

CAMBRIDGE

SECOND EDITION

Teacher's Book  
with Digital Pack

1

AMERICAN ENGLISH

# SUPER MINDS

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

Better  
Learning



# 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

<b>Map of the Book</b>	iv
<b>Introduction</b>	
<i>Welcome to Super Minds Second Edition</i>	vii
<i>Super Minds 2nd Edition: The Thinking Course, Revisited</i>	viii
<b>The Cambridge Life Competencies Framework</b>	x
<b>Cognitive Control Functions</b>	xii
<b>Unit Walkthrough</b>	xiii
<b>Components Overview</b>	xvi
<b>Teaching notes</b>	
 Friends	TB4
 At School	TB10
 Let's Play	TB22
 Pet Show	TB34
 Lunchtime	TB46
 Free Time	TB58
 The Old House	TB70
 Get Dressed	TB82
 The Robot	TB94
 At the Beach	TB106
<b>Language Focus Key</b>	TB118
<b>Audioscripts and Videoscripts</b>	TB119



# Map of the Book

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

1 At School (pages 10–21)				How do we learn?
<b>Vocabulary</b> Classroom Objects: ruler, pen, book, eraser, pencil case, pencil, desk, notebook, bag, paper	<b>Language Focus</b> <i>What's this?</i> <i>It's a (pencil).</i> <i>Is it a (pen)?</i> <i>Yes, it is. / No, it isn't.</i> <i>Open your book, please.</i> <i>Pass me a (ruler), please.</i> <i>Sit at your desk, please.</i>	<b>Story</b> <i>Watch Out, Flash!</i> <b>Value</b> Helping Each Other <b>Phonics</b> The Letter Sound a	<b>Skills</b> <ul style="list-style-type: none"><li>• Listening</li><li>• Speaking, Reading, and Writing</li></ul>	<b>Think and Learn</b> <b>Science:</b> Senses <b>Project:</b> Make a senses book.
► Song: What's This? What's This?		► Creativity: Create That!		► Review: Think Back

2 Let's Play (pages 22–33)				What do toys look like?
<b>Vocabulary</b> Toys: computer game, kite, plane, bike, doll, monster, train, go-kart, car, ball	<b>Language Focus</b> <i>What's his/her name?</i> <i>His/Her name's (Ben/Sue).</i> <i>What's his/her favorite toy?</i> <i>His/Her favorite toy's his/her ball.</i> <i>How old is he/she?</i> <i>He's/She's (seven).</i> <i>It's a (new kite).</i> <i>It's an (ugly monster).</i>	<b>Story</b> <i>The Go-Kart Race</i> <b>Value</b> Fair Play <b>Phonics</b> The Letter Sound e	<b>Skills</b> <ul style="list-style-type: none"><li>• Reading</li><li>• Listening, Speaking, and Writing</li></ul>	<b>Think and Learn</b> <b>Math:</b> 2D shapes <b>Project:</b> Design a toy.
► Song: Come and See		► Creativity: Do That!		► Review: Group Check

3 Pet Show (pages 34–45)				What do animals need?
<b>Vocabulary</b> Animals: donkey, elephant, spider, cat, rat, frog, duck, lizard, dog	<b>Language Focus</b> <i>The (lizard)'s in/on/under the (bag).</i> <i>I like / I don't like (dogs).</i>	<b>Story</b> <i>The Spider</i> <b>Value</b> Being Brave <b>Phonics</b> The Letter Sound i	<b>Skills</b> <ul style="list-style-type: none"><li>• Listening and Speaking</li><li>• Reading, Speaking, and Writing</li></ul>	<b>Think and Learn</b> <b>Environmental Studies:</b> Nature <b>Project:</b> Make a spider's web.
► Song: There's a Pond		► Creativity: Create That!		► Review: Think Back



4 Lunchtime (pages 46–57)				Where does food come from?
<b>Vocabulary</b> Food: <i>apple, banana, cake, pizza, sausage, cheese sandwich, fish, chicken, peas, steak, carrots</i>	<b>Language Focus</b> <i>I have / I don't have a (sandwich).</i> <i>Do we have any (cheese)?</i> <i>Yes, we do. / No, we don't.</i>	<b>Story</b> <i>The Pizza</i> <b>Value</b> Waiting Your Turn <b>Phonics</b> The Letter Sound o	<b>Skills</b> <ul style="list-style-type: none"><li>• Listening and Writing</li><li>• Reading and Speaking</li></ul>	<b>Think and Learn</b> <b>Science:</b> Food <b>Project:</b> Write a story about a fruit.
► Song: The Magic Tree		► Creativity: Do That!		► Review: Group Check

