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Melanie Williams With Herbert Puchta Günter Gerngross and Peter Lewis-Jones

Frontmatter

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# Map of the course

## Meet The Explorers (pages 4–9)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b>
Revision of numbers: 21–100 upstairs, cellar, downstairs	<i>I'm good at (playing football).</i> <i>I'm not good at (climbing trees).</i> <i>Mike is Tom's uncle.</i>	<b>Phonics</b> <i>The old book</i> Courage Short vowel sounds
▶ <b>Song:</b> The Explorers		

## 1 Our school (pages 10–21)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</b>	<b>Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
School subjects: <i>Art, English, Geography, Music, I.T., History, Maths, Science, P.E.</i>	<i>I like listening to (music).</i> <i>He loves / doesn't like learning about (Science).</i> <i>You have to wear (school uniform).</i>	<i>Getting help</i> Letter names		<ul style="list-style-type: none"> <li>Reading <i>Johnny's story</i></li> <li>Reading for detail</li> <li>Listening for detail</li> <li>Appreciating different ways of thinking</li> </ul>	<ul style="list-style-type: none"> <li>Decoding a puzzle</li> <li>Sequencing</li> <li>Problem solving</li> </ul>	<b>Music:</b> Musical instruments <b>Project:</b> Make some maracas
▶ <b>Song:</b> Let me tell you a secret			▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 2 The picnic (pages 22–33)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story and value</b>	<b>Phonics</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school</b>
Food: <i>apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water</i>	<i>Is there any (cheese)?</i> <i>There isn't any (cheese).</i> <i>There is some (cheese).</i> <i>Are there any (oranges)?</i> <i>There aren't any (oranges).</i> <i>There are some (oranges).</i> <i>Shall we make some (soup)?</i> <i>How about some (tea)?</i>	<i>The golden apple</i> Perseverance The sounds /ɪ/ and /aɪ/		<ul style="list-style-type: none"> <li>Listening for detail</li> <li>Speaking to exchange information</li> <li>Reading and listening for specific information</li> <li>Writing about habits</li> </ul>	<ul style="list-style-type: none"> <li>Finding relevant information</li> <li>Logical thinking</li> </ul>	<b>Science:</b> Food chain and habitats <b>Project:</b> Choose a habitat and make a food chain
▶ <b>Song:</b> A picnic			▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 3 Daily tasks (pages 34–45)

<b>Vocabulary</b>	<b>Grammar</b>	<b>Story</b>	<b>Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
Daily tasks: <i>wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk</i>	<i>It's (eight) o'clock.</i> <i>It's half past (eight).</i> <i>It's quarter past / to (eight).</i> <i>Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up</i> The letter sounds <i>v</i> and <i>f</i>		<ul style="list-style-type: none"> <li>Reading <i>Arnold and the robot</i></li> <li>Reading and listening for specific information</li> <li>Telling a story</li> <li>Writing a story</li> <li>Learning responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on one's habits</li> <li>Sequencing</li> <li>Analysing data and making deductions</li> </ul>	<b>Environmental Studies:</b> Saving water <b>Project:</b> How much water does a dripping tap waste?
▶ <b>Song:</b> What a busy day			▶ <b>Creativity</b>		▶ <b>Revision</b>	

