

CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

6

AMERICAN ENGLISH

SUPER MINDS

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Better
Learning

Thanks and 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

Back to School (pages 4–9)

Vocabulary

Outside at School:
basketball hoop, school bell,
net, soccer field, running
track, gym, trash can, tennis
court, bike rack, railing

Language Focus

*Have you had some food yet?
We have already met.
I'm the leopard who likes to rap.
These are the words that I rap.
This is the jungle where I rule.*

Story

Back in Time Again

Value

Thinking About
What You're Doing

► Song: The Time Travelers

► Phonics: Spelling Patterns

1 The Treasure (pages 10–21)

❓ What kinds of treasure are there?

Vocabulary

Pirates:
palm tree, hook, eyepatch,
binoculars, key, hammock,
coins, shovel, treasure chest,
hole, stone

Language Focus

*I've had these pretty spots
since I was a cub.
I've had my big, long tail for
eleven years.
How long have you had them?
Since I was thirteen.
For eleven weeks.*

Story

*The Pirates'
Treasure*

Value

Being Honest

Skills

- Reading and Speaking
- Listening and Writing

Think and Learn

Geography: Precious
metals

Project: Make a poster
about gold or silver.

► Song: Get on Board!

► Phonics: -sure and -ture

► Communication: Time to Present

► Writing: Think and Write

2 Future Transportation (pages 22–33)

❓ How will people travel in the future?

Vocabulary

Travel:
hang glider, parachute,
monorail, solar panel,
ultralight, wind turbine,
cable car, jet pack,
surfboard, inline skates,
unicycle, floating skateboard

Language Focus

*You don't need to drive a car.
All you need to do is climb to
get from here to there.
There will be a lot of noise.
There won't be any trees left.
I won't let that happen.
They'll have to run away.*

Story

*A Problem for
Patrick*

Value

Listening
Carefully

Skills

- Reading and
Speaking
- Listening and Writing

Think and Learn

**Environmental
Science:** Renewable
Energy

Project: Write an
advertisement for a new
school bus.

► Functional Language Dialogue

► Creativity: Get Talking

► Writing: Think and Write

3 Ancient Egypt (pages 34–45)

❓ What was life like in ancient Egypt?

Vocabulary

In Egypt:
Sphinx, pharaoh, slaves,
pyramid, chariot, rock,
hieroglyphics, step, mummy,
tomb

Language Focus

*Who was this den built by?
The walls weren't built so well.
The door was put in upside
down.
There were lots of trees in this
jungle a few years ago.
But in a little time, a lot of
them have gone.*

Story

*The Mummy's
Tomb*

Value

Respecting
Differences

Skills

- Speaking, Reading,
and Listening
- Reading

Think and Learn

History: Ancient
Egyptian Art

Project: Design and
describe an ancient
Egyptian crown.

► Song: In Old Cairo

► Phonics: -ed Endings

► Communication: Get Talking

► Writing: Think and Write

4 Olympic Sports (pages 46–57)

What do we know about sports?

Vocabulary

Sports:
long jump, hurdles, high jump, boxing, archery, wrestling, weightlifting, rowing, gymnastics, fencing

Language Focus

*We could play some volleyball.
You could try to teach me.
I'm running in the morning.
I'm riding my bike.*

Story

Not the Best Day

Value

Sportsmanship

Skills

- Reading and Speaking
- Listening and Speaking

Think and Learn

Physical Education:

Fitness

Project: Plan and write a brochure with training ideas for a school sports team.

► Functional Language Dialogue

► Creativity: Get Talking

► Writing: Think and Write

5 In London (pages 58–69)

Why is London famous?

Vocabulary

Stores:
carpenter's shop, jewelry store, butcher shop, market, bakery, barber shop, tailor's shop, drug store

Language Focus

*Have you ever been to London Zoo?
Yes, I have.
Has she ever been to London Zoo?
No, she hasn't. She's never been.
I took a swim.
I went home.*

Story

The Great Fire

Value

Thinking of Others

Skills

- Reading
- Listening, Reading, and Speaking

Think and Learn

Math: 3D Shapes

Project: Design a new building for your school.

► Song: Have You ... ?

► Phonics: s and z Sounds

► Communication: Get Talking

► Writing: Think and Write

6 Crazy Inventions (pages 70–81)

How do inventions help us?

Vocabulary

Tools and Machines:
screwdriver, hammer, drill, saw, lever, wrench, paintbrush, can of paint, button, switch, nails, workbench

Language Focus

*I have too many jobs to do.
I don't have enough time.
Can you tell me what the machine is?
Can you tell me what this button does?
Can you tell me what the machine is for?*

Story

Professor Potts

Value

The Benefits of Technology

Skills

- Reading and Speaking
- Speaking, Listening, and Writing

Think and Learn

Science: Simple Machines

Project: Draw a toy to put in a park for younger children and explain how it works.

► Functional Language Dialogue

► Creativity: Get Talking

► Writing: Think and Write

7 This Is Houston (pages 82–93)

What do we know about space?

Vocabulary

Moon Landing:
countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, headset, screen

Language Focus

*Going on a space trip is exciting!
Staying up late is really tiring.
He said that he was back from the stars.
He said that he didn't know the way.*

Story

Alex, the Engineer

Value

Admitting Mistakes

Skills

- Listening, Writing, and Speaking
- Reading

Think and Learn

Science: Space

Project: Find out about and draw a constellation and answer questions about it.

► Song: Can You Hear Us?

► Phonics: Different Spellings of the Sound /N/

► Communication: Get Talking

► Writing: Think and Write

8 A Cold Place (pages 94–105)

What's it like at the Earth's poles?

Vocabulary In the Arctic: <i>Northern Lights, iceberg, polar bear, polar bear cub, ice floe, seal, seal pup, igloo, mittens, sled</i>	Language Focus <i>It's cold at the poles, isn't it? And the nights are dark, aren't they? There isn't much sun there, is there? The jungle may be in danger. They might take our home away.</i>	Story <i>Rescuing the Seal Pups</i> Value Taking Care of Wildlife	Skills <ul style="list-style-type: none"> • Speaking and Listening • Reading, Speaking, and Writing 	Think and Learn Geography: The Arctic Project: Make a storyboard or a slide presentation about the Arctic.
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► **Functional Language Dialogue**

► **Creativity: Get Talking**

► **Writing: Think and Write**

9 The Jurassic Age (pages 106–117)

What do we know about prehistoric times?

