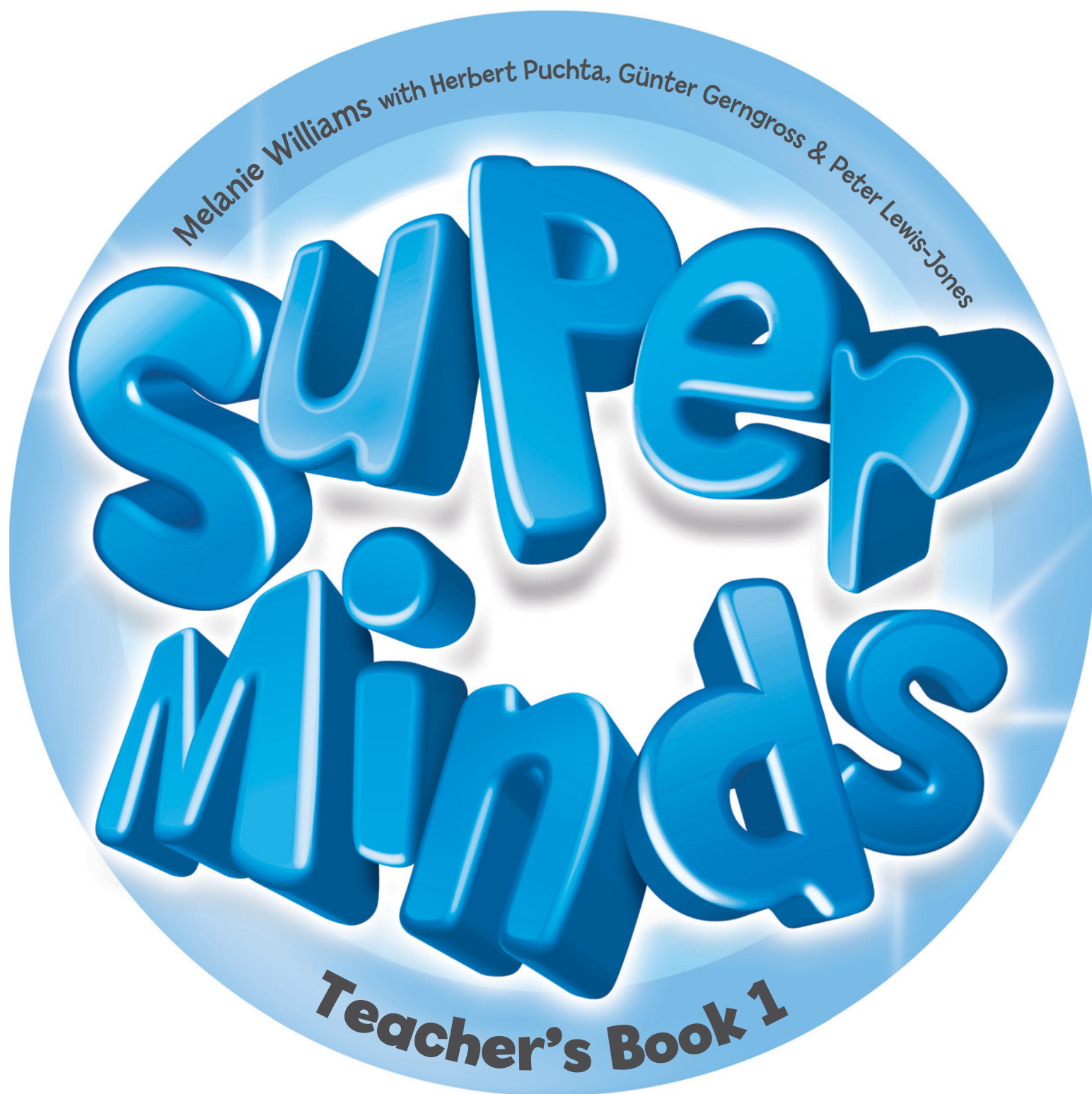# CAMBRIDGE

Cambridge University Press
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Melanie Williams With Herbert Puchta Günter Gerngross and Peter Lewis-Jones
Frontmatter
More information

Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

Super Minds

Teacher's Book 1

CAMBRIDGE
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Contents

Map of the course

Friends (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
Numbers: *one, two, three, four, five, six, seven, eight, nine, ten* Colours: *yellow, red, orange, purple, green, blue*	*What's your name? I'm (Thunder). How old are you? I'm (seven).*	*Meet the Super Friends* Making friends	• Matching

Song: A, B, C, D, E, F, G

① At school (pages 10–21)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Classroom objects: *pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case*	*What's this? It's a (pencil). Is it a (pen)? Yes, it is. / No, it isn't. Open your book, please. Pass me a (ruler), please. Sit at your desk, please.*	*Watch out, Flash!* Helping each other The letter sound *a*	• Listening for specific information **YLE** • Reading for specific information **YLE** • Interactive speaking • Writing a description from a model	• Matching • Hypothesising and predicting	**Art**: Colours **Project:** Make your own picture

Song: What's this?   ▶ **Creativity**   ▶ **Revision**

② Let's play! (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Toys: *kite, doll, monster, plane, computer game, train, car, ball, bike, go-kart*	*What's his/her name? His/Her name's (Ben/Sue). What's his/her favourite toy? His/ Her favourite toy's his/her ball. How old is he/she? He's/She's (seven). It's a (new kite). It's an (ugly monster).*	*The go-kart race* Fair play – cheating is wrong The letter sound *e*	• Reading for specific information **YLE** • Listening for specific information **YLE** • Interactive speaking • Writing a description from a model	• Comparative thinking • Analysis of statements • Hypothesising Evaluating strategies	**Maths**: Tangrams **Project:** Make a tangram

Song: Hey, Emma! What's your favourite toy?   ▶ **Creativity**   ▶ **Revision**

③ Pet show (pages 34–45)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals: *elephant, rat, lizard, frog, spider, duck, dog, cat*	*The (lizard) is in/on/ under the (bag). I like / don't like (dogs).*	*The spider* Being brave The letter sound *i*	• Reading for specific information • Listening for specific information YLE • Writing a description from a model • Speaking about a picture YLE	• Matching verbal and visual information • Applying world knowledge • Matching	**Science:** Camouflage **Project:** Draw a camouflage

▶ **Song:** Look at the spiders ▶ **Creativity** ▶ **Revision**

④ Lunchtime (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food: *banana, cake, cheese sandwich, apple, pizza, sausage, chicken, steak, peas, carrots*	*I've got / haven't got a (sandwich). Have we got any (cheese)? Yes, we have. / No, we haven't.*	*The pizza* Waiting your turn The letter sound *o*	• Listening for specific information • Spelling YLE • Reading for specific information YLE • Productive speaking	• Categorising • Applying world knowledge • Matching • Predicting	**Science:** Fruit and veg **Project:** Make a fruit and vegetable diary

▶ **Song:** Tommy's in the kitchen ▶ **Creativity** ▶ **Revision**

⑤ Free time (pages 58–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*	*I (play football) on (Saturdays). Do you (watch TV) at the weekend? Yes, I do. / No, I don't.*	*We're lost!* Asking for help when you need it The letter sound *u*	• Listening for specific information YLE • Reading for specific information • Writing a poem from a model	• Interpreting and understanding	**Social science:** I'm healthy! **Project:** Do a class survey

▶ **Song:** It's a busy, busy week ▶ **Creativity** ▶ **Revision**

Map of the course   v

⑥ The old house (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The home: *bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar*	*There's a (monster). There are (four cats). Is there a (plane)? Yes, there is. Are there any (rats)? No, there aren't. How many (cars) are there? There are (four cars).*	*At the house* Looking after your friends The letter sound *h*	• Reading for specific information YLE • Interactive speaking • Listening for specific information YLE • Writing a description from a model	• Interpreting pictures • Applying world knowledge • Matching	**Geography:** Habitats **Project:** Make a habitat

