

CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

5

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

The Science Class (pages 4–9)

Vocabulary

Experiments: *goggles, shelf, apron, explosion, bubbles, liquid, instructions, test tube, powder, gloves*

Language Focus

Yesterday was a perfect day. I saw a chicken under the tree. How was your day, Leo? Did you have fun? No, I didn't.

Story

The Explosion

Value

Following Instructions
Carefully

► Song: The Time Travelers

► Phonics: Rhyming Words

1 Disaster! (pages 10–21)

🔗 What are natural disasters?

Vocabulary

Around Pompeii: *smoke, volcano, temple, theater, statue, columns, horse and cart, vase, servant, fountain*

Language Focus

Leo was reading quietly. The monkeys were playing hide and seek. While Leo was looking at the moon, the explorer was stealing his favorite spoon.

Story

A Narrow Escape

Value

Helping People in
Danger

Skills

- Reading and Speaking
- Listening and Writing

Think and Learn

Geography: The Earth's Plates
Project: Create a fact file about the South American Plate.

► Song: Danger!

► Phonics: Final e

► Communication: Time to Present

► Writing: Think and Write

2 In the Rainforest (pages 22–33)

🔗 Why is the rainforest important?

Vocabulary

Rainforest Life: *beak, toucan, vine, sloth, anaconda, branch, jaguar, anteater, beetle, pool*

Language Focus

Numbers 100–1,000,000
You have to wear a big shirt. I don't have to: I'm a cool cat.

Story

The Present

Value

Respecting Other
Cultures

Skills

- Listening, Writing, and Speaking
- Reading and Speaking

Think and Learn

Science: Ecosystems
Project: Make a poster of an ecosystem.

► Functional Language Dialogue

► Communication: Get Talking

► Writing: Think and Write

3 The Rock 'n' Roll Show (pages 34–45)

🔗 What was music like in the past?

Vocabulary

At a Rock Concert: *spotlight, backup singers, electric guitar, fans, dancer, bass guitar, drum kit, bodyguards, stage*

Language Focus

I'm going to play a trick on him. It's five past seven. It's five to nine.

Story

Elvis

Skills

- Listening and Speaking
- Reading

Value

Not Giving Up

Think and Learn

Music: Music Genres
Project: Make a fact file about a famous musician.

► Song: Come Rock with Me

► Phonics: *Rock or Roll*

► Communication: Time to Present

► Writing: Think and Write

4 Space Restaurant (pages 46–57)

How is food prepared?

Vocabulary

In a Restaurant: *waiter, strawberries, cookies, spoon, napkin, fork, knife, pepper, salt, chopsticks*

Language Focus

Ordinal Numbers
If you leave chocolate in the sun, it quickly melts.
If you put honey in your tea, it makes it sweet.

Story

The Birthday Meal

Value

Planning Ahead

Skills

- Reading and Speaking
- Writing, Listening, and Speaking

Think and Learn

Science: Making Chocolate
Project: Make a chart about the process of making jam in a factory.

► Functional Language Dialogue

► Communication: Get Talking

► Writing: Think and Write

5 The Wild West (pages 58–69)

What was life like in the Wild West?

Vocabulary

Wild West: *robbers, jail, wagon, sheriff, saddle, pistol, handcuffs, rope, barrel*

Language Focus

This cage is made of metal.
It's used for catching me.
I have a sheriff's badge.
They have their robbers' badges.

Story

The Bank Robbery

Skills

- Reading
- Listening, Writing, and Speaking

Value

Understanding and Learning About Other Cultures

Think and Learn

History: Materials Used by Native Americans
Project: Make a leaflet about a material that Native Americans used.

► Song: The Meanest

► Phonics: Double Consonants

► Communication: Time to Present

► Writing: Think and Write

6 In Istanbul (pages 70–81)

What can we buy in different countries?

Vocabulary

Souvenirs: *flag, plate, carpet, sunglasses, cup and saucer, pillow, rings, comb, soap, basket, earrings*

Language Focus

When you come to my jungle, there are things you should try. / there are things you shouldn't do.
Do you mind if I ask you a question?
Could you help me carry my bag?
Could I take a selfie, please?

Story

Lost in the City

Skills

- Listening and Reading
- Listening, Speaking, and Writing

Value

Showing Interest in the Wider World

Think and Learn

Art: Marbling
Project: Make some marbled paper.

► Functional Language Dialogue

► Communication: Get Talking

► Writing: Think and Write

7 The Storyteller (pages 82–93)

What do we know about the theater?

Vocabulary

Shakespeare's Globe: *lute, candles, mask, wig, actor, tights, costume, audience*

Language Focus

I'll build a stage right there by the tree.
We'll ask the snake to join in, too.
I've just heard the explorer.
He's just fallen over a tree.

Story

Helping Shakespeare

Skills

- Listening, Reading, and Writing
- Reading

Value

Being Honest

Think and Learn

History: Shakespeare's Theater
Project: Make a theater stage in a box.

► Song: You'll Never Buy Me Rings

► Phonics: Silent e

► Communication: Time to Present

► Writing: Think and Write

8 Museum of the Future (pages 94–105)

 How will jobs change in the future?

Vocabulary

Jobs: farmer, janitor, engineer, dentist, artist, designer, computer programmer, mechanic, businesswoman, businessman

Language Focus

*If I press the red button, it'll clean the ground.
But what if it breaks?*

Story

The Trouble with Orangehead XR-97

Value

Helping People

Skills

- Speaking, Listening, and Writing
- Speaking, Reading, and Writing

Think and Learn

Geography: Farming
Project: Design a new type of machine to help farmers in the future.

► **Functional Language Dialogue**

► **Communication: Get Talking**

► **Writing: Think and Write**

9 Mystery at Sea (pages 106–117)

 What do we know about the ocean?

Vocabulary

On Board: sail, sailor, captain, barometer, mast, rat, lifeboat, porthole, cabin

Language Focus

*I've already seen a snake.
But I haven't seen a hippo yet.
Have you put on your boots yet?
No, I haven't. I haven't done that yet.*

Story

The Mary Celeste

Value

Working Together

Skills

- Reading and Speaking
- Listening and Writing

Think and Learn

Science: Marine Animals
Project: Make a fact file about a marine animal.

► **Song: Drop the Anchor**

► **Phonics: Look and Put**

► **Communication: Time to Present**

► **Writing: Think and Write**

- **Language Focus:** (pages 118–127)

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 to 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

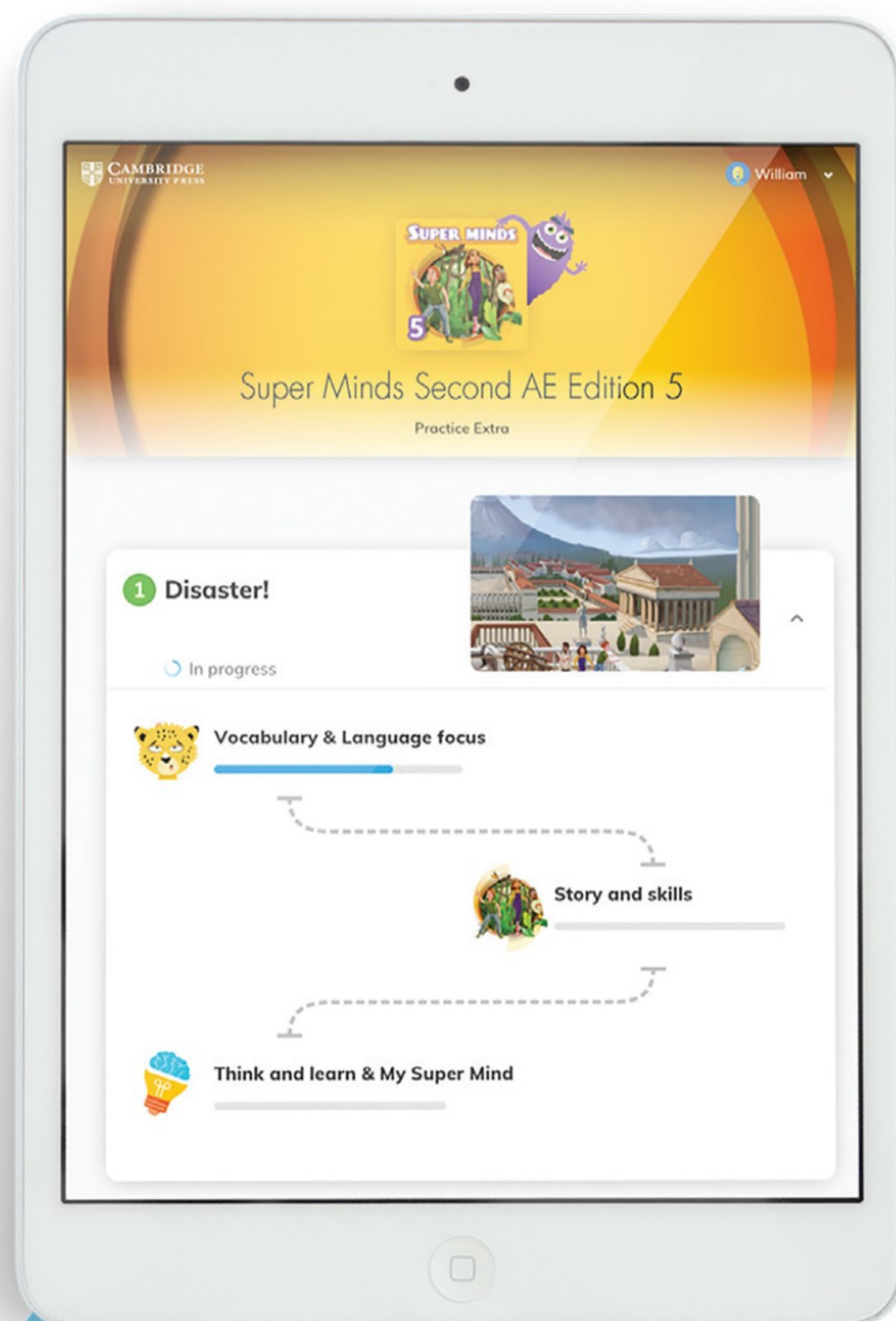
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be delighted by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A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