5 Free Time (pages 58–69)				Which activities do we do?
<b>Vocabulary</b> Days of the Week: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>	<b>Language Focus</b> <i>I (play football) on (Saturdays).</i> <i>Do you (watch TV) on the weekend?</i> <i>Yes, I do. / No, I don't.</i>	<b>Story</b> <i>We're Lost!</i> <b>Value</b> Asking for Help When You Need It <b>Phonics</b> The Letter Sound u	<b>Skills</b> <ul style="list-style-type: none"><li>• Listening and Speaking</li><li>• Reading and Writing</li></ul>	<b>Think and Learn</b> <b>Physical Education:</b> Activities <b>Project:</b> Make a poster.
► Song: I'm Bored. I'm Bored.		► Creativity: Create That!		► Review: Think Back

6 The Old House (pages 70–81)				How are houses different?
<b>Vocabulary</b> The Home: <i>bedroom, bathroom, living room, kitchen, hall, stairs, basement, dining room</i>	<b>Language Focus</b> <i>There's a (monster).</i> <i>There are (four cats).</i> <i>Is there a (plane)? Yes, there is.</i> <i>Are there any (rats)? No, there aren't.</i> <i>How many (cars) are there?</i> <i>There are (four cars).</i>	<b>Story</b> <i>At the House</i> <b>Value</b> Taking Care of Your Friends <b>Phonics</b> The Letter Sound h	<b>Skills</b> <ul style="list-style-type: none"><li>• Listening and Writing</li><li>• Reading and Speaking</li></ul>	<b>Think and Learn</b> <b>Geography:</b> Houses <b>Project:</b> Design a house.
► Song: We Live in Different Houses		► Creativity: Do That!		► Review: Group Check






7 Get Dressed (pages 82–93)				How do clothes look different?
<b>Vocabulary</b> Clothes: <i>sweater, skirt, shorts, pants, jacket, socks, jeans, shoes, baseball cap, T-shirt</i>	<b>Language Focus</b> <i>Do you like this (hat) / these (shoes)?</i> <i>Yes, I do. / No, I don't.</i> <i>(Olivia)'s wearing (a red sweater).</i> <i>Is he/she wearing (a blue T-shirt)?</i> <i>Yes, he/she is. / No, he/she isn't.</i>	<b>Story</b> <i>The Cap</i> <b>Value</b> Saying Sorry <b>Phonics</b> The Letter Sounds sp and st	<b>Skills</b> <ul style="list-style-type: none"><li>• Reading</li><li>• Speaking, Listening, and Writing</li></ul>	<b>Think and Learn</b> <b>Art and Design:</b> Patterns <b>Project:</b> Design a T-shirt.
► Song: You Look Good		► Creativity: Create That!		► Review: Think Back



8 The Robot (pages 94–105)				How can we move?
<b>Vocabulary</b> The Body: arm, hand, knee, fingers, leg, foot, toes, head	<b>Language Focus</b> <i>I can/can't (stand on one leg).</i> <i>He/She can/can't (skip).</i> <i>Can you (swim)? Yes, I can. / No, I can't.</i>	<b>Story</b> <i>The Problem</i> <b>Value</b> Teamwork <b>Phonics</b> The Letter Sound g	<b>Skills</b> • Listening and Speaking • Reading and Writing	<b>Think and Learn</b> <b>Physical Education:</b> Movements <b>Project:</b> Make a dance.
► Song: Help!		► Creativity: Do That!		► Review: Group Check

