

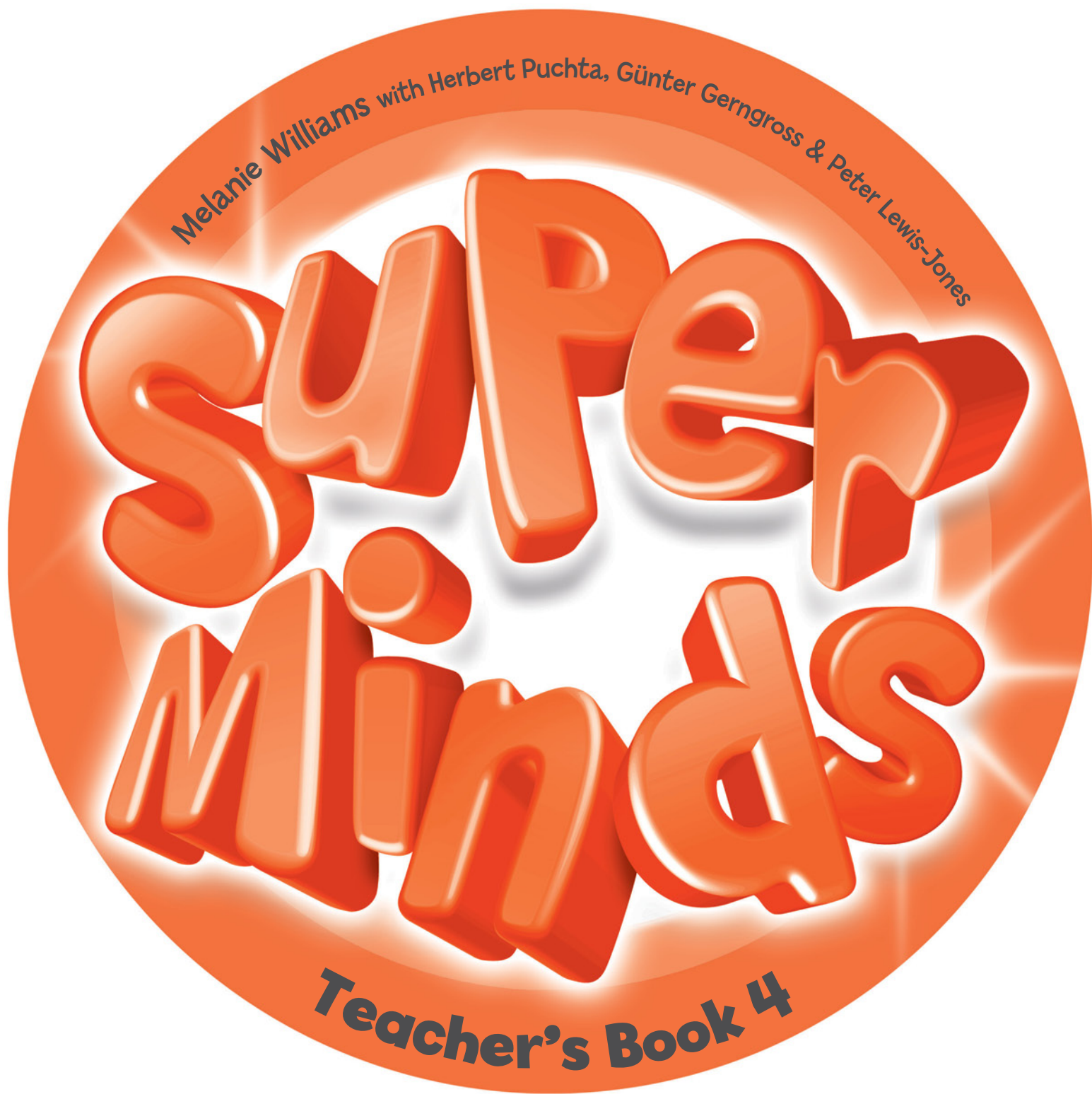
Cambridge University Press

978-0-521-21750-7 – Super Minds Level 4

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

Frontmatter

[More information](#)



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Map of the course

Well done, Ben and Lucy! (pages 4–9)