4 Around town (pages 46–57)					
<b>Vocabulary</b>  Towns: <i>map, bank, bus station, tower, library, market square, sports centre, supermarket</i>	<b>Grammar</b>  <i>It's opposite the (park). It's near the (library). It's above the (bus station). It's below the (tower). I'm going to (the shop) to buy (some bread).</i>	<b>Story and value Phonics</b>  <i>Up high</i> Lateral thinking The sounds /a:/ and /r/	<b>Skills</b>  <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>• Speaking to exchange information</li> <li>• Writing a description</li> </ul>	<b>Thinking skills</b>  <ul style="list-style-type: none"> <li>• Drawing conclusions</li> <li>• Matching</li> <li>• Developing sense of direction</li> <li>• Drawing analogies</li> </ul>	<b>English for school</b>  <b>Geography:</b> Directions <b>Project:</b> Make a compass
▶ <b>Song:</b> Lost in town		▶ <b>Creativity</b>		▶ <b>Revision</b>	
5 Under the sea (pages 58–69)					
<b>Vocabulary</b>  Sea creatures: <i>seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle</i>	<b>Grammar</b>  <i>The great auks were / weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.</i>	<b>Story Phonics</b>  <i>The trap</i> The letter sounds <i>s</i> and <i>sh</i>	<b>Skills and value</b>  <ul style="list-style-type: none"> <li>• Reading <i>What Christine found</i></li> <li>• Reading for specific information</li> <li>• Listening for detail <b>YLE</b></li> <li>• Telling a story</li> <li>• Writing a story</li> <li>• Caring for nature</li> </ul>	<b>Thinking skills</b>  <ul style="list-style-type: none"> <li>• Remembering details</li> <li>• Comparing details in texts and audio with images</li> <li>• Recognising patterns</li> <li>• Application and transfer of knowledge</li> </ul>	<b>English for school</b>  <b>Art and Maths:</b> Pattern and symmetry <b>Project:</b> Make a symmetrical fish
▶ <b>Song:</b> Fish, fish everywhere		▶ <b>Creativity</b>		▶ <b>Revision</b>	
6 Gadgets (pages 70–81)					
<b>Vocabulary</b>  Technology: <i>games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop, mp3 player</i>	<b>Grammar</b>  <i>The (DX24) is bigger / more expensive than the (DX32). The (Airbus A380) is the biggest (plane) in the (world). The (Baldacchino Supreme) is the most expensive (bed) in the world.</i>	<b>Story and value Phonics</b>  <i>The cave</i> Being resourceful Long vowel sounds	<b>Skills</b>  <ul style="list-style-type: none"> <li>• Comparing two pictures</li> <li>• Writing a short text</li> <li>• Describing a picture</li> <li>• Listening for specific information <b>YLE</b></li> <li>• Writing a dialogue</li> <li>• Reading for detail <b>YLE</b></li> </ul>	<b>Thinking skills</b>  <ul style="list-style-type: none"> <li>• Making deductions</li> <li>• Numerical awareness</li> <li>• Logical and mathematical thinking</li> </ul>	<b>English for school</b>  <b>Maths and History:</b> Numbers <b>Project:</b> Think of a number sequence
▶ <b>Song:</b> My bike is bigger		▶ <b>Creativity</b>		▶ <b>Revision</b>	

7 In the hospital (pages 82–93)					
<b>Vocabulary</b>  Health: <i>doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache</i>	<b>Grammar</b>  <i>jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said</i>	<b>Story Phonics</b>  <i>At the hospital</i> Caring for people who are ill -ed endings	<b>Skills and value</b>  • Reading <i>Sophia saves the day</i> • Reading and listening for specific information • Reading for detail <b>YLE</b> • Writing a story • Keeping busy by helping others	<b>Thinking skills</b>  • Decoding and sequencing • Spotting details in a narrative • Developing story analogies	<b>English for school</b>  <b>Science:</b> Fever <b>Project:</b> Make a thermometer
▶ <b>Song:</b> What a week		▶ <b>Creativity</b>		▶ <b>Revision</b>	
8 Around the world (pages 94–105)					
<b>Vocabulary</b>  Countries: <i>Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India</i>	<b>Grammar</b>  <i>We went to the (beach), but we didn't go (swimming). We played basketball, but we didn't play football. Did you go shopping? Yes, I did. / No, I didn't. When did you get home? Yesterday.</i>	<b>Story and value Phonics</b>  <i>The final letters</i> Showing interest in other cultures The sounds /i:/ and /ɪ/	<b>Skills</b>  • Reading for specific information <b>YLE</b> • Listening for specific information <b>YLE</b> • Exchanging information • Writing an account	<b>Thinking skills</b>  • Thinking about possible lexical relationships • Imagining • Visual spatial thinking, recognising shapes	<b>English for school</b>  <b>Art:</b> Origami <b>Project:</b> Make an Origami butterfly
▶ <b>Song:</b> All my friends are far away		▶ <b>Creativity</b>		▶ <b>Revision</b>	
9 Holiday plans (pages 106–117)					
<b>Vocabulary</b>  Weather: <i>thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots</i>	<b>Grammar</b>  <i>I'm going to play in the garden all day. It's (not) going to be rainy on (Tuesday). Are you going to (cook pizza)? Yes, I am. / No, I don't like cooking.</i>	<b>Story Phonics</b>  <i>The treasure</i> Changing one's perception The sound /ɜ:r/	<b>Skills and value</b>  • Reading <i>Holidays with Grandma</i> • Reading and listening for specific information • Talking about pictures <b>YLE</b> • Writing about differences • Changing perceptions	<b>Thinking skills</b>  • Prediction • Logical thinking	<b>English for school</b>  <b>Geography:</b> Seasons and hemispheres <b>Project:</b> Seasons around the world
▶ <b>Song:</b> A super holiday		▶ <b>Creativity</b>		▶ <b>Revision</b>	

