

CAMBRIDGE

Super Minds

Teacher's Book 5

Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

SUPER Minds

Teacher's Book 5



CAMBRIDGE
UNIVERSITY PRESS

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

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

www.cambridge.org
Information on this title: www.cambridge.org/9780521216166

© Cambridge University Press 2013

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 2013

Printed in China by Golden Cup Printing Co. Ltd

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

ISBN 978-0-521-21616-6 Teacher's Book 5
ISBN 978-0-521-22335-5 Student's Book with DVD-ROM 5
ISBN 978-0-521-22375-1 Workbook 5
ISBN 978-1-107-65949-0 Teacher's Resource Book with Audio CD 5
ISBN 978-0-521-21624-1 Class Audio CDs 5
ISBN 978-0-521-22376-8 Classware and Interactive DVD-ROM 5

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

Map of the course	iv
--------------------------	----

Introduction

About <i>Super Minds</i>	viii
<i>Super Minds 5</i> components	ix
Tour of a unit	xi
Teaching with <i>Super Minds 5</i>	
Developing fluency	xiv
Assessing oral–aural work	xv
Developing writing skills	xvi
Assessing written work	xvii

Teaching notes

 The Science lesson	4
 Disaster!	10
 In the rainforest	22
 The rock 'n' roll show	34
 Space restaurant	46
 The Wild West	58
 In Istanbul	70
 The story teller	82
 Museum of the future	94
 Mystery at sea	106
Tapescript	118
My portfolio writing practice key	126

Map of the course

The Science lesson (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
Experiments: shelf, goggles, instructions, apron, explosion, bubbles, test tube, liquid, gloves, powder	Nobody had a test. Phoebe didn't have Music. Patrick loved all three subjects. What did you do at school today?	The explosion Following instructions carefully	Problem solving

➤ **Song:** The Time Travellers ➤ **Phonics:** Rhyming words

1 Disaster! (pages 10–21)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Around Pompeii: smoke, volcano, temple, columns, fountain, theatre, horse and cart, servant, statue, vase	When the earthquake happened Mr Harmer and his sons were playing football. While Mum was working in the garden, the dog was eating her socks.	A narrow escape Helping people in danger	Reading and speaking Listening and writing YLE	Understanding text coherence	Geography: Volcanoes Project: Make your own volcano.

➤ **Song:** Danger! ➤ **Phonics:** final e ➤ **Communication** ➤ **Revision:** My portfolio

2 In the rainforest (pages 22–33)


Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Rainforest life: creeper, beak, toucan, sloth, branch, anaconda, pool, jaguar, anteater	one hundred – five million You have to wear a shirt. Do I have to bring any food? You don't have to bring any food.	The present Respecting other cultures	Listening, writing and speaking YLE Reading and speaking YLE	Scanning a text for time references Applying world knowledge	Environmental studies: The rainforest Project: Find out more about rainforests.

➤ **Functional language dialogue** ➤ **Creativity** ➤ **Revision:** My portfolio

3 The rock 'n' roll show (pages 34–45)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
At a rock concert: spotlight, bodyguards, fans, electric guitar, bass guitar, backing singers, dancer, drum kit, stage	I'm going to see the Suzy Slick show. Are you going to buy the new Suzy Slick album? It's five past five.	Elvis	Listening and speaking Reading Not giving up	Applying linguistic knowledge Identifying patterns	Music: Rhythm Project: Music and my learning.
➤ Song: Come rock with me ➤ Phonics: rock or roll ➤ Communication ➤ Revision: My portfolio					

4 Space restaurant (pages 46–57)

Vocabulary	Grammar	Story	Skills	Thinking skills	English for school and value
In a restaurant: waiter, biscuits, salt, pepper, napkin, chopsticks, fork, spoon, knife	The 2nd (second) of May is a Tuesday. If you put honey in your tea, it becomes sweet.	The birthday meal	Reading and speaking Writing and listening 	Logical thinking Putting a monetary value on things Categorising	Biology: Healthy food Eating healthily Project: What I eat in a week.
➤ Functional language dialogue ➤ Creativity ➤ Revision: My portfolio					

6 The Wild West (pages 58–69)


Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
Wild West: jail, sheriff, robbers, wagon, handcuffs, barrel, pistol, saddle, rope	The saddle's made of leather. It's used for riding horses. The baby's hat. The babies' hats.	The bank robbery	Reading Listening, writing and speaking YLE Understanding and learning about other cultures	Showing an understanding of character and situation	Geography: Gold Project: Make a trophy.
Song: The meanest robber in town Phonics: double consonants Communication Revision: My portfolio					


7 In Istanbul (pages 70–81)

Vocabulary	Grammar	Story and value	Skills	Thinking skills	English for school
Souvenirs: flag, sunglasses, earrings, carpet, basket, rings, cup and saucer, cushion, plate, soap, comb	You shouldn't go out without a hat. You should always be careful when crossing the road. Could I try on that T-shirt over there? Do you mind if I close the door?	Lost in the city Showing interest in the wider world	Listening, reading and writing YLE Listening, speaking and writing YLE	Orientation in space	Geography: Town planning Project: Plan a town.
Functional language dialogue Creativity Revision: My portfolio					

8 The story teller (pages 82–93)

Vocabulary	Grammar	Story	Skills and value	Thinking skills	English for school
Shakespeare's Globe: audience, candles, mask, lute, actor, wig, costume, tights	I'll ask my sister to give us a bracelet. She's just cut her finger.	Helping Shakespeare	Listening, reading and speaking YLE Reading Being honest	Applying knowledge Creative thinking	Literature: Poetry Project: Write poetry.
Song: You'll never buy me rings Phonics: silent e Communication Revision: My portfolio					

 Museum of the future (pages 94–105)					
Vocabulary Jobs: <i>businessman, cleaner, engineer, dentist, businesswoman, artist, farmer, mechanic, computer programmer</i>	Grammar <i>If you're tired, it'll do your homework. Let's go to the museum. But, what if it's closed?</i>	Story and value <i>The trouble with Orange-head XR-97 Helping people</i>	Skills Speaking, listening, reading and writing Speaking, reading and writing	Thinking skills Lateral thinking Applying world knowledge	English for school Maths: Fractions Project: My weekend in fractions.
➤ Functional language dialogue		➤ Creativity		➤ Revision: My portfolio	

 Mystery at sea (pages 106–117)					
Vocabulary On board: <i>sail, mast, captain, lifeboat, porthole, cabin, barometer, rat, sailor</i>	Grammar <i>I've already done my Maths homework. He hasn't visited Argentina yet. Have you tidied your room yet?</i>	Story <i>The Mary Celeste</i>	Skills Reading and speaking Listening and writing	Thinking skills Imaginative interpretation of a text Applying world knowledge	English for school and value Geography: Oceans and seas Learning about the environment Project: Research a river.
➤ Song: Drop the anchor		➤ Phonics: look and put		➤ Communication	
				➤ Revision: My portfolio	

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 xi–xiii).

Building solid foundations

Super Minds 5 is appropriate for students who have had four 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 Flyers syllabus focused on in this level.

Students at this stage are now more aware of patterns in language. A Grammar focus section at the back of the Student's Book provides a visual reference of these patterns and offers written consolidation, while an irregular verb list at the back of the Workbook enables students to work independently.

Alongside receptive skills work, *Super Minds 5* builds on the students' increasing fluency in both speaking and writing. Functional language dialogues 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 5*, specific activities develop a range of skills from the visual skills of identifying patterns to thinking skills such as sequencing and logical, lateral and creative thinking.

Kindling the imagination

At the beginning of *Super Minds 5*, we meet three friends, Alex, Phoebe and Patrick, in their Science lesson. After an accident that causes an explosion in the lab, they go through a mysterious gate and begin a series of adventures, travelling in time and space. The different places that they visit, and the moments in history that they witness, provide the setting for each unit and the gate reappears magically at the end of each episode to take the Time Travellers on to their next adventure.

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

Fostering positive values

Super Minds 5 uses the Time Travellers 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 helping people in danger, being honest and showing interest in the wider world.



Super Minds 5 components

The Student's Book contains:

- An introductory *The Science lesson* 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



Grammar focus

The Science lesson

Past simple revision

I/He/She was at a birthday party.
It was very cold.
We/You/They were at the zoo.

I/He/She wasn't late.
It wasn't sunny.
We/You/They weren't at the party.

I/You/He/She/It/We/You/They loved the food.
I/You/He/She/It/We/You/They didn't like the music.

1 Complete the sentences with the verbs in brackets.

- Yesterday I _____ a lot of work to do. (have)
- I _____ up very early. (get)
- I _____ all day. (study)
- In the evening I _____ my dad in the kitchen. (help)
- He _____ very happy about that. (be)
- In the evening I _____ TV. I _____ too tired. (not watch/be)



Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also presents 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
- A song with phonics or functional language dialogue
- A story featuring the Time Travellers, often providing historical or cultural background

- **Think** Activities to develop a range of thinking skills
- 2 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:



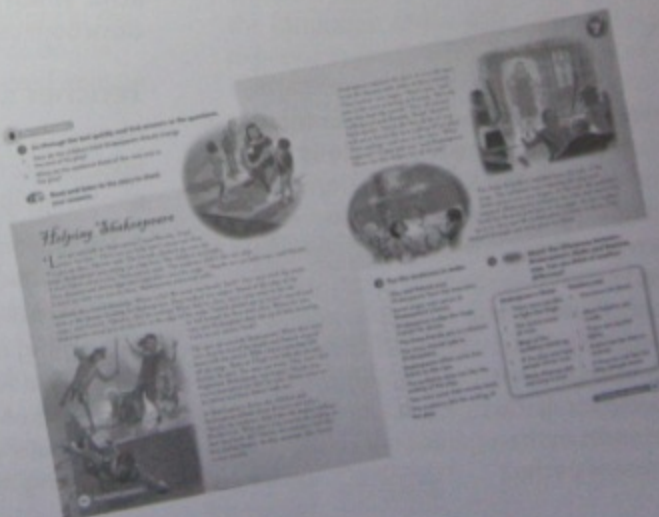
Act out a topic-based role play in pairs

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

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 dialogues. 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



1 Listen and say the words.

city people



2 Circle the letters.

Ben was reading in the city when suddenly an alien stepped on him. The alien was called Gelo. It was his birthday and she asked Ben to celebrate it with her. They climbed onto her spaceship. There was a cinema screen and a table with bowls of cream. Ben gave the alien his trading cards. She said they were really cool. They watched an exciting film about crop circles. It was an excellent party!

3 Circle the letters with an x.



4 Listen, check and say the words.

- A Phonics tip on specific sounds and spelling patterns
- A values activity for each unit drawn from the message in the Time Travellers stories or other reading texts
- 2 revision 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 dialogue or other personal response

5 Match the pictures with the words.



6 Look at the pictures and write the words.



7 Look at the pictures and write the words.



8 Complete the sentences with the words.

Word	Meaning	Use the word in a sentence.
city	A large town with many people and buildings.	
people	Persons living in the same area or country.	
alien	A person from another planet.	
reading	The action of looking at and understanding written words.	
birthday	The day on which a person is born.	
celebrate	To mark a special occasion with a party or ceremony.	
spaceship	A vehicle that travels in space.	
screen	A flat surface that displays images or information.	
cream	A soft, white substance made from milk.	
trading cards	Small cards that are collected and traded.	
crop circles	Large, circular patterns in fields of crops.	

9 Complete the sentences with the words.

Word	Meaning	Use the word in a sentence.
city	A large town with many people and buildings.	
people	Persons living in the same area or country.	
alien	A person from another planet.	
reading	The action of looking at and understanding written words.	
birthday	The day on which a person is born.	
celebrate	To mark a special occasion with a party or ceremony.	
spaceship	A vehicle that travels in space.	
screen	A flat surface that displays images or information.	
cream	A soft, white substance made from milk.	
trading cards	Small cards that are collected and traded.	
crop circles	Large, circular patterns in fields of crops.	

- My portfolio writing practice, a writing skills section which 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 5, even though they are not expected to know and use all these verbs in the simple past or present perfect

10 A description

11 Describe the person with the photo using the words.

12 Describe the person with the photo using the words.

13 Describe the person with the photo using the words.

14 Describe the person with the photo using the words.

15 Describe the person with the photo using the words.

16 Describe the person with the photo using the words.

17 Describe the person with the photo using the words.

18 Describe the person with the photo using the words.

19 Describe the person with the photo using the words.

20 Describe the person with the photo using the words.

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 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 118–125 of the Teacher's Book.

Answers for the preparatory activities in the My portfolio writing practice section of the Workbook are on page 126 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, 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 5 begins with an introductory six-page *The Science* lesson unit in both the Student's Book and the Workbook. This introduces Alex, Phoebe and Patrick (the Time Travellers) and revises the simple past and simple past questions.

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 or functional language dialogue 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 and the **My portfolio writing practice** section in the Workbook.

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 read and listen to an introductory text which presents the context of the unit, giving historical or cultural background where relevant. They then hear a dialogue in which the Time Travellers react to their new surroundings, using some of the target vocabulary. This is followed by a short comprehension activity.
- Having now heard some of 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.

Lesson 2

Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2.

- The students read and listen to presentation texts before doing an activity which demonstrates understanding of the new form.
-  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 or game.
- The practice activities in the Workbook focus on written production at sentence level, sometimes including personalisation.

Lesson 3

Song, phonics and functional language

The vocabulary and usually the first grammar point of the unit are combined in either a song or a dialogue.

Song

- A while-listening task such as completing gaps or correcting mistakes helps to focus the students as they listen to the song for the first time.
- The students can then join in and sing the song, using either the full version or the karaoke version, which is the next track on the CD.
- The **All about music** box gives a brief note about the musical genre of the song, with some cultural background. Students are then invited to give their opinion of the song.
- The song lesson ends with a **Phonics focus** in which students hear and practise a short dialogue featuring examples of sound-spelling patterns. A memorable cartoon helps the students to associate the dialogue visually with its meaning.

Functional language dialogue

- Students read and listen to a dialogue which combines the language of the unit with useful phrases for expressing specific functions, such as asking for instructions or expressing excitement.
- They practise the dialogue in pairs before using it as a model for creating their own dialogue, supported by prompts and the **What to say** box, which lists the functional phrases from the dialogue.
- The corresponding Workbook page features practice activities, based on either the song or the functional language dialogue, and a **Phonics tip**. In song lessons, this extends the Student's Book **Phonics focus** with other examples of the target sound-spelling pattern; in functional language dialogue lessons, it introduces a new sound-spelling pattern.

Teaching with *Super Minds 5*

Developing fluency

Handling speaking activities

Super Minds 5 is carefully structured to include regular opportunities for students to practise speaking. The course develops fluency through playing games in pairs, acting out in pairs or groups and presenting formally, individually, in pairs or in groups. Class presentations will be discussed in more detail in this section, but the following general suggestions are applicable to other 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 on the funniest or strangest idea.

Playing games in pairs

All new vocabulary and grammar in *Super Minds 5* 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 should 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.
- Allow students with a wider vocabulary to bring in other language, as long as they are not testing a partner unfairly.

Acting out in pairs

The **Act out** feature in Lesson 11 of *Super Minds 5* combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to develop 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.
- You may want to fill out the **Useful language** section examples with the class 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.
- If you ask pairs to perform for the class, use one or two key questions from the **Useful language** box to set the rest of the class a listening task, which will give them a reason to listen.

Class presentations

Why do presentations?

Presenting formally to an audience is a purposeful speaking activity that encourages fluency in English. However, it also has a much wider educational role. Public speaking (and its associated preparation) fosters clarity of thought, encourages the development of ideas and boosts self-confidence. Students who may not apply themselves fully in written work may try harder when they are asked to deliver their homework in this way to their classmates.

Equally, students in the audience are given valuable practice not just in listening to English, but also in the social skills of paying attention and showing interest. They will learn about aspects of a topic that they haven't researched themselves, so their classmates' presentations are providing further educational input.

Time to present

The **Time to present** feature divides into three sections: model, preparation and performance. How these fit into your lesson plans will depend on your timetable, but the following ideas may be useful:

- It isn't necessary in all cases for the students to have worked with the skills and English for school pages before they start work on their presentations. They will have studied the unit grammar and vocabulary earlier in the unit and the Time Travellers story presents the unit context very clearly. Personalised and creative presentations such as a favourite singer in Unit 3, the Wanted poster in Unit 5 and the reading survey in Unit 7 could all begin earlier in the unit.
- When there is a short time left at the end of a lesson, you could use the **Time to present** listening activity to introduce the task. If you want the students to prepare their presentation at home, remember that you will need to allow enough time after the listening activity to establish pairs and groups as necessary.
- Students can do some or all of their planning for homework. You can either take in a draft of their work or go round making suggestions in another lesson.
- It is best not to spend a whole lesson on performance as the students' attention will start to wander. Three or four short presentations at a time are probably enough to show a variety of styles and sub-topics for discussion once all the students have finished.
- There may not be time for everyone to give their presentation to the class. If this is the case, assess all the students on their preparation and visuals, but aim for everyone to give at least two presentations over the course of the year so that they and you can compare their performances.

Assessing oral-aural work

On-going observation

Assessment in listening and speaking skills will largely be an on-going process of observation in whole-class work. In the course of a lesson, it is difficult to assess the individual contributions of every student. However, you can divide the class into groups and focus on one particular group of students for a week, noting the times that each of these students:

- demonstrates understanding in a listening activity (whether the response is in English or L1)
- uses a new word or structure
- uses classroom English to ask for clarification

With listening tasks, remember that weaker students may know the answer, but they might hang back from putting their hand up if they can't express it in English. Encourage them to contribute even if it has to be in L1 and either help the student, or invite a friend of theirs, to rephrase it in English.

With speaking tasks, bear in mind that students who are quiet by nature will always need encouragement.

Evaluating presentations

Make sure that students understand how you will evaluate their work as they begin their preparation. The system that you use will depend on the requirements of your teaching situation, but you could comment on:

- research or creativity (depending on the topic)
- accuracy of written language in the first draft or on the improvement between the first and final drafts
- presentation skills, both generally and drawing on the Tips for presenters, giving comments such as:
Well done! You looked at the audience / spoke clearly / answered everyone's questions / drew a great chart.
- fluency and pronunciation

For other general phrases to use when evaluating, see page xvii.

Formal testing

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 on the skills pages of the Workbook as a more formal means of assessment. These are indicated both in the Teacher's Book Map of the course and on the relevant page of teaching notes.

Developing writing skills

Writing is often considered the most difficult skill, which is why it is thoroughly supported in *Super Minds 5* with more controlled activities and models leading to the students' more extended output.

Supported practice

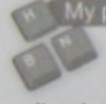
Sentence level


- At sentence level, passive tasks include ordering words within a sentence and the revision page puzzles in the Workbook, which give the students clear parameters to construct sentences in a supported way.
- More active written practice of the new structures includes personalisation, often at the end of the Workbook grammar pages, and on the first of the two Workbook revision pages, where students complete sentences with their own ideas.

Paragraph level

Whenever students are asked to write a paragraph, support is given in different ways:

- Sometimes students work with a parallel text, such as the diary entry on Workbook page 53 or the futuristic invention on Workbook page 99. Weaker students can be encouraged to copy this very closely, just changing some of the words in each sentence, whereas stronger students only need the parallel text as a springboard for ideas.
- The guided picture composition activities in alternate units of the Workbook provide pictures for ideas and a few words to help students to begin writing about each picture.
- The first-person tasks in alternate units of the Workbook are more task-based and provide a list of points to include.

-  **My portfolio** In the **My portfolio** feature, students are introduced to writing sub-skills such as speech marks and the use of adjectives and connectors to make their work more interesting to read. Their work is supported with a **Tips for writers** box to guide them with each portfolio task.

-  The **My portfolio writing practice** feature builds on the tips in the Student's Book and presents a further model and practice activities guiding students to produce a range of text types.
- A **Check your writing** feature uses simple questions referring back to the writing tips at the top of the page to help students to assess their work.

Drafting and rewriting

Starting a portfolio

The use of a separate portfolio provides an ideal opportunity to train students in drafting and rewriting skills. If students take pride in personalising their portfolio at the start of the year, it will encourage them to create neat pieces of finished work to include in it.

The rough draft

On each portfolio page, the students first work on preparatory tasks. Ask them to use their ordinary exercise books and then to continue in the same place as they draft the text for the final 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 you their work, to confirm whether the student has understood the task.
- Write problem words correctly (or point to them in the Student's Book or Workbook) for the student to copy.

The students can then copy the work out neatly for sticking into their portfolio 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.

Using My portfolio writing practice

My portfolio writing practice is designed to be used alongside or after the Student's Book **My portfolio** page. How the work fits into your lesson plans will depend on your timetable, but the following ideas may be useful:

- When there is a short time left at the end of a lesson, you could look at the Workbook **Tips for writers** with the class and make sure that everyone understands the advice. Point out to students that the **Check your writing** feature refers back to the tips, so it is important that they understand them.
- Students can do the preparatory tasks for homework. For the answers, see page 126.
- It is best if students produce a rough draft before they write the finished piece (as outlined above), so allow a short time in class to set deadlines for any homework.
- You may like to encourage students to use the **Check your writing** feature in pencil first to assess their rough draft so that their self-evaluation of the final text can be as positive as possible.
- When planning your class time, bear in mind that some tasks invite the students to swap books with a partner to assess or compare their work.

Assessing written work

As students usually find writing the most difficult skill, it is appropriate to evaluate their work fairly and constructively. Fair assessment means letting the students know the criteria for your assessment and constructive assessment helps them to improve their work in the future.

Initial assessment

If you haven't taught the class before, it is important to have a clear benchmark for plotting each student's progress during the year. You may like to use the first portfolio task at the end of Unit 1 in *Super Minds 5* to carry out an initial assessment as suggested below.

- The portfolio begins with a personalised profile.
The example on Student's Book page 21 gives model responses of what the students can write, but when they come to do their own piece of work, invite them to tell you as much as they can about themselves under each of the headings: *What my friends like / What I did / My favourite topics / What I like best.*
- Use this piece of work to record the accuracy of each student's spelling (and capital letters where relevant) and their use of the present and past tenses. Then record your initial impression of each student's approach to the task:
Copies the model with some errors
Accurately copies the model
Extends the model slightly
Writes fluently for the level

Importantly, the students **don't** need to see this initial assessment, but you will find it useful to look back when assessing each student's work during the year.

Evaluating writing

Traditionally, students have often been given a single mark for writing, or even a single mark for English, awarded purely on the accuracy of language. This discourages weaker students from using more creative ideas if they are not sure how to express them and it gives no incentive to stronger students to exercise their imagination if a dull but accurate piece of work will be awarded a high mark.

To encourage all students to fulfil their potential as writers, it is important to evaluate different aspects of the writing process and for students to understand your criteria. If possible in your teaching situation, you can avoid marks or numbers altogether and use a series of phrases instead, combining a comment appropriate to the different types of writing tasks with a language assessment, as suggested opposite.

Creative writing

Excellent work: *Lots of great ideas!*

Above average work: *Some nice ideas!*

Average work: *Any more ideas?*

Below average work: *You need more ideas.*

Task-based writing

Excellent work: *Great (email)! You included everything!*

Above average work: *Good, but what didn't you include?*

Average work: *Your (email) didn't ... (refer to the bullet point or the instructions that the student missed).*

Below average work: *Your (email) didn't answer/include all the questions/points.*

Factual writing

Excellent work: *Great information!*

Above average work: *Interesting information!*

Average work: *Can you find out any more?*

Below average work: *You need more information.*

Language assessment

Specific criteria for evaluating the language in written tasks will vary. For example, some pieces need adjectives while others require the conventions of direct speech. General language comments could be:

Excellent work: *Fantastic writing! Very few mistakes!*

Above average work: *Good writing. Remember to check your (verbs / spelling / use of capital letters).*

Average work: *Remember to check your (verbs / spelling / capital letters).*

Improving work: *Your writing is better, but check ...*

Below average work: *Check your mistakes. Ask me if you don't understand.*

Overall evaluation

By combining different comments above, you can first praise aspects of a student's work but then suggest improvements where necessary, for example:
Very few mistakes, but you need more ideas.
Great information, but check your mistakes. Ask me if you don't understand.

Formal testing

You may wish to carry out a more formal evaluation of the students' written work. The *Super Minds Teacher's Resource Book* provides an end-of-unit test with listening, reading and writing activities. You could also consider using the YLE reading and writing activities on the skills pages of the Workbook as a more formal means of assessment. These are indicated both in the Teacher's Book Map of the course and on the relevant page of teaching notes.

The Science lesson

Aims:

- to present and practise vocabulary for science
- to introduce the characters and the context of the story

New language: *experiment, shelf, goggles, instructions, apron, explosion, bubbles, test tube, liquid, gloves, powder, accident, follow (instructions), get into trouble*

Recycled language: language from previous levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about equipment for science experiments.

Warm-up

Aim: to introduce the story

- Ask students to scan the text at the top of the page and to tell you the names of the characters (Alex, Phoebe, Patrick, Mr Davis). Elicit what the teacher's name is (Mr Davis).
- Ask a student to read the short text at the top of the page aloud. Elicit what students think the problems with the experiment are. Remind them to look at the picture.
- Write their ideas on the board.

Presentation

Aim: to present vocabulary for science experiments

- Use the picture in the Student's Book to present the science equipment vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.



1 **SB p4** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.



2 **SB p4** Read, listen and answer the questions.

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding. Encourage students to try to predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs.
- Play the recording again. Check with the class.
- Check their ideas from the warm-up against what they heard. What were the problems? (Patrick added two spoons of blue powder instead of one.)

Key: 1 He used two spoons. 2 They asked for one spoon. 3 Mr Davis asks Patrick to put on safety goggles. 4 Mr Davis says safety is very important in the Science lab.



3 **SB p4** Choose a word. Draw it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Start to draw one of the vocabulary items on the board, e.g. a test tube. Draw it slowly.
- Students guess what it is.
- Students do the activity in pairs. They take turns to draw one of the new vocabulary items and to guess what it is.
- Monitor pairs as they do the activity.
- Check with open pairs, using the board.



1 **WB p4** Look and write the words.

Aim: to practise writing the new vocabulary

Key: 2 shelf, 3 bubbles, 4 explosion, 5 test tube, 6 powder, 7 apron, 8 gloves



2 **WB p4** Read and complete the text.

Aim: to give further practice with the new vocabulary

Key: 2 gloves, 3 goggles, 4 goggles, 5 shelf, 6 test tube, 7 spoons, 8 powder, 9 test tube, 10 explosion, 11 bubbles, 12 test tube, 13 goggles, 14 science lesson

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the drawing game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it out.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *We wear goggles over our eyes.*

Aims:

- to review past simple
- to review subject vocabulary

Recycled language: school subjects, science equipment

Materials: CD

Language competences: Your students will be able to talk about lessons they had the previous day.

Warm-up

Aim: to review science vocabulary

- Write the ten new items in scrambled letter order on the board.
- Ask a pair of students to come to the board and write one of the items correctly and draw a picture of it.
- Repeat with other pairs and other words.

- 1 **Think!** **SB p5** Read the clues and tick (✓) the subjects.

Aim: to review past simple positive and negative forms

Thinking skill: problem solving

- Students look at the information in their Student's Book.
- Students take turns to read out the statements.
- Check students know what to do. They have to think about the information and tick the subjects in the table.
- Students work individually and then compare ideas in pairs. Check with the class.

Key:

	Music	History	Science
Alex		✓	
Patrick	✓	✓	✓
Phoebe		✓	✓

- 2 **CD 04** **SB p5** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 had, 2 got, 3 studied, 4 helped, 5 was, 6 didn't watch, was

- 3 **SB p5** Imagine that yesterday was your perfect day. Describe it to your partner.

Aim: to consolidate grammatical form

- Ask a student to read the speech bubble aloud.
- Elicit ideas around the class to complete the day. Students use full sentences.
- Students work in pairs. They take turns to tell their partner about their perfect day.
- Students report back to the class at the end. They say what their partner told them about their perfect day.

- 1 **WB p5** Write the verbs in the correct column. Write the base form of the verbs.

Aim: to review regular and irregular past simple forms

Key: looked (look); started (start); played (play); laughed (laugh); walked (walk); waited (wait); arrived (arrive); loved (love); watched (watch); came (come); found (find); heard (hear); ran (run); told (tell); said (say); took (take); had (have); went (go)

- 2 **WB p5** Look at the pictures. Write the story.

Aim: to give further practice with past simple

Key (sample answer): Last night Susan had a dream. She had her breakfast and then she ran to the bus stop. She laughed because there was a horse there! She got on the horse and rode it to school. When she arrived at school on time her friends were surprised!

- 3 **WB p5** Write a story about a dream you had.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit statements from students about subjects they had the day before.
- Students use the ideas from SB Activity 1 as a model, but they include untrue statements for the other students to listen for.
- Remind students to talk about the real subjects they have in their school.

Extension activity

Aim: to consolidate past simple

- Students write a short text about what they told their partner for SB Activity 3.

Aims:

- to sing a song with the class
- to show how rhyme can help students pronounce words which have the same sounds but different spellings

New language: *lost in time, Time Traveller, patient, mate, till*

Recycled language: past simple

Materials: CD


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to identify and say some important words which don't follow English spelling patterns.

Warm-up

Aim: to review information about Phoebe, Alex and Patrick


- Write *Ph* ____, *Al* __ and *P* ____ on the board. Elicit the characters' names and what they were doing in the first lesson of the unit (they were in school doing a science experiment).
- Elicit the equipment they were using.

- 1  **SB p6** Listen and write the names. Then sing the song.

Aim: to sing a song with the class

- Elicit who students can see in the picture in their Student's Book (Phoebe, Alex and Patrick).
- Focus students on the task at the top of the page. Read the statements aloud around the class. Check understanding of *went after*.
- Students cover the lyrics of the song.
- Play the recording. Students listen for and write the names.
- Students check in pairs.
- Play the recording again if necessary. Check with the class.
- Students uncover the lyrics of the song.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.


Key: 1 Phoebe, 2 Alex, 3 Alex, 4 Patrick, 5 Phoebe, Alex and Patrick

- 2  **SB p6** Listen and say the dialogue.

Aim: to practise saying words which rhyme but are spelt differently


Intonation: expressing amazement and agreement

- Remind students that English words can be spelt differently but still rhyme.
- Students find rhyming words in the song (e.g. *wait/gate/mate/late; fast/past*).
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Sue and the other Ben. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.

- 1  **WB p6** Remember the song. Read and complete the song with the words from the box.


Aim: to activate memory skills and raise awareness of rhyme

Key: 2 wait, 3 followed, 4 mate, 5 last, 6 late, 7 come back, 8 cross, 9 future


- 2  **WB p6** Listen and say the words.

Aim: to give students practice with rhyming words

- Read the phonics tip to the class. Ask students for rhyming words which have different spellings (e.g. *you / two, eight / wait*).

- 3  **WB p6** Match the rhyming words.

Aim: to identify the same sounds in words through rhyme

- 4  **WB p6** Listen, check and say the words.

Aim: to practise saying rhyming words

Key: 2 d, 3 b, 4 j, 5 a, 6 h, 7 i, 8 e, 9 f, 10 g

Ending the lesson

Aim: to review and extend rhyming words work

- Write the following words in random order on the board: *my, I, slow, go, see, be, mum, some, time, rhyme, school, rule, hair, where, wait, great*.
- In teams, students write the rhyming words on a piece of paper. Exchange papers for teams to mark each other's answers.

Extension activity

Aim: to activate students' imaginations

- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?*

Aims:

- to review past simple questions
- to practise speaking

New language: *normal, nothing special, Guess what?*

Recycled language: verbs

Materials: CD

Language competences: Your students will be able to ask and answer about events and actions in the past.

Warm-up

Aim: to review past simple forms

- Sing the song from the previous lesson again.
- Elicit the second line *She didn't want to wait* and write it on the board.
- Ask students why we use *didn't* in this sentence (to make the sentence negative).
- Elicit other times we use *didn't* (to make questions in the past).
- Elicit the first line of verse 3: *Patrick was the last one*.
- Ask why we don't use *didn't* in the negative of this sentence (we don't use it with the verb *to be*).

1 **SB p7** Read and choose the correct face for each of the children.

Aim: to practise past simple questions

- Students look at the pictures in their Student's Book.
- Elicit what they can see (three pictures of Alex, three of Patrick and three of Phoebe).
- Students work individually. They read the three conversations and choose the correct face.
- They compare answers in pairs.
- Students work in pairs and role play the conversations.
- Remind the students who are playing the children's parts to show the correct emotion in their voices.
- Volunteers role play conversations for the class.

Key: 1 b, 2 c, 3 a

2 **CP1 SB p7** Listen and say the questions.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat.
- Check students are using the correct intonation.
- Students take turns to practise all the questions in pairs.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 study, 2 Was, 3 Were, 4 Did, 5 How did, 6 were

3 **SB p7** Imagine that yesterday was the worst day ever. Ask your partner about it.

Aim: to give students further practice with past simple questions

- Demonstrate the activity for the class.
- In pairs, students take turns to ask and answer questions, using the conversations from Activity 1 to help.
- Monitor students as they are working.
- Elicit from pairs some of the things their partner said.

1 **WB p7** Match the questions with the answers.

Aim: to practise past simple questions and answers

Key: 2 a, 3 f, 4 b, 5 g, 6 d, 7 c

2 **WB p7** Make questions.

Aim: to give further practice with the form of past simple questions

Key: 2 Where did you put your goggles? 3 What was in the test tube? 4 Did you wear gloves in the science lab? 5 Why was the Science teacher angry with you? 6 How many spoons of blue powder did you put in the test tube?

3 **WB p7** Read and write the questions.

Aim: to give further practice with past simple questions

Key (sample answers): 2 Where did you do it? 3 What did you try to make? 4 Was it dangerous? 5 What did you do then? 6 What did he do?

Ending the lesson

Aim: to review vocabulary from the lesson

- Elicit the emotions from the pictures in SB Activity 1 (OK, sad, excited). Elicit other emotions.
- Create a short dialogue on the board, e.g. A: *How are you today?* B: *I'm OK.*
- Pairs come to the front and take turns to role play the dialogues.
- The class have to guess how Student Bs feel from how they speak and their body language.

Extension activity

Aim: to consolidate understanding

- Students work in pairs and write short conversations using SB Activity 1 as a model to show all the emotions in the pictures.

Aims:

- to present a story
- to develop reading skills
- to review language from the unit

New language: *impressed, brick, flash, in a flash*

Recycled language: characters and language from the story, science equipment

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *science lab, experiments, Mr Davis*.

- 1 **SB pp8-9** Work in pairs. Look at the pictures and the title of the story.

Aim: to encourage prediction skills

- Have students look at the pictures and elicit what they can see.
- Pre-teach *brick*.
- Create a mind map on the board of the words they call out.
- In the centre of the mind map write *The explosion*.
- Tell students to close their books.
- In pairs, they try to tell each other a story using the words on the board.

- 2 **CD 1 SB pp8-9** Read and listen to the story to find out if it is similar to or different from your story.

Aim: to present a story and to develop reading skills

- Play the recording. Students listen to find out if the story is similar to theirs.
- Students discuss their opinions in pairs.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped into a kind of gate and disappeared).

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What powder did they need for the*

first experiment? (One spoon of yellow powder.) What happened to the brick? (It turned purple.) What did they use in the next experiment? (White and red powder and pink liquid.) What happened? (The brick got bigger.) What went wrong in the last experiment? (They didn't follow the instructions and there was a big explosion.)

- 1 **Think! WB p8** Remember the story. Put the story in order.

Aim: to check comprehension

Thinking skill: logical sequencing

Key: 8, 6, 7, 3, 4, 2, 1, 5

- 2 **WB p8** Complete the sentences with the children's names.

Aim: to check understanding of the story

Key: 2 Patrick, 3 Alex, 4 Mr Davis, 5 Patrick, 6 Alex, Phoebe

- 3 **WB p8** Complete the instructions and the answers to the questions.

Aim: to review vocabulary from the story

Key: 2 green, 3 The brick turns purple. 4 two, 5 red, 6 pink, 7 orange, 8 The brick gets bigger.

- 4 **WB p8** Invent an experiment and write the instructions for it.

Aim: to personalise the activity and give students further practice with the language

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to review ideas and concepts for doing experiments

- Put students into groups of four. They take turns to read out the experiments they wrote for WB Activity 4.
- Students decide which is the best / most fun experiment or create one new experiment using all their ideas.
- They create a poster for this experiment.

Aims:

- to talk about the detail of the story
- to practise following instructions

Thinking skills: values

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Value: following instructions carefully

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *What happened at the end of the first experiment?* (The brick turned purple.) *What happened at the end of the second experiment?* (The brick got bigger.) *What did Mr Davis tell them to do?* (To read the instructions carefully.) *What happened at the end of the last experiment?* (A kind of gate appeared.)

- 3 SB p9 Read and answer the questions.

Aim: to focus students on the detail of the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They look at the story and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 1, 2 3, 3 3, 4 1, 5 2, 6 3

- 4 SB p9 What do you need for each experiment?
Write 1st, 2nd or 3rd next to the pictures.

Aim: to review language of instruction

- Read out the instructions for students and check they know what to do.
- Students re-read the story to check what equipment is needed.
- They compare their answers in pairs.
- Check with the class.

Key: 1 2nd, 2 1st, 3 3rd, 4 3rd, 5 2nd, 6 3rd,
7 1st, 8 3rd, 9 2nd

- 1 Think! WB p9 Complete the chemistry sums and colour the test tubes.

Aim: to give students further practice with colour blending

Thinking skill: combining maths skills with a knowledge of colours

Key: 2 pink 80, 3 green 40, 4 brown 75

- 2 Values WB p9 What are the students doing wrong? Look, read and write the sentences. Use the words from the box.

Aim: to focus students on the value of following instructions carefully

Key: 2 He isn't wearing goggles. 3 She isn't wearing an apron. 4 He isn't wearing gloves.

- 3 WB p9 Write what the teacher says to the children in Activity 2.

Aim: to practise instructions

Key: 2 Put on your goggles. 3 Put on your apron.
4 Put on your gloves.

Ending the lesson

Aim: to review colour blending

- Students take turns around the class to call out colour sums for their classmates to answer.

Extension activity

Aim: to review key vocabulary from the unit

- Elicit the key vocabulary from page 4 of the unit (*shelf, goggles, instructions, apron, explosion, bubbles, test tube, liquid, gloves, powder*).
- Students write the words in their vocabulary books. For each word, they write an example sentence with the word in and draw a picture for concrete words, e.g. for test tube.

1 Disaster!

Aims:

- to present and practise vocabulary for disasters
- to give students listening practice

New language: disaster, smoke, volcano, temple, columns, fountain, theatre, horse and cart, servant, statue, vase, running water, marketplace, shopkeeper

Recycled language: language from previous unit and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about disasters.

Warm-up


Aim: to introduce the context of disasters

- Say and/or write on the board one or two disasters that your students will know, e.g. caused by a hurricane, an eruption, a flood, recent or in the past.
- Elicit what they know about them.
- Write the word *Disaster* on the board. Elicit any other disasters that students know and create a word map.
- Add *Pompeii* to the word map. Elicit what students know about this disaster.

Presentation


Aim: to present vocabulary for disasters

- Read the text at the top of the Student's Book page.
- Use the picture in the Student's Book to further set the context of Pompeii and to present the disaster vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of the words.
- Elicit what students think is happening in the picture.

1  **SB p10** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is.


2  **SB p10** Read, listen and complete the sentences.

Aim: to practise listening

- Read the statements aloud with the class.


- Check understanding. Encourage students to try to predict how the sentences finish.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.
- Tell students that *That's not a cloud* has the same meaning as *That isn't a cloud*.

Key: 1 past, 2 fountains, statues, 3 horses, carts, 4 volcano

3  **SB p10** Choose a word. Mime it for your partner to guess.


Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Mime one of the vocabulary items, or show the shape using your hands.
- Students guess what it is, e.g. vase.
- Students take turns to mime the new vocabulary items, or show the shape using their hands, and to guess what it is.

1  **WB p10** Look and complete.


Aim: to practise writing the new vocabulary

Key: 2 fountain, 3 column, 4 cart, 5 theatre, 6 statue, 7 servant, 8 vase, 9 smoke, 10 temple

2  **WB p10** Do the crossword.

Aim: to give further practice with the new vocabulary

Key: Across: 7 volcano, 8 vase, 9 fountain;
Down: 1 servants, 2 smoke, 3 theatre, 4 column, 5 cart, 6 temple

3  **WB p10** Complete with the verbs from the box.

Aim: to check comprehension

Key: 2 realised, 3 admired, 4 went, 5 pulled, 6 left, 7 drank, 8 saw

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the mime game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it out.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can put flowers in a vase.*

Aims:

- to review past continuous
- to give students speaking practice

New language: *shake* (v)

Recycled language: disasters, past simple

Materials: CD

Language competences: Your students will be able to talk about what they were doing in the past.

Warm-up

Aim: to review disaster vocabulary

- Write the ten new items in scrambled letter order on the board.
- Ask a pair of students to come to the board, to write one of the items correctly and to draw a picture of it.
- Repeat with other pairs and other words.

