

CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

3

AMERICAN ENGLISH
**SUPER
MINDS**

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Better
Learning

Thanks and acknowledgments

Acknowledgments

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Photography and illustrations

The photographs and illustrations in the teaching notes are reused from the Student's Book.

The photographs and illustrations in the Introduction are reused from the Student's Book, Workbook, Practice Book, Flashcards, Presentation Plus, and Practice Extra.











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Map of the Book

Meet the Explorers (pages 4–9)

Vocabulary Review of numbers: 21–100 upstairs, basement, downstairs	Language Focus <i>I'm good at (playing soccer).</i> <i>I'm not good at (climbing trees).</i> <i>Mike is Tom's uncle.</i>	Story <i>The Old Book</i> Value Courage Phonics Short Vowel Sounds
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► Song: The Explorers

1 Our School (pages 10–21)

🔍 What kinds of puzzles are there?

Vocabulary School Subjects: <i>art, English, geography, music, IT, history, math, science, PE</i>	Language Focus <i>I like listening to (music).</i> <i>He loves / doesn't like learning about (science).</i> <i>You have to wear (school uniform).</i>	Story <i>Getting Help</i> Phonics Letter Names	Skills • Reading • Reading, Listening, and Speaking Value Accepting Others	Think and Learn Math: Geometric Shapes Project: Make an insect with shapes.
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► Song: Lots of Puzzles

► Communication: Favorite Subjects

► Writing: My Portfolio

2 The Picnic (pages 22–33)

🔍 What's good to eat?

Vocabulary Food: <i>apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water</i>	Language Focus <i>Is there any (cheese)?</i> <i>There isn't any (cheese).</i> <i>There is some (cheese).</i> <i>Are there any (oranges)?</i> <i>There aren't any (oranges).</i> <i>I'd like some (peas).</i> <i>Should we make some (soup)? How about some (tea)?</i>	Story <i>The Golden Apple</i> Value Perseverance Phonics The Sounds /ɪ/ and /aɪ/	Skills • Listening, Reading, and Speaking • Reading and Writing	Think and Learn Science: Edible Plants Project: Make a drawing of picnic food.
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► Song: Good Idea

► Communication: At the Sandwich Store

► Writing: My Favorite Foods

3 Daily Tasks (pages 34–45)

🔍 What's it like to work at night?

Vocabulary Daily Tasks: <i>do the dishes, clean up, sweep, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk</i>	Language Focus <i>It's (eight) o'clock.</i> <i>It's half past (eight).</i> <i>It's quarter past / to (eight).</i> <i>Amy always / usually / sometimes / never (does the dishes after dinner).</i>	Story <i>Cleaning Up</i> Phonics The Letter Sounds <i>v</i> and <i>f</i>	Skills • Reading • Writing, Listening, and Speaking Value Being Kind to Others	Think and Learn Social Science: Jobs at Night Project: Write a diary.
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► Song: Nighttime Flight

► Communication: Helping at Home

► Writing: My Family

4 Around Town (pages 46–57)

What do we find in towns?

Vocabulary Towns: <i>map, bank, bus station, tower, library, market, sports center, supermarket, fair, parking lot</i>	Language Focus <i>It's across from the (park). It's close to/near the (library). It's above the (bus station). It's below the (tower). I'm going to (the store) to buy (some bread).</i>	Story <i>Up High</i> Value Lateral Thinking Phonics The Sounds /ar/ and /r/	Skills <ul style="list-style-type: none"> • Reading • Listening, Speaking, and Writing 	Think and Learn Geography: Tall Buildings Project: Design a tall building.
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▶ Song: Lost in Town

▶ Communication: Help a Visitor in Your Town

▶ Writing: Messages

5 Under the Ocean (pages 58–69)

What's in the ocean?

Vocabulary Ocean Creatures: <i>seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle</i>	Language Focus <i>The great auks were / weren't (sea birds). Their food was / wasn't (fish). Were you (in the ocean), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.</i>	Story <i>The Trap</i> Phonics The Letter Sounds s and sh	Skills <ul style="list-style-type: none"> • Reading • Writing, Listening, and Speaking Value Being Brave	Think and Learn Environmental Studies: People and the Ocean Project: Make a leaflet.
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▶ Song: The Crocorox

▶ Communication: Where Were We ... ?

▶ Writing: Ocean Creatures

6 Gadgets (pages 70–81)

How are gadgets useful?

Vocabulary Technology: <i>game console, electric fan, walkie-talkie, electric toothbrush, tablet, flashlight, cell phone, elevator, laptop</i>	Language Focus <i>The (DX24) is bigger / more expensive than the (DX32). The (Airbus A380) is the biggest (plane) in the (world). The (Baldacchino Supreme) is the most expensive (bed) in the world.</i>	Story <i>The Cave</i> Value Being Resourceful Phonics Long Vowel Sounds	Skills <ul style="list-style-type: none"> • Reading and Speaking • Listening, Speaking, and Writing 	Think and Learn History: Cave Paintings Project: Make a cave painting.
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▶ Song: Look at My Gadget

▶ Communication: Go Shopping

▶ Writing: My Gadgets

7 In the Hospital (pages 82–93)

What keeps us healthy?

Vocabulary Health: <i>doctor, nurse, cold, cough, headache, toothache, earache, stomachache</i>	Language Focus <i>jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said</i>	Story <i>At the Hospital</i> Phonics -ed Endings	Skills <ul style="list-style-type: none"> • Reading • Reading and Listening Value Determination, Never Giving Up	Think and Learn Science: Staying Healthy Project: Make a storyboard about staying healthy.
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▶ Song: An Apple a Day

▶ Communication: At the Doctor's

▶ Writing: Write a Story

8 Around the World (pages 94–105)

 What wonders of the world are there?

Vocabulary Countries: <i>Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India</i>	Language Focus <i>We went to the (beach), but we didn't go (swimming). We played basketball, but we didn't play soccer. Did you go shopping? Yes, I did. / No, I didn't. When did you get home? Yesterday.</i>	Story <i>The Final Letters</i> Value Showing Interest in Other Cultures Phonics The Sounds /i/ and /ɪ/	Skills <ul style="list-style-type: none"> • Listening and Reading • Speaking, Reading, and Writing 	Think and Learn Geography: Wonders of the World Project: Make a poster.
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▶ **Song:** All the Wonders in the World

▶ **Communication:** What Did We Do on Our Vacations?

▶ **Writing:** Write About a Country

9 Vacation plans (pages 106–117)

 How are vacations different?

Vocabulary Weather: <i>thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots</i>	Language Focus <i>I'm going to play in the yard all day. It's (not) going to be rainy on (Tuesday). Are you going to (cook pizza)? Yes, I am. / No, I don't like cooking.</i>	Story <i>The Treasure</i> Phonics The sound /ɜr/	Skills <ul style="list-style-type: none"> • Reading • Reading and Listening Value Changing Perceptions	Think and Learn History: Vacations in the Past Project: Make a storyboard about a vacation in the past.
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▶ **Song:** Happy Vacation

▶ **Communication:** Vacation Time

▶ **Writing:** Imagine a Vacation

Key to Teaching Notes Icons

 Cambridge Life Competencies Framework

 Cognitive Control Functions

 Story

 Values

In the teaching notes, these two icons use the colors shown here in order to help contrast the two areas for teachers. For students, both kinds of icon use one color.



Welcome to **SUPER MINDS** **SECOND EDITION**

Rediscover *Super Minds*!

Welcome to *Super Minds 2nd Edition*, a thoroughly updated and enhanced new edition of a much-loved English course from this renowned author team.

Accompany your students on exciting adventures with the intrepid characters, as they enjoy creative projects, authentic CLIL content, and the flexibility of the extensive skills practice, while working toward B1 level on the Common European Framework of Reference for Languages (CEFR).

Aligned with the Cambridge Life Competencies Framework, *Super Minds 2nd Edition* has a particular focus on developing critical and creative thinking skills. In addition, throughout the course, students will develop their working memory, inhibitory control, and cognitive flexibility, three key cognitive control functions for young learners. Together with the universal values introduced in each story, these skills help create curious and successful lifelong learners and socially responsible individuals.

Super Minds 2nd Edition is supported by a comprehensive digital package in *Cambridge One*, a new-generation learning environment, including big-screen quality animated videos for the classroom and Practice Extra, digital activities for home or lab learning. In addition, Practice Extra includes comprehensive data views, rewards, and the capacity to assign homework digitally.

Super Minds 2nd Edition is a course that combines the very best of rich classroom experience with current pedagogical research.

Super Minds 2nd Edition: The Thinking Course, Revisited

Super Minds is loved by millions of learners of English in over 70 countries. Since its publication, we have conducted extensive research to find out what teachers and learners love about *Super Minds* and what could be updated and made even better.

While this new and improved 2nd Edition of *Super Minds* maintains its easy-to-use, comprehensive language syllabus and unit structure, the experience of teaching and learning with the course is thoroughly refreshed and contemporary.

What have we kept?

The things teachers and learners love:

- relatable characters who enjoy exciting adventures
- fun and catchy songs and chants that aid engagement in the classroom and at home
- interactive and engaging projects and activities
- authentic CLIL content and extensive skills practice
- a comprehensive language syllabus.



What have we improved?

Super Minds 2nd Edition represents a significant update. Here's how *Super Minds 2nd Edition* has changed:

1 New Design

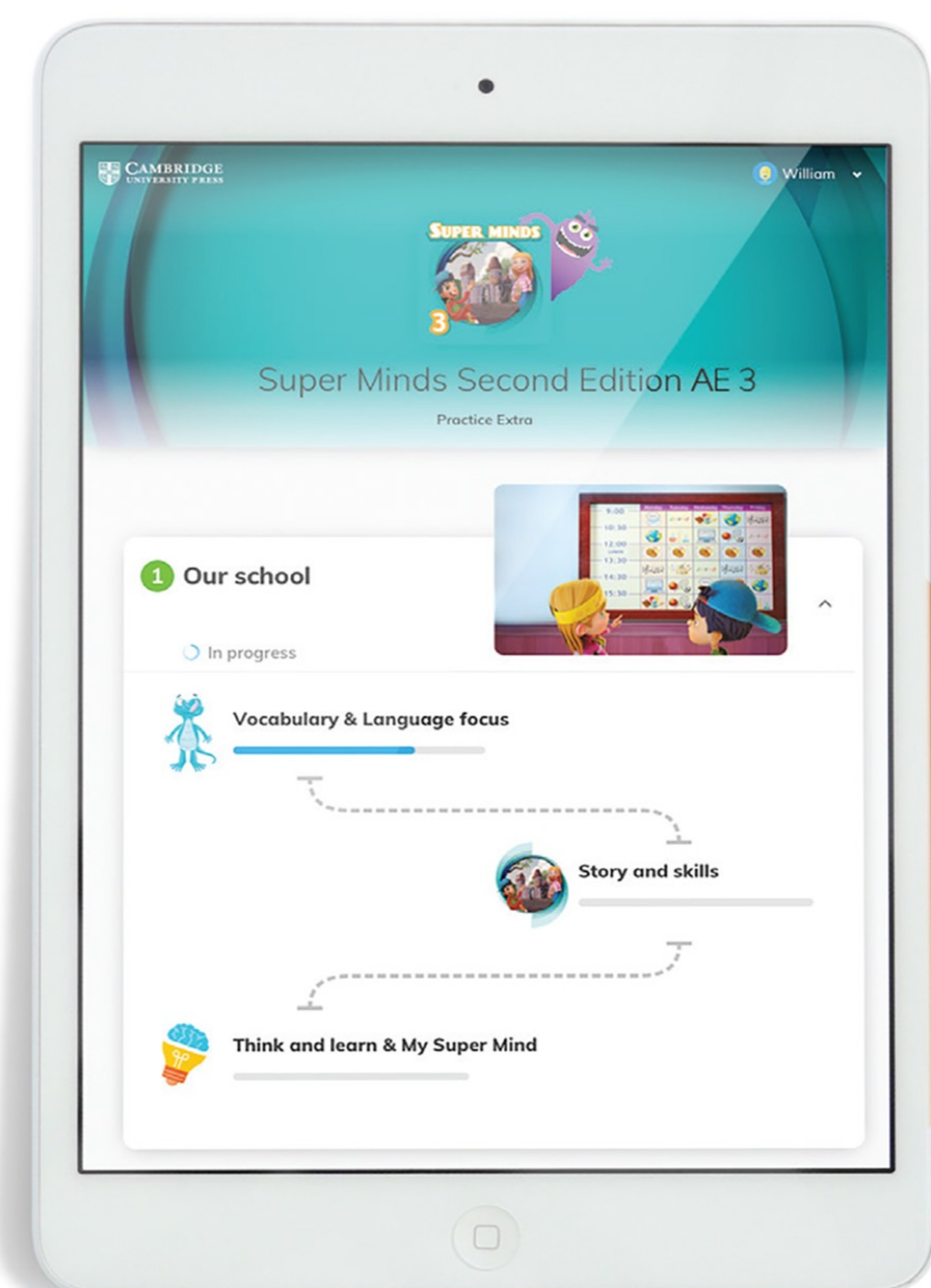
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be delighted by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A full-color Workbook gives learners further practice and consolidates learning.