9 At the Beach (pages 106–117)				Where can we go on vacation?
<b>Vocabulary</b> Vacations: paint a picture, listen to music, catch a fish, take a photo, eat ice cream, play the guitar, read a book, make a sandcastle, look for shells	<b>Language Focus</b> <i>Let's (play the guitar).</i> <i>Good idea.</i> <i>Where's the (blue book)?</i> <i>It's in the (green bag).</i> <i>Where are the (orange books)?</i> <i>They're in the (black bag).</i>	<b>Story</b> <i>The Top of the Hill</i> <b>Value</b> Modesty <b>Phonics</b> The Letter Sounds ee and ea	<b>Skills</b> • Listening and Speaking • Reading, Listening, and Writing	<b>Think and Learn</b> <b>Geography:</b> Landscapes <b>Project:</b> Make a calendar for a perfect vacation.
► Song: You and Me		► Creativity: Create That!		► Review: Think Back

Key to Teaching Notes Icons

-  Cambridge Life Competencies Framework
-  Cognitive Control Functions
-  Stickers
-  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 2<sup>nd</sup> Edition*, a thoroughly updated and enhanced new edition of a much-loved English course from this renowned author team.**

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

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

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

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



# *Super Minds* 2<sup>nd</sup> Edition: The Thinking Course, Revisited

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

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

## What have we kept?

The things teachers and learners love:

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





# What have we improved?

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

## 1 New Design

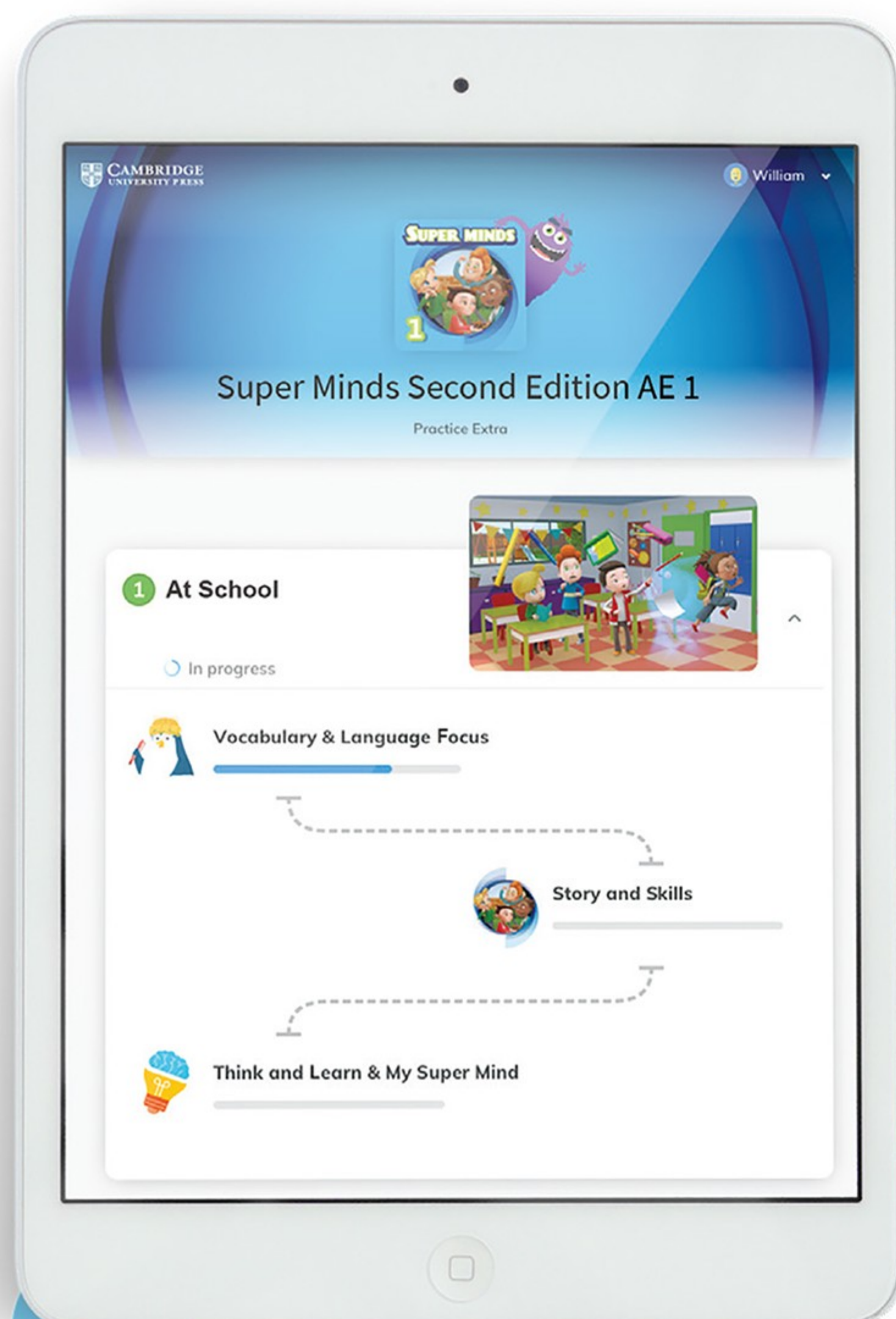
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be delighted by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A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

