

CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

4

AMERICAN ENGLISH

SUPER MINDS

Melanie Williams
with Herbert Puchta • Peter Lewis-Jones • Günter Gerngross

Better
Learning

Thanks and Acknowledgments

Acknowledgments











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Photography and Illustrations

The photographs and illustrations in the teaching notes are reused from the Student's Book.

The photographs and illustrations in the Introduction are reused from the Student's Book, Workbook, Practice Book, Flashcards, Presentation Plus, and Practice Extra.

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Map of the Book

Good Job, Ben and Lucy! (pages 4–9)

Vocabulary At Town Events: Ferris wheel, roller coaster, carousel, mayor, bumper cars, microphone, band, photographer, journalist	Grammar <i>Do you like / Does Lucy like (reading books)? When do you start (school)?</i> <i>Are you brave?</i> <i>What was in (the book)?</i> <i>How did you find the book?</i>	Story <i>The Map</i> Phonics Rhyming Words
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► Song: The Explorers

1 In the Museum (pages 10–21) How can we learn about the past?

Vocabulary Knights and Queens: <i>queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword</i>	Grammar <i>I have to (wear a helmet).</i> <i>I'm not allowed to (swim here).</i> <i>Give me / him / her / us / them (the book), please.</i>	Story <i>The Knight</i> Phonics The Letter Sound <i>ow</i>	Skills <ul style="list-style-type: none">• Reading• Listening and Speaking Value Learning About Your Family	Think and Learn History: Timelines Project: Make a timeline about things in their house.
---	---	---	---	---

► Song: The Museum Trip ► Communication: Living in a Museum ► Writing: A Museum Advertisement

2 The World Around Us (pages 22–33) What do we know about the outside world?

Vocabulary The Country <i>mountain, forest, town, lake, island, field, river, path</i>	Grammar <i>but, and, because, so</i> <i>I could / couldn't (run 20 kilometers).</i> <i>Could you (swim for 10 hours)?</i>	Story <i>At the Restaurant</i> Value Making Time for the Family Phonics Silent Consonants	Skills <ul style="list-style-type: none">• Reading• Listening and Writing	Think and Learn Geography: Maps and Satellites Project: Label a map with five favorite places.
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► Song: The World Outside ► Communication: What We Do in Our Free Time ► Writing: My Favorite Outdoor Place

3 Danger! (pages 34–45) How can water be dangerous?

Vocabulary Emergencies: <i>fire, flood, 911, police car, police officer, fire engine, firefighter, ambulance, paramedic</i>	Grammar <i>I was (climbing a tree).</i> <i>We were (playing tennis).</i> <i>What was she / were they doing?</i> <i>Was he (playing)?</i> <i>Yes, he was. / No, he wasn't.</i> <i>Were we playing?</i> <i>Yes, we were. / No, we weren't.</i>	Story <i>The Man in the Car</i> Phonics The Sound /aɪ/	Skills <ul style="list-style-type: none">• Reading• Reading and Listening Value Learning from Nature	Think and Learn Environmental Studies: Floods Project: Write a poem about floods.
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► Song: In the Water ► Communication: Emergency! ► Writing: Storytelling

4

Two Round-Trip Tickets

(pages 46–57)

?

What’s the best way to travel?

Vocabulary At the Train Station: <i>station, platform, escalator, ticket office, engineer, stairs, backpack, suitcase, a cup of coffee/tea</i>	Grammar <i>in (September), at (eight o’clock), on (Sunday), in the (morning)</i> <i>I was (having dinner) when you called me.</i>	Story <i>The Tunnel</i> Value Take Care of Your Things Phonics The Sound /ɛr/	Skills <ul style="list-style-type: none"> • Reading • Listening and Speaking 	Think and Learn Geography: Ways to Travel Project: Make an advertisement for one type of transportation.
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► Song: The Fantasy Train

► Communication: At the Train Station

► Writing: An Announcement for a Field Trip

5

Police!

(pages 58–69)

?

How can we describe people?

Vocabulary Hair and Face: <i>dark, blond, light, mustache, curly, beard, scar, straight</i>	Grammar <i>He used to (be a police officer).</i> <i>We had to (be really careful).</i>	Story <i>The Mysterious H</i> Phonics The Sounds /ar/ and /ɔr/	Skills <ul style="list-style-type: none"> • Reading • Writing and Listening Value Changing Your Ways	Think and Learn Art: Sketches Project: Make a sketch of a friend and write a description.
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► Song: Who Are You?

► Communication: Reading Habits

► Writing: A Book Review

6

Mythical Beasts

(pages 70–81)

?

What were animals like long ago?

Vocabulary Animal Bodies: <i>tail, horn, back, scales, wing, neck, feathers, tongue</i>	Grammar <i>longer / more dangerous than</i> <i>better / worse than the biggest / heaviest / most dangerous / the best / worst</i> <i>What does (a unicorn) look like?</i> <i>It looks like (a horse), but it has (a big horn).</i>	Story <i>The Secret Door</i> Value Always Think About Safety Phonics The Letter Sound ea	Skills <ul style="list-style-type: none"> • Listening • Speaking and Writing 	Think and Learn Science: Dinosaurs Project: Make a dinosaur information card.
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► Song: My Dinosaur Book

► Communication: Finding an Unusual Animal

► Writing: My Beast

7

Orchestra Practice

(pages 82–93)

?

How are musical instruments different?

Vocabulary Instruments: <i>tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin</i>	Grammar <i>mine / yours / his / hers / ours / theirs</i> <i>Connor’s the boy who plays the recorder.</i> <i>The instrument that Vicky plays is the (trumpet).</i> <i>The house where Mark lives is (green).</i>	Story <i>At the Concert Hall</i> Phonics The Sounds /ɜr/ and /ɔr/	Skills <ul style="list-style-type: none"> • Reading • Writing and Listening Value Teamwork	Think and Learn Music: Instrument Families Project: Make a Carroll diagram with types of musical instruments.
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► Song: The Best Band in the Land





► Communication: Music in Our Class

► Writing: My Music Review

8 In the Planetarium (pages 94–105)				Why is space exciting?
Vocabulary Space: planet, rocket, star, comet, telescope, astronaut, moon, space station	Grammar <i>What will you be when you grow up?</i> <i>I'll be a (police officer).</i> <i>angrily, badly, beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowly</i>	Story <i>The Trap</i> Value Respecting Your Elders Phonics Word Stress and the Sound /ər/	Skills <ul style="list-style-type: none"> Listening and Reading Speaking and Writing 	Think and Learn Science: Space Project: Write questions to ask an astronaut.
► Song: Outer Space		► Communication: Interview an Astronaut		► Writing: A Diary Entry

9 At the Campsite (pages 106–117)				What do we know about camping?
Vocabulary Vacation Activities: sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood	Grammar <i>some cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a package of chips, a bottle of milk, How much cheese do we need? How many bottles of water do we need?</i>	Story <i>The Last Line</i> Phonics Unstressed Words	Skills <ul style="list-style-type: none"> Reading Reading, Listening, and Speaking Value Preparing Carefully	Think and Learn Math: Measurements Project: Make an advertisement for something to take on a camping vacation.
► Song: I'll Make Lunch for You		► Communication: Vacation Plans		► Writing: A Vacation Brochure

Key to Teaching Notes Icons

- 
 Cambridge Life Competencies Framework
- 
 Cognitive Control Functions
- 
 Story
- 
 Values

In the teaching notes, these two icons use the colors shown here in order to help contrast the two areas for teachers. For students, both kinds of icon use one color.



Welcome to **SUPER MINDS** **SECOND EDITION**

Rediscover *Super Minds*!

Welcome to *Super Minds 2nd Edition*, a thoroughly updated and enhanced new edition of a much-loved English course from this renowned author team.

Accompany your students on exciting adventures with the intrepid characters, as they enjoy creative projects, authentic CLIL content, and the flexibility of the extensive skills practice, while working toward B1 level on the Common European Framework of Reference for Languages (CEFR).

