CAMBRIDGE

Starter

SECOND EDITION

Teacher's Book with Digital Pack



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Better Learning

Thanks and Acknowledgments

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Photography and Illustrations

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

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

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Audioscripts and Videoscripts

TB100

Map of the Book

Say Hello! (pages 4-9)			
Vocabulary Colors: blue, green, yellow, orange, red, pink Numbers 1–10	 Language Focus Hello! What's your name? I'm What color is it? 	Story Friends Value Making Friends	
► Song: Let's Be Friends			
1 My Classroom (pages	10–19)		What's in my classroom?
Vocabulary Classroom Objects: window, chair, book, pencil, table, door	Language FocusImperativesWhat is it? It's	Story The Butterfly Value Appreciating Nature	Think and Learn Math: Patterns Project: Create a pattern.
► Song: Look! It's My Classroom		► Creativity: Create That!	► Review: Think Back
2 My Body (pages 20–29)			How do we move?
Vocabulary The Body: eyes, ears, arms, legs, mouth, nose, head	Language FocusI haveHow many?	Story Great Costumes! Value Using Your Imagination	Think and Learn Science: Our Skeleton Project: Draw three stick people.
► Song: Run, Run!		Creativity: Do That!	► Review: Think Back
3 My Family (pages 30-39)		What's a family?
3 My Family (pages 30–39 Vocabulary Family: mom, dad, sister, brother, grandpa, grandma	Language Focus This is my Is this your? Yes, it is. / No, it isn't.	Story Cool Grandma Value Appreciating Family	What's a family? Think and Learn Social Science: An Animal Family Project: Make an animal family.
Vocabulary Family: mom, dad, sister, brother,	Language FocusThis is myIs this your?	Cool Grandma Value	Think and Learn Social Science: An Animal Family
Vocabulary Family: mom, dad, sister, brother, grandpa, grandma	 Language Focus This is my Is this your? Yes, it is. / No, it isn't. 	Cool Grandma Value Appreciating Family	Think and Learn Social Science: An Animal Family Project: Make an animal family.
Vocabulary Family: mom, dad, sister, brother, grandpa, grandma ➤ Song: A Nice Family	 Language Focus This is my Is this your? Yes, it is. / No, it isn't. 	Cool Grandma Value Appreciating Family	Think and Learn Social Science: An Animal Family Project: Make an animal family. Review: Think Back
Vocabulary Family: mom, dad, sister, brother, grandpa, grandma ➤ Song: A Nice Family 4 At the Zoo (pages 40-4) Vocabulary Animals: parrot, fish, zebra, lion,	Language Focus • This is my • Is this your? • Yes, it is. / No, it isn't. • Danguage Focus • Adjectives	Cool Grandma Value Appreciating Family ▶ Creativity: Create That! Story My Favorite Animal Value	Think and Learn Social Science: An Animal Family Project: Make an animal family. ▶ Review: Think Back Where can we find animals? Think and Learn Science: Animal Habitats
Vocabulary Family: mom, dad, sister, brother, grandpa, grandma ➤ Song: A Nice Family 4 At the Zoo (pages 40-4) Vocabulary Animals: parrot, fish, zebra, lion, big, small	Language Focus • This is my • Is this your? • Yes, it is. / No, it isn't. • Danguage Focus • Adjectives	Value Appreciating Family ➤ Creativity: Create That! Story My Favorite Animal Value Friendship	Think and Learn Social Science: An Animal Family Project: Make an animal family. ▶ Review: Think Back Where can we find animals? Think and Learn Science: Animal Habitats Project: Make a puzzle.
Vocabulary Family: mom, dad, sister, brother, grandpa, grandma ➤ Song: A Nice Family 4 At the Zoo (pages 40-4) Vocabulary Animals: parrot, fish, zebra, lion, big, small ➤ Song: Where Are the Animals?	Language Focus • This is my • Is this your? • Yes, it is. / No, it isn't. • Danguage Focus • Adjectives	Value Appreciating Family ➤ Creativity: Create That! Story My Favorite Animal Value Friendship	Think and Learn Social Science: An Animal Family Project: Make an animal family. ➤ Review: Think Back Where can we find animals? Think and Learn Science: Animal Habitats Project: Make a puzzle. ➤ Review: Think Back

6 My Town (pages 60-69)			What's in your town?
Vocabulary Places in a Town: bus stop, school, movie theater, hospital, toy store, park ➤ Song: A Really Cool Town	 Language Focus There's / There are Where's the? It's there. 	Story The Toy Store Value Being Kind ▶ Creativity: Do That!	Think and Learn Geography: Maps and Towns Project: Make a map of your dream town. Review: Think Back
Song. A Really Cool Town		oreactivity. Do That:	Review. Inink buck
7 Jobs (pages 70–79)			What's a job?
Vocabulary Jobs: teacher, firefighter, gardener, police officer, vet, doctor	 Language Focus He's/She's a Is he/she a? Yes, he/she is. / No, he/ she isn't. 	Story The Teacher Value Appreciating Others	Think and Learn Social Science: Inside and Outside Jobs Project: Make a class poster.
► Song: Helping Me, Helping You		Creativity: Create That!	► Review: Think Back
8 My Clothes (pages 80-8	39)		What clothes do we need?
Vocabulary Clothes: hat, coat, scarf, boots, sweater, gloves, jeans, T-shirt	 Language Focus I'm wearing Is he/she wearing? 	Story Hot or Cold? Value Being Prepared	Think and Learn Science: Different Clothes Project: Draw items of clothing.
Clothes: hat, coat, scarf, boots,	Language Focus • I'm wearing	Hot or Cold? Value	Think and Learn Science: Different Clothes
Clothes: hat, coat, scarf, boots, sweater, gloves, jeans, T-shirt	 Language Focus I'm wearing Is he/she wearing? 	Hot or Cold? Value Being Prepared	Think and Learn Science: Different Clothes Project: Draw items of clothing. Review: Think Back
Clothes: hat, coat, scarf, boots, sweater, gloves, jeans, T-shirt Song: It's Cold!	 Language Focus I'm wearing Is he/she wearing? 	Hot or Cold? Value Being Prepared	Think and Learn Science: Different Clothes Project: Draw items of clothing. Review: Think Back
Clothes: hat, coat, scarf, boots, sweater, gloves, jeans, T-shirt Song: It's Cold! My Hobbies (pages 90–9) Vocabulary Hobbies: play soccer, run, paint a	Language Focus • I'm wearing • Is he/she wearing? 9) Language Focus • I'm + ing • Are you + ing?	Hot or Cold? Value Being Prepared ➤ Creativity: Do That! Story Guess What I'm Doing? Value	Think and Learn Science: Different Clothes Project: Draw items of clothing. Review: Think Back What are hobbies? Think and Learn Math: Bar Charts Project: Make a bar chart about

Key to Teaching Notes Icons





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, with 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 Starter level brings completely new content and has a comprehensive, literacy-based approach, providing students with essential language support integral to literacy training that will ensure they become fully literate in English.

