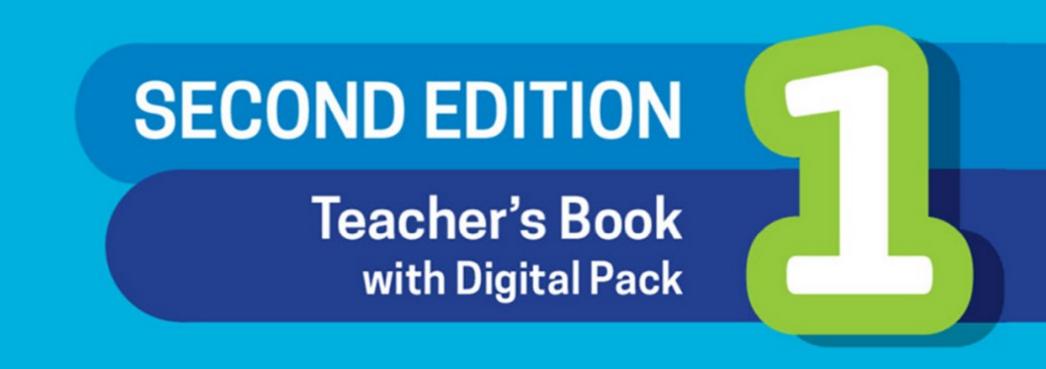
CAMBRIDGE







# 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.

# Contents

Мар	of the Book	iv
Welco Super Revisi		vii
	ambridge Life Competencies Framework tive Control Functions	x xii
	Valkthrough	xiii
	onents Overview	xvi
Teac	ching notes	
	Friends	TB4
1	At School	TB10
2	Let's Play	TB22
3	Pet Show	TB34
4	Lunchtime	TB46
5	Free Time	TB58
G	The Old House	TB70
7	Get Dressed	TB82
8	The Robot	TB94
9	At the Beach	TB106
Langu	lage Focus Key	TB118
Audio	scripts and Videoscripts	TB119

# Map of the Book

Friends (pa	ges 4–9)	
Vocabulary	Language Focus	Story
Greetings	What's your name? I'm	Meet the Super
Numbers 1-10	(Thunder).	Friends
Colors	How old are you? I'm (seven).	Value
	Flash's bag is	Making Friends
► Song: Sing the	Alphabet	

1 At Scho	(pages 10–21)			How do we learn?
Vocabulary Classroom Objects: ruler, pen, book, eraser, pencil case, pencil, desk, notebook, bag, paper	Language Focus 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.	Story Watch Out, Flash! Value Helping Each Other Phonics The Letter Sound a	<ul> <li>Skills</li> <li>Listening</li> <li>Speaking, Reading, and Writing</li> </ul>	Think and Learn Science: Senses Project: Make a senses book.
► Song: What's T	his? What's This?	Creativity: Create	That!	► Review: Think Back

2 Let's Pla	<b>Jy</b> (pages 22–33)			What do toys look like?
Vocabulary Toys: computer game, kite, plane, bike, doll, monster, train, go-kart, car, ball	Language Focus What's his/her name? His/Her name's (Ben/Sue). What's his/her favorite toy? His/Her favorite 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).	Story The Go-Kart Race Value Fair Play Phonics The Letter Sound e	<ul> <li>Skills</li> <li>Reading</li> <li>Listening, Speaking, and Writing</li> </ul>	Think and Learn Math: 2D shapes Project: Design a toy.
► Song: Come an	d See	► Creativity: Do That		► Review: Group Check

3 Pet Sho	<b>W</b> (pages 34-45)			What do animals need?
Vocabulary Animals: donkey, elephant, spider, cat, rat, frog, duck, lizard, dog	Language Focus The (lizard)'s in/on/under the (bag). I like / I don't like (dogs).	Story The Spider Value Being Brave Phonics The Letter Sound i	<ul> <li>Skills</li> <li>Listening and Speaking</li> <li>Reading, Speaking, and Writing</li> </ul>	Think and Learn Environmental Studies: Nature Project: Make a spider's web.
► Song: There's	a Pond	► Creativity: Create	That!	► Review: Think Back

4 Lunchtir	<b>ne</b> (pages 46-57)			Where does food come from?
Vocabulary Food: apple, banana, cake, pizza, sausage, cheese sandwich, fish, chicken, peas, steak, carrots	Language Focus I have / I don't have a (sandwich). Do we have any (cheese)? Yes, we do. / No, we don't.	Story The Pizza Value Waiting Your Turn Phonics The Letter Sound o	<ul> <li>Skills</li> <li>Listening and Writing</li> <li>Reading and Speaking</li> </ul>	Think and Learn Science: Food Project: Write a story about a fruit.
► Song: The Magi	c Tree	Creativity: Do That	!	► Review: Group Check

5 Free Tir	<b>ne</b> (pages 58-69)			Which activities do we do?
Vocabulary Days of the Week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Language Focus I (play football) on (Saturdays). Do you (watch TV) on the weekend? Yes, I do. / No, I don't.	Story We're Lost! Value Asking for Help When You Need It Phonics The Letter Sound u	<ul> <li>Skills</li> <li>Listening and Speaking</li> <li>Reading and Writing</li> </ul>	Think and Learn Physical Education: Activities Project: Make a poster.
► Song: I'm Bore	ed. I'm Bored.	Creativity: Create	That!	Review: Think Back

The Old Vocabulary	House (pages 70-81)  Language Focus	Story	Skills	How are houses different     Think and Learn
The Home: bedroom, bathroom, living room, kitchen, hall, stairs, basement, dining room	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  Value  Taking Care of Your Friends  Phonics  The Letter Sound h	<ul> <li>Listening and Writing</li> <li>Reading and Speaking</li> </ul>	Geography: Houses Project: Design a house.

➤ Song: we Live	in Different Houses	Creativity: Do Ina		Review: Group Check
<b>7</b> Get Dre	essed (pages 82–93)		<b>3</b>	How do clothes look different
Vocabulary Clothes: sweater, skirt, shorts, pants, jacket, socks, jeans, shoes, baseball cap, T-shirt	Language Focus  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.	Story The Cap Value Saying Sorry Phonics The Letter Sounds sp and st	<ul> <li>Skills</li> <li>Reading</li> <li>Speaking, Listening, and Writing</li> </ul>	Think and Learn Art and Design: Patterns Project: Design a T-shirt.
Song: You Lo	ok Good	Creativity: Create	That!	► Review: Think Back

Vocabulary The Body: arm, hand, knee, fingers, leg, foot, toes, head	Language Focus I can/can't (stand on one leg). He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.	Story The Problem  Value Teamwork  Phonics The Letter Sound g	<ul> <li>Skills</li> <li>Listening and Speaking</li> <li>Reading and Writing</li> </ul>	Think and Learn Physical Education: Movements Project: Make a dance.
Song: Help!		Creativity: Do That		► Review: Group Check
9 At the B	<b>each</b> (pages 106–117)			Where can we go on vacation

► Creativity: Create That!