- 1 **SB p11** Read the newspaper text and write the names under the pictures. There is one extra picture.

Aim: to review past continuous

- Students look at the photo in their Student's Book. Elicit what they can see.
- Focus students on the activity instructions. Check they know what to do.
- Remind them that there is one extra picture.
- Students work individually. They read the text and write the names under the pictures.
- Students compare ideas in pairs, re-reading parts of the text as necessary.
- Check with the class by asking *What were the people doing when the earthquake happened?* Students answer using the past continuous.

Key: a Mr Singh, b Ken Harmer, c Extra picture, d Claire, e Caroline.

- 2 **CD 14** **SB p11** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 was, 2 were, 3 were, 4 started, 5 was working

- 3 **SB p11** Ask and answer.

Aim: to consolidate grammatical form

- Demonstrate the activity for the class using open pairs.
- Prompt students to use different times for each question.
- Students work in pairs. They take turns to ask and answer.
- Students report back to the class at the end. They say what their partner told them they were doing, e.g. *At three o'clock yesterday, Julie was playing basketball.*

- 1 **WB p11** Play the game.

Aim: to give students further speaking practice with the past continuous

- 2 **WB p11** Write what the family was doing when there was an earthquake.

Aim: to give students further writing practice with the past continuous

Key: 2 Emily was playing a computer game. 3 Lily was listening to music. 4 The grandparents were watching TV. 5 Tom was doing (his) homework. 6 Oliver was reading a book.

- 3 **WB p11** What were you doing at the weekend? Write sentences about you.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Elicit from students statements from WB Activity 3. Tell them to make some sentences true and some false.
- The other students in the class have to guess the true and false sentences.

Extension activity

Aim: to consolidate the past continuous

- Students work in groups of eight.
- They compare what they wrote for WB Activity 3.
- Provide students with the prompts, e.g. *On Saturday at 6 o'clock, four of us were watching TV, two of us were playing football, one of us was cooking and one of us was sleeping.*
- Go around the groups, eliciting information from each group about different parts of the weekend.

Aims:

- to sing a song with the class
- to show that the letter e at the end of a word often makes the vowel sound long

New language: *punk, scruffy, torn, safety pins, cute, cape*

Recycled language: past continuous

Materials: CD, poster paper


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to identify and say words which follow the spelling pattern a-e (called a split digraph), e.g. as in *cake*.

Warm-up

Aim: to review disaster vocabulary


- Write *Disasters* on the board and draw a circle around it.
- With books closed, elicit the disaster vocabulary from the previous lesson and create a mind map.

- 1  **SB p12** Listen and correct the mistakes. Then sing the song.

Aim: to sing a song with the class

- Elicit what students can see in the pictures.
- Play the recording. Students listen and correct.
- Students check in pairs. Check with the class.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.


Key: 1 sleeping working, 2 vase statue, 3 shop house, 4 angry scared, 5 city forest, 6 clouds sky, 7 rain fire, 8 happy scared

- 2  **SB p12** Listen and say the dialogue.

Aim: to practise identifying short and long vowel sounds in words


Intonation: giving compliments

- Point out that the letter e at the end of a word often makes a vowel sound long. Students find words that follow this pattern in the song and follow-up activity (*shake, lake, inside, earthquake, life, care, fire, smoke*).
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Gran and the other Stan. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.

- 1  **WB p12** Remember the song. Look and write the sentences.


Aim: to activate memory skills and review past continuous

Key: 2 fell in the fountain, 3 ran inside the house, 4 feeling pretty scared, 5 was walking in the forest, 6 up at the sky, 7 fire in the clouds, 8 blew

- 2  **WB p12** Listen and say the words.

Aim: to show how adding a letter e to the end of a word makes the vowel sound long


- Read the phonics tip to the class.
- Play the recording. Students listen and repeat.

- 3  **WB p12** Complete the sentences.

Aim: to identify and say words from the Student's Book which follow the pattern

- Students read the words in the box aloud to hear the long vowel sounds before completing the sentences.

Key: 2 time, nine, 3 smoke, 4 lake, 5 inside, 6 safe, 7 tube

- 4  **WB p12** Listen, check and say the sentences.

Note: Word watch highlights exceptions to the spelling rule – in this case, words where the e at the end of the word doesn't make the vowel sound long.

- Students repeat *have* /hæv/ and *come* /kʌm/ after you to hear the short vowel sounds. Ask for other examples (e.g. *give, done, love*).

Ending the lesson

Aim: to show that although we drop the e at the end of a word when adding -ing, the pronunciation is still the same

- Write these words on the board: *take, amaze, write, excite, joke, amuse*.
- Students write the words with -ing (*taking, amazing, writing, exciting, joking, amusing*) and then read the words aloud.

Extension activity

Aim: to activate students' imaginations

- In groups, students change the actions in the first line of each verse of the Student's Book song.
- They practise their new song in their groups.
- Students then either perform their new songs for the class or write them on poster paper.

Aims:

- to present and practise two simultaneous actions with the past continuous
- to practise speaking

New language: *accidentally, while*

Recycled language: verbs

Materials: CD

Language competences: Your students will be able to talk about simultaneous actions in the past.

Warm-up

Aim: to review the past continuous

- Sing the song from the previous lesson again with the class.
- If students did the extension activity in the previous lesson, point to different groups to elicit their alternative past continuous sentences.
- When you have elicited two sentences, put them into a sentence and say, e.g. *So you were playing on your computer while you were eating pizza.*
- Repeat with other alternative sentences for the song.

Presentation

Aim: to present two simultaneous actions with the past continuous

- Write one of the example sentences from the warm-up on the board, e.g. *So (name) and (name) were playing on the computer while (name) and (name) were eating pizza.*
- Check students understand that the two actions were happening at the same time. You can use a time line.
- Ask two students questions about yesterday, e.g. *What were you doing at eight o'clock yesterday evening?*
- Prompt another student to report the information using *while*. Write the sentence on the board.
- Repeat with other questions.

- 1 **SB p13** Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.

Aim: to practise two simultaneous actions with the past continuous

- Focus students on the pictures and the email. Elicit some of the things they can see.
- Students read and complete the email.
- Elicit simultaneous actions from students using *while*.

Key: 1 eating, 2 chasing, 3 breaking, 4 painting

2 **CD**

SB p13 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 watching, 2 was talking, 3 were listening, 4 was helping, 5 was studying

3 **SB p13**

Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.

Aim: to give students further practice with past continuous simultaneous actions

- Students take turns to start the game and to guess.
- Play the game using open pairs as consolidation.

1 **WB p13**

Read and match.

Aim: to practise past continuous simultaneous actions

Key: 2 e, 3 a, 4 b, 5 d, 6 f

2 **WB p13**

Look and write the sentences about John and Ava.

Aim: to give further practice with the past continuous

Key: 2 While John was talking on his (mobile) phone, Ava was reading a map. 3 While John was playing football, Ava was walking the dog. 4 While John was eating cake, Ava was dancing. 5 While John was climbing a tree, Ava's dog was chasing a cat. 6 While John was making a fire, Ava was putting up the tent.

3 **WB p13**

Complete the sentences with your own ideas.

Aim: to give further practice with past continuous simultaneous actions

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the *wishidishing* game with the class.

Extension activity

Aim: to consolidate understanding

- Students use the email in SB Activity 1 as a model. They work individually and write an email to a friend about a disaster day.

Aims:

- to present a story
- to develop reading skills

New language: narrow escape, thunder, erupt

Recycled language: characters and language from the story, disasters

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to role play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this and the previous unit.
- Give prompts if necessary, e.g. *science lab*, *experiments*, *Mr Davis*, *the gate*, *Pompeii*.

- 1 SB pp14-15 Go through the text quickly and find answers to the questions.

Aim: to encourage skimming and scanning skills

- Read the activity instructions with the class. Tell students that they only have to find the answers to the two questions. Make it a competition if you think it will help students read more quickly.
- Students do the task individually. They compare answers in pairs.

- 2 CD 1 SB pp14-15 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped back into the gate) and why (because the volcano erupted).
- Check understanding of *narrow escape*.

Key: a In Pompeii, b 79 AD

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where did Phoebe run to?* (A hill outside the city.) *Why did Phoebe run?* (Because she remembered what happened to Pompeii from her

History lessons.) *What do animals do when there's a disaster?* (Run away.) *What did the children try to tell the people in Pompeii?* (That the volcano was going to erupt.)

- 1 Think WB p14 Remember the story. Put the pictures in order.

Aim: to check comprehension

Key: 5, 4, 3, 2, 1

- 2 WB p14 Read and write the words. Use the words from the box. There are four extra words.

Aim: to check understanding of the story

Key: 2 Pompeii, 3 volcano, 4 smoke, 5 danger, 6 people, 7 erupts, 8 gate

- 3 WB p14 Correct the sentences.

Aim: to review the story

Key: 2 they ran past carts and horses houses and temples, 3 they built a fire sat down, 4 they heard people shout a loud noise, 5 they saw a lot of animals smoke, 6 a statue fell down there was a loud explosion, 7 very angry scared, 8 lots of birds in the sky a yellow light (through the smoke)

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Remind the class that the story is about a *narrow escape*.
- Elicit and discuss why the three friends had a narrow escape.
- Ask students if any of them have had a narrow escape.

Note: This topic may need to be treated with sensitivity.

Aims:

- to practise reading for specific information
- to sequence events in a story

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Value: helping people in danger

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends? (In Pompeii.) What did Phoebe remember? (That the volcano erupted.) Did they try to tell the people? (Yes.) Did the people understand them? (No.)*

3 **SB p15** Put the sentences in the correct order.

Aim: to focus students on the sequence of events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentences and try to put them in order. Remind students to look back at the text.
- They compare their answers in pairs.
- Check with the class.

Key (from left to right): 4, 2, 3, 5, 1

4 **Think!** **SB p15** Work in pairs. Read the sentences. Check the text and then replace the underlined words with more specific information.

Aim: to review the story

Thinking skill: understanding text coherence

- Read out the instructions for students.
- Students re-read the story and find words to replace the underlined ones.
- They compare their answers in pairs.

Key: 1 Animals, 2 The children, 3 the people, 4 The children

1 **Think!** **WB p15** Work in pairs. You and your partner speak different languages. Use mime or drawing to show your message.

Aim: to stimulate students' creativity

Thinking skills: creativity; deducing meaning from non-verbal communication

2 **Think!** **WB p15** Where will the children go next? Put these times in order of age. Start with the oldest.

Aim: to give students practice with sequencing

Thinking skill: exploring time

Key: a 2, b (1), c 6, d 4, e 5, f 3

3 **WB p15** Read. Which of the pictures is it about?

Aim: to practise matching text and pictures

Key: Picture a

4 **WB p15** Where would you like to send the children? Write sentences in your notebook about your story.

Aim: to practise writing skills

5 **Values** **WB p15** What can we learn from the text on page 14 in the Student's Book? Colour the words.

Aim: to focus students on the value of helping people in danger

Key: Help people in danger.

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of helping people in danger

- Focus on how the three friends try to help the people in danger in the story (they run to the city and tell them of the danger).
- Elicit from students why this value is important and elicit examples from the students of how they have helped or tried to help people in danger.

Note: Some of this discussion may need to take place in L1 and the topic may need to be treated with sensitivity.

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for specific information
- narrating a series of events

New language: *disaster smart, flood, hurricane, avalanche, earthquake, cause (v), warn, forest fire*

Recycled language: disasters, language from the unit

Materials: poster paper, pens

Language competences: Your students will be able to read for specific information.

Your students will be able to describe a disaster to their classmates.

Warm-up

Aim: to activate vocabulary

- Tell the class they are going to read about different disasters today.
- Elicit one disaster, e.g. *volcanic eruption*. Ask students what other types of disaster they know.
- Write them on the board as students say them. Add the new words for this lesson if students don't say them. Check pronunciation of *flood*.
- Find out if any students have experienced one of these disasters.

- 1 **SB p16** Read the text from a news website. Write t (true) or f (false).

Aim: to practise scanning and skimming skills

- Focus the students on the pictures to consolidate understanding.
- Check understanding of *disaster smart*.
- Read the activity instructions and check students know what to do.
- Have students read the true/false statements aloud around the class.
- Encourage them to predict the answers with the text covered.
- Give them a time limit to do the task, e.g. two minutes.
- Students compare answers in pairs.
- Check and discuss with the class. Have students correct the false statements.
- Find out which answers they predicted correctly.

Key: 1 t, 2 f, 3 f, 4 t, 5 t

- 2 **SB p16** Work in groups of four. Think of a disaster you heard about / read about / watched on TV or which you experienced yourself. Tell your classmates about it.

Aim: to practise narrating a series of events

- Brainstorm disasters that students have heard about, read about, watched or experienced.
- Create word maps on the board: one for useful adjectives, one for useful nouns and one for useful verbs.
- Give students a few minutes to think about their disaster and plan what they are going to say. Students can make notes but they shouldn't write full texts.
- Put students into groups of four.
- They take turns to tell the other students about their disaster.
- Have some students report back on the disasters.

- 1 **WB p16** What natural disasters are the people talking about? Write the words.

Aim: to review vocabulary

Key: 2 an avalanche, 3 a flood, 4 a forest fire, 5 a hurricane

- 2 **WB p16** Read the text about natural disasters in the Student's Book again. Choose the correct answers.

Aim: to practise comprehension skills

Key: 1 C, 2 C, 3 C, 4 B

- 3 **WB p16** Use the Internet to find out about one of the disasters in the list below. Make notes.

Aim: to practise research and note-taking skills

Ending the lesson

Aim: to review the content of the lesson

- Divide the class into five groups, one for each of the disasters from the lesson (*earthquake, avalanche, flood, forest fire, hurricane*).
- With books closed, elicit information from each group about their disaster.
- They can add other information if they wish.

Extension activity

Aim: to consolidate understanding

- Students work in groups of four.
- Each group creates a poster entitled *Disasters*.
- Groups can choose which disasters and what information they want to include.
- Groups display their posters around the class.

Aims:

- to practise listening skills
- to practise writing skills

Skills:

- listening for specific information
- writing about a disaster

New language: organisation, Red Cross, Red Crescent, medical

Recycled language: language from the unit, disasters

Materials: CD, computer access, paper and glue (optional)

Language competences: Your students will be able to listen for detail.

Your students will be able to write about a series of events.

Warm-up

Aim: to review disasters

- Elicit from students what they remember about the disasters from the previous lesson.
- Ask the class which disaster they think would be the most frightening and why.

1 ^{CD1}₂₂ **SB p17** Listen to a radio show about a natural disaster and answer the questions.

Aim: to give students practice in listening for specific information

- Focus students on the pictures in the Student's Book.
- Ask the class if they know the name of this disaster.
- Pre-teach and write the following on the board: *Hurricane Katrina, Red Cross, Red Crescent, New Orleans.*
- Have students silently read the sentence halves and try to match them.
- They compare and discuss answers in pairs.
- Play the recording. Students listen to check.
- Play the recording again if necessary.
- Check with the class.

Key: 1 In 2005. 2 Everything – their families, their neighbours, their homes, their cars and their jobs. 3 Food, water, a place to stay and medical help. 4 Almost 2,000 people.

2 ^{CD1}₂₁ **SB p17** Listen again and match the sentence halves.

Aim: to give students practice in listening for detail

- Play the recording. Students compare their answers in pairs.

- Check with the class.
- Play the recording again for students to confirm the answers.

Key: 1 c, 2 d, 3 a, 4 b, 5 f, 6 e

3 **SB p17** Think of a natural disaster (real or imaginary). Use the questions to write a short text.

Aim: to practise writing a series of events

- Discuss the questions and brainstorm ideas.
- Students write a first draft. They swap their first draft with a partner.
- The partner gives feedback on a) the content and b) the writing (grammar, vocabulary, etc.).
- Students take back their own work and write a final draft.

1 ^{CD1}₂₄ **WB p17** Listen and draw lines. **YLE**

Aim: to practise listening skills

Key: Mr Roberts – the fireman with the hose, pouring water on the flames
David – the boy with the bike, on the other side of the road
Mr Richards – the fireman holding his helmet, taller than the other fireman
William – the shorter fireman
Harry – the boy, fallen down and hurt his knee
Helen – the girl helping Harry, with dark hair

2 **WB p17** Look and read. Write yes or no.

Aim: to practise reading skills

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes, 7 no, 8 yes, 9 yes

Ending the lesson

Aim: to encourage students' personal responses

- Elicit what students remember about Hurricane Katrina from the lesson.
- Ask students why it was such a terrible disaster.

Extension activity

Aim: to encourage personalisation and creativity

- Students write their texts from SB Activity 3 on the computer.
- They either print them out and make a book of their texts or create an online book which other classes in the school can access.

Aims:

- to integrate other areas of the curriculum through English: Geography

New language: gas, pressure, magma, form (v), cave, magma chamber, crater, ash cloud, eruption, lava, continent, active (volcano), dormant (volcano), extinct

Recycled language: disasters

Materials: reference books or the Internet

Language competences: Your students will be able to use known language to talk about Geography in English.

Warm-up

Aim: to introduce the topic of Geography and volcanoes

- Ask the class where the friends in the story were (Pompeii) and elicit the name of the volcano (Vesuvius).
- Ask the class *Does Vesuvius still erupt?* Pre-teach *extinct, active, dormant*.
- Tell students the topic of today's lesson is volcanoes.

- 1 **WB p18** Look at the photos. Which of them shows a volcano? What do volcanoes look like?

Aim: to extend students' understanding of volcanoes

- Focus students on the activity instructions and on the photos.
- Students discuss in pairs which one shows a volcano and how they know (b because of the ash cloud and the lava).
- Check understanding of *ash cloud* and *lava*.
- Elicit from students what volcanoes look like.
- Read the smart fact with the class and check understanding.

- 2 **WB p18** Read the article to find out how volcanoes erupt. Write the words in the picture.

Aim: to extend students' understanding of language to describe volcanoes

- Read the activity instructions with the class.
- Focus them on the cross-section and check they know what to do.
- Students read the text individually and silently and write the words on the picture.
- They compare answers in pairs, checking back in the text as necessary.
- Check with the class, having students read the text aloud around the class.

- Check understanding of vocabulary.

Key: 1 ash clouds, 2 lava, 3 crater, 4 magma chambers

- 1 **WB p18** Read and match.

Aim: to activate previous knowledge

Key: 2 g, 3 d, 4 a, 5 f, 6 c, 7 h, 8 b

- 2 **WB p18** Look and write four words from Activity 1.

Aim: to activate students' knowledge and experience

Key: 2 hill, 3 crater, 4 mountain

- 3 **Think!** **WB p18** Put the phrases and sentences in order.

Aim: to consolidate understanding of the topic

Thinking skills: sequencing; thinking about what comes first and what comes last in a process

Key: 1: 3, 1, 2; 2: 1, 4, 3, 2; 3: 2, 3, 1

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *what volcanoes look like, the words to describe the different parts of a volcano and the sequence of events in an eruption.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in groups of four.
- They use reference books and/or the Internet to find the names of and some information about a) an active volcano, b) an extinct volcano, c) a dormant volcano.
- They prepare a poster or pictures for an oral presentation.
- Groups take turns to present their information to the other groups in the class.

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: cardboard, cone, sticky tape, crumpled, baking soda, detergent, vinegar

Recycled language: topic of Geography and environment

Materials: sheets of thin cardboard, sheets of thick cardboard, empty bottles, paints, rolls of sticky tape, sheets of newspaper, baking soda, detergent, vinegar, water, a completed volcano

Language competences: Your students will be able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review volcanoes

- Draw a cross-section of a volcano on the board and elicit the words students learnt in the previous lesson.
- Brainstorm ten other things students remember from the lesson about volcanoes.

1

Project

SB p19 Make your own volcano.
Look, read and order the pictures.

Aim: to enable students to follow instructions

- Check/pre-teach key vocabulary for the instructions: cardboard, cone, sticky tape, crumpled.
- Students read the instructions silently and order the pictures.
- They compare answers in pairs.
- Check with the class. Ask students to read each instruction in turn and match it with the picture.
- Check understanding of vocabulary.
- Show students your completed volcano and tell them they are going to make one.
- Put students into pairs. Lay out the materials for the project on a table. Tell them this is what they need in order to make their volcanoes.
- Students come and collect what they need.
- Monitor students closely as they follow the instructions.
- Tell students to show you their work before they move on to the next instruction.

Key: 2, 1, 4, 3

2

SB p19 Now make your volcano erupt.

Aim: to give students further practice in following instructions

- Use your volcano to demonstrate what is going to happen.
- Read each stage aloud before you do it.
- Lay out on a table the materials students need.
- Pairs come and collect what they need.
- Monitor students closely and check they are following the instructions.
- If you have a small class, have each pair do the experiment in sequence so that the others can watch.

1

WB p19 Read and write the questions.

Aim: to give students further practice with reading skills

Key: 2 Why couldn't students go to school? 3 Who cleaned the ash from the streets, the cars and the houses? 4 When was the volcano not active any more / did the eruption stop? 5 What did the police do/say? 6 How will the situation develop?

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about volcanoes and made a model of a volcano.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

Aims:

- to consolidate language from the unit
- to promote student-student co-operation

New language: *tornado, mudslide, tsunami*

Recycled language: language from the unit


Materials: CD, materials for the mini talk

Language competences: Your students will be able to prepare and present a mini talk in groups.

Warm-up

Aim: to review vocabulary for disasters


- Give students one minute to write all the words for disasters that they have learnt in the unit. Give them one as an example, e.g. *eruption*.
- Students then compare their lists in pairs to see how many different disasters they have overall.
- Put pairs together. They check their lists.
- Elicit all the disasters from the different groups.
- The groups who have written disasters that others don't have are the winner(s).

- 1  **SB p20** Listen to a group presentation about a tornado. Put the pictures in order.

Aim: to provide a model for the mini presentations

- Elicit what students can see in the photos.
- Play the recording. Students listen to order the photos.
- Students compare their answers in pairs.

Key (from left to right): 2, 1, 3

- 2  **SB p20** Listen again and answer the questions.

Aim: to give students practice with listening for specific information

- Play the recording again. Students listen to answer the questions.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.

Key: 1 It is a very strong wind which goes round and round very fast. 2 A tornado hit on 22nd May 2011.


Preparing for and delivering mini presentations

Aim: to follow a set of instructions and to collaborate with other students

- Focus students on *Find out about it*. Give a time limit.
- Read the bullet points and check vocabulary.
- Make groups of four.
- Monitor students as they do their research to find a disaster to focus on.


- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- Make sure groups follow each step in sequence.

- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the groups who are listening to keep them focused, e.g. write down one fact about the disaster that you didn't already know.
- Re-read the *Tips for presenters* through with the class.
- Groups take turns to do their mini presentations.
- After each presentation, go around the class to get feedback on the listening task.

- 1  **WB p20** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.


Aim: to review past continuous with *while*

Key: While I was playing computer games, my sister was watching TV. While my friends and I were having a picnic, my dog was swimming in the river. While our teacher was talking about volcanoes, I was looking out of the window.

- 2  **WB p20** Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 While they were watching TV, the phone rang. 3 While the volcano was erupting, the villagers were sleeping. 4 While Dad was washing up, Mum was cleaning the kitchen. 5 While the dog was sleeping, the cat was eating its food. 6 While I was walking down the street, I walked into a window.

- 3  **WB p20** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on the mini presentations. Make general points.
- In their presentation groups, students discuss how they will improve their presentations next time.
- Each student writes these improvement points in their notebook to refer to next time.

Aims:

- to consolidate language from the unit

Recycled language: language from the unit, portfolio, profile

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Warm-up

Aim: to introduce the topic of portfolios

- Write *Portfolio* on the board and elicit if students know what they are and if any students keep one.
- Tell students they are going to start a portfolio for *Super Minds Level 5*. Tell them they will write different things to keep in their portfolio and that it is a record of their work.

- 1 **SB p21** Start a new portfolio for this year. Write about yourself in your profile.

Aim: to enable students to make a personal account of themselves and their learning

- Tell the class that they are going to start with their profile for their portfolio today.
- Focus students on Activity 1. Discuss what they write in each section.
- Students complete the section in their Student's Books.
- Students turn to the My portfolio writing practice section on page 118 of the Workbook.
- Work through the exercises with the class.
- Students then copy their profile information neatly onto paper, taking into account the writing skills they have just practised.
- Hand out the folders to students for their portfolios.
- Students put the profile in as the first page of their portfolio.

- 2 **SB p21** In his holidays, Antulio went on a summer camp. Read the form and answer the questions below.

Aim: to give students practice reading and filling in forms

- Focus students on the form. Read through the questions with the class.
- Students answer the questions orally in pairs.
- Check with the class.

Key: 1 Antulio, 2 Martinez, 3 5 August 2002, 4 1702, Calle San Jose, Buena Vista, Mexico, 37604, 5 Mexico, 6 speedy@mail.mex

- 3 **SB p21** In pairs, ask and answer questions. Then make a form for your partner. Check their answers.

Aim: to give students further practice with form filling

- Elicit a question for each section of the form.
- Students ask and answer questions about themselves.
- Read through and discuss the *Tips for writers*.
- Students then work individually and design a form.
- Students swap forms and fill in their partner's form.
- Students then check together that their partner has answered correctly.

- 1 **WB p21** Find and write the words.

Aim: to practise spelling

Key: 2 servants, 3 magma, 4 volcano, 5 smoke, 6 avalanche, 7 hurricane

- 2 **WB p21** Complete the sentences with the words from Activity 1.

Aim: to review disaster vocabulary

Key: 2 smoke, 3 avalanche, 4 magma, 5 servants, 6 hurricane

- 3 **WB p21** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer): Mr Wilson was cooking steaks on the barbecue and playing with the dog. The dog ran into the house and he knocked the barbecue. When Mr Wilson's neighbour looked over the fence, he saw the grass was on fire. The fire brigade arrived and they put out the fire.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 1, at their vocabulary books and at their portfolio and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and what they are good at, as well as what they need to improve.

2 In the rainforest

Aims:

- to present and practise vocabulary for the rainforest
- to give students listening practice

New language: rainforest, creeper, beak, toucan, sloth, branch, anaconda, pool, jaguar, anteater

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about the rainforest.

Warm-up


Aim: to introduce the context of rainforests

- Write *Rainforest* on the board.
- Elicit what students know about them, where they are and what animals live in them.
- Elicit if people live in them too (yes).

Presentation


Aim: to present vocabulary for rainforests

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (Pompeii) and how they got to the rainforest (through the gate).

- 1  **SB p22** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is.


- 2  **SB p22** Read, listen and answer the questions.

Aim: to practise listening

- Read the questions aloud with the class.
- Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.


- Play the recording again. Check with the class.

Key: 1 An anaconda, a jaguar, a sloth, a toucan and a frog. 2 Tigers have stripes. Jaguars have spots. 3 Leaves. 4 Because it's poisonous.

- 3  **SB p22** Choose a word. Describe it for your partner to guess.


Aim: to give students practice with the new vocabulary

- Demonstrate the game with the class. Describe one of the vocabulary items without naming it, e.g. *It's an animal that moves very slowly. It lives in trees and it eats leaves.* (Sloth.)
- Students guess what it is.
- Students do the activity in pairs. They take turns to describe one of the new vocabulary items and to guess what it is.
- Monitor pairs as they do the activity.
- Check with open pairs.

- 1  **WB p22** Find eight countries in the word search. Write them on the map. Look → and ↓.


Aim: to practise writing the new vocabulary and to check comprehension

Key: 1 Venezuela, 2 Guyana, 3 Suriname, 4 Colombia, 5 (Ecuador), 6 Brazil, 7 Peru, 8 Bolivia

- 2  **WB p22** Now find five jungle words in the word search in Activity 1. Write the words.

Aim: to give further practice with the new vocabulary

Key: 2 branch, 3 creeper, 4 sloth, 5 beaks

- 3  **WB p22** Write the words in the correct column.

Aim: to practise classification skills

Key: Reptiles: crocodile, turtle, lizard; Mammals: sloth, jaguar, tiger, anteater; Birds: woodpecker, owl, seagull, toucan

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the describing game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it out.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items from Activity 1 in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *A jaguar is a large wild cat. It lives in the rainforest. It has got spots on its body.*

Aims:

- to present and practise numbers 100 to 5,000,000
- to give students speaking practice

New language: *mosquito***Recycled language:** *rainforest***Materials:** CD**Language competences:** Your students will be able to say large numbers.**Warm-up****Aim:** to review rainforest vocabulary

- Write the first and last letters of the nine new vocabulary items on the board, with dashes in the middle to show how many letters are missing (e.g. s _ _ h).
- Ask a pair of students to come to the board and write one of the items correctly and draw a picture of it.
- Repeat with other pairs and other words.

Presentation**Aim:** to present large numbers

- Write some large numbers on the board, e.g. 25,000, 130,000, 250,000.
- Ask students to tell you how they think you say them.
- Show students how to break the numbers down for saying them aloud and when to use *and*.
- Write some other large numbers on the board.
- Students practise saying them in pairs.

- 1 **SB p23** Read about the Amazon rainforest and match the numbers with the categories.

Aim: to practise large numbers

- Elicit what students can see in the photo.
- Students work individually. They read the text and match the numbers with the correct category.
- Students compare ideas in pairs.

Key: 1 f, 2 a, 3 d, 4 e, 5 b, 6 c

- 2 **CD 1** **SB p23** Listen and say the numbers.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat.
- Students take turns to practise all the numbers in pairs.
- Students turn to the Grammar focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 thirteen thousand, 2 12,000,000, 3 four thousand, 4 nine hundred thousand, 5 70,000

- 3 **SB p23** Work with a partner. Write and say.

Aim: to consolidate numbers

- Students work in pairs. They take turns to write a number and to say it aloud.

- 1 **CD 1** **WB p23** Listen and circle.

Aim: to give students listening practice with the numbers**Key:** 2 b, 3 b, 4 a, 5 a, 6 b, 7 b, 8 a

- 2 **WB p23** Write the words.

Aim: to give students further writing practice with the numbers**Key:** 2 five thousand six hundred and forty, 3 fifteen thousand six hundred and forty-eight, 4 seventy-nine thousand four hundred, 5 one hundred and eighty-one thousand nine hundred and seventy-nine, 6 two million one hundred and eighty thousand four hundred and thirty-two, 7 four million three hundred and sixty thousand

- 3 **Think!** **WB p23** Read. Which continent has the longest rivers in total?

Aim: to give students practice with combining numbers**Thinking skill:** logical-mathematical**Key:** America with 17,500 km of river.**Ending the lesson****Aim:** to practise key language from the lesson

- Write twelve large numbers in numerical form on the board.
- Students draw a 2 x 2 bingo grid in their notebooks.
- Each student chooses four numbers from the board and writes one in each square.
- Play a bingo game. Say each number in random order. Students cross out the numbers in their grids when they hear them.
- The first student to cross out all four shouts *Bingo!* The student is the winner if he/she can say all four numbers in their grid correctly.

Extension activity**Aim:** to consolidate numbers

- Students take turns to read aloud each text from WB Activity 3 to their partner.

Aims:

- to practise communication
- to contrast the unvoiced *ch* and voiced *j* sounds

New language: *jungle, loads of*

Materials: CD, DVD-ROM

Language competences: Your students will be able to create and act out dialogues in pairs.

Phonics focus: Your students will recognise the difference between the unvoiced *ch* /tʃ/ and the voiced *j* /dʒ/ phonemes. They will recognise alternative spellings of the *j* phoneme (*g, ge* and *dge*) and *ch* phoneme (*tch*).

Warm-up

Aim: to review rainforest vocabulary

- Write *Rainforest* on the board and draw a circle around it.
- With books closed, elicit the rainforest vocabulary from the previous lesson as you create a mind map.
- Make sure students have their books closed.

- 1 **SB p24** Look at the pictures and answer the question.

Aim: to give students practice with reading and making predictions

- Elicit what students can see in the pictures and where the pictures are (rainforest/jungle).
- Read the text aloud. Students make their predictions.
- Discuss their ideas as a class.

Key (possible answers): She has to climb trees. She has to swim across rivers.

- 2 **CD 31 SB p24** Read and listen to the dialogue to check your answer.

Aim: to practise reading and listening for specific information

- Focus students on the dialogue and tell them to listen and read carefully to find the answers.
- Play the recording. Students compare their answers.
- Check with the class. Check understanding of vocabulary, e.g. *loads of*.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.

Key: She has to find her mum. She has to ask other animals for help. She has to be careful of jaguars. She has to find bananas to eat.

- 3 **SB p24** Work in pairs.

Aim: to enable students to create and practise their own dialogues

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the three games. Write notes.
- Pairs think of some game rules and choose a name.
- Focus students on *What to say*. Read the section.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and rehearse their dialogues.
- Pairs perform their dialogues for the class.

- 1 **WB p24** Read and complete the dialogue.

Aim: to practise functional language

Key: 2 Do we have to, 3 Do we have to bring, 4 have to bring, 5 Do I have to wear, 6 have to bring, 7 you have to buy

- 2 **CD 32 WB p24** Listen and say the words.

Aim: to practise the *ch* and *j* sounds

- Read the phonics tip to the class. Students press their fingers against their throat. They will only feel a vibration when they say the voiced *j* sound.

- 3 **WB p24** Choose and write.

Aim: to practise the *ch* and *j* sounds and identify their alternative spellings

- Students check their answers, read and repeat.
- They say the sentences with their partner.

Key: 2 bridge, 3 giraffe, 4 watch, 5 jam, 6 language, 7 fridge, 8 children, 9 jumper, 10 dangerous

- 4 **CD 31 WB p24** Listen, check and say the sentences.

Aim: to identify and practise voiced and unvoiced consonants

Ending the lesson

Aim: to review and extend voiced and unvoiced consonant work

- Ask students to put their fingers on their throats as they say the sounds. They will only feel a vibration for the second one: *p - b, f - v, t - d, s - z* and *c - g*.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.
- If time, pairs could swap with other pairs.

Aims:

- to review *have to* and *had to*
- to practise speaking

New language: *tour, provide*

Recycled language: *rainforest*


Materials: CD

Language competences: Your students will be able to talk about past and present obligation.

Warm-up

Aim: to review rainforest vocabulary


- Write the nine rainforest words on the board in scrambled letter order.
- Volunteers come up to the board to write each one correctly.

- 1  SB p25 Listen and read the dialogue. Then tick (✓) the correct pictures.

Aim: to practise listening and reading for specific information

- Focus students on the pictures and the dialogue. Elicit some of the things they can see in the pictures.
- Read the activity instructions with the class and check students understand what to do.
- Play the recording. Students tick the correct pictures.
- They compare answers in pairs, re-reading the text as necessary to check.
- Check with the class. Elicit sentences from students using *have to* and *had to*.


Key: ✓ walking boots and long-sleeved shirt

- 2  SB p25 Listen and say the sentences.

Aim: to focus students on grammatical form


- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences and the question in pairs.
- Students turn to the Grammar focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 You have to go to bed before nine. 2 You don't have to get up before eight. 3 Do we have to do a lot of homework? 4 Do I have to phone you? 5 Do I have to bring any food? 6 You don't have to come with us.

- 3  SB p25 Write yes or no. Then talk about the rules at your home with your partner.


Aim: to give students further practice with *have to* / *has to*

- Focus students on the prompts. They write yes or no for each one, depending on what they do at home.
- Demonstrate the activity for the class.
- In pairs, students take turns to ask and answer.
- Monitor students as they are working.
- Ask students to report back on their partners.

- 1  WB p25 Look at the pictures and write the sentences.

Aim: to give students further practice with *had to*

Key: 2 we had to put up the tent, 3 We had to dry them, 4 we had to collect the wood, 5 we had to make a fire, 6 had to cook lunch, 7 we had to wash the dishes, 8 we had to brush our teeth

- 2  WB p25 Think of things you had to do on a trip into space. Write sentences.

Aim: to give students further writing practice with *had to*

Ending the lesson

Aim: to review grammar from the lesson

- Elicit what students remember about what their classmates have to do at home, from the final part of SB Activity 3.

Extension activity

Aim: to consolidate understanding

- Put students into groups of four.
- They take turns to read their texts from WB Activity 2 aloud.
- Each time one student says something which another student had to do, they shout *Snap!*
- Elicit from the groups how many ideas they shared, e.g. *Three of us had to clean the floor.*

Aims:

- to present a story
- to develop reading skills

New language: a way out, howler monkey, spear, nearby, penknife, creeper

Recycled language: characters and language from the story, rainforest

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab*, *experiments*, *Mr Davis*, *the gate*, *Pompeii (the past)*, *rainforest (the present)*.

- 1 SB pp26-27 Work in pairs. Look at the pictures and the title of the story.

Aim: to encourage prediction skills

- Read the activity instructions and the two questions with the class.
- Elicit what the title of the story is (*The present*). Check students understand that the meaning of this is a gift, and that it doesn't refer to time.
- Students look at the pictures and discuss their ideas for the story in pairs.
- Elicit predictions from pairs.

- 2 CD1 SB pp26-27 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children swung through the gate on a creeper) and where the gate was (at the top of a waterfall, far out in the air).
- Check understanding of *creeper*.

Key: 1 In the rainforest, 2 People in the rainforest

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Why did the friends look for a village?* (Because they were hungry.) *Why did they climb a tree?* (Because they thought they heard a jaguar.) *What was the man holding?* (A spear.) *What present did Alex give to the man?* *Why?* (A penknife because he was the chief so they had to give him a present.)

- 1 WB p26 Remember the story. Put the lines in order to make the story.

Aim: to check comprehension

Key: 3, 8, 13, 5, 9, (1), 12, 7, 2, 14, 10, 4, 11, 6

- 2 WB p26 Match the questions with the answers. There are two extra answers.

Aim: to check understanding of the story

Key: 2 a, 3 f, 4 b, 5 e, 6 h

- 3 Think! WB p26 How did the children feel?

Aim: to encourage students to reflect on emotions

Thinking skill: showing empathy

Ending the lesson

Aim: to practise the story

- Put students into groups of four (one is the man they meet and the chief).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to review ideas and concepts from the story

- Focus students on paragraphs 3 and 4 of the story.
- Tell students to imagine that the tribes-people can speak English.
- Elicit what questions they would ask them.
- In groups of four, students create a dialogue for this section of the story (when the children and the tribe are eating).
- Groups practise their dialogues and then perform them for the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Value: respecting other cultures

- 2 **WB p27** Complete the sentences about your country.

Aim: to enable students to reflect on their own culture

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends? (In the rainforest.) Who did they meet? (A tribe of people.) What was the present? (A penknife.) Were the tribe friendly? (Yes.)*

- 3 **SB p27** Read and tick (✓) the correct name.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentences and tick the correct name.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Patrick, 2 Patrick, 3 Alex, 4 Alex, 5 Phoebe

- 4 **Think!** **SB p27** Read the story again and answer the question.

Aim: to review the story

Thinking skill: scanning a text for time references and working out the maths

- Ask a student to read the question aloud.
- Students check back through the story to find the information.
- They compare answers in pairs.
- Check with the class.

Key: 2 hours and 15 minutes

- 1 **Values** **WB p27** Look and read. Match the text with the pictures.

Aim: to focus students on the value of respecting other cultures

Key: 2 e, 3 c, 4 b, 5 f, 6 a

Extension activity

Aim: to discuss the value of respecting other cultures

- Focus on how the three friends respect the culture of the rainforest (they put their hands to their chests to show they are friendly and give the people a present).
- Elicit from students why this value is important and elicit examples from the students of ways in which they respect other cultures.

Note: Some of this discussion may need to take place in L1.

Aims:

- to practise listening skills
- to practise writing skills
- to practise speaking skills

Skills:

- listening for specific information
- writing a description
- taking part in a discussion

New language: trading card, creature, aggressive, buffalo, despite, King Cobra

Recycled language: rainforest, animals, language from the unit

Materials: CD, reference materials, the Internet

Language competences: Your students will be able to listen for specific information.


Your students will be able to write a description.

Your students will be able to take part in a discussion.

Warm-up

Aim: to activate vocabulary


- Tell the class they are going to focus on killer creatures today. Check understanding of *killer creatures* and elicit some animals.
- Write some of their ideas on the board.

- 1  SB p28 Listen to the documentary and complete the trading cards.

Aim: to practise listening for specific information

- Focus the students on the two cards and check understanding of *trading cards*.
- Use the photos on the cards to elicit what they know about the animals. Discuss students' predictions from the warm-up.
- Read through the cards with students and check understanding of vocabulary.
- Play the recording. Students complete the information.
- Students compare answers in pairs.


Key: **Where:** Northern South America, **Size:** 30 cm, **Eats:** frogs, snakes, insects and lizards, **Lives for:** 25 years;
Where: India, **Size:** 3 m, **Eats:** deer, crocodiles and humans, **Lives for:** 15 years

- 2  SB p28 Listen again and answer the questions.

Aim: to practise listening for detail

- Read the questions through with the class.
- Students try to remember the answers from the previous listening(s).


- Play the recording again. Students compare answers.
- Key:** 1 About a year. 2 She kills him after she lays her eggs. 3 Tigers, lions, jaguars, leopards. 4 About 2,500.

- 3  SB p28 Use the trading card to write a short text about the King Cobra.

