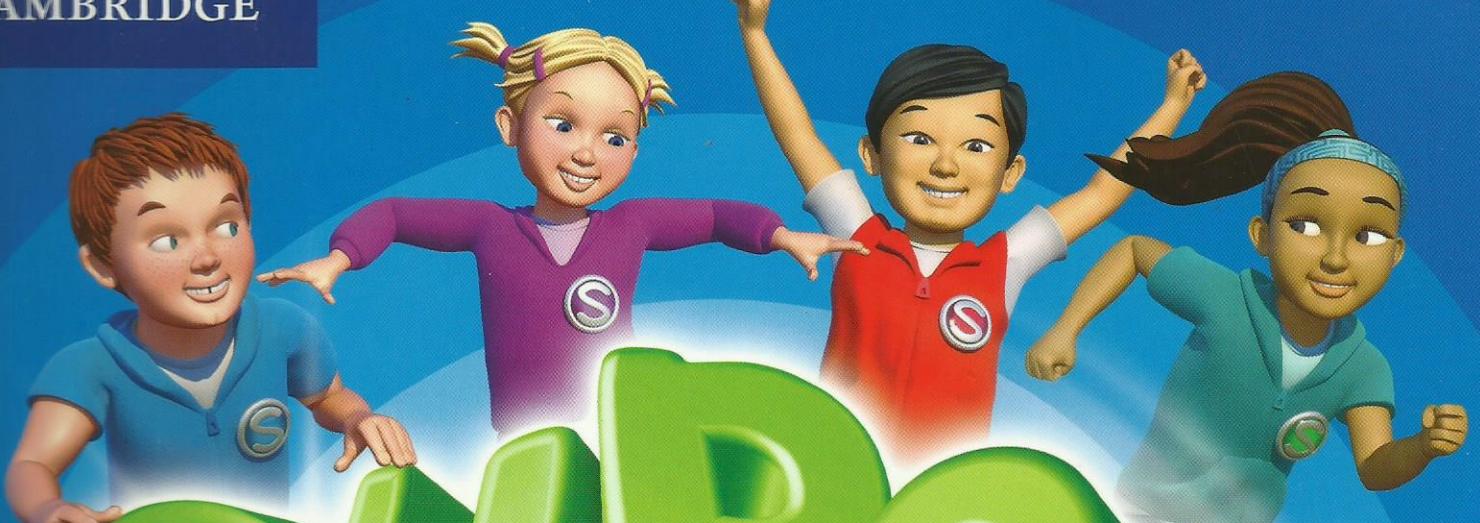


CAMBRIDGE



super minds

Student's Book 1

Herbert Puchta

Günter Gerngross

Peter Lewis-Jones



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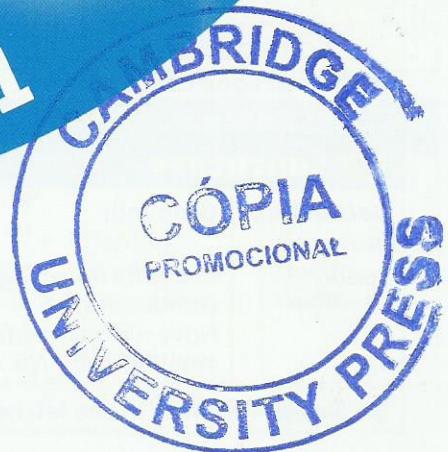
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Map of the book

1 Friends (pages 4–9)

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'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.</i> <i>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
				► 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).</i> <i>What's his/her favourite toy? How old is he/she? It's a (new kite).</i> <i>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
				► 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> <i>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
				► 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).</i> <i>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
				► Creativity	► Revision

5 Free time (pages 58–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school Social science: Be healthy!
Days of the week	I (watch TV) on (Sundays). Do you (play football) at the weekend? Yes, I do. / No, I don't.	We're lost! Asking for help when you need it The letter sound u	• Listening • Reading, speaking and writing	• Interpreting and understanding	

► 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 Geography: Habitats
The home	There's a (monster). There are (four cats). Is there a (plane)? Are there any (rats)? How many (cars) are there?	At the house Looking after your friends The letter sound h	• Reading • Listening and writing	• Interpreting pictures • Applying world knowledge • Matching	

► 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 Science: Materials
Clothes	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.	The cap Saying Sorry The letter sounds sp and st	• Reading • Speaking, listening and writing	• Interpreting visual information • Selecting information • Applying world knowledge	

► 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 Science: The skeleton
The body	I can/can't stand on one leg. He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.	The problem Teamwork The letter sound g	• Listening and speaking • Reading and writing	• Problem solving • Identifying	

► 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 Geography: Holiday weather
Holidays	Let's (play the guitar). Where's the (blue book)? Where are the (orange books)?	The top of the hill Modesty The letter sounds ee and ea	• Reading, listening and writing • Speaking	• Inferring meaning • Interpreting visual information	

► Song: Let's go to the beach

► Creativity

► Revision

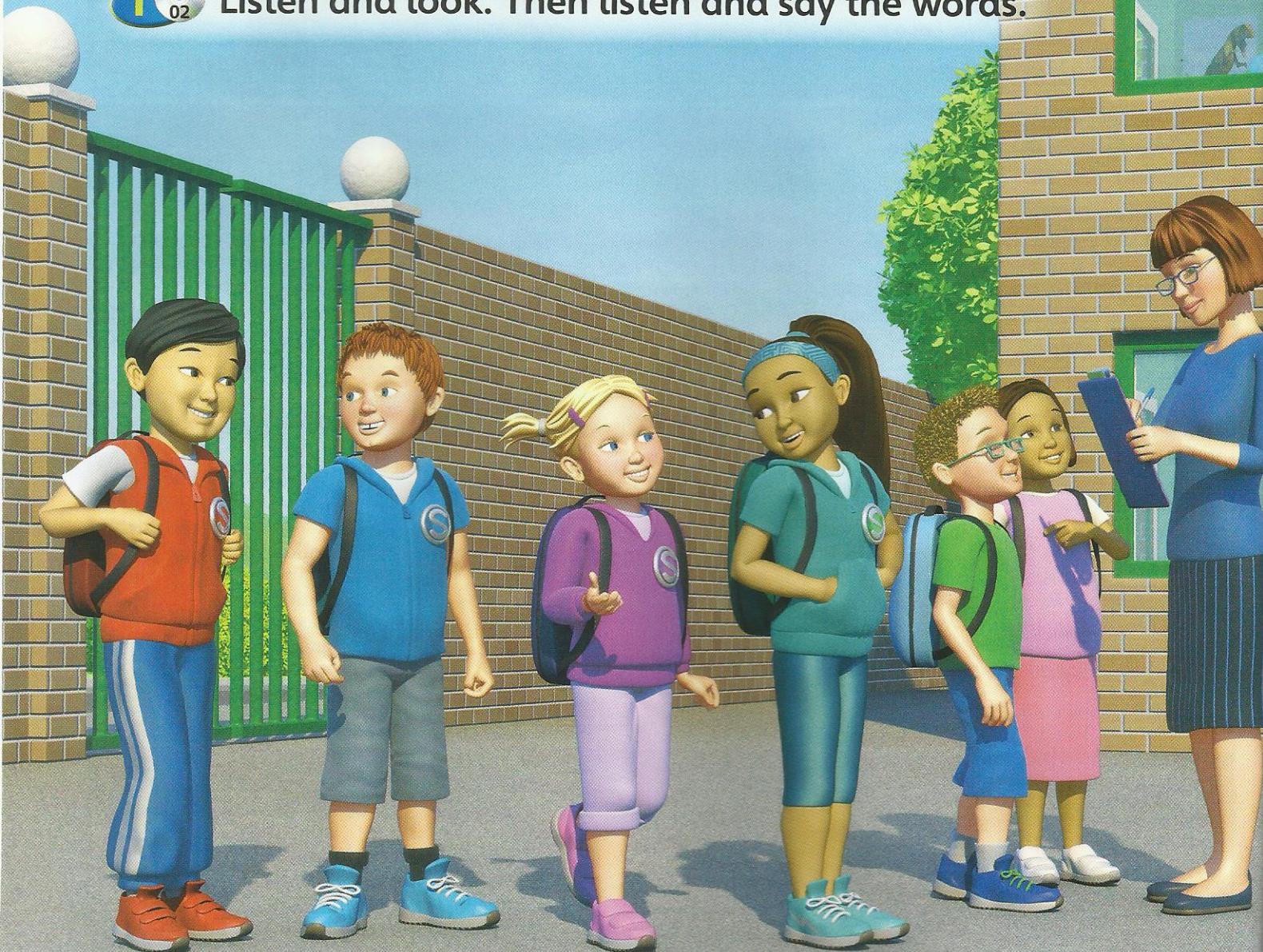
Festivals and cut-outs: pages 118–128

Stickers: Centre section

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!

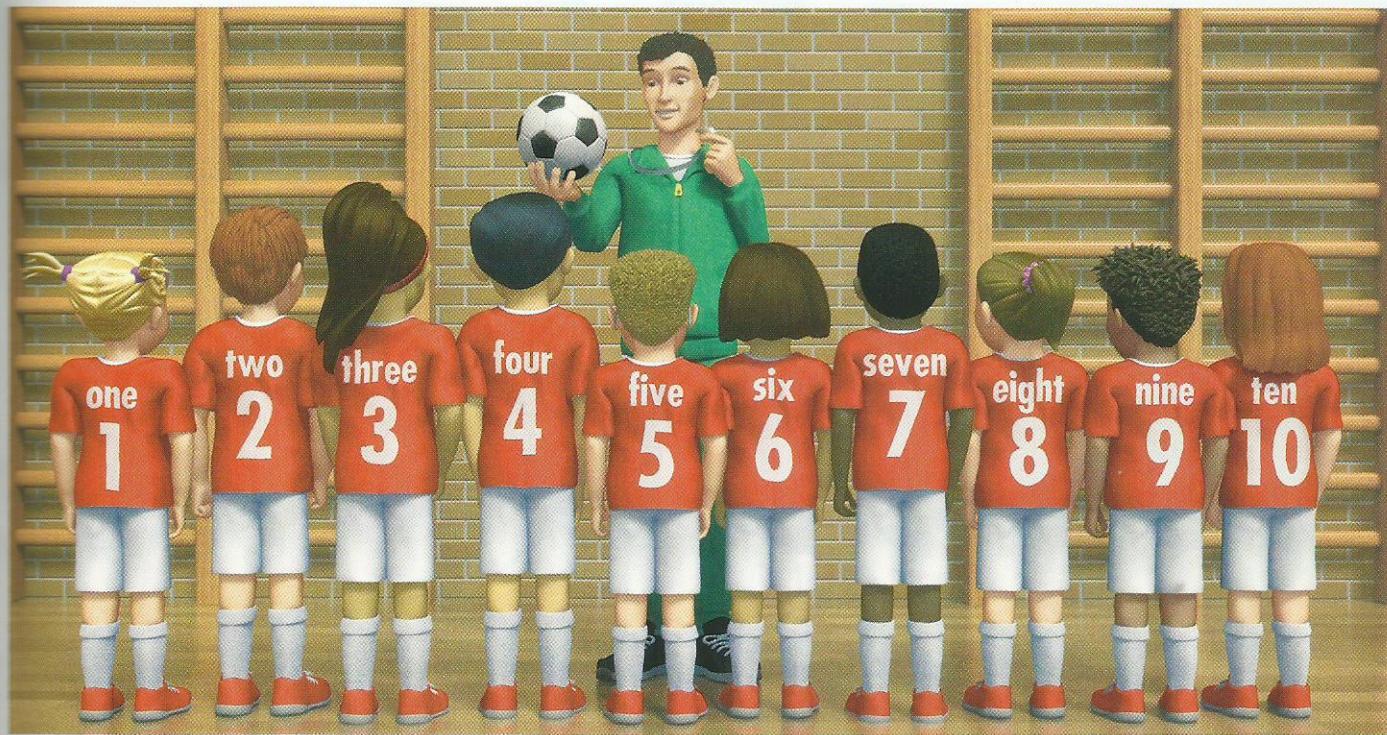
Hi, I'm Flash.
What's your name?
Hi, I'm Misty.
What a nice name!

4

Greetings

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.

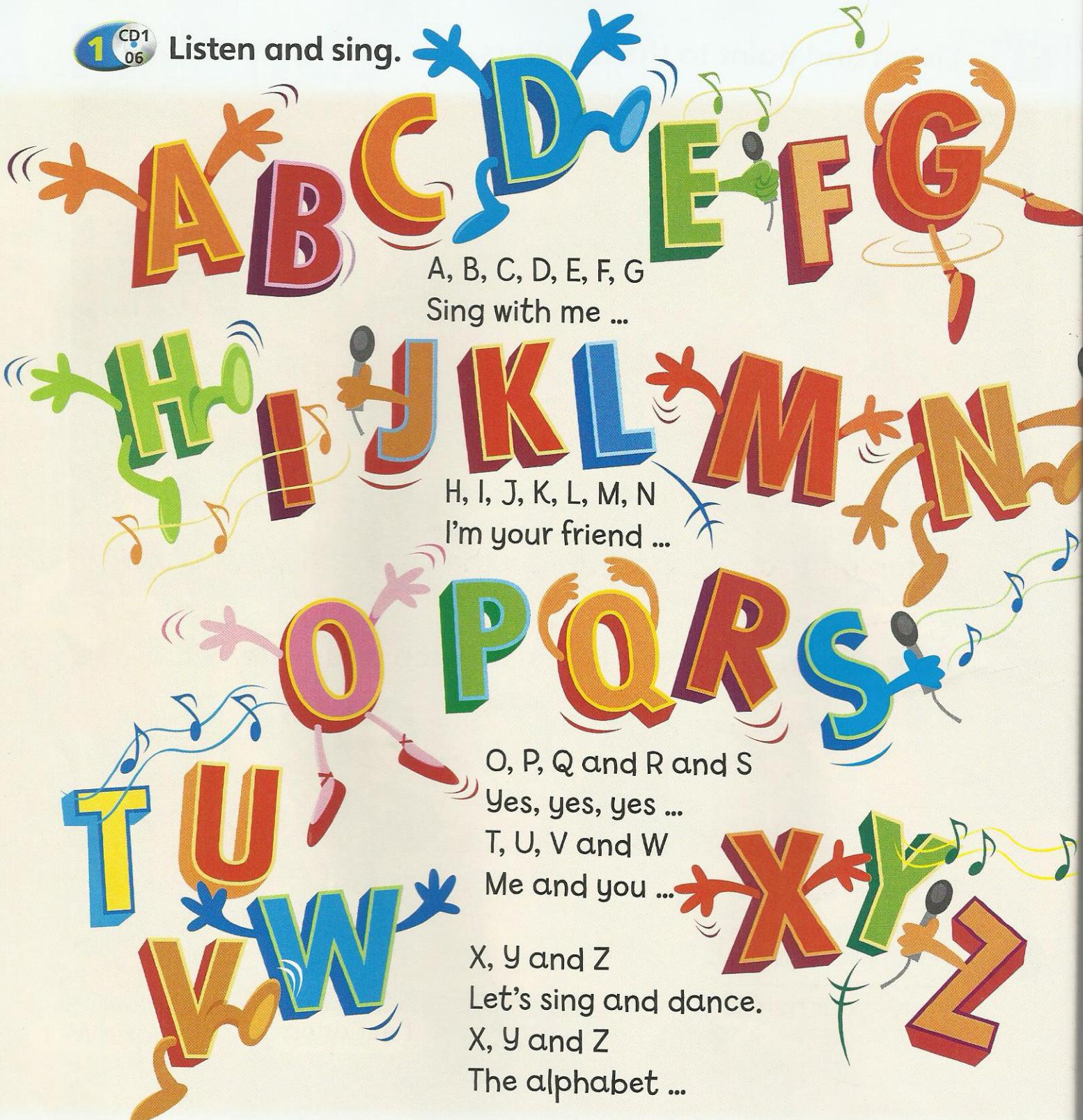
What's your name?

How old are you?

I'm Carlos.

I'm six.

Listen and sing.



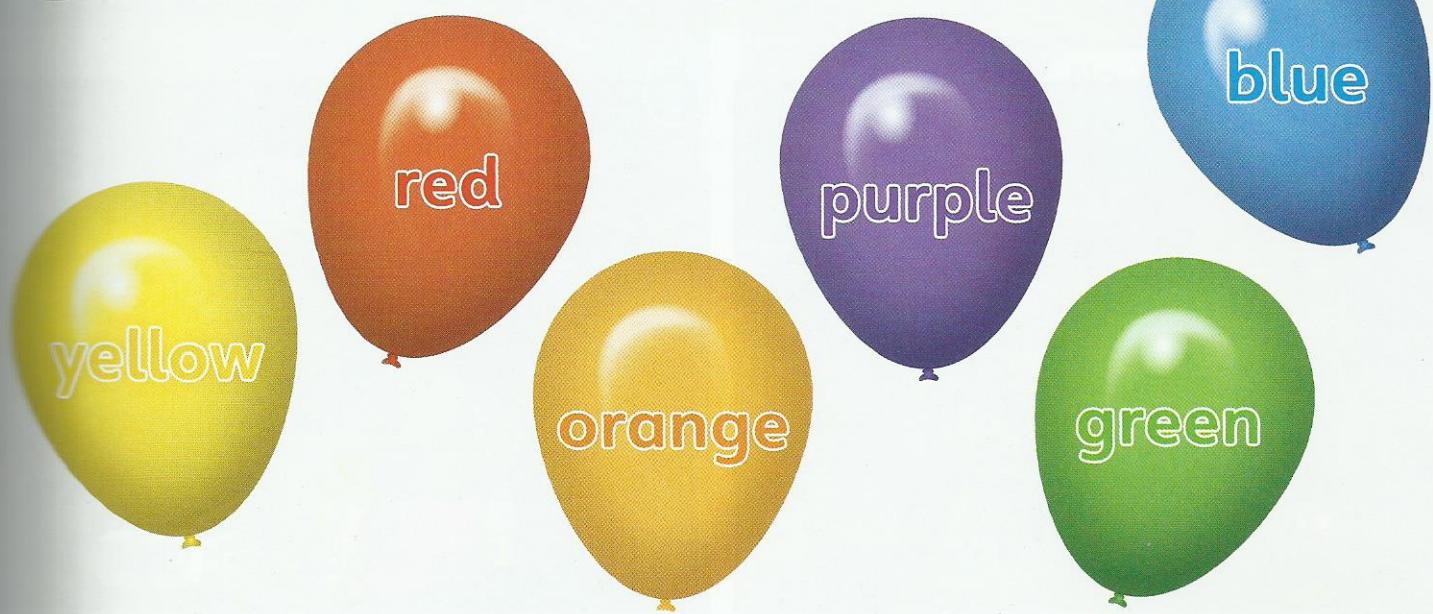
2

Say the alphabet.

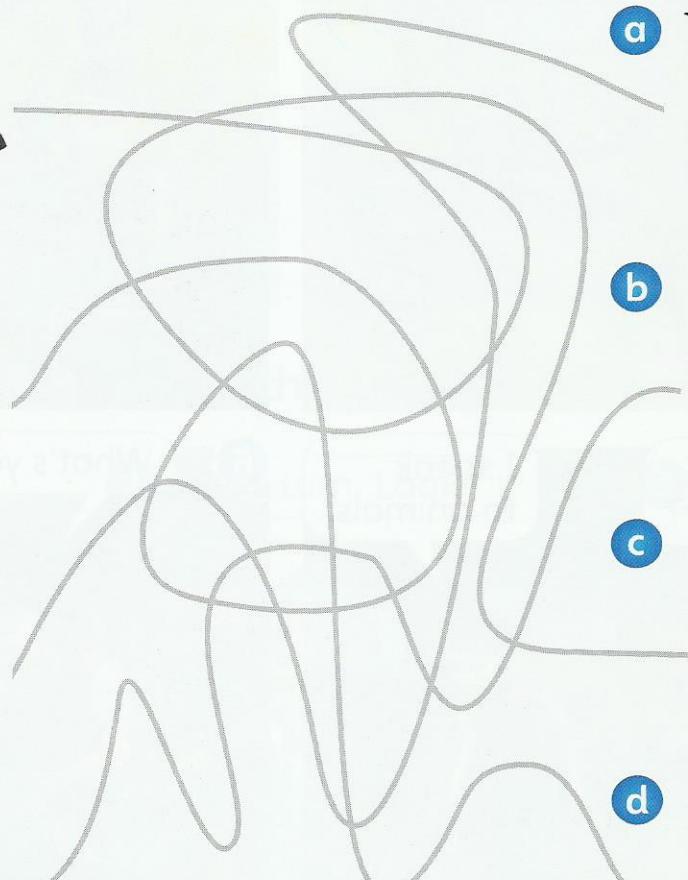
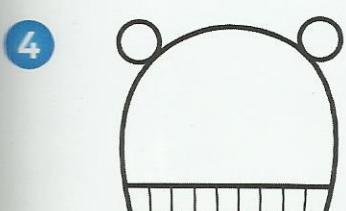
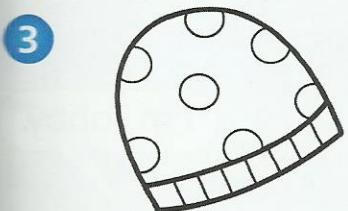
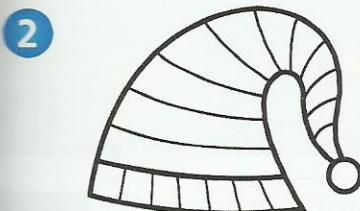
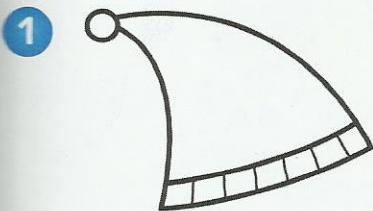
A

B

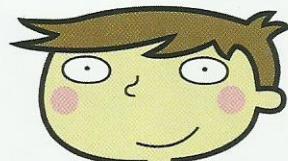
Listen and point to the balloons.



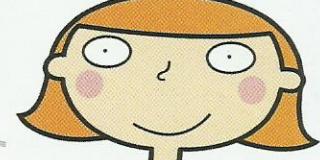
Listen and colour. Then follow the lines and say.



a



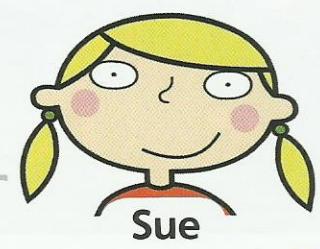
b



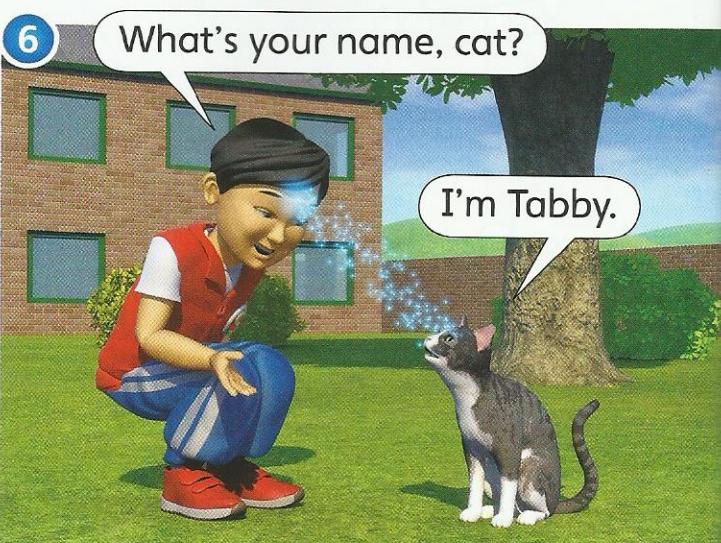
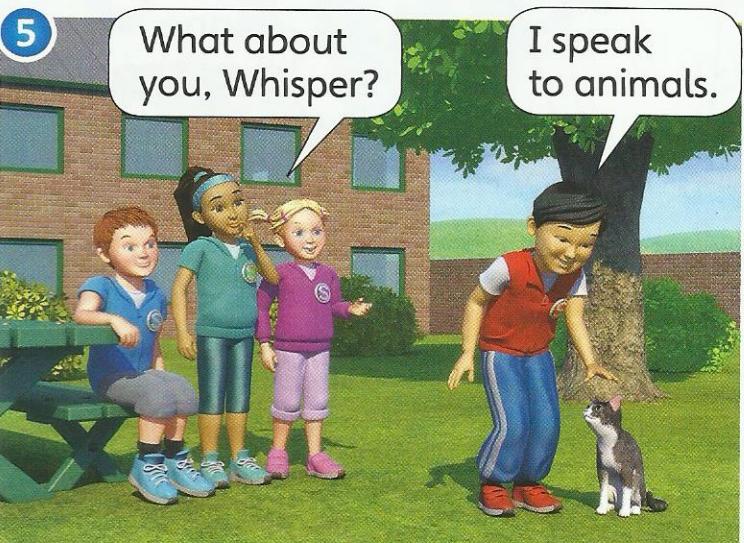
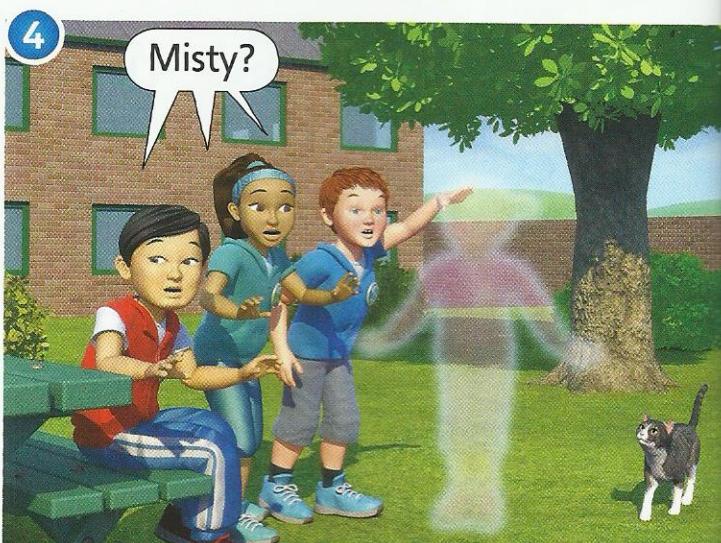
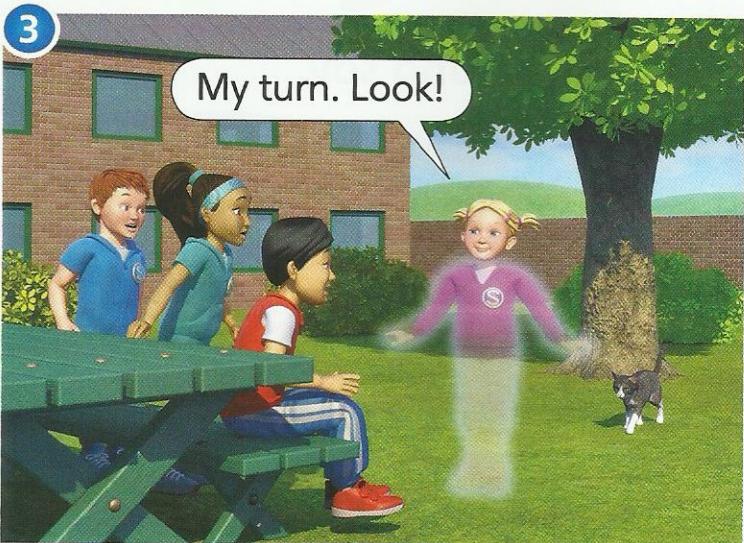
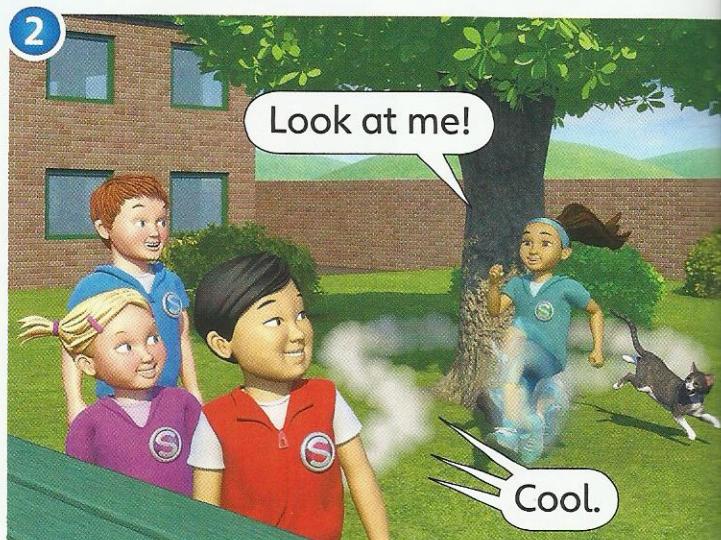
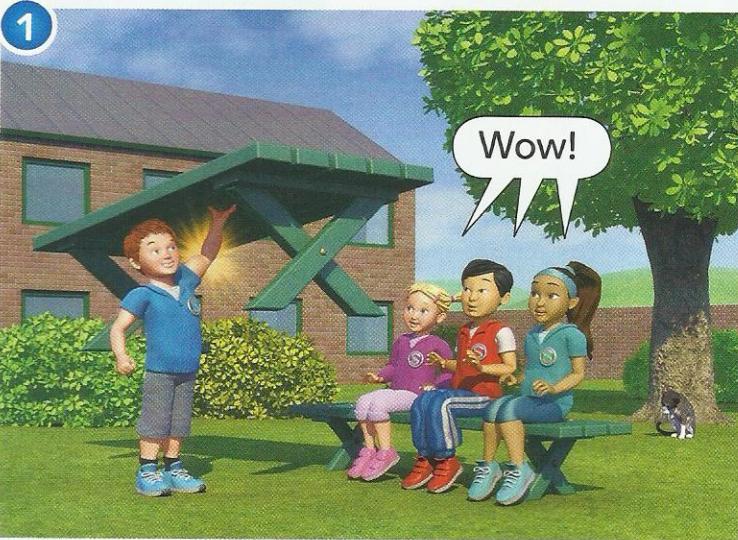
c



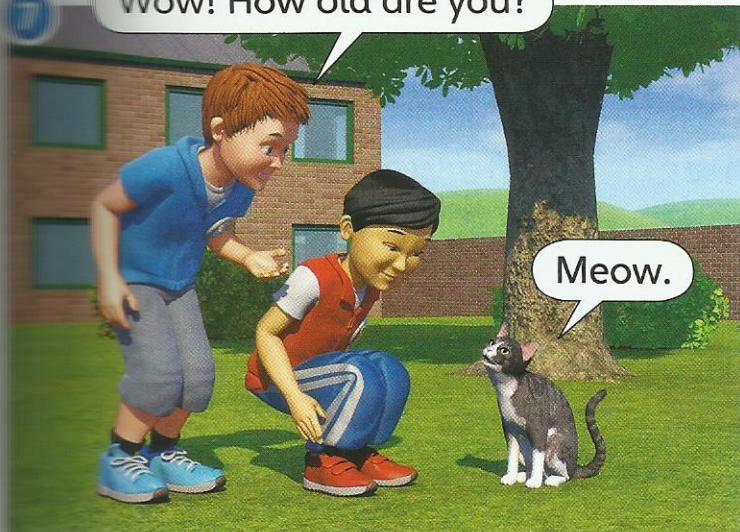
d



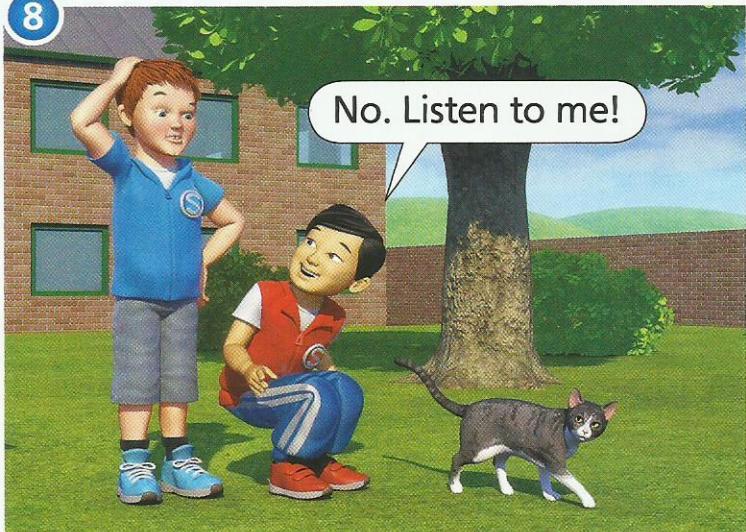
Meet the Super Friends



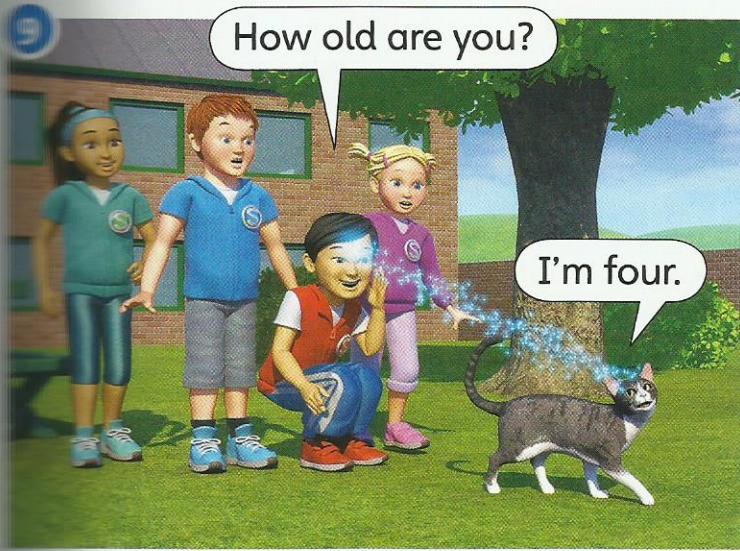
7 Wow! How old are you?



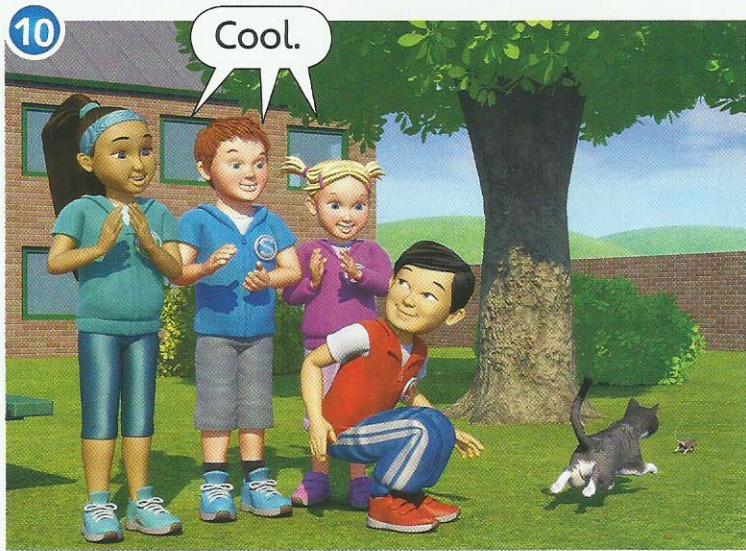
8



9 How old are you?



10



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

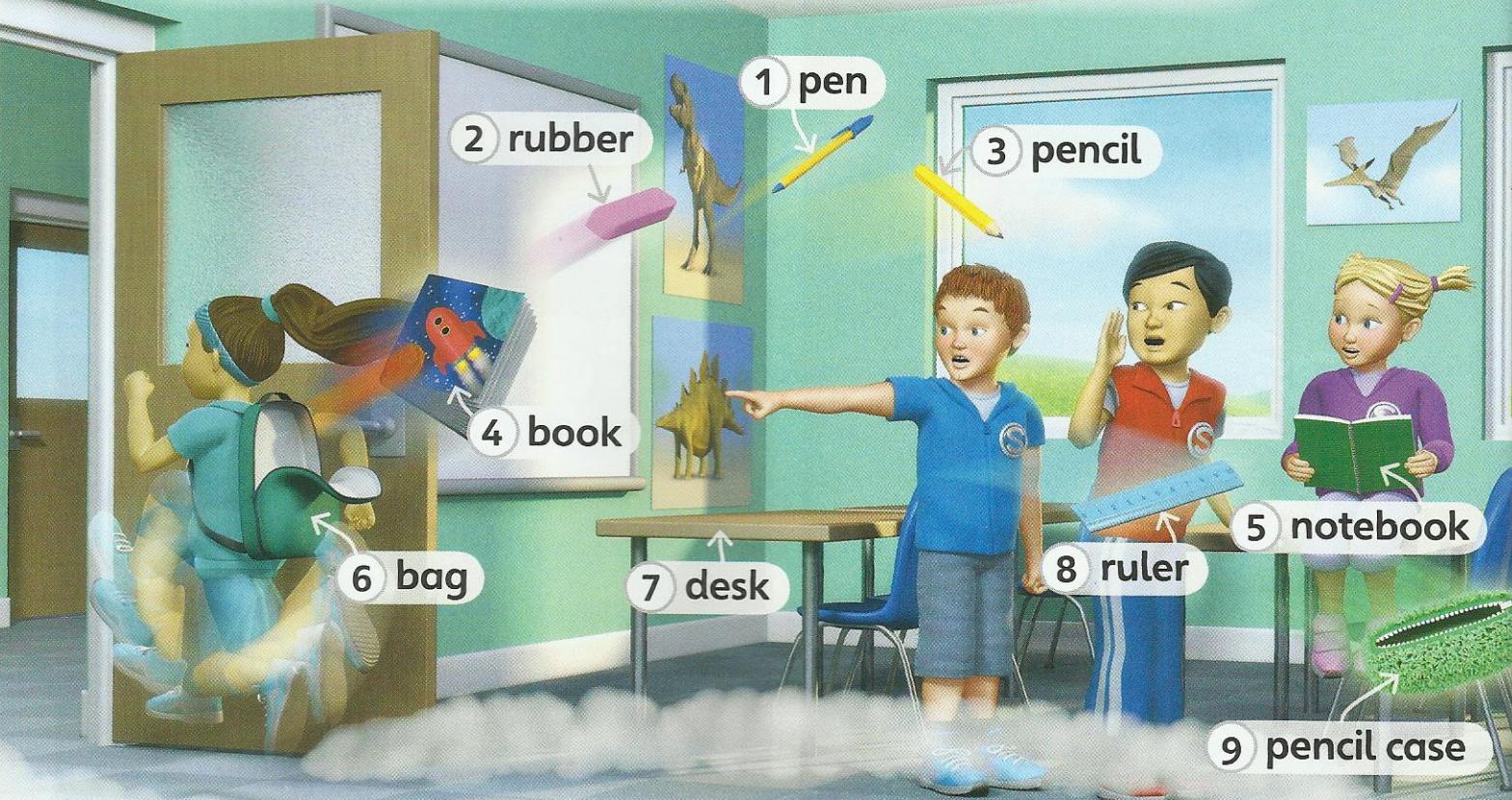
No. Listen to me!

