

STUDENT'S BOOK + WORKBOOK

**SUPER!
COOL!**

1



SANTILLANA

STUDENT'S BOOK + WORKBOOK

**SUPER!
COOL!**

1



SANTILLANA

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VOCABULARY

Greetings and farewells. Numbers 1 to 10.
Personal details: name and age. Colours.
School objects and personal items. The alphabet.
Adjectives: *OK, cool, happy*

Family members: *mother, father, grandmother, grandfather, sister, brother*
Parts of the body and face: *arms, legs, head, hair, eyes, mouth, ...*
Adjectives: *long, short, big, small, tall, dark, blond, curly, wavy, straight, cute*
Numbers 11 to 20.

Rooms and places in a house: *living room, garden, garage, bedroom, ...*
Home furniture and objects: *sofa, lamp, cooker, window, door, ...*
Toys: *teddy bear, car, doll, robot, train, ...*
Pets: *dog, cat, rabbit, hamster, spider, ...*
Prepositions of place: *in, on, under*

Actions: *cook, speak French, drive, sing, ...*
Sports and leisure activities: *football, basketball, tennis, karate, cycling, ...*
Adverbs: *well, fast, quickly, high*

Food items: *sandwich, hot dog, hamburger, cupcake, carrot, pear, apple, banana, ...*
Meals and mealtimes: *breakfast, lunch, tea, dinner*
Adjectives: *delicious, horrible, tasty*
The days of the week.

Animals: *monkey, dolphin, eagle, crocodile, elephant, kangaroo, duck, ...*
Habitats: *jungle, mountain, sea, lake, grassland, desert*
Body parts: *legs, claws, tail, arms, fin, ears, fingers*
House types: *flat, hut, igloo, ...*

LANGUAGE AND GRAMMAR

SEL

What's your name? My name's... / I'm...
How old are you? I'm... (years old).
What's your favourite... ? My favourite...
What's this / that? ; What are these / those?
Verb to be: I'm; You're; He's; She's; It's; They're
My and your

Being friendly.
Being polite.
Being responsible.
Being respectful.

Verb to be (revision)
Possessive case ('s)
His and her
Have got; has got; haven't got; hasn't got
Have you got... ? Yes, I have. / No, I haven't.
Who's this / that?

Respecting your own and other people's families.
Taking care of your body.
Learning with others.
Getting a sense of achievement.

Where's (Mum)? (She's) in the (garden).
There is ; There are; There isn't; There aren't
Is there... ? / Are there... ? Imperatives
Where's... ? It's (on / in / under) the...

Sharing toys and other objects.
Helping with housework and taking care of the house.
Taking care of your pets.

Can and can't
Can (you)... ? Yes, (I) can. / No, (I) can't.
I can... and I can... , too. / I can... , but I can't...
Who can... ? / What can you do?
How many (songs) can (he) sing?

Being respectful of what people can or can't do.
Giving and accepting praise.
Working together and helping each other.

I like... / I love... / I don't like... / I hate...
Do you like... ? Yes, I do. / No, I don't.
Can you (pass) me..., please? / (Yes), sure! / Thank you.
(Thanks.)
What's for (lunch)? / What day is it today?

Being respectful.
Accepting different interests and preferences.
Having a balanced diet.
Being polite.

(Dolphins) live in (the sea). They eat (fish) and (seafood).
They've got (fins and a tail).
Have (monkeys) got (long tails)? Yes, they have.
(Cheetahs) can (run very fast) but they can't...
Why? Because... / Where do you live? I live in a (flat). / (He) lives in a (big house).

Taking care of the environment.
Being helpful.
Being independent learners.

UNIT 1

HELLO!

1 Listen, look and complete. 

NAME

I'M

~~HELLO~~

JENNY

HI!

1 HELLO . MY NAME'S
2 _____ . WHAT'S
YOUR 3 _____ ?

4 _____ , JENNY!
5 _____ CHRIS.



2 Read, listen and complete.  

4 _____ , Linda!
I'm 5 _____ .

6 _____ !
I'm 7 _____ .
What's your name?

Hi! 1 My name's
2 _____ . What's
3 _____ name?

Hello, 8 _____ ! My
name's 9 _____ .



**SUPER COOL!
LANGUAGE**

Hi! / Hello!
What's your name?
I'm... / My name's...

3 In pairs, make a similar dialogue with your classmate.

LESSON 1

4 Listen and put the dialogue in order. 



- 1 See you!
- 2 I'm fine, thanks. And you?
- 3 Hi, Mary! How are you?
- 4 That's cool! Bye!
- 5 I'm OK. Thank you!