2 Fresh and Updated Content

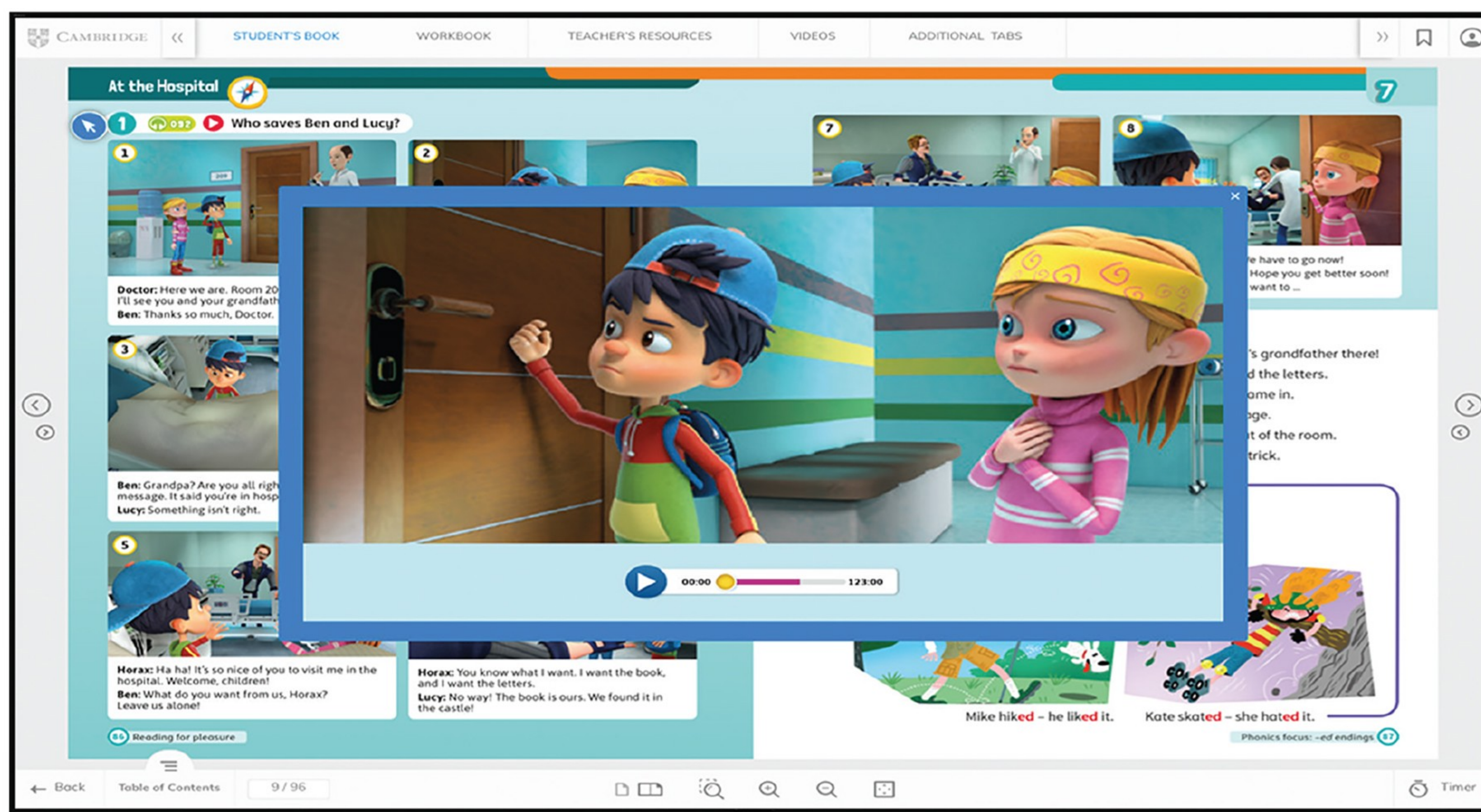
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language Focus* videos at all levels.
- New *Think and Learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been updated and developed in line with the Cambridge Life Competencies Framework. Activities are mapped to the Framework and explained in the Teacher's Book.
- Activities designed to enhance cognitive control functions, which will lead to more successful language learning.
- New *Big Questions* at the beginning of every unit give students a gradual introduction to inquiry-based learning.

3 Enhanced Digital Support

- Extensive digital support for teachers and students is accessed through our new learning environment, *Cambridge One*.
- Presentation Plus gives easy access to resources in the classroom, including the new animated videos.
- Practice Extra provides extra digital activities for students in a carefully tailored environment designed specifically for Primary learners. It includes interactive games to review language and *Brain Break* activities to aid motivation and help recharge the brain.



Practice Extra



Presentation Plus



The Cambridge Life Competencies Framework

Our world is changing fast, and we need to prepare our students with the skills and experiences that go beyond learning an additional language.

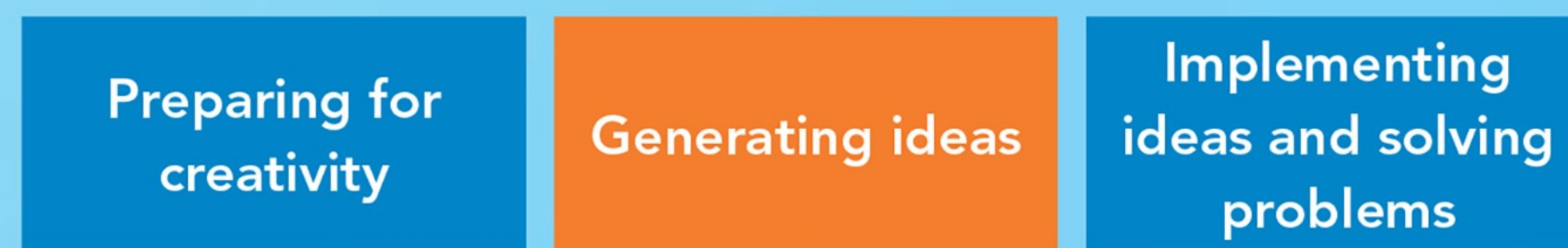
Our job as primary educators is complex. How do we prepare our students for a future that may be dramatically different from the present? Experts say there are some key skills that will be essential for the citizens of tomorrow: working together with people from around the world, thinking creatively to solve problems, analyzing sources more critically, communicating our views effectively, and maintaining a positive mindset in an increasingly complex world.

The Cambridge Life Competencies Framework supports teachers in this challenging area – we understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities.

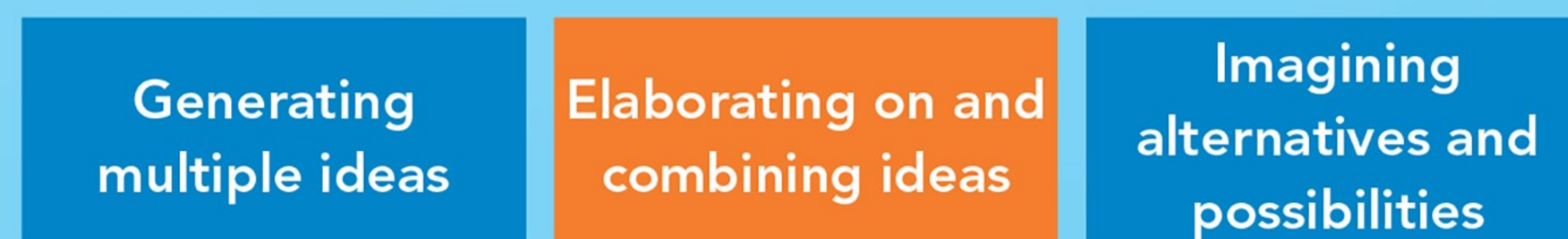
Competency



Core Areas



Components



Example "Can Do" Statements

Finds new uses for objects and explains these ideas in detail

Super Minds 2nd Edition and the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework underpins the Critical and Creative Thinking strands of *Super Minds 2nd Edition*, helping to create curious and successful lifelong learners.

Critical Thinking

This activity from Unit 8 of the Student's Book helps learners understand and analyze links between ideas by sorting and classifying countries according to key features.

8

Think and Write

Write About a Country

Writing Tip
 Remember that names of cities and countries always start with a capital letter.

- Choose a country. Find information about the country. Make notes.

●	Country:	Spain
●	Where:	Europe
●	Cities:	Madrid, Barcelona, Málaga
●	Famous for:	ocean, mountains, sun, Picasso, soccer
- Make an information tree about your country.
- Find pictures and write about your country.

Spain is in Europe. The capital city is Madrid. It is in the middle of the country. Spain has two great soccer teams: Real Madrid and Barcelona. Barcelona is another famous city in Spain. It's by the ocean. It has lots of amazing buildings. There are beautiful mountains in the north of Spain, next to France. Picasso was a famous painter from Spain. One day, I would like to go to Spain for a vacation.

Writing 105

4 What's different about a beach vacation now and a beach vacation 100 years ago? Find two differences. Find two things that are the same.

100 years ago, people went to the beach by steam train. Now, they go by car.

5 Vacations now or vacations 50 years ago? Look at the pictures and write the numbers in the table.

Sleeping	Cooking	Playing
1	3	5
2	4	6

Camping 50 years ago	Camping now

6 Circle the pictures that you think could be in both groups.

7 **Project** Make a storyboard about a vacation when you were younger.

We went to the lake. We went by steam train.

We played with our ball and went swimming.

For lunch, we had a picnic and some ice cream.

We went for a long walk after lunch.

We felt happy.