Vocabulary	Grammar	Story Phonics
At town events: <i>big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist</i>	<i>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?</i>	<i>The map</i> 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 queens: <i>queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword</i>	<i>I must (wear a helmet). I mustn't (swim here). Give me / him / her / us / them (the book), please.</i>	<i>The knight</i> The letter sound ow	<ul style="list-style-type: none"> Reading and listening for specific information Listening for detail YLE 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: <i>mountain, forest, village, lake, island, field, river, path</i>	<i>but, and, because, so I could / couldn't (run 20 kilometres). Could you (swim for 10 hours)?</i>	<i>At the restaurant</i> Silent consonants	<ul style="list-style-type: none"> Reading for detail YLE Listening for specific information YLE 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 <i>My world</i> 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: <i>fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic</i>	<i>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.</i>	<i>The man in the car</i> The sound /aɪ/	<ul style="list-style-type: none"> Reading and listening for specific information Writing a postcard Reading for detail YLE 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**

4 Two return tickets (pages 46–57)					
Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
At the train station: <i>station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee / tea</i>	<i>in (September), at (eight o'clock), on (Sunday), in the (morning)</i>	<i>The tunnel</i> The sound /eə/	<ul style="list-style-type: none"> • Reading for detail YLE • Listening for specific information YLE • 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: <i>dark, blonde, fair, moustache, curly, beard, scar, straight</i>	<i>He used to (be a police officer). We had to (be really careful).</i>	<i>The Mysterious H</i> 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: <i>tail, horn, back, scales, wing, neck, feathers, tongue</i>	<i>longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst</i> <i>What does (a unicorn) look like?</i> <i>It looks like (a horse), but it's got (a big horn).</i>	<i>The secret door</i> The letter sound ea	<ul style="list-style-type: none"> • Listening for specific information YLE • Telling a story • Writing a story • Reading for detail YLE 	<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: <i>tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin</i>	<i>mine / yours / his / hers / ours / theirs</i> <i>Connor's the boy who plays the recorder.</i> <i>The instrument which Vicky plays is the (trumpet).</i> <i>The house where Mark lives is (green).</i>	<i>At the concert hall</i> 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 YLE • 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	

8 In the planetarium (pages 94–105)					
Vocabulary Space: <i>planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station</i>	Grammar <i>What will you be when you grow up? I'll be a (police officer). angrily, badly, beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowly</i>	Story Phonics <i>The trap</i> Word stress and the sound /ə/	Skills and value <ul style="list-style-type: none"> • Listening for detail YLE • Reading for detail YLE • Speaking about pictures YLE • Writing a postcard • Writing a story • Respecting your elders 	Thinking skills <ul style="list-style-type: none"> • 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: <i>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</i>	Grammar <i>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?</i>	Story Phonics <i>The last line</i> Unstressed words	Skills and value <ul style="list-style-type: none"> • Reading and listening for specific information • Reading for detail • Telling a story • Writing a story • Listening for specific information YLE • Protecting wildlife 	Thinking skills <ul style="list-style-type: none"> • 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	

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 4 is appropriate for students who have had three 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 this level.

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 4* 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 4*, specific activities develop a range of skills from the visual skills of focusing on details to thinking skills such as problem solving, logical deduction, sequencing and making hypotheses.

Kindling the imagination

Super Minds 4 begins with a continuation of the storyline from *Super Minds 3*, at the museum to which Ben and Lucy have donated the statue that they found. Any students who have not studied the previous level will meet



Ben and Lucy, the Explorers, together with Ben's dog Buster, in the opening unit. The students join them in their exciting adventure as they look for the lines of a rhyme which will lead them to some treasure, trying to keep one step ahead of the 'baddies', Horax and Zelda.

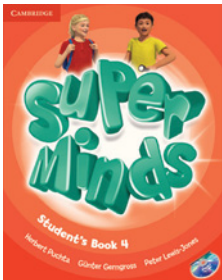
The students' imagination and creativity is also exercised through role play and writing activities.

Fostering positive values

Super Minds 4 uses the extended *Story time* narratives and other topics in both the Student's Book and Workbook 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 responding to emergencies, honesty and protecting wildlife.

