

Cambridge University Press

978-1-107-48288-3 – Super Minds Level 6

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

Frontmatter

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# Teacher's Book 6



**CAMBRIDGE**  
UNIVERSITY PRESS

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## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

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[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107482883](http://www.cambridge.org/9781107482883)

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First published in 2014

Printed in Poland by Opolgraf

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

ISBN 978-1-107-48288-3 Teacher's Book 6

ISBN 978-1-107-60446-9 Student's Book with DVD-ROM 6

ISBN 978-1-107-60447-6 Workbook 6

ISBN 978-1-107-60450-6 Teacher's Resource Book with Audio CD 6

ISBN 978-1-107-60448-3 Class Audio CDs 6

ISBN 978-1-107-60451-3 Classware and Interactive DVD-ROM 6

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# Map of the course

## Back to school (pages 4–9)

<b>Vocabulary</b> Outside at school: <i>basketball hoop, tennis court, net, soccer field, railings, running track, bike rack, trash can, school bell</i>	<b>Grammar</b> <i>Patrick has already had an accident in the lab. Has Phoebe seen the Bosphorus Bridge yet? They haven't met an alien yet. that/who/where review</i>	<b>Story and values</b> <i>Back in time again</i> Thinking about what you're doing	<b>Thinking skills</b> Understanding character and situation
▶ <b>Song:</b> The Time Travelers ▶ <b>Phonics:</b> Spelling patterns			

## 1 The treasure (pages 10–21)

<b>Vocabulary</b> Pirates: <i>palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars</i>	<b>Grammar</b> <i>I've been interested in music since I was ten. He's known his friend Charlie for six years. How long have you had your new laptop?</i>	<b>Story and values</b> <i>The pirates' treasure</i> Being honest	<b>Skills</b> Reading <b>KEY</b> Listening, speaking, and writing	<b>Thinking skills</b> Hypothesizing	<b>English for school</b> <b>Literature:</b> <i>Treasure Island</i> <b>Project:</b> Write three texts about your favorite book.
▶ <b>Song:</b> Get on board! ▶ <b>Phonics:</b> -sure and -ture ▶ <b>Communication</b> ▶ <b>Review:</b> My portfolio					

## 2 Future transportation (pages 22–33)

<b>Vocabulary</b> Travel: <i>monorail, cable car, parachute, solar panel, microlight, hang-glider, jet pack, wind turbine, surfboard, floating skateboard, unicycle, in-line skates</i>	<b>Grammar</b> <i>You need / don't need to ... Cities of the future will have monorails. People won't have to work so hard.</i>	<b>Story and values</b> <i>A problem for Patrick</i> Listening carefully	<b>Skills</b> Reading Listening, speaking, and writing <b>KEY</b>	<b>Thinking skills</b> Inferencing meaning	<b>English for school</b> <b>History:</b> The history of the car <b>Project:</b> Imagine it is the year 2200. Write and draw two more events for the timeline.
▶ <b>Functional language dialog</b> ▶ <b>Creativity</b> ▶ <b>Review:</b> My portfolio					

3 Ancient Egypt (pages 34–45)					
<b>Vocabulary</b> In Egypt: <i>pyramid, Sphinx, pharaoh, chariot, slaves, rock, hieroglyphics, tomb, mummy</i>	<b>Grammar</b> <i>The pyramids were built by slaves. The slaves weren't paid any money. How was it done? a lot of / lots of / a few / a little</i>	<b>Story</b> <i>The mummy's tomb</i>	<b>Skills and values</b> Speaking, reading, and listening (KEY) Respecting differences	<b>Thinking skills</b> Paying attention to visual details Reasoning	<b>English for school</b> <b>Math:</b> 3D shapes <b>Project:</b> Make a paper pyramid.
▶ <b>Song:</b> In old Cairo ▶ <b>Phonics:</b> -ed endings ▶ <b>Communication</b> ▶ <b>Review:</b> My portfolio					

4 Olympic sports (pages 46–57)					
<b>Vocabulary</b> Sports: <i>long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing</i>	<b>Grammar</b> <i>We could go and see the long jump. I'm visiting my grandparents on Sunday. My dad's coming back from New York on Monday.</i>	<b>Story and values</b> <i>Not the best day The sporting spirit</i>	<b>Skills</b> Reading and speaking (KEY) Listening and speaking (YLE)	<b>Thinking skills</b> Mathematical thinking Sequencing Lateral thinking Applying knowledge	<b>English for school</b> <b>Biology:</b> Muscles <b>Project:</b> Keep an exercise diary over the next week.
▶ <b>Functional language dialog</b> ▶ <b>Creativity</b> ▶ <b>Review:</b> My portfolio					