Vocabulary Natural Features: <i>sunrise, horizon, pond, grassland, valley, bush, stream, swamp, log</i>	Language Focus <i>If I had a time machine, I'd go back to the past. What would you do if you saw a dinosaur? If I met a dinosaur, I wouldn't stop to say "hello."</i>	Story <i>The Chase</i> Value Taking an Interest in Nature	Skills <ul style="list-style-type: none"> • Reading • Listening, Reading, and Writing 	Think and Learn History: The Stone Age Project: Design and make a stone circle on a paper plate.
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► **Song: I'd Like to Be...**

► **Phonics: Different Spellings of the Sounds /ɔ:/ and /ɔ:r/ and Question Intonation**

► **Communication: Get Talking**

► **Writing: Think and Write**

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

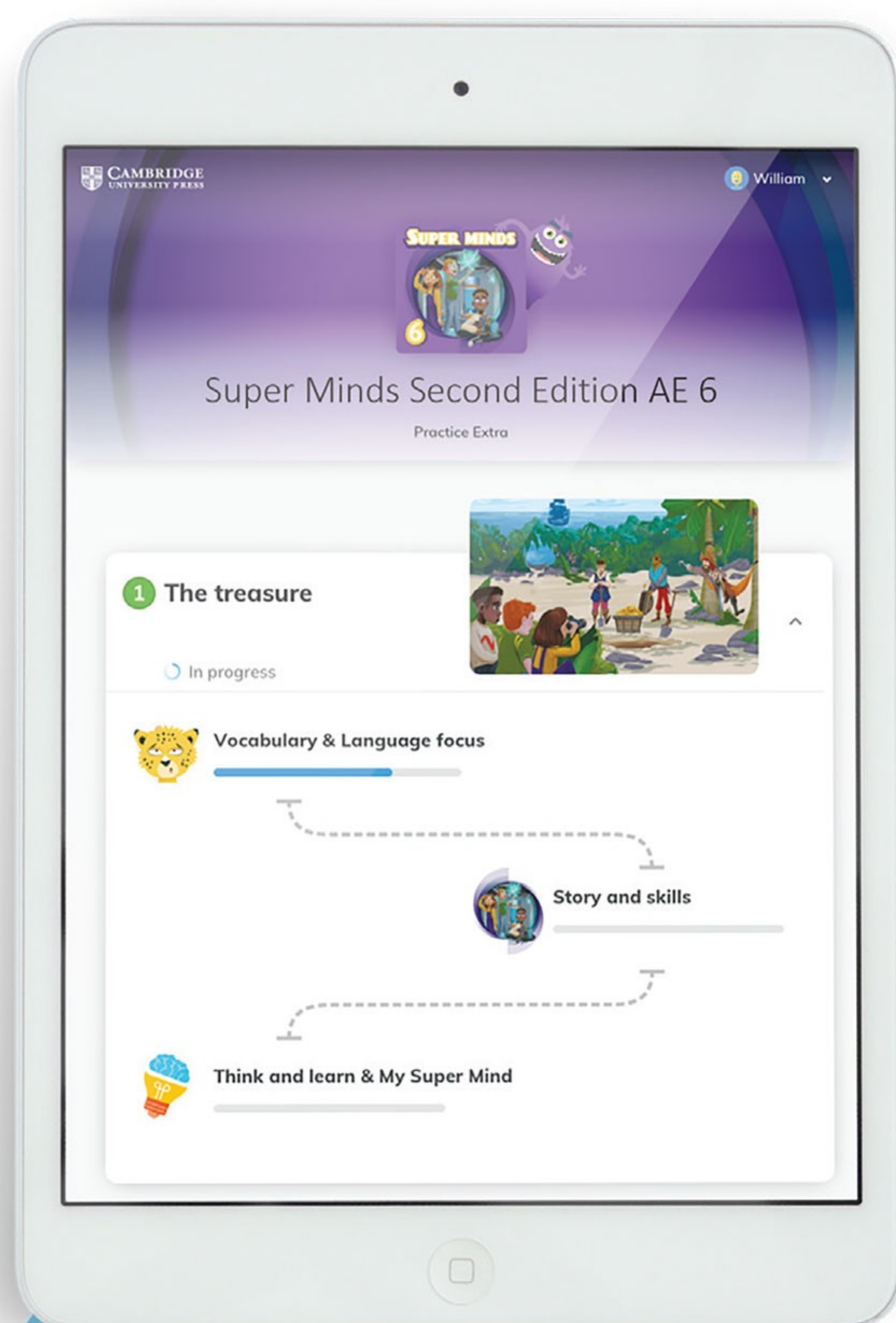
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be delighted by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A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

2 Fresh and Updated Content

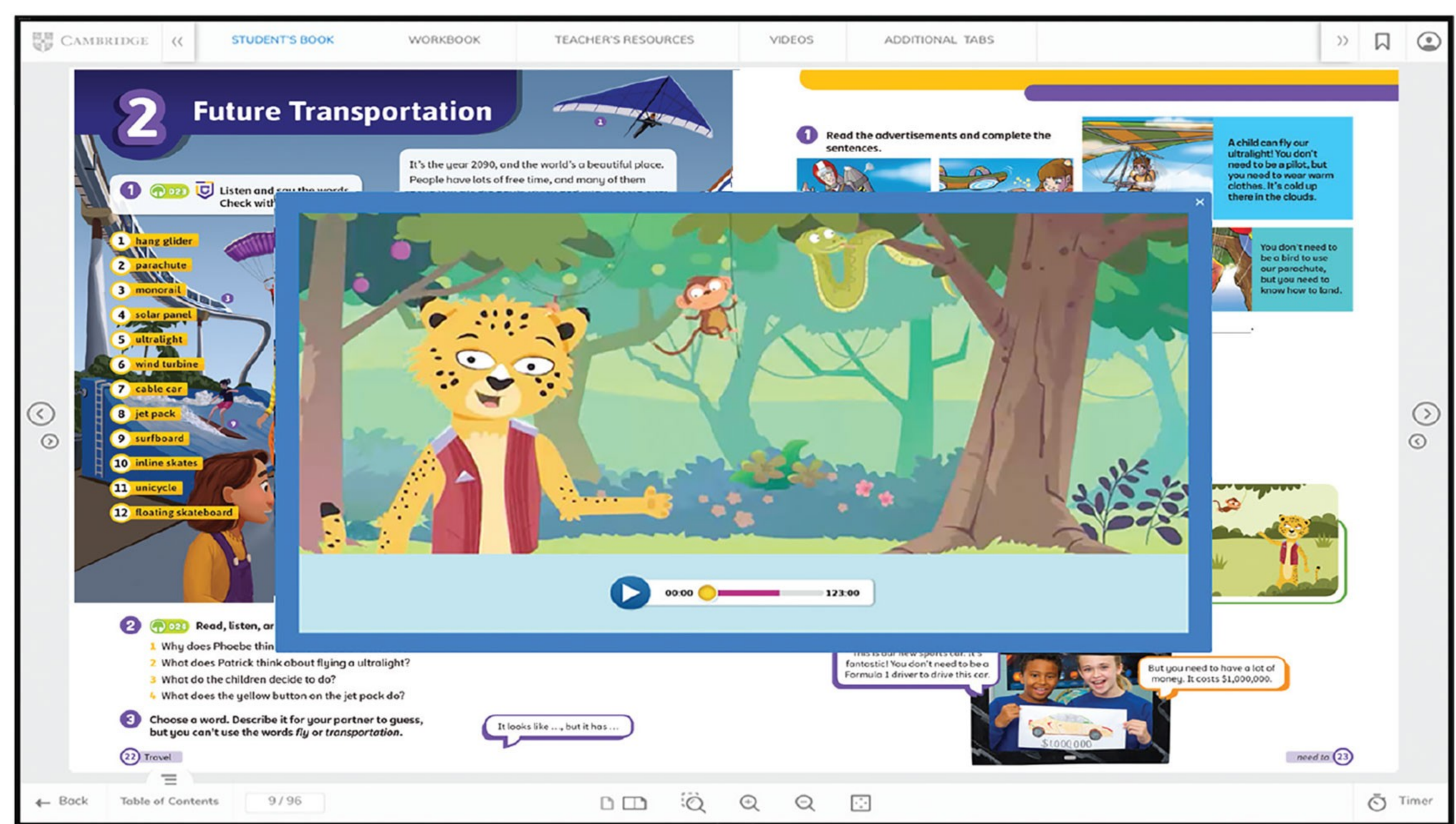
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language Focus* videos at all levels.
- New *Think and Learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and Critical Thinking strands have been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