# Introduction

## About Super Minds

### What is Super Minds?

*Super Minds* is a seven-level course for primary age students, with a Starter level underpinning *Super Minds 1*. 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:

- *Super Minds* gives the option of an oral–aural introduction to English by using the Starter level, whereas some schools may prefer to begin with *Super Minds 1*. This re-introduces all the language from the Starter level in different contexts, developing all four skills.
- All seven levels of *Super Minds* have 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 x–xii).

### Building solid foundations

*Super Minds 3* is appropriate for students who have had two years of reading and writing in English. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Movers syllabus covered by the end of *Super Minds 4*.

Students at this stage are just beginning to notice patterns in language. A Grammar focus section at the back of the Student's Book increases their awareness of these patterns and offers written consolidation.

Alongside development in reading and listening skills, *Super Minds 3* builds on the students' early years of English by offering more extensive productive skills work in specific speaking and writing features at the end of each unit.

### 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:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities.
- 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 3*, specific activities develop a range of skills from the visual skills of recognising patterns and decoding to thinking skills such as problem solving, logical deduction, sequencing and predicting.

### Kindling the imagination

*Super Minds 3* begins in a castle, where the students meet Ben and Lucy, The Explorers, and Ben's dog, Buster.



The students join them in their exciting treasure hunt as they follow the clues and try to keep one step ahead of the 'baddies', Horax and Zelda.

The students' imagination and creativity is also exercised through role play and writing activities.

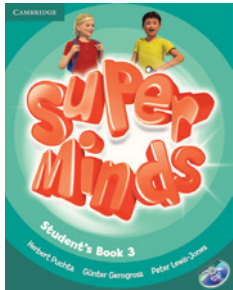
### Fostering positive values

*Super Minds 3* uses both Ben and Lucy's adventures and extended *Story time* narratives 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 perseverance, caring for nature and helping others.

## 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:



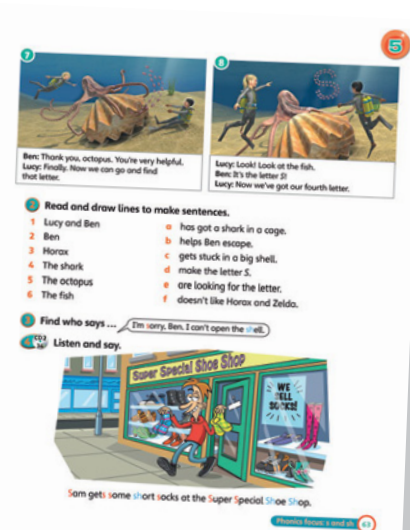
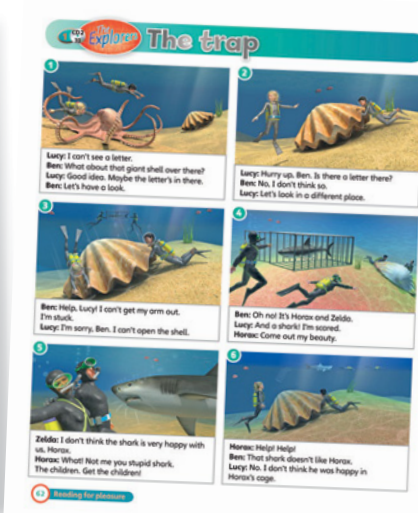
**Act out** a topic-based role play in pairs

