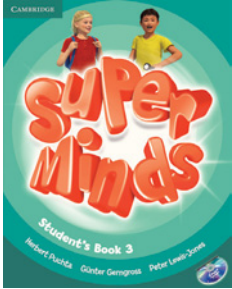


Super Minds 3 components

Student's Book

The Student's Book contains:

- An introductory *Meet The Explorers* unit (6 pages)
- 9 core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- A Grammar focus section which provides an opportunity for language presentation and written practice



Each unit offers:

- 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 game to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song with a while-listening task for further practice
- A story featuring The Explorers, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds
- **Think!** Activities to develop a range of thinking skills
- 2 lessons alternating between **Story time** narratives for extended reading in Units 1, 3, 5, 7 and 9 and topic-based **Skills** activities in Units 2, 4, 6 and 8 combining work on Reading, Listening, Speaking and Writing.

- **Learn and think** 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, and offering an accessible follow-up project

- A **Communication** or **Creativity** lesson featuring either:



Find out a whole-class or group survey activity

or:



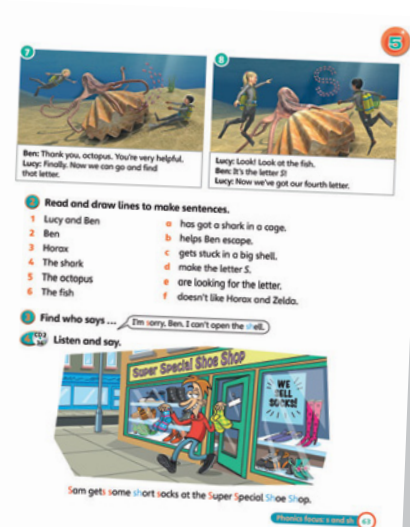
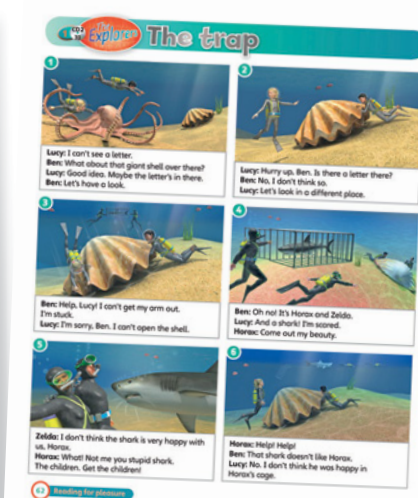
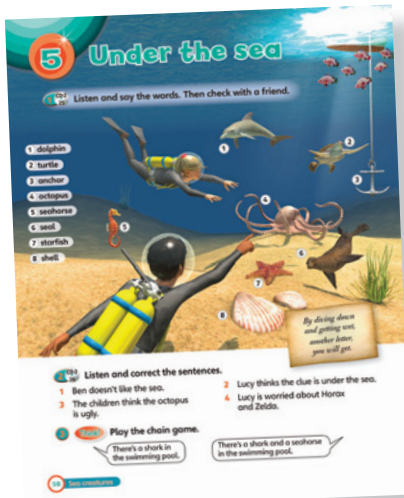
Act out a topic-based role play in pairs

- A **My scrapbook** revision lesson leading to a piece of personalised writing that students can keep in a separate scrapbook

Interactive DVD-ROM

This complementary component is included with the Student's Book, for students to use at home or in school computer rooms, and with the Classware CD-ROM, for teachers to use in the classroom with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with high-quality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring real-life clips, with the option for students to record themselves speaking one or both roles



Tour of a unit

Super Minds 3 begins with an introductory 6-page *Meet The Explorers* unit in both the Student's Book and the Workbook. This presents Ben and Lucy, The Explorers, together with numbers 1–100, *good at* and the possessive apostrophe.

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

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 song and an episode of the on-going story with its follow-up activities.
- Lessons 7–12 focus on skills work and the use of English for school, together with creativity, communication and revision.

Classes with **fewer than 5 hours** of English per week therefore have the option to miss out some or all of Lessons 7–12, 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 10 hours per week**.

Classes with **more than 10 hours** per week can extend the material by using the worksheets in the Teacher's Resource Book.

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 episode of the story later in the unit.

- The students listen and find the new vocabulary in the picture. They then work with a friend using the specially-designed flap of the Student's Book to cover the list of new words on the left as they test each other using the numbered items in the picture.
- The students then hear a dialogue which establishes the context of The Explorers episode in the unit, followed by a short comprehension activity.
- Having then heard the vocabulary in context, the students practise it further in a game.
- The Workbook offers a wide variety of practice activities, most of which are suitable for homework if necessary.

Lesson 2

Grammar 1

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

- In most cases the students hear and read short presentation texts containing the new language before doing a receptive activity such as matching or numbering.
-  There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by a practice activity to use the language, often in a game.
- The practice activities in the Workbook focus on written production at sentence level, sometimes including personalisation.

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.

- A while-listening task such as numbering pictures or completing gaps helps to focus the students as they listen to the song for the first time.
- The students join in and sing the song, using either the full version or the karaoke version, which is the next track on the CD.
- There is then a follow-up game using language from 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 when the students work with, or write, new verses 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**.

3 Daily tasks

1 CD1
44

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

- 1 tidy up
- 2 do the shopping
- 3 take the dog for a walk
- 4 wash up
- 5 sweep
- 6 cook
- 7 dry the dishes
- 8 feed the dog



*Helping hands,
 there's work to do.
 A letter's here.
 It waits for you.*

2 CD1
45

Listen and correct the sentences.

- 1 The boy calls the dog 'Buster'.
- 2 Buster is still feeling ill.
- 3 Lucy doesn't like cooking.
- 4 Ben likes washing up.