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.

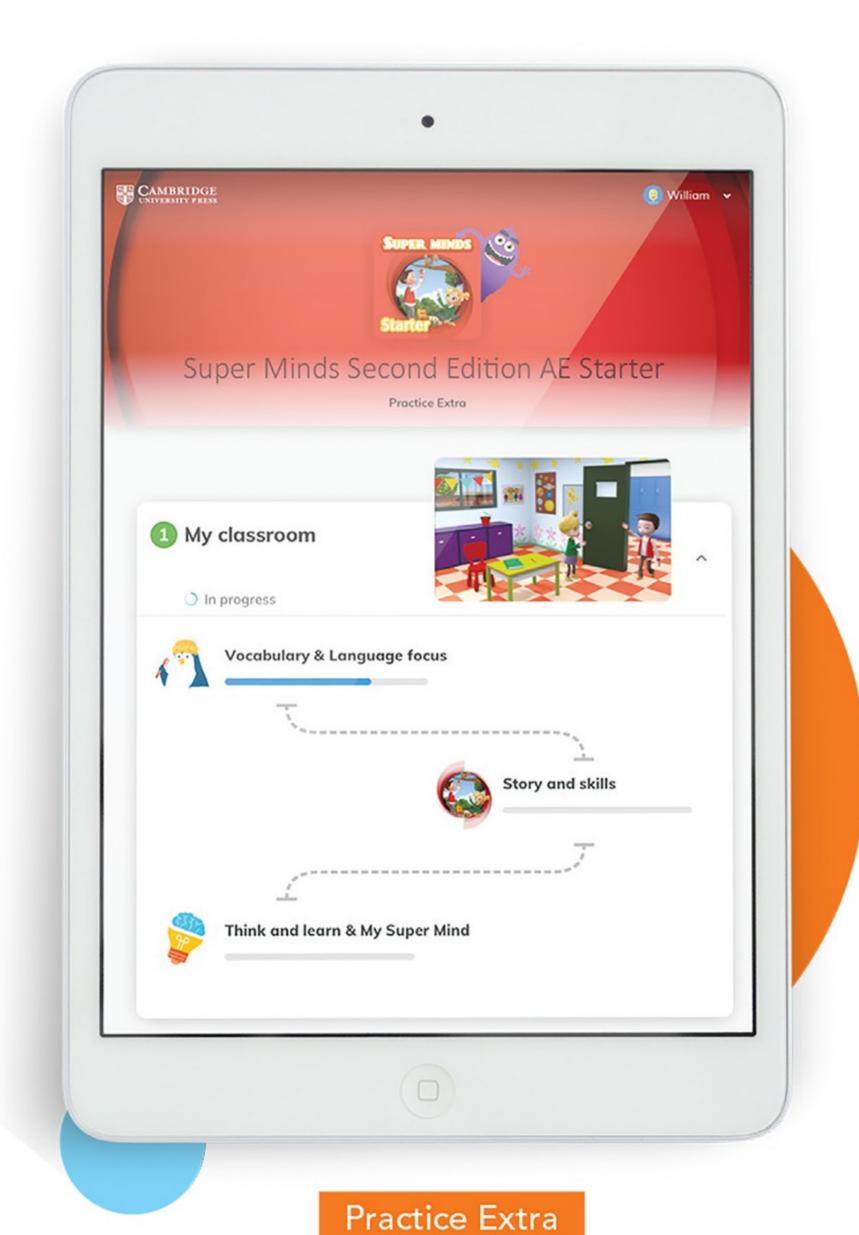
2 Fresh and Updated Content

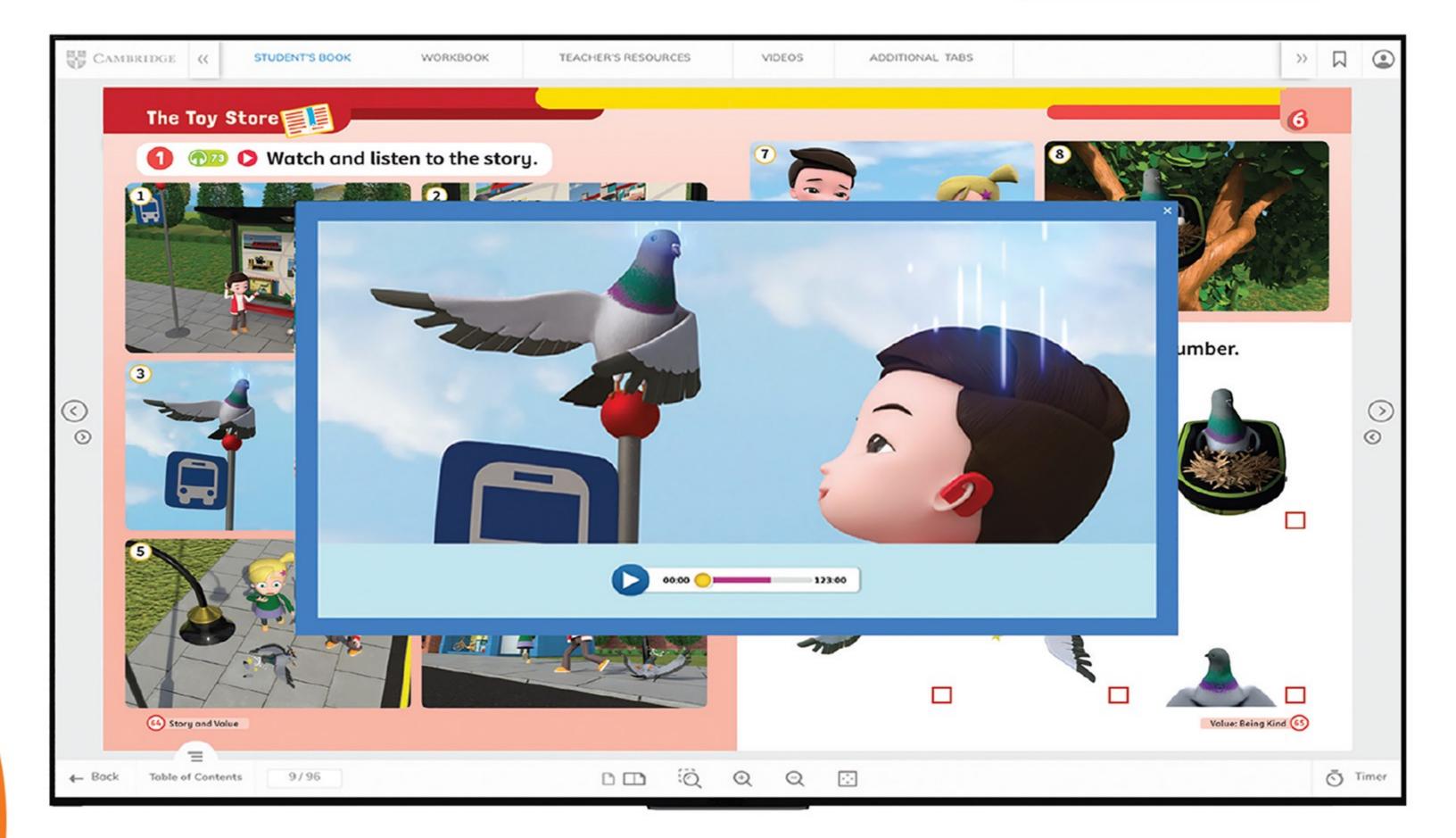
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated Language Focus videos at all levels.
- New Think and Learn CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been updated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