2 Fresh and Updated Content

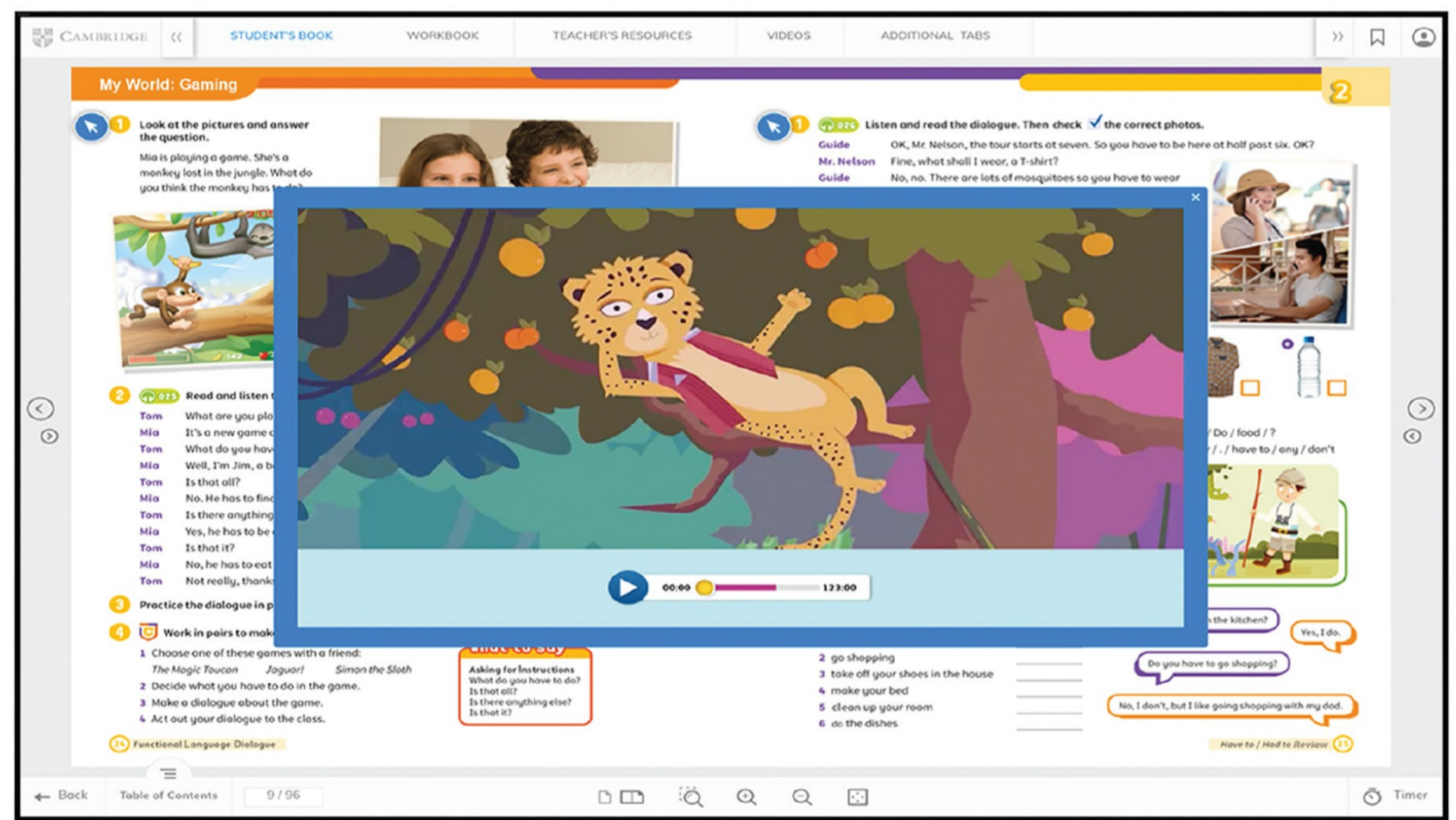
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language Focus* videos at all levels.
- New *Think and Learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been 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.

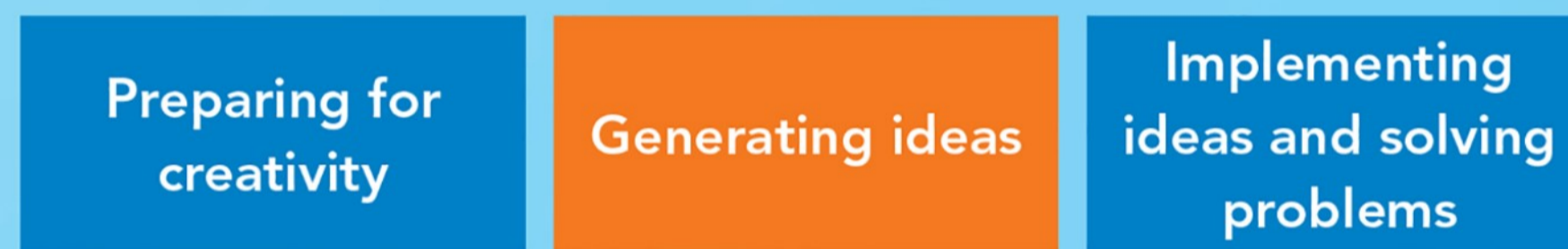
Our job as primary educators is complex. How do we prepare our students for a future that may be dramatically different from the present? Experts say there are some key skills that will be essential for the citizens of tomorrow: working together with people from around the world, thinking creatively 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.

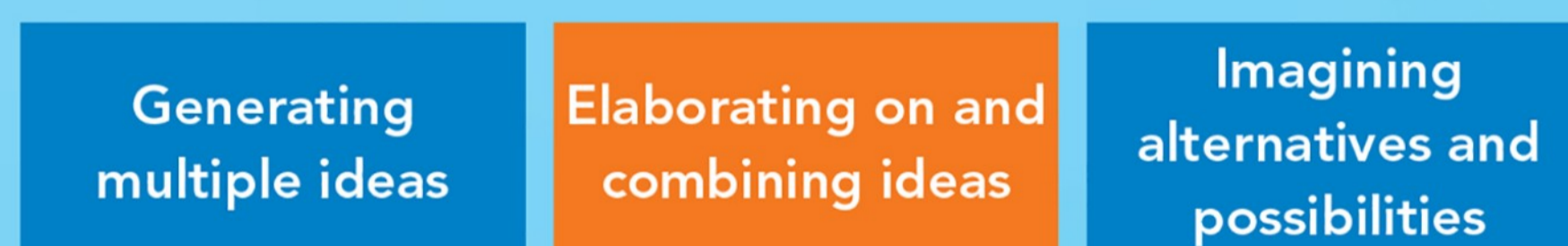
Competency



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 1 of the Student's Book helps learners develop critical thinking skills by understanding and analyzing links between ideas.

