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Lucy Frino With Herbert Puchta Günter Gerngross and Peter Lewis-Jones
Excerpt
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Hello

1 CD1 02

Listen and sing.



4

Singing for fun

Aims

- to present and practice greetings and introductions
- to sing a song with the class

New language: *What's your name? I'm Mike/Polly/Leo/Gina, Hello*

Materials: CD 1, flashcards (*Mike, Polly, Leo, Gina*), a soft toy, character masks: back of the SB (optional)

Language competences: Your students will be able to greet someone, introduce themselves, and ask someone's name.
Your students will be able to join in with a song.

Warm-up

Aim: to present and practice greetings and introductions

- Say *Hello!* Students repeat several times. Whisper *Hello!* Students repeat. Sing *Hello!* Students repeat.
- Show a soft toy and say *I'm (name)*. Repeat several times. Pass the toy to a student and ask *What's your name?* The student says his/her name or *I'm (name)*. Say *Hello, (name)*. Students repeat.
- Practice *What's your name?* with the class.
- The student with the toy passes it to another student, saying *What's your name?* The next student says his/her name or *I'm (name)*. The rest of the students say *Hello, (name)*. Continue around the class.
- With a large class, divide the students into two or three groups once they have gotten the idea. Students can point instead of passing a toy.

Presentation

 **CD1 02 03**  **SB p4** Listen and sing.

Aim: to present the names of the main characters and to sing a song

- Play the song. Hold up your book and demonstrate pointing to the monkey, the parrot, the lion, and the giraffe one at a time. Encourage the students to point.

CD 1 Track 02

Children: What's your name?
What's your name?

Mike: I'm Mike.

Children: Hello, Mike.

Mike: What's your name?
What's your name?

Polly: I'm Polly.

Mike: Hello, Polly.

Mike: What's your name?
What's your name?

Leo: I'm Leo.

Mike: Hello, Leo.

Mike: What's your name?
What's your name?


Gina: I'm Gina.

Mike: Hello, Gina.

Children: Gina, Polly, Mike, and Leo.
Hello, hello, hello, hello!

- Play the song again. This time, show the character flashcards as each character is introduced.
- Say the names. Students point to Mike, Polly, Leo, and Gina in their books.
- Students join in with the last line of each verse and with the last two lines of the song.
- Use the karaoke version (see Extension activity).
- **Note:** There are karaoke versions of all the songs in the course. Students can sing with the karaoke version once they are familiar with the song.

Practice

 **WB p2** Match and say the names.

Aim: to practice recognizing characters

- Point to the example to explain the activity. Say *I'm Mike*.
- Students draw lines to match. They show you the line that they have drawn and say *I'm (Polly)*.

Ending the lesson

Aim: to review character names

- Cover each flashcard with a piece of paper. Slowly reveal the picture, looking at it and asking *What's your name?* Students say *I'm (Mike)*.

Extension activity

Aim: to review character names

- Give four students the cut out masks of the characters (for details see page T6) or the flashcards. Say to each of them *Hello, (Mike)*. Students repeat.
- Students stand in a circle with the students who are wearing the masks in the middle.
- Play the song. As they sing *What's your name?* the students point to the "animals" in the middle. When they sing *Hello*, they wave at the "animals." Repeat with different students wearing the masks.

Aims

- to present and practice four animals
- to review the characters' names and greetings

Skills: listening

New language: *monkey, giraffe, lion, parrot, the*

Recycled language: *Hello, What's your name? I'm (Mike/Gina/Leo/Polly).*

Materials: CD 1, flashcards (characters), character jigsaws: WB page 112, scissors and glue (optional)

Language competences: Your students will be able to name four animals.

Warm-up

Aim: to review greetings and character names

- Say *Hello. I'm (name)*. Ask a student *What's your name? (I'm (name).)* Repeat with other students.
- Show the flashcards. Students say *Hello, (Mike)*.
- Play the song from SB page 4 (CD 1 Track 02). Show the appropriate flashcard for each verse. Students join in.

Presentation



SB p5 Listen and point.
Then listen and say the names.

Aim: to present animal names

- Students listen to the CD and point to the characters.

CD 1 Track 04

monkey ... the monkey ... Mike, the monkey
giraffe ... the giraffe ... Gina, the giraffe
lion ... the lion ... Leo, the lion
parrot ... the parrot ... Polly, the parrot

- Play the CD again. Students say the full names.