Super Minds 4 components

Student's Book



- The Student's Book contains:
- An introductory *Well done, Ben and Lucy!* 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, leading into a phonics focus on specific sounds and spelling patterns
- **Think!** Activities to develop a range of thinking skills
- 2 lessons alternating between **Story time** narratives for extended reading and the discussion of values 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

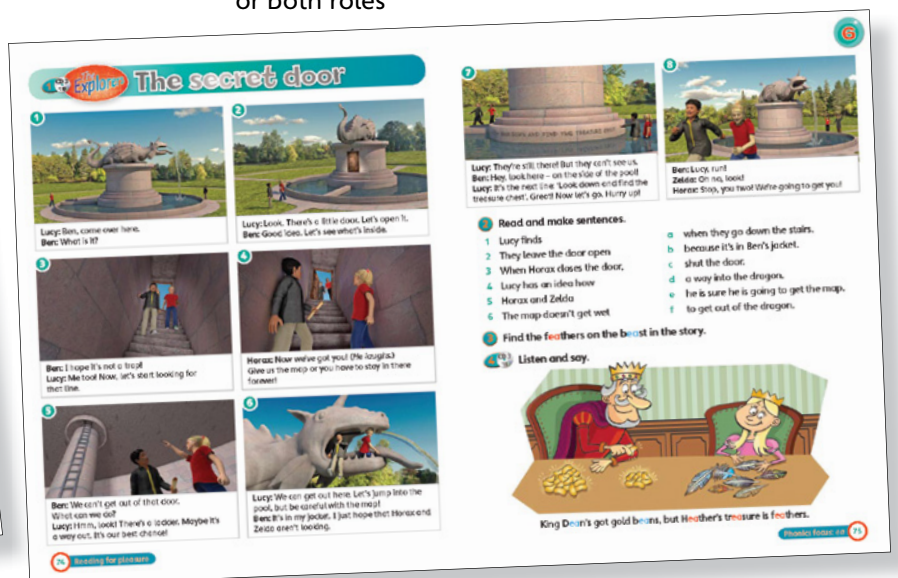
a topic-based role play in pairs

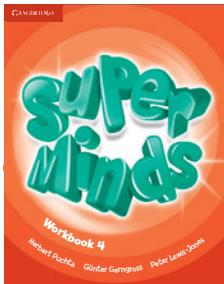
- A **My scrapbook** revision lesson leading to a piece of personalised writing that students can keep in a separate scrapbook

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



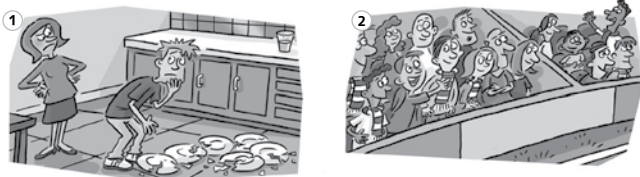


Workbook

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 Story time narrative or other topics from the Skills or English for School lessons
- A functions focus for each unit drawing on idiomatic language from The Explorers story

CD 3
 27 Listen and write the missing words. Then say with a friend.



- 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

Write the words in four groups.

accident ambulance banana cake fire fire engine flood hut ice cream police car sandcastle snorkel vanilla shake

1. accident 2. ambulance 3. banana cake 4. hut

Look at Activity 1. Number the topics to match the groups.

Dangers Emergency services
 On the beach Food words

Look and draw lines to make sentences.

1 We	was	playing	cards	at 2 o'clock yesterday.
	are	watching	TV	at 5 o'clock yesterday.
	were	making	with toys	at 7 o'clock yesterday.
2 What	was	you	did	in here this morning?
	is	your	do	in here tomorrow?
	were	yours	doing	in here next Tuesday?
3 Was	she	flying	the piano	at 8 o'clock?
	they	doing	a kite	at 9 o'clock?
	he	playing	his homework	at 10 o'clock?
4 I	was	watch	TV on	3 o'clock.
	were	watched	TV at	4 o'clock.
	is	watching	TV in	5 o'clock.

- 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 did you like best?

In the museum
 Colour your favourite lessons.

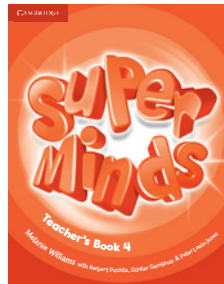
singing the song
 reading the Explorers story
 reading *The secret of the Egyptian cat*
 learning about museums

acting out our Egyptian cat play
 writing an advert

World focus Write three new words.

Grammar focus Write two sentences about yourself.

Now tell a friend what you liked and didn'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 118–123 of the Teacher's Book.

Class CDs

The 4 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 4 begins with an introductory 6-page *Well done, Ben and Lucy!* unit in both the Student's Book and the Workbook. This presents Ben and Lucy, The Explorers, together with revision of a range of different question forms in both the simple present and the simple past.