# **Key to Teaching Notes Icons**









book, make

a sandcastle,

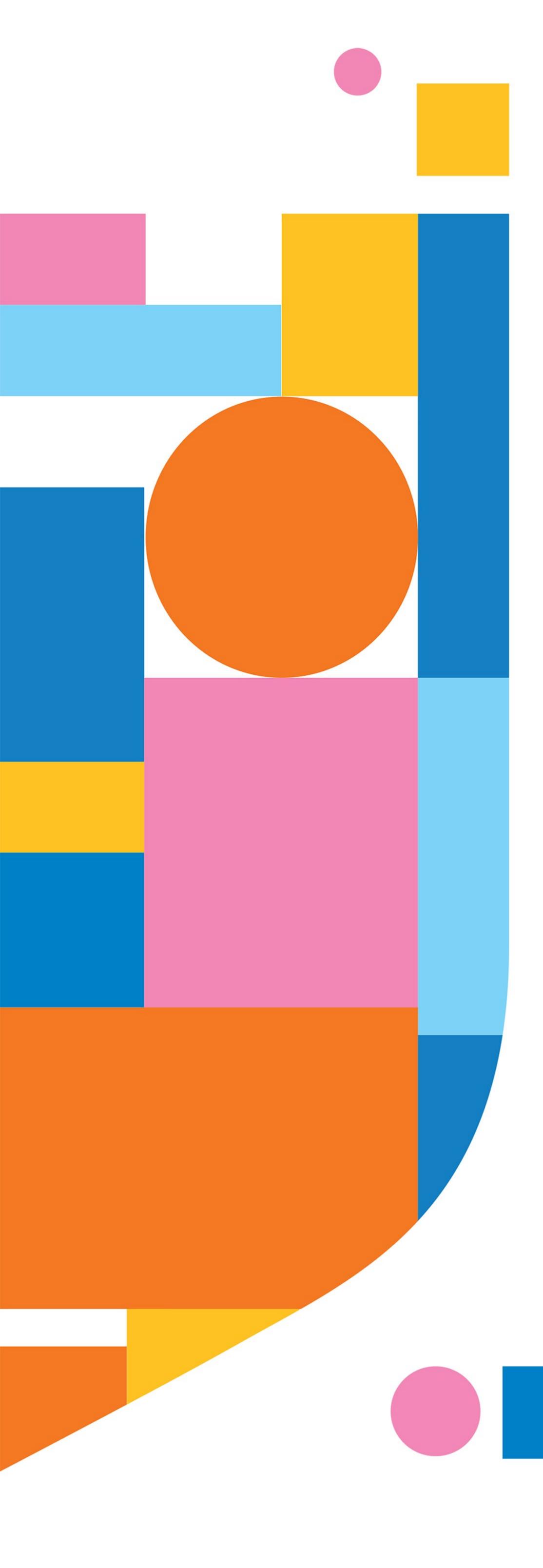
look for shells

► Song: You and Me



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.

► Review: Think Back



# Welcome to SUPER MINDS SECOND EDITION

# Rediscover Super Minds!

Welcome to Super Minds 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> Edition is a course that combines the very best of rich classroom experience with current pedagogical research.

# Super Minds 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> Edition represents a significant update. Here's how Super Minds 2<sup>nd</sup> 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

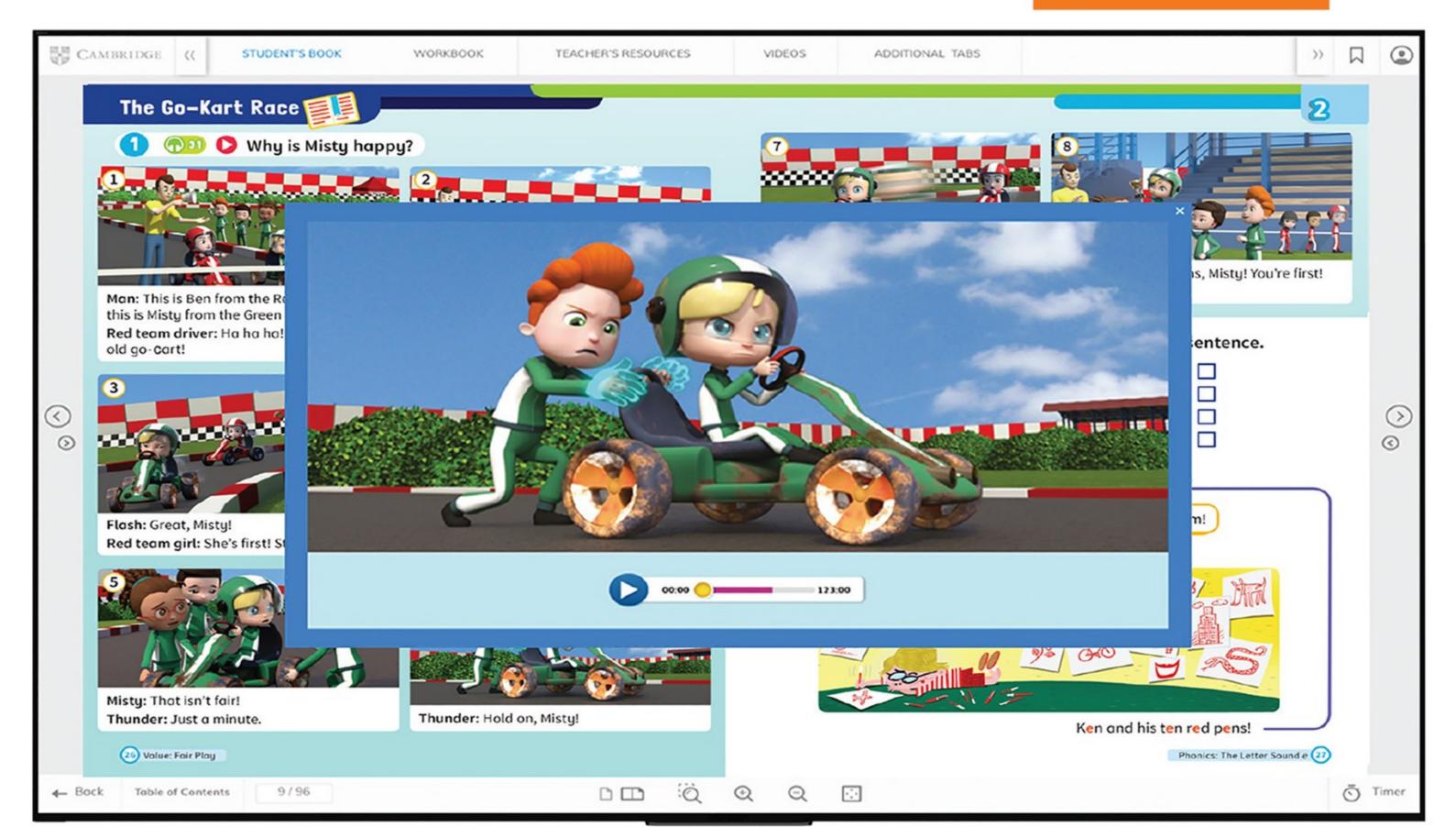
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated Language Focus videos at all levels.
- New Think and Learn CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been updated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

Presentation Plus







# 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.

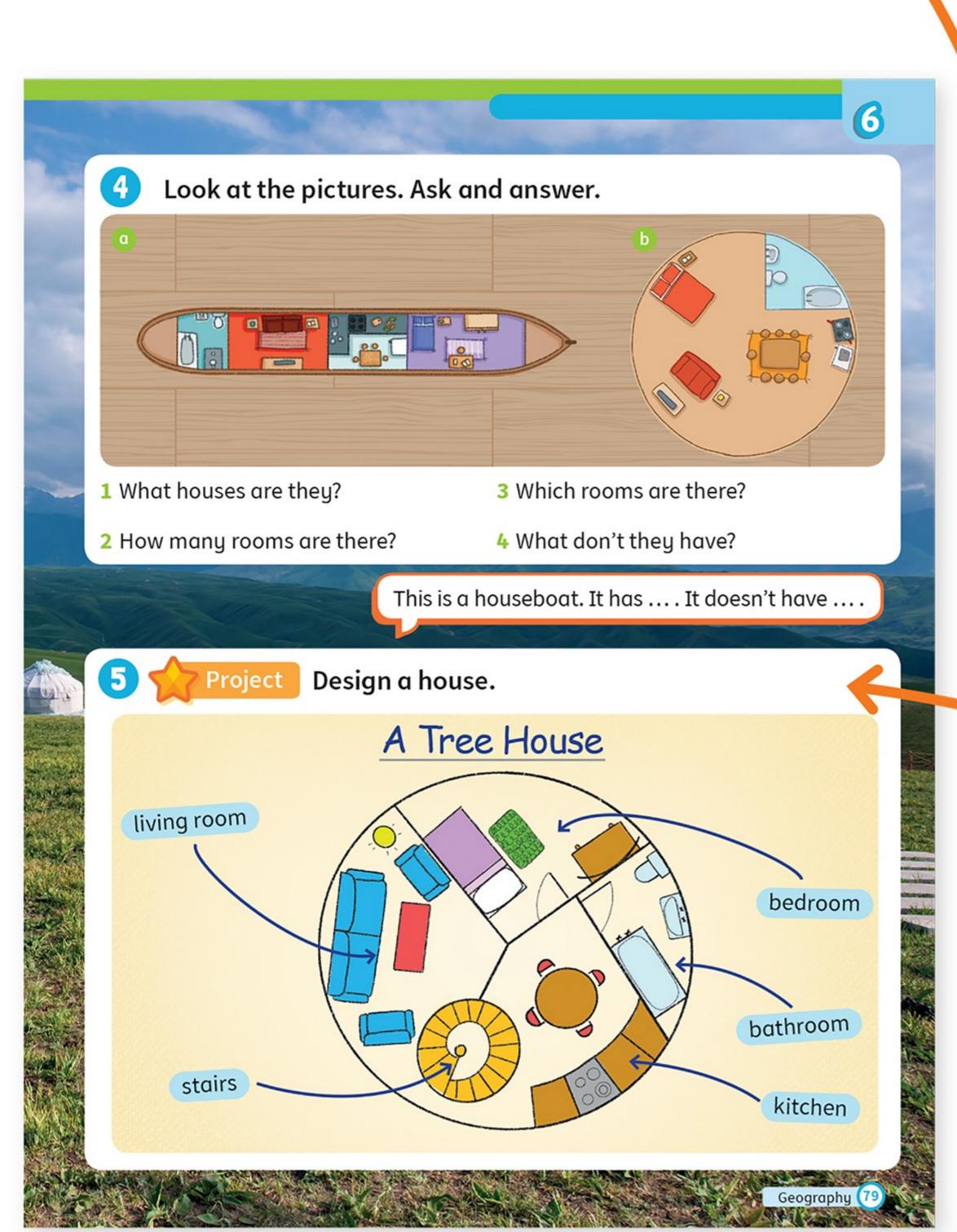
#### Competency Critical Social Learning to **Emotional** Creative Collaboration Communication **Thinking** Responsibilities Learn **Thinking** Development **Core Areas Implementing Preparing for** ideas and solving Generating ideas creativity problems Components **Imagining** Generating Elaborating on and alternatives and multiple ideas combining ideas possibilities **Example "Can Do" Statements** Finds new uses for objects and explains these ideas in detail

