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SUPER Minds

Teacher's Book 1

Limba engleză
Clasa I














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Map of the course

Note: All page numbers below refer to the Student's Book. For corresponding Teacher's Book pages see Contents, page iii.

1 Friends (pages 6–9)			
Vocabulary	Grammar	Story and value	Thinking skills
Numbers: <i>one, two, three, four, five, six, seven, eight, nine, ten</i> Colours: <i>yellow, red, orange, purple, green, blue</i>	<i>What's your name? I'm (Thunder). How old are you? I'm (seven).</i>	<i>Meet the Super Friends Making friends</i>	<ul style="list-style-type: none"> • Matching

Competences: 1.1, 1.2, 2.1, 2.2, 2.3

1 At school (pages 10–19)					
Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Classroom objects: <i>pen, rubber, pencil, book, bag, ruler, pencil</i>	<i>What's this? It's a (pencil). Is it a (pen)? Yes, it is. / No, it isn't. Open your book, please. Pass me a (ruler), please.</i>	Phonics <i>Watch out, Flash!</i> Helping each other The letter sound a	<ul style="list-style-type: none"> • Listening for specific information YLE • Interactive speaking 	<ul style="list-style-type: none"> • Matching 	Art: Colours Project: Make your own picture
▶ Song: What's this?		▶ Creativity		▶ Revision (page 19)	

Competences: 1.1, 1.2, 1.3, 2.1, 2.3, 2.4

2 Let's play! (pages 20–29)					
Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Toys: <i>kite, doll, plane, computer game, train, car, bike, go-kart, ball</i>	<i>What's his/her name? His/Her name's (Ben/Sue). What's his/her favourite toy? His/Her favourite toy's his/her ball. How old is he/she? He's/She's (seven). It's a (new kite). It's an (ugly doll).</i>	Phonics <i>The go-kart race</i> Fair play – cheating is wrong The letter sound e	<ul style="list-style-type: none"> • Listening for specific information YLE • Interactive speaking 	<ul style="list-style-type: none"> • Comparative thinking 	Games: Toys
▶ Song: Hey, Emma! What's your favourite toy?		▶ Creativity		▶ Revision (page 29)	

Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

3 Pet show (pages 30–39)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals: elephant, rat, lizard, frog, spider, duck, dog, cat	<i>The (lizard) is in the (bag).</i> <i>My favourite animal is a (dog).</i>	<i>The spider</i> Being brave The letter sound <i>i</i>	<ul style="list-style-type: none"> Reading for specific information Listening for specific information YLE Speaking about a picture YLE 	<ul style="list-style-type: none"> Matching verbal and visual information Applying world knowledge Matching 	Science: Camouflage

▶ **Song: Look at the spiders**

▶ **Creativity**

▶ **Revision (page 39)**

Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1

4 Lunchtime (pages 40–49)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food: cake, cheese sandwich, apple, pizza, chicken, steak, peas, carrots, banana, sausage	<i>I've got / haven't got a (sandwich).</i> <i>Have we got any (cheese)?</i> <i>Yes, we have. / No, we haven't.</i> <i>Where is the (cat)?</i> <i>The (cat) is here.</i> <i>The (cat) is there.</i>	<i>The pizza</i> Waiting your turn The letter sound <i>o</i>	<ul style="list-style-type: none"> Listening for specific information Reading for specific information YLE Speaking 	<ul style="list-style-type: none"> Categorising Applying world knowledge Matching Predicting 	Science: Fruit and veg

▶ **Song: Tommy's in the kitchen**

▶ **Creativity**

Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1

5 The old house (pages 50–59)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The home: house, bedroom, kitchen, stairs, cellar, garden, living room, bathroom	<i>There's a (monster).</i> <i>There are (four cats).</i> <i>Is there a (plane)?</i> <i>Yes, there is.</i> <i>Are there any (rats)?</i> <i>No, there aren't.</i> <i>How many (cars) are there?</i> <i>There are (four cars).</i>	<i>At the house</i> Looking after your friends The letter sound <i>h</i>	<ul style="list-style-type: none"> Reading for specific information YLE Interactive speaking Listening for specific information YLE Writing a description after a model 	<ul style="list-style-type: none"> Interpreting pictures Applying world knowledge Matching 	Geography: Habitats

▶ **Song: In my little house**

▶ **Creativity**

▶ **Revision (page 59)**

Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1

6 The robot (pages 60–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The body: <i>head, arm, fingers, hand, leg, toes, foot</i>	<i>I can/can't (stand on one leg). He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.</i>	<i>The problem</i> Teamwork The letter sound <i>g</i>	<ul style="list-style-type: none"> Listening for specific information YLE Interactive speaking about a survey Reading for specific information Writing a description from a model 	<ul style="list-style-type: none"> Problem solving Identifying 	Science: The skeleton Project: Make a skeleton
▶ Song: Can you guess who we are?			▶ Creativity		

Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1

7 At the beach (pages 70–79)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays: <i>catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle</i>	<i>Let's (play the guitar). Good idea. Where's the (blue book)? It's in the (green bag). Where are the (orange books)? They're in the (black bag).</i>	<i>The top of the hill</i> Modesty The letter sounds <i>ee</i> and <i>ea</i>	<ul style="list-style-type: none"> Reading for specific information YLE Listening for specific information Writing a description from a model Speaking about a picture YLE 	<ul style="list-style-type: none"> Inferring meaning Applying world knowledge Interpreting visual information 	Geography: Holidays
▶ Song: Let's go to the beach			▶ Creativity		▶ Revision (page 79)

Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1

● **Revision 1: Units 0–3** (pages 80–82)
● **Revision 2: Units 4–7** (pages 83–85)
● **Festivals:** (pages 86–94)

General and specific competences from the curriculum explored in the units:

1. Understand simple oral messages
 - 1.1. Provide an adequate reaction to greetings and short, simple questions/instructions articulated clearly, very slowly and carefully by the interlocutor
 - 1.2. Recognise the elementary location of objects from their immediate universe (left, right, here, there) in clearly and slowly articulated messages
 - 1.3. Manifest curiosity towards understanding the global meaning of children's films and songs in English
2. Speak in common communication situations
 - 2.1. Reproduce short, simple songs/poems
 - 2.2. Elicit short personal presentation messages (hobbies, address) with help from the interlocutor
 - 2.3. Take part in communication games by reproducing or creating short chants/messages
 - 2.4. Elicit simple requests in order to obtain objects from their immediate universe
3. Understand simple written messages
 - 3.1. Manifest curiosity towards decoding simple, short written messages related to their immediate universe
4. Write short, simple messages in common communication situations
 - 4.1. Take part in group/class projects by producing short written messages

Introduction

About Super Minds

What is Super Minds?

Super Minds is an English language course for primary age students. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, *Super Minds* encourages students to become smarter as they develop in the widest educational sense.

A flexible approach

Super Minds offers maximum flexibility:

- Starting from an oral-aural approach *Super Minds 1* introduces basic elements of language in different contexts familiar and meaningful to the young learner, providing a basis for oral communication and gradually for reading and writing activities.
- *Super Minds* has been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the **Tour of a unit** (see pages xi–xiii).

Building solid foundations

Super Minds 1 is appropriate for beginners and provides systematic practice in listening and speaking while gradually introducing written words and short texts for the students to read and expanding the language practice to all the four skills. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Starters syllabus covered by the end of *Super Minds 2*.

The students meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the students on exciting adventures through which all four language skills are practised and developed.



Expanding young minds

Super Minds begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- The development of thinking skills underpins the course methodology. These thinking skills are the building blocks of learning and the activities keep in step with the students' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve students' memory and concentration skills.

In *Super Minds 1*, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes.

Kindling the imagination

From the beginning, *Super Minds* fuels the imagination not just through the adventures of the superhero characters in school and play contexts parallel to the students' own experiences, but also through specific activities.

Rounding up the language and contexts of the unit, guided visualisation activities invite the students to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Super Minds* also uses stories as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

Super Minds 1 components



Student's Book

The Student's Book contains:

- An introductory *Friends* unit (4 pages) which introduces the characters Whisper, Thunder, Misty and Flash, and presents or revises greetings, colours and numbers 1–10
- 7 core units (10 pages) with an easy-to-use single-page lesson format rounding off with revision
- 2 revision units to be used at the end of each semester
- Cut-outs for festivals and selected activities
- Stickers for different activities in units 1–6

The units offer:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- 2 or 3 grammar points with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring the Super Friends characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds
- Activities to develop a range of thinking skills
- Cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the students to learn and then apply knowledge



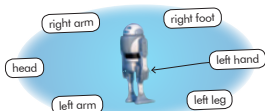
- A **Creativity** lesson featuring a guided visualisation activity (in units 2, 4, 5 and 6)
- A **Revision** lesson featuring a topic-based game, project or quiz

Some lessons offer TPR action sequences

- Total Physical Response (a language teaching method based on the coordination of language and physical movement) is a fun way of teaching English to young learners. It is a great way to teach vocabulary and exercise at the same time.
- The teaching notes suggest reviewing simple instructions for the students to carry out before they listen.
- The students then hear a sequence of sentences telling a simple story, which they act out with simple language.
- To consolidate their understanding of the story, they then read and number the sentences, matching them with the pictures.
- A few examples of TPR activities can be found in Unit 1 on page 17, or in Unit 3 on page 36.



2 Let's make a robot. Match and say what's missing.



3 Find who says ... Give me the right leg.

4 Listen and say.



Greg's got a big bag and a green go-kart.

5 Draw a funny animal and tell your partner about it.

I'm a frog.
I've got three heads,
three legs and four
arms. I'm green.
I can dance.



1 Listen and look. Then listen and say the words.



2 Listen and chant.

Let's make a robot!
Here's the head.
Here's an arm.
Here's a hand.
Here are the fingers.

Let's make a robot!
Here's a leg.
Here's a foot.
Here are the toes.
Thank you! Off it goes.