2

5 Read the notes. Match the ecosystems with the photographs.

Ecosystem	What's the climate like?	Which plants grow there?	Which animals live there?
Tundra	Very cold and windy; not much rain, but snow and ice most of the year	No trees, but there are often small plants; some flowers in the summer	Bears, sheep, seals, foxes, birds, and some insects
Wetlands	Cold or hot; can be wet all year or rainy and sunny; lots of water	Plants with long, strong roots sit on the water; Some trees grow in the water too.	Lots of fish, insects, snakes, frogs, and water-birds; sometimes crocodiles too
Grasslands	Hot and dry for half the year, and wet for half the year	Lots of grass, but not many trees; Some trees have long roots to get water from far below the ground.	Lots of herbivores like giraffes, zebras, and elephants; carnivores, like lions and snakes.

6 Play true or false with a partner.

Grasslands are always dry.

False. They're wet for half of the year.

7 **Project** Choose an ecosystem and make a poster.

- Find out about the ecosystem online.
- Find photos and draw pictures of the plants, animals, and climate.
- Label the plants, animals, and climate.
- Ask another group to guess the ecosystem.

TROPICAL RAINFOREST ECOSYSTEM

Labels: hot, wet, frog, parrot, trees, monkey, wet, butterfly.

Science 31

Think and Learn

THE EARTH'S PLATES

Super Fact! Plates can create mountains. This happens when two plates meet and the land on them moves up.

1 What are the Earth's plates?

1 Read the text and look at the pictures. How do plates make natural disasters happen?

The Earth has seven big plates and some smaller plates. Land and oceans sit on the plates, and the plates move very slowly. Some big plates can move about two centimeters each year. The arrows → on the map show where the plates are moving. The line around each plate is called a boundary.

There are different kinds of plates. Oceanic plates are under the ocean. Continental plates are under land. Some plates, like the South American Plate, are under land and oceans. The Pacific Plate is the biggest plate on Earth.

2 What are the words?

Where two plates meet, a volcano can erupt.

Where plates meet, an earthquake can happen.

- These plates are under the ocean.
- This is the line around each plate.
- These plates are under land.
- This plate is under land and water.
- This is when fire comes from a volcano because two plates meet.
- This is when land moves because two plates meet.

3 Look at the map and at maps of your country. Find out:

- which plate you are on
- the boundary closest to where you live
- if there are volcanoes there
- if any earthquakes happened there

18 Geography

Creative Thinking

This project in Unit 2 of the Student's Book helps learners develop creative thinking skills by creating new content and developing their ideas through planning, research, and review.



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 behaviour 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 1 of the Workbook helps to improve learners' working memory.

1 Remember the story. Put the pictures in order.

3 Imagine a monster that lives in the ocean or a lake. Draw and write about your monster.

- 1 Think about the monster you want to write about and draw. Make notes about:
 - adjectives that describe it
 - its name
 - where it lives and what it does.
- 2 Read your notes to a partner. Make suggestions to help each other.
- 3 Draw your monster and write a paragraph about it.
- 4 Present your monster to your classmates. Which monster is the scariest, which is most beautiful, and which is most imaginative?

This is a Trifish. It has three heads and lots of teeth. It lives in ponds in the middle of forests. Don't put your toes in the water—it likes to bite feet!

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 project in Unit 9 of the Student's Book helps to improve learners' inhibitory control.

Inhibitory control

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

This activity in Unit 6 of the Workbook helps to improve learners' cognitive flexibility.

4 Look at the photos of famous places. Write two sentences about each one. Use the phrases below or your own ideas.

It's amazing! That's so cool. I'd love to go there. What a wonderful place. I'd love to take a photo.

Iguazu Falls in Brazil and Argentina the Burj Khalifa in Dubai the Taj Mahal in India Mount Bromo in Indonesia

1 They're beautiful. I'd love to go there.
2 _____
3 _____
4 _____

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 Disaster!

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace, a theater, and there were lots of stores. The store owners sold things that came from big ships from different countries around the world. The city was full of beautiful works of art.

1 Listen and say the words. Check with your partner.

- smoke
- volcano
- temple
- theater
- statue
- columns
- horse and cart
- vase
- servant
- fountain

2 Read, listen, and complete the sentences.

- The gate takes the children into the _____ and the _____.
- Phoebe likes the gardens, the _____ and the _____.
- There are no cars, only _____ and _____.
- The mountain is not a mountain. It's a _____.

3 Choose a word. Mime it for your partner to guess.

Look! Can you guess the word? I'm not sure... Is it...?

10 Around Pompeii

BIG QUESTION What are natural disasters?

Earthquake Shakes London

Read the article and write the names under the photos. There is one extra photo.

At 5:37 p.m. yesterday, many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.

"My sons and I were playing soccer," said Ken Harmer from Wimbledon. "We didn't feel much, and we weren't worried."

"I was in the living room," said his wife, Claire. "I was reading—it was strange!" Their neighbor, Caroline, was sleeping when it happened. "It was terrible. I was so scared!" she said.

Another man, Mr. Williams, told us, "When I felt the earthquake, I was standing on the balcony of our apartment. It's on the 27th floor!"

2 Complete and say the sentences with the words in parentheses.

- At 5:37 p.m. yesterday, Mr. Harmer and his sons soccer. (were playing)
- Mr. Williams on the balcony when the earthquake happened. (was standing)

3 Watch, listen, and say.

Language Focus

When the earthquake shook the tree, Leo was reading quietly. When the earthquake shook the tree, the monkeys were playing hide and seek.

4 Ask and answer.

What were you doing yesterday at five o'clock? I was ...

Post Progressive Review 11

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 Leo the leopard. Each unit has two animated videos that can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

Phonics

in every other unit link to the song. Further phonics practice can be found in the corresponding pages of the Workbook.

1 Listen and correct the mistakes. Then sing the song.

I was sleeping in the garden (1)
When the ground began to shake.
A vase fell in the fountain. (2)
The fountain fell in the lake.
I ran inside the store. (3)
And I thought, "No, this is it!"
Yeah, I was feeling pretty angry when ... (4)

The earthquake hit.
Danger, danger, danger, everywhere.
Life is full of danger.
You'd better take care!

I was walking in the city (5)
When the day turned really gray.
I looked up at the clouds. (6)
And I knew I couldn't stay.
There was rain in the clouds. (7)
There was smoke and thunder too.
I was feeling pretty happy when the ... (8)

Volcano blew.

Phonics

2 Listen and say the dialogue.

Grandma: Your haircut is cute, Stan!
Stan: I like your cap and cape, Grandma!

3 What I Think About This Song

It's great. It's OK. I don't really like it.

1 Read Christopher's email to his friend. Some of the words were accidentally deleted.

Hi Ryan,
Today we had a bad day at home! Let me tell you all about it! While Dad was sleeping, the animals were very bad. Our cat was (1) _____ ing our lunch, the yard! My sister and brother were even worse! My brother John was (2) _____ ing my baby sister was (3) _____ ing my cell phone, and I hope you had a better day!

2 Watch, listen, and say.

Language Focus

While Leo was looking at the moon, the explorer was stealing his favorite spoon. While Leo was swimming in the lake, the explorer was eating his chocolate cake.

3 Play the Wishfishing game with a partner. Say a sentence. Your partner has to guess.

On Sunday afternoon, while I was playing computer games, my mom was wishfishing.

No, she wasn't.
No.
Yes, she was!

While you were playing computer games, your mom was reading.

Episodic adventure stories

linked to the unit theme run throughout each level. These offer extended reading practice and feature brand new illustrations of the classic *Super Minds* characters.

A NARROW ESCAPE

1 Go through the story quickly and find answers to the questions.
 1 Where are the kids? 2 What year is it?

2 Read and listen to the story to check your answers.

Phoebe started running down the stone stairs. "Hey, wait!" Alex shouted. "Where are you going?" "Hurry up! Follow me!" Phoebe shouted. "Why?" Alex and Patrick didn't understand what was happening. Phoebe was running through the city in the direction of the hills. Alex and Patrick followed her. They ran past the houses and the beautiful temples with their statues and columns, but Alex and Patrick didn't have time to look at any of that. They followed Phoebe up a hill outside the city.

When Phoebe reached the top of the hill, she sat down, and the boys sat down next to her. "I don't understand!" said Patrick. "What are we doing here?" Phoebe waited for her breathing to slow down. Then she began to speak. She looked worried. "This city is Pompeii. We learned about it in history. That volcano over there is going to erupt, and we're in danger!" "But how do you know it's going to erupt now?" asked Alex.

