



Thanks and acknowledgments

Acknowledgments

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgments on reprinting and in the next update to the digital edition, as applicable.

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

Map of the Book		
Intr	oduction	
Welco	me to Super Minds Second Edition	vii
Super	Minds Second Edition:	
The T	ninking Course, Revisited	viii
The Co	ambridge Life Competencies Framework	Χ
Cogni	tive Control Functions	xii
Super	Minds Second Edition: Unit Walkthrough	xiii
Super	Minds Second Edition: Components Overview	xvi
Digita	l Components	xvii
Tead	ching Notes	
	Back to School	TB4
1	My Day	TB10
2	The Zoo	TB22
3	Where We Live	TB34
4	The Market	TB46
5	My Bedroom	TB58
6	People	TB70
7	Off We Go!	TB82
8	Sports Center	TB94
9	Vacation Plans	TB106
Language Focus Key		
Audioscripts and Videoscripts		

Map of the Book

Back to School (pages 4-9)							
Vocabulary The Classroom: bookcase, wall, board, clock, door, cabinet, window, chair, crayon, floor	Language Focus There's a (hat). There are some (pictures). (Sit down). Don't (sit down).	Story The Burglars Value Helping People					
► Song: 10, 20, 30, 40, 50!							

1 My Day (pages	10-21)		③ ⊢	How do we know the time?
Vocabulary Daily Routines: get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed	Language Focus When do you (have breakfast)? At (seven) o'clock. What time is it? It's (nine) o'clock. (Claire gets up) at (eight) o'clock.	Story What a Day! Value Offering to Help Phonics The Letter Sounds ee and ea	 Skills Reading and Writing Listening and Speaking 	Think and Learn Math: Time Project: Draw and write about a sundial with Roman numbers.
► Song: What Time Is It?		► Creativity: Create That!		► Review: Think Back
2 The Zoo (page	s 22–33)			Where do animals live
Vocabulary Animals: polar bear, bear, zebra, crocodile, hippo, tiger, parrot, monkey, snake	Language Focus (Freddy) likes / doesn't like (spiders). Does (Mark/Emma) like (bananas)? Yes, he/she does. / No, he/she doesn't.	Story The Zoo Keeper Value Helping People Phonics The Letter Sounds i_e and y	 Skills Reading, Listening, and Writing Listening and Speaking 	Think and Learn Environmental Studies: Habitats Project: Draw a habitat with three different animals. Write about your picture.
► Song: The Zoo		► Creativity: Do That!		► Review: Group Check
3 Where We Live	(pages 34–45)		3	How can we find places?
Vocabulary Places in Town: train station, hospital, movie theater, playground, café, store, street, bus stop, park, school, swimming pool	Language Focus Does your town have a (swimming pool)? Yes, it does. / No, it doesn't. The (movie theater) is between the (toy store) and (Green Street). The (hospital) is behind	Story The Tree on the Track Value Perseverance Phonics The Letter Sounds tr, gr, and dr	 Skills Reading, Speaking, and Writing Listening 	Think and Learn Geography: Places in Town Project: Design a town.

▶ Creativity: Create That!

► Review: Think Back

► Song: A Friend from the Town

the (playground).

Language Focus Would you like a (tomato) /	Story	Skills	Think and Learn
some (bread)? Yes, please. / No, thank you. Are there any (pears) in the (fridge)? Yes, there are. / No, there aren't any. Is there any (bread) in the (basket)? Yes, there is. / No, there isn't any.	Value Cheating Doesn't Pay Phonics The Letter Sounds w and wh	 Reading, Speaking, and Writing Listening 	Math: Weights Project: Find out how much fruit and vegetables weigh. Then draw and add two food weights.
egetables	► Creativity: Do That!		► Review: Group Check
pages 58-69)		Who	ıt does furniture look like
Language Focus I like this/that (book). I like these/those (book)s. Whose (sock)s are these? They're (Fred)'s. Whose (hat) is this? It's (May)'s.	Story Clean Up! Value Cleanliness Phonics The Letter Sound oo	 Skills Reading Listening, Speaking, and Writing 	Think and Learn Science: Materials Project: Draw a room you like. Label the materials.
	► Creativity: Create That!		► Review: Think Back
0-81)		?	How are faces differen
Language Focus Are you (angry)? No, I'm not (angry). I'm (tired). / Yes, I'm (happy and excited). Our/Their birthdays are in (May).	Story Thunder's Birthday Value Being a Good Loser Phonics The Letter Sounds a_e, ai, and ay	Skills • Reading and Writing • Listening and Speaking	Think and Learn Art: Portraits Project: Do a portrait of a person you like. Write about the portrait. The tell a friend.
	► Creativity: Do That!		► Review: Group Check
ges 82–93)		When When	re can transportation go
Language Focus I'd like to go to (Africa) by (plane). What are you doing? I'm (fly)ing (a plane). Are you (fly)ing (a plane)? Yes, I am. / No, I'm not.	Story The Bus Trip Value Being Generous Phonics The Letter Sounds u_e, ew. ue, and oo	 Skills Listening and Speaking Listening, Reading, and Writing 	Think and Learn Geography: Transportation Project: Make a transportation calendo
	Are there any (pears) in the (fridge)? Yes, there are. / No, there aren't any. Is there any (bread) in the (basket)? Yes, there is. / No, there isn't any. agetables Dages 58–69) Language Focus I like this/that (book). I like these/those (book)s. Whose (sock)s are these? They're (Fred)'s. Whose (hat) is this? It's (May)'s. To-81) Language Focus Are you (angry)? No, I'm not (angry). I'm (tired). / Yes, I'm (happy and excited). Our/Their birthdays are in (May). Jes 82–93) Language Focus I'd like to go to (Africa) by (plane). What are you doing? I'm (fly)ing (a plane)? Are you (fly)ing (a plane)?	Are there any (pears) in the (fridge)? Yes, there are. / No, there aren't any. Is there any (bread) in the (basket)? Yes, there is. / No, there isn't any. Begetables Creativity: Do That! Clean Up! Value Cleanliness Phonics The Letter Sounds w and wh Creativity: Do That! Clean Up! Value Cleanliness Phonics They're (Fred)'s. Whose (sock)s are these? They're (Fred)'s. Whose (hat) is this? It's (May)'s. Creativity: Create That! CO-81) Language Focus Are you (angry)? No, I'm not (angry). I'm (tired). / Yes, I'm (happy and excited). Our/Their birthdays are in (May). Creativity: Do That!	Are there any (pears) in the (fridge)? Yes, there are. / No, there aren't any. Is there any (bread) in the (basket)? Yes, there isn't any. Is there any (bread) in the (basket)? Yes, there is. / No, there isn't any. Is getables Clean Up! Ilike this/that (book). Ilike these/those (book)s. Whose (sock)s are these? They're (Fred)'s. Whose (hat) is this? It's (May)'s. Clean Up! Clean Up! Cleanliness Phonics The Letter Sound oo Creativity: Create That! Skills Reading Listening, Speaking, and Writing Skills Reading Listening and Writing Skills Reading and Writing Listening and Writing Listening and Speaking Listening and Speaking Listening and Speaking Creativity: Do Thatl Skills Reading and Writing Listening and Speaking Listening and Speaking Listening and Speaking Creativity: Do Thatl Skills Language Focus The Letter Sounds a_e, ai, and ay Creativity: Do Thatl Skills Listening and Speaking Listening, Reading, and Writing Listening, Reading, and Writing