1

At school

1 CD 12

Listen and look. Then listen and say the words.



2 CD 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.****What's this?****What's this?****What's this?****What's this?****Is it a pencil?****Grammar focus**2
CD1
15**Listen and say.****What's this?****It's a pencil.****No, it isn't.****Is it a pen?****Yes, it is.**

3

Play the guessing game.**What's this?**

1 CD
17

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 ...



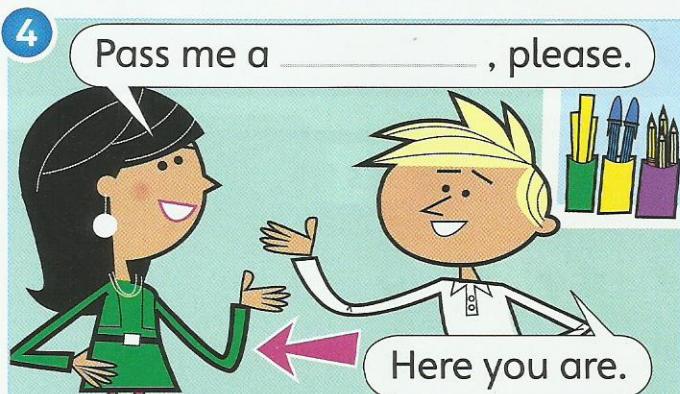
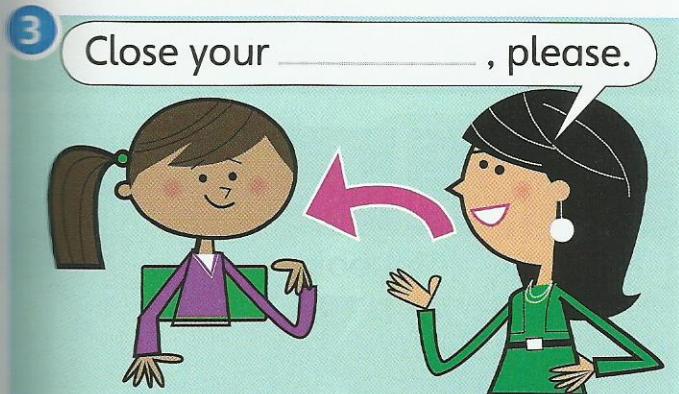
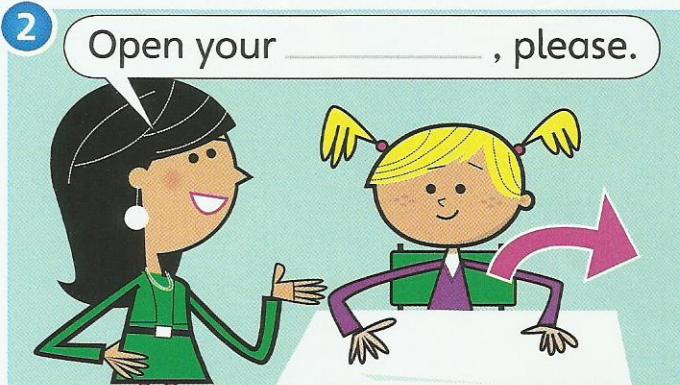
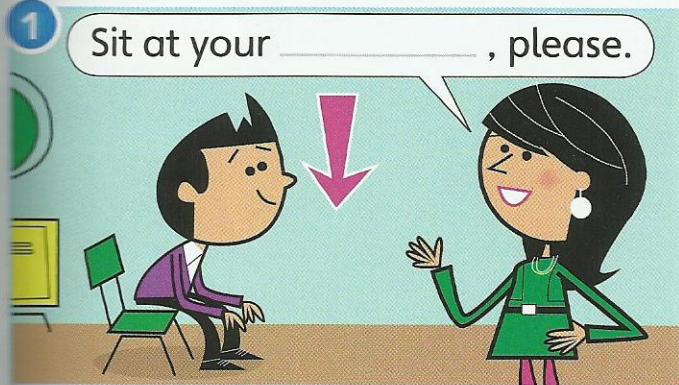
2

Look at Joe's desk. Draw lines from the school things to the correct desk.



**Listen and stick.
Then write the words.**

pen book bag desk



Grammar focus

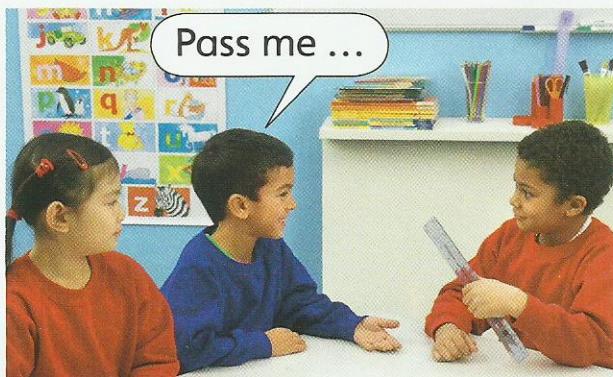
Listen and say.

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

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



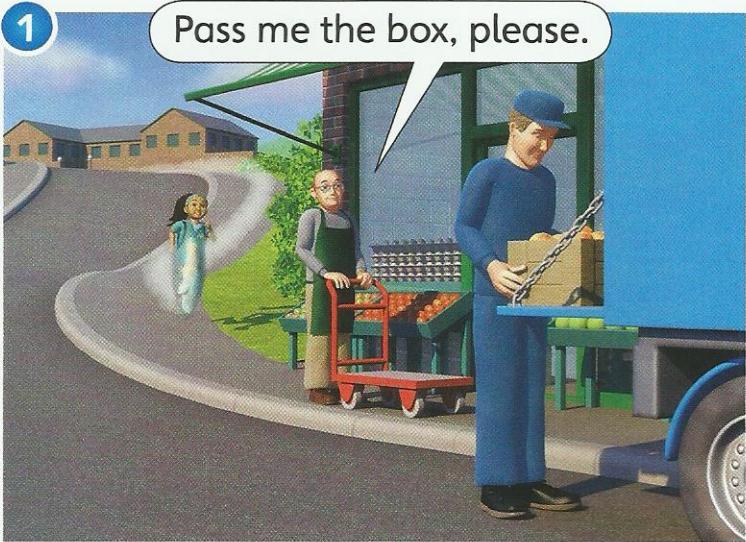
Play the chain game.



Watch out, Flash!

1

Pass me the box, please.



2

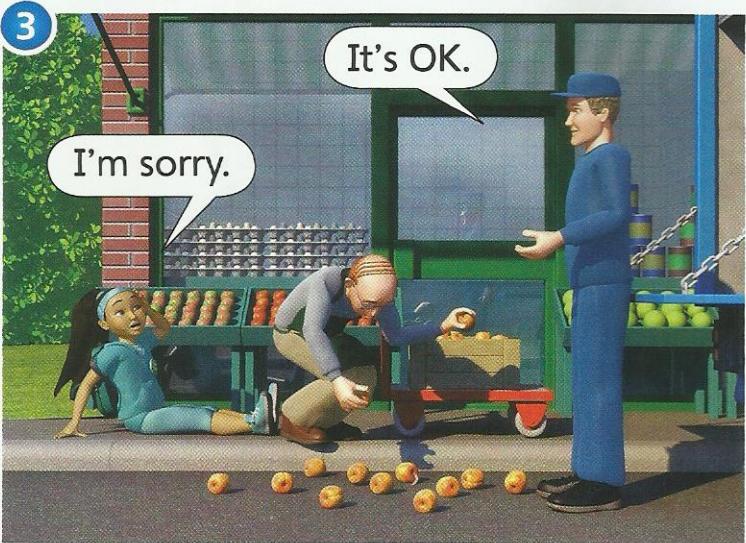
Watch out!



3

I'm sorry.

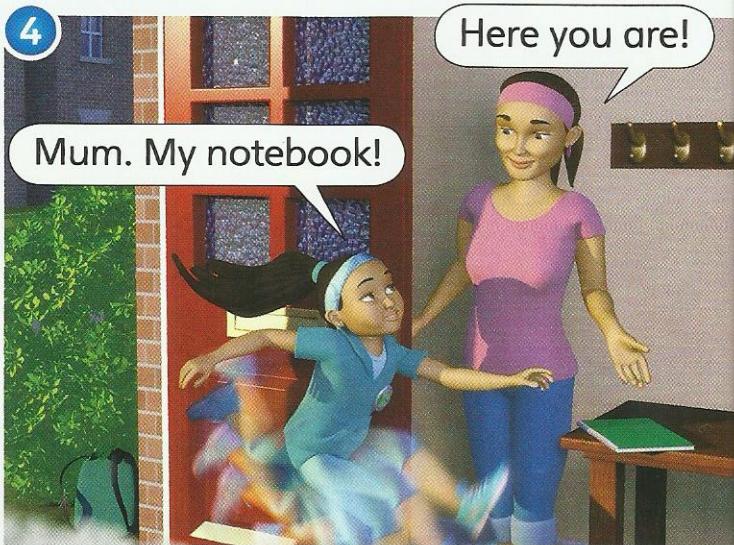
It's OK.



4

Mum. My notebook!

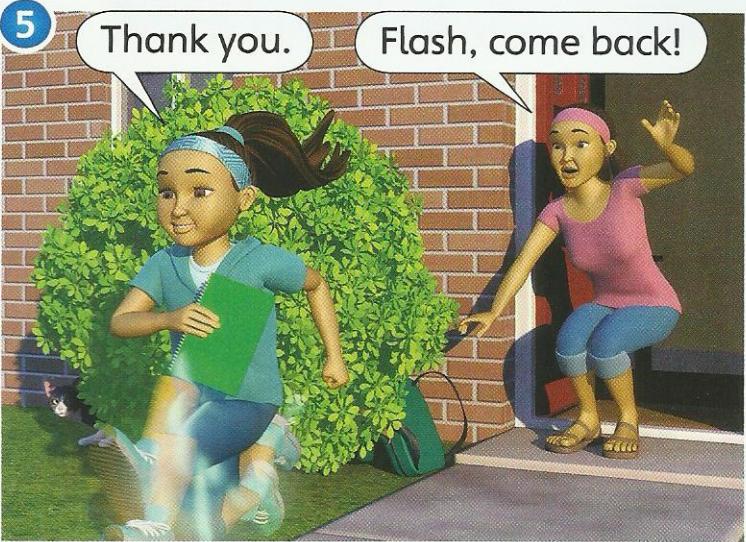
Here you are!



5

Thank you.

Flash, come back!

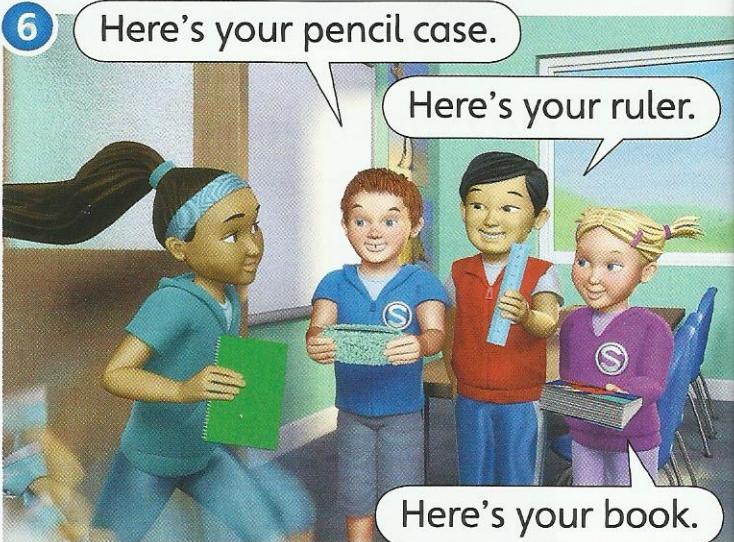


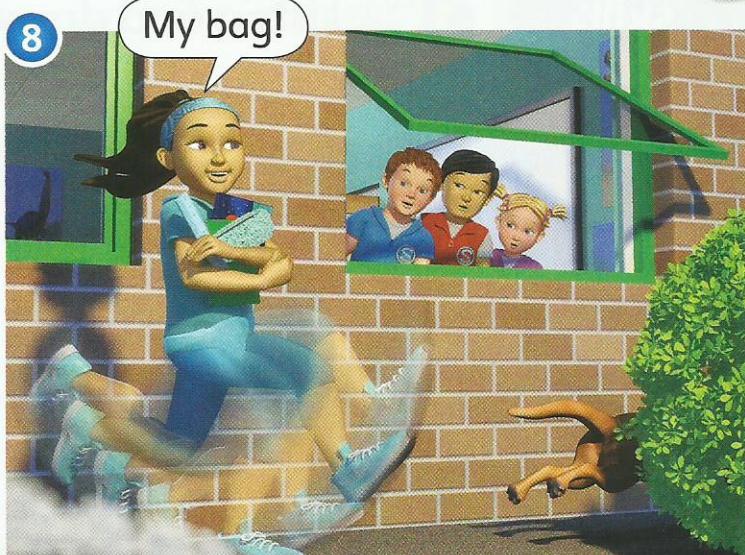
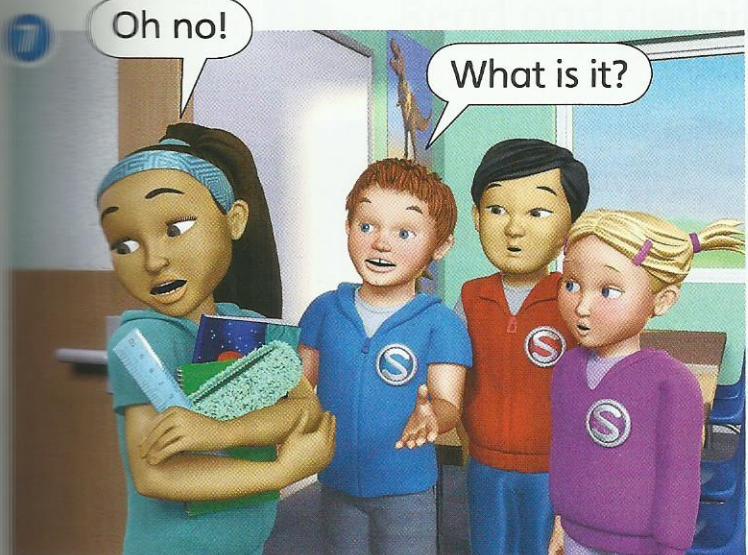
6

Here's your pencil case.

Here's your ruler.

Here's your book.





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.



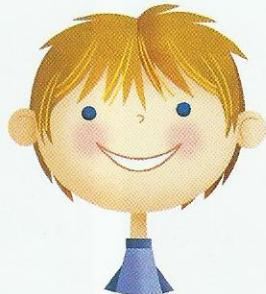
Skills

1 CD 1
25

Listen and draw lines.



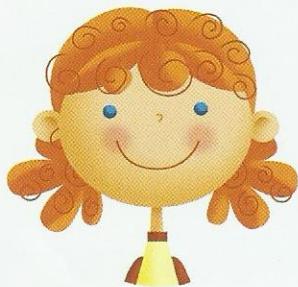
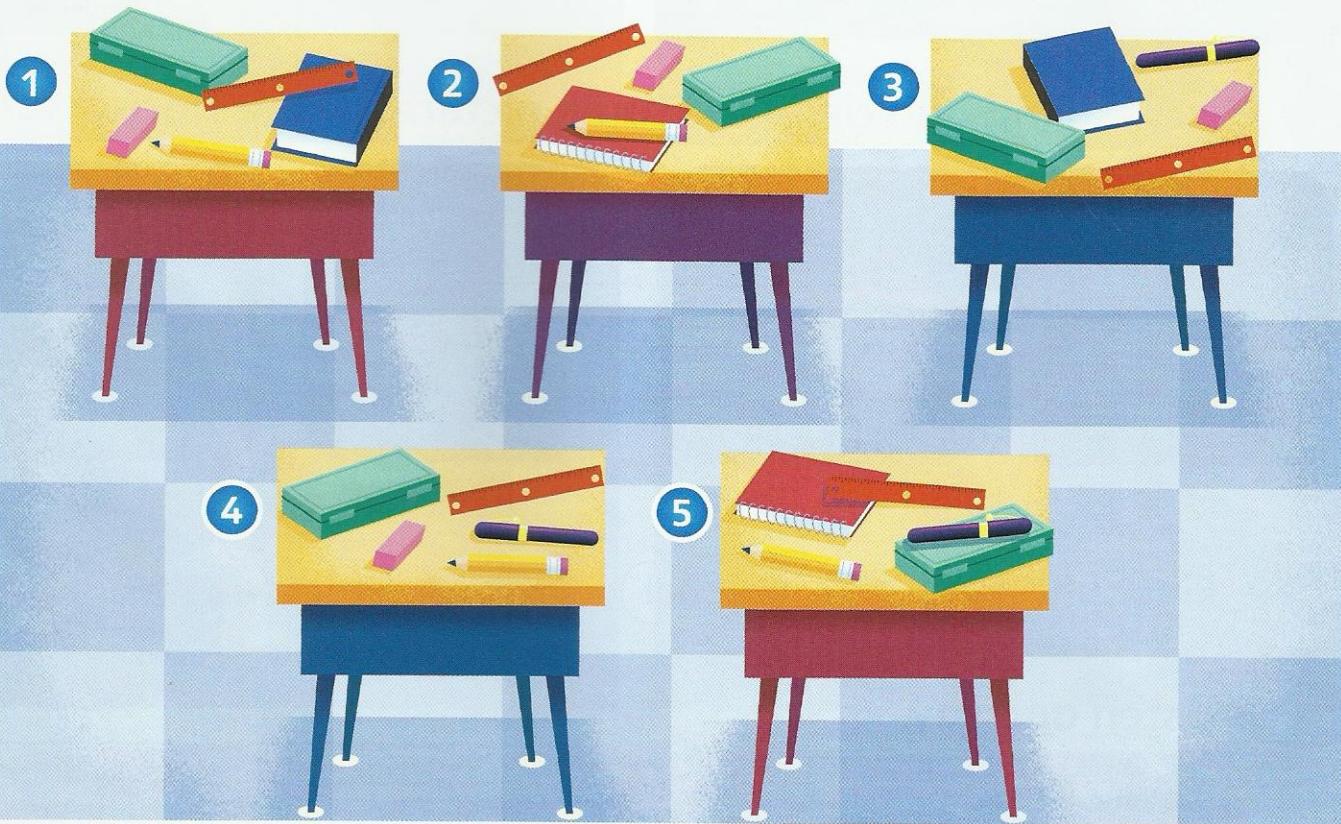
Sam



Fred



Kim



Mia



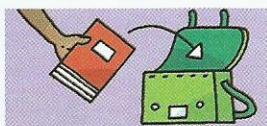
Jane


Skills

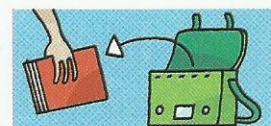
1

Read and circle the correct pictures.

1



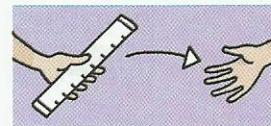
Put away your book, please.



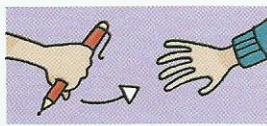
2



Take out your ruler, please.



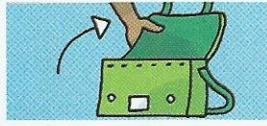
3



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



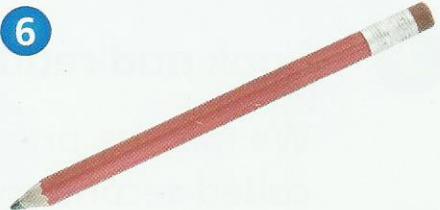
4



5

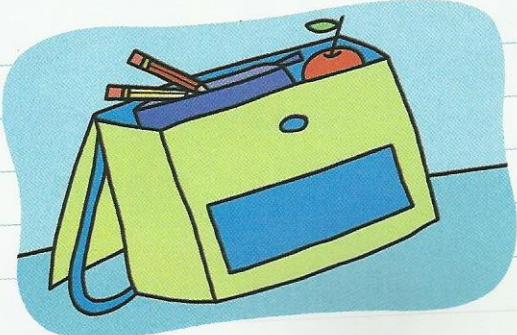


6



3

Draw and write about your bag.



This is my bag.
It is green and blue.

Colours!

1

Read and answer the questions.

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



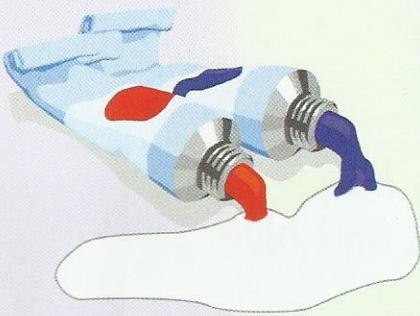
- b Look at your classroom. What objects are blue, red or yellow?



2

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

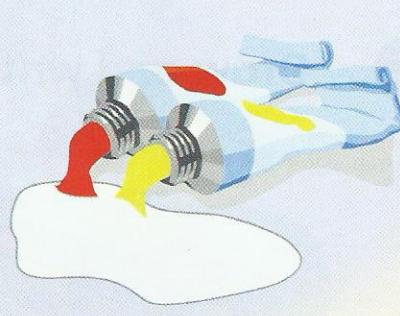
We mix the primary colours to make new colours. These are called secondary colours.



purple



green



orange

Learn and think

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.

Look down and catch it.

Take out your pencil case.

Put the pencil case on your head.

Turn around.

Stand up.

Stretch.

3 Listen to your friend and act out.

Put the ruler on your head.



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.



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 CD1
28

Listen and look. Then listen and say the words.

1 kite



2 doll



4 plane



3 monster



5 computer game



6 train



7 car



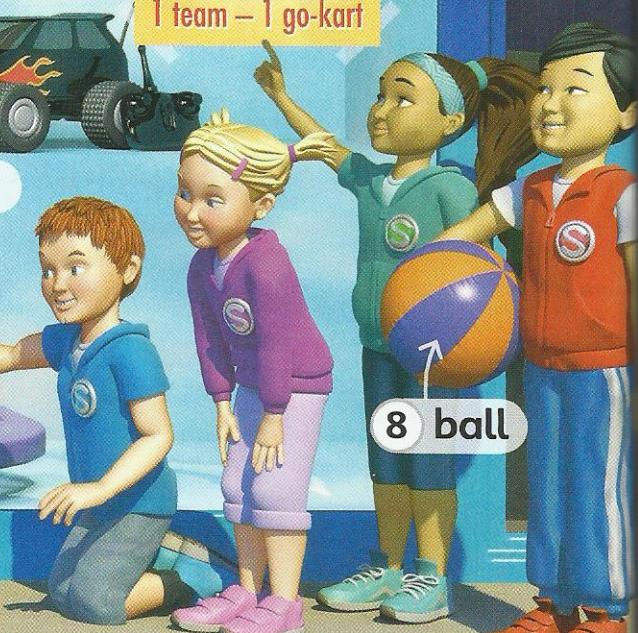
9 bike



10 go-kart

**Go-kart race****Sports centre**

1 team – 1 go-kart

2 CD1
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!



Listen and stick.



1 Sophie



2 Alex



3 Olivia



4 Mark

Sophie	Alex	Olivia	Mark



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.



Ask and answer.



What's ... ?



How ... ?

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

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!

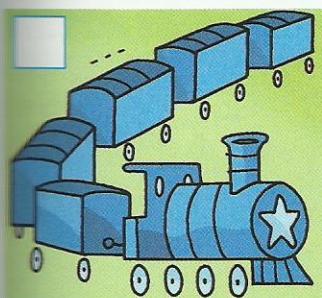


Hey, Mike! What's your favourite number? ...

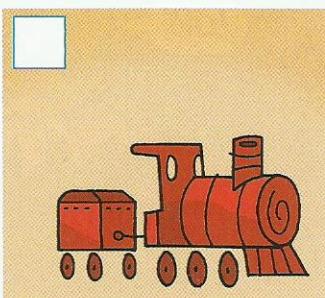
My favourite number ...
My favourite number's eight.
That's great!

2

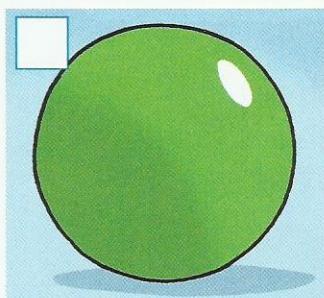
Look at the picture. Find and circle Emma and Mike.

1
CD
35**Listen and number the pictures.**

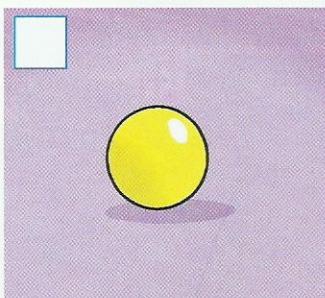
A long blue train.



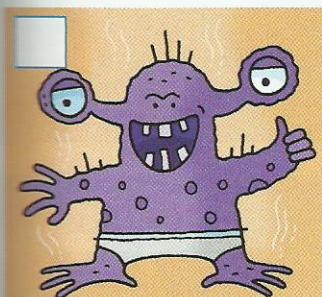
A short red train.



A big green ball.



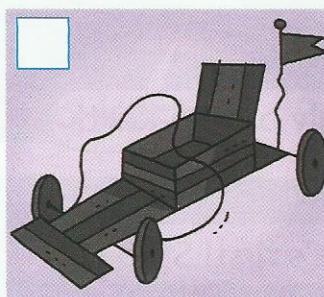
A small yellow ball.



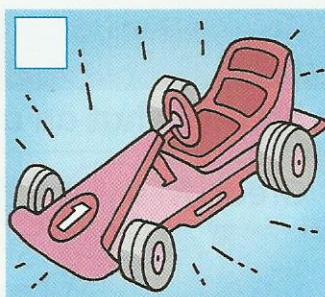
An ugly purple monster.



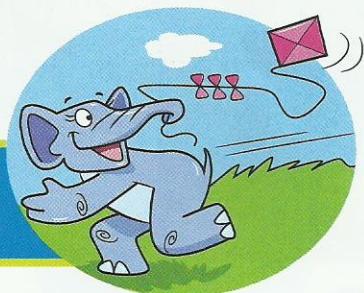
A beautiful orange monster.



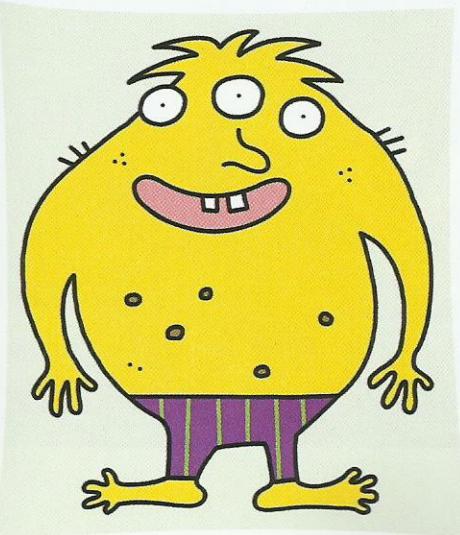
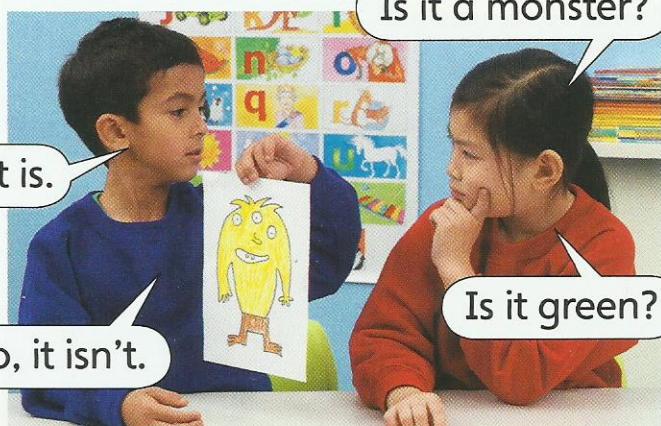
An old black go-kart.



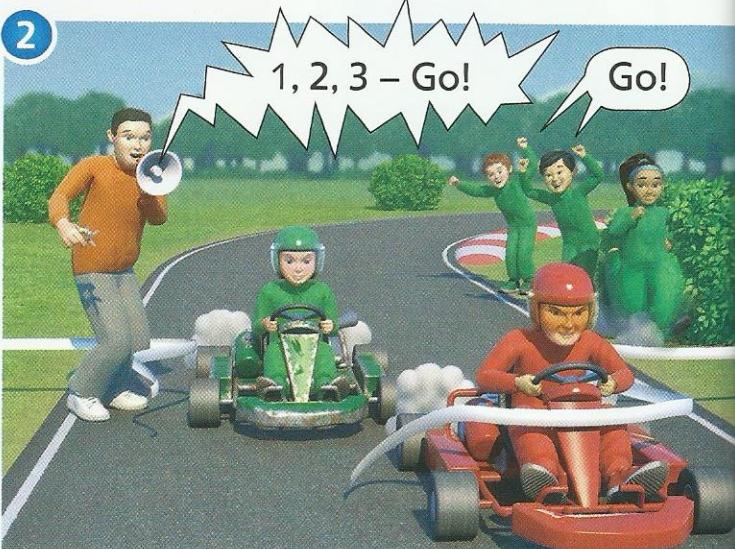
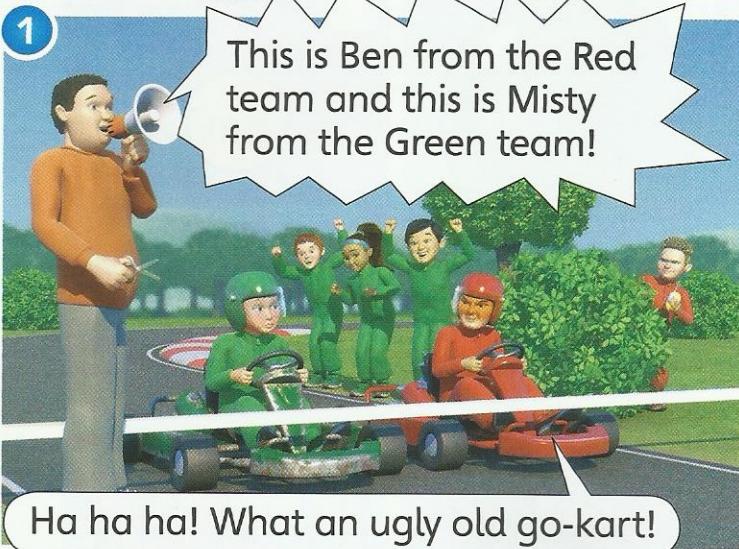
A new pink go-kart.

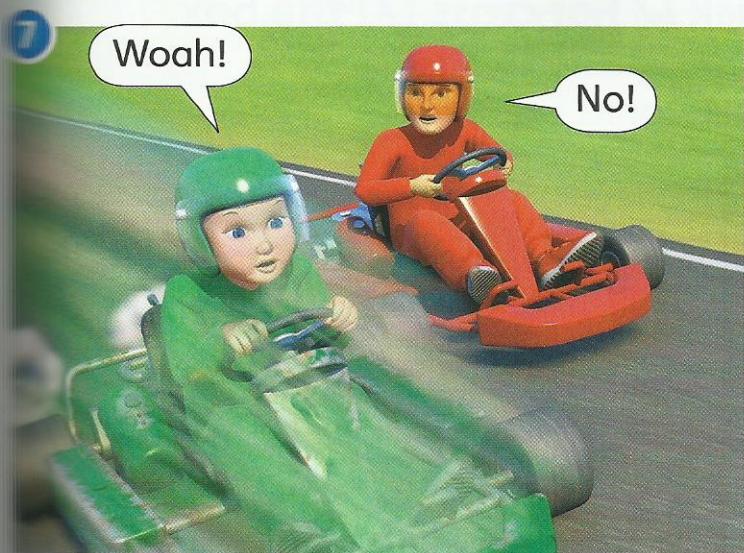
2
CD
36**Grammar focus****Listen and say.****It's a new kite.** **It's an ugly monster.**

3

Draw a toy. Ask and answer.**Yes, it is.****No, it isn't.****Is it a monster?****Is it green?**

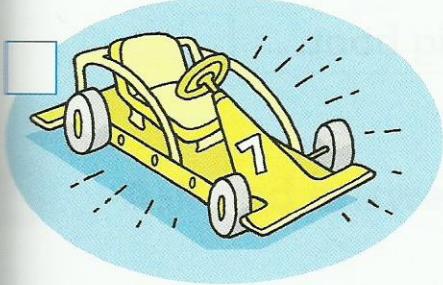
The go-kart race



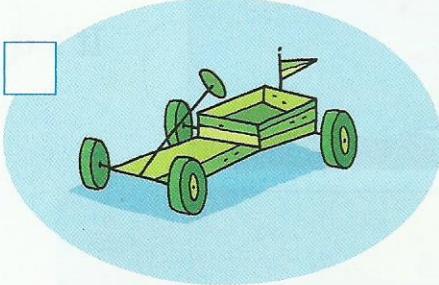


2 Think! Read and number the go-karts.

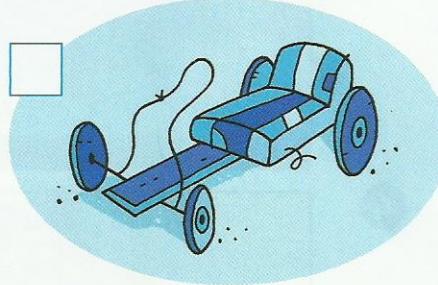
1 A small go-kart.



2 An old go-kart.



3 A big go-kart.

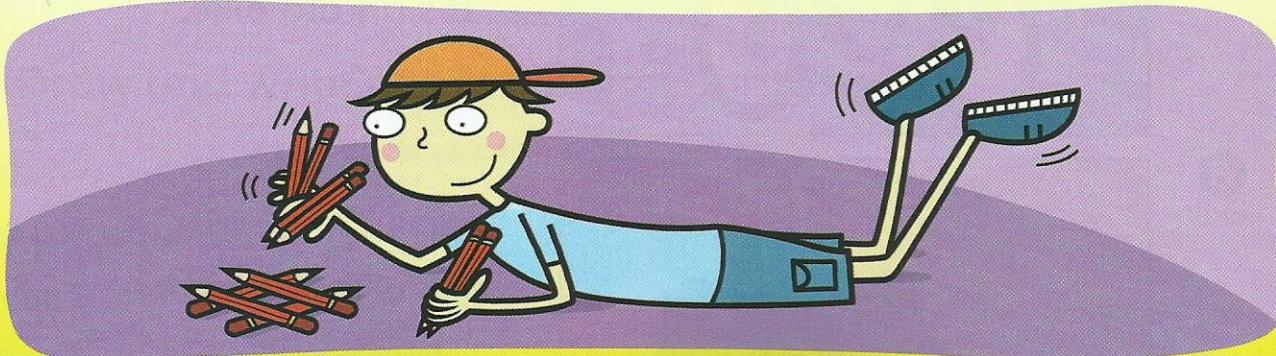


3 Find who says ...

This is Ben from
the Red team.



4 CD 1 Listen and say.



Ken and his ten red pens.

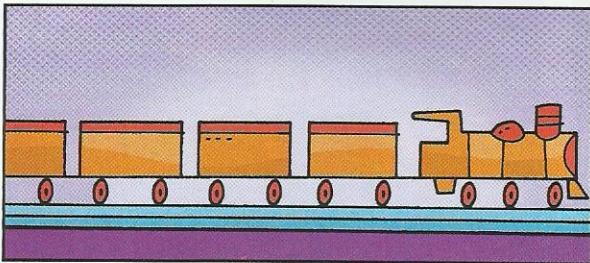


Skills

1

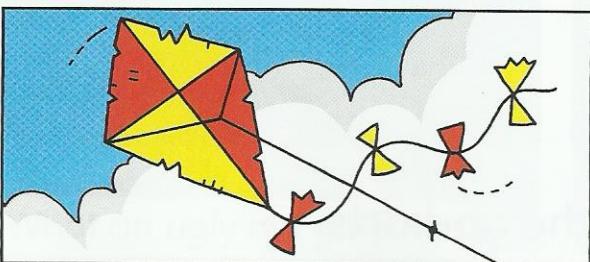
Look and read. Tick (✓) or cross (✗) the box.

1



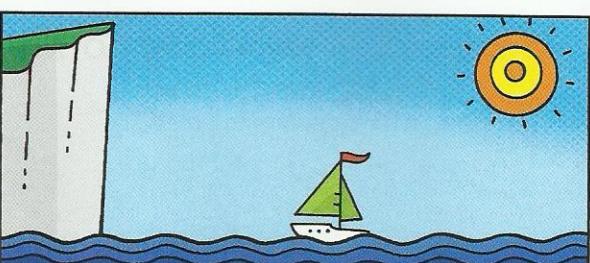
It's a long train.

2



It's a new kite.

3



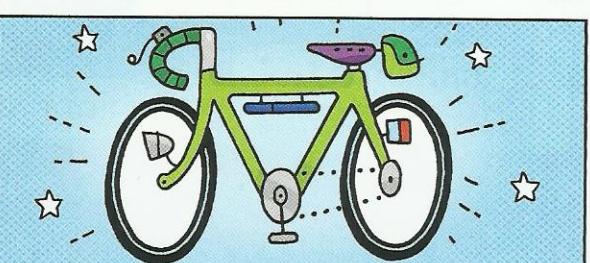
It's a big boat.

4



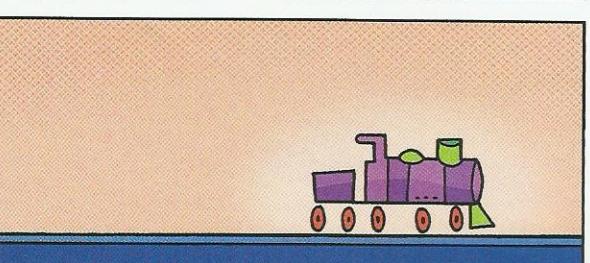
It's an ugly doll.

5



It's an old bike.