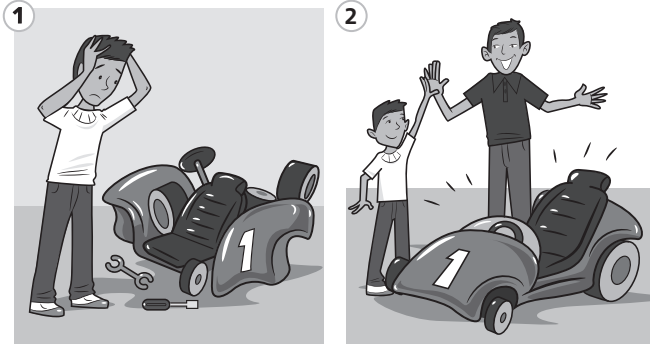
60 The body



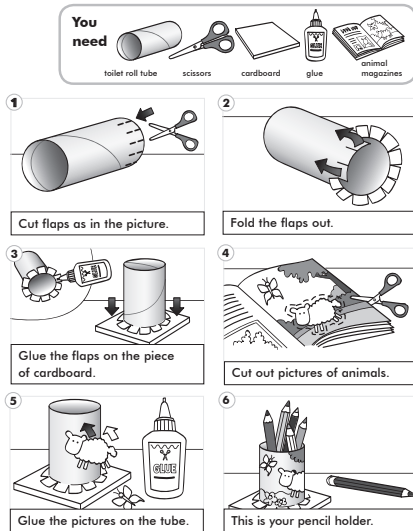
Workbook

This reinforces the core vocabulary and grammar and consolidates the students' skills development by offering:

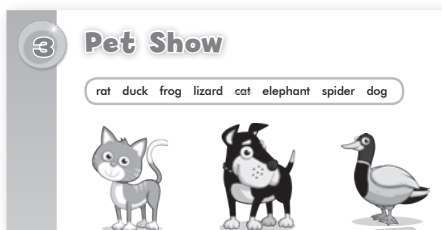
- Reading, matching and colouring puzzles, written practice at word and sentence level, listening input and opportunities for oral work
- A values activity for each unit drawn from the message in the Student's Book story



- Craft activities to extend the focus of the English for school lessons



- A record of learning in each unit which the students personalise by drawing and speaking about what they have drawn
- A **Picture dictionary** which guides students to label the core vocabulary from each unit as an additional record of learning



Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions, tapescripts and answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
 - Warm-up:** ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
 - Ending the lesson:** simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
 - Extension activities:** optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

Flashcards

The A5 double-sided flashcards cover all the core vocabulary with the image on one side and the word in a large font on the other.

Class CDs

The 3 Class CDs contain all the recorded material for the Student's Book and Workbook, including the chants, songs, karaoke versions and stories.

Tour of a unit

Super Minds 1 begins with an introductory 4-page *Friends* unit in both the Student's Book and the Workbook. This presents the Super Friends characters and consolidates greetings, colours and numbers 1–10. If the students have studied English before this unit acts mainly as a revision focus. For students new to English, it encompasses the basic blocks with which they can build their foundation in English.

There are then seven main units, each with ten lessons. Each page in the Student's Book constitutes a lesson, together with its corresponding exercises from the Workbook.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with its follow-up activities.
- Lessons 7–10 focus on skills work and the use of English for school, together with creativity and revision.

Classes with **fewer than 2 hours** of English per week therefore have the option to miss out some or all of Lessons 7–10, whilst still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for classes with **up to 2 hours** per week.

Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The students first hear a line or two of dialogue from the opening of the story.
- The students listen and find the new vocabulary in the picture and then listen again, this time repeating the words.
- The new words are then practised in a simple and memorable chant.
- The Workbook offers a wide variety of practice activities, most of which are suitable for homework if necessary.


Lesson 2

Grammar 1

The first core grammar points in the unit are presented and practised in Lesson 2, in the topic-based context of the unit.

Occasionally, these grammar lessons use the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

- In most cases, the students first hear the language and give a non-linguistic response such as numbering, ticking, circling or sticking.

-  There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Workbook begin with more receptive tasks in the early units, building to more active production at phrase and sentence level. They also sometimes include listening.

Lesson 3

Song

The vocabulary and usually the first grammar point of the unit are combined in a song for students to join in and sing.

- The students first listen and read the song, using the pictures to help them, before joining in.
- There is then a follow-up comprehension activity.
- The next track on the CD after the song is always a karaoke version which you can use once the students are familiar with the song.
- The practice activities in the Workbook are varied and do not generally require the use of the CD. However, the karaoke version is very motivating for the students when there are guided opportunities for them to create their own verse of the song.

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit.

The range of presentation and practice activities is similar to Lesson 2, including **Grammar focus** and the occasional use of stickers.

Unit 3 has got an extra grammar lesson.



Lesson 5 Story

This lesson features the main story for the unit which was introduced in Lesson 1, bringing the unit context, vocabulary and structures together. The clear and expressive illustrations invite the students to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teaching notes first suggest ways of reviewing the characters and the story in the previous episode.
- The students then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in English and L1 (the students' own language) where appropriate, the students turn to practice activities in the Workbook. Here they first hear lines from the story and tick the character who is speaking. There are then further follow-up activities, often designed to develop thinking skills.
- The **Ending the lesson** activity in Lesson 5 is always a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is always a discussion of the value in the story, relating it to examples in students' own lives.