Aligned to the Cambridge Life Competencies Framework, *Super Minds 2nd Edition* has a particular focus on developing critical and creative thinking skills. In addition, throughout the course, students will develop their working memory, inhibitory control, and cognitive flexibility, three key cognitive control functions for young learners. Together with the universal values introduced in each story, these skills help create curious and successful lifelong learners and socially responsible individuals.

Super Minds 2nd Edition is supported by a comprehensive digital package in *Cambridge One*, a new-generation learning environment, including big-screen quality animated videos for the classroom and Practice Extra, digital activities for home or lab learning. In addition, Practice Extra includes comprehensive data views, rewards, and the capacity to assign homework digitally.

Super Minds 2nd Edition is a course that combines the very best of rich classroom experience with current pedagogical research.

Super Minds 2nd Edition: The Thinking Course, Revisited

Super Minds is much loved by millions of learners of English in over 70 countries. Since its publication, we have conducted extensive research to find out what teachers and learners love about *Super Minds* and what could be updated and made even better.

While this new and improved 2nd Edition of *Super Minds* maintains its easy-to-use, comprehensive language syllabus and unit structure, the experience of teaching and learning with the course is thoroughly refreshed and contemporary.

What have we kept?

The things teachers and learners love:

- relatable characters who enjoy exciting adventures
- fun and catchy songs and chants that aid engagement in the classroom and at home
- interactive and engaging projects and activities
- authentic CLIL content and extensive skills practice
- a comprehensive language syllabus.



What have we improved?

Super Minds 2nd Edition represents a significant update.
Here's how *Super Minds 2nd Edition* has changed:

1 New Design

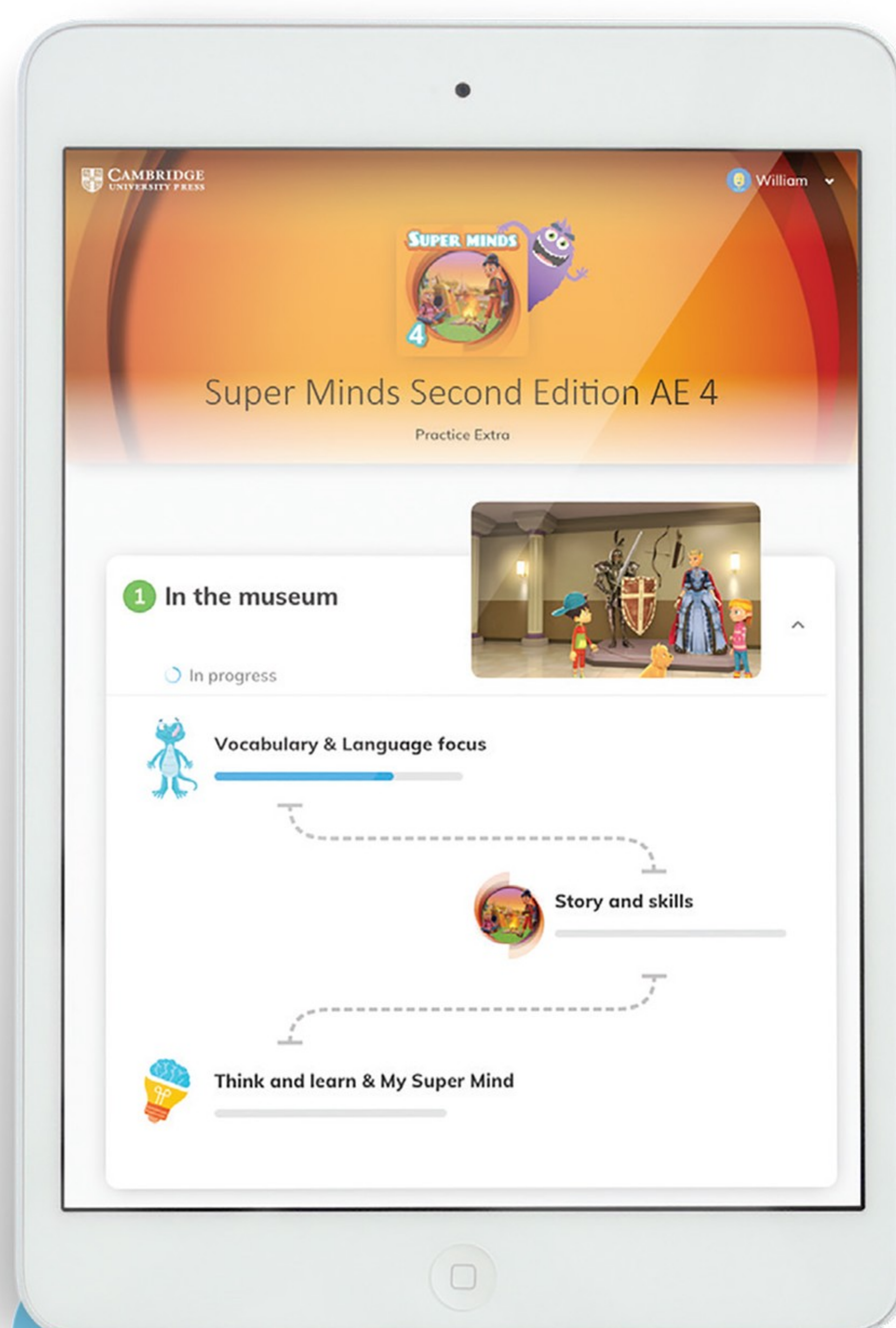
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be delighted by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A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

2 Fresh and Updated Content

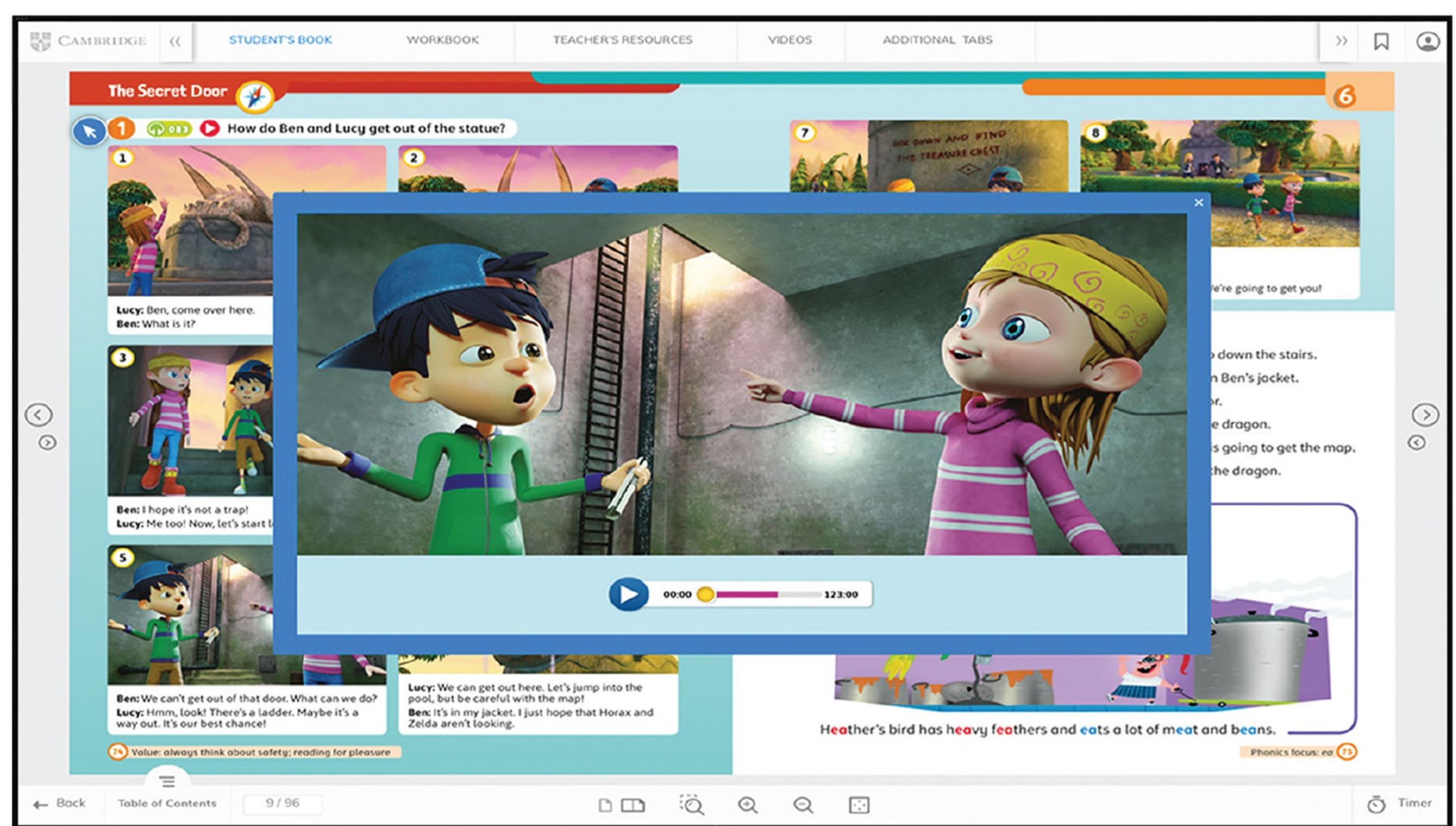
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language Focus* videos at all levels.
- New *Think and Learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been updated and developed in line with the Cambridge Life Competencies Framework. Activities are mapped to the Framework and explained in the Teacher's Book.
- Activities designed to enhance cognitive control functions, which will lead to more successful language learning.
- New *Big Questions* at the beginning of every unit give students a gradual introduction to inquiry-based learning.