6

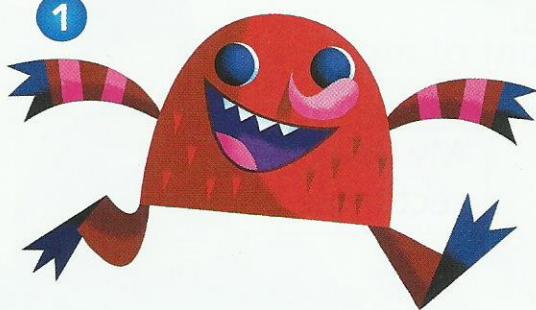


It's a short train.

Skills1 CD 1
43**Listen and write the names.**

Beep Dino Nessie Star

1



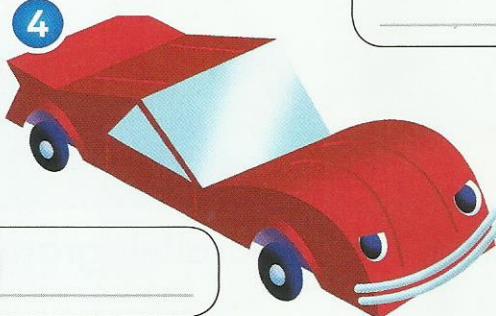
2



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.





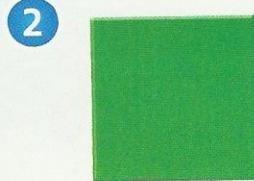
Tangram

1 CD 1
44**Listen and look at the shapes.**

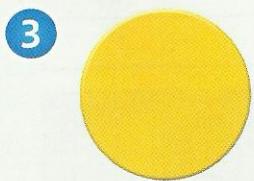
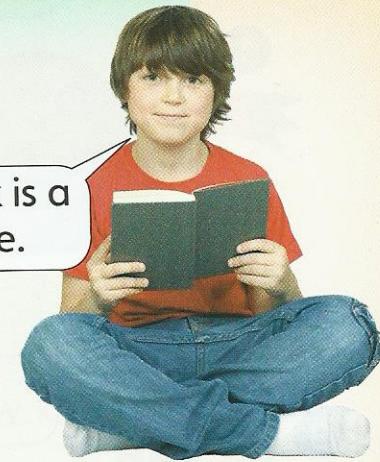
Can you see them in your classroom?



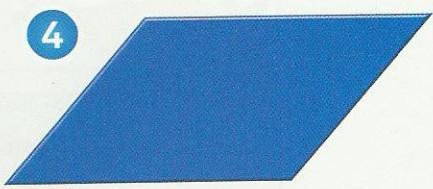
triangle



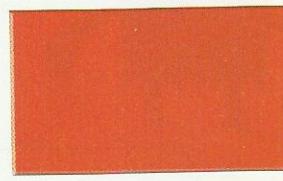
square



circle



parallelogram



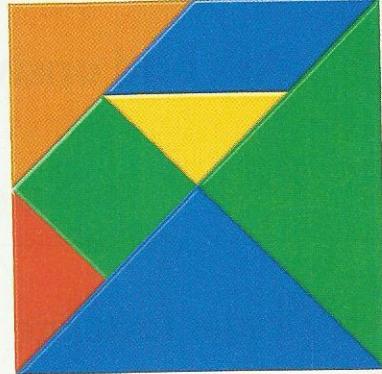
rectangle

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?

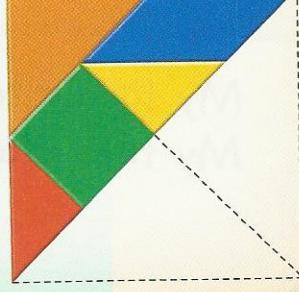
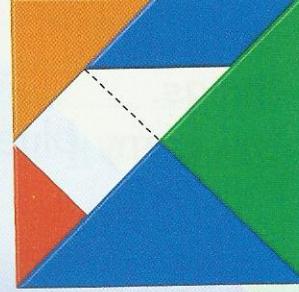
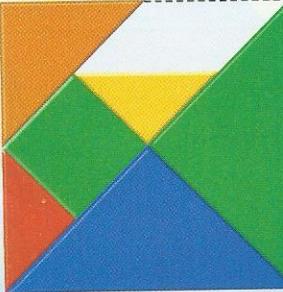
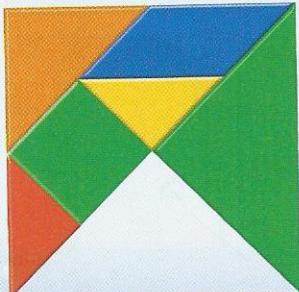
I can see a square. I can't see a circle.



3

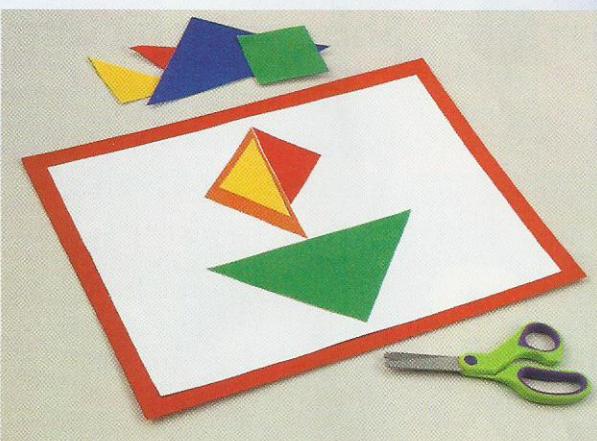
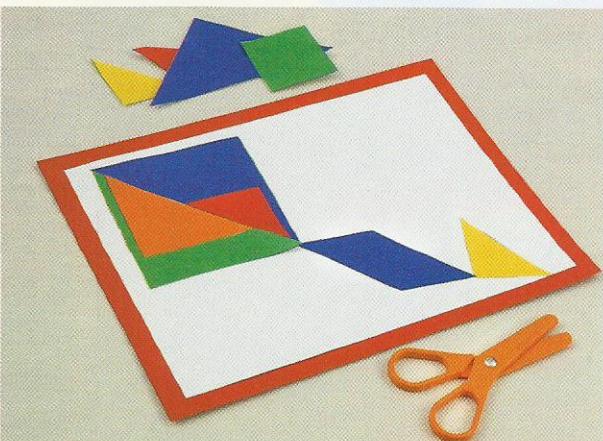
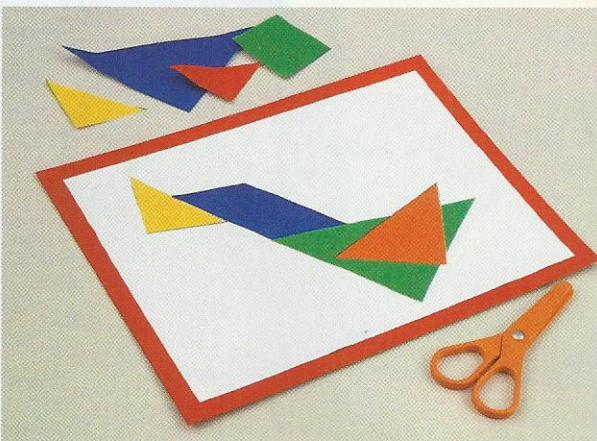
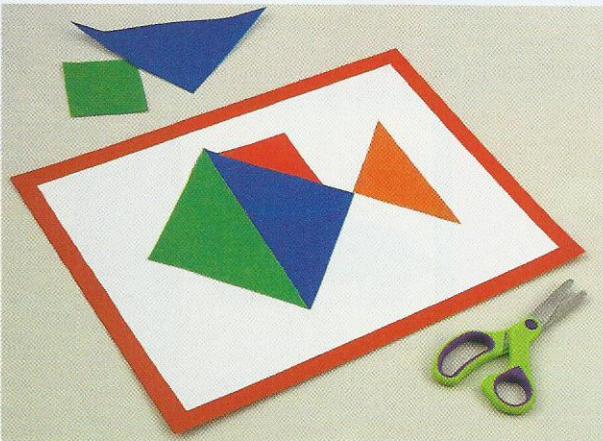
Think!**Look at the tangrams. What shapes are missing?**

The blue triangle is missing.



Learn and think**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!

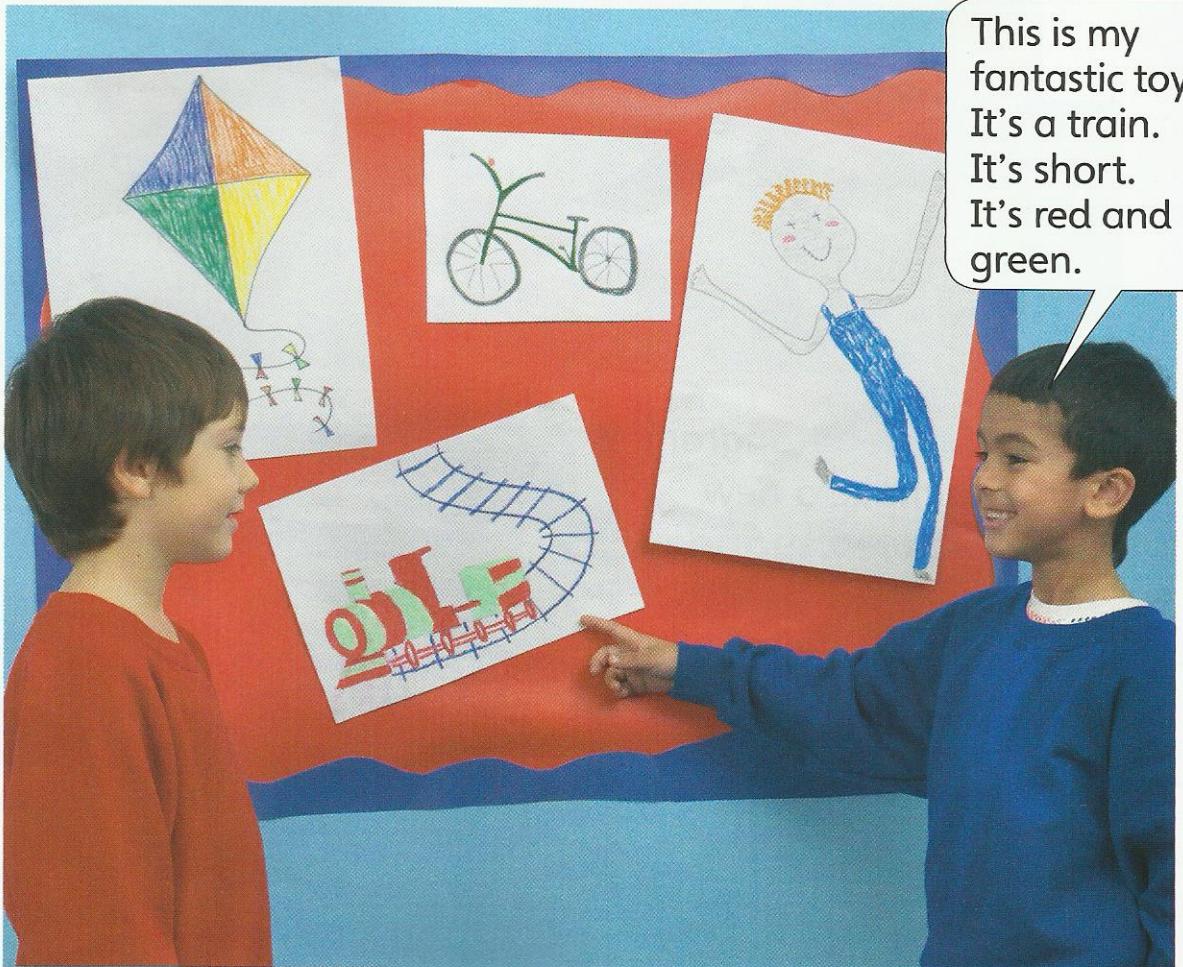
1 CD 1
46

Listen and imagine. Then draw your picture.



2

Show your picture to your friends.



The spelling game



3

Pet show

1 CD 1
47

Listen and look. Then listen and say the words.

2 CD 1
48

Listen and chant.

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

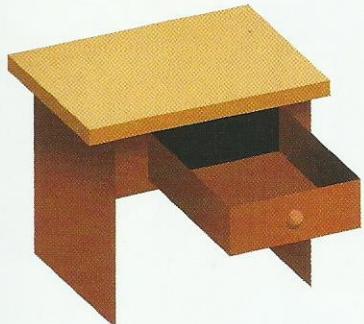
Whisper and his spider,
Daisy and her dog,
Lenny and his lizard,
Sandra and her frog.

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 ...

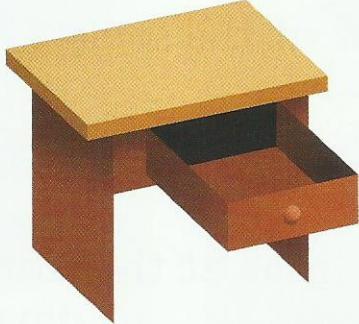
Listen, read and stick.

1



The green frog is on
the desk.

2



The yellow frog is in
the desk.

3



The red frog is
under the desk.

Grammar focus

Listen and say.

The lizard is | in |
 on |
 under | the bag.

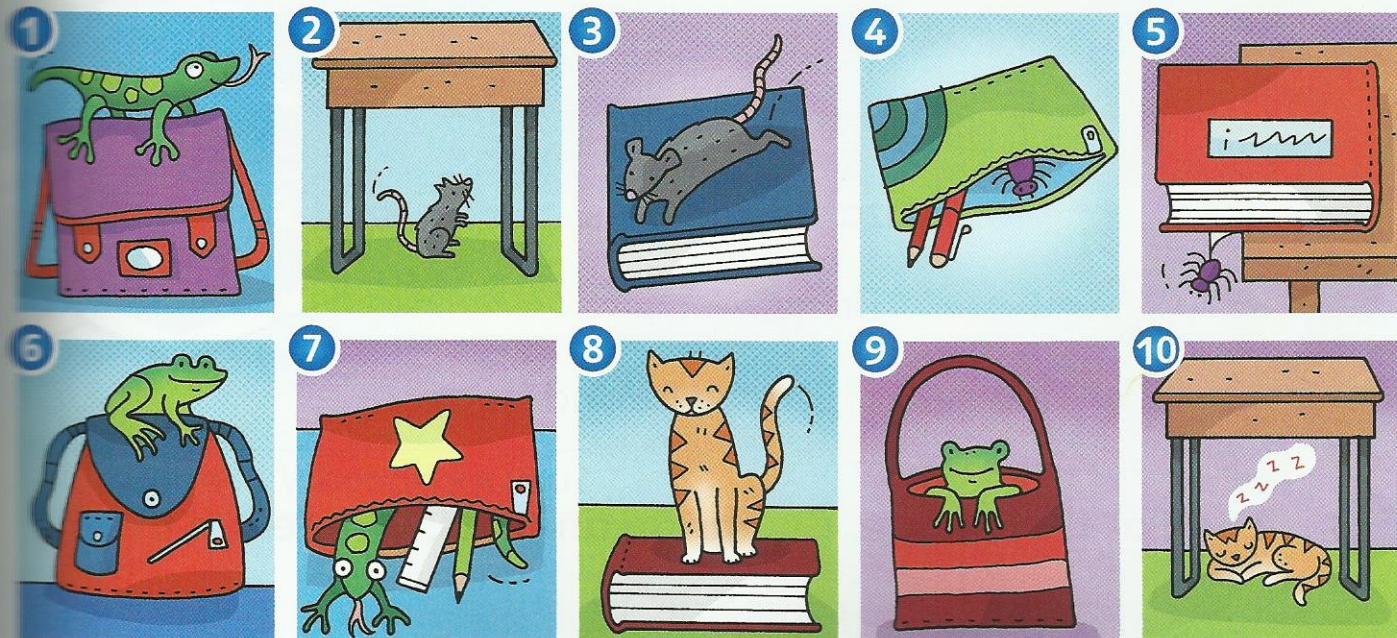


3

Play the description game.

The spider ...

Number ...





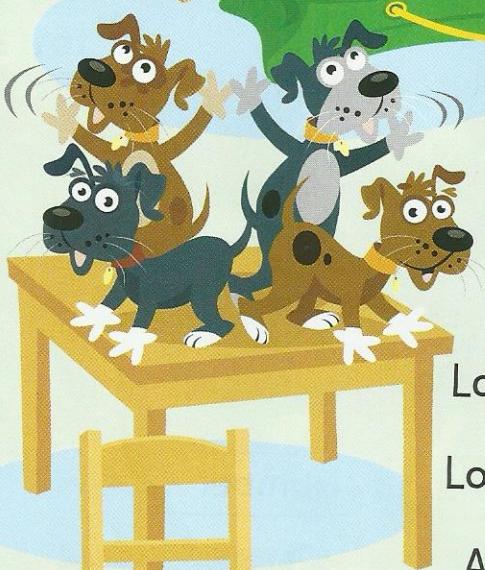
Look at the spiders,



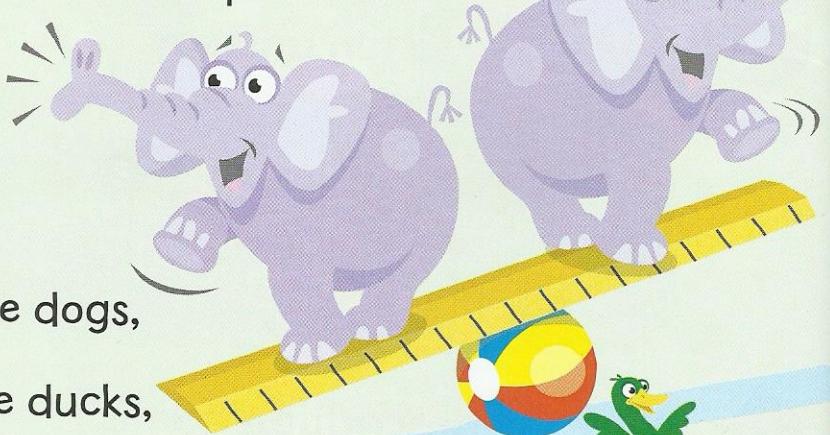
Look at the rats,

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!

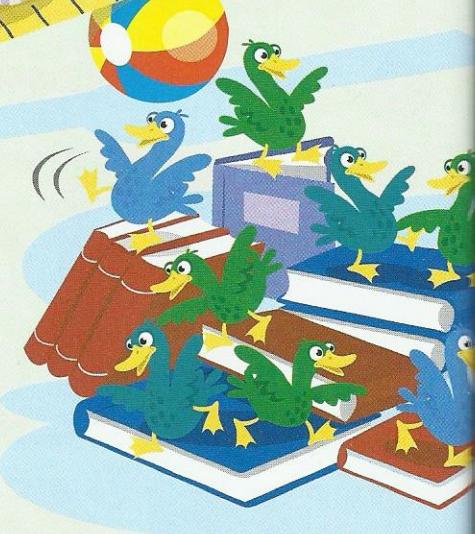


Spiders, cats,

Lizards and rats.

Ducks, dogs,

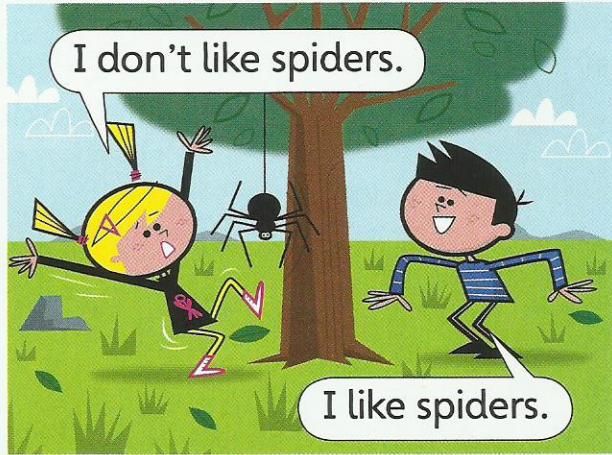
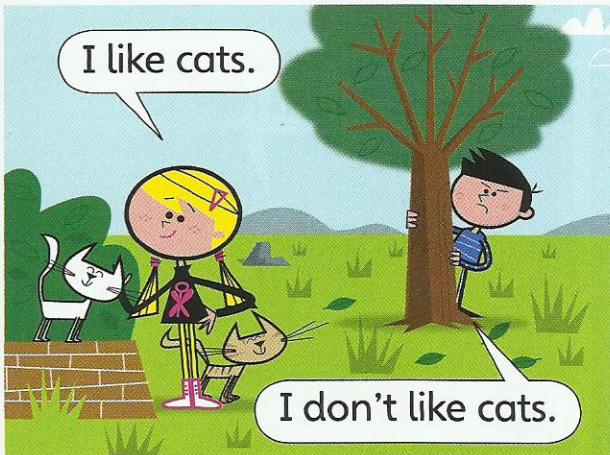
Elephants and frogs.



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.**

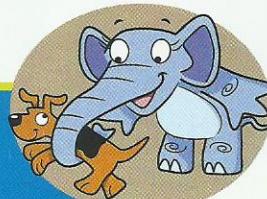
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

3 CD 1
55**Grammar focus****Listen and say.**

I like dogs.

I like dogs too.

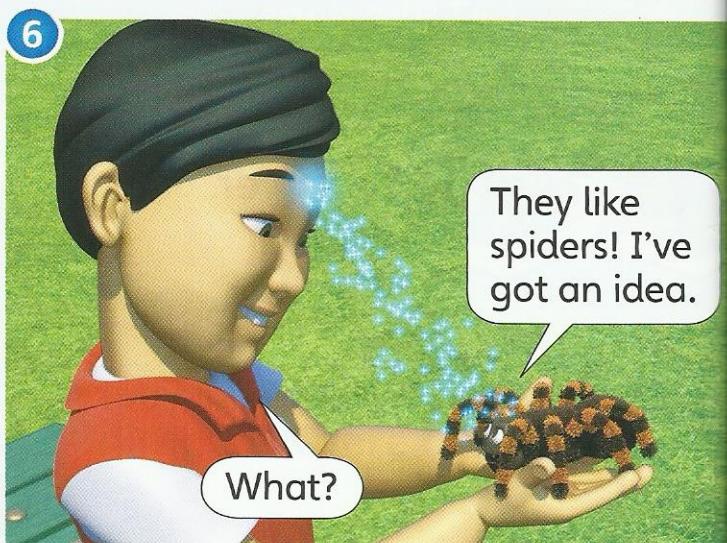
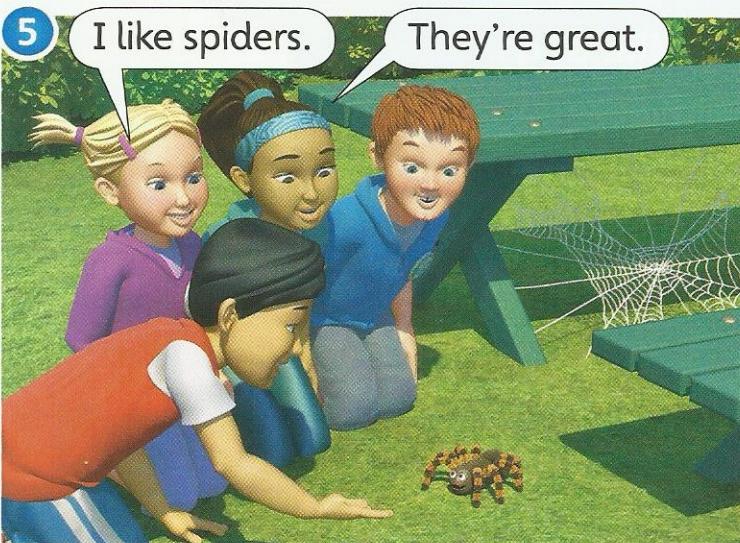
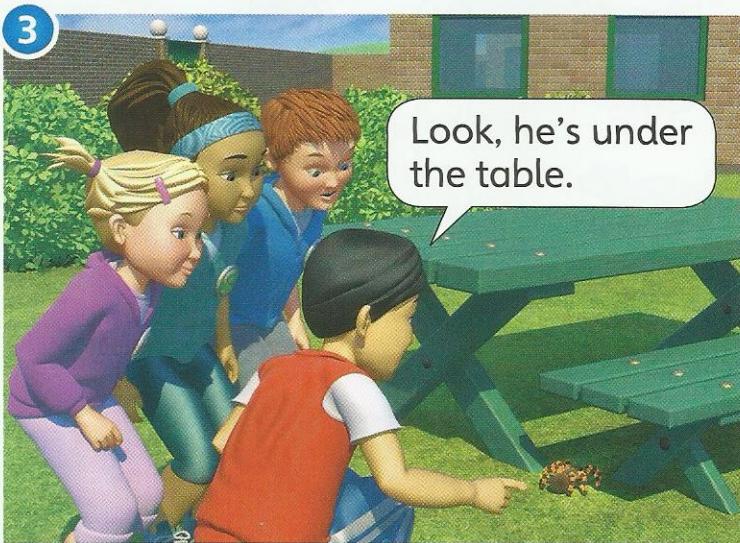
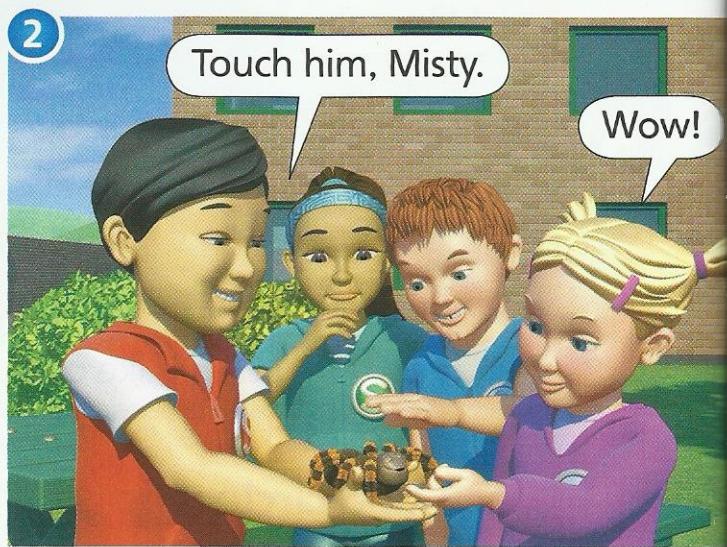
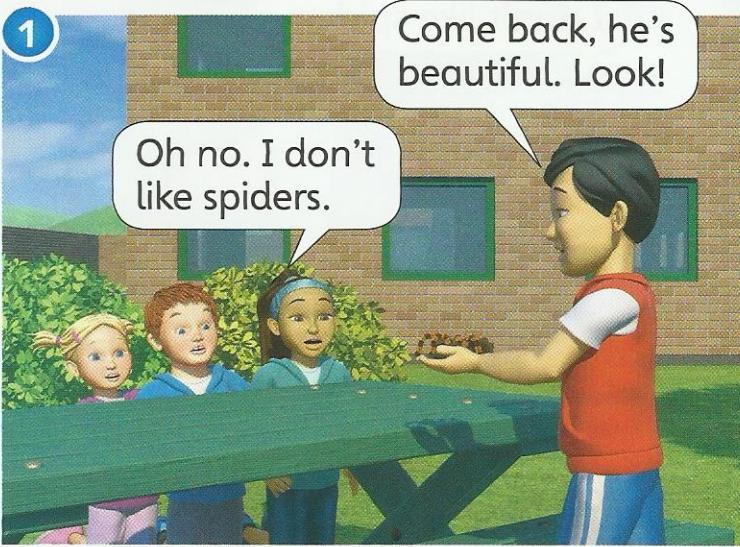
I don't like dogs.

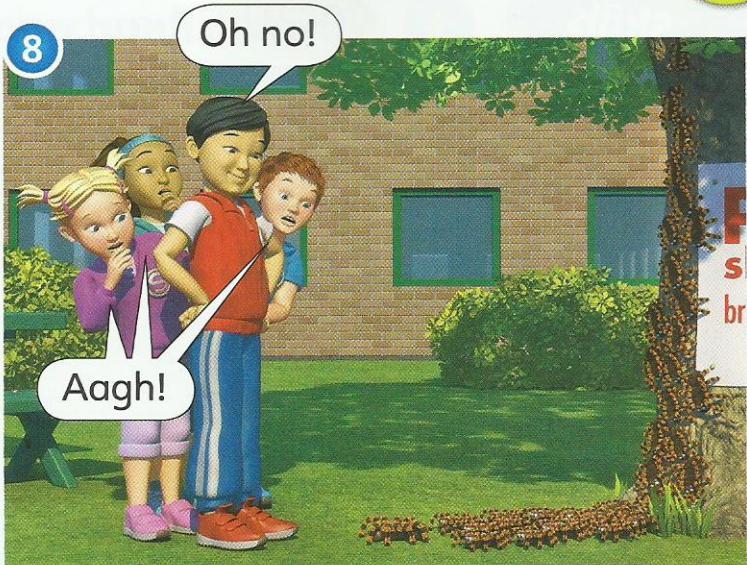
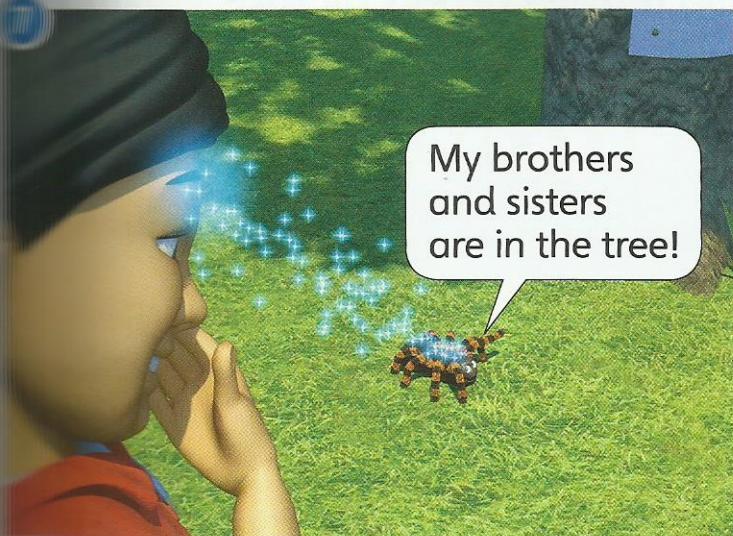


4

Ask and answer.**I like / I don't like ...**

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

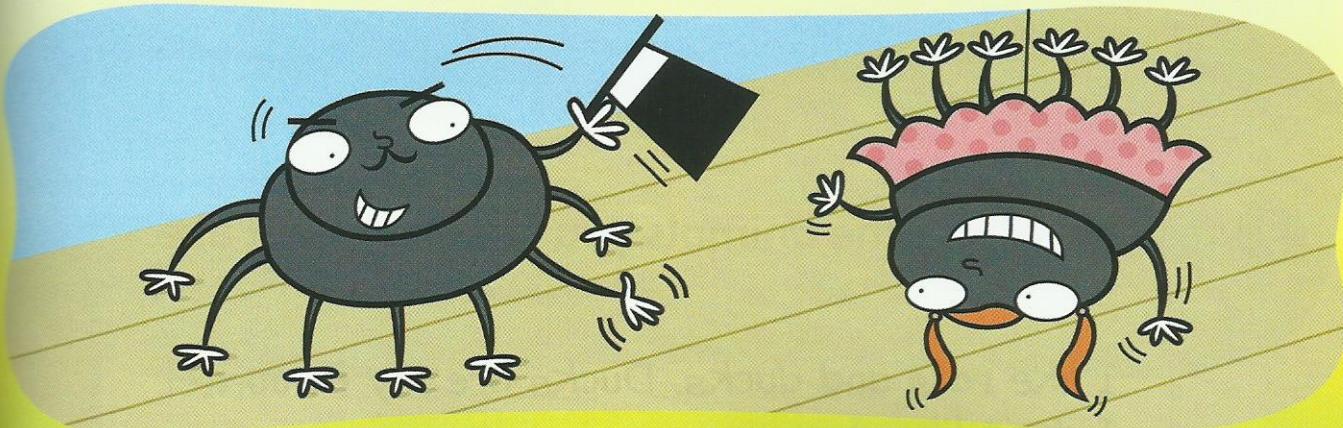
3

Find who says ...

Touch him, Misty.

4 CD 1
59

Listen and say.



This is Tim and his silly sister Kim.

**Skills****1****Think!**

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 ...**

Learn and think

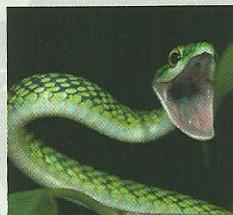
Camouflage

1

What colours are the animals? Ask and answer.

What colour is the snake?

The snake is green and black.



snake



crocodile



butterfly



tiger

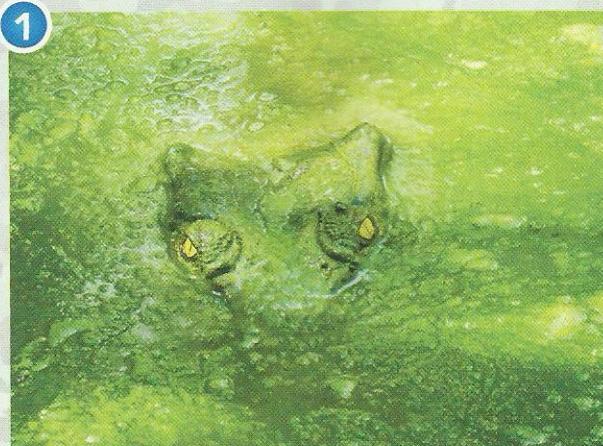


giraffe

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.

Learn and think

1

Think!

Where do the animals hide?

Tigers hide
in tall grass.

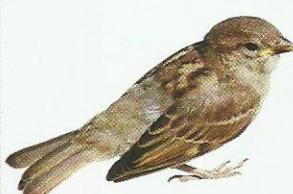
1



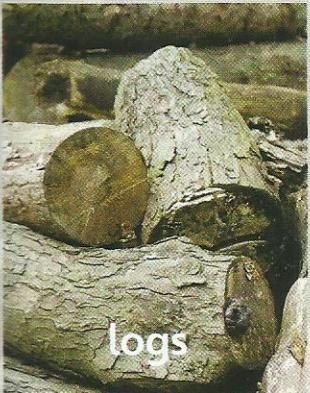
2



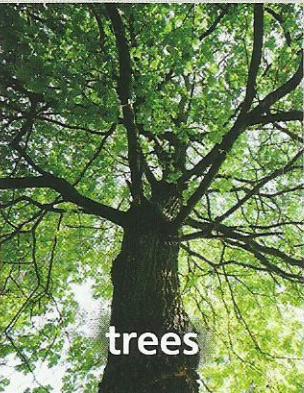
3



4



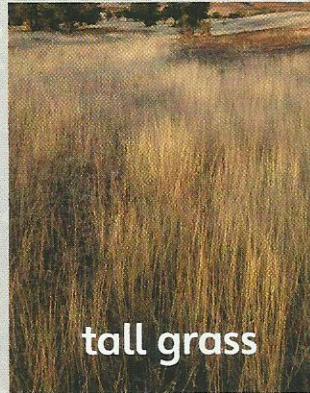
logs



trees



leaves



tall grass

2

Project

Draw a camouflage. Show it to your friends.

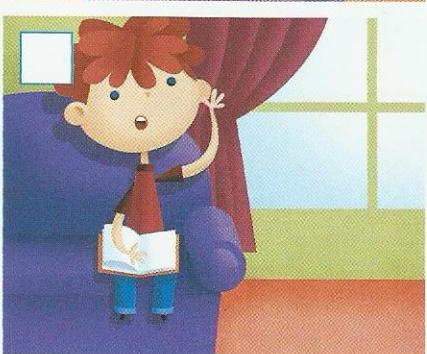
Find and count
the butterflies
in my picture.



Do that!

1 CD 1
63

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

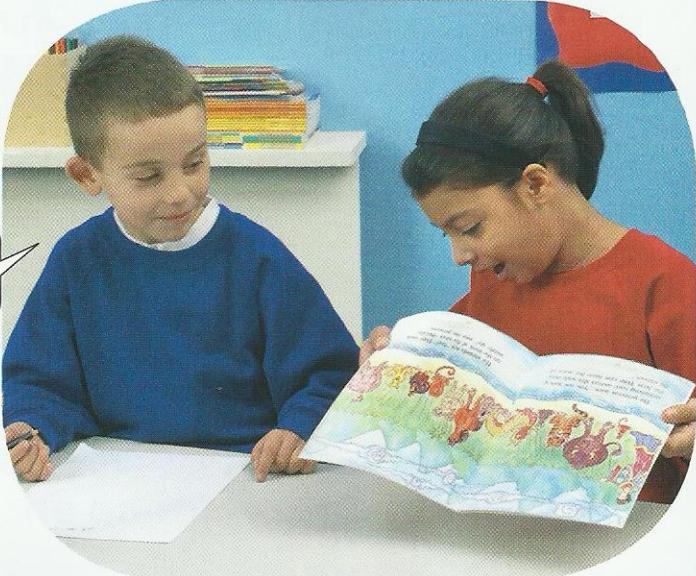


2 Read and number the sentences from the story.

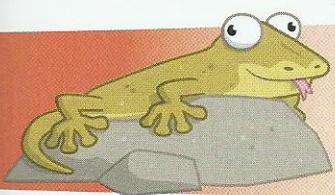
- Hug the little dog.
- Listen.
- Go to the door.
- He's cold. Pick him up.
- There's a little dog under a tree.
- Open the door.