▶ **Song:** In my little house   ▶ **Creativity**   ▶ **Revision**

⑦ Get dressed! (pages 82–93)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Clothes: *jeans, sweater, jacket, skirt, shorts, cap, shoes, socks, T-shirt, trousers*	*Do you like this (hat) / these (shoes)? Yes, I do. / No, I don't. (Olivia)'s wearing (a red sweater). Is he/she wearing (a blue T-shirt)? Yes, he/she is. / No, he/she isn't.*	*The cap* Saying sorry The letter sounds *sp* and *st*	• Reading for specific information YLE • Interactive speaking • Listening for specific information • Writing a description from a model	• Interpreting visual information • Matching • Selecting relevant information • Applying world knowledge	**Science:** Materials **Project:** Make a poster with different materials

▶ **Song:** I'm a cool, cool cat   ▶ **Creativity**   ▶ **Revision**

⑧ The robot (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The body: *head, arm, fingers, hand, knee, leg, toes, foot*	*I can/can't (stand on one leg). He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.*	*The problem* Teamwork The letter sound *g*	• Listening for specific information YLE • Interactive speaking about a survey • Reading for specific information • Writing a description from a model	• Problem solving • Identifying	**Science:** The skeleton **Project:** Make a skeleton

▶ **Song:** Can you guess who we are?   ▶ **Creativity**   ▶ **Revision**

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9 At the beach (pages 106–117)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays: *catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle*	*Let's (play the guitar). Good idea. Where's the (blue book)? It's in the (green bag). Where are the (orange books)? They're in the (black bag).*	*The top of the hill* Modesty The letter sounds *ee* and *ea*	• Reading for specific information YLE • Listening for specific information • Writing a description from a model • Speaking about a picture YLE	• Inferring meaning • Applying world knowledge • Interpreting visual information	**Geography:** Holiday weather Project: Write a weather diary

▶ **Song:** Let's go to the beach   ▶ **Creativity**   ▶ **Revision**

Introduction

About *Super Minds*

What is *Super Minds*?

Super Minds is a seven-level course for primary age students, with a Starter level underpinning *Super Minds 1*. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, *Super Minds* encourages students to become smarter as they develop in the widest educational sense.

A flexible approach

Super Minds offers maximum flexibility:

- *Super Minds* gives the option of an oral–aural introduction to English by using the Starter level, whereas some schools may prefer to begin with this level, *Super Minds 1*. All the language from the Starter level is re-introduced here in different contexts, developing all four skills.
- All seven levels of *Super Minds* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the **Tour of a unit** (see pages xi–xiii).

Building solid foundations

Super Minds 1 is appropriate for students who are ready to begin reading and writing in English and includes an early focus on the alphabet. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Starters syllabus covered by the end of *Super Minds 2*.

The students meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the students on exciting adventures through which all four language skills are practised and developed.

Expanding young minds

Super Minds begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the students' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve students' memory and concentration skills.

In *Super Minds 1*, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes.

Kindling the imagination

From the beginning, *Super Minds* fuels the imagination not just through the adventures of the superhero characters in school and play contexts parallel to the students' own experiences, but also through specific activities.

Rounding up the language and contexts of the unit, guided visualisation activities invite the students to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Super Minds* also uses stories as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

Super Minds 1 components
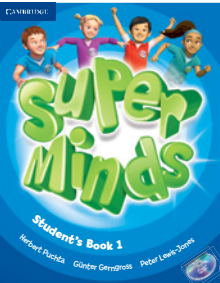
Student's Book

The Student's Book contains:

- An introductory *Friends* unit (6 pages) which introduces the characters Whisper, Thunder, Misty and Flash together with the alphabet, and presents or revises greetings, colours and numbers 1–10
- **9** core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- Cut-outs for festivals and selected activities
- Stickers for a different activity in each unit

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring the Super Friends characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds
- **Think!** Activities to develop a range of thinking skills
- Cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the students to learn and then apply knowledge, and offering an accessible follow-up project