3 Enhanced Digital Support

- Extensive digital support for teachers and students is accessed through our new learning environment, *Cambridge One*.
- Presentation Plus gives easy access to resources in the classroom, including the new animated videos.
- Practice Extra provides extra digital activities for students in a carefully tailored environment designed specifically for Primary learners. It includes interactive games to review language and *Brain Break* activities to aid motivation and help recharge the brain.



Practice Extra



Presentation Plus



The Cambridge Life Competencies Framework

Our world is changing fast, and we need to prepare our students with the skills and experiences that go beyond learning an additional language.

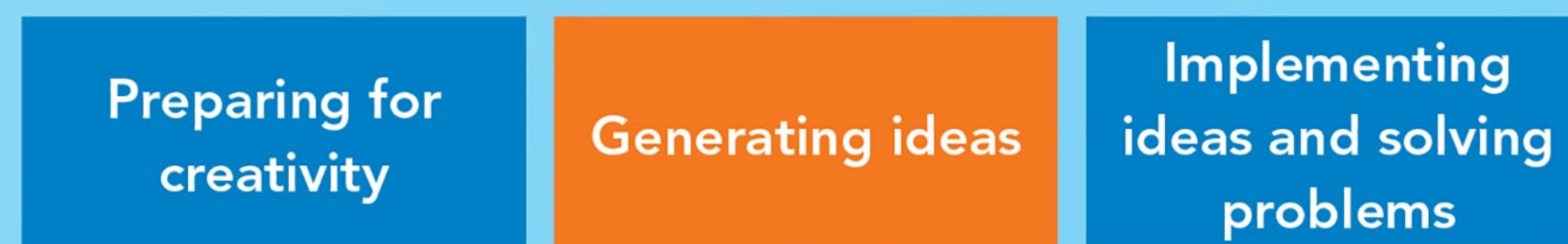
Our job as primary educators is complex. How do we prepare our students for a future that may be dramatically different from the present? Experts say there are some key skills that will be essential for the citizens of tomorrow: working together with people from around the world, thinking creatively to solve problems, analyzing sources more critically, communicating our views effectively, and maintaining a positive mindset in an increasingly complex world.

The Cambridge Life Competencies Framework supports teachers in this challenging area – we understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities.

Competency



Core Areas



Components



Example "Can Do" Statements

Finds new uses for objects and explains these ideas in detail

Super Minds 2nd Edition and the Cambridge Life Competencies Framework

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


Critical Thinking

This activity from Unit 5 of the Student's Book helps learners evaluate ideas, arguments, and options by critically comparing ideas, objects, etc. to find differences or similarities.

3

4

Look at the picture and write the letters.



a There's a flood in the town. d The snow is melting.
b There's a lot of rain. e The water is going over the riverbank.
c There are big waves coming from the ocean.

5

Where is the closest big river to your school? Write notes.

Name of river	Where does it start?	Where does it meet the ocean?	Does it flood? Where? When?

6

Project Write a poem about floods.

- Imagine a flood.
- Where is it? Why is it happening?
- Write ten words that you could use in your poem.
- Write your poem.

Super Fact! Today, people can use computers and satellites to find out when and where a flood is going to happen.

Ice melts.
The river is cold and full.
Over the riverbank,
The water floods the land.
The snow is falling.

Water runs
All over the beach.
Very wet
Everywhere.
Swim!

This poem is an "acrostic." Each sentence starts with one letter from the word "waves." You can write an acrostic poem if you want to.

Environmental Studies

43

1

Listen and draw how Dad's hair used to be. Then sing the song.

I used to look very different.
I had long, dark, curly hair.
I went down to the hairdresser's.
And now there's nothing there.
Who are you?
Take a look.
I'm your dad.
No, you're NOT!

I used to have a big mustache.
Thick and dark, like a real rock star.
And then I tried to cut it off.
But now there's just a scar.
Who are you? ...
I used to have a long black beard.
But it started getting thin.
I shaved it off the other day.
And now there's just my chin.
Who are you? ...



2

Look at the pictures. How are these people different now?

Aunt Mary Uncle John Cousin Dave



before after before after before after

Aunt Mary used to have ...

3

Think of someone you know well. How are they different now?

My dad used to have long black hair. Now it's short and gray.

Singing for Pleasure

60

Creative Thinking

This project in Unit 3 of the Student's Book helps learners develop Creative Thinking skills by creating new content from their own ideas and writing a poem.

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



Cognitive Control Functions

Successful language learning requires our learners to be in control of their own learning and of themselves. To do this, they need to:

- set goals
- organize learning over time
- focus attention to be able to stay on task
- adapt behavior in order to overcome challenges and reach goals.

To manage these behaviors successfully, the brain uses **cognitive control functions**, which determine students' success in learning and have a significant influence on their future success and well-being.

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

Working memory

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

This activity in Unit 2 of the Workbook helps to improve learners' working memory.

1 Remember the song. Complete the verses with the words from the box.

but swam because fished so climbed

We (1) swam in the river

(2) _____ it was so hot.

We (3) _____ up the mountain

And reached the top.

We (4) _____ in a little lake.

(5) _____ we didn't catch a thing,

(6) _____ we built a boat from wood

And sailed around like kings.



4 Ask and answer.

What will you be when you grow up?

I'll be a conductor because I love music. I'll have a big orchestra.



Will 95

Inhibitory control

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

This activity in Unit 3 of the Student's Book 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.

2 Look at the pictures above. Say what happened to the girl.

First, she was swimming in the sea. But then ...

Next, she was playing ...

3 Work with a partner. Close your eyes. Imagine what happened to the girl the next day.

She was ...

She didn't see ...

36 Singing for Pleasure

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 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 Greg the gecko. 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.