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

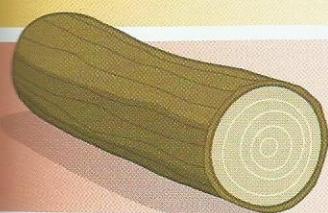
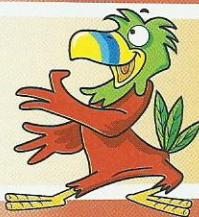


5 Whisper's pet is _____.

- 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

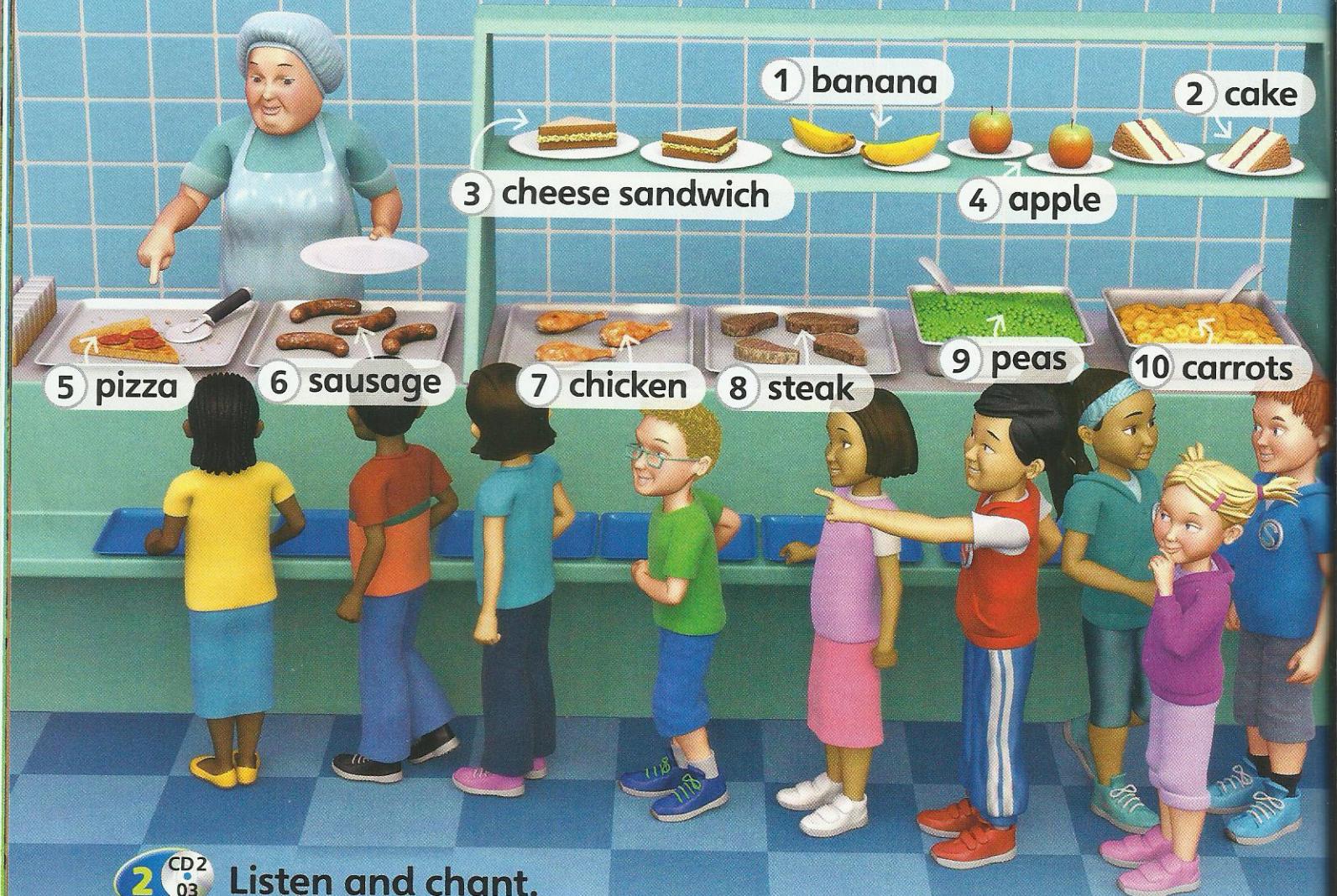


4

Lunchtime

1 CD⁰²

Listen and look. Then listen and say the words.

2 CD⁰³

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.

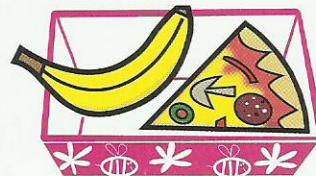
Lunchtime! Lunchtime!
What's for lunch?

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

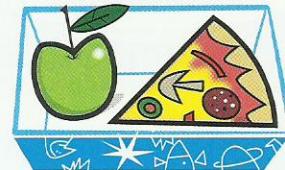
Read and draw lines.



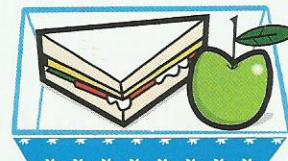
I've got a sandwich
and an apple.



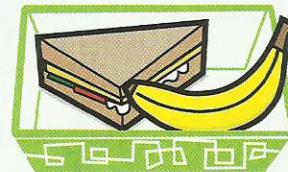
I've got a sandwich
and a banana.



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



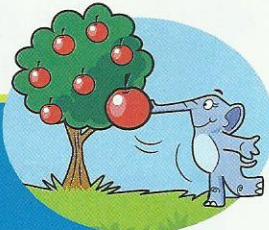
I've got pizza and
an apple. I haven't
got a banana.



Grammar focus

Listen and say.

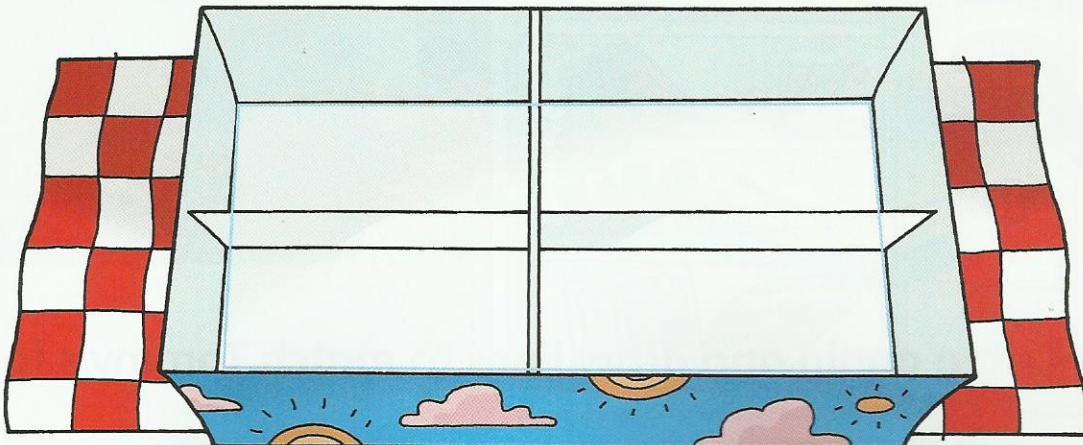
I've got a sandwich and an apple.
I haven't got a banana.



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

I've got ...

Me too!



I've got / I haven't got ...

1 CD 2
06

Listen and sing.

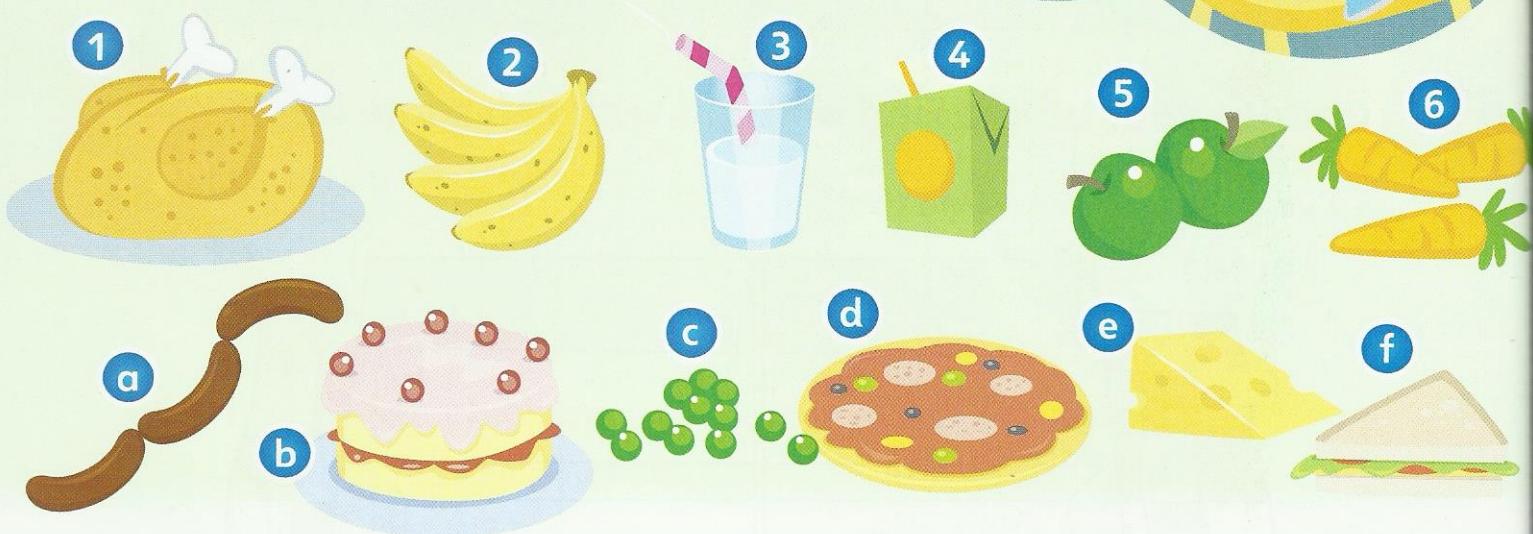
Tommy's in the kitchen,
Come and take him out!
Tommy's in the kitchen,
Come and take him out!

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!

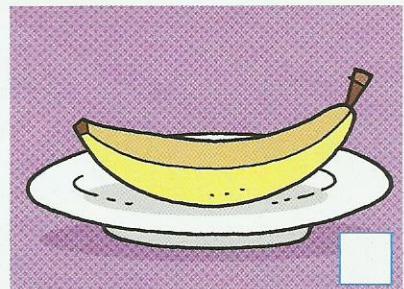
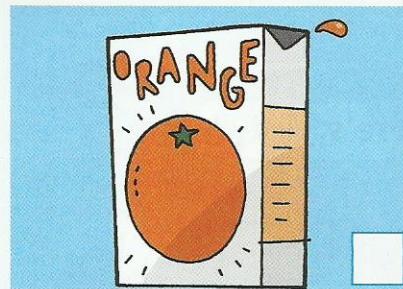
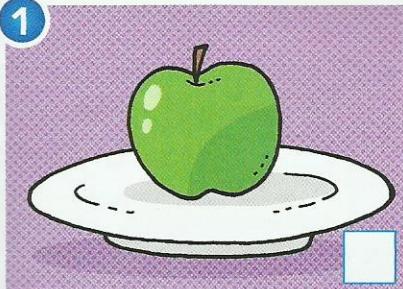
Tommy's in the kitchen ...

2 CD 2
08

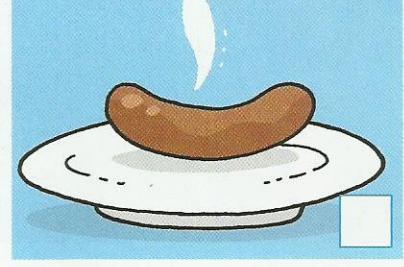
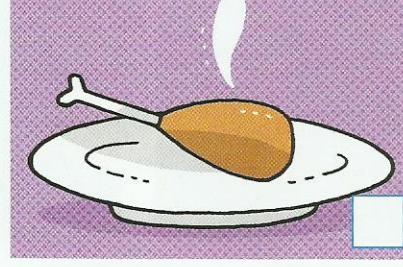
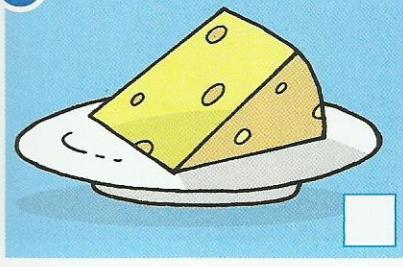
Listen again and draw lines to match Tommy's food.

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

1



2



Grammar focus

Listen and say.

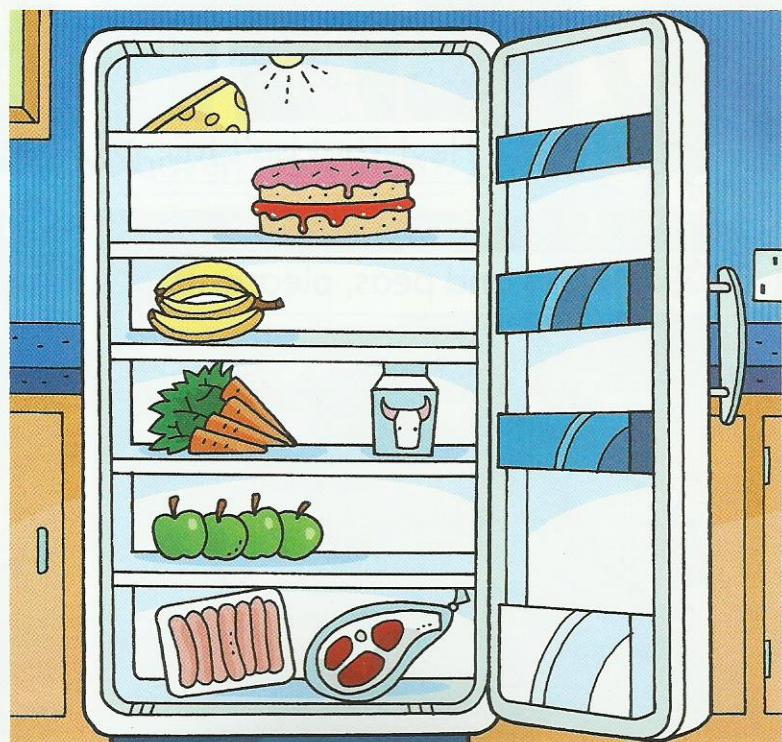
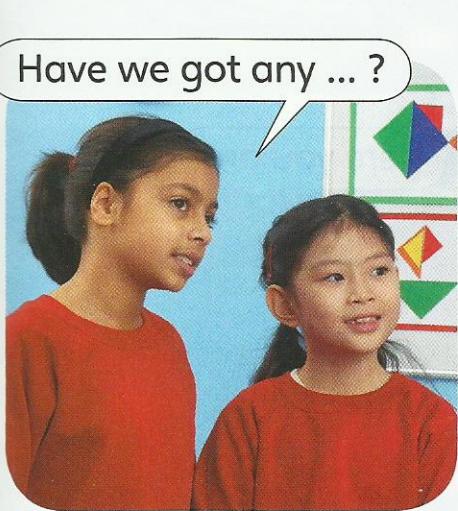
Have we got any cheese?

Yes, we have.
No, we haven't.



3

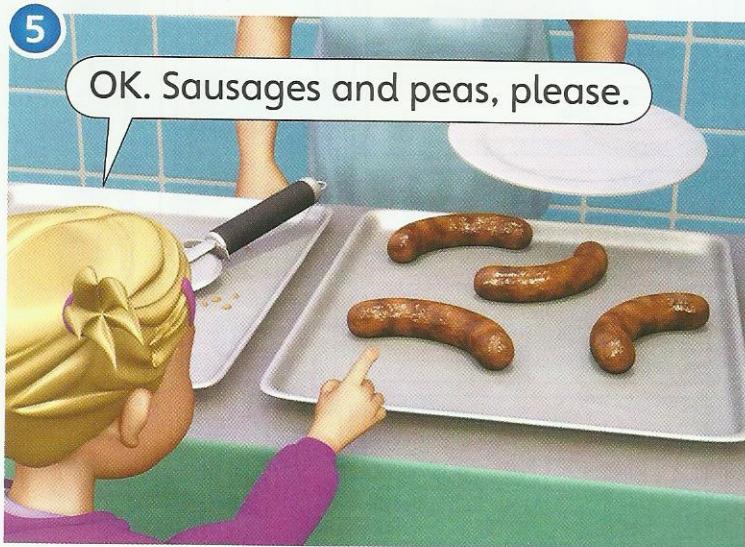
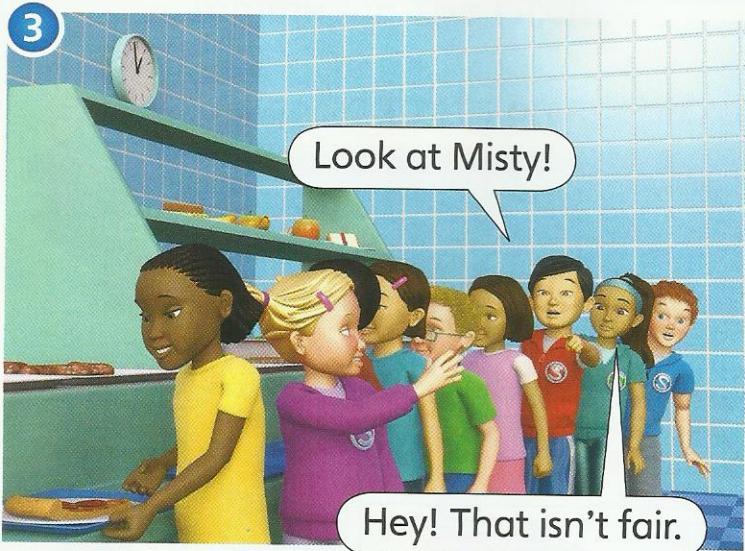
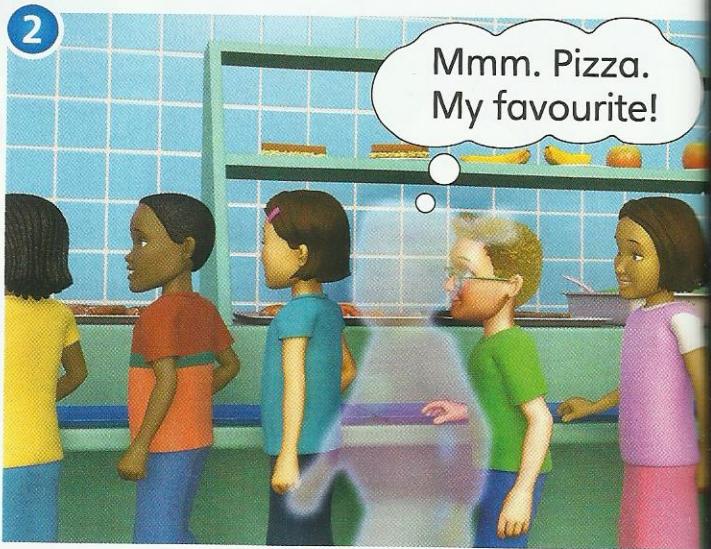
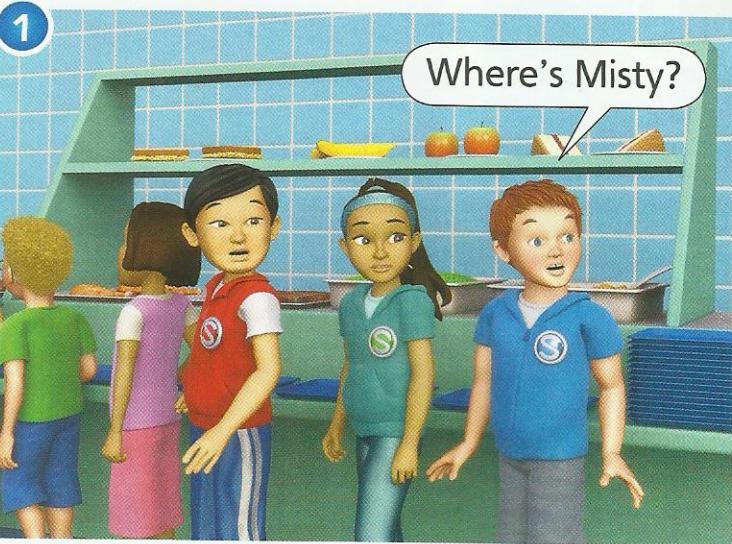
Ask and answer.

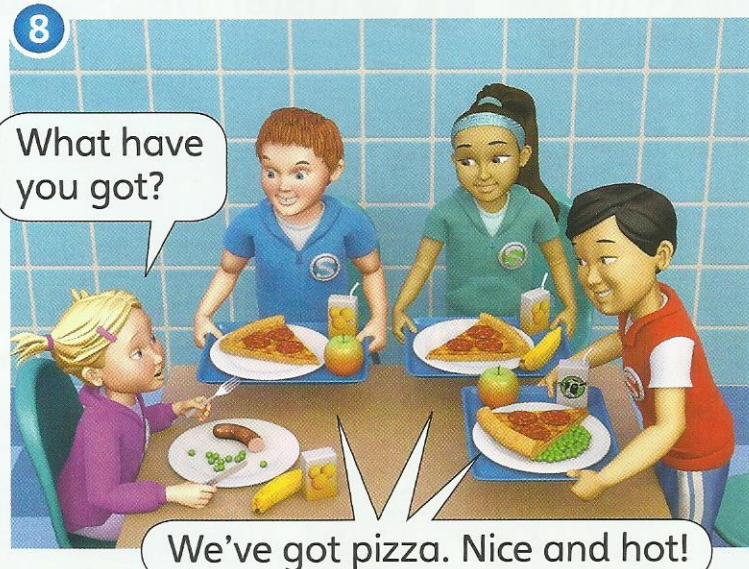


Have ... got any ... ?



The pizza





2

Read and tick (✓) or cross (✗).

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

CD 2
13

Listen and say.



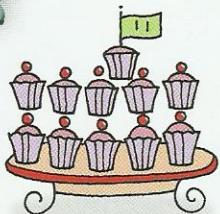
Polly stops at the shop for a hot dog.



Skills

1 CD2
15

Listen and say the numbers.



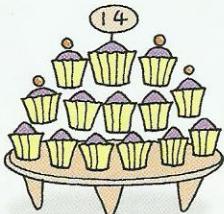
eleven



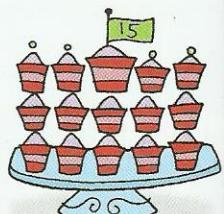
twelve



thirteen



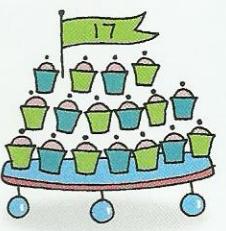
fourteen



fifteen



sixteen



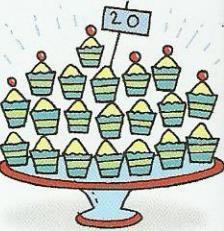
seventeen



eighteen



nineteen



twenty

2 CD2
16

Listen and complete the shopping list.



Shopping list

12 apples

3

Write a shopping list.

Shopping list

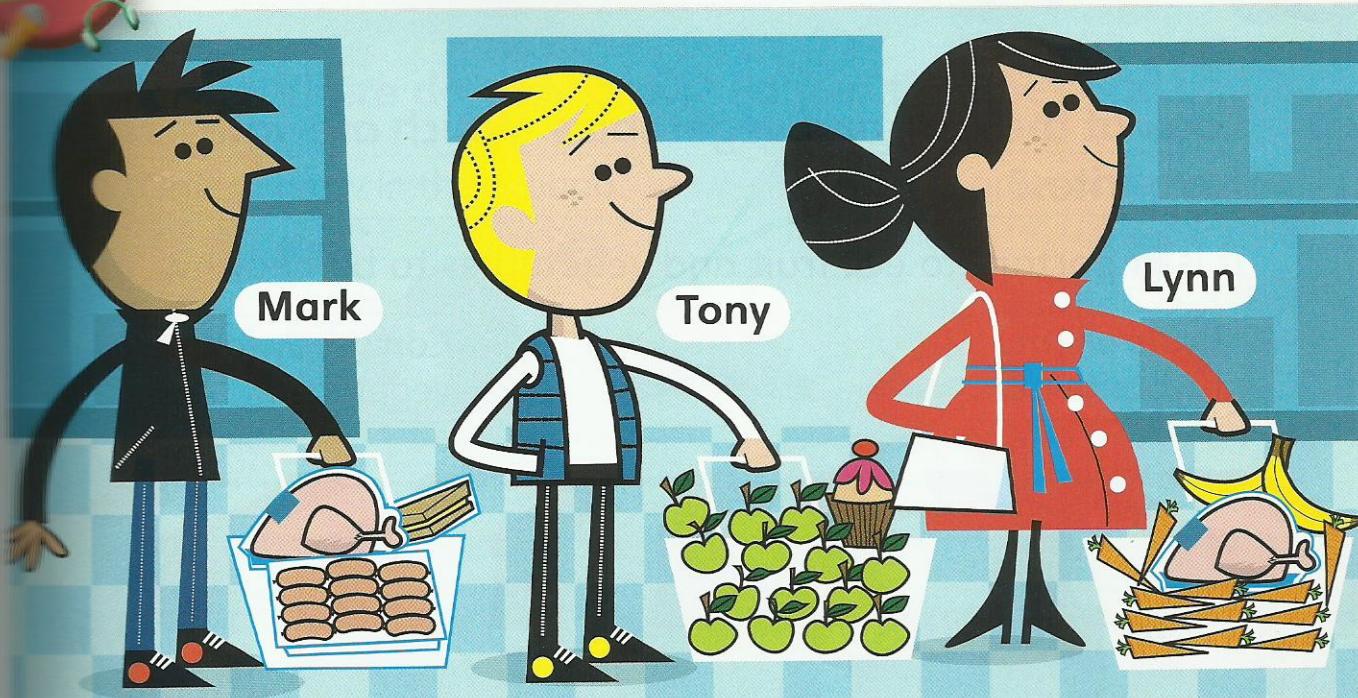
13 steaks

4

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

1

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.

2

Draw your basket. Say what's in it.



Learn and think

Fruit and veg

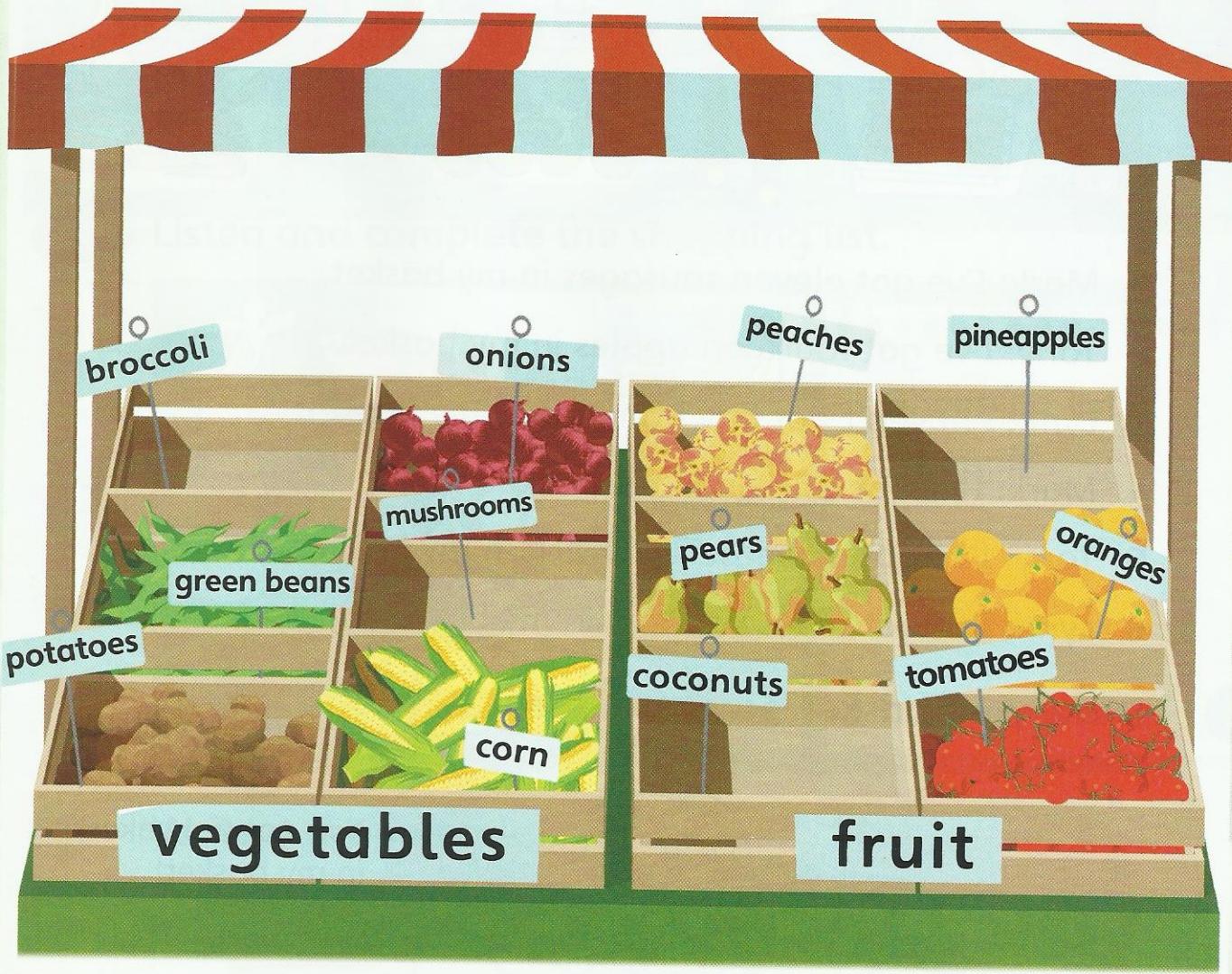
1

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

Learn and think

1

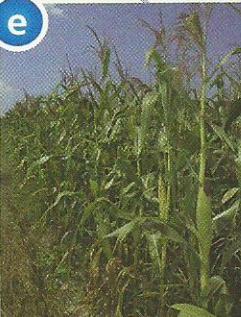
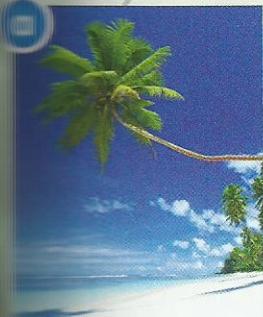
Think!

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							



Create that!

1 CD2
17

Listen and imagine. Then draw your picture.



2

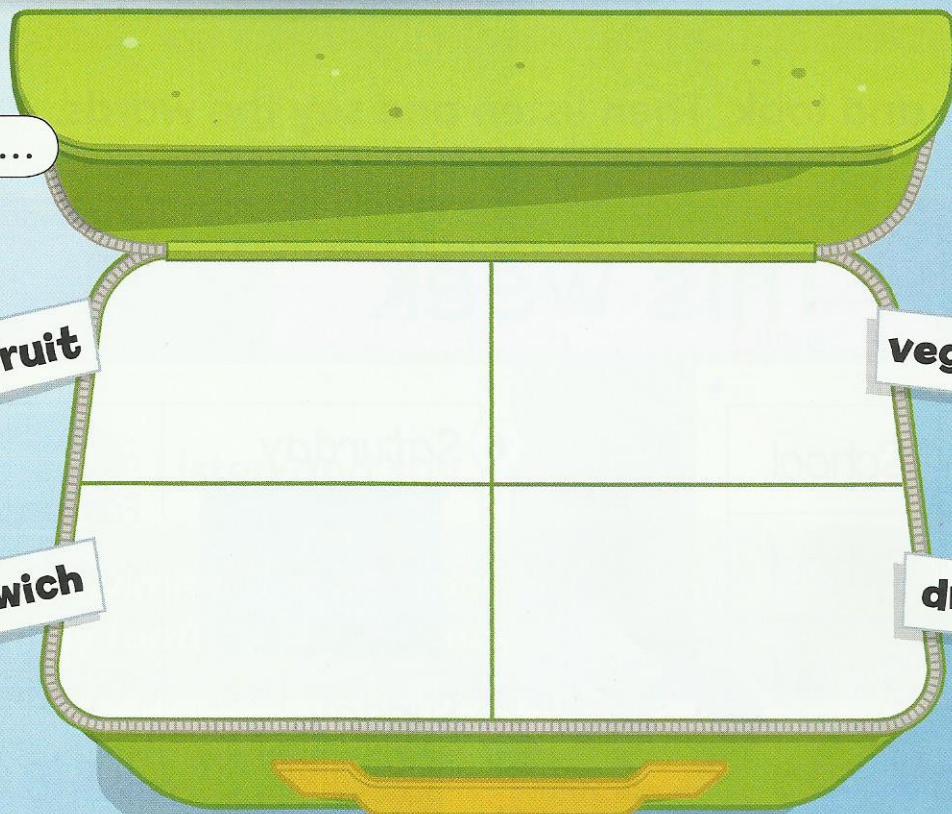
Write about your picture. Then listen to your friends and guess.



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

I've got a ...



Dice 1

	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.

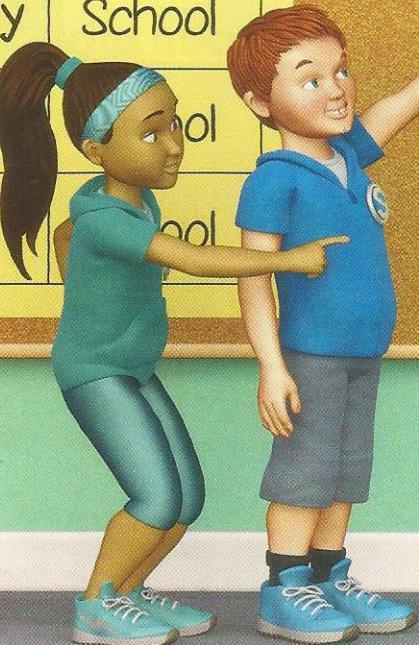
This week

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!



Listen and stick.

Sandra	Pat	Maria	Oliver	Bill



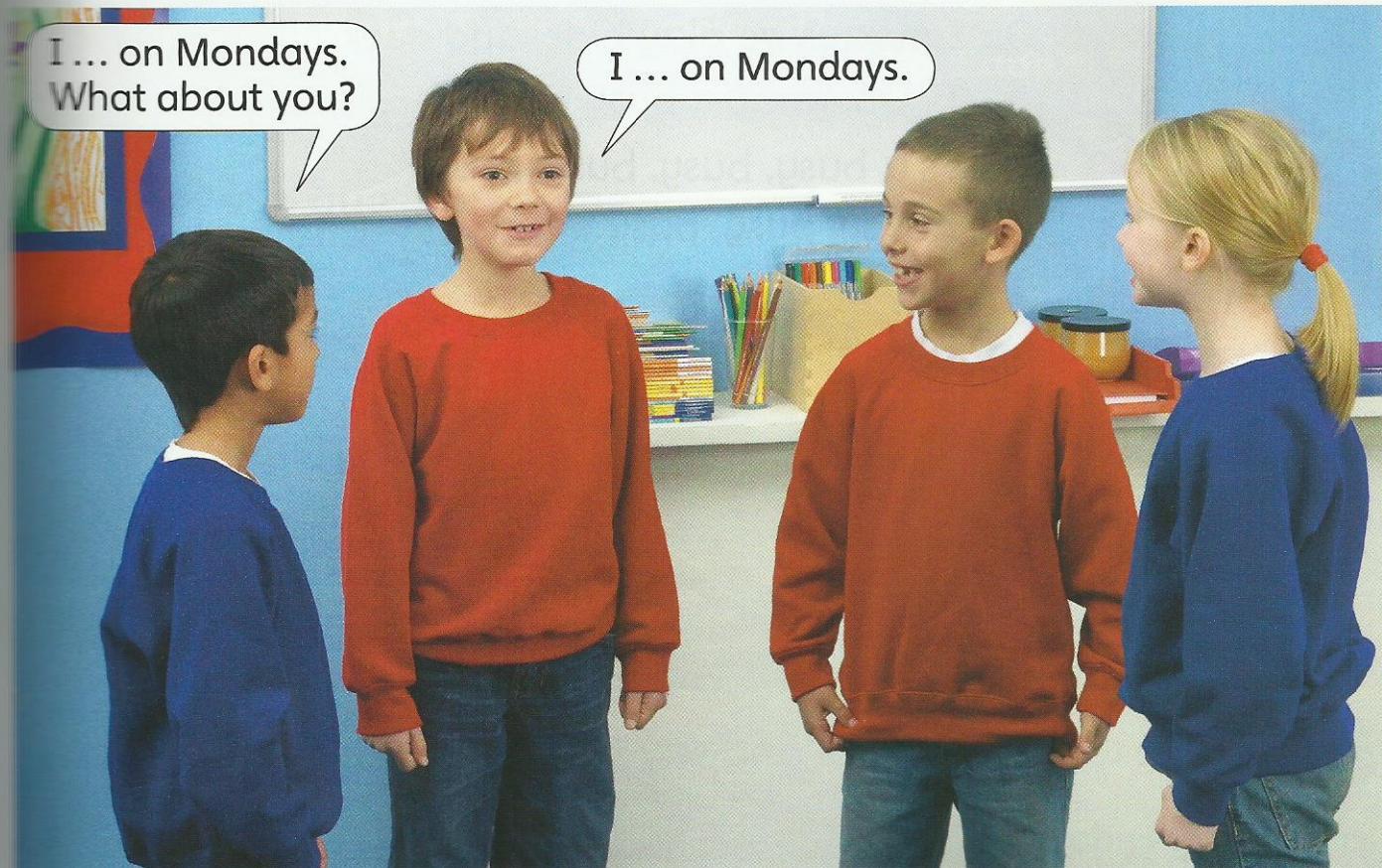
Grammar focus

Listen and say.