Suddenly, there was a loud noise like thunder. The three friends looked up at the volcano. They were scared by what they looked up at. There was a lot of dark, gray smoke. "I was right," said Phoebe. "We have to go and tell the people who live in Pompeii." "But are you certain it's going to erupt?" asked Alex. "Look!" said Phoebe. "Animals often run away from natural disasters. We learned that in school. Now come on! The people are in danger."

Back in the city, the children tried to tell everyone about the volcano, but the people didn't understand what they were saying, so they were not worried. Suddenly, there was another loud explosion.

"Look!" shouted Phoebe. "It's too late! It's erupting." Everybody was very scared. The sky got really dark, and smoke filled the air. Stones flew from the volcano and landed in the city. People started to run away shouting for help. The children didn't know what to do. Suddenly, Alex saw a yellow light through the smoke. "What's that? Look!" Phoebe and Patrick saw it too.

"I know what that is. It's the gate that brought us here!" Phoebe shouted. "Let's go through it." "The gate?" Patrick didn't understand. "Yes," said Phoebe. "Remember the lab? The yellow glow—the gate to the past. Maybe it'll take us back to our time. Let's run, or we'll all die! It's our only chance!" The children ran as fast as they could to the light and jumped. They were gone in a flash!

On August 29th in 79 AD, Vesuvius erupted and destroyed the city of Pompeii. The volcano threw smoke and stones more than 30 kilometers high into the air. Within minutes, the stones, lava, and ashes covered the whole city. Almost 20,000 people died.

3 Put the sentences in the correct order.
 They tried to warn people. Phoebe told the boys about Pompeii.
 They heard a loud noise. Suddenly, they saw a bright light!
 The children ran up a hill.

4 Work in pairs. Read the sentences. Check the text and then replace the underlined words with more specific information.
 1 They often run away from natural disasters. 3 ... they were not worried.
 2 They're in danger. 4 They ran as fast as they could ...

Let's find "natural disasters" in the text. Here it is. Let's look. OK. It says ...

Value: Helping People in Danger; Reading for Pleasure 15

Universal values

are introduced with each story 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.

Skills

1 Read this text from a website about disasters. Write t (true) or f (false).

- There are natural disasters all around the world.
- Scientists can stop weather disasters from happening.
- Scientists can always warn us about volcanoes, but not about earthquakes.
- Weather and people can cause forest fires.
- There can be a lot of damage after floods.

Being DISASTER SMART Can Save Your Life!
 Learn About Natural Disasters NOW

Natural disasters happen all over the world. We cannot stop them from happening. But we can learn what to do when a disaster happens. The weather causes disasters like thunderstorms, floods, hurricanes, and avalanches. They give people warnings so they can prepare for these disasters.

Volcanoes and earthquakes are not caused by weather. Scientists have special equipment to watch volcanoes erupt or an earthquake will happen. That's why volcanoes and earthquakes cause a lot of damage. Scientists often know when weather disasters will happen, but they also know when people are not careful. Fires can happen because of lightning, but they can be very expensive natural disasters because they make a lot of damage. People should try not to build houses near rivers because of the danger of floods.

Think of a disaster you have heard about. Tell your classmates about it.

- What happened?
- Where did it happen?
- What kind of damage was there?

Last year, there was an earthquake in ...

1 Listen to a news report about a fire and answer the questions.
 1 What day did the fire start?
 2 How many helicopters are helping?
 3 How can people help the firefighters?

2 Listen again and match the sentence halves.

- This is day five
- Firefighters think there is
- More than 100 firefighters
- The biggest problem
- Some people want to
- These people

a no danger to houses.
 b cause big problems for the firefighters.
 c see the fire.
 d of the fire on Saddleworth Moor.
 e are on the moors.
 f is getting water to the fire.

3 Think of a natural disaster (real or imaginary) and write a short report.
 - the type of disaster
 - where and when the disaster happens
 - what the disaster can do

Read your notes to a partner. Make suggestions to help each other.
 Write your report.

This report is about forest fires. Forest fires often happen in the summer in countries that are hot and dry. Forest fires are dangerous. They can burn down trees and houses, and they can be dangerous for people too.

Listening and Writing 17

Extensive Skills pages

give practice of listening, speaking, reading and writing skills to extend learning.

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 to 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.

Think and Learn

THE EARTH'S PLATES

Super Fact!
Plates can create mountains. This happens when two plates meet and the land on them moves up.

1 What are the Earth's plates?
Read the text and look at the pictures. How do plates make natural disasters happen?

The Earth has seven big plates and some smaller plates. Land and oceans sit on the plates, and the plates move very slowly. Some big plates can move about two centimeters each year. The arrows → on the map show where the plates are moving. The line around each plate is called a boundary.

There are different kinds of plates. Oceanic plates are under the ocean. Continental plates are under land. Some plates, like the South American Plate, are under land and oceans. The Pacific Plate is the biggest plate on Earth.

2 What are the words?
1 These plates are under the ocean.
2 This is the line around each plate.
3 These plates are under land.
4 This plate is under land and water.
5 This is when fire comes from a volcano because two plates meet.
6 The is when land moves because two plates meet.

3 Look at the map and at maps of your country. Find out:
• which plate you are on
• the boundary closest to where you live
• if there are volcanoes there
• if any earthquakes happened there

Where two plates meet, a volcano can erupt.
Where plates meet, an earthquake can happen.

4 Read this fact file about the Ring of Fire. Think and complete the text with words from the box. Listen and check.
volcanoes millions 452 cities Plate earthquakes 40,000 water

THE RING OF FIRE

It's around the Pacific (1) _____.
It's (2) _____ km long.
There are (3) _____ volcanoes there.
Most of the volcanoes are under the (4) _____.
About 90 percent of all (5) _____ happen in the Ring of Fire.
Some famous and dangerous (6) _____ are Mount Fuji in Japan and Krakatoa in Indonesia.
Popocatepetl volcano in Mexico is also dangerous because it is near two big (7) _____: Mexico City and Puebla.
(8) _____ of people live near Popocatepetl.

5 **Project** Create another fact file about the South American Plate.
• Find out about the South American Plate online.
• Look for information about how big it is and about earthquakes, volcanoes, and cities on the plate.
• Make notes.
• Design your fact file.
• Find a photo or draw a picture like this.
• Add a label for the picture.

19 Geography

Project

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

Portfolio

Time to Present

1 Listen to a group presentation about a tornado. Put the pictures in order. Find out about it.

2 Listen again and answer the questions.
1 What is a tornado?
2 Give a mini-talk.
• Choose a disaster and find out more about it.
Possible topics are: a flood, a mudslide, an avalanche, a fire, or a tsunami.
• Use books and magazines.
• Talk to people in your family.
• Go online and see what you can find on the internet.
3 Write your talk. Each of you should write three or four sentences about your picture. Then show it to your teacher to help you with the language.
4 Correct the text. Read it often enough so that you know what you are going to say.

Presenting Tip
You should give a talk and show your pictures. It's important to have a good introduction and a good conclusion. This makes your talk more interesting.

4 A tornado is a very strong wind.
It destroyed lots of buildings.
The tornado in Japan was in 2011.

5 Start a new portfolio for this year. Write about yourself in your profile.

Filling Out a Form

1 Think and Write

MY PORTFOLIO
My Name: Antulio Martinez
My Class: 6C
My Teacher's Name: Mrs. Wilkins
What My Friends Like About Me: I am funny and good at singing.

What I Did During My Summer Vacation: I went to Lake Louise Summer Camp.
My Favorite Topics: My favorite topics are rainforests and geography!
What I Like Best About My English Class: I like singing songs in English best!

Lake Louise Summer Camp
Last Name: MARTINEZ
First Name: ANTULIO
Nationality: MEXICAN
Sex: M F
Date of Birth: August 5, 2013
Passport No.: TR 84902638
Home Address (Street): 1702 CALLE SAN JOSE
Town / Country: BUENA VISTA, MEXICO
Postal Code: 37604

2 During his summer vacation, Antulio went to a summer camp. Read the form and answer the questions below.
1 What's his first name?
2 When was he born?
3 What's his home address?
4 What country is he from?
5 What's his postal code?

Writing Tip
When you need to fill out a form, make sure you understand what you have to write. Sometimes you can guess what the words mean, just to make sure.