## 2 Fresh and Updated Content

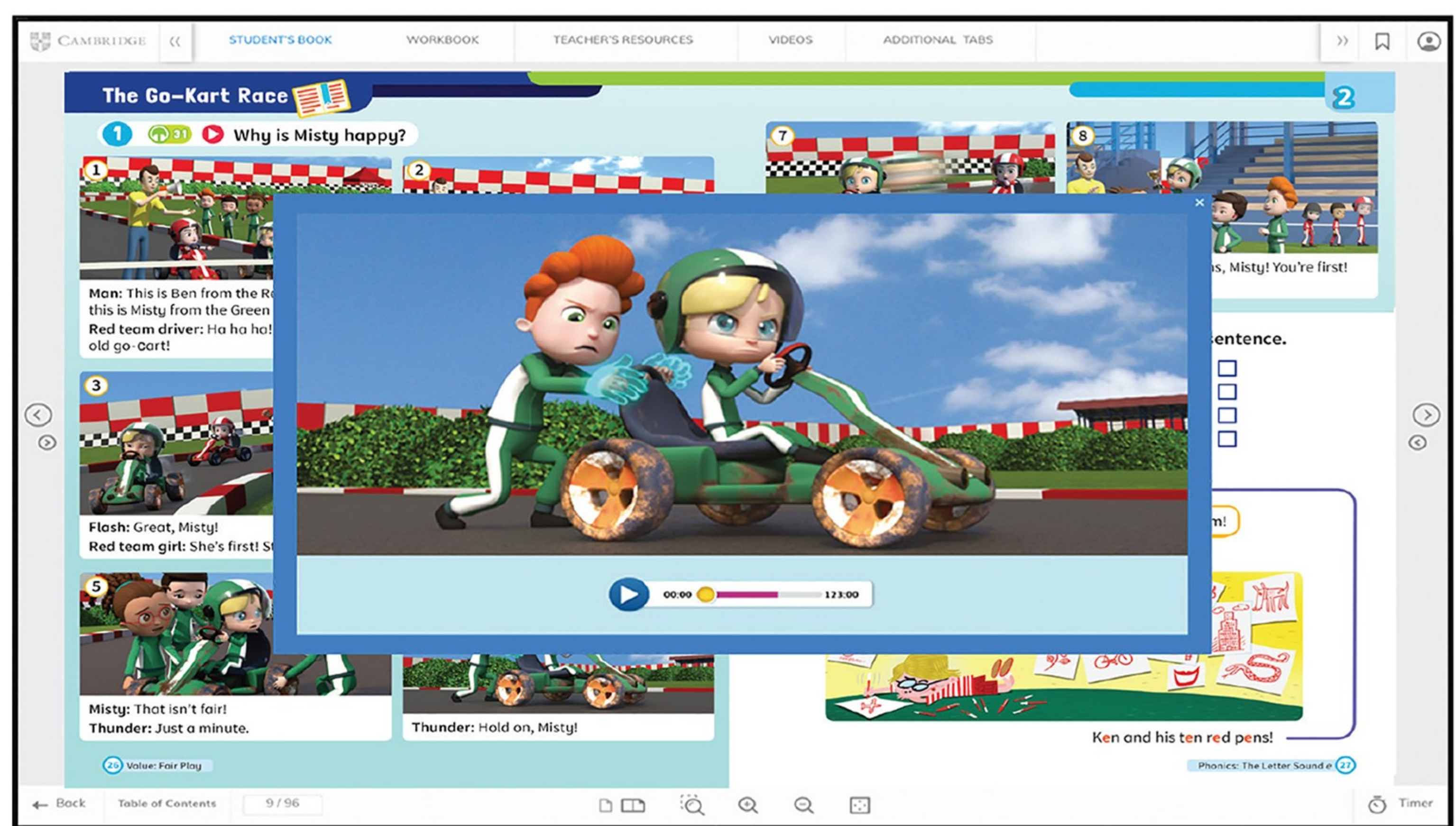
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language Focus* videos at all levels.
- New *Think and Learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and critical thinking strands have been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