Practice



SB p5 Listen and point.

Aim: to practice animals and character names

- Students listen and point to the correct picture.

CD 1 Track 05

Elliot Elephant: Hello. What's your name?

Mike: I'm Mike the monkey.

Elliot Elephant: Hello. What's your name?

Polly: I'm Polly the parrot.

Elliot Elephant: Hello. What's your name?

Leo: I'm Leo the lion.

Elliot Elephant: Hello. What's your name?

Gina: I'm Gina the giraffe.

- Say the sentences from the recording in a different order (e.g., *I'm Leo the lion*). Students point to the correct picture.
- Stick the flashcards on the board. Call a volunteer to the board. Say one of the sentences (e.g., *I'm Gina the giraffe*). Students repeat. The student at the board points to the correct picture.



WB p3 Trace and match.

Aim: to practice animals, tracing, and recognizing shapes

- Students trace all the animal outlines first then match the adult and their young by drawing lines.
- Check answers by pointing to the adult animal and asking *What's this? (Giraffe)*. Say *Yes, that's right. Where's the baby giraffe?* Students point.

Ending the lesson

Aim: to review animals and character names

- Choose a flashcard. Look at it, but keep it hidden.
- Mime the animal on the flashcard. The first student to raise his/her hand guesses the character and animal (e.g., *Leo the lion*). Say *Yes, I'm Leo the lion*. or *No, I'm not Leo the lion. Try again*.
- Repeat with another flashcard. Then pick a student to choose a card and mime. When a student has guessed correctly, ask the student at the front *What's your name?* The student shows the card and says e.g., *I'm (Mike the monkey)*.

Extension activity

Aim: to review animals and character names

- Help students find WB page 112.
- Show them the half pictures at the top of the page. Explain the task in L1. Give out some paper, scissors, and glue.
- Students cut out the half pictures and stick them on paper to make the complete characters. Help with cutting and sticking as necessary.
- Use the completed pictures to practice the character names, e.g., *Who's this? (Leo the lion)*.