Lesson 6 Story follow-up and values

Lesson 6 exploits the story in more depth and features a phonics focus.

- A follow-up comprehension activity in the Student's Book reminds the students of the story.
- The teaching notes then guide a discussion in English and L1 of the value illustrated in the story. The students are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Workbook presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The students circle the picture which shows the same value as the story.
- After the values discussion, the **Phonics focus** in both the Student's Book and the Workbook works on specific sounds. The students first find a sentence in the story and then practise a target phrase or sentence featuring further examples of the sound. A memorable cartoon helps the students visually associate the sentence with its meaning.

Lessons 7 Skills work



This lesson offers topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- Thinking activities
- Sticker activities
- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge Young Learners English tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit in a drawing and speaking activity
- Some units have got 2 skills pages, e.g. Unit 4.

Lessons 8



English for school

This lesson introduces a topic from another area of the primary school curriculum which is related to the overall unit topic. It is designed to encourage the students to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up activities.

- This lesson presents words which the students use actively but which are not core vocabulary.
- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.
- In some units, the English for school activities can be found in lesson 9, e.g. Unit 2.

HABITATS

1 Look at the habitats. What colour are they?

The polar regions are white and blue.

polar region ocean

jungle desert mountains

2 Where do these animals live? Match the animals with the habitats.

Tigers live in the jungle.

1 tiger 2 camel 3 goat

4 polar bear 5 shark 6 penguin

Geography 57

Lesson 9

Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the students to use their imagination.



Guided visualisation is used in Unit 2, Unit 4, Unit 5, Unit 6.

- The students are first encouraged to put their heads on their desks, close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the students' imagination and to encourage them to visualise in their mind.
- After the listening, the students draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the students are encouraged to draw freely, with no sense of 'a right answer'.
- They then present their work to the class or in groups, using language from the unit.
- There is a page in the Workbook which proposes a topic-based craft activity.

Lesson 10

Revision

The Student's Book Revision pages feature one of three different activity types:

- A **poster activity** consolidates the cross-curricular topic as well as the language
- A **board game** to be played in small groups encourages oral production of the language
- **Quiz time** pages provide revision in a fun format. This type of activity can also be used for informal assessment or self-assessment. Performance descriptors can be found at the end of every such lesson.

The Workbook page offers an opportunity for the students to create a record of learning, for self-assessment, and for the teacher to carry out informal assessment.

Picture dictionary activities review key vocabulary of the unit.

Teaching with *Super Minds* 1

Working with large classes

Working with a large group of students of this age is challenging, but *Super Minds* has been developed with these teaching situations in mind. In addition to the support in the teaching notes themselves, this section offers tips which you may find useful particularly if you are new to teaching a large class of this age group.

Finding the right resources

Not all subjects require the students to work with two books in one lesson and establishing effective techniques for having the correct book open at the correct page can save a lot of time.

The right book

- The first time you use a book in a lesson, holding up your own Student's Book or Workbook is an obvious cue for the class, but in a large class you can also save time by asking the students to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.
- To practise reading skills, you could also point to the titles *Student's Book* and *Workbook*.

The right page

- Write the page number on the board in figures as you say it in English. Students learn numbers 1–10 in the *Friends* unit but it helps to foster an English-speaking environment if you use English, provided you give the support on the board.
- Again, asking students to hold their books open at the right page can be a faster way of checking that everyone is ready.

Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some students will become distracted and are not then sure what to do.

- If the students need to move to different desks for any reason, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards, board drawings or realia, e.g. *Take your pencil* (stick the *pencil* flashcard on the board) and *your book* (stick the *book* flashcard on the board) *with you*.
- You could also use the word side of the flashcards for this, to encourage the students to read.

- Remember that although the students are beginning to read in English, the printed instructions are above their level, so even though examples are given for most activities in the Workbook, you will still need to focus on these and demonstrate them with your finger. Ask the class why this is the right answer as an additional comprehension check.
- Even at this young age, there will usually be one or two students able and more than willing to explain the instructions in L1 as a final check if some students still seem unsure.

Involving everyone

In *Super Minds*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each student's progress. This combination ensures that all the students are actively involved in the lesson.

The students can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the students to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the students, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom in a way that isn't possible if the students only ever play a passive role in class.

Confident students will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark students' names when they have been involved in this way to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out, P = pointing to the right picture/object).

Working in groups

It is well worth the effort to accustom the students to working in groups in the language classroom. With young students, it is a practical way of managing craftwork and projects. The students can share materials allocated to their group and, with your help, different tasks such as drawing, painting and cutting out can be assigned to different members of the group. This gives the students a sense of responsibility and fosters cooperation. When playing games or doing other speaking activities in a group, each student will have more chance to speak than in an activity for the whole class. If the idea of working in groups is established at a young age, it becomes a natural part of their language learning, which is then extremely beneficial as their fluency increases.

The teaching notes for songs often suggest dividing the class into groups to sing along with the karaoke version.

