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# SUPER Minds

## Student's Book 4

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# Map of the book

## Well done, Ben and Lucy! (pages 4–9)

Vocabulary	Grammar	Story Phonics
At town events	Do you / Does Lucy like (reading)? When do you start (school)? 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 queens	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"> <li>Reading The secret of the Egyptian cat</li> <li>Applying what you know</li> </ul>	<ul style="list-style-type: none"> <li>Using one's imagination</li> </ul>	History: Discover museums

► **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	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"> <li>Reading</li> <li>Listening and writing</li> <li>Making time for the family</li> </ul>	<ul style="list-style-type: none"> <li>Finding alternative ideas</li> <li>Time sequencing</li> <li>Sequencing pictures</li> </ul>	Art: Life in art

► **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 was / We were (climbing a tree). What was she / were they doing? Was he / Were we (playing)? Yes, he was. / No, he wasn't. Yes, we were. / No, we weren't.	The man in the car The sound /aɪ/	<ul style="list-style-type: none"> <li>Reading The day the sea went out</li> <li>Responding to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>Finding alternative ideas</li> <li>Developing deduction skills</li> </ul>	Human health and safety: Fire safety

► **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	in (September), at (one o'clock), on (Sunday), in the (morning) I was (having dinner) when you phoned me.	The tunnel The sound /eə/	<ul style="list-style-type: none"> <li>Reading</li> <li>Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting sentences</li> <li>Developing research skills</li> <li>Judging information</li> </ul>	Science: Forces Using force carefully

► **Song:** Mr Knocks

► **Creativity**

► **Revision**



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5 Police! (pages 58–69)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Hair and face	He used to (be a police officer). We had to (be really careful).	The Mysterious H The sounds /ɑ:/ and /ɜ:/	<ul style="list-style-type: none"> <li>Reading Yatin and the orange tree</li> <li>Being honest</li> </ul>	<ul style="list-style-type: none"> <li>Paying attention to visual details</li> <li>Processing information</li> </ul>	Literature: Crime fiction

➤ 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	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).	The secret door The letter sound ea	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking, categorising</li> <li>Thinking creatively</li> <li>Developing information processing skills</li> </ul>	Science: Protection 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	mine, yours, his, hers, ours, theirs Connor's the boy who ... The instrument which ... The house where ...	At the concert hall The sounds /ɜ:/ and /ɜ:/	<ul style="list-style-type: none"> <li>Reading The bear's dream</li> <li>Enjoying being different</li> </ul>	<ul style="list-style-type: none"> <li>Summarising</li> <li>Reasoning</li> <li>Empathising</li> <li>Making hypotheses</li> </ul>	Science in Music: How we make sounds

➤ Song: Chaos in the classroom      ➤ Creativity      ➤ Revision

8 In the planetarium (pages 94–105)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Space	What will you be when you grow up? I'll be a (police officer). badly, carefully, quickly, quietly, slowly	The trap Word stress and the sound /ə/	<ul style="list-style-type: none"> <li>Listening and reading</li> <li>Speaking and writing</li> <li>Respecting your elders</li> </ul>	<ul style="list-style-type: none"> <li>Observation and deduction</li> <li>Analysing data</li> </ul>	Science: The solar system

➤ Song: One day I'll be an astronaut      ➤ Creativity      ➤ Revision

9 At the campsite (pages 106–117)					
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Holiday activities	some cheese / tomatoes, a loaf of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade. How much cheese / How many bottles of water ... ?	The last line Unstressed words	<ul style="list-style-type: none"> <li>Reading The snares in the forest</li> <li>Protecting wildlife</li> </ul>	<ul style="list-style-type: none"> <li>Identifying relevant information</li> <li>Developing visual-spatial thinking</li> </ul>	Geography: Map reading

➤ Song: We're going on a picnic      ➤ Creativity      ➤ Revision



# Well done, Ben and Lucy

1 CD 1  
02

Listen and say the words. Then check with a friend.

- 1 big wheel
- 2 rollercoaster
- 3 roundabout
- 4 mayor
- 5 dodgem cars
- 6 microphone
- 7 band
- 8 photographer
- 9 journalist



2 CD 1  
03

Listen and answer.

- 1 Where are Ben and Lucy?
- 2 Why are they there?
- 3 Who wants to talk to Ben and Lucy?
- 4 What does Lucy want to do first?