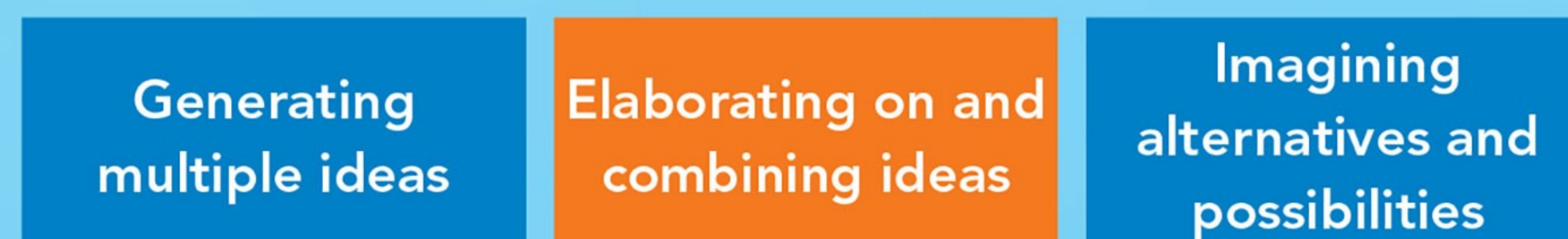
Competency



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 5 of the Student's Book helps learners understand and analyze links between ideas by comparing different types of information.

5 Read and answer. What is a constellation? Now write the missing words.
 stories constellations billions sky

A constellation is a group of stars that makes a shape in the night (1) _____. When you look at a constellation, the stars look close to each other but they are (2) _____ of kilometers away from each other. There are many (3) _____ in the Milky Way. Some of them have the names of characters from (4) _____, like Orion. Others are named after things because they look like them.

6 Read about a constellation. What is it called and why?

LEO (THE LION)
 What constellations are near it?
 Cancer and Coma Berenices
 Why is it called Leo?
 Leo means *lion*. It's named after a lion from a Greek story. The lion had gold fur, and arrows could not go through it.

7 **Project** Find out about a constellation. Draw it and write its name in English. Answer the questions about it.

- What is it called and why?
- Name two constellations that are next to it.
- What does it look like?
- Is there a story about the constellation?

Science 91

Think and Learn

3D SHAPES

1 What 3D shapes are buildings?
 1 Look, listen, and number.

Super Fact!
 There's an elevator in the Shard in London that travels at six meters per second.

sphere cone cylinder cube cuboid pyramid

2 Read about some London buildings with 3D shapes. Write the buildings' names under the photos.

London is famous for its interesting buildings. Some of the buildings in London are made of 3D shapes. A good example is **The Globe Theatre**. It is actually a cylinder with no roof.
The BT Tower is a very tall cylinder with smaller cylinders at the top. One of the cylinders is a restaurant that moves around and around in circles.
 Other buildings are made of more than one 3D shape. **Big Ben** is a long cuboid, and it has a cube at the top with a clock on it. There's also a small pyramid-shaped roof above the cube. **Canary Wharf** is also a tall cuboid with a pyramid roof on top. It has 50 floors.
The American Embassy is a glass cube. **The Shard** is also made of glass. It looks like a very tall, thin pyramid, but its sides don't touch at the top. It has 11,000 windows and 95 floors.

3 Look at the shapes and decide. Which of the buildings are they? Tell your friend.
 I think picture a is the ...

66 Math

Creative Thinking

This project in Unit 7 of the Student's Book helps learners develop Creative Thinking skills by participating in investigative, exploratory, open-ended tasks.



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 2 of the Workbook helps to improve learners' working memory.

1 Remember the story. Put the sentences in order.

- Patrick's parachute opens.
- Phoebe and Alex shout instructions to Patrick.
- Phoebe and Alex fly around the mountain.
- They fly over the park and toward the ocean.
- The man congratulates Patrick on good flying.
- 1 Phoebe and Alex read the instructions carefully.
- Phoebe starts to get worried about Patrick.
- They see Patrick falling through the sky.



5 Look at the pictures. How could the children show that they are thinking of others? Complete the sentences.



He could give her his seat.



She could _____.



He could _____.



She could _____.

Inhibitory control

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

This activity in Unit 5 of the Workbook 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 9 of the Student's Book helps to improve learners' cognitive flexibility.

4 Work in pairs. What would or wouldn't you do if you met or saw these people and things? Ask and answer.

If I met Beyoncé, I'd ...



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 The Treasure

There were lots of pirates in the Caribbean Sea from around 1500 until the 1700s. The pirates robbed lots of ships, but they didn't always steal gold coins and jewels. Very often they stole food, water, weapons, and clothing. They even stole things like soap, ropes, and anchors. Sometimes they used to keep the ship that they captured and then sell it. On other occasions, they kept the ship because it was better than theirs.

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

- palm tree
- hook
- eyepatch
- binoculars
- key
- hammock
- coins
- shovel
- treasure chest
- hole
- stone

BIG QUESTION What kinds of treasure are there?

2 Read, listen, and complete the sentences.

- The treasure chest is full of _____.
- The pirates are _____ the treasure.
- The captain has a _____ and a _____.
- The children plan to _____ the treasure.

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

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

1 Read the magazine article and match the names with the jobs.

His new project is a movie about the famous French pirate Jean Fleury, who robbed a Spanish ship around 1523. "I've loved pirates since I was ten," explains Bruce. Jack Collins is playing the part of Jean Fleury. "I've known Jack for almost ten years," Bruce tells us. "He's a great friend and he's perfect for the part."

Movie director Bruce Stevens has been in the Caribbean for more than six months now.

- Bruce Stevens a pirate
- Jack Collins a movie director
- Jean Fleury an actor

2 Complete the sentences with words from the article.

- Bruce has _____ since he was ten.
- Bruce has _____ for almost ten years.

3 Watch, listen, and say.

Language Focus

I've had these pretty spots **since** I was a cub.
I've had my big, long tail **for** eleven years.

4 Play the *For and Since* game.

September!

Present Perfect with *for* and *since*

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.

Phonics

1 Listen and say the dialogue.

Woody: We love finding treasure...
Polly: And being in nature!
Woody: Gold gives us such pleasure...
Polly: And life's an adventure!