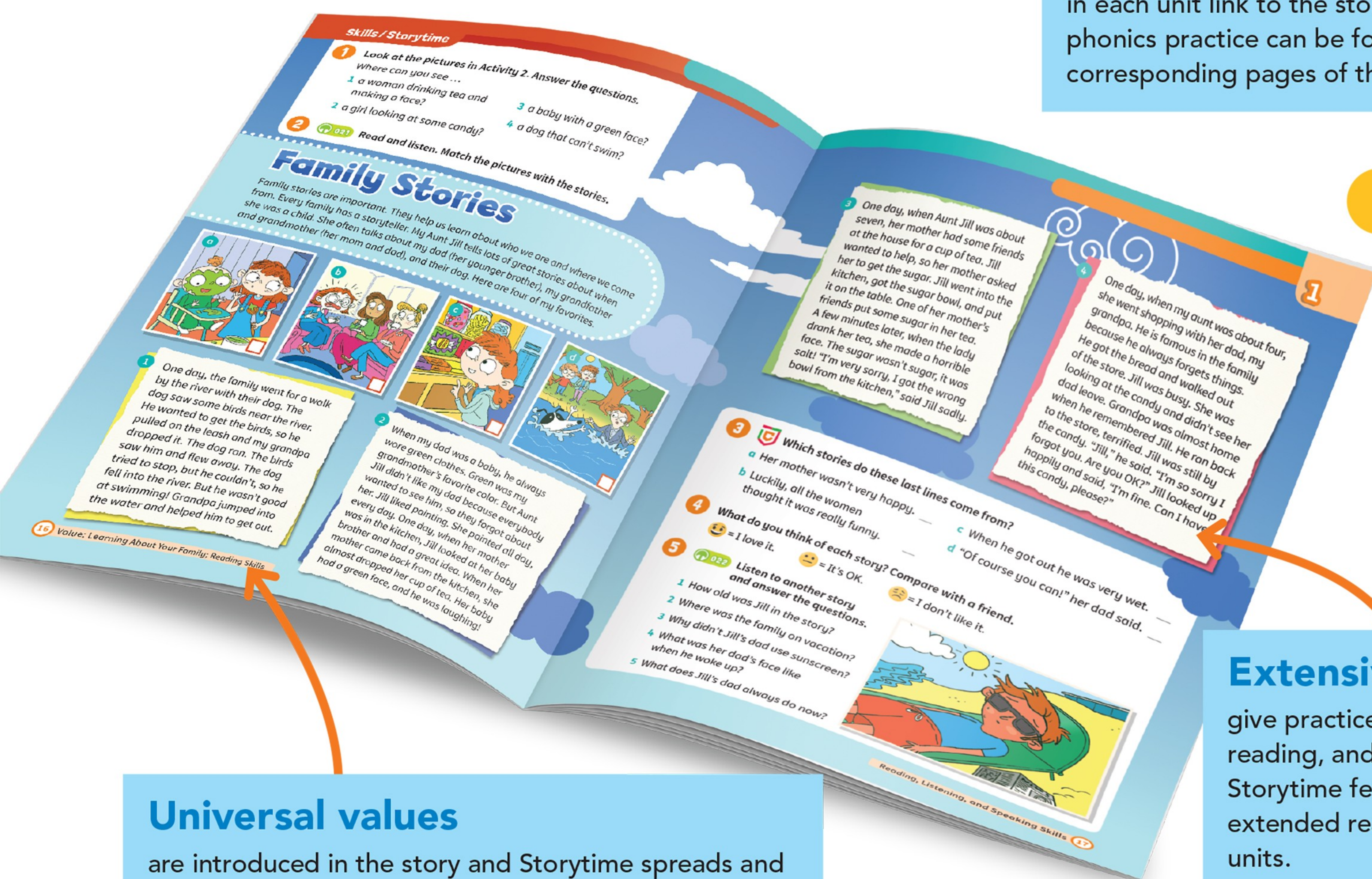
Brand new big-screen quality animated story videos

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.



Phonics

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



Universal values

are introduced in the story and Storytime spreads 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.

Extensive Skills pages

give practice of listening, speaking, reading, and writing skills, while the Storytime feature offers brand new extended reading texts in alternate units.

Think and Learn CLIL projects

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

Brand new documentary-style videos

present the topic and the vocabulary of the CLIL pages.

Think and Learn

TIMELINES

Watch and answer. How do timelines help us learn about the past?

1 Listen and point.

1 900 nine hundred	2 1200 twelve hundred	3 1550 fifteen fifty	4 1825 eighteen twenty-five
5 1960 nineteen sixty	6 2007 two thousand and seven	7 2014 twenty fourteen	

2 Look, read, and write the years in the timeline.

1 around 1000
This very old helmet was made for a king. People found it in 1939 on a boat under the ground.

2 around 1500
This beautiful crown was made for a German queen.

3 around 1520
A king wore this necklace to show that he had a lot of money.

4 This is the ring of the famous princess, Kate Middleton.

3 Look at the timeline again. Answer the questions.

- What was made around 1520?
- What is the oldest thing on the timeline?
- What is the newest thing on the timeline?
- Which things are newer than the helmet?
- Which things are older than the necklace?

History

4 Look at the timeline. What year do you think these helmets are from? Draw lines.

Super Fact!
The first bicycle helmet was made in 1975.

Timeline of Modern Helmets

a 1969	b 1997	c 2018
--------	--------	--------

5 Now listen and check.

6 **Project** Think of four things in your house. How old are they? Make a timeline for them.

my mom's old teddy bear 1985

my bike helmet 2021

my old bracelet 2013

my grandpa's chair 1950

History

Project

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

Portfolio

Talk and Find Out

Living in a Museum

Choose a role card. Read and plan.

Student A
You are a cat who lives in a museum. One night, another cat comes to see you at the museum. Talk to him / her about:
• what you do in the museum during the day
• what you do at night
• your favorite exhibits

Student B
You are a cat living near the museum. One night, you go to visit him / her questions about life there. You'd like to know about:
• what the cat does at the museum
• what the cat does at night
• the cat's favorite exhibits

Useful Language

Cat Friend
Who are your friends at the museum? Show me your favorite exhibit. What is it?

Museum Cat
My best friends are ...
My favorite exhibit ...

2 Act out your play.

Who are your friends at the museum?

My best friend is the Knight.

Communication

Think and Write

A Museum Advertisement

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

My name: _____
My class: _____
My teacher's name: _____
People in my family: _____

2 You are going to make an advertisement. Visit a museum or find out about it on the internet. Make notes.

Name of museum: Museum in the Park
What you can learn: history of Woodville
Exhibits: old photos, ancient jewelry
Opening hours: Mon-Fri 9 am-4 pm
Other facts: café, store (books, key chains, postcards, posters)

3 Read the advertisement. What makes it boring? How could you make it better?

INTERESTING MUSEUM

It's called the Museum in the Park. Come here to learn interesting things about the history of our town. There are lots of interesting photos in the museum. They show life in our town a long time ago. The most important exhibit is an interesting collection of ancient jewelry. The Museum in the Park is open from 9 am to 4 pm. There is also a nice café and a store where you can buy interesting books, key chains, postcards, and posters.

4 Make your advertisement. How many adjectives are there in it?

Writing Tip
Use adjectives to help make your writing more interesting.

Writing

Portfolio pages

promote independent and collaborative learning and offer opportunities for students to develop their Creative and Critical Thinking skills while they create and expand their own portfolio.