Creative Thinking

This project in Unit 9 of the Student's Book helps learners develop Creative Thinking skills by writing an original story.



Cognitive Control Functions

Successful language learning requires our learners to be in control of their own learning and of themselves. To do this, they need to:

- set goals
- organize learning over time
- focus attention to be able to stay on task
- adapt behavior in order to overcome challenges and reach goals.

To manage these behaviors successfully, the brain uses **cognitive control functions**, which determine students' success in learning and have a significant influence on their future success and well-being.

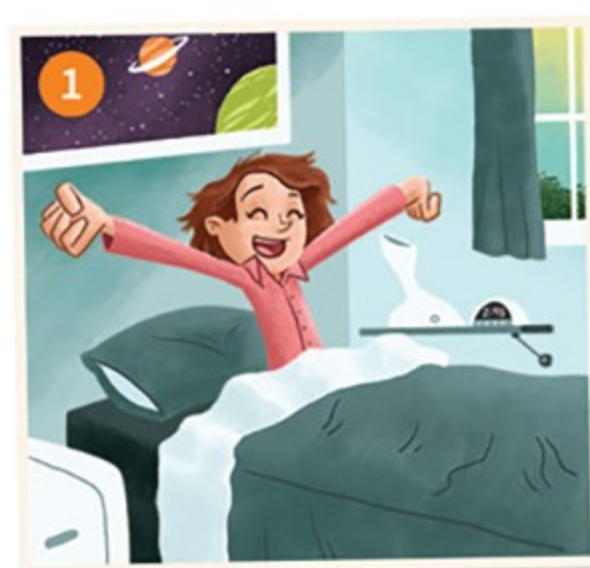
Activities in *Super Minds 2nd Edition* have been designed to enhance the **three core areas** of learners' cognitive control functions:

Working memory

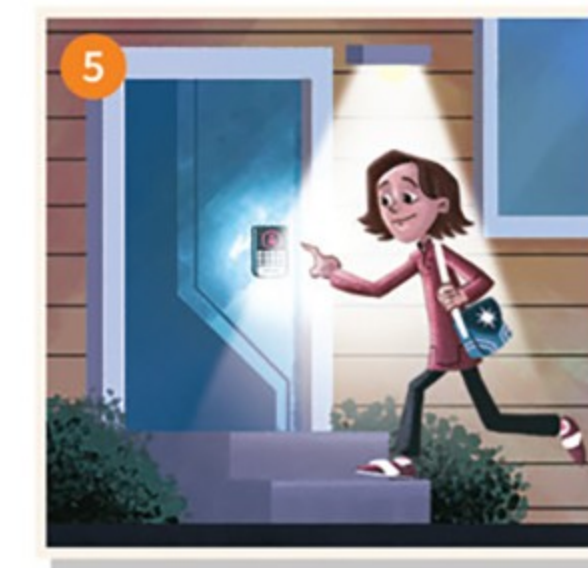
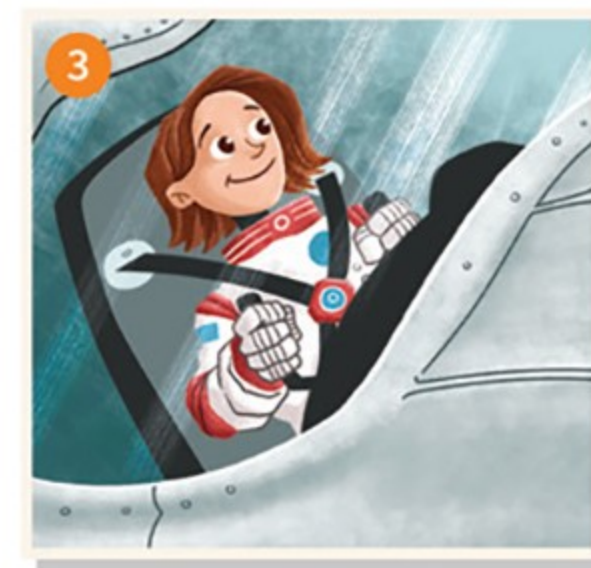
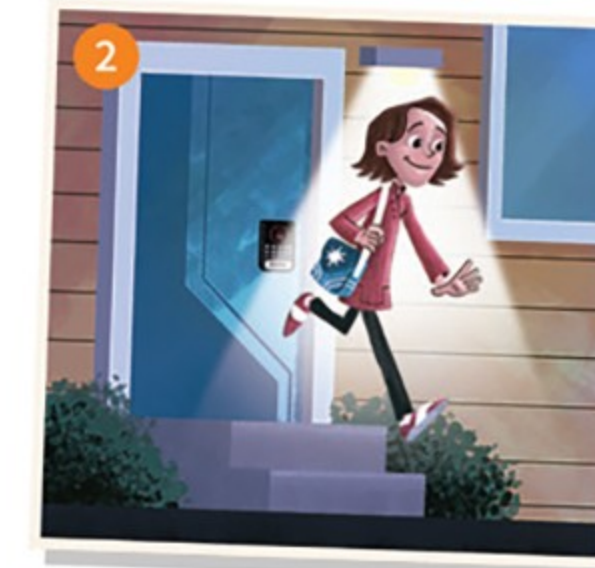
is the ability to remember information so that certain tasks can be completed.

This activity in Unit 3 of the Workbook helps to improve learners' working memory.

1 Remember the song and match. Read the song again to check.



- a half past three
- b half past ten
- c half past nine
- d quarter to three
- e nine o'clock



2 Play the town game.

Close your eyes. Imagine you can see a town. There's a big library. What's close to it?

Near the library, there's an old school. You close your eyes. Imagine the old school. What's across from it?

3 Draw and write about your imaginary town.

Inhibitory control

refers to the abilities to focus attention to control our emotional and behavioral responses.

This activity in Unit 4 of the Student's Book helps to improve learners' inhibitory control.

Cognitive flexibility

is needed for solving problems and enables students to look at issues from different viewpoints, to think "outside the box," and to adapt to changing conditions.

This activity in Unit 4 of the Student's Book helps to improve learners' cognitive flexibility.

3 Imagine a robot. Write where he/she is going and why.

This is Roro. He is going to the parking lot to get his super sports car.



Unit Walkthrough

Key vocabulary

is presented in an opening illustration that features the *Super Minds* characters and sets the scene for the main story of the unit. Full-color digital or printed flashcard sets help learners practice vocabulary.

The Big Question

is a new feature that gives a gradual introduction to inquiry-based learning. Each *Big Question* is directly related to the unit topic and is explored throughout the unit with further ideas for exploitation available in the Teacher's Book.

1 Our School

1 Listen and say the words. Then check with a friend.

1 English
2 math
3 geography
4 science
5 IT
6 music
7 art
8 PE
9 history

BIG QUESTION What kinds of puzzles are there?

2 Listen and correct the sentences.

1 Ben's favorite subject is history.
2 Lucy understands the puzzle.
3 Lucy wants to ask their math teacher.
4 Lucy doesn't like the librarian.

3 Ask and answer.

Do you like history? Yes, I do. It's my favorite subject.
What subjects are you good at? Music and art. I'm very good at them.

1 Listen and write Z (Zoe) or A (Adam).

1 I love doing number puzzles. Z
2 My sister likes number puzzles. Z
3 I like listening to stories. Z
4 My sister doesn't like writing stories. Z
5 I love singing. Z
6 I don't like listening to music. Z

2 Where do the words go? Say the sentences.

1 I love. (singing)
2 I don't like number puzzles. (doing)
3 She doesn't like stories. (writing)
4 She likes to music. (listening)

3 Watch, listen, and say.

Language Focus

I like listening to music. He likes listening to music.
I like climbing trees. He likes climbing trees.
I love sleeping in the sun. He loves sleeping in the sun.
But I don't like hearing bees. But he doesn't like hearing bees!

4 Play the like / don't like game.

doing number puzzles
listening to stories
singing
doing projects
learning about animals
listening to music
sleeping
writing stories

Do you like drawing?
Yes, I do.

10 School Subjects; Before / After

11 Like / Don't like + ing

Fun and informative songs

practicing and extending the vocabulary and language of the unit are featured throughout *Super Minds 2nd Edition*. Karaoke song videos can be found in Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

Contextualized language

is presented in new 2nd Edition story-based animated *Language Focus* videos, featuring the entertaining character Greg the Gecko. Each unit has two animated videos that can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

1 Listen and check the subjects you hear. Then sing the song.

There are lots of puzzles
To find the answers to
They help us understand
What's false and what's true.

I love learning about the world
In geography.
I love playing sports and games.
It's time to do PE.

I love hearing about the past.
Let's turn on our computers now.
And math is really cool.
Oh, yeah! I love all the things
That we learn at school!

There are lots of puzzles ...

2 Solve the puzzles and write the school subjects.

1 h l g e s n t
2 c c n e i s e
3 y t h r s i o
4 h o r p g e y g a

3 Create a puzzle for your friend.

15 Singing for Pleasure

1 Read and draw the missing picture.

2 Put the words in order. Say the sentences.

1 uniform. wear you a school
2 have to your homework put on the teacher's desk. You

3 Watch, listen, and say.

Language Focus

You have to wear a uniform.
You have to climb like me.
You have to clean your eyes like this.
You can't? I see. Hehe!

4 Read and play the rules game.

wash your hands
brush your teeth
before you go to bed
before you go to school every day
before you

Hi Julia,
I know you are in my class this year. Here are some of the things we have to do: We have to wear a school uniform. We have to learn some new words every week. We have to arrive at school at nine o'clock. We have to put our homework on the teacher's desk before class. See you tomorrow!
John

xiii

Episodic adventure stories

linked to the unit theme
run throughout each level
and feature the classic
Super Minds characters.

Brand new big-screen quality animated story videos

are a new feature of the 2nd Edition and can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

Getting Help

1 Why can't Lucy and Ben read the book?

1 **Lucy:** Excuse me. Can you help us, please?
Mr. Williams: Yes, of course. What's the problem?
Ben: We can't read this book. It's in code.

2 **Mr. Williams:** Hmm. Let me think. It isn't easy. There are lots of clues in this book. But they're all in code. Very interesting! I like doing puzzles!

3 **Mr. Williams:** This is difficult! Can I keep the book? I can tell you tomorrow.
Lucy: Keep the book?
Ben: No, sorry. We can't give it to you.

4 **Mr. Williams:** OK then, sorry kids. I can't help you. I have to go.
Lucy: OK, thanks anyway.

5 **Ben:** What's going on? It's dark!
Lucy: Come on, Ben. We have to get out of here.

6 **Ben:** Someone wants our book!
Lucy: It's probably Horax and Zelda.
Ben: What? Here in the school? No way!
Lucy: We have to find a way to read this code.

14 Reading for Pleasure

1 Use the code to write the message from Lucy and Ben's book.

ABCDEF GHIJK LMNOP QRSTU VWXYZ
ϣ ρ Ⓞ Ⓜ Ⓢ Ⓚ Ⓛ Ⓝ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ
Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ
Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ

2 Use the code to write the message from Lucy and Ben's book.

3 Find who says ... **OK, thanks anyway.**

4 Listen and say.

DJ Cool K is on his way from the U.K. to the U.S.A.

Phonics Focus: Letter Names 15

Phonics

in each unit link to the story. Further phonics practice can be found in the corresponding pages of the Workbook.

Skills / Storytime

1 Look at the pictures and the title. What do you think the story is about? Write three sentences.
I think the story is about ... There is / are ...

