

Garan Holcombe

# **Super Minds**

**American English  
Teacher's Resource Book 4**



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press  
978-1-107-60436-0 – Super Minds American English Level 4  
Garan Holcombe  
Frontmatter  
[More information](#)

---

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

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

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9781107604360](http://www.cambridge.org/9781107604360)

© 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 978-1-107-60432-2 Student's Book with DVD-ROM 4  
ISBN 978-1-107-60433-9 Workbook 4  
ISBN 978-1-107-60435-3 Teacher's Book 4  
ISBN 978-1-107-60436-0 Teacher's Resource Book with Audio CD 4  
ISBN 978-1-107-60434-6 Class Audio CDs 4  
ISBN 978-1-107-60437-7 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

<b>Introduction</b>	4
<b>Teacher’s notes and worksheets</b>	
<b>Good job, Ben and Lucy!</b>	6
<b>Unit 1 In the museum</b>	10
<b>Unit 2 The world around us</b>	15
<b>Unit 3 Danger!</b>	20
<b>Unit 4 Two round-trip tickets</b>	25
<b>Unit 5 Police!</b>	30
<b>Unit 6 Mythical beasts</b>	35
<b>Unit 7 Orchestra practice</b>	40
<b>Unit 8 In the planetarium</b>	45
<b>Unit 9 At the campsite</b>	50
Tests Good job, 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
<b>Test teacher’s notes, recording scripts, and answer keys</b>	75

# Introduction

The Teacher's Resource Book contains photocopiable worksheets that 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 use in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory unit: Good job, 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 beginning of the teacher's notes.

**Worksheet 2:** This worksheet focuses on the language presented and practiced 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 beginning of the teacher's notes.

**Worksheet 3:** This worksheet focuses on the language presented and practiced 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 beginning 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 assigned as homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for review, or as an alternative activity when there

is a break or change in your usual class 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 that 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 candy?* 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 trying to 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 practicing. 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 town to the forest and up the mountain.* Help students memorize 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 have to stop their mimes immediately and stay completely still in that position. The student at the board turns around 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 aloud 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 spelled 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 center 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 thin cardboard 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 practice 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 around 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 scored out of 10 and should take about 20 to 30 minutes of class time. The total score 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 the term. This staged approach will help you see what the students have learned and understood in the short term and what they can remember in the long term. It will also give students an opportunity to review and/or ask for help between tests in order to improve their scores.

At the back of the book starting from page 75, you will find teacher’s notes, recording scripts, and answer keys to help you plan and score the tests.