This can be extended into other aspects of classroom management by establishing general class groups. These groups could be fixed through the year or you could change them at regular intervals such as every term, giving you the opportunity to sort the students into different groups as you develop a picture of their individual needs and contribution in class. Using core vocabulary as the names for these groups allows frequent, natural recycling and you could ask specific groups at different times:

- to distribute art and craft materials, e.g. *Lizards, please give out the paper.*
- to take responsibility for specific tidying duties after a craft activity, e.g. *Apples, please collect the scissors. Kites, put the rubbish in the bin.*
- to come and show you their work while the rest stay at their desks, to ensure that the queue is manageable.

Effective use of L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible, whilst still fostering an encouraging atmosphere where the students feel at ease and able to contribute. The more you use English, the more natural it will be for the students to copy you and to use as much as they can. Many students will also acquire a little more language passively in this way and some may surprise you by using new classroom phrases that they have heard.

However, there are times when the use of L1 is an effective tool:

- After you have first explained and demonstrated a task in English using mime to support your instructions, there may

still be some students who lack confidence. Rather than holding up the activity, it may be helpful to use limited L1 to clarify. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the students will learn to expect this and more passive students may 'switch off' until they hear the L1 instructions.

- When a student has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem and English would create a barrier. In these instances, discuss the problem in L1 first, but to move on, you could then use English to console them, to praise their work and to integrate them back into what the rest of the class are doing, e.g. *OK now? Really, your kite's great! Come and look at (name)'s kite. It's red and blue like yours.*
- Students at this stage don't have the range of English that they would need to discuss abstract issues such as values. For this reason, the teaching notes give very clear suggestions for the use of both English and L1 when working on the deeper meaning of the story in each unit. English is used wherever possible to prompt the students to use relevant key phrases from the story, but L1 is then suggested for the discussion of concepts such as not cheating, teamwork, being brave, etc.

You may find these general principles useful:

- Use English whenever you can use actions or flashcards to support the meaning.
- Use L1 to avoid a breakdown in communication or to discuss abstract issues.

Monitoring

In any lesson, regardless of the class size, monitoring is an essential part of classroom management, to ensure that everyone's attention is on the task in hand. In the language classroom, monitoring takes on an even more important role as it provides informal opportunities for practice and more students will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise the students' work and to ask questions about it. Some students may be able to use a few words; others may need questions to prompt them; others may only be ready to understand and agree as you talk about their work.

- Ask students questions about their classmates' work and encourage them in this way to show interest in others' work and to compliment each other.

Specific issues that may arise when you are monitoring include the following:

- Students may choose to draw items which they cannot yet name in English. When this happens, feed in new vocabulary in a passive way, both for the student individually and for everyone if the work is presented to the class.
- Students may try to write English words on their pictures. Rather than correcting any spelling at this stage, praise their efforts and show the work to the L1 literacy teacher where possible in your teaching situation.

Drafting stage

There are always opportunities in the skills lessons for the students to personalise their learning by drawing, writing and speaking freely using the language from the unit. This work is very suitable for display, but if your students need to write anything you may want them to draw their picture first and to work on a draft writing stage separately.

Monitoring while the students are working on a rough draft in their exercise books or on scrap paper is a very useful way of informally correcting in a private and individual way:

- Praise some aspect of the work (the picture, the presentation, the original ideas, the use of new words).
- Ask questions about the picture to check what the student intended to draw.
- If there are problems with the writing, help the student by pointing to the word, phrase or sentence written correctly in the Student's Book or Workbook or demonstrate by writing it yourself on the rough draft.

When you have seen the rough drafts, the students can then copy the work out neatly for display. Discuss the finished work with the students, praising any improvements made between their draft and final versions.

Assessment

Assessment at this young age is largely an on-going process of observation in whole-class work and monitoring at an individual level, but once the students are developing basic reading and writing skills, you may wish to carry out a more formal evaluation using tests.

Using the Workbook Revision page

The Workbook Revision page, whilst ostensibly a record of learning, can also be used for informal assessment. A possible system would be to grade the work as follows:

- Shows awareness of some new language
- Shows awareness of most new language
- Demonstrates vocabulary and both core structures from the unit
- Accurate use of the new vocabulary and both core structures

Using the *Super Minds* songs

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The students will produce far more language in a song than in any other form of practice activity.
- Through songs, the students are producing a series of connected sentences when the rest of their spoken work may still only be at the short phrase or sentence stage.
- The repetitive nature of song lyrics means that key language is activated many times.

Before playing a song

It may be tempting to want to explain the song lyrics from the page before the students hear it, thinking that they will enjoy it more if they understand every word, but it is far more effective and motivating to let them simply enjoy it first.

While playing a song

Where there are repeated words such as a chorus, some students may want to join in reading the words from the page even though this is the first time that they have heard the song. It is rewarding if you encourage this, even if they are not yet sure of the rhythm, as there is plenty of time to work on the song.

After playing a song

After the students have heard a song once, you may like to explain any unfamiliar language, particularly where it has essential meaning, but the main focus can be on the core language.