5 In London (pages 58–69)					
<b>Vocabulary</b> Stores: <i>drug store, tailor's, barber shop, bakery, market, butcher shop, jewelry store, carpenter's</i>	<b>Grammar</b> <i>Have you ever seen a big fire? Yes, I have. / No, I haven't. She has never made a movie. / She's never made a movie. Have you ever been to Mexico? No, I haven't, but my cousins went there last year.</i>	<b>Story and values</b> <i>The Great Fire Thinking of others</i>	<b>Skills</b> Reading (KEY) Listening, reading, and speaking (KEY)	<b>Thinking skills</b> Understanding character and situation	<b>English for school</b> <b>Art:</b> Impressionism <b>Project:</b> Do an impressionist painting.
▶ <b>Song:</b> Have you ... ? ▶ <b>Phonics:</b> s and z sounds ▶ <b>Communication</b> ▶ <b>Review:</b> My portfolio					

6 Crazy inventions (pages 70–81)					
<b>Vocabulary</b> Tools and machines: <i>wrench, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, can of paint, paintbrush</i>	<b>Grammar</b> <i>too many / not enough</i> <i>Can you tell me what this machine is? / ... lever does? / ... switch is for?</i>	<b>Story</b> <i>Professor Potts</i>	<b>Skills and values</b> Reading and speaking <b>KEY</b> Speaking, listening, and writing <b>KEY</b> The benefits of technology	<b>Thinking skills</b> Logical thinking Evaluating	<b>English for school</b> <b>Physics:</b> Levers <b>Project:</b> Do experiments with levers.
▶ <b>Functional language dialog</b>		▶ <b>Creativity</b>		▶ <b>Review: My portfolio</b>	

7 This is Houston (pages 82–93)					
<b>Vocabulary</b> Moon landing: <i>countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, screen, headset</i>	<b>Grammar</b> <i>Going on a space trip is exciting.</i> <i>The alien said that he was from the moon.</i>	<b>Story</b> <i>Alex, the engineer</i>	<b>Skills and values</b> Listening, writing, and speaking Reading Admitting mistakes	<b>Thinking skills</b> Sequencing Logical thinking Hypothesizing Creative thinking	<b>English for school</b> <b>Physics:</b> The moon <b>Project:</b> Make your own moon phases.
▶ <b>Song:</b> Can you hear us? ▶ <b>Phonics:</b> /ʌ/		▶ <b>Communication</b>		▶ <b>Review: My portfolio</b>	

8 <b>A cold place</b> (pages 94–105)					
<b>Vocabulary</b>  In the Arctic: <i>Northern Lights, iceberg, seal, seal pup, ice floe, polar bear, polar bear cub, sled, mittens, igloo</i>	<b>Grammar</b>  <i>It isn't warm here, is it? The ice may / might melt. Polar bears may not / might not find enough food.</i>	<b>Story and values</b>  <i>Rescuing the seal pups</i> Caring for the environment	<b>Skills</b>  Speaking and listening <b>KEY</b> Reading, speaking, and writing <b>KEY</b>	<b>Thinking skills</b>  Mathematical thinking Evaluating Sequencing	<b>English for school studies:</b> Glaciers  <b>Project:</b> Find out how much of our planet is covered by glaciers.
▶ <b>Functional language dialog</b>		▶ <b>Creativity</b>		▶ <b>Review: My portfolio</b>	

9 <b>The Jurassic age</b> (pages 106–117)					
<b>Vocabulary</b>  Natural features: <i>sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log</i>	<b>Grammar</b>  <i>If I saw a dinosaur, I'd run away. If I had ... , If I went ... , If I were ... , What would you do if you met an alien?</i>	<b>Story</b>  <i>The chase</i>	<b>Skills and values</b>  Reading <b>KEY</b> Listening, reading, and writing Taking an interest in nature	<b>Thinking skills</b>  Making visual connections Visualizing spelling Understanding textual cohesion	<b>English for school studies:</b> Fossils  <b>Project:</b> Make your own "fossil."
▶ <b>Song: I'd like to be ...</b>		▶ <b>Phonics: /ɔ:/</b>		▶ <b>Communication</b> ▶ <b>Review: My portfolio</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 in 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 to 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 that can be used flexibly according to the time available for English. This is explained in the Tour of a unit (see pages xi–xiii).

### Building solid foundations

*Super Minds 6* is appropriate for students who have had five years of reading and writing in English. The syllabus is carefully structured to take students through Flyers, the last level of the YLE exams, and to introduce some of the structures from the Preliminary English Test (PET) for Schools syllabus. There are also practice tasks for the Key English Test (KET) for Schools.

A Grammar focus section at the back of the Student's Book adds to the students' increasing awareness of language patterns, and an irregular verb list at the back of the Workbook enables students to work independently.

Alongside receptive skills work, *Super Minds 6* builds on the students' increasing fluency in both speaking and writing. Functional language dialogs provide students with a bank of useful phrases, and specific speaking tasks at the end of each unit develop role play and presentation skills. The **My portfolio** feature and its accompanying practice section in the Workbook provide opportunities for students to write a range of text types.

### Expanding young minds

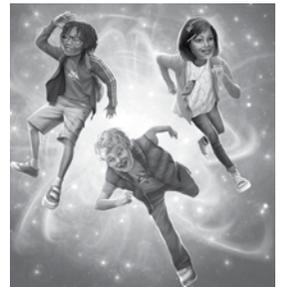
*Super Minds* begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning, and the activities keep in step with the students' increasing maturity through the course.
- 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 6*, specific activities develop a range of skills from mathematical skills to thinking skills, such as hypothesizing and inferencing meaning.