3 In pairs, ask and answer questions. Then make a form for your partner. Check their answers.

20 Communication

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

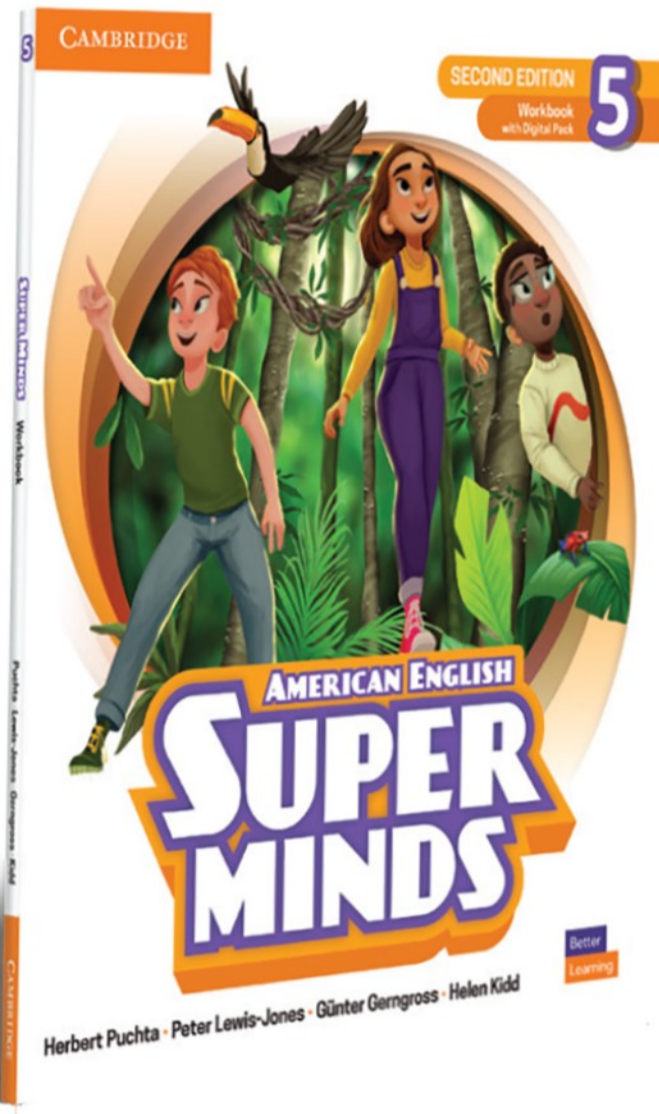
Student's Components

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.

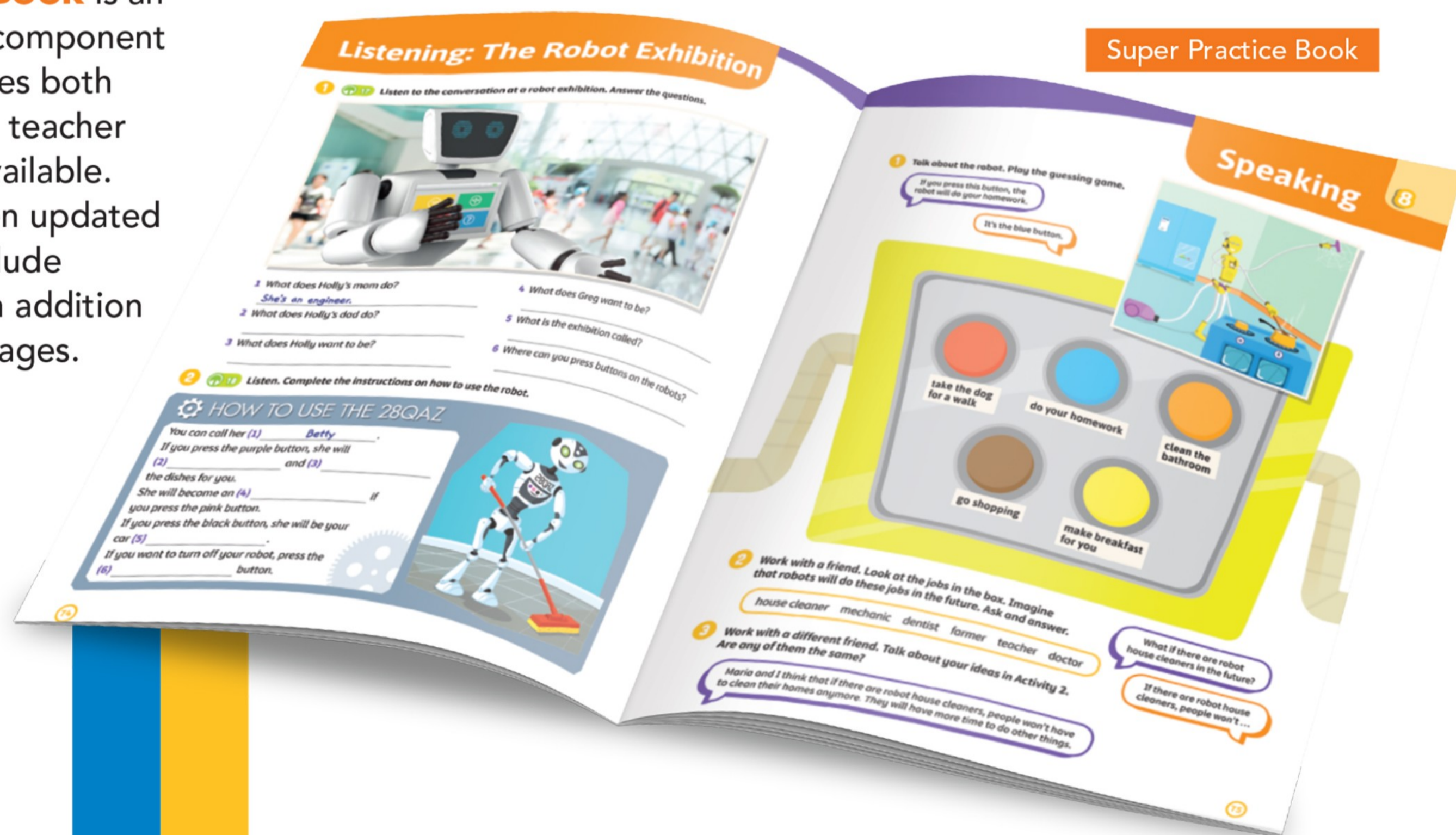


Student's Book



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.

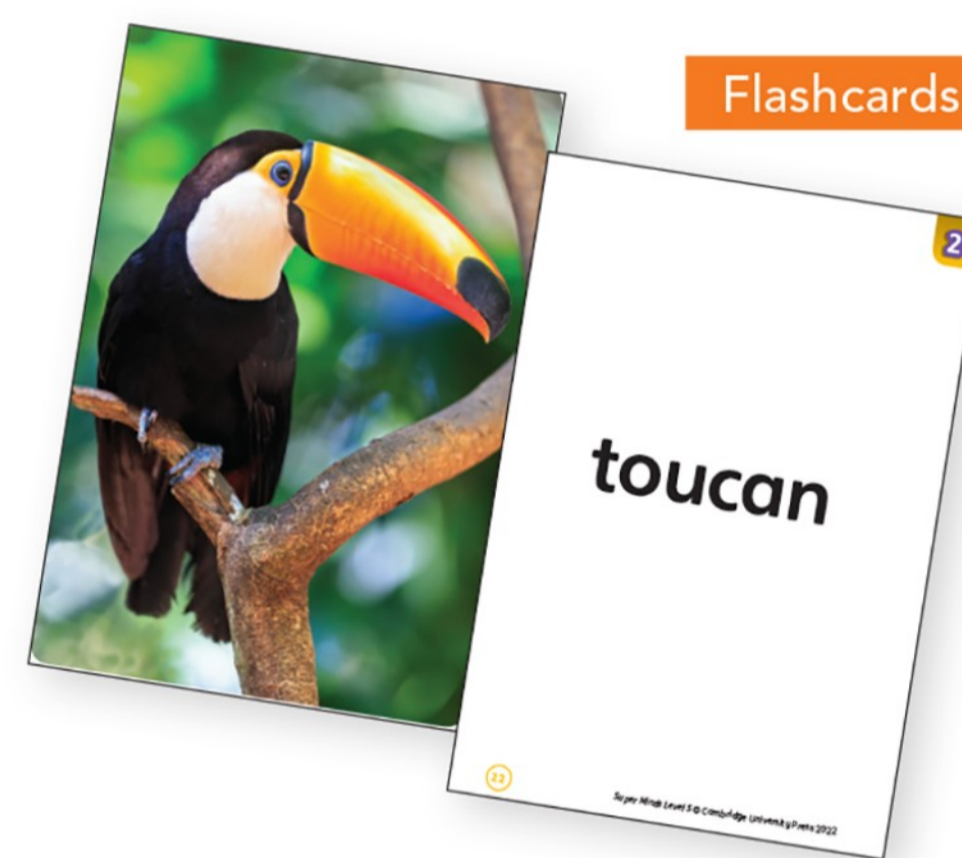


Super Practice Book

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 to 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 customisable tests at different levels of challenge for Levels 1 to 6.