All About Music: REGGAE

In the late 1960s, a new sound started coming from the Caribbean island of Jamaica. It was called reggae and had a very different rhythm from other music of the times. Singers such as Bob Marley and Peter Tosh brought the music to an international audience, and these days reggae is popular all over the world.

What I Think About This Song

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

1 Read the magazine interview and correct the sentences.

Carlos Santana is well known on the beaches of Cancun. He decided to find out more.
How long have you had this hobby?
OK. And how long have you lived in Cancun?
How long have you had this metal detector?
Since my birthday, six months ago. My son and my daughter bought it for me.
Do you always go metal detecting on your own?
No. I usually go with my friend Pedro. I've known him since I was ten.
The machine in the photo is nine years old.
Carlos has one child.
Pedro bought the metal detector.

2 Put the words in the correct order.

Russia? / How / lived / have / long / you / in
known / she / long / has / Brian? / How
long / have / laptop? / How / had / your / you

3 Watch, listen, and say.

Language Focus

Explorer: Look at my binoculars. They're my favorite thing.
Leo: How long have you had them?
Leo: Since I was thirteen.
Explorer: How long have you been here?
Leo: For eleven weeks.

4 Write a list of four objects that you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

How long have you had your backpack, Eva?
Since my birthday.

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.

THE PIRATES' TREASURE

1 Look at the pictures. What do you think the children do with the treasure that they found earlier?

2 **17** Read and listen to the story to check your answer.

"Let's climb that hill," suggested Alex. "Maybe we can see if the pirates are still here." Through their binoculars, they could see the pirate ship sailing away to the south. "What's that other ship with the red sails and the black flag, behind the pirate ship? I wonder who they are," said Phoebe. "Well, we'll never know," answered Patrick, "but let's check in the other direction. Are there any more pirates coming?" They looked to the north, but they could only see a bigger island with a town. "OK, great," said Alex. "No pirates around."

They walked back to the treasure. By now, they were thirsty, so they cracked open some coconuts and drank the milk. After that, they started to dig up the treasure chest. Two hours later, they pulled it out, opened it with the key that was in the lock, and found that it was full of gold coins. "What are we going to do?" asked Phoebe. "Well, the treasure's ours now!" Patrick said. "We didn't steal it!" "No, we didn't," said Phoebe, "but those pirates did. It isn't ours." Right then, Patrick shouted, "A boat!" Alex looked through the binoculars. "They aren't pirates. I can see some children."

The three friends ran to the beach and saw lots of families arriving on a boat. They were thirsty and tired, so Patrick gave them some coconuts.

"Pirates have stolen our gold coins," one woman said. "We wanted to buy farms in America, and now we have nothing." She started to cry. "We watched the pirates hide some treasure, and we dug it up," said Patrick. "Maybe it's yours. You can have it."

They fetched the treasure chest, and the men loaded it onto the boat. "There's a town on an island to the north. Go there," Patrick suggested, "and I'm sure you'll find a bigger ship to take you to America. But hurry up, the pirates aren't far away."

After the boat left, they found some bananas to eat, and when it was dark, they lay down on the sand.

At midnight, they heard some people shouting, so they got up and quickly hid in some bushes. There were three men with torches, and with them, they had the pirate captain with the hook as their prisoner. "Where did you bury it?" one of the men shouted. "Over there," the pirate captain answered, "next to that tree." The three men walked over to the tree, but they could only see a big hole.

Right then, Alex sneezed. Waving their swords, the men ran over to where the three friends were hiding. They grabbed the children and took them to the hole. "If you don't take us to the treasure, we'll throw you in and cover you with sand," one of the men shouted.

The three friends looked into the hole and saw a yellow glow. They jumped in. They were gone in a flash.

3 Match the sentence halves.

- The three friends watch as pirates
- From a hill the friends watch
- The three friends dig
- A boat with men, women,
- The three friends give the
- At midnight, more pirates arrive
- The pirates grab the three friends and
- The three friends

- up the treasure chest.
- treasure chest to the people.
- make them stand at the edge of the hole.
- are burying a treasure chest.
- who want the treasure chest.
- jump into the hole.
- and children arrives.
- the pirates sail away.

4 Read the story again. Think of answers to the questions.

- What was the ship with the red sails?
- Why is the captain now a prisoner?

14 Reading for Pleasure

15 Value: Being Honest; Reading for Pleasure

Universal values

are introduced with each story and 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 the magazine article. Write t (true) or f (false).

THE NEW QUEEN OF SWEDEN

8-year-old Saga Vinbeck was playing near her vacation home in Tanno, Sweden. She was throwing stones across a lake. She went into the water to get a stone and felt something strange. It was long and thin. When she looked at it, she thought it was a stick. But then she saw it had a handle. "Daddy," she said, "I found a sword."

Her dad ran to look at it. He knew it was very old, and they decided to give it to an archaeologist at a museum. The archaeologist looked at the sword and knew it was very special. She thought it was about 1,000 years old. But experts now believe it could be even older, maybe from 7,500 years ago.

The sword is 85 cm long. It is made of metal but has wood and leather around it. Even though it is very old, the sword is in good condition. It will stay in the museum near the lake where Saga found it for everyone to see.

Saga, who moved to Sweden from America a few years ago, is enjoying the stories she has seen in the newspapers about herself. One of them called her the new "Queen of Sweden."

1. Who found a valuable object?
 a. Andy Bookers.
 b. Mrs. Vincent.
 c. Mrs. Vincent's daughter, Sara.
 d. Because it was old.
 e. Because it was dirty.
 f. Where did she put the bracelet?
 g. In the kitchen.
 h. On the tractor.
 i. In a box.

2. What did Sara want to do with the bracelet?
 a. Wear it.
 b. Sell it.
 c. Give it to a friend.
 d. Who borrowed the bracelet from Sara?
 e. Her best friend.
 f. Her mom.
 g. A teacher.
 h. Who bought the bracelet?
 i. A rich man.
 j. A museum.
 k. Sara's teacher.

3 Work in pairs. One of you has found a valuable object. Discuss these questions.

- Where were you?
- What were you doing?
- What time of day was it?
- What did you find?
- How did you feel?
- What did you do next?

4 Act out an interview between the person who found the object and a radio host. Use your ideas from Activity 2.

Write a story about the object you found.

On Saturday afternoon, I was at my grandpa's farm. I was playing with my dog. He ran behind some bushes and started barking. I went to get him, and I saw something shiny. I picked it up. It was a gold watch! I was very excited. I ran to the house to show my grandpa.

Listening and Writing

Extensive Skills pages

give practice with 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

PRECIOUS METALS

1 **Where can we find precious metals?**
Look, listen, and number.

2 Read the sentences about gold and silver. Write *t* (true) or *f* (false).

- Gold and silver are very cheap metals.
- People use gold and silver to make many things.
- It's easy to get gold from under the oceans.
- Gold is a light metal.
- You can find silver jewelry in Mexico.

3 Work in pairs. Answer the questions.

- Which one do you like more, gold or silver?
- Imagine you find a rock with some gold inside. What will you do with it?

