Help! Oh, help me, please!

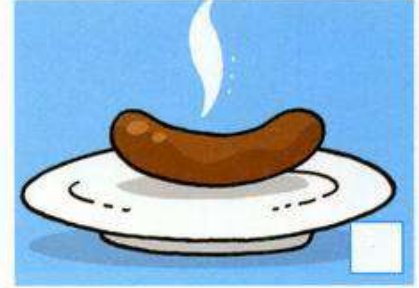
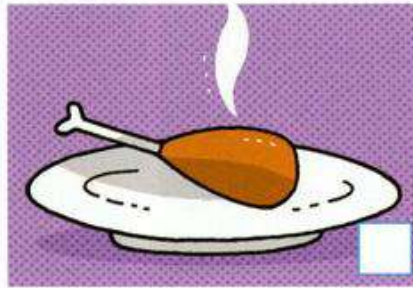
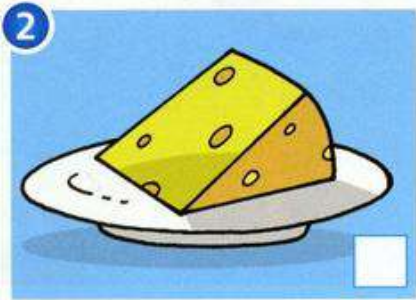
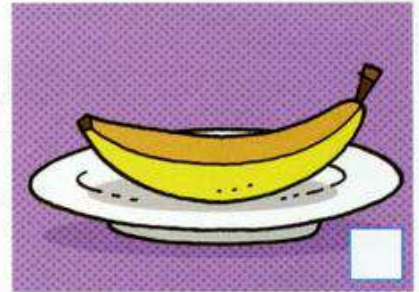
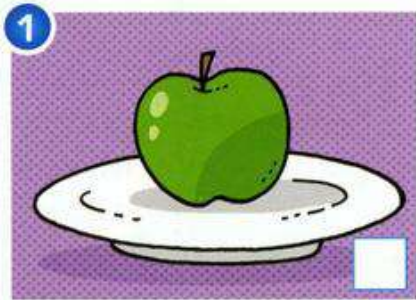
Tommy's in the kitchen ...



Listen again and draw lines to match Tommy's food.

1 CD2 09

Listen and tick (✓) or cross (X) the box.



2 CD2 10

Grammar focus

Listen and say.

Have we got any cheese?

Yes, we have.

No, we haven't.



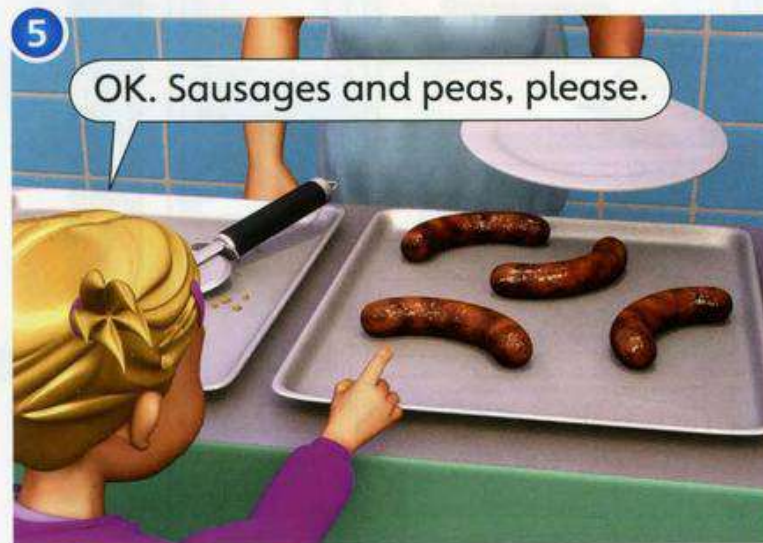
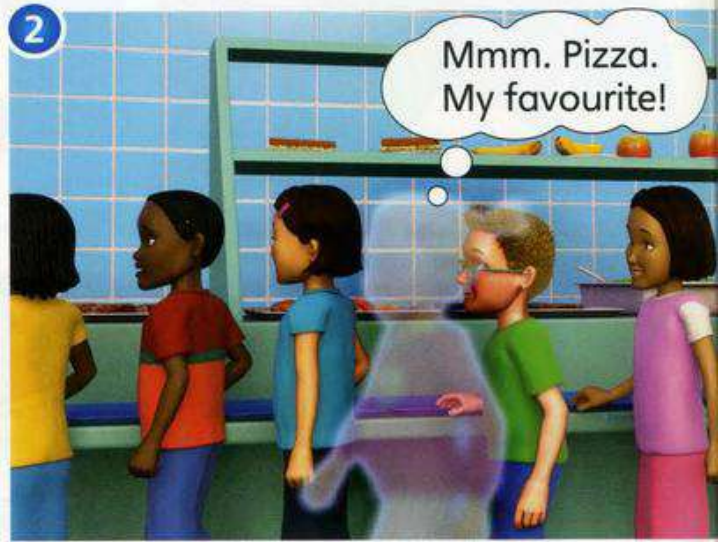
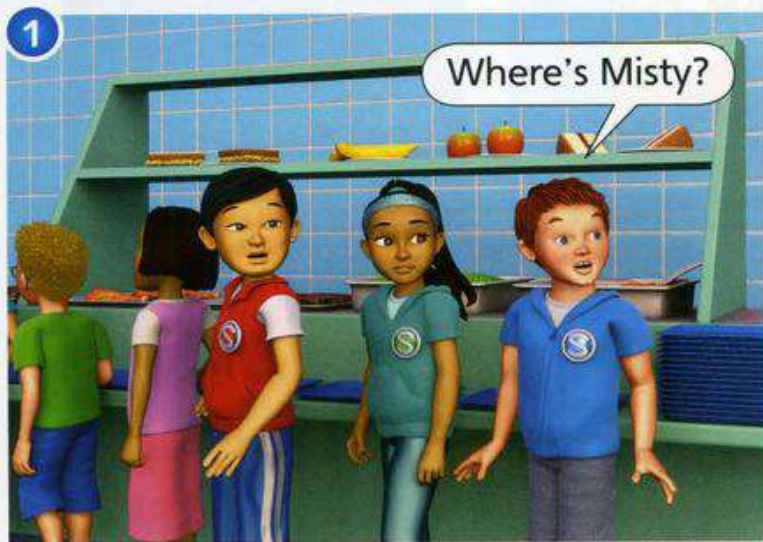
3

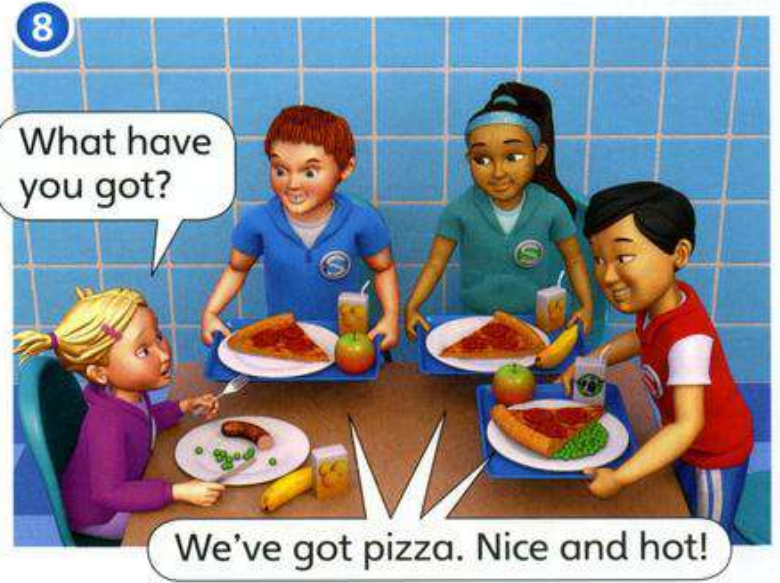
Ask and answer.

Have we got any ... ?



1 CD2 11 **S** The pizza





2 Read and tick (✓) or cross (X).

Who says ... ?				
I've got pizza.				
I've got an apple.				
I've got a sausage.				
I've got peas.				
I've got a banana.				

3 Find who says ... Sorry, we haven't got pizza.



4 CD2 13 Listen and say.



Polly stops at the shop for a hot dog.



1 CD2 15

Listen and say the numbers.



eleven



twelve



thirteen



fourteen



fifteen



sixteen



seventeen



eighteen



nineteen



twenty

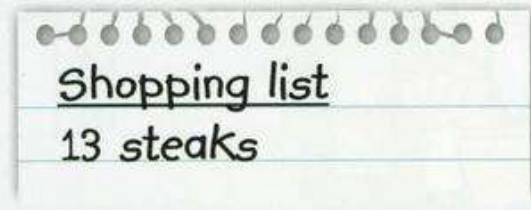
2 CD2 16

Listen and complete the shopping list.



3

Write a shopping list.



4

Listen to your partner's list and write it down. Check your list.



Look and read. Write yes or no.



- 1 Mark: I've got eleven sausages in my basket. _____
- 2 Tony: I've got fourteen apples in my basket. _____
- 3 Lynn: I haven't got any bananas in my basket. _____
- 4 Mark: I've got chicken in my basket. _____
- 5 Tony: I've got a cheese sandwich in my basket. _____
- 6 Lynn: I've got twelve carrots in my basket. _____

Draw your basket. Say what's in it.



1 Look at the fruit and vegetables. Which are your favourites?

It is important to eat fruit and vegetables to be healthy.

Pears are my favourite fruit.

Corn is my favourite vegetable.



2 **Think!** Look and stick. Are they fruit or vegetables?

Sticker

1 **Think!** Where do they grow? Follow the lines and say.

Onions grow in the ground.

Coconuts grow on trees.



tree



tree



plant



ground



plant

2 **Project** Make a fruit and vegetable diary.

How many fruits and vegetables do you eat every day?



	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
fruit							
vegetables							



Listen and imagine. Then draw your picture.



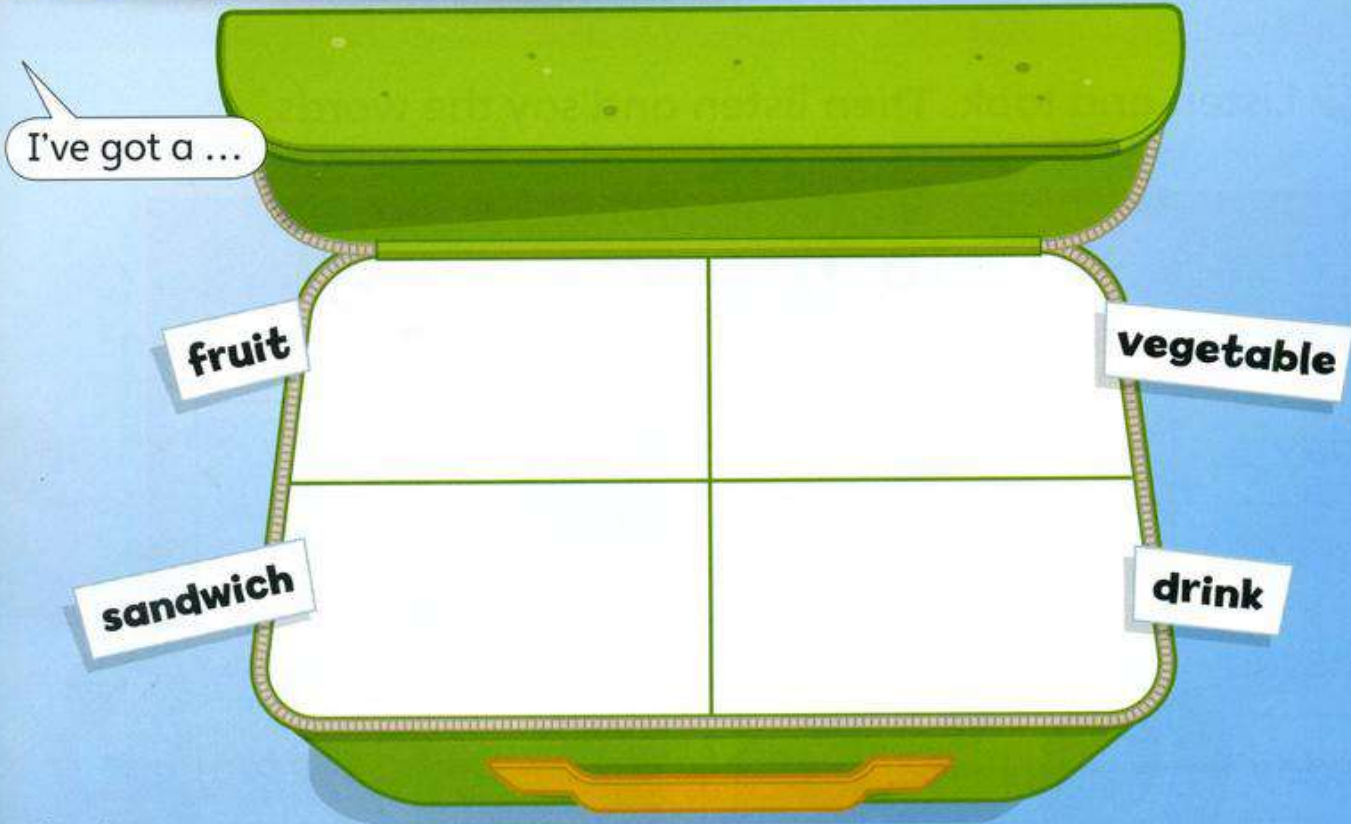
2

Write about your picture. Then listen to your friends and guess.



Hi, I'm Pop. I'm a monster. Here's my sandwich.
I've got a plane, a train and a go-Kart in it. Yummy!

The lunchbox game



Dice 1

Dice 2

	1	2	3	4	5	6
1	Sorry, no food.				Sorry, no food.	
2			Sorry, no food.			
3	Sorry, no food.				Sorry, no food.	
4						Sorry, no food.
5		Sorry, no food.				
6				Sorry, no food.		

5

Free time

1 CD2
18

Listen and look. Then listen and say the words.

This week

1 Monday School

2 Tuesday School

3 Wednesday School

4 Thursday School

5 Friday School

6 Saturday

Football
match

7 Sunday

Trip to
the lake2 CD2
19

Listen and chant.

Hurray, hurray!
 School on Monday,
 School on Tuesday,
 School on Wednesday,
 Thursday, Friday.

On Saturday and Sunday,
 More time to play.

School is cool.
 Hurray, hurray!

1 CD 2
20

Listen and stick.