## 3 Enhanced Digital Support

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



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.

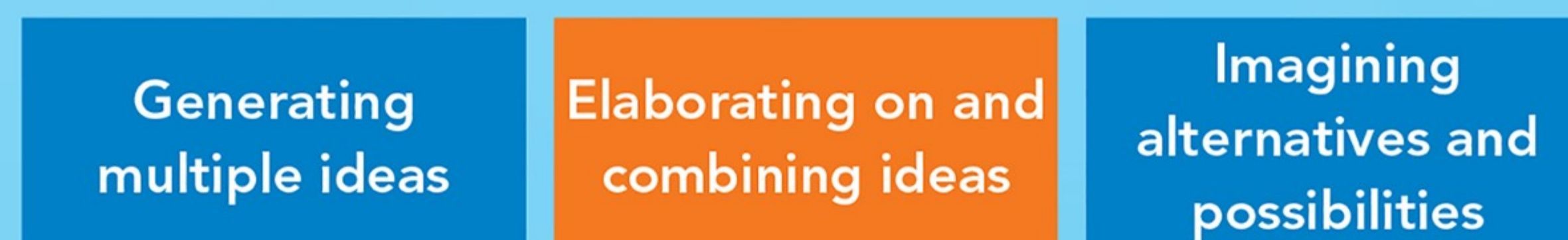
## Competency



## Core Areas



## Components



## Example "Can Do" Statements

Finds new uses for objects and explains these ideas in detail



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

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


## Critical Thinking

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

6

4

Look at the pictures. Ask and answer.