Aim: to practise writing a description



- Focus students on the King Cobra card. Elicit information about the animal by asking questions, e.g. *Where does it live?* and having students reply in sentences.
- Monitor students as they are working.
- They write a first draft of their text and then swap with a partner.
- Partners check each other's work.
- Students write a final draft of their texts.

Key (sample answer): The King Cobra is from India and South-East Asia. The biggest snakes are six and a half metres long. It eats rats and other snakes. It can live for twenty years. The King Cobra can kill a human with one bite.

- 4  SB p28 Discuss in pairs.

Aim: to give students speaking and discussion practice

- Demonstrate the activity with the class, using the prompt.
- Students then discuss their ideas in pairs.
- Elicit ideas from pairs to close.

- 1  WB p28 Look and read. Choose the correct words and write them on the lines. 

Aim: to review vocabulary

Key: 2 fire, 3 countries, 4 branches, 5 jaguar, 6 mosquito, 7 pool, 8 languages, 9 butterfly, 10 bottle, 11 snakes

Ending the lesson

Aim: to review the content of the lesson

- Focus on the killer creatures students identified in the warm-up.
- Elicit if they still think they are 'killer creatures'.
- Find out what information students know about them, as on the trading cards: where they are found, how big they are, what they eat, how long they live for and Warning!

Extension activity

Aim: to consolidate understanding

- Students find out about another killer creature and create a trading card for it.

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for specific information
- oral presentations in groups

New language: *hut, bow and arrow, contact (n), free of, disease*

Recycled language: language from the unit, rainforest

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to do oral presentations in groups.

Warm-up

Aim: to encourage prediction skills

- Elicit from students who the three friends (Alex, Phoebe and Patrick) met in the rainforest (a tribe).
- Elicit from students what they know about these rainforest tribes.
- Provide prompts as necessary, e.g. *Do they have cars and TVs? What jobs do they do? Do they travel? What do they wear? How do they get their food?*
- Tell students they are going to learn more about these rainforest people in this lesson.

- 1 **SB p29** Read the article and answer the questions. Give reasons for your answers.

Aim: to give students practice in reading for specific information and justifying their answers

- Focus students on the photo in the Student's Book. Elicit what they can see.
- Read the questions with the class and check understanding.
- Check students know what to do. They read silently and find the information to answer the questions.
- Students compare and discuss answers in pairs.
- Check with the class. Have students justify their answers with reference to the text.

Key: 1 Yes, because they have no contact with the rest of the world. 2 No, they were scared. 3 No, they were looking for this tribe. 4 Yes, because they wanted to take photos and show the world how important it is to protect the land.

- 2 **SB p29** Discuss with your partner. How do you think the chief of this tribe might answer these questions from a journalist?

Aim: to give students practice in talking about their opinions

- Read the three questions through with the class.
- Put students into pairs. They discuss their opinions.
- Monitor pairs and prompt as necessary.

- 3 **SB p29** In groups, present your ideas to the rest of the class.

Aim: to give students practice in making oral presentations in groups

- Make groups of four from two pairs.
- Students share their opinions on the questions from Activity 2.
- Demonstrate the activity using the prompt.
- Groups take turns to give their opinions on the three questions.
- Discuss opinions as a class once all groups have presented, e.g. *Most of you were scared because you did not know what a journalist was. But some of you were excited because you wanted to leave the rainforest.*

- 1 **CD 04** **WB p29** Listen. Colour, draw and write. **YLE**

Aim: to practise listening skills

Ending the lesson

Aim: to encourage students' personal responses

- Elicit what students feel about rainforest tribes. Should they be contacted and offered modern inventions or should they be left in the rainforest to follow their traditions?

Extension activity

Aim: to encourage personalisation and creativity

- Tell students they can give a rainforest tribe a modern invention as a present. They have to decide which one.
- Brainstorm some ideas, e.g. the mobile phone, the computer, antibiotics.
- Make groups of four. Each group has to agree on one invention and the reason for giving it to the tribe.
- Elicit inventions and reasons and write them on the board.
- Discuss them all with the class.
- The class has to agree on the best invention to offer the tribe.

Aims:

- to integrate other areas of the curriculum through English: Environmental studies

New language: lung, oxygen, store (v), logging

Recycled language: rainforest

Materials: CD, computers and printers, poster paper and colours

Language competences: Your students will be able to use known language to talk about Environmental studies in English.

Warm-up

Aim: to introduce the topic of Environmental studies and rainforests

- Write *Rainforests* on the board and draw a circle around it.
- Brainstorm with students what they know about rainforests.
- Write their ideas on the board to create a word map.

1 CO2 05

Think!

SB p30 Why do you think rainforests are important? Write down as many answers as you can. Read and listen to the text and check your ideas.

Aim: to activate students' understanding and prior knowledge

- Discuss the lesson title.
- Students close their books and brainstorm ideas in pairs. Set a time limit, e.g. two minutes.
- Play the recording. Students read and listen to check their predictions.
- Check with the class. Check understanding of vocabulary.
- Have students read the text aloud around the class and discuss the ideas.
- Read the smart fact with the class and check understanding.

Key: They are the lungs of the planet. They produce oxygen. They store water. They are home to millions of plants and animals. They are home to people who have lived in them for thousands of years.

2 **SB p30** Why are the rainforests in danger? Read and write the reasons under the pictures.

Aim: to extend students' understanding of the topic

- Students read the text individually and silently and write the reasons under each picture.
- They compare answers in pairs.

- Check with the class, having students read the text aloud around the class.

- Check understanding of vocabulary.

Key: Problem 1: logging, Problem 2: farming

1 **WB p30** Read the text on page 30 in the Student's Book again. Why are rainforests important? Which of the reasons does it talk about?

Aim: to practise reading for detail

Key: ✓ 2, 5, 6

2 **WB p30** What will happen if we lose our rainforests? Use the bubbles to talk about two different situations.

Aim: to practise speaking skills

Key (possible answers): 2 There will be less rain and then lots of animals will die. 3 There won't be enough crops and then there won't be enough food for everyone.

3 **Think!** **WB p30** Which rainforest slogan do you think is best? Why do you think so?

Aim: to consolidate understanding of the topic

Thinking skill: making choices based on knowledge and opinion

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *why rainforests are important, why they are in danger and what will happen if we lose our rainforests.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in groups of four.
- They think of a rainforest slogan that sums up what they have learnt today about rainforests.
- Groups design a logo using the slogan and create their logo on a computer or by drawing and colouring it on poster paper.
- Groups present their logos to the class.

Aims:

- to extend the focus on Environmental studies through English
- to enable students to complete a project

Recycled language: Environmental studies and rainforests

Materials: the Internet, reference materials, poster paper

Language competences: Your students will be able to talk about Environmental studies in English.

Your students will be able to complete a project.

Value: taking care of the environment

Warm-up

Aim: to review rainforests

- With Student's Books closed, give students two minutes to note down things they learnt about rainforests in the previous lesson.
- Elicit what they remember.

- 1 **SB p31** Write the names of the continents in the map. Which of them have rainforests?

Aim: to activate students' understanding

- Focus students on the map. They write the names of the continents in pencil.
- They compare answers in pairs. Check with the class.
- Elicit which continents have rainforests.

Key: 1 North America, 2 Europe, 3 Asia, 4 Africa, 5 South America, 6 Australasia, 7 Antarctica

- 2 **Project SB p31** Find out more about rainforests.

Aim: to enable students to follow instructions to complete a project

- Provide students with the reference materials they need.
- Give clear instructions to the class as to how long they can spend on each part of the project. Write this information on the board.
- Groups create a task plan and allocate tasks to different students in their groups, e.g. one student finds out about fascinating things they can smell in the rainforest and another finds out about things you can touch.

- 3 **SB p31** Now present your findings to the class.

Aim: to give students practice in making group presentations

- Students organise the information they have collected.
- They create posters to present their work.

- Groups decide which members of their groups will do each part of their presentations.
- Set a listening task for the groups who are listening, e.g. write down one fact that you didn't already know.
- Groups take turns to make their presentations.
- After each presentation, go around the class to get feedback on the listening task.

- 1 **WB p31** Read and write the words. Use the words from the box. There are three extra words.

Aim: to give students further practice with reading skills

Key: 2 expensive, 3 quality, 4 farming, 5 meat

- 2 **WB p31** Do some research. Tick (✓) the countries which have rainforests in them.

Aim: to give students practice in research skills

Key: Australia, Madagascar, New Zealand, Colombia, (Brazil), Indonesia

- 3 **WB p31** Find the names of four more countries which have rainforests in them.

Aim: to give students further practice in research skills

- 4 **WB p31** Read the advert. Underline four mistakes.

Aim: to give students practice in reading for detail

Key: 2,000, 30,000, polar bear

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about rainforests and where they are and I have completed a project on fascinating things I can see, hear, smell, taste and touch in rainforests.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

Aims:

- to consolidate language from the unit
- to develop interactive speaking skills

New language: *exotic, tank, depend on*

Recycled language: language from the unit, animals

Materials: CD

Language competences: Your students will be able to plan and act out a short dialogue.

Warm-up

Aim: to review animals

- Elicit what pets students have.
- Say you know someone who has, e.g. a snake, as a pet. Tell students that animals like this are called *exotic pets*.
- Elicit what other animals could be *exotic pets* and whether students would like to keep them.

1 **SB p32** Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a customer and the owner of a pet shop.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *tank*, and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *I'd like to buy a spider, please*.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.

2 **SB p32** Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.
- The class decides which of the exotic pets is the most exotic.

1 **WB p32** Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 million people, 3 hundred and eighty, 4 have to, 5 doesn't have, 6 you have

2 **WB p32** There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 You **don't** have to cook the sausages. They are already cooked. 3 When we arrived at the campsite we **had** to put up the tent. 4 There are about 10,000 kinds of birds in the world. 5 In **2012** the Olympic Games were in London. 6 There are three hundred **and** sixty-five days in a year.

3 **WB p32** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review spelling of rainforest vocabulary

- Students close their books.
- Write the rainforest vocabulary from Lesson 1 of the unit in scrambled letter order on the board.
- Students write them correctly in their notebooks.
- Check by having students spell each one aloud.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on the role plays. Make general points and don't identify which group you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

Aims:

- to consolidate language from the unit
- to raise awareness of adjective use in writing

New language: traffic

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to use adjectives in writing.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1 **SB p33** Read Tim's message. Choose the best subject for the email.

Aim: to raise awareness of headers in writing

- Focus students on the picture. Elicit what they can see.
- They read the email silently and choose the best subject line.
- They compare answers in pairs.
- Elicit why students chose the subject line. Ask them to read parts of the text which justify their decisions.

Key: My place

- 2 **SB p33** Find these words in Tim's email: *fun, beautiful, small, great, nice, lovely*. With a friend, read the email without these words. What does it sound like?

Aim: to focus students on adjectives in writing

- Read the activity instructions.
- In pairs, students take turns to read the email aloud without the adjectives.
- Elicit feedback from the students on how they think it sounds (less interesting).

- 3 **SB p33** Choose five of the adjectives below to describe places in your town.

Aim: to give students further practice with using adjectives in writing

- Read through and discuss the *Tips for writers* with the class.
- Students work individually and write a short description of the town.

- Pairs swap writing with another pair and give each other feedback.

- 4 **SB p33** Write an email to answer Tim. Use adjectives to describe your home.

Aim: to practise writing skills

- Check students know what to do.
- Remind them to use the email as a model.
- Brainstorm adjectives which describe places.
- They plan their texts and then write a first draft.
- Go around the class. Read and comment on students' work.
- Students write a final draft of their texts in their portfolios.
- Students turn to the My portfolio writing practice section on page 119 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p33** Find and write the words.

Aim: to practise spelling

Key: anaconda, creeper, branch, logging, toucan

- 2 **WB p33** Complete the sentences with the words from Activity 1.

Aim: to review rainforest vocabulary

Key: 2 branch, 3 rainforest, 4 toucan, 5 anaconda, 6 logging

- 3 **WB p33** Imagine you went on an expedition in the Amazon rainforest for a week. Write in your diary what happened.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 2, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

3 The rock 'n' roll show

Aims:

- to present and practise vocabulary for a rock concert
- to give students listening practice

New language: rock 'n' roll show, superstar, spotlight, bodyguards, fans, electric guitar, bass guitar, backing singers, dancer, drum kit, stage

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about a rock concert.

Warm-up


Aim: to introduce the topic of a rock concert

- Elicit what music students like and elicit/pre-teach rock 'n' roll. Write the phrase on the board and elicit/explain what the 'n' stands for (and).
- Ask if any students have ever been to a rock concert.

Presentation


Aim: to present vocabulary for a rock concert

- Read the text at the top of the page with the class.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (the rainforest) and how they got to the rainforest (through the gate in the air).

1  **SB p34** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is.

2  **SB p34** Read, listen and complete the sentences.

Aim: to practise listening

- Read the sentence parts aloud with the class.
- Check understanding. Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.

- They check in pairs.
 - Play the recording again. Check with the class.
- Key:** 1 1950s, 2 grandmother, 3 modern pop music, 4 Patrick, Phoebe

3 **SB p34** Put the words from Activity 1 into three categories. Add two words of your own to each category.

Aim: to give students practice with classifying the new vocabulary

- Demonstrate the activity with the class by eliciting one word for each category.
- Students do the activity in pairs.
- Monitor pairs as they do the activity.
- Check with the class. Write the answers on the board.

Key: places: stage; people: fans, backing singers, dancer, bodyguards; objects: electric guitar, bass guitar, drum kit, spotlight, plus students' own answers

1 **WB p34** Look and write the name.

Aim: to practise writing the new vocabulary and to check comprehension

Key: 2 backing singers, 3 dancers, 4 bodyguard, 5 bass guitar, 6 drum kit, 7 fans

2 **WB p34** Read and complete.

Aim: to give further practice with the new vocabulary

Key: 2 drums, 3 electric guitar, 4 bass guitar, 5 stage, 6 fans, 7 stage, 8 bodyguard, 9 hear, 10 speakers

3 **WB p34** Look and match.

Aim: to review common phrases

Key: 2 f, 3 g, 4 a, 5 b, 6 c, 7 e

Ending the lesson

Aim: to review vocabulary from the lesson

- Elicit the people from SB Activity 3.
- Ask the class what each of these people does and what they usually wear.
- Ask students which they would be if they could choose.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *An electric guitar has six strings. The electric guitar player often leads the band.*

Aims:

- to review *going to* for plans
- to give students speaking practice

New language: *album, record (v)*

Recycled language: a rock concert

Materials: CD

Language competences: Your students will be able to talk about plans using *going to*.

Warm-up


Aim: to review rock concert vocabulary

- Write the first letter of each of the nine new vocabulary items on the board. Add ___ to show how many letters are missing.
- Ask a pair of students to come to the board to write one of the items correctly and draw or act it out.
- Repeat with other pairs and other words.

Presentation

Aim: to review *going to*


- Write the following on the board: 1 *You're going to listen to a recording about a rock concert.* 2 *You're going to play a game.* 3 *You're going to write about next weekend.*
- Underline *going to* and elicit from students that it is referring to future plans.

- 1  **SB p35** Listen and read the interview. Write the months under the pictures.

Aim: to practise listening for specific information

- Students look at the pictures. Elicit the singer's name.
- Play the recording. Students read, listen and write the months under the pictures.
- Students compare answers in pairs.
- Check with the class. Students answer with a full sentence using *going to*.


Key: 1 October, 2 April, 3 May

- 2  **SB p35** Listen and say the sentences.

Aim: to focus students on grammatical form


- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually.

Key: 1 They're not going to come to school today. 2 I'm going to read this book over the weekend. 3 She's not going to make pizza. 4 They're going to play table tennis. 5 We're not going to watch the match.

- 3  **SB p35** Play the pop stars game. Ask and answer questions.


Aim: to give students practice with using *going to*

- Demonstrate the activity for the class using open pairs.
- Students work in pairs. They take turns to ask and answer questions.
- Check the activity using open pairs.

- 1  **WB p35** Make questions from an interview with a rock star.


Aim: to give students practice with question formation

Key: 2 When is it going to come out? 3 Are you going to give a concert in London? 4 Are you going to have a holiday after the concert? 5 Where are you going to spend your holidays? 6 Who are you going to take with you?

- 2  **WB p35** What are they going to do at the weekend? Look and write sentences.

Aim: to give students further writing practice with *going to*

Key: Eva's going to watch TV. Harry's going to read a book. Mia's going to play volleyball. Daniel's going to play the guitar. Amy's going to meet friends.

- 3  **WB p35** What are you going to do at the weekend? Write four sentences.

Aim: to give students practice with writing about future plans

Ending the lesson

Aim: to practise key language from the lesson

- Students think of more questions to ask their pop star as in SB Activity 3.
- Divide the class in half. One half (A) are pop stars and the other half (B) journalists.
- A journalist volunteers to ask their question of one of the pop stars (they can choose which one).
- Repeat with other volunteer journalists and different pop stars.
- Change roles. Make group A journalists and group B pop stars.
- Repeat the activity.

Extension activity

Aim: to reflect on their and others' work

- In groups of four, students take turns to read out their sentences from WB Activity 3.
- When they hear the same activity as they have written about, they say *Snap!*

Aims:

- to sing a song with the class
- to contrast the short o (as in *rock*) and long oa (as in *boat* and *roll*) sounds

Recycled language: a rock concert, going to

Materials: CD, poster paper


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to identify words with different spellings of the long oa /əu/ vowel phoneme.

Warm-up

Aim: to review rock concert vocabulary


- Write *A rock concert* in a circle on the board.
- Elicit the rock concert vocabulary from the unit and the spelling to create a mind map.
- Make sure students have their books closed.

- 1  **SB p36** Listen and write the missing words. Then sing the song.

Aim: to sing a song with the class

- Elicit what and who students can see in the picture in their Student's Book.
- Focus students on the task at the top of the page.
- Play the recording. Students listen and complete the verses.
- Students check in pairs.
- Play the recording again, pausing after each verse for students to repeat.
- Students learn the song. Practise with the class.
- Use the karaoke version of the song for students to sing in groups.


Key: 1 guitar, 2 star, 3 fan, 4 plan, 5 sing, 6 king

- 2  **SB p36** Listen and say the dialogue.

Aim: to identify and say words containing the long and short o sounds


Intonation: persuading (Rose) and expressing doubt (Tom)

- Remind students that words can sometimes have the same spelling for different sounds. Write *Rock 'n' roll* on the board as the example.
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Rose and the other Tom. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.

- 1  **WB p36** Listen to the song again and draw the lines to link the words that rhyme. Write the groups of words.


Aim: to practise rhyming words

Key: Group one: star, car, far; Group two: king, sing, win; Group three: be, see; Group four: fan, can

- 2  **WB p36** Listen and say the words.

Aim: to help students hear the difference between the short o and long oa vowel sounds


- Explain that some words with the long oa sound are easy to read but that others don't follow spelling patterns, so we must learn them as a whole.
- Read the phonics tip to the class.

- 3  **WB p36** Write the words in the *sock* or the *coat*.

Aim: to identify words containing the o and oa sounds

- Students say the words and write them in the correct column.

Key: sock: drop, hot dog, long, lost, bottle, sorry, forest; coat: won't, old, glow, cold, ago, explosion

- 4  **WB p36** Listen, check and say the words.

Aim: to say words containing the o and oa sounds

Ending the lesson

Aim: to review and extend long and short vowel work

- Write the following words in random order on the board: *short o sound: top, copy, drop, exotic, sloth, clock, stop, strong; long oa sound: grow, cone, goal, home, sofa, open, smoke, over.*
- Students write the words in columns under *sock* and *coat*.

Extension activity

Aim: to activate students' imaginations

- In groups of four, students write a new verse for the song. Remind them to use rhyming words at the ends of the first and last lines. They don't have to change the other lines.
- They practise their new song in their groups.
- Students either perform their song for the class or write it on poster paper and illustrate it.

Aims:

- to present and practise ways of telling the time
- to practise speaking

New language: *lazy, bacon, blog, relax*

Recycled language: a rock concert

Materials: CD

Language competences: Your students will be able to tell the time.

Warm-up

Aim: to review meals and food

- Write *Breakfast* on the board.
- Elicit what students have for breakfast.
- Elicit what they think Suzy Slick (the rock star from the unit) has for breakfast. Note ideas on the board.

Presentation

Aim: to present ways of telling the time

- Draw four clocks on the board.
- Show the time as a) on the hour, b) half past the hour, c) quarter to the hour, d) quarter past the hour.
- Elicit the times.
- Erase the clocks and draw four more. On these show the following times: twenty-five to ten, ten past four, five to one, twenty-five past six.
- Elicit/teach the times.
- Say different times. Students come to the board to draw clocks with those times.

1 **SB p37** Read and match the pictures with the clocks.

Aim: to practise telling the time

- Elicit who students can see in the picture.
- Tell them to read and quickly find what Suzy Slick has for breakfast.
- Compare this information with their predictions.
- Students match the clocks with the pictures.

Key: salad: 3, TV: 4, alarm clock: 1, hairdresser: 5, breakfast: 2

2 **SB p37** Listen and say the times.

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise. Then check in pairs.

Key: 1 twenty past four, 2 ten past four, 3 ten to ten, 4 five past four

3 **SB p37** Play the time game.

Aim: to give students further practice with telling the time

- Two teams give themselves numbers at random. For example, if there are 18 students in a team, they number themselves 1 to 18 at random.
- Write a selection of times on paper to make sure you include a variety of times without too much repetition.
- Write one of the times on the board. Call a number, e.g. 7. The student who is 7 in Team A has to answer. If they get it wrong, student 7 in the other team can try. Award points for correct times.
- Write one of the times on the board and ask a student in Team B, e.g. student 2.
- Repeat.

1 **WB p37** Write the times.

Aim: to give students further practice with telling the time

Key: 2 It's ten to six. 3 It's twenty to nine. 4 It's twenty-five past three. 5 It's ten to seven. 6 It's twenty-five to ten.

2 **WB p37** Draw the times.

Aim: to give students further practice with interpreting times

3 **WB p37** Look and write about Harry's day.

Aim: to give students additional practice with writing the times in the context of daily routines

Key: 1 ten past eight. 2 Harry has breakfast at nine o'clock. 3 Harry leaves the house at twenty past nine. 4 Harry plays the guitar from ten o'clock to half past ten. 5 Harry has lunch at five to one. 6 Harry goes home / leaves the restaurant at quarter past two. 7 Harry writes his blog / writes emails / works on his computer from quarter past three to half past seven. 8 Harry goes to bed at quarter to twelve.

Ending the lesson

Aim: to review grammar from the lesson

- Elicit when students do the things from the pictures of Harry in WB Activity 3.

Extension activity

Aim: to consolidate understanding of time

- Ask a student to come to the front and to show a time using their arms.
- The student then mimes an action, e.g. watching TV.
- The class try to guess what the student is doing and when, e.g. *You watch TV at quarter to two.*

Aims:

- to present a story
- to develop reading skills

New language: *dressing room, wig, peace and quiet, milkshake*

Recycled language: characters and language from the story, a rock concert

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab, experiments, Mr Davis, the gate, Pompeii (the past), rainforest (the present), a rock concert (the past).*

- 1 **SB pp38-39** Go through the text quickly and find answers to the questions.

Aim: to encourage skimming and scanning

- Read the activity instructions and the two questions with the class.
- Elicit what the title of the story is (Elvis).
- Remind students to read quickly and silently and only to look for answers to the two questions.
- Students read and answer, and then compare answers in pairs.

- 2 **CD 17 SB pp38-39** Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped back into the gate) and where the gate was (in the hotel).
- Check understanding of *creeper*.

Key: 1 In his dressing room. 2 In the hotel.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Did the friends talk to Elvis? (Yes.) What did Patrick say? (That his grandma loved Elvis.) Why did Elvis ask 'What's a CD?' (Because CDs weren't invented then.) How did they help him escape from his fans? (Patrick and Alex dressed up as Elvis to trick them.)*

- 1 **WB p38** Remember the story. Read and complete the text with words from the box.

Aim: to check comprehension

Thinking skill: recalling information

Key: 2 dressing room, 3 confused, 4 screaming, 5 coat, 6 wig

- 2 **WB p38** Read the summary and underline seven mistakes.

Aim: to practise reading for detail

Key: 2 angry, 3 house, 4 hat, 5 sad, 6 helicopter, 7 pizza

- 3 **Think! WB p38** Read and choose the best answer.

Aim: to enable students to practise making inferences

Thinking skill: inference

Key: 1 B, 2 A, 3 A, 4 B

Ending the lesson

Aim: to practise the story

- Put students into groups of four (the three friends and Elvis).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Elvis told his manager the next day about what happened.
- Pairs create a short dialogue (Elvis and his manager) and perform it for the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends?* (At a rock concert.) *Who did they meet?* (Elvis.) *How did they help him?* (They dressed up as him so he could avoid the fans.) *Did they like being with him?* (Yes, they did.)

3 **SB p39** Correct the mistakes in the sentences.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentences and find and correct the mistakes.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Patrick was the first to ask Elvis a question. 2 Patrick's grandma is a fan of Elvis. 3 Elvis took the kids to his dressing room to talk. 4 Alex used a wig, a coat and a pair of glasses for his plan. 5 Alex wore the wig and the glasses. 6 Phoebe and Elvis left from the front of the theatre. 7 The kids ate hot dogs, hamburgers, ice cream and milkshakes with Elvis. 8 They were sad to leave Elvis.

4 **Think!** **SB p39** Here are some Elvis songs that were big hits. Can you complete them with the words in the box?

Aim: to activate world knowledge

Thinking skill: applying linguistic and logical knowledge

- Focus students on the activity instructions and check they know what to do.
- In pairs, they try to complete the names of the songs using the words in the box.
- Check with the class.

Key: It's a wonderful world, Hot dog, Let's be friends, Blue moon, Don't leave me now

1 **Think!** **WB p39** Read and draw the times on the clocks.

Aim: to give students further practice with working out and telling the time

Thinking skill: working out times

Key: 2 twenty-five past eleven, 3 a quarter past seven, 4 eight o'clock, 5 twenty-five to ten, 6 ten o'clock, 7 twenty past eleven

2 **WB p39** Read Elvis's answers and write the questions.

Aim: to give students further practice with forming questions

Key: 2 Did you always want to be a singer? 3 Who is your favourite singer? 4 What kind of films do you like? 5 Are you married? 6 Can I have your autograph?

3 **WB p39** Write six questions you would like to ask your favourite singer.

Aim: to encourage students' creativity

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to review ideas and concepts from the story

- Put students into pairs.
- One of them is a famous singer and the other is a fan.
- Tell students to imagine their life as a singer: the kind of music, what they look like, what they wear, what they play, etc.
- Pairs take turns to role play as a singer and a fan, asking the questions which they prepared for WB Activity 3.
- More confident students can perform their role plays for the class.

Aims:

- to practise listening skills
- to practise speaking skills

Skills:

- listening for specific information
- giving a short monologue

New language: Buick, Chevy, Cadillac, Jive, Swing, Boogie, jukebox, jivebox, Series 62, influence (v)

Recycled language: music, a rock concert

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to deliver a short monologue on a known topic.

Warm-up

Aim: to activate vocabulary

- Tell the class they are going to focus on things from the 1950s today.
- Elicit anything they know or can guess about that time in history.



1 SB p40 Listen and choose the correct words.

Aim: to practise listening for specific information

- Focus the students on the three photos. Elicit what they can see and check understanding of vocabulary.
- Check students know what to do.
- Play the recording. Students listen and circle. They compare answers in pairs.
- Play the recording again.
- Check with the class. Discuss what other things they learnt from the listening.

Key: 1 Cadillac, 2 Swing skirt, 3 Jukebox



2 SB p40 Listen again and answer the questions.

Aim: to practise listening for detail

- Read the questions through with the class.
- Students try to remember the answers from the previous listening(s).
- Play the recording again. Students compare answers in pairs.
- Check with the class, replaying parts of the recording as necessary.

Key: 1 1955. 2 Almost six metres long. 3 Rock 'n' roll. 4 They were not happy with them. 5 From 50 to 120. 6 You put money in and then pressed the buttons with the letters and the numbers of the song you wanted to hear.

3 SB p40 Talk about what you like best: the Cadillac, the swing skirt or the jukebox. Why?

Aim: to enable students to practise giving a short monologue

- Read the activity instructions through with the class.
- Elicit some ideas as demonstration, using the prompt.
- Give students one minute to choose and plan what they are going to say.
- Go around the class, asking each student to stand and state their choice and their reason.
- At the end, take a hands-up vote to see which of the three was the most popular choice.

1 WB p40 Put the dialogue in order.

Aim: to review functional language

Key: 9, 5, 3, (1), 7, 10, 6, 4, 2, (8)

2 WB p40 Read the email and write the missing words. Write one word on each line.

Aim: to enable students to practise reading and writing skills

Key: 2 went, 3 were, 4 took, 5 but, 6 show

Ending the lesson

Aim: to review the content of the lesson

- Students take turns to perform the dialogue from WB Activity 1 in open pairs.

Extension activity

Aim: to consolidate understanding

- Focus on the things from the 1950s from SB Activity 1.
- Ask students to imagine they are in the future looking back to now.
- Tell them to choose three things which have a big influence now.
- Students brainstorm ideas in pairs.
- Go around the pairs to help as appropriate.
- Pairs prepare a short monologue about one of the things they have chosen.
- They use the monologues from SB Activity 3 as a model.

Aims:

- to practise reading skills
- to practise listening skills
- to practise writing skills

Skills:

- reading for specific information
- listening for specific information
- writing a short advert

Thinking skills: interpreting values in a story

New language: *dream come true, contract, make something happen*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to read for specific information. Your students will be able to write an advert.

Value: not giving up

Warm-up

Aim: to review language of description

- Ask students to listen to your description of a pop star and to guess who it is.
- Describe a pop star that they will know. Say what he/she looks like and what he/she plays and name a famous single.
- Students take turns to do the same: describe their favourite pop star without naming him/her for the class to guess.

- 1 **SB p41** Look at the pictures and answer the questions.

Aim: to give students practice in skimming and scanning

- Focus students on the pictures in the Student's Book. Elicit what they can see.
- Read the questions with the class and check understanding.
- Check students know what to do. They read silently and quickly to find the information to answer the questions.
- Students compare and discuss answers in pairs.

- 2 **CD 28** **SB p41** Read, listen and check your answers.

Aim: to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (The

record producer saw Misha playing in the street and thought she was great).

Key: 1 She is trying to join a band. 2 The boy thinks she doesn't play loud enough. The girls think she doesn't look right.

- 3 **SB p41** Match the sentence halves to make the summary.

Aim: to give students practice in summarising a story

- Read the activity instructions with the class.
- Make sure students know what to do. Do the first one as an example.
- Students match the sentences individually and then compare answers in pairs.
- Check with the class. Have students read the sentences aloud.

Key: 1 g, 2 a, 3 e, 4 h, 5 b, 6 c, 7 d, 8 f

- 1 **WB p41** Read and complete the sentences with the words from the box.

Aim: to give students practice with a gap-filling task

Key: 2 join, 3 loud, 4 arranged, 5 true, 6 well

- 2 **Values** **WB p41** What can we learn from Misha's story? Colour the words.

Aim: to focus students on the value of not giving up

Key: Don't give up (on) your dreams.

- 3 **WB p41** Write a short advert for the two bands.

Aim: to give students practice in writing adverts

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of not giving up

- Focus on examples in the story where Misha didn't give up (Mike told her she didn't play loud enough. Katia said she didn't look right. But she didn't give up doing what she loved and was good at. In the end she was lucky.).
- Elicit from students why this value is important and elicit examples from the students of when they haven't given up.

Note: Some of this discussion may need to take place in L1.

Aims:

- to integrate other areas of the curriculum through English: Music

New language: *rhythm*

Recycled language: language from previous units of *Super Minds Level 5*


Materials: CD

Language competences: Your students will be able to use known language to talk about Music in English.

Warm-up

Aim: to introduce the topic of Music and rhythm



- Tell students to listen.
- Clap a simple rhythm for students.
- Clap it again. Students join in.
- Tell students that we call this a *rhythm* and that they are going to learn more about music and rhythm today.

- 1  SB p42 Listen, read and find out what you need to make rhythm. Number the sounds.

Aim: to activate students' understanding and prior knowledge

- Elicit what students can see in the three photos.
- Read the activity instructions with the class. Encourage them to predict the answers.
- Play the recording. Students read and listen to check their predictions and to find the answers.
- Check with the class. Check understanding of vocabulary.
- Have students read the text aloud around the class and discuss the ideas.

Key: 1 Sound of a horse galloping, 2 Someone dribbling a basketball rhythmically, 3 Someone clapping their hands rhythmically


- 2   SB p42 Listen to three short rhythms and write numbers 1–3. Then listen and clap.

Aim: to extend students' understanding of the topic

Thinking skill: identifying patterns

- Play the recording. Make sure students listen the first time and don't join in.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Play the recording a third time for students to clap together after they have listened.


Key: 2, 3, 1

- 3  SB p42 The girl in the photo is saying a rhythm. Which of the rhythms in Activity 2 is she saying?

Aim: to give students further practice with identifying rhythm


- Focus students on the picture and on the speech bubble.
- Ask a student to say it.
- As a class, discuss which rhythm it is. If necessary, play the recording for Activity 2 again.

Key: Rhythm 3

- 4  SB p42 Make each of the three rhythms using the two words *snake* (X) and *monkey* (xx).


Aim: to give students practice in producing rhythms

- Make three groups. Students follow the instructions.
- Groups clap their rhythms to the class.
- Elicit feedback from other groups.

- 1  WB p42 Read and complete the text with the words from the box.

Aim: to further extend students' understanding of the topic

Key: 2 clap, 3 silences, 4 quieter, 5 shorter, 6 use

- 2  WB p42 Listen and match.

Aim: to give students further practice in identifying rhythms

Key: a 3, b 4, c 2, d 6, e 1, f 5

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *rhythm, how rhythm is all around us and how sounds and silences come together to make rhythms.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- In groups of four, students create another rhythm (not the same as the ones from the SB).
- Groups perform their rhythms for the class. They can clap them or tap pencils quietly on their tables.

Aims:

- to extend the focus on Music through English
- to enable students to complete a project

New language: *crotchet, quaver, beat*

Recycled language: Music and rhythm

Materials: CD, 2 x 80-word texts from the Student's Book for each student, a CD of music by Mozart

Language competences: Your students will be able to talk about Music in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Music

- With Student's Books closed, give students two minutes to note down things they learnt about Music in the previous lesson.
- Elicit what they remember.

- 1 **SB p43** Read the text. Write the correct words under the music notes and complete the sentence.

Aim: to extend students' understanding of rhythm in music

- Have a student read the text aloud. Find out who plays an instrument in the classroom and what they can tell the class about crotchets and quavers.
- Students complete the text individually.
- They compare answers in pairs. Check with the class.

Key: one crotchet, two quavers; two quavers

- 2 **CD 29** **SB p43** Try clapping each of these rhythms. Then listen and check.

Aim: to give students practice with rhythm

- In pairs, students practise clapping the rhythms of the crotchets and quavers.
- If it helps, count out the time for the class as they do it: 1, 2, 3, 4, to show them they need to squeeze two quavers into one beat.
- Play the recording for students to listen and check.
- Clap the rhythms as a class.
- Read the smart fact with the class.

- 3 **SB p43** Use the words *snake* and *monkey* to say each of the rhythms in Activity 2.

Aim: to consolidate practice of rhythm

- Check students know what to do.
- Pairs say the rhythms using these words.
- Ask different pairs to say the rhythms to the class and ask for students' feedback.

- 4 **Project** **SB p43** Music and my learning.

Aim: to enable students to follow instructions to complete a project

- Set out a time scale for students to do the project.
- Tell students that today they are going to do Day 1.
- Choose two texts from the book. Tell half the class to focus on one text and half the class to focus on another.
- Play the Mozart CD while students study their texts.
- Do some Workbook activities for 30 minutes.
- Put students into pairs. Each student in a pair should have studied a different text. They test each other.
- On a different day, follow the same procedure in Day 2.

- 1 **CD 29** **WB p43** Read the poems. Then listen and say which poem it is.

Aim: to give students further practice with listening to rhythm

Key: Lunch

- 2 **WB p43** Now try to clap the other three poems.

Aim: to give students practice in clapping rhythms

- 3 **WB p43** Write your own poem about music. Ask your classmates to clap it.

Aim: to give students further practice in writing rhythmic poems

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about rhythm and what crotchets and quavers are, and I've started a project about learning and Music.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

Aims:

- to consolidate language from the unit
- to promote student-student co-operation

Recycled language: language from the unit


Materials: CD, materials for the mini talk

Language competences: Your students will be able to prepare and present a mini talk.

Warm-up

Aim: to review vocabulary for rock concerts

- Give students one minute to write all the words about rock music that they have learnt in the unit.
- Students then compare their lists in pairs to see how many different words they have overall.
- Put pairs together. They check their lists in the same way.
- Elicit all the music words from the different groups.

- 1  SB p44 Listen to Jasmine talking about her favourite singer and make notes.

Aim: to provide a model for the mini presentations


- Elicit what students can see in the picture.
- Play the recording. Students listen and take notes.
- Students compare their notes in pairs.
- Play the recording again.
- Discuss and compare their notes as a class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read through the *Tips for presenters* with the class.

Preparing for and delivering mini presentations

Aim: to follow a set of instructions and to collaborate with other students


- Focus students on *Find out about it*. Give a time limit.
- Read the bullet points and check vocabulary.
- Monitor individual students as they do their research to find a musician to focus on.
- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- Make sure students follow each step in sequence.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down one fact about the musician that you didn't already know.

- Re-read the *Tips for presenters* through with the class.
- Remind students to look at the notes they made, after their last presentation, on what they wanted to improve this time.
- Individual students take turns to do their mini presentations.
- After each presentation, go around the class to get feedback on the listening task.

- 1  WB p44 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review *going to*

Key: at five past nine. Are you going to come to the birthday party? My sister is going to buy a new camera.


- 2  WB p44 Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 We're going to buy Susie a nice birthday present.

3 The lessons at my school start at twenty past eight.

4 They're going to move to New York soon. 5 Is Harry going to play in your team? 6 I think we need to go – it's ten past seven.

- 3  WB p44 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their mini presentations. Make general points.
- In groups of four, students discuss how they think their own presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next mini presentation.

Aims:

- to consolidate language from the unit
- to raise awareness of connectors in writing

Recycled language: language from the unit

Materials: students' portfolios, envelopes

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to use connectors in writing.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1 **SB p45** Read Jeremy's diary and put the paragraphs in the right order.

Aim: to raise awareness of connectors in writing

- Focus students on the picture. Elicit what they can see.
- Read the activity instructions and check students know what to do.
- They read the diary entry silently and sequence the paragraphs.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: 3, 5, 1, 4, 2

- 2 **SB p45** Add these words to make Kylie's diary better.

Aim: to focus students on connectors in writing

- Read the activity instructions and check students understand what to do.
- In pairs, they work through the text and decide where to put the connectors.
- Elicit feedback from the students.
- Read or display the correct text to the class.

Key: Grandma and Grandpa came to visit me and my sister last Sunday. First, we went to the fun park in Blackhill. Grandma went on the ghost train with us. That was fantastic. Then we walked to a very nice restaurant and had lunch there. I had chicken and chips, and my sister had a burger. Finally, we went to the town hall. There was a concert with Give It All. They are a new band from Liverpool. The concert was great. We were very tired and went home straight away. We went to bed at eight o'clock.

- 3 **SB p45** Think about something you did last weekend.

Aim: to give students further practice with using connectors in writing

- Students carry out points a-c and read *Tips for writers*.
- Return the texts to students after three days.
- Students think about how they can improve them.
- They give each other feedback in pairs.
- Students write a final draft for their portfolios.
- Students turn to the My portfolio writing practice section on page 120 of the Workbook. Work through the exercises.

- 1 **WB p45** Find and write the words.

Aim: to practise spelling

Key: 2 bodyguards, 3 rhythm, 4 speakers, 5 spotlights, 6 crotchet

- 2 **WB p45** Complete the sentences with the words from Activity 1.

Aim: to review concert vocabulary

Key: 2 speakers, 3 bodyguards, 4 rhythm, 5 spotlights, 6 crotchet

- 3 **WB p45** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (possible answer): she practised in her room, to a concert, but there was no guitarist, and said 'Sorry, we can't play without our guitarist.', played her guitar. The show was great.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 3, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

4 Space restaurant

Aims:

- to present and practise restaurant vocabulary
- to give students listening practice

New language: *space, waiter, biscuits, salt, pepper, napkin, chopsticks, fork, spoon, knife, serve, meal, edge, universe, pills, midnight, backwards*

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about eating in a restaurant.

Warm-up


Aim: to introduce the topic of food and restaurants

- Elicit what food students like and write some of their suggestions on the board.
- Elicit if they ever go to restaurants and what they like to eat there.

Presentation


Aim: to present restaurant vocabulary

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (an Elvis rock concert) and how they left there (through the yellow gate in the hotel).

1  **SB p46** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

2  **SB p46** Read, listen and answer the questions.