2 Read the story quickly. Try to find the answers.
1 What is the teacher's name? 3 What do the children write down on the paper?
2 What doesn't Oliver like?

3 Read and listen. Check your answers.

Puzzles are great fun

All the girls and boys in Oliver's class like playing football but Oliver doesn't like football. Many of them love playing computer games but Oliver really doesn't like computer games. 'He's a bit silly!' a boy called Mike says.

At lunch Ms Sanders, their teacher, goes outside with her class. The children love that. Most of the children run around but Oliver prefers sitting under a tree. 'He likes thinking,' some children say. 'He's a bit silly!' Mike says.

One day, the children have a History lesson. Many of the children love History. They love listening to Ms Sanders' stories. Oliver finds listening to stories boring, he prefers numbers and dates.

Ms Sanders sees that Oliver is not listening and she stops her story. She goes to the board and writes a date on it: 10th August 1992.

'History is full of important dates,' Ms Sanders says. Oliver starts to listen. 'And dates are important in our lives too.' Ms Sanders says. 'Look at this date. It's very important to me but maybe it's not important to you. What do you think it is, Oliver?'

The children are all very quiet now. They are looking at Ms Sanders, and they are looking at Oliver. 'It's a Monday!' Oliver says. 'Ha ha!' laugh the children in the class. 'Ms Sanders tells them to be quiet. 'You're right, Oliver! It is a Monday and it's my birthday. How do you know it's a Monday?'

16 Value: accepting others; reading skills

1 'It's easy!' Oliver says. 'Write down a date and I can tell you what day of the week it is!' 'That's not true!' Mike says. 'You can't know that! You're not a computer. Hahahaha!'

'Take out some paper,' Ms. Sanders tells the class. 'Write down a day, a month, and a year.' The children put their papers in front of Oliver.

April 10, 2016 - 'It's a Sunday!' Oliver says.
September 21, 1999 - 'It's a Tuesday!' Oliver says.
January 1, 2001 - 'It's a Monday!' Oliver says.

'Now let's look at the computer,' says Ms. Sanders. 'Mike, come here!' Mike sits down at the computer. He types the first date: April 10, 2016. 'It is a Sunday!' Mike says. He looks at the next date. 'It is a Tuesday!' Mike says. And when he looks at the next date he says, 'It is a Monday!'

'Wow!' the children say. 'You're a computer, Oliver!' Oliver smiles. 'I'm not a computer!' 'Can you teach us how to do this?' Mike asks. 'Mm, I have an idea,' Oliver says. 'Let's start a puzzle club at our school. Puzzles are great fun!' 'Hooray!' the children shout.

4 Put the story in order.

In a history class, Ms. Sanders is telling a story.
 Oliver doesn't listen to the story.
 Oliver says the day of the week for each date.
 Oliver says what day of the week the date is.
 Ms. Sanders writes a date on the board.
 The children start a puzzle club together.
 The children write down some dates on pieces of paper.

5 Listen to a summary of the story. Write the missing words in the summary. Write the missing words in the summary.
In the summary we have ...
1 math instead of history. 3 _____
2 _____ instead of _____.

6 Talk together: What activities or subjects at school are fun? What do you really like ... My favorite ...

Extensive Skills pages

give practice with listening, speaking, reading, and writing skills, while the Storytime feature offers brand new extended reading texts in alternate units.

Universal values

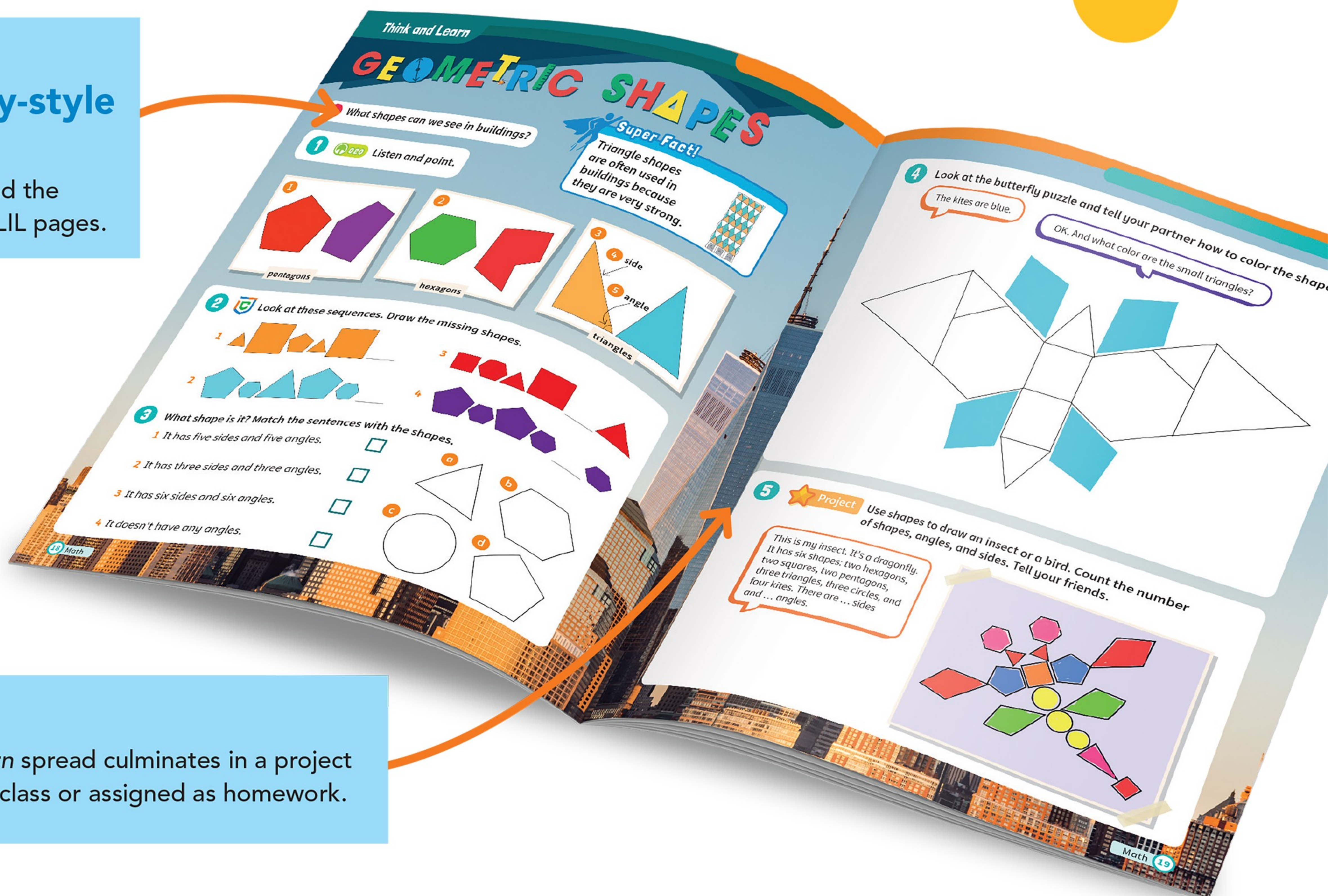
are introduced in the Story and Storytime spread and are supported with extension activities in the Teacher's Book. Thinking about values and applying them when interacting with others is a key life competency and helps build socially responsible individuals.

Think and Learn CLIL projects

integrate content and language, with students learning about other curriculum subjects in English so that their English is expansive. The CLIL syllabus has been specially designed to cover similar topics as those that students will be encountering in their first language at the same stage.

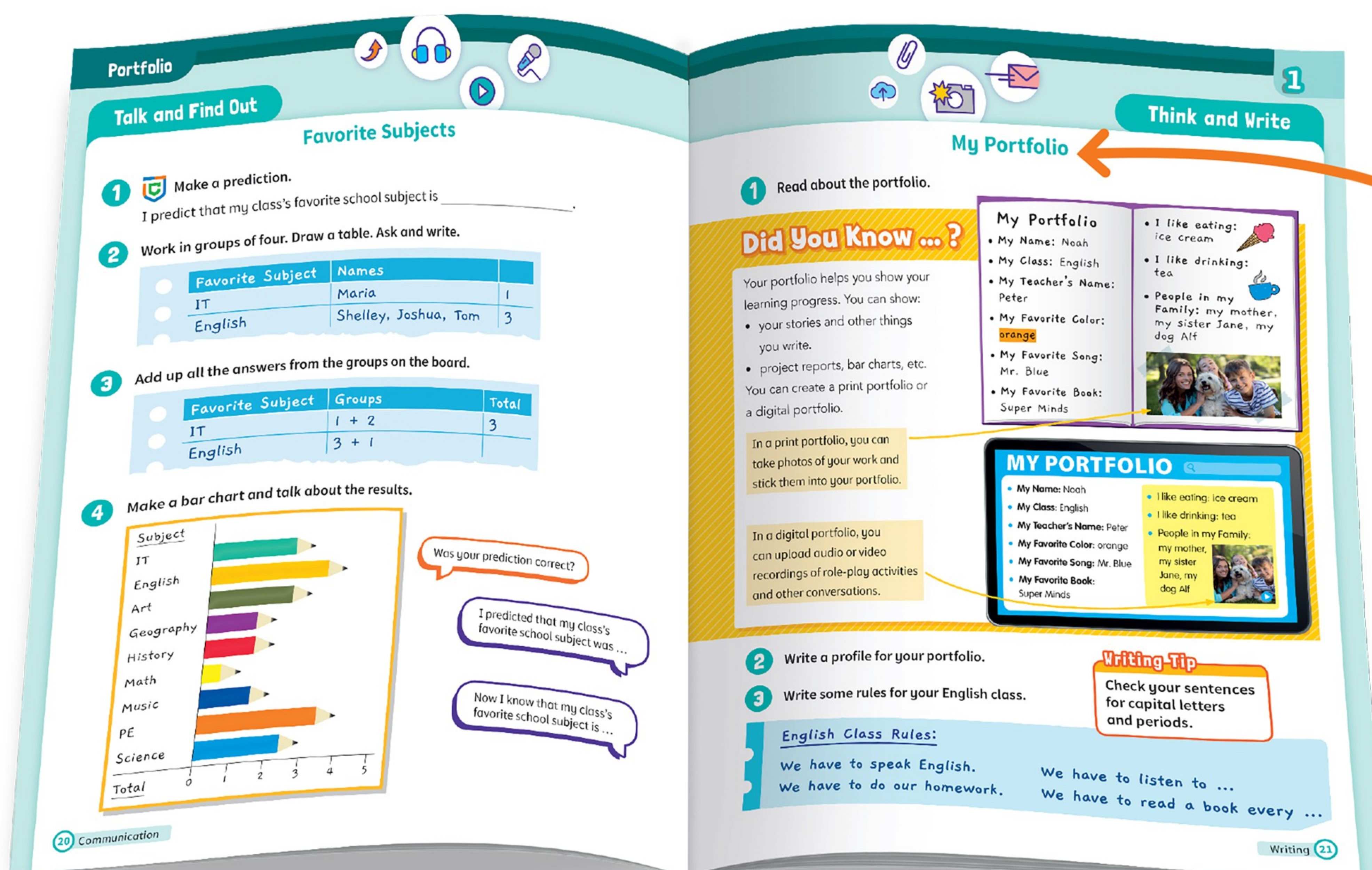
Brand new documentary-style videos

present the topic and the vocabulary of the CLIL pages.