I like ... more. I will ... with my gold.

Super Fact!
Gold is not always yellow. It can be pink or white, too.

Why are gold and silver expensive?
It's difficult to find gold and silver, but people want to use them to make lots of different things. So gold and silver are called precious metals. "Precious" means expensive and important.

Where can we find gold?
Gold is found all over the world. We can find pieces of gold in rocks. Most of the world's gold is in the oceans, but it's very difficult to get it from under the ocean. Sometimes, people look for gold in rivers. They pick up small rocks in a pan with water in it. They move the pan quickly. Because gold is heavy, it falls to the bottom of the pan, and people can collect it easily. Gold can also come from gold mines underground. People use gold to make things like jewelry and parts of computers.

Can we find silver all around the world?
We can find rocks with silver in them in most countries. Artists make silver into jewelry. Mexico makes a lot of silver jewelry. Silver can be used to make other things too, like coins and mirrors.

4 Look at the list of objects in the table and think. Decide what the things can/cannot be made of and check ✓.

	Gold	Silver	Gold and Silver	Not Gold or Silver
rings				
modern coins used every day				
old coins in museums				
computers and phones				
digital photos				
dentist's equipment				
sports medals				

5 Listen and find out about the things made with gold or silver.

6 Listen again. What are they? There can be more than one answer.

- These are made with very small pieces of silver in them.
- These are made with gold or silver, or gold and silver.
- These don't have any silver or gold in them now, but they did in the past.
- These can have very small parts made of gold inside them.

7 **Project** Make a poster about gold or silver.

- Find or draw pictures of things that are made of the precious metal.
- Label your pictures and add some information about the things in them.
- Write some sentences about the metal.
- Where is it found? What is it like?
- Make a frame for your poster with gold or silver paper.

Silver

bracelet necklace
coins medal
silver

The silver jewelry here comes from Mexico.

Project

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

Portfolio

Get Talking

A Show and Tell

1 Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did in an art class, and answer the questions.

2 Do a Show and Tell Presentation.

3 When did they paint them?
Where are the paintings now?

4 Start a new portfolio for this year. Write your profile.

5 Look at the photos and read the two blog entries. Who wrote them: Katie or James?

Katie

James

MY BLOG

March 27th - another great day. I'm so happy, and Mom said he's given it to me! I've already used it today. I worked with the new group in our class. He's really nice. He's been with us since the beginning of January. I think he's very nice. Tomorrow, I'll ask him if he wants to come to my birthday party next week. Do you think he'll say yes?

MY BLOG

Today is March 27th - another boring day for me. I'm writing this in the bathroom. We've lived in this new town for three months now. And I haven't made any friends. I've watched terrible movies, I've read six books. I've written a lot of songs, but I haven't made any friends of that. (LOL) I've spoken to my grandma about it. He says I need to wait. I hope he's right.

6 Read the entries again, and answer the questions.

- What's James's problem?
- How long has he lived in the new town?
- What's he done since he came here?

7 Write a blog entry about today. You can invent the information if you want.

Writing Tip
When you write a blog on the internet, make sure that you don't give your full name, your real address, or information about where you live (e.g., next to Castle Park School).

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.

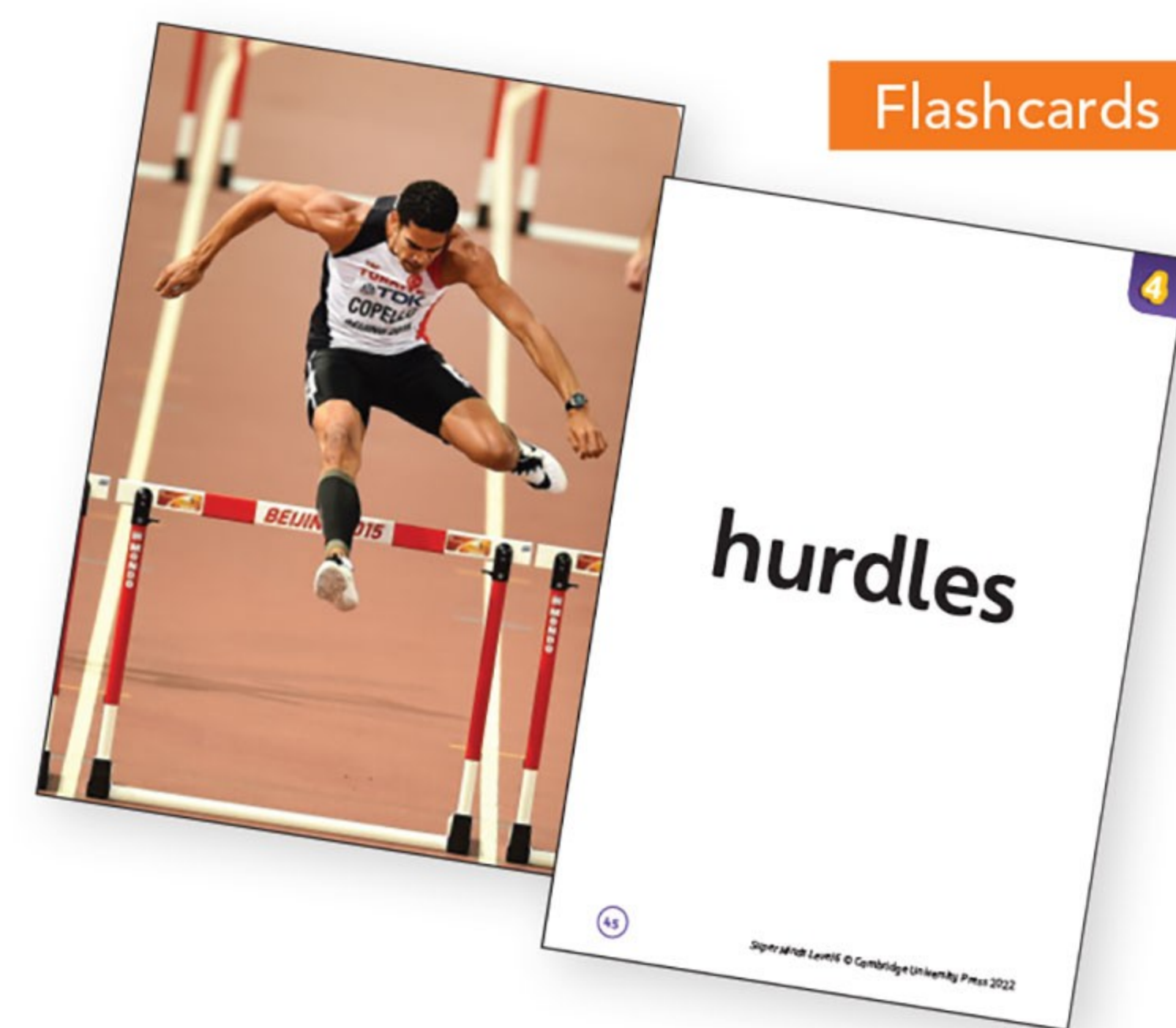


Super Practice Book

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.