### Kindling the imagination

*Super Minds 6* begins with a continuation of the storyline from *Super Minds 5*, where the three Time Travelers, Alex, Phoebe, and Patrick, have arrived back in the school playground, but it is just before the same science lesson starts. Phoebe and Alex don't let



Patrick do the experiments this time, but he fiddles with his goggles and causes another explosion. The gate appears and they once again begin their adventures, traveling in time and space, visiting different places and periods in history.

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

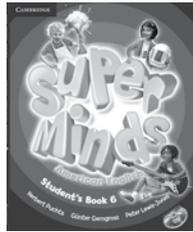
### Fostering positive values

*Super Minds 6* uses the Time Travelers stories and other reading texts 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 listening carefully, thinking of others, and caring for the environment.

# Super Minds 6 components

## The Student's Book contains:

- An introductory *Back to school* unit (six pages)
- Nine core units (12 pages each) with an easy-to-use single-page lesson format rounding off with review
- A Grammar focus section that provides an opportunity for language presentation and written practice



- **Think!** Activities to develop a range of thinking skills
- Two topic-based Skills lessons 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:

**Time to present** an individual, pair, or group presentation for the class or:

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

- A **My portfolio** review lesson leading to a piece of written work that students can keep in a separate portfolio

**Grammar focus**

## Back to school

Present perfect with *already/yet* review

**I have (I've) already** \*cleaned my room.  
 You **have (You've) already** met him.  
 He **has (He's) already** \*washed the car.  
 She **has (She's) already** made some cupcakes.  
 We **have (We've) already** seen this movie.  
 They **have (They've) already** \*used it.

**I haven't** \*repaired my bike yet.  
 You **haven't** had lunch yet.  
 He **hasn't** been to Mexico yet.  
 She **hasn't** read that book yet.  
 We **haven't** \*finished it yet.  
 They **haven't** \*arrived yet.

Verbs that are regular in the simple past have \***regular past participles**, which look the same as the verbs in the simple past. Other past participles are irregular. You need to learn these. There is a list of irregular verbs on page 127 of the Workbook.

**1 Complete the sentences with the past participle of the verbs in parentheses.**

- Tom has already \_\_\_\_\_ his homework. (do)
- She hasn't \_\_\_\_\_ up yet! (get)
- They haven't \_\_\_\_\_ that museum yet. (visit)
- We've already \_\_\_\_\_ some souvenirs. (buy)

## Each unit offers:

- An opening scene in contemporary and attractive 3D artwork that presents core vocabulary
- A game to practice the core vocabulary
- Two grammar lessons with varied presentation and practice activities, including targeted oral production of the new language in a Grammar focus feature
- A song with phonics or a functional language dialog
- A story featuring the Time Travelers, often providing historical or cultural background

## 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
- CLIL documentaries focusing on science and arts
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring functional language dialogs. These are real-life clips, with the option for students to record themselves speaking.



### 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, writing, listening, and speaking activities



4 Listen and say the sentence.  
 Snakes hiss and bees buzz.

Phonics tip  
 Make a sss sound like a snake and a zzz sound like a bee. Can you hear the difference?

5 Say the words in the box and write them in the correct part of the chart.

this is amazing so	Sam	Zara
animals city signs	.this	.is
realize shorts points		
present eyes concert		
nose escapes bridges		

6 Listen, check, and say the words.

60 Practice phonics focus 2 and 3 sound.

- A **Phonics tip** on specific sounds and spelling patterns
- A values activity for each unit drawn from the message in the Time Travelers stories or other reading texts
- Two review pages for each unit with vocabulary work, grammar puzzles that guide the students to construct sentences using the two structures presented in the unit, and a writing activity alternating between guided picture composition and a situation prompting an email, a dialog, or other personal response

1 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

2 Draw lines and complete the sentences with the words from the box.

3 Complete the sentences with your own ideas.

4 Find and write the words.

5 Look at the pictures and write the story. Use the ideas to help you write about each picture.

6 Complete the sentences with the words from Activity 5.

7 Don't get close to that.

8 Complete the sentences with your own ideas.

- **My portfolio writing practice**, a writing skills section that can feed into or extend the **My portfolio** feature at the end of each unit in the Student's Book.
- A useful reference list giving the base, past, and past participle forms of all irregular verbs that the students meet in *Super Minds 6*, even though they are not expected to know and use all these verbs in the simple past or present perfect



### 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 colored boxes:
  - Warm-up:** ideas for beginning the lesson, recycling language, 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 **Recording script** for listening activities in both the Student's Book and the Workbook is on pages 118–126 of the Teacher's Book.

Answers for the preparatory activities in the **My portfolio writing practice** section of the Workbook are on page 127 of the Teacher's Book.

### Class CDs

The four 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, without introducing unfamiliar language
- One cross-curricular extension worksheet
- Teaching notes with suggestions for use and optional follow-up activities
- End-of-unit progress tests, evaluating the core vocabulary and structures with reading, writing, and listening activities