1 CD1 04 Listen and point. Then listen and say the names.



2 CD1 05 Listen and point.



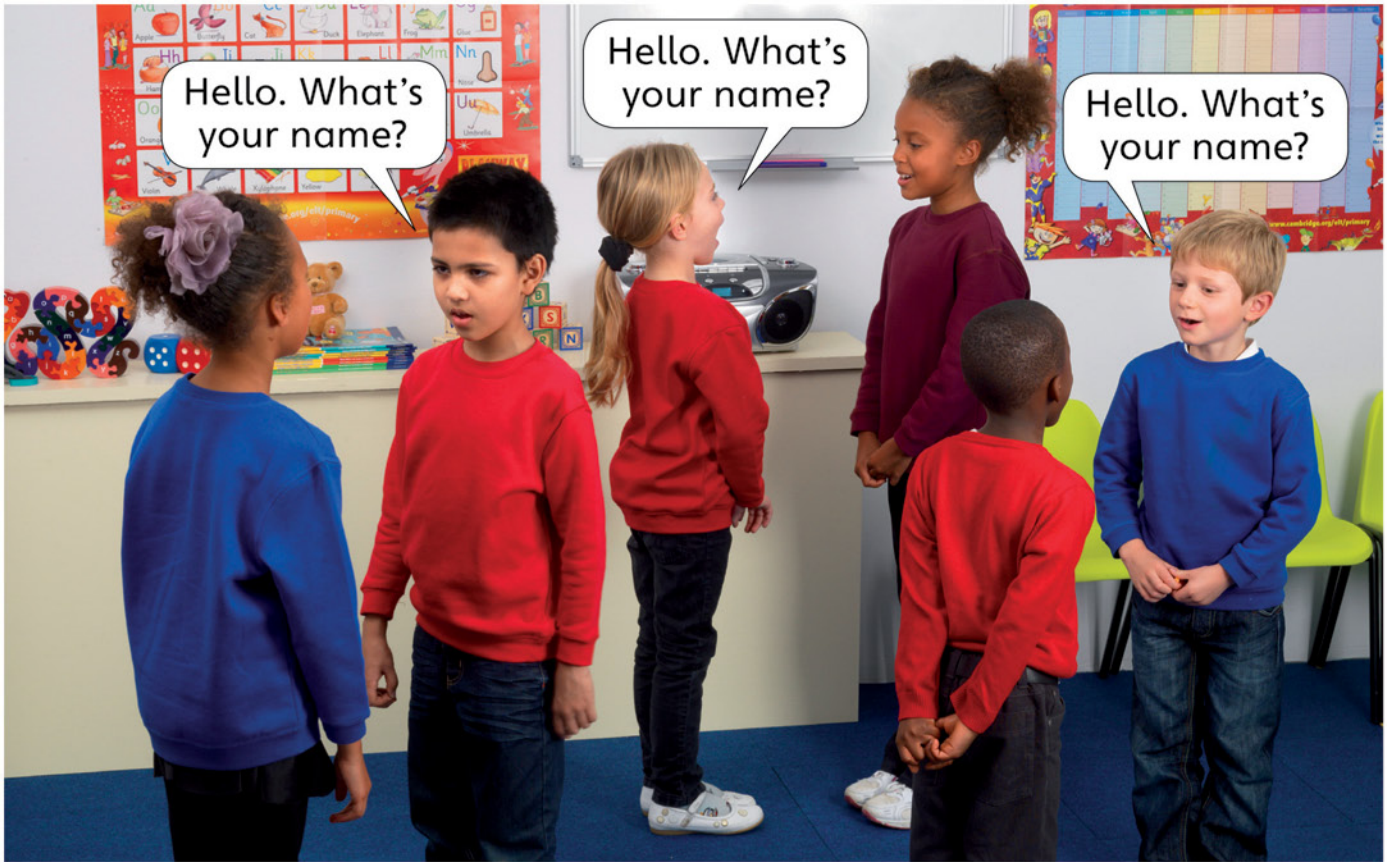
1
✂
Pages
110–
112

Act it out.



2

Ask and answer.



6 I'm (Mike, Leo, Gina, Polly).

Aim

- to practice asking someone's name and introducing yourself

Skills: speaking

Recycled language: animals, (Mike) the (monkey), What's your name? I'm (name), Hello

Materials: CD 1, flashcards (characters), cut out character masks: SB pages 110 and 112 (with your own set prepared in advance), scissors, string or a large sheet of paper, glue or Scotch tape

Note: Prepare four sample masks before the class. Cut each mask out, including around the eyes, and either use string or stick a strip of paper long enough to fit around your head onto the areas shown on the back of the mask. The masks can also be used in the story lessons. For more information, see Introduction, page xv.

Language competences: Your students will be able to ask someone's name and introduce themselves.

Warm-up

Aim: to review language from the previous lesson

- Make a noise to represent one of the characters (lion, giraffe, parrot, or monkey). Students guess, e.g., *Polly the parrot*. Say *Yes, I'm Polly the parrot* or *No, I'm not Polly*. Try again. Repeat the noise.
- **Note:** Giraffes are quiet animals, but they can make a soft sound like a calf or a sheep. Students may find it easier to guess if you pretend to chew very slowly, moving your tongue a lot.
- Students play the same game in pairs.

Practice

1  **SB pp6, 110, and 112** Act it out.

Aim: to role-play asking someone's name

- Show each mask and ask *Who's this?* (Leo). Explain in L1 how to make the masks and hand out the materials. Each student should make at least two masks in this lesson. Help students cut out the masks and use string or stick a paper strip in place so that it fits their head.
- Put on a mask. Choose a student to say *Hello*. *What's your name?* Say *I'm (Mike the monkey)*. *Hello*.
- Students put on a mask and ask and answer in small groups. Circulate and check that they are using both the question and the answer.
- Students change their masks so that they practice being at least two characters.
- Collect the masks and keep them, marked with the students' names, for use in future classes.

2 **SB p6** Ask and answer.

Aim: to practice asking and answering with names

- Students take off their masks. Say *Hello*. *I'm (name)*. Ask a student *What's your name?* The student says *I'm (name)*. *Hello*. Practice with two or three more students.
- Set a time limit and tell students to speak to as many people as possible. They stand up to ask and answer.

1 **CD1 06** **WB p4** Listen and trace.

Aim: to practice listening and identifying characters

- Play the first recording and show the class the example. Students then listen to the rest and decide which of the two characters is speaking. They trace around the correct picture.
- **Note:** Numbers in this unit are for your reference only. Numbers 1–6 are taught in Unit 1 and 7–10 in Unit 4.