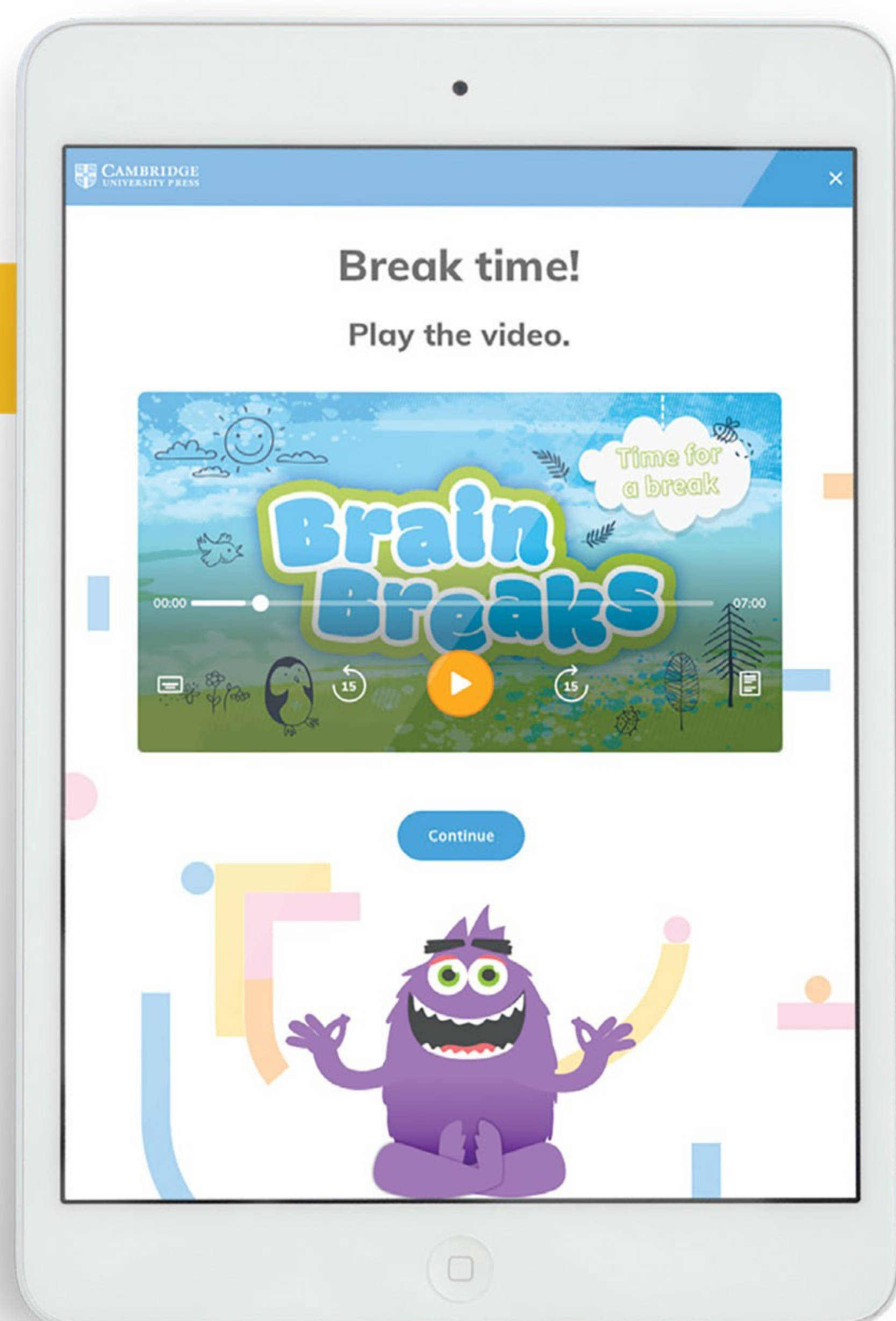
For students:

Practice Extra includes:

- online activities that consolidate the 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

Back to School

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

- 1** basketball hoop
- 2** school bell
- 3** net
- 4** soccer field
- 5** running track
- 6** gym
- 7** trash can
- 8** tennis court
- 9** bike rack
- 10** railing

Alex, Phoebe, and Patrick are back from their time-traveling adventures. It's lunchtime, and they are in the school playground waiting for the bell to ring. They're happy to be back, but they have a strange feeling that something is wrong ...



2  002 Read, listen, and answer the questions.

- 1** What does Alex think is strange?
- 2** How does Patrick explain their adventures?
- 3** What day is it?
- 4** What class do they have next?

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

4 Outside at School

Is that a ... ?

Learning outcomes:

- to learn about the characters and context of the story
- to learn and use vocabulary for outside at school

New language: *basketball hoop, soccer field, running track, gym, trash can, tennis court, bike rack, railing, net, school bell, gym, playground, Neither do I., adventure, time travel*

Cognitive control functions: Working memory

Digital flashcards: 1–10 (outside at school)

Warm-up

Aim: to introduce a story

- For students who haven't studied *Super Minds* Level 5, ask them to scan the text at the top of the page and to tell you the names of the characters (Alex, Phoebe, Patrick).
- Elicit what kind of adventures they had (time-traveling). Ask students what they think this means.
- For students who have studied *Super Minds* Level 5, elicit: the names of the characters, how they set off on their adventures (an explosion in the science class), some of the places they visited, and how they traveled each time (through a yellow gate).

Presentation

Aim: to present vocabulary for outside at school

- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow.

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

Aim: to practice new vocabulary

- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script, see SB p4.

- Play the recording again. Students practice in groups.
- They take turns pointing to the numbered items in the picture and saying what each one is. They do this in random number order.

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

Aim: to practice listening for specific information

- Read through the questions with the class. Check understanding.
- Play the recording. Students listen to find the answers.

For script, see TB p119.

- They compare answers in pairs.
- Check with the class.

Key: 1 That they'd been away for a long time, but nobody seems to have noticed. 2 That maybe it was a dream. 3 It's Tuesday. 4 Science with Mr. Davis.

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

Aim: to practice the new vocabulary

- Start to draw one of the vocabulary items on the board, e.g., a trash can.
- Students guess what it is.
- In pairs, students take turns drawing a vocabulary item and guessing.

1 **WB p4** **Match the words.**

Aim: to practice writing the new vocabulary

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

2 **WB p4** **Look at the pictures. Write the words.**

Aim: to give further practice with the new vocabulary

Key: 2 railing, 3 tennis court, 4 basketball hoop, 5 (tennis) net, 6 (school) bell, 7 trash can, 8 soccer field, 9 gym

3 **WB p4** **Complete the dialogue with the words from the box.**

Aim: to review the story

Key: 2 know, 3 ask, 4 day, 5 Tuesday, 6 science, 7 always, 8 strange

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the drawing game again from SB Activity 3 to review the new vocabulary.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g., *We put trash in the trash can.*

Learning outcomes:

- to review present perfect with *already/yet*
- to review outside at school vocabulary
- to talk about experiences

Recycled language: countries

**Creative thinking:**

Participates in investigative, exploratory, open-ended tasks

Warm-up

Aim: to review outside at school vocabulary

- Write the ten new words in scrambled letter order on the board.
- Ask pairs of students to come to the board to write each of the items and draw a picture.