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

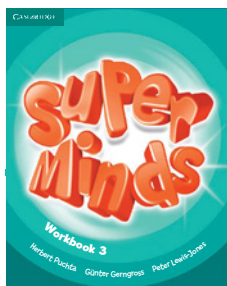
### Interactive DVD-ROM

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



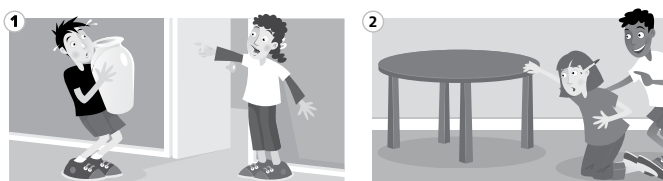




### Workbook

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

- Vocabulary puzzles, written grammar practice at sentence level and reading, listening and writing activities
- A values activity for each unit drawn from the message in the Explorers story or the Story time narrative
- A functions focus for each unit drawing on idiomatic language from The Explorers story



- A revision page for each unit with vocabulary categorisation and grammar puzzles that guide the students to construct sentences using the two structures presented in the unit

1 **Think!** Which one is different in each group? Look, think and circle.

1 2

3 4

5 **Colour the bricks to make sentences. Write in the missing words.**

1 Is there _____	make some vegetable	in the fridge.
2 There aren't _____	any cheese	salad?
3 _____ we _____	about _____	lemonade.
4 How _____	carrots	soup?
5 Let's make _____	a bottle _____	in my roll?

- A record of learning for each unit in the **My Super Mind** feature at the back of the book, which the students personalise by indicating their preferences, choosing new words to record and writing at sentence level

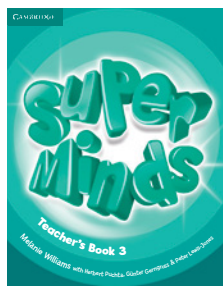
**My Super Mind** What do you like best?

1 **Our school**  
 Colour your favourite lessons. **Word bank** Write three new words.

singing the song    finding out about our favourite subjects  
 reading the Explorers story    making my scrapbook  
 reading Johnny's story    learning about musical instruments

**Grammar focus** Write two sentences about yourself.

Now tell a friend what you like and don't like in Unit 1.



### 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 together with 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
- The **Tapescript** for listening activities in both the Student's Book and the Workbook is on pages 118–122 of the Teacher's Book.

### Class CDs

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

### Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

### Teacher's Resource Book (with CD)

As well as a CD of the recorded material for the listening tests, this component contains the following flexible photocopiable resources for **each unit**:

- Three worksheets to reinforce the core vocabulary and structures through extra practice, without introducing unfamiliar language
- One cross-curricular extension worksheet
- Teaching notes with suggestions for exploitation and optional follow-up activities
- An End-of-unit progress test evaluating the core vocabulary and structures with reading, writing and listening activities

## 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 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**.



## Lesson 5

### Story and values

This lesson features an episode of The Explorers story, following on from the opening scene and dialogue in Lesson 1, bringing the unit context, vocabulary and structures together.

- The teaching notes first suggest eliciting what students remember about the story so far and, in particular, about the opening scene of this episode in Lesson 1.
- The students then read and listen to the story, which uses dramatic artwork and sound effects to help them follow the action.
- After discussing the story, the students turn to varied practice activities in the Workbook. These include:
  - **Think!** Thinking activities, working on skills such as sequencing or inferring meaning
  - **Values** A text, story or dialogue demonstrating the same value as the episode of the story in Units 2, 4, 6 and 8, with a summary sentence task guiding students to identify the value
- The **Ending the lesson** activity in Lesson 5 is always a role play in groups to practise the story.
- In Units 2, 4, 6 and 8, the optional **Extension activity** in Lesson 5 is always a discussion of the value in the story, relating it to the students' own lives.

## Lesson 6

### Story follow-up, functions and phonics

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 students practise natural idiomatic language from the story in a functions focus in the Workbook, hearing and completing two mini-dialogues with target phrases and then practising them in pairs.
- The lesson ends with a **Phonics focus** where students learn to recognise English sound-spelling relationships. The students first look for a phrase from the story which exemplifies target sounds and identify who says it. They then practise a new sentence

or rhyme featuring further examples of the sounds. A memorable cartoon helps the students to associate the sentence or rhyme visually with its meaning. The Workbook brings together other known examples of the target sound and spelling in a practice activity.

## Lessons 7 and 8

### Skills work

These two lessons offer topic-based skills work consolidating the language of the unit.