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding. Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 From midnight to six o'clock in the evening.
2 Time goes backwards. 3 22nd March 3002.
4 A thousand years old.

3 **SB p46** Choose words and play the odd-one-out game with your partner.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class using open pairs.
- Help students with the language for giving reasons. Write some prompts on the board.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different pairs.

1 **WB p46** Look and write the words.

Aim: to practise writing the new vocabulary and to check comprehension

Key: 2 fork, 3 spoon, 4 napkin, 5 chopsticks, 6 salt, 7 pepper, 8 biscuits, 9 waiter

2 **WB p46** Read and write the words from Activity 1.

Aim: to give further practice with the new vocabulary

Key: 2 napkin, 3 fork, 4 salt, 5 chopsticks, 6 spoon, 7 waiter

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can put pepper on your food. It makes it spicy. I don't like pepper.*

Aims:

- to present and practise ordinal numbers
- to give students speaking practice

New language: no way

Recycled language: days of the week, months

Materials: CD

Language competences: Your students will be able to talk about dates using ordinal numbers.

Warm-up

Aim: to review days and months

- Write the days of the week in scrambled letter order on the board. Don't tell students what the set is.
- Students work in pairs to unscramble the words.
- Pairs come to the board and write each day.
- Elicit when some students' birthdays are. Students reply, e.g. *In June*.

Presentation

Aim: to present ordinal numbers

- Write Phoebe's birthday on the board: *22 March*.
- Elicit from students how we say this (*the twenty-second of March*). Tell students we can also write *22nd March*.
- Write this under the date in brackets. Make it clear which we usually write and which we usually say.
- Elicit students' birthdays. The class repeat.

1 **SB p47** Read the email and answer the questions.

Aim: to practise reading for specific information

- Elicit what students can see for Activity 1 (an email). Ask who wrote the email (Sarah) and who she wrote to (Megan).
- Students do the activity individually.

Key: 1 Sarah has a problem. 2 On the 3rd of April. 3 Because she is going away with her parents for the weekend (to visit her grandma in Bristol). 4 The 25th of March or the 8th of April.

2 **CD 29** **SB p47** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 2 1st (first) of December, 3 the 31st (thirty-first) of January, 4 the 13th (thirteenth) of February, 5 the 2nd (second) of October

3 **Think!** **SB p47** Work with a partner. Ask and answer.

Aim: to give students practice with ordinal numbers

Thinking skill: logical-mathematical thinking

- Students take turns to ask and answer questions.

4 **SB p47** Think of three questions to ask your partner.

Aim: to give further practice with ordinal numbers

- Brainstorm some questions. Students ask and answer.

1 **WB p47** Write the days for the dates marked with a tick (✓).

Aim: to give students practice with ordinal numbers

Key: 2 The 2nd of October is a Sunday. 3 The 6th of October is a Thursday. 4 The 11th of October is a Tuesday. 5 The 12th of October is a Wednesday.

2 **Think!** **WB p47** Read and work it out.

Aim: to give students practice with logical thinking

Thinking skills: logical-mathematical thinking

Key: Thursday 23rd of June

3 **WB p47** Read about Miguel. Look at his diary and write sentences.

Aim: to give practice with writing ordinal numbers

Key: 2 He is going to eat in a new Turkish restaurant on the 5th of September. It's a Wednesday. 3 He is going to eat in a new Egyptian restaurant on the 8th of September. It's a Saturday. 4 He is going to eat in a new Brazilian restaurant on the 13th of September. It's a Thursday. 5 He is going to eat in a new Italian restaurant on the 14th of September. It's a Friday. 6 He is going to eat in a new Mexican restaurant on the 22nd of September. It's a Saturday.

Ending the lesson

Aim: to practise key language from the lesson

- Students ask and answer in open pairs using questions from SB Activity 4.

Extension activity

Aim: to review language from the lesson

- Students work individually and write an email reply to Sarah in the role of Megan from SB Activity 1.

Aims:

- to practise communication
- to show that the letter c is sometimes pronounced with the s sound

New language: *celebrate, brilliant, excellent*

Materials: CD, DVD-ROM

Language competences: Your students will be able to create and act out dialogues in pairs.

Phonics focus: Your students will understand that a letter c has the s phoneme before an i or an e.

Warm-up

Aim: to review ordinal numbers

- Ask questions quickly around the class. They should require students to use an ordinal number in their response, e.g. *When's your mum's birthday? What's the date tomorrow? What's the last day of June?*
- Repeat some questions, but ask students at random to keep them on their toes.

- 1 SB p48 Look at the photos and answer the questions.

Aim: to give students practice with reading and making predictions

- Elicit what students can see in the pictures (two boys talking) and how they look (excited, then upset).
- Discuss with the class their ideas for what they are talking about and where they are.

- 2 CD2 30 SB p48 Read and listen to the dialogue to check your answers. Complete with the missing numbers from the box.

Aim: to practise reading and listening for specific information

- Focus students on the dialogue and tell them to listen and read carefully to check the answers.
- Play the recording. Students compare their answers in pairs.
- Check with the class. Check understanding of vocabulary.
- Play the recording again for students to listen for and check the numbers.
- Play the DVD-ROM.
- Students practise the dialogue once or twice in open pairs.

Key: 1 29th, 2 22nd, 3 5th

- 3 SB p48 Work in pairs.

Aim: to enable students to create and practise their own dialogues

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for the birthday, using the prompt questions. Write some notes on the board.
- Focus students on *What to say*. Read the section out.
- They write their own dialogues in pairs.
- Pairs practise and rehearse their dialogues.
- Pairs perform their dialogues for the class.

- 1 WB p48 Match the dialogue.

Aim: to practise functional language

Key: 2 a, 3 e, 4 b, 5 c

- 2 WB p48 Read and complete the dialogue with the words from the box.

Aim: to focus students on functional language

Key: 2 meet, 3 food, 4 want, 5 more, 6 next, 7 get, 8 for, 9 number

- 3 CD2 31 WB p48 Listen and say the words.

Aim: to identify when a c spelling gives the s sound

- Point out that when the letter c is followed by the letter e, i or y it has the s sound, for example, *cents, city* and *bicycle*.

- 4 WB p48 Circle the c letters with a s sound.

Aim: to identify when the letter c has the s sound

- 5 CD2 32 WB p48 Listen, check and say the words.

Aim: to practise saying the s sound spelt with the letter c

Key: *city, Celia, celebrate, spaceship, cinema, ice, exciting, circles, excellent*

Ending the lesson

Aim: to review and extend c/s pronunciation

- In teams, students look through the Student's Book to find examples of words where the letter c has the s sound.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise zero conditional
- to practise speaking

New language: professor, laboratory, broccoli, pour, freezer, become, turn to

Recycled language: food, colours

Materials: CD

Language competences: Your students will be able to use the zero conditional.

Warm-up

Aim: to review restaurant vocabulary

- Write the first letter of each of the nine new vocabulary items on the board. Add ___ to show how many letters are missing.
- A pair of students come to the board, write one of the items and draw a picture or act it out.
- Repeat with other pairs and other words.

Presentation

Aim: to present zero conditional

- Give instructions to a student, e.g. *Please open the door.*
- Elicit how the student did it, e.g. *I turned the handle.*
- Write on the board *If you turn the handle, the door opens.*
- Tell students we use this structure for a fact.
- Write more prompts on the board for students to make sentences, e.g. *If stop talking / quiet. If heat water / boils. If turn key / car start.*
- Write each sentence on the board as students give it to you. Draw their attention to the comma and to the present simple in the sentences.
- Tell students that in these sentences *If* is similar to *When*.

1 SB p49 Read and correct the sentences below.

Aim: to practise zero conditional

- Elicit who students can see in the picture (a mad professor) and where he is (in a lab/laboratory).
- They read the text silently and correct the mistakes in the sentences.
- Elicit the *if* sentences from the text.

Key: 1 Poppy Beanie is a reporter. 2 Professor McKarrot showed her what food would look like in the future. 3 If you put water on the green pill, you get broccoli with fish. 4 If you put water on the pink pill, you get tomatoes with beef.

2 CD 33

SB p49 Listen and say the sentences.

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 don't get, 2 boils, 3 melts, 4 doesn't get, 5 runs out

3 SB p49 Play the food game with a partner. Imagine that you have pills of six different colours. Tell your partner what food you get.

Aim: to give students further practice with the zero conditional

- Students play the game in pairs, taking turns to say what food they get if they mix one with another.

1 WB p49 Match the sentences.

Aim: to give students further practice with the zero conditional

Key: 2 c, 3 a, 4 b

2 WB p49 Read and write the words in the correct form.

Aim: to give students further writing practice with zero conditional

Key: 2 are, am, 3 is, go, 4 rains, take, 5 want, talk, 6 need, go, 7 want, need, 8 are, talk

3 WB p49 Complete the sentences.

Aim: to activate students' knowledge

Key (possible answers): 2 you get the emergency services, 3 it goes hard, 4 it boils, 5 feel sick / get fat, 6 goes brown / dies

Ending the lesson

Aim: to review grammar from the lesson

- Call out the prompts from WB Activity 3, e.g. *If you eat too much chocolate, ...*
- Elicit different ways of completing the sentence from around the class. Make sure students have their books closed.
- Repeat with other sentence stems from this activity.

Extension activity

Aim: to consolidate the zero conditional

- Individually, students write the sentences they used for SB Activity 3 in their notebooks.

Aims:

- to present a story
- to develop reading skills

New language: starter, lid, spaceship, scratch, steam

Recycled language: characters and language from the story, restaurant vocabulary

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write Phoebe, Alex and Patrick on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab, experiments, Mr Davis, the gate, Pompeii (the past), rainforest (the present), a rock concert (the past), space restaurant (the future).*

- 1 **WB pp50-51** Look at the pictures. Where can you see these things?

Aim: to encourage prediction and to set the context for the story

- Check understanding of *steam*.
- Students look at the pictures in pairs and find the four sets of things.
- Elicit answers from the class.

- 2 **WB pp50-51** Go through the text quickly. Why does the robot want the children to do the washing up? Listen and check your answer.

Aim: to present a story and to develop reading skills

- Tell students to read quickly and silently to find the answer. Set a time limit, e.g. two minutes.
- Students compare their answers in pairs.
- Play the recording. Students read and listen to check their answer.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children saw the gate just in time) and where the gate was (on the way into the kitchen).

Key: Because they don't have any goldstars to pay for their meal.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What was the starter?* (Orange soup with fish and pepper.) *What did they eat it with?* (Chopsticks.) *What was the second course?* (Beef, carrots, broccoli and crocodile.) *Did they eat it?* (No, they ate the steam.) *What was the dessert?* (A chocolate and ice cream spaceship for Phoebe's birthday.)

- 1 **WB p50** Remember the story. Read and complete the summary of the story.

Aim: to check comprehension

Key: 2 hard, 3 waiter, 4 balls, 5 steam, 6 quickly, 7 birthday, 8 spaceship, 9 chocolate, 10 ice cream, 11 money, 12 kitchen, 13 wash, 14 gate

- 2 **WB p50** Read and complete the menu.

Aim: to practise reading and writing skills

Key: 1 soup, 2 pepper, 3 carrots, 4 crocodile, 5 chocolate, 6 ice cream, 7 20,000

- 3 **WB p50** Find the answers to the clues in the word search. Look → and ↓.

Aim: to give students further practice with vocabulary from the story

Key: 2 fish, 3 chopsticks, 4 pots, 5 candles, 6 goldstars, 7 bill, 8 chocolate

Ending the lesson

Aim: to practise the story

- Put students into groups of four (the three friends and the waiter).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what the waiter told the next customer about what happened.
- Pairs create a short dialogue (the waiter and the next customer) and perform it for the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends?* (At a space restaurant.) *How many courses did they eat?* (Three.) *How much did the meal cost?* (60,000 goldstars.) *Did they pay?* (No, they didn't.)

3 **SB p51** Read and answer the questions.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the questions and find the answers in the text.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Orange soup with fish and pepper. 2 With chopsticks. 3 Beef, carrots, broccoli and crocodile. 4 A chocolate spaceship filled with ice cream. 5 Goldstars. 6 They had to work in the kitchen for a week.

4 **Think!** **SB p51** Read and match the prices with the objects.

Aim: to practise mathematical skills

Thinking skill: putting a monetary value on things

- Focus students on the activity and elicit what they can see in the pictures.
- Ask a student to read the *if* sentence aloud.
- Check students understand and know what to do.
- They discuss answers in pairs and agree about prices for each of the four things.
- Elicit answers from pairs.

1 **Think!** **WB p51** Think of three ways for the children to pay the restaurant for their meal. Write the sentences.

Aim: to give students practice with creative thinking

Thinking skill: creative thinking

2 **WB p51** Look at the pictures and find five differences.

Aim: to give students practice with paying close attention to visual images

Key: (In picture A, the man is wearing a napkin.)

In picture B, he is wearing a jumper.

In picture A, there is a fork on the table.

In picture B, there isn't.

In picture A, S and P are written on the salt and pepper shakers. In picture B, they aren't.

In picture A, the tablecloth has got squares on.

In picture B, it has got spots.

In picture A, the man has got a spoon in his left hand.

In picture B, he hasn't.

3 **Think!** **WB p51** Put the sentences in order to make a story.

Aim: to practise sequencing

Thinking skill: temporal sequencing

Key: 3, 4, 5, 2, (1)

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to review ideas and concepts from the story

- Put students into groups of four.
- Each group creates a menu for the space restaurant. They think of three courses and the prices.
- Groups write menus on paper and illustrate them.
- Groups swap menus with other groups and role play a restaurant situation using the new menu.

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for specific information
- giving a short monologue

New language: *blog, hero, inventor, creations, sweets, chewing gum, blueberry pie, lose, flavour, lick, invisible, sugar-coated, fudge, get rid of, bully (n)*

Recycled language: food

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to give their opinions in a discussion.

Warm-up

Aim: to activate vocabulary

- Write *Food* in a circle on the board.
- Elicit all the unusual foods that students can think of, e.g. *balls of soup*.
- Write them on the board.

1 SB p52 Read the blog and match the pictures with the paragraphs.

Aim: to practise reading for specific information

- Focus the students on the six pictures. Elicit what they can see and check understanding of vocabulary. Pre-teach key words for the lesson, using the pictures if students don't know them.
- Check students know what to do.
- Students read and number the pictures according to the paragraphs.
- They compare answers in pairs. Remind them to re-read sections of the text to check.
- Check with the class.
- Find out if any students have read this book or seen the film.

Key (from left to right): 3, 1, 4, 5, 2, 6

2 SB p52 Discuss in small groups.

Aim: to practise speaking skills

- Read the three questions through with the class.
- Put students into groups of four.
- In their groups, students take turns to discuss each question. Remind them to give reasons for their choices.
- Manage the activity by telling students when to move on to discuss the next point.
- Monitor groups as they are working.
- Open the discussion to the whole class.

1 CD 35 WB p52 Listen and draw lines. YLE

Aim: to practise listening skills

Key: David – the waiter, Robert – reading the paper, Betty – ice cream in her hand, Katy – Betty's mum, Helen and Harry – couple

Ending the lesson

Aim: to review the content of the lesson

- Elicit which was each student's favourite sweet from the Student's Book reading text.

Extension activity

Aim: to consolidate vocabulary

- Students write answers to the discussion questions from SB Activity 2.
- They can use the notes from the original discussion or they can write other ideas if they have changed their minds during the lesson.

Aims:

- to practise writing skills
- to practise listening skills

Skills:

- writing a recipe
- listening for specific information

New language: *jelly sweets, tablespoon, quarter, blade of grass, stir, recipe, scoop, straw, straight from*

Recycled language: language from the unit

Materials: CD, poster paper

Language competences: Your students will be able to read for specific information.

Your students will be able to write a recipe.

Warm-up

Aim: to review key language

- With Student's Books closed, elicit from the class what the sweets were at the Willy Wonka Factory in the previous lesson.
- Provide prompts if students can't remember all the details.

1 SB p53 Write the words under the pictures.

Aim: to give students practice in matching words with pictures

- Focus students on the pictures and the words.
- Check they know what to do.
- They match the words with the pictures and then check in pairs.
- Check with the class and check understanding and pronunciation of the new words: *scoop* and *straw*.

Key: an ice cream glass, a straw, an ice cream scoop, a pan

2 SB p53 Listen and write the missing numbers.

Aim: to give students practice in listening for specific information

- Tell students they are going to listen to the ingredients for the hot chocolate Swudge drink.
- Elicit what they can see in the pictures and check understanding of vocabulary.
- Play the recording. Students listen and write the missing numbers.
- Check with the class.
- Play the recording again. Students listen to check.
- Check with the class.

Key: 1 1, 2 1, 3 85, 4 150, 5 4, 6 2

3 CD 37

SB p53 Listen and put the steps in order.

Aim: to give students practice in sequencing information

- Play the recording. Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 1, 5, 2, 6, 3, 4

4

SB p53 Work in pairs. Think of something you would like to invent.

Aim: to practise writing skills

- In pairs, students write the recipe for their sweets.

5

SB p53 Present your invention to the class.

Aim: to practise speaking and presentation skills

- Pairs display their poster and talk about it.
- Students choose the most original recipe.

1

WB p53 Look at the pictures and tell the story. YLE

Aim: to give students practice with telling a story from pictures

Key (sample answer): It is Mary's birthday and she is having a party with her friends. It is a quarter past two and they are eating lots of lovely food. At half past two Mary blows out the candles on her birthday cake. Everyone has a piece of cake. It is delicious. Then the friends go out to play in the park. At twenty-five past four, Mary's brother comes home and sees the cake on the table. He is hungry and eats the rest of the cake. When Mary and her friends come back, they are very angry.

2

WB p53 Correct the sentences. Write the correct word.

Aim: to give students practice with vocabulary

Key: 2 sweet, 3 Taste, 4 flavour, 5 licking, 6 invent, 7 dessert

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite recipe from SB Activity 5 was and why.

Extension activity

Aim: to enable students to share recipes

- Tell students to bring in a recipe from home.
- Students write their recipes in simple English and illustrate them.

Aims:

- to integrate other areas of the curriculum through English: Biology

Thinking skills: values

New language: *alive, fit (adj), repair, damage, bones, muscles, energy, digestion, dairy products, proteins, grains*

Recycled language: language from previous units of *Super Minds Level 5*

Language competences: Your students will be able to use known language to talk about Biology in English.

Value: eating healthily

Warm-up

Aim: to introduce the topic of Biology and healthy eating

- On the board write *Healthy food*.
- Ask students to give examples of healthy food.
- Accept all their ideas and develop a word map.
- At the end of the lesson, students can look at the word map again and decide if they were right.

- 1 **SB p54** Look at the photos. Which child is healthier? Why do you think this?

Aim: to activate students' understanding and prior knowledge

- Elicit what students can see in the photos for Activity 1.
- Students discuss in pairs before the class discussion.

- 2 **SB p54** Read the text. Think of a short title for it.

Aim: to extend students' understanding of the topic

- Read the text aloud around the class. Check understanding of vocabulary.
- In pairs, students discuss possible titles.
- Elicit ideas for titles from different pairs.

- 3 **CD2 SB p54** Read and listen to the text. Look at the picture and think about what you eat.

Aim: to give students further practice with the topic of healthy eating

- Focus students on the picture and elicit what they can see in the five parts of the wheel.
- Students read the text and match the descriptions with the five parts of the wheel.
- Check with the class.
- In groups of four, students talk about what they eat during a day.

- They match the foods with the parts of the wheel. Anything they can't match they write on a piece of paper.
- Elicit the foods each group have written on paper and discuss what kinds of food they are and how healthy they are.

- 1 **WB p54** Write the words in the correct column.

Aim: to give students practice with classifying foods

Key: meat: pork, beef, turkey, chicken; fruit: pineapples, mangoes, apples, bananas, grapes, oranges, pears, plums; vegetables: potatoes, spinach, peas, beans, peppers, carrots, onions; dairy products: milk, cream, cheese, yoghurt, butter

- 2 **Values WB p54** What can we learn from the text on page 54 in the Student's Book? Colour the words.

Aim: to focus students on the value of healthy eating

Key: Eat lots of fruit and vegetables to keep healthy.

- 3 **Think! WB p54** What food do the children like?

Aim: to give students practice with logical-mathematical thinking

Thinking skill: logical-mathematical thinking

Key: 2 chicken, 3 potatoes, 4 chicken, 5 rice, fish

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *food groups, what foods go into each group and which foods are healthier than others.*
- Write it on the board. Students copy it into their notebooks.
- At the end of the lesson, students can look again at the word map from the warm-up and allocate the food to the five groups.

Extension activity

Aim: to discuss the value of healthy eating

- Focus on the five food groups and examples of foods from each group. Elicit how each of these food groups helps our bodies.

Note: Some of this discussion may need to take place in L1.

Aims:

- to extend the focus on Biology through English
- to enable students to complete a project

Recycled language: topic of Biology and healthy eating

Language competences: Your students will be able to talk about Biology in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Biology and healthy eating

- With Student's Books closed, give students two minutes to note down things they learnt about Biology and healthy eating in the previous lesson.

- 1 **Think!** SB p55 Read these food words. Name the food groups.

Aim: to extend students' understanding of food groups

Thinking skill: identifying

- Focus students on Activity 1. Elicit the food words.
- In pairs, students talk about each type of food.
- Check and discuss as a class.

Key: a fruit, b vegetables, c proteins, d grains, e dairy products

- 2 SB p55 Match some of the words with the pictures.

Aim: to give students further practice with grouping foods

- Students match the words with the pictures in pairs.
- Pairs check with other pairs. Check with the class.

Key: 1 mango, 2 onions, 3 turkey, 4 corn, 5 cream

- 3 **Think!** SB p55 Write two other foods that you could add to each category.

Aim: to enable students to activate world knowledge

Thinking skill: categorising

- Check students know what to do.
- They add other foods individually and then check in pairs.
- Elicit and check as a class.

- 4 **Project** **Think!** SB p55 What I eat in a week.

Aim: to enable students to follow instructions to complete a project

Thinking skill: analysing

- Set out a time scale for students to do the project.

- Brainstorm foods that the students eat during a normal week and help them categorise them.
- Each student then makes a chart and keeps a record of all the things they eat each day of the week.
- At the end of the week, students add up the points for each category. Each item of food is one point.

- 1 WB p55 Read and write t (true) or f (false).

Aim: to give students further practice with food groups

Key: 2 f, 3 t, 4 t, 5 f, 6 t

- 2 WB p55 Look at the three lunchboxes and tick (✓) the one which is the best for your health.

Aim: to give students practice with identifying healthy food

Key: Lunchbox 2

- 3 WB p55 Draw the food in your lunchbox and write what's in it.

Aim: to give students further practice with identifying healthy foods

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about healthy food and food groups and I've started a project about the foods I eat.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

Aims:

- to consolidate language from the unit
- to develop interactive speaking skills

New language: *guest*

Recycled language: language from the unit.
restaurant vocabulary

Materials: CD

Language competences: Your students will be able to plan and act out a short dialogue.

Warm-up

Aim: to review restaurant vocabulary

- Write the nine restaurant words from the lesson on the board in scrambled letter order.
- Students unscramble them in pairs and then come to the board in turn and write them correctly.

1 **WB p56** Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a customer and a waiter or waitress.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *Have you got a table for three, please?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to their improvement points from the last role play.

2 **WB p56** Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short role plays for the class.
- The class decides which of the role plays is the best / the funniest.

1 **WB p56** Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 If you put, 3 breaks, 4 21st of, 5 eat too much, 6 15th

2 **WB p56** There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 If you **pour** hot water on ice, it melts. 3 If it rains, you don't **need** to water the garden. 4 If everybody **speaks** at the same time, I can't understand anyone. 5 If plants have no light, they can't grow. 6 If it's very cold, some animals **sleep** all winter.

3 **WB p56** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson

- Have two or three volunteer pairs perform their role plays from the lesson again.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on the role plays. Make general points and don't identify which group you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

Aims:

- to consolidate language from the unit
- to raise awareness of writing recipes

New language: *blender, cinnamon, peel, core*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to write a recipe.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p57 Read the recipe.

Aim: to raise awareness of writing a set of instructions

- Focus students on the pictures and the layout. Elicit that it is a recipe.
- Read the activity instructions and check students know what to do.
- Read through the recipe with the class and check understanding of vocabulary, e.g. *blender, cinnamon, peel, core*.
- Students do Part a of the activity and check in pairs.
- Then they do Part b and write the numbers. They compare answers in pairs again.
- Check with the class.

Key: a 1 Ingredients, 2 Things you need, 3 How you make it, b 2, 4, 1, 3

2 SB p57 Circle the verbs in 'How to make it' and write them under the pictures.

Aim: to focus students on key language in a set of instructions

- Read the activity instructions and check students understand what to do.
- In pairs, they work through the text and find the verb for each picture.
- Elicit feedback from the students.

Key: 1 peel, 2 stir, 3 blend, 4 cut, 5 pour

3 SB p57 Write your own recipe. Include information about *Ingredients, Things you need, Preparation time* and *How to make it*. Find a good name for your recipe.

Aim: to give students practice with writing a recipe

- Brainstorm ideas if necessary. Tell students that their recipe can be very simple, e.g. a sandwich, a fruit salad.
- Students work individually. They make notes under the four headings.
- Read through and discuss the *Tips for writers*.
- Students write the first draft of their recipes.
- They swap recipes in pairs and give feedback.
- Students write a final draft of their recipes for their portfolios.
- They turn to the My portfolio writing practice section on page 121 of the Workbook.
- Work through the exercises with the class.

1 WB p57 Find and write the words.

Aim: to practise spelling

Key: chopsticks, waiter, napkin, birthday, proteins

2 WB p57 Complete the sentences with the words from Activity 1.

Aim: to review restaurant vocabulary

Key: 2 chopsticks, 3 waiter, 4 Proteins, 5 napkin

3 WB p57 Imagine it's a week before your birthday. Write an invitation to your friends for your party.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 4, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

5 The Wild West

Aims:

- to present and practise Wild West vocabulary
- to give students listening practice

New language: *Wild West, jail, sheriff, robbers, wagon, handcuffs, barrel, pistol, saddle, rope, holster*

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about the Wild West.

Warm-up

Aim: to introduce the topic of the Wild West

- Write *The Wild West* on the board.
- Elicit what students understand by this. If they don't know, add other words or people they might know, e.g. *cowboys, Sioux Indians, Buffalo Bill, Billy the Kid*.
- Elicit if the Wild West is now or was in the past (the past).

Presentation

Aim: to present Wild West vocabulary

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in a space restaurant in the future) and how they left there (through the gate on the way into the kitchen).

1 **SB p58** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

2 **CD2 40** **SB p58** Read, listen and complete the sentences.

Aim: to practise listening

- Read the sentence parts aloud with the class.
- Check understanding. Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class. Check understanding of *holster*.

Key: 1 cowboy films, 2 robbers, 3 badge, pistol, 4 scared

3 **SB p58** Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class using open pairs.
- Help students with the language for definitions. Write some prompts on the board.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different pairs.

1 **WB p58** Find eight words in the word search. Write them on the picture. Look → and ↓.

Aim: to practise writing the new vocabulary and to check comprehension

Key: 1 jail, 3 saddle, 4 rope, 5 robbers, 6 pistol, 7 barrel, 8 handcuffs

2 **WB p58** Match the sentences.

Aim: to give practice with sentence structure

Key: 2 b, 3 a, 4 f, 5 c, 6 d

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *When you put a saddle on a horse, the horse is easier to ride.*

Aims:

- to present and practise *made of, used for*
- to give students speaking practice

New language: *metal, leather, glass, arrest, robber, wood*

Recycled language: *materials, clothing*

Materials: CD

Language competences: Your students will be able to talk about what things are made of and used for.

Warm-up

Aim: to review materials

- Point to a piece of clothing a student is wearing. Ask, e.g. *Is this cotton?*
- If students reply in L1, supply the word in English.
- Tell students that cotton is a material.
- Write *material* on the board.
- Brainstorm other materials with the class. Provide prompts as necessary.

Presentation

Aim: to present *made of, used for*

- Use one of the examples from the warm-up and write, e.g. *(Name)'s shirt is made of cotton*, on one side of the board. Underline *made of*.
- Elicit other sentences with the materials from the warm-up, e.g. *A sweater is made of wool*.
- Ask students what other materials the clothes they are wearing are made of. Elicit sentences.
- Draw a line down the centre of the board. Hold up a pen. Ask *What do we do with this?* Students answer, e.g. *We write with it*. Write on the other side of the board *A pen is used for writing*. Underline *used for writing*.
- Elicit other sentences by holding up things in the classroom.

1 SB p59 Match the sentences with the pictures.

Aim: to practise reading for specific information

- Elicit what students can see in the pictures.
- Read the activity instructions and check they know what to do.
- Students do the activity individually and write the sentence numbers next to the pictures.
- Students compare answers in pairs, re-reading parts of the text as necessary.
- Check with the class. Elicit full sentences for each answer.

Key: boots: 3, 6; wagon: 1, 8; scarf: 2, 4; bottles: 5, 7

CD3
02

SB p59 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 The pencil case is made of cotton. 2 My shoes are made of cow leather. 3 These blankets are used for covering the paintings. 4 These notebooks are used for drawing pictures. 5 Gold is used for making jewellery.

3 SB p59 Play the guessing game.

Aim: to give students practice with *made of* and *used for*

- Students work in pairs. They take turns to ask and answer questions.

1 WB p59 Look and write the sentences.

Aim: to give students practice with *made of*

Key: 2 It's made of wood. 3 They're made of metal.
4 It's made of glass. 5 They're made of leather.
6 It's made of cotton.

2 WB p59 Look and write the sentences.

Aim: to give students practice with *used for*

Key: 3 It's used for cooking. 4 They're used for cutting.
5 It's used for making coffee. 6 They're used for painting.

3 WB p59 Draw three objects. What are they made of and what are they used for?

Aim: to give students further practice with *made of* and *used for*

Ending the lesson

Aim: to practise key language from the lesson

- Play the guessing game again from SB Activity 3 as a class.

Extension activity

Aim: to review language from the lesson

- Put students into groups of four.
- In groups, students take turns to read out their definitions from WB Activity 3 but they don't say what the object is or show their friends the pictures.
- The other students try to guess the object.

Aims:

- to sing a song with the class
- to show how doubled consonants keep the vowel sound short (e.g. *saddle, barrel*)

New language: *silver, meanest, stagecoach*

Recycled language: Wild West, past simple

Materials: CD


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will recognise that doubled consonants will keep the previous vowel sound short. (Note that consonants c, k, v and x are not doubled.)

Warm-up

Aim: to review Wild West vocabulary


- Write *The Wild West* on the board and draw a circle around it.
- With books closed, elicit the Wild West vocabulary from the unit as you create a mind map.

- 1  **SB p60** Listen and write the missing words. Then sing the song.

Aim: to sing a song with the class

- Focus students on the song and tell them they are going to hear a song about Billie Liar, the robber.
- Pre-teach *stagecoach*.
- Play the recording. Students listen and complete the verses.
- Students check in pairs. Check with the class.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.

Key: 1 gun, 2 brown, 3 street, 4 barrels, 5 banks, 6 house, 7 stagecoach, 8 mistake, 9 white, 10 sheriff, 11 bars


- 2  **SB p60** Listen and say the dialogue.

Aim: to present and practise saying words with doubled consonants

Intonation: expressing fear (Eddie) and calming someone down (Jenny)


- Show students how words with doubled consonants have a short vowel sound before the doubled letter (e.g. *letter, fatter, middle*).
- Students find words with this pattern in the song (e.g. *Billie, sitting, robber, grabbed*).

- Play the recording. Students listen, read and repeat.
- Divide the class: one half is Eddie and the other Jenny. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.


- 1  **WB p60** Listen to the song again and complete the sentences.

Aim: to practise memorisation

Key: 2 the meanest robber in town, 3 a lot of banks, 4 robbed a stagecoach, 5 behind bars / in jail

- 2  **WB p60** Listen and say the words.

Aim: to show how doubling a consonant makes the previous vowel sound short


- 3  **WB p60** Write and match. Don't forget to double the consonants.

Aim: to write words from the Student's Book which follow the pattern

- Explain that students must always double the consonant (e.g. *swim* can't be *swam*, it must be *swimming*).

Key: 2 shopping f, 3 stopped e, 4 swimming a, 5 clapped b, 6 running c

Word watch: This section highlights exceptions to the spelling rule, in this case words where short consonants aren't doubled even though the vowel sound is short.

- 4  **WB p60** Listen, check and say the sentences.

Aim: to give students listening and speaking practice

Ending the lesson

Aim: to review and extend double consonant work

- Put the words below on the board.
- In teams or pairs, students decide which words need to be corrected (use *speling* (spelling) as the example): *stepped* (✓), *stoped* (stopped), *writting* (writing), *livving* (living), *giving* (✓), *swiming* (swimming), *horse ridding* (riding), *bottle* (✓), *jumping*, *camping* (✓).

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song.
- Students either perform their new songs for the class or write them on poster paper and illustrate them.

Aims:

- to present and practise the possessive apostrophe
- to practise writing

Recycled language: Wild West, colours, clothes, made of

Materials: CD

Language competences: Your students will be able to use the possessive apostrophe.

Warm-up

Aim: to review *made of* and *used for*

- Point to different clothes your students are wearing and elicit sentences with *made of*.
- Do the same with objects and elicit sentences with *used for*.

Presentation

Aim: to present the possessive apostrophe

- Write a sentence from the warm-up to demonstrate use of the possessive apostrophe, e.g. *(Name)'s shoes are made of leather*.
- Use a different colour for the apostrophe and elicit what it is and what it does.
- Repeat with another sentence in the plural, e.g. *The girls' shirts are blue*.
- Mark this apostrophe with the same colour and elicit what it does here.
- Elicit/give other examples.

1 **SB p61** Follow the lines and write *t* (true) or *f* (false).

Aim: to practise the possessive apostrophe

- Elicit who students can see in some of the pictures.
- Read the activity instructions and check students know what to do.
- They read the sentences silently, follow the lines and write *true* or *false*.
- They compare answers in pairs, re-reading parts of the text as necessary.
- Check with the class. Elicit correct sentences for the false ones.

Key: 1 *t*, 2 *t*, 3 *f*, 4 *f*, 5 *f*, 6 *f*

2 **CD 3 09 SB p61** Listen and say the sentences.

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.

- Students complete the exercise individually and then check in pairs.

Key (from left to right): 6, 1, 2, 4, 3, 5

3 **SB p61** Look at the picture on page 58 and write sentences. How many sentences can you write in three minutes?

Aim: to give students further practice with the possessive apostrophe

- Students work individually for three minutes.
- Students check each other's sentences.

1 **WB p61** Choose the correct word.

Aim: to give students further practice with the possessive apostrophe

Key: 2 *sheriffs'*, 3 *cowboys'*, 4 *John's*, 5 *robbers'*, 6 *sister's*

2 **WB p61** Rewrite the sentences.

Aim: to give students further writing practice with the possessive apostrophe

Key: 2 Jack's bike is broken. 3 Mary's cat is called Snowshoe. 4 The children's favourite card game is called Uno. 5 *Wizard Race* is my friends' favourite computer game. 6 The water in my grandparents' swimming pool is very cold.

3 **WB p61** Write sentences about the cars.

Aim: to stimulate students' creativity

Key: 2 Dad's car is old. 3 My grandparents' car is big. 4 Uncle Fred's car is fast. 5 Aunt Sue's car is small. 6 Jeff's car is old.

Ending the lesson

Aim: to review grammar from the lesson

- Elicit the sentences students wrote for WB Activity 3. One student says a sentence and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the possessive apostrophe

- Students take out their notebooks where they wrote the sentences in SB Activity 3.
- In groups of four, they compare what they wrote.
- They read four sentences. If another student has the same sentence, they shout *Snap!*
- At the end of the activity, the students add up how many different sentences they have as a group. The group with the most sentences is the winner.

Aims:

- to present a story
- to develop reading skills

New language: strap

Recycled language: characters and language from the story. Wild West

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write Phoebe, Alex and Patrick on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. science lab, experiments, Mr Davis, the gate, Pompeii (the past), rainforest (the present), a rock concert (the past), space restaurant (the future), the Wild West (the past).

- 1 SB pp62-63 Go through the text quickly and find answers to the questions.

Aim: to encourage prediction and to set the context for the story

- Read the activity instructions with the class. Check they know what to do.
- Students read quickly and silently to find the answers. They compare answers in pairs.

- 2 CD 1 SB pp62-63 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children helped the sheriff capture the robbers) and where the gate was (near the jail door).

Key: 1 The Dalton brothers. 2 He gives each of them a badge.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What did the men have on their mouths? (Scarves.) What were the men going to do?*

(Rob the bank.) *Who were they? (The Dalton brothers.) What was Phoebe's plan? (To tie the horses' legs together.) What happened when the robbers came out of the bank? (They cut the rope and rode away.)*

- 1 WB p62 Remember the story. Read the summary and write the missing letters.

Aim: to check comprehension

Key: 2 children, 3 Dalton, 4 plan, 5 robbery, 6 straps, 7 brothers, 8 rope, 9 knife, 10 sheriff, 11 handcuffs

- 2 WB p62 Write the missing letters under the picture in Activity 1 to find the famous bank robber from the Wild West.

Aim: to practise spelling and to activate world knowledge

Key: Billy the Kid

- 3 WB p62 Match the sentences.

Aim: to review events in the story

Key: 2 h, 3 a, 4 e, 5 b, 6 c, 7 d, 8 g

- 4 WB p62 Who do these things belong to? Write noun phrases.

Aim: to review the possessive apostrophe

Key: 2 Patrick's penknife, 3 The Daltons' knife, 4 The sheriff's handcuffs, 5 The children's badges

Ending the lesson

Aim: to practise the story

- Put students into groups of five (the three friends, the sheriff and one of the Daltons).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine that the sheriff made a speech the next day to the townspeople.
- Pairs create a short speech as the sheriff and perform it for the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

New language: *courageous*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends? (In the Wild West.) What did they see the robbers doing? (Robbing a bank.) How did they catch them? (They cut the straps on their saddles.) What did the sheriff give them all? (Badges.)*

3 **SB p63** Choose the correct answers.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the questions and choose the correct answers. Remind them to look back at the text to check.
- They compare their answers in pairs.
- Check with the class.

Key: 1 b, 2 a, 3 b, 4 c

4 **Think!** **SB p63** Who do you think says these things? Where and when do they say them?

Aim: to focus students on the characters in the story

Thinking skill: showing an understanding of character and situation

- Focus students on the activity and elicit what they have to do.
- Ask students to read the five speech bubbles aloud.
- Check they understand and know what to do.
- They discuss their ideas in pairs.
- Elicit answers from pairs.

Key (possible answers): 1 The Dalton brothers, 2 Patrick, 3 Phoebe and Patrick, 4 The Dalton brothers, 5 The sheriff

1

Think!

WB p63 Read about the Dalton brothers and complete the table.

Aim: to give students practice with logical thinking

Thinking skill: logical thinking

Key:

	Tim	Jim	Slim
Age	(35)	32	27
Height	1.75m	2m	1.5m
Horse's name	Trigger	Pistol	Saddle
Banks robbed	12	9	8

2

WB p63 Read Phoebe's diary and complete. Use Activity 1 to help you.

Aim: to give students practice with gap filling

Key: 2 scarves, 3 robbery, 4 hurry up, 5 Jim, 6 knife, 7 Saddle, 8 boys', 9 sheriff, 10 Slim

3

Think!

WB p63 Write a short diary entry for Alex or Patrick about the day.

Aim: to practise writing skills

Thinking skill: thinking about different perspectives

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to review ideas and concepts from the story

- Put students into groups of four.
- Students in each group take turns to read their diary entries aloud to the others in their group.
- Students give each other feedback and decide which diary entry they like best.
- If they want, they can create a combination of their diaries to make a new entry.

Aims:

- to practise reading skills
- to practise speaking skills

Skills:

- reading for specific information
- taking part in a group discussion

New language: *European, soon, reservations, history, traditions, teepee, Sioux, bison, typical*

Recycled language: past simple narrative

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to take part in a group discussion.

Warm-up

Aim: to activate vocabulary

- Write *The Wild West* in a circle on the board.
- Elicit all the words that students know about the topic (from Lesson 1).
- Elicit what else they know about the Wild West.
- If they don't give the information, ask them what they know about the American Indians or First Nation People.
- Tell the students they are going to read about them in this and the next lesson.

1 SB p64 Read the webpage and match the words with the definitions.

Aim: to practise skimming and scanning skills

- Focus the students on the webpage text and pictures.
- Elicit what they can see in the pictures and what the title of the text is.
- Focus students on the matching task at the top of the page. Check they know what to do.
- Students read to find the information. Set a time limit, e.g. two minutes, to encourage students to use the appropriate reading skills.
- They compare answers in pairs. Remind them to re-read sections of the text to check.
- Check with the class. Check understanding of vocabulary in the task.

Key: 1 d, 2 c, 3 b, 4 a

2 SB p64 Read the webpage again and discuss the questions.

Aim: to practise speaking skills

- Read the five questions through with the class.
- Put students into groups of four.
- In their groups, students take turns to discuss each question. Remind them that they will need to re-read parts of the text and that they should give reasons for their choices.
- Manage the activity by telling students when to move on to discuss the next question.
- Monitor groups as they are working.
- Open the discussion to the whole class.