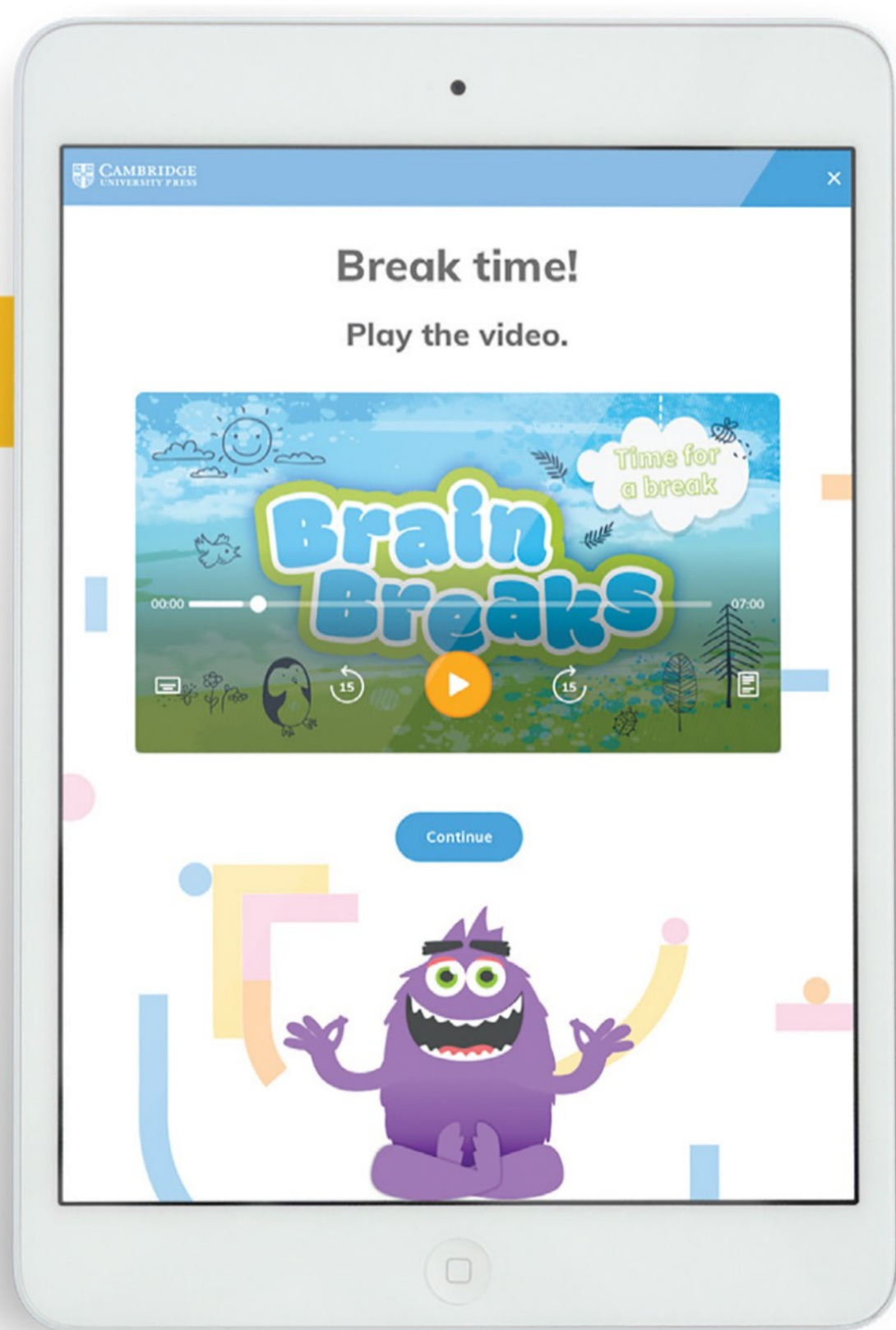
For students:

Practice Extra includes:

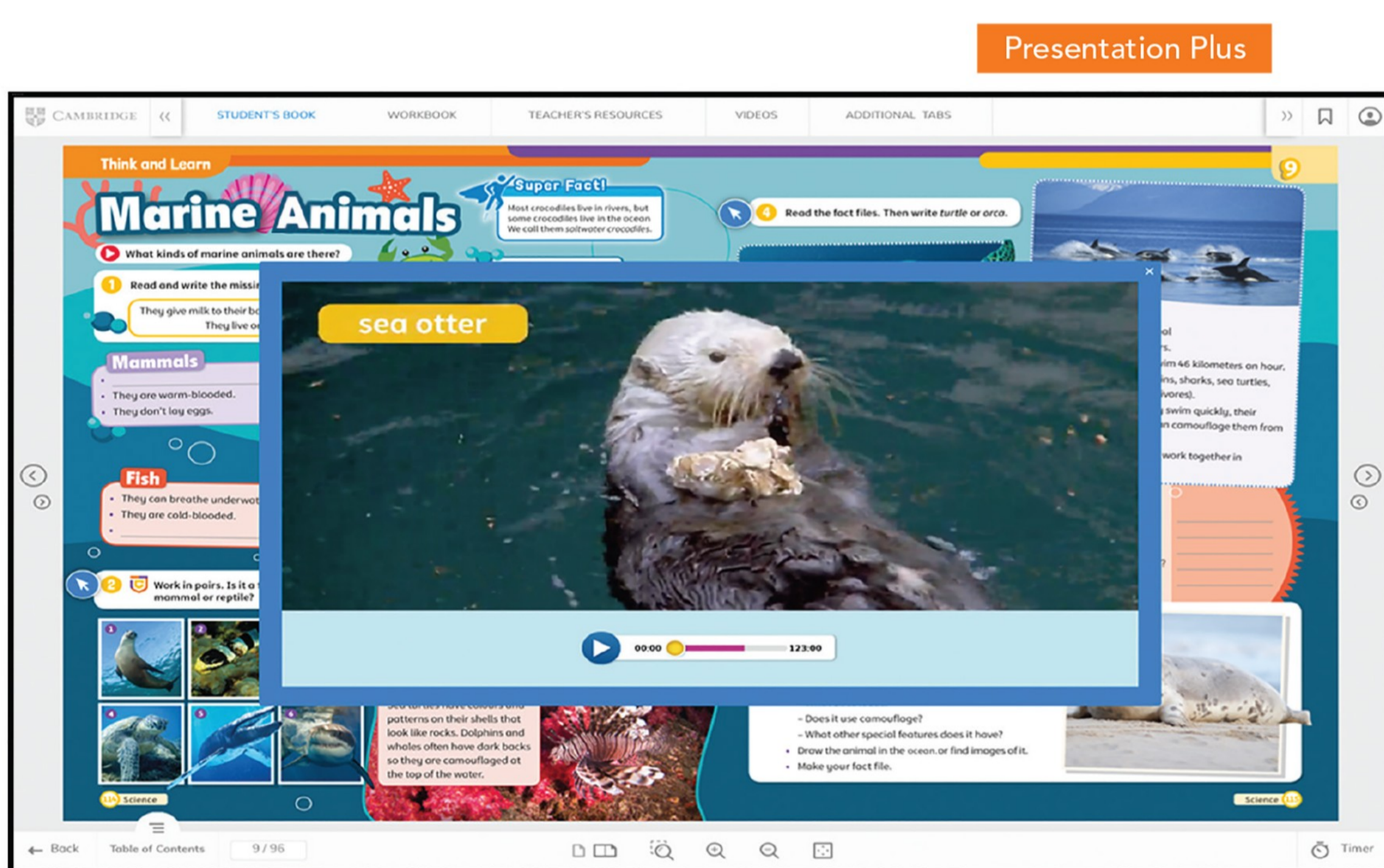
- online activities that consolidate classroom learning, including animations and interactive games to engage students
- *Brain Breaks*, activities designed to aid motivation and help recharge the brain.

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

The Science Class

Alex, Phoebe, and Patrick are good friends. They all go to the same school. Today, they are in science class. They are having problems doing an experiment. Their teacher, Mr. Davis, isn't very happy.

1 Listen and say the words. Check with your partner.

1 goggles

2 shelf

3 apron

4 explosion

5 bubbles

6 liquid

7 instructions

8 test tube

9 powder

10 gloves



2 Read, listen, and answer the questions.

- 1 How many spoonfuls of blue powder did Patrick use?
- 2 How many spoonfuls of blue powder did the instructions ask for?
- 3 What does Mr. Davis ask Patrick to put on?
- 4 What does Mr. Davis say about safety in the classroom?