Vacation Plans (pages 106-117) What makes a good vacation? Skills Think and Learn Vocabulary Language Focus Story Can I build a tree house? Vacations: Environmental Dream Vacations Reading read a comic book, go Yes, of course you can. Listening and **Studies:** Helping the Value hiking, visit my cousins, Can we go fishing? Speaking Environment Teamwork Yes, of course we can. **Project:** Choose a place help in the yard, take **Phonics** horseback riding lessons, to go on vacation. Make The Letter Sounds z and s a scrapbook page. build a tree house, keep a scrapbook, learn to swim, go camping ► Song: Vacations Are the Best **▶** Creativity: Create That! ► Review: Think Back

Key to Icons



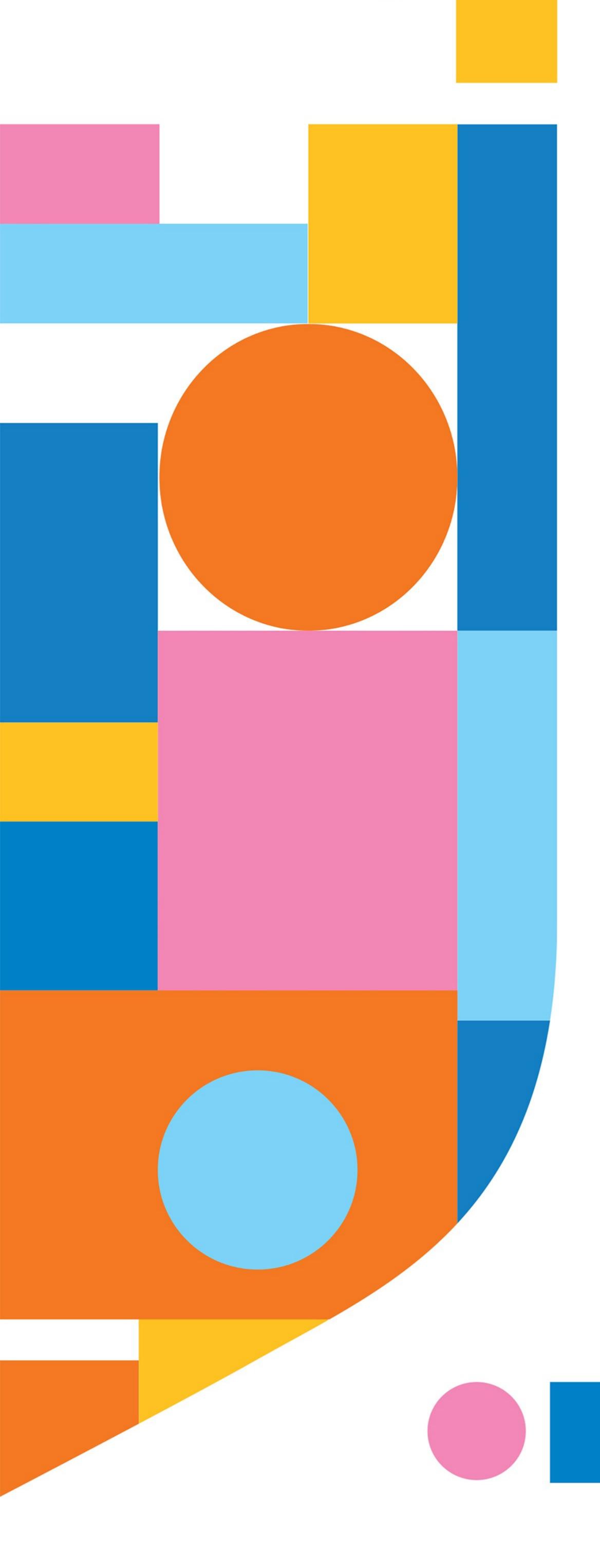


Cognitive Control Functions

Stickers

Story

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

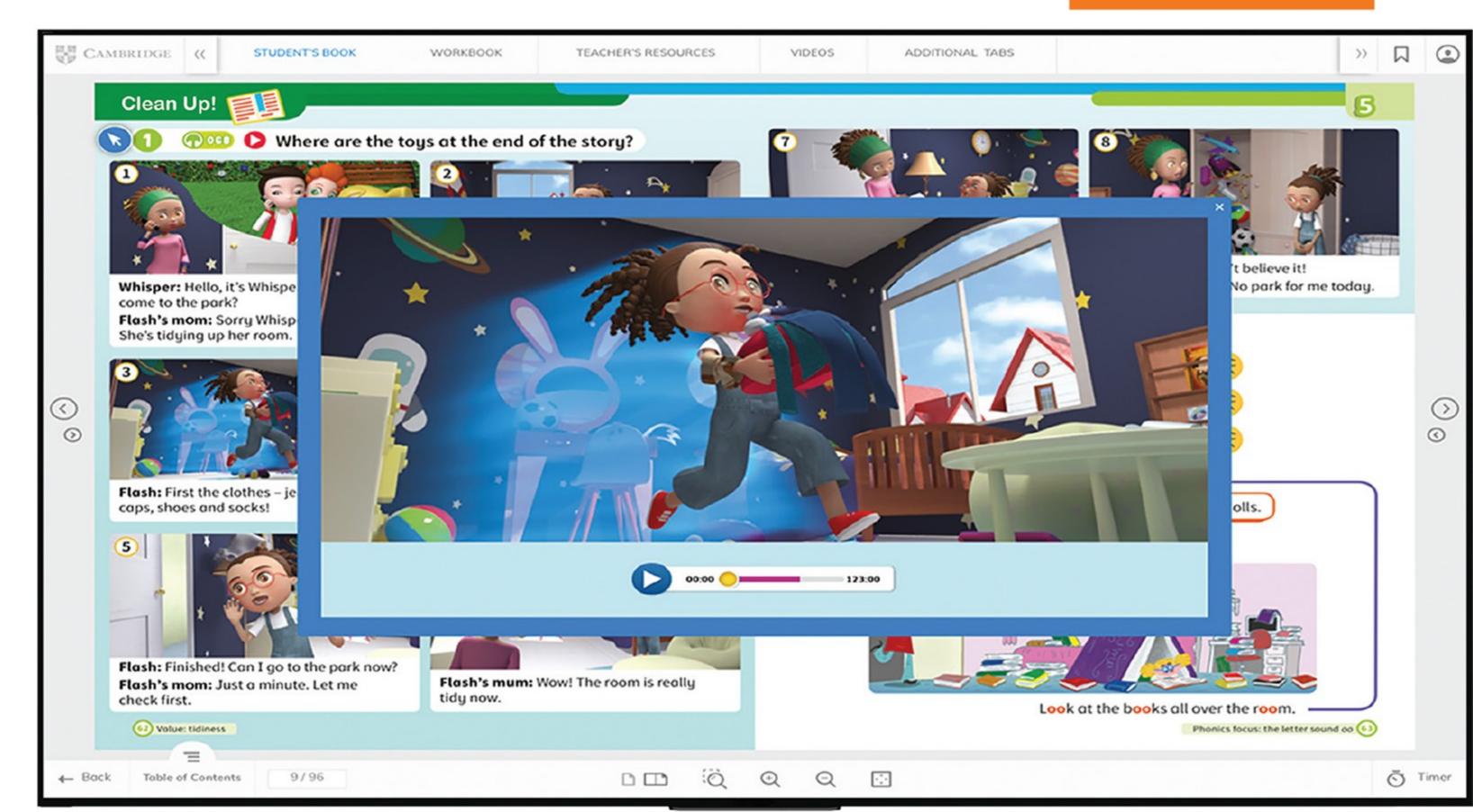
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated Language Focus videos at all levels.
- New Think and Learn CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been updated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

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.