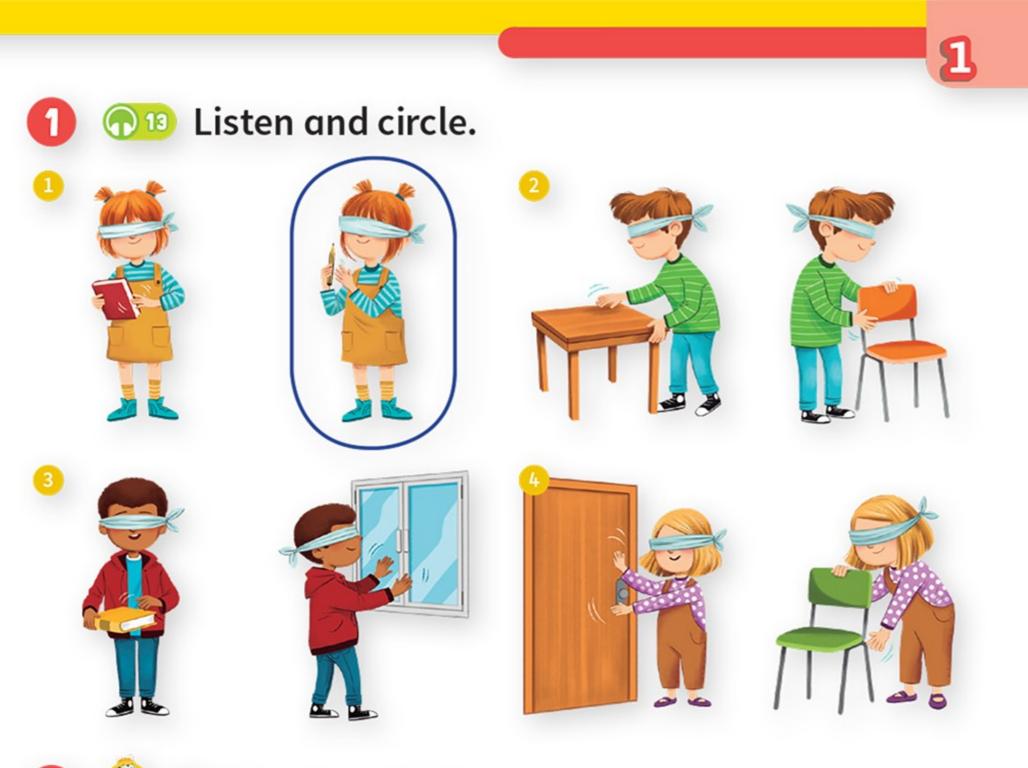
Competency Critical Social Learning to **Emotional** Creative Collaboration Communication **Thinking** Responsibilities Learn Thinking Development **Core Areas Implementing Preparing for** ideas and solving Generating ideas creativity problems Components **Imagining** Generating Elaborating on and alternatives and combining ideas multiple 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