5 Read and listen. Then write a similar dialogue in pairs and act out. 

Ruth
Hello, Joe! 😊 How are you? 10:34

Joe
I'm fine, thanks. And you, Ruth? 10:36 ✓✓

Ruth
I'm OK. Thank you. 10:37

Joe
That's cool! Bye, Ruth! 10:39 ✓✓

Ruth
See you! 🤗❤️ 10:40

SUPER COOL! LANGUAGE

How are you?
I'm fine, thanks.
Thank you! / Thanks!
Bye! / Goodbye! / See you!

_____ 10:34

_____ 10:36 ✓✓

_____ 10:37

_____ 10:39 ✓✓

_____ 10:40

6 Make a *Name Card* and put it on your desk. Walk around and greet your classmates.



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UNIT 1

1 Listen and say the numbers. 5

1 ONE

4 FOUR

7 SEVEN

2 TWO

5 FIVE

8 EIGHT

10
TEN

3 THREE

6 SIX

9 NINE

2 Listen and complete. 6

birthday

years

you

I'm

old

Thank you

Happy birthday to you! Happy birthday to
you! Happy 1 birthday, John!
How 2 _____ are 3 _____ today?

4 _____ eight
5 _____ old today.
6 _____, Megan!



**SUPER COOL!
GRAMMAR**

How old are you?
I'm... (years old).

LESSON 2

3 Listen and complete this interview with the phrases in the box. 

I'm nine years old.

That's right.

I'm James.

Billy: What's your name, please?

James: 1 _____

Billy: And how old are you, James?

James: 2 _____

Billy: So, you're James and you're nine.

James: 3 _____

Billy: Thank you, James



4 Now work in pairs and make up a similar interview.

You: _____

Your friend: _____

You: _____

Your friend: _____

You: _____

Your friend: _____

SUPER-COOL! WORDS

Don't forget to use *Please* and *Thank you*!

