

Garan Holcombe

Super Minds

Teacher's Resource Book 4



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-1-107-69376-0 – Super Minds Level 4
Garan Holcombe
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9781107693760

© Cambridge University Press 2012

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2012

Printed in China by Golden Cup Printing Co. Ltd

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-69376-0 Teacher's Resource Book with Audio CD 4
ISBN 978-0-521-22218-1 Student's Book with DVD-ROM 4
ISBN 978-0-521-22238-9 Workbook 4
ISBN 978-0-521-21750-7 Teacher's Book 4
ISBN 978-0-521-21751-4 Class Audio CDs 4
ISBN 978-0-521-22308-9 Classware and Interactive DVD-ROM 4

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party internet websites referred to in
this publication, and does not guarantee that any content on such websites is,
or will remain, accurate or appropriate. Information regarding prices, travel
timetables and other factual information given in this work is correct at
the time of first printing but Cambridge University Press does not guarantee
the accuracy of such information thereafter.

Contents

Introduction	4
Teacher’s notes and worksheets	
Well done, Ben and Lucy!	6
Unit 1 In the museum	10
Unit 2 The world around us	15
Unit 3 Danger!	20
Unit 4 Two return tickets	25
Unit 5 Police!	30
Unit 6 Mythical beasts	35
Unit 7 Orchestra practice	40
Unit 8 In the planetarium	45
Unit 9 At the campsite	50
Tests Well done, Ben and Lucy!	55
Tests Unit 1	57
Tests Unit 2	59
Tests Unit 3	61
Tests Unit 4	63
Tests Unit 5	65
Tests Unit 6	67
Tests Unit 7	69
Tests Unit 8	71
Tests Unit 9	73
Test teacher’s notes, tapescripts and answer keys	75

Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 4. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 4 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory unit: Well done, Ben and Lucy! In addition, there are four worksheets for each main unit in Level 4.

Worksheet 1: This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

Worksheet 2: This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is explained at the start of the teacher's notes.

Worksheet 3: This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is explained at the start of the teacher's notes.

Worksheet 4: This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit of the Student's Book).

How can the worksheets be used?

The worksheets can be used in a number of ways:

- **The first three worksheets in each unit** have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there

is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

- **The fourth worksheet in each unit** (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the Progress tests) are designed to be used without an audio accompaniment.

The Teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities, described below.

The question game Give each student a small piece of paper. Ask them to think of a question in a structure that you are currently working on and write it on their paper, e.g. *How old are you?* or *Do you like chocolate?* Invite a student to the board. Check their question. Get the student to write the first word of their question on the board. The other students take turns to try and guess the next word in the question. For every correctly guessed word, the guesser gets one point and the student at the board writes that word on the board. The student who guesses the final word, and so completes the sentence, gets an extra point. Students can then play the game in small groups. This game can, of course, also be played with sentences.

Hot potato Students stand in a circle. Students throw and catch a ball across the circle to some music. Stop the music. The student who has the ball when the music stops has to ask another student a correct question, using the tense you are currently practising. If either the question or answer is incorrect, the speaker is out. The game continues.

Chinese whispers Make some space in the classroom. Students sit in lines of equal length. Take the student from the front of each line and whisper a sentence to them, e.g. *The path goes from the village to the forest and up the mountain.* Help students to memorise the sentence. When you say *Whisper!*, the students say the sentence to the next person in their line as quickly and as quietly as they can. The sentence continues down

each line until the last student hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

Find new words Write a long word or phrase, e.g. *emergency services*, on the board. Ask students to work in pairs and use the letters to make new words, e.g. *rice, men, yes*. The pair of students who can find the most new words wins. Ask them to choose another word or phrase from the unit of the book that you are working on and write it on the board for the class to play again.

Freeze Make some space in the classroom. Ask one student to come to the front of the class and face the board. The other students each secretly think of an activity and a mime to go with it. They then mime their action until the student at the front says *Freeze!* The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. *Were you playing tennis?* They are only allowed one guess for each student and get a point for each correct guess.

Spelling bee Divide the class into two teams. Make a list of an equal number of words. Say a word and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

Spinners As an alternative to using dice in board games, students can make and use a spinner. The spinner is made by drawing a circle and then dividing it into six equal segments by drawing lines across it. Students should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight line going across the widest part of each segment. They then write the numbers from one to six, one in each segment. Finally a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number it rests on each time is used to play the game. We recommend that, if possible, you stick the spinner onto card before the students cut it out.

Pictionary Ask a volunteer to slowly draw an object, e.g. a musical instrument, on the board. The first student to guess the instrument takes the next turn. Students can also play the game in groups.

Musical chairs This game can be used to practise any language that you have taught. Arrange two lines of chairs, back to back, with one chair for each student. Play some music. Students walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one left standing has to say a correct word, phrase or sentence using a word or prompt that you give them. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Restart the music.

The shopping memory game Say, e.g. *I'm going to the supermarket to buy a loaf of bread*. Ask a volunteer to repeat your sentence and add another item to the shopping list, e.g. *I'm going to the supermarket to buy a loaf of bread and a bottle of water*. If a student makes a mistake, they are out. The game continues, with each student adding one more item, until there is a winner. At the beginning of the next class, ask the students to write down the shopping list to see how much they can still remember.

What are the end-of-unit tests?

There are two progress tests for each of the ten units in the Level 4 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers the vocabulary and the second covers grammar.

There are five questions and an example in each of the two activities, which means that each test is marked out of 10 and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book from page 75 onwards, you will find teacher's notes, tapescripts and answer keys to help you plan and mark the tests.