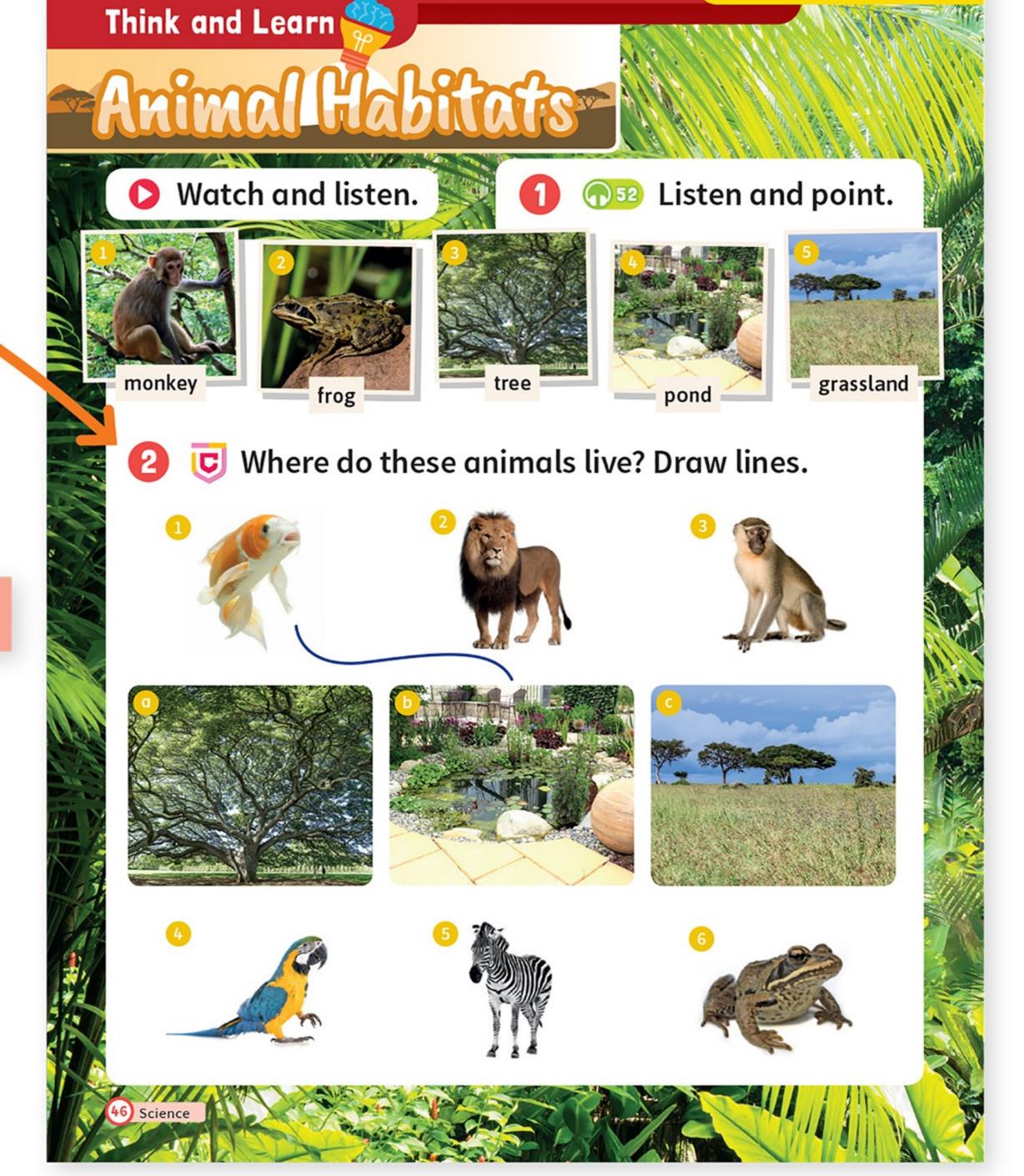
This activity from Unit 4 of the Student's Book helps learners understand and analyze links between ideas by sorting and classifying according to key features.





Play the game.





Creative Thinking

This activity from Unit 1 of the Student's Book helps learners develop creative thinking skills by participating in creative activities such as drawing pictures to represent vocabulary and familiar concepts.

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

What is it? It's a (book). (13)



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

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

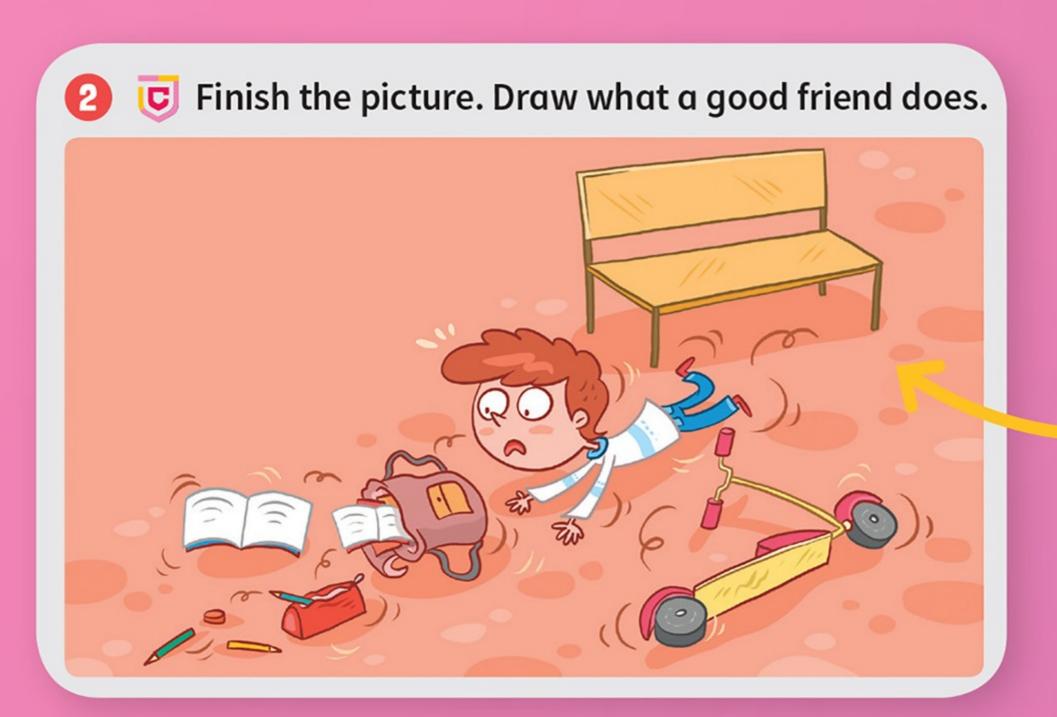
To manage these behaviors successfully, the brain uses cognitive control functions, which determine students' success in learning and have a significant influence on their future success and well-being.

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

Working memory

is the ability to remember information so that certain tasks can be completed.

This activity in Unit 6 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 6 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 2 of the Student's Book helps to improve learners' cognitive flexibility.