SUPER COOL! GRAMMAR

I *am* = I'm
You *are* = You're

5 How old are you today? Look and write the numbers.



1 I'm five years old



2 I'm _____



3 I'm _____



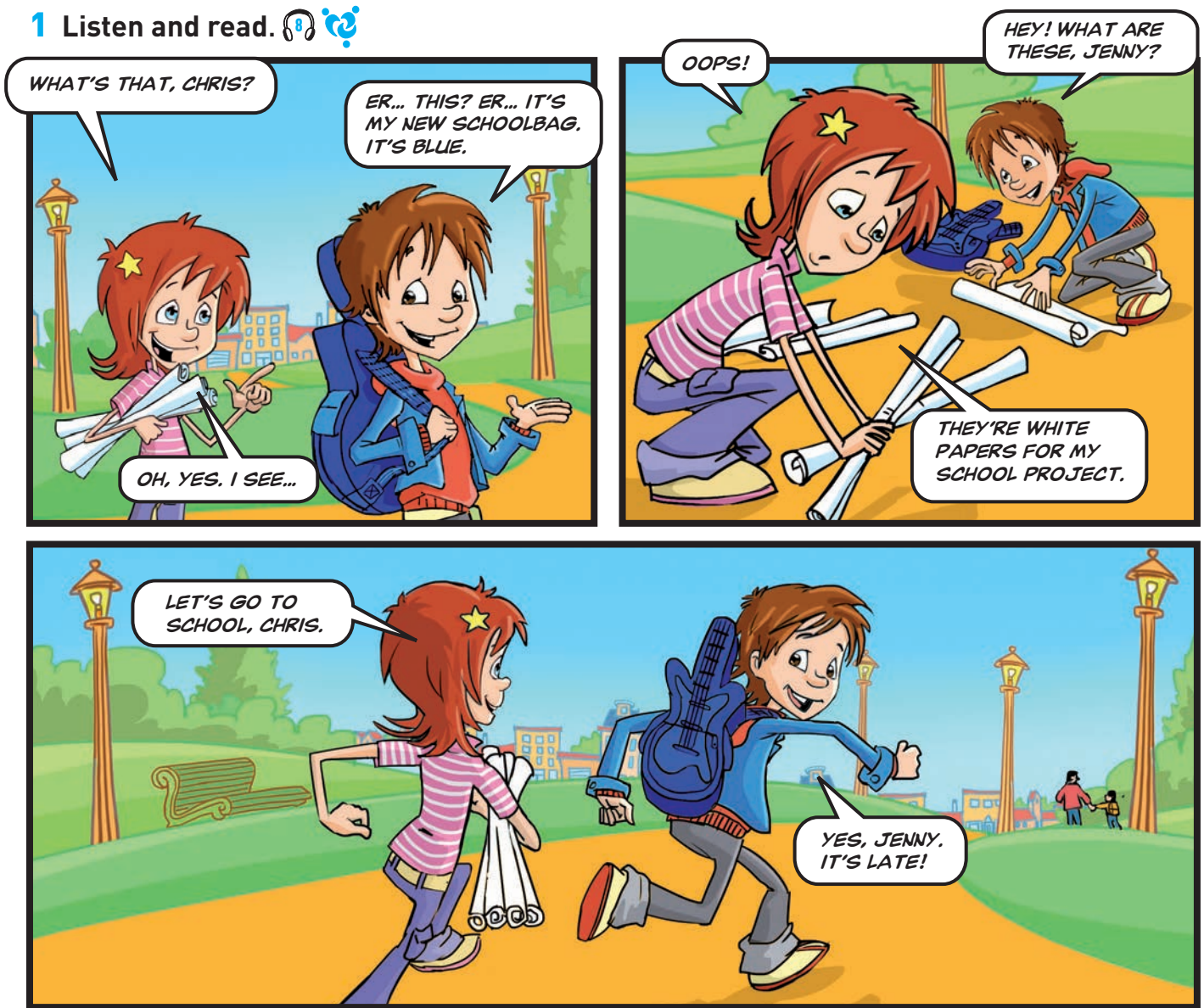
4 I'm _____



5 I'm _____

UNIT 1

1 Listen and read.



2 Listen and repeat.



1 ruler



2 pen



3 rubber



4 pencil



5 notebook



6 sharpener

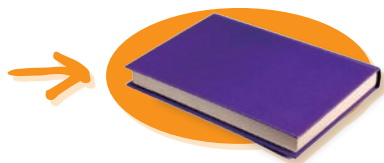


7 book



8 schoolbag

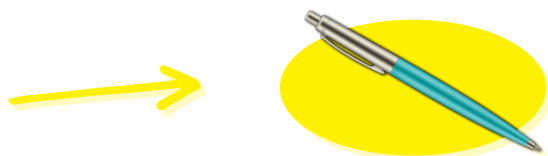
3 Look and answer.



- 1 What's this?
It's a book.



- 2 What are these?
They're rulers.



- 3 What's that?
It's a pen.



- 4 What are those?
They're pencil cases.

**SUPER COOL!
GRAMMAR**

4 Answer these questions.

What's *this* / *that*?
It's a schoolbag.

What are *these* / *those*?
They're papers.



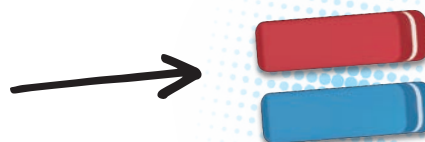
- 1 What's this?
-



- 2 What's that?
-



- 3 What are these?
-



- 4 What are those?
-

UNIT 1

1 Listen and repeat. 



SUPER COOL! GRAMMAR

What colour's the pencil case?

It's pink.

It is = It's



What colour are the schoolbags?

They're black.

They are = They're



What's your favourite colour?

My favourite colour is red.

2 Look at exercises 3 and 4 on page 9 and answer.

1 What colour's the pen?

It's blue.

2 What colour are the pencil cases?

They're _____

3 What colour is the schoolbag?

4 What colour are the rulers?

3 Answer these questions in pairs.

1 What colour is your pencil case?

2 What colour are your pencils?

3 What's your favourite colour?

4 Listen and read.



Hi! I'm Sue and I'm 9.
Pink's my favourite colour.

I'm Mike and I'm 10.
Green's my favourite
colour. My pencil
case is green.



**SUPER COOL!
GRAMMAR**

Is this a notebook?

Yes, *it is*. / No, *it isn't*.

is not = *isn't*

Are these notebooks yellow?

Yes, *they are*. / No, *they aren't*.

are not = *aren't*

5 Work in pairs. Pretend you are Sue and Mike and complete the dialogue. Then act it out.

Sue: Hi! I'm Sue. What's your name?

Mike: _____
_____?

Sue: I'm fine, thanks. _____?

Mike: _____
_____?

Sue: I'm nine. _____?

Mike: _____ ten.

Sue: _____, Mike?

Mike: It's green. _____?

Sue: It's _____.
_____?

Mike: It's green!

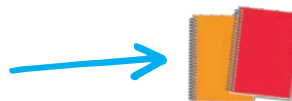
6 Now make up a similar dialogue about you and a friend.