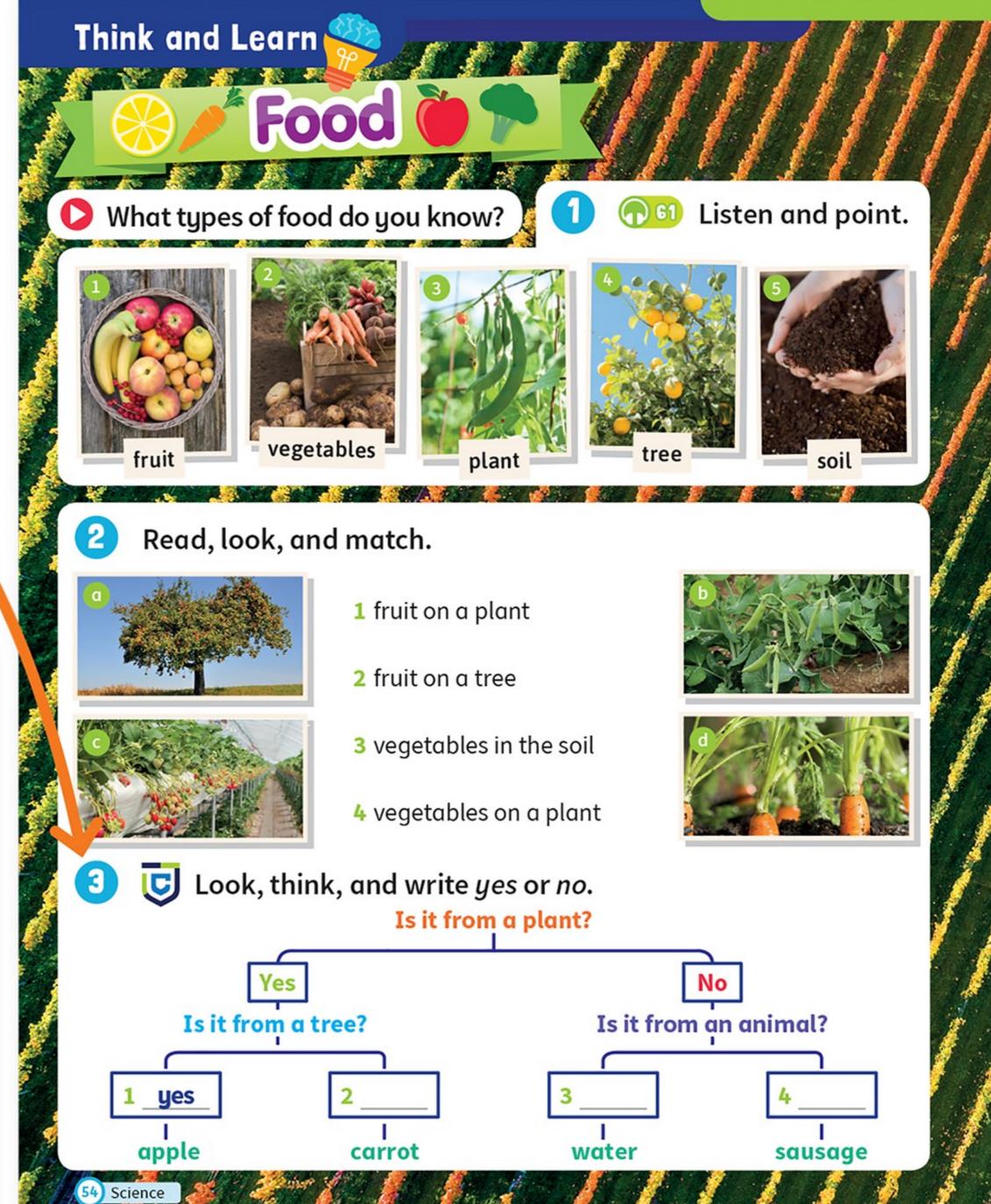
# Super Minds 2<sup>nd</sup> Edition and the Cambridge Life Competencies Framework

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

# **Critical Thinking**

This activity from Unit 4 of the Student's Book helps learners understand and analyze links between ideas by comparing different factual and fictional information.





# **Creative Thinking**

This project in Unit 6 of the Student's Book helps learners develop Creative Thinking skills by creating new content and imagining alternatives and possibilities.

For more information about the Cambridge Life Competencies Framework, go to languageresearch.cambridge.org/clc



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.

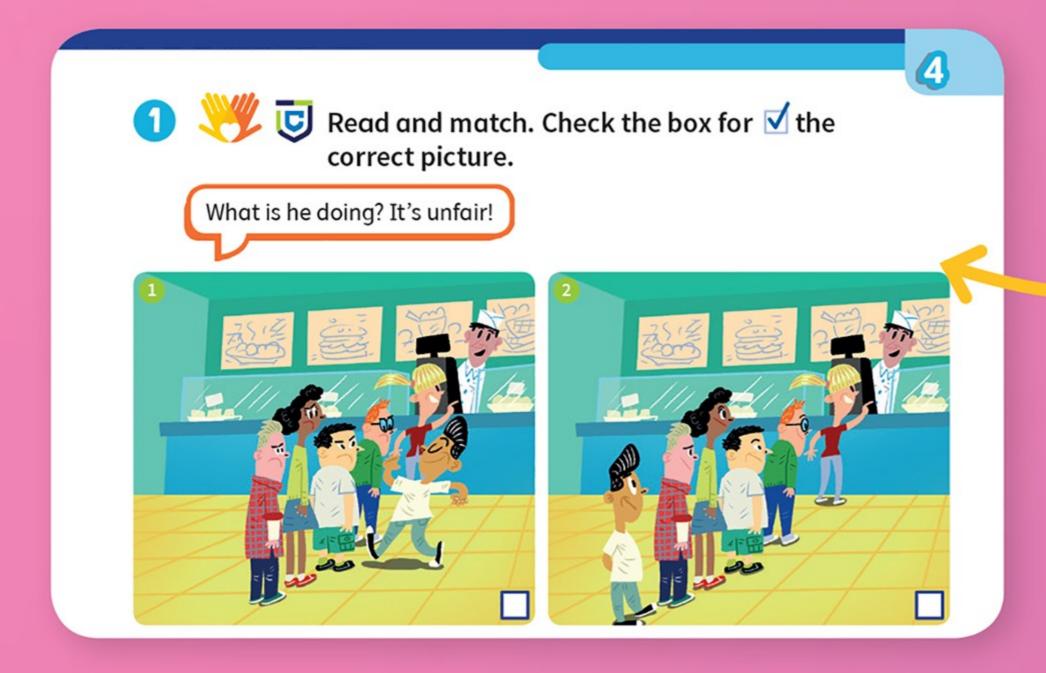
Activities in Super Minds 2<sup>nd</sup> Edition have been designed to enhance the **three core areas** of learners' cognitive control functions:

# 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.





# Inhibitory control

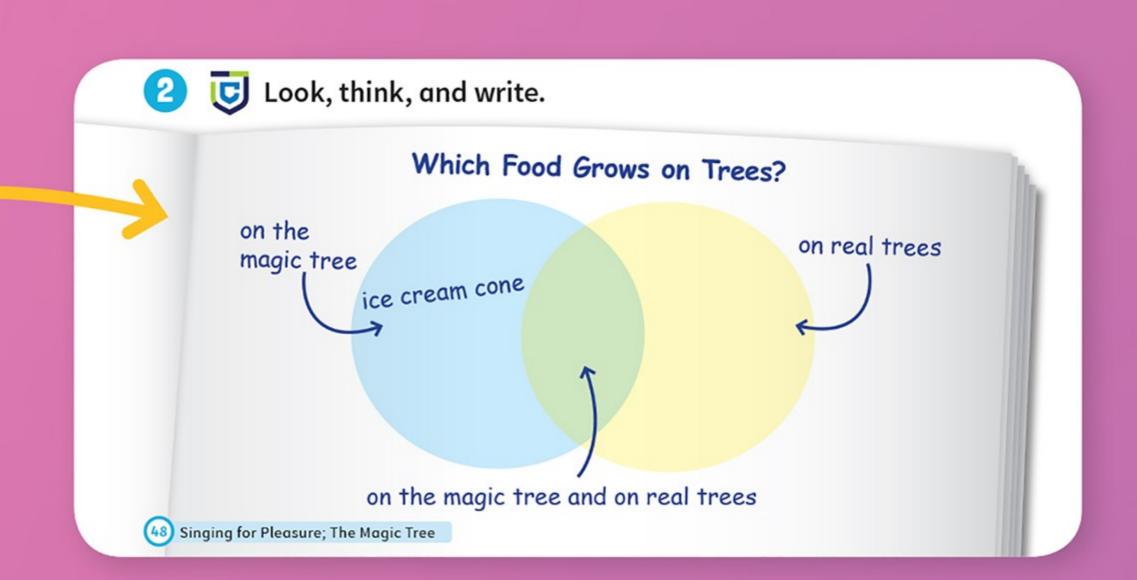
refers to the abilities to focus attention to control our emotional and behavioral responses.

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



# 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.



# Fun and informative songs

practicing and extending the vocabulary and language of the unit are featured throughout *Super Minds 2<sup>nd</sup> 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 2<sup>nd</sup> Edition story-based animated Language Focus videos, featuring the entertaining character Penny the Penguin. Each unit has two animated videos that can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.