Components Overview

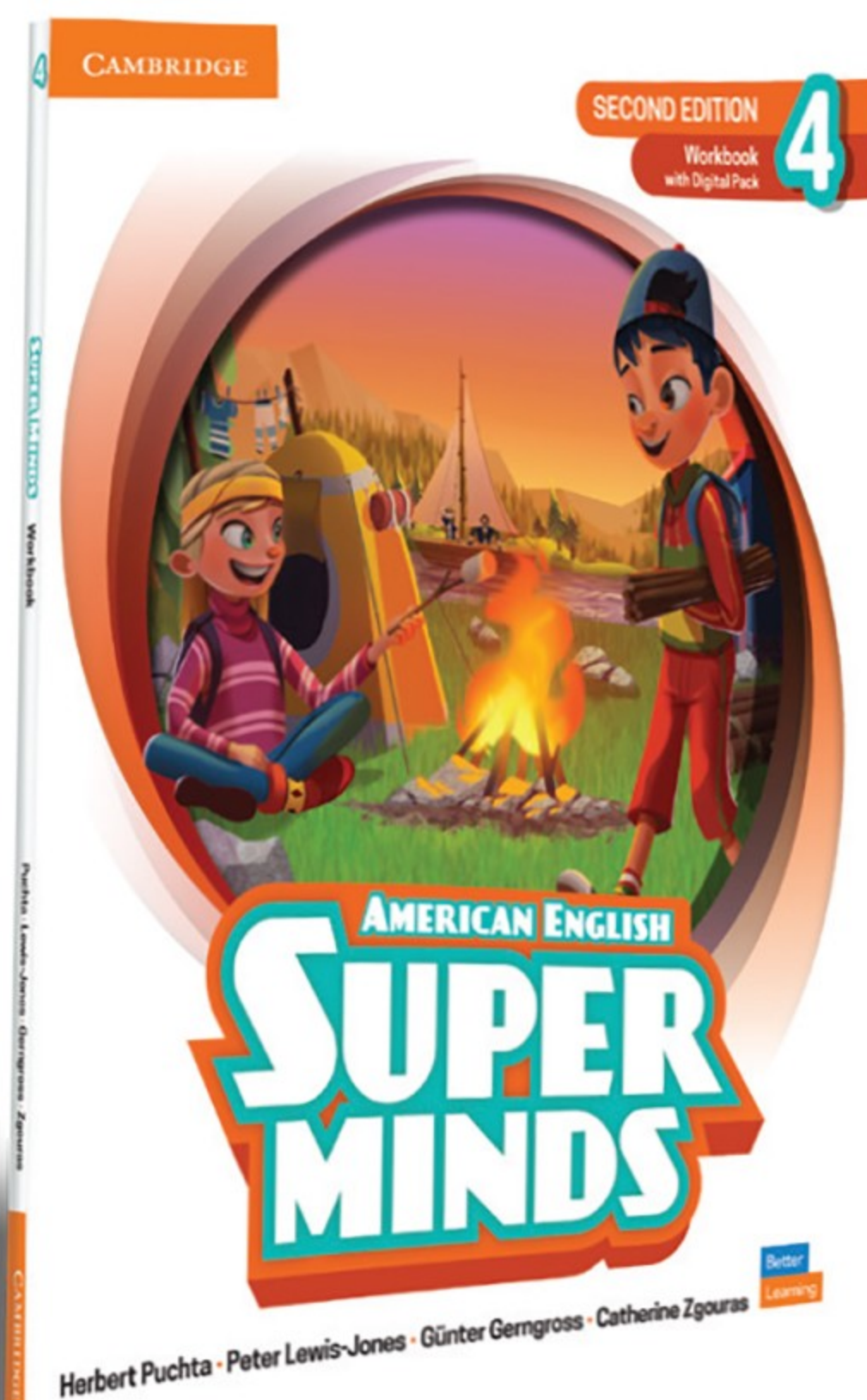
Student's Components

The **Student's Book** contains 10 units, each with a fun and relevant topic for learners and its own vocabulary and language focus. The back of the Student's Book also contains an additional *Language Focus* section for each unit and two pages of colourful stickers to practice language and skills in corresponding activities throughout the book.

The **Workbook**, now full-color for the 2nd Edition, correlates page by page with the Student's Book, making it easy to use both books in class. The Workbook also includes a code for students to access the Digital Pack, including Practice Extra.

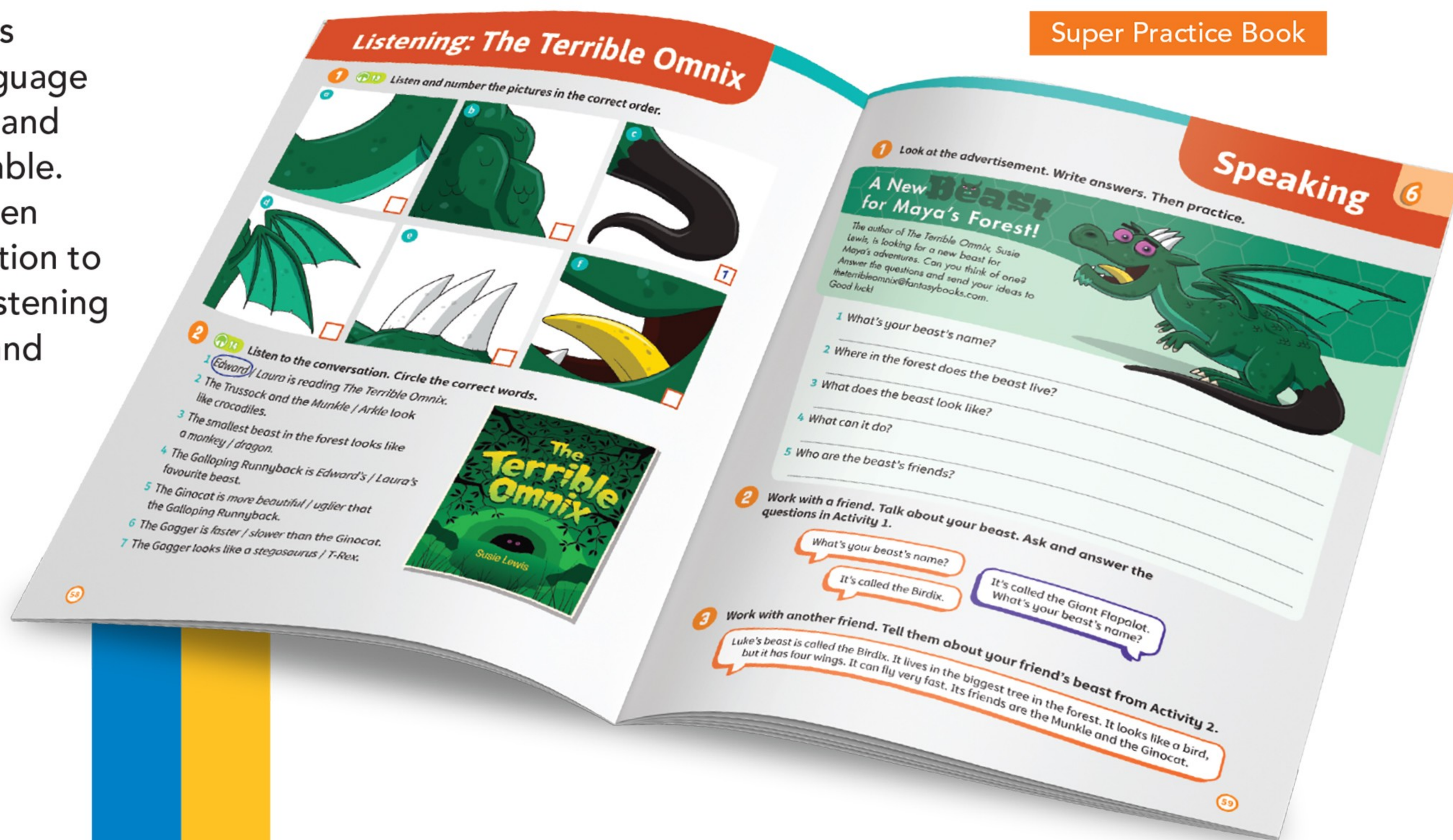


Student's Book



Workbook

The **Super Practice Book** is an additional and optional component for students that practices both language and skills, with teacher and parent notes also available. This component has been updated for the 2nd Edition to include speaking and listening in addition to reading and writing pages.