3 Play the secret word game.

My secret word works for a newspaper.

A journalist!

You speak into my secret word.

A microphone!

4

At town events



CD 1  
04

**Listen and circle.**



- |   |                           |                    |
|---|---------------------------|--------------------|
| 1 Do you like going on adventures?          | a Yes, I love it.         | b No, I hate it.   |
| 2 Do you want to be famous?                 | a Yes, I do.              | b No, I don't.     |
| 3 What do you want to be when you're older? | a An explorer.            | b A librarian.     |
| 4 What do you like doing in your free time? | a Playing computer games. | b Reading books.   |
| 5 Is Lucy your best friend?                 | a Yes, she is.            | b No, she isn't.   |
| 6 Does Lucy like Buster?                    | a Yes, she does.          | b No, she doesn't. |

CD 1  
05

**Grammar focus**

**Listen and say.**

**Do you like going to school?**

**Where do you live?**

**Does Lucy like reading books?**

**When do you start school?**

**Are you brave?**

**Is your life exciting?**



**3 Interview a friend. Find out four new things.**

Do you want to be famous?

What colour are the walls in your room?

What time do you ... ?

What's your favourite ... ?



1 CD 1  
06

Listen and tick (✓).

The Explorers.  
Here they come.  
Lucy and Ben. Adventure and fun.  
The Explorers.  
Here they are.  
Ben and Lucy. Action stars.  
Does Ben like adventure?  
Yes, he does.  
He loves exploring things  
Just like us.  
The Explorers ...  
Is Lucy scared of anything?  
No, she's not.  
Does she find much treasure?  
Yes, a lot.  
The Explorers ...  
Do they like excitement?  
Yes, they do.  
Here's their next adventure.  
You can join in too!  
The Explorers ...

Ben	Lucy	
		
		likes adventure.
		likes exploring.
		isn't scared of anything.
		finds lots of treasure.
		like excitement.



2 CD 1  
07

Listen and sing.

3

What do you like or love doing? Tell a friend.

I like having fun with my friends.

I love walking in the mountains.

6

Singing for pleasure



CD 1  
08

**Complete the interview.**  
**Listen and check.**

school clues castle  
door statue librarian



- Journalist:** So, Lucy, tell me about your adventure. How did you find the <sup>(1)</sup> \_\_\_\_\_?
- Lucy:** It all started when we found an old book in the castle.
- Journalist:** What was in the book?
- Lucy:** It had a secret code. We needed to break the code and then we used it to read the clues.
- Journalist:** What did the <sup>(2)</sup> \_\_\_\_\_ do?
- Lucy:** They helped us to find letters.
- Journalist:** And what did the letters do?
- Lucy:** We used the letters to make a word. With this word we opened a <sup>(3)</sup> \_\_\_\_\_ in the <sup>(4)</sup> \_\_\_\_\_ and found the treasure.
- Journalist:** Was it dangerous?
- Lucy:** Yes, it was. There were two 'baddies': a man called Horax and a woman called Zelda.
- Journalist:** Did they want the book?
- Lucy:** Yes, they wanted the book to find the treasure. They wanted to keep it and we found out later that Horax was our school <sup>(5)</sup> \_\_\_\_\_, Mr Williams. We were shocked.
- Journalist:** Oh no! Does he still work at your <sup>(6)</sup> \_\_\_\_\_?
- Lucy:** No, he doesn't. We don't know where he is now.

CD 1  
09

**Grammar focus**

**Listen and say.**

Was it dangerous?

What was in the book?

Were you scared?

How did you find the statue?

Did they want the book?



**3 Play the guessing game.**

Guess what I did in the holidays.

No, I didn't.

Did you do a lot of sports?

Did you go to the beach a lot?





# The map



**Mr Davidson:** Mmm, it really is a beautiful statue. It's very, very old.  
**Lucy:** We had an amazing adventure to find it.  
**Ben:** It was exciting and quite dangerous too.