3 Choose a word. Draw it for your partner to guess.

4 Experiments

Learning outcomes:

- to learn about the characters and context of the story
- to learn and use vocabulary for science
- to talk about equipment for science experiments

New language: *shelf, goggles, apron, explosion, bubbles, liquid, instructions, test tube, powder, gloves, have problems, do an experiment, spoonful, safety, character names*

Cognitive control functions: Working memory

Digital flashcards: 1–10 (science)

Warm-up

Aim: to introduce the story

- Focus on the picture. Ask which type of class this is (a science class) and where the characters are (In a lab / laboratory.)
- Ask students to scan the text at the top of the page and find the names of the characters (Alex, Phoebe, Patrick, Mr. Davis).
- Choose a volunteer to read the text aloud. Check comprehension of *do an experiment*.
- Ask students what they think the problem with the experiment could be. Remind them to look at the picture. Write ideas on the board.

Presentation

Aim: to present vocabulary for science

- Use the flashcards to present the new vocabulary.
- Ask students which things they use/wear, e.g., *Do you wear an apron in science class? Do you use test tubes?*

1  **001**  **SB p4** **Listen and say the words. Check with your partner.**

Aim: to practice new vocabulary

- Students look at the numbered items in their Student's Book.
- Play the recording. Students listen and repeat.

For script, see SB p4.

- Play the recording again. Students practice in pairs.
- Read the text at the top of the Student's Book page aloud while students follow.

2  **002** **SB p4** **Read, listen, and answer the questions.**

Aim: to practice listening for specific information

- Read the questions aloud and check understanding. Encourage students to predict the answers.
- Play the recording twice. Check with the class.

For script, see TB p119.

- Check the students' predictions from the Warm-up. What was the problem with the experiment? (Patrick added two spoonfuls of blue powder instead of one.)

Stronger students: Ask more questions, e.g., *What does Patrick say about the mistake he made? (It was a small accident.) Why isn't Patrick wearing goggles? (He doesn't know where they are.)*

Key: 1 two, 2 one, 3 safety goggles, 4 Safety is very important in the science lab.

3 **SB p4** **Choose a word. Draw it for your partner to guess.**

Aim: to practice new vocabulary

- Start slowly drawing one of the items on the board, e.g., a test tube. Students guess, e.g., *Is it a shelf?*

- Students play in pairs. Student A draws, while Student B guesses. Then they swap.

1 **WB p4** **Look and write the words.**

Aim: to practice writing the new vocabulary

Key: 2 shelf, 3 bubbles, 4 explosion, 5 test tube, 6 powder, 7 apron, 8 gloves

2 **WB p4** **Read and complete the text.**

Aim: to practice the new vocabulary in context

Key: 2 gloves, 3 goggles, 4 goggles, 5 shelf, 6 test tube, 7 spoonfuls, 8 powder, 9 test tube, 10 explosion, 11 bubbles, 12 test tube, 13 goggles, 14 science lab

Ending the lesson

Aim: to review new vocabulary and test memory skills

- Students study the picture in the Student's Book for two minutes and then close their books. Ask questions, e.g., *How many test tubes are there? What color is the powder in the test tube in the middle?* The game can be students vs. teacher or students can play as teams.

Extension activity

Aim: to consolidate vocabulary

- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g., *We wear goggles over our eyes for protection.*

Learning outcomes:

- to review the simple past
- to review vocabulary for school subjects
- to talk about previous lessons using the simple past

New language: *ancient Rome*

Recycled language: school subjects, science, school activities, simple past forms (regular and irregular), *sick*

 **Cognitive control functions:** Cognitive flexibility

Digital flashcards: 1–10 (science)

Warm-up

Aim: to review science vocabulary

- Write the science vocabulary in jumbled letter order on the board.
- Call a pair of students to the board. One student writes an item correctly, while the other selects the matching flashcard.
- Repeat with different pairs.

1 **SB p5** **Read the clue and check the subjects.**

Aim: to review simple past positive and negative forms

- Students read, think, and check the subjects in the table.
- They compare ideas in pairs. Check with the class.

Extra support: Copy the table on the board. Choose different students to read the statements, and ask the class where to put the ticks.

Key:

Alex: history

Patrick: history, music, science

Phoebe: history, science

2 **SB p5** **Complete the sentences with words from Activity 1.**

Aim: to focus students on simple past forms

- Students work individually to complete the sentences and then compare answers. Check answers and elicit the infinitive form of the verbs in 1 to 3.

Key: 1 had, 2 watched, 3 was, 4 didn't

3   **003** **SB p5** **Watch, listen, and say.**

Aim: to focus students on grammatical form

- Play the *Leo the Leopard* video twice.
- Students turn to the Language Focus section on page 118 of the Student's Book.
- Work through first half of the page with the class.
- Play the audio. Students follow in their Student's Books and join in.

For script, see SB p5.

- Students practice the sentences in pairs, taking turns saying each line and doing the actions.

4  **SB p5** **Imagine that yesterday was your perfect day. Describe it to your partner.**

Aim: to consolidate grammar

- Ask a student to read the speech bubble aloud.
- Elicit ideas to complete the girl's day. Encourage students to use full sentences.
- Students work in pairs. They take turns speaking about their day.
- At the end students tell the class what their partner said about their perfect day.

Extra support: Write useful verbs on the board and elicit the past forms, before starting the pairwork.

1 **WB p5** **Complete with the correct form of each verb.**

Aim: to review irregular simple past forms

Key: 1 was, 2 got out, 3 saw

2 **WB p5** **Write the verbs in the correct column. Write the base form of the verbs.**

Aim: to review regular and irregular simple past forms

Key: First column: started (start), played (play), laughed (laugh), walked (walk), waited (wait), arrived (arrive), loved (love), watched (watch); Second column: found (find), heard (hear), ran (run), told (tell), said (say), took (take), had (have), went (go)

3 **WB p5** **Look at the pictures. Write the story.**

Aim: to practice writing in the simple past

Ending the lesson

Aim: to practice key language from the lesson

- Students make three sentences about what they did at school the previous day or week, two true and one false.
- Choose students to read their sentences aloud. Their classmates guess which one is false, e.g., *You didn't ride a horse to school yesterday.*

Extension activity

Aim: to practice writing in the simple past

- Students write a short story with the title *My Dream*, using WB Activity 3 as a model. They illustrate the story for homework.

1 Read the clue and check the subjects.

Alex, Patrick, and Phoebe are sometimes in different classes. What classes did they have yesterday afternoon?

Phoebe only had two classes.

Alex only had one subject.

Alex, Phoebe, and Patrick watched a movie.

The movie was about life in ancient Rome.

	Music	History	Science
Alex			
Patrick			
Phoebe			

Patrick loved all three subjects.

Phoebe didn't sing a song and didn't listen to any music.

2 Complete the sentences with words from Activity 1.

- We _____ six classes yesterday.
- In geography, we _____ a movie.
- The movie _____ about the world's oceans.
- My friend Clara was sick, so she _____ watch the movie.

3   003 Watch, listen, and say.

Language Focus

Listen, friends, to what I say.
 Yesterday **was** a perfect day.
 I **got out** of bed at half past three.
 I **saw** a chicken under the tree.



4  Imagine that yesterday was your perfect day. Describe it to your partner.



Yesterday was great. I got up at ten o'clock. I ate chocolate for breakfast, and I watched three Spider-Man movies on TV. Then I...

1  004 Listen and write the names. Then sing the song.

- 1 This person is not very patient. _____
- 2 This person went after Phoebe. _____
- 3 This person is Phoebe's best friend. _____
- 4 This person is never early. _____
- 5 These people can go to the past and the future. _____

Phoebe was the first one.
She didn't want to wait.
Now she's lost in time because
She stepped into that gate.

Alex followed Phoebe
Because best friends don't wait.
Now he's lost in time because
He stepped into that gate.

Patrick was the last one,
But then, he's always late.
Now he's lost in time because
He stepped into that gate.

The Time Travelers,
They're lost in time.
They'll never come back
If they cross that line.

The Time Travelers,
Traveling so fast.
The past is the present,
And the future is the past.



Phonics

2  006 Listen and say the dialogue.



Sue Do **you** want to go **through** the gate, **too**?

Ben Let's follow the **friends** till the story **ends**!