1 CD 11 WB p64 Listen and write. YLE

Aim: to practise listening skills

Key: 2 cinema, 3 Fridays, 4 10 a.m., 5 Henderson, 6 0126 5445 636

2 WB p64 Look, read and write the missing letters.

Aim: to give students further practice with vocabulary
Key: 2 Sioux tribe, 3 Bison, are, 4 reservation

Ending the lesson

Aim: to review the content of the lesson

- Elicit the information from the text in SB Activity 1 as a timeline.
- Draw a line on the board. At one end write 1492 and at the other end *Now*.
- Ask students to come and put key events as described in the text onto the timeline.

Extension activity

Aim: to consolidate vocabulary

- Students write answers to the discussion questions from SB Activity 2.
- They can use the notes from the original discussion.

Aims:

- to practise listening skills
- to practise writing skills
- to practise speaking skills

Thinking skills: values**Skills:**

- listening for specific information
- writing a short description
- giving an oral description

New language: *Minnesota, Massachusetts, Connecticut, Manhattan, Michigan, Iowa, Kansas, Oklahoma, Mississippi, Ohio, opera house, state*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to write a short description.

Your students will be able to give a short oral description.

Value: understanding and learning about other cultures

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what the students remember from the previous lesson.
- Provide them with prompts, e.g. *What's the name of a typical American Indian house?*



1 SB p65 Listen and complete the place names.

Aim: to give students practice in listening for specific information

- Focus students on the map. Elicit what it is (the United States of America).
- Ask students what, e.g. Minnesota, is (the name of a place in the USA).
- Have students read the other place names aloud, or read them for the class.
- Check they know what to do.
- Play the recording. Students listen and write the missing words.
- They compare answers in pairs. Play the recording again.
- Check with the class.

Key: 1 sky, 2 hill, 3 river, 4 lake, 5 beautiful, 6 large island, 7 wind, 8 river, 9 red people, 10 father

2 SB p65 Think of five places you both know. How could American Indians describe these places?

Aim: to give students practice in writing a short description

- Tell students they are going to write place descriptions similar to the ones in Activity 1.
- Demonstrate the activity using a place name all your students know. Elicit a short description of it.
- Students do the task individually. Go around and help.
- Students write the place names and the descriptions in their notebooks.

3 SB p65 Read your place names for your partner to guess.

Aim: to give students practice in giving short oral descriptions

- Put students into groups of four.
- Students take turns to say their descriptions for the others in the group to guess.

1 Values WB p65 Read and write the names by the correct person.

Aim: to focus students on the value of understanding and learning about other cultures

Key: 2 Trevor, 3 James, 4 Ana, 5 Lucy

2 Think! WB p65 Look at the picture of Beth's friends. Write a translation for each one.

Aim: to give students further practice in writing a short description

Thinking skill: thinking creatively

3 Think! WB p65 Write translations of the names of people in your family.

Aim: to stimulate students' creativity

Thinking skill: thinking creatively

Ending the lesson

Aim: to review language from the lesson

- Elicit other descriptions of place names you didn't have time for in the feedback for SB Activity 3.
- The class try to guess the place names.

Extension activity

Aim: to enable students to share information

- In groups, students take turns to tell the other students one description of a member of their family.

Aims:

- to integrate other areas of the curriculum through English: Geography

New language: *gold, valuable, precious, nugget, stream, deep, dig, rare, mine* (n)

Recycled language: language from previous units of *Super Minds Level 5*

Materials: CD, reference books, the Internet

Language competences: Your students will be able to use known language to talk about Geography in English.

Warm-up

Aim: to introduce the topic of Geography and gold

- On the board, write *gold* as an anagram, e.g. *o d g l*.
- Tell students that this is a special metal. Ask them to guess/unscramble what it is.
- Elicit what they know about gold, e.g. its colour, its cost, examples of things made from gold.
- Tell students they are going to learn more about gold in this and the next lesson.

1 SB p66 Write t (true) or f (false).

Aim: to activate students' understanding and prior knowledge

- Focus students on the illustration for Activity 1. Elicit what they can see.
- Read the six sentences through with the class. Have students read them aloud.
- Check students know what to do. In pairs, they decide which are true and which false. They write *t* or *f* for each one in pencil.
- Read the second part of the activity instruction to the class.
- They turn their books upside down to check.
- Discuss answers with the class. Elicit which statements surprised them most and why.



2 SB p66 Read, listen and find two reasons why gold is so valuable.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the class. Check understanding of *valuable*.
- Elicit their predictions as to why gold is valuable before they read.
- Students read the text individually and silently and underline or highlight the key information.
- Students compare their answers in pairs.

- Elicit answers from the class. Check understanding of vocabulary.

Key: Because it is difficult to find / get out of the earth. Because it is very rare.

1 WB p66 Read and choose the best title for the story. Tell your partner why you chose that title.

Aim: to give students practice with reading for gist

Key: The start of something big

2 WB p66 Read again and answer.

Aim: to give students practice with reading for detail

Key: 2 Men who wanted to be rich and who were looking for adventure. 3 No, they weren't. 4 For jewellery and making coins.

3 WB p66 Read the text on page 66 in the Student's Book again. Write t (true), f (false) or ds (doesn't say).

Aim: to give students practice with reading for detail

Key: 2 t, 3 t, 4 f, 5 ds

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *gold, where it comes from and why it's so valuable and expensive.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In groups of four, students find out more information about gold, e.g. where else it is found and famous objects made of gold, such as the death mask of Tutankhamun.
- They do their research using reference books and/or the Internet.
- Groups take turns to present their findings to the class.

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: electronics, conduct (v), foam, masking tape, pipe cleaners, trophy

Recycled language: topic of Geography and gold

Materials: foam or cardboard coffee cups, small square boxes, masking tape, pipe cleaners, gold craft paint, scissors, paintbrush, craft glue

Language competences: Your students will be able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Geography and gold

- With Student's Books closed, give students two minutes to note down things they learnt about Geography and gold in the previous lesson.
- Elicit what they remember.

- 1 **SB p67** Look, read and answer the questions. Think of other things that gold is used for.

Aim: to extend students' understanding of gold

- Focus students on the pictures in Activity 1. Elicit what they can see.
- Read the questions aloud with the class.
- Students read the text silently to find the answer to question 1.
- They compare answers in pairs. They discuss their ideas for question 2.
- Check the answer to question 1 with the class. Discuss ideas for question 2.
- Have students take turns reading the text aloud around the class.
- Check understanding of vocabulary.

Key: 1 Money, jewellery and electronics. 2 Silver (jewellery, money), platinum (laboratory tools, jewellery)

- 2 **Project SB p67** Make a trophy.

Aim: to enable students to follow instructions to complete a project

- Read the project through with the class. Check understanding of *trophy*. Elicit examples of what people get trophies for and names of people/teams they know who have received trophies.
- Check students understand what they need (hold up realia as you read this section out) and how to make the trophy.

- Set out all the materials on a table.
- Tell students how long they have to complete the project.
- Students work individually. They come to the table to collect materials, e.g. scissors, when they need them and return them when they have finished.
- Go around the class and monitor students as they are working on the project to check they are doing it correctly.
- As students finish, they write their names on their trophies and set them aside to dry.
- Focus students on point 8. They decide who to give their trophy to and why.

- 1 **WB p67** Read the text on page 67 in the Student's Book again. Write the words.

Aim: to give students further practice with vocabulary

Key: 1 expensive, 2 soft, 3 conducts

- 2 **WB p67** Complete the sentences.

Aim: to give students further practice with the topic

Key: 1 money, 2 make jewellery, 3 electronics / computers, 4 make trophies

- 3 **WB p67** Write a short text to say who the trophy is for.

Aim: to give students further practice with writing skills

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *learnt more about what gold is used for and I have made a trophy and given it to (name) because ...*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

Aims:

- to consolidate language from the unit
- to promote student-student co-operation

Recycled language: language from the unit


Materials: CD, materials for the mini presentation

Language competences: Your students will be able to prepare and present a mini presentation.

Warm-up

Aim: to review vocabulary for the Wild West

- Give students one minute to write all the words about the Wild West that they have learnt.
- Students then compare their lists.

- 1**  **SB p68** Look at the poster and listen to the presentation. Make a note of three differences you hear.

Aim: to provide a model for the mini presentations

- Focus students on the photo and elicit who they can see (a robber/cowgirl). Check students understand what a *Wanted* poster is.
- Give students time to study the information about Betty.
- Play the recording. Students listen for three differences. Remind them to look for the differences in the poster.
- Students compare their answers in pairs.
- Play the recording again. Discuss the differences as a class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.

Key: 23 years old, 1.80 metres tall, Brown eyes

Preparing for and delivering mini presentations

Aim: to follow a set of instructions and to collaborate with other students

- Focus students on *Think about it*. Give them a time limit.
- Read the bullet points through with the class. Check vocabulary.
- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through with the class.
- Monitor individuals as they prepare their presentations.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down two facts about the person on the *Wanted* poster.
- Re-read the *Tips for presenters* through with the class.

- Remind students to look at the notes they made after their last presentation on what they wanted to improve this time.
- Individual students take turns to do their mini presentations.
- After each presentation, go around the class to get feedback on the listening task.

- 1** **WB p68** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review language from the unit

Key: My mum's favourite pen is made of silver. The sheriff's badge isn't made of plastic. The robbers' horses are outside the bank.

- 2** **WB p68** Draw lines and complete the sentence with the words from the box.

Aim: to review sentence structure

Key: 2 Handcuffs are used for arresting people.

3 Big machines are used to dig out the gold from the earth. 4 My parents' hobby is cooking. 5 Our teacher's dog is called Rex. 6 Gold is used to make trophies.

- 3** **WB p68** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their mini presentations. Make general points.
- In groups of four, students discuss how they think their own presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next mini presentation.

Aims:

- to consolidate language from the unit
- to raise awareness of direct speech in a narrative

New language: character

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to write a story.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1 **SB p69** Complete the story with the correct sentences.

Aim: to raise awareness of direct speech in a narrative

- Focus students on the text and the picture.
- Elicit that it is a story. Students read and complete it with the four sentences.
- They compare and discuss answers in pairs.
- Check with the class. Ask students why they put the sentences where they did.
- Elicit what we call the four sentences (direct speech) and why it makes a story more interesting.
- Have students read the story aloud around the class with the direct speech inserted.

Key: 1 d, 2 a, 3 c, 4 b

- 2 **SB p69** Choose the best title for the story.

Aim: to focus students on the role of the title in a story

- In pairs, students choose the best title.
- Elicit and discuss their ideas and reasons.

Key: Bad luck for Hank Knife

- 3 **SB p69** Look at the questions and write a story with the title 'Boris's last robbery'.

Aim: to give students practice with writing a story

- Tell students that their story can be quite short and simple, but that they must include direct speech (what people actually said).
- Students work individually. They make notes using the three questions.
- Read through and discuss the *Tips for writers*.
- Students write the first draft of their stories.

- Students swap stories in pairs and give feedback.
- Students write a final draft for their portfolios.
- Students turn to the My portfolio writing practice section on page 122 of the Workbook.
- Work through the exercises with the class.

- 4 **SB p69** In pairs, read your stories. How are they different?

Aim: to give students practice with reading and discussion

- 1 **WB p69** Find and write the words.

Aim: to practise spelling

Key: 2 handcuffs, 3 saddle, 4 trophy, 5 jewellery, 6 wagon

- 2 **WB p69** Complete the sentences with the words from Activity 1.

Aim: to review Wild West vocabulary

Key: 2 saddle, 3 handcuffs, 4 trophy, 5 wagon, 6 jewellery

- 3 **WB p69** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer):

It was a sunny day in Sandstone. A robber with a scarf ran into a bank.
Tim and Julia had an idea.
They stood outside the bank and held a rope across the door.
Five minutes later, when the robber came out of the bank, he tripped over the rope.
Sheriff Hardy arrived and put handcuffs on the robber.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 5, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

6 In Istanbul

Aims:

- to present and practise souvenir vocabulary
- to give students listening practice

New language: *flag, sunglasses, earrings, carpet, basket, rings, cup and saucer, cushion, plate, soap, comb, combination, lifestyle, I bet, tourist, spectacular, capital*

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about souvenirs.

Warm-up


Aim: to introduce the topic of souvenirs

- Elicit where some of the students went on their last holidays.
- Ask if they brought back any presents for their family or friends or for themselves to help them remember the place.
- Elicit what these presents were.
- Tell students these things are called *souvenirs*. Write it on the board.
- Ask students what souvenirs tourists take home from their country.

Presentation

Aim: to present souvenir vocabulary

- Read the text at the top of the page with the class.
- Find out if any students have been to Istanbul. Show them where it is on a map.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (with the sheriff in the Wild West) and how they left there (through the gate near the jail door).

1  **SB p70** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

2 

SB p70 Read, listen and answer the questions.

Aim: to practise listening

- Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 He wants to buy a few oranges because he's hot. 2 Because they're made of soap. 3 In a market in Istanbul. 4 It says 'I love Istanbul' on the combs.

3 **SB p70** Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy?

Aim: to give students practice with the new vocabulary

- Students do the activity in pairs.

1 

WB p70 Listen and tick (✓) the correct word.

Aim: to practise writing the new vocabulary and to check comprehension

Key: 2 cushion, 3 earrings, 4 basket, 5 cup and saucer, 6 comb, 7 sunglasses, 8 carpet

2 **WB p70** Read and write the words from Activity 1.

Aim: to give practice with using the new vocabulary in context

Key: 2 cup and saucer, 3 carpet, 4 soap, 5 cushion, 6 sunglasses, 7 earrings, 8 comb

3 **WB p70** Read and complete the text with the words from the box.

Aim: to give students practice with gap filling

Key: 2 most, 3 world, 4 Asia, 5 sea, 6 river, 7 bridge, 8 because, 9 Capital

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.
- Students can add other souvenirs from the warm-up or the discussion at the end of SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eleven new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can carry shopping in a basket or use it to take things to the beach.*

Aims:

- to present and practise *should / shouldn't*
- to give students speaking practice

New language: *comfortable, to get lost, without*

Recycled language: souvenir vocabulary

Materials: CD

Language competences: Your students will be able to give advice using *should* and *shouldn't*.

Warm-up

Aim: to review souvenirs

- Write *Souvenirs* on the board and draw a circle around it.
- Elicit the souvenir vocabulary from the unit and the spelling as you write the words to create a mind map.
- Make sure students have their books closed.
- Elicit which city the children arrived in (Istanbul).

Presentation

Aim: to present *should / shouldn't*

- Tell students they are going to give people some advice.
- Write prompts on the board, e.g. 1 *It's raining.*
2 *It's cold.*
- Point to each sentence and give examples of advice using *should/shouldn't*, e.g. 1 *You should wear a raincoat. He shouldn't go out if he feels ill.* 2 *You should wear a sweater. You shouldn't go out without a coat.*
- Say the sentences. Students repeat them as a class and in groups before you write them on the board.
- When you write the sentences on the board, underline, e.g. *You should wear a raincoat. He shouldn't go out if he feels ill.* Remind students that we use this structure with the infinitive without *to* and there is no *s* in the third person singular.
- Elicit other examples of *should / shouldn't* from students.

- 1 **SB p71** Read the text from a website for tourists. Then cover it up and complete the sentences.

Aim: to practise reading for specific information

- Elicit what kind of text the students can see in the book (a website).
- Students cover the sentences on the left. Read the text aloud with students around the class.
- Students then cover the text and write the words in the gaps in the sentences.
- Students compare answers in pairs, re-reading parts of the text as necessary.

Key: 1 wear, 2 write, 3 speak, 4 take, 5 take

2 CD 16

SB p71 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 *should*, 2 *should*, 3 *shouldn't*, 4 *should*, 5 *should*

3

SB p71 Make some fun rules for your classroom.

Aim: to give students practice with *should / shouldn't*

- Students work in pairs. They take turns to ask and answer questions.

1

WB p71 Match the sentences.

Aim: to give students practice with *should / shouldn't*

Key: 2 g, 3 a, 4 h, 5 c, 6 d, 7 b, 8 f

2

WB p71 Write sentences using *shouldn't* or *should*.

Aim: to give students practice with *should / shouldn't*

Key (possible answers): 2 They shouldn't go swimming.
3 She should wear a raincoat, 4 He should go to bed earlier, 5 She should wear her helmet, 6 They should help the lady

Ending the lesson

Aim: to practise key language from the lesson

- Play the classroom rules game again from SB Activity 3 as a class.
- Each pair thinks of one new fun rule.
- Elicit all the rules from the pairs.
- Decide as a class which is the most fun / silliest.

Extension activity

Aim: to review language from the lesson

- Put students into groups of four.
- Each group thinks of four good rules they want for the classroom.
- Make groups of eight (from two groups of four). They read each other's rules and then decide on the best six rules from their list of eight.
- Each group writes their six rules on a poster and displays it on the wall.
- As a class, choose the best six rules from the posters.

Aims:

- to practise communication
- to show different spellings of the *ch* and *sh* sounds

New language: *definitely, disagree, agree, miss*

Recycled language: *souvenirs, presents*

Materials: CD, DVD-ROM


Language competences: Your students will be able to create and act out dialogues in pairs.

Phonics focus: Your students will recognise that the *sh* phoneme is sometimes spelt with the letters *s* (sure), *ch* (machine) and *t* (station) while the *ch* phoneme is sometimes spelt with a *t* (statue).

Warm-up


Aim: to review souvenirs and presents

- Elicit from students what presents they buy for members of their family.
- Say a family member, e.g. *little brother*. Students put their hands up and suggest ideas for presents.
- Repeat for, e.g. *aunt, mum, dad, uncle, big sister, big brother*.

- 1  SB p72 Look at the photo and answer the questions.

Aim: to give students practice with reading and making predictions


- Elicit what students can see in the picture (two girls talking) and where they are (in a jewellery shop).
- Discuss the two questions and elicit predictions.

- 2  SB p72 Read and listen to the dialogue to check your answers.

Aim: to practise reading and listening for specific information

- Play the recording. Students compare their answers.
- Check with the class. Play the recording again.
- Check understanding of vocabulary and discuss the situation.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.


Key: 1 A present. 2 Their teacher.

- 3  SB p72 Work in pairs.


Aim: to enable students to create and practise their own dialogues

- Students practise the dialogue from Activity 2 in pairs.
- Brainstorm ideas for presents using the prompts. Write some notes on the board.

- Focus students on *What to say*. Read the section out.
- They write their own dialogues in pairs.
- Pairs practise and rehearse their dialogues.
- Pairs perform their dialogues for the class.

- 1  WB p72 Look at the pictures and talk in pairs.


Aim: to practise functional language

- 2  WB p72 Two girls are looking for a present for a friend. Write a dialogue.


Aim: to give students practice with writing dialogues

Key (sample answer):


- 2 I'm not so sure.
1 Look at that necklace. It's perfect.
2 I don't agree. I think we should get the earrings.
1 How much are the earrings?
2 They're £95.
1 What! That's too expensive!
2 I agree. Let's get the necklace, then.

- 3  WB p72 Listen and say the words.

Aim: to show how *sh* and *ch* sounds can be spelt in different ways

- 4  WB p72 Read. Write the underlined words in the table.

Aim: to identify words with different spellings of the *sh* and *ch* sounds

- 5  WB p72 Listen, check and say the words.

Aim: to give students listening and speaking practice

Key: *sh* sounds: station, machine, sugar, sure, special;
ch sounds: teacher, cheaper, church, which, statues, such

Ending the lesson

Aim: to review and extend *sh* and *ch* spelling and pronunciation work

- Write the following words on the board in random order: *picture, adventure, future, mixture, creature, station, celebration, creation, pollution, instructions*.
- Students say the *ch* sound in *-ture* and the *sh* sound in *-tion* word endings.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise *Could I ... ? / Do you mind if I ... ?* for requests and permission seeking
- to practise speaking skills

New language: *Could I ... ?* (for requests), *Do you mind if I ... ?*, *not at all, of course*

Recycled language: souvenir vocabulary, clothes

Materials: CD

Language competences: Your students will be able to use *Could I ... ? / Do you mind if I ... ?* for requests and permission seeking.

Warm-up


Aim: to review functional language

- Write *Mia*, *Olivia* and *Miss Saunders* on the board and elicit what the dialogue in the previous lesson was about.
- Elicit examples of language used, e.g. *I'm not so sure. I think we should get the ring.*

Presentation

Aim: to present *Could I ... ? / Do you mind if I ... ?* for requests and permission seeking


- Write on the board: 1 *Could you show me your exercise book, please?* 2 *Could I borrow your pencil, please?* 3 *Do you mind if I open the window?*
- Ask the question to different students each time. Check they understand by their response.
- Write on the board: 1 *Of course.* 2 *Of course.* 3 *Not at all.*
- Practise in open pairs around the class.

1  **SB p73** Read and listen to the dialogues. Match them with the pictures.

Aim: to practise *Could I ... ? / Do you mind if I ... ?* for requests and permission seeking

- Elicit who students can see in some of the pictures and what they are doing.
- Play the recording. They read, listen and match the pictures with the dialogues.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.


Key: 4, 3, 2, 1

2  **SB p73** Listen and say the questions and answers.

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the questions and the answers in pairs.


- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 Could you show me the way to the stadium? 2 Do you mind if I use your mobile phone? 3 Could you tell me where the station is? 4 Could I talk to you for five minutes? 5 Could I have another cup of tea, please? 6 Do you mind if I come back tomorrow?

3  **SB p73** Play tourist and shop assistant in a souvenir shop. Then swap roles.


Aim: to give students further practice with the new language

- Students work in pairs, using ideas from Activity 1.
- Some pairs role play their dialogues for the class.

1  **WB p73** Put the dialogue in the correct order.


Aim: to give further practice with the new language

Key: 7, 9, 3, 5, (1), 6, 8, 2, 4

2  **WB p73** Make questions.

Aim: to give further writing practice with the new language

Key: 2 Could I have a look at that book over there, please? 3 Could you tell me how to get to the post office, please? 4 Could you explain the Maths homework to me, please? 5 Could you show me your new phone, please? 6 Could you tell me the time, please?

3  **WB p73** Write questions. Use the words from the box.

Aim: to stimulate students' creativity

Key (possible answers): 2 Could you switch it off? 3 Do you mind if I cut it? 4 Could I try them on, please? 5 Could I sit here, please? / Do you mind if I sit here? 6 Could you close the window, please?

Ending the lesson

Aim: to review grammar from the lesson

- Elicit the questions students wrote for WB Activity 3.
- One student says a question and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the new language from the lesson

- In their notebooks, students write the dialogue they performed with their partner in SB Activity 3.

Aims:

- to present a story
- to develop reading skills

New language: guidebook, underground, platform, escalator

Recycled language: characters and language from the story, souvenir vocabulary

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab*, *experiments*, *Mr Davis*, *the gate*, *Pompeii (the past)*, *rainforest (the present)*, *a rock concert (the past)*, *space restaurant (the future)*, *the Wild West (the past)*, *Istanbul (the present)*.

- 1 SB pp74-75 Look at the pictures. What do you think happens to Phoebe in the story?

Aim: to encourage prediction and to set the context for the story

- Read the activity instructions with the class. Check they know what to do.
- Elicit students' predictions about Phoebe from the pictures.
- Make notes of their ideas on the board.

- 2 SB pp74-75 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (Phoebe was on the platform, but there wasn't time for her to go and see the sights) and where the gate was (near the escalator).

Key: The underground train doors close before she gets on. She waits six hours for the boys on the platform.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What did Phoebe buy at the tourist office?* (A guidebook.) *Who got on the train?* (Alex and Patrick.) *Why didn't Phoebe get on?* (Because the station was full of people and she wasn't fast enough.) *What did Alex and Patrick do?* (They went sightseeing.) *Why?* (They thought Phoebe would get on the next train and go to the sights they planned to see.)

- 1 WB p74 Write the names of the places under the photos.

Aim: to activate world knowledge

Key: 1 a mosque, 2 a bridge, 3 a market

- 2 WB p74 Remember the story. Read the summary. Write the sentence numbers in the boxes.

Aim: to check comprehension

Key: (3), 2, 4, 1

- 3 WB p74 Write the names.

Aim: to review events in the story

Key: 2 Alex or Patrick, 3 Phoebe, 4 Alex, 5 Alex or Patrick, 6 Ali, 7 Phoebe, 8 Ali

Ending the lesson

Aim: to practise the story

- Put students into groups of four (the three friends and Ali).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Ali told his class and his teacher when he went to school the next day.
- Pairs create a short speech as Ali and perform it for the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

Thinking skills: focusing on values in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Value: showing interest in the wider world

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends? (In Istanbul.) What happened to Phoebe? (She missed the train.) Who did Alex and Patrick meet? (A Turkish boy called Ali.) What did he tell them to do? (Go back to the station to find Phoebe.)*

3 **SB p75** Correct the mistakes in the sentences.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentences and correct the mistakes. Remind them to look back at the text to check.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Phoebe, Alex and Patrick looked at a book with some photos of Istanbul. 2 They decided to travel around the city by underground. 3 Alex and Patrick went to see some sights. They wanted to find Phoebe, their friend. 4 They went back to Taksim with a Turkish boy. 5 When they arrived in Taksim, they found Phoebe. 6 Ali wanted to show Phoebe the city the next day, but she couldn't stay.

4 **Think!** **SB p75** Look at the picture and answer the questions with the phrases in the box.

Aim: to give students practice with prepositions

Thinking skill: orientation in space

- Focus students on the activity and elicit what they have to do. Review understanding of the prepositions.
- Briefly demonstrate the activity with the class.
- Students work in pairs. They take turns to answer the questions.
- Elicit answers from pairs.

Key: The hotel is to the right of the boys. The factory is behind the boys. The souvenir shop is to the left of the boys. The fire station is in front of the boys.

The hotel is behind the boys. The factory is to the left of the boys. The souvenir shop is in front of the boys. The fire station is to the right of the boys.

1 **Values** **WB p75** Look at the photos of famous places. Write a sentence about each one.

Aim: to focus on the value of showing interest in the wider world

2 **WB p75** Read the postcards. Which of the places in Activity 1 are Allan and Amy visiting?

Aim: to give students practice with reading for specific information

Key: 1 The Iguacu Falls, 2 The Taj Mahal

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of showing interest in the wider world

- Focus on examples in the story where the children took an interest in the wider world (they wanted to go sightseeing).
- Elicit from students why this value is important and elicit examples from the students of when they have taken an interest in the wider world.

Note: Some of this discussion may need to take place in L1.

Aims:

- to practise listening skills
- to practise reading skills
- to practise writing skills

Skills:

- listening for specific information
- reading for detail
- writing a list

New language: *trainers, relax, series, horizontal, vertical*

Recycled language: present simple, personal objects

Materials: CD

Language competences: Your students will be able to listen for specific information.


Your students will be able to read for detail.

Your students will be able to write a list.

Warm-up

Aim: to activate vocabulary


- Tell students to imagine they are going to put all their favourite things they use every day in one bag.
- Elicit what they put in there. Give one example to give them the right idea, e.g. *a mobile phone*.

- 1  SB p76 Match the flags with the countries. Listen and check.

Aim: to activate world knowledge

- Focus the students on the flags.
- Check they know what to do. Pre-teach / check understanding of *horizontal* and *vertical*.
- In pairs, they try to match the flags with the countries.
- Play the recording. Students check their predictions.
- Check with the class.



Key: a 4, b 3, c 7, d 8, e 2, f 5, g 6, h 1

- 2  SB p76 Read about what things these countries make.

Aim: to practise skimming and scanning

- Read the instructions with the class. Check students know what to do: they read the text quickly to find the information about the countries.
- They can underline the information in the text.
- Students read silently to find the information and then compare answers in pairs.
- Check with the class.


Key: Indonesia: trainers, Mexico and India: jeans and T-shirt, Finland: mobile phone, China: computer, Germany: car, Japan: TV, France: film, USA: TV (police) series

- 3  SB p76 Read again and choose the best title for it. Write it above the text. 

Aim: to practise reading for detail


- Read the text again with the class. Students take turns to read it aloud around the class.
- Students choose the best title individually and then compare their ideas in pairs.
- Elicit and discuss as a class.

Key: The world in your room

- 4  SB p76 Work in pairs. Make a list of the things in your home that are made in your country.



Aim: to activate students' world knowledge

- Tell students it is all right to guess. They can then check the information before the next lesson.
- They make their lists in pairs.

- 5  SB p76 Write your ideas on the board and make a class list.

Aim: to enable students to share and consolidate information

- Pairs take turns to come to the board and write the things from their lists.
- They only write the new things.
- Tell students to check this information at home before the next lesson.

- 1  WB p76 Listen and look. What did each person in Mrs Salt's family buy in the souvenir shop? 

Aim: to practise listening skills

Key: Daisy b, Anna a, John c, Katy g

Ending the lesson

Aim: to review the content of the lesson

- With books closed, elicit what students remember from the text in SB Activity 2.
- Elicit at least one other thing each of these countries makes/exports.

Extension activity

Aim: to consolidate vocabulary

- Students choose one of the situations from WB Activity 1.
- They write a short dialogue in their notebooks.

Aims:

- to practise listening skills
- to practise speaking skills
- to practise writing skills

Skills:

- listening for specific information
- taking part in a discussion
- writing a short text about food for a website

New language: further, cocoa bean

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to take part in an oral discussion.

Your students will be able to write a short text about food for a website.

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what the students remember from the previous lesson, e.g. *Where was the mobile phone made?*



SB p77 Listen and draw lines from the countries to the food.

Aim: to give students practice in listening for specific information

- Focus students on the picture of the foods and elicit each one.
- In pairs, students predict which countries they think the food comes from.
- Play the recording. Students listen for the answers and check their predictions.

Key: (oranges in) juice – The USA, (meat in) hamburger – Argentina, tomatoes – Spain, (cocoa beans to make) chocolate – Nigeria, apple – South Africa



SB p77 How many kilometres has the food travelled? Listen again and write the numbers in the boxes. What is the total?

Aim: to give students practice in listening for detail

- Check understanding of the concept of 'food kilometres'.
- Play the recording. Students listen for the numbers. They compare their answers in pairs.
- Play the recording again. Check with the class.

Key: The USA: 8,000, Spain: 1,600, Nigeria: 5,000, South Africa: 9,000, Argentina: 11,000, Total: 34,600 km



SB p77 Discuss the questions in small groups.

Aim: to give students practice in taking part in a discussion

- Put students into groups of four.
- Students take turns to give their ideas and opinions about each question.
- Elicit students' ideas and discuss all three questions as a class.



SB p77 Find out where all the food for your breakfast comes from and how far it has to travel. Write a short text.

Aim: to practise writing a short text

- Brainstorm what students have for breakfast. Create a word map on the board.
- Provide students with access to the Internet so that they can find out where the food comes from and how far it has travelled.
- Read the model text through with the class. Remind students to use this model to help them write their texts.
- Students write the first draft of their texts.
- Students swap drafts in pairs and give feedback.
- Students write a final draft in their notebooks.



WB p77 Work with a partner. Ask and answer.

Aim: to give students practice with questions and answers



WB p77 Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. **YLE**

Aim: to give students further practice in reading for detail

Key: (G), H, A, C, E

Ending the lesson

Aim: to review language from the lesson

- Elicit any other foods students know of that come from the five countries in SB Activity 1.

Extension activity

Aim: to enable students to share information

- In groups, students take turns to read their texts which they wrote for SB Activity 4.
- They find out if some of the things they have are the same but come from different countries.

Aims:

- to integrate other areas of the curriculum through English: Geography

Thinking skills: values

New language: *town planning, block of flats*

Recycled language: language from previous units of *Super Minds Level 5*

Language competences: Your students will be able to use known language to talk about Geography in English.

Value: civic responsibility

Warm-up

Aim: to introduce the topic of Geography and town planning

- Elicit what facilities there are in the students' town.
- Create a word map on the board with the name of their town in the centre.
- Tell students they are going to learn more about how towns are planned in this and the next lesson.

1

SB p78 Imagine you are planning a new town. What kinds of things do you need to think about? Read and listen to the text and check your ideas.

Aim: to activate students' understanding and prior knowledge

- Focus students on the ideas from the warm-up.
- Students discuss their ideas in pairs.
- They read the text in their pairs to check their ideas.

Key: You need to think about: where people live, how people get to work, how big the roads need to be, where people will park, places where people can have fun, where to put shops, supermarkets, schools, libraries and hospitals, what kinds of jobs people can do.

2

SB p78 We need lots of different places in a town and we need lots of people to work in those places. Where do these people work? Create a table.

Aim: to extend students' understanding of the topic

- Elicit what jobs they can see in the pictures.
- They create a table in pairs. Tell them that some jobs can be done in more than one place.

Key: Sports centre: sports coach. Restaurant: cook, waitress. Hospital: cook, nurse, doctor. Train station: train driver. School: cook, teacher. Shop: sales assistant.

3

SB p78 How many more different places in a town can you think of?

Aim: to activate students' knowledge of the world

- Elicit what other places students can think of.
- Elicit jobs people do in those places. Are they the same as the jobs on the list or are they different?

1

WB p78 Look and write the words.

Aim: to give students practice with topic vocabulary

Key: 2 hospital, 3 car park, 4 block of flats, 5 station

2

Values

WB p78 What makes a town planner's job important? Colour one brick in each column to make a sentence.

Aim: to focus students on the value of civic responsibility

Key: Town planners make sure that people in a town like living there.

3

WB p78 Read and choose one word to complete the sentences.

Aim: to review key aspects of the topic

Key: 2 question, 3 park, 4 have fun, 5 places, 6 far

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *town planning, the things town planners have to think about and the jobs people do in the different places in a town.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In pairs, students create another table of places and jobs, like the one in SB Activity 2, using the ideas that were discussed in SB Activity 3.
- Each student completes the table in their notebook.

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: colour code, improve, location

Recycled language: Geography and town planning

Materials: poster paper, colours

Language competences: Your students will be able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Geography and town planning

- With Student's Books closed, give students two minutes to note down things they learnt about Geography and town planning in the previous lesson.
- Elicit what they remember.

- 1 **SB p79** Town planners think about what places towns need and the best location for them. What places do you think are important for these people? Choose three places for each person.

Aim: to extend students' understanding of town planning

- Focus students on the pictures in Activity 1. Elicit who they are.
- Demonstrate the activity by eliciting one place for each person and the reasons for the students' choice.
- Students work in pairs and think of three places for each person. They can repeat some places if they think they are important for another person.
- Pairs compare answers with other pairs.
- Elicit and discuss as a class.

- 2 **SB p79** What four places are the most important for you in your town/area?

Aim: to enable students to respond individually to the topic

- Read the activity instructions with the class.
- Tell students to think for a minute and then to write the four places. They do this individually.
- Tell them that they don't have to agree with the other students.
- Elicit some ideas from different students.

- 3 **Project** **SB p79** Plan a town.

Aim: to enable students to follow instructions to complete a project

- Draw a simple map on the board.
- Put students into pairs.
- Tell students how long they have to complete the project.
- Pairs write notes for questions 3 and 4.
- Pairs display their colour-coded maps around the walls.
- Each pair briefly presents their map and shares their ideas for questions 3 and 4.

- 1 **Think!** **WB p79** Work with a partner. Read and write positive and negative sentences.

Aim: to give students further practice with the language of the topic

Thinking skills: thinking about cause and effect, creative thinking

- 2 **WB p79** Where do these people work most of the time? Write the jobs in the right places.

Aim: to give students further practice with the topic

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *I've learnt more about town planning, I've thought about the places that are important for different people and I've planned a town.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

Aims:

- to consolidate language from the unit
- to develop interactive speaking skills

New language: item

Recycled language: language from the unit, clothes vocabulary

Materials: CD

Language competences: Your students will be able to plan and act out a short dialogue.

Warm-up

Aim: to review clothes vocabulary

- Students work in pairs. They stand back to back and, without looking, take turns to say what their friend is wearing, including the colours.
- Students then turn to face their partner to see what they got right and what they couldn't remember.

1 SB p80 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short dialogue between a customer and a shop assistant.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the Useful language, e.g. *I'm looking for some trainers.*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to their improvement points from the last role play.

2 SB p80 Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their role plays for the class.
- The class decides which of the role plays is the best.

1 WB p80 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 You shouldn't, 3 you mind, 4 Could you, 5 Could I, 6 mind

2 WB p80 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 Do you mind if I use your sunglasses?

3 You shouldn't worry that you forgot your cap. Use one of mine. 4 Make sure that you bring a coat. It's cold at the moment. 5 Could you come over and help me for a moment, please? 6 You should try to remember these words. They are very useful.

3 WB p80 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Have two or three volunteer pairs perform their role plays from the lesson again.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on the role plays. Make general points and don't identify which pair you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

Aims:

- to consolidate language from the unit
- to raise awareness of planning when writing

New language: unfair, tip, leaflet

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to plan and write a leaflet.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1 **SB p81** Gavin is a new member of the basketball team. The trainer has written up some rules for him. Write *should* or *shouldn't*.

Aim: to review language from the unit

- Focus students on the text and the picture. Check students understand that these are tips of a team member.
- Read the activity instructions and check students know what to do.
- Students read the tips individually and complete them with *should* or *shouldn't*.
- They compare and discuss answers in pairs.
- Check with the class.

Key: 1 should, 2 should, 3 shouldn't, 4 shouldn't

- 2 **SB p81** Add the missing word to each tip.

Aim: to further focus students on language from the unit

- Read the activity instructions and check students understand what to do.
- Individually, they complete the tips and then compare answers in pairs.
- Elicit and check as a class.

Key: should, shouldn't, should, shouldn't

- 3 **SB p81** Write a leaflet giving advice to a visitor to your town.

Aim: to give students practice with writing a leaflet from notes

- Read through the activity instructions with the class and check students know what to do.

- Brainstorm ideas if necessary. Tell students that their leaflets can be quite short and simple, but that they must include negative and positive advice.
- Read through and discuss the *Tips for writers* with the class.
- Students work individually. They make notes using *Tips for writers* as a guide.
- Go around the class to check. Help as appropriate.
- Students write the first draft of their leaflets.
- Students swap leaflets in pairs and give each other feedback.
- Students write a final draft of their leaflets for their portfolios.
- Students turn to the My portfolio writing practice section on page 123 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p81** Find and write the words.

Aim: to practise spelling

Key: shouted, present, people, building, basket

- 2 **WB p81** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 shouted, 3 carpet, 4 people, 5 basket, 6 building

- 3 **WB p81** Your friends don't know what to do for their holiday. Write an email to give them advice.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 6, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

7 The story teller

Aims:

- to present and practise play and theatre vocabulary
- to give students listening practice

New language: audience, candles, mask, lute, actor, wig, costume, tights, theatre, William Shakespeare, Romeo and Juliet, enemy

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about plays and the theatre.

Warm-up

Aim: to introduce the topic of plays and the theatre

- Elicit if any students act in drama groups and/or like to go to the theatre with their families.
- Find out what plays and playwrights they know the names of from their country or from other countries.

Presentation

Aim: to present play and theatre vocabulary

- Read the text at the top of the page with the class.
- Find out if any students have heard of William Shakespeare and seen any of his plays.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in Istanbul) and how they left there (through the gate near the escalator).



SB p82 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.



SB p82 Read, listen and complete the sentences.

Aim: to practise listening

- Encourage students to try to predict the sentences.

- Play the recording. Students listen to find the answers.
- They check in pairs.

Key: 1 wonderful, 2 Shakespeare, Theatre, 3 don't like, 4 Romeo and Juliet



SB p82 Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Students do the activity in pairs.



WB p82 Read and complete the text.

Aim: to practise writing the new vocabulary and to check comprehension

Key: 2 wig, 3 dresses, 4 tights, 5 mask, 6 audience



WB p82 Use a verb from box A and a noun from box B to complete the sentences.

Aim: to give practice with using the new vocabulary in context

Key: 2 wear, mask, 3 be, actor, 4 Audiences, stand up, 5 makes, costumes, 6 gets, tights



WB p82 Write the words in the correct column.

Aim: to give students practice with categorising vocabulary

Key:

Things to wear	People	Buildings
costume	sheriff	jail
tights	robber	tourist office
necklace	waiter	museum
wig	cowboy	underground station
mask	vet	bridge
	train driver	theatre

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Students can add other words which relate to plays.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can play a lute. It's a kind of musical instrument.*

Aims:

- to present and practise *will* for offers and promises
- to give students speaking practice

New language: sword, blonde, bracelet

Recycled language: plays and the theatre

Materials: CD

Language competences: Your students will be able to make offers and promises using *will*.

Warm-up


Aim: to review play and theatre vocabulary

- Write *Plays and the theatre* on the board and draw a circle around it.
- Elicit the vocabulary from the previous lesson and the spelling as you create a mind map.
- With books closed, elicit where the children were (In the Globe Theatre in London in the past).