7 Look and answer.

1 Is this a ruler?



2 Are those books?



3 Is that pencil case orange?



4 Are these sharpeners red?



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SUPER COOL EXTRA!

1 Let's sing along! 🎧

THE ALPHABET SONG

A B C D E

Come on and sing with me!

F G H I J

Oops! My skateboard's grey.

K L M N O P

Ta-da! My bike is green.

Q R S T U

Hello! And how are you?

V W X

What's next? What's next?

Well, of course, Y and Z.
See you! Goodbye! Farewell!

2 Complete and read out the sequences.

A, B, _____, _____, _____

F, _____, H, _____, _____

_____, L, M, _____, O

P, _____, R, _____, T

_____, V, _____, X, _____, Z

SUPER-COOL! WORDS



3 Look at the Super Cool Words box and answer the questions.

1 What's this?



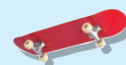
2 What colour are the scissors?



3 Is this a bike?



4 What colour is the skateboard?



4 Work in pairs. Play a spelling bee competition with your friend.

1 Goodbye

2 Bike

3 Pink

4 Orange

5 Three

6 Schoolbag

7 Brown

8 Pencil

9 Eight

10 Scissors

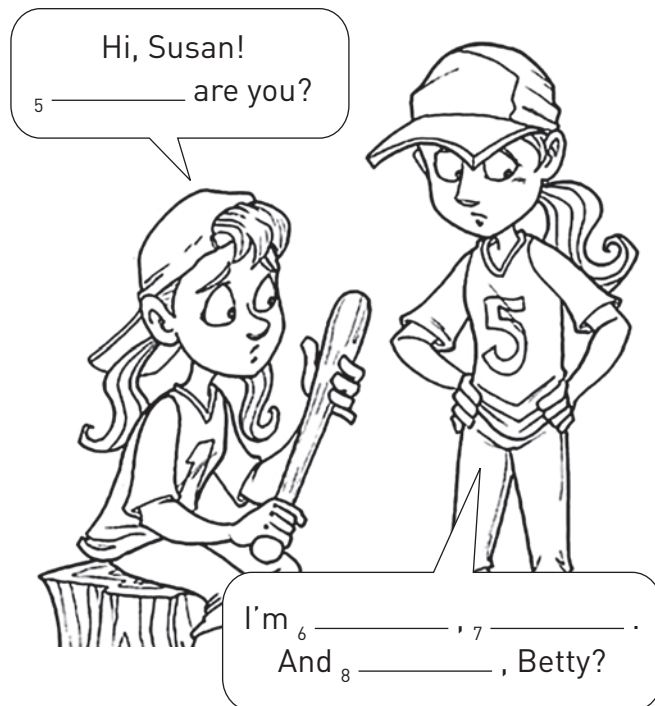
5 Play this game with a friend. Good luck!



UNIT 1

1 Complete the dialogues with the words in the boxes.

Hello My ☒ name fine you thanks I'm How



2 Match.

- | | |
|---------------------|-------------------|
| 1 What's your name? | That's cool! |
| 2 Hi! How are you? | See you! |
| 3 I'm OK! | Hi, Liv! |
| 4 Goodbye! | I'm Lily. |
| 5 Hi, Bill! | I'm fine, thanks. |

3 Unscramble these greetings.

- | | |
|---------------------------|--------------------------|
| 1 IH! = <u>HI!</u> | 3 YBGDOOE = _____ |
| 2 OELHL! = _____ | 4 EES UOV = _____ |

1 How old are they? Write the numbers.



1 I'm three .



2 I'm _____ .



3 I'm _____ .



4 I'm _____ .



5 I'm _____ .



6 I'm _____ .



7 I'm _____ .



8 I'm _____ .

2 Read and write about you.

HI, THERE! MY NAME'S ZOE. I'M NINE YEARS OLD. WHAT'S YOUR NAME? HOW OLD ARE YOU?



Draw or stick your picture here.

HI, ZOE! MY NAME'S... _____

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SUPER COOL! es una serie de tres niveles para estudiantes de inglés de la escuela primaria. Se adapta a diferentes estilos de aprendizaje al proporcionar actividades de descubrimiento y práctica y consolidación en gramática y vocabulario. *Super Cool!* fomenta la participación de los estudiantes a través de tareas simples de comprensión y expresión oral, de lectura y expresión escrita y actividades de trabajo por proyectos. Juegos y canciones contribuyen a repasar los temas clave de cada unidad. La sección *Super Cool Extra!* ofrece a los estudiantes oportunidades para revisar y desarrollar aún más las habilidades de lectura y el vocabulario.

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