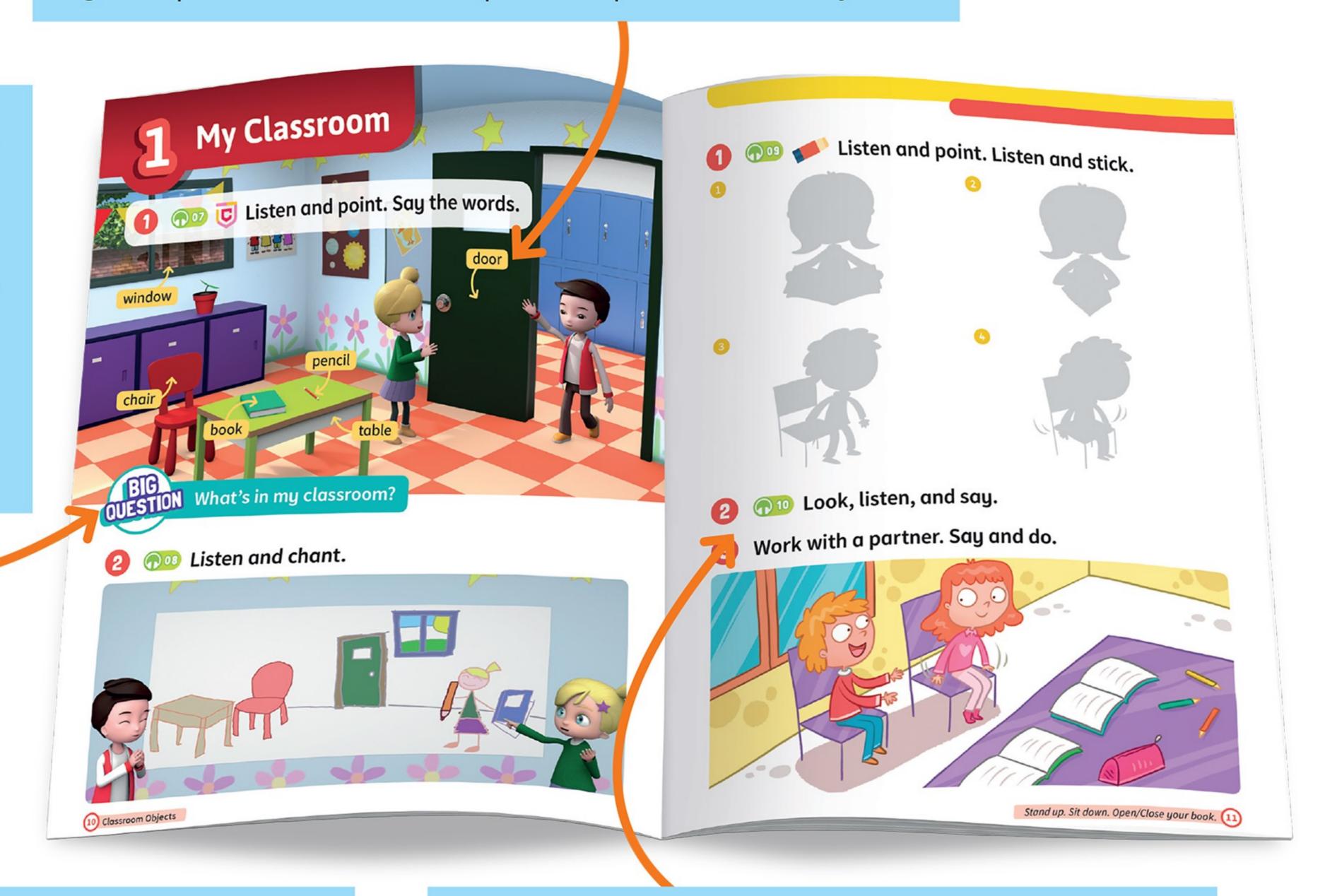
Unit Walkthrough

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^{nd} *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 Starter level unit has one animated video 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*.



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.

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.



Create That! and **Do That!**

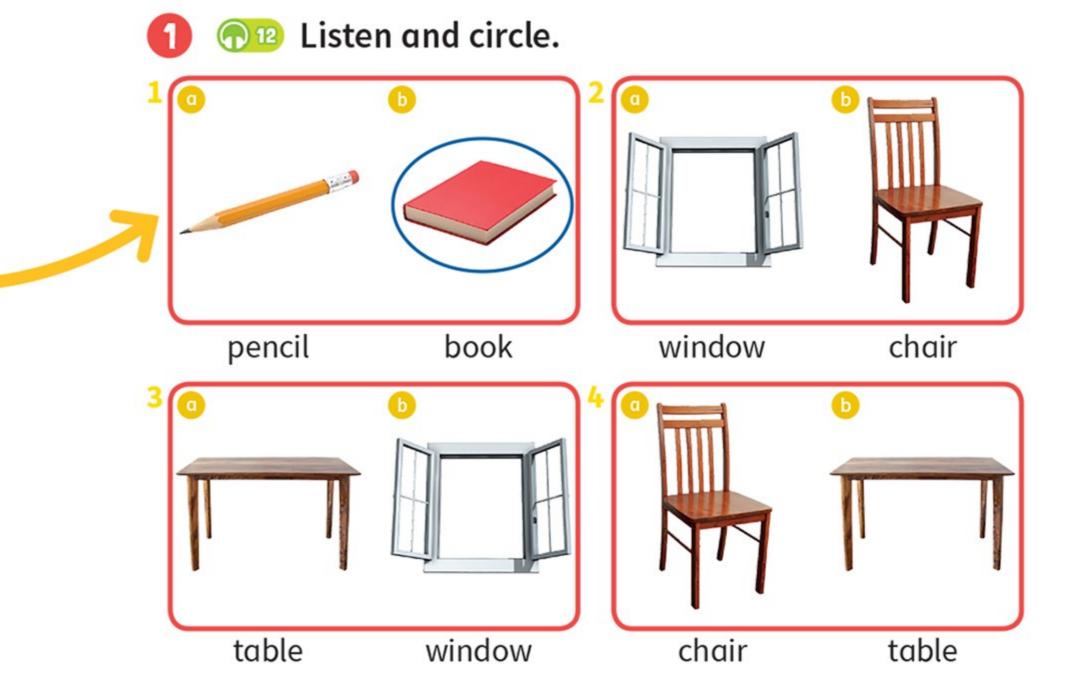
offer further opportunities for students to develop their creativity as well as practice their listening skills.



How do we approach literacy in Super Minds?