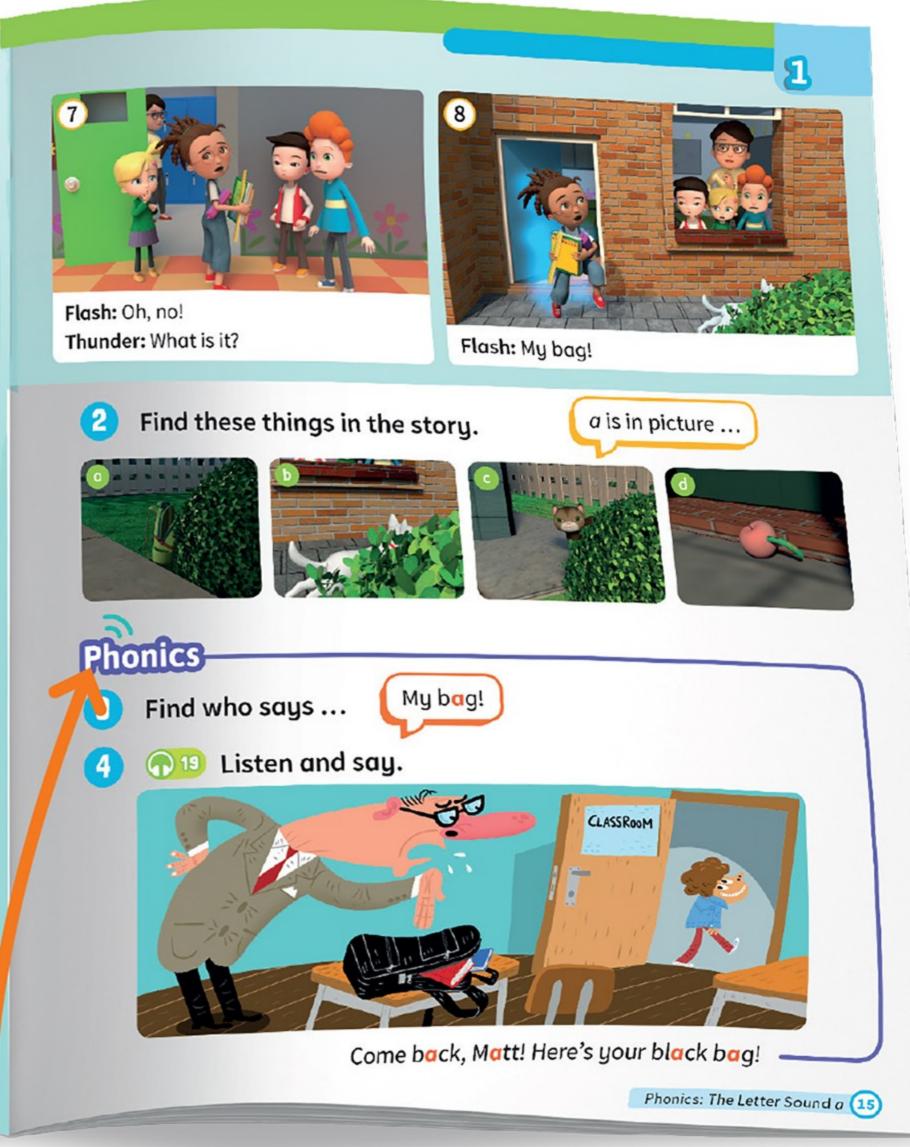
## **Episodic** adventure stories

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

# Brand new big-screen quality animated story videos

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





### **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.

#### **Phonics**

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



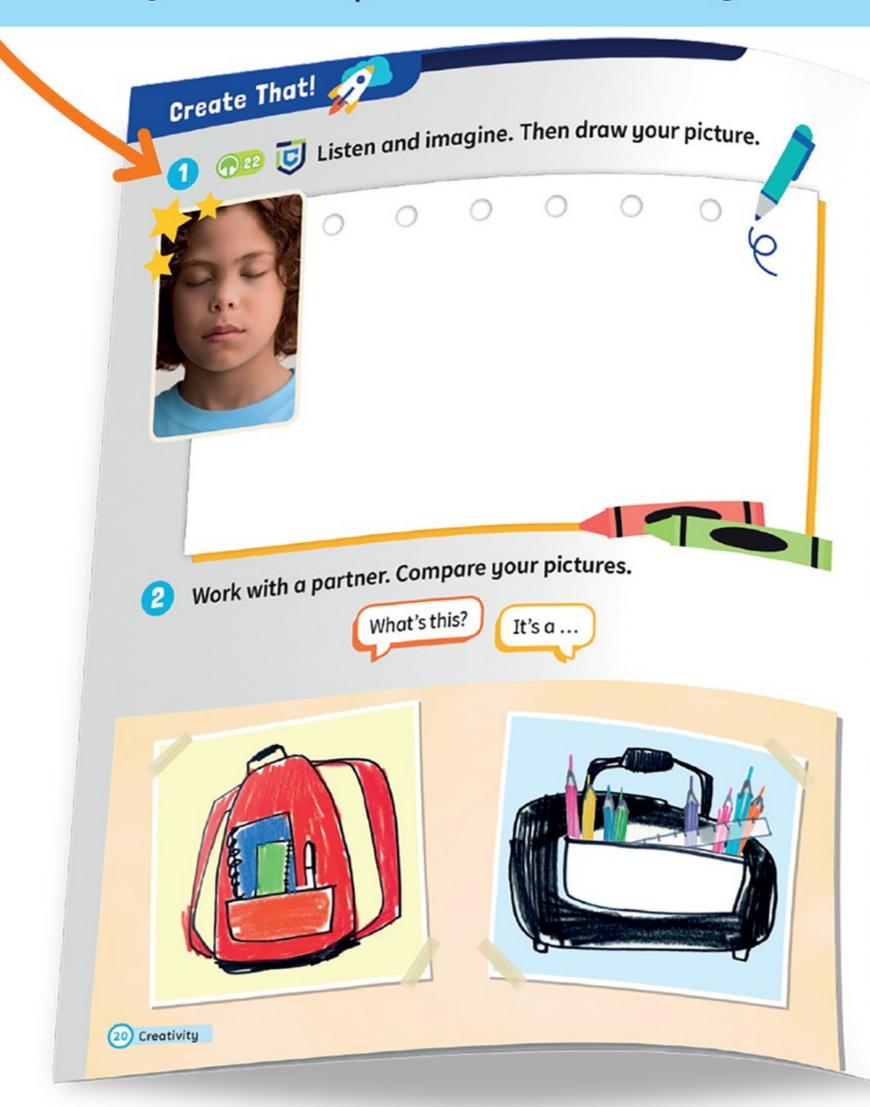
# Think and Learn CLIL projects

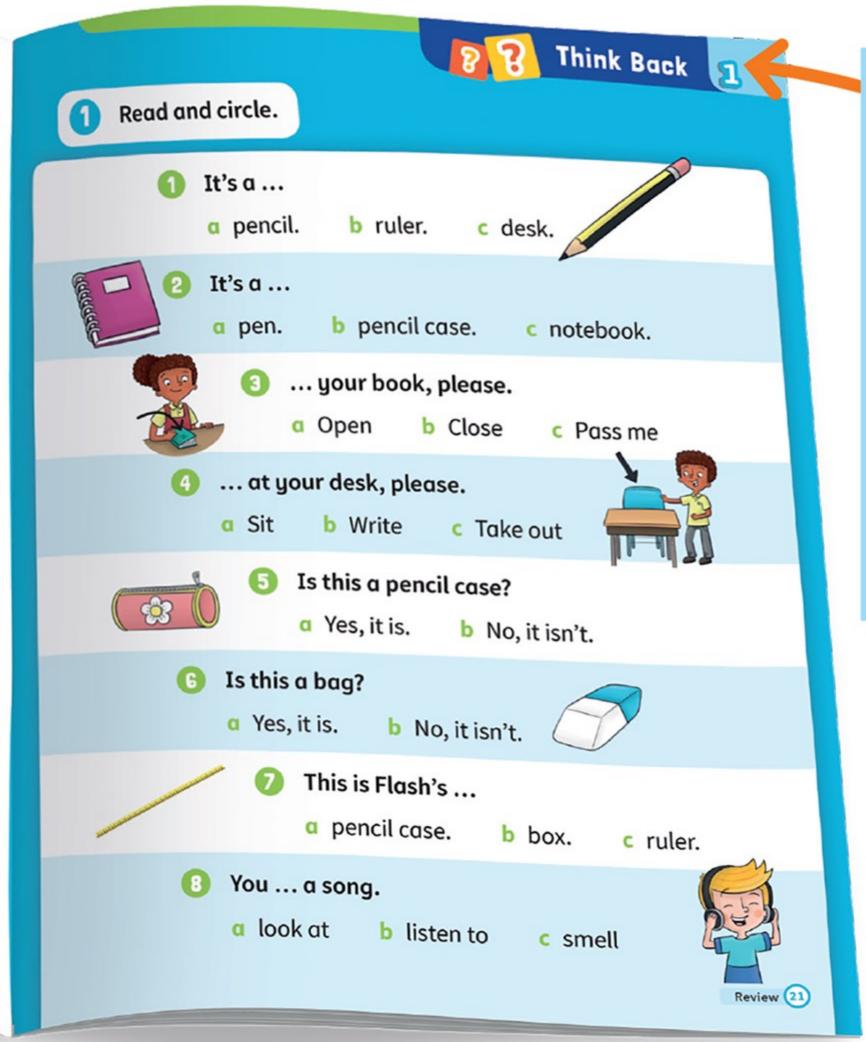
integrate content and language, with students learning about other curriculum subjects in English so that their English is expansive. The CLIL syllabus has been specially designed to cover similar topics as those that students will be encountering in their first language at the same stage.



# **Create That! and Do That!**

offer further opportunities for students to develop their creativity as well as practice their listening skills.





# Think Back and Group Check

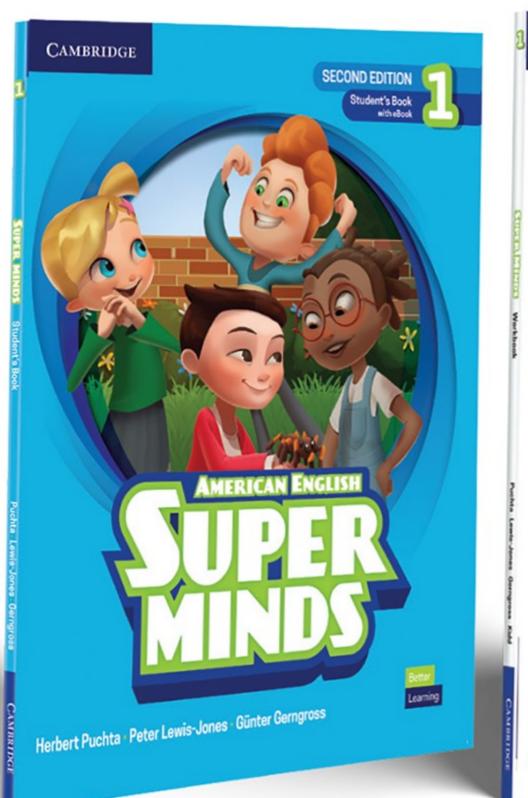
review pages consolidate learning and alternately promote independent and collaborative learning.

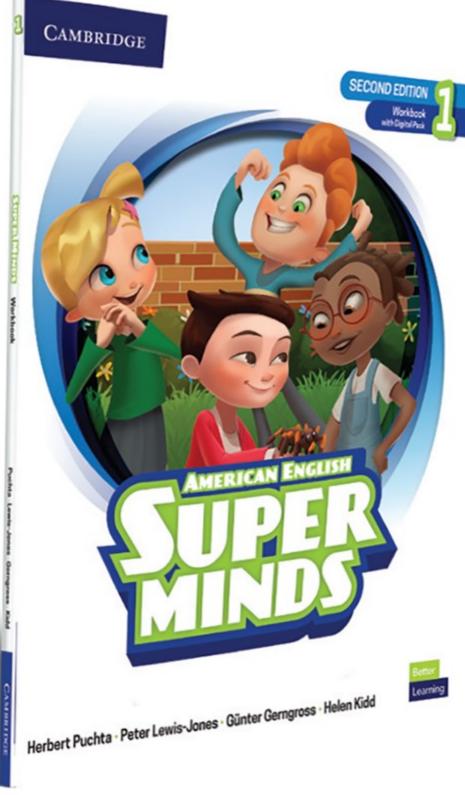
# Components Overview

# 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 2<sup>nd</sup> 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 2<sup>nd</sup> Edition to include speaking and listening in addition to reading and writing pages.

# 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.



Super Practice Book

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 2<sup>nd</sup> 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  $2^{nd}$  Edition digital package contains the following components.