### Story time

#### Story time and values

Units 1, 3, 5, 7 and 9 feature an extended **Story time** narrative, allowing students to practise working with a longer text and to develop their vocabulary.

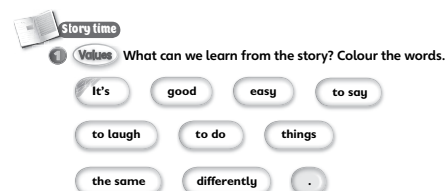
- A range of pre-reading tasks are used to train the students in scanning a text or to present essential vocabulary.
- The students then read and listen to the story, which is also a vehicle for the discussion of values.

The follow-up tasks encompass other language skills and include:

- **Think!** Thinking activities, such as puzzles, sequencing or developing analogies
- Speaking activities
- Completing summary sentences

The **Story time** page in the Workbook includes:

- Comprehension activities
- **Values** A sentence construction task guiding the students to express the value demonstrated in the story



### Skills

Units 2, 4, 6 and 8 feature topic-based activities developing all four skills, with the particular skills focus clearly identified at the foot of each page.

The varied activities include:

- **Think!** Thinking activities
- Tasks in the style of the YLE tests in both the Student's Book and the Workbook as a gentle introduction to the exam
- An opportunity to personalise the language or to use it imaginatively in a written task

## Lessons 9 and 10

### Learn and think English for school

These two lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. They are designed to encourage the students to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The first lesson usually introduces the topic and presents words which the students use actively but which are not core vocabulary.



- The second English for school lesson provides opportunities for the students to apply the knowledge from the previous lesson, developing their thinking skills.
- A creative or simple research project, to be done in groups, pairs or individually, rounds off the work on the topic.



- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.

## Lesson 11

### Communication and Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage fluency in both everyday communication and imaginative expression.



#### Find out Class survey

- The students work first in groups, asking questions and completing forms or tables as a preparatory stage for a class survey.
- The results for the whole class are then pooled, using different methods of presenting statistics.
- The students then talk or write about the survey results, demonstrating their understanding of the data that they have collected as a class.
- The Workbook page features a dialogue question and answer matching activity. The students then complete or correct the information in a report of this dialogue, which acts as a model for a piece of personalised writing.



#### Act out

#### Role play

- In pairs, the students choose roles and read the corresponding role card.
- A **Useful language** section provides plenty of support for the students to plan their dialogue with appropriate question and answer structures.
- They practise their dialogue and then perform it for the class as time allows.
- The Workbook page features a dialogue for the student to put in the correct order before listening and checking. This dialogue then acts as a model for students to write their own.



#### My scrapbook

## Lesson 12

### Revision

The last lesson rounds up the topic and language of the unit and develops writing skills.

- The students are encouraged in Unit I to make a scrapbook to keep their work from these pages.
- In each unit, guided activities leading to a model support the students in writing a short piece of personalised writing or research, which they keep in their scrapbook.
- The Workbook revision pages round up the unit vocabulary and grammar in puzzles.
- Students can then complete the **My Super Mind** feature at the back of the book, choosing their own examples of the unit language as a record of learning and discussing what they like about the unit.

# Teaching with *Super Minds 3*

## Encouraging fluency

### Handling speaking activities

*Super Minds 3* is carefully structured to include regular opportunities for students to practise speaking. The course encourages fluency through playing games in pairs, acting out in pairs and whole class activities. These will be discussed in more detail in this section, but here are some general suggestions applicable to all speaking activities.

### Monitoring speaking activities

- While the students are working, walk around the class listening with interest, but try not to interrupt the students. If you hear minor errors, you can note them discreetly on a piece of paper and mention them in the feedback stage without naming the students.
- If you hear a lot of students making the same error, a quick solution is to stop the task briefly, draw students' attention to the problem and ask everyone to repeat the word or structure correctly before carrying on.

### Feedback after speaking activities

Allow appropriate time for a feedback stage after any speaking activity to give the task purpose and to ensure that the students stay focused. Congratulate the students for working independently and focus on any errors that you noted. Then ask as many students as possible to report back.

- Where an activity requires more everyday communication such as talking about personal preferences, this feedback can just be a show of hands, but remember to phrase the question so that students are responding about what their partner has said, not their own preference.
- With more imaginative tasks, you can invite students to give their ideas and vote as a class for the funniest or strangest idea.