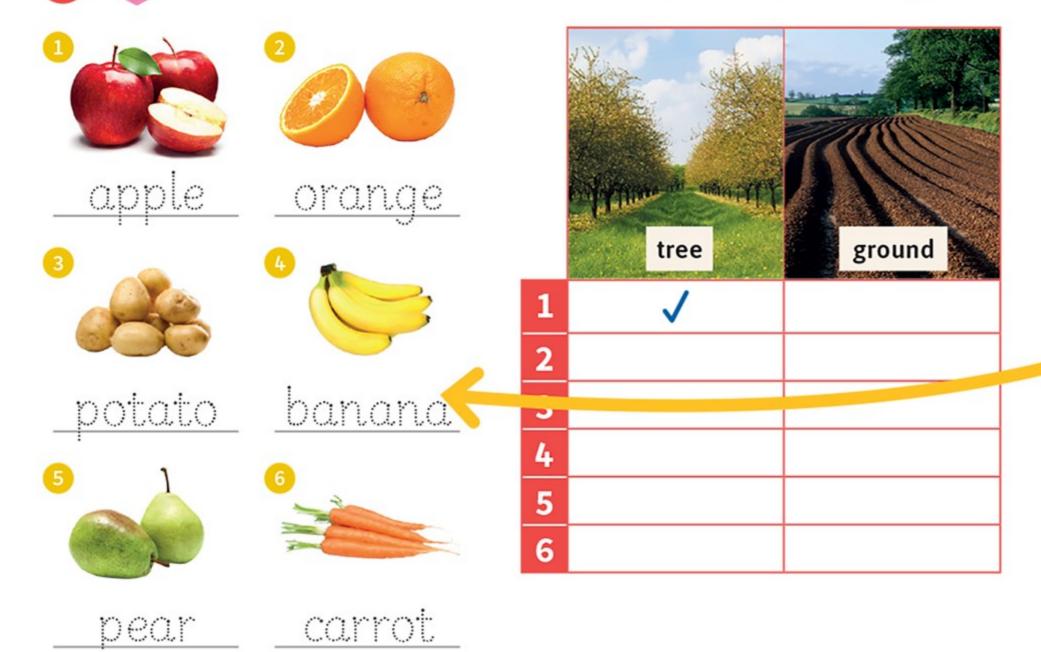
The Starter level *Super Minds* Student's Book provides a gradual introduction to literacy, while Workbook activities enhance and develop literacy skills as learners progress through the course.

In Units 0 to 3, learners complete matching, tracing, and coloring activities as they learn to recognize and write numerals. Learners have repeated exposure to words on the page, supported by pictures and sounds, but are not expected to read or write words at this stage.



play soccer run

☑ Where does it come from? Trace and check ☑.



In Units 4 to 6, learners begin reading and tracing single words and matching them to objects as well as learning to write single letters.

Look at the pictures. Write the words.

swim dance paint a picture

In Units 7 to 9, learners start to read sentences with key vocabulary and to write words with models or pictures as prompts to complete sentences with key language from the units.



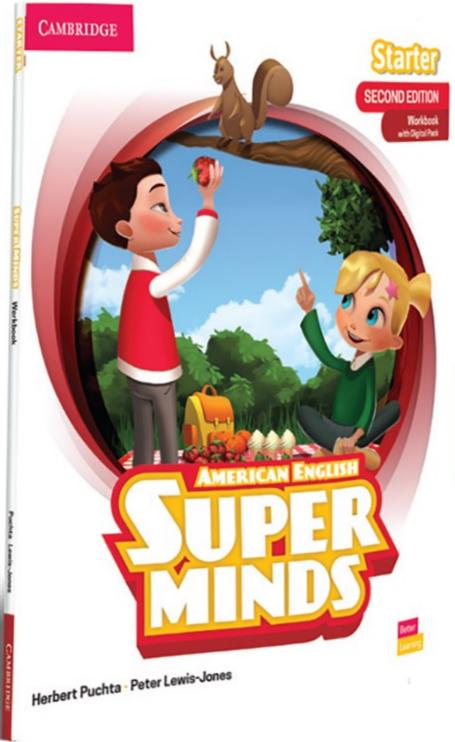
Components Overview

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

3 Is there a yard? a Yes, there is. b No, there isn't.

(38)

For Levels 1–6, 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.

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 activityby-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 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:

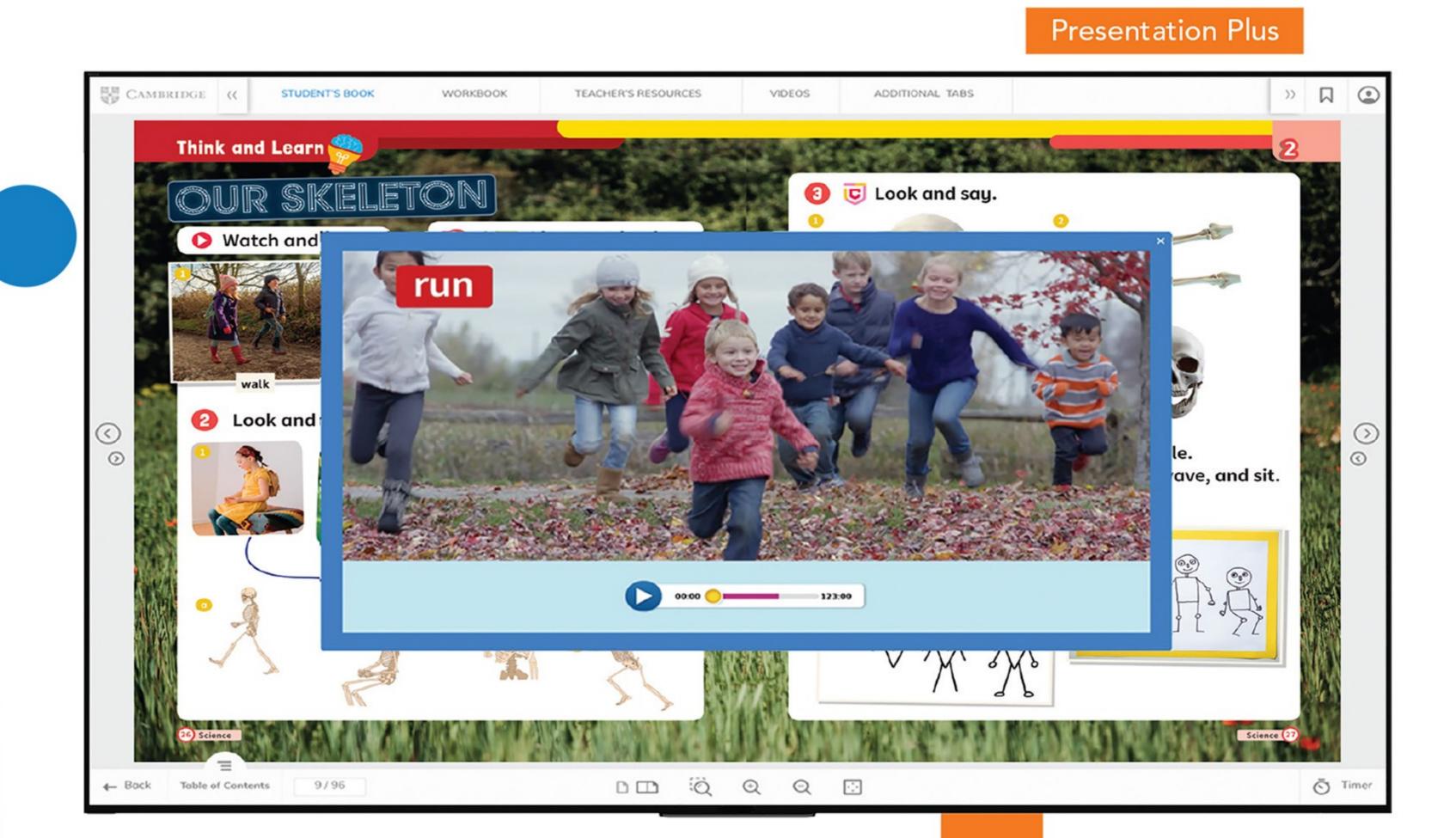
- online activities that consolidate classroom learning, including animations and interactive games to engage students
- Brain Breaks, activities designed to aid motivation and help recharge the brain.