#### For teachers:

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

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

#### Teacher Resources include:

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

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

#### For students:

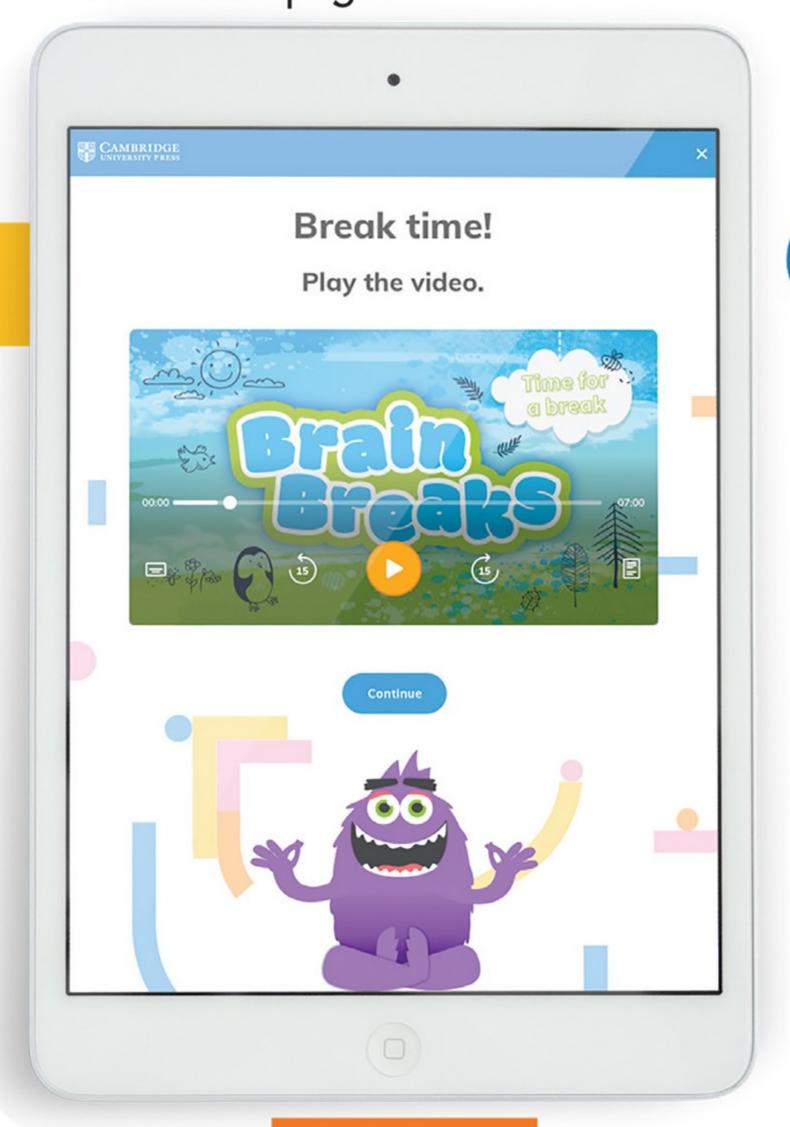
#### **Practice Extra** includes:

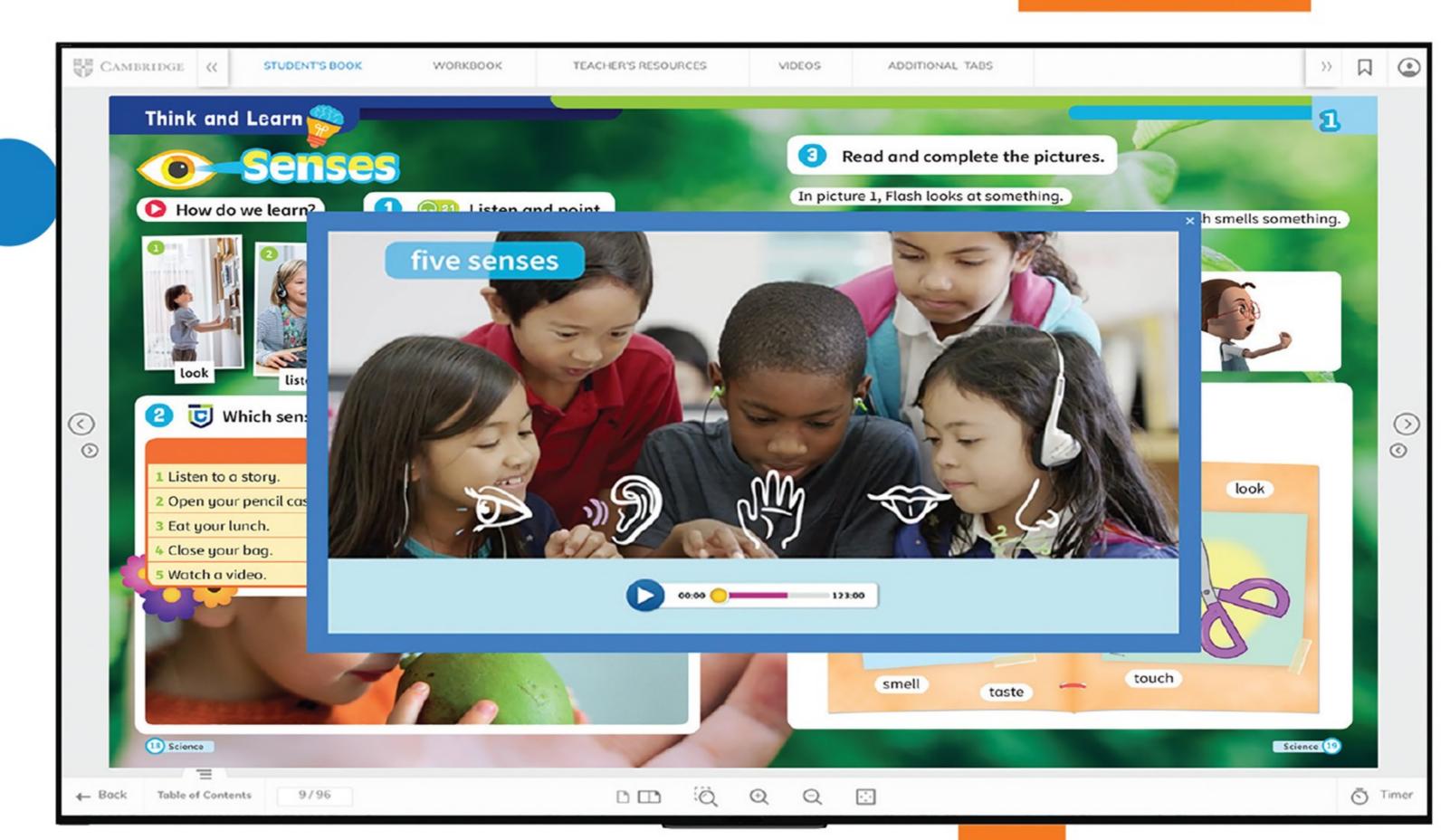
- online activities that consolidate classroom learning, including animations and interactive games to engage students
- Brain Breaks, activities designed to aid motivation and help recharge the brain.

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

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

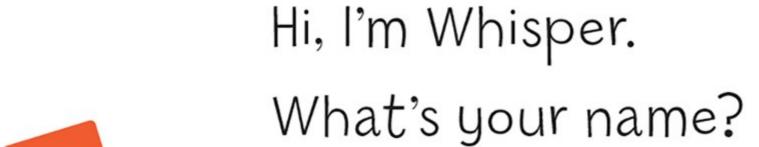
Presentation Plus











Hi, I'm Thunder.

What a nice name!

Hi, I'm Flash.

What's your name?

Hi, I'm Misty.

What a nice name!







#### Learning outcomes:

- to name and talk about characters
- to practice greetings and introductions
- to say a chant

New language: Hi, What's your name? I'm (name), What a nice name!, character names

Cognitive control functions:
Working memory

Materials: flashcards 1–4 (characters), music, pieces of card stock (optional)

## Warm-up

Aim: to review *Hello* and *Hi* 

- Wave to the class and say Hello. Encourage students to wave back and say Hello. Repeat, but this time say Hi.
- Greet a student with Hello, (name). Prompt the rest of the class to wave at him/her and say Hello, (name). Repeat with different students, alternating between Hello and Hi.
- Students practice saying Hello to one another in pairs.
- Do a mingling activity. Ask students to stand up and walk around. Play some music. When you pause the music, students stop walking and say *Hello!* to their nearest classmate.

# 1 (1) (SB p4) Listen and look. Then listen and say the words.

Aim: to introduce the names of the characters

 Students look at the picture in their Student's Books. Point to the name labels. Ask students why they start with capital letters. Elicit that they are names. Say Look at the names. Listen.  Play the recording. Students point to the character names when they hear them.

#### For script, see TB p119.

- Play the second part of the recording. Students repeat the names.
- Point to the character names/ pictures one at a time, or show the character flashcards. Students say the names.
- Students practice pointing and naming in pairs.



Aim: to present *Hi, What's your name? I'm* (name).

 Play the recording. Students listen and follow the chant in their Student's Books.

#### For chant script, see SB p4.

- Play the recording again, pausing after each line for students to repeat. Make sure they understand the meaning of What a nice name!
- Practice the chant as a class.
   Show the character flashcards as prompts.
- Invite four students to come to the front. Give each one a character name. They perform the chant for the class, each saying two lines. Repeat with different groups of four students.

# Practice

Aim: to personalize and practice the new language

- Invite a pair of students to the front.
- Prompt them to do the chant, using their own names instead of Whisper, Thunder, etc. They each say their name twice.
- Repeat with two more pairs of students.
- Make pairs. Students practice the chant, using their own names, taking turns starting.