Project

Each *Think and Learn* spread culminates in a project that can be done in class or assigned as homework.



Portfolio pages

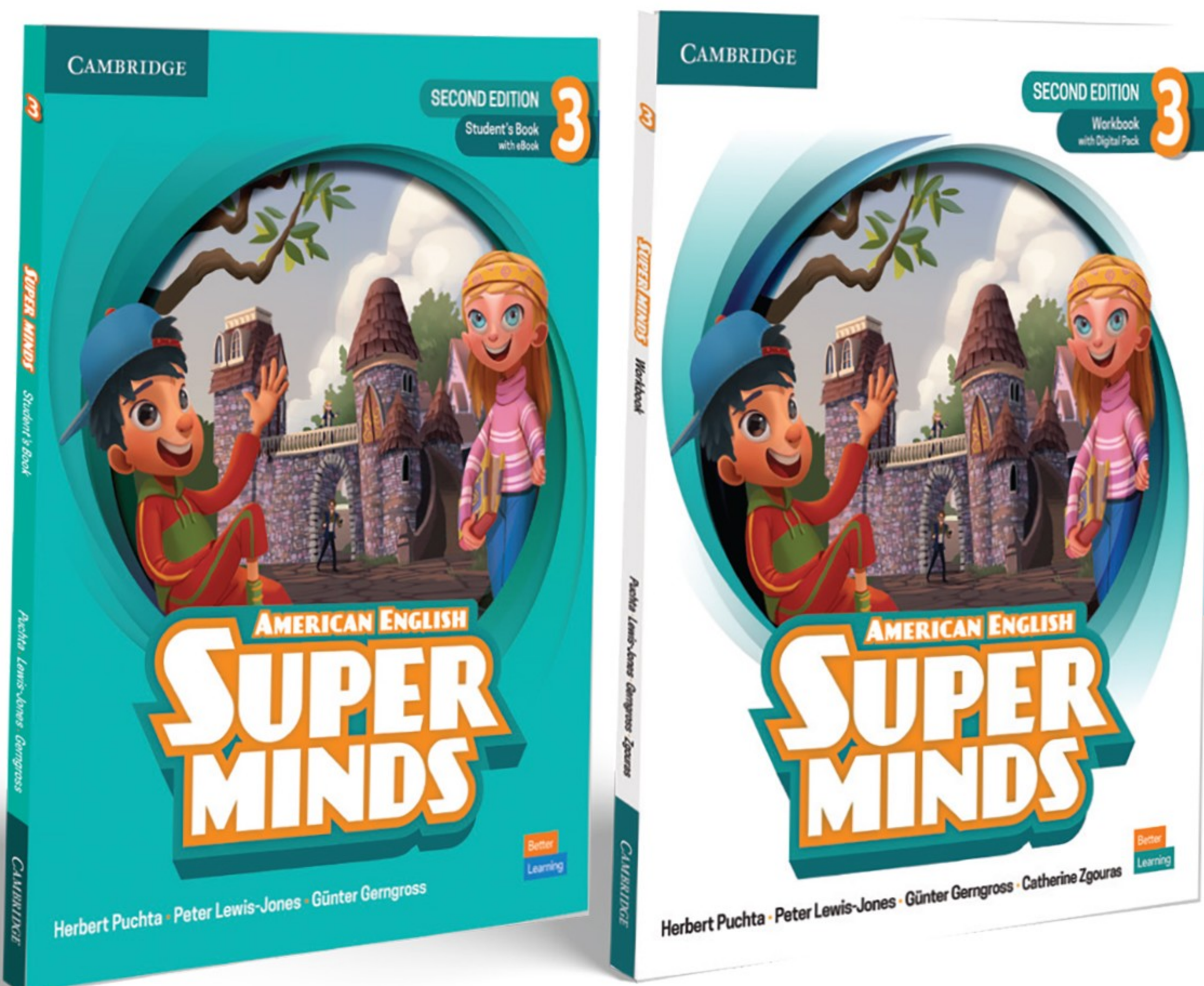
promote independent and collaborative learning and offer opportunities for students to develop their creative and critical thinking skills while they create and expand their own portfolio.

Components Overview

Student's Components

The **Student's Book** contains 10 units, each with a fun and relevant topic for learners and its own vocabulary and language focus. The back of the Student's Book also contains an additional *Language Focus* section for each unit and two pages of colorful stickers to practice language and skills in corresponding activities throughout the book.

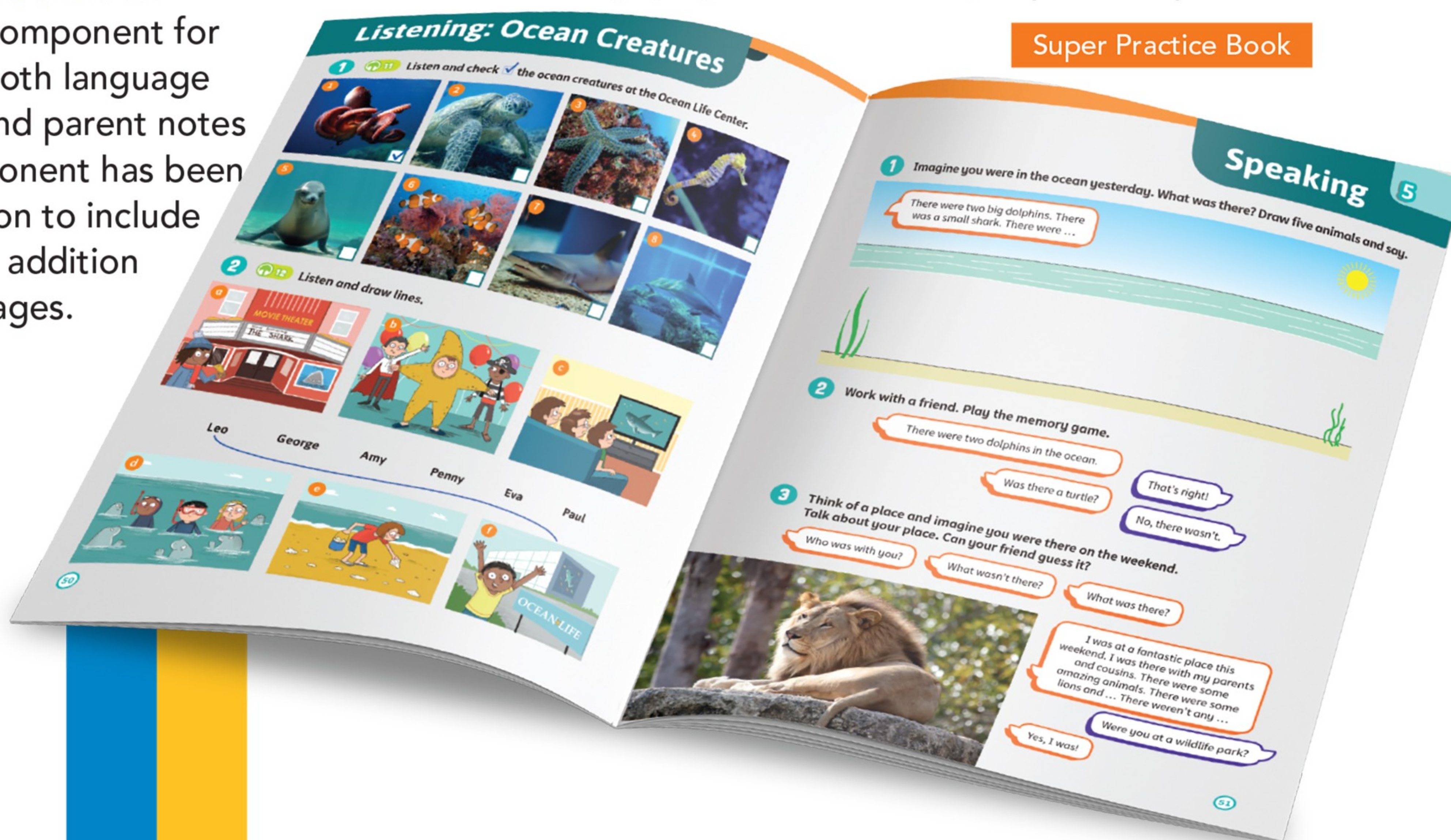
The **Workbook**, now full-color for the 2nd Edition, correlates page by page with the Student's Book, making it easy to use both books in class. The Workbook also includes a code for students to access the Digital Pack, including Practice Extra.



Student's Book

Workbook

The **Super Practice Book** is an additional and optional component for students that practices both language and skills, with teacher and parent notes also available. This component has been updated for the 2nd Edition to include speaking and listening in addition to reading and writing pages.



Super Practice Book

Teacher's Components

The **Teacher's Book** features the Student's Book pages interleaved on each spread, ensuring that your classroom experience is as smooth as possible. It includes activity-by-activity mapping to Critical and Creative Thinking in the Cambridge Life Competencies Framework, as well as to cognitive control functions.

Flashcards help learners practice key vocabulary from the unit, with an illustration or photo on one side and target language on the other. Digital flashcards are available for all levels, with the option of a set of printed flashcards for each level from Starter to Level 4.



Flashcards

Poster packs are available, with five vibrant posters for each level, providing teachers with an eye-catching, engaging resource for language practice. The posters focus on key language from the Student's Book and include extra words from the corresponding Young Learners English syllabus to extend students' vocabulary. Accompanying activity notes offer a variety of interactive, engaging activities to fully exploit the posters.

Digital Components

Super Minds 2nd Edition is supported by a comprehensive digital package for the teacher and the student. It is designed to be flexible and offers rich support for the classroom, while offering age-appropriate additional support for students, whether in the classroom or at home.

The digital package can be found all in one place in our new learning environment *Cambridge One*, ensuring the digital experience is smooth and intuitive. Teachers can access the content using the unique code found on the inside front cover of this Teacher's Book. Students will find their access code on the inside front cover of their Workbook.

The *Super Minds 2nd Edition* digital package contains the following components.

For teachers:

Presentation Plus provides page-faithful reproductions of the Student's Book and Workbook, and includes:

- hotspots to audio and video content and interactive reproductions of activities
- interactive games and digital flashcards
- quick and easy access to the Teacher's Book notes corresponding with the Student's Book or Workbook page.

Teacher Resources include:

- a wide range of downloadable, photocopiable activities
- teacher's notes, parent's notes, and answer keys for the Super Practice Book
- downloadable, printable tests for Starter Level
- access to all the course audio and video.

Test Generator provides the option of ready-made or customizable tests at different levels of challenge for Levels 1 to 6.