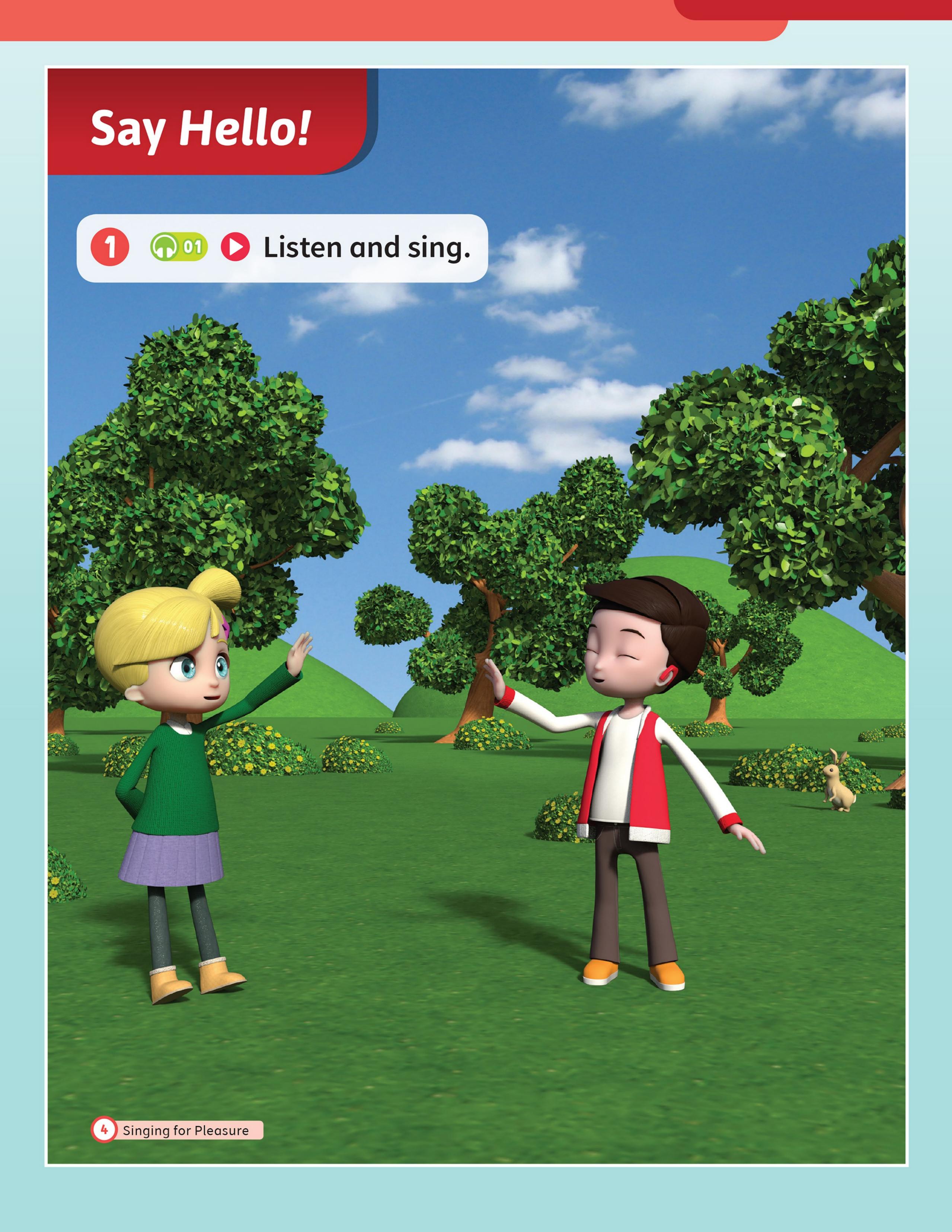
Learner Resources provide students with access to the wealth of audio-visual content that *Super Minds 2*nd *Edition* has to offer.

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

Break time!
Play the video.

Practice Extra





Learning outcomes:

- to learn greetings
- to sing a song

New language: Hello!, What's your name?, I'm (Whisper)., Let's be friends., Bye., Goodbye.

Materials: flashcards 1–6 (colors) and 7–16 (numbers one to ten), one strip of paper per student, construction paper, glue

Warm-up

Aim: to get to know each other

- Write your name on the board, and introduce yourself, e.g., I'm (Lauren).
- Hand out strips of paper (see Materials), and ask students to write their names on them.
- Invite students to come to the board, show their names, and introduce themselves, e.g., I'm (Chris.)
- Place students' names on the board.
- Leave the names on the board for the Ending the lesson activity.

Presentation

Aim: to introduce the series characters

 Ask students to look at page 4, and introduce the characters Misty (the girl on the left) and Whisper (the boy on the right).

 Tell students both Whisper and Misty have special powers they will discover soon.









Aim: to sing a song

- Students look at the illustration on page 4 again.
- They identify the two characters, Misty and Whisper.
- Play the audio (01). Point to the characters as they are mentioned.