# 1 Read and match. Color the circles.

Aim: to review colors and character names

Key: 2 b, 3 a, 4 c

## **Ending the lesson**

Aim: to review key language from the lesson

 Repeat the mingling activity from the Warm-up. Students walk around as music plays. When the music stops, students pair up with the nearest student. They take turns introducing themselves using Hi, I'm (name). What's your name?

Stronger students: Students can respond What a nice name!

## **Extension activity**

Aim: to make a name label and practice language from the lesson

- Hand a piece of card stock to each student. Show them how to fold it in half lengthwise and write their name on it.
- Students stand the name card on their desks. Call a volunteer to the front of the class. He/ She says Hello, (name) to as many students as possible, reading the names on the cards.
- Ask students to turn their cards around and see if the student can remember the names.

#### Learning outcomes:

- to count from one to ten
- to talk about how old you are

New language: one, two, three, four, five, six, seven, eight, nine, ten, How old are you? I'm (age).

Recycled language: What's your name? I'm (name).

Flashcards: 5–14 (numbers *one* to *ten*)

### Warm-up

Aim: to review giving and asking names

- Say to a student *Hi! What's* your name? The student responds *Hi! I'm* (name).
- Encourage the student to ask his/her neighbor What's your name? and the second student to reply I'm ... Continue around the class.

# 1 (D) 03 SB p5 Listen and point to the numbers.

Aim: to present and practice numbers *one* to *ten* 

- Teach the numbers using the flashcards.
- Give students time to look at the picture in their Student's Book.
- Play the recording. Students listen and point to the numbers.

#### For script, see SB p5.

- Say one of the numbers. Students point to the correct child in the picture. Repeat several times.
- Say a series of numbers between one and ten. Students write the numerals in their notebooks.
- Write the answers on the board for students to check.

# 2 (D 04) SB p5 How old are the Super Friends? Listen and write.

Aim: to practice the written form of numbers *one* to *ten* 

- Review the characters' names using the picture. Check students understand how the speech bubbles work (i.e., that each character is saying his/her age and students have to write the number they hear, or the number word).
- Play the recording. Give students time to think and write.

#### For script see, TB p119.

- Students check in pairs.
- Play the recording again. Check answers with the class.

Key: Misty: 6/six, Whisper: 8/eight, Flash: 8/eight, Thunder: 7/seven



Aim: to present and practice How old are you? I'm (age).

- Ask different students How old are you? and prompt them to respond I'm (age). Practice pronunciation of the question.
- Students practice the question and answer in open pairs.
- Point to the conversation in the Student's Book. Read the questions, and choose a confident student to read the answers.
- Demonstrate the conversation, with real names and ages, with the student.
- Students practice in pairs or groups of four, giving their real names and ages. Change pairings/groups several times.

1 WB p5 Look and match.

Aim: to practice reading numbers one to ten (as words)

Key: b three 3, c ten 10, d eight 8, e nine 9, f one 1, g four 4, h five 5, i two 2, j six 6

# WB p5 Write the number words.

Aim: to practice spelling of numbers one to ten

Key: b one, c six, d two, e seven, f nine, g eight, h four, i ten, j five

3 WB p5 Look. Then write about you.

Aim: to review language from the lesson

## **Ending the lesson**

Aim: to review numbers one to ten

- Use the flashcards to review the numbers.
- Show the flashcards at random.
   Students say the number.
- Invite ten students to the front and hand out the flashcards at random.
- Students quickly arrange themselves in order (one to ten).
- Ask the class to check the order by calling out the numbers together.

# **Extension activity**

Aim: to review numbers *one* to ten

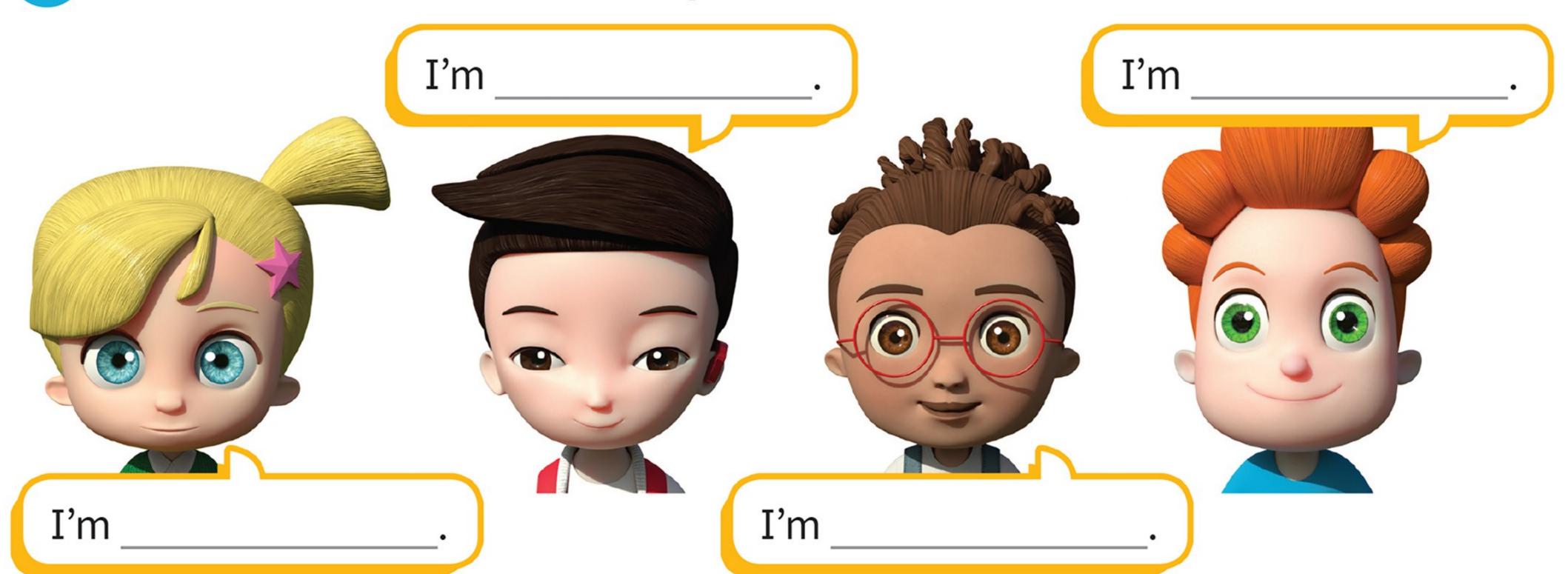
- Each student writes numbers
   1 to 10 in any order in their
   notebook, without showing
   anyone.
- Put students into pairs.
   Student A dictates his/her numbers while Student B writes. Then they swap roles.
   They check answers by comparing with their original list.

Stronger students: Students write number words, rather than numerals.

1 Listen and point to the numbers.



How old are the Super Friends? Listen and write.



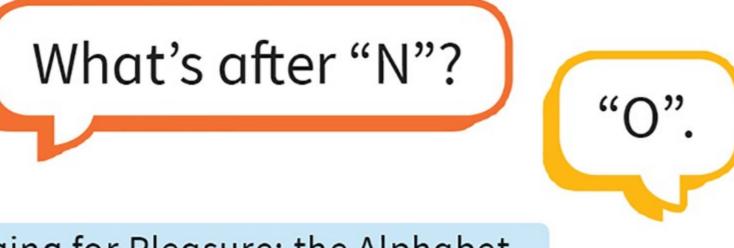
Ask and answer.



1 Disten and sing.



Play the alphabet game.







#### Learning outcomes:

- to sing a song
- to practice saying the letters of the alphabet

New language: Sing with me, We can sing the alphabet, What's before/after ("N")?

- Critical thinking: Solves simple puzzles (e.g., word puzzles)
- Cognitive control functions (WB): Working memory

Materials: alphabet cards: one for each letter of the alphabet (write the capital letter on one side and the lowercase letter on the other)

## Warm-up

Aim: to raise awareness of the alphabet

- Call to the front four students whose names start with the first four letters of the alphabet. If this sequence is not possible, any four-letter sequence in the alphabet will do, e.g., *D, E, F, G.*
- Stand the students in alphabetical order according to the first letters of their names. Say their names, repeating the first letter, e.g., Anna, A; Ben, B.
- Tell students the lesson is about the alphabet.

# SB p6 Listen and sing.

Aim: to present and practice the letters of the alphabet

- Teach the letter names in English, using the alphabet cards or writing letters on the board.
- Point to each letter one at a time, saying the name for students to repeat.