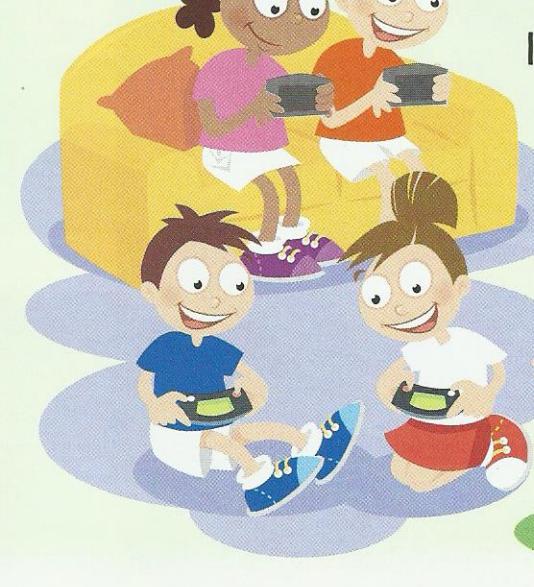
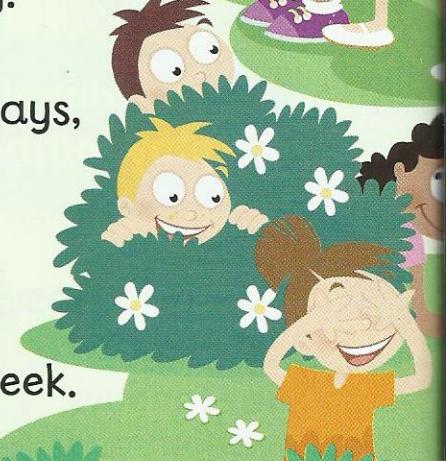
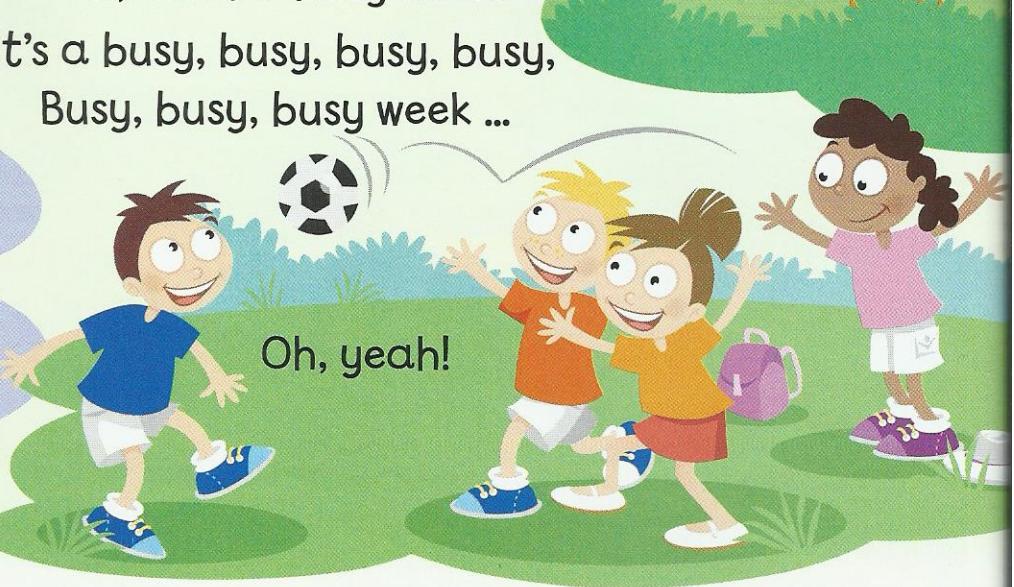
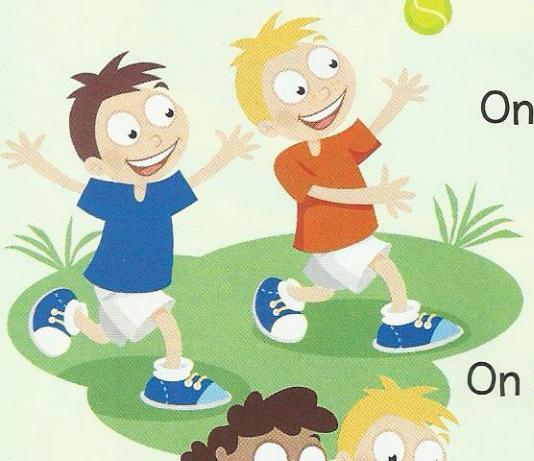
I go swimming on Mondays.
I play football on Saturdays.



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

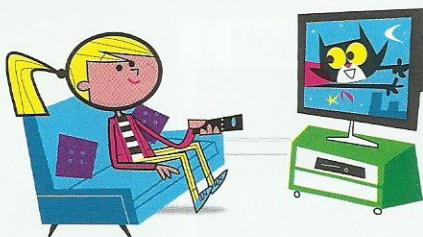
Point to the pictures and say the day of the week.

It's Friday.

1 CD 25

Listen and circle the answer.

Do you watch TV at the weekend?

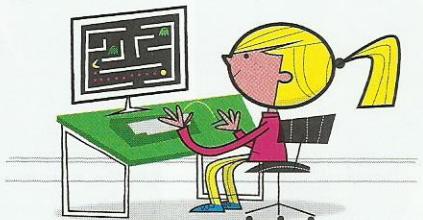


Yes, I do.

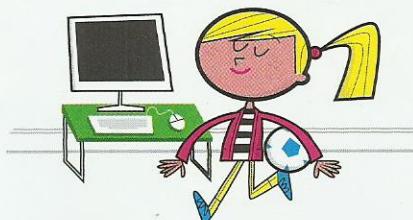


No, I don't.

Do you play computer games at the weekend?



Yes, I do.



No, I don't.

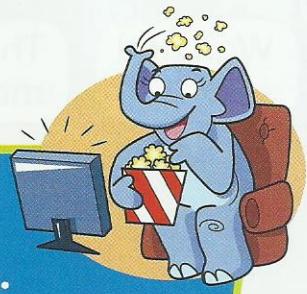
2 CD 26

Grammar focus**Listen and say.**

Do you watch TV at the weekend?

Yes, I do.

No, I don't.

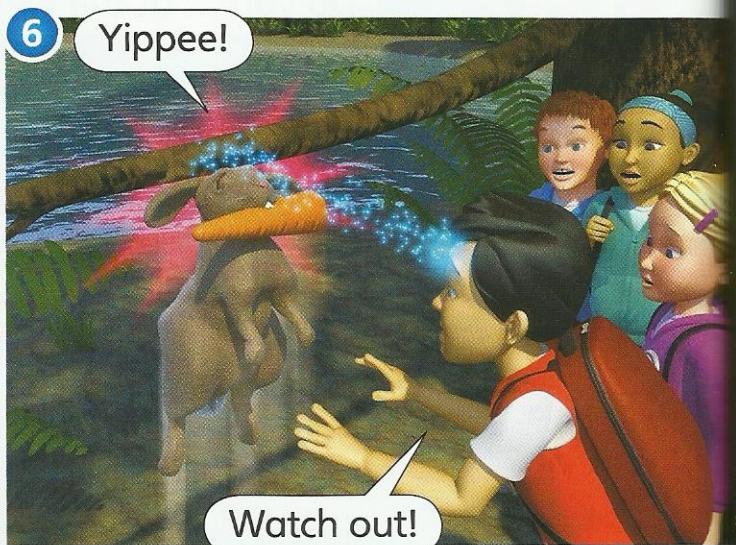
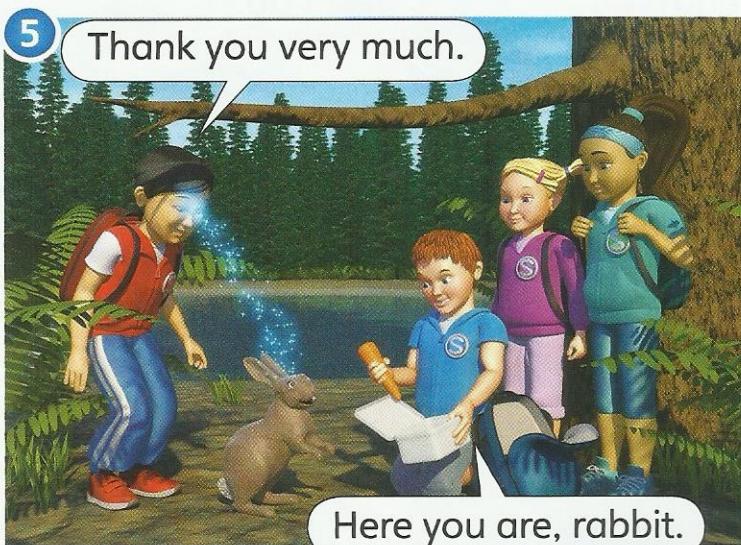
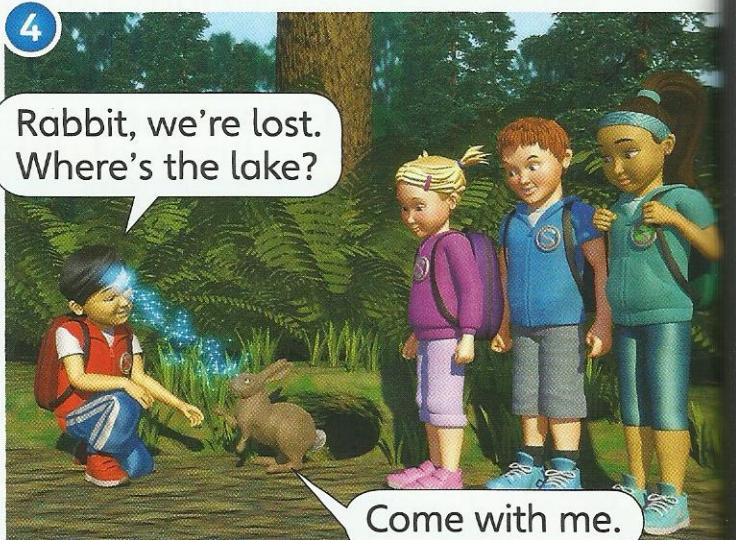
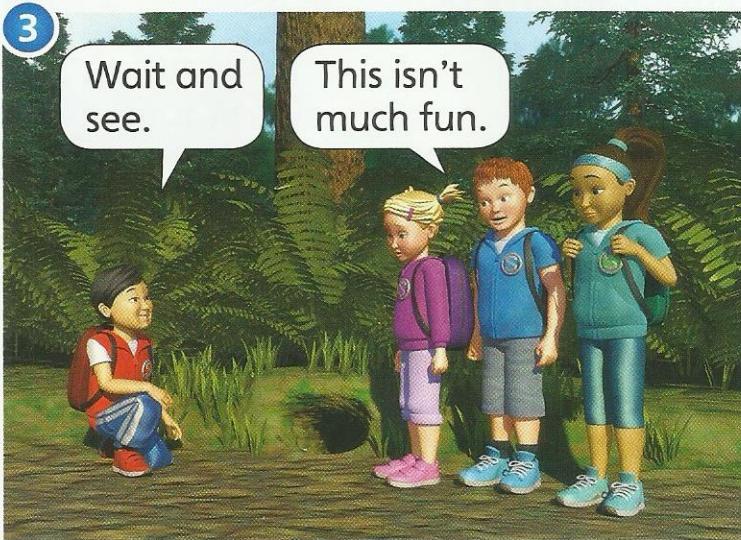
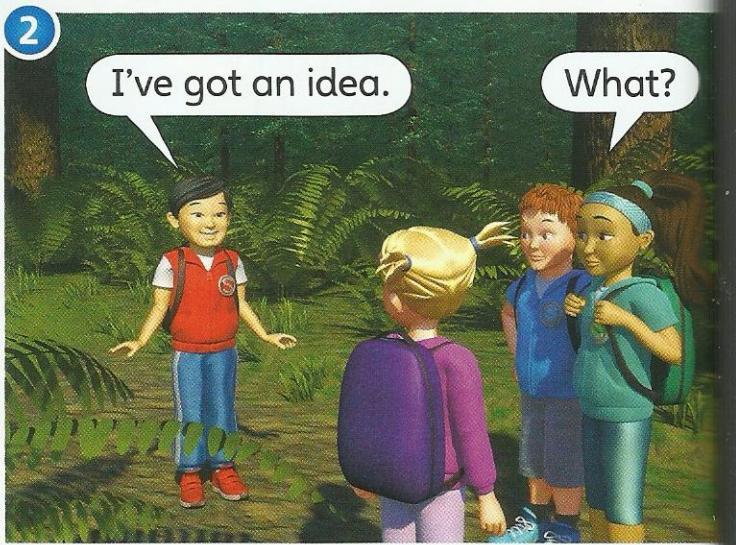
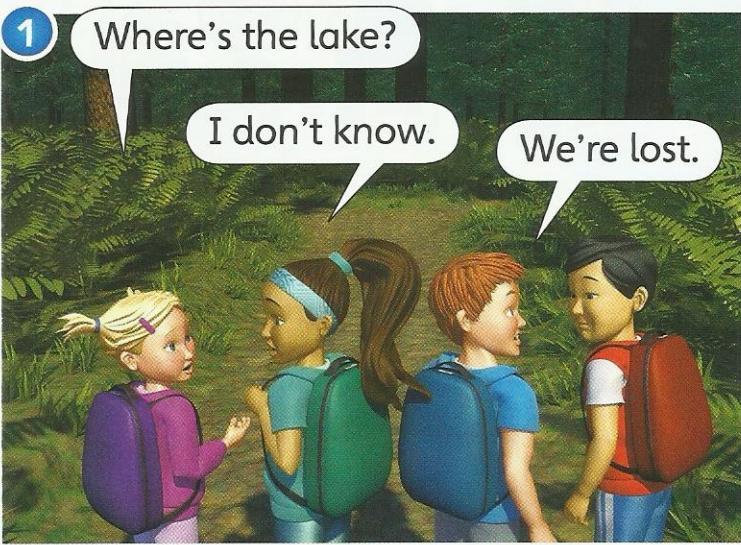


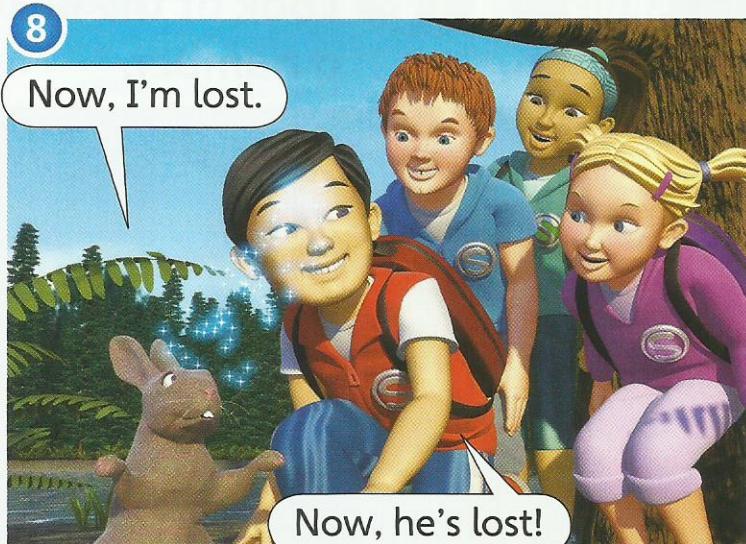
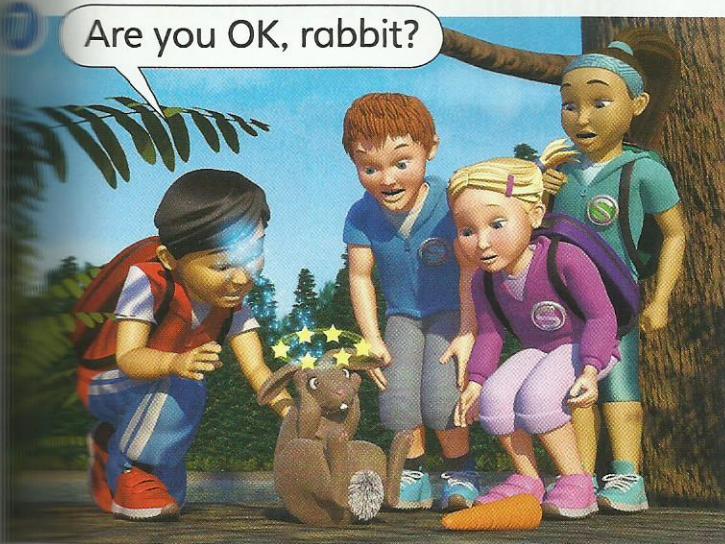
3

Play the question game.

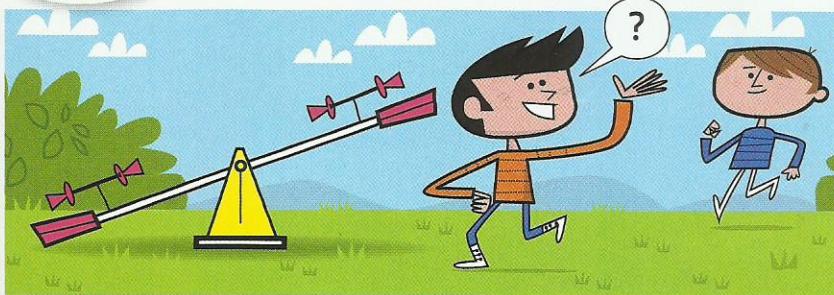
Do you ... ? Yes, I do / No, I don't

We're lost!





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



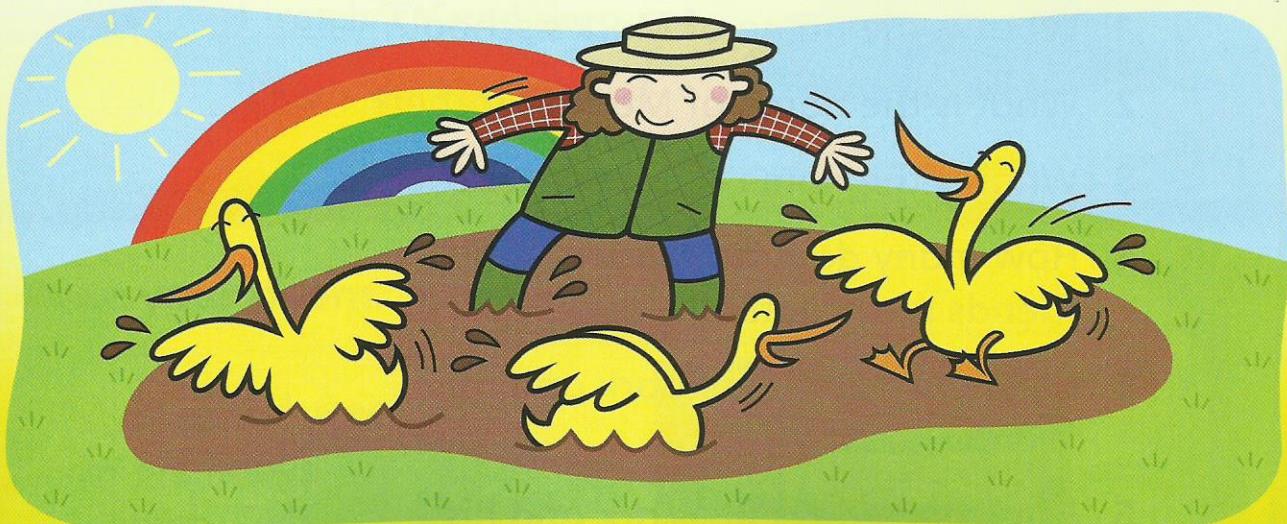
- 1 Are you OK?
- 2 Come with me.
- 3 Here you are.
- 4 I'm lost.

3 Find who says ...

This isn't much fun.



4 Listen and say.



Mum jumps in the mud with the ducks.

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? _____

skills

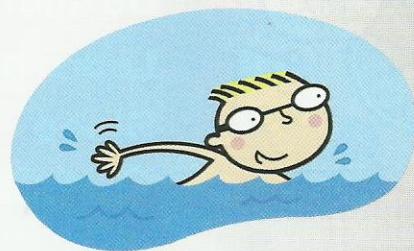
1

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.

2

Write your poem.

My perfect week
On Mondays
I watch TV ...



Learn and think

I'm healthy!

1 CD2
33

Listen and read. Ask and answer.

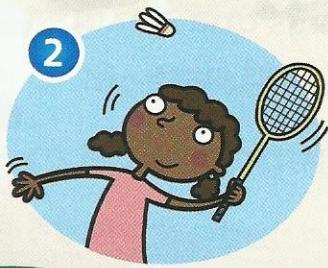
For a healthy life, it is important to:

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

- 1 How do you have fun?
- 2 How do you keep fit?
- 3 How do you learn new things?

I play with my friends.

- 2 Look at the pictures and draw lines.



healthy

unhealthy

Learn and think

1

Project

Do the class survey.

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

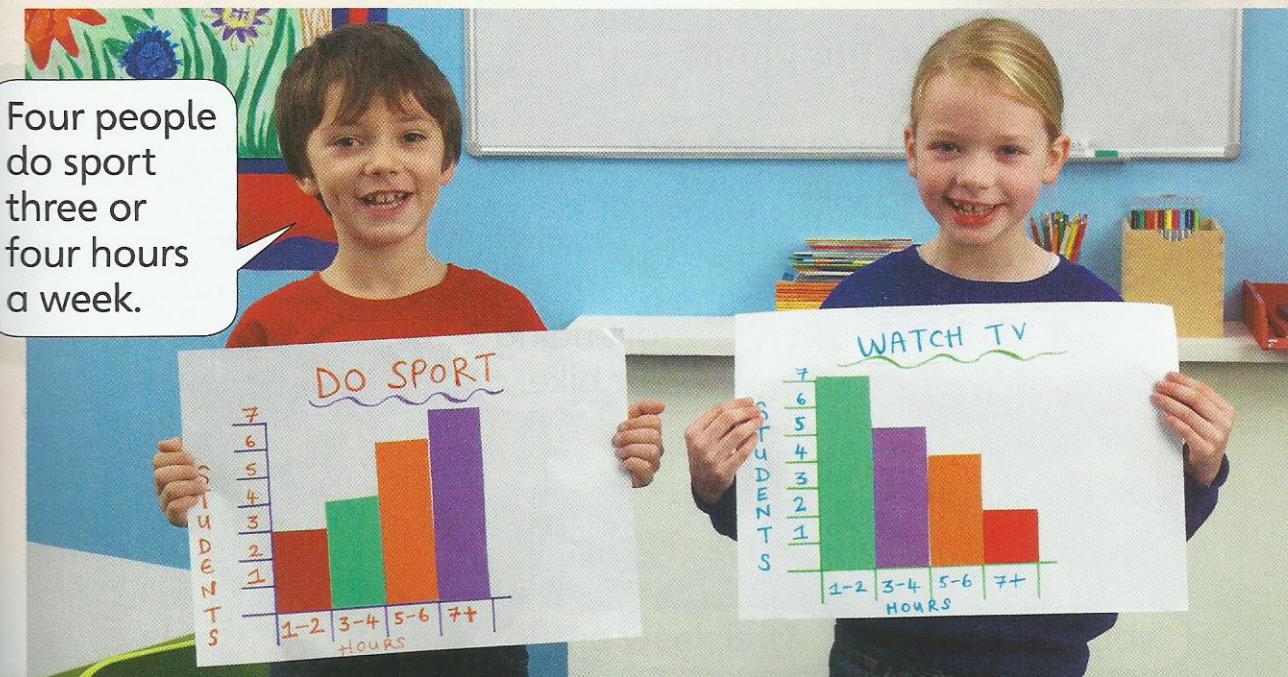
How many hours a week do you do sport?



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.



Do that!

1 CD2
34

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?

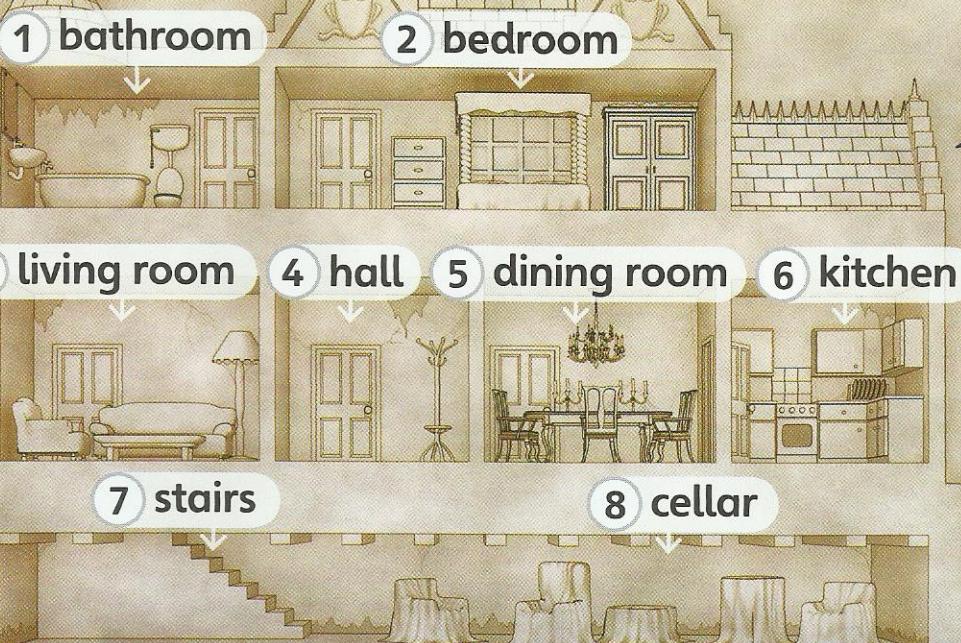
It's Tuesday.

6

The old house

1 CD2
35

Listen and look. Then listen and say the words.

2 CD2
36

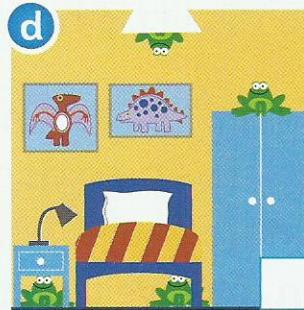
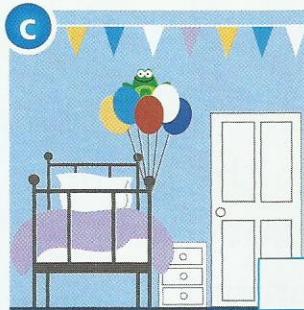
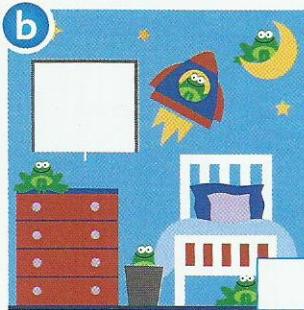
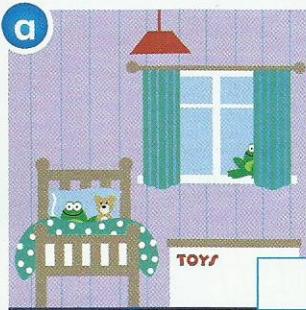
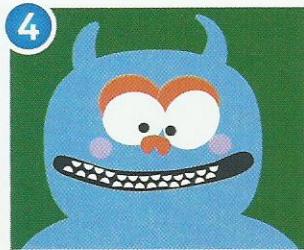
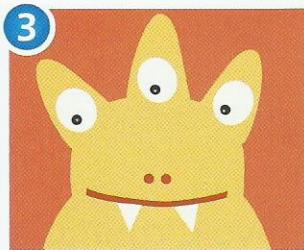
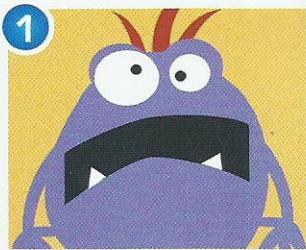
Listen and chant.

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!

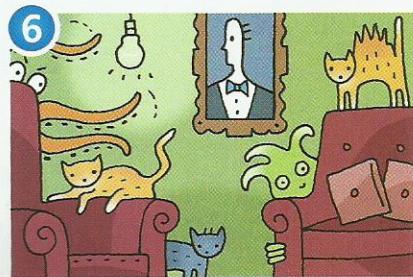
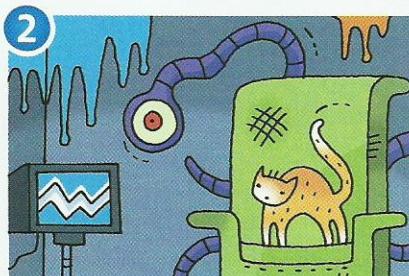
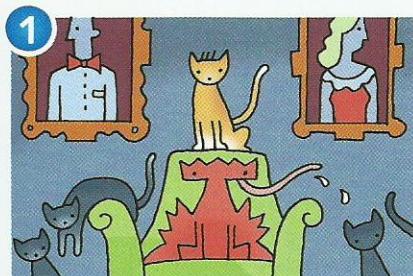
1
CD2
37**Listen and match the monsters with their bedrooms.**2
CD2
38**Grammar focus****Listen and say.****There's a monster.****There are four cats.**

3

Think! Play the description game.

There's a monster and there ...

Number ...



Listen and sing.

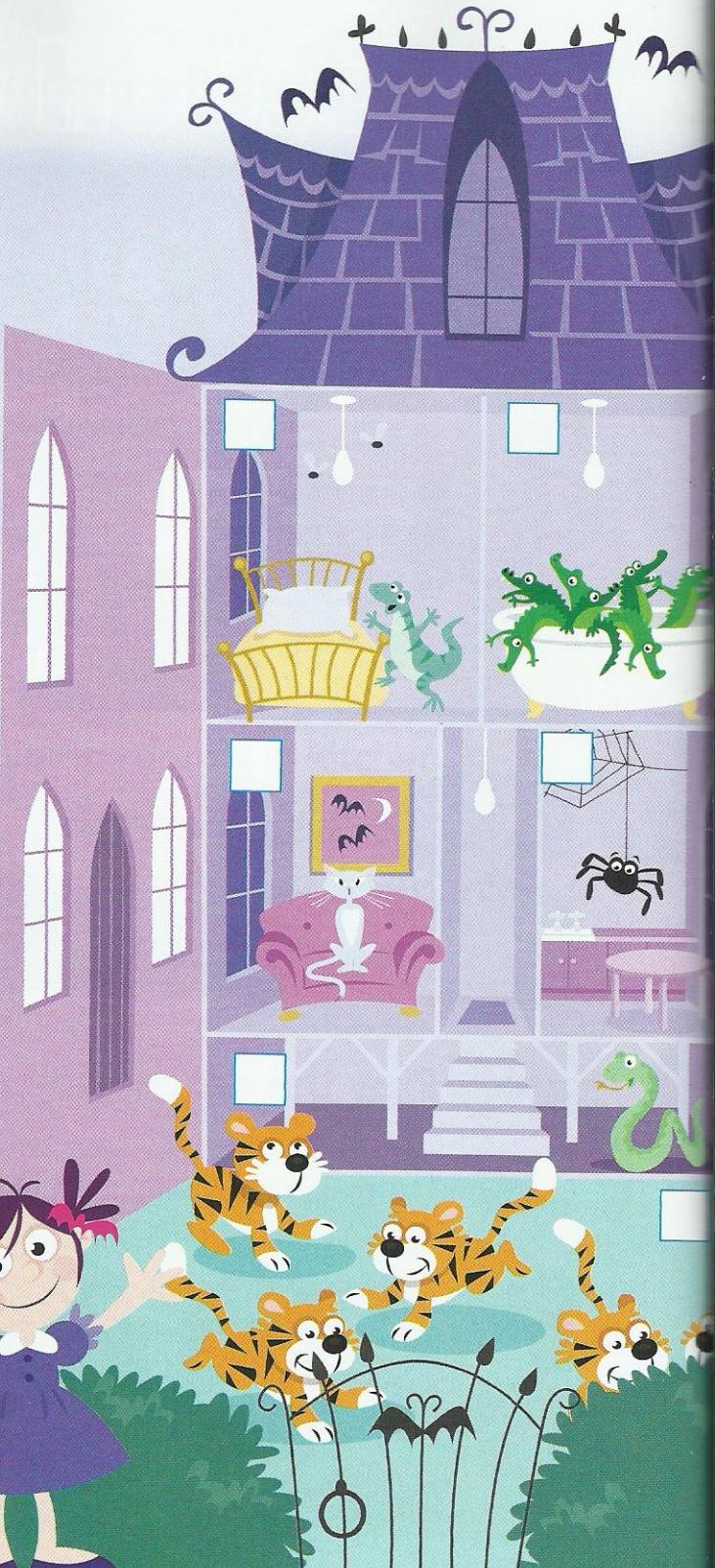
Come on, come on and see me,
In my little house.
There are lots of lovely animals,
In my little house.

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 ...



Listen again and number the pictures.



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?



Grammar focus

Listen and say.



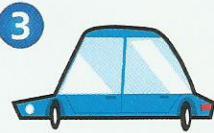
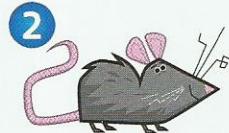
**Is there a plane?
Are there any rats?
How many cars are there?**

**Yes, there is.
No, there aren't.
There are four cars.**

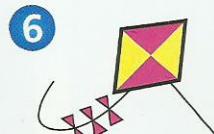


Look at Activity 1 again. Ask and answer.

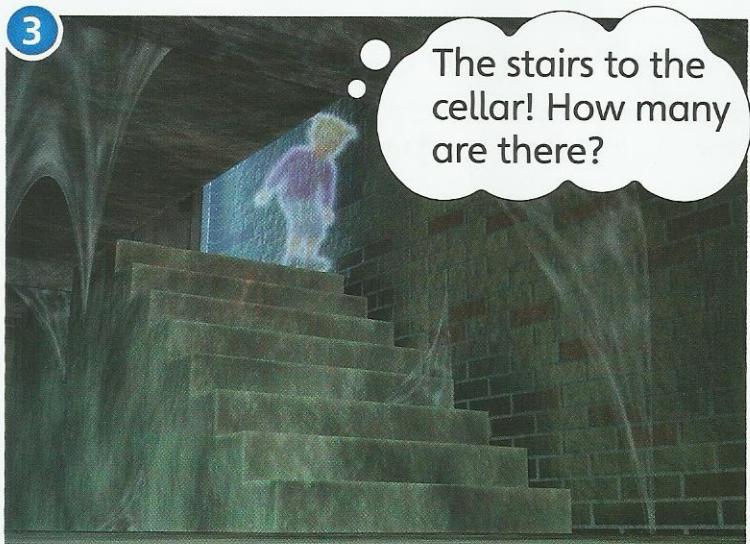
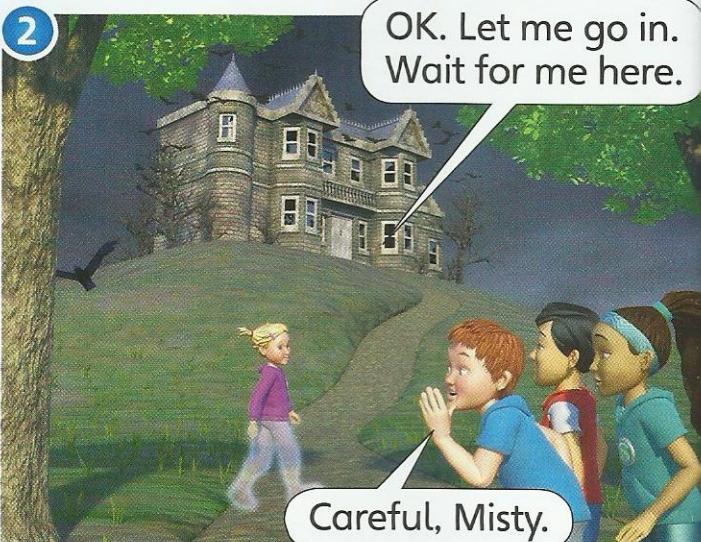
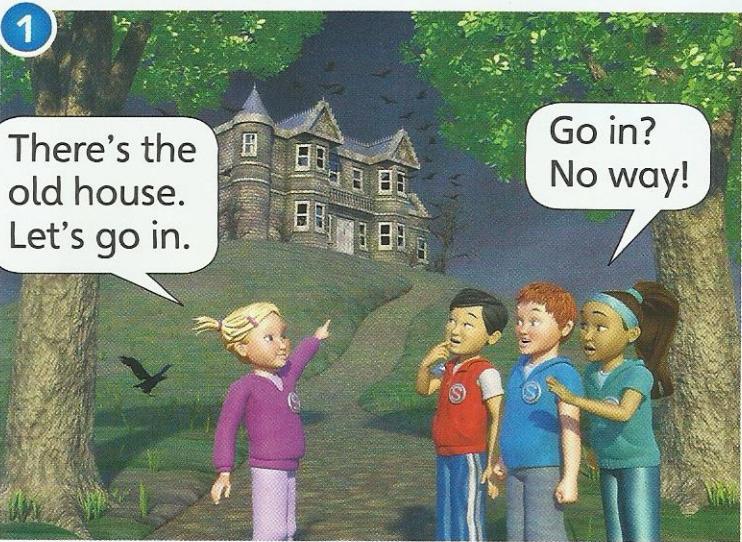
Is there a ... ?



Yes, there is.

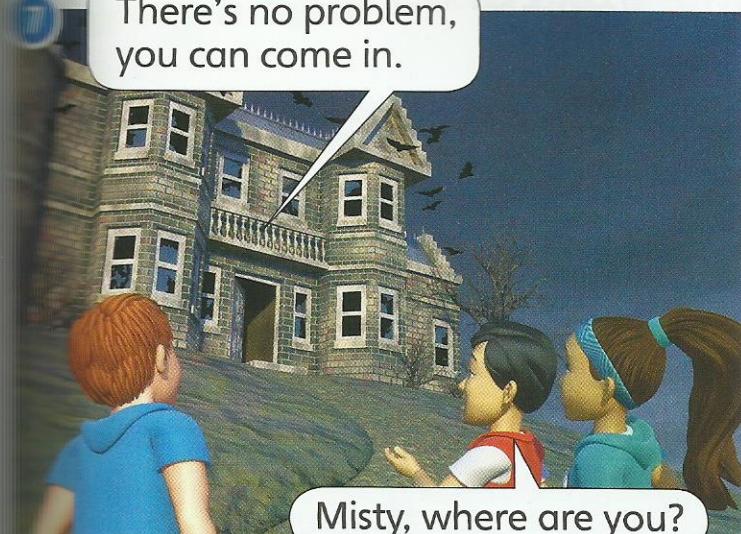


At the house



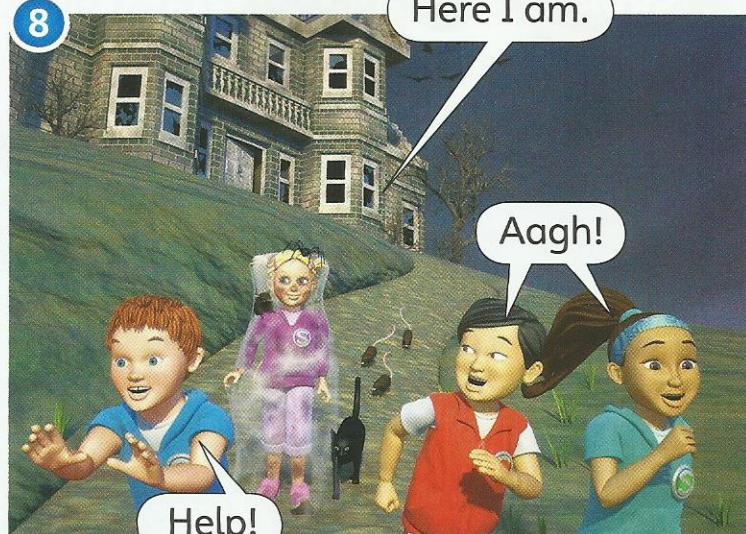
7

There's no problem,
you can come in.



8

Here I am.



2

Make sentences with a friend.

In picture one there's a house.

In picture three there are eight stairs.