Learning a song

- As well as providing a context, the *Super Minds* song illustrations are designed as visual prompts to help support the meaning of the lyrics.
- It is common for students of this age to 'mumble' the less familiar words, even when they are reading from the song lyrics, so it is usually more beneficial to concentrate on the core language rather than detracting from their enjoyment of the song by insisting on every word.
- Once the students are more familiar with the song they will often be adding in actions, for which they will need to stand and sing without their books.
- When the students are singing without the book, you may, depending on the song structure, sometimes be able to show a flashcard to help them join in enthusiastically with the core nouns.

Performing the songs

- The teaching notes suggest dividing into groups to perform the songs.
- There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books.
- Where possible in your teaching situation, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

Using the *Super Minds* stories

The scene-setting on the opening page of each unit in *Super Minds* creates anticipation, which encourages the students to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before hearing the story.

It is very useful to establish an agreement with the class at the beginning of the year that story time is special and that there are to be no interruptions.

Before playing a story

- Explain that students should ask any questions before you start playing the CD.
- Tell students to put all their pencils and crayons away in their pencil cases to avoid fidgeting and the unwelcome distraction of things falling on the floor.

While listening to a story

- Hold up your book and point to each speech bubble as the characters speak.

After listening to a story

- The Lesson 5 teaching notes give detailed guidance on how to work with the story, with suggestions for 'scaffolding' (using prompts to encourage the students to say words and phrases from the story), questions that can be phrased in English and others which will be more effective in L1.
- There is then the full exploitation of the value illustrated in the story, as mentioned on page xii.

Performing the stories

As well as acting the stories out in class, you could consider putting on a performance of some of the stories for parents. This is a very visual demonstration of the work done during the year and is highly motivating for the students.

Students who are more self-conscious about acting in public can be involved in other ways such as:

- Creating/making invitations/'tickets'
- Decorating the invitations/'tickets'
- Making simple props
- Saying *Hello* to parents in English and showing them to their seats with *Please sit here*. Even if the parents don't speak English, they will be delighted to hear their children using simple phrases like this.

If you involve the whole class in different ways as above, be sure to acknowledge everyone's contribution in public so that it isn't just the actors who are clapped at the end.

Friends

1 CD1
02

Listen and look. Then listen and say the words.



1 Whisper

2 Thunder

3 Misty

4 Flash

2 CD1
03

Listen and chant.

6

Greetings

Aims:

- to present the names of the characters
- to present *Hello, Hi, What's your name? I'm (name)*
- to practise the names and structures in a memorable context, saying a chant with the class

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

Materials: CD, flashcards (colours), pieces of card (optional)

Language competences: Your students will be able to ask and answer about names.

Warm-up

Aim: to review students' names

- Point to yourself and say your name.
- Ask a student to stand up.
- Elicit his/her name from the student. Use L1 to prompt the student's response if necessary.
- Repeat with about six other students.

Presentation

1 **CD1 02** **SB p6** Listen and look. Then listen and say the words.

Aim: to introduce the names of the characters

- Students look at the picture in their Student's Books.
- Play the recording.
- Students point to the character names when they hear them.

CD1 Track 02

Thunder: What's your name?

Whisper: I'm Whisper.

Thunder: Hi, Whisper. I'm Thunder.

Whisper: Hi, Thunder.

Misty: Hi, I'm Misty. What's your name?

Flash: I'm Flash.

Misty: Hi, Flash.

Flash: Hi, Misty.

Now say the words.

1 Whisper, 2 Thunder, 3 Misty, 4 Flash

- Play the recording again.
- Point to the character names / pictures in turn. Students say the names.
- Students practise pointing and naming in pairs.

2 **CD1 03**

SB p6 Listen and chant.

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

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each line for students to repeat.
- Practise the chant as a class.
- Invite four students to come to the front of the class. Give each one a character name. They do the chant for the class. Repeat with other students.

Practice

Aim: to personalise and practise the new language

- Invite a pair of students to the front of the class.
- Prompt them to do the chant using their real names.
- Repeat with two more pairs of students.
- Make pairs. Students practise the chant, taking turns to start.
- Students do a mingling activity, introducing themselves to the students in the class using *Hi, I'm (name). What's your name? Hi, I'm (name). What a nice name!*

1

WB p4 Match the names with the pictures. Colour the circles.

Aim: to review colours and character names

Key: I'm Flash: 4th picture, I'm Thunder: 2nd picture, I'm Misty: 1st picture.

Ending the lesson

Aim: to review key language from the lesson

- Make a circle of eight students.
- Invite two into the centre of the circle.
- The students in the circle start clapping rhythmically.
- The two students in the centre do the chant from SB Activity 2, using their real names.
- The two students join the outer circle and two other students go into the middle.
- Repeat twice more.
- If there is space, have more than one circle chanting at the same time.

Extension activity

Aim: to enable students to make a name label

- Tell students they are going to make a name label.
- Hand out some card to each student. They fold it in half lengthways.
- They write their name on one side and colour it.
- They stand the card on their desks.