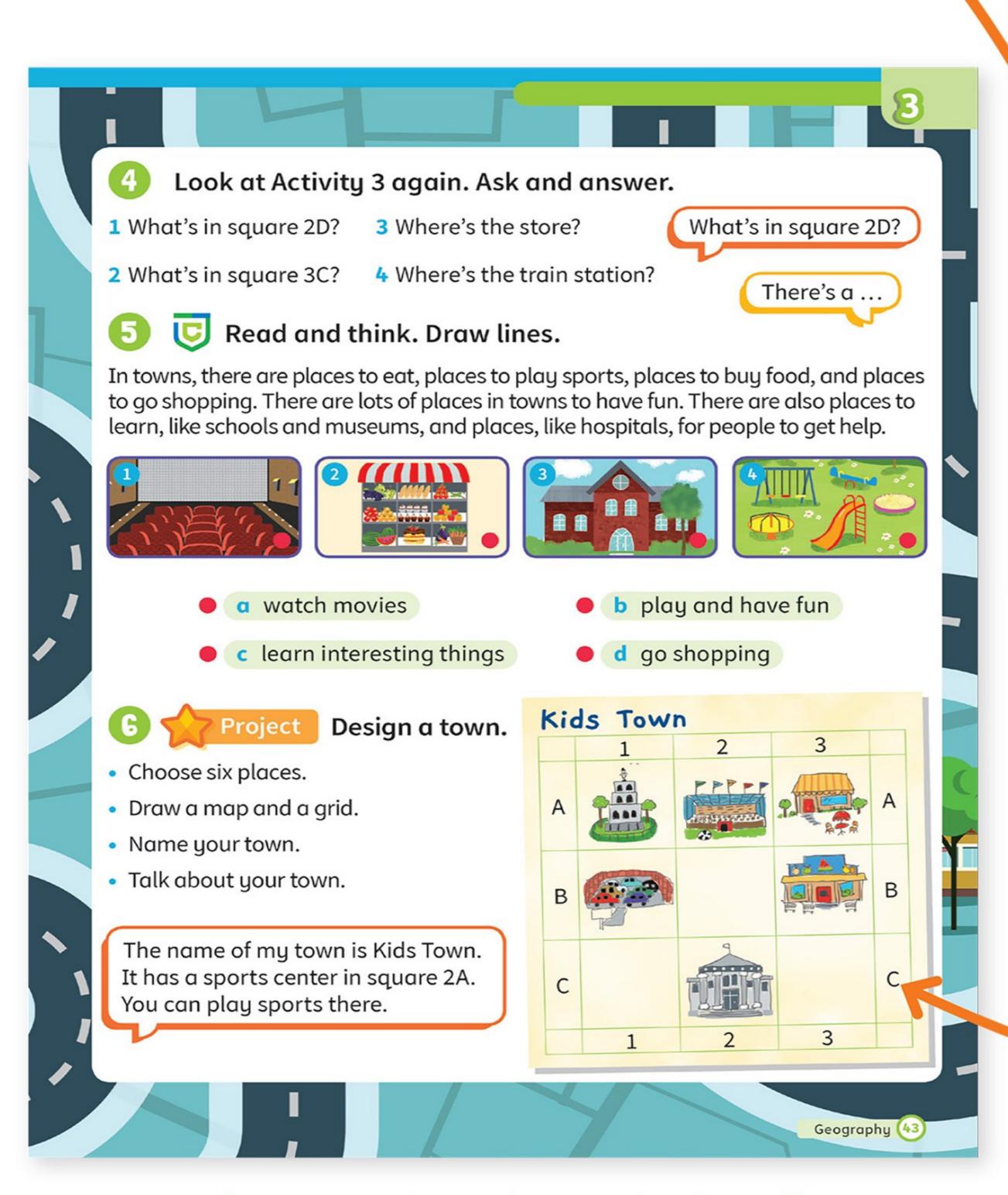
Competency Critical Social Learning to **Emotional** Creative Collaboration Communication **Thinking** Responsibilities Learn Thinking Development **Core Areas Implementing Preparing for** ideas and solving Generating ideas creativity problems Components **Imagining** Generating Elaborating on and alternatives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

Super Minds 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 the Introductory Unit of the Student's Book helps learners evaluate ideas, arguments, and options by identifying inconsistencies in stories.





Creative Thinking

This project in Unit 3 of the Student's Book helps learners develop Creative Thinking skills by using different media to make and describe their own designs.

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

Working memory

is the ability to hold information in mind so that certain tasks can be completed.

