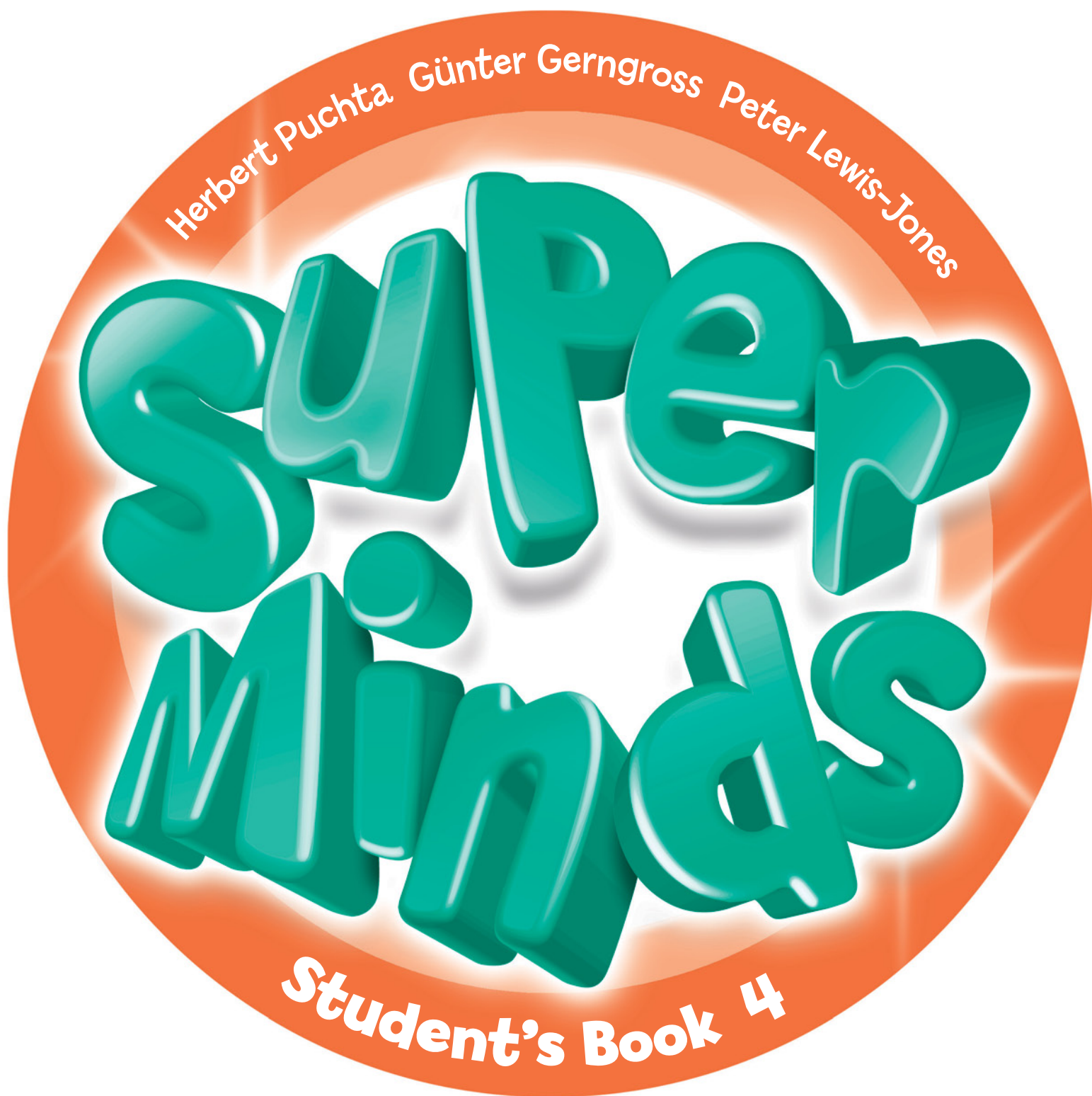


Cambridge University Press
978-0-521-22218-1 – Super Minds Level 4
Herbert Puchta Günter Gerngross and Peter Lewis-Jones
Frontmatter
[More information](#)



CAMBRIDGE
UNIVERSITY PRESS

Map of the book

Well done, Ben and Lucy! (pages 4–9)

Vocabulary	Grammar	Story Phonics
At town events	<i>Do you / Does Lucy like (reading)? When do you start (school)? What was in (the book)? How did you find (the book)?</i>	<i>The map Rhyming words</i>
▶ 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>I must (wear a helmet). I mustn't (swim here). Give me / him / her / us / them (the book), please.</i>	<i>The knight The letter sound ow</i>	<ul style="list-style-type: none"> • Reading <i>The secret of the Egyptian cat</i> • Applying what you know 	<ul style="list-style-type: none"> • Using one's imagination 	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	<i>but, and, because, so I could / couldn't (run 20 kilometres). Could you (swim for 10 hours)?</i>	<i>At the restaurant Silent consonants</i>	<ul style="list-style-type: none"> • Reading • Listening and writing • Making time for the family 	<ul style="list-style-type: none"> • Finding alternative ideas • Time sequencing • Sequencing pictures 	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>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.</i>	<i>The man in the car The sound /aɪ/</i>	<ul style="list-style-type: none"> • Reading <i>The day the sea went out</i> • Responding to emergencies 	<ul style="list-style-type: none"> • Finding alternative ideas • Developing deduction skills 	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	<i>in (September), at (one o'clock), on (Sunday), in the (morning) I was (having dinner) when you phoned me.</i>	<i>The tunnel The sound /eə/</i>	<ul style="list-style-type: none"> • Reading • Listening and speaking 	<ul style="list-style-type: none"> • Interpreting sentences • Developing research skills • Judging information 	Science: Forces 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>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 <i>Yatin and the orange tree</i> • Being honest 	<ul style="list-style-type: none"> • Paying attention to visual details • Processing information 	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	<i>longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst</i> <i>What does (a unicorn) look like? It looks like (a horse).</i>	<i>The secret door</i> The letter sound ea	<ul style="list-style-type: none"> • Listening • Speaking and writing 	<ul style="list-style-type: none"> • Logical thinking, categorising • Thinking creatively • Developing information processing skills 	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	<i>mine, yours, his, hers, ours, theirs</i> <i>Connor's the boy who ...</i> <i>The instrument which ...</i> <i>The house where ...</i>	<i>At the concert hall</i> The sounds /ɜ:/ and /ɔ:/	<ul style="list-style-type: none"> • Reading <i>The bear's dream</i> • Enjoying being different 	<ul style="list-style-type: none"> • Summarising • Reasoning • Empathising • Making hypotheses 	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	<i>What will you be when you grow up?</i> <i>I'll be a (police officer). badly, carefully, quickly, quietly, slowly</i>	<i>The trap</i> Word stress and the sound /ə/	<ul style="list-style-type: none"> • Listening and reading • Speaking and writing • Respecting your elders 	<ul style="list-style-type: none"> • Observation and deduction • Analysing data 	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	<i>some cheese / tomatoes, a loaf of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade.</i> <i>How much cheese / How many bottles of water ... ?</i>	<i>The last line</i> Unstressed words	<ul style="list-style-type: none"> • Reading <i>The snares in the forest</i> • Protecting wildlife 	<ul style="list-style-type: none"> • Identifying relevant information • Developing visual-spatial thinking 	Geography: Map reading
▶ Song: We're going on a picnic		▶ Creativity		▶ Revision	