CD 1 Track 06

- 1 Elliot:** What's your name?
Leo: I'm Leo.
2 Elliot: What's your name?
Gina: I'm Gina.
3 Elliot: What's your name?
Mike: I'm Mike.
4 Elliot: What's your name?
Polly: I'm Polly.

- Point to each pair of pictures. Ask *Who is it?* Students point to the picture that they traced and say the name.

Key: 2 Gina, 3 Mike, 4 Polly

Ending the lesson

Aim: to practice language from the lesson

- Move the furniture into the center of the classroom if possible. Stick the flashcards around the room.
- The students ask *What's your name?* Say *I'm (Leo the lion)*. Everyone runs to the correct flashcard.
- If movement around the room is difficult, students can stand and point to the correct flashcard instead.

Extension activity

Aim: to practice greetings and introductions

- Explain the game in L1. Students stand up. They ask you *What's your name?* Reply *I'm (student's name – adding the last name if necessary)*. This student quickly sits down.
- Continue until all the students are sitting down.

Aim

- to present and practice colors

New language: red, blue, green, orange, purple, yellow

Recycled language: animals

Materials: CD 1, flashcards (colors 1), Hello unit mini cards: WB page 112 and scissors (optional), colored pencils or crayons, blank or pre-recorded CDs, colored soft toys (optional)

Language competences: Your students will be able to name colors.

Warm-up

Aim: to present colors

- Ask students their favorite colors in L1.
- If your class has had any previous contact with English, elicit any colors that they remember.
- Use the flashcards, items in the classroom (e.g., students' bags), or colored soft toys to present red, blue, green, orange, purple, and yellow. Hold each item up. Say the color. Students repeat.
- Hold each item up again. Students say the color without your prompt. Say Yes, it's (red).

Presentation

 **SB p7** Listen and point.

Aim: to present colors


- Ask students about the picture in L1. Make sure that they know that the picture is of an artist's palette (where a painter keeps his/her colors).
- Play the CD. Students point to the colors.

CD 1 Track 07

red ... blue ... green ... orange ... purple ... yellow

- Say the colors in a different order. Students point.
- Play the CD again and pause for students to repeat each color.

Practice

 **SB p7** Move a CD. Look and say the colors.

Aim: to practice recognizing and saying colors

- Choose volunteers and ask them to come to the front. Give these students a CD each and show them how to move it around in the sunlight to show the different colors. Ask different students to come to the front to move the CDs and to say the colors.
- Students work in pairs. One points to a section of the rainbow on the page and the other says the color.
- **Note:** You may like to explain in L1 that there are seven colors in a true rainbow. (In English these are known as red, orange, yellow, green, blue, indigo, and violet.)

 **WB p5** Listen and color.

Aim: to practice following instructions and identifying colors

- Point to each of the animals. Ask *What's this animal?* Students say, e.g., *giraffe*. If necessary, say *Gina the ... ?* to remind them.
- Play the CD. Students color the pictures.

CD 1 Track 08

Color the giraffe orange and purple.

Color the monkey blue.

Color the lion yellow.

Color the parrot red and green.

- Check answers by asking *What color is the (giraffe)?* (*Orange and purple*).

Ending the lesson

Aim: to practice colors

- Say the colors from SB Activity 1 "Listen and point" rhythmically, like a chant.
- Students repeat.
- Say the chant faster and faster with the class.