- A **Creativity** lesson featuring either
  - **Create that!** a guided visualisation activity or
  - **Do that!** an action sequence telling a story in simple language
- A **Revision** lesson featuring a topic-based game, project or quiz

Interactive DVD-ROM

This complementary component is included with the Student's Book, for students to use at home or in the school computer room, and with the Classware CD-ROM, for teachers to use in the classroom with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with high-quality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring real-life clips, with the option for students to record themselves speaking one or both roles
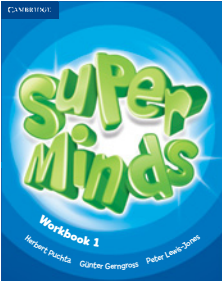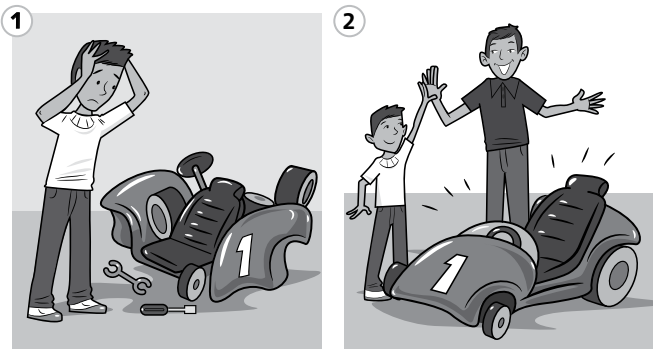
Workbook

This reinforces the core vocabulary and grammar and consolidates the students' skills development by offering:

- Reading, matching and colouring puzzles, written practice at word and sentence level, listening input and opportunities for oral work

- A values activity for each unit drawn from the message in the Student's Book story

- Craft activities to extend the focus of the English for school lessons
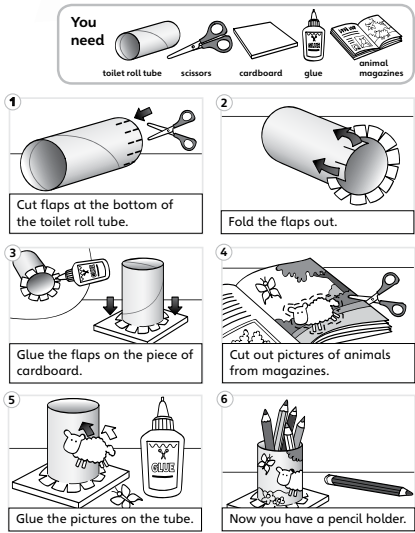
- A record of learning in each unit which the students personalise by drawing and writing at sentence level
- A full-colour **Picture dictionary** which guides students to label the core vocabulary from each unit as an additional record of learning
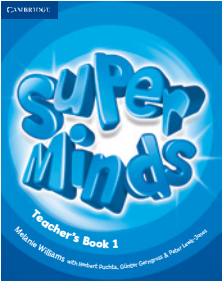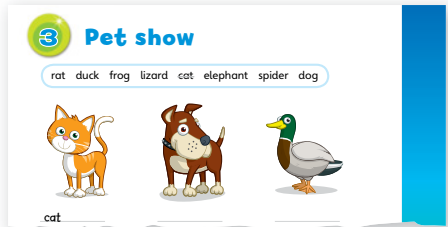
Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions, tapescripts and answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
  Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
  Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
  Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

Flashcards

The 103 A5 double-sided flashcards cover all the core vocabulary with the image on one side and the word in a large font on the other.

Class CDs

The 3 Class CDs contain all the recorded material for the Student's Book and Workbook, including the chants, songs, karaoke versions and stories.

Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

Teacher's Resource Book

This contains the following flexible photocopiable resources for **each unit**:

- Three worksheets to reinforce the core vocabulary and structures through extra practice, without introducing unfamiliar language
- One cross-curricular extension worksheet
- Teaching notes with suggestions for exploitation and optional follow-up activities
- An End-of-unit progress test evaluating the core vocabulary and structures with reading, writing and listening activities

x **Introduction**