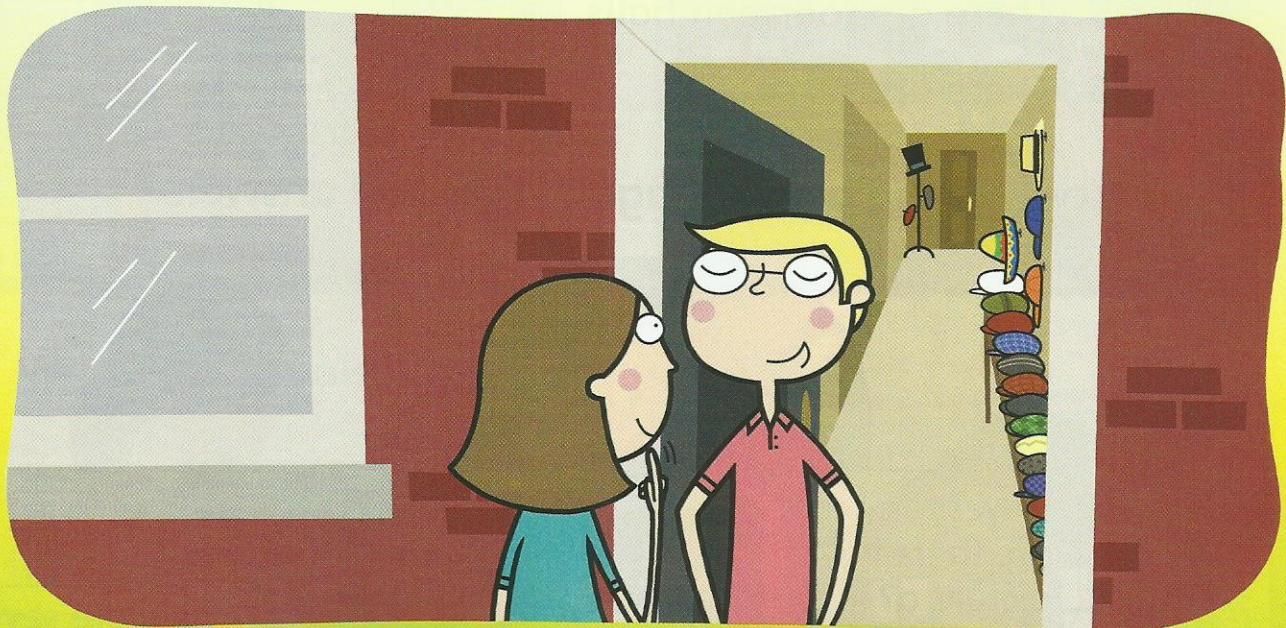
3

Find who says ...

Help!

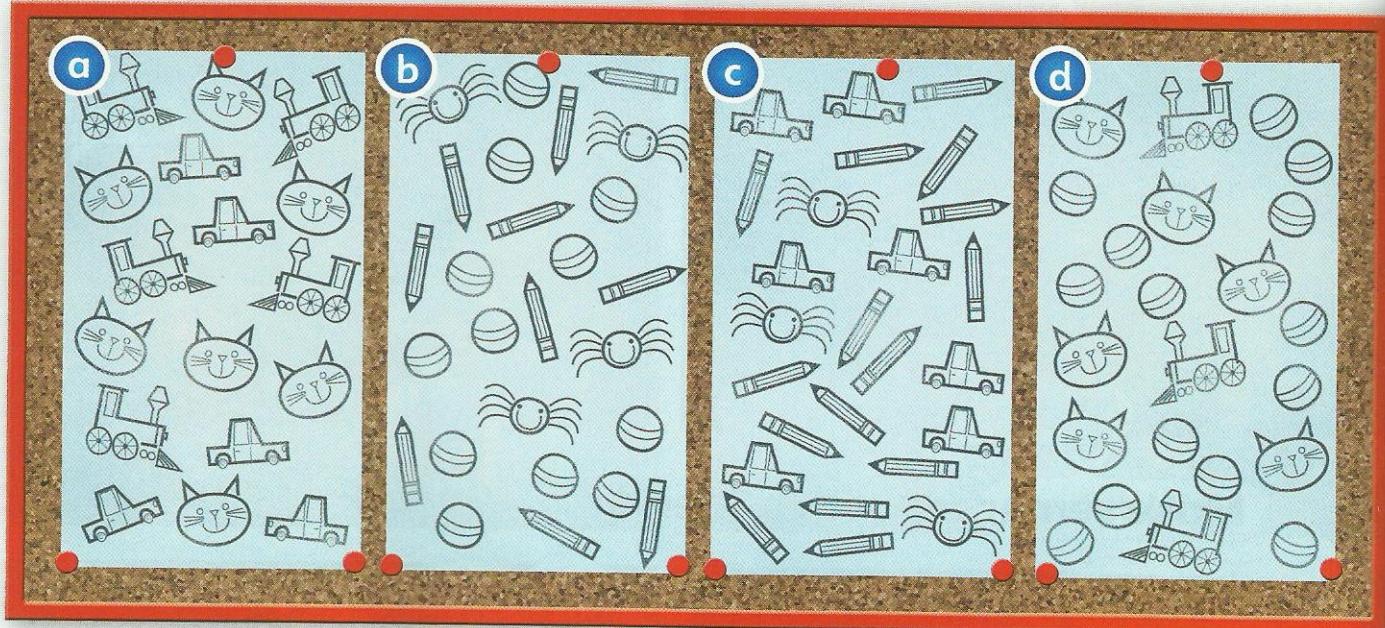
4 CD2
47

Listen and say.



Harry's hall is full of hats.

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



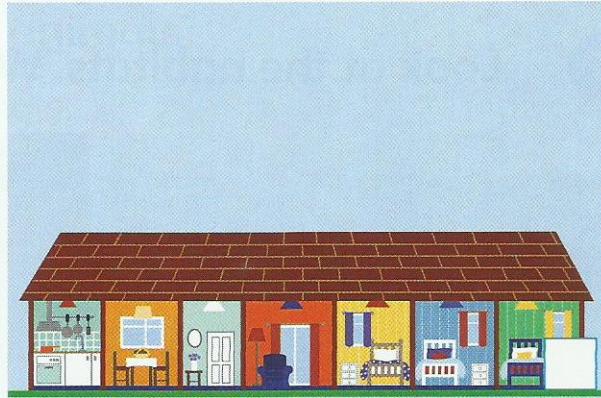
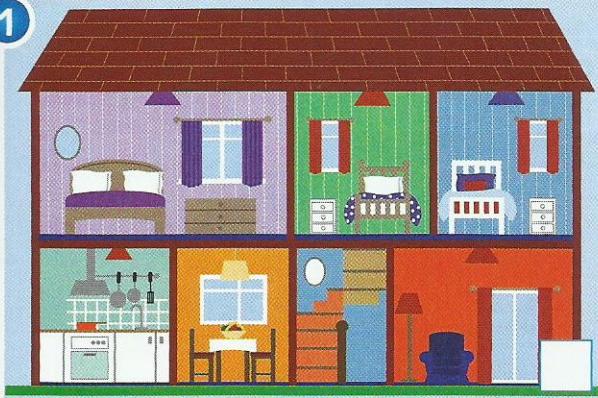
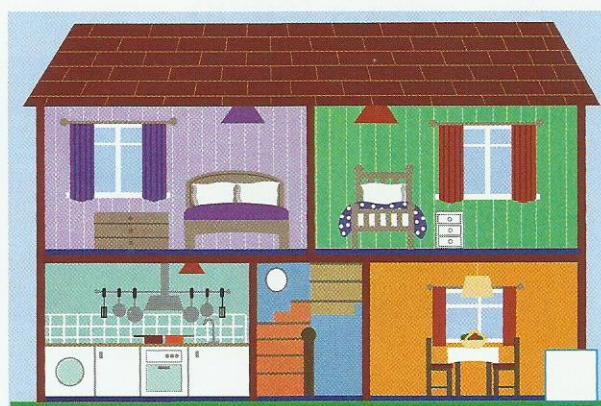
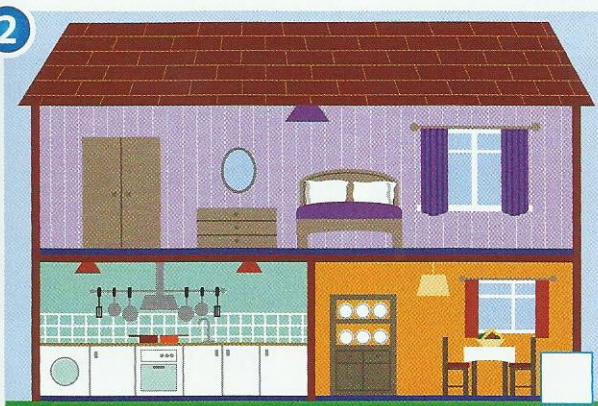
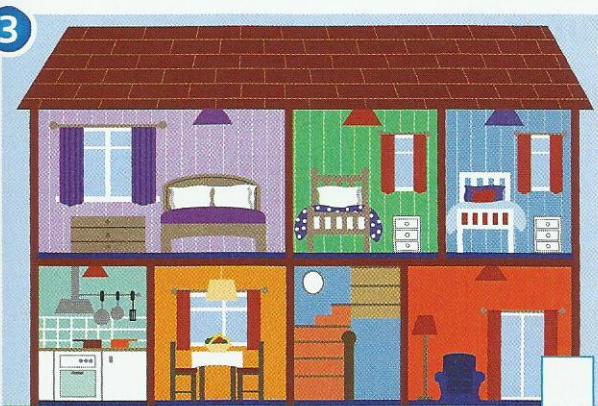
- 1 There are fifteen pencils. _____
- 2 There are five trains. _____
- 3 There are seven cars. _____
- 4 There are four spiders. _____
- 5 There are fourteen balls. _____
- 6 There are six cats. _____

Look at the pictures again. Ask and answer.

How many cats
are there in
picture a?

There are seven.


skills
1 CD 2
50

Listen and tick (✓) the correct picture.
1**2****3****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.


Listening and writing

Learn and think



HABITATS

1

Look at the habitats. What colours are they?



polar region

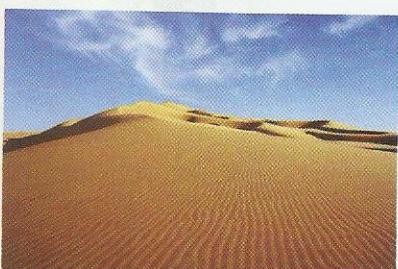


ocean

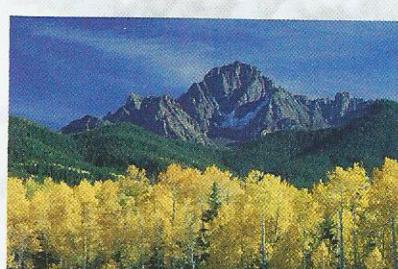
The polar regions are white and blue.



jungle



desert



mountains

2

What do you find in the habitats?

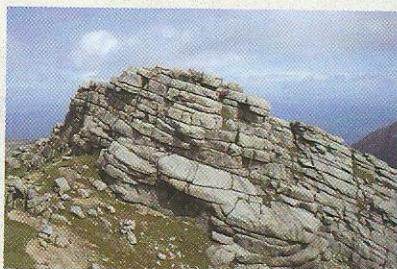


sand



trees

You find sand in the desert.



rocks



coral



snow

Learn and think

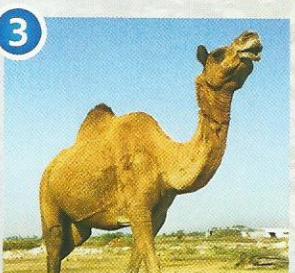
1

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.



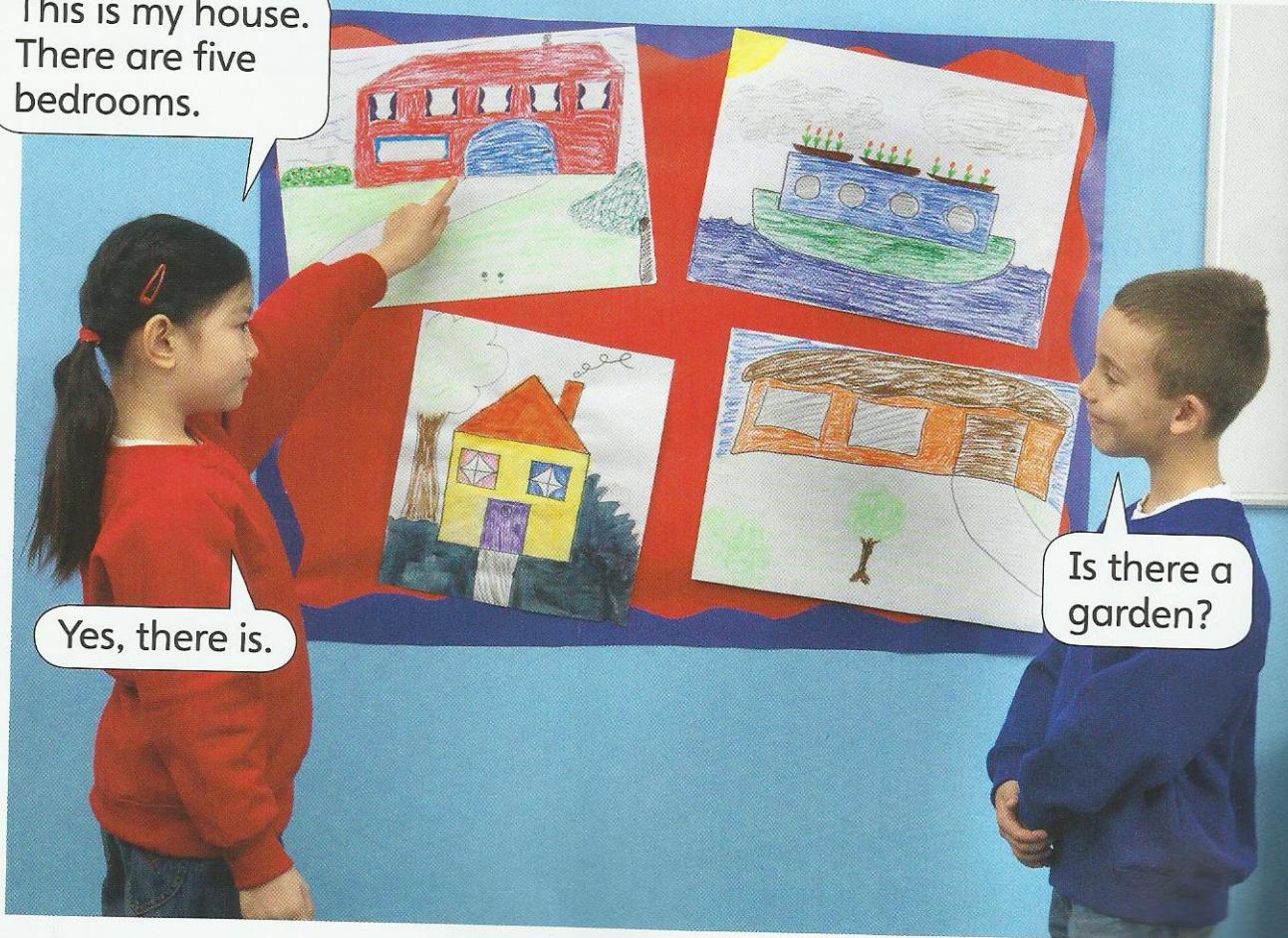
2

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

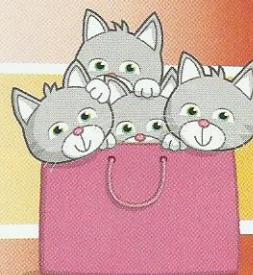


3 Where is the lizard in the song?

- 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?

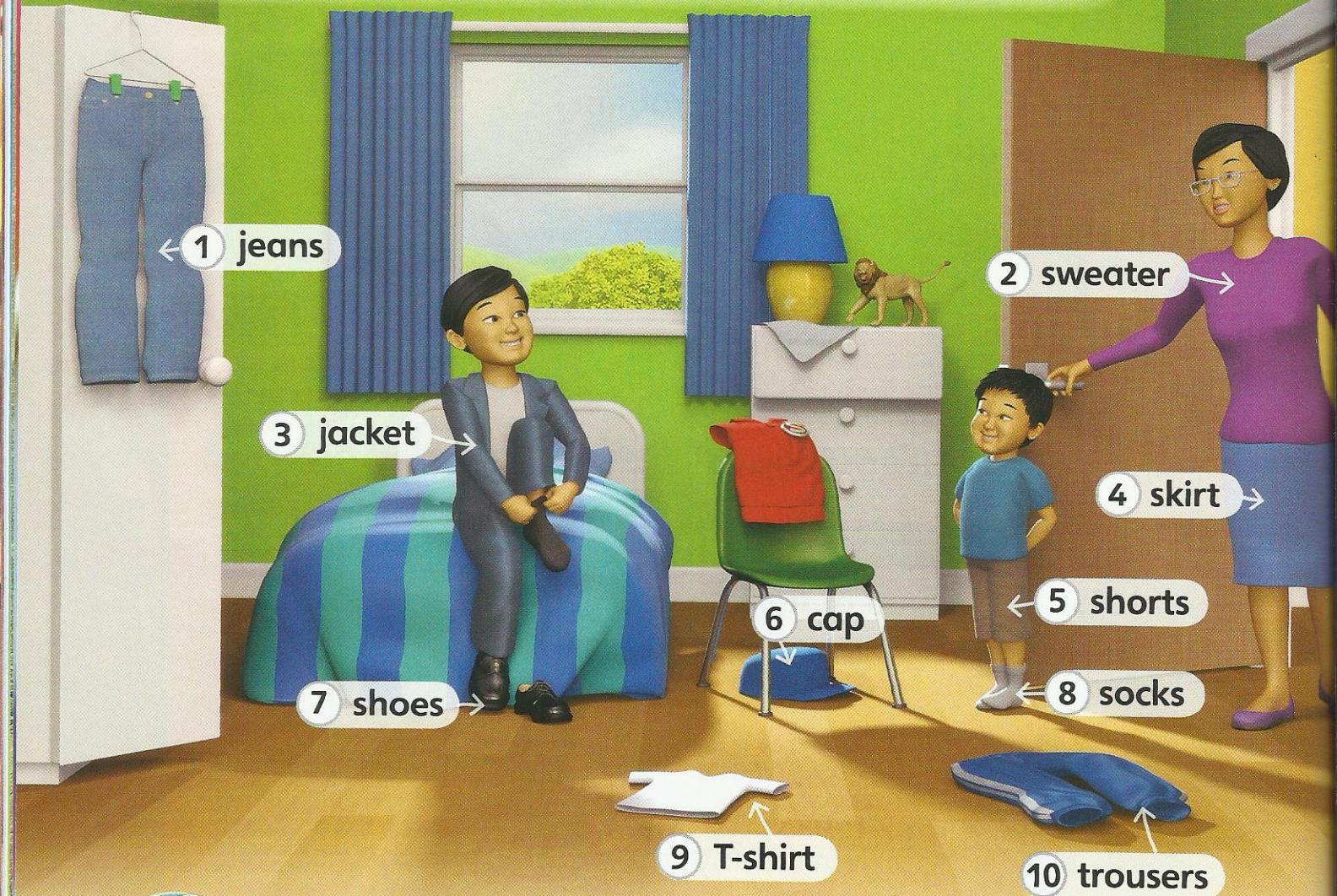
- a in the ocean b in the mountains
c in the jungle

7

Get dressed!

1 CD3
02

Listen and look. Then listen and say the words.

2 CD3
03

Listen and chant.

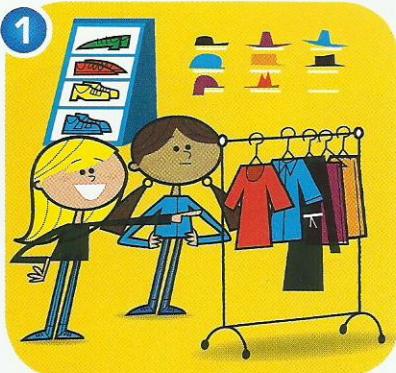
Put on your T-shirt.
 Put on your trousers.
 Put on your sweater.
 Put on your socks.
 Put on your shoes.
 Put on your cap,
 And now let's rap!

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

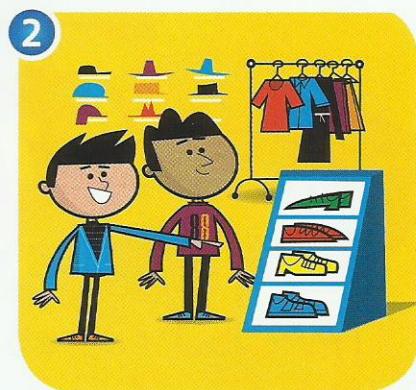
Come on Whisper,
 Time for school!!

1 CD 3
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 CD 3
05

Grammar focus

Listen and say.

Do you like this hat? Yes, I do.

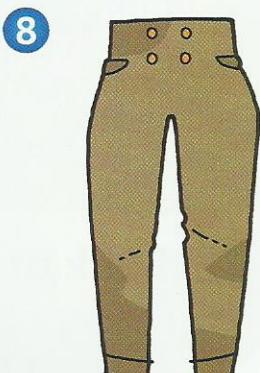
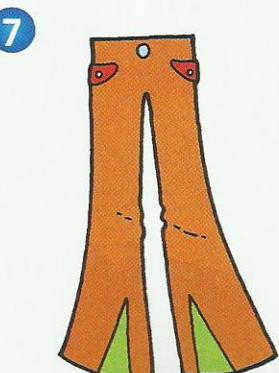
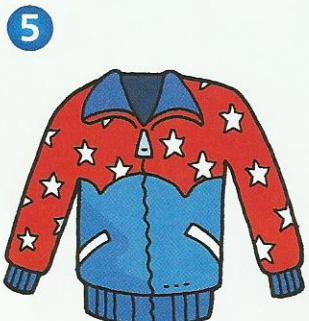
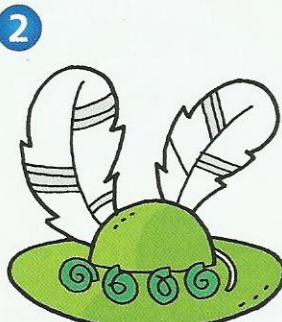
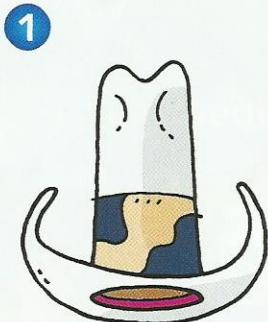
Do you like these shoes? No, I don't.



3 Look at the clothes. Ask and answer.

Do you like ... ?

Yes, I do.



Do you like this / these ... ?

1 CD3
06

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

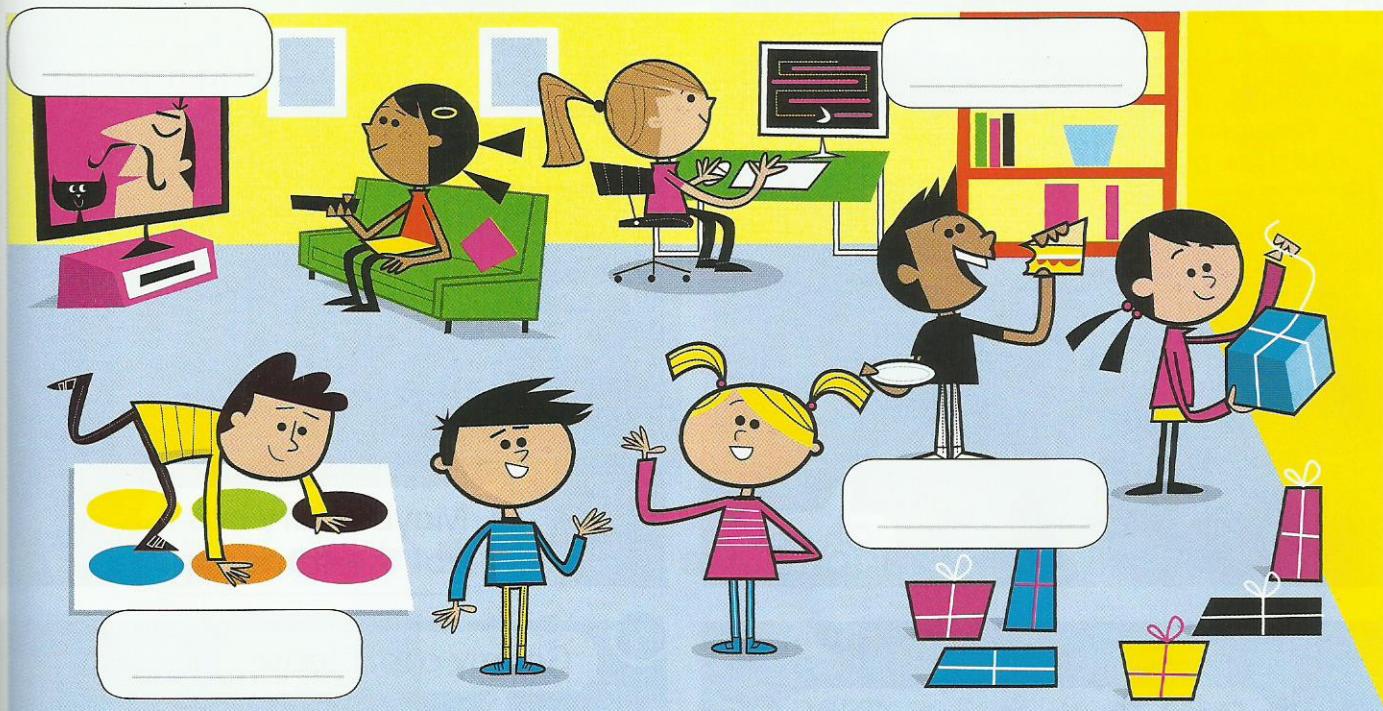
Look at the picture and say the colour of the clothes.

This hat is pink.

These socks are red.

1 CD 3
08**Listen and write the names.**

Lara Emma Paul Ken

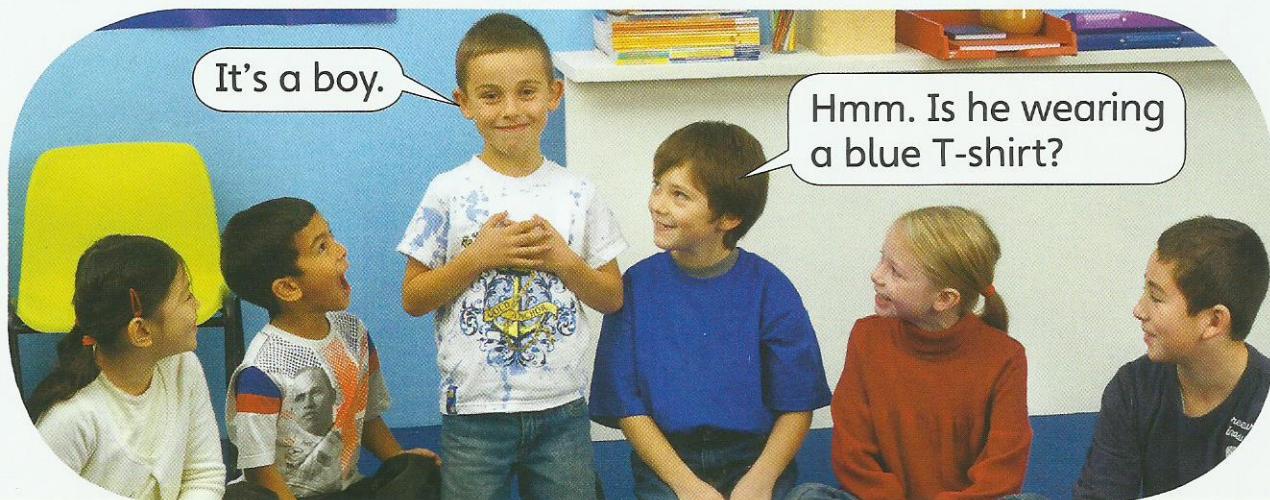
2 CD 3
09**Grammar focus****Listen and say.**

Olivia's wearing a red sweater.

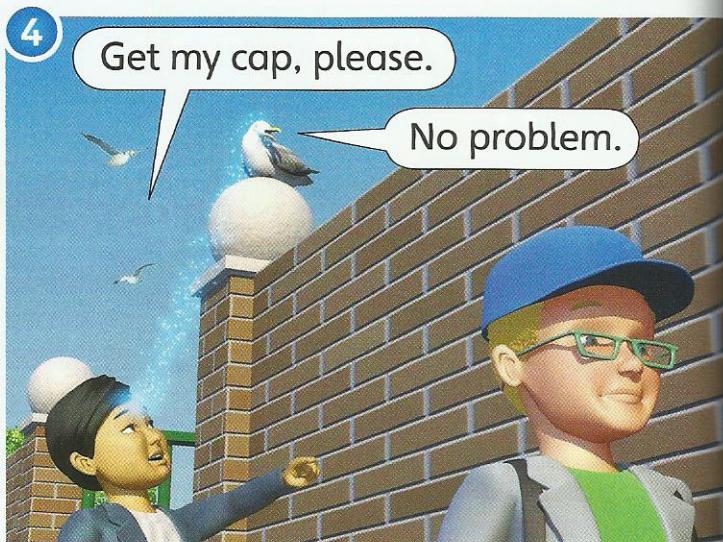
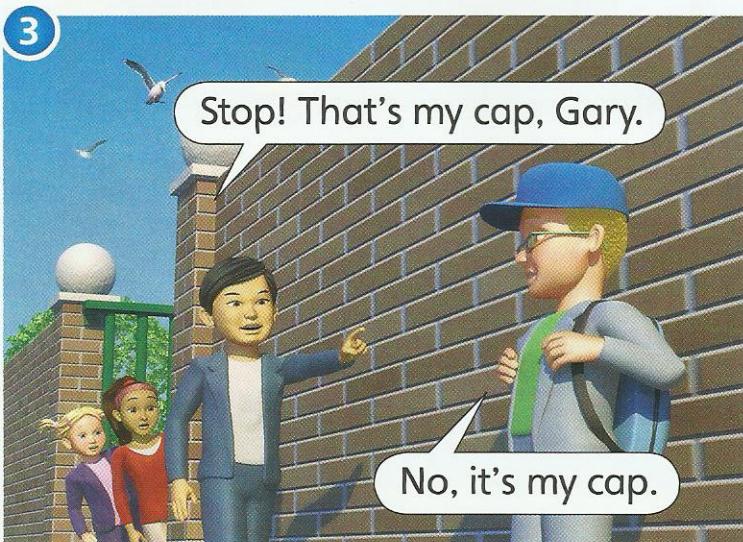
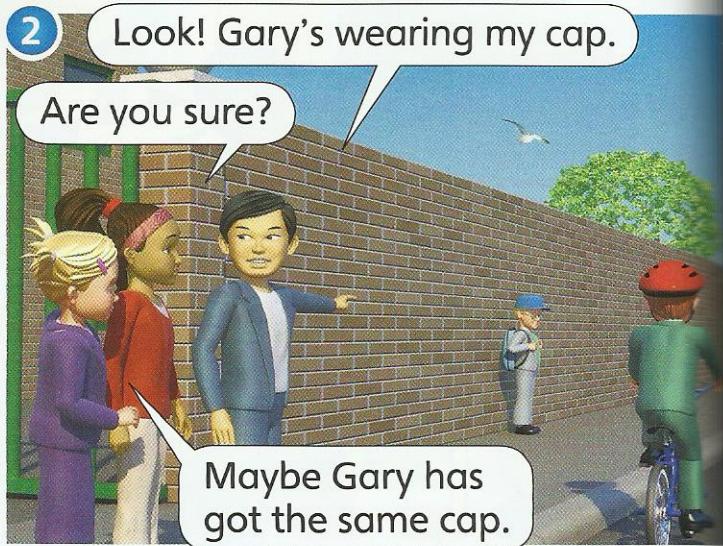
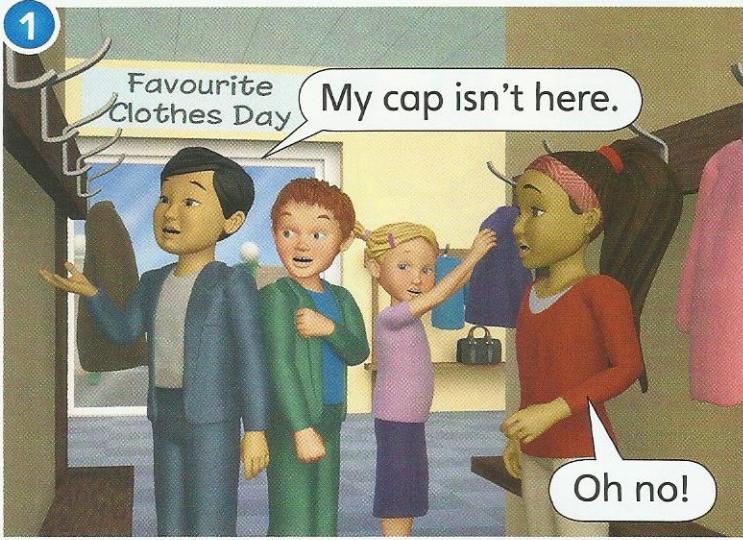
Is he wearing a blue T-shirt? Yes, he is.

Is she wearing brown shoes? No, she isn't.

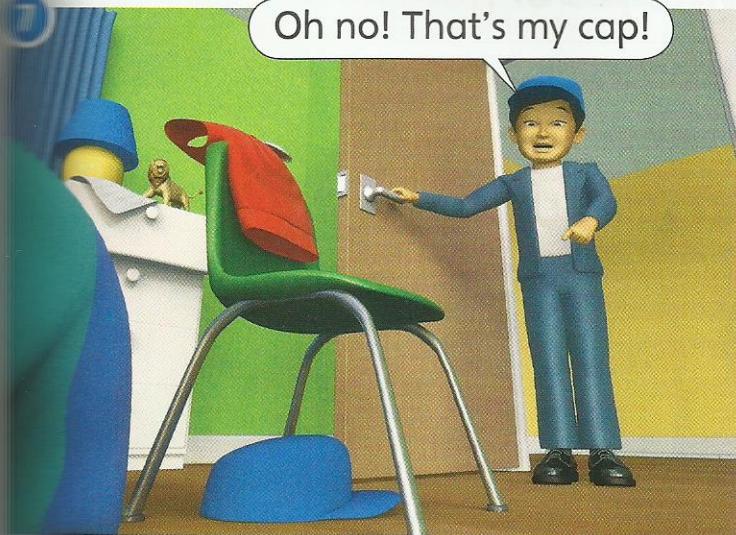
3

Play the guessing game.**Is he / she +ing?**

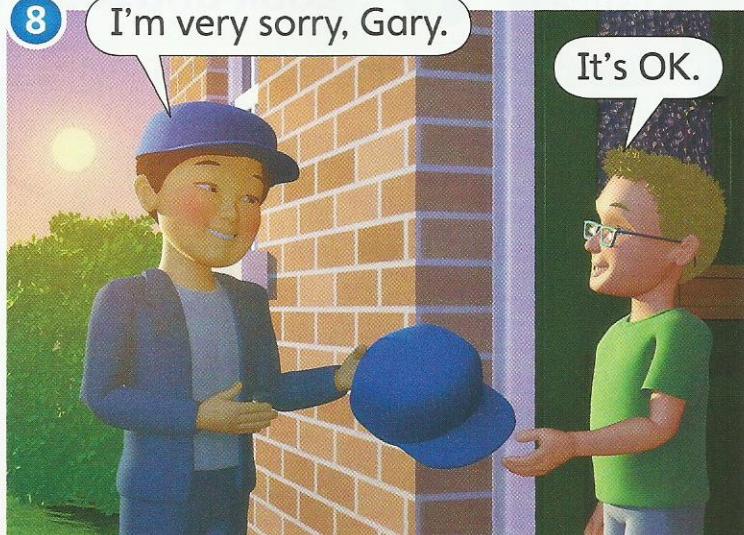
The cap



1 Oh no! That's my cap!



8 I'm very sorry, Gary.



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



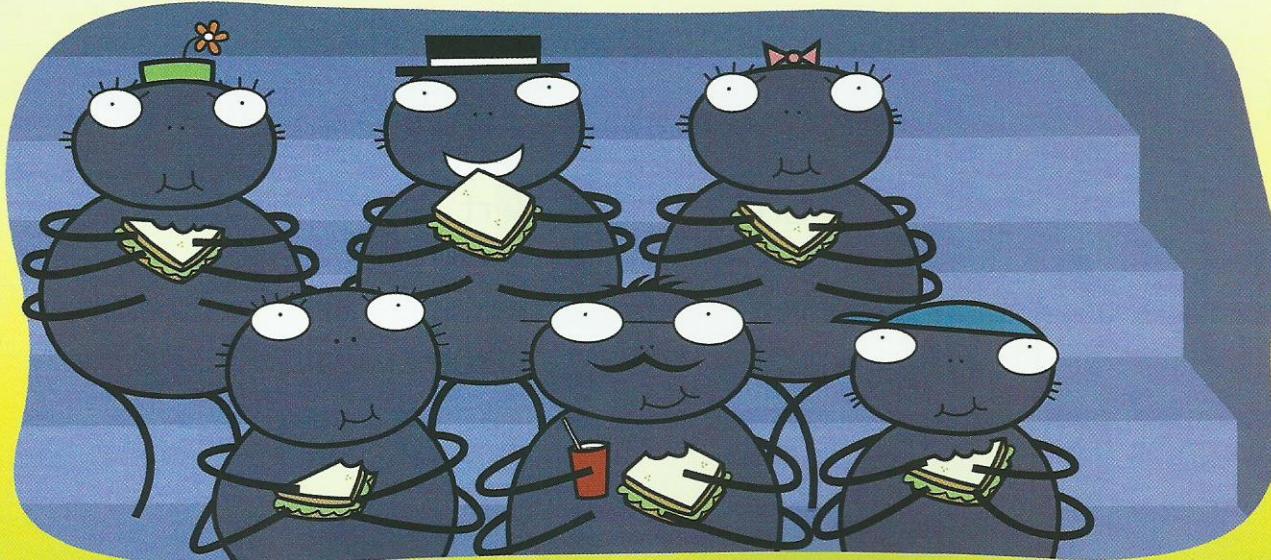
- 1 Oh no!
- 2 My coat isn't here.
- 3 Can you get my ball?
- 4 She's wearing my T-shirt!

3 Find who says ...

Stop!



4 CD3
12 Listen and say.



Six spiders stop for sandwiches on the stairs.



Skills

1

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.

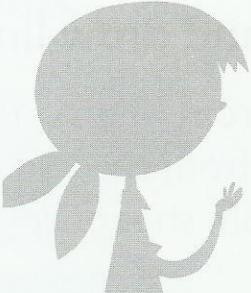
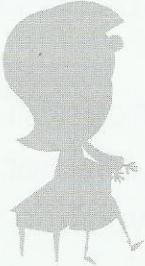
skills**1**

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
CD 3
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 ...



1 CD³
15

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.

1



4



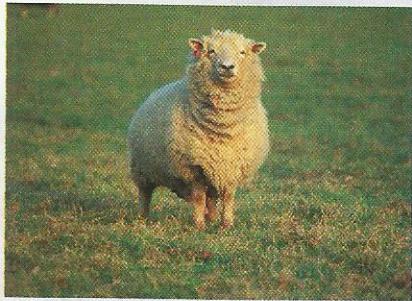
2



5



3



6



2

Think!