1 **SB p5** **How much do you remember about the Time Travelers? Do the quiz. Write t (true) or f (false). Listen and check.**

Aim: to practice listening for specific information and establish context for present perfect with *already/yet*

- Elicit the names of the main characters (Alex, Phoebe, Patrick).
- Play the recording. They check and complete their answers.

For script, see TB p119.

- Play the recording again. Check with the class.

Key: 1 t, 2 f, 3 t, 4 t, 5 t, 6 f, 7 f, 8 f

2 **SB p5** **Complete the sentences with *yet* or *already*.**

Aim: to present and practice the present perfect with *already/yet*

- Read the four sentences. Point out that the sentences are correct as they are, but we can add one of the two adverbs to each one.

- Elicit the rules for using the adverbs (we use *already* in statements; we use *yet* in negative sentences and questions), and their correct position (*already* before the main verb; *yet* at the end of the sentence).

Key: 1 He's already had breakfast.
2 He hasn't had breakfast yet.
3 They've already seen the movie.
4 They haven't seen the movie yet.

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

Aim: to focus students on grammatical form

- Play the *Leo the Leopard* video. Students watch and listen, then watch and read.

For script, see SB p5.

- Students turn to the Language Focus section on p118 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practice the sentences in pairs, taking turns saying each line and doing actions.

4 **SB p5** **What other things can you remember? Who can make the longest list?**

Aim: to consolidate grammar

- Refer students back to the quiz in Activity 1, or play the recording again to remind them of the things the friends have done.
- Students write lists in two minutes. They can write sentences that were not in the quiz.
- Elicit from students how many sentences they wrote.
- In pairs, students check each other's work.

1 **WB p5** **Complete with *yet* or *already*.**

Aim: to practice the present perfect with *already/yet*

Key: 1 yet, 2 already

2 **WB p5** **Match the sentences from the box with the pictures.**

Aim: to review the present perfect with *already/yet*

Key: 2 He hasn't found the answer yet. 3 She hasn't bought her bike yet. 4 He's already found the answer. 5 They've already finished their tree house. 6 She already has her new bike.

3 **WB p5** **Make sentences.**

Aim: to give further practice with present perfect with *already/yet*

Key: 2 Linda hasn't been to Brazil yet. 3 I haven't met his girlfriend yet. 4 We've already seen that movie.

4 **WB p5** **Write questions.**

Aim: to practice question forms

Key: 2 Have you bought my present yet? 3 Have they walked the dog yet? 4 Has she repaired her bike yet?

Ending the lesson


Aim: to practice key language from the lesson

- In open pairs, students ask questions about today using *yet*, e.g., *Have you made your bed yet?* and give true answers.

Extension activity

Aim: to consolidate present perfect with *already/yet*

- Students each write eight questions to ask their partner about today.
- They work in pairs and take turns asking and answering.

1  003 How much do you remember about the Time Travelers? Do the quiz. Write *t* (true) or *f* (false). Listen and check.

- 1 They've already been to Turkey.
- 2 They've already been to China.
- 3 They've already had dinner in space.
- 4 Patrick has already given someone a pocketknife.
- 5 They haven't been to Australia yet.
- 6 They haven't been to the U.S.A. yet.
- 7 They haven't met a famous person yet.
- 8 Phoebe hasn't bought a city guidebook yet.



2 Complete the sentences with *yet* or *already*.

- 1 He's had breakfast.
- 2 He hasn't had breakfast.
- 3 They've seen the movie.
- 4 They haven't seen the movie.

3   004 Watch, listen, and say.

Language Focus

Hi there, my name's Leo.

Come in and have some fun.

Have you had some food **yet**?

Are you with someone?

Yes, I know you're Leo.

Because you are my son.

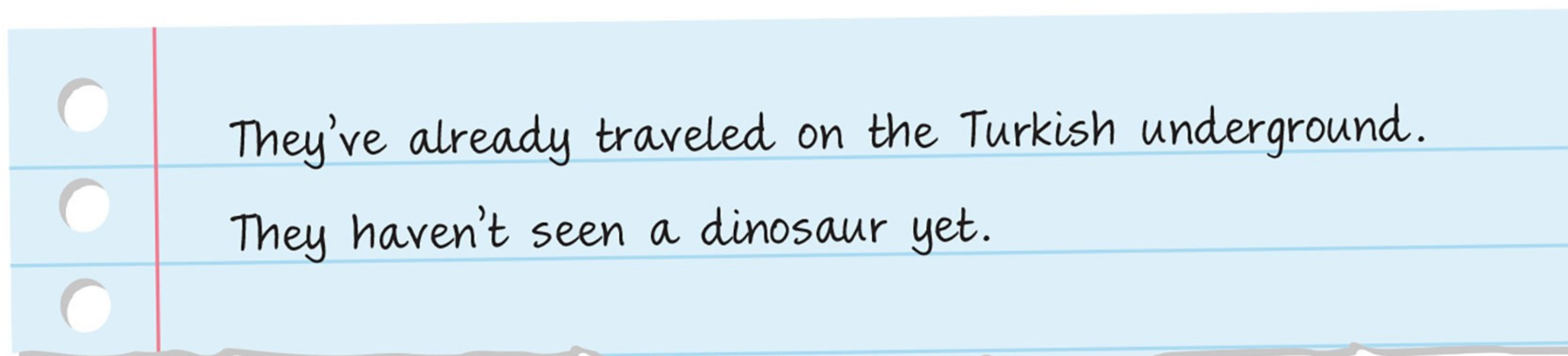
And **we have already met**.

Leo, I'm your mom!



4  What other things can you remember? Who can make the longest list?

- What have the Time Travelers already done?
- What haven't the Time Travelers done yet?



1  005 Listen and number the people and the places. Then sing the song.

a a rainforest

b robbers, cowboys, and the sheriff

c a 1950s music star

d a mysterious ship

e a restaurant at the edge of the universe

f a town in ancient Italy

They've already been to Pompeii
And seen fights in the old Wild West,
And they've been lost at sea
On board the *Mary Celeste*.

They've already talked to Elvis
And had some cake in space.
They've walked in the rainforest,
A really amazing place!

Have they been to Africa?
Will they go there? Yes or no?
Come along and let's find out
The places where they'll go.

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  007 Listen and say the dialogue.



Patrick It's **nice** to follow the **light** through **time**.

Phoebe **Nice**? It's **exciting**!

Patrick And the **cake** in **space** was **tasty**.

Phoebe **Tasty**? It was **amazing**!



Learning outcomes:

- to join in with a song
- to practice spelling words with long vowel sounds


Recycled language: simple past and simple present, *rainforest, cowboys, sheriff, mysterious, restaurant, universe, ancient*

 **Cognitive control functions (WB):** Working memory

Warm-up

Aim: to review the Time Travelers story

- Elicit the names of the main characters, and what happened in the first episode. Elicit also what experiences they had had previously.

1  **005** **SB p6** **Listen and number the people and the places. Then sing the song.**

Aim: to sing a song with the class

- Elicit what students think is happening in the picture.
- Read the people and places, and check understanding of vocabulary.
- Students cover the lyrics of the song. Play the recording. Students listen for and number the people and places in the order that they hear them.

For script, see SB p6.

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

Key: 1 f, 2 b, 3 d, 4 c, 5 e, 6 a

- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the audio or video (006) for students to sing in groups (one verse per group).



2  **007** **SB p6** **Listen and say the dialogue.**

Aim: to show different spellings for long vowel sounds

- Remind students that many sounds can be spelled in different ways.
- Play the recording. Students listen, read, and repeat.

For script, see SB p6.

- Divide the class so that one half is Patrick and the other Phoebe. The class says the dialogue twice, exchanging roles. Students practice in pairs.

1   **001** **WB p6** **Do you remember? Read, listen, and complete the song with the words from the box.**

Aim: to activate memory skills

For script, see SB p6.

Key: 2 lost, 3 talked, 4 walked, 5 Have, 6 along, 7 where, 8 time, 9 cross, 10 fast, 11 past, 12 future

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

Aim: to show different spellings of the /eɪ/sound as in *rain, day, cake*

For script, see WB p6.

3 **WB p6** **Say the words from the box and write them in the correct sound column.**

Aim: to practice identifying sound-spelling patterns

Key: say: table, place; see: piece, key; my: right, time, flies; know: boat, hole, gold; too: new, use, blue; bird: learn, person, surf

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

Aim: to practice the pronunciation of sound-spelling patterns.

For script, see WB p6.

Ending the lesson

Aim: to review and extend the concept of spelling patterns

- Sometimes a spelling pattern can have more than one possible pronunciation. Write the following words in random order on the board: *bowl, follow, show; town, flower, now*.
- Students identify the two sounds (/ou/ as in *boat* or /au/ as in *sound*).
- Do the same with *ea* words: *head, bread, treasure; team, please, sea; great, break, steak* (/e/ as in *bed*; /i/ as in *see*; /eɪ/ as in *day*).

Extension activity

Aim: to activate students' imagination

- Brainstorm what students think happens when the friends "go through the gate the next time."
- Ask questions, e.g., *What is on the other side? Can they come back?*
- Students discuss their ideas in groups.
- Elicit ideas from the different groups.
- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?*

Learning outcomes:

- to review *that/who/where*
- to practice reading for specific information
- to practice giving further information about people, places, and things

New language: *waterfall, captain, sailor, character, episode*

Recycled language: *that/who/where*

Warm-up

Aim: to review *that/who/where*

- Write the following prompts on the board: *A rainforest is a place where ...* (Name of your school) *is the school that ...*
Elvis is a singer who ...
- Elicit from the class different ways of completing these sentences.
- Do the activity orally.

1 SB p7 Read the dialogue and answer the questions.

Aim: to review the context for using *that/who/where*

- Focus attention on the pictures. Elicit who's in each picture and what's happening.
- Read the questions aloud. Check understanding of *episode* and *character*.
- Check students understand what to do.
- Students work individually. They read the dialogue and find answers to the four questions.
- They compare answers in pairs, rereading the text as necessary to check.
- Check with the class.

Key: 1 the rainforest episode, 2 the episode when they met Elvis, 3 Phoebe, 4 Patrick

2 SB p7 Complete the sentences with that, who, or where.

Aim: to practice using *that/who/where*

- Students cover the dialogue in Activity 1 and complete the sentences.
- They compare answers in pairs.
- Check with the class. Elicit when we use *who* (for people), *that* (for things), and *where* (for places).

Key: 1 that, 2 who, 3 where

3   008 SB p7 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the *Leo the Leopard* video. Students watch and listen, then watch and read.

For script, see SB p7.

- Students turn to the Language Focus section on p118 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practice the sentences in pairs.

4 SB p7 Complete the sentences. Compare with your partner.

Aim: to apply what students learned about using *that/who/where* and to practice talking about experiences

- Students look back at previous pages in the unit if necessary to remind them of details in the story. They complete the sentences.
- They compare answers in pairs. Did they give similar or different answers? If different, are both answers correct?
- Check with the class. Remind students of the rule for when we use *that/who/where*.

1 WB p7 Complete with that, who, or where.

Aim: to review using *that/who/where*

Key: 2 that, 3 where, 4 where

2 WB p7 Look at the pictures. Write the words to complete the sentences.

Aim: to practice defining words using *that/who/where*

Key: 2 test tube, 3 gloves, 4 shelf, 5 Goggles, 6 bell

3 WB p7 Complete the sentences with that, who, or where.

Aim: to practice using *that/who/where*

Key: 2 who, 3 where, 4 that, 5 who, 6 that

4 WB p7 Complete the sentences so that they are true for you.

Aim: to give further practice with *that/who/where*

Ending the lesson

Aim: to practice language from the lesson

- In pairs, students practice acting out the dialogue from SB Activity 1.
- Ask a few volunteer pairs to perform their dialogue for the class. The class check for mistakes or omissions.

Extension activity

Aim: to consolidate understanding

- Put students into groups of four.
- They take turns reading each sentence from WB Activity 3 and discussing their different answers for each one.
- Elicit information from different groups about their different answers and discuss as a class.

1 Read the dialogue and answer the questions.

Pepe Did you enjoy the Time Travelers' story in *Super Minds 5*?
Ana Yes, I did. My favorite episode was the one in the rainforest.
Pepe Was that the place where they had to jump off the waterfall?
Ana Yes, that's right. What was your favorite?
Pepe I liked the episode when they met Elvis.
Ana That was good, too.
Pepe I also liked the one about the *Mary Celeste*.
Ana The ship that disappeared?
Pepe Well, the ship didn't disappear. The captain and the sailors disappeared.
Ana Ah yes, that's right. Who's your favorite character?
Pepe I like Patrick, the boy who always wants to do brave things.
Ana I like Phoebe because she's the one who always knows where they are.
Pepe Do you think they're going to do more time travel in this book?
Ana I hope they do.



- 1 What was Ana's favorite episode?
- 2 What was Pepe's favorite episode?
- 3 Who was Ana's favorite character?
- 4 Who was Pepe's favorite character?

2 Complete the sentences with *that*, *who*, or *where*.

- 1 The *Mary Celeste* is the ship _____ disappeared.
- 2 Phoebe is the one _____ always knows where they are.
- 3 The rainforest is the place _____ they jumped off the waterfall.

3   008 Watch, listen, and say.

Language Focus

My name's Leo, and I'm a leopard.	This is the jungle where I rule.
I'm the leopard who likes to rap.	This is the jungle where I'm king.
These are the words that I rap.	King of the jungle, king of cool,
I'll keep rapping while you clap.	You keep clapping while I sing.



4 Complete the sentences. Compare with your partner.

- 1 Istanbul is the city where _____.
- 2 Alex is the Time Traveler who _____.
- 3 The gate is the thing that _____.
- 4 Patrick is the one who _____.
- 5 Pompeii is the place where _____.
- 6 A pocketknife is the present that _____.