Presentation

Aim: to present *will*

- Tell students they are going to make some offers and promises.
- Write prompts on the board, e.g. 1 *This homework is difficult.* 2 *I can't find my mobile phone.*
- Point and give examples of offers and promises using *will*, e.g. 1 *My sister'll help you.* 2 *I'll lend you mine.*
- Say the sentences. Students repeat them as a class and in groups before you write them on the board.
- When you write the sentences on the board, underline e.g. 1 *My sister'll (will) help you.* 2 *I'll (will) lend you mine.* Remind students that we use this structure with the infinitive without *to*, we say *'ll* not the full *will*, but we write *will* and that there is no *s* in the third person singular.
- Elicit other examples of *will'll* sentences from students.

- 1  SB p83 Read and listen to the dialogue. Who brings each item? Write the names below the items.

Aim: to practise reading for specific information

- Elicit what students can see in the pictures. Check understanding of *blonde*, *sword* and *bracelet*.
- Play the recording. Students listen and read to find the names of the people.
- Students compare answers. Play the recording again.
- Check with the class. Elicit full sentences for each answer, e.g. *Daisy'll bring the blonde wig.*

Key: 1 Daisy, 2 Harry, 3 Adam, 4 Adam, 5 Paul, 6 Lily


2 

SB p83 Listen and say the sentences.

Aim: to focus students on grammatical form


- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 'll make, 2 'll get, 3 'll have, 4 'll phone, 5 'll wake

- 3  SB p83 Work with your partner. How can you help them? Then swap roles.


Aim: to give students practice with *'ll*

- Student A chooses one of the six utterances and says what it is. Student B tries to give a meaningful answer using *'ll*.
- In pairs, they take turns to choose and answer.

- 1  WB p83 Match the sentences.


Aim: to give students practice with *'ll*

Key: 2 f, 3 a, 4 e, 5 b, 6 d

- 2  WB p83 Look and write sentences.

Aim: to give students practice with *'ll*

Key (possible answers): 2 I'll make you some dinner. 3 I'll help you. 4 I'll take you in the car. 5 I'll buy it. 6 I'll help you mend it.

- 3  WB p83 Your mum asks you to help in the house. Write four things you'll do.

Aim: to give students writing practice with *'ll*

Ending the lesson

Aim: to practise key language from the lesson

- Play the game again from SB Activity 3 as a class.
- Elicit some more situations to add to the six.
- Play the game in open pairs.

Extension activity

Aim: to review language from the lesson

- Put students into groups of four.
- They take turns to read out / say the four things they'll do in the house to help their mum and dad.
- If a student says something that another student has on his/her list, the student says *Snap!*
- Make a class list on the board.

Aims:

- to sing a song with the class
- to show that the letter e at the end of a word is sometimes silent

New language: parrot, comic, duet

Recycled language: plays and the theatre, 'll for promises

Materials: CD


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to identify and say words where the e at the end of the word is silent (e.g. *house* and *people*, as opposed to *make* and *home*, where the final e shows that the vowel sound in the word is long).

Warm-up

Aim: to review play and theatre vocabulary


- Write *Plays and the theatre* on the board and draw a circle around it.
- With books closed, elicit the vocabulary from the unit as you create a mind map.

1  **SB p84** Listen and correct the mistakes. Then sing the song.

Aim: to sing a song with the class

- Play the recording. Students listen and correct.
- Students check in pairs. Check with the class.
- Play the recording again, pausing after each verse for students to repeat.
- Students learn the song as a class.
- Use the karaoke version for students to sing in groups.


Key: 1 necklace, 2 cat, 3 poem, 4 rocket, 5 theatre, 6 zoo

2  **SB p84** Listen and say the dialogue.

Aim: to identify the silent e at the end of some words


Intonation: making suggestions (Olive) and expressing doubt (George)

- Point out that the letter e at the end of a word is often silent (words in the song and follow-up activity that follow this pattern are *necklace*, *promise*, *theatre*, *people*). Contrast this to the final e which makes the previous vowel sound long (e.g. *make*, *scene*, *time*, *nose* and *rule*).
- Play the recording. Students listen, read and repeat.
- Divide the class so that one half is Olive and the other George. The class says the dialogue twice.
- Students practise the dialogue in pairs.

1  **WB p84** Listen to the song again and correct the sentences.


Aim: to practise memorisation

Key: 2 cat, 3 a poem, 4 sing, 5 rocket, 6 theatre


2  **WB p84** Write the rhyming pairs. Find one more rhyme for each pair.

Aim: to give students practice with rhyming words

Key (with possible answers): 2 hat / cat, mat, 3 things / rings, sings, 4 all / small, fall, 5 buy / fly, cry, 6 take / make, cake


3  **WB p84** Listen and say the words.

Aim: to show how a final e can be silent

4  **WB p84** Complete the words with the endings from the box. Match the sentences with the pictures.

Aim: to spell and say words which end in a silent e

Key: 1 house 2 audience / theatre c, 3 candle / table f, 4 necklace / purple a, 5 blonde / middle b, 6 people / village e

5  **WB p84** Listen, check and say the sentences.

Aim: to give students listening and speaking practice

Ending the lesson

Aim: to review the silent letter e at the end of words

- Tell students that words with an e at the end are often pronounced with a long vowel sound (e.g. *cake*, *bike*, *pole*), but not always (e.g. the ou in *house* has the long vowel sound, and the e isn't necessary).
- Put students in teams and dictate these words for them to write: *mouse*, *horse*, *have*, *give*, *promise*, *please*, *theatre*, *people*, *sentence*, *blonde*.
- Teams exchange papers and correct each other's.

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song using the rhyming words from WB Activity 2 to help them.
- They practise their new song in their groups.
- Students either perform their songs for the class or write them on poster paper.

Aims:

- to present and practise present perfect with *just*
- to practise speaking skills

New language: *just, fright*

Recycled language: stage and the theatre

Materials: CD

Language competences: Your students will be able to use the present perfect with *just*.

Warm-up

Aim: to activate vocabulary

- Write *Good news* and *Bad news* on the board.
- Elicit some examples from students. Encourage them to be funny and not to take it too seriously.
- Write the best ideas on the board.

Presentation

Aim: to present the present perfect with *just*

- Draw a picture of a wig on the board.
- Stand back from the board. Elicit what it is (a wig). Say *I've just drawn a wig*. Prompt students to say *You've just drawn a wig*.
- Invite a student to come and draw something on the board.
- When the student has finished, he/she stands back from the board. The class say what it is and the student says, e.g. *I've just drawn a cat*. The class say *You've just drawn a cat*.
- Repeat with other actions, e.g. opening the door / window, picking up a book.
- Write one example sentence on the board. Underline the present perfect and *just*.
- Elicit the tense (present perfect) and ask concept questions to check understanding, e.g. *Is the action finished?* (Yes) *When did it finish?* (Very recently).

- 1 **SB p85** What are the actors doing? Match the pictures with the sentences.

Aim: to practise the present perfect with *just*

- Elicit who students can see (a clown).
- Tell the class the clowns have just done some things. Make sure they notice that some of the clowns are male and some female.
- Students read the sentences and match. They compare answers in pairs.
- Check with the class.

Key: 6, 4, 5, 3, 2, 1

2 **CD**

SB p85 Listen and say the sentences.

- Play the recording. Students listen and repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 's just got, 2 've just hurt, 3 've just got, 4 've just phoned, 5 've just found, 6 've just had

3

SB p85 Play the game. Mime and say.

Aim: to give students further practice with the new language

- Mime an action. Elicit what you have just done.
- Students do the activity in pairs.
- Some pairs mime for the class to say the sentences.

1

WB p85 Match the sentences.

Aim: to give students further practice with the new language

Key: 2 a, 3 f, 4 b, 5 c, 6 d

2

WB p85 Read and complete the sentences.

Aim: to give students further writing practice with the new language

Key: 2 've, heard, 3 's, read, 4 has, got up, 5 's, cut, 6 has, said, 7 've, dropped, 8 's, left

3

WB p85 Look and write sentences.

Aim: to stimulate students' creativity

Key (possible answers): 2 The plane has just landed. 3 He's just opened his present. 4 They've just had a party. 5 He's just finished his breakfast. 6 He's just caught a fish.

Ending the lesson

Aim: to review grammar from the lesson

- Elicit the sentences students wrote for WB Activity 3.
- One student says a sentence and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the new language

- Play the mime game from SB Activity 3 again.
- Invite ten students to the front. Each one takes a turn to mime an action.
- When each has finished, the students in the class write down what the student has just done.

Aims:

- to present a story
- to develop reading skills

New language: trip (v)

Recycled language: characters and language from the story, plays and the theatre

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab*, *experiments*, *Mr Davis*, *the gate*, *Pompeii (the past)*, *rainforest (the present)*, *a rock concert (the past)*, *space restaurant (the future)*, *the Wild West (the past)*, *Istanbul (the present)*, *London's Globe Theatre (the past)*.

- 1 SB pp86-87 Go through the text quickly and find answers to the questions.

Aim: to encourage skimming and scanning skills

- Read the activity instructions with the class. Check they know what to do.
- Give the students a time limit, e.g. two minutes. Remind them they only have to find the answers to the two questions.

- 2 CD 4 SB pp86-87 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Check with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (Phoebe suggested a different ending for the play, Shakespeare wrote a new ending and the audience liked it) and where the gate was (near the stage).

Key: a They think he should make it a sad ending, not a happy one. / They think he should rewrite the ending so that they both die. b They like it very much.

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Why was Shakespeare sitting on a box, looking sad?* (Because the audience didn't like his play.) *How did he know?* (They shouted and threw eggs and vegetables.) *Why did the two men come in with sticks?* (Because they wanted their money back.) *What did the children suggest?* (That Shakespeare rewrite the ending.) *What was the name of the play?* (Romeo and Juliet.)

- 1 WB p86 Remember the story. Match the sentences to make the summary.

Aim: to review the story

Key: 2 d, 3 g, 4 a, 5 e, 6 b, 7 h, 8 c, 9 j, 10 f

- 2 Think! WB p86 Read and choose the best answer.

Aim: to check comprehension

Thinking skill: evaluating

Key: 1 A, 2 C, 3 B, 4 C, 5 A

- 3 WB p86 How do these items appear in the story? Write sentences.

Aim: to review events in the story

Key: 2 The audience throws eggs and vegetables onto the stage. 3 The actors are wearing tights. 4 Shakespeare gives the friends free tickets for the play.

Ending the lesson

Aim: to practise the story

- Put students into groups of four (the three friends and Shakespeare).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Shakespeare told one of his friends the next day about why he changed the end of his play.
- Pairs take turns to role play Shakespeare talking to his friend to the rest of the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

New language: *electric lights, roof*

Recycled language: language from the story

Materials: CD; Internet or reference books (optional)

Language competences: Your students will be able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends?* (In London, in the Globe Theatre.) *What did the audience think of Romeo and Juliet?* (They didn't like the ending.) *What did the friends suggest?* (That Shakespeare change the happy ending to a sad one.)

3 **SB p87** Put the sentences in order.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do. They read the sentences and put them in the order of the story. Remind them to look back at the text to check.
- They compare their answers in pairs.
- Check with the class.

Key: 5, 7, 6, 1, 2, 8, 3, 4, 9

4 **Think!** **SB p87** Match the differences between Shakespeare's Globe and theatres now. Can you think of another difference?

Aim: to give students practice with applying what they know

Thinking skill: applying knowledge

- Focus students on the activity and elicit what they have to do.
- Do the first one as a class to demonstrate the activity.
- Students work in pairs. They match the other differences and think of one more example.
- Elicit answers from pairs.

Key: 1 c, 2 d, 3 a, 4 e, 5 b

1 **Think!** **WB p87** How many words can you make from the word SHAKESPEARE?

Aim: to give students practice with forming words

Thinking skill: forming words

Key (possible answers): pear, speak, she, hear

2 **WB p87** Read the dialogue and use it to complete the ticket.

Aim: to give students practice with reading for specific information

Key: 2 King Lear, 3 8th June, 4 8 p.m., 5 B24, 6 12

3 **WB p87** Complete the ticket with your own ideas and talk in pairs. Use Activity 2 to help you.

Aim: to give students practice with taking part in a dialogue

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to give students practice with research skills

- Students work in groups of four.
- Using the Internet or reference books, groups find out the names of four other plays that Shakespeare wrote.
- They also find out the names of famous playwrights from their country and names of some of their plays.
- Groups take turns to present their information to the class.

Aims:

- to practise listening skills
- to practise reading skills
- to practise speaking skills

Skills:

- listening for specific information
- reading for detail
- oral retelling of a story

New language: copy (n), in secret, avoid, book cover

Recycled language: present simple

Materials: CD

Language competences: Your students will be able to listen for specific information. Your students will be able to read for detail. Your students will be able to retell a story.

Warm-up

Aim: to activate vocabulary

- Elicit what students remember about Shakespeare and his plays from the previous lesson.

- 1 **SB p88** Look at the book covers. Work with your partner and guess why the books are very special.

Aim: to activate world knowledge and encourage prediction

- Elicit what students can see on the book covers.
- Students discuss why they think each one is special.
- Elicit ideas, but don't give any answers.

- 2 **CD 04** **SB p88** Listen and check your answers. Why are these books special?

Aim: to listen for specific information

- Play the recording. Students listen and check.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

Key: *Gadsby* is special because none of the words in the book use the letter e. *Birds of America* is special because in 2010 a copy of this book sold for £7.3 million. *Grimms' Fairy Tales* are special because they are the most famous collection of fairy tales. *The Very Hungry Caterpillar* is special because it is one of the United Kingdom's best-loved books.

- 3 **CD 04** **SB p88** Listen again and answer the questions.

Aim: to practise listening for detail

- Play the recording. Students write the numbers and compare their answers in pairs.

- Play the recording again. Check with the class.

Key: 1 50,110, 2 435, 3 £7.3 million, 4 1812, 5 50

- 4 **SB p88** Read about 50-word stories and think about the questions.

Aim: to enable students to practise reading skills

- Students take turns to read about the 50-word stories aloud around the class.
- Students read the story aloud around the class.
- Students discuss in pairs which five words they could cut or how they could change the story.
- Elicit and discuss their suggestions as a class.

- 5 **Think!** **SB p88** Think of a story you know well and tell it in 50 words. If you want, you can be like Ernest Vincent Wright and not use any word with an e in it.

Aim: to stimulate students' creativity

Thinking skill: creative thinking

- Brainstorm titles of stories students know well.
- Students work individually. They make notes and then try to write the story in 50 words.
- Read the model text through with the class again.
- Students write the first draft of their texts.
- Students swap drafts in pairs and give feedback.
- Students write a final draft in their notebooks.

- 1 **WB p88** Read the text. Choose the right words and write them on the lines. **YLE**

Aim: to practise reading skills

Key: 2 can, 3 need, 4 of, 5 most, 6 than, 7 over, 8 some, 9 holds, 10 stolen

Ending the lesson

Aim: to review the content of the lesson

- With books closed, elicit what information students remember from SB Activity 2 and Activity 3.

Extension activity

Aim: to encourage cooperation and peer appreciation

- Put students into groups of four. Make sure the members of the groups choose different stories to summarise for SB Activity 5.
- Students take turns to read their story summaries.
- They discuss which they think is the best and why.

Aims:

- to practise reading skills

Skills:

- reading for specific information

Thinking skills: values

New language: *stable* (n), *stroke* (v), *smelly*

Recycled language: language from the unit

Language competences: Your students will be able to read for specific information.

Value: being honest

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what the students remember from the previous lesson.
- Provide them with prompts, e.g. *How much did Birds of America sell for?*

- 1 **SB p89** Look at the pictures and answer the questions.

Aim: to give students practice in prediction skills

- Focus students on the pictures and on the two questions.
- In pairs, students predict answers to the questions.
- Elicit and discuss their ideas.

- 2 **CD 4** **SB p89** Read, listen and check your answers.

Aim: to give students practice in reading for specific information

- Students read the text quickly to find/check the answers to the questions in Activity 1.
- They compare answers in pairs. Check with the class.
- Have students read the text aloud around the class. Check understanding of vocabulary.

Key: 1 They are looking for a bed for the night. 2 He wants to sell it.

- 3 **SB p89** Match the sentence halves to make the summary.

Aim: to give students practice in reading for detail

- Read the activity instructions with the class. Check students know what to do.
- Students match the sentence halves individually. Remind them to look back at the text as necessary.
- Students compare answers in pairs.
- Check with the class.

Key: 1 g, 2 c, 3 i, 4 a, 5 h, 6 f, 7 d, 8 b, 9 e

- 1 **Values** **WB p89** Read the story on page 89 in the Student's Book again. Circle the words to make the moral of the story.

Aim: to focus students on the value of being honest

Key: It's always best to be honest.

- 2 **WB p89** Read the sentences. Do the puzzle. Find the name of the thief.

Aim: to give students practice with definitions and with spelling

Key: 2 market, 3 steal, 4 servant, 5 stroke, 6 bark Trevor

- 3 **WB p89** Look at the pictures to help you write the end of the story.

Aim: to enable students to practise writing a story

Key (sample answer): The third man went down on his knees and asked Marlowe to forgive him. 'Take me to the cow and I'll forgive you,' the farmer said. Marlowe followed the man into the forest. The man pointed to the cow and said, 'There's your cow, kind sir. We didn't hurt her.' 'Now you have to do something for me,' said Marlowe, 'as punishment for stealing my cow. This is a potato field. You have to dig up all the potatoes by hand.' The man dug the field for a whole week while Marlowe watched him. 'I'll always be honest in the future,' the man said to himself.

Ending the lesson

Aim: to review the story

- Elicit the main points of the story from the class.
- Elicit what the students' favourite part of the story was.

Extension activity

Aim: to discuss the value of being honest

- Focus on examples in the story where people were honest and dishonest.
- Elicit from students why this value is important and elicit examples from the students of when they have been honest (and perhaps dishonest!).

Note: Some of this discussion may need to take place in L1.

Aims:

- to integrate other areas of the curriculum through English: Literature

New language: *poetry, adventure, cough, bump into, elbow, hammock, wound (v), bathtub, mushy, ruined, buried, confetti*

Recycled language: language from previous units of *Super Minds Level 5*

Materials: CD

Language competences: Your students will be able to use known language to talk about Literature in English.

Warm-up

Aim: to introduce the topic of Literature and poetry

- Write *Poetry and Poems* on the board.
- Ask students what poems they know. One or two of the students can recite short ones if they can remember them.
- Elicit what students know about poems (they usually rhyme, they are written in lines, they can be short or long, etc.).
- Tell students they are going to learn more about poetry in this and the next lesson.

- 1 **WB p90** Read the text below and find out about poetry.

Aim: to activate students' understanding and prior knowledge

- Read the activity instructions and check students know what to do.
- Tell them to read and find at least two things they didn't know before.
- Students read individually and silently.
- Elicit answers from the class.
- Have students take it in turns to read the text aloud around the class.
- Ask if this is a poem (No). Ask students how they know.

- 2 **WB p90** Read the three poems. Say which you like best and why.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the class. Check students know what to do.
- Pre-teach *cough* and its pronunciation.
- They read the first two poems individually and silently.
- Have two student volunteers read these to the class.
- Read the third poem aloud for the class to listen. Check understanding of the vocabulary.

- Put students into pairs. They talk about which they like best and why.
- They take turns to read the poems to their partner.
- Elicit and discuss preferences as a class.

- 1 **WB p90** Read the poems on page 90 in the Student's Book again. Answer the questions.

Aim: to give students further practice with reading

Key: 2 Take the feathers off the chicken first. 3 Because they are looking at someone famous. 4 They bump into things. 5 It's covered in spaghetti. 6 He said 'Throw confetti' and the guests heard 'Throw spaghetti'.

- 2 **WB p90** Read the poems again and complete the table.

Aim: to focus students on aspects of poetry

Key:

	Does it rhyme?	Number of lines?
<i>My Mother Makes Me Chicken</i>	Yes	4
<i>Fame</i>	No	7
<i>Spaghetti</i>	Yes	11

- 3 **WB p90** Read and complete the poem with the words from the box.

Aim: to give students practice with rhyme in a poem

Key: 2 meat, 3 dish, 4 rice, 5 door, 6 scare

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *the history of poetry and how some poems rhyme and some don't. I've read four new poems in the lesson today.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In pairs or individually, students rehearse one of the poems from today's lesson.
- They then perform it for the class.

Aims:

- to extend the focus on Literature through English

- to enable students to complete a project

New language: *by heart, acrostic*

Recycled language: Literature and poetry

Materials: poster paper for the project

Language competences: Your students will be able to talk about Literature in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Literature and poetry

- With Student's Books closed, elicit from students what they can remember about poetry from the previous lesson.
- Ask if any students can remember the poems. If they can, they try to recite them for the class.

1 SB p91 Discuss in groups.

Aim: to extend students' understanding of poetry

- Focus students on Activity 1. Check they know what to do. Check/pre-teach *by heart*.
- Make groups of four.
- Students discuss each of the questions in their groups.
- Elicit and discuss answers as a class.
- If any students know any poems by heart, ask them to recite them even if they are in L1.

2 Project SB p91 Write poetry.

Aim: to enable students to follow instructions and use a model to complete a project

- Have students take turns to read each poem aloud. Check understanding and elicit if they like the poem.
- Discuss each 'What to do' section before moving on to the next poem.
- Elicit from the students which type of poem they are going to write for the project.
- Make suggestions / give advice if students are finding it difficult to decide.

3 SB p91 Choose a kind of poem and write one.

Aim: to give students writing practice

- Tell students how long they have to complete the project.
- Go around the class and help students.
- Students write a final draft of their poems on paper ready for display. If time, they can illustrate them.

4 SB p91 Stick your poems on the wall in your classroom. Read as many poems as possible. Talk about the poems you like.

Aim: to enable students to talk about preferences

- Students display their poems on the wall.
- Students get up and walk around the room, taking time to read their friends' poems.
- They write in their notebooks which poems they like best and why.
- Elicit from students which poems they liked best and why.

1 WB p91 Write words that rhyme.

Aim: to give students further practice with rhyming words

Key (possible answers): 2 new, few, blue, 3 bean, seen, clean, 4 grey, say, play, 5 tin, bin, pin, 6 cat, bat, fat

2 WB p91 Write a poem. Choose a topic or use your own idea.

Aim: to give students further practice with the topic

3 WB p91 Choose a kind of poem from page 91 in the Student's Book and write it. Draw a picture to go with it.

Aim: to give students further writing practice

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *learnt more about poetry and I've written a poem and read my friends' poems.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

Aims:

- to consolidate language from the unit
- to promote student-student cooperation

New language: class survey

Recycled language: language from the unit

Materials: CD, poster paper for the mini presentation

Language competences: Your students will be able to prepare and present a class survey.

Warm-up

Aim: to review vocabulary for books and writers

- Write *Favourite books* and *Favourite writers* on the board. Brainstorm names for each.
- Ask students to tell the class why they like the books / the writers.

1 

SB p92 Listen to the presentation on books and look at the bar chart. Find two differences.

Aim: to provide a model for the presentations

- Focus students on the bar chart and check they understand how it works.
- Play the recording. Students listen for two differences between what they hear and what is on the bar chart.
- Students compare their answers in pairs.
- Play the recording again. Discuss the differences as a class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read through the *Tips for presenters* with the class.

Key: Recording: We asked 25 students how many books they read last year. / Bar chart: We asked 19 students how many books they read last year. Recording: Seven students read two books. / Bar chart: Eight students read two books.

Preparing for and delivering mini presentations

Aim: to collaborate with other students and to give a mini presentation

- Focus students on *Think about it*. Give them a time limit.
- Monitor students as they gather the information.
- Focus students on *Prepare it*. Give them a time limit.
- Monitor individuals as they prepare their questionnaires.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening, e.g. write down the answers to two questions.

- Re-read the *Tips for presenters* through with the class.
- Remind students to look at the notes they made after their last presentation on what they wanted to improve.
- Individual students present their bar charts.
- After each presentation, go around the class to get feedback on the listening task.

2 

SB p92 Match the sentence halves. Listen again and check.

Aim: to give students practice with language for presentations

- Students match the sentence halves.
- Play the recording and check with the class.

Key: 1 c, 2 b, 3 e, 4 a, 5 d

1 **WB p92** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review language from the unit

Key: has just won a match against class 5C. We'll ask Mum if we can have a party on Saturday. I will help you with your homework.

2 **WB p92** Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 I'll tell Dylan that the party is on Saturday.
3 Mum has just bought a new car. 4 I've just eaten a mango which tasted wonderful. 5 My sisters have just come back from London. 6 We'll bring some cheese sandwiches to the party.

3 **WB p92** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their mini presentations. Make general points.
- In groups of four, students discuss how they think their own presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next mini presentation.

Aims:

- to consolidate language from the unit
- to raise awareness of writing a biography using time phrases

New language: *biography, successful, company, retire*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to plan and write a short biography using time phrases.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1 **SB p93** Complete the biography of William Shakespeare with the phrases from the box.

Aim: to review language from the unit

- Tell students this is a short biography of William Shakespeare. Check understanding of *biography*.
- Students complete the text with the time phrases.

Key: 1 He was born in, 2 at the age of 18, 3 Between 1585 and 1592, 4 In 1598, 5 he spent the rest of his life, 6 He died in 1616

- 2 **SB p93** Answer the questions.

Aim: to check comprehension

- Individually, students answer the questions and then compare answers in pairs. Check as a class.

Key: 1 Six, 2 In 1682, 3 She was 26, 4 He was 46.

- 3 **SB p93** Complete the sentences so that they are true about you.

Aim: to give students practice with writing notes

- Read the prompts through with the class and demonstrate the activity with an imaginary student.
- Students complete the information about themselves.

- 4 **SB p93** Research a person you like and write a short biography for them. Use time phrases.

Aim: to give students practice with writing a short biography.

- Read through and discuss the *Tips for writers*.

- Students make notes.
- Students write the first draft of their biographies.
- They swap biographies in pairs and give feedback.
- Students write a final draft for their portfolios.
- Students turn to the My portfolio writing practice section on page 124 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p93** Find and write the words.

Aim: to practise spelling

Key: 2 stable, 3 stroke, 4 mask, 5 audience, 6 candles

- 2 **WB p93** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 mask, 3 audience, 4 stroke, 5 candles, 6 stable

- 3 **WB p93** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer): It was at the end of the school year. We were all sitting in the playground and we were waiting for the school play to start. Finally the actors came out and the play started. It was *Romeo and Juliet*. Romeo was kneeling in front of Juliet when the sky turned really black. Only a short time later it started to rain really hard. All the actors and the audience ran into the school to escape from the rain. We never saw the end of the play.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 7, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

8 Museum of the future

Aims:

- to present and practise job vocabulary
- to give students listening practice

New language: *businessman, cleaner, engineer, dentist, businesswoman, artist, farmer, mechanic, computer programmer, visitor, waxwork, model, secretary, exist*

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about jobs.

Warm-up


Aim: to introduce the topic of jobs

- Write *Jobs* on the board and elicit jobs students remember.
- Elicit what jobs their parents, uncles and aunts do.

Presentation


Aim: to present job vocabulary

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in Shakespeare's time) and how they left there (through the gate near the stage).

- 1  **SB p94** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

- 2  **SB p94** Read, listen and answer the questions.

Aim: to practise listening

- Read the questions aloud with the class.
- Check understanding. Encourage students to try to predict/remember the answers.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 He was a computer programmer. 2 Because it is a museum of people doing normal jobs. 3 2531. 4 Robots do everything. These jobs don't exist any more.

- 3 **SB p94** Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class, using the example in open pairs.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different pairs.

- 1 **WB p94** Look and write the words.

Aim: to practise writing the new vocabulary

Key: 2 businessman, 3 businesswoman, 4 engineer, 5 mechanic, 6 cleaner, 7 dentist, 8 farmer

- 2 **WB p94** Read and write the words from Activity 1.

Aim: to give practice with using the new vocabulary in context

Key: 2 mechanic, 3 farmer, 4 engineer, 5 businesswoman, 6 cleaner, 7 dentist, 8 businessman

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.
- Students can add other job words from the warm-up.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *An artist paints or draws pictures.*

Aims:

- to present and practise *if* clauses
- to give students speaking practice

Recycled language: job vocabulary, in a mess

Materials: CD

Language competences: Your students will be able to use *if* clauses.

Warm-up


Aim: to review job vocabulary

- Mime one of the jobs from the previous lesson.
- Students try to guess. The first one to guess comes to the front to mime another job.
- Repeat four or five more times.

Presentation

Aim: to present *if* clauses


- Ask students, e.g. *Are you hot/cold? Say If you're hot/cold, I'll open/close the window.*
- Repeat the *if* sentence and have students repeat it.
- Write the *if* sentence on the board, e.g. *If you're hot/cold, I'll open/close the window.*
- Draw students' attention to the tenses in each clause.
- Give the class another example, e.g. *If it rains this afternoon, I'll go home on the bus.*
- Have the class repeat after you and then write it on the board, e.g. *If it rains this afternoon, I'll go home on the bus.*
- Cover the second part of the sentence and elicit other possible endings from the class.

1  **SB p95** Listen to the advert. Colour the buttons.

Aim: to practise reading for specific information

- Elicit what students can see in the picture.
- Read the activity instructions and check students know what to do.
- Play the recording of the advert to the class.
- Students do the activity individually and then compare answers in pairs.
- Check with the class.

Key: If your room is in a mess, I'll tidy up – orange button
If you're thirsty, I'll make you a nice cup of hot chocolate – green button
If you want to have fun, I'll sing you a song – blue button
If you're tired, I'll do your homework – red button

2  **SB p95** Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 I'll get, 2 won't forget, 3 shines, 4 I'll break, 5 hears

3 **SB p95** Play the robot game with a partner.

Aim: to give students practice with *if* clauses

- Student A (the robot) says three sentences, e.g. *If you're hungry, I'll make you a sandwich. If you're tired, I'll ... If you're bored, I'll ...*
- Student B mimes one of the actions, e.g. pretends to be hungry. Student A (as the robot) mimes making and then giving Student B a sandwich.
- Students work in pairs. They take turns to say three sentences and mime.

1 **WB p95** Look and match.

Aim: to give students practice with *if* clauses

Key: 2 f, 3 d, 4 a, 5 b, 6 c, 7 e, 8 g

2 **WB p95** Read and write the words. Use *will*.

Aim: to give students practice with *if* clauses

Key: 2 I'll find, 3 I'll play, 4 I'll repair, 5 I'll look it up, 6 I'll tidy, 7 I'll put up, 8 I'll carry

3 **WB p95** Read the poem and then write your own.

Aim: to give students writing practice with *if* clauses

Ending the lesson

Aim: to practise key language from the lesson

- Play the game again from SB Activity 3 as a class.

Extension activity

Aim: to review language from the lesson

- In groups, students read out their poems.
- If a student says something that another student has written, the other student says *Snap!*
- At the end, students add up how many different things they have as a group.
- Elicit at least one poem from each group.

Aims:

- to practise communication
- to present the voiced and unvoiced sounds for *th* (*the, thing*)

New language: revision, real life

Recycled language: jobs, *if* clauses

Materials: CD, DVD-ROM


Language competences: Your students will be able to create and act out dialogues in pairs.

Phonics focus: Your students will be able to identify and say words which contain *th* in its unvoiced /θ/ and voiced /ð/ forms. Note: *With* can be pronounced both ways: /wɪð/ or /wɪθ/.

Warm-up



Aim: to review jobs

- Write *Jobs* on the board and elicit the jobs from the unit.
- Say, e.g. *I want to be a farmer. What do I need to be good at?*
- Elicit students' ideas.
- Do the same for the other jobs.

- 1  SB p96 Look at the photo and answer the question.

Aim: to give students practice with reading and with making predictions


- Elicit what students can see in the pictures (three students) and where they are (in the kitchen of a house).
- Discuss the question with the class. Elicit their predictions for the dialogue.

- 2   WB p96 Read and listen to the dialogue to check your answer.

Aim: to practise reading and listening for specific information

- Play the recording. Students compare their answers.
- Check with the class. Play the recording again.
- Check understanding of vocabulary and discuss the situation.
- Play the DVD-ROM.
- Students practise the dialogue in open pairs.


Key: They are talking about why they need to do their Maths revision.

- 3  SB p96 Work in pairs.

Aim: to enable students to create and practise their own dialogues


- Students practise the dialogue from Activity 2 in pairs.

- Brainstorm ideas for presents, using the prompt questions. Write some notes on the board.
- Focus students on *What to say*. Read the section out.
- Students write their own dialogues in pairs, using Activity 2 as a model.
- Pairs practise and rehearse their dialogues.
- Pairs perform their dialogues for the class.

- 1  WB p96 Put the dialogue in the correct order.



Aim: to practise functional language

Key: 3, 5, 1, 7, 4, 6, 2


- 2  WB p96 Use the words in the box to write sentences.

Aim: to give students further practice with *if* clauses



Key: 2 You'll never be an explorer if you don't know any Geography. 3 You'll never be a doctor if you don't know any Biology. 4 You'll never be a tour guide if you don't know any languages.

- 3   WB p96 Listen and say the words.

Aim: to show how *th* can be voiced or unvoiced

- 4  WB p96 Read. Write the underlined words in the table.

Aim: to practise saying the two pronunciations of *th*

- 5   WB p96 Listen, check and say the words.

Aim: to give students listening and speaking practice

Key: *they*: leather, mother, clothes, they, the, that, brothers, there, together; *think*: birthday, Thursday, theatre, three, thought, thing

Ending the lesson

Aim: to provide more practice of the two pronunciations of *th*

- Write the following words in random order on the board: /ə/ *Maths, thirty, thousand, Earth, worth, thirsty, healthy*; /ð/ *these, there, brother, other, weather, feather, together*.
- In teams, students put the words in two columns.
- Check as a class.

Extension activity

Aim: to give students further speaking practice

- Pairs swap dialogues from SB Activity 3.
- Pairs perform their new dialogues for the other pair.

Aims:

- to present and practise *What if ... ?*
- to practise speaking skills

Recycled language: actions, weather

Materials: CD

Language competences: Your students will be able to talk about situations using *What if ... ?*

Warm-up


Aim: to activate vocabulary

- Write *The weekend* on the board.
- Elicit about six typical weekend activities from students, e.g. *playing basketball, swimming, going to the park*.
- Write them on the board.

Presentation

Aim: to present *What if ... ?*


- Point to one of the activities on the board and make a suggestion using *Let's*, e.g. *Let's go to the park on Saturday*. A student responds.
- Have a student make another suggestion using one of the other activities. Respond with, e.g. *That's a good idea but what if it rains / is cold?*
- Prompt one of the students to reply, e.g. *We can go inside*.
- Write *What if it rains?* on the board. Students repeat.
- Prompt students to suggest using *Let's* and reply with *What if ... ?* for the other activities on the board.

- 1  SB p97 Read and listen to the dialogue.
What will Pete do on Sunday?

Aim: to practise *What if ... ?*


- Elicit who students can see in the picture (two boys).
- Read the activity instructions and check students know what to do.
- Play the recording. Students listen for the answer.
- They compare answers in pairs.
- Check with the class.

Key: If it's sunny, he'll build a tree house.

- 2  SB p97 Listen and say the dialogues.


- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the dialogues in pairs.
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 A: Let's eat these apples. B: But what if they are not good? A: Then we'll eat some bananas. 2 A: Let's buy that car. B: But what if it's too expensive? A: Then we'll buy a motorbike.

- 3  SB p97 Read the examples and play the *But what if ... ?* game.


Aim: to give students further practice with the new language

- The aim is to see who can make the longest chains.
- Students continue as long as they can without repetition.

- 1  WB p97 Read and complete the dialogue with the words from the box.

Aim: to give students further practice with the new language


Key: 2 what, 3 visit, 4 home, 5 'll, 6 food, 7 be

- 2  WB p97 Write questions. Use a different verb for each question.

Aim: to give students further writing practice with the new language

Key (possible answers): 2 will you do if there is a fire?

3 What will you do if there is a lion? 4 What will you do if it rains? 5 What will you do if a monkey takes your map? 6 What will you do if you find a village?

- 3  WB p97 Think about what you would do and write the answers.

Aim: to stimulate students' creativity

Ending the lesson

Aim: to review grammar from the lesson

- Elicit the sentences students wrote for WB Activity 3.
- One student says a sentence and another student tries to write it correctly on the board.

Extension activity

Aim: to consolidate the new language from the lesson

- Play the chain game from SB Activity 3 again.
- Make two teams.
- Give the teams a time limit, e.g. one minute. They see how many turns they can do in the time, without repetition.
- The team with the largest number of correct turns is the winner.

Aims:

- to present a story
- to develop reading skills

New language: submarine, destroy, hide

Recycled language: characters and language from the story, job vocabulary

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write Phoebe, Alex and Patrick on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab, experiments, Mr Davis, the gate, Pompeii (the past), rainforest (the present), a rock concert (the past), space restaurant (the future), the Wild West (the past), Istanbul (the present), London's Globe Theatre (the past), The Museum of the Future (2531).*

- 1 **SB pp98-99** Work in pairs. Look at the pictures and the title of the story.

Aim: to encourage prediction skills

- Read the activity instructions with the class. Check they know what to do.
- Students cover the text with paper.
- Give the students a time limit, e.g. two minutes, for the brainstorming.
- Elicit stories from different pairs using their words.

- 2 **CD 1 SB pp98-99** Read and listen to the story to find out if it is similar to or different from your story.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check how similar the story is to theirs.
- Discuss with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (The children helped Don escape from the submarine and he destroyed Orangehead XR-97) and where the gate was (in the computer room).

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *What was the sign on the door? (Don't enter.) Who decided to go in? (Patrick.) Who was in there? (A robot who wanted to be master of the world.) Where was the computer programmer? (Locked in the submarine.) What did the children do? (They got him out.) What happened to Orangehead? (He exploded.)*

- 1 **WB p98** Remember the story. Who hides in or on these vehicles? Write names. There is one extra picture.

Aim: to review the story

Key: 2 Patrick and Alex, 3 Extra picture, 4 Phoebe

- 2 **WB p98** Complete the summary with the missing letters. Each letter of the alphabet is missing once. Tick (✓) each letter when you use it in the grid below.

Aim: to check comprehension

Key: amazing, motorbikes, enter, decides, follow, robot, taking, world, Suddenly, hear, calling, help, submarine, box, job, program, dangerous, only, exactly, robots, recharging, computer, Don, quickly, saved

- 3 **WB p98** Write questions for these answers.

Aim: to review events in the story

Key (possible answers): 2 What does the sign say? 3 Where does Patrick find the box of tools? 4 What is Don's job? 5 What time do Don and the children go to the computer room?

Ending the lesson

Aim: to practise the story

- Put students into groups of four (the three friends and Don).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into pairs.
- Tell students to imagine what Don told one of his friends the next day about why he destroyed Orangehead and who helped him.
- Pairs take turns to role play Don talking to his friend to the rest of the class.

Aims:

- to practise reading for specific information
- to identify key events in a story

Thinking skills: focusing on values in a story

New language: look like

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Value: helping people

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends?* (In a museum of the future.) *What did the robot want to do?* (Take over the world.) *How did the friends help Don destroy him?* (They got Don out of the submarine.)

- 3 **SB p99** Complete the sentences. You can use 1, 2, 3 or 4 words.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They complete the sentences. Remind them to look back at the text to check.
- They compare their answers in pairs.
- Check with the class.

Key (possible answers): 1 they went in, 2 with an orange head / at the computer, 3 in a submarine, 4 that he was dangerous, 5 shut down, 6 destroy Orangehead XR-97

- 4 **Think!** **SB p99** Work in groups. Read and answer.

Aim: to give students practice with thinking laterally

Thinking skill: lateral thinking

- Focus students on the activity and elicit what they have to do.
- Put students into groups of four.
- They read the two problems and discuss possible answers.
- Go around the groups and prompt their thinking as appropriate.
- Elicit and discuss answers from pairs.

Key: 1 Because the two fathers are a grandfather, his son, and father's son. They are three people, but there are two fathers (the grandfather and the father), and two sons (the father and the son). 2 Because he named the robot 'Sunday'.

- 1 **Think!** **WB p99** Match the exhibits with the rooms in the museum from 2531AD. Then write four more items.

Aim: to give students practice with categorising vocabulary

Thinking skill: categorising

Key: transport: a scooter, school: a whiteboard, furniture: a sofa, gadgets: a mobile phone

- 2 **Values** **WB p99** What can we learn from the text on page 98 of the Student's Book? Colour the words.

Aim: to focus students on the value of helping people

Key: Try to help your friends

- 3 **WB p99** Choose one of the items from Activity 1. Imagine what it will look like in the year 2531AD. Draw a picture and write about it.

Aim: to enable students to apply world knowledge and write from a model

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of helping people

- Focus on examples in the story where the children helped people (they got Don out of the submarine).
- Elicit from students why this value is important and elicit examples from the students of when they have helped people.

Note: Some of this discussion may need to take place in L1.

Aims:

- to practise speaking skills
- to practise listening skills
- to practise reading skills
- to practise writing skills

Skills:

- taking part in a discussion
- listening for specific information
- reading for detail
- writing a description of a job

New language: detective, tester, ostrich, babysitter, golf, diver

Recycled language: present simple

Materials: CD

Language competences: Your students will be able to take part in a discussion.

Your students will be able to listen for specific information.