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





Inhibitory control

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

This activity in Unit 1 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 3 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 feature 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 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 2nd 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.



present the topic and the vocabulary of the CLIL pages.



Create That! and Do That!

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

Project

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



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 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

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.



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.

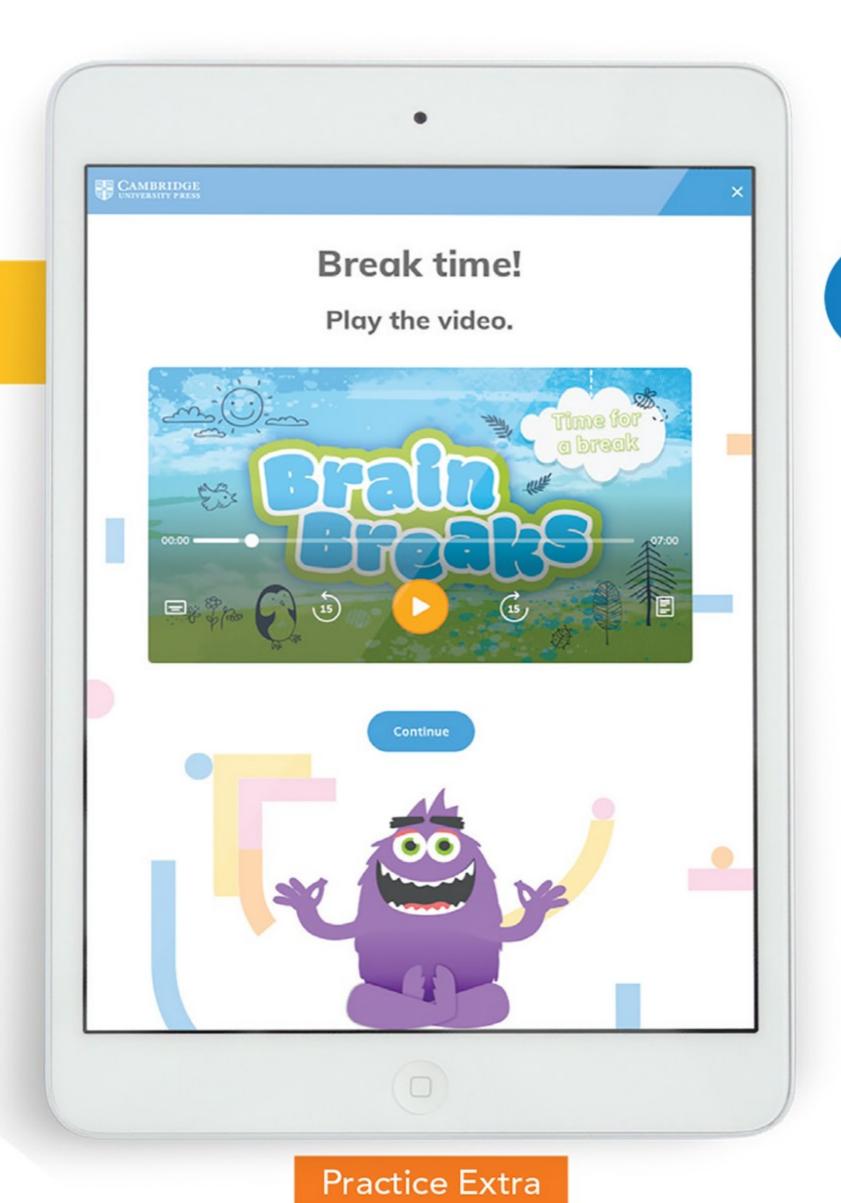
For students:

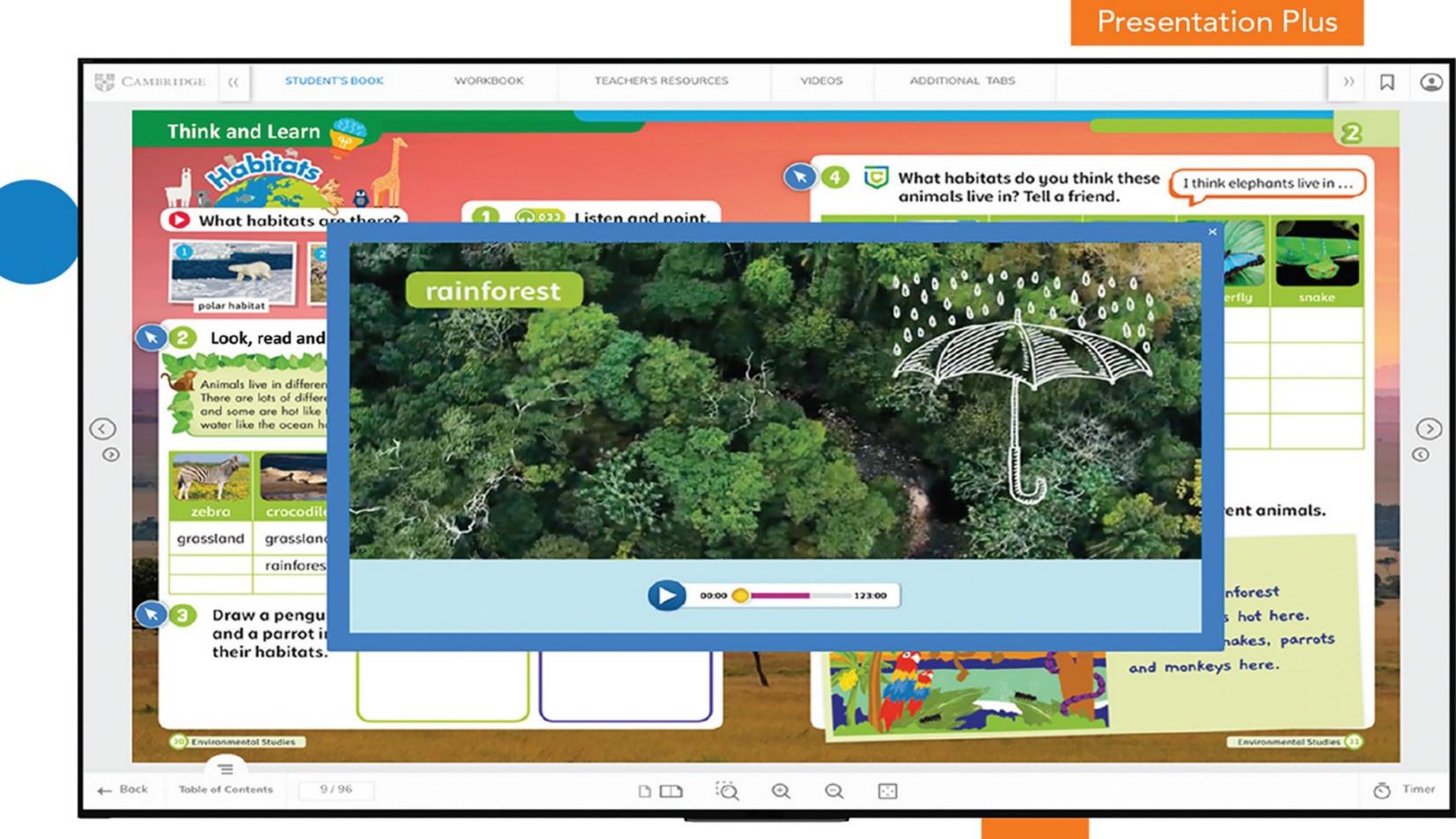
Practice Extra includes:

- 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 provides 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.





Back to School





001

Listen and look. Then listen and say the words.







Listen and chant.



Walk to the window. Walk to the door.

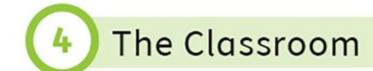
Touch the cabinet. Jump on the floor.

Walk to the bookcase.

Walk to the wall.

Look at a crayon.

And that's all!



Learning outcomes:

- to name and talk about classroom objects
- to say a chant

New language: bookcase, wall, board, clock, door, cabinet, window, chair, crayon, floor, And that's all!

Recycled language: character names: Flash, Whisper, Misty, Thunder

Cognitive control functions: Working memory

Flashcards: 1–10 (classroom words)

Warm-up

Aim: to review student names and greetings

- Go up to a student and say Hello. I'm (name). What's your name?
- The student replies, e.g., Hello. I'm/It's (name) or My name's (name).
- Students then greet all the students sitting around them in the same way.

Presentation

Aim: to present classroom objects

- Hold up each flashcard one at a time. Say the word for students to repeat together.
- Do this three or four times.
- Hold up each flashcard for students to say the word together.
- Hand out the flashcards for students to stick on the relevant objects, e.g., *board* on the board. If you don't have all of the objects in the classroom, draw them on the board and stick the flashcards next to them, e.g., bookcase.

SB p4 Listen and look. Then listen and say the words.