Aims:

- to present and practise numbers *one–ten*
- to present and practise *How old are you? I'm (age)*

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

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

Materials: CD, flashcards (numbers *one–ten*)

Language competences: Your students will be able to count from *one* to *ten*. Your students will be able to ask and answer about ages.

Warm-up

Aim: to review asking and answering about names

- Ask Student A *Hello. What's your name?*
- Student A answers, e.g. *Hi. I'm (name).*
- Student A asks Student B and Student B answers.
- Student B asks Student C and so on around the class.
- Encourage students to ask other students at random.

3 **SB p7** Pair work. Ask and answer.

Aim: to review asking and answering about names

- Students open their Student's Books. Ask *Who's in the picture? (Thunder and Flash).*
- Make pairs.
- Tell students they will do a role play based on the dialogue, *What's your name? I'm Thunder. What's your name? I'm Whisper.*
- Tell students to repeat the dialogue using their own names.
- Model the dialogue with two students, *What's your name? I'm (name). What's your name? I'm (name).*
- Students practise the dialogue in pairs.

Presentation

4 **CD1 04** **SB p7** Listen and point to the numbers.

Aim: to present and practise numbers *one–ten*

- Teach numbers *one–ten* using the flashcards.
- Display the flashcards around the room or against the board.
- Play the recording. Students listen and point to the flashcard numbers.
- Students open their Student's Books. Play the recording again. Students point to the numbers in their Student's Books.

Practice

5 **CD1 05** **SB p7** How old are the Super Friends? Listen and write a number.

Aim: to practise the numbers *one–ten*

- Play the recording. Give students thinking and writing time.

CD1 Track 05

Teacher: How old are you, Misty?

Misty: I'm six.

Teacher: How old are you, Whisper?

Whisper: I'm eight.

Teacher: How old are you, Flash?

Flash: I'm eight.

Teacher: How old are you, Thunder?

Thunder: I'm seven.

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

Key: Misty: I'm six. Flash: I'm eight. Whisper: I'm eight. Thunder: I'm seven.

1 **WB p5** Match the numbers with the words.

Aim: to review numbers *one–ten*

Key: three – 3, ten – 10, eight – 8, nine – 9, one – 1, four – 4, five – 5, two – 2, six – 6

2 **WB p5** Write the numbers.

Aim: to practise spelling of numbers *one–ten*

Key (in two columns): 1, 6, 2, 7, 9, 8, 4, 10, 5

Ending the lesson

Aim: to review numbers *one–ten*

- Use the flashcards to review numbers *one–ten*.
- Show the flashcards at random and have students say the number.
- Invite ten students to the front of the class and hand out the flashcards at random.
- Students quickly arrange themselves into the correct number sequence.
- Ask the class to say if the sequence is correct by calling out the numbers together.
- Repeat.

Extension activity

Aim: to review spelling of numbers

- Write numbers *one–ten* in scrambled letter order on the board.
- Students work in pairs to unscramble the words. They use their Student's Books or the flashcards to help them.

3

Pair work. Ask and answer.

What's your name?



4 CD1 04

Listen and point to the numbers.



5 CD1 05

How old are the Super Friends? Listen and write a number.



Meet the Super Friends



I'm Tabby.



Aims:

- to present a picture story
- to review language from the unit

New language: *look at me, my turn, What about you? I speak to animals, cool, power, cat*

Recycled language: *character names, I'm (name), What's your name?*

Materials: CD

Language competences: **Your students will be able to listen to and follow a picture story. Your students will be able to identify phrases from a story. Your students will be able to act out a story.**

Warm-up

Aim: to review *What's your name? How old are you?*

- Say, e.g. *Hello, Jim* to a student, not using his/her real name.
- When the student looks confused, say, e.g. *Are you Jim?* Then say *What's your name?*
- Repeat with other students and other names.
- Ask some students *How old are you?* They reply, e.g. *Seven.*

Presentation



SB p8 Meet the Super Friends

Aim: to present a picture story

- Review the names of the four Super Friends using the pictures in the Student's Book.
- Play the recording. Students listen and read to find the name of the cat (Tabby).
- Play the recording again. Pause after frame 2. Point to Flash running and ask *Who's this?*
- Repeat for the other Super Friends. Teach the word (*super*)*power*.
- Play the recording again. Pause after each frame. Students listen and repeat.

Practice



WB p4 Match the Super Friends with the powers.

Aim: to review the story

Key: 2 d, 3 c, 4 a



SB p9 Listen and number the pictures.

Aim: to practise phrases from the story

Thinking skill: matching

- Play recording 07 with Student's Books closed.
- In pairs, students try to guess who is speaking.
- Students open their books, they listen to recording 07 again and fill in the numbers.
- They check their answers in pairs.
- Check answers with the class. Have students say the names of the characters as a response.

CD1 Track 07

- 1 **Flash:** Look at me!
- 2 **Misty:** My turn. Look!
- 3 **Cat:** I'm Tabby.
- 4 **Thunder:** Wow!
- 3 **Whisper:** I speak to animals.

Key: 2, 5, 1, 4, 3

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters (including the cat).
- Play the recording. Students repeat their role.
- Students practise the role play in their groups.
- Volunteer groups role play for the class.