For song lyrics, see TB p100.

- Play the audio again, and sing with the class.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (02) to practice the song again.
- Invite pairs of students to perform as Misty and Whisper while singing the song.







Listen and say the names. Color.

Aim: to identify characters

For song lyrics, see TB p100.

Key: Misty, Whisper

Ending the lesson

Aim: to practice new language

- Point to two names on the board, and invite those two students to the front.
- Students introduce themselves.
- Repeat with other students.
- Take out the construction paper (see Materials), and glue students' names on it. Display the poster in the classroom.

Extension activity

Aim: to practice new language

- Teach students how to say goodbye to you when the lesson is over.
- Pretend you are leaving the classroom, and say goodbye. Close the door after you. Then knock at the door, open it, and say hello.
- Volunteer students perform following your example.
- Remind students to say goodbye to you at the end of the class.

Learning outcomes:

to review new language

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

Materials: puppets, soft ball

Warm-up

Aim: to review new language

- Take out the puppets. (see Materials)
- Act out a conversation between the two puppets using the language from the song from page 4.
- Volunteer students use the puppets to perform in front of the class. They give the puppets new names.
- 1 (1) 03 (SB p5) Listen and point. Say the names.

Aim: to review new language

Play the recording.

For script, see TB p100.

- Students listen and point to each character as they hear their names.
- Students say the characters' names as they point to them.

2 SB p5 Ask and answer.

- Students perform the dialogue from the recording with a partner.
- One of the students performs as Whisper and the other as Misty.
- 1 WB p5 Match and say.

Aim: to identify characters

Key: 1 a, 2 b

2 (102) WB p5 Listen and match.

Aim: to identify characters

For script, see TB p100.

Key: One bell – Whisper, Two bells – Misty

Ending the lesson

Aim: to practice new language

- Students stand in a circle.
- Take out the soft ball (see Materials).
- Give the ball to one student. This student says his/her name, e.g., I'm Pedro., and throws the ball to another student as he/she asks What's your name?
- Continue until everyone has participated.
- An alternative is to ask students to sit in a circle and ask them to roll the ball on the floor.

Extension activity

Aim: to practice new language

- Students invent and draw a new character in their notebooks: an animal or a person.
- They think of a name for their character.
- Students go around the classroom with their notebooks.
- They pretend they are the character they have invented and introduce themselves.

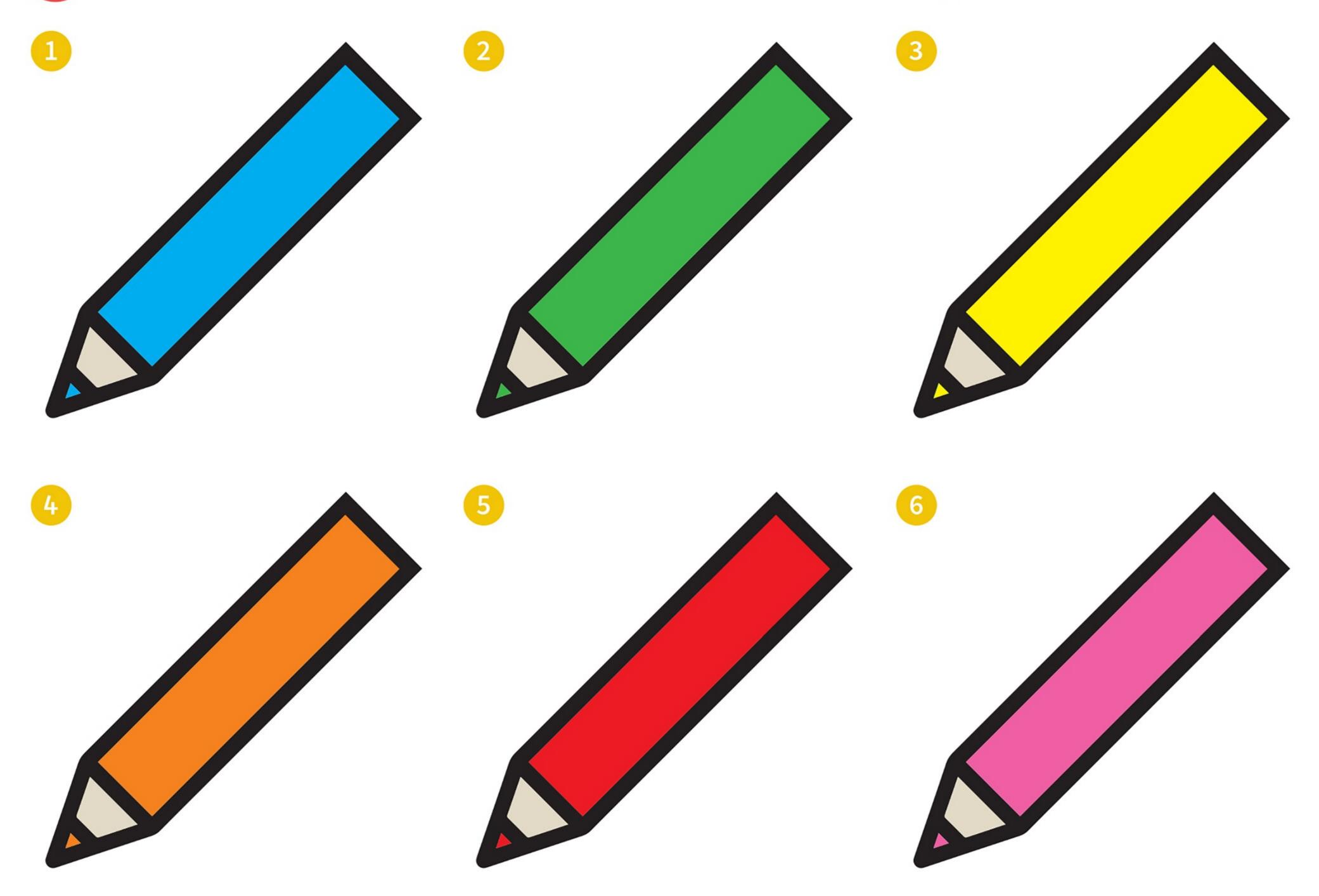
1 Disten and point. Say the names.



2 Ask and answer.



1 The state of the first of the



Look and find. Say.

