

Super Minds

Teacher's Book 4

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.

- S** Develop language with creative activities including role play and project work
- S** Explore social values with lively stories
- S** 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

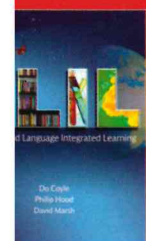
Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2 - B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

Level 4

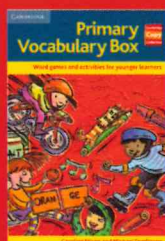
Student's Book with DVD-ROM
Workbook
Teacher's Book
Teacher's Resource Book
with Audio CD

Class Audio CDs
Classware and
Interactive DVD-ROM

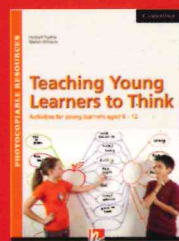
For resources you can use:



9 780521 13021 9



ISBN 978 0521 52033 1



ISBN 978 1107 63852 5



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-0-521-21750-7



9 780521 217507 >

Super Minds

Teacher's Book 4

Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

Map of the course

Well done, Ben and Lucy! (pages 4–9)

Vocabulary	Grammar	Story Phonics
town events: fair, rollercoaster, funfair, dodgem, raffle, microphone, and, photographer, journalist	Do you like / Does Lucy like (reading books)? When do you start (school)? Are you brave? What was in (the book)? How did you find the book?	The map Rhyming words

► **Song:** The Explorers

1 In the museum (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
knights and legends: queen, knight, crown, helmet, necklace, tunic, sword	I must (wear a helmet). I mustn't (swim here). Give me / him / her / us / them (the book), please.	The knight The letter sound ow	<ul style="list-style-type: none"> Reading and listening for specific information Listening for detail Applying what you know 	<ul style="list-style-type: none"> Using one's imagination Paying attention to visual details 	History: Discover museums Project: Make a collage for a time capsule

► **Song:** It's midnight

► **Creativity** ► **Revision**

2 The world around us (pages 22–33)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
the countryside: mountain, forest, village, lake, field, river, path	but, and, because, so I could / couldn't (run 20 kilometres). Could you (swim for 10 hours)?	At the restaurant Silent consonants	<ul style="list-style-type: none"> Reading for detail Listening for specific information Writing a description Making time for the family 	<ul style="list-style-type: none"> Finding alternative ideas Time sequencing Sequencing pictures 	Art: Life in art Project: Make a My world collage

► **Song:** Walking with Mum

► **Creativity** ► **Revision**

3 Danger! (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
emergencies: fire, ambulance, police, police officer, fire engine, firefighter, ambulance, paramedic	I was (climbing a tree). We were (playing tennis). What was she / were they doing? Was he (playing)? Yes, he was. / No, he wasn't. Were we playing? Yes, we were. / No, we weren't.	The man in the car The sound /a:/	<ul style="list-style-type: none"> Reading and listening for specific information Writing a postcard Reading for detail Interactive speaking Responding to emergencies 	<ul style="list-style-type: none"> Finding alternative ideas Developing deduction skills 	Human health and safety: Fire safety Project: Make an escape plan for your school

► **Song:** Yesterday at half past nine

► **Creativity** ► **Revision**

Map of the course

4 Two return tickets (pages 46–57)

Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
At the train station: station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee / tea	in (September), at (eight o'clock), on (Sunday), in the (morning)	The tunnel The sound /eə/	<ul style="list-style-type: none"> Reading for detail Listening for specific information Speaking about pictures 	<ul style="list-style-type: none"> Interpreting sentences Time sequencing Developing research skills Judging the value of information 	Science: Forces Project: Do experiments to measure friction Using force carefully

► **Song:** Mr Knocks

► **Creativity** ► **Revision**

5 Police! (pages 58–69)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Hair and face: dark, blonde, fair, moustache, curly, beard, scar, straight	He used to (be a police officer). We had to (be really careful).	The Mysterious H The sounds /ɑ:/ and /ɔ:/	<ul style="list-style-type: none"> Reading and listening for specific information Writing a story Being honest 	<ul style="list-style-type: none"> Paying attention to visual details Processing information 	Literature: Crime fiction Project: Plan a crime story

► **Song:** Who are you?

► **Creativity** ► **Revision**

6 Mythical beasts (pages 70–81)

Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
Animal bodies: tail, horn, back, scales, wing, neck, feathers, tongue	longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst What does (a unicorn) look like? It looks like (a horse), but it's got (a big horn).	The secret door The letter sound ea	<ul style="list-style-type: none"> Listening for specific information Telling a story Writing a story Reading for detail 	<ul style="list-style-type: none"> Logical thinking, categorising Thinking creatively Developing information processing skills Time sequencing Developing reasoning skills 	Science: Protection Project: Find out about an animal Appreciating nature

► **Song:** The most beautiful dinosaur

► **Creativity** ► **Revision**

7 Orchestra practice (pages 82–93)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Instruments: tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin	mine / yours / his / hers / ours / theirs Connor's the boy who plays the recorder. The instrument which Vicky plays is the (trumpet). The house where Mark lives is (green).	At the concert hall The sounds /ɜ:/ and /ɔ:/	<ul style="list-style-type: none"> Reading and listening for specific information Speaking about feelings Writing a story Reading for detail Enjoying being different 	<ul style="list-style-type: none"> Summarising Reasoning Empathising Making hypotheses 	Science in Music: How we make sounds Project: Make a wind chime

► **Song:** Chaos in the classroom

► **Creativity** ► **Revision**

Map of the course

v

8

In the planetarium (pages 94–105)

Vocabulary

Space: *planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station*

Grammar

*What will you be when you grow up?
I'll be a (police officer).
angrily, badly, beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowly*

Story Phonics

The trap
Word stress and the sound /ə/

Skills and value

- Listening for detail **YLE**
- Reading for detail **YLE**
- Speaking about pictures **YLE**
- Writing a postcard
- Writing a story
- Respecting your elders

Thinking skills

- Observation and deduction
- Analysing data

English for school

Science: The solar system
Project: Find out about moons in our solar system

▶ **Song:** One day I'll be an astronaut

▶ **Creativity**

▶ **Revision**

9

At the campsite (pages 106–117)

Vocabulary

Holiday activities: *sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood*

Grammar

some cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade, How much cheese do we need? How many bottles of water do we need?

Story Phonics

The last line
Unstressed words

Skills and value

- Reading and listening for specific information
- Reading for detail
- Telling a story
- Writing a story
- Listening for specific information **YLE**
- Protecting wildlife

Thinking skills

- Identifying relevant information
- Developing visual-spatial thinking
- Applying knowledge and reference skills

English for school

Geography: Map reading
Project: Make a map of your neighbourhood

▶ **Song:** We're going on a picnic

▶ **Creativity**

▶ **Revision**