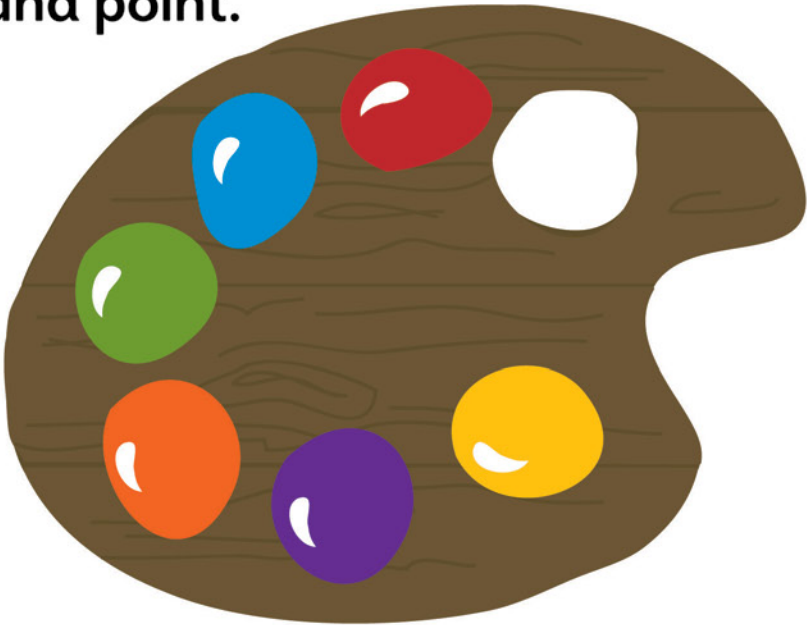
Extension activity

Aim: to practice colors

- Students cut out the Hello unit mini cards.
- In pairs, students spread out one set of cards face up, showing the colors. Students take turns pointing to the colors and saying them.
- One student closes his/her eyes. The other student takes a card away or turns it over. The first student opens his/her eyes and says the missing color (e.g., *green*).
- Students swap over and repeat the game.



Listen and point.



Move a CD. Look and say the colors.



red, blue, green, orange, purple, yellow

7

1

CD1
09



The watering hole



Aims

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

Skills: listening and following a picture story

New language: *Look! a, watering hole, yes, and, this is, say, sorry, Here you go, Wait! Thank you!*

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

Materials: CD 1, flashcards (characters, colors 1), props for acting out the story (optional): character masks, homemade hats/masks for Mr. Elephant, Elliot, and Mrs. Elephant (see Note on page T98), a towel, a cap, a bow

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review character names

- Say three of the animal characters' names, e.g., *Mike, Polly, Gina*, and ... ? Students say *Leo*.
- Show the flashcards. Students say the full names.

Presentation

 **SB pp8-9** Story: The watering hole

Aim: to listen to and follow a picture story

- Point to the first picture on SB page 8. Say *Point to (Polly the parrot)*.
- Explain in L1 that the characters are at a watering hole.
- Give students time to look at the rest of the pictures.
- Play the CD. Students follow the pictures.

CD 1 Track 09

- 1 **Gina:** Look! A watering hole.
Mike, Polly, Leo: Oh, yes!
- 2 **Gina:** What's your name?
Mr. Elephant: I'm Ed.
- 3 **Mr. Elephant:** And this is Elliot.
Elliot Elephant: Hello!
Mike: Hello, Elliot!
- 4 **Elliot Elephant:** Look!
- 5 *(Sound of a big splash)*
- 6 **Mr. Elephant:** Say "Sorry."
Elliot Elephant: Sorry.
- 7 **Mr. Elephant:** Here you go!
(Sound of water)
Mike, Gina, Leo, Polly: Oh!
- 8 **Mrs. Elephant:** Wait!
- 9 **Mrs. Elephant:** Here you go.
Mike, Gina, Polly, Leo: Oh!
- 10 **Mike, Gina, Polly, Leo:** Oh! Thank you!

Practice

 **SB p9** Find and say the color.

Aim: to review colors

Thinking skills: associating silhouettes with objects

- Review the target colors using the flashcards.
- Point to the first item in Activity 2 and say *Look! There's a cap. A cap. Where's the cap in the story?* Use gesture to show that the students need to find it.
- Students raise their hands when they have found the item. Ask *What color is it? (Yellow)*. Say *That's right. It's yellow*. Repeat with the other items.

Key: 1 yellow (Elliot's cap), 2 red (the towel), 3 purple (Mrs. Elephant's bow), 4 green (the tree on the hill)

Ending the lesson

Aim: to help students understand the story

- Play the story again and pause after each picture. Students explain what's happening in L1.
- Check the names of the new characters, Ed and Elliot, by pointing and asking *Who's this?*
- Say some phrases from the story in the style of the actors on the CD. Students point to the character and say the name, e.g.:
What's your name? (Gina), And this is Elliot (Ed), Hello, Elliot! (Mike), Say "Sorry" (Ed), Sorry (Elliot), Thank you! (Mike, Polly, Gina, and Leo)

Extension activity

Aim: to reinforce understanding of the story

- Invite seven volunteers to come to the front. Students act out the story with your help, using the character masks and other available props (see "Materials"). Remind them that the new characters at the beginning of the story are named Ed and Elliot.
- Encourage students to use key language from the story (*What's your name? I'm ..., etc.*) and to make appropriate sound effects.
- Invite other students to come to the front and act.