Aim: to practice classroom objects

- Draw students' attention to the pictures in the Student's Book. These have been specially developed to help the students say the words in the songs and chants.
- Use the picture at each stage of the activity to help with understanding and to provide context.
- Ask students if the picture is like their classroom.
- Play the recording.

For script, see TB p119.

- Students point to the objects when they hear them.
- Play the recording again.
- Students point to and say the words.
- Students practice pointing and saying the words in pairs.

SB p4 Listen and chant.

Aim: to practice saying a chant for pleasure

- Students look at the chant.
- 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.
- Practice the chant as a class.
- Divide the class in half. Groups say alternate lines, pointing to the relevant place in the classroom as they say it.

Look and match.

Aim: to review things in the classroom

Key: Students draw lines from the words to the corresponding items in the picture.

Ending the lesson

Aim: to review key language from the lesson

- Collect the flashcards from the objects in the classroom.
- Students close their books.
- Make ten pairs/groups. Point to an object, e.g., the floor, and tell one group to make a label (of the word) for it.
- Repeat for the other nine groups with the other words. Don't say the words.
- Groups make their labels and stick them on the objects.

Extension activity

Aim: to review vocabulary

- Tell students to look at the picture in the Student's Book.
- Elicit some of the other things they can see, e.g., *I can see* some books.
- Start a chain: the next student says, e.g., I can see some books and a computer.
- After about eight objects, start another chain.

Learning outcomes:

- to practice *There's a (clock)* and *There are some (books)*.
- to talk about objects using some and a(n)

New language: There's a ..., There are some ..., Come closer., Can you guess who's there?

Recycled language: singular and plural nouns, vocabulary from Level 1: the house, the classroom, *hat, apple*

Cognitive control functions: Inhibitory control

Materials: flashcards 1–10 (the classroom), an apple, a ruler and a book (optional)

Warm-up

Aim: to review things in the classroom

- Stick the flashcards on the board.
- Write a number under each one.
- Students draw a 2 × 2 grid with a number in each square.
- Play a bingo game, calling out the objects at random.
- If students have the corresponding number, they cross it out.
- The first to cross out all four and call out Bingo! is the winner.

1 SB p5 Look, read, and check ☑.

Aim: to present and practice

There's a ... and There are some ...

- Using realia or the picture in the Student's Book, elicit apple, ruler, and book.
- Students look at the picture and read the sentences silently.
- They do the activity individually.
- Check answers as a class.

 Elicit what they notice about the words (we use There's a with singular and There are some with plurals).

Key: Students check 2, 3, and 5.

2 (D (D 003) SB p5 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the Penny the Penguin video.
 Students watch and listen, and then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Listen for weak forms of a and some.

For script, see SB p5.

 Students practice saying the sentences in pairs, substituting things in the room, and pointing to them.

Close your eyes. Listen to your teacher and answer.

Aim: to give students further practice with *There's a ..., There are some ...*

- Ask students to look around the classroom and memorize everything they can see.
- Students close their eyes.
- Ask individual students What is there in our classroom? With eyes still closed, students answer from memory In our classroom, there's

1 WB p5 Look, read, and check ✓.

Aim: to review *There's a/an ... , There are some ...*

Key: 2 yes, 3 no, 4 yes, 5 no, 6 no

2 WB p5 Read and circle.

Aim: to give further practice with There's a ..., There are some ...

Key: 1 There's, 2 There are, 3 There's

WB p5 Write about your classroom.

Aim: to personalize the new language

Ending the lesson

Aim: to review the spelling of the objects in the classroom

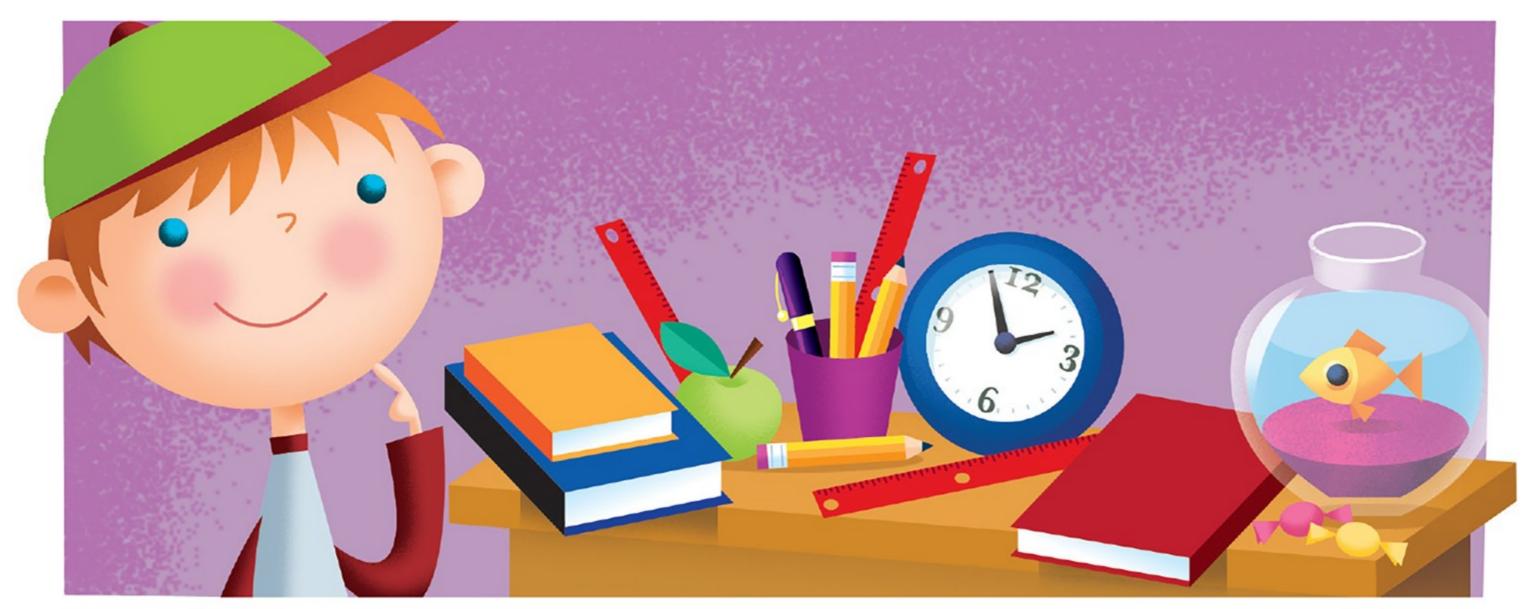
- Write the ten classroom words on the board in scrambled letter order.
- Invite students to come to the board and write each word correctly.
- Other students in the class can help them by calling out the spelling.