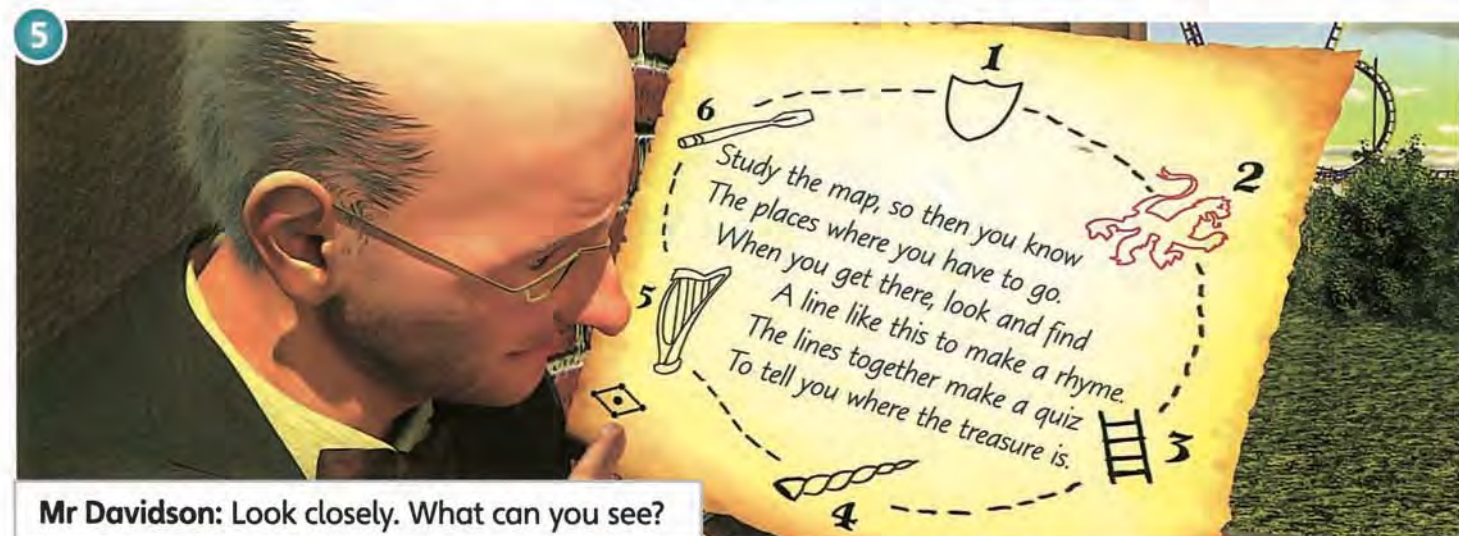
**Mr Davidson:** This symbol here ... I know this ...  
**Lucy:** What is it?  
**Mr Davidson:** That's it! Now I remember.  
Wait here a moment.



**Ben:** Very strange. *What* does he remember?  
**Lucy:** And where did he go? Into the museum?  
**Ben:** I think so. But what's that symbol?

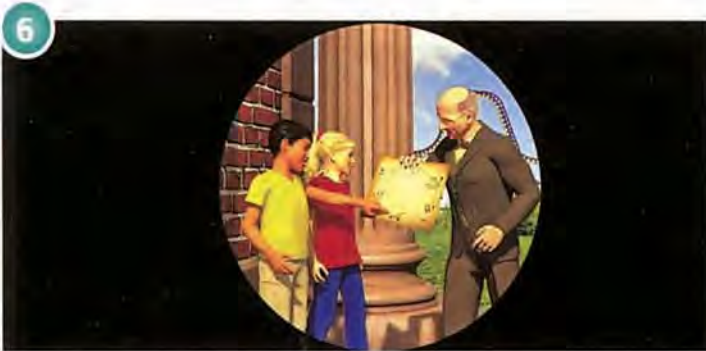


**Mr Davidson:** Here you are. Look at this.  
**Lucy:** What is it?  
**Mr Davidson:** A map from the museum.



**Mr Davidson:** Look closely. What can you see?





**Ben:** The symbol! It's the same as on the statue.  
**Mr Davidson:** This diamond is the symbol of an old English king. With this map you can find more of the king's treasure.



**Horax:** Zelda, it's me. The kids have got a treasure map.  
**Zelda:** We have to follow them and find the treasure before they do.

## 2 Answer the questions.

- 1 What does Mr Davidson find on the statue?
- 2 Where does he go?
- 3 What does he get?
- 4 What do Ben and Lucy have to make to find the treasure?
- 5 Who is watching them?
- 6 What are Horax and Zelda going to do?