- Repeat two or three times, focusing on vowels and unusual letters such as J, K, Q, and Y.
- Play the audio (05). Students follow the song in their Student's Books.

#### For song lyrics, see SB p6.

- Play the audio again, in sections. Students repeat.
- Play the song video, pausing for students to repeat.
- Use the karaoke version of the audio (06) or video for students to sing in groups.

# alphabet game.

Aim: to give students further practice saying the alphabet

- Stick the alphabet cards (capital letters) on the board or write the alphabet from start to finish. Point to letters and say, e.g., B is after A. C is after B. D is after C. Ask What's after D? Ask similar questions about different letters. Present before and What's before ...? in the same way.
- Students work in pairs. They ask and answer about the letters, using the alphabet in their Student's Books.
- Monitor to check pronunciation. Also ask What's after/before ...?
- Ask volunteers to come to the board and write the lowercase letters next to / below the capitals.

Extra support: Students copy the alphabet (capitals and lowercase) in their notebooks.



Aim: to practice capital letters

For song lyrics, see SB p6.

**Key:** G, Q, T, X

# **Ending the lesson**

Aim: to review the letters of the alphabet

- Hand out the alphabet cards at random to a number of students. For smaller classes, use only some of the cards, but make sure they are sequential (e.g., A to M, or N to Z).
- Invite students with cards to arrange themselves in alphabetical order at the front. Prompt by asking, e.g., What's before "F"? What's after "F"? Encourage students to use the same questions (in English) to complete the task.
- Do the activity once with the lowercase and again with the capital letters.

## **Extension activity**

Aim: to practice the alphabet sequence

- Make groups of six students.
- Students arrange themselves in alphabetical order, according to the first letter of their names. Encourage them to ask What's your name? and What's before/after ...? as they decide where to stand.
- Ask each group to check that another group is in the correct order.
- Put students into new groups of six and repeat.

#### Learning outcomes:

- to recognize and say some colors
- to talk about possession using 's

New language: yellow, red, orange, purple, green, blue, balloon, bag, (Flash)'s bag is (green).

Recycled language: character names

Materials: colored pencils or markers

# Warm-up

Aim: to review the letters of the alphabet

 Sing the alphabet song from SB p6 again with students.



Aim: to present the colors

- Use the pictures in the Student's Book to present the colors.
- Point to each balloon one at at time and say the color.
- Students repeat.
- Play the recording. Students listen and point. Repeat.

#### For script, see SB p7.

 In pairs, students take turns pointing to the balloons and saying the colors.



Aim: to practice recognizing the color words, and to present 's for talking about possession

- Review the characters' names and teach bag, using the pictures.
- Say, e.g., *Point to the green bag*. Repeat for the different colors.

 Play the recording. Students draw a line from each character to their bag.

#### For script, see TB p119.

- Play the recording again for students to check. They compare answers in pairs.
- Check answers with the class.
- Ask, e.g., What color is Flash's bag?
   Students reply in chorus, e.g.,
   Green. Write an example sentence,
   e.g., Flash's bag is green, on the
   board and point out the way 's
   is used to say that something
   belongs to someone.

Key: 1 c, 2 a, 3 d, 4 b



# SB p7 Look at Activity 2. Make sentences.

Aim: to practice talking about possession with 's

- Make sentences about the students' bags, e.g., Carlo's bag is yellow.
- Point to the first character in Activity 2 and the prompt in the speech bubble in Activity 3. Elicit the complete sentence.
- Students practice making sentences about the bags in pairs. Monitor. Encourage students to talk about the color of their classmates' bags in the same way.

Key: Flash's bag is green. Thunder's bag is blue. Misty's bag is purple. Whisper's bag is red.



## WB p7 Color the words.

Aim: to practice reading the colors

Key: Students color according to the given words.



Aim: to personalize the new language

# **Ending the lesson**

Aim: to review spelling of the colors

- Write the six colors in scrambled letter order on the board.
- Students work in pairs to unscramble them.
- Students then put the colors in alphabetical order: blue, green, orange, purple, red, yellow.

## **Extension activity**

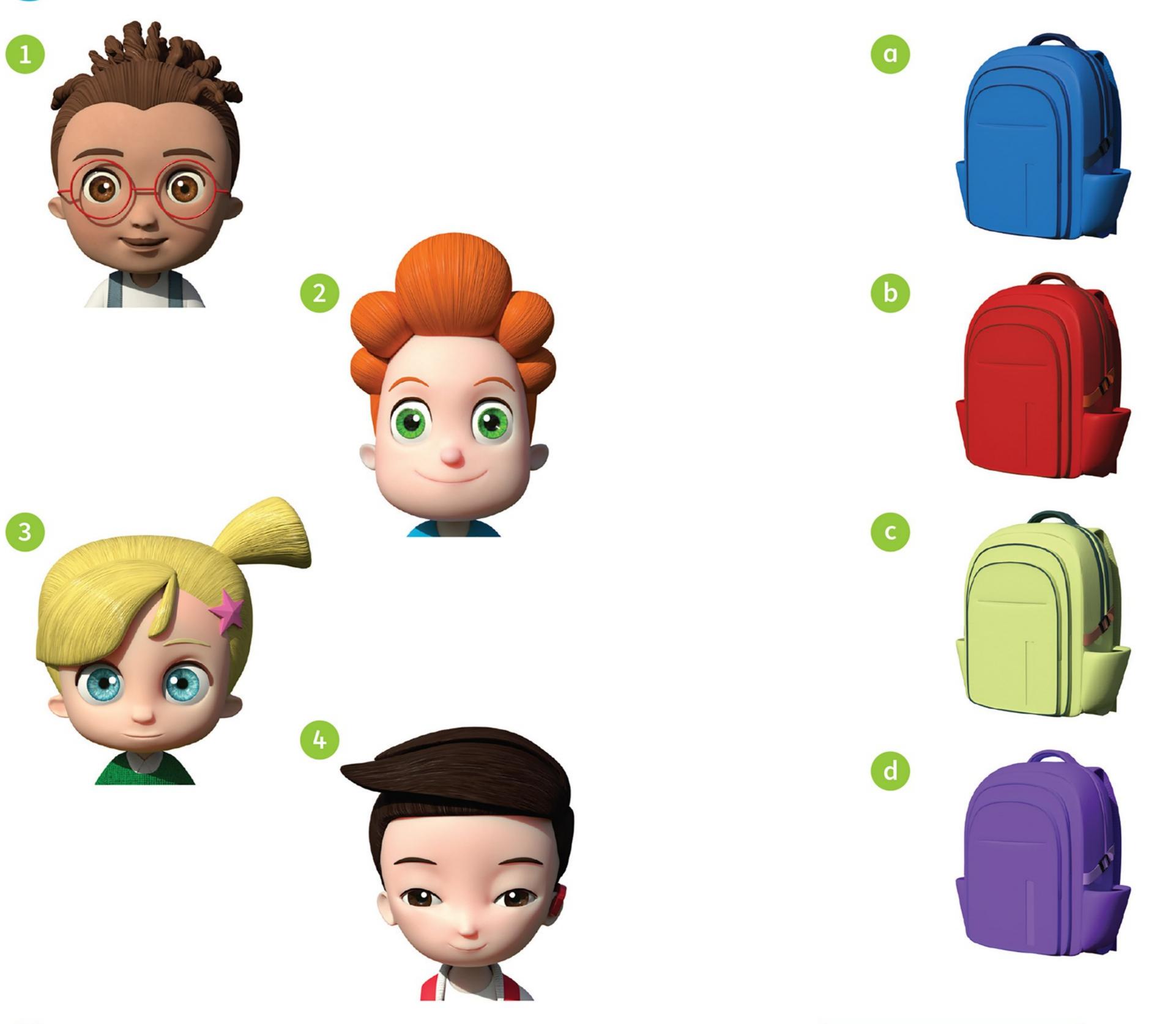
Aim: to find the colors in the classroom

- Say, e.g., Find a blue bag.
   Demonstrate by pointing to / touching someone's bag of the correct color and saying (Name)'s bag is blue.
- Repeat with different colors.
   Students can move around the room to find the bags, or do this from their seats.
   Encourage students to make a sentence with 's when they find the bag.
- Students can also play in pairs.

1 Listen and point to the balloons.



2 Listen and match.



Look at Activity 2. Make sentences.

Flash's bag is ...

Colors 7