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## **2** Histen and chant.

Touch the window, Touch the door, Touch the cabinet, Touch the floor. Touch the bookcase, Touch the wall, Touch the board, And that is all!

The classroom

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#### Aims:

- to present and practice classroom words
- to say a chant with the class

New language: door, bookcase, wall, clock, window, board, cabinet, chair, floor, touch, And that is all!

**Recycled language: character names: Flash,** Whisper, Misty, Thunder

Materials: CD, flashcards (the classroom)

Language competences: Your students will be able to identify and name classroom objects.

Your students will be able to join in with a chant.

#### Warm-up

**Aim:** to review student names and greetings

- Go up to a student and say Hello. I'm (your name). What's your name?
- The student replies, e.g., *Hello. I'm / It's (name)* or *My name's (name)*.
- Students then greet all the students sitting around them in the same way.

#### Presentation

#### Aim: to present things in the classroom

- Hold up each flashcard one at a time. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Hand out the flashcards for students to stick on the relevant objects, e.g., *board* on the board. If you don't have all of the objects in the class, draw them on the board and stick the flashcards next to them,

#### e.g., bookcase.

#### CD1 SB p4 Listen and look. Then listen and say the words.

## **Aim:** to practice things in the classroom and to review the characters

- Draw students' attention to the pictures in the Student's Book. These have been specially developed to help the students say the songs and chants.
- Use the pictures at each stage of the activity to help with understanding and to provide context.
- Ask students if the picture is like their classroom.
- Elicit/Tell the class who the character running in is (Flash).
- Play the recording.
- Students point to the objects when they hear them.

#### CD1 Track O2

Fish: Hi. Welcome back. Whisper: Thanks, fish. Hi, Thunder. How are you? Thunder: Fine, thanks, Whisper. Where's Misty? Whisper: I don't know. Flash: Sorry, I'm late. Wow! A new computer! Now say the words. 1 door, 2 bookcase, 3 wall, 4 clock, 5 window, 6 board, 7 cabinet, 8 chair, 9 floor

- Play the recording again.
- Students point to and say the words.
- Students practice pointing and saying the words in pairs.

#### **2 SB p4** Listen and chant.

#### Aim: to practice saying a chant for fun

- 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.
- Practice the chant as a class.
- Divide the class in half. Groups sing alternate lines, pointing to the relevant place in the classroom as they say it.

WB p4 Look and draw lines.

#### Aim: to review things in the classroom

#### Ending the lesson

Aim: to review key language from the lesson

- Collect the flashcards from the objects in the classroom.
- Students close their books.
- Make nine groups. Point to an object, e.g., floor, and tell one group to make a label (of the word) for it.
- Repeat for the other eight groups with the other words. Don't say the word.
- Groups make their labels and stick them on the objects.

#### **Extension activity**

Aim: to review vocabulary

- Tell students to look at the picture in the Student's Book.
- Elicit some of the other things they can see, e.g., *I can see some books*.
- Start a chain: the next student says, e.g., *I can see some books and a computer.*
- After about eight objects, start another chain.

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#### Aims:

- to present and practice *There's* a (clock), There are some (books).
- to play a game with the class
- **New language:** there's a(n) ... , there are some ...

**Recycled language:** singular and plural nouns, vocabulary from Level 1: the house, *kite, apple, book, ruler, ball, car* 

Materials: CD, flashcards (the classroom)

Language competences: Your students will be able to talk about objects using *some* and *a*(*n*).

#### Warm-up

**Aim:** to review things in the classroom

- Stick the flashcards on the board.
- Write a number under each one.
- Students draw a 2 x 2 grid.
- Play a bingo game, calling out the objects at random.
- If students have the corresponding number, they cross it out.
- The first to cross out all four and call out *Bingo!* is the winner.

## 1 Listen, look, and number the sentences.

**Aim:** to present and practice *There's*  $a(n) \dots$  and *There are some* ...

- Using realia and drawings, pre-teach/elicit *apple*, *ruler*, and *book*.
- Students look at the picture in the Student's Book and read the sentences silently.
- Play the recording. Students listen and number.

#### CD1 Track O4

- 1 There's an apple.
- 2 There are some books.
- 3 There's a clock.
- 4 There are some rulers.
- They check in pairs. Play the recording again and check with the class.
- Elicit what they notice about the words (we use *There's* a(n) with singular and *There are some* with plurals).
- Elicit when to use *an*.
- Key: 2 There are some books. 1 There's an apple.3 There's a clock. 4 There are some rulers.

#### 2 SB p5 Listen and say.

#### Aim: to focus students on grammatical form

- Play each sentence for students to repeat.
- **T5**

- Play the sentences again and students repeat.
- Listen for weak forms of *a* and *some*.
- Students practice saying the statements in pairs, substituting things in the room and pointing to them.