Your students will be able to read for detail.

Your students will be able to write a description of a job.

Warm-up

Aim: to activate vocabulary

- Write *Jobs* on the board.
- Brainstorm the jobs students know.
- Tell students that today they are going to read and talk about some unusual jobs.

1 SB p100 Discuss in pairs.

Aim: to activate world knowledge and encourage prediction

- Focus the students on the pictures. Elicit what they can see and check understanding of vocabulary.
- Students discuss in pairs which one they think is not real and what people do for these jobs.
- Elicit ideas but don't give any answers.

2 CD 4 SB p100 Listen and check your answers.

Aim: to listen for specific information

- Play the recording. Students listen and check.
- They compare their answers in pairs.
- Play the recording again. Check as a class.

Key: Elephant dancer is not real. A pet food tester tastes cat and dog food. A fruit cleaner makes oranges and lemons bright colours. A pet detective looks for missing animals. An ostrich babysitter sits with ostriches and makes sure they don't fight or eat the eggs. A golf ball diver dives into lakes and collects golf balls.

3 CD 4 SB p100 Listen again. Write t (true) or f (false). Correct the false ones.

Aim: to practise listening for detail

- Play the recording. Students correct the false sentences and compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 1 F Pet food testers never eat the food completely.
2 F They clean the fruit before it goes to supermarkets.
3 T 4 F It's a pretty easy job. 5 F They resell them in the golf shops.

4 SB p100 Work in pairs. Think of (or make up) an unusual job. Think of what the job involves and give the job a name.

Aim: to stimulate students' creativity

- Pairs make notes about their unusual job.

5 SB p100 Tell the class about your unusual job and decide which is the best one.

Aim: to enable students to practise oral presentation skills

- Pairs take turns to present their job in one minute.
- The students make notes as they listen. Write the job on the board at the beginning of each presentation.
- Take a class vote for the best idea.

6 SB p100 Write a short text about your unusual job.

Aim: to give students practice with writing a short text

- Students use their notes from Activity 4 to write a first draft.
- Pairs swap texts and give each other feedback.
- Students write a final draft in their notebooks.

1 CD 4 WB p100 Listen and tick (✓) the box. YLE

Aim: to practise listening for specific information

Key: 2 b, 3 c, 4 b, 5 a

Ending the lesson

Aim: to review the content of the lesson

- With books closed, elicit what information students remember about the jobs from SB Activity 1.

Extension activity

Aim: to encourage cooperation and peer appreciation

- Put students into groups of four.
- Students take turns to read their job descriptions.
- They discuss which they think is the best and why.

Aims:

- to practise speaking skills
- to practise reading skills
- to practise writing skills

Skills:

- taking part in a discussion
- reading for specific information
- completing a text

Thinking skills: focusing on the values in a story

New language: *firefighter, brave*

Recycled language: language from the unit

Language competences: Your students will be able to take part in a discussion.

Your students will be able to read for specific information.

Your students will be able to complete a text.

Value: accepting other people's suggestions

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what jobs students can remember from the previous lesson.

1 SB p101 Discuss in pairs.

Aim: to give students practice in discussing their opinions

- Elicit who is in the photo (a firefighter).
- In pairs, students discuss the questions.

2 SB p101 Read the interview with a firefighter. Does she like her job?

Aim: to give students practice in skimming and scanning

- Students read the text quickly to find out if she likes her job.
- They compare answers in pairs. Check with the class.

Key: Yes

3 SB p101 Read again and match the questions with the answers. There is one extra question.

Aim: to give students practice in reading for detail

- Students work individually and place the questions in the right place in the interview.
- They compare answers in pairs. Check with the class.

Key: 1 h/b, 2 f, 3 b/h, 4 a, 5 e, 6 g, 7 d

4 SB p101 Think of three more jobs. Are they usually done by men or women? What do you think about that?

Aim: to encourage students to apply world knowledge and to give opinions

- Students work in groups. They think of three jobs and discuss who usually does them and what they think about that.
- Open the discussion to the class.

1 WB p101 Work with a partner. One of you uses picture A, the other one looks at picture B. Don't look at each other's pictures. Talk about the picture and find the differences.

Aim: to practise paying close attention

Key: In picture A an old man is reading a magazine. In picture B he is listening to music. In picture A there is a dog behind a tree. In picture B the dog is standing next to the tree. In picture A four boys are playing football. In picture B four boys are playing volleyball. In picture A there is a boat in the pond. In picture B there are two boats in the pond. In picture A there is a plane in the sky. In picture B there is a helicopter in the sky.

2 Values WB p101 Complete the story with five words from the box.

Aim: to focus on the value of accepting other people's suggestions

Key: 2 rain, 3 great, 4 opened, 5 behind

3 WB p101 Now choose the best name for the story. Tick (✓) one box.

Aim: to enable students to practise reading skills

Key: The birthday present

Ending the lesson

Aim: to review the story

- Elicit the main points of the story in WB Activity 2.

Extension activity

Aim: to discuss the value of accepting other people's suggestions

- Focus on the point in the story where the boy didn't accept his friends' suggestions and what happened.
- Elicit from students examples of when they have accepted friends' suggestions and it has been helpful.

Note: Some of this discussion may need to take place in L1.

Aims:

- to integrate other areas of the curriculum through English: Maths

New language: *fractions, tear, half/halves, third, quarter*

Recycled language: language from previous units of *Super Minds Level 5*

Language competences: Your students will be able to use known language to talk about Maths in English.

Warm-up

Aim: to introduce the topic of Maths and fractions

- Write a fraction on the board, e.g. $\frac{3}{4}$. Ask students what this is (a fraction) and what subject they use it in (Maths).
- Find out whose favourite subject is Maths.
- Tell students they are going to learn to talk about Maths in English.

- 1 **SB p102** Read the ticket and choose the correct answers.

Aim: to activate students' understanding and prior knowledge

- Focus students on the information about the Museum of History. Read it through with the class.
- Read the activity instructions and check students know what to do.
- They answer the two questions individually and then check in pairs.
- Elicit answers from the class.

Key: 1 c, 2 a

- 2 **SB p102** Read the sentences and write the fractions.

Aim: to extend students' understanding of the topic

- Read the activity instructions with the class. Check students know what to do.
- Pre-teach / check understanding of *half, third, quarter, fifth*.
- They write the fractions individually and then compare what they have written in pairs.
- Check with the class by asking students to come and write the answers on the board.

Key: 1 $\frac{1}{2}$, 2 $\frac{1}{3}$, 3 $\frac{1}{4}$, 4 $\frac{1}{5}$

- 3 **SB p102** Look at the pictures. Write the words and then the numbers.

Aim: to give students further practice with reading and writing about Maths in English

- Focus students on the pictures and on the words in the box. Elicit what these words mean and their pronunciation.
- Students do the task individually and then check in pairs.
- Check with the class by asking students to come and write the answers on the board.

Key: 1 ninths $\frac{1}{9}$, 2 sixths $\frac{1}{6}$, 3 tenths $\frac{1}{10}$, 4 sevenths $\frac{1}{7}$

- 1 **WB p102** Write the fractions.

Aim: to give students further practice with fractions

Key: b five eighths, c a half, d two quarters, e three sixths, f five sixths, g four ninths, h one sixth, i two halves, j three eighths, k two fifths, l two quarters

- 2 **Think!** **WB p102** Read and think. Write the answers.

Aim: to give students practice with numerical calculations

Thinking skills: numerical calculations, understanding fractions

Key: 2 nine, 3 twenty, 4 four, 5 twelve, 6 six

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *Maths and how to talk about fractions in English*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In pairs or individually, students write or draw problems as in WB Activities 1 and 2 for other students to solve.

Aims:

- to extend the focus on Maths through English
- to enable students to complete a project

New language: *spend (time)*

Recycled language: Maths and fractions

Materials: paper to make pie charts

Language competences: Your students will be able to talk about Maths in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Maths and fractions

- With Student's Books closed, write some fractions, e.g. $\frac{3}{4}$, on the board. Ask students how we say them in English.
- Draw some shapes and colour in part of them (as in SB Activity 1) and ask students to tell you how much of the figure is coloured in.

1 SB p103 Read and colour.

Aim: to extend students' understanding of fractions

- Students do the task individually and then check in pairs.
- Elicit and discuss answers as a class. Invite students to come to the board and draw and shade in the figures.

2 Think! SB p103 Look at the coins and discuss in pairs.

Aim: to encourage students to apply their understanding

Thinking skill: applying world knowledge

- Focus students on the three questions. They discuss them in pairs.
- Open the discussion to the class. Demonstrate the answers using shapes to show how some fractions represent the same thing.

Key: 1 They are the same. 2 One quarter. 3 seven eighths, two thirds, two quarters / five tenths, two ninths

3 SB p103 Read, write the prices and answer the questions.

Aim: to give students practice with reading skills

- Have students read 1) and 2) aloud around the class.
- Students write the answers to the three questions.
- They compare answers in pairs. Check with the class.

Key: 1 £2, 2 £6, 3 They spent the same amount (both £6).

4

Project

SB p103

My weekend in fractions.

8

Aim: to enable students to follow instructions to complete a project

- Draw a pie chart on the board and show how they might divide and colour it.
- Brainstorm weekend activities and create a word map.
- Each student chooses a maximum of eight weekend activities and decides how much time they spend doing them.
- Students create their pie charts.
- Students display and compare their charts.
- Elicit and discuss the different activities as a class.

1

Think!

WB p103

Read, think and complete the tables.

Aim: to give students further practice with Maths

Thinking skills: numerical calculations, understanding fractions

Key: Rick: 4, Barbara: 2, Kylie: 2;

Pears: 14, Peaches: 6, Plums: 4, Bananas: 4

2

WB p103

Read and colour the sections.

Aim: to give students further practice with the topic

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *I learnt more about fractions and I have completed a project about my weekend.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

Aims:

- to consolidate language from the unit
- to develop interactive speaking skills

New language: *exhibition, queue*

Recycled language: language from the unit, transport vocabulary

Language competences: Your students will be able to plan and act out a short dialogue.

Warm-up

Aim: to review museum vocabulary

- Write *Museum* on the board.
- Elicit from students all the words they can think of connected to this topic, e.g. *exhibition, ticket office, ticket, café*.
- Write them on the board to create a word map.

1 **WB p104** Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play

- Tell students they are going to act out a short phone dialogue between someone who wants to visit the museum and the person at the museum information desk.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *Is the exhibition still on? How much are the tickets at weekends?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to their improvement points from the last role play.

2 **WB p104** Act out your dialogue.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short dialogues for the class.
- The class decides which of the dialogues is the best.

1 **WB p104** Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 father says, 3 will, 4 will she do, 5 if Jane, 6 don't do

2 **WB p104** There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.

Aim: to review sentence structure

Key: 2 If she's bored, the robot **will** play the piano for her. 3 What will you **say** if he asks us about the party? 4 If it **rains** tomorrow, we will stay at home. 5 If we win the match on Saturday, we will **have** a big party. 6 What will you do if your computer **stops** working?

3 **WB p104** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson

- Have two or three volunteer pairs perform their dialogues from the lesson again.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on the dialogues. Make general points and don't identify which pair you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

Aims:

- to consolidate language from the unit
- to raise awareness of writing an advertisement

New language: *universe, in trouble, fancy*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to plan and write a short advertisement.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

- 1 **SB p105** Read this advertisement for a robot and answer the questions below.

Aim: to review language from the unit

- Focus students on the text.
- Elicit what type of text it is (an advert) and what it is for (a robot).
- Focus students on the questions and read them through as a class.
- Students read the text individually and silently and answer the questions. They compare answers in pairs.
- Read the text through as a class and check the answers to the questions.
- Check understanding of vocabulary.

Key: 1 Because it's the most exciting robot in the universe.
2 It will make you happy. 3 It will help you. 4 It will bring an umbrella for you.

- 2 **SB p105** Imagine you are a scientist and are going to build a fancy robot. Write an advertisement for your robot.

Aim: to give students practice writing an advert

- Read through the activity instructions with the class and check students know what to do.
- Check understanding of *fancy*.
- Brainstorm ideas for things the robot will do, if necessary.
- Read through and discuss the *Tips for writers* with the class.
- Students work individually. They make notes using *Tips for writers* as a guide.

- Go around the class to check. Help as appropriate.
- Students write the first draft of their advertisements.
- Students swap advertisements in pairs and give each other feedback.
- Students write a final draft of their advertisements for their portfolios.
- Students turn to the My portfolio writing practice section on page 125 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p105** Find and write the words.

Aim: to practise spelling

Key: dentist, engineer, firefighter, fractions, farmer

- 2 **WB p105** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 dentist, 3 engineer, 4 farmer, 5 firefighter, 6 fractions

- 3 **WB p105** Imagine that you and your friend went for a drive with your robot. Write what happened.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 8, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

9 Mystery at sea

Aims:

- to present and practise ship vocabulary
- to give students listening practice

New language: *sail, mast, captain, lifeboat, porthole, cabin, barometer, rat, sailor, mystery, seasick, century*

Recycled language: language from previous units and levels of *Super Minds*

Materials: CD

Language competences: Your students will be able to talk about ships and the sea.

Warm-up


Aim: to introduce the topic of ships and the sea

- Draw a picture of a ship on the board. Elicit what it is.
- Ask if any students have been on a ship.
- Find out where they went and if they liked it.
- If no students have been on a ship, ask if they would like to and what they would like about it.

Presentation

Aim: to present ship vocabulary

- Read the text at the top of the page with the class. Check understanding.
- Use the picture in the Student's Book to further set the context and to present the vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words.
- Elicit what students think is happening in the picture.
- Elicit where the three friends were before this (in a museum of the future) and how they left there (through the gate in the computer room).

- 1**  **SB p106** Listen and say the words. Check with your partner.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

2 

SB p106 Read, listen and complete the sentences.

Aim: to practise listening

- Read the sentence stems aloud with the class.
- Check understanding. Encourage students to try to predict/remember how to complete the sentences.
- Play the recording. Students listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 older, 2 captain, mast, 3 hide, 4 cabin, porthole

3 

SB p106 Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary

- Demonstrate the activity with the class, using open pairs.
- Student A gives a definition of a word but doesn't say the word.
- Students then do the activity in closed pairs.
- Monitor pairs as they do the activity.
- Elicit some examples from different pairs.

1 

WB p106 Read the sentences. Do the puzzle.

Aim: to practise writing the new vocabulary

Key: Across: 4 captain, 6 barometer, 8 rat, 9 sail;
Down: 1 lifeboat, 3 cabin, 5 porthole, 7 mast

2 

WB p106 Look at the picture. How many objects are there?

Aim: to give practice with using the new vocabulary in context

Key: 2 six, 3 five, 4 three, 5 eight, 6 one, 7 three

Ending the lesson

Aim: to review vocabulary from the lesson

- Play the game again from SB Activity 3.
- Play in open pairs with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *A porthole is the window in a ship. It is round.*

Aims:

- to present the present perfect with *already* and *yet*

- to give students speaking practice

New language: *crazy*

Recycled language: ship vocabulary, countries

Materials: CD, world map, coins

Language competences: Your students will be able to use the present perfect with *already* and *yet*.

Warm-up

Aim: to review countries

- Use the map of the world to elicit the names of different countries.
- Write about ten countries on the board.

Presentation

Aim: to present the present perfect with *already* and *yet*

- Say the countries from the warm-up one by one. Ask students to put up their hands if they have been there.
- Say to a student who has not put up his/her hand, e.g. (Name), *you haven't visited France yet*. Say to a student who has put up his/her hand, e.g. (Name), *you've already been to France*.
- Write the two sentences on the board. Underline *already* and *yet*.
- Ask students which sentence tells them something has happened (*already*), and which one tells them it hasn't happened, but could do soon (*yet*).
- Focus students on the position of the two words.

- 1 SB p107 Read Paul's webpage. Tick (✓) or cross (X) the flags of the places he has visited.

Aim: to practise reading for specific information

- Elicit how many flags students recognise.
- Students read the text and mark the flags.
- They compare answers in pairs.

Key: ✓ 1 USA, 2 Mexico, 4 Brazil, 5 Chile, 7 Spain, 8 UK, 11 China, 12 India

- 2 SB p107 Listen and say the sentences.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise all the sentences in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually.

Key: 1 She hasn't been to London yet. 2 They've already found the money. 3 I haven't told you yet. 4 We've already read all the books. 5 You haven't done the shopping yet.

- 3 SB p107 Play the coin tossing game.

Aim: to give students practice with the new language

- Decide with the class which side of the coin is *already* and which side is *yet*.
- Demonstrate the activity. Toss the coin so it lands on the squares.
- Depending on which side the coin lands, a student says a sentence, e.g. *I haven't done my homework yet. I've already done my homework*.
- Students play the game in pairs.

- 1 CD 4 WB p107 Listen and circle.

Aim: to give students practice with past participles

Key: 2 been, 3 opened, 4 talk, 5 done, 6 walked

- 2 WB p107 Read and write the words. Use *already* and the present perfect form of the verbs from the box.

Aim: to give practice with present perfect with *already*

Key: 2 has already opened, 3 have already done, 4 have already had, 5 have already seen, 6 has already listened, 7 has already talked, 8 has already been

- 3 WB p107 It's Dan's birthday. Write sentences about the things he has already done or hasn't done yet.

Aim: to give students writing practice with present perfect with *already* and *yet*

Key: 2 He has already read all his birthday cards. 3 He has already opened his birthday presents. 4 He hasn't tidied away all the paper yet. 5 He hasn't played his new game yet. 6 He has already talked on the phone to his best friend.

- 4 WB p107 Read the poem. Write your own.

Aim: to give students practice with writing skills

Ending the lesson

Aim: to practise key language from the lesson

- Play the game again from SB Activity 3 as a class.

Extension activity

Aim: to review language from the lesson

- In groups, students read out their poems.
- If a student says something that another student has written, the other student says *Snap!*

Aims:

- to sing a song with the class
- to present different spellings of the /u/ phoneme, as in *book*, *would* and *put*

New language: *fuss*, *sea shanties*, *accordion*, *tin whistle*

Recycled language: ships and the sea, past simple

Materials: CD


Language competences: Your students will be able to join in with a song.

Phonics focus: Your students will be able to identify and say words containing the /u/ sound, contrasting it with words with the /u:/ sound.

Warm-up

Aim: to review ship vocabulary


- Write *Ships and the sea* on the board and draw a circle around it.
- Elicit the vocabulary from the unit as you create a mind map.
- Make sure students have their books closed.

- 1  SB p108 Listen and write the rhyming words. Then sing the song.

Aim: to sing a song with the class

- Play the recording. Students listen and write the words in the song.
- Students check in pairs. Check with the class.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.

Key: 1 ride, 2 side, 3 in, 4 swim, 5 see, 6 me, 7 sails, 8 whale, 9 sea, 10 me


- 2  SB p108 Listen and say the dialogue.

Aim: to identify and say words with the /u/ sound in *look*, *put* and *should*

Intonation: tactful criticism (Woody) and disagreement (Cookie)


- Remind students that words can have different spellings for the same sound. Write *look*, *put* and *should* on the board as examples.
- Play the recording. Students listen, read and repeat.

- Divide the class so that one half is Woody and the other half Cookie. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.

- 1  WB p108 Remember the song. Complete the words from the song to find where Grandma was.


Aim: to practise memorisation

Key: telescope, Grandma, fish, front, again, captain, anchor, whale, boat, sail, rubbed, drop, sea Feeding the birds


- 2  WB p108 Listen and write the numbers.

Aim: to give students practice with listening skills

Key (from left to right): 6, (1), 7, 2, 5, 3, 4


- 3  WB p108 Listen and say the words.

Aim: to show the long and short sounds of oo

- 4  WB p108 Write the words in the columns.

Aim: to practise the different sounds in *foot* and *boot* and identify some different spellings

Key: *foot*: should, woman, pull, wood, would, stood, took; *boot*: rule, soup, choose, glue, pool, school, blew

- 5  WB p108 Listen, check and say the words.

Aim: to give students listening and speaking practice

Ending the lesson

Aim: to review and extend /u/ and /u:/ vowel work

- Write the following longer-syllable words in random order on the board: /u/ sound: *football*, *colourful*, *woman*, *bookshelf*, *shouldn't*; /u:/ sounds: *chewing gum*, *toothpaste*, *computer*, *newspaper*, *fruit juice*.
- In pairs, students decide which words have the /u/ and which the /u:/ sounds, writing them in separate columns headed *foot* and *boot*.

Extension activity

Aim: to activate students' imaginations

- In groups, students write a new verse for the song, using the rhyming words from SB Activity 1 to help them.
- They practise their new song in their groups.
- Students either perform their songs for the class or write them on poster paper.

Aims:

- to present and practise present perfect questions with yet
- to practise speaking skills

New language: sweep

Recycled language: actions

Materials: CD

Language competences: Your students will be able to ask questions using the present perfect with yet.

Warm-up


Aim: to activate vocabulary

- Write *School days* on the board.
- Elicit about six typical activities students do on school days, e.g. *do homework, walk the dog, get the shopping, help in the house.*
- Write them on the board.

Presentation

Aim: to present present perfect questions with yet


- Point to one of the activities on the board and ask a question, e.g. *Have you walked the dog yet today?* A student responds *Yes, I have / No, I haven't.*
- Have a student ask another question of another student, using one of the activities on the board.
- Continue the activity using open pairs.

- 1  **SB p109** Listen. Complete the dialogues with the words from the box. Match the dialogues to the pictures.

Aim: to practise present perfect questions with yet


- Elicit who students can see in the small pictures (a sailor and a captain).
- Play the recording. Students listen and number the pictures.

Key: 1 cabin, 2 dinner, soup, 3 parrot, bath, 4 kitchen, dishes

- 2  **SB p109** Listen and say the questions and answers.


- Play the recording. Students listen and repeat.
- Students take turns to practise the dialogues in pairs.
- Students turn to the Grammar focus section on page 127 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise and check in pairs.

Key: 1 cleaned, I've already done it, 2 eaten, I haven't eaten/done it yet, 3 done, I've already done it, 4 tidied, I haven't done it yet

- 3  **SB p109** Play the housework game. Find out what your partner has or hasn't done this week.


Aim: to give students further practice with the new language

- Students do the activity in pairs.

- 1  **WB p109** Make sentences and questions.


Aim: to give students further practice with the new language

Key: 2 I have already tried out Mia's new bike. 3 Have you seen the new *Treasure Island* film yet? 4 I have already tidied my room.

- 2  **WB p109** Read and write the answers.

Aim: to give students further writing practice with the new language

Key: 2 No, I haven't been to New York yet, but I have already been to Los Angeles. 3 No, I haven't fed the cat yet, but I have already tidied my bedroom. 4 No, I haven't done my Maths homework yet, but I have already done my English homework. 5 No, the Bensons haven't sold their house yet, but they have already sold their car.

- 3  **WB p109** Look and write.

Aim: to extend students' understanding of the new language

Key: 2 The Dolphin has already got home, but The Shark hasn't got home yet. 3 She has already sent her email, but he hasn't sent his email yet. 4 He has already opened his present, but she hasn't opened her present yet. 5 She's already seen some fish, but she hasn't seen a whale yet.

Ending the lesson

Aim: to review grammar from the lesson

- In pairs, students ask and answer about jobs around the house using yet.

Extension activity

Aim: to consolidate the new language

- Students write in their notebooks the jobs around the house they have already done this week and the things they haven't done yet.

Aims:

- to present a story
- to develop reading skills

New language: *lock (v), incredible, journey*

Recycled language: characters and language from the story, ship vocabulary

Materials: CD

Language competences: Your students will be able to listen to and read a story.

Your students will be able to do a role play.

Warm-up

Aim: to review the characters and the context of the story

- Write *Phoebe, Alex and Patrick* on the board.
- Elicit what students remember about them from this and the previous units.
- Give prompts if necessary, e.g. *science lab, experiments, Mr Davis, the gate, Pompeii (the past), rainforest (the present), a rock concert (the past), space restaurant (the future), the Wild West (the past), Istanbul (the present), London's Globe Theatre (the past), The Museum of the Future (2531), The Mary Celeste (the past).*

- 1 SB pp110-111 Go through the text quickly and find answers to the questions.

Aim: to give students practice with skimming and scanning

- Read the activity instructions and the two questions with the class. Check they know what to do.
- Give the students a time limit, e.g. two minutes, for reading the text quickly and finding the answers.
- Students compare their answers in pairs.

- 2 SB pp110-111 Read and listen to the story to check your answers.

Aim: to present a story and to develop reading skills

- Play the recording. Students read and listen to check their answers.
- Discuss with the class.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (The children stepped through the yellow gate and arrived back in their playground before the Science lesson) and where the gate was (on the ship).

Practice

Aim: to check understanding of the story

- Check understanding of the story. Use prompt questions if necessary, e.g. *Where did the children hide? (In a lifeboat.) Who found them? (The sailors.) What did they find in the captain's cabin? (His diary.) What did Patrick see out of the porthole? (A green gate.) Who walked into the green gate and disappeared? (One of the sailors.) Who remembered the true story of the Mary Celeste? (Alex.)*

- 1 WB p110 Remember the story. Look at the pictures and complete the text.

Aim: to review the story

Key: 2 sailors, 3 captain, 4 cabin, 5 diary, 6 porthole, 7 table, 8 playground

- 2 WB p110 Read the text in Activity 1 again. Who (or what) do the underlined words refer to?

Aim: to check comprehension

Key: 2 the captain, 3 The diary, 4 Alex and Phoebe, 5 the green lights, 6 the ship, 7 the yellow gate, 8 Alex, Phoebe and Patrick

- 3 WB p110 Read and answer.

Aim: to review events in the story

Key: 2 Because Patrick sneezes. 3 They read the captain's diary. 4 Because he can see a green light. 5 Because the sailors disappeared when they walked into them. 6 Because they arrive before the Science lesson.

Ending the lesson

Aim: to practise the story

- Put students into groups of four (the three friends and the captain / Sam).
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.

Extension activity

Aim: to stimulate students' creativity

- Put students into threes.
- Tell students to imagine what Alex, Phoebe and Patrick decide to tell their friends when they get back to school.
- Threes take turns to role play the three friends discussing what to tell their friends.

Aims:

- to practise reading for specific information
- to identify key events in a story

New language: *the wrong way, UFO, alien*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the three friends? (On a ship.) What did they find? (The captain's diary.) What did Patrick see out of the porthole? (A green light.) Did the friends walk into the green light? (No, they went into the yellow light.)*

- 3 **WB p111** Match the sentence halves to make the summary.

Aim: to focus students on key events in the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what to do.
- They match the sentence halves. Remind them to look back at the text to check.
- They compare their answers in pairs.
- Check with the class.

Key: 1 h, 2 a, 3 f, 4 b, 5 g, 6 c, 7 d, 8 e

- 4 **Think!** **WB p111** Read and add another answer for each question. Then choose the best answer.

Aim: to give students practice with imagination

Thinking skill: imaginative interpretation of a text

- Focus students on the activity and elicit what they have to do.
- Do the first one as an example. Elicit possibilities from the students.
- Students add another possible answer for each one.
- They swap Student's Books and then choose the best answer in their partner's book.
- They swap books back again and share ideas on which explanations they like best.
- Discuss students' ideas as a class.

- 1 **WB p111** Read the captain's diary and write the words.

Aim: to give students practice with gap filling

Key: 2 couldn't, 3 ship, 4 were, 5 smoke, 6 at, 7 explosion, 8 morning, 9 ship

- 2 **Think!** **WB p111** Imagine you are the captain. Write a message in a bottle.

Aim: to stimulate students' creativity

Thinking skill: creative thinking

- 3 **WB p111** What places/times would you like the children to visit? Write a list.

Aim: to enable students to apply world knowledge and to give opinions

Ending the lesson

Aim: to stimulate students' personal reactions to a story

- Review the whole story with the class.
- Ask the students which their favourite part of the whole story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss and share ideas

- Put students into groups of four.
- They talk about the list of places they wrote for WB Activity 3. For each place, they give reasons why they would like the children to visit it.
- The group of four then choose the four best ideas in their group.
- Elicit these four ideas from each group and discuss as a class.

Aims:

- to practise speaking skills
- to practise reading skills

Skills:

- reading for specific information
- taking part in a discussion

New language: truth, weird, Bermuda Triangle, Florida, Bermuda, Puerto Rico, disappear, mysterious, cause (v), whirlpool, on board

Recycled language: present simple

Language competences: Your students will be able to read for specific information. Your students will be able to take part in a discussion.

Warm-up

Aim: to activate vocabulary

- Write *Mary Celeste* on the board.
- Brainstorm what students remember about the story of the ship and what happened to the crew.
- Elicit if they know of any other mysteries like this.

- 1 SB p112 Read the article and match the questions from the box with the answers.

Aim: to activate world knowledge and practise reading skills

- Focus the students on the pictures. Elicit what they can see and check understanding of vocabulary.
- Read the activity instructions with the class and check they know what to do.
- Read the article aloud around the class. Discuss each section to check understanding.
- In pairs, students decide where each question goes.
- Check as a class.

Key: 1 What is it? 2 Where is it? 3 What has happened there? 4 So what's the truth?

- 2 SB p112 Read again and correct the sentences.

Aim: to read for detail

- Read the questions with the class and check students know what to do.
- Students re-read the text silently to correct the sentences.
- They compare their answers in pairs.
- Check and discuss as a class.

Key: 1 The Bermuda Triangle is in the Atlantic Ocean. 2 Ships and planes disappear in the area. 3 The US *Cyclops* was a ship. 4 In 1945, a group of fighter planes

disappeared in the area. 5 A lot of ships sail in the area. 6 The weather is not always good in the area.

- 3 SB p112 Discuss in pairs. What do you think?

Aim: to give students practice in taking part in a discussion

- Check students understand what to do. Elicit complete sentences using the prompts.
- Put students into pairs.
- Monitor the pairs and prompt their discussions if necessary.
- Open the discussion to the whole class.
- Try to include as many students as you can in this open discussion.

- 1 WB p112 Look and read. Write words to complete the sentences about the story.

Aim: to practise reading for specific information

Key: 2 was ten, 3 one brother, 4 60 people, 5 broke, 6 get into the lifeboat, 7 saved, 8 presents

Ending the lesson

Aim: to review the content of the lesson

- With books closed, elicit what information students remember about the story in the WB.
- Ask *Do you think Grace was brave? Would you do the same thing?*

Extension activity

Aim: to give students practice in writing about their opinions

- Students write a short text giving their opinions about the Bermuda Triangle. They use points from the discussion in SB Activity 3.
- Pairs swap texts and give each other feedback.
- Students then write a final draft of their own texts.

Aims:

- to practise listening skills
- to practise writing skills

Skills:

- listening for specific information
- writing about a picture

New language: creature, mermaid, Loch Ness monster, Kraken, octopus

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to write a short text about a picture.

Warm-up

Aim: to review key language

- With Student's Books closed, elicit what students can remember about the mysteries from the previous lesson.

1 CD 4

SB p113 Listen to the radio show *Mysteries of the Deep* and write the names of the creatures under the pictures.

Aim: to give students practice in listening for specific information

- Focus students on the pictures and elicit what they can see (monsters and sea creatures). Ask if students know the names of any of them.
- Focus students on the names in the box and on the activity instructions. Check they know what to do.
- Play the recording. Students listen and label the pictures. They compare their answers in pairs.
- Play the recording again if necessary.
- Check with the class.

Key: 1 Kraken, 2 Loch Ness monster, 3 mermaids

2 CD 4

SB p113 Listen again and write the names of the creatures next to the sentences.

Aim: to give students practice with listening for detail

- Focus students on the activity instructions.
- Check they know what to do. Read the sentences through with the class and give them time to try to predict the answers.
- Play the recording again. Students write the answers and check in pairs.
- Play the recording again.
- Check with the class.

Key: 1 Kraken, 2 Loch Ness monster, 3 mermaids, 4 Loch Ness monster, 5 Kraken, 6 mermaids

3 SB p113 Draw a picture of a sea monster. Give it a name and write a few sentences about it.

Aim: to give students practice in writing from a model

- Read the activity instructions with the class. Check students know what to do.
- Students work individually. Give a time limit for students to draw their sea monsters first.
- Students then write about their monsters. Go around the class and help with vocabulary as appropriate.

1 WB p113 Match the sentences.

Aim: to give students practice with sentence structure

Key: 2 e, 3 a, 4 b, 5 d, 6 f

2 WB p113 Write about the 'Jammlup' and say what it does.

Aim: to give students practice with writing a description

3 Think! WB p113 Look and read. Is the diver lying?

Aim: to stimulate students to think laterally

Thinking skills: lateral thinking

Key: Yes, the diver is lying. In the year 312BC they did not know it was 'BC' yet.

Ending the lesson

Aim: to review the story

- Elicit what students remember about the three monsters and sea creatures from SB Activity 1.
- Ask them which they think is the best one and why.

Extension activity

Aim: to enable students to share ideas and give feedback

- Put students into groups of six.
- They take turns to read about the Jammlup from WB Activity 2.
- They decide which parts of each text they like best and then produce a composite text from the group.
- Each group takes turns to read out their composite text to the class.
- The class votes for the best one.

Aims:

- to integrate other areas of the curriculum through English: Geography

Thinking skills: values

New language: salty, border (v)

Recycled language: language from previous units of *Super Minds Level 5*

Language competences: Your students will be able to use known language to talk about Geography in English.

Value: learning about the environment

Warm-up

Aim: to introduce the topic of Geography and the oceans and seas

- Brainstorm with the class as many names of oceans and seas as they know.
- Ask them if they know how much of the Earth is covered by water.

- 1 **WB p114** Read and write the names of the oceans on the map above.

Aim: to activate students' understanding and prior knowledge

- Focus students on the text. Tell them to skim the beginning of the text to find out how much of the Earth is covered by water (70%).
- Read the activity instructions with the class and check understanding.
- First students discuss in pairs and try to remember the names of the oceans and seas.
- Then they read the text to find the information and label the map.
- Pairs compare their answers with other pairs.
- Check with the class.

Key: 1 Arctic Ocean, 2 Atlantic Ocean, 3 Pacific Ocean, 4 Indian Ocean, 5 Southern Ocean

- 2 **WB p114** Match the seas from the box to the map below.

Aim: to extend students' understanding of the topic

- Focus students on the map and on the activity instructions.
- Check students know what to do.
- Provide them with reference books and/or the Internet.
- In pairs, they find out where the seas are.
- Pairs check with other pairs.
- Check with the class.

Key: 1 the Aral Sea, 2 the Caspian Sea, 3 the Sea of Azov, 4 Mediterranean Sea, 5 the Black Sea

- 1 **WB p114** Underline the mistakes and correct the sentences.

Aim: to give students further practice with the topic

Key: Oceans cover about 70% of Earth's surface. They contain more than 90% of Earth's water. There are five oceans. The smallest is the Arctic Ocean around the North Pole. The biggest is the Pacific Ocean between Asia and America. The Atlantic Ocean lies between west Africa and Europe and North and South America. The Indian Ocean borders east Africa, south Asia, west Australia and Antarctica. Finally, there is the Southern Ocean, which is around Antarctica.

- 2 **Values WB p114** Read and answer the questions.

Aim: to focus on the value of learning about the environment

Key: 2 It is more than twice the size of France. 3 They die slowly. 4 You shouldn't throw things made of plastic into the water.

- 3 **WB p114** Look at the pictures. Write the story.

Aim: to give students practice with writing a story

Key (sample answer): The bag floated down into the water where there were lots of little fish. A big hungry fish swam along. It opened its mouth to eat the little fish and ate the bag as well. The bag went into the fish's stomach and it died slowly.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *seas and oceans around the world, what they are called, where they are and how important it is to look after the environment.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their understanding of the topic

- In groups of four, students take turns to read each other's stories from WB Activity 3.
- They say which story they like best and why.

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

New language: eventually, flow, evaporate, trench

Recycled language: topic of Geography and the seas and oceans

Materials: reference books or the Internet, large sheets of paper, coloured pens

Language competences: Your students will be able to talk about Geography in English.

Your students will be able to complete a project.

Warm-up

Aim: to review Geography and the seas and oceans

- With Student's Books closed, elicit what students remember about the seas and oceans from the previous lesson.

- 1 **Think!** **SB p115** Look at the pictures. Why are seas saltier than rivers?

Aim: to extend students' understanding of the topic

Thinking skill: applying world knowledge

- Focus students on the picture for Activity 1. Elicit what they can see.
- Read the activity instructions and question.
- Tell them to read the text quickly to find the answer.
- Students compare their answers in pairs.
- Check with the class.
- Read the smart fact with the class and check understanding.

Key: Because salt travels down from the rivers into the sea.

- 2 **Project** **SB p115** Research a river.

Aim: to enable students to follow instructions to complete a project

- Read the project prompt questions and steps with the class and check they understand what to do.
- Supply students with the materials they need. Place them on a table at the front of the class and tell them to come and get them when they need them and replace them when they have finished.
- Brainstorm/list names of rivers if appropriate.
- Set a time limit for each phase of the project and write it on the board.
- Students work individually.

- Go around the class and check students' work. Give help or advice as appropriate.
- Students write their texts and complete and label their maps.
- Students display their work in the classroom.

- 1 **WB p115** Look at the pictures. Put the sentences in order.

Aim: to give students further practice with the topic

Key: 4, 2, 3, 1

- 2 **WB p115** Use the Internet to find the answers to these river questions.

Aim: to enable students to practise research skills

Key: 1 Nile, 2 Antarctica, 3 Hudson, 4 Asia, 5 Rhine, 6 Huang He, 7 Amazon, 8 Mississippi

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt about today, e.g. *learnt more about oceans and seas and about evaporation and I've completed a project about a river.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

Aims:

- to consolidate language from the unit
- to promote student-student cooperation

New language: *unexplained*

Recycled language: language from the unit


Materials: CD, materials for the mini presentation

Language competences: Your students will be able to prepare and present a small group talk.

Warm-up

Aim: to review vocabulary for mysteries


- Write *Mysteries* on the board.
- Brainstorm mysteries students read about.
- Elicit other ones they know and write them up.

- 1  **SB p116** Listen to Ruby, Mike and Sue talking about UFOs. Put these key words in the order you hear them.

Aim: to give students listening practice

- Play the recording. Students listen and number the key words in the order they hear them.
- Students compare their answers in pairs.
- Play the recording again if necessary. Check with the class.

Key: 1 UFO, 2 farmer, 3 scientist, 4 little green men

- 2  **SB p116** Listen again and answer the questions.

Aim: to provide a model for the presentations

- In pairs, students try to remember the answers from the previous listening.
- Play the recording again.
- Students listen for the information and compare in pairs.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Tips for presenters* through with the class.


Key: 1 UFOs. 2 Mike tells the story of the farmer who saw a bright object land and then disappear. 3 Sue says that nobody has ever found a UFO and that there is no clear photo of a UFO.

Preparing for and delivering small-group talks

Aim: to collaborate with other students and to give a small-group talk


- Focus students on *Find out about it*. Give them a time limit.

- Focus students on *Prepare it*. Give them a time limit.
- Monitor groups as they prepare their talks.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening, to keep them focused, e.g. *Write down two pieces of information that really interested you.*
- Re-read the *Tips for presenters* through with the class.
- Remind students to look at the notes they made after their last presentation on what they wanted to improve.
- Groups take turns to present their talks.
- After each presentation, go around the class to get feedback on the listening task.

- 1  **WB p116** Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.


Aim: to review language from the unit

Key: done the shopping yet? James has not tidied his bedroom yet. I have already read two books this week.

- 2  **WB p116** Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 Have they seen the new film yet? 3 I haven't eaten my soup yet. 4 Have you tidied up your bedroom yet? 5 He's been to the USA, but he hasn't been to New York yet. 6 We haven't done our homework yet.

- 3  **WB p116** Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit

- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills

- Give students your feedback on their group talks. Make general points.
- In groups, students discuss how they think their own talks went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook for the next presentation.

Aims:

- to consolidate language from the unit
- to raise awareness of using connectors when writing a summary

New language: *accident, summary, episode, kids*

Recycled language: language from the unit

Materials: students' portfolios

Language competences: Your students will be able to use language from the unit to make a section for their portfolios.

Your students will be able to plan and write a summary using connectors.

Warm-up

Aim: to review the topic of portfolios

- Elicit what students did in their portfolios for the previous unit.
- Students compare each other's portfolios.

- 1 **SB p117** Read the summary of the first four episodes of the Time Travellers and complete with the words from the box. Use each word twice.

Aim: to review language from the story

- Elicit what type of text it is (a summary) and what it is a summary of (the Time Travellers story).
- Students read and put the words into the gaps.
- They compare answers in pairs. Check as a class.

Key: 1 and, 2 so, 3 but, 4 because, 5 and, 6 so, 7 because, 8 but

- 2 **SB p117** Read the summary of the next three episodes. Write it again and use *and*, *so*, *but* and *because* to put together the sentence pairs that are marked in colour.

Aim: to give students practice using connectors

- In pairs, students decide which connectors to use.
- Students then rewrite the whole text in their notebooks, adding the connectors to the colour coded sentences.