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 students will find it motivating to listen and check their answers once they have worked on the topic-based poems in Units 4 and 5.

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
 - Activities summarising events in the story, including recounting events from Horax's point of view
- The **Ending the lesson** activity in Lesson 5 is always a role play in groups to practise the story.

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 recognize English sound-spelling relationships. The students first look for objects in the story which exemplify target sounds. They then practise a new sentence or rhyme featuring further examples of the sounds or spelling patterns. 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 pattern 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 and values



Story time

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.

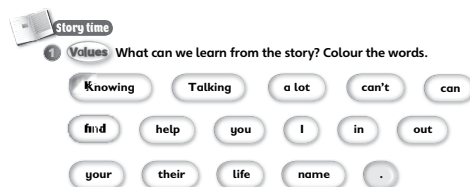
- A range of pre-reading tasks are used to train the students in scanning a text or to present essential vocabulary.
- The students then read and listen to the story, which is also a vehicle for the discussion of values.

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

- **Think!** Thinking activities, such as finding alternative ideas, imaginative responses and empathising
- Speaking activities
- Story-writing

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

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

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.

Learn and think

Protection

Read and look at the photo. Which animal is the predator? Which is the prey?

All animals must eat. Animals which eat other animals are called predators. They are always looking for their next meal. Their prey (the animals which they like to eat) must try not to be that next meal. Animals have different tricks to survive. These tricks are very important.

How do prey animals protect themselves against predators? Read and match the titles with the text.

Poison Looks Weapons Speed

1 You are an antelope and you see a big cat watching you through the grass. What do you do? Run! Speed is the simplest way and one that is used by many animals, fish and birds. Prey animals that are faster than their predators have a good chance of escaping. They can't eat prey that they can't catch!

2 Look closely at the pattern on the wings of this moth. What do you see? Many predators look and see two big eyes. They are scared of the animal. They think it is a much bigger animal, so they go away and look for something smaller.

3 Some animals have weapons that make them very difficult to eat. Look at this porcupine, for example. The spikes are very hard and can hurt a predator.

4 Other animals produce chemicals from their body. The dart frog, for example, has got poison in its skin. The bright colours tell the predators, 'I'm poisonous. You mustn't eat me.'

- 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.

Learn and think

How do these animals protect themselves?

rabbit turtle butterfly skunk

Think of more predators and their prey. How do the prey animals protect themselves? Discuss with a friend.

Owls and eagles are the predators of snakes. Many snakes are poisonous.

Find out about an animal.

1 Work in groups. Choose an animal from your country.

2 Find a photo or draw a picture of it.

3 Find out:

- Where does it live?
- What are its predators/prey?
- What does it eat?
- How does it protect itself?

4 Present your animal to the class.

Our animal is ...

- It lives ...
- It eats ...
- Its predators ...
- It can ...

Write five true / false questions about your animal to test the class.

Our Hedgehog Quiz

1 Hedgehogs have weapons. True / False

2 Hedgehogs are poisonous. True / False

3 Hedgehogs can run fast. True / False

4 Mice are the predators of hedgehogs. True / False

5 Worms are the prey of hedgehogs. True / False

- 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.

Class survey



Find out

- The students usually work first in groups, asking questions as a preparatory stage for a class survey.
- Where relevant, the results for the whole class are then pooled and the students talk or write about the survey results.
- 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 there are guided activities, including writing sub-skills such as punctuation and the use of adjectives and connectors, working with model texts. These then 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 4*

Encouraging fluency

Handling speaking activities

Super Minds 4 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 4* 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 11 of *Super Minds 4* 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.

In the *Super Minds 4* survey activities, the students produce an oral or written report of their findings, either at group or class level, 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. Where necessary, 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 4* 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.
- In the **My scrapbook** feature, students are also introduced to writing sub-skills such as punctuation and the use of adjectives and connectors to make their work more interesting to read.
- Students then need a clear model for their own work, whether this is factual research, such as writing about an animal, or a personalised piece of work about a favourite band or singer.

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 love the old jewellery in the museum.* 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 and speaking 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 4* 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 and 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 pages 60, 96 and 108, to ask the students to cover the lyrics while they do the first task.
- On page 108, the students could draw small food pictures 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.

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 1 could begin:

Narrator Ben and Lucy show the map to Grandpa.

Lucy What a nice restaurant!

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.