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## 3 Find the **train** and the **plane** in the story.

## 4 Listen and say.



The **boys** can make **noise**, but **Sue** can **too**!



1

# In the museum

CD 1  
14

Listen and say the words. Then check with a friend.



1 queen

2 knight

3 crown

4 helmet

5 necklace

6 bracelet

7 belt

8 shield

9 bow and arrow

10 sword



CD 1  
15

Listen and correct the sentences.

1 There is a helmet on the map.

3 Lucy would like the queen's crown.

2 Ben is talking about the helmet.

4 They go to the dinosaur room.

3

Ask and answer.

Where's the sword?

The knight's carrying it.

Where's the bracelet?

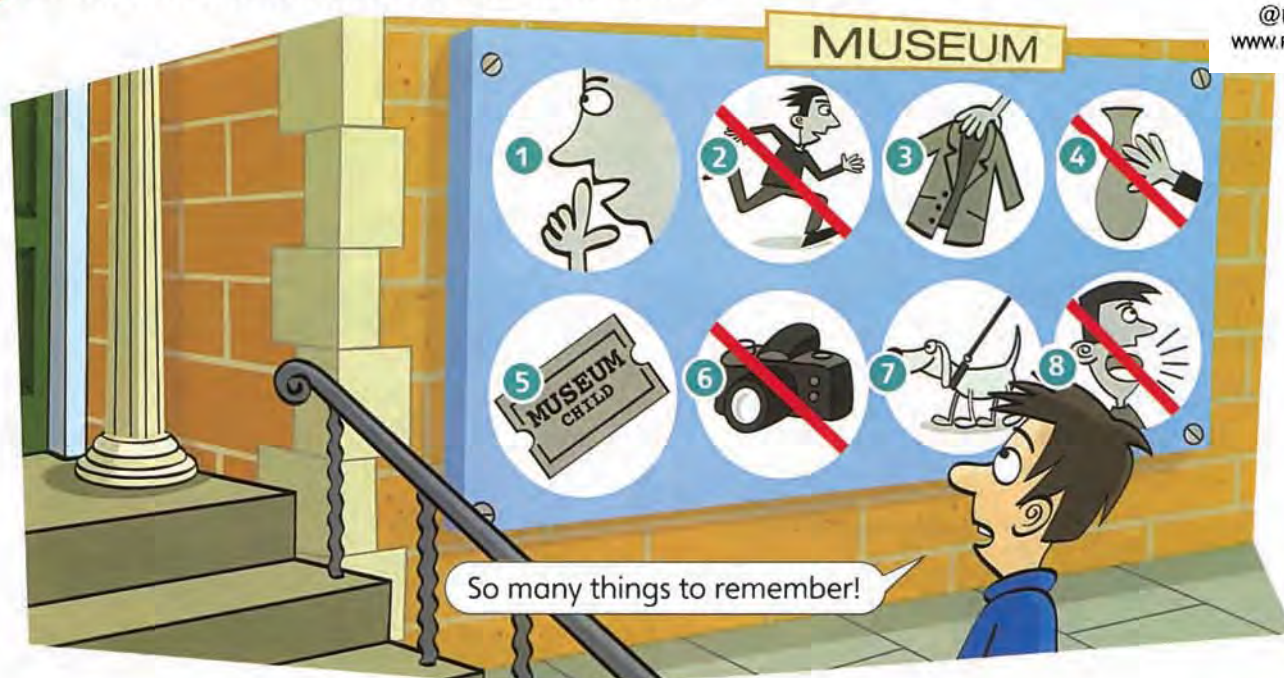
The queen's wearing it.

10

Knights and queens



1 Look, read and number the sentences.



a I must buy a ticket.

☐

b I must put my dog on a lead.

☐

c I must leave my coat in the cloakroom.

☐

d I must speak quietly.

☐

e I mustn't shout.

☐

f I mustn't run.

☐

g I mustn't touch anything.

☐

h I mustn't take photos.

☐

2 CD-1  
16

Grammar  
focus

Listen and say.



I must wear  
a helmet.



I mustn't  
swim here.



3 Play the *mustn't* forget game.





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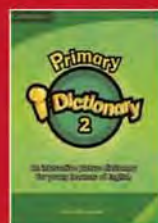
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