Extension activity

Aim: to enable students to have a written record of *There's a ...*, *There are some ...*

- Elicit two or three sentences about things in the classroom, e.g., There's a board. There are some chairs.
- Brainstorm words for things in the classroom (including other known words) and make a word map on the board.
- Individually, students write six sentences about the classroom. They head their writing My Classroom. Each sentence begins with There's or There are.

1 Look, read, and check ✓.



- 1 There are some crayons.
- 2 There's a clock.
- There are some rulers.

- 4 There's an eraser.
- 5 There are some books.
- 6 There's a pencil case.

2





Watch, listen, and say.

Language Focus

There's a hat on the floor.

There are some pictures on the wall.

There's a bed by the door.

But that's not all, that's not all.

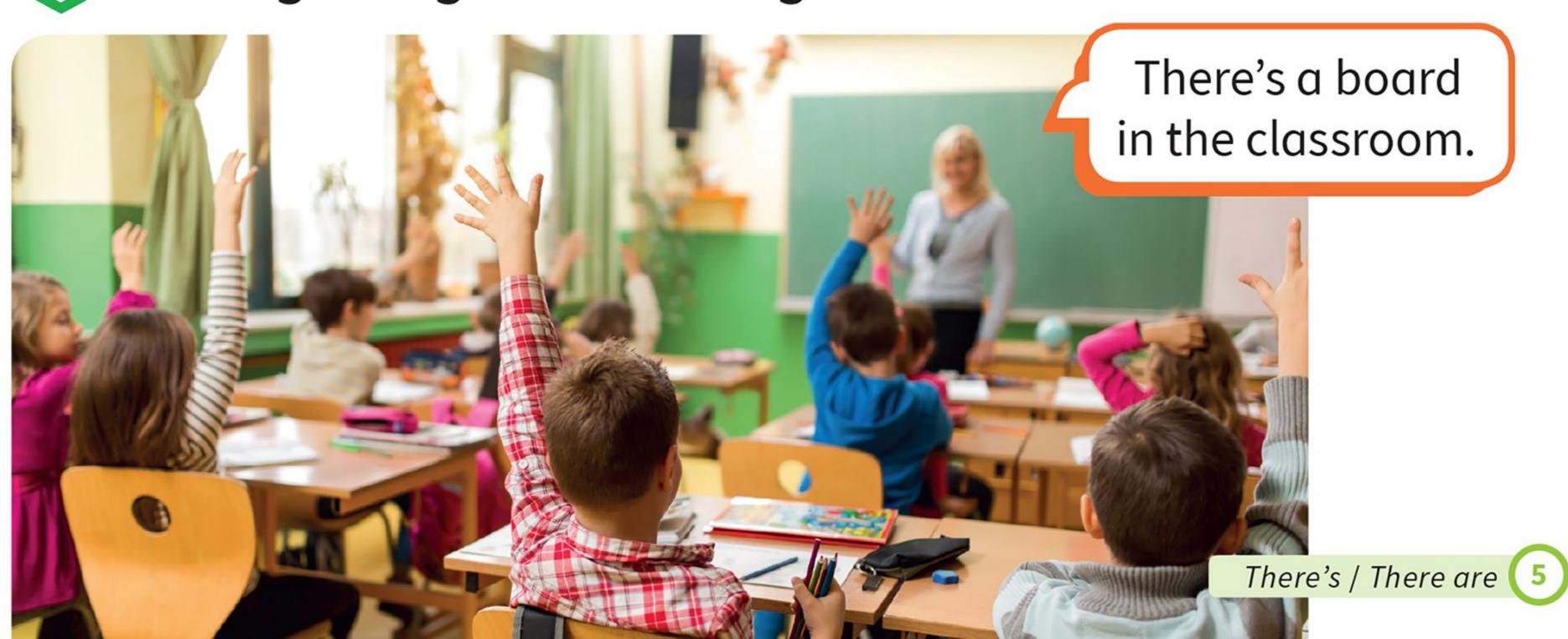
There's a bookcase with some books.

Come closer. Take a look.

There's a big clock. There's a chair.

Can you guess who's there?

Close your eyes. Listen to your teacher and answer.









① Listen and sing. Then number the pictures.

10, 20, 30, 40, 50!

The Super Friends are in the city.

60, 70, 80, 90!

Thunder, Flash, Whisper, Misty.

Count from one to ninety-nine.

The Super Friends are feeling fine.

Now from ninety down to ten.

The Super Friends are back again.

Misty's number's 22.

You don't see her, but she sees you.

Whisper's number's 66.

He can talk to ducks and chicks.

10, 20, 30, 40, 50!

Count from one to ninety-nine ...

Thunder's number's 33.

He can lift a big, big tree.

And Flash's number's 88.

She's so fast, she's really great.







Work with a friend. Draw numbers in the air and guess.