Key: The waiter tells them that the meal costs 60,000 goldstars, but the children don't have any money. He doesn't do anything because he is scared of the robbers. The sheriff arrests them and the kids disappear through the gateway. She is lost, so the boys try to find her.

- 2 **SB p117** Write a summary of the final three episodes of the Time Travellers. Use *and*, *so*, *but* and *because* to put sentences together.

Aim: to give students practice in writing a summary

- Brainstorm the main events from the last three episodes of the Time Travellers. Create a word map on the board.

- Read through and discuss the *Tips for writers*.
- Students make notes.
- Students write the first draft of their summaries.
- Students swap summaries in pairs and give feedback.
- Students write a final draft for their portfolios.
- Students turn to the My portfolio writing practice section on page 126 of the Workbook.
- Work through the exercises with the class.

- 1 **WB p117** Find and write the words.

Aim: to practise spelling

Key: 2 ocean, 3 mermaid, 4 captain, 5 porthole, 6 lifeboat

- 2 **WB p117** Complete the sentences with the words from Activity 1.

Aim: to review unit vocabulary

Key: 2 captain, 3 lifeboat, 4 mermaid, 5 porthole, 6 cabin

- 3 **WB p117** Look at the pictures and write the story. Use the ideas to help you write about each picture.

Aim: to practise writing skills

Key (sample answer): The weather was terrible. Ian McIver, the Captain of the *Adventure*, an old sailing boat, was really worried. The weather was getting bad and the waves were getting bigger. Suddenly one of the sailors saw that the boat was breaking. He shouted to the captain and they got the lifeboat ready. They didn't have much time to get everyone in and a few minutes later the boat sank. A few days later they saw land and they knew they were safe.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- They look through each page of Unit 9, at their vocabulary books and at their portfolios and discuss what they have learnt in this unit.
- Encourage students to talk about what they have learnt and are good at, as well as what they need to improve.

Tapescript

The Science lesson

CD1 Track 03

Student's Book p. 4, Act 2

Patrick: Wow! What happened?

Phoebe: I don't know. But I think you did something wrong.

Alex: You added two spoons of blue powder. The instructions said one spoon.

Patrick: But look - it's really cool. Look at all these bubbles.

Phoebe: I don't think Mr Davis is very happy. Look, He's coming towards us.

Mr Davis: What happened here?

Patrick: Nothing. It was just a small accident.

Mr Davis: Hmm. It doesn't look like a small accident to me. Did you follow the instructions carefully?

Patrick: Yes.

Phoebe: Maybe we did something wrong.

Mr Davis: Well, try and be a bit more careful, please.

Alex: OK.

Mr Davis: And Patrick, why aren't you wearing your safety goggles?

Patrick: I don't know where they are.

Mr Davis: Well, get some more from the shelf over there.

Patrick: OK.

Mr Davis: Remember - safety is very important in the Science lab. Now carry on with the other instructions.

Alex: Thanks for getting us into trouble, Patrick.

Patrick: Sorry.

Disaster!

CD1 Track 13

Student's Book p. 10, Act 2

Patrick: Wow! What happened? Where are we?

Alex: I don't know. But I think it was some kind of gate.

Patrick: What do you mean?

Alex: That light in the Science class. We went through a gate. It was a gate into ...

Phoebe: ... the past!

Alex: That's right. We travelled through time.

Patrick: So we're Time Travellers, and we must be in the past now! How do we get home?

Alex: I've no idea. But first we've got to find out where we are.

Patrick: This place is cool. Those houses are beautiful.

Phoebe: And look at those gardens and fountains. And those statues ...

Patrick: But where are all the cars? There are only horses and carts!

Phoebe: That's because we're in the past! That's an amazing building over there - the one with the columns and vases.

Alex: It's a kind of temple.

Patrick: So where are we?

Phoebe: I think I know. See that mountain back there?

Patrick: The one with the funny cloud on top?

Alex: That's not a cloud. It's smoke. And that's not a mountain. It's a volcano.

Patrick: A volcano?

Phoebe: That's right. In our History lesson, we learned about a Roman city called Pompeii and a volcano called Vesuvius.

Patrick: Did we?

Phoebe: Yes. This isn't good. Come on, quickly! Let's go!

CD1 Track 22

Student's Book p. 17, Act 1

Radio host: Good morning. I'm Ashley Standard and this is our series on organisations who help in natural disasters. Today we're talking about an organisation that has helped millions of people all over the world - the Red Cross, or the Red Crescent as it is sometimes called. Here is a report that was made during the terrible disaster in New Orleans in 2005.

Radio reporter: We're here on the ground in New Orleans, the city that was hit by one of the most terrible natural disasters ever. Last night, Hurricane Katrina killed lots of people, and destroyed the lives and the homes of even more. People are desperate. They have lost everything - their families, their neighbours, their homes, their cars, and their jobs. Many of them have nothing to eat, they have no clean water to drink, and they have no place to stay for the night. Many of them are hurt and need medical help.

Radio host: After Hurricane Katrina, the international Red Cross helped many of the people in need, and with me in the studio is Thomas Cartney, an emergency helper with the organisation. Welcome to the studio, Tom!

Tom: Thanks, Ashley.

Radio host: Tom, you were one of the Red Cross helpers when Hurricane Katrina happened. How was that for you?

Tom: It was unbelievable. The disaster was so big, you know, almost 2,000 people were killed. We worked for weeks down there, night and day. We hardly got any sleep ...

CD1 Track 24

Workbook p. 17, Act 1

Boy: Oh, look, Dad. The fire's terrible.

Dad: That's right. Look, there are flames in the park now.

Boy: Look, Dad. There's the fire brigade.

Dad: That's right. There's Mr Roberts there. He's a very good fireman. Let's hope he can help.

Boy: Mr Roberts? Who's that, Dad?

Dad: He's the one with the hose. He's pouring water on the flames.

Boy: Ah, that's Mr Roberts. Look, Dad. There's David. What's he doing there?

Dad: David? Where is he?

Boy: He's the boy on the bike.

Dad: The one who is talking to a fireman?

Boy: No, not there - David is the boy on the bike, on the other side of the road. Look, Dad. There's Mr Richards, our neighbour.

Dad: Mr Richards. Really?

Boy: Yes. Look at those two firemen next to the fire engine. Dad, Mr Richards is holding his helmet. He's the one who is taller than the other fireman. And I think the other fireman is your friend, William.

Dad: That's right. That's William. He's the shorter one of the two. I think they're about to help.

Boy: Look at that, Dad. There are some people running away from the park café.

Dad: Yes, it's a very dangerous situation for them. The flames are coming pretty close. Look at that boy. He's fallen down. I hope it's nothing serious.

Boy: I think he's hurt his knee. Oh, it's Harry from my class, Dad. I hope he's OK.

Dad: Yes, I hope he is. Look, there's a girl helping him.

Boy: Yeah. That's his sister, Helen.

Dad: Who's Helen? Do you mean the blonde girl next to him?

Boy: No, I mean the one on the other side, the girl with dark hair.

Dad: Oh, I see.

CD1 Track 25

Student's Book p. 20, Act 1

Mark: What is a tornado? It's a very strong wind. It goes round and round very fast. Every year there are lots of tornadoes in the USA.

Amy: Here you can see a picture of a typical tornado. Tornadoes are very powerful. They destroy buildings, bridges, trees and cars. Tornadoes can kill lots of people.

Rob: On May the 22nd 2011 a tornado hit the city of Joplin in the USA. First there was a loud noise. Then the windows in the buildings broke. The tornado took off roofs and destroyed some houses completely.

Lisa: Fires also started because electric wires broke. It was a terrible disaster. More than 90 people died and many had to go to hospital.

In the rainforest

CD1 Track 28

Student's Book p. 22, Act 2

Phoebe: It worked. We escaped from Pompeii. Just in time too!

Patrick: So it's definitely a gate that sends us through time.

Phoebe: We're Time Travellers. Wow, that's amazing.

Alex: I don't feel so good. I'm a bit dizzy. Where are we now? And are we in the present, the past or the future?

Patrick: Well, we're definitely in a jungle. I think we're in India.

Alex: In India? How do you know?

Patrick: Look at that pool - there's a big cat next to it. I think it's a tiger. It's looking at the big branch near the water.

Alex: Yeah. I see it. But that isn't just a branch. It's also a snake. A big snake.

Phoebe: That snake is an anaconda. And that isn't a tiger. It's a jaguar. Tigers have stripes. Jaguars have spots like this one. I think we're in South America, in the Amazon rainforest.

Alex: Aren't you clever! So what's that animal hanging from the other branch?

Phoebe: That's a sloth.

Patrick: Are they dangerous?

Phoebe: Don't be silly. They only eat leaves!

Alex: And that bird with the colourful beak? What's that?

Phoebe: It's a toucan.

Alex: So how do you know about all these animals?

Phoebe: I've got a book on the Amazon rainforest.

Patrick: Hey, look at this beautiful frog on the leaf!

Phoebe: Don't touch that! It's poisonous.

Patrick: Thanks. I didn't know that.

Phoebe: OK. Let's get going. We have to find a way out of this place.

CD2 Track 02

Student's Book p. 28, Act 1

If you're scared of spiders then here's one eight-legged creature you won't want to meet. The goliath bird-eating spider is the largest spider in the world and is found in the jungles of northern South America. This spider is an incredible 30 centimetres across. That's the size of a small pizza! Despite its name, this spider's not really all that keen on birds. It prefers meals of frogs, small snakes, insects and lizards. The female spider can live for 25 years, but most male spiders are lucky to live for more than a year. The female likes to kill her husband after she lays her eggs!

Everyone knows the tiger, but did you know it is the biggest of the four 'big cats' - that means it's bigger than the lion, the jaguar and the leopard. A fully grown adult can be more than three metres long from head to tail. The Bengal tiger is found in India where there are only about 2,500 left in the wild! Tigers live for up to 15 years. Tigers eat everything but they really love buffalo, deer and sometimes crocodiles. They also eat humans, so this really is one killer creature to stay away from.

CD2 Track 04

Workbook p. 29, Act 1

Woman: Hello, Daniel. Would you like to colour this picture?

Daniel: Yes, I would.

Woman: What would you like to colour first?

Daniel: The horse.

Woman: There are two. Colour the one next to the tree.

Daniel: OK. I'll colour it brown and white. What shall I colour next?

Woman: Let's see. Can you see the children?

Daniel: Yes, I can. They are playing with small animals.

Woman: Right. Look at the girl with the long hair.

Daniel: Shall I colour her hair red?

Woman: OK. Now look at the two cars. Write 'jungle' on the bigger one.

Daniel: OK. Shall I colour it?

Woman: No. Colour the smaller car grey.

Daniel: OK.

Woman: Now look at the river. There is a boat with two men in it.

Daniel: Yes, they are fishing.

Woman: Colour the T-shirt of the man on the right blue.

Daniel: Blue. OK. Done it.

Woman: And draw a cap on the man on the left's head.

Daniel: On the left. All right. A lovely cap for him.

Woman: Now draw another boat in the middle of the river.

Daniel: OK. Shall I draw anything else?

Woman: No. No more drawing. Can you see the three people talking?

Daniel: Yes, I can.

Woman: Colour the woman's jeans green.

Daniel: So the woman's got green jeans.

Woman: Yes, and colour the man's trousers brown.

Daniel: Which man?

Woman: The one with the glasses. Last thing now.

Daniel: OK.

Woman: Colour the monkey on top of the tree black.

Daniel: Done it. Is that all?

Woman: Yes, that's it. Hope you had some fun.

The rock 'n' roll show

CD2 Track 07

Student's Book p. 34, Act 2

Alex: We did it. We got out of the jungle.

Patrick: I told you we had to jump.

Phoebe: You were right, but it was scary.

Alex: But where are we now?

Phoebe: We're on stage at a show. Wow, this music is great! I want to dance.

Alex: It's a bit loud. Probably because we're standing next to the speakers.

Patrick: It's Elvis Presley! I think we're in the 1950s and out there in the spotlight is the most famous star of rock 'n' roll.

Alex: Who?

Patrick: You don't know Elvis Presley, the king of rock and roll! One of the most famous singers of all time!

Alex: OK, I know who he is. How do you know so much about him?

Patrick: My grandmother's a big fan of his. She plays his music all the time.

Alex: Well, I don't like it very much. It's a bit old-fashioned. I like modern pop music.

Patrick: Well, you don't know anything about music then.

Phoebe: Can you two be quiet? I'm trying to enjoy this music.

Alex and Patrick: Sorry!

CD2 Track 18

Student's Book p. 40, Act 1

The Cadillac Series 62 was built in 1955. It was very popular in America. The Cadillac Series 62 was a very big car. It was almost six metres long and it was very heavy. It had a really big engine and, of course, it used lots of petrol, but people weren't worried about petrol in the 1950s. It came in lots of colours, even in pink. Young people over 16 loved to borrow their parents' Cadillac and spent hours driving around along the main roads of their towns on Saturday and Sunday evenings.

Rock 'n' roll influenced what teenagers wore in the fifties. Swing skirts became popular with girls. Girls would stand in front of a large mirror and practise swinging their skirts. When they danced rock 'n' roll, they looked spectacular in their swinging skirts.

But often parents were not happy with what their daughters were wearing and most of them didn't like the music their children loved.

The jukebox was very popular in the fifties. It was a machine that played songs. It held from 50 to 120 records. This was before CDs were invented. The jukebox had lists of the titles of songs and next to each song there was a letter and a number. People selected the song they wanted to hear. They put some money into a slot and then pressed the buttons with the letters and the numbers of the song they wanted to hear.

CD2 Track 26

Student's Book p. 44, Act 1

Jasmine: My favourite singer is Jake Goodwin. I often listen to his music. I have downloaded most of his songs on my MP3 player. Jake was born in 1995. He's from Australia. He won a TV singing competition and he became famous. Now he's got lots of fans. His album 'Yesterday, Tomorrow' was a top ten hit in lots of countries. He sings and plays the electric guitar.

Jake Goodwin is really popular. He sold his first bike for 20,000 dollars. He gave the money to a home for animals. That's nice, isn't it? I really like that. My favourite song is 'Let's get going'.

Space restaurant

CD2 Track 28

Student's Book p. 46, Act 2

Phoebe: Well, we're not in the past any more. This looks like somewhere from the future.

Alex: So we can travel forwards and backwards in time. That's amazing!

Patrick: I think we're in some kind of a restaurant. Look, a knife and fork, a spoon. Salt and pepper.

Alex: Yeah, I love the napkins. Let's sit down. I'm hungry.

Phoebe: No, that's not polite. Let's wait for the waiter.

Robot: Welcome to the restaurant at the edge of the universe.

Patrick: Wow! Are we really at the edge of the universe?

Robot: Yes, that's right.

Alex: Well, I'm hungry. Are you open?

Robot: Yes, of course. We serve meals from midnight to six o'clock in the evening.

Phoebe: You mean from six to midnight?

Robot: No, from midnight to six.

Patrick: I don't understand.

Robot: Well, we are at the edge of the universe and time goes backwards here.

Alex: So what's the date today?

Robot: It's the 22nd of March 3002.

Phoebe: 3002?

Robot: Yes, that's right.

Phoebe: It's my birthday! I'm a thousand years old!

Patrick and Alex: Happy birthday, Phoebe.

Robot: Happy birthday.

CD2 Track 35

Workbook p. 52, Act 1

Boy: Let's see the next photo.

Girl: This one is of the hotel restaurant where we had our lunch every day.

Boy: So you ate outside?

Girl: Yes, the weather was really good. It was a really good restaurant.

Boy: So who are all these people?

Girl: They're the other guests. We got to know them all really well.

Boy: He's not a guest.

Girl: No, that's David, the waiter. He was really fun.

Boy: So who's that man reading the paper?

Girl: That's Robert. He was on holiday by himself. He was nice, but he wasn't as fun as the others. He spent most of the time reading his paper.

Boy: And who are these two here?

Girl: That's Katy and her daughter Betty. Betty spent the whole holiday with an ice cream in her hand.

Boy: What about her dad? Was he with them?

Girl: Yes, Katy's husband is called David.

Boy: Like the waiter.

Girl: Yes, like the waiter. But he's not in this picture.

Boy: And this couple here?

Girl: That's Helen and her husband. What was his name? Richard. No, sorry, that was their son. Um, Harry. That's right. Helen and Harry. They were really nice.

Boy: And did they have children with them?

Girl: Yes, a boy called Oliver and a girl called May.

CD2 Track 36

Student's Book p. 53, Act 2

To make a hot chocolate Swudge drink you will need:

One bottle of chocolate sauce
One bag of green jelly sweets. You know, the ones with sugar on them.
85 grams of good milk chocolate.
150 millilitres of cream
Four tablespoons of sugar
And two balls of chocolate-mint ice cream. It can be any ice cream, but chocolate mint is my favourite.

CD2 Track 37

Student's Book p. 53, Act 3

OK, the first thing you need to do is fill a quarter of the glass with chocolate sauce. Then take the jelly sweets and cut them into pieces. You might want to ask an adult for help here. Remember, this is your Swudge, so try and make it look like grass.

Now for the cooking bit. Again get an adult to help you. Break the chocolate into small pieces and put them in the pan. Put the pan on the cooker and start to melt the chocolate. Add the cream and sugar and mix well. Don't let it get too hot.

When you have a nice runny chocolate mixture, pour it quickly into the glass on top of the chocolate sauce. Now add the ice cream and put your Swudge around the top of the glass.

Finally, pour more chocolate sauce on top of the ice cream to make a waterfall.

Now pick up your straw and start drinking! Enjoy.

The Wild West

CD2 Track 40

Student's Book p. 58, Act 2

Alex: So, now where are we?

Phoebe: It looks like we're in the Wild West.

Patrick: Cool. Cowboys. I love cowboy films.

Phoebe: Well, I'm not so sure you're going to love those three.

Patrick: Which three?

Phoebe: Those three over there, riding into town. They look like trouble.

Alex: They look like robbers. The people in the town look nervous.

Patrick: Well, I'm not. I want to take a look around.

Alex: And I think it's best to wait and see what happens.

Patrick: Don't be so silly. Look, there's the sheriff. He won't let anything bad happen.

Phoebe: How do you know he's the sheriff?

Patrick: Look at his badge. And look at the pistol he's got in his holster.

Phoebe: Well, I think he looks as scared as the other people.

Alex: I don't like this. I don't like this at all!

CD3 Track 11

Workbook p. 64, Act 1

Ben: Hi Sophie. Can I ask you some questions?

Sophie: Sure. How can I help you?

Ben: It's about that museum you went to the other day.

Sophie: What - The American Indian Museum?

Ben: That's the one, I'm thinking of taking Nicky and Paul.

Sophie: You should. It's great. What do you want to know about it?

Ben: Well, is it expensive?

Sophie: It's €10 for you but children under fifteen are free.

Ben: That's great. Let me just write all this in my diary.

Sophie: OK.

Ben: Right. Where is it exactly?

Sophie: It's in Green Street. It's next to the cinema.

Ben: Oh, I know where you mean. That's easy to find. And when is it open?

Sophie: If I remember correctly, it's open every day except for Thursday.

Ben: So it's open Fridays to Wednesdays.

Sophie: Umm. Yes, that's right.

Ben: And what time does it open?

Sophie: It opens at 10 a.m. and closes at three in the afternoon.

Ben: Great. That's plenty of time.

Sophie: Is there anything else?

Ben: Yes, there is. I want to know about guided tours. Is it possible to get a tour of the museum?

Sophie: Yes, we had a guide. His name was Mr Henderson and he was excellent.

Ben: Henderson. Can you spell that?

Sophie: Sure. It's H-E-N-D-E-R-S-O-N.

Ben: Thanks.

Sophie: There is one thing. If you want a tour, you should phone and book before you go.

Ben: Of course. You don't have the number, do you?

Sophie: Let me look in my diary. Yes, here we are, it's 0126 5445 636.

Ben: 0126 5445 636.

Sophie: That's right.

Ben: Thanks so much for your help, Sophie.

Sophie: You're welcome and have a great trip.

CD3 Track 12

Student's Book p. 65, Act 1

Before the Europeans arrived in North America there were more than 300 different languages spoken by the Native Americans. These days there are only about 150 and many of these are spoken by very few people. Many place names in America come from these original Native American languages; cities like Chicago and Manhattan and states like Ohio and Mississippi.

These place names all have special meanings. Many of them are named after features of nature. Here are some of these place names. Find them on the map and complete their meanings. For example:

Minnesota means sky water.
Massachusetts means great little hill.
Connecticut means long river.
Michigan means big lake.
Iowa means beautiful land.
Manhattan means large island.
Kansas means people of the south wind.
Ohio means beautiful river.
Oklahoma means home of the red people.
Mississippi means father of the water.

These place names show how important nature was to the Native Americans. It's a lesson we could all learn from these days.

In Istanbul

CD3 Track 16

Student's Book p. 70, Act 2

Alex: Now where are we?

Phoebe: I'm not sure exactly, but it looks like we're back in the present.

Patrick: Yes, we're in some kind of market.

Phoebe: Wow! Look at those beautiful cups and saucers. I love them.

Alex: And I bet you love the silver and the gold too.

Phoebe: Yeah, some of these rings are cool. Or the gold earrings over there. They're lovely.

Patrick: I'm hot. I think I'm going to buy a few oranges.

Alex: I don't think you'll like them too much.

Patrick: Why?

Alex: They're made of soap. Look.

Patrick: Really? You're right! I'd like to know where we are.

Alex: Mmm. Everything's so colourful. There's gold and silver. I guess we could be in Asia somewhere.

Phoebe: Mmm. Not bad. The city where we are is both in Asia and in Europe.

Alex: What! How do you know that?

Phoebe: It's a fantastic city with lots of beautiful sights for tourists, and some spectacular bridges.

Patrick: Stop this, please, Phoebe. Where are we?

Phoebe: We're in Istanbul.

Alex: How did you know that?

Phoebe: From reading!

Alex: Another one of your famous books?

Phoebe: No, not this time. Just look at those big combs over there. What does it say on them?

Alex and Patrick: I love Istanbul.

Phoebe: That's right!

CD3 Track 25

Student's Book p. 76, Act 1

- 1 The Indian flag has orange, white and green horizontal stripes.
- 2 The Indonesian flag has got a red stripe and a white stripe.
- 3 The Finnish flag is white with a blue cross on it.
- 4 The Chinese flag is red with some gold stars on it.
- 5 The Japanese flag is white with a red circle on it.
- 6 The American flag is red, white and blue.
- 7 The Mexican flag has green, red and white vertical stripes.
- 8 The German flag has black, red and yellow horizontal stripes.

CD3 Track 26

Workbook p. 76, Act 1

Interviewer: When you were in Istanbul, did you buy any souvenirs?

Mrs Salt: Yes, there was this nice souvenir shop, not far from our hotel. We all went there. We really liked it. They had lots of souvenirs, books about Istanbul, caps, T-shirts, gold and silver and lots of other things.

Interviewer: So what did you buy?

Mrs Salt: Well, let's start with my daughter, Daisy. She's sixteen. She loves reading. She wanted to find a book called *The Ice Maiden*, but she couldn't find it in that souvenir shop, of course. So she bought another one. It's called *Sights and Sounds of Istanbul*. It's got very nice photos, and a CD with some Turkish songs.

Interviewer: And you? Did you get anything for yourself?

Mrs Salt: Oh, yes. I love drinking tea, you know. There's very good tea in Turkey, and also good coffee. But the souvenir shop didn't have those, of course. But I saw a lovely set of cups and saucers for drinking tea. It's made of glass, and painted in beautiful colours. I bought that set.

Interviewer: And how about your sister? She was with you too, wasn't she?

Mrs Salt: Anna? Yes, she was. My sister Anna and her two children, John and Katy.

Interviewer: Did your sister buy anything?

Mrs Salt: Yes, she did. She loves shopping, and she loves gold and silver. She wanted to buy some earrings, and they had very nice ones. My sister thought they were a little bit too expensive. So at first she couldn't find what she wanted. Finally she bought herself this colourful T-shirt. It said 'Istanbul's a dream!' But I'm sure she'll go back to Istanbul soon - she says she really wants those lovely earrings. She really likes them.

Interviewer: And what about John and Katy?

Mrs Salt: Well, John wanted a football, but he couldn't find any in the souvenir shop. But the shop next door had one with the names of the Turkish national team on it. John was happy. And Katy - well, she loves sunglasses. She got herself a pair of pink and green ones. She thinks they're cool. Well, she's fourteen!

CD3 Track 27

Student's Book p. 77, Act 1

Freya is enjoying her favourite meal. A hamburger with a slice of tomato in it. A glass of orange juice and an apple and a bar of chocolate for later. Except for the bread for her hamburger, none of this food has come from the UK. In fact her food has come from all over the world. The oranges for her juice have come from Florida in the USA. They have made a journey of over 8,000 kilometres. Even further than this is the meat in her hamburger. This has come all the way from Argentina, more than 11,000 kilometres away. The tomatoes have made a shorter journey - just 1,600 kilometres, from Spain. The cocoa beans to make the chocolate have come from Nigeria in west Africa. That's a journey of about 5,000 kilometres.

Finally, that apple. Of course, apples grow in the UK, but because it's February there are no apples on British trees. Freya's apple has come from South Africa over 9,000 kilometres away. That's a lot of food miles for one small meal. Can you work out the total?

The story teller

CD3 Track 31

Student's Book p. 82, Act 2

Alex: What a wonderful theatre! The actors' costumes are great.

Phoebe: Yes, they are. I think we're in Shakespeare's Globe Theatre.

Alex: Shakespeare? The writer? When did he live?

Phoebe: Well, he was born in 1564.

Patrick: How do you know all these things?

Phoebe: I pay attention at school. Mrs Butler told us all about him and showed us photos of Shakespeare and the Globe Theatre.

Alex: Photos? They didn't have cameras then.

Phoebe: Don't be silly. They were photos of paintings.

Alex: I remember that lesson. Can you see the man next to the stage on the left? He looks like Shakespeare.

Phoebe: Yeah, maybe it's him. He doesn't look very happy.

Patrick: The audience don't like the play. Look, the actor in tights is holding hands with the actress.

Phoebe: I think this play is *Romeo and Juliet*.

Patrick: Why do you think that?

Phoebe: Because he just called her Juliet and she just called him Romeo!

Alex: It's the end. People are leaving.

Phoebe: That's strange. The *Romeo and Juliet* I know has a sad ending. That was a happy ending.

Patrick: Maybe that's why the audience didn't like it. Look at Shakespeare. He's almost crying.

CD4 Track 03

Student's Book p. 88, Act 2

In 1939 Ernest Vincent Wright wrote a novel called *Gadsby*. It is about how a man called Gadsby helps save a town that is slowly dying. The book is quite long. In fact, it has 50,110 words, but the incredible thing is that none of the words in the book use the letter e and remember, e is the most used letter in the English language.

John James Audubon was a French-American naturalist and painter. He loved to paint birds. During the 1830s he produced a book with 435 beautiful paintings of birds. It was called *Birds of America*. In 2010 a copy of this book sold for 7.3 million pounds, making it the most expensive book in the world.

The most famous collection of fairy tales was published in Germany in 1812 by the Grimm Brothers. The collection contains well-known fairy tales such as *Snow White and Rose-Red*, *Rumpelstiltskin* and *Rapunzel*. Many of the fairy tales have been made into films.

Eric Carle's picture book *The Very Hungry Caterpillar* is one of the United Kingdom's best-loved books. It's the story of a tiny egg that turns into a caterpillar and eats its way through different foods. It finally becomes a butterfly. The picture book was translated into over 50 languages.

CD4 Track 06

Student's Book p. 92, Act 1

Girl: We asked 25 students how many books they read last year. Here are our results. Let me explain a few things. As you can see from the bar graph, all the students read at least one book last year. That's a good thing. A total of nine students read three books. This was the highest number of students. The next highest result was for two books. Seven students read two books. Only one person read one book. The highest number of books read by a student was eight. One student read eight books. No one read four, five, six or seven books. Thank you for listening.

Museum of the future

CD4 Track 09

Student's Book p. 94, Act 2

Patrick: Where are we? These are models of people doing their jobs. This place is really boring!

Phoebe: Yes, how strange. Look, there's an artist, a businessman and a businesswoman. What about the guy in the white coat?

Alex: Don't you see? It's a dentist.

Patrick: Yeah, that's right. And there's a farmer, a cleaner ... What about that woman with the hat on?

Alex: Well, I guess she's an engineer. She's checking something, isn't she?

Phoebe: Mmm. Yeah. That's right. And this guy in the blue uniform?

Patrick: That's a mechanic.

Phoebe: And there's a computer programmer. My grandpa was a computer programmer.

Alex: Something's strange about this. This is kind of a museum. We are looking at waxworks of people doing normal jobs. Why would a museum want to show people doing normal jobs?

Phoebe: I think we're in the future. They are showing these jobs because, for the people who live here, these jobs are from the past.

Patrick: Huh? You mean in this world there are no cleaners any more? And no mechanics? No farmers? That's silly!

Alex: I'm not sure it's so silly. I think Phoebe's right. We're in the future. A future without these jobs ... I'd love to know what year this is.

Robot: This - is - the - year - two - thousand - five hundred - and - thirty-one.

Patrick: 2531? I can't believe it!

Phoebe: Is it correct that we are in the year 2531, and these jobs don't exist any more?

Robot: That's - correct.

Alex: So who works on farms? Who helps people when they have a toothache?

Robot: Robots - do - everything. These - jobs - do - not - exist - any - more! This - museum - shows - the - things - that - don't - exist - any - more.

Patrick: And who are you?

Robot: Silly - question. - I'm - a - robot.

Alex: Wow! Let's see what other things don't exist any more.

Patrick: Yes. Let's!

CD4 Track 10

Student's Book p. 95, Act 1

Robot: Hello! I'm Robix and I'm the world's best robot. I'm not expensive, and I'm so cool I can do lots of things for you.

If you're thirsty, I'll make you a nice cup of hot chocolate. Just press the green button.

If your room is in a mess, I'll tidy up. Press the orange button.

If you want to have fun, I'll sing you a song. Press the blue button.

If you're tired, I'll do your homework. Press the red button.

If you buy me, you'll be very happy! See you soon! Bye bye!

CD4 Track 18

Student's Book p. 100, Act 2

It's time now for today's top five and this morning we've got a great one for you - the top five most unusual jobs: jobs you probably never knew existed.

At number five we have pet food tester. That's right - tasting cat and dog food. Yuck. This job involves trying out new pet food products before the animals. Testers don't eat the food completely. They just put a bit in their mouth and then spit it out and they always have a glass of water next to them.

At number four is fruit cleaner. This job involves making oranges and lemons those bright colours that people want to see in the supermarket. They do this before the fruit goes to the shops by using chemicals and hot steam.

Number three. If your cat or dog is missing then you might want to talk to someone who spends their time looking for missing animals. And that's exactly what pet detectives do. There's even a film about one - it's called *Ace Ventura - Pet Detective*.

At number two is the ostrich babysitter. This job is pretty easy. You just have to sit among all the birds on an ostrich farm and make sure they don't start fighting or trying to eat each other's eggs. It's usually very quiet so don't forget to take a book with you.

And the number one unusual job is ... a golf ball diver. Each year golfers hit millions of golf balls into lakes - by mistake, of course. The golf ball diver then dives down and collects them all to resell in the golf shops.

CD4 Track 20

Workbook p. 100, Act 1

1 What should Katy put on the table?

Katy: What are you doing, Dad?

Dad: I'm making a vegetable soup, darling.

Katy: Can I help you?

Dad: Sure. Can you give me some potatoes and some carrots, and put them on the table over there, please.

Katy: And what about tomatoes, Dad?

Dad: No, not today.

2 Which is William's bike?

Man: Katy, William left his bag on his bike. Can you get me the bag, please?

Katy: Yes, but which is his bike?

Man: It's the one next to the tree.

Katy: This one?

Man: No, there's a green flag on William's bike.

3 What subjects will Richard's class study this morning?

Richard: Good morning, Mrs Brown.

Teacher: Hello, Richard.

Richard: What lessons have we got this morning?

Teacher: PE and Maths.

Richard: OK. And Biology?

Teacher: No, that's tomorrow.

4 Where should Lucy put the notebook?

Mum: Oh, Lucy, there's one more thing for you to do.

Lucy: What's that, Mum?

Mum: Can you help me find my notebook, please? I think it's in my bag.

Lucy: Here it is, Mum. Under the table.

Mum: Great.

Lucy: Where shall I put it?

Mum: Put it on the shelf, please.

5 Where has the teacher left his car keys?

Richard: OK, Mr Roberts. Bye bye.

Teacher: Oh, dear. Where are my car keys? Did I leave them in the library?

Richard: Shall I go and check, Mr Roberts?

Teacher: No, they're not in the library. I'm sure. Maybe I left them in the car.

Richard: In your car? I can go and check.

Teacher: No, that's not possible. I had them in the classroom. Yes, that's right. They're in the classroom. Thanks very much, Richard. Bye.

Mystery at sea

CD4 Track 22

Student's Book p. 106, Act 2

Alex: We're at sea!

Phoebe: I hope neither of you get seasick!

Patrick: Please don't tell me we're on the *Titanic*. I don't want any more disasters.

Alex: Don't worry, Patrick. This ship is a lot older than the *Titanic*.

Phoebe: Yes, it's an old sail ship. I wonder where we're going.

Patrick: Let's ask the captain. Look, that's him, standing near the mast.

Alex: That might not be a very good idea. How do we explain why we are on his ship?

Phoebe: Yes, I think we should hide for a while. Let's see if these sailors are friendly first.

Patrick: Look, over there! On the wall of the cabin.

Phoebe: What is it?

Patrick: There's a sign next to the porthole. I think it's the ship's name.

Alex: I see it but I can't read it.

Patrick: I think it says 'Mary' something.

Phoebe: *Mary Celeste*. That's what it says.

Patrick: That's a nice name. Does it mean anything?

Phoebe: I haven't heard of it.

Alex: *Mary Celeste*. I'm sure I know that name but I can't remember why. I'm pretty sure it's a famous ship, though.

Patrick: So what happened to it?

Alex: I'm not sure but I think we're going to find out ...

CD4 Track 24

Workbook p. 107, Act 1

1 I usually visit my grandparents.

2 I've already been to France three times.

3 She hasn't opened all her presents yet.

4 Don't talk when I'm speaking.

5 We haven't done all our homework yet.

6 We've already walked more than 10 kilometres.

CD4 Track 34

Student's Book p. 113, Act 1

Presenter: Hello and welcome to

Mysteries of the Deep. This week we are going to look at four creatures from the sea. Of course, these days we know these creatures are not real but many years ago many people believed they were.

Everyone knows what a mermaid is. Many years ago sailors told stories about how they were helped by this creature which is half woman and half fish. Christopher Columbus even said that he saw three of them on his way to discover America.

A sea creature that liked to attack ships was the Kraken. This was a huge octopus that pulled ships down into the sea. These days scientists have discovered a type of giant octopus that is three and a half metres long. Was this the Kraken that ancient sailors were so scared of? Finally, the Loch Ness monster. Different to the others, this monster doesn't live in the sea. It lives in a deep lake in Scotland. Every year lots of tourists try to take photos of this long-necked creature. So far, no one has taken a photo to show that it exists. But you can find lots of photos on the Internet - they are not real. Nobody knows if it really exists or not. ...

CD4 Track 36

Student's Book p. 116, Act 1

Ruby: UFOs are Unidentified Flying Objects. They are called UFOs because people have seen them but nobody could explain what they were.

Mike: One night a farmer saw a bright object land near his farm. The farmer was on a mountain looking for a lost sheep. He found the sheep and quickly went down to the place where the bright object had landed. There was no object there. But the grass was flattened. He told his story to other people in the village, but they hadn't seen anything.

Sue: Scientists say that the UFOs are meteors or aircraft. Nobody has ever found a UFO with little green men and women inside. And there is no clear photo of a UFO.

My portfolio writing practice key

1 Filling in a form

- 2 CAPITAL LETTERS,
3 YYYY, 4 Underline, 5 Circle,
6 20-30 words
- Students' own answers

2 A description

- 2 who calls the restaurant,
3 which Auntie Sue always
makes, 4 who is sitting, 5 which
is from all the family, 6 which
plays music
- Students' own answers
- Students' own answers

3 Plans for a trip

- 2 get, 3 arrive, 4 are going
to join, 5 are going to
learn, 6 finish, 7 is going to
take, 8 are going to meet,
9 are going to plant, 10 come
- Students' own answers

4 An experiment

- 1 e, 2 d, 3 c, 4 a, 5 b
- Students' own answers

5 Write a story

- 1 d, 2 a, 3 g, 4 b, 5 f, 6 h, 7 e,
8 c, 9 j, 10 i
- 2 promised, 3 whispered,
4 offered, 5 suggested,
6 shouted

Note: Before students write their story in Activity 3, you may like to discuss the following questions in class to generate ideas of direct speech that they could include:

What did Billie Liar shout when he was robbing banks?

Did he laugh at the people?

What did he say?

Did people whisper when they were hiding from him?

Did anyone suggest how to catch him?

How did the sheriff offer to help the town?

What does the sheriff promise the people at the end?

- Students' own answers

6 Helping a friend

- 1 C, 2 A, 3 B
- 1 Try not to, 2 Maybe you shouldn't, 3 Why not join
- 2 Why not join the school team? 3 You should talk to a teacher. 4 I'm sure you'll be OK.
- Students' own answers

7 A biography

- 2 twenty he studied for a year at a college in Madrid, 3 went to work for a rich man in Italy, 4 joined the Spanish army, 5 hurt his left hand and couldn't use it again, 6 in prison, 7 ideas for his book, 8 got married, 9 he got a job in the south of Spain, 10 He wrote, 11 he lived in Madrid, 12 wrote Part 2 for *Don Quixote*, 13 wrote his Part 2, 14 in 1616, 15 no one knows
- Students' own answers

8 An advertisement

- 2 f, 3 t
- Students' own answers
- 2 cheaper, 3 Dog-walk-o-matic, 4 cheapest
- Students' own answers

9 A summary

- g, h, i, k, m, n, o
- 2
- Students' own answers
- Students' own answers

Thanks and acknowledgements

The publishers and authors would like to thank the following teachers and reviewers for their help in developing the course:

Argentina: Liliana Amado, María Silvia Caride, Gabriela Finkelstein, Susana Lagier, Gladys Ledwith, María Sol Luppi, Mónica Marinakis, Silvia Miranda, Natalia Monty, Pamela Pogr , Adriana Raffo, Viviana Rondina, In s Salom n, Stella Maris Schulte, Mar a Teresa de Vido de Stringa, Mar a Marta Taurozzi

Chile: Sandra Dur n Vega, Fernanda Tornero

Egypt: Nabil Ezz-el Deen, Iglal El Gamel, Ghada Farouk, Nemat Matta, Sonia Abdul Rahman, Daniel Rolph, Amy Sarkiss

Mexico: Claudia Mej a Escalante, Luc a Garc a, Imelda Calder n G mez, Laura Landa Herrera, Yeymi Ortiz Iberra, Claudia Camacho Jim nez, Rosa Mar a Mart nez Maldonado, Jos  Antonio Mart nez, Guadalupe Mej a, Mar a Teresa Moguel, Mar a del Rosario Lim n Ortiz, Mar a Teresa Patr n, Yara Gil P rez, Lorena S nchez P rez, Ivette Portales, Yolanda G mez Saldana, Diana Naim Sucar

Poland: Ewa Orłowska-Przedziecka

Portugal: Niki Joseph

Qatar: Eilidh Hamilton

Spain: Arantxa Abalos, Julius Krajewski,  ngela McClenaghan, Ken O'Carroll, Noreen O'Donnell, John West, Valerie Weston

Turkey: Deniz Altıparmak, Lisa Broomhead, Celia Gasgil

UK: Lucy Frino, Pippa Mayfield, Hilary Ratcliff, Susannah Reed, Melanie Williams

Special thanks to Pippa Mayfield for writing the Teacher's Book introduction.
Special thanks to Karen Elliott for writing the phonics material.

The publishers are grateful to the following contributors:

Hilary Ratcliff: freelance editor

Karen Elliott: Phonics focus author

Andrew Oliver: concept design

Bloobery Design: cover design, book design and page make-up

John Green and Tim Woolf, TEFL Tapes: audio recordings

Super Minds

Teacher's Book 5

Are you ready to
become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

- Develop language creatively with activities like role play and project work
- Focus on functional language with communicative activities
- Explore social values through the stories and fascinating cross-curricular sections

This Teacher's Book includes detailed lesson aims, clear instructions and a vast array of extra activities.

FREE extra resources can be downloaded from
www.cambridge.org/elt/superminds

Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2 – B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

Level 5

Student's Book with DVD-ROM

Workbook

Teacher's Book

Teacher's Resource Book

with Audio CD

Class Audio CDs

Classware and

Interactive DVD-ROM

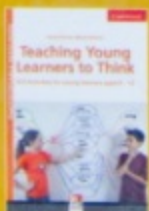
Other resources you can use:



ISBN 978 1107 63775 7



ISBN 978 0521 13410 1



ISBN 978 1107 63852 5

CAMBRIDGE
UNIVERSITY PRESS

www.cambridge.org

ISBN 978-0-521-21616-6



9 780521 216166 >