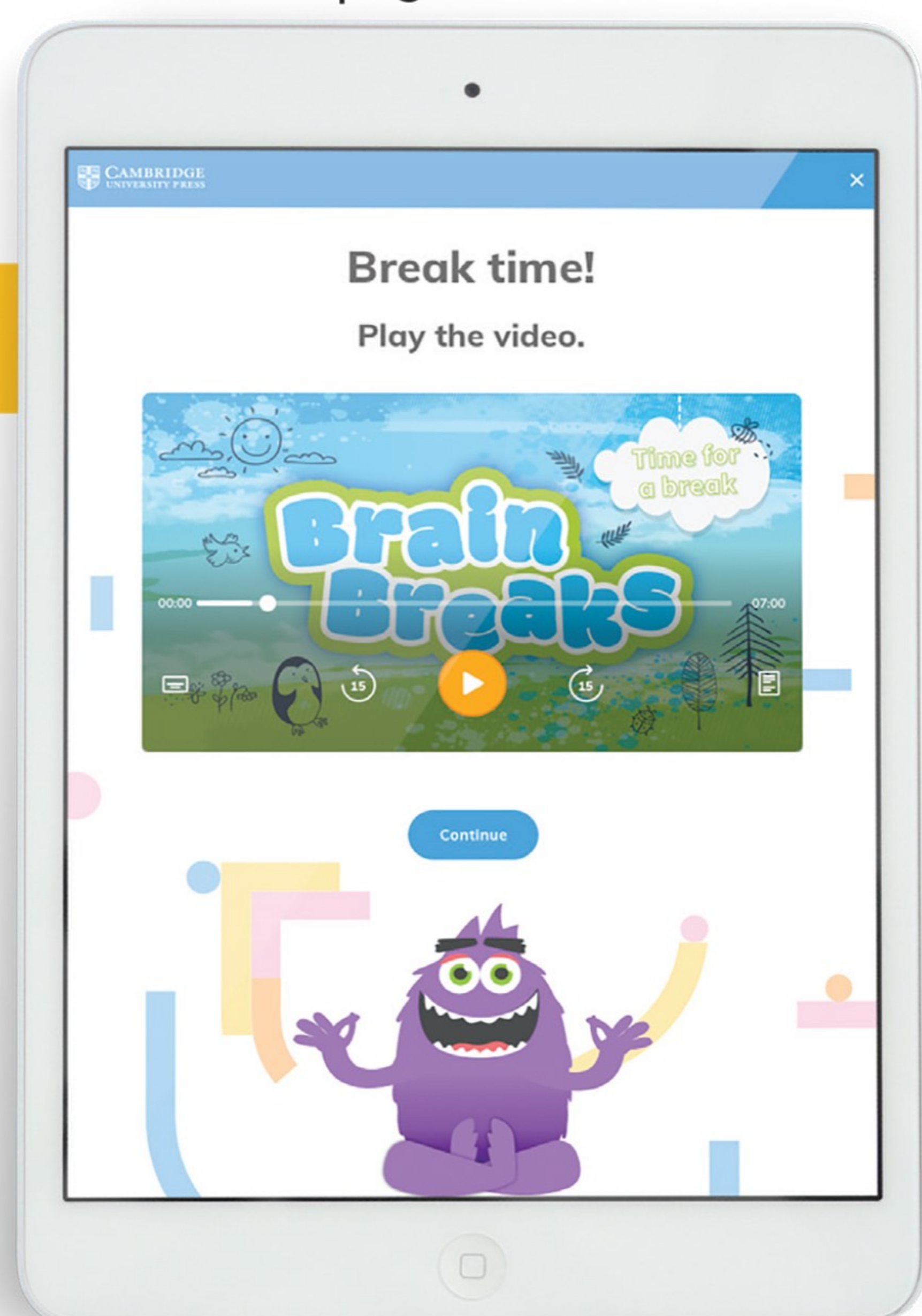
For students:

Practice Extra includes:

- online activities that consolidate classroom learning, including animations and interactive games to engage students
- *Brain Breaks*, activities designed to aid motivation and help recharge the brain.

Learner Resources provide students with access to the wealth of audiovisual content that *Super Minds 2nd Edition* has to offer.

Portfolio provides students with the opportunity to document and present their project work.



Practice Extra

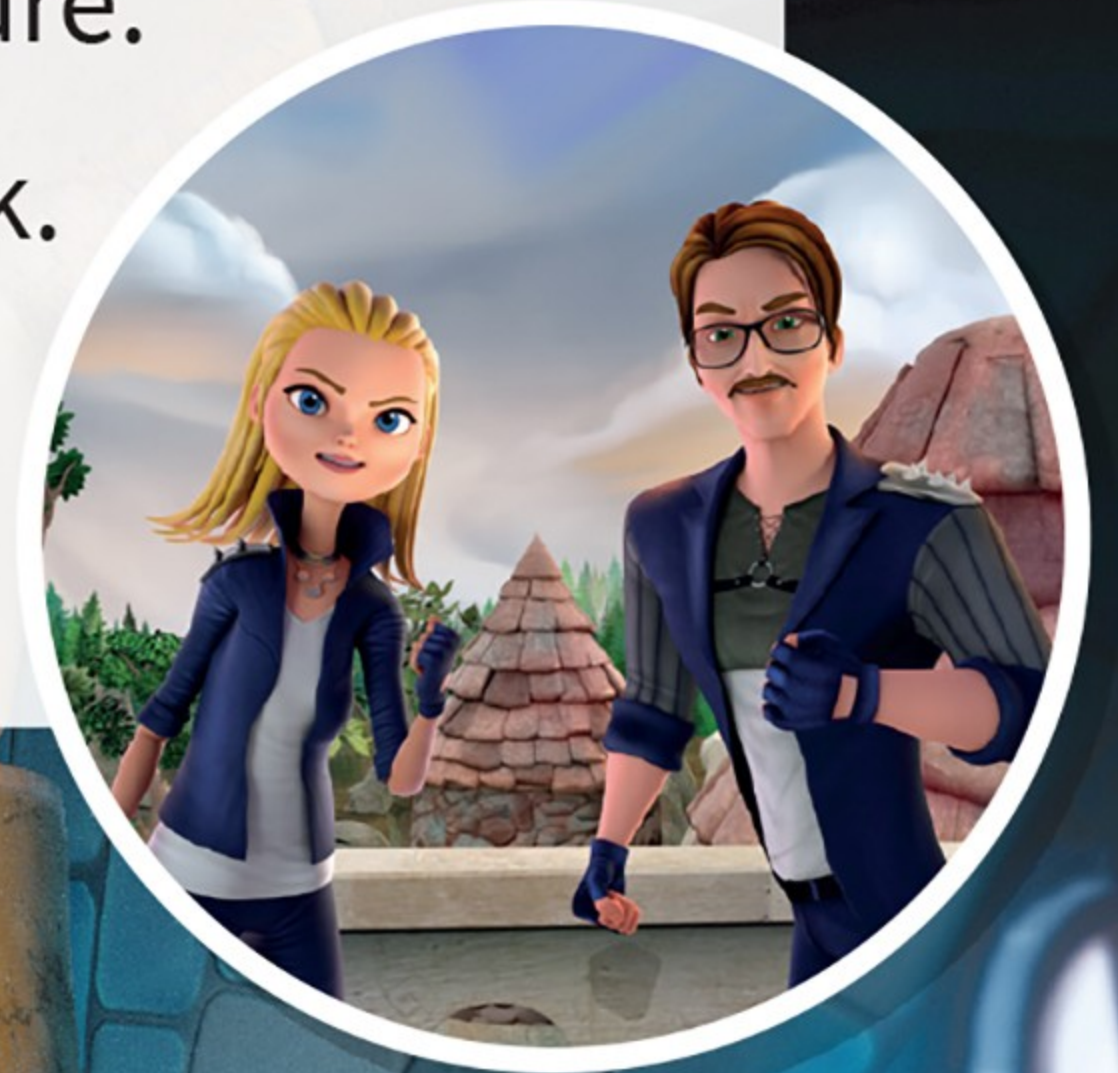




Presentation Plus

Meet the Explorers



Meet Ben and Lucy – the Explorers. These two friends and their dog, Buster, find lost treasure and give it to museums. Their lives are very exciting. Today they are starting a new adventure. They are in a castle. They are looking for an old book. The book tells the secret of some lost treasure. But they are not the only people looking for the book ...



1   **001** Listen and say the words. Then check with a friend.

- 1** upstairs
- 2** twenty-one – fifty
- 3** downstairs
- 4** fifty-one – one hundred
- 5** basement



2  **002** Listen and answer.

- 1** What do Ben and Lucy want to find?
- 2** Where are they?
- 3** Where does Lucy want to go?
- 4** Where is the basement?

3 Close your book. Play the memory game.

Where's ... ?

Upstairs.

4 Review of Numbers; *Upstairs / Downstairs*

Learning outcomes:

- to identify and use numbers 1–100

New language: *explorer, meet, lost treasure, museum, adventure, castle, secret, only, upstairs, downstairs, basement, character names*

Cognitive control functions: Working memory

Flashcards: 1–5 (numbers 21–100, castle words)

Warm-up

Aim: to review numbers

- Practice counting with the class from 1 to 20 and then from 20 to 1. Encourage students to clap along and count as quickly as they can.
- Point to a student. He/She says *One* and his/her name. The next student says *Two* and his/her name, and so on.

Presentation

Aim: to present characters and story setting and practice reading

- Focus students on the small picture of the children and their dog. Elicit what they can see.
- Read the text aloud. Students follow.
- Ask questions to check understanding.

1  **001**  **SB p4** **Listen and say the words. Then check with a friend.**

Aim: to review numbers 21–100 and present *upstairs, downstairs, basement*

- Use the digital flashcards or draw a house on the board to teach *upstairs, downstairs, and basement*.
- Write 20, 30, 40, 50, 60, 70, 80, 90, and 100 on the board. Say each number for students to repeat.

- Point to the numbers in order. Students say them without your help. Then point to them in random order for students to say.
- Write numbers between 20 and 100 on the board, e.g., 23, 34, etc., and practice them in the same way.
- Focus students on the main picture. Explain that the Explorers are inside the castle, looking at a sign showing where things are.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practice in pairs.

For script, see SB p4.

2  **002** **SB p4** **Listen and answer.**

Aim: to practice listening

- Read the questions aloud and check understanding.
- Give students time to find the answers to 1, 2, and 4 in the text. Tell students that they will hear the answer to 3 on the recording.
- Play the recording twice. Check with the class.

Key: 1 An old book, 2 In a castle, 3 To the basement, 4 Downstairs

For script, see TB p119.

3 **SB p4** **Close your book. Play the memory game.**

Aim: to review *Where's ...?* and practice new vocabulary

- Ask about different rooms, e.g., *Where's Room 35? (It's upstairs.)*
- Students play the same game in pairs, books closed.

1  **001** **WB p4** **Listen and write the numbers.**

Aim: to review numbers

Key: 1 30, 40, 50, 2 20, 40, 60, 80, 3 10, 30, 20, 40, 30

For script, see TB p119.

2 **WB p4** **Look at Activity 1. Write the next number in each row.**


Aim: to practice numbers

Key: 1 60, 2 100, 3 50

3 **WB p4** **Write the words.**

Aim: to practice writing numbers

Key: 2 one hundred, 3 thirty, 4 forty

4  **WB p4** **Write *Where* or *What*. Then remember the story and answer the questions.**

Aim: to practice forming and answering questions

Key: 2 What, Rooms 51–100, 3 What, An old book, 4 Where, Downstairs/ To the basement, 5 What, Rooms 21–50, 6 Where, It's downstairs

Ending the lesson

Aim: to review numbers 1–100

- Invite a student to the front. Draw a number between 1 and 100 on his/her back with your finger. The student has three tries to guess the number.
- Students repeat the activity in pairs.

Extension activity

Aim: to review numbers 1–100

- Students write a selection of ten numbers between 1 and 100 in their notebooks. They swap notebooks with a partner and practice saying the words. Monitor and check.
- Stronger students:** Students dictate their numbers for a partner to write, and then check against their list of numbers.