3 Guess what your friend likes / doesn't like doing.

I think you like washing up.

No. I don't like washing up.

Aims:

- to present and practise vocabulary for daily tasks
- to give students listening and speaking practice

New language: *wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk, you mean*

Recycled language: *like / don't like + ing*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for daily tasks.

Warm-up

Aim: to review vocabulary for the home

- Say the chant below for students to listen.
- Then they join in and add their own responses.
What do you like doing at home?
What do you like doing at home?
I like watching TV. I like watching TV.
That's what I like doing at home.

Presentation

Aim: to present vocabulary for daily tasks

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Ask students, e.g. *Do you like washing up?*
- Elicit who students can see in the picture (Ben and Lucy) and where they are (in the street / outside / on the village green).



1 **SB p34** Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording. Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students use the book flap to practise the new words/phrases in pairs.
- Focus students on the poem at the bottom of the picture. Elicit what it means.



2 **SB p34** Listen and correct the sentences.

Aim: to give further practice with vocabulary

- Read the sentences aloud with the class.

- Check understanding.
- Play the recording. Students listen to correct the sentences.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD1 Track 45

For tapescript see TB page 119.

Key: 1 The boy calls the dog 'Thunder'. 2 Buster is feeling a lot better. 3 Lucy likes cooking. 4 Ben doesn't like washing up.

3 **SB p34** Guess what your friend likes / doesn't like doing.

Aim: to give students speaking practice

- Demonstrate the activity using the prompts.
- Students take turns and practise in pairs.
- Check using open pairs.

1 **WB p34** Find eight actions.

Aim: to give students further practice with the new vocabulary

Key: take the dog for a walk, sweep the floor, dry the dishes, cook, tidy up, feed the dog, do the shopping

2 **WB p34** Look and write actions from Activity 1.

Aim: to review understanding of new vocabulary

Key: 2 cook, 3 sweep the floor, 4 do the shopping, 5 wash up, 6 take the dog for a walk, 7 tidy up, 8 feed the dog

3 **WB p34** Write sentences about yourself.

Aim: to practise writing the new vocabulary

Ending the lesson

Aim: to review vocabulary for daily tasks

- Mime one of the tasks.
- Students ask questions to guess.
- The student who guesses correctly comes to mime the next action.

Extension activity

Aim: to personalise the language

- Students work individually. They make wordsnakes using the model in WB Activity 1.
- They swap wordsnakes with a partner and find the words.



Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: *water waster, questionnaire, How often?, turn off, have a shower, hose-pipe, drip, dripping (tap), measure, half full, a quarter full, three-quarters full, full, dishwasher, flush (the toilet)*

Recycled language: Geography and environment, *bucket*

Materials: cup, access to a tap

Language competences: Your students will be able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review the problems with water

- Discuss with students what they remember about the problems with water.
- Elicit ways of saving water they learnt about in the previous lesson.

- 1 **Think!** **SB p43** Are you a water waster? Do the questionnaire.

Aim: to enable students to reflect on their habits

Thinking skill: reflecting on one's habits, intrapersonal experience

- Elicit/Pre-teach key vocabulary for the questionnaire, e.g. *turn off, tap, hose-pipe, drip*.
- Read through the questionnaire with students and check they know what to do.
- Students answer individually and then check their scores.
- They compare scores in groups.
- Discuss results as a class.

- 2 **Project** **Think!** **SB p43** How much water does a dripping tap waste?

Aim: to enable students to follow instructions and to check predictions

Thinking skill: analysing data and making deductions

- Tell students what they are going to do for the project.
- Show them the cup they are going to use.
- In pairs, students predict how much water will drip in ten minutes, e.g. *half full, a quarter full, three-quarters full, full*.
- Place the cup under the tap, start it dripping and wait.
- After ten minutes, measure how much water is in the cup.

- Elicit from pairs whose predictions were correct and whose were incorrect.
- Elicit if students are surprised by how much water there is.
- Elicit answers and ideas for questions 3 and 4.

- 1 **WB p43** How can you save water? Read and write the words.

Aim: to consolidate students' understanding of the topic

Key: 2 waste, 3 turn, 4 tap, 5 wash, 6 Never, 7 full

- 2 **WB p43** Make a list of all the ways you use water.

Aim: to encourage reflection

- 3 **WB p43** Keep a water diary for three days.

Aim: to enable students to reflect on their habits

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they have done today, e.g. *learnt more about my habits and how I can save water, kept a water diary*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project, of their predictions and of what the outcome was.
- Monitor and help as necessary.



Learn and think

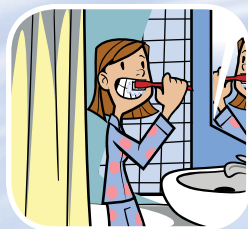


1 Think! Are you a water waster? Do the questionnaire.

How often do you ...

1 turn the tap off while you brush your teeth?

- always
- sometimes
- never



2 have a shower and not a bath?

- always
- sometimes
- never



3 use a bucket of water to wash your bike and not a hose-pipe?

- always
- sometimes
- never



4 turn the tap off carefully so that it doesn't drip?

- always
- sometimes
- never



always = 2 points

sometimes = 1 point

never = 0 points

8–6

5–4

3–0

Well done! You're very good at saving water.

You're trying, but you can do better.

Not so good. Time to start saving water!

2 Project Think! How much water does a dripping tap waste?



1 Put a cup under a dripping tap. Wait for ten minutes.

3 How much water does the tap waste every: **a** hour? **b** day?

2 Measure how much water there is in the cup.

4 What could you use the wasted water for?