

# Super Minds

## Teacher's Book 1

Are you ready to  
become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

- Develop creativity with visualisation exercises and art and craft activities
- Explore social values with lively stories
- Encourage cross-curricular thinking with fascinating 'English for school' sections

For ease of use, this Teacher's Book is interleaved with pages from the Student's Book. It includes detailed lesson aims, clear instructions and a vast array of extra activities.

FREE extra resources can be downloaded from  
[www.cambridge.org/elt/superminds](http://www.cambridge.org/elt/superminds)

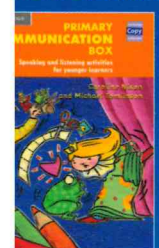
Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2 – B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

### Level 1

Student's Book with DVD-ROM  
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Teacher's Book  
Teacher's Resource Book  
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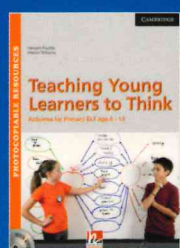
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# Super Minds

## Teacher's Book 1

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# Map of the course

## Friends (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
Numbers: one, two, three, four, five, six, seven, eight, nine, ten Colours: yellow, red, orange, purple, green, blue	<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"> <li>Matching</li> </ul>

▶ **Song:** A, B, C, D, E, F, G

## 1 At school (pages 10–21)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Classroom objects: pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case	<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. Sit at your desk, please.</i>	<i>Watch out, Flash! Helping each other The letter sound a</i>	<ul style="list-style-type: none"> <li>Listening for specific information <b>YLE</b></li> <li>Reading for specific information <b>YLE</b></li> <li>Interactive speaking</li> <li>Writing a description from a model</li> </ul>	<ul style="list-style-type: none"> <li>Matching</li> <li>Hypothesising and predicting</li> </ul>	<b>Art:</b> Colours <b>Project:</b> Make your own picture

▶ **Song:** What's this?

▶ **Creativity**

▶ **Revision**

## 2 Let's play! (pages 22–33)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Toys: kite, doll, monster, plane, computer game, train, car, ball, bike, go-kart	<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 monster).</i>	<i>The go-kart race Fair play – cheating is wrong The letter sound e</i>	<ul style="list-style-type: none"> <li>Reading for specific information <b>YLE</b></li> <li>Listening for specific information <b>YLE</b></li> <li>Interactive speaking</li> <li>Writing a description from a model</li> </ul>	<ul style="list-style-type: none"> <li>Comparative thinking</li> <li>Analysis of statements</li> <li>Hypothesising</li> <li>Evaluating strategies</li> </ul>	<b>Maths:</b> Tangrams <b>Project:</b> Make a tangram

▶ **Song:** Hey, Emma! What's your favourite toy?

▶ **Creativity**

▶ **Revision**

Map of the course

## 3 Pet show (pages 34–45)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Animals: elephant, rat, lizard, frog, spider, duck, dog, cat	<i>The (lizard) is in/on/ under the (bag). I like / I don't like (dogs).</i>	<i>The spider Being brave The letter sound i</i>	<ul style="list-style-type: none"> <li>Reading for specific information</li> <li>Listening for specific information <b>YLE</b></li> <li>Writing a description from a model</li> <li>Speaking about a picture <b>YLE</b></li> </ul>	<ul style="list-style-type: none"> <li>Matching verbal and visual information</li> <li>Applying world knowledge</li> <li>Matching</li> </ul>	<b>Science:</b> Camouflage <b>Project:</b> Draw a camouflage

▶ **Song:** Look at the spiders

▶ **Creativity**

▶ **Revision**

## 4 Lunchtime (pages 46–57)

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

▶ **Song:** Tommy's in the kitchen

▶ **Creativity**

▶ **Revision**

## 5 Free time (pages 58–69)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	<i>I (play football) on (Saturdays). Do you (watch TV) at the weekend? Yes, I do. / No, I don't.</i>	<i>We're lost! Asking for help when you need it The letter sound u</i>	<ul style="list-style-type: none"> <li>Listening for specific information <b>YLE</b></li> <li>Reading for specific information <b>YLE</b></li> <li>Writing a poem from a model</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting and understanding</li> </ul>	<b>Social science:</b> I'm healthy! <b>Project:</b> Do a class survey

▶ **Song:** It's a busy, busy week

▶ **Creativity**

▶ **Revision**

Map of the course

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6 The old house (pages 70–81)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The home: bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar	There's a (monster). There are (four cats). Is there a (plane)? Yes, there is. Are there any (rats)? No, there aren't. How many (cars) are there? There are (four cars).	At the house Looking after your friends The letter sound h	<ul style="list-style-type: none"> <li>Reading for specific information YLE</li> <li>Interactive speaking</li> <li>Listening for specific information YLE</li> <li>Writing a description from a model</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting pictures</li> <li>Applying world knowledge</li> <li>Matching</li> </ul>	Geography: Habitats Project: Make a habitat
<div> Song: In my little house Creativity Revision </div>					

7 Get dressed! (pages 82–93)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Clothes: jeans, sweater, jacket, skirt, shorts, cap, shoes, socks, T-shirt, trousers	Do you like this (hat) / these (shoes)? Yes, I do. / No, I don't. (Olivia)'s wearing (a red sweater). Is he/she wearing (a blue T-shirt)? Yes, he/she is. / No, he/she isn't.	The cap Saying sorry The letter sounds sp and st	<ul style="list-style-type: none"> <li>Reading for specific information YLE</li> <li>Interactive speaking</li> <li>Listening for specific information</li> <li>Writing a description from a model</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting visual information</li> <li>Matching</li> <li>Selecting relevant information</li> <li>Applying world knowledge</li> </ul>	Science: Materials Project: Make a poster with different materials
<div> Song: I'm a cool, cool cat Creativity Revision </div>					

8 The robot (pages 94–105)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The body: head, arm, fingers, hand, knee, leg, toes, foot	I can/can't (stand on one leg). He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.	The problem Teamwork The letter sound g	<ul style="list-style-type: none"> <li>Listening for specific information YLE</li> <li>Interactive speaking about a survey</li> <li>Reading for specific information</li> <li>Writing a description from a model</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Identifying</li> </ul>	Science: The skeleton Project: Make a skeleton
<div> Song: Can you guess who we are? Creativity Revision </div>					

9 At the beach (pages 106–117)					
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays: catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle	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).	The top of the hill Modesty The letter sounds ee and ea	<ul style="list-style-type: none"> <li>Reading for specific information YLE</li> <li>Listening for specific information</li> <li>Writing a description from a model</li> <li>Speaking about a picture YLE</li> </ul>	<ul style="list-style-type: none"> <li>Inferring meaning</li> <li>Applying world knowledge</li> <li>Interpreting visual information</li> </ul>	Geography: Holiday weather Project: Write a weather diary
<div> Song: Let's go to the beach Creativity Revision </div>					