1 What houses are they?

2 How many rooms are there?

3 Which rooms are there?

4 What don't they have?

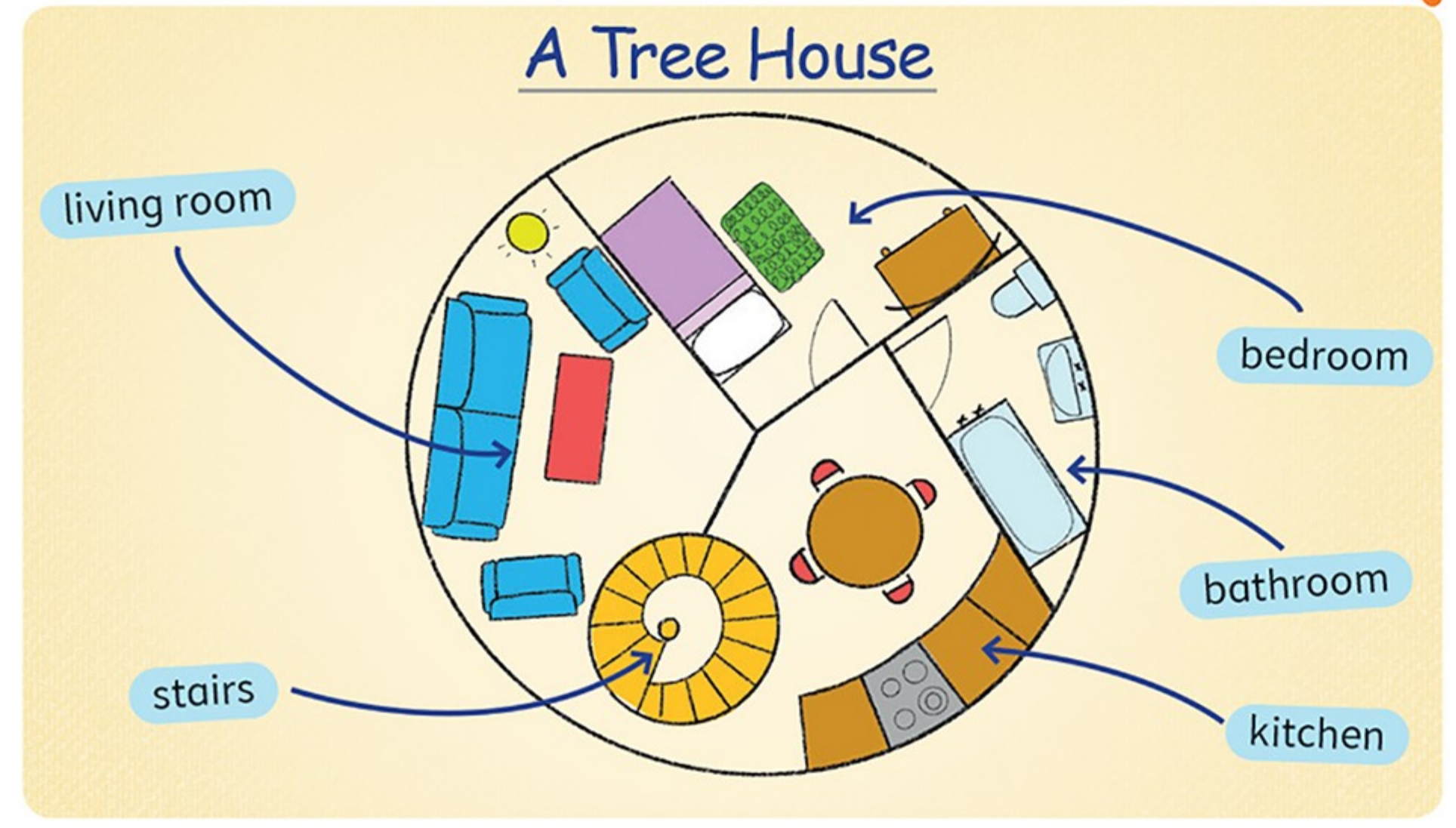
This is a houseboat. It has ... It doesn't have ...

5

Project

Design a house.

A Tree House




Think and Learn

Food


1

What types of food do you know?


1 Listen and point.




fruit



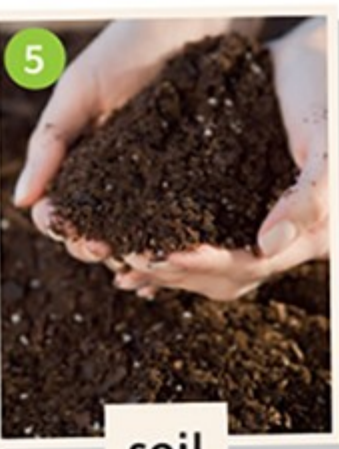
vegetables



plant




tree




soil

2

Read, look, and match.



a




c

1 fruit on a plant


2 fruit on a tree

3 vegetables in the soil

4 vegetables on a plant



b



d

3

Look, think, and write *yes* or *no*.

Is it from a plant?

Yes

Is it from a tree?

1 yes

2

apple

carrot

No

Is it from an animal?

3

4

water

sausage

## Creative Thinking

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

For more information about the Cambridge Life Competencies Framework, go to [languageresearch.cambridge.org/clc](https://languageresearch.cambridge.org/clc)

xi





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

## Working memory

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

This activity in Unit 1 of the Workbook helps to improve learners' working memory.

### 1 Can you remember? Listen and write.

What's this? What's this? Please tell me, what's this?

(1) Is it a pen? (2) Is it a \_\_\_\_\_?

Come on, take a look.

(3) It's a \_\_\_\_\_ ... (4) It's a \_\_\_\_\_ ...

### 1 Read and match. Check the box for ☒ the correct picture.

What is he doing? It's unfair!



## Inhibitory control

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

This activity in Unit 4 of the Workbook helps to improve learners' inhibitory control.

## Cognitive flexibility

is needed for solving problems and enables students to look at issues from different viewpoints, to think "outside the box," and to adapt to changing conditions.

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

### 2 Look, think, and write.

Which Food Grows on Trees?

on the magic tree

ice cream cone

on real trees

on the magic tree and on real trees

48 Singing for Pleasure; The Magic Tree