Learning outcomes:

- to understand and use expressions with *be good at*

New language: *be good at/not good at + ing, snorkeling, doing puzzles, catching flies, telling lies*

Recycled language: actions and activities

Warm-up

Aim: to review actions and activities

- Mime flying a kite. Students guess, e.g., *You're flying a kite.*
- Repeat with other actions, such as *jumping, painting, riding a bike.*

Presentation

Aim: to present *be good at / not good at + ing*

- Mime dancing well and say *I'm good at dancing.*
- Mime playing tennis badly and say *I'm not good at playing tennis.*
- Write the two example sentences on the board.
- Say sentences with *good at / not good at* for the whole class to mime.

1 SB p5 Look, read, and write B (Ben) or L (Lucy).

Aim: to practice *be good at / not good at + ing*

- Elicit the activities in the pictures.
- Students silently write the answers, and then compare answers in pairs. Check with the class.
- Elicit which of the activities students are good at / not good at. Students reply, e.g., *I'm good at flying kites.*

Extra support: Say a sentence from SB Activity 1, e.g., *I'm good at snorkeling.* Students say *Ben* or *Lucy*.

Key: 1 B, 2 B, 3 L, 4 B, 5 L, 6 L

2 SB p5 Put the words in order. Say the sentences.

Aim: to focus students on word order

- Students work individually to reorder the words, and then compare answers.

Extra support: Copy the scrambled sentences onto the board. Students help you put the words in order.

Key: 1 I'm good at playing soccer. 2 I'm not good at playing the guitar.

3 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the *Greg the Gecko* video. Students watch and listen, and then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Students practice the sentences in pairs.

For script, see SB p5.

4 SB p5 Look and make sentences.

Aim: to consolidate grammar

- Students make sentences in pairs. Check with the class.

Key: Lucy isn't good at painting. Lucy is good at playing the piano. Lucy is good at flying a kite. Ben is good at painting. Ben is good at playing the piano. Ben isn't good at flying a kite.

1 WB p5 What are the children good at? Write sentences with good at or not good at.

Aim: to practice the new language

Key: 2 I'm not good at snorkeling. 3 I'm good at swimming. 4 I'm good at jumping. 5 I'm good at snorkeling. 6 I'm not good at swimming.

2 WB p5 Look, think, and draw lines.

Aim: to give further practice with the new language

Key: 1 She's good at dancing. 2 He's not good at swimming. (3 He's good at playing soccer.) 4 She's not good at jumping high.

3 WB p5 Write about you.

Aim: to personalize the language

Ending the lesson

Aim: to practice key language from the lesson

- Put students into pairs. Student A memorizes the pictures in SB Activity 1, and then closes his/her book. Student B makes a sentence, e.g., *I'm good at painting.* Student A says the correct name (*Ben* or *Lucy*). After a few sentences, they swap roles.

Extension activity

Aim: to practice using key language from the lesson

- Students write three sentences about themselves using *good at*: two true and one false. They pass the sentences to a partner, who guesses which is the false sentence.

1 Look, read, and write *B* (Ben) or *L* (Lucy).



- 1 Who am I? I'm not good at flying a kite.
- 2 I'm good at riding a bike. Am I Ben or Lucy?
- 3 I'm not good at playing the guitar. Who am I?
- 4 I'm very good at snorkeling. Can you guess my name?
- 5 I'm good at climbing trees. What's my name?
- 6 Who am I? I'm really good at doing puzzles.

 B

2 Put the words in order. Say the sentences.

1 good soccer. I'm playing at

2 I guitar. playing not good at the 'm

3 003 Watch, listen, and say.

Language Focus

I'm good at climbing trees.

I'm good at playing soccer.

I'm good at catching flies.

Oops! I'm not good at telling lies!



4 Look and make sentences.

	x	✓	✓
	✓	✓	x

Lucy isn't good at painting.

1  004  Listen and say what Ben and Lucy are good at. Then sing the song.

The Explorers.
Here they come.
Lucy and Ben.
Adventure and fun.

The Explorers.
Here they are.
Ben and Lucy.
Action stars.

She's good at doing puzzles.
She always finds the clues
And reads them very carefully.
They tell her what to do.

The Explorers ...

He's good at riding horses
And swimming in the ocean.
He's an action hero,
Just like you and me.

The Explorers ...




2 Ask and answer.

What are you good at?



I'm good at ...



3  What are you good at?
Write a verse.

I'm good at ...

And ...

I'm an action hero,

Just like Ben and Lucy.

6 Singing for Pleasure


Learning outcomes:


- to understand and use *be good at/not good at + ing*
- to join in with a song

New language: *action stars, clues, always, action hero, What are you good at?*

Recycled language: actions and activities, *Here they come., carefully, good at/not good at, character names*

Materials: ten cards with an activity written on each (e.g., *swimming*) (or flashcards from Level 2 Units 7 and 8) (optional)



 **Creative thinking:** Substitutes words and lines to a song or poem

 **Creative thinking (WB):** Makes adaptations to a song or poem reflecting personal interests, emotions, or identity

Warm-up

Aim: to review *be good at/not good at + ing*

- Review activities using flashcards of hobbies from Level 2 or mime.
- Invite a student to the front and whisper an activity or ask him/her to choose an activity flashcard.
- The student mimes doing the activity, either badly or well.
- The class guesses, e.g., *He's not good at playing soccer.*
- Repeat with different students.

- 1**  **004**  **SB p6**
Listen and say what Ben and Lucy are good at. Then sing the song.

Aim: to review *be good at/not good at + ing* and practice listening

- Elicit the names of the Explorers. Give students time to look at the pictures and think about how to say the actions. Read the first part of the instructions.
- Play the recording. Students follow the song in their Student's Books. Elicit answers and explain the new vocabulary.

Key: Lucy's good at doing puzzles and finding clues. Ben's good at riding horses and swimming.

For script, see SB p6.

- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the video or audio (005) for students to sing in two groups (one chorus and verse per group).

- 2** **SB p6** Ask and answer.

- Aim:** to personalize the language
- Choose a volunteer to read the question. Practice pronunciation.
 - Students ask and answer in pairs. Circulate and provide new vocabulary as required.

Stronger students: Students tell the class what their partner is good at.

- 3**  **SB p6** What are you good at? Write a verse.

- Aim:** to personalize the song
- Students complete their own verse for the song.
 - Elicit example verses.

Extra support: Write a model new verse on the board, highlighting the parts students can change. Students write their new verse in pairs.

- 1** **WB p6** Number the lines in each verse 1 to 4. Then write *Ben* or *Lucy*.


Aim: to practice reading and raise awareness of rhyme

Key: 3, 2, 4, (1) Lucy; 2, 4, 1, 3 Ben

- 2** **WB p6** Read Emily's new verse. Look and write the words.

Aim: to practice vocabulary and *be good at + ing*

Key: 2 climbing, 3 swimming, 4 sing

- 3**  **WB p6** Now write a verse about you. Then draw.

Aim: to personalize the song

Ending the lesson

Aim: to review language from the lesson

- Students take turns singing their own verses for the song, using the karaoke version of the video or audio (005).

Extension activity

Aim: to practice language from the lesson

- Hand out a piece of paper to each student. Ask students to write their name on one side and a sentence about something they are good at on the other side. It should be something the rest of the class might not know.
- Read sentences aloud at random without mentioning names, e.g., *He's good at playing the drums.* The rest of the class guesses the student.


Learning outcomes:


- to talk about relationships in a family

New language: possessive apostrophe, *grandfather, grandmother, grandson, granddaughter, daughter, son, parents, uncle, aunt, cousin*

Recycled language: family words

Materials: markers or colored pencils

 **Creative thinking (SB):** Creates texts that express personal interests, emotions, or identity

 **Creative thinking (WB):** Solves simple puzzles (e.g., word puzzles)

Warm-up

Aim: to review family words

- Draw a basic family tree on the board with two generations: parents and children. Leave space to add grandparents, uncles, cousins, etc.
- Use the tree to elicit *sister, brother, mother, father, child, children*.

Presentation

Aim: to present new family words

- Extend the family tree on the board and teach *grandfather, grandmother, grandson, granddaughter, daughter, son, parents, uncle, aunt, cousin*. Write a name for each person on the tree.
- Tell students that the family tree is for a friend of yours named Sue. Say, e.g., *Sue has a grandmother. What's her name? (Marie.)* Then write sentences using 's, e.g., *Marie is Sue's grandmother*. Use a different color for 's.

1 SB p7 Look at the family tree and circle the words.

Aim: to practice family words and the possessive apostrophe

- Students look at the family tree in their Student's Book.
- Read aloud the completed sentences. Students find and point to the correct person/people on the tree.
- Students complete sentences 1 to 4 individually, and then compare their answers. Check with the class.
- In pairs, students take turns reading all the sentences.

Key: 1 brother, 2 sister, 3 father, 4 mother

2 SB p7 Add the missing 's to each sentence. Say the sentences.

Aim: to raise awareness of the possessive apostrophe

- Students work individually to add the 's in each sentence.

Key: 1 Tom is Simon's father.
2 Simon is Tom's son.

3   006 SB p7 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the *Greg the Gecko* video. Students watch and listen, and then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Students practice the sentences in pairs.

For script, see SB p7.

4  SB p7 Draw and talk about your family.

Aim: to personalize the new language

- Students work individually to draw their own family tree, adding the name of each person. Circulate and ask, e.g., *Who's Carlos?* Encourage students to

make sentences with 's, e.g., *Carlos is Elena's brother*.


- Draw your family tree on the board and make sentences, as in the speech bubble.
- In pairs, students practice talking about their family.

1  002 WB p7 Listen and write the words.

Aim: to practice family vocabulary

Key: 2 son, 3 parents, 4 aunt, 5 grandmother, 6 daughter, 7 grandparents, 8 uncle

For script, see TB p119.

2  WB p7 Follow the lines and write about Simon and Maria.

Aim: to give further practice with the possessive apostrophe

Key: Simon: He's Mike's brother. He's Jeremy and Dorothy's cousin. Maria: She's Joe's granddaughter. She's Harriet's sister.