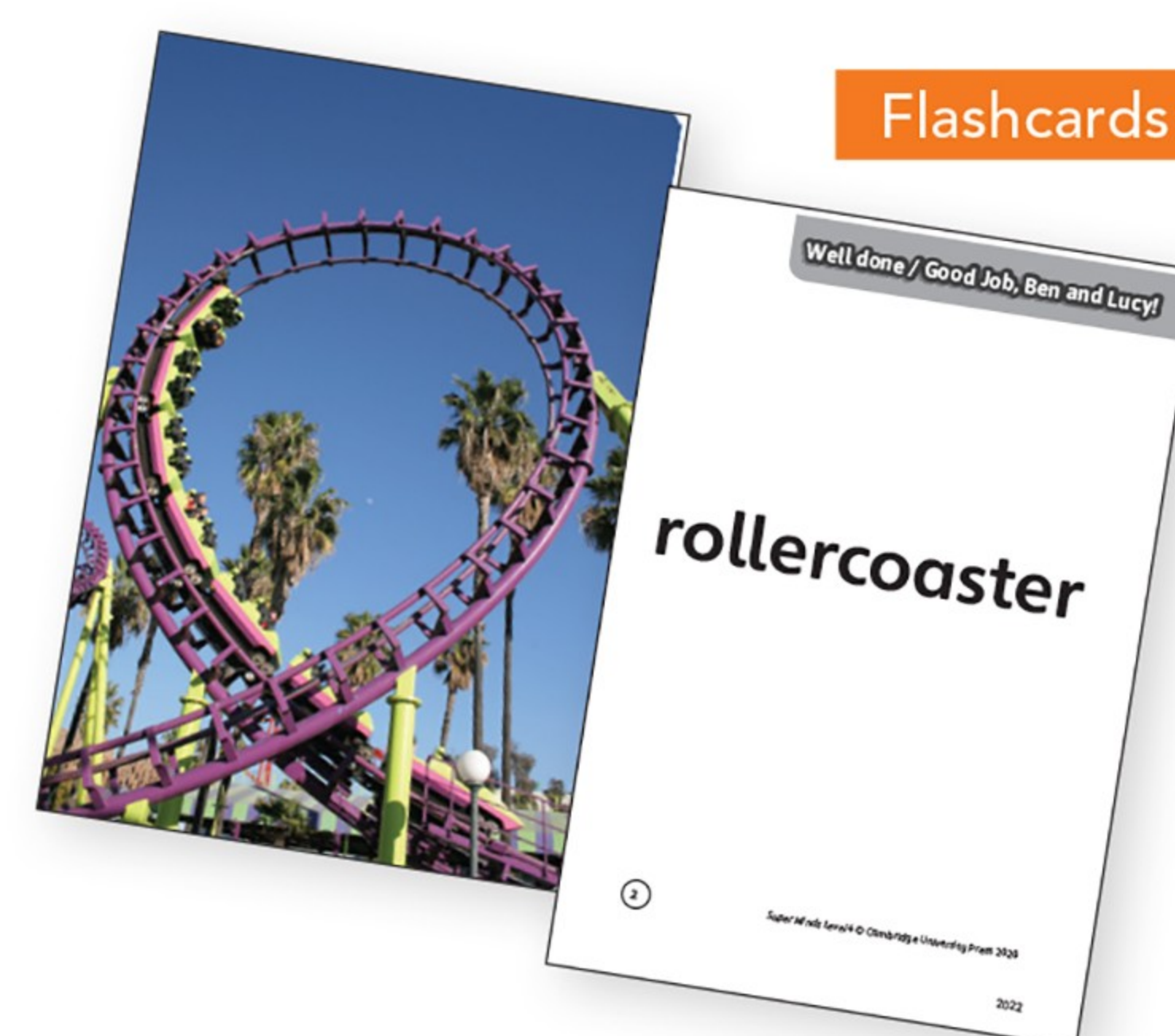


Super Practice Book

Teacher's Components

The **Teacher's Book** features the Student's Book pages interleaved on each spread, ensuring that your classroom experience is as smooth as possible. It includes activity-by-activity mapping to Critical and Creative Thinking in the Cambridge Life Competencies Framework, as well as to cognitive control functions.

Flashcards help learners practice key vocabulary from the unit, with an illustration or photo on one side and target language on the other. Digital flashcards are available for all levels, with the option of a set of printed flashcards for each level from Starter to Level 4.



Flashcards

Poster packs are available, with five vibrant posters for each level, providing teachers with an eye-catching, engaging resource for language practice. The posters focus on key language from the Student's Book and include extra words from the corresponding Young Learners English syllabus to extend students' vocabulary. Accompanying activity notes offer a variety of interactive, engaging activities to fully exploit the posters.

Digital Components

Super Minds 2nd Edition is supported by a comprehensive digital package for the teacher and the student. It is designed to be flexible and offers rich support for the classroom, while offering age-appropriate additional support for students, whether in the classroom or at home.

The digital package can be found all in one place in our new learning environment *Cambridge One*, ensuring the digital experience is smooth and intuitive. Teachers can access the content using the unique code found on the inside front cover of this Teacher's Book. Students will find their access code on the inside front cover of their Workbook.

The *Super Minds 2nd Edition* digital package contains the following components.

For teachers:

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

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

Teacher Resources include:

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

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

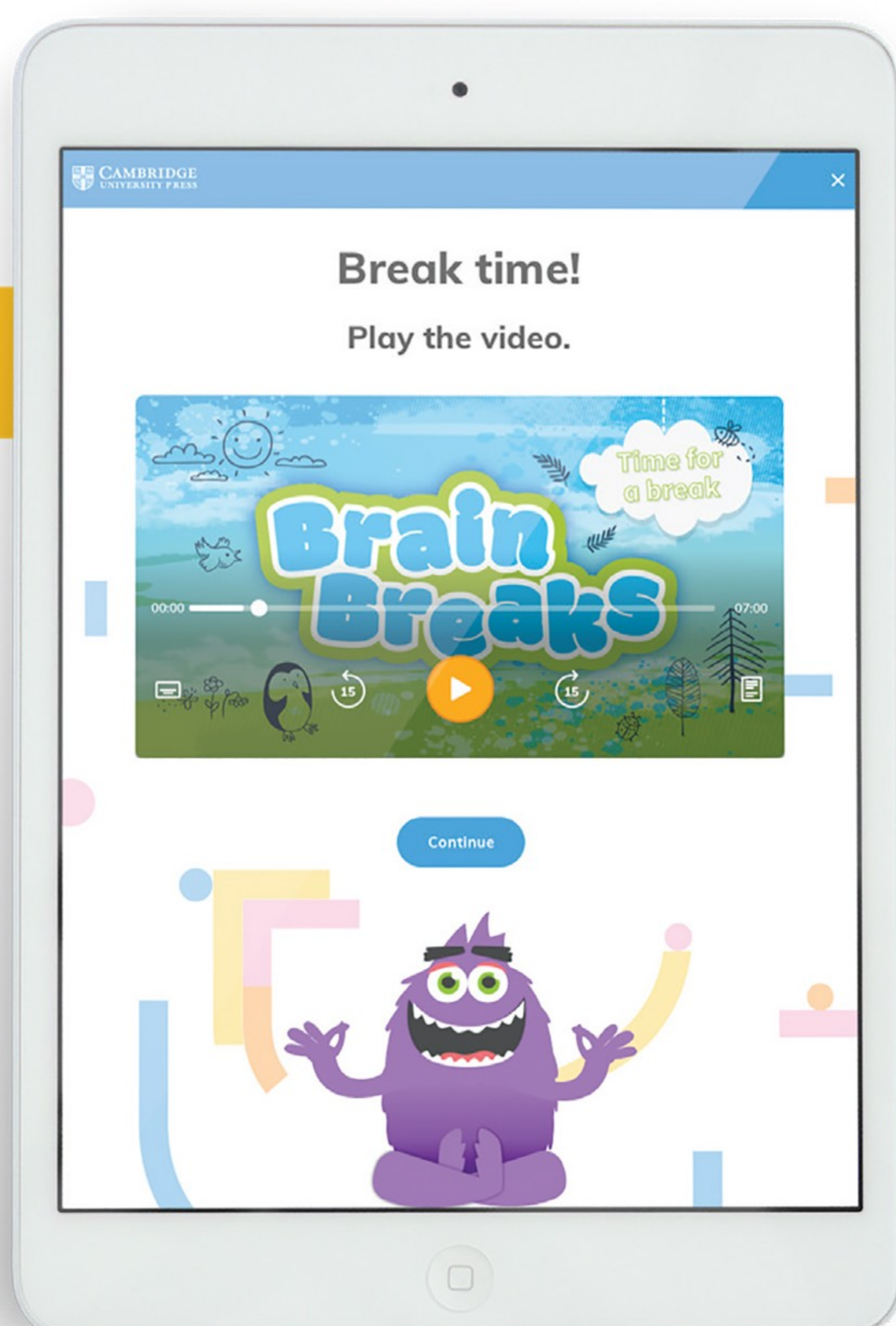
For students:

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 2nd Edition* has to offer.