Say the material for the clothes.

Picture one is wool.

1



2



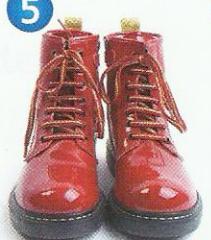
3



4



5



6



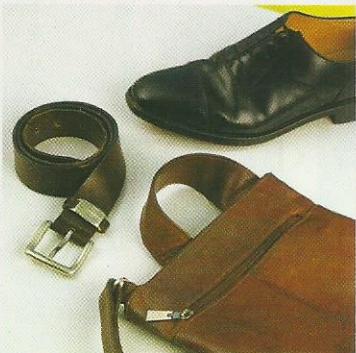


1

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.



Do that!

1 CD 3
16

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



2

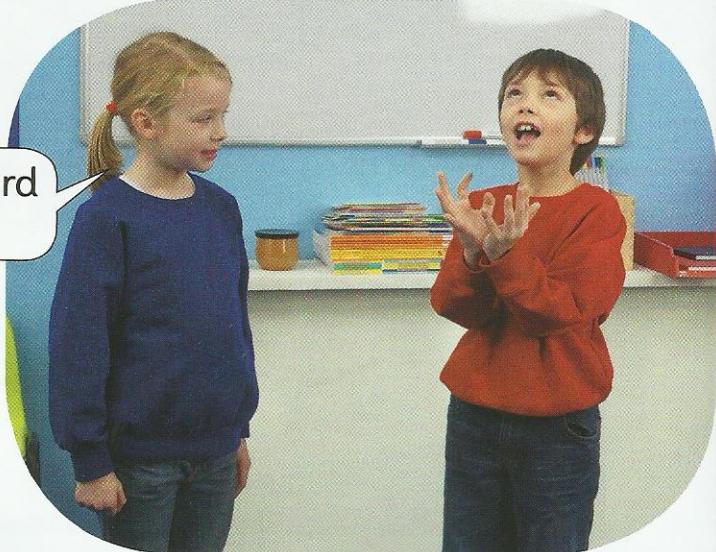
Read and number the sentences from the story.

- | | |
|---|---|
| <input type="checkbox"/> Turn around. | <input type="checkbox"/> Oh no! The fly is on your nose. |
| <input type="checkbox"/> Put the fly outside. | <input type="checkbox"/> Open the window. |
| <input type="checkbox"/> Catch the fly. | <input type="checkbox"/> You can see a fly on your jeans. |

3

Listen to your friend and act out.

Put the bird outside.



The dressing game

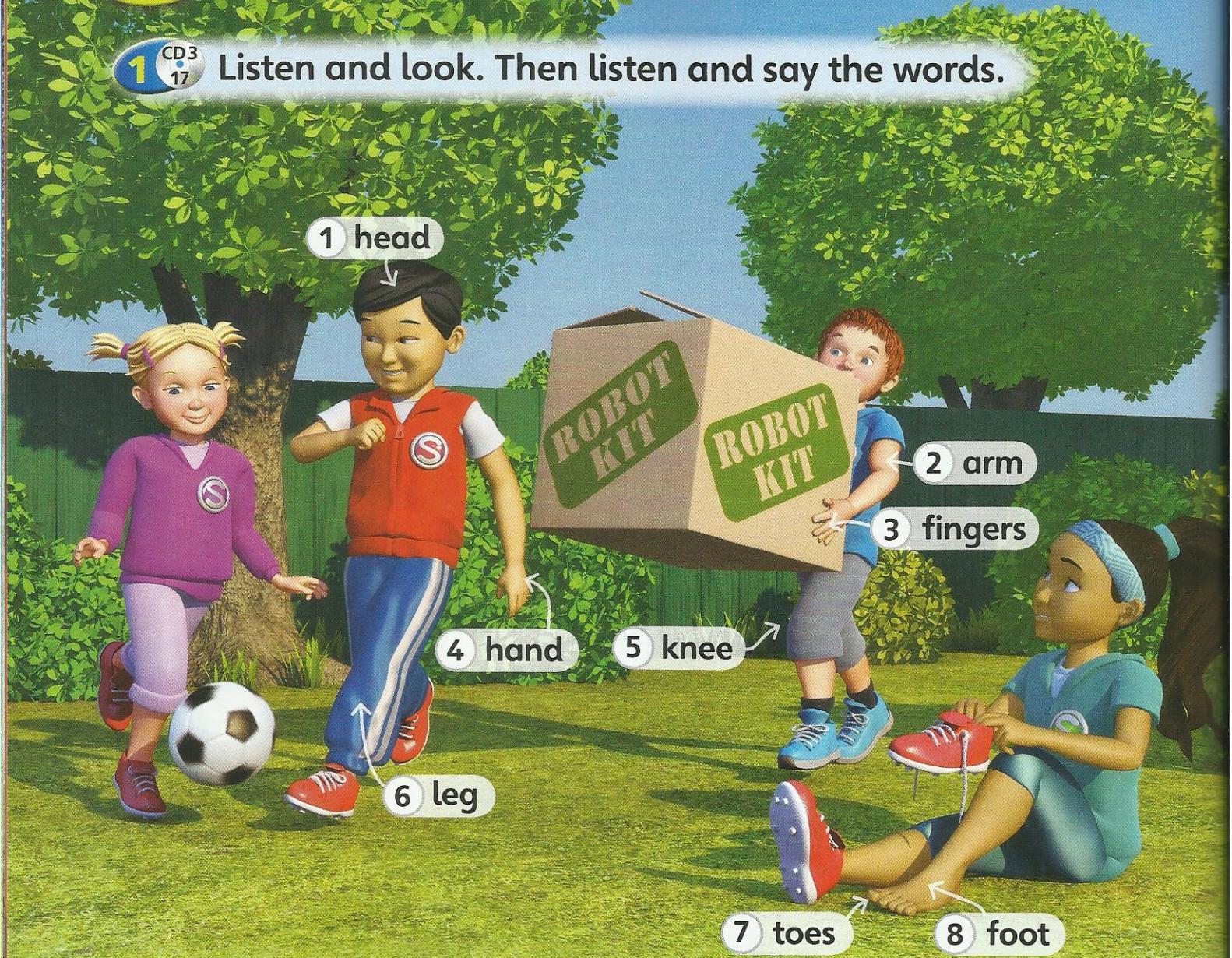


8

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 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 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 ...

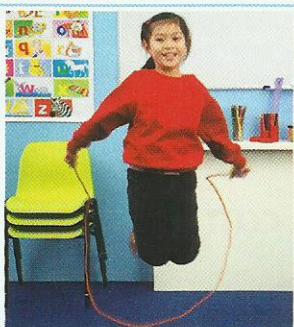


Anna



Pete

I can ...



Listen and sing.



Larry Lizard

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.



Bella Bird



Dan Dolphin

Who am I?

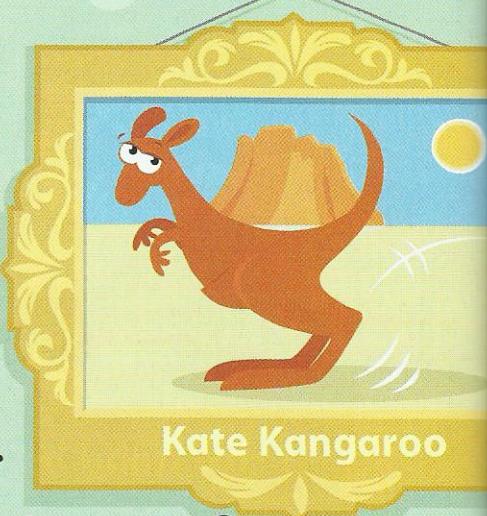
I can run.

Who am I?

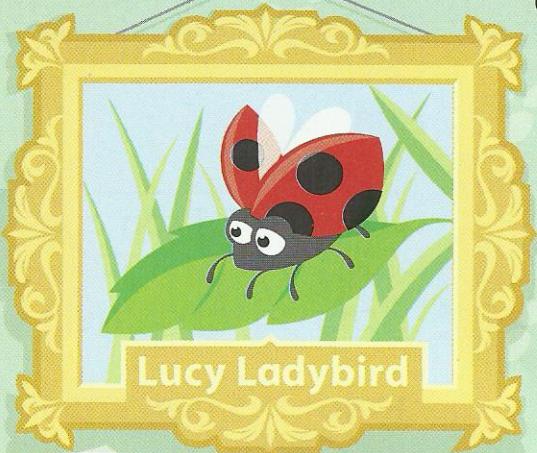
I can dance.

Who am I?

I can crawl and fly.

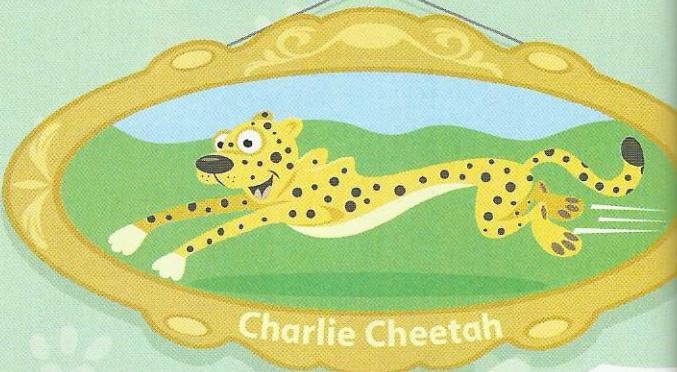


Kate Kangaroo



Lucy Ladybird

Can you guess who we are? ...



Charlie Cheetah

Listen again and say what the animals can do.

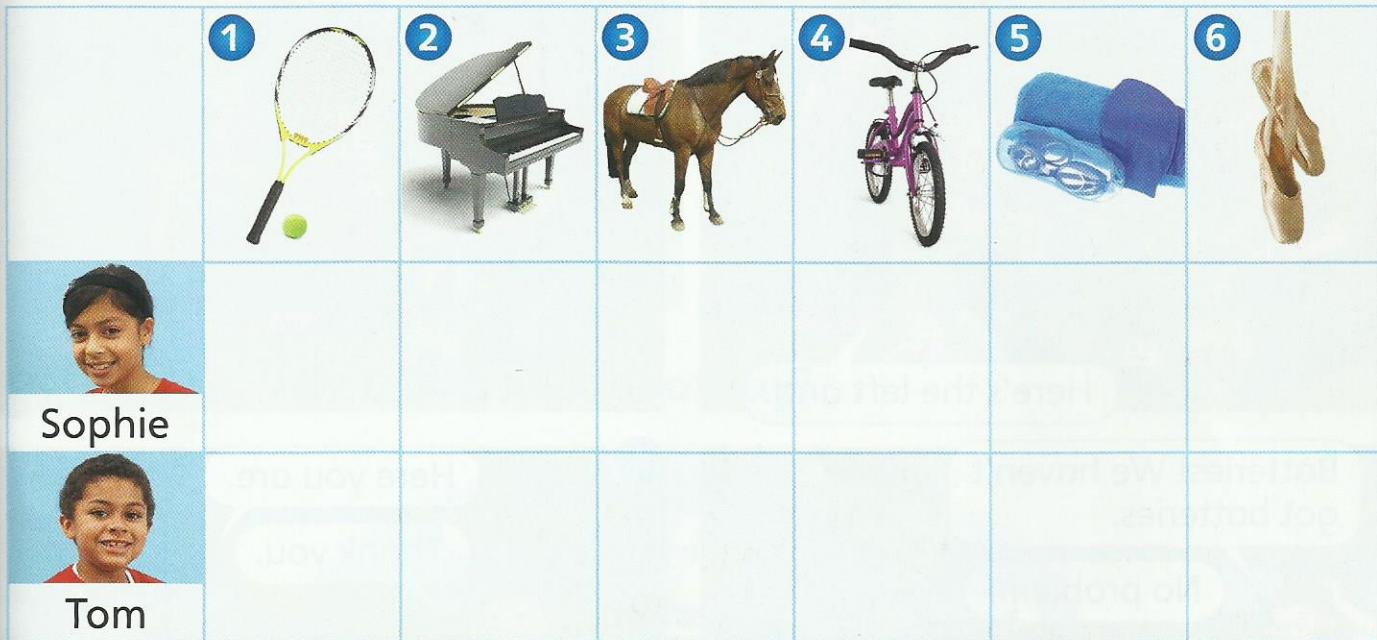
It's Bella Bird. She can sing.

1 CD3
24

Look and say. Then listen and tick (✓) or cross (✗).

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

Number 1 is
play tennis.

2 CD3
25

Grammar focus

Listen and say.

Can you swim?

Yes, I can.

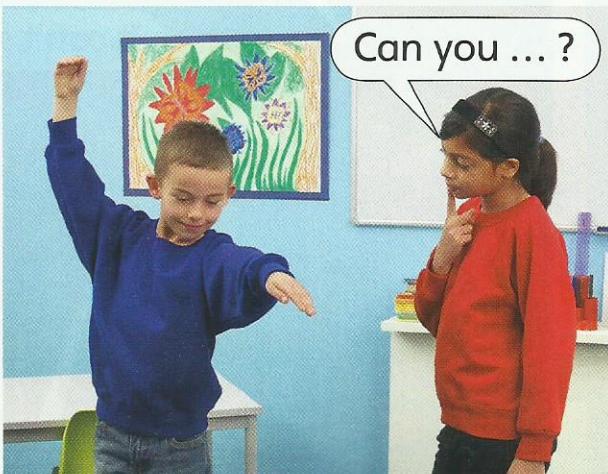
Can you dance?

No, I can't.



3

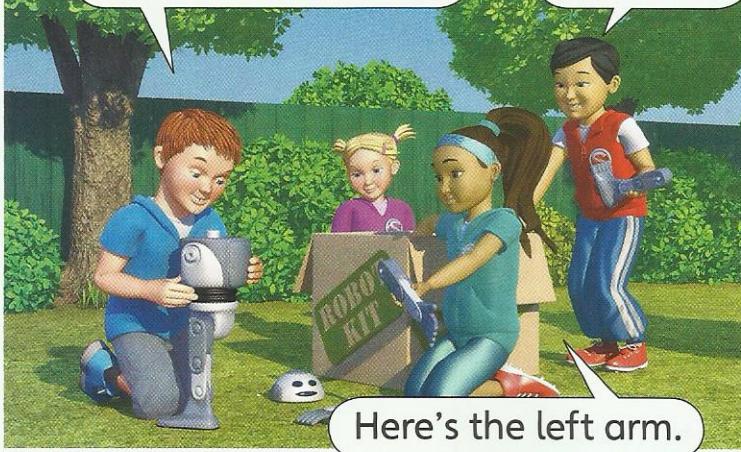
Play the action game.



The problem

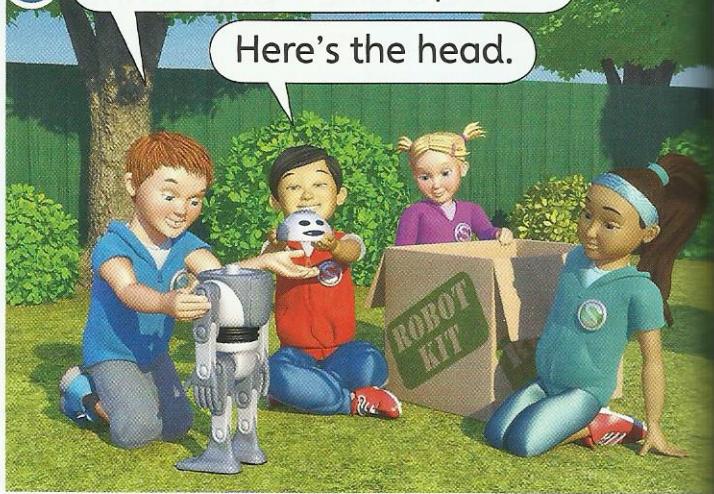
1 Give me the right leg and the left arm.

Here's the right leg.



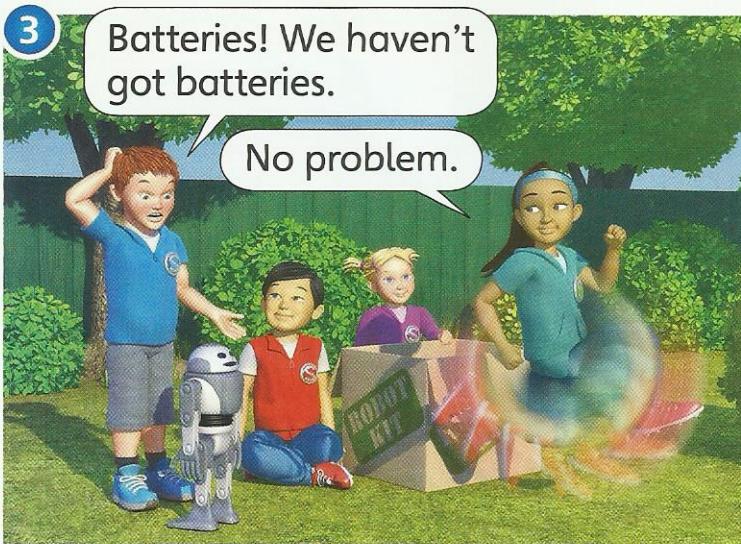
2 And now the head, please.

Here's the head.

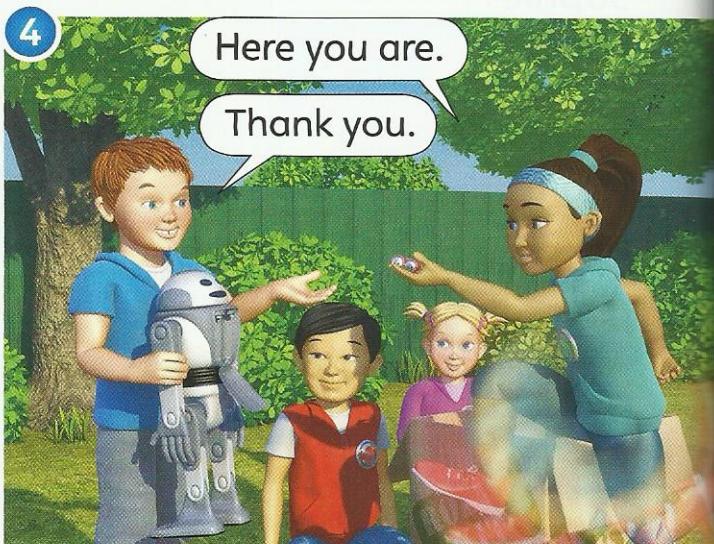


3 Batteries! We haven't got batteries.

No problem.

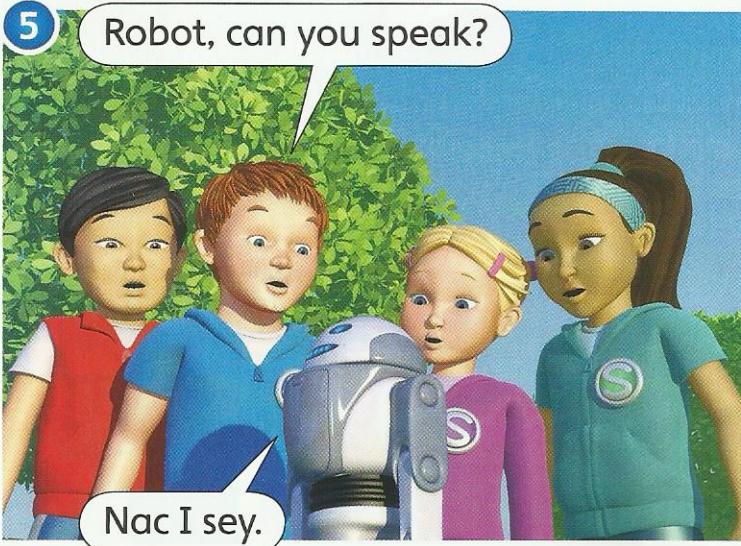


4 Here you are.
Thank you.



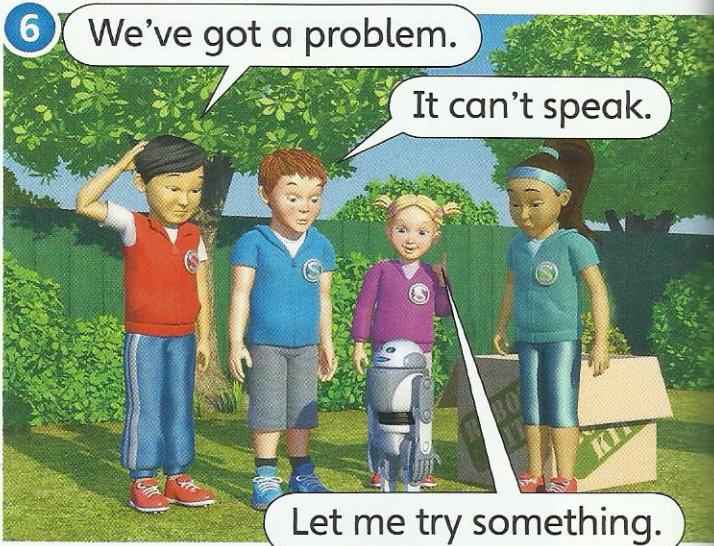
5 Robot, can you speak?

Nac I sey.



6 We've got a problem.

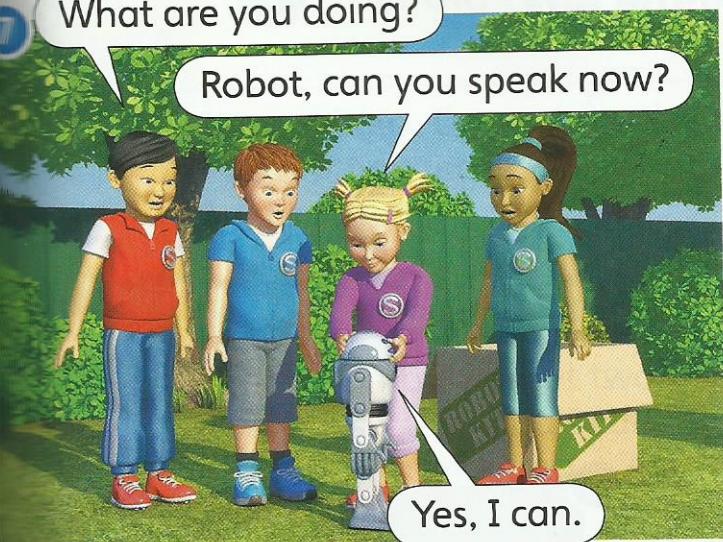
It can't speak.



Let me try something.

7 What are you doing?

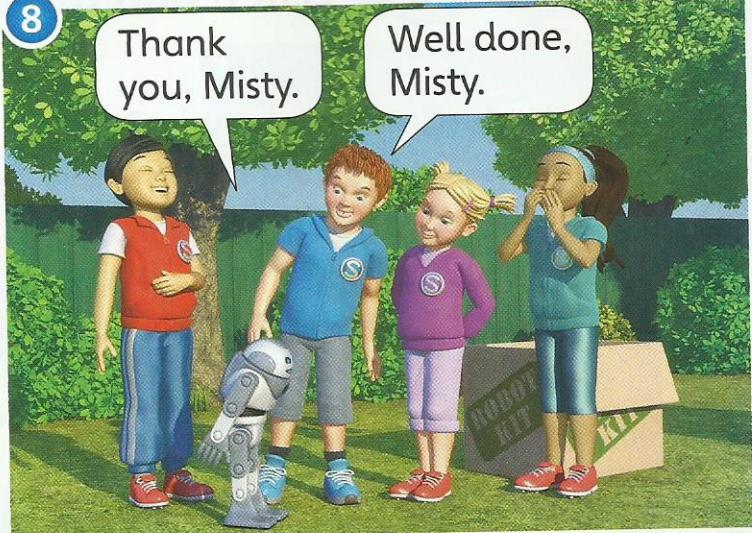
Robot, can you speak now?



8

Thank you, Misty.

Well done, Misty.



2

Think!

What does the robot say?

koob

smra

ekib

toof

miws



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.



Skills

1 CD3
30

Listen and tick (✓) the box.

1 Can Patch swim?

a



b



2 Can Sue ride a bike?

a



b



3 Can Coco stand on one leg?

a



b

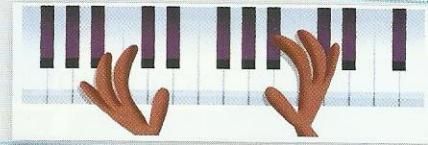


2

Ask your friends what they can do.

Can you ... ?

Name



play the piano



speak Spanish



ride a horse



play the guitar


Skills

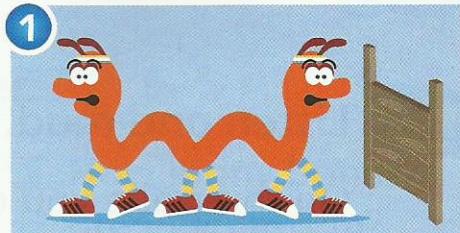
1

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.

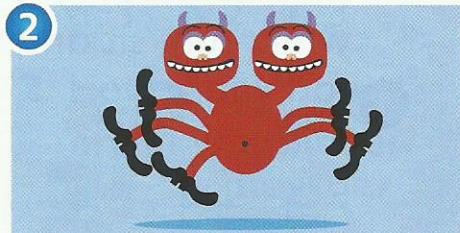
1



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.

2



c

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

3



d

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

4



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.



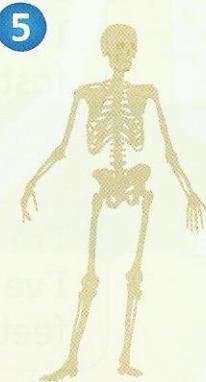
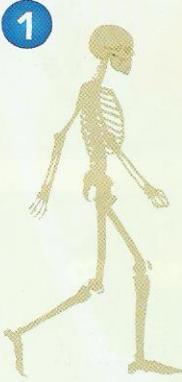


The Skeleton

1 CD3
32

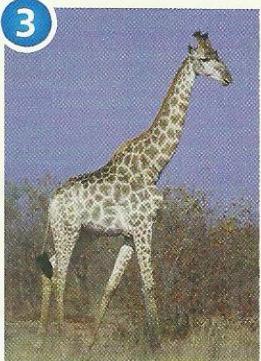
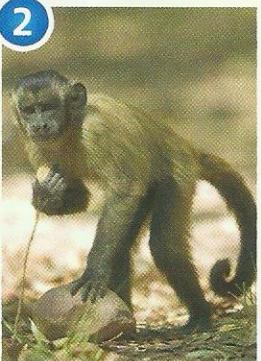
Listen and read. Write the words.

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.



2

Look and match the animals with their skeletons.



a



b



c



d



e



Learn and think

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



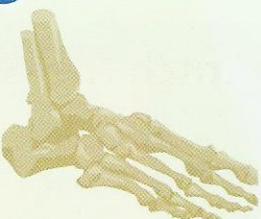
head

2



knee

3



foot

4



arm

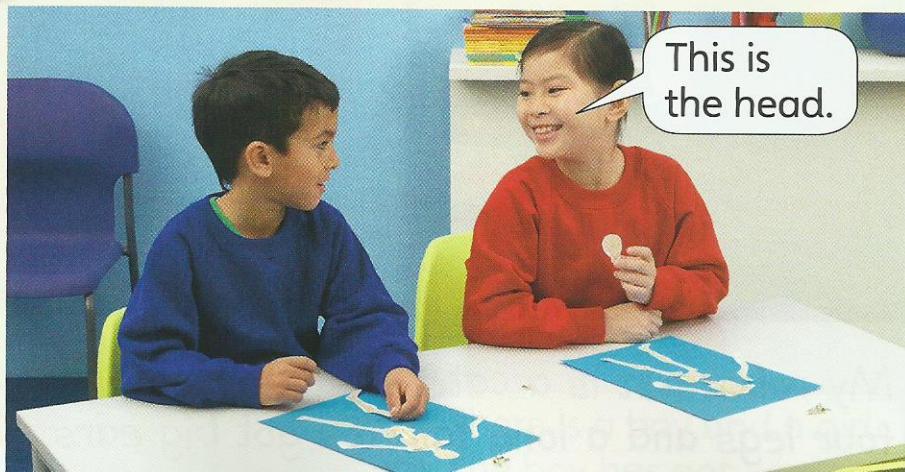
3

Project

Put the cut-outs together to make a skeleton.



Page
127



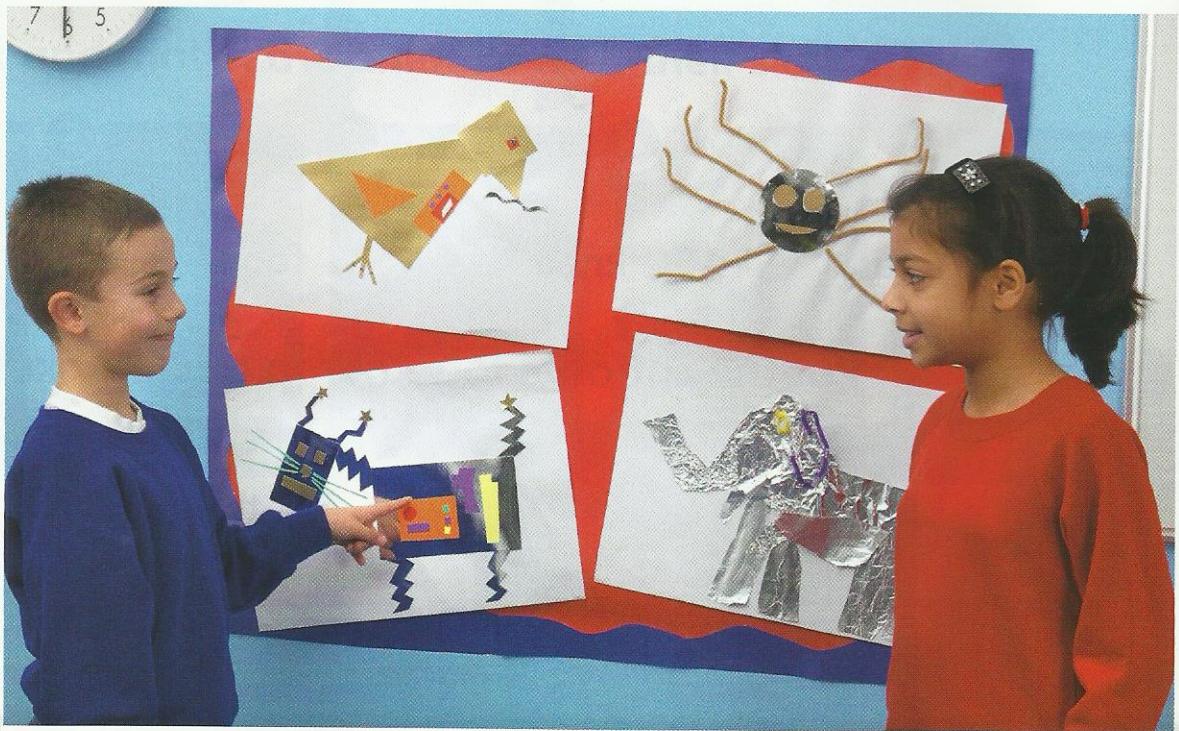
create that!

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.

1

Make a poster.

Our body

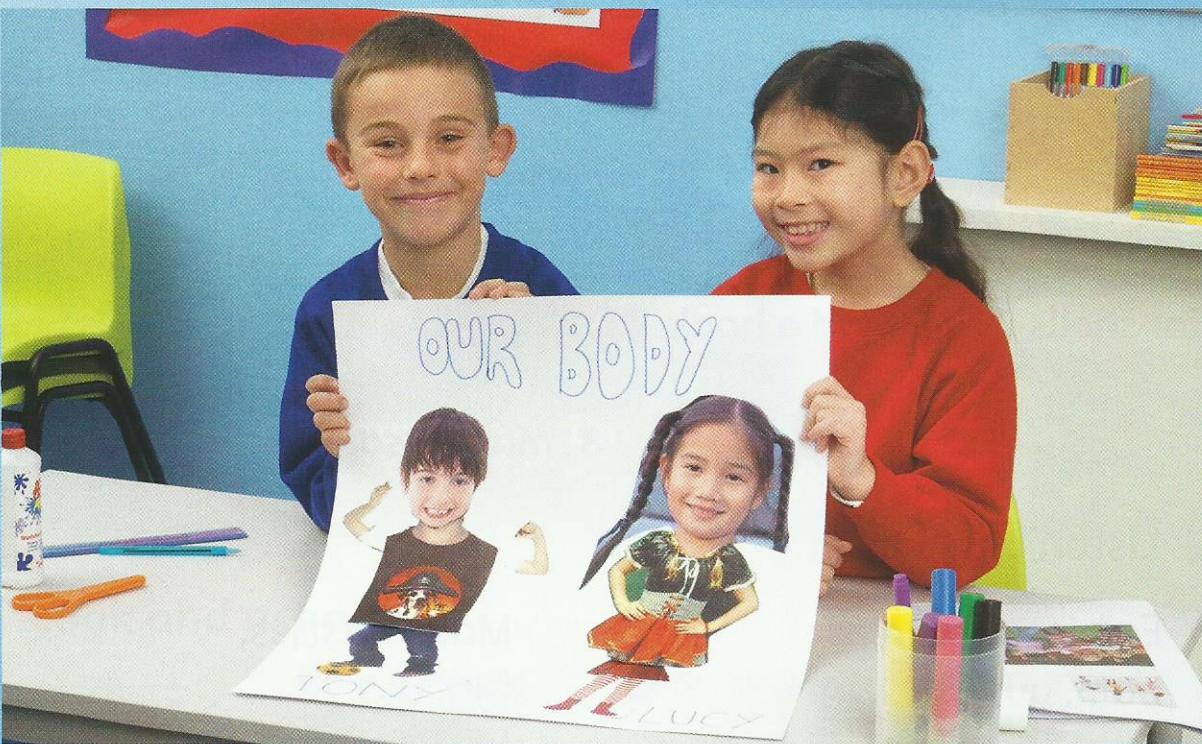
- a Write *Our body* on your poster.



- 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 ...

9

At the beach

1 CD 3
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

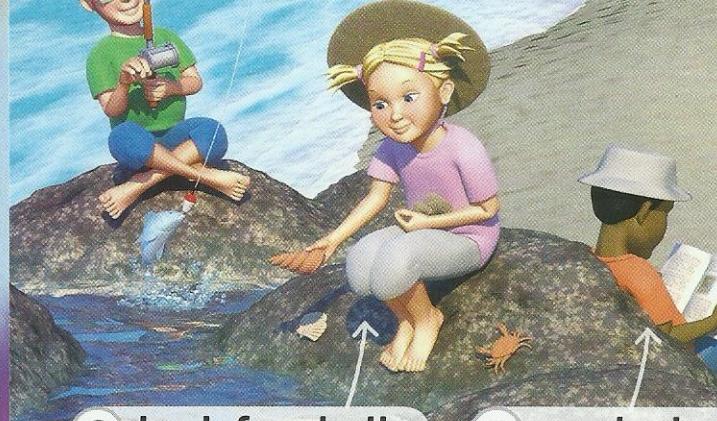


5 listen to music



6 look for shells

7 read a book



8 make a sandcastle

2 CD 3
35

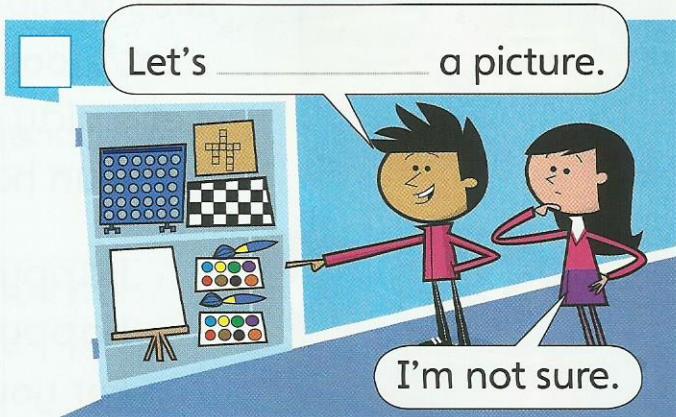
Listen and chant.

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

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

1 CD
36**Listen and number the pictures. Then write the words.**

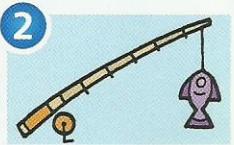
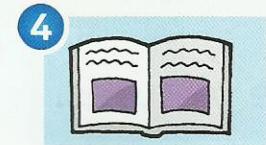
paint take look listen

2 CD
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.**

1 CD3
38

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! ...

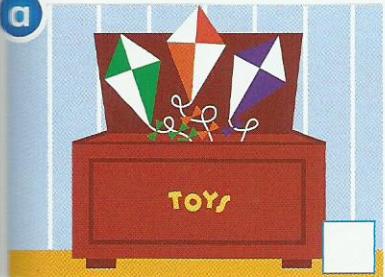
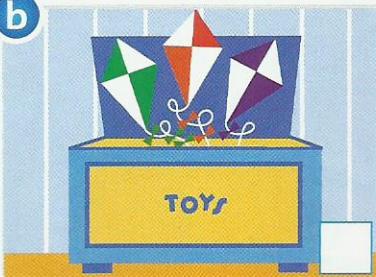
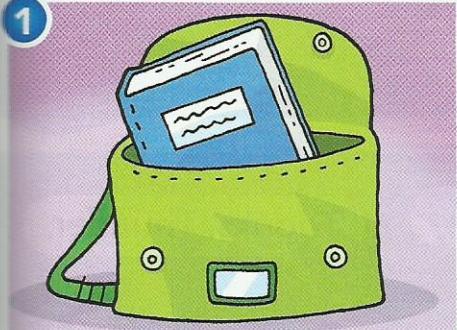
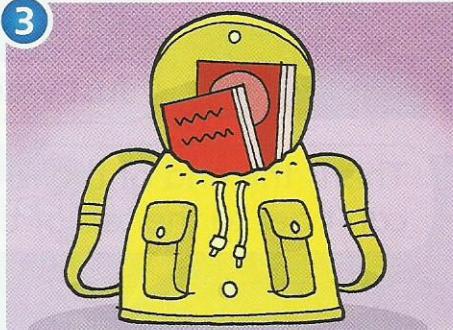
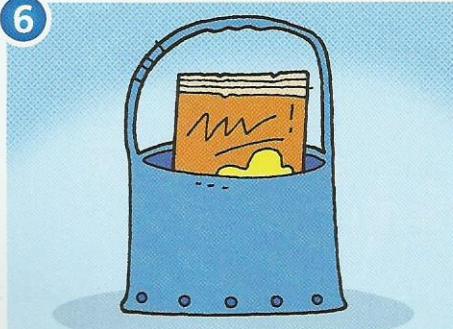


Happy holiday ...