### Playing games in pairs

All new vocabulary and grammar in *Super Minds 3* is consolidated with a speaking game, making oral work a natural part of the learning process. While earlier levels of the course worked more often with whole class games, students at this level now have the maturity to work in pairs for these games most of the time. This gives them greater independence and, of course, allows more students to practise at the same time.

Suggestions for making the most of these games:

- The model in the book is an essential tool for setting up the activity, but bear in mind that most students also need to see an example of what language they need to change when they come to do the activity themselves. It is therefore best to model the activity once more yourself using slightly different language with a stronger student, or to ask two confident students to make up a new example.
- Depending on the task, give clear instructions before the students start about whether they are to take it in turns or whether you will signal to the class when it's time to change roles.
- If you have an odd number of children in the class, ask a group of three to work together in these vocabulary and grammar games as this will usually be easy enough for them to manage.

### Acting out in pairs

The **Act out** feature in Lesson II of alternate units of *Super Minds 3* combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to encourage fluency.

Suggestions for making the most of this feature:

- If you have an odd number of children in the class, you may need to help a group of three students to divide up one of the roles.
- Once the pairs are established, invite the students to choose their roles. Ask all Student As to raise their hands, then Student Bs, and, as a final check, ask anyone who is unsure to raise their hand. This ensures that everyone is ready to start together.
- Make sure that students understand the objective (often the last point on the role card) and that you will be asking about this in the feedback stage.
- The teaching notes suggest inviting the class to fill out the **Useful language** section examples to make full sentences. However, it is important to make it clear that these are only examples and that the students are free to use any relevant language.
- Set the students a time limit to practise their role play. You may also like to establish a signal that you will use if the noise level becomes too high.
- Whether everyone can perform for the class will depend very much on your class size, but you could keep a record of who has acted out for the class and ensure that everyone has a chance during the year.
- You may also want to choose some particularly successful role plays for a show for parents (see 'Involving parents' on page xv).

### Whole class speaking activities

Bringing together the new vocabulary and structures of the unit, the **Find out** feature in Lesson 11 is specifically designed to foster fluency through social interaction in the whole class.

A mingling activity such as ‘Find someone who ...’ achieves a similar result in language terms, but a survey goes a step further educationally by bringing in other skills such as collating and analysing data. In the *Super Minds 3* survey activities, the students produce an oral or written report of their findings, providing a satisfying outcome.

Suggestions for making the most of this feature:

- For accurate findings, a whole class survey needs a preparatory group stage so that each person only responds to each question once. This is clearly established in the **Find out** activities. Allow plenty of time for this stage.
- If the students need to move to form their groups, check whether they need any specific materials and ensure that they take these with them.
- Explain the activity once the students are sitting in their groups.
- Before students begin, ensure that roles within the groups are clearly assigned, such as taking notes, and which questions each person will ask.

### Encouraging writing

Writing is often considered the most difficult skill for younger children, which is why it is thoroughly supported in *Super Minds 3* with more controlled passive activities and models leading to the students’ more extended output.

### Supported practice

#### Sentence level

- At sentence level, passive tasks include ordering words within a sentence and the revision page puzzles in the Workbook, giving the students clear parameters to construct sentences in a supported way.
- By the time they come to write unsupported personalised sentences in the **My Super Mind** feature at the back of the Workbook, they have had plenty of practice, although you can still steer weaker students to the examples in the Grammar focus boxes and encourage them to change only one or two words.

#### Paragraph level

- Passive tasks include ordering lines from a summary and underlining incorrect information.
- Students then need a clear model for their own work, whether this is factual research, such as writing about a sea creature, or a personalised piece of work about a favourite gadget.



### My scrapbook

### Drafting and rewriting

The use of a separate Scrapbook provides an ideal opportunity to train

students in drafting and rewriting skills. If students take pride in personalising their Scrapbook at the start of the year, it will encourage them to create neat pieces of finished work to include in it.

On each Scrapbook page, the students first work on preparatory tasks. Ask them to use their ordinary exercise books and to continue in the same place as they draft the final output task.