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



Practice Extra



Good Job, Ben and Lucy!

1



001

Listen and say the words.
Then check with a friend.

1

Ferris wheel

2

roller coaster

3

carousel

4

bumper cars

5

band

6

mayor

7

microphone

8

journalist

9

photographer



2

002

Listen and answer.

1 Where are Ben and Lucy?

2 Why are they there?

3 Who wants to talk to Ben and Lucy?

4 What does Lucy want to do first?

3

Play the Secret Word game.

My secret word is an amusement park ride.

Carousel!

You speak into my secret word.

Microphone!

4


At Town Events

Learning outcomes:

- to talk about town events
- to introduce/reintroduce the characters and the context of the story

New language: *Ferris wheel, roller coaster, carousel, mayor, bumper cars, microphone, band, photographer, journalist, good job, try out*

Recycled language: language from previous levels of *Super Minds*

 **Critical thinking (WB):** Solves simple puzzles (e.g., word puzzles)

 **Cognitive control functions:** Working memory

Warm-up

Aim: to review the story

- Write the names *Ben* and *Lucy* on the board.
- If some or all of the class studied *Super Minds Level 3*, elicit what they remember about the characters and the story.
- If the class didn't study *Super Minds Level 3*, create a word map on the board about the characters using key words, e.g., *explorers, lost treasure, give it back to museums, Buster, found a golden statue.*

Presentation

Aim: to present town event vocabulary

- Use the picture in the Student's Book to present the town event vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words, e.g., *mayor, journalist.*
- Elicit what students think is happening in the picture. Check understanding of *Good job.*

1   **001** **SB p4** **Listen and say the words. Then check with a friend.**

Aim: to present town event vocabulary

- Students look at the words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words so that they cannot see them.
- They take turns pointing to the numbered items in the picture and say what each one is. They do this in random number order.
- Students uncover the list of words to check.

For script, see SB p4.

2  **002** **SB p4** **Listen and answer.**

Aim: to practice listening

- Read the questions aloud with the class.
- Students predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs.
- Play the recording again. Check with the class.

For script, see TB p119.

Key: 1 They are at the town museum. 2 Ben and Lucy are giving the statue to the museum. 3 The journalist wants to talk to them. 4 She wants to try out the roller coaster, the Ferris wheel, and the carousel.

3 **SB p4** **Play the Secret Word game.**

Aim: to give students practice with the new vocabulary

- Demonstrate the game, using the examples.
- They give definitions and say *My Secret Word* instead of the word.
- Students play the game in groups of four.
- Students close the book and try to remember the words.
- Check using open pairs.

1  **WB p4** **Look at the photos and letters. Write the words.**

Aim: to practice writing the new vocabulary

Key: 2 journalist, 3 microphone, 4 band, 5 bumper cars, 6 roller coaster, 7 Ferris wheel, 8 carousel, 9 mayor

2 **WB p4** **Read and write the words.**

Aim: to give further practice with understanding definitions

Key: 2 mayor, 3 photographer, 4 Ferris wheel, bumper cars, roller coaster, carousel

3 **WB p4** **What is your favorite amusement park ride?**

Aim: to personalize the topic

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the Secret Word game from SB Activity 3 again to review the new vocabulary.
- When students give the word, ask them to spell it.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books. They write short definitions.

Learning outcomes:

- to present and practice simple present questions
- to ask about personal information

Recycled language: adjectives, time, free-time activities, town events

**Creative thinking:**

Participates in investigative, exploratory, open-ended tasks

**Cognitive control functions:**

Cognitive flexibility

Flashcards: 1–9 (at town events)

Warm-up

Aim: to review town event vocabulary

- Write the nine new items with the letters in scrambled order on the board, e.g., *raymo*.
- Ask a pair of students to come to the board and write one of the items correctly.
- Have them find the matching flashcard and attach it next to the word.
- Repeat with other pairs.

Presentation

Aim: to present simple present questions

- Elicit the question *Do you like going on adventures?*
- Students ask and answer around the class.
- Ask *Does (student name) like going on adventures?* and have students practice this question and the short answers in the same way.
- Write both questions and all four short answers on the board. Underline *Do / Does / like*.
- Elicit from students what they notice about the questions and the answers (*do/does*).

1



003

SB p5

Listen and circle.

Aim: to practice simple present questions and short answers

- Students look at the picture in their Student's Book.
- Elicit what they can see (a journalist is asking Ben some questions).
- Students individually predict Ben's answers and then compare ideas in pairs.
- Play the recording. Students check their predictions.

For script, see TB p119.

Key: 1 a, 2 b, 3 a, 4 b, 5 a, 6 a

2

SB p5

Put the words in order. Say the sentences.

Aim: to focus students on grammatical form

- Elicit the first sentence from the class and write it on the board.
- Students order the other sentences in pairs. Check with the class.

Key: 1 Do you like reading books?
2 What do you want to read next?
3 Does Ben want to be famous?
4 Is Ben your best friend?

3



004

SB p5

Watch, listen, and say.

Aim: to focus students on grammatical form

- Point to the picture and say *This is Gina. Who is she talking to?* (A journalist/reporter)
- Play the *Greg the Gecko* video. Students follow the rap. Pause and repeat each question and answer with the class.
- Focus attention on the examples in the Language Focus box. Read the questions aloud and stress the words in bold.
- Play the recording. Students join in with the rap.

For script, see SB p5.

4



SB p5

Interview a friend. Find out four new things.

Aim: to consolidate grammatical form

- Brainstorm questions students could ask each other.
- Write the new question heads on the board, e.g., *Do you like ... ?*
- In pairs, students take turns asking questions.

1

WB p5

Match the questions and answers.

Aim: to review question forms

Key: 2 d, 3 f, 4 h, 5 b, 6 c, 7 e, 8 a

2

WB p5

Complete the questions.

Aim: to give further practice with the new language

Key: 2 Where, 3 Do, 4 Is, 5 Does, 6 What, 7 How, 8 Do

3

WB p5

Answer the questions in Activity 2 about you.

Aim: to enable students to personalize the language

Ending the lesson

Aim: to practice key language from the lesson

- Say sentences about characters from the lesson.
- If it is true, students clap their hands. If it is false, students shake their heads.

Extension activity

Aim: to consolidate information

- In pairs, students draw a chart for Ben and Lucy and note down all the information they found out about them in the lesson.

1



Listen and circle.

1 Do you like going on adventures?

a Yes, I love it.

b No, I hate it.

2 Do you want to be famous?

a Yes, I do.

b No, I don't.

3 What do you want to be when you're older?

a An explorer.

b A librarian.

4 What do you like doing in your free time?

a Playing
computer games.b Reading
books.

5 Is Lucy your best friend?

a Yes, she is.

b No, she isn't.

6 Does Lucy like Buster?

a Yes, she does.

b No, she doesn't.



2

Put the words in order. Say the sentences.

1 you reading like books? Do

2 next? you want read What do to

3 Ben want to famous? be Does

4 friend? your Is best Ben



3



Watch, listen, and say.

Language Focus

Do you **like** going to the gecko school?Where **do** you **live**?**Is** your life exciting?**Does** your brother Greg **like** climbing things?What **do** you **like**?**Are** you famous?

4



Interview a friend. Find out four new things.

Do you want to be famous?

What color are the walls in your room?

What time do you ... ?

What's your favorite ... ?

1 005 Listen and check ☒. Then sing the song.

The Explorers.
Here they come.
Lucy and Ben. Adventure and fun.
The Explorers.
Here they are.
Ben and Lucy. Action stars.