Learning outcomes:

- to join in with a song
- to recognize and say rhyming words with different spellings

New language: *lost in time, step (v), gate, Time Traveler, patient (adj), till (= until)*

Recycled language: simple past, *early, late, best friend, past, present, future*

Phonics focus: Your students will be able to identify similar sounds that are represented by different spellings.


Cognitive control functions: Working memory

Digital flashcards: 1–10 (science)

Warm-up

Aim: to review characters and vocabulary for science

- Write *Ph* _____, *Al* ____, and *P* _____ on the board. Elicit the characters' names and what they were doing in the first lesson (a science experiment).
- Elicit the science words, using the flashcards.

1  **004** **SB p6** **Listen and write the names. Then sing the song.**

Aim: to practice listening, and sing a song with the class

- Elicit who is in the picture (Phoebe, Alex, and Patrick) and ask students to guess what they're doing.
- Read the statements aloud around the class. Check understanding of *patient* and *went after*.
- Students cover the lyrics. Play the recording. Students listen and write the names next to the statements, and then compare in pairs.

For script, see SB p6.

- Play the recording again if necessary. Students uncover the lyrics and check their answers.

Key: 1 Phoebe, 2 Alex, 3 Alex, 4 Patrick, 5 Phoebe, Alex and Patrick.

- Play the song again, pausing after each verse for students to repeat.
- Use the karaoke version of the song (005) for students to sing in three groups (one verse per group – everyone sings the chorus).


2  **006** **SB p6** **Listen and say the dialogue.**

Aim: to practice saying rhyming words

- Remind students that English words can be spelled differently although they sound the same.
- Students find rhyming words in the dialogue (e.g. *wait – gate, fast – past*).
- Play the recording. Students listen, read, and repeat.

For script, see SB p6.

- Divide the class in two: one half plays the role of Sue, and the other half Ben. The class says the dialogue twice, with half the class saying the lines of each speaker together.
- Make pairs from different halves of the class. Students practice the dialogue.

1  **001** **WB p6** **Listen to the song again and complete with the words in the box.**

Aim: to activate memory skills and raise awareness of rhyme

Key: 2 wait, 3 followed, 4 wait, 5 last, 6 late, 7 come back, 8 cross, 9 future

For song lyrics, see SB p6.

2  **002** **WB p6** **Listen and say the words.**

Aim: to give students practice with rhyming words

For script, see WB p6.

3 **WB p6** **Match the rhyming words.**

Aim: to identify similar sounds through rhyme

4  **003** **WB p6** **Listen, check, and say the words.**

Aim: to practice saying rhyming words

Key: 2 d, 3 b, 4 j, 5 a, 6 h, 7 i, 8 e, 9 f, 10 g

For script, see WB p6.

Ending the lesson

Aim: to extend work on rhyming words

- Write the following words in random order on the board: *my, I, slow, go, see, be, time, rhyme, school, rule, hair, where, wait, great*.
- In pairs, students match the words that rhyme and write them on a piece of paper. Pairs swap papers and mark each other's answers.

Extension activity

Aim: to activate students' imagination


- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?* Students write the date of the year they would like to travel to in their notebooks.
- Hold a class vote on whether it would be better to visit the past or the future.

Learning outcomes:

- to review simple past questions
- to ask and answer about events and actions in the past

New language: *normal, nothing special, worst (day) ever, goalkeeper, Guess what?, have a good time, none*

Recycled language: verbs

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

 **Cognitive control functions:** Cognitive flexibility

Warm-up

Aim: to review simple past forms

- Play the song (04) for students to join in.
- Write *She didn't want to wait* on the board and ask why we use *didn't* (to make the sentence negative). Elicit other times we use *did* (to make questions).

1 Read and choose the correct face for each of the children.

Aim: to practice simple past questions

- Focus on the pictures and elicit the character names (Alex, Patrick, and Phoebe).
- Students read and choose the correct face.
- Students compare answers in pairs before the class check.
- Pairs role-play the conversations, trying to express the correct emotion in their voices.
- Volunteer pairs role-play a conversation for the class.

Key: 1 b, 2 c, 3 a

2 Put the words in the correct order.

Aim: to focus on word order

- Students work in pairs to reorder the questions.
- Call volunteers to write the questions on the board. Students check.

Key: 1 What did you do at school today? 2 How was school today? 3 Did you have fun today? 4 Why was it a bad day?

3 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the *Leo the Leopard* video twice. Check understanding of *none*.
- Check understanding of the grammar.
- Students turn to the Language Focus section on page 118 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script, see SB p7.

- Students practice the chant in pairs.

4 Imagine that yesterday was the worst day ever. Ask your partner about it.

Aim: to give students further practice with simple past questions

- In pairs, students take turns asking and answering questions, using the conversations from Activity 1 to help.

1 Read and complete.

Aim: to review language from the lesson

Key: 1 How was, 2 Did, have

2 Match the questions with the answers.

Aim: to practice simple past questions and answers

Key: 2 a, 3 f, 4 b, 5 g, 6 d, 7 c

3 Make questions.

Aim: to give further practice with simple past questions

Key: 2 Where did you put your goggles? 3 What was in the test tube? 4 Did you wear gloves in the science lab? 5 Why was the science teacher angry with you?

4 Read and write the questions.

Aim: to give further practice with simple past questions

Key (sample answers): 2 Where did you do it? 3 What did you try to make? 4 Was it dangerous? 5 What did you do next? 6 What did he do?

Ending the lesson

Aim: to practice past tense questions

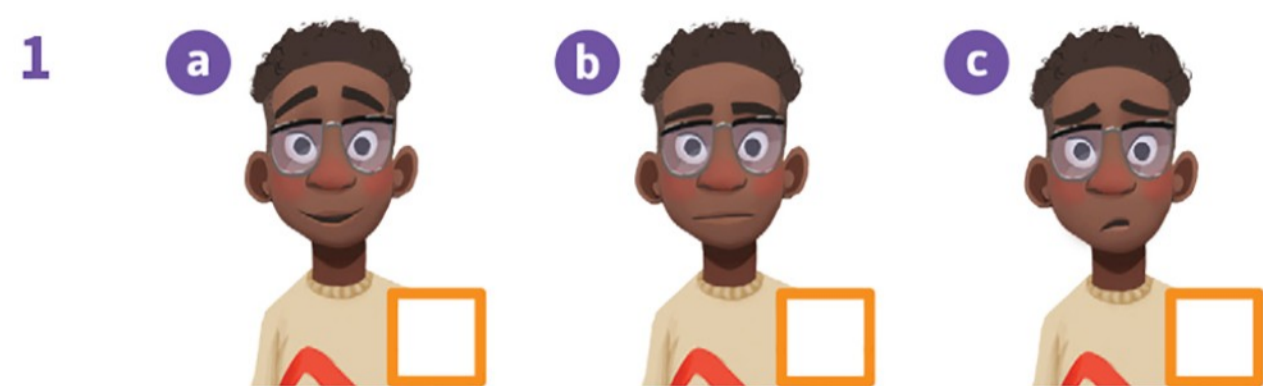
- Write question words on the board: *What, Where, Why, When, Who, Which*.
- In pairs, students write as many questions as they can about yesterday.
- See which pair wrote the most correct questions.

Extension activity

Aim: to practice language from the lesson

- Give each student two small pieces of paper, and ask them to draw a happy face on one and a sad face on the other.
- Write *How was school today?* on the board. Elicit positive replies, e.g., *It was really good! It was the best day ever!*, and then negative replies, e.g., *It was really bad. It was terrible*.
- Make pairs. Student A asks *How was school today?* and chooses one of Student B's pieces of paper. He/She replies accordingly. They swap roles and repeat.

1 Read and choose the correct face for each of the children.



Mom Did you have a good day at school today, Alex?
Alex It was OK.
Mom Just OK?
Alex Yes. It was just a normal day. Nothing special.



Dad How was school today, Patrick?
Patrick It was the worst day ever.
Dad Why was it so bad?
Patrick Our soccer team lost 6-0, and I was the goalkeeper.



Mom What did you do at school today, Phoebe?
Phoebe We talked about the geography project, and guess what?
Mom What?
Phoebe I'm doing a project on Mexico! I'm so excited.

2 Put the words in the correct order.


- 1 you / at school / did / today / ? / do / What
- 2 today / ? / How / school / was
- 3 today / Did / have / you / ? / fun
- 4 it / was / Why / a / day / ? / bad

3   007 Watch, listen, and say.

Language Focus

How was your day, Leo? No, I **didn't**, Mom.
Did you have fun? I **had** none.



4  Imagine that yesterday was the worst day ever. Ask your partner about it.

What time did you get up?

I woke up at six o'clock.
My baby sister cried so loudly.