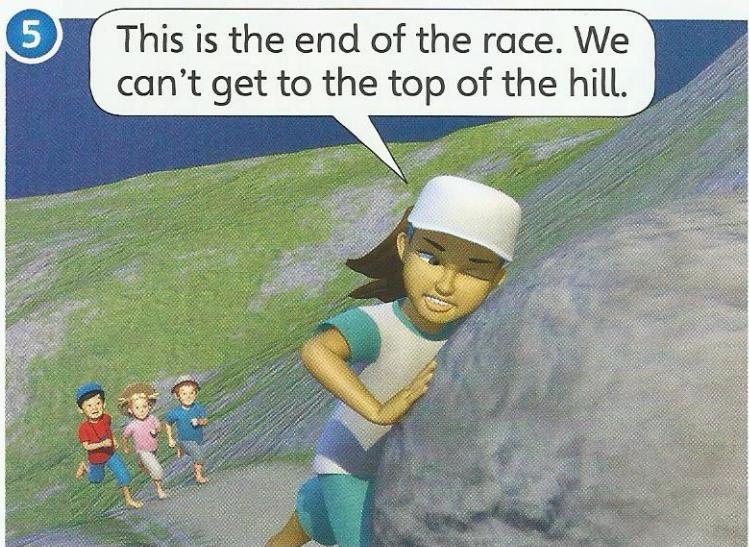
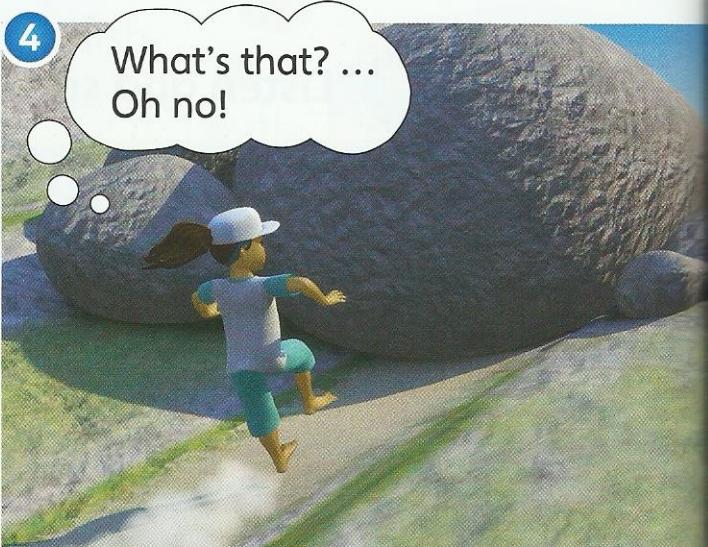
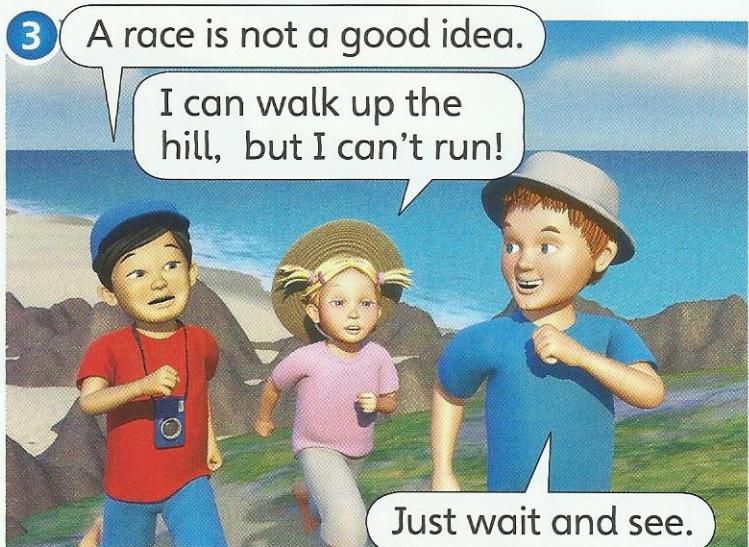
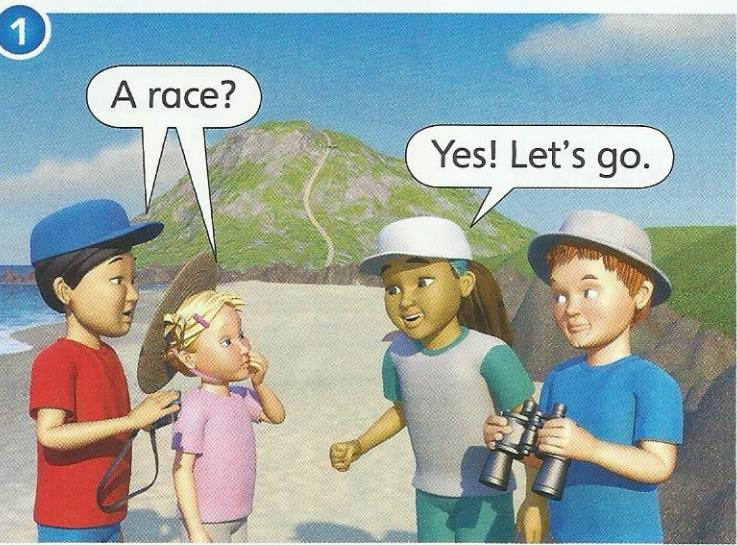


2 CD3
40

Listen again and number the pictures.

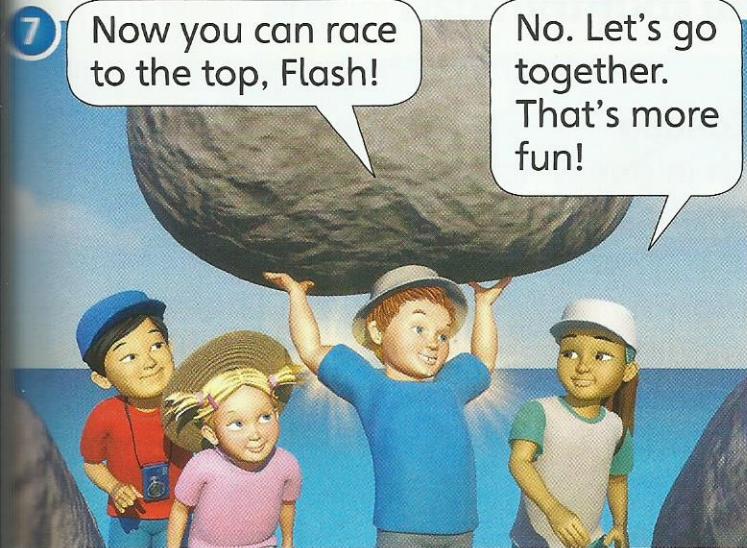
1 CD3
41**Listen and read. Tick (✓) the correct picture.****a****1 Where's the shell?****It's on the sandcastle.****b****a****2 Where are the kites?****They're in the blue and yellow toy box.****b**2 CD3
42**Grammar focus****Listen and say.****Where's the blue book?****It's in the green bag.****Where are the orange books? They're in the black bag.****3****Play the question game.****Where's ... ?****It's ...****1****2****3****4****5****6**

The top of the hill



7 Now you can race to the top, Flash!

No. Let's go together. That's more fun!



8

What a good idea!

Yes!



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 CD3 45 Listen and say.



Jean keeps her teeth really clean.

Skills

1

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.

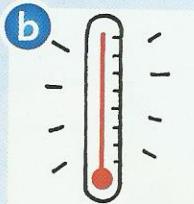
Skills**1**
Sticker**Listen to your teacher and stick.****2****Look and say.****The ice cream is ...**



Holiday weather

1 Look and talk about the weather.

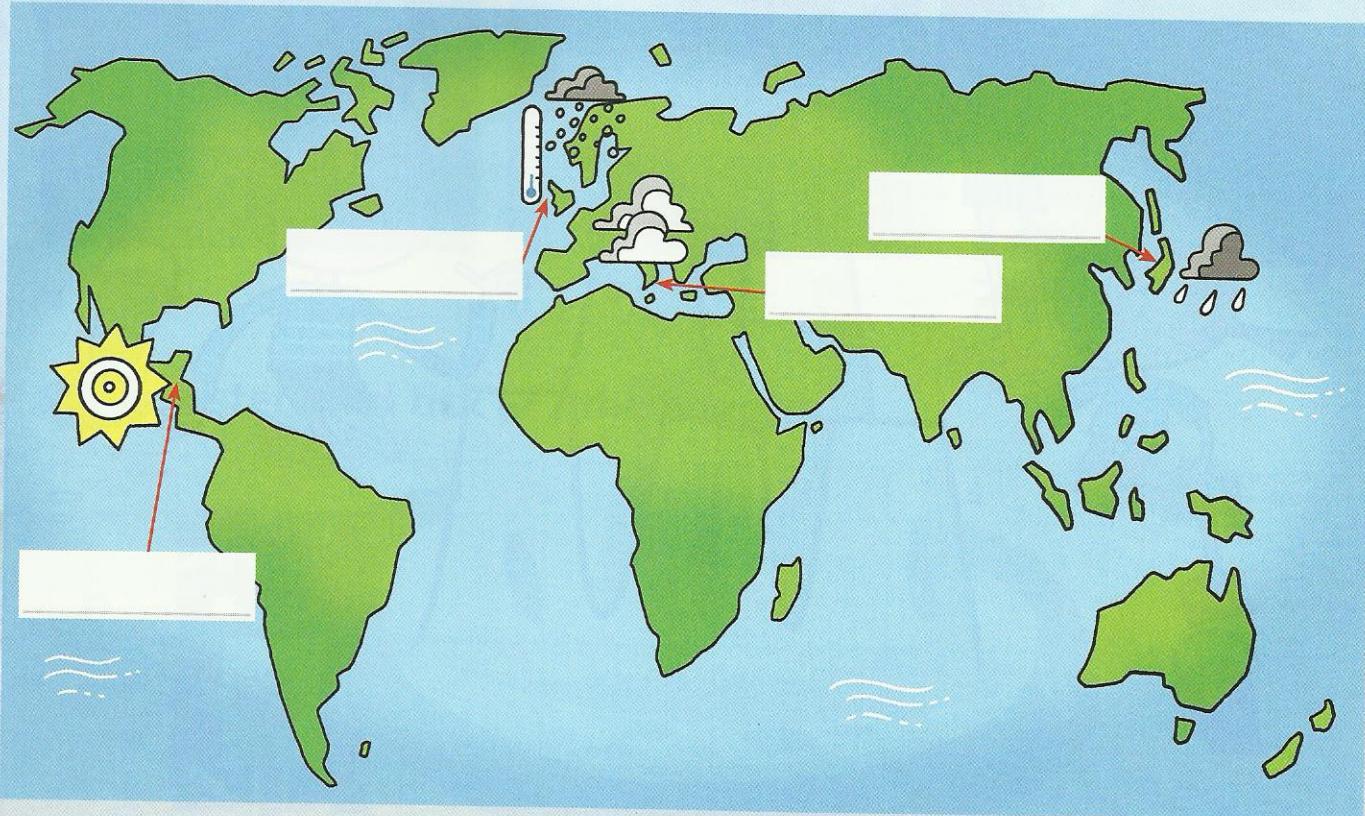
It's sunny and hot.



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.

Learn and think

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

a



b



c



2

Project

Write a weather diary.



Do that!

1 CD 3
49

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



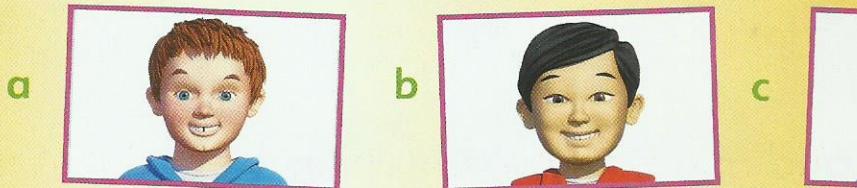
- 1 Let's _____ a sandcastle.
a eat **b** take **c** make

- 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?

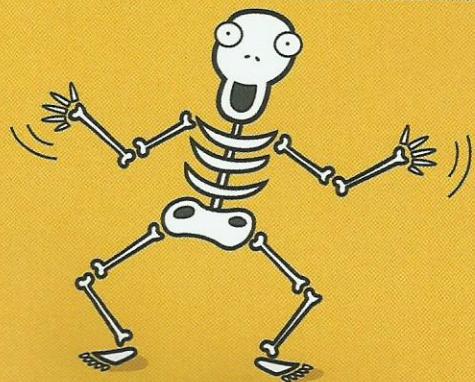
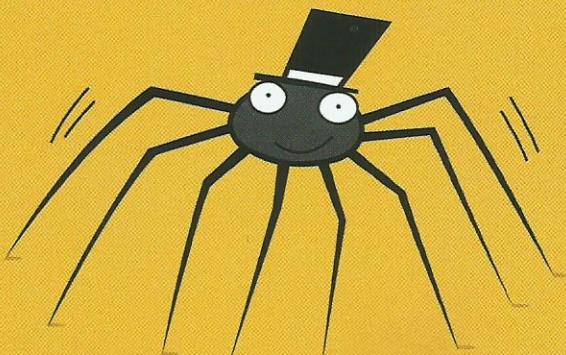
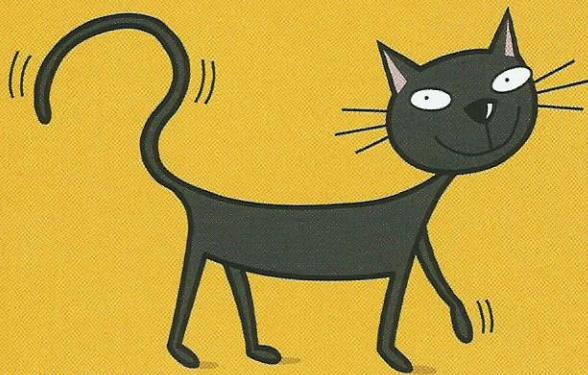
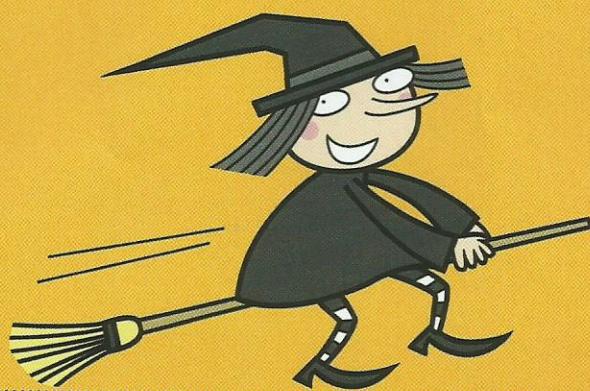
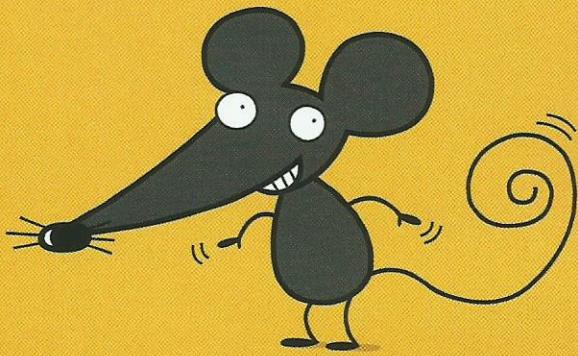
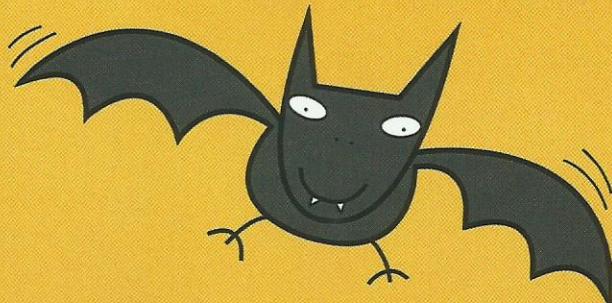
- a** in the UK **b** in Australia **c** in Canada



- 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

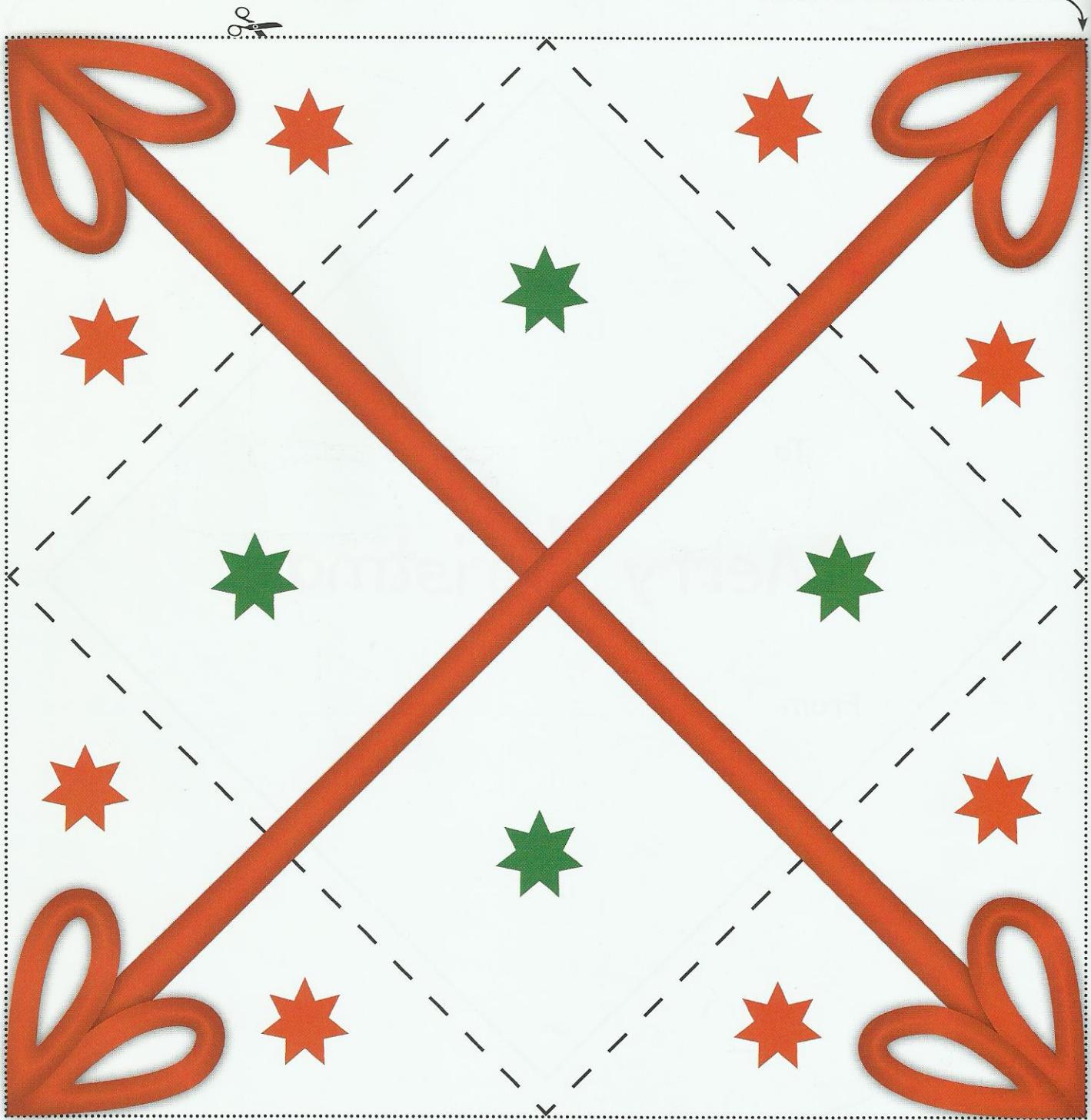
Merry Christmas

From _____

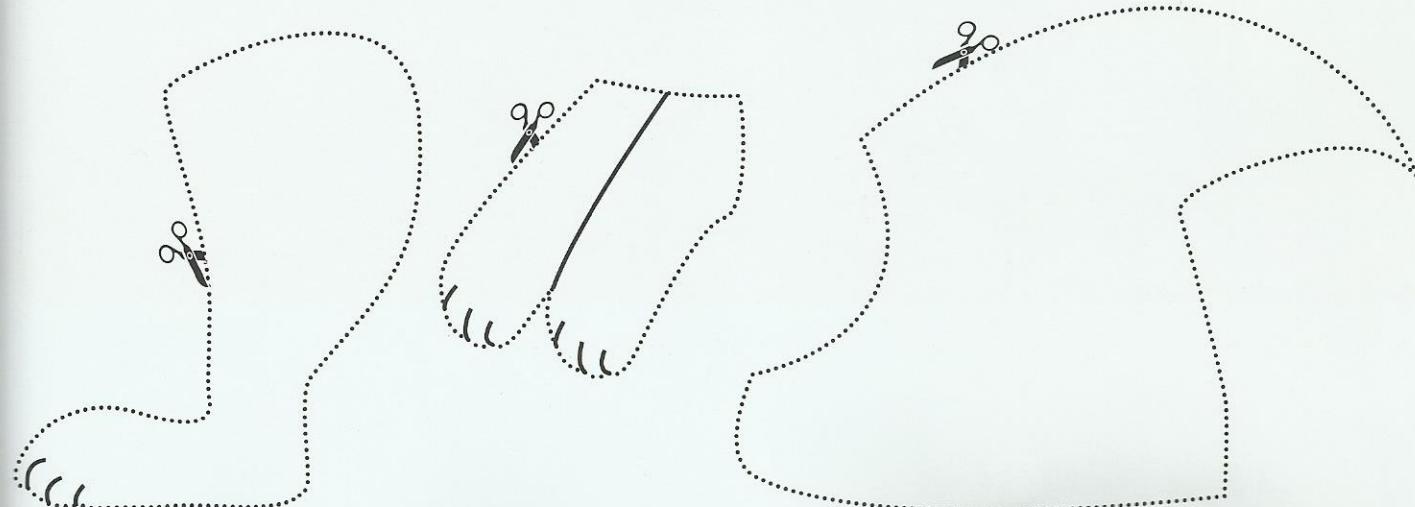
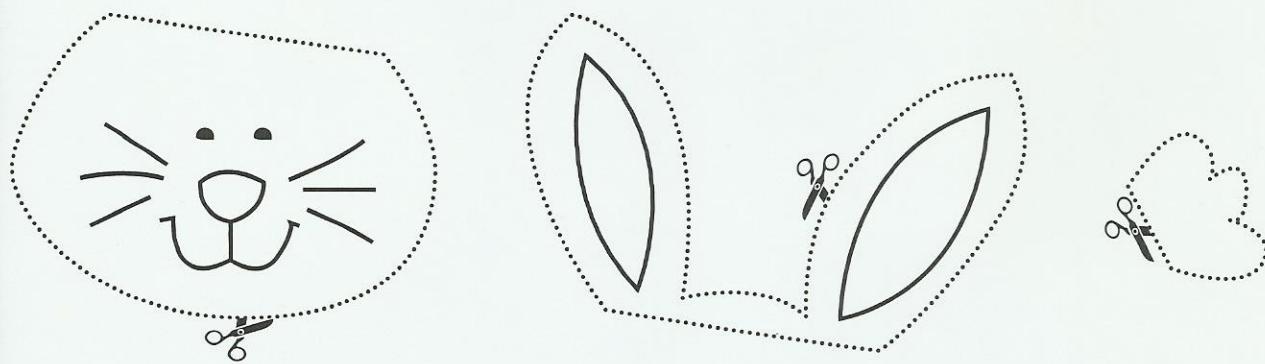
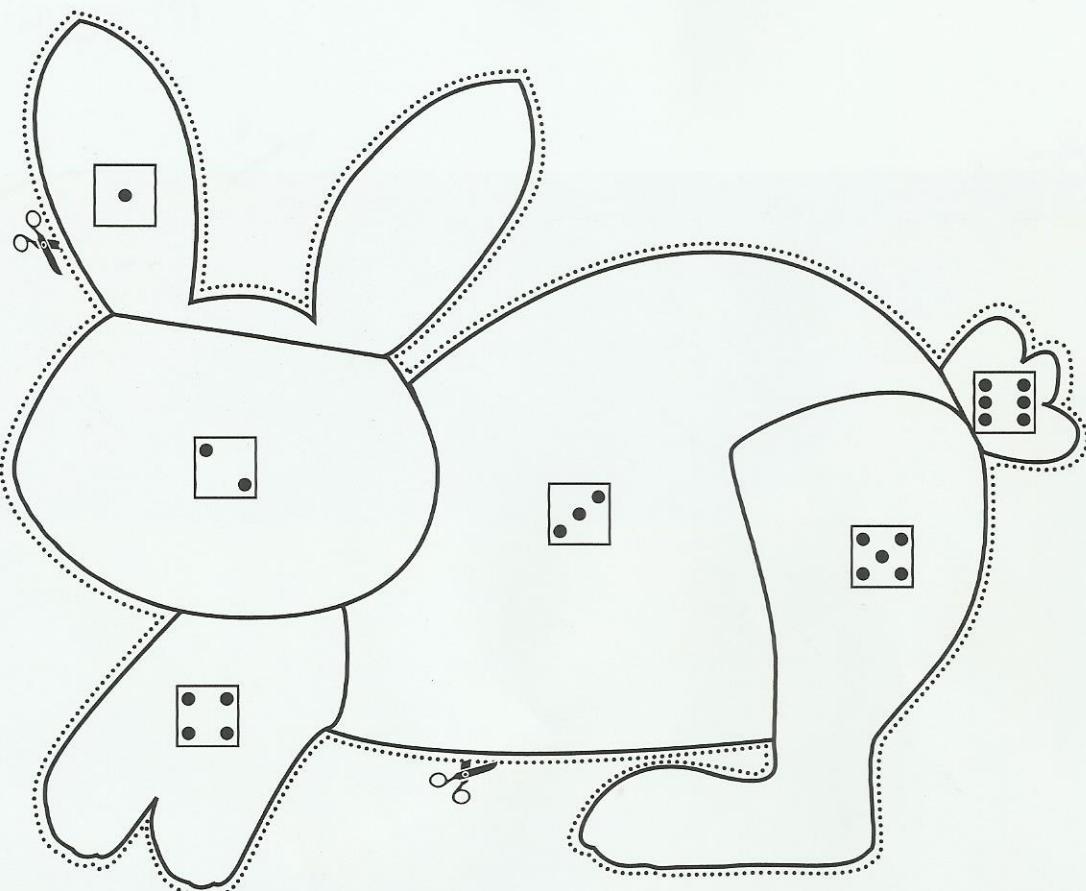
To _____

Scissors and paper

fold in from corners



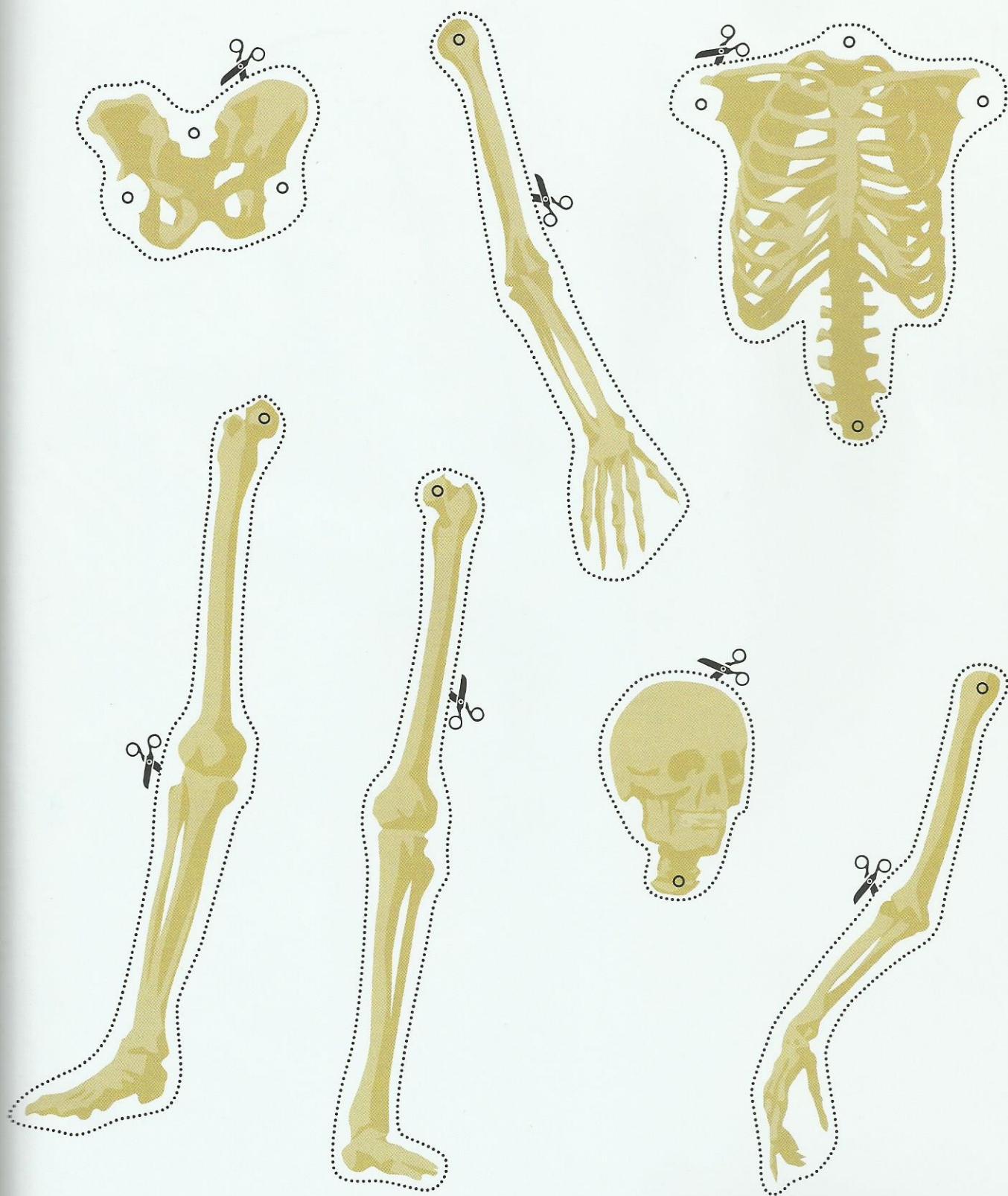
Easter



Unit 2 Cut-out (page 31)

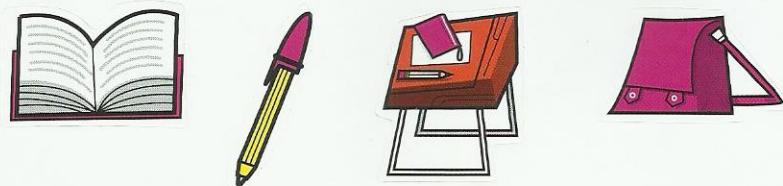


Unit 8 Cut-out (page 103)

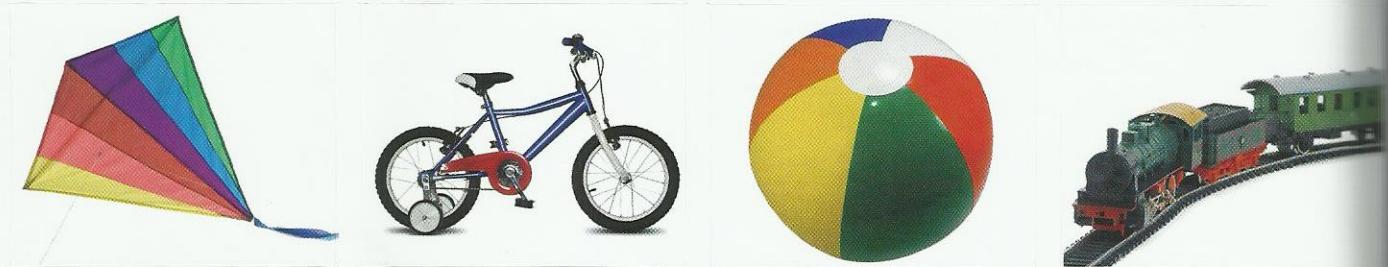




UNIT 1
page 13



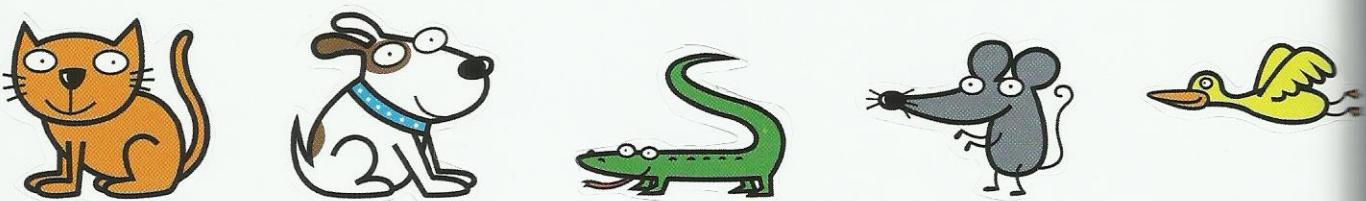
UNIT 2
page 23



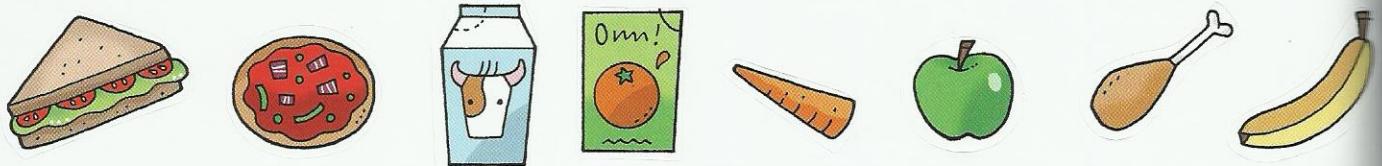
UNIT 3
page 35



UNIT 3
page 40



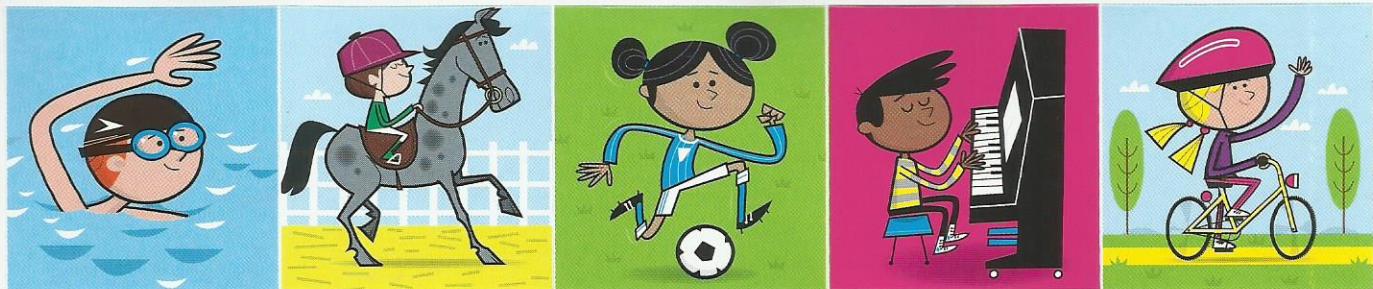
page 41



UNIT 4

page 54



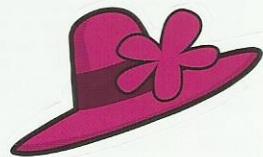
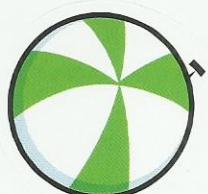
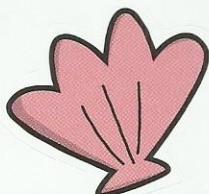
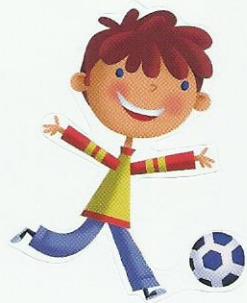


There are seven.

Yes, there are.

No, there aren't.

Yes, there is.



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I thank our editorial team very warmly: Aliona Gowilinski, Liane Grainger, Lucy Frino. You have worked extremely hard and with a lot of dedication to make this book. It was a pleasure working with you on this project. Thank you for your commitment by your great sense of humour!

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Günter Germgross Peter Lewis-Jones

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System requirements

- Windows® XP, Vista or 7
- Processor: Intel® Pentium® 4, Athlon® 64 2800+, faster processor
- Processor: Intel® Core™ Duo processor
- RAM (1GB recommended)
- Available space
- 1600 screen resolution
- DVD drive
- Speakers or headphones
- Microphone

Installing the DVD-ROM

You must be allowed to install software on your computer, i.e. have Administrator privileges.

- On most computers, the installation will start automatically when you place the disk into the DVD-ROM drive. If it does not:
 - open the Start menu and click on My Computer or double-click on the My Computer icon on the desktop;
 - double-click on the DVD-ROM icon;
 - double-click on the setup.msi icon.

- After you place the disk in the DVD-ROM drive:
 - double-click on the Super Minds Level 1 icon on the desktop;
 - double-click on the Super Minds Level 1.pkg icon.

Follow the installation wizard to install Super Minds Level 1 on the computer.

For detailed system requirements and installation instructions please refer to the ReadMe file available on the DVD-ROM.

Support

If you experience difficulties with this DVD-ROM, please visit: www.cambridge.org/elt/multimedia/help

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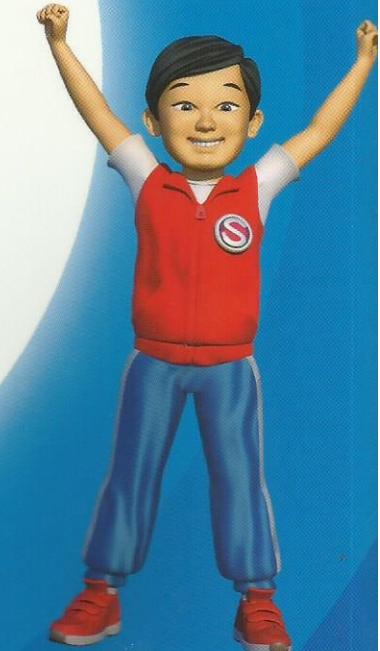
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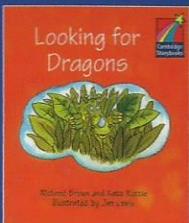
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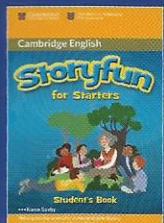


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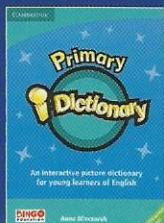
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