Does Ben like adventure?
Yes, he does.
He loves exploring things,
Just like us.

The Explorers ...

Is Lucy scared of anything?
No, she's not.
Does she find much treasure?
Yes, a lot.

The Explorers ...

Do they like excitement?
Yes, they do.
Here's their next adventure.
You can join in too!

The Explorers ...

		
Ben	Lucy	
		likes adventure.
		likes exploring.
		isn't scared of anything.
		finds lots of treasure.
		like excitement.



2 What do you like or love doing? Tell a friend.

I like having fun with my friends.

I love walking in the mountains.

6 Singing for Pleasure

Learning outcomes:

- to consolidate simple present question forms
- to sing a song with the class

New language: excitement, explore, just like (us), anything

Recycled language:

language about the characters

**Critical thinking (WB):**

Sorts and classifies objects and activities according to key features

**Cognitive control functions (WB):** Working memory**Warm-up**

Aim: to review information about Ben and Lucy

- Call out ten pieces of information about Ben and Lucy from the previous lesson, e.g., *likes blue*.
- Students write *L* or *B* in their notebooks.
- Students compare all their answers in pairs.
- Call out the information again for students to check/discuss their answers.
- Elicit the correct answers from the class.

1

005



006

SB p6

Listen and check . **Then sing the song.**

Aim: to give students practice with prediction and to sing a song for pleasure

- Elicit what and who students can see in the picture in their Student's Book (Lucy, Ben, and Buster).
- Students cover the lyrics of the song and try to predict answers about Lucy and Ben. They make check marks in pencil.
- Students uncover the song.

- Play the audio (005). Students listen and check.
- Check with the class. Focus students on the two short ways of saying the negative (*she's not / she isn't*) and tell them that they mean the same.

For song, lyrics see SB p6.

Key: ✓ Ben likes adventure. Ben likes exploring. Lucy isn't scared of anything. Lucy finds lots of treasure. Ben and Lucy like excitement.

Practice

- Play the audio again. Students follow the song in their Student's Books.
- Play the audio again, pausing after each verse for students to repeat.
- When students have learned the song, practice it with the whole class. Use the karaoke version of the video or audio (006).
- Play the song video for students to sing in four groups.

2

SB p6

What do you like or love doing? Tell a friend.

Aim: to enable students to personalize the language

- Check students know what to do.
- Brainstorm some ideas with the class if necessary.
- Students work in pairs and take turns to tell each other something they like or love doing.
- Pairs report to the class about one thing their partner likes or loves doing.

1

WB p6

Remember the song. Write the words in order.

Aim: to activate memory skills and raise awareness of rhyme

Key: Here they come.

Lucy and Ben. Adventure and fun. The Explorers.

Here they are.

Ben and Lucy. Action stars.

2

WB p6

Is it Ben or Lucy in the song? Write the sentences in the correct box.

Aim: to give practice with writing the simple present first person singular

Key: Ben: I like adventure. I love exploring things. Lucy: I find the treasure. I'm not scared of anything.

3

WB p6

Answer the questions and check your answers.

Aim: to personalize the language

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns singing the song in groups.

Extension activity

Aim: to personalize the language

- Students write the information about themselves and their friend from SB Activity 2 in their notebooks.

Learning outcomes:

- to ask about events and actions in the past
- to review information about the story

New language: *brave, castle, code, clue, "bad guys", shocked, guess*

Recycled language: language from the story, verbs

 **Critical thinking:** Solves simple puzzles (e.g., word puzzles)

Warm-up

Aim: to review simple past forms

- Write 12 known verbs on the board, e.g., *start, want, find, help, see, go, have*.
- Make circles with seven students. Everyone claps twice. Say a simple verb form, e.g., *start*. Everyone claps twice and the student to the left says the simple past form, e.g., *started*. Continue like this.

Presentation

Aim: to present simple past questions and short answers

- Say *Ben and Lucy found a statue*.
- Elicit the question *Did Lucy and Ben find a statue?*
- Prompt another question, e.g., *Ben / spoke / mayor*. (*Did Ben speak to the mayor?*)
- Prompt/supply the short answers.
- Write the question and short answers on the board. Underline *Did/speak* using a color.

1  **007** **SB p7** **Complete the interview. Listen and check.**

Aim: to practice simple past questions

- Students look at the picture in their Student's Book.

- Elicit what they can see (a journalist is talking to Lucy).
- Students work individually. They quickly read the interview and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their predictions.
- Students work in pairs and role-play the interview.

For script, see TB p119.

Key: 1 statue, 2 clues, 3 door, 4 castle, 5 librarian, 6 school

2 **SB p7** **Where do the words go? Say the sentences.**

- Demonstrate the activity. Read the first example and ask *Which word is missing?*
- Elicit the question from the class. Write it on the board. (*Was it dangerous?*)
- Students say the sentences in pairs. Check with the class.

Key: 1 Was it dangerous? 2 What was in the book? 3 Were you scared? 4 How did you find the statue? 5 Did they want the book?

3   **008** **SB p7** **Watch, listen, and say.**

Aim: to focus students on grammatical form

- Play the *Greg the Gecko* video. Ask *What are Greg and Gina talking about?* (Greg's vacation)
- Play the video again and pause after each question and answer. Students repeat. Ask questions. *How did Greg get there?*, etc.
- Draw attention to the words in bold in the questions in the Language Focus box.
- Play the audio. Students join in. One half of the class says the questions, the other half answers.

For script, see SB p7.

4  **SB p7** **Play the Guessing game.**

Aim: to give students further practice with simple past questions

- In pairs, students play the game. Student A thinks of something he/she did on his/her vacation and writes it secretly in their notebook. Student B guesses.

1  **001** **WB p7** **What did Emma do at the party? Listen and check.**

Aim: to practice listening skills

Key: Check  1, 4, and 8

For script, see TB p119.

2 **WB p7** **Complete the questions.**

Aim: to give further practice with the form of simple past questions

Key: 2 Was, 3 Did, 4 Was, 5 Did, 6 Were

3 **WB p7** **Write questions for the answers.**

Aim: to consolidate question forms

Key: 2 What did you watch? 3 Was it a good movie? 4 Did you watch the soccer game?

4 **WB p7** **Answer the questions for you.**

Aim: to personalize the language

Ending the lesson

Aim: to review the story from the lesson

- Say a statement about the story, e.g., *Horax was a journalist*.
- Students call out *True* or *False* and correct the false statements.

Extension activity

Aim: to consolidate understanding

- In pairs, students ask and answer the questions from WB Activity 4.

1



Complete the interview. Listen and check.

school clues castle door statue librarian



Journalist: So, Lucy, tell me about your adventure.
How did you find the (1) _____?

Lucy: It all started when we found an old book in the castle.

Journalist: What was in the book?

Lucy: It had a secret code. We needed to break the code, and then we used it to read the clues.

Journalist: What did the (2) _____ do?

Lucy: They helped us find letters.

Journalist: And what did the letters do?

Lucy: We used the letters to make a word. With this word, we opened a (3) _____ in the (4) _____ and found the treasure.

Journalist: Was it dangerous?

Lucy: Yes, it was. There were two "bad guys": a man named Horax and a woman named Zelda.

Journalist: Did they want the book?

Lucy: Yes, they wanted the book to find the treasure. They wanted to keep it, and we found out later that Horax was our school (5) _____, Mr. Williams. We were shocked.

Journalist: Oh, no! Does he still work at your (6) _____?

Lucy: No, he doesn't. We don't know where he is now.

2

Where do the words go? Say the sentences.

what did was did were

1 it dangerous?

3 you scared?

5 they want the book?

2 was in the book?

4 How you find the statue?

3



Watch, listen, and say.

Language Focus

Did you **have** a lot of fun?

Were you happy, my dear brother?

How **did** you **get** there?

What **was** there?

Was that dangerous?



4



Play the Guessing game.

Guess what I did on vacation.

Did you play a lot of sports?

No, I didn't.

Did you go to the beach a lot?