No, it isn't.



Yes, it is!

Singing for Pleasure; Numbers 10 to 100

Learning outcomes:

- to sing a song
- to write and say numbers 1–100

New language: numbers 21–100, count, chick, lift, air

Recycled language: numbers 1–20, vocabulary from Level 1

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

Flashcards: 11-20 (numbers)

Warm-up

Aim: to review numbers 1–20

- Call ten students to the front of the class. Whisper numbers between one and ten to them at random. They put themselves in a line from one to ten.
- Repeat with ten more students for numbers 11–20.
- The class chants the numbers, e.g., ONE clap, clap, TWO, clap, clap and the student steps forward from and back to the line as he/she says his/her number.

Presentation

Aim: to present numbers 21–100

- Show each flashcard (10, 20, 30, 40, 50, 60, 70, 80, 90, 100) one at a time. Say the word for students to repeat together.
- Do this three or four times.
- Write some numbers on the board, e.g., 47, 52, 83.
- Elicit how to say the numbers.
- Invite students to come to the board to write a number for the class to say.

- Stick the flashcards on the board and write the word under each one.
- Point to the word. Students repeat.



Aim: to practice numbers 1–100 and to sing a song with the class

- Use the pictures to support meaning whenever possible.
- Play the audio (004). Students follow the song in their Student's Books. They point to the numbers on the board as they hear them.

For script, see SB p6.

- Play the audio again, in sections.
 Students repeat.
- Play the song video, pausing for students to repeat.
- Make four groups. Groups take turns singing a verse. Use the karaoke version of the video or audio (005).



Aim: to give students further practice with numbers

- Students work in pairs.
- One student writes a number in the air for the other to guess.
- As a follow-up, ask ten students to go to the front. Volunteers write numbers in the air for one of the ten students at the front to guess. The student who guesses the most numbers is the winner.

1 (D 001) UB pG Car you remember? Listen and write.

Aim: to review numbers

For song lyrics, see SB p6.

Key: 2 sixty-six, 3 thirty-three, 4 eighty-eight

2 WB p6 Look and match.

Aim: to give students practice in recognizing the numbers as words

Key: 70 – seventy, 100 – one hundred, 66 – sixty-six, 14 – fourteen, 51 – fifty-one, 40 – forty, 92 – ninety-two, 39 – thirty-nine, 80 – eighty

Ending the lesson

Aim: to give students further practice with numbers

- Students draw a 3 × 3 bingo card in their notebooks.
- They choose nine numbers from the song and from WB Activity 2 and write them in their squares.
- Choose and read numbers from the song and Workbook. Students cross out numbers when they hear them.
- The first student to cross out all nine shouts Bingo! and is the winner.

Extension activity

Aim: to practice spelling of numbers with the class

- Call out ten numbers at random.
- Students write them spelled out in their notebooks.
- They check spelling in pairs and then check in their Student's Books and Workbooks.
- Remind them to check they have used the hyphen.

Learning outcomes:

- to understand, respond to, and give classroom instructions
- to use imperatives

New language: imperatives: Stand up. / Don't stand up.

Recycled language: vocabulary from Level 1

Warm-up

Aim: to review classroom instructions

• Give different positive instructions for students to follow, e.g., Put your ruler on your desk. Put your book on your ruler. Put a blue pencil in your book. Put your pencil case in your bag. Stand up, turn around, and sit down.

1 (1) 006 SB p7 Listen and number the pictures. Then read and draw lines.

Aim: to present and practice positive and negative classroom instructions

- Students look at the pictures in the Student's Book.
- Play the recording. Students listen and number.

For script, see TB p119.

- They compare their answers in pairs.
- Play the recording again and check understanding using mime.
- Students read the sentences and match them with the pictures.

Key: Pictures on the left: 3, 2, 4; pictures on the right: 5, 1, 6

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

2 (D 007) SB p7 Watch, listen, and say.

Aim: to focus students on grammatical form

- Play the Penny the Penguin video.
 Students watch and listen, and then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script, see SB p7.

 Students work in pairs, taking turns giving an instruction for their partner to do / not do.

Play the listening game.

Aim: to give students further practice with positive and negative classroom instructions

- Give instructions for students to follow, e.g., *Point to the door.*
- Students follow the instruction only when you say Simon says first.
- Start with positive instructions.
 When students are confident with these, add negative ones.
- Confident students can take on the role of the teacher and give instructions to the class.

WB p7 Write the words in the correct order.

Aim: to practice word order in classroom instructions

Key: 2 Don't sit down. 3 Open your book. 4 Don't stand up.

2 WB p7 Look at Activity 1. Number the pictures.

Aim: to practice matching visual with written information

Key: 2 b, 3 c, 4 a

3 WB p7 Look and write.

Aim: to practice instructions

Key: 2 Stand up, 3 Don't, 4 sit down

Ending the lesson

Aim: to review classroom instructions

 Mime some actions for the class to give you the instruction, e.g., pressing a book closed so as not to open it (*Don't open your book*), being about to stand up but staying sitting (*Don't stand up*).

Extension activity

Aim: to give students practice in writing and responding to classroom instructions

- Each student writes four classroom instructions, two positive and two negative ones.
- They don't show them to their classmates.
- In pairs, students take turns giving and responding to the classroom instruction, using your mime from the Ending the Lesson activity as a model.
- Give students further practice using open pairs.

Listen and number the pictures.
Then read and draw lines.



- a Sit down.
- b Open your book.
- c Don't sit down.
- d Don't stand up.
- e Don't open your book.
- f Stand up.













Watch, listen, and say.

Language Focus

Open the book. Open the book, please.

Stand up. Stand up, please.

Don't sit down! Don't sit down, please!

Yes! Good dog, good dog!



Play the listening game.