Sticker

Sandra	Pat	Maria	Oliver	Bill

2 CD 2
21Grammar
focus

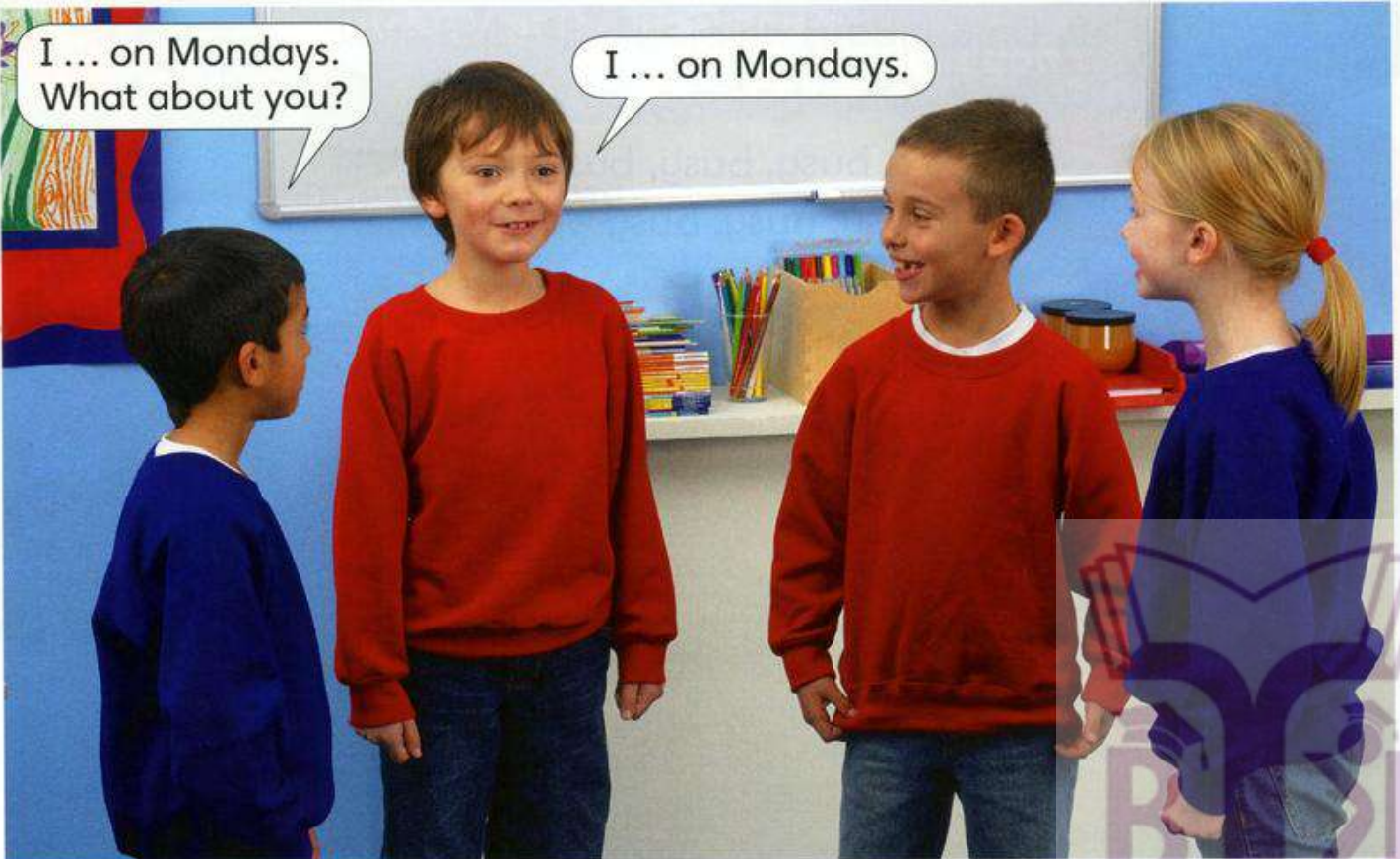
Listen and say.

I go swimming on Mondays.
I play football on Saturdays.



3

Ask and answer.



Listen and sing.



It's a busy, busy, busy, busy,
Busy, busy, busy week ...

On Mondays we go swimming.

On Tuesdays we play ball.

On Wednesdays and on Thursdays,
We play computer games.

On Fridays we play football.

On Saturdays we sing.

On Sundays we play hide-and-seek.

Oh, what a busy week!

It's a busy, busy, busy, busy,
Busy, busy, busy week ...



Oh, yeah!



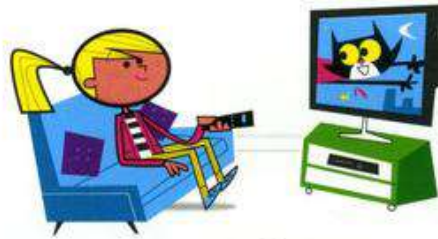
2

Point to the pictures and say the day of the week.

It's Friday.

1 **CD 2**
25 Listen and circle the answer.

Do you watch TV at the weekend?



Yes, I do.



No, I don't.

Do you play computer games at the weekend?



Yes, I do.



No, I don't.

2 **CD 2**
26

Grammar focus

Listen and say.

Do you watch TV at the weekend?

Yes, I do.

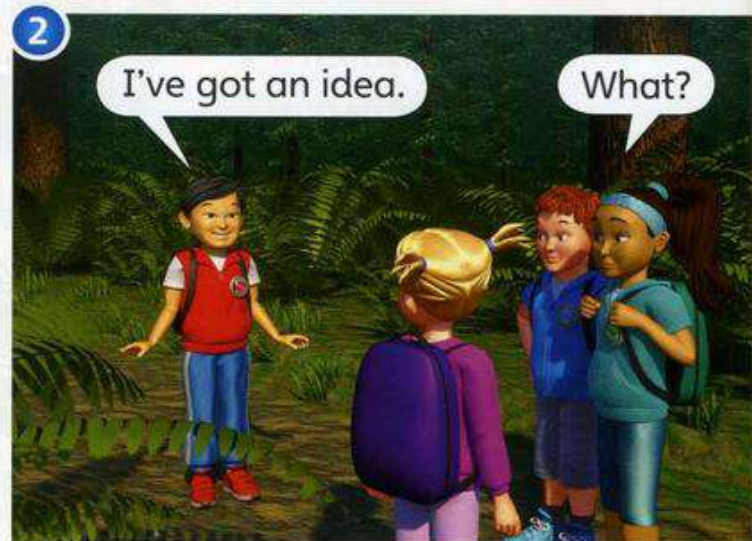
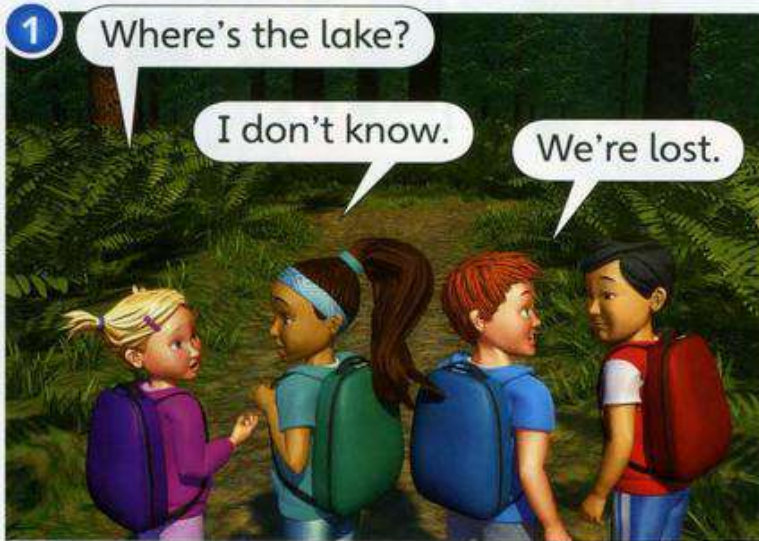
No, I don't.

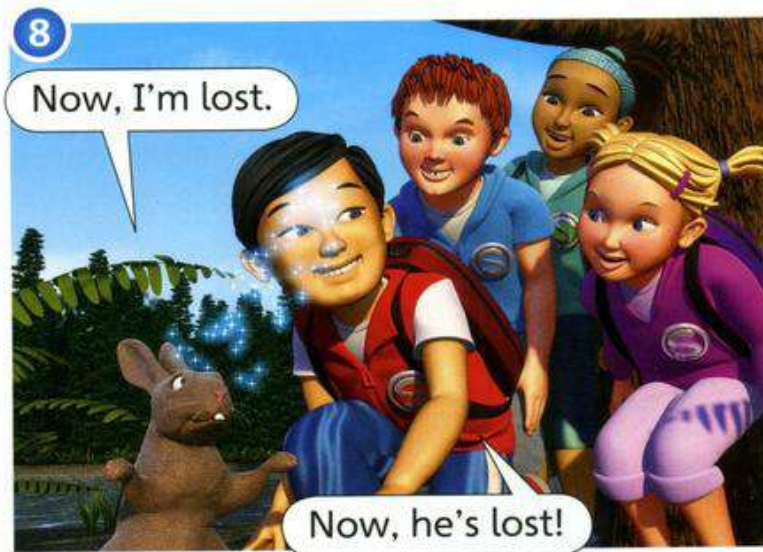
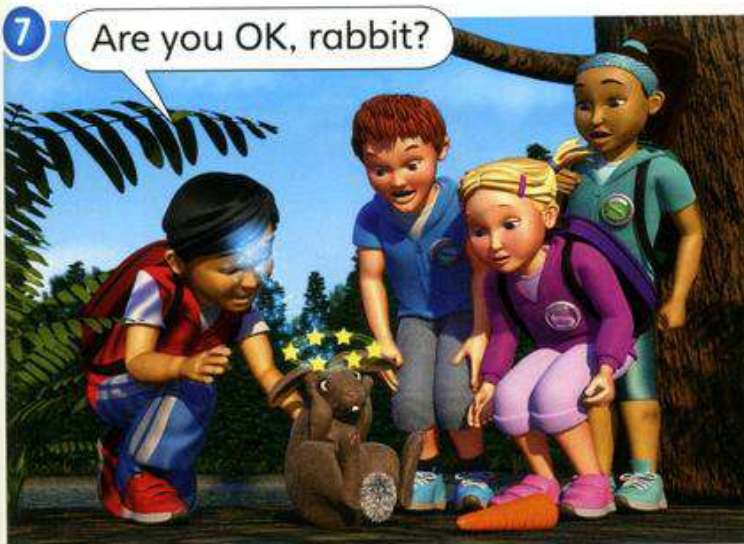


3 Play the question game.

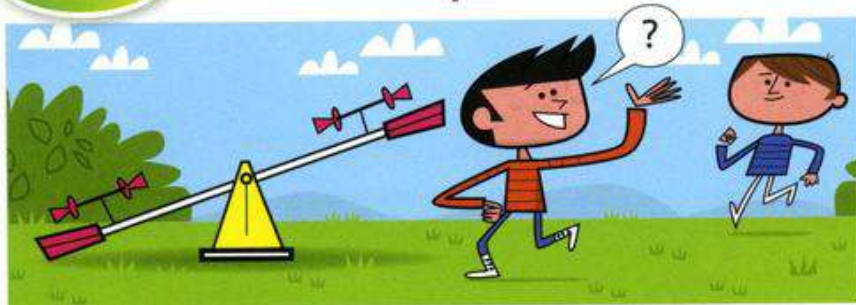


We're lost!





2 **Think!** Look at the picture and choose the correct sentence.



- 1 Are you OK?
- 2 Come with me.
- 3 Here you are.
- 4 I'm lost.

3 Find who says ... This isn't much fun.



4 CD2
29 Listen and say.



Mum jumps in the mud with the ducks.



1 CD2
31

Look at the picture. Listen and write a name or a number.



- 1 What is the name of Mark's school? _____
- 2 What is the name of Mark's brother? _____
- 3 What is the name of Mark's teacher? _____
- 4 How many days do Mark and his friends play football? _____
- 5 How many days do Mark and his friends go swimming? _____
- 6 How many days do Mark and his friends play computer games? _____



Read and say the poem.



My perfect week

On Mondays
I play with friends.



On Tuesdays
I ride my bike.



On Wednesdays
I play computer games.



On Thursdays
I play with toys.

On Fridays
I go swimming

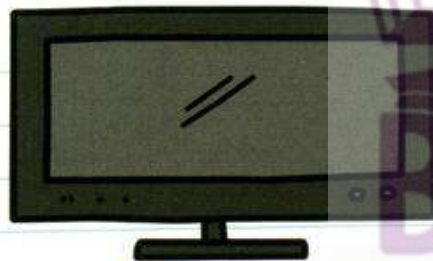
On Saturdays and Sundays
I watch TV and sleep.

That's my perfect week.



Write your poem.

My perfect week
On Mondays
I watch TV ...



I'm healthy!

1

CD2
33

Listen and read. Ask and answer.

For a healthy life, it is important to:

- Have fun
- Eat healthy food
- Keep fit
- Do sport
- Learn new things
- Sleep

1 How do you have fun?

I play with my friends.

2 How do you keep fit?

3 How do you learn new things?

2

Look at the pictures and draw lines.



healthy

unhealthy

1 Project Do the class survey.

- a Ask and answer.
Tick (✓) the boxes.

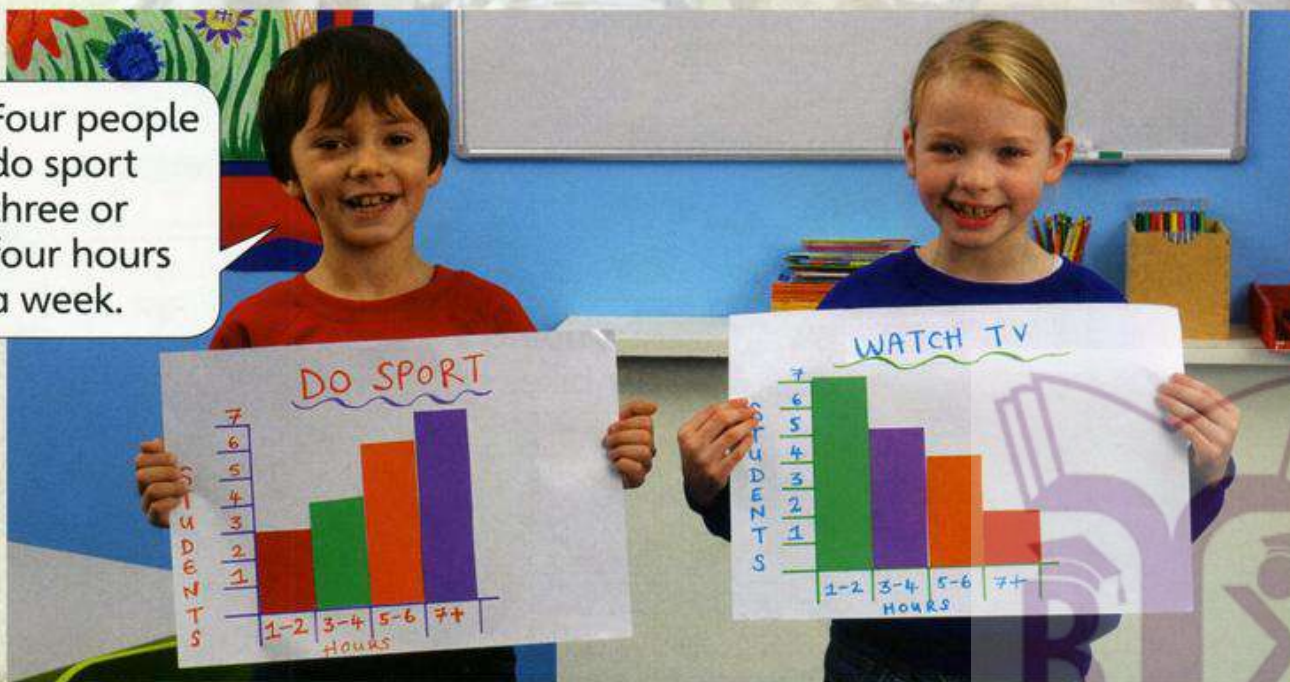
How many hours a week do you do sport?