Note: Students mime powers, e.g. pretending a book is very heavy and trying to lift a desk (without success).

Extension activity

Aim: to review phrases from the story

- Call out phrases from the story in turn, e.g. *Look at me!*
- Students say who is speaking.

Aims:

- to talk about the meaning of a story
- to review language from the unit
- to present and practise colours
- to enable students to reflect on what they have learnt

New language: *colour, yellow, orange, red, purple, blue, green, balloon*

Recycled language: vocabulary and grammar from the unit

Materials: CD, flashcards (numbers *one–ten*)

Language competences: Your students will be able to identify phrases from a story. Your students will be able to recognise and say some colours. Your students will be able to say what they have learnt in the unit.

Value: making friends

Warm-up

Aim: to refresh students' memory of the story

- Mime running very fast. Elicit from students who in the story can do this.
- Repeat for the other Super Friends.
- Students take turns to come to the front and mime for the class to say the name.

3  Look at the pictures in Activity 2 and say.

Aim: to identify and present the characters

- Pick up the book, point to the first picture and say *This is Misty*.
- Point to the second picture and say *This is...* Encourage students to say the name of the character.
- Students take turns introducing the characters in Activity 2 to their partner.

3   Listen and tick (✓) the box.

Aim: to review phrases from the story

WB CD Track O2

- 1 **Flash:** Look at me!
- 2 **Whisper:** I speak to animals.
- 3 **Cat:** I'm Tabby.

Key: 1 Flash: 1st picture, 2 Whisper: 2nd picture, 3 Cat: 1st picture

Presentation

4   Listen and point to the balloons.

Aim: to present the colours

- Use the picture in the Student's Book to present the colours.
- Point to each balloon in turn and say the colour.

- Students repeat.
- Play the recording. Students listen and point. Repeat.

CD1 Track O8

Yellow, red, orange, purple, green, blue

- In pairs, students take turns to point to the balloons and say the colours.

Practice


5  Colour the S (for Super Friends): yellow for Misty, orange for Flash, red for Whisper, blue for Thunder.

Aim: to practise colours

- Students use coloured crayons or pencils. Tell them what colour they should use for each of the badges.
- Repeat once more so they can check their answers.
- Students check answers in pairs.

1  Colour the words.

Aim: to practise reading the colour words

2  Draw and colour: 3 red balloons, 2 yellow balloons and 4 blue balloons.

Aim: to practise colours

1  Draw and say what you know.

Aim: to enable students to demonstrate what they have learnt

Picture dictionary

Aim: to review vocabulary related to numbers

- Students look at the Picture dictionary page for classroom objects (WB page 74).
- In pairs, they take turns to point to one of the pictures and say the word.
- Then students copy the words under the pictures.

Ending the lesson

Aim: to review numbers *one–ten* and colours

- Students look at the Picture dictionary page for numbers 1–10 (WB page 74).
- In pairs, they take turns to point to a number and say the word.

Extension activity

Aim: to find colours in the classroom

- Say, e.g. *Find something red*. Demonstrate by pointing to/touching something red.
- Students do the same. Repeat for the other colours.
- Students can do this from their seats or move around the room to find the colours.

2 CD1 07

Listen and number the pictures.



3

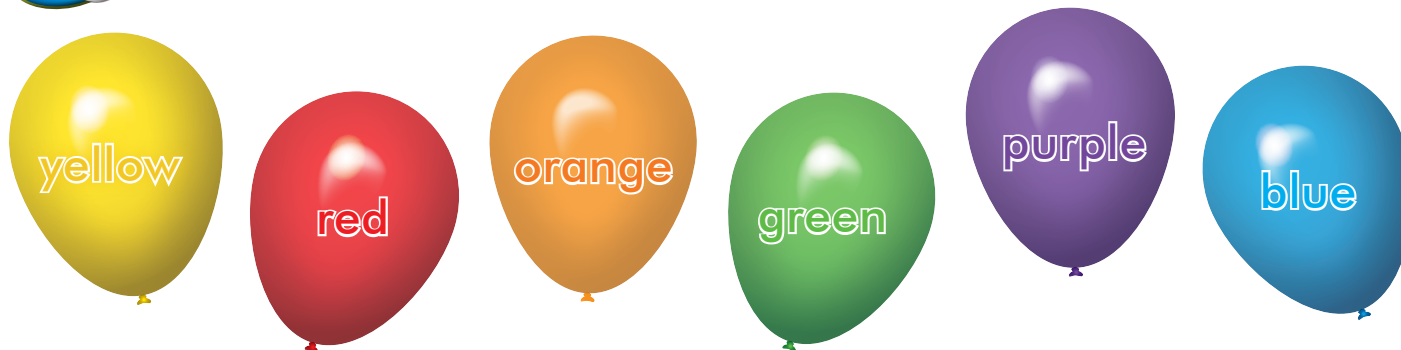
Look at the pictures in Activity 2 and say.

This is Misty.

This is ...

4 CD1 08

Listen and point to the balloons.



5

Colour the S (for Super Friends): yellow for Misty, orange for Flash, red for Whisper, blue for Thunder.