3 WB p7 Look at Activity 2. Write about a person in your family.

Aim: to personalize the language

Ending the lesson

Aim: to review key vocabulary from the lesson

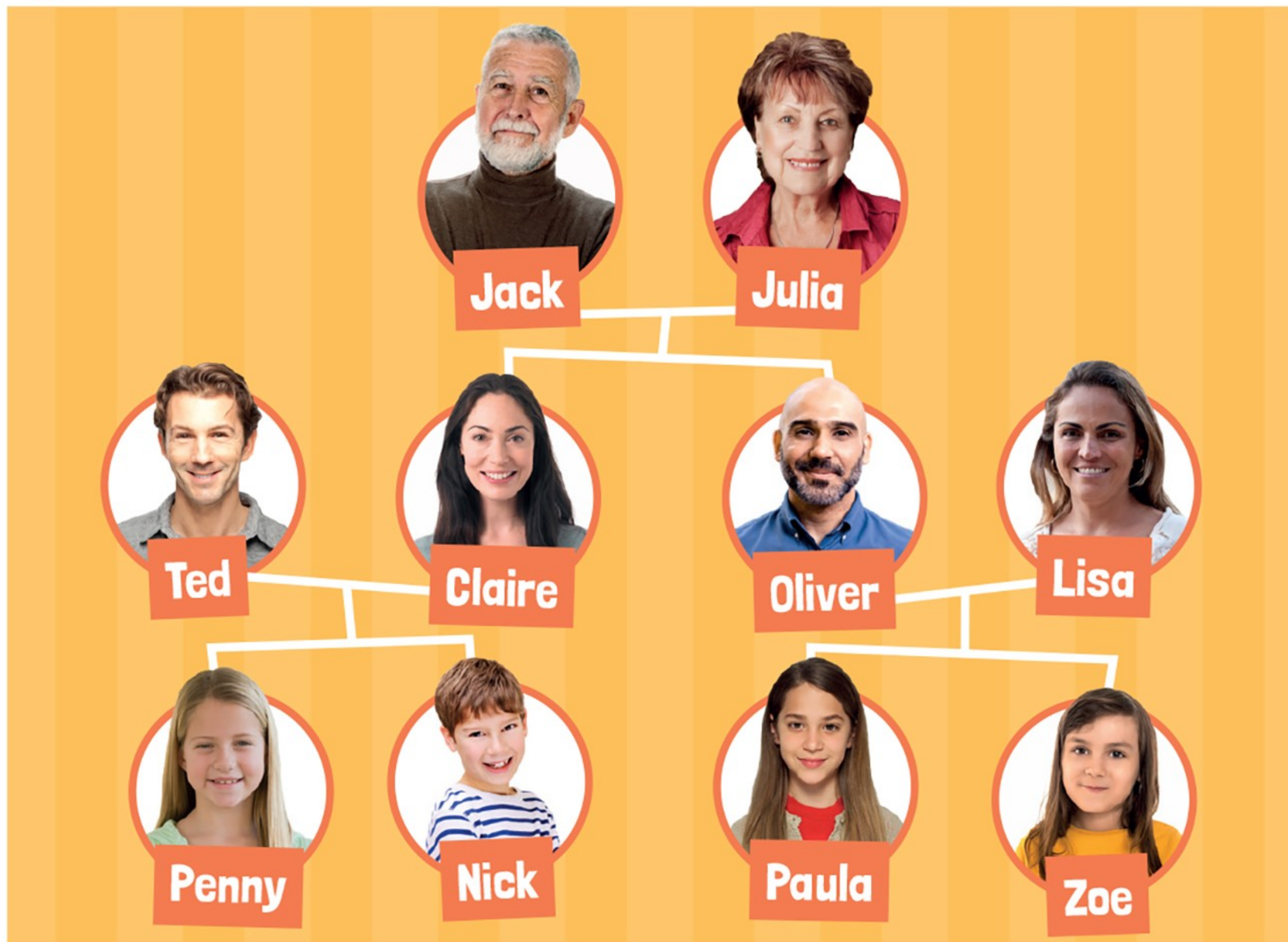
- Write family words on the board, with the letters in scrambled order, e.g., *rasgnnod*.
- Call on volunteers to write the words in the correct order.

Extension activity

Aim: to practice language from the lesson

- Put students in groups of four to share their family trees from SB Activity 4. Encourage them to ask each other questions, e.g., *Who's this? Who's Mariano's sister?*

1 Look at the family tree and circle the words.



Jack is Nick's *grandfather*.
 Julia is Nick's *grandmother*.
 Claire and Ted are Nick's *parents*.
 Oliver is Jack's *son*.
 Claire is Julia's *daughter*.
 Nick is Jack's *grandson*.
 Penny is Julia's *granddaughter*.
 Oliver is Nick's *uncle*.
 Lisa is Nick's *aunt*.
 Paula and Zoe are Nick's *cousins*.

- 1 Nick is Penny's *brother / father*.
- 2 Paula is Zoe's *cousin / sister*.

- 3 Ted is Penny's *uncle / father*.
- 4 Lisa is Paula's *mother / sister*.

2 Add the missing 's to each sentence. Say the sentences.

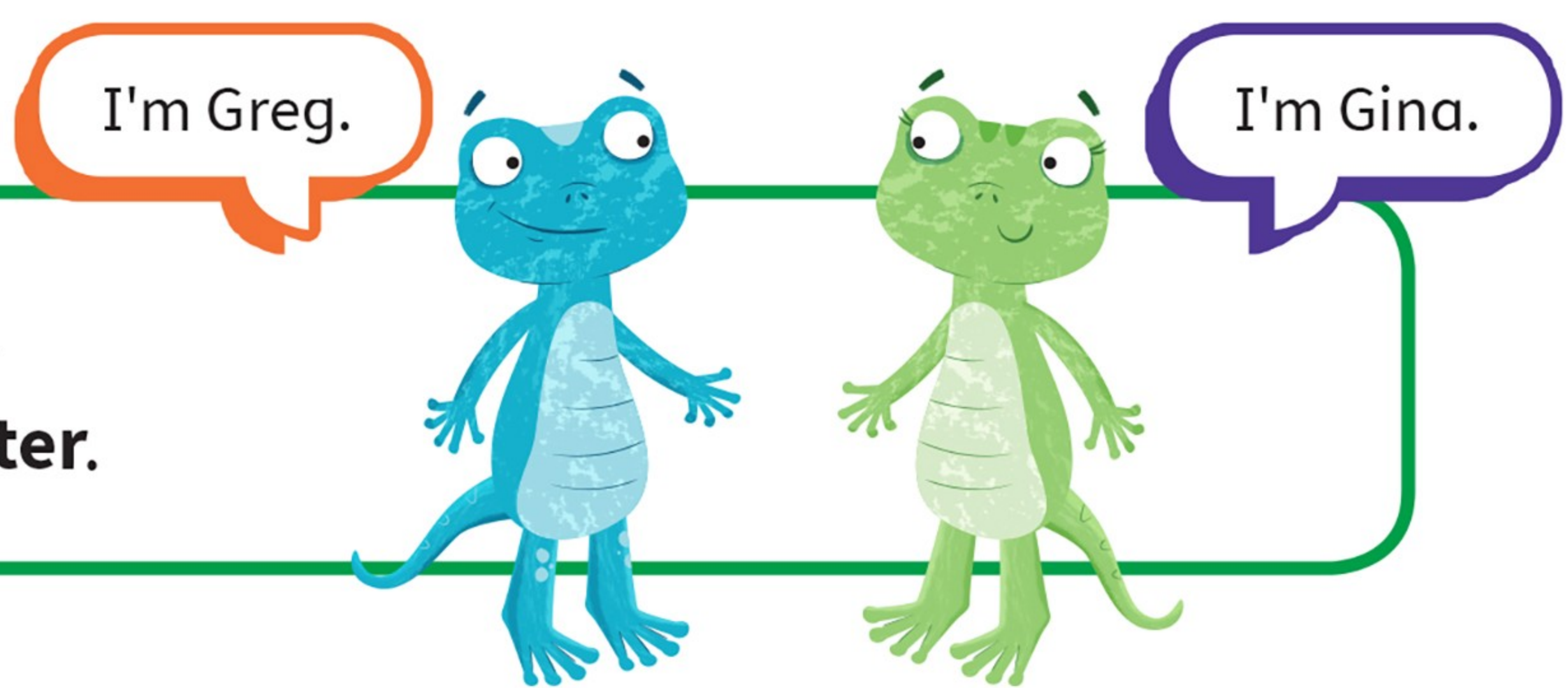
- 1 Tom is Simon father. ('s)
- 2 Simon is Tom son. ('s)

3 006 Watch, listen, and say.

Language Focus

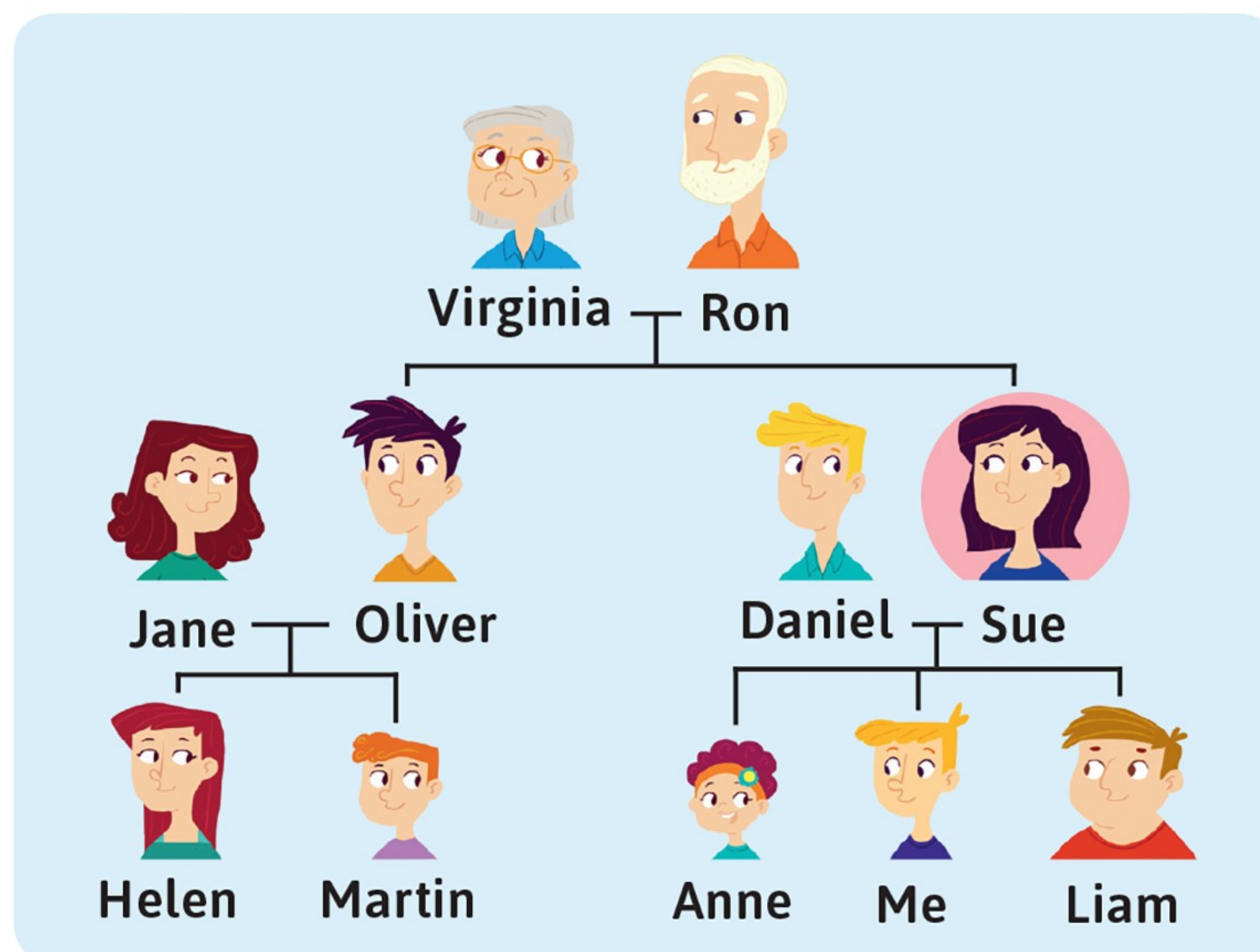
This is Greg.
 He's Gina's **brother**.

And this is Gina.
 She's Greg's **sister**.



4 Draw and talk about your family.

Who's this?



This is Sue. She's Ron's daughter, and she's my mother.