I do sport four hours a week.

How many hours a week do you ...	1-2 hours	3-4 hours	5-6 hours	7+ hours
do sport?				
watch TV?				
play with friends?				
read books?				
play computer games?				

- b Make a bar chart and show it to your friends.

Four people do sport three or four hours a week.



Listen and act out with your teacher. Then listen again and number the pictures.



2

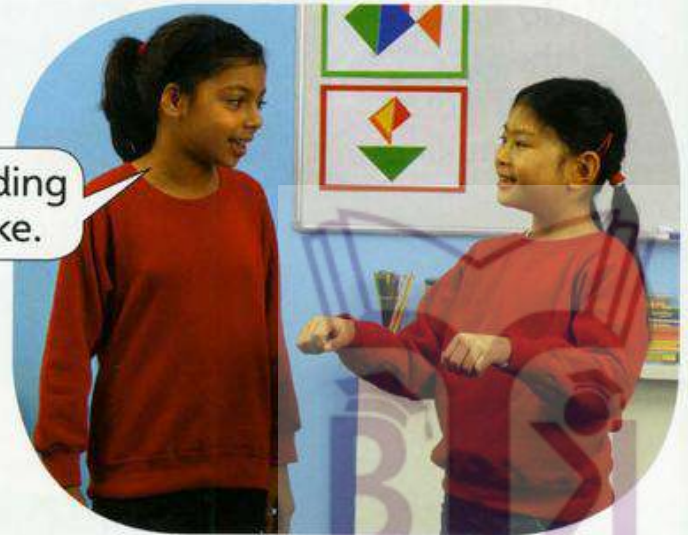
Read and number the sentences from the story.

- | | |
|--|--|
| <input type="checkbox"/> Oh no! Cover your ears. | <input type="checkbox"/> Start playing the piano. |
| <input type="checkbox"/> Sit down at the piano. | <input type="checkbox"/> Put it on the floor. |
| <input type="checkbox"/> Open the piano. | <input type="checkbox"/> Look! Your cat is in the piano. |

3

Listen to your friend and act out.

Start riding your bike.



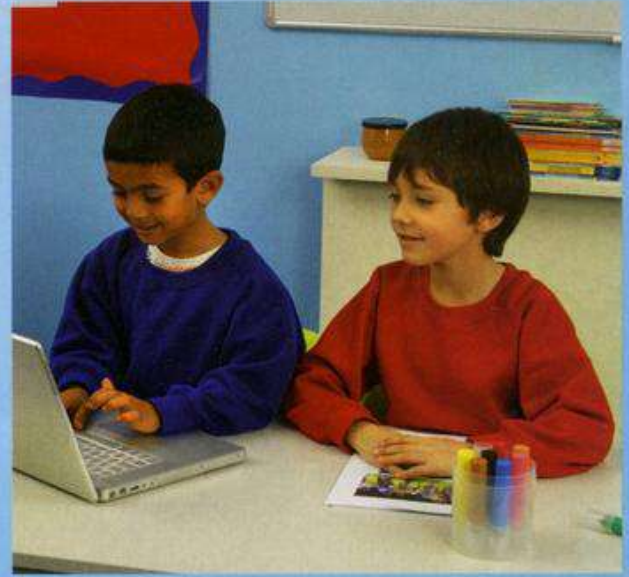
1 Make a poster.

Our week

- a Write the days of the week on your poster.



- b Think of things you do in the week and find pictures.



- c Cut out the pictures and stick them on your poster.



2 Look at the posters. Ask and answer.

I play football. What day of the week is it?

It's Tuesday.

6

The old house

1

CD2
35

Listen and look. Then listen and say the words.



2

CD2
36

Listen and chant.

Let's go to the old house,
The old house, the old house.
Let's go to the old house,
Let's go now!

What's in the bedroom?
What's in the bathroom?
What's in the kitchen?
Let's find out!

What's in the living room?
What's in the dining room?
What's in the cellar?
Let's find out!

Down the stairs,
Open the door,
Aagh!



1 CD2 37

Listen and match the monsters with their bedrooms.



2 CD2 38

Grammar focus

Listen and say.

There's a monster. There are four cats.



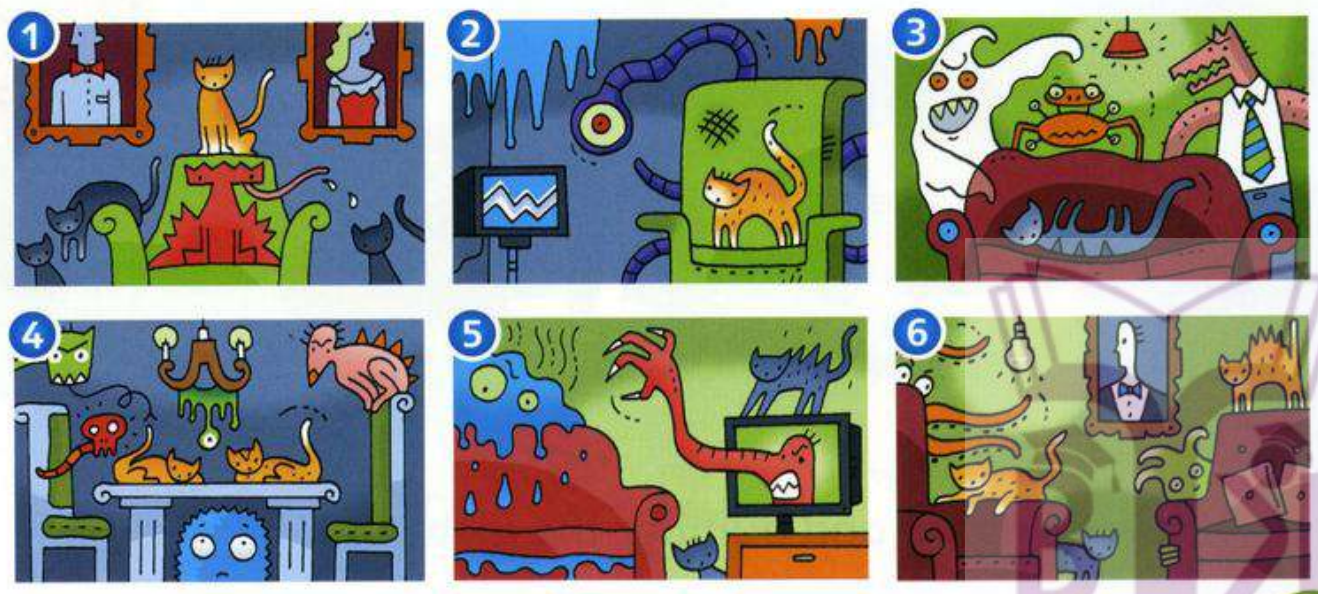
3

Think!

Play the description game.

There's a monster and there ...

Number ...



1 CD2
40

Listen and sing.

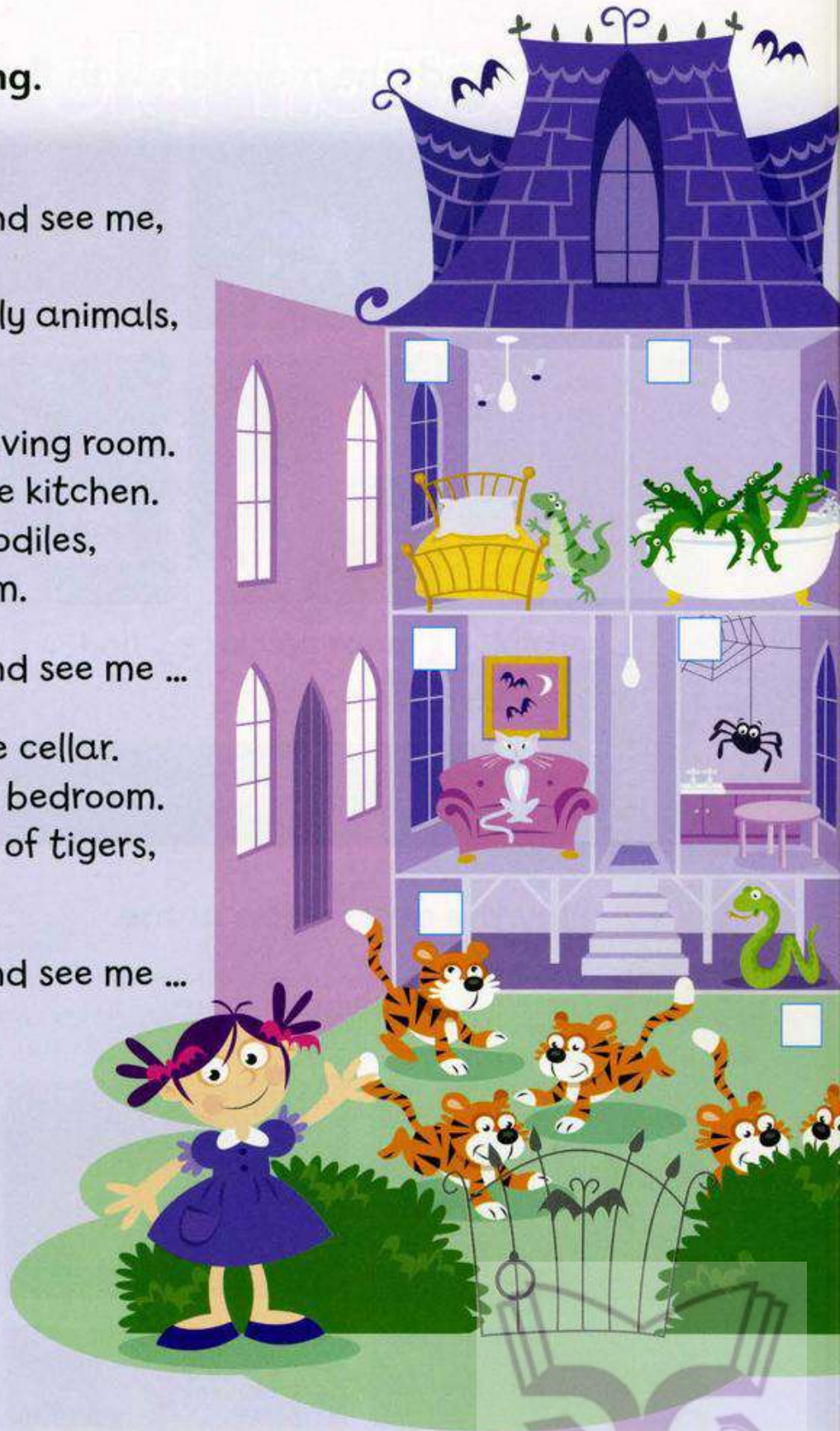
Come on, come on and see me,
In my little house.
There are lots of lovely animals,
In my little house.

There's a cat in the living room.
There's a spider in the kitchen.
There are seven crocodiles,
In my lovely bathroom.

Come on, come on and see me ...

There's a snake in the cellar.
There's a lizard in my bedroom.
There are tigers, lots of tigers,
In my lovely garden.

Come on, come on and see me ...



2 CD2
42

Listen again and number the pictures.

1 CD2 43
Sticker

Listen, look and stick.



1 Is there a park?	
2 Are there any bikes?	
3 Are there any dogs?	
4 How many ducks are there?	

2 CD2 44

Grammar focus

Listen and say.



Is there a plane? Yes, there is.
 Are there any rats? No, there aren't.
 How many cars are there? There are four cars.

3

Look at Activity 1 again. Ask and answer.

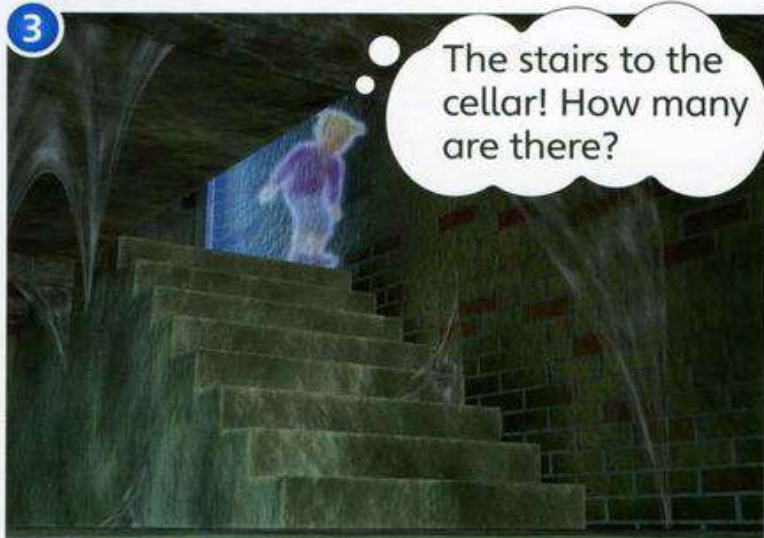
Is there a ... ?

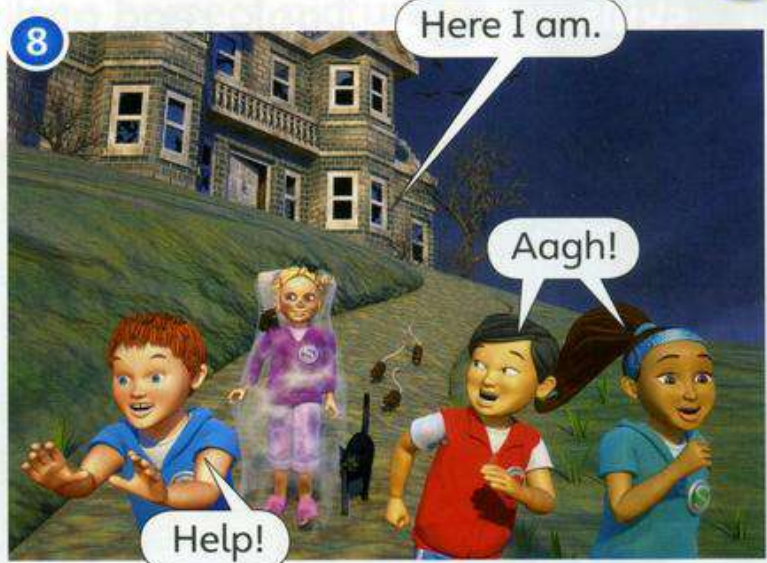
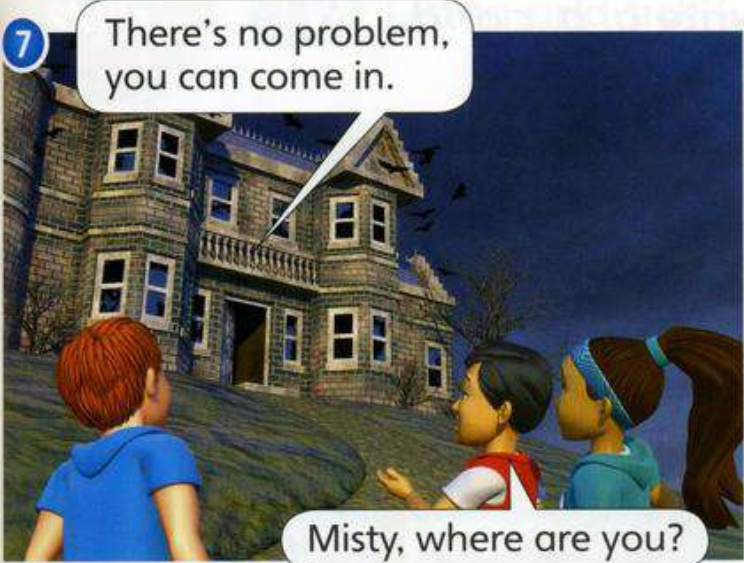
Yes, there is.





At the house





2 Make sentences with a friend.

In picture one there's a house.

In picture three there are eight stairs.

3 Find who says ... Help!



4 CD2 47 Listen and say.

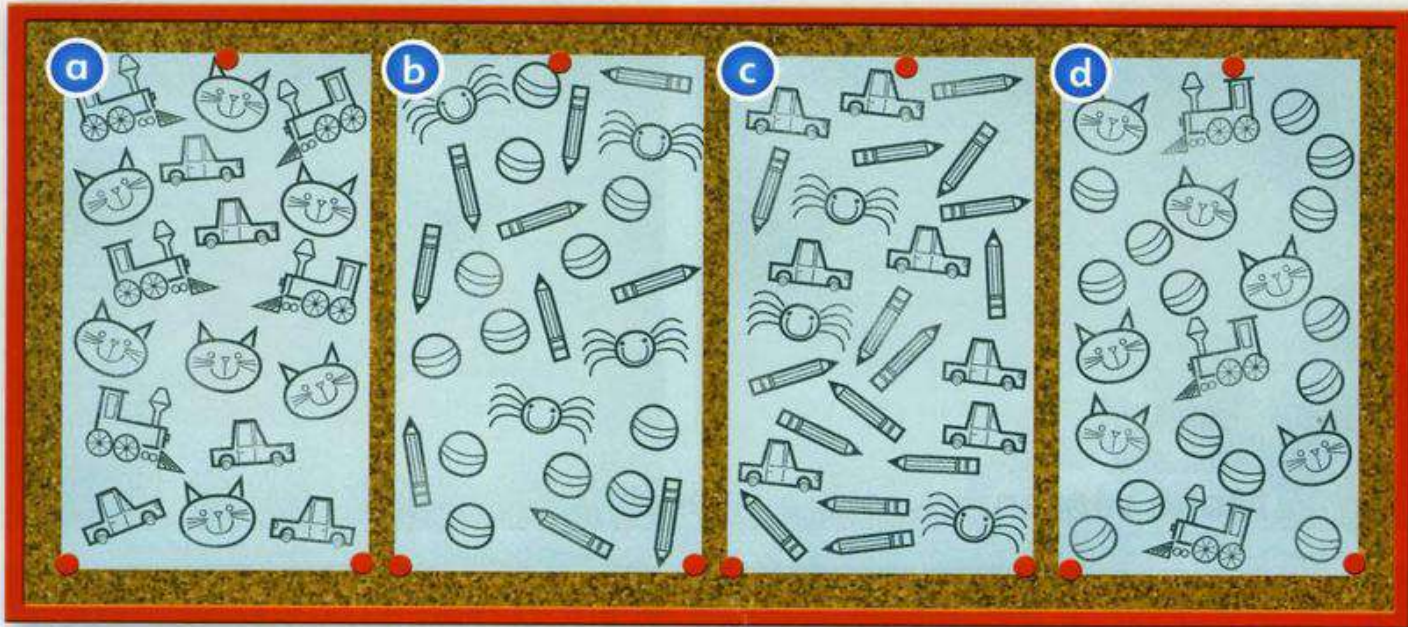


Harry's hall is full of hats.



Skills

1 Look, read and write *a*, *b*, *c* or *d*.



- 1 There are fifteen pencils. _____
- 2 There are five trains. _____
- 3 There are seven cars. _____
- 4 There are four spiders. _____
- 5 There are fourteen balls. _____
- 6 There are six cats. _____

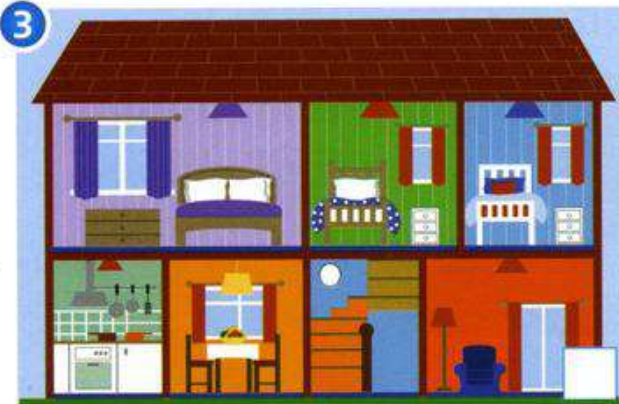
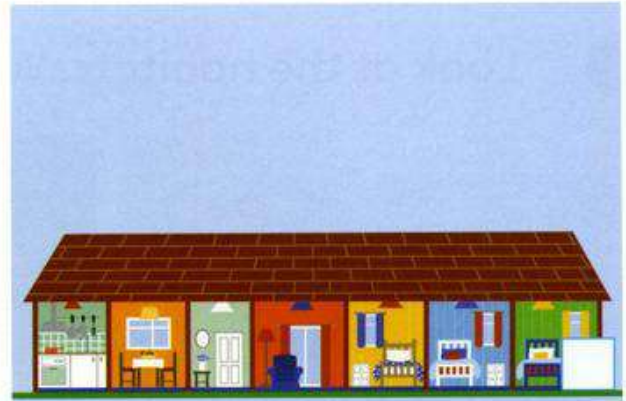
2 Look at the pictures again. Ask and answer.



How many cats are there in picture a?

There are seven.

Listen and tick (✓) the correct picture.



2 Write about your house.

I live in a nice house. There are three bedrooms, a kitchen, a dining room, a living room and hall. There isn't a cellar. I like my house.



HABITATS

1

Look at the habitats. What colours are they?



polar region



ocean

The polar regions are white and blue.



jungle



desert



mountains

2

What do you find in the habitats?



sand



trees

You find sand in the desert.



rocks



coral



snow

1 **Think!** Where do you find the animals?

You find tigers in the jungle.



tiger



parrot



camel



goat



polar bear



shark



jellyfish



penguin

2 **Project** Make a habitat.



Create that!

1 CD2
51

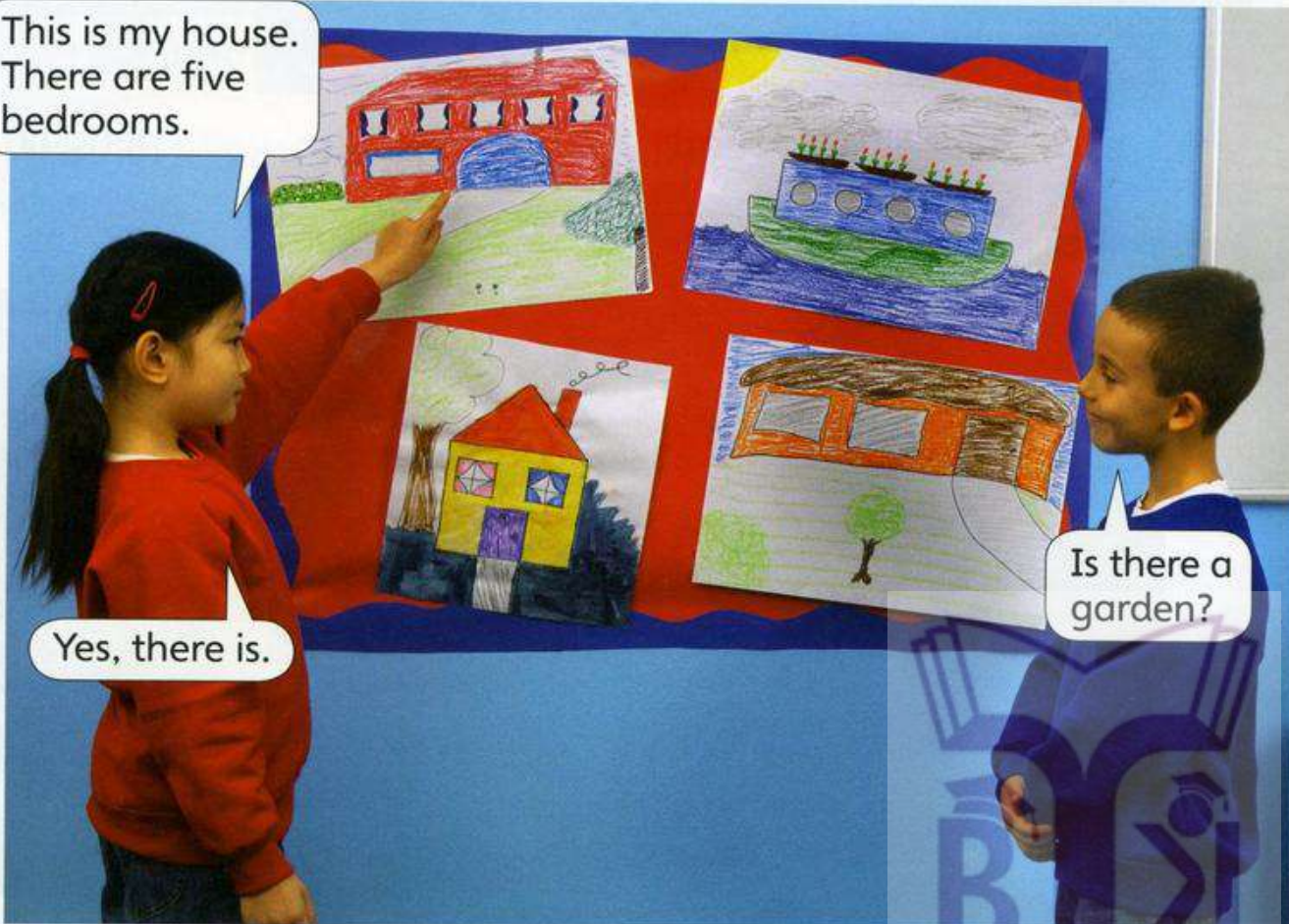
Listen and imagine. Then draw your picture.



2

Show your picture to your friends.

This is my house.
There are five
bedrooms.



Yes, there is.

Is there a
garden?

Quiz time



- 1 What is this?
 a a hall b a dining room c a cellar

- 2 There _____ three bedrooms.
 a is b are



- 3 Where is the lizard in the song?
 a in the bathroom b in the bedroom
 c in the kitchen

- 4 How many cats are there in the bag?
 a 2 b 3 c 4



- 5 Who isn't scared of the house?



- 6 How many rats are there in the house?
 a 7 b 8 c 9

- 7 Circle the word with the different sound.
 a hat b help c shoe



- 8 Where do you find coral?
 a in the ocean b in the mountains
 c in the jungle

7

Get dressed!

1 CD3
02

Listen and look. Then listen and say the words.

1 jeans

3 jacket

7 shoes

2 sweater

4 skirt

5 shorts

8 socks

6 cap

9 T-shirt

10 trousers

2 CD3
03

Listen and chant.

Put on your T-shirt.
 Put on your trousers.
 Put on your sweater.
 Put on your socks.
 Put on your shoes.
 Put on your cap,
 And now let's rap!

T-shirt, trousers,
 Sweater, shoes,
 Socks and cap.
 Do the clothes rap!

Come on Whisper,
 Time for school!

1 CD3
04

Look at the pictures and draw lines. Then listen and check.



- 1 Do you like these shoes?
- 2 No, I don't.
- 3 Yes, I do.
- 4 Do you like this T-shirt?

2 CD3
05Grammar
focus

Listen and say.

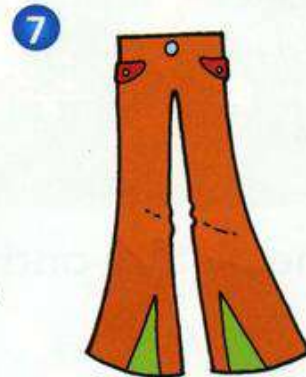
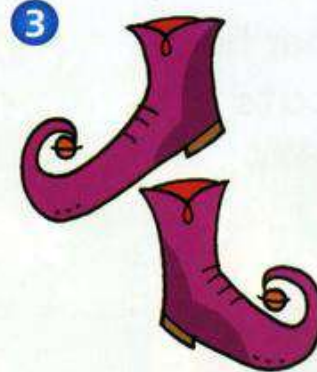
Do you like this hat? Yes, I do.
Do you like these shoes? No, I don't.



3 Look at the clothes. Ask and answer.

Do you like ... ?

Yes, I do.



Do you like this / these ... ?

Listen and sing.



I'm a cool, cool cat.
Meow, meow, meow!
I like this super hat.
I'm a cool, cool cat.

Cool shoes and cool jackets,
Cool socks and super shorts,
Cool T-shirts and cool sweaters,
And cool, cool, skirts.

We're cool, cool cats.
Meow, meow, meow!
We like these super hats.
We're cool, cool cats ...
Meow!



2

Look at the picture and say the colour of the clothes.

This hat is pink.

These socks are red.

1 CD3
08

Listen and write the names.

Lara Emma Paul Ken

2 CD3
09Grammar
focus

Listen and say.

Olivia's wearing a red sweater.
 Is he wearing a blue T-shirt? Yes, he is.
 Is she wearing brown shoes? No, she isn't.



3

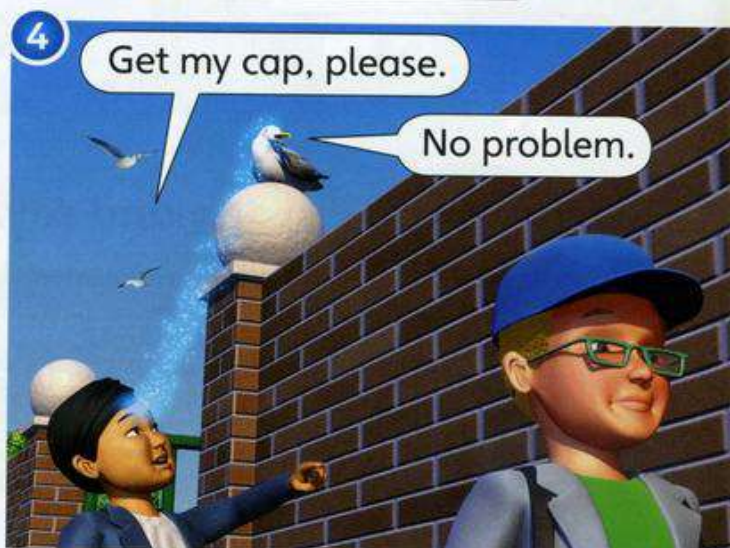
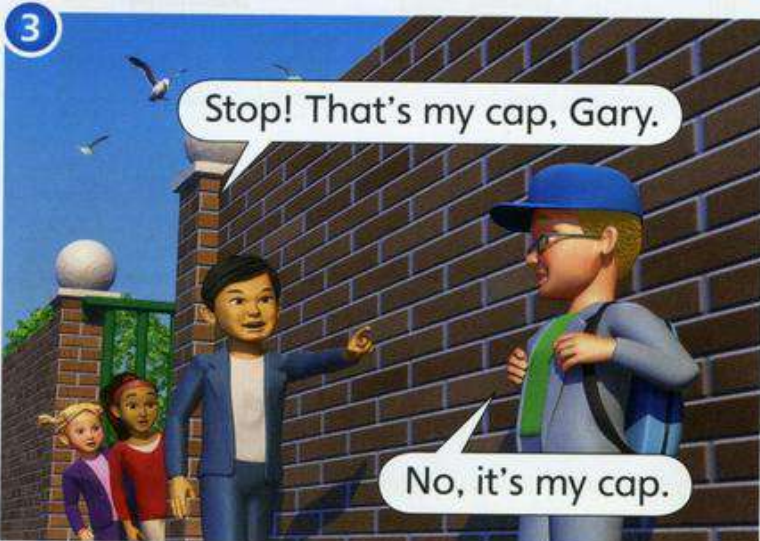
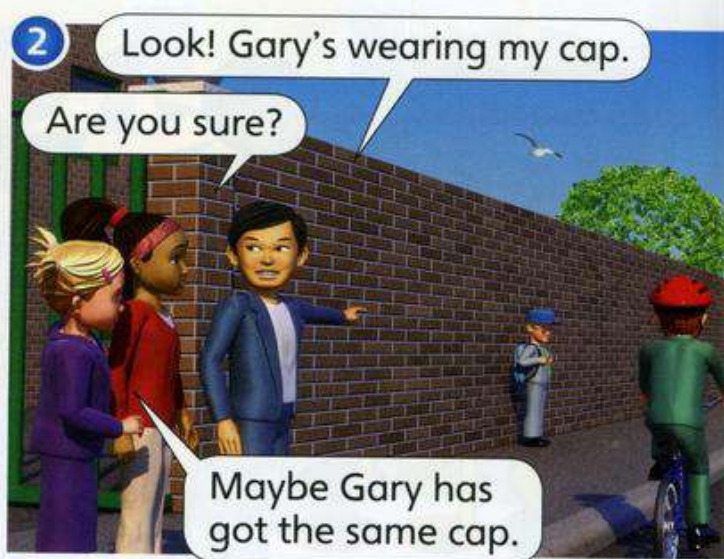
Play the guessing game.



Is he / she +ing?



The cap





2 **Think!** Look at the picture and choose the correct sentence.

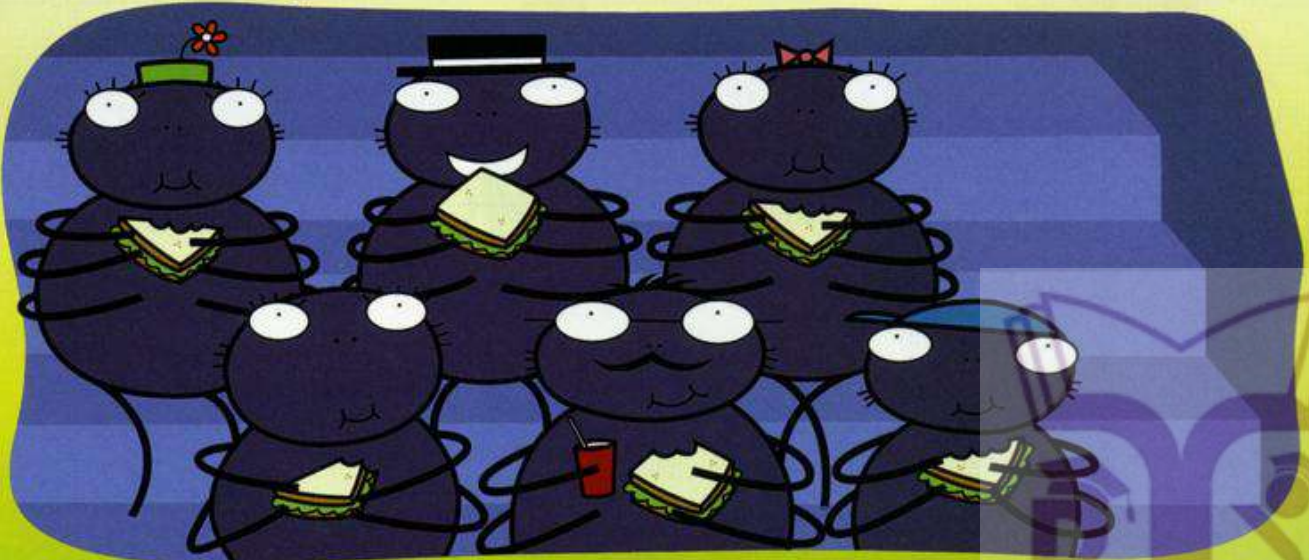


- 1 Oh no!
- 2 My coat isn't here.
- 3 Can you get my ball?
- 4 She's wearing my T-shirt!

3 Find who says ... **Stop!**



4 **CD3**
12 Listen and say.



Six spiders stop for sandwiches on the stairs.

Look and read. Write yes or no.



- 1 Naomi is wearing a black skirt.
- 2 James is wearing a red hat.
- 3 David is wearing a blue and red sweater.
- 4 Oscar is wearing a blue cap.
- 5 Amy is wearing a blue skirt and red socks.
- 6 Hannah is wearing green socks and black trainers.

Skills

1

Sticker

Think!

Ask and answer.

Is Tom riding a pony?

No, I think he's riding a bike.



Tom: ride

Emma: play

Kylie: eat

Fred: play

2

CD3
14

Listen, check and stick.

3

Look at Activity 1 again. Choose and write.



Tom is wearing a blue helmet, a green jacket, black trousers and red shoes. He is riding a bike.

4

Play the mime game. Are you Tom, Emma, Kylie or Fred?

Who am I?

You're ...



Materials

1  Listen, read and draw lines.

Cotton comes from plants. You can wear cotton shorts and T-shirts. Leather comes from cows. You can wear leather shoes and jackets. Wool comes from sheep. You can wear woollen sweaters and socks.



2 **Think!** Say the material for the clothes. Picture one is wool.



1 Look, read and write the words.



cool



strong



warm

1 Wool is _____.

2 Leather is _____.

3 Cotton is _____.

2 **Project** Make a poster with different materials.



Listen and act out with your teacher. Then listen again and number the pictures.



2

Read and number the sentences from the story.

Turn around.

Oh no! The fly is on your nose.

Put the fly outside.

Open the window.

Catch the fly.

You can see a fly on your jeans.

3

Listen to your friend and act out.

Put the bird outside.



The dressing game

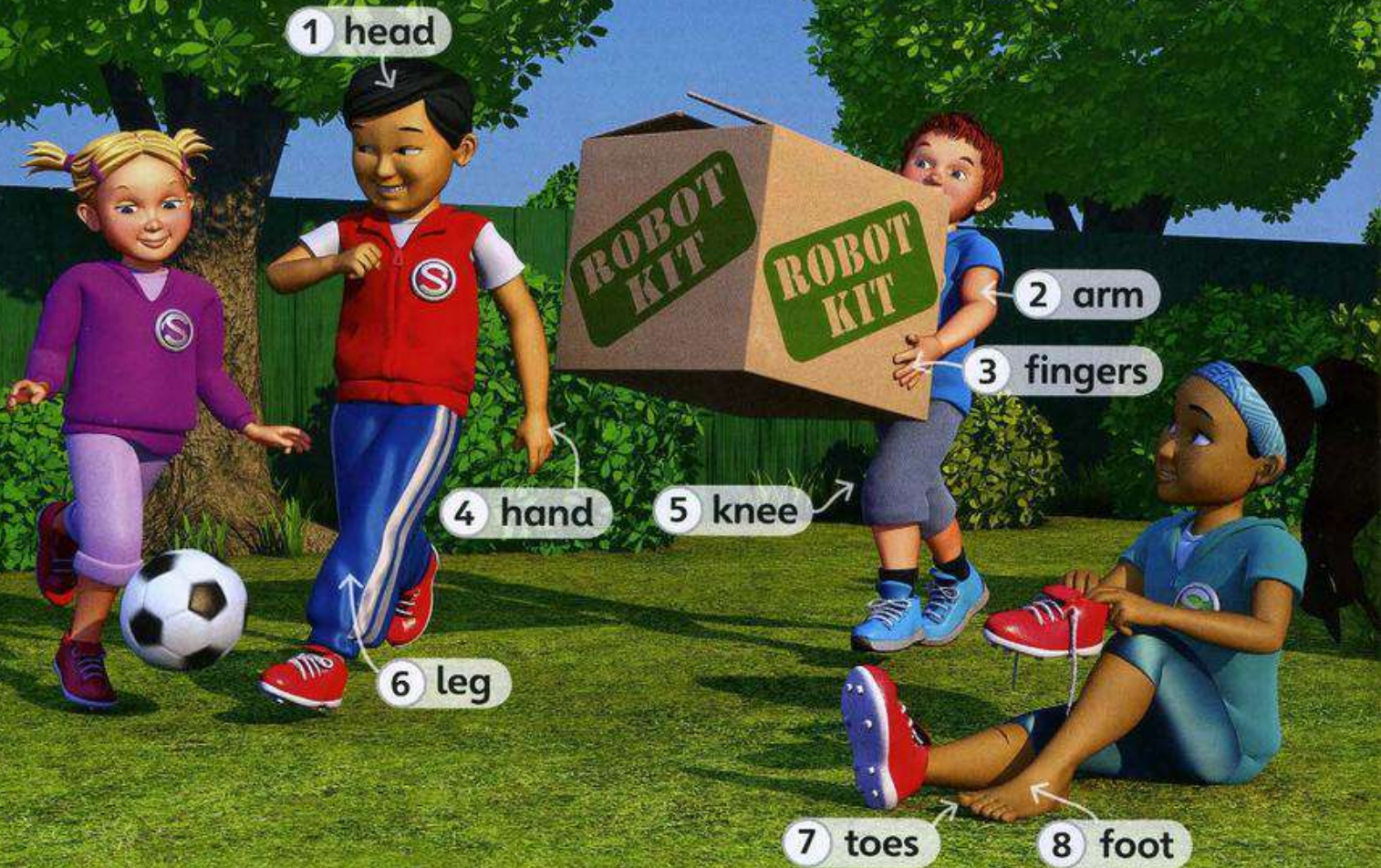


8

The robot

1 CD3
17

Listen and look. Then listen and say the words.

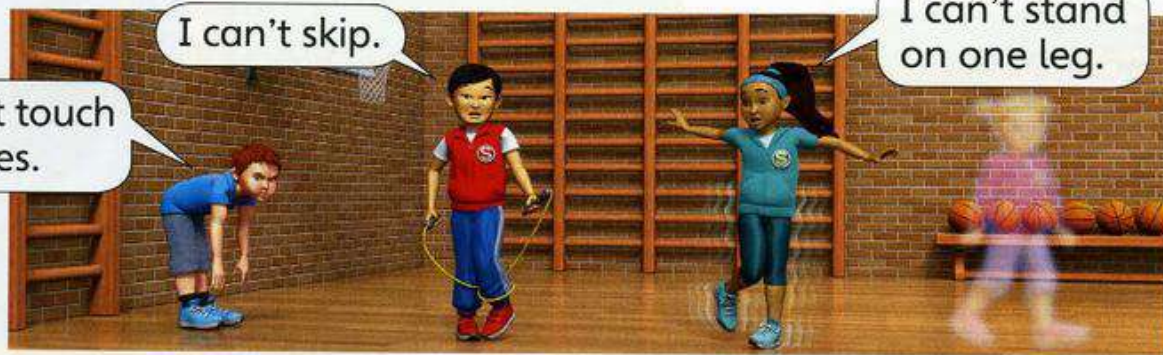
2 CD3
18

Listen and chant.

Let's make a robot!
 Here's the head.
 Here's an arm.
 Here's a hand.
 Here are the fingers.

Here's a leg.
 Here's a knee.
 Here's a foot.
 Here are the toes.
 Thank you! Off it goes.

1 **CD 3**
19 **Look and listen. What can Misty do?**



2 **Sticker**
Read and stick. Help the Super Friends see Misty.

I can touch my toes.

I can skip.

I can stand on one leg.





3 **CD 3**
20 **Grammar focus** **Listen and say.**

I can stand on one leg. I can't touch my toes.
She can skip. He can't skip.



4 **Make sentences.**

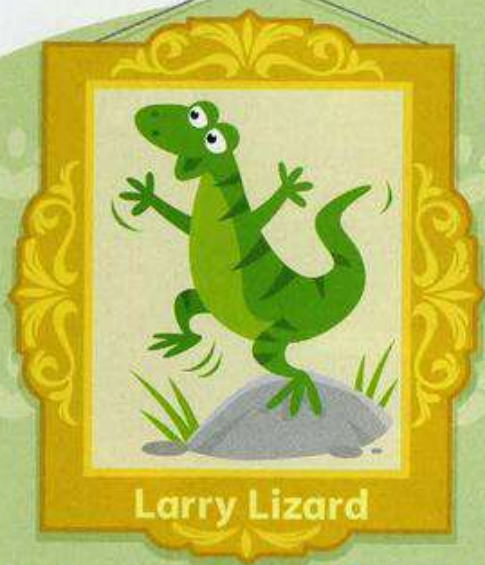
Anna can ...

	Anna		Pete	<input type="text"/>	<input type="text"/>
				<input type="text"/>	<input type="text"/>

I can ...

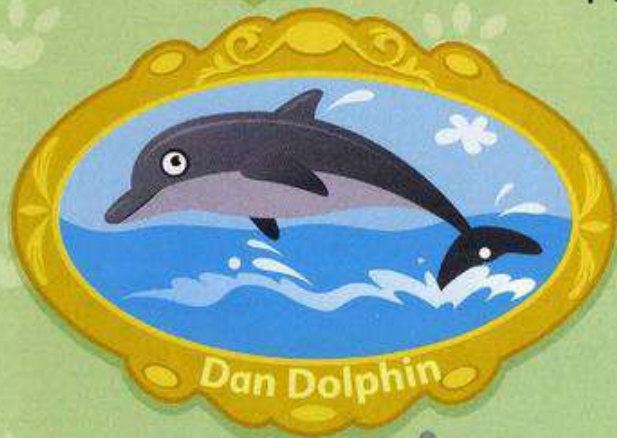
1 CD3
21

Listen and sing.



Can you guess who we are?
Can you guess who we are?
Listen and say who we are!

Who am I?
I can sing.
Who am I?
I can swim.
Who am I?
I can jump up high.



Who am I?
I can run.
Who am I?
I can dance.
Who am I?
I can crawl and fly.



Can you guess who we are? ...



2 CD3
23









Listen again and say what the animals can do.

It's Bella Bird. She can sing.

1 ^{CD3}₂₄ Look and say. Then listen and tick (✓) or cross (X).

play the piano swim ride a horse
ride a bike play tennis dance

Number 1 is
play tennis.

	1 	2 	3 	4 	5 	6 
 Sophie						
 Tom						

2 ^{CD3}₂₅

Grammar
focus

Listen and say.

Can you swim?
Can you dance?

Yes, I can.
No, I can't.

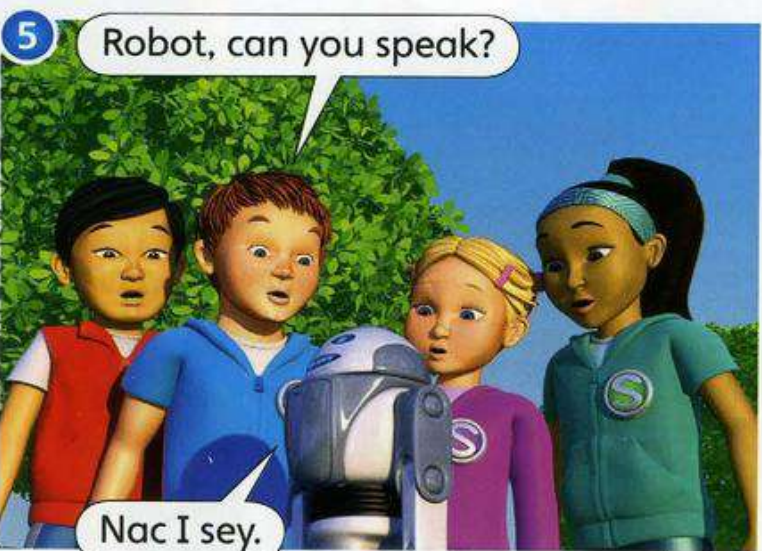
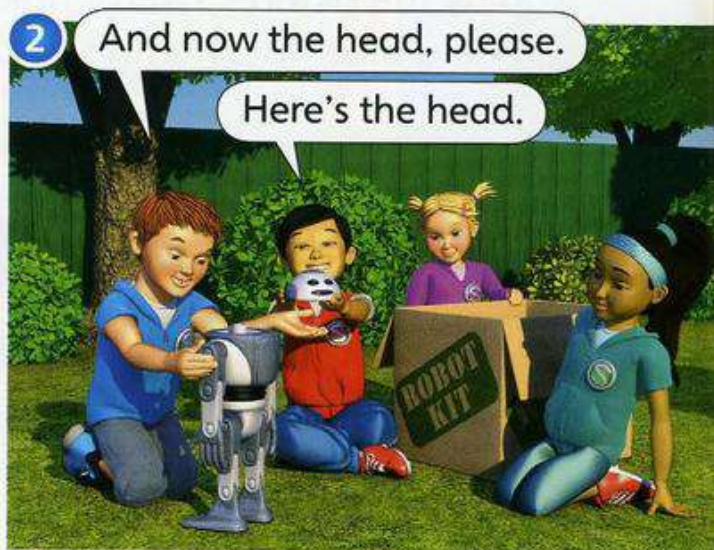


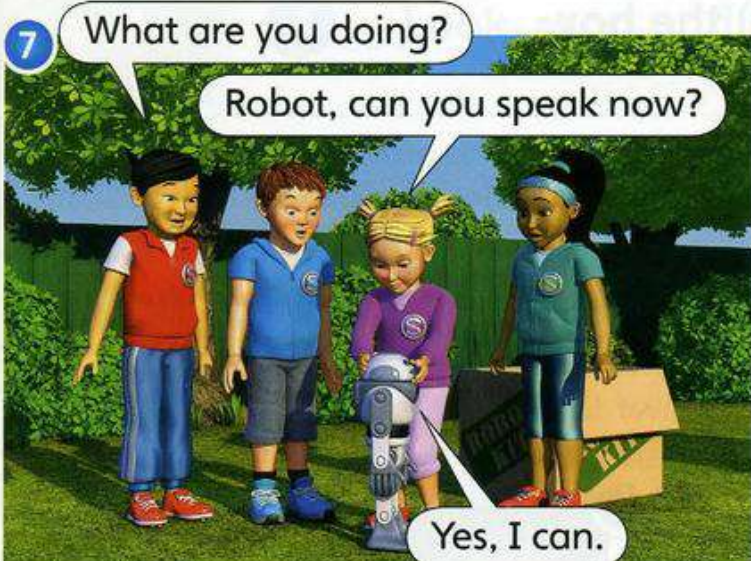
3 Play the action game.



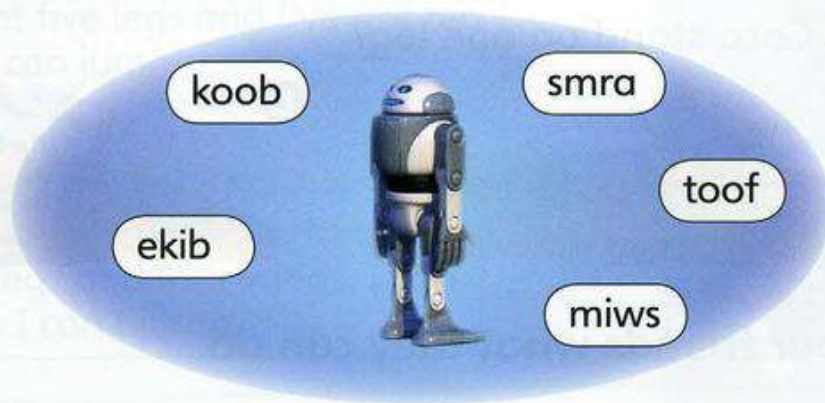


The problem





2 **Think!** What does the robot say?



3 Find who says ... Give me the right leg.



4 **CD3**
28 Listen and say.



Greg's got a big bag and a green go-kart.

Listen and tick (✓) the box.

1 Can Patch swim?







2 Can Sue ride a bike?



3 Can Coco stand on one leg?



2 Ask your friends what they can do.

Can you ... ?	Name
 <p>play the piano</p>	
 <p>speak Spanish</p>	
 <p>ride a horse</p>	
 <p>play the guitar</p>	



Skills

1

Look, read and draw lines.

- a I'm an Octo. I've got one head. I've got two legs and eight arms. I can dance.

- b I'm a Klump. I've got two heads. I've got six legs and I can run very fast, but I can't jump.

- c I'm a Dook. I've got two heads. I've got five legs and I've got ten feet. I can jump!

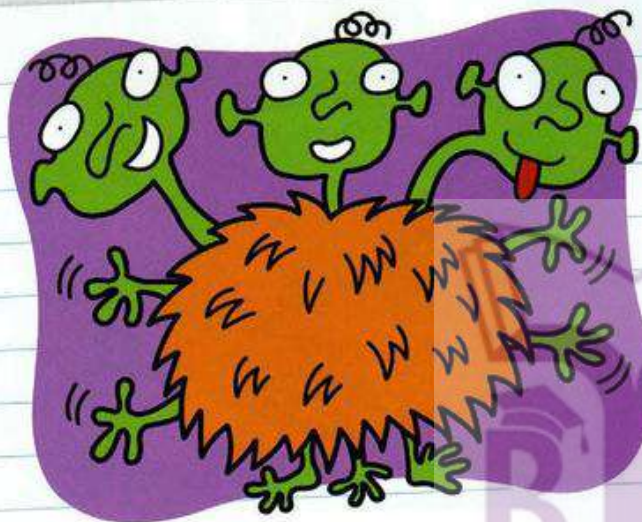
- d I'm a Zak. I've got one head, eight legs and four wings. I can fly but I can't jump.



2

Draw a funny animal and write about it.

I'm a Brog.
I've got three heads,
three legs and four
arms. I'm green.
I can dance.



The Skeleton

1 CD3
32

Listen and read. Write the words.

On this page you can see skeletons. Humans and some animals have got skeletons. The skeleton helps us to swim, walk, run, sit and stand.

1



2



3



4



5



2

Look and match the animals with their skeletons.

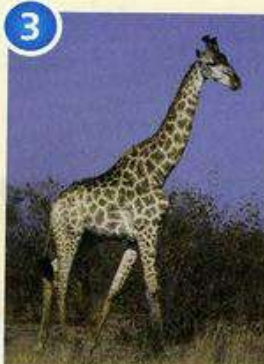
1



2



3



4



5



a



b



c



e



d



1 What do you think? Read and answer.

The skeleton has got lots of bones.
They are strong. Can you feel them?



- 1 How many bones are in your arm?
a 1 b 2 c 3
- 2 How many bones are in your finger?
a 1 b 2 c 3

2 Think! Look at the bones and find them in your body.

1



head

2



knee

3



foot

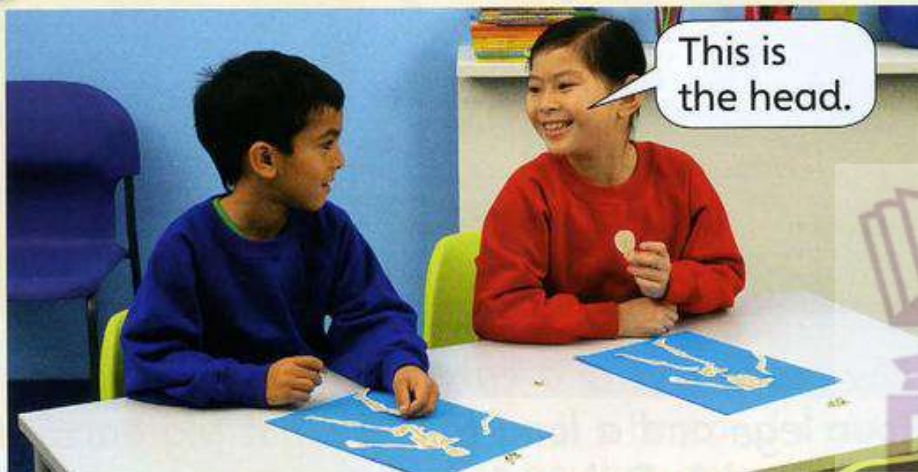
4



arm

3 Project Put the cut-outs together to make a skeleton.

Page
127



Create that!

1 CD 3 33

Listen and imagine. Then draw your picture.



2

Write about your picture. Then listen to your friends and guess.



My robot pet is a cat. It's got a lovely head. It's got four legs and a long tail. It's got big ears. It can dance. Its name is Robocat.

Our body

1 Make a poster.

a Write *Our body* on your poster.



b Think of parts of the body and find pictures.



c Cut out the pictures and stick them on your poster.



2 Play the memory game.

There is a boy and a girl.
The boy has got ...

1 CD3
34

Listen and look. Then listen and say the words.

1 catch a fish

2 paint a picture

3 eat ice cream

4 take a photo

5 listen to music

6 look for shells

7 read a book

8 make a sandcastle

2 CD3
35

Listen and chant.

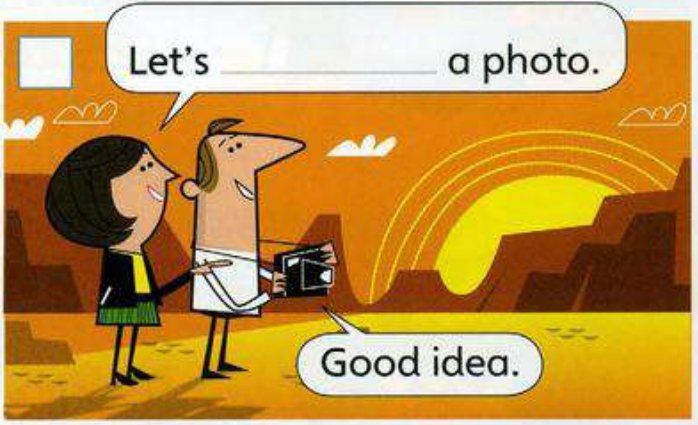
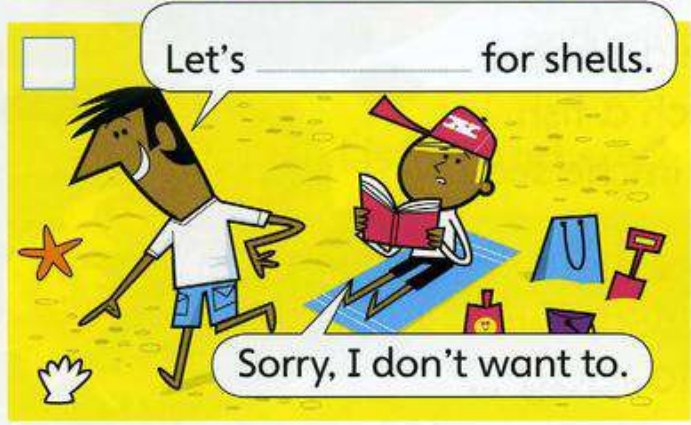
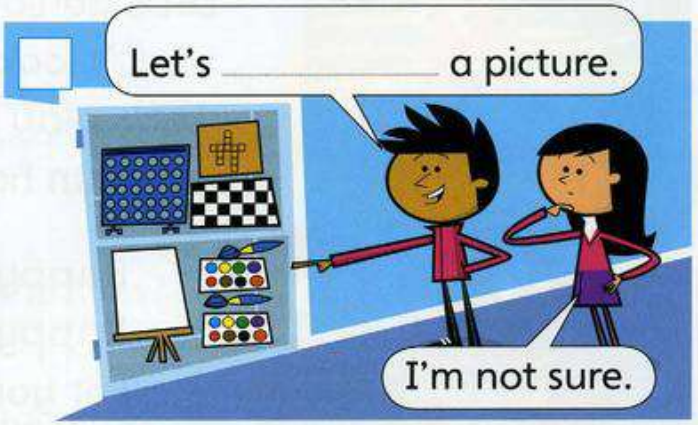
Eat ice cream,
Yum, yum.
Take photos,
Click, click.
Catch fish,
Splish, splash.

Make castles,
Dig, dig.
Look for shells,
Look, look.
Play in the sun,
It's lots of fun!

1 CD3 36

Listen and number the pictures. Then write the words.

paint take look listen



2 CD3 37

Grammar focus

Listen and say.

Let's play the guitar. Good idea.
 I'm not sure.
 Sorry, I don't want to.

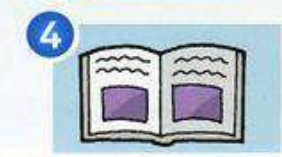


3

Look and act out.

Let's ...

Good idea.



Listen and sing.



Let's go to the beach.
Let's look for shells.
Let's play in the sand.
Let's run hand in hand ...



Happy holiday,
Happy holiday,
For you and me.



Let's take a photo.
Let's catch a fish.
Let's swim in the sea,



1, 2, 3! ...



Happy holiday ...



Listen again and number the pictures.

1 CD3 41

Listen and read. Tick (✓) the correct picture.



1 Where's the shell?
It's on the sandcastle.



2 Where are the kites?
They're in the blue and yellow toy box.



2 CD3 42

Grammar focus

Listen and say.

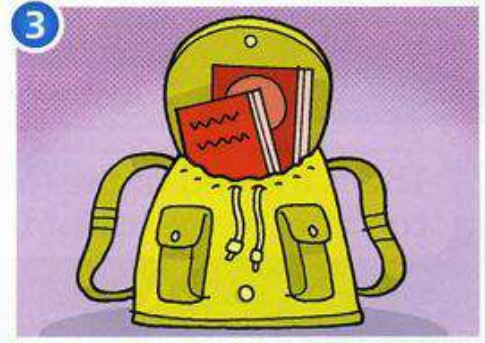
Where's the blue book? It's in the green bag.
Where are the orange books? They're in the black bag.



3 Play the question game.

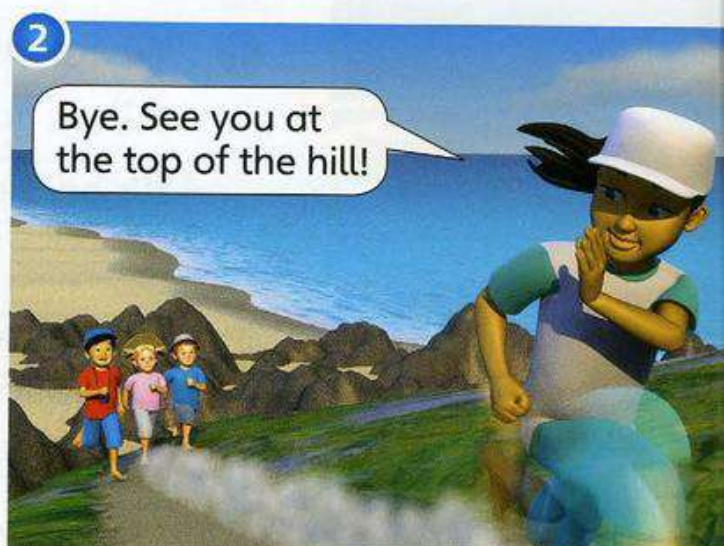
Where's ... ?

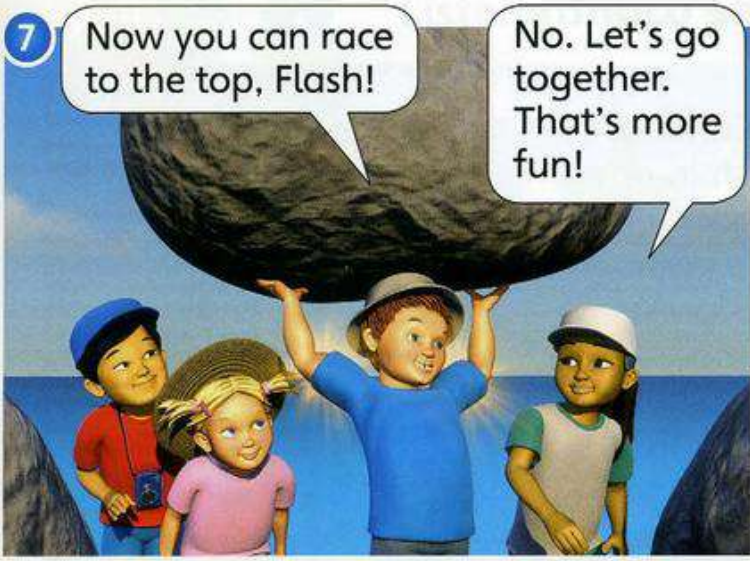
It's ...





The top of the hill





2 Think! Read and write the names.

- 1 I'm super! _____
- 2 A race? I'm not happy about that. _____
- 3 Flash can't see it! _____
- 4 I really like my friends. _____

3 Find who says ...

Just wait and see.



4  Listen and say.



Jean keeps her teeth really clean.

Read and write the country.

Come to Australia. Make a sandcastle on the beautiful beaches. See the animals: the kangaroo and the koala. Swim and snorkel in the sea.

Come to Canada. Catch a fish in one of the beautiful lakes. Take a photo of the big forests and high mountains. Watch the whales or go horse riding.

Come to the UK. See Buckingham Palace and the famous Tower Bridge in England. Go to Scotland and listen to the music of bagpipes.



a




b

c

2

CD3
47

Listen and tick (✓) the country.

	1	2	3	4	5	6
						
						
						

3

Write about your country.

Come to Mexico. See the beautiful beaches and swim in the sea.

Skills

1
Sticker

Listen to your teacher and stick.



2 Look and say.

The ice cream is ...



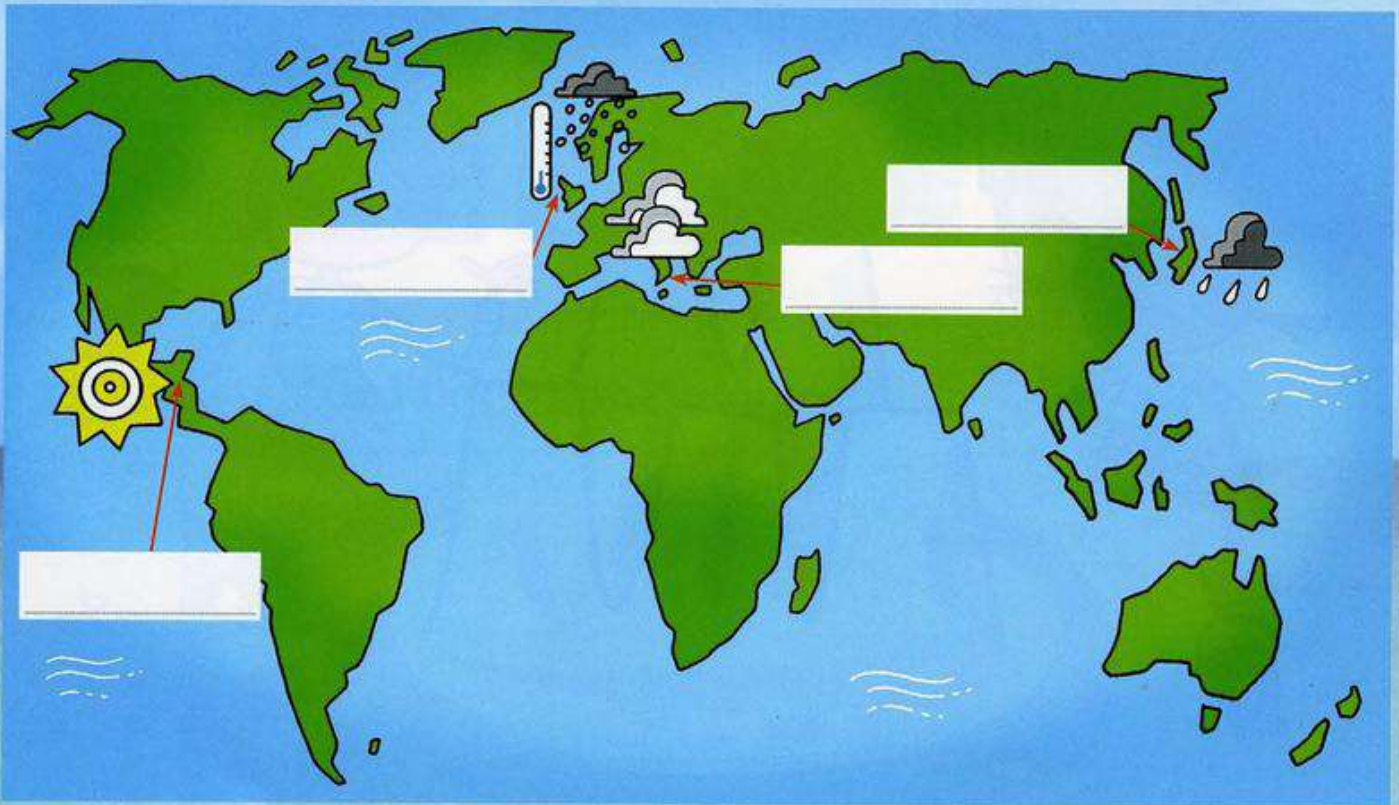
Holiday weather

1 Look and talk about the weather.

It's sunny and hot.



2 **Think!** Read the sentences and write the countries on the map.



- 1 It's hot and sunny in Mexico.
- 2 It's cold and snowing in Scotland.
- 3 It's raining in Japan.
- 4 It's cloudy in Italy.

1 Read and draw lines. Write the countries on the postcards.

1 Dear Nathan.
My holiday is great. It's snowing.
It's very cold but it's fun.
Bye, Daisy



2 Dear Emily.
It's hot here. Very hot. It's sunny.
I'm very brown. How are you?
Bye, Dylan



3 Dear Adam.
It's raining here but it's very beautiful.
See you soon.
Bye, Andrea



2 **Project** Write a weather diary.



Listen and act out with your teacher. Then listen again and number the pictures.



2 Read and number the sentences from the story.

- Goodbye ice cream!
- Ride to the beach.
- You trip over your helmet.
- Get a big ice cream.
- Stop and put your helmet on the ground.
- You're hot.

3 Listen to your friend and act out.

Make a sandcastle.



Quiz time



- 1 Let's _____ a sandcastle.
 a eat b take c make

- 2 Let's _____.
 a play the guitar b swim in the sea
 c paint a picture



- 3 Where _____ the ice cream?
 a is b are

- 4 Who wants a race?



- 5 Who wins the race?
 a Thunder b Flash c all the Super Friends



- 6 Circle the word with the different sound.
 a cheese b pet c beach

- 7 Where do you find koalas?
 a in the UK b in Australia c in Canada

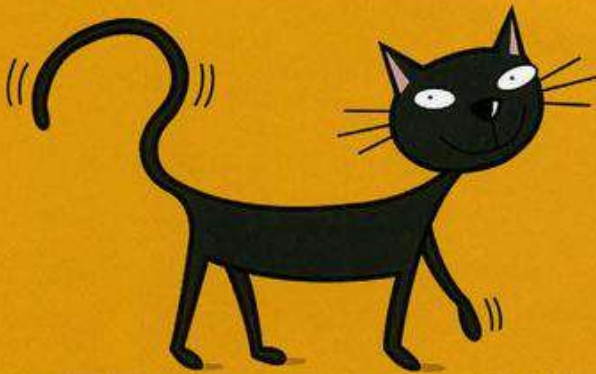
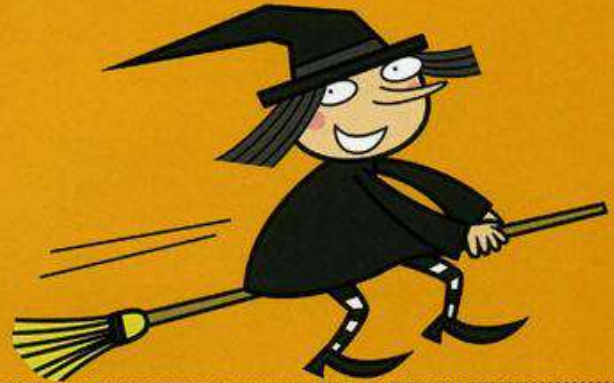
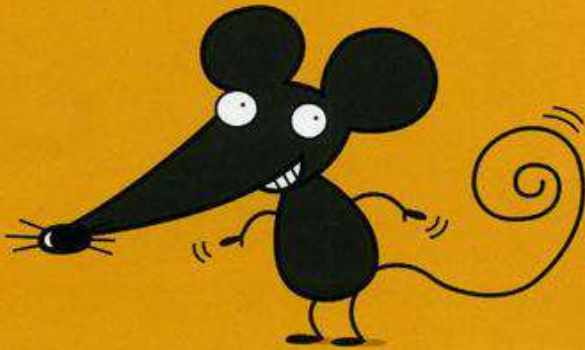


- 8 What's the weather like?
 a It's hot. b It's cloudy. c It's sunny.

Festivals and cut-outs



HALLOWEEN





Christmas

fold in from corners



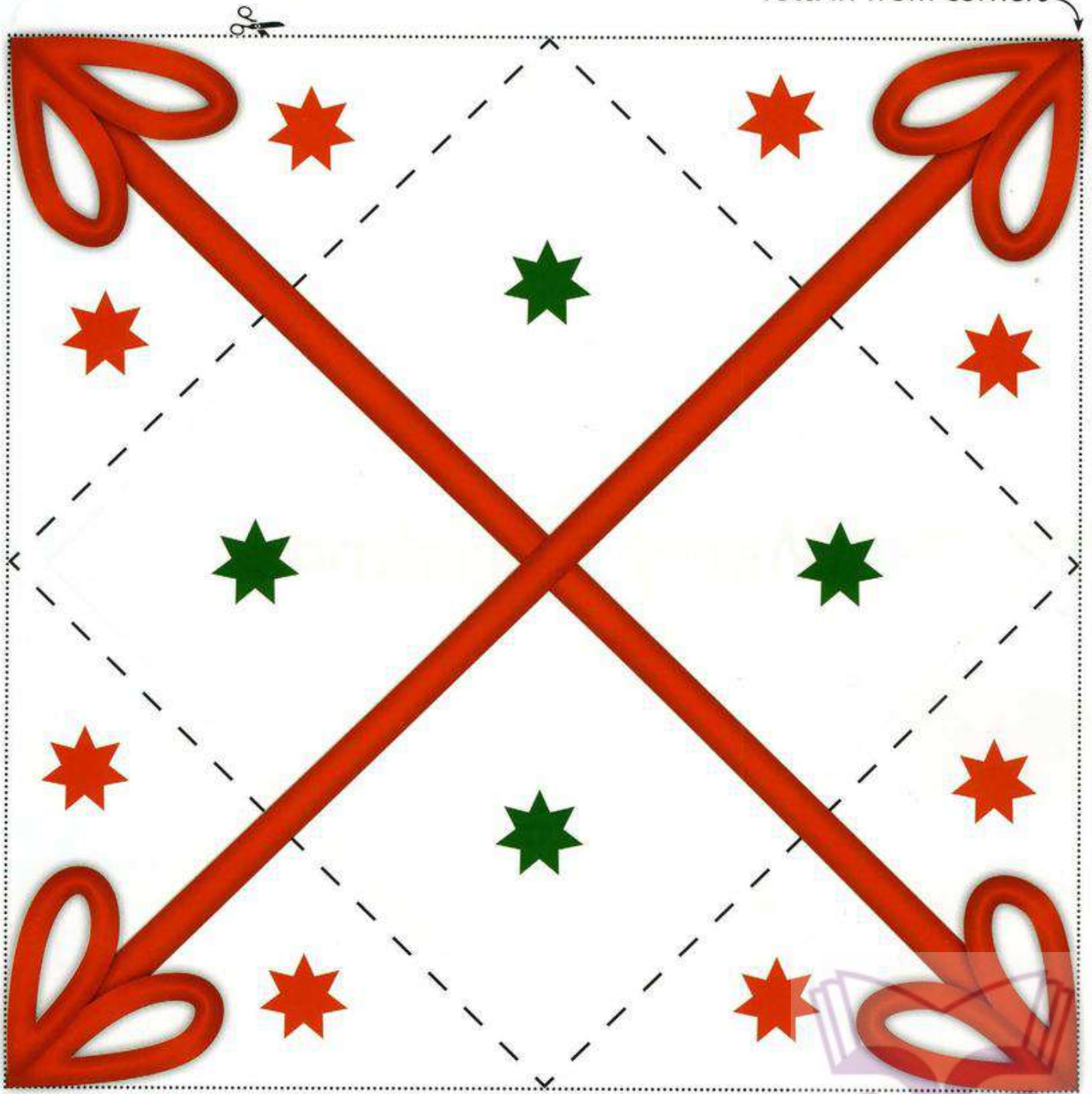
To _____

Merry Christmas

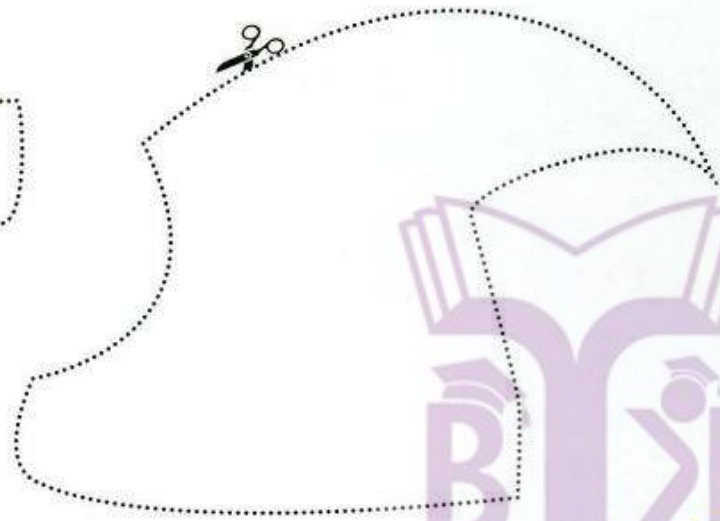
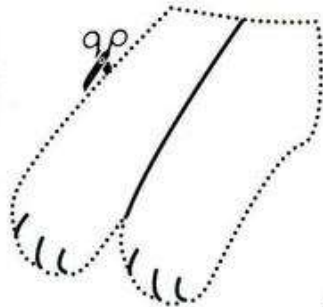
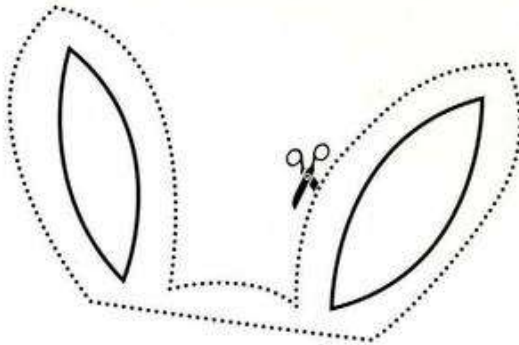
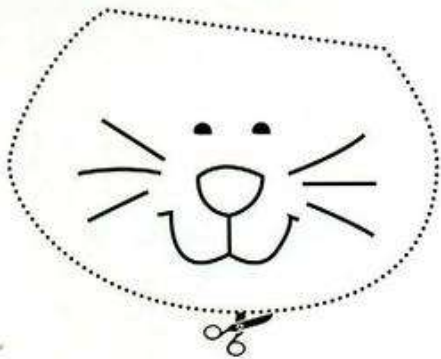
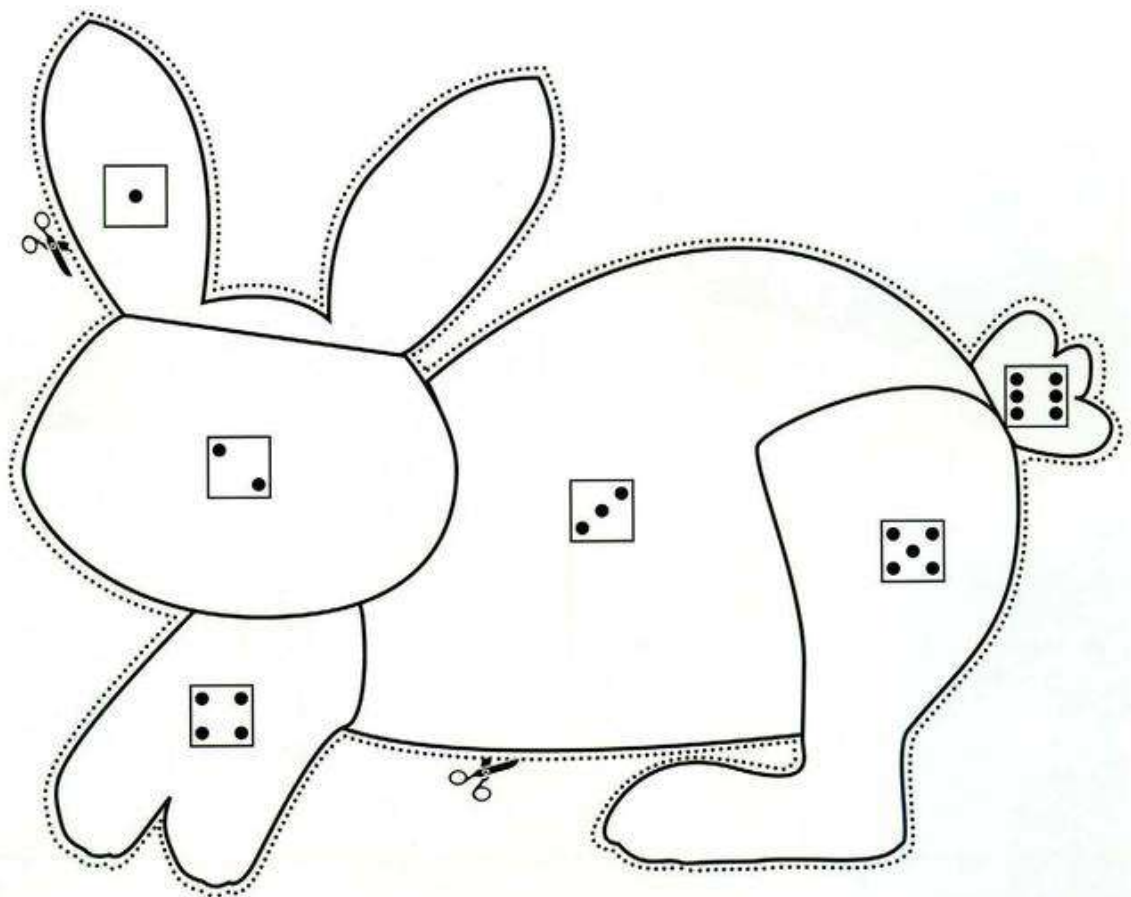
From _____



fold in from corners

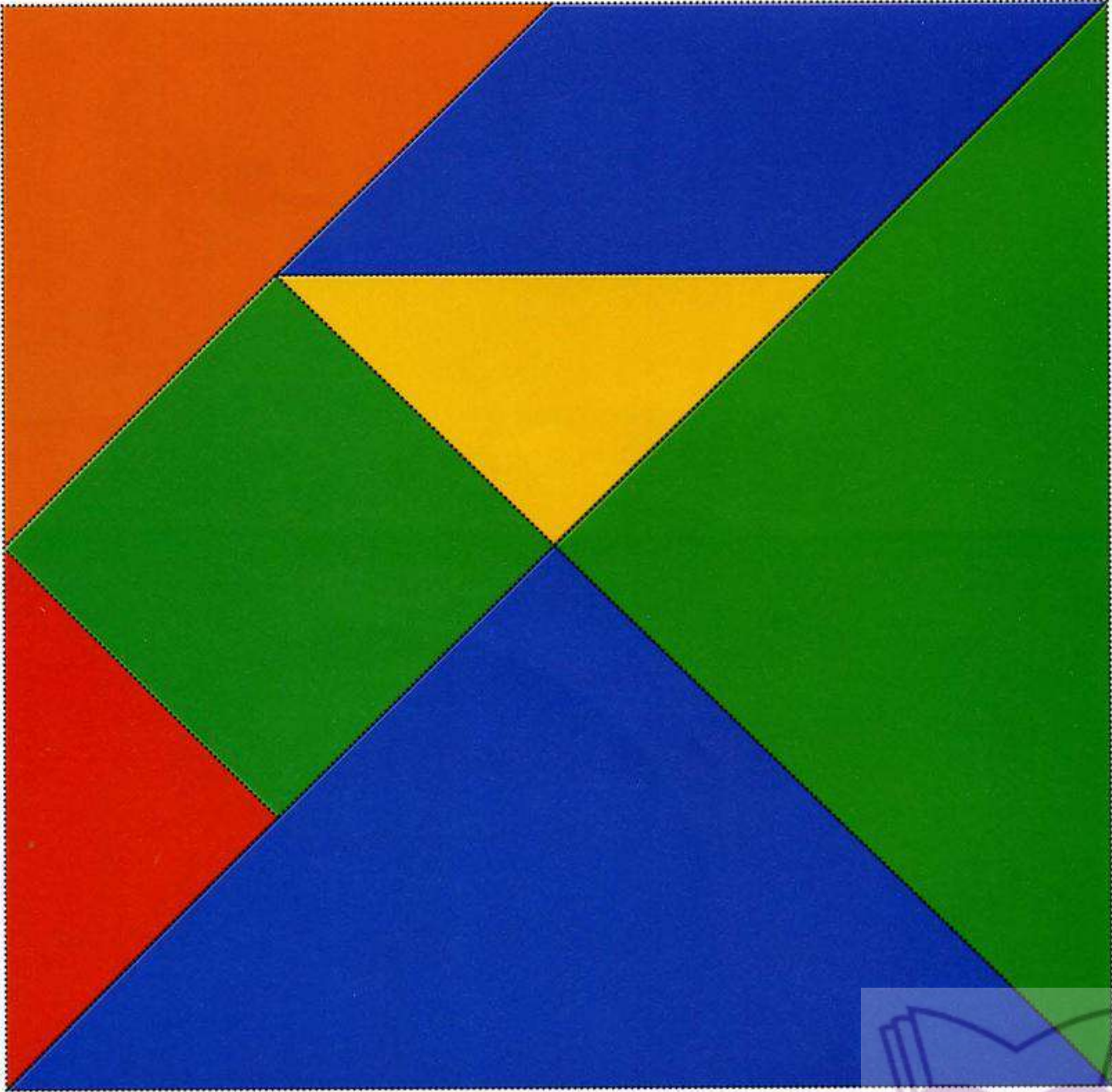


Easter





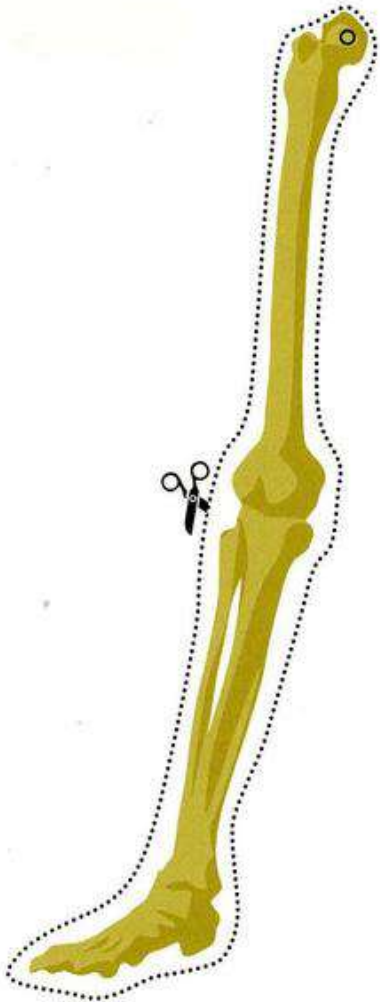
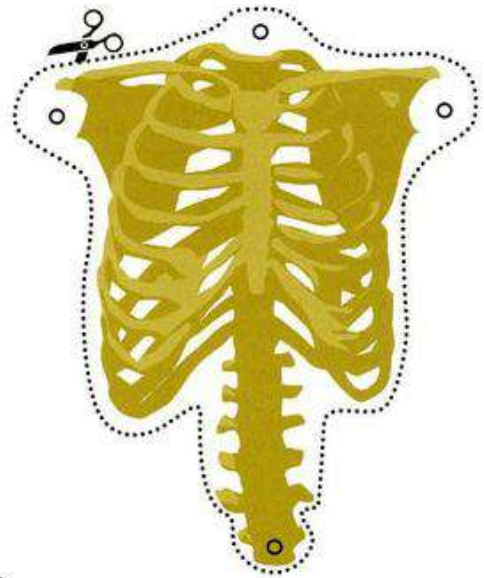
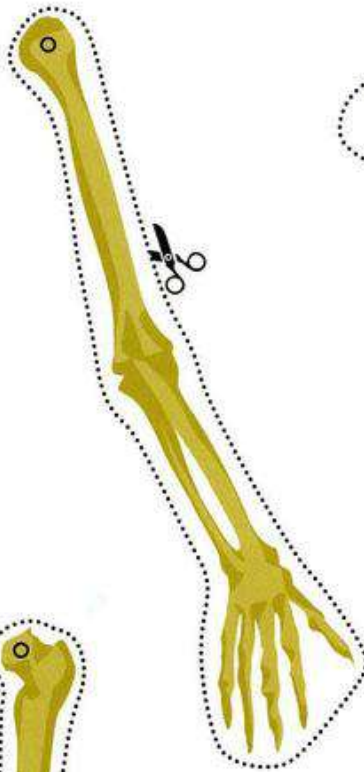
Unit 2 Cut-out (page 31)

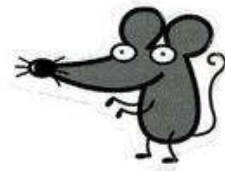
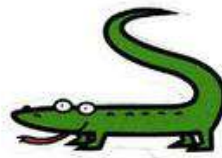
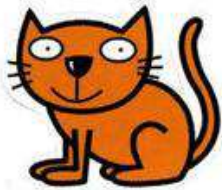
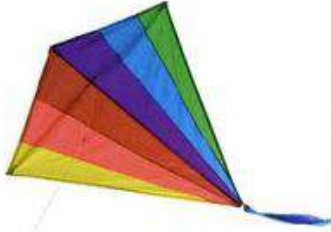


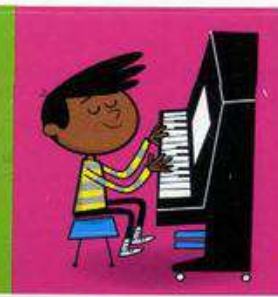
90



Unit 8 Cut-out (page 103)





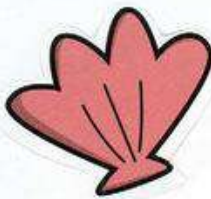


There are seven.

No, there aren't.

Yes, there are.

Yes, there is.



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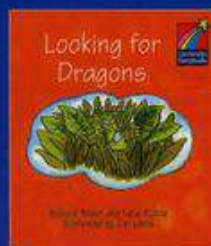


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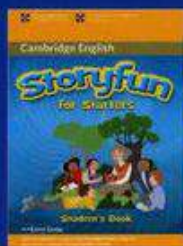
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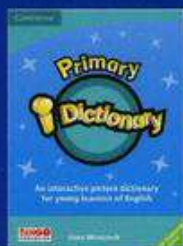
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