#### **3 SB p5** Play the action game.

## **Aim:** to give students further practice with *There's a(n)* ... , *There are some* ...

- Say sentences about the picture in the Student's Book, using *There's / There are*.
- Make some sentences true and some false.
- Students stand up if a sentence is true and sit down if it is false.
- 1 WB p5 Look, read, and check (✓) the box.

Aim: to review There's a(n) ... , There are some ...

Key: 2 yes, 3 yes, 4 yes, 5 yes, 6 no

2) WB p5 Look and circle.

**Aim:** to give further practice with *There is a(n)* ... , *There are some* ...

Key: 2 are, 3 is, 4 is, 5 is, 6 are

#### Ending the lesson

**Aim:** to review the spelling of the objects in the classroom

- Write the nine classroom words on the board in scrambled letter order.
- Invite students to come to the board and write each word correctly.
- Other students in the class can help them by calling out the spelling.

#### **Extension activity**

**Aim:** to enable students to have a written record of *There's*  $a(n) \dots$ , *There are some* ...

- Elicit two or three sentences about things in the classroom, e.g., *There's a board. There are some chairs.*
- Brainstorm words for things in the classroom (including other known words) and make a word map on the board.
- Individually, students write six sentences about the classroom. They head their writing *My classroom*. Each sentence begins with *There's* or *There are*.

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😲 Listen and sing.

It's good to see you all again. Welcome back! Enjoy your English class again. Welcome back!

10, 20, 30, snap, 40, 50, 60, tap, 70, 80, 90, slap, It's good to see you all again.

40

100

11, 22, 33, snap, 44, 55, 66, tap, 77, 88, 99, slap, And now 100, clap, clap, clap!

It's good to see you all again ...

\*BINGO\*

11

30

44

99

55

66 20

80 100

Choose nine numbers from the song. Make a bingo card and play the game.

Singing for fun; numbers 10 to 100

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- Aims:
- to present and practice numbers 21–100
- to review numbers 1–20
- to sing a song with the class
- New language: numbers 21–100, it's good to see you all again, welcome back

**Recycled language:** numbers *1–20*, vocabulary from Level 1

Materials: CD, flashcards (numbers)

Language competences: Your students will be able to write and say numbers *1–100*.

Your students will be able to join in with a song.

#### Warm-up

#### Aim: to review numbers 1-20

- Call ten students to the front of the class. Whisper numbers between *one* and *ten* to them at random. They put themselves in a line from one to ten.
- Repeat with ten more students for numbers 10–20.
- The class chants the numbers, e.g., ONE, clap, clap, TWO, clap, clap and the student steps forward from and back to the line as he/she says his/her number.

#### Presentation

#### Aim: to present numbers 21–100

- Show each flashcard one at a time. Say the word for students to repeat in chorus.
- Make sure they end the word with a short /i/.
- Do this three or four times.
- Write some numbers on the board, e.g., 47, 52, 83.
- Elicit how to say the numbers.
- Invite students to come to the board to write a number for the class to say.
- Stick the flashcards on the board and write the word under each one.
- Point to the word. Students repeat.

#### **1** [ **SB p6** Listen and sing.

## **Aim:** to practice numbers *1–100*, to sing a song with the class

- Take the number flashcards off the board. Add 10 and 20 to the words on the board.
- Use the pictures to support meaning whenever possible.
- Play the recording. Students follow the song in their
- Student's Books.They point to the numbers on the board as they hear them.

- Play the recording again, in sections. Students repeat.
- Make three groups. Groups take turns singing a verse. Use the karaoke version of the song.

#### 2 SB p6 Choose nine numbers from the song. Make a bingo card and play the game.

#### **Aim:** to give students further practice with numbers

- Students draw a 3 x 3 bingo card in their notebooks.
- They choose nine numbers from the song and write them on their cards.
- Choose and read numbers from the song. Students cross out numbers when they hear them.
- The first student(s) to cross out all nine shouts *Bingo!* and is/are the winner(s).

### **1**<sup>CD1</sup><sub>08</sub> **DWB** p6 Listen and write the numbers.

#### Aim: to review numbers

#### CD1 Track O8

- 1 There are 40 spiders.
- 2 There are 38 frogs.
- 3 There are 27 rats.
- 4 There are one hundred caterpillars.
- **5** There are 91 butterflies.

Key: 2 38, 3 27, 4 100, 5 91

2 WB p6 Look and match.

## **Aim:** to give students practice in recognizing the numbers as words

- Key: 100 one hundred, 16 sixteen, 60 sixty,
  - 83 eighty-three, 50 fifty, 44 forty-four,
  - 96 ninety-six, 79 seventy-nine, 20 twenty

#### Ending the lesson

**Aim:** to review numbers and to sing for fun

• Sing the song from the beginning of the lesson again with the class.

#### **Extension activity**

Aim: to practice spelling of numbers with the class

- Call out ten numbers at random.
- Students write them in full in their notebooks.
- They check spelling in pairs and then check in their Student's Books and Workbooks.
- Remind them to check they have used the hyphen.

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#### Aim:

• to present and practice imperatives for classroom instructions

**New language:** imperatives: *Stand up / Don't stand up* 

**Recycled language:** vocabulary from Level 1 **Materials:** CD

Language competences: Your students will be able to understand, respond to, and give classroom instructions.

#### Warm-up

CD1 09

#### **Aim:** to review classroom instructions

• Give different affirmative instructions for students to follow, e.g., *Put your ruler on your desk. Put your book on your ruler. Put a blue pencil in your book. Put your pencil case in your bag. Stand up, turn around, and sit down.* 

# Think! SB p7 Listen and number the pictures. Then read and draw lines.

## **Aim:** to present and practice affirmative and negative classroom instructions

#### Thinking skill: matching text with visual information

- Students look at the pictures and at the sentences in the Student's Book.
- In pairs, they try to match them.
- Play the recording. Students listen and number.

#### CD1 Track O9

- 1 Stand up.
- 2 Don't sit down.
- 3 Sit down.
- 4 Open your book.
- 5 Don't open your book.
- 6 Don't stand up.
- They compare their answers in pairs.
- Play the recording again and check understanding using mime.
- **Key** (from left to right): 3, 5, 2, 1, 4, 6 a 3, b 4, c 2, d 6, e 5, f 1

#### 2 CD1 SB p7 Listen and say.

#### Aim: to focus students on grammatical form

- Play each sentence for students to repeat. Mime each yourself as they say it.
- Play the sentences again and students repeat.
- Students work in pairs, taking turns giving an instruction for their partner to do / not do.

#### SB p7 Play the listening game.

## **Aim:** to give students further practice with affirmative and negative classroom instructions

- Give instructions for students to follow, e.g., *Point to the door.*
- Students follow the instruction only when you say *Simon says* first.
- Start with affirmative instructions. When students are confident with these, add negative ones.
- Confident students can take on the role of the teacher and give instructions to the class.



#### **Aim:** to practice word order in classroom instructions

Key: 2 Don't sit down. 3 Sit down, please. 4 Open your book. 5 Don't stand up. 6 Don't open your book.

#### 1. Number the pictures.

## **Aim:** to practice matching visual with written information

Key: 5, 2, 6, 4, (1), 3

#### Ending the lesson

Aim: to review classroom instructions

 Mime some actions for the class to give you the instruction, e.g., pressing a book closed so as not to open it (*Don't open your book*), about to stand up but staying sitting (*Don't stand up*).

#### **Extension activity**

**Aim:** to give students practice in writing and responding to classroom instructions

- Each student writes four classroom instructions, two affirmative and two negative.
- They don't show their partner.
- In pairs, they take turns giving and responding to the classroom instruction, using your mime in the Ending the lesson activity as a model.
- Give students further practice, using open pairs.

**T7** 

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Listen and number the pictures. Then read and draw lines.



Imperatives

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#### Aims:

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

New language: check it out, burglar, drop, great work, good job, we have them

**Recycled language:** character names, vocabulary from Level 1

#### **Materials:** CD

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

Your students will be able to act out a story.

#### Warm-up

Aim: to introduce or review the characters in the story

- Elicit from the students the names of the four Super Friends (Misty, Thunder, Flash, and Whisper).
- Ask students to mime their special powers (Misty can disappear, Thunder can lift heavy objects, Flash can run very fast, Whisper can speak to animals).
- Elicit which Super Friend is their favorite (if they met them in Level 1).

#### **1**<sup>CD1</sup> 11 SB pp8–9 The burglars

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach burglar.
- Play the recording. Students listen and read to find who catches the burglars at the end (Thunder).
- Play the recording again. Pause after each frame. Students listen and repeat.

#### Practice

#### Aim: to check understanding of the story

• Play the recording again. Pause after each frame to check comprehension. Check understanding of new words.



#### <sup>12</sup> **WB p8** Listen and check (✓) the box.

#### Aim: to review phrases from the story

#### CD1 Track 12

- **1 Thunder:** The burglars!
- 2 Bird: Whisper, there's a problem at your school.
- 3 Burglar: There are some monsters in here.
- Key: 1 1st picture, 2 1st picture, 3 1st picture



#### **Aim:** to review the story

Key: b Flash – Picture 4, c Misty – Picture 6, d Thunder – Picture 9

#### Ending the lesson

#### Aim: to practice the story

- Put students into groups of seven.
- Students each take the role of one of the characters (the police officers and the bird are the same role).
- Play the recording. Students repeat in role.
- Students practice the role play in their groups.
- Volunteer groups role-play for the class.

#### **Extension activity**

Aim: to review phrases from the story

- Call out phrases from the story one at a time, e.g., What's that?
- Students say who is speaking.