While the students are working on a rough draft, you can take the opportunity to correct their work in a private and individual way:

- Praise an aspect of the work (the picture, the handwriting, the ideas, the use of new words).
- If there are serious problems with the writing, ask the student to read what he/she has written. You can then check that the students have understood the task and confirm *OK, great. So you like going to the playground.* Then continue *Remember that we write it like this* and write any problem words for the student to copy.
- For small mistakes, it may be enough to point to the handwritten word and then find and point to the word written correctly in the Student’s Book or Workbook.

When you have seen rough drafts, the students can then copy the work out neatly for sticking into their Scrapbook together with any pictures that they have drawn.

Discuss the finished work with the students, praising any improvements made between their draft and final versions.

### Assessment

Assessment in listening and speaking skills will largely be an on-going process of observation in whole class work. However, there is a listening element to the tests in the *Super Minds Teacher’s Resource Book* and you could also consider using the YLE listening activities in Units 2, 4, 6 and 8 as a more formal means of assessment.

Now that the students are developing their reading and writing skills, you may wish to carry out a more formal evaluation of their written work. In addition to the YLE activities in Units 2, 4, 6 and 8, the *Super Minds Teacher’s Resource Book* provides an end-of-unit test which evaluates the core vocabulary and structures with listening, reading and writing activities.



## My Super Mind

### Workbook pages 118–120

This feature, whilst ostensibly a record of learning, can also be used for informal assessment. A possible system would be to grade the vocabulary and sentences that students produce on this page as follows:

- Shows awareness of new vocabulary
- Writes new vocabulary accurately
- Uses vocabulary and both core structures from the unit but with some spelling errors
- Uses new vocabulary and both core structures accurately

### Using the *Super Minds* songs

The songs in *Super Minds 3* include a while-listening task to focus the students as they listen for the first time. For this task to be most effective, it is best only to focus on the pictures as a general lead-in to the song, resisting the temptation to explain the song lyrics from the page.

The class will find it easier to concentrate on the task if you ask students not to try to sing along the first time through. Explain that this is a listening activity but that they will be able to join in and sing the song later in the lesson.

You can help to focus purely on listening like this:

- It may sometimes be possible, as on Student's Book page 60, to ask the students to cover the lyrics while they do the first task.
- In some cases the students could jot down key words or draw small pictures, such as the clocks on Student's Book page 36, and then do the listening task with their Student's Books closed.

Other listening tasks that you can do with any song while the students keep their books closed include:

- Writing key words from the song on the board for students to copy and number as they hear them
- Writing a list of random words, some that feature in the song and others that don't, on the board for students to copy and tick if they hear them

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 or when the students have worked with, or written, new verses, as sometimes suggested in the Workbook.

### Using The Explorers stories

As each new episode unfolds, the teaching notes suggest summarising the story so far, which will be most effective if you involve the students as much as possible. The Student's Book and Workbook follow-up tasks provide an instant resource which you can use to make this interactive.

To make the most of the stories:

- 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.
- Some teachers ask their students to read and prepare a text before class, but with a continuing storyline this risks weakening the dramatic impact. The students will find the episode much more exciting if they hear it for the first time acted out and with the added drama of the sound effects.
- Give students a chance to ask any questions before you play the story and ask them to put all their pens and pencils down so that there are no distractions.

### Involving parents

You could consider putting on a show for parents, using the songs and stories. If you have a large class and would like more students to be involved, you could also use the **Act out** dialogues. Together with the students' scrapbooks and craft projects displayed around the room, this is a very visual demonstration of the work done during the year and is highly motivating for the students.

To involve as many students as possible in acting:

- You could have red and yellow T-shirts or a rucksack each for Ben and Lucy, a coat or glasses for Horax and a red top for Zelda, which different children could put on in order to represent the characters in different episodes.
- Other children could read summary sentences explaining the action before the characters say their lines. The Student's Book or Workbook comprehension follow-up activities often provide sentences that are suitable for this purpose.

For example, Unit 2 Frame 2 could begin:

**Narrator** *Lucy and Ben take Buster to a village.*

**Lucy** *Can you help us?*

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

- Writing invitations, 'tickets' or programmes
- Decorating the invitations/'tickets'
- Making props for the stories or dialogues
- Greeting the parents in English and showing them to their seats, using language such as *Hello. Nice to see you. Thank you for coming. Please sit here.* Even if the parents don't speak English, they will be delighted to hear their children